



# Idea Readiness Tool

Understanding a School Community's Readiness for Adopting a New Idea and Strategies for Taking Action

AUTHORS: Candace I. J. Nykiforuk & Laura M. Nieuwendyk

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## Are you Ready to be a Wellness Champion at your School?

“Health and well-being are important to quality of life and are necessary to the work and mission of school communities. Building capacity to create a culture of wellness that encompasses employee well-being requires a sustained effort. It's often about small, incremental changes and successes. But when it all comes together, the positive impact for the school population as a whole is well-worth the effort.”

- ALBERTA SCHOOL EMPLOYEE BENEFIT PLAN (ASEBP) PREVENTION SERVICES

Are you a go-to person for wellness in your school community or in your school jurisdiction?

Do you have a new idea that you want to try in your school community?

Have you been referred to as a wellness champion?

Would you like some help with how to get your new idea off the ground?

Are you just simply passionate about health and well-being?

### That's where this “Idea Readiness Tool” comes in: it will help you get started!

The Idea Readiness Tool was designed to help people get their ideas off the ground, using simple steps and strategies in the process. Change can be complicated and occurs differently depending on how ‘ready for change’ a school community is. Knowing how to assess level of readiness can facilitate the process of change. New ideas often involve countless people (e.g., teachers, administrators, school boards, parents, students, etc.) and can take a great deal of time and energy before the anticipated outcomes come to fruition.<sup>1</sup> Also, remember to leave room to act on unexpected opportunities and to alter your strategies to respond to changes in the school environment, even when using the strategies you identified from the Idea Readiness Tool.

“The ability to see wellness and live it is the key to spreading habits of health throughout a community. It is truly win-win when support staff, administrators and educators all work together to create a culture of wellness. School employees are not only role models for the students, but also for one another.”

- ALBERTA SCHOOL EMPLOYEE BENEFIT PLAN (ASEBP) PREVENTION SERVICES

1. Sabatier, P.A. (2007). The Need for Better Theories. In P. Sabatier (Eds.), Theories of the Policy Process (pp. 3-17). Boulder, CO: Westview Press.

# Overview of the Idea Readiness Tool

## What is the Idea Readiness Tool?

The purpose of the Idea Readiness Tool is to help guide the spread of new ideas within a school community. The Idea Readiness Tool begins with a very brief checklist that can be used to identify readiness for a new idea. Included with the checklist are a series of strategies specifically tailored for working with school communities at different stages of readiness. There is also a resource list for those interested in reading more information to support their use of these strategies.

## Who should use the Idea Readiness Tool?

The tool can be used by teachers, support staff, school administrators, parents or anyone else interested in encouraging healthy school community development.

## Who developed the Idea Readiness Tool?

The Idea Readiness Tool was developed by the Policy, Location, and Access in Community Environments (PLACE)<sup>2</sup> research team in the School of Public Health, University of Alberta in partnership with the Alberta School Employee Benefit Plan (ASEBP)<sup>3</sup> Prevention Services. ASEBP supports school employees in their efforts to create healthy school communities and promote a healthy school workplace.

A **school community** can be an individual school, school board, school jurisdiction, etc. or a combination of those groups.

## How was the Idea Readiness Tool developed?

The Idea Readiness Tool was created by modifying the evidence-based, validated Policy Readiness Tool<sup>4</sup> specifically for use in a school community, and accounting for each school community's unique needs and varying characteristics.

The original Policy Readiness Tool can be used by anyone to assess organizations' or municipalities' readiness for policy change, and to identify appropriate strategies that can be used to support policy adoption and implementation. It was developed based on Rogers' Diffusion of Innovation Theory,<sup>5</sup> healthy public policy evidence, and extensive collaboration with practitioners and policy-makers. (Please see the Appendix for further details on Rogers' Diffusion of Innovation Theory.)

For more information on the Policy Readiness Tool, please visit [www.policyreadinesstool.com](http://www.policyreadinesstool.com).

## How should the Idea Readiness Tool be applied?

The Idea Readiness Tool was designed to support the development and promotion of wellness ideas within a **school community**. This document refers to 'school community' as the Idea Readiness Tool is applicable to all kinds of school settings. You can use the tool to assess their group's level of readiness for a new idea. The readiness level (i.e., Innovator, Majority, and Late Adopter) that is identified by using the tool is then linked with level-appropriate strategies and resources that can be used to advance the idea.

2. For more information about the Policy, Location and Access in Community Environments (PLACE) research lab, please visit [www.placeresearchlab.com](http://www.placeresearchlab.com)

3. For more information on Alberta School Employee Benefit Plan (ASEBP) Prevention Services, please visit <https://www.asebp.ab.ca/>

4. Nykiforuk, C.J.J., Atkey, K.M., Nieuwendyk, L.M., Raine, K.D., Reed, S., & Kyle, K. (2011). Policy Readiness Tool: Understanding a Municipality's Readiness for Policy Change and Strategies for Taking Action. Edmonton, AB: School of Public Health, University of Alberta.

5. Rogers, E.M. (2003). Diffusions of Innovations Theory (5th ed). New York: Free Press.

## What are the levels of readiness?

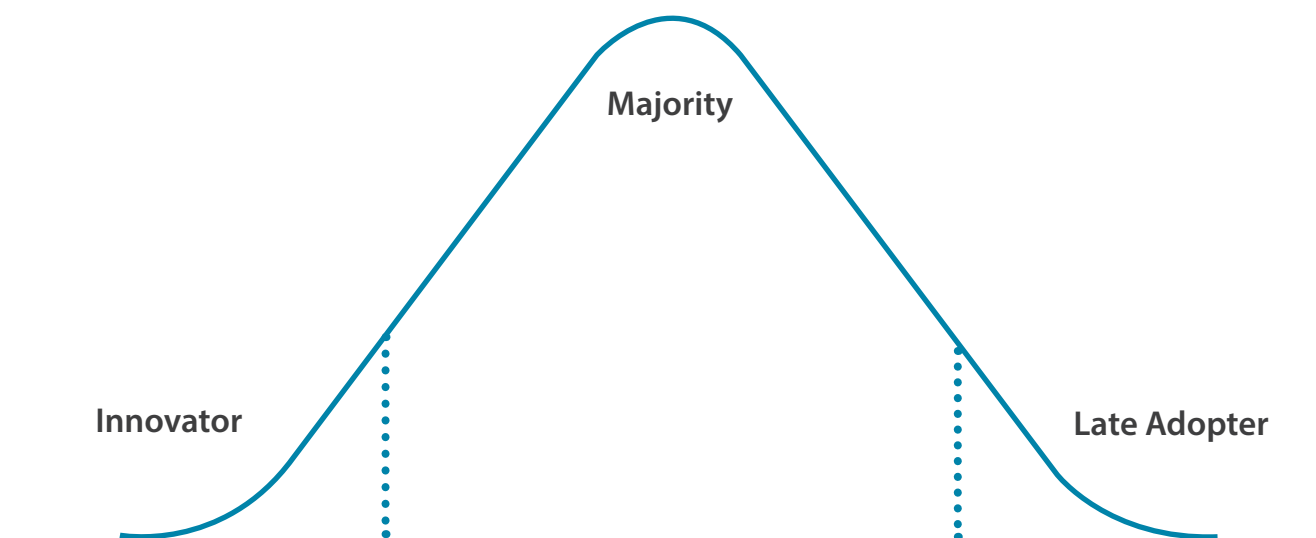
Rogers' adopter categories classify potential adopters (of the new idea or 'innovation') based on their level of innovativeness.<sup>6</sup> To enhance use of the Idea Readiness Tool with a school community, we have collapsed Rogers' five original adopter types into three categories: (1) Innovators, (2) Majority, and (3) Late Adopters. To read more about Rogers' original five adopter categories, please see the Appendix.

Whether a school community is an Innovator, from the Majority, or a Late Adopter can be determined by examining the rate of adoption of ideas over time, which tends to follow an S-shaped diffusion curve (see Figure 1).

## What is considered a new idea?

A new idea can refer to a wide variety of things, such as a new practice, initiative, policy, product, etc., as long as the idea – whatever it is! – is considered new by the unit (e.g., individual, school, or organization) considering its adoption.

Figure 1. Adoption Curve for Rogers' Diffusion of Innovation Theory



Source: Figure 1 was produced based on information provided from Everett M. Rogers, *Diffusion of Innovations* (New York: Free Press, 2001).

6. Rogers, E.M. (2003). *Diffusions of Innovations Theory* (5th ed). New York: Free Press.

## Key Terms Used in the Document

**School community members** can include, but are not limited to: teachers, staff, students, school leadership team and parents.

**School leadership team** can include: administrators (principal, vice principal, etc.), parent-teacher council president, and other elected parents and staff.

**School wellness champions** may include:

- individuals from your school community who are open to new ideas;
- key stakeholders (administrators, teachers, staff, students, parents, community members, school board members, city councillors, school trustees, superintendents and provincial representatives) at your school community;
- an individual who is passionate about health and wellness;
- an individual who is respected by the school community and who is willing to help you work towards implementing the new idea;
- people who have an in-depth knowledge of the school community; and/or,
- the school's administrative staff.

**Stakeholders** can include, but are not limited to: administrators, teachers, staff, students, parents, community members, school board members, city councillors and provincial representatives.

## Getting Started with the Idea Readiness Tool

The Idea Readiness Tool is divided into three key sections. It is important to review each section in the order presented.

- 1. Assessing a School Community's Readiness for a New Idea:** This section includes a very brief checklist to identify a school community's level of readiness for a new idea (i.e., Innovator, Majority, or Late Adopter).
- 2. Key Strategies to Gain Support for a New Idea:** This section includes key strategies for moving forward with a new idea. The strategies are tailored to the different levels of readiness as identified in Section 1.
- 3. General Resources for Supporting a New Idea:** This section provides a list of general resources that can be used to support any level of readiness for a new idea.





## Assessing a School Community's Readiness for a New Idea

Understanding 'readiness' is the first step in working with a school community to move forward with a new idea. This will help you to choose the most effective, evidence-based strategies for advancing that idea based on the characteristics of the group that you are working with.

### STEP 1

Complete the checklist on page 6 to determine the level of readiness for a new idea within your school community (e.g., individual school, school board, school jurisdiction, etc.). There are 10 rows in the checklist – each row provides 3 options for characterizing a school community. Choose one option (A, B or C) in each row. Select the option that most closely describes the school group that you plan to work with – it is okay if the option you choose does not exactly match the group you have in mind, as long as it is the most applicable of the three choices.

### How long does it take to do this? Do I have to complete it by myself?

The checklist typically takes 3-5 minutes to complete. It can be completed by an individual or as a group. It can be completed in a single sitting or returned to again and again.

### What if I am unsure about which option to select in one of the rows?

If you are unsure how to best complete the checklist, it may help to complete it along with someone else who is more familiar with or who works closely with the school community (e.g., principal, administrative staff, teacher, or parent who is actively engaged). If you are still unable to select an option, leave the response section for that row blank.

### Why do some of the characteristic descriptions seem the same?

You will notice that the descriptions in the checklist sound very similar from line to line. This was done on purpose to provide you with a comprehensive understanding of your target school group and its innovation characteristics.

### STEP 2

Tally up the total number of As, Bs and Cs that you noted in the last column of the checklist. This will reveal whether the school community you are working with is most closely characterized as an Innovator, Majority type, or Late Adopter.

### IMPORTANT DISCLAIMER

The Idea Readiness Tool checklist is meant to be a good starting point for thinking about the characteristics of the school community you are working with. This is meant to link you with tailored strategies for how you can best engage with that community to start to move the idea forward. *The checklist should be completed for every new idea, as the level of readiness might be different for different ideas within the same setting.*

## Checklist for Assessing School Community Readiness for a New Idea

| A   | B  | C  | Response (A, B or C?) |
|---|--|--|-----------------------|
| The school community is comfortable being among the first to try new ideas and initiatives  | The school community usually goes along with other school communities' recommendations about trying new ideas and initiatives                  | The school community is uncomfortable trying new ideas and initiatives   |                       |
| The school community enjoys being the first to try something new  | The school community prefers to try new things after seeing other school communities successfully use them                                     | The school community prefers to use things it is currently using   |                       |
| The school community likes to try things that are seen on TV or read about  | The school community prefers to try things that are seen on TV or read about, only after seeing other school communities successfully use them | The school community prefers not to try things that are seen on TV or read about until they have been thoroughly tested                        |                       |
| The school community is always looking for something new to benefit its employees and students  | The school community sometimes looks for new things to try to benefit its employees and students   | The school community likes using more traditional things to benefit its school communities   |                       |
| If the school community doesn't know what to do, it asks other schools for advice   | If the school community doesn't know what to do, it sometimes asks other school communities for advice   | If the school community doesn't know what to do, it tries to figure it out itself  |                       |
| Incentives would motivate the school community to consider trying something new   | Incentives might motivate the school community to consider trying something new  | Incentives would not motivate the school community to consider trying something new  |                       |
| It is very important to the school community's professional reputation to be the first to try something new                           | It is somewhat important to the school community's professional reputation to be the first to try something new                                | It is not important to the school community's professional reputation to be the first to try something new                                     |                       |
| The school community likes to be the first to try new programs  | The school community prefers to wait until other school communities use a program before trying it   | The school community likes to wait until a program is thoroughly tested before trying it   |                       |
| The school community likes to be the first in the jurisdiction or province/territory to try new materials                             | The school community prefers to try new materials after seeing other school communities successfully use them                                  | The school community is uncomfortable trying new materials   |                       |
| The school community prefers to be one of the first schools in the jurisdiction or province/territory to try new ideas or initiatives | The school community prefers to wait until an idea or initiative has been implemented in other school communities before adopting it           | The school community prefers to wait for the province to adopt ideas or initiatives to create a level-playing field for all school communities |                       |

**Total As:** \_\_\_\_\_ **Total Bs:** \_\_\_\_\_ **Total Cs:** \_\_\_\_\_

If the school community you are planning to work with received mostly **As**, it is an **Innovator**.

**Innovator** school communities are described as adventurous and often serve as role models for others. They are attracted by high-reward ideas, or initiatives and have a greater tendency to take risks. Innovators have the ability to cope with elevated levels of uncertainty about the new idea they are adopting. They are typically willing to tolerate initial problems that may accompany new ideas and are able to identify solutions for these problems.

To see key strategies for moving forward with a new idea with a school community that is an Innovator, **proceed to page 8**.

If the school community you are planning to work with received mostly **Bs**, it is in the **Majority**.

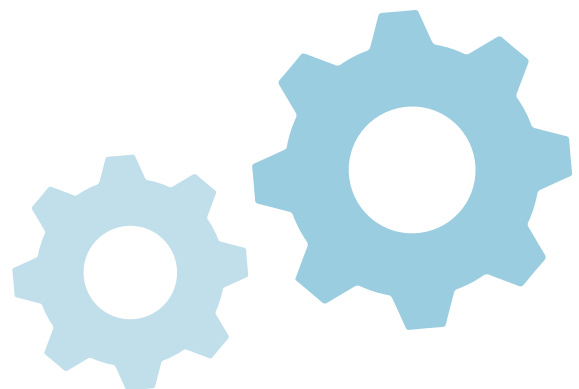
**Majority** school communities are described as deliberate because they require time to determine whether to adopt a new idea. This group seldom leads the pack when it comes to adopting new ideas and is of the philosophy that it is better to change as a group than to be one of the first to change. Considering this, they tend to adopt new ideas at about the same time as the average school community.

To see key strategies for moving forward with a new idea with a school community that is a Majority type, **proceed to page 19**.

If the school community you are planning to work with received mostly **Cs**, it is a **Late Adopter**.

**Late Adopter** school communities are described as traditional, skeptical of new ideas, or eager to maintain the status quo. They usually wait until an idea has been adopted by the majority of other school communities before implementing it themselves. They may need to be pressured into adopting a new idea, or may never adopt the new idea unless required to.

To see key strategies for moving forward with a new idea with a school community that is a Late Adopter, **proceed to page 29**.



## Key Strategies to Gain Support for a New Idea

This section provides details about strategies that can be used with school communities at different levels of readiness (i.e., Innovators, Majority and Late Adopters) for moving forward with a new idea. These strategies, along with the supplementary resources provided, are meant to support you throughout the process of building, continuing, improving, and sustaining a new idea in your school community.

Use the sections outlined below to kick-start your plan and guide you as you go.

### Strategies to Use with an 'Innovator' School Community

#### Who is an Innovator School Community?

An Innovator school community tends to be passionate and forward thinking. When working with Innovators, remember that they take pride in being viewed as leaders. Be mindful of the vision that they have for their school community and their desire to leave a legacy for the future. Strategies should appeal to their adventurous side and generate excitement about the actions ahead.

#### Summary of Strategies to Use with an Innovator School Community

- Provide Supportive Evidence
- Frame the Idea to Appeal to the Innovative Spirit of the School Community
- Build Relationships with Champions from the School Community
- Generate Support from the Leadership Team
- Raise Awareness about the Idea by Educating the School Community

## STRATEGY > Provide Supportive Evidence

1. Emphasize the positive outcomes that will result from adopting the new idea. Be as specific as possible.
  - For example, outline how the change might lead to improvements in health outcomes.
2. Less concrete evidence is usually required to make a case for the new idea as Innovators tend to be more accepting of risks and unknowns.
  - If possible, give examples of other school communities who have undergone similar changes and illustrate how and why they have been successful.
  - Provide instances of other school communities who are considering implementing a similar idea.
  - Present evidence by using experts in the field.
3. Outline the pros and cons of adopting the change.
4. Illustrate how the benefits outweigh the risks.
  - One possible way to do this is by showing the Return on Investment (ROI).
  - It may be useful to demonstrate potential impact by completing a Health Impact Assessment (HIA).

### > Working with Evidence

## Resources

#### **Towards Evidence Informed Practice - Learning Module Two - Making Evidence Work for You**

*Ontario Public Health Association*

This is an excellent tool for using evidence to help promote your idea. It discusses what evidence is, where to find it and how it can be generated and applied to increase the effectiveness of health promotion programs in different settings, including a school community.

[http://www.briane Gould.com/teip2/module\\_2/index.html](http://www.briane Gould.com/teip2/module_2/index.html)

#### **What Works? Towards an Evidence-Based Education System**

*The Teaching Leaders Quarterly*

This document focuses on how to incorporate evidence into a school community to improve practice based on what the evidence says. Focus on the content provided in pages 4-5 (*Innovating with Impact*) and pages 9-11 (*Building a Research-Based Culture in a School*).

[http://www.teachingleaders.org.uk/wp-content/uploads/2013/07/Quarterly\\_Q2-131.pdf](http://www.teachingleaders.org.uk/wp-content/uploads/2013/07/Quarterly_Q2-131.pdf)

## ➤ Sources of Evidence

### **Developing Healthy School Communities: Handbook**

*Alberta Healthy School Community Wellness Fund, Centre for Health Promotion Studies, University of Alberta*

This document provides an overview of the work funded by the Alberta Healthy School Community Wellness Fund (University of Alberta). Through the Wellness Fund a variety of projects are funded that support the development of healthy school communities. This is a great resource that provides background information on the important components of supporting comprehensive school health.

<http://www.achsc.org/download/2012/Handbook-Nov2011.pdf>

### **Pan-Canadian Joint Consortium for School Health – Resources**

*Pan-Canadian Joint Consortium for School Health*

The resources found within the Pan-Canadian Joint Consortium for School Health provide supportive evidence across a range of comprehensive school health topics (e.g., mental health, physical activity, healthy eating, etc.).

<http://www.jcsh-cces.ca/index.php/resources>

### **Teaching and Learning Toolkit**

*Education Endowment Foundation*

This online database from the UK provides information across 34 different topics (e.g., arts participation, extending school time, outdoor adventure learning, etc.) including the strength of evidence, relative to their impact and associated costs, as well as a DIY Evaluation Guide.

<https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/about-the-toolkit/>

### **The Wellness Dividend: How Employers Can Improve Employee Health and Productivity**

*The Graham Lowe Group Inc.*

This is a comprehensive, evidence-based report that discusses why it is important to invest in employee wellness. Included with this report are details about the potential positive impacts of this investment and practical ways to invest in employee wellness.

[http://creatinghealthyorganizations.ca/Wellness\\_Dividend.php](http://creatinghealthyorganizations.ca/Wellness_Dividend.php)

### **The Wellness Impact: Enhancing Academic Success through Healthy School Environments**

*GENYOUth Foundation, National Dairy Council, the American College of Sports Medicine, the American School Health Association*

This report outlines the pivotal role that schools can play in improving students' physical activity and nutrition. The report outlines and provides evidence about how creating supportive environments is critical for student success.

[http://www.genyouthfoundation.org/wp-content/uploads/2013/02/The\\_Wellness\\_Impact\\_Report.pdf](http://www.genyouthfoundation.org/wp-content/uploads/2013/02/The_Wellness_Impact_Report.pdf)

## ➤ Assessing Return on Investment of a New Idea

### **Investing in Prevention: The Economic Perspective**

*Public Health Agency of Canada*

This document provides an overview of the economics of prevention in Canada and serves as a useful background for those working with evidence to illustrate the benefits of ideas that support health and well-being.

<http://www.phac-aspc.gc.ca/ph-sp/preveco-index-eng.php>

### **Return on Investment in Education: A “System-Strategy” Approach**

*Education Resource Strategies (by Stephen Frank and Don Hovey)*

This document outlines how to use a System-Strategy Return on Investment (ROI) approach for use in a school community. This approach incorporates student needs/performance (a fundamental aspect within a school community) into the calculation of ROI.

<http://www.erstrategies.org/cms/files/2466-return-on-investment-in-education-pdf.pdf>

## ➤ Health Impact Assessment

### **Health Impact Assessment (HIA)**

*World Health Organization*

A health impact assessment is a tool that can help you assess the health impacts of the new ideas you plan on initiating in your school community. This website, developed by the World Health Organization, outlines the concept of the health impact assessment and provides tools and guidelines for determining whether to conduct one in your community and can be adopted for use in a school community.

<http://www.who.int/hia/tools/en/>

## STRATEGY > Frame the Idea to Appeal to the Innovative Spirit of the School Community

1. Position the idea to align it with the vision and mission of the school community.
  - This can be accomplished by referring to the idea using language similar to that used in other school wellness related actions, especially in cases where the school community has demonstrated leadership.
  - Link the proposed ideas to strategic documents and mission statements developed by the school community.
2. Present information in a way that enhances the school community's credibility or reputation as an Innovator (or leader).
  - For example, emphasize how their actions will set the stage for other schools or how they will be among the first in the school district, province/territory, or country to adopt the idea.
3. Reference another school community exploring similar ideas and, if possible, link Innovators with other Innovators.
4. Frame the message in terms of what the school community can gain from adopting the new idea.
  - Framing involves carefully defining your goals and strategically tailoring your message to your target audience.<sup>7</sup>
  - While there may not be a great deal of evidence available, try to piece together what is available to illustrate the positive outcomes (e.g., improved health) that may result from adopting the new idea.
  - To locate sources of evidence that are relevant to the idea, be sure to explore a variety of sources. Talk to people working on this idea in another school community, local or provincial not-for-profit groups interested in similar ideas, or research experts.
5. Position the idea in a big picture or population health perspective.
  - A population health perspective involves moving focus beyond individual health to more broadly consider the health of a group or population. It focuses on how a range of individual, behavioural, and environmental determinants interact with each other to shape the health of populations, not only within the school community, but outside it as well (e.g., the neighbourhood or community).<sup>8</sup>
  - Innovators tend to be thoughtful and interested in the big picture view. Ensure that the school community understands how the proposed idea relates to broader ideas that impact their community (e.g., better employee health leads to a healthier school environment and a healthier community) and to the determinants of health (e.g., income and social status, education, and the physical and social environments).

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7. Center for Disease Control and Prevention. (n.d.). Chapter Nine: Media Advocacy. In *Designing and Implementing an Effective Tobacco Counter-Marketing Campaign*. Retrieved from [http://www.cdc.gov/tobacco/stateandcommunity/counter\\_marketing/manual/pdfs/chapter9.pdf](http://www.cdc.gov/tobacco/stateandcommunity/counter_marketing/manual/pdfs/chapter9.pdf).

8. Frankish, J., Veenstra, G., and Moulton, G. (1995). Population Health in Canada: Issues and Challenges for Policy, Practice and Research. *Canadian Journal of Public Health*, 90, S71-S75.



## ➤ How to Frame Messaging

### **The Health Advocacy ToolBox - Effective Communications**

*Connecticut Health Policy Project*

A short resource that provides nine simple to follow steps to ensure you are effectively communicating your key messages to the right people. As part of this process it identifies how to frame your messages and design the communication strategy.

[http://www.cthealthpolicy.org/toolbox/tools/effec\\_comm.htm](http://www.cthealthpolicy.org/toolbox/tools/effec_comm.htm)

## ➤ Population Health Perspective

### **The Determinants of Health**

*The World Health Organization*

Developed by the World Health Organization, this website provides a detailed account of the complex factors (ranging from transportation and housing to industry and urbanization) that interact to influence human health.

<http://www.who.int/hia/evidence/doh/en/index2.html>

### **What Determines Health?**

*Public Health Agency of Canada*

This website introduces readers to a population health perspective and outlines the determinants (environmental, economic, political, social, etc.) that work together to impact the health of Canadians.

<http://www.phac-aspc.gc.ca/ph-sp/determinants/index-eng.php>

## STRATEGY > Build Relationships with Champions from the School Community

### Examples of School Wellness 'Champions':

- individuals from your school community who are open to new ideas;
- key stakeholders (administrators, teachers, staff, students, parents, community members, school board members, city councillors, school trustees, superintendents and provincial representatives) at your school community;
- an individual who is passionate about health and wellness;
- an individual who is respected by the school community and who is willing to help you work towards implementing the new idea;
- people who have an in-depth knowledge of the school community; and/or,
- the school's administrative staff.

1. Harness the support of individuals from the school community who are open to new ideas.
2. Identify and work with key stakeholders (for example, administrators, teachers, staff, students, parents, community members, school board members, city councillors, and provincial representatives) to generate support for an idea.
3. Build relationships and foster dialogue with champions in your school community. Different ideas may have different champions.
  - To build relationships with potential champions, provide them with evidence, help them understand the new idea, and offer them continued support.
4. Work with people who have an in-depth knowledge of the school community.
5. This can make it easier to develop meaningful relationships and leverage support from existing organizations. Develop relationships with the school community's administrative staff (ideally champions) to understand barriers to adopting new ideas and best practices for encouraging change within the school community.

## ➤ Identifying and Working with Champions

### Champion and Team

*Physical & Health Education Canada*

This webpage provides examples of health champions and who might be included within a school health team.

<http://www.phecanada.ca/programs/healthy-school-communities/about-model-healthy-school-communities/5-principles-hsc/champion>

### Health Champions and School Health Teams: Leaders in Building Healthy School Communities

*Alberta Health Services*

This resource describes the roles of health champions and school health teams in supporting school wellness initiatives.

<http://www.albertahealthservices.ca/info/page7123.aspx>

## STRATEGY ➤ Generate Support from the Leadership Team

1. Work with different levels of the school community (e.g., principals, administrative staff, teachers, parents, students) to create group support among those interested in the idea.
  - Within a school community, Innovators may be held back by the Majority and Late Adopters, so it is important to demonstrate the widespread support that exists for the proposed idea.
2. Find out who may pose a barrier to adopting the new idea and work with them to understand the issue from different points of view.
3. Invite key members of the leadership team (e.g., principal, parent-teacher council president, and staff) to participate in a meaningful, high-energy discussion about the proposed idea. Use the outcomes of this dialogue to further develop your plans for moving the idea forward.
  - Engage the leadership team in a one-on-one fashion. This will provide an opportunity for a more in-depth conversation with each member of the leadership team. It can be useful to do this more than once, especially if it takes time to move the idea forward or if changes happen along the way.
  - This will help to create a powerful opportunity to start (or continue) building a working relationship for future initiatives or actions.
  - The goal is to create a sense of excitement for the proposed idea and to encourage the leadership team to feel personally invested in its implementation.

### ➤ Working with Decision-Makers (Leadership Team)

#### The Health Advocacy ToolBox – Tools and Templates

*Connecticut Health Policy Project*

This website contains a variety of strategies (e.g., writing letters) for engaging policy-makers. Don't be alarmed by the word policy-maker, it could just as easily mean the school community leadership team (e.g., principal).

<http://www.cthealthpolicy.org/toolbox/tools/index.htm>

## STRATEGY ➤ Raise Awareness about the Idea by Educating the School Community

1. Prior to launching an information or education campaign, make an effort to understand the needs and characteristics of the school community that you are working with.
  - This important step will help you determine how knowledgeable the school community members are about the idea.
  - It may be beneficial to conduct a situational assessment to understand the needs and characteristics of the school community.
    - » A situational assessment involves the examination of factors such as the economic environment, key stakeholders, literature and previous evaluations, and the school community's overall vision.<sup>9</sup>
    - » Completing a situational assessment requires a great deal of time and energy and may not be suitable or necessary in every situation.
2. Educate school community members on the proposed idea based on the existing level of knowledge.
  - Education and awareness can help shift a school community's readiness for a new idea. For example, members of a school community may be encouraged to move beyond simply recognizing a problem and considering the need to take action, to taking personal steps to increase support for the new idea within their school community.
  - In an Innovator-type school community, the decision-makers, school administrative staff and school community members tend to be knowledgeable about the idea in question. For this reason, it is likely that they will not need to be educated about the proposed idea to the same degree as a Majority-Type or Late Adopter school community.
3. Use innovative forms of communication (e.g., social media) to educate, raise awareness, and help the school community understand how and why the idea is important.

9. Public Health Ontario. (2016). Planning health promotion programs. Retrieved from <https://www.publichealthontario.ca/en/BrowseByTopic/HealthPromotion/Pages/Planning-Workbook-and-Audio-Presentations.aspx>

## ➤ Conducting a Situational Assessment

### Planning Workbook Online. Step 2: Conduct a Situational Assessment

*Public Health Ontario*

This resource provides information about how to effectively conduct a situational assessment.

<https://www.publichealthontario.ca/en/ServicesAndTools/ohpp/LearningCentre/PlanningWorkBookOnline/Step2/Pages/What-is-this-step-about.aspx>

## ➤ Raising Awareness

### Advocacy Toolkit

*College and Association of Registered Nurses of Alberta*

This website provides valuable information and resources about how to translate ideas to decision-makers (e.g., school leadership team).

<http://www.nurses.ab.ca/content/carna/home/current-issues-and-events/advocacy-initiatives/online-advocacy-resources.html>

### Advocating for Change

*Community Tool Box*

This resource outlines key steps that can be taken to raise awareness about an idea and ways to identify potential sources of opposition to a new idea.

[http://ctb.ku.edu/en/advocating-change#node\\_toolkits\\_full\\_group\\_outline](http://ctb.ku.edu/en/advocating-change#node_toolkits_full_group_outline)

### Developing Health Communication Campaigns

*Public Health Ontario*

This presentation deck outlines the different steps of the health communication campaign planning model and illustrates how you can apply these steps to your own situation. The resource also provides a 12-item checklist to help you develop persuasive health communication messages.

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### Marketing Workplace Wellness to Employees

*Government of Alberta – Healthy U*

This website provides some practical strategies to help promote and market workplace wellness in your school community. While the strategies provided in this resource are specific to workplace wellness they can be applied more broadly to any new idea that you are trying to frame.

<http://www.healthyalberta.com/1543.htm>

### Reflections on a 38-year career in public health advocacy: 10 pieces of advice to early career researchers and advocates

*Public Health Research and Practice (authored by Simon Chapman)*

This article discusses valuable lessons and principles that are important for advancing public health ideas in any setting. While the author discusses his lessons from an advocacy perspective, the ten tips provided are fundamental for work involving bringing new ideas forward in different settings, including schools.

<http://www.phrp.com.au/issues/march-2015-volume-25-issue-2/reflections-on-a-38-year-career-in-public-health-advocacy-10-pieces-of-advice-to-early-career-researchers-and-advocates/>

## ➤ Social Media

### **The 2014 CMO's Guide to the Social Landscape**

*Digital Marketing Insight for CMOs, CMO.com*

Updated for 2014, this document outlines the pros and cons of popular social media tools and is a good place to start when developing a social media strategy.

[http://www.cmo.com/articles/2014/3/13/\\_2014\\_social\\_intro.html](http://www.cmo.com/articles/2014/3/13/_2014_social_intro.html)

### **CDC Social Media Tools, Guidelines and Best Practices**

*Centre for Disease Control and Prevention*

This guide includes information on available social media options. It focuses on improving the impact of wellness messages and increasing the effectiveness of wellness communication.

<http://www.cdc.gov/socialmedia/tools/guidelines/>

### **The Health Communicators Social Media Toolkit**

*Center for Disease Control and Prevention*

This website provides tools and templates that can be used to ensure wellness related messages are appropriately conveyed through social media.

[http://www.cdc.gov/healthcommunication/ToolsTemplates/SocialMediaToolkit\\_BM.pdf](http://www.cdc.gov/healthcommunication/ToolsTemplates/SocialMediaToolkit_BM.pdf)

## Strategies to Use with a Majority-Type School Community

### Who is a Majority-Type School Community?

A Majority school community tends to be more deliberate when it comes to adopting a new idea and can be skeptical about new ideas. Typically, they require proof that an idea will work before choosing to adopt it.

Many of the same strategies that you would use with Innovators apply to the Majority, but the process of moving forward with a new idea will typically take longer with those who fall into this adopter category.

### Summary of Strategies to Use with a Majority-Type School Community

- Provide Evidence
- Frame the Idea from the 'Majority' Perspective
- Engage and Mobilize the School Community to Take Action
- Build Relationships and Gain Momentum
- Provide Tools and Incentives for Adopting the New Idea

### STRATEGY > Provide Evidence

1. Provide concrete evidence about the potential benefits of the proposed idea.
2. Provide evidence that outlines how a similar idea has been adopted and is working for another school community with a similar context. The more examples of others, the better.
3. Evidence presented should be condensed, summarized, and easy to read.
4. Present evidence to show school community member support for an idea.
5. School community leaders in the Majority category will be more willing to support a new idea if there is evidence of support for the issue.
  - One way to present this evidence is by having members of the school community write a letter (or email) of support for the idea.
  - Provide information through formal avenues of communication.
    - » This may involve writing letters, attending staff or parent council meetings, or presenting at professional development days, teachers conventions, conferences, professional learning opportunities, etc.

## ➤ Working with Evidence

### **Towards Evidence Informed Practice - Learning Module Two - Making Evidence Work for You**

*Ontario Public Health Association*

This is an excellent tool for using evidence to help promote your idea. It discusses what evidence is, where to find it and how it can be generated and applied to increase the effectiveness of health promotion programs in different settings, including a school community.

[http://www.briane Gould.com/teip2/module\\_2/index.html](http://www.briane Gould.com/teip2/module_2/index.html)

### **What Works? Towards an Evidence-Based Education System**

*The Teaching Leaders Quarterly*

This document focuses on how to incorporate evidence into a school community to improve practice based on what the evidence says. Focus on the content provided in pages 4-5 (*Innovating with Impact*) and pages 9-11 (*Building a Research-Based Culture in a School*).

[http://www.teachingleaders.org.uk/wp-content/uploads/2013/07/Quarterly\\_Q2-131.pdf](http://www.teachingleaders.org.uk/wp-content/uploads/2013/07/Quarterly_Q2-131.pdf)

## ➤ Sources of Evidence

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*Alberta Healthy School Community Wellness Fund, Centre for Health Promotion Studies, University of Alberta*

This document provides an overview of the work funded by the Alberta Healthy School Community Wellness Fund (University of Alberta). Through the Wellness Fund a variety of projects are funded that support the development of healthy school communities. This is a great resource that provides background information on the important components of supporting comprehensive school health.

<http://www.achsc.org/download/2012/Handbook-Nov2011.pdf>

### **Pan-Canadian Joint Consortium for School Health – Resources**

*Pan-Canadian Joint Consortium for School Health*

The resources found within the Pan-Canadian Joint Consortium for School Health provide supportive evidence across a range of comprehensive school health topics (e.g., mental health, physical activity, healthy eating, etc.).

<http://www.jcsh-cces.ca/index.php/resources>

### **Teaching and Learning Toolkit**

*Education Endowment Foundation*

This online database from the UK provides information across 34 different topics (e.g., arts participation, extending school time, outdoor adventure learning, etc.) including the strength of evidence, relative to their impact and associated costs, as well as a DIY Evaluation Guide.

<https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/about-the-toolkit/>



### ➤ Sources of Evidence

#### **The Wellness Dividend: How Employers Can Improve Employee Health and Productivity**

*The Graham Lowe Group Inc.*

This is a comprehensive, evidence-based report that discusses why it is important to invest in employee wellness. Included with this report are details about the potential positive impacts of this investment and practical ways to invest in employee wellness.

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*GENYOUth Foundation, National Dairy Council, the American College of Sports Medicine, the American School Health Association*

This report outlines the pivotal role that schools can play in improving students' physical activity and nutrition. The report outlines and provides evidence about how creating supportive environments is critical for student success.

[http://www.genyouthfoundation.org/wp-content/uploads/2013/02/The\\_Wellness\\_Impact\\_Report.pdf](http://www.genyouthfoundation.org/wp-content/uploads/2013/02/The_Wellness_Impact_Report.pdf)

### ➤ Assessing Return on Investment of a New Idea

#### **Investing in Prevention: The Economic Perspective**

*Public Health Agency of Canada*

This document provides an overview of the economics of prevention in Canada and serves as a useful backgrounder for those working with evidence to illustrate the benefits of ideas that support health and well-being.

<http://www.phac-aspc.gc.ca/ph-sp/preveco-index-eng.php>

#### **Return on Investment in Education: A "System-Strategy" Approach**

*Education Resource Strategies (by Stephen Frank and Don Hovey)*

This document outlines how to use a System-Strategy Return on Investment (ROI) approach for use in a school community. This approach incorporates student needs/performance (a fundamental aspect within a school community) into the calculation of ROI.

<http://www.erstrategies.org/cms/files/2466-return-on-investment-in-education-pdf.pdf>

### ➤ Health Impact Assessment

#### **Health Impact Assessment (HIA)**

*World Health Organization*

A health impact assessment is a tool that can help you assess the health impacts of the new ideas you plan on initiating in your school community. This website, developed by the World Health Organization, outlines the concept of the health impact assessment and provides tools and guidelines for determining whether to conduct one in your community and can be adopted for use in a school community.

<http://www.who.int/hia/tools/en/>

## STRATEGY > Frame the Idea from the 'Majority' Perspective

1. Highlight the number of school communities that have undergone similar changes.
  - Focus on school communities with similar characteristics.
  - Invite individuals from other school communities to share their experiences.
2. Emphasize that they do not want to be left behind other school communities.
  - A Majority type school community would rather change with other schools than be one of the first to change. Keep this 'group' mentality in mind and work with the idea that while they may not want to be the first to change, it is also likely that they do not want to be left behind by other school communities either.
3. Approach multiple schools to take action on an idea together.
  - When school communities work together, it limits the perceived risk that they will have to manage on their own. It also helps to create a 'community of support' for the idea.

### Resources

#### > How to Frame Messaging

##### **The Health Advocacy ToolBox - Effective Communications**

*Connecticut Health Policy Project*

A short resource that provides nine simple to follow steps to ensure you are effectively communicating your key messages to the right people. As part of this process it identifies how to frame your messages and design the communication strategy.

[http://www.cthealthpolicy.org/toolbox/tools/effec\\_comm.htm](http://www.cthealthpolicy.org/toolbox/tools/effec_comm.htm)

## STRATEGY > Engage and Mobilize the School Community to Take Action

1. It is important to: (a) understand the needs and characteristics of the school community that you are working with; and (b) determine how knowledgeable the school community (e.g., teachers, administrators, parents, students, etc.) are about the proposed idea.
  - To better understand the school community you are working with, it may be beneficial to conduct a situational assessment.
    - » A situational assessment helps determine the needs and strengths of a school community. It involves the examination of factors such as the leadership system and budgeting situation, key stakeholders, literature, previous evaluations, and the school community's overall vision.<sup>10</sup>
    - » Conducting a situational assessment requires a great deal of time and energy and is not suitable or necessary for every situation.
2. Educate the school community on the proposed idea based on the existing level of school community knowledge.
  - Compared to an Innovator school community, Majority types will likely require a more extensive information/education campaign.
  - Create and foster dialogue within the school community. Buy-in from the school community is important for a Majority school community. Low levels of school community understanding of the ideas the school is trying to address will decrease the likelihood of successfully implementing the idea.
3. Focus on raising awareness about the idea(s) and on educating the school community about the need for the idea and its possible benefits.
4. Organize the school community to show their support for the idea.
  - This can be achieved by creating collaborations or working groups within the school.
5. Launch a letter/email writing campaign and encourage school community champions, other stakeholders, and parents to participate.
  - Encourage the school leadership team to respond to letters, emails, and phone calls from school community members. This provides the leadership team with an opportunity to informally assess the level of school community interest and support, and to better understand the issues related to the idea.
6. Encourage school community members to set up meetings with the leadership team.
  - The more people who are actively engaged in helping to move the new idea forward, the less energy people have to spend educating the leadership team about the idea and demonstrating school community support.

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10. Public Health Ontario. (2016). Planning health promotion programs. Retrieved from <https://www.publichealthontario.ca/en/BrowseByTopic/HealthPromotion/Pages/Planning-Workbook-and-Audio-Presentations.aspx>

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## › Working with Decision-Makers (Leadership Team)

### The Health Advocacy ToolBox – Tools and Templates

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This website contains a variety of strategies (e.g., writing letters) for engaging policy-makers. Don't be alarmed by the word policy-maker, it could just as easily mean the school community leadership team (e.g., principal).

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## ➤ Raising Awareness

### **Marketing Workplace Wellness to Employees**

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This website provides some practical strategies to help promote and market workplace wellness in your school community. While the strategies provided in this resource are specific to workplace wellness they can be applied more broadly to any new idea that you are trying to frame.

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## STRATEGY > Build Relationships and Maintain Momentum

### Examples of School Wellness ‘Champions’:

- individuals from your school community who are open to new ideas;
- key stakeholders (administrators, teachers, staff, students, parents, community members, school board members, city councillors, school trustees, superintendents and provincial representatives) at your school community;
- an individual who is passionate about health and wellness;
- an individual who is respected by the school community and who is willing to help you work towards implementing the new idea;
- people who have an in-depth knowledge of the school community; and/or,
- the school’s administrative staff.

1. Identify and work with champions in the school community.
  - In a Majority school community, certain individuals will be more open and receptive to new ideas than others. Engage these “receptive” individuals and work with them to move the idea forward.
2. Maintain relationships with school leadership team, and school community members who are receptive to the new idea.
  - These individuals will likely encounter resistance from others within the school community and will require your support to counter opposition to the idea.

## Resources

### > Identifying and Working with Champions

#### Champion and Team

*Physical & Health Education Canada*

This webpage provides examples of health champions and who might be included within a school health team.

<http://www.phecanada.ca/programs/healthy-school-communities/about-model-healthy-school-communities/5-principles-hsc/champion>

#### Health Champions and School Health Teams: Leaders in Building Healthy School Communities

*Alberta Health Services*

This resource describes the roles of health champions and school health teams in supporting school wellness initiatives.

<http://www.albertahealthservices.ca/info/page7123.aspx>

## STRATEGY > Provide Tools and Incentives for Adopting the Idea

1. Tools and incentives can be used to encourage the adoption of a new idea by making the proposed idea easier to implement and of increased benefit to the school community.
  - Examples of tools include:
    - » the creation of an idea binder to lead the school community through the entire process of developing the idea; or,
    - » providing the school community with a template for the idea.
  - Examples of incentives include:
    - » grant opportunities,
    - » funding from local businesses with interest in the new idea,
    - » verbal recognition,
    - » formal awards, or
    - » strategic positioning of the school community as a leader.
2. Provide the school community with support to help them define goals, set targets, and make the uptake of a new idea easier.
  - Match the school community with an agency or local non-government organization that has a stake in the idea and can provide the school community with ongoing support as it goes through the process of moving forward with the new idea.

## › Examples of Tools for the Adoption of New Ideas

### Healthy Meeting Policy

*Eat Smart, Meet Smart – How to Plan and Host Healthy Meetings, Events and Conferences*

A supplement to the Eat Smart, Meet Smart Guide, this document is an example of a simple healthy meeting policy template for the workplace. It can easily be adopted for use in your school community.

[http://www.healthyalberta.com/servlet/ESMSNavigationServlet?ACTION=LOAD&CURRENTPAGE=ESMS\\_POLICY](http://www.healthyalberta.com/servlet/ESMSNavigationServlet?ACTION=LOAD&CURRENTPAGE=ESMS_POLICY)

### Healthy School Policies

*EverActive Schools*

As part of the EverActive Schools website, information and examples of wellness policies in schools are provided.

<http://www.everactive.org/healthy-school-policy>

## › Examples of Incentives

### Alberta Healthy School Community Wellness Fund

*Centre for Health Promotion Studies, School of Public Health, University of Alberta*

Alberta Healthy School Community Wellness Fund offers funding support for schools in Alberta seeking to create healthy school communities. This website provides information on upcoming grants, success stories of previous grant winners and grant writing support documents. Visit the website for updates on grant funding availability and eligibility.

<http://www.wellnessfund.ualberta.ca/>

### APPLE Schools: Alberta Project Promoting Active Living and Healthy Eating

*The APPLE Schools Foundation*

This website provides a summary of grants and funding opportunities available throughout Alberta for schools to apply for to help support wellness initiatives.

<http://www.appleschools.ca/Financial-Supports>

### Nutrition Innovation Awards

*Alberta School Counsels' Association*

This award recognizes school communities (Kindergarten to Grade 12) who develop innovative healthy eating initiatives.

<http://www.albertaschoolcouncils.ca/news/146576/Nutrition-Innovation-Awards.htm>



## Strategies to Use with a 'Late Adopter' School Community

### Who is a 'Late Adopter' School Community?

Late Adopters tend to be wary of new ideas and seek to maintain the status quo. Educating the school leadership team about the bigger issues related to the idea is the first step towards breaking misconceptions and changing mindsets.

You can use many of the same strategies for Late Adopters that you would use with an Innovator or Majority-Type school community. However, it is important to understand that moving a new idea forward is usually a long and slow process and will be particularly challenging with this group. Late Adopters need to be handled with care, as they are generally reluctant to change. Often, provincial laws and formal policies may be required to force these school communities into idea adoption.

Considering this, you may want to determine if the timing is right to work with the provincial government or leadership at the district level to facilitate wide spread change as opposed to targeting these specific schools.

### Summary of Strategies to Use with a Late Adopter School Community

- Educate the School Community's Leadership Team about the Idea
- Provide Evidence to Show the Benefits of the New Idea Outweigh the Costs
- Build Strategic Relationships with Key Stakeholders
- Understand the Unique Needs of the School Community and Address Underlying Barriers
- Organize the School Community to Take Action and Move the Idea Forward

### **STRATEGY** > Educate the School Community's Leadership Team about the Idea

1. Obtain commitments from key school leadership team members to learn more about the bigger issues related to the idea.
2. Keep the leadership team "in the loop" by providing them with up-to-date information about new evidence, the actions and experiences of other school communities, and changes in the provincial landscape that could influence the issue and idea adoption.
  - Try to stay on the leadership team's agenda, while not aggravating them.

### ➤ Working with Decision-Makers (Leadership Team)

#### The Health Advocacy ToolBox – Tools and Templates

*Connecticut Health Policy Project*

This website contains a variety of strategies (e.g., writing letters) for engaging policy-makers. Don't be alarmed by the word policy-maker, it could just as easily mean the school community leadership team (e.g., principal).

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## STRATEGY ➤ Provide Evidence to Show the Benefits of the New Idea Outweigh the Costs

1. Provide evidence to illustrate the scientific support (e.g., research) that exists in favour of adopting the new idea.
2. Provide evidence to illustrate the school community support that exists in favor of adopting the new idea.
  - When providing evidence of support, focus on showing the support that exists both within the school community and among neighbouring school communities.
3. Illustrate how school communities with similar characteristics have successfully adopted and implemented the proposed idea.
  - It is important to highlight the positive impact that the idea has had in these school communities.
4. Emphasize the risks and the detrimental impact of maintaining the status quo (e.g., not adopting the idea).

### ➤ Working with Evidence

#### Towards Evidence Informed Practice - Learning Module Two - Making Evidence Work for You

*Ontario Public Health Association*

This is an excellent tool for using evidence to help promote your idea. It discusses what evidence is, where to find it and how it can be generated and applied to increase the effectiveness of health promotion programs in different settings, including a school community.

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## ➤ Assessing Return on Investment of a New Idea

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## ➤ Health Impact Assessment

### **Health Impact Assessment (HIA)**

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A health impact assessment is a tool that can help you assess the health impacts of the new ideas you plan on initiating in your school community. This website, developed by the World Health Organization, outlines the concept of the health impact assessment and provides tools and guidelines for determining whether to conduct one in your community and can be adopted for use in a school community.

<http://www.who.int/hia/tools/en/>

## STRATEGY > Build Strategic Relationships with Key Stakeholders

1. Develop relationships with key stakeholders (e.g., administrators, teachers, staff, students, parents, community members, school board members, city councillors and provincial representatives).
  - Remember that this process may be more time-intensive than with an Innovator and Majority-Type school community, so plan accordingly.

### Resources

#### > Identifying and Working with School Champions

##### **Champion and Team**

*Physical & Health Education Canada*

This webpage provides examples of health champions and who might be included within a school health team.

<http://www.phecanada.ca/programs/healthy-school-communities/about-model-healthy-school-communities/5-principles-hsc/champion>

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## STRATEGY > Understand the Unique Needs of the School Community and Address Underlying Barriers

1. Work with the school community to develop an approach that fits their specific needs and concerns. This will help to create buy-in and understanding for the idea early on.
  - Each school community has different needs and may require different approaches to the same idea. Acknowledging this is especially important when dealing with Late Adopters because they have the most reservations about adopting a new idea.
  - Late Adopters tend to require more evidence-based information to inform action. For this reason, it may be beneficial to conduct a situational assessment.
    - » A situational assessment helps determine the needs and strengths of a school community. It involves the examination of factors such as the economic environment, key stakeholders, literature and previous evaluations, and the school community's overall vision.<sup>11</sup>
    - » It is important to note that conducting a situational assessment requires a great deal of time and energy and is not suitable or necessary for every situation.
  - Recognize barriers to moving forward with a new idea and identify how they can be addressed.
    - » When working with Late Adopters, there are often underlying barriers inhibiting the adoption of a new idea. These barriers can result from a number of factors, such as a specific ideological standpoint, a lack of resources, or limited capacity. To successfully start moving a new idea forward with a Late Adopter, you must recognize what these barriers are and how they can be addressed.
2. Debunk myths (about the impact of adopting the idea) and increase the legitimacy of evidence about the issues related to the idea.
  - Myths often surround new ideas when they are proposed. Unfortunately, evidence may not always be sufficient or adequate to debunk these myths as a Late Adopter school community may be skeptical about the legitimacy of the evidence or its sources.
  - An effective way to increase the legitimacy of evidence is by working with school community members who are well-respected, receptive to change, and willing to work towards the adoption of the new idea.
3. Be prepared to counter the arguments of those who oppose the idea.
  - Work with key stakeholders to anticipate likely arguments against the proposed idea and develop possible responses.
4. Provide resources (e.g., money, in-kind time, materials) to the school community to overcome barriers (if available).
  - Identify possible resource pools available to the school community. For example, school community partners can often apply for grants to support new ideas. Local or provincial not-for-profit groups are often good sources of templates and materials that can be used in support of the new idea. Volunteers who support the idea can be a good source of in-kind time or skills needed to help gain support for the idea.

11. Public Health Ontario. (2016). Planning health promotion programs. Retrieved from <https://www.publichealthontario.ca/en/BrowseByTopic/HealthPromotion/Pages/Planning-Workbook-and-Audio-Presentations.aspx>

## ➤ Conducting a Situational Assessment

### **Planning Workbook Online. Step 2: Conduct a Situational Assessment**

*Public Health Ontario*

This resource provides information about how to effectively conduct a situational assessment.

<https://www.publichealthontario.ca/en/ServicesAndTools/ohpp/LearningCentre/PlanningWorkBookOnline/Step2/Pages/What-is-this-step-about.aspx>

## ➤ Examples of Funding Support

### **Alberta Healthy School Community Wellness Fund**

*Centre for Health Promotion Studies, School of Public Health, University of Alberta*

Alberta Healthy School Community Wellness Fund offers funding support for schools in Alberta seeking to create healthy school communities. This website provides information on upcoming grants, success stories of previous grant winners and grant writing support documents. Visit the website for updates on grant funding availability and eligibility.

<http://www.wellnessfund.ualberta.ca/>

### **APPLE Schools: Alberta Project Promoting Active Living and Healthy Eating**

*The APPLE Schools Foundation*

This website provides a summary of grants and funding opportunities available throughout Alberta for schools to apply for to help support wellness initiatives.

<http://www.appleschools.ca/Financial-Supports>

## STRATEGY > Organize the School Community to Take Action and Move the Idea Forward

1. Empower receptive members of the school community to take action on the idea.
  - Pressure is often needed to facilitate moving a new idea forward with a Late Adopter school community, so it is important to engage the school community members and encourage them to take action.
2. Work to gain support from the members of the school community, and then use this support to engage the leadership team.
3. Connect with the members of the leadership team using evidence and examples of success.
  - It is important to encourage dialogue in the school and to work with different stakeholders to build school-wide acceptance of the idea.
4. Consider strategies that publicly 'shame' the school community.
  - Generally speaking, a school community does not like to be identified as Late Adopters, so negative tactics may work in some circumstances. This is a more aggressive strategy and **requires careful consideration of the potential consequences** for current and future relationship-building efforts. This is best considered only if all other efforts to engage the school community (e.g., with leadership team) have been unsuccessful.

### Resources

#### > Community Engagement and Organization

##### **The Citizen's Handbook**

*The Vancouver Citizens Committee*

This website offers an extensive guide for those interested in community-building and grassroots organization. It can be adopted for use in a school community as well.

<http://www.vcn.bc.ca/citizens-handbook/>

##### **The Tamarack Institute for Community Engagement - Resource Library**

*The Tamarack Institute for Community Engagement*

A website devoted to community engagement and building capacity to implement social change from the ground-up. The resource library has a variety of guides related to engagement, capacity building and community learning.

<http://tamarackcommunity.ca/g3s4.html>



## ➤ Raising Awareness

### Advocacy Toolkit

*College and Association of Registered Nurses of Alberta*

This website provides valuable information and resources about how to translate ideas to decision-makers (e.g., school leadership team).

<http://www.nurses.ab.ca/content/carna/home/current-issues-and-events/advocacy-initiatives/online-advocacy-resources.html>

### Advocating for Change

*Community Tool Box*

This resource outlines key steps that can be taken to raise awareness about an idea and ways to identify potential sources of opposition to a new idea.

[http://ctb.ku.edu/en/advocating-change#node\\_toolkits\\_full\\_group\\_outline](http://ctb.ku.edu/en/advocating-change#node_toolkits_full_group_outline)

### Developing Health Communication Campaigns

*Public Health Ontario*

This presentation deck outlines the different steps of the health communication campaign planning model and illustrates how you can apply these steps to your own situation. The resource also provides a 12-item checklist to help you develop persuasive health communication messages.

[http://www.publichealthontario.ca/en/eRepository/Developing\\_health\\_communication\\_campaigns\\_2012.pdf](http://www.publichealthontario.ca/en/eRepository/Developing_health_communication_campaigns_2012.pdf)

### Marketing Workplace Wellness to Employees

*Government of Alberta – Healthy U*

This website provides some practical strategies to help promote and market workplace wellness in your school community. While the strategies provided in this resource are specific to workplace wellness they can be applied more broadly to any new idea that you are trying to frame.

<http://www.healthyalberta.com/1543.htm>

### Reflections on a 38-year career in public health advocacy: 10 pieces of advice to early career researchers and advocates

*Public Health Research and Practice (authored by Simon Chapman)*

This article discusses valuable lessons and principles that are important for advancing public health ideas in any setting. While the author discusses his lessons from an advocacy perspective, the ten tips provided are fundamental for work involving bringing new ideas forward in different settings, including schools.

<http://www.phrp.com.au/issues/march-2015-volume-25-issue-2/reflections-on-a-38-year-career-in-public-health-advocacy-10-pieces-of-advice-to-early-career-researchers-and-advocates/>

## General Resources for Supporting a New Idea

### **Alberta Healthy School Community Wellness Fund**

*Centre for Health Promotion Studies, School of Public Health, University of Alberta*

Alberta Healthy School Community Wellness Fund offers funding support for schools in Alberta seeking to create healthy school communities. This website provides information on upcoming grants, success stories of previous grant winners, grant writing support documents, and information about comprehensive school health.

<http://www.wellnessfund.ualberta.ca/>

### **APPLE Schools: Alberta Project Promoting Active Living and Healthy Eating**

*The APPLE Schools Foundation*

This website provides information on the Alberta Project Promoting Active Living & Healthy Eating (APPLE) Schools. The website also includes a wealth of resources related to supporting comprehensive school health.

<http://www.appleschools.ca/>

### **Charting Your School's Course to Wellness: Creating a Healthy School Team**

*Florida Department of Education – Coordinated School Health Program*

This is a comprehensive guide on how to create a wellness team in your school.

[http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/coordinated-school-health/\\_documents/charting-school-course-to-wellness.pdf](http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/coordinated-school-health/_documents/charting-school-course-to-wellness.pdf)

### **The Comprehensive School Health Approach**

*Alberta Health Services*

This website provides a number of useful documents and tools to help support the implementation of comprehensive school health. Visit the website to find background information on comprehensive school health, how to implement school wellness policies, gaining support of the community, etc.

<http://www.albertahealthservices.ca/info/csh.aspx>

### **Developing Strategic and Action Plans**

*Community Tool Box*

This toolkit outlines 11 key steps and associated resources to help support developing, implementing and evaluating a new idea.

<http://ctb.ku.edu/en/developing-strategic-and-action-plans>

### **Pan-Canadian Joint Consortium for School Health – Resources**

*Pan-Canadian Joint Consortium for School Health*

The resources found within the Pan-Canadian Joint Consortium for School Health provide supportive evidence across a range of comprehensive school health topics (e.g., mental health, physical activity, healthy eating, etc.).

<http://www.jcsh-cces.ca/index.php/resources>

### **The Sandbox: Your Space for Healthy School Workplaces**

*Alberta School Employee Benefit Plan*

This website provides up-to-date resources, information and a blog about supporting employee wellness in a school community. The website provides a way for wellness champions from all over the province to collaborate to bring new ideas forward in school communities. While many of the resources provided on the website are focused on employee wellness they can easily be adopted to help move any new idea forward in a school community.

<https://thewellnesssandbox.ca/>

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### **School Health Connection: School Wellness Toolkit**

*School Health Connection (by Tracey Patterson)*

This toolkit provides an outline and practical examples of how to implement a school wellness program. While it was written for New Orleans schools, it is applicable for any school community you are working with.

<http://lphi.org/CMSuploads/School-Wellness-Toolkit-82802.pdf>

### **School Wellness Committee Toolkit**

*Alliance for a Healthier Generation*

This toolkit was designed as a way for school wellness committees to implement their new ideas; walking them through the steps right from developing the committee and idea generation to implementation and evaluation.

[https://www.healthiergeneration.org/\\_asset/wwj4dq/09-875\\_SWCToolkit.pdf](https://www.healthiergeneration.org/_asset/wwj4dq/09-875_SWCToolkit.pdf)

# Appendix

## Rogers' Diffusion of Innovation Theory

### What is Diffusion of Innovations Theory?

Diffusion of Innovations Theory can be used by a school community to understand the process of change for new ideas. The concepts of innovativeness and adopter types are central to Diffusion of Innovations Theory.

### What are the adopter types?

Rogers' adopter types classify potential adopters (of a new idea) based on their level of innovativeness. Rogers' original five adopter types include: (1) Innovator, (2) Early Adopter, (3) Early Majority, (4) Late Majority, and (5) Laggard. (Table 1 provides a detailed description of these adopter categories.)

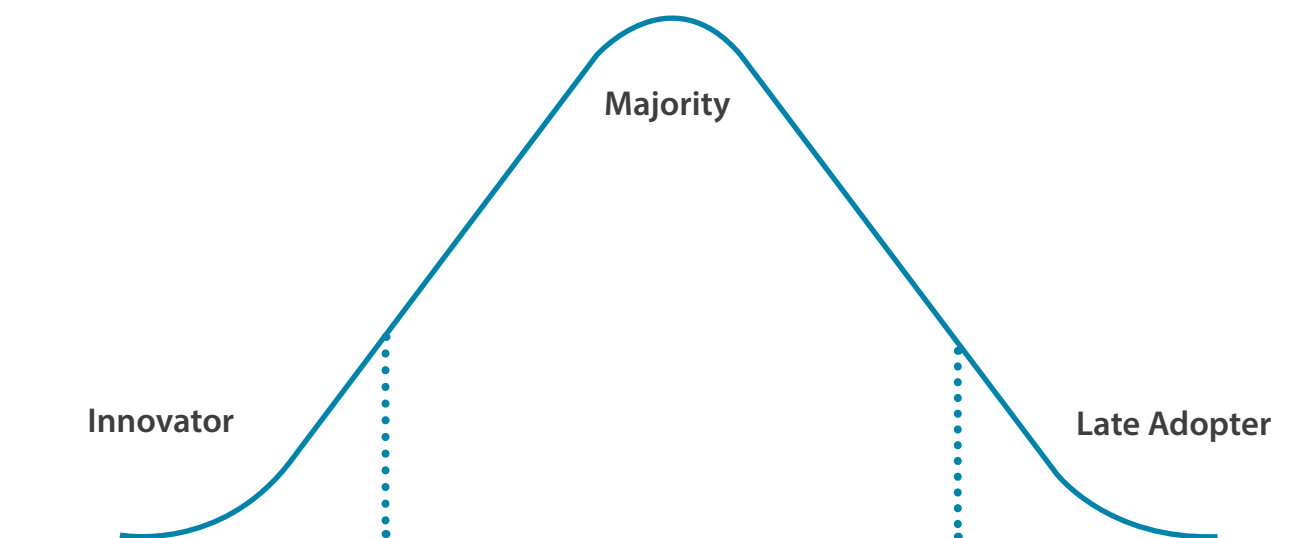
Table 1: Characteristics of Adopter Categories

| Adopter Type                 | Characteristics   |
|------------------------------|---|
| <b>Innovator (2.5%)</b>      | Innovators are described as venturesome and show a propensity to take risks. They take pride in being one of the first to try a new initiative. Innovators are able to cope with a high degree of uncertainty about the idea they are adopting. They are typically willing to tolerate some initial problems that may accompany new school policies, but are able to identify solutions for these problems. |
| <b>Early Adopter (13.5%)</b> | Early adopters serve as a role model for others (e.g., other schools). These schools are attracted by high-risk and high-reward ideas or initiatives.   |
| <b>Early Majority (34%)</b>  | Early Majority is described as deliberate because they require time to determine whether to adopt a new idea. Therefore, they adopt new initiatives or ideas just before the average school. This group seldom leads the pack when it comes to adopting new initiatives or ideas. They are of the philosophy that it is better to change as a group than to be one of the first to change.                  |
| <b>Late Majority (34%)</b>   | Late Majority are described as skeptical and traditional, and typically require proof of an innovation working before moving forward. They usually wait until the Majority of other schools implement an idea or new initiative before implementing it themselves. Typically, pressure from other schools is required for them to adopt an idea.  |
| <b>Laggard (16%)</b>         | Laggards are skeptical of new ideas and prefer to maintain the status quo; they are the last group to adopt a new initiative or idea. Decisions are made based on what has been done previously.  |

To enhance use of the Idea Readiness Tool and ease applicability in a school community, Rogers' five original adopter types were collapsed into three types: (1) Innovator (16%: combining Innovator and Early Adopter), (2) Majority (68%: combining Early Majority and Late Majority); and (3) Late Adopter (16%: originally referred to as Laggard).

Whether a school community is an Innovator, from the Majority, or a Late Adopter can be determined by examining the rate of adoption of ideas over time, which tends to follow an S-shaped diffusion curve (see Figure 1).

Figure 1. Adoption Curve for Rogers' Diffusion of Innovation Theory



SOURCE: Table 1 and Figure 1 were produced based on information provided from Everett M. Rogers, Diffusion of Innovations (New York: Free Press, 2001).

