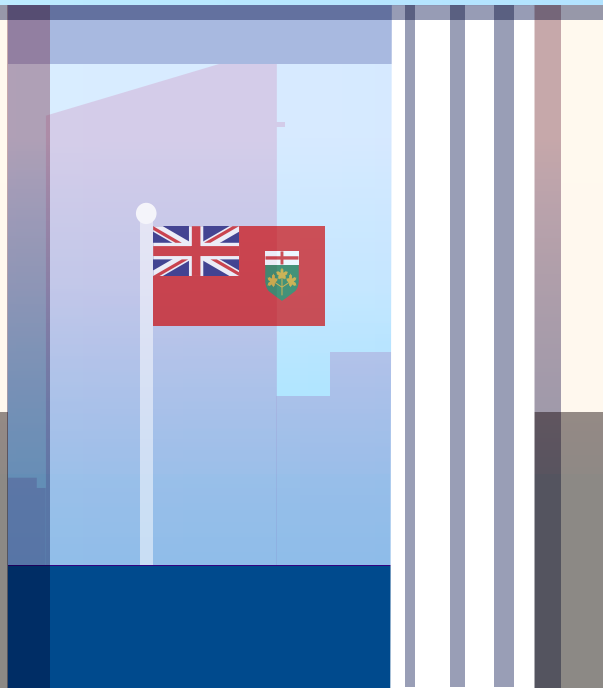
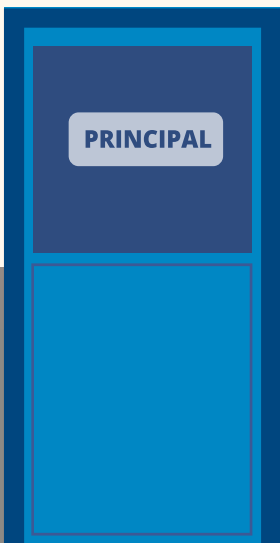


Principals' Work and Well-Being in Ontario

Dr. Katina Pollock
Dr. Fei Wang

Booklet #4
Coping Strategies



PART OF A SERIES OF 4 BOOKLETS

Overview

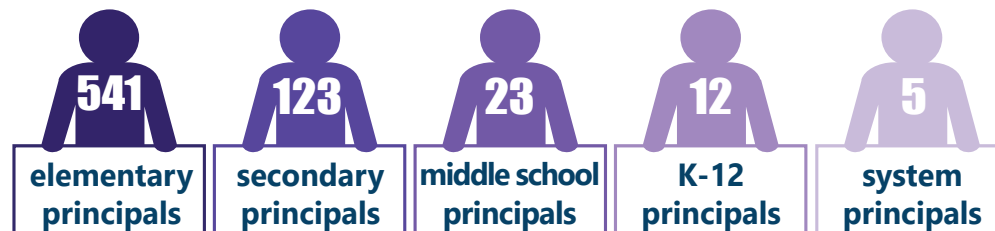
This booklet summarizes the findings of a research survey and demonstrates:

- principals' self-care,
- the availability and effectiveness of organizational support, and
- the necessary skills for principals in intensified work conditions.

The Respondents

2419
invited

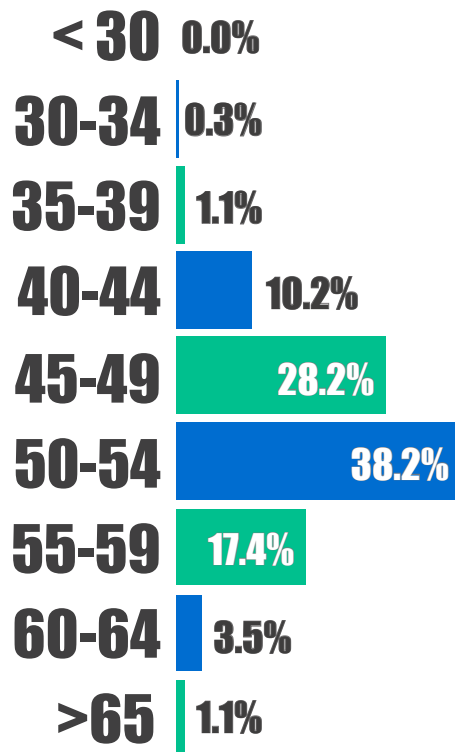
35.6%
response rate



Gender



Age

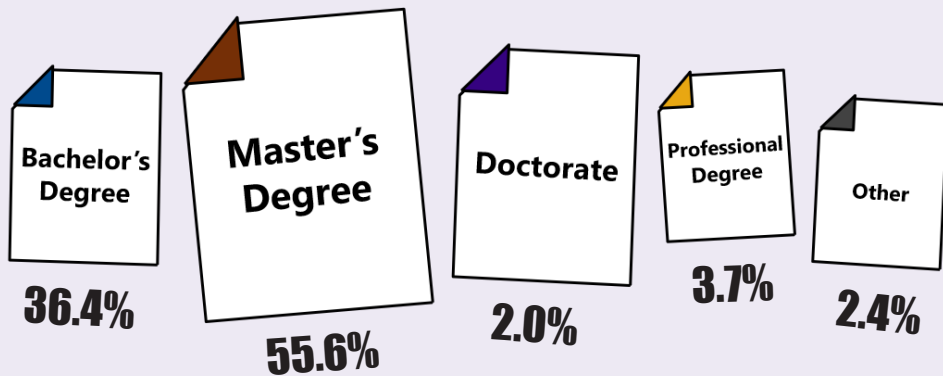


School Location

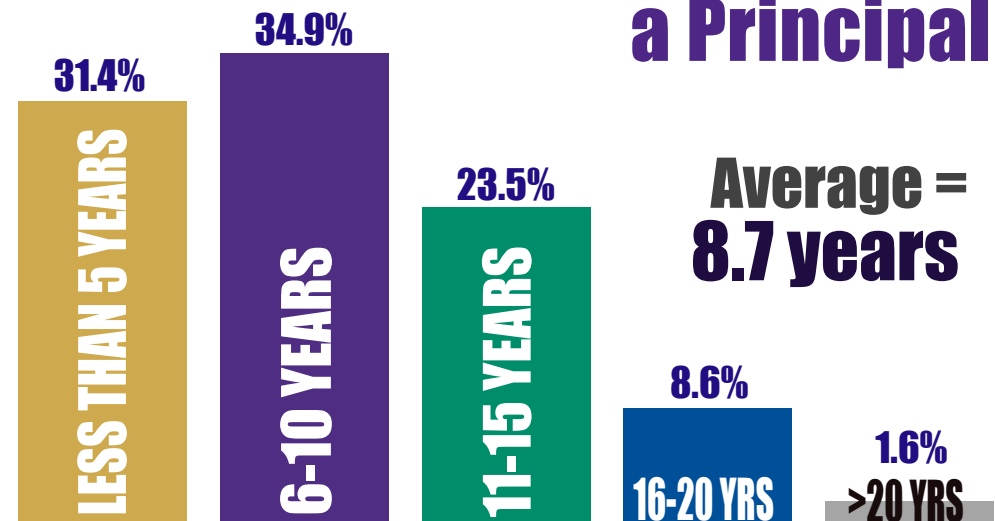


33 school boards

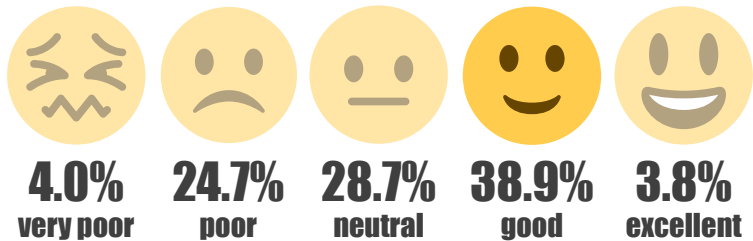
Highest Level of Education Achieved



Years of Experience as a Principal

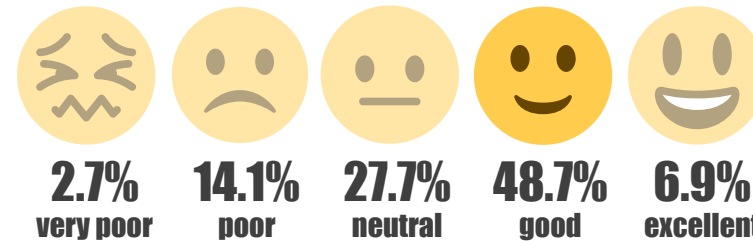


Overall, how well principals thought they were managing their well-being:



Self-Care

Overall, how well principals felt they can cope with work-related stress:



The **TOP 10** ways principals coped with a draining day at work

The extent to which principals **AGREED** or **STRONGLY AGREED** with these statements.

89.5% I manage my emotions well

75.9% Self-efficacy helps me manage my work

69.6% I feel resilient at work

65.1% I am able to turn adversity into achievement

44.5% I engage in mindful practices to manage My work

Organizational Support For Principals

The following supports were deemed effective for many principals but are not available for everyone:

	Effectiveness Rate	Specific Support Was Unavailable
Health and well-being benefits	46.3%	5.4%
Information sharing for members of professional associations (e.g. OPC)	45.7%	1.6%
Streamlined work processes	30.6%	21.4%
Additional time for administrative work	28.5%	43.2%
Coaching for school principals	26.3%	22.3%
Redefine the principal's role	22.9%	37.5%
Modification to teacher hiring practice	22.7%	29.8%
Early Intervention Program (EIP)	14.8%	30.6%
Work with policy makers to clarify policies & their intent	13.0%	29.7%
Support phone line	11.1%	45.7%
Development and use of health-assessment tools to support school principals	10.9%	32.6%

Skills principals thought were necessary to effectively manage their work:

CONFLICT RESOLUTION

EMOTIONAL INTELLIGENCE

COMMUNICATION SKILLS

PROBLEM SOLVING

SKILLS TO DE-ESCALATE SITUATIONS

TIME MANAGEMENT

SOCIAL INTELLIGENCE

INSTRUCTIONAL KNOWLEDGE

STRESS REDUCTION

LEGAL/PROCEDURAL KNOWLEDGE

USE OF TECHNOLOGY & SOCIAL MEDIA

SKILLS & KNOWLEDGE TO ENGAGE INDIGENOUS PRACTICES

OTHER

Recommendations

For Ministry of Education

- re-evaluate existing safe schools acts and school wellness initiatives to consider how principals well-being can be included

For District School Boards

- consider what other additional district supports can be specifically targeted to school principals such as expanding the school well-being mandate to include principals
- develop and use support phone lines, online platforms, early intervention programs, counselling services, and health assessment tools to support school principals

For Professional Associations

- deliver continued professional learning opportunities focused on coping strategies such as those from the American Psychology Association
- partner with outside agencies whose expertise are around managing workplace stress such as the OPC Starling Minds program

For Principals

- build personal support network and reduce personal isolation through participating in formal and informal coaching, mentoring, and/or networking, and attending professional learning programs to build resilience and self-care strategies

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For the full research report, visit:

<https://bit.ly/ONprincipals2020>

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