

Burnout affects all aspects of the pursuit of better health and health care. It leads to lower levels of staff engagement, which correlate with lower customer (patient) experience, lower productivity, and an increased risk of workplace accidents. These all significantly affect the financial vitality of an organisation. I believe this to be true within our Education service. Teachers who feel happy, valued, and positive about their contribution is the cornerstone of good learning and teaching and a positive school culture ultimately leading to attainment. I also believe that ‘no one goes to work to do a bad job’ (Demming) challenging us to look for opportunities to improve our systems and in turn improve our services.

## Aim: 85% of staff reporting that they have had a positive school day by June 2019 (Baseline X)

### Method

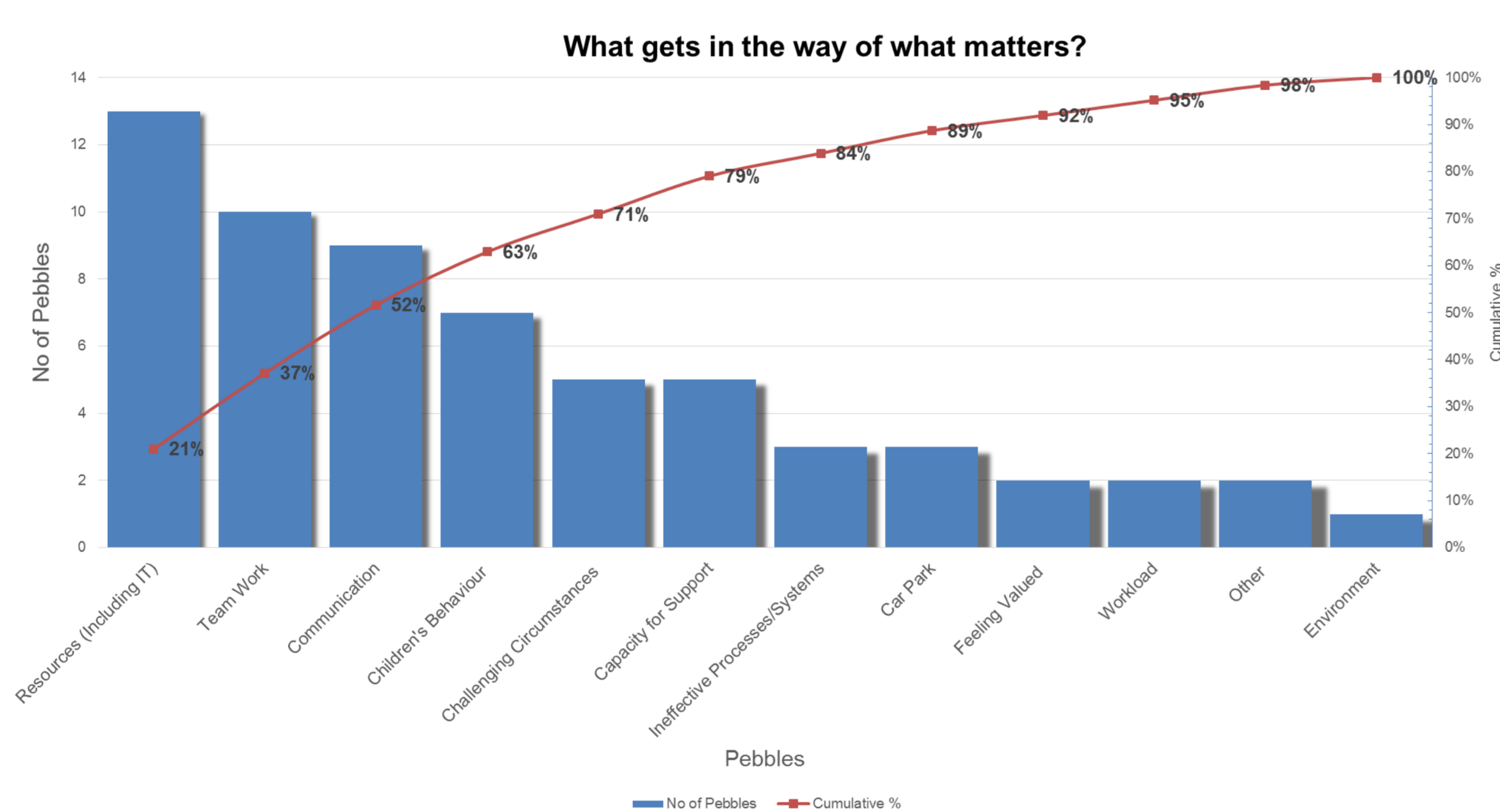
Following the IHI Framework and the 4 steps for Leaders take staff at Carleton Primary School on a journey to move from the current state to ‘Joy in Work’:

1. Asked staff ‘what matters to you?’
2. Identified unique impediments to joy in work
3. Committed to systems approach to make joy in work a shared responsibility at all levels – split staff into groups to tackle ‘vital few’ pebbles
4. Used improvement methodology to test approaches to improving joy in work

### Process Change

Using the pareto principle staff split into groups to take the ‘vital few’ pebbles:

- Resources (Including IT)
- Team Work & Communication
- Children’s Behaviour



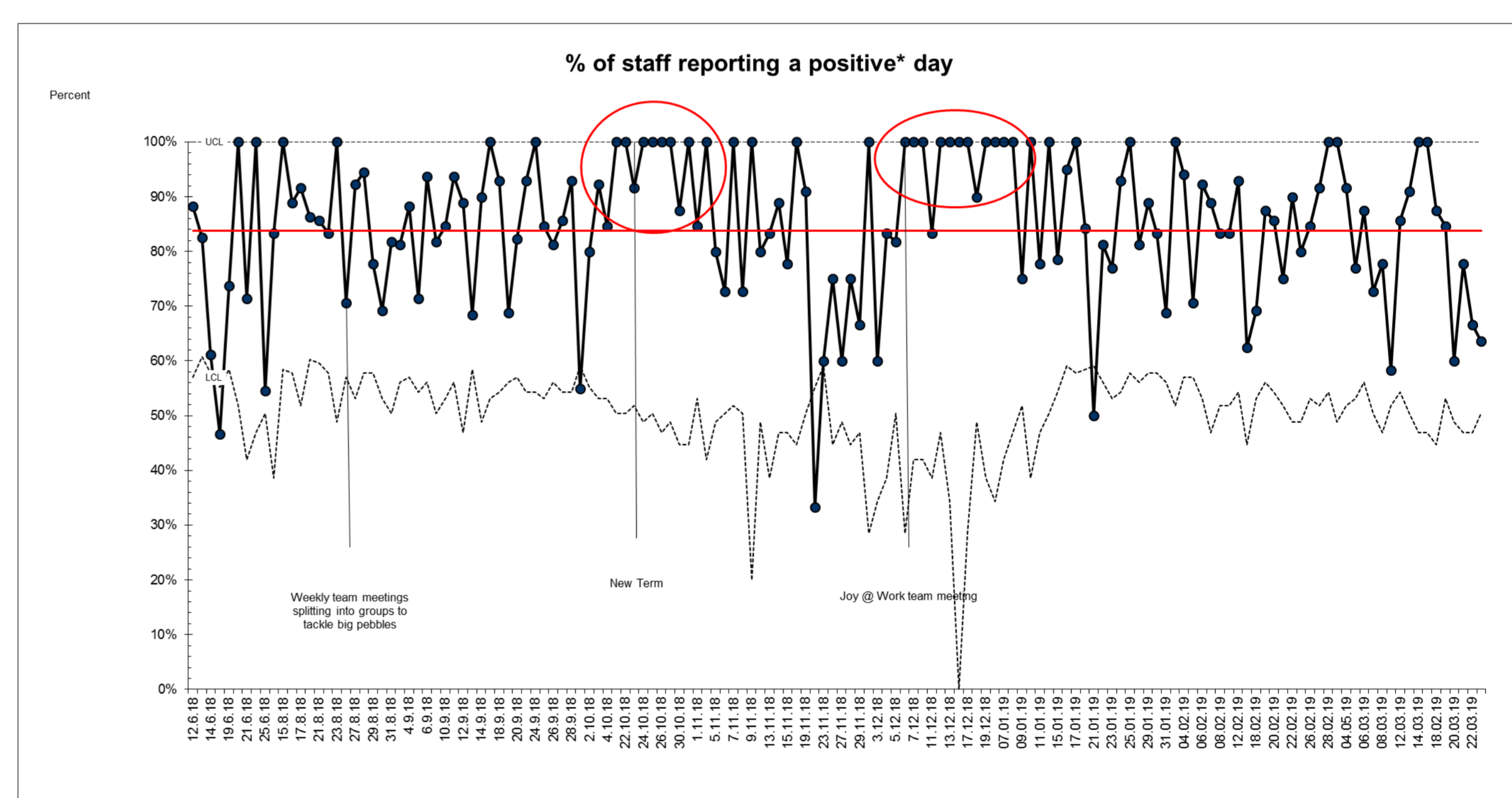
### Achievements

- Clear message that staff wellbeing is a school priority
- Creating a culture of ownership – shared responsibility
- Team approach to change ideas
- Focus on ‘Quick Wins’ – High Impact/Low Effort
- Ethos of testing change ideas
- A daily indication of staff morale and wellbeing

### Key Reference Materials

Perlo J, Balik B, Swensen S, Kabcenell A, Landsman J, Feeley D. *IHI Framework for Improving Joy in Work*. IHI White Paper. Cambridge, Massachusetts: Institute for Healthcare Improvement; 2017. (Available at [ihi.org](http://ihi.org))

### Results



### Conclusions

- Staff consistently reported ‘Joy in Work’ at the beginning of the second term
- When ‘Joy in Work’ became a focus of team meetings this led to a shift in staff reporting a positive school day

### Key Learning Points

- Although many ‘Quick Wins’ have been achieved it is acknowledged tackling children’s behaviour is a longer term improvement project.
- Creating effective systems, strengthening teams, bolstering resilience and supporting a positive culture takes time and commitment. You have to create psychological safety by having courageous conversations and sincere intentions.

### Next steps

- Continue to monitor and test changes to improve staff’s joy
- Follow the same framework transferring our learning to improve learner’s joy.
- **Our next aim: To achieve 85% of pupils reporting a positive school day by June 2019**