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Better Aligning Health and Education Objectives in the School Setting

"Schools that Promote Health, Well-being and Educational Success in the Next Decade"

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Gloria Wells, M.A. (Moderator)

SESSION OBJECTIVES/FORMAT

- Introduce the work of three international colleagues doing work to inform successful implementation of Healthy Schools. (15 minutes each)
- Initiate consideration of how their work intersects, reinforces and complements the work of the others. (5 minutes)
- Prompt discussion regarding the information received and ramifications for this work in Quebec. (20 minutes)

Preliminary Comparative Analysis (Wells, 2011)

● Intersecting Findings

- Leadership
- Professional development
- Systems approach to integration
- Focus on facilitative policy development
- Collaboration, partnership, networking
- Contextual implementation (language and culture of schools)

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Preliminary Comparative Analysis (Wells, 2011) (2)

● Reinforcing Concepts

- Leadership: Principal as Leader, effective and integrative management practices.
- Professional Development: ongoing, embedded, within the educational context of learning
- Systems approach to integration: integrated into School Education Plans, all stakeholder involvement, broader systemic perspective
- Policy development: created at system and school level
- Collaboration/networking/partnerships: authentic relational support to promote participation and communication among all stakeholders
- Contextual Implementation: from the Education perspective,

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Preliminary Comparative Analysis (Wells, 2011) (3)

● Complementary Concepts

- Active and engaged leadership, distributive team leadership (Slade)
- Multi-disciplinary science base for implementation (Rowling), effective use of data in planning process (Slade)
- Student participation (Rowling)
- Relevance of other fields of study to this work, eg. theoretical corpus on organizational capability and change management and concepts of absorptive capacity (Drouin/Deschesnes)
- The concept of institutional anchoring as a means to facilitate sustainability.
- The identification of specific integrative mechanisms, eg. boundary spanners, internal communication, joint working arrangements in addition to the networking, shareholder participation and professional development (Drouin/Deschesnes), also mentioned by the other colleagues

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YOUR TURN

- Questions for the panel
- Your thoughts about what this information might mean for Healthy School implementation in Quebec

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