



# SUPPORT TEAM WELLBEING: CHECKLIST

EVERY MEMBER OF THE TEAM **STRIVES** PROFESSIONALLY AND **THRIVES** AS A PERSON

“Hi, I’m excited that you are eager to make your school ecosystem more welcoming and inclusive for your support team members! Try out this Well-Being Program for yourself! I hope you found value in and have enjoyed going through the pack and the resources so far.

I invite you to use this quick at a glance checklist as a reference to ensure that you do not miss out on any of the key ingredients! It’s really very simple to execute, and here are some things that I keep in mind during the process.”

- Ritu Agrawal

## BEFORE

- ❑ When a **new member** joins your support team, **familiarize** them with the well-being program. **Onboard** them by introducing them as part of the team via email, on the website as well as face-to-face conversations. Ensure that they are **invited** to school assemblies and Conglom sessions by students.
- ❑ At the beginning of the academic year, engage in **formal and informal conversations** with the support team to identify their **needs and aspirations**.
- ❑ **Co-create** an annual ‘**Strive**’ & ‘**Thrive**’ well-being calendar with a balance of Cognitive, Social, Emotional, Physical and Spiritual **investments**.
- ❑ We recommend that at least a week before the **planned activity**, you should **share** its details (such as the objective, preparation and expected outcomes) with the team to ensure **deeper engagement and participation**.

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## **DURING**

- ❑ Ensure that the **relevance/objective** of every session is understood by all the participants. Getting a buy-in and **willingness for participation**, right at the outset, will ensure the success of each session.
- ❑ Address all **questions/concerns** in the commonly understood **language**.
- ❑ Remember to create a **record** of each individual session by clicking pictures, videos and **encouraging feedback** from the participants.

**Some suggestions for designing different elements of the well-being program:**

### **SOCIO-EMOTIONAL INVESTMENT:**

- ❑ **Home Visit:** Teachers and students can visit the homes of support team members to understand their **home environment** and help to **integrate** them into the school ecosystem in a better way. This is also an opportunity to personally **express gratitude and appreciation** for the work they do.
- ❑ **Timetabled Meetings:**
  - Formally, once **every month**, Admin team can **meet school leaders** to address any areas of concern and to ensure the smooth functioning of the school.
  - **Fortnightly**, the administrative leaders should take out time to listen to the **personal and professional concerns** of the support team.
- ❑ Informally, through the year, ensure that the team makes **time to bond** over movies, lunches, dinners, family invitations, SEVA (Community service), excursions, annual retreat, potlucks etc. Students could help organize board games, Antakshari (Singing Competition) and similar **engaging experiences** for the support team.
- ❑ Build a **Participative culture**: Students and teachers can take the initiative to clean the classrooms, corridors and bathrooms and the support team can be requested to **audit** their work.
- ❑ Organising a **day off** for the support team and taking up their responsibilities for a day.
- ❑ **Family & Finance:** Loans for education and health emergencies; learning budgeting methods to make small savings; opening and operating bank accounts.

## PHYSICAL INVESTMENT:

### ☐ Health and Well-Being:

- Health check-ups
- Need based Physiotherapy / Dental / Ophthalmology / Gynaecological awareness sessions
- Talks by doctors, dietary sessions/advice on healthy food habits

### ☐ Safety:

- Pick-up and drop facility
- Safe and welcoming environment

### ☐ Sports:

- Playing Games such as Volley ball, Cricket, etc.
- Going for nature walks together as a group

## COGNITIVE INVESTMENT:

- ☐ **Visits:** Learning through demonstrations and observation at hotels and different schools/Universities such as IIM (Indian Institute of Management), CEPT (Centre for Environmental Planning and Technology), etc.

### ☐ Saturday Workshops:

- Opportunity to learn **life skills** - First aid, fire drill, bank operations, English Language, usage of housekeeping materials in terms of quantity and method of application
- Opportunity to build new skills (**entrepreneurship**) – art and craft, quilling, jewellery making, 3D Printing, stitching, cooking, personal grooming, story-telling. etc.
- Opportunity to **share one's passion / skill set** with other team members – Garba (dance), clay art, flower-making, quilling, Origami, Art work , illustration, etc.

## SPIRITUAL INVESTMENT:

- ☐ Music/Yoga/Meditation sessions/Nature Walks in silence

(Cont.)



## **AFTER**

- ❑ At the end of each session, remember to **'Close the Loop'** with all team members. Go back to the 'Relevance/Objective' of the session to reflect on whether it has been met or not.
- ❑ **Create & share memories** in the form of pictures, videos and shout-outs.
- ❑ Ensure that the **takeaways** of each session circle back into the practice (particularly of the 'thrive' program).

## **SOME IMPORTANT TIPS**

- ❑ The well-being program should not be actioned with a **transactional intention** of give and take. Rather it should reflect a **genuine interest and investment** in the growth of every team member.
- ❑ Ensure that every year, **new elements of engagement** are introduced in the team well-being calendar to keep it fresh and interesting for all participants. Always **welcome suggestions** from the team while designing the calendar.
- ❑ To build a **strong school culture**, encourage the team members to **hand-hold and mentor** new joiners. On a regular basis, school leaders should **take feedback** from the new members about their work and family to give them a sense of **comfort and belonging**.