

Project 2022-1-BG01-KA220-SCH-000085347
Healthy at school. Supporting the well-being and mental health of students and teachers / HAS,
Erasmus+

Approved by:

Michał Orski,

**The Chancellor of "Wyższa Szkoła Biznesu i
Nauk o Zdrowiu, Łódź, Poland**

**Strategy for professional development of employees
and steps to introduce ISO 45003:2021**

*“ Occupational health and safety management — Psychological health and
safety at work — Guidelines for managing psychosocial risks “*

Healthy at
school

The strategy was created under project 2022-1-BG01-KA220-SCH-000085347 "Healthy at school. Supporting the well-being and mental health of students and teachers / HAS", Erasmus+, based on the approved document "Strategy for the development of "Hristo Botev" Primary School, Varna for the period 2021 - 2025" and current individual needs of employees

Project 2022-1-BG01-KA220-SCH-000085347
Healthy at school. Supporting the well-being and mental health of students and teachers / HAS,
Erasmus+

CONTENTS:

I. MISSION, VISION AND VALUES OF THE ORGANIZATION	2
II. CURRENT SERVICES/PROGRAMS OF THE ORGANIZATION	5
III. SWOT ANALYSIS	15
IV. STRATEGIC PRIORITY AREAS AND OBJECTIVES (SHORT-TERM AND LONG TERM)	23
V. ACTIONS AND INITIATIVES TO ACHIEVE THE STRATEGIC PRIORITIES	28
VI. EXPECTED RESULTS	35
VII. TIMELINE AND ESTIMATED BUDGET FOR IMPLEMENTATION	38
VIII. POSSIBLE RISKS AND PREVENTIVE STEPS (ACCORDING TO ISO 450003-2021)	41

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Project 2022-1-BG01-KA220-SCH-000085347
Healthy at school. Supporting the well-being and mental health of students and teachers / HAS,
Erasmus+

1. MISSION, VISION AND VALUES OF THE ORGANIZATION

Mission

The mission of the Academy of Business and Health Sciences in Lodz is clearly focused on providing quality education that integrates theoretical foundations with practical application of knowledge. Since its inception in 2006, the university has focused on the dynamic development of its curricula, which are constantly adapted to the changing labour market and new socio-economic requirements. Over the years, the university has built a strong reputation by focusing on programmes such as cosmetology, dietetics, pedagogy, criminology, internal security, psychology and law, attracting students from all over the country. The UITM also works with experienced academic staff and practitioners, enabling students to acquire not only knowledge but also the skills necessary for their future careers.

Vision

The vision of WSBiNoZ includes not only maintaining its position as a leader in business education and health sciences in the regional market, but also extending its influence into wider national and international contexts. The university has ambitious plans to expand its educational offer beyond the borders of Łódź, which it is already doing through postgraduate studies and cooperation with various centres across Poland. Innovation and modernity are key elements of the university's vision, which is evident in investments in virtual reality labs and in the development of e-learning. The future of the WSBiNoZ is also scientific development, publishing journals,

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Project 2022-1-BG01-KA220-SCH-000085347
Healthy at school. Supporting the well-being and mental health of students and teachers / HAS,
Erasmus+

supporting students' scientific circles and organising conferences, which shows a deep commitment to the academic and professional development of its students. The expected result of the implementation of the strategy is:

- achieving high quality of the educational process;
- creating conditions for inclusive and supportive education;
- modernizing, enriching and expanding the school's material and technical base;
- work on national programs and European projects;
- active interaction with the parent community, community council, with the aim of strengthening positive attitudes;
- raising and strengthening the school's prestige;
- increasing the quality of teaching and educational work;
- providing good general education training, high results on the National External Assessment;
- providing conditions for physical, mental, moral and social development of adolescents;
- improving the qualifications of teachers;
- raising educated individuals with opportunities for realization;
- creating a good psychological climate among the teaching staff;
- performances in the field of music, sports and arts;

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Project 2022-1-BG01-KA220-SCH-000085347

Healthy at school. Supporting the well-being and mental health of students and teachers / HAS,
Erasmus+

- integration of students with SEN;
- effective, efficient and economical spending of budgetary and extra-budgetary funds.

Values

The activities of the Academy of Business and Health Sciences in Łódź (WSBiNoZ) are oriented towards several key areas:

- **Education and practical training**
The university focuses on offering educational programmes that combine theoretical foundations with practical skills. These programmes cover a variety of fields such as cosmetology, dietetics, pedagogy, criminology, homeland security, psychology and law. As a result, graduates are well prepared to enter the labour market.
- **Technological innovation**
The university invests in cutting-edge technologies, such as virtual reality labs, which enable students to gain experience in simulation environments. Examples of such investments include procedural simulators for forensic science and virtual courtrooms.
- **Online development and educational flexibility**
The WSBiNoZ is developing e-learning platforms, offering online degrees that allow students to manage their study time flexibly, particularly valuable for those combining their studies with work or family commitments.
- **Expanding geographical influence**

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Project 2022-1-BG01-KA220-SCH-000085347

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Erasmus+

The university aims to expand its offer beyond Lodz, which it is already doing through the creation of branches in Rybnik and Szczawno-Zdrój and through cooperation with institutions across Poland for postgraduate studies.

- **Commitment to scientific development**

The Academy of Business and Health Sciences actively supports scientific development by publishing journals, supporting students'

2. CURRENT SERVICES/PROGRAMS OF THE ORGANIZATION

Academic related activities

1. Conferences

Year	Title	Short description
Conferences 2024	<ul style="list-style-type: none"> • 2nd Scientific and Training Conference 'Health and Psychosocial Safety in an Interdisciplinary Discourse' • 5th Oncology and Cosmetology Congress • XVI All-Poland Methodological and Scientific Conference 'The role and challenges of medical massage in the 21st century' 	
Conferences 2023	<ul style="list-style-type: none"> • Art therapy, attention therapy and digital safety: new challenges and opportunities - free conference • Inclusive education in practice - online conference • Neuropedagogy - learning processes in line with brain physiology 	

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Project 2022-1-BG01-KA220-SCH-000085347
Healthy at school. Supporting the well-being and mental health of students and teachers / HAS,
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	<ul style="list-style-type: none"> • Challenges versus difficulties in the work of the teacher - online conference • III Trichology Festival • I Scientific and Training Conference of the Academy of Banking and Humanities in Łódź - Branch in Rybnik: Challenges of the modern world in an interdisciplinary perspective • IV Congress of Oncology and Cosmetology • 15th All-Poland Methodological and Scientific Conference ‘Massage as a Medicine of the 21st Century’. 	
Conferences 2022	<ul style="list-style-type: none"> • III National Conference of Scientific Cosmetology Circles • All-Poland Scientific and Training Online Conference ‘Education System in Ukraine’ • III National Conference of the works of Young Dietitians and Scientific Circles • III e-Congress of Oncology and Cosmetology 	
Conferences 2021	<ul style="list-style-type: none"> • PEER VIOLENCE IN A GLOBALISED WORLD • II TRYCHOLOGICAL FESTIVAL - online • II NATIONAL CONFERENCE FOR YOUNG DIETITIANS AND SCIENTIFIC CIRCLES • CYBERBULLYING - WHAT IT IS AND HOW TO COMBAT IT • II e-CONGRESS ONCOLOGY AND COSMETOLOGY 	
Conferences 2020	<ul style="list-style-type: none"> • COSMETOLOGY-ONCOLOGY e-CONGRESS • POP CULTURE SUBCULTURES IN A GLOBALISED WORLD 	

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Project 2022-1-BG01-KA220-SCH-000085347

**Healthy at school. Supporting the well-being and mental health of students and teachers / HAS,
Erasmus+**

<p>Conferences 2019</p>	<ul style="list-style-type: none"> • INAUGURAL CONFERENCE OF THE HEALTHY CHILD-HEALTHY ADULT PROJECT • I TRICHOLOGY FESTIVAL • 1st All-Poland Conference of theses of Young Dietitians and Scientific Circles • 2ND ALL-POLAND CONFERENCE OF SCIENTIFIC COSMETOLOGY CIRCLES • I NATIONAL SCIENTIFIC CONFERENCE ‘CONTEMPORARY TRENDS IN DIETETICS • CONFERENCE ‘LET'S DISCOVER MONTESSORI ONCE AGAIN...’ • XIII NATIONAL MASSAGE CONFERENCE ‘Massage as a challenge for modern medicine and cosmetology’ • VII International Scientific E-conference of the series PEDAGOGOGIKA XXI WIEKU - DYLEMATICS AND CHALLENGES entitled MASS MEDIA IN THE MODERN WORLD 	
<p>Conferences 2018</p>	<ul style="list-style-type: none"> • All-Poland Scientific Conference: contemporary trends in the humanities and social sciences • 1st All-Poland Scientific Conference of Cosmetology Circles • All-Poland Scientific Conference on the Anniversary of the 100th Anniversary of Poland's Regaining of Independence ‘Paths of Poles to Freedom’ • 12th All-Poland Methodological-Scientific Conference ‘Massage in the Light of Modern Medicine and Cosmetology’ 	

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	<ul style="list-style-type: none"> • VI International Scientific E-conference FAMILY IN CONSUMPTION SOCIETY 	
Conferences 2017	<ul style="list-style-type: none"> • XI All-Poland methodological-scientific conference • V International Scientific E-conference from the series PEDAGOGOGIKA XXI WIEKU - DYLEMATICS AND CHALLENGES, entitled: HUMANITY IN THE FACE OF CONTEMPORARY THREATS 	
Conferences 2015-2016	<ul style="list-style-type: none"> • IV International Scientific E-conference of the series PEDAGOGOGIKA XXI WIEKU - DYLEMATICS AND CHALLENGES, FREE TIME CULTURE IN THE CONTEMPORARY WORLD • X National Conference ‘The role of massage in physiotherapy, cosmetology, spa and wellness’ • III International Scientific E-Conference from the series PEDAGOGOGIKA XXI WIEKU - DYLEMATICS AND CHALLENGES, EDUCATION IN A GLOBALIZED WORLD • II INTERNATIONAL E-SCIENTIFIC CONFERENCE IN THE SERIES PEDAGOGY OF THE XXI CENTURY DILEMMAS AND CHALLENGES • International Scientific Conference ‘Biologically Active Compounds in Food’ • Physiotherapists from all over Poland at the 9th National Conference ‘The Role of Massage in Physiotherapy and Cosmetology’ • 1st All-Poland E-Conference on ‘Pedagogy of the 21st Century - 	

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	<p>Dilemmas and Challenges, Pedagogy in the Modern World</p> <ul style="list-style-type: none"> • VI International Scientific E-Conference from the series Pedagogy of the XXI Century - Dilemmas and Challenges - FAMILY IN THE CONSUMPTION SOCIETY • XI All-Poland Methodological-Scientific Conference • V International Scientific E-Conference in the series of Pedagogy of the 21st Century - Dilemmas and Challenges, entitled: MAN IN THE FACE OF CONTEMPORARY THREATS 	
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2. Publishing activities

On 26 June 2014, on the basis of § 4 para. 3 and § 25 pkt. 1 of the Statute of the University of Business and Health Sciences in Łódź, the University Senate, in order to ensure the proper functioning of the publishing activity, expressed the will to establish the Scientific Publishing House of the University of Business and Health Sciences in Łódź.

The primary task of the Scientific Publishing House of the University of Business and Health Sciences in Łódź is the publication of works necessary for the realisation of the didactic process and studies serving the needs of the University.

The Publishing House publishes in particular:

- scripts and textbooks,
- monographs
- conference materials

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Erasmus+

- scientific journals
- other.

Regional projects

The project ‘Accessible university 2.0’, No. POWR.03.05.00-00-A049/21, is co-financed by European Funds under the Operational Programme Knowledge Education Development 2014-2020. The project was realised in the period from 01.11.2021 to 31.10.2023.

Main objective

To increase the accessibility of the offer of the Academy of Business and Health Sciences to the needs of people with disabilities by:

- supporting organisational changes at the University
- increasing architectural and communication accessibility at the University
- implementing IT tools and solutions at the University
- development and implementation of procedures at the University aimed at increasing the quality and scope of activities carried out by the University, including the introduction of provisions concerning the realisation of activities in favour of disabled persons in the University's Strategy.
- introduction of modifications to curricula at the university in order to provide equal opportunities for students with disabilities
- conducting training in the field of disability among employees of the university, leading to an increase in their awareness and competence

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Healthy at school. Supporting the well-being and mental health of students and teachers / HAS,
Erasmus+

Target group

- Employees
- students with disabilities
- those who will benefit from the changes brought about by the project's funding, all those to whom the university's offer will be directed, including students, university applicants.

Main areas of project implementation

Area 1 - Organisational Structure - included modification of the existing organisational structure of the university with regard to the effectiveness of the tasks undertaken for the benefit of ON, resulting in a revised organisational structure

Area 2 - Architecture - included the installation of

- signs on handles/rails/doors with facilities for the blind/visually impaired (e.g. with Braille inscriptions)
- a stairlift to allow access to a building for people with mobility impairments (e.g. in wheelchairs)
- an assistive listening system with an induction loop as a facility for people with hearing disabilities
- a mobile induction loop which provides facilities for people with hearing disabilities
- an evacuation chair to facilitate the evacuation of people with hearing disabilities.

Area 3 - Assistive technologies - involved the implementation and maintenance of intuitive and responsive tools to serve people with all types of disabilities

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Erasmus+**

Area 4 - Procedures - included adaptation and implementation of new procedures at the University aimed at increasing the quality and range of activities carried out by the University, including e.g. adaptation procedures which will ensure accessibility of the educational process and scientific activities to a wider group of students with disabilities or examination procedures, as well as those which will increase the accessibility of the University for employees with disabilities.

Area 5 - Types of educational support - included the provision of various forms of educational support for students with all types of disabilities including:

- specialist teaching room equipment to enable content to be presented during lectures and exercises on large displays such as an overhead projector, 75 inch interactive monitor; use of accessible laptops
- special equipment for the criminology and forensics laboratory: purchase of unlimited licences for the VR simulator, enabling simulation of inspection and securing of the place where the body is found and simulation of a court hearing; necessary equipment for using VR simulators: VR goggles, computer, server
 - specialised equipment for the library/equipment lending stations, providing access to:
 - keyboard with high-contrast, large keys with adjustable speaking speed
 - Big-track mice
 - book-playing device with navigation technology
 - desktop screen enlarger
 - notebooks adapted to visually impaired users

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Erasmus+**

- a book scanner to increase comfort for visually impaired students
- special equipment for physical education classes and for rehabilitation, such as: applied tapes for joint activation and muscle relaxation, gym balls, therapeutic mats, sensory cushions

Area 6

- Disability awareness training
- Training is planned for staff to raise awareness and competence in the field of inclusive education.

The project, at all its stages was crucial for the proper implementation of activities aimed at ensuring accessibility at the university, and was implemented in formalised cooperation with the community of people with disabilities, i.e. with the Association Serdeczni in Tarnowskie Góry.

The trainings

The trainings are designed to introduce participants to the subject of disability, in particular to the issue of methods and measures to support people with various dysfunctions in the process of higher education, effective communication in terms of the specific needs of people with various disabilities, practical forms of support for students with disabilities in an academic environment.

- Training no 1 - Handling Students with Disabilities. Communication and Savoir-vivre towards people with disabilities.

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Project 2022-1-BG01-KA220-SCH-000085347
Healthy at school. Supporting the well-being and mental health of students and teachers / HAS,
Erasmus+

- Training no 2- Handling a student with a disability. Psychological support towards people with disabilities.

Library system of the Academy of Liberal Arts and Sciences

In connection with the implementation of the project „University Accessible 2.0” No. POWR.03.05.00-00-A049/21, co-financed by the European Funds under the Operational Programme Knowledge Education Development 2014-2020, we started on 04.09.2023 a new library system which is made available, through which you can use the resources of the Library of the Academy of Business and Health Sciences in Łódź.

Centre for Behavioural Addictions Alternative

On 22 February 2018, the ALTERNATIVE Centre for Behavioural Addictions was established at the School of Business and Health Sciences in Łódź under the aegis of the Department of Social Sciences and the Department of Dietetics.

The Centre has an educational and preventive function in the field of behavioural addictions. The aim of the Centre is to diagnose behavioural addictions and provide assistance to students of the Department of Dietetics in Łódź in solving their problems in order to function effectively in a social environment, in particular when:

- students spend too much time in front of the computer and thus neglect their daily duties
- excessive use of mobile phones

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Project 2022-1-BG01-KA220-SCH-000085347
Healthy at school. Supporting the well-being and mental health of students and teachers / HAS,
Erasmus+

- obsession with healthy eating

Volunteer Centre

The Volunteer Centre is a university-wide organisational unit in the School of Business and Health Sciences in Łódź, which was established on 28 February 2019. Aims and objectives of the Volunteer Centre:

- To initiate and support various forms of volunteering, including mainly competence volunteering, in which the person acting as a volunteer shares specialist knowledge and experience in a specific field, and assistance volunteering, which is provided in those areas where there is a real need for help
- Undertaking cooperation with organisations and institutions outside the WSBINOZ, including partnerships for social innovation
- Promoting the idea of volunteering among the academic community
- Organising training to raise awareness and qualifications of those undertaking voluntary activities
- Other activities entrusted to the Volunteer Centre by the Rector of WSBINOZ

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Erasmus+

Career Office Online !

The Career Office was set up to serve UITM students and graduates in choosing their career path and to facilitate finding employment corresponding to their qualifications and acquired practice. Services for students and graduates of UITM are free of charge.

The Career Office supports students in the area of:

- Preparation of application documents - individual meetings with career counsellors for broadly defined career path planning.
- Job interview simulation.
- Volunteering - assistance in choosing a placement as a volunteer.
- Studying the professional fate of WSBiNoZ graduates.

Erasmus+ programme

The Erasmus+ Programme Charter (Erasmus Charter for Higher Education) for 2021-2027 was granted to the University of Business and Health Sciences in Łódź by a decision of the European Commission in 2020. The link to the Charter and the Erasmus Policy Statement for 2021-2027 (Erasmus Policy Statement) can be found below.

Within the framework of learning mobility in the ‘Higher Education’ sector, students may complete a period of study abroad at a partner university or complete an internship/placement in an enterprise, research institute,

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Healthy at school. Supporting the well-being and mental health of students and teachers / HAS,
Erasmus+

laboratory, organisation or other institution offering an internship/placement. Teaching and administrative staff of the university can participate in activities abroad related to their professional development. These may include trips to teach with students of a foreign university or trips to participate in training.

International Activities/Projects

The Centre for European Educational Initiatives is a university-wide organisational unit established in May 2011 to support and stimulate the processes of sustainable development of a modern and open civil society.

CEIE is involved in initiating partnerships and agreements aimed at social integration, promotion of participation in social and public life of children, young people and adults, especially 50+, and development of volunteering, by organising training, workshops, seminars, conferences, debates and other forms of education.

The CEIE's goal is to equalise opportunities in access to education, active participation in social life and the development of key competences conditioning the development of a knowledge-based society and active human resources.

The CEIE cooperates with local and regional authorities, non-governmental organisations and European educational and training institutions supporting science and education.

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Project 2022-1-BG01-KA220-SCH-000085347

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Erasmus+**

A priority is the use of modern technologies in the development of educational instruments and the dissemination and implementation of good practices..

3. SWOT ANALYSIS

<u>Strengths</u>	<u>Weaknesses</u>
<ul style="list-style-type: none"> ● Modern teaching technologies. Investment in virtual reality labs and state-of-the-art simulators (e.g. VR simulator - Forensic Procedures, Virtual Courtroom) gives the university an edge in terms of quality and innovative teaching. ● Highly qualified staff. Cooperation with experienced specialists and academics from various scientific fields, which increases the quality of education. 	<ul style="list-style-type: none"> ● Limited recognition outside the region. Despite expansion, the university may still be perceived mainly as a local institution. ● Dependence on external funding. Possible financial problems due to reliance on student fees and external research and development grants. ● Infrastructure. Although the university has state-of-the-art laboratories, other aspects of the infrastructure may need to be

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Erasmus+

<ul style="list-style-type: none"> ● Diversity of educational offerings. A wide range of study fields and postgraduate programmes that respond to labour market demands. ● Educational flexibility. Development of online programmes that enable people to combine their studies with work or family commitments. 	<p>upgraded or expanded to cope with growing student numbers.</p>
<p><u>Opportunities</u></p> <ul style="list-style-type: none"> ● Network development. Create new partnerships with foreign universities and companies that can offer joint programmes, internships for students and research opportunities. ● Further geographic expansion. Opening new branches and expanding educational offerings beyond regional borders, which can attract more students. ● Narrow specialisations. Developing unique 	<p><u>Threats</u></p> <ul style="list-style-type: none"> ● Increasing competition from other universities, both public and private, that offer similar educational programmes. ● Changes in education law. Potential changes in higher education regulations that may affect funding, programme accreditation or study conditions. ● Demographic trends. Declining numbers of young people of

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Healthy at school. Supporting the well-being and mental health of students and teachers / HAS,
Erasmus+

<p>specialisations that respond to specific market needs, e.g. specialisations in areas of fast-growing technology.</p>	<p>student age may affect the recruitment of new students.</p>
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4. STRATEGIC PRIORITY AREAS AND OBJECTIVES (SHORT-TERM AND LONG TERM)

The strategic plan for WSBINOZ aims to enhance educational standards by focusing on the well-being and professional development of staff. This plan encompasses both short-term and long-term goals designed to foster a positive and productive educational environment. The strategy addresses key areas such as digital literacy, language skills, creative instruction, compensation, and administrative efficiency, ensuring continuous improvement and sustainability.

Short-Term Goals (0-12 months)

- *Digital and Computer Skills*

In the immediate term, enhancing teachers' digital and computer skills is a critical focus. Educational technology is rapidly evolving, and it is essential for educators to keep pace with these changes. Digital competence involves

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not only understanding how to use technology but also integrating these tools effectively into teaching practices to enhance student learning outcomes.

Training workshops covering basic and advanced digital tools will be conducted. These workshops aim to equip teachers with the necessary skills to utilize educational technologies such as interactive whiteboards, online collaboration platforms, and digital assessment tools. The UNESCO ICT Competency Framework for Teachers emphasizes the need for educators to teach digital literacy to students, preparing them for future challenges (UNESCO, 2023).

A mentoring system will pair tech-savvy staff with those less comfortable with technology. This peer support system fosters a collaborative learning environment where knowledge is shared, and teachers support each other in their professional development. Feedback mechanisms will ensure continuous assessment and refinement of the training programs, making them relevant and effective (OECD, 2023).

- ***Language Proficiency***

Improving language proficiency, particularly in English, is crucial for enhancing global communication skills among staff. Language improvement courses will be tailored to individual proficiency levels, ensuring that each educator receives the support needed to enhance their language skills effectively. This initiative will foster better communication within the institution and with international partners, broadening academic and professional horizons (Additio, 2023).

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- ***Creative Freedom and Flexibility***

Encouraging creative teaching methods and flexible curriculum design is essential for fostering innovation in education. Seminars will explore various creative teaching strategies, and teachers will be encouraged to pilot innovative lesson plans. Resources will be provided to support these initiatives, enabling teachers to develop and implement creative projects that enhance student engagement and learning outcomes (OECD, 2023).

- ***Professional and Personal Development***

Continuous professional development is vital for keeping educators up-to-date with the latest educational trends and methodologies. A calendar of professional development workshops will be established, focusing on new and emerging educational practices. These workshops will provide opportunities for teachers to expand their knowledge and skills, contributing to their professional growth and enhancing the overall quality of education provided by the institution (OECD, 2023).

Medium-Term Goals (1-3 years)

- ***Enhanced Support for Working with Children***

Providing enhanced support for working with children is an essential medium-term goal that significantly impacts the quality of education and the overall well-being of students. This involves implementing specialized training programs for educators, promoting inclusive education practices, and integrating Social Emotional Learning (SEL) into the curriculum.

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- ***Specialized Training Programs***

Specialized training programs are crucial for equipping teachers with the skills needed to manage diverse learning needs and behavioral challenges effectively. These programs will cover a wide range of topics, including understanding different learning styles, recognizing and addressing behavioral issues, and implementing strategies for supporting students with special educational needs (SEND). According to UNICEF, training in inclusive education practices ensures that teachers are prepared to meet the diverse needs of all students, creating a more equitable learning environment (UNICEF, 2023).

- ***Inclusive Education Practices***

Inclusive education practices involve adapting teaching methods and materials to accommodate the unique needs of each student. This approach ensures that all students, regardless of their abilities or backgrounds, receive a quality education. The UK government emphasizes that inclusive education not only benefits students with disabilities but also enriches the learning experience for all students by fostering a culture of empathy and collaboration (GOV.UK, 2023).

- ***Social Emotional Learning (SEL)***

Integrating SEL into the curriculum is vital for promoting students' emotional and social well-being. SEL programs teach students essential skills such as emotional regulation, empathy, and effective communication. Research has shown that SEL can lead to improved academic performance,

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better classroom behavior, and enhanced social interactions (OECD, 2023). By incorporating SEL, schools can create a more supportive and nurturing environment that addresses the holistic needs of students.

- ***Community and Family Engagement***

Engaging with the community and families is another critical aspect of supporting students. The National Association for the Education of Young Children (NAEYC) highlights that strong partnerships between educators, families, and the community can provide significant support for both teachers and students. These partnerships help create a supportive network that addresses the diverse needs of children more effectively (NAEYC, 2023).

Providing enhanced support for working with children involves a comprehensive approach that includes specialized training, inclusive practices, SEL integration, and strong community and family engagement. This multi-faceted strategy is essential for fostering an inclusive and effective learning environment that meets the diverse needs of all students.

- ***Training and Development***

Establishing a robust training and development program is vital for the continuous improvement of teaching practices and professional growth of educators. This goal focuses on creating a structured system that facilitates ongoing professional learning and collaboration among educators.

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- ***Peer Review and Feedback System***

A peer review and feedback system allows educators to receive constructive feedback from their colleagues. This system promotes a culture of continuous improvement and professional development. According to research by the OECD, peer reviews are effective in enhancing teaching practices and fostering a collaborative work environment (OECD, 2023). By providing a platform for regular feedback and reflection, educators can identify areas for improvement and share best practices with their peers.

- ***External Conferences and Learning Opportunities***

Attending external conferences and learning events is crucial for professional growth. These events expose educators to new teaching strategies, innovations, and best practices from around the world. Conferences also offer opportunities for networking and collaboration with other educators and researchers. According to the UNESCO, such experiences are invaluable for bringing fresh perspectives and ideas back to the institution, enhancing the overall quality of education (UNESCO, 2023).

- ***Professional Development Workshops***

A calendar of professional development workshops will be established, focusing on the latest educational trends and methodologies. These workshops will cover a wide range of topics, from digital literacy to inclusive education practices, ensuring that educators are equipped with the knowledge and skills needed to meet the evolving needs of their students. Continuous professional development is crucial for maintaining high

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educational standards and ensuring that educators remain at the forefront of educational innovation (OECD, 2023).

- ***Reflective Practice***

Encouraging reflective practice is an integral part of professional development. Reflective practice involves educators critically analyzing their teaching methods and experiences to identify areas for improvement. This practice helps educators develop a deeper understanding of their teaching practices and how they can be improved to enhance student learning outcomes. The NAEYC emphasizes that reflective practice is a powerful tool for professional growth and development (NAEYC, 2023).

In summary, a comprehensive training and development program that includes peer review, external learning opportunities, professional development workshops, and reflective practice is essential for fostering a culture of continuous improvement among educators. This approach ensures that educators are well-equipped to provide high-quality education and support to their students.

- ***Administrative Efficiency***

Enhancing administrative efficiency is a key medium-term goal that focuses on reducing the administrative burden on educators and improving overall school operations. Effective administrative practices ensure that educators can focus more on teaching and student support, rather than being bogged down by administrative tasks.

- ***Digital Tools for Administration:***

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Introducing digital tools for administrative tasks is a crucial step towards improving efficiency. These tools can streamline processes such as attendance tracking, grade reporting, and communication with parents. By automating routine tasks, digital tools free up valuable time for educators, allowing them to focus more on their primary role of teaching. According to UNESCO, the use of digital tools in education can significantly improve administrative efficiency and reduce the workload on educators (UNESCO, 2023).

- *Continuous IT Support*

Ensuring continuous IT support is essential for the successful implementation of digital tools. Educators need to have access to technical assistance to resolve any issues that may arise with the new systems. Providing ongoing IT support is critical for maintaining the functionality and effectiveness of digital tools in education. The OECD highlights the importance of IT support in ensuring that educators can effectively use technology to enhance their teaching practices (OECD, 2023).

- *Training on New Systems*

Providing training for staff on how to use new administrative systems is crucial for their successful adoption. Training sessions will be conducted to ensure that all staff members are comfortable using the new tools and understand how to leverage them to improve administrative efficiency. This training will cover various aspects of the digital tools, from basic operations to advanced functionalities. Effective training ensures that staff can fully

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utilize the capabilities of the new systems to streamline administrative tasks (UNESCO, 2023).

Monitoring and Evaluation

Implementing a system for monitoring and evaluating the effectiveness of the new administrative tools is essential for continuous improvement. Regular assessments will be conducted to identify any issues or areas for improvement. Feedback from staff will be collected to ensure that the tools are meeting their needs and contributing to administrative efficiency. Monitoring and evaluation help ensure that the digital tools are being used effectively and that any necessary adjustments can be made to improve their functionality (OECD, 2023).

In conclusion, enhancing administrative efficiency through the introduction of digital tools, continuous IT support, training, and regular evaluation is essential for creating a more streamlined and effective educational environment. These improvements will allow educators to focus more on teaching and student support, ultimately benefiting the entire school community.

Medium-Term Goals (1-3 years)

- ***Increased Focus on Teacher Well-Being***

Ensuring the well-being of teachers is a critical medium-term goal that can significantly impact their effectiveness and the overall educational

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environment. This goal encompasses various aspects, including physical health, mental health, and professional support.

- ***Physical Health Initiatives***

Promoting physical health among teachers involves creating a healthy working environment and providing opportunities for physical activity. According to research from the Happy Teacher Project, many teachers face significant physical health challenges, such as ergonomic pain and obesity, due to the demanding nature of their jobs (Zero to Three, 2023). Schools can address these issues by improving the ergonomics of classrooms, providing access to fitness facilities, and encouraging regular physical activity.

- ***Mental Health Support***

Mental health support is equally important for teachers. High levels of stress and burnout are common in the teaching profession, which can negatively affect their performance and student outcomes. Providing mental health resources, such as counseling services and stress management workshops, can help teachers manage their mental health better. The OECD emphasizes that mental health support is crucial for creating a positive and supportive work environment for educators (OECD, 2023).

- ***Professional Support Networks***

Building professional support networks is another key aspect of promoting teacher well-being. These networks can provide teachers with the opportunity to collaborate with their peers, share experiences, and receive support. The National Association for the Education of Young Children

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(NAEYC) highlights the importance of professional networks in fostering a sense of community and reducing feelings of isolation among teachers (NAEYC, 2023).

- ***Work-Life Balance***

Promoting a healthy work-life balance is essential for teacher well-being. This can be achieved by ensuring that teachers have reasonable workloads and sufficient time for personal activities. Schools can implement policies that limit after-hours work and provide flexible scheduling options. According to UNICEF, promoting work-life balance can help reduce stress and improve overall job satisfaction among teachers (UNICEF, 2023).

Focusing on teacher well-being through physical health initiatives, mental health support, professional support networks, and work-life balance is crucial for creating a positive and effective educational environment. These initiatives can help reduce stress and burnout among teachers, ultimately leading to better educational outcomes for students.

Long-Term Goals (3+ years)

- ***Increase in School Staff Salaries***

Improving job satisfaction and retaining talented educators are long-term priorities. A comprehensive budget review and reallocation will facilitate

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salary increases for school staff. Competitive salaries are essential for attracting and retaining skilled educators, ensuring that the institution maintains a high standard of education (OECD, 2023).

The institution will advocate for increased funding from local government and explore grant opportunities to support salary enhancements. Engaging with local government and other stakeholders will help build support for these initiatives, ensuring the institution receives the resources needed to achieve its goals (UNESCO, 2023).

- ***Improvement of School Infrastructure***

Developing plans for renovations and technology upgrades is essential for creating modern and conducive learning environments. Up-to-date infrastructure supports effective teaching and learning. Renovations will focus on creating flexible and adaptable learning spaces that cater to the diverse needs of students and educators (OECD, 2023).

Technology upgrades will ensure that the institution remains at the cutting edge of educational innovation. Modern classrooms equipped with the latest educational technologies provide a dynamic and engaging learning environment. These upgrades will enable educators to incorporate digital tools and resources into their teaching practices, enhancing student learning outcomes (UNESCO, 2023).

Engaging the community and alumni in funding support campaigns is crucial for the successful implementation of these infrastructure projects.

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Community involvement fosters a sense of ownership and support for the institution, ensuring it receives the resources needed to achieve its goals (UNESCO, 2023).

- ***Sustainability Initiatives***

Developing a plan for sustainable practices within the school is a long-term priority. Sustainability initiatives promote environmental conservation and instill a culture of sustainability among students and staff. Creating green spaces and adopting energy-efficient resources are key components of this plan (OECD, 2023).

Green spaces provide numerous benefits, including improved air quality, enhanced aesthetic appeal, and increased opportunities for outdoor learning and recreation. Energy-efficient resources reduce the institution's environmental footprint and contribute to long-term cost savings. These initiatives demonstrate the institution's commitment to sustainability and environmental stewardship (UNESCO, 2023).

Sustainability initiatives also provide valuable educational opportunities. Integrating sustainability into the curriculum teaches students the importance of environmental conservation and equips them with the knowledge and skills needed to address environmental challenges (OECD, 2023).

- ***Implementation and Monitoring***

To ensure the effective implementation of the strategic plan, a Project Management Office (PMO) will be established. The PMO will oversee the

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implementation process, using project management tools to track progress, budget, and resource allocation. Regular evaluations will be conducted to assess the outcomes of implemented strategies. These evaluations will be based on surveys, interviews, and performance data, allowing for continuous adjustments to the plans based on feedback and changing needs (UNESCO, 2023).

The strategic plan for WSBINOZ is designed to create a supportive and innovative educational environment by focusing on the development and well-being of its staff. By setting clear short-term and long-term goals and regularly evaluating progress, the institution aims to adapt and thrive in an evolving educational landscape. This comprehensive approach underscores the institution's commitment to fostering a positive and productive educational environment, ultimately benefiting the entire academic community.

These strategic priority areas and objectives designed for WSBINOZ can ensure that it remains at the forefront of educational excellence, providing high-quality education and support to both its staff and students.

5. ACTIONS AND INITIATIVES TO ACHIEVE THE STRATEGIC PRIORITIES

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The strategic plan for WSBINOZ identifies various actions and initiatives to achieve its strategic priorities across short-term, medium-term, and long-term goals. Here is a detailed breakdown of these actions and initiatives:

1. Digital and Computer Skills

- Training Workshops

Conducting training workshops is essential for equipping teachers with both basic and advanced digital skills. These workshops will cover a range of tools and software that are integral to modern education, such as interactive whiteboards, online collaboration platforms, and digital assessment tools. The goal is to ensure that all teachers are comfortable and proficient in using these technologies to enhance their teaching practices.

- Mentoring System

Implementing a mentoring system where tech-savvy staff assist others will foster a collaborative learning environment. This peer support mechanism ensures that teachers who are less familiar with technology receive ongoing support and guidance from their more experienced colleagues, promoting a culture of continuous learning and improvement.

- Progress Evaluation

Regularly evaluating progress through feedback from participants will help tailor the training programs to meet the specific needs of the staff. Adjustments will be made based on the feedback to ensure the training remains relevant and effective.

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2. Language Proficiency

- Language Improvement Courses

Offering language improvement courses, particularly in English, is crucial for enhancing global communication skills among staff. These courses will be tailored to individual proficiency levels, ensuring personalized learning experiences that address specific needs.

- Initial Assessments

Conducting initial assessments to determine the current language proficiency of staff will help customize the courses effectively. This approach ensures that each participant receives the appropriate level of instruction to improve their language skills.

3. Creative Freedom and Flexibility

- Seminars on Creative Teaching Methods

Hosting seminars focused on creative teaching methods and flexible curriculum design will encourage educators to explore innovative instructional strategies. These seminars will provide a platform for sharing best practices and new ideas that can be implemented in the classroom.

- Pilot Innovative Lesson Plans

Teachers will be encouraged to pilot innovative lesson plans, with resources provided to support these initiatives. This approach allows educators to experiment with new teaching methods and assess their effectiveness in real-time.

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4. Professional and Personal Development

- Continuous Professional Development Workshops

Developing a calendar of professional development workshops will ensure that educators are continually exposed to the latest educational trends and methodologies. These workshops will cover a wide range of topics, from digital literacy to inclusive education practices, providing opportunities for continuous learning and growth.

- External Conferences

Creating opportunities for staff to attend external conferences will allow them to gain new insights and bring back valuable knowledge to the institution. Networking with peers and experts in the field can lead to the adoption of innovative practices and collaborative projects.

5. Enhanced Support for Working with Children

- Specialized Training

Providing specialized training for handling diverse learning needs and behavioral management is essential for creating an inclusive classroom environment. Training will cover techniques for managing different learning styles, recognizing and addressing behavioral issues, and supporting students with special educational needs (SEND).

- Inclusive Education Practices and SEL

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Integrating inclusive education practices and Social Emotional Learning (SEL) into the curriculum will support the holistic development of students. SEL programs teach crucial life skills such as emotional regulation and empathy, which are vital for fostering a supportive and inclusive learning environment.

6. Administrative Efficiency

- Digital Tools for Administration

Introducing digital tools to streamline administrative tasks will reduce the workload on educators and increase efficiency. Tools for attendance tracking, grade reporting, and communication with parents can automate routine tasks, freeing up more time for teaching and student support.

- Continuous IT Support

Providing ongoing IT support is critical for the successful implementation of digital tools. Ensuring that educators have access to technical assistance will help resolve any issues promptly, maintaining the effectiveness of the new systems.

7. Improvement of School Infrastructure

- Renovations and Technology Upgrades

Planning and executing renovations and technology upgrades will create modern and conducive learning environments. These improvements are essential for supporting effective teaching and learning, ensuring that the institution remains at the cutting edge of educational innovation.

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- **Community and Alumni Engagement**

Engaging the community and alumni in funding support campaigns will help secure the necessary resources for infrastructure improvements. These partnerships can provide financial support and foster a sense of ownership and involvement in the institution's development.

8. Sustainability Initiatives

- **Sustainable Practices**

Developing a plan for sustainable practices within the school, such as creating green spaces and adopting energy-efficient resources, will promote environmental conservation. These initiatives demonstrate the institution's commitment to sustainability and serve as educational opportunities for students.

- **Curriculum Integration**

Integrating sustainability into the curriculum will teach students the importance of environmental conservation and equip them with the knowledge and skills needed to address environmental challenges.

Implementation of the above mentioned actions and initiatives, will allow WSBINOZ to achieve its strategic priorities and create a supportive, innovative, and sustainable educational environment. These comprehensive measures ensure continuous improvement and adaptation to meet the evolving needs of both staff and students.

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6. EXPECTED RESULTS

The strategic plan for WSBINOZ aims to deliver several significant outcomes across short-term, medium-term, and long-term horizons. These expected results span various domains, including teaching competencies, student engagement, administrative efficiency, and overall institutional growth. Here's an in-depth look at the anticipated results:

Enhanced Teaching Competencies and Well-Being

- Improved Digital Literacy Among Educators

By conducting comprehensive training workshops on digital and computer skills, educators will gain proficiency in using modern educational technologies. This improvement will enable teachers to create more interactive and engaging learning experiences, thereby enhancing overall teaching effectiveness. According to UNESCO, digitally literate teachers can significantly improve student outcomes by integrating technology into their pedagogy (UNESCO, 2023).

- Higher Language Proficiency

Offering tailored language improvement courses, particularly in English, will enhance global communication skills among staff. This development is expected to facilitate better collaboration with international partners and improve access to global academic resources, thus broadening the academic and professional horizons of the institution.

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- **Innovative Teaching Methods**

Encouraging creative freedom and flexibility in curriculum design through seminars and workshops will lead to the adoption of innovative teaching methods. Teachers will be better equipped to design and implement engaging lesson plans that cater to diverse learning styles, thereby improving student engagement and learning outcomes.

- **Continuous Professional Growth**

The establishment of a continuous professional development calendar will ensure that educators are regularly exposed to the latest educational trends and methodologies. This ongoing development is expected to foster a culture of lifelong learning among staff, contributing to sustained improvements in teaching quality.

Solidified Support Systems and Expanded Educational Methodologies

- **Effective Management of Diverse Learning Needs**

Specialized training for handling diverse learning needs and behavioral issues will equip teachers with the skills necessary to support all students effectively. This will lead to more inclusive classrooms where all students, regardless of their backgrounds or abilities, can thrive. Research indicates that inclusive education practices not only benefit students with special needs but also enhance the learning experience for all students (GOV.UK, 2023).

- **Integration of Social Emotional Learning (SEL)**

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Incorporating SEL into the curriculum will promote the emotional and social well-being of students. SEL programs have been shown to improve academic performance, reduce behavioral problems, and increase emotional intelligence (OECD, 2023). The integration of SEL will help create a supportive and nurturing learning environment.

- **Enhanced Administrative Efficiency**

Introducing digital tools for administrative tasks will streamline processes such as attendance tracking, grade reporting, and communication with parents. This efficiency will free up time for educators to focus more on teaching and student support. Continuous IT support will ensure the effective implementation and use of these tools, leading to sustained improvements in administrative operations (UNESCO, 2023).

- **Improved Professional Collaboration**

The establishment of a peer review and feedback system will foster a culture of collaboration among educators. Regular feedback and peer support will contribute to continuous improvement in teaching practices, enhancing overall educational quality (OECD, 2023).

Sustainable Improvement and Job Satisfaction

- **Increased Job Satisfaction Among Educators**

A comprehensive budget review and reallocation to increase staff salaries will significantly improve job satisfaction and retention rates. Competitive

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salaries are essential for attracting and retaining talented educators, ensuring that the institution maintains a high standard of education. Higher job satisfaction is closely linked to improved teacher performance and student outcomes (OECD, 2023).

- **Modern Learning Environments**

Plans for renovations and technology upgrades will create modern, flexible, and adaptable learning spaces. These improvements are expected to support effective teaching and learning, providing students and educators with the facilities needed to excel. Engaging the community and alumni in funding support campaigns will ensure that these infrastructure projects are successfully implemented (UNESCO, 2023).

- **Promotion of Sustainable Practices**

Developing and implementing a plan for sustainable practices within the school will promote environmental conservation and instill a culture of sustainability among students and staff. Sustainability initiatives, such as creating green spaces and adopting energy-efficient resources, will not only reduce the institution's environmental footprint but also provide valuable educational opportunities (OECD, 2023).

Overall Institutional Growth

- **Enhanced Institutional Reputation**

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Project 2022-1-BG01-KA220-SCH-000085347
Healthy at school. Supporting the well-being and mental health of students and teachers / HAS,
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By achieving these strategic goals, WSBINOZ will enhance its reputation as a forward-thinking and innovative educational institution. This improved reputation will attract more students, staff, and partnerships, contributing to the institution's growth and success.

- **Stronger Community and Alumni Relations**

Engaging with the community and alumni will foster stronger relationships and support for the institution. This engagement will lead to increased funding and resources, enabling the institution to achieve its strategic priorities effectively.

- **Better Student Outcomes**

Ultimately, all these initiatives are geared towards improving student outcomes. Enhanced teaching competencies, inclusive practices, and modern learning environments will provide students with a high-quality education, preparing them for future success.

The proposed strategic plan for WSBINOZ is expected to deliver significant improvements in teaching competencies, administrative efficiency, and overall institutional growth. These outcomes will ensure that the institution remains at the forefront of educational excellence, providing high-quality education and support to both staff and students.

Project 2022-1-BG01-KA220-SCH-000085347
Healthy at school. Supporting the well-being and mental health of students and teachers / HAS,
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7. TIMELINE AND ESTIMATED BUDGET FOR IMPLEMENTATION

The strategic plan for WSBINOZ outlines a comprehensive approach to achieving short-term, medium-term, and long-term goals. This involves implementing various actions and initiatives through a structured timeline, using specific methods to ensure success. Below is a detailed description of the proposed timeline and methods for each strategic priority.

Timeline for Implementation

The timeline for implementing the strategic plan is segmented into short-term (0-12 months), medium-term (1-3 years), and long-term (3+ years) goals. Each phase focuses on different priorities to build a robust and sustainable educational environment.

I. Short-Term Goals (0-12 months):

- Digital and Computer Skills

The initial focus will be on conducting comprehensive training workshops designed to enhance both basic and advanced digital skills among educators.

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These workshops will cover various digital tools and software essential for modern educational practices. To facilitate learning, a mentoring system will be established by the fourth month, pairing tech-savvy staff with those less comfortable with technology. This peer support mechanism ensures ongoing learning and support. Progress will be continuously evaluated through surveys and feedback sessions, allowing for adjustments to the training programs based on participant needs and experiences.

- **Language Proficiency**

Language improvement courses, particularly in English, will be offered from the first month, following initial proficiency assessments. These courses will be customized to address individual needs, ensuring each participant receives appropriate support. Continuous assessments and feedback will help tailor the courses to meet evolving proficiency levels, promoting effective communication skills within the institution.

- **Creative Freedom and Flexibility**

Seminars on creative teaching methods and flexible curriculum design will be hosted in the third and ninth months. These seminars aim to encourage educators to explore innovative instructional strategies. Teachers will be supported in piloting innovative lesson plans, with resources provided to implement creative projects. Regular feedback and collaborative sessions will ensure these initiatives are effective and aligned with educational goals.

- **Professional and Personal Development**

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Healthy at school. Supporting the well-being and mental health of students and teachers / HAS,
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A calendar of continuous professional development workshops will be developed within the first three months. These workshops, focusing on new educational trends and methodologies, will be an ongoing effort to ensure educators remain current with the latest practices. Workshops will be interactive and hands-on, encouraging active participation and engagement from all staff members.

II. Medium-Term Goals (1-3 years):

- Enhanced Support for Working with Children

Specialized training programs will be implemented to equip teachers with skills for managing diverse learning needs and behavioral issues. Training will cover inclusive education practices and the integration of Social Emotional Learning (SEL) into the curriculum by the second year. Workshops will involve role-playing, case studies, and collaborative problem-solving to ensure practical application of the skills learned. Follow-up sessions and support groups will help teachers continuously improve their approach to managing diverse classrooms.

- Training and Development

A comprehensive peer review and feedback system will be established by the end of the first year. This system will involve regular peer observations, feedback sessions, and collaborative planning. Additionally, opportunities for staff to attend external conferences will be created, allowing educators to gain new insights and bring back innovative practices. Professional

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development workshops will continue to be an integral part of this goal, with a focus on continuous learning and growth.

- **Administrative Efficiency**

Digital tools will be introduced in the first year to streamline administrative tasks such as attendance tracking, grade reporting, and parent communication. Training sessions on these tools will ensure that staff are proficient in their use. Continuous IT support will be provided to address any technical issues and ensure the effective utilization of these tools. Regular evaluations and feedback from staff will help refine the tools and processes, ensuring they meet the needs of the institution.

III. Long-Term Goals (3+ years):

- **Increase in School Staff Salaries**

A comprehensive review and reallocation of the budget will be conducted by the third year to facilitate salary increases. This will involve detailed financial planning and advocacy for increased funding from local government and external grants. Regular communication with stakeholders and transparent reporting will be key to securing additional resources.

- **Improvement of School Infrastructure**

Planning for renovations and technology upgrades will begin in the third year, with implementation spanning over the next two years. The process will involve detailed assessments of current infrastructure, consultations with stakeholders, and the development of a comprehensive improvement

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Project 2022-1-BG01-KA220-SCH-000085347

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plan. Community and alumni engagement will be crucial in securing funding and support for these projects. Regular updates and feedback sessions will ensure the projects stay on track and meet the needs of the school community.

- Sustainability Initiatives

Developing and implementing a plan for sustainable practices within the school will start in the third year. This plan will focus on creating green spaces, adopting energy-efficient resources, and integrating sustainability into the curriculum. Workshops and campaigns will raise awareness among students and staff about the importance of sustainability. Partnerships with local environmental organizations and continuous evaluation will ensure the success and impact of these initiatives.

Methods for Implementation

- Comprehensive Training Workshops

Training workshops will be structured to include interactive sessions, hands-on practice, and real-world applications. Trainers will use a variety of teaching methods, including lectures, demonstrations, group activities, and individual practice sessions. Workshops will also incorporate technology, using online modules and digital tools to enhance learning.

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Project 2022-1-BG01-KA220-SCH-000085347

**Healthy at school. Supporting the well-being and mental health of students and teachers / HAS,
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- **Mentoring System**

The mentoring system will pair experienced, tech-savvy staff with those less familiar with technology. Mentors will provide one-on-one support, helping their peers navigate new tools and applications. Regular check-ins and feedback sessions will ensure the mentoring process is effective and beneficial for both mentors and mentees.

- **Regular Assessments and Feedback**

Continuous assessments will be conducted to measure progress and identify areas for improvement. Feedback from participants will be collected through surveys, interviews, and focus groups. This feedback will inform the ongoing development and refinement of training programs and initiatives.

- **Collaborative Planning and Implementation**

All initiatives will involve collaborative planning with input from various stakeholders, including teachers, administrators, students, and community members. Regular meetings and planning sessions will ensure that initiatives are well-coordinated and aligned with the institution's goals.

- **Use of Digital Tools**

Digital tools will be integrated into all aspects of the strategic plan, from training and development to administrative efficiency. These tools will facilitate communication, collaboration, and data management, making processes more efficient and effective.

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Healthy at school. Supporting the well-being and mental health of students and teachers / HAS,
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- **Community and Alumni Engagement**

Engaging the community and alumni will be a key strategy for securing support and resources for various initiatives. Regular communication, events, and campaigns will help build strong relationships and encourage active participation from these groups.

- **Sustainability and Continuous Improvement**

All initiatives will be designed with sustainability in mind, ensuring that they can be maintained and built upon over time. Regular evaluations and updates will ensure continuous improvement and adaptation to changing needs and circumstances.

The timeline and methods for implementing WSBINOZ's strategic plan are designed to ensure a structured and efficient execution of initiatives. By strategically allocating resources and using effective methods, the institution can achieve its goals of enhancing educational standards, supporting staff well-being, and fostering a sustainable and innovative learning environment. These comprehensive measures will enable the institution to adapt and thrive, meeting the evolving needs of both staff and students.

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Healthy at school. Supporting the well-being and mental health of students and teachers / HAS,
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8. POSSIBLE RISKS AND PREVENTIVE STEPS (ACCORDING TO ISO 45003-2021)

ISO 45003:2021 provides comprehensive guidelines for managing psychosocial risks within an occupational health and safety (OHS) management system based on ISO 45001. These guidelines are designed to help organizations prevent work-related illnesses, protect mental health, and promote overall well-being in the workplace. For educational institutions like WSBINOZ, implementing these guidelines ensures a safe and supportive work environment, which is crucial for the well-being of both staff and students.

Possible Risks

Workplace stress is a significant risk that arises when the demands of the job exceed an individual's ability to cope. This can lead to serious mental and physical health problems, including anxiety, depression, cardiovascular diseases, and musculoskeletal disorders. Prolonged exposure to stress can result in burnout, reduced job performance, and increased absenteeism. Addressing workplace stress is critical for maintaining a healthy and productive workforce.

- Role ambiguity and conflicting demands also pose substantial risks. Employees may experience stress and dissatisfaction when their job roles are not clearly defined or when they receive conflicting instructions. This can lead to confusion, reduced productivity, and

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increased errors, ultimately impacting the overall efficiency of the organization.

- Work overload, characterized by excessive workload and unrealistic deadlines, can lead to stress, fatigue, and burnout. This not only affects the individual's health but also impacts the overall organizational efficiency and effectiveness. Managing workload is crucial to prevent burnout and ensure sustainable productivity.
- A lack of control over work processes and decision-making can lead to feelings of helplessness and frustration among employees. This can negatively impact their motivation and engagement, making it essential to empower employees with more control over their work to enhance their job satisfaction and performance.
- Inadequate support from management and colleagues can exacerbate stress and create a hostile work environment. This can lead to feelings of isolation and reduce job satisfaction. Providing adequate support and fostering a supportive work environment are vital for employee well-being and engagement.
- Poor work-life balance is another significant risk, particularly relevant in remote work settings where the boundaries between work and personal life can blur. Difficulty in balancing work and personal life can lead to stress and burnout, affecting both personal and professional domains. Promoting work-life balance is essential to ensure the well-being of employees.

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Project 2022-1-BG01-KA220-SCH-000085347

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- Inadequate communication within the organization can result in misunderstandings, conflicts, and a lack of trust. This can contribute to a toxic work environment and hinder collaboration. Effective communication is crucial for building trust and fostering a positive work culture.
- Exposure to workplace violence and harassment poses severe risks to mental health and well-being. Physical or psychological harassment and violence in the workplace can lead to increased absenteeism, turnover, and legal repercussions for the organization. It is vital to prevent and address such incidents to ensure a safe and respectful work environment.
- Job insecurity, characterized by uncertainty about job stability, can lead to anxiety and stress among employees. This can reduce morale and productivity and increase turnover rates. Ensuring job security and providing support during times of change are essential to maintaining a motivated workforce.
- Poorly managed organizational changes, such as restructuring or downsizing, can lead to uncertainty and stress among employees. This can affect their mental health and productivity, making it crucial to manage changes effectively and provide adequate support during transitions.

Preventive Steps

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Healthy at school. Supporting the well-being and mental health of students and teachers / HAS,
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To manage these risks effectively, regular risk assessments are essential to identify psychosocial hazards. Engaging employees in this process helps gather comprehensive insights into potential risks. Using tools such as surveys, focus groups, and individual interviews to collect data on stressors and their impact on employees is vital.

- Clearly defining job roles and responsibilities reduces ambiguity and conflicting demands. Ensuring that employees understand their roles and how they contribute to the organization's goals is important. Regularly reviewing and updating job descriptions as necessary helps maintain clarity.
- Managing workloads to ensure they are realistic and manageable prevents burnout. Implementing workload management systems and providing resources to help employees prioritize tasks is crucial. Encouraging regular breaks and ensuring that employees take their allotted time off helps prevent burnout and maintain productivity.
- Increasing employee involvement in decision-making processes by providing opportunities for them to have a say in how their work is done and offering flexibility where possible helps reduce stress and increase job satisfaction. Empowering employees to have control over their work enhances their motivation and engagement.
- Fostering a supportive work environment by encouraging open communication and collaboration is essential. Providing regular feedback and recognition for employees' efforts ensures they feel valued and supported. Ensuring that managers are trained to offer support and guidance to their teams promotes a culture of support.

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Project 2022-1-BG01-KA220-SCH-000085347
Healthy at school. Supporting the well-being and mental health of students and teachers / HAS,
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- Implementing policies that support work-life balance, such as flexible working hours and remote work options, helps employees balance work and personal life. Encouraging employees to set boundaries between work and personal life and respecting their time off are crucial for preventing burnout.
- Establishing clear and effective communication channels ensures information is disseminated in a timely and transparent manner. Promoting an open-door policy where employees feel comfortable raising concerns and asking questions fosters a positive work environment.
- Developing and enforcing a zero-tolerance policy towards workplace violence and harassment, providing training on recognizing and addressing harassment, and creating a safe reporting mechanism for employees are vital. Taking immediate and appropriate action to address any incidents that occur ensures a safe and respectful work environment.
- Communicating transparently about organizational changes and providing support to employees during transitions helps reduce anxiety related to job stability. Offering career development opportunities and job security assurances where possible helps maintain morale and productivity.
- Managing organizational changes effectively by involving employees in the process and providing clear communication about the reasons

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and expected outcomes of the changes is crucial. Offering support, such as counseling services, helps employees cope with transitions.

- Implementing wellness programs that promote physical and mental health, such as stress management workshops, fitness programs, and access to counseling services, promotes a culture of well-being. Encouraging a culture of well-being where taking care of mental health is prioritized and normalized supports overall employee health.
- Providing training on stress management, resilience, and coping strategies ensures employees are equipped to handle stress effectively. Ensuring that managers are trained to recognize signs of stress and provide appropriate support to their teams is crucial. Continuous professional development helps employees feel valued and engaged.

WSBINOZ can create a safe and supportive work environment that effectively manages psychosocial risks, promoting the well-being of all its members by implementing these preventive steps.

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