Principals’ PD often doesn’t identify ways to address unsustainable work-life practices that can lead to burnout.

- PD on job-embedded skills (e.g., effective leadership styles) can improve school climate.
- PD on maintaining work-life balance can help principals recognize and cope with stress.

**Limit external initiatives**

- New initiatives from outside the school can create additional pressure, stress, and workload for principals and staff.
- Be realistic about how many initiatives your school can take on and the required amount of staff involvement.
- Placing limits allows more time to work towards schools’ annual goals.

**Participate in targeted PD opportunities**

- Principals’ PD often doesn’t identify ways to address unsustainable work-life practices that can lead to burnout.

**Cultivate informal peer networks**

- Being a principal can be isolating without other school leaders to collaborate with and troubleshoot.
- Network with peers at meetings and events.
- Use technology to stay in touch with new acquaintances informally.

**Set email and social media boundaries**

- Email and social media increase principals’ work pace and workloads.
- Take time to “turn off” by checking emails and notifications only at certain times.
- Set boundaries between work and home by removing email access from personal devices.

**Foster system supports**

- Principals’ responsibilities are often imbalanced towards paperwork and policy aspects over facetime and instructional leadership.
- Create a new position to oversee administration.
- Associations can advocate for principals’ well-being (e.g., public awareness on principals’ importance, professional counselling).

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**59 HOURS/WEEK**

- Ontario principals’ working hours

- 82% Principals who want more time for curriculum & instruction

- 18% Principals who have high or very high levels of interaction with other principals

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**MORE FACTS AND RESOURCES**

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