

Review: Healthy School Communities Concept Paper by Propel Centre for Population Health Impact

Michael X. Yue

Cape Breton University

EDUC6105-96: Health Promoting Schools

Catherine O'Brien

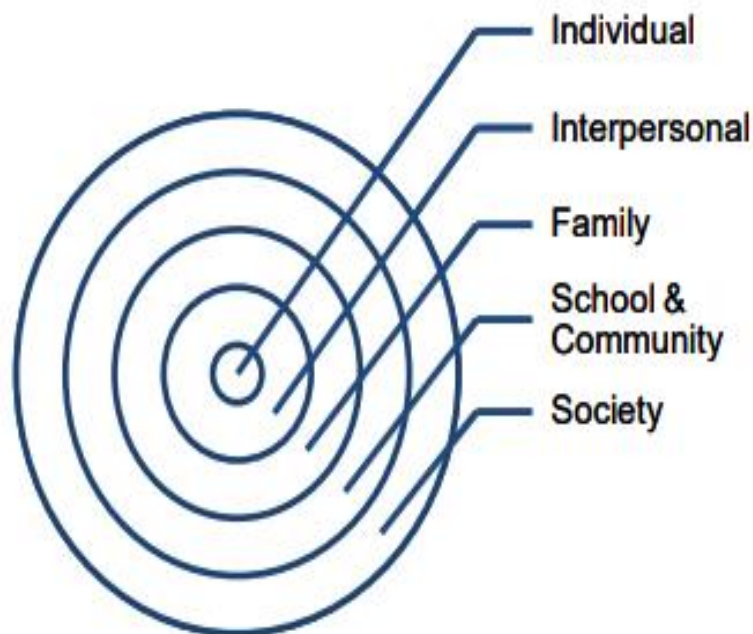
September 21, 2019

INTRODUCTION

The paradigm shift to more holistic reflections of education has allow for change in pedagogy, which extends beyond a one-dimensional academic success. In the past few decades, the notion associated with community, mental health, and the environment as a while has changed the structure, philosophy, and modeling of education of many school practices on a global scale. Neo-transformation to connect a learner to their education demonstrates higher resilience and health – and to do this, it doesn't take flawless pedagogy, its take's personal connection to enable transformation and personal growth.

The “Healthy School Communities Concept Paper” by Propel Centre for Population Health Impact (PCPHI) was a publication initiative to promote positive health for Physical & Health Education (PHE) Canada (2012). This acknowledgement and recognition of health-based competency a promotes an emerging and progressive framework to optimize the physical and mental health of Canadian students, initiating on an individual level as the first step (Fig.1.; pg 1.)

Figure 1. The Social Ecological Model



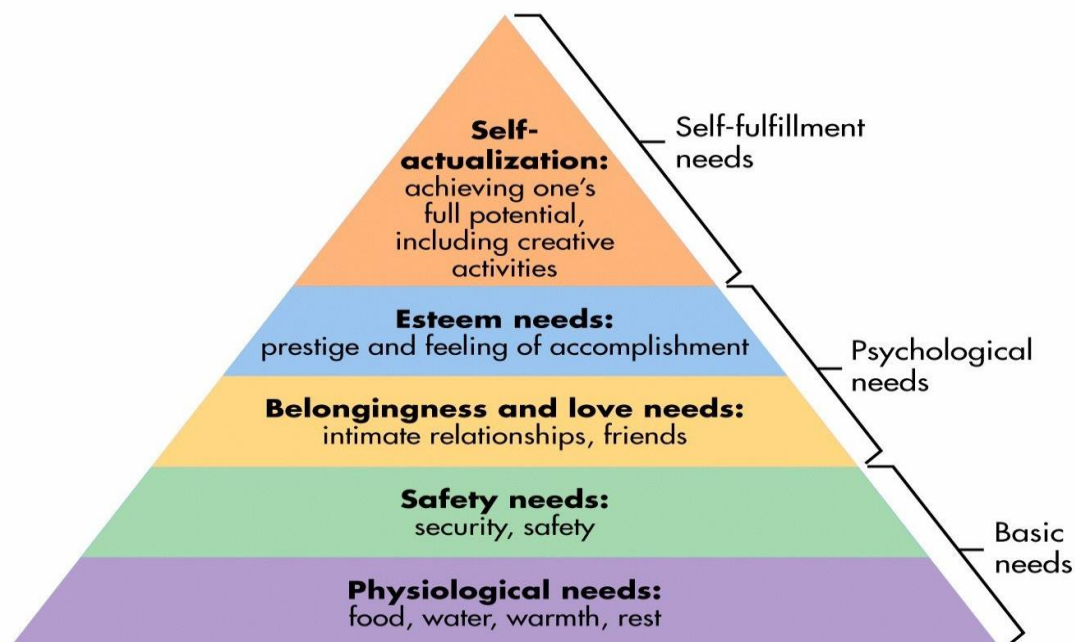
ANAYSIS

The Social Ecological Model (SEM) is an interconnected model which suggest that all levels of personal, social, and ecological factors affect one another. This framework of understanding allows for a comprehensive acknowledgement that environmental conditions influences, extending on a personal, social, cultural, and ecological scale.

The Healthy School Community Model (HSCM) is a modern approach to address physical and mental systemic compromises of future students and leaders of Canada. The foci of health promotion and positivity has change from the conventional ideologies associated with academic performance as a key indicator for a child's success. The HSCM is a more robust, comprehensive, and progressive, and meaningful for all learners which tackles modern education with modern thinking that encapsulates health as the remedy for success, rather than extrinsic parameters.

As I began to think about the SEM and HSCM frameworks, I aligned the ideologies with Maslow's Hierarchy of Needs (MHNs) (Fig. 2). MHS principles highlights that basic and psychological needs are the foundational requirements before self-actualization is initiated. The PHE focus of mental and physical health addresses the systemic disconnect of basic and psychological needs in many schools.

Figure 2. Maslow's Hierarchy of Needs. This image was retrieved from Simply Psychology, published by Saul McLeod (2018).



As outlined by Section 3.3 Core Components of a Healthy School Community (PCPHI, 2012; pg.10), a healthy snack program may be a beneficial initiative that promotes health that encompasses the SEM through individual, interpersonal, family, school and community, and society levels of integration and interaction.

The emergence of health-based promotion, literacy, community, and environment is a beneficial progression for all public spaces, where a community is not just a space, it is a *place*. The comprehensive model suggested by PCPHI (2012) promotes active prevent through support and connection, rather than a passive remedy approach to address health. By optimizing the health and learning of all Canadian children, it provides students with the personal, social, and environmental resiliency and connectiveness to lead and support a progressively dynamic and diverse future of Canada. PCPHI (2012) suggest that there are direct and indirect positive correlations of health optimization to promote health values, attitudes, competence, effectiveness and resiliency for all individuals (pg. 1, 20).

Despite adapting towards a more holistic model of health and wellness, there are many limitations the proposal identified by the PCPHI (2012) outlined below (Table 1.):

Limitations	Rationale
Implementation	<ul style="list-style-type: none"> • Identified and promoted as a preliminary concept paper • Lacks statistical evidence to support claims • Lacks local, regional, national, and global recognition of HSCM success stories • Lacks clarification of HSCM implementations and expectations on a school level
Traditional Opposition	<ul style="list-style-type: none"> • Did not acknowledge the logistical difficulty to compressively assess the risks of traditional opposition • Ideological autonomy and acceptance of social changes differ on a community to community scale
Fiscal Integration	<ul style="list-style-type: none"> • Did not provide a fiscal estimate (or economic acknowledgment) of operation or promotion of HSCM on a preliminary scale
National Implementation	<ul style="list-style-type: none"> • Lacks specificity on the national unity of HSCM acceptance and integration • Lacks the jurisdictional differences between provinces and municipalities
Validity & Accountability	<ul style="list-style-type: none"> • Did not suggest parameters for measuring efficacy and success • Vague and assumptive

REFERENCES:

Bassett-Gunter, R., Yessis, J., Manske, S., & Stockton, L. (2012). *Healthy school communities concept paper*. Ottawa, Ontario: Physical and Health Education Canada. Retrieved from https://phecanada.ca/sites/default/files/content/docs/resources/healthy-school-communities-concept-paper-2012-08_0.pdf.

McLeod, S. (2018). Maslow's Hierarchy of Needs. *Simply Psychology*. Retrieved from <https://www.simplypsychology.org/maslow.html>.