

# Moving Together

## Stories and Strategies for ACTION

**Taking Action:**  
Moving Evidence Into Practice  
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## Moving Evidence to Practice – TRY IT!

- THE EVIDENCE
- THE PRACTICE
- WHAT SEEMST PROBLEM?



# The World of EVIDENCE

- Effective **Comprehensive School Health** (Stewart-Brown, 2006) interventions include:
  - Physical Activity
  - Healthy Eating
  - Mental Health Promotion
- Multi-factorial, intense, sustained and environmental
- But... HOW?



# The World of EVIDENCE



# The World of PRACTICE

- CHAOTIC, DYNAMIC, EXCITING (and a little scary!)
- PRAGMATIC
- LEARN BY DOING



# Building BRIDGES



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## #1 Establish RELATIONSHIPS



# Building BRIDGES

## #2 Effective COMMUNICATION



Figure 1: The impact of watching TV during childhood and adolescence on the likelihood of earning a bachelor's degree or higher by age 26.

# Building BRIDGES

## #3 Build VALUE

"A compelling and inclusive **moral purpose** steers a system, binds it together, and draws the best people to work in it. Literacy and numeracy are sometimes such a purpose and should always be an educational priority. But they are not always the right reform priority... For instance, while Canada ranks very high on tested literacy achievement and on economic prosperity as measures of educational well-being, it performs poorly in **self, family, peer-related, or health-based well-being.**"

The Fourth Way, Hargreaves & Shirley, 2009

# Building BRIDGES

## #4 Embed HEALTH

Let us rethink **school health** away from kits and projects to solve problems and use the school as an **ongoing** setting where health is **created**, supportive **environments** are built, **partnerships** made and many **skills** are learned. Then we might be able to say this is what school **communities** can realistically do to build the **health** and **well being** of their **students** now and into the future.

Lawry St Leger, 2004

## Cujus Bono?



**THANK YOU!**

Doug Gleddie  
Grant MacEwan  
University  
[gleddied@macewan.ca](mailto:gleddied@macewan.ca)