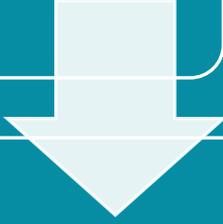
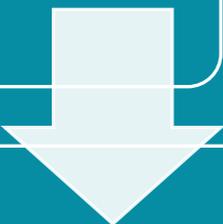


IDENTIFYING OPPORTUNITIES FOR SCHOOLS TO SUPPORT HEALTHY EATING AND PHYSICAL ACTIVITY

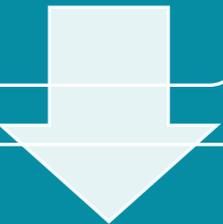
In Australia, the burden of overweight and obesity is high, resulting in social and economic costs to society. By intervening on a variety of settings, we can improve healthy eating and physical activity across the population.



Workplace represents one setting where interventions can be implemented. Teachers represent a broad cross-section of our community while acting as role models for future generations.

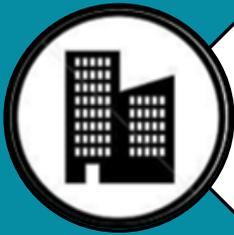


Supporting teachers to pursue healthy eating and physical activity provides an opportunity to both improve the health of teachers themselves, and to provide positive examples for healthy eating and physical activity amongst students and the broader school community.

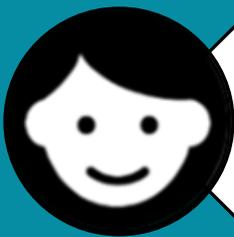


In this study we aimed to identify staff-perceived barriers to healthy eating and physical activity and to conclude on potential strategies and tools for supporting staff to pursue these healthier behaviours.

WHAT DID WE DO?



We recruited 11 schools to participate in our study. These included primary and secondary schools and schools from more socioeconomically advantaged and disadvantaged areas



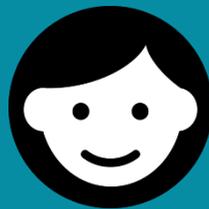
From these schools, we recruited 3-12 staff members to participate in a focus group discussion concerning staff-perceived factors supporting and limiting healthy eating and physical activity in the school.



At each school we performed an environmental walkthrough of the 'Checklist for Healthy Eating and Physical Activity in the Workplace' audit tool.

The role of Leadership,
including; making staff health
and wellbeing a priority,
surveying staff needs and
communicating the availability
of health resources

Workplace culture; including a
culture of support for healthy
eating and physical activity



THEMES EMERGING FROM DISCUSSION WITH SCHOOL STAFF

Workplace stressors, such
as time and workload

Available initiatives and
opportunities, such as
group classes and
educational opportunities

The physical environment,
including; access to physical
activity facilities and food
preparation spaces, and the
food available at the school

"We're on the go all the time and sometimes we do skip meals because we're on the go and we skip playtime and we're getting things ready in our classroom or we're getting something to somebody else."

(Focus Group 9)

"If there was a group of staff who were going to go running on a lunchtime during the week, that group of people would feel more comfortable going because they're supported by other staff."

(Focus group 8)



STAFF THOUGHTS

"I've had periods of ill health and leaders have always been supportive. So knowing that you can be healthy and take the time to be healthy sometimes when you need to is really helpful."

(Focus Group 2)

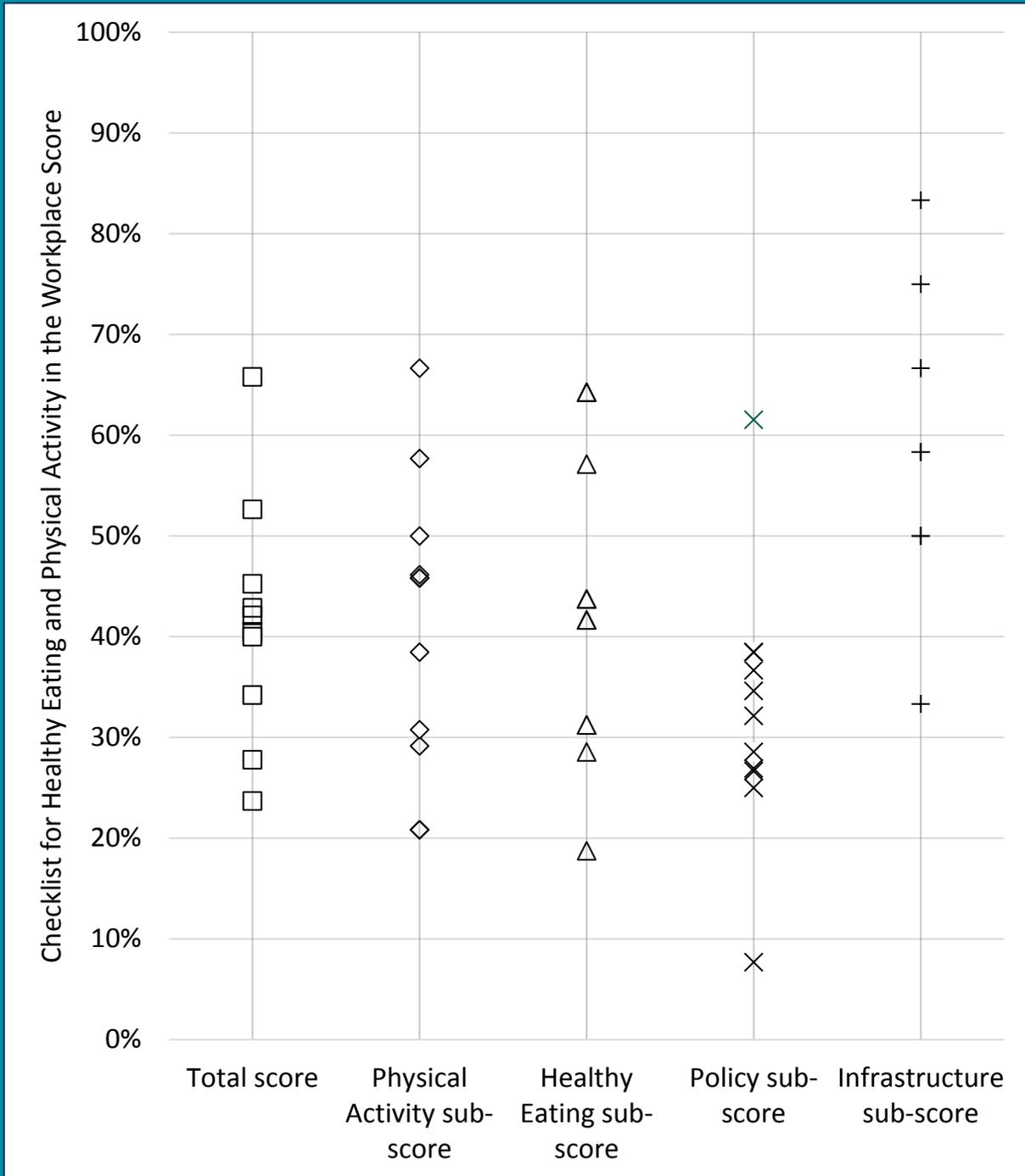
"There is a great culture of collegiality and things where graduates when they're working too long and too late the colleagues will say, "Hey buddy you need to go."

(Focus Group 3)

"I'd like them to provide more healthy options in a vending machine or somewhere because I often come in with good intentions of not eating much 'cause I'm trying to diet but then I get really hungry."

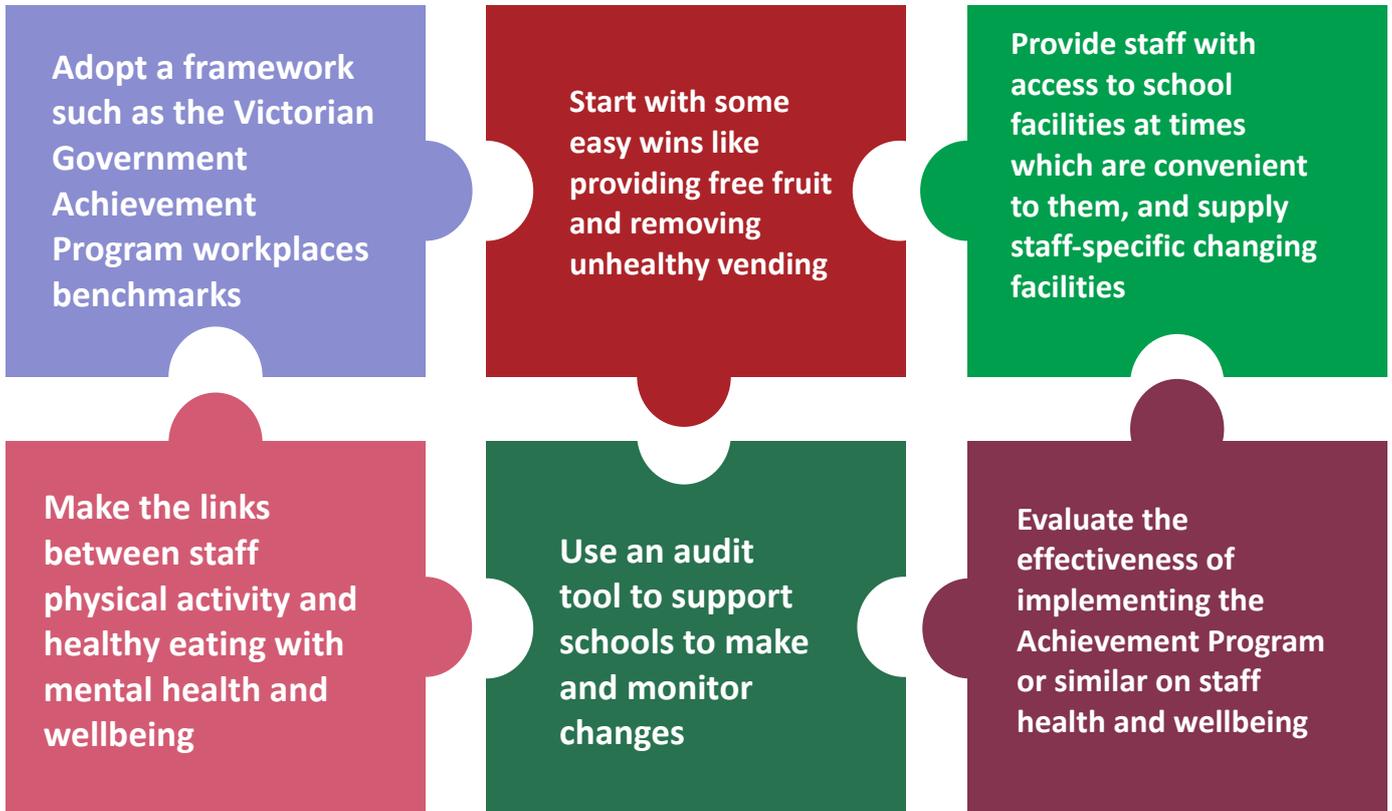
(Focus Group 1)

CHECKLIST FOR HEALTHY EATING AND PHYSICAL ACTIVITY IN THE WORKPLACE RESULTS



Schools varied in how many items of the Checklist for Healthy Eating and Physical Activity in the Workplace they achieved, indicating feasibility of many policies and lots of room to improve

RECOMMENDATIONS



FEELING INSPIRED? START HERE:

For the full report, please go to: [TBC](#)



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WHO Collaborating Centre
for Obesity Prevention



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