



THE J.W. McCONNELL
FAMILY FOUNDATION

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SHAPING THE FUTURE: SOCIAL INNOVATION THROUGH SOCIAL LABS

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OUTLINE

- The McConnell Foundation
- Tools and Approaches
- Social Labs
- WellAhead
- Conclusion

THE J.W. MCCONNELL FAMILY FOUNDATION

Founded in 1937, the J.W. McConnell Family Foundation uses innovative approaches and collaborative action to build a more inclusive, resilient, and sustainable Canada.

AREAS OF WORK

McConnell's work focuses on key issues that contribute to our goal of achieving a more inclusive, resilient, and sustainable Canada.

These include:

- Social and Economic Inclusion
- Healthy Communities
- Youth and Education
- Environment
- Reconciliation



McConnell can also play various roles in these areas of work:

- Learning Partner
- Funder
- Investor
- Convener
- Capacity Builder



THE NEED TO WORK DIFFERENTLY

We cannot solve problems by using
the same kind of thinking we used
when we created them.

- Albert Einstein

DEFINITIONS OF SOCIAL INNOVATION

Innovations that are both social in their ends and in their means...simultaneously meet social needs & create new social relationships and collaborations.

– **Open Book of S.I.**

Seeing things differently and imagining that which could be. It is about asking questions of ourselves and our institutions and wondering whether we can do better.

– **BC Social Innovation Council**

Social innovation is both a destination — the resolution of complex social & environmental challenges — and a journey — devising new approaches that engage all stakeholders, leveraging their competencies and creativity to design novel solutions

– **Tim Brodhead**

The process of designing, developing and growing new ideas that work to meet pressing unmet needs

– **Social Innovation Exchange**

SOCIAL INNOVATION

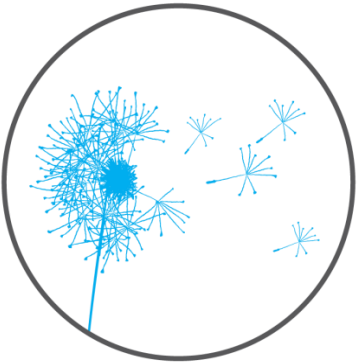
Any initiative (product, process, program, projects or platform) that challenges and, overtime, contributes to changing the defining routines, resource and authority flows or beliefs of the broader social system in which it is introduced. Successful social innovations have durability, scale and transformative impact. – **Frances Westley**

New ideas that resolve existing social, cultural, economic and environmental challenges for the benefit of people and planet

– **Centre for Social Innovation**

New ideas that meet unmet needs
– **Geoff Mulgan**

TOOLS AND APPROACHES – THE SOCIAL EIGHT



Social Innovation



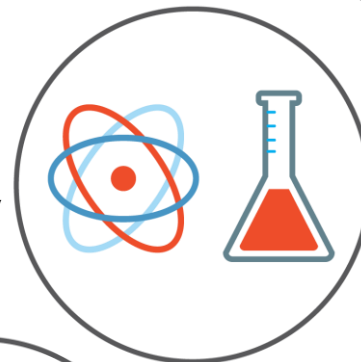
Social Finance



Social Entrepreneurship



Social Technology



Social Labs



Social Purpose Media



Social Education



Social Space

WHAT IS A 'SOCIAL LAB'?

Social Innovation Lab is a **process** that is intended to support multi-stakeholder groups in addressing a complex social problem.

~ F. Westley, Professor of Social Innovation, WISIR

Social Innovation Labs are a new approach to address our most complex challenges. They are a **strategy**, a **space** and a **practice**. What makes a lab a lab is (1) the focus on a specific **challenge** or domain (2) a stable **space** supportive of the practices required to address that challenge and (3) a disciplined practice of **experimentation**.

~ Zaid Hassan, author of Social Labs Revolution

Social Innovation Labs are **small, specialized teams or units** that support diverse stakeholders to address a complex social challenge offering creative yet structured processes for innovation.

~ Joeri van den Steenhoven, Director of MaRS Solutions Lab

WICKED PROBLEMS

- Complex! Have causes and drivers that are interdependent and filled with uncertainties
- Are difficult to address and change with every attempt to address it
- Involve many stakeholders with different values and priorities
- Are unique and have no precedent
- Do not have definitive criteria or indications for the right solutions

Adapted from Strategy as a Wicked Problem. John C. Camillus. Harvard Business Review, May 2008 and MaRS Solutions Lab.

CANADIAN INNOVATION LABS



New Brunswick Social Policy Research Network,
Pond-Deshpande Centre,
Government of New Brunswick



Sustainability Transition Lab

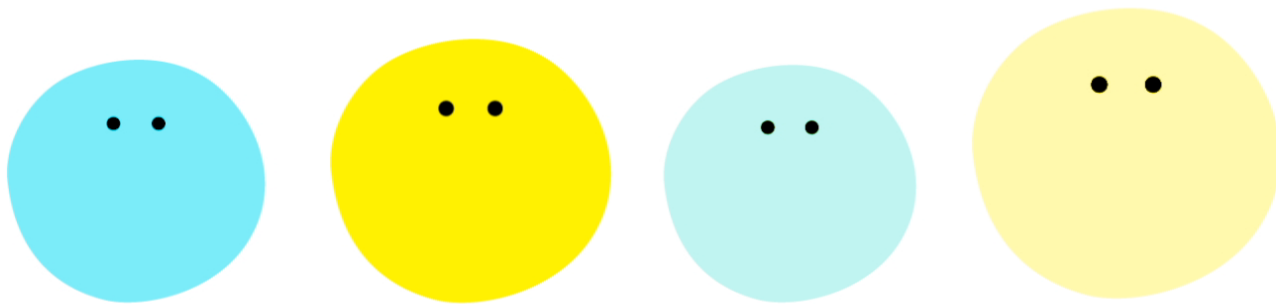


WELLAHEAD

- > 5-year national philanthropic initiative
- > Emerged after 2 years of national consultations
- > School-based, preventative, universal approach
- > Integrate social-emotional wellbeing – just as important as literacy and numeracy to succeed in today's economy
- > Year 1 in BC (2015-2016)
- > Supported by J. W. McConnell Family Foundation and other partners

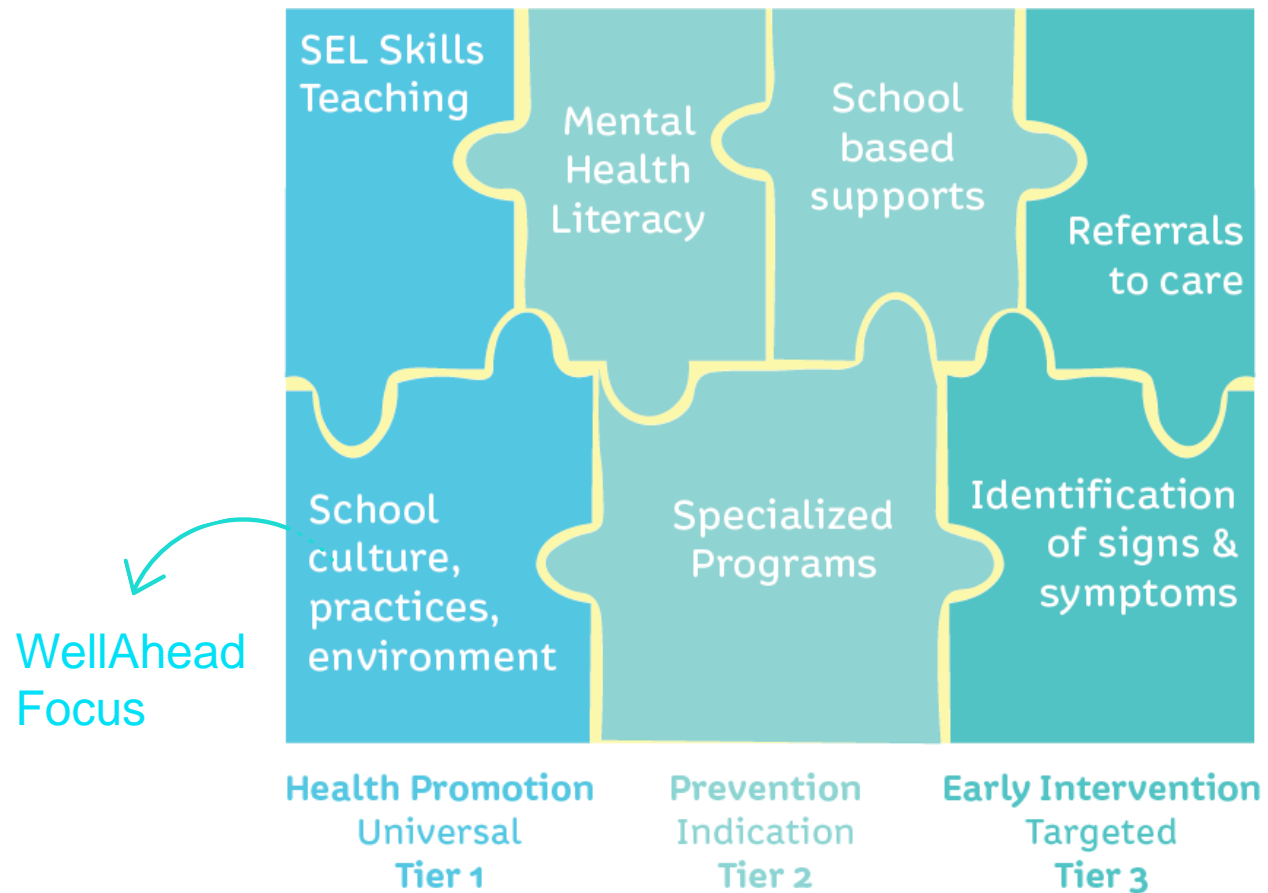


WELLAHEAD VIDEO



<https://vimeo.com/171612872>

SUPPORTS FOR MENTAL HEALTH & WELLBEING



WELLBEING IS FOUNDATIONAL

- An investment of time, money and energy into social & emotional learning during school hours leads to an 11% improvement in academic performance (Durlak et al, 2011)
- Positive teacher-student relationships lead to higher academic motivation & academic success (Roseer et al, 2004, Wentzel 1997)
- Connectedness to adults at school more strongly predicted wellbeing than connectedness to adults at home or in the neighbourhood and community (Oberle, Schonert-Reichl, et al., 2014)



WELLAHEAD - YEAR 1 THEORY OF CHANGE

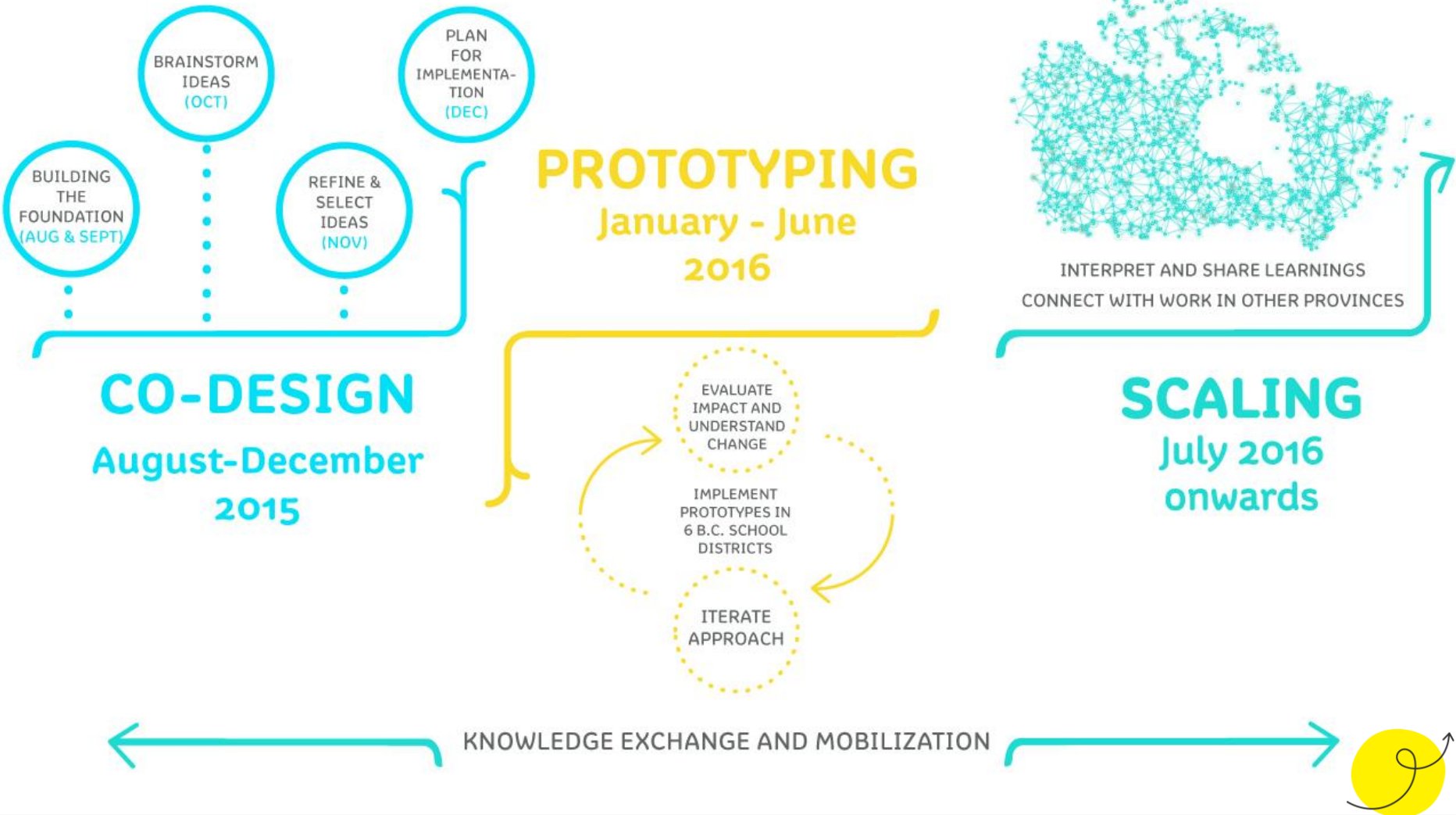


EVERYDAY PRACTICES ARE...

- > Built on what people are already doing/ able to do
- > Can become part of the school's "DNA", as a part of 'how' a school runs (every day, weekly, etc)
- > Don't cost a lot of money (scalable)
- > Both desirable AND long-lasting (sustainable)
- > Can be part of actions, structure, routines, interactions or the built environment



LAB APPROACH YEAR 1

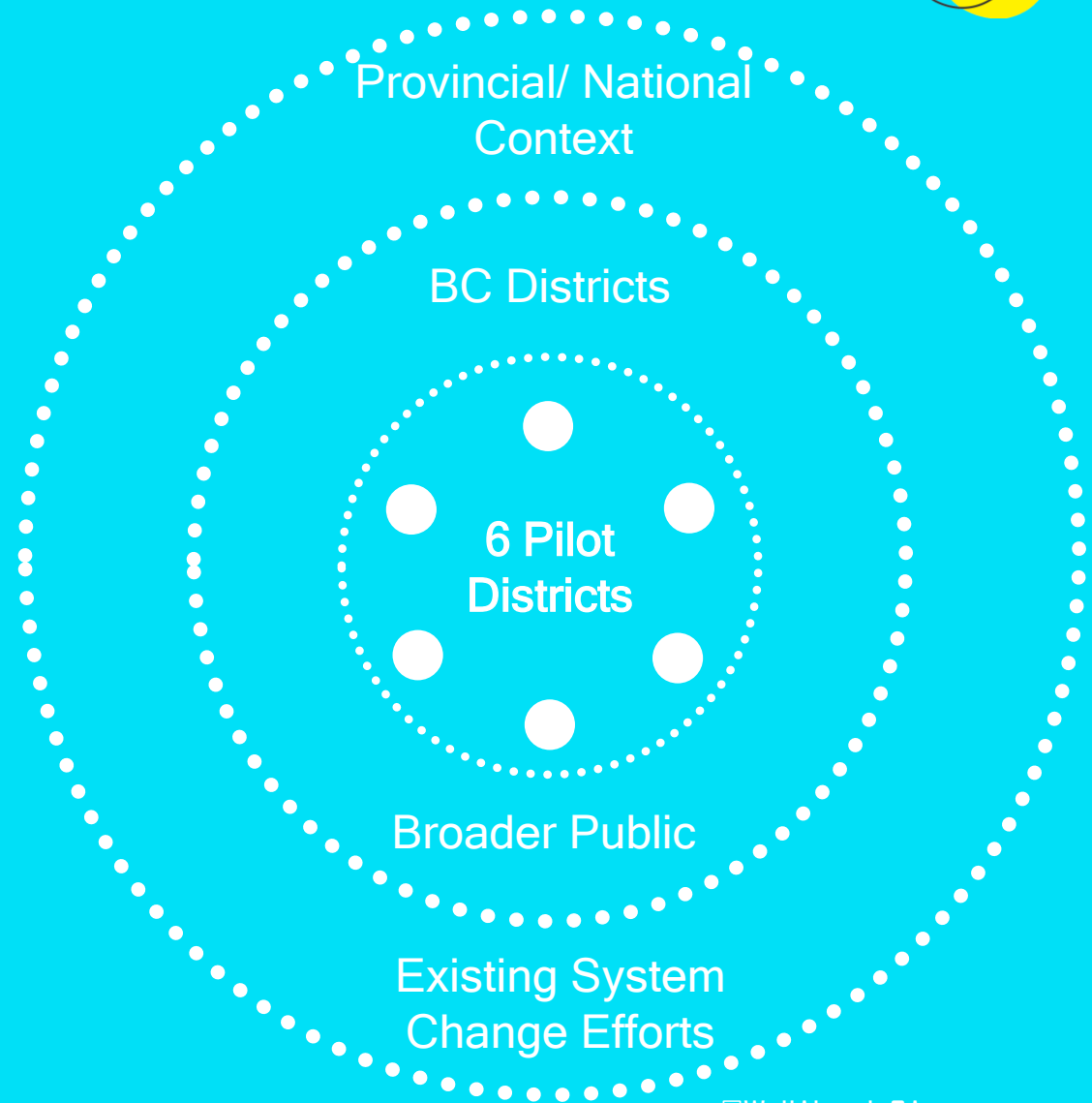


WellAhead context

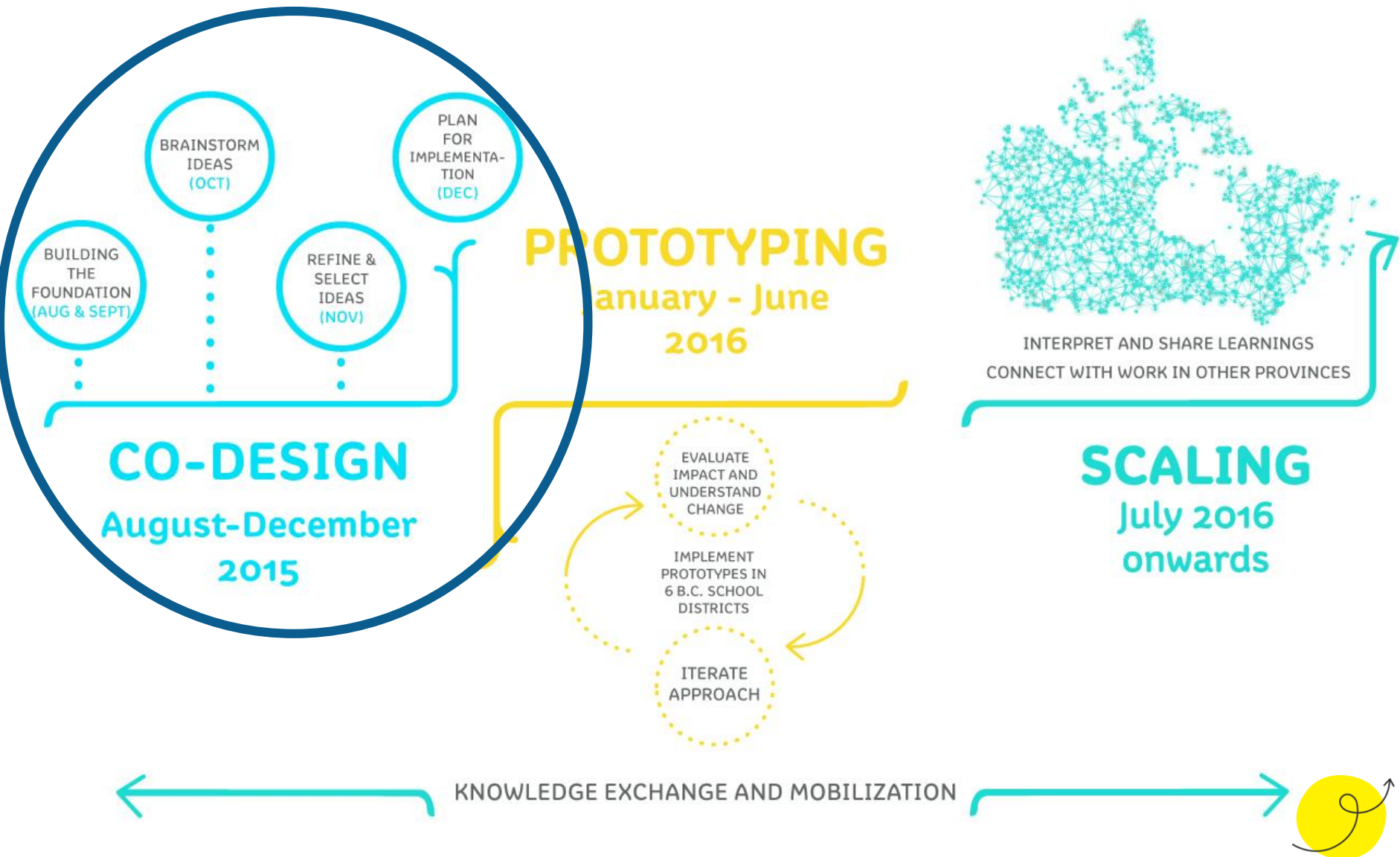


Pilot Districts:

- > #43 - Coquitlam
- > #48 - Sea to Sky
- > #61 - Victoria
- > #67 - Okanagan
Skaha
- > #70 - Alberni
- > #92 - Nisga'a



LAB APPROACH YEAR 1

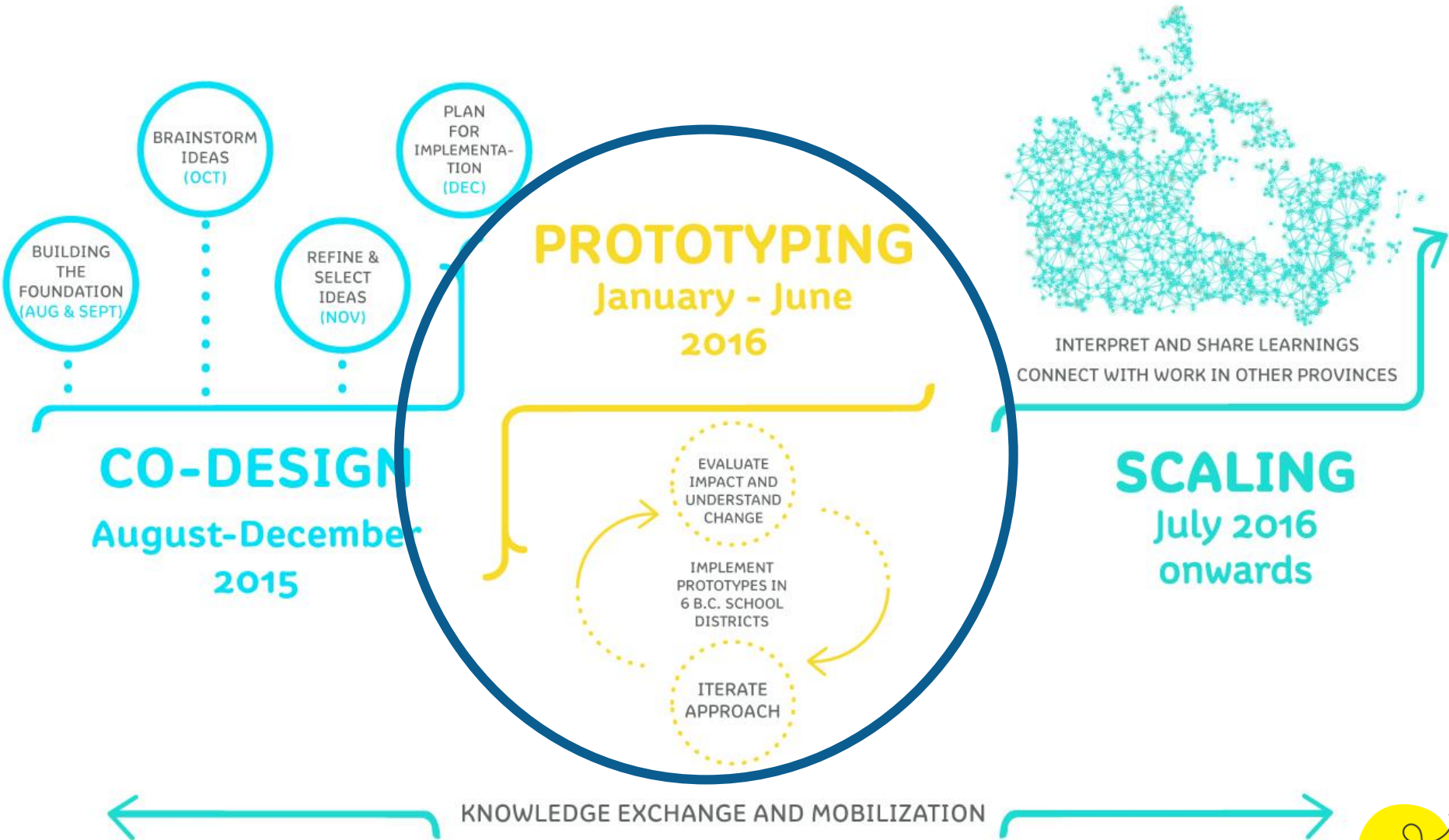


EVERYDAY PRACTICES SELECTED IN BC

- Monday Morning Connection
- Mindful Pause
- 2x10: A Solid Foundation
- Be in Nature
- Circle
- Wellness Wednesdays
- Talking Circles



LAB APPROACH YEAR 1



THREE LINES OF INQUIRY

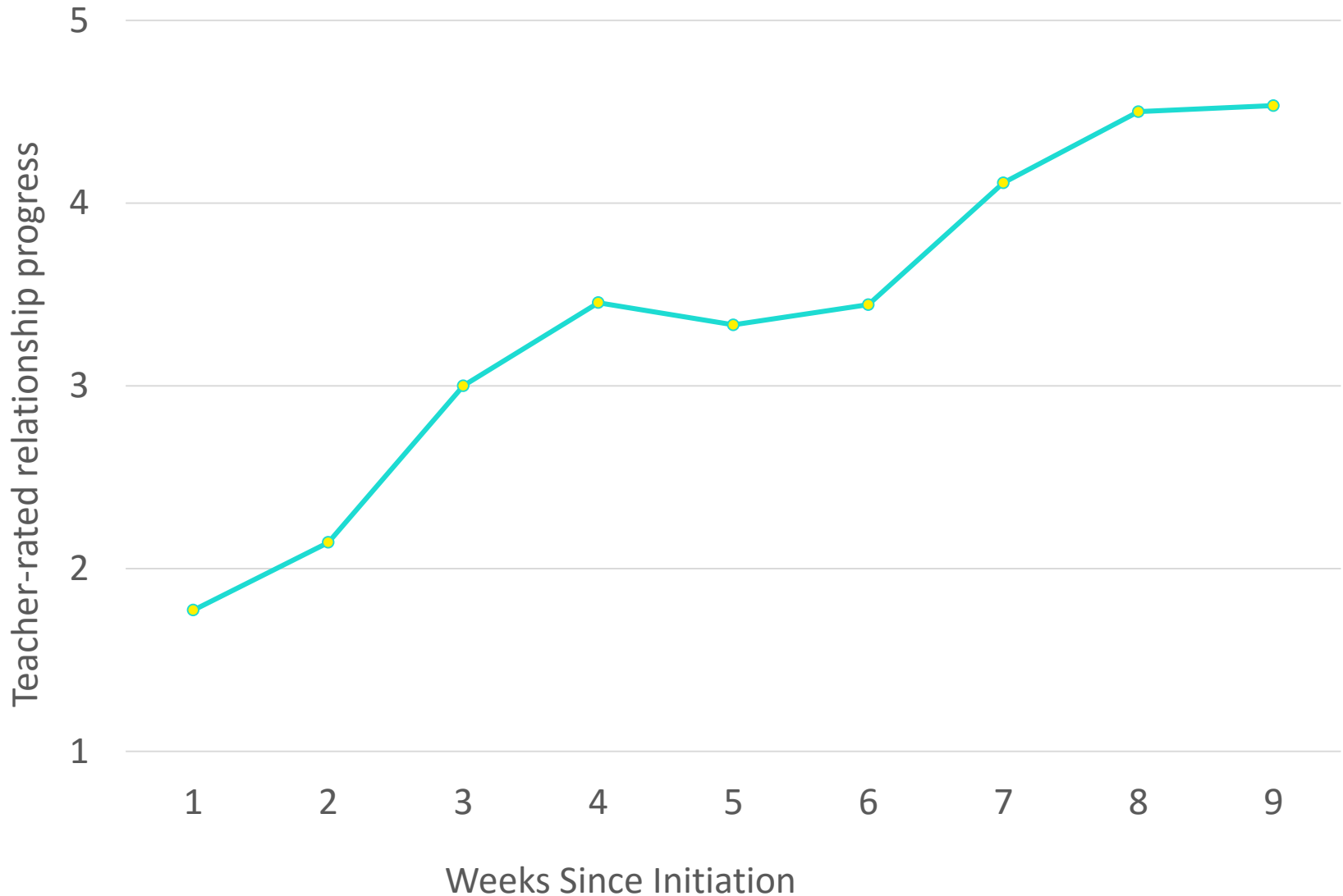
1. Prototypes
2. System Change
3. Design/development



SD61 - Victoria



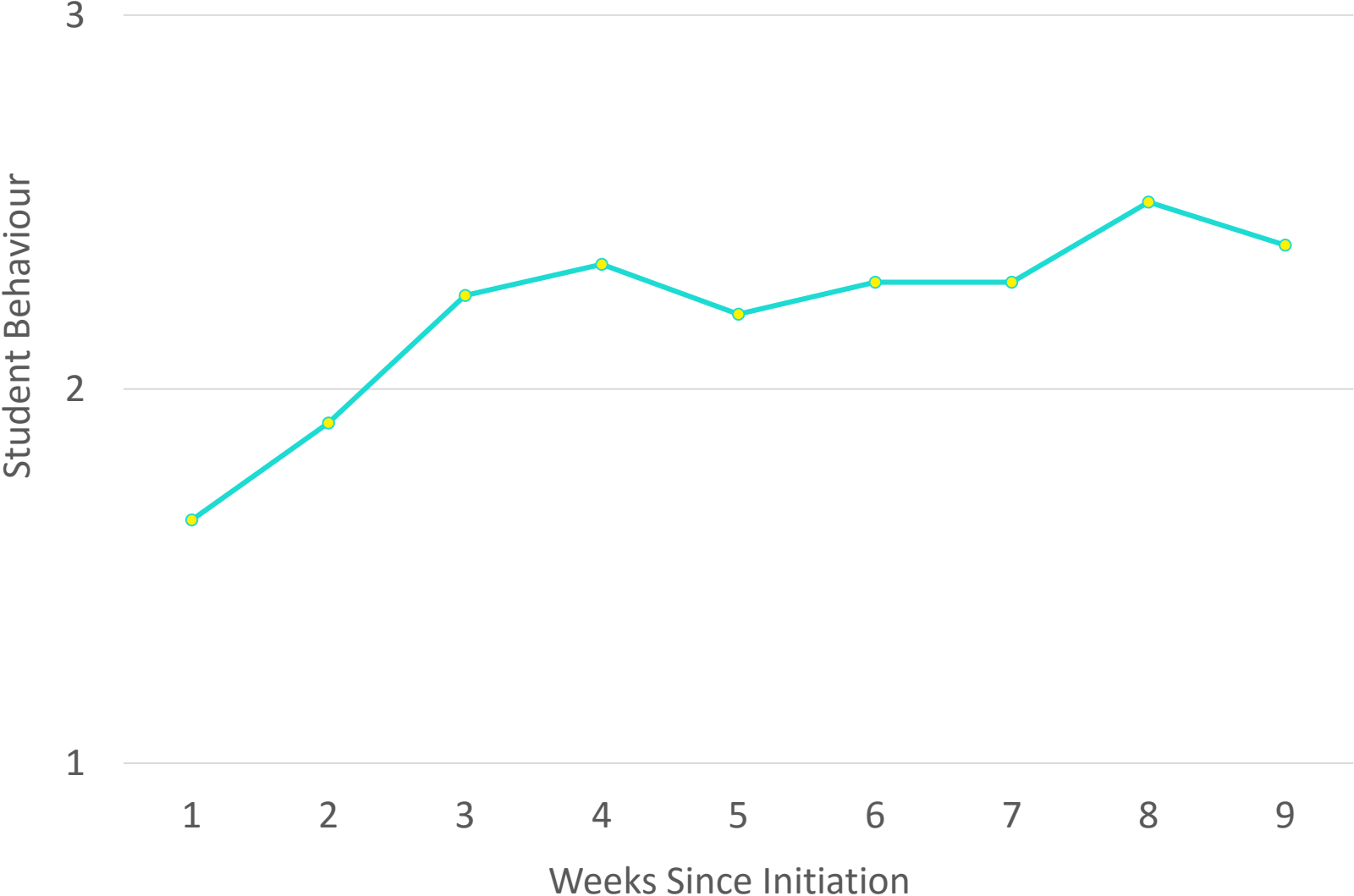
Average Progress of Relationship w/ Student



SD61 - Victoria



Average Teacher-Rated Student Behaviour in Class



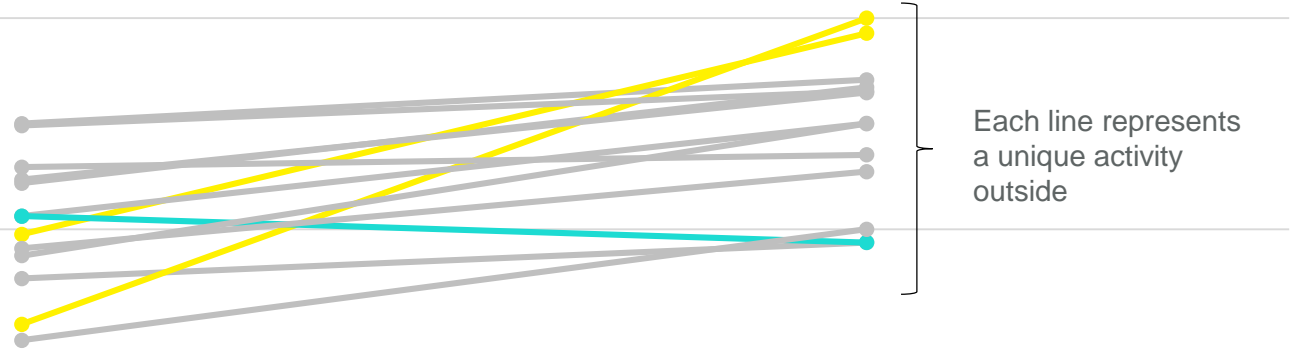
SD70 – Findings from Alberni



Student Affect Before and After 'Be in Nature'



Student Affect (5-point scale)



Before

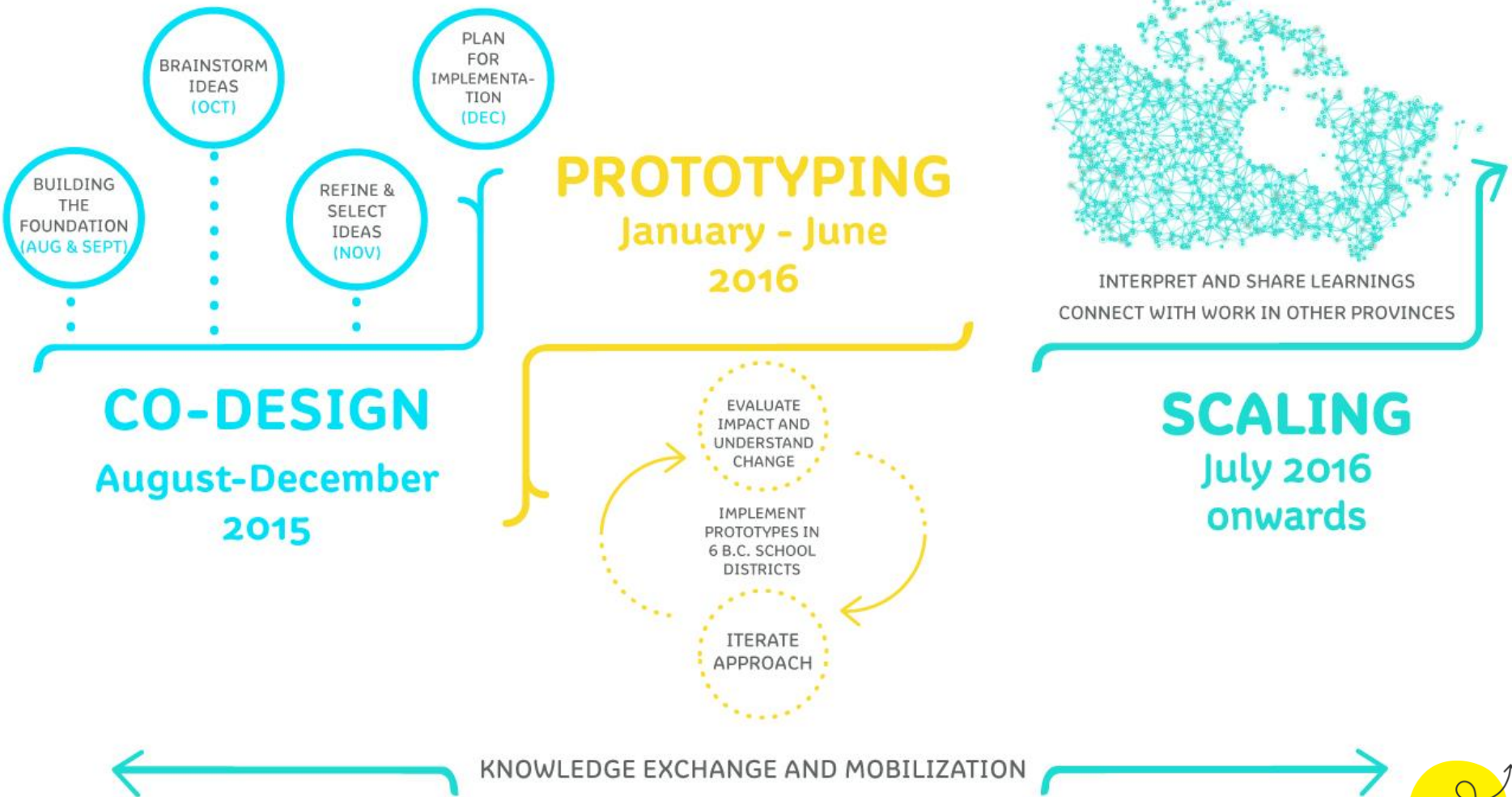
After

SYSTEMS CHANGE

- Increased buy-in of the importance of student social and emotional wellbeing (SEWB), particularly amongst participants
- Gave 'permission' within the school setting
- Prioritized focus on SEWB
- Providing space and time for teachers to collaborate and share strategies to improve practices

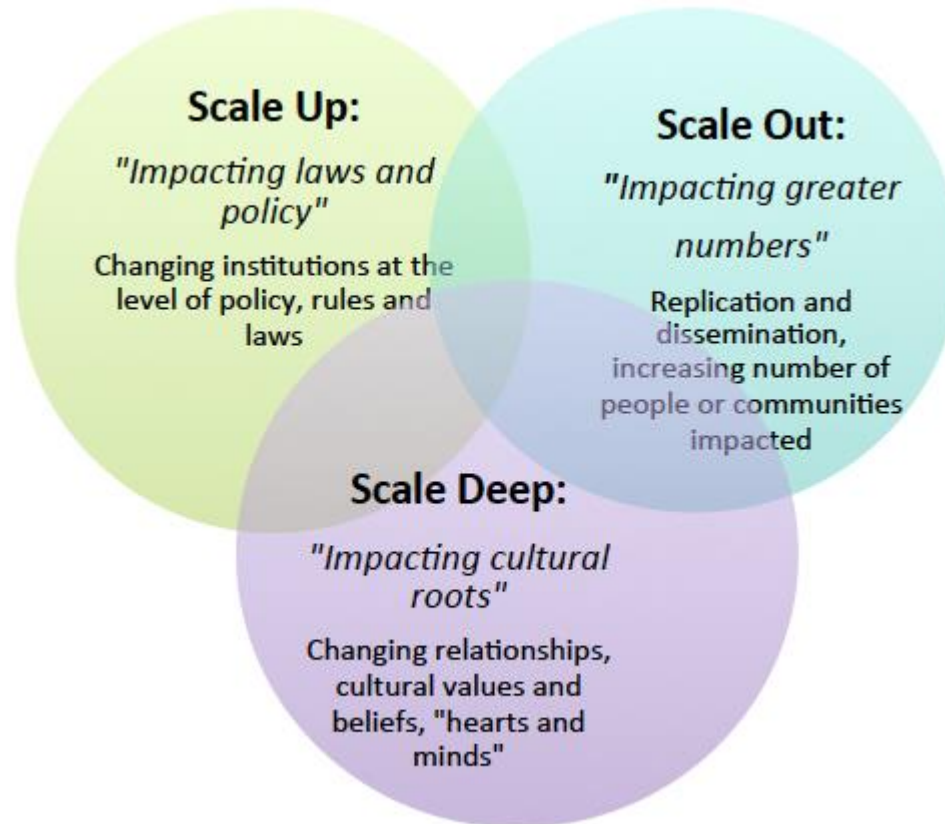


WHAT WE LEARNED ABOUT THE PROCESS



NEXT STEPS: BC

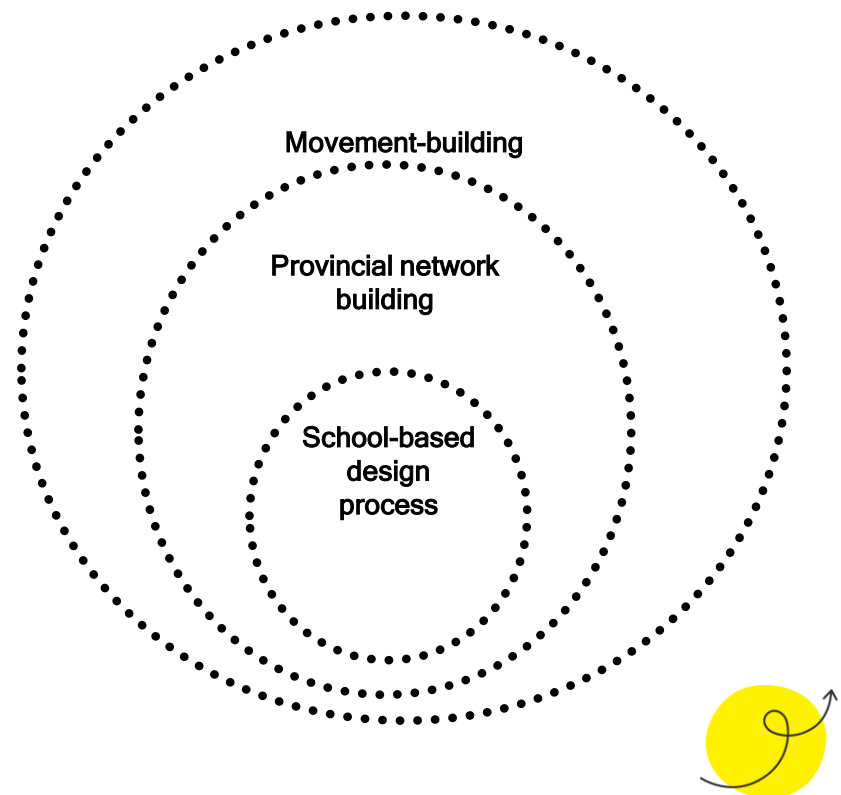
1) Supporting pilot districts to scale



NEXT STEPS: BC

2) Supporting existing provincial infrastructure (working with provincial stakeholders and partners)

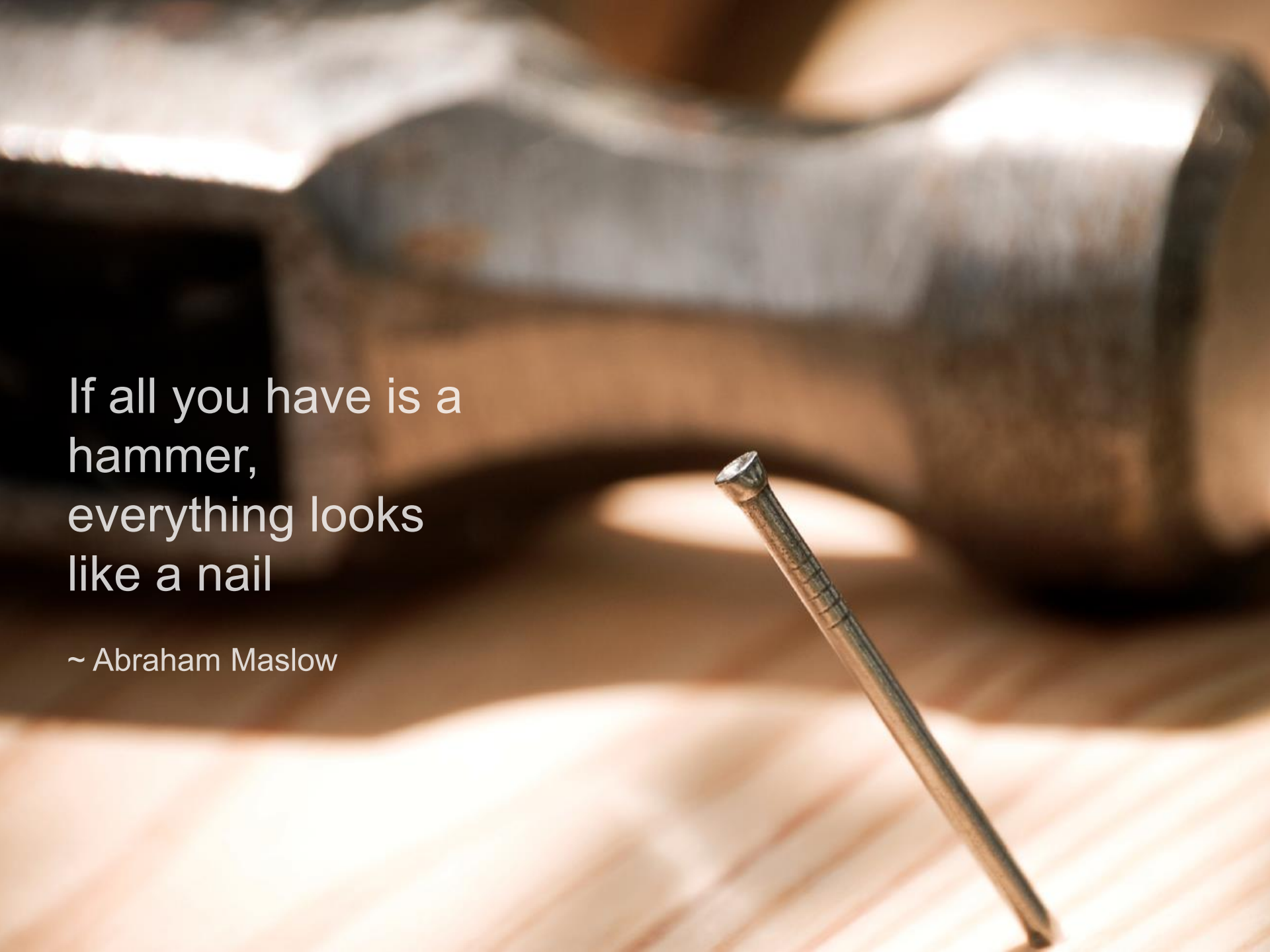
- Shared data measurement tools
- K-12 leaders meeting
- Coalition
- Community of practices



NEXT STEPS: NATIONAL

- Prototyping different levers in other provinces/territories
 - Can we try out various opportunities to get at the integration of wellbeing?
 - What can we learn about how change happens in schools?
- A national connector and convener
- Sharing what we're learning





If all you have is a
hammer,
everything looks
like a nail

~ Abraham Maslow

CONCLUSION

- The old ways of working aren't solving the problem
- Create room for experimentation and innovation
- Adapt to your local context
- Bring in the unusual suspects
- Work at multiple levels
- Give permission
- Be intentional



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THANK YOU - MERCI

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