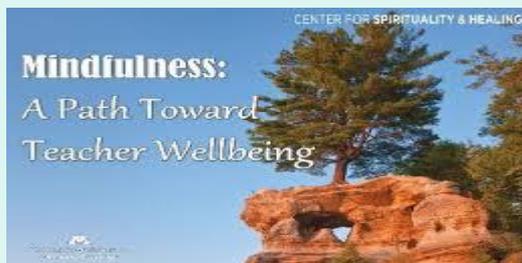




LOOKING AFTER NUMBER ONE

SELF CARE AND TEACHER WELL BEING



The Aim of Our Session

- To take a brief look at the issues facing teachers in terms of teacher workload, stress and burnout
- To talk, share and think about things that improve our well being and help us to feel good
- To explore strategies, techniques and tips that can be utilised to support teachers and leaders to flourish both in and out of the classroom



Why have I chosen to focus on teacher wellbeing?

My Story



LETS GET STARTED



- In groups of four to six divide up the visuals in your pack
- Look at your pictures and share with your group how the visuals relates to teacher well being?
- Discuss what these picture represent in terms of teacher well being for you and the group you are sharing with
- On the sheet provided write down what are successes, barriers and challenges you are faced with in terms of looking after your own well being and self care as a group

Achieving Leadership Excellence In Schools-

Joseph Driessen

- Make a commitment to meet with yourself
- Set aside a specific time and place for quiet reflection
- Measure and celebrate your own leadership achievements
- Plan your next leadership moves
- Keep track and keep on course



Personal Survey

- Take a look at the questions provided
- Have a meeting with yourself on your own Self Care and Teacher Well being



Research and the background to teacher well being and teacher workload

- Teacher workload, burnout and stress for teachers has been an issue right across the Educational sector including ECE, Primary Education and Secondary Education particularly in the 21st century
- Some Pre service teacher training providers are now addressing this issue as part of students studies
- NZEI 2006- The Introduction of CRT days for Primary Education
- PPTA Report from 2011-2013-Implementation of NCEA
- Some of the comments quoted in this report are really quite distressing to read. Some teachers are suffering extreme stress, and many are operating in sub-optimal conditions in terms of things like access to professional learning, and access to up to date information. The qualitative data conveys a picture of teachers soldiering on, trying to do the best they can for their students in the face of inadequate support.



SECONDARY TEACHER WORKLOAD STUDY REPORT (ACER ,2005)

- The research identified moderate to severe workload problems among teachers and managers in New Zealand secondary schools.
- Many managers and teachers who participated in the project reported dissatisfaction with their workload and its manageability, and their work- life balance.
- Middle managers were clearly the group most affected by workload, although, interestingly, their actual hours of work were less than those of senior managers.
- The research suggested that the workload concerns of middle managers, particularly Heads of Department were largely related to their responsibilities in the areas of assessment, curriculum and performance review.
- These responsibilities were seen to be appropriate for this level of management and middle managers accepted them. The difficulties experienced related less to the nature of the duties than to lack of time and support to perform them.



SECONDARY TEACHER WORKLOAD STUDY REPORT (ACER ,2005)

- Building supportive and accountable professional cultures in schools
- Providing managers and teachers with more time for collaborative planning and individual work outside the classroom
- Improving professional development to increase efficiency as well as effectiveness, especially in areas such as planning and marking students' work
- Improving policies and strategies for managing student behaviour , including the employment of specialist staff
- Improving and increasing the use of ICT
- Transferring clerical and administrative work to non-teaching support staff
- Making more resources available through electronic means, especially to support the NCEA



Ian Vickers is assistant principal of Sancta Maria College



- For the last three years, I have been promoting the introduction of teacher and principal wellbeing programmes in our schools.
- It has been an incredible journey so far and 2013 was a particularly interesting year, as momentum built in many educational institutions around the country.
- However, while many teachers and principals are crying out for better wellbeing initiatives, the key leaders in our profession appear to be sorely out of touch with the role and the demands placed on a 21st century teacher.
- The pace of change in education has been quite significant over the last five years, and if you have not ‘taught’ in this time, then you are probably well off the pace with regards to the true reality of what a modern-day teacher does each day, each week, and each year.



Ian Vicker

- Numerous principals have shared their concerns and I have had two experienced male principals speak to me in tears about their stress, burnout, and subsequent mental breakdowns.
- They are both on the road to recovery but are now fully supportive of having a wellbeing programme.
- I have received many stories of depression and illness due to huge workloads and numerous notes from dedicated and talented teachers turning their backs on the profession as they are burnt out.
- Colleagues nationwide have shared their most personal secrets with regards to their own health, many brought on by huge workloads and excessive hours on school work.
- I have heard of suicides, major health issues, and a general despair about the lack of support and interest in teacher wellness.
- The most worrying are letters from new teachers who have entered teaching late from other careers and are totally bemused about the lack of teacher wellbeing infrastructure in our schools.

When teachers are **well** we can
teach our students and flourish
at home and work!!!!



WINNING WAYS TO WELLBEING



TALK & LISTEN,
BE THERE,
FEEL CONNECTED



Your time,
your words,
your presence



REMEMBER
THE SIMPLE
THINGS THAT
GIVE YOU JOY



EMBRACE NEW
EXPERIENCES,
SEE OPPORTUNITIES,
SURPRISE YOURSELF



DO WHAT YOU CAN,
ENJOY WHAT YOU DO,
MOVE YOUR MOOD

INTRODUCE THESE FIVE SIMPLE STRATEGIES INTO
YOUR LIFE AND YOU WILL FEEL THE BENEFITS.



Mental Health Foundation
of New Zealand
www.mentalhealth.org.nz

Activity



- Go and find someone in the room you do not know
- Introduce yourself
- Pick one of the five ways to well being stations around the room
- Share an example of something you have done recently
- Share ideas with others at the station for what they do

The Five Ways to Well Being

- Background The Five Ways to Wellbeing was introduced to Aotearoa New Zealand in 2009 as part of Mental Health Awareness Week, building on work done by the new economics foundation (nef) for the UK Government.
- This paper aims to develop confidence in organisations and workers that their communication of the messages is supported by best practice, built upon good understanding of the evidence and reflects a consistent national approach.
- The Mental Health Foundation has commissioned a review of how the Five Ways to Wellbeing has been implemented in Aotearoa since 2009. Further information and practical tips on how to use the Five Way



5 Ways To Wellbeing

CONNECT

Positive social relationships are essential to wellbeing and recovery. These may come through family, friendships, mutual aid, peer support, work, education, clubs, associations, sports and other community activities. Invest time in your relationships.

BE ACTIVE

Exercise makes us feel good and improves health. Go for a walk or run. Step outside. Cycle. Play a game. Garden. Dance. Most importantly, discover a physical activity you enjoy and that suits your level of mobility and fitness

TAKE NOTICE

Be curious. Catch sight of the beautiful. Remark on the unusual. Notice the changing seasons. Savour the moment, wherever and with whomever you are. Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you.

KEEP LEARNING

Try something new. Rediscover an old interest. Sign up for that course. You will feel good when we you learn and master new things. Set a challenge you will enjoy achieving. Learning new things will make you more confident as well as being fun

GIVE

Do something nice for someone. Thank somebody. Smile. Volunteer your time. Join a community group. Look out, as well as in. Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and creates connections around you.

Finding a Work-Life Balance



6 TIPS FOR TEACHERS

www.WNoodleNoodleNet.com

6 Tips for teachers

Read the article

Discuss the ideas



Are these strategies somethings you can try? Why? Why not?

Key Concepts



- When well being is made a priority and planned for it is more likely to happen
- Planning to focus on your well being requires knowing what the key concepts are in this field
- “Individuals differ in the strategies they prefer, that are most useful to them, and that are most effective in achieving the results they seek”
- (Quick, Quick, Nelson & Hurrell,1997,p.207,in Morris, 2007)

Well Being Terminology

- Work in small groups of eight divide up the terms in your group one page each
- Take turns sharing your terms and what they mean
- Discuss the concepts
- Have you heard this term before? Have you used this concept? If so how?
- Is this something you would consider exploring? Why? Why not?

ANTs and PATs

3:1

KEEP YOUR THOUGHTS POSITIVE
BECAUSE YOUR THOUGHTS BECOME
YOUR WORDS.

KEEP YOUR WORDS POSITIVE
BECAUSE YOUR WORDS BECOME
YOUR BEHAVIOR.

KEEP YOUR BEHAVIOR POSITIVE
BECAUSE YOUR BEHAVIOR BECOMES
YOUR HABITS.

KEEP YOUR HABITS POSITIVE
BECAUSE YOUR HABITS BECOME
YOUR VALUES.

KEEP YOUR VALUES POSITIVE
BECAUSE YOUR VALUES BECOME
YOUR DESTINY.

~ MAHATMA GANDHI