



Teacher Wellbeing

REDUCING WORKPLACE STRESS AND INCREASING TEACHER WELLBEING

Teaching has changed with increasing accountability

Teachers love teaching but are tired and frustrated

Teachers are asking for support and school leaders are not sure how to do it

At Teacher Wellbeing we share with you the latest scientific research and evidence based strategies to build teacher wellbeing and resilience. Through the science of Positive Psychology, we unpack the evidence of how staff working in schools can;

- Build healthy habits and routines into every day practice
- Have more energy and vitality at work
- Maintain better work-life balance
- Feel valued and purposeful in their role
- Have more meaningful relationships with others
- Set and achieve authentic goals
- Positively reflect on practice for improvement

Just as we use evidence to design diverse student wellbeing programs we help you develop initiatives that support teacher wellbeing

- Keynote presentations
- Whole staff workshops
- Leadership, Wellbeing team or faculty workshops
- 6-12 month coaching / consulting programs

Teacher Wellbeing

Daniela Falecki



NSW
EDUCATION
STANDARDS
AUTHORITY



WHY TEACHER WELLBEING?

BEING A TEACHER CAN BE STRESSFUL

School teachers are among those professionals with the highest levels of job stress and burnout across many countries. (Stoeber, J., & Rennert, D, 2008). In fact 50% of teachers who start, actually leave the profession within their first 5 years of teaching.

Common stressors include school systems becoming increasingly more bureaucratic, greater service delivery demands in the form of heavy workloads with fewer resources. Teachers are expected to manage difficult student behaviour including violence and lack of student motivation. Teachers are stretched with a lack of planning time coupled with an increased emphasis on accountability (Jennifer Curry, 2012).

The changing nature of society expects schools to address social justice, promote a sense of belonging, build resilience and keep abreast of mass media influences which fuels unrealistic expectations of teachers. (Mccallum & Price, 2010).

*"When written in Chinese, the word "crisis" is composed of two characters-one represents danger, the other represents opportunity."
John Fitzgerald Kennedy*



John Hattie has linked teacher motivation, or lack thereof, to student achievement;

"When teachers become burned out, or worn out, their students' achievement outcomes are likely to suffer because they are more concerned with their personal survival." (Hattie, 2013)

Research shows teachers are typically involved in about 1000 interpersonal contacts every day (Holmes 2005). The quality of this contact can either jeopardise or enhance wellbeing.

If teachers have strategies to support their wellbeing, they will be better placed to manage every day stressors of the job to not only survive but flourish. In doing so, they become better role models and educators for our students. Teachers themselves recognise that focussing on their own wellbeing is crucial in supporting student wellbeing (Sue Roffey, Wellbeing Australia, 2012)

Successful teacher wellbeing interventions include;

- Strength-based reflection for insight into professional practice
- Mindfulness training to manage stress
- Emotional management strategies to restore
- Coaching psychology to build learning communities
- Growth Mindset approaches to solving problems
- Self-care practices to restore when needed
- Celebrate achievements and success to feel valued

TEACHER PROGRAMS

TWILIGHT SESSIONS (3hrs)

Each program can be tailored to be shorter or full day

There are 3 ways you can engage with Teacher Wellbeing;

1. WE COME TO YOU

As a business we come to you for your staff needs.

2. YOU COME TO US

We offer numerous face-to-face courses at 99 York St Sydney through Teacher Training Australia.

3. MEET ONLINE

We offer several course online through Teacher Training Australia.

All our full day and online courses have the option of NESA Approval - please contact us for more details.



1. A TEACHER RESILIENCE TOOLKIT

Personal Wellbeing strategies to Recharge and Regain Control.

Teaching is both stressful and rewarding, yet sometimes it just feels like we are running in circles. The meetings are endless, admin requirements increasing and student needs demanding. If the system won't change, how can we find our way through the maze to engage, inspire and connect with students for effective learning?

Positive Psychology has emerged to provide the research and tools to apply evidence-based strategies both in and out of the classroom. Martin Seligman has been working with Australian schools to lead the way in embedding Positive Psychology in education known as Pos Ed.

In this program we;

- Discuss the global stressors for teachers and the impact these have on health and wellbeing.
- Review our current wellbeing practices and the impact they have on teaching and learning.
- Define the 5 dimensions of wellbeing.
- Practice evidence-based mindfulness techniques for everyday use.
- Explore the science of wellbeing through Seligman's five pillars known as PERMA.
- Identify simple and effective strategies to use within each pillar, none of which require more time, funding or a committee meeting.
- Teachers will leave this workshop with their own wellbeing plan as well as ideas that are easily transferable to the classroom.

TEACHER PROGRAMS

2. EMBEDDING GROWTH MINDSETS

Practical strategies to motivate ourselves and students.

We all want students to apply more effort but how can we encourage this? Carol Dweck's research in the area of mindset gives us strategies to better understand the process of learning, the importance of reflecting on mistakes and providing meaningful feedback. When teachers themselves have a growth mindset they have a greater impact in the classroom.

In this program we;

- Explore the process of learning through the learning pit.
- Discuss the research of Carol Dweck and how to encourage grit and perseverance with students.
- Highlight the importance of taking risks when it comes to learning new things.
- Identify the language of fixed and growth mindset with classroom examples.
- Practice ways to reframe mindset using cognitive-behavioural approaches.
- Use questions to encourage positive reflection as a form of feedback.
- Leave with specific strategies to begin using immediately for ourselves and our classrooms.



3. PRACTICAL POSITIVE PSYCHOLOGY FOR THE CLASSROOM

It is well known that student wellbeing lies at the foundation of student learning and improvement. Schools often purchase, create and implement great student wellbeing programs, yet wellbeing is more than a worksheet. The science of Positive Psychology explains that wellbeing is not a spectator sport, teachers must learn it and live it before they can teach it and embed it.

In this program we;

- Define student wellbeing and its 5 dimensions.
- Unpack the science of wellbeing using Seligman's five pillars known as PERMA.
- Identify how current schools based wellbeing initiative map to PERMA.
- Explore how the pillars of wellbeing can be used in everyday teaching and learning.
- Build a resource of questions and activities that use strength-based language.
- Review current student wellbeing programs to build a resource for future use.



TEACHER PROGRAMS

4. MENTORING MADE EASY WITH PEER COACHING

As educators we are always learning, in fact great teachers are those who are able to reflect on their practice and identify, explain and model new and improved strategies to engage students (Leithwood, 2007). Peer mentoring is a growing practice where AITSL agrees that coaching offers teachers valuable tools to mentor each other as they grow in their various roles. Coaching is a simple and effective, evidence based way to address teaching standards, develop professional practice and achieve personal satisfaction on the teaching journey.

In this workshop we;

- Discuss the similarities and differences between coaching and mentoring.
- Explore the principles of coaching psychology and its links to Action Research.
- Discuss options for collecting data and evidence of classroom practice.
- Apply coaching models as a means for discussing goals, evidence and reflection.
- Use the Classroom Practice Continuum to reflect on Performance Development Plans.
- Consider both personal and professional goals for future growth.



5. COACHING PRINCIPLES FOR SCHOOL LEADERS

School leaders often bear the brunt of teacher's stress, parent demands and student's needs. As people themselves, they too need time to debrief and restore. Coaching psychology is recognised as a valid leadership tool that not only contributes to effective leadership but can support the wellbeing of leaders as well.

In this workshop, we;

- Give school leaders an opportunity to share their challenges and vision for their roles.
- Identify Leithwood's principles of effective school leadership.
- Explore DISC behaviour styles with a focus on strengths.
- Learn questioning skills based in cognitive behaviour therapy and coaching psychology that encourage others to take responsibility for their decisions.
- Explore personality differences and how to understand behaviour preferences.
- Practice using a GROW framework as a coach-approach to acting with influence.



COACHING AND CONSULTING

WHY?

Teachers and school executives often want to improve their wellbeing programs, including that of staff and student wellbeing but often feel overwhelmed with where to start. Given the busy nature of schools and teachers sometimes operating as silos, it is important that schools be more strategic in developing a whole school approach to wellbeing. This is where coaching and consulting can come in.

Coaching is the fastest growing industry in the world today, Why? Because it works. It gets measurable results and people feel more satisfied in themselves and their life. Coaching offers impartial, independent, confidential support for the many challenges you face in life and work. Consulting offers expert advice about best -practice based on both research and what works in other schools.

WHAT?

Our coaching/consulting uses an Appreciative Inquiry approach to;

- DISCOVER what is already working well with wellbeing at school including individual strengths of staff
- DREAM a vision of wellbeing that relates to the schools mission & values
- DESIGN and plan for improvements based on what the evidence says
- DELIVER actions that are measurable and reflected upon in an action research model of development

HOW?

Group Consulting

- 1-3 people (Eg, Heads of Wellbeing)
- 2hr face to face workshop to identify goals, challenges and direction
- 5 x 1 hr skype sessions with whole group
- 8 month time frame

Individual Coaching

- 1 person
- 5 x 1 hr skype sessions
- 8 month time frame



**For further information
about each of these
programs please contact**

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ABOUT DANIELA FALECKI



Daniela Falecki, B.Ed (Physical Ed & Health), M.Ed (Leadership), is a passionate educator with over twenty years' experience across primary, secondary and tertiary sectors of education. Daniela has experience in both government and independent schools, and has seen first-hand the challenges teachers face. Daniela is committed to providing teachers with evidence-based strategies for optimal functioning through consulting, coaching and training.

Daniela holds a Masters in Education (Leadership) from Western Sydney university, a Bachelor of Education from the University of Wollongong, a Certificate in Rudolf Steiner Education from Parsifal College and is a certified Life Coach and NLP Practitioner. Daniela is a Senior Associate for the Positivity Institute with Dr Suzy Green and a member of the International Coach Federation and International Positive Psychology Association. Daniela also currently lectures at Western Sydney University in Educational Psychology and Wellbeing. In 2014 Daniela was placed in the top 3 for "Lecturer of the Year" as rated by students for her engaging style.

As an educator Daniela has specialized in the area of pastoral care and mentoring in her roles as Year Advisor, beginner teacher mentor, Head Teacher, Curriculum advisor for NSW Department of Education and Communities as well as the

Association of Independent Schools (AIS). Daniela also operated as the NSW Manager for a National Outdoor Education company (OEG), where she liaised with the top 10 private schools in Sydney to deliver high quality programs specialising in leadership, resilience and relationships for both staff and students.

Daniela continues to work across all sectors of education including the development of NESA accredited online programs for teachers that embed Coaching Psychology and Positive Psychology within education. This includes programs written for the University of Sydney and Western Sydney University in the areas of early career teachers, supervising teachers of pre-service teachers, university advisors and indigenous teachers.

Daniela is also a sought after speaker at schools and conferences across Australia known as the "Keep-it-Real Teacher". Daniela's style is often described as highly motivating, inspiring, engaging, practical, and most of all realistic for teachers in today's dynamic environment.

WHAT OTHERS HAVE SAID

"BEST PD EVER in my career! Finally someone who knows what teaching is really like and gives practical strategies that we can use." *Glenn Beckett, Rouse Hill Anglican College*

"I loved your Growth Mindset Workshop and was so glad I recommended you to our school to explore coaching psychology, you did not disappoint. I look forward to further developing my own character strengths." *Bev Parkes, Carlingford High School*

"You Nailed it! Well done, on giving our leadership team the language and framework to further our conversation about building the wellbeing of our whole community." *Scott Carroll, Mary Immaculate College*

"Your workshop has truly spoken to me and bought to light the expectations I have on myself as well as how to better manage these." *Kym Broad, Chifley College*

"Breathe.... I really appreciated your link to research followed by practical strategies. It helps me improve my self-awareness and be pro-active in small chunks." *Hellen Bull, Shire Christian School*

"As a pastoral care leader, Daniela's workshop really helped me re-inforce the tenets of Positive Education and PERMA, thankyou for making it real and practical." *Alison Larkings, Mt St Michaels College, QLD*

"Wow Daniela, your timing, balance, advice and strategies were perfectly pitched allowing me time to reflect on my own practice that was informative and non-threatening, I loved the coaching questions that were relevant not just for me but for my students as well." *Penelope Field, Karabar High School*

"Daniela's workshop was awesome, insightful, engaging and helpful. She offered a number of analogies, strategies and examples to showcase new ways of thinking. I particularly enjoyed the character profiling and how to raise awareness of group traits, thankyou" *Susie Kreipp, St Ursula College, NSW*

"Daniela's workshop was just what I needed and is certainly something the whole staff should do. It helped me find perspective and I will certainly be sharing the wellbeing tools." *Penny Reid, OLSH, Alice Springs, NT*

"I feel like this has been one of the only professional development workshops I have really engaged with. You have helped me learn several strategies for me to be a better teacher and a happier person." *Rebecca Cottrell, Lurnea High School, NSW*

"Today was fantastic! Incredibly I've gained the tools and strategies to be grounded as a teacher whilst still being able to recognise and celebrate my own achievements. Thankyou sooooo much." *Gem Hingerty, Ramsgate Public, NSW*



**Remember to support your own wellbeing too
– you may just be the best vision of wellbeing students have**

Daniela Falecki
www.teacher-wellbeing.com.au



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