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SUPPORTING TEACHER TO BE THEIR BEST STUDENT WELLBEING BEGINS WITH TEACHER WELLBEING

Teacher wellbeing SUPPORTS and INSPIRES educators;

- **To improve personal WELLBEING**
- **Build on STRENGTHS & Success**
- **Develop and teach for RESILIENCE**

Using Coach-Approach tools to;

- **Give you more TIME**
- **Better manage STRESS**
- **Build GROWTH MINDSETS**
- **Achieve better outcomes for STUDENTS**



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).

If teachers are stressed, how can they provide the best possible education for our students?

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;

- **Reflection** strategies 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

“You can’t stop the waves but you can learn to surf”

Jon Kabat-Zinn

1. Teachers Matter - Student Wellbeing begins with Teacher Wellbeing

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 research identifying the global stressors for teachers and the impact these have on their health.
- Use research from HeartMath to explain the link between thoughts, feelings and physiology.
- Practice evidence-based mindfulness techniques to help reframe perspectives.
- 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.



2. The Power of Praise - Growth Mindset for Wellbeing

Did you know that new science in the field of neuroplasticity tells us the brain is a muscle and intelligence can grow? Not only can students learn to develop persistence and resilience, but teachers can directly influence mindset through the language they use. How we structure learning and the type of praise we give can be crucial to helping students succeed.

In this program we;

- Discuss the research of Carol Dweck and the implications for teachers on mindset
- Identify the language of fixed and growth mindset with classroom examples
- Practice ways to reframe mindset using a coach- approach to questioning & feedback
- Reflect on our own mindset in the context of self-care and supporting wellbeing
- Draw specific links between having growth mindset and the impact on wellbeing



*“You wander from room to room hunting for the diamond necklace that is already around your neck.”
Rumi*

3. Moving from Good to Great - Reflecting with Coaching Psychology

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). AITSL agrees that coaching psychology offers teachers valuable tools to mentor new scheme teachers or support experienced teachers as they grow into leadership positions. Either way, coaching psychology 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;

- Explain the difference between coaching and mentoring
- Explore current research and trends showing the benefits of coaching in education
- Experience the power of effective questioning and how to give constructive feedback
- Practice using specific coaching models that are simple and effective to use with peers or students
- Identify how using a coach-approach links with character strength development and wellbeing

4. From Surviving to Thriving – Building a Teacher Wellbeing Policy

As teachers we are well versed on planning curriculum for students and measure outcomes, but what about a curriculum that supports teachers? The one-off staff development day doesn't work and the Friday drinks debrief is simply not enough. Research continues to indicate that teachers need ongoing support and structured frameworks to improve both pedagogy and wellbeing (LeCornu, 2008, Hudson, 2007, Knight, 2012). Given teachers are often time-poor and burnout is ever increasing, it is essential that school executives employ a whole-school initiative to support teacher's longevity and sustainability.



In this THRIVE program, we work with school executive to build a teacher wellbeing policy that integrates what already works well, with evidence based strategies to strengthen this further.

Strategies to THRIVE include;

T – Time – Understand the difference between mental time, emotional time and 'doing' time

H – Heart – Reconnect to what you love, your character strengths and mindfulness training

R – Relationships – Establish support networks and opportunities for debriefing the day

I – Insight into pedagogy – Learn coaching skills to mentor other staff or simply reflect on your own skills

V – Vision – Promote solution focused thinking with goal setting and strategies to achieve these goals

E – Emotional Management – Build strategies in mindfulness to promote emotional intelligence & stress management

FURTHER PROGRAM DETAILS

- All programs can be delivered in 1.5hrs or over a full day
- We recommend beginning with program 1, then build teacher knowledge in the subsequent workshops
- Alternatively, programs can be tailor made to suit the needs of your school

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 Bachelor of Education from the University of Wollongong, a Certificate in Rudolf Steiner Education from Parsifal College and is currently completing her Masters in Education (Leadership) at Western Sydney University. Daniela is also 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 BOSTES accredited online mentoring 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. 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

*“Don’t worry your children don’t listen to you, worry they are watching everything you do.”
Weatherly*

Susie Kreipp , St Ursula College, NSW

“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 particular enjoyed the character profiling and how to raise awareness of group traits, thankyou”

Alison Larkings, Mt St Michaels College, QLD

“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.”

Mel Petrovski, Greenway Public, NSW

“What a fantastic and engaging presentation! As an early career teacher this workshop has provided me with a toolkit to rebound with during the daily stressors of my job”

Penny Reid, OLSH, Alice Springs, NT

“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.”

Rebecca Cottrell, Lurnea High School, NSW

“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.”

Gem Hingerty, Ramsgate Public, 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.”

Tara Jeong, PLC Sydney, NSW

“Thankyou for an engaging and positive presentation. I really enjoyed listening and learning strategies to remember mindfulness and the positives.

Jonathan Handley, Toongabbie Christian School, NSW

“It was great to take away new insights and also have time to discuss these as a way of learning from each other.”

Penelope Field, Karabar High, ACT

“Daniela, your timing, balance, advice, strategies and experience was perfect. I really related to your storied and concepts, not only for me personally but also in empowering students.

Olivia Lennon, Mt St Michaels, QLD

“A highly engaging presentation – A great sense of humour that was supported with realistic strategies and drawn from experience. You have left me with some great ideas to increase flow and savouring in my classroom”

Greg Brien, Queanbeyan High, ACT

Today I was inspired by a great teacher. You have given me questions to consider and affirmed activities to develop further.”

Brad Thornton, Davidson High, NSW

“I enjoyed the focus on positivity and the reminder that wellbeing needs to be intentional for both ourselves and for students”

Joy Jones, Northern Beaches Secondary College, Balgowlah, NSW

“Daniela’s workshop was practical, insightful, honest and helped me clarify my thinking and reflect on my language”

Kathleen Fulcher, Northern Beacher Secondary College, Freshwater, NSW

“Daniela is a very enthusiastic presenter with great insights in high to give feedback. I will be using the strategies with myself and students.”

What others have said

Sean Firth , Principal, Milyakburra School, Northern Territory

"I had been searching for an outstanding coach for a long time so was very hopeful when I found Daniela. My high expectations have been exceeded again and again as Daniela nudges and encourages me to stay balanced and focussed while juggling the demands of being a Teaching Principal, father, husband and business owner. Daniela's knowledge and passion for positive psychology keeps her on the cutting edge of wellbeing developments so I don't have to. Daniela is a world class coach and I am thankful I found her!

Georgia Packer, Flinders University, SA

"A fantastic and engaging session that I can certainly use in the classroom. I particularly liked the SMART model to set goals as well as ways to expand my own perspective, thank you."

Rosemary Cornick, Peer Support Foundation, NSW

"Daniela's intuitive nature enables her to provide relevant practical advice that is simple to implement into our daily lives. Teacher well-being is a service that is long overdue and one which would have assisted me in coping more positively in the later end of my career! Her easy to navigate website enables access for so many teachers for whom the benefits of Daniela's advice, skills, humour and enthusiasm for change will be immeasurable. Thank you Daniela for your caring nature and your immense energy for giving."

Sarina Macklin, ICWC Coach, QLD

"I've had the pleasure to be one of Daniela's coaching students and her insightful, knowledgeable and vibrant lecturing style left me sitting in awe. Her open and direct style was balanced with warmth, understanding and professionalism. Daniela has, for me, role modelled the coach I aspire to be. Thank you."

Beth Roberts, Radford College, ACT

"Loved it – a dynamic session with a good balance of activities and talking. The templates were great and I will certainly be using them with my students – thank you."

Carole Smith, Lansvale Public School, NSW

"Daniela is a fantastic, proactive presenter who had my 100% attention the full day. She helped me acknowledge my potential as a leader, giving me skills to have better conversations with others."

Annelise Alloway, Springfield Anglican College, QLD

"It was so great to have PD that was helpful to us as teachers that we can actually apply in the classroom. Thanks so much."

Alicia DeAngelis, Northern Beaches Secondary College, Mackellar, NSW

"A fabulous session to help us reflect at the end of the year. It was very informative with loads of resources for all teachers to pick and choose what was relevant to them."

Deni Sallie, Australia Training Company, NSW

"This has been the best workshop I have been to in ages. It has challenged my way of thinking and left me with useful tools."

Lena Hollows, Beverly Hills North Public, NSW

"Daniela, you were fantastic. Considering it was the last day of the year, I found this session both enjoyable and helpful."

**To have Daniela speak at your conference, staff training,
consult or conduct one-on-one coaching contact**

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