



Teacher Wellbeing

Daniela Falecki

BUILDING COLLECTIVE TEACHER EFFICACY

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 where to start

Using the science of Positive Psychology, we unpack evidence-based strategies to support wellbeing for both teaching and non-teaching staff.

This includes strategies in;

- Self-care to plan for our own wellbeing
- Mindfulness training to manage stress
- Cognitive reframing to shift perspective
- Strength acknowledgement to understand differences
- Emotional management to reduce blame and be proactive
- Feedback strategies for sharing insight into professional practice
- Coaching psychology for solution-focussed conversations
- Growth Mindset approaches to managing challenges
- Celebrate achievements and success to acknowledge impact



@teacherwellbeing
@dfalecki

WHY TEACHER WELLBEING?

BEING A TEACHER CAN BE STRESSFUL

Teachers are among those professionals with the highest levels of job stress and burnout across many countries. (Stoeber, J., & Rennert, D, 2008).

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).

SUPPORTING TEACHERS WELLBEING IS ESSENTIAL FOR STUDENT IMPROVEMENT

Collective teacher efficacy (CTE) refers to a "shared belief that through their collective action, teachers can positively influence student outcomes." (Jenni Donohoo, 2017),

When teachers believe what they do matters, school culture improves as does learning. Helping staff in school believe in themselves and the people around them has an effect size of 1.57, making it the number one factor influencing student achievement (Hattie, 2016).

Conditions that enable CTE and relate to wellbeing include;

- Teachers being involved in their own decision making about their wellbeing
- Developing a clear vision of wellbeing with shared goals
- Opportunities for staff to share, collaborate and discuss what works
- Having solution-focussed communication tools to move through challenges
- Knowing the leadership team cares about staff
- Having whole school approaches to both staff and student wellbeing

LINKS TO WORK HEALTH & SAFETY

The NSW Department of Education believes the provision of a safe working and learning environment for all is integral and essential to providing public education and other community services.

This includes:

- providing a safe and healthy working and learning environment
- promoting dignity and respect
- supporting and promoting health and wellbeing
- providing information and training to facilitate safe and productive working and learning environments
- providing a program of continuous improvement



TEACHER PROGRAMS

HOW WE WORK

Choose the best option for you

There are 3 ways you can engage with Teacher Wellbeing;

1. WE COME TO YOU

We come to you, either at your school or PD venue for your convenience
(www.teacher-wellbeing.com.au)

2. YOU COME TO US

We offer numerous face-to-face courses at 99 York St, Sydney through Teacher Training Australia
(www.tta.edu.au)

3. MEET ONLINE

We offer several course online through Teacher Training Australia
(www.tta.edu.au)

All courses have the availability of being NESAs Approved - please contact us for more details.



PROGRAMS

Full day or twilight sessions (3hrs)

1. A TEACHER WELLBEING TOOLKIT - RECHARGE & REGAIN CONTROL

Personal Wellbeing strategies to Recharge and Regain Control

Teaching is both stressful and rewarding, yet sometimes it 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 both in and out of the classroom.

In this program we;

- Discuss the global stressors for teachers and their impact on health and wellbeing
- Explore a shared vision of wellbeing at work for staff and students
- Unpack the 5 dimensions of wellbeing and their relevance for school staff
- Discuss how mindfulness, character strengths and gratitude can become simple habits
- Use the research of Seligman's five pillars known as PERMA to put together a personal wellbeing plan

TEACHER PROGRAMS

2. A COACH APPROACH TO GROWTH MINDSETS

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
- 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. PEER COACHING & MENTORING TRAINING FOR TEACHERS

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



TEACHER PROGRAMS

COACHING AND CONSULTING PACKAGES

We know ongoing learning is more effective than a one-off program. We also know implementing change can be difficult and teachers need to be involved in the decision making process. The action-research approach of coaching supports school leaders to embed lasting change.

Packages typically consist of a 3 hr inquiry workshop followed by 5 x 45min skype sessions within a 10 month period.

We use an Appreciative Inquiry Model (Cooperrider, 1987) 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

12 MONTH PROGRAM

(face to face with online resources and support)

Combine all 3 programs plus membership, consulting and online resources for 12 months.

This program consists of 3 NESA accredited twilight sessions plus ongoing resources;

- 1. Twilight session 1** - "Teacher Wellbeing" - The 5 foundations of teacher wellbeing including an introduction to Positive Psychology and the PERMA Model of wellbeing.
- 2. Twilight session 2** - "Living & Teaching Growth Mindsets" - Understanding our own mindset and embedding the language of growth mindset in the classroom. This includes how we can build Collective Teacher Efficacy.
- 3. Twilight session 3** - "Peer Coaching & Mentoring" - Reflecting on our purpose and progress. Setting personal and professional goals for effective performance & development plans that link to classroom practice and teaching standards.

What you get;

- 3 face to face twilight sessions (typically each term)
- Each workshop comes with its own learning journal
- Each workshop comes with resources and readings accessible through the membership site
- A coordinators manual for an in-school staff member to use and share the resources in a manner that best aligns with the schools strategic plan and calendar
- 3 x 45min coaching sessions with the coordinator for pre, post and during the program

Measurement of staff wellbeing pre and post the program is also available using the Flourishing at School Profile as an optional extra (www.flourishingatschool.com)

"We were looking for relevant, engaging, research-based, evidence-informed, professional learning to support staff wellbeing and Daniela provided the full package for teaching and non-teaching staff of all ages and stages with an outstanding series of twilight sessions that built our resilience, shifted our mindset and taught us practical ways to take care of our own wellbeing. Outstanding!"

*Leonie Clarkson Principal
Woongarra Public School, NSW*

For further information about any of these programs please contact Daniela Falecki on 0410 685764

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, a member of the International Coach Federation and International Positive Psychology Association, and is a licensed user of Mental Toughness. Daniela also lectures at Western Sydney University in Educational Psychology. 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 NESAs 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

"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

"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

"Daniela's workshop was awesome, insightful, engaging and helpful. She offered a number of analogies, strategies and examples to showcase new ways of thinking. In particular enjoyed the character profiling and how to raise awareness of group traits, thankyou"

Susie Kreipp, St Ursula College, 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

"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

"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

"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

"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

"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

"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

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

Tara Jeong, PLC Sydney, NSW

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

Jonathan Handley,

Toongabbie Christian School, NSW

"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 save time in my classroom"

Olivia Lennon, Mt St Michaels, QLD

WHAT OTHERS HAVE SAID

"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!"

Sean Firth , Principal, Milyakburra School, Northern Territory

"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, thankyou."

Georgia Packer, Flinders University, SA

"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."

Annelise Alloway,

Springfield Anglican College, QLD

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

Brad Thornton, Davidson High, NSW

"Daniela's intuitive nature enables her to provide relevant practical advice that is simple to implement into our daily lives. Teacher wellbeing 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."

Rosemary Cornick,

Peer Support Foundation, 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."

Carole Smith, Lansvale Public School, 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

