

Be First Responder to Your Wellbeing

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The reality of wellbeing

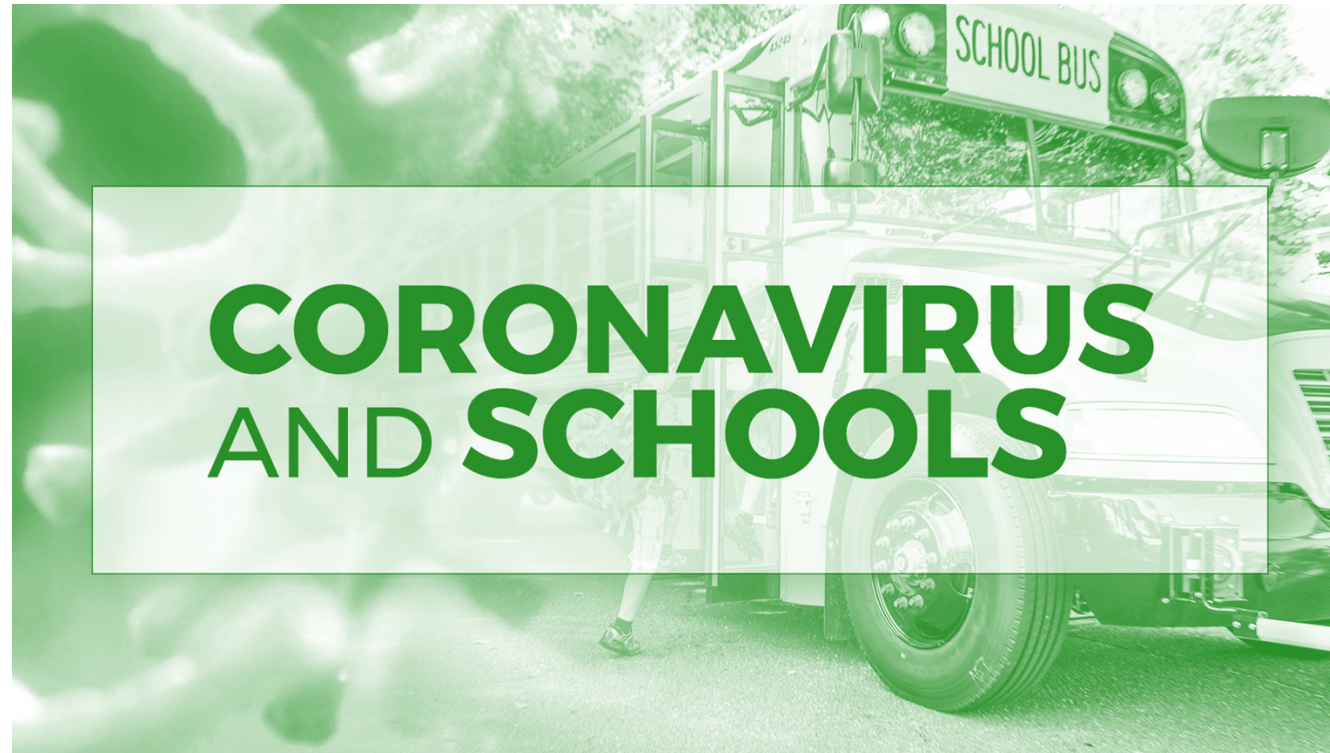
What teachers plan to do after work...



What teachers actually do after work.



... And then this happened



What a ride it's
been...



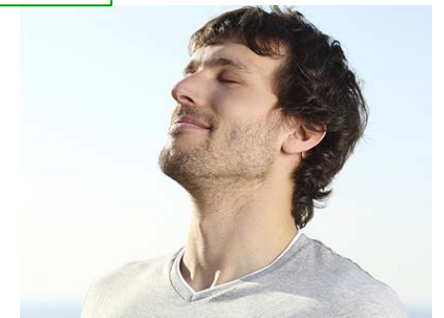
Today....

1. Unpack wellbeing
2. Strategies to support wellbeing



Defining Mental health

World **Health** Organization (WHO) says **mental health** is “a state of **well-being** in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community”



Defining wellbeing

“Wellbeing refers to the quality of a person's life and needs to be considered in relation to how we **feel** and **function** across several areas, including our cognitive, emotional, social, physical and spiritual wellbeing.”

NSW DEC

FEELING good + **DOING** good



Plan ways to experience wellbeing

HEDONISM

The hedonistic view of well-being is that happiness is the opposite of suffering; the presence of happiness indicates the absence of pain.

“FEEL GOOD”

EUDAIMONIA

Eudaimonia (Aristotle), a term that combines the Greek words for "good" and "spirit" to describe the ideology of happiness, which is the pursuit of becoming a better person.

“DO GOOD”

Why focus on educator wellbeing



- Teachers are among those professionals with the highest levels of job stress and burnout across many countries. (Stoeber J & Renner D, 2008)
- 50% of teachers who start, leave the within their first 5 years of teaching.
- Teacher perceptions of self are in an ongoing state of vulnerability due to constant accountability which directly impact self-worth (Parker, 2012)
- Teacher workload continues to increase as does diverse student needs and parent demands
- School principal wellbeing is at all time low & stress continues to rise (Phil Riley, 2021)



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Working in the education sector

Teacher Wellbeing Report
2020 data – June/July 2020

Section 1c, page 29

Education Support/YouGov
online survey – October 2020

Appendix A, page 68

62% → 84%

Education professionals described themselves as stressed.

77% → 89%

Senior leaders described themselves as stressed.

31%

of school teachers
(70% of senior leaders)
worked more than 51
hours a week on average.
Working long hours
and stress appear
to be closely linked.

Section 1a, page 28

45%

of education professionals
felt compelled to come to
work all of the time when
they were unwell
(known as presenteeism).

Section 1b, page 29



Teacher Wellbeing index 2020 (EdSupport UK)

[https://www.educationsupport.org.uk/blogs/
teacher-wellbeing-index-2020-launches](https://www.educationsupport.org.uk/blogs/teacher-wellbeing-index-2020-launches)



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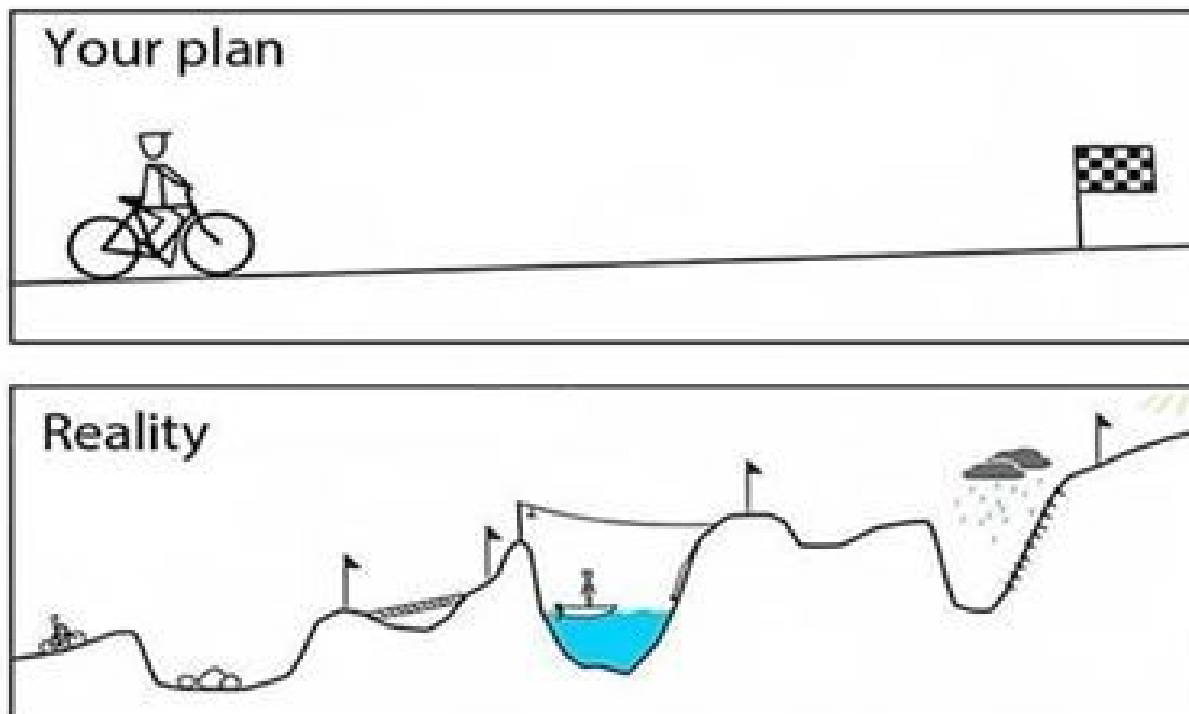


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A Balanced Perspective

Celebrate the highs and Navigate the lows



The next layer of wellbeing...

Resilience + **Possibility**



Survive + **Thrive**

Our two worlds...

Outer world

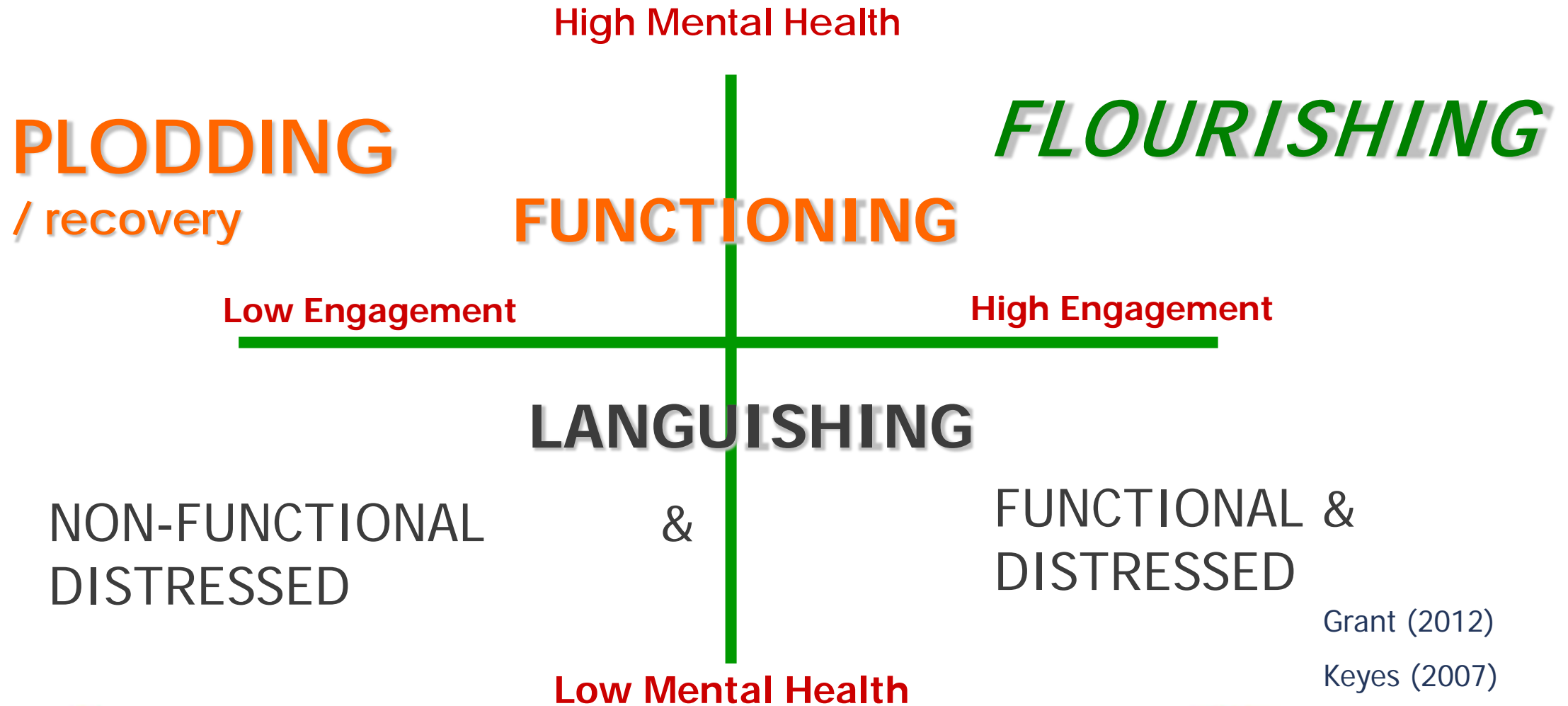
- See
- Participate
- Respond



Inner world

- Think
- Feel
- Process

Implications on wellbeing...



Grant (2012)

Keyes (2007)

Well-Being & Engagement

High Mental Health



VG



Low Mental Health

Grant (2012)

Keyes (2007)

Now what?



Be a First-Responder to YOU

D – Danger

R – Response

A – Airway

B – Breathe

C - Compression



**5 Questions
for you to answer**

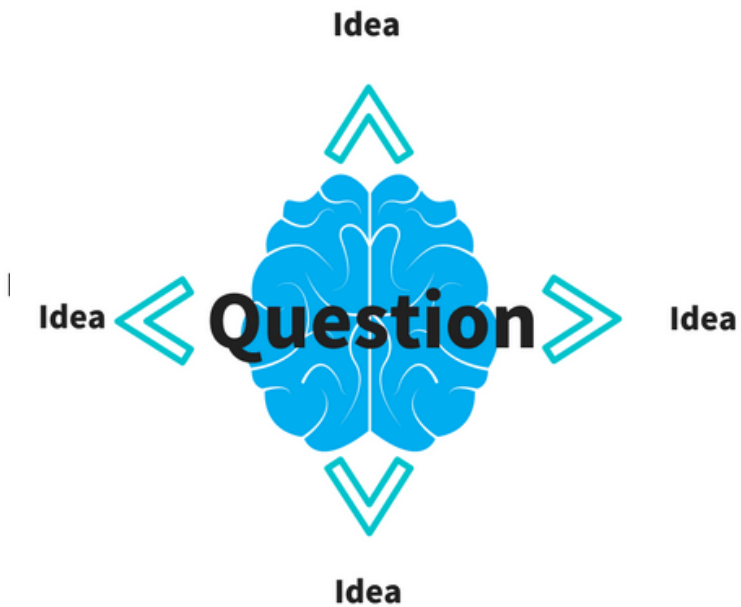
D – Divergent Thinking

“Divergent thinking is a thought process or method used to generate creative ideas by exploring many possible solutions.

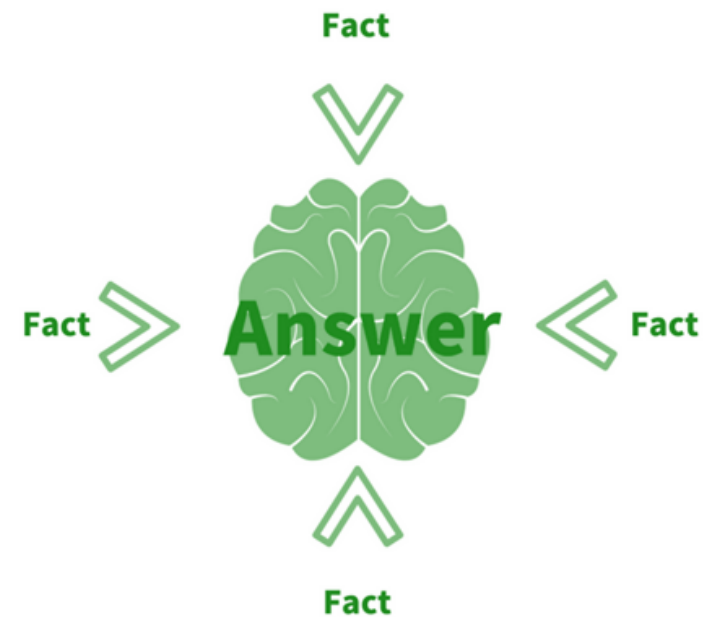
It typically occurs in a spontaneous, free-flowing, "non-linear" manner, such that many ideas are generated in an emergent cognitive fashion”

Source - https://en.wikipedia.org/wiki/Divergent_thinking

DIVERGENT THINKING



CONVERGENT THINKING



What did you see?

How many **blue**
shapes did you see?

How many **green**
shapes did you see?



We only see what we focus on



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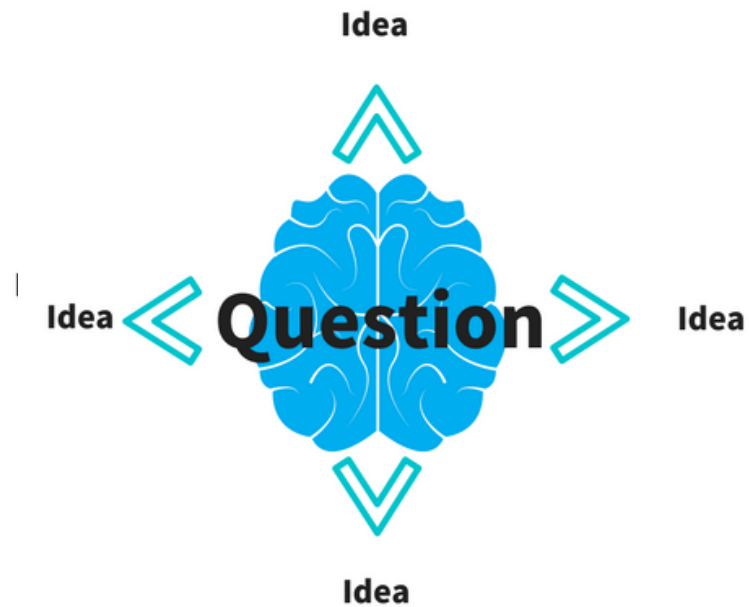
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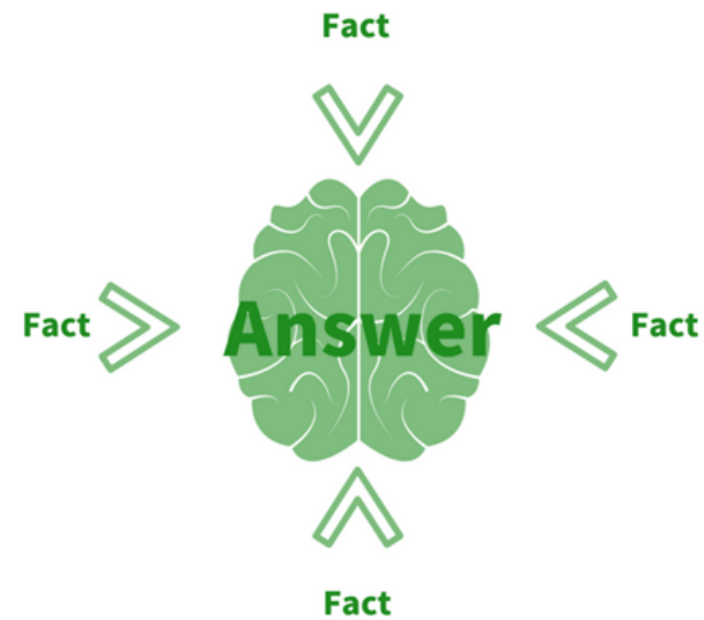
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DIVERGENT THINKING



CONVERGENT THINKING



Divergent thinking means...

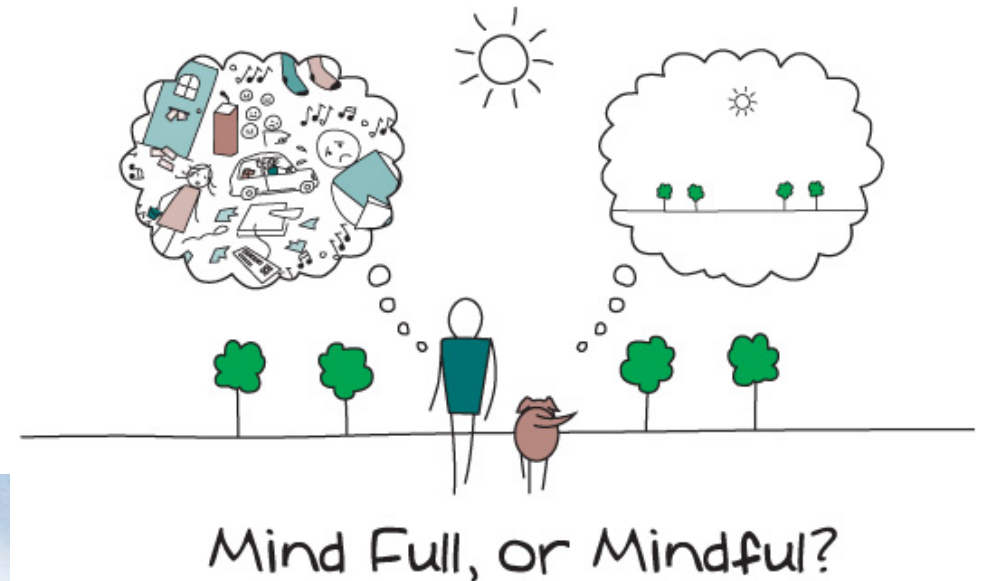
- Ask better questions
- Being open and curious to new ways of thinking
- Focus on what you DO want not don't want
- You don't have to have all the answers
- Know it's ok and normal to feel uncertain and anxious
- Think about life as a 'mind-map' not a set of 'clear steps'

*Q 1. How am I
being a divergent
thinker?*

R – Rest your mind

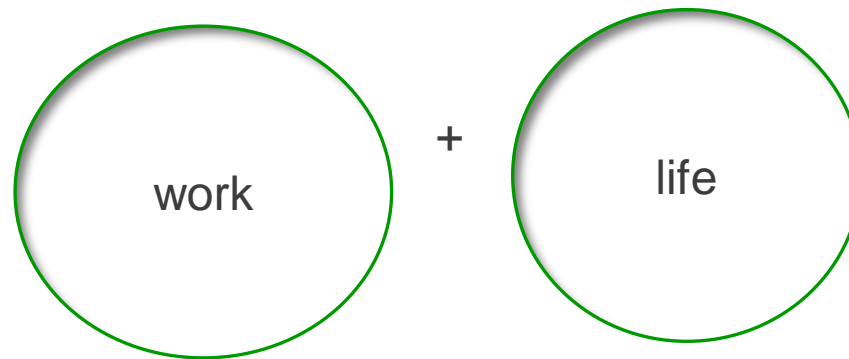
Mindfulness is paying attention, in a particular way, on purpose, in the present moment, nonjudgmentally.

Kabat-Zinn, 1990

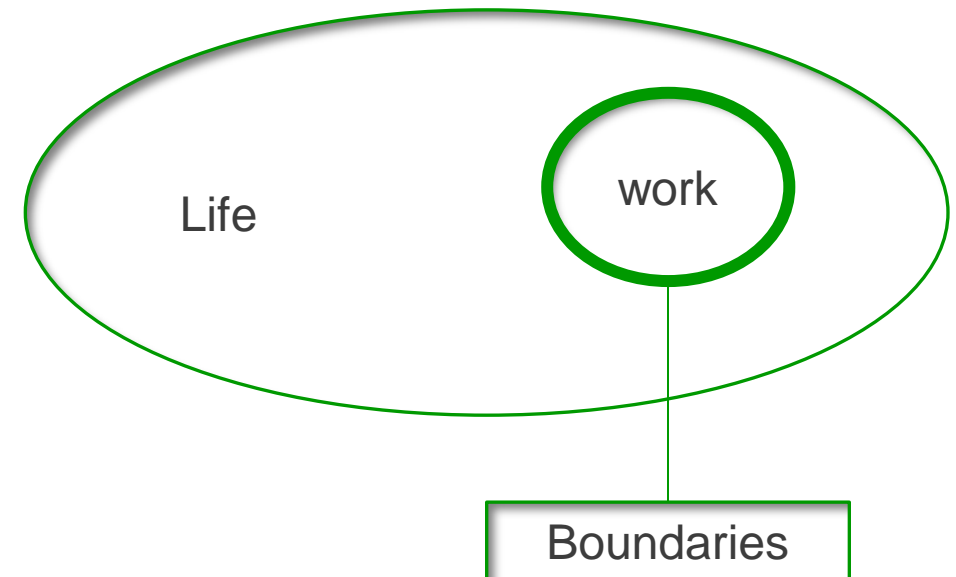


Work-life balance

What we think it is



How it really is



Stress





SYMPATHETIC NERVOUS SYSTEM

Stress Response

Revs you up, preparing you to fight, take flight or freeze

- Heart beats fast
- Breath is fast and shallow
- Pupils of eyes expand (can make you sensitive to light)
- Gut becomes inactive (difficult to digest)
- Blood rushes to your skeletal muscles and away from your brain, making it hard to think clearly
- Hormones rush through your body, making you feel anxious
- Expend your energy



PARASYMPATHETIC NERVOUS SYSTEM

Relaxation Response

Calms you down, preparing you to rest, think and restore

- Heart beats in slow, rhythmic pattern
- Breath is full and slow
- Pupils of eyes shrink
- Gut is active (helps you digest and absorb the nutrients from your food)
- Increased blood flow to gut, lungs and brain
- Hormones rush in, lifting your mood and helping you to relax
- Conserves your energy



zensationalkids.com



Great apps



INSIGHT
Peace in our Timer

*Q 2. When & how
do you rest your
mind?*



A - Awareness

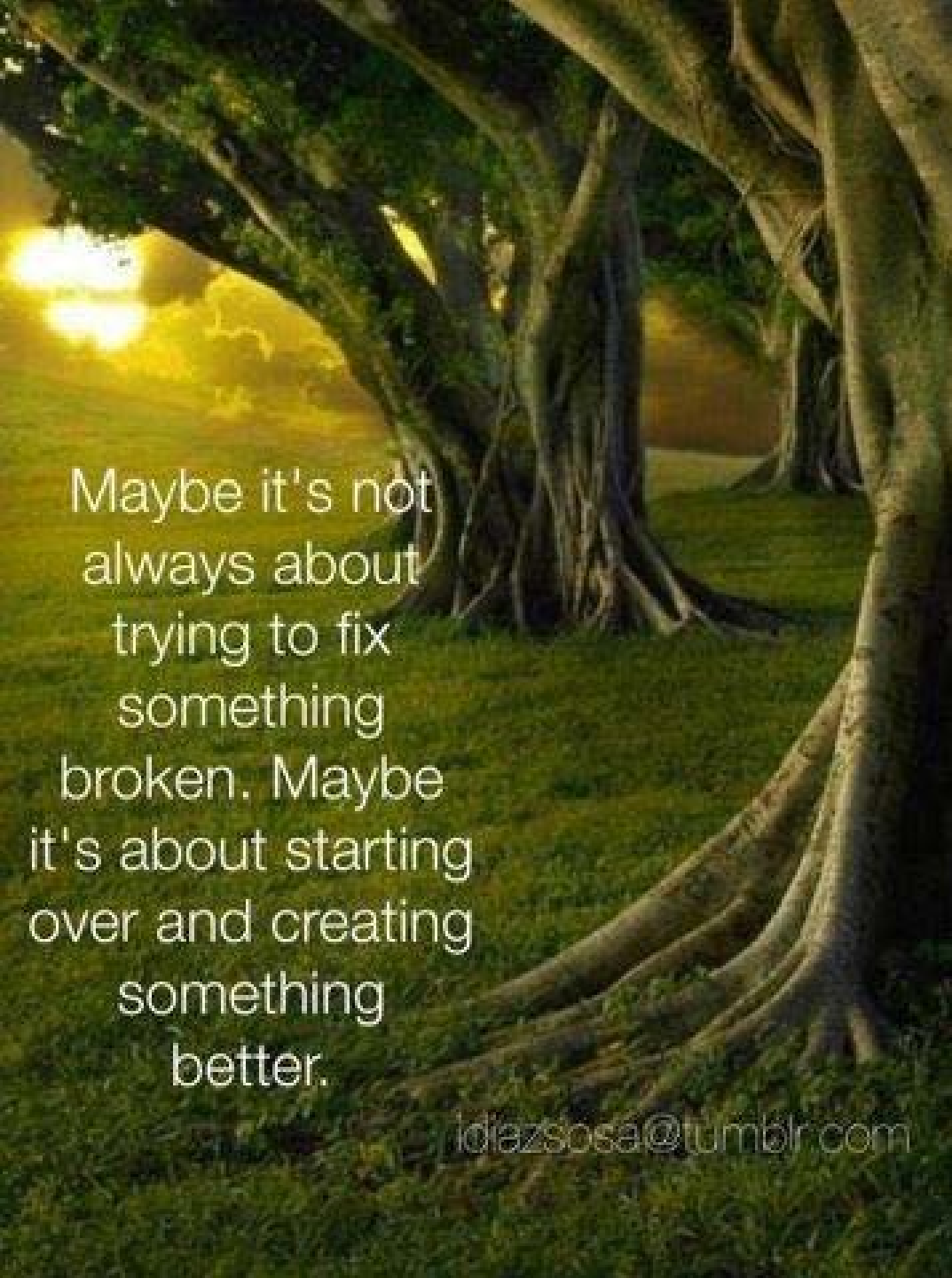


Check-in with yourself





RESOURCES
www.teacher-wellbeing.com.au



Maybe it's not
always about
trying to fix
something
broken. Maybe
it's about starting
over and creating
something
better.

ldiazsosa@tumblr.com

*Q 3. Which domain of
wellbeing needs your
attention today?*

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B – Believe you are enough



*Q 4. Describe a time
you had a positive
impact on someone at
work*

“It is not our job to toughen our children to face a cruel and heartless world. It’s our job to raise children who will make the world a little less cruel and heartless.” – L.R. Knost

<https://www.facebook.com/Institute of HeartMath>

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C – Celebrate daily wins



Share the good stuff



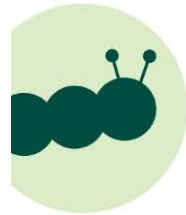
Creativity Perspective
Judgment Curiosity
Honesty Bravery HUMOR Fairness
PERSEVERANCE Zest
Teamwork
Love Kindness Leadership
Love of Learning
Social Intelligence PRUDENCE
Forgiveness Humility Gratitude SELF-REGULATION
Appreciation of Beauty & Excellence HOPE Spirituality



Q 5. *What went well today?*



FIRST AID FOR TEACHER WELLBEING



D DIVERGENT

Teachers constantly endure change. We must expand our perspective and look for new ways to make meaningful contributions

R REST

Teachers suffer from cognitive fatigue with decision overload. We must rest our mind



A AWARENESS

Teachers give so much to others. We must also be aware of how we are thinking, feeling and behaving.

B BELIEVE

Teachers are human beings not human doings. We must believe what we do is enough.



C CELEBRATE

Teachers often celebrate the achievements of students. We must acknowledge our daily efforts too.



WWW.TEACHER-WELLBEING.COM.AU



What area will you focus on?



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What does the evidence say?

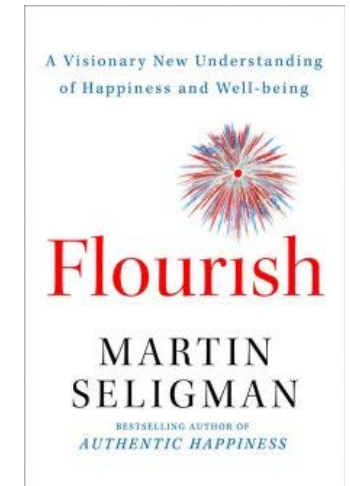


Positive Psychology - the science of wellbeing

Positive psychology is "the scientific study of what makes life most worth living" (Peterson, 2008)

"The study of conditions and processes that contribute to the flourishing or optimal functioning of people, groups, and institutions." Gable and Haidt (2005)

It has also been defined as the study of the strengths and virtues that enable individuals, communities and organisations to thrive. (Gable & Haidt, 2005, Sheldon & King, 2001)



A Shift in perspective

Move from A Deficit
Mindset

To A Strengths Mindset

- | | | |
|--|-------|--|
| • <i>Repairing problems</i> | ————→ | • <i>Building resilience</i> |
| • <i>Healing wounds</i> | ————→ | • <i>Gaining learnings</i> |
| • <i>Identifying defects</i> | ————→ | • <i>Recognise possibility</i> |
| • <i>Notice what's wrong with people</i> | ————→ | • <i>Notice what's right with people</i> |
| • <i>Fixing what's broken</i> | | • <i>Navigating change</i> |

In a
nutshell

Ships don't sink because
of the water around them;
ships sink because of the
water that gets in them.
Don't let what's happening
around you get inside you
and weigh you down.

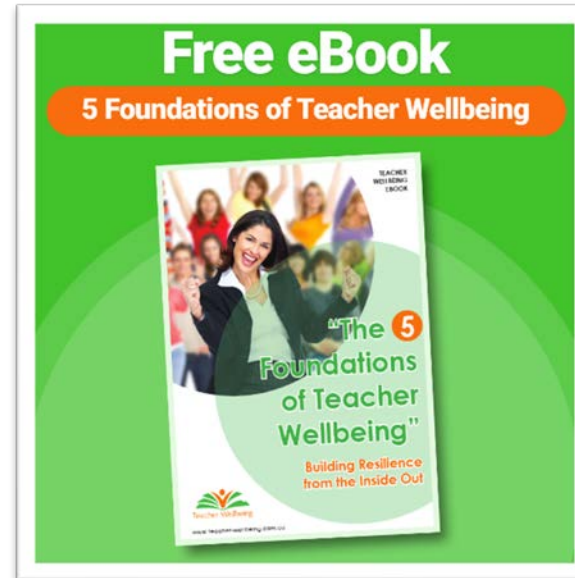


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You are enough
You have enough
You do enough

It's time to give
back to you



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