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**Equip secondary school teachers with the knowledge, strategies, and tools to effectively support the mental health and wellbeing of both students and staff, integrating evidence-based practices and innovative educational approaches**



## Nugget 1

# Mental Health and Positive School Climate

Unit 1.1 : Understanding Mental Health and Wellbeing in Schools

Unit 1.2 : Planning a Sustainable Wellbeing Culture in School Environment

Unit 1.3: A Whole School Approach



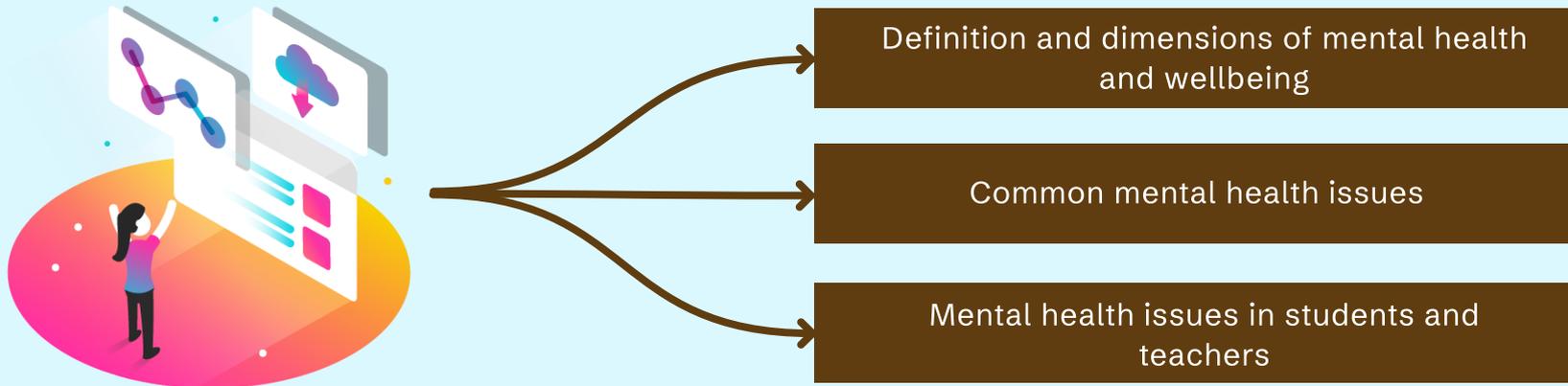
## Unit 1.1

Understanding Mental Health and Wellbeing in Schools



### Learning Outcomes

- Understand the importance of mental health and wellbeing
- Acknowledge the spread of mental illness
- Identify the signs of mental health challenges among students and teachers





## Definition and dimensions of mental health and wellbeing



### Mental Health

The World Health Organization (WHO) defines mental health as "a state of well-being in which an 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"



### Wellbeing

Wellbeing is a broader concept that encompasses mental health, physical health, and social health. It's a state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity.





## Dimensions of Wellbeing

**Physical:** This dimension relates to physical health, including diet, exercise, and sleep.

**Emotional:** This dimension involves understanding and managing emotions, building resilience, and developing positive relationships.

**Social:** This dimension focuses on building and maintaining strong social connections, including family, friends, and community.

**Intellectual:** This dimension involves engaging in stimulating activities, learning new skills, and critical thinking.

**Spiritual:** This dimension relates to finding meaning and purpose in life, connecting with something larger than oneself, and practicing mindfulness.

**Occupational:** This dimension involves finding satisfaction and fulfillment in work or other meaningful activities.

**Environmental:** This dimension focuses on creating a healthy and supportive environment, both indoors and outdoors.



# Common mental health issues



Anxiety

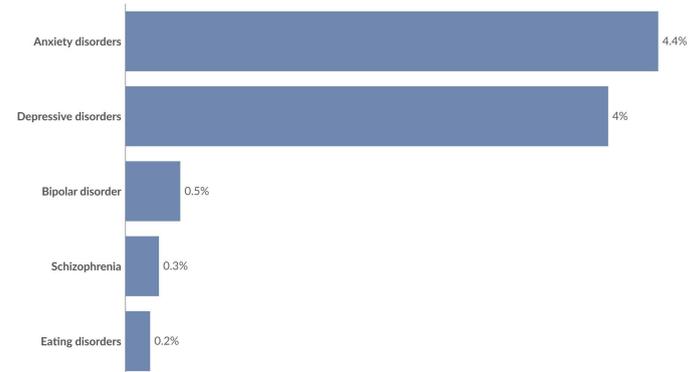
Depression

Eating Disorder

## Mental illnesses prevalence, World, 2021

Our World in Data

The estimated share of people with each mental illness in a given year, whether or not they were diagnosed, based on representative surveys, medical data and statistical modeling.



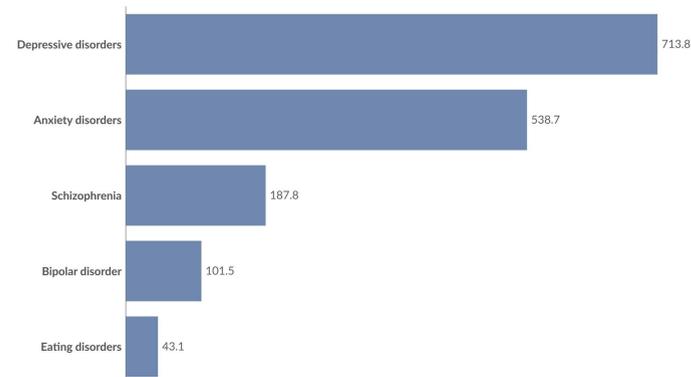
Data source: IHME, Global Burden of Disease (2024)

OurWorldinData.org/mental-health | CC BY

## Burden of disease from each category of mental illness, World, 2021

Our World in Data

Estimated number of disability-adjusted life years (DALYs)<sup>1</sup> per 100,000 people, broken down by category of mental illness.



Data source: IHME, Global Burden of Disease (2024)

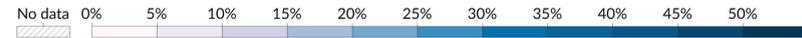
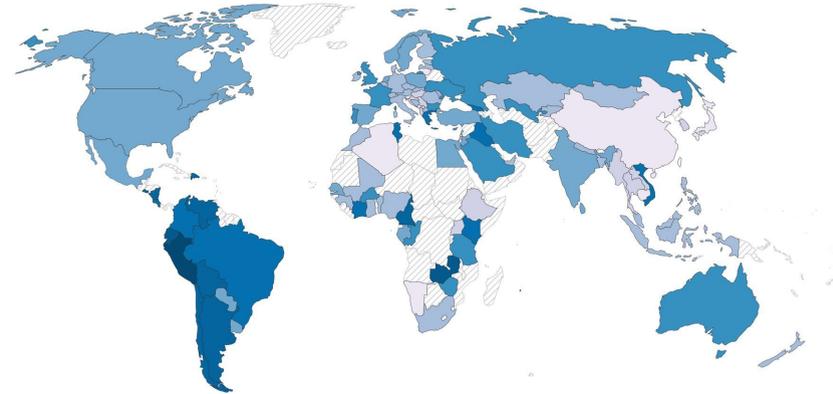
OurWorldinData.org/mental-health | CC BY

1. **Disability-adjusted life years:** Disability-adjusted life years (DALYs) measure the total burden of disease – both from years of life lost due to premature death and years lived with a disability. One DALY equals one year of healthy life. [Learn more about how the burden of disease is measured in our article.](#)

## Share who report lifetime anxiety or depression, 2020

Our World in Data

Respondents were asked 'Have you ever been so anxious or depressed that you could not continue your regular daily activities as you normally would for two weeks or longer?'



Data source: Wellcome Global Monitor (2021)

OurWorldinData.org/mental-health | CC BY

Next



**Depression** is a common but serious mood disorder that causes persistent feelings of sadness, hopelessness, and a loss of interest in activities. It can significantly impact a person's thoughts, feelings, and behaviors, affecting their daily life.



**Anxiety** is a common human emotion characterized by feelings of worry, nervousness, unease, and fear. It's a natural response to stress, but when it becomes excessive or persistent, it can interfere with daily life.



**Eating disorder** is a serious mental health condition characterized by abnormal eating behaviors that adversely affect a person's physical or mental health. These behaviors can involve eating too much or too little, and they often stem from a distorted body image and unhealthy thoughts about food, weight, and shape.

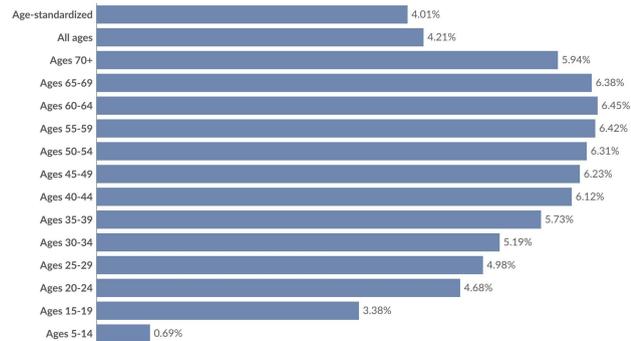


# Common mental health issues by age



## Depressive disorders prevalence, by age, World, 2021

Estimated share of people who have depressive disorders<sup>1</sup>, whether or not they are diagnosed, based on representative surveys, medical data and statistical modelling.

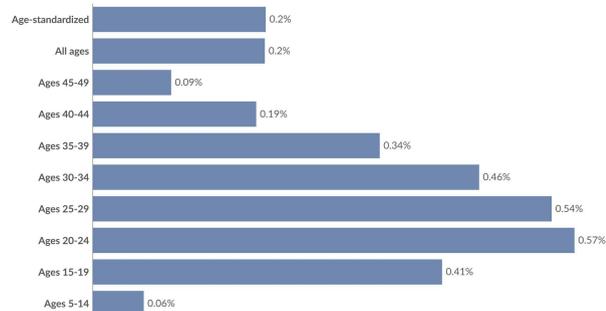


Data source: IHME, Global Burden of Disease (2024) | OurWorldinData.org/mental-health | CC BY

<sup>1</sup> Depressive disorders: Depressive disorders are defined by the ICD as a group of conditions that involve significant, persistent feelings of sadness or a loss of interest, along with several other symptoms. [Read more: How are mental illnesses defined?](#) [Find out how each illness is diagnosed in the International Classification of Diseases manual.](#)

## Eating disorders prevalence, by age, World, 2021

Estimated share of people who had eating disorders<sup>1</sup> (only includes anorexia nervosa and bulimia nervosa) in the past year, whether or not they were diagnosed, based on representative surveys, medical data and statistical modelling.

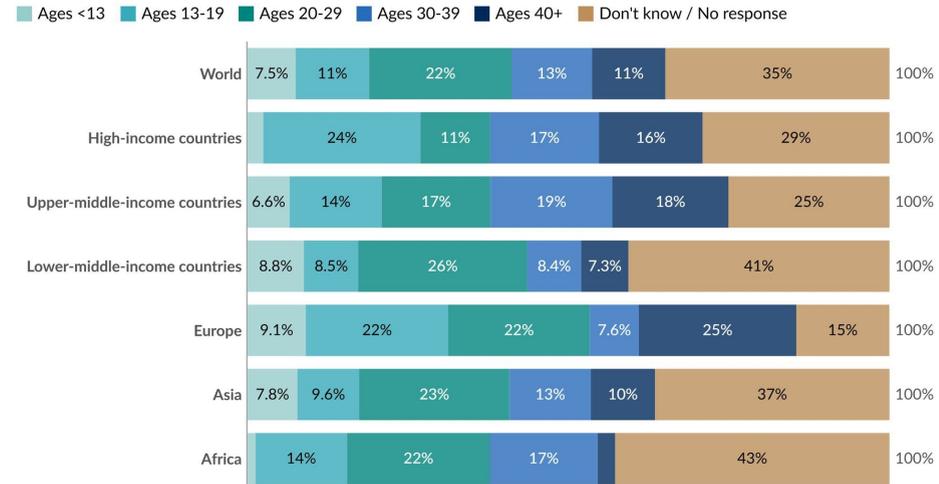


Data source: IHME, Global Burden of Disease (2024) | OurWorldinData.org/mental-health | CC BY

<sup>1</sup> Eating disorders: Eating disorders are defined by the ICD as a group of conditions that involve abnormal behaviors and preoccupations with food, along with strong concerns about body weight and shape. [Read more: How are mental illnesses defined?](#) [Find out how each illness is diagnosed in the International Classification of Diseases manual.](#)

## Age when first had anxiety or depression, 2020

Respondents who reported that they 'felt so anxious or depressed that they could not continue their regular daily activities as they normally would for two weeks or longer' were asked what age they were when they first felt this way.



Data source: Wellcome Global Monitor (2021)

OurWorldinData.org/mental-health | CC BY



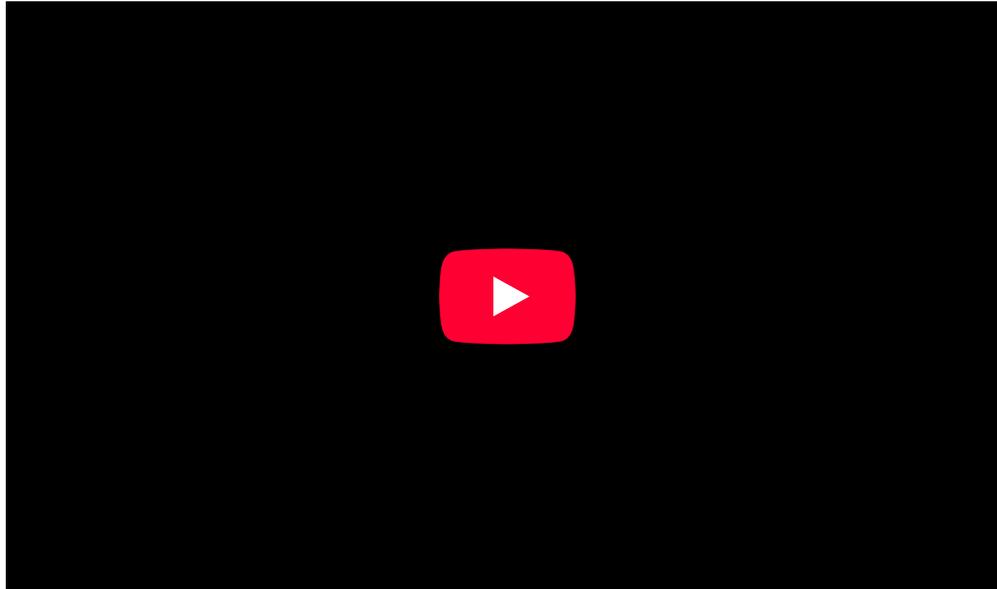
## Mental health issues in teachers



Next



## Mental health issues in teachers



### Teacher's Mental Health & Wellbeing Stats 2022 (In the last twelve months)





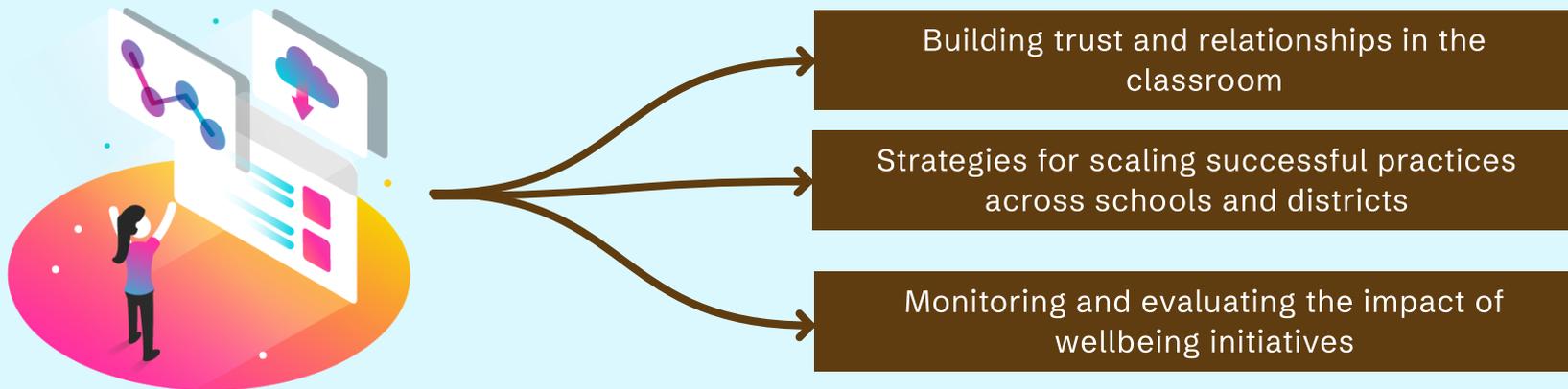
## Unit 1.2

### Planning a Sustainable Wellbeing Culture in School Environment



### Learning Outcomes

- Promote active participation and a sense of belonging among students and staff
- Learn strategies to sustain wellbeing practices in the long term
- Develop a plan for continuous improvement and evaluation of wellbeing initiatives





## Building trust and relationships in the classroom



When students feel valued, respected, and supported, they are more engaged and motivated to learn. A positive classroom environment, where students feel they belong, can significantly enhance the learning experience.



### Key Strategies

- Get to Know Your Students
- Create a Supportive Classroom Culture
- Communicate Effectively
- Show Empathy and Understanding
- Personalize Learning Experiences
- Be a Positive Role Model



- Acknowledge and validate students' feelings.
- Create a safe space for students to express themselves.
- Be responsive to their needs and adapt your teaching approach to their individual learning styles.



- Differentiate instruction to meet diverse needs.
- Incorporate student choice and voice into assignments and projects.
- Empower students to take ownership of their learning.



- Take the time to learn about each student's interests, strengths, and challenges.
- Engage in conversations, ask questions, and actively listen to their responses.
- Show genuine interest in their lives and experiences.



- Demonstrate positive values, behaviors, and attitudes.
- Model effective communication, problem-solving, and respect.
- Be mindful of your words and actions.



- Foster a positive and inclusive environment where every student feels valued.
- Encourage collaboration, empathy, and mutual respect among students.
- Set clear expectations and consistently reinforce positive behavior.
- Celebrate diversity and promote inclusivity in the curriculum.



- Use clear and concise language.
- Actively listen to students' thoughts, concerns, and ideas.
- Provide constructive feedback.
- Regularly communicate with parents or guardians to keep them informed.



# Strategies for scaling successful practices across schools and districts



To ensure that new educational interventions have a lasting impact, it's crucial to move beyond superficial implementation and foster deep, systemic change.

## The Role of Piloting

Piloting an intervention is a crucial step in the scaling process. It allows educators to:

- Test the intervention's effectiveness in a real-world setting.
- Identify necessary supports and resources.
- Build ownership among key stakeholders.

A well-designed pilot involves a cross-functional team of educators and leaders.

## Scaling the Intervention

Requirements:

- Building Ownership: Enlisting the support of teacher leaders to champion the intervention.
- Clarifying Expectations: Articulating how the intervention fits into existing goals and how it should change teacher practices.
- Monitoring Implementation: Tracking the quality of implementation and providing ongoing support.

## Institutionalizing Change

Requirements:

- Building Capacity: Ensuring that educators have the necessary skills and knowledge to implement the intervention effectively.
- Creating Supportive Structures: Providing ongoing support and resources to maintain implementation fidelity.
- Celebrating Success: Recognizing and rewarding educators who are successfully implementing the intervention.



## Monitoring and evaluating the impact of wellbeing initiatives



To ensure that health and well-being programs are effective, schools must continually monitor and assess their impact.



### How?

- Short-term outcomes: feedback from students, parents, and staff
- Long-term outcomes: students' health, behavior, and academic performance



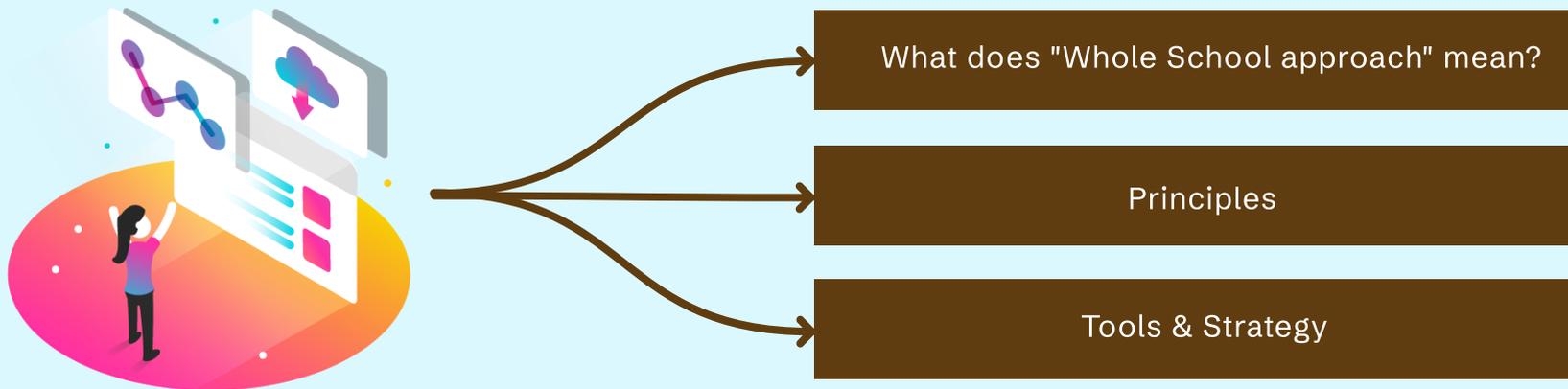
## Unit 1.3

A Whole School Approach



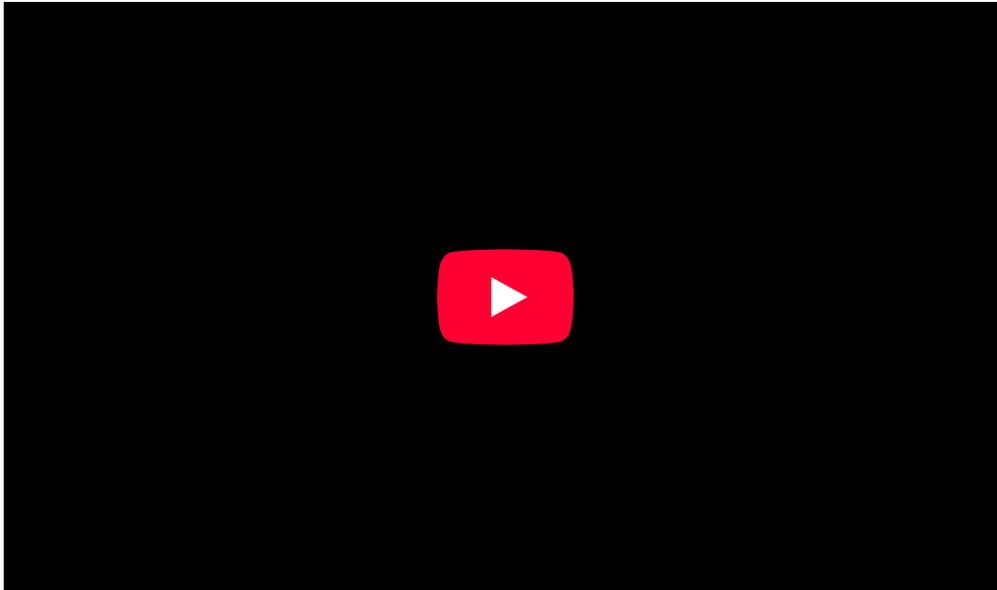
### Learning Outcomes

- Understand what the whole school approach is
- Learn the WSA principle
- Acquire the tools and strategy to apply the principles learnt





## What does "Whole School approach" mean?



A Whole-School Approach to Mental Health and Wellbeing Framework is a comprehensive plan that aims to promote the mental health and wellbeing of all students and staff within a school setting. It involves a collaborative effort from everyone in the school community, including teachers, support staff, parents, and students.



# Principles



## Eight principles to promoting a whole school approach to emotional health and wellbeing.

Public Health England 2015





## Tools and strategies



### Tools

**Policies and procedures:** Clear policies and procedures for promoting mental health and wellbeing, including bullying and anti-discrimination policies.

**Staff training:** Training for staff on mental health awareness, early intervention, and how to support students' emotional needs.

**Curriculum:** Integrating mental health and wellbeing into the curriculum, such as through lessons on emotional intelligence, resilience, and healthy relationships.

**Support services:** Access to mental health support services, such as counseling, therapy, and peer support groups.

**Monitoring and evaluation:** Regular monitoring and evaluation of the school's mental health and wellbeing initiatives to ensure their effectiveness.

### Strategy

**Whole-school involvement:** The entire school community, including teachers, support staff, parents, and students, should be involved in promoting mental health and wellbeing.

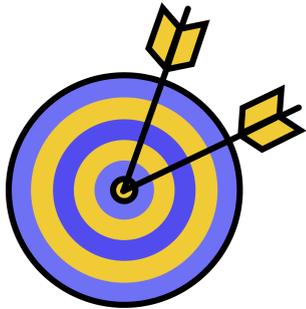
**Positive school culture:** The school should foster a positive and inclusive school culture that promotes respect, empathy, and understanding.

**Early intervention:** Early identification and intervention for students experiencing mental health difficulties is crucial.

**Targeted support:** Schools should provide targeted support for students with specific needs, such as counseling or therapy.

**Staff wellbeing:** The mental health and wellbeing of staff is essential to support the wellbeing of students.

**Collaboration:** Schools should collaborate with other agencies and organizations to provide comprehensive support for students.





## Nuggets 1. Final Activities



### Activity 1

Reflect on:

- What kind of strategy do you use actually to build trust and relationships in your classroom?
- Do you monitor the results?
- Are some other strategies that you are thinking to implement?

### Activity 2

How can you implement a Whole-School Approach in you school?  
Which stakeholder do you need to involve?



## Nugget 2

# Creating, Integrating, implementing a Positive School Climate

Unit 1: Integrating Social and Emotional  
Learning (SEL) into the Curriculum

Unit 2 : Implementing Self-Regulated  
Learning and Arts Education



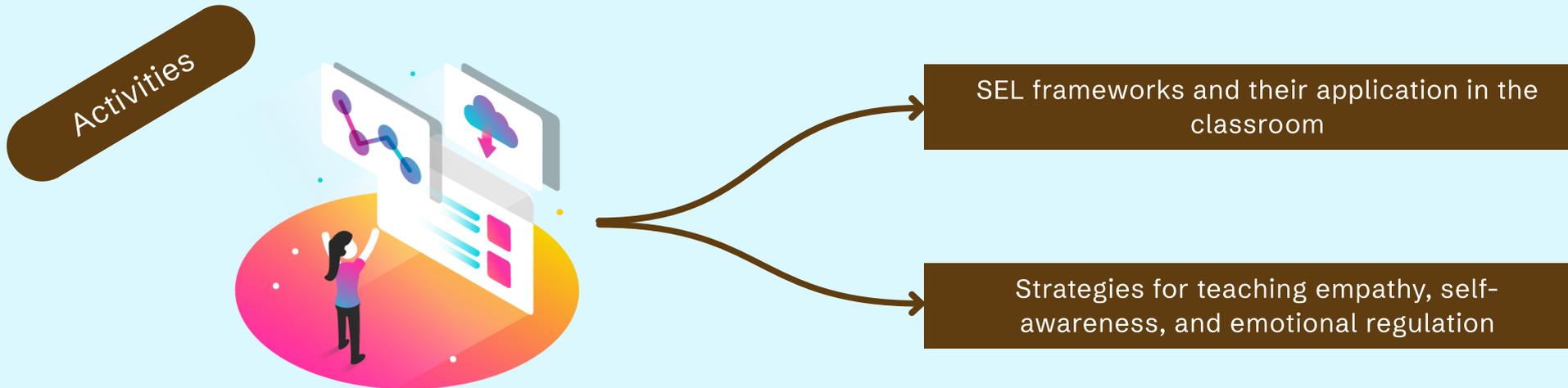
## Unit 2.1

Integrating Social and Emotional Learning (SEL) into the Curriculum



### Learning Outcomes

- Understand the principles of SEL and how to integrate them into the classroom
- Develop activities that foster emotional regulation and resilience in students





# Have you ever tried...

- Role-playing scenarios for conflict resolution and peer support
- Development of a school climate improvement plan
- text text text
- text text text
- text text text

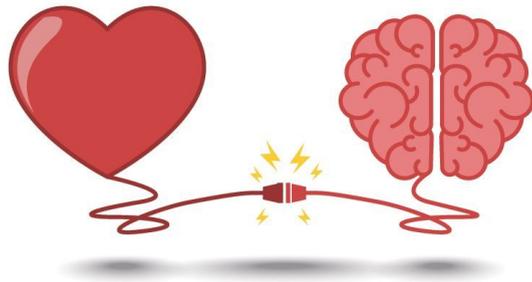
Suggested sources



# Integrating Social and Emotional Learning (SEL) into the Curriculum



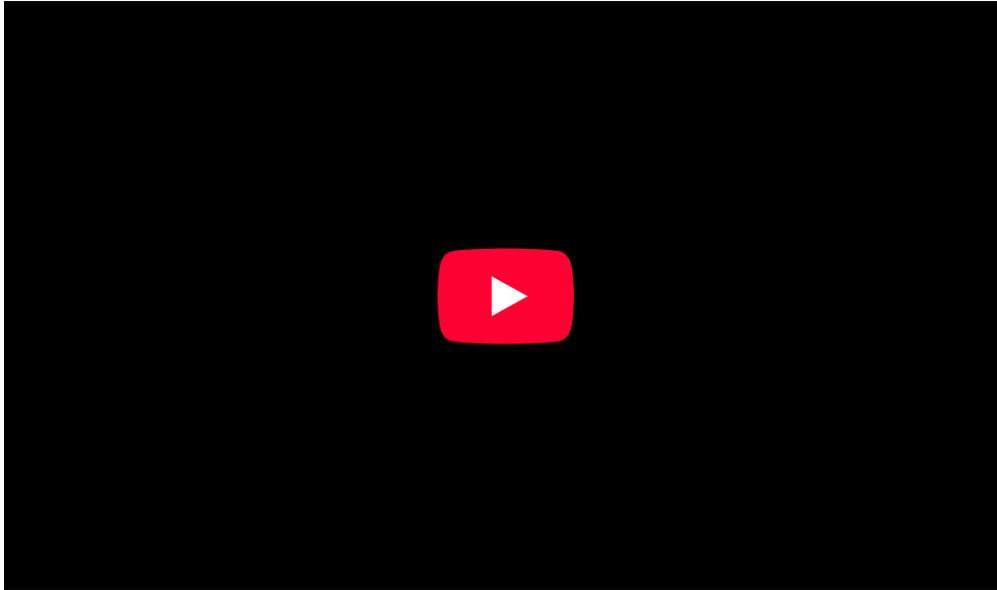
## Social and Emotional Learning



SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.



# Integrating Social and Emotional Learning (SEL) into the Curriculum



## SEL frameworks

Several SEL (Social-Emotional Learning) frameworks exist, each with its unique approach to fostering social and emotional skills in students.

The CASEL is one of the most commonly used framework





## CASEL framework

CASEL stands for:

Collaborative for Academic, Social, and Emotional Learning

Social and emotional learning is a foundation for many most pressing priorities: SEL helps young people – and adults – learn and practice skills that set them up for academic success, fulfilling careers, healthy relationships, and responsible civic engagement.

The research is clear: Social and emotional learning in schools leads to positive outcomes, including better academic performance, and decreases in stress and anxiety.

There's no one-size-fits-all approach: Social and emotional learning brings families, schools, and communities together to make sure every child has caring relationships and what they need to learn, grow, and thrive.



# Integrating Social and Emotional Learning (SEL) into the Curriculum



## Key competencies

- **Self awareness:** SEL strategies enable students to recognize their emotional states and triggers
- **Self-Management:** Learning activities equip young people with SEL strategies to control their responses and behaviors in various situations.
- **Social Awareness:** Students learn to appreciate diversity and understand the perspectives of others.
- **Relationship Building:** Lessons help develop relationship skills crucial for forming healthy and lasting connections.
- **Responsible Decision-Making:** Students learn processes that guide them to make ethical and constructive choices.



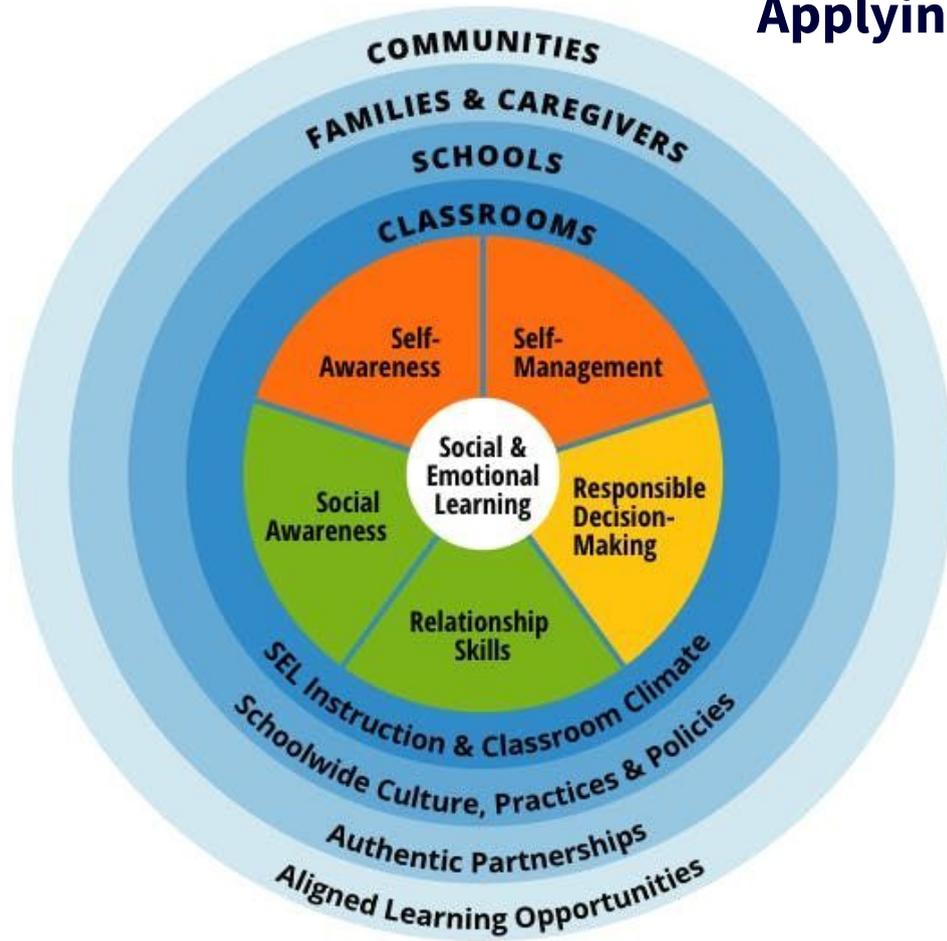
# Integrating Social and Emotional Learning (SEL) into the Curriculum



## Applying SEL frameworks in the classroom

At the heart of the model is the classroom instruction focus and the five competencies

Around the classroom focus is the school-wide elements that support the social and emotional learning in the classroom and outside.





## Collaborative effort

Families and communities to support social and emotional growth

It is not a standalone in-the-classroom program that is done in isolation from all the other elements that we know affect growth in this area.

A classroom program that focuses on students' growth in emotional learning is not efficient in a system where there are harsh school-wide consequences for emotional outbursts. With all the skills that students learn, they need time to get things wrong, practice using them, get it right, and see how it feels.



# Strategies for teaching empathy, self-awareness, and emotional regulation



## Classroom strategies

- **Explicit Instruction:** Directly teach SEL skills through lessons, discussions, and activities.
- **Modeling:** Demonstrate desired behaviors and attitudes to students.
- **Role-Playing:** Provide opportunities for students to practice social skills in a safe and supportive environment.
- **Cooperative Learning:** Encourage students to work together on tasks, promoting collaboration and communication.
- **Problem-Solving Activities:** Present real-world scenarios for students to analyze and develop solutions.
- **Mindfulness and Meditation:** Teach students techniques to manage stress, focus attention, and regulate emotions.
- **Positive Reinforcement:** Recognize and reward positive behaviors and attitudes.





## Mindfulness Exercise

**Activity:** Mindful Breathing

**Explain** to students that mindfulness is paying attention to the present moment without judgment.

**Instruct** students to sit quietly with their eyes closed.

**Guide** them through a deep breath, inhaling slowly through the nose and exhaling slowly through the mouth.

**Encourage** them to focus on the sensation of their breath.

Use calming language, such as "Let's take a deep breath in... and a long breath out..."

After a few minutes, have students open their eyes and share their experiences.

**Ask** questions like:

"How did your body feel during the exercise?"

"What thoughts came to mind?"

"Did you notice any changes in your feelings?"



# Strategies for teaching empathy, self-awareness, and emotional regulation



## School-wide strategies

- **Positive School Climate:** Create a supportive and inclusive school environment.
- **Social-Emotional Learning Programs:** Implement evidence-based programs to teach SEL skills.
- **Professional Development:** Provide teachers with training on SEL strategies and techniques.
- **Family Engagement:** Involve families in their child's social and emotional development.
- **Community Partnerships:** Collaborate with community organizations to provide additional SEL support.





## Engaging Families

**Board Game Tournament:** Set up various board games, such as chess, checkers, or card games. Encourage families to play together and have friendly competitions.

**Art Station:** Provide art supplies like crayons, markers, and paper. Families can create artwork together, expressing their creativity and emotions.

**Storytelling Corner:** Have a cozy reading nook with books and blankets. Families can read stories together, sharing their favorite characters and lessons.

**Mindfulness Activity:** Lead a short mindfulness exercise, such as guided breathing or meditation. This can help families relax and connect with each other.

**Snack and Chat:** Provide healthy snacks and drinks. Families can mingle, share stories, and get to know other families in the community.



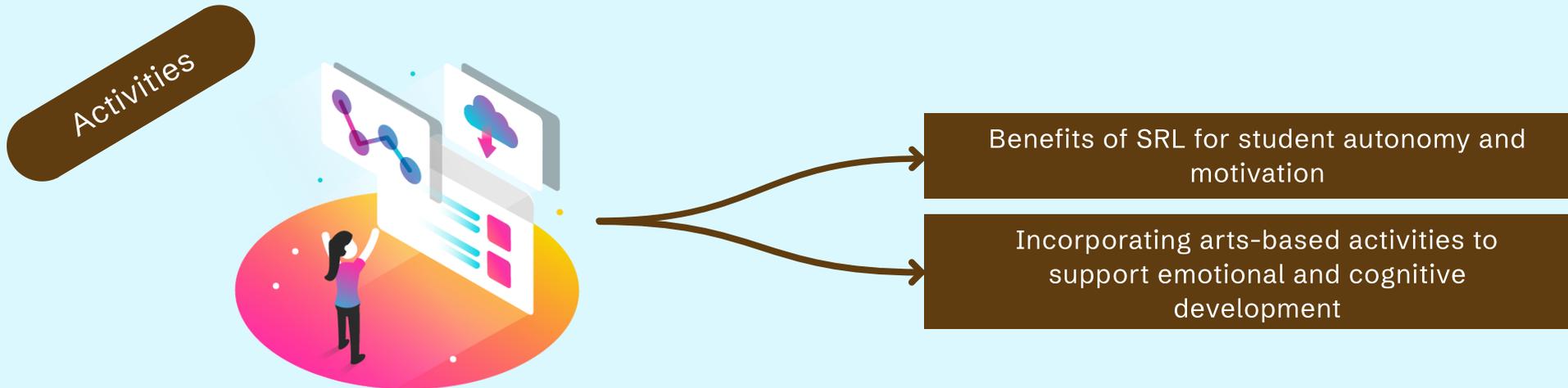
## Unit 2.2

Implementing Self-Regulated Learning and Arts Education



### Learning Outcomes

- Utilize self-regulated learning (SRL) techniques to improve student engagement and achievement
- Explore the role of arts education in enhancing student wellbeing





# Have you ever tried...

- Role-playing scenarios for conflict resolution and peer support
- Development of a school climate improvement plan
- text text text
- text text text
- text text text

Suggested sources

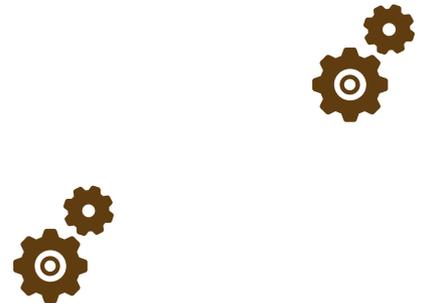


## Benefits of SRL for student autonomy and motivation

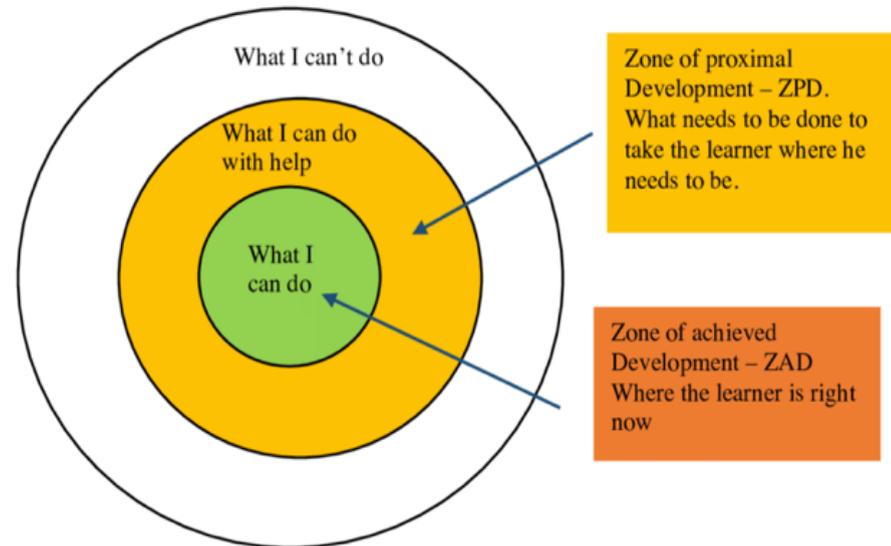


### What is SRL?

Self-regulated learning (SRL) is a respected educational approach which encourages students to take control of their own unique learning journey. In this approach, students are guided through the process of effectively planning, monitoring, and reflecting on their work. There are a number of key advantages of this approach, including improved academic performance, better time management, and higher levels of motivation. The concept of SRL gained prominence in the 1980s and draws on various theoretical perspectives, such as **constructivism**, cognitive theory, and Vygotsky's theory of the **Zone of Proximal Development**.

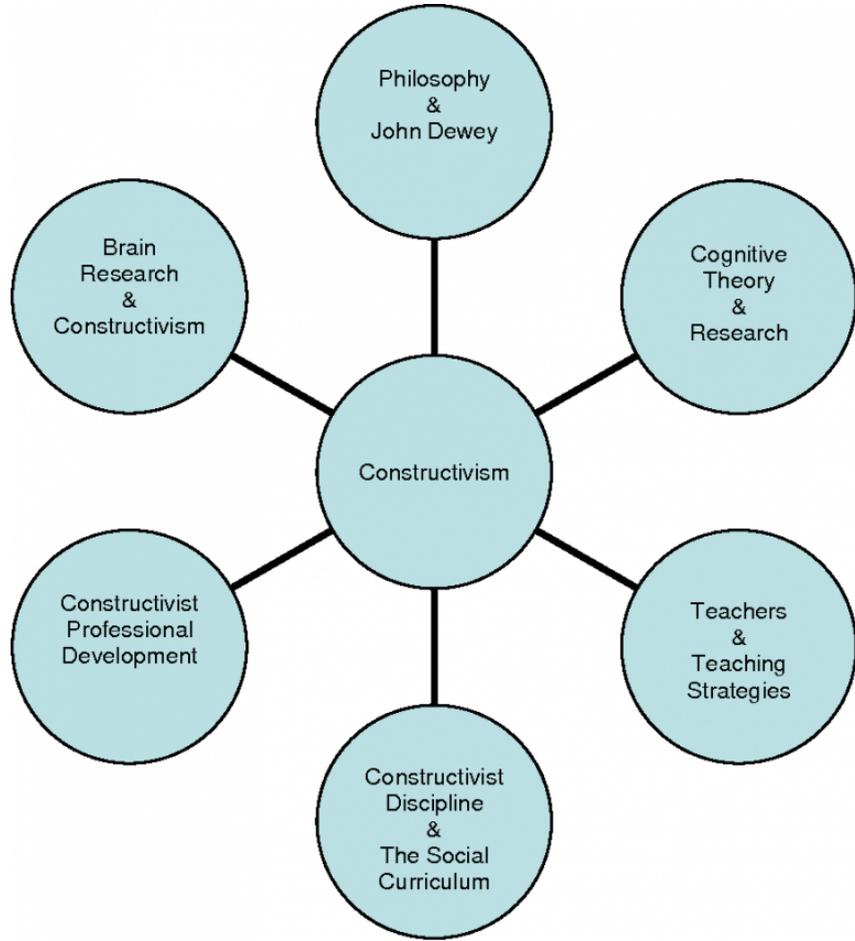


# Zone of Proximity





# Constructivism





## Benefits of SRL for student autonomy and motivation



### Goal setting and self-monitoring

**Technique:** Students set specific, measurable, achievable, relevant, and time-bound (SMART) goals for their learning.

- Implementation:**
- **Goal setting:** Guide students to set clear and realistic goals for a particular task or project.
  - **Self-monitoring:** Encourage students to track their progress toward their goals using a planner or a digital tool.
  - **Reflection:** Have students reflect on their performance and identify areas for improvement.



## Benefits of SRL for student autonomy and motivation



### Time management and organizational strategies

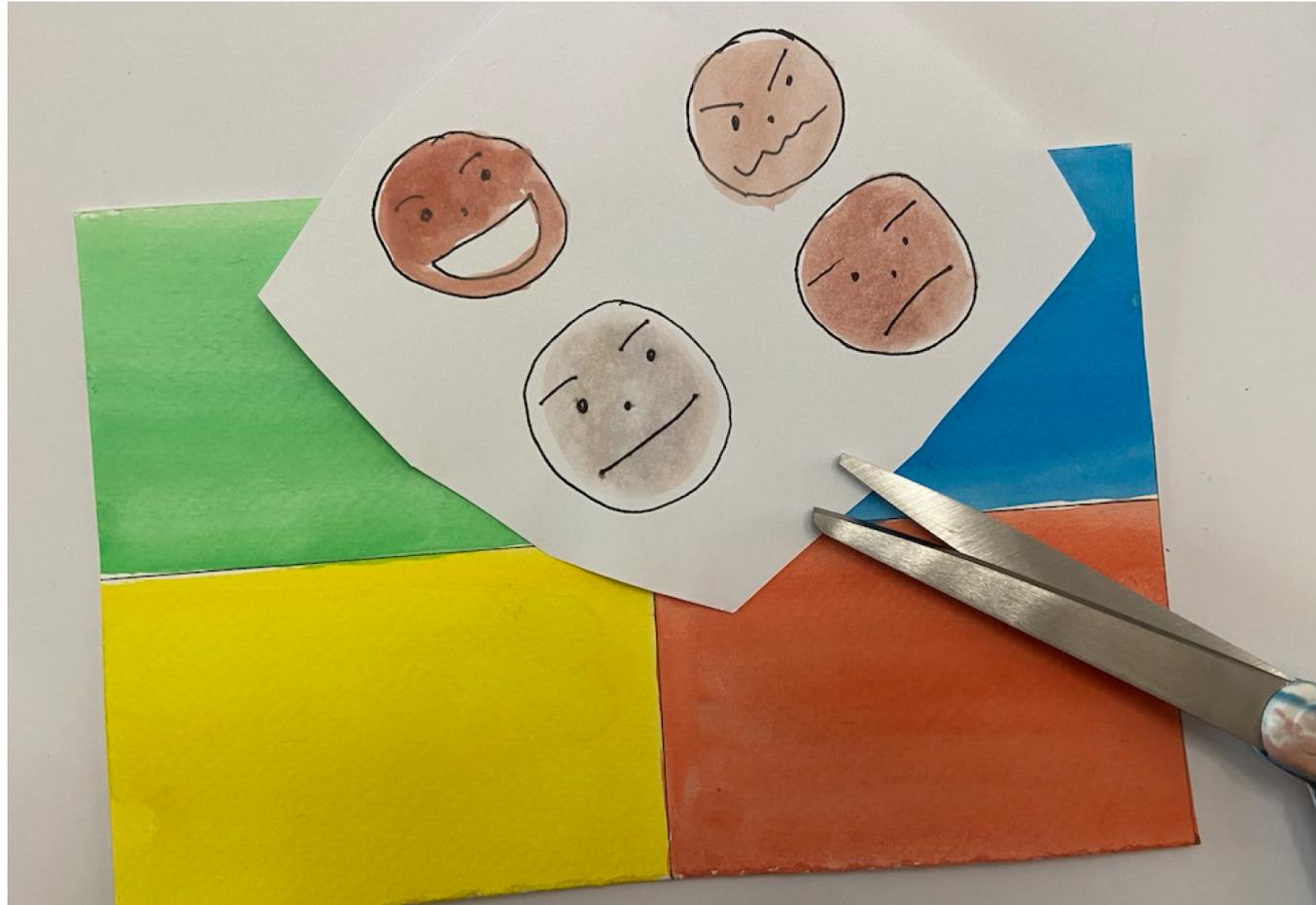
**Technique:** Students learn to manage their time effectively and organize their learning materials.

**Implementation:**

- **Time management:** Teach students time management techniques, such as creating schedules and prioritizing tasks.
- **Organizational strategies:** students to use organizational tools like notebooks, folders, and digital organizers.
- **Study skills:** Provide instruction on effective study strategies, such as note-taking, summarizing, and reviewing.

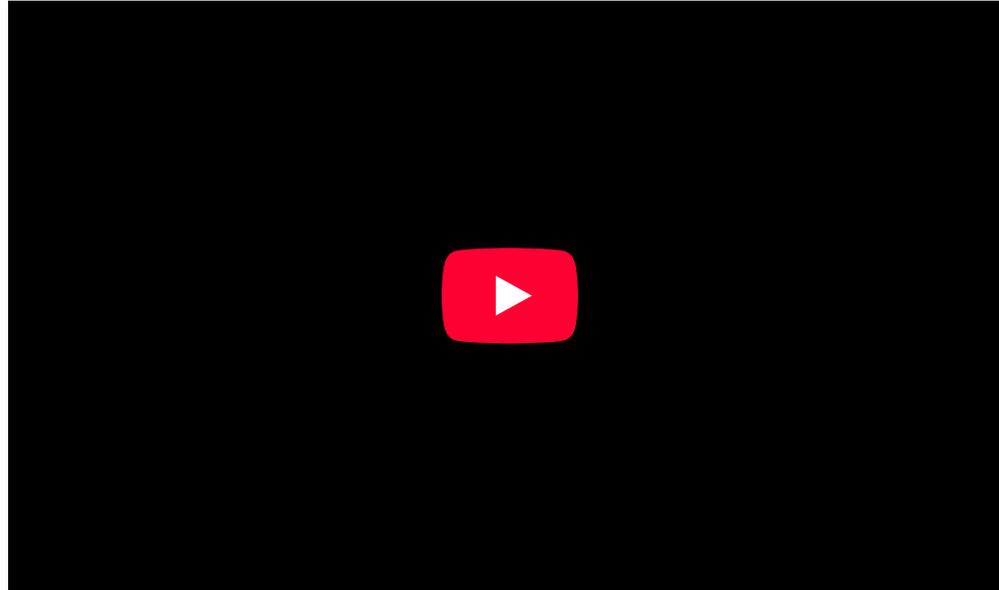


## Incorporating arts-based activities to support emotional and cognitive development





## Incorporating arts-based activities to support emotional and cognitive development



By creating art, students process complex feelings and develop a deeper understanding of themselves and others. This self-awareness is a key component to acquiring the social and emotional skills that lead to empathy and the formation of healthy relationships.



## Incorporating arts-based activities to support emotional and cognitive development



### Drawing Activity

**Instructions:** Have your students draw two different pictures to compare side by side. First, they will draw a picture of what they look like when they are happy. Second, they will draw a picture of what they look like when they are angry. Ask your student to include in the picture examples of things that make them happy or angry.

Here are some discussion questions that may be helpful when comparing the two pictures with your students:

- I see that you used dark/light colors, why did you choose those colors to express each emotion?
- Tell me about some of the things you chose to draw that make you feel happy or angry.
- Can you describe the features you included when you drew yourself happy or angry?
- What stands out the most to you about each picture?



## Incorporating arts-based activities to support emotional and cognitive development



### Music Activity

**Instructions:** An adult will play the first 10 seconds of a song or long enough for the first lyric or two to play. The students have to guess what emotion they hear in the song (happy, sad, angry). If there is more than one student you can keep track of who gets it right first and give points. After finding the right answer everyone playing can try singing the song with a different emotion intonation. For example, if it is a sad song try singing it cheerfully!

**In the classroom:** Try this activity in the classroom by asking your students to close their eyes while the song is playing so they can focus on the music. While their eyes are still closed, you can ask them to raise their hand if they think the song is happy, sad, etc. Students can win points and play individually or you can put them in teams.



## Nugget 3

# Designing Wellbeing Environments

Unit 3.1 : Designing Whole-School Wellbeing  
Policies

Unit 3.2 : Supporting Teacher Wellbeing

Unit 3.3 : Addressing Structural Barriers and  
Systemic Challenges



## Unit 3.1

### Designing Whole-School Wellbeing Policies



## Learning Outcomes

- Develop comprehensive policies that promote wellbeing for both students and staff
- Learn to advocate for systemic changes within the school environment



Components of effective wellbeing policies

Case studies of successful school-wide wellbeing programs

Strategies for engaging stakeholders  
(parents, community members,  
policymakers)



# Components of effective wellbeing policies



## Clear Vision and Goals

A well-defined vision and set of measurable goals are fundamental to the success of any wellbeing initiative. The policy should articulate a clear vision for a school community where students and staff thrive, both academically and emotionally. Specific, achievable goals should be established to guide the implementation of the policy and track progress over time.

## Leadership Commitment

Strong leadership commitment is essential to drive the implementation of a school wellbeing policy. School leaders must prioritize wellbeing, allocate adequate resources, and model healthy behaviors themselves. By demonstrating their dedication to the cause, leaders can inspire and motivate staff and students to embrace the policy's objectives.

## Collaborative Development

A successful wellbeing policy should be developed collaboratively with input from all stakeholders, including students, staff, parents, and community members. This inclusive approach ensures that the policy reflects the unique needs and priorities of the school community. By involving stakeholders in the development process, schools can foster a sense of ownership and commitment to the policy's implementation.





# Components of effective wellbeing policies



## Comprehensive Approach

A comprehensive wellbeing policy should address all aspects of wellbeing, including physical, mental, emotional, and social health. This holistic approach recognizes the interconnectedness of these dimensions and the importance of addressing them simultaneously. By promoting a balanced approach to wellbeing, schools can create a supportive environment that fosters overall health and happiness.

## Positive School Climate

A positive school climate is characterized by respect, inclusivity, and a sense of belonging. The wellbeing policy should promote a positive school climate by fostering positive relationships between students and staff, addressing bullying and harassment, and celebrating diversity. By creating a safe and supportive environment, schools can help students and staff thrive.

## Mental Health Support

Access to mental health services and support is essential for promoting student and staff wellbeing. The policy should provide clear guidelines for identifying and addressing mental health concerns, including access to counseling services, crisis intervention, and mental health education. By prioritizing mental health, schools can help prevent and mitigate the impact of mental health challenges.





# Components of effective wellbeing policies



## Social and Emotional Learning

Social and emotional learning (SEL) programs equip students with the skills they need to manage their emotions, build positive relationships, and make responsible decisions. The policy should incorporate SEL programs into the curriculum, providing students with opportunities to develop these essential life skills. By fostering social and emotional competence, schools can help students succeed academically and socially.

## Staff Wellbeing

The wellbeing of staff is essential for creating a positive school environment. The policy should prioritize staff wellbeing by providing opportunities for professional development, stress management, and work-life balance. By supporting staff wellbeing, schools can create a more positive and productive work environment.

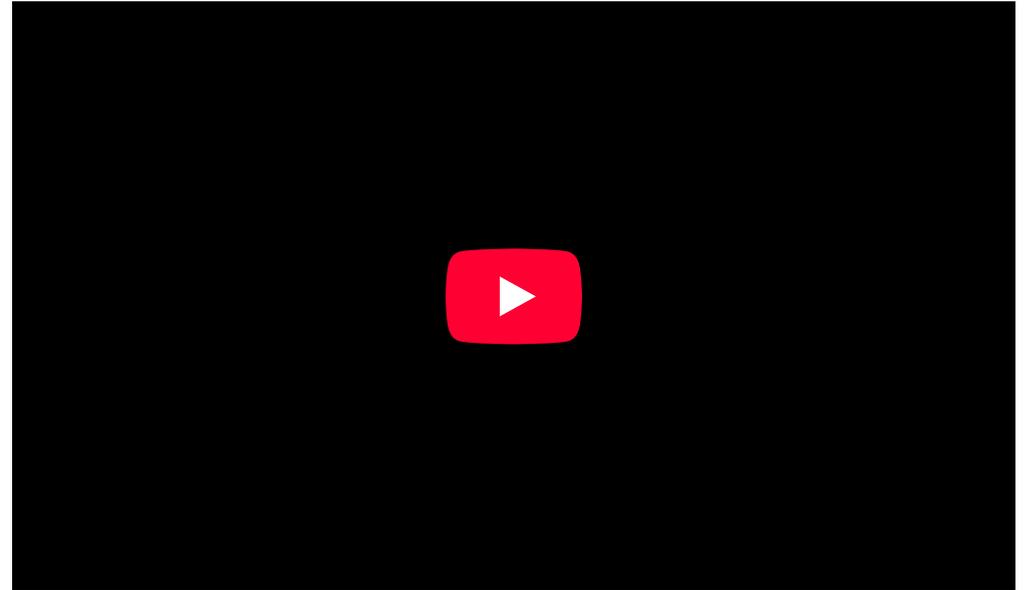
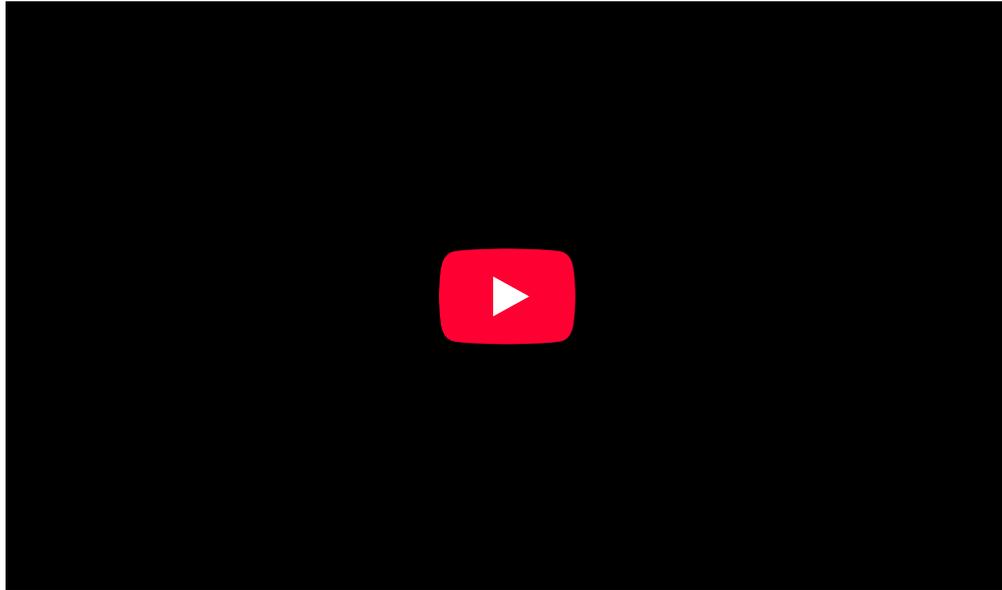
## Communication and Engagement

Effective communication and engagement are crucial for the success of a school wellbeing policy. The policy should be clearly communicated to all stakeholders, and opportunities for ongoing engagement and feedback should be provided. By involving stakeholders in the implementation and evaluation of the policy, schools can ensure that it meets the needs of the school community.





## Case studies of successful school-wide wellbeing programs



Next



# Strategies for engaging stakeholders (parents, community members, policymakers)



## Establishing Strong Communication Channels

**Regular Newsletters:** Share updates, success stories, and upcoming events through regular newsletters.

**Parent-Teacher Conferences:** Create opportunities for open and honest dialogue about student wellbeing.

**Social Media:** Utilize social media platforms to share information, engage in discussions, and solicit feedback.

**Community Meetings:** Organize regular community meetings to discuss wellbeing initiatives and gather input.

## Collaborative Decision-Making

**Parent-Teacher Associations (PTAs):** Involve PTAs in the development and implementation of wellbeing policies.

**Community Advisory Boards:** Create advisory boards with diverse representation from the community.

**Student Involvement:** Include student voice and perspective in decision-making processes.

## Celebrate Successes

**Recognize Achievements:** Celebrate and recognize the successes of students, staff, and community members in promoting wellbeing.

**Share Positive Stories:** Share positive stories and testimonials to inspire others.



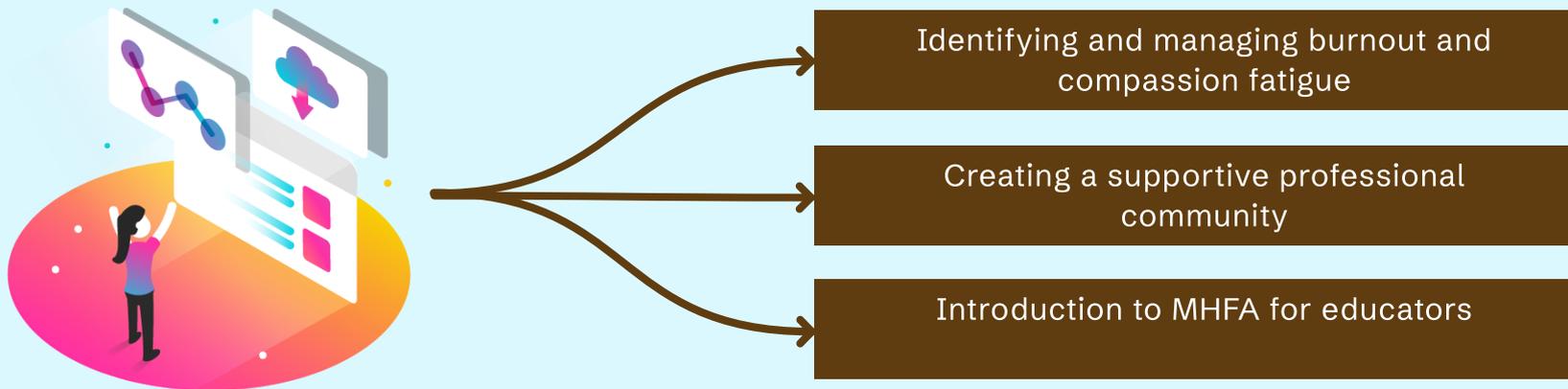
## Unit 3.2

### Supporting Teacher Wellbeing



## Learning Outcomes

- Learn effective strategies to manage stress and maintain a healthy work-life balance
- Develop peer support networks and utilize Mental Health First Aid (MHFA) practices

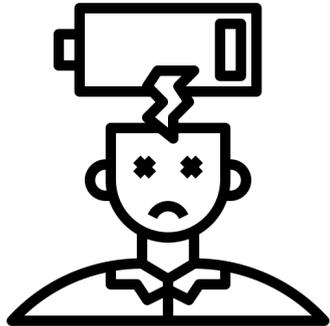




# Identifying and managing burnout and compassion fatigue



## Symptoms of Burnout



**Emotional exhaustion:** Feeling drained, fatigued, and lacking energy.

**Cynicism and detachment:** Becoming cynical, negative, and detached from work.

**Reduced professional efficacy:** Feeling ineffective and a sense of failure.

## Symptoms of Compassion Fatigue

**Emotional numbness:** Difficulty feeling empathy or compassion.

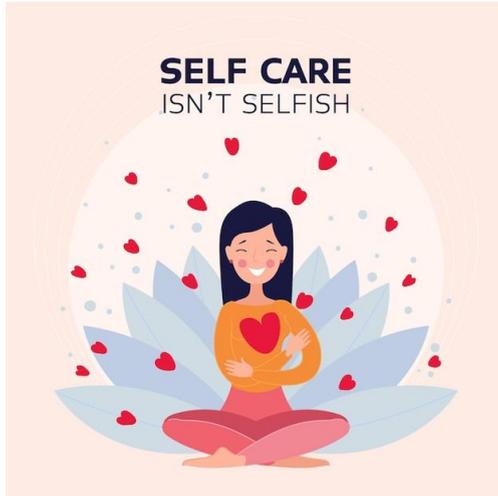
**Physical symptoms:** Headaches, stomachaches, fatigue, and sleep disturbances.

**Social withdrawal:** Isolating oneself from others.

**Irritability and anger:** Difficulty managing emotions.



# Creating a supportive professional community



## Strategies for Managing Burnout and Compassion Fatigue

### Self-Care

**Prioritize physical health:** Ensure adequate sleep, nutrition, and regular exercise.

**Practice mindfulness and meditation:** Reduce stress and increase self-awareness.

**Engage in hobbies and interests:** Pursue activities that bring joy and relaxation.

### Set Boundaries

**Work-life balance:** Establish clear boundaries between work and personal life.

**Time management:** Prioritize tasks and avoid overcommitting.

**Learn to say no:** Politely decline additional responsibilities when necessary.

### Seek Social Support

**Connect with loved ones:** Spend quality time with family and friends.

**Join support groups:** Connect with others who understand the challenges of the profession.

**Seek professional help:** Consult with a therapist or counselor for additional support.

### Practice Self-Compassion

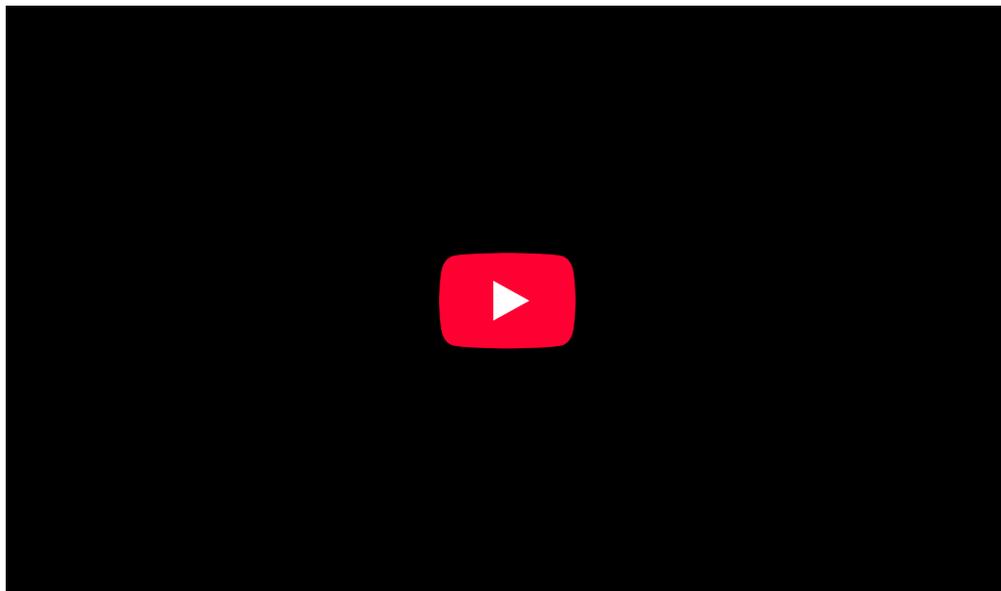
**Be kind to yourself:** Treat yourself with understanding and forgiveness.

**Avoid self-criticism:** Focus on your strengths and accomplishments.

**Celebrate small victories:** Acknowledge your efforts and progress.

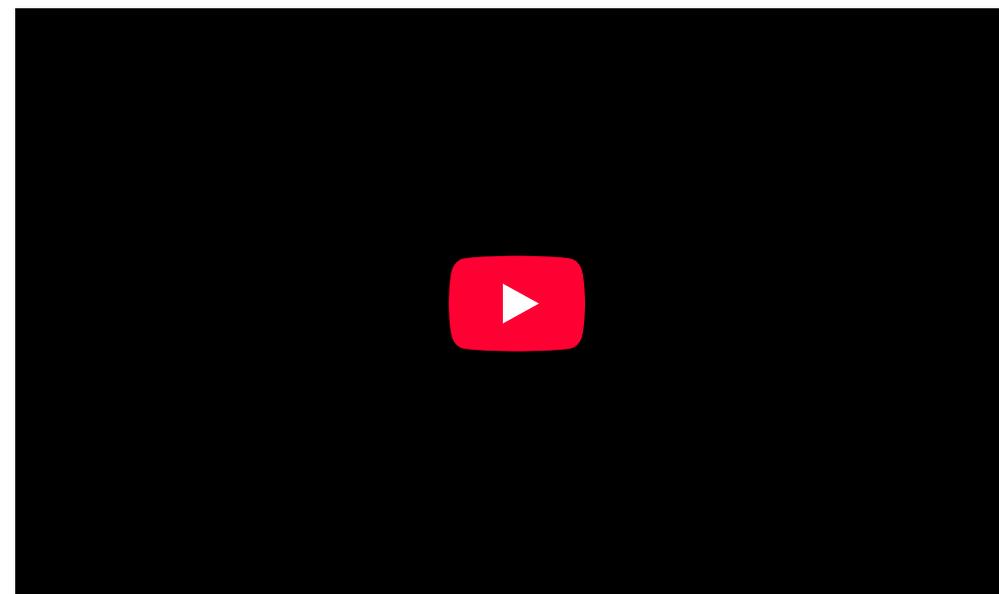


## Introduction to MHFA for educators



**Are You Okay? - A short film**

**What is Mental Health First Aid?**





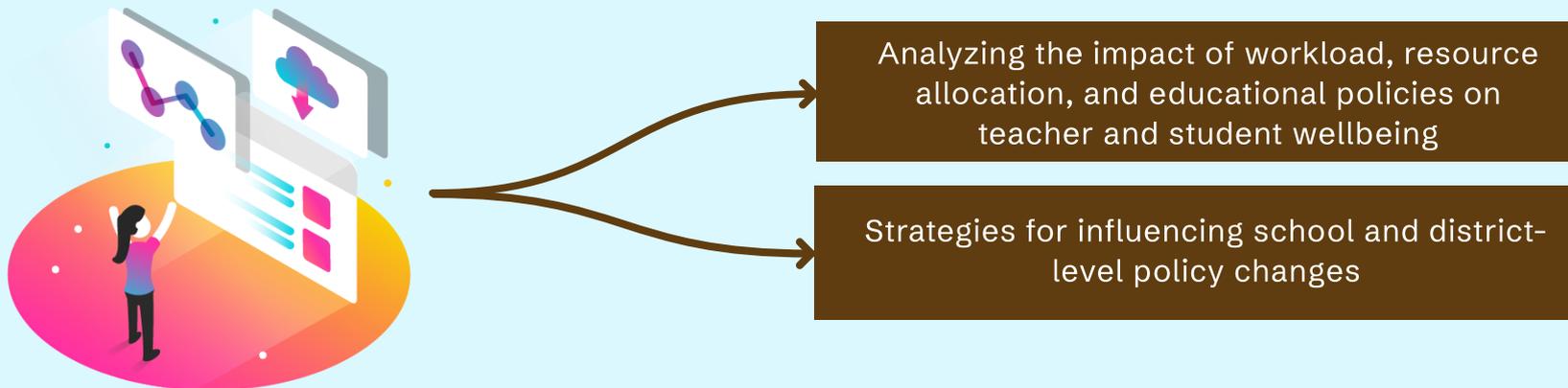
## Unit 3.3

Addressing Structural Barriers and Systemic Challenges



### Learning Outcomes

- Understand the systemic challenges that impact mental health in educational settings
- Develop strategies to advocate for changes at the policy and institutional levels

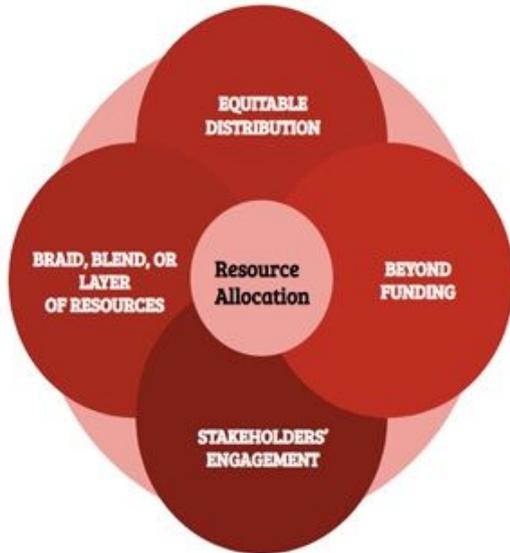




# Analyzing the impact of workload, resource allocation, and educational policies on teacher and student wellbeing



**Workload**



**Resource Allocation**



**Educational Policies**



## Positive Impacts

**Enhanced Professional Development:** Policies that support ongoing professional development can equip teachers with the latest pedagogical strategies and content knowledge, leading to improved teaching practices and student outcomes.

**Increased Autonomy:** Policies that grant teachers greater autonomy in decision-making can foster creativity, innovation, and a sense of ownership in the classroom.

**Reduced Workload:** Policies that streamline administrative tasks, such as reducing paperwork or providing support staff, can alleviate teacher stress and free up time for instruction.

**Improved Working Conditions:** Policies that prioritize teacher well-being, such as reasonable class sizes, adequate resources, and safe working environments, can contribute to job satisfaction and retention.

**Fair Compensation and Benefits:** Competitive salaries and comprehensive benefits packages can attract and retain high-quality teachers, ensuring a stable and experienced workforce.

## Negative Impacts

**Increased Accountability and Standardized Testing:** A heavy emphasis on standardized testing and accountability measures can lead to increased stress, burnout, and a narrowing of the curriculum.

**Excessive Bureaucracy and Paperwork:** Excessive administrative tasks, such as data entry and reporting, can consume valuable instructional time and reduce teacher morale.

**Lack of Support and Resources:** Insufficient funding and inadequate resources can hinder effective teaching and learning, leading to frustration and job dissatisfaction.

**Limited Decision-Making Authority:** Restrictive policies that limit teacher autonomy can stifle creativity and innovation, leading to a sense of disengagement.

**Work-Life Imbalance:** Unrealistic workloads and inflexible schedules can contribute to work-life imbalance, leading to stress, burnout, and decreased job satisfaction.



## Positive Impacts

### **Enhanced Teaching and Learning:**

Quality Resources: Adequate funding for textbooks, technology, and learning materials can enhance the quality of instruction and student engagement.

Professional Development: Opportunities for training, workshops, and conferences can improve teachers' skills and knowledge, leading to better teaching practices.

Smaller Class Sizes: Reduced class sizes can allow teachers to provide more individualized attention to students, leading to improved academic outcomes.

### **Reduced Workload:**

Support Staff: Administrative and support staff can alleviate teachers' workload by handling non-instructional tasks, such as grading, paperwork, and classroom management.

Technology: Educational technology can streamline administrative tasks and enhance classroom efficiency, freeing up teachers' time to focus on instruction.

### **Improved Job Satisfaction:**

Fair Compensation: Competitive salaries and benefits can boost teacher morale and attract and retain high-quality educators.

Supportive Work Environment: Adequate resources and support from administration can create a positive work environment, reducing stress and burnout.

## Negative Impacts

### **Insufficient Resources:**

Lack of Materials: Limited access to essential materials can hinder effective teaching and learning.

Outdated Technology: Outdated technology can limit teachers' ability to use innovative teaching methods and engage students.

### **Increased Workload:**

Administrative Burdens: Excessive paperwork, data entry, and reporting requirements can consume valuable instructional time.

Large Class Sizes: Overcrowded classrooms can make it difficult for teachers to provide individual attention and manage student behavior.

### **Decreased Morale:**

Low Pay and Benefits: Inadequate compensation can lead to job dissatisfaction and difficulty attracting and retaining qualified teachers.

Lack of Support: Insufficient support from administration and colleagues can contribute to feelings of isolation and stress.



## Impact

**Increased stress and burnout:** Heavy workloads can lead to chronic stress, which can manifest in physical and mental health problems such as anxiety, depression, and insomnia. Burnout, characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment, is a common consequence of excessive workload.

**Decreased job satisfaction:** When teachers are overwhelmed with work, they may feel undervalued and unappreciated. This can lead to decreased job satisfaction and motivation, which can negatively impact their teaching performance.

**Reduced instructional time:** Excessive workload can leave teachers with less time to prepare lessons, grade assignments, and provide individualized support to students. This can ultimately impact student learning outcomes.

**Difficulty balancing work and personal life:** Teachers with heavy workloads may struggle to maintain a healthy work-life balance. This can lead to family stress, relationship problems, and neglect of personal hobbies and interests.

**Increased turnover:** High levels of workload and stress can lead to teacher attrition, as educators may leave the profession due to burnout and dissatisfaction.



# Strategies for influencing school and district-level policy changes



Sunrise Wellbeing supports Public Health England's 8 principles to a whole school & college approach – Promoting children & young people's emotional health and wellbeing

## 1. Build Strong Relationships

Network with Key Decision-Makers: Establish relationships with school board members, district administrators, and other influential stakeholders.

Collaborate with Colleagues: Form alliances with other teachers, parents, and community members who share your goals.

Engage with Parent Groups: Partner with parent-teacher associations (PTAs) and other parent organizations to amplify your voice.

## 2. Conduct Thorough Research

Identify the Problem: Clearly define the issue you want to address and its impact on students and educators.

Gather Data: Collect data to support your claims, such as student achievement data, surveys, or case studies.

Research Effective Practices: Explore evidence-based practices and policies that have been successful in other districts or states.

## 3. Develop a Strong Advocacy Plan

Set Clear Goals: Define specific, measurable, achievable, relevant, and time-bound (SMART) goals for your advocacy efforts.

Create a Compelling Message: Develop a clear and concise message that resonates with your target audience.

Identify Key Messages: Highlight the most important points and tailor them to different audiences.

## 4. Utilize Effective Communication Strategies

Write Persuasive Letters: Craft well-written letters to school board members, district administrators, and elected officials.

Organize Public Meetings: Host public meetings to raise awareness and gather support.

Leverage Social Media: Use social media platforms to share information, mobilize support, and engage with a wider audience.

Testify at Board Meetings: Share your expertise and concerns directly with decision-makers.





# Strategies for influencing school and district-level policy changes



## 5. Build a Coalition

Partner with Other Organizations: Collaborate with community organizations, unions, and advocacy groups to increase your impact.

Engage with Parents and Students: Involve parents and students in your advocacy efforts to strengthen your position.

## 6. Use Data-Driven Advocacy

Analyze Data: Use data to identify trends, patterns, and areas for improvement.

Share Data with Decision-Makers: Present data in a clear and compelling way to support your arguments.

Use Data to Advocate for Change: Demonstrate how your proposed policies will improve student outcomes.

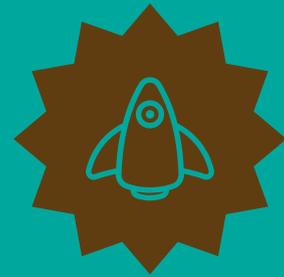
## Be Persistent and Patient!

Follow Up: Stay persistent in your advocacy efforts and follow up with decision-makers.

Celebrate Small Wins: Acknowledge and celebrate your successes, no matter how small.

Learn from Failures: Use setbacks as opportunities to learn and improve your approach.





# Test your knowledge!

Test your Knowledge!

**Nugget 1**

**START!**

**Nugget 2**

**START!**

**Nugget 3**

**START!**

## Nugget 1 - Exercise 1



**Which of the following is NOT a key component of mental health?**

Physical well-being

Social well-being

Psychological well-being

Emotional well-being

Send

## Nugget 1 -Exercise 2



**A positive school climate is characterized by**

Supportive relationships between students and staff

High academic achievement only

A focus on individual achievement

Strict disciplinary measures

Send

## Nugget 1 -Exercise 3



**How can a positive school climate impact students' mental health?**

It can increase stress and anxiety

It has no significant impact

It can decrease academic performance

It can improve self-esteem and reduce bullying

Send

## Nugget 1 -Exercise 4



**What is the role of teachers in promoting mental health in schools?**

To only focus on academic subjects

To identify and refer students with mental health concerns

To create a supportive and inclusive classroom environment

Send

## Nugget 1 -Exercise 5



**What is the role of teachers in promoting mental health in schools?**

Both b and c

To only focus on academic subjects

To identify and refer students with mental health concerns

— . . . . .

Send

## Nugget 1 -Exercise 6



**Which of the following is a strategy for promoting mental health in schools?**

Encouraging open communication

Isolating students with mental health issues

Ignoring student concerns

Using punitive disciplinary measures

Send

## Nugget 2 -Exercise 1



**What is the primary goal of Social-Emotional Learning (SEL)?**

To improve academic achievement

To increase standardized test scores

To develop students' social and emotional skills

To reduce disciplinary referrals

Send

## Nugget 2 -Exercise 2



**Which SEL competency involves understanding one's own emotions and how they affect behavior?**

Relationship skills

Self-management

Social awareness

Send

## Nugget 2 -Exercise 3



**How can SEL be integrated into the curriculum?**

By only focusing on SEL during advisory periods

By incorporating SEL skills into existing subjects

By assigning SEL homework

By adding separate SEL lessons

Send

## Nugget 3 -Exercise 1



**What is the purpose of designing wellbeing environments in schools?**

To reduce disciplinary referrals

To improve academic performance

To increase standardized test scores

To create a physically and emotionally safe space for

Send

## Nugget 3 -Exercise 2



**Which of the following is a key element of a wellbeing environment?**

A rigid daily schedule

A strict disciplinary code

Supportive relationships

A focus on competition

Send

## Nugget 3 -Exercise 3



**How can schools create a sense of belonging and community?**

By ignoring student differences

By promoting cliques and social hierarchies

By isolating students

By organizing inclusive activities and events

Send