



# TEACHER'S ROLE AND WELL-BEING

## PARTICIPANT HANDBOOK





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# Training For Primary School Teachers In Crisis Contexts

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PARTICIPANT HANDBOOK

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# Handout 1.0

## Skills and Strategies Worksheet

### MODULE 1: Teacher's Role and Well-being

#### STEP 1: SELF-EVALUATION

Review the skills & strategies you can bring to your classroom that you learned in this module. For each session you will choose one skill or strategy you would like to develop and write it below. It is important to be honest with yourself and open to learning new things about yourself.

To rate yourself, think of yourself as a water cup, by shading the amount of water it contains:



Currently do not have this skill. Need to learn or develop.



I use this skill a little. Need to develop more.



Have an average amount of this skill.



I use this skill in the best way possible.

Complete the rating for each category:

- 1. Today:** how well do you currently use the skill?
- 2. Goal:** how well would you like to use the skill in the next week?
- 3. Action:** what will you do in the next week to use or practice the skill?
- 4. Practice:** how well did you use the skill when you practiced it in your classroom? (to be completed AFTER you have practiced the skill in your classroom)

Skill/ Strategy	Today	Goal	Action: How will I achieve my goal?	Practice
<p><b>Example: I will try different levels of collaboration to find what works best for me</b></p>			<ul style="list-style-type: none"> <li>• I will have an informal conversation with another teacher about a lesson.</li> <li>• I will discuss classroom management with a group of teachers at an upcoming staff meeting.</li> </ul>	
1.				
2.				
3.				
4.				

## STEP 2: PLAN

Choose 1-2 of the skills/strategies from the sessions that you would like to develop. Write an action plan of the steps you will take to achieve your goal.

Area for Growth: \_\_\_\_\_

Action Plan:

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Area for Growth: \_\_\_\_\_

Action Plan:

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## STEP 3: REFLECTION & COLLABORATION

Instructions: Step 3 can be completed individually or in a group (TLC). Answer the questions below independently and discuss your answers in a group if you feel comfortable. Discussion can be used to identify common challenges and create possible solutions or share resources.

**Reflect** on how you used a new skill or strategy from the **goals that you listed above in your classroom.**

1. What did you do to try a new skill or strategy?
2. What successes and challenges did you have in the classroom?

### **Learn**

3. Brainstorm possible solutions. Consider previously learned concepts.

### **Plan**

4. What will you do again?
5. What will you change or do differently? Share your plan with a peer for feedback.

**Take action** in the classroom.

## Handout 1.1A - Weekly Schedule

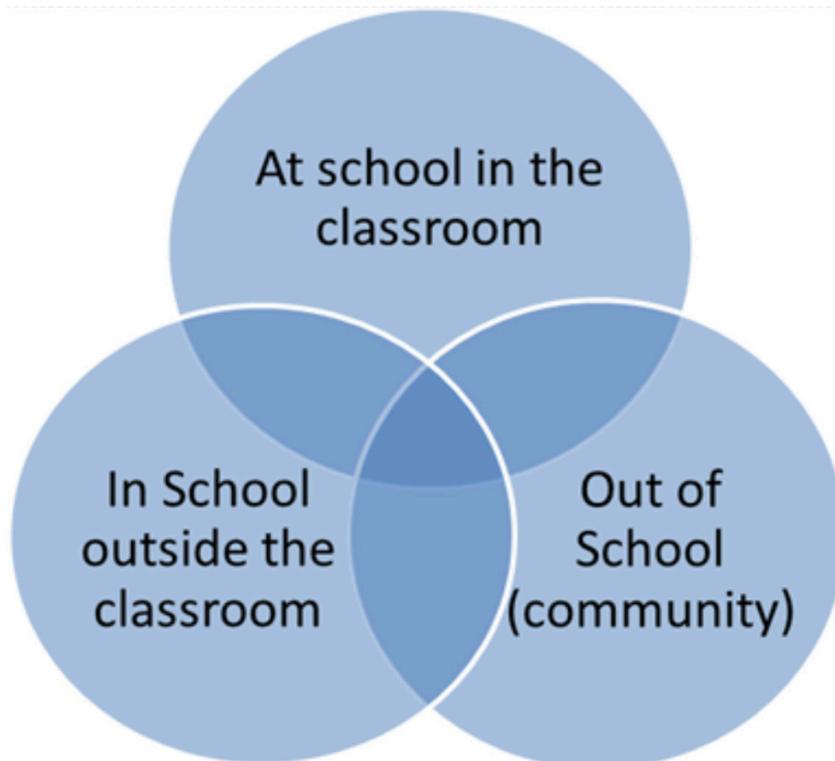
### Weekly Schedule

**Directions:** Look at the weekly schedule below. These are just a few example activities, which you may do in your week. Sometimes it can help to plan in advance what you want to do during the week. After looking at the example week, fill out your own weekly schedule with the activities you will do.

Example Week:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Lesson Plan Plan Finish grading	Class  Pass out Graded Papers  Tutorial	Class	Class TLC Meeting	Class  Staff Meeting  Visit parent of struggling student	Class  Assessment  Collect Homework	Market Day  Laundry

### Handout 1.1B – Roles of a Teacher at School and Community.



## Handout 1.1.1B – Roles of a Teacher at School in the Classroom.

- Planning lessons that teach specific subjects, such as math, science, and English;
- Teaching lessons in whole-group or small-group configurations;
- Assessing and evaluating learner’s abilities, strengths, and areas for improvement;
- Preparing learners for both classroom teacher and standardized tests;
- Communicating learner progress to parents/guardians;
- Developing and enforcing classroom rules and regulations;
- Participating and supervising learners in co-curricular activities,
- Conducting in-class activities; and
- Planning field studies and educational trips.

## Handout 1.1.2B – Roles of a Teacher at School but outside the Classroom

- Mediator of Learning
- Disciplinarian or controller of Learner behavior
- parent Substitute
- COntfidant to learners
- Judge of achievement
- Organizer of curriculum
- Bureaucrart
- Scholar and research specialist
- Member of teachers’ Organization
- Responsible of the wellbeing of learners
- Leader and manager
- Participating in school-based meetings
- participating in school - community activities

## Handout 1.1.3B – Roles of a Teacher in the Community

### Role of a teacher in the community

- Public Servant
- Surrogate of middle-class morality
- Expert in some area of knowledge or skills
- Community Leader
- Agent of social change
- Coordinator of resources and people
- Helps others to have new experiences
- Coordinating school and community
- Member of teacher associations and unions

## Handout 1.1C – Teacher Profile.

<p><b>Teacher Knowledge Profile</b></p> <ul style="list-style-type: none"> <li>• Content knowledge</li> <li>• Pedagogical knowledge</li> <li>• Professional knowledge</li> <li>• Contemporary knowledge</li> </ul>	<p><b>Values and Attitudes Profile</b></p> <ul style="list-style-type: none"> <li>• Professional Ethics</li> <li>• Professional Conduct</li> <li>• Professional Responsibilities</li> <li>• Personal Conduct</li> </ul>
<p><b>Teacher Skills Profile</b></p> <ul style="list-style-type: none"> <li>• Practical skills</li> <li>• Mental skills</li> <li>• Pedagogical skills</li> <li>• Life skills</li> <li>• Leadership / Management skills</li> <li>• Skills of Research and Reflection</li> </ul>	<p><b>Social Skills Profile</b></p> <ul style="list-style-type: none"> <li>• Skills for Collaboration and Team-work</li> <li>• Skills for Effective Community Relations</li> </ul>

**Your Turn:** Fill out this weekly schedule with your own important activities.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

## Handout 1.2A - Examples of Misconduct

**Directions:** Think about the examples of misconduct in your school or community. For each of the reasons below, indicate how serious an example of misconduct it is. Also identify if it is an example of misconduct in your community. This will help guide your discussion of the Code of Conduct. Please also specify additional examples if they are not listed below.

Example of misconduct	Very serious example of misconduct	Serious example of misconduct	Less serious example of misconduct	A problem in our community?
Abuses in human resource Management				
Use of fake degrees or diplomas				
Absenteeism of staff				
Discrimination against some pupils (admission, promotion, exam)				
Favoritism or nepotism in favor of some pupils (admission, promotion, exam)				
Collection of illegal school fees				
Private tuition by teachers				
Physical or verbal violence				
Sexual harassment				
Use of drugs or alcohol				
Abuse of their role by school Inspectors				
Mismanagement of school Finances				
Abuses in purchases/use of school Materials				
Sharing confidential information				
Poor relations between teachers and Pupils				
Poor relations among school staff				
Poor relations between teacher and parents/the community				

## Handout 1.2B: Code of Conduct for Ugandan Teachers

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**LEGAL NOTICE** 24th August, 2012

**SUPPLEMENTS No. 8**

### **LEGAL NOTICES SUPPLEMENT**

to The Uganda Gazette No. 47 Volume CV dated 24 August 2012 Printed by UPPC: Entebbe, by Order of Government

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Legal Notice No. 11 of 2012

THE EDUCATION SERVICE ACT, 2002

(Act No. 13 of 2002)

**The Education Service (Teachers' Professional Code of Conduct) Notice, 2012.**

### **ARRANGEMENT OF PARAGRAPHS**

#### **Paragraph**

1. Title
2. Application
3. Interpretation
  - PART I PRELIMINARY
  - PART II TEACHERS,
4. Membership to the teaching profession,
  - PART III THE LEARNER
5. Relationship with the Learner
  - PART IV PROFESSIONAL CONDUCT AND RESPONSIBILITY
6. Professional conduct
7. Professional responsibility,
  - PART V THE TEACHER'S PERSONAL CONDUCT
8. Personal responsibility
9. Relationship with colleagues 10. Relationship with parents
10. The teacher and the employer
11. The teacher and the community
  - Part VI The Head Teacher Or Principal
12. The Head Teacher or the Principal
  - Part VII Enforcement of The Code
13. Enforcement of the Code

# THE EDUCATION SERVICE (TEACHER'S PROFESSIONAL CODE OF CONDUCT, 2012)

*(Under Section 29 of the Education Service Act, 2002)*

IN EXERCISE of the powers conferred upon the Education Service Commission by Section 29(1) of the Education Service Act, 2002, this Legal Notice is made this 21st day of August, 2012.

## **PART 1      PRELIMINARY**

### **1.      Title.**

This Notice may be cited as the Teachers' Professional Code of Conduct, Notice, 2012.

### **2.      Application.**

The Teachers' Professional Code of Conduct applies to all teaching Personnel in the Education Service.

### **3.      Interpretation**

In this Code, unless the context otherwise requires

"appropriate authorities" means the Permanent Secretary of the Ministry responsible for education and or his or her representatives:

"AIDS" means Acquired Immune Deficiency Syndrome;

"bribe" means anything given to induce or influence a teacher, member of staff, and Head Teacher or Principal in the discharge of his or her duties;

"class" means an activity where a teacher oversees the teaching or learning process;

"Code" means the Teachers' Professional Code of Conduct, 2012;

"Commission" means the Education Service Commission as established by article 167 of the Constitution;

"Head Teacher or Principal" means the head of a school, college or educational institution;

„HIV“ means Human Immunodeficiency Virus;

“learner” means a person being taught by a teacher in an educational institution to which this Code applies;

“lessons” means any learning activity of theory or practice conducted by a teacher;

“misconduct” means professional conduct which is prejudicial to the physical, mental or moral welfare of a learner in a school;

“on duty” means carrying out administrative duties, teaching or demonstrating to the class in or out of the classroom;

“parent” means biological father, mother or legal guardian of a learner;

“profession” means the teaching profession;

“register” means the register of teachers established in accordance with the Education (Pre-Primary, Primary and Post Primary) Act 2008;

“Riot” means causing tumult, disorder, unrestrained disturbance, causing a breach of the peace, and havoc to life and school property;

“service” means the Education Service;

“school” means an educational institution to which this Code applies and includes Colleges, and other Tertiary Institutions, other than the universities and other degree awarding institutions; “school property” means property under a teacher’s care such as money, exercise books, reference books, apparatus, equipment, furniture belonging to the school;

“teacher” means a person who has successfully completed a course of training approved by the Ministry responsible for Education and has been entered on the register of teachers;

“working hours” means time set in the school time-table for carrying out official duties

## Part II Teachers.

### 4. Membership to the teaching profession.

- (1) Membership to the teaching profession shall be open to ----
  - (a) a person who has completed an approved course of training as a teacher, leading to the award of a recognized certificate in teaching and whose name has been entered in the register of teachers in accordance with the provisions of the Education (Pre-Primary, Primary and Post Primary) Act, and
  - (b) a person who has been issued with a certificate of registration as a teacher by the Director of Education.
- (2) A person who does not fulfil the requirements of regulation 1(a) above may join the Education Service if he or she meets the requirements for issuance of the statement of eligibility and a license to teach, in accordance with the provisions of the Education (Pre-Primary, Primary and Post Primary) Act.

## PART III LEARNER

### 5. Relationship with the Learner;

- (1) A teacher's chief responsibility is towards the learner under his or her care.
- (2) The teacher shall guide the learner in order to develop the learner in body, mind, soul, character and personality;
- (3) The teacher shall -
  - (a) not divulge information about a learner received in confidence or in the course of his or her professional duties except as required by law or where in judgment of the teacher it is in the best interest of the learner;
  - (b) recognize that a privileged relationship exists between him or her and the learner and shall refrain from exploiting this relationship by misconduct;
  - (c) not sexually molest, harass or have sexual relationship with the learner;
  - (d) protect the learner from conditions that interfere with learning or are harmful to the learner's health and safety;
  - (e) provide an opportunity for the learner to explore his or her potential while attending or paying attention to the learner's abilities and disabilities;
  - (f) maintain a safe and challenging learning environment;
  - (g) refrain from using a learner's labour for private or personal gain; and

(h) not administer corporal punishment, or any act that inflicts Physical pain or causes physical harm to the learner;

## **PART IV - PROFESSIONAL CONDUCT AND RESPONSIBILITY**

### **6. Professional conduct.**

A teacher shall ---

- (a) not conduct himself or herself in a manner which may bring the profession and the Education Service into disrepute;
- (b) display basic competences and skills to educational methodology;
- (c) teach conscientiously with diligence, honesty and regularity;
- (d) teach objectively;
- (e) not take advantage of his or her influence to indoctrinate the learner towards his or her tenet and dogma;
- (f) prepare relevant schemes or work, lesson plans, teaching or learning aids as well as other instructional materials well in advance to ensure effective teaching and learning and he or she shall avail them to the Head teacher or Principal, Head of department for inspection whenever required;
- (g) set adequate amount of written and practical exercises for effective teaching and learning, promptly mark the exercises and provide adequate and appropriate feedback to the learner;
- (h) undertake such remedial teaching where he or she is called upon to do so;
- (i) observe the regulations and instructions regarding coaching and private instruction issued from time to time by the appropriate authorities;
- (j) not engage in activities that adversely affect the quality of his or her teaching;
- (k) not teach while under the influence of alcohol or drugs and shall not come to school while intoxicated;
- (l) conduct all internal and external examinations in accordance with the prescribed regulations in force;
- (m) not involve himself or herself in examination malpractices;
- (n) follow the programme that is approved by the head of the department and shall cooperate with the head of department and other teachers in carrying out this programme;
- (o) allow inspection by the appropriate authorities while teaching;
- (p) shall while teaching use proper channels of communication and ensure flow of information;
- (q) maintain and keep in a safe manner records of learners' performance with regard to examination, coursework and co-curricular activities to enable him or her report factually and objectively on each learner's progress;

- (r) take advantage of all professional development opportunities and use modern and accepted teaching methods;
- (s) endeavour to improve his or her own academic and professional standard, but he or she shall not do so at the expense of the learners;
- (t) teach principles of good citizenship, good morals, peace and social responsibility;
- (u) display basic knowledge in First Aid, safety and precautionary measures, primary health care, HIV/AIDS, environment and gender awareness; and
- (v) conduct appropriate and ethical research to inform and improve the profession.

## **7. Professional responsibility,**

A teacher shall

- (a) devote adequate time to his or her duties as is required by the nature of his or her profession;
- (b) not engage in private or personal activities where he or she is expected to teach or supervise learning and other curricular activities;
- (c) not be an accomplice to any activity likely or intended to cause disturbance or riot within the school;
- (d) not demand for a bribe from the learners or the public in relation to the discharge of his or her duty;
- (e) conduct his or her lessons and teach without discrimination or bias against any learner in his or her class regardless of the learner's race, religion, tribe, place of origin or sex; and
- (f) maintain and keep in safe manner all records of school property under his or her care and account for such property where asked to account by the head of department, head teacher or principal.

## **PART V THE TEACHER'S PERSONAL CONDUCT**

### **8. Personal responsibility.**

A teacher shall

- (a) dress appropriately, decently and smartly while on duty;
- (b) attend to his or her personal appearance, ensuring a neat and pleasant outlook while on duty as well as in the community;
- (c) not write, circulate or cause to be written or circulated any anonymous letter or any document with malicious intent;
- (d) assist in the implementation of school rules established by the governing body;
- (e) be a positive role model at school and in the community; and

(f) respect the rule of law and provide a positive example in the performance of civil obligations, such as sex education, marriage and parenthood.

## **9. Relationship with colleagues.**

A teacher shall

- (a) treat others with courtesy and respect, valuing the input of his or her colleagues, sharing expertise and knowledge in collaborative contexts;
- (b) not censure or criticize other teachers or their work in the hearing of learners; and
- (c) not make an adverse report to anyone on the work or conduct of another teacher without first acquainting that teacher with the nature and contents of the report.

## **10. Relationship with parents.**

A teacher shall

- (a) be respectful and courteous to parents;
- (b) consider the parents' perspective when making decisions which have an impact on the education or wellbeing of a learner;
- (c) communicate and consult with parents in a timely manner; and
- (d) take appropriate action when responding to parental concerns.

## **11. The teacher and the employer.**

A teacher shall

- (a) endeavour to know the terms of his or her employment and shall honour those terms;
- (b) apply for vacant posts advertised by the Commission, through the normal official channels and shall not lobby; or canvass for appointment; and
- (c) be responsible for the successful implementation of education reforms and programs.

## **12. The teacher and the community.**

A teacher shall

- (a) project a good image in the community where he or she lives by participating where required in activities of the community;
- (b) be law-abiding;

- (c) attend, where practically possible, religious functions of his or her persuasion and respect other recognized religions within the school where he or she is teaching;
- (d) through his or her own conduct be a good example to the community and the school;
- (e) encourage parents and work closely with the community to ensure that all children in the community access, attend and complete school; and
- (f) participate in networks and partnerships, both formal and informal, which have as their focus curriculum delivery and the learner's well-being.

## **PART VI - THE HEAD TEACHER OR PRINCIPAL**

### **13. A Head Teacher or Principal**

- (1) A Head teacher or Principal is bound by the Code and shall set a good example in the strict observance of all provisions of the Code.
- (2) A Head teacher or Principal shall enforce the observance of the Code by all teachers under him or her in accordance with the Laws, regulations and provisions relating to the Education Service and shall promptly deal with all breaches of the Code.
- (3) The Head teacher or Principal shall -
  - (a) be the custodian of good educational standards in his or her school and shall aim at high educational standards;
  - (b) enroll learners into the school without discrimination and within the regulations and provisions of the laws in force in Uganda;
  - (c) collect and receive relevant school dues, gifts, donations and endowments;
  - (d) account for all the money and assets collected and received on behalf of the school;
  - (e) implement policies issued from time to time by the relevant authorities;
  - (f) keep all school records in his or her custody in safe condition and ensure all that such records contain correct information;
  - (g) not connive with members of staff or any other person to commit an offence, or any act that will bring the profession into disrepute within or outside the school;
  - (h) not conceal any act of misconduct committed by a member of his or her staff or by any learners of the school, whether committed within or outside the school;
  - (i) not receive a bribe in relation to the discharge of his or her duties;
  - (j) ensure that punctuality is observed by all teachers and learners alike;
  - (k) report factually and objectively on members of his or her staff with regard to matters related to Annual Performance Appraisal Reports or when assessing a teacher's capability in regard to a post of responsibility applied for or when reporting any breach of the Code or any regulations issued from time to time by the appropriate authorities;
  - (l) report factually and objectively on all matters concerning learners without fear, favour, bias or discrimination;

- (m) not carry out or transact any private business within or outside the school premises while on official duty;
- (n) not physically punish a teacher involved in the breach of this Code or any other regulations in force, but shall use all avenues open to him or her to report such breaches to the appropriate authorities for action;
- (o) be present at the school as much as possible, and whenever he or she is out of the school, he or she shall leave information pertaining to his or her whereabouts with his Deputy or any other person authorized to act in his or her place;
- (p) ensure that learners and staff have the opportunity to communicate regularly with the Head teacher or Principal and approach him or her for redress of any grievances;
- (q) support the development of and participation of learners in appropriate extra curricula activities; and
- (r) ensure that government reforms and program s are implemented.

### 14. Enforcement of the Code

- (1) It is the duty of every teacher to observe and respect this Code and to report any breach of the Code to the appropriate authorities.
- (2) All matters or cases involving breach of the Code shall be reported to the Commission and shall be dealt with in accordance with the Education Service Act, 2002, and the Education Service Commission Regulations, 2012.
- (3) All matters dealt with by the appropriate authority shall be kept confidential and shall not be divulged to unauthorized persons.
- (4) Teachers who breach the Code shall be liable to sanctions specified in the Uganda Public Service Standing Orders, the disciplinary actions specified in the Education Service Commission Regulations and Administrative instructions issued from time to time.
- (5) The following sanctions shall apply for breach of the Code ---
  - (a) warning or reprimand;
  - (b) suspension of increment;
  - (c) withholding increment or deferment of increment;
  - (d) stoppage of increment;
  - (e) surcharge or refund;
  - (f) making good of the loss or damage of public property/assets;
  - (g) reduction in rank;
  - (h) removal from the service in public interest; and
  - (i) dismissal.

HAJ BADRU LUBEGA WAGWA,  
*Chairperson, Education Service Commission*

#### **Cross References**

The Education (Pre-Primary and Post Primary) Act, Act No. 13 of 2008

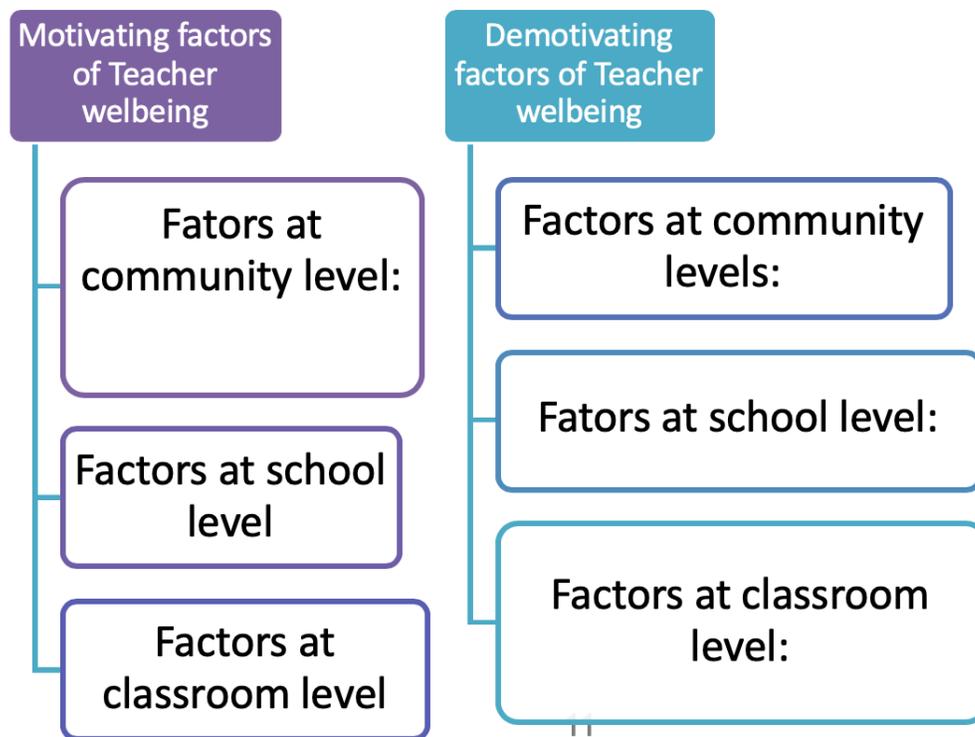
The Education Service Act, Act No. 6 of 2002 The Education Service Regulations, 2012

## Handout 1.3A – Dimensions of Well-Being

The broad dimensions of an individual's wellbeing are;

- **Psychological/emotional dimensions:** Positive social relationships with others, personal mastery, autonomy, feeling of purpose, & meaning in life, personal growth, positivity in thoughts, mental stability, self-confidence etc.
- **Social/economic dimensions:** sense of belonging, social inclusion, equity, own value system, traditions and beliefs etc. Access and ownership to economic resources, availability of disposable income,
- **Physical dimension:** absences of disease, avoidance of preventable disease, healthy eating, physical activity/exercise, rest well.

Use the following figure to analyse the Motivating and Demotivating factors of Teachers' social/ economic, physical, and psychological wellbeing; at the school, Classroom and community



## Handout 1.3B - Signs of Stress

This short questionnaire will help you to evaluate your present stress level. Take the time to fill it out every three months in order to compare the scores. Rate each of the following items in terms of how much the symptom was true of you in the last month.

	Never (Score 1)	Once a month (Score 2)	Often / once a week (Score 3)	Always (Score 4)
1. I feel tense and nervous				
2. I have physical aches and pain				
3. I am always tired, physically and mentally				
4. I cannot tolerate noises				
5. My work no longer interests me				
6. I act impulsively				
7. I can't get distressing events out of my mind				
8. I am sad and feel like crying				
9. I am less efficient than I used to be				
10. I have trouble planning and thinking clearly				
11. I have difficulty sleeping				
12. Doing even routine things is an effort				
13. I am cynical or very critical				
14. I have bad dreams or nightmares				
15. I am irritable, minor inconveniences or demands annoy me a lot				
16. I am spending more time at work than initially				
Total				

Add up your total score:

- Under 20: Your stress is normal, given the working conditions.
- From 21-35: You may be suffering from stress and should take it easy. Try to find ways of coping and reducing your stress.
- Above 36: You may be under severe stress. Ask for help from someone close to you. If possible talk with your supervisor, a doctor or counsellor.

Reference: UNRWA Stress Management and Managing Stress in the Field - International Federation of the Red Cross and Red Crescent Societies.

## Handout 1.3C - Mindfulness Activities

### Contract and Release- Heat

Take one minute to sit silently.

Grow your back longer and taller, reaching your head to the sky. Breathe in deeply. Exhale slowly and let yourself relax. Squeeze up your toes, and release them, feeling heat come out of your toes. Squeeze the muscles in your legs and knees, now let them fully relax and feel the heat coming out of your legs. Squeeze up your bottom and then let the heat warm up your chair as you relax. Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat. Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out. Contract your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.

Sit silently for 30 seconds, or as long as they are comfortable.

Now bring your attention back to the class. Wiggle your fingers and your toes. Make small circles with your wrists. Stretch your arms up to the sky and then shake them out. If your eyes are closed, slowly, gently open them.

### Focus on the Light

Sit silently and visualize. If you are comfortable feel free to close your eyes.

Grow your back longer and taller, reaching your head to the sky. Breathe in through your nose, feeling your breath relax your body. Imagine that you see a light in front of your eyes. Bring that light up to your forehead. Allow the light into your head, filling your entire head with bright, warm light. Where this bright light exists, there cannot be darkness. There is only room for happy thoughts. Feel as the light pushes out any bad thoughts. Only good thoughts are left in your mind. See the light moving down to your ears, so you can only hear good things. See the light moving into your jaw and mouth. Let yourself only speak good words. Let the light travel down your neck and shoulders to your heart. Let your heart be filled with the light, so you can only feel good feelings. Feel as the light is shining out from your heart and you are showering everyone and everything around you with love and good feelings. Feel as your whole body is filled with the light, so you are glowing in good thoughts and feelings. Think, "The light is in me, I am the light. I shine light on everyone and everything around me.

Sit for a few seconds in silence.

Begin to bring yourself back to the present. Focus on your breathing – in and out slowly. Wiggle your fingers and toes. As you are ready, open your eyes if you closed them.

## Sitting Silently

Before you begin this activity you will need to identify a daily intention. This can be a short saying that you repeat to yourself throughout the day for encouragement or motivation. Example: I am going to be joyful today. OR breathe in the peace, breathe out the stress.

Sit tall in your seats and stretch your neck out above you. State your daily intention. Repeat the daily intention one or two more times. Ask yourself, "What does today's "Daily Intention" mean to you?"

Now take one minute to sit silently.

Grow your back longer and taller, reaching your head to the sky. Breathe calmly. Continue to breathe slowly for one minute. If it is comfortable, you can close your eyes and think about the daily intention.

## Handout 1.3D - Conflict Resolution

### Instructions:

<b>STOP</b>	<b>THINK</b>
<b>ACT</b>	

## Reflect:

<p><b>1. Describe the conflict.</b></p>	<p><b>2. How did you respond?</b></p>
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## Action Plan:

<p><b>STOP</b></p>
<p><b>THINK</b></p>
<p><b>ACT</b></p>

## Handout 1.3E - Well-being Activities

**Instructions:** Read through the list. For each of the five areas write down two examples of what you will do to support your well-being. For example, for 'Take a break', you might write "I will play football with my friends every Sunday".

### Relax

Take a deep breath.  
Belly breathing.  
Stretch.

### Express Yourself

Don't hold everything in. Talk about how you feel with other teachers, family, friends.  
Find a hobby, such as music, exercise, cooking, journaling, drawing, etc.  
Express your worries in prayer.

### Think Positively

Don't blame yourself if things don't work out perfectly.  
Your best is good enough.

### Take a Break

Pause and reflect.  
Enjoy the moment.  
Enjoy your friends and family.  
Count to 10.

### Get Organized

Make a schedule.  
Set goals.

Remember, don't be afraid to ask for help. There are many services and support systems in place to support you.

## Handout 1.4A - Peer Support Networking

**Directions:** Talk to your fellow participants. Find other teachers who have the skills and strategies in the table and write that individual's name in the correct box. You should have a different name for each box. Talk to as many people as you can. Remember, they will want to know your skills and strengths too.

<p>A teacher who excels at positive discipline strategies.</p> <p>Name:</p>	<p>A teacher who is a specialist in your subject area.</p> <p>Name:</p>	<p>A teacher who has experience working with students with special educational needs or disabilities.</p> <p>Name:</p>	<p>A teacher who is good at teaching children who speak different languages.</p> <p>Name:</p>
<p>A teacher who creates teaching aids using locally available resources.</p> <p>Name:</p>	<p>A teacher who is very organized.</p> <p>Name:</p>	<p>A teacher who uses music in the classroom.</p> <p>Name:</p>	<p>A teacher who is good at engaging girls in their studies.</p> <p>Name:</p>
<p>A teacher who uses active teaching strategies.</p> <p>Name:</p>	<p>A teacher who gives students feedback effectively.</p> <p>Name:</p>	<p>A teacher who has excellent classroom management strategies.</p> <p>Name:</p>	<p>A teacher who is good at engaging boys in their studies.</p> <p>Name:</p>
<p>A teacher who uses group work effectively.</p> <p>Name:</p>	<p>A teacher who is experienced at lesson planning.</p> <p>Name:</p>	<p>A teacher who uses differentiation in their classes.</p> <p>Name:</p>	<p>A teacher who excels at positive discipline strategies.</p> <p>Name:</p>

## **Additional Reflection, Collaboration and TLC Activities**

Here are additional ways to build on your skills within this module through an individual journal reflection or in a discussion with a supportive group of collaborative teachers (TLC).

### **Reflection & Collaboration Activity #1 - BEYOND THE CODE OF CONDUCT**

The Code of Conduct is the minimum that you should do as teachers. However, there are other expectations, which may go beyond what the Code of Conduct says. With your TLC, brainstorm what other responsibilities you might have to your students.

Think about what other responsibilities you have to your students beyond the Code of Conduct?

Guiding Questions:

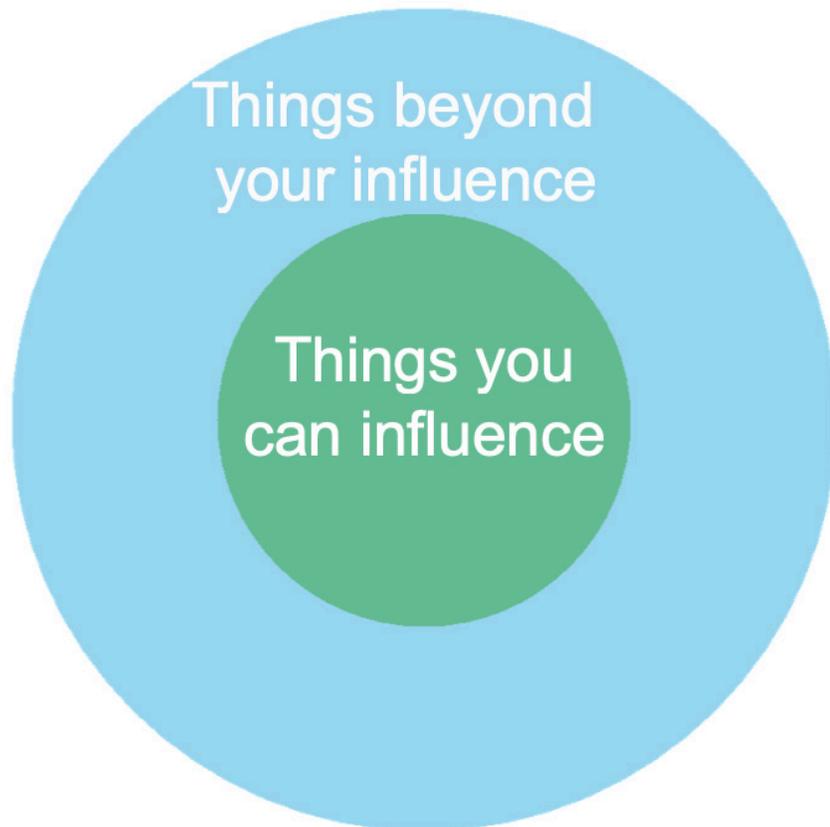
- Think about all the teacher's roles and activities in a day
- Think about any challenges you may have faced recently in your classroom

For example, in addition to following the rules and expectations of the Code of Conduct, teachers should treat their students with respect. Teachers should also include everyone regardless of age, gender, ability level, ethnicity, language and culture. Teachers should be inclusive to create the best possible learning environment.

On a blank sheet of paper take notes and write down any ideas you brainstorm as a group or individually.

## Reflection & Collaboration Activity #2 - IDENTIFY WHAT YOU CAN'T CONTROL

As a teacher, you may have more influence than you think. The following activity will allow you to identify the things you can influence and those that are beyond your influence. For example, a large class size, limited textbooks, or the curriculum you teach may be beyond your influence, but the way you teach and make the materials relevant to your students' lives is within your influence. This will help you focus your time and energy on the things you can do to make a difference, rather than worrying about things beyond your control.



Once you are done, discuss:

- Do you think it is important to be aware of what you can and cannot influence? Why or why not?
- What are ways you can expand your circle of influence?
- How can you use your strengths as a teacher to expand your circle of influence?
- How can other teachers help you expand your circle of influence?
- What resources, people, or agencies in your community can help you with the things you cannot influence?

Often teachers become too concerned with things they cannot change, instead of focusing on what they can. As a teacher, it is important to spend your time and energy on things you think you can influence. This will help you manage your stress in a healthy way.

## Reflection & Collaboration Activity #3 - COLLABORATION TREASURE HUNT

This activity is about improving your collaboration skills. Below is a list of people and resources for you to find and conversations for you to have when you do find them.

Directions: Find the resources on the list and record your findings. Look for the listed people and things in your group, or in your school or community.

1. Find any three teachers. Ask each of them what 3 things they think they do well in the classroom and what three things they think they could improve

Teacher Name	Does Well	Want to Improve
Teacher 1:		
Teacher 2:		
Teacher 3:		

2. Find three teachers who teach the same subject as you. What topic do they like to teach the most and why? What topic do they feel they could use improvement teaching and why? What are some things that they do to help the students understand the topic?

Teacher Name	Like to Teach	Could Improve	Teaching Methods
Teacher 1:			
Teacher 2:			
Teacher 3:			

3. Find three teachers who have the same mother tongue as you. Ask them what benefits and challenges speaking your language presents in the classroom.

Teacher Name	Benefits in the Classroom	Challenges in the Classroom
Teacher 1:		
Teacher 2:		
Teacher 3:		

4. Find three teachers who are the same gender as you. Ask them what benefits and challenges are there from being your gender in their classroom and school.

Teacher Name	Benefits	Challenges
Teacher 1:		
Teacher 2:		
Teacher 3:		

5. Find three teachers who have a similar number of students in their class as you do. What classroom management strategies do they think work well and what are the challenges they have?

<b>Teacher Name</b>	<b>Does Well</b>	<b>Want to Improve</b>
<b>Teacher Teacher1: Name</b>	<b>Strategies that Work Well</b>	<b>Challenges They Have</b>
Teacher 1:		
Teacher 2:		
Teacher 3:		

6. Find three people who have gone through a teacher training before. What trainings did they attend and what did they learn? What was the most useful skill they learned?

<b>Teacher Name</b>	<b>Trainings Attended</b>	<b>What Was Learned</b>	<b>Useful Skills Learned</b>
Teacher 1:			
Teacher 2:			
Teacher 3:			

7. Find three teachers and together make a list of places where there are books, material resources, and alternative learning resources or options (like computers, community lead classes, radio shows, teacher training materials) in your community including your school. What books and materials are available that could be used in your class? What resources could be used for your professional development?

Resources to Use in Class	Resources for Professional Development









