

# ENABLING TEACHERS FOUNDATIONS COURSE

## TEACHER PROFESSIONAL DEVELOPMENT

*Module 20: Teacher wellbeing*  
For Master Trainers and Trainers

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## INTRODUCTION

This booklet will show you how to deliver this TPD module, step-by-step. It should be used by master trainers, trainers, inspectors and Save the Children staff.

This is Module 20 of 20:

### **Module 20    Teacher wellbeing**

Save the Children staff should also refer to the *TPD Implementation Guide*. This module gives specific advice on how to cover the content of this module. The *TPD Implementation Guide* gives general advice on how to run a peer learning circle, how to support coaches, how to conduct a lesson observation and activities to support teachers' motivation and wellbeing.

# LEARNING OBJECTIVES & CURRICULUM LINKS

We are focusing on the following competencies:

The teacher can:

- Explain the importance of teacher wellbeing and understands the importance of managing stress when teaching;
- Identify signs of stress and methods to support their own wellbeing; and
- Practice basic techniques of stress management and values the importance of self-regulation

Teachers will already be familiar with these competencies, but they will be at different competency levels. The levels are:

<b>Beginning</b>	This is not something the teacher does confidently yet
<b>Developing</b>	The teacher is quite good at this, but needs to be more consistent or improve further
<b>Proficient</b>	The teacher consistently does this well
<b>Advanced</b>	The teacher is very proficient and could share their experience with others

Teachers will set their own learning objectives for this module. At the start of the workshop, they should identify what level they are at and what they need to do to get to the next competency level. The competency rubrics below should help them identify whether they are beginning, developing, proficient or advanced.

## ***Competency 1: Teacher can explain the importance of teacher wellbeing and understands the importance of managing stress when teaching***

<b>Beginning</b>	<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>
The teacher understands the importance of teacher wellbeing but has not developed an ability to explain issues such as stress management	Some understanding of the importance of teacher wellbeing in relation to student learning and the importance of self-regulation and stress management	Is acutely aware of the relationship between teacher wellbeing and student wellbeing and can explain in detail the importance of stress management and self-regulation	Can train other teachers on the importance of self-regulation and stress management

## ***Competency 2: Teacher can identify signs of stress and methods to support their own well-being***

<b>Beginning</b>	<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>
Limited ability to identify signs of stress and methods to support their own well-being	Some ability in identify signs of stress and methods to support their own wellbeing	The teacher is confidently able to identify signs of stress and identify effective methods to support their own well-being	Can train others on how to establish positive classroom rules and appropriate consequences to promote student learning in the classroom

**Competency 3: Teacher can practice basic techniques of stress management and values the importance of self-regulation**

<b>Beginning</b>	<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>
Limited capacity in applying basic techniques of stress management. Is just beginning to see the connections between student and teacher wellbeing and the importance of managing stress in classroom teaching practice.	Is developing capacities in basic techniques of stress management and is beginning to practice these in the classroom when stressful situations arise. Is developing an understanding how teachers' wellbeing effects student's wellbeing and the importance of managing stress in classroom teaching practice.	Is confidently able to apply techniques of stress management in the classroom when stressful situations arise. Can confidently explain the importance of self-regulation and stress management and confidently talk about teacher wellbeing in the context of student learning.	Can train other teachers on practices to regulation and manage stress effectively. Can train others on the values and dispositions required in teachers in relation to their self-regulation and stress management.

**Teaching Standards links and National Curriculum links**

This module helps teachers to develop the following national teaching standards:

- The teacher...

Some activities link to the national curriculum. The thematic units and learning objectives are:

- ...



# PREPARING FOR THE WORKSHOP

Read through all the information in this document. If you have any questions, contact your Save the Children focal point for advice, or ask your peers through the WhatsApp group.

Prepare some [attention grabbers](#) and energiser activities that you can use at appropriate moments throughout the workshop. You use attention grabbers to bring participants' attention back to you after a group activity. They should be ideas that teachers can use with their classes.

Prepare the required materials:

- Flipchart paper
- Pens
- Blank paper
- Coloured crayons/pens
- White/blackboard and pens/chalk, eraser
- These facilitator's notes
- Enough copies of the handouts:
  - Resource 1 – Competency rubric & personal learning objectives
  - Resource 2 – Self-directed activities – 1 copy per person **plus** 1 copy for every peer learning circle facilitator
  - Resource 3 – Peer Learning Circle agenda – 1 copy for every peer learning circle facilitator
  - Resource 4 – Coaching conversation – 1 copy for every coach
  - Resource 5 – Lesson observation form (example & blank) – 1 copy for every coach

**You need to prepare these handouts in advance (printing, cutting etc)**

*You should check whether there is a standard format for lesson plans that you should refer to. These are often issued by the education department. Replace lesson plan handouts with the standard one if this applies.*

# RUNNING THE WORKSHOP

<p><b>0h – 0h 20</b> (Intro to topic and session.)</p>	<p><b>Introduction (20 mins)</b></p> <p>Welcome participants, introductions and ice breaker and set ground rules.</p> <p>Explain the objectives</p> <p><i>By the end of this professional development cycle, participants will be able to prepare lesson plans which:</i></p> <ul style="list-style-type: none"> <li>▪ Explain the importance of teacher wellbeing and understands the importance of managing stress when teaching;</li> <li>▪ Identify signs of stress and methods to support their own wellbeing; and</li> <li>▪ Practice basic techniques of stress management and values the importance of self-regulation.</li> </ul> <p>Distribute <b>Handout 20.1</b> for silent reading to provide more context to the purpose of this module. The content will be drawn upon during the session.</p> <p>Explain that the participants will make some progress during this workshop and that they will develop further through the self-directed, peer-supported and coaching activities that take place in the subsequent weeks.</p> <p>Discuss the rubric for these competencies (<b>Resource 1</b>).</p> <ul style="list-style-type: none"> <li>▪ Do you agree with the competency level descriptions?</li> </ul>
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- Is there anything else you would expect to see, from teachers or learners, at different competency levels?
- Complete your personal learning objectives using the descriptions in the rubric.

0h 20 –  
1h

### Activity 1 (40 mins)

#### Defining teacher wellbeing

The purpose of this activity is to learn about the factors that influence teacher wellbeing in crisis and conflict contexts. After this activity, participants will develop a deeper understanding of wellbeing and its relationship to situations when teachers experience stress and anxiety.

(this session is adapted from INEE TICC Teacher Wellbeing Module – 2016 and Teacher Wellbeing Landscape review, 2019)



*“As you know, teaching is a profession that involves many different roles, and this can be stressful. However, teaching is rewarding, and teachers are essential to all humanitarian and development contexts. To continue to stay motivated and to have a positive impact on your students’ wellbeing, it is important to take care of your own well-being.”*



In table groups (4-5 teachers) ask: what does a teacher need to be a good teacher?

Provide groups a few minutes to list all requirements of a good teacher. If groups are struggling to come up with ideas – here is a few suggestions –

Compensation, basic needs, respect, support, continuous professional development, initial training, basic needs, safety, learning materials, facilities, sense of humour, etc.

Now ask participants: what images or words come to mind when I say, “teacher well-being”?

Ask teachers to reflect individually by writing down words that come to mind when they think about what makes them feel well and how they act when they are well.

Ask whether a few teachers would like to share their responses.



*“Teacher well-being encompasses how teachers feel and function in their jobs; it is context-specific and includes teachers’ affections, attitudes, and evaluations of their work (Schleicher, 2018; Collie et al., 2015, p. 745). To better understand teacher well-being, it is pertinent to understand the various profiles of teachers working in crisis and conflict-affected contexts*

Distribute **Handout 20.2** Profiles of teachers working in crisis and conflict-affected contexts.



In table groups (4-5 teachers) – read the handout and discuss the experiences of the teachers profiled.

- Do any of the profiles match your experiences? What are the similarities?
- What experiences are different from your experience of teaching?

After 10 minutes, ask if any volunteers would like to share their reflections.



*“In development and humanitarian settings, there are many factors, positive and negative that affect teacher wellbeing. For example, a positive factor might be supportive friends or colleagues, a negative factor might be sickness in the family or having too many reports to write.*



Draw a table with two columns - one for the positive factors that influence well-being and one for the negative factors.

#### Positive factors

e.g., an achievement in studies

#### Negative factors

e.g., illness in the family



In pairs, discuss the things that happen both inside and outside the classroom that influence your well-being as a teacher. While you discuss with your partner record your ideas in the table.

After 10 minutes ask for volunteers to share their ideas. Make a list on the blackboard.

Conclude with the following message

As a teacher you are likely to feel some stress due to the responsibilities you have as a teacher and in the community, and the behaviours your students are demonstrating. In addition, you and your family members may be directly affected by distressing events, and you may need some support to process your own experiences. Stress is a natural reaction in response to the physical and emotional challenges you encounter. Often it is possible to manage stress and take care of your own well-being. Other times, you may need to seek additional help from a professional. Recognizing what causes your stress is an important first step.

1h –  
1h 40

#### Activity 2: (40 mins)

#### ***Influence of teacher wellbeing on students and teaching***

After this activity, participants will have learned more about the factors that influence teacher wellbeing and the influence that teacher wellbeing has on others.



*"We have just learnt about factors that influence teacher wellbeing. These can be categorised into factors that are individual, influenced by the school, from the community, and/or from the national, regional and/or global policy environment. For instance, compensation influences teachers' wellbeing and is a factor linked to the national policy environment."*

**Distribute Handout 20.3** presenting these categories and key factors. **Handout 20.4** presents these groups in a diagram, so that you can see the linkages more clearly.



In pairs, review the handouts. Then review the table below and complete for the four positive or negative factors listed. I have completed a few for you as examples.

Positive and Negative factors	Category	Wellbeing factors
Receiving a high-performance score on a teacher accreditation assessment	Individual Community National/regional/global	Teacher experience Respect and recognition Certification and right to work
Surrounding conflict that is likely to displace the community and force the school to close	Individual Community	Coping mechanisms Displacement status



Student assessment scores show significant improvement from the previous assessment		
Losing a fellow colleague (teacher) as a result of illness		
Having a sick child at home that requires medical attention		
A cyclone hits the region and significantly damages the school buildings causing significant disruption to schooling.		



*"This idea follows Bronfenbrenner's (1979) socio-ecological model of child development, which is the conceptual framework showing the influence the environment, interactions, and relationships has on wellbeing and development."*



In table groups (4-5 teachers), ask the following questions

- Who does your well-being influence? List at least 3 different groups of people.
- In what ways do our emotions affect our behavior?

Allow a few minutes for groups to consider these questions.

Ask for volunteers to share their responses.

In summary share the following.

Answers:

1. Family, friends, teachers, students.
2. If you are angry you might have less patience and you might take out your frustrations on those around you. If you are happy you might be more supportive and encouraging to others.



*"Now we are going to think about how your well-being might have an impact in the classroom. I am going to give each group a scenario to discuss for 5 minutes. In your groups I want you to read aloud the scenario and to discuss."*

Prepare in advance cut outs of the following scenarios. Give each group 1 scenario to read.

**Scenario 1:** Fatima fled her country and has been living in a refugee camp for five years. She was nominated by the refugee leaders to be a grade 2 teacher as she is one of the few women in the camp to have completed her primary education. She was not a teacher in her country, is a little intimidated by the older students in the class and is only one of two female teachers in her school. She attends school management and parent teacher meetings, but rarely speaks.

**Scenario 2:** Patrick has been a teacher for five years. His country has had several decades of civil conflict. He has not been paid by the government for three years and is paid by parents sporadically. To supplement what parents pay, he tries to farm on his small plot of land and sell whatever he can at the market several days a week.





**Scenario 3:** Abraham had always wanted to be a teacher and he received his college degree in pedagogy. He wants to be a good teacher but often lacks textbooks and has over 100 students in his class. He has asked Principal for help and advice on how to manage a large classroom, but the school Principal rarely has time to talk to him and never visits his classroom to observe teaching and support the teachers. Abraham feels frustrated and sometimes angry.



In table groups (4-5 teachers), ask the following questions

- What signs of stress are the teachers displaying?
- What do you think will be the impact of stress on the teacher's performance in the classroom?
- What do you think will be the impact of stress on the students' performance and well-being?

Given groups 10 minutes to reflect on the questions provided.

Ask for volunteers to share their responses. Try to receive reflections from all scenarios.

In summary:

If the teacher is tired and stressed, they will not perform to the best of their ability and the students' grades may suffer. If they are feeling well however they are more likely to teach good lessons, to have positive relationships with the students and to manage the classroom well.

If the teacher is angry, they may take out their frustrations on the students. If they are stressed, they may lack patience so they may not take the time to encourage and support their students. If they are well, they will be better able to support their students' well-being.

1h 40 –  
2h

### **Activity 3: (20 mins)**

#### **Stress test**

After this activity, teachers will be able to detect signs of stress in themselves and others



*"Teaching can be a stressful job, and stress can affect our well-being. Everyone reacts to stress differently. Being able to recognize your own stress symptoms may help you manage stress better and improve your well-being. Remember feeling distressed or stressed is not a sign of personal weakness or lack of professionalism."*

Distribute the handout 20.5 – which is a stress test. It is simple to use and teachers can do this individually.

Allow teachers to complete the stress test. Encourage teachers to use this stress test frequently to help monitor their own well-being.

Once the calculations are done, teachers can obtain a stress measure. The higher the measure the more this indicates that you are stressed. We will learn about some useful strategies to help keep our stress levels low.



2h –  
2h 50

#### Activity 4: (50 mins)

### Social and emotional learning for teachers

The purpose of the activity is to connect teacher wellbeing, stress management and social and emotional learning together by recognising that teachers can manage their stress if they practice social and emotional learning strategies for themselves.



*“Teaching can be a stressful job, and stress can affect our well-being. Everyone reacts to stress differently. When our brain is stirred up like the jar, our reaction to stress is often one of three things: **Fight, Flight, and Freeze**. All humans and animals are biologically likely to respond to stress in one of these three ways.*

Has anyone heard of this concept or can guess what it means?

Ask volunteers to share their ideas on these terms.

Go through the following to confirm the definitions

- **Fight** means entering into conflict with others (verbal or physical), blaming others for our stress, or it could mean blaming ourselves, or feeling negative about ourselves for feeling stressed (“What’s wrong with me? Why I am getting stressed again?”).
- **Flight** means escaping or avoiding the situation. For example, if something is dangerous, we run away, or if something is stressful, we might ignore the problem, or pretend everything is ok.
- **Freezing** means we might become unable to move from fear, or pull back into oneself and not communicate, or even faint.



In pairs, do these three responses remind you of your own reaction to different types of stress?

Allow volunteers to share their reflections on this question.

Summarise the key learning.



- Stress does not only affect children – a teacher’s ability to plan and manage their classes effectively and to teach can be affected negatively by stress.
- Research has shown that stressed teachers are more likely to use harsh discipline techniques with children. When teachers feel out of control, they try to control their students in any way they can (this is the “fight” reaction of “fight or flight or freeze”).
- Stressed teachers may feel more emotionally tired and find it more difficult to empathize with students, engage with them, and build positive relationships.



*“Teachers can manage their stress through mindfulness activities. Mindfulness is the intentional state of being aware and focused on the present moment and accepting the reality you are presented with. Mindfulness helps you understand where stress originates and how best to deal with stress when it occurs. When we accept our circumstances, we can gain a new perspective and move forward in a positive way. This is most achieved through calming strategies that focus the mind and body.*

Distribute **Handout 20.6**. Explain that the mindfulness activity we are about to practice is called **Contract and Release**. In this strategy you will contract and then release various parts of your body moving from your toes up to your head. Breathing is important to making this activity effective.



	<p>Follow along with me.</p> <div style="border: 1px solid red; padding: 10px;"> <p>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 contract, and then relax, releasing heat. Shrug your shoulders up to your ears and then relax from 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. Now sit silently for 30 seconds, or if you like.</p> </div> <p>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.</p> <p><b>As a group, discuss:</b> How did that make you feel?</p> <p>If you have time, practice the other mindfulness activities with fellow teachers.</p>
2h 50 – 3h 10	<p><b>Next steps for teachers (20 mins)</b></p> <p> In pairs, recap what they have learnt today. Share the most important thing they have learnt today and why it is important.</p> <p> In groups of four, discuss the next steps.</p> <ul style="list-style-type: none"> <li>▪ Do they have any questions about any of the self-directed activities (Resource 2)?</li> <li>▪ Which ones will they try, to help them to practice what they have learnt today?</li> <li>▪ How do those link to the curriculum (Resource 2) – in which lessons will they be able to practice these competencies, and when?</li> <li>▪ Review the competency rubrics (Resource 1). Each teacher should decide again where they are, and where they hope to be at the end of the six-week professional development cycle</li> </ul> <p>Nominate one teacher from each school to facilitate the next Peer Learning Circle.</p>
3h 10 – 3h 30	<p><b>Close of workshop for teachers. Break for coaches / peer learning circle facilitators</b></p>
3h 30 – 4h 00	<p><b>Next steps for peer facilitators and coaches (30 mins)</b></p> <p>This session is just for peer facilitators and for coaches.</p> <p>Explain: <i>Teachers should undertake their self-directed tasks for the next two weeks. In the third week, they should come together for an hour to discuss what has gone well and where they need support.</i></p> <p>Hand out the Peer Learning Agenda (Resource 3). Read out the instructions there.</p> <p>Next, coaches should review the previous module. Ask: <i>Did their teachers meet their learning objectives and improve their competencies? What difficulties did they have? How can the encourage the teachers to continue to learn in this area?</i></p> <p>Explain: <i>Now we will discuss how coaches will support this professional development cycle. For the next two weeks, teachers should undertake their self-directed tasks. In the third week, they should have the Peer Learning Circle. Then they should go back and keep practicing their self-directed tasks. In the fifth or sixth week, the coaches should undertake a lesson observation. Let us look at the observation form now.</i></p>

- Coaches should discuss the lesson observation form, the difficulties they see teachers having, and ideas for how to help them improve.
- They should take a competency level – for example, *developing* – and discuss what this teacher’s teaching will look like and how to help move them to *proficient*. They should also discuss *when* they will assess each learning objective: for example, assessing teacher’s knowledge of the core competencies in reading is easier by asking the teacher during the coaching feedback session than by trying to find out in a lesson observation.

**Resource 5** is a Lesson Observation form. Coaches should complete the blank lesson observation form, filling it in with the competency statements they think are most relevant for teachers in their schools.

- Coaches should look at **Resource 4** and discuss how it can guide their coaching session.

Explain: *Teachers have now had six weeks to work on the three competencies in this professional development cycle. We will come back together after that and start again with a new set of competencies. Thank you for your time today and good luck supporting your teachers over the next six weeks. If you have any questions or need any more support, please get in touch with me. Thank you!*



# RESOURCE 1: COMPETENCY RUBRIC

**Competency 1: Teacher can explain the importance of teacher wellbeing and understands the importance of managing stress when teaching**

<b>Beginning</b>	<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>
The teacher understands the importance of teacher wellbeing but has not developed an ability to explain issues such as stress management	Some understanding of the importance of teacher wellbeing in relation to student learning and the importance of self-regulation and stress management	Is acutely aware of the relationship between teacher wellbeing and student wellbeing and can explain in detail the importance of stress management and self-regulation	Can train other teachers on the importance of self-regulation and stress management

**Competency 2: Teacher can identify signs of stress and methods to support their own well-being**

<b>Beginning</b>	<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>
Limited ability to identify signs of stress and methods to support their own well-being	Some ability in identify signs of stress and methods to support their own wellbeing	The teacher is confidently able to identify signs of stress and identify effective methods to support their own well-being	Can train others on how to establish positive classroom rules and appropriate consequences to promote student learning in the classroom

**Competency 3: Teacher can practice basic techniques of stress management and values the importance of self-regulation**

<b>Beginning</b>	<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>
Limited capacity in applying basic techniques of stress management. Is just beginning to see the connections between student and teacher wellbeing and the importance of managing stress in classroom teaching practice.	Is developing capacities in basic techniques of stress management and is beginning to practice these in the classroom when stressful situations arise. Is developing an understanding how teachers' wellbeing effects student's wellbeing and the importance of managing stress in classroom teaching practice.	Is confidently able to apply techniques of stress management in the classroom when stressful situations arise. Can confidently explain the importance of self-regulation and stress management and confidently talk about teacher wellbeing in the context of student learning.	Can train other teachers on practices to regulation and manage stress effectively. Can train others on the values and dispositions required in teachers in relation to their self-regulation and stress management.



## **Personal Learning Objectives**

### **Competency 1:**

My current competency level is: \_\_\_\_\_

By the end of this cycle, I want to get to level: \_\_\_\_\_

Specific things I want to improve are:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# RESOURCE 2: SELF-DIRECTED ACTIVITIES

## Curriculum Links

The following self-directed activities will give you an opportunity to develop the competencies above. Some activities link to the national curriculum. The thematic units and learning objectives are given in brackets.

## Activities

These activities will help you to practice and develop this module's competencies. It includes self-study and activities you can practice as you teach.

1. Review the following scenarios and reflect on the questions below. Write notes to bring to the peer learning circle.
  - **Scenario 1:** Sara is a teacher at a school in a host community and recently received many students from the nearby refugee camp. As a result, her class is twice as big as her previous class and students are forced to share textbooks. Another problem, however, is that the new students all speak a different language than the children in the existing class – a language the Sara does not speak. She is feeling very discouraged.
  - **Scenario 2:** Ahmed is a teacher in a school in a small, rural community that is suffering because of a drought. He is trying to support the children in the community to deal with the impact of the crisis, but many parents do not value education. They themselves have limited education and do not think it will help their children to manage the current situation. As a result, children are often absent from school and it is difficult for Ahmed to teach his lessons and accurately assess student progress
  - **Scenario 3:** Farah is a struggling teacher. She is working at a school in a community where there is frequent conflict and fighting. Out of the 20 teachers in her school, Farah is one of three who are qualified to teach. However, there are many students in her class who are far behind the assigned curriculum. She is feeling frustrated and is considering quitting and looking for a job outside of education.
    - a. What factors are motivating them in their teaching?
    - b. What factors may be demotivating them in their teaching?
    - c. What are some ways the teachers can be supported in these scenarios? What could school leaders do? What could their peers do?
2. Conduct an interview with another teacher on the topic of teacher wellbeing. Use the following questions as prompts.
  - a. What strategies do you use to support your wellbeing?
  - b. How do you keep yourself calm in class?
  - c. When you feel stressed, how do you think it impacts your teaching?
  - d. When you feel stressed, how do you think it impacts your students?
  - e. Do you have any special tips or strategies on coping with the pressures of teaching?
4. This activity is called '30-word challenge'. In your notebook, answer the following question: 'Why is teacher well-being important?' in no more than 30 words. Time yourself to see how long it takes to write this.
5. These are a set of wellbeing activities. 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. (Note: there are various ways that this can be done. A simple technique is to take three deep breaths, exhaling deeply after each breath)

- Belly breathing. Stretch. (Note: see the peer learning section for a description)
- **Express Yourself**
  - Do not 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**
  - Do not blame yourself if things do not 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.

(Note: In the peer learning activities, we will learn more about the role of school leadership and peers in helping and supporting our wellbeing. Whilst mindfulness activities such as these, may not dissolve all the stress you have, they will put you in a positive mindset and give you the ability to problem solve and to seek further help.)



## RESOURCE 3: PEER LEARNING CIRCLE AGENDA

You can use this as a discussion guide for your peer learning session. All teachers should join the session. It is informal. Try to organise tea and a snack for everyone. It happens after the end of school, so respect everyone's time by keeping the meeting short. Every teacher should bring a copy of Resource 1 and (if they have one) a Teacher Competency Profile. Teachers should sit in a circle. It is expected that Activity #1 and # 6 be completed each learning circle and Activity #2 - # 5 are options. Ideally all activities will be undertaken at some point. *Start by explaining the competencies we are developing during this professional development cycle:*

- Explain the importance of teacher wellbeing and understands the importance of managing stress when teaching;
  - Identify signs of stress and methods to support their own well-being;
  - Practice basic techniques of stress management and values the importance of self-regulation
1. Review the teacher competency rubric (**Resource 1**). Each teacher should remind themselves of which level they are aiming to get to. Discuss the successes and challenges they have had and share ideas for how they can help each other to succeed.
  2. Ask teachers to bring their reflections from the self-directed task focused on the three teacher case-studies. As a group reflect on the three questions:
    - a. What factors are motivating them in their teaching?
    - b. What factors may be demotivating them in their teaching?
    - c. What are some ways the teachers can be supported.
- After the discussion has ended – share the following:

Research has shown that two key factors have a significant influence over teacher motivation:

**Leadership** and **peer support**.

**Leadership** is support that comes from head teachers and supervisors and could include classroom visits and discussions providing specific feedback to teachers.

**Peer support** is support that comes from fellow teachers, for example teacher learning circles where teachers can provide guidance to each other based on their own experiences.

- Discuss teachers' experiences of support they have received in the past from leaders and their peers.
3. Do a mindfulness activity together. Open by saying that calming and breathing exercises help you focus on **mindfulness – being aware, focusing on the present moment, and accepting reality**. As we have discussed, stress causes changes to our bodies and our minds. For example, our heart rate increases, we may feel sweaty, and we may start to feel angry and anxious. Breathing deeply and slowly even for just a short time can be a highly effective way to calm oneself down. We will start with a simple breathing exercise, called **Belly Breathing**. This is an activity that you can also lead your students to practice helping them to manage their own stress. Ask participants to jump up and down several times before starting the activity, to increase their heart rate and simulate stress. Lead participants through the steps of **Belly Breathing** in the activity box below. Ensure that participants are focused on experiencing the activity, rather than reading the instructions.

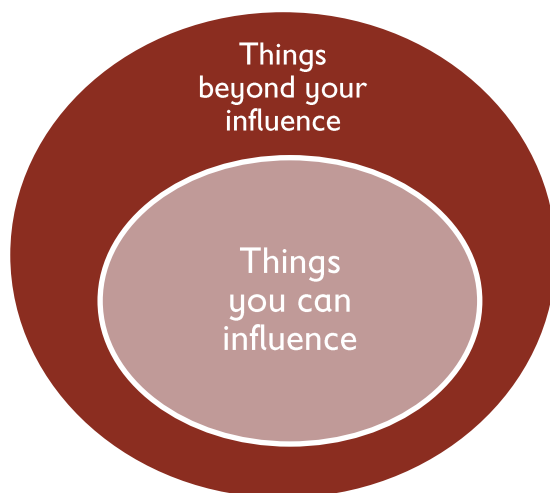


### Activity Instructions: Belly Breathing

1. Sit in a comfortable position and place your hands gently on your lower belly.
2. Sit quietly for a moment and observe your natural way of breathing.
3. Now, start by slowly and deeply breathing out through your mouth for 5 seconds. When you breathe out, allow your whole body to relax.
4. Now breathe in slowly through your nose for five seconds and fill your belly with oxygen. Feel your hands move out and expand as your belly fills with air.
5. Hold for ten seconds. Slowly exhale again.
6. Do this for at least three cycles.
7. Make sure you breathe out longer than you breathe in. You should be able to see your hands on your belly moving in and out, as you exhale and inhale.

### Discuss:

- How did you feel after you did the Belly Breathing? Did your heartrate change?
  - Do you think this could be something that would be effective in a stressful situation? Why or why not?
  - Could you begin each school day with Belly Breathing with your students?
  - What other breathing techniques do you know?
4. Did you know .... **Teacher stress can have up to an 8% variance on student academic performance** (Teacher Support Network, UK, 2007). In fact, John Hattie also links teacher motivation to student achievement;  
“When teachers become burned out, or worn out, their students’ achievement outcomes are likely to suffer because they are more concerned with their personal survival.”  
(Hattie, 2013)
- **Do you agree or disagree with this comment?** Develop arguments or explanations for this. Perhaps you would like to create a debate and consider the different arguments for and against this statement.
5. **Identify what you cannot control (TICC-TLC activity)**  
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.

6. Remind them that there will be a coaching session in two weeks, and their next workshop is in four weeks.

Other activities that you can try are given below. You do not need to do them all - but try to do at least one.

*[Other peer-guided activities that can be done after the Peer Learning Circle (e.g., joint teaching, peer observations, after-school work with children)]*



## RESOURCE 4: COACHING CONVERSATION

1. Start by a **brief introductory conversation** with the teacher. Ask them the following questions;
  - Which self-directed activities / classroom activities did you try? How did you find them?
  - *[Discuss competencies that would not be seen during a lesson observation – e.g., some subject knowledge might not be covered during the lesson]*
2. **Conduct a lesson observation**, using **Resource 4** to focus on the competencies that are being developed during this professional development cycle. Tick or underline the descriptions that most accurately describe the teacher's competency level and note any comments. The first three competencies are the ones that teachers have been studying throughout this learning cycle. The last three are common features in all good lessons. *The teacher should have been told in advance that you are coming, and that you want to observe a lesson on the core components of literacy.*
3. **Feedback session with teacher** from the lesson observation. *First*, ask them:
  - Do you think the lesson was successful?  
Next, work through the different competencies and ask the teacher what level they were demonstrating in the lesson.
  - Were you able to reflect on your wellbeing and the strategies that you used to keep calm and focused during today's lesson? If so, what specific strategies did you try?
  - What about in the past week? Have you used any strategies to help with your wellbeing? What was the situation? Did the strategies help?
  - Did you notice the way students responded to your different moods throughout the lesson? What did you notice?
  - Do you feel that there are aspects of your teaching that could be focused on to help maintain calmness and alertness in your lesson?
  - Are there any areas that could be supported by school leadership or other teachers in the school/learning space?
  - Do you feel your wellbeing affects some students more than others? For instance, children with disabilities in your class or girls or boys? Why do you think this is the case?

Use the lesson observation form and/or checklist to highlight good practice you saw and to suggest areas for improvement. Keep your suggestions manageable (do not give the teacher too many things to think about!).

4. Discussion the feedback received by the teacher who observed a lesson as part of the self-directed activities. Talk about the feedback and agree on some areas for improvement or adjustment.
5. Agree the teacher's current competency level using the competency rubric. Discuss what they need to do to get to the next competency level.
6. Fill in the Teacher Competency Profile with the current competency level and suggestions for improvement.
7. Complete the coach monitoring form (see your *Enabling Teachers Trainers* pack for a copy of this). It records which parts of the cycle the teacher took part in (the workshop, self-directed activities, peer-learning activities, coaching activities).

# RESOURCE 5: LESSON OBSERVATION FORM

Competency	Level	Good practice	Areas to improve	Other Comments

<b>Competency</b> <i>The teacher...</i>	<b>Beginning</b>	<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>
<b><i>Treats all learners well and includes them in the lesson</i></b>	No clear understanding of the needs of those with additional learning needs.	Work is appropriate for those with additional learning needs.	Work well tailored to individual needs of children based upon a good diagnosis.	All learners are suitably challenged and enthused by the work set.
<b><i>Plans the lesson well, with clear, relevant Learning Objectives</i></b>	Learning Objectives are not clear to learners or the teacher, or linked to the curriculum	Learning Objectives are too easy or too difficult for some of the class	Learners can clearly explain what they are learning	Learners are setting their own objectives with guidance from the teacher
<b><i>All learners make progress against the Learning Objectives</i></b>	Learners generally, or groups of them, do not make adequate progress because the teaching is unsatisfactory.	Most make good progress but some would clearly benefit from more support	Differentiated learning objectives are clear and appropriate. M & F make equitable progress	Teacher can explain clearly what lead to the progress of different learners/groups

# HANDOUT 20.1: READING

## **Information to share with participants at the start of the workshop**

(summary points from *Landscape Review: Teacher Well-being in Low Resource, Crisis, and Conflict-affected Settings-Teacher Social-Emotional Well-being Task Team-Education Equity Research Initiative-* Danielle Falk, Emily Varni, Julia Finder Johna & Paul Frisoli-Washington, DC-August 2019)

- In low resource, crisis, and conflict-affected contexts, education can serve as a protective factor, supporting the cognitive, social, and emotional development of affected children (Nicolai & Triplehorn, 2003; UNHCR, 2017; Kirk & Winthrop, 2013).
- Teachers play an instrumental role in ensuring their classrooms are safe and secure environments that promote this development (Mendenhall, 2017; Riggs & Davidson, 2016; Shriberg, 2007; Dryden-Peterson, 2011).
- Teaching is one of the most stressful professions (Greenberg, Brown, & Abenavoli, 2016). This stress is amplified in crisis and conflict-affected contexts where teachers often work without professional development support, certification, or compensation (Mendenhall, Gomez, & Varni, 2018; Burns & Lawrie, 2015).
- Evidence also indicates that teachers are the strongest school-level variable associated with student learning and has identified a significant relationship between teachers' well-being and students' social, emotional, and cognitive development (Schwille, Dembélé, & Schubert, 2007; Jennings & Greenberg, 2009; Jennings et al., 2017; Jennings, 2016; Jones, Bouffard, & Weissbourd, 2013; McCallum et al., 2017).
- Teacher well-being is context-specific and encompasses teachers' affections, attitudes, and evaluations of their work (Schleicher, 2018; Collie et al., 2015).
- Barriers to education in crisis and conflict-affected contexts disproportionately affect marginalized and vulnerable populations and the stress of teaching is compounded by the stress of living in unstable and insecure environments (Wolfe et al., 2015a, 2015b; Burns & Lawrie, 2015; Kirk & Winthrop, 2013).
- It is in these low resource, high-need environments that teachers are expected to create safe, inclusive classrooms that promote the cognitive growth and well-being of their students (Kirk & Winthrop, 2013; Burns & Lawrie, 2015).

# HANDOUT 20.2: TEACHER PROFILES IN CRISIS AND CONFLICT CONTEXTS

## ***Host Community or National Teachers Working with Displaced Children***

Host community or national teachers are teachers who work with displaced children in host community schools or camp settings in countries or communities of asylum. Host community teachers are generally registered with the national teacher service and teach in state schools. In cases of large-scale displacement, host community contract teachers may be hired on a short-term basis to help address teacher shortages. National teachers may also work as volunteers in schools or community learning centres to help fill skills gaps, typically language skills, in the teaching force.

## ***Internally Displaced Teachers***

Internally displaced teachers are national teachers who have been displaced and are working in a host community school, or an IDP camp or non-camp settlement. Internally displaced teachers often experience difficulties being re-deployed as teachers in their host community. If they are re-deployed, they often face challenges collecting salaries and claiming basic entitlements and benefits (Dolan et al., 2012). In some cases, internally displaced teachers continue to be managed from their district of origin, even when those education offices are adversely affected by conflict or disaster. Internally displaced teachers can also be individuals who become teachers for the first time in displacement, and therefore may be un- or under-qualified and uncertified. These teachers frequently lack access to formal in-service training to become certified teachers and to non-formal professional development managed by I/NGOs to develop their teaching competencies. These teachers may not be paid (or receive infrequent payment) as they are not registered with the national teacher service system; compensation for these teachers is often organized by community members, community-based organizations (CBOs), or I/NGOs.

## ***Refugee Teachers***

Refugee teachers are refugees who have been employed to teach in the host community or camp or non-camp settlement schools. Refugees do not have the legal right to work in many countries and often qualified and unqualified refugee teachers are employed as volunteer or “incentive” teachers. Qualified refugee teachers are often prevented from joining the host country teacher cadre by multiple barriers including restrictions on the right to work, lack of recognition of teacher qualifications and, in some cases, a lack of proficiency in the language of instruction (Sesnan, Ndugga, & Said, 2013). Refugee teachers may also be recruited by a host country’s Ministry of Education to work as teaching assistants in national classrooms.

## ***Returnee Teachers***

Returnee teachers are refugee or internally displaced teachers who, upon returning to their country or community of origin, resume teaching. These teachers may have been formally trained prior to displacement and/or received non-formal professional development from I/NGOs during their displacement. Returnee teachers may be experienced teachers, working for many years during their displacement; however, they frequently are unable to work in the national education system when they return if they do not have formally recognized certification.



# HANDOUT 20.3: TEACHER WELLBEING FACTORS

Factors Level	Well-being Factors
Individual (Teacher characteristics)	<ol style="list-style-type: none"> <li>1. Gender</li> <li>2. Displacement status</li> <li>3. Employment status</li> <li>4. Level of education</li> <li>5. Teaching experience</li> <li>6. Coping mechanisms</li> <li>7. Content knowledge</li> <li>8. Cultural competence</li> </ol>
School	<ol style="list-style-type: none"> <li>1. Teacher-student relationships</li> <li>2. Peer relationships</li> <li>3. School leadership</li> <li>4. School resources</li> </ol>
Community	<ol style="list-style-type: none"> <li>1. Access to basic needs</li> <li>2. Respect and recognition</li> <li>3. Responsibility and duty</li> </ol>
National	<ol style="list-style-type: none"> <li>1. Policy-environment</li> <li>2. Teacher management</li> <li>3. Compensation</li> <li>4. Certification and right to work</li> <li>5. Teacher professional development (TPD)</li> </ol>
Regional	
Global	

## HANDOUT 20.4: TEACHER WELLBEING FRAMEWORK

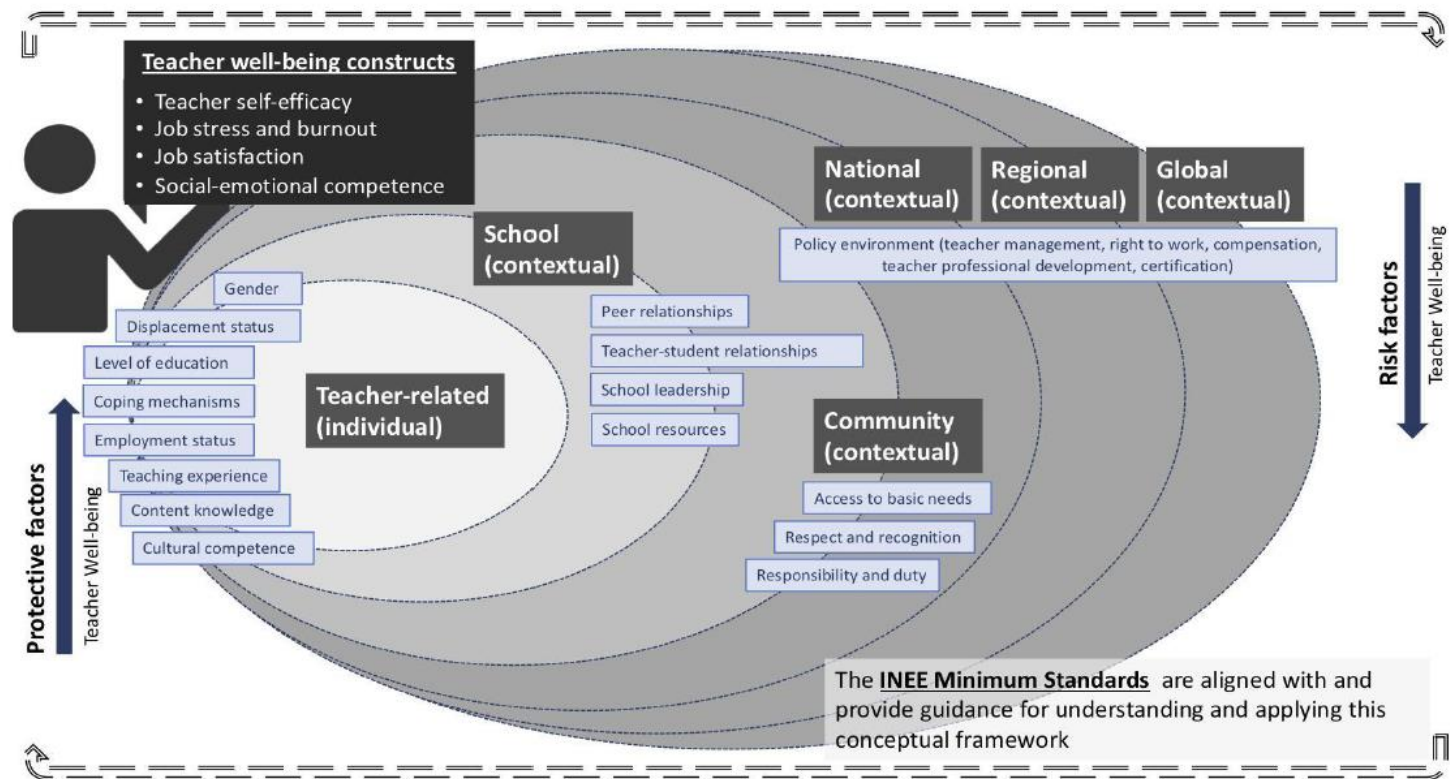


Figure 1: Conceptual Framework for Teacher Well-being in Low Resource, Crisis, and Conflict-affected Contexts

*Landscape Review: Teacher Well-being in Low Resource, Crisis, and Conflict-affected Settings, Teacher Social-Emotional Well-being Task Team, Education Equity Research Initiative, Danielle Falk, Emily Varni, Julia Finder Johna & Paul Frisoli, Washington, DC, August 2019*

## HANDOUT 20.5: SIGNS OF STRESS

	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 cannot 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 overly 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 (more than is expected or usual for teachers)				
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 20.6: 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 if 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.

# REFERENCES

The following sources were used in compiling this module:

- INEE (2016). *Training for Primary School Teachers in Crisis Contexts – Module 1 - Teachers Role and Well Being. Interagency Network for Education in Emergencies (INEE)*
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