

TEACHING TO BE

A PATH TO WELLBEING

Teacher's workbook



TEACHING TO BE: A PATH TO WELLBEING

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Chapter 1

“Your boat may not be perfect
but it has many resources”

(Lithuanian proverb)

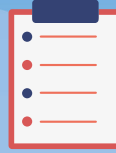


OBJECTIVES

for this week

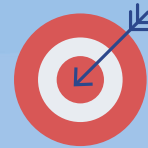
1

Introduction and
“setting the tone”



2

Reflection on the **What, Why** and
How of learning about wellbeing



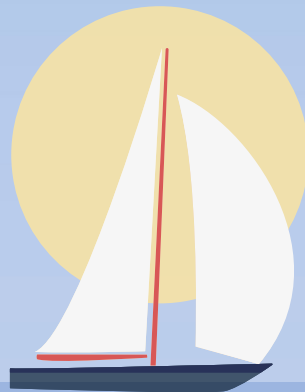
3

Thinking about the
professional wellbeing



4

Reflecting on **the issues**
teachers can/can not solve



What **journey**
am I heading to?



INQUIRE



Reflect on the following questions and write down the answers.

1. What do you **enjoy** the most as a teacher? Why is **good** to be a teacher?

2. What **influences** me as a teacher and which **challenges** I have to face because of that?

3. How do I **feel at work** and what does (professional) **well-being mean** to me?

GATHER

What is wellbeing?

The definitions of wellbeing differ across the literature (Dodge et al., 2012; McCallum et al., 2017).

More recently, McCallum and Price came up with a **holistic approach** of wellbeing. They highlighted that wellbeing “encompasses intertwined **individual, collective and environmental** elements which continually interact across lifespan. Wellbeing is something we all aim for, underpinned by positive notions, yet is unique to each of us and provides us with a sense of who we are which needs to be respected” (McCallum and Price, 2015).



Why wellbeing?

The current **global crises** have shown the expectation towards teacher's work and responsibilities are multiple and complex. Along with the rise in expectations, teachers' working conditions and classroom processes are changing. In this context, it is not a surprise that **teachers' wellbeing** has become a prominent issue in policy and public debates (Schleicher, 2018).

GATHER

Identified six aspects that constitute wellbeing:

Self-acceptance

A positive evaluation of oneself and one's past life

Environmental mastery

The capacity to effectively manage one's life and the surrounding world

Autonomy

A sense of self-determination and the ability to resist social pressures to think and act in certain ways

Positive relations with others

Expressed, for instance, by a genuine concern about others' welfare

Personal growth

The sense of continued growth and development as a person as well as openness to new experiences

Purpose in life

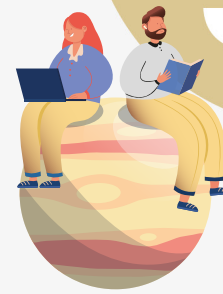
The belief that one's life is purposefulness and meaningful and that one has something to live for

Keyes and Ryff (1995)

However, remember that **wellbeing** is a state that depends on a myriad of **internal and external conditions**, which vary from person to person.

There is **no single definition** of wellbeing that works for everyone. By the end of the course you will have the tools you need to achieve **YOUR own wellbeing**.

3



PROGRESS

Now, take some time to reflect on these questions and take notes:

- What aspects of your current situation are you **satisfied** with and why?

- What aspects of your work can you **influence** and what aspects can you **not influence**?

- What aspects (among those you can influence) would you like to **change**?

Can change/influence

Can't change/influence



APPLY

So far you have reflected on different aspects related to your professional wellbeing and considered what aspects are currently **going well and not so well**.

- Take your time during the week and think about what aspect of your **daily work/life** in particular would you like to focus on in the coming weeks.
- Are there things you **can influence**, or you think you can contribute more in order **to improve** certain aspects? You can discuss and share your findings with your colleagues at work.



Chapter 2

**“A goal without a plan
is just a wish”**

(Antoine de Saint-Exupéry)

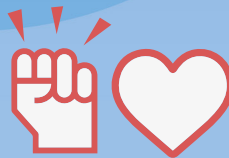


OBJECTIVES

for this week

1

To identify **strengths** and to **enhance** their use



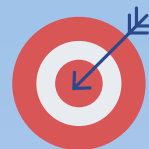
2

To introduce the **S.M.A.R.T.** system for aims formulation



3

Identifying personal and professional development **goals**



4

Reviewing **our way** forward



- **Where** is my journey aimed at?
- What are my **goals**, **strengths**, and **weaknesses**?
- Are my goals **realistic** and **well oriented**?
- Where can I find **support** to achieve them?



INQUIRE

Goal setting is widely accepted as the most effective way to focus our attention on the right activities, energize us, and increase our commitment.

Goals are most effective when we use **well-formulated frameworks** that provide a logical, reliable platform to **plan** and **monitor** their completion.



“There’s a SMARTER way to write management goals and objectives”

(Doran, Miller & Cunningham, 1981).

What Are S.M.A.R.T.(E.R.) Goals?

- Specific** – Goals should be **clear** and **concise**.
- Measurable** – What does success look like? How is it **measured**?
- Achievable** – The goal or task must be **challenging** but **possible**. Gently pushing the limits encourages improvement and growth.
- Relevant** – Does the goal fit with your **overall life goals** and **core values**?
- Time-bound** – When will you **finish**?
- Exciting** – What excites you? The benefits should be **worthwhile** to maintain commitment.
- Reviewable** – Circumstances change. Revisit the goals, and **revise them** if needed.



Goal setting not only helps us to **complete the task**, but also impacts wellbeing, represents our strive to achieve personal change, and **enhances our meaning and purpose in life**.

INQUIRE

“The Sailboat”

Aiming to increase well-being by only focusing on repairing the leak of the boat is unlikely to result in success. This approach ignores the fact that the absence of problems or illness does not automatically imply well-being. In terms of the metaphor, even if you would be able to repair the leak, you may still not be able to get anywhere. It is your sails—the next component of the metaphor—that actually give you boat forward momentum.



“In terms of the metaphor, even if you would be able to repair the leak, you may still not be able to get anywhere.”

In sum, it is important to address weaknesses (to prevent the boat from sinking), but one must also hoist the sails to catch a favourable wind (opportunity) and move forward. It does not mean we are at the mercy of wind and opportunities: we need strengths, dedication, and efforts to control the wind, a “sail crew” on board which helps us take a specific direction.



INQUIRE

“Destination”

*Every sailboat should have a **compass** to help it set a direction towards the desired destination. To do this effectively, the sailor should have **goals**. Goal setting is a powerful process for thinking about your ideal future, and for motivating yourself to turn your vision of this future into reality. The process of setting goals helps you choose where you want to go in life. By knowing precisely what you want to achieve, you know where you have to concentrate your efforts. You'll also quickly spot the distractions that can, so easily, lead you astray.*



*“Set **SMARTER** goals that motivate you and write them down to make them feel tangible”*

*First, consider what you want to achieve, and then commit to it. Set **SMARTER** goals that motivate you and write them down to make them feel **tangible**. Then plan the steps you must take to realize your goal, and cross off each one as you work through them. For example, instead of having “to sail around*

*the world” as a goal, it’s more powerful to use the **SMARTER** goal “To have completed my trip around the world by December 31, 2027.” Obviously, this will only be attainable if a lot of preparation has been completed beforehand!*

GATHER

What are your strengths?

Strengths are the things **you are naturally good at**. When people use their strengths, they feel **energized** and **engaged**. Strengths allow us to feel and perform at **our best**. Strengths can also help us to deal with difficult times.

Take a look at the list down below try to think which of these strengths could be categorized as **personal** and which as **professional** ones?



Wisdom & Knowledge – strengths that involve acquiring and using knowledge

Creativity: Thinking of novel and productive ways to do things

Curiosity: Openness to experience: Taking an interest in all of ongoing experience

Open-mindedness: Thinking things through and examining them from all sides

Love of learning: Mastering new skills, topics, and bodies of knowledge

Perspective: Being able to provide wise counsel to others



Courage – emotional strengths which involve the exercise of will to accomplish goals in the face of opposition, external or internal

Bravery: Not shrinking from threat, challenge, or pain

Persistence: Finishing what one starts, persisting in a group of actions despite obstacles

Integrity: Speaking the truth and presenting oneself in a genuine way

Vitality/Zest: Approaching life with excitement and energy; not doing things halfway or half-heartedly, living life as an adventure; feeling alive and activated



Humanity – interpersonal strengths that involve tending and befriending others

Love: Valuing close relations with others, in particular, those in which sharing, and caring are reciprocated; being close to people

Kindness: Doing favours and good deeds for others; helping them; taking care of them

Social intelligence: Being aware of the motives and feelings of self and others; knowing what to do to fit into different social situations; knowing what makes other people tick

Personal

Professional

GATHER



Justice – strengths that underlie healthy community life

Citizenship: Working well as a member of a group or team; being loyal to the group; doing one's share

Fairness: Treating all people the same according to notions of fairness and justice; not letting personal feelings bias decisions about others; giving everyone a fair chance

Leadership: Encouraging a group of which one is a member to get things done and at the same time maintain good relations within the group; organizing group activities and seeing that they happen



Temperance – Strengths that protect against excess

Forgiveness & Mercy: Forgiving those who have done wrong; accepting the shortcomings of others; giving people a second chance; not being vengeful

Humility/Modesty: Letting one's accomplishments speak for themselves; not seeking the spotlight; not regarding oneself as more special than one is

Prudence: Being careful about one's choices; not taking undue risks; not saying or doing things that might later be regretted

Self-regulation [self-control]: Regulating what one feels and does; being disciplined; controlling one's appetites and emotions



Transcendence – Strengths that forge connections to the larger universe and provide meaning

Appreciation of beauty and excellence: Noticing and appreciating beauty, excellence, and/or skilled performance in all domains of life, from nature to arts to mathematics to science.

Gratitude: Being aware of and thankful for the good things; taking time to express thanks

Hope/Optimism: Expecting the best in the future and working to achieve it; believing that a good future is something that can be brought about

Humour/Playfulness: Liking to laugh and tease; bringing smiles to other people, seeing the light side; making (not necessarily telling) jokes

Spirituality: Knowing where one fits within the larger scheme; having coherent beliefs about the higher purpose and meaning of life that shape conduct and provide comfort involve acquiring and using knowledge

Personal

Professional

GATHER

How was this exercise for you? How did you think you succeeded in separating the strengths?

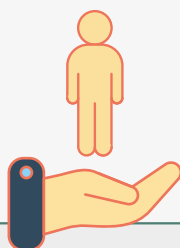


Are there any strengths you haven't thought about before but you know you have them?

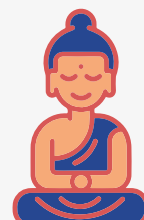
Have you realized there are some other strengths that are needed in your profession?



At first glance, it might look like these strengths could be separated with ease, but actually, they are intertwined. Personal strengths manifest in your professional life and vice versa.



However, remember that wellbeing is a state that depends on a myriad of **internal and external conditions**, which vary from **person to person**.



There is **no single definition of wellbeing** that works for everyone. By the end of the course you will have the tools you need to achieve **YOUR own wellbeing**.

PROGRESS

Now think about yourself, what would you consider to be your **strengths**, **weaknesses**, **things that you could or want to improve...**

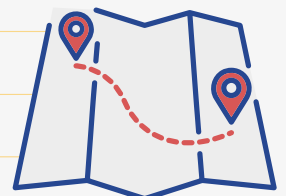
Write and save the answers.

a) Identify and name your **strengths**.

b) Identify and name your **weaknesses**.

c) Reflect and identify which **qualities** you would like to **improve**.

d) Reflect on and name what **other qualities** you would like to **develop** that you do not have.



PROGRESS

In the first part of the course, you were reflecting on aspects that are **going well** and those you would like **to change**.

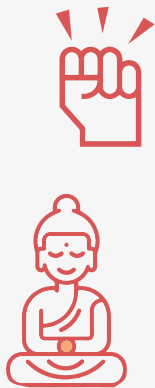
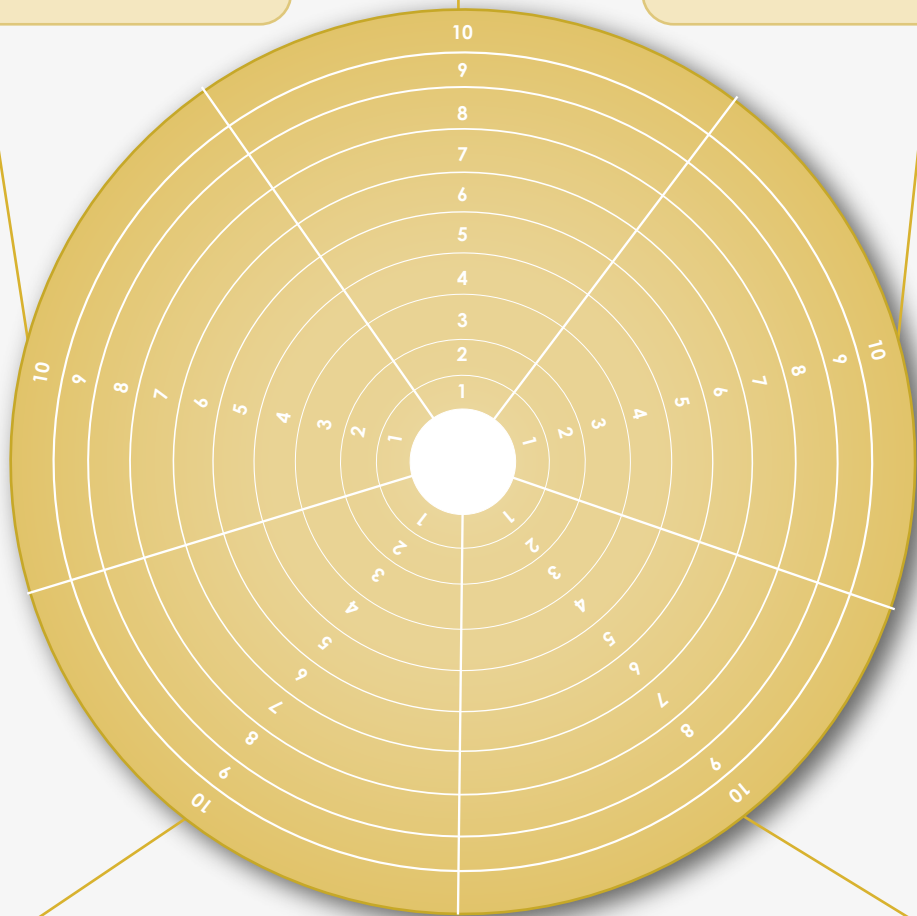
Here you have a **strength wheel** (the circle is divided into 5 pieces).

What do you think? What strengths are **needed to change** the aspects you are **willing/can** change? **Name them**, write each of them in their piece and think about how you would **assess them** (from the scale 1-10). Mark your assessment and save your answers.

Strength: _____
 Current Use: _____
 Scope: _____

Strength: _____
 Current Use: _____
 Scope: _____

Strength: _____
 Current Use: _____
 Scope: _____



Strength: _____
 Current Use: _____
 Scope: _____



Strength: _____
 Current Use: _____
 Scope: _____

APPLY

Sometimes, we are not aware of our strengths that are seen by others. This activity could be used to strengthen relationships between co-workers and to see how others see us and maybe find out something interesting about ourselves.



4

Ask your colleague in the school you trust the most to help you with this task.

Instructions: write down the identified **strengths that you think you need** (according to the first week) and ask your colleague to assess those on the scale from 1 to 10.

Reflect for a few minutes on the following **questions** and **make some notes**.

1. **Compare** your wheel with the assessment of your colleague. Are there **any similarities/differences**?

2. **How** do you **feel** about it?

3. Can you **relate** to what **your colleague told you**?

Chapter 3

“The deepest principle in human nature is the craving to be appreciated”

(William James)



OBJECTIVES

for this week

1

Let's connect our **emotions, behaviour** and **beliefs**



2

What is blocking my **social relationships**?



3

Considering **emotional drives** to flourish



ABC MODEL



A

What happened?

the context as far away as possible from my impression



B

What I think that happened?

my evaluation about a situation or a problem



C

My reaction:

feelings and emotions I show toward the situation or a problem

INQUIRE



Think of a professional situation

at the school where you felt **sad**, **angry**, or **bad** in some way. Reflect on the following questions and proposals through **model ABC** and write down the answers.

1. Describe the **specific situation**. **(A)**

2. What **thoughts** did you have in this situation? **(B)**

3. How did you **react** to the situation? How did it make you **feel**? **(C)**

GATHER

The importance of guiding our compass

When we talk about the compass through the journey of wellbeing, we point out our inner compass: **our feelings, emotions, and intuition**. Thus, we should be aware, understanding how we are feeling, **naming our emotions**, connecting them with **our behaviours**, and knowing how to use **our intuition** to cope with all kinds of “weather” (colleagues’ mood, uncontrollable circumstances, disruptive behaviour from students in class, professional development opportunities, recognition of a good job, etc.).



*“we point out our inner compass:
our feelings, emotions, and intuition”*

We also need to pay attention to the impact we produce on the **wellbeing of people around us**, such as **colleagues, students, families**, etc. Our thoughts and feelings can **influence** both the behaviour we show in our daily life and the emotional reaction that we show in our relationships.



PROGRESS

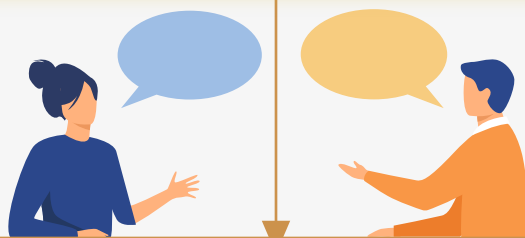
It is important to find opportunities to reflect and think about our inner compass.

Now, we offer you the next **situation**. Read it and reflect through some questions to improve the direction of your compass:



“The pupils had not listened to my explanation, they were talking with each other, and they did not stop when I asked them.

I am a bad teacher. I do not have authority and that is why I do not have discipline in the class. I felt powerless and angry, and I yelled at them”.



Before reacting toward the situation, **take a deep breath** and exhale, **talk to someone about how you feel** (colleague, friend out of the school, partner, siblings, etc.). Later, you will be more prepared to evaluate the situation.



Now think about what aspects of your work you can **influence** and what aspects cannot.

PROGRESS

How do our thoughts influence us?

We all have **thought patterns** and need them to process our daily experiences. Some patterns are presented here below to help you to reflect about it. Along with these patterns, you will find some **alternatives**:



Overgeneralization:

it means drawing broad conclusions based on **limited information**. "The pupils were talking during my explanation, meaning that I am a bad teacher. I will never have authority like others!"

Alternative:

"Focus on exceptions to the overgeneralization. Are there times it's not true? If so, it may be helpful to be more mindful of behavior that doesn't fit into the overgeneralization."



Shoulding:

With the use of should we express that we want the world to be like we expect it to be. So, **we deny the reality that things are as they are**.
"I shouldn't feel this way."
"She should have called me!"

"What is the effect of believing in rules you think exist and imposing them on yourself and others? What is the effect of thinking "it's okay to feel this way sometimes"?"

Personalization:

it is a logical mistake that consists of **connecting some situations and people's behaviours, reactions with ourselves in a wrong way**. "She did this to prove to me how better she is (than me)!"



PROGRESS

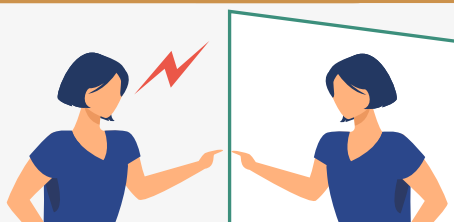


Negative filtering or discounting the positives: you “hear” the whole of important information selectively - **just focusing on negative evidence and not hearing the positive ones.**

“My boss gave me positive feedback on my presentation, but she was just trying to be nice.”

“Seek out counterexamples to balance your view. If you hold the view that others do not like you, can you think of any opposing examples?”

Have you ever interpreted friendly gestures as someone “just being nice” or “taking pity on” you?



Black and white thinking: there are only two opposite options. “She is a bad teacher!” (so I am the good one) “He is so lazy!” (and I am so effective).

“Think of a spectrum with the black and white thoughts on each extreme (e.g., one end of the spectrum is “I’m a failure,” and the other end is “I’m a success”). What lies in between the two poles? Can a person be successful in some ways but still “fail” in others?”



Mind reading: it means **predicting what someone else is thinking.**

“She said that - she hates me for sure!”

PROGRESS



Jumping to conclusion:

it is like **predicting the future without knowing what may happen**. After a teacher makes a mistake at work she/he thinks: "I'm going to get fired." That can continue with a never ending spiral: If I get fired, I won't be able to find a new job." etc.

"Your predictions about a situation are one possibility but there are multiple ones. How likely is each possibility will happen?"



Catastrophizing:

"it can go hand-in-hand with jumping to conclusions. Sometimes when we're fortunetelling or predicting possible outcomes, **we predict that the outcome will be so terrible** that we won't be able to manage: "I will get ill, or I will die. - "That is awful, is terrible!"

"Instead of stopping with "I won't be able to handle it if that happens," think about what you would actually do if your "worst-case scenario" came true. Have you ever been in situations that were similar in any way? How did you manage? Have you ever heard of someone being in this situation and recovering? How did they do it? What are the resources you could access?"

When you reflect on your personal thinking patterns with your colleagues **what similarities/differences do you recognize?**

Which are the most common?



APPLY

Fill the following table with your own examples.

You can follow the guidelines from the inquiry and progress phases (**the model ABC and the patterns issue**):



A The Situation	B Thoughts (beliefs): the pattern	C Emotions/behaviours I alternatively take

APPLY

A The Situation	B Thoughts (beliefs): the pattern	C Emotions/behaviours I alternatively take

Chapter 4

**“I am stronger than you
because I lean on you”**

(Carmen Conde)



Do you know that...?

Perceptions of the availability of **social support** (colleagues, principal) have been associated with better outcomes during times of stress, both in the professional and personal sides

(Sarason et al., 1997; Wethington & Kessler, 1986)

In fact, **the quality of your social relationships** can predict the wellbeing

(Diener & Seligman, 2002)

Regarding this information, the objectives for this week are:

OBJECTIVES

for this week

1

To explore **sources of support** offered by different aspects of our lives and different groups of people.



2

To discover as professionals what ways could contribute to **create more positive environments**.



GATHER

“No boat moves in isolation from the water. Just like the water entails the space in which the boat moves, this is the direct environment that we live in and interact with.

This environment is characterized by many factors, like our job, our house, our possessions, geographical location, etc. In short, it is our direct physical reality”.

All the other elements of the boat metaphor influence the way we perceive and interact with our environment: **holding negative beliefs** (I cannot do something) will be a “leak” in the boat. It will mean **to resist from leaving the comfort zone.**



“All the other elements of the boat metaphor influence the way we perceive and interact with our environment”

PROGRESS

Think about the school environment and the people who surround you there:

Colleagues

What is your **relationship with colleagues**?

You can write here some words to describe it:

Can you always **get help** you need from them? How?

Are your colleagues **friendly, supportive, helpful**?

What about school leadership?

Do you **get help** and **support** from them? How?

Are they **respectful** and do they praise good work?

APPLY

Now think about the goal you have set for yourself in the previous weeks.



- Which **job resources** (support from colleagues, support from leadership...) can you find in your work?
- Which are the **most important**?
- How can these people **help you**?

Write down your **reflections** as **conclusions** when you think about your job satisfaction related to job support:

Did you notice if there is **anybody in your environment that needs your help** and how can you help him/her?

What could be done at your workplace **to strengthen teachers' job resources** in general?

Chapter 5

“Change only happens
when people modify their habits”

(Gwynne-Atwater)

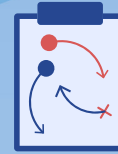


OBJECTIVES

for this week

1

To know some **time management strategies** and **tips**



2

To implement **new time management strategies** in your daily life.



Do I usually manage my time **at school** in a proper way?

What could I do to manage my time **better**?

Could the time management strategies **reduce my feelings of stress at work**?



PROGRESS

Write down the answers on the questions below:

1. What do you think about implementing changes in general?

2. Which strategies do you use to manage your time?

(Bonus question: Ask your colleague what his/her experiences are with time management strategies)

3. How long could it take you to feel comfortable with implementing a new routine?

How long do you insist on change to become a "natural" part of your working?

APPLY







Step 2: For each task that you wrote, ask yourself:

Is this task urgent? Is this task important? Based on that, write the tasks from the first step into the next matrix:

	Urgent	Less Urgent
Important	urgent and important	less urgent but important
Less Important	urgent but less important	less urgent and less important

Step 3: See in the matrix what the tasks under each number means for your time management which task should you do, which can be planned ahead, which to delegate and which to eliminate as much as possible.

	Urgent	Less Urgent
Important	1. DO 	2. PLAN AHEAD 
Less Important	3. DELEGATE 	4. ELIMINATE AS MUCH AS POSSIBLE 

APPLY



2. The pomodoro technique

The pomodoro technique uses **a timer to break down work into intervals of about 25 minutes, separated by short breaks**. Each interval is known as a pomodoro. The goal is to commit a certain number of time to **just one task** and blocking off time for other tasks.

Let's put this technique into practice. Read and follow **the five basic steps**:

1. Decide on the **task** to be done.
2. Set the **pomodoro timer** (traditionally for 25 minutes).
3. **Work on the task**.
4. End work when the timer rings and take a **short break** (5-10 minutes)
5. After **four pomodoros**, take a long break (20-30 minutes).

After practicing both techniques, **reflect on these final questions**:

- Where these techniques helpful to improve the way you manage your time at work?

- Do you think you could apply them to your daily life at work?

- What would be the benefits of applying these techniques to your work?

Chapter 6

**“One book, one pen, one child,
and one teacher can change the world”**

(Malala Yousafzai)



OBJECTIVES

for this week

1 To reflect on the importance of classroom management strategies



2 To know some good classroom management strategies and tips



3 To implement new classroom management strategies in your daily work



Do I usually manage my classroom in **an effective way**?

What could I do to manage my classroom **in a better way**?



GATHER

To organize teaching/learning effectively in the classroom,

it is important to choose appropriate methods for creating a good learning environment. Here is a list of methods (Learning to be Toolkit, 2019):

Setting learning goals



1. The teacher presents the topic (ideally, including visual aids).
2. The teacher asks the students to think about a personal/common goal for the class (students can flip through the textbook, read some materials or talk to a friend).
3. The teacher moderates a discussion about setting goals.
4. After the discussion, the students formulate their goals.
5. The students write down their individual goals, or the teacher writes down the shared goals.
6. The teacher sets a specific time when the students will be able to discuss their progress in achieving the set goals.

Think-pair-share



1. The teacher decides a specific task or question.
2. THINK: The teacher begins by asking a specific question about the topic. The students “think” (7-10 sec.) about what they know about the topic.
3. PAIR: The teacher pairs the students or makes small groups and students share their ideas.
4. SHARE: The teacher expands the previous activity of sharing in pairs or in small groups into the whole-class discussion.

GATHER



Wait time

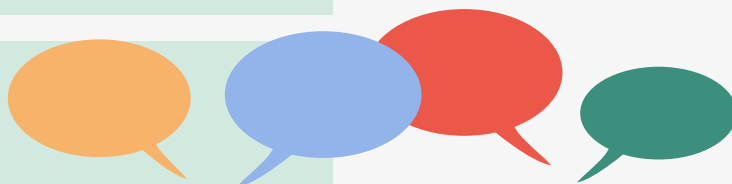
- (1) The teacher asks a question;
- (2) deliberately pauses for 7-10 seconds while students are thinking and
- (3) collects the answers.

Group work



1. The teacher divides the class into groups of 3-5 students.
2. The teacher asks a question or provides the groups with a task (If the teacher asks a question, Wait Time should be used; if the teacher gives a more elaborate task, the students should select their basic group roles and appropriate tasks for each group member).
3. The teacher gives a certain time frame to complete the task or answer the question.
4. Each group presents their answer or completed task orally or with written reports (Written reports could be posted on the wall, while the students informally circulate around the room and read each other's answers).

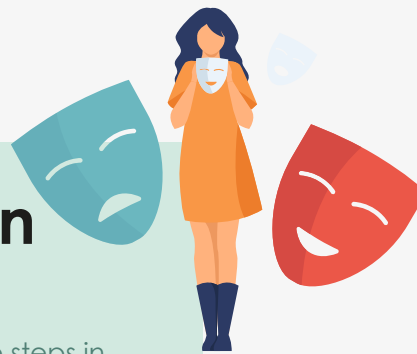
Accountable talk



1. The teacher starts a class discussion related to the lesson topic.
2. The teacher explains that in a learning discussion, each contributor to the discussion is held accountable, i.e., he/she is supposed to give reasons and evidence for his/her opinion.
3. The teacher poses an open-ended question and guides the students in an accountable talk discussion.
4. The teacher asks a volunteer to answer the question.
5. The teacher asks other two/three students to add some information to what the first student has already said.
6. The teacher leads reflection.

GATHER

Modeling/Demonstration



1. The teacher describes the features of a concept or the steps in performing a skill, emphasizing the key elements.
2. The teacher breaks down the concept or skill into small learnable segments.
3. The teacher thinks aloud as she/he models, giving good and bad examples of human daily practices and habits.
4. The teacher motivates the students to learn through demonstrating enthusiasm and maintaining a lively classroom. The teacher engages the students through periodically questioning them, and checking for understanding, thus showing an example of an inspired person.
5. The teacher asks the students to practice performing the skill themselves.

Learning via play



1. The teacher selects a game that reflects the topic of the lesson.
2. The teacher decides if the game will be used for the Inquire phase, the Gather phase, or the Process phases.
3. During the lesson, the teacher explains to the students the rules and the purpose of the game.
4. With a few volunteers, the teacher shows how the game should be played. The students play the game. During the reflection, the teacher tries to establish links between the students' experiences and the topic of the lesson.

GATHER

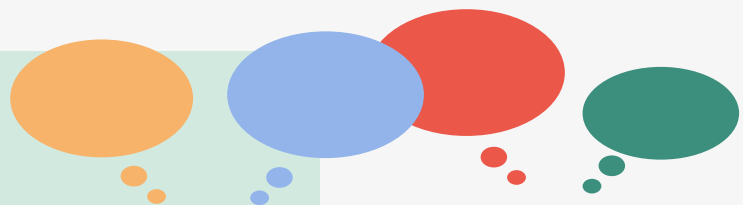
Kinesthetic activities

1. The teacher decides which kinesthetic activity suits the lesson topic and objective.
2. At the appropriate time in class, the teacher explains and models the activity.
3. The students carry out the kinesthetic activity according to the teacher's instructions.
4. The teacher monitors students' work.
5. After the activity, the teacher and students reflect on how the activity went.



Reflection

1. The teacher forms a question or a statement for reflection on the lesson topic.
2. During the learning process or before the end of the topic, the teacher asks the students the question or the statement.
3. The students participate in the reflection by answering the question or commenting on the statement. It is recommended to use the Think-pair-share method.



Graphic and other visual organizers

1. The teacher or the whole class prepare graphic or visual organizers for a specific topic.
2. Visual organizers are put up on the wall in a visible place.
3. During the lesson, at the appropriate times, the teacher draws the attention of the students to the visual organizers.



GATHER

Feedback

1. The teacher observes the students or reads the students' papers and assesses the students' current level of knowledge and performance.
2. The teacher decides on how the feedback on the specific task will be delivered.
3. The teacher thinks over what steps the student could take to improve his/her current knowledge and skills.
4. The teacher provides the students with feedback.
5. The teacher allocates the time for the students to examine the feedback and set objectives for improvement as well as decide on ways how to improve.



These methods can help the teacher to create a favourable learning environment. Take a minute to look again at the methods and reflect on these questions:



- Which methods have I already used in my class? Do I regularly use any of them with my students?
- Are there any methods that I have never used before? Any new methods that I didn't know?
- Could I apply any of them in my classroom? What would be the benefits of using them?

PROGRESS

Teaching time can be divided into three parts:

Welcoming inclusion activities, engaging strategies, and optimistic closure.

Here is an example of how teaching methods can be used to successfully plan each part of a lesson:

Welcoming inclusion activities (1 – 10 min.)	<ul style="list-style-type: none"> - Class circle - Greeting ritual
Engaging strategies (1 – 15min.)	<ul style="list-style-type: none"> - Working in pairs/groups - Playing game - Kinesthetic exercises - Meaningful conversation
Optimistic closure (3 – 5min.)	<ul style="list-style-type: none"> - Reflection on what I learned - Say goodbye with warm wishes - Reflecting on what I will take, and what I bought today - Answer the question of what to expect from the next lesson - Saying "Thank you"

PROGRESS

Now, it is your turn!

Take some time to think about your next lesson. In the table, write down the ideas about how you can achieve the following three goals in your lesson: create an inclusive environment, use inclusive methods, and finish the lesson with optimism.

Welcoming inclusion activities	How can you create an inclusive environment?
Engaging strategies	What kind of inclusive methods or strategies could you use?
Optimistic closure	How can you finish the lesson with optimism?

After filling out the table, print it out or save it.

APPLY

Do what you have planned for the next lesson. Answer the questions as self-reflection after the class:

Do what you have planned for the next lesson. Answer the questions as self-reflection after the class:

How did you manage to implement what you planned?

How does the plan enhance your effectiveness?

What was successful? What was difficult?

How did you feel leading this lesson?

APPLY

How did the students feel? What kind of behaviour illustrates their well-being?

How could you enrich your next lesson with this week's material?

After reflection, find a partner and discuss experiences and further intentions to continue strengthening self-efficacy.

Chapter 7

**“The key is not to prioritize
what’s on your schedule but
to schedule your priorities”**

(Stephen Covey)



OBJECTIVES

for this week

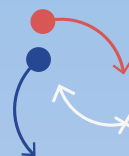
1 Recognising stress response



2 Accurate self-assessment and perception of emotions



3 Reflecting on stress management strategies



4 Building resilience



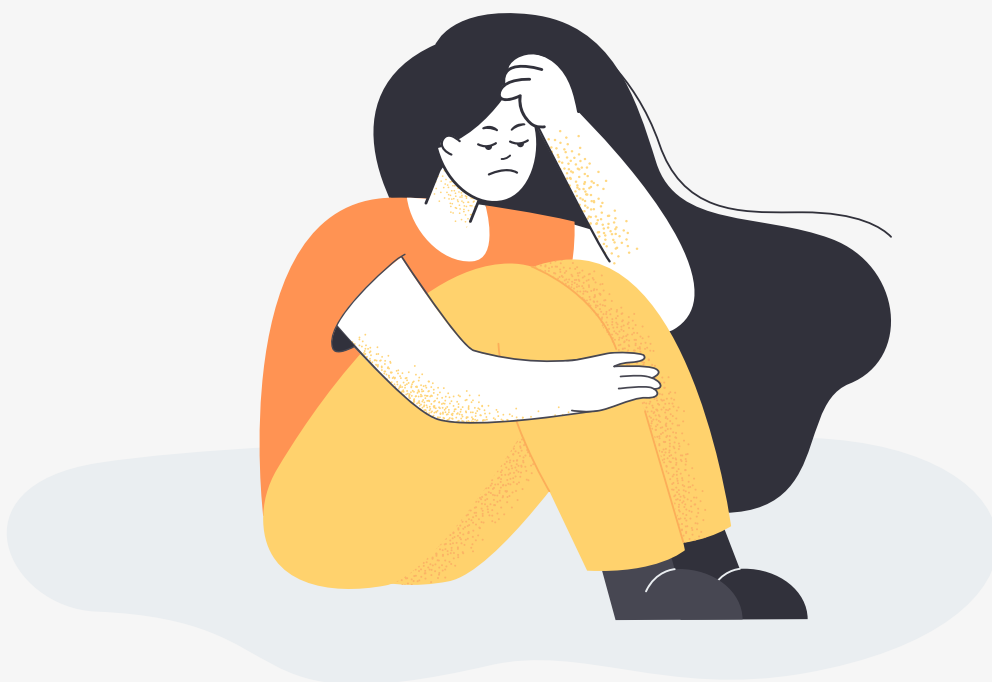
INQUIRE

Stress response is an inherently normal reaction of human beings to changes in the environment. It could be argued it is purely biological when our organisms are aroused when we face a novelty, whether it is a pleasant or unpleasant one, and this arousal demands more energy from our bodies than the performance of routine tasks.

We are simply genetically pre-programmed to become more attentive when making decisions, especially in the face of danger. Our reaction can be “fight, flight or freeze” and is a normal response to stress.

When we have stress in our daily lives (too many things to do, emotional expressions, etc.) and we don't “let go” of this stress on a physiological level, we get stuck in those fight-flight-freeze responses. When we don't “let go”, somewhere in our physiology we remain trapped and every day new stress accumulates in the body, toxic and unreleased.

Sooner or later the system will be full and start to overflow in the form of symptoms: exhaustion, chronic pain, weakened immune system, digestive and sleep problems, fatigue, chronic tension, anxiety, depression, etc.

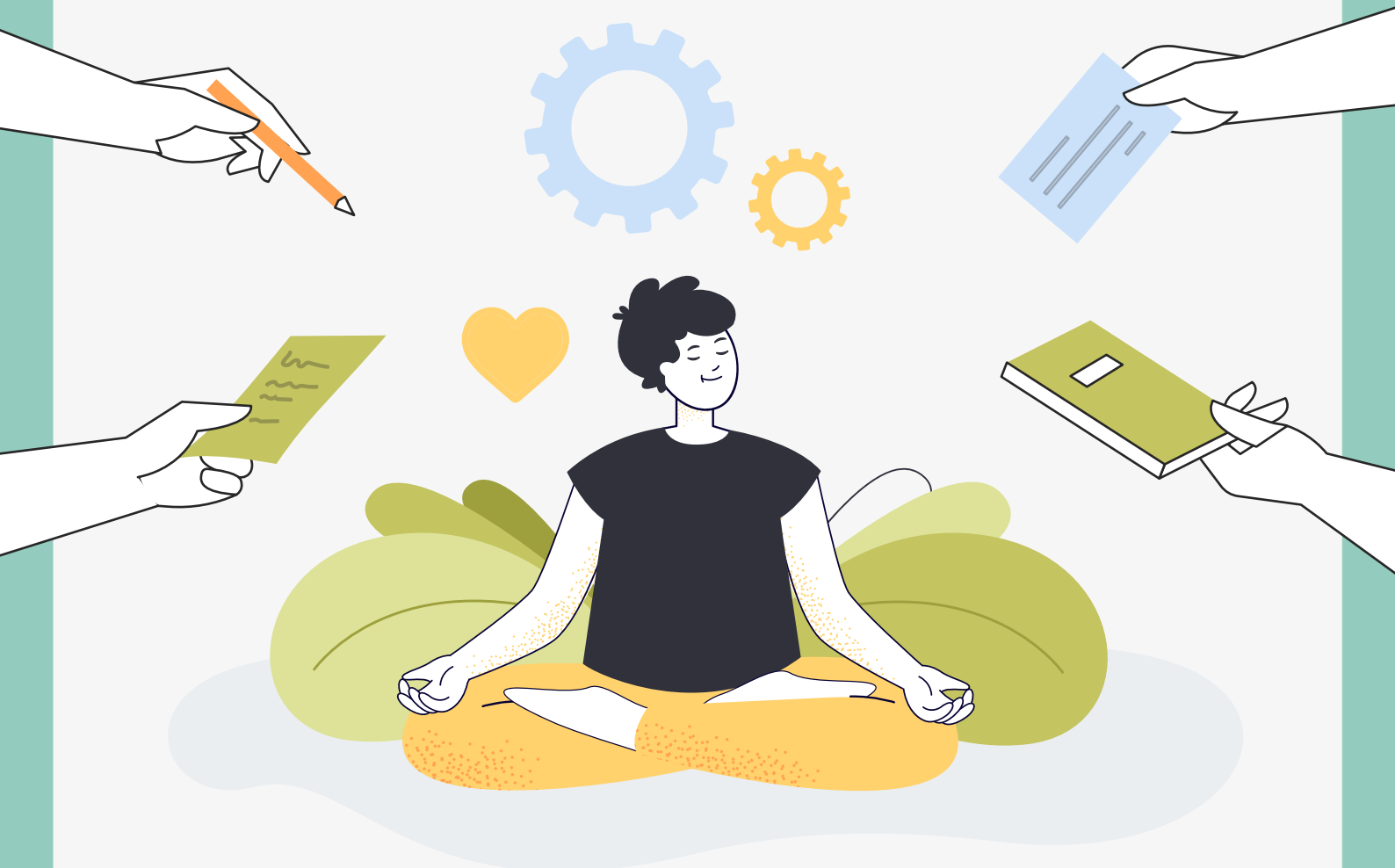


GATHER

Reflect on the processes that are crucial to insisting on the stress response. It can be difficult to recognize the true triggers of stress during long-term stress.

Sometimes even a colleague's breathing may seem to be annoying, but, likely, the feeling of annoyance is not caused by a colleague's breathing but by a long-standing conflict between them.

If you can identify the cause of the stress, then it is easier to name and solve the problem; however, if you cannot, solve the problem or identify the reasons, you still can take care of yourself by making a short- and long-term plan for self-help.



PROGRESS

Think about how you know you are experiencing stress on a behavioral, emotional, physical, cognitive and social level.

Check and underline no more than ten reactions you commonly have when under stress.

Behavioral	Emotional	Physical
<ul style="list-style-type: none"> - Change in activity levels - Decreased efficiency and effectiveness - Difficulty communicating - Increased sense of humor/gallows humor - Irritability, outbursts of anger, frequent arguments - Inability to rest, relax, or let down - Change in eating habits - Change in sleep patterns - Change in job performance - Periods of crying - Increased use of tobacco, alcohol, drugs, sugar or caffeine - Hyper-vigilance about safety or the surrounding environment 	<ul style="list-style-type: none"> - Feeling heroic, euphoric or invulnerable - Denial - Anxiety or fear - Worry about safety of self or others - Irritability or anger - Restlessness - Sadness, moodiness, grief or depression - Vivid or distressing dreams - Feeling overwhelmed, helpless or hopeless - Feeling isolated, lost, lonely or abandoned - Apathy - Feeling misunderstood or unappreciated 	<ul style="list-style-type: none"> - Increased heart rate and respirations - Increased blood pressure - Upset stomach, nausea, diarrhea, sickness - Increased or decreased appetite which may be accompanied by weight loss or gain - Sweating or chills - Tremors or muscle twitching - Muffled hearing - Tunnel vision - Feeling uncoordinated - Headaches - Sore or aching muscles - Light sensitive vision - Lower back pain - Feeling a "lump in the throat" - Easily startled - Fatigue that does not improve with sleep - Menstrual cycle changes - Change In sexual desire or response - Decreased resistance to colds, flu, infections - Flare up of allergies, asthma, or arthritis - Hair loss - Being ill and can not recover

PROGRESS

Cognitive

- Memory problems/forgetfulness
- Disorientation
- Confusion
- Slowness in thinking, analyzing, or comprehending
- Difficulty calculating, setting priorities or making decisions
- Difficulty Concentrating
- Limited attention span
- Loss of objectivity

Social

- Withdrawing or isolating from people
- Difficulty listening
- Difficulty sharing ideas
- Difficulty engaging in mutual problem solving
- Blaming
- Criticizing
- Intolerance of group process
- Difficulty in giving or accepting support or help
- Impatient with or disrespectful to others



APPLY

Now look at the list and find out those questions

What are the top three/ four stressors that impact your professional wellbeing?

Is there a level that is more challenging to you than others (i.g., cognitive)?

What do specific stress reactions (also across the different categories) show you?

What priorities can you make at work to reduce the stressors?

Then, let's do a group work

Discuss and share with colleagues what kind of stress factors and reactions are more prevalent.

How the school community could handle teacher long term stress? What actions can be made to deal with these stressors?"



Chapter 8

“Mens sana in corpore sano”

(Latin cite, Juvenal Satires)



OBJECTIVES

for this week

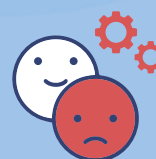
1

Learn how to effectively cope with emotional stress that is particularly painful or challenging.



2

Work on our emotional responses on stressful situations



3

Learn how to have contact with ourselves, with our breathing and feelings.



INQUIRE

We want to give you some ideas on how to effectively drive your sailing boat through difficult times (rough sea, bad weather...) The sailor in those situations can face a lot of stress.

Ignoring feelings is not the healthiest way to deal with them. That does not make them go away but can cause them to come out in different ways. If we can't change our

stress levels by eliminating the stressful situation, we can work on our emotional response to it. As with any other skill, perseverance and regular practice are required to manage emotions and successfully regulate demands. To recognize when we are stressed we need to have contact with ourselves, with our breathing and feelings.

Let's see how to do it!



GATHER

Imagine that the following situations happens to you:

During the teachers' methodological group meeting, the teacher receives information that she/he will have to participate in a working group and complete a common task on a set day and time. The teacher was planning to work for her/himself on this particular day and time, and now, she/he feels guilty about it.

1 Identify the signs of stress:

what are the behavioral, physical, cognitive, emotional or social aspects in which you are feeling stressed? (If you need, check in the previous chapter the list of signs)

2 Understand the cause of stress:

What causes and triggers the stress in that situation?

Circle all the options that would apply for you in that situation:

- a. Conflicts in interpersonal relationships
- b. Unexpected events
- c. Events beyond our control
- d. Problems in your personal life
- e. Problems at work
- f. Excessive workload
- g. Other: _____

GATHER

3 Name the feeling that you think you would be experiencing during the situation.

Circle all the options that would apply for you in that situation:

Anger

Panic

Self-blame

Despair

Frustration

Sadness

Apathy

Shame

Aggression

Self-pity

Fear

4 Apply coping strategies:

What coping strategies might you use to reduce the feeling of stress? You have already read about some effective coping strategies within the course, would you apply any of them to this specific situation?

Keep reading to familiarize yourself with some other effective coping strategies!

PROGRESS

In stressful situations, emotions tend to reach a critical point and you may no longer be able to control the situation or regulate your emotions. Think about whether or how you can recognize the critical point at which your emotions (anger, fear, ...) reach a stage where they take on a life of their own and can no longer be controlled.

Recall a situation where you have crossed the critical point (if you haven't, imagine a situation in which you would cross that point).



How did you act?

What was the context of this situation?

How did it contribute to reaching the critical point? How did you feel about it?

What did you do to control your feelings?

APPLY

In a previous week you tackled emotions that caused stress response.

Now reflect on the demands you have in your job:

- Are there specific job demands that you experience as stressful?
- Share your reflections with other colleagues: Are there some common job demands that are experienced as especially stressful in your workplace?

What can we do to handle that stress reaction?

Some tools to reduce stress might include meditation, walking, giving thanks for what you have, physical and social activities, etc. You can try one of the following relaxation techniques:



1

Balloon breathing

This is a very simple exercise you can apply anytime during the day or before sleeping. Relax your body and breath normally for a while. Imagine a balloon in your belly. On each inhale balloon gets bigger, on each exhale balloon gets smaller. Keep doing it for a few minutes and track how you feel afterwards.

2

Grounded Curiosity Breathing:

This exercise might be used when having difficult conversations or situations with other people.

While in the conversation, begin to pay attention to your breathing. After a few rounds of just attending, invest your breathing with intentions that will help you perform in the upcoming difficult conversation or situation.

Feel the effects of inhaling as if gathering inspiration from your surroundings and imagine being curious about your own experience and the experience of the person you are speaking with. As you breathe out, feel grounded in your physical posture and stability. Continue to breathe for a few minutes: breathing in feeling curious; breathing out feeling grounded.

APPLY

3

Breath counting

Breath counting is another simple breathing practice that will immediately draws you into the present moment.

This technique consists on listening to your natural breath, deepen your inhalations and exhalations and draw air in through your nose for a slow count of four and then release air out through your nose for a slow count of four. Consciously count the time for each inhalation and each exhalation, equalizing their lengths.

4

Emphasize the Exhalation

This technique is a variant from the Breath counting procedure. In this one, you may draw air in through your nose for a slow count of four and then release air out through your nose for a slow count of six or eight. Emphasize your exhalation by drawing it out to a longer pace than your inhalation.

By emphasizing your exhalation, you not only bring your awareness and attention to your breath—which is already inherently calming. You also create an even greater sense of overall calm.

5

Mindful Awareness

Mindfulness is a powerful practice. The practice draws you into the present moment and keeps your attention on one thing at a time, which may help to calm stress and anxiety.

For this practice, you could try to scan your surroundings. As you look throughout the space around you, identify some objects that you can see, listen to the sounds around you, smell then draw your attention to the smells in the air, after that to any tastes in your mouth and finally bring your awareness to the sensation of touch. Pay attention to what you feel and identify the sensations with your five senses. Finally, draw your awareness inward and pay attention to internal sensation (the movement in your belly, the air in your lungs, your muscles, thoughts in your mind,...). When you feel ready, slowly bring your awareness back to your surroundings to prepare to move on with your day.



APPLY

6

Muscle Relaxation (Jacobson)

Jacobson relaxation technique consists on tensing and relaxing the muscles of the body progressively for an interval of 5-7 seconds of tension and 20 to 30 seconds of relaxation. It includes tensing and relaxing the arms, face, neck, head, abdomen, shoulders, legs and sometimes other parts of the body.

7

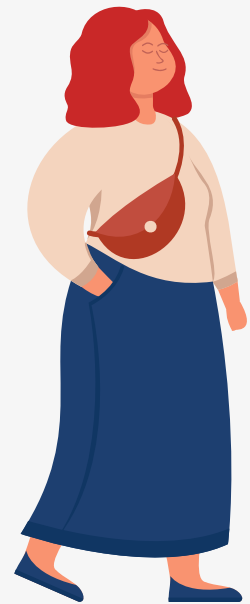
Eight step mindful walking

This practice could be used while walking anywhere - to the classroom, to the car, or at home. It allows us to calm our brain and draw attention from the stressor to the sensations in the body. It consist on walking slowly while you feel the direct sensations of your feet and legs moving (heaviness, pressure, movement, temperature...) With each step, feel the steady contact with the ground.

8

Mindful movement

Move your body in any way that feels appropriate while mindfully paying attention to your breath. Slowly flow your body in movement - any kind of. Whatever way you like to move your body is the best antidote for a busy, stressed-out mind. Move mindfully for the time you need. Whatever feels manageable and helpful for you will be the best way to support your overall wellbeing.



Movement is a powerful practice to ground you in your body and get you out of your head.

Slow, soothing practices like gentle yoga can be the perfect practice to support your mental health and wellness.

It is not stress that kills us, it is our reaction to it.

Chapter 9

**“In our/your water
there are other boats too!”**



OBJECTIVES

for this week

1

Encouraging (self) empathy, compassion, perspective-taking, respect for myself and others

**2**

Reflecting (self) worth and appreciate diversity



We can identify two different types of empathy.

Lishner, Stocks and Steinert (2017)

differ between:

Cognitive empathy

Adopting the perspective of another (imagine-other perspective taking) and imagining oneself in the situation of another (imagine-self perspective taking).



Affective empathy

Describe a broad range of affective phenomena. One such phenomenon involves feeling the same affective or emotional experience as another person.

4 qualities of empathy:

perspective taking,
staying out of judgment,
recognising emotion in others
and communicating that, and feeling with people.

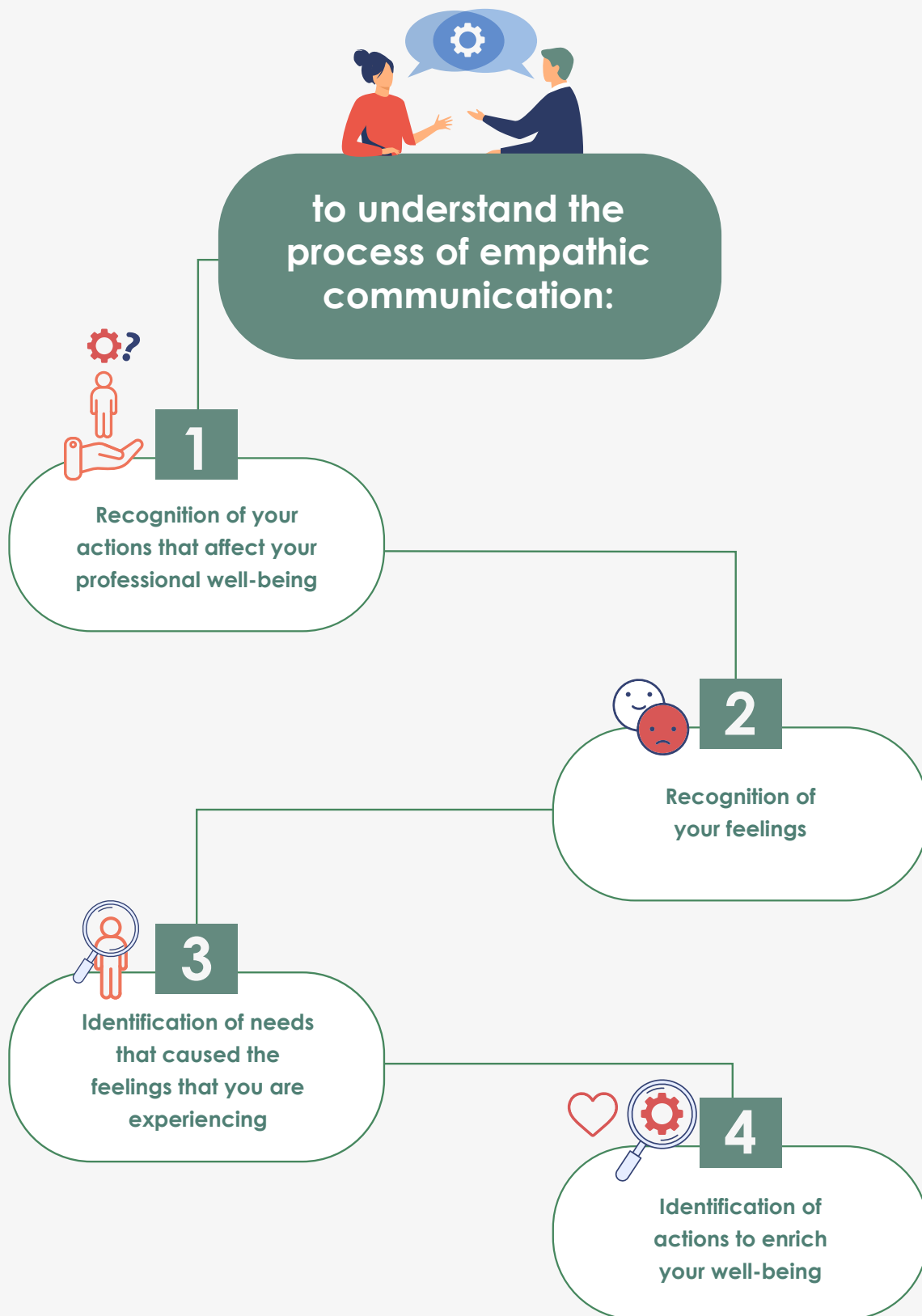
If we are emphatic, we identify with the same emotion as a person we are emphatic with - we feel the same emotion: we connect with him/her.

GATHER

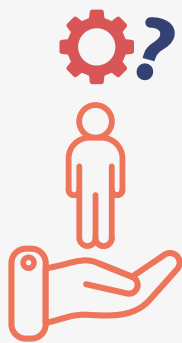
In this phase, think about how often you find yourself in situations where you say:

*“I won’t do that anymore,
I won’t talk like that anymore.”*

Now, analyse the next mindmap



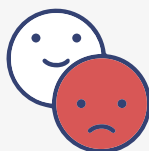
GATHER



1

- Try not to divide people into 'bad' and 'good' categories because it encourages violence.
- Try not to compare yourself: comparisons lower self-esteem. It blocks growth and reduces compassion for oneself and others.
- Try not to deny responsibility. We are responsible for our thoughts, feelings and acts.
- Try not to use this type of sentence: "I have warned you: if you disobey, you will be in trouble". Doing so, you are intimidating others to obey you.
- Try not to use this type of sentence: "He/she deserves to be punished for what he/she did/did not do". Doing so, you create an evaluation and expression of opinion about who deserves what.
- Trust a person can change and improve! Phrases that express disbelief encourage reconciliation with the situation and undermine self-esteem and discourage the search for solutions.

GATHER



2

- To distinguish feelings from thoughts.
- To distinguish what we feel from what we think we are, and name the true feelings

fulfilled Spellbound
concerned confident Enthusiastic
thankful blissful Overwhelmed
upbeat inquisitive
tense
comfortable



GATHER



3

Self-blame

By choosing this, we lower our self-esteem, which causes a feeling of shame that may lead to depression.



Blaming others

By blaming others, we cultivate anger within ourselves.



Understanding your own feelings and needs

By focusing on our feelings and needs, we can express our feelings more accurately.



Understanding the feelings and needs of others

The ability to see the feelings and needs of others, so we can take responsibility for our feelings and not blame other people.



GATHER



4

- 1) Use positive language when asking for something, and express what you want as accurately as possible.
- 2) The request must reflect feelings and needs, otherwise, it will be accepted as a requirement.
- 3) Ask the listener to respond to make sure you have been heard.
- 4) Say thank you when the listener tries to satisfy your request.



PROGRESS

Read the statements and apply the rules of empathic communication like in the example

Instead of saying: "You disappointed me when you didn't come to the consultation yesterday", say "I was disappointed when you didn't come to the consultation yesterday because I was worried that we're not ready to answer".

1. Nothing good can be expected from these students as they come from disadvantaged families. 😞



2. It is not possible to teach gifted students in such a classroom. 😞



3. I feel tired. 😞



4. I feel like he does not like me. 😞



5. I cannot learn anything. 😞



6. You do not understand, it is not for students. 😞



7. I want you to leave me alone. 😞



8. I would like you to respect my opinion. 😞



APPLY

Now is time to apply!

For a few days this week, keep track of the way you communicate with others at work (school principal, colleagues, students, parents).

Write down here some relevant phrases you tell when communicating with others and take some time to analyze them.

Describe how well the wording you used is in line with the principles of empathic communication, could you change the wrong reactions/words into appropriate ones?

Write down the phrases you hear and take some time to analyze them.

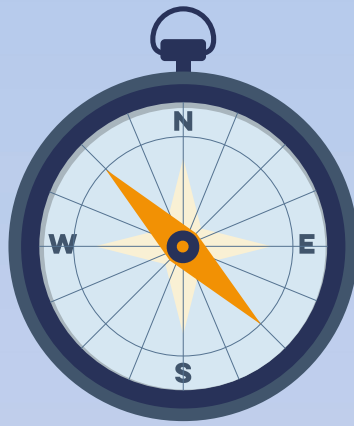


The form consists of five empty speech bubble shapes arranged in two rows. The top row has three bubbles and the bottom row has two bubbles. Each bubble has a small tail pointing downwards and to the right, indicating the direction of speech.

Describe how well the wording that you heard is in line with the principles of empathic communication, could you change the wrong reactions/words you heard into appropriate ones?

Chapter 10

“In times of stormy weather, other boats can help us stay on our course and remind us of what is truly important on our journey”



OBJECTIVES

for this week

1

Encouraging (self) empathy, compassion, perspective-taking, respect for myself and others



2

Developing communication skills and relationship building



3

Analysing, evaluating and reflecting on professional situations



Encouraging (self) empathy, compassion, perspective-taking, respect for myself and others

1

“I’m OK...You’re OK”

Realistic people with this position about themselves and others can solve their problems constructively. They accept the significance of people and get along well with others. They achieve independence (I can do things on my own) and interdependence – “I can choose to be part of a team and accomplish even more than what I can do on my own”.



2

“I’m OK...You’re Not OK”

This is the position of persons who feel victimized or persecuted, so victimizes and persecutes others. They blame others for their miseries. This position corresponds to a superiority position.



3

“I’m Not OK...You’re OK”

This is a common position of persons who feel powerless, not good enough, or less important when they compare themselves to others. People in this position feel not good enough or less important. This position corresponds to an inferiority position (I am inferior).



4

“I’m Not OK...You’re Not OK”

This is the position of those who lose interest in living, who exhibit eccentric behavior, and in extreme cases, may harm themselves or others. This is a position that one must work themselves into.



We all use almost all of the four perspectives, even though the first is the healthiest one in professional (and personal) relationships.

GATHER

Here below you will find some examples concerning the 4 types of basic attitudes, perspectives:

1

It is good for both of us:

If a student frequently disrupts the lesson, I seek a discussion. I make it clear that there are certain rules and guidelines that must be respected in class. At the same time, I want to understand why the student is disrupting the lessons. Perhaps he or she is going through a difficult phase in life and needs support.

I'm OK, You are OK.



2

It is good for me, but it is bad for you:

The students are becoming more and more impudent. It seems to me that today's parents no longer educate their children and expect us to take over this task. But I don't put up with it. You just have to be strict enough, and then no one will dare to disrupt the lessons.

I'm OK, You are not OK.



3

It is bad for me, but it is good for you:

The children and young people often make me feel insecure. They know so much about computers, the Internet and things like that. I don't know anything about it. My students often help me, which is really nice of them. But I will never understand and be able to do such things myself.

I'm not OK, You are OK.



4

It is bad for both of us:

Although I have been teaching for a long time, there are many things that I do not know myself. The students know this and want to embarrass me by asking me questions that I don't know the answer to. I feel very uncomfortable and ashamed, even though I know that we are all not omniscient. Why do the students have to take advantage of this?

I'm not OK, You are not OK.



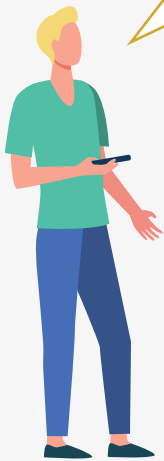
Examine the provided examples and the table. The table shows that, depending on the position that we choose, we make decisions that affect our behavior and relationships with others.

PROGRESS

Recognize the life position of a student (or of colleagues, parents) in different situations, and think about your responses.

A

When a student says: "I am a lost case for math. I could never solve this problem without the help of a teacher." or when a colleague says to us: "I will never succeed with this class, I don't know how to get authority like you do!" In which life position is he/she? How do you respond to that?

**B**

When a student says to the teacher: "I can't do it, and even you can't help me with that ." or when a colleague says to us: "I don't believe that anyone could help me with my role as a class teacher, it is just hopeless!" In which life position is he/she? How do you respond to that?



PROGRESS

C

When a student says to the teacher: "Teacher Tina had helped me so much, she knew how to explain this to me. She was a good teacher. I understood her explanation. You and your explanation are only getting me even more confused." or when a colleague says to us: "I don't believe that you could do anything about the communication with those parents. You don't know how to lead meetings like Carol (ex counselor) and I did!" In which life position is he/she? How do you respond to that?



D

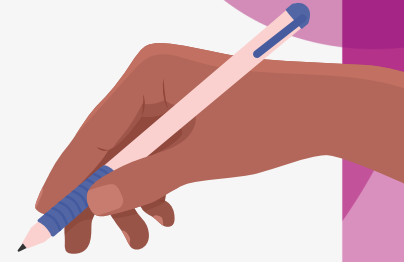
When a student says to the teacher: "I really like this subject, your lectures are so interesting and you teach well." "We did a great job in general, there are some minor changes I suggest for the next time." In which life position is he/she? How do you respond to that?



4

APPLY

In the next lines, think about yourself as a model of OK position:



- What life positions do you experience in professional situations?

- In which situations do these life positions become apparent?

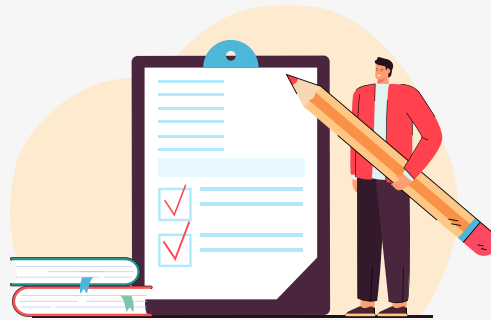
- How do external circumstances affect your life positions?

(certain behaviors in other people, certain contexts,...)

APPLY

“Homework”

Observe your OK positions during next week and fill the Table each day after your work”.



Position 1: I'm OK, you're OK

Position 2: I'm OK, you're not OK

Position 3: I'm not OK, you're OK

Position 4: I'm not OK, you're not OK

Chapter 11

“The lighthouse is always
a reference point”



OBJECTIVES

for this week

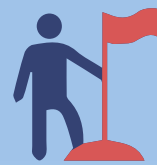
1

To recognize strengths and to improve self-confidence



2

Developing communication skills in leading situation



3

Improving analysis, assessment and reflection in different contexts



INQUIRE

The leader is (rather than follows) a lighthouse and navigates his own and surrounding sailboats a right course.

Teacher leadership is leading within and beyond the classroom.

Though school principals take on much of a school's administrative responsibilities, this doesn't mean that teachers can't participate in shared leadership.

Part of developing as a teacher leader is learning, 'how do I work with adults?' and that's a different skill set.

Learning how to communicate effectively, take initiative and share their expertise are among a few skills that distinguish teacher leaders.

The teacher's wellbeing can be influenced by:

- the leadership actions that teachers identify as enhancing their well-being (feeling valued, meaningful professional development, agency in decision making)
- the essential skills leaders demonstrate (relationship building, contextual competence, social and emotional competence).

INQUIRE

And what does it take to be a leader in the classroom?

A leader in the classroom could be defined as an individual who is able to guide students through the learning process in a way that students are able to understand and use the knowledge they have acquired through the assistance of the teacher. In this day and age of unmotivated, entertainment driven students, it is hard to find classroom leaders who are able to achieve this.

Educational research indicates that there are five core behaviors that classroom leaders need in order to help students to learn. These behaviors are



- Clear lessons



- Variety in instruction



- Task orientation of the teacher



- Student engagement in learning



- High success rate of students

GATHER

In school, leading roles can be acted very differently. How to navigate between different types of leadership in school?



1. The captain (the leader) leads, the team obeys.
(there is a gap between the captain and the team, disrespect, reluctance to repeat the trip)



2. The captain leads, and consults with the team but makes the final decisions himself or herself
(as if the needs of the team are taken into account, but people do not feel as if they matter).



3. The captain and the team are equal, and joint decisions are made
(decision-making may take longer, but people feel like they matter and they are heard).

Answer the question to yourself:

Which type of leadership matches

PROGRESS

Leadership is not necessarily related to titles or positions that are held

Draw a sailboat at sea that illustrates you as a class leader and your leadership role.

- How would you describe yourself as a leader?

- What is your biggest success?

- What do you excel at?

- What do they praise you for?

- What are you most proud of?

PROGRESS

Unexpected situations are part of school life and often occur at school where you need to take the lead and make a decision, assess the consequences here and now, and take responsibility.

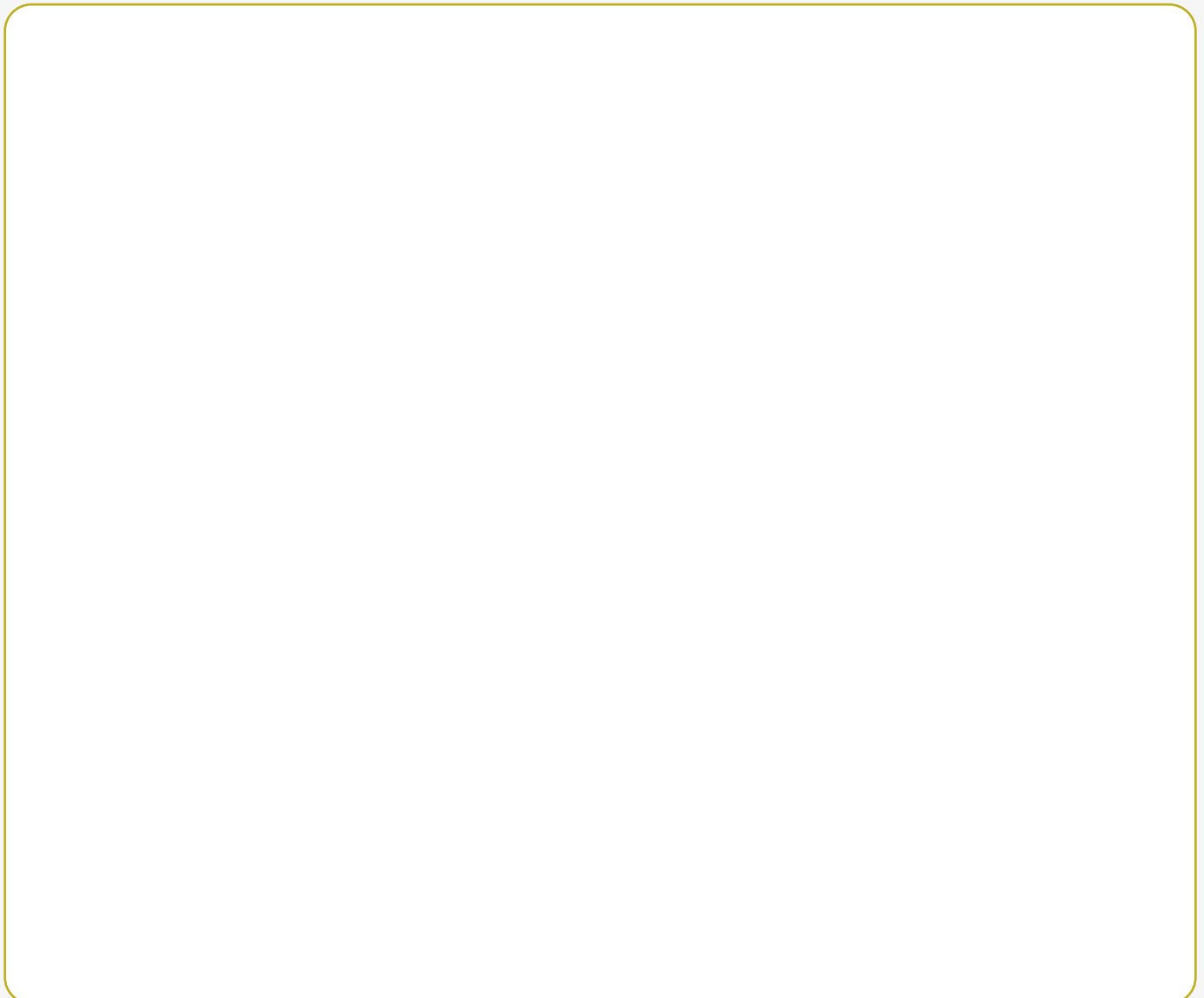
Have you ever been in a similar situation?

What helped you to demonstrate leadership in such type of a situation?

And what bothered you?

What could the community do?

Once these questions are answered, you are ready to discuss your approach to leadership in the school community with others.



APPLY

What are the qualities of a good leader?

This exercise will help you to reflect on your personal and peer leadership.

1. Complete the next chart:

- Personal leadership qualities.
- Qualities that could be strengthened; colleagues could help you to accomplish this task.
- Write down leadership qualities that you do not have but your colleagues do.

2. Find some colleagues who are attending the course with you.
Note your sensations.

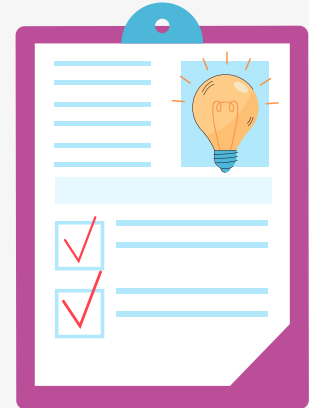
4

APPLY

3. Plan a time during which you can discuss the leadership of members of the school community and look for solutions on how you can enrich the leadership of members of the entire school community via your leadership.

4. Share your list of leadership qualities and find a partner(s) among colleagues who can help you strengthen your leadership qualities and contribute to your leadership experience during the next reinforcement of a colleague's leadership qualities.

5. Find out who could be your mentor when you need specific help to demonstrate leadership.



After talking to colleagues, reconsider the process by answering the questions:

- How do you assess your success? Are your expectations too high/too low?
How can you check that?

- Do you expect everything to be perfect?

- Do you compare yourself with your colleagues all the time?

Chapter 12

“Without reflection, we go blindly on our way, creating more unintended consequences, and failing to achieve anything useful”

(Margaret J. Wheatley)



OBJECTIVES

for this week

1

Visualizing work performance to help deliver better results and boost productivity.

**2**

Analysing particular situation, identifying and reflecting on desired situations



“Turn and observe the wake of your sailboat”



INQUIRE

This week is the last week of learning and it is dedicated to reflection.

We invite you to remember what you learned during this well-being journey, what was successful, what you experienced and what you learned, and how you can apply it and further strengthen your professional well-being.



The importance of reflection cannot be overstated because it helps:

1. to understand how you best learn
2. to understand yourself
3. to adapt to the learning process - encouraging innovations to understand different perspectives

INQUIRE

What? What happened? What did you learn? What did you do?
What did you expect? What was different? What was your reaction?

Reflect on the 12 weeks. WHICH 3 things I will take from this course
(how I will use it specifically in my everyday practice).

So What? Which things I will take from the course?

Now What? What are you going to do as a result of your
experiences? What will you do differently? How will you apply what you
have learned?

How I will implement them in the future?



GATHER

One of the most effective methods of reflection that can help you reflect on the whole learning process from start to finish is the 3W method. It helps to transform what has been learned into other contexts in the near and distant future.

Read the 3W questions and reflect.

What? What happened? What did you learn? What did you do? What did you expect? What was different? What was your reaction?

So What? Why does it matter? What are the consequences and meanings of your experiences? How do your experiences link to your professional and/or personal development?

Now What? What are you going to do as a result of your experiences? What will you do differently? How will you apply what you have learned?



APPLY

Pre-visualization task:

Before saying goodbye to the curriculum, we invite you to complete the final task:

Visualization is simply training your mind. It is the formation of mental visual images. Giving the mind something to do and say will help to keep it from wandering. The nervous system of your body is stimulated just by thinking about something, even if you have never taken part in the activity before.



APPLY

1. Visualisation

- Find a quiet place to sit. Make sure this is a place where you will not be disturbed.
- Close your eyes and take several deep breaths to help yourself relax.
- On an inhale, imagine cool air going in through your nostrils and on an exhale imagine warm air going out of your nostrils. Make 8 more breaths.
- Imagine, you are now stepping on the path towards wellbeing.
- Reflect on this path in this program you were in for 12 weeks. What topics were most interesting and touched you the most?
- Now remember the goals you were setting. How did you succeed? Were you able to reach your goals?
- What is still left to do?
- Focus on visualizing the actions, the path you will take to make your desired goal a reality. Visualize the choice points you are likely to face.
- How you plan to respond to it?
- How does it look like to choose this way? Think about it as clearly as possible with every detail that you can imagine.
- What do you see around you? What emotions are there in this situation?
- Release all your fears and doubts you are having.
- What works best for you to create a balanced life as a teacher? Imagine the situation as clearly as possible. How do you feel on this path?
- Slowly come back to the place you are now, feel the surface you are sitting on, feel your breath.
- Count to 10 and slowly open your eyes.

