

Fostering Teacher Well-Being

From a Practitioner's Perspective

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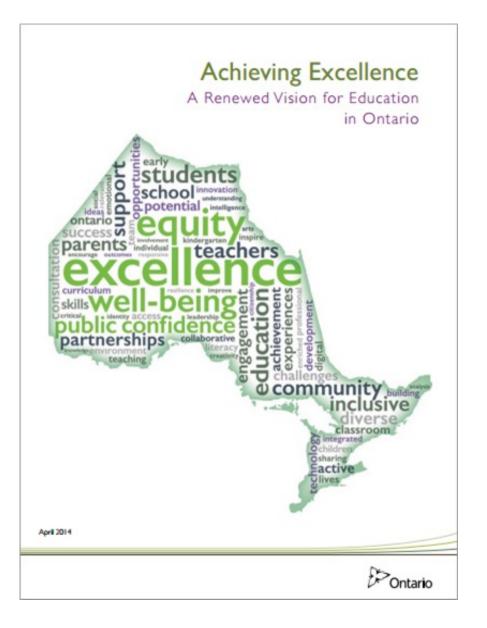


Fostering Teacher Well-Being

From a Practitioner's Perspective

- 1. A System Approach to Well-Being: The Case of Ontario
- 2. The Connection between Well-Being and SEL
- 3. Great Resources
- 4. Advice to School and System Leaders

A System Approach to Well-being: The Case of Ontario



Key Priorities

- Achieving excellence
- Ensuring equity
- Promoting well-being
- Enhancing public confidence



MINISTRY OF EDUCATION



Characteristics and Skills We Want for Our Learners



CHARACTERISTICS

GOAL-ORIENTED Students who are goal-oriented has ad a serial of responsibility.

RESILIENT

Students who are realised for and overcore advantigy and challenging altartizes. They take risks, learn from relatives, personen, and move forward confidently.

GLOBALLY AWARE

COLLABORATIVE Statistics and control of interface understanded the intercent of interface integeratively in a taxe satisfy

> INNOVATIVE/CREATIVE Dashers also are increasing and inter that are up and hole or and inter that are up and hole or and inter that are up and asks are inter any are they are interested and inter any are interested.

SKILLS

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DIGITALLY FLUENT Inderts who are righted facet based have to any technology to advance the based age to be based to based age to be based on the

er cellaboratively) in a respecsible and arbied a to export their learning.

EFFECTIVE COMMUNICATORS Inducts who are effective accession of the set of hereing

ETHICAL DECISION MAKE

Tradevis who are othical decider railwas model principles that gove their decident thraugh their action they embedy konety, respect

5 Characteristics:

- Goal-oriented
- Resilient
- Globally Aware
- Collaborative
- Innovative/Creative

5 Skills:

- Critical Thinkers
- Academically Diverse
- Digitally Fluent
- Effective Communicators
- Ethical Decision Makers



Well-Being in Pandemic Times



Creating Mentally Healthy Schools





Mentally Healthy School Support Package

Practical Resources to Help Schools Rise Together to Resilience



Student Mental Health ACTION KIT

Practical resources to support student mental health during COVID-19

Ontario School District STAFF WELLNESS LOGIC MODEL

Wellness in Action: Committed, Connected, Collaborative

Mission:

Our mission is to support the well-being of our school district as an **organization**, and of each **individual**, through an equitable, value-driven, evidence-based wellness strategy.

Value Statements:

We value workplaces where we prioritize:

- •psychological health and safety
- •physical wellness
- •a sense of belonging and collaboration
- •recognition for (valuing and respecting all) our contributions
- •life-work balance
- •wellness accessible to all
- •opportunities to build our knowledge and skills
- •clear, transparent and timely communication between all facets of the organization



KARANGA

The Global Alliance for SEL and Life Skills Sign up for our newsletter at

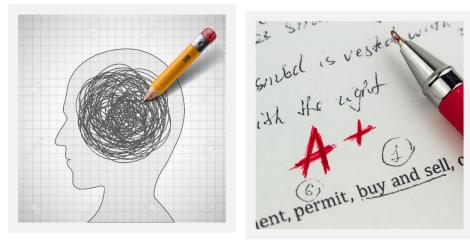
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The case for SEL and the Connection to Well-being



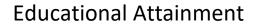


The Future of Work

How can education equip all young people with the skills and competencies for rapidly-evolving economies and the digital revolution?

Mental Health

What can education do to help promote well-being and reduce mental health challenges?



How can we improve learning outcomes in all contexts, especially for those children and adults on the margins of society? How can we help young people feel confident in their own identities and vested in community at local to global levels?

Social Cohesion

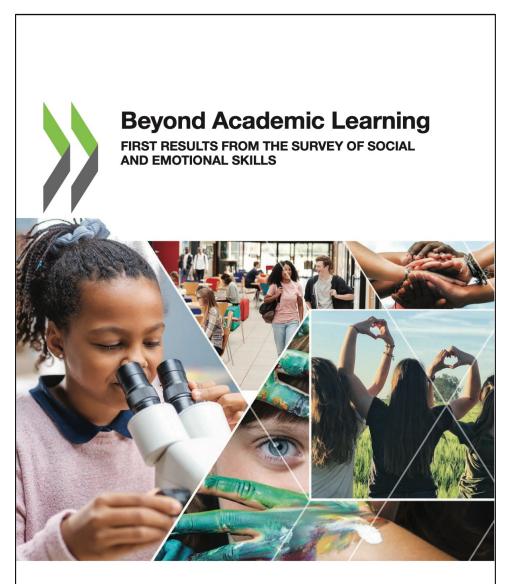
Achieving the SDGs

What skills and behaviors do populations need in order to achieve the Sustainable Development Goals?



OECD Survey of Social and Emotional Skills





OECD

"Social and emotional skills are strongly related to well-being."

OECD (2021), Beyond Academic Learning: First Results from the Survey of Social and Emotional Skills, OECD Publishing, Paris, <u>https://doi.org/10.1787/92a11084-en</u>.



MOOD METER

How are you feeling?

◆ ENERGY	ENRAGED	PANICKED	STRESSED	JITTERY	SHOCKED	SUPRISED	UPBEAT	FESTIVE	EXHILARATED	ECSTATIC	
	LIVID	FURIOUS	FRUSTRATED	TENSE	STUNNED	HYPER	CHEERFUL	MOTIVATED	INSPIRED	ELATED	
	FUMING	FRIGHTENED	ANGRY	NERVOUS	RESTLESS	ENERGIZED	LIVELY	ENTHUSIASTIC	OPTIMISTIC	EXCITED	
	ANXIOUS	APPREHENSIVE	WORRIED	IRRITATED	ANNOYED	PLEASED	НАРРУ	FOCUSED	PROUD	THRILLED	
	REPULSED	TROUBLED	CONCERNED	UNEASY	PEEVED	PLEASANT	JOYFUL	HOPEFUL	PLAYFUL	BLISSFUL	
	DISGUSTED	GLUM	DISAPPOINTED	DOWN	APATHETIC	AT EASE	EASYGOING	CONTENT	LOVING	FULFILLED	
	PESSIMISTIC	MOROSE	DISCOURAGED	SAD	BORED	CALM	SECURE	SATSIFIED	GRATEFUL	TOUCHED	
	ALIENATED	MISERABLE	LONELY	DISHEARTENED	TIRED	RELAXED	CHILL	RESTFUL	BLESSED	BALANCED	
	DESPONDENT	DEPRESSED	SULLEN	EXHAUSTED	FATIGUED	MELLOW	THOUGHTFUL	PEACEFUL	COMFY	CAREFREE	
	DESPAIR	HOPELESS	DESOLATE	SPENT	DRAINED	SLEEPY	COMPLACENT	TRANQUIL	соzy	SERENE	
	← PLEASANTNESS ─ ►										

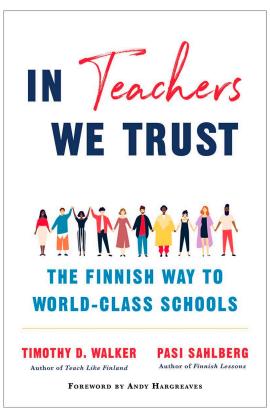
Credit: RULER, Yale Center for Emotional Intelligence









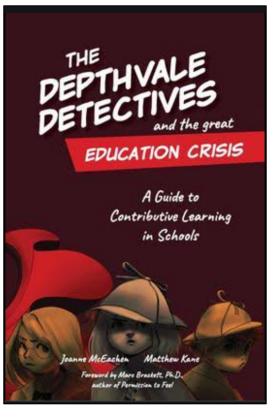






Listen on Google Podcasts







CONTRIBUTIVE LEARNING

A step-by-step guided series to **support teachers** to seamlessly **integrate SEL and academic goals** in lessons designed for the students in front of them.

- Proven **tools**, process and rubrics for **teachers**, students and leaders
- Strategic pedagogical steps to better support students, build teacher
 confidence, and enhance lesson design and assessment.
- Positive shifts in teacher practice, confidence, and well-being
- Improved academic and social-emotional outcomes for students.
- The easy-to-implement delivery makes teachers' lives easier by lessening workload and increasing professional engagement

- Joanne McEachen, The Learner First



Creating the Conditions for Teacher Well-Being



Advice to School and System Leaders...

- 1. Relationships
- 2. Working Conditions
- 3. Leadership
- 4. Professional Learning
- 5. Policies