Fostering Teacher Well-Being

From a Practitioner’s Perspective

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*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
5 Characteristics:
• Goal-oriented
• Resilient
• Globally Aware
• Collaborative
• Innovative/Creative

5 Skills:
• Critical Thinkers
• Academically Diverse
• Digitally Fluent
• Effective Communicators
• Ethical Decision Makers

https://ocdsb.ca/common/pages/DisplayFile.aspx?itemId=212966
Well-Being in Pandemic Times

https://ocdvsb.ca/cms/one.aspx?portalId=55478&pageId=37927240
Creating Mentally Healthy Schools

We work together with Ontario school districts to support student mental health.
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
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?

**Educational Attainment**
How can we improve learning outcomes in all contexts, especially for those children and adults on the margins of society?

**Social Cohesion**
How can we help young people feel confident in their own identities and vested in community at local to global levels?

**Achieving the SDGs**
What skills and behaviors do populations need in order to achieve the Sustainable Development Goals?
“Social and emotional skills are strongly related to well-being.”

Great Resources
# MOOD METER

How are you feeling?

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Credit: RULER, Yale Center for Emotional Intelligence
Great Resources
Great Resources

Listen on
Apple Podcasts

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Google Podcasts

Listen on
Spotify
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*
Great Resources
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