



Centre of Excellence for
MENTAL HEALTH

Nurturing Emotional Resilience in Educators

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Centre of Excellence for
MENTAL HEALTH

To: Our colleagues throughout Quebec From: The Centre of Excellence for Mental Health



What is Well-Being?

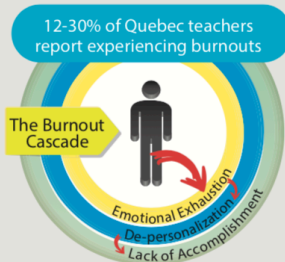
The World Health Organization describes mental well-being as a state in which individuals realize their abilities, can cope with normal stresses, work productively and able to contribute to their community. **Mental well-being is more than an absence of mental illness.**

How is Well-Being Related to Teachers?

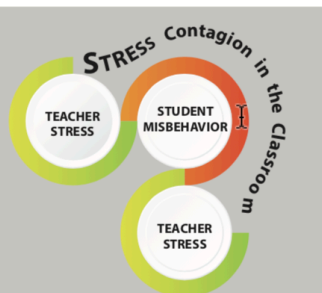
Teacher well-being includes a sense of personal professional fulfilment, satisfaction, purposefulness and happiness, constructed in collaboration with colleagues and students (Soini, Pyhältö & Pietarinen, 2010).

In the Absence of Well-Being

Teachers experience as much stress as police officers and paramedics. Emotional exhaustion can lead to burnout, which impacts teacher recruitment, retention, turnover, and satisfaction.



When teachers reach burnout, they begin to depersonalize relationships with students, impacting conditions for learning, and feelings of ineffectiveness.



For details on stress contagion in the classroom:
<https://files.eric.ed.gov/fulltext/EJ1145076.pdf>

Why Teacher Well-Being?

- Enhances physical and mental health, leads to fewer sick days & job satisfaction
- Enhances effective teaching practices, competence, self-efficacy & motivation
- Better equipped to support students & parents
- Instills positive school environments
- Promotes student school satisfaction & well-being
- Leads to better student academic performance & motivation

Staff Wellness

Contextual factors can lead to professional flourishing:

- Focus on purpose & goals, allow for autonomy
- Maintain realistic & manageable work demands
- Value, respect & celebrate professional expertise & work practice

Nurturing Teacher Well-Being

At the Individual Level

- Social and emotional learning practices (<https://www.youtube.com/watch?v=DqNn9qWo01M>)
- Interpersonal mindfulness practices
- Support from like-minded colleagues
- Self-care: cognitive reappraisal (changing our self-talk), sleep, healthy eating, creative & physical activities. Choose a daily self-care practice for 10-15 minutes (keep it simple)
- Focus on solutions & parts of the work that provides meaning
- Implement activities that bring joy into the classroom
- Prioritize your well-being

At the Organization Level

- Peer mentoring & professional learning communities
- Formation of a school wellness committee & initiatives
- School board policies on staff well-being
- Professional development on mental health literacy & stress management

"Self-care is not a luxury, it is a human requisite, a professional necessity, and an ethical imperative."

John Norcross and James Guy

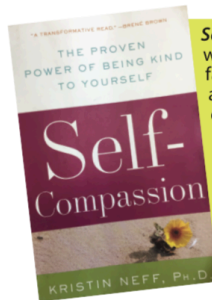
For more ideas on enhancing teacher well-being, please click here:

Core Ingredients to a Wicked Problem

Self-Compassion includes self-kindness (gentle and understanding with ourselves), a recognition of our common humanity (we are all fallible), and mindfulness (hold our experience in balanced awareness, allows responding rather than reacting, and recover from overreactions quickly). Self-compassion can enhance well-being and emotional support to students.

Gratitude practices tend to make people feel happier, hopeful, vital, and satisfied. Writing about what we are grateful for or keeping a gratitude journal can enhance emotional and physical health.

"Care for yourself as hard as you care for your students."



Additional Resources

- CARE for teachers: <http://www.care4teachers.com>
- Teach Resiliency: <https://www.particenet.ca/web/teach-resiliency>

If you have found this postcard to be helpful and informative, please share it with colleagues. Dissemination of information about mental health is the first step toward promoting better mental health!

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How Stressed are You?

Please fill in the Perceived Stress Scale

When finished we will discuss
in the large group

Perceived Stress Scale

The questions in this scale ask you about your feelings and thoughts during the last month. In each case, you will be asked to indicate by circling how often you felt or thought a certain way.

Name _____ Date _____
Age _____ Gender (Circle): M F Other _____

0 = Never 1 = Almost Never 2 = Sometimes 3 = Fairly Often 4 = Very Often

1. In the last month, how often have you been upset because of something that happened unexpectedly? 0 1 2 3 4
2. In the last month, how often have you felt that you were unable to control the important things in your life? 0 1 2 3 4
3. In the last month, how often have you felt nervous and "stressed"? 0 1 2 3 4
4. In the last month, how often have you felt confident about your ability to handle your personal problems? 0 1 2 3 4
5. In the last month, how often have you felt that things were going your way? 0 1 2 3 4
6. In the last month, how often have you found that you could not cope with all the things that you had to do? 0 1 2 3 4
7. In the last month, how often have you been able to control irritations in your life? 0 1 2 3 4
8. In the last month, how often have you felt that you were on top of things? 0 1 2 3 4
9. In the last month, how often have you been angered because of things that were outside of your control? 0 1 2 3 4
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? 0 1 2 3 4

Please feel free to use the Perceived Stress Scale for your research. The PSS Manual is in the process of development, please let us know if you are interested in contributing.

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References

The PSS Scale is reprinted with permission of the American Sociological Association, from Cohen, S., Kamarck, T., and Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior*, 24, 385-396.

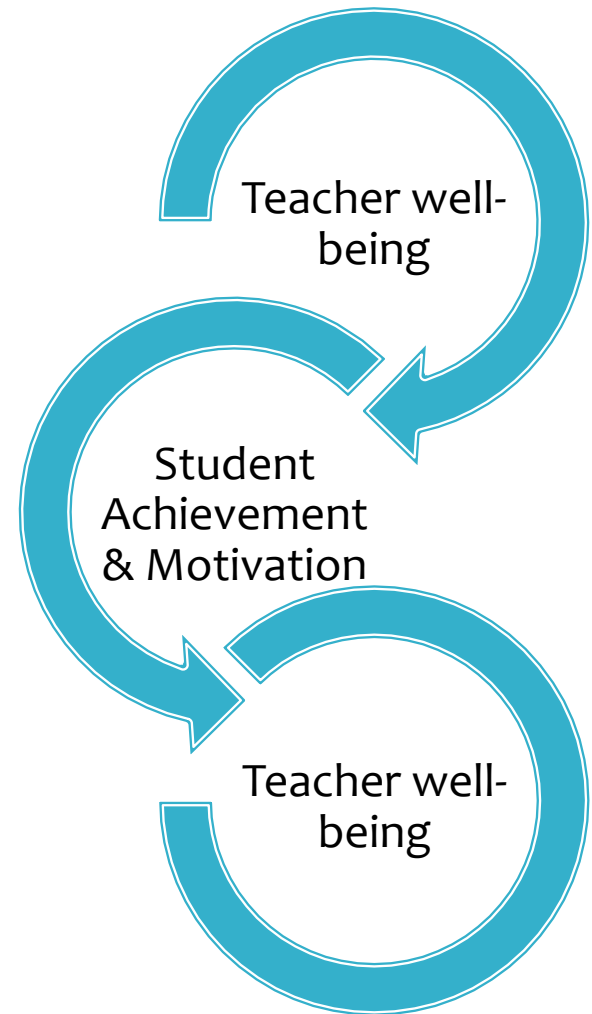
The Effects of Overwhelming Stress

- *At School:*
 - Loss of pleasure in teaching
 - Difficulty coping with big and little problems
 - Doubting ability/effectiveness as a teacher
 - Dread coming to school
- ▶ *Physical Symptoms:*
 - Fatigue, stomach pain/upset
 - Compromised immune system
- ▶ *Emotional Symptoms:*
 - Overwhelmed, detached, numb
 - Irritable, inattentive, procrastination
 - Distant from friends & family

The Impact of Teacher Well-Being

Directly impacts instructional performance and personal characteristics

“put on your oxygen mask first”

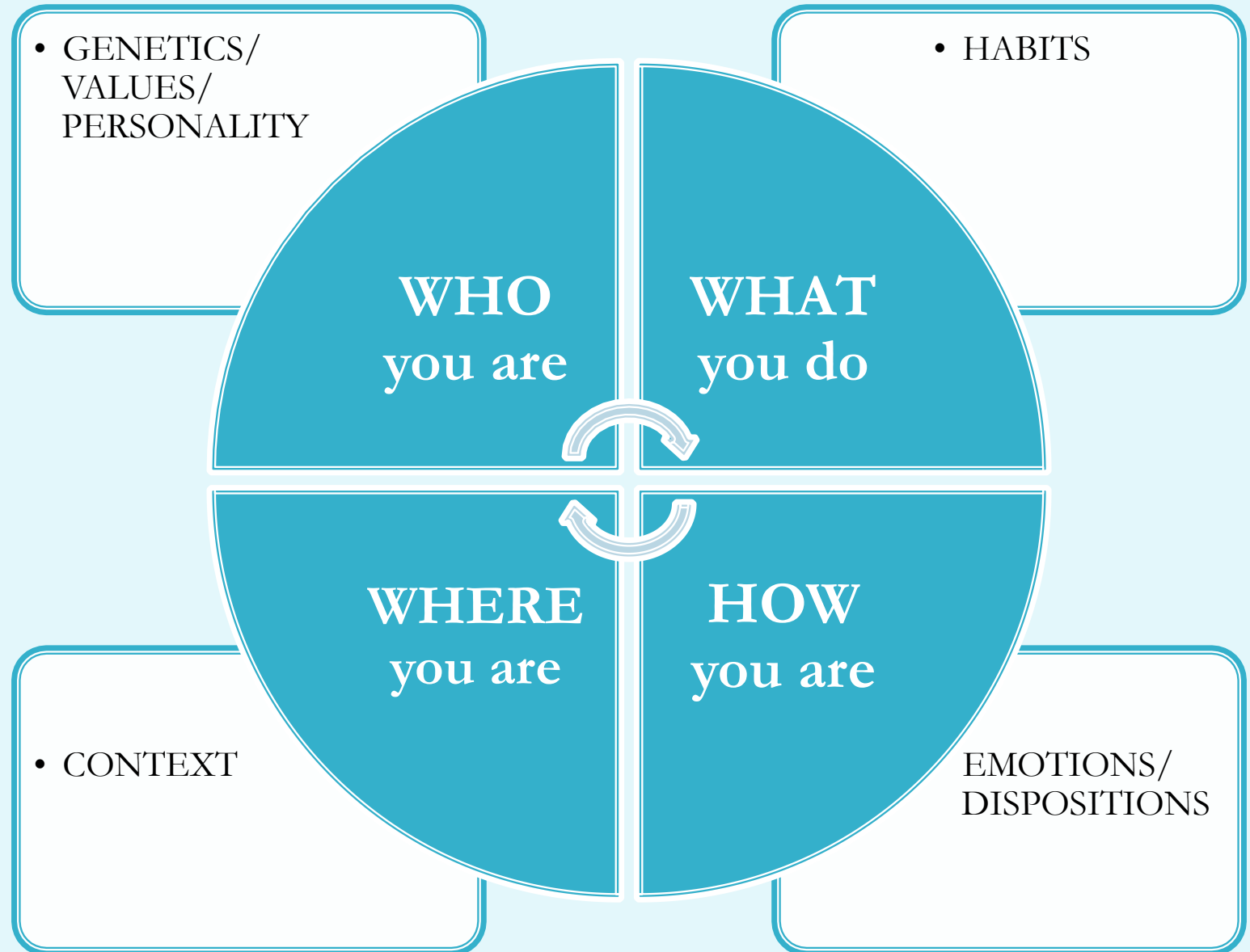


Kahoot: Tips for Wellness

- 1) Go to Kahoot.com
- 2) Click on “Play!” in the menu bar
- 3) Enter the number on this screen for the Game PIN
- 4) Give yourself a nickname

<https://play.kahoot.it/#/?quizId=dc202cf3-c639-4890-bbb5-7830c8d2c1f2>

A Resilient You!



Nurturing Resilient Habits

<i>Habit</i>	<i>Disposition</i>
Self-Knowledge	Purpose & Meaning
Emotion Awareness	Acceptance
Empowering Narrative	Optimism
Community	Empathy
Be In The Moment	Humour
Self-care	Positive Self-perception

Nurturing Resilient Habits

<i>Habits</i>	<i>Disposition</i>
Strengths & Assets	Empowerment
Compassion	Perspective
Be a Learner	Curiosity
Play & Create	Courage
Ride the Waves of Change	Perseverance
Celebrate & Appreciate	Trust

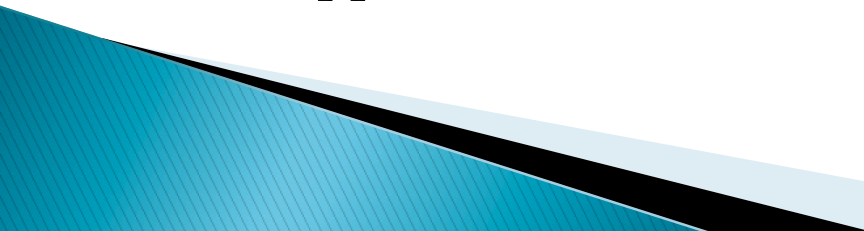
Mind the Gap

My attempt at making sushi didn't go so well. It was barely edible: the rice was too gummy, seaweed was burned, the proportions of fish and fillings were unbalanced, and the rolls disintegrated. I knew I had failed, and the expression on my husband's face confirmed it. Instead of feeling ashamed, I wondered:

Why did I fail? What would I need to do next time? What do I need to do in order to make sushi?

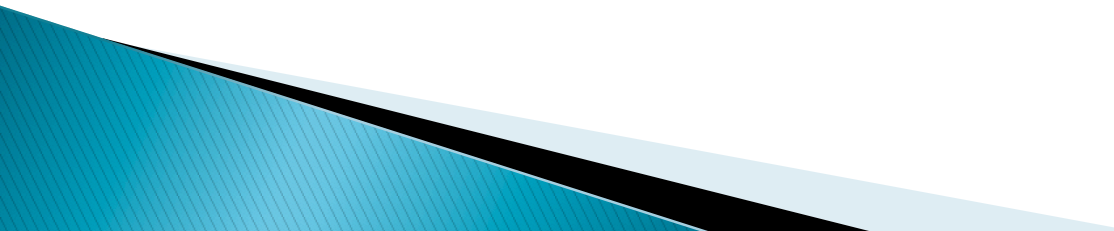
What I Appreciate

Reflect on the last week at work:

- 1) Think of 3 things that went well and what was your role in making them happen.
 - 2) Think of someone at school who did something you appreciated: What did they do?
 - 3) Think of a student who did something you appreciated: What did they do?
- 

**Wellness Activity:
Stop, Start, Continue**

Questions to Reflect on...

- ▶ How do you currently make time for mental health preservation in your busy schedules?
 - ▶ How do you preserve your mental health given the unique personal/emotional challenges that teaching at-risk students in WOTP presents?
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For more information or resources in the area of mental health, please visit our website:

<http://cemh.lbpsb.qc.ca/index.htm>