

# Exploring Pathways to Well-Being for Educators and Students

NCCE—2023  
Tacoma, WA

<http://bit.ly/2023NCCE> Case sensitive

## Critical question



Question mark by alexanderdrachmann  
Esbjerg

Do we want our school communities to function based on interpersonal connections or on compliance? What's the difference?

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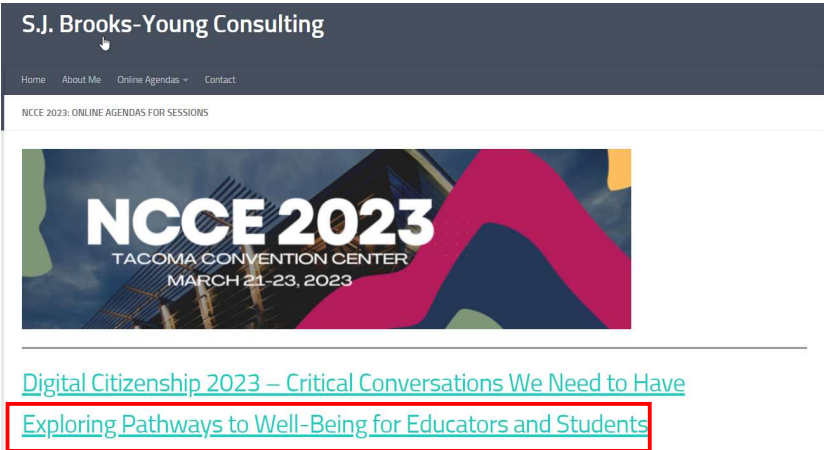
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Why do I care?



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## Online agenda



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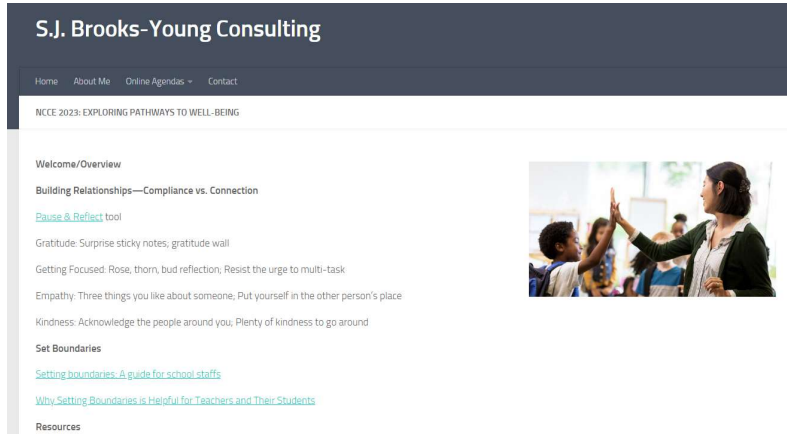
NCCE 2023: ONLINE AGENDAS FOR SESSIONS

**NCCE 2023**  
TACOMA CONVENTION CENTER  
MARCH 21-23, 2023

[Digital Citizenship 2023 – Critical Conversations We Need to Have](#)  
[Exploring Pathways to Well-Being for Educators and Students](#)

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## Online agenda



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NCCCE 2023: EXPLORING PATHWAYS TO WELL-BEING

**Welcome/Overview**

**Building Relationships—Compliance vs. Connection**

[Pause & Reflect](#) tool

Gratitude: Surprise sticky notes, gratitude wall

Getting Focused: Rose, thorn, bud reflection; Resist the urge to multi-task

Empathy: Three things you like about someone; Put yourself in the other person's place


Kindness: Acknowledge the people around you; Plenty of kindness to go around

**Set Boundaries**

[Setting boundaries: A guide for school staffs](#)

[Why Setting Boundaries is Helpful for Teachers and Their Students](#)

**Resources**



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## Three things

Let's take a deeper look...

- Building relationships—Connection vs. compliance
- Setting boundaries
- How each of these relate to well-being



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## Relationships



“The teacher–student relationship is one of the most powerful elements within the learning environment. A major factor affecting students’ development, school engagement and academic motivation, ***teacher–student relationships form the basis of the social context in which learning takes place.***”

Lauren Liberante  
University of Wollongong

# Pause & React

 **Pay Attention**

Look for changes in disposition, behavior, or habits.

 **Ask Questions**

Uncover the specifics behind why this change is occurring. (I noticed...and I'm wondering...?)

 **Use Your Expertise**

Determine if other adults should be involved. (school psychologist, principal, parent, etc.)

 **Show Genuine Interest**

Show the student that their wellbeing is important to you.

 **Evaluate The Circumstances**

Review all of the evidence to determine a plan of action.

 **Reach Out**

Create a team of support for the student. (teachers, coaches, counselors, etc.)

 **Extend A Helping Hand**

Provide direct support to the student.

 **Assume The Best**

Presume positive intentions.

 **Create Opportunities**

Connect the student to opportunities within and outside of the classroom.

 **Tap Into Their Greatness**

Set the student up for success by building on their interests and strengths.

# Well-being Basics



## Gratitude

- Surprise sticky notes
- Gratitude board



## Getting focused

- Rose, thorn, bud
- Resist the urge to multitask





## Your ideas



**Boundaries serve many purposes, all of which result in helping people to give their best, in a mentally healthy way.**

## Setting Boundaries

### **Boundaries will help:**

- Provide structure around what is expected between staff and their managers
- Avoid over promising and under delivering
- Provide clarity about what is expected of you, your colleagues, your staff and your leaders
- With workload management and keeping excessive stress at bay
- Manage priorities to ensure objectives are delivered and commitments met
- Keep staff healthy and present

## Setting Boundaries

### **Putting boundaries in place, in whatever role you fulfil within a school, will enable you to:**

- Better navigate relationships with colleagues at all levels
- Protect yourself, specifically your role, your career and your responsibilities (in and out of school)
- Be more productive
- Preserve your mental health and emotional energy
- Uphold your own standards and values

## Setting Boundaries

Boundaries may fall under different categories in schools, for example they may be:

- Your role description: what you are required to do
- Interpersonal and collegiate: how you behave with others
- Personal: your work/life balance

Put simply, boundaries are the rules of the game that enable you and your staff to stay on track with delivering essential work in schools.

## Setting Boundaries

- Identify & document boundaries
- Communicate boundaries clearly & honestly
- Protect & keep boundaries
- Review & update boundaries

## Well-being Basics



## Setting Boundaries

Instead of this ...	You might try this ...	So you can take a creative risk like this ...
Rushing into the school building first thing in the morning and immediately racing to complete tasks that need to get done before the students arrive, creating an unhealthy sense of urgency that sets the tone for the day		
Engaging in complaint text threads and venting in the teacher's lounge about the latest administrative or district-level demands, leaving you feeling frustrated and drained		
Working through lunch, and either forgetting to eat or eating while working, so that you move into the afternoon feeling un nourished and spent		

Figure 3-2 Self-Care and Creative Risk-Taking at School

# Setting Boundaries

Instead of this ...	You might try this ...	So you can take a creative risk like this ...
Rushing into the school building first thing in the morning and immediately racing to complete tasks that need to get done before the students arrive, creating an unhealthy sense of urgency that sets the tone for the day	Create a routine of making a cup of tea, reading a poem, visiting with a friend, or something else you truly enjoy before you begin your tasks; if you worry about time, set an alarm for when you need to stop	
Engaging in complaint text threads and venting in the teacher's lounge about the latest administrative or district-level demands, leaving you feeling frustrated and drained	Connect with like-minded colleagues to create a support group, designed to allow space for venting, but also to brainstorm problem-solving strategies	
Working through lunch, and either forgetting to eat or eating while working, so that you move into the afternoon feeling un nourished and spent	Hold a set amount of time, even if it can't be the full lunch period every day but perhaps several reserved minutes each lunch period or one full lunch per week, when you eat nourishing foods and either socialize or take some quiet time to reenergize	

Figure 3-2 Self-Care and Creative Risk-Taking at School

# Setting Boundaries

Instead of this ...	You might try this ...	So you can take a creative risk like this ...
Rushing into the school building first thing in the morning and immediately racing to complete tasks that need to get done before the students arrive, creating an unhealthy sense of urgency that sets the tone for the day	Create a routine of making a cup of tea, reading a poem, visiting with a friend, or something else you truly enjoy before you begin your tasks; if you worry about time, set an alarm for when you need to stop	Drop morning work or do nows when students arrive and experiment with giving students their own version of a soft start to the day
Engaging in complaint text threads and venting in the teacher's lounge about the latest administrative or district-level demands, leaving you feeling frustrated and drained	Connect with like-minded colleagues to create a support group, designed to allow space for venting, but also to brainstorm problem-solving strategies	Present collaborative solutions to administration and district leaders when the need arises
Working through lunch, and either forgetting to eat or eating while working, so that you move into the afternoon feeling un nourished and spent	Hold a set amount of time, even if it can't be the full lunch period every day but perhaps several reserved minutes each lunch period or one full lunch per week, when you eat nourishing foods and either socialize or take some quiet time to reenergize	Experiment with more active and innovative instruction in the afternoon, after you have had your dedicated lunch times; things like project-based learning, inquiry work and student-led seminars can be tried on days you have more energy

Figure 3-2 Self-Care and Creative Risk-Taking at School

## Additional resources

Well-Being Resources  
By Susan Brooks-Young and Sara Armstrong

Table of Contents Overview Education Connections At Work Readings Getting focused Empathy Gratitude Acts of Kindness Get Moving Being Positive

The Science of Well-Being Working with Purpose It's Time for the Self-Care Talk Why science says you deserve to be happy


### Overview

This LiveBinder features resources shared during a workshop presented by Susan Brooks-Young and Sara Armstrong.

Check out our book, [Pathways to Well-Being: Helping Educators \(and Others\) Find Balance in a Connected World](#).

For more information, email Susan at [sjbrooksyoung@gmail.com](mailto:sjbrooksyoung@gmail.com) or Sara at [saarmst@telis.org](mailto:saarmst@telis.org).

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By: @sage55m

## Maya Angelou

*"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."*



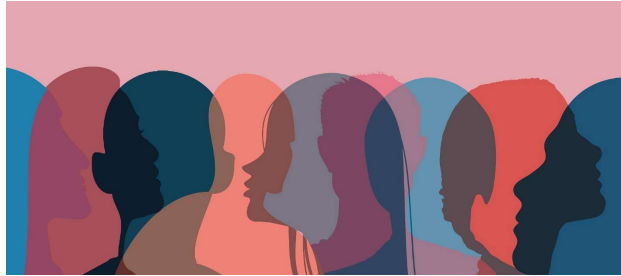
Which areas  
resonate  
with you?

- Choose one or more areas to explore more closely
- Reflect briefly on your choices

Draft your  
plan

<b>Focus Area:</b>	
I envision using this area to enhance relationships by:	
Activity 1	
Activity 2	
Activity 3	
I will know this is working when:	
Notes	

Questions?



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