

Chapter 2

Well-Being

“I love tech and finding new ways to engage students, but it can be overwhelming.”

—Lisa, a Texas elementary teacher
with 6–10 years of experience as an educator

THIS CHAPTER EXPLORES THE IMPORTANCE OF TAKING A MOMENT TO acknowledge your current state of job satisfaction. Teacher well-being impacts student learning. Becoming self-aware to identify any feelings of stress or anxiety is a first step toward seeking a greater sense of emotional wellness—both for yourself and your students.

The Impact of Teacher Well-Being on Students

Even if the state of education before the COVID pandemic had been acceptable, with fair teacher pay, strong feelings of autonomy, and reasonable work expectations, teachers would still have felt a heightened sense of occupational stress caused by the influx of new technology. Teachers, like their students, experienced high levels of trauma and loss both during and after the pandemic. Many, carrying their own grief and stress, returned to the classroom to find students with monumental gaps in learning who were struggling to re-socialize and acclimate back to the classroom environment.

In a 2021 Finnish study published in the *International Journal of School & Educational Psychology*, researchers found that stress and burnout experienced by teachers crosses over and impacts the emotional well-being of students (Tikkanen et al., 2021). If teachers remain in a heightened state of stress and feel burnout, it can have a ripple effect, passing on to students and potentially

other teachers. If teachers become frustrated and cynical about edtech, it has the potential to become an undermining factor in edtech integration. School leaders and coaches have a responsibility to foster the well-being of teachers. It is not something that teachers should be expected to address and correct in isolation.

Occupational Stress and Technostress in Education

Occupational stress is defined as a mismatch between the expectations and demands of a job with a person's capacity and ability to do the job. With so many new technological advances in such a short amount of time, many teachers have not been afforded the time or opportunity to learn how to use all the new resources provided. In most cases, teachers are not opposed to using these resources; they are simply overwhelmed by all the new options and have not had ample time to learn how to best use them. Teachers need to be given time and varied professional development opportunities that meet their diverse needs to learn how to manage and integrate the tools with which they have been provided.

According to the American Psychological Association dictionary, technostress is “a form of occupational stress that is associated with information and communication technologies such as the internet, mobile devices, and social media. . . . This relatively new phenomenon has significant detrimental effects on individuals' health, productivity, and work satisfaction and has been proposed as an important predictor of overall job strain.” In 2020, a team of researchers published the results of a study to investigate the impact that two types of technostress—techno-anxiety and techno-fatigue—have on Chilean teachers. Techno-anxiety occurs when a working person experiences high levels of distress, tension, or discomfort from the use of information and communication technology. This type of anxiety is believed to lead to skepticism about technology integration, including negative attitudes regarding one's own competence and abilities to use the tech. Techno-fatigue refers to feelings of mental and cognitive exhaustion and overload due to information fatigue. This type of fatigue is considered to lead to an inability to organize and synthesize new information. The study determined that 13% of teachers presented a techno-anxiety condition and 12% experienced techno-fatigued

conditions (Estrada-Muñoz et al., 2020). Note that this study was published in May of 2020, still relatively early in the pandemic.

Technology Stressors for Teachers

Occupational Stressors

- expectations for managing 1:1 learning environments
- providing virtual options
- balancing virtual & face-to-face environments
- expectations to utilize newly adopted remediation tools with fidelity
- teaching students how to use all of the above before feeling proficient themselves



Technostressors

- email volume
- email management
- expectations for processing large amounts of information through email messages
- digital notifications
- steady stream of information
- online negativity
- social media scrutiny
- 24-7 access to all of the above

Teachers are currently facing a confluence of occupational stress and technostress. It's no wonder many schools and districts are experiencing diminished teacher enthusiasm for investing time and effort into learning how to use and integrate new tools and resources.

Declining Teacher Emotional Well-Being across the Globe

A decline in the emotional well-being of educators is an issue around the world. The Education and Solidarity Network (ESN) is a global nonprofit organization that believes “the health and well-being of education workers are vital factors for building quality education systems. To help promote the health and well-being of teachers at work, ESN carries out with its members and partners international surveys on the theme of health at work and a barometer of the health and well-being of education personnel” (Education and Solidarity Network, 2023).

Between May and July 2021, the ESN collected data from several thousand educators from six different international locations including Belgium, France, Mexico, Morocco, The Gambia, and Quebec, Canada. The table below illustrates

the locations with educators who reported the highest percentages of the feelings and attitudes measured from the *ESN International Barometer of Health and Well-Being of Education Personnel Report*. The results as they relate to feelings of well-being are alarming.

Locations with highest percentages of teachers who reported that they often, very often, or always experience negative feelings such as anxiety, depression, and hopelessness include:		
France—52%	Belgium—46%	Quebec—35%
Locations with highest reported percentages of teachers who consider their work “somewhat” or “very” stressful since the beginning of the 2020–21 school year include:		
France—81%	Quebec, Canada—70%	Belgium—67%
Locations of highest reported percentages of teachers who have the impression that being a teacher is “not” or “not at all” valued in society include:		
Belgium—98%	France—97%	Quebec, Canada—91%
Locations with highest reported percentages of teachers who are dissatisfied with their work-life balance include:		
France—70%	Belgium—57%	Quebec—49%

Data Source: *ESN International Barometer of Health and Well-Being of Education Personnel Report* (Education and Solidarity Network, 2023)

In the United States, the National Education (NEA) commissioned a poll regarding stress and burnout in teachers. This survey collected data from more than 3,500 educators, and the results are no surprise. They found that 90% of respondents reported burnout as being a very or somewhat serious issue. More than half (55%) report that they intend to retire earlier than anticipated because of the pandemic (2022).

While the pandemic caused many consequences in education, its ripple effects continue to alter education. We find ourselves with a growing need for new teachers along with an increase in reported stress and burnout experienced

by current teachers. The reasons for this situation vary by district, state, and country, but one thing remains true: systemic changes need to occur to improve both the wellness of teachers and, in turn, career sustainability.

Social-Emotional Learning (SEL)

Consider this passage from “Teaching Is Not Martyrdom” by Ryan Fan:

Good teachers manage their stress, get adequate sleep, and take care of themselves. School districts across the country have started embracing social-emotional learning (SEL) as a more culturally responsive, restorative, and less punitive way for students to manage emotions and conflict. SEL is likely the most common buzzword in the world of education right now. But according to McGraw-Hill, schools work better when teachers have strong social-emotional learning competencies too. Their classrooms start to have more positive behaviors and outcomes. (“Teaching Is Not Martyrdom,” Ryan Fan, *PsychologyToday.com*, April 2021)

Social-emotional learning (SEL) is a critical component of human development. It is how humans learn to positively deal with emotions, maintain healthy relationships, manage disagreements, show empathy, and get along with others. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), which conducted a meta-analysis of 213 studies involving more than 270,000 students, there is evidence that providing SEL interventions improves students’ academic performance, classroom behavior, and abilities to manage anxiety and depression (CASEL, 2023). Studies such as this one provide evidence that there is a need for social-emotional learning skill development to be included in the instructional day to benefit students. Teachers recognize the value in prioritizing the emotional well-being of their students. They understand that when a student is in emotional distress, learning becomes challenging, if not impossible.

Remaining in a state of emotional distress takes a toll on teachers as well. Being emotionally unwell is not only detrimental to one’s health, it also makes doing one’s job especially difficult. Providing teachers with their own social-emotional training and support may be as beneficial for them as it is for students. Effective strategies for supporting teacher wellness should be taken into consideration

by school leaders to minimize teacher distress and improve career longevity. Suggestions and examples from districts and schools that have demonstrated their support for teacher wellness are provided in chapter 7, “Supporting Teachers.”

Educator Well-Being Survey

To gain insights into teacher well-being and attitudes toward edtech integration, I created an Educator Well-Being Survey. At the time of writing, this survey has been shared across social media, at the 2022 Louisiana Association of Computer Using Educators (LACUE) Conference, at the 2023 Texas Computer Education Association (TCEA) Conference, and by word of mouth.

A SURVEY TO MEASURE & SUPPORT

EDUCATOR WELL-BEING

QUESTIONS? CONTACT MEREDITH BOULLION AT MEREDITH.BOULLION@GMAIL.COM  @REALTECHFORED

For each question in the survey, respondents were able to add an optional comment to provide justification for their responses. Here are some comments shared when asked about their own perceived job satisfaction.

LOW JOB SATISFACTION COMMENTS

“Never enough time to get the expected workload completed and the amount of expected paperwork increases each year; student discipline isn’t consistent or we aren’t supported by administrators; all of the ‘extra’ that takes away from teaching and prep time, like PLC and PBIS meetings, tracking and paperwork, duties, working ballgames, tutoring, etc.” (teacher, 11–15 years experience)

“Most programs to increase student achievement are chosen by people that are not in the classroom, so programs fail. The cycle goes on with new programs each year. It is exhausting when your voice is not heard as an educator.” (teacher, 16–20 years experience)

“Each year more responsibilities are placed on the teacher and less responsibilities are placed on students for their learning and comprehension.” (teacher, 11–15 years experience)

“The more years that I work, the less effective I feel.” (teacher, 16–20 years experience)

HIGH JOB SATISFACTION COMMENTS

“I absolutely love my job. I love watching the light bulb moments in children’s eyes each day. It’s easy to get bogged down in all the extras but at the end of the day, there’s nothing else I’d rather do.” (teacher, 6–10 years experience)

“It’s what I was meant to do.” (teacher, 26+ years experience)

“I believe my career has been meaningful and I’ve loved working with students.” (teacher, 26+ years experience)

“I have always loved helping young kids learn.” (teacher, 26+ years experience)

“I get such a sense of accomplishment and fullness from my job.” (teacher, 6–10 years experience)

ATTITUDES TOWARD TECHNOLOGY

Another question in the survey asks if the respondent holds the attitude that technology in the classroom is detrimental or beneficial. A few comments from this question are as follows.

Selected the attitude that technology is detrimental in the classroom:

- “Students are on devices too long.”
- “Our students are too dependent on technology to learn.”

- “I wouldn’t say technology is detrimental, but it’s not satisfying when all you’re doing is dealing with problems. Students damage devices, they have problems logging in, many struggle with password changes, and teachers have trouble with permission to download software and have to submit multiple tech support tickets.”

Selected the attitude that technology is beneficial in the classroom:

- “I do not miss the bad old days because I adore how much progress is now possible, but I do miss just being able to teach. I lose 5–7 minutes of instruction time in my seventh hour class due to streaming to another campus, but I also love that those students have the option to take that class.”
- “It makes my job easier.”
- “I love using various programs and tools when they enhance and engage students’ learning!”
- “Technology is a transformational tool in education.”

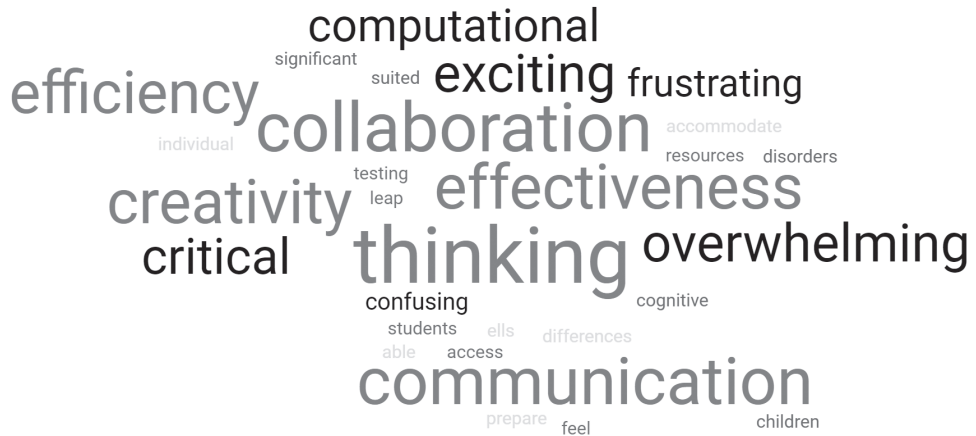
There exists a wide range in the attitudes of teachers when it comes to whether technology is detrimental or beneficial for teaching and learning. Balancing the degree to which technology supports learning objectives takes time and experience with the tools provided.

Educators on Technology Integration

The following word cloud illustrates the results of asking respondents to select as many terms as apply to describe their view of technology integration. They were also provided with the option to add their own terms.

According to the responses, educators overwhelmingly agree that technology integration supports critical thinking, communication, collaboration, creativity, efficiency, and effectiveness, but they also describe it as overwhelming, frustrating, and somewhat confusing. Most have the mindset that technology integration is a supportive component to a classroom; therefore, those who support

teachers with this endeavor have an obligation to do what they can to keep it exciting without adding to any associated negative feelings.



Take a moment to contribute to the Educator Well-Being Survey by sharing your perspective and opinions regarding technology integration. Scan the QR code provided to submit your responses. The data gathered through the survey will help others better understand what can be done to support you and other educators from around the world. Contributors may choose to remain anonymous.

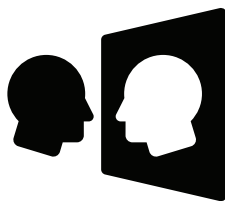


Educator Well-Being Survey
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Self-Awareness

Being aware of one's own feelings and emotions is an important component of emotional well-being. This awareness can serve as a guidepost for understanding and behaving in beneficial ways. According to CASEL, with greater self-awareness, we can recognize our strengths and limitations and better understand ourselves in the ways shown in the diagram. Self-awareness is one of CASEL's five competencies and is a key step toward better emotional health (CASEL, 2023).

Benefits of Being Self-Aware



- Integrate personal and social identities
- Identify personal, cultural, and linguistic assets
- Identify one's emotions
- Demonstrate honesty and integrity
- Link feelings, values, and thoughts
- Examine prejudices and biases
- Experience self-efficacy
- Have a growth mindset
- Develop interests and a sense of purpose

CASEL offers a free course entitled *An Introduction to Social and Emotional Learning* designed to, “Learn more about social and emotional learning (SEL), reflect on how it connects to your daily life and your relationships with young people, and plan opportunities for SEL.” The course includes application activities, a facilitation guide, and next steps. (CASEL, 2023)

To help one gain a greater sense of self as it pertains to one's emotional state and relates to their job, a variety of occupational psychological measurement tools are available.



CASEL's An Introduction to Social and Emotional Learning Course
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THE LEICHTMAN BURNOUT SCALE

The Leichtman Burnout Scale is a tool based on dissertation research conducted by Kevin Leichtman that “seeks to provide a clear understanding of the burnout process specifically for educators.” The scale is described in *Edutopia's* May 2022 article entitled “How Burned Out Are You? A Scale for Teachers,” which identifies four levels of burnout and provides suggestions for teachers to identify their level of burnout as a step toward becoming more self-aware (Leichtman, 2022).

LEVEL 1: Passionate but Overwhelmed

Indicators:

- low feelings of self-efficacy
- negative coping strategies
- limited pursuit of passions

Suggestion: Employ positive, proactive coping mechanisms.

LEVEL 2: Overwhelmed and Becoming Cynical

Indicators:

- high levels of stress
- quick to become irritated (at work and home)
- bringing work home and not completing it
- feeling like there is never time for friends or family
- guilt from not doing enough for students

Suggestion: Seek support from a strong and positive mentor.

LEVEL 3: Cynical and Approaching Exhaustion

Indicators:

- isolation (in and out of work)
- feelings of paranoia (every school policy, program, etc., is out to get you and make your teaching day harder)
- a constant feeling that school goals and your goals will not be met
- a refusal to engage in professional development

Suggestion: Reduce role duties and seek mental health support.

LEVEL 4: Complete Exhaustion and Breakdown

Indicators:

- feelings of exhaustion every day (including holidays and summer)
- drastic increase in sick days/mental health days
- lack of optimism for career and personal life
- unusually frequent physical symptoms (colds/flu, stress-related illnesses, hospitalizations)

Suggestion: Take vital action. Prioritize and seek purpose.



Edutopia's "How Burned Out Are You? A Scale for Teachers"
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MASLACH BURNOUT INVENTORY

The Maslach Burnout Inventory—Educators Survey (MBI-ES) by authors Christina Maslach, Susan E. Jackson, & Richard Schwab is a version of the original Maslach Burnout Inventory, which has been validated by extensive research since its publication in 1981. The survey addresses three different scales as follows:

1. Emotional exhaustion: measures feelings of being emotionally overextended and exhausted by one's work.
2. Depersonalization: measures an unfeeling and impersonal response toward recipients of one's instruction.
3. Personal accomplishment: measures feelings of competence and successful achievement in one's work.

At the time of publication, the MBI-ES costs \$50 and those who take it can receive an individual report for an additional \$15.



Mind Garden's Maslach Burnout Inventory (MBI)
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JAWS JOB SATISFACTION SURVEY

The JAWS Job Satisfaction Survey has been developed to measure emotional reactions to one's job. It investigates peoples' affective responses to work stressors. The survey can be downloaded and self-scored under the condition that the results are shared for research purposes.



Paul Spector's Job-Related Affective Well-being Scale JAWS
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MIND TOOLS

The Mind Tools website provides a wide variety of self-assessments to support emotional wellness at work which includes a Locus of Control Self-Assessment. With a free email registration, users can access videos, assessments, and articles. Additional resources are available as a paid subscription.



Mind Tools Locus of Control Self-Assessment
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2.1 EVALUATE YOUR OWN JOB SATISFACTION

Before moving forward, take a moment to consider your own job satisfaction. As you were reading, did you recognize your experiences in any of the Leichtman Burnout Scale levels? Acknowledging feelings of satisfaction and dissatisfaction is a launching point for taking action, if needed.

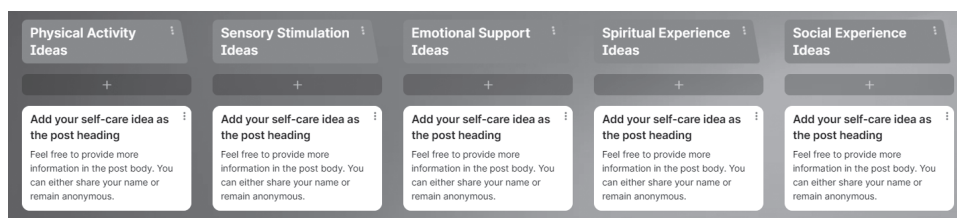
The Importance of Self-Care

All too often, teachers put the needs of others over their own, sometimes to the detriment of their emotional well-being. And sometimes it seems the more one gives, the more that is taken. It is important that teachers commit to taking care of themselves. Self-care is the practice one takes to improve their mental and physical well-being. Self-care actions can be categorized as:

- physical actions: running, yoga, dancing, gardening, etc.
- sensory stimulation acts: listening to music, making art, eating, etc.
- emotional support experiences: seeking guidance from other teachers, family, friends, etc.
- spiritual experiences: prayer, meditation, attending church services, participating in retreats, etc.
- social experiences: book clubs, team sports, concerts, etc.

SELF-CARE IDEAS FOR EDUCATORS PADLET

Whether you have effective ideas or are looking for inspiration, visit this Self-Care for Educators Padlet to share and access a collection of ideas sorted by category. To share your own, select the category column and click the + to contribute. Add your idea as the heading of the post. You may provide your name or you may choose to remain anonymous.





Tech for Teacher Wellness: Shared Self-Care Ideas Padlet
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2.2 PRACTICE SELF-CARE DAILY

As a promise to one's own emotional well-being, set a goal to practice a form of self-care daily if you are not already doing so. Use the ideas shared in the collaborative Self-Care Padlet if you need inspiration.

Mindfulness

According to *Psychology Today*, “Mindfulness encompasses two key ingredients: awareness and acceptance. Awareness is the knowledge and ability to focus attention on one's inner processes and experiences, such as the experience of the present moment. Acceptance is the ability to observe and accept—rather than judge or avoid—those streams of thought.” (*Psychology Today* Staff, 2023). Practicing mindfulness can help put things in perspective and reduce anxiety. Being present and aware of our surroundings supports our emotional well-being. Mindfulness in education has primarily focused on its practice by students as an element of social-emotional learning, but practicing mindfulness can positively benefit the emotional well-being of teachers as well.



2.3 BECOME MORE MINDFUL

Being mindful and feeling present in the events of life has great value. When you find yourself in a moment of bliss, pause to pay attention to what you see, hear, feel, smell, and even taste. Recognizing the sensory inputs that bring you positive emotions will help you recall these details when you might need to call upon calming memories when feeling stressed or anxious.

Alternatively, if you find yourself feeling anxious or overwhelmed by growing to-do lists or experiencing a particularly stressful moment, try to ground yourself.

To ground oneself is to intentionally place your attention in the present moment. Grounding techniques are good to keep handy in your tool belt. Some people use tactile items like squishy balls or textured strips to divert their attention to their sense of touch. Another technique to ground oneself is to take a deep breath and notice what you see, hear, smell, taste, and feel. When the world seems to be spinning around us, taking a moment to be in the moment can help soothe an anxious mind.

Try Being Mindful



1. Deliberately and deeply breathe in and breathe out.
2. Concentrate on breathing.
3. While breathing, pay attention to your body.
4. Visualize any tension being released.

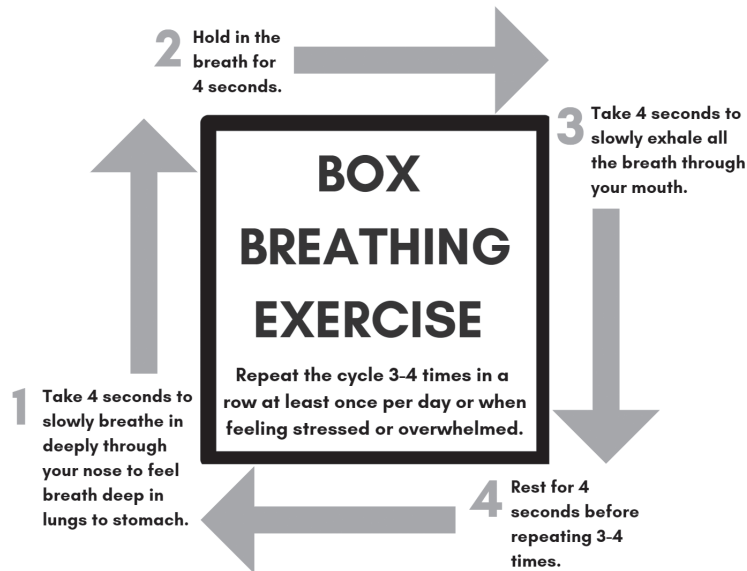
The Value of Deep Breathing

Intentional deep breaths slow down the body's physical response to stress, known as the fight-or-flight response. This is the body's way of preparing to react when it perceives physical threats. People under stress can develop threat physiological threat reactions to benign situations that aren't necessarily threatening. A student forgetting a password or having internet connectivity are issues that don't present

actual threats to our livelihood; however, everyday classroom frustrations such as these can heighten our physiological responses. Over time, this repeated response causes elevated levels of the body's stress hormones and can exacerbate feelings of anxiety. Knowing how to slow down the body's response is a powerful tool to promote a greater sense of well-being and reduce feelings of stress.

Studies have shown the benefits of deep diaphragmatic breathing for dealing with feelings of stress and anxiety. One study in particular, *Effectiveness of Diaphragmatic Breathing for Reducing Physiological and Psychological Stress in Adults: A Quantitative Systematic Review*, sought to find out if the practice of deep breathing could be an effective alternative to pharmacological options. Researchers found that breathing deeply has a positive effect on lowering both physiological and psychological stress (Hopper et al., 2019).

Hopper's study includes data from a variety of studies that examine the impact of implementing the practice of deep breathing. Whether done each morning on the way to work, in between classes, or anytime you find yourself feeling stressed, diaphragmatic breathing is an effective way to minimize feelings of stress and anxiety. It takes little time to start a daily practice of deep breathing, and it does not take long to reap the benefits.



The box breathing strategy is an easy one to learn and can be relied upon to practice daily or when feeling anxious.



2.4 TAKE TIME & MAKE TIME FOR DAILY DEEP BREATHING

Right now, take a few moments to become familiar with this simple box breathing exercise. Then, consider when it can become a daily routine. It is something that can be practiced while driving to and from work or paired with daily tasks such as showering or dish washing.

Prioritize Your Own Well-Being

Consider this excerpt from M. Colleen Cruz’s *Risk. Fail. Rise.: A Teacher’s Guide to Learning from Mistakes*:

“As teachers, we are caretakers by the nature of our positions. Our instinct almost always is to care for our students before we care for ourselves. This is a noble ideal. But it is also impossible. Children will always need more, so there is no clear end to the amount of giving a teacher can do. And when teachers give teaching their all, they often end up depleted, drained of the physical and emotional energy to be the sort of skilled practitioner we’d all like to be. Let me say that another way: when educators give so much to their students that they are feeling empty, they do not have the ability to do the sort of high-level thinking and creative work, let alone have the physical stamina to be the excellent teacher their children need. The heroic martyr teacher might make for great film, but it does not make for great instruction.”

Teaching is as stressful as it is rewarding. To be of service to our students, teachers must take good care of themselves. If you are constantly feeling overwhelmed, stressed, or cynical, it is time to do something for yourself. *Mental Health America’s Teachers: Protecting Your Mental Health* suggests the following to help protect your mental well-being (Mental Health America, 2023):

- Set boundaries and stick to them.
- Focus on the things within your control.
- Move your body.
- Stay in touch with friends and family.

- Keep up with self-care.
- Maintain reasonable expectations.

Support for Improved Well-Being

Self-care, mindfulness, and deep breathing all help, but they may not be enough to meet your emotional needs. There is a growing list of resources to help teachers as they explore feelings of burnout, isolation, and stress. To augment any local or regional options, the following list represents several available at the time this book is being written.

- Amber Harper, a kindergarten teacher and coach, supports teachers with her *Burned-In Teacher* podcast and resources and explores ways in which teachers



can take steps toward improving burnout and life in general. Her book, *Hacking Teacher Burnout*, takes readers through steps to feel less isolated and more empowered (Harper, 2023).
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- *Education Support* has been providing support for teachers and school support personnel in the United Kingdom since 1877. They have mental wellness resources, training materials for school leaders, information about



grant opportunities, and a hotline for immediate support. While some information available is public, other resources are exclusively for teachers in the U.K.
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- *Headspace for Educators* is a currently free resource for K–12 teachers in the United Kingdom, United States, Canada, and Australia. Educators can sign up for a free account to learn more about practicing mindfulness and to experience different guided activities for attaining balance, gaining focus,



resetting, winding down, and many others. Users can adjust according to the amount of time they have, and many of the activities can take as little as three minutes (Headspace, 2023).
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2.5 SEEK SUPPORT WHEN NEEDED WITHOUT HESITATION

At any point in your career, if you find yourself experiencing feelings of isolation, extreme cynicism, and complete burnout, it is imperative that you seek support. School leaders are beginning to recognize the need for emotional wellness support systems for teachers. Check with district leaders to inquire if any systems are in place for you to access. If none are available, reach out to a mental health counselor or contact a physician for guidance. HelpGuide.org provides a directory of international health helplines as well.

HelpGuide.org

Find Help Today

Mental Health

Health & Wellness

Children & Family

Relationships

Aging

Meditation

Directory of International Mental Health Helplines

Are you or someone you know in crisis? The following hotlines around the world can provide you with help.

Select your country: [United States](#) [UK](#) [Ireland](#) [Canada](#) [Australia](#) [New Zealand](#) [India](#) [Philippines](#) [South Africa](#)

Teacher Well-Being Impacts Students

In education, the recent focus has been on supporting the social-emotional health of students. While there is no denying the critical need to foster the social-emotional health of students, there is also a critical need to foster the social-emotional health of teachers. With consideration to the impact on student performance in mind, according to a 2021 study on the impact of teacher stress on student outcomes conducted by The University of Queensland in Brisbane, Australia, their results indicated that there are “. . . important downstream benefits for students” and “a broader value of stress-reduction and well-being programs for teachers” (Carroll et al., 2021).

Improvements to the emotional well-being of teachers will lead to greater job satisfaction and positively impact student outcomes—both emotionally and academically. While the tech strategies, suggestions, and resources provided in this book are not intended to be the panacea for all that ails teachers, it has been written with the purpose to be a practical guide for leveraging technology to foster one’s overall well-being and promote career longevity.

Chapter 2 Reflections on Your Well-Being

Take a few moments to reflect and personalize the content provided in chapter 2.

- How would you describe your own level of self-awareness? Is it something you have considered or is this a new concept to you?

- Do you prioritize your own self-care?

- If so, how does it impact your sense of well-being?

- If not, what type seems to be a good fit for your lifestyle?

- Have you ever practiced mindfulness?

- If so, have you experienced any benefits from it?

- If not, how can you make time to do so?

- Have you ever practiced deep breathing exercises?

- If so, have you experienced any benefit from the practice?

- If not, how can you make time to start?

Practicing self-care, mindfulness, and deep breathing take intention and time to adopt as wellness habits. If you have not yet adopted any as habits, try adopting one at a time. Deep breathing exercises are easily integrated during the drive to or from work.

Share any reflections or thoughts that you feel comfortable sharing on social media with the hashtag #TeacherWellness to raise public awareness. Feel free to tag @realtechfored in your post.



Choose and Cultivate Seeds for Your Well-Being. Use this page to sketch about the strategies you'd like to sow. Consider your expectations for the growth you'll experience, the support and nurturing you'll need from coaches and school leaders; and illustrate how the strategies you choose to implement will positively impact your wellbeing.

