



Staff Wellbeing - Reprising the Themes

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Supporting Educators, Transforming Lives

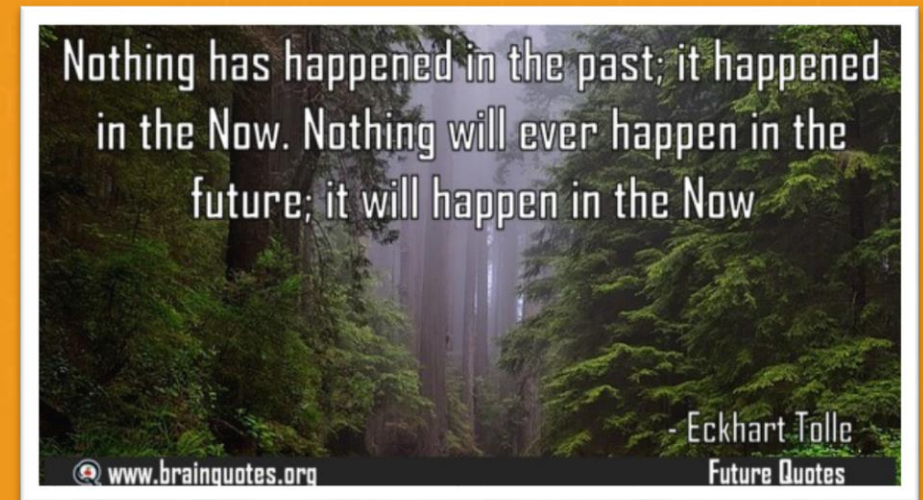
Today's Themes and Objective

THEMES:

- Dealing with uncertainty – practising acceptance and managing expectations realistically.
- Making transitions - effects of change on our relationship with work
- Transforming the emotional load – recognising triggers and dealing with emotions compassionately

OBJECTIVE:

- What might I visit again today, but experience it in a different way?



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Lockdown Fatigue is REAL!

It is natural to feel really tired and fatigued right now. Here are some reasons why:

- Less natural light exposure – interferes with circadian rhythms
- Poor quality sleep
- Intensity of work demands
- Balancing priorities
- High state of alert
- Lack of normal routine
- Overthinking

If you could send us a selfie right now, what might we see?

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This looks fine, let's add another plate or two ...



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Supporting Educators, Transforming Lives

Messaging -Lockdown? Recovery? Or Business-As-Usual?



- Staying Safe - The virus “at-the-door” or over the threshold!

- Knowing what is needed VS Knowing what I/we can actually provide



- Reduced opportunities to connect with each other.

- Not knowing what lies ahead. Working and living with uncertainty.

Staying Grounded “Cultivating Calm” – Emma Seppalla

- Noticing stress levels and when they peak.

- Getting “out of heads”...and into our bodies.

- Breathing.
- Taking a walk.
- Mindful moments

Adaptive Leadership In Times of Crisis



- Adaptive challenges – new solutions must be invented
- Leadership transcends the individual and refers to ability to shape environment and create a pattern for success
- Consists of – right knowledge; right people; right attitudes/behaviour; right actions



Wellbeing of Educators - Psychological Wellbeing Model

Who do you THINK you are? Who do you now need to be?

- **Self-Efficacy** – Making a difference to my pupils
 - Where did I “meet” my pupils today? How did I connect?

- **Autonomy** – When do I have freedom in my role to express who I am as an Educator? What

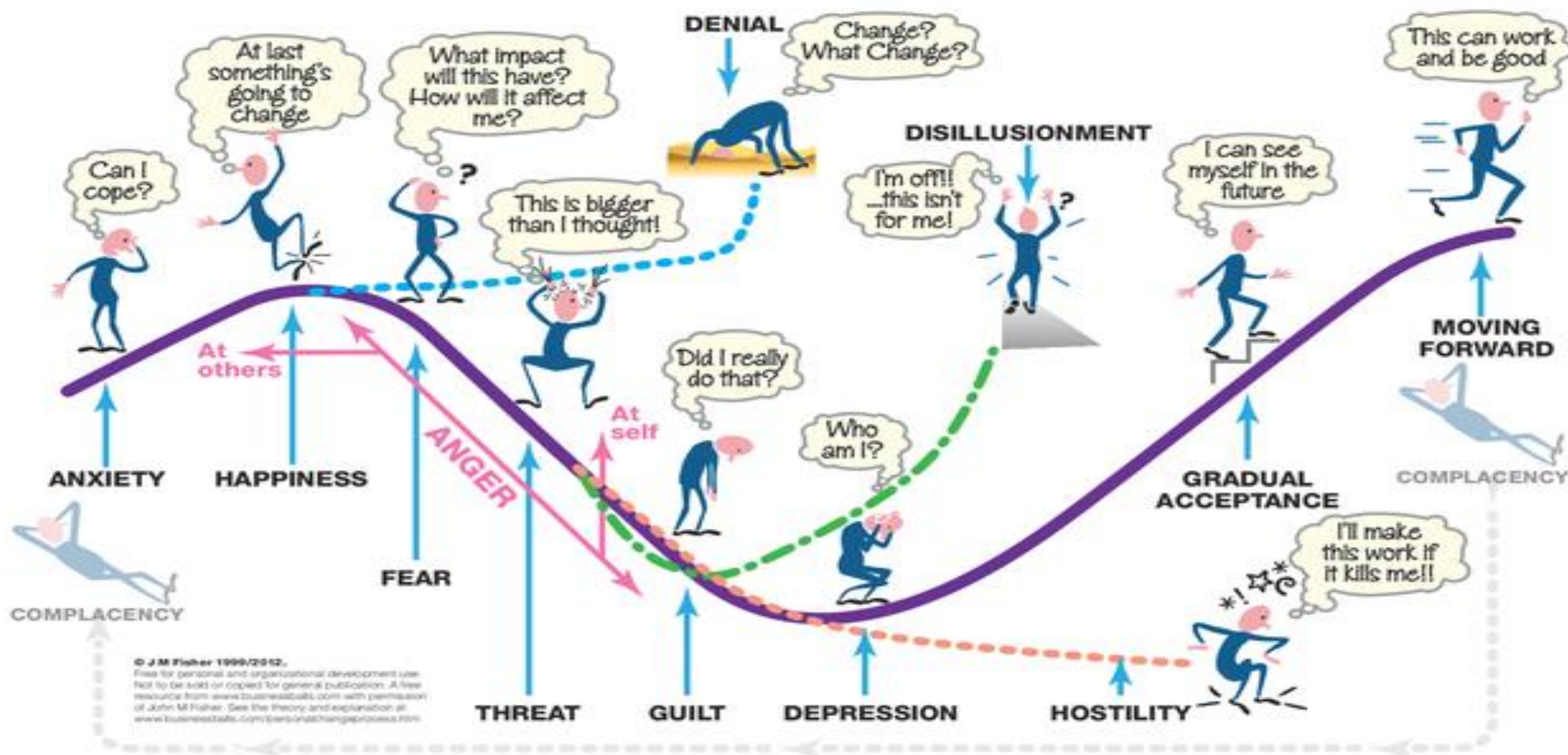


- **Self-Esteem** – What did my teaching today tell me about who I need to be right now for my pupils?

- **Morale** – What is my place in my team? What do I contribute? What do I expect to receive? What uplifts?

The Process of Transition - John Fisher, 2012

(Fisher's Personal Transition Curve)



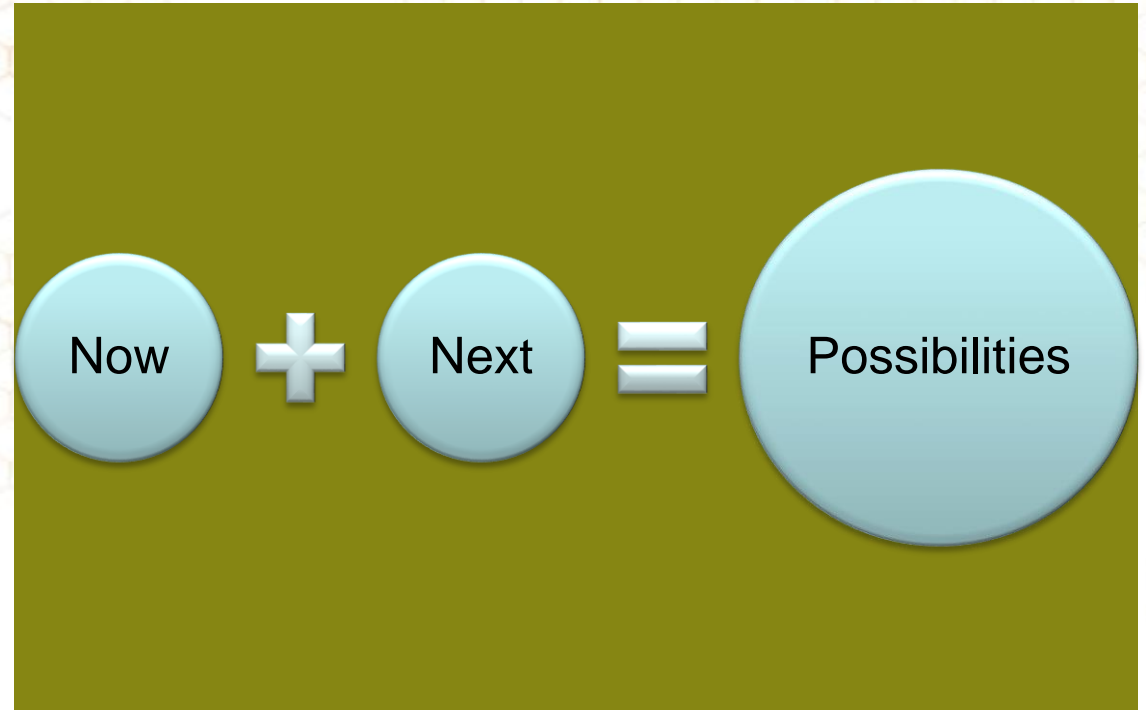
Acceptance as a Powerful Practice

What Acceptance Is:

- Acknowledging that “this is the way things are... for now!”
- A practice – creating new brain pathways
- Finding new ways to work and explore our options
- Allows us to respond from different places, such as kindness

What Acceptance Is Not:

- Putting up with things, especially unethical and immoral behaviour e.g. prejudice, violence
- Suppressing our emotions
- Belief that the situation will never improve.

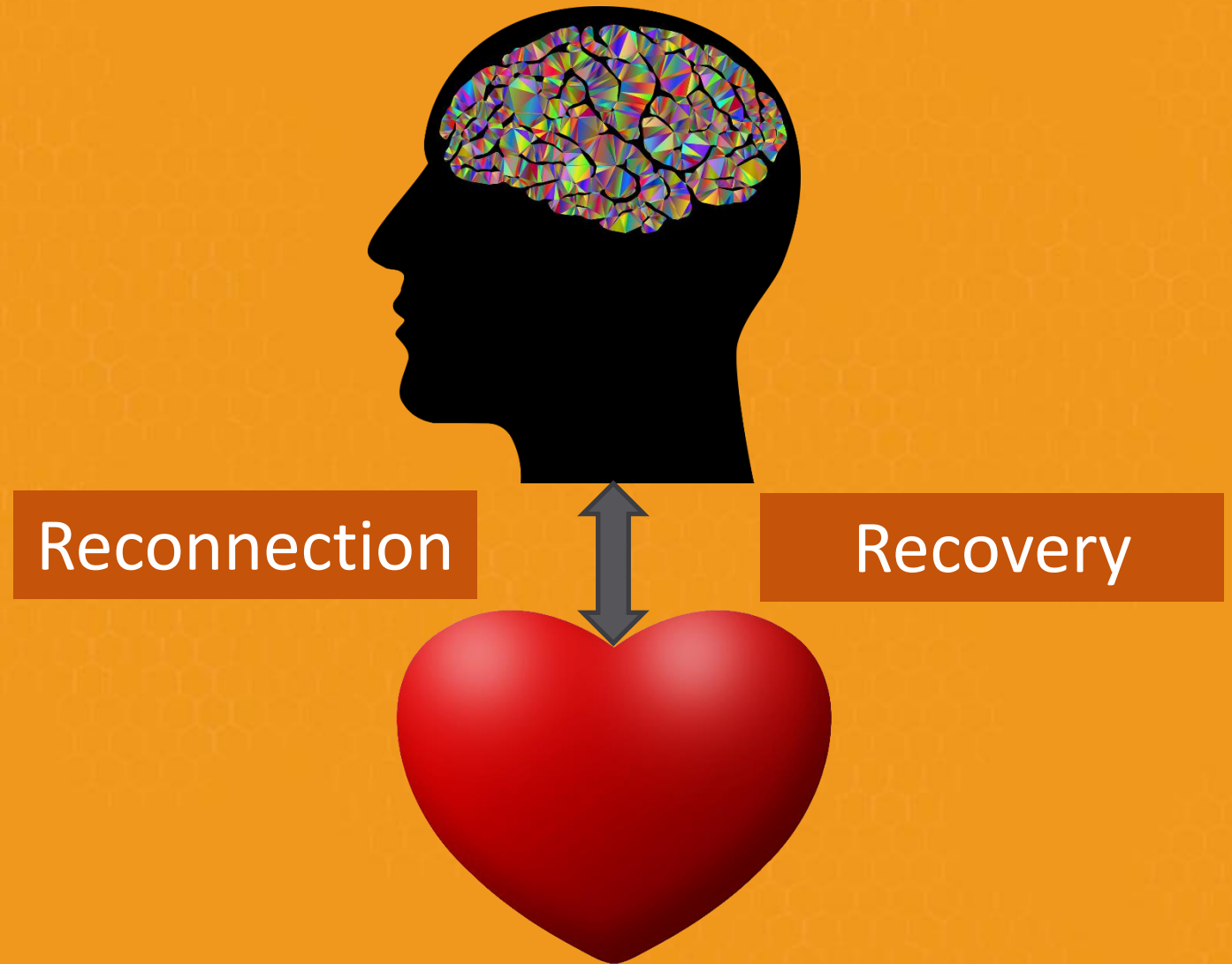


- **What have you noticed that you have come to an acceptance of?**
- **What difference has this made to you and how you feel?**

Connecting with my work emotionally – What *feels* good?

Creating Coherence

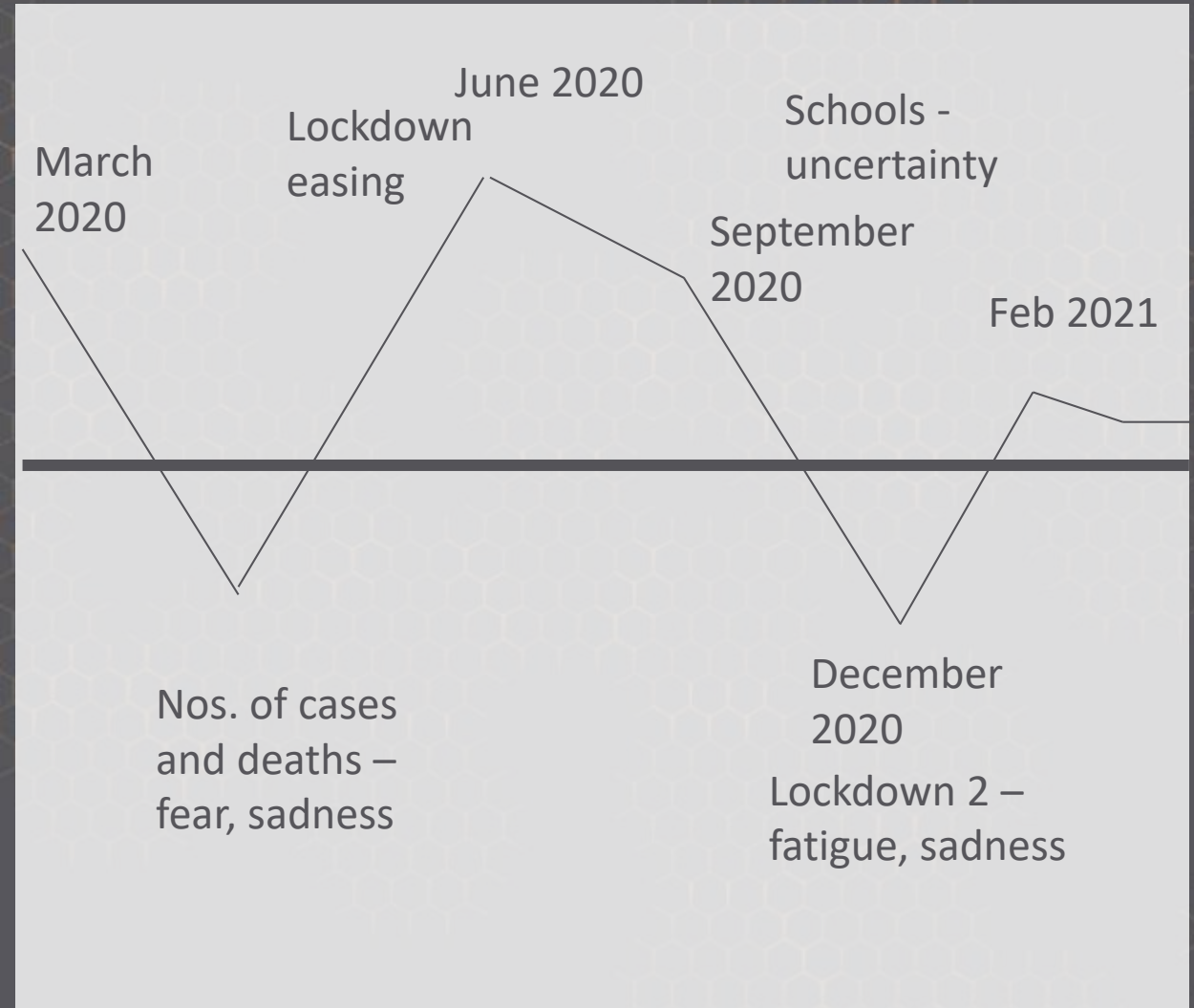
- What makes sense?
- Aligning with values
- What energises me positively?
- “Efforting” or Inspired
- Where do I feel like I am making the most difference?
- Where am I responding from?



travelled?



- Draw a horizontal line across your page to represent this last year.
- Think back to last March
- Draw a line that is representative of this last year to denote your feelings/resilience/positivity at different points in the year.
- Above the line is more positive than below the line.
- What do you notice? What supported you to move upwards?



travelled?



Reflection:

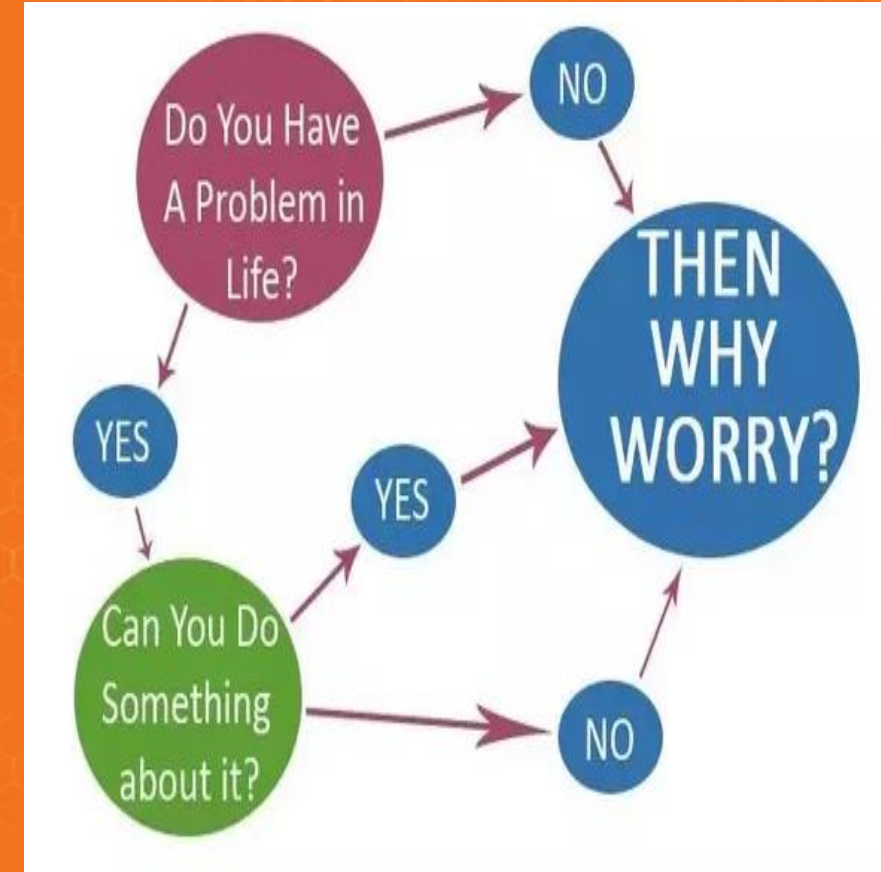
- What have you learned about yourself?
- What have been “growth points” for you as an Educator and as a person?
- How far have WE travelled? – In what ways have you grown with and as a school team and what have been the highlights?

Disconnecting from my work emotionally

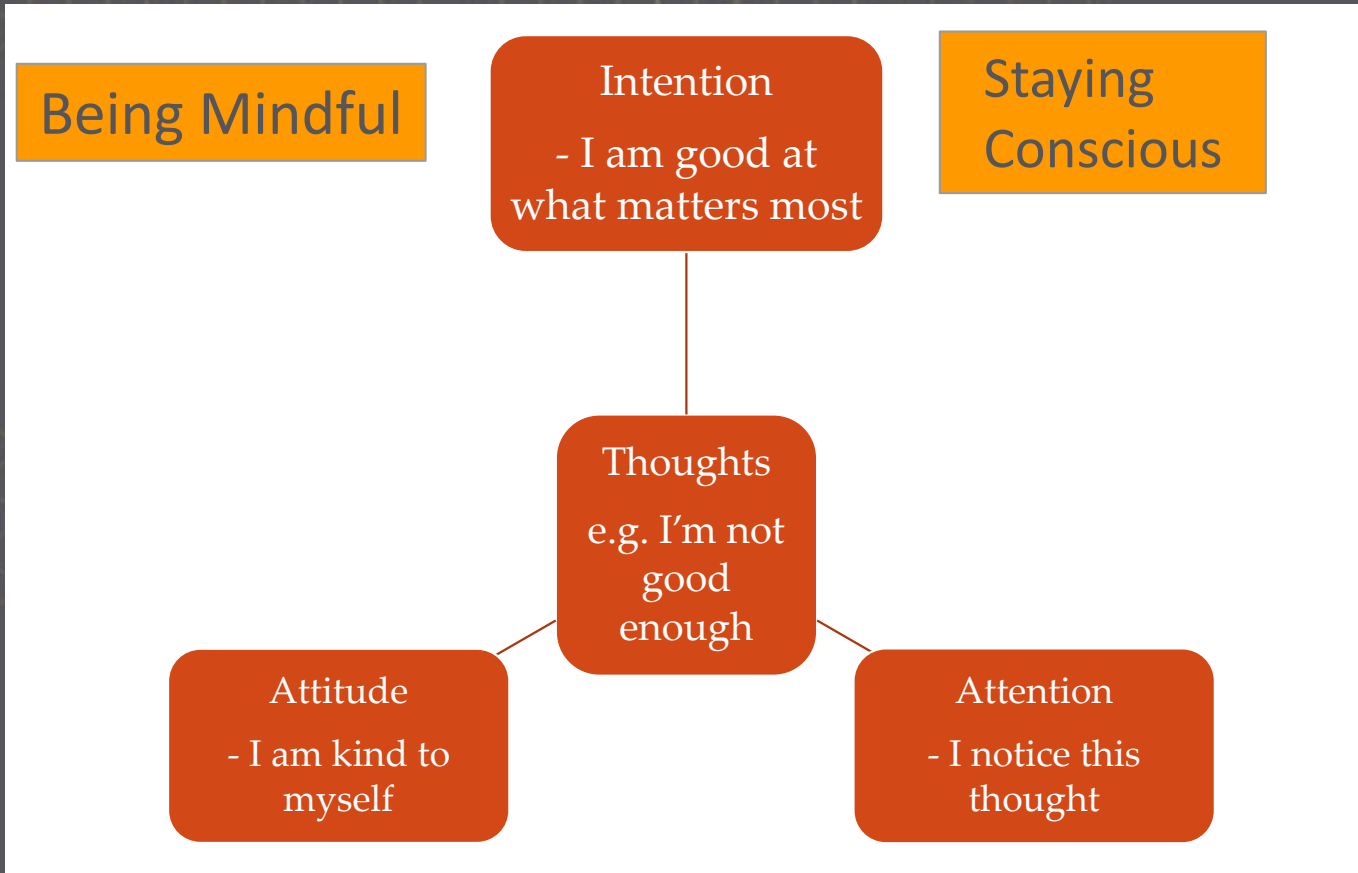


- Are you off, off? – Notifications, Social Media, phones/tablets etc
- Getting home – How do you travel home/separate home space from work space? What are you consciously bringing home from work? Where in your home will this be?
- Thoughts – before leaving work for the day, list all the things in your head in 3 columns – 1. jobs to remember; 2. jobs you did well; 3. worries you're holding onto
- Worries column – next to each worry, ask “What can I do about this?” – think about how you might feel better. Separate this worries column from rest of sheet – discard
- Detaching from “outcomes” – practise letting go of outcomes to situations – “What can I control in this situation?”

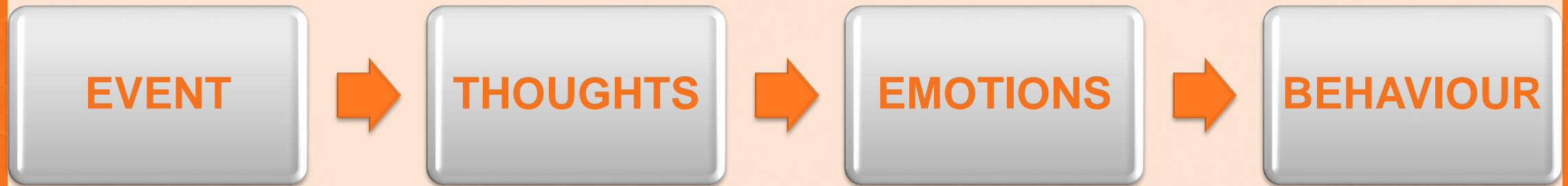
- Talking about work? – Help or hindrance? Process or Ruminant?



Our Thoughts are Central to Our Self-Care



Where do you default to?



Where do we default to?

Reframing as a Wellbeing Strategy



Guilt – “I feel I am letting my own family down and my pupils. I can’t do it all.”

- Questions to ask – What choice did I have in all of this? How can I create a way to get feedback from everyone on where I am making a positive difference. How can I turn this guilt into something resourceful?
- Example of reframe: “We were all in the same situation of having to change quickly. Guilt shows me that I care about what I do. I can use this energy in a different way to find out where I am making a difference and to reassure my family and my pupils that I am so proud of them.”

What thoughts and emotions have challenged you at this time?
How have you reframed them to support you and others?

“Feeling the Emotions and Doing it anyway!”

“Teachers are emotionally committed to many different aspects of their jobs. This is not an indulgence; it is a professional necessity...

...Without feeling, without the freedom to “face themselves, to be whole persons in the classroom, they implode, explode – or walk away.”

Nias, (1996) *Thinking about Feeling: The Emotions in Teaching*

- **Using Emotions Resourcefully**
 - “Breaking down? Or Breaking Through?”
- **Facing Ourselves**
 - e.g. Diary? Coaching? Speaking my truth safely in meetings?
- **Habits and triggers –**
 - Know when you are “on repeat”
 - Change it up! Time, Space, Thoughts!
- **“This too shall pass”**
 - What I feel today, I may not feel tomorrow
 - What do I need right now?
 - **5 x 5 rule – will this matter in 5 mins? 5 days? 5 weeks? 5 months? 5 years?**



THE EMOTIONAL GUIDANCE SCALE

UPWARD SPIRAL

1. Joy / Knowledge
Empowerment
Freedom / Love
Appreciation

2. Passion

3. Enthusiasm

4. Positive Expectation
Belief

5. Optimism

6. Hopefulness

7. Contentment

DOWNWARD SPIRAL

8. Boredom

9. Pessimism

10. Frustration /
Irritation / Impatience

11. "Overwhelm"

12. Disappointment

13. Doubt

14. Worry

15. Blame

16. Discouragement

17. Anger

18. Revenge

19. Hatred / Rage

20. Jealousy

21. Insecurity / Guilt
Unworthiness

22. Fear / Grief / Depression
Powerlessness/
Victim

Building the Bridge of Emotion



How messages might be received when we feel depleted:

Message: We need to talk about this.

How it could be interpreted: This is not good enough. You are not getting this right.

Another way?: Can we chat about this? It's great but I want to clarify a few things.

Message: It's not what I expected.

How it could be interpreted: It's wrong!

Another way?: This is so different from what I had in mind, but I am willing to chat this through as I see it's potential.

Where might you have choice points?

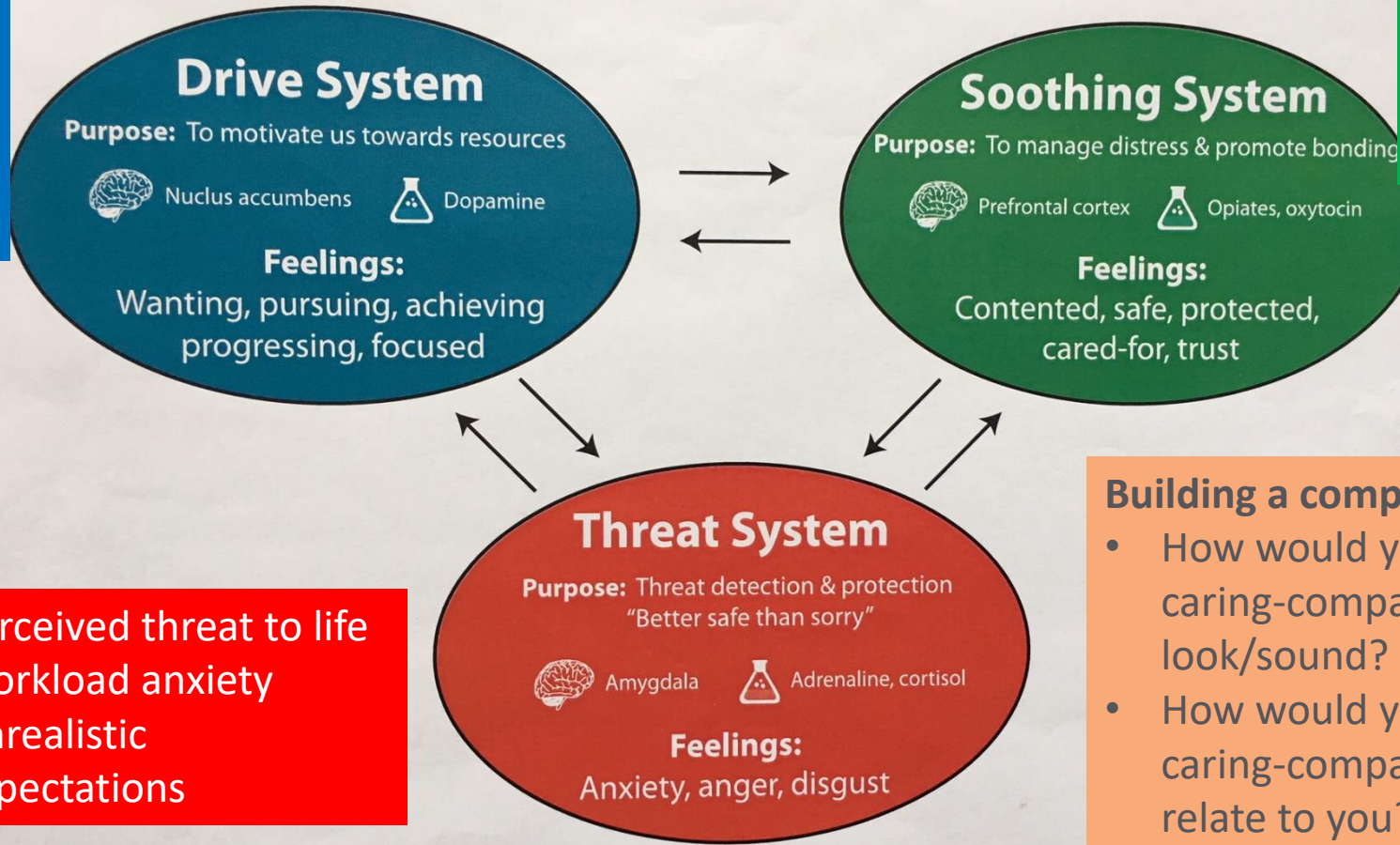
Professor Paul Gilbert – Compassion & Self-Compassion



- Keep focus on goals
- Workload
- Expectations
- Achievements

- Perceived threat to life
- Workload anxiety
- Unrealistic Expectations

Emotional Regulation Systems



- Self-Compassion
- Deep breathing
- Meditation
- Connection with others

Building a compassionate image:

- How would you like your ideal caring-compassionate image to look/sound?
- How would you like your ideal caring-compassionate image to relate to you?

Self-Compassion as a Powerful Practice



SELF-COMPASSION (Kristin Neff):

There are three key components of developing the practice of self-compassion. When we do something that we feel bad about, we ask ourselves:

1. What would my best friend say about this?
2. Has this happened to others before?
3. Can I be mindful of how I feel and label my thoughts and emotions?



Brain Gym for Adults:

- Self-Criticism is a practice that triggers certain pathways in the brain.
- Self-compassion may be an under-developed practice, but it stimulates different pathways
- We need to train the “muscles” of self-compassion pathways to build our strength.

“My Wellbeing is wrapped up in Your Wellbeing, and Yours in Mine”

“Together Apart” (2020) – Professor Stephen Reicher and colleagues

- Social Identity as a resource that protects and promotes health
- What do I feel a sense of belongingness to that is greater than myself?
- What role do I take in my team? How have I reached out to others and how have they reached out to me?
- What are the continuing opportunities to connect when apart?



Preparing for the journey ahead with wellbeing...



What is the one thing from today that I will:

- START doing?
- CONTINUE to do?
- STOP doing?

**Cultivating new ways of
being and doing
takes
new ways of thinking
and
practice, practice, practice.**

Useful Helplines



Claire Lavelle – The Hive of Wellbeing – info@thehiveofwellbeing.co.uk phone: 07951345287

CAMHS – www.camhs-resources.co.uk

Breathing Space – www.breathingspace.co.uk – phone: 0800 838587

Mind UK – www.supportinmindscotland.org.uk – phone 0300 3231545

Scottish Women's Aid – <https://womensaid.scot/contact-us/> - phone: 0800 027 1234

Samaritans - www.samaritans.org 116 123