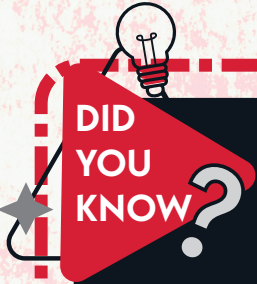




While there has been considerable research and attention focused on the positive impact of social-emotional learning (SEL) skills for students, equal consideration must be given to the social-emotional development of the educators responsible for teaching, coaching, and modeling these skills. Educators who have strong SEL skills show an ability to cultivate strong relationships, model SEL competencies, manage stress, and reduce burnout. Implementing your own self-care strategies is a critical component to safeguarding the mental health of students.



**DID YOU KNOW?**

- Emotional management in teachers is extremely important. It prevents stress and helps them deal with complicated situations in the classroom without affecting the students. Research shows that emotions drive effective teaching and learning, the decisions educators make, classroom and school climate, and educator well-being (Brackett, Cipriano, April, 2020).
- Establishing routines, setting manageable expectations, and creating opportunities for socialization are keys to building a sense of physical and emotional safety (Darling-Hammond, Flook, Cook-Harvey, Barron & David Osher, 2020).
- As human beings, all educators have both unintentional and intentional biases that contribute to how they interact with their students, student’s families, and colleagues. Recognizing these biases and working to counteract them is essential in examining one’s own identity (What is Anti-Bias Education?).
- Students with teachers who exhibit lower levels of stress achieve higher test scores and fewer behavior infractions (Herman, K. C., Hickmon-Rosa, J., & Reinke, W. M., 2018).
- Adults who are aware of their own negativity bias are more able to counteract it by elevating moments of positivity and joy for themselves as well as for their students, colleagues, and families (Vaish, A., Grossmann, T., & Woodward, A. 2008).
- Practicing gratitude can foster physical, psychological, and social benefits. It is associated with increased happiness, strengthened relationships, decreased anxiety and depression, and increased motivation (Allen, S. 2018).

**Five High-Leverage Practices**

To address the overall well-being and emotional state of adults in school settings, there are five high-leverage practices to streamline learning, practice, and application (Transforming Education).

**EXAMINE IDENTITY:**

Define Values and Pursue Purpose, Investigate Privilege and Power, Uncover Bias, and Reflect on Work Style.

**EXPLORE EMOTIONS:**

Label Emotions, Recognize Physical Reactions, and Respond Rather Than React.

**CULTIVATE COMPASSIONATE CURIOSITY:**

Acknowledge There is A Lot You Don’t Know, Ask Caring Questions, Listen and Observe, and Imagine the Student’s Experience.

**ORIENT TOWARDS OPTIMISM:**

Recognize Negativity Bias, Reframe and Retrain the Brain, and Practice Gratitude.

**ESTABLISH BALANCE AND BOUNDARIES:**

Understand the “Cost of Caring,” Form Healthy Habits, and Ask for Help and Learn to Say No.

**WE CANNOT CONTROL WHAT IS HAPPENING TO US AND AROUND US, BUT WE CAN CONTROL HOW WE RESPOND TO IT.**

**EXAMINE IDENTITY:**

What are the reasons you became an educator? What values, attributes, and beliefs do you bring to your work? What do you enjoy about being in education?

**EXPLORE EMOTIONS:**

How do I want to feel at work each day? What barriers prevent me from feeling that way?

**EXPLORE EMOTIONS:**

What uncomfortable emotions are most prevalent for me at work? (examples: overwhelmed, anxious, frustrated, or stressed) What can I do to regulate my emotions when I feel an uncomfortable emotion?

**ESSENTIAL QUESTIONS FOR EDUCATORS AND SCHOOL STAFF**

**ESTABLISH BALANCE and BOUNDARIES:**

What daily self-care routines can I consistently embed into my day so that I can be at my best for students?

**CULTIVATE COMPASSIONATE CURIOSITY:**

What are my strengths? Can I identify at least one strength for each of my students?

**ORIENT TOWARDS OPTIMISM:**

How can I practice gratitude each day?

**TEACHERS AND STAFF WELLNESS CONTROL PANEL**

**ARTICLES AND RESOURCES**

- Supporting Self-Care for Educators during COVID-19
- How to Support Teachers Emotional Needs Right Now
- For Teachers: Building Resilience Starts with Self-Care
- How do I Know if My Biases Affect my Teaching?
- Teachers Are Anxious and Overwhelmed. They Need SEL Now More Than Ever
- Social Emotional Learning (SEL) for Educators Toolkit

**WEBINARS AND VIDEOS**

- Combating Compassion Fatigue Part One
- Combating Compassion Fatigue Part Two
- An Overview: The What, The Why, & The How
- 21 Self Care Activities for a Tough Day: Self Care for Teachers
- TED TALK: Getting Stuck in the Negative
- 2020 Teachers of the Year on Practicing Self-Care

**STRATEGIES OR TOOLS**

- Headspace
- Self-Compassion Break
- Daily Affirmations for Educators
- Gratitude Journal
- Self-Care During COVID for Support Professionals
- Taking Care of Yourself
- Guiding Questions for Educators: Promote Equity Using SEL
- Empathy Self Assessment
- Strengths Survey (for adults and youth)

Want to explore more? Take a look at [this collection of SEL Resources](#).