

# Taking care of wellbeing and sustaining resilience

for you and your school

Julia Steward  
[chrysalisleadershipdevelopment.com](http://chrysalisleadershipdevelopment.com)

# What contributes to your emotional resilience?

## All respondents: top 3

1. the support of family and friends
2. time spent with pupils
3. evidence of having made a positive difference
3. conversations with colleagues in school



Working with colleagues

Working with young people

“Lightbulb moments” Interaction with students

**Making a difference/impact**

Helping young people achieve their potential

Teaching generally/my subject

Everyday is different

The holidays

Challenging job

*Teacher Wellbeing Index 2019*

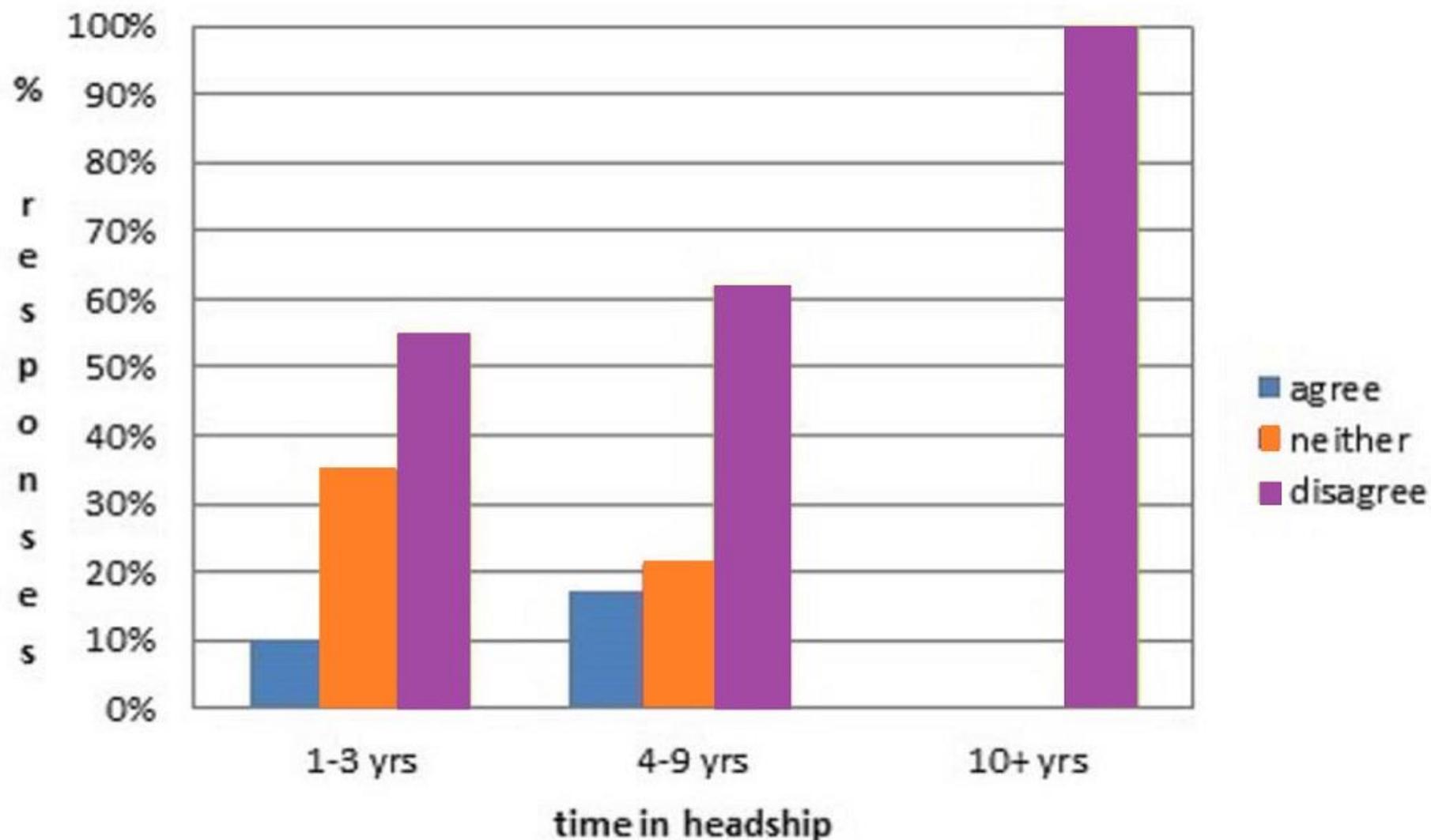
# What undermines your emotional resilience?

## All respondents: top 3

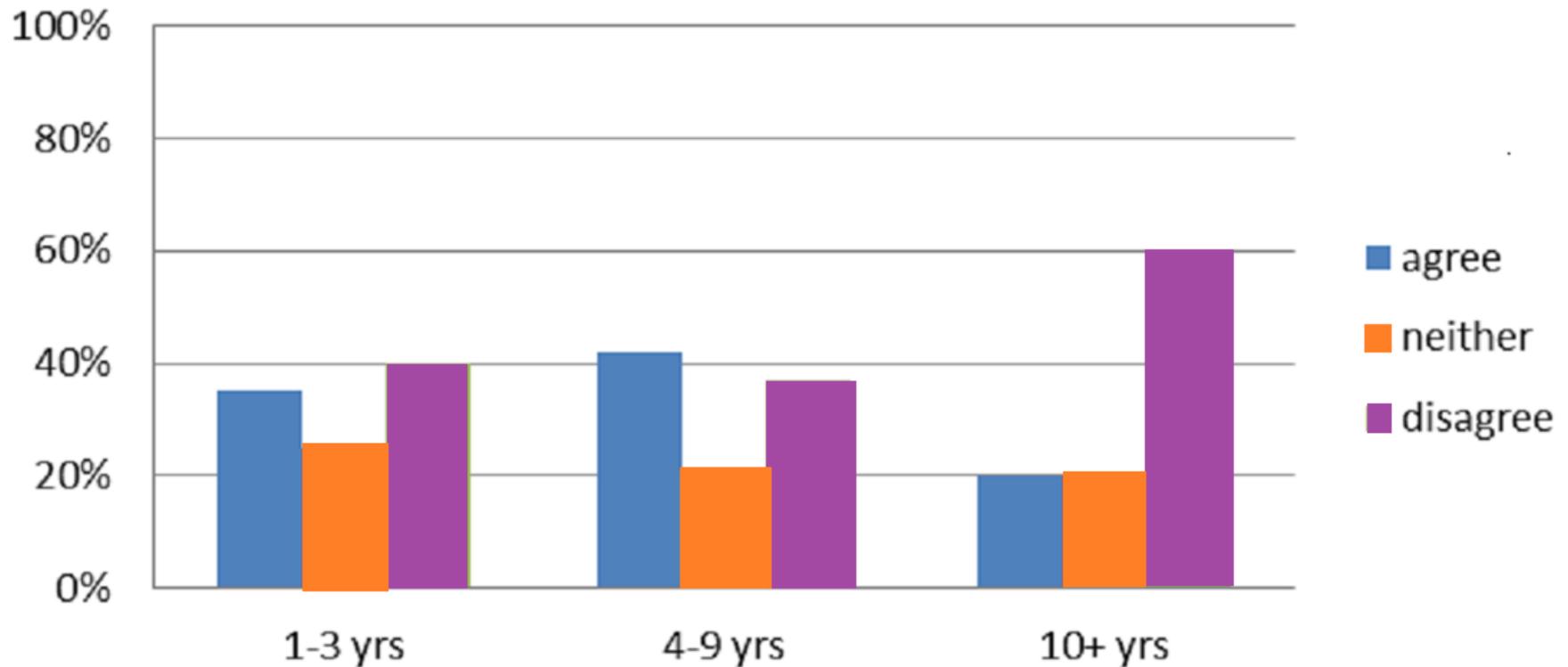
1. Feeling ineffective, unable to make a positive difference
2. Feeling out of control
3. Difficult interactions with parents



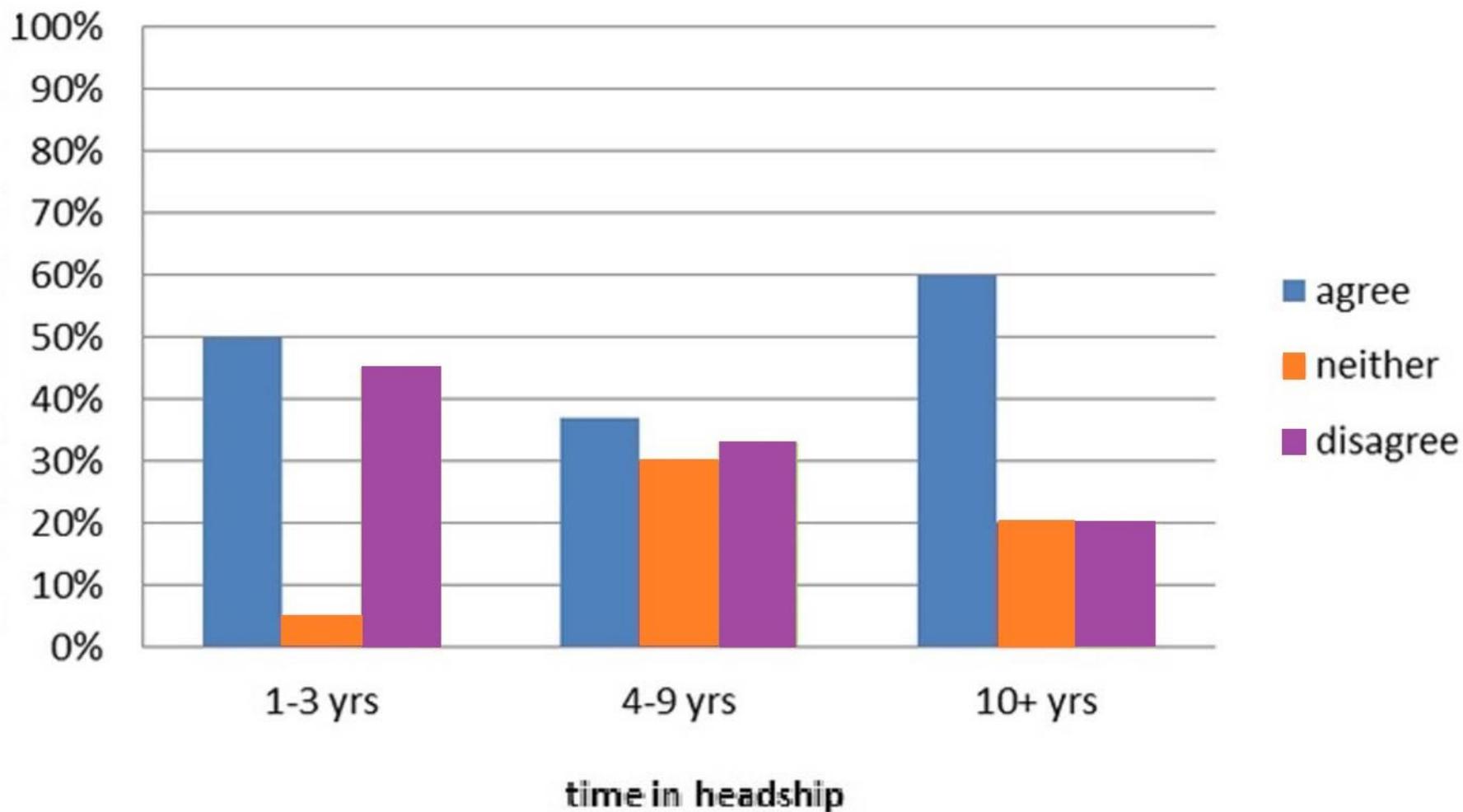
## I acknowledge my own achievements



# I take care to look after my health and wellbeing

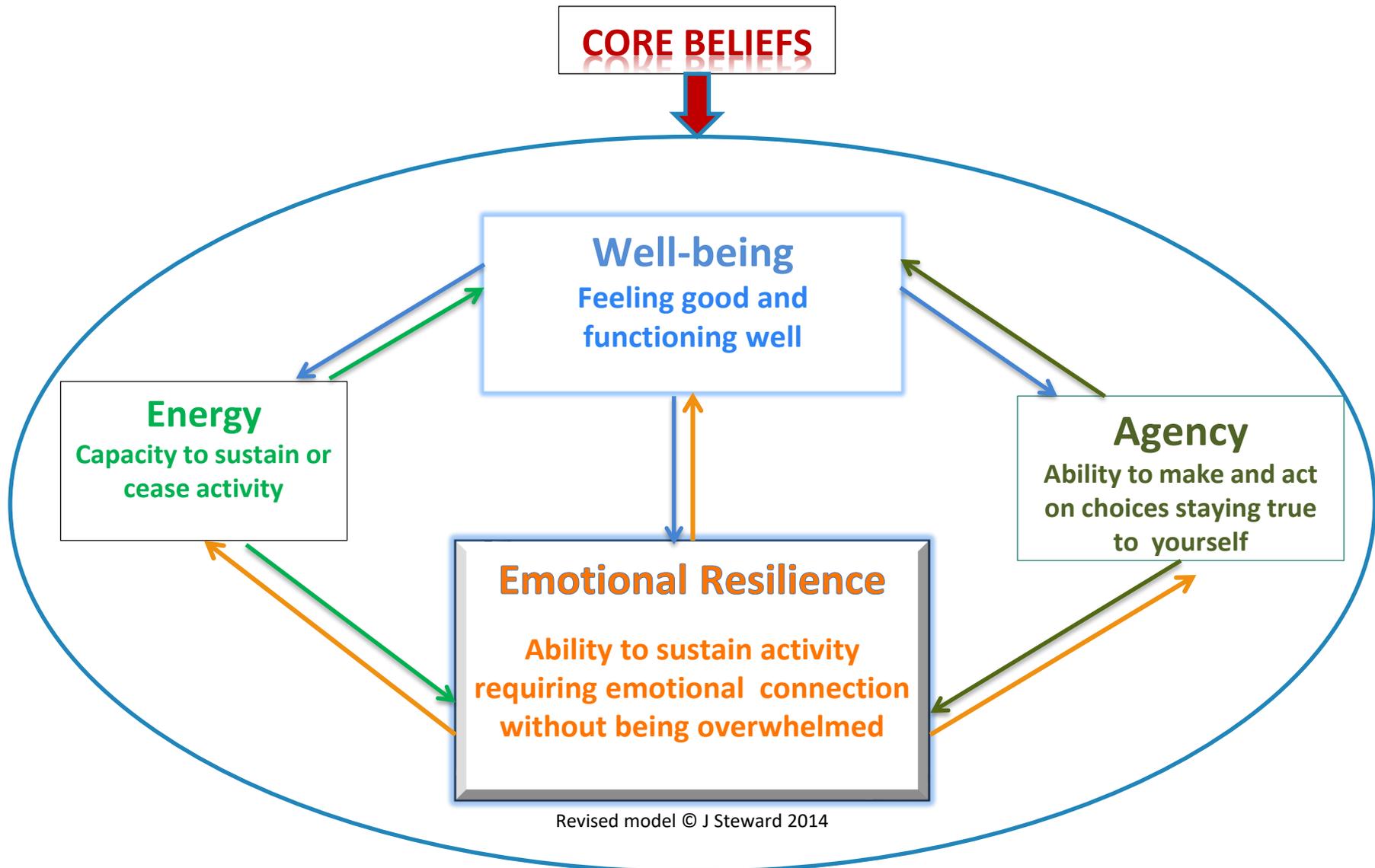


# I worry I'm not good enough



# The internal story



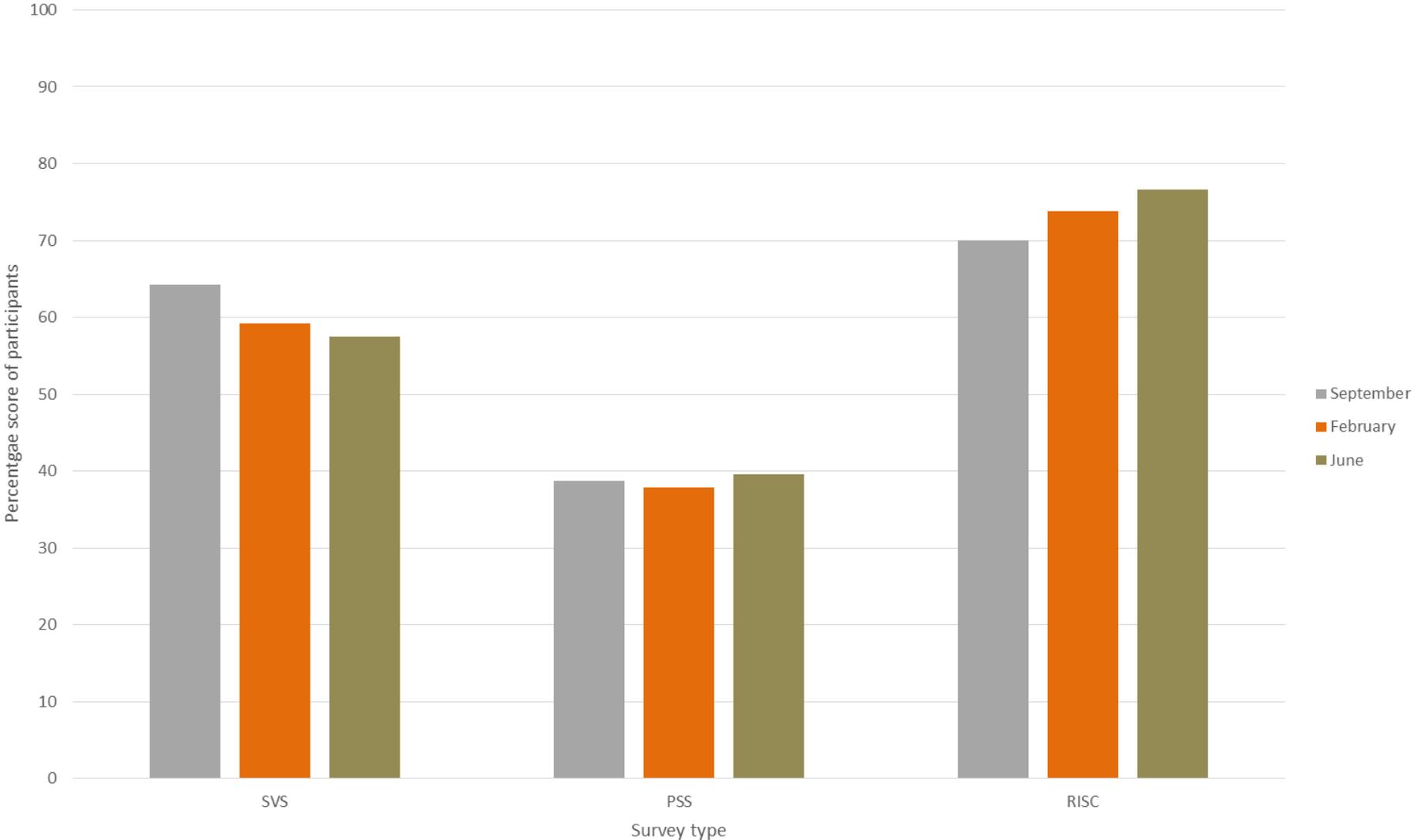


## Factors interacting to affect emotional resilience

# Building & Sustaining Resilience for School Leadership/ Training for the Tough Times

- 12 leaders in same school
- 6 sessions over academic year
- 3x3 diagnostics
- Learning log
- Combine theory & practice
- Set intentions

# Average percentage score for all participants for each diagnostic by date



# new economics foundation (nef)

## Connect

There is strong evidence that feeling close to and valued by other people is a basic need for functioning well in the world

## Be Active

Regular exercise is related to lower rates of depression and anxiety and can help to counter age-related cognitive decline

## Take Notice

Savouring the moment can help to affirm your priorities and value the present rather than living in the past or the future

## Keep Learning

Remaining curious and interested in new things enhances your sense of purpose

## Give

Individuals who are interested in helping others are statistically more likely to describe themselves as happy

# On a scale of 1-10, how true of you are the following?

- a. My physical environment at work is pleasing & comfortable
- b. I acknowledge my strengths and reward myself for work well done
- c. I make time to see people whose company I enjoy
- d. I am as kind and forgiving with myself as I am with others
- e. I eat healthily most of the time
- f. I take regular exercise
- g. I treat myself regularly without feeling guilty
- h. I sleep well & wake up feeling refreshed



# First step to Emotional Resilience



# SLEEP ... ZZZZZZ



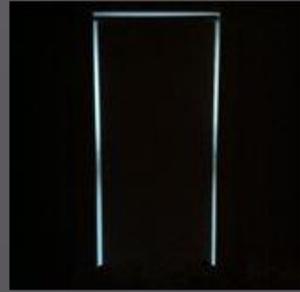
Dark bedroom



2 hours before bedtime



set alarm for bed-time



Caffeine-free



Quiet



Dump those nagging thoughts



Cool

# Sleep deprivation leads to

Impaired memory

Impaired alertness

Decline in empathy

Decreased willpower

Increased

Increased

Greater

PR

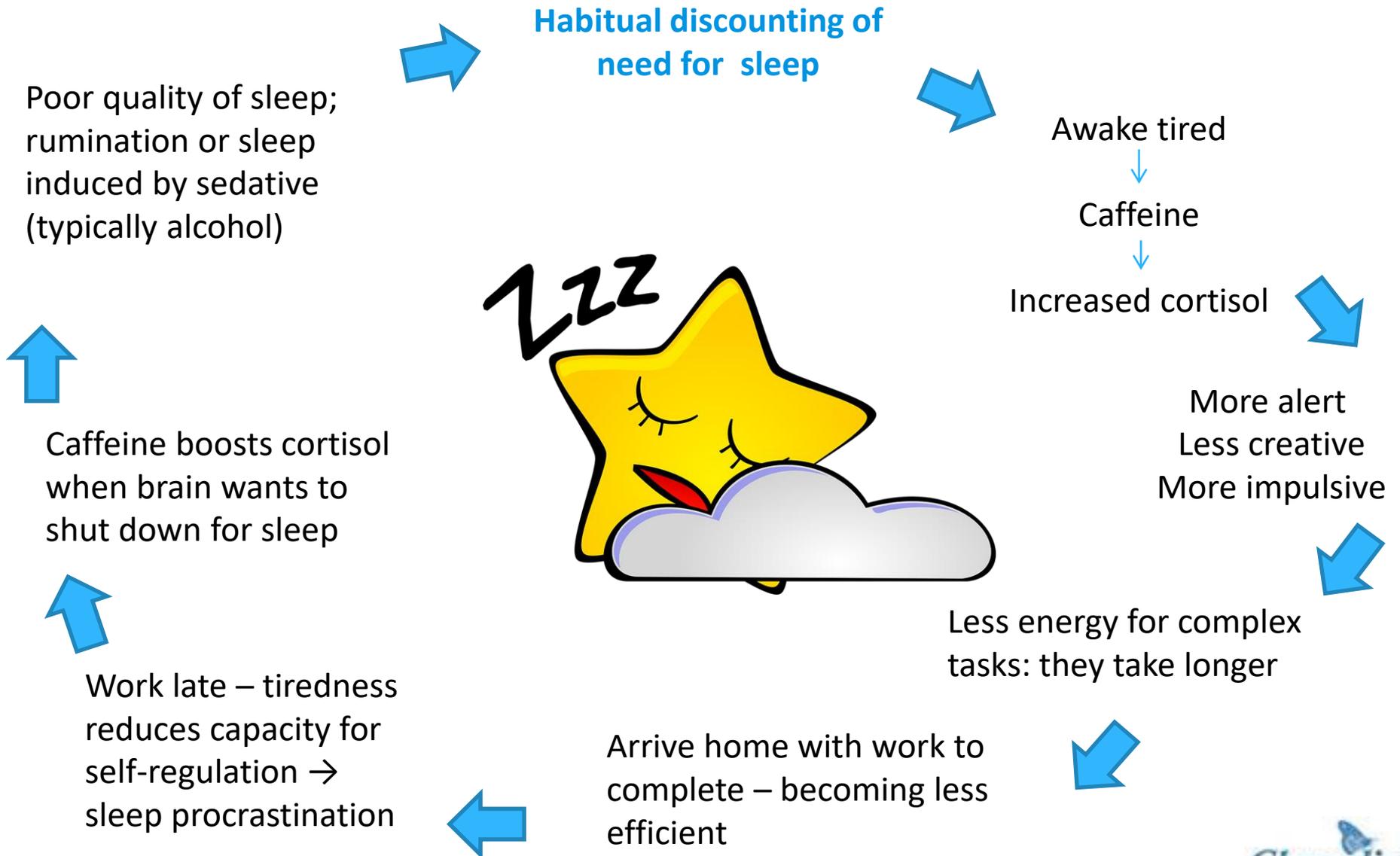
Ne

Reduced capacity to carry out complex tasks involving creativity, lateral thinking & innovation

**'Sleep is the most effective cognitive enhancer we've got'**

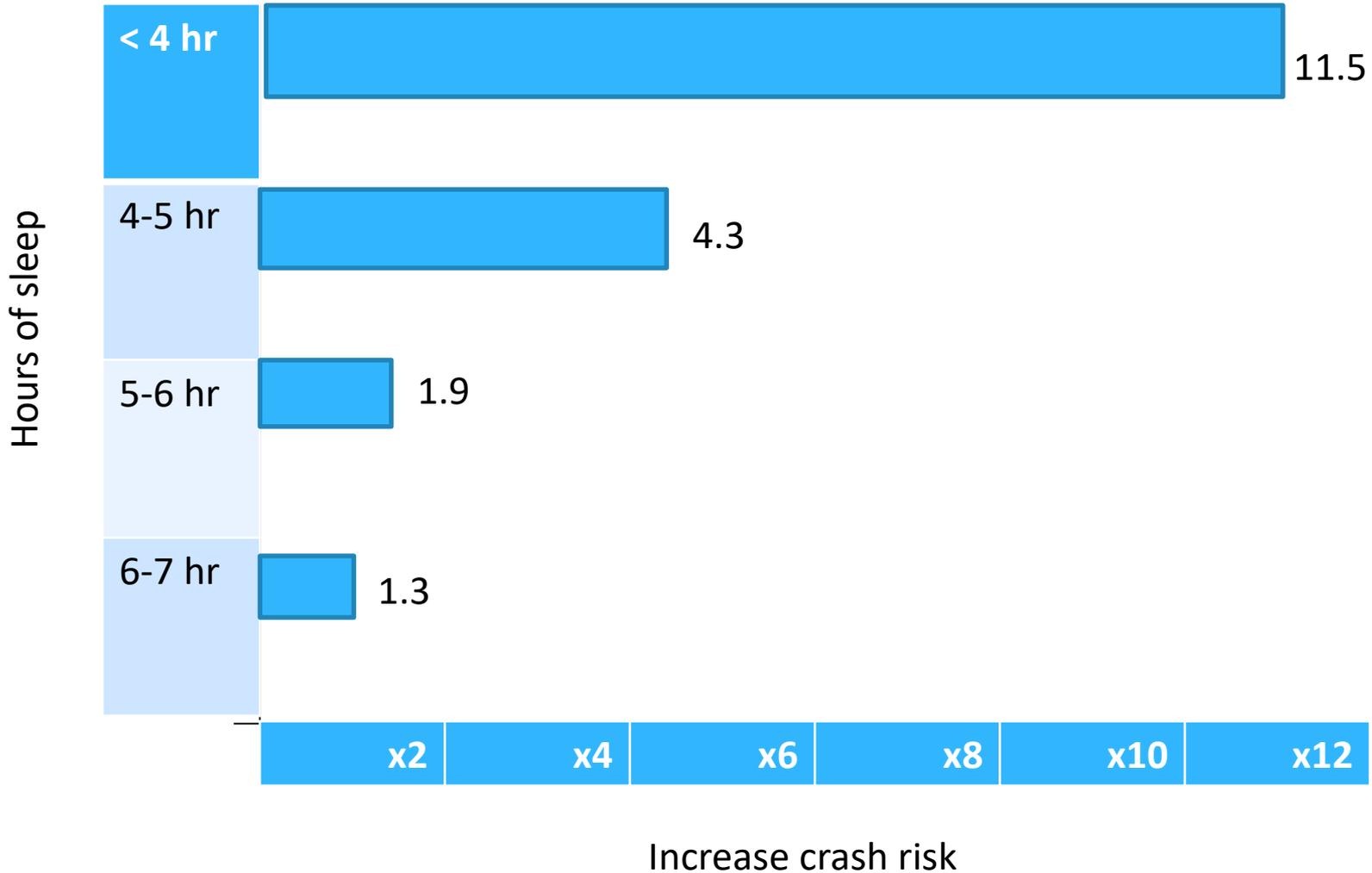
Professor Russell Foster,  
Professor of Circadian Neuroscience, University of Oxford

# The sleep-deprivation cycle



# Sleep Loss and Car Crashes –

drawn from from Matthew Walker: Why we sleep, Figure 12



# Symptoms of stress

## Cognitive

Inability to concentrate/make decisions, worry, persistent negative thoughts, tunnel vision, inappropriate rushing to decisions, fixation on single issue, muddled thinking, lack of focus

## Emotional

Depressed, short fuse, volatile moods, tense, irritable, mistrust, loss of confidence, feelings of paranoia, feeling drained/demotivated, feeling worthless, feeling powerlessness – becoming a victim

# Symptoms of stress

## Physical

Headaches, lower back pain, skin irritations and rashes, rapid pulse/‘butterflies’, rapid weight gain, rapid weight loss, indigestion, breathlessness/shallow breathing, nausea, diarrhoea, constipation, clenched jaw/grinding teeth, tiredness

## Behavioural

Changes in usual behaviour, isolates self, disturbed sleep/insomnia, increased alcohol intake/smoking, self-neglect, inability to relax, overloading self with work, inability/reluctance to see change in self, accident prone, poor time management

Wellbeing and Resilience

# ENERGY





Surface acting - faking

# Surface acting - hiding



Image by Peter H from Pixabay

# Deep acting



# Results of study

- Surface acting – faking:
  - Negative impact on job satisfaction
- Surface acting – hiding
  - Negative impact on job satisfaction, wellbeing and more likely to lead to burnout
- Deep acting
  - No impact on job satisfaction, wellbeing or burnout

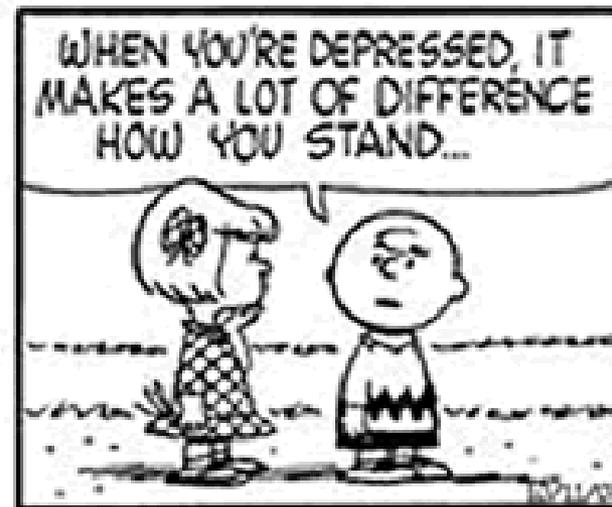
# Taking control – ‘agency’

‘The subjective awareness of initiating, executing and controlling one’s own volitional actions in the world’

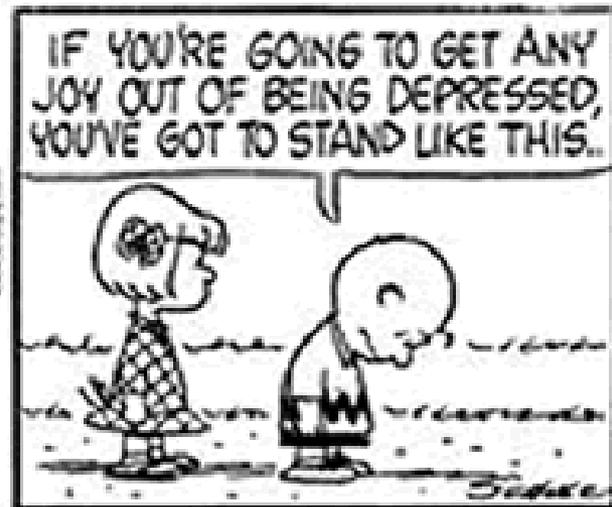
Jeannerod, M. (2003). The mechanism of self-recognition in humans. *Behavioral Brain Research*, 142, 1-15

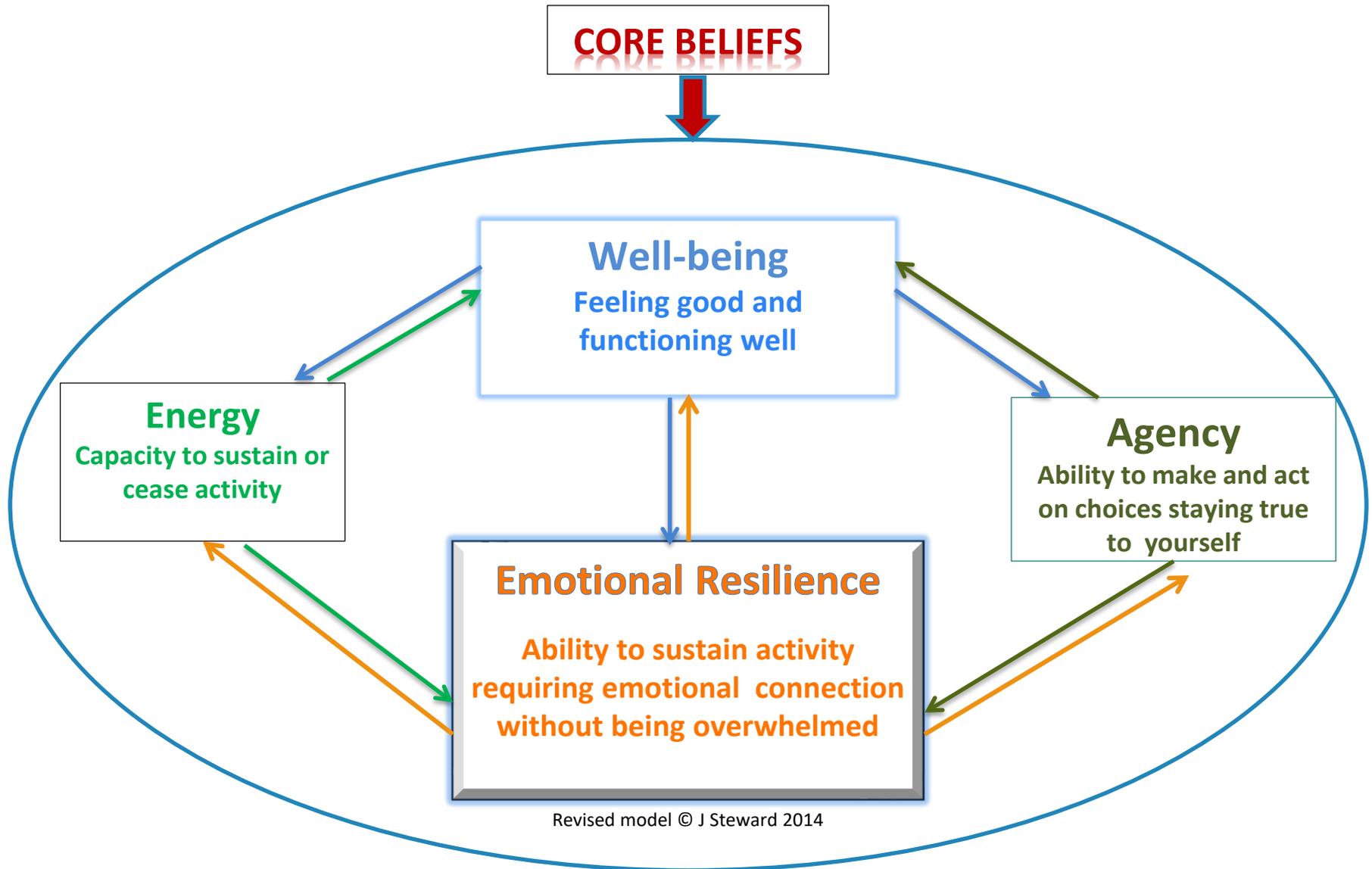
‘Ability to make and act on choices staying true to self’

Steward, J (2018) Sustaining Resilience for Leadership



© UFS, Inc.





## Factors interacting to affect emotional resilience

# Traits

## Unconscious drivers of behaviour

Be perfect



- **be perfect:** produce reliable accurate work
  - not okay to get things wrong

- **please people:** put others first

- may become overloaded for fear of letting others down

- **hurry up:** motivated by pressure/takes on a lot
  - keep busy

- **be strong:** calm under pressure

- not okay show feelings

- **try hard:** energised by new things

- may be more motivated by endeavour than success



Please people

Hurry up



Be strong



Try hard

# Time management

Be perfect



Accept that human beings are incapable of perfection. Time how long tasks take towards reducing time spent. Set realistic deadlines. Question whether additional time spent adds significant value



Please people

Rehearse saying 'no' in a way that feels comfortable. Empower others by handing back their 'monkeys'. Rehearse responses which give you time to think whether you have the capacity to oblige

Hurry up



Learn to value time to think. You can 'be' without 'doing'. Take time to understand the needs of others. Plan sufficient time to avoid mistakes. Breathe!



Be strong

Recognise that, like all human beings, you are vulnerable. Avoid disempowering others by giving and never receiving. Notice when you're feeling overwhelmed and ask for help



Try hard

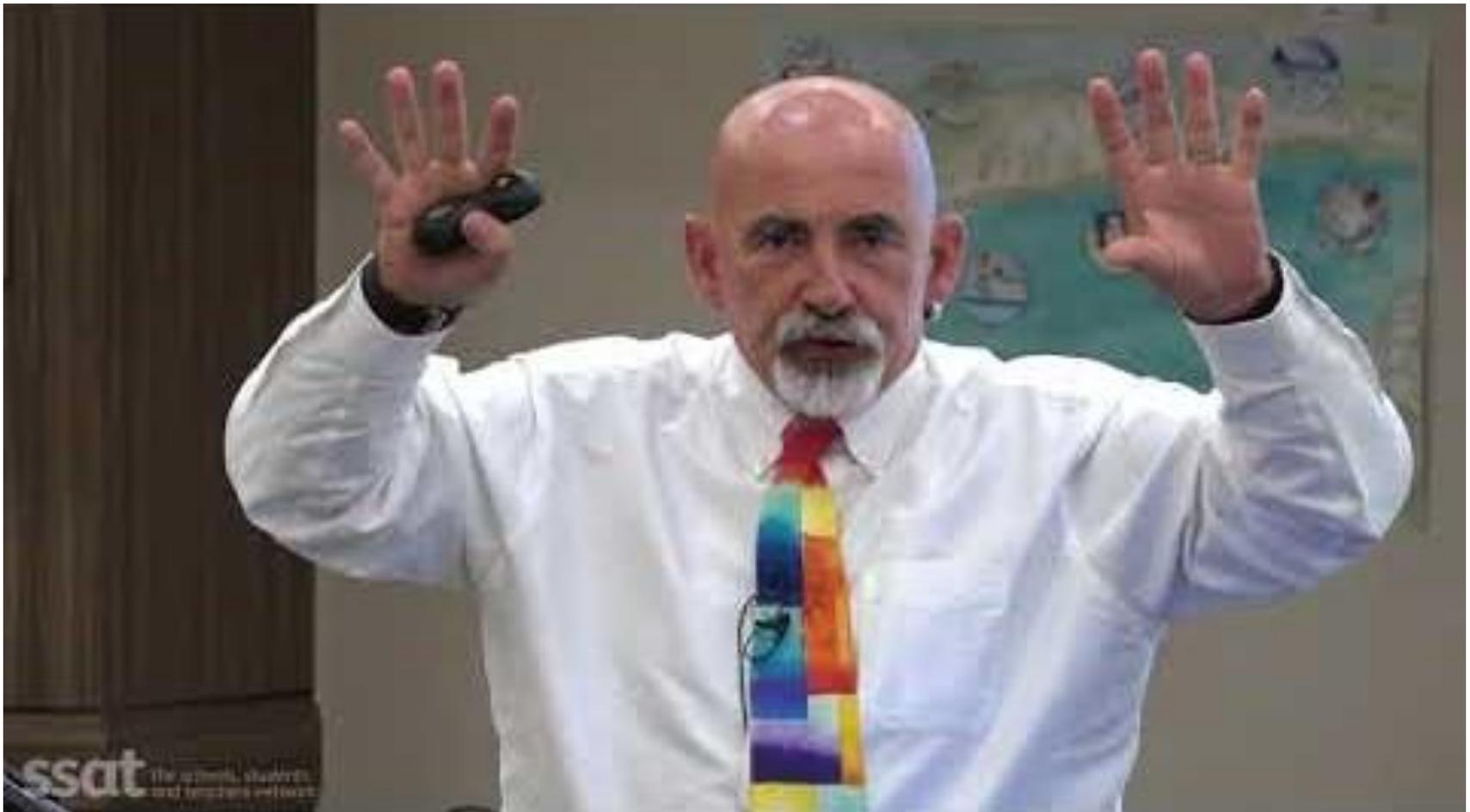
Reward yourself for tackling routine tasks by following with more interesting ones. Delegate later stages of projects to ensure they're completed. Ensure you're clear about desired outcome of any initiative so you know when it's complete.

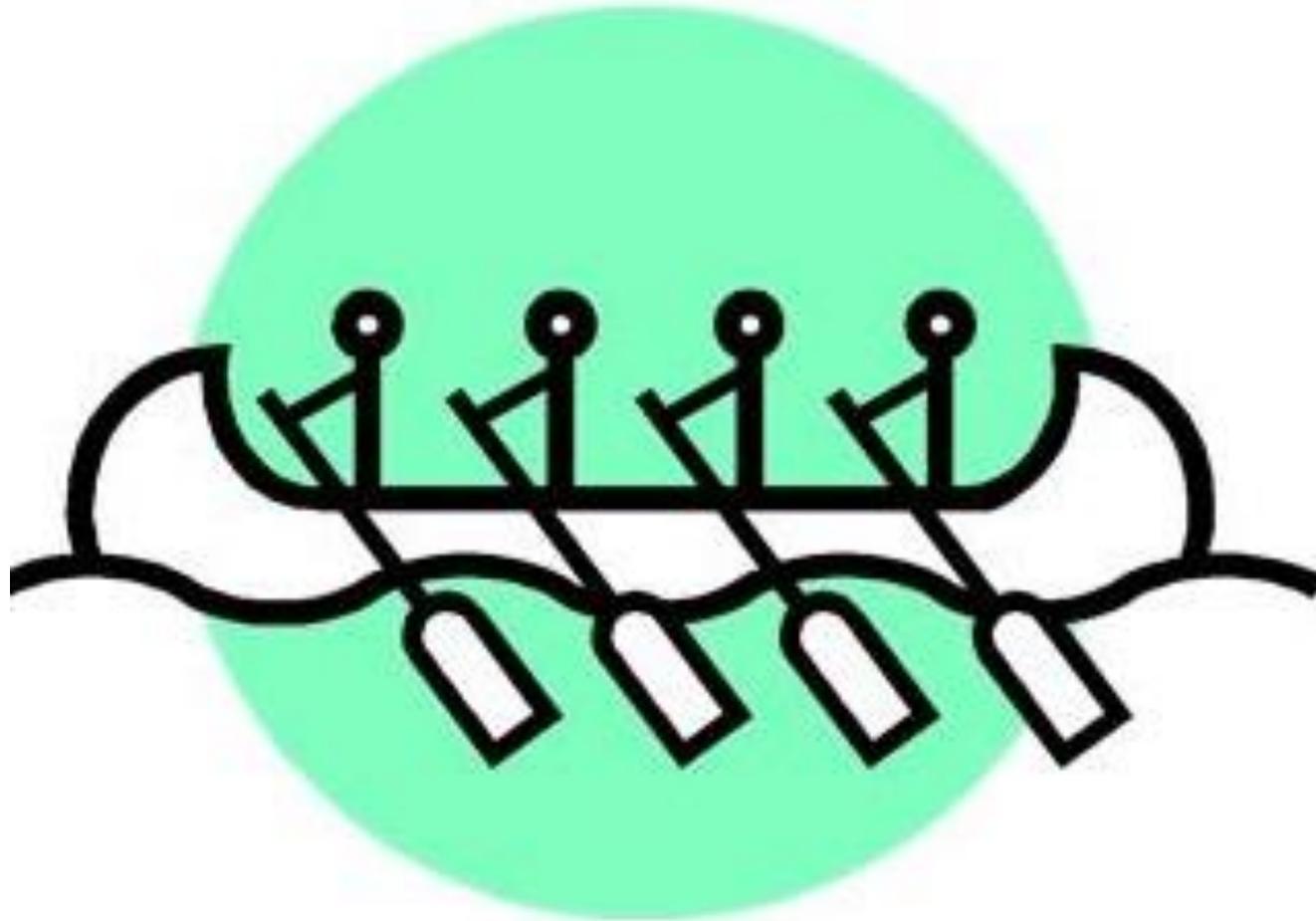
# Making a change

- What stands out?
- What might you do differently?
- What help do you need?
- Where will you find it?

# Q&A with Dylan Wiliam at Embedding Formative Assessment SSAT/EEF Celebration Event

<https://www.youtube.com/watch?v=aPTZpLaJvUA>

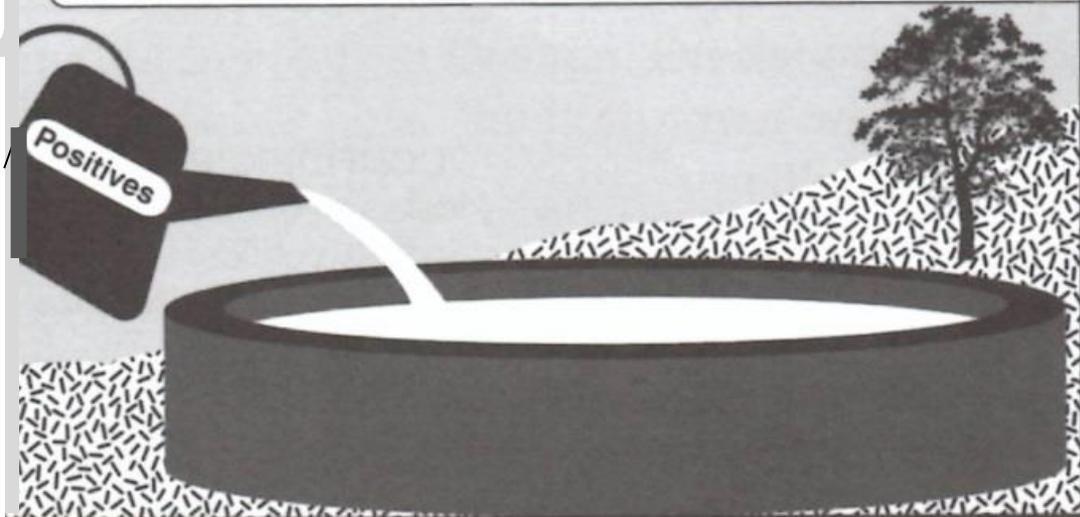




## Positives raising levels of well-being

- Communication
- Control
- Work-life balance & workload
- Work relationships

## Keeping well-being topped up



## Negatives draining well-being

- Concerns about job security & change
- Criticism which feels unjust
- Work lacks sense of purpose
- Working against values



*Adapted from Cooper et al, 2013, p63*

# Staff wellbeing/workload

## Share ideas/experiences

- What is the level of staff wellbeing in your school
- What have you done/might you do to support opportunities for teachers' wellbeing?
- What systems could you change to reduce workload (without increasing your own)?

*(Get governors on board)*

# Support from PHAB

- Disseminating good practice?
- Facilitating partnerships?
- Register of coaches?
- Signposting?
- Keeping the subject live?
- Creating 'norms' and 'giving permission'?



Sleep



Exercise

Laugh whenever you can ..



.. cry ...



when you must



Discover the magic



Keep learning

Keep practising

Remember every day ..



.. you make a difference



Reflect

Refresh

Renew