

The background is a soft pink color. On the left, a brown hand is shown from the wrist up, holding a large, pink, stylized brain. The brain has a small white bandage on its top left side and a simple, smiling face. To the right of the brain are two small red hearts. The background is decorated with white clouds, green leaves, and blue and yellow fan-like shapes. The text 'THE BALANCING ACT' is in a white box at the top right. Below it, the words 'mental health', 'effective workload management', and 'strategies' are arranged in a descending staircase pattern. A small white star is between 'strategies' and 'effective workload management'.

THE BALANCING ACT

mental health

effective workload
management

strategies

NEW TECHNOLOGY

SCHEDULE

CLASSROOM MANAGEMENT

GRADING

REVIEWS

PD

PARENTS

REPORTS

LESSON PLANNING

FLEXIBILITY



academic pressure

lack of support

high demands

self-image

exams

time management

social interactions

fatigue

anxiety

stress

depression

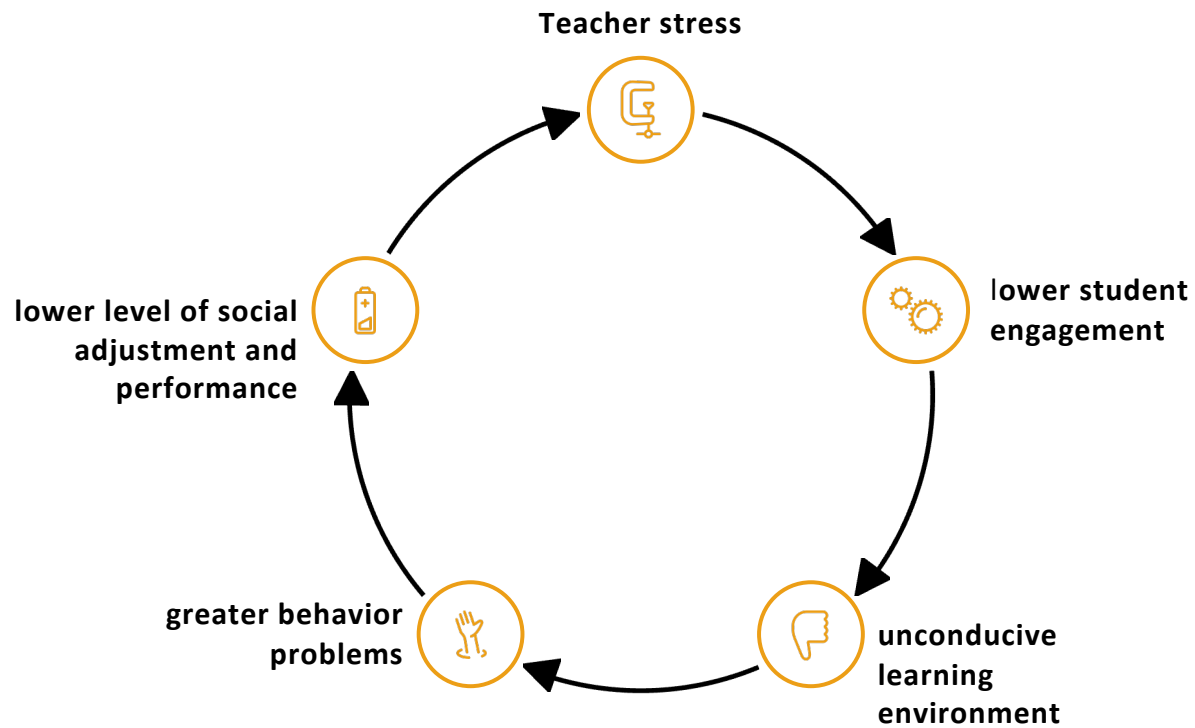
burn out

lack of motivation

drop out

distress

STRESS AT SCHOOL



WELLBEING AT SCHOOL

teacher student relationship

teacher wellbeing

- benefits
- future professional challenges
- caregiving abilities
- resilience
- resources to persist

presence

mental & physical health

benefits

- future challenges
- resilience
- resources to persist
- higher motivation

student wellbeing

lower distress

higher wellbeing



image by freepik

Harding S., et al, 2019, Gordon, 2010

ASSESSMENT



- subjective
- self-assessment (personal)
- anonymous (mood chart, survey)
- tools:
 - Perceived Stress Scale (PSS)
 - Hopkins Symptom Checklist (SCL)
 - WHO Wellbeing Index
 - Brief Resilience Scale (BRS)
 - Five Facet Mindfulness Questionnaire (FFMQ)

PREVENTION & CARE



- increase mental health literacy
- de-stigmatize mental health problems
- inform about professional help options
- foster relationships
- promote social, emotional and and behavioral learning
- introduce mindfulness
- promote sustainable working/learning styles

SOME TAKE AWAYS



- A teacher's job is demanding and can lead to stress
- Teacher wellbeing directly influences student wellbeing (&vv)
- Prevention is key

**NEXT: Prevention
through Mindfulness**

WHAT MINDFULNESS CAN DO

Mindfulness is a state of non-judgment and non-distraction in the present moment



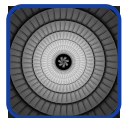
Emotional literacy

improved emotional regulation, understanding triggers and reactions



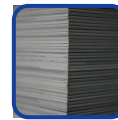
Control

reduce stress and anxiety, impulsive and destructive behavior



Self-image

develop greater sense of self-compassion, reducing self-criticism and increasing self-esteem



Workload

increase resilience, boost concentration and productivity



Others

improved empathy and reduced judgment



Sustainability

better health and more fulfilling life

Burke, 2010, Zoogman et al., 2014, Zenner et al., 2014, Vago and Silbersweig, 2012



teaching mindfulness

- **indirectly**
through teachers' own mindfulness practice and embodiment
- **directly**
students are taught mindfulness strategies explicitly
- **combination**
directly and indirectly

Meiklejohn et al., 2012

PLANT SEEDS

DON'T EXPECT IMMEDIATE OR FULL ADOPTION

LEAD BY EXAMPLE

STUDENTS LEARN BEST FROM ROLE MODELS

MINDFULNESS STRATEGIES

How to bring mindfulness into your classroom



Take a break

do a breathing exercise
take a walk (barefoot)
introduce a yoga pose



Introduce active practices

introduce meditation practice
do a body scan
the senses activity: take e.g. a raisin and look,
listen, smell, feel and taste



introduce reflective practices

practice observing without judgment
reflect on distractions and self-judgment
practice PEACE: **P**ause, **E**xhale,
Acknowledge/**A**cept/**A**llow, **C**hoose,
Engage



Mindfulness activities Write

- Five senses Write
- Being in the moment Write
- Acceptance Write
- Body scan meditation Write
- Walking meditation Write
- Raisin exercise Write
- Listening exercise Write
- + Add Card

Mindfulness links Write

Links

Enter card name...

Create X

Mindfulness tools Write

- digital tools Write
- AI supported tools Write

Enter card name...

Create X

Mindfulness principles Read

- Principles Read
- Dealing with emotions Read

+ Add Card

+ Add List

SOME TAKE AWAYS



- Mindfulness practices can improve mental and physical health
- Start small and treat it as an offering - encourage, don't coerce
- tech-powered mental health support holds power and challenges - human connection remains irreplaceable

**NEXT: Prevention
through developing a Growth
mindset**

GROWTH MINDSET

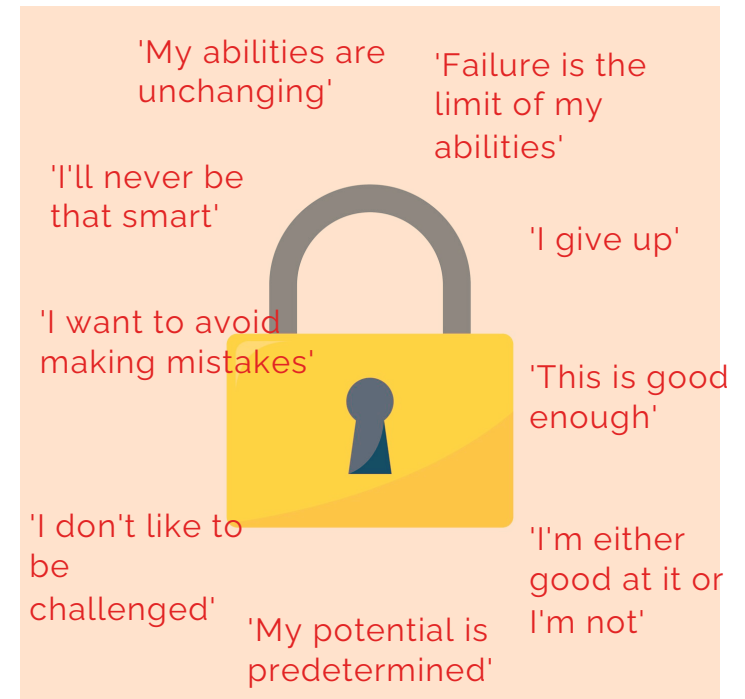


image by freepik

GROWTH MINDSET

VS

FIXED MINDSET



A GROWTH MINDSET...



- is something you **achieve** NOT something you just 'have'
- rewards **effort, strategies** and **progress** NOT intelligence or talent
- values setbacks and **failures**
- admires the **success of others** and does NOT compare oneself to feel better/worse
- treats intelligence or personality as something to be **developed**
- fosters **resilience**

GROWTH MINDSET IN THE CLASSROOM

Magic happens when we stretch our comfort zone



Focus on 'yet'

by saying "I can't do this YET", I focus on possibility, not on giving up



Reward effort

notice and encourage effort and demonstrate how it leads to achievements



Talk about goals

students should have more specific goals than an A on the next test or making it through the school year



Grades are relative

communicate that grades only show a skill tested a certain point in time and say nothing about a person



Value failures

Ask your students 'What did you fail at this week?', and turn it into a healthy way of dealing with setbacks



Normalize struggle

everyone has things they find hard at first. Things only become easier if you keep at them



Process and Progress

focus on how a student worked, praise trying new strategies



Avoid comparisons

focus on individual progress rather than scales of comparison



Embrace challenges

challenges are fun, easy things are boring

SOME TAKE AWAYS



- Developing a Growth mindset can support a healthy and sustainable approach to school and learning.
- A Growth mindset helps deal with setbacks.
- Students with a Growth mindset will experience more joy in learning and human interactions.

**NEXT: Prevention
through Learning strategies**



- What do learners need?
 - self-assessment skills
 - healthy body & brain
 - focus & concentration
 - self-management/
structure
 - motivation
 - resources
 - assessment skills
 - responsibility & support

HOW CAN WE SUPPORT THAT?

- recognize individuality
- choose multi-sensory approaches
- discuss and reflect on habits
- provide information on what the brain
needs
- develop self-management skills
- provide resources that encourage
learning
- be present



STRATEGIES



How do we learn effectively?

- fresh air
- plenty of water
- movement/exercise
- breaks/relaxation/sleep
- positive mood
- healthy food
- change of scenery



Supporting learners

- multi-sensory
- grow your toolbox
- learn learning
- discuss students' learning habits (questionnaire)
- set realistic goals
- make it fun

SOME TAKE AWAYS



- Learning is a skill that has to be developed.
- Learning is about much more than content.
- The goal is for students to enjoy learning.

NEXT: Prevention through time saving tools and strategies

LIGHTEN THE WORKLOAD

Strategies

create a system for school & home
say 'No'.
delegate, Share, Empower
reflect & prioritize

Tools

analog
digital
AI

Find inspiration, maintain passion

Collaboration and shared workload

shared drive
teachers websites
collaborative docs





created with fobizz AI image generator

(AI) TOOLS FOR YOUR CLASSROOM

Your passion for teaching matters
more than any app

Reminders



You're not alone - all educators are new to this



Start small - You don't need to master every tool



Prioritize purpose - choose quality over quantity



Learn together - collaborate & share tips



Embrace imperfection- Learning is a journey



Ask for help - watch tutorials, talk to the community



AI Tools
require literacy

lesson
planning



materials



administrative
tasks



high level tasks -
interactions

AI can help

repetitive/
reproductive
tasks
finding spelling
errors
writing
summaries

text production
parent letters
differentiated texts

content generation
write personalized
texts
generate images

AI cannot help

can't replace student-
teacher relationship
can't deliver personal
feedback
can't run a class

no critical thinking
no real understanding
of the world

SAVE TIME

COLLABORATE & SHARE



save time on admin

- time audit
- map out schedule
- digitize
- delegate
- batch similar tasks
- set clean up reminders

TOOLS:

- prompt lab
- LLM



save time on lesson prep

- identify preferences
- allocate time
- create a schedule
- focus on student learning strategies
- beg, borrow, and steal

TOOLS:

- prompt lab
- worksheet assistant
- LLM



save time on grading

- use scanner
- peer review
- students grade own work
- highlight relevant errors

TOOLS:

- grading assistant
- digital quizzes
- collaborative docs

SOME TAKE AWAYS



- There are many tools out there, pick the ones that work for you.
- Collaborate, share, communicate - we're in this together
- While everyone should probably use some AI tools, they are not the answer to everything.

Thank you!

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