

## **2) School Wellbeing: Practical Strategies for Teacher Mental Health**

### **Course description**

This course centres on the everyday realities of teaching and the skills that protect teacher wellbeing over the long term. We explore how school culture, workload design, and boundary-setting shape mental health—and how simple, repeatable routines can reduce stress and emotional spillover. Participants learn practical techniques for managing cognitive load, regulating emotions in high-intensity moments, and building supportive habits as teams. We also consider systems-level levers—timetabling, meeting hygiene, recognition practices, clear role expectations—that make individual strategies stick. The aim is confident, sustainable practice: teachers who can care for students without burning out, and schools that normalise wellbeing as part of professional standards.

### **Learning outcomes**

By the end of the course, participants will be able to:

1. Explain key drivers of teacher stress and burnout, and distinguish between individual, relational, and organisational factors.
2. Audit personal workload and identify high-impact changes (task triage, batching, templating, and “stop-doing” lists).
3. Apply practical stress-management techniques (breathing and grounding drills, cognitive reframing, micro-breaks) during the school day.
4. Use emotional regulation strategies for challenging interactions (de-escalation language, boundary statements, post-event reset routines).
5. Design weekly planning workflows that reduce cognitive load (calendar blocking, routines for marking/feedback, inbox rules).
6. Establish professional boundaries that protect recovery time while maintaining collegiality and responsiveness.
7. Implement team practices that support wellbeing (clear meeting norms, peer check-ins, recognition rituals, workload reviews).
8. Create a personal wellbeing plan with measurable habits, triggers to watch for, and pathways for support or escalation.
9. Evaluate school-level policies and propose feasible adjustments that improve staff mental health and workload equity.
10. Model psychologically safe behaviours in classrooms and teams, including language and routines that normalise help-seeking.