

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.