Educational Leadership Faculty Publications   Department of Educational Leadership

2021

Building Emotionally Resilient Schools and Educators During Crises

Corinne Brion
University of Dayton, cbrion1@udayton.edu

Building Emotionally Resilient Schools and Educators During Crises

Corinne Brion, University of Dayton

Introduction

Teaching is one of the most stressful occupations in the U.S (Gallup, 2014). Stress affects teachers' health and well-being, job satisfaction, job turnover, and student outcomes (Greenberg et al., 2016). Possessing and using social and emotional skills is necessary to regulate stress, maintain healthy personal and professional lives, and thrive as teachers and leaders (Jennings & Greenberg, 2009; Jennings, 2015). Social Emotional Learning (SEL) is key to human development because it is "the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions" (Collaborative for Academic Social, and Emotional Learning, (CASEL), n.d, p 1). SEL includes emotional intelligence (IQ) which is the "ability to recognize and understand emotions in self and others and to use this awareness to manage one's behavior and relationships" (Bradberry & Greaves, 2009, p.17). SEL and IQ both focus on becoming aware of emotions and emphasize building strong relationships, SEL, however, is a holistic process that centers around the whole person in relation to others. As a result, SEL can help foster equity by empowering students and adults co-create flourishing and safe schools for everyone (CASEL, n.d). SEL also offers a way for adults to reflect on how their own social and emotional competencies impact policies and practices. In this way, SEL can promote the creation of equitable and socially just schools and educational systems.

This teaching case study takes place during the COVID-19 global pandemic at a time when schools were suddenly mandated to deliver instruction remotely and many teachers were excessively stressed trying to juggle their professional, familial, and personal responsibilities. This scenario is also situated in the face of on-going racial inequities and police brutalities, also known as racial pandemic, that plagued the United States during COVID-19.

This teaching case study aims to demonstrate the importance of SEL for adults and the role school leaders play in creating cultures in which adult SEL is valued and prioritized in order to support teachers while also promoting equity. Following the analogy, one hears before a plane takes off: "Should the cabin lose pressure, oxygen masks will drop from the overhead area. Please place the mask over your own mouth and nose before assisting others," this teaching case study is relevant to all prospective and current school leaders who seek to assist their teachers' growth and social emotional well-being so that in turn they can help their students. When leaders go beyond IQ and focus on the social emotional skills of their adults, they build resilient educators and school communities who are able to face adverse conditions, including health, economic, and racial pandemics.

The first section of this teaching case study presents relevant background information. Subsequent sections focus on the case itself and the teaching notes. The last part provides some reflective activities.

Background information

To describe the school district and the school itself, the author used pseudonyms. This teaching case study is based on perspectives collected through multiple interviews with teachers and leaders in the Spring, Summer, and Fall 2020 during the racial and COVID-19 pandemics.

Cornerstone school district

Cornerstone School District (CSD) is an urban district serving over 51,000 students in 109 schools. There are 20 preschools, 40 elementary schools, 20 middle schools, 15 high schools, and five vocational schools. The district employs over 4,200 teachers and 2,000 staff members. In Cornerstone schools, the average teacher-student ratio is 18:1. The Superintendent, Dr. Nixon, is a dynamic leader whose focus has been equity. She created an equity committee early in her tenure and invited teachers to participate. As part of her equity mission, she believed that it was her responsibility to ensure that students were well taken care of socially and emotionally. As a result, she provided numerous professional learning for teachers and leaders focused on the implementation of SEL in classrooms. Teachers generally appreciated the emphasis on SEL because the majority believed that education is more than standardized testing and that "Maslow comes before Bloom." On March 17th, 2020, Dr. Nixon asked all schools to move to remote instruction due to the global COVID-19 pandemic. During the spring 2020, she often wrote to her leadership teams and teachers asking them to ensure the well-being of the students before tackling any academics.

Pinecrest High School (PHS)

PHS is a large high school, serving over 2000 students from 9th-12th grade. It is located in the East side of the city in an area where many people live in what is considered poverty. The school is known for its quality and highly motivated teachers. Most of these teachers are in their early 30s', have a few years of experience, and have chosen to work at PHS. In the school, 24% of the teaching staff is African American. The school is 100% free and reduced lunch. PHS is under the leadership of Principal Maxley. Mrs. Maxley is White, in her 50's, and is an experienced educator. Prior to being an administrator, she was a Mathematics teacher at PHS. The principal believes in Dr. Nixon's focus on SEL. She was particularly aware of this need

during COVID-19 when a few of her students threatened to commit suicide. Because of the focus on SEL for students and the pressure she felt to keep the students safe, she was anxious when students did not log in for their remote learning. In the Fall semester when the global pandemic persisted to spread and racial incidents continued, Mrs. Maxley grew increasingly frustrated and overwhelmed because she noticed that her teachers' morale was down and many of them were unable to perform their tasks. The following case presents Mrs. Maxley's conundrum and a scenario that illustrates the negative effects the lack of adult SEL can have on teachers and school communities.

The Case

This teaching case study is based on various teachers' experiences. Samy, Marc, Jack, and Alice are dynamic teachers who loved their jobs and students at PHS. They were known in the school for inspiring, helping, and informally coaching their less experienced colleagues. At the beginning of the Spring 2020 semester, Samy, a teacher on special assignment who served students who were at risk., confessed being frustrated with the way schools' closures happened. In the beginning of COVID-19, she recalled feeling empty, confused, and anxious because she never had a chance to say goodbye to her students before the summer break. She also recalled that there were already talks of the virus in the district in January 2020 but felt that there was no proactiveness on the part of Mrs. Maxley. As a result, teachers had to switch to remote learning without time to prepare students and themselves appropriately. She explained that there was a lack of communication and transparency for a long time, that made her feel "unvalued, excluded, and cranky." While she remembered that the district nurse sent out a survey to ask about the teachers' health needs, the survey asked one question only: "Do you feel you are in need of more mental health support?" If teachers answered yes, the nurse would schedule a Google meet to

provide support. Samy answered yes, met with the nurse and continued to feel isolated and depressed during the first four weeks of the pandemic. She did not feel that the session with the nurse was beneficial. Samy explained: "The meeting felt more like a compliance meeting, there was no empathy, no genuine interest in my feelings, my work-load, and my needs. The nurse also did not provide any new resources."

Similar to many of her colleagues, Samy juggled being a teacher to her own children and her students while also trying to maintain healthy habits for herself and her family. She had to make an office space in her small home while caring for three young children, and a husband who was an essential worker. Her family and her husband's family were out of state and her mother who typically helped her was undergoing chemotherapy for an advanced lung cancer. As a result, Samy had no support and her stress level kept on rising. In addition, to all her duties at home and school, Samy had started her principal licensure course early 2020 and was still taking online courses throughout the spring and summer semesters. It was during some of her leadership courses that she realized how poorly she had been led during these times of crisis. She was grateful to learn from Mrs. Maxley's mistakes and made a commitment to be a principal who will be more "in tune with all her staff needs." She also aspired to become a leader who promotes and models SEL for adults.

Samy recalled Mrs. Maxley being frazzled all the time. She understood that crisis times were demanding for leaders but also noted that Mrs. Maxley did not have children at home, and often talked about having a retired husband who was doing everything in the household so that she could assume her professional responsibilities. The principal often said: "I am so grateful for John because he does it all for me, so I can focus on the students." Samy and her colleagues often talked about leadership and how a leader might be stressed but should model collaboration,

calm, composure, and good listening skills. Unfortunately for them, Mrs. Maxley had never been this kind of leader and the crisis did not bring the best out of her. She was angry at the crisis situation, worried that the students were not logging in, and she was never available to listen to her teachers' needs. As a result, she asked her already overburdened teachers to make 10 calls a day to students who did not log in, drive to their homes if needed, and expected the teachers to attend all her online meetings. The principal also sent numerous unnecessary emails daily.

Samy felt as if she was drowning. She could not keep up with Mrs. Maxley's expectations, could not make 10 calls a day while also teaching her three young children, two of them having special needs and being on individual educational plans that included speech therapy and occupational therapy twice a week. She considered leaving the profession to focus on her family. Samy felt angry that the principal would not recognize the social and emotional load the teachers carried. She spoke with Mrs. Maxley several times, but the principal answers were always, "we need to make sure the students sign in so we can check on them." Samy often felt "who is checking on me?" She could not believe that she would have to choose between her family and her profession. Because she loved her job, Samy pushed through and she and her colleagues "barely made it to the summer break." She recalled being exhausted, annoyed at the leadership, on edge, and socially and emotionally drained.

Samy, Marc, Jack, and Alice offered to be part of the summer working committee that Mrs. Maxley had put together. The committee aimed at re-imagining the re-opening of the school. None of the four colleagues were chosen. Samy often wondered if they were not chosen because they were vocal about the lack of communication and high expectations in the early days of COVID-19. The school re-opened early September face-to-face. The superintendent and her leadership team had made this decision based on the decreasing number of COVID-19 cases in

most of the district. None of the teachers were consulted. While Mrs. Maxley was regularly in touch with her teachers on academic matters, she continued to focus on the student's health and needs exclusively.

Marc, an African American English teacher, was particularly upset when he was diagnosed with Shingles and asked the principal to skip a meeting so he could go to the doctor. Mrs. Maxley asked him to leave early if needed but to attend the meeting. Alice, an African American English teacher was also puzzled by Mrs. Maxley's lack of compassion. The principal never once checked on her teachers during the racial pandemic. Marc and Alice considered themselves as equity advocates for the school and had been commanded by the superintendent for their passion and work on promoting equity in their school. They loudly expressed their struggles with the recent racial events and police brutality at weekly faculty meetings, yet those struggles were never addressed by Mrs. Maxley. Marc expressed his frustration to his colleagues:

> Every time I say something in meetings, she dismisses me, but will listen to anybody else who does not bring issues of diversity, equity, and inclusion. I feel that she is dismissive when I tell her, for example, that I lost a good friend to police brutalities. Because I am part of the equity committee led by the Superintendent, she tolerates me but does not seem to value me or support me. I often feel that my race impacts her relationship with me. I could lead workshops on equity for the school, but she never takes me on my offers. So, teachers are depressed, particularly teachers of color. We continue to feel excluded, unheard, and isolated.

Alice agreed with Marc. She was particularly concerned by the principal's lack of care for her teachers.

> Our leader does not see how much we struggle and juggle, how much we give, how much we are stretched. She does not provide any support for our social and emotional health. If teachers are not well, we cannot help our students and community. We are asked to help our students but once again who helps us? In addition, in the face of the racial pandemic, Mrs. Maxley acts as if the system of systemic oppression has no adverse effects on her teachers and her silence and lack of support sends a very powerful message that she is perpetuating that oppression. She forgets that she is working with a number of people of color who look to their leader for support, compassion, and equity. All I see is that she supports a limited number of White teachers who have worked with her for years.

7

Despite several conversations with Mrs. Maxley, most teachers increasingly felt physically, socially, and emotionally exhausted. They also felt unvalued and unheard. As a faculty, they decided to contact the union representative so that she could speak with Mrs. Maxley. The union representative then contacted the superintendent. The goal of this impromptu meeting was to brainstorm some ways in which Mrs. Maxley and other principals could support the social emotional health of their teachers and staff members. The superintendent invited few elementary school principals as they had put in place some creative SEL practices to support their teachers and staff.

Among other ideas that were brought up, these were retained as feasible and impactful. Principal could come in classes to release the teachers when they needed a sanity break; 2) Principals could set appreciation stations in the school where there would be some free food, beverages, gift cards, words of encouragement, and such; 3) They would create a "how do you feel today board?"; 4) They would offer workshops and resources on how to take care of self; and 5) they would create a survey of needs and analyze that data. This list was deemed to be a starting point and all stakeholders were encouraged to continue researching and brainstorming ways to assist teachers. The superintendent later met with Mrs. Maxley and asked her to implement these strategies, learn about SEL for adults, and report her progress and action steps. Based on this conversation, the superintendent concluded that she also needed to focus on the social emotional needs of her principals and staff as well as her own. Upon reflection, she realized that she had not been modeling a culture of care among her team.

Mrs. Maxley has an opportunity to create a school culture where SEL for adults is valued and prioritized. The next section provides teaching notes that include information about SEL for

adults. SEL for adults is important in all times but is particularly important in times of crisis. This information is useful for current and prospective school leaders.

Teaching Notes

Leadership training on SEL has assisted leaders with the implementation of SEL knowledge in their schools. As a result, more and more schools teach SEL to students as part of or in addition to their curriculum. Scholars and practitioners such as Aguilar (2018) and Newman (2020) suggest that SEL for children begins with SEL for adults because adults foster an environment of growth. These teaching notes are evidence best practices that current and prospective leaders can use in their schools to actualize SEL for adults.

The Pressing Need for SEL for Adults

Research in the field of SEL for students has grown in recent years and has demonstrated that when students' social and emotional competence increases, their academic achievement improves as well (Durlak et al., 2011). Teachers are the engine that drives SEL programs and practices in schools and classrooms. Yet until recently, SEL for adults has received little attention event though the social-emotional competence and wellbeing of teachers and leaders strongly influence their students' (Schonert-Reichl, 2017). The existent literature provides four main reasons as to why social and emotional skills are vital for educators (Brackett et al., 2019; Jennings & Greenburg, 2009; Stickle et al., 2019; Zinsser et al., 2014). First, the social and emotional skills of teachers influence students' learning because SEL focused adults provide a healthy and safe classroom environment (Jennings & Greenburg, 2009; Zinsser et al., 2014). Second, teachers and leaders need to satisfy their own socio-emotional needs in order to

adequately implement SEL methods within their own classrooms (Berg, 2018). Third, SEL can be utilized to minimize the level of stress teachers and leaders experience in the workplace. When educators are less stressed, they have less discipline issues in their classrooms (Zinsser et al., 2019). Lastly, using SEL methods that focus on building the social-emotional competence (SEC) of teachers causes teachers to be more likely to have emotion focused interactions with students (Rivers et al., 2013).

Teachers are at risk for poor social-emotional wellbeing. Research shows that teaching is one of the most stressful occupations. In a Gallup Poll on occupational stress, 46 percent of teachers reported high daily stress (Gallup, 2014). High stress levels harm teachers' physical health and wellbeing. For example, when people are highly stressed, the quantity and quality of their sleep is severely compromised. A study of high school teachers found that 46 percent suffered excessive daytime sleepiness and 51 percent had poor sleep quality (Souza et al., 2012). Sleep deprivation produces a cascade of negative effects, including increased risk for infectious disease and depression, and susceptibility to illnesses such as heart disease and cancer (Irwin et al., 2016). Over the years, research has demonstrated that stress is contagious and that stressed teachers in turn stress students (Jennings & Greenberg, 2009; Jones et al., 2013; Merritt et al., 2012). Teachers who reported higher levels of stress had more students in their classrooms with mental health problems (Milkie & Warner, 2011).

A lack of attention to SEL for adults also affects teacher attrition. According to a 2007 report from the National Commission on Teaching and America's Future, teacher turnover costs the United States up to seven billion dollars a year, and the highest turnover occurs in low-performing, high-poverty schools with a high percentage of minority students (Barnes et al., 2007). Stress and poor emotion management are the primary reasons that teachers become

dissatisfied and leave their positions (Darling-Hammond, 2001). In this scenario, Samy contemplated leaving the profession because Mrs. Maxley's did not support her social emotional needs.

Educational leaders need to optimize teachers' classroom performance and their ability to promote SEL in their students by helping the teachers build their own social-emotional competence (Marzano et al., 2003). If educational leaders understand how to promote SEL among adults, there will be less teacher attrition, teachers' self-efficacy will be boosted, students will perform better, and schools will become more equitable. When educators are aware of their emotions and are SEL minded, they understand that their emotions drive their actions and reactions, and that these actions and reactions impact policies and practices. Social emotional skills are always crucial, but they become vital during crises when educators experience higher levels of stress than usual. SEL focused leaders build resilient educators and school communities who are able to face adverse conditions, such as health, economic, and racial pandemics.

The Role of School Leaders in Promoting SEL for Adults

Seminal scholars assert that educational leaders play a crucial role in the education of children because they influence teacher morale, retention, and student learning (Ingersoll, 2001; Marzano et al; 2005). Leithwood and Jantzi (2008) suggest that educational leaders empower the more effective teachers and that it is through them that they improve student learning. In terms of SEL, CASEL (n.d) suggests that leaders:

- Create opportunities for staff to learn about and strengthen SEL professional skills and their own social and emotional competence.
- Create structures that foster trust and collaboration among staff.

- Identify ways to explicitly model SEL in their interactions with staff, families, and students.

School leaders should focus on their adults' social and emotional learning (Jones et al., 2018). CASEL (n.d) proposes a model (Table 1) that aims to promote SEL among adults. The model focuses on learning, collaborating, and modeling and aspires to create a supportive staff environment that cultivates adult social and emotional competencies. In relating CASEL's model to Mrs.Maxley's leadership, it becomes clear that the principal did not focus on SEL for her adults. Mrs. Maxley did not provide any professional learning on SEL for her adults. There were no teaching and learning on how to take care of self in the midst of several pandemics. There was no dedicated time to learn about SEL for adults or collaborate with peers and mentors on adult SEL. In addition, Mrs. Maxley was not modeling social emotional skills.

Table 1- SEL for Adults. CASEL (n.d)

Learn	Collaborate	Model
- Reflecting on Personal SEL Skills - Examining Biases for Cultural Competence - Growth Mindset for Staff - Self-Care - Personalized Professional Learning on SEL	- Staff Shared Agreements - Professional Learning Communities (PLCs) on SEL - Peer Mentoring and Partnership - Integrating SEL into Staff Meetings	- Model SEL as a Staff - Create a Culture of Appreciation - Practices for Leaders

School leaders with strong social and emotional competencies are better able to build and maintain positive and trusting relationships, a critical component of creating, supportive and effective school cultures (Purkey & Novack, 1988). SEL minded leaders are culturally aware. They understand that culture affects one's actions and reactions. These leaders also comprehend that others' perspectives may differ from their own, thus they seek to find positive solutions to

conflicts. For example, SEL minded leaders may choose to use restorative justice strategies rather than punitive ones. In addition, by consistently modeling SEL and intentionally working to build relationships with all school staff, administrators foster equity because SEL offers a way for adults to examine their own practices, including how their own social and emotional competencies impact policies and practices. Discipline is an area that is often affected by educators' levels of fatigue, stress, and cultural competency. In certain culture, students speak loudly or get up without permission to help their peers. Without understanding existing cultural differences, a stressed and fatigued teacher may immediately refer students to detention without seeking to understand that the student's collectivistic culture is going to prompt him/ her to help others. A lack of cultural proficiency may also prevent teachers and leaders from realizing that certain cultural groups speak louder than others because they are passionate and not out of disrespect. SEL focused educators reflect on their own identities, assets, and biases, and engage in culturally relevant practices and conversations around equity. School teams examine disaggregated data, analyze root causes of disparities, and engage various stakeholders to co-develop policies and practices that support equity. Moreover, Jennings and Greenberg (2009) affirm that teachers and leaders with high social and emotional competence are self-aware. They are able to use their emotions positively to motivate others to learn, and they understand their own capacities and emotional strengths and weaknesses particularly well (Jennings, 2015).

Successful SEL implementation depends on how well staff work together. In this case, Mrs. Maxley did not have the social emotional capacity to reflect on her identity and biases. As a result, she remained silent to overt and covert racial inequities that affected the emotional health of her teachers. By staying silent, she perpetuated the racial pandemic. Going back to the analogy, one hears before a plane takes off: "Should the cabin lose pressure, oxygen masks will

drop from the overhead area. Please place the mask over your own mouth and nose before assisting others," Mrs. Maxley did not understand the importance of ensuring that her teachers were socially and emotionally healthy before asking them to implement SEL with their students. As a result, her teachers grew exhausted, resentful, and angry. Mrs. Maxley was not in tune with her faculty's social emotional needs and did not have the tools to teach SEL strategies to her staff.

SEL strategies

To help teachers and leaders with stress, burn out, and work-life balance during regular or adverse times, experts in educational leadership and mindfulness offer several strategies. Srinivasan (2019) assert that leaders need to practice and model mindfulness in their schools. Specifically, the author suggests three practical strategies that leaders and teachers can employ during the day. The three T's consist of teatime, transitional time, and toilet time. During a tea break, educators commit to take deep breaths before taking a sip of their beverage. This tea break allows educators to slow down their breathing and refocus their feelings, if needed. During transitional times, educators can once again refocus on their breathing and remember to care for themselves and others. The third T relates to toilet time. The author contends that for educators, toilet time is often the only place where teachers and leaders can be alone during the day. As a result, the author claims that it is the perfect place to practice mindfulness.

Fagell (2020) suggest that leaders "prune and preserve relationships" (p.23) by limiting contact with pessimistic people who drain them and by protecting interactions with people they trust. The author adds that in stressful times, it is important that leaders understand their triggers in order to remain optimistic, supportive, and strong for their teachers and their communities.

Several authors also emphasize the importance of fostering collegiality and building robust relationships with their peers and school leaders (Fagell, 2020; Goodwin & Shebby, 2020; Rodman et. al., 2020). This can be done by being transparent, communicative, honest, by exercising agency, and having a 'can do and helping others' attitude. Practically, leaders and teachers can check on each other or call each other out when they need a break. Other strategies include naming emotions and having mechanisms to release them such as mindfulness techniques so that these emotions do not trigger negative actions and reactions towards peers or students (Fagell, 2020). Lastly, Fagell (2020) recommends that leaders and teachers accept that they may not be able to fix certain things.

Chaffee (2020) advises that SEL minded leaders: 1) have a free and anonymous assistance program in which therapy sessions are available to educators and staff members; 2) do not treat SEL as a one-off event, but rather as an integral part of the school culture and professional learning priorities; 3) collaborate with community health partners to offer services that are affordable to their staff and families; and 4) periodically survey their employees to check in on their social emotional health. Additionally, Harper (2020) contends that taking time to stop and do non-school related activities and embracing vulnerability with fellow educators is key. Finally, Kafele (2020) advocates for time with family and friends while also learning to set priorities, boundaries and learning to say no. Mrs. Maxley did not pay attention to the social emotional health of her teachers or her own. She did not seek to learn about SEL for adults, did not collaborate, or model self-care. Consequently, she did not foster a culture of care among adults.

Conclusion

The situation at PHS is serious. Although principal Maxley focuses on SEL for the students, the principal failed to recognize and support the social emotional needs of her teachers during extremely challenging times. As a result, teachers were burnt out, they were feeling unvalued, unheard, despised, discriminated against, and were even considering leaving the position for which they had trained. This case study is relevant, and its solutions are applicable to many districts and schools in the United States because it is rare that leaders consider and implement adult SEL in their schools. When leaders do not just emphasize emotional intelligence but are dedicated to the social emotional skills of their adults, they build resilient educators and school communities who are able to face adverse conditions while also promoting equity and creating socially just schools. CASEL's model (CASEL, n.d) provides school leaders with a practical way to guide their work on SEL for adults while also promoting equity. Next, future and current leaders have the opportunity to reflect on this teaching case study and apply what they have learned by answering the questions below. These questions are provided to help leaders actualize SEL for adults.

The Challenge

In this section current and prospective leaders have the opportunity to reflect on the teaching case study and apply their learning on SEL. The challenge consists in answering the questions below. Please use the teaching notes to formulate your answers. For now, put yourself in Mrs. Maxley shoes.

a)   What might Mrs. Maxley **stop** doing in her practice?

_____

_____

_____

_____

b) What might Mrs. Maxley **continue** doing in her practice to promote SEL for her adults?

_____

_____

_____

_____

c) Using the CASEL model (Learn, Collaborate, Model) (Table 1) and the resources in Appendix A, what might Mrs. Maxley **start** doing in her practice to promote adult SEL?

Learn:

_____

_____

_____

Collaborate:

_____

_____

Model:

_____

_____

1. As a prospective or current school leader, how might you promote adult SEL in your school (for yourself and other adults)?

_____

_____

References

Aguilar, E. (2018). *Onward: Cultivating emotional resilience in educators.* John Wiley & Sons.

Barnes, G., Crowe, E., & Schaefer, B. (2007). The cost of teacher turnover in five school

districts: A pilot study. *National Commission on Teaching and America's Future*.

Berg, J. H. (2018). SEL for adults. *Educational Leadership, 76*(2), 82-83.

Brackett, M. A., Bailey, C. S., Hoffmann, J. D., & Simmons, D. N. (2019). RULER: A

theory-driven, systemic approach to social, emotional, and academic learning.

Educational Psychologist, 54(3), 144-161. https://doi.org/10.1080/00461520.2019.

1614447

Bradberry, T., & Greaves, J. (2009). *Emotional Intelligence 2.0.* TalentSmart.

Chaffee, S. (2020). Coping with Change and Uncertainty. *Educational Leadership*, *78*(4), 28-

33.

Collaborative for Academic, Social, and Emotional Learning (CASEL). (n.d.). *Focus Area 2:*

Strengthen Adult SEL. https://schoolguide.casel.org/focus-area-2/overview/

Darling-Hammond, L. (2001). The challenge of staffing our schools. *Educational*

Leadership, *58*(8), 12-17.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The

impact of enhancing students' social and emotional learning: A meta-analysis of

school-based universal interventions. *Child development*, *82*(1), 405-432.

https://doi.org/10.1111/j.1467-8624.2010.01564.x

Fagell, P. L. (2020). Coping with Change and Uncertainty. *Educational Leadership*, *78*(4), 22-26.

Gallup. (n.d.). *State Of America's Schools Report*. https://www.gallup.com/education/269648/ state-america-schools-report.aspx

Goodwin, B., & Shebby, S. (2020). Research Matters/Restoring Teachers' Efficacy. *Educational Leadership*, *78*(4), 76-77.

 Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal, 38*(3), 499-534. https://doi.org/10.3102/00028 312038003499

Irwin, M. R., Olmstead, R., & Carroll, J. E. (2016). Sleep disturbance, sleep duration, and inflammation: a systematic review and meta-analysis of cohort studies and experimental sleep deprivation. *Biological psychiatry*, *80*(1), 40-52. https://doi.org/10.1016/j.biopsych. 2015.05.014

Jennings, P. A. (2015). *Mindfulness for teachers: Simple skills for peace and productivity in the classroom*. Norton Professional Books.

Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of educational research*, *79*(1), 491-525. https://doi.org/10.3102/0034654308325693

Jones, S. M., Bouffard, S. M., & Weissbourd, R. (2013). Educators' social and emotional skills vital to learning. *Phi Delta Kappan*, *94*(8), 62-65. https://doi.org/10.1177/003172171309 400815

Leithwood, K., & Jantzi, D. (2008). Linking leadership to student learning: The contributions of leader efficacy. *Educational Administration Quarterly, 44*(4), 496-528. https://doi.org/10. 1177/0013161X08321501

Kafele, B. K. (2020). Coping with Change and Uncertainty. *Educational Leadership*, *78*(4), 52- 54.

Marzano, R.J., Marzano, J.S., & Pickering, D.J. (2003). *Classroom management that works*. ASCD.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. ASCD.

Merritt, E. G., Wanless, S. B., Rimm-Kaufman, S. E., Cameron, C., & Peugh, J. L. (2012). The contribution of teachers' emotional support to children's social behaviors and self-regulatory skills in first grade. *School Psychology Review*, *41*(2), 141-159.

Milkie, M. A., & Warner, C. H. (2011). Classroom learning environments and the mental health of first grade children. *Journal of Health and Social Behavior*, *52*(1), 4-22. https://doi.org/10.1177/0022146510394952

Newman, J.Z. (2020). Supporting the out-of-school time workforce in fostering intentional social and emotional learning. *Journal of Youth Development, 15*(1), 239-265. https://doi.org/10.5195/jyd.2020.807

Purkey, W. W., & Novak, J. M. (1988). *Education: By Invitation Only. Fastback No. 268.* Phi Delta Kappa Educational Foundation

Rodman, A., Farias, A., & Szymczak, S. (2020). When Netflix isn't enough: Fostering true recovery for educators. *Educational Leadership*, *78*(4), 55-60.

Schonert-Reichl, K. A. (2017). Social and emotional learning and teachers. *The future of*

Children, 27(1), 137-155. https://doi.org/10.1353/foc.2017.0007

Souza, J. C. D., Sousa, I. C. D., Belísio, A. S., & Azevedo, C. V. M. D. (2012). Sleep habits, daytime sleepiness and sleep quality of high school teachers. *Psychology & Neuroscience*, *5*(2), 257-263. https://doi.org/10.3922/j.psns.2012.2.17

Srinivasan, M. (2019). *SEL Every Day: Integrating Social and Emotional Learning with Instruction in Secondary Classrooms.* W. W. Norton & Company.

Stickle, L., Bailey, R., Brion-Meisels, G., & Jones, S. M. (2019). Toolbox for SEL: Coaching builds teachers' social and emotional strategies. *Learning Professional*, *40*(6), 41–44.

Zinsser, K. M., Zulauf, C. A., Nair Das, V., & Silver, H. C. (2019). Utilizing social-emotional learning supports to address teacher stress and preschool expulsion. *Journal of Applied Developmental Psychology*, *61*, 33–42. https://doi.org/10.1016/j.appdev.2017.11.006

Zinsser, K. M., Shewark, E. A., Denham, S. A., & Curby, T. W. (2014). A mixed-method examination of preschool teacher beliefs about social-emotional learning and relations to observed emotional support. *Infant & Child Development, 23*(5), 471–493. https://doi.org/10.1002/icd.1843

Appendix A

Self-care Resources for Leaders and Teachers

Kits and teaching, wellness resources, for families

https://www.familyengagementcollaborative.com/covid-19-resource-center.html

Articles

Why Your Self-Care is More Important than Your To-Do List
http://teacheroffduty.com/self-care-and-teacher-burnout/

Developing Your Self-Care Plan
https://socialwork.buffalo.edu/resources/self-care-starter-kit/developing-your-self-care-plan .html

How Self Compassion Can Help Prevent Teacher
Burnout http://greatergood.berkeley.edu/article/item/self_compassion_for_teachers

Stopping Teacher Burnout
http://greatergood.berkeley.edu/article/item/stopping_teacher_burnout

7 Self-Care Strategies For Teachers
https://www.edutopia.org/discussion/7-self-care-strategies-teachers

30 Ways to Bring More Mindfulness and Self-Care to Your Classroom
https://www.weareteachers.com/classroom-self-care/

How to practice habits of self-care when you have no time
https://thecornerstoneforteachers.com/truth-for-teachers-podcast/self-care-for-teachers/

Self Care for Teachers
https://www.positivediscipline.com/articles/self-care-teachers

THE SELF-CARE MANIFESTO

"You are a person first, a teacher second.
Self-care is fundamentally about prioritising your own health
and happiness so that you flourish as a human being.
The added bonus is that when you do, your students will get
the best of you instead of what's left of you."

Ellen Ronalds Keene

S · SELF-KNOWLEDGE

Understanding yourself is the foundation stone of self-care.
There is no one-size-fits-all. When you know your
personality traits and tendencies, your preferences and
skills, as well as your values and beliefs, you are better able
to take care of yourself in a way that truly feels caring to you.

E · EMOTIONS

Being in touch with and expressing your emotions in a
resourceful way is a vital part of physical and mental
health. Exploring emotional barriers and blocks is also
important because shifting these blocks opens the path to
more effective and sustainable self-care.

L · LET IT GO

Resentment is a toxic emotion that robs you of present and
future happiness. Forgiving doesn't mean that what
happened is ok and it doesn't require you to forget.
Forgiving means choosing not to live in resentment, letting
go of the pain and striving for a better future.

F · FOCUS ON THE GOOD

Gratitude is one of the most effective happiness boosting
activities you can do. Various traditions have promoted
thanksgiving for millennia, and these days science is
proving its impact on mental health. Take some time each
day to look for the good and you will surely find it.

C · COMMIT

Like the laundry, self-care is never done. It is an ongoing
commitment to your health and wellbeing. Making the
decision to put yourself at the top of your priority list isn't
easy but it is worth it. Commit to a practice of daily self-
care for maximum benefit.

A · ACCEPT

We all tolerate people, places and things in life sometimes
but that usually just means we spend our time wishing
things were different. They're not, so start where you are
at, accept the way things are and then work to make a
positive difference from there instead.

R · RELAX

Relaxation is the opposite of stress. Humans need a
balance of both to thrive but so many of us get caught in
the rat-race, and end up feeling fatigued, frazzled and
fed up. Make time for conscious relaxation every day
and you will improve your sleep, boost your immune
system and increase your wellbeing overall.

E · ENJOY!

While you are spending your time, energy and money on
improving your health and wellbeing, remember that it's the
path not the destination that counts. Enjoy the journey!

SELF-CARE FOR TEACHERS   www.selfcareforteachers.com.au

Why Your Self-Care is More Important than Your To-Do List
http://teacheroffduty.com/self-care-and-teacher-burnout/

Educator Wellness: Self-Care in a Selfless Field
https://education.cu-portland.edu/blog/lifestyle/educator-wellness/

Self-Care for Teachers of Traumatized Students
https://education.cu-portland.edu/blog/classroom-resources/self-care-for-teachers/

Self-Care Resources
http://www.mindfulteachers.org/p/self-care-resources.html?m=1

9 Stress Management Strategies Every Teacher Needs to Know | Hey Teach!
https://www.wgu.edu/heyteach/article/9-stress-management-strategies-every-teacher-needs-know1612.html

15 Stress-Busting Tips From Teachers
https://www.scholastic.com/teachers/articles/teaching-content/15-stress-busting-tips-teachers/

10 Stress-Busting Secrets of Great Teachers
https://www.coolcatteacher.com/manage-teaching-stress/

6 Ways Administrators Can Reduce Teacher Stress
https://schoolleadersnow.weareteachers.com/teacher-stress/

Top 3 Causes of Teacher Stress and How It Affects Students
https://www.learningliftoff.com/how-teacher-stress-affects-students/

The hidden threat of teacher stress
https://www.google.com/amp/s/theconversation.com/amp/the-hidden-threat-of-teacher-stress-92676

Fighting teacher stress
https://www.google.com/amp/s/hechingerreport.org/fighting-teacher-stress/amp/

The Epidemic of Teacher Stress
https://www.thegraidenetwork.com/blog-all/2018/8/1/crayons-and-cortisol-the-epidemic-of-teacher-stress

15 Ways to Reduce Teacher Stress
https://www.scholastic.com/teachers/blog-posts/nancy-jang/15-ways-reduce-teacher-stress/

How Many Teachers Are Highly Stressed? Maybe More Than People **Think.**
http://neatoday.org/2018/05/11/study-high-teacher-stress-levels/

Developing a Self-Care Plan
https://schools.au.reachout.com/articles/developing-a-self-care-plan

How to Teach and Still Have a Life This School Year
https://www.scholastic.com/teachers/blog-posts/genia-connell/how-teach-and-still-have-life-school-year/

Top Tips for Stress Management and Self-Care
 https://www.educationworld.com/a_admin/stress-management-self-care.shtml

Teacher Self Care: What Will You Do For You Today?
https://topnotchteaching.com/reflective-teaching/teacher-self-care/

Recharging our Professional Batteries
https://janebluestein.com/2013/recharging-our-professional-batteries/

Self-Care for Teachers & Four Easy Ways to Stay Well
https://gopublicschoolsoakland.org/2016/05/guest-blog-self-care-for-teachers-four-easy-ways-to-stay-well/

Websites

Happy Teacher Revolution
https://happyteacherrevolution.com/

Tedtalks

Why We All Need to Practice Emotional First Aid https://www.ted.com/talks/guy_winch_the_case_for_emotional_hygiene

How to Make Stress Your Friend
https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend

How to Gain Control of Your Free Time https://www.ted.com/talks/laura_vanderkam_how_to_gain_control_of_your_free_time

Podcasts and videos

3-Minute Body Scan to Cultivate Mindfulness & 5-Minute Breathing Meditation https://www.mindful.org/meditation/mindfulness-getting-started/

Basic Meditation to Tame Your Inner Critic
https://www.mindful.org/meditation/mindfulness-getting-started/

Meditate at your Desk
https://www.mindful.org/meditate-at-your-desk/