

Eduverse

NEWSLETTER

SPECIAL FOCUS

we | -being
for education



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offering creative solutions
to educational needs

FOR THE BETTERMENT OF ALL

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weapon which you can use to change
the world."**

Inspired and guided by the words of the world-famous iconic Nelson Mandela, Pro.Ed was borne of the belief that high quality educational expertise can transform a society for the better. We are obsessed with providing cutting edge educational services for our clients with the idea that they will bring out the best in their learners.

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By providing a deep reservoir of educational expertise and experience, we aim **for the betterment of all.**

Eduverse

NEWSLETTER

Welcome to EduVerse Newsletter
the educational newsletter powered by Pro.Ed Education Solutions!

In this dynamic era of learning, staying ahead requires a constant thirst for knowledge and an openness to exploring new frontiers. That's why we created EduVerse Newsletter — to serve as your guide through the vast universe of education, where ideas collide, perspectives intertwine, and possibilities abound.

With a dedicated focus on the needs and aspirations of educators, we curate a diverse range of articles, tips, and best practices to support your teaching journey. From cutting-edge pedagogical strategies to engaging classroom activities, we are here to equip you with the tools and inspiration you need to ignite curiosity, foster creativity, and cultivate lifelong learners.

So, whether you're a teacher seeking new teaching techniques or an education enthusiast looking for fresh perspectives, EduVerse is here to accompany you on your educational odyssey. Join us as we embark on this exciting journey together—let's dive into the EduVerse and unlock the infinite possibilities of education!

Dr. Le Dinh Bao Quoc
Editor-in-chief



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we-being for education

Dear Esteemed EduVerse Readers,

In our journey through the multifaceted world of education, one theme that continually emerges is the importance of well-being. As we navigate the challenges and opportunities within our educational systems, it is increasingly clear that the well-being of students, educators, and administrators is foundational to achieving meaningful and lasting success. With great enthusiasm, we present to you a special edition of the EduVerse Newsletter, dedicated entirely to the crucial theme of Well-being in Education.

This special edition delves into the many dimensions of well-being that impact the educational experience. We're exploring not just the physical health of those in our educational communities, but also their mental, emotional, and social well-being. This holistic approach to well-being is vital for creating an environment where everyone can thrive. Whether you are a dedicated teacher, a diligent student, or a committed school leader, the insights within these pages are crafted to resonate with you and support your journey towards greater well-being.

We are honored to feature contributions from a range of experts and practitioners who share their knowledge and experiences on promoting well-being in educational settings. Their perspectives provide valuable guidance on topics such as stress management, fostering a positive school culture, and integrating well-being practices into everyday routines. These contributions serve as a compass, helping us navigate the complexities of ensuring that our educational environments are supportive and nurturing.

At EduVerse, our mission is to foster an inclusive dialogue that advances professional growth and celebrates the dynamic nature of education. With this special edition, our aim is to inspire, challenge, and equip you with the tools and insights needed to prioritize well-being in your educational endeavors.

We extend our heartfelt gratitude to our dedicated contributors, partners, and especially to you – our valued readers – for being an essential part of EduVerse's mission to enhance innovation and excellence in education.

Thank you for joining us on this vital exploration of well-being in education.

Editorial Board,
EduVerse Newsletter

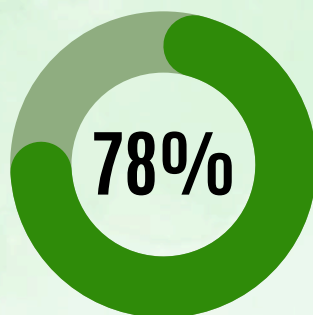
IN THIS ISSUE

- | | |
|---|---|
| <p>4 WELL-BEING FOR EDUCATION
SOME STATISTICS</p> <p>6 WHY WELL-BEING?
THE RIPPLE EFFECTS OF STAFF WELL-BEING
ON SCHOOL SUCCESS</p> <p>14 CREATING
INCLUSIVIE AND POSITIVE SCHOOL CULTURES
FOR OPTIMAL WELL-BEING</p> <p>18 THE SILENT STRUGGLE
ADDRESSING BURNOUT AMONG WOMEN LEADEARS
IN HIGHER EDUCATION</p> <p>22 BALANCING BOTH WORLDS
A MOM-LECTURER'S JOURNEY TO RESILIENCE</p> | <p>26 THE 3 LIES
THAT SABOTAGE WELLNESS AT WORK</p> <p>32 CULTIVATING
ACADEMIC SUCCESS
THE VITAL IMPACT OF WELL-BEING IN EDUCATION</p> <p>36 PORTFOLIO LIFE
THE TEACHER'S ESCAPE PLAN</p> <p>49 BOOK INTRO
TEACHER WELL-BEING IN ENGLISH LANGUAGE TEACHING
AN ECOLOGICAL APPROACH
<small>EXCLUSIVE</small></p> <p>43 WELL-BEING IN FOCUS <small>with Alexander James Conroy</small>
PAVING THE PATH FOR A
WELL-ROUNDED LEARNING JOURNEY
<small>EXCLUSIVE</small></p> <p>53 PROJECTS SHOWCASE
AVANTI GRANGE'S COMMITMENT TO CPD AND WELL-BEING
BOOSTING WELL-BEING AT SCHOOL
FOSTERING OPTIMAL SCHOOL ENVIRONMENTS</p> |
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we-being for education

Well-being is gaining more prominence. While academic success remains important, there is a growing recognition of the crucial influence well-being has on students, teachers, and school staff. Let's explore recent studies on well-being among teachers and students. Although these studies may not address all facets of well-being or all regions of the world, they do paint a broad picture of well-being in education.

STRESS



OF ALL STAFF ARE STRESSED

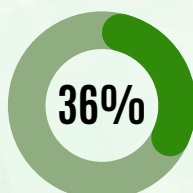
89% of all senior teachers

95% among headteachers

78% of all school teachers

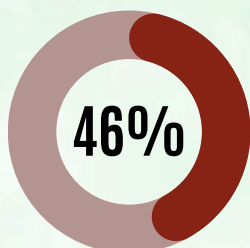
BURN-OUT

of school teachers reported experiencing burn-out (9% increase on 2022)



INSOMNIA

of staff experience insomnia or difficulty sleeping (6% increase on 2022)



of all staff say their organizations **do not support employees well** who have mental health and wellbeing problems

44% of senior leaders

49% of school teachers

Education Support's annual **Teacher Wellbeing Index** provides an insight into the mental health and wellbeing of teachers and education staff working in the UK.

STAFF WELL-BEING SCORE 43.65

This wellbeing score is 0.36 points lower than in 2022 and the lowest recorded within the past five years (2019 - 2023).

Those with scores of between 41 and 45 should be considered at high risk of psychological distress and increased risk of depression.



Full report



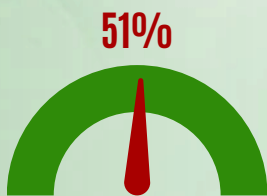
Edurio's report concentrates on uncovering trends in wellbeing in the period from 2020/21 to 2022/23, providing an overview of the insights gained into emotional, physical, and social wellbeing of students during this crucial time frame. We highlight key differences in wellbeing between pupils of different year groups, genders, and school characteristics like school phase and Ofsted ratings.



Only 38% of pupils reported feeling well physically and mentally

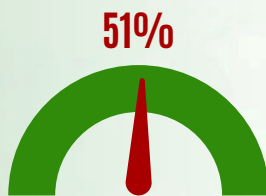


Full report



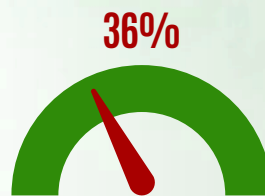
STRESS

51% of pupils reported feeling stressed often



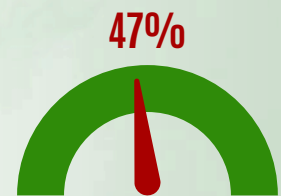
OVERWORKING

Half of pupils (51%) reported feeling overworked often



SLEEP

36% of pupils said they have not slept well lately



LONELINESS

47% of pupils reported feeling lonely

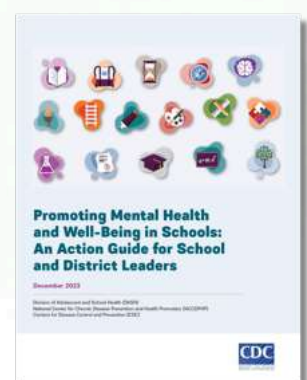
Overall, the report indicates a significant decrease in students' overall well-being perceptions from 2020/21, a period when students were predominantly learning remotely, to 2022/23, when students have been back in school for nearly two years.

A survey conducted by the **European School Education Platform** in Italy, Greece, Portugal, Spain, and Turkey highlights the importance of enhancing mental and physical well-being in schools. It stresses the need for comprehensive support for both students and staff to foster a healthier and more positive educational environment. Key survey findings indicate:

- **Mental Health:** 83% of respondents mentioned schools focus on students' mental health.
- **Responsibility:** 72% of participants feel that promoting well-being is the responsibility of teachers and school staff.
- **Promotion of Well-being:** Priorities include enhancing staff well-being (50%), providing mental health training for teachers (34%), and implementing anti-bullying measures.



Action Guide for School and District Leaders



This **action guide** was designed for school administrators in kindergarten through 12th grade schools (K-12), including principals and leaders of school-based student support teams, to identify evidence-based strategies, approaches, and practices that can positively influence students' mental health.

Why Well-being?

THE RIPPLE EFFECTS OF STAFF WELL-BEING ON SCHOOL SUCCESS

Adrienne Hornby

There has never been a more crucial time to consider staff well-being in every decision we make regarding our schools.

Educators and staff are navigating some of the most stressful times in education and research shows that staff well-being impacts student and community well-being and the learning and life outcomes of the children and young people we teach.

Despite the promising well-being initiatives introduced in schools, many approaches are reactive in nature and, at times, inconsistent, which means they can seem surface-level. This can result in schools adopting approaches that do little to improve their staff's stress levels, well-being, and mental health and truly make a difference to school and student growth and performance.

THE PROBLEM

Over the past few years, many of us have experienced firsthand the effects of teacher stress, burnout and impacted mental health in our schools. This is especially evident as record numbers of educators resign or call out due to work-related pressures, and we find ourselves scrambling to fill positions from a relief register.

Mental health and well-being in schools are becoming increasingly critical, with mental health problems being one of the leading causes of absence, long-term work incapacity, and reduced work performance in Australia (1, 3). Educators are exposed to numerous and sometimes ongoing stressors that can compromise their health and well-being, including excessive workload, complex and challenging student needs, and pressure to meet school targets and administrative duties amongst competing demands and staff shortages.

Studies show that teachers, in particular, report some of the highest rates of psychological stress. A 2023 national survey of more than 4000 teachers, conducted by Australia's Black Dog Institute (1) found that 52% of teachers reported moderate to extremely severe symptoms of depression and 59% reported feeling stressed (compared to 12.1% and 11.4% of the general population respectively).

The data we captured from all staff (including non-teaching staff) from 40 schools across Australia using our Staff Well-being Surveys show that an average of 55% of staff report feeling burnt out or experiencing multiple symptoms of burnout and 37% report feeling mentally and emotionally unwell. Some schools are also experiencing notable dips in morale, school-wide relationships, school culture and staff satisfaction, with an average of 49% of staff reporting morale as high-very high, 64% considering their workplace culture as positive and only 55% regarding their workplace as having a positive impact on their well-being.

A NEW AND STRATEGIC APPROACH TO FOCUSING ON WELL-BEING

Many leaders decide to focus on staff well-being because they know they need to, they know it will help and they want to provide the best working environment for their people.

However, many will lack a firm understanding of WHY and HOW to embed a Staff Well-being Framework that actually works and is capable of transformations. Without this understanding, their attempts to improve staff well-being will be well-intentioned but potentially unsuccessful.

Supporting your staff's well-being has the potential to create a high-functioning workplace culture that significantly boosts school performance and student outcomes. A better approach to staff well-being is one that concentrates on other key areas that truly impact school success.



Supporting your staff's well-being has the potential to create a high-functioning workplace culture that significantly boosts school performance and student outcomes. A better approach to staff well-being is one that concentrates on other key areas that truly impact school success.



FACTORS AFFECTING SCHOOL PERFORMANCE

8 INFLUENCERS ASSOCIATED WITH STAFF WELL-BEING AND SCHOOL CULTURE

There is an evidenced correlation between staff well-being and student academic achievement and school performance. Evidence suggests that if school staff feel well and supported, it will improve student well-being and academic success.

In a 2009 study, Duckworth, Quinn, and Seligman (27) found teacher grit (resilience) and life satisfaction were predictive of student academic gains. Similarly, when educators intentionally use strategies to support their own well-being, there are flow-on effects in their teaching practice and student learning (28).

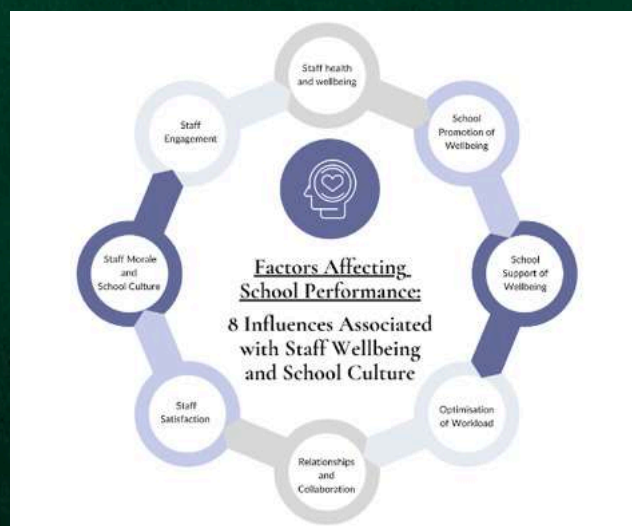
Increased staff well-being enables stronger connections with students and improved student learning and academic outcomes. Further, teachers' self-efficacy positively correlates with student achievement and motivation (2, 20-24) because it enables instructional creativity and ensures curriculum planning matches student needs (2, 25).

This evidence suggests that focusing on staff's personal and workplace well-being can enhance school and student outcomes.

ADOPTING AN EFFECTIVE APPROACH TO WELL-BEING

Effectively addressing staff well-being necessitates more than a mere focus on the personal well-being or mental health of our people. For optimal outcomes, a school should thoroughly examine, consider, and address certain key areas that are interconnected and impact staff well-being and overall workplace culture.

Research indicates that optimising the following 8 critical areas makes schools more likely to experience flourishing student and school performance.



1 Staff health and well-being

Chronic work stress may result in staff burnout, increasing sick leave, absenteeism, and job attrition (1, 4, 5). Aside from the apparent impacts this has on our people, research consistently underscores the link between staff and student well-being. High levels of unmanaged workplace stress, burnout and mental health challenges have adverse effects on students and school communities.

Research shows that teacher and staff burnout is associated with increased student cortisol levels, suggesting that teacher stress can influence student's physical stress responses (1, 5, 6). Good emotional well-being inspires positive mental health and enhances coping skills, resilience, self-esteem, performance, and productivity (1, 7).

A number of studies conclude that teachers who come from an environment where staff personal well-being is prioritised go on to improve the mental health of their students (26). When teachers are better able to cope with their environment and stressors, it leaves them more energy and patience to nurture the behaviours and well-being of students.

Key takeaway: A focus on improving staff well-being can positively influence student well-being, which has a positive correlation with the life and learning outcomes of students (26, 29-34).

2

Staff satisfaction

Job satisfaction positively impacts staff engagement, commitment and performance at work, which in turn affects *student* well-being, behaviour, attendance, and educational outcomes.

Before implementing new strategies designed for staff well-being, identifying and addressing staff challenges is crucial. This involves pinpointing top stressors experienced by our staff and evaluating school-wide processes (i.e., leadership, engagement and well-being). When we do this, we can see an increase in commitment, motivation, and job satisfaction of our people as they consider their workplace well-being needs are met (2, 14, 15,16).

Further, it is a school's responsibility to introduce positive interventions and prevention strategies to cultivate a thriving school community and bolster workplace satisfaction.

Key takeaway: An increased sense of job satisfaction is positively associated with staff self-efficacy, enthusiasm, motivation, commitment, and job performance. All of which go on to influence student well-being, behaviour, attendance, and educational outcomes (2).

4

School-wide relationships

Educators experiencing job dissatisfaction or lower well-being struggle to form positive relationships with colleagues, students and the community, leading to poorer academic and mental health outcomes for students (18).

Poor educator-student relationships hinder classroom management and a teacher's ability to plan and deliver engaging lessons. Further, emotionally exhausted teachers may use reactive and punitive responses that contribute to negative classroom climates and student-educator relationships (17).

Prioritising staff well-being reduces the likelihood of negative interactions and fosters positive relationships within the school community (1,2).

Caring and supportive workplace relationships promote a sense of belonging and ensure school staff feel connected, valued, supported, and respected by their leaders and peers.

Key takeaway: Collaborative school environments enhance teacher morale, job satisfaction, and overall well-being. This enhances collective efficacy and the overall performance of the school (41-44, 40).

3

Staff morale and school culture

Staff who perceive their schools as stressful or experience negative work environments are leaving their positions to seek new careers or schools where the culture is more focused on well-being or where they are less prone to burnout.

Studies show that a supportive, well-being-focused school culture can mitigate the risk of stress experienced by staff, help prevent burnout, and positively affect teacher job satisfaction and mental health (1, 9, 10, 11,12). A strong sense of workplace satisfaction and well-being is more likely to build a positive school culture, which is a key influencer in school and student growth and performance.

Key takeaway: In schools where culture is perceived as positive, staff endorsement and retention rates are stronger (1, 13), which, in turn, creates an environment that is more conducive to student learning and school-wide performance (35-40).

5

Staff workload

Evidence suggests that school leaders and teachers are spending more time on administrative tasks than ever before, elevating the risk of burnout and impacting the attractiveness of the profession. In fact, studies reveal that teachers are more likely to leave or avoid the profession when they have concerns over their workload. (3)

Our school well-being survey data identifies workload and administrative tasks as major stressors across most schools. In addition, staff shortages continue to impact stress levels as classes are split or canceled, putting teachers further behind in curriculum delivery and assessment.

While it's up to the leaders to adapt school practices, educators and staff can improve time management, seek support, apply boundaries and provide respectful feedback and suggestions to the school when their workload is unmanageable.

Key takeaway: Evidence suggests that strategic management of staff workload is pivotal for fostering learning, improving instructional quality, and ultimately enhancing both student and school performance (45-50).

6

Promotion of staff mental health and well-being

A responsible workplace promotes staff mental health and well-being. This involves reducing stigma, introducing resources in well-being management and coping strategies and encouraging help-seeking and support options.

When schools review their processes, adapt their leadership, and work with staff to address and prevent teacher burnout and mental health challenges, they can see a decrease in disruptive behaviour among students, greater general stability in the classroom, and increased student motivation and academic commitment.

Key takeaway: Staff with lower stress levels and burnout symptoms who are equipped with high coping skills have been associated with enriched student outcomes (4).

8

Staff engagement

Burnout, stress, and fatigue affect teachers' engagement and impact the quality of their pedagogy (2, 8).

Students perceive when teachers aren't fully engaged in the classroom, impacting their perception of what's expected of them. Challenging working conditions and stressful work environments also diminish educator motivation and self-efficacy, harming teaching quality and their well-being and health (2).

Well-supported staff exhibit higher focus, energy and enthusiasm in the classroom. Proactive schools that prioritise staff motivation and engagement witness increased engagement rates through capacity-building and leadership-led engagement practices.

Key takeaway: Staff engagement directly affects student engagement, which in turn influences learning and school and student performance (2, 8).

7

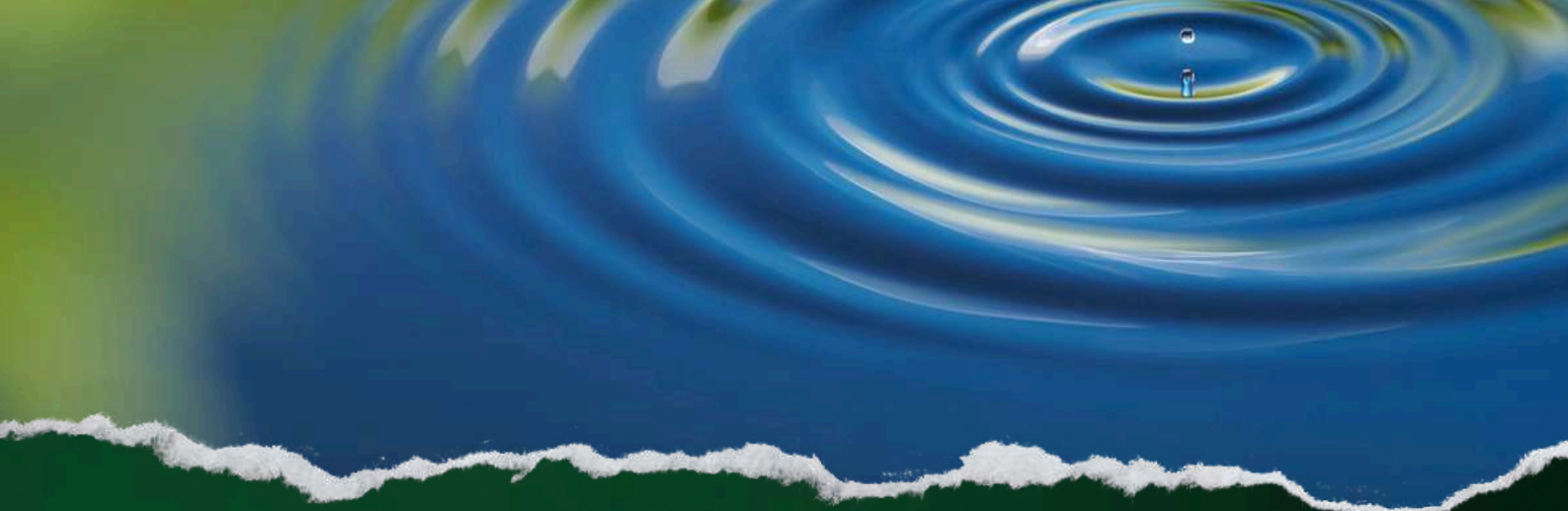
Support of staff mental health and well-being

Supportive relationships between teachers and leaders are vital for staff well-being and job satisfaction, fostering vulnerability, good communication, and connection between staff.

A well-being-focused leadership approach, including implementing an effective Staff Well-being Framework, addressing and preventing workplace stressors, offering relevant professional development and establishing well-being teams, procedures and policies, all help to support well-being.

Educators who feel supported by colleagues and leaders report enhanced professional well-being and self-efficacy, less work-related stress and pressure and a greater capacity to prioritise their students.

Key takeaway: Perceived well-being support in the workplace can lead to higher job satisfaction and commitment to the profession and workplace, which are key influencers on school performance. (2, 19).



It's undeniable that the well-being of school leaders and staff is crucial for supporting student life and learning outcomes. To ensure the well-being of our educators and school community, we must prioritise the mental health of leaders, teachers, staff and students alike. This necessitates systemic and school-level actions that provide resources, initiatives and support tailored to the complex needs of the school community.

Additionally, fostering a school culture that values positive relationships, prioritises teacher well-being and mental health, and emphasises staff and student management is key.

Moving forward, it's essential to adopt a strategic approach that places staff well-being at the forefront. One-off workshops and tokenistic gestures fall short of creating meaningful change. Instead, schools should develop a people-centered vision that addresses staff well-being comprehensively while nurturing a supportive environment where all members can thrive.

References:

This comprehensive article includes a thorough list of references, which can be downloaded [HERE](#).



Adrienne Hornby is a School Well-being Consultant and Strategist. Drawing from her background as a primary school teacher, school leader, and health and well-being coach, Adrienne empowers Australian and international schools to gather essential data to embed personalised Staff Well-being Frameworks and Action Plans inside her unique "Well-Led" Schools Partnership Programs.



Global VOICES

1. What does well-being mean to you?
2. What do you think can help enhance well-being in education?

Well-being is increasingly significant in the realm of education. Understanding its essence and ways to improve it within educational environments is vital. As school leaders and policymakers address this issue, it is crucial for teachers to have a say in the matter. In this exclusive edition, **EduVerse Newsletter** has reached out to teachers worldwide to gather their insights on this topic.



Ángela Flores Cuñado
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Canary Islands, Spain

From my point of view, educators' well-being must address different aspects: mental and physical health, self-esteem and reduction of stress.

Aspects that can contribute to well-being in education could include:

- Public awareness of the importance of education, and respect for teachers.
- Reduced ratio.
- Increased personal and material resources.
- Decreased bureaucratic burdens.
- Safe place of work, for both students and teachers.
- Build constructive relationships among teachers of different places, in order to share knowledge and experience.

For me, as an educator, well-being encompasses the holistic health of both students and myself, emphasizing emotional, mental, and physical balance. In this relation, well-being means fostering a supportive and inclusive environment where students feel safe, valued, trusted and capable of reaching their full potential. Well-being of the teacher is closely connected to that of students. If the teacher is happy and in peace, the students are taught in a more positive and pleasant environment.

I think educational institutions can create a holistic environment that supports and enhances the well-being of both teachers and students:

- Providing access to mental health support systems.
- Physical activity should be encouraged.
- Ensuring a positive and safe learning environment.
- Fostering strong relationships.
- Integrating Social and Emotional Learning (SEL) into the curriculum.
- Providing students with manageable workload.
- Educating students about healthy lifestyle.
- Organizing extracurricular activities.
- Involving parents in enhancing students' well-being
- Amplifying students' voice.
- Providing financial support to teachers.



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CREATING INCLUSIVE AND POSITIVE SCHOOL CULTURES FOR OPTIMAL WELL-BEING

Sara Israfilova

Well-being in education is about more than just academic success; it's about ensuring that students, staff, and educators feel healthy, happy, and supported. When we talk about Well-being, we're looking at mental, emotional, and physical health. For students, this means feeling safe, respected, and motivated to learn. For teachers and staff, it means having a positive work environment where they can thrive and perform their best.

The importance of school culture

School culture plays a huge role in shaping the Well-being of everyone in the school community. A positive school culture fosters a sense of belonging, inclusivity, and respect. It's an environment where diversity is celebrated, and every student feels valued. This kind of culture not only helps students do better academically but also supports their overall growth and happiness. For educators, a supportive culture means they can teach effectively and maintain their passion for educating young minds.

► UNDERSTANDING INCLUSIVE SCHOOL CULTURES AND ITS ROLE IN WELL-BEING

Definition of inclusion

An inclusive school culture is one where every student, regardless of their background, abilities, or differences, feels respected, valued, and a part of the community. Inclusion means creating an environment where diversity is not just acknowledged but celebrated. This involves promoting equity, where every student has access to the same opportunities and resources, and fostering a sense of belonging where everyone feels accepted and included.

Benefits of inclusivity

Incorporating inclusivity into the school culture has numerous benefits. When students feel included and respected, they are more likely to engage actively in their learning. This engagement leads to better academic performance and a greater enthusiasm for school. Inclusivity also enhances overall Well-being. Students who feel accepted are more likely to develop positive self-esteem and emotional resilience. Moreover, an inclusive environment prepares students for a diverse world, teaching them the value of empathy, cooperation, and respect for others.

Research shows that inclusive schools often have lower rates of bullying and discrimination, contributing to a safer and more supportive atmosphere for everyone. For instance, a study by the UNESCO found that schools with strong inclusive practices reported fewer incidents of bullying and higher student satisfaction levels.

► STRATEGIES FOR CREATING A POSITIVE SCHOOL CULTURE

Fostering social-emotional learning (SEL)

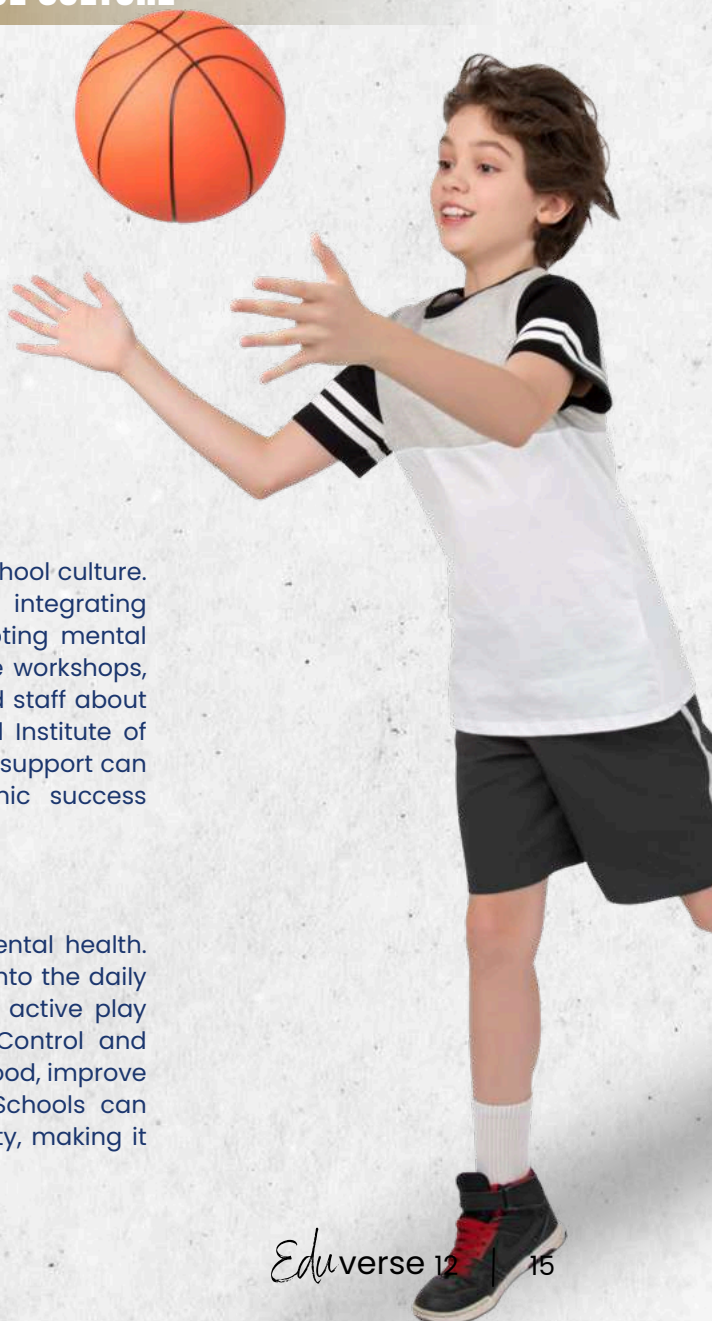
Social-Emotional Learning (SEL) is crucial in helping students develop the skills they need to manage emotions, build healthy relationships, and make responsible decisions. SEL programs teach students how to understand and manage their feelings, set positive goals, show empathy for others, and handle conflicts constructively. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), schools that implement SEL see improved student attitudes and behaviors, leading to better academic performance and a decrease in emotional distress ([CASEL](#)).

Promoting mental health awareness

Mental health support is essential for creating a positive school culture. This includes providing access to counselling services, integrating mental health education into the curriculum, and promoting mental health awareness to reduce stigma. Schools can organize workshops, training sessions, and campaigns to educate students and staff about mental health issues and how to seek help. The National Institute of Mental Health (NIMH) emphasizes that early mental health support can significantly improve students' well-being and academic success ([NIMH](#)).

Encouraging physical activity

Regular physical activity is vital for both physical and mental health. Schools can encourage physical activity by integrating it into the daily routine, offering diverse sports programs, and promoting active play during breaks. Research from the Centers for Disease Control and Prevention (CDC) shows that physical activity can boost mood, improve concentration, and enhance overall well-being ([CDC](#)). Schools can create a culture that values and prioritizes physical activity, making it an enjoyable part of the school day.



► PRACTICAL APPROACHES AND PROGRAMS FOR WELL-BEING

Inclusive curriculum and teaching practices

Creating an inclusive curriculum means ensuring that the content taught in schools reflects the diverse backgrounds and experiences of all students. This can be achieved by incorporating diverse perspectives into lesson plans and using teaching materials that represent different cultures, abilities, and identities. For example, literature classes can include books by authors from various cultural backgrounds, while history lessons can cover a wide range of historical events from multiple viewpoints. Additionally, teaching practices should be flexible to accommodate different learning styles and needs. Universal Design for Learning (UDL) is an approach that provides multiple means of engagement, representation, and expression to support all learners. For more information on inclusive curriculum design, refer to resources from the National Center on Universal Design for Learning ([UDL](#)).

Extracurricular activities and clubs

Extracurricular activities and clubs play a significant role in promoting inclusivity and providing students with a sense of belonging. Schools can offer a variety of clubs that cater to different interests and backgrounds, such as cultural clubs, interest-based clubs (e.g., robotics, drama), and support groups. These activities give students opportunities to connect with peers who share similar interests, develop new skills, and build confidence. Additionally, schools can encourage student-led initiatives, where students create and run clubs that reflect their interests and identities. According to research from the Afterschool Alliance, participation in afterschool programs is associated with improved academic performance, higher self-esteem, and better social skills ([Afterschool Alliance](#)).

Staff training and professional development

Ongoing training for teachers and staff is essential to foster an inclusive and positive school environment. Professional development programs should focus on equipping educators with the skills and knowledge to support diverse learners and create inclusive classrooms. This includes training on cultural competency, implicit bias, differentiated instruction, and strategies for supporting students with special needs. Providing opportunities for teachers to collaborate and share best practices can also enhance their ability to create inclusive environments. The National Education Association (NEA) offers a variety of resources and training programs to help educators develop these skills ([NEA](#)).

► MEASURING SUCCESS AND CONTINUOUS IMPROVEMENT

Assessing well-being

To ensure that efforts to create a positive and inclusive school culture are effective, it's important to regularly assess the Well-being of students and staff. This can be done through various methods such as surveys and feedback mechanisms. Schools can conduct regular surveys to gather input on how students and staff feel about the school environment, their sense of belonging, and their overall mental and emotional health. Well-being indicators, such as attendance rates, academic performance, and incidences of bullying or behavioral issues, can also provide valuable insights. By collecting and analyzing this data, schools can identify areas that need improvement and track progress over time.

Adapting and evolving

Creating a positive school culture is an ongoing process that requires continuous assessment and adaptation. Schools should regularly review the data collected from well-being assessments and feedback to understand the evolving needs of the school community. This may involve updating policies, introducing new programs, or providing additional support where needed. It's also important to involve students, staff, and parents in this process to ensure that the changes made are relevant and effective. Being proactive and responsive to feedback can assist schools in creating a dynamic and supportive environment that meets the needs of all its members. This commitment to continuous improvement helps ensure that the school culture remains positive, inclusive, and conducive to the well-being of everyone in the community.

It's undeniable that the well-being of school leaders and staff is crucial for supporting student life and learning outcomes. To ensure the well-being of our educators and school community, we must prioritise the mental health of leaders, teachers, staff and students alike. This necessitates systemic and school-level actions that provide resources, initiatives and support tailored to the complex needs of the school community. Additionally, fostering a school culture that values positive relationships, prioritises teacher well-being and mental health, and emphasises staff and student management is key. Moving forward, it's essential to adopt a strategic approach that places staff well-being at the forefront. One-off workshops and tokenistic gestures fall short of creating meaningful change. Instead, schools should develop a people-centered vision that addresses staff well-being comprehensively while nurturing a supportive environment where all members can thrive.



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THE SILENT STRUGGLE: **ADDRESSING BURNOUT** AMONG **WOMEN LEADERS** IN HIGHER EDUCATION

Tran Thi Ngoc Tran

While more women are taking up leadership positions in higher education in recent years, they are more at risk of burnout than their male counterparts. This disproportionate burden raises a critical question: what unique challenges are women in higher education leadership facing, and how can we create a more supportive environment to foster their well-being and long-term success?

WHAT IS BURNOUT?

Burnout is defined by the World Health Organization as a syndrome “resulting from chronic workplace stress that has not been successfully managed”, and “characterized by three dimensions: feelings of energy depletion or exhaustion; increased mental distance from one’s job, or feelings of negativism or cynicism related to one’s job”(7). This happens when we experience a long period of excessive emotional, physical and mental fatigue. There are three types of workplace burnout (4, 6), including:

- overload burnout when we have a workload that is too much
- under-challenged burnout when we are not challenged enough or not offered growth opportunities; thus, we feel under-appreciated and bored, and
- neglect burnout when we lack agency and feel helpless.

WHY WORKPLACE BURNOUT MATTERS?

Research shows that burnout has many harmful effects on individuals and on organizations. At the individual level, burnout is associated with a decline in cognitive processes essential for daily work activities (2), shorten attention span, lack of motivation, and loss of productivity, etc (3, 5). These in turn negatively affects the organization when burnout disengaged employees cost their employers 34 percent of their salary annually (1).

WHY ARE WOMEN LEADERS MORE BURNED OUT THAN MEN

Experts widely acknowledge that gender bias and discrimination is a major factor that contributes to burnout in women. As “think leader, think male” phenomenon still persists, women leaders have been facing challenges such as being underestimated or having their authority questioned, which can contribute to stress and burnout. Moreover, women have to spend more time than their spouses caring for the children and family duties because of gendered division of labor in the household. The double burden of being a full-time leader and a full-time caregiver is particularly challenging for women. This struggle to maintain work-life balance can contribute to burnout.

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10 STRATEGIES TO RESOLVE BURNOUT AMONG WOMEN LEADERS

1

Address gender bias and discrimination

Take proactive steps to address gender bias and discrimination within the organization. Implement policies and practices that promote gender equity in hiring, promotion, and leadership opportunities. Provide training on unconscious bias.

2

Flexible work arrangements

Implement flexible work arrangements that accommodate the diverse needs of women leaders, such as remote work options, flexible scheduling, and job sharing. Recognize and accommodate caregiving responsibilities to facilitate better work-life balance.

3

Leadership support networks

Establish support networks specifically for women leaders to share experiences, provide peer support, and exchange resources and best practices. Facilitate networking opportunities and mentorship connections.

4

Professional development

Offer professional development opportunities tailored to the needs of women leaders, including leadership training, mentorship programs, and coaching. Provide support for skill development in areas such as conflict resolution, communication, and negotiation.

5

Regular check-ins and feedback

Conduct regular check-ins with women leaders to assess their well-being, job satisfaction, and workload. Provide constructive feedback and opportunities for career development and growth.

6

Recognition and appreciation

Recognize and appreciate the contributions of women leaders through formal recognition programs, awards, and opportunities for professional visibility and advancement. Ensure that their achievements and accomplishments are acknowledged and celebrated.

7

Self-care for every area of life

Encourage women leaders to prioritize their well-being by practicing self-care techniques such as regular exercise, adequate sleep, healthy eating, and mindfulness or meditation. Promote the importance of setting boundaries and taking breaks to prevent burnout.

8

Stress management

Provide resources and support for stress management techniques such as relaxation exercises, time management strategies, and prioritization skills. Encourage women leaders to delegate tasks when possible and to seek help when feeling overwhelmed.

9

Supportive organizational culture

Foster a supportive and inclusive organizational culture that values diversity, equity, and work-life balance. Encourage open communication, feedback, and collaboration to create a sense of belonging and community among women leaders.

10

Workload management

Assess and adjust workloads to ensure they are realistic and manageable. Distribute responsibilities more evenly and consider restructuring roles or reallocating resources to reduce excessive workload burdens on women leaders.

By implementing these approaches, institutions can create a supportive and inclusive environment that empowers women leaders to thrive and contribute their full potential while mitigating the risk of burnout. When women leaders feel supported, empowered, and well, the entire institution benefits from their vision, dedication, and innovative thinking. This not only leads to a more equitable and fulfilling work experience for women in higher education, but also strengthens the overall health and success of our colleges and universities.

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Tran Thi Ngoc Tran is an educational leader with 20 years of experience in higher education. She held managerial and leadership positions at the leading universities in Vietnam, including Vietnam National University-Ho Chi Minh City and Fulbright University Vietnam. She has also been engaging in international education projects at different global organizations such as International Finance Corporation of the World Bank Group, Girl Rising, and Education Development Center. Moreover, she is the scholar alumni of various international fellowships granted by Australia, the United States, and the Netherlands.



BALANCING BOTH WORLDS

A MOM-LECTURER'S JOURNEY TO RESILIENCE

Dr. Nguyen Thi Thuy Linh



we | -being
for education

Every day begins promptly at 6 am for me, as a full-time housewife, with the first chirp of my iPhone alarm. It's a routine ingrained in me—scanning the room for my hair tie while mentally mapping out the breakfast menu for my kids, and yes, even planning lunch and dinner for the family. The daily juggle of responsibilities weighs heavily on the mind of a mother of three. Soon after, it's time to usher my daughters onto their school buses and drop off my son at nursery school. This is my life—a life I cherish, surrounded by my family, yet often feeling overwhelmed. It's only in moments of solitude that I find a semblance of myself, engrossed in books or preparing for my lessons, relishing the freedom that comes with being alone.

BALANCING THE MULTIFACETED ROLES

Transitioning to my role from a full-time mom of 3 to a full-time lecturer at the University of Languages and International Studies, I devote 3-5 hours each day to delivering lectures to a sizable class of 54 to 73 students. The sheer magnitude of the classroom can be daunting, and the energy expended in each session leaves me thoroughly drained. There's an underlying pressure to attract more students to my classes while ensuring the quality of every lesson—a challenge that often frays my nerves.

Furthermore, as a researcher at a prestigious university, the weight of academic rigor and the demand to broaden my knowledge base loom large. Juggling multiple research projects alongside teaching responsibilities presents its own set of challenges. While students lament their deadlines, as a teacher, I am no stranger to their pressures.

In the midst of these multifaceted roles, it's resilience that serves as my guiding light, propelling me forward, igniting a sense of purpose and determination. Resilience empowers me to deftly navigate the intricate dynamics of family life, academic endeavors, and professional commitments with unwavering resolve.

In its simplest terms, teacher resilience can be defined as the dynamic interplay between educators and the environments in which they operate (Gu, 2018; Li et al., 2019; Mansfield et al., 2012). This concept underscores individuals' capacity to effectively navigate challenges and thrive within their social contexts by employing strategic actions (Luthar & Cichetti, 2000; Masten et al., 1990). Particularly, Gu & Day (2013) highlight teacher resilience as "the capacity to maintain equilibrium and a sense of commitment and agency amidst the daily demands of the teaching profession."

However, I often find myself grappling with a fundamental question: How can one harness the best of both worlds? How do you maintain a positive mindset when overwhelmed by burnout? How do you navigate the tumultuous waters of uncertainty? Through years of trial and error, I've cultivated several valuable strategies to help bolster my resilience. I've learned the importance of **identifying myself, learning from others' success, and prioritizing self-care**. It is an ongoing journey, filled with ups and downs, but I am committed to staying on this path of growth and self-discovery.



CULTIVATING RESILIENCE

1 FIRST THING FIRST, IDENTIFY YOURSELF

You've likely heard colleagues lamenting about their salaries or perhaps regretting their career choices. While I won't delve into the rightness or wrongness of their decisions, a simple question arises: "Do you truly know yourself?" The advice here is straightforward: identify your strengths and weaknesses, and discern how they align with your aspirations. Setting overly lofty standards and expectations can lead to disappointment and even long-term trauma.

In my own experience, I recognize the multitude of roles and responsibilities I must fulfill. Consequently, I make it a point to prioritize tasks each morning upon waking. While I may not possess the ability to multitask, having a defined order in my daily routines proves invaluable. The **Pickle Jar Theory**, conceptualized by Jeremy Wright in 2002, serves as a helpful tool for task prioritization. In my case, the sequence remains consistent: family comes first, followed by work, and then leisure. Adhering to this order provides clarity, making the pursuit of achievable goals much more manageable.



(Image source: [LinkedIn](#))

Introduced in 2002 by Jeremy Wright, the **Pickle Jar Theory** compares time to the space in a pickle jar, emphasizing its finite nature. This theory highlights the significance of prioritizing tasks based on their importance to effectively manage time.

[READ MORE](#)



2 COMPARING DOESN'T MAKE YOU SUPERIOR TO OTHERS

As a matter of fact, comparison and making judgments do not elevate your status above others. I'm particularly fond of Suzie Wilde's quote: "Jealousy will get you nowhere." In today's digital age, where every moment is streamed and showcased online, it's easy to fall into the trap of social comparison. Whether it's seeing a friend's exotic journey or stumbling upon a classmate's professional achievement on social media, these encounters often breed feelings of comparison.

Some individuals even resort to withdrawing from social networking sites in an attempt to alleviate these negative emotions. However, I disagree with this approach to managing anxiety. The crux of the matter lies constantly comparing ourselves to others. This habit builds up negative feelings over time, wearing down our resilience.

Surround yourself with people that push you to do and be better. No drama or negativity. Just higher goals and higher motivation. Good times and positive energy. No jealousy or hate. Simply bringing out the absolute best in each other.
(Warren Buffet)

Rather than comparing oneself to perceived success stories, it's more productive to approach them with a curiosity about their journey to success or beauty. While everyone has their unique perspectives, failing to adapt and learn from the successes of others only leaves one stranded in the alley of jealousy.

③ FINALLY, NEVER STOP SELF-CARE

What's your hobby? What helps you unwind after a long and stressful day at work? Or what boosts your confidence and sense of beauty? Personally, I indulge in a variety of activities to unwind, ranging from watching movies reading comics and exploring books on language and culture. I also find solace in admiring the natural beauty of landscapes and architecture.

While these hobbies may seem unrelated, they collectively contribute to nurturing my inner self. I embrace each of them wholeheartedly and make time for them regularly. Picture the blissful scene: after concluding my evening lessons with the kids, I treat myself to the soothing aroma of essential oils, dive into a delightful Korean rom-com series on Netflix and pamper my skin with some rejuvenating serum to unwind my facial muscles.

In essence, these simple pleasures bring joy and relaxation to my everyday life, allowing me to recharge and face the challenges ahead with renewed energy and positivity.

In closing, I hope that my experiences resonate with fellow educators who may find themselves navigating similar challenges. Let us collectively strive to implement positive changes that enhance not only our performance in teaching and research but also enrich our lives on a personal level. By prioritizing self-awareness, setting boundaries, and practicing self-care, we can cultivate resilience and sustain our well-being amidst the demands of our profession. Together, let's embark on a journey of self-discovery and growth, fostering a culture of support and empowerment within the education community. Here's to embracing change and maintaining our best state of performance, both professionally and personally.



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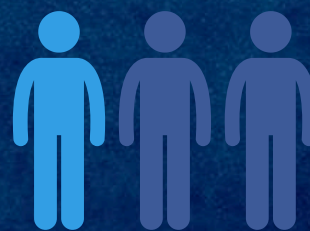
THE 3 LIES THAT SABOTAGE WELLNESS AT WORK

Paul Grainger

MENTAL HEALTH CRISIS

Every day, people everywhere are suffering from an invisible plague: poor mental health. This holds particularly true for Asia, which has been the hardest hit. According to McKinsey data, over a quarter of employees in Asia have reported symptoms of depression and anxiety. Even more concerning is that nearly one in three employees reported experiencing burnout, which is higher than the global average of one in four. Middle managers, commonly the 'engine room' of most organizations, are facing the most severe burnout, with 43% affected. This rate is alarmingly close to one in two.

The mental health crisis, driven by depression and anxiety, manifests in the workplace through widespread resignations and 'quiet quitting', where disengaged employees underperform significantly. This impacts productivity, contributing to a global loss of approximately 12 billion working days annually, costing the economy about \$1 trillion.



In Asia, 1 in 3 employees are experiencing burnout

12 billion working days are lost every year globally to depression and anxiety.

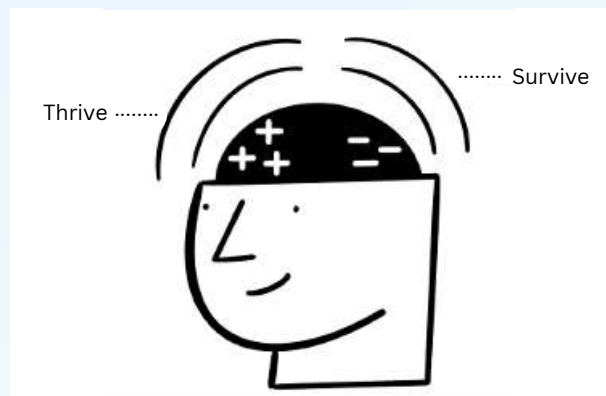
MENTAL HEALTH IN EDUCATION

Education, healthcare, and information technology consistently rank in the top three sectors affected by mental health issues. In education, severe burnout is particularly experienced by teachers due to heavy workloads, lack of resources, bureaucratic pressures, and the need to meet educational goals. Meanwhile, stress levels are recorded as highest among school leadership teams largely as a result of having to constantly be in the public eye, often mediating between exhausted teachers, demanding parents, impressionable students and other stakeholders. It's easy to see how schools become a pressure cooker of stress and burnout.

THE REAL ENEMY

Typically, we blame our problems on external factors such as the after-effects of COVID-19, rising prices, political instability, the poor economy, and other global challenges. However, these merely distract us from identifying the real enemy – the one truly hidden from us.

The uncomfortable truth is that no matter what their external circumstances, people are actually sabotaging their own well-being, success, and happiness. That's right, the real enemy lies inside us, or more precisely, inside our heads.



You see, human brains are divided into two distinct areas: the 'Survive' region and the 'Thrive' region. The 'Survive' region is essential for basic survival. Inside this region lives our "Judge" who does its job by constantly predicting negative outcomes and assuming the worst.

This negative outlook played a crucial survival role for our ancestors, warning them that rustling leaves in a jungle might signal an imminent tiger attack, urging them to run or hide. Although the Judge's negative bias was often incorrect – 99 out of 100 times – it was life-saving on the rare occasion it was right. Those who ignored these warnings to seek more balanced information often failed to survive, unable to pass their genes to future generations.

THE JUDGE IN ADULTHOOD

In today's world, the Judge may not be saving us from hungry tigers in jungles. Instead, the Judge acts as a guardian to help us survive against real and imagined threats to our physical and emotional survival as a child. By the time we're adults, we no longer need the Judge. Desperate to continue its existence, it resorts to self-sabotage by hiding in our minds, acting as rational and helpful.

The Judge becomes an invisible inhabitant of our mind.

In reality, the Judge's negative thoughts are a major source of our stress and unhappiness. It harms our effectiveness and relationships by constantly criticizing us, obsessively pointing out future risks, disturbing our sleep with worries, and making us focus on what's wrong with others or our own lives.

Unfortunately, most people are never aware of the Judge's presence or its destructive impact, leading to a lifetime of self-sabotage.

THE TOP 3 LIES OF THE JUDGE

Having identified the Judge as the enemy, let's uncover its three most damaging lies that continue spreading the invisible plague in our workplaces.



#1 "STRESS HELPS YOU ACHIEVE MORE"

Go on, admit it. There's a part of you that knows this is untrue, but the urge to appear strong and competent keeps you believing it. Whenever you hear the "No pain, no gain" voice in your head, that's your Judge speaking.

I often work with leaders who proudly boast: "Stress gives my team and me a performance edge". The Judge convinces us that without constant pressure, we and our colleagues would become lazy and not achieve much. The essence of the Judge's lie is that worrying is beneficial – it keeps us alert, and helps prevent future issues.

The reality is quite different. For example, when your mind prompts you to prepare for tomorrow's important presentation, it's being helpful, spurring you to action. But when it wakes you at 3:00 a.m. anxious about the day and warns you for the hundredth time about the many consequences of failing, it is acting as your enemy. It's merely draining mental energy and increasing stress for no good reason. A true friend wouldn't act this way.

I've encountered leaders so dominated by their Judge that they believe negative emotions like anger, shame, guilt, and blame are motivational. I challenge this notion with a simple analogy. Imagine you accidentally put your hand on a hot stove. At that moment, it is good to feel pain briefly to alert you to take corrective action. Negative emotions, similar to physical pain, are only helpful for a quick second to warn you. But if you stay stressed, frustrated, or unhappy, you'll be tunnel-visioned and incapable of finding the best solutions to problems, while blocking access to the "Thrive" region of your brain.

If you or your colleagues are stuck in negativity and self-doubt, it's a strong signal that the Judge is in control, pressing your hand on the hot stove. Workplaces would be much happier and more productive if we stopped falling for the Judge's lies. Unfortunately, widespread anxiety, burnout, and stress, as shown in McKinsey's studies, indicate that the Judge is winning. It's time for a change.

#2 "PEOPLE ARE EITHER WITH YOU OR AGAINST YOU"



Can you relate to this scenario? You walk into a room to present an idea to colleagues. As you look around, a sense of doom settles in. You instantly feel they won't like your idea. As you begin to speak, interruptions and objections quickly follow, attacking your proposal. The war has started.

I rarely work with teams that are not constantly sabotaged by judgments that members make about one another. In some teams, this is done in a blatantly open and confrontational way, as in the example above. In others, it occurs more subtly and indirectly. In either case, unless the team members explicitly learn greater mastery over their own Judges, the collection of Judges in the room can cause significant and ongoing friction that costs a great deal in lower trust, wasted energy, heightened stress, and reduced productivity.

Many leaders insist: "I'm not judgmental", but in reality, they are. Out of the three lies, this lie is arguably the hardest to recognize because it operates unconsciously – we judge without realizing it.

Consider your experiences. Have you ever been part of a team where just entering a meeting made you feel anxious, self-conscious, or defensive? Often, when you find yourself locked in a tense and draining conflict with someone—be it a colleague, partner, or family member—both of you are likely letting your Judges take over, particularly in moments where you're convinced you're 100% right.

Since internal conflicts consistently rank among the top three organizational challenges, it's clear the Judge is winning this battle as well. We must develop strategies to disarm and weaken its influence.

#3 "YOU'LL BE HAPPY WHEN..."

This lie suggests that we can't be happy with our current situation. You may recognize this feeling from your own experiences—achieving a major goal like a promotion, a new job, starting a business, or even earning your first million, only to find that the expected happiness quickly fades and you're left seeking the next big thing. This is a common experience among lottery winners and celebrities.

Secretly, the Judge keeps moving the goalposts, always setting a new "when" for your happiness. This ever-moving target is a mirage that the Judge uses to maintain your everlasting unhappiness.

Reflect on the "whens" you've set and reached in the past. How long did the happiness last before your Judge set a new goal? What "when" are you pursuing now as the key to your happiness? Consider letting go of these conditional goals and embracing the possibility of finding real peace and happiness in your current circumstances.

In schools and workplaces, the continuous chase for future happiness drains energy and increases anxiety, leading to—yes, you've guessed it—burnout and disengagement, which in turn sets the stage for high turnover. If that weren't bad enough, the Judge locks us into this negative loop, further weakening our ability to recognize opportunities and find solutions. In short, 'survival mode' blocks our way out.

Recognizing and overcoming this lie can dramatically improve both personal well-being and workplace dynamics, while saving substantial resources spent on recruitment and training.

THE JUDGE'S DEADLY DOMINO EFFECT

In summary, the Judge negatively affects us in three main ways: it constantly makes us find faults with ourselves, others, and our situations. In practice, these three "Judge modes" often work together, magnifying their harmful effects. For instance, in a workplace conflict, Person A's 'Judge of Others' might trigger Person B's 'Judge of Self', which then activates the 'Judge of Circumstances' for both. This domino effect rapidly spreads negative feelings like nervousness, insecurity, anger, resentment, shame, and guilt, ultimately eroding confidence and self-esteem.

IDENTIFYING AND WEAKENING YOUR JUDGE

The first step in overcoming the Judge is awareness. After all, you can't defeat an enemy that you don't see. It's essential to recognize the specific Judge patterns within your mind and understand how they manifest in your thoughts, emotions, and actions. This self-awareness allows you to expose and challenge the Judge's lies and limiting beliefs, allowing you to regain control of your mind and shift towards the "Thrive" region of your brain.

The best way to do this is by recognizing and naming it. Assigning a personal name to your Judge based on how its personality shows up for you. Some Judge names I've heard are: "Chaos," "Executioner," or "Destroyer".

You may wonder how simply noticing and naming the Judge can make a difference. It's effective because the Judge is most harmful when it operates unnoticed, pretending to be part of you or acting as a helpful friend. For example, there's a significant difference between thinking "I can't make it" and "My Judge says I can't make it." This clear separation exposes the Judge, weakening its control over you.

This method requires minimal effort; it's as quick as stamping a passport and can be done in the back of your mind anytime, anywhere. Once you start monitoring the Judge, you'll notice significant insights into how it operates.

For a bit of fun, engage playfully with your Judge. I like to say, "Oh, Mel (yes, mine's female), there you go again! You're late today. What's been keeping you?" This approach keeps the interaction light, as opposed to getting overwhelmed by negativity. The Judge will always be with us, but with consistent practice, its voice will fade from a shout to a whisper, allowing us to no longer be tricked by its sneaky lies.

WHY MOST EMPLOYEE WELL-BEING PROGRAMS FAIL

Unfortunately, most well-intended programs provide only superficial relief with generic solutions. According to a Gallup poll, only 24% of employees at organizations offering wellness programs actually participate in them. One of the main reasons for this is that they fail to consider the complex ways individuals and teams engage in self-sabotage.

POSITIVE INTELLIGENCE PQ PROGRAM

Recent groundbreaking research by **Positive Intelligence**® has revealed the root-level factors that negatively impact performance, well-being, relationships, team dynamics, and organizational success. Key among these are ten negative response factors known as 'Saboteurs', with the Judge acting as the chief disruptor. The accomplice saboteurs include the Avoider, Controller, Hyper-Achiever, Hyper-Rational, Hyper-Vigilant, Pleaser, Restless, Stickler, and Victim.

The Positive Intelligence PQ Program helps you actively weaken the Judge and its accomplice Saboteurs, shifting your mindset from merely surviving to thriving. It does this by enhancing your PQ, or Positive Intelligence Quotient, which assesses whether your mind is predominantly supportive or self-sabotaging. PQ is essential for success and well-being. Research involving over 500,000 participants shows that PQ serves as the most accurate indicator of happiness and performance in individuals, teams, and organizations. Alarming, 80% of these groups fail to reach their full potential. It's important to remember that high performance and well-being are not only compatible; they depend on each other. Don't let the Judge convince you otherwise – you know better than to believe its lies.

Eager to perform at your best without the stress? Visit www.unlockdynamic.com for details on the Positive Intelligence PQ Program.



Paul Grainger, with 30 years in education and Edtech, founded Unlock Dynamic in 2020. His company enhances team performance and well-being, offering expertise in Team Dynamics, Healthy Conflict, Relationship Mastery, Stress Management, Energy Optimization, Resilience, and Communication.

Resources

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As an educator for me well-being means working in a school where students and teachers have the material and socio-emotional tools to form an equilibrated team for the educational process.

I think that it would be good to have in every school a "culture of well-being", programs of social-emotional education where children and adults learn to recognise and manage the emotions, team-buildings, extracurricular activities with the role of a better acknowledge of the diversity and it's beauty in our lives.



Laura Varcus
School Center for
Inclusive Education
Constantin Paunescu
Recas, Romania

As an educator, wellbeing means ensuring that students feel supported, valued, and balanced in both their academic and personal lives. It involves creating an environment where they can thrive emotionally, mentally, and physically. This holistic approach helps students to reach their full potential.

Answer: I believe enhancing wellbeing in education can be achieved by fostering a supportive and inclusive environment where students feel safe and valued. Incorporating mental health resources, promoting a healthy work-life balance, and encouraging open communication can significantly contribute to students' overall wellbeing.



Dr. Bilal Anwar
HE Academic and
Wellbeing Lead
East Sussex College
East Sussex, UK

As an educator, well-being is about finding a balanced state of fulfillment that allows me to perform effectively and joyfully. For me, this encompasses physical health, mental and emotional stability, social connections, professional satisfaction, and financial security.

Enhancing well-being in education requires a comprehensive approach that meets the diverse needs of both educators and students. For me, having access to counseling and mental health resources is essential. Schools should have trained counselors and foster an environment where seeking mental health support is normalized.

Cultivating a positive work environment involves supportive leadership, open communication, and a collaborative culture where everyone feels valued. I need to feel supported and heard by my administration and colleagues.



Nada Ratković (Prof.)
Vocational High School
Ban Josip Jelačić Sinj
Croatia

Health and wellness programs that promote physical activity and healthy eating are vital. Schools should provide facilities like gyms, organize sports events, and offer healthy meal options.

Leveraging technology to streamline administrative tasks and enhance teaching efficiency can reduce my stress. Providing training on educational technology can improve the learning experience for my students.

CULTIVATING ACADEMIC SUCCESS

THE VITAL IMPACT OF WELL-BEING IN EDUCATION

Dr. Alaaeldin Mostafa

In an era where academic pressures and societal demands on pupils continue to rise, the importance of well-being in education has gained significant attention. Educators, parents, and policymakers now recognise that education is not solely about academic achievement but also about nurturing well-rounded individuals. The significance of pupil well-being cannot be understated, as good mental and emotional health is essential for success. Moreover, well-being significantly impacts exam grades and, consequently, the overall performance of schools. Let's explore the impact of well-being on pupils' academic performance, the role of mental health support in schools, and how mindfulness practices and a positive school culture contribute to the promotion of holistic well-being.



Dr. Alaaeldin Mostafa is an accomplished educationalist with over two decades of experience specialising in Physics and Mathematics across various curricula. Holding a Ph.D. in Semiconductor Physics, a B.Sc. in Communication Engineering, and a PGCE, he excels in integrating digital tools into teaching. He is passionate about nurturing inclusive learning environments and is driven by continuous growth.

UNDERSTANDING PUPIL WELL-BEING

Pupil well-being is a multi-dimensional concept that encompasses emotional, physical, and social health. It involves maintaining a positive mindset, strong interpersonal relationships, and a balanced lifestyle. Well-being is not merely the absence of problems but includes several key facets. Physically, it involves good nutrition, sleep, and physical activity. Mentally, it includes positive emotional states, effective stress management, and resilience in the face of challenges. Socially, well-being relies on strong relationships with peers, teachers, and family, along with a sense of belonging.

Having a sense of purpose is vital, as pupils benefit from learning that feels meaningful and from having a sense of agency. Given that well-being directly correlates with pupils' academic engagement, retention rates, and overall success, schools must embrace a comprehensive approach prioritising mental health support while fostering an inclusive and encouraging environment.

Educators, parents, and policymakers now recognise that education is not solely about academic achievement but also about nurturing well-rounded individuals.

PRIORITISING WELL-BEING FOR ACADEMIC SUCCESS

The undeniable link between well-being and academic achievement highlights the importance of prioritising well-being. Pupils who feel mentally and emotionally supported tend to be more engaged, showing increased interest, motivation, and participation in learning activities. They also demonstrate better focus, improved concentration, and fewer distractions. These pupils are more resilient, bouncing back from setbacks and handling academic challenges effectively. Moreover, well-being fosters creativity, encouraging pupils to take risks and explore new ideas in a supportive environment. Research repeatedly shows that when schools prioritise pupil well-being, academic outcomes improve, attendance rates rise, and behavioural issues decrease.

THE IMPORTANCE OF MENTAL HEALTH SUPPORT IN SCHOOLS

Mental health issues among pupils have become increasingly prevalent in recent years. The pressures of academic performance, social expectations, and personal challenges can significantly impact their well-being, often leading to anxiety, depression, and burnout. While schools cannot replace professional healthcare, they play a crucial role in addressing these challenges by offering robust mental health support and creating a supportive environment.

Reducing stigma is essential, and schools should openly discuss mental health, making it clear that seeking help is a sign of strength, not weakness. By providing professional counselling services where pupils can seek assistance without stigma, schools offer a safe space to discuss challenges like stress, relationships, and self-esteem while helping pupils develop coping mechanisms.

Early intervention programmes are vital, as identifying mental health issues early can prevent them from escalating. Teachers and staff should receive training to recognise signs of distress and

promptly refer pupils to appropriate resources. Proactively engaging students through these programmes mitigates problems before they escalate.

Additionally, proactive screening tools help identify pupils who may be struggling, offering them timely resources or referrals. On-site counselling services ensure that pupils and families have convenient access to mental health support.

Parental engagement also plays a key role, as families should be partners in the well-being process. Involving parents in mental health awareness programmes and providing resources for home support can assure schools adopt a cohesive approach.

Lastly, teacher training is critical. Educating teachers to recognise signs of distress and offer initial support allows them to connect pupils with appropriate resources and foster a supportive, understanding environment within the school.

MINDFULNESS PRACTICES IN SCHOOLS

Mindfulness practices have emerged as an effective means to improve pupils' concentration, reduce stress, and enhance emotional regulation. Schools incorporating mindfulness into their daily routines have experienced significant benefits. Mindfulness involves paying focused attention to the present moment without judgment, offering pupils valuable tools for managing stress, improving focus, and developing self-regulation.

Guided classroom mindfulness sessions, led by trained educators, help pupils focus their minds through breathing exercises and meditation, promoting relaxation and stress management. These techniques calm the mind and body, reducing anxiety and enhancing pupils' ability to concentrate on their learning by training them to return their attention to the present moment.

Integrating mindfulness concepts into the curriculum across subjects encourages pupils to approach tasks calmly and deliberately. For instance, practising mindful reflection before exams can help alleviate test anxiety. Additionally, mindfulness practices teach pupils to recognise and manage their emotions effectively while cultivating compassion through empathy and kindness towards themselves and others.

Teacher training in mindfulness practices is equally essential. When educators model these practices, they establish a more relaxed classroom atmosphere, which encourages pupils to remain focused and promotes a sense of well-being throughout the school.

A positive school culture serves as the bedrock of well-being, significantly influencing pupils' experiences and overall health. By fostering a sense of belonging and purpose, schools can enhance pupils' mental health and provide a supportive environment. Such a culture is characterised by strong relationships between pupils, teachers, and staff that promote safety and support.

To build an inclusive environment, schools should celebrate diversity and inclusion, ensuring that pupils feel valued for who they are. Initiatives like cultural days, anti-bullying campaigns, and peer mentorship programmes encourage unity and empathy.

Participation in extracurricular activities like clubs, sports, and the arts can boost pupils' self-esteem and sense of achievement. Schools should offer a diverse range of activities catering to various interests, promoting inclusivity and engagement.

Empowering pupils to express their opinions and contribute to matters affecting them is essential. Providing platforms such as pupil councils and committees gives them a sense of ownership and responsibility, fostering leadership skills. This active contribution to the learning environment nurtures a growth mindset, where progress and effort are valued over fixed abilities, promoting resilience and adaptability.

Diverse perspectives and innovation are crucial elements of a positive school culture, creating an inclusive atmosphere that embraces creativity and new ideas. This combination of inclusivity, participation, and empowerment makes a positive school culture the foundation for overall well-being.

THE IMPACT OF WELL-BEING ON EXAM GRADES AND ACHIEVEMENTS

A focus on well-being within the educational system isn't just beneficial for pupils' emotional health; it directly correlates with improved academic performance, exam grades, and overall achievements. This connection between mental health and academic success is evidenced through several key factors:

1 Enhanced concentration and focus

Pupils who feel mentally supported are better equipped to concentrate in class and stay engaged in their studies. With a clear mind, they can retain information more effectively and maintain attention during exams, directly contributing to higher grades.

2 Reduced test anxiety

Schools that incorporate mindfulness practices, counselling services, and stress-management techniques help pupils reduce test-related anxiety. By minimising this stress, pupils can approach exams with greater confidence, accurately demonstrating their knowledge and abilities.

3 Higher attendance rates
Mental health support leads to fewer absences caused by anxiety or emotional distress. Improved attendance means pupils receive more consistent instruction and support, increasing their chances of academic success.

5 Better time management and organisation
Pupils who feel supported tend to develop better time management and organisational skills, helping them allocate sufficient time for revision and exam preparation.

Promoting pupil well-being in education requires a comprehensive approach that includes mental health support, mindfulness practices, and a positive school culture. Schools that prioritise well-being not only create an inclusive environment but also directly contribute to improved academic performance. When pupils feel mentally supported, connected to their peers, and capable of managing stress, they can excel academically. With effective well-being implementation, these schools are not just nurturing successful students, they are fostering future leaders who will navigate challenges with resilience and empathy and achieve their fullest potential.

4 Increased resilience
Fostering a growth mindset and developing coping mechanisms, schools help pupils handle academic setbacks or challenges more effectively. This resilience encourages them to persist through difficulties, ultimately improving their exam outcomes and achievements.

6 Positive peer relationships
A strong sense of belonging and supportive peer relationships foster collaboration, allowing pupils to engage in study groups or seek help from friends when facing academic challenges.

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PORTFOLIO LIFE

THE TEACHER'S ESCAPE PLAN

Dr. Le Dinh Bao Quoc

The noble profession of teaching can sometimes feel like a gilded cage. Long hours, demanding workloads, and mounting pressure can chip away at an educator's passion and well-being. According to a report by the Wellbeing Research Centre at Oxford University (2024), high levels of stress, depression, anxiety, and poor physical health have been noted among teachers across different countries and school grade levels. Research indicates that teachers experience some of the highest levels of stress and burnout in comparison to other occupations. This constant state of stress can have a ripple effect, impacting not only teachers' personal lives but also student learning outcomes.

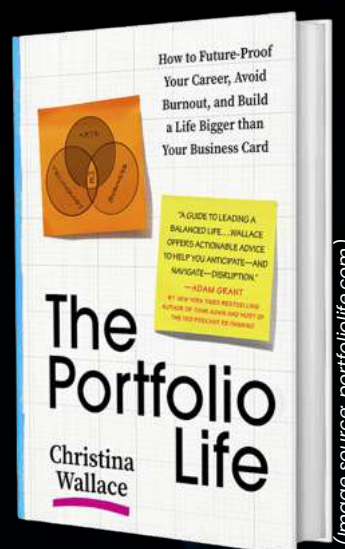
But what if there was a way to break free from this cycle? Enter the concept of a **portfolio life**. A portfolio life allows educators to diversify their professional engagements, expand their perspectives, and enhance their career satisfaction. It enables them to explore various income sources, participate in continuous learning, and enhance their overall well-being in the long run.



WHAT IS A PORTFOLIO LIFE?

A portfolio life is a career approach where individuals engage in multiple professional roles and activities instead of following a single, linear career path. The concept “portfolio career” or the term “portfolio life”, first coined by the Irish business philosopher Charles Handy in his book “The Age of Unreason,” emphasizes the importance of diversification in achieving personal and professional fulfillment. He predicted that in the future we would all be portfolio people and that our careers would be made up of multiple gigs not one job that you worked for your whole life.

Recently, Christina Wallace has redefined the concept of a Portfolio Life in her book ***The Portfolio Life: How to Future-Proof Your Career, Avoid Burnout, and Build a Life Bigger Than Your Business Card***. In addition to the original idea, she incorporates elements like relationships, community, personal growth, and impact. This new perspective allows individuals to pursue interests beyond their professional work.



(Image source: portfoliolife.com)

WHY SHOULD EDUCATORS CONSIDER A PORTFOLIO LIFE?

To answer this question, let's examine the four pillars of the Portfolio Life, suggested by Wallace in her book, but through the teachers' lens. These four pillars collectively contribute to a more resilient and fulfilling career.

1. IDENTITY

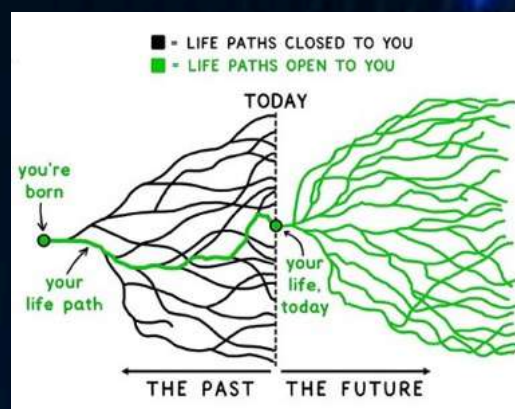
We are not our jobs. Each of us holds a unique set of interests, abilities, and connections that surpass our job labels such as Teacher or Professor. Wallace encourages us to acknowledge our complete selves to “feel like yourself” and acquire the necessary skills for navigating this uncertain world.

In a traditional career path, teachers may find their professional worth tied closely to their teaching position. This can be risky, especially in uncertain times like economic downturns or significant shifts in the educational landscape. Engaging in multiple professional activities, such as freelance writing, online tutoring, or educational consulting, help them build a more robust professional identity. This diversification means that a downturn in one area, such as a cut in school funding, does not entirely derail their career.

2. OPTIONALITY

Optionality refers to the ability to pursue diverse opportunities without being constrained by a linear career path. The traditional career path often feels like a one-way street, with predictable progression. This can limit an individual's ability to explore different interests or adapt to changing circumstances.

A portfolio life allows educators to explore diverse opportunities without derailing their teaching careers. Imagine a teacher passionate about history who starts a blog focused on historical walking tours in their city. This project could blossom into collaboration with local tourism boards or even lead to the development of educational resources for museums. The portfolio life empowers educators to pursue these passions without having to abandon their teaching jobs.



(Image: Tim Burton – @waitbutwhy)

3. DIVERSIFICATION OF RESOURCES

Diversification of resources mitigates both individual and systemic risks by spreading investments across various activities. In the context of a portfolio life for educators, diversification means engaging in multiple professional roles and income-generating activities. Teachers who rely solely on their teaching job for income and professional satisfaction may face significant challenges if they lose their job or experience burnout. The goal is to reduce dependence on any single job or source of income, thus protecting against market volatility, job loss, or other unforeseen disruptions.

For example, a teacher might combine full-time teaching with freelance writing, private tutoring, and creating online courses. If the teaching job is affected by budget cuts or situations like the COVID-19 pandemic, the other income streams can help maintain financial stability. This diversification not only provides financial stability but also enhances professional resilience.

4. FLEXIBILITY

Flexibility is the ability to adjust work and life proportions as needed, which is crucial for personal satisfaction and adaptability. It allows “us to adapt and respond when work and life make conflicting demands” (Wallace, 2023). In a traditional teaching career, the demands of the job can often be rigid, leaving little room for personal pursuits or the ability to respond to life’s changing demands.

A portfolio life allows teachers to better balance their professional and personal lives. They can choose to take on more projects during less demanding times and scale back when personal commitments require more attention. For example, an educator might choose to work on a major project, such as writing a book, during the summer break when teaching demands are lower. This flexibility is especially valuable for managing stress and avoiding burnout, as it enables educators to prioritize their well-being without sacrificing professional goals.

HOW DOES A PORTFOLIO LIFE AFFECT EDUCATORS' LIVES?

A well-designed portfolio life has a positive impact on both an educator's personal and professional life.

➤ IMPACT ON PERSONAL LIFE

- **Greater sense of purpose and fulfillment:** Stepping outside the traditional classroom allows educators to see themselves as multifaceted individuals with a wider range of skills and contributions. This can lead to a greater sense of purpose and fulfillment beyond the limitations of a single job title.
- **Improved work-life balance:** The flexibility inherent in a portfolio life creates a more manageable work schedule for teachers. This reduces stress and fosters a sense of control, leading to a healthier work-life balance.
- **Increased earning potential:** Multiple income streams can create additional financial security and empower educators to pursue personal goals, like traveling or taking professional development courses.

➤ IMPACT ON TEACHING CAREER

- **Staying fresh and innovative in the classroom:** The skills and knowledge acquired through portfolio pursuits can be integrated into lesson plans, making them more engaging and relevant for students. For example, a teacher who develops a passion for coding can introduce basic coding concepts to their students in a fun and interactive way.
- **Bringing new skills and experiences back to students:** Venturing outside the classroom brings valuable real-world experiences that can be shared with students. A teacher who works as a freelance writer can share their writing process or even co-create a classroom blog with their students.
- **Networking opportunities and potential career advancement:** The connections made through portfolio activities can lead to new opportunities within the educational field. For instance, an educator who creates educational Youtube videos might connect with curriculum developers or educational technology companies.

HOW TO BUILD YOUR OWN PORTFOLIO LIFE?

Creating a portfolio life as an educator isn't a walk in the park and requires strategies. Below is a starting guide.

►► EXPLORING OPTIONS

- **Content creation:** Many educators find success and fulfillment by creating educational content for a broader audience. This can include developing online courses, writing educational blogs, or producing YouTube videos. Content creation allows teachers to share their expertise and passion for teaching with a wider audience, often leading to additional income and professional growth. Some additional ideas to reach a broad audience include producing educational and writing and selling e-books or comprehensive guides on educational topics.
- **Instructional variety:** Expanding teaching activities beyond the traditional classroom can diversify an educator's professional life. This can include freelance tutoring, part-time teaching at different institutions, or leading workshops and seminars. For example, a high school science teacher might offer private tutoring in STEM subjects, teach evening classes at a community college, and lead weekend workshops for students interested in science competitions. These activities not only provide additional income but also enrich the teacher's professional experience and skills. Offering consulting services to schools on curriculum development or instructional strategies is also another option.

►► GETTING STARTED

- **Identify your skills and interests:** Reflecting on your passions and strengths is the first step in building a portfolio life. Consider the activities that bring you joy and fulfillment, and think about the skills you want to develop. Ask yourselves these questions:
 - *What subjects am I most passionate about?*
 - *Which activities do I find most rewarding and enjoyable?*
 - *What skills do I have that others might find valuable?*
 - *What new skills or areas of knowledge am I interested in pursuing?*
- **Start small and scale gradually:** Begin with a manageable side project or freelance opportunity. Starting small allows you to test the waters and gain experience without becoming overwhelmed. As you gain confidence and expertise, you can gradually expand your portfolio. For instance, an elementary school teacher might start by creating a blog about classroom management tips. Here are the basic steps:
 - *Set achievable goals: Define clear, achievable goals for your projects.*
 - *Pilot projects: Start with a small, manageable project to see if it's a good fit.*
 - *Evaluate and adjust: Regularly evaluate your progress and make necessary adjustments to your approach.*

►► FOCUSING ON WELL-BEING

- **Prioritize joy and passion:** Choose projects that align with your passions and interests. Focus on activities that not only make you happy but also help you unwind and relax. Remember, your mental well-being is just as important as your physical health. The tips are:
 - *Select projects that you are genuinely passionate about.*
 - *Ensure a healthy balance between your portfolio activities and personal life.*
 - *Be mindful of your workload to avoid burnout.*
- **Incorporate self-care:** It is essential to prioritize well-being to sustain a portfolio life, manage stress, and achieve a healthy work-life balance. Consider incorporating the following self-care practices:
 - *Physical exercise to reduce stress and improve overall health.*
 - *Hobbies and leisure activities to provide a much-needed break from professional duties.*
 - *Balanced diet and adequate sleep to maintain physical and mental health.*

A decorative header image showing several wooden sticks balanced on top of each other, with three light-colored wooden balls resting on the sticks, illustrating the concept of juggling or balancing.

MAINTAINING WORK-LIFE BALANCE

THE ART OF THE JUGGLE

A successful portfolio life thrives on a healthy work-life balance. The goal isn't to become a workaholic juggling flaming chainsaws, but to cultivate a portfolio life that complements your teaching career, fuels your well-being, and empowers you to create a life that is both fulfilling and meaningful. Remember, **a well-managed portfolio life should enhance your teaching, not replace it.** Here are some key strategies to ensure your portfolio life enhances, not detracts from, your well-being.

SET BOUNDARIES

- **Time blocking:** Carve out dedicated time slots in your calendar for both your teaching responsibilities and your portfolio pursuits. Treat these blocks as sacred commitments.
- **Communicate expectations:** Inform your family and loved ones about your committed times for portfolio work. This fosters understanding and reduces potential friction.
- **Learn to say No:** It's okay to decline additional commitments if your schedule is already full. A sustainable portfolio life requires prioritization.

PORTFOLIO LIFE SHOULDN'T BE ALL WORK AND NO PLAY

- **Schedule self-care:** Just like grading papers or planning lessons, schedule time for activities that bring you joy and recharge your batteries. This could be anything from reading a book, taking a relaxing bath, or spending quality time with loved ones.
- **Disconnect to recharge:** Technology can be a double-edged sword. While it facilitates your portfolio endeavors, it can also intrude on your personal time. Disconnect from work emails and notifications during designated off-work hours.
- **Maintain hobbies and interests:** Don't let your portfolio life consume your passions. Continue to nurture the activities that bring you joy and define you as a person, whether it's playing music, volunteering, or joining a sports team.

ALIGN YOUR ACTIVITIES WITH YOUR VALUES

- **Portfolio with purpose:** Ask yourself, How do my portfolio activities contribute to my overall life goals and values? Are they aligned with my vision for a fulfilling life?
- **Impact over income:** While financial gain is a motivator, prioritize portfolio activities that resonate with your deeper values and contribute meaningfully to the world. For example, a teacher passionate about environmental education might create online courses focused on sustainability, inspiring not just students but also a wider audience.
- **The joy factor:** Don't lose sight of the joy factor! Choose portfolio activities that you genuinely find interesting and engaging. This intrinsic motivation will help you stay committed and prevent burnout.

In summary, a portfolio life offers educators a path to a more fulfilling and balanced career. By diversifying their professional activities, teachers can achieve greater financial security, combat burnout, and continuously develop new skills. As the educational landscape continues to evolve, it's essential for teachers to explore new possibilities and empower themselves with diverse opportunities. Embracing a portfolio life can lead to a more satisfying, balanced, and meaningful career.

So, if you're an educator feeling the constraints of a traditional career path, consider designing your own escape plan with a portfolio life. The journey may be challenging, but the rewards of personal growth, professional development, and enhanced well-being make it a worthwhile endeavor.

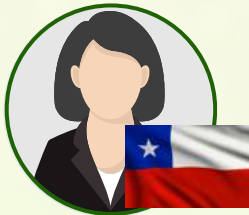
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Le Dinh Bao Quoc, with a Doctorate in Education, boasts 20+ years in ELT. He founded Pro.Ed Education Solutions, offering school consultancies. Author of *"The Art and Science of ChatGPT in Education,"* he highlights EdTech's role in enriching teaching, learning, and educational practices. Research spans EdTech's impact, teacher growth, and educational management. Dr. Quoc is acknowledged by LinkedIn as a Top Educational Leadership Voice in 2024.





Maggie Baeza
Private school Colegio
Manquecura Ciudad de
los Valles
Chile

I understand well-being as to be physically and psychologically healthy. It is shown having positive attitudes and emotions which allow you to have good relationships with your students and your co-workers.

To improve well-being in education, it is crucial for educators to engage in ongoing professional development, pursue their passions, and find satisfaction in their work.

Even though, we know how important it to be positive sometimes you are going through difficult times and it is hard to be well. But the first thing to do is to acknowledge you are not doing well and find the ways to improve yourself. You can boost yourself by doing exercises, having nice conversations with friends, making connections with other teachers, eating healthy and spending time in nature.

As an educator, well-being is more than happiness and life satisfaction to me; it is more about positive mental health and positive mindset. Particularly, nowadays, we live in a turbulent world of globalization and digitalization and all people are exposed to insecurities. By cultivating positive mental health and positive mindset in teachers and students we as educators are able to build their mindset stable and less prone to stresses, fears and insecurities.

There are many ways to enhance well-being in education by transforming education and introducing positive psychology, positive mindset and mindfulness in practice into all school curriculum rather than only teaching hard skills. By the end of the day, education should bring out the best in our students and help them become well-balanced individuals to deal with insecurities, stresses, fears and thrive through tough times by staying kind and caring about all living-beings to live in a peaceful world.



Nasiba Mirpochoeva
English Without Borders
Director
Tajikistan



Dr. Cao Nhat Tuan
Van Lang University
Vietnam

As a proponent of Hedonic Well-being, I believe that well-being consists of cognitive evaluations, such as life satisfaction and fulfillment, satisfaction in specific areas, and affective evaluations, like positive and negative emotional reactions. According to the hedonic view, the goal of life is to maximize positive experiences and minimize negative ones.

Improving well-being in education involves fostering a holistic environment that prioritizes both the emotional and intellectual growth of students.

- Integrating social and emotional learning (SEL) into the curriculum can enhance students' ability to manage emotions, build healthy relationships, and make responsible decisions.
- Creating a supportive and inclusive school culture is essential. Schools should promote a sense of belonging and safety where all students feel valued and respected.
- Providing opportunities for students to engage in activities that promote physical well-being.
- Reducing academic pressure and promoting a balanced approach to learning

Ask the experts

Welcome to **Ask the Experts**, the ultimate column dedicated to professional development in the field of education. In this dynamic and ever-evolving field, continuous growth and learning are paramount. In each issue, we explore the most commonly asked topic by interviewing invited expert for their insights, experiences, and strategies.

EXCLUSIVE

WELL-BEING IN FOCUS

PAVING THE PATH FOR A WELL-ROUNDED LEARNING JOURNEY

with **Alexander James Conroy**

EduVerse: Greetings and welcome to our exclusive interview series, "Ask the Experts." Today, we have the pleasure of speaking with **Mr. Alexander James Conroy**, a distinguished well-being expert and founder of NotLost Wellbeing Specialists. With a Master's degree in Psychology and a deep passion for enhancing lives, Alexander has dedicated his career to supporting well-being in both educational and corporate settings. Join us as we explore Alexander's journey, his insights on fostering positive educational environments, the evolving landscape of well-being in education, and the innovative strategies he uses to tackle challenges in this rapidly changing field.

1 Welcome, Alexander, and thank you for joining us today. To start off, could you tell us about your journey into the field of well-being? What inspired you to pursue this impactful path?

Wow, where to begin. I guess from a young age I have always wondered why I and other people would feel a certain way. And how some people's happiness levels were completely different one day to the next. I've always been someone who observes human behavior and strives to help people achieve greater well-being.

Following a difficult period during my early twenties with my own mental well-being, I was lead down a path of self-enquiry and study into why I felt this way. I wanted to know as much as possible about the human psyche. It was at this time that I received some shocking news, that a friend of mine and a beautiful soul lost his life to suicide. I remembered the week before reading that 50% of mental health issues were established by age 14 and 75% by age 24 (*). This ignited a burning desire inside, for me to make a difference in the educational space, ensuring that young people worldwide have the best support possible. So I went back to university to study Psychology at Master level and am now an accredited psychologist.

Since my friend's death in 2018, NotLost Wellbeing Specialists have grown to support over 80 organisations worldwide and thousands of individuals as a result. I see my friend's death in a different light now, I see the gift in his life and his legacy that lives on. A gift his life has given and will continue to give through the message of NotLost, as we continue to inspire, empower and support others.

(*) Data source: www.mentalhealth.org.uk

Ask the Experts aims to address the burning questions and challenges that educators face in their quest for personal and career advancement. Whether you're an aspiring teacher, a seasoned educator, or a lifelong learner, **Ask the Experts** provides a platform for valuable guidance and expertise from renowned professionals. We believe that investing in professional development not only enhances teaching effectiveness but also leads to improved student outcomes and a stronger education system overall.

2

That's an incredibly moving story. Now, let's begin with the basic. Let's get to the core of well-being in education. What exactly does it mean? And what are the key components that you believe are crucial for fostering a positive educational environment?

In the educational context, well-being encompasses the overall state of being comfortable, healthy, and happy within a learning environment. It goes beyond physical health to include mental and emotional wellness, a sense of belonging, and feeling supported and valued within the educational setting. A positive mindset is crucial for fostering a conducive learning environment. When students have a positive outlook, they are more likely to engage in their studies and contribute positively to the classroom.

Moreover, students with a strong sense of well-being are more likely to remain committed to their course. Well-being also encourages students to actively participate in their own learning process, fostering a collaborative and engaging educational environment. It nurtures self-belief, empowering students to have confidence in their abilities and potential, which in turn leads to higher academic achievement. Furthermore, well-being nurtures a curiosity and eagerness to learn, promoting a deeper engagement with the subject matter and a passion for acquiring knowledge.

In addition, a positive sense of well-being can help students develop a clear vision for their future, motivating them to set and achieve their academic and career goals.

3

With your extensive experience, how have you seen the landscape of well-being in education change over the past few years, especially with the pandemic, societal shifts, and technological advancements?

The landscape of well-being in education has experienced a dramatic transformation in recent years. Since 2019, I have witnessed an incredible transformation in the landscape of well-being in education. In the past, mental health and well-being in education was often overlooked and seen as a 'free resource' that could be used, but now it is becoming more of a central focus in schools and educational institutions.

One of the key drivers behind this change has been the advancements in technology. We can speak for that on a first-hand basis, from the introduction of NotLost's Student Support App. The software has revolutionised the organisations we have worked with by providing accessible well-being platforms and tools for all learners and staff, no matter their background. Our online resources, chat support and live events have made it easier for students and educators to access support and resources related to mental health any time of the year. We designed our app to be a supportive friend that students and staff can carry in their pocket, available 24/7, 365 days a year, at the simple push of a button. This has been especially beneficial since the COVID-19 pandemic, when traditional face-to-face support was limited, necessitating a new way for students to receive support.

Another significant shift is the integration of well-being into the curriculum. Schools and vocational technical training are now recognising that academic success alone is not enough to ensure a well-rounded education. Students need to develop emotional intelligence, resilience, and self-care skills to thrive in today's fast-paced and demanding world. As a result, organisations have started incorporating well-being programs and activities into their curriculum. These programmes focus on teaching students mindfulness techniques, stress management strategies, and promoting positive mental health habits, equipping young people with the tools they need to navigate life's challenges successfully.

How can the current academic environment, with its focus on standardized testing and competitive pressures, be adapted to better support student and educator well-being?

4

I think it's crucial to find a balance between standardised testing and the overall well-being of students and educators. The pressure to perform well on these tests can often lead to stress and anxiety among students, which in turn affects their mental and emotional health. However, there are ways in which we can adapt the current system to better support student and educator well-being.

One approach is to incorporate more holistic measures of success alongside standardised testing. While academic outcomes are important, they should not be the only criteria by which we evaluate a student's progress. Include factors such as social and emotional development, creativity, and critical thinking skills to assess a student's abilities. This would not only alleviate some of the pressure associated with testing but also encourage students to develop skills that are essential for their overall well-being.

Another way to support student and educator well-being is by fostering a positive and supportive learning environment. This can be achieved by promoting collaboration rather than competition among students. Instead of pitting students against each other, we should encourage them to work together, share ideas, and support one another.

5

That makes a lot of sense, Alexander. Moving on to educators, what are some of the biggest challenges they face regarding their own well-being, and how does this impact their students' well-being?

One of the biggest challenges facing educators when it comes to their own well-being is the constant pressure and demands of their job. Educators are responsible for not only delivering quality education to their students, but also dealing with administrative tasks, not to mention stresses outside of working life. This can often lead to long working hours, high stress levels, and a lack of work-life balance. As a result, educators may neglect their own well-being, which can have a negative impact on their physical and mental health.

Another challenge is the emotional toll that comes with being an educator. Educators are not only responsible for the academic progress of their students, but also for their emotional well-being. They often have to deal with students who are facing personal challenges or who have behavioural issues, with little to no training on how to deal with this. This can be emotionally draining and can take a toll on the mental health of educators.

When educators are not taking care of their own well-being, it can also have a negative impact on the well-being of their students. Educators who are stressed or burnt out may not be able to provide the support and guidance that their students need. They may be less patient, less attentive, and less able to connect with their students on an emotional level. This can lead to a decline in academic performance, as well as an increase in behavioural issues among students. On the other hand, when educators prioritise their own well-being and take care of themselves, they are better equipped to support their students' well-being. They are more likely to create a positive and nurturing learning environment, where students feel safe and supported.

It is important for providing educators with trainings on stress management techniques, work-life balance, and other well-being related professional development, in order to ensure their own well-being and the well-being of their students.



Alexander James Conroy, owner of NotLost Wellbeing Specialists, leverages his expertise in psychology, specializing in addiction and mental health, to create impactful well-being programmes. His work enhances organisational results and individual vitality within educational and corporate sectors, promoting better mental and emotional well-being.



6

That's insightful. What about the curriculum? How important is incorporating health education, and what benefits does it offer to students and society as a whole?

Incorporating health education into the curriculum is incredibly significant and holds immense benefits for students and society as a whole. Health education equips students with valuable knowledge and skills that can have a lasting impact on their lives.

One of the key benefits of incorporating health education into the curriculum is the promotion of positive health behaviours. By teaching students about nutrition, exercise, mental health, and other relevant topics, they are more likely to adopt healthy habits in their daily lives. This can lead to reduced rates of chronic diseases such as obesity, heart disease, and diabetes. Furthermore, when students are educated about the dangers of substance abuse and risky behaviours, they are more likely to make responsible choices and avoid harmful activities. This ultimately contributes to a healthier and happier society.

In addition, incorporating health education into the curriculum also helps to reduce health disparities. By providing students with equal access to health education, regardless of their socio-economic background or geographic location, we can bridge the gap between different communities and ensure that everyone can lead a healthy life.

7

There are ongoing debates about the impact of technology on health. With the increasing role of technology in education, what's your stance on this issue?

The key lies in ensuring that we use technology in a way that positively contributes to their overall well-being, rather than detracting from it. Students and educators should be encouraged and reminded to take regular breaks from screens and engage in physical activities or face-to-face interactions. These are to prevent the negative effects of excessive screen time, such as eye strain and social isolation. And you know, all these tricks and tips were incorporated when we developed our apps for students and staff's well-being.

Another way we look to ensure that technology contributes positively to well-being is by providing appropriate support and training to both students and educators. Equipping them with the necessary digital skills can assist them to navigate the digital world more effectively and responsibly. This can help reduce stress and anxiety associated with using technology, as they will feel more confident and in control of their online experiences.

8

We've talked a lot about students and teachers, but what about other staff members? How does their well-being contribute to the overall educational environment and outcomes?

When we talk about well-being, it is not limited to just teachers and students; it encompasses every individual working in the school, including administrative staff, support staff, and maintenance personnel. Ignoring the well-being of these staff members can have a detrimental effect on the overall educational environment and outcomes.

When staff members feel valued, supported, and cared for, they are more likely to be engaged and motivated in their work. A happy and content staff contributes to a positive school culture, which directly impacts the students' experience. When teachers, administrators, and support staff are in a good state of well-being, they are better equipped to provide the necessary support and guidance to students. They can create an environment that fosters learning, growth, and overall development. When staff members are stressed, overworked, or burnt out, their performance may suffer, affecting the outcomes of the whole institution.

9

Given your work with NotLost, can you share an example of a successful intervention or program you implemented to improve well-being in an educational setting?

Our app support is proving to be a game-changer for both students and staff. The app provides a comprehensive range of tailored resources and tools to support mental health and well-being, including mindfulness exercises, guided meditation, and stress management techniques. It is a one-stop solution that empowered students to take control of their own well-being through the click of a button and from anywhere at any time!

However, in one particular case an organisation we worked with had an Ofsted inspection, and what truly impressed the inspectors was the inclusion of live breathwork sessions through our app. We recognized the power of breathwork in reducing anxiety, increasing focus, and promoting overall well-being. So, we collaborated with experts in the field to provide live breathwork sessions for students. These sessions were interactive, engaging, and tailored to the specific needs of each student.

The impact of this intervention was extraordinary. Students reported feeling calmer, more focused, and better equipped to manage stress. The positive effects were not limited to just the students; even teachers noticed a significant improvement in the overall classroom atmosphere. The Ofsted inspectors were thoroughly impressed with the attention to detail we put into supporting the students' well-being. They commended the organisation for going above and beyond in creating a nurturing environment that prioritised mental health.

This successful intervention is a testament to the power of innovation and collaboration in education. I am incredibly proud of the impact we made and excited to continue finding innovative ways to support well-being in educational settings.



10

Looking ahead, what emerging well-being trends do you see in education? And what guidance would you offer educators seeking to integrate optimal practices for promoting the well-being?

There are several emerging well-being trends in education that are gaining momentum. One of these trends is the focus on mindfulness and mental health. Educators are recognizing the importance of teaching students how to manage stress, build resilience, and maintain positive mental well-being. Incorporating practices such as meditation, guided breathwork sessions, and promoting self-reflection can significantly improve students' overall well-being.

Another emerging trend is the emphasis on physical activity and healthy lifestyles. Many schools are incorporating physical education classes, sports programs, and even outdoor learning opportunities to encourage students to be active and make healthy choices. This not only promotes physical well-being but also enhances cognitive function and academic performance.

Furthermore, there is an increasing recognition of the importance of social connections and fostering positive relationships within educational settings. Educators are encouraged to create a supportive and inclusive environment where students feel valued and connected. This can be achieved through collaborative learning activities, team-building exercises, and promoting empathy and kindness among students.

On the educators' side, to integrate optimal practices for promoting well-being, they should prioritise self care and personal well-being. It is essential for educators to take care of themselves first so that they can effectively support their students' well-being. This can involve setting boundaries, practicing self-compassion, and seeking support when needed. This can include integrating mindfulness exercises into morning routines, incorporating physical activities throughout the day, and providing opportunities for students to engage in meaningful relationships and social interactions.

KEY TAKEAWAYS

- **Holistic well-being in education:** Well-being in education goes beyond physical health, encompassing mental and emotional wellness, a sense of belonging, and feeling valued within the educational setting.
- **Technological advancements:** Technology has significantly transformed well-being support in education, with tools like NotLost's Student Support App providing accessible resources for students and educators 24/7.
- **Curriculum integration:** Incorporating well-being into the curriculum is crucial, teaching students mindfulness, stress management, and self-care skills alongside academic subjects to foster overall development.
- **Balancing academic pressures:** It's essential to balance standardized testing with holistic measures of success, evaluating students on social and emotional development, creativity, and critical thinking to reduce stress and promote well-being.
- **Educator challenges:** Educators face immense pressures, including long hours and emotional tolls, impacting their well-being and, in turn, their ability to support students effectively.
- **Comprehensive well-being support:** Well-being initiatives should include all school staff, as a happy, supported staff creates a nurturing environment, positively impacting the entire educational community.

TEACHER WELL-BEING IN ENGLISH LANGUAGE TEACHING

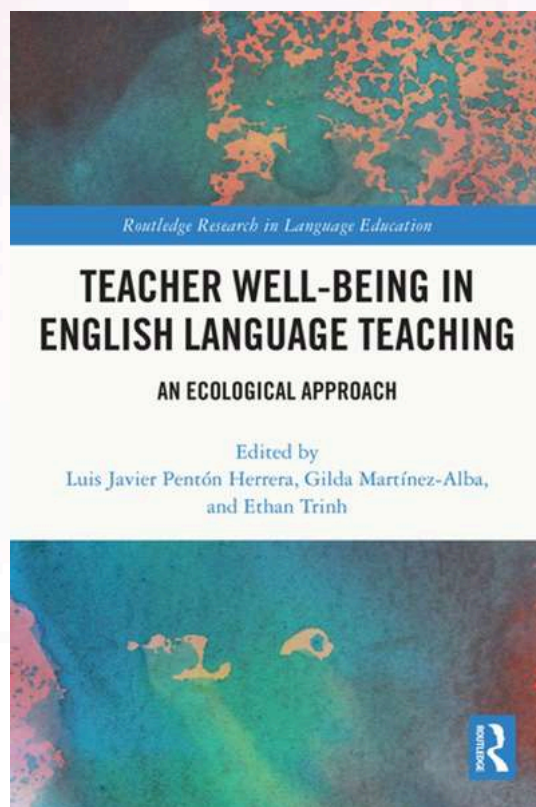
AN ECOLOGICAL APPROACH

Edited by Luis Javier Pentón Herrera, Gilda Martínez-Alba, Ethan Trinh

In recent years, the well-being of educators has emerged as a critical issue within the broader conversation about educational reform and sustainability. Recognizing that teachers face increasing pressures and stress, particularly in the field of English language teaching (ELT), ***Teacher Well-Being in English Language Teaching: An Ecological Approach*** addresses this crucial concern head-on.

Published in November 11, 2022 by Routledge, this edited volume features groundbreaking contributions that illuminate the critical importance of teacher well-being in the ELT field. Advocating for an ecological perspective, this book underscores that teacher well-being is a societal duty, not just a personal responsibility.

With innovative research from around the globe, it addresses the unique challenges faced by English language teachers across various educational settings. Academics, researchers, and educators will find invaluable insights and practical interventions to enhance teacher well-being in this compelling read.



The EduVerse Newsletter is thrilled to present a brief interview with **Dr. Ethan Trinh**, one of the esteemed editors of this inspiring book. Learn about their motivation behind the project, gain valuable insights, and receive guidance for educators on enhancing teacher well-being.

EduVerse: Welcome, Dr. Ethan Trinh. We're excited to have you discuss your book in the context of our special edition on well-being in education. But before we delve into that, would you mind shedding light on your path into the realm of well-being?

Dr. Ethan Trinh: My work focuses on meditation and well-being for LGBTQ+ (or queer, for short) and English language teachers since my doctoral studies. My hope is to co-create a world where the teacher's well-being and mental health are paid attention to and taken care of by not only individuals but also organizations and policymakers. I am inspired by doing this work with all teachers and stakeholders to shift the conversation on how to support English language teachers. I am glad that Dr. Luis Javier Pentón Herrera and Dr. Gilda Martínez-Alba trusted my work and scholarship to invite me to join the project with them.

Well-being is one of the most widely discussed topics, especially after the pandemic. What inspired you to write this book on teacher well-being in English language teaching?

As we continue to gain knowledge about what teacher well-being in ELT is and what it looks like, we need to go beyond prescriptive practices often adopted by institutions, like telling teachers to self-care by doing x, y, and z, and consider ecological perspectives. As we now know, well-being is not the sole responsibility of English language teachers and should not be enforced or expected as such. The community, both inside and outside of school, needs to work together to support English language teachers' well-being because teachers, like students, are at the heart of our educational system and constitute the most vital stakeholders in a healthy and educated society. Therefore, Dr. Luis Javier Pentón Herrera, Dr. Gilda Martínez-Alba, and myself decided to work on this project together to pave a new pathway to understand the teachers' well-being from the ecological approach and wanted to showcase excellent examples of how the topic of well-being for English language teachers is implemented around the world.

Could you elaborate on your definition of well-being and its significance within the context of English language teaching?

Although different conceptualizations exist, we agree with The American Psychological Association's definition of well-being as "a state of happiness and contentment, with low levels of distress, overall good physical and mental health outlook, or good quality of life" (APA Dictionary of Psychology, 2020, para. 1). Moreover, we also agree with the Center for Disease Control and Prevention (2018) that well-being has a direct correlation with—and directly affects—the quality of life. Lastly, well-being occurs when people are content with their lives both professionally and personally, feel fulfilled, and are capable of transforming experiences into long-lasting positive memories and emotions. In our book, we define well-being as a state of equilibrium where individuals experience health, happiness, and prosperity, all of which lead to developing life satisfaction, self-realization, and the ability to engage in socially-responsible behaviors—personally, professionally, emotionally, and spiritually—that produce long-lasting positive effects. Further, we hold that well-being is not an individual duty, but the responsibility of society and ecological systems where individuals reside as a whole.

Further, we amplify the urgent call to action made by Sarah Mercer (2021), an expert in Teachers' Well-being in ELT, and urge the ELT field to make well-being a priority both in research and practice. Teacher "well-being is not a vacuous nonsense. It is the absolute core of what it means to exist as a human being within a social and global ecology" (p. 21). Thus, in this edited volume, we place teacher well-being in ELT front and center throughout the different chapters that speak directly to teacher well-being in ELT at the micro, meso, and macrosystems. Our vision is that this edited book will serve as foundational work in the field, advancing the conversation of teacher well-being as an ecological responsibility rather than a personal duty.



In this edited volume, we place teacher well-being in ELT front and center throughout the different chapters that speak directly to teacher well-being in ELT at the micro, meso, and macrosystems. (Ethan Trinh)

I find your approach to the topic “ecological approach” very interesting. What exactly do you mean by an “ecological approach” to teacher well-being, and why did you choose this perspective?

In this book, we approach teacher well-being from an ecological perspective because we believe teacher well-being is a societal duty, not a personal responsibility. An ecological model considers individuals, relationships, organizations, communities, policy, society, and how they all fit together, which is very important to take into account since our mental and physical health are affected by multiple factors.

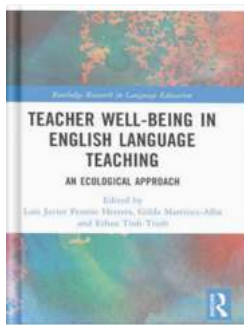
In the book, you outline three dimensions of the ecological approach to well-being. Could you provide a brief overview of these dimensions and how they contribute to fostering well-being among English language teachers?

In our book, we have Part II, III, and IV that discuss the different dimensions of micro-, meso-, and macro-system in approach the well-being of English language teachers. To begin with, the contributions in *Part II. Teacher well-being at the microsystem* shed light on how English language educators themselves (or with their colleagues) engage in practices that contribute to well-being. Then, the contributions in *Part III. Teacher well-being at the mesosystem* highlight the direct effects of organizational support (or lack thereof) on teacher well-being. Finally, the contributions in *Part IV. Teacher well-being at the macrosystem* advance the conversation by looking at teacher well-being in ELT through the lens of social practices and ideologies. We believe that through the ecological approach from micro (individuals and their relationships), meso (organizational involvement), and macro (policies enactment) can contribute to the wholeness of all facets of a person’s life—mentally and physically.

For readers who are considering picking up your book, what can they expect to gain from reading it?

Chapters in this book offer clear implications for research and practice, and explore effective practices and interventions that can contribute to the improvement of teacher well-being overall across the globe. With contributions from ELT practitioners in K-12 and higher education reporting teacher wellness in Canada, China, Costa Rica, Greece, Iran, Nigeria, Palestine, Sri Lanka, countries in The Gulf Region (Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates), and the United States, this volume sought to bring attention to the ecological nature of teacher well-being in ELT, demonstrating that wellness is a complex and multilayered issue. In addition, the authors of this book crucially speak to themes around the additional emotional investment and labor which come with being an English language teacher and how institutions can adopt some of the models to support teachers to succeed the professions. As such, this book will appeal to academics and researchers in the field of English language teaching, including scholar-practitioners, and teacher educators, and pave a new way of approaching teachers’ well-being from an ecological approach.

Thank you, Dr. Ethan Trinh, for sharing valuable insights into your book. We look forward to having you in EduVerse future events.



For more information about the book, click **HERE** or scan the QR.



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Ethan Trinh (Pronouns: they/them), Ph.D., is Associate Director at the Atlanta Global Studies Center at Georgia State University. Dr. Trinh focuses on emotions, gender, race, and language that embraces queerness as a healing teaching and research practices. Ethan has published 50+ articles and edited five volumes that focus on critical storytelling, teachers’ well-being, doctoral students’ emotions and identities, communities, and queer allyship (Brill, TESOL Press, and Routledge).

To me, well-being is a fairly simple concept. To be well. I think of it as an all-encompassing meaning to cover mental & physical health. To be well, is to feel happy, healthy and free.

As for how we can improve well-being in education, I will start with what I consider to be the biggest issue. I think that the biggest issue is overloading both staff and students. Students need opportunities to explore and develop their interests. Teachers need support to minimise unnecessary administrative tasks and additional responsibilities.



Richard Toulouse
Sedbergh Vietnam
(formerly BCIS), Ho Chi
Minh City, Vietnam



Deepak Kumar
Government Boys'
High School
Kohing, Kalat, Pakistan

Well-being, to me, encompasses maintaining a harmonious balance between professional responsibilities and personal health. It ensures that I can bring my best self to the classroom every day. The classroom climate is a direct reflection of the teacher's state of well-being; if the teacher feels pleasant and energetic, this positivity will permeate the classroom, fostering an environment where students feel motivated and engaged.

Enhancing well-being in education requires a multifaceted approach. Promoting a supportive school culture where teachers feel valued and heard is essential. Providing professional development opportunities that focus on self-care and stress management can significantly enhance educators' well-being. Incorporating activities that bring fun and engagement into the educational setting, such as team-building exercises and creative workshops, can also contribute to a positive atmosphere. Additionally, ensuring teachers have access to professional counseling and regular breaks during the school year is vital.



Projects

SHOWCASE

A 21ST APPROACH TO PROFESSIONAL DEVELOPMENT


AVANTI GRANGE'S COMMITMENT TO CPD AND WELL-BEING

Mark Nichols



At Avanti Grange, we firmly believe in the transformative power of continuous professional development (CPD) as a cornerstone of educational excellence. Our CPD programme reflects a comprehensive and holistic approach, integrating research-backed strategies with innovative practices tailored to the needs of our staff, combining high-quality professional growth opportunities with a strong focus on well-being. It is an empowering environment where every staff member feels valued, is continually learning, and can reach their full professional potential. This report provides an overview of our CPD offer, highlighting how it enhances pedagogical practice, supports staff well-being, and ultimately improves student outcomes.

CPD FRAMEWORK



Our CPD framework is informed by a diverse range of educational research, incorporating insights from Doug Lemov's "Teach Like a Champion" (TLAC), Rosenshine's Principles of Instruction, and Mark Finnis' Restorative Practice. This evidence-based approach ensures that our CPD is grounded in proven methodologies while remaining flexible to address the unique challenges faced by our teaching staff.

AVANTI GRANGE'S CPD PROGRAM FOCUSES

- **Enhancing teaching and learning:** We aim to elevate the quality of education by providing our staff with ongoing professional development opportunities that enhance their teaching skills, enrich their understanding of effective pedagogical strategies and deepen their subject matter expertise which includes the intent and implementation of curriculum.
- **Promoting leadership and collaboration:** Our CPD programme is designed to nurture leadership skills among all staff, particularly middle leaders, enabling them to drive innovation, implement strategic initiatives, and foster a collaborative culture within their teams.
- **Prioritising staff well-being:** Recognising the vital role of staff well-being in achieving educational success, we aim to integrate well-being activities into our CPD program, providing support and resources that contribute to a balanced, healthy work environment, and ultimately, the retention and growth of our dedicated staff.

WELL-BEING WEDNESDAYS

At Avanti Grange, we place great emphasis on staff well-being, understanding that it plays a vital role in both personal health and the overall effectiveness of our educational provision. One key initiative in our approach to staff well-being is the introduction of Well-being Wednesdays. This is a unique and highly valued aspect of our CPD programme, occurring once per half-term. On these days, traditional meetings are set aside in favour of activities designed to foster staff cohesion, community, and personal reflection, providing a much-needed break from routine work. These activities include:

- **Team-building exercises:** Activities that promote collaboration and strengthen relationships among staff members.
- **Personal reflection sessions:** Opportunities for staff to reflect on their professional journey and personal well-being.
- **Well-being workshops:** Sessions focused on mental health, stress management, and work-life balance.

The emphasis on well-being recognises that a nurtured and cohesive teaching community is fundamental to achieving educational success. By prioritising staff well-being, we create an environment where teachers feel valued and supported, which in turn positively impacts their performance and student outcomes.

WEEKLY CPD SESSIONS

A hallmark of our CPD offer is the dedicated weekly sessions every Wednesday afternoon from 2:30 to 5:00. These sessions are structured to include:

- **Formal meetings:** These provide a platform for discussing school-wide initiatives, policy updates, and strategic planning. It ensures that all staff are aligned with the school's vision and goals.
- **Bespoke CPD workshops:** Tailored to meet the specific needs of our staff, these workshops focus on enhancing subject knowledge, pedagogical skills, and classroom management techniques. The bespoke nature of these workshops allows for a personalised approach to professional development.

CPD CULTURE

At Avanti Grange, CPD is not confined to scheduled sessions but is an integral part of our school culture. Continuous improvement and development are embedded in our daily practices, reflecting our commitment to excellence. This pervasive CPD culture is evident in:

- **Peer observations and feedback:** Encouraging collaborative learning and sharing of best practices among staff.
- **Mentorship programmes:** Providing support and guidance for new and experienced teachers alike.
- **Research groups:** Facilitating professional inquiry and innovation through collaborative research projects.

IMPACT ON STAFF AND STUDENTS

The comprehensive CPD approach at Avanti Grange has had a significant impact on both staff and students. Teachers report increased job satisfaction, reduced stress levels, and a greater sense of professional fulfilment. This positive staff experience translates into enhanced student outcomes, with improved engagement, achievement, and overall school performance.

THE WELL-BEING MENU

- **Wellness workshops:** We tap into services offered by our HR department to conduct sessions that address various aspects of physical and mental health.
- **Exercise, sports, and yoga sessions:** Regular physical activity sessions, including sports and yoga, encourage fitness and offer a fun way to unwind.
- **Mindfulness and meditation:** These activities are designed to promote mental wellbeing, reduce stress, and enhance focus.
- **Arts and creativity activities:** From painting to crafts, these sessions allow staff to express their creativity.
- **Table top gaming activities:** These games provide a fun, relaxed environment to enhance team spirit and communication.
- **Nature walks or outdoor activities:** Staff can enjoy the outdoors, promoting relaxation and a sense of connection with the environment.
- **Social events:** These provide an opportunity to connect with colleagues in a relaxed setting, strengthening our school community.
- **Quiet time:** We provide spaces where staff can enjoy silence and solitude, a valuable resource in our busy school environment.
- **Healthy snacks and meals:** Nutritious food options are provided to promote healthy eating habits.
- **Early finish for staff:** On Wellbeing Wednesdays, we aim to allow staff to finish early, providing additional personal time.

Avanti Grange's CPD programme exemplifies our commitment to fostering an enriching educational environment through continuous professional development. By integrating research-backed practices with a holistic approach to staff well-being, we create a supportive and dynamic community where teachers thrive, and students excel. This case study showcases the profound impact of our CPD offer, serving as a model for schools seeking to enhance their professional development practices.

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As a Subject Lead of English at Avanti Grange Secondary School, **Mark Nichols** designs and delivers a comprehensive and dynamic English curriculum that integrates the UK's national standards with the soft skills essential for student success in the 21st century. He also leads and teaches a second subject, Drama and Performing Arts, which allows him to foster creativity and innovation among his students and colleagues.

He has recently obtained a Master of Arts in Educational Leadership at UCL Institute of Education. His research interest also includes the potential impact of AI, Big Data, and Machine Learning on teaching and learning.

BWS

BOOSTING WELL-BEING AT SCHOOL

Ceren TEZEL KELEŞ
Necip AKÇA

Ensuring that students feel safe, supported, and valued in their school environment is essential for their overall development. When schools prioritize creating a positive and inclusive atmosphere, students are more likely to thrive both academically and socially. Building strong relationships with teachers and peers can foster a sense of belonging and encourage students to reach their full potential. By promoting a culture of respect, understanding, and empathy, schools can contribute significantly to the holistic well-being of their students. Remember, a nurturing educational environment is the foundation for students to grow, learn, and succeed in all aspects of their lives.

Based on these facts, we prepared a timetable for a 6-month project about well-being at school for the 2023–2024 academic year. The founder school of the project, **Bodrum Science and Art Center (Türkiye)** collaborated with **Kaymakam Özgür Azer Kurak Secondary School (Türkiye’)** and later on had 8 more partners from 8 different countries (Portugal, Italy, Greece, Lithuania, Romania, Spain, Latvia, Croatia). The 5 themes we focused on in the project were Be Active, Connect, Take Notice, Keep Learning, and Give to Others. By integrating these 5 main topics into our project, we aimed to:

- be actively and meaningfully engaged in academic and social activities,
- feel safe, valued and respected at school and in life,
- have positive self-esteem, self-efficacy and a sense of autonomy,
- have positive and supportive relationships with teachers and peers,
- feel a sense of belonging to their classroom and school,
- feel happy and satisfied with their lives.

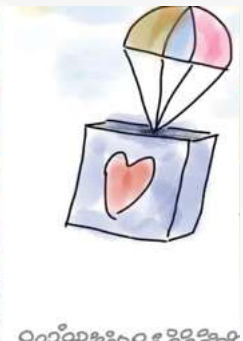
THEME 1 – BE ACTIVE

Engaging in physical activities as a form of well-being practice can have numerous benefits for both the body and mind. Whether it's enjoying the rejuvenating effects of fresh air, participating in outdoor school activities that stimulate creativity and teamwork, or finding inner peace through yoga and breath exercises, being active can truly enhance your overall sense of wellness. Furthermore, being active in nature offers benefits such as developing guiding skills, experiencing psychological boosts, appreciating and respecting the environment, and enhancing physical fitness.

Regular physical activity, such as yoga, running, or walking, is essential for maintaining good physical and mental health by managing weight, reducing chronic health risks, and improving mood. Stretching and breathing exercises help students relax, improve cognitive functions, and enhance overall well-being by promoting active learning and better control of the nervous system.

✓ Well-being happy box activity

The 'happy box' is a special place where students can curate items that bring them joy and comfort. It's a delightful way to promote well-being and self-care. When filling their happy box, students are encouraged to consider items that engage each of their five senses. For sight, they might include a picture of a loved one or a calming image. For sound, a favorite song or a recording of nature sounds could be soothing. Something fragrant like a scented candle or essential oil can appeal to their sense of smell. A piece of soft fabric or a stress ball could be comforting to touch. Finally, for taste, a piece of chocolate or a favorite tea could be included to indulge the sense of taste. The happy box serves as a personalized toolkit for moments when students need a pick-me-up or a moment of peace and relaxation.



THEME 2 – CONNECT

As our network expanded, so did our understanding of different cultures and perspectives. The connections we built not only enriched our lives but also broadened our horizons. Inviting guests to our classes brought fresh insights and diverse experiences, while organizing online events with international participants fostered a sense of global community. Planning special days with our loved ones created cherished memories, and exchanging hand-made postcards with our foreign partners added a personal touch to our exchanges. Through these interactions, we discovered the beauty of cultural exchange and the joy of forming meaningful connections that transcend borders.

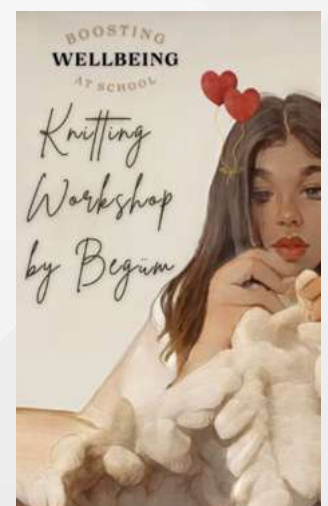
✓ Mandala activity

Mandala painting has been used as a form of meditation and well-being for centuries. Mandala painting is a wonderful practice for those looking to improve their mental and physical well-being. Creating a mandala requires focus and concentration, which can help calm the mind and reduce stress.



✓ Knitting workshop

Knitting has been rediscovered as a way to not only create beautiful handmade items, but also as a way to connect us. Boosting Well-being At School Knitting Workshop by our project student Begüm is based on the idea that we are all connected as human beings and that by coming together in this project means every stitch we knit while knitting is actually the bond we establish among ourselves.



THEME 3 – TAKE NOTICE

Engaging in activities that promote mindfulness and well-being can have a significant impact on our overall health. By incorporating new hobbies like knitting, coloring mandalas, or photography into our routines, we not only stimulate our creativity but also cultivate a sense of calm and focus. Venturing into uncharted areas of our cities or immersing ourselves in nature can help us reconnect with the tranquility and beauty of the world around us. Embracing these practices can enrich our lives and contribute to a greater sense of inner peace and contentment.

✓ Tree planting by the Italian team

There are millions of olive trees in Puglia, Italy. Some olive trees have just planted in the school garden and we adopted one of them and the students gave it the name of our project. Olive trees love sunlight and our garden is the perfect natural habitat for them. Students will take care of it so it can flourish and it will produce olives in the future.



✓ Art integration

As a Turkish team we have studied and integrated art as a “Take Notice” theme of well-being. By learning about an artist’s life and the stories behind his art, we can gain a deeper appreciation for his work and the world around us. We can also use his art as inspiration for our own creative pursuits.



THEME 4 – KEEP LEARNING

Exploring different forms of learning, we can expand our horizons, foster creativity, and enhance our overall sense of fulfillment, which greatly contributes to our overall well-being. Engaging in activities such as visiting exhibitions, museums, and theaters not only provides us with new knowledge but also enriches our cultural understanding. Organizing gastronomy workshops is another wonderful way to learn new skills and create delicious dishes to enjoy.

✓ RAFT writing method



The RAFT writing method can be a valuable tool for fostering creativity and self-expression. Through RAFT writing, one can step into different roles, perspectives, and voices, allowing for a deeper exploration of thoughts and emotions. Embracing the RAFT writing method as a part of “Keep Learning Theme” can lead to a greater sense of fulfillment, connection, and understanding of oneself and others.

✓ Wild animals presentation

Learning about animals is not only fascinating, but it can also promote empathy and awareness of the natural world. By understanding the importance of animal conservation and protection, students can become more responsible and caring citizens. Encouraging students to take an active role in their own learning can help them become lifelong learners and responsible members of society.

THEME 5 – GIVE TO OTHERS

Give to others as a theme of well-being is a wonderful concept that can bring joy and fulfillment to both the giver and the receiver. With this, we instill a sense of community and empathy. Engaging in activities such as donation campaigns for endangered animals, volunteering to help those in need, and creating hand-made mind games to share contributes to creating a more connected and caring society. The act of giving not only benefits others but also brings happiness and satisfaction to the giver.

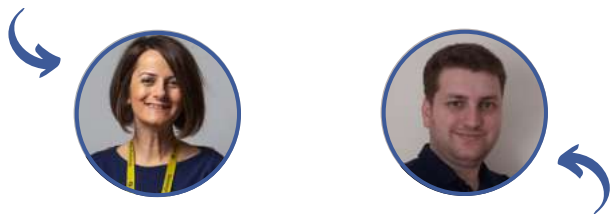
✓ A campaign by the Lithuanian team

Students were invited by the seventh graders to participate in the "Old - new" toy campaign. The children brought to school one toy each that they wanted to say goodbye to, for which they received a coupon created by the seventh graders. This coupon turned into money that allowed to choose a new toy. In this way, a sad, already bored toy at home became a new friend or a fun pastime for another child.

✓ Time capsule activity

In the year 2041, as we gaze into the future with hopeful hearts, we envision a world filled with kindness, progress, and unity. The messages sent to the cosmos in a time capsule by students symbolize our collective dreams and aspirations for a brighter tomorrow.

Ceren TEZEL KELEŞ, an English Language Teacher at İzmir Kaymakam Özgür Azer Kurak Secondary School in Türkiye, brings over two decades of teaching experience since embarking on her career journey in 2001. Graduating from the English Language Teaching Department in the same year, she continued her educational pursuits, earning a master's degree in 2022 with a focus on "Teaching Turkish to Foreigners". Her dedication to excellence has garnered her recognition as an eTwinning award recipient since 2015. Additionally, she serves as the director of European Union projects and is an implementer teacher of the international Eco-School platform.



Necip AKÇA serves as an English Language Teacher at the Bodrum Science and Art Center in Turkey. With a decade of experience in education, Necip brings a wealth of expertise to his role. He holds degrees in English Language Teaching, International Relations, and Culinary Arts, earned in 2014, 2019, and 2021 respectively. In 2022, he completed his master's degree, focusing on "Teaching Turkish to Foreigners." Throughout his career, Necip has spearheaded various European projects and has been recognized with multiple awards for his contributions to education. Notably, in 2022, he was bestowed with the prestigious Global Teacher Award by the AKS Foundation in India.

COMMON PRODUCTS

Child friendly school model

As "BWS-Boosting Well-being At School" project, we pride ourselves on our project students having a voice. We value their views on every aspect of school life and nurture a culture where all children feel listened to, valued, respected and empowered. That's why on a very special day: World Children Day, we organized a special event to hear our students' voice and choice! Children have the right "to voice their opinions on activities and decisions which shape their lives, and the right to receive and share information in different ways" Articles 12 & 13, the United Nations Convention on the Rights of the Child (UNCRC) (Bucknall, 2012, p. 4). As BWS-Boosting Well-being At School Project Team, we all invite our students to voice their opinions, ideas and preferences and create a unique child-friendly school recipe!

Product video



A manual for science education

Give to others as a well-being theme, for when you share your knowledge with the universe, you spark inspiration and ignite curiosity. In collaboration with science teachers, we aim to share the finest examples of our science class activities. Through this science book, we aspire to assist teachers and students alike in their educational journey. Within these pages, we have gathered a collection of experiments, each brimming with the potential to engage and enlighten.



References:

- Bucknall, S. (2012). Children as Researchers in Primary Schools. London: Routledge, <https://doi.org/10.4324/9780203116302>
- <https://bwsetwinning.wixsite.com/boostingwell-being> (info about the project)



FOSTERING OPTIMAL SCHOOL ENVIRONMENTS

ENHANCING WELL-BEING AT SCHOOL

Şeyma Güneş and Behiye Karatop

Well-being covers the aspects of health and happiness, which involve mental and physical health, physical and emotional safety, and a feeling of belonging, purpose, achievement and success. Its significance in educational institutions is profound as it directly impacts students' academic performance, social interactions, and overall development. When students are in good physical and mental health, they are able to focus, concentrate, and engage in learning activities better. Additionally, a positive school environment that values well-being fosters supportive relationships among students and teachers, creating a sense of belonging and safety.

GLOBAL KIDS WELL-BEING ACADEMY PROJECT

► ABOUT THE PROJECT

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Considering this viewpoint, we have decided to assist and guide our students in developing their creativity and innovative skills, which are closely connected, through our project.

Global Kids Well-Being Academy Project aims to promote well-being and foster creativity and innovation at schools, not just for students but also teachers and parents. The project has 10 partners from 4 different countries including Türkiye, Italy, Romania, and Slovenia who work collaboratively to create innovative solutions, provide resources, and support the implementation of our projects. Every decision of the project (from choosing a mascot for the project to choose the type of the activity) has been taken democratically and with the participation of all the partners and the students.

► ABOUT THE PROJECT

This project systematically addresses well-being through four main categories: **social innovation within a school, mental and emotional well-being within schools, pedagogical innovation, and engaging with innovation and current fundamental topics.**

① **Social innovation within schools**

Social innovation within schools aims to foster a sense of community and social responsibility among students. The project members organized a variety of activities to achieve this goal:

- **Kite making:** Students collaboratively designed and created kites, which they then flew together, promoting teamwork and creativity.
- **Field trips:** Organized trips allowed students to explore new environments, learn outside the classroom, and build stronger bonds with their peers.
- **Picnics:** These informal gatherings provided opportunities for students and teachers to relax and interact in a less structured setting, strengthening relationships.
- **Painting exhibitions:** Students showcased their artistic talents, which encouraged self-expression and appreciation of diverse perspectives.
- **Social aid campaigns:** Students planned and executed campaigns to support local communities, teaching them the importance of social responsibility and empathy.
- **AI-written theatre plays:** By staging plays written with the help of AI, students engaged in innovative storytelling, blending technology with creativity.

2 Mental and emotional well-being

Mental and emotional well-being is crucial for students' overall development. The project included several activities to promote this:

- **Drawing project mascot:** Students participated in drawing a project mascot, followed by voting on the best design and name. They chose a cute world and named it 'Globy'. That's how our dear mascot 'Globy' became part of our school life. This activity fostered a sense of belonging and collective decision-making.
- **Sewing handmade project mascot:** The project partners not only selected a mascot and named it, but they also purchased fabric related to the design and crafted a 3D version of the mascot with the students. The students were delighted and incorporated the mascot into all project activities, considering it a friend. The significant benefit of utilizing a real-life, handmade mascot was that it encouraged some of our shy students to actively participate in the project and take on leadership roles.
- **Dream-school posters:** The project partners asked students to draw their dream schools. The results were amazing because students made great designs with impressive ideas. Designing posters of their ideal schools allowed students to express their hopes and aspirations, contributing to a positive school culture.
- **Collaborative playlists:** The project partners prepared their own music playlists after discussing with students, including music selected from their native languages as well. Creating playlists with music from different cultures helped students appreciate diversity and find common ground through shared musical interests.
- **Friendship bracelets and well-being postcards:** The project partners were paired up, followed by students crafting postcards and creating vibrant, artistic bracelets for each other. Witnessing the joy and delight in their eyes upon receiving these items was truly rewarding. These activities entailed students making and swapping handmade bracelets and postcards, fostering kindness and emotional bonds.



3 Pedagogical innovation

Pedagogical innovation focuses on enhancing teaching methods and learning experiences. Activities included:

- **Reading "I Can Handle It!":** Project partners engaged with their students by reading a book in both English and their native language to explore the themes of resilience and problem-solving. Following this, students incorporate our mascot 'Globy' by giving it a role in the book.
- **Six hats thinking activity:** This activity centered around a book about a child facing numerous challenges and overcoming them with creativity. Following the book, the instructors grouped the students together and tasked them with brainstorming alternative solutions for the problems. Utilizing Edward de Bono's technique, this exercise prompted students to explore problems and solutions from various angles, promoting critical thinking and teamwork in problem-solving.
- **AI-Generated videos:** Students used two AI tools, Voila AI and Virbo AI, to create engaging videos. They started by using Voila AI to convert their photos into 3D cartoon avatars. Subsequently, they incorporated Virbo AI to animate the characters and narrate their stories using their own voices. This innovative approach enabled the students to tackle challenges in a captivating storybook style, enhancing their digital literacy skills and delving into the various uses of AI in communication.

4 Engaging with innovation and current fundamental topics

This category aimed to keep students engaged with the latest technological advancements and fundamental issues. With these activities, the project aims to holistically develop students' skills, fostering a supportive and innovative learning environment.



- **Codeweek participation:** Europe Code Week aims to bring coding and digital literacy to everyone in a fun and engaging way. Every year from 14-27th of October, many schools added organization or organise an activity to participate the Codeweek. Our project students also took part in Codeweek, learning the basics of coding and programming, which are essential skills in the digital age.
- **Cybersecurity awareness month:** By participating in activities during this month, students learned about online safety and the importance of cybersecurity.
- **European schoolnet academy course:** Completing the course "Navigating Innovative Technologies Across the Curriculum" provided teachers with new strategies to integrate technology into their teaching practices.
- **Utilizing AI tools:** Students explored various AI tools such as Animated Drawings, ChatGPT, Leonardo AI, and Suno AI. These tools were used for creative projects and problem-solving exercises, helping students understand and harness the power of artificial intelligence.

The Global Kids Well-being Academy eTwinning Project exemplifies the power of collaborative efforts in fostering optimal school environments that enhance well-being. By addressing well-being through social innovation, mental and emotional support, pedagogical innovation, and engagement with current technological advancements, this project holistically nurtures students' growth. The diverse activities—from creative arts and social campaigns to cutting-edge AI tools—provide a comprehensive approach to education, ensuring that students, teachers, and parents alike benefit from a supportive and innovative learning atmosphere. As we continue to prioritize well-being and creativity, we pave the way for a brighter, more inclusive future for our students.

Project video



Şeyma Güneş is an experienced English teacher, graduating from Uludağ University/ Foreign Language Education/ ELT Department. Over her 16-year career, she has taught at seven different public schools and contributed to numerous educational projects. Şeyma is a passionate advocate for innovation and creativity in education, consistently leading new initiatives. She prioritizes student well-being and actively engages her students, ensuring her lessons are both impactful and engaging.

Behiye Karatop is an experienced English teacher with 14 years in the field, renowned for her passion for creativity and project-based learning. She is celebrated for her innovative teaching methods and her leadership in the English Together Project. Her dedication to fostering student excellence in English, along with promoting global connections and collaboration, has earned her significant recognition. In 2023, she was honored with the 'Most Inspiring Teacher' award by the prestigious INGED English Language Education Association.





Eduverse

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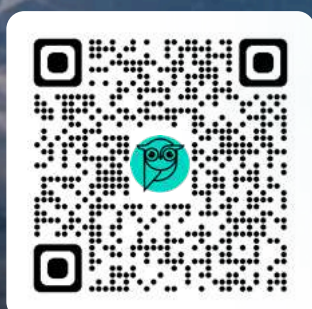
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In the verse

Welcome to **In the Verse**, your go-to column for curated education articles and news from across the internet. We'll sift through the digital realm to bring you concise summaries, keeping you informed and inspired. Join us as we navigate the vast sea of online resources and uncover the latest in educational innovation.

** Scan the QR codes or click on the titles to read more.*

Wellness in the virtual classroom toolkit



The shift to virtual instruction caused significant disruption for students, faculty, and staff. The current global challenges impact learning. Integrating wellness in virtual classrooms is crucial, providing opportunities alongside new challenges.

Mental health in teens: 10 risk & protective factors



Why is mental health in teens so fragile? Are there known risks we can identify early to protect against them? Who is at the highest risk, and why? What skills can we build in teenagers to protect their mental health as they grow up?

Children's wellbeing in a digital world



This report is the third in a series of annual reports on children's digital wellbeing. The series takes responses from around 1000 families across the UK to help us evaluate and track the impact of technology on kids.

5 types of self-care for every area of your life



We need to take care of our bodies if we want them to run efficiently. Remember that there's a strong connection between our body and our mind. When we care for our bodies, we'll think and feel better, too.

Why is mental health and well-being important for schools?



Ensuring good mental health and well-being is crucial for students in school. It aids in effective learning, managing daily obstacles, and fostering resilience as they grow into young adults. Schools have various ways to support the mental health and well-being of their students.

Why schools must think of education and well-being as inseparable

The interview with Julian Schmitz seeks to enhance the understanding of the care situation for children and young individuals with psychosocial issues. Julian explains in this interview the critical reasons why this mapping is necessary.



Children and classroom brain breaks? It really works wonders!

It can be challenging for young children to maintain focus and interest throughout the entire school day. Yet, incorporating brief activity breaks, also known as "brain breaks," can significantly impact children's learning and growth!



6 fun wellbeing activities for primary school students

Looking for some simple and fun wellbeing activities for primary school students? This is where you can find free worksheets to use with your primary school students in class.



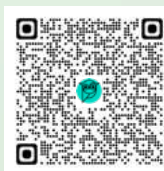
3 ways to ensure the health and well-being of your students

The health and well-being of students are crucial for their academic achievements. Schools can create an environment where children flourish by ensuring they are healthy, content, and well-supported.



Navigating stress in the digital age; strategies for health and wellbeing

In today's interconnected world, stress often accompanies our digital lifestyle. With the never-ending flow of notifications and the need to stay active on social media, it's common to feel overwhelmed. Taking regular breaks from screens is a highly effective method to alleviate digital stress.



Classroom Techniques

Welcome to our monthly **Classroom Techniques** column, where you can find practical teaching techniques that can be implemented in your classroom right away. Whether you're a seasoned ELT professional or a new teacher full of enthusiasm, this column is designed to supply you with new ideas every month to improve your classroom performance.

6 Warm-Up Activities to Boost Your Class Well-being



1 Inspirational Quotes

- Start the class by sharing an inspirational or motivational quote. Invite students to reflect on the quote and share their thoughts.
- Have students share a positive affirmation or something they appreciate about themselves or the class.

This can set an uplifting tone for the lesson.

2 Nature Walk

- Take the class outside for a brief walk around the school grounds or a nearby green space.
- Pair up students and encourage them to walk in nature to reflect on the previous lesson or the topic to be taught that day.



This brief connection with nature can boost mood, focus, and creativity.



3 Sharing Celebrations

- Ask students to share a recent "win" or something they are proud of. Emphasize that wins can be big or small, academic or personal.
- Create a simple, fun ritual to celebrate each shared win such as a round of applause, a special cheer, or a "high-five" gesture.

This promotes a culture of positivity and mutual support.

4 Brain Teasers or Riddles

- Begin the class by posing a thought-provoking riddle or a quick brain teaser to the students.
- Encourage them to work together in pairs or small groups to try and solve the challenge.
- After a few minutes, have volunteers share their guesses and reveal the answer.



This activity sparks critical thinking, collaboration, and a bit of friendly competition.

5 Guess the Artifact

- Begin activity with brief mindfulness exercise to aid student focus. Have them close eyes, take deep breaths, engage senses.
- Bring in a mystery object related to the day's lesson.
- Pass it around the class and have students try to guess what it is and how it connects to the topic.



This sparks interest, boosts awareness, and creates enthusiasm for the upcoming lesson.

6 Fun Fact of the Day

- Select a fun fact of the day ahead of time to share enthusiastically with students.
- Encourage 1-2 minutes of discussion as students react and ask questions to share personal experiences related to the fun fact.
- Prepare some follow-up questions to stimulate critical thinking.



This can bring smiles and levity to the classroom, setting an upbeat, positive tone.

Story Tribe

The Storyboarding App



<https://storytribeapp.com/>

StoryTribe is a web-based storyboarding tool. It allows users to easily **illustrate their ideas, concepts, and storyboards** directly in their web browser without drawing skills. It includes a library of customizable characters, backgrounds, and props, so users can easily create the perfect scene for their story.

Key Features



- **User-friendly platform:** Easy-to-use and intuitive user interface for a smooth experience.
- **Quality illustration:** Suitable for professional & academic use cases.
- **Speech enhancer:** Enhance input recordings to sound professional studio quality.
- **Extensive asset library:** With ready-to-use graphic assets & scene props.
- **Easy downloading:** Share and download your canvas in various sizes and formats with ease.



Teaching Ideas

- **Visualize concepts:** Make complex concepts and processes in a clear and engaging way.
- **Creative projects:** Assign storyboarding for students to illustrate their ideas and concepts.
- **Foreign language skits:** Create storyboards for skits to practice pronunciation & dialogue flow.
- **Movie retellings:** Choose a simple movie clip and have students storyboard the key scenes.
- **Vocabulary building:** Create a storyboard with pictures and short descriptions to introduce new vocabulary words.

Quick Start Guide

Access the website then **sign up** with your Google account.



Step 1

Choose **"Create storyboard"** to begin your project.



Step 2

Create your own storyboard by customizing characters, backgrounds, and other visual elements.



Step 3

Download your finalized canvas for unlimited times with the free plan.



Step 4

STORYBOARDING 101 FOR TEACHERS

INJECT CREATIVITY INTO LESSON PLANNING

Pose provoking questions

Instead of simply posing a question on the board or verbally, teachers can create storyboards with characters and backgrounds related to the topic. Have the characters in the storyboard help pose the question, making the learning experience more engaging and interactive.

Do you think window shopping can help you make better purchasing decisions?

Why or why not?



What do you like doing in different times of the year?

If it's spring, I'd love to have a picnic with my family on the mountains.



Interactive Dialogue Storyboarding

Teachers can create their own materials using dialogues from storyboards featuring characters and backgrounds related to the topic, visually representing conversations.

Grammar in Context

Incorporating grammar concepts into a storyboard context can make learning grammar much more engaging and effective for students. StoryTribe can assist teachers in creating relatable characters and scenarios that demonstrate proper grammar in action.

Have you ever joined a cooking club?

Yes, I have!

No, I haven't.



Lesson of the month

Welcome to the **Lesson of the Month** column, a dedicated space in our EduVerse newsletter where we bring you insightful and engaging English Language Teaching (ELT) lessons. Whether you're a seasoned ELT professional or a passionate new teacher, this column aims to provide you with a monthly dose of inspiration and practical ideas to enhance your classroom practice.

HOW TO OVERCOME YOUR CHALLENGES IN LIFE?

your problems are your gifts your problems

Lesson Goals

Problems

- ◆ Understand the concept of well-being by identifying myths and truths about it.
- ◆ Understand that challenges are a part of life and differentiate between external and internal challenges.
- ◆ Discover practical strategies to navigate and overcome life's challenges in ways that support overall well-being.

Language Competence

- ◆ Acquire new vocabulary related to the topic.
- ◆ Improve listening skills and effective note-taking techniques.
- ◆ Promote inner strengths and empathy to give others strength to overcome challenges.



TARGET LEARNERS

Teens (B1 - B2 levels)



DURATION

90 minutes



PREPARATION

Classroom technology
Large-sized papers
Art supplies (crayons, pencils, ...)

STUDENT WORKSHEET
(7 PAGES)



TEACHER'S GUIDE
(6 PAGES)



DOWNLOAD



Empowering Educators:

The Role of Communities of Practice in Teacher Professional Development and Lifelong Learning



Date
22 June, 2024



Time
5:00PM Vietnam Time
7:00AM (BRA/ARG)
10:00AM (GMT)



Free
E-Certificate



Introduction to Communities of Practice (CoPs)



Benefits of CoPs for Educators



Impact of CoPs on Continuous Professional Development (CPD)



Addressing Key Issues in Teacher Professional Development



How to set up effective/ impactful CoPs in your context



Raquel Carlos

Academic Director at Edify Education



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Student-Centered Observation Scheme

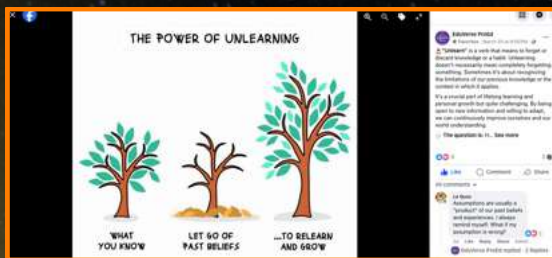
The **Student-Centered Observation Scheme (SCOS)** by Pro.Ed Education Solutions is honored to be presented the **Innovation in Education Award** by Asia Education Conclave in 2023. SCOS is a groundbreaking educational product that has the potential to transform teaching and learning.

By shifting the focus to students, it not only improves teaching quality but also ensures that educators prioritize the needs of their students.



EduVerse Facebook group provides subscribers with curated professional development activities of EduVerse, our partners, and other trusted organizations. Find cutting-edge strategies, classroom tips, and inspiration to ignite curiosity and foster creativity in students.

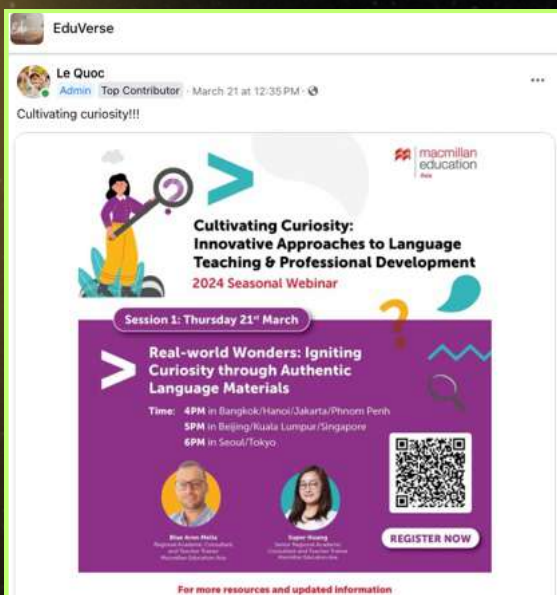
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Learn about and **join** the activities, professional development resources, and opportunities available through Pro.Ed's partners.



Weekly Wins: a new series at EduVerse where we engage with educators to discuss their small wins, and achievements from the week! When we reflect and celebrate what we did in a week, it reminds us that progress is happening, even if it's in small steps.

Join here





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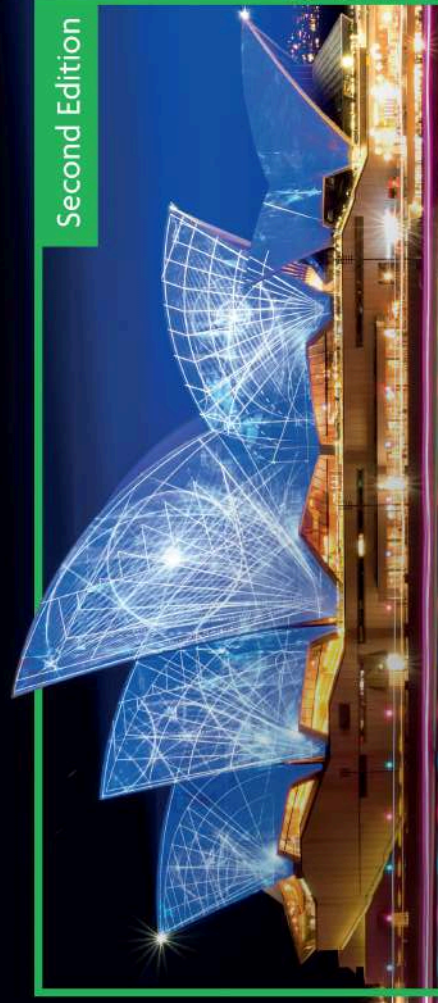


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Book Info

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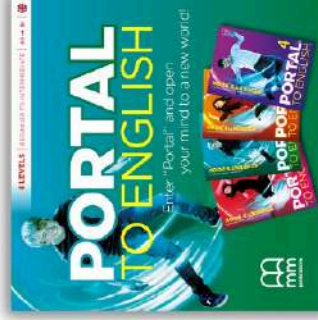
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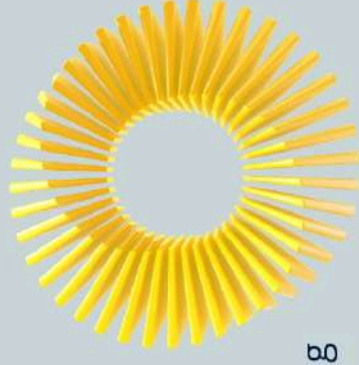
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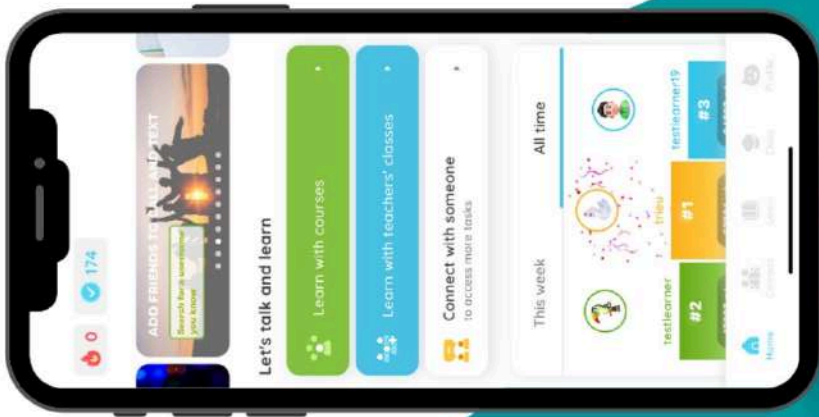
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Our LinkedIn community serves 88,000 teachers daily. We also provide individual lesson resources through TpTs.



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OUR MISSION STATEMENT

ELT Buzz aims to provide English language teachers around the world with essential information about the profession and inspiration for their own classroom teaching and professional development.

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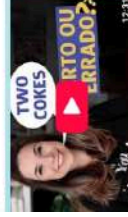
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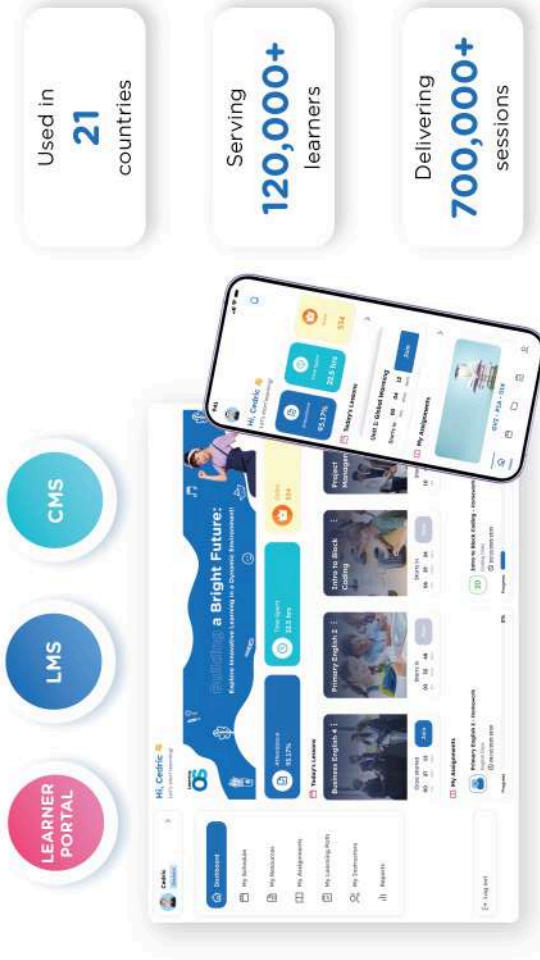
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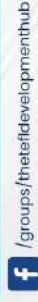
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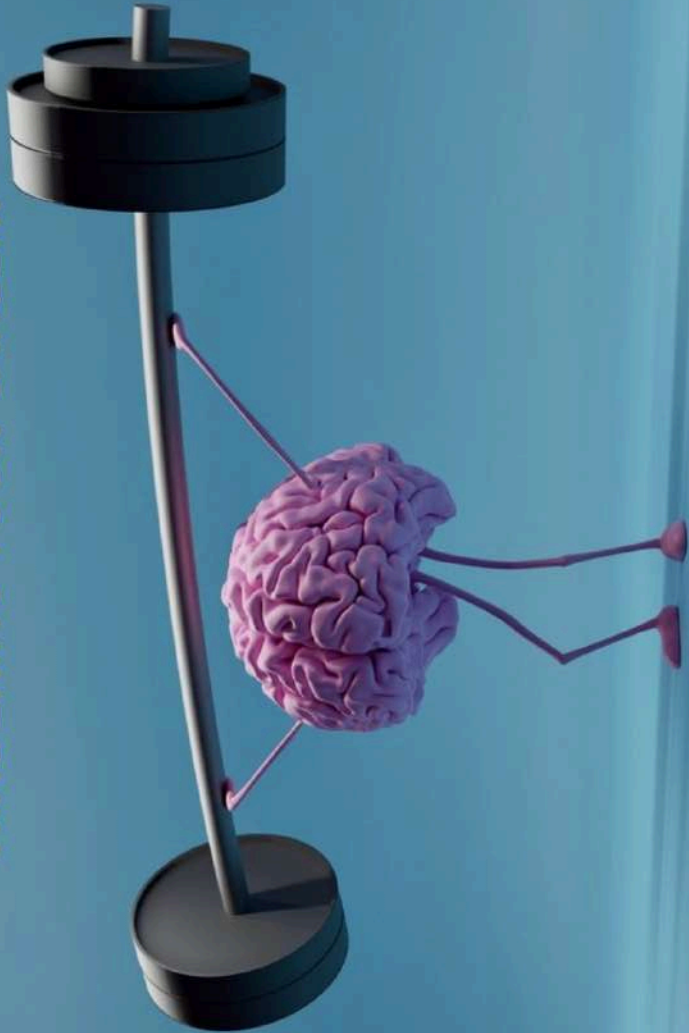
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