



A Satisfying School Experience: strategies and skills for teachers

Marta Mandolini

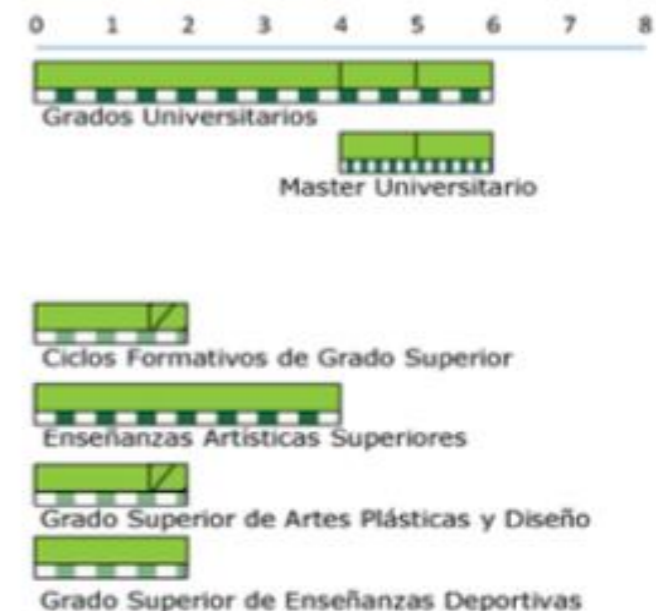
Europass Teacher Academy

Spain

Age of students

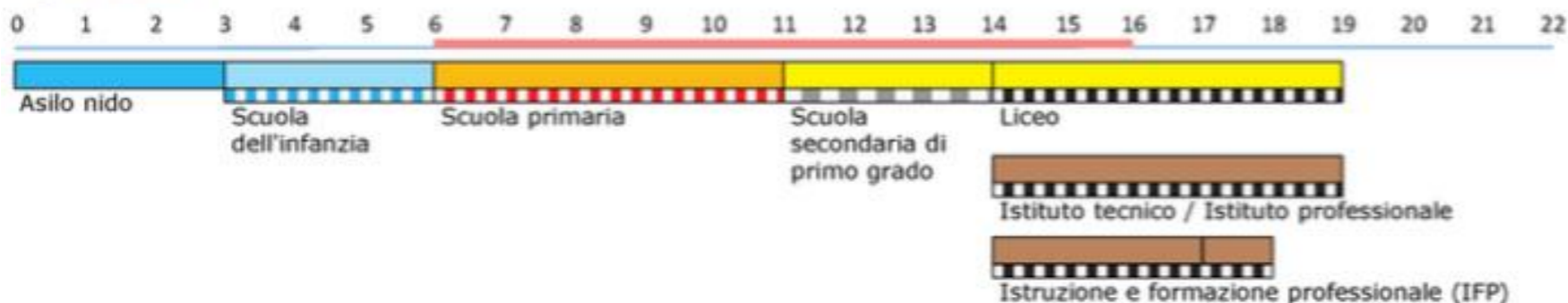


Programme duration (years)

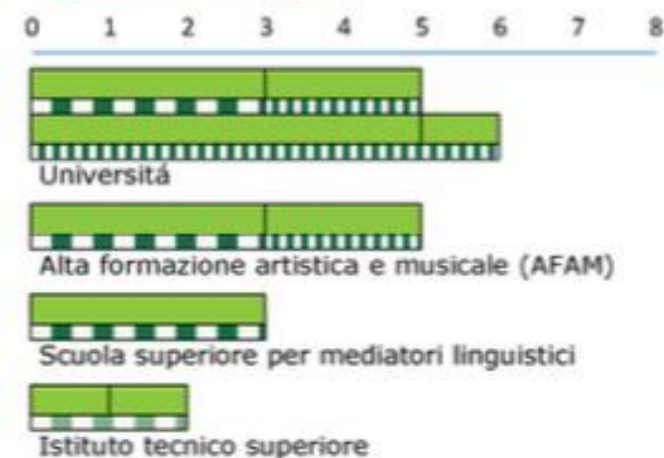


Italy

Age of students



Programme duration (years)



POSITIVE PSYCHOLOGY

Positive Psychology is defined as the scientific study of human flourishing, and an applied approach to optimal functioning, also, the study of the strengths and virtues that enable individuals, communities and organizations to thrive.

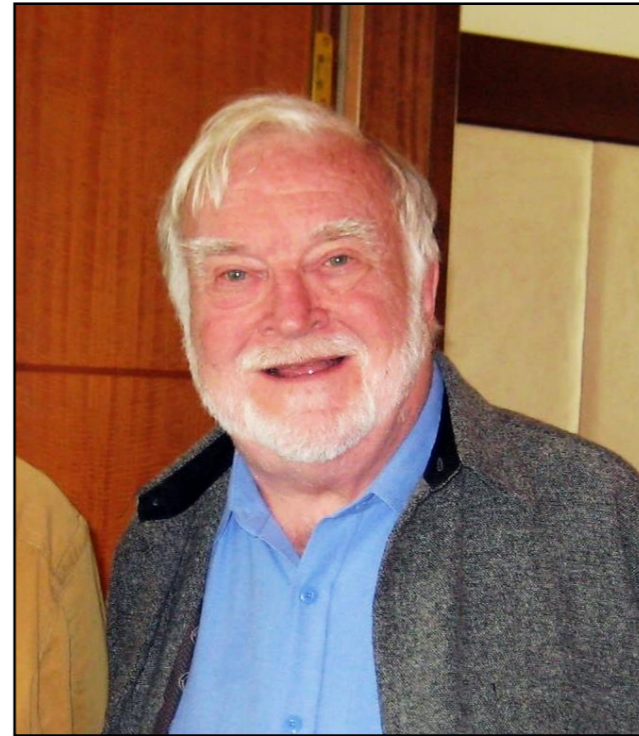
It is grounded in the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within them, and to enhance their experiences of love, work, and play. It is an accepted branch of Psychology, that accepts Meditation (Mindfulness) without any religious reference.

Four of the major aims of Positive Psychology:

- Rise to life's challenges, make most of setbacks and adversity
- Engage and relate to other people
- Find fulfillment in creativity and productivity
- Look beyond oneself and help others to find lasting meaning, satisfaction, and wisdom



MARTIN SELIGMAN
THE PERMA MODEL



MIHALY
CSIKSZENTMIHALYI
THE FLOW THEORY

CHRISTOPHER PETERSON
CHARACTER STRENGTHS AND
VIRTUES



POSITIVE EDUCATION

- Positive Education brings together the science of Positive Psychology with best practice teaching to encourage and support individuals, schools and communities to flourish. Flourishing refers to combination of ‘feeling good and doing good’.
- Among the happiness skills:
 - strengthen relationships
 - build positive emotions
 - enhance personal resilience
 - promote mindfulness
 - encourage a healthy lifestyle



The **PERMA** Model of Well-Being

Positive Emotion

Positive emotions are an essential part of our well-being. Happy people look back on the past with gladness; look into the future with hope; and they enjoy and cherish the present.

Relationships

Everyone needs someone. We enhance our well-being and share it with others by building strong relationships with the people around us - family, friends, coworkers, neighbours.

Accomplishment

Everyone needs to win sometimes. To achieve well-being and happiness, we must be able to look back on our lives with a sense of accomplishment: 'I did it, and I did it well'.

Engagement







When we focus on doing the things we truly enjoy and care about, we can begin to engage completely with the present moment and enter the state of being known as 'flow'.

Meaning

We are at our best when we dedicate time to something greater than ourselves. This might be religious faith, community work, family, politics, a charity, a professional or creative goal.

From Martin Seligman's *Flourish*, 2011

24 PERSONAL STRENGTH EDUCATION

					
wisdom	courage	humanity	transcendence	justice	moderation
<i>//creativity</i> <i>//curiosity</i> <i>//judgement</i> <i>//love of learning</i> <i>//perspective</i>	<i>//bravery</i> <i>//persistence</i> <i>//honesty</i> <i>//zest</i>	<i>//love</i> <i>//kindness</i> <i>//social intelligence</i>	<i>//appreciation of beauty</i> <i>//gratitude</i> <i>//hope</i> <i>//humour</i> <i>//spirituality</i>	<i>//teamwork</i> <i>//fairness</i> <i>//leadership</i>	<i>//forgiveness</i> <i>//modesty</i> <i>//prudence</i> <i>//self-control</i>

BURNOUT



- Burnout is a state of physical, mental and emotional exhaustion resulting from chronic stress.
- Emotional exhaustion, depletion of emotional resources, nothing left to give.
- It is alienation, indifference and low self-regard, a loss of interest in work.
- Depersonalization, cynicism, negative attitudes towards the recipients of care or service.
- General dissatisfaction with oneself, professional abilities; low self-confidence
- A cumulative process, starts with small warnings which can intensify.

**WHAT EXACTLY IS BURNOUT?
(MASLACH AND JACKSON, 1982)**

**SYMPTOMS OF BURNOUT:
PSYCHOLOGICAL, PHYSICAL,
BEHAVIORAL**

- Continuous frustration, anger, anxiety, dissatisfaction, depression, helplessness, resentment. Work is no longer enjoyable or interesting.
- Frequent tardiness, absenteeism, poor job performance, lack of interest or commitment. Lack of physical and emotional contact with students.
- Generally run-down, exhausted; headaches, digestive problems, high blood pressure, heart palpitations, insomnia.
- Greater use of alcohol, caffeine; unhealthy eating habits, use of sleeping pills, tranquilizers or anti-depressants.

FACTORS LEADING TO BURNOUT...GET
READY!

- Difficult working conditions
- Overcrowded classes
- Excessive job demands
- Pressure to produce, perform and meet deadlines
- Too many roles to fill
- Lack of proper training
- Lack of recognition and feedback
- Lack of admin. support
- Lack of collegial support
- Profusion of school reform which are imposed from the top down
- Test-related pressure
- Insufficient pay
- Disruptive student behavior
- Difficult communication in multi-cultural context
- Demanding parents

- Pay attention to warning signs! All staff should know about burnout. Administrators should conduct interviews and evaluations.
- Time management strategies
- Professional development, like mentoring, conferences, workshops, seminars
- Stress management workshops
- Meditation and breathing techniques
- Peer support groups
- Supportive leadership

**There are no prizes in heaven for
SUPERHERO teachers**

Teacher at the beginning
of the school year



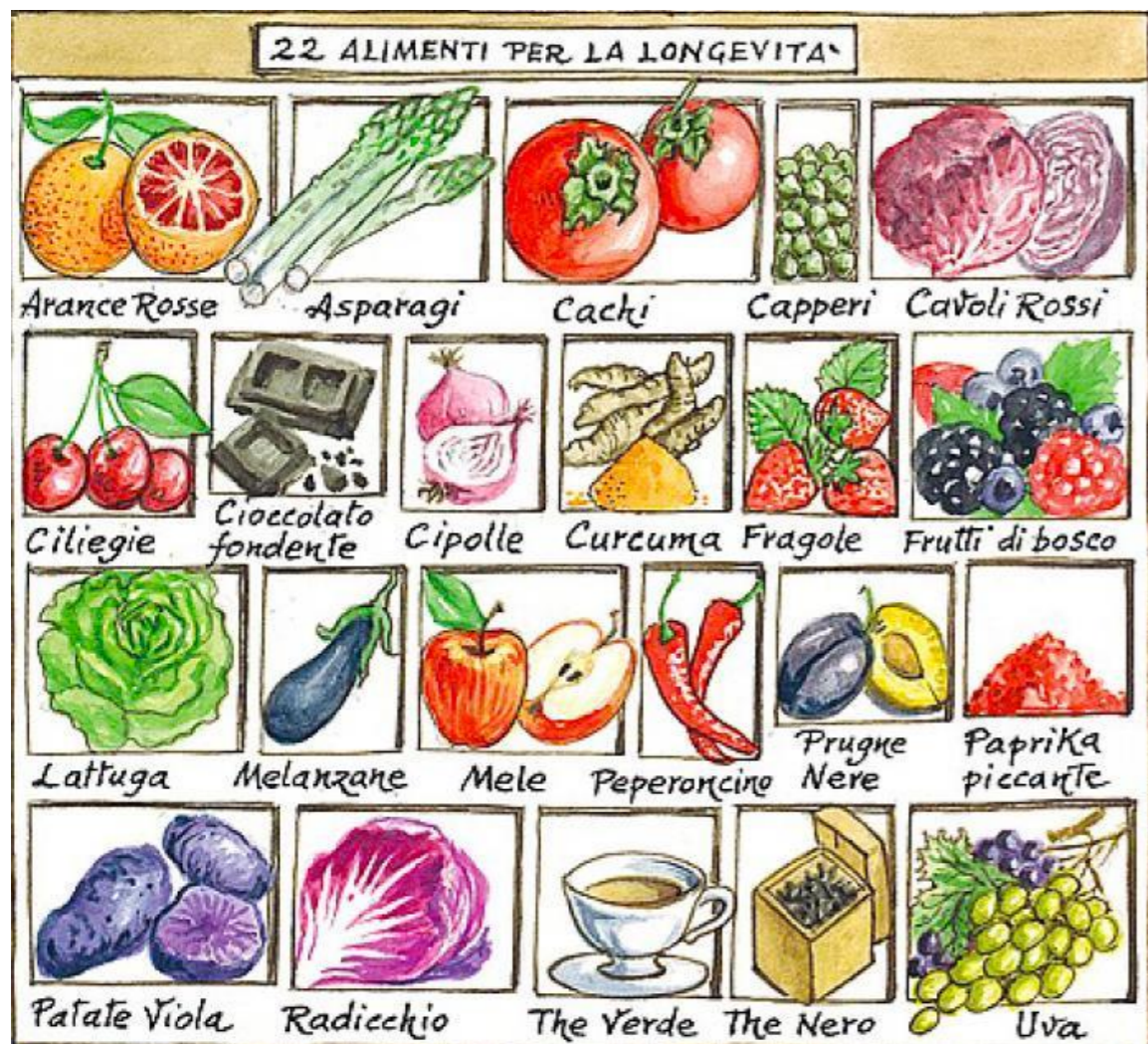
Teacher at the end
of the school year



Aim for 7 hours of sleep!



**GIVE YOURSELF THE SAME ADVICE YOU GIVE TO
OTHERS!**



KEEP
CALM
AND
ENJOY YOUR
FOOD



GIVE YOURSELF THE SAME ADVICE YOU GIVE TO OTHERS!

Practice Sport!



Spend time in nature!



GIVE YOURSELF THE SAME ADVICE YOU GIVE TO OTHERS!

Matriz Eisenhower



AND WHAT ABOUT OUR STUDENTS?

- Make it Meaningful!
- Connect activities to students' previous knowledge and experiences, make it personal! Show that it is worth it!
- Encourage Autonomy!
- Welcome students opinions and ideas, be careful of language and tone, don't spoon-feed, don't rush!
- Foster their Success!
- Be only slightly beyond their current level, make sure they understand, give and ask for feedback!

**ENGAGING STUDENTS =
GOOD BEHAVIOR, POSITIVE FEELINGS, DEEP THINKING**

Active Listening

listening and responding to another person that improves mutual understanding also building rapport, and trust.

Comprehending Retaining Responding

Eye Contact

Avoid Distractions

Body Gestures

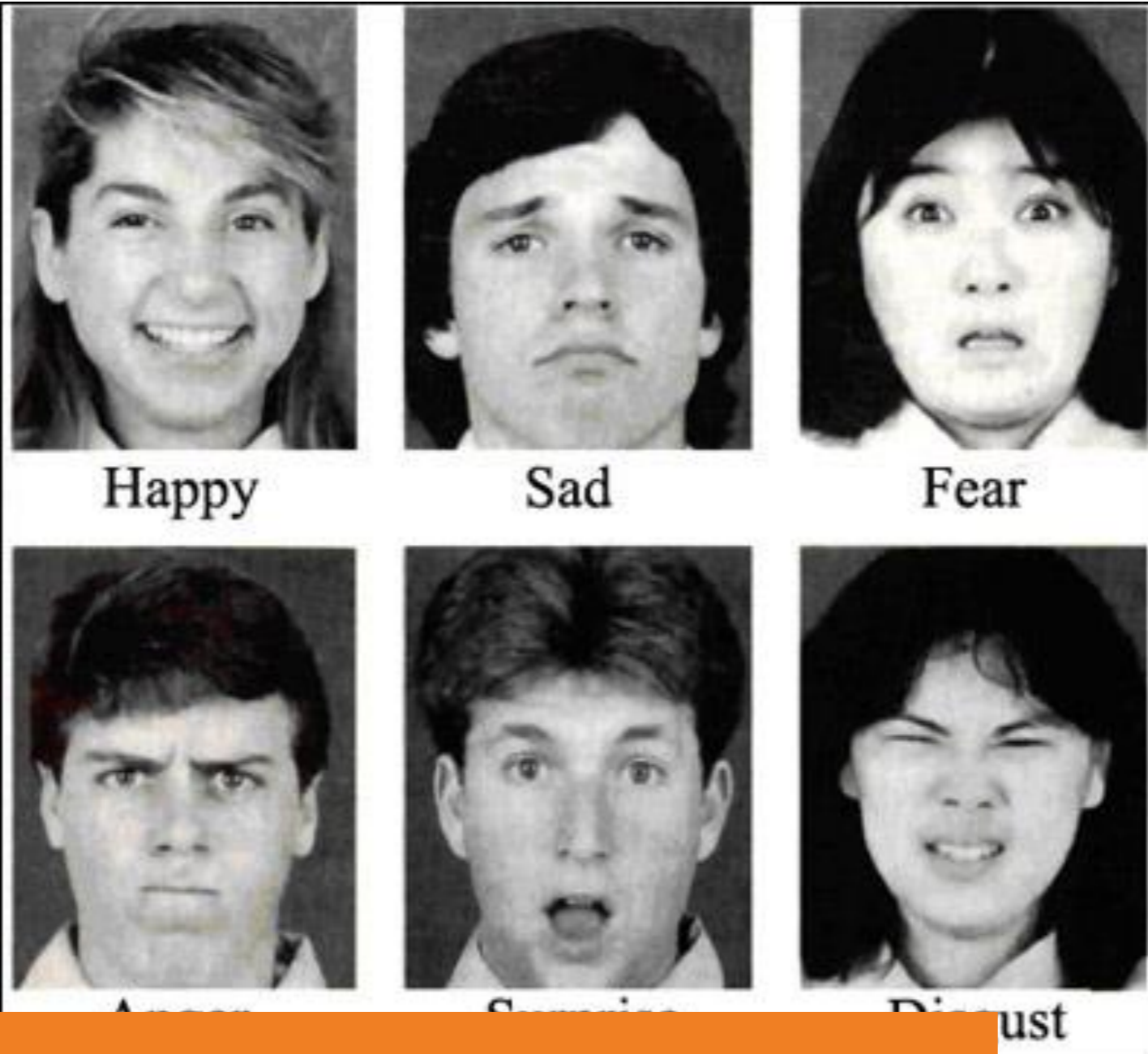
Give Feedback

WHAT IS AN EMOTION?!



- **COGNITIVE COMPONENT**
- **PHYSIOLOGICAL COMPONENT**
- **BEHAVIOURAL COMPONENT**

- The expression of an emotion might be intensified, hidden, decreased, depending on the situation / environment (display rules)



**“UNIVERSAL FACIAL EXPRESSION OF EMOTIONS”
EKMAN & FRIESEN (1969)**

MINDFULNESS (JON KABAT-ZINN, 1970s)

- Mindfulness is a life style practice based on awareness and calm which allows us to live fully in the present moment.
- ***Mindfulness is awareness that arises through paying attention, on purpose, in the present moment, non-judgementally, as if your life depended on it. (Jon Kabat-Zinn)***



- Sitting Mindfulness
- Walking Mindfulness
- Body Exploration
- Food Mindfulness
- Creative Mindfulness

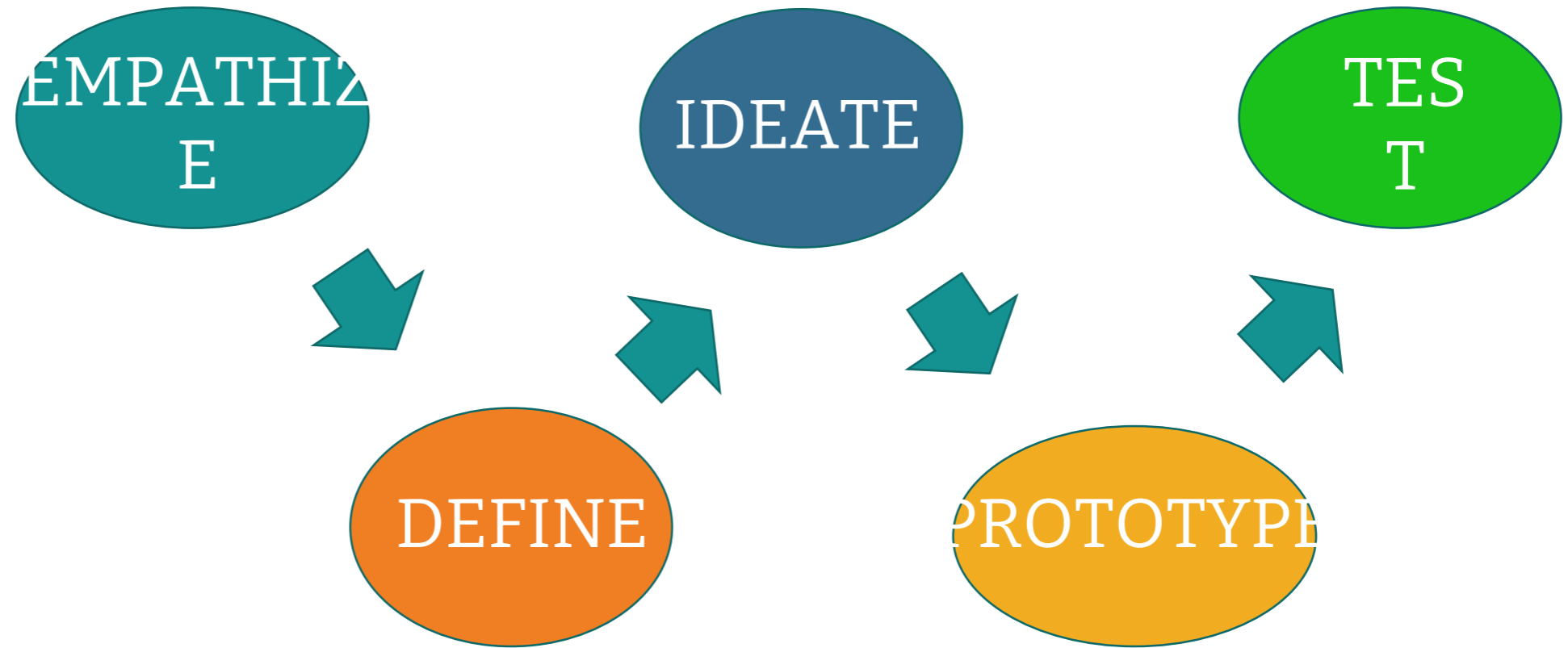


WHY USING MINDFULNESS IN SCHOOLS?

- to improve attention and focus
- to calm the mind
- for better control of thoughts, emotions, behaviour
- to increase our adaptability
- for greater empathy and perspective-taking
- to achieve better grades and improve behaviour
- to reduce test-related anxiety and negative self-talks
- to improve resilience
- to Mitigate depressive, autistic and ADHD Symptoms
- for more self-awareness

... and much more!

The last day of the course you will create a project for you school/class /yourself inspired by Design Thinking!



euro teacher
pass academy