

# Nurturing Staff Wellbeing

TAKE CARE



OF YOURSELF

## Reflective Log Book



NURTURING GLASGOW  
nurture: at the heart of glasgow



Glasgow Psychological Service  
nurturing wellbeing and learning

# Contents

Contents.....	2
Introduction .....	3
1. What is wellbeing (and why does it matter)? .....	4
Wellbeing Self Assessment .....	6
2. Responding to challenges .....	8
Managing change .....	8
Managing Workload.....	10
Time Management Skills .....	10
Prioritising Activities .....	10
Managing Expectations.....	14
Activity: Circles of influence.....	14
3. How to Relax .....	15
4. Promoting a Positive Mindset.....	25
Additional references.....	29
Where to seek further support.....	31
Appendix 1 .....	32
Appendix 2 .....	33

# Introduction

The COVID-19 pandemic has meant we have all had to deal with situations in relation to health, education and family life that we may not have felt prepared to manage. As a result, we may be feeling a negative effect on our wellbeing.

This booklet has been adapted from the Nurturing Staff Wellbeing Programme developed by the Nurture Development Officer and Glasgow Psychological Service as part of a training programme to take into account the current situation. They have been adapted so that you can work through them by yourself for personal reflection, or with colleagues as you plan the return to school. You can also use these to maintain a record of key learning/ reflections over time.

The materials are organised into the following four themes:

1. What is wellbeing
2. Responding to challenges
3. How to relax
4. Promoting a positive mindset

Each section contains the following:

- Session overview and key content
- Ideas/ activities and space for you to record your thoughts
- Suggested further reading and links
- Additional references

We would welcome any feedback on these resources. If you have found them helpful or have any suggestions, please let us know!

[Jenni.kerr@glasgow.gov.uk](mailto:Jenni.kerr@glasgow.gov.uk)

Twitter: [@GlasgowNurture](https://twitter.com/GlasgowNurture) [@GlasgowEPS](https://twitter.com/GlasgowEPS)

# 1. What is wellbeing (and why does it matter)?

Reflect: Why does staff wellbeing matter?

- Does staff wellbeing matter?
- Why do we need to take care of ourselves?
- How does our own wellbeing impact on our work with children and young people?

Think:

**Complete the following sentence...**

*Wellbeing for me means.....*

## Wellbeing

*"The concept of wellbeing comprises two main elements: feeling good and functioning well. Feelings of happiness, contentment, enjoyment, curiosity and engagement....equally important...experiencing positive relationships, having some control over one's life and having a sense of purpose are all important attributes of wellbeing"*

*Huppert, 2008*

Think: Your wellbeing

How would you rate your current level of emotional wellbeing on a scale of 1 (low) to 10 (high)?

1 2 3 4 5 6 7 8 9 10  
low medium high

What level would you be happy with?

Reflect: Staff wellbeing in your context

**Think of your own work context**

- Is staff wellbeing prioritised in your context?
- If so how is it prioritised?
- If not, what more could be done to highlight the importance of staff wellbeing?
- What could you/others do to support this?

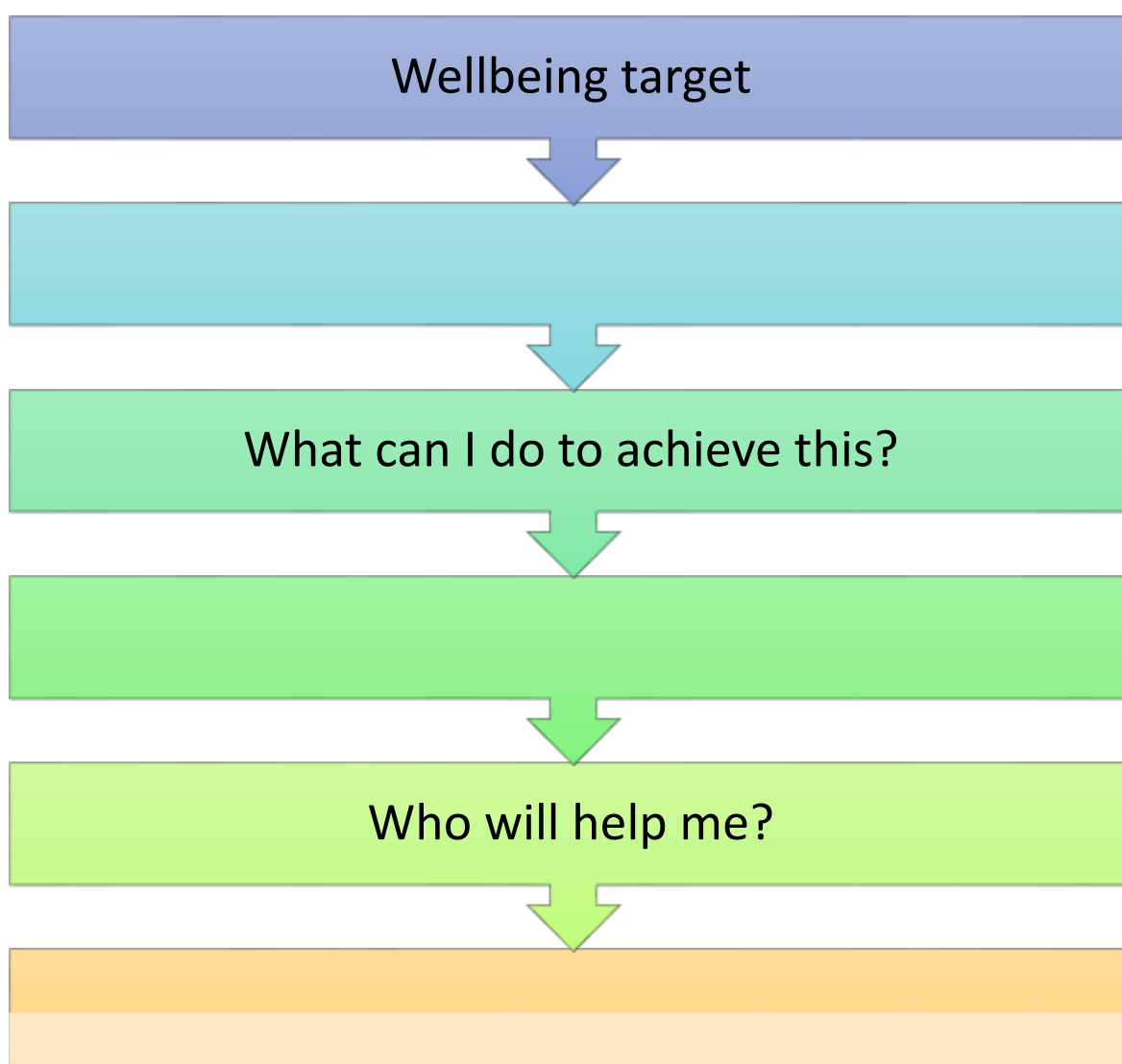
## Wellbeing Self Assessment

What are you doing in each of these areas? Write your ideas in the table below (examples in the table below)



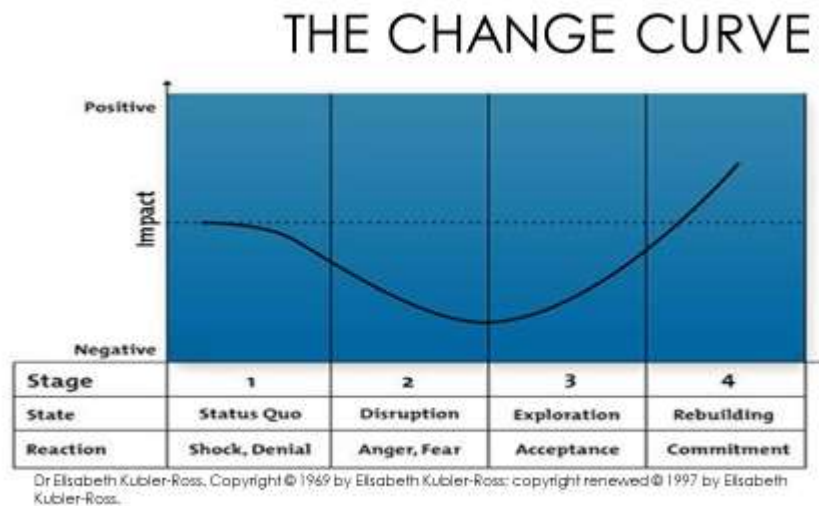
<b>Emotional Wellbeing</b>	Hobbies, spend time with friends, time for relaxation, mindfulness, optimism, recognise and express your feelings, solution focussed thinking,
<b>Positive Self-identity</b>	Resilience, know your strengths, open to inspiration, learn or create new things
<b>Security and Comfort</b>	Make sound decisions, positive work environment, be organised, support network, manage finances
<b>Physical Wellbeing</b>	Sleep, holidays, exercise, eat well, relaxation, pampering
<b>Social Wellbeing</b>	Sense of belonging, work as a team, positive relationships, work life balance, humour and laughter

Use your self- assessment wheel to help think of an area of your own wellbeing you want to improve.



## 2. Responding to challenges

### Managing change



#### Stage 1

*What might be happening for the person*

- People may be in shock or in denial
- The reality of the change hits, even if the change has been well planned

*What people need*

- Communication
- Someone to answer questions
- Remember, too much information can be overwhelming so give what is needed, then let people know where they can get further info if required
- Time to adjust
- Information, need to understand what is happening
- Completing an activity where people plot where they are on the change curve can be useful. This can help to know where people are



## Stage 2

*What might be happening for the person*

- Feelings of concern, anger, resentment or fear might emerge and be expressed
- The change may be resisted passively or actively

*What people need*

- Careful planning and preparation – think about the impact and potential objections
- Concerns are addressed with good communication and support
- Action taken to minimize or mitigate problems
- The effect of change can be difficult to predict so have systems in place to respond

## Stage 3

*What might be happening for the person*

- This is the turning point for individuals and a team
- Individuals will try out and explore what the change means as they are more accepting of the change

*What people need*

- Help and support e.g. good training or peer support
- Early opportunities to see what the change will bring
- Time to test out the change – some may need more than others

## Stage 4

*What might be happening for the person*

- The changes become part of day to day activities
- People see the improvements and embrace the change

# Managing Workload

## Time Management Skills

- Prioritisation
- Goal setting
- Managing interruptions
- Avoiding procrastination
- Scheduling

**Activity:** Have a look at the time management reflection questions below (*adapted from 'How good is your time management?' Mindtools*)

## Prioritising Activities

- **Important** activities have an outcome that leads to us achieving our goals, whether these are professional or personal.
- **Urgent** activities demand immediate attention, and are usually associated with achieving someone else's goals. They are often the ones we concentrate on and they demand attention because the consequences of not dealing with them are immediate.

**TO HELP US PRIORITISE TASKS CAN BE THOUGHT OF IN 4 DIFFERENT WAYS:**

		<b>Important and urgent</b> things you could not have foreseen things you have left to the last minute
		<b>Important but not urgent</b> activities that help you achieve your personal and professional goals, and complete important work. Make sure they do not become urgent due to procrastination
		<b>Not important but urgent</b> things that prevent you from achieving your goals Can they be delegated or rescheduled? Often come from other people
		<b>Not important and not urgent</b> These activities are just a distraction – avoid them if possible

Jenni Kerr Nurturing Staff Wellbeing Pilot

# TIME MANAGEMENT:

## • REFLECTION QUESTIONS

Question	never	some times	Most of the time
<b>Prioritisation</b>			
The tasks I work on are the ones with the highest priority			
I know how much time I spend on each of the various task I do.			
I know whether the tasks I am working on are high, medium, or low value.			
I use an action plan or to do list			
Before I take on a task, I check that the results will be worth the time put in.			
I confirm my priorities with others e.g. colleagues			
<b>Goal Setting</b>			
I use goal setting to decide what tasks and activities I should work on.			
I am stressed about deadlines and commitments.			
<b>Managing interruptions</b>			
I find myself dealing with interruptions.			
Distractions keep me from working on critical tasks.			
I have to take work home in order to get it done.			
<b>Procrastination</b>			
I find myself completing tasks at the last minute, or asking for extensions.			
I leave an item on your To-Do list for a long time, even though it's important.			
I read emails several times without deciding what to do with them.			
I focus on low priority tasks			
<b>Scheduling</b>			
I set aside time for planning and scheduling.			
I leave contingency time in my schedule to deal with the unexpected			

# TIME MANAGEMENT TASK: PRIORITISATION

## Important and urgent tasks

- Things you could not have foreseen
- Things you have left to the last minute

## Important but not urgent tasks

- activities that help you achieve your personal and professional goals, and complete important work
- Make sure they do not become urgent due to procrastination

## Not important but urgent tasks

- things that prevent you from achieving your goals
- Can they be delegated or rescheduled?
- Often come from other people

## Not important and not urgent tasks

- These activities are just a distraction – avoid them if possible

Note down the activities you do throughout the day, particularly those which might be on a 'to do' list

---

---

---

---

---

---

---

---




---

---

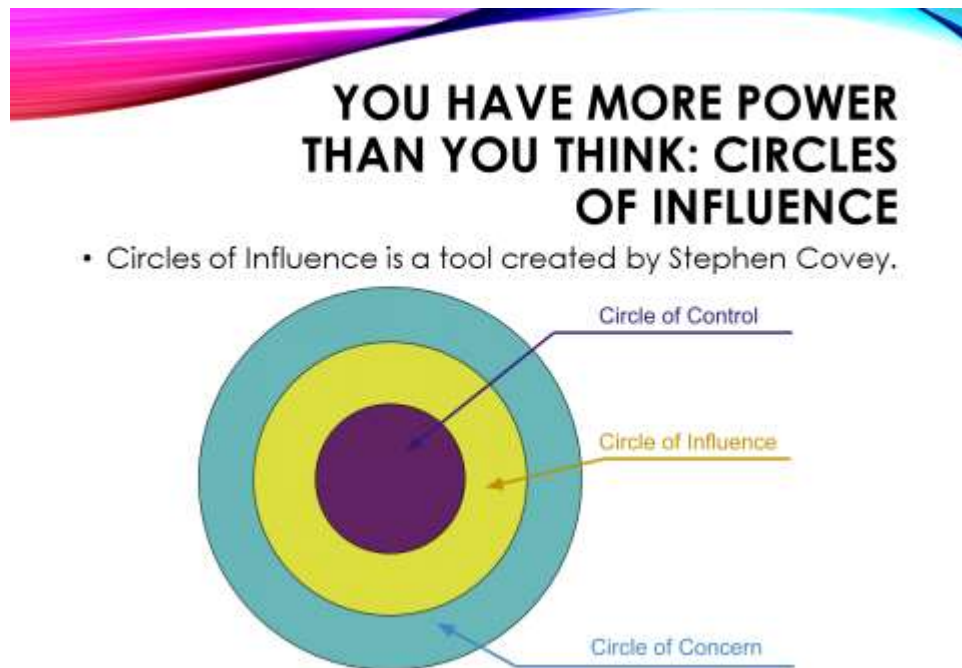
---

---

Use the table to plot where these activities would go

<p>Important and urgent</p> 	<p>Important but not urgent</p> 
<p>Not important but urgent</p> 	<p>Not urgent or important</p>

## Managing Expectations



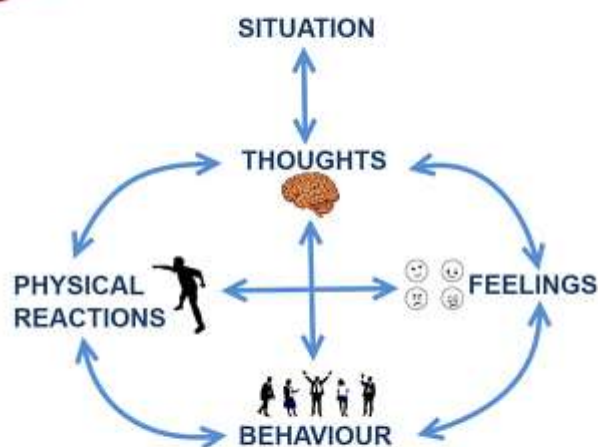
### Activity: Circles of influence

1. On a large sheet of paper, draw a big circle, this is the Circle of Concern.
2. Write areas of concern on sticky notes, and put them in the circle.
3. Then draw another smaller circle in the middle of the first circle, this is the Circle of Control
4. Move all the sticky notes in the big Circle of Concern that they can actively control, into the middle Circle of Control
5. Draw another circle in between the first two – between the circles of Concern and Control. This is the Circle of Influence
6. Some things we will not be able to control and we can let them go
7. However there may be some items in the circle of concern that we can move to the circle of influence by using problem solving strategies

### 3. How to Relax

#### WHAT ARE COGNITIVE BEHAVIOURAL APPROACHES (CBA)?

- How you think about yourself, the world and other people
- How what you do affects your thoughts and feelings
- How the way you think and feel affects the way you act















There are helpful and unhelpful ways of reacting to most situations, depending on how you think about them.



**Reflect:** Take time to notice any unhelpful thinking habits throughout the day/ week

## Unhelpful Thinking Habits

Over the years, we tend to get into unhelpful thinking habits such as those described below. We might favour some over others, and there might be some that seem far too familiar. Once you can identify your unhelpful thinking styles, you can start to notice them – they very often occur just before and during distressing situations. Once you can notice them, then that can help you to challenge or distance yourself from those thoughts, and see the situation in a different and more helpful way.

 <p><b>Mental Filter</b> When we notice only what the filter wants or allows us to notice, and we dismiss anything that doesn't 'fit'. Like looking through dark blinkers or 'gloomy specs', or only catching the negative stuff in our 'kitchen strainers' whilst anything more positive or realistic is dismissed</p>	 <p><b>Judgements</b> Making evaluations or judgements about events, ourselves, others, or the world, rather than describing what we actually see and have evidence for</p>
<p><b>Mind-Reading</b> Assuming we know what others are thinking (usually about us)</p> 	<p><b>Emotional Reasoning</b> I feel bad so it must be bad! I feel anxious, so I must be in danger</p> 
 <p><b>Prediction</b> Believing we know what's going to happen in the future</p>	 <p><b>Mountains and Molehills</b> Exaggerating the risk of danger, or the negatives. Minimising the odds of how things are most likely to turn out, or minimising positives</p>
<p><b>Compare and despair</b> Seeing only the good and positive aspects in others, and comparing ourselves negatively against them</p> 	<p><b>Catastrophising</b> Imagining and believing that the worst possible thing will happen</p> 
 <p><b>Critical self</b> Putting ourselves down, self-criticism, blaming ourselves for events or situations that are not (totally) our responsibility</p>	 <p><b>Black and white thinking</b> Believing that something or someone can be only good or bad, right or wrong, rather than anything in-between or 'shades of grey'</p>
<p><b>Shoulds and musts</b> Thinking 'I should' (or 'shouldn't') and 'I must' puts pressure on ourselves, and sets up unrealistic expectations</p> 	<p><b>Memories</b> Current situations and events can trigger upsetting memories, leading us to believe that the danger is here and now, rather than in the past, causing us distress right now</p> 

[www.getselfhelp.co.uk/unhelpful.htm](http://www.getselfhelp.co.uk/unhelpful.htm)

© Carol Vivyan 2009, permission to use for therapy purposes

[www.get.gg](http://www.get.gg)



**NURTURING GLASGOW**  
nurture: at the heart of glasgow



**Glasgow Psychological Service**  
nurturing wellbeing and learning



# MINDFULNESS



- A way of paying attention to the present moment, without judgement
- Helps us become more aware of our thoughts and feelings, and in turn, better able to manage them
- Developed through practices such as yoga and meditation, and cultivated in everyday life
- Growing evidence base showing positive impact on stress management, cognitive functioning and general wellbeing

# RELAXATION



## Other effective techniques:

- Diaphragmatic breathing
  - Conscious slow deep belly breathing
  - Can kick-start parasympathetic nervous system, counteracting stress-response
- Progressive muscle relaxation
  - Alternatively tensing and relaxing muscle
  - Focusing on the distinction between the feeling of tension and relaxation

# what is mindfulness?



Have you ever noticed that when you are doing quite familiar and repetitive tasks, like driving your car, or vacuuming, that your mind is often miles away thinking about something else? You may be fantasising about going on a vacation, worrying about some upcoming event, or thinking about any number of other things.

In either case you are not focusing on your current experience, and you are not really in touch with the 'here and now.' This way of operating is often referred to as **automatic pilot** mode.

**Mindfulness** is the opposite of automatic pilot mode. It is about experiencing the world that is firmly in the 'here and now.' This mode is referred to as the **being** mode. It offers a way of freeing oneself from automatic and unhelpful ways of thinking and responding.

## Benefits of Mindfulness

By learning to be in mindful mode more often, it is possible to develop a new habit that helps to weaken old, unhelpful and automatic thinking habits. For people with emotional problems, these old habits can involve being overly pre-occupied with thinking about the future, the past, themselves, or their emotions in a negative way. Mindfulness training in this case does not aim to immediately control, remove, or fix this unpleasant experience. Rather, it aims to develop a skill to place you in a better position to break free of or not 'buy into' these unhelpful habits that are causing distress and preventing positive action.

## Core Features of Mindfulness

### Observing

The first major element of mindfulness involves observing your experience in a manner that is more direct and sensual (**sensing mode**), rather than being analytical (**thinking mode**). A natural tendency of the mind is to try and think about something rather than directly experience it. Mindfulness thus aims to shift one's focus of attention away from thinking to simply observing thoughts, feelings, and bodily sensations (e.g. touch, sight, sound, smell, taste) with a kind and gentle curiosity.

### Describing

This aspect of mindfulness relates to noticing the very fine details of what you are observing. For example, if you are observing something like a tangerine, the aim is to describe what it looks like, what is its shape, colour, and texture. You might place a descriptive name to it, like "orange", "smooth", or "round". The same process also can be applied to emotions (e.g. "heavy", "tense").

## Participating Fully

An aim of mindfulness is to allow yourself to consider the whole of your experience, without excluding anything. Try to notice all aspects of whatever task or activity you are doing, and do it with your full care and attention.

## Being Non-judgemental

It is important to adopt an accepting stance towards your experience. A significant reason for prolonged emotional distress relates to attempts to avoid or control your experience. When being more mindful, no attempt is made to evaluate experiences or to say that they are good, bad, right, or wrong, and no attempt is made to immediately control or avoid the experience. Accepting all of one's experience is one of the most challenging aspects of mindfulness, and takes time and practice to develop. Bringing a kind and gentle curiosity to one's experience is one way of adopting a non-judgmental stance.



## Focusing on One Thing at a Time

When observing your own experience, a certain level of effort is required to focus your attention on only one thing at a time, from moment to moment. It is natural for distracting thoughts to emerge while observing, and there is a tendency to follow and 'chase' these thoughts with more thinking. The art of 'being present' is to develop the skill of noticing when you have drifted away from the observing and sensing mode, into thinking mode. When this happens it is not a mistake, but just acknowledge it has happened, and then gently return to observing your experience.

## How to Become Mindful

Mindfulness is a skill that takes time to develop. It is not easy, and like any skill it requires a certain level of effort, time, patience, and ongoing practice.

Mindfulness can be taught in a number of ways. Meditation is one of the key techniques used in mindfulness training, but not the only technique. Contact your mental health professional for further information on mindfulness training and whether it may be suited to your needs.



Centre for  
Clinical  
Interventions  
• Psychotherapy • Kinesiotherapy • Training

This document is for information purposes only. Please refer to the full disclaimer and copyright statement available at <http://www.cci.health.wa.gov.au> regarding the information from this website before making use of such information.  
See website [www.cci.health.wa.gov.au](http://www.cci.health.wa.gov.au) for more handouts and resources.



NURTURING GLASGOW  
nurture at the heart of glasgow



Glasgow Psychological Service  
nurturing wellbeing and learning

## Activity - Take a moment

3 minute breathing space meditation from the book Mindfulness: A Practical Guide to Finding Peace in a Frantic World, By Mark Williams and Dr Danny Penman (male voice)  
<http://cdn.franticworld.com/wp-content/uploads/2012/02/Three-Minute-Breathing-Space-meditation-from-book-Mindfulness-Finding-Peace-in-a-Frantic-World-128k.mp3>

3 minute breathing space meditation (female voice)  
<https://www.breathworks-mindfulness.org.uk/3-min-breathing-space>

A series of relaxation exercises from the Trauma Center,  
[http://www.traumacenter.org/resources/pdf\\_files/Relaxation\\_Exercises.pdf](http://www.traumacenter.org/resources/pdf_files/Relaxation_Exercises.pdf)

Short film showing a simple mindful breathing exercise  
<https://www.youtube.com/watch?v=BwJnHLhACLk>

Why mindfulness is a superpower:  
<https://youtu.be/w6T02g5hnT4>

## Activity: Self care

- What does self-care mean to you?
- What are your most enjoyable activities?
- How frequently do you stop and savour these experiences
- When?
- What prevents you from doing more of this?



## NHS Choices: 5 Ways to Wellbeing



Above are five things that, according to research, can really help to boost our mental wellbeing:

**Connect** – connect with the people around you: your family, friends, colleagues and neighbours. Spend time developing these relationships.

**Be active** – you don't have to go to the gym. Take a walk, go cycling or play a game of football. Find an activity that you enjoy and make it a part of your life.

**Keep learning** – learning new skills can give you a sense of achievement and a new confidence. So why not sign up for that cooking course, start learning to play a musical instrument, or figure out how to fix your bike?

**Give to others** – even the smallest act can count, whether it's a smile, a thank you or a kind word. Larger acts, such as volunteering at your local community centre, can improve your mental wellbeing and help you build new social networks.

**Notice** – be more aware of the present moment, including your thoughts and feelings, your body and the world around you. Some people call this awareness "mindfulness". It can positively change the way you feel about life and how you approach challenges.



The following are a series of ideas to improve wellbeing

**Connect**

- If possible, take time each day to be with your family. This could include a fixed "family time" each day.
- Arrange a day out with friends you haven't seen for a while.
- Switch off the TV and play a game or just talk
- Make the effort to phone people sometimes – it's all too easy get into the habit of only ever texting, messaging or emailing people.
- Speak to someone new today.
- Have lunch with a colleague.
- Visit a friend or family member who needs support or company
- Volunteer at a local school, hospital or community group.
- Make the most of technology – video chat apps like Skype and FaceTime are a great way of staying in touch with friends and family, particularly if you live far apart.

**Be Active**

If you want to get active, think about physical activity in the broadest sense.

NHS Choices have useful guidance on physical activity for adults here  
<https://www.nhs.uk/live-well/exercise/>

Adults aged 19 and over should do at least 150 minutes of moderate-intensity aerobic activity – such as fast walking or cycling – a week.

Find activities that you enjoy, then make them a part of your life.

There's lots of information and advice on NHS Choices to help you get active.

- Find activity ideas in [Get fit for free](https://www.nhs.uk/live-well/exercise/free-fitness-ideas/) <https://www.nhs.uk/live-well/exercise/free-fitness-ideas/>
- Start running with our [Couch to 5K](https://www.nhs.uk/live-well/exercise/get-running-with-couch-to-5k/) podcasts. <https://www.nhs.uk/live-well/exercise/get-running-with-couch-to-5k/>
- Find out how to start running, swimming, cycling and dancing in [Exercise: getting started](https://www.nhs.uk/live-well/exercise/walking-for-health/). <https://www.nhs.uk/live-well/exercise/walking-for-health/>
- There is lots more information and advice on getting active in [Health and fitness](https://www.nhs.uk/live-well/exercise/free-fitness-ideas/). <https://www.nhs.uk/live-well/exercise/free-fitness-ideas/>

**Learn**

- Learn to cook a favourite dish that you've never eaten at home.
- Visit a gallery or museum and learn about a person or period in history that interests you.
- Take on a new responsibility at work, such as learning to use an IT system or understanding the monthly reports.
- Fix that broken bike or garden gate. Once you've done that, how about setting yourself a bigger DIY project? There are lots of free video tutorials online.
- Sign up for a course you've been meaning to do at a local night school. You might learn a new language, or try something practical, such as plumbing.

	<ul style="list-style-type: none"> <li>Rediscover an old hobby that challenges you.</li> </ul>
<b>Give</b>	<p>Giving can take lots of different forms, from small everyday acts to larger commitments.</p> <p>Today, you could:</p> <ul style="list-style-type: none"> <li>Say thank you to someone, for something they've done for you.</li> <li>Phone a relative or friend who needs support or company.</li> <li>Ask a colleague how they are and really listen to the answer.</li> <li>Offer to lend a hand if you see a stranger struggling with bags or a pushchair.</li> </ul> <p>This week, you could:</p> <ul style="list-style-type: none"> <li>Arrange a day out for you and a friend or relative.</li> <li>Offer to help a relative with DIY or a colleague with a work project.</li> <li>Sign up to a mentoring project, in which you give time and support to someone who will benefit from it.</li> <li>Volunteer in your local community, such as helping out at a local school, hospital or care home. <ul style="list-style-type: none"> <li>MCR Pathways is a schools based mentor programme that supports those in or on the edges of the care system to realise their full potential through education. To learn more about becoming a mentor <a href="http://mcrpathways.org/get-involved/">http://mcrpathways.org/get-involved/</a></li> <li><a href="http://www.volunteerglasgow.org/">http://www.volunteerglasgow.org/</a></li> </ul> </li> </ul>
<b>Take notice</b>	<p>Reminding yourself to take notice of your thoughts, feelings, body sensations and the world around you is the first step to mindfulness.</p> <p>Notice the everyday</p> <p>"Even as we go about our daily lives, we can notice the sensations of things, the food we eat, the air moving past the body as we walk," says Professor Williams. "All this may sound very small, but it has huge power to interrupt the 'autopilot' mode we often engage day to day, and to give us new perspectives on life."</p> <p>Keep it regular</p> <p>It can be helpful to pick a regular time – the morning journey to work or a walk at lunchtime – during which you decide to be aware of the sensations created by the world around you.</p> <p>Try something new</p>

	<p>Trying new things, such as sitting in a different seat in meetings or going somewhere new for lunch, can also help you notice the world in a new way.</p> <p>Watch your thoughts</p> <p>"Some people find it very difficult to practice mindfulness. As soon as they stop what they're doing, lots of thoughts and worries crowd in," says Professor Williams.</p> <p>"It might be useful to remember that mindfulness isn't about making these thoughts go away, but rather about seeing them as mental events.</p> <p>"Imagine standing at a bus station and seeing 'thought buses' coming and going without having to get on them and be taken away. This can be very hard at first, but with gentle persistence it is possible.</p> <p>"Some people find that it is easier to cope with an over-busy mind if they are doing gentle yoga or walking."</p> <p>Name thoughts and feelings</p> <p>To develop an awareness of thoughts and feelings, some people find it helpful to silently name them: "Here's the thought that I might fail that exam". Or, "This is anxiety".</p> <p>Free yourself from the past and future</p> <p>You can practise mindfulness anywhere, but it can be especially helpful to take a mindful approach if you realise that, for several minutes, you have been "trapped" in reliving past problems or "pre-living" future worries</p>
	<p>Adapted from : <a href="https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/">https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/</a></p>

## Activity: Ways to Wellbeing


- Look at the wheel and select an area you would like to improve
- Set a target for yourself
- What are you going to do differently or more of to achieve this target?
- How will you know you are on track to achieve this target?
- Who can help you achieve this?
- What will they notice about you if you are achieving your target?
- Record one thing you already do to support your wellbeing
- Record one thing that you are going to start doing or do more of



## 4. Promoting a Positive Mindset

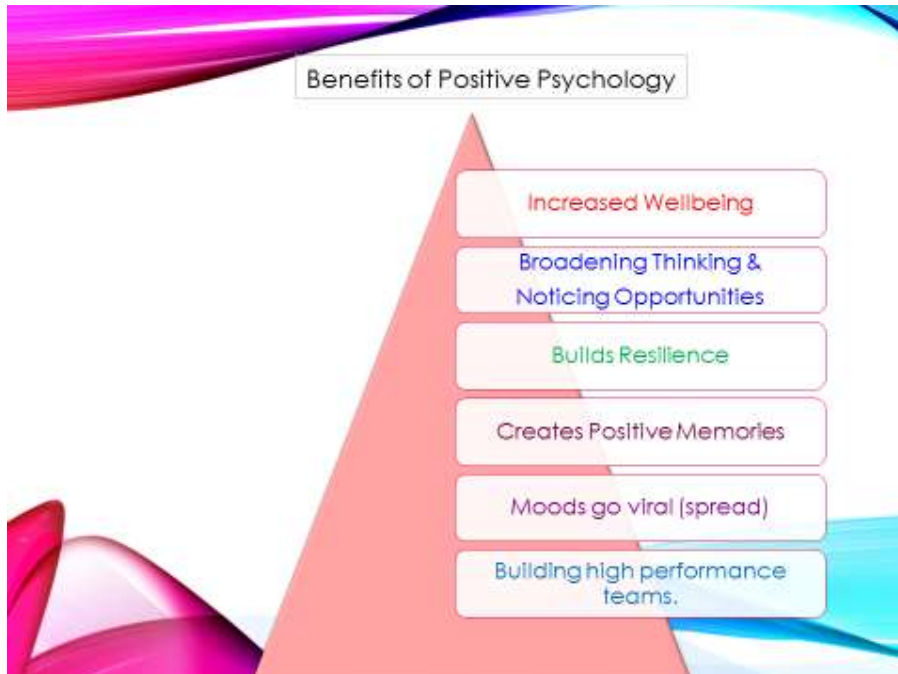
### WHAT IS POSITIVE PSYCHOLOGY?

- Change the focus of study to life going well
  - Positive emotions and strengths
  - Positive health and wellbeing
  - Promoting resilience



"The major strides in prevention have largely come from a perspective focussed on systematically building competency, not correcting weakness"

Martin Seligman



## STRENGTHS AND VIRTUES

- 6 core virtues and 24 strengths
- A strength is a trait, a psychological characteristic that can be seen across different situations and over time
- Strengths are valued in their own right
- Engaging in a strength usually produces authentic positive emotion in the 'doer'
- Strengths are universal, they are valued in every culture



## POSITIVE PSYCHOLOGY INTERVENTIONS

Seligman et. al. (2005) reported increased rates of happiness and reduced depressive symptoms for six months from the following two interventions:

### • Using signature strengths in a new way

- Participants took the inventory of character strengths online. They were then asked to use one of these strengths in a new and different way every day for one week.

### • Three good things in life

- Participants took time each day to write down three things that have gone well and why.

## Activity: Signature Strengths

### WISDOM AND KNOWLEDGE

- **Creativity** – thinking of new ways to do things is a crucial part of who you are
- **Curiosity** – you like exploration and discovery
- **Judgement** – you think things through and examine them from all sides
- **Love of learning** – you have a passion for mastering new skills, topics and bodies of knowledge
- **Perspective** – people who know you consider you wise

### COURAGE

- **Bravery** – you do not shrink from threat, challenge, difficulty or pain
- **Honesty** – you live your life in a genuine and authentic way
- **Perseverance** – You work hard to finish what you start
- **Zest** – you approach everything you do with excitement and energy

### HUMANITY

- **Kindness** – you are kind and generous to others
- **Love** – you value close relations with others
- **Social intelligence** - you know how to fit in to different social situations

### JUSTICE

- **Fairness** – one of your abiding principles is to treat all people fairly
- **Leadership** – you excel at encouraging a group to get things done
- **Teamwork** – you excel as a member of a group

### TEMPERANCE

- **Forgiveness** – you forgive those who have done you wrong
- **Humility** – you do not seek the spotlight and others recognise and value your modesty
- **Prudence** – you are a careful person
- **Self-regulation** – you are a disciplined person

### TRANSCENDENCE

- **Appreciation of beauty** – you notice and appreciate beauty in all domains of life
- **Gratitude** – you are aware of good things that happen and don't take them for granted
- **Hope** – you expect the best in the future and you work to achieve it
- **Humour** – bringing smiles to other people is important to you
- **Spirituality** – your beliefs shape your actions and are a source of comfort to you

Taken from <https://www.viacharacter.org/www/Character-Strengths>

From the list, give yourself a score from 1 to 10 for each of the strengths according to how much you think this is like you with 1 being least like me to 10 being most like me

Pick your top 5 signature strengths:

- 1.
- 2.
- 3.
- 4.
- 5.

- Compare this with your earlier strengths from I can activity are they similar?
- How could you utilise your strengths in your work more?
- Pick one of your strengths. How could you use this in a new way?

#### Activity: 3 things that have gone well

Note down three things that have gone well so far today and why they went well

- 1.
- 2.
- 3.

## Additional references

Huppert, F. A Psychological Well-being: Evidence Regarding its Causes and Consequences, APPLIED PSYCHOLOGY: HEALTH AND WELL-BEING, 2009, 1 (2), 137–164

<https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1758-0854.2009.01008.x>

Dunlop, C & MacDonald, E.B (2005) The Teachers' Health and Wellbeing Study Scotland

[https://www.researchgate.net/publication/29811831\\_The\\_Teachers%27\\_Health\\_and\\_Wellbeing\\_Study\\_Scotland](https://www.researchgate.net/publication/29811831_The_Teachers%27_Health_and_Wellbeing_Study_Scotland)

McClatchey, L (2012) Emotional well-being of staff in learning communities in Highland, Educational Psychology in Scotland, Vol. 13, No- 1, Autumn

Briner, R & Dewberry, C (2007) Staff wellbeing is key to school success: A research study into the links between staff wellbeing and school performance, Worklife Support

<https://www.scribd.com/document/34205400/Staff-wellbeing-is-key-to-school-success-Full-Report>

## FURTHER LINKS/ RESOURCES

The Wellbeing Toolkit, Nurture Group Network

<https://nurturegroups.org/publications/programmes/wellbeing-toolkit-2>

Short leaflet about the importance of taking care of yourself when you are taking care of children. From ChangingMindsnow.org

[https://changingmindsnow.org/docs/Taking\\_Care\\_of\\_Yourself.pdf](https://changingmindsnow.org/docs/Taking_Care_of_Yourself.pdf)

National Child Traumatic Stress Network

<https://www.nctsn.org/trauma-informed-care/secondary-traumatic-stress>

A leaflet for educators: <https://www.nctsn.org/resources/self-care-educators>

A free collection of resources from IRIS on improving teacher happiness and wellbeing

[https://discover.irisconnect.com/teacher-happiness-and-wellbeing?msclkid=84d1422ede7510bb3a22194784971b24&utm\\_source=bing&utm\\_medium=cpc&utm\\_campaign=Teacher%20Wellbeing&utm\\_term=%2Bteacher%20%2Bwellbeing&utm\\_content=BMM%20Teacher%20Wellbeing](https://discover.irisconnect.com/teacher-happiness-and-wellbeing?msclkid=84d1422ede7510bb3a22194784971b24&utm_source=bing&utm_medium=cpc&utm_campaign=Teacher%20Wellbeing&utm_term=%2Bteacher%20%2Bwellbeing&utm_content=BMM%20Teacher%20Wellbeing)

Living Life to the Full: Free online courses covering low mood, stress and resiliency.

<https://lltff.com/>

Cognitive Behaviour Therapy (CBT) has been proven to help mental health problems. This website provides CBT self help and therapy resources, including worksheets and information sheets and self help mp3s

<https://www.getselfhelp.co.uk/>

Authentic Happiness website, a University of Pennsylvania website developed by the Positive Psychology Center. Dr. Martin E. P. Seligman is the Director of the Center. The VIA signature strengths questionnaire can be found here and it is free to register. There are also a range of other questionnaires that you can complete here.

<https://www.authentichappiness.sas.upenn.edu/home>

A toolkit for use with children and young people. It gives practical information, tools and activities to help children and young people flourish. It includes sections on signature strengths, mindfulness, resilience, relaxation and solution focussed techniques.

[www.handsonscotland.co.uk](http://www.handsonscotland.co.uk)

Action for Happiness is a movement of people committed to building a happier and more caring society.

[www.actionforhappiness.org](http://www.actionforhappiness.org)

Website of Compassion Resiliency - promoting the well-being of professionals who work in high stress or high trauma environments.

<http://www.compassionresiliency.com/resources.html>

Self-care assessment tool taken from: Transforming the Pain: A Workbook on Vicarious Traumatization. Saakvitne, Pearlman & Staff of TSI/CAAP (Norton, 1996)

<https://drive.google.com/file/d/17caHI3nVLlgKcd5cwLNR6mWgUOeKo4Eq/view>

A series of relaxation exercises from the Trauma Center,

[http://www.traumacenter.org/resources/pdf\\_files/Relaxation\\_Exercises.pdf](http://www.traumacenter.org/resources/pdf_files/Relaxation_Exercises.pdf)

Links to staff self-care and skills to increase empathy

<https://www.mindful.org/fight-stress-empathy/>

Weare, K. (2014) Evidence for mindfulness: Impacts on the wellbeing and performance of school staff, The Mindfulness in Schools Project

<https://mindfulnessinschools.org/wp-content/uploads/2013/02/MiSP-Research-Summary-2012.pdf>

Positive psychology toolkit, gratitude exercises

<https://positivepsychologyprogram.com>

EIS professional learning tool

<http://test.eis.org.uk/Professional-Learning/HWResource>

SAMH e-learning module 'We all have mental health'

<https://www.samh.org.uk/about-mental-health/elearning-for-teachers>

Talking toolkit for supporting school leaders in taking forward conversations

<https://www.hse.gov.uk/gohomehealthy/assets/docs/EducationTalkingToolkit.pdf>

## VIDEO CLIPS

A two minute visual meditation. Take deep, mindful breaths as you listen to and watch the waves come to shore. Allow yourself to be in this one moment

<https://www.youtube.com/watch?v=RIOZ02HgAnE>

Kids explaining mindfulness

<https://www.youtube.com/watch?v=awo8jUxIm0c>

Mindfulness Animated in 3 minutes

<https://www.youtube.com/watch?v=mjtfyuTTQFY>

Simple mindfulness exercise

<https://www.youtube.com/watch?v=BwJnHLhACLk>

A short clip showing a few ways to come back to the present moment

<https://www.youtube.com/watch?v=rSXhZ6kxjLo>

Short video describing Positive Psychology

<https://www.youtube.com/watch?v=1qJvS8v0TTI>

Mindfulness and signature strengths exercise

<https://www.youtube.com/watch?v=BwJnHLhACLk>

Kindness boomerang video

<https://www.youtube.com/watch?v=nwAYpLVyeFU>

## APPS

- |                        |                     |
|------------------------|---------------------|
| • Headspace            | • Three good things |
| • Smiling Mind         | • Grateful          |
| • Take a Break         | • Delightful        |
| • Stop Breathe & Think | • Happy Feed        |
| • Insight Timer        |                     |

## Where to seek further support

- Supervision and support from colleagues, senior management team and partners within your local authority
- Education Support Partnership 08000 562561 - The UK's only charity providing mental health and wellbeing support services to all education staff and organisations
- Telephone supports: Breathing Space 0800 838587 Samaritans 116 123
- GP

## Appendix 1

### Self-directed reading/viewing

- What key messages did you take from what you watched or read?
- How was the information relevant to you in your context and role?
- How might you use this information to develop your practice further?



## Appendix 2

