Teacher Well-being & Diversity

A manual for teachers in diverse educational settings

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Introduction

Carol O’Sullivan
Wellbeing in school starts with the staff. They are in the front line of the work and it is hard for them to be genuinely motivated to promote emotional and social wellbeing of others if they feel uncared for and burnt out themselves (Weare 2015 as cited by NCCA 2017, p. 29).

Irish society has undergone substantial change in the past thirty years or so and this change has been accompanied by changing demographic patterns. We have moved from massive emigration in the 1980s to unprecedented economic growth in the 1990s and with this, huge increases in immigration. This has had major implications for education in Ireland. The diverse classroom is now becoming the norm in Irish schools, beginning in early years settings. However, there is evidence that disadvantaged schools tend to have a more diverse demographic (Byrne et al. 2010). Language and communication difficulties, poverty and cultural differences are all features of these settings, with the consequent need for more supports for teachers and recognition of the associated additional demands on them.

While there are many initiatives to support the wellbeing of children in diverse classrooms, similar supports for teachers are not as evident. It may be argued that when supports are in place for student well-being, the well-being of the teacher is also addressed. However, such a perspective tends to be somewhat reductive and fails to take account of the needs and concerns of teachers in the 21st century multicultural and multilingual classroom. Morgan and NicCraith (2015), focus specifically on the impact of workload on the stress levels of teachers. Greater demands in terms of differentiation and the impact of diverse classrooms were cited as significant stress-inducing factors in their research. This is bound to impact on the teacher’s interactions in the school and in the classroom. The European Trade Union Committee on Education (ETUCE) states that stressors on teachers can lead to burnout/depression/emotional exhaustion, high absenteeism, sickness, sleeping problems and cardiovascular diseases/symptoms (ETUCE 2011). These are very serious concerns, signalling a need for greater recognition of the humanity of the teacher and a concerted focus on teacher well-being. Hence the rationale for this manual.
This manual seeks, first and foremost, to call on teachers in diverse contexts, and all teachers, to reflect on their own sense of well-being and to acknowledge the importance of well-being in their personal and professional lives. It is proposed in this manual that teacher well-being is a core element of an effective education system and, as such, requires more core recognition in education policy.

The manual was developed following research in a preschool, primary school and post-primary school in Ireland and is presented in three main parts. Part One explores the concept of teacher well-being across the educational spectrum: from early years’ to post-primary education. It locates the concept in diverse contexts, acknowledging that some of the most diverse schools tend also to be confronted by the problems relating to disadvantage and poverty. The Health Promoting Schools (HPS) framework (WHO 1986) is explored as a means of promoting teacher well-being throughout the school. This framework was chosen as it is used in recent and current Irish educational policy documents on well-being.* The role of the Professional Learning Community (PLC) is acknowledged as a key means of support for teachers. Part Two of the manual looks at how to operationalise teacher well-being in preschools, primary and post-primary schools. It provides strategies to help the teacher to actively focus upon and support their own well-being as part of their school day. Part Three of the manual presents a selection of practical activities which teachers can use on their own, with other colleagues, in their classrooms, or with parents.

We are avoiding a prescriptive approach to well-being in this manual. Instead, we are inviting you to engage with ideas that work for you as a teacher. The structure of the manual is such that reading it does not have to be a linear process. Instead, you can refer to individual sections as relevant to your needs at a given juncture. For our endeavours to be effective, they need to be implemented by you. So in reading the manual, please take the time to reflect upon and try out some of the proposed activities.

Please note that while this manual is informed by research undertaken in the context of Irish education, the issue of Teacher Well-being is one which resonates internationally. Thus the manual has relevance to both Irish and international settings.

References:


*See for example Well-being in the post Primary School (DES/DoH/HSE 2013); Well-being in the Primary School (DES/DoH/HSE 2015); Wellbeing Policy Statement and Framework for Practice (Des 2018).
Part One

Teacher Well-being and Diversity: Overview

Carol O’Sullivan, Sandra Ryan, Lisha O’Sullivan, Mary Masterson
Introduction

While well-being has become a familiar and regular feature of everyday conversation, a firm definition of the term remains elusive. There is increasing consensus that well-being is a subjective concept and what works for one person may not necessarily work for another (Atkinson 2013; La Placa et al. 2013). This is particularly true if we subscribe to a dimensional focus on well-being: going to bed early and avoiding technology may be important for the well-being for one person, whereas another may need to make more of an effort to meet friends or to engage in community activities. This chapter aims to look at well-being with a view to facilitating the active participation of the reader in promoting their own well-being and, consequently, being a more engaged and productive citizen. It will engage in a critical reflection on some of the ideas relating to well-being without being overly prescriptive in terms of definition. The term will be applied specifically to teachers and the readers will be asked to focus on the concept as it applies to their own lives. It is all too easy to speak eloquently about the well-being of others, in this particular instance, the well-being of learners, without internalising the concept for oneself. The complexities of teaching in multicultural and multilingual contexts will be a specific focus of this chapter as, indeed, it is throughout this manual. The demands on teachers in this context are acknowledged to be, potentially, an additional challenge to well-being. Existing educational policy on well-being will be explored with a view to determining the extent of focus on Teacher Well-being (TWB). The Health Promoting School framework (WHO 1986) will be reviewed in order to determine the extent to which it actively acknowledges TWB. Most importantly, the need for concrete ideas and actions which facilitate TWB will be recognised.

Well-being as a concept

Current Irish educational policy demonstrates an increasing focus on well-being (see Appendix A for a list of relevant policy documents). Many of the policy documents endeavour to provide a definition of well-being, most of which mirror, to a lesser or greater extent, the dimensions of health as provided by the World Health Organisation in 1946, viz: “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity” (WHO 1946, p.1). This definition is not without its critics (see, e.g., Larson 1996 for an outline of concerns associated with the definition) and was expanded by the WHO in 1986 to include a greater focus on health as a resource through which we accomplish the many objectives of everyday life, rather than an end in itself. Many of the criticisms centred upon the lack of measurability of the definition, particularly in relation to the social dimension and also in relation to the inclusion of the term well-being which Ho (1982 cited by Larson 1996) notes is extremely difficult to identify and measure. The research of Thomas (2009 in Dodge et al. 2012) demonstrates that the concerns of Ho three decades earlier have not been resolved. Thomas observes that well-being is “intangible, difficult to define and even harder to measure”. Indeed, the complexity of the term becomes manifest even in relation to its spelling. Sometimes the hyphen is used, other times it is omitted. To maintain consistency in this manual, the hyphen will be used when referring to well-being, except for direct quotations and references.

While acknowledging the complexity of the term, the need for the reader, i.e the teacher, to recognise the importance of caring for themselves in terms of the many dimensions of their well-being is also emphasised. It is not sufficient to read about well-being, the reader must engage with the concept if it is to impact upon their lives. Some of the policy documents tend to equate well-being with mental health promotion in particular. This chapter, and indeed this manual, takes a more holistic view, linking well-being with physical, mental, social, emotional and societal health. It is interesting to note that some writers also include financial health as a dimension (Deaton 2008), and indeed, this is a very relevant and current concern, as financial difficulties can have a significant negative impact on health and well-being (Sweet et al. 2013). This point is particularly relevant to early childhood teachers for whom remuneration is an ongoing issue.
Teacher Well-being

The focus on health and well-being tends to vary in schools. Evaluations of Social, Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE) wherein such focus naturally resides, demonstrate that the profile and status of SPHE/RSE tends to be lower than that accorded to other curricular areas (DES 2009; Roe 2010; NicGabháin et al. 2010; NCCA 2019). As a consequence, one may conclude that specific focus on TWB is even further down the priority hierarchy. This is evident in the fact that there is a dearth of research which focuses upon TWB (Sharrocks 2014). In the Irish context, a study by Morgan and NicCraith (2015) is noteworthy as the focus was specifically on teachers. They undertook a meta-analysis of the causal factors of stress on teachers, with the difficulties of balancing the many demands of the teacher workload emerging as a significant contributor. This becomes even more significant in the multicultural and multilingual context as the daily demands increase. ETUCE (2011) make a very important point in relation to work-related stress, namely that it is not an individual weakness but instead an individual reaction to organisational and/or interpersonal problems at work. They observe that stress is a multi-causal problem requiring multi-dimensional solutions. This point is reiterated in the research of Morgan and NicCraith (2015) who state that the main factors associated with the teachers’ stress related to socio-political issues rather than specifically educational ones.

Valuing Teacher Well-being

Sharrocks (2014) poses the question as to whether TWB is valued by the policy makers and, indeed, by teachers themselves. So, you, the reader, are invited to reflect on that specific question:

How much value do you place on your own Well-being?

Sharrocks highlights the importance of social support in achieving a sense of well-being, however, very often, the nature of the school day is such that social interaction among staff is very limited. Like ETUCE (2011) cited above, Sharrocks challenges an individualised focus on stress management, and calls for placing well-being in a more environmental or systemic context. Hence TWB may be facilitated by incorporating some additional time for teachers to meet into the school day. While the Croke Park hour* could be deemed to have advanced this cause to some extent, it may not sufficiently facilitate the extent of informal interaction as advocated by Sharrocks, as it tends to focus mainly on pedagogy and planning. The Irish National Teachers’ Organisation (INTO) (2012) demonstrates the reciprocal nature of teacher and pupil well-being. This point is also made by Morgan and NicCraith (2015), and will be noted again below in the discussion of early childhood education. Similar observations can be seen in international research (see for example, Soini, Pyhalto and Pietarinen 2010). However, to focus solely on the success of the pedagogical interactions in the classroom may be deemed to limit the focus on teachers’ needs and to view the Croke Park hours as sufficient in meeting these needs. As observed above, teachers’ needs and concerns become more complex in diverse contexts. Therefore, in the next sections of this chapter, the issue of TWB will be placed directly within the demographics of 21st century Ireland.

*Under the public service agreement 2011 teachers in Irish primary schools are required to work 36 hours outside of formal school time in order to facilitate planning and preparation and other identified needs of the school. At post-primary level in Ireland, the requirement is 33 hours. These hours are known as the ‘Croke Park’ hours due to the location wherein the agreement was signed.
The changing profile of schools

The proportion of first generation immigrants in Ireland has increased very rapidly in recent years with a rate that is one of the highest in the EU: 17% of the population in 2015 (McGinnity 2017). The 2016 census of population indicated that 535,475 non-Irish nationals from over 200 countries were living in Ireland at that time (CSO 2018) and immigrants to Ireland are a heterogeneous group in terms of nationality, ethnicity, legal status and language skills. The greatest numbers (just under 75%) come from 12 countries - mostly EU member states (France, Germany, Italy, Latvia, Lithuania, Poland, Romania, Spain) as well as the UK, USA, Brazil, and India. The number of mixed Irish and non-Irish households has also increased as has the number of people with dual nationality (ibid). Overall, immigration has benefitted Ireland economically as well as providing welcome cultural diversity. More than half of immigrants have a third-level qualification – so immigration to Ireland is not a predominantly low-skilled phenomenon. In general, indicators from the European Social Survey suggest that “the indigenous population in Ireland is reasonably open to, and tolerant of, immigrants” (Smyth et al. 2009, p.17) and that young Irish people hold particularly positive attitudes to migrants.

This increased diversity has posed a range of challenges for society in general, and for schools in particular, with some schools and classrooms becoming more ethnically diverse spaces with a greater number of children who are from a variety of religious and cultural traditions. In fact, data from the DES annual census for the school year 2013-2014 indicated that just under a quarter (23%) of primary schools cater for almost 80% of immigrant children while almost a third of schools (29%) had no immigrant children enrolled (Duncan 2015). This has posed challenges for schools that had very little prior experience of dealing with linguistic as well as cultural diversity up until early in the 21st century.

Another very significant consideration is the fact that there tends to be overlap between diversity in schools and educational disadvantage. For example, the research of Byrne et al. (2010) demonstrates that immigrant students are overrepresented in larger schools, schools located in urban areas and those with a socio-economically disadvantaged intake. The schools who contributed to this manual are representative of this demographic.

Provisions to address educational disadvantage have been in place in Ireland since the 1960s. In the 1980s the Disadvantaged Areas Scheme gave rise to the designation of schools for additional resources (mainly funding) which grew to have about 300 schools at its height. A range of other initiatives (e.g., those aimed at reducing class size, targeting early school leaving) were introduced on an ad hoc basis and these were rationalized with the introduction of the Delivering Equality of Educational Opportunity (DEIS) scheme in 2005 (review published in 2017). The DEIS initiative is designed to ensure that the most disadvantaged schools benefit from a comprehensive package of supports, while ensuring that others continue to get support in line with the level of disadvantage among their pupils. The recent DEIS Action Plan for Schools (DES 2017) identifies the support of well-being as a particularly important issue in DEIS schools which are recognised as having the highest levels of complexity of need among their student populations.

The development of partnerships with parents has also been a central aspect of initiatives to address educational disadvantage since the introduction of the Home School Community Liaison (HSCL) scheme in 1990. This important work is documented in several evaluations and other publications on DEIS (e.g., Ryan 1994; 1995; Conaty 2002; Archer & Shortt 2003; HSCL Coordinators 2006; Kavanagh and Weir 2018; Weir et al. 2018). Partnerships with children’s families are an important aspect of teachers’ work and can also contribute to the demands and stress that teachers experience in their everyday work.

Evaluations of DEIS have found a big focus on planning and very high levels of school engagement with the programme (Weir et al. 2018). Improved pupil outcomes have also been documented (Weir and Denner 2016).
Challenging attitudes and expectations

To help newcomer students settle into a host school, teachers now also have to deal with Irish students’ attitudes toward their immigrant classmates, their families, and immigrants in general (Dimakos and Tasiopoulou 2003). Teachers have been found to be generally supportive and respectful of students’ religion and culture but Caulfield et al. (2005) noted that teachers should be more effective in dealing with peer racism among students, which can sometimes occur despite generally positive attitudes among young people. Furthermore, while teachers were positive about their experiences of working with newcomer students, often praising their work ethic and respectful behaviour in school, their views also demonstrated both classed and racialised perceptions. Despite these concerns, existing research shows that newcomer students in Ireland generally feel positive about their teachers (Vekic 2003; Devine 2005; Darmody 2007; Nowlan 2008). This is likely to reflect, at least in part, the fact that immigrants to Ireland are a highly educated group (Barrett et al. 2006; CSO 2008) and thus have positive dispositions towards schooling and education in general.

The interaction between teachers and immigrant parents has also emerged as a topic of interest. Shor and Bernhard (2003) found that immigrant parents may have differing expectations about the ways in which teachers and other professionals should discipline their children. The expectations of teachers’ behaviour were largely based on immigrants’ experiences in their country of origin where practices are often different from those in the host countries. This was an issue which emerged in the research informing this manual.

Developing Teacher Capacity

Hood (2017) observes that successful teachers in diverse contexts understand and appreciate the cultural background of their students, they know how to build on the cultural strengths of their students, and they know how to solve problems that stand in the way of effective education. This is indeed a positive endorsement of the teachers. However it begs the question as to the teachers’ own resources in developing this empathy and capacity. Continuing professional development in relation to adapting to diversity was a key need prioritised by teachers (Smyth et al. 2009) and the OECD review of migrant education in Ireland also recommended prioritising initial training and CPD in cultural diversity and EAL to all teachers (Taguma et al. 2009). This is reiterated in recent research commissioned by ETUCE (Danau and Pauly 2019) which states that training and professional development for teachers and other education staff is “crucial for them to be able to perform in a diverse educational setting” (p.3). This research also emphasises the importance of a whole-school approach and a democratic school culture for this work to be successful. The work of the schools featured in this handbook very much reflect such an approach and ethos. The teacher participants also highlighted the importance of CPD.

One of the actions within the Migrant Integration Strategy (Department of Justice and Equality n.d) includes a review of training on managing diversity and tackling racism. This review is scheduled to be undertaken during 2018-19.

A starting point in any CPD relating to diversity may be to highlight the importance of self-awareness and self-reflection on the part of teachers as they bring their own cultural perspectives to the classroom. The application of these skills may be a significant influence on their own well-being as well as that of their students. Du Plessis and Bisschoff (2007) observe that in referring to diversity in the classroom, the focus is usually on the diversity of students. They remind us that the teacher also brings a range of diversity issues to the classroom and consequently teachers need to be aware of possible reactions from the students to their race, age, gender, ethnicity, physical attributes and abilities. Le Roux (2001) notes that with the required empathic understanding, knowledge and skills, teachers can make an exceptional contribution towards creating equal opportunities for all children within a culturally diverse society.
Language Diversity

Language teaching and the accompanying supports have particular significance in a situation wherein a teacher is confronted with multiples of language diversity. This places considerable additional demands on the capacity of the teacher. The challenges of language diversity will be given attention in this manual. Gatwiri (2015) observes that language difficulties are cited as the most critical issue facing international students today and thus language fluency is a major determinant of successful integration and lessened trauma in a new culture. A similar observation is made by Janta and Harte (2016) who also comment on the impact of poor language skills on parents’ ability to support their children’s learning. Language development and proficiency on the part of students was a consistent concern of the teachers who informed the development of this manual. The nurturing of social skills and helping the children to achieve a sense of belonging in the school was seen as key to the social and emotional well-being of the children as well as to their academic achievement. The teachers made consistent references to the sense of guilt that they experienced when they felt that the needs of individual children were not being met. They reported that they often carried that sense of guilt home with them. Hence their own well-being as well as that of the children in their care is being impacted.

While the Professional Development Service for Teachers website www.pdst.ie provides an extensive range of practical advice and tips for the well-being of teachers, these tend to be more generic in nature. This manual endeavours to provide specific recognition for the Well-being of teachers in multicultural and multilingual contexts. However, the research informing the development of this manual demonstrates that many of the general tips for well-being are adopted by the teachers in this context also.

Existing Policy in Ireland

The NCCA (2005) defines intercultural education as follows:

Intercultural education is part of what every teacher does in schools throughout the country. It is about more than the curriculum and what we teach. Intercultural education should inform how we plan teaching and learning and how the classroom operates as a supportive learning environment (NCCA 2005:17).

The Intercultural Education Strategy 2010-2015 (DES 2010) and the Migrant Integration Strategy (Department of Justice and Equality n.d) specify a range of actions to be taken within education, (including teacher education), and other sectors.

While such documents could be deemed to be implicitly supportive of TWB, their discourse could also be critiqued for their tendency to assume the capacity and ability of teachers to deal with the many complexities of the intercultural classroom. In addition, recent years have seen the publication of many documents relating specifically to Well-being in the school. Such documents include Aistear: the Early Childhood Curriculum Framework (NCCA 2009); Síolta: the National Quality Framework for Early Childhood Education (CECDE 2006; DES 2017); Well-being in Post-Primary Schools (DES 2013); Well-being in Primary Schools (DES 2015); Junior Cycle Wellbeing Guidelines (NCCA 2017); Wellbeing Policy Statement and Framework for Practice (DES 2018). Most of these documents provide, at most, a cursory acknowledgement of TWB, although the latter two documents address TWB in more detail with the most recent publication including a requirement that well-being supports for staff are reviewed. The Cosán Framework (Teaching Council 2016) for teachers’ learning includes well-being among its key pillars. In this document, recognition of the self-care of teachers so as to be able to care for others is explicitly stated. The document acknowledges the many dimensions of well-being and avoids being overly prescriptive in terms of well-being activities. In doing so, it acknowledges the very subjective nature of well-being. The Droichead integrated induction framework for Newly Qualified Teachers (NQTs) (Teaching Council 2017) acknowledges the very specific needs of NQTs, the value of support and mentoring from colleagues and the value of the Professional Learning Community (PLC). In the context of diversity, the provision of support for English as an Additional Language (EAL) to schools by the DES could be viewed as supporting TWB. However budgetary constraints over the past decade (Circular 0015/2009) reduced EAL provision and current provision remains at 2009 levels despite the recent upturn in Ireland’s economy. Currently schools are limited to a maximum of two EAL teachers unless there are exceptional circumstances.
Supporting TWB

Despite the extensive range of policy documents on well-being, the above summary demonstrates the lack of specific focus on TWB in general and on TWB in the multicultural and multilingual setting in particular. This manual endeavours to address this gap in policy while avoiding being prescriptive in terms of teacher need. Our research demonstrated that teachers in a busy multicultural setting would like easy-to-implement ideas which are not presented as additional tasks. The last thing we want is to impact negatively on TWB!

The school as a setting for health promotion has been long recognised. In fact, it emerged as part of the settings-based approach to health promotion at the first international conference on health promotion in Ottawa in 1986. Subsequently the World Health Organisation defined a health promoting school as “a school which is constantly strengthening its capacity as a healthy place in which to live, learn and work” (WHO 1998). The acknowledgement of the school as a workplace is important. In 2014, the Schools for Health in Europe (SHE) Network were more specific in their definition of a health promoting school, presenting it as “a school that implements a structured and systematic plan for the health, well-being and the development of social capital of all pupils and of teaching and non-teaching staff” (as cited by Turunen et al. 2017)(emphasis added). Put simply, “healthy students learn better, healthy teachers work better” (ibid). The research of Turunen et al. also acknowledged the importance of capacity-building activities for teachers and other staff and the involvement of parents in the health promotion process. The HPS/Well-being Framework tends to vary, with between three and six key dimensions being presented in the literature (Langford et al. 2014). In the Irish context, the framework consists of four dimensions: Policy and Planning, Curriculum and Learning, Physical and Social Environment, and Partnerships). This nomenclature is employed in the Well-being guidelines provided to primary and post-primary schools (DES/DoH/HSE 2013; 2015), with the term ‘Well-being Framework’ supplanting the term ‘Health Promoting Schools Framework’. This manual uses the names of the dimensions as they are presented in the Well-being guidelines. It is acknowledged that the terms have evolved slightly in the more recent Wellbeing Policy Statement and Framework for Practice (DES 2018), however the fundamental perspective remains the same. Interestingly, while the HPS aims at promoting the well-being of all in the school, it is difficult to locate research relating specifically to the role of the HPS and TWB. The impact of context on the HPS is acknowledged in the literature and the importance of staff capacity is reiterated (see, e.g., McIsaac 2017). In this manual, the HPS/Well-being framework is explored as a means of promoting TWB in contexts of diversity. The role and importance of each dimension will be examined prior to the inclusion of activities and strategies within the dimensions.
Challenges to/Facilitators of TWB

While the development of a manual for TWB is important, such provision is ineffective unless it is implemented. Without doubt there are many barriers to TWB. These have already been referred to in the research of Morgan and NicCraith (2015) above. Hargreaves and O’Connor (2018) observe that when teachers are stressed and overworked it is tempting for them to seclude themselves in their own classrooms rather than engage with colleagues and seek help. However, this is when teachers really need to interact with colleagues in order to get new ideas and let go of old practices (ibid). Once again the importance of the Professional Learning Community becomes evident. The research which informed this manual highlighted positive interactions/relationships, effective leadership, CPD opportunities, whole-school approaches, supports in the community (parents, other members of the community), team teaching, trying out new methodologies, time for staff planning meetings, as key determinants of TWB in diverse contexts.

The research of Morgan and NicCraith (2015) indicated a favourable response overall to the introduction of the Croke Park hour as it provides opportunities for staffs to come together. The Croke Park hour was seen to put the curriculum “back on the agenda” and facilitates the discussion of policies, School Self Evaluation (SSE), literacy and the curricular areas. The benefits of the Croke Park hour were also signalled by the teachers who contributed to the research for this manual. In addition, they all emphasised the ‘small things’ that impact positively on TWB in a context of great diversity, and indeed, many of these ‘small things’ are featured in this manual. The importance of a positive outlook and the ability to turn challenges into opportunities were viewed as major facilitators of TWB. This perspective is endorsed in The Junior Cycle Well-being Guidelines (NCCA 2017), which states that the importance of small everyday acts of kindness, interest, consideration and positivity cannot be underestimated.

Conclusion

This chapter has sought to present the concept of Teacher Well-being as a necessary and integral part of the educational process. It has problematised the concept and located it within the context of diverse classrooms. The changing nature of teaching, language diversity, complexity of need, curricular demands, disadvantage, all have the potential to impact negatively on TWB. The assumption of teacher ability and capacity evident in many education policy documents has been challenged and the inclusion of a more specific focus on TWB in more recent documents has been welcomed. The Health Promoting School/Well-being framework has been presented as a means of addressing TWB as many of the barriers to, and supports for, TWB can be placed within the dimensions of the framework. The potential to turn challenges into opportunities has been signalled. Most importantly, this chapter has invited you, the reader, to actively engage with the concept of TWB and to implement it in your daily life.
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Chapter Two: Teacher Well-being and Diversity Across the Educational Spectrum
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Introduction

In developing a manual which looks at Teacher Well-being and Diversity (TWBD) across the educational spectrum, we are looking at a very wide range of age, maturity and need among the students. This will place a variety of demands and burdens on teachers and looking after their own well-being may well seem like an additional demand or even self-indulgence. Yet, as observed by Soini et al. (2010), teachers’ learning and occupational well-being is crucial in attaining educational goals both in the classroom and at community level. While few teachers will disagree with this statement, the extent to which it is internalised and operationalised is debateable. Paterson and Grantham (2016) comment on the limited evidence relating to factors that foster, support and maintain well-being among teachers. This chapter will look at some of the key issues relating to TWBD from Early Childhood Education, through Primary and Post-Primary Education. While some issues are common across the spectrum, others relate to specific stages in education. However, the fundamental premise remains the same: All teachers have well-being needs, these tend to multiply in diverse contexts, and teachers tend to overlook or sideline these needs. Teacher well-being will be looked at from a variety of perspectives in this chapter. The role of the Professional Learning Community (PLC) will be acknowledged as a facilitator of TWB. The issues will be presented within the Health Promoting Schools/Well-being framework which underpins this manual.

The importance of engaging with diversity and the need to advocate for inclusion from an early stage is emphasised in the *Diversity, Equality and Inclusion Charter and Guidelines for Early Childhood Care and Education* (ECCE) settings (DCYA 2016). ECCE settings reflect the increasing diversity evident in Irish society. Consequently, early years’ teachers are tasked with supporting the learning needs and interests of children from a broad range of cultural backgrounds, some of whom come from families who may not have English as their home language. According to Brooker (2010), for many children the culture of the ECCE setting can present new and different ways of learning. The research on quality early childhood education identifies interactions between children and teachers as a critical driver of development (Melhuish 2015). To thrive and achieve, in early years’ contexts, all children need to experience interactions with teachers which promote emotional warmth and security and appropriate levels of cognitive challenge (Slot et al. 2015; Whitebread et al. 2015; Ring et al. 2018).

**Current Early Learning and Childcare (ELC) Policy in Ireland**

The capacity of early childhood teachers to engage in the type of optimal interactions characteristic of high level process quality, is clearly influenced by their own well-being (Cumming 2017; Jeon et al. 2018). Moreover, structural factors (Initial Teacher Education, Continuing Professional Development, remuneration and professional status, the curriculum and the environment) all influence teacher well-being (Cumming 2015; Jeon et al. 2018). Supporting early childhood teachers’ well-being, consequently, is a pre-requisite to improving the overall quality of programming in the early years. As noted by Cumming (2015), however, teacher well-being in the early years is more than an issue of programme quality. On a societal level, it is an important social justice issue. Issues relating to low status and poor remuneration continue to be a formidable barrier to teacher well-being as well as programme quality. The changing demographics in Irish society adds further to the challenges experienced in this sector. The 2016 Diversity, Equality and Inclusion Guidelines have been developed to support, guide and empower the Early Years’ sector to deliver a diversity, equality and inclusion focus to practice and training (DCYA 2016). It could be argued that the experience of inclusion that children have in the early years will have a significant influence on their later education. However, if the issue of status and remuneration are not addressed, it will be difficult to attract and retain qualified early childhood teachers who have the required background and training in diversity issues. This is a major policy issue.
Staffing, Remuneration and Professional Status of Early Years’ Teachers

A report on the Working Conditions of the Early Years’ Education and Care Sector (Joint Committee on Children and Youth Affairs 2017) states quite starkly that there is a crisis in relation to staffing the early years’ sector. This report comments on the increasing administrative burden on staff without commensurate time, pay or resources to deal with these increased demands. This results in mounting stress and pressure on staff. In addition, job security remains a significant issue in this sector with many early years’ teachers holding seasonal contracts. The most recent figures suggest that almost half of all early years’ teachers work part-time (Pobal 2018), making a career in early learning and childcare (ELC) an unattractive option for many, despite the increased opportunities for formal education and training in the sector. The imbalance in effort and reward, noted as a barrier to well-being in other countries, remains a significant barrier to attracting and retaining early years’ teachers in the Irish context (Cumming 2017).

Continuing Professional Development in the ELC sector

For those teachers who decide to remain in the ELC sector, CPD opportunities are crucial to providing them with the skills needed to support very young children, many of whom are from different countries and cultures and who do not speak English or Irish as a first language. CPD has been linked with both ELC programme quality and teacher well-being (Whitebread et al. 2015; Cumming 2015; Jeon et al. 2018). CPD can support early years’ teachers developing skills, knowledge and understanding they need to carry out their role which in turn contributes to overall well-being. (Urban et al. 2011; Jeon et al. 2018). Such attributes are becoming increasingly complex as the Irish population becomes more diverse.

While the provision of government funded CPD has been historically low, investment in this area has improved in recent years. Ongoing resourcing is necessary, however, to build a sustainable professional education continuum (PEC) in the ELC sector (Early Years Education Policy Unit (EYEPU) 2017). Providing access to high-quality CPD is a key strategic action in the First Five: A Whole-of-Government Strategy for Babies, Young Children and their Families 2019-2028 (Government of Ireland 2018). Emerging findings from evaluations of recent CPD initiatives such as the Leadership for Inclusion in the Early Years (LINC) Programme and the Teach Me AsIAm early years’ programme which focus on inclusion and the inclusion of children with Autism, respectively, report high-satisfaction rates amongst participants and illustrate the power of such CPD opportunities to enhance early years’ teachers’ knowledge and confidence (Ring and O’ Sullivan 2019; Ring et al. 2019). It should be noted that in the ELC sector, pay is so low it is unreasonable to expect early years’ teachers to fund their own CPD. Effective CPD needs to be accessible to early years’ teachers and needs to provide resourcing for programme costs and teacher substitution (Cumming 2015; Ring et al. 2019). The funding of CPD and the provision of teacher substitution is a concrete means of acknowledging the importance of TWB at national policy level.

Planning

Teacher competence is supported when teachers believe in their own capacity to produce optimal child outcomes (Jeon et al. 2018). Ring et al. 2019 observe that ITE and CPD are imperative to ensuring that early years’ teachers are equipped with the knowledge and skills needed to articulate the vision of Aistear: Early Childhood Curriculum Framework (National Council for Curriculum and Assessment (NCCA 2009), and Síolta: the National Quality Framework for Early Childhood Education into practice (Centre for Early Childhood Development and Education (CECDE) 2006; DES 2017). Delivering a curriculum which is responsive to individual learning needs and interests also requires careful planning and assessment. Programme support payments available for the Early Childhood Care and Education programme and other targeted schemes now provide some funding for non-contact time in ELC. The present allocation, however, does not provide early years’ teachers with adequate opportunities to engage in these practices (Government of Ireland 2018). Cumming (2017) suggests that inadequate non-contact time, leads to early years’ teachers using personal time to meet contractual and regulatory requirements which can impact negatively on their well-being. Moreover, non-contact time is critical to allowing early years’ teachers to come together to engage in collaborative planning and assessment (Cumming 2015). In the primary and post-primary school sector, non-contact time is facilitated by the provision of the Croke Park hour each week (see Chapter One) whereby teachers come together for preparation and planning purposes. Consideration could be given to making similar provision for ELC teachers.
Curriculum and Learning

The availability of a high quality curriculum undoubtedly contributes to teacher well-being in addition to overall programme quality (Cummings 2015; Whitebread et al. 2015; Jeon et al. 2018). When early childhood teachers have an accessible curriculum framework which guides rather than prescribes and provides adequate supports for translating the curriculum into practice, teacher competence is likely to be supported. Competence in turn, is highlighted as a significant contributor to teacher well-being (Jeon et al. 2018). In Ireland, pre-primary education lacked specific curricular guidance until the publication of the early childhood curriculum framework, Aistear (the Irish for ‘Journey’) (NCCA 2009).

Aistear supports children from birth to 6 years and recognises play and relationships as key contexts through which children learn and develop. The recognition, understanding and celebration of difference is a core principle of the programme. Although Aistear is a guiding rather than statutory framework, ELC services receiving state funding to provide the Early Childhood and Care in Education (ECCE) scheme are expected to use Aistear in conjunction with Síolta, to develop a high quality curriculum (DES 2016). While placing play at the centre of the curriculum is welcome, experiences elsewhere indicate that an emergent inquiry-based, playful, pedagogical approach can be difficult to implement in practice (Bennett et al. 1997; Howard 2010a; Moyles and Worthington 2011). In the Irish context, the research of Ring et al. (2016) on teachers’ and parents’ perspectives on school readiness found that early years’ teachers still emphasise the importance of children learning academic skills through instructional pedagogical approaches.

It should be noted in the context of this particular manual, that well-being is one of the four key themes of Aistear. Psychological and physical well-being are given equal recognition. It is worth reflecting on the following statement which has been reproduced in its entirety from the Aistear framework:

Well-being focuses on developing as a person. It has two main elements: psychological well-being (including feeling and thinking) and physical well-being. Children’s relationships and interactions with their families and communities contribute significantly to their sense of well-being. Children need to feel valued, respected, empowered, cared for, and included. They also need to respect themselves, others, and their environment. They become positive about themselves and their learning when adults value them for who they are and when they promote warm and supportive relationships with them. Expressing themselves creatively and experiencing a spiritual dimension in life enhances children’s sense of well-being. Life is full of challenges and struggles. Therefore, being flexible and having a positive outlook on learning and on life is crucial. All these experiences help children to become resilient and resourceful and to learn to cope with change and situations in which things go wrong (NCCA 2009).

This is a very comprehensive statement. Rather than being definitive about what well-being is, the statement, instead, looks at the factors which contribute to the achievement of a sense of well-being. It is proposed that a similar statement in relation to the teacher should be included in this and, indeed, in all policy statements on well-being. The Aistear framework emphasises the reciprocal nature of early learning. Such reciprocity extends across the educational spectrum (see for example INTO 2012). The achievement of such reciprocity is enhanced by a balanced approach to well-being. The observation of Turunen et al. (2017) as cited in Chapter One (“healthy students learn better, healthy teachers work better”) resonates here.
The Environment: Physical and Social

The environment in which early childhood teachers work has an obvious impact on their well-being. In Ireland requirements in respect of the physical environment are highly regulated. The Child Care Act 1991 (Early Years Services Regulations 2016) set out minimum indoor space and resource requirements. Consequently, ELC settings should be safe and secure spaces for early years’ teachers and the children in their care.

Jeon et al. (2018) suggest that while a safe and organised ELC environment promotes the well-being of early years’ teachers, an ELC environment which is chaotic has the converse effect. They describe a chaotic environment as one which is “noisy, crowded, instable, unpredictable, and disorganized” (Jeon et al. 2018, p.56). Such environments can provoke more negative interactions between children and teachers, which can contribute to challenging child behaviour which creates further stress and chaos in the environment (ibid). This research found that childcare chaos was the strongest predictor of less optimal well-being. In their study chaotic environments were associated with higher levels of reported depression, stress and exhaustion. They conclude that teachers need better preparation for handling the emotional burdens of chaotic environments (ibid).

Positive relationships between staff in the environment have also been identified as an important contributor to well-being and overall job-satisfaction, while unsatisfactory relationships can contribute to stress and feelings of isolation (Cumming 2015; 2017). There is evidence to suggest that when early years’ teachers find themselves working in an ELC environment which is at odds with their own philosophy of how children learn and develop, this can also impact negatively on well-being (Cumming 2015). ELC setting management can promote a culture of well-being when they provide appropriate leadership and support in addition to promoting teacher autonomy (Cumming 2015; 2017).

Child characteristics have also been linked with teacher well-being in the early years (Jennings 2014; Jeon et al. 2018). While children become increasingly competent at regulating their own feelings and behaviour during the early years, for some children this can be a particularly difficult developmental task. Supporting children who present with challenging behaviour has been identified as a source of stress for early years’ teachers and these children can be more at risk of developing conflictual relationships with their teachers (Sabol and Pianta 2012; Jennings 2014). When EAL needs are added to this scenario, the situation may become more fraught for both child and teacher. For example, some children may seem stressed due to limited language ability and the fact that their only form of communication is non-verbal (Oxfordshire County Council 2017). Sensitive relationships with teachers, however, have been linked with a reduction in challenging behaviour and an increase in academic achievement (Sabol and Pianta 2012). Jennings (2014, p. 733) suggests a “positive feedback loop” whereby teacher well-being is associated with an emotionally supportive classroom environment which, in turn, makes teaching a more enjoyable and satisfying experience. In practical terms, posters, such as those presented in Appendix B, may help teachers to anticipate and support very young children with EAL needs.
Partnerships

Partnerships are essential to effective educational settings. Parental participation plays a powerful role in ensuring that early years’ teachers provide learning opportunities which allow each child to build on their own unique cultural capital and to achieve their potential in the ELC setting (Brooker 2010). However, a number of studies identify relationships with parents as a significant source of teacher stress (Cummings 2015; Whitebread et al. 2015). The emergent inquiry-based playful approach to learning promoted through *Aistear* and *Síolta*, for example, may be at odds with children’s experiences in the home learning environment. Play may not be recognised as a key propeller of learning in all cultures and child autonomy and discovery may not be actively encouraged (Gaskins et al. 2006; Brooker 2010; Roopnarine 2011). Some children may, therefore, find it difficult to operate in a context which provokes child-initiated exploration, play and learning. The research informing this manual endorses the research cited above as it demonstrated that, particularly in the ELC setting, parents from diverse contexts place more emphasis on subjects such as literacy and numeracy rather than on, for example, play and the Arts.

Parental participation not only contributes to children’s engagement and achievement but it also supports early years’ teachers in their role. Early years’ teachers clearly require time, facilities and opportunities to develop and sustain parental participation in children’s learning. Parent education initiatives, for example, are important in supporting parental understanding of the curriculum and pedagogical approaches within the ELC setting (O’ Sullivan and Ring 2018). Such initiatives, however, require adequate resourcing for non-contact time. Recent studies in the USA (Bierman et al. 2017; 2018) have found that preschool home-visiting programmes can boost well-being, competence and academic achievement for at-risk children. Home-visiting programmes play an important role in nurturing home-setting relationships and in supporting parental awareness and understanding of the settings philosophy. Such programmes can also give parents confidence to engage in home learning activities which are aligned with the ELC settings’ philosophy of education (Bierman et al. 2017; 2018). This is significant as the UK longitudinal Effective Provision of Pre-school, Primary and Secondary, Education (EPPSE) study found that the quality of the home learning environment, in the early years, was positively associated with attainment during primary and post-primary school and with school achievement at 16 years + (Sammons et al. 2015). The evidence underscores the importance of parental participation in their children’s ELC. Effective parental participation promotes children’s engagement and achievement and contributes to teacher well-being through providing teachers with support in their role of caring for and educating children during their formative years.

Teacher well-being is inextricably linked with children’s well-being. In the early years, warm secure scaffolding relationships with teachers are critical to children’s learning and development. Given the evidence base which now affirms that the early years provide the foundation for life-long learning, across the globe, governments are interested in improving the quality of ELC provision. As suggested by Jennings (2014), early years’ teacher well-being should be included as a predictor/measure of overall classroom quality. Given that early years’ teacher well-being is significantly influenced by context, creative approaches are needed at local level to support early years’ teacher well-being in everyday practice (Cumming 2015). Such approaches are not confined to ELC settings. The next section of this chapter will explore teacher well-being in the primary school setting. As in the ELC review, the four key elements of the HPS/Well-being Framework will guide this section.
The SPHE curriculum (NCCA 1999) highlights the importance of a positive school climate and atmosphere for effective implementation. “Such an atmosphere contributes to effective teaching and learning and to genuine communication both within and outside of the school”. The INTO (2012) cites the work of Kyriacou (2001) in expanding on the concept of “positive climate” to ensure a specific focus on teachers. Kyriacou’s vision can be easily aligned with the HPS/Well-being framework as in his outline of positive climate, teachers receive positive feedback and praise, a good level of resources and facilities, easy to follow policies and procedures, all in a pleasant work environment.

Policy and Planning

The OECD observes that teachers are a costly resource in education and consequently teacher policies affect many people and can have substantial financial implications (OECD 2018). Existing policy in Ireland in relation to well-being has been outlined in an earlier chapter and the lacunae therein in relation to a specific focus on TWB have been identified. It is acknowledged that there are general workplace policies available which teachers can apply to their own well-being.*

The abundance of educational policies and their impact on teachers are additional factors which need acknowledgement. Teachers often feel marginalised in terms of the production of these policies and stressed in terms of the extent of policies presented to them. (Jongmans et al. 1998; Berryhill et al. 2009). This could be seen as a negative consequence of education policy at national level. Research by the OECD (2002) in a number of different countries indicates that “unless teachers and their representatives are actively involved in policy formulation, and feel a sense of ‘ownership’ (sic) of reform, it is unlikely that substantial changes will be significantly implemented.” More recently, in the US context, a number of leading educators endorsed the OECD observations. The importance of talking to those who apply the policy (i.e. the teachers) was emphasised (NNSTOY 2015). The impact of policy and policy changes are of particular import to teachers in diverse contexts. Issues such as Nutrition, Child Protection, Relationships and Sexuality Education, Substance Use, Health and Safety may become more complex in multicultural and multilingual classrooms. Many policies relating to well-being are now mandatory in schools.

Teachers are required to participate in policy development committees as part of their duties. A pertinent question here relates to development and awareness of policies which relate specifically to the well-being of the teacher. The research informing this manual indicated that the participants found engagement with policy difficult and preferred to focus on planning. This may be an area where more CPD is required.

In terms of planning, the research of Morgan and NicCraith (2015) indicated a generally favourable response to the Croke Park hour. However some teachers considered that there should be more focus on staff development during these hours. The research informing this manual indicated that having time to come together for planning impacted very positively on TWB. Teachers could share ideas and discuss problems relating to cultural and linguistic diversity and develop and try out strategies to support the students. They observed that having this time contributed to their own levels of confidence and thus to their well-being.

Planning also needs to be addressed at national level. At the time of writing, the National Council for Curriculum and Assessment (NCCA) in Ireland is undertaking a major review of the Primary School Curriculum. This curriculum was introduced in Ireland in 1999, a time when country had less cultural and linguistic diversity. Planning for diversity cannot be confined to local initiatives. A more thematic approach to the curriculum may facilitate greater inclusion of children of diverse backgrounds. Such an approach is advocated by Hernes (2003). As acknowledged above, the Early Years curriculum Aistear adopts a thematic approach with well-being featuring very prominently.

*Such policies include:
WRC Code of Practice on Bullying in the workplace (Sl 17/ 2002)
HSA Code of Practice on the Prevention and Resolution of Bullying at Work, 2007
Equality Authority Code of Practice on Harassment & Sexual Harassment , Sl 208/2012
School’s dignity at work policy & Working Together, INTO, 2000 – Procedures and Policies for primary schools
School’s dignity at work & sectoral procedures for second level schools (accessed from www.pdst.ie)
Curriculum and Learning:

In terms of curriculum and learning in the Irish context, the SPHE curriculum could be considered as a starting point for well-being. The primary school SPHE curriculum aims at facilitating the personal development, health and well-being of the child, the creation and maintenance of supportive relationships and the development of active citizenship (NCCA 1999). Interestingly, the teachers contributing to this manual did not identify this curriculum as a means of supporting their own well-being, despite the fact that it focuses on the recognition of diversity. This may well be due to the fact that the focus is mainly on the child, with the well-being of the teacher being, at most, implicit in the document. In addition, as observed above, implementation of SPHE in schools can vary quite considerably. In Part Two of this manual, teachers will be challenged to review the SPHE curriculum with a view to applying it to their own lives.

In the context of diversity, the challenges and complexities of teaching in a class where the majority of children have EAL needs at some stage of their school experience were highlighted in our research with the primary school. Hornberger (2009) outlines the many unanswered questions surrounding multilingual education. These relate to policy and implementation, programme and curricular design, classroom instruction practices, pedagogy and teacher professional development. It could be argued that in 2019, 10 years after Hornberger’s observations, many of these issues remain problematic. In terms of the multilingual classroom in Ireland, the Irish educational system has supported a bilingual approach to language learning since the foundation of the State. However, this bilingual approach has not evolved to address the multilingual needs of many current Irish classrooms. This may be due to the fact that the current primary school curriculum was introduced in 1999, when the percentage of EAL children in Ireland was still quite low (O Duibhir and Cummins 2012). The teachers in our study recognised their limitations in relation to multilingualism and identified associated feelings of guilt and inadequacy as they worried about meeting the needs of EAL children. Key facilitators of their well-being were identified as supports for Speech and Language development for the children, Continuing Professional Development and peer observation and mentoring. The key role of the principal teacher in identifying relevant CPD was acknowledged. The professional learning communities (PLCs) in the school were presented as key supports for curriculum and learning in the school. The opportunity to observe their peers and share teaching strategies was welcomed and viewed as significant enhancers of TWB. Owen (2016) identifies the PLC as a particular feature in innovative schools, and, citing other research, refers to shared vision, collaboration, engagement in practical activities, distributed leadership, professional growth and collegial learning as features of the PLC. The role of the PLC will be referred to in the section on partnerships below and will be given significant focus in the post-primary school context later in this chapter.
Environment: Physical and Social

As observed above, the importance of the physical and social environment of the school cannot be underestimated. Very often this is written about and researched in the context of the child, but the fact that the school is a workplace as well as a centre of learning should not be overlooked. Vischer (2007) observes that sometimes the physical aspects of the work environment (heating, lighting, ventilation, layout) can be sidelined in favour of the social aspects, but that both are important when considering well-being. Kamarulzaman et al. (2011) outline a variety of physical aspects of the workplace which impact on employee well-being. These include design, indoor temperature, colour, noise and items such as interior plants. The guidelines for Well-being in Primary Schools (DES/DoH/HSE 2015) acknowledge the need for a warm, safe, well-maintained physical environment with access to plants and trees in order to promote and nurture well-being. One of the outcomes of the intervention with the primary school contributing to the development of this manual was a greater focus on what could be done despite a somewhat limited infrastructure. Challenges in terms of the physical environment were turned into opportunities. More detail on the initiative will be provided in Part Three of this manual.

The creation of an excellent social environment which nurtures open and honest relationships is a key feature of effective schools (Turunen et al. 2017). Paterson and Grantham (2016) highlight the importance of collegiate relationships, collaboration and social support for TWB. Roffey (2012) observes that the social capital within a school impacts significantly on the quality of the learning environment and the well-being of students and staff. A positive social environment is a significant facilitator of effective partnerships, the fourth key pillar of the HPS/Well-being Framework.
Partnerships

Partnerships are viewed as a key aspect of intercultural education with links between schools, parents and communities considered to be particularly important when progressing along the education spectrum (DES 2010). As in the case of well-being, there are also many different definitions of partnerships. In the educational context, partners can include anyone who is working towards the common good of the school (Cox-Petersen 2011). Epstein (2001) makes the very simple and salient point that educators need to understand the context in which students live, work and play. If not, they are only looking at the ‘school child’ and not the ‘whole child’ and are working alone, not in partnership with other important people in the lives of their students. This point is becoming increasingly relevant in diverse contexts, where children come from many different backgrounds. Working in partnership will serve to decrease a sense of isolation on the part of the teacher and ultimately contribute to their well-being as well as that of their students.

In the Irish context, work on developing partnerships with families and community agencies comes within the remit of the Home School Community Liaison (HSCL) scheme in place since 1990. The focus of this work is to enhance children’s learning and to develop the capacity of parents to engage with schools in positive ways in this process. This is clearly evident in that four of the five aims of the scheme relate to children’s learning and achievement (see, for example, Ryan 1995). Every DEIS school has access to a HSCL Coordinator (teacher) who works closely with families to support them in becoming involved in their children’s learning both within the school and in home and community contexts (Ryan and Lannin in press). Furthermore, the ethos of the HSCL scheme is preventative, needs-based, focused on building respect and trust between the partners and it also is integrated across both primary and post-primary levels of the education system.

In terms of working with families from diverse cultural and linguistic backgrounds, Mapp (2017) cautions against a preoccupation with deficit, i.e. with what the children and families don’t have: lack of money, lack of language skills. Such a focus can overlook the considerable strengths that the families can bring to the educational process (ibid). As a result a power imbalance may be created which is totally counterproductive to the concept of partnership.

Hall and Thomson (2007), through an intervention carried out in a primary school in the UK outline the importance of creating partnerships between the school and the arts. This is relevant to this manual as the preschool and primary school from where data was collected, emphasised the importance of the arts for the children and the benefits of engagement with local arts groups. The profile of these schools is not dissimilar to the profile of the UK school. Citing Buckingham and Jones (2001), Hall and Thomson demonstrate how engagement with cultural activities such as the arts, serves to promote social inclusion and regeneration as well as encouraging tolerance and acceptance of diversity while promoting self-discipline and social responsibility.

It is acknowledged that educational partnerships take time and effort to develop but once the time has been invested, the benefits are endless for all groups and individuals (Cox-Petersen 2011). In diverse contexts, partnerships are seen to enhance the process of acculturation rather than assimilation of children. The process of acculturation celebrates students’ culturally and linguistically diverse backgrounds and encourages them to integrate their ideas, experiences and beliefs into formal instructional practices and content (ibid). Specific benefits to teachers from effective partnerships include the following:

- Improved morale
- Positive teaching experiences
- More support and appreciation from families
- Fewer discipline problems
- Responsive students
- Less stress
- Awareness of family diversity with less stereotyping
- Closer relationships with students
- Higher expectations for all students (Lueger 1998 cited by Cox-Petersen 2011).

The Professional Learning Community (PLC) in the school can be viewed as an example of effective partnerships. The data from the research informing this manual demonstrated the importance of the professional learning community in the participant schools. The PLC was seen by the teacher respondents to be an immense source of support for both novice and experienced teachers, contributing to teacher learning, staff relationships, team building and, ultimately, well-being. Blankenship and Ruona (2007) explore the role of PLCs in reducing isolation in schools and helping teachers to learn together. They also recognise the challenges and complexities experienced by PLCs and the impact of school culture, organisational structure and leadership. As with any partnership, a PLC requires work and reflection in order to be effective. An expanded focus on the PLC is provided in the next section of this manual.
The research informing this section of the chapter, focussed specifically on the role of the Professional Learning Community (hereafter termed the Teacher Learning Community, TLC) in supporting teacher well-being at a time of significant change and reform (see, e.g., DES 2016). The ET2020 Working Group on Schools observes:

Just as values of inclusivity and embracing diversity are considered important for the development of young learners, so they apply to teachers and school leaders

(ET2020 WG on Schools 2018, p.3)

Teacher engagement in TLCs is highly effective in supporting and sustaining teacher well-being (McCallum, Price, Graham and Morrison 2017). Borko (2004) observes that key features of such communities include the establishment and maintenance of communication norms and trust, as well as the collaborative interactions which take place when groups of teachers work together to examine and improve their practice. Crecci and Fiorentini (2018) observe that teachers are enabled to be and live in the profession in various ways through the manner in which teacher learning communities organise and design various perspectives of professional development. The importance of relationships, respect and flexibility within the TLC will be demonstrated in this section. The establishment and support of a TLC in the school can be viewed as a key facilitator of the HPS/Well-being framework as it relates to school policy and planning, curriculum and learning, environment, and partnerships. The collaborative efforts of teachers have begun to receive a lot of attention in the Irish and international educational spheres.

Schools are viewed as dynamic learning organisations, where teachers are enabled to work individually and collectively to build their professional capacity in order to support continuous improvement in teaching and learning. The importance of quality teaching is recognised and draws on a wide body of research that suggests that excellence in teaching is the most powerful influence on student achievement. The empirical work acknowledges the pedagogical skills required to enable high-quality learner experiences and outcomes. Moreover, that empiricism views career-long professional development as central to the teacher’s work and firmly situates reflection and collaboration at its heart.
Improving the quality of students’ learning is considered the main driver of teacher learning and teachers’ engagement in professional collaboration (Teaching Council 2016). TLCs can provide opportunities for “challenging ideas to increase potential for success, gaining greater accomplishment through joint work and nurturing positive emotions and sharing good feelings” (Owen 2016, p. 417). Mulford (2003) notes that cultivating TLCs is made easier by having appropriate leadership. This cultivation is a developmental process involving teachers working together in schools, sharing norms and values, and respecting diversity, as well as building capacity for change through evidence-based learning. Principals can potentially play a considerable role in the well-being of teachers, particularly in relation to the induction of early career teachers, school culture, instructional leadership, and prioritisation of meeting school needs (Department of Education and Skills 2016; Ronfeldt, McQueen and Grissom 2015).

The potential for teacher collaboration has been acknowledged as an important facet of the overall well-being of teachers. Specifically, it is acknowledged that teacher collaboration (Teacher Learning Community) is a prerequisite for what is referred to in the literature as “teacher pedagogical well-being” (TPWB) (Soini et al. 2010). TPWB is understood as “that which is constructed in the core processes of teachers’ work, that is, carrying out and developing the teaching-learning process, including, for example, planning classroom activities, interacting with pupils, making evaluations, and choosing and developing instructional tools” (p. 737). TLCs are recognised as a central conduit for the promotion of TPWB in schools. They are recognised as an important driver of student motivation and engagement (Attard Tonna and Shanks 2017; McCallum, Price, Graham and Morrison 2017; Owen 2016).

**TLCs and Post-primary Policy**

Teachers in the Irish context are in a time of reform. There is a new emphasis on teachers working collaboratively to deliver new curricula. The recent reform and policy documents related to the changes currently being implemented in the Irish educational landscape at both the Junior and Senior Cycle phases provide evidence that teacher collaboration is becoming increasingly important for teachers to deliver on these reforms. Greater teacher collaboration is one of the hallmarks of junior cycle reform in the Irish context (Kirk, n.d, p. 5). Policy initiatives, both national and international, recognise the value of fostering and developing teacher learning communities in schools to help deliver reform initiatives effectively. Some key policy documents will be discussed in more detail in the following paragraphs.
TLCs and National Policy: *School Self-Evaluation (DES 2016)*

The policy document School Self-Evaluation (2016) (DES 2016) launched a new era of school self-regulation to complement traditional school inspections where teachers were assessed on performance by inspectors observing them during a one-day visit to schools. School self-evaluation is necessary to facilitate and monitor curriculum change with the new Junior Cycle and a new Leaving Certificate in the future. School self-evaluation is an evidence-based process that enables teachers and schools to identify, analyse, and make judgements about their students’ learning. It supports planning and taking action with a view towards making learning better. It is well-suited to support the ongoing process of curriculum change.

There is a clear rationale for teacher learning communities of practice in the school self-evaluation process (see below):

*Droichead: Teaching Council Policy on a New Model of Induction and Probation (2017)*

Newly qualified teachers (NQTs) often struggle in the early years of teaching. A programme of induction *Droichead*, (meaning Bridge) was launched in 2017 by the Teaching Council to support NQTs in developing and further enhancing their teaching competency. A key part of the induction process is an NQT’s engagement with more experienced colleagues, as well as reflection on professional conversations that take place on their own professional learning and practice (Teaching Council 2017). The rationale for this is that supporting a newly qualified teacher during *Droichead* is always a collaborative process (ibid). Key elements of *Droichead*, such as observations of colleagues’ teaching and conversations provide opportunities to exchange informal feedback on a one-to-one basis. There are also opportunities to discuss issues arising in the course of the NQT’s professional learning and practice, as well as offering guidance. The principal is acknowledged as playing a pivotal role in fostering such collaborative learning in a school.

*Professional reflection and dialogue between teachers, focusing on specific aspects of teaching and learning, are very important when gathering evidence. As collaborative practices are further developed among the teaching staff, team teaching and professional collaborative review will become an effective means of gathering evidence.* (DES 2016, p.14).
Cosán: Framework for teachers’ learning (The Teaching Council 2016)

The national framework for teachers’ learning Cosán (meaning Path) seeks to foster teacher learning via increased and sustained teacher professional collaboration. This policy acknowledges teachers as lifelong learners and links continuing professional development to the ability of teachers to collaborate and learn with and from each other within the school context. The belief is that teachers who engage in quality learning in TLCs can better support their students’ learning. The different dimensions of teachers’ learning is acknowledged and there is a recognition that learning can be collaborative. The Teaching Council notes that while Cosán is based on the premise that teachers involved in collaboration are working towards shared professional learning goals, each will likely have identified a personalised learning pathway towards those goals.

TLCs: European Policy

Besides national policy initiatives, European policy also seeks to encourage teachers to collaborate for professional learning in order to raise standards of teaching and learning in schools. For example, the Council of the European Union Recommendation on Key Competences for Lifelong Learning 2018 recommends introducing new ways of teaching and learning, including the ability to collaborate in teams and negotiate. It advocates cross-discipline learning, partnerships between different education levels, training and learning actors (including from the labour market), as well as concepts such as whole school approaches with emphasis on collaborative teaching and learning. Teachers could be supported in developing competence-oriented approaches in their specific contexts through peer learning and peer counselling, thus affording flexibility and autonomy in organising learning through networks, collaboration, and communities of practice (European Commission 2018).

The OECD’s (2009) Teaching and Learning International Survey (TALIS) provides insights into how education systems are developing policies to make the teaching profession more attractive. TALIS is the first international survey to focus on the working conditions of teachers and the learning environment in schools. Its aim is to help countries review and develop policies that foster conditions for effective schooling. One especially notable finding pertains to the relative importance of collaborative feedback. The more teachers have found that feedback leads to changes in various aspects of their work, (1) the greater are their development needs, (2) the more they participate in different professional development activities and (3) the higher the experienced impact of professional development. This finding emphasises the crucial importance of fostering teacher understanding of appraisal and feedback at the school level.
TLCs and the post-primary curriculum

The Framework for the Junior Cycle (DES 2015) is used in the context of curriculum, although it is recognised that it is also an example of educational policy. The Junior Cycle curriculum has introduced an era of change in teaching and learning practices in schools. Teachers are experimenting with new methodologies and approaches. Such efforts can be challenging and stressful. Accordingly, new emphasis has been placed on teachers engaging in professional conversations to mitigate such discomfort.

The Framework, “recognises the importance of professional development and collaboration between teachers for informing their understanding of teaching, learning, and assessment and their practice in the classroom” (DES 2015, p.8). The traditional Junior and Leaving Certificate involved relatively little continuous assessment, as the focus was on succeeding in the terminal examination, and students were relatively passive learners relying on the expertise of the teacher to achieve good grades. The Framework stresses the need for active student engagement in classroom learning, with students reflecting on their own individual work and that of their peers, learning from and with each other. Teachers themselves are discussing how to be the best facilitators of this dynamic teaching and learning collaboration with colleagues and students alike.

The Framework has introduced an emphasis on pedagogical processes that require teamwork and collaboration. For example, Classroom Based Assessments (CBAs) require teacher collaboration in order to set standards and allow teachers to become familiar with a new teaching and learning dynamic in the classroom:

All teachers of each subject involved in teaching and assessing the classroom-based components in the school will engage in Subject Learning and Assessment Review meetings where they will share and discuss samples of their assessments of students’ work and build a common understanding about the quality of students’ learning (DES 2015, p. 8).

The Framework has effectively launched a new approach to teaching and learning. It espouses a clear expectation that the classroom is an active learning zone for students. Accordingly, teachers are expected to weave new assessment approaches (e.g., assessment for learning, peer reviews, group and individual reflection, use of digital technologies) so that all children will be facilitated to succeed and enjoy learning. Teachers value and engage in professional development to collaborate and work together to devise learning opportunities for students across and beyond the curriculum. Such efforts collectively develop and implement consistent and dependable formative and summative assessment practices that contribute to building whole-staff capacity by sharing expertise (DES 2015).
The Framework for Junior Cycle (DES 2015), provides the basis for post-primary schools to plan quality, inclusive and relevant education programmes with improved learning experiences for all students, including those with special educational needs. Key skills help learners develop the knowledge, skills and attitudes to face the many challenges in today’s world. They also support students in learning how to learn and to take responsibility for their own learning.
Schaap et al. (2018) observe how the workplace environment impacts on professional development among teachers. Culture, structures, and physical environment of the school are identified as facilitators or barriers to professional development. Their research with post-primary teachers reminds us that the Teacher Learning Community can sometimes cause tensions as well as generate benefits. This demonstrates how the physical and social environment should not be taken for granted when organising group meetings. Mulford (2003) states that it can be challenging to set-up and maintain TLCs in schools where there are a multitude of demands being continually made on teachers’ time and energy. Puteh et al. (2015) in their research in several post-primary schools in Malacca, observe that an environment that is conducive and suits the needs of teachers and students can help improve learning outcomes. They state that there is a relationship between physical structures and psychological aspects of learning such as interaction between teachers and students.

TLCs and partnerships

The concept of partnership is implicit within the TLC. The Minister for Education and Skills notes in the Foreword to The Framework that, “the focus on professional collaboration envisaged between teachers has huge potential to enrich both the quality of students’ learning and teachers’ own professional engagement” (DES 2015 p. 4). According to Owen (2016) TLCs are effective because members work together regularly over an extended timeframe, with teachers experimenting and supporting each other in skill-building and use of new pedagogies. TLCs can provide a means of support through facilitation of interaction and provision of mutual aid, leading to personal and professional growth (Battersby and Verdi 2015). Longaretti and Toe (2017) observe that essential factors for successful TLCs include building trust among teachers, finding ways for teachers to discover common goals and shared values, and using action research and inquiry as the main approach to solving problems and developing and implementing improvements in school. Effective partnerships between teachers and principals have crucial roles for fostering successful TLC practices. In fact, Soini, Pyhältö, & Pietarinen (2010) found that a lack of leadership was a cause of burden and stress. The TALIS Report (2009) shows that when leadership is supportive of TLCs, an enhanced degree of collaboration among teachers — for exchange and co-ordination of teaching and more sophisticated professional collaboration – occurs.

Establishment of TLCs

In the following sections, the necessary conditions for the development of effective TLCs will be outlined. References will be made to FOLAN: Focus on Literacy and Numeracy. This programme is a central focus of the post-primary project school. FOLAN facilitates new approaches to both teaching and learning. The programme is central to the delivery of DEIS Literacy and Numeracy targets. DEIS, the national action plan for educational inclusion is an acronym for the policy of Delivering Equality of Opportunity in Schools (DEIS) introduced in 2005 (and reviewed in 2017) by the Department of Education and Skills in Ireland to replace a variety of separate and encapsulated programmes targeted at educational disadvantage at primary and second-level. Additional information about FOLAN will be provided below.

There are several conditions to be met before a TLC even begins to meet and function. The most important condition is that members of the TLC have “a spirit of joint endeavour and co-ownership” (Lofthouse and Thomas 2017, p. 45). Participants must understand that a TLC needs time and effort to function. There needs to be an understanding that there are developmental stages to the formation of these groups. Mulford (1998) indicates group stages of ‘forming’, ‘storming’, ‘norming’, ‘performing’, ‘transforming’ and ‘dorming’.

There is a need for a clear rationale for the establishment of the TLC if it is to become “an activity system about which participants share understandings concerning what they are doing and what that means in their lives and for the community. Thus, they are united in both action and in meaning that that action has, both for themselves and the larger collective” (McArdle and Coutts 2010, p. 207). The relevance of the TLC needs to be made clear to participants through the provision of an evidence base. Provision of reading materials, circulars and policy documents is important at this stage.

Eventually a TLC may be regarded as ‘mature functioning’. Some key characteristics of a mature functioning TLC include “shared vision, collaboration, engagement in practical activities, distributed leadership and professional growth and collegial learning” (Owen 2016, p. 406). Participating teachers in the FOLAN project commented on the nurturing of teacher pedagogical well-being. For example, one teacher remarked: “It’s diversity I suppose of experiences and approaches, and learning styles and teaching styles that are brought in.”
The group will need a clear focus from the outset and this will serve to reduce stress and enhance TWB. There is an “important role played by school leaders through setting expectations and providing practical support for the PLCs and overall school professional learning culture” (Owen 2016, p. 415).

A thriving TLC requires collaborative professionalism and it is essential that all members of the group are full participants. Participating teachers in FOLAN reported that

> Everyone’s in there doing their job separately and although we’ve come together, everybody is there as a professional. And I think it has worked quite well.

Teacher agency emerges as a significant feature here. Drew, Priestley and Michael (2016) view teacher agency as empowered teachers collaborating together and striving to learn and improve their practice continually. Teachers need to adopt a critical and reflective disposition. McArdle and Coutts (2010) observe that collaboration should coalesce around a shared vision and working towards agreed goals. The search for deeper collaboration “invites teachers to join together to make sense of practice by reflecting critically together” (ibid, p. 211).

Care must be taken to allow participants to shape the direction of the group. Individual contributions, aptitudes and viewpoints must be heard. “As such the potential of these partnerships can be interrupted if they are used to develop practice purely to meet the demands of the performative system that exists across education” (Lothhouse and Thomas 2017, p. 54). For TLCs to foster TWB they must not by stymied by competing needs to improve the school’s ranking in league tables.

The TLC needs to operate within the parameters required by the wider school community. The TLC and the school need to have a similar vision and set of goals. The teachers become members of a ‘learning school’, teachers working towards a global policy of school improvement which is guided by the School Improvement Plan (DEIS plan). There is a “need for caution, since utilising such approaches as a vehicle for policy implementation and teacher improvement may be considered to be in tension with the philosophy of this methodology” (Drew, Priestley and Michael 2016, p. 2).

Conflict management is important if a TLC is to function well. Good collegial relationships foster a culture of inquiry and risk-taking as there is a level of respect and trust built up over time among the participants.

Owen (2016, p.404) cautions as follows:

> Many of those TLCs claimed as operating in schools and education contexts are seemingly only early stage TLCs at best. In these contexts, members are part of teams which undertake tasks together but do not actually forge an identity with others or become involved in challenging educational debate.

All members of a group should have a voice and where there are disagreements, these need to be resolved to satisfaction of all participants. This is the difference between ‘managerial’ and ‘democratic’ professionalism (Lothhouse and Thomas 2017). Regarding this, one of the FOLAN participants commented, “I think the relationships have to be there and built on. And the trust, the willingness to want to participate, to want to make it work.”

Participants need to feel safe and secure in the TLC environment if this forum is to become a place where new approaches and methodologies are germinated and promoted. There is a need to “rethink the nature of schools as learning communities where workplace relationships based on collegiality and trust, rather than hierarchy, are paramount” (Retallick and Butt 2004, p. 85). “At the core of PLCs operating at the mature level is the notion of transforming the concept of teaching as a privatised practice” (Owen 2016, p. 406). Ultimately, TLCs have the potential to “transform the consciousness of practitioners and by doing so, to give them grounds upon which to transform their own practices” (Lothhouse and Thomas 2017, p. 42).

For the TLC to be sustained, the group requires effective leadership which may be distributed among staff. The leader may direct group members to relevant professional development opportunities, e.g., training on how professional relationships should work and training on how professional meetings should operate. Participants should be scaffolded where necessary, until such time as the group is functioning. Activities focusing on the operation of TLCs feature in Part Three of this manual.
The activities of the group need to be Specific, Measureable, Achievable, Realistic and Time-framed (SMART). A flexible approach and a can-do growth mind-set amongst the participants are important as is a degree of personal autonomy and a sense that the individual's voice, unique experience and outlook are respected. Trust, feelings of comfort, collaboration, good relationships and willingness to participate are all important and featured in feedback from participants in the post-primary project school. These features contribute to the enhancement of well-being (Sharrocks 2014; Owen 2016).

Time for planning and time for reflection is essential for the smooth running of a group. There is a need to reconceptualise reflection as "productive reflection at work" (McArdle and Coutts 2010, p. 206). This switches the focus of reflection to “making sense of work experience for those in work as distinct from those preparing for work” (ibid). Meetings need to have an agenda and need to build sequentially towards a destination. The length of time spent together as a group is important.

Eventually a mature functioning group may achieve an effortless flow of ideas, energy and growth between participants. This facilitates the development of “reflective and enquiring teachers who are engaged in continuous improvement and have the capacity to engage fully with the complexities of education and to be key actors in shaping and leading educational change” (Drew, Priestley and Michael 2016, p. 1).

In summary, TLCs have the potential to be the dynamo that drive educational change and support teachers in their pedagogical task and challenges, especially in contexts of social diversity, when the Irish educational landscape is changing at a relatively rapid pace.

The Focus On Literacy And Numeracy Programme (FOLAN).

This programme is a central focus of the post-primary project school, a designated disadvantaged (DEIS) school with a diverse population. Schools included in the DEIS initiative are required to implement a range of planning, target-setting and ongoing review processes with a view to remediating the challenges students from lower socio-economic backgrounds experience in school.

FOLAN facilitates new approaches to both teaching and learning. The programme is central to the delivery of DEIS Literacy and Numeracy targets.

The DEIS Action Plan for Educational Inclusion (DES 2005) identified the following priority areas for DEIS planning:

- Literacy,
- Numeracy,
- Attendance,
- Retention,
- Attainment,
- Progression,
- Partnership with Parents,
- Partnership with Others (schools, community, external agencies).

In the process of DEIS planning, schools are expected to gather, collate and analyse data concerning the outcomes being achieved in relation to each of the DEIS target areas. They prepare and implement a DEIS plan, a whole-school plan which is also known as the school self-evaluation process, using the data as a guide in setting targets for improved outcomes, in selecting measures to address the targets, and in monitoring progress towards the achievement of the targets.

In the post-primary project school, the DEIS literacy targets are generated by designated Literacy and Numeracy planning teams within the school. The Literacy and Numeracy teams consist of representatives from English, Maths and Special Educational Needs (SEN) departments. The Junior Certificate Schools Programme (JCSP) coordinator, JCSP Librarian and other members of school staff complete the teams. The JCSP library provides the physical environment for the FOLAN programme. The contents of the JCSP library and regular on-going collaboration between the teaching staff and the JCSP librarian in choosing and developing instructional tools and planning classroom activities are an important resource for the FOLAN programme. The English, Maths and SEN teams provide further teaching resources and collaborate closely to deliver the programme.

The JCSP is aimed specifically at supporting underachieving students from lower socio-economic backgrounds because national standards in literacy and numeracy show significant gaps in achievement between DEIS and non-DEIS schools. In the project school all students participate in FOLAN in mixed-ability classes.
The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020, (DES 2011) recognises libraries and librarians as an important resource for raising standards. The Professional Development Service for Teachers (PDST), acknowledges project libraries as an intensive resource at the heart of the education system. The libraries demonstrate that many students are benefitting from a more practical experience of learning, reinforced by a growing sense of competency and achievement. The librarian works in a professional partnership with key school staff in developing and implementing library strategies to support students experiencing difficulties. The co-teaching model enables FOLAN to provide more opportunities for teachers and students to interact, thereby increasing the visibility of students who are struggling or those who are not engaging with the learning.

The JCSP fits very well with the HPS/Well-being framework as it is part of national policy, it focuses specifically on the curriculum, it is a partnership initiative where parents are invited in and older students mentor younger students in a paired reading initiative linked with feeder primary schools. The library is part of the physical and social environment of the school and students also voluntarily participate in reading, debating and games during recess in the library. The FOLAN project is a practical example of a TLC in action where the boundary walls of the individual teacher’s classroom are replaced by a shared communal teaching and learning environment where both students and teachers are observing and learning from and with each other.

Site school application of the FOLAN Literacy and Numeracy Initiatives is presented below.

**FOLAN programme (Literacy)**

The FOLAN project is a collaboration between mainstream Junior Cycle English teachers, SEN teachers and the JCSP library project. The three strands of Junior Cycle English: oral, reading and writing are embedded in the FOLAN model, delivering the key literacy skills of the Junior cycle. The key aims of the JCSP library project are also central to FOLAN. Collaboration is essential for the smooth running of this programme. Protocols that facilitate the collaborative process have developed organically over time.

The FOLAN project is located at the heart of the school in the JCSP library and the full suite of resources in the JCSP library are available for use by the FOLAN team. The library is physically laid out in three teaching stations and a co-teaching model is used. Each of the three stations focus on one of the key Junior Cycle English strands outlined above. This focus on the learning outcomes of the Junior Cycle provides a clear focus on learning and teaching. The Junior Cycle key skills are central to activities in the stations also.

There are three teachers and a librarian allocated to a double class period, eighty minutes in total. There is a relaxed and flexible approach to the use of this time. The class usually begins with whole group instruction to encourage student buy-in and participation. Learning intentions are shared with the group and the class is divided into three groups. This activity takes approximately 5 minutes. Teachers reported feelings of well-being through this group activity, for example, one the teachers noted that “if you have collegial...planning classroom activities, you’re going to feel better. You’re not on your own”.

The three groups divide equally between the teaching stations and instruction/ activities based on the oral, reading and writing strands takes place for twenty/twenty-five minutes. The groups rotate three times and all students have access to all stations over the course of the eighty minutes. The class ends with whole group instruction, questioning, checking learning intentions, administering homework or with activities to reinforce the learning achieved that day. All teachers are responsible for planning and delivery of content, in this regard the FOLAN model is very democratic and seeks to incorporate a voice for everyone.

The role of the fourth teacher varies from week to week and duties may include assisting SEN students, more able students, differentiation, assessment or assisting at any one of the stations. This teacher may also give one on one feedback to each student on a regular basis and may also catch up with students who have missed out on class content. This strong focus on academic learning, coupled with a caring, student centred approach, builds a strong culture of performativity amongst the students and teachers.

The FOLAN literacy initiative allows for teachers to work with students in small groups and identify strengths and weaknesses of each of these students as they work. It is a very relaxed and flexible way of working and students and teachers report positive feelings of the experience. The collaboration and planning required is managed by regular teacher meetings and facilitated by school leadership.
A research dimension is an integral component of this initiative whereby all students are tested pre- and post-initiative using the *Accelerated Reader Programme* (Renaissance Learning 2010). Results are made available to staff and parents on request.

**FOLAN programme (Numeracy)**

The Library Numeracy Initiative is a JCSP supported whole school approach to supporting the development of Numeracy within the project school. The initiative has developed from being a targeted support for students requiring additional support in first year, to being fully embedded in the timetable for all 1st and 2nd year students. This whole-school approach has a positive impact on student and teacher relationships. The initiative is in its 7th year and in that time protocols have evolved which facilitate the smooth running of the groups.

The initiative takes place during a double Maths class, of eighty minutes in total. Three teachers are timetabled for this class at this time. The practice of teachers working together and collaborating has had a positive effect on teacher-student and teacher-peer relationships in the school.

The initiative is supported by the JCSP librarian who organises additional activities to be run during this time or runs the *Maths for Fun* station periodically. The class is normally undertaken with three stations, each of which run for just over twenty minutes. The initiative uses a station teaching model to deliver content catering to different learning styles and learning outcomes. This multi-modal approach has the added advantage of enhancing pupil-teacher relationships. A variety of different types of stations are used at different times. These include teacher-led, ICT-based, self-assessment, self-directed, kinaesthetic, *Maths for Fun*, Vocabulary enrichment and an Individual Feedback station.

Station concepts are developed and trialled in the initiative. These concepts are based on student needs or preferences but also on competencies of the teachers involved and the requirement of the curriculum. This leads to a clear focus by the teachers of the requirements of the syllabus. The development of stations can be done by one teacher with the group if they have a particular interest or competency, however more often stations are developed through a process of collaboration between teachers. For example, teachers in 1st year are currently trialling an individual feedback station. The regular class teacher gives feedback on progress to each student.

The initiative is evaluated annually using teacher and student questionnaires. Feedback from students suggests that they enjoy the different learning environments during the class and feel that the class has a positive effect on their understanding and enjoyment of maths. Feedback from teachers suggests they find the library a very positive teaching and learning environment and that they value the collaborative nature of the initiative. There are high levels of student buy-in and student ownership of the learning environment is high.

All first-year students complete a numeracy competency test at the start and end of 1st year. This allows the initiative to be focused on the areas of maths that students find most difficult, individually or as a group. The results also give some indication of how effective the Library initiative has been in developing maths and numeracy within the school.

**Conclusion**

This chapter has looked at Teacher Well-being in diverse contexts. TWB has been explored across the educational spectrum from early childhood to post-primary settings with specific acknowledgement of diversity. The HPS/Well-being framework has been employed as a means of scaffolding the exploration and ultimately as a structure which schools can use to foreground TWB. This approach mirrors the approach employed in many recent policy documents on well-being. The extent to which TWB is addressed in policy and planning, curriculum and learning, environment, and partnerships has been analysed with a view to challenging the reader to critically engage with the HPS/Well-being framework from the point of view of their own needs and concerns. Financial aspects of well-being are seen to have relevance to the review, particularly in the context of Early Childhood Education. The potential of existing curricular initiatives such as *Aistear*, the SPHE curriculum and the Junior Cycle Framework as a means of achieving a greater focus on TWB has been analysed. The transformative role and potential of the Professional Learning Community/Teacher Learning Community as a means of supporting and enhancing TWB has been acknowledged. Further research is advocated to develop greater understanding of how these professional communities may enhance policy and practice.


Ring, E. and O’Sullivan, L. (2019) Teacher Education for Inclusion: Creating Spaces where Diversity is the Norm through an Innovative Competency-Based Blended Learning Teacher Education Programme in Ireland, *Childhood Education: Innovations* [In press].


Part Two

Implementing Teacher Well-being in Diverse Contexts

Carol O’Sullivan
Implementing Teacher Well-being in Diverse Contexts
Carol O’Sullivan

Introduction

Part One of the manual provided some of the research surrounding Teacher Well-being in diverse contexts, and a structure within which the ideas for promoting TWB in diverse contexts can be placed. In Part Two we explore how the promotion of TWB can be achieved. We have endeavoured to place these ideas within the overall HPS/Well-being framework as we consider this to be a more holistic way of approaching TWB.

As outlined in Part One of the manual, the HPS/Well-being framework as presented by the DES/DoH/HSE 2013; 2015 consists of four key elements:

- **Policy and Planning**
- **Curriculum and Learning**
- **Environment**
- **Partnerships**

All of these elements need to be acknowledged in order to facilitate well-being. Engagement with each of these elements in turn may be perceived as a challenge, thus adding to stress and impacting negatively on well-being. However, we invite you to reflect on possible challenges and look at ways of turning these into opportunities. As previously observed, while the inclusive nature of the HPS/Well-being framework is acknowledged in the literature, evidence of a specific focus on teachers is scarce. A significant outcome of this Erasmus+ project is that the primary school in question has now set up its own health promotion team. This group of three teachers has specific responsibility of implementing well-being promoting activities for the teachers as well as the pupils.

On reflecting upon the four elements of the HPS/Well-being framework, it became very evident from our research that the Professional Learning Communities/Teacher Learning Communities in the school are an effective means of linking the four elements together. An example of a teacher learning community has been provided in Part One. It also became clear to us that there are a number of sub-sections within the elements of the HPS/Well-being Framework to be considered. These will be addressed in the discussion below. However, a good starting point for you, the reader, may well be to take some time to reflect on well-being in your life as a teacher. So let’s start with this short quiz;

Please use this quiz as a reference point, and see if your answers change as you engage with this manual:

Teacher Well-being Quiz

What does Well-being mean to you as a teacher?

Do you include yourself in your focus on Well-being?

Give one specific example of a Well-being activity which you undertook for yourself in the past week.

What are the key facilitators of Teacher Well-being in your particular teaching context?

What are the key barriers to Teacher Well-being in your particular teaching context?

Do you link Teacher Well-being to:

- School Policy and Planning
- Curriculum and Learning
- Physical and Social Environment
- Partnerships

Policy and Planning

It is interesting to note from the research informing the manual, that while the teachers were very committed to planning, and provided many ideas in this regard, they indicated that they had more difficulty in engaging with policy. Before we try to address this in a practical manner at local level, we wish to highlight that national and international policy in relation to Teacher Well-being also needs to be focused upon here.

One of the most significant issues at national and international level in terms of this particular project, is the anomaly in terms of status and remuneration for Early Childhood teachers. This has been discussed in some detail in Part One of this manual. Suffice to reiterate here that this anomaly impacts upon TWB in terms of self-esteem, sense of security, job satisfaction, ability to purchase a home, among others. Ongoing advocacy and lobbying is needed to address this social justice issue. Thus teachers need to be engaged with policy at national as well as local level. This national perspective needs to be included in an effective professional learning community. As observed in the comments of Owen (2016) in Part One, many PLCs operate at an early-stage level and do not become involved in challenging educational debate. The advocacy role of PLCs may well need more foregrounding.

Before any work on TWB and policy can be undertaken, issues of access and engagement with policy may need to be addressed in your school. So let’s try to turn this Challenge into an opportunity:

**Challenge: Engagement with policy**

**Some Questions:**
- Can you name three recent policy developments in relation to education?
- Can you name a policy or guidelines which relate to well-being in the school?
- Can you name a policy or guidelines which relate to diversity in the classroom?
- Can you name a policy or guidelines which relate specifically to your own well-being?
- Do you have a copy of all school policies to hand?
- How often do you reference the policies?
- Is school policy discussed at each staff meeting?
- Have you ever been on a policy development committee?
- Are policies reviewed/updated regularly?

**Some Opportunities:**
- Ensure you are familiar with all new policy developments at national level
- Establish a folder (either hard copy or online) for all school policies and reference them regularly
- Ask for discussion of school policy at staff meetings (one specific policy per meeting, not policy in general)
- Volunteer to participate in policy development/review
- Look at your folder of school policies: How many of these make specific reference to TWB and Diversity?
- Reflect on the specific demands made on you in your teaching of children with EAL and other needs.
- Having asked for discussion of school policy at each staff meeting, now ask for specific reference to Teacher Well-being as relevant. For example, is there reference to teacher stress in the context of diversity in the Health and Safety policy? Is provision made for teacher nutrition in the Nutrition policy?
- Volunteer to be a coordinator of TWB in the school in order to ensure implementation of ideas. While support and leadership from the principal is very important, it places an additional burden on them to expect them to lead all policy initiatives.
- Change this role regularly.
Planning:

Our research indicated that planning is a key support to TWB. The Croke Park hour was highlighted as a key facilitator of this process. However, planning in schools with diverse populations can pose more difficulties to teachers. This was very evident in our dialogue with the project teacher participants. In a situation where many children have English as an Additional Language (EAL), the need for ongoing review and amendments to planning was presented as a source of concern, stress and also guilt for not having enough time to give to some children. The increased volume of paperwork was highlighted. Absenteeism was also cited as having an impact on planning as the teachers felt “pulled on many different levels” in order to provide sufficient support to all the children, those who are at school regularly and those who are frequently absent. Absenteeism tends to occur more frequently in diverse contexts as some children may move to a different location at certain times of the year.

Challenge: Extensive demands in relation to planning, particularly in schools with high levels of diversity.

Some Questions:

- How do you approach planning in your school?
- Are there uniform templates provided to each teacher?
- Do teachers have the opportunity to read and review the plans of their colleagues?
- Is there a lot of replication in the various plans?
- Can the plans be simplified/reduced?
- Do your school plans make provision for reflective practice?

Some Opportunities:

- Use the Croke Park hour as effectively as possible
- Use a uniform template for curricular plans with generic information included
- Suggest that individual teachers take responsibility for the various curricular areas (coordination)
- Try to get planning completed before going home
- Focus on the section on Staff Development in the school plan. Identify your own needs. Discuss these needs with colleagues. This is not being self-indulgent!
- Factor in one thing that you could do for yourself as part of the school day.
- Recognise that not all days are going to go to plan
- Plan to introduce changes in your teaching content or methodology at regular intervals – this will help both your own well-being and that of the pupils
Curriculum and Learning:

Sometimes reference to the curriculum generates concerns about overload (see Morgan and Nic Craith 2015 referenced in Part One of this manual). One of the key observations from the teachers in the research project was that they did not wish the intervention to generate more work. So we want to work within existing programmes, resources and structures and thus in this section we will invite you to reflect on;

- How you may reimagine the curriculum to support your well-being and increase your learning about well-being
- How CPD supports your practice and well-being
- Language supports
- Activities and methodologies which you could try out in your diverse classroom if you have not done so already (See Part Three of this manual)
- Existing supports available to you in times of stress

The Social, Personal and Health Education (SPHE) (NCCA 1999) curriculum is an obvious starting point here. However, as indicated in part one of this manual, implementation rates for SPHE tend to vary in schools. This would indicate that there is insufficient value being placed on SPHE as a curricular area. If this is the case, then extending SPHE principles to one’s own life may be a challenge. Competing time demands and priorities are the key challenges here.

Challenge: Lack of time to think about SPHE/one’s own well-being.

Some Questions:

- Do you value the SPHE curriculum? (This is very important as teachers’ personal understanding and values influence how they care for their own well-being and that of their students (NCCA 2017)).
- Do you teach SPHE in the manner outlined in the curriculum guidelines (discrete time, integration into other curricular areas, focus on positive school climate and atmosphere)?
- Do you let other curricular areas slide into SPHE?
- Do you consider that “I am doing it anyway so I don’t need to give it specific mention in planning or on the timetable”?
- Have you confidence in addressing the complex aspects of the SPHE curriculum?
- Are you familiar with the variety of resources available for SPHE?
- Do you view the SPHE curriculum as a means of supporting children in multicultural and multilingual classrooms?
- Can you relate language learning to SPHE?
- Do you relate the SPHE curriculum to yourself?

Some Opportunities:

- Become familiar with the Strands and Strand Units of the SPHE curriculum
- Make designated time for SPHE if you are not doing so already. SPHE takes on particular significance in a multicultural context.
- Reflect on how you may apply the Strands and Strand Units to your own life
- Consider small ways in which you may support your own well-being and devise your own SPHE curriculum (The teachers in our study reminded us that the main supports to their own well-being are the ‘small things’).
Let’s look at some ideas under the three Strands of SPHE. (Note these ideas have come from the teachers and have been categorised into the three Strands to demonstrate how the SPHE curriculum may facilitate TWB):

**Myself:**
- Joining a Gym (If this is your first time trying out a gym, perhaps join for three months initially rather than a full year)
- Swimming
- Walking – can you factor a walk into your school day? Remember: being on yard duty requires you to walk around so you are getting exercise!
- Enjoying nature and fresh air – consider how a nature walk with your class will benefit you also
- Pilates
- Yoga (Most of the teachers in the project primary school decided to do Yoga as a summer course as a direct consequence of the project).
- Engaging in daily meditation
- Taking Notice (of life in general)
- Keeping school and home life separate – not bringing work home, having a cut-off point
- Getting to bed early – value of sleep
- Art and Crafts activities
- Keeping a Journal – recording pleasant events
- Attending CPD on other curricular areas (e.g. language acquisition) and relating this to Well-being

An important point to bear in mind is that sometimes in caring for yourself, it’s good to do nothing. Carlson (1999) refers to the importance of ‘White Space’. He advocates the creation of blocks of time on your calendar (White Space), where nothing is planned.

**Myself and Others:**
- Catching up with family and friends
- Chatting on the phone
- Chatting with colleagues
- Sharing problems with colleagues
- Walking with colleagues (See Walk and Talk activity in Part Three of this manual)

**Myself and the Wider World**
- Volunteering
- Joining local groups
- Taking up a new class/activity
- Travelling
Environment: Physical and Social

The environment of the school needs to be supportive of staff as well as pupils but in many instances staff needs tend to be rendered secondary to the needs of the pupils. For example, some schools tend to change the use of rooms to provide more classrooms. This demonstrates how lack of support at systemic level or national level, lead to local compromises which, while necessary, ultimately remain compromises. The physical environment of the ECE setting has been highlighted in the recent Diversity, Equality and Inclusion Charter and Guidelines for Early Childhood Care and Education (DCYA 2016) as it provides a first impression to families and children. Creating an environment that represents diversity and inclusion sets the scene for future relationships thus enhancing TWB in this setting.

This section will look at the two key components of the environment of the school: Physical and Social. The HPS/Well-being framework acknowledges the importance of both in the promotion of health.

The Physical Environment

Vischer (2007) observes that studies of stress in the work environment tend to overlook the physical environment in favour of the social environment, and indeed much of the research informing this manual highlights the importance of social support and relationships in the school in relation to TWB. Yet the physical environment also needs to be taken into consideration. In our research, the physical environment of the primary school was referenced and some initiatives occurred as part of the current project. This school is operating under particularly challenging physical conditions and is awaiting a new building for a considerable period of time. In the meantime, the teachers have demonstrated resourcefulness in ameliorating their surroundings.

In a culturally diverse setting, more resources and paperwork are often needed. These require organisation and storage. The teachers in the research project identified having a clean, tidy and organised work environment as the most important aspect for their well-being in the context of the physical environment of the school. They introduced small changes into the school which they found to be of immense benefit to themselves as well as to the children. A new litter campaign involving staff and pupils was launched and a campaign slogan was chosen: “As a team we keep our school clean”(The process for this initiative is outlined in Part Three).

The well-being team in the school organised a meeting with staff to establish new procedures for the organisation of communal resources and new systems for keeping rooms clutter free. They are currently in the process of expanding on their well-being space in the staffroom. This space is used for teachers to share ideas, quotes, events, books that relate to wellbeing. The space is also used to highlight positive messages from parents and other members of the community. Many parents comment on the welcome and positivity that their children experience on arrival to the school (often from other parts of the world). It was considered that highlighting these messages contribute significantly to the well-being of the staff.

Pictured are some examples of the initiatives in the Irish primary school participating in the TWBD project.
Challenge: Old building/lack of resources

Some Questions:
- Have you advocated for a new building? Have you set up an advocacy group and involved parents and other key stakeholders?
- What can you do to improve the existing infrastructure?
- Do you change the staffroom environment regularly?
- Do you change your classroom environment regularly (layout/posters/charts)?
- Do you have a tidy desk?
- Have you reflected upon the ergonomics of your workspace?
- How is the school yard maintained?
- Is there any space for flowers and other plants?

Some Opportunities:
- Take time, as a school team, to reflect on the physical environment and determine what can be done to improve it. This could be an agenda item at a staff meeting.
- Ensure that posters/charts reflect the demographic of the school.
- Buy some new mugs/dishes/teapot for the staffroom.
- Buy a microwave oven for the staffroom if you don’t already have one – warm food is important, particularly during the winter.
- Try out some new recipes for the staff – invite contributions from the children/parents.
- Bring/Grow some plants in your classroom/staffroom.
- Decorate the litter bins!
- Ensure each classroom has a dustpan and brush and replace these regularly.
- Display ‘reduce, reuse, recycle’ messages in different languages and ensure that the relevant bins are clearly visible and safely accessible to all.
The Social Environment:

One of the key unifying themes across all three educational settings which inform this research is the importance of good relationships in the school. The demands of the school day are such that interacting with colleagues in a meaningful way could become deprioritised when seeking to interact positively with the children and also to develop positive relationships with parents, many of whom may not be able to communicate in the vernacular of the school.

Challenge: No time to chat and relax with colleagues.

Some Questions:

- Do you consider informal time with colleagues to be important?
- Is it possible for you to take time before or after formal school time to interact with colleagues?
- Is there a social committee/club in your school?
- Do you participate in staff outings?
- Do you tend to sit beside the same person each day in the staff room?
- Do you feel comfortable seeking help/advice from colleagues?
- How is playground supervision organised in your school?
Some Opportunities:

- If possible, try to arrive at school 10 mins earlier in the morning to allow time to sit and relax and chat to colleagues before engaging with the ‘busyness’ of the school day (the benefits of this short period of time was highlighted by the teachers in the project primary school).

- When engaging with CPD activities, try to make this a social event also: volunteer to provide some treats or arrange to go for a meal afterwards

- Celebrate birthdays/achievement/special events of staff – you do this with the children so why not for yourselves?

- Surprise a colleague with a gift/card/affirming email – the children could be involved here. Invite them to send greetings in different languages. They will really enjoy this. (The value of taking time to write an email to a colleague was highlighted by the primary teachers in the research project).

- Appoint a social coordinator for the staff. This person could look out for special events/concerts etc. which could be attended by the staff. If there is a designated person for the identifying and organisation of social events, they are more likely to happen. This is the case in the project primary school.

- Consider setting up a small fund to pay for social events/gifts/flowers etc. rather than collecting money each time

- Embrace staff outings, try to participate in one each term.

- Avoid having your own self-designated space in the staffroom

- Suggest something that you consider beneficial for your wellbeing (Yoga, Mindfulness) as a staff event.

- Include social events on the agenda of staff meetings

- Confide in a colleague when experiencing a problem, a bad day, and ask their advice (This is a demonstration of strength, not weakness)

- Consider using ‘Snaplogs’ (see Part Three) as a staff activity as a means of focusing on TWB.
Partnerships

The fourth key pillar of the HPS/Well-being framework is Partnerships. The benefits of partnerships emerged very strongly in our research, particularly in the context of the Professional Learning Communities in the school (the TLCs). Teachers felt supported and affirmed through their participation in these groups. The dialogical nature of the interaction with the children was also key to the success of the school as the teachers sought to learn more about the different languages and cultures in the school and the children were the first source of this knowledge. The teachers commented on the positive impact of the diverse context and the learning which emerged for the teachers themselves as well as all the children. In addition, teachers recognized the importance of working in partnership with parents and were very concerned when their parents’ room (in the primary school) was temporarily lost due to the need for an additional classroom (this has since been remedied). The role and value of the home/school/community liaison teacher was endorsed by the teachers. They also highlighted the importance of working in partnership with other key stakeholders include the Health Service, the local council, Arts groups, learning hubs in the city and third-level colleges. The school is a member of a network of schools who are in similar contexts and they share ideas and solve problems together. It is important to note that this network has a designated, funded, external coordinator to ensure its effective operation and sustainability. This demonstrates the importance of appointing designated personnel for projects rather than assuming that they will somehow occur organically.

Tellingly, one of the key recommendations from our research was the need for language translators in order to facilitate effective partnerships with parents and families from diverse contexts. This is an issue which, currently, relies on local arrangements in the school and is, at times, less than satisfactory. Such a situation demonstrates the gaps in policy initiatives in relation to diversity and thus the need for advocacy among teachers and parents for intervention at national level.

Remember that sharing experience and expertise will ultimately lessen your workload!
Challenge: Partnerships are complex and take time and effort:

Some Questions:

- Do you see the value (to yourself as well as the children) to working in partnership in your school?
- Does your school have a home/school/community liaison teacher?
- If yes, do you meet with this teacher regularly?
- Are you a member of a professional learning community/teacher learning community in your school?
- Is there an active partnership approach to school policy development?
- Do you view the children as active partners in education?
- Do you engage in reflective practice wherein feedback from the children occupies an essential role?
- Does the school have an active Parents’ Council?
- Does the school have any links (formal or informal) with other similar schools?
- Does the school have a representative on key networks or community groups?
- Can you identify potential for new partnerships in your school?

Some Opportunities:

- Join together with other schools in diverse contexts to advocate for translation support for communication with some groups of parents
- Remind yourself that you cannot do everything on your own so you may need to modify your expectations of yourself
- View the children as partners in the educational process: look at the potential for children from diverse contexts to contribute to the various curricular areas
- When engaging with planning, reflect on what parents and other members of the community can bring to the process
- Contact your local council, community groups, health service, local colleges etc. to determine what resources and supports are available to you
- Outline the content and methodologies of your programme to the parents
- Provide concrete examples of how the parents may support your work
- Invite the parents to reflect on and provide further examples (you may not have thought of everything and you should not expect this of yourself)
- Maximise the potential of the HSCL teacher in your school: this could be informally over a coffee in the staffroom or outside of school
- Ensure that the role of parents in activities such as policy development are clearly understood by all partners, otherwise this may become a tokenistic gesture
- Make sure that you engage with all partners on an equal basis – acknowledge that you are not the ‘expert’ and that you need advice and support in order to work at your best
- Recognise that help is available!
Conclusion

This part of manual has endeavoured to put you under the well-being spotlight by providing you with opportunities to actively support your own well-being as part of your professional engagement. This does not mean deflecting the focus from the children. In fact, the children will benefit much more from you if you have taken steps to reduce your stress levels and enhance your well-being. From now on, it’s over to you: reading this manual and trying out some activities in Part Three on a ‘once-off’ basis, may focus your attention on your well-being temporarily. However, in order to maintain your well-being, the activities need to become embedded in your day, in your lifestyle and in your thought processes. We suggest that the manual could be used as a reference point or a simple reminder at staff meetings and that ongoing inclusion of Teacher Well-being as an agenda item would be a good means of maintaining what you have started.

Please try out the activities in the next section of the manual.

References:


Part Three

Teachers

Children

Parents

Practical Exercises and Activities

Carol O’Sullivan, Sandra Ryan, Mary Masterson
Teachers

Practical Exercises and Activities
Reflecting on my Well-being

As well-being is a broad and multifaceted concept, exploring its various dimensions may help you to define what you need for your own self-care and to plan accordingly.

**Learning Outcomes:**

That teachers will be enabled to:
- Identify the aspects of their well-being that need to be addressed
- Plan a weekly well-being schedule

**Activity method:**

- Download and complete the Reflection Document (see Appendix C).
- Choose one well-being issue from each category and incorporate action on these issues into your weekly schedule.
- If you consider that you have successfully addressed the issue and that it becomes part of your routine, you may add more activities to your schedule.

**Well-being Categories for reflection**

- Physical Self-Care
- Psychological Self-Care
- Emotional Self Care
- Work Place Self-Care

**Quick Tip!**

Avoid being overly ambitious as this will only lead to frustration and ultimately lack of engagement with the process.

**Quick Reference**

<table>
<thead>
<tr>
<th>Framework link</th>
<th>Physical and Social Environment/Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Range</td>
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<tr>
<td>Time</td>
<td>10-15 minutes to complete the survey and time each week thereafter</td>
</tr>
<tr>
<td>Goal</td>
<td>Identification of overlooked aspects of Teacher Well-Being</td>
</tr>
<tr>
<td>Resources:</td>
<td>Reflection document (see Appendix C/diary)</td>
</tr>
</tbody>
</table>

**Activity Reference/Source:**

DIY mini-retreat

In the midst of trying to meet the many and diverse needs of children, you, the teacher, can feel that there is little opportunity to take time out to engage in well-being activities for yourself. Jennifer Howd asks you to consider creating a mini-retreat for yourself at home. All you need is a clear intention and some self-discipline.

**Learning Outcomes:**

That teachers will be enabled to:
- Schedule time for themselves
- Understand that taking time for oneself is not selfish
- Realise the value of ‘switching off’ or ‘switching gears’

**Activity method:**

Plan for 2 hours of uninterrupted time.
- Write this into a diary/schedule to ensure that it happens.
- Reflects on what you need during this time. It may be a quiet room, some recorded meditation activities, some music, yoga mat, water, access to nature.
- If you decide to undertake this activity with colleagues/friends, a list of ground rules may be needed.
- Turn off phone and all other electronic devices. Let others know that you are undertaking this activity to reduce the possibility of interruptions.

**Activity Reference/Source:**

- For more information about home retreats, including a list of suggested home retreat itineraries, visit [www.JenniferHowd.com](http://www.JenniferHowd.com).
- For some more guided meditation activities see also [www.thehonestguys.co.uk](http://www.thehonestguys.co.uk)

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<tr>
<td><strong>HPS/Well-being Framework Link</strong></td>
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<tr>
<td><strong>Age Range</strong></td>
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<tr>
<td><strong>Time</strong></td>
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<tr>
<td><strong>Goal</strong></td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
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</tbody>
</table>

Background vector created by freepik - www.freepik.com
Many of the teachers in the Erasmus+ project spoke of the guilt that they experienced due to a sense of not meeting the needs of students from different cultures. A number of the students had come from situations of war and oppression and this added to the guilt experienced by the teachers. Gunn (2018) observes that prioritising self-care becomes particularly important when endeavouring to support traumatised students, as there is a risk of experiencing secondary traumatic stress or vicarious trauma.

**Learning Outcomes:**
That teachers will be enabled to:
- Recognise signs of secondary traumatic stress
- Take time to address this stress in a planned and structured way

**Activity method:**
- Plan a day/half-day of reflection for yourself and colleagues in consultation with school principal (if you are not a principal yourself).
- Discuss with the group their main concerns and their needs/wishes for the day.
- Choose a suitable venue for the event.
- Provide the group with a safe space to talk about the traumas they have encountered among the students and the impact that this has had upon them.
- Invite a counsellor to provide CPD on trauma self-care.
- Bring in a meditation or yoga teacher to lead the staff in some restorative practices.

**Activity Reference/Source:**
How well do I know my colleagues?

This activity may facilitate new relationships or strengthen existing ones as colleagues learn more about each other. It also recognises the diversity in a staff group.

Learning Outcomes:

That teachers will be enabled to:
• Get to know their colleagues in a fun and informal manner.
• Strengthen relationships with colleagues.

Activity method:

• Distribute a slip of paper and a pen to each staff member.
• Invite them to write something about themselves that colleagues may not know.
• Place the slips of paper in a basket.
• Invite each staff member in turn to choose a statement and read it out to the group. The rest of the group must guess as to who wrote the statement.

Quick Reference

<table>
<thead>
<tr>
<th>HPS/Well-being Framework link</th>
<th>Physical and Social Environment</th>
</tr>
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<tbody>
<tr>
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<td>Time</td>
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<td>Goal</td>
<td>Learning more about colleagues</td>
</tr>
<tr>
<td>Resources:</td>
<td>Pens/Paper/Basket</td>
</tr>
</tbody>
</table>

Quick Tip!
Kick start your next staff meeting with this activity!

Activity Reference/Source:

Based on ‘The Good New Habits’ resource originally written by Ian G. Vickers, Assistant Principal, Sancta Maria College, Flat Bush, Auckland, New Zealand.


People vector created by freepik - www.freepik.com
The five ways to well-being are a set of evidence-based actions which promote people's Well-being. The Well-Being Wheel can be completed as part of a staff meeting. This activity generated a very positive response from the teacher participants in the project.

**Learning Outcomes:**
That teachers will be enabled to:
- Take time for personal reflection about the five ways to well-being through completion of the Well-Being Wheel
- Choose some activities for improving their own well-being
- Commit to following these activities

**Quick Reference**

<table>
<thead>
<tr>
<th>HPS/Well-being Framework link</th>
<th>Curriculum and Learning</th>
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</thead>
<tbody>
<tr>
<td>Age Range</td>
<td>N/A</td>
</tr>
<tr>
<td>Time</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Goal</td>
<td>Inclusion of well-being activities into everyday life</td>
</tr>
<tr>
<td>Resources:</td>
<td>Copy of the Well-Being template (See Appendix C)</td>
</tr>
</tbody>
</table>

**Activity Method:**
Participants each receive a copy of the well-being template. They are invited to reflect on how each of the five ways are present in their everyday lives, using the reflection wheel. Each participant places a dot on each spoke: close to the edge of the wheel if the particular way is very present in their life, or near the centre if it is less present.
Repeat the process at various intervals to see if the position of the dots change.

**Note:** This activity can be adapted for use with children and parents.

<table>
<thead>
<tr>
<th>Connect</th>
<th>Be Active</th>
<th>Take Notice</th>
<th>Keep Learning</th>
<th>Give</th>
</tr>
</thead>
</table>
| • With people around you  
• With family, friends, colleagues and neighbours  
• At home, work, school or in your local community  
• Think of these as the cornerstones of your life and invest time in developing them.  
| • Go for a walk or a run  
• Step outside (this may prompt you to go for a walk)  
• Cycle  
• Play a game  
• Do some gardening  
• Dance!  
• Make sure that you engage in an activity that you enjoy!  | • Be curious  
• Catch sight of the beautiful  
• Remark on the unusual  
• Notice the changing seasons  
• Savour the moment whether you are walking to work, eating lunch or talking to friends  
• Be aware of the world around you  
• Be aware of how you are feeling  | • Try something new  
• Rediscover an old interest  
• Sign up for that course  
• Take on a different responsibility at work  
• Fix a bike  
• Learn to play an instrument  
• Learn how to cook your favourite food  
• Set yourself a challenge that you will enjoy achieving  | • Do something nice for a friend or a stranger  
• Thank someone  
• Smile!  
• Volunteer your time  
• Join a community group  |

**Activity Reference/Source:**
Our Diverse Community

This activity is useful to focus staff on diversity issues as part of a staff meeting and to reach a shared vision for the school.

**Learning Outcomes:**

That teachers will be enabled to:

- Reflect on how to nurture and maximise the potential of a diverse school and community
- Take steps in achieving their vision

**Quick Reference**

| HPS/Well-being Framework link | Policy and Planning; Partnerships |
| Age Range                   | N/A                                |
| Time                        | 25 minutes                         |
| Goal                        | Acknowledging the potential in the school community |
| Resources:                  | Blank flipcharts (one chart or page for each group) Multi-coloured markers |

**Quick Tip!**

Choose a limited amount of action steps to ensure feasibility.

**Activity method:**

Choose a facilitator for this activity. Facilitator can be the principal or another member of staff. Facilitator divides the staff into groups of four to six people each and asks them to do the following:

1. Brainstorm as a group their ideal vision for the school community.
2. Create a graphic image of their vision and draw it on their flipchart, using multi-coloured markers. (They may want to conceal their image from the other groups for a grand “unveiling.”)
3. Create two to three action steps which they, as an individual or staff group, can implement that will contribute to achieving this vision.
4. Present their vision and graphic image to the whole group, and list their action steps.
5. Agree action steps (whole group) and time for implementation.

**Note:** This initiative should be a continued discussion item at future staff meetings.

**Activity Reference/Source:**

- Diversity Activities Resource Guide (n.d), University of Houston, [www.uh.edu](http://www.uh.edu)
- “Mix It Up” Handbook. [www.tolerance.org](http://www.tolerance.org)
- Also EDNIP Project, TED/CDU, MIC. (See Appendix F).
As a Team we keep our School clean

The teachers in the project primary school agreed that a clean and tidy classroom and school environment contributed significantly to their well-being. The HPS/Well-being team in the school led this initiative which resulted in a heightened sense of pride and belonging.

Learning Outcomes:

That teachers will be enabled to:

• Assess the physical environment of the school
• Draft a list of tasks to be shared among staff and children
• Acknowledge that a pleasant environment can be achieved through a joint effort
• Relate the activity to citizenship education

Activity method:

1. Issue of physical environment of school and its importance to well-being to be tabled for discussion as part of staff meeting.
2. Staff assigned to teams and each team assigned to a communal area, e.g. staffroom, school hall, playground, library, parents’ room.
3. Each team to identify 2-3 tasks to improve that space.
4. Procedure for storage of communal resources to be agreed.
5. Campaign slogan and poster to be decided.
6. Teachers agree to discuss the importance of keeping the school clean and tidy with their classes as part of SPHE/SESE lessons.
7. A special assembly to be called to launch the start of a 5-week campaign.
8. Classes to be assigned to specific areas of the school for The Big Clean Up Day.
9. Best litter pickers of the week to be acknowledged at weekly assemblies and names posted on the school well-being board.
10. Teachers and children reflect on process.

Quick Reference

<table>
<thead>
<tr>
<th>HPS/Well-being Framework link</th>
<th>Curriculum and Learning: Physical Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Range</td>
<td>All</td>
</tr>
<tr>
<td>Time</td>
<td>5-week campaign</td>
</tr>
<tr>
<td>Goal</td>
<td>Improvement of physical environment/engagement in citizenship education</td>
</tr>
</tbody>
</table>

| Resources:                   | Gloves, litter pickers, refuse sacks, hand sanitizers, extra bins, brushes and pans on corridors |

Activity Reference/Source:

• This activity was developed by the participant primary school and is based on the HPS/Well-being Framework (WHO 1986).
Teacher Well-being Bags

This is a fun activity and allows participants to enjoy giving and receiving gifts. It enhances positive relationships among staff.

**Learning Outcomes:**

That teachers will be enabled to:
- Actively enhance a colleague’s day through giving a small gift.

**Activity method:**

- Each teacher writes their name on a slip of paper.
- The names are collected and placed in a bag.
- Each teacher then selects one name from the bag.
- The names of the colleagues selected from the bag are not revealed.
- Each teacher is then given a plain brown paper carrier bag and tasked with choosing a motivational quote to stick onto the outside of the bag and to fill the bag with 5 small gifts.

Gifts could include the following:
- Interesting article from newspaper or magazine
- A great teaching idea
- A poster/A4 sheet with key words translated into relevant languages
- Notepad
- Highlighter pens
- A favourite recipe
- Small bar of chocolate
- Mints
- Tissues
- Plasters

A date is agreed for distribution of bags. Bags are brought to staffroom in the morning and labelled with the recipients names. The gift givers remain anonymous. The recipients can try to guess who they are if they wish.

**Note:** It may be an idea to place a limit on the cost of the gifts. The gifts should demonstrate thoughtfulness and kindness rather than monetary value.

**Activity Reference/Source:**

[www.alwaysflourishing.com/blog/teaching-tips](http://www.alwaysflourishing.com/blog/teaching-tips)

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**Quick Reference**

<table>
<thead>
<tr>
<th>HPS/Well-being Framework link</th>
<th>Social environment</th>
</tr>
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<tbody>
<tr>
<td>Age Range</td>
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</tr>
<tr>
<td>Time</td>
<td>15 mins for initial activity, time to gather the gifts for the bags, 15 mins for distribution of bags</td>
</tr>
<tr>
<td>Goal</td>
<td>Active enhancement of a colleague’s day</td>
</tr>
<tr>
<td>Resources</td>
<td>Plain brown paper carrier bags, materials for design, small gifts</td>
</tr>
</tbody>
</table>

Background photo created by freepik - www.freepik.com
This story tells us that even if we feel overwhelmed by tasks, there is always time to pause and consider priorities.

**Learning Outcomes:**

That teachers will be enabled to:
- Reflect on what is important in life

**Activity method:**
- Distribute the story below to the teachers. It can be applied to their own lives and those of their pupils.

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**Lessons on Life – The Empty Pickle Jar**

A professor stood before his philosophy class holding a large empty pickle jar. When the class began he proceeded to fill the jar with golf balls. He then asked the students if the jar was full. They agreed that it was. So the professor then picked up a box of pebbles and poured them into the jar. The pebbles rolled into the open areas between the golf balls. He asked the students again if the jar was full. They agreed it was.

The professor next picked up a box of sand and poured it into the jar. Of course the sand filled up everything else. He asked once again if the jar was full. They responded with a unanimous “yes.” The professor then produced a bottle of chocolate milk from under the table. He poured it into the jar effectively filling the empty space between the sand. The students laughed.

“Now” said the professor, “I want you to recognize that this jar represents your life. The golf balls are the important things... your FAMILY, and CHILDREN, your HEALTH, and FRIENDS. The pebbles are the other things that matter... like your JOB, your HOME, your CAR. The sand is everything else, the small stuff.

If you put the sand into the jar first, there is no room for the pebbles or the golf balls. The same goes for life. If you spend all your time and energy on the small stuff, you will never have room for the things that make you happy. Play with your children, get regular checkups, enjoy dinner with friends and family. There will always be time to clean the house.

Take care of the golf balls first, the things that really matter. Set your priorities... the rest is just sand.”

One student asked, “what about the chocolate milk?” The professor responded, “No matter how full your life may seem, there’s always room for chocolate!”

Remember, every day is a gift... and the quality of your life is your gift to yourself.

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**Activity Reference/Source:**


**Note:** Versions of this activity can be sourced in many resources.
Reasons to be Thankful

The teachers in the project primary school agreed on the importance of expressing gratitude and the positivity that such expression generates. They used the activity below and other activities from the resource referenced below to focus on gratitude.

Note: This activity has been adapted for use with teachers although the resource has been designed for children. It can be done during a break or as part of a staff meeting.

Learning Outcomes:

That teachers will be enabled to:
• Reflect on reasons for feeling thankful
• Show their thanks

Activity method:

The worksheet Reasons to be Thankful is distributed in staffroom by principal or well-being facilitator. Teachers take a few minutes to reflect on the reasons they feel thankful and note them on worksheet. They then think of ways in which they can show their thanks. These are also noted on the worksheet. Having completed the worksheet, the teachers are then invited to choose one of the ways of showing thanks and to commit to acting on this during the following week.

<table>
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<td>Resources: Reasons to be Thankful</td>
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<tr>
<td>worksheet (in Appendix C)</td>
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</tbody>
</table>

Activity Reference/Source:

• BBC (2018) Children in Need Gratitude Booklet www.twinkl.co.uk/resources
The Self-Care Calendar

While nobody will disagree with the importance of self-care, it requires planning so that it becomes a reality rather than an aspiration.

**Learning Outcomes:**

That teachers will be enabled to:
- Draft a self-care calendar for themselves to use individually or as a staff

**Activity method:**

Principal/facilitator presents a blank copy of the Self-Care calendar (See Appendix C) in poster format to the staff and invites them to provide ideas for Self-Care activities for each day. The staff then decide whether they will use the calendar individually or whether they will all engage in the same activity each day. If they decide that this will be an individual activity, they are provided with A4 copies of activity and allowed time to complete the sheet. If they decide on a staff initiative, the poster is completed and placed on the wall of the staffroom.

**Quick Reference**

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<td>Time</td>
<td>15 minutes to complete calendar and then time each day to undertake activity</td>
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<td>Goal</td>
<td>Greater focus on Self-Care</td>
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<tr>
<td>Resources:</td>
<td>Self-Care calendar template (in Appendix C)</td>
</tr>
</tbody>
</table>

**Activity Reference/Source:**

- See Also [https://www.actionforhappiness.org/calendars](https://www.actionforhappiness.org/calendars)

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**Quick Tip!**

*Action for Happiness* publishes a themed calendar every month to promote daily actions toward happiness. This may provide you with some additional inspiration.
Teachers Involve Parents in Schoolwork (TIPS)*

TIPS is a research-based approach to help teachers to design curriculum-related homework that supports children’s learning and fosters connections between home and school in interesting and fun ways.

**Learning Outcomes:**

That teachers will be enabled to:
- Build children’s confidence by requiring them to show their work, share ideas, gather reactions, interview parents, or conduct other interactions with a family partner.
- Link schoolwork with real-life situations.
- Help parents understand more about what their children are learning in class.
- Encourage parents and children to talk regularly about schoolwork and progress.
- Enable parents and teachers to communicate frequently about children’s work, progress, or problems.
- Emphasise children’s mastery of basic and advanced skills (adapted from [http://nnps.jhucsos.com/tips/](http://nnps.jhucsos.com/tips/) [accessed 24.05.19])

**Activity method:**
See next page

**Quick Reference**

<table>
<thead>
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<tbody>
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<tr>
<td>Time</td>
</tr>
<tr>
<td>Goal</td>
</tr>
<tr>
<td>Resources:</td>
</tr>
</tbody>
</table>

**Activity Reference/Source:**

Teachers Involve Parents in Schoolwork (TIPS)*

Activity method:

- **Select the subject(s) for TIPS interactive homework.**
  Teachers should discuss the subjects and class levels for which the TIPS process will be used. A team of teachers could be identified for each TIPS subject and class level.

- **Select one skill for each week for the TIPS assignments.**
  The team of TIPS teachers should examine the sequence of skills that are taught in each unit throughout the school year. Teachers should identify one skill or learning objective each week that will promote enjoyable and useful student-parent interactions. These will be the topics for the TIPS interactive homework assignments.

- **Adapt and develop TIPS activities to match the curriculum.**
  Teachers should work together to examine existing TIPS manuals and prototype activities. Teachers must decide which of the available TIPS assignments will be useful for the skills they teach. Or they must design new interactive homework to match the learning objectives in their curricula.

- **Orient students and families to the TIPS interactive homework process.**
  Teachers must explain the TIPS process and purposes to students and to their parents or other family partners. This may be done in letters to the home, discussions with students in class, presentations at parent meetings, and in other ways. (See sample letter to parents in the resource listed below). Special attention is needed to inform and involve parents with limited reading proficiency or who speak languages other than English at home. Students need to know that on TIPS assignments they are expected to show, share, and talk about their work with a family partner.

- **Assign TIPS on a regular, family-friendly schedule.**
  Teachers assign TIPS activities to students weekly or every other week on a regular schedule as agreed with families. Teachers may give a few days or a weekend to complete each assignment to allow time for students to work with a family partner.

- **Evaluate student work and respond to family questions.**
  Teachers correct and comment on TIPS assignments just as they would any other homework assignment. Teachers also respond to questions families write in the Home-to-School Communication section to encourage open channels of communication about students’ work and progress.

- **Revise and improve activities as needed.**
  Teachers note any problems with particular sections of assignments throughout the year and revise activities or develop new activities as needed.

Activity Reference/Source:

Communication with parents is central to building home-school relationships that lead to better outcomes for children, both in school and throughout their lives. Research on parent engagement emphasises the importance of frequent positive contact from school to home (e.g., a note in the pupil’s homework journal, a phone call, a line or two on a piece of card). Teachers have a heavy workload but a phone call can take just a few minutes. When you phone, quickly say that it is good news about the child. Parents/guardians are sometimes anxious when they receive a call from school as the general practice can often be to make contact when there is a problem or a request or when a child is ill. Where teachers have adopted the practice of communicating a positive message, the ripple effects have been found to be transformational. Every parent wants to hear something good about their child but it also sends the message that this teacher knows their child and pays careful attention to them in class.

**Learning Outcomes:**

That teachers will be enabled to:

- Create strong teacher-pupil bonds by phoning their parents/guardians with good news
- Communicate with parents about good things their child is doing in school
- Develop relationships with parents of pupils in the class
- Encourage positive behaviour in a range of areas (not just academic)

**Activity method:**

Class teacher find out from pupils who they would like the teacher to phone to share good news about how they are getting on in class – can list up to 5 people (parents/guardians, grandparents, siblings) – child to tell them to expect a phone call. Phone all the parents once at beginning of year to say something nice and introduce yourself. “She’s trying” …, “he’s learning” …. Can reduce the frequency as appropriate – could target children whose behaviour is challenging: “I’m watching for all the good things you’ll do today Jack so that I can tell your Mum the good news this evening”, and so on.

**Activity Reference/Source:**


Background photo created by freepik - www.freepik.com
How to Diversify Children’s Literature

This activity invites teachers to reflect on the extent to which each child can see themselves in the books available to them in the class/school library.

### Learning Outcomes:

That teachers will be enabled to:
- Reflect on the extent of diversity represented in their school library
- Take action to render the library more inclusive as needed

### Activity method:

- Each teacher is provided with the Kidlit flow chart. Teachers study the flow chart and answer the questions. Based on the answers they may decide that
  1) the current supply of books is adequate in terms of diversity
  2) the current supply of books needs updating and some new additions
- Purchase of new books may need discussion at a staff meeting. Teachers of similar age levels could agree to share a selection of books.

### Quick Reference

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<td>Goal</td>
<td>Increased reflection on range of books in school library</td>
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<tr>
<td>Resources:</td>
<td>Kidlit flow chart (in Appendix C).</td>
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</table>

### Activity Reference/Source:

We Need Diverse Books. [https://diversebooks.org/](https://diversebooks.org/)

Image sourced from We need Diverse books.
Developing Social Capital through Community Organising

This is a great activity to facilitate interaction with the community. It requires a coordinator to ensure continuity.

Learning Outcomes:

- that teachers will be enabled to:
  - Reflect on their contribution to the community
  - Take action as relevant
  - Link their interaction with the community to their own sense of well-being.

Activity method:

Members of staff are organised into groups of three. Each member must meet individually with the other two, and discuss the following questions:
- What do you care about?
- What are you doing about it?

Note: The second question in particular acts as a prompt for people to engage in activities that support the issues they care about, including their own well-being.

Quick Reference

<table>
<thead>
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<th>HPS/Well-being Framework link</th>
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<td>Resources:</td>
<td>None</td>
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Activity Reference/Source:


People vector created by rawpixel.com - www.freepik.com
Walk and Talk

Even a short walk can bring many benefits. Walking and talking with a colleague can enhance social as well as physical well-being.

Learning Outcomes:

That the teachers will be enabled to:

- Get to know more about their colleagues
- Develop new friendships

Activity method:

- Invite a colleague to walk with you, maybe during lunchtime or directly after school. (It is a good idea to walk with someone who you don’t really know very well).
- Choose a destination not more than 8 minutes from your starting point.
- Colleague 1 talks to Colleague 2 about themselves, their families, their interests, and their vision for the future, both personally and professionally.
- When the destination is reached, turn back.
- Now Colleague 2 conducts the same conversation.
- When you get back to your starting point reflect on what you have learned and on your common interests and concerns.

Quick Reference

<table>
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<tr>
<td>Resources:</td>
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Activity Reference/Source:


Background photo created by 4045 - www.freepik.com
Creating a structured discussion among staff

This is a great activity to facilitate interaction with the community. It requires a coordinator to ensure continuity.

**Learning Outcomes:**
That teachers will be enabled to:
- Engage in a structured discussion where everyone is actively facilitated with the opportunity to contribute.

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**Quick Reference**

<table>
<thead>
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<th>HPS/Well-being Framework link</th>
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<td>Goal</td>
<td>Engagement in structured discussion</td>
</tr>
<tr>
<td>Resources</td>
<td>Discussion cards for each group (see Appendix C)</td>
</tr>
</tbody>
</table>

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**Activity method:**

Identify issue to be discussed among staff. This could relate to new policy, new methodologies, resources etc. Example: How can we improve EAL support in our school?

Divide the staff into groups of 5/6 people (and one additional person who will assume the role of scribe but who will not contribute). Provide the group with a set of cards with the following words:
- AGREE
- DISAGREE
- ADD
- COMMENT
- CHALLENGE
- QUESTION

Appoint a group leader and a scribe. Each group discusses the question. When a group member wishes to contribute, they hold up a card which relates to what they wish to say. Other members do not speak until the contributor concludes, they may, however, choose a card to indicate that they wish to respond to the contributor. The group leader ensures that this protocol is followed. The scribe records the discussion and the decisions. These are then read out to the entire staff.

**Note:** This activity is also useful to help children with EAL to participate in a discussion group.

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**Activity Reference/Source:**

- This activity is based upon the work of Professor Lena Green, UWC Cape Town, and Professor Matthew Lipman (philosophy for children, P4C). It can be adapted to facilitate discussion and debate among staff.

---

Business vector created by freepik - www.freepik.com
The project participants were asked to use Snaplogs over the course of a week as a means of recording their well-being. The activity generated great enthusiasm and appreciation of the active use of visuals to promote well-being.

**Learning Outcomes:**
That teachers will be enabled to:
- Record their images of well-being as they understand the concept
- Present the images to colleagues
- Discuss similarities and differences in relation to the images
- Appreciate the value of visuals in learning about well-being

### Activity Reference/Source:

### Quick Reference

<table>
<thead>
<tr>
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<th>Curriculum and Learning</th>
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</thead>
<tbody>
<tr>
<td>Age Range</td>
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</tr>
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<td>Time</td>
<td>Time for taking photos and time for presentation</td>
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<tr>
<td>Goal</td>
<td>Use of visuals to represent ideas on well-being</td>
</tr>
<tr>
<td>Resources:</td>
<td>Cameras, phones, writing materials.</td>
</tr>
</tbody>
</table>

### Activity method:
- Teachers are asked to record their ideas of well-being by taking one or more photographs.
- They are given a timeframe for completion of this activity, e.g. one week.
- They are asked to write a short account of what the photo depicts, why they took the photo and how it relates to well-being.
- They choose one photograph to present to colleagues, at a staff meeting or at a CPD event.
- Colleagues ask questions as relevant. After the session, the staff are asked to draft 3-5 key factors that influence well-being on the basis of the discussion.
- These factors are recorded and compiled into a resource, thus increasing the teachers’ knowledge and understanding of well-being. This could be shared on a school information platform such as Moodle or Padlet.

### Quick Tip!
If there is a large number of teachers on the staff, the team could be divided into groups.
I can grow a Happy Place

Research has found that gardening is beneficial for everyone’s health and wellbeing. Heading outdoors can provide us with a welcome escape from our hectic lives. Gardening gives us a sense of responsibility which can help to boost our confidence and make us feel connected to the world around us. By working with nature, we can relax and enjoy living in the moment, feeling that we are making a difference. The activity below has been adapted from ideas on the RHS website.

**Learning Outcomes:**

That teachers will be enabled to:

- Grow plants for the five senses such as chives, rosemary, sage, thyme, mint, lavender
- Do some cardiovascular exercise, such as digging, raking or turning compost
- Develop a new skill and enjoy the sense of achievement.
- Notice the small things by taking time to look around. Explore what plants feel or smell like and listen to the sounds around them
- Grow plants that can be given away to people to make them smile

**Quick Reference**

<table>
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<td>Time</td>
<td>As this will be an ongoing project, time will be needed each week</td>
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<tr>
<td>Goal</td>
<td>Development of a school garden</td>
</tr>
<tr>
<td>Resources:</td>
<td>Gardening space or grow box, seeds/plants, gardening implements.</td>
</tr>
</tbody>
</table>

**Activity Reference/Source:**


**Activity method:**

Teachers are invited to contribute to a staff grow box or garden. A theme for the garden could be chosen (see ideas from RHS website). Contents of grow box/garden to be discussed at a staff meeting. Management of grow box/garden to be rotated. Those managing the project at a given time may involve the children from their classes. Plants can be labelled using different languages. Produce from garden to be used and enjoyed!

**Note:** There are many ideas on the RHS website. These include:

- Plants for a sensory garden;
- Sow sensory plants from seed;
- The healing power of plants;
- Make a wind chime;
- Summer flower spotter guide;
- Working with willow.

All of these activities contribute to Well-being and can be used effectively with diverse groups.
Planting Bulbs Together

Bringing parents and children together for a school activity like planting bulbs can become a very special community well-being event and an opportunity for parent/child bonding, for building partnership, for learning about how plants grow, for language development and for giving parents and children a special treat. Many parents, because of social, economic, family or work issues may not be in a position to organise activities like this.

Learning Outcomes:
That teachers will be enabled to:
• Establish links with the Primary Science Curriculum (e.g., develop knowledge, understanding, appreciation and respect for living things)
• Provide a practical demonstration of what plants need to grow and develop (very helpful to children and parents with EAL)
• Provide a positive, shared experience for parents and children that can also enhance the school environment and shared pride in same

Quick Reference

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<th>Resource Type</th>
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<td>Goal</td>
<td>Understanding the conditions for plant growth; language development</td>
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<tr>
<td>Resources:</td>
<td>Hyacinth bulbs, compost and pots, gloves, directions for planting</td>
</tr>
</tbody>
</table>

Activity method:
• Set up tables in classroom with bulbs, compost, gloves and directions for planting at each table. Arrange the children and parents in groups.
• Using gloves, put compost in the pot (leave room at the top).
• Discussion points -- bulb looks like an onion and the food for the plant is stored there. Discuss parts of the plant. The roots grow down so to plant the bulb it must be placed with the roots facing downwards. The pointed end of the bulb is the shoot and this grows upwards (very good opportunity for language development here).
• Place bulb in middle of pot, pointed end up and add compost, leaving top of bulb showing. Add some water.
• Cover with newspaper and place in a dark cupboard for about ten weeks to allow the roots to grow. Check the bulb often and water it gently if the compost feels dry.
• When the shoot is about 5cm high, place in a bright, cool place and soon after in a warmer, bright place. Watch a beautiful flower emerge and enjoy the lovely scent.
• The children can be given the planted hyacinth to take home and look after with the help of their parents.

Quick Tip!
Bulbs may also be planted outside in the school garden or in window boxes or other containers. Autumn is the best time to plant.

Activity Reference/Source:
This activity was devised by Carol Lannin (see Ryan & Lannin (in press) Pathways to Partnership. Mapping the Way for Engaging Families in Learning, Limerick: CDU/TED/MIC.

Image by Thanks for your Like • donations welcome from Pixabay
Call and Response

This short musical activity can be done at the beginning of a staff meeting. It is good for team building and for inclusion. It can be interpreted in different ways thus allowing for the creativity of participants to emerge. The activity can also be used in the classroom.

Learning Outcomes:
That teachers will be enabled to:
• Participate in a teambuilding exercise
• Use their creative skills
• Interact with colleagues
• Use this activity in a classroom context
• Have fun!

Activity method:
Group stands in a circle. One participant steps into the middle of the circle and provides a short statement, song or dance which must be mimicked by the other participants. This action continues around the circle until everyone contributes.

Quick Reference

<table>
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Activity Reference/Source:
• Students of ECCE and Social Care, University College Copenhagen.

Background vector created by brgfx - www.freepik.com
Formulating a shared vision for Teacher-Learning Communities

The presence of a shared vision and agreed direction will serve to improve participants’ Teacher Professional Well-being (TPWB).

**Learning Outcomes:**
That teachers will be enabled to:
- Decide upon and agree on a shared vision for the group.

**Activity method:**
All relevant information (curriculum documentation, relevant policy, instructions from management etc.) pertaining to activity of group will be discussed and presented to the members.

Agreement will be sought amongst group members as to how group will proceed. The order of completion of tasks, roles and demands of the task to be performed will then be committed to paper (see Contract for Collaboration activity) and signed by all group participants.

**Quick Reference**

<table>
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<tr>
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<th>Policy and Planning; Partnership</th>
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<tbody>
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<td>Agreement on group vision and action steps</td>
</tr>
<tr>
<td>Resources:</td>
<td>All materials, documentation, policies and circulars necessary to complete task.</td>
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</table>

**Activity Reference/Source:**
UL-TCC TWBD Erasmus+ 2016-1-N001-KA201-022081

Business photo created by rawpixel.com - www.freepik.com
The creation of a group contract helps the participants to work more effectively together as well as clarifying expectations on individual and collective responsibilities (Weimer 2013).

**Learning Outcomes:**

That teachers will be enabled to:

- create a contract to govern operating procedures and group behaviour.

**Activity method:**

Provide participants with a sample contract clause, which they can discuss and modify as relevant (See Appendix E).

The group then constructs its own contract and records same for display and circulation.

**Quick Reference**

<table>
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<tr>
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<td>Goal</td>
<td>Agreement on a contract which will govern group activity for duration of project.</td>
</tr>
<tr>
<td>Resources:</td>
<td>Sample clause suitable for inserting in a group contract. (See Appendix E).</td>
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</table>

**Activity Reference/Source:**

Learning about TLCs

The teachers in the project post-primary school wanted to learn more about Teacher-Learning Communities and engaged with the literature referenced below to increase their knowledge and understanding of this key learning initiative.

**Learning Outcomes:**

That teachers will be enabled to:
- Engage with research literature relating to Teacher-Learning Communities
- Reflect on how to apply the learning to their own contexts

<table>
<thead>
<tr>
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<tbody>
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<td>Time</td>
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<tr>
<td>Goal</td>
</tr>
<tr>
<td>Resources:</td>
</tr>
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</table>

**Activity method:**

This activity is undertaken by small groups of teachers (planning teams, special interest groups)
1. Identify a focus related to TLC contract for collaboration (see previous activity)
2. Select a text from Appendix D related to focus
3. Each group member to be assigned a section from the text
4. Each person to identify three key insights related to the chosen focus
5. Group members to share and discuss their insights with each other

**Activity Reference/Source:**

UL-TCC TWBD Erasmus+ 2016-1-NO01-KA201-022081

Business photo created by yanalya - www.freepik.com

Quick Tip!

Identify an annotator to capture the key insights that result from Step 3
Measuring time commitment of members

Time requirements for a project/initiative can sometimes be a barrier to participation and sustainability. It is important that the time commitment is negotiated and adhered to in order to maintain engagement.

**Learning Outcomes:**
That teachers will be enabled to:
- Record and share the time they spend on group activities
- Reflect on the investment of time in a particular activity

**Activity method:**
The time commitment needed for a particular TLC initiative is discussed by the group with a view to reaching agreement in relation to feasibility. Teacher participants agree to keep a log of time spent at meetings, preparation work, meetings with external stakeholders as relevant etc.

This time log is reviewed at regular intervals to see if the agreed amount of time is working. If the initiative is too demanding in terms of time allocation, the expectations of the key stakeholders may need to be modified.

**Quick Reference**

<table>
<thead>
<tr>
<th>HPS/Well-being Framework Link</th>
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</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>Time</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Goal</td>
<td>Awareness among staff of importance of buying into functioning of group. If time is being recorded then members will be more conscious of the need to contribute their time.</td>
</tr>
<tr>
<td>Resources:</td>
<td>Meeting minutes. Diary/Log</td>
</tr>
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</table>

**Activity Reference/Source:**
UL-TCC TWBD Erasmus+ 2016-1-NO001-KA201-022081
Fostering inclusion and belonging to group

Regular consultation with the TLC group is important to maintain enthusiasm and commitment. Conflict, if it occurs, should be acknowledged and discussed with a view to resolution. Ignoring such issues will ultimately impact on all of the group.

**Learning Outcomes:**

That teachers will be enabled to:

- Foster inclusive TLC environments

**Activity method:**

TLC group leader conducts periodic surveys of the TLC group where every participant has a way of expressing their satisfaction or otherwise with the TLC process. This needs to be the ultimate safe space (See Appendix C for sample survey). (Note this activity focuses upon the operation of the group whereas the next activity focuses upon the outcomes).

Surveys are analysed and process is amended as relevant.

<table>
<thead>
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<tr>
<td><strong>Time</strong></td>
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<tr>
<td><strong>Goal</strong></td>
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<tr>
<td><strong>Resources:</strong></td>
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</tbody>
</table>

**Activity Reference/Source:**

UL-TCC TWBD Erasmus+ 2016-1-NO01-KA201-022081

Background vector created by freepik - www.freepik.com
Assessing the effectiveness of existing Teacher-Learning Communities

The teachers in the project post-primary school meet regularly to discuss and assess the effectiveness of the many TLCs in their school. The process is modified as needed.

**Learning Outcomes:**

That teachers will be enabled to:

- Assess the effectiveness of the TLC in their own contexts
- Amend the process as relevant

**Activity method:**

Assess a TLC in your school using the following checklist:

- Does the TLC have a shared vision?
- Is the TLC characterised by professional relationships?
- Is there evidence that the TLC has been informed by adequate planning?
- To what extent is the TLC evidenced by flexibility?
- Has sufficient time been allocated for the conduct of the TLC?
- Is there evidence that the TLC is informed by inclusive practices?

**Quick Reference**

<table>
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<th>Links with HPS/Well-being Framework</th>
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<td>One hour</td>
</tr>
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<td>Goal</td>
<td>Assessment of the effectiveness of TLCs</td>
</tr>
<tr>
<td>Resources:</td>
<td>Checklist as below</td>
</tr>
</tbody>
</table>

**Activity Reference/Source:**

- TLC Community Checklist (see above) - Teachers from the project post-primary school drafted the checklist.
Sharing the Learning

We need to ‘rethink the nature of schools as learning communities where workplace relationships based on collegiality and trust, rather than hierarchy are paramount’ (Retallick & Butt, 2004, p. 85)

This exercise promotes a culture of collegiality and sharing of learning and expertise at a whole-school level. The work environment is recognised as an important learning zone where teachers can learn from and with each other thereby avoiding traditional hierarchies based solely on seniority/years of experience. This distributive approach to professional learning fosters a culture of equality and inclusion among colleagues which is an important aspect of well-being.

**Learning Outcomes:**

That teachers will be enabled to:

- Share areas of learning and expertise that they have achieved with colleagues in the TLC
- Ask for support from their colleagues regarding aspects of their teaching practice that they would like to enhance or improve.

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<tbody>
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<td>HPS/Well-being Framework Link</td>
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<tr>
<td>Age Range</td>
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<tr>
<td>Time</td>
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<tr>
<td>Goal</td>
</tr>
<tr>
<td>Resources:</td>
</tr>
</tbody>
</table>

It is good to rub, and polish our brain against that of others.

*Michel Eyquem de Montaigne (1533 – 1592, French Renaissance philosopher and writer)*

**Activity Reference/Source:**

- UL-TCC TWBD Erasmus+ 2016-1-NO01-KA201-022081
Sharing the Learning

Activity method:

Initial Set up of the group
1. Appoint a rotating facilitator for each meeting.
2. All members of the Teacher Learning Community does a simple SWOT analysis of his/her strengths and weaknesses with each teacher choosing one strength, leaning tool, approach that he/she feels works well in the classroom and picking another area which he/she would like to learn more about/improve over the course of one academic year or longer. Group membership agreement would depend on agreed number of meetings with possible changes to maintain professional growth and renewal.
3. Each teacher in the TLC group gets two flash cards, one GREEN to record an area of competency/expertise they are willing to discuss and/or share with others in the group and one YELLOW flash card highlighting an aspect of teaching and learning that they would like to improve e.g. asking effective questions, engaging students on the ASD (Autistic Spectrum Disorder) spectrum, tips for teaching key words as the start of the lesson and so on. Members work in pairs in session one and give feedback to the group on partner’s stated strength and desired wish for improvement.
4. Agree what topics will get priority for the next term/year. Group discussion with facilitator chairing.
5. The facilitator collects and stores the cards in a folder and a date is agreed for the first learning session. This may involve booking a computer room, the lead or expert teacher doing preparatory work, a presentation, further research etc. It may involve a group agreement to attend all sessions with a reflection built in at the end so that further learning is gained for future presentations to the group. All members of the group adopt the role of critical friend. This creates a supportive learning environment for all.

Sample Session for a whole-staff teacher learning community. (This could be done as part of the Croke Park hour).

All the GREEN cards in one pool and all the YELLOW cards in another. Just as in the GO FISH game of cards teachers take turns picking a card e.g. GREEN card where teacher says ‘I am good at accessing on-line resources for…..topic and I will give a demo class in the IT room’

Names of teachers who wish to avail of the support are recorded by the author of the GREEN card who will agree a time/Croke Park hour to share the learning with the colleagues who are interested.

One YELLOW card is picked out and the author/teacher explains what help he/she would like, a discussion follows and another member of the group volunteers (hopefully!) and invites others to join the agreed leaning session at a later agreed time and date. This whole-staff TLC group might meet once a month to reflect and discuss how the ‘peer teaching and learning and sharing’ is going and feedback is given at each meeting on the experience of sharing the learning and asking for support. New cards are selected each month, one GREEN, one YELLOW but everyone in the group discusses the request for support and their own expertise and ideas are shared. This should facilitate shared professionalism and collegial relationships among staff, building trust and mitigating the effects of having to cope with so many changes in pedagogical approaches in schools in recent years.
Many of the teacher participants in the project spoke about their difficulty in engaging with policy. This activity looks at the process of policy development and outlines the various stages.

**Learning Outcomes:**
That teachers will be enabled to:
- Understand the policy development process
- Participate in the policy development process

**Activity method:**
Policy development is placed on the Agenda for a staff meeting. Teachers list and discuss the various school policies, both current and in process. A checklist is drafted to ensure that all policies are accounted for. Review dates are included on the checklist:

<table>
<thead>
<tr>
<th>Name of Policy</th>
<th>Current</th>
<th>In Process</th>
<th>Review Date</th>
</tr>
</thead>
</table>

The staff chooses a policy for development or for review. The policy is developed using the following steps;

1. Establish a core committee to develop the policy
2. Study relevant resource documents and legislation relating to the policy
3. Review the current situation in the school regarding the policy
4. Prepare a draft policy statement (see Appendix G for template)
5. Publicise, review/amend and finalise the draft policy
6. Ratify, circulate and implement the agreed policy
7. Monitor, review and evaluate the policy (adapted from DES 2002).

Note: It is very important that the final step is followed so that the policy remains an active document.

**Quick Reference**

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<td>As decided by the school team</td>
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<tr>
<td>Goal</td>
<td>Understanding and development of policy</td>
</tr>
<tr>
<td>Resources:</td>
<td>Sample template (see Appendix G)</td>
</tr>
</tbody>
</table>

**Activity Reference/Source:**
- Dublin: Author. [www.education.ie](http://www.education.ie)
- See also DES (2013) Anti-bullying procedures for primary and post-primary schools. Dublin: Author. [www.education.ie](http://www.education.ie)
Time Management

A significant challenge to well-being is a sense of not having enough hours in the day to focus on all aspects of life. However, often it is the case that the time available is not managed effectively. Stephen Covey’s Time Management Matrix is a means of reflecting on time and on how it is used. This activity can be done individually or as part of a staff meeting/staff development day.

**Learning Outcomes:**

That teachers will be enabled to:
- Reflect on their use of time
- Use the Time Management Matrix (see Appendix H) to plan and manage their time more effectively.

**Activity method:**

Blank copies of the Time Management Matrix are distributed to all teachers on the staff. They are invited to reflect on each quadrant with a view to determining:
1) Which quadrant they tend to focus on currently
2) Which quadrant they should focus on in order to enhance well-being.

An example of using the Matrix is provided below.

<table>
<thead>
<tr>
<th></th>
<th>Urgent</th>
<th>Not Urgent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important</td>
<td>School reports (night before)</td>
<td>School reports (two weeks before)</td>
</tr>
<tr>
<td>Not Important</td>
<td>Some interruptions</td>
<td>Browsing the internet to postpone engagement with an activity</td>
</tr>
<tr>
<td></td>
<td>imited availability of a sought-after item</td>
<td>Answering unnecessary emails and texts</td>
</tr>
</tbody>
</table>

It is important to try to avoid Quadrant One if possible (very stressful). However it is acknowledged that some crises are unavoidable. Quadrants Three and Four are avoidable and may free up a significant amount of time. The optimum choice is Quadrant Two.

**Activity Reference/Source:**

Children

Practical Exercises and Activities
The teacher participants in the TWBD project highlighted the need for individualised planning to facilitate the engagement of multilingual students. The need to ensure the participation of all of the students impacted significantly on their sense of well-being. The following activity demonstrates how to plan for multiple ways of student engagement, taking into account differences in language and communication ability.

**Learning Outcomes:**
That children will be enabled to:
- Actively listen to a story
- Reflect on possible conclusions to the story
- Write one conclusion
- Read the completed story to their classmates.
- Incorporate their first language with the language of instruction (for some children this differentiation will not be necessary)

**Activity method:**
**Note:** This task can be done individually or in groups.
Teacher chooses a story which will appeal to the children, but with which they are not familiar. The teacher commences reading the story but stops after a few sentences and asks the children to complete the task. In order to make the story accessible to all children, the teacher may use pictures and key words to support the story. They may also translate some of the key words into different languages.
The children are provided with choice in terms of response. They may:
- Complete the story using illustrations
- Complete the story using their first language with some key words in classroom vernacular
- Complete the story using the classroom vernacular with some key words in their first language.
The children are invited to share their completed stories with their classmates.

**Additional Exercises:** Children’s stories may be compiled into a class book and placed in the library. It may also be circulated to parents to facilitate parental interest and support.

**Quick Reference**

<table>
<thead>
<tr>
<th>HPS/Well-being Framework link</th>
<th>Curriculum and Learning</th>
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<tr>
<td>Age Range</td>
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<tr>
<td>Time</td>
<td>45 minutes</td>
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<tr>
<td>Goal</td>
<td>Increased confidence and competence in communication</td>
</tr>
<tr>
<td>Resources:</td>
<td>Copy of chosen story with visual supports as relevant Learning stations where small groups or individual students can get involved in different learning activities. Stations may include books in different languages, dictionaries, maps, and a computer.</td>
</tr>
</tbody>
</table>

**Activity Reference/Source:**
Have you filled a bucket today?

This activity links very well with the *Myself and Others* Strand of the SPHE curriculum. It was used with great success in the project primary school.

### Learning Outcomes:

That children and teachers will be enabled to:
- Reflect on the art of compliment giving
- Accept compliments when received

### Activity method:

- Listen to the story “Have you filled a bucket today?” by Carol McCloud.
- Discuss the story
- Discuss the idea of being a bucket filler versus being a bucket dipper
- Complete a worksheet activity on bucket filling actions versus bucket dipping actions.
- Develop this concept as a behavioural management strategy in the classroom or throughout the school.

**Note:** While this activity is designed for children, it can be very easily adapted to be a staffroom activity.

### Quick Reference

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<th>Quick Reference</th>
<th>Description</th>
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<tr>
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<td>30 minutes</td>
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<td><strong>Goal</strong></td>
<td>Give compliments, accept compliments when given to you.</td>
</tr>
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<td><strong>Resources:</strong></td>
<td>Have you filled a bucket today By Carol McCloud (book or video), video available at <a href="https://www.youtube.com/watch?v=3EuemNAo6XE">https://www.youtube.com/watch?v=3EuemNAo6XE</a></td>
</tr>
</tbody>
</table>

### Quick Tip!

**Modify to suit different ages and abilities**

- Complete a worksheet activity on bucket filling actions versus bucket dipping actions.
- Develop this concept as a behavioural management strategy in the classroom or throughout the school.

**Activity Reference/Source:**

Have you filled a bucket today? By Carol McCloud (book) [https://www.youtube.com/watch?v=3EuemNAo6XE](https://www.youtube.com/watch?v=3EuemNAo6XE)

Additional free classroom resources here: [http://bucketfillers101.com/free-resources/](http://bucketfillers101.com/free-resources/)

Dialogue Journals

“Dialogue journals are ongoing, written conversations between the teacher and her students in the form of a letter exchange or correspondence. The writing can take place anywhere (in class or at home), at any time.” (Galarza 2016, online interview). The focus is on “real” language – often pupils can ask questions of interest to them, make complaints and so on - there are no prompts. The activity could be done as part of a writing lesson rather than as an additional activity as it will require time from both the children and the teacher.

Note: Dialogue journals are very effective for second-language learning. They could also be used for other subject areas e.g., science – this may require more prompting.

**Learning Outcomes:**

That children will be enabled to:
- Reflect on their own interests and characteristics
- Share these with the teacher through journaling
- Improve their language skills

**Activity method:**

- Each child chooses a notebook and decorates it according to their own tastes and interests.
- At beginning of school year, the children provide teacher with five things about themselves that the teacher wouldn’t find out by looking at them or from their school records. This is done before the commencement of writing in the journals.
- Teacher writes the first entry in the journal welcoming the child, linking into the information from the children – making connections to that e.g., I like dogs too. My dog’s name is……, asking some questions, (not too many) – encouraging pupils to ask questions, keeping it light-hearted and fun and letting the pupil know of their importance to the class. Mistakes are not marked and journals are not assessed.
- Children are reminded that their journal is personal, but that if they reveal any information that requires reporting then this must be followed up.

**Quick Reference**

<table>
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<tbody>
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<td>Time</td>
<td>Use existing time allocation to Language and Literacy</td>
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<tr>
<td>Goal</td>
<td>Greater dialogue with teacher, greater fluency of language</td>
</tr>
<tr>
<td>Resources:</td>
<td>Journal</td>
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</tbody>
</table>

**Activity Reference/Source:**

Dialogue Journals

Benefits:

• The relationships built are the most important benefit. Teacher also gains insight into their pupils’ thinking.
• Journals support writing fluency and the more a child writes, the more confident they become.
• Although journals are not marked, they can inform teaching that is required.
• Text from the teacher also mentors the child’s writing and is individualised/differentiated.
• Teachers can find out a lot of information about specific interests, hobbies or areas of interest of the pupils.

VERY IMPORTANT: Please observe GDPR legislation as relevant.

Quick Tip!
Research suggests that the teacher should try to match the quantity of the writing done by students so that they don’t get overwhelmed.

Dear Abby,
I am so happy that you are in my class this year. I know we are going to have a great year. You said you love to read and write and that makes me smile! We are going to do lots of reading and writing here.

My daughter was a softball player. What position do you usually play? Are you on a special team?
The pictures in your book are so cute! Is that your quiner pig dressed up for Christmas? We sometimes dress up my dogs.

I have 2 Westies. Blanco is 12. He has diabetes and has gone blind. It is sad. Sib is 11. We also have a fighting fish named Pineapple.

I am looking forward to your response!

Love,
Ms. Balanzo
This activity looks at supporting children in the context of their own cultures, thereby increasing a sense of belonging.

**Learning Outcomes:**

That children will be enabled to:
- Communicate information about their own cultures through the curriculum.

### Activity method:

- Incorporate cultural celebrations as part of the curriculum. These events can be celebrated through poetry, storybooks/picturebooks, music, dance, food, visual art/works of art, or the study of the rituals and history of the festivals.
- Students can choose a culture they wish to study and research background material, stories, video, audio to combine for a display or presentation as part of the celebrations.

### Quick Reference

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<tr>
<th>HPS/Well-being Framework link</th>
<th>Curriculum and Learning; Partnerships</th>
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</thead>
<tbody>
<tr>
<td>Age Range</td>
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</tr>
<tr>
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<td>Cross curricular activity, use existing allocated time</td>
</tr>
<tr>
<td>Goal</td>
<td>Highlighting cultural diversity</td>
</tr>
<tr>
<td>Resources:</td>
<td>Various</td>
</tr>
</tbody>
</table>

### Activity Reference/Source:

Boult, B. (2006) *176 Ways to Involve Parents. Practical strategies for partnering with families*, Thousand Oaks, CA: Corwin Press, p.63. A study of school reform (McLeod 1996) noted the need for pupils to communicate in their own language and one possibility for this is through a regular (monthly or so) cross-curricular focus.
This activity provides the children and their parents with a sense of shared belonging to the school.

**Learning Outcomes:**

That children will be enabled to:
- Share their culture and language
- Develop a sense of belonging to the school
- Involve their parents in their school activities

**Activity method:**

A Language Wall is developed in the school/classroom. This wall includes greetings in many languages, flags connected to country of origin of the children and parents, key words collected during the semester. Each child is encouraged to contribute to the language wall and take ownership of it. They are encouraged to assist their classmates with pronunciation and meaning of the words.

**Quick Reference**

<table>
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<tbody>
<tr>
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<td>Time</td>
<td>5-10 minutes daily</td>
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<tr>
<td>Goal</td>
<td>Language and cultural identity</td>
</tr>
<tr>
<td>Resources:</td>
<td>Colourful charts and images. Please see appendix C for Printable blank speech bubbles.</td>
</tr>
</tbody>
</table>

**Activity Reference/Source:**

The Norwegian Erasmus+ TWBD team.


Image courtesy of the Norwegian Erasmus+ TWBD team.
Respect-Understanding-Action

The article “Picturebooks and Refugees: Approaches for language Teachers” (Dolan 2014) provides a range of activities which can be undertaken with children with a view to exploring issues relating to diversity, through the use of picturebooks. A critical perspective is promoted through the Respect-Understanding-Action framework. The article also provides a comprehensive list of books.

Learning Outcomes:
That children will be enabled to:
• Address intercultural issues as well as enriching their literacy skills through the Respect-Understanding-Action Framework.

Activity method:

Respect: Share the Picturebook: Gervelie’s Journey: A Refugee Diary. Read the story and show the illustrations from the book. Ask learners for their initial reactions.

Understanding: Create a photograph. Ask students to examine the photographs and illustrations in this picturebook and decide on a title. In groups, ask learners to choose a scene from the story, and invite leaners to role-play this moment. Instruct them to ‘freeze’ at a certain point to create their own still image from the story. Learners can discuss what might happen next.

Action: Problem Solving. Ask students to create a list of problems identified in Gervelie’s story and to suggest potential solutions. For example, Gervelie found it difficult to settle into her new school in England. Learners could suggest strategies which could be adopted by a class and a school to welcome a new child.

Quick Reference

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<tr>
<th>HPS/Well-being Framework link</th>
<th>Curriculum and Learning</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Goal</td>
<td>Greater understanding of the situations of refugees</td>
</tr>
<tr>
<td>Resources:</td>
<td>Gervelie’s Journey: A Refugee Diary (Robinson, Young, &amp; Allan, 2009)</td>
</tr>
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</table>

Activity Reference/Source:

Image sourced from Amazon.com
Frolicking with Rhymes

This activity will help children to learn about basic features and characteristics of a foreign language in a natural and fun way and to engage with rhymes in a language different from their own (Léglu 2010).

**Learning Outcomes:**

That children will be enabled to:
- Present a rhyme in their first language to their classmates
- Teach key words to their classmates
- Understand the value of language diversity

**Activity method:**

The children are divided into groups according to their languages. Each group is asked to choose a rhyme in their first language. They should know what it is about so they can explain the meaning to their classmates.

It is best to use short simple rhymes with links to national tradition or folklore. The rhymes should be easy to comprehend and learn by heart. The teacher’s support will be necessary.

The children in each group briefly describe what the rhyme is about. Then they read the text aloud several times and ask their classmates to repeat.

It is advisable for each group to transcribe any difficult words phonetically in order to help their classmates with pronunciation. In the end, the whole class should be able to recite the rhyme together.

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<tr>
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</tr>
<tr>
<td><strong>Time</strong></td>
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<tr>
<td><strong>Goal</strong></td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
</tr>
</tbody>
</table>

**Quick Tip!**

Rhymes may be decided in advance with copies of the rhyme being provided to each member of the class at the beginning of the language lesson.

**Activity Reference/Source:**

Multicultural Families (n.d). *Activities to support multilingualism at school*. www.multilingual-families.eu

The Erasmus+ team were welcomed by children from the Norwegian project school who sang ‘Brother John’ to us in a number of languages. The sense of pride on the part of the children (and their teachers!) was evident to all.

**Learning Outcomes:**

That children will be enabled to:
- Develop proficiency and confidence in multilingual communication through song
- Perform a song in different languages to an audience

**Activity method:**

As part of the music programme, the teacher chooses a song, such as ‘Brother John’ which can be translated into many languages. The help of the children can be enlisted here. Children are taught the song in different languages over a period of weeks. They are encouraged to perform the song as often as possible to increase their confidence.

**English Lyrics**
Are you sleeping? Are you sleeping?
Brother John, Brother John,
Morning bells are ringing! Morning bells are ringing!
Ding, dang, dong. Ding, dang, dong

**French lyrics**
Frère Jacques, Frère Jacques,
Dormez-vous? Dormez-vous?
Sonnez les matines! Sonnez les matines!
Ding, dang, dong. Ding, dang, dong

**Quick Reference**

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<tr>
<td>Time</td>
<td>30 minutes per language used</td>
</tr>
<tr>
<td>Goal</td>
<td>Proficiency and confidence in multilingual communication</td>
</tr>
<tr>
<td>Resources</td>
<td>Words of ‘Brother John’ or similar songs</td>
</tr>
</tbody>
</table>

**Activity Reference/Source:**

The Norwegian Erasmus+ TWBD team
Lyrics source: [https://en.wikipedia.org/wiki/Fr%C3%A8re_Jacques](https://en.wikipedia.org/wiki/Fr%C3%A8re_Jacques)

**Quick Tip!**
Send a copy of the lyrics home to allow parents and siblings to participate at home
Parts of the Body

This activity demonstrates the potential for peer-led language learning in a multilingual classroom. It enhances each child's sense of self-worth and belonging.

**Learning Outcomes:**

That the children will be enabled to:

- Name the parts of the body using different languages.

**Quick Tip!** This activity can be modified to include other types of words, e.g. colours, animals etc.

**Activity method:**

- Each child is given an outline of a human body and asked to name various body parts in their first language. (See Appendix C).
- They start with basic parts, such as a hand, leg, head.
- One child with English as an Additional Language is invited to present the names in their first language to the rest of the class. It is best to limit the amount of new words to 4 or 5.
- The other children repeat the words several times together and individually.
- When the words are known, the child starts saying the words aloud slowly. Every time they hear a word, the rest of the class point at the correct part of their own bodies.
- The child then can start saying the words more quickly, so the other children must react very quickly.
- When the children are sufficiently familiar with the names, the activity may be repeated using another language.

**Quick Reference**

<table>
<thead>
<tr>
<th>HPS/Well-being Framework link</th>
<th>Curriculum and Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Range</td>
<td>0-6 years</td>
</tr>
<tr>
<td>Time</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td>Goal</td>
<td>Increasing language acquisition</td>
</tr>
<tr>
<td>Resources:</td>
<td>Handouts of outline of the human body, (see Appendix C)</td>
</tr>
</tbody>
</table>

**Activity Reference/Source:**

Multicultural Families (n.d). *Activities to support multilingualism at school.* www.multilingual-families.eu
This activity facilitates a focus on diversity through discussion of food in different cultures. It can be integrated into the Social, Personal and Health Education (SPHE) curriculum.

**Learning Outcomes:**

That the children will be enabled to:
- Learn more about each other using the theme of food as a catalyst for conversation
- Share recipes/make a recipe booklet

**Activity method:**

Divide the children into pairs. Ask them to interview each other about their favourite food.

Interview should focus on the following:
1. How often they eat the food, i.e everyday or for a treat
2. Whether the food is part of family culture.
3. Foods which are not allowed within the family culture

Reconvene the whole class group. Ask each child to briefly introduce their partner and what was learned in the interview. Discuss the links between food and culture. Explore food and culture as they relate to social life: birthday parties, religious events, family gatherings etc.

As homework, ask each child to write down their favourite recipe to share with the class. They may enlist the help of their parents if necessary. In class invite the children to type their recipes onto a template and provide illustrations (this is optional, depending on access to computers). Bind the recipes into a booklet and place in class library.

**Note:** This activity can be easily adapted for use among staff members, demonstrating diversity of preference and interest in international cuisine.

**Quick Reference**

<table>
<thead>
<tr>
<th>Framework link</th>
<th>Curriculum and Learning; Social Environment; Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Range</td>
<td>10 years - adult</td>
</tr>
<tr>
<td>Time</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Goal</td>
<td>Exploration of different culinary traditions</td>
</tr>
<tr>
<td>Resources:</td>
<td>Access to ICT support (optional) – recipe card template in Appendix C.</td>
</tr>
</tbody>
</table>

**Activity extension:** Organise a tasting party where each child can contribute a sample of their favourite food. This is an effective way of generating parental involvement also.

NB: Teachers need to check for food allergies in advance of any tasting session.

**Activity Reference/Source:**

*Diversity Activities Resource Guide* (n.d), University of Houston, [www.uh.edu](http://www.uh.edu)
**Anagram Messages**

This activity allows children to reflect on their own names as part of their identity and to learn about creating anagrams. It can be undertaken in multiple languages.

**Learning Outcomes:**

That the children will be enabled to:
- Reflect on the potential of seeing their names as anagrams
- Expand the anagrams into messages
- Share the messages with their classmates

**Quick Reference**

| HPS/Well-being Framework link | Curriculum and Learning |
| Age Range | 8-12 years |
| Time | 20 minutes |
| Goal | Understanding and expanding anagrams |
| Resources: | Paper/Envelopes/Basket |

**Activity method:**

- Discuss anagrams with the children. Explain that the initial letters of a set of words are condensed to form an anagram. Provide common examples. Invite children with EAL to provide examples from their first language if they wish.
- Distribute a sheet of paper and an envelope to each child. Invite them to write down the letters of their first name, leaving a space beside each letter. They then think of words for each letter and write them as a coherent message.
- When they have completed the task, they place the sheets of paper in the envelope and seal it. Collect the envelopes in a basket and then invite each member of the class to select an envelope and read the message.

**Quick Tip!**

Children with EAL could write the anagram message in their first language if the activity is too challenging for them.

**Activity Reference/Source:**

Adapted from *Games for English language teaching and learning*. www.tedpower.co.uk

Background vector created by brgfx - www.freepik.com
Making Connections

_Educating the Heart_ training is provided across the island of Ireland for all primary and post-primary teachers and teaching assistants who have a desire to learn new methods that cultivate compassionate global citizenship. There is CPD substitution cover provided for up to three teachers per school. This resource is very relevant to diverse classrooms. It links with the Primary School Curriculum/Framework for Junior Cycle/Cosán

### Learning Outcomes:

That the children will be enabled to:

- Reflect on their connections with the school and other sections of the community
- Identify their contributions to these contexts
- Consider the impact of exclusion from these contexts
- Explore how incidences of exclusion may be addressed

### Quick Reference

<table>
<thead>
<tr>
<th>HPS/Well-being Framework link</th>
<th>Curriculum and Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Range</td>
<td>10 year - adult</td>
</tr>
<tr>
<td>Time</td>
<td>30 mins</td>
</tr>
<tr>
<td>Goal</td>
<td>Reflecting on the impact of exclusion</td>
</tr>
<tr>
<td>Resources:</td>
<td>Flipchart and markers</td>
</tr>
</tbody>
</table>

### Activity method:

Divide class into groups of 4, and distribute flipchart, markers/colouring pencils

- Invite each group to consider the theme of ‘Connection’. On the flipchart, they should write/draw all the places to which people might be connected to (e.g. school, youth group, church, football club, dance class, orchestra etc)
- Once pupils have completed this task, pause for debrief questions

**Prompt Questions**

- Do you think people connect to these places by ‘choice’, or do you think these places were ‘chosen’ for them?
- Do you think people have any rights in any of these groups?
- Can you think of people who might be left out from any of your listed groups? Why is this? Is this fair/unfair?
- What might happen if someone from one of the groups was left out? What do you think the group should do to resolve this?
- Do you think it is the responsibility of the group to bring fairness for everyone?

### Activity Reference/Source:

TIDAL (n.d): _Educating the Heart_. Derry: Children in Crossfire

Quick Tip!

This activity can be easily adapted for use in the staffroom.
Parents

Practical Exercises and Activities
Planning as a cooperative activity

Parents are key partners in the educational process. Positive interaction with parents is a key determinant of teacher well-being. This activity and those that follow, demonstrate how to reconceptualise the planning process so that it becomes a cooperative exercise among parents, students and teachers, thereby sharing the workload and responsibility.

“The way schools care about children is reflected in the way schools care about the children’s families. If educators view children simply as students, they are likely to see the family as separate from the school..... Partners recognize their shared interests in and responsibilities for children, and they work together to create better programs and opportunities for students” (Epstein, 1995:703)

Learning Outcomes:

That parents will be enabled to:
• Reflect upon their own role in the educational process
• Acknowledge the potential of their life experience and expertise in enriching the learning experience of all students
• View themselves as equal partners in the educational process
• Communicate more effectively with the teacher

Activity method:
• Teacher chooses a topic from the curriculum to which all the parents in the group can relate and which can draw from the expertise in the group.
• All parents should have the opportunity to contribute. Ideas relating to the development of the topic are recorded on the flip chart.
• Parents are invited to volunteer to visit the school to share their knowledge and expertise.
• Parents are provided with support in advance of their visit to ensure that the event is enjoyable and productive for all concerned.
• They are encouraged to discuss the visit with their own children in advance and seek their advice and help.

Note: This activity should be repeated at various intervals during the school year to ensure diversity of topics and participation.

Quick Reference

<table>
<thead>
<tr>
<th>HPS/Well-being Framework link</th>
<th>Curriculum and Learning; Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Range</td>
<td>N/A</td>
</tr>
<tr>
<td>Time</td>
<td>1 hour</td>
</tr>
<tr>
<td>Goal</td>
<td>Understanding education as a shared responsibility</td>
</tr>
<tr>
<td>Resources:</td>
<td>Flip chart and markers</td>
</tr>
</tbody>
</table>

Activity Reference/Source:

Also EDNIP Project, TED/CDU, MIC. (See Appendix F).

Book photo created by freepik - www.freepik.com

Quick Tip! This activity facilitates effective partnership work.
Welcome package for new Families

This activity provides practical assistance for new families in the school community and helps them to get to know key personnel and services.

Learning Outcomes:

That parents will be enabled to:
• Get to know the school and the local area
• Keep up to date in relation to school information and information on their own children
• Become more engaged with school and community activities

Quick Reference

<table>
<thead>
<tr>
<th>HPS/Well-being Framework link</th>
<th>Policy and Planning; Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Range</td>
<td>N/A</td>
</tr>
<tr>
<td>Time</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Goal</td>
<td>Facilitating parental engagement</td>
</tr>
<tr>
<td>Resources:</td>
<td>School website; print copies of information</td>
</tr>
</tbody>
</table>

Activity method:

• Prepare a welcome package for distribution to new families that join the school. Items to include could be maps of the school and the town/local area, selected important school policies, list of contact details and roles of school personnel (e.g., Principal, Deputy Principal, Secretary, Caretaker, other staff members), Parents’ Association (Chairperson, Secretary, meeting dates/times), school website address and details of how to login in order to engage with school activities as appropriate (e.g., to pay school book loan bill, school tour cost, Christmas/end of year test results), copy of the school newsletter. Include information on how the school communicates with parents and “a list of suggested ways families can become involved in the life of the school” (Boult 2006:5). Include local business promotions (e.g., discounts at local shops; cinemas, restaurants) as well as links to local businesses, restaurants, and other community organisations.
• As appropriate, pupils could be involved in preparing the welcome package.

Activity Reference/Source:

Also EDNIP Project, TED/CDU, MIC. (See Appendix F).

Design vector created by freepik - www.freepik.com
Providing Language Classes for Parents/Guardians

Communication difficulties are a source of stress in multilingual settings. Many of the teacher participants in this project spoke of their concerns about relaying the correct message to parents and avoiding misunderstandings.

**Learning Outcomes:**

That parents will be enabled to:

- Learn essential communication phrases in English/Irish (e.g., greetings, introductions), how to fill out necessary forms, how to read/write a letter, how to interpret a school report and so on.
- Meet each other and develop a support network of other parents who may also be new to the country.

**Activity method:**

- Establish the extent of language needs in the class/school.
- Consult with parents and ask if they would like support with learning the language used in the school.
- Contact the local Education and Training Board (ETB) or other relevant agencies to find a tutor to teach basic skills in English/Irish.

**Quick Reference**

<table>
<thead>
<tr>
<th>HPS/Well-being Framework link</th>
<th>Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Range</td>
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</tr>
<tr>
<td>Time</td>
<td>1 hour per week for 12 weeks (or as appropriate)</td>
</tr>
<tr>
<td>Goal</td>
<td>Functional literacy in the vernacular of the school</td>
</tr>
<tr>
<td>Resources:</td>
<td>Tutor; course materials</td>
</tr>
</tbody>
</table>

**Activity Reference/Source:**


Also EDNIP Project, TED/CDU, MIC. (See Appendix F).
Create a physical atmosphere in the school and grounds that is friendly and inviting

This activity facilitates a sense of belonging to the school community on the part of parents thus achieving greater engagement on their part.

**Learning Outcomes:**

That parents will be enabled to:
- Feel part of the school environment
- Engage with their children’s work in an informal space

**Activity method:**

- Hang ‘welcome’ signs in languages of the schools’ families and create displays that represent the cultures and ethnicity of the pupils and their families.
- Display pupils’ work extensively throughout the school, particularly at entrance areas where parents may be waiting to collect their children.
- If there is space, have some reading material and comfortable chairs in reception areas where parents may be waiting for a meeting.

**Quick Reference**

<table>
<thead>
<tr>
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<th>Physical Environment/Partnerships</th>
</tr>
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<tbody>
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<td>Age Range</td>
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</tr>
<tr>
<td>Time</td>
<td>N/A</td>
</tr>
<tr>
<td>Goal</td>
<td>Greater engagement of parents</td>
</tr>
<tr>
<td>Resources:</td>
<td>Various</td>
</tr>
</tbody>
</table>

**Activity Reference/Source:**


Also EDNIP Project, TED/CDU, MIC. (See Appendix F).

Template vector created by freepik - www.freepik.com
Fostering discussion about education with parents

This activity will provide parents with a sense of their own roles in their children’s education and an understanding of the importance of engaging with the school.

**Key Outcomes:**

That parents will be enabled to:
- Share ideas and concerns in relation to education in a structured setting
- Become more aware of their own roles in education
- Explore ways of engaging with school staff

**Activity method:**

- Facilitator (possibly HSCL teacher) invites parents to a meeting. Provide a comfortable, relaxed environment with some refreshments. Welcome the parents and inform them of the reason for the meeting. Divide the parents into small groups of 3 or 4. Provide a large sheet of paper from a flip chart, a marker and an A4 sheet with the following questions:
  - What concerns do you have about your child’s education?
  - What are the strengths of the education system in relation to your child’s education?
  - What do you expect from classroom teachers? Principal? Support staff?
  - What is your role in your child’s schooling?

- Parents discuss the questions and one parent records observations on the flip chart sheet. Observations are presented by each group to the large group. Possible actions are discussed and subsequently implemented as feasible.

**Quick Reference**

<table>
<thead>
<tr>
<th>Framework link</th>
<th>Partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Age Range</td>
<td>N/A</td>
</tr>
<tr>
<td>Time</td>
<td>One hour</td>
</tr>
<tr>
<td>Goal</td>
<td>Greater engagement of parents</td>
</tr>
</tbody>
</table>

**Resources:** Flipcharts, A4 sheets, markers

**Activity Reference/Source:**


If there is language diversity in the group, ensure that the small groups have at least one person proficient in the vernacular of the school.
Lack of parental involvement can be a source of stress for teachers, with consequent effects upon their well-being.

**Learning Outcomes:**

That parents will be enabled to:

- Reflect on the extent of their involvement with the school
- Identify barriers to involvement
- Suggest ways of overcoming these barriers

**Activity method:**

Meet with parents informally and ask if they would be interested in attending a meeting about increasing their involvement in the school. Indicate the time commitment (1 hour) in advance. Organise a venue and refreshments. Invite the parents to bring some refreshments also. Welcome parents to the meeting and outline the aims.

Ask them to answer the following question:

*How do you rate your involvement in your child’s education?* Very Good/Good/Fair/Poor/No Involvement. (This may be translated into different languages in advance if this is deemed helpful).

For those parents who rate their involvement as very good or good, ask them to state what facilitates their involvement. List responses on Flipchart.

For those parents whose involvement is Fair/Poor or who are not involved, ask them to state what prevents their involvement. List responses on Flipchart.

Ask the parents with limited involvement to study the responses of the more involved parents. Can they use some of these ideas? Then look at the barriers which have been identified. These may include the following:

- Scheduling conflicts
- Lack of transport
- Negative experience of school
- Language barriers

Discuss the barriers with the parents. Some of these may be easily resolved. For example, parents with scheduling difficulties or lack of transport could be reached via Skype. Parents with a negative experience of school could be invited to participate in weekly classes such as Yoga or Mindfulness thus having an enjoyable experience. Such classes could be taken with the teachers. This would facilitate greater interaction. Language barriers could be addressed through using pictures as support in discussions or through seeking the support of a translator.

If further meetings/classes are arranged, involve the parents in organising these events and communicating dates/times/venues etc.

**Quick Reference**

<table>
<thead>
<tr>
<th>HPS/Well-being Framework link</th>
<th>Partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Range</td>
<td>N/A</td>
</tr>
<tr>
<td>Time</td>
<td>1 hour</td>
</tr>
<tr>
<td>Goal</td>
<td>Identifying barriers to parental involvement</td>
</tr>
<tr>
<td>Resources:</td>
<td>Handouts (optional)/Flip chart and markers/Refreshments</td>
</tr>
</tbody>
</table>

**Activity Reference/Source:**


**Quick Tip!**

Some of the solutions may be provided by the parents themselves. Parents may be able to translate some information or may be able to provide various classes.
Class home page/blog

This is an easy and effective way of keeping in touch with parents and facilitating discussion without the need for a meeting in the school.

**Key Outcomes:**

That parents will be enabled to:

- Learn about classroom activities
- Make suggestions about topics they are interested in or informed about
- Create a forum for themselves and their children to discuss what is being learned in school

**Activity method:**

- Principal/another teacher creates a blog or home page that contains information about the class, topics, activities and homework. Relevant websites are signposted. A discussion board on Blackboard/Moodle or other learning platform could be used to get feedback and encourage input from parents.

**VERY IMPORTANT:** Please observe GDPR legislation as relevant.

**Quick Reference**

<table>
<thead>
<tr>
<th>Quick Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPS/Well-being Framework link</td>
</tr>
<tr>
<td>Age Range</td>
</tr>
<tr>
<td>Time</td>
</tr>
<tr>
<td>Goal</td>
</tr>
<tr>
<td>Resources:</td>
</tr>
</tbody>
</table>

**Activity Reference/Source:**


**Quick Tip!** Ensuring a there is a moderation policy and a clear structure to content creation and publication will help to ensure activity success.
The Wish List

It is a good idea to reach out the community in terms of seeking support and resources. This establishes a sense of reciprocity. Schools often have resourcing issues that could be addressed by parental and community involvement.

Note: This activity is for teachers and parents.

Learning Outcomes:
That teachers are enabled to:
• Discuss resourcing issues
• Make a Wish List for the school
• Communicate this Wish List to the parents

That parents are enabled to:
• Make a contribution to the school

Activity method:
As part of a staff meeting in the school, compile a wish list that includes both goods -- from craft sticks to carpet squares to software -- and services -- from stapling newsletters to coordinating special events to providing translations-- that parents might provide. Communicate this wish list to the parents via email, Skype, newsletter, word of mouth

Quick Tip!
Be sure the list includes many free or inexpensive items and activities that do not demand a great deal of time or a long-term commitment.

Activity Reference/Source:
Education World. www.educationworld.com

Background photo created by ijeab - www.freepik.com
Parents and Assessment

Assessment is an integral part of learning and teaching. Knowing what has been learned and understood provides a picture of a child or young person's progress and achievements. It also helps to identify next steps in learning. This activity explores how to engage parents more actively in the assessment process rather than simply presenting results.

**Learning Outcomes:**
That parents will be enabled to:
- Understand the various approaches to assessment
- Understand their role in assessment
- Suggest ways in which they may increase their involvement in the assessment process.

**Activity method:**
Include a focus on the assessment process as part of a general presentation to parents. Place key words on a slide (e.g., peer evaluation, school self-evaluation, assessment for learning, assessment of learning) and ask for parents’ comments on same.

- Are they aware of the different types of assessment?
- Are they informed of the types and purposes of assessment being undertaken throughout the school year?
- Do they consider that they receive sufficient communication regarding assessment?

Record parents’ observations on a flip chart. Invite them to suggest ways in which they may increase their involvement in the assessment process. Record the suggestions also.

At the next staff meeting discuss the suggestions made by the parents.

**Quick Reference**

<table>
<thead>
<tr>
<th>HPS/Well-being Framework link</th>
<th>Curriculum and Learning; Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Range</td>
<td>N/A</td>
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<tr>
<td>Time</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Goal</td>
<td>Increasing parental involvement in the assessment process</td>
</tr>
<tr>
<td>Resources:</td>
<td>Flipchart and markers</td>
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</table>

**Activity Reference/Source:**
Action Learning Walks

Action learning walks involve families by inviting parents to the school to observe, reflect and discuss literacy initiatives in the classroom and the home (Cox-Petersen 2011)

**Key Outcomes:**
That parents will be enabled to:
• Participate in an Action Learning Walk with their child, the teachers, and other parents.

**Activity method:**
Invite parents to meet in a school meeting venue to discuss what will take place. Provide refreshments and encourage informal interaction among the parents. Discuss the agenda that will be followed and provide information on the activity. The information outlines what the parents will be observing and what they should look for as they are walking in the classroom and interacting with the children during the 30 to 45 minutes.

Parents are given an observation checklist (see Appendix C).

Finally, parents are asked to join their children in the classroom and participate in all activities with them.

Provide a debriefing session on what went on during the lesson. Ask the parents as a group to discuss their experiences, voice concerns, and suggest ways of helping their child at home. At the end of the session, ask the parents to complete a voluntary anonymous survey related to their experiences with the Action Learning Walk.

Encourage the parents to enjoy refreshments, and talk with each other after the session.

**Note:** Checklist may need to be translated.

**Quick Reference**

<table>
<thead>
<tr>
<th>HPS/Well-being Framework link</th>
<th>Partnerships</th>
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<tbody>
<tr>
<td>Age Range</td>
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</tr>
<tr>
<td>Time</td>
<td>30-45 minutes+ introductory meeting and debriefing session</td>
</tr>
<tr>
<td>Goal</td>
<td>Increasing parental involvement</td>
</tr>
<tr>
<td>Resources:</td>
<td>Refreshments/Observation Checklist/Examples of Educational Resources. See Appendix C.</td>
</tr>
</tbody>
</table>

**Activity Reference/Source:**

Coffee vector created by pikisuperstar - www.freepik.com
Concluding Activity

A Reflection on the Manual
This final activity invites you to select the three activities that you are most likely to continue, now that you have finished your exploration of the manual.

**Learning Outcomes:**

That teachers will be enabled to:

- Reflect on their engagement with the manual
- Select three activities that they intend to continue

**Activity method:**

1. Teachers discuss the manual as part of a staff meeting.
2. They are provided with the template below and asked to select activities which they intend to continue.

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**Quick Reference**

<table>
<thead>
<tr>
<th>HPS/Well-being Framework link</th>
<th>All elements of framework</th>
</tr>
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<tbody>
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</tr>
<tr>
<td>Time</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Goal</td>
<td>Incorporation of Well-being activities into daily routine</td>
</tr>
<tr>
<td>Resources:</td>
<td>As relevant to chosen activities</td>
</tr>
</tbody>
</table>

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**Three Activities to Sustain my Well-being**

1. 

2. 

3. 

*Good Luck! Go n-eirí an t-ádh libh! Okuhle Kodwa! Lykke til! Held og lykke!*

---

**Activity Reference/Source:**

- Devised by the compiler of the manual, Carol O’Sullivan.

Frame vector created by freepik - [www.freepik.com](http://www.freepik.com)
Appendices

Resources and Worksheets
Appendix A: Relevant Publications

These publications are listed chronologically.


• National Council for Curriculum and Assessment (1999b) *Social, Personal and Health Education: Primary Curriculum*. Dublin: Author. [www.ncca.ie](http://www.ncca.ie)


• Department of Education and Skills (2011) *Literacy and Numeracy for Learning and Life*. Dublin: Author. [www.education.ie](http://www.education.ie)


• Department of Education and Skills (2013) *Anti-Bullying Procedures for Primary and Post-Primary Schools*. Dublin: Author. [www.education.ie](http://www.education.ie)


Appendix B
Appendix B: Tips for supporting children with EAL

Top Tips

- Check that you know my gender and how to pronounce my name. Find out my religion, customs and dietary needs.
- Make sure you know which languages I speak, and how much. Reassure my parents that using my first language at home helps my learning and, if possible, learn how to say hello and some key words in my language.
- Understand I might need to be silent for quite a while, to observe. Check my body language to see whether I am distressed.
- Let the other children know how they can help me and pair me with caring, articulate children who are friends and role models. If another child speaks my language, involve her too.
- Use lots of visual support, pictures, objects and gestures. Use clear, natural repetitive speech with lots of expression and Inclusive Communication (previously STC), if you can.
- Let me do lots of practical tasks – sharing out snacks, arranging special items. Praise me whenever I try to join in.
- Encourage visitors from my community, including my family. Use resources which reflect my culture (books, posters, role play equipment, instruments, food, etc).
- Follow your instincts - if I’m having fun, things are probably going well.

Adapted from posters created by Suzy Howlett for the Somerset EMAS team.
Appendix C: Reflecting on my Well-being Worksheet

Reflect on the following and identify those areas that you need to pay more attention to in order to have a more balanced life, both professionally and personally. Place a tick beside the areas that need attention.

<table>
<thead>
<tr>
<th>Physical Self-Care</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1 Eat healthily and in moderation</td>
<td></td>
</tr>
<tr>
<td>2 Drink plenty of water</td>
<td></td>
</tr>
<tr>
<td>3 Take daily exercise</td>
<td></td>
</tr>
<tr>
<td>4 Take time off when sick</td>
<td></td>
</tr>
<tr>
<td>5 Get medical care when needed or have an annual health check</td>
<td></td>
</tr>
<tr>
<td>6 Get enough sleep</td>
<td></td>
</tr>
<tr>
<td>7 Take care of personal grooming – treat yourself</td>
<td></td>
</tr>
<tr>
<td>8 Take regular holidays</td>
<td></td>
</tr>
<tr>
<td>9 Take time away from your mobile phone, other electronic gadgets and social media access</td>
<td></td>
</tr>
<tr>
<td>10 Take time out for fun and laughter with family and friends</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Psychological Self-Care</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Make time for self-reflection</td>
<td></td>
</tr>
<tr>
<td>2 Listen to others</td>
<td></td>
</tr>
<tr>
<td>3 Listen to yourself: thoughts, judgements, beliefs, attitudes and feelings</td>
<td></td>
</tr>
<tr>
<td>4 Write in a journal</td>
<td></td>
</tr>
<tr>
<td>5 Read literature that is unrelated to your work</td>
<td></td>
</tr>
<tr>
<td>6 Do something at which you are not expert or in charge</td>
<td></td>
</tr>
<tr>
<td>7 Ask for help when needed</td>
<td></td>
</tr>
<tr>
<td>8 Let others know different aspects of you</td>
<td></td>
</tr>
<tr>
<td>9 Practice receiving compliments</td>
<td></td>
</tr>
<tr>
<td>10 Set your work boundaries and practice saying No to additional tasks</td>
<td></td>
</tr>
</tbody>
</table>

**Actions**
(Use this area to note any actions you would like to take based on your reflections, applying a deadline to complete changes may help)
Appendix C: Reflecting on my Well-being Worksheet

Reflect on the following and identify those areas that you need to pay more attention to in order to have a more balanced life, both professionally and personally. Place a tick beside the areas that need attention.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Spend time with others whose company you enjoy</td>
</tr>
<tr>
<td>2</td>
<td>Stay in contact with important people in your life</td>
</tr>
<tr>
<td>3</td>
<td>Give yourself affirmations, praise yourself</td>
</tr>
<tr>
<td>4</td>
<td>Re-read favourite books</td>
</tr>
<tr>
<td>5</td>
<td>Identify comforting activities, objects, people, and seek them out</td>
</tr>
<tr>
<td>6</td>
<td>Allow yourself to cry</td>
</tr>
<tr>
<td>7</td>
<td>Find things that make you laugh</td>
</tr>
<tr>
<td>8</td>
<td>Get involved in community activities</td>
</tr>
<tr>
<td>9</td>
<td>Have quality time with family, including with children</td>
</tr>
<tr>
<td>10</td>
<td>Identify a safe space for yourself where you can relax and allow yourself 'time out'</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Take breaks during the work-day (eg. lunch, tea-break, a walk outside)</td>
</tr>
<tr>
<td>2</td>
<td>Take time to chat to co-workers</td>
</tr>
<tr>
<td>3</td>
<td>Make quiet time to complete tasks</td>
</tr>
<tr>
<td>4</td>
<td>Identify projects or tasks that are exciting and rewarding</td>
</tr>
<tr>
<td>5</td>
<td>Set time limits with students and colleagues</td>
</tr>
<tr>
<td>6</td>
<td>Balance your work so that no one day or part of a day is “too much”</td>
</tr>
<tr>
<td>7</td>
<td>Arrange your work space so it is comfortable and comforting</td>
</tr>
<tr>
<td>8</td>
<td>Get regular feedback</td>
</tr>
<tr>
<td>9</td>
<td>Negotiate for your needs</td>
</tr>
<tr>
<td>10</td>
<td>If overwhelmed talk to Principal, colleague, or, if necessary, a professional counsellor.</td>
</tr>
</tbody>
</table>

**Actions**
(Use this area to note any actions you would like to take based on your reflections, applying a deadline to complete changes may help)
Appendix C:
Five Ways to Well-Being (Template)

Activity Reference/Source:
Appendix C: Reasons to be Thankful Worksheet

Reasons to be Thankful

1. _______________________
2. _______________________
3. _______________________
4. _______________________
5. _______________________

How I can show My Thanks

1. _______________________
2. _______________________
3. _______________________
4. _______________________
5. _______________________

Background vector created by starline - www.freepik.com
Appendix C: How to Diversify Children’s Literature

How to Diversify Your KidLit-related Lists

Hey, are you making a kidlit-related list? Yes!

Who’s listed, and who’s left out? Are you thinking about diversity? Sure.

I’m not sure. What do you mean by diversity? Is there diversity? Racial, gender, ethnic, cultural, religious, disability diversity?

No. You sure? Maybe a list of books, characters, authors, illustrators, panelists? Even a very short list?

Yes.

Oh, in that case, yes.

Oh, No, there isn’t.

Wait. Are you sharing a list someone else made? Why, yes.

Would a fair-minded person call this a reasonably diverse list?

OK, I did.

How about another go at that list? Add to it. Amend it.

Ummm...

Yes, I really think so. Seriously. I’ve thought about this list from a bunch of different perspectives.

Great! Thank you! We’ll all benefit from that. Let’s keep making better and better inclusive lists!

This flow chart was originally conceptualized and written by author Chris Barton, adapted by Kidlitwomen. To learn more about Chris and his books, visit him at: www.chrisbarten.info

"From We Need Diverse Books, diversebooks.org: "We recognize all diverse experiences, including (but not limited to) LGBTIQ+, Native, people of color, gender diversity, people with disabilities, and ethnic, cultural, and religious minorities."

Infographic design: ByxumCreative.com
Appendix C: Comment Cards for Structured Discussion

AGREE

DISAGREE

ADD

COMMENT

CHALLENGE

QUESTION
## Appendix C:
Satisfaction with TLCs – Sample Survey

<table>
<thead>
<tr>
<th></th>
<th>Name of TLC group</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Number of members</td>
</tr>
<tr>
<td>3</td>
<td>Time and duration of meetings</td>
</tr>
<tr>
<td>4</td>
<td>Frequency of meetings</td>
</tr>
<tr>
<td>5</td>
<td>Level of satisfaction with operation of group</td>
</tr>
<tr>
<td></td>
<td>Very dissatisfied</td>
</tr>
<tr>
<td></td>
<td>Dissatisfied</td>
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<td></td>
<td>Neither satisfied nor dissatisfied</td>
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<tr>
<td></td>
<td>Satisfied</td>
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<tr>
<td></td>
<td>Very Satisfied</td>
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</tbody>
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<thead>
<tr>
<th></th>
<th>Reasons for answers to No. 5</th>
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<table>
<thead>
<tr>
<th></th>
<th>Any other comments</th>
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Appendix C:
Self Care Calendar

Month:__________________________________________

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<tr>
<th>Monday</th>
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<th>Wednesday</th>
<th>Thursday</th>
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Notes/Ideas:


Appendix C: Parts of the Body
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<table>
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<tr>
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<table>
<thead>
<tr>
<th>Tools Needed:</th>
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Appendix C:
Action Learning Walks Observation Sheet

Please complete the observation checklist below:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does my child participate?</td>
<td></td>
</tr>
<tr>
<td>Does my child pay attention?</td>
<td></td>
</tr>
<tr>
<td>Can my child summarise the story?</td>
<td></td>
</tr>
<tr>
<td>Does my child talk with their partner during think-pair-share time and stay on topic?</td>
<td></td>
</tr>
<tr>
<td>Does my child need more practice?</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Activity Reference/Source:

Appendix D
Appendix D: Supporting texts relating to TLCs

Detailed summaries of some research undertaken in relation to professional learning communities/teacher learning communities across the educational spectrum. This can be used as a starting point for further reading.

- **Rationale: Promise: Pledge: Buy in: Why Collaborate?: TPWB**
- **Where to Start: How to Form a Group: How to Progress a Group**
- **Hallmarks of Mature Functioning: Importance of Criticality and Reflection**
- **Different Size Groups: Multiplicity of Opportunities for TLCs**
- **Conflict: Relationships**
Appendix D:

**Rationale: Promise: Pledge: Buy in: Why Collaborate?: TPWB**


Soini et al.’s (2010) study of nine schools in Finland found that “teachers’ sense of engagement and empowerment in their work are regulated by their experience professional relationships (including relationships with pupils), belonging to the professional community, professional self-efficacy and perceived control and agency over one’s professional actions” (p. 739). The authors found that “the teacher community provides not only emotional support but a collaborative professional community that takes shared responsibility for pupils’ learning and growth as well as development of the whole school community” (p. 737). They found one characteristic of teachers’ descriptions of empowerment in peer interaction was the gaining of emotional support from colleagues. Teachers also emphasised the importance of sharing their work and using their colleagues as a reflective mirror for their work. The authors explain that teachers’ ability to work, plan and evaluate together is dependent on the degree to which school management and educational leaders view the teaching staff as a community of learners and the school as a learning environment for teachers as well as students.


Hardy & Ronnerman (2011) examine three pre-school teachers’ participation in a TLC in Sweden. The authors observe that school-based TLCS can be an alternative to the usual top-down state-mandated continual professional development of teachers, which is often formulated to meet specific national goals or targets. They argue that teacher learning hubs provide the conditions where teachers can flourish, as they engage in a democratic bottom-up journey of discovery, experimenting, experience sharing, and evaluation of their practice.
Appendix D

Where to Start: How to Form a Group: How to Progress a Group


Drew, Priestley, & Michael’s (2016) conduct a qualitative study with 75 teachers and their senior managers on TLCs in Scottish schools. They report that TLCs “exert a powerful effect on teachers participating. In turn, this opened new avenues for working in school with the potential for enhanced practice and outcomes for children” (p.7). Each of the schools included a member of the senior management team in his/her group to ensure that TLCs were allocated adequate time, space, and support in the school.


Owen’s (2016) qualitative case study of three innovative schools in Australia shows when small groups of teachers come together as a team, they can help each other to improve student learning. The author explains the PLCs are effective because members work together regularly over an extended timeframe, with teachers experimenting and supporting each other in skill-building and using new pedagogies. PLCs can provide opportunities for “challenging ideas to increase potential for success, gaining greater accomplishment through joint work and nurturing positive emotional and sharing good feelings” (p. 217). Collaboration, being learning-focused, having shared values and vision, being involved in practical activities focused on student learning, taking an inquiry stance and being reflective and sharing experiences, are aspects underpinning most definitions of PLCs.
Appendix D

Hallmarks of Mature Functioning: Importance of Criticality and Reflection


Lofthouse & Thomas’ (2015) qualitative multiple case study looks at 10 TLCs in a number of secondary schools in England. The study shows that professional learning resulting from teachers analysing their own practices using coaching dimensions. Some participants mentioned the value of groups of teachers making evaluations together. In general, there was strong evidence “of professional dialogue offering a safe forum in which practice could be developed through professional challenge” (p.15). The authors found that there are many preconditions for teacher learning communities to flourish, there isn’t one correct way to form and sustain a group.
Appendix D

Different Size Groups: Multiplicity of Opportunities for TLCs


Lofthouse & Thomas’ (2015) qualitative multiple case study looks at 10 TLCs in a number of secondary schools in England. The study shows that professional learning resulting from teachers analysing their own practices using coaching dimensions. Some participants mentioned the value of groups of teachers making evaluations together. In general, there was strong evidence “of professional dialogue offering a safe forum in which practice could be developed through professional challenge” (p.15). The authors found that there are many preconditions for teacher learning communities to flourish, there isn’t one correct way to form and sustain a group.


McArdle & Coutts’ (2010) paper focuses on the importance of group reflection and shared sense-making of participants. The authors point out that in professional learning communities there “is a new emphasis on the teacher as an agent for change and a source of renewal within schools” (p. 211). The authors note that effective professional learning communities exhibit eight key characteristics (p. 9). These are shared values and vision; collective responsibility for pupils’ learning; collaboration focused on learning; individual and collective professional learning; reflective professional inquiry; openness, networks and partnerships; inclusive membership; and mutual trust, respect and support. These characteristics are more likely to be present in a school where professional learning communities are supported and nurtured. The authors describe a core characteristic of successful professional learning communities as having a joint enterprise and a shared purpose.
Conflict: Relationships


Using a qualitative study, Danielowich (2012) explores how four science teachers make sense of the conflicts among their intended goals and actual practices by responding to their peers’ teaching. The author examines how teacher dialogue in TLCs influences teacher thinking about their work. The investigation demonstrates that peer groups provide teachers with a “safe space” to re-activate and develop knowledge addressing dilemmas they face in their existing practices (p. 17).


Retallick and Butt’s (2004) study of work-place relationships among elementary school teachers in Canada looks at what collegial initiatives and actions teachers perceive as helpful to the them in the workplace. Collegial support expressed through respect, trust and recognition had a positive effect on teacher self-concept and on creativity in the classroom. Teachers reported positive benefits from sharing materials and ideas as this added new perspectives to courses. Teachers who were satisfied with their work relations with peers reported collegial support in the resolution of difficulties: We discuss those things that directly concern us, and we come up with ideas and solutions. (p. 92). In contrast teachers who experienced negative relations with their peers reported a negative climate, poor communication and lack of facilitation of workplace learning and teacher development.
## TLC - A Contract of Collaboration

<table>
<thead>
<tr>
<th>Section</th>
<th>Details</th>
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<tbody>
<tr>
<td>Shared Vision</td>
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<tr>
<td>Professional Relationships</td>
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<td>Flexibility</td>
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<td>Time Commitment</td>
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<td>Inclusion</td>
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</table>
Appendix F:
Embracing Diversity, Nurturing Integration, Learning for Life Project (EDNIP)

Embracing Diversity, Nurturing Integration, Learning for Life Project (EDNIP)

“This project is co-financed by the European Commission under the Asylum, Migration and Integration Fund and supported by the Department of Justice and Equality.”

The EDNIP is a partnership project between five primary DEIS schools in Limerick city, and Mary Immaculate College, the Department of Education and Skills, Tusla Education and Welfare Services, Limerick and Clare Education and Training Board, Limerick Education Centre, and Limerick City and County Council. EDNIP is led by the Transforming Education through Dialogue (TED), Curriculum Development Unit, Mary Immaculate College, Limerick. All partners are represented on the Project Management Committee which meets monthly.

EDNIP works to promote integration and a sense of belonging for all in Limerick. EDNIP recognises and celebrates the diversity of children and families in our schools and collaborates with schools, parents and children to promote integration. EDNIP sees integration as ‘the ability to take part to the extent that a person need and wishes in all parts of society in Limerick while keeping his/her cultural identity’.

EDNIP began in August 2016. Staffing includes one full time Project Leader, and two part Project Workers.

Examples of work undertaken by EDNIP includes:

- Research with teachers, children and parents to learn about their experiences and support needs;
- Development of School Integration Committees in each school and a community of practice across schools;
- Delivery of training and workshops for school staff;
- Delivery and development of programmes for children during school time and out of school time;
- Collaboration with programmes in Mary Immaculate College and placement of student teachers in EDNIP schools;
- Setting up coffee information mornings in the schools to meet with parents and learn about how EDNIP can support them;
- Delivery of English Language classes for parents;
- Setting up and delivery of a parent and toddler group;
- Setting up information mornings, for example a Sports clubs information morning to familiarise parents with sports clubs in the city;
- Working in partnership with a variety of organisations e.g. sporting groups;
- Development of resources including welcome booklets in multiple languages and welcome banners in multiple languages;
- Sourcing and purchasing of resources to promote integration;
- Organisation and co-ordination of family trips to visit sites of social, historical, environmental, and educational interest;
- Delivery of opportunities to enhance children’s experiential learning during school time in collaboration with teachers and beyond school time.

For more information go to: www.mic.ul.ie
Appendix G:
Template for developing a school policy

1. Title of Policy
2. Scope
3. Rationale for policy
4. Objectives (what exactly is the policy intended to achieve?)
5. Content (keep this section brief and provide more detail in implementation plan)
6. Roles and Responsibilities
7. Success Criteria
8. Review Procedures
9. Timeframe for development, implementation, review

Dublin: Author. www.education.ie
### Appendix H:
**Stephen Covey’s Time Management Matrix**

<table>
<thead>
<tr>
<th>Important</th>
<th>Urgent</th>
<th>Not Urgent</th>
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<tr>
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</table>

<table>
<thead>
<tr>
<th>Not Important</th>
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**Activity Reference/Source:**

Visit our website for easy to print templates and additional project resources:

TeacherWell-beingDiversity.mic.ul.ie/
Coordinating Author

Dr Carol O’Sullivan is Head of the Department of Learning, Society, and Religious Education in Mary Immaculate College (MIC), Limerick, Ireland. She lectures in Social, Personal and Health Education (SPHE) and is Chair of the College Committee for Health Promotion. Her research interests include: Implementation of the SPHE Curriculum; Health Promotion in the college environment; Well-being policy in Education; Teacher Well-being; and Innovation in Teaching.
Teacher Well-being & Diversity

Erasmus+