

## Staff Wellbeing Workshop

### **Overview:**

The development of this Staff Wellbeing Workshop is based on five of ten Wellbeing factors identified by Mindmatters:

The importance of staff mental health and wellbeing in its own right

The importance of staff wellbeing as a basis for enhancing student wellbeing

The link between personal empowerment and individual mental health status

The belief that individual staff have the capacity to change, affect and work with mental health and wellbeing

The importance of developing mental health and wellbeing protective factors

This workshop can be run either as a full-day workshop at a school or as a series of afternoon workshops. The central purpose of the Staff Wellbeing Workshop is to assist school staff to take personal responsibility for their own wellbeing. (Whilst not negating the responsibility of school leadership to foster school climates that minimize stress for teachers).

Staff are shown how to seek their own solutions to the stresses they face and not rely solely on others to find solutions for them. Attending to this personal perspective is the primary objective of this workshop.

Through the 'Protective Factors' inventory, participants are made aware of the wide range of aspects to wellbeing and they determine their own current level of engagement in these activities. The comprehensive 'Notes' which supplement the 'Workbook' expand on each of these protective factors and guide participants to further reading on the factors which they would have personally identified in the survey as needing attention.

### **Who can participate?**

Any school staff group.

### **Evidence base:**

The workshop is a response to the well identified need (Monash Health & Wellbeing Survey) for educational staff to attend to their wellbeing. It has been developed using Cognitive- Behavioural Psychology, Positive Psychology and Action and Commitment Therapy principles as a basis for managing one's own wellbeing needs. Each of these approaches has been identified through research to be effective approaches to managing emotional distress.

Grotberg (2004) suggests that building strengths, skills and supports to deal with adversities may well be more effective than trying to prevent people from being exposed to adversities. Her research shows that resilience empowers people to deal with adversities.



**The following texts and research support the programme:**

- Byrne, M. (2008), On Human Survival: By means of Reason and Common Sense. Universe Press.
- Grotberg, E.H. The Road to Resilience is Bumpy. George Washington University, Washington, DC,
- Harris, R. (2007). The Happiness Trap. Exisle Publishing (Australia)
- Maultsby M.C. (Jr) (1990) Rational Behavior Therapy, Seaton Foundation
- Pajares, F. (1997) Current Directions in Self-efficacy
- Thornton, P (2004). Understanding and Coping with Stress in Teaching. Coolabah Publishing.
- Tamworth.Seligman, M.E.P. (1990) Learned Optimism: How to change your Mind and Your life. Alfred A Knopf Inc.
- Seligman, M.E.P., Petersen, C., Maier. S.F. (1993) Learned Helplessness: a theory for the age of personal control. Oxford University press.
- [http://www.mindmatters.edu.au/resources\\_and\\_downloads/staff\\_matters/the\\_thriving\\_self/useful\\_information/self-regulation.html](http://www.mindmatters.edu.au/resources_and_downloads/staff_matters/the_thriving_self/useful_information/self-regulation.html).

**How the program will be structured:**

A batch of surveys at the commencement of the workshop enables participants to be more mindful of how they personally respond to stress, what their risk factors are, which protective factors they engage in (or under-utilize), and what support they can depend on.

Through discussion and workshop activities participants will identify what they may need to change in order to experience improved wellbeing. This will culminate in the development of a personal wellbeing plan for themselves.

**What is expected of participants:**

Participants will be expected to:

- Complete all the surveys
- Engage actively in the various workshop activities
- Develop their own Wellbeing Development Plan
- Demonstrate respect for the views and feelings of other participants
- Maintain confidentiality
- Follow through with individual commitments

**What can be expected of the presenter:**

- A well-structured, professionally presented workshop
- Complete confidentiality of all survey results and any discussions relating to personal matters
- Follow-up discussions/coaching for those participants who choose to make use of on-going support

**Endorsed**

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