

# THE TEACHER SELF-CARE MANUAL

Simple Strategies for  
Stressed Teachers

SECOND EDITION

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# PREFACE

**THE FIRST** edition of this book was published in the Fall of 2019. Looking in the rear-view mirror, how could we have predicted what was ahead and the long-term impacts in all aspects of our lives? I remember that time being filled with a sense of worry, confusion, unease, and many sleepless nights. Doomscrolling didn't help my mental health. Students were worried about their ability to finish their courses, diplomas/degrees, and it was hard to find the energy or right words to guide them.

I scrolled through my deleted emails from my college account and found this:

*March 17, 2020*

*Hi everyone:*

*I hope you are doing well. As the latest college announcement states college campuses will be closed for now but classes are scheduled to be run online as of March 23rd.*

*If you need anything from your office, pick them up by tomorrow at noon.*

*As things are constantly changing, please bring your concerns to me as they arise. The Deans are teleconferencing several times a day to work through issues as they come up. I will continue to keep you informed as I learn more.*

*Please let me know your technology needs to successfully work from home – (VPN access (to remote in), a laptop, an iPad, Zoom, webcams, etc.).*

*Take Care,*

*XX, Associate Dean*

## *Self-Care: Now Mainstream?*

It's incredible to think about how millions of teachers around the world pivoted to online teaching in a matter of days! I live in a part of Canada where we had some of the longest lockdowns.

In the early days of the pandemic, I watched with intense interest how the term “self-care” seemed to be everywhere and entered mainstream news and media. Psychologists were being interviewed on television about people’s well-being and self-care, and even business publications were writing about the importance of self-care during the pandemic. People (not just teachers) were looking for strategies and solutions to the increased stress in their lives. It was a difficult time for those working in education and for everyone.

From 2020 to 2022, I delivered over 100 webinars and virtual presentations worldwide on teaching well-being, self-care, mindfulness practices, and related topics. I was not an “expert” on self-care, but I was willing to share what I had learned in researching my book.

I would like to say that the pandemic changed our teaching environments for the better, but current research suggests otherwise. If there is any silver lining, I would argue that the idea or concept of self-care is more common as mental health awareness increased. This is a good thing but there is still a lot of work to do in education.

## *Lesson Learned Since 2020?*

The core information in the second edition hasn't changed dramatically, but there are updates in terms of statistics, a look at the current landscape, and why teacher self-care (and for students, and all school staff) is necessary in this section.

Here are some of the highlights related to challenges from the literature since 2020. I don't think they will be surprising:

1. Education is an essential service in civil society, which became more apparent during this COVID-19 pandemic (Smith and Thompson, 2022).
2. Teaching during the pandemic presented teachers with new challenges such as developing their own and their students' digital competence for learning and for assisting students to become self-directed learners in remote learning environments (Hargreaves, 2021).
3. Globally, teacher attrition has been increasing over the past decade and was exacerbated by the challenges during COVID-19 pandemic (UNESCO, 2024).
4. Teacher retention is also a critical issue with predicted world-wide teacher shortages reaching 44 million by 2030. This is a warning call for all educational leaders to develop policies and practices that support teacher well-being (Kraft & Lyon, 2024; Marshall & Pressley, 2024).
5. Teachers face many challenges such as ongoing curriculum changes, advances in technology, continuously learning new skills (often during non-teaching hours), and modify teaching approaches and pedagogy (Hascher & Waber, 2021).
6. Teacher well-being is impacted by the pressure to meet academic standards and learning outcomes, limited support and resources contributing to stress, frustration, and feeling overwhelmed (Hargreaves, 2021).

## PREFACE

7. The proportion of youth in Canada reporting “fair” or “poor” mental health doubled from 12% to 26% between 2019 and 2023 (Statistics Canada, 2023). This adds to teachers’ roles as counsellors and advocates and contributes to emotional labour.
8. Looking at the Gen Z population, 6 in 10 report feeling overwhelmed by news and events happening in their community, their country, and the world and 74% believe that schools should play a leading role in their mental health (UNICEF Global Coalition for Youth Mental Health, 2025). Teachers and school staff are playing a greater role in student mental health.
9. Educational workers provide both crisis and trauma work to their students and colleagues but have limited training regarding the mental and emotional distress that they can suffer by providing this work (Kendrick, 2021). Furthermore, with the highest levels of stress and distress felt by education workers who work primarily with children and youth.
10. Data collected by the Elementary Teachers Association of Ontario between 2020-2024 saw an increase in worry over verbal and physical violence in schools and the impact on them and other children in their classrooms.

### *The Responsibility for Self-Care*

Looking at these statistics above, it is clear that there is a crisis in education systems, and teachers are tasked with managing these challenges. During the pandemic, I noticed many online articles that slammed the notion that teacher self-care was the solution to burnout, compassion fatigue, and exhaustion. This is not what I have ever proposed, and I strongly believe that school administrators and boards must ensure the well-being of faculty. In an ideal world, this would happen.

For example, when I was teaching at a college during the pandemic, free counselling was provided through the Employee Assistance Program (EAP) but only for full faculty. As a part-time staff member, I wasn't eligible, which I felt was unfair. I needed to find my own resources, support and strategies for my personal well-being and use the self-care strategies I had used pre-COVID.

There is a quote inside the book from Cherkowski & Walker (2018) who argue that self-care is a personal, interpersonal, and organizational responsibility; however, teachers should not wait until their organizations pay attention to it. This is further supported by Kendrick (2024), who posits that teachers must not wait for their institutions to care about their self-care, but says that it is a necessary foundation to participate in a collective effort and thrive in the profession. Research by State et al (2023) describes individual self-care as necessary but not sufficient because there is an urgency for well-being in schools, and support for educators in a post-pandemic world. They further suggest that asking teachers to be solely responsible for their well-being is inequitable since most sources of stress come from the workplace.

A study conducted in 2025 sought to describe the role of teacher self-care. Teachers who participated indicated that self-care positively benefited them personally and professionally. They suggested that self-care is essential to help them reduce stress and be their best selves at work. One participant indicated that he realized the importance of self-care rapidly after entering the profession (Turgeon-Brown, 2025).

### *New Approaches to Teacher Well-Being*

There is evidence to suggest that school administrators are recognizing new approaches to address some of the challenges. I would argue that there is significant recognition globally well-being of teachers is paramount to the important work they do however I'm hopeful.

## WHAT IS TEACHER WELL-BEING?

### *Key Definitions*

**Teacher Well-Being**—There has been a significant increase in scholarly research related to well-being. Even though teacher well-being has proven difficult to define, here is one definition that I like:

*“Teacher well-being includes a sense of personal professional fulfillment, satisfaction, purposefulness, and happiness, constructed in collaboration with colleagues and students (Soini, Pyhältö & Piertarinen, 2010).”*

Generally speaking, the research agrees on two things:

1. If teachers can model positive well-being strategies, this will have a positive influence on student well-being.
2. Teacher well-being is critical for whole school well-being and for students (McCallum & Price, 2010).

Here are some other definitions of key terms:

**Self-care**—skills and strategies used to maintain personal, familial, emotional, and spiritual needs while attending to the needs and demands of others (Newell & MacNeil, 2016).

**Emotional exhaustion**—depleted by the chronic needs, demands, and expectations of students and organizations.

**Depersonalization**—the negative, cynical, or detached responses, such as “I don’t care.”

**Secondary traumatic stress**—natural emotions resulting from knowing about a traumatizing event.

**Meaning burnout**—when the meaning and the purpose for the work is gone, but caring is still intact.

**Burning out**—progressive state occurring over time with contributing factors related to the individual, the populations served, and the organization.

**Professional burnout**—physical, emotional, psychological, and spiritual exhaustion (Skovholt & Trotter-Mathison, 2016).

### *Why is Teacher Well-being Important?*

There is a growing interest in the area of student well-being, but the health and well-being of all school staff is important. This means that everyone must flourish, including teachers, administrators, and all staff. However, when we look at a stressful occupation like teaching, healthier teachers have fewer sick days and greater satisfaction. Research studies suggest that learning happens best when teachers and their students are well. But the added benefit is that as teachers flourish, relationships with students, colleagues and the larger community become more positive (Cherkowski & Walker, 2018). Therefore, the learning and working environment is sustaining for all when teachers increase their well-being and flourish through self-care practices.

### *What Self-Care Is and Isn't*

First of all, self-care is not an indulgence. It is an essential component of the prevention of exhaustion and/or professional burnout. It is not something “extra” or “nice to do if you have the time” (Barnett, Johnston & Hillard, 2006). In addition, research studies suggest that self-care

## THE REWARDS AND HAZARDS OF TEACHING

**THE WORK** that we do gives us an opportunity to teach, guide, and advise others. These are the joys, rewards, and gifts of our teaching practice and provide us with a sense of satisfaction. I'm sure you feel a sense of pride when you tell people you are a teacher—I do! However, we need to be aware of yellow lights and hazard signs.

### *The Yellow Light*

Before I got behind the wheel of a car, I bought a manual with the rules and signs of the road. It would have been dangerous to get behind a car and drive without this knowledge. We can't neglect road signs, just like we can't neglect "emotional signs" of exhaustion.

When I give presentations on teacher self-care, I use an image of a traffic light. When we see a yellow traffic light, we automatically slow down. So how can we train ourselves to slow down when we need to take a break? As educators, it's important for us to be aware of the warning signs of burnout such as fatigue, mood swings, depression, and loss of empathy.



In my own case, I was physically and mentally exhausted, and had an "I don't care" attitude, but I did not associate it with the process of burning out. I just thought I was irritable and exhausted because of personal issues in my life. I should have clued in though when I yelled at several people in my department for moving a few boxes near my desk. I felt impatient with students (which had never happened before) and stopped

younger teachers about my own experience to help them make healthy decisions about marking and lesson preparation. Years ago, I was at my son's basketball game but I wasn't watching because I was marking papers. He noticed what I was doing (most likely because my head was down the whole game). On the way home in the car, he said, "Mom, you never watched me play at all tonight." I could hear the disappointment in his voice. If you ask me today if I remember his comment, I do. If you ask me if I remember what I was marking that night, I don't. Which was more important? In hindsight, I wasn't present and regret that time lost.



### *Hazards*

Hazards are conditions that can accelerate our burning out. Despite the joys and rewards, teaching is a difficult and stressful job.



I've listed some of the hazards that we should be aware of as a teacher. A hazard is anything that can cause danger or create a problem. We use our car hazard lights to warn others that we are a temporary hazard and some of the hazards listed below can be temporary. For example, you may be given a new grade or level to teach in the future, which would remove that hazard. You may have a very large class one semester but fewer students the next. The key here is to realize that any condition alone or in a combination can create unhealthy work environments for us. And this list is by no means comprehensive.

## Hazards from students

- low motivation
- students who failed are repeating the course/grade
- high level of needs, such as trauma
- large classes
- multi-level classes

## Hazards from your own behaviour

- inability to say no
- no set boundaries
- boredom or meaning burnout
- little or no support
- perfectionism
- unrealistic workload

## Hazards from your environment

- continuous or late enrollment of students (common in ESL classes)
- negative colleagues
- organizational bureaucracy
- ineffective leadership
- precarious work
- multiple jobs at multiple schools
- no health benefits or sick days for part-time/contract faculty

## *Caring: The Ultimate Hazard*

When you think of the best teacher you know, what adjective comes to mind? If you said caring, then you are in agreement with most students

## *Assess your level of self-care*

I think it is useful to take some time to reflect and assess your current state of self-care, because there may be aspects of self-care that you haven't thought about. As a starting point, complete the following self-care exercise. This exercise has been adapted from two resources from Saakvitne & Pearlman and Skovholt & Trotter-Mathison.

When you are finished, look for patterns in your responses.

Add the date that you completed the assessment. Then set a reminder a month from now, three months from now, and six months from now to see if there are any positive changes.

### SELF-CARE ASSESSMENT

Write down any self-care activities you engage in regularly. It may be helpful to think about the different spheres of your life: physical, psychological, mental, emotional, spiritual, and professional. What activities do you do that attend to self-care in each area?

For example,

#### **Physical Self-Care**

Do you eat meals regularly and maintain a healthy diet?

Do you see your doctor for preventative care?

#### **Psychological Self-Care**

Do you read something fun or interesting and unrelated to work

Do you get engaged in something interesting to you such as art, theater, or sports.

**Emotional Self-Care**

- Do you stay in touch with important friends and family?
- Do you practice self-compassion, forgive yourself, and even praise yourself for good deeds?

**Spiritual Self-Care**

- Do you spend time in nature, even if it's a short walk or having a meal outside?
- Have you built a spiritual connection or community?

**Relationship Self-Care**

- Do you make regular, scheduled date-nights with your spouse or partner?
- Do you take time to reply to personal emails, and/or send holiday cards?

**Professional Self-Care**

- Do you take a break during the workday, even if it's just lunch?
- Do you set limits with co-workers and bosses?

These are not exhaustive. Feel free to add activities and areas of self-care that are relevant for you.

Then rate the following areas according to how often you do these things. Use different coloured highlighter pens so you can see the differences at-a-glance.

*3 = frequently 2 = occasionally 1 = rarely 0 = I never do this*



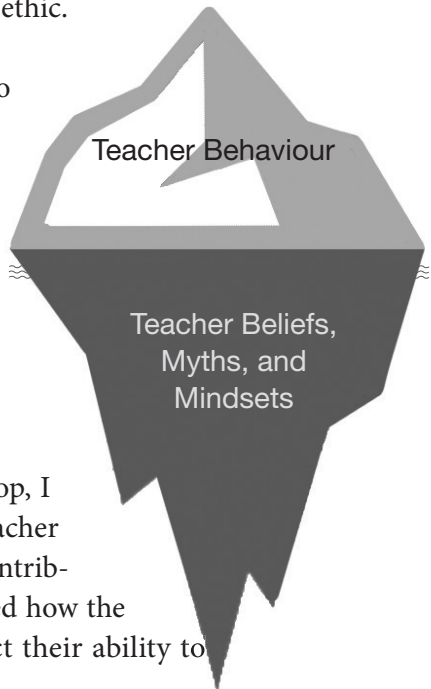
## MY MINDSETS

A **MINDSET** is an established set of attitudes. Like many people in my generation, I grew up in a household where my parents worked very hard. My father was not home much because he was always working. When he was home and saw me, or my two sisters being idle, he would remark that there must be **SOMETHING** that we could be doing. My worldview is that one should always work hard and never be idle. I still fight this belief now even though I'm getting much better at allowing myself downtime. I talk to many teachers who were also raised by very hard-working parents and have an incredible work ethic.



A mindset may be held by groups who adopt or accept behaviours or certain choices. Would you say that a teacher mindset may be one of working late, constant planning, and don't-stop-till-you-drop attitude? It is this "groupthink" as teachers that we have to let go of in order to be healthier and happier.

In a recent teacher self-care workshop, I asked teachers to discuss and list teacher beliefs, myths, and mindsets that contribute to teacher behaviour. I then asked how the beliefs, myths, and mindsets impact their ability to practice self-care.



Here are some of the beliefs they shared which can hurt them in the long run and lead to burnout:

- marking must be returned to students by the next class.
- all errors should be corrected (even though research suggests that this does not help students be better writers).
- teaching is about choosing between self-sacrifice and self-care.
- teachers need to answer questions even on a coffee break or during lunch, leaving no time to eat, drink, or use the bathroom.
- teachers must have all the answers.
- teachers never make mistakes.
- teachers must work now, and rest later.
- teachers don't take sick days.

We can't do away with mindsets altogether. What we can do is get rid of harmful beliefs and replace them with healthier mindsets. Here are some of the new mindsets I adopted.

### *Mindset 1: I Matter!*

This was the most challenging mindset because for my entire career, I did not put myself first. I truly and strongly believe that I matter and people who love me think I matter too. While studying positive psychology, I came across a profound quote by Dr. Chris Peterson: "Other people matter." Peterson is one of the 100 most-cited psychologists in the world, one of the founding fathers of positive psychology, including the impactful work of character strengths and virtues. When I read this quote, it made me reflect on its powerful message and that if other people matter, then I must matter too.

The activity on the next page might help you achieve Mindset 1.

## BEST POSSIBLE SELF ACTIVITY

This intervention was created by positive psychology Sonja Lyubomirsky and involves creating a detailed mental image of yourself at your best in all areas of your life—not just work. The purpose of this kind of positive intervention or activity is to cultivate a sense of optimism because it provides a buffer against negative health effects that you may be experiencing (e.g. stress, exhaustion, or burnout). Optimism provides us with a powerful feeling of the future. If you are struggling now at work, this is a simple but meaningful activity. This activity works best when combined with your self-care strategies.

### **Instructions:**

Give yourself time and space to do this. The goal is to imagine yourself at some future date. It could be a month, six months, a year, or five years from now. The time period that you choose will be when you have fully implemented your self-care goals. Imagine how this feels for you and what your life looks like. You may write in a journal or in the form of a letter to your present self from this future self.

Here are some guidelines:

- Acknowledge and appreciate everything you did to get to where you are at this future point in your life.
- Allow your future self to express gratitude to the self who did (and will do) these things for you.
- Offer your present self words of compassion for overcoming your present challenges.
- Tell your present self the good that your future self sees in him/her, and the strengths (use your character strengths) that will help your present self become your future self.

that should be discussed as well. Overall, using our character strengths makes us feel happier, more confident, increases our energy, lessens our stress, helps us to achieve goals and grow as individuals. What teacher doesn't want that for his/her students?!

### *Mindset 7: "No" Is a Complete Sentence*

How many times have you blurted out "yes" only to regret your decision later? I've lost track of the number of times that I have. It is ok to say no! If you are one of those teachers who cannot say no, trust me that if you do, the world will not open up and swallow you. Here's some great advice that buys you some time:

When asked to do something, you can respond by saying, "Thank you for the opportunity. I'm not sure I can do this now. Let me get back to you in a few days." By doing this, you are giving yourself time to make a wise decision and more importantly, preparing the person that you may say no.

### *Mindset 8: Teaching Is a Career, Not a Lifestyle*

The bottom line is that I deserve a personal life and so do you! I remind myself that time is nonrefundable and that teaching will expand to fill whatever time I give it.

If you are not ready to embrace new mindsets, then it will be very difficult to practice self-care. Feel free to use or adapt any of my new mindsets. Or design your own set of mindsets that will work for you.

### *Mindset 9: Practice Self-Compassion*

Discovering the research on self-compassion was a game-changer for me and a key aspect of my self-care. Dr. Kristen Neff, an expert in the

Absolutely nothing!

All those years of stressing over marking and it appeared that the pressure to get it done was coming from me, not from the students. Lesson learned!

### *Habit 3: Minimalist Marking*

This relates to Habit 2 and expectations of marking. I know some teachers who correct every error on a paper. There is research to support that this does not actually make students better writers. I never adopted that practice of correcting everything, but I have seen some interesting posts on social media about minimalist marketing, meaning deciding what specific errors will be marked or giving students editing symbols so they have to find their own errors. It makes sense to do this especially with many writing classes at colleges having 50 or more students.

### *Habit 4: No Email on Weekends or Evenings*

Let students know when you will answer emails and when you won't. And stick to your schedule. Again, students seemed to be fine with the schedule I set for returning email. No screams, no noise, nothing.

### *Habit 5: Drink More Water and Less Coffee*

Spending \$4 several times a week on a good coffee is nice, but I wanted to work less and stress less about income. It was an easy switch from a coffee cup to a water bottle. Less caffeine just makes sense.

### *Habit 6: Avoid the "Moan Zone"*

Do you have a staff room at your school that is filled with nothing but negativity and complaints? It can be contagious, so I stay clear! In fact,

research suggests that venting can lead to increased negative emotions and higher risk of burnout (WellAhead, 2018). The antidote to moaning is to express something “good” to a colleague. For example, you could say “I really liked it when ...” or “You are so good at ...” Don’t forget to include the hard-working admin staff and your students! One way to keep a positive attitude is the Best Possible Self Activity.

### *Habit 7: After-Work Ritual*

Dr. Adam Fraser talks about “the third space” which gives you time to mentally transition from work life to home life. It’s not necessarily a physical area but a way to “power down” from your day. (Fraser, 2012). My ritual is as follows: I drop my bag off at the front door and go to the kitchen to make a cup of decaf tea. I decompress by watching a rerun of *CSI Las Vegas*. After a break, I’m ready to tackle chores, cooking, and so on.

### *Habit 8: Spend Time Doing Things I Like Other Than Teaching*

I used to spend most of my free time working or reading about teaching English. Now I make sure that I plan activities that bring me joy.

### *Habit 9: Connect With People Important to Me!*

Most of my friends are teachers and they are great people, but I think it’s good to connect with people during our personal time that are not teachers. You can learn a lot from people who do other kinds of work. I make sure I schedule coffee/lunch with friends who I value.

### *Habit 10: Have a Non-Work Day*

Teachers must switch off and de-stress sometimes. It's just that simple. The hard part is that it is difficult for us to unwind at the end of the day since our profession involves active involvement such as planning and marking. We often end up doing work on the weekends as well. It never ends until the course or semester is over. But it's important to have at least one day a week where you don't work.

It is also important to give our voice a rest. Almost 20% of teachers in the US reported missed work due to voice disorders (Acoustica Society of America, 2015). I actually met a Canadian teacher at the Teacher Self-Care Conference in Atlanta who completely lost her voice and was on leave for a year.

### *Habit 11: Mindful Moments*

In the past few years, research on teacher well-being and mindfulness practices (e.g., meditation) has grown substantially. I encourage you to do your own research to see the positive results and consider how mindfulness (even mindful moments during the day like savouring that first cup of coffee) can be a good self-care practice. Mindfulness has made me a better teacher after several Mindfulness Meditation courses and facilitation training. I hadn't thought about the benefits of my own mindfulness practice until there was an incident in my college class in February 2020. Near the end of class, I asked if there were any questions. A student raised her hand and then became very angry. As she lashed out and got louder and angrier, I thought, "She's having a really bad day. I wonder what's going on?" I found myself pausing and then listening—really listening—and responding calmly instead of reacting.

## SELF-CARE FOR ONLINE TEACHERS

IN MY self-care workshops and presentations for teachers, I realized I have left out a group—online teachers. Given the interest and growth in online learning, it goes without saying that the demand for instructors will increase as well. This is good news for teachers who make a living from online instruction. However, this form of teaching takes place in front of a screen while sitting for long periods. There is a body of research that has found a correlation between long periods of sitting and elevated risk of illness or injury. How can self-care strategies be used to be healthier as online instructors?

Although I'm not teaching English online, I do spend most of my day writing and coaching teachers online. I sit for several hours a day, but I do try to take regular breaks. For example, I used to fill a pitcher of water and keep it on my desk to ensure I drank enough during the day. I now use a glass which means that I have to get up frequently to re-fill it.

I believe that self-care strategies for all teachers should be easy to do, no-cost/low-cost (state-of-the-art standing desks are not in everyone's budget) and not add time to our already very busy work schedule.

Before you get started on determining the self-care strategies that work best for you, use a free sitting time calculator to find out how much you sit each day. There's one at <https://www.movemoresitless.org.au/sitting-calculator>.

Here are some simple self-care strategies for sitting teachers:

1. Alternate between sitting and standing every 30 minutes. Standing more can increase your energy and productivity levels, lower your stress, and improve your mood.

## ORGANIZATIONAL STRATEGIES

A **SUPPORTIVE** professional culture is imperative for teacher well-being. To create this kind of positive environment, there must be respect, a feeling of belonging, acceptance, opportunities for professional learning and sharing among colleagues (Carney, 2015).

When I first started presenting on teacher self-care, my workshops focused on what teachers can do, but a teacher asked an interesting question during a presentation that made me think differently. She asked, “Why must the onus be on teachers to do everything? We already do so much now. Telling us that we need to care about our own self-care is just one more responsibility given to us.”

It’s a great question that isn’t often answered in the research. When I first started reading about teacher self-care, I believed that it was our responsibility to make good decisions and plan rejuvenating activities for our self-care. I have shifted my thinking based on examples of best practices in countries like Australia and England where “wellness committees” are being formed in schools. Peer mentoring, mental health training, workplace health policies, and/or workplace wellness programs are some organization-level interventions that can be implemented. Mindfulness programs are also becoming more popular for teachers with great stress-reducing benefits (Abenavoli, Harris, Katz, Jennings, Greenberg, 2013). As teachers, we do have a vital role to play in terms of saying no, scheduling “me time”, setting reasonable marking expectations, and getting enough sleep, but there are often things outside our control that we cannot change. Administrators must also be responsible for creating an environment where teachers feel supported and where reasonable workloads are given.

## What support doesn't look like:

- Criticizing teachers or tolerating teachers who openly criticize each other
- Allowing teachers to brag about how early they come to school
- Creating a culture of competition instead of cooperation
- Expecting teachers to always take on more and more work
- Contacting teachers after-hours and on weekends

## *Specific Strategies for Administrators*

In 2016, Robert Half, a staffing firm, asked Canadians what drives their happiness at work. No, it's not salary. The top three responses given by employees were:

1. Feeling pride in their organization
2. Being appreciated for the work that they do
3. Being treated with fairness and respect

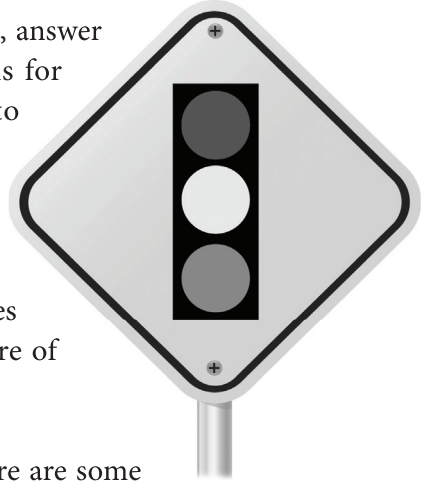
Real appreciation and meaningful praise create a positive work environment, convey respect, and increase our well-being (for both the giver and receiver). It's a win-win situation (Gillespie & McGibbon).

These findings align with feedback gathered from a teacher self-care webinar that I hosted. Teachers indicated that a good work environment and feeling valued, respected, appreciated for their work contributed to their well-being. Being appreciated for a job well done is a simple, free, but powerful way to support teachers!

For many new teachers, the first year or two is demanding and creates anxiety. Some beginning teachers noted that workloads, physical

## SELF-CARE REFLECTION

1. Thinking about yellow lights, answer the following two questions for yourself. You may want to brainstorm answers with some of your colleagues. What is one thing that you can stop doing immediately as a form of self-care that does not cost money or take more of your time?



Can't think of anything? Here are some ideas from webinar participants:

- thinking about next semester
  - staying up late
  - trying to be perfect
  - overthinking
  - going to work early and staying late
  - reading work emails on my phone at home
  - allowing school to take over my home life
2. What is one thing that you can start doing immediately as a form of self-care that does not cost money or take more of your time?

Stuck? Here are some more great ideas from workshop participants:

- taking strength breaks
- having a sense of humour