


1

Why is adult well-being important?



- Needs of today's students have changed (increase in disconnection and mental health issues)
- Current challenges in education (numerous needs and complex cases, lack of staff and qualified individuals, loss and rotation of staff, etc.)
- It's not just about the students (importance of adult well-being)
- It's not just about having know-how (self-awareness and co-caring practices can go a long way in dealing with challenging situations)
- In education, we must strive towards:
 - taking a step back from situations – Having a bird's eye view
 - shifting the school culture
 - making room for reflective practices
 - Being more intentional in our interventions and giving meaning to our work

2



Centre of Excellence for
MENTAL HEALTH

To: Our colleagues throughout Quebec From: The Centre of Excellence for Mental Health

What is Well-Being?

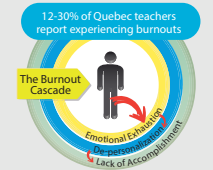
The World Health Organization describes mental well-being as a state in which individuals realize their abilities, can cope with normal stresses, work productively and able to contribute to their community. **Mental well-being is more than an absence of mental illness.**

How is Well-Being Related to Teachers?

Teacher wellbeing includes a sense of personal professional fulfilment, satisfaction, purposefulness and happiness, constructed in collaboration with colleagues and students (Soini, Pyhälä & Pietarinen, 2010).

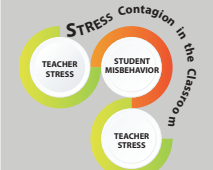
In the Absence of Well-Being

Teachers experience as much stress as police officers and paramedics. Emotional exhaustion can lead to burnout, which impacts teacher recruitment, retention, turnover, and satisfaction.



The Burnout Cascade

When teachers reach burnout, they begin to depersonalize relationships with students, impacting conditions for learning, and feelings of ineffectiveness.



STRESS Contagion in the Classroom

For details on stress contagion in the classroom: <https://files.eric.ed.gov/fulltext/EJ1145076.pdf>

Staff Wellness

Contextual factors can lead to professional flourishing:

- Focus on purpose & goals, allow for autonomy
- Maintain realistic & manageable work demands
- Value, respect & celebrate professional expertise & work practice

Nurturing Teacher Well-Being

At the Individual Level	At the Organization Level
<ul style="list-style-type: none"> • Social and emotional learning practices (https://www.youtube.com/watch?v=2q9lnd9W01M) • Interpersonal mindfulness practices • Support from like-minded colleagues • Self-care: cognitive reappraisal (changing our self-talk), sleep, healthy eating, creative & physical activities. Choose a daily self-care practice for 10-15 minutes (keep it simple) • Focus on solutions & parts of the work that provides meaning • Implement activities that bring joy into the classroom • Prioritize your well-being 	<ul style="list-style-type: none"> • Peer mentoring & professional learning communities • Formation of a school wellness committee & initiatives • School board policies on staff well-being • Professional development on mental health literacy & stress management


"Self-care is not a luxury, it is a human requisite, a professional necessity, and an ethical imperative."
John Norcross and James Guy

Core Ingredients to a Wicked Problem

Self-Compassion includes self-kindness (gentle and understanding with ourselves), a recognition of our common humanity (we are all fallible), and mindfulness (hold our experience in balanced awareness, allows responding rather than reacting, and recover from overreactions quickly). Self-compassion can enhance well-being and emotional support to students.


Gratitude practices tend to make people feel happier, hopeful, vital, and satisfied. Writing about what we are grateful for or keeping a gratitude journal can enhance emotional and physical health.

"Care for yourself as hard as you care for your students."



Additional Resources

- CARE for teachers: <http://www.careforteachers.com>
- Teach Resiliency: <https://www.teachresiliency.com/teach-resiliency>



For more ideas on enhancing teacher well-being, please click here:

If you have found this postcard to be helpful and informative, please share it with colleagues. Dissemination of information about mental health is the first step toward promoting better mental health!

For more information: Elana Bloom, Ph.D., OPQ,
Psychologist-Coordinator Centre of Excellence for Mental Health
514-422-3000 ext. 32591, ebloom02@lbpsb.qc.ca

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ADULT WELL-BEING

What does the research have to say?

- Research demonstrates that teaching is a highly complex, stressful, and demanding occupation (Smak & Walczak, 2017). Educators encounter a range of challenges and stressors in their work, including responding to the varied needs of children, navigating interpersonal relationships and expectations of students, parents, and colleagues, time pressures, and balancing the requirements of the profession with their personal life (Herman et al., 2018; Spilt et al., 2011).
- Compared to other professions, educators experience higher levels of stress and depression (Reupert, 2020). In particular, educators carry a high stress-load (Herman et al., 2018), and are vulnerable to experiencing emotional exhaustion and burnout (Shen et al., 2015; Skaalvik & Skaalvik, 2010).

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What does the research have to say?

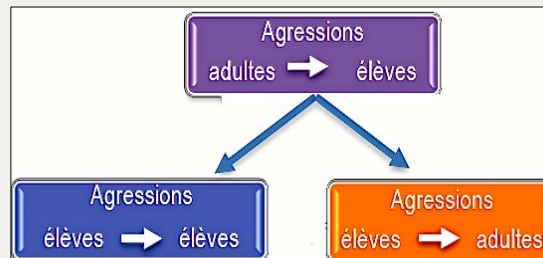
- An educator's emotional state influences how they think about and function in their teaching (Sutton & Wheatley, 2003). A study demonstrated that poor wellbeing reduces educators' belief that they can help students with behavioural or emotional problems (Sisask et al., 2014).
- Educators' ability to develop supportive relationships with students, a key factor in promoting children's engagement (Kidger et al., 2012), is negatively impacted by educator stress (Virtanen et al., 2019). Conversely, educator wellbeing is associated with educators' greater commitment to and motivation for work (Collie & Perry, 2019), and job retention (Arens & Morin, 2016).
- These factors in turn affect children. Harding et al. (2019) showed an association between higher teacher wellbeing and lower student psychological difficulties.

5

Relationship between adults and students

Based on a survey done in Quebec schools, researcher Claire Beaumont of the University of Laval found that the schools where there were MORE STUDENTS WHO EXPERIENCED NEGATIVE TREATMENT FROM ADULTS:

1. there were also MORE AGGRESSIVE BEHAVIOURS BETWEEN STUDENTS.
2. there were ALSO MORE ADULTS WHO REPORTED BEING ATTACKED BY STUDENTS.



Beaumont, C. et collectif (2016). *Ensemble pour de saines habitudes de vie relationnelles à l'école*. Communication présentée dans le cadre de la Journée d'étude annuelle de la Chaire de recherche sur la sécurité et la violence en milieu éducatif, Université Laval, Québec, Canada

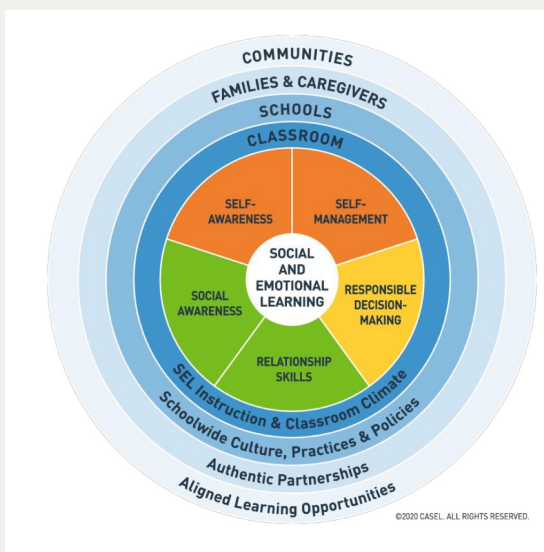
6

What does the research have to say?

- Educator wellbeing is impacted not only by individual factors but also by contextual, relational, and systemic influences (Acton & Glasgow, 2015; Cumming, 2017; Gray et al., 2017). Likewise, it has been suggested that the most effective initiatives to promote wellbeing in the workplace are those that seek to influence at both an individual level and a wider social or organisational level (Smedley & Syme, 2001; Smith et al., 2011; Tetrick & Quick, 2011).
- Although educator wellbeing has been defined as comprising individual and school-related factors (e.g. relationships with parents, students and colleagues, school policies, and school structures); however, the focus of wellbeing programmes for educators is mainly on the individual educator (Hine et al., 2022).

7

CASEL framework for SEL– applied to Adults




- The **CASEL 5** framework addresses five broad, interrelated areas of competence and examples for each: **self-awareness**, **self-management**, **social-awareness**, **relationship skills**, and **responsible decision-making**.
- As we strengthen awareness of our own social and emotional competencies, we model them with greater intention in our interactions with students, their families, our colleagues, and our community.





Access the most trusted information on SEL
<https://casel.org/>

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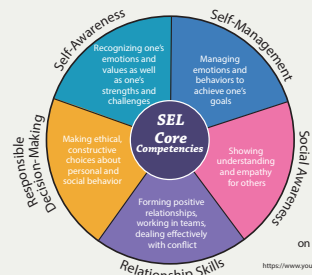


Centre of Excellence for
MENTAL HEALTH

To: Our colleagues throughout Quebec From: The Centre of Excellence for Mental Health

What is Social-Emotional Learning?
 Social and emotional learning (SEL) involves fostering social and emotional competencies through explicit instruction and student centered learning approaches that help students engage in the learning process and develop analytical, communication, and collaborative skills (CASEL, 2012).

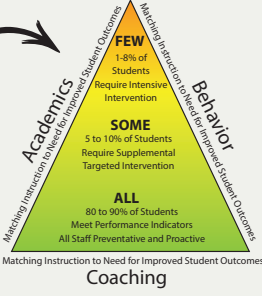


SEL Core Competencies

For more information on SEL core competencies in the classroom, click:
<https://www.youtube.com/watch?v=2q9r9q9d018>

Systemic School-wide SEL Involves 3 Levels

- Classroom Level**
 - Deliver explicit lessons and embed SEL instruction into content areas, such as ELA or math, then reinforce their daily use
 - Teach and model SEL competencies universally, providing opportunities for practice and application
 - Naturally foster skills through student-centered instruction via positive relationships and modelling of SEL competencies.
- School Level**
 - Foster school wide activities that promote positive school climate
 - Build positive relationships and a sense of community among students
- Family and community partnerships**
 - Link with community organizations to enhance student SEL skills
 - Create after school activities for students to connect with supportive peers and adults, as well as develop new SEL skills



SEL = Promotion of Mental Health & Well-being

SHORT-TERM

- Positive attitudes towards self, others, tasks
- Positive social relationships
- Fewer conduct problems & aggression
- Reduced emotional distress
- Enhanced academic performance
- Increased engagement and motivation

LONG-TERM

- High school graduation & career readiness
- Healthy relationships
- Improved mental health
- Reduced delinquent behavior
- Engaged citizenship

Teacher Outcomes of SEL
 Teachers adopting an SEL Framework within their classrooms tend to:

- Experience less burnout
- Have more positive feelings about teaching and are more satisfied with their work
- Are better able to manage the stress associated with teaching

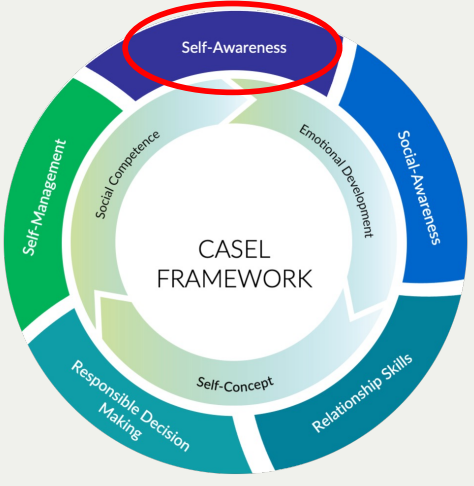
If you have found this postcard to be helpful and informative, please share it with colleagues.
 Dissemination of information about mental health is the first step toward promoting better mental health!


For more information: Gerry Weintraub, Ph.D., OPO
 Psychologist-Coordinator, Centre of Excellence for Mental Health,
 514-422-3000 ext. 32468, gweintraub@lbpsb.qc.ca

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Self-awareness

- Labeling and recognizing one's emotions (stress level)
- Identifying what triggers own emotions
- Understanding the relationship between one's emotions, thoughts, and behaviors
- Recognizing one's needs, values, judgments, and biases
- Identifying personal strengths and areas for growth
- Practicing self-compassion

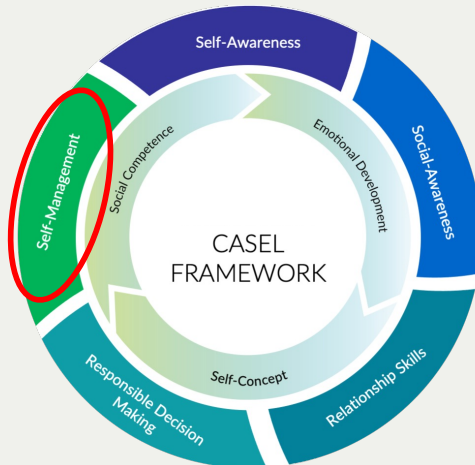




Access the most trusted information on SEL
<https://casel.org/>

10

Self-management skills



- Regulating and expressing one's emotions thoughtfully
- Demonstrating perseverance and resilience to overcome obstacles
- Sustaining healthy boundaries
- Applying strategies to reduce personal and interpersonal stress
- Advocating for oneself and one's needs
- Using feedback constructively



Access the most trusted information on SEL
<https://casel.org/>

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Self-awareness & self-management

linking the CASEL model to the **work of Dave Melnick**

Regulating stress through:

- Knowing yourself (self-reflecting through mirrors, awareness of one's level of stress and type of stress response)
- Reflecting how stress and pain (within self) can impact and divide with others
- Noticing and naming it: when you label it you can liberate it
- Aligning with your values
- Making room for vulnerability
- Building resilience (protective factors, healing practices, connection, structures/routines/rituals, etc.)
- Addressing stress as community property (through communal care and leadership engagement)



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Dave Melnick learning series offered in 24-25

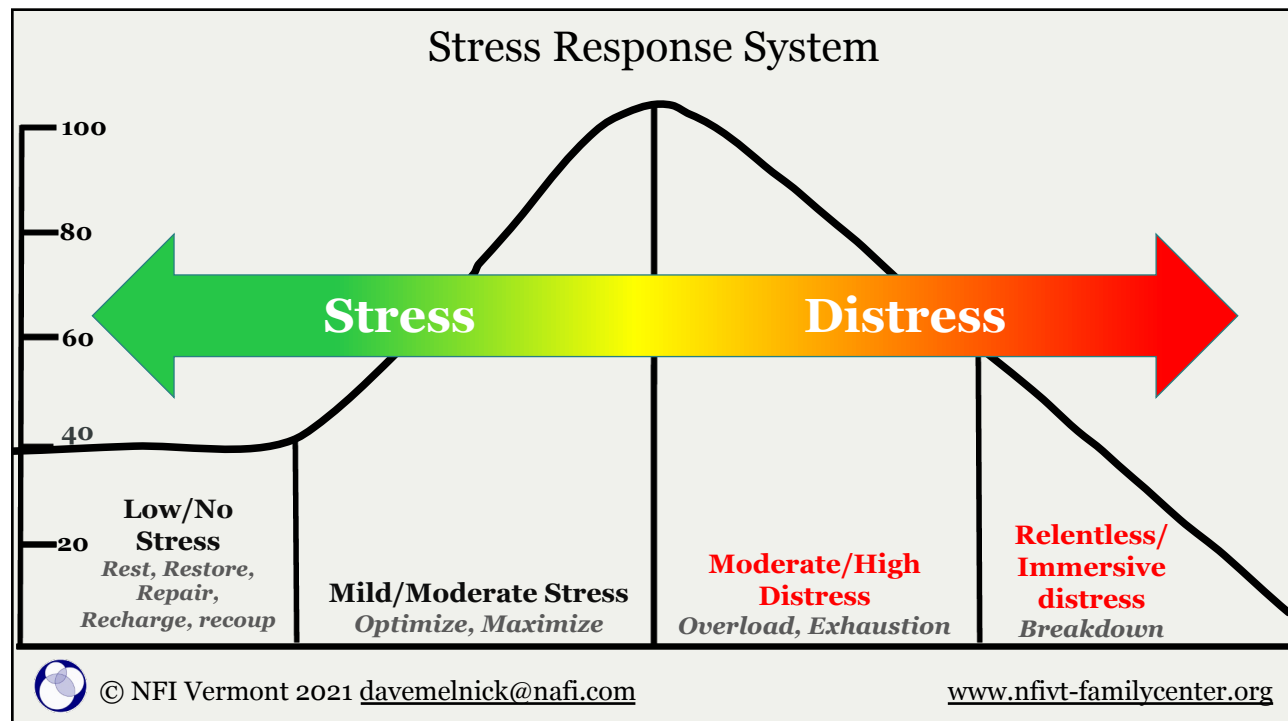
A joint initiative with SWLSB, EMSB, NFSB, ESSB

Social Emotional Pathways to Wellbeing!

SWLSB, EMSB, NFSB, ESSB
Quebec, Canada

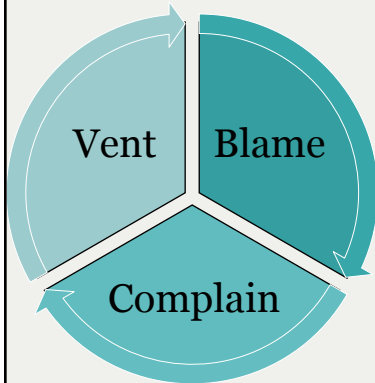
Dave Melnick, LICSW
Director, The Transforming Trauma Collaborative
Northeastern Family Institute, Vermont (NFI)
Fellow, ChildTrauma Academy 2017-2021

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How Pain and Stress Can Divide Us



1. **Blame, Complain, Vent:** These are natural responses to stressful experiences. They are survival reflexes, instinctual when we feel threatened.
2. We often need to find a **source** for our pain and stress, this provides a measure of control and agency. The greater the pain and stress the more we instinctually want to *put it someplace*.
3. However, like any response to pain, stress and adversity, these responses can become habit forming. They can become the predominant way we deal with pain and stress. They become automatic and unexamined.
4. When we excessively blame, complain and vent we limit our executive functioning, creativity, and innovative potential. We struggle to 'perspective take' and we often cannot take in new information
5. When we excessively blame, complain and vent we create a **divide** between us and them
6. When we excessively blame, complain and vent, we create a **divide** between our thoughts and our feelings, our head and our heart. Often, what is happening internally/inwardly gets hidden or concealed.



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TRAINING: Who Takes Care of the Caregivers?

Caring for myself, my
relationships,
taking care of ourselves...
TOGETHER

Integrative Model, by Doris Langlois
<https://www.modeleintegratif.com>



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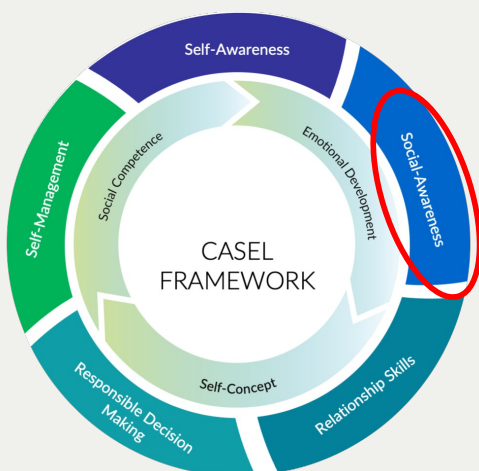
TRAINING: *Who Takes Care of the Caregivers?*

- Training facilitated by the Centre of Excellence for Behaviour Management (Catherine Korah)
- Two (2) in person half-day sessions (possible online for smaller groups).
- Target audience: these sessions are aimed at school administrators and board professionals/consultants to build capacity board wide in supporting school staff.
- Format of the workshop: experiential in nature with self-reflective exercises and small-group discussions (participants have the right to share, or not share, what they feel comfortable with)
- Documentation included: presentation handout, participant self-reflection booklet, and other related resources and exercise sheets.
- Possibility for School Boards to get their staff certified in order to facilitate the material directly with school teams.



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Social awareness



- Showing understanding and empathy for others
- Identifying social cues (verbal, physical) to determine how others feel
- Practicing empathy, including perspective taking
- Using reflective listening to understand and demonstrate respect for others
- Awareness of inequities and privileges that affect individuals and groups

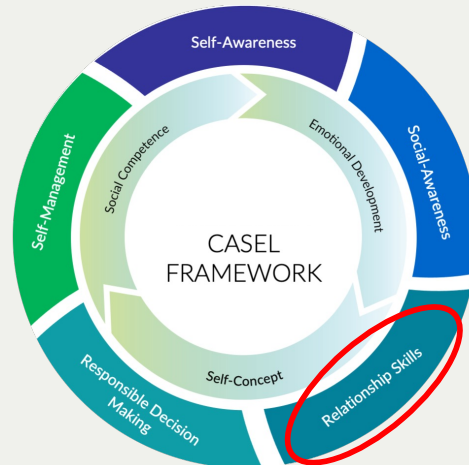


Access the most trusted information on SEL
<https://casel.org/>

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Relationship skills

- Developing positive relationships with diverse individuals and groups
- Practicing listening and communication skills
- Working cooperatively
- Resolving conflicts
- Offering and seeking help



Access the most trusted information on SEL

<https://casel.org/>

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Dave Melnick learning series offered in 23-24 Hosted by the Center of Excellence for School Climate

Transforming Trauma: Building Sustainable Systems of Care

*SWLSB +
January 24, 2024*

Dave Melnick, LICSW
Director, The Transforming Trauma Collaborative
Northeastern Family Institute, Vermont (NFI)
Fellow, ChildTrauma Academy 2017-2021



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Co-Care and Community Care: Towards Workforce Resilience

Self-Care

Individualistic: Focused on self
Independent
Necessary for well-being
Requires/Consumes resources
Me focused
Assessing/Anticipate what I need
Monetized, Capitalized and product based

Co-Care

Collective: Self & Others
Interdependent & Interconnected
Necessary and Sufficient
Shares resources
We/Social Justice focused
Assessing/Anticipating what Me & We need
Equitable and people based



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What is a community of co-caring?

- Beyond self-care, the power of collective co-caring helps build further strength and resilience.
- The concept of community co-caring isn't to eliminate self-caring. Practicing community co-caring, in addition to self-caring, allows us to go one step further.
- Even if we're not like-minded, we can find that we are "like-hearted" in impactful collaborations where people put their differences aside to do caring work.
- Community of co-caring helps people create and operate impactful work in partnership.



22

Key elements of co-caring

Ideally, a community of co-caring:

- becomes **ingrained in the culture** as a way of doing things, not just a set of exercises.
- is **systemic**, not piecemeal, where there's buy-in from all stakeholders.
- is **proactive**, not reactive, where we adopt measures to prevent rather than wait for problems to arise to deal with them.
- brings **people together** to support and encourage each other, and helps decrease stress, isolation, and burnout.

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How does co-caring apply to education?

- Practices based on teamwork and adult support (CEBM Pyramid of Interventions)
- Team building activities
- Reflection circles (discussing practices, student cases, etc.)
- Intentional staff meetings, Ad Hoc meetings, MDT meetings, etc.
- Ongoing co-caring support on a smaller or larger scale
- Positive school climate initiatives
- School-Home-Community bonding events

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<https://www.cebmmember.ca/pyramid-of-interventions>

Secondary



25



www.cebm.ca

Tier 3
individualized practices

[illegible]

<https://www.cebmmember.ca/pyramid-of-interventions>



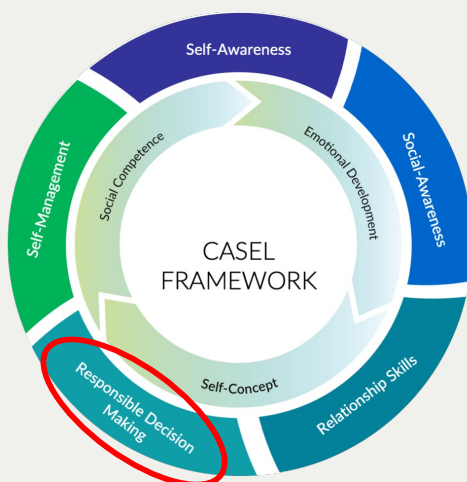
CEBM Pyramid of Interventions Teamwork and adult support at Tiers 2-3

- Student check-ins
- “You’ve Got Mail” system
- Foster Classroom
- Nurturing Support Centre
- Emotions Room
- Targeted or individualized support for emotional and social development
- Accompanied or sheltered recess/lunch
- Outdoor opportunities, involvement in special tasks or interest projects
- Adapted schedule (extra Phys. Ed., blocs of time in alternate spaces)

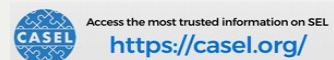


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Responsible decision-making



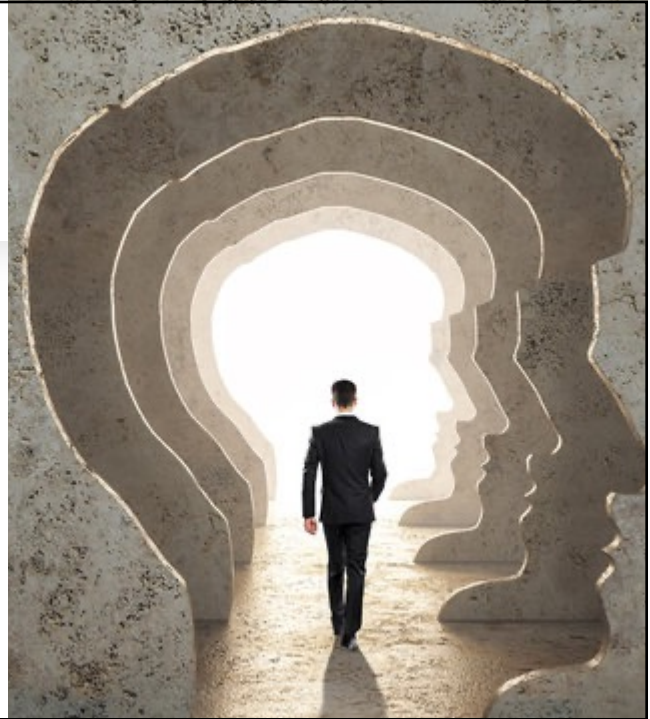
- Noticing and identifying problems
- Understanding the different aspects (e.g., moral, social, emotional, practical) of challenging situations
- Realistically evaluating the potential consequences of various actions
- Solving problems in intentional and appropriate ways
- Reflecting on one’s own actions



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What are reflective practices?

- A continuous learning process where individuals reflect on their own beliefs, assumptions, biases, and actions as a source of personal development and professional improvement.
- Asserts that experience alone does not necessarily lead to learning, but that it is a reflection on what one has experienced that leads to learning and personal growth.
- Is meant to be about curiosity (not judgement) directed inwardly designed to improve practice and reveal blind spots.



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Reflective practices according to Dave Melnick

We want our school staff to read books and articles, attend professional development workshops, go to conferences, and acquire knowledge about others. Yet, looking outward will always be limited if not accompanied by an equally strong alternate set of tools. Where lenses help us see the outside world more clearly, “mirrors” enable us to see ourselves better. They promote gazing inwardly and internally. Mirrors bring greater authenticity, accuracy, and integrity to our practice and are necessary as part of any pro-equity work. Where professional development relies on outside experts, reflective practice leans into collaboration, internal wisdom, lived experience, storytelling, and conversation. When we are granted time to think and reflect, we inevitably innovate, change, and grow. To avoid this work is to support the status quo, and in the process, render positive change even more difficult.

Dave Melnick (2024) *Building a Culture of Curiosity: From Lenses to Mirrors*

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Dave Melnick learning series offered in 22-23 Hosted by the Center of Excellence for School Climate

Transforming Trauma: The School as a Healing Community

Sir Wilfrid Laurier School Board + others
MEQ
9/21/22

Dave Melnick, LICSW
Co-Director of Outpatient Services
Northeastern Family Institute, Vermont (NFI)
Fellow, ChildTrauma Academy 2017-2021



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Daily questions of self-inquiry

- Inventory/Internal Systems Check: How I am physically feeling (health wise)? Level of stress? Eating/sleeping well? Etc.
- I wonder what was going on for me when...
- When I am feeling, thinking, doing this, it usually means....
- What did I just learn about myself when/during....
- Is there something (specific and attainable) that I need today to do my job better?



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Questions to consider

- Is there value given to both student and adult wellness?
- Is there leadership support towards having discussions on reflective and co-caring practices?
- Is there time and space allocated for staff to share concerns authentically?
- Do the staff feel safe, connected and comfortable within their environment to do so?
- What settings and processes are put in place to allow for this to unfold? Is it consistent?

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Importance of establishing group norms for SAFETY

1. **Role Modeling** Risk Taking and Reflecting Process (especially by leaders)
2. **Choice/Consent:** “Challenge by Choice”, self-agency. Right to pass, right to ask, right to refuse
3. **Discomfort:** “One more step...” Mistakes are welcome here.
4. **Equity/Inclusion:** All voices, identities celebrated here.
5. **Privacy:** What is learned here, leaves here: what is said here, stays here
6. **Accountability:** Impact over intent. Understand power. Speak for yourself
7. **Curiosity** is a central value of our relationships
8. **Care:** We all have a plan if a discussion becomes too evocative or painful.



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Research project on Reflective Practices ATTACH framework adapted for Educators

- The ATTACH™ (Attachment and Child Health) program is a parenting intervention designed to enhance parental reflective function (RF), the ability of caregivers to consider their own and their children's thoughts, feelings, and mental states.
- A three-phase project (2025-2027), led by Letourneau and Hart in collaboration with the Centre of Excellence for Mental Health, aims to adapt the ATTACH™ framework **for educators**, based on the same theoretical foundation. All English school boards will be invited to participate.
- The central idea is that promoting reflective function among teachers—helping them better interpret the behaviors and needs of students—can strengthen their emotional resilience, foster peer support, and enhance their capacity to respond thoughtfully rather than reactively.


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Cultivating Adult SEL series by CASEL

- Project lead by the Centre of Excellence for School Climate (Justine Dansereau) and funded by the Entente Canada-Quebec.
- Six (6) self-paced online learning modules of up to 30 minutes each: Module 1 - Introduction to the SEL competencies; Module 2 - Self-awareness; Module 3 - Self-management; Module 4 - Social awareness; Module 5 - Relationship skills; Module 6 - Responsible decision-making.
- Each module will include a summary video, downloadable resources that include a reflection exercise, a tool or activity for individuals to apply learning to their context, and a discussion guide for administrators to use with staff in-person to follow up after the learning experience.
- Each school, part of the 13 English Boards of Quebec, will receive one (1) free self-paced license, which can be accessed by a group facilitator (school administrator or other selected staff) to accompany the school team, for the duration of 1-year.
- Each school board has access to support for this learning series through their **School Climate Consultant** who acts as a pivot for the dossier.


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School Climate Consultants per Board

Board	Members	Email
Central Québec School Board	Maude Bussières	maude.bussieres@cqsbc.qc.ca
Cree School Board	Sonam Dekhang	sdekhang@cscree.qc.ca
Eastern Shores School Board	Sandy Astles	sandy.astles@essb.qc.ca
Eastern Townships School Board	Nicole Carriere	carriren@etsb.qc.ca
English Montreal School Board	Victoria Della Cioppa Elias-Louis Kolovos Omar Mustafa	VDellaCioppa@emsb.qc.ca EKolovos@emsb.qc.ca SMustafa@emsb.qc.ca
Lester B. Pearson School Board	Nathalie Constant Patricia Aldred	nconstant@lbpsb.qc.ca paldred@lbpsb.qc.ca
New Frontiers School Board	Brenda Porter	bporter@nfsb.qc.ca
Riverside School Board	Nicole Julien	NJulien@rsb.qc.ca
Sir Wilfrid Laurier School Board	Christina Karamalis	ckaramalis@swlauriersb.qc.ca
Western Quebec School Board	Stewart Aitken	saitken@wqsb.qc.ca
Centre de services scolaire du Littoral	Kelly Fequet (on mat leave) Ashley Duguay	kelfequet@csdulittoral.qc.ca aduguay@cssdulittoral.gouv.qc.ca
DSREA	Marylène Perron	
Centre of Excellence Coordinator	Justine Dansereau	jdansereau@swlauriersb.qc.ca

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< Go to Dashboard

Cultivating Adult SEL

81% complete

Search by lesson title

Introduction to the SEL competencies: an integral part of education and human development 6/6

Before you begin
PRE-SURVEY

Welcome!
TEXT


Social and emotional learning is lifelong
VIDEO

The CASEL framework for SEL
PRESENTATION

Notice the SEL core competencies in your school
VIDEO & DOWNLOAD

Team discussion
DOWNLOAD

Welcome!



Welcome!

Welcome to this learning series, and thank you for investing your time and attention toward the goal of strengthening a community of adults who engage in their own social and emotional learning (SEL), build relationships and work collaboratively, and demonstrate SEL in their interactions with colleagues, students, and families.

In your navigation menu on the left, you will see four chapters now and two final chapters will be added in Fall 2025.

Each chapter will take about 30 minutes to complete, and includes:


- A short video and description of one of the core competencies of SEL
- A personal reflection, to contemplate ways the competency is relevant and useful in daily life
- An application activity, to try a new practice in your work as an educator
- Guiding questions for team discussion, to learn collaboratively with colleagues and connect with one another as you share experiences

Use the **Complete & Continue** button at the bottom of each page to mark your progress and move onto the next page. This will serve as a bookmark so you can close the course at any time and come back later. When you have completed all pages, a certificate of completion will be automatically generated and saved to your account after all six chapters are available.

MARK INCOMPLETE
CONTINUE →

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Centre of Excellence for Behaviour Management
www.cebm.ca



Also visit the CEBM Resource Center
<https://www.cebmmember.ca/>

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IES and its Centres of Excellence

<https://iesquebec.ca/>

The Centres of Excellence are provincial resources offering support and expertise to the English-speaking Education community. There are seven centres of excellence (CoE):

- CoE Autism Spectrum Disorder - <https://coeasd.lbpsb.qc.ca>
- CoE Behaviour Management - <https://www.cebm.ca>
- Inclusive Schools Network - <https://www.isnqc.com>
- CoE Mental Health - <https://cemh.lbpsb.qc.ca>
- CoE Physically, Intellectually And Multi-Challenged - <https://coepim.ca>
- CoE Speech And Language Development - <https://coesld.ca>
- CoE School Climate, Violence And Bullying

Inclusive Education Services also include the following initiatives: Community Learning Centres - <https://clc.learnquebec.ca>, Intervention In Disadvantaged Areas, Advancing Learning In Differentiation And Inclusion, The Work-Oriented Training Path.

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