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## Greenfield HSA Service Learning Project

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## Greenfield HSA Service Learning Project

### Abstract

Albert M. Greenfield Elementary School is a kindergarten to eighth-grade public school in Philadelphia, Pennsylvania. The Greenfield Home and School Association (HSA) is a parent organization whose efforts to support the school include sending weekly informational newsletters and by fundraising for school improvements. The HSA recently has become concerned that Greenfield teachers may be struggling with burnout originating from increasing demands placed upon them by pandemic-related stresses. The HSA asked for help in identifying and evaluating positive psychology interventions that could be used at Greenfield to reduce teacher burnout and increase teacher well-being. Three students from the Master of Positive Psychology (MAPP) program at the University of Pennsylvania addressed the concerns of the HSA by developing well-being interventions that might be adopted by the HSA as part of their programming over the next year. The interventions proposed by the MAPP students included administering a teacher burnout and well-being survey, adopting a mission statement that incorporated a well-being purpose for the organization, developing micro-interventions that could be easily and quickly used by teachers, improving the teachers' lounge for greater well-being, and hosting a positive psychology retreat for teachers. Each of these interventions, described in detail in this report, was intended to use the principles of positive psychology to alleviate and prevent burnout in teachers and help build and enhance the resilience of the school community post-pandemic.

### Keywords

well-being, burnout, teacher, school, parent organization, positive psychology

### Disciplines

Other Psychology

**Greenfield HSA Service Learning Project**

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Master of Applied Positive Psychology Program, University of Pennsylvania

MAPP 714: Service Learning Project

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May 8, 2022

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## **Situation Analysis**

### **Introduction**

Albert M. Greenfield Elementary School is a kindergarten to 8th-grade public school in the heart of Center City, Philadelphia, Pennsylvania. Greenfield is dedicated to fostering rigorous academics and mindful students in an engaged, diverse, and environmentally conscious community. Through their dedicated and active Home and School Association (HSA), this project serves to develop well-being programming by applying the principles of positive psychology to alleviate and prevent burnout in teachers and help build and enhance the resilience of the school community post-pandemic.

We began our data gathering for this situation analysis with a two-hour Zoom conversation on January 17, 2022, with our partner liaison at Greenfield Elementary Home and School Association (HSA), Ms. Erica Intzekostas (Erica), who is the recording secretary for the HSA and is a parent of a Greenfield Elementary student; Suzann Pawelski (Suzie) and James Pawelski (James), parents of a student at Albert M. Greenfield Elementary School (Greenfield); and with Virginia Millar (Virginia), Assistant Instructor in the MAPP program. We followed up our conversation with a second Zoom meeting with Erica and Suzie on January 27, 2022. We focused our discussions at both meetings on the well-being and burnout of teachers, a topic raised by the HSA as a major concern, but also addressed issues of parent involvement, stability of the school administration, school culture, student demographics and well-being, Covid-19 impacts on the school, school infrastructure, and the role of the HSA. To best summarize our information about the Greenfield community, we have organized this situation analysis into four sections: 1) an overview of Greenfield and how it compares to the other schools in the

Philadelphia school district; 2) a look at teacher burnout nationally and at Greenfield; 3) preliminary intervention ideas to address teacher burnout; and 4) potential future research direction.

## **Overview of Greenfield**

### *Strengths*

The School District of Philadelphia has a total of 323 schools and 198,645 students (School District of Philadelphia, n.d.). Albert M. Greenfield Elementary School is one of the K-8 schools in the School District of Philadelphia. Surrounded by Philadelphia's vibrant culture and rich history, Greenfield offers a myriad of educational opportunities and learning environments outside its classrooms. Its current enrollment is 656 students; the teacher/student ratio is approximately 1:25. Each grade has three homerooms. There are currently 48 teachers, 32 school staff members, and three administrators (Albert M. Greenfield School, n.d.). The school's current principal, Daniel Lazar, has been with the school for over 12 years, a key asset to the success and stability of the school.

The families of Greenfield students are quite advantaged compared to other schools in the district. On the whole, Philadelphia's student population is 69.3% economically disadvantaged; Greenfield's student population is 12.7% economically disadvantaged (School District of Philadelphia, n.d.). Families of Greenfield students have the means to support a variety of school initiatives through the HSA, including some building and school grounds improvements (E.Intzekostas, personal communication, January 17, 2022).

Greenfield stands out in Philadelphia as a high performing school. Out of the 323 total (216 district operated, 85 charter operated, 22 alternative education) schools in the district, Greenfield ranks as one of the district's few "Model" schools, a ranking based on academic achievement, school climate (culture), and progress (School District of Philadelphia, n.d.).



Through Greenfield's Home & School Association's fundraising efforts, Greenfield can offer each grade a special enrichment program to enhance students' academic and cultural experience (Albert M. Greenfield School, n.d.). The programs in lower elementary include the *Painted Lady Butterfly* project (Kindergarten), *Baby Chicks* (1st-grade), *Dance eXchange* (3rd-grade), and the *History Hunters Youth Reporter* program (4th-grade). The programs in middle school include *Dancing Classrooms Philly* (5th-grade), *Al-Bustan*, Arabic for The Garden (6th-grade), *Asian Arts Initiative* (Photography) (7th-grade), and *Shakespeare and Opera* (8th-grade). Greenfield also outscores the district average on the Guardrails survey, a survey of parents, teachers, and students that looks at school climate, instruction, professional capacity, leadership, and parent/guardian community ties. In 2018, Greenfield was awarded the National Blue Ribbon, an honor given by the U.S. Department of Education to recognize overall academic excellence.

Greenfield has a strong parent organization, the Greenfield Home and School Association, Inc. (HSA). The HSA is an active 501(c)(3) non-profit organization created to promote and support the partnership between parents, guardians, faculty, staff, and the community. The HSA Executive Board meets monthly to update and discuss current and future initiatives, finance, and fundraising efforts and is frequently attended by the HSA committee members, members of the Greenfield community, and Greenfield Principal Lazar. Though its primary role is fundraising, the HSA engages the school community in various ways, including hosting evening events for parents and guardians to connect. The HSA sends out weekly newsletters to keep parents, guardians, and the school staff informed about upcoming school activities, important calendar reminders, and available school and community resources. They frequently share the good news on recent activities, projects, and events—images of volunteers hard at work, project highlights and completions, as well as acknowledgments of community

donations and support. Each year, the HSA focuses on raising funds to benefit the school. This year's fundraising project is a new Science Technology Engineering Mathematics (STEM) classroom (E.Intzekostas, personal communication, January 17, 2022).

The long list of HSA activities to support the school and the Philadelphia community includes fundraising for *Greenfield Gives Back*, an initiative to benefit another school in the area (this year's project is to help the Spring Garden School build a new playground); programs for the community, including Greenfield Grownups, a free, three-series online course "Building Love That Lasts" by Greenfield parents James and Suzie Pawelski; teacher grant projects; and informative social media accounts (Facebook and Instagram) to empower parents, students, and teachers with new ways to share information, build community, and further increase engagement (Albert M. Greenfield Home and School Association, n.d.).

The School Advisory Council (SAC) is another committee of parents, teachers and board members that also contributes to the support of the school. The SAC, unlike the HSA, is mandated by the government for every school in the district, and there is usually more teacher representation during SAC meetings than HSA meetings (E.Intzekostas, personal communication, January 17, 2022). The SAC works to improve student achievement and effective teaching in the classroom, parent and community engagement in the educational process, and communication and support between home and school. SAC meetings at Greenfield are typically held monthly, on Fridays. Within SAC, the Health and Wellness Committee focuses on the well-being of the students. It offers wellness tools and resources (e.g., meditation) to encourage and build classroom morale. (School District of Philadelphia, n.d.). Currently, the wellness committee was initiated by one Greenfield parent, who hopes others will join next year.

### *Concerns*

The district of Philadelphia has a policy that determines that number of paid personnel on school campuses, and that number corresponds to the student population. Due to Covid, many students changed their addresses during lockdown and though they were planning to come back for the start of school in the Fall, the school was forced to abide by the district policy and let go of some of their staff. This led to teachers being understaffed in the Fall. To make matters more difficult, in an effort to keep Covid measures under control, a policy of no-volunteers on school grounds was enacted. Pre-Covid, teachers were heavily reliant on parent volunteers to help with classroom activities. Now, due to the number of teachers that had to be reassigned as a result of the district policy coupled with the lack of volunteers, teachers at Greenfield are facing a significant problem of burnout (E. Intzekostas, personal communication, January 17, 2022). Additionally, Greenfield teachers were under significant time constraints to carry out other added responsibilities on top of their current teaching responsibilities and have had little time or energy for self-care or to participate in available wellness interventions at Greenfield.

Burnout can be caused by several factors, including stress from additional work required of teachers as they navigate unprecedented change in the school environment. The additional work required of Greenfield teachers is a conglomeration of several challenges: teachers have had to deal with online/hybrid/in-person teaching modalities throughout the pandemic, parent volunteers have not been allowed inside the school building as part of the pandemic protocol, fewer teachers were hired this academic year because of a district student enrollment funding formula, and students are needing extra attention to get caught up academically (Anonymous Teacher, February 28, 2022, personal communication). While these school-related challenges

and the personal health, safety, and scheduling concerns teachers have had to contend with within their own households during the pandemic have added tremendous stress for Greenfield teachers, few teachers (unlike in other Philadelphia schools) have left the school. Teachers are staying because of their love of the Greenfield community and because of a recognition that teachers at other schools are facing even more dire conditions.

On a national level, teacher burnout has reached crisis levels. The recent survey by the National Education Association (2022) highlights the extent of teacher exhaustion and burnout across the country. Astoundingly, 55% of teachers surveyed are ready to leave the profession earlier than planned, regardless of age or years of teaching. Even though teacher shortages have been a concern prior to the pandemic, the ongoing stress, pressures, and uncertainty further exacerbated the staffing crises across all job sectors in education (Kamenetz, 2022).

While Greenfield teachers have not generally retired or resigned compared to other district schools, they are clearly subject to tremendous pressure and are showing characteristics of burnout (E. Intzekostas, personal communication, January 17, 2022). As mentioned earlier, Mr. Dan Lazar has been the principal of Greenfield for over twelve years while the average turn-over rate for principals in the school district is five to six years (E. Intzekostas, personal communication, January 18, 2022). The longevity of the principal's career has had a positive trickle-down effect on the rest of the school (E. Intzekostas, personal communication, January 18, 2022). This positive effect is reflected in the fact that though teachers are burned out, they are choosing to stay at Greenfield.

Burnout is more than just feeling stressed about work when it gets tough; it is an *occupational phenomenon* recognized by the World Health Organization (WHO; 2019). WHO categorizes burnout by three dimensions: (1) feelings of low energy or exhaustion, (2)

disengagement or negative feelings about one's job, and (3) a sense of ineffectiveness or lack of accomplishment. Burnout is usually caused by unmanaged work stress. When negative emotions and stress occur over an extended period, serious consequences like burnout could set in (Chan et al., 2021). Burnout can lead to low drive, enthusiasm, productivity, and turnover. Teacher burnout is nothing new but has worsened since the outbreak of the COVID-19 pandemic (Chan et al., 2021). As responsibilities and uncertainties add up, teachers at Greenfield and nationwide struggle to maintain their own and others' well-being (Granville-Chapman, 2021). A 2020 survey of 818 teachers in the UK has reported 55% of teachers are suffering from anxiety, 44% are having trouble concentrating, and 29% are feeling hopeless while working through the pandemic (Granville-Chapman, 2021).

Erica believes teacher burnout is one of the main concerns at Greenfield. To counter that difficulty, Greenfield and the HSA are looking to create a flourishing culture within the school environment, explicitly addressing and preventing burnout among the teachers and staff. They are looking for an initiative that will alleviate teacher burnout in the short term and promote thriving and well-being amongst teachers in the long-term (E. Intzekostas, personal communication, January 27, 2022).

In contrast, the key factors contributing to "*flourishing at work*" include positive relationships, opportunities for growth (self-efficacy, accomplishment, and continued learning), subjective well-being, autonomy, engagement, optimism, meaning, and purpose (Granville-Chapman, 2021). Various experimental studies have shown that high levels of well-being are related to a variety of positive outcomes, such as effective teaching, productivity, creativity, good relationships, prosocial behaviors, and better health and life expectancy (2021). Sammons et al. (2007) posited that teacher well-being is essential to becoming and staying effective in their

profession. Likewise, teachers with strong commitment and resilience are more effective than others. Also, when teachers are well, they can provide emotional support, which helps with student behavior improvement (Granville-Chapman, 2021). Teachers also reported increased time pressure and excess stress, the former being the number one barrier to intervention effectiveness, thus essentially preventing teachers from achieving flourishing. Therefore, focusing on teacher well-being or flourishing across three domains—optimal psychological, physical, and social functioning is essential for future teacher flourishing and, ultimately, societal flourishing (Granville-Chapman, 2021).

We plan to approach the problem of teacher burnout from a decidedly positive psychology viewpoint while recognizing the many factors out of our control—Covid-19, the state or district's health precautionary policies, guidelines, mandates, and school budgeting, as well as teacher time constraints. The approach will also focus on teacher strengths and well-being from the positive psychology framework, adopting Martin Seligman's PERMA model of flourishing (Seligman, 2011). Seligman's model recognizes positive emotion, engagement, relationships, meaning, and achievement as critical elements of well-being. Essentially, this approach involves a shift from a problem-focused, ill-being approach to a positive functioning framework where the teachers and staff are not merely surviving stress, exhaustion, anxiety, and burnout but also thriving physically, mentally, socially, and professionally. We have identified below a few potential focus areas that promote positive states and build strengths that could align with the Greenfield community culture. These topics will be developed further in the literature review and provide the foundation for the application plan:

- **High Quality Connections**—short-term interactions usually between two people that result in a mutually positive subjective experience (Stephens et al., 2012). We

will explore how high-quality connections positively impact teacher motivation, work-engagement levels, subjective well-being, higher levels of psychological safety, and trust (Stephens et al., 2012).

- **Character Strengths**—aspects of personality that define what is best in us (Peterson & Seligman, 2004). We aim to identify, focus, nurture, build, and utilize character strengths to help teachers and staff realize their full potential (Peterson, 2006).
- **Resilience**—the ability to persevere, adapt well to challenges or adversity, and bounce back from setbacks (Reivich & Shatte, 2002). We anticipate researching how to enhance already existing positive institutions, minimizing teacher burnout as well as how to build teacher resilience reserves with skills and protective factors proposed by Reivich and Shatte (2002) or coping strategies outlined by Southwick and Charney (2018).
- **Mindfulness**—being fully present rather than ruminating about the past or worrying about the future. We will research benefits and ways to introduce mindfulness within the workplace and classroom.
- **Positive Humanities**—a new field of inquiry and practice concerned with the relationship between culture and human flourishing (Tay & Pawelski, 2022). We will research how culture enhances well-being and shared experiences help create high-quality connections by orchestrating a collective experience of connection.
- **Positive Education**—an approach to educational practice that promotes flourishing within the whole-school community (Seligman & Adler, 2017). It prioritizes well-

being *and* traditional academic outcomes in schools. We will incorporate positive psychology practices outlined above.

## **Literature Review**

### **The challenge: Teacher Burnout**

As mentioned above, three symptoms characterize teacher burnout: exhaustion—referring to a “lack of emotional energy, ” usually due to overly high workload;; cynicism—referring to a detachment from work, “particularly colleagues;,” and a feeling of professional inadequacy—low sense of personal accomplishment regarding work (Pietarinen et al., 2021). Massive staff shortages because of the Covid-19 pandemic are leaving educators increasingly burned out (NEA, 2022). According to the National Educational Association (NEA), our nation’s largest union, 55% of members plan to leave education sooner than originally planned due to the pandemic. Teachers returning to school after lockdown faced alternative teaching approaches, school environments, routines, and policies because of the Covid-19 pandemic (Pressley, 2021). Many teachers were required to learn instructional approaches including hybrid/ virtual teaching. These teachers also became the go-to resource for parents and students using the new instructional approach. These new demands fell on an already full workload that compounded teacher anxiety. Prior to the pandemic, 8% of teachers were planning to leave the profession (Pressley, 2021).

### **Formal Interventions Addressing Burnout**

Proactive strategies as well as social relationships can play a critical role in preventing teacher burnout (Pietarinen et al., 2021). Proactive strategies are strategies that deal with burnout by enabling buffering through building resources in advance, or by immediately coping with stressors through active, future oriented activities (Pietarinen et al., 2021). These strategies rely



on self-regulation techniques—regulating one’s thoughts, emotions, or behavior, and/or co-regulation activities which involve reaching out to others and receiving help in dealing with a stressor. Proactive strategies have been found to reduce burn out in two ways: enabling buffering against potential future stressors by building strong social and individual resources and by enabling an individual to effectively cope with stressors on their own through self-regulation (Pietarinen et al., 2021). Self-regulatory strategies have been linked with lower levels of exhaustion, and inadequacy while co-regulative strategies were especially helpful in buffering against all burnout symptoms especially cynicism towards other teachers and the community (Pietarinen et al., 2021).

A recent systematic review of the stress-reduction interventions for teachers shows that mindfulness, behavioral, and cognitive-behavioral approaches were the most effective (von der Embse et al., 2019). The review categorized existing stress interventions into four primary categories: cognitive-behavioral, behavioral, mindfulness, and psychoeducational. Cognitive-behavioral (including acceptance and commitment therapy), behavioral (the practice of a defined skill such as journaling and relaxation practices), and mindfulness (nonjudgmental awareness of thoughts and emotions) were the most effective. Psychoeducational approaches (including teacher education on strategies to handle problem behaviors of students) were determined to be the least effective. Across all intervention categories, weekly meetings of at least an hour for a range of 8-10 weeks seemed needed to get a significant positive result.

Inquiry-Based Stress Reduction (IBSR), a cognitive-reframing program, has some potential to increase teacher well-being and reduce teacher burnout (Schneider-Levi et al., 2020). IBSR is a 12-week program with a weekly 3 ½ hour group meeting and weekly individual sessions with a facilitator. The IBSR strategy is based on three simple steps: 1) write down

stressful thoughts, 2) reflecting on the truthfulness of those thoughts, and 3) “turning around” the stressful thoughts. In this study the researchers randomly assigned fifty-three teachers into an intervention group (participating in the IBSR program) and a passive control group (Schneider-Levi et al., 2020). The intervention group showed significant improvements in emotional exhaustion and personal accomplishment. Significant correlations were found between improvements in emotional exhaustion and negative affect and between personal accomplishment and perceived stress.

### **Mindfulness**

Mindfulness can be described as purposefully, nonjudgmentally paying attention in the present moment (Kabat-Zinn, 2013). Therapies based on mindfulness--Mindfulness-Based Cognitive Therapy (MBCT), Mindfulness-Based Stress Reduction (MBSR), Dialectical and Behavior Therapy (DBT), and Acceptance and Commitment Therapy (ACT)—have been shown to reduce stress in a variety of populations. Zarate et al. (2019) investigated the effects of mindfulness-based interventions on teachers through a meta-analysis of eighteen studies encompassing a total of 1,001 educators and found that mindfulness interventions had significant effects on well-being, including moderate effects in reducing stress and anxiety and small effects in reducing feelings of depression and burnout.

In a mixed-method study of 59 public school elementary and secondary teachers to look at potential ways for mindfulness-based interventions (MBIs) to reduce teacher stress, researchers found that efficacy beliefs and inclination to forgive were changed by the MBIs (Taylor et al., 2016). The mindfulness program examined in this study was a 9-week program divided into 11 sessions for a total of 36 contact hours. The mindfulness curriculum was led by experienced mindfulness trainers and included activities in mindfulness-based stress reduction,

mindfulness-based emotion skills, and mindfulness-based compassion and forgiveness. The study concluded that teachers in this MBI 1) increased their perceived efficacy for regulating emotions confidently, and 2) increased their compassion and forgiveness. Teacher's stress was consequently reduced.

One qualitative case study (involving a close analysis of three selected teachers) looked at a particular mindfulness-based intervention called Cultivating Awareness and Resilience in Education (CARE; Schussler et al., 2018). The researchers concluded that teacher stress depends primarily on how teachers conceptualize their stress. Teachers with a strong commitment to professional and moral beliefs, and high emotion regulation and efficacy tended to be resilient in the face of stress. CARE was able to cultivate teacher resilience by improving emotional awareness.

## **Positive Psychology Foundations**

### ***Character Strengths and Well-being***

Character strengths are a classification of positive traits that reflect the core of our identity (Peterson & Seligman, 2004). When expressed they lead to positive outcomes for ourselves and for others, thereby contributing to the collective good (Niemiec, 2019). Character strengths are cross-culturally recognized and accepted values making them a common language tool for practitioners in applying strength-based interventions (Peterson & Seligman, 2004). Character strengths manifest in thoughts, feelings and behavior and they are stable across situations and time (Höfer et al., 2019). Even so, character strengths are malleable to purposefully designed interventions (Höfer et al., 2019). Extensive research has been conducted in the field of character strengths and how they relate to the construct of well-being. Studies have found that all 24-character strengths are positively related to the five dimensions of the

previously-noted (p. 12) PERMA model of well-being (Wagner et al., 2018). Even the strengths that did not have a strong positive effect in the PERMA model were found to help in avoiding negative experiences (Wagner et al., 2018).

Character strengths also play a role in enabling thriving amidst adversity (Niemiec, 2019). Through the roles of buffering or protecting against certain difficulties, helping us to reappraise harsh circumstances through a growth mindset, or by aiding in building resilience, character strengths affect how we function during adverse and stressful events. Enhancing a certain character strength can have a direct effect on a problem or it can function as a buffer against a problem by disrupting the process (Niemiec, 2020). This is how the buffering and resilience interplay and feed off one another. Reframing offers us unique solutions as we can learn to reappraise problems as an underuse of a character strength. One way of supporting looking at resilience is reframing problems by looking at them as a pathway to spark our core strengths.

Studies show that employees who reported using their character strengths frequently at work had higher levels of flourishing than employees who reported using their character strengths less frequently (Niemiec, 2019). This corresponds with studies showing that engaging in activities that align with our character strengths increases our learning curve, gives us more energy and a greater sense of accomplishment (Harzer, 2020). These findings emphasize the role character strengths play in strength-based interventions for the development of enhancing well-being in positively related outcomes. Understanding which character strengths are important for educational settings will enable us to tailor strength-based interventions that can potentially lead to enhanced levels of well-being.

### ***Resilience***

The American Psychological Association (APA) defines *resilience* as the process of adapting well in the face of adversity, trauma, tragedy, threats, and even a significant amount of stress (American Psychological Association, 2022). Harvard University Psychologist-Author George Vaillant describes resilient individuals as resembling a twig with a fresh green core (Southwick & Charney, 2018). That is, it bends but does not break. Instead, it springs back and continues growing. Successful teachers adapt well and persist over time to life-changing, challenging, and often stressful situations, thanks in part to extraordinary levels of resilience. Their increasingly complex and burdensome workload and responsibilities are not limited to meeting academic goals but also cultivating social and emotional development in their students. Thus, higher levels of teacher resilience play a vital role in preventing burnout and attrition in schools (Kanga-Dick & O'Shaughnessy, 2020). While individual factors may contribute to resilience, emerging evidence suggests that effective interventions that focus on contextual factors (environment) along with resilience competency programs have the potential to build an environment that is safe and collaborative for teachers and students to thrive (Kanga-Dick & O'Shaughnessy, 2020). Notably, researchers found the most success in fostering teacher resilience by increasing social and behavioral support and building a positive school climate in addition to enhancing teachers' personal resources. Therefore, enhancing resilience not only protects teachers from burnout but is also vital for life satisfaction and well-being (Ainsworth & Oldfield, 2019).

For one, the practice of mindfulness supports and builds resilience in times of stress and for reducing or preventing burnout (Neumann & Tillott, 2021). Research shows that mindfulness

provides tools to help teachers focus on the present, improve attention, self-awareness, and emotional regulation. Additionally, positive results from various mindfulness-based interventions further suggest a need for a shift in how educators approach professional development—a shift necessary to protect and sustain their valuable human capital, teachers (Schussler et al., 2018). Specifically, a professional development such as CARE (Cultivating Awareness and Resilience in Education) would instead focus on personal and environmental protective factors that equip teachers with the ability to adapt and meet the needs of their students (Schussler et al., 2018).

Second, studies suggest a need for *self-care* interventions to help participants identify and express their thoughts, feelings, and actions more effectively (McKay & Barton, 2018). Researchers explored how arts-based reflection could support teacher resilience and well-being. The case studies revealed that reflection enabled greater self-awareness and self-regulation and provided an extra protective layer of resilience. Additionally, consistent reflection exercises utilizing various modes to express meaning (for example, written reflection, timelining, rip and paste collage, photo-elicitation, and metaphor writing) enhanced teachers' resilience and well-being (McKay & Barton, 2018). Interestingly, reflection as a team enabled the teachers to bond, cooperate, and collectively develop solutions to improve their resilience and well-being. Instead of each trying to survive independently, their acts of collectivism may have reduced their risk for disengagement and burnout (McKay & Barton, 2018). Like the practice of mindfulness, arts-based reflection activities could be nurtured as part of their professional growth.

### ***High Quality Connections***

High-quality connections are short-term interactions usually between two people that result in a mutually positive subjective experience (Stephens et al., 2012). High-quality connections are characterized by feelings of vitality, positive regard, and mutual respect and

vulnerability (Stephens et al., 2012). The number of high-quality connections we have at work positively impact our motivation, work-engagement levels, subjective well-being, higher levels of psychological safety and trust (Stephens et al., 2012). We can design paths that enable people to have high-quality connections in a brief time in order to optimize their capabilities. Emotional carrying capacity refers to how much positive and negative emotions a relationship is able to carry; higher quality relationships have greater emotional capacities (Carmeli et al., 2009). Because of the effect high-quality connections have on alleviating ill-being outcomes such as depression (Major et al., 2018), they can be used as buffers to reduce issues that affect individuals and the collective alike such as burnout. By creating more opportunities for high-quality connections with greater emotional carrying capacity, individuals and their teams will be better equipped to deal with and collectively comprehend and react to demanding situations (Stephens et al., 2013).

### ***Positive Humanities***

The realm of Positive Humanities aims to integrate arts and culture into the science of well-being (Pawelski, 2022). Music's immediate effect on our emotional states (Coopersmith, 2019) makes it a prime candidate for stress-reduction interventions and potentially alleviate the emotional exhaustion associated with burnout. Music has long been used as a way to ease worry (de Witte et al., 2020). Stress is a critical factor that negatively affects our well-being. It is associated with physical and emotional problems, much like burnout. Higher levels of stress are associated with physical and emotional problems, much like burnout and correlated with higher levels of absenteeism at work (de Witte et al., 2020). As a result, a growing number of people are turning to non-pharmacological interventions (like music) to cope with stress. Music decreases physiological arousal that is increased during stress - music listening, making music and singing

have been linked to these decreases in physiological arousals as indicated by reduction in cortisol levels or decreases in heart rate and blood pressure. Neurobiology has identified these outcomes as distinct “stress biomarkers” (de Witte et al., 2020). Music is also related to the emotional aspect of stress – such as worry and anxiety. Research shows that the effects of music do not just decrease stress but evoke feelings of pleasure and happiness as well (de Witte et al., 2020).

Music interventions are defined as purposefully designed activities aimed to decrease stress and enhance well-being with music listening/ making or singing as the central theme (de Witte et al., 2020). Studies exploring the difference between live and prerecorded music found that live music leads to greater stress-reduction (de Witte et al., 2020; Coopersmith (2019) suggests that sharing a musical experience with others enhances one’s emotional experiences, feelings of bonding and may open the door for relationships. Studies show that being in the presence of others increases the stress-reducing effects of music (Linnemann et al., 2017) by increasing emotional well-being and increasing feelings of social cohesion (de Witte et al., 2020).

Viewing art can have significant impact on well-being through many paths, seven of which are articulated by de Botton and Armstrong (2013): 1) Art can help us protect the collective memory, preserving our collective insights, 2) it can remind us of the good things in life, 3) it can remind us of the appropriate place for sorrow in a good life, 4) it can help us keep in mind the positive in life so we are not overwhelmed by the negative, 5) it can help us understand who we are, 6) it can help us understand other cultures so that we can enrich our lives with the wisdom of others, and 7) it can help us become more sensitive and discover solutions to life problems from the wisdom of other ages. The authors suggest that through these mechanisms



art can help us connect with our psychological frailties and discover what will help us with our lives. In short, art leads to greater well-being.

Arts-based reflective practices may improve teacher resilience and wellbeing (McKay & Barton, 2018). In this report of three separate case studies, researchers took a close look at the impact of a two-year arts-based reflective practices program on three Australian secondary school teachers. The program included two sessions of photo elicitation—still images randomly selected by the researchers, one of which is chosen by the participant for further written response to reflection questions. The researchers found that an arts-based reflective practice can help teachers become aware of internal and external resources that improve their resilience and well-being. While this is a small-scale study which includes only three inexperienced teachers from a disadvantaged, rural Australian school, it does indicate a possible benefit of an art therapy program for teachers who may be challenged with stress and burnout.

### *Nature*

Large businesses are beginning to design their workspace with a goal of providing employees with opportunities to be engaged in nature (Klotz & Bolino, 2021). While the study of the impact of these corporate decisions is slow, researchers are beginning to study the impact of workplace nature on employee well-being using the theoretical models of biophilia—humans have a deep affinity to the natural world—and Attention Restoration Theory (ART). ART proposes that the attention required in the workplace (or required in any deeply cognitive activity) can be restored by exposure to the less intense attention required to be in nature. Klotz and Bolin (2021) identify examples of four types of contact with nature at work that may provide this restorative effect: outdoor breaks (open-air office spaces, rooftop lounge, outdoor brown bag lunches), outdoors brought indoors (indoor plant walls, flowers, and pets), nature via physical

barriers (large windows with views), and representations of nature (timber stairwells, green and bluish hues on walls, meandering hallways, columns that mimic shade trees).

A meta-analysis of thirty-one studies from countries around the world indicate a clear effect of direct exposure to natural environments on stress reduction (Yao et al., 2021). Most of the studies measured stress status through subjective psychological questionnaires (e.g., self-reported stress) or through physiological data (e.g., salivary cortisol measures, systolic blood pressure, diastolic blood pressure, heart rate variability). While some of the studies were found to be of lower quality, the researchers found a clear connection between exposure to nature and a reduction in stress. This result is consistent with other recent systematic reviews looking at the connection between distinct types of nature exposure (e.g., forest bathing, green exercise) and mental health and well-being measures (e.g., positive and negative affect, depressive mood).

Exposure to a natural environment does not need to be for lengthy periods of time or in large natural areas to be effective. Richardson et al. (2021), using a UK-based sample of 2,096 respondents, found that duration of time in nature was not a significant factor in the ability of nature to have an impact on well-being. The most effective activities they found which significantly influenced well-being were simple activities such as sitting or relaxing in a garden, watching wildlife, listening to birds, or smelling flowers. Nordh et al. (2009), asking a sample of fifty-two Swedish students to rate the seventy-four park photos for their predicted psychological restorative quality, showed that small urban parks can have great restorative effects. More important than the size of the park were the design components of the park (e.g., amount of grass, bushes, trees).

### ***Positive Education***

Positively oriented education-based mental health research existed before the official launch of Positive Education (PosEd) in 2009 (Waters & Loton 2021). The official launch provided a label and mission for further research and focus on education-based mental health for students, parents, and teachers. Using the principles of positive psychology and evidence-based practices, PosEd is an approach to educational practice that promotes flourishing within the whole-school community (Seligman & Adler, 2017). It prioritizes well-being and traditional academic outcomes in schools. It incorporates the development of positive character strengths (strengths-based interventions), enhancement of personal resilience (protective factors and skills), promotion of mindfulness, and enrichment of the body and mind through Positive Humanities (Pawelski, 2022; Seligman & Adler, 2017). This approach uses the PERMA model of wellbeing as its guiding framework, and implementation begins with the teachers. The philosophy is a "learn it, live it, teach it, embed it" approach in which the teachers first learn the principles and apply them to their own lives in a way concordant to their values, and then teach it to the children and embed it in the school community with continuous growth and professional development (Seligman & Adler, 2017). PosEd stresses teacher well-being first and foremost, as there is a clear link and impact on the classroom and school community (Seligman & Adler, 2017).

### **Ideas for application**

We initially considered three preliminary ideas for application: organizing a teacher retreat, renovating the teacher's lounge, and utilizing the *Secret Garden*—a recently renovated and underutilized space just outside of campus. With feedback from our HSA partners, we have integrated these initial ideas into a five-step chronological application process that will be detailed in the following Application Plan. Each option offers a different positive psychology

perspective on how to alleviate burnout and enhance long term educator well-being. The restorative retreat would be a weekend long event designed to deliver positive psychology messages through social activities thereby increasing social bonds and connections. The teacher's lounge would offer teachers a space on campus they could readily access, which would be tailor made to enhance well-being by using nature or art as part of the design. Finally, we are considering suggesting improvements to the Secret Garden and collaborating with the Curtis Institute to have a monthly concert for teachers in the Secret Garden—integrating positive humanities and social connection.

## **Application Plan**

### **Introduction**

The HSA is extremely appreciative of Greenfield teachers, the effort and sacrifice the teachers have made over the last few years, and the teachers' willingness to stick it out during these hard times for the sake of their students. The HSA is also aware that more can be done to help support Greenfield teachers, and that if Greenfield teachers are not supported and their sacrifice recognized, those teachers may decide (as many teachers around the country have decided) that they have reached a limit and may consider leaving their school. The HSA wants to do everything possible to help Greenfield teachers not only through this stressful time, but also in a hopefully less-stressful future.

Based on our situation analysis and literature review, we are proposing the HSA consider implementing each of the following tailored, multi-step interventions. These five steps are designed to mitigate teacher burnout, build a strong, open, and supportive connection between teachers and the HSA, promote high-quality connections amongst Greenfield teachers, and create a physical environment at Greenfield conducive to teacher well-being. A brief description and supporting rationale of each intervention is described below.

### **Step #1: Teacher Survey/Ongoing Measurement of Progress**

The HSA's first step in understanding teacher wellness and the effects of burnout on teachers at Greenfield, and consequently to be able to provide teachers with appropriate support, is to assess the teachers' level of burnout and to ask them their opinion about their current wellbeing and their ideas about what the HSA might do to give them the most support. This gathering of information from teachers will 1) help the HSA decide the most effective course of action for supporting teachers, 2) allow teachers to express their thoughts and emotions, and feel

heard and appreciated, 3) build a stronger relationship between the HSA and the teachers by starting a dialogue about how the HSA can best serve teachers, and 4) allow the HSA to have a baseline measure of teacher burnout so that burnout can be monitored and the effectiveness of any intervention can be measured.

We suggest two parts to a teacher survey. The first part of the survey would be the Maslach Burnout Inventory-Educational Survey (MBI-ES), long recognized as the best available survey for measuring burnout in the education system (Denton et al., 2013). The MBI-ES consists of 22 items in which teachers evaluate feelings of burnout using a seven-point Likert scale. The MBI-ES can be purchased (either paper or electronic versions) for \$2.50 per teacher, with a minimum order of fifty tests. Details of the MBI-ES administration and interpretation are provided in an Appendix E of this report.

The second part of the survey would consist of open-ended questions asking teachers to address their burnout experience and their thoughts about potential HSA interventions. Examples of these questions are also included in Appendix F. These surveys could be administered annually to track progress and use teacher feedback to guide future initiatives.

### **Step #2: Mission Statement**

Mission statements clearly lay out an organization's main purpose(s), values, and core competencies (Davis et al., 2007). When successful, mission statements unify members of an organization towards shared goals reflecting the values expressed in their mission statement (Davis et al., 2007). For this reason, we believe adding the promotion and maintenance of teacher, student and parent well-being to the mission statement would demonstrate to current and future teachers that the Greenfield HSA is an organization that prioritizes well-being. It will illustrate that well-being practices are a part of the culture and not merely used as a quick-fix

strategy for problems. The mission statement was recently modified earlier this school year (S.Pawelski, personal communication, March 11, 2022), indicating the school community is not opposed to the idea of changing it. A sample statement is included in Appendix A.

### **Step #3: Micro-Interventions**

We put together micro-interventions in the form of a Monthly Newsletter and Positive Planner (Calendar). These are brief actions that can easily be integrated into teachers' busy routines and will align with the wellbeing themes of the newsletters described below. We hope they will serve as short-term alleviation of teacher burnout, long-term promotion of teacher well-being, and a way to reinforce the strong connection between the HSA and the teachers. Brief descriptions of these micro-interventions will be provided in Appendices A-A3. Samples of the Monthly Newsletters and Positive Planners will be provided in Appendix B. These micro-interventions can also be integrated into the Teachers' Lounge when renovated to sustain a culture of well-being at Greenfield.

#### ***Well-being Newsletter (Monthly Minutes)***

The HSA could email a monthly newsletter focused on teacher and staff well-being to all Greenfield teachers and staff. We suggest monthly themes that would be centered on a different Positive Psychology concept every month. The newsletter would include bite-sized explanations of interesting new well-being research related to the concept, well-being skill practice exercises, mental and physical health tips, and simple suggestions to help teachers and staff take the first step toward happier, more fulfilling lives. It should contain fresh, engaging, and user-friendly content. It would suggest books related to the topic and introduce the Positive Planner. Sample newsletters are provided in Appendix B of this report with themes of Character Strengths, Resilience, Mindfulness, and Positive Humanities. Themes for future newsletters might include

additional Positive Humanities activities, additional Resilience Protective Factors such as Mattering, and Optimism, and more advanced explorations into Character Strengths. The HSA may want to explore the idea of Penn MAPP students assisting with content and utilize the suggested book links in Appendix C . James and Suzie Pawelski might act as the point of contact for how additional newsletters could be created. Below are examples of brief well-being practices offered in the Mindfulness newsletter, which can be found in Appendix B:

**Diaphragmatic breathing.** Diaphragmatic breathing, also known as “belly breathing,” engages the stomach fully and uses the abdominal muscles and diaphragm when breathing. This breathing process helps the lungs fill more efficiently, increasing blood oxygen into the lungs. Also known as ‘Voluntary slow breathing exercises (VSBEs), researchers found that self-controlled breathing can help hypertension and coronary artery disease patients lower their resting heart rate and systolic and diastolic blood pressure (Zou et al., 2017). Although researchers reported overall positive effects (greater relaxation and calmness), further research of the duration of the effects is needed.

**Finger Labyrinth.** A finger labyrinth functions similarly to a walking labyrinth (see description below in the discussion of the Greenfield secret garden). One can use a paper labyrinth for additional meditative and mindfulness practice, increase focus, clarity, peace, and relaxation (Behman et al., 2018). Simply trace and follow the ‘path’ with a finger or color marker. See Appendix G for further samples of Finger Labyrinths.



### ***Positive Planner***

Following the theme of the Monthly Newsletter, the Positive Planner would include weekly interventions on how to alleviate burnout and promote well-being. Keeping strong ties between the HSA and the teachers as our driving force for long-term well-being promotion and sustaining Greenfield's established strong community, we suggest the HSA adopt the Positive Planner for themselves as well as the teachers. This will further relationships by way of getting everyone (teachers and parents) talking about the same thing. We have proposed "strengthening connections" to be the root of the weekly interventions and that they are broken down in the following manner:

- Week 1: Interventions center around the concept of the monthly theme
- Week 2: Interventions center around using the monthly theme to inform how to strengthen connections at work
- Week 3: Interventions center personal application of the monthly theme
- Week 4: Interventions center around using the monthly theme to inform how to strengthen connections at home

This format will make it so that the Positive Planner will have a uniform structure that is easy to follow, replicate, and sustain. Sample Positive Planners are provided in Appendix B of this report.

### **Step #4: Teacher's Lounge**

The purpose of improving the teacher's lounge is to transform it into an inviting space for teachers to relax and connect. Having a space that is on campus and always there—within reach, and purposefully designed to trigger positive emotion and enhance relationships—will have a positive effect on teacher well-being (Bergefurt et al.,2022). The lounge itself is meant to be a

well-being tool and a vehicle that delivers other well-being tools. Renovation would begin with new paint and comfortable furniture. Fundraising for the renovation could potentially be the focus of the 2022-2023 school year auction (E. Intzekostas, personal communication, March 11, 2022). We recommend the HSA also build well-being stations into the renovation design, each station with a well-being theme. Below are a few examples of potential well-being stations—further detailed descriptions will be provided in Appendix A to this report.

***Bedrock Bookshelf.*** The bookshelf will serve as a stable library of positive psychology sources with topics such as optimism, resilience, positive relationships, and character strengths. We will provide in our appendix a list of positive psychology books we feel would be interesting and helpful for teachers. Additionally, the bookshelf could be one of the first steps in integrating the micro-interventions into the long-term culture of well-being; the HSA could ensure the bookshelf is stocked with books oriented around the monthly calendar themes. See Appendix A1 for September Bookshelf, Appendix A2 for October, Appendix A3 for November, and Appendix A4 for December.

***Wellness Wall – What makes you happy?*** In line with research that suggests viewing art has many significant impacts on well-being (de Botton & Armstrong, 2013), we suggest using an empty wall as an on-going project of integrating positive humanities through the use of visual arts, while reinforcing a sense of meaning for the teachers. Each teacher might add a piece of personal art (family photograph, class pictures, paintings their students created for them, collages, etc.) to the wall. In this way, the teachers will be a part of the design process in a way that will increase their personal attachment to the space. Inspiration on how

to use this wall might come from the Seeinghappy.org website. The Seeing Happy project is dedicated to increasing happiness in the world, one photograph at a time (2022). They encourage everyone to look for the good, savor that moment, capture the image, and share photos that make them happy. They believe these acts can build resilience, hope, and meaningful change when people focus on the small changes to the positive. Monthly newsletter themes may also be used for inspiration.

***Plants and nature pictures.*** As the teacher's lounge does not have a window, we suggest using live plants and representations of nature—like synthetic vines on the wall—to create and benefit from a workplace environment oriented around nature (Klotz & Bolino, 2021).

***Easy Access to Music.*** Given the wellbeing influences of music (de Witte et al., 2020), a simple speaker could be made available to allow relaxing music to play, or teachers or groups of teachers might curate their own playlists to inspire them throughout the day.

***Bridging bonds bulletin board.*** A theme-focused bulletin board that would pose a different positive psychology idea or question every week. The weekly question would follow the interventions set forth in the Positive Planner. The purpose of having a changing positive psychology theme that follows the planner is to encourage conversation centered around well-being interventions, thereby inspiring high-quality connections between teachers through short exchanges (Stephens et al., 2012).

During the April, 2022 presentation of these proposals to a group of 39 MAPP students at Penn, we asked the following question: Which of the following activities do you believe would be most effective for improving teacher well-being at Greenfield? The results of that poll indicated a large majority of the MAPP students (74%) believed that “hanging out in a new teachers’ lounge” would be the most effective strategy. The next highest answer was “attending a well-being retreat” at 19%. While this is an interesting poll result and would indicate that further examination of optimal teacher space is justified, we want to stress that these poll results are subjective opinions of MAPP students and should not be taken as the final word as to what may most benefit Greenfield teachers. The HSA and the teachers themselves are the experts at determining the most suitable approaches to increasing teacher well-being.

#### **Step # 5: Future Directions**

The following two ideas are larger, more expensive projects that could provide substantial long-term well-being for Greenfield teachers. We know these bigger projects will take time to plan, fund, and implement, so we have designated them as “future directions”. We strongly encourage the HSA to consider making a commitment to discuss how these plans might be implemented over the next year based on teacher survey responses. Further detailed descriptions of these projects will be provided in Appendix A to this report.

#### ***Appreciation and Rejuvenation Retreat Day***

We recommend an appreciation and rejuvenation retreat day a week prior to the first day of school in the fall. The one-day retreat is designed to bring teachers and staff together away from the classroom to build high-quality connections, get to know each other better, share stories, meet and welcome new staff. We recommend a retreat location in nature, if possible-- lush forests, national parks, trails, lakes, or mountains. The retreat could include workshops on

well-being topics—this would be an ideal opportunity to take advantage of the extensive resources of the Penn MAPP program, including the expertise of Greenfield parents Dr. James and Suzie Pawelski. Topics for discussion could specifically address teacher flourishing and resilience and techniques to prevent or reduce burnout. Other activities might include guided meditation or beginning yoga demonstrations to give teachers and administrators some practical tools for stress reduction. Nature activities such as hiking or fishing might be available if the location is appropriate. The day 'away' is a perfect opportunity to re-energize the school staff, build morale and cohesiveness, and as an appreciation for work well done. The staff will return with a renewed enthusiasm for the new school year.

### ***Greenfield “Secret Garden”***

Greenfield’s ‘secret garden’ would be ideal for an outdoor labyrinth project. A labyrinth serves as a therapeutic (Peel, 2004) and meditative tool—a quiet, safe place to collect our thoughts, clear our minds, release mental and physical tension (Peel, 2004), be in the present (mindfulness), be up close and personal with nature, or find one’s way or *new path* in life (Behman et al., 2018). Holistic in function (Behman et al., 2018), it is unlike a maze in purpose and structure. A maze is usually a complex, often confusing puzzle with dead ends, and one can get lost or trapped. Navigating a maze can be frustrating to some. Conversely, a labyrinth has one entrance, one path, one exit, and no dead ends (Peel, 2004). It takes where one needs to go (clear, single, universal path) from the entrance to the center (Behman et al., 2018). One would trust where it will take them. It is the same path to exit.

There are different labyrinth designs—classical 7-circuit (Cretan), complex (Chartres Cathedral), Roman, and many others. Many labyrinths date back over 4000 years (Behman et al., 2018). It is usually a weaving path (circuits) within a circle, but there are square or octagonal

labyrinths indoors, outdoors, private, or public spaces. It can be made with light and dark contrasting smooth rocks, pavers, bricks, or mowed in the grass (lawn labyrinth). There are two types of labyrinths—*walking* labyrinth (indoor or outdoor) and *finger* labyrinth (usually on paper).

Labyrinths have been used throughout history to bring more psychological, physical, spiritual, and emotional well-being into one's life (Behman et al., 2018). Walking a labyrinth may help with everyday stresses, troubles, grief and help one to be more mindful (focused) in one's life. This holistic meditative process also brings peace, relaxation (Behman et al., 2018), and connection and fosters open-mindedness (new knowledge and perspective) and creativity (right-brain function) (Peel, 2004). It is simple, suitable for adults and children, and works for anyone at any fitness level (Behman et al., 2018). There is no expectation, right or wrong way to walk the path. One may walk alone or with others. For those who find difficulty with sitting (quiet) meditations, walking a labyrinth is an ideal experience. It is a complete mind and body exercise (kinesthetic and introspective) (Peel, 2004).

### **Limitations**

Though we have based our suggested interventions on current research, there are some practical limitations that may limit the ability or willingness of the HSA to carry out these proposals. The first limitation pertains to obtaining school and/or district approval for implementing some of these proposals. While we believe that many of these proposals could be implemented with little funding, schools are facing numerous political and financial difficulties that could make the school administration reluctant to focus their attention or resources on these proposals. Secondly, teachers may indicate in the survey that they have other ideas about teacher well-being and how it should be addressed. Teachers may come up with even more effective and novel approaches to their own well-being than we have proposed in this report. Finally, parents

may need convincing that the role of the HSA should include taking care of the needs of the teachers in addition to taking care of the needs of students. Given these possible limitations, we suggest that the HSA keep an open mind, being attentive to the attitudes and needs of all stakeholders and remaining flexible about how the HSA might best serve the community.

### **Summary**

Our recommended approach begins with surveying teachers to better understand what teachers are going through and how they perceive their needs for better well-being. The survey results and the limitations described immediately above will be the determining factors in the HSAs initial choice of interventions. We believe that many of the steps of our proposal can be rapidly implemented and immediately effective. We also recognize that monitoring the state of teacher burnout, maintaining open communication with teachers, and assessing how the interventions are working will need to be a continuous process. Adjustment will need to be made; new interventions will need to be attempted as circumstances at Greenfield change. We hope that the HSA will continue to keep teacher well-being at the forefront of their agenda over many years, taking advantage of new research coming out of the nascent positive psychology field.

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# Greenfield HSA

Improving the well-being of  
Greenfield Elementary teachers





# Introducing the Greenfield Players

- Albert M. Greenfield School
  - Students
  - Teachers
  - Principal Dan Lazar
- The Greenfield HSA (Home & School Association)
  - Erica Intzekostas
  - Suzie Pawelski
  - James Pawelski



# Application Plan Table of Contents

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## Burnout + Wellbeing Survey

- MBI-ES
- Supplementary well-being questions

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## Mission Statement

- Discussion about importance of well-being
- Add well-being language to mission statement

03

## Micro-Interventions

- Monthly Newsletter
- Positive Planner

04

## Teacher's Lounge

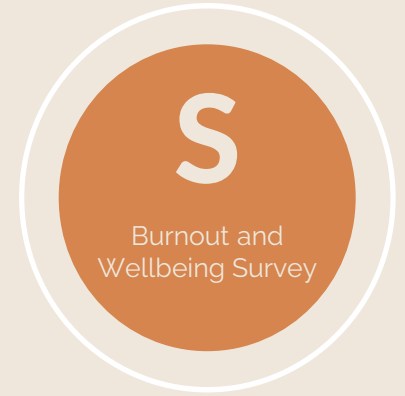
- Long-term solution for teacher well-being
- Positive Psychology lending bookshelf
- Bulletin Board

05

## Future Directions

- Well-being Retreat
- Secret Garden enhancement

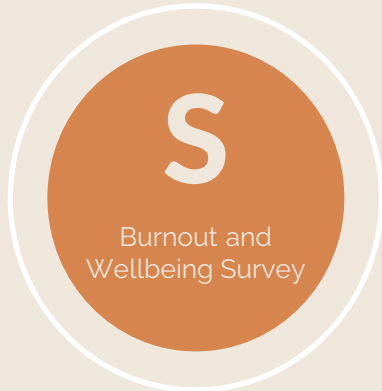
# 01 Burnout + Wellbeing Survey



**What does burnout look like?**

# Burnout + Well-being Survey

## MASLACH BURNOUT INVENTORY- EDUCATIONAL SURVEY



### The Maslach Burnout Inventory

How do you perceive your work? Are you exhausted? How capable are you of shaping your relationship to others? To what degree are you personally fulfilled?

Indicate how frequently the following statements apply to you and add the points indicated on top of the respective box:

- 0 = Never
- 1 = At least a few times a year
- 2 = At least once a month
- 3 = Several times a month
- 4 = Once a week
- 5 = Several times a week
- 6 = Every day

	Never ↓ Every day ↓						
	0	1	2	3	4	5	6
01 - I feel emotionally exhausted because of my work							
02 - I feel worn out at the end of a working day							
03 - I feel tired as soon as I get up in the morning and see a new working day stretched out in front of me							
04 - I can easily understand the actions of my colleagues/supervisors							
05 - I get the feeling that I treat some clients/colleagues impersonally, as if they were objects							
06 - Working with people the whole day is stressful for me							
07 - I deal with other people's problems successfully							
08 - I feel burned out because of my work							
09 - I feel that I influence other people positively through my work							
10 - I have become more callous to people since I have started doing this job							
11 - I'm afraid that my work makes me emotionally harder							
12 - I feel full of energy							
13 - I feel frustrated by my work							
14 - I get the feeling that I work too hard							
15 - I'm not really interested in what is going on with many of my colleagues							
16 - Being in direct contact with people at work is too stressful							
17 - I find it easy to build a relaxed atmosphere in my working environment							
18 - I feel stimulated when I been working closely with my colleagues							
19 - I have achieved many rewarding objectives in my work							
20 - I feel as if I'm at my wits' end							
21 - In my work I am very relaxed when dealing with emotional problems							
22 - I have the feeling that my colleagues blame me for some of their problems							

### Overall score for occupational exhaustion (EE)

Add together the answers to questions 01. 02. 03. 06. 08. 13. 14. 16. 20

Occupational exhaustion	EE < 17	EE 18 - 29	EE > 30
	Low degree	Moderate degree	High degree

### Overall score for depersonalisation / loss of empathy (DP)

Add together the answers to questions 05. 10. 11. 15. 22

Depersonalisation	DP < 5	DP 6 - 11	DP > 12
	Low degree	Moderate degree	High degree

### Overall score personal accomplishment assessment (PA)

Add together the answers to questions 04. 07. 09. 12. 17. 18. 19. 21.

Personal accomplishment assessment	PA < 33	PA 34 - 39	PA > 40
	Low degree	Moderate degree	High degree

### Degree of burnout

Beware if the totals of your EE and DP answers are both in the red area, and above all if your personal accomplishment assessment is also in the red!!!

EE	Occupational exhaustion (burnout) is typically connected to a relationship with work that is perceived as difficult, tiring, stressful... Maslach sees this as different from depression, as it is likely that the symptoms of burnout would be reduced during holidays.
DP	Depersonalisation or loss of empathy is characterised by a loss of regard for others (clients, colleagues...), and by keeping a greater emotional distance, which is expressed through cynical, derogatory remarks, and even callousness.
PA	The personal accomplishment assessment is a feeling that acts as a "safety valve" and contributes to bringing about a balance if occupational exhaustion and depersonalisation occur. It ensures fulfilment in the workplace and a positive view of professional achievements.

# 02

## Mission Statement




*Mission:* An inclusive, equitable, just, kind, and academically excellent school community is foundational to preparing and supporting young minds. Our Greenfield school community is committed to **promoting the well-being of students, teachers, staff, and parents, and** thoughtfully reflecting on and critically revisiting our curriculum, our instruction, and our school wide policies, practices, and actions. Greenfield will provide the resources and supports to ensure that we live out that commitment every day.

# 03 Micro-Interventions

September 2022 | Issue 01

## MONTHLY MINUTES

A Wellness Newsletter by Greenfield's Home and School Association



**POSITIVE PSYCHOLOGY Well-being Research**

**Character Strengths**  
Signature Strengths describe who we are at our best.

Character strengths are a classification of positive traits that reflect the core of our identity (Peterson & Seligman, 2004). While everyone may manifest different outcomes for ourselves, and for others, thereby contributing to the collective good (Peterson, 2008). Character strengths are most culturally recognized and accepted values making them a common language tool for practitioners in applying strength-based interventions (Peterson & Seligman, 2004).

Character strengths manifest in thoughts, feelings and behaviors and they are stable across situations and time (Peterson et al., 2019). Even so, character strengths are malleable to purposefully designed interventions (Isler et al., 2019).

Extensive research has been conducted in the field of character strengths and how they relate to the construct of well-being. Studies have found that all 24-character strengths are positively related to the five dimensions of the PERMA model of well-being (Wagner et al., 2018). Even the strengths that did not have a strong positive effect in the PERMA model were found to help in avoiding negative experiences (Wagner et al., 2018).

### Strengths & Well-Being SKILL PRACTICE Exercises

Character strengths also play a role in enabling thriving amidst adversity (Peterson, 2008). Through the use of buffering or protecting against certain difficulties, helping us to reevaluate harsh circumstances through a growth mindset, or by aiding in building resilience, character strengths affect how we function during adverse and stressful events.

Engaging in certain character strengths can have a direct effect on a problem or it can act as a buffer against a problem by disrupting the physical response. (2020). This is how the buffering and resilience intensity and lead off one another. Buffering offers us unique solutions so we can learn to reevaluate problems as an obstacle of a character strength. One way of supporting resilience is reframing problems as a pathway to spark our own strengths.

**WEEKLY FOCUS**

- Understanding the Concept: Take the VIA Character Strengths Survey at [viacharacter.org](http://viacharacter.org)
- Building Connections at Work: Secret Strengths Spotting
- Personal Application: Enhance or Lower Strength
- Strengthening Connections at Home: Side by Side

Studies show that employees who reported using their character strengths frequently at work had higher levels of flourishing than employees who reported using their character strengths less frequently (Peterson, 2018). This corresponds with studies showing that employees in activities that align with their character strengths increase our learning curve, gives us more energy and a greater sense of accomplishment (Peterson, 2020).

These findings emphasize the role character strengths play in strength-based interventions for the development of enhancing well-being in education-related outcomes. Understanding which character strengths are important for educational settings will enable us to tailor strength-based interventions that can potentially lead to enhanced levels of well-being.

**RECOMMENDED BOOKS**

- The Power of Character Strengths
- Character Strengths Interventions: Skilled Practitioners
- Miniflourish & Character Strengths
- Character Strengths Matter: How to Live a Full Life



**Teacher Testimonials**

*I love positive psychology!*

**Character Strengths**

## Positive Planner

**SEPTEMBER 2022** Start Strong

**Character Strengths**

Mon	Tue	Wed	Thu	Fri	Sat	Sun

**Take the VIA Character Strengths Survey**

**Secret Strengths Spotting**

**Express Strengths in New Way**

**Side by Side**

POSITIVE PSYCHOLOGY INTERVENTION

**Micro-Interventions**



**Understand the Concept | Take the VIA Character Strengths Survey**

Spent the week recognizing how you made it all happen through strength.



**Strengthening Connections at Work | Secret Strengths Spotting**

Share your top strengths and your strengths with your colleagues. Have a conversation about how you can support and appreciate their strengths.



**Personal Application | Express Strengths in New Ways**

Try one idea. Consciously use these practices during your daily work and activities (and enjoy them!).



**Strengthening Connections at Home | Side by Side**

Choose a family member and do something together.

High, make a meal together to share a meal. Have each member and express what character strengths you use in that meal.






September 2022 | Issue 01

# MONTHLY MINUTES

A Wellness Newsletter by Greenfield's Home and School Association



**POSITIVE PSYCHOLOGY**  
Well-being Research

**Character Strengths**

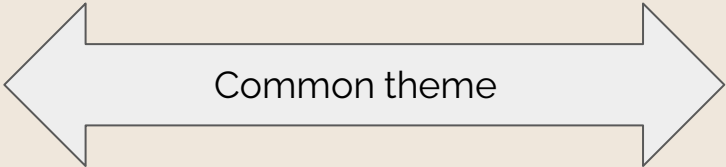
Signature Strengths describe who we are at our best

Character strengths are a classification of positive traits that reflect the core of our identity (Peterson & Seligman, 2004). When expressed they lead to positive outcomes for ourselves and for others, thereby contributing to the collective good (Niemiec, 2019). Character strengths are cross-culturally recognized and accepted values making them a common language tool for practitioners in applying strength-based interventions (Peterson & Seligman, 2004).

Character strengths manifest in thoughts, feelings and behavior and they are stable across situations and time (Höfer et al., 2019). Even so, character strengths are malleable to purposefully designed interventions (Höfer et al., 2019).

Extensive research has been conducted in the field of character strengths and how they relate to the construct of well-being. Studies have found that all 24-character strengths are positively related to the five dimensions of the PERMA model of well-being (Wagner et al., 2018). Even the strengths that did not have a strong positive effect in the PERMA model were found to help in avoiding negative experiences (Wagner et al., 2018).

# Positive Planner Themes



**SEPTEMBER 2022** **Start Strong**

**Character Strengths**

	SUN	TUE	WED	THU	FRI	SAT	SUN
Understanding the concept							
Strengthening connections at work							
Personal application							
Strengthening connections at home							
	POSITIVE PSYCHOLOGY INTERVENTIONS						



# Wellness Buildup





# Start Strong | September

## Character Strengths

How to alleviate burnout and promote well-being through a character strength approach

Take the VIA Character Strengths Survey



Share your strengths + Secret Strengths Spotting



Express Strengths in a New Way



Strengthen Connections at Home | Side by Side



SEPTEMBER 2022							Start Strong
Character Strengths							
MON	TUE	WED	THU	FRI	SAT	SUN	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30			
POSITIVE PSYCHOLOGY INTERVENTIONS							

Understanding the concept

Strengthening connections at work

Personal application

Strengthening connections at home

P

Positive  
Planner

# Start Strong | September

Character Strengths

**Positive Planner**

**SEPTEMBER 2022** **Start Strong**

**Character Strengths**

MON	TUE	WED	THU	FRI	SAT	SUN
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**Take the VIA Character Strengths Survey**

**Secret Strengths Spotting**

**Express Strengths in New Way**

**Side by Side**

POSITIVE PSYCHOLOGY INTERVENTION

**Micro-Interventions**



**Understand the Concept | Take the VIA**  
Spend the week recognizing how you relate to and express your signature strengths



**Strengthening Connections at Work | Secret Strengths Spotting**  
Share your top strengths on your classroom door. Take a colleague aside to recognize and appreciate their strengths



**Personal Application | Express Strengths in New Ways**  
Try new food (Curiosly), next time you feel nervous practice pausing and breathing for 10 counts (self-regulation)



**Strengthening Connections at Home | Side by Side**  
Choose a family member and do something together —bath, make a new recipe or share a meal. Make sure to notice and express what character strengths you see in them

# 04 Teachers' Lounge



A place for positive emotion, relaxation and connection.

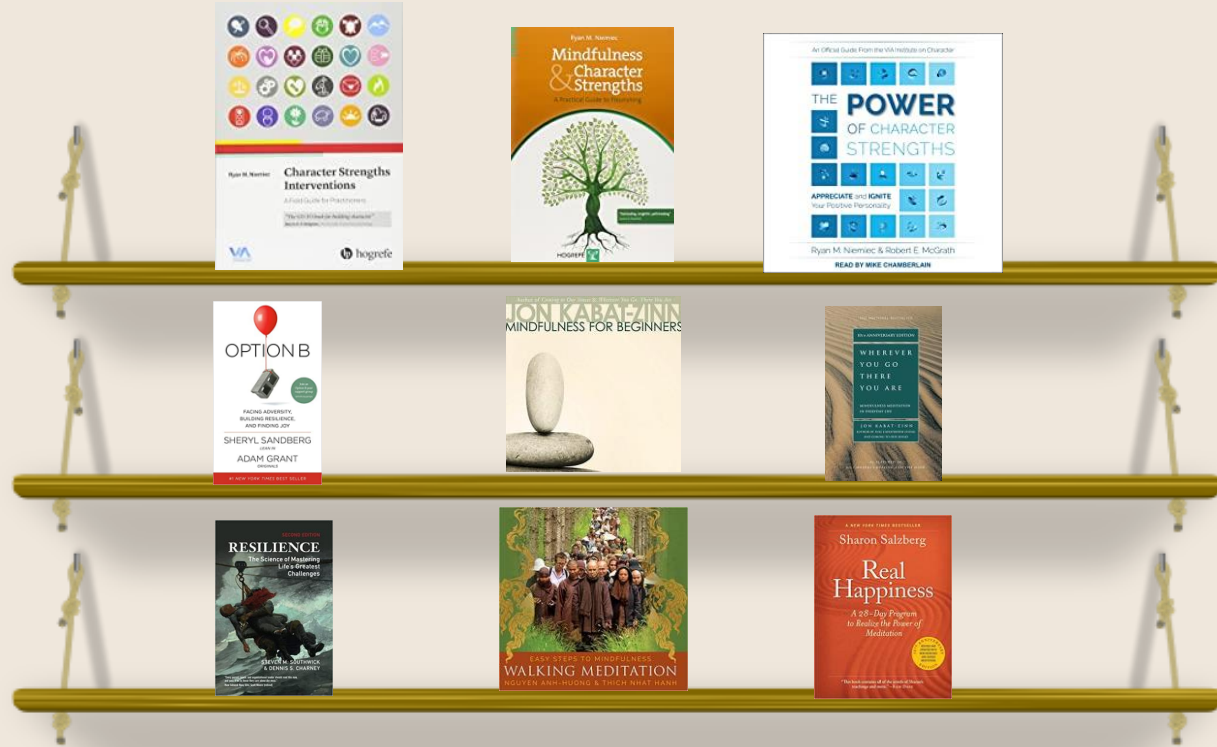
**B**  
Bedrock  
Bookshelf

**W**  
Wellness Wall

**BB**  
Bridging Bonds  
Bulletin Board



A library of positive  
psychology resources



BB

Bridging Bonds  
Bulletin Board



- Theme focused bulletin board that would pose a different question every week in line with the monthly themes and weekly interventions
- Encourage high-quality connections through short exchanges

W

Wellness Wall



- On-going project using an empty wall to add personal pieces of art
- **SeeingHappy.org** could be used as a resource for inspiration
- Teachers would become part of the design process

# 05 Future Directions



# Appreciation and Rejuvenation

## Retreat Day

Retreat  
Day



**WHERE:** We recommend a retreat location in **nature**

- lush forests
- national parks
- Trails
- lakes or
- mountains

Study: Engaging in nature (Klotz & Bolino, 2021)

Study: Exposure to natural environments on stress reduction (Yao et al., 2021)



# Appreciation and Rejuvenation

## Retreat Day

Retreat  
Day



One-day retreat

Bring teachers and staff **together** away from the classroom.

**WHEN:** One week prior to the first day of school in the fall.

# Appreciation and Rejuvenation Retreat Day

Retreat  
Day



**WELL-BEING** topics

**PRACTICAL TOOLS**

**RESET** and **REJUVENATE**

# Greenfield's Secret Garden: Labyrinth



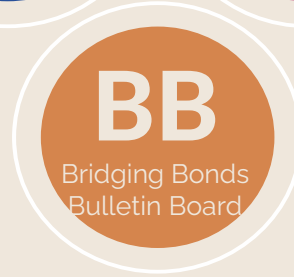
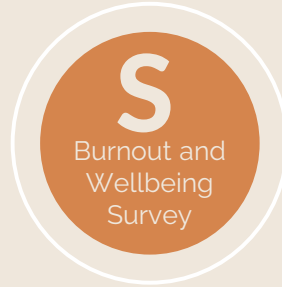
- Walking meditation path
- Find your inner peace

Study: Most effective activities for well-being in nature (Richardson et al., 2021).

Study: Labyrinth serves as therapeutic and meditative tool (Peel, 2004).

Study: Labyrinth is holistic in function (Behman et al., 2018).

# Conclusion



# Presentation Survey Results

During the original presentation, we surveyed the audience of MAPP students. The survey results indicated that **74%** of the group viewed the **Teachers' Lounge** would be most effective for improving teacher well-being at Greenfield

# Green Team



Christine Cornwell



Zack Mason



Leena Taha

**Thank you!**

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# Appendix A1 - September Resources

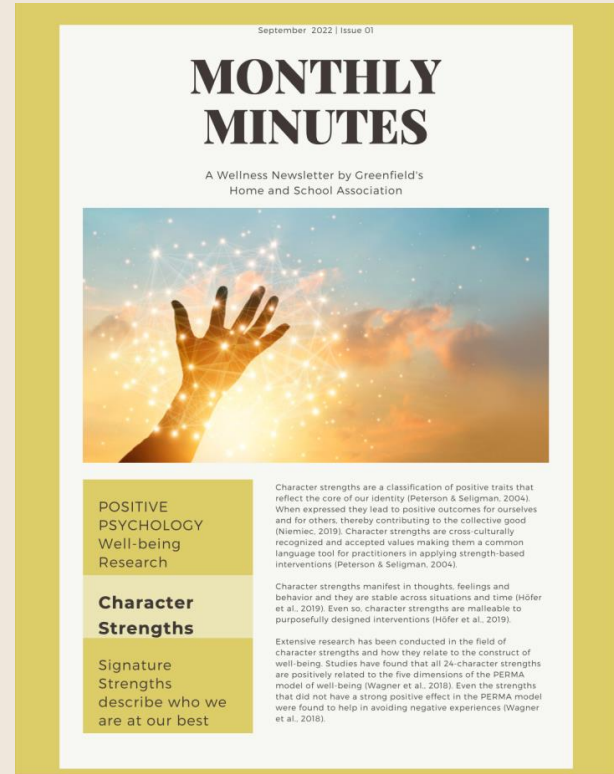
MM

Monthly  
Newsletter

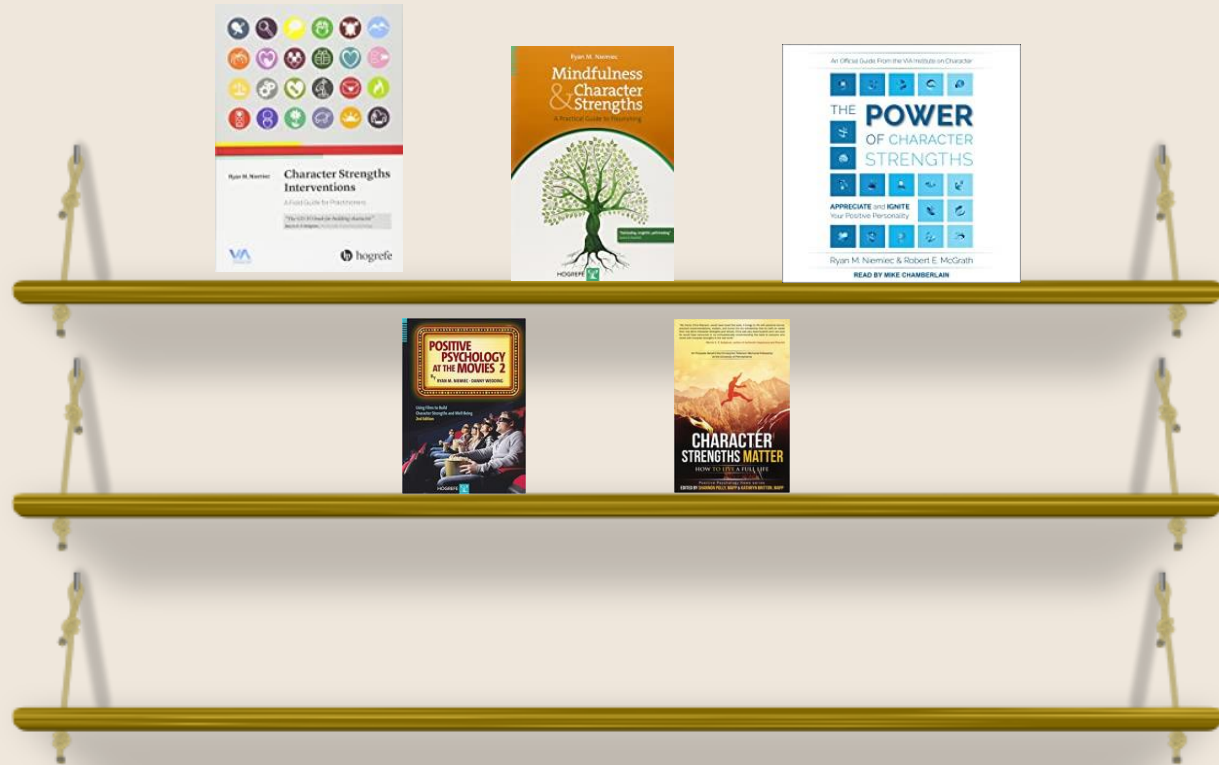
# Start Strong | September

## Character Strengths

How to alleviate  
burnout through a  
character strength  
approach







A library of positive  
psychology resources:  
**CHARACTER STRENGTHS**



# Start Strong | September

## Character Strengths

How to alleviate burnout through a character strengths approach

Take the VIA Character Strengths Survey



Share your strengths + Secret Strengths Spotting



Express Strengths in a New Way



Strengthen Connections at Home | Side by Side



Understanding the concept

Strengthening connections at work

Personal application

Strengthening connections at home

## SEPTEMBER 2022 **Start Strong**

### Character Strengths

MON	TUE	WED	THU	FRI	SAT	SUN
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
POSITIVE PSYCHOLOGY INTERVENTIONS						



# Start Strong | September

## Character Strengths

How to alleviate burnout through a character strength approach



### Understand the Concept | Take the VIA

Spend the week recognizing how you relate to and express your signature strengths



### Strengthening Connections at Work | Secret Strengths Spotting

Share your top strengths on your classroom door. Take a colleague aside to recognize and appreciate their strengths



### Personal Application | Express Strengths in New Ways

Try new food (Curiosity), next time you feel nervous practice pausing and breathing for 10 counts (self-regulation)



### Strengthening Connections at Home | Side by Side

Choose a family member and do something together —laugh, make a new recipe or share a meal. Make sure to notice and express what character strengths you see in them

# Appendix A2- October Resources



# Own Our Challenges | October

## Resilience

How to alleviate burnout through a resilience-based approach

October 2022 | Issue 02

# MONTHLY MINUTES

A Wellness Newsletter by Greenfield's Home and School Association



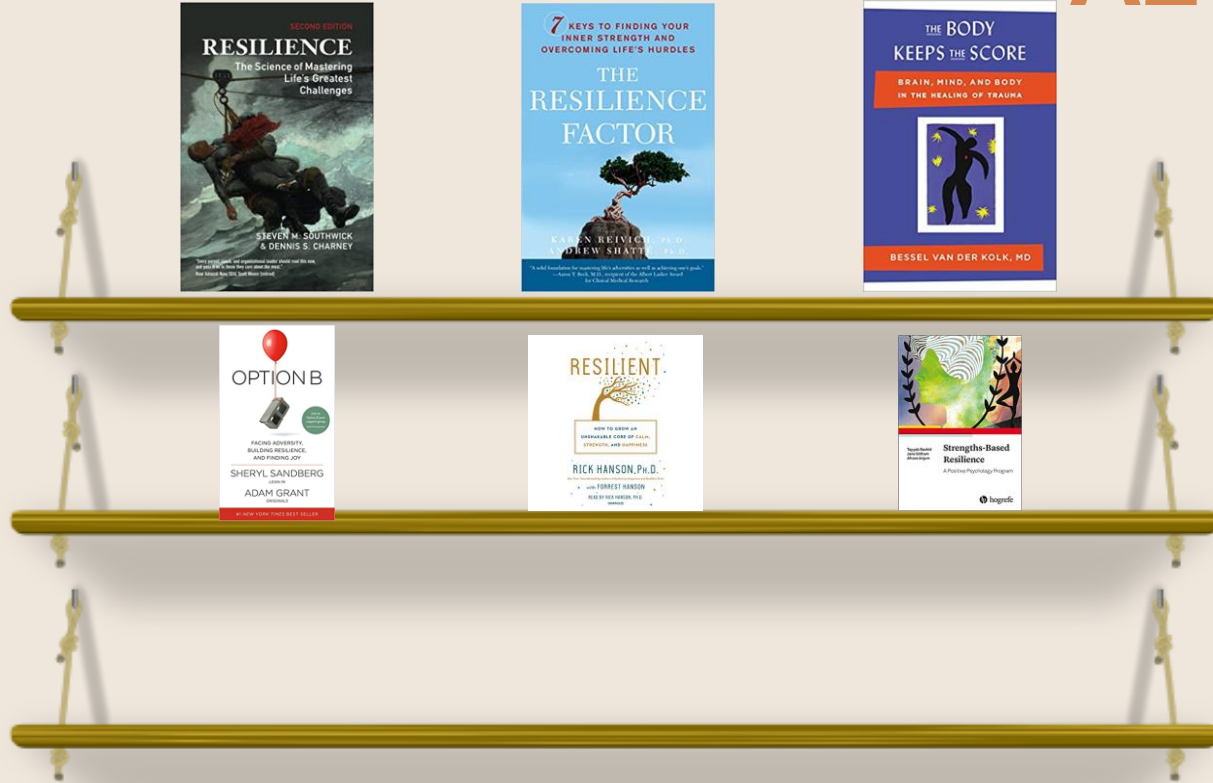
**POSITIVE PSYCHOLOGY**  
Well-being Research

**Resilience**

Building protective factors and thriving

The American Psychological Association (APA) defines resilience as the process of adapting well in the face of adversity, trauma, tragedy, threats, and even a significant amount of stress (American Psychological Association, 2022). Harvard University Psychologist-Author George Vaillant describes resilient individuals as resembling a twig with a fresh green core (Southwick & Charney, 2018). That is, it bends but does not break. Instead, it springs back and continues growing. Successful teachers adapt well and persist over time to life-changing, challenging, and often stressful situations, thanks in part to extraordinary levels of resilience. Their increasingly complex and burdensome workload and responsibilities are not limited to meeting academic goals but also cultivating social and emotional development in their students. Thus, higher levels of teacher resilience play a vital role in preventing burnout and attrition in schools (Kanga-Dick & O'Shaughnessy, 2020).

While individual factors may contribute to resilience, emerging evidence suggests that effective interventions that focus on contextual factors (environment) along with resilience competency programs have the potential to build an environment that is safe and collaborative for teachers and students to thrive (Kanga-Dick & O'Shaughnessy, 2020).



A library of positive psychology resources:  
**RESILIENCE**



# Own Our Challenges | October

## Resilience

How to alleviate **A2** burnout and build relationships through a resilience approach

**Social Support: Build Ties that Bind**



Understanding the concept

**Invest Effort in Giving and Receiving Support, Sharing Resources, and Networking**  
**Invest Effort in Social Gatherings: Volunteer, Support Group**  
**Surround Yourself with Allies: Meditation, Storytelling**



Building connections at work



Personal application



Strengthening connections at home

## OCTOBER 2022

### Own Our Challenges

#### Resilience

MON	TUE	WED	THU	FRI	SAT	SUN
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	POSITIVE PSYCHOLOGY INTERVENTION					

# Own Our Strengths | October

How to alleviate burnout and promote well-being through a Resilience approach

P

Positive  
Planner

## Resilience



### Understand the Concept| Build Ties that Bond

Spend a little bit of time each day connecting with someone you feel close to – perhaps a mentor, an old friend, someone you seek for advice. Notice how these connections make you feel and change your behavior



### Building Connections at Work | Invest effort in giving and receiving support

Pull a coworker aside, preferably someone you do not normally engage with often and share resources and network. Ask if they need help. Be willing to accept and receive help when you need it.



### Personal Application | Invest effort in social gatherings

Volunteer at a local shelter, join or start a support group—whether it's new moms/ garden club/ book club, etc



### Building Connections at Home| Surround yourself with allies

Practice meditation and storytelling together



# Appendix A3- November Resources

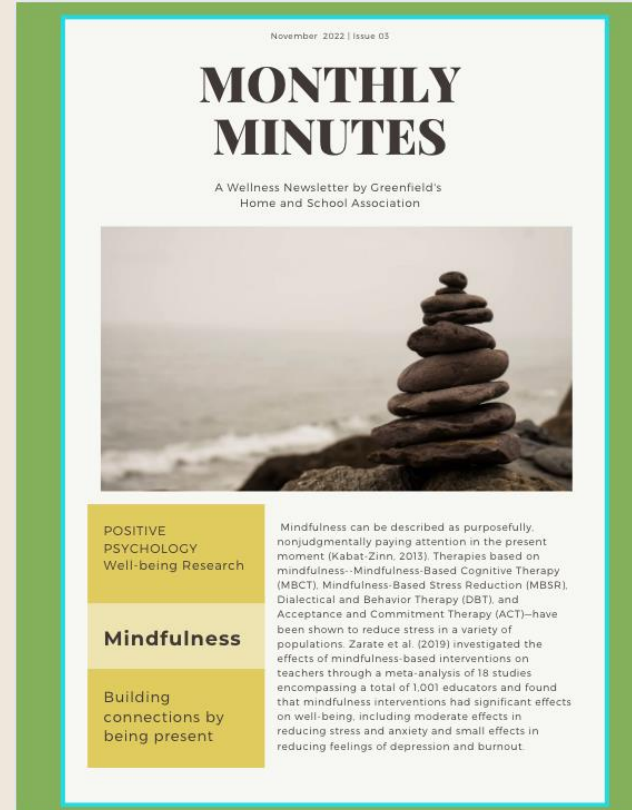


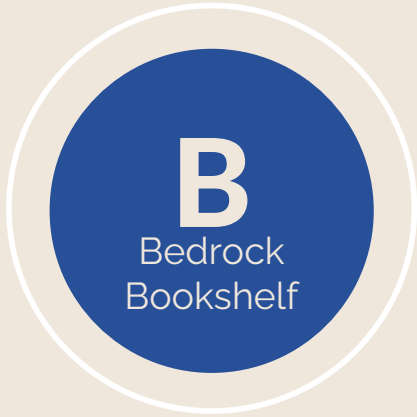
# Know Ourselves | November

A3

## Mindfulness

How to alleviate burnout through a mindfulness approach





A library of positive psychology resources:  
**MINDFULNESS**





# Know Ourselves | November

## Mindfulness

How to alleviate burnout through a mindfulness approach

Practice Diaphragmatic Breathing



Understanding the concept

Openly Express Gratitude



Strengthening connections at work

3 Good Things



Personal application

Mindful Meals



Strengthening connections at home

### NOVEMBER 2022

#### Know Yourself

##### Mindfulness

MON	TUE	WED	THU	FRI	SAT	SUN
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
POSITIVE PSYCHOLOGY INTERVENTION						

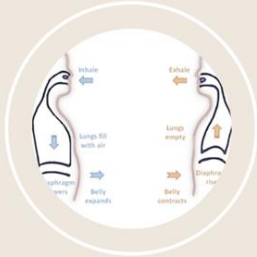
P

Positive  
Planner

# Know Ourselves | November

How to alleviate burnout and promote well-being through a Mindfulness approach

## Mindfulness



### Understand the Concept | Practice Diaphragmatic breathing

Start each day with some controlled breathing. Let the air fill your lungs as you inhale and your stomach expands. Then slowly let it all out as you exhale. Repeat 5 times.



### Building Connections at Work | Openly Express Gratitude

Pull a coworker aside and express your gratitude for something they did or do. Be specific and genuine. Research shows that expressions of gratitude benefit the giver just as much as the receiver.



### Personal Application | 3 Good Things

Every night before bed, think of 3 good things that happened. Write them down, Reflect on why they happened.



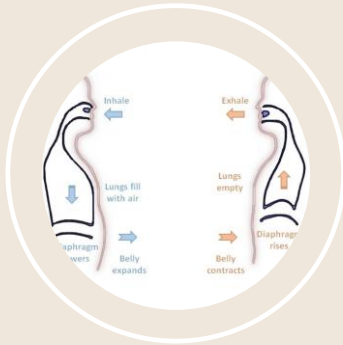
### Building Connections at Home | Mindful Meals

Practice being present during meal times by appreciating all the work that went into making each meal, enjoying one another's company. Putting away electronic devices for dinner, taking small bites to practice savoring, eating slowly.

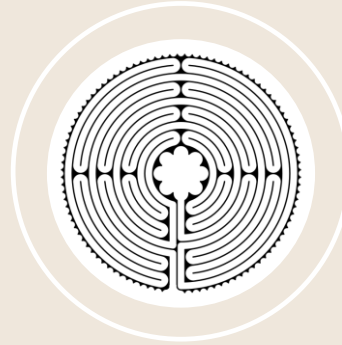
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Monthly  
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# MINDFULNESS Minute



Diaphragmatic Breathing



Finger Labyrinth



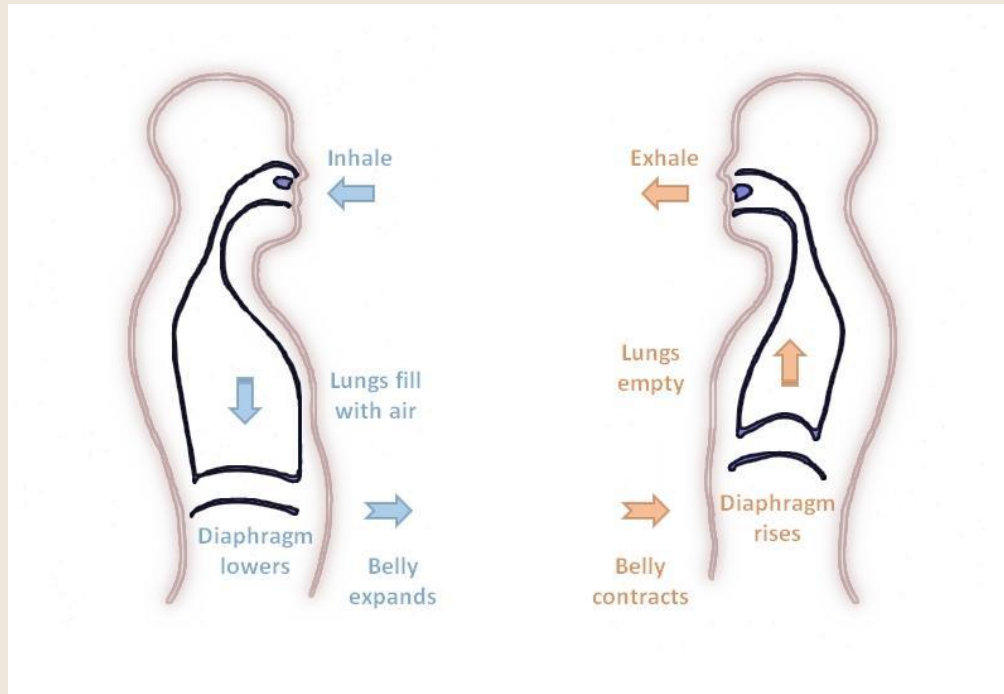
3-Good Things

**Mindfulness is awareness** (Niemiec, 2014).

MM

Monthly  
Newsletter

# Diaphragmatic Breathing



Diaphragmatic breathing engages the stomach fully and uses the abdominal muscles and diaphragm when breathing. This breathing process helps the lungs fill more efficiently, increasing blood oxygen into the lungs (Zou et al., 2017).

## Benefits:

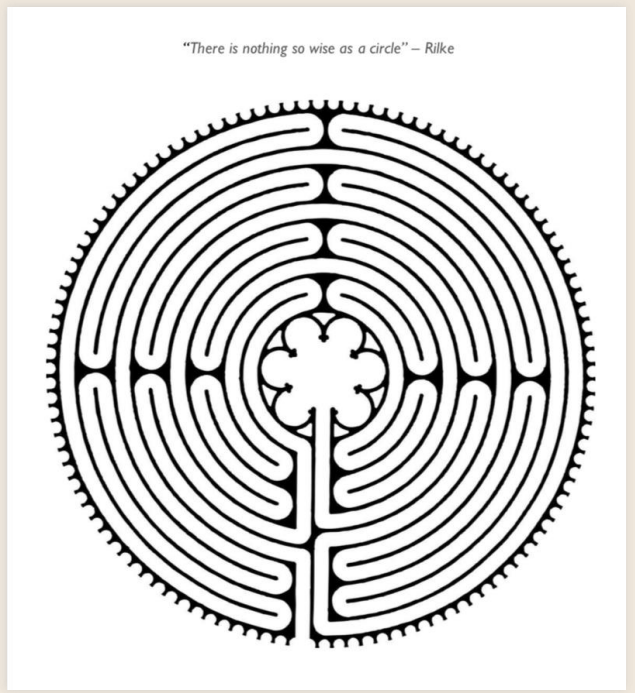
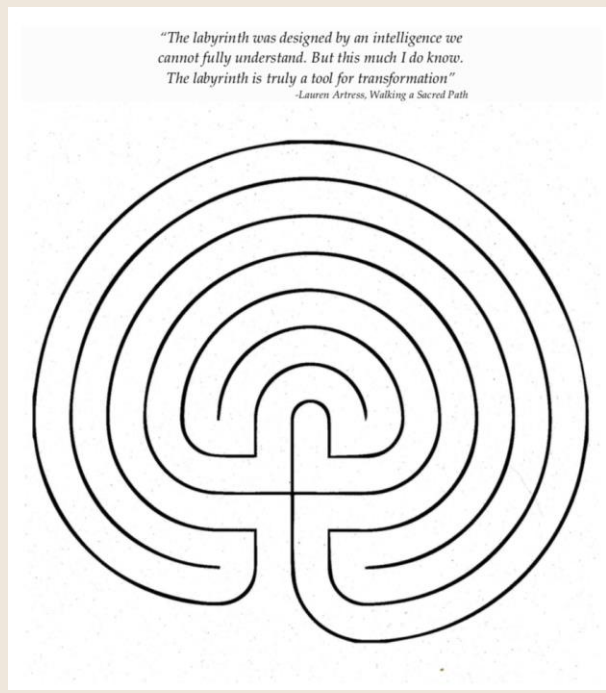
- Reduce stress
- Greater relaxation
- Calmness



# Finger Labyrinth

For additional meditative and mindfulness practice, try these finger labyrinth activities to increase focus, clarity, peace, and relaxation (Behman et al., 2018).

Simply trace and follow the 'path' with a finger or color marker.







# 3 Good Things

Counting one's blessings is one of the most widely researched interventions to boost gratitude and well-being (Seligman et al., 2005).

Simply reflect on your day and journal three good things. Also, why are you grateful for them and what role do you play in the experience?



# Appendix A4- December Resources



# Discover the Arts | December

A4


## Positive Humanities

How to alleviate burnout through a Positive Humanities based approach

December 2022 | Issue 04

# MONTHLY MINUTES

A Wellness Newsletter by Greenfield's Home and School Association



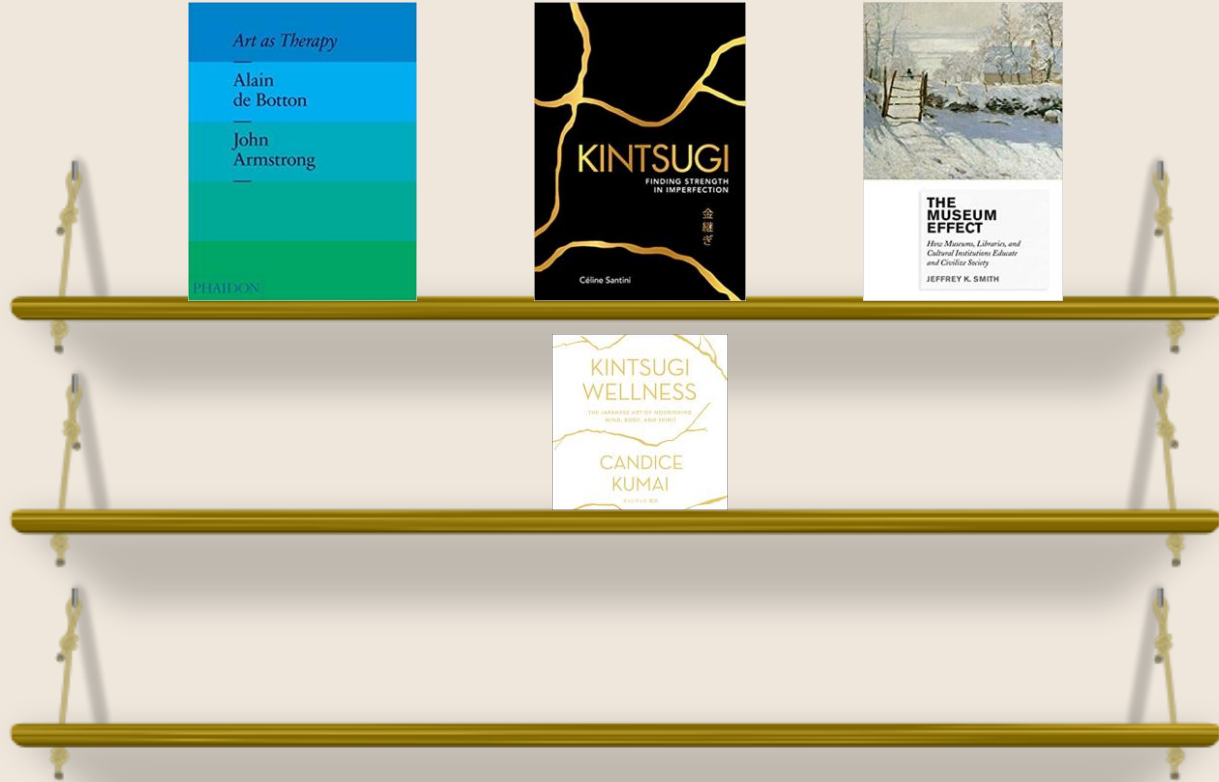
**POSITIVE PSYCHOLOGY Well-being Research**

### Positive Humanities

Cultivate well-being through cultural pursuits

The realm of Positive Humanities aims to integrate arts and culture into the science of well-being (Pawelski, 2022). Music's immediate effect on our emotional states (CooperSmith, 2019) makes it a prime candidate for stress-reduction interventions and potentially alleviate the emotional exhaustion associated with burnout. Music has long been used as a way to ease worry (de Witte et al., 2020). Stress is a critical factor that negatively affects our well-being. It is associated with physical and emotional problems, much like burnout. Higher levels of stress are associated with physical and emotional problems, much like burnout and correlated with higher levels of absenteeism at work (de Witte et al., 2020). As a result, a growing number of people are turning to non-pharmacological interventions (like music) to cope with stress.

Music decreases physiological arousal that is increased during stress - music listening, making music and singing have been linked to these decreases in physiological arousals as indicated by reduction in cortisol levels or decreases in heart rate and blood pressure. Neurobiology has identified these outcomes as distinct "stress biomarkers" (de Witte et al., 2020). Music is also related to the emotional aspect of stress - such as worry and anxiety. Research shows that the effects of music do not just decrease stress but evoke feelings of pleasure and happiness as well (de Witte et al., 2020).



A library of positive  
psychology resources:  
**POSITIVE HUMANITIES**



# Discovering the Arts | December

## Positive Humanities

How to alleviate burnout through a Positive Humanities approach

Immerse in Culture



Share with others: visual arts, music playlist, poetry.



Try something new: expressive writing, painting, music lessons, salsa dancing



Experience with others: attend a concert, visit the museum, take lessons with family



DECEMBER 2022							Discover the Arts
Positive Humanities							
MON	TUE	WED	THU	FRI	SAT	SUN	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		
POSITIVE PSYCHOLOGY INTERVENTION							

Understanding the concept

Strengthening connections at work

Personal application

Strengthening connections at home

How to alleviate burnout and promote well-being through a Positive Humanities approach

P

Positive  
Planner

# Discovering the Arts | December

## Positive Humanities



### Understand the Concept | Immerse in Culture

Reflect on the universal significance of the arts and humanities throughout cultures



### Building Connections at Work | Share a piece of personal art with others

Art here refers to any kind of positive humanities: painting, photograph, poetry, etc., and find someone you feel comfortable sharing it with



### Personal Application | Try something NEW

Engage with the arts in a way that is new and different to you. If you like art, try listening to music. Be intentional with the kind of art you use and how you want to benefit from it



### Building Connections at Home | Surround yourself with allies

Practice meditation and storytelling together

# Future Directions

## Additional Resources



A library of positive  
psychology resources:  
**APPRECIATIVE INQUIRY**







A library of positive  
psychology resources:  
**GENERAL POSITIVE  
PSYCHOLOGY**

# Greenfield's Secret Garden:

## Labyrinth: A Meditative Exercise

Labyrinth



### Stage 1: **RELEASE**

Begin walking from the outer ring entrance (concentric) and follow the path toward the center. Walk at your own pace.



### Stage 2: **RECEIVE**

Spend time in the 'quiet' center to focus, reflect, contemplate, listen, clear the mind, and be deep in your thoughts. Take your time.

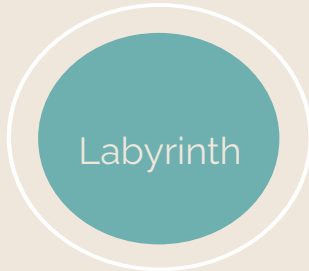


### Stage 3: **RETURN**

Walk back out of the labyrinth with a fresh mind and spirit, new knowledge, perspective, dreams, and peace.

# Labyrinth's Metaphor for Life

Actively moving forward, growing, and enjoying the journey.



Labyrinths in Philadelphia



Worldwide Labyrinth Locator



Labyrinth Society



**World Labyrinth Day**  
is the first Saturday in May  
(05/07/22)

# MONTHLY MINUTES

A Wellness Newsletter by Greenfield's  
Home and School Association



POSITIVE  
PSYCHOLOGY  
Well-being  
Research

## Character Strengths

Signature  
Strengths  
describe who we  
are at our best

Character strengths are a classification of positive traits that reflect the core of our identity (Peterson & Seligman, 2004). When expressed they lead to positive outcomes for ourselves and for others, thereby contributing to the collective good (Niemiec, 2019). Character strengths are cross-culturally recognized and accepted values making them a common language tool for practitioners in applying strength-based interventions (Peterson & Seligman, 2004).

Character strengths manifest in thoughts, feelings and behavior and they are stable across situations and time (Höfer et al., 2019). Even so, character strengths are malleable to purposefully designed interventions (Höfer et al., 2019).

Extensive research has been conducted in the field of character strengths and how they relate to the construct of well-being. Studies have found that all 24-character strengths are positively related to the five dimensions of the PERMA model of well-being (Wagner et al., 2018). Even the strengths that did not have a strong positive effect in the PERMA model were found to help in avoiding negative experiences (Wagner et al., 2018).

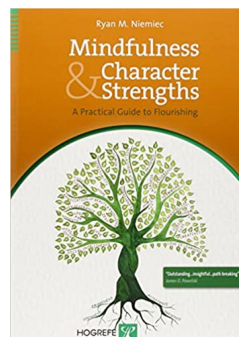
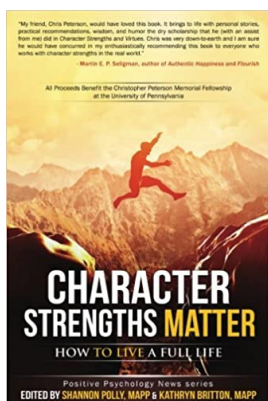
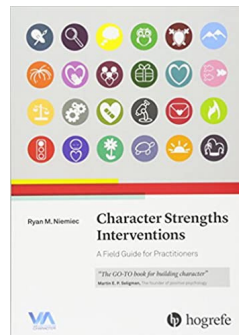
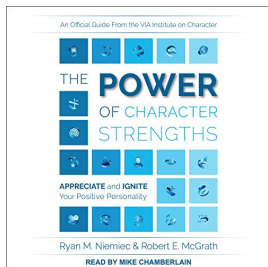
# Strengths & Well-Being SKILL PRACTICE Exercises

## WEEKLY FOCUS

- Understanding the Concept: Take the VIA Character Strengths Survey at [viacharacter.org](http://viacharacter.org)
- Strengthening Connections at Work: Secret Strengths Spotting
- Personal Application: Enhance a Lower Strength
- Strengthening Connections at Home: Side by Side

## RECOMMENDED BOOKS

- The Power of Character Strengths
- Character Strengths Interventions Skilled Practitioners
- Mindfulness & Character Strengths
- Character Strengths Matter: How to Live a Full Life



## Character Strengths

Character strengths also play a role in enabling thriving amidst adversity (Niemiec, 2019). Through the roles of buffering or protecting against certain difficulties, helping us to reappraise harsh circumstances through a growth mindset, or by aiding in building resilience, character strengths affect how we function during adverse and stressful events.

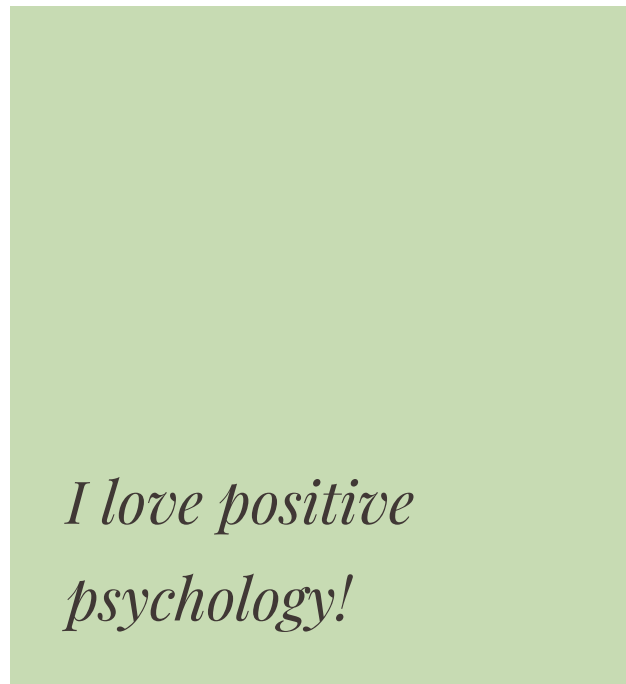
Enhancing a certain character strength can have a direct effect on a problem or it can act as a buffer against a problem by disrupting the process (Niemiec, 2020). This is how the buffering and resilience interplay and feed off one another. Reframing offers us unique solutions as we can learn to reappraise problems as an underuse of a character strength. One way of supporting resilience is reframing problems as a pathway to spark our core strengths.

Studies show that employees who reported using their character strengths frequently at work had higher levels of flourishing than employees who reported using their character strengths less frequently (Niemiec, 2019). This corresponds with studies showing that engaging in activities that align with our character strengths increases our learning curve, gives us more energy and a greater sense of accomplishment (Harzer, 2020).

These findings emphasize the role character strengths play in strength-based interventions for the development of enhancing well-being in positively related outcomes. Understanding which character strengths are important for educational settings will enable us to tailor strength-based interventions that can potentially lead to enhanced levels of well-being.



## Teacher Testimonials



*I love positive psychology!*

# Positive Planner

## SEPTEMBER 2022

### Start Strong

#### Character Strengths

MON	TUE	WED	THU	FRI	SAT	SUN
			1	2	3	4
5	6	7	8	9	10	11
<b>Take the VIA Character Strengths Survey</b>						
12	13	14	15	16	17	18
<b>Secret Strengths Spotting</b>						
19	20	21	22	23	24	25
<b>Express Strengths in New Way</b>						
26	27	28	29	30		
<b>Side by Side</b>						
POSITIVE PSYCHOLOGY INTERVENTION						

#### Micro-Interventions



##### Understand the Concept | Take the VIA

Spend the week recognizing how you relate to and express your signature strengths



##### Strengthening Connections at Work | Secret Strengths Spotting

Share your top strengths on your classroom door. Take a colleague aside to recognize and appreciate their strengths



##### Personal Application | Express Strengths in New Ways

Try new food (Curiosity), next time you feel nervous practice pausing and breathing for 10 counts (self-regulation)



##### Strengthening Connections at Home | Side by Side

Choose a family member and do something together — laugh, make a new recipe or share a meal. Make sure to notice and express what character strengths you see in them

# MONTHLY MINUTES

A Wellness Newsletter by Greenfield's  
Home and School Association



POSITIVE  
PSYCHOLOGY  
Well-being  
Research

**Resilience**

Building  
protective factors  
and thriving

The American Psychological Association (APA) defines *resilience* as the process of adapting well in the face of adversity, trauma, tragedy, threats, and even a significant amount of stress (American Psychological Association, 2022). Harvard University Psychologist-Author George Vaillant describes resilient individuals as resembling a twig with a fresh green core (Southwick & Charney, 2018). That is, it bends but does not break. Instead, it springs back and continues growing. Successful teachers adapt well and persist over time to life-changing, challenging, and often stressful situations, thanks in part to extraordinary levels of resilience. Their increasingly complex and burdensome workload and responsibilities are not limited to meeting academic goals but also cultivating social and emotional development in their students. Thus, higher levels of teacher resilience play a vital role in preventing burnout and attrition in schools (Kanga-Dick & O'Shaughnessy, 2020).

While individual factors may contribute to resilience, emerging evidence suggests that effective interventions that focus on contextual factors (environment) along with resilience competency programs have the potential to build an environment that is safe and collaborative for teachers and students to thrive (Kanga-Dick & O'Shaughnessy, 2020).

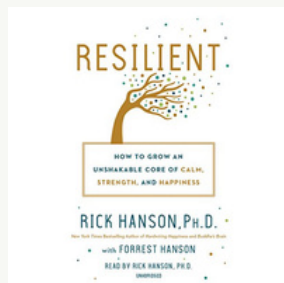
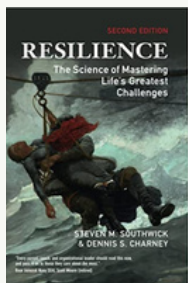
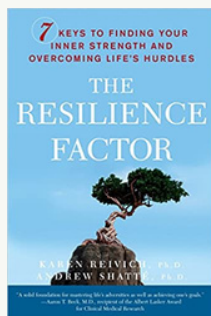
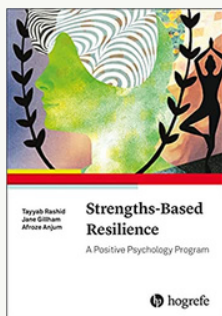
# Resilience and Well-Being SKILL PRACTICE Exercises

## WEEKLY FOCUS

- Understanding the Concept: Build ties that bind
- Strengthening Connections at Work: Invest effort in giving and receiving support, sharing resources, and networking
- Personal Application: Invest effort in social gatherings--volunteer, join a support group.
- Strengthening Connections at Home: Surround yourself with allies--practice meditation together, storytelling

## RECOMMENDED BOOKS

- Strengths-Based Resilience
- The Resilience Factor
- Resilience
- Resilient



**Resilience**

Notably, researchers found the most success in fostering teacher resilience by increasing social and behavioral support and building a positive school climate in addition to enhancing teachers' personal resources. Therefore, enhancing resilience not only protects teachers from burnout but is also vital for life satisfaction and well-being (Ainsworth & Oldfield, 2019).

For one, the practice of mindfulness supports and builds resilience in times of stress and for reducing or preventing burnout (Neumann & Tillott, 2021). Research shows that mindfulness provides tools to help teachers focus on the present, improve attention, self-awareness, and emotional regulation. Additionally, positive results from various mindfulness-based interventions further suggest a need for a shift in how educators approach professional development—a shift necessary to protect and sustain their valuable human capital, teachers (Schussler et al., 2018). Specifically, a professional development such as CARE (Cultivating Awareness and Resilience in Education) would instead focus on personal and environmental protective factors that equip teachers with the ability to adapt and meet the needs of their students (Schussler et al., 2018).

Second, studies suggest a need for *self-care* interventions to help participants identify and express their thoughts, feelings, and actions more effectively (McKay & Barton, 2018). Researchers explored how arts-based reflection could support teacher resilience and well-being. The case studies revealed that reflection enabled greater self-awareness and self-regulation and provided an extra protective layer of resilience. Additionally, consistent reflection exercises utilizing various modes to express meaning (for example, written reflection, timelining, rip and paste collage, photo-elicitation, and metaphor writing) enhanced teachers' resilience and well-being (McKay & Barton, 2018). Interestingly, reflection as a team enabled the teachers to bond, cooperate, and collectively develop solutions to improve their resilience and well-being. Instead of each trying to survive independently, their acts of collectivism may have reduced their risk for disengagement and burnout (McKay & Barton, 2018). Like the practice of mindfulness, arts-based reflection activities could be nurtured as part of their professional growth.

“

*I love positive psychology!*



# Positive Planner

## OCTOBER 2022

Own Our Challenges

### Resilience

	MON	TUE	WED	THU	FRI	SAT	SUN
						1	2
Understanding the concept	3	4	5	6	7	8	9
Strengthening connections at work	10	11	12	13	14	15	16
Personal application	17	18	19	20	21	22	23
Strengthening connections at home	24	25	26	27	28	29	30
	31	POSITIVE PSYCHOLOGY INTERVENTION					

## Micro-Interventions



**Understand the Concept|  
Build Ties that Bond**

Spend a little bit of time each day connecting with someone you feel close to – perhaps a mentor, an old friend, someone you seek for advice. Notice how these connections make you feel and change your behavior



**Building Connections at Work | Invest effort in giving and receiving support**

Pull a coworker aside, preferably someone you do not normally engage with often and share resources and network. Ask if they need help. Be willing to accept and receive help when you need it.



**Personal Application | Invest effort in social gatherings**

Volunteer at a local shelter, join or start a support group—whether it's new moms/ garden club/ book club, etc



**Building Connections at Home| Surround yourself with allies**

Practice meditation and storytelling together

# MONTHLY MINUTES

A Wellness Newsletter by Greenfield's  
Home and School Association



POSITIVE  
PSYCHOLOGY  
Well-being Research

## Mindfulness

Building  
connections by  
being present

Mindfulness can be described as purposefully, nonjudgmentally paying attention in the present moment (Kabat-Zinn, 2013). Therapies based on mindfulness--Mindfulness-Based Cognitive Therapy (MBCT), Mindfulness-Based Stress Reduction (MBSR), Dialectical and Behavior Therapy (DBT), and Acceptance and Commitment Therapy (ACT)—have been shown to reduce stress in a variety of populations. Zarate et al. (2019) investigated the effects of mindfulness-based interventions on teachers through a meta-analysis of 18 studies encompassing a total of 1,001 educators and found that mindfulness interventions had significant effects on well-being, including moderate effects in reducing stress and anxiety and small effects in reducing feelings of depression and burnout.

# MINDFULNESS & Well-Being SKILL PRACTICE Exercises

## WEEKLY FOCUS

- Understanding the Concept: Practice Diaphragmatic Breathing
- Strengthening Connections at Work: Openly Express Gratitude
- Personal Application: 3 Good Things
- Strengthening Connections at Home: Mindful Meals

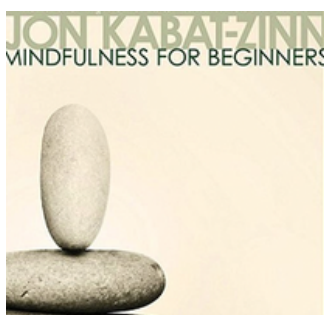
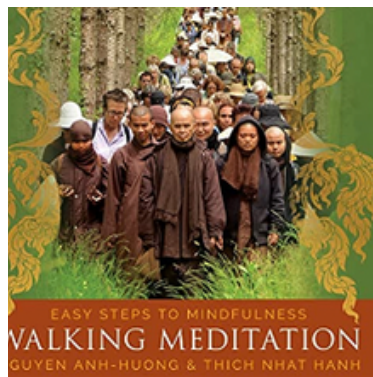
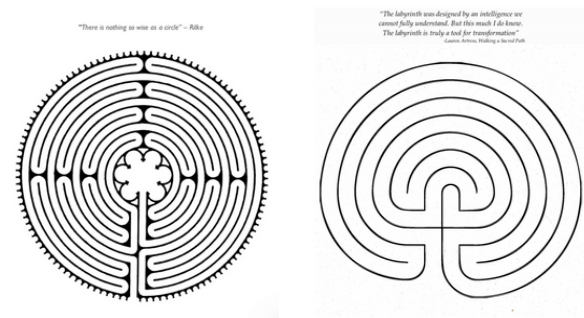
## RECOMMENDED BOOKS

- The Body Keeps the Score
- Easy Steps to Mindfulness: Walking Meditation
- Mindfulness for Beginners
- The Miracle of Mindfulness

## Mindfulness Practices

Diaphragmatic breathing, also known as “belly breathing,” engages the stomach fully and uses the abdominal muscles and diaphragm when breathing. This breathing process helps the lungs fill more efficiently, increasing blood oxygen into the lungs. Also known as ‘Voluntary slow breathing exercises (VSBs), researchers found that self-controlled breathing can help hypertension and coronary artery disease patients lower their resting heart rate and systolic and diastolic blood pressure (Zou et al., 2017). Although researchers reported overall positive effects (greater relaxation and calmness), further research of the duration of the effects is needed.

A finger labyrinth functions similarly to a walking labyrinth (see description below in the discussion of the Greenfield secret garden). One can use a paper labyrinth for additional meditative and mindfulness practice, increase focus, clarity, peace, and relaxation (Behman et al., 2018). Simply trace and follow the ‘path’ with a finger or color. See examples of sample finger labyrinths below:



**Mindfulness**

## Teacher Testimonials

*I love positive psychology!*

# Positive Planner

## NOVEMBER 2022

### Mindfulness

#### Know Ourselves

	MON	TUE	WED	THU	FRI	SAT	SUN
Understanding the concept		1	2	3	4	5	6
		<b>Practice Diaphragmatic Breathing</b>					
Building connections at work	7	8	9	10	11	12	13
		<b>Openly Express Gratitude</b>					
Personal application	14	15	16	17	18	19	20
		<b>3 Good Things</b>					
Strengthening connections at home	21	22	23	24	25	26	27
		<b>Mindful Meals</b>					
	28	29	30				
		<b>POSITIVE PSYCHOLOGY INTERVENTION</b>					

## Micro-Interventions



#### Understand the Concept | Practice Diaphragmatic breathing

Start each day with some controlled breathing. Let the air fill your lungs as you inhale and your stomach expands. Then slowly let it all out as you exhale. Repeat 5 times.



#### Building Connections at Work | Openly Express Gratitude

Pull a coworker aside and express your gratitude for something they did or do. Be specific and genuine. Research shows that expressions of gratitude benefit the giver just as much as the receiver.



#### Personal Application | 3 Good Things

Every night before bed, think of 3 good things that happened. Write them down. Reflect on why they happened.

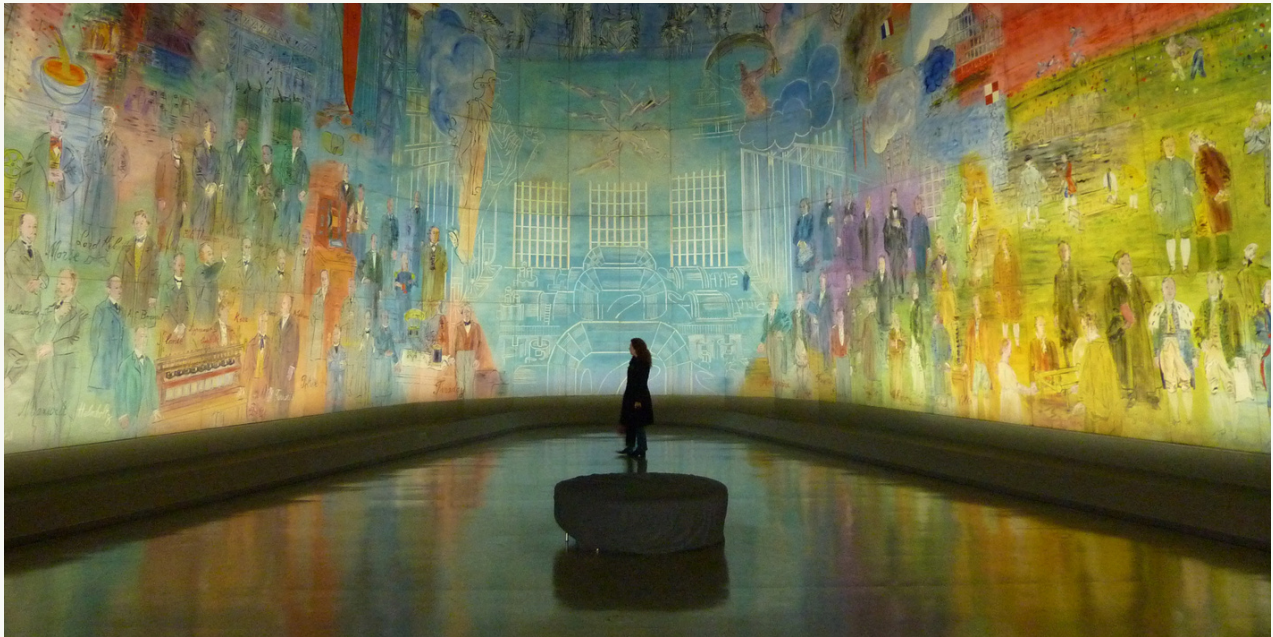


#### Building Connections at Home | Mindful Meals

Practice being present during meal times by appreciating all the work that went into making each meal, enjoying one another's company. Putting away electronic devices for dinner, taking small bites to practice

# MONTHLY MINUTES

A Wellness Newsletter by Greenfield's  
Home and School Association



POSITIVE  
PSYCHOLOGY  
Well-being  
Research

**Positive  
Humanities**

Cultivate well-  
being through  
cultural pursuits

The realm of Positive Humanities aims to integrate arts and culture into the science of well-being (Pawelski, 2022). Music's immediate effect on our emotional states (Coopersmith, 2019) makes it a prime candidate for stress-reduction interventions and potentially alleviate the emotional exhaustion associated with burnout. Music has long been used as a way to ease worry (de Witte et al., 2020). Stress is a critical factor that negatively affects our well-being. It is associated with physical and emotional problems, much like burnout. Higher levels of stress are associated with physical and emotional problems, much like burnout and correlated with higher levels of absenteeism at work (de Witte et al., 2020). As a result, a growing number of people are turning to non-pharmacological interventions (like music) to cope with stress.

Music decreases physiological arousal that is increased during stress - music listening, making music and singing have been linked to these decreases in physiological arousals as indicated by reduction in cortisol levels or decreases in heart rate and blood pressure. Neurobiology has identified these outcomes as distinct "stress biomarkers" (de Witte et al., 2020). Music is also related to the emotional aspect of stress - such as worry and anxiety. Research shows that the effects of music do not just decrease stress but evoke feelings of pleasure and happiness as well (de Witte et al., 2020).

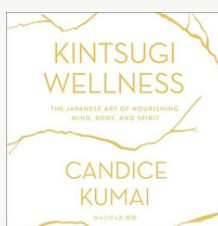
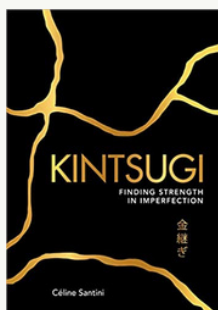
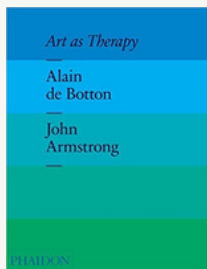
# Positive Humanities and Well-Being SKILL PRACTICE Exercises

## WEEKLY FOCUS

- Understanding the Concept: Immerse in Culture
- Strengthening Connections at Work: Share with Others
- Personal Application: Try Something New, Learn a New Skill
- Strengthening Connections at Home: Experience Culture with Others

## RECOMMENDED BOOKS

- Art as Therapy
- The Museum Effect
- Kintsugi
- Kintsugi Wellness



Music interventions are defined as purposefully designed activities aimed to decrease stress and enhance well-being with music listening/ making or singing as the central theme (de Witte et al., 2020). Studies exploring the difference between live and prerecorded music found that live music leads to greater stress-reduction (de Witte et al., 2020; Coopersmith (2019) suggests that sharing a musical experience with others enhances one's emotional experiences, feelings of bonding and may open the door for relationships. Studies show that being in the presence of others increases the stress-reducing effects of music (Linnemann et al., 2017) by increasing emotional well-being and increasing feelings of social cohesion (de Witte et al., 2020).

Viewing art can have significant impact on well-being through many paths, seven of which are articulated by de Botton and Armstrong (2013): 1) Art can help us protect the collective memory, preserving our collective insights, 2) it can remind us of the good things in life, 3) it can remind us of the appropriate place for sorrow in a good life, 4) it can help us keep in mind the positive in life so we are not overwhelmed by the negative, 5) it can help us understand who we are, 6) it can help us understand other cultures so that we can enrich our lives with the wisdom of others, and 7) it can help us become more sensitive and discover solutions to life problems from the wisdom of other ages. The authors suggest that through these mechanisms art can help us connect with our psychological frailties and discover what will help us with our lives. In short, art leads to greater well-being.

Arts-based reflective practices may improve teacher resilience and wellbeing (McKay & Barton, 2018). In this report of three separate case studies, researchers took a close look at the impact of a two-year arts-based reflective practices program on three Australian secondary school teachers. The program included two sessions of photo elicitation—still images randomly selected by the researchers, one of which is chosen by the participant for further written response to reflection questions. The researchers found that an arts-based reflective practice can help teachers become aware of internal and external resources that improve their resilience and well-being. While this is a small-scale study which includes only three inexperienced teachers from a disadvantaged, rural Australian school, it does indicate a possible benefit of an art therapy program for teachers who may be challenged with stress and burnout

“

*I love positive psychology!*

# Positive Planner

## DECEMBER 2022

Positive Humanities

### Discovering December

	MON	TUE	WED	THU	FRI	SAT	SUN
				1	2	3	4
Understanding the concept	5	6	7	8	9	10	11
Strengthening connections at work	12	13	14	15	16	17	18
Personal application	19	20	21	22	23	24	25
Strengthening connections at home	26	27	28	29	30	31	
	POSITIVE PSYCHOLOGY INTERVENTION						

## Micro-Interventions



Understand the Concept | Immerse in Culture

Reflect on the universal significance of the arts and humanities throughout cultures



Building Connections at Work | Share a piece of personal art with others

Art here refers to any kind of positive humanities: painting, photograph, poetry, etc., and find someone you feel comfortable sharing it with



Personal Application | Try something NEW

Engage with the arts in a way that is new and different to you. If you like art, try listening to music. Be intentional with the kind of art you use and how you want to benefit from it



Building Connections at Home | Surround yourself with allies

Practice meditation and storytelling together

## Appendix C

### POSITIVE PSYCHOLOGY BOOK LINKS

#### CHARACTER STRENGTHS

[https://www.amazon.com/Character-Strengths-Interventions-Field-Practitioners/dp/0889374929/ref=sr\\_1\\_3?crid=2LJ85L2W59RBA&keywords=character+strengths+books&qid=1649621765&srefix=character+strengths+books%2Caps%2C100&sr=8-3](https://www.amazon.com/Character-Strengths-Interventions-Field-Practitioners/dp/0889374929/ref=sr_1_3?crid=2LJ85L2W59RBA&keywords=character+strengths+books&qid=1649621765&srefix=character+strengths+books%2Caps%2C100&sr=8-3)

[https://www.amazon.com/Power-Character-Strengths-Appreciate-Personality/dp/0578434296/ref=tmm\\_pap\\_swatch\\_0?encoding=UTF8&qid=1649621791&sr=8-4](https://www.amazon.com/Power-Character-Strengths-Appreciate-Personality/dp/0578434296/ref=tmm_pap_swatch_0?encoding=UTF8&qid=1649621791&sr=8-4)

[https://www.amazon.com/Mindfulness-Character-Strengths-Practical-Flourishing/dp/0889373760/ref=sr\\_1\\_6?crid=2LJ85L2W59RBA&keywords=character+strengths+books&qid=1649621791&srefix=character+strengths+books%2Caps%2C100&sr=8-6](https://www.amazon.com/Mindfulness-Character-Strengths-Practical-Flourishing/dp/0889373760/ref=sr_1_6?crid=2LJ85L2W59RBA&keywords=character+strengths+books&qid=1649621791&srefix=character+strengths+books%2Caps%2C100&sr=8-6)

[https://www.amazon.com/Strengths-Based-Workbook-Stress-Relief-Character/dp/1684032806/ref=sr\\_1\\_12?crid=2LJ85L2W59RBA&keywords=character+strengths+books&qid=1649621791&srefix=character+strengths+books%2Caps%2C100&sr=8-12](https://www.amazon.com/Strengths-Based-Workbook-Stress-Relief-Character/dp/1684032806/ref=sr_1_12?crid=2LJ85L2W59RBA&keywords=character+strengths+books&qid=1649621791&srefix=character+strengths+books%2Caps%2C100&sr=8-12)

[https://www.amazon.com/Positive-Psychology-Movies-Character-Strengths/dp/0889374430/ref=sr\\_1\\_54?crid=2BUY37MZOAGMY&keywords=positive+psychology&qid=1649630359&srefix=positive+psychology%2Caps%2C91&sr=8-54](https://www.amazon.com/Positive-Psychology-Movies-Character-Strengths/dp/0889374430/ref=sr_1_54?crid=2BUY37MZOAGMY&keywords=positive+psychology&qid=1649630359&srefix=positive+psychology%2Caps%2C91&sr=8-54)

[https://www.amazon.com/Character-Strengths-Matter-Positive-Psychology/dp/0692465642/ref=sr\\_1\\_5?crid=FC8JPLTXH7CP&keywords=character+strengths&qid=1650063883&srefix=character+strengths%2Caps%2C111&sr=8-5](https://www.amazon.com/Character-Strengths-Matter-Positive-Psychology/dp/0692465642/ref=sr_1_5?crid=FC8JPLTXH7CP&keywords=character+strengths&qid=1650063883&srefix=character+strengths%2Caps%2C111&sr=8-5)

#### RESILIENCE

[https://www.amazon.com/Resilience-Science-Mastering-Greatest-Challenges/dp/1108441661/ref=sr\\_1\\_6?crid=3M09W9OWUA73T&keywords=resilience&qid=1649630474&srefix=resilience%2Caps%2C94&sr=8-6](https://www.amazon.com/Resilience-Science-Mastering-Greatest-Challenges/dp/1108441661/ref=sr_1_6?crid=3M09W9OWUA73T&keywords=resilience&qid=1649630474&srefix=resilience%2Caps%2C94&sr=8-6)

[https://www.amazon.com/Option-Adversity-Building-Resilience-Finding/dp/1524732680/ref=tmm\\_hrd\\_swatch\\_0?encoding=UTF8&qid=1649631077&sr=8-32](https://www.amazon.com/Option-Adversity-Building-Resilience-Finding/dp/1524732680/ref=tmm_hrd_swatch_0?encoding=UTF8&qid=1649631077&sr=8-32)



[https://www.amazon.com/Strengths-Based-Resilience-Positive-Psychology-Program/dp/088937564X/ref=sr\\_1\\_1?crid=1YCPC3STBNIE9&keywords=strengths+based+resilience&qid=1649631538&srefix=strengths+based+resilience%2Caps%2C83&sr=8-1](https://www.amazon.com/Strengths-Based-Resilience-Positive-Psychology-Program/dp/088937564X/ref=sr_1_1?crid=1YCPC3STBNIE9&keywords=strengths+based+resilience&qid=1649631538&srefix=strengths+based+resilience%2Caps%2C83&sr=8-1)

[https://www.amazon.com/Resilience-Factor-Finding-Strength-Overcoming/dp/0767911911/ref=sr\\_1\\_1?keywords=resilience+factor+karen+reivich&qid=1651896223&srefix=resilience+fac%2Caps%2C91&sr=8-1](https://www.amazon.com/Resilience-Factor-Finding-Strength-Overcoming/dp/0767911911/ref=sr_1_1?keywords=resilience+factor+karen+reivich&qid=1651896223&srefix=resilience+fac%2Caps%2C91&sr=8-1)

[https://www.amazon.com/Resilient-Grow-Unshakable-Strength-Happiness/dp/0451498844/ref=tm\\_hrd\\_swatch\\_0?\\_encoding=UTF8&qid=1651895616&sr=8-24](https://www.amazon.com/Resilient-Grow-Unshakable-Strength-Happiness/dp/0451498844/ref=tm_hrd_swatch_0?_encoding=UTF8&qid=1651895616&sr=8-24)

## **MINDFULNESS**

[https://www.amazon.com/Real-Happiness-10th-Anniversary-Meditation/dp/1523510129/ref=tm\\_pap\\_swatch\\_0?\\_encoding=UTF8&qid=1649622401&sr=8-1](https://www.amazon.com/Real-Happiness-10th-Anniversary-Meditation/dp/1523510129/ref=tm_pap_swatch_0?_encoding=UTF8&qid=1649622401&sr=8-1)

[https://www.amazon.com/Miracle-Mindfulness-Introduction-Practice-Meditation/dp/0807012394/ref=sr\\_1\\_1?keywords=the+miracle+of+mindfulness+thich+nhat+hanh&qid=1649855232&s=books&srefix=miracle+of+mindfulness%2Cstripbooks%2C108&sr=1-1](https://www.amazon.com/Miracle-Mindfulness-Introduction-Practice-Meditation/dp/0807012394/ref=sr_1_1?keywords=the+miracle+of+mindfulness+thich+nhat+hanh&qid=1649855232&s=books&srefix=miracle+of+mindfulness%2Cstripbooks%2C108&sr=1-1)

[https://www.amazon.com/Mindfulness-for-Beginners-audiobook/dp/B000GB7EHU/ref=sr\\_1\\_1?keywords=mindfulness+for+beginners+jon+kabat-zinn&qid=1649622692&srefix=Mindfulness+for+Beginners+jon+%2Caps%2C80&sr=8-1](https://www.amazon.com/Mindfulness-for-Beginners-audiobook/dp/B000GB7EHU/ref=sr_1_1?keywords=mindfulness+for+beginners+jon+kabat-zinn&qid=1649622692&srefix=Mindfulness+for+Beginners+jon+%2Caps%2C80&sr=8-1)

[https://www.amazon.com/Wherever-You-There-Are-Mindfulness-ebook/dp/B0037B6QSY/ref=tm\\_kin\\_swatch\\_0?\\_encoding=UTF8&qid=1649622731&sr=8-4](https://www.amazon.com/Wherever-You-There-Are-Mindfulness-ebook/dp/B0037B6QSY/ref=tm_kin_swatch_0?_encoding=UTF8&qid=1649622731&sr=8-4)

[https://www.amazon.com/Full-Catastrophe-Living-Revised-Illness/dp/0345536932/ref=monarch\\_sidesheet](https://www.amazon.com/Full-Catastrophe-Living-Revised-Illness/dp/0345536932/ref=monarch_sidesheet)

[https://www.amazon.com/Being-Peace-Thich-Nhat-Hanh/dp/188837540X/ref=sr\\_1\\_1?crid=23M5E7JIMLBJF&keywords=being+peace&qid=1649855491&s=books&srefix=being+peace%2Cstripbooks%2C98&sr=1-1](https://www.amazon.com/Being-Peace-Thich-Nhat-Hanh/dp/188837540X/ref=sr_1_1?crid=23M5E7JIMLBJF&keywords=being+peace&qid=1649855491&s=books&srefix=being+peace%2Cstripbooks%2C98&sr=1-1)

[https://www.amazon.com/Full-Catastrophe-Living-Kabat-Zinn/dp/B007CGVD6K/ref=monarch\\_sidesheet](https://www.amazon.com/Full-Catastrophe-Living-Kabat-Zinn/dp/B007CGVD6K/ref=monarch_sidesheet)

[https://www.amazon.com/Walking-Meditation-Easy-Steps-Mindfulness/dp/1683642740/ref=sr\\_1\\_3?crid=327RLQA0A818S&keywords=walking+meditation+mindfulness&qid=1649622923&prefix=walking+meditation+mindfulness%2Caps%2C64&sr=8-3](https://www.amazon.com/Walking-Meditation-Easy-Steps-Mindfulness/dp/1683642740/ref=sr_1_3?crid=327RLQA0A818S&keywords=walking+meditation+mindfulness&qid=1649622923&prefix=walking+meditation+mindfulness%2Caps%2C64&sr=8-3)

[https://www.amazon.com/Body-Keeps-Score-Healing-Trauma/dp/0670785938/ref=tmm\\_hrd\\_swatch\\_0?\\_encoding=UTF8&qid=1649623100&sr=8-11](https://www.amazon.com/Body-Keeps-Score-Healing-Trauma/dp/0670785938/ref=tmm_hrd_swatch_0?_encoding=UTF8&qid=1649623100&sr=8-11)

[https://www.amazon.com/Rewire-Your-Mind-Discover-mindfulness/dp/1783252936/ref=sr\\_1\\_16?crid=1H392WE3MCR82&keywords=shapiro+mindfulness&qid=1649623100&prefix=shapiro+mindfulness%2Caps%2C64&sr=8-16](https://www.amazon.com/Rewire-Your-Mind-Discover-mindfulness/dp/1783252936/ref=sr_1_16?crid=1H392WE3MCR82&keywords=shapiro+mindfulness&qid=1649623100&prefix=shapiro+mindfulness%2Caps%2C64&sr=8-16)

## **POSITIVE HUMANITIES**

[https://www.amazon.com/Therapy-Botton-Armstrong-October-Hardcover/dp/B015QKWY4I/ref=sr\\_1\\_4?crid=32C541A7WDL5&keywords=art+as+therapy&qid=1649631416&prefix=art+as+therapy%2Caps%2C100&sr=8-4](https://www.amazon.com/Therapy-Botton-Armstrong-October-Hardcover/dp/B015QKWY4I/ref=sr_1_4?crid=32C541A7WDL5&keywords=art+as+therapy&qid=1649631416&prefix=art+as+therapy%2Caps%2C100&sr=8-4)

[https://www.amazon.com/Museum-Effect-Libraries-Cultural-Institutions/dp/0759122954/ref=sr\\_1\\_2?crid=1Y3SJ7NBSHUIT&keywords=museum+effect&qid=1649631586&prefix=museum+effect%2Caps%2C75&sr=8-2](https://www.amazon.com/Museum-Effect-Libraries-Cultural-Institutions/dp/0759122954/ref=sr_1_2?crid=1Y3SJ7NBSHUIT&keywords=museum+effect&qid=1649631586&prefix=museum+effect%2Caps%2C75&sr=8-2)

[https://www.amazon.com/Kintsugi-Strength-Imperfection-C%3%A9line-SANTINI/dp/1449497306/ref=sr\\_1\\_2?crid=32B9AQDDPWZUM&keywords=kintsugi+book&qid=1651896031&prefix=kintsu%2Caps%2C94&sr=8-2](https://www.amazon.com/Kintsugi-Strength-Imperfection-C%3%A9line-SANTINI/dp/1449497306/ref=sr_1_2?crid=32B9AQDDPWZUM&keywords=kintsugi+book&qid=1651896031&prefix=kintsu%2Caps%2C94&sr=8-2)

[https://www.amazon.com/Kintsugi-Wellness-Japanese-Nourishing-Spirit/dp/0062669850/ref=tmm\\_hrd\\_swatch\\_0?\\_encoding=UTF8&qid=1651896031&sr=8-5](https://www.amazon.com/Kintsugi-Wellness-Japanese-Nourishing-Spirit/dp/0062669850/ref=tmm_hrd_swatch_0?_encoding=UTF8&qid=1651896031&sr=8-5)

## **GENERAL POSITIVE PSYCHOLOGY**

[https://www.amazon.com/Flow-Psychology-Experience-Perennial-Classics/dp/0061339202/ref=sr\\_1\\_40?crid=2BUY37MZQAGMY&keywords=positive+psychology&qid=1649630262&prefix=positive+psychology%2Caps%2C91&sr=8-40](https://www.amazon.com/Flow-Psychology-Experience-Perennial-Classics/dp/0061339202/ref=sr_1_40?crid=2BUY37MZQAGMY&keywords=positive+psychology&qid=1649630262&prefix=positive+psychology%2Caps%2C91&sr=8-40)

[https://www.amazon.com/The-How-of-Happiness-audiobook/dp/B001QVHQZO/ref=sr\\_1\\_1?crid=3A3QVOCDOZEBT&keywords=how+of+happiness&qid=1649632293&prefix=how+of+happiness%2Caps%2C85&sr=8-1](https://www.amazon.com/The-How-of-Happiness-audiobook/dp/B001QVHQZO/ref=sr_1_1?crid=3A3QVOCDOZEBT&keywords=how+of+happiness&qid=1649632293&prefix=how+of+happiness%2Caps%2C85&sr=8-1)

[https://www.amazon.com/Positivity-Top-Notch-Research-Reveals-Upward/dp/0307393747/ref=sr\\_1\\_5?crid=3VJETB6OX82DI&keywords=positivity&qid=1649632339&srefix=positivity%2Caps%2C92&sr=8-5](https://www.amazon.com/Positivity-Top-Notch-Research-Reveals-Upward/dp/0307393747/ref=sr_1_5?crid=3VJETB6OX82DI&keywords=positivity&qid=1649632339&srefix=positivity%2Caps%2C92&sr=8-5)

[https://www.amazon.com/Flourish-Visionary-Understanding-Happiness-Well-being/dp/1439190755/ref=tmm\\_hrd\\_swatch\\_0?\\_encoding=UTF8&qid=1651896792&sr=8-5](https://www.amazon.com/Flourish-Visionary-Understanding-Happiness-Well-being/dp/1439190755/ref=tmm_hrd_swatch_0?_encoding=UTF8&qid=1651896792&sr=8-5)

[https://www.amazon.com/Hope-Circuit-Psychologists-Helplessness-Optimism/dp/1610398734/ref=tmm\\_hrd\\_swatch\\_0?\\_encoding=UTF8&qid=1651895616&sr=8-7](https://www.amazon.com/Hope-Circuit-Psychologists-Helplessness-Optimism/dp/1610398734/ref=tmm_hrd_swatch_0?_encoding=UTF8&qid=1651895616&sr=8-7)

## **APPRECIATIVE INQUIRY**

[https://www.amazon.com/Power-Appreciative-Inquiry-Practical-Positive/dp/1605093289/ref=tmm\\_pap\\_swatch\\_0?\\_encoding=UTF8&qid=1651896979&sr=8-5](https://www.amazon.com/Power-Appreciative-Inquiry-Practical-Positive/dp/1605093289/ref=tmm_pap_swatch_0?_encoding=UTF8&qid=1651896979&sr=8-5)

[https://www.amazon.com/Appreciative-Inquiry-Summit-Practitioners-Large-Group/dp/1576752488/ref=sr\\_1\\_11?crid=1CT63SE6RG8JA&keywords=Appreciative+inquiry&qid=1649631676&srefix=appreciative+inquiry%2Caps%2C73&sr=8-11](https://www.amazon.com/Appreciative-Inquiry-Summit-Practitioners-Large-Group/dp/1576752488/ref=sr_1_11?crid=1CT63SE6RG8JA&keywords=Appreciative+inquiry&qid=1649631676&srefix=appreciative+inquiry%2Caps%2C73&sr=8-11)

[https://www.amazon.com/Appreciative-Inquiry-Positive-Revolution-Change/dp/1576753565/ref=sr\\_1\\_1?keywords=appreciative+inquiry&qid=1651896936&srefix=appreciative+in%2Caps%2C98&sr=8-1](https://www.amazon.com/Appreciative-Inquiry-Positive-Revolution-Change/dp/1576753565/ref=sr_1_1?keywords=appreciative+inquiry&qid=1651896936&srefix=appreciative+in%2Caps%2C98&sr=8-1)

[https://www.amazon.com/Conversations-Worth-Having-Second-Appreciative/dp/1523000104/ref=tmm\\_pap\\_swatch\\_0?\\_encoding=UTF8&qid=1651896979&sr=8-8](https://www.amazon.com/Conversations-Worth-Having-Second-Appreciative/dp/1523000104/ref=tmm_pap_swatch_0?_encoding=UTF8&qid=1651896979&sr=8-8)

# POSITIVE ACTION PLAN TIMELINE

## ALBERT M. GREENFIELD HSA WELL-BEING ACTION PLAN TIMELINE

### MAY

#### MAY 24th

- Present GreenTeam presentation to HSA board
- Assemble committee to execute Action Plan
  - Mission Statement
  - Burnout Survey

### JUNE

#### June 5th

- Administer burnout survey before the end of the school year
- Next HSA Meeting
- Action Plan Committee present results of the burnout survey with steps to move forward

### JULY

### AUGUST

- Action Plan committee to consult with teachers/staff/ parents over potential design for Teachers' Lounge
- Present design for Teachers' Lounge renovation at first HSA meeting

### SEPTEMBER

- Administer first Monthly Minutes Newsletter + Positive Planner

### OCTOBER

- October Monthly Minutes Newsletter + Positive Planner

### NOVEMBER

- November Monthly Minutes Newsletter + Positive Planner

### DECEMBER

- December Monthly Minutes Newsletter + Positive Planner

## The Maslach Burnout Inventory

How do you perceive your work? Are you exhausted? How capable are you of shaping your relationship to others? To what degree are you personally fulfilled?

Indicate how frequently the following statements apply to you and add the points indicated on top of the respective box:

- 0 = Never
- 1 = At least a few times a year
- 2 = At least once a month
- 3 = Several times a month
- 4 = Once a week
- 5 = Several times a week
- 6 = Every day

	Never ↓                      Every day ↓						
	0	1	2	3	4	5	6
01 - I feel emotionally exhausted because of my work							
02 - I feel worn out at the end of a working day							
03 - I feel tired as soon as I get up in the morning and see a new working day stretched out in front of me							
04 - I can easily understand the actions of my colleagues/supervisors							
05 - I get the feeling that I treat some clients/colleagues impersonally, as if they were objects							
06 - Working with people the whole day is stressful for me							
07 - I deal with other people's problems successfully							
08 - I feel burned out because of my work							
09 - I feel that I influence other people positively through my work							
10 - I have become more callous to people since I have started doing this job							
11 - I'm afraid that my work makes me emotionally harder							
12 - I feel full of energy							
13 - I feel frustrated by my work							
14 - I get the feeling that I work too hard							
15 - I'm not really interested in what is going on with many of my colleagues							
16 - Being in direct contact with people at work is too stressful							
17 - I find it easy to build a relaxed atmosphere in my working environment							
18 - I feel stimulated when I been working closely with my colleagues							
19 - I have achieved many rewarding objectives in my work							
20 - I feel as if I'm at my wits' end							
21 - In my work I am very relaxed when dealing with emotional problems							
22 - I have the feeling that my colleagues blame me for some of their problems							

## Overall score for occupational exhaustion (EE)

Add together the answers to questions 01. 02. 03. 06. 08. 13. 14. 16. 20

Occupational exhaustion	EE < 17	EE 18 - 29	EE > 30
	Low degree	Moderate degree	High degree

## Overall score for depersonalisation / loss of empathy (DP)

Add together the answers to questions 05. 10. 11. 15. 22

Depersonalisation	DP < 5	DP 6 - 11	DP > 12
	Low degree	Moderate degree	High degree

## Overall score personal accomplishment assessment (PA)

Add together the answers to questions 04. 07. 09. 12. 17. 18. 19. 21.

Personal accomplishment assessment	PA < 33	PA 34 - 39	PA > 40
	Low degree	Moderate degree	High degree

## Degree of burnout

Beware if the totals of your EE and DP answers are both in the red area, and above all if your personal accomplishment assessment is also in the red!!!

EE	Occupational exhaustion (burnout) is typically connected to a relationship with work that is perceived as difficult, tiring, stressful... Maslach sees this as different from depression, as it is likely that the symptoms of burnout would be reduced during holidays.
DP	Depersonalisation or loss of empathy is characterised by a loss of regard for others (clients, colleagues...), and by keeping a greater emotional distance, which is expressed through cynical, derogatory remarks, and even callousness.
PA	The personal accomplishment assessment is a feeling that acts as a “safety valve” and contributes to bringing about a balance if occupational exhaustion and depersonalisation occur. It ensures fulfilment in the workplace and a positive view of professional achievements.

## Appendix F

### Educator WELL-BEING Survey

#### Teacher and staff voices matter.

Your feedback is vital and valuable to help the HSA support your professional and personal well-being needs. These critical data can help us prioritize support to teachers and staff and create a more conducive, positive, and thriving working environment.

#### Likert Scale

- 1 Never
- 2 Rarely
- 3 Sometimes
- 4 Most of the time
- 5 Always

		1	2	3	4	5
1	How connected do you feel to other educators and staff in your school?					
2	How much do you matter to others at your school?					
3	Overall, do you feel you matter at your school?					
4	How valuable are the professional development opportunities offered by your school?					
5	How knowledgeable are school leaders about what's going on in teachers' classrooms?					
6	Overall, how supportive has the school been of your growth as a teacher?					
7	How <i>positive</i> (mental outlook) are your colleagues?					
8	Overall, how positive is the working environment at your school?					

#### Likert Scale

- 1 Never
- 2 Rarely
- 3 Sometimes
- 4 Neutral
- 5 Most of the time
- 6 All the time

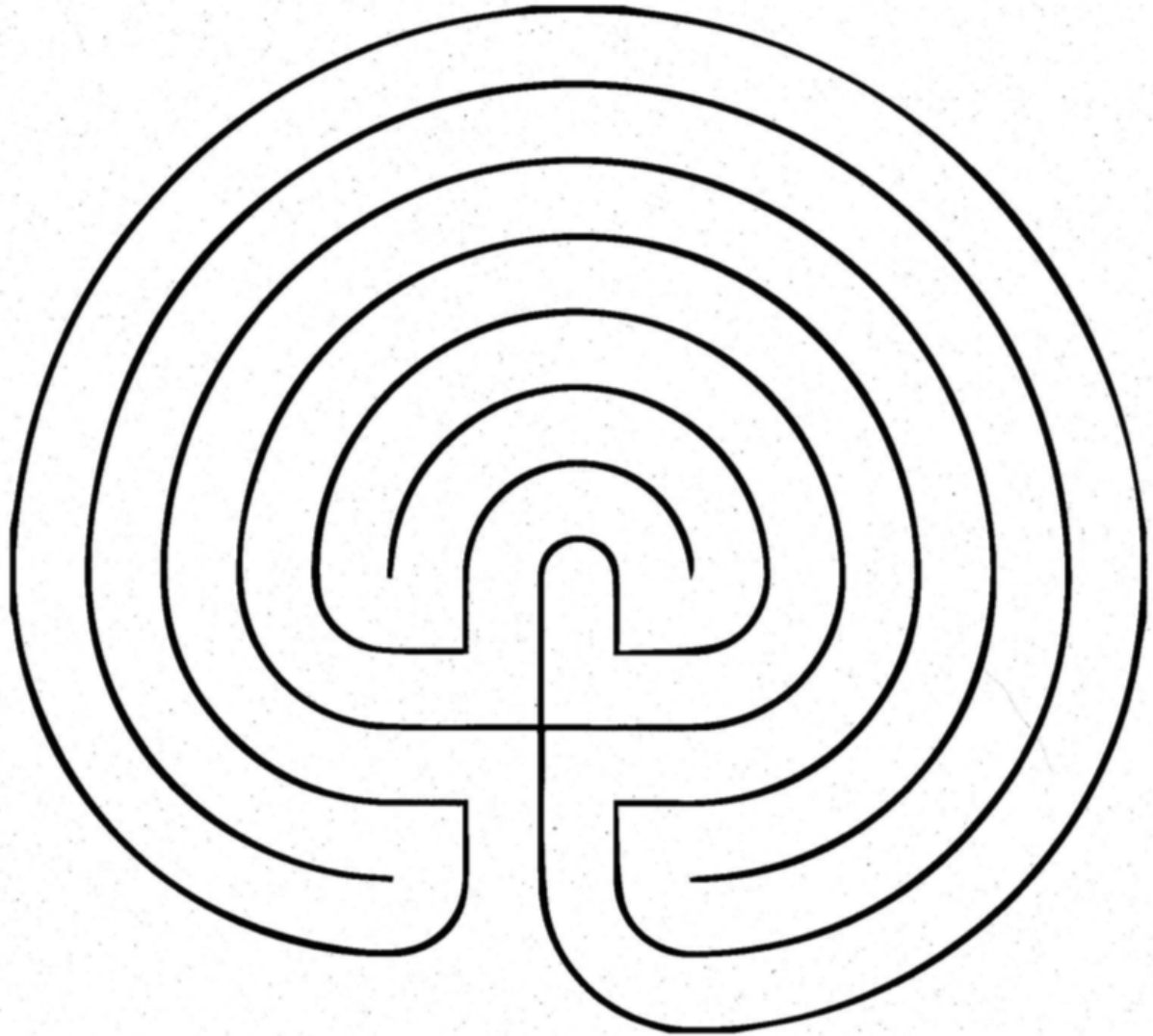
<b>In the past month-</b>		1	2	3	4	5	6
1	How often did you feel engaged at work?						
2	How often did you feel excited at work?						
3	How often did you feel happy at work?						
4	How often did you feel hopeful at work?						
5	How often did you feel safe and supported at work?						

#### Free Response

- 1 What are you passionate about in your profession?
- 2 If you could change one thing about working at your school, what would it be?
- 3 If you could change one thing about your school environment that would improve your well-being, what would it be?
- 4 What are the most positive aspects of working at Greenfield?
- 5 What is one thing that would help you connect more with others at school?
- 6 Do you feel you need to connect more with others?

*"The labyrinth was designed by an intelligence we cannot fully understand. But this much I do know. The labyrinth is truly a tool for transformation"*

*-Lauren Artress, Walking a Sacred Path*





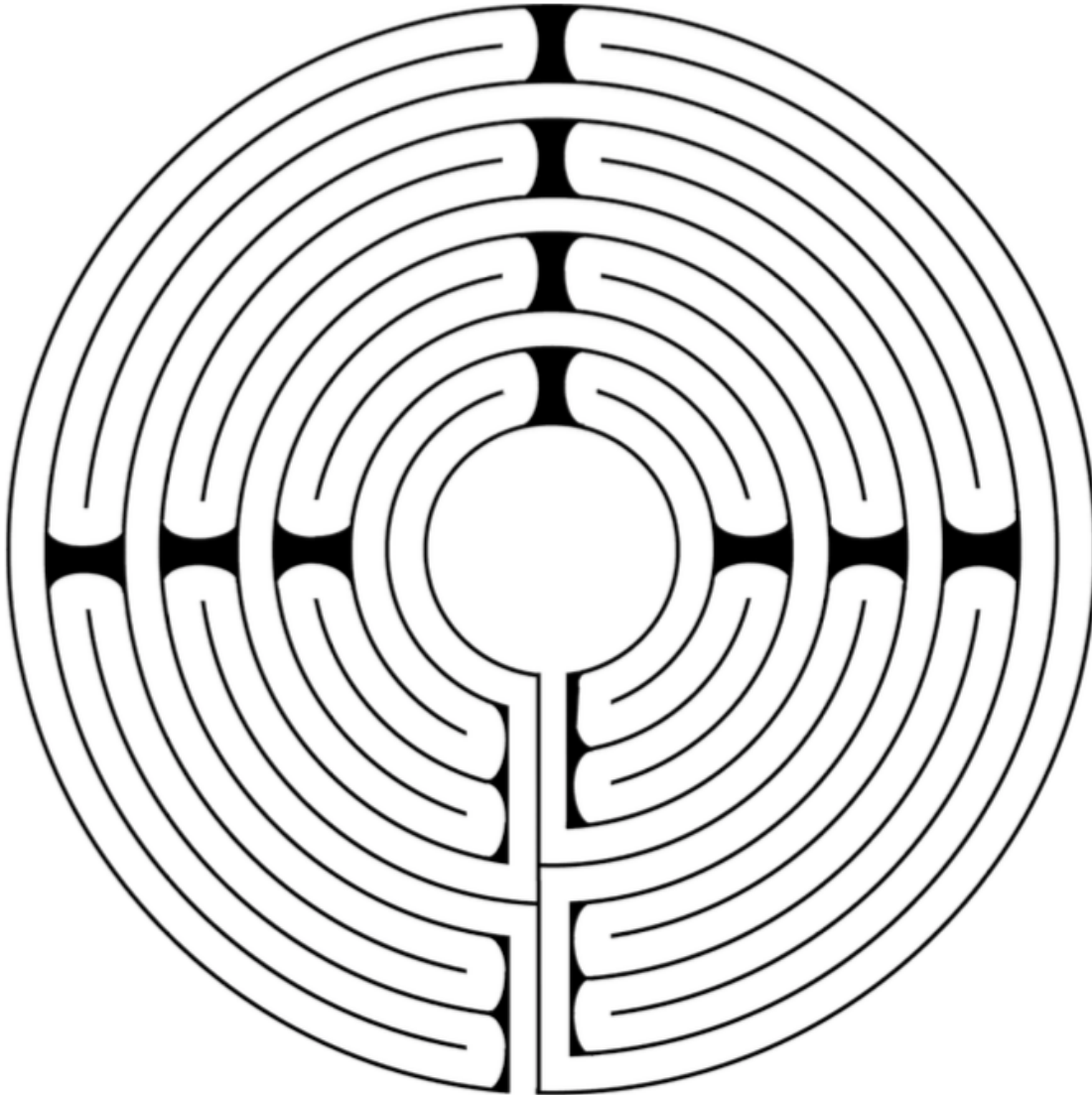
*“There is nothing so wise as a circle” – Rilke*







## SIMPLE CHARTRES/DROMENON

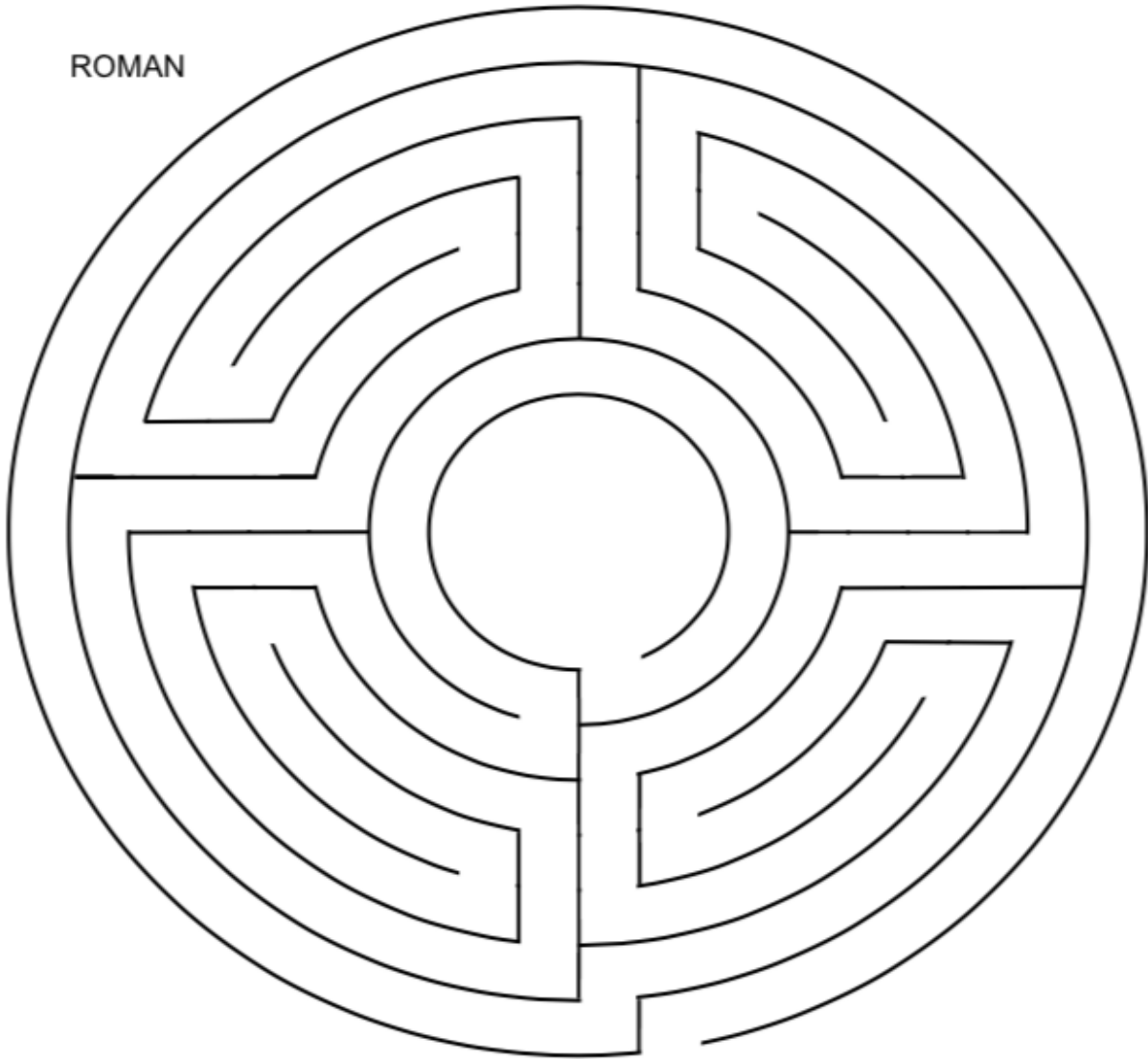


Color in the labyrinth above using crayons, colored pencils etc. Use as many colors as possible; this will make it easier for your eyes to follow your "walking" finger. Choose a walking finger and breathe smoothly. As you trace the path (from the outside opening at the bottom to the center, move at whatever pace feels right for you. As you do so, you may opt to:

- a. Quiet your mind
- b. Pray for yourself or someone else
- c. Keep a question in mind and feel the question using your emotions

At the center, pause and take several slow deep breathers (keeping your finger inside the center or place your hands comfortably on your lap). Here, many believe you are the closest to the center of your spirit and greater insight is available. When ready to leave the center, or feel satisfied (like after eating a good meal) retrace the path back out to the entrance (which now becomes the exit point). Upon leaving the labyrinth, be grateful and thankful for the opportunity to bring divine strength and insight back with you into your daily life.

## ROMAN

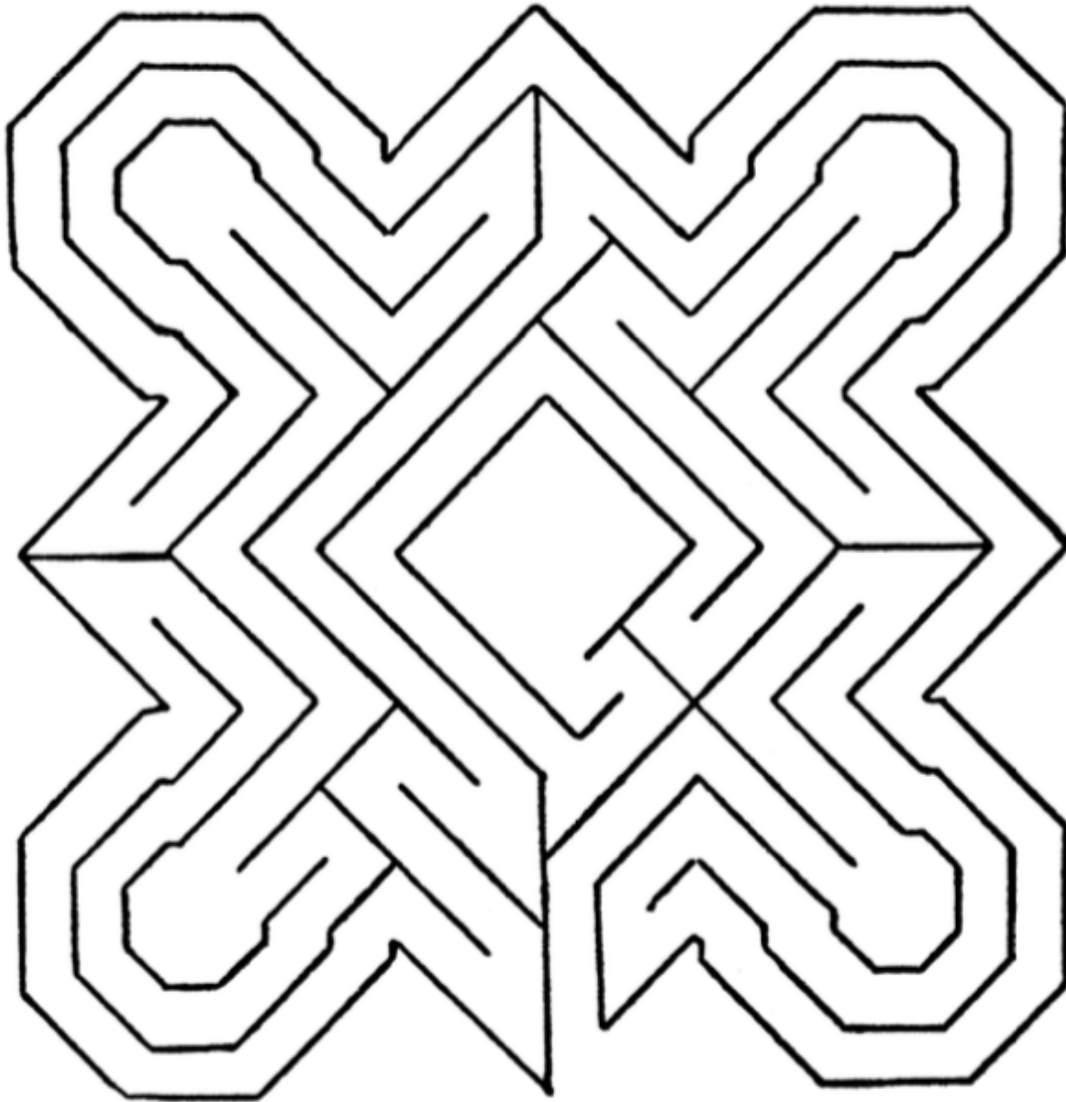


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ELY



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