

ADVANCING
LEARNING

Advancing Learning

Your Guide to Teacher Development

Volume 1



ADVANCING
Wellbeing



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ADVANCING
Wellbeing

Advancing Wellbeing

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WHAT IS WELLBEING?

Looking after your wellbeing is key if you want to live life to its fullest. Wellbeing relates to how we feel, physically, mentally and emotionally, not only in our professional context but also in our personal life. To promote positive emotions and an overall sense of life satisfaction, it is important to explore different ways of enhancing a sense of wellbeing for teachers and students. Practising mindfulness and developing social and emotional skills can strengthen various aspects that contribute to a satisfied life.

Mindfulness involves directing our focus to be truly aware and present in the now. This might sound easy, but many people have overactive minds and instead of being fully present in the here and now, they are thinking about the past or worrying about the future. This can make people anxious and stressed, which is unhelpful for learning. Integrating mindfulness into the classroom helps learners to develop skills to manage everyday life stresses, in and beyond the classroom, so they feel less overwhelmed by what's going on around them. Research has shown that mindfulness techniques better equip individuals to deal with life's challenges and regulate their emotions, which can enhance both students' and teachers' overall emotional and mental wellbeing and academic performance. Mindfulness allows learners to calm themselves, regulate their emotions and refocus their attention on what matters the most in class: their learning.

People with well-developed social and emotional skills are better able to cope with negative emotions, challenging relationships and managing daily challenges. They do not only survive in life, but they also thrive! However, skills like regulating our emotions, being self-aware, socially aware and maintaining positive relationships are not innate, so patterns that enable these skills to be used actively in daily need to be developed. Increasing these skills will not only enhance people's performance in life, it will also increase the quality of our social interactions, in the classroom and beyond.



MINDFULNESS FOR TEACHERS

If we want our students to be present, first we need to be present ourselves! In the sessions below, both Sarah Mercer and Emma Reynolds focus on teacher-wellbeing - what it is, why it is so important and techniques teachers can apply to find some calm in their busy lives. Both sessions provide practical techniques teachers can use to lower their stress levels, calm their minds and return to the present moment.

MANAGING THE MADNESS: STRATEGIES TO PROMOTE AND PROTECT LANGUAGE TEACHER WELLBEING

by Sarah Mercer

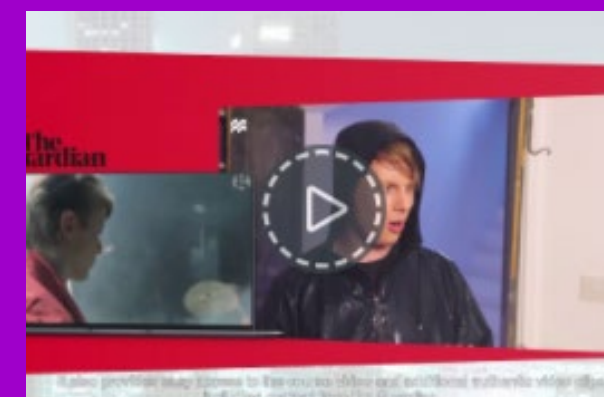
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FINDING CALM AMID THE CHAOS

by Emma Reynolds

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FROM EXAM STRESS TO BURNOUT - IS MINDFULNESS THE ANSWER?

by Emma Reynolds

In this blog Emma highlights the positive impact of mindfulness training. She emphasises that before introducing the concept to learners, teachers first need to develop their own mindfulness practice.



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THE ICON
TO READ
THE BLOG.

SOCIAL EMOTIONAL LEARNING IN THE CLASSROOM

THE NEW NORMAL & YOUR STUDENTS' SOCIAL EMOTIONAL EXPERIENCE

by Lina Acosta

Lina Acosta defines social emotional learning in this session before focusing on three key skills teachers can use to connect to their students. She explores how teachers can lean-in when students show emotions that might be regarded as hindering the learning process and how through reducing our expectations and showing care students' emotions can be managed more effectively.



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SOCIAL AND EMOTIONAL LEARNING (SEL) IN THE SECONDARY CLASSROOM

by David Spencer

In this session, David Spencer addresses social emotional learning (SEL) and highlights its importance in the teenage classroom. David talks about five core components; creating self-awareness, developing self-management skills, creating social awareness, developing relationship skills and responsible decision making skills. The session highlights how SEL can be incorporated in the language classroom and offers teachers practical ideas on how these key life-skills can be developed with teenagers.



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MINDFULNESS IN THE CLASSROOM

PLAYING WITH EMOTIONS, MINDFULLY

by Emma Reynolds

Emma Reynolds starts this session by going back to basics: what does mindfulness actually mean? In the rest of the session, Emma explores ways of becoming aware of our mental state by reading how our body feels and recognising these feelings. When we can read our body, we can better look after ourselves and use mindfulness techniques to react in new ways in order to create optimal conditions for learning and teaching.



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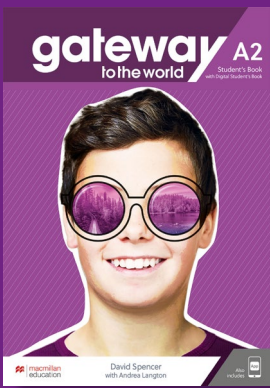
BEFRIENDING THE ANXIOUS MIND, A PRACTICAL PATH TO CALM IN THE CLASSROOM

by Emma Reynolds

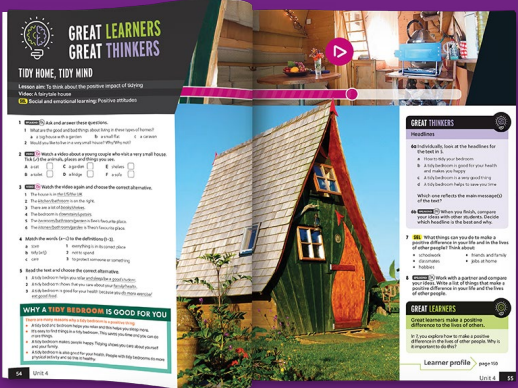
In this session, Emma Reynolds focuses on stress and unhelpful emotions in the classroom. The session defines stress before exploring negative emotions; where they come from and what triggers them. The main aims of the session are to identify ways that help refocus the mind away from anxious feelings and to reduce stress. Emma presents techniques that nurture a more positive outlook and enable learners to better manage unhelpful emotions in and beyond the classroom.



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The Great Learners, Great Thinkers section focuses on Social and Emotional Learning and allows students to develop the emotional intelligence skills they will need for life.



TALKING ABOUT SOCIAL EMOTIONAL LEARNING

By Will Rixton

This session highlights key points from Lina Acosta's webinar. This short podcast provides useful tips for putting these ideas into practice in the young learner classroom.



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Macmillan Education are proud to be associated with our wonderful authors and trainers. We would like to take this moment to thank them all from the bottom of our hearts for their wonderful contributions to the Advancing Learning Academic Programme.



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