

POST COVID EMOTIONAL SUPPORT FOR ULTIMATE TEACHER WELL-BEING

by Dr Marga
Botha

SAOU

DIE VERANDERING IN ONDERWYS
..THE CHANGE IN EDUCATION



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OPENING QUESTIONS

Why did you become
a teacher/enter the
teaching profession?

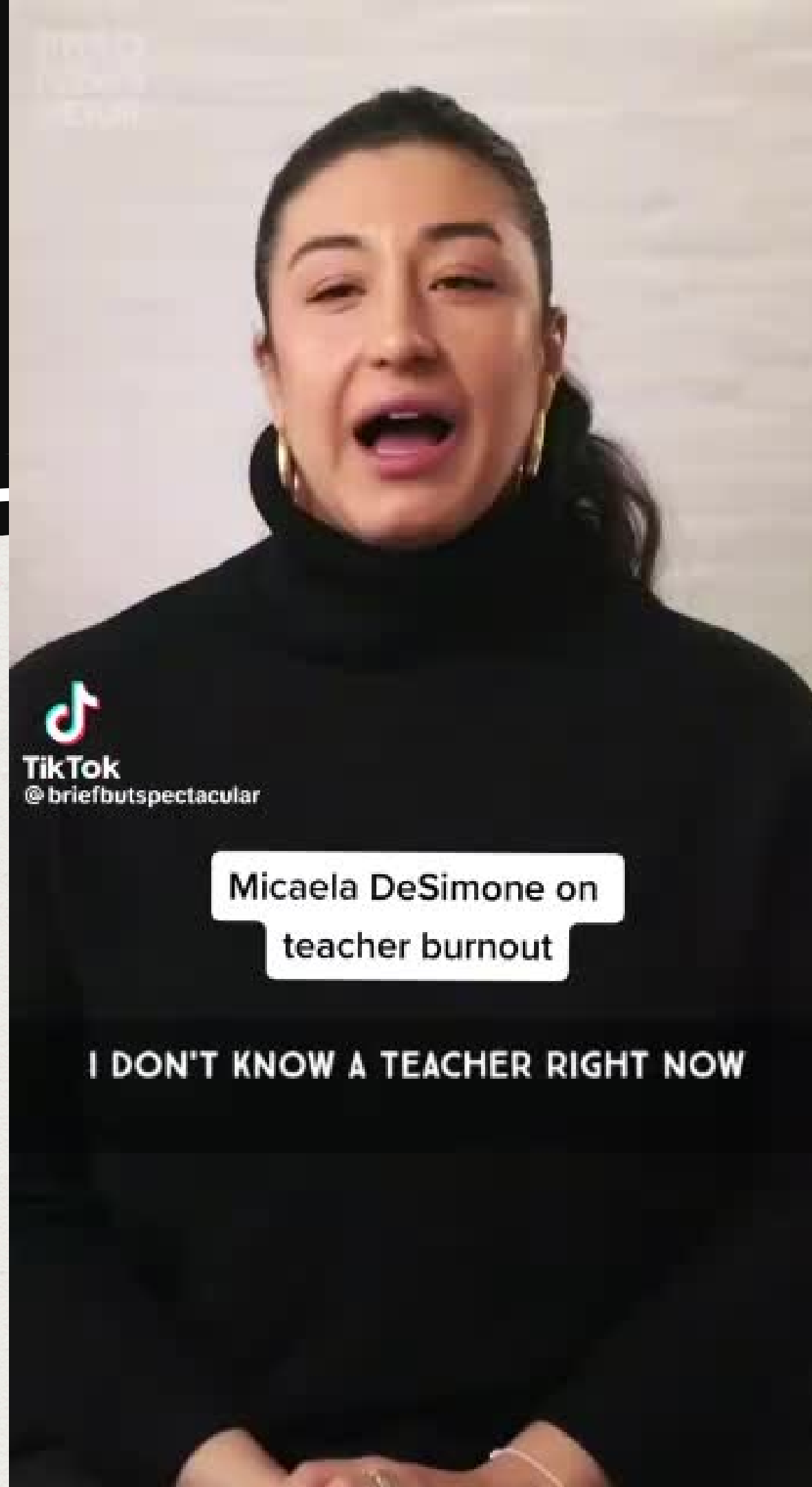


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TikTok
@briefbutspectacular

Micaela DeSimone on
teacher burnout

I DON'T KNOW A TEACHER RIGHT NOW

Introduction

- Compared to other underdeveloped countries – the SA education system = is expensive, inefficient, and underperforming (Workman, 2020).
- Several issues threaten the viability of SA education system: Lack of well-trained teachers; lack of community and parental aid, and a lack of resources (Naape & Matlasedi, 2020)
- Another cause of this crisis is the high prevalence of teacher stress and consequent annual resignation (Carelse, 2018).
- More teachers are leaving than entering the profession. Currently, South Africa's initial teacher institutions graduate 15, 000 new teachers per year. This is below the 25,000 mark required to maintain an effective teacher–learner ratio (Ntombela, 2023)

Covid and the education system:

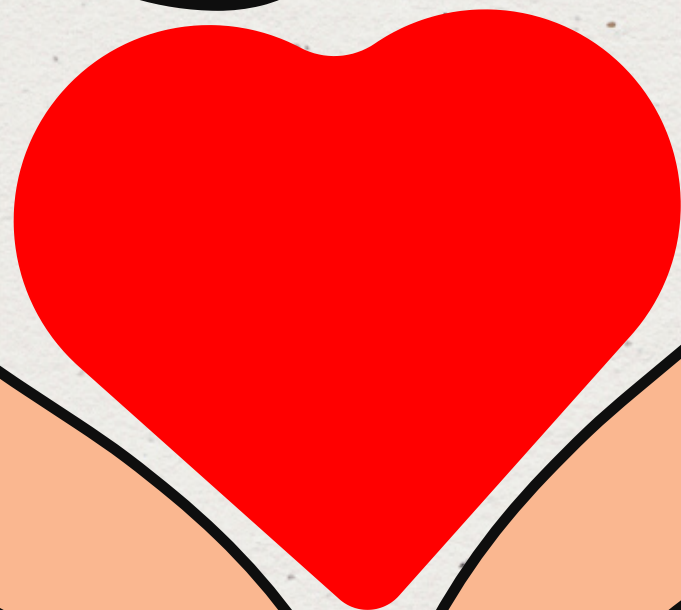
- The Covid pandemic highlighted the already crippled education system.
- The terms 'teacher wellbeing', 'teacher self care' and 'teacher wellness' have reported higher than usual results in Google since the global pandemic.
- Research has shown that teachers are already more vulnerable to mental illness and stress, (Capone & Petrillo, 2020; Mérida-López et al., 2017; Sokal et al., 2020), therefore, it is predicted that additional uncertainties and changes may contribute to an increase of stress in teachers.

Introduction

Therefore:

it must be ensured that teachers and student-teachers are empowered to deal with challenges, so that they do not leave the profession prematurely.

A DAY IN A TEACHER'S LIFE



TikTok
@antonyk75

Our kids at school😭😭

InShot

- Teachers are tired
- Teachers are stressed
- Teachers are demotivated
- Teachers are overworked

This includes
SMT

**MORAL OF
THE STORY**


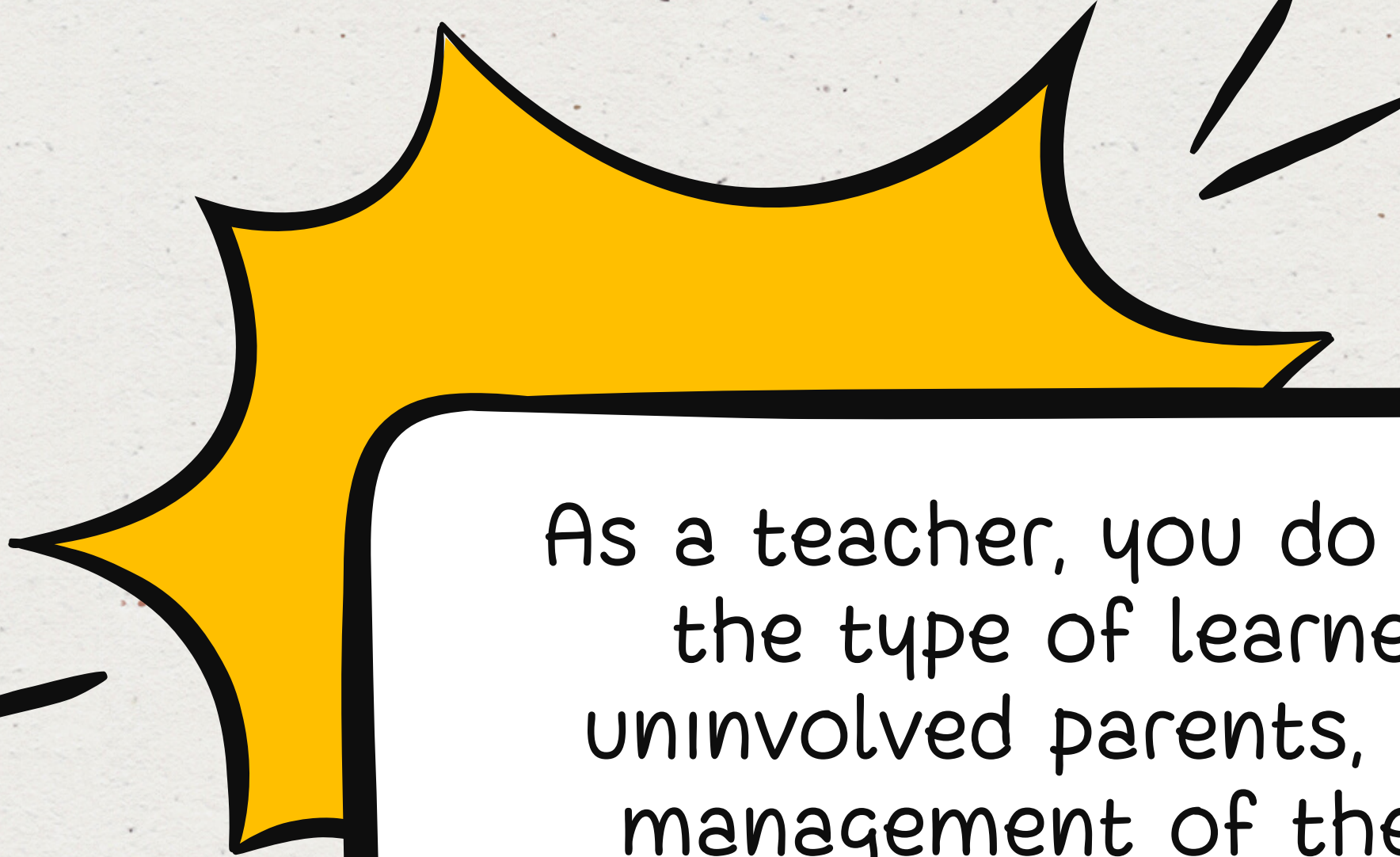


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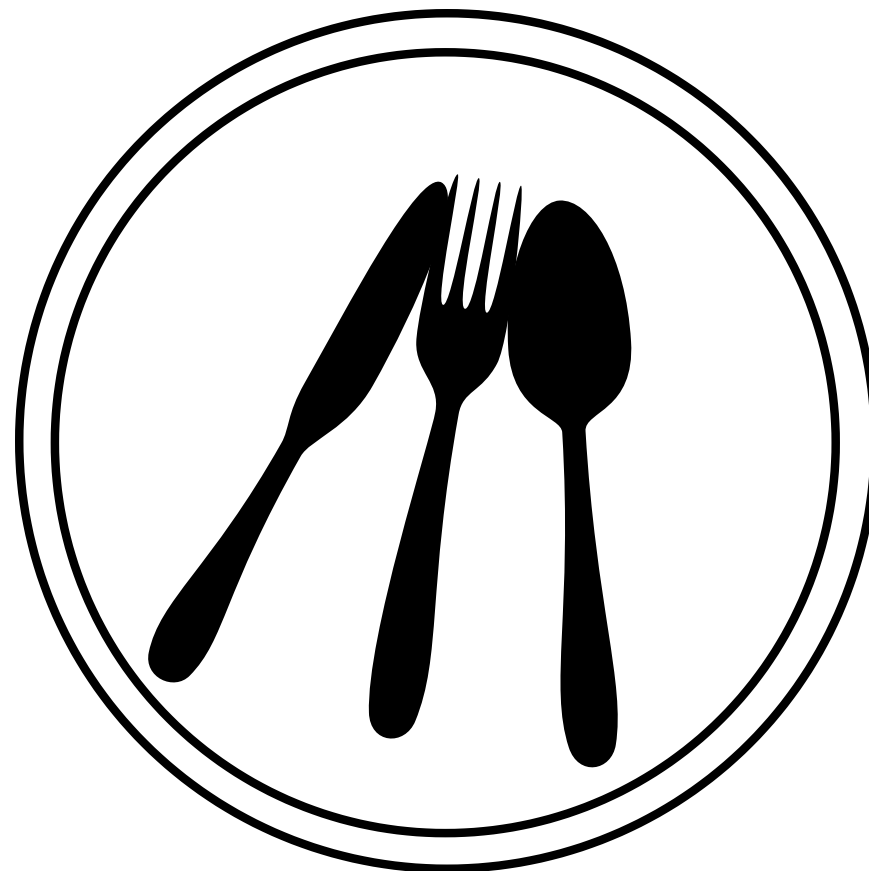
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As a teacher, you do not have control over the type of learner in your class, the uninvolved parents, your colleagues or the management of the school. As a result, you cannot alter it. You do however have control over how you approach/handle these challenges.

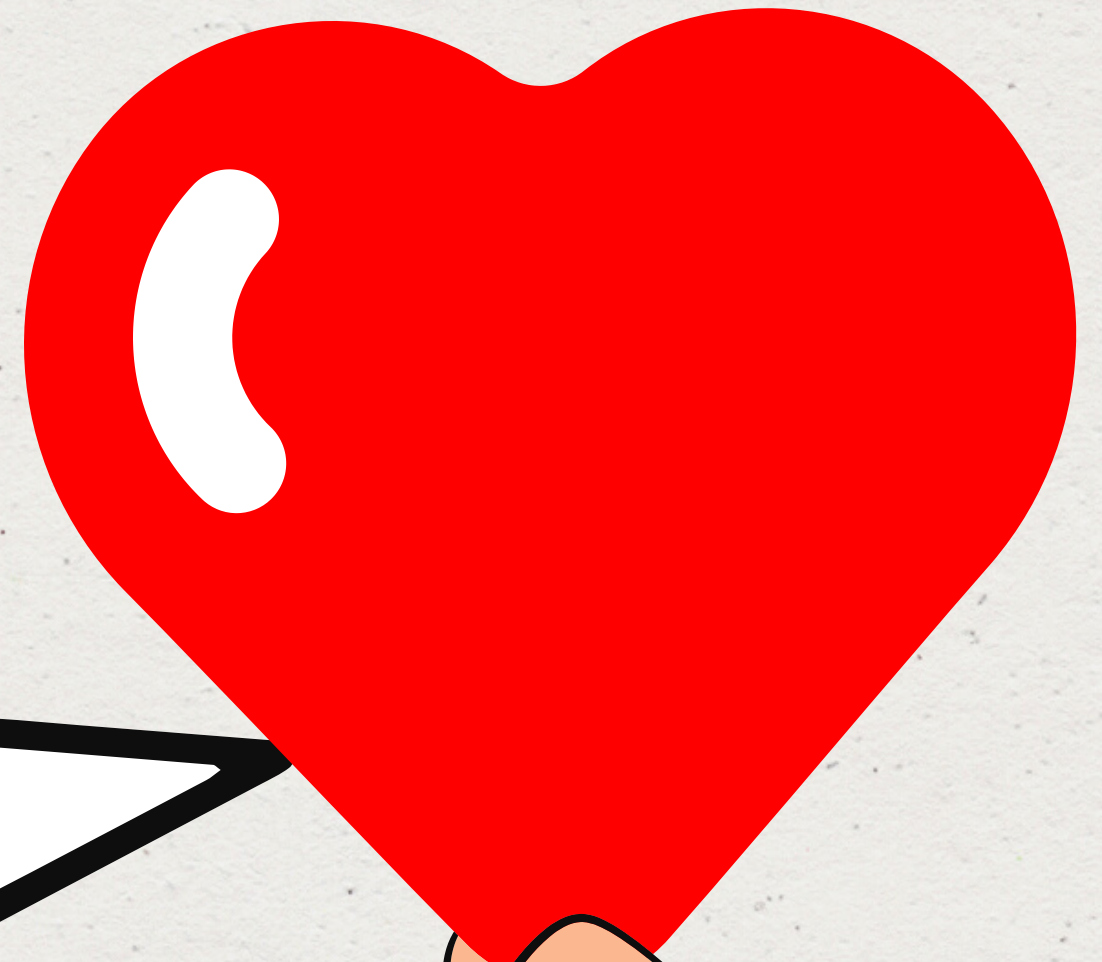




Activity

THE HIERARCHY OF PRIORITIES

1. Spiritual relationship
2. Yourself
3. Husband/Wife/Partner
4. Children
5. School





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CHOICES

- You need to make choices based on your priorities.
- What takes up your time?



TIPS FOR ULTIMATE WELL-BEING

- Journaling
- Boundaries
- Healthy relationships
- Develop you OWN teacher identity

My identity as a teacher

Who am I?

How does it affect my personal life?

How can I implement this in my teaching career?

My identiteit as onderwyser

Wie ek is:

Geel is my gunsteling kleur

Die Here staan sentraal van my lewe

Ek is kreatief

My gesin is vir my belangrik

Ek is mal oor lees

Hoe speel dit af/ raak dit my gewone lewe?

Items/klere wat ek koop is baie keer geel. Geel laat my gelukkig voel.

Ek soek altyd geselskap met iemand/ groepe waar ek oor die Here kan praat.

Ek geniet dit om kuns op verskeie vorme te beoefen. Ek hou daarvan om gedigte en stories te skryf. Ek hou daarvan om kunsprojekte aan te pak.

My gesin se welstand geniet prioriteit watnneer ek besluite maak wat hul moontlik kan raak. Ek wil hulle graag gelukkig sien.

Ek geniet dit om goeie boeke te lees en probeer elke week tyd inruim om te lees.

Hoe kan ek dit implementeer as onderwyser?

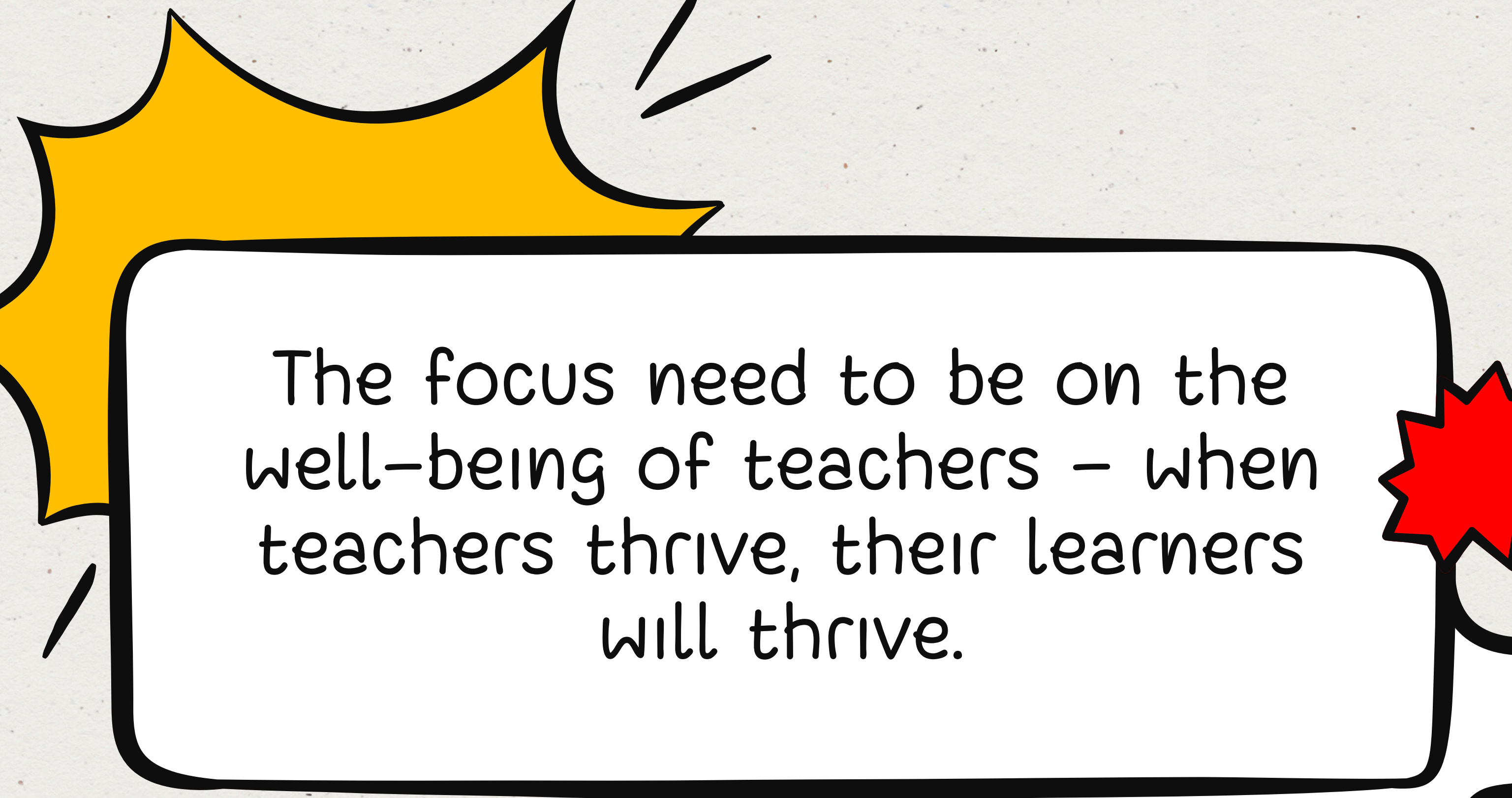
My leërs kan ek geel oortrek/my klaskamer kan ek geel verf

My lesse word op die Woord van God gefundeer – ek probeer altyd 'n waardegedrewe les aanbied waar ek leerders kan inspireer.

Ek kan my leerders aanmoedig om hulle boeke hul eie te maak/ prente te plak, te teken ens. Ek kan my klas versier sodat dit lekker is om in die klas te wees. My klasaanbiedings kan kleurvol en kreatief wees.

Skoolwerk word gedoen tot 'n sekere tyd in die dag. Ons eet saam as gesin en ek besef my gesin kom voor my werk as onderwyser

Ek kan leerders motiveer om ook te lees – hul vertel van die boeke wat ek lees/gelees het en daaruit waardegedrewe lesse vir hul te vertel



The focus need to be on the
well-being of teachers – when
teachers thrive, their learners
will thrive.