

Personal reflection on Mental Well-being

Use these guiding questions to reflect on mental well-being in your school context. Take your time and think beyond the obvious—what do these questions reveal about your practice and your school culture?

- What does mental well-being truly mean to me as a teacher? How do I define it for myself, and how do I want my students to experience it?
- In what ways do I see mental health influencing learning outcomes? Can I recall moments when well-being—or lack of it—affected engagement or achievement?
- Where do I notice signs of mental health stigma in our school? How might this impact students' willingness to seek help?
- Do we have clear pathways for support? When a student needs help, do I know exactly when and where to refer them?
- How confident am I in integrating mental well-being practices into everyday teaching? What small steps could I start with tomorrow?
- What strategies could truly strengthen a positive school climate? Which actions would make the biggest difference for mental well-being in our school?

Inspired by: Hägglund, J. (2020). Åbo Akademi University

Interprofessional Mental Well-being Awareness Workshop

Goals:

- Increase awareness of mental well-being
- Identify knowledge gaps
- Strengthen collaboration
- Reduce stigma
- Enhance help-seeking efficacy

Suggested activity:

1. Invite to an interprofessional workshop
2. In small groups, identify: What do we need to learn more about?
3. List priority topics (e.g., stress management, early signs of mental illness, coping strategies).
4. Suggest ways to address gaps (training, resources, collaboration with health staff).

Exploring Mental Well-Being through an Inquiry Approach

Inspired by the six steps in the Spiral of Inquiry (Kaser & Halbert, 2017)

1. Scanning:

- What's going on for our learners and ourselves?
- Signs of stress, anxiety, low motivation?
- Gather observations and/or student voice.

2. Focusing

- What matters most?
- Choose one priority: e.g., stress management, sense of belonging.

3. Developing Hunches

- Why is this happening?
- Possible causes: workload, classroom climate, lack of breaks.
- 4. New Learning
- What does research and experience tell us?
- Strategies: e.g., mindfulness, movement breaks.

5. Taking Action

- What will we try?
- Examples: e.g., Begin lessons with a 2-minute breathing exercise.

6. Checking

- How will we know it's working?
- Student feedback, observations, teacher reflection.

Inspiration: Luleå Municipality's Mental Health Week

Purpose:

Reduce stigma around mental health and increase awareness by informing and educating

Inspiring mental health-promoting activities example:

- Singing about personal experiences
- Art exhibitions
- Inspiring Lecturers
- Health-Promoting Activities

Workshop: Health and Values

Purpose: To give students or teachers an opportunity to reflect on what well-being means to them and how values influence our well-being choices.

Part 1 – Start the Conversation (5 min)

Question: What does well-being mean to you? (Write down a few words before sharing with the group.)

Part 2 – Explore Values (15 min)

Question: Which things in your daily life affect your well-being most – school, friends, social media, food, sleep?

Part 3 – Connect to Values (15 min)

Questions: Which values do you think are important for creating a positive school environment? How can we, as a group, help everyone feel better?

Part 4 – Wrap-Up (5 min)

Summarize: What are the top three most important things for you to experience well-being?

What can we do together to enhance well-being in school?

References

Kaser, L., & Halbert, J. (2017). *Spirals of inquiry: For equity and quality*. B.C. Principals' & Vice-Principals' Association.