



SCHOOL OF SOCIAL WORK
TRAUMA-INFORMED PROGRAMS
AND PRACTICES FOR SCHOOLS
UNIVERSITY OF MICHIGAN

Educator Well-Being Guide

Assess, Learn, Plan & Practice Strategies

An introduction to **Assessing** well-being,
Learning strategies to improve well-being,
and **Planning** practical use of **Strategies**.

Well-Being Defined

What is well-being?

Well-being can be defined as feeling positive emotions, being satisfied with life, and functioning to your capability.

While well-being is a broad sense of satisfaction, each person's state of well-being is as unique as the individual!

Scan here to view the resource links



bit.ly/TIPPSeducatorwell-beingresources



Assess

How are you doing?

Have you done a personal check-in? How are you feeling about the work you do? Do you know the status of your well-being?

Can you:

- ☐ **Calm yourself when you are overwhelmed?**
- ☐ **Balance work with leisure activities?**
- ☐ **Make sure your professional and personal needs are met?**
- ☐ **Have patience with yourself?**
- ☐ **Feel comfortable at work?**

If you were unable to answer these questions with a confident **YES**, you may benefit from some of the tools introduced in this brochure. To get a better understanding of where your well-being stands, please feel free to take our Educator Well-Being Assessment! Use the results of the assessment to guide your learning in the next section.

Scan here to take our assessment



umich.qualtrics.com/jfe/form/SV_5o6FN1QVIGgPm0S

Learn

This section is organized around key areas of well-being defined by the Collaborative for Academic, Social, & Emotional Learning (CASEL).

Self-Awareness: Knowing yourself (what you feel, think, & believe) and how this impacts your behavior.

- **Self-Compassion:** Being kind and supportive to yourself.
- **Mindfulness:** Awareness of thoughts, emotions, and sensations without judgement.

Self-Management: Managing emotions, thoughts, and behaviors to achieve goals.

- **Boundary Setting:** Limits that guide and respond to behaviors in relationships.
- **Self-Care:** Taking care of yourself holistically.

Social Awareness: Understanding and empathizing with ourselves and others.

- **Social Identity:** Belonging to social groups and the value tied to that identity.
- **Positive Outlook:** Attributing success to internal, stable, and broad factors; hopeful/optimistic.

Relationship Skills: Ability to build healthy relationships and navigate social interactions effectively.

- **Empathy Building:** Ability to understand and share another's emotions and perspective.
- **Building Trust:** Actions that build a belief in the reliability or strength.

Responsible Decision-Making: Ability to make ethical, responsible choices considering consequences for oneself and others.

- **Personal Reflection:** Analyzing thoughts, feelings, and actions to understand motivations.
- **Goal Setting:** Setting and reaching ambitions.

Plan & Practice Strategies

After determining the state of your well-being and learning ways to improve your well-being, it is helpful to plan what to do! Some examples might include a daily exercise of mindfulness, a new hobby or skill, or even a positive affirmation each day!

Strategy	Status	Target
	☐ Done ☐ In process ☐ Extended	___/___/___
	☐ Done ☐ In process ☐ Extended	___/___/___
	☐ Done ☐ In process ☐ Extended	___/___/___

Creating an action plan like the example above is a good way to visualize your goals. Consider including an action plan in your journal, planner, or calendar for easy reference. Remember to keep goals and strategies attainable and fulfilling! Practice the strategies to keep them useful and relevant.

For more information about educator well-being, professional learning offerings or support, please contact: tips-partners@umich.edu

