

## Fatigue and Resilience in the Wellness Compass – Reflection

When it comes to our wellness, we can experience fatigue and resilience in the four sectors/eight areas of the Wellness Compass. It turns out that as we support our overall wellness, our ability to maintain a compassionate approach grows too.

### Instructions:

1. Review what fatigue and resilience might look like in each area of the Wellness Compass.
2. Use the top section of the reflection sheet (last page) to rate your wellness in each area. 1 represents fatigue and 5 represents resilience.
3. Then review the What Makes a Resilient Teacher model and complete the worksheet as directed.



### HEART

**Relationships:** the ability to create and maintain healthy connections with others in your life

**Emotions:** the ability to express your emotions and receive others' emotions in a healthy way



### MIND

**School/Work:** the ability to get the most out of educational, volunteer, and employment opportunities

**Organization:** the ability to manage time, priorities, money, and belongings



### SPIRIT

**Core Values:** the development of a personal value system that supports your sense of meaning and purpose

**Rest & Play:** the ability to balance work and play to renew yourself

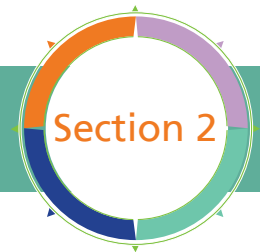


### STRENGTH

**Stress Resilience:** the ability to deal positively with the challenges of life

**Care for My Body:** the ability to build healthy habits around your physical well-being, and to end unhealthy habits

# What Are We Talking About?



		What fatigue looks like in this area	What resilience looks like in this area
<b>HEART</b> 	<b>Relationships</b>	Increased conflict in one or more of our important relationships, pulling away from others and failing to nurture important relationships.	Having a variety of relationships, both personal and work-related, that are mutually satisfying and characterized by trust, integrity, honesty, commitment, and kindness.
	<b>Emotions</b>	Chronically stuck in feelings of anxiety, sadness, or irritability.	Able to feel and express the full range of emotions in a healthy way.
<b>SPIRIT</b> 	<b>Core Values</b>	Acting, living, or working in a way that are contrary to your core values.	Living and working in alignment with our core values.
	<b>Rest &amp; Play</b>	Being chronically tired and irritable from working too many hours and never being able to turn work off, even when not at work.	Engaging in activities that are truly re-creative of our bodies and our spirits, those activities that rejuvenate us.
<b>STRENGTH</b> 	<b>Stress Resilience</b>	Facing stress alone, isolating from others. Reacting to stress rather than responding.	Able to ask for help from others and to create emotional space and perspective where we can respond to our stress in ways that are productive.
	<b>Care for Body</b>	Literal physical fatigue. Our bodies will always tell the truth about how we are treating them.	Increased vitality and energy. Having a basic and consistent practice of caring for our physical wellness.
<b>MIND</b> 	<b>School/Work</b>	Doing work that we do not feel makes good use of our gifts and talents, or because work has taken over our personal lives and we find ourselves feeling resentful toward our work.	Doing work that is meaningful and that fully uses our gifts and talents. It also comes from being able to find a balance between our work and our personal life.
	<b>Organization</b>	Any of the following ways: being chronically late for appointments, forgetting to pay bills, forgetting or being late for assignments, and having an excessively messy work or home environment.	Being well organized in regard to our time, money, environment, and priorities. Not overcommitting or over-scheduling, following through on plans and assignments.

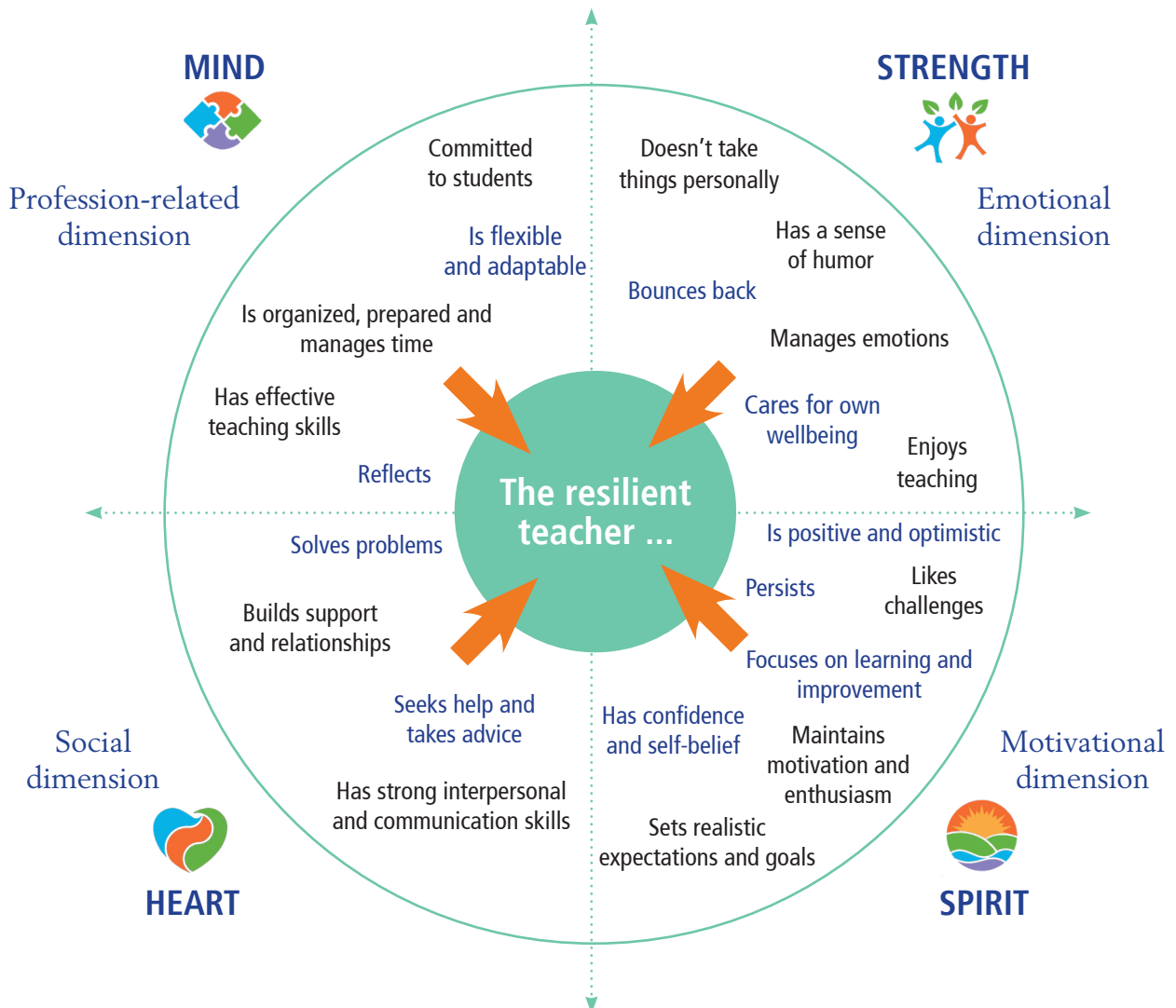
## What Makes a Resilient Teacher?

The researchers that developed this model provide us with a way to think about our capacity to perform our jobs. How might the Wellness Compass intersect with the Resilient Teacher Model?

1. What are two quadrants that you feel are areas of the most competence for you?

Look at the corresponding section of the Wellness Compass.

2. Did you rate yourself high in resilience for both areas in that section? Write in the two areas of those sections of the reflection sheet an example of how you demonstrate resilience. If you rated yourself high in one area of a section but lower in the other (i.e. 5 for Core Values and 2 for Rest and Play in the Spirit section), then note what you would like to be able to say about yourself in the lower area in the next three months.







Mansfield, C.F., Beltman, S., Price, A. & McConney, A. (2012). "Don't sweat the small stuff": Understanding teacher resilience at the chalkface. *Teaching and Teacher Education*, 28(3), 357-367.

# What Are We Talking About?



<p><b>How is my self-care?</b></p> <p>Rank: <i>(circle one in each category)</i></p>	<p><b>HEART</b></p>  <p>Relationships: <u>(lo) 1 2 3 4 5 (hi)</u></p> <p>Emotions: <u>(lo) 1 2 3 4 5 (hi)</u></p>	<p><b>SPIRIT</b></p>  <p>Core Values: <u>(lo) 1 2 3 4 5 (hi)</u></p> <p>Rest &amp; Play: <u>(lo) 1 2 3 4 5 (hi)</u></p>	<p><b>MIND</b></p>  <p>School/Work: <u>(lo) 1 2 3 4 5 (hi)</u></p> <p>Organization: <u>(lo) 1 2 3 4 5 (hi)</u></p>	<p><b>STRENGTH</b></p>  <p>Care for body: <u>(lo) 1 2 3 4 5 (hi)</u></p> <p>Stress Resilience: <u>(lo) 1 2 3 4 5 (hi)</u></p>
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Reflections:

<p><b>HEART</b></p> 	<p>Relationships:</p>
<p><b>SPIRIT</b></p> 	<p>Core Values:</p>
<p><b>MIND</b></p> 	<p>School/Work:</p>
<p><b>STRENGTH</b></p> 	<p>Care for Body:</p>
<p>Notes:</p>	