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# Teacher Induction Programme

## Module 6: Personal and professional life

WP2 - Deliverable D2.2.

<https://empowering-teachers.eu/>

Date

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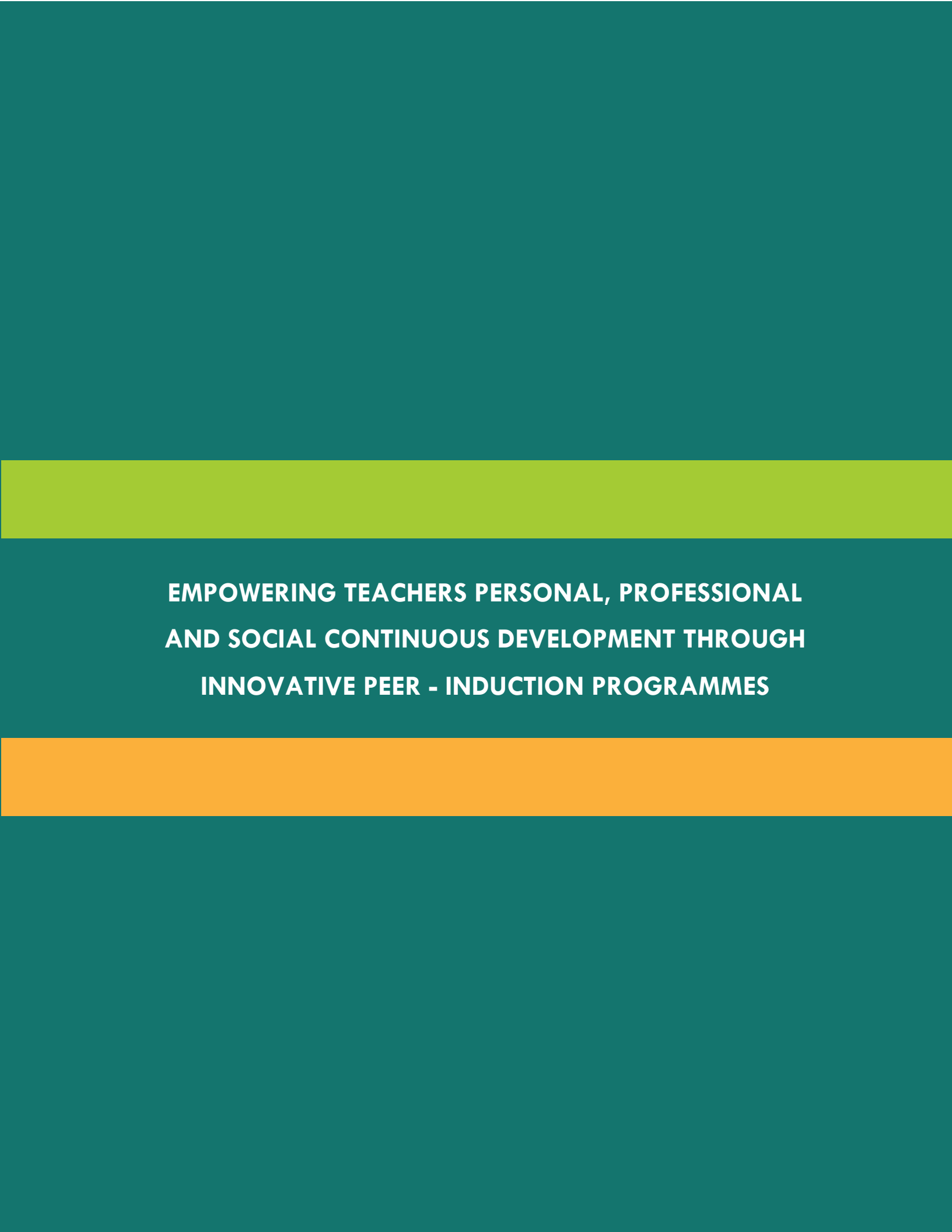
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**EMPOWERING TEACHERS PERSONAL, PROFESSIONAL  
AND SOCIAL CONTINUOUS DEVELOPMENT THROUGH  
INNOVATIVE PEER - INDUCTION PROGRAMMES**



### **A. What is the main idea/goal/objective of this module?**

This module aims to analyse the influence of work-life balance on job performance among teachers and to provide the NQT with tools to reflect on the importance of a work-life balance since the beginning of their career, having in mind job satisfaction and the quality of their personal life. It offers a reflection on the detrimental impact that a non-balanced work-life has on the teacher's job and family life (stress, physical problems, relations problems, unethical practice, family disturbance, decreased performance). Finally the module supports nqts and their mentors in prioritizing tasks and setting accurate and achievable goals and helps them learn how to manage their time better and to be more efficient at work to produce better results.

### **B. Expected learning outcomes:**

The NQT:

- Understands the benefits of a work-life balance
- Recognises the signs of an unbalanced life and activates the necessary mechanism to reverse the situation
- Uses resources to establish a balanced lifestyle
- Understands that he/she has to separate the contexts of work and home (leave work stress at work, and home stress at home)
- Draws a boundary between work and his/her personal life
- Learns to manage time efficiently
- Finds the most effective work methods for him/her

### **C. Activities, presentations and other materials included in the module:**

ELEMENT	Target audience	Type of resource	Time for resource	Area
<b>6.1 Methodology of the module</b>	Mentor and/or NQT	Presentation	1 hour	Emotional
<b>6.2 Teacher wellbeing questionnaire</b>	NQT and mentor	Questionnaire/ self-reflection tool	1 hour	Emotional
<b>6.3 Reflection Guide (for the mentor)</b>	Mentor	Guide	2 hours	Emotional
<b>6.4 Coaching sessions about work-life balance</b>	NQT	Case studies	2 hours	Emotional
<b>6.5 Practical tips</b>	NQT	Self-reflection tool/list	1 hour	Emotional

**6.1 Methodology of the module** contains a brief description related to the methodology applied the ADKAR Methodology, which is based on 5 sequential objectives.



**6.2 Teacher wellbeing questionnaire** is a survey form that leads the beginning teacher to reflect on the balance between his/her personal and professional life, with the will to define strategies to increase his/her productivity and satisfaction in both of the fields. It is a self-reflection tool that should be explored by the beginning teacher and according to the result have support from professionals to best manage their work life and home life. The results of the questionnaire can be a starting point to pass to next activity, reflection with mentor, using the Reflection guide and define your STATE of CHANGE.

**6.3 Reflection guide (for the mentor)** is a guide which allows the mentor a holistic approach to the topic: work-life balance. Thus the mentor and mentee reflect on the emotional boundaries that should be set between the two dimensions advocating their balance, supported by a set of questions, which address the following topics:

- Benefits of a Healthy Balance
- Goal setting
- Time Management
- How I am at work
- How I am at home
- Stress Management

This reflection-based document aims to help beginning teachers to create awareness about his/her goals and will be able to prioritise them, but above all set a new agenda for his/her work, which includes new ways of communicating with co-workers and family members.

**6.4 Coaching sessions about work-life balance** are a compilation of case studies with potential scenarios for the mentor to develop during coaching sessions. These can be used at different stages and can be the basis for a talk with a support team during a workshop (peers, school leader...).

**6.5 Practical tips** are concrete examples, a list of advices that a beginning teacher has access to when he/she starts working that the mentor finds useful to implement. These examples may also be used by the mentor to support the beginning teacher in balancing their professional and personal life.

#### ***D. Suggestion for the implementation of the module***

In practical terms, there is a need for designing work-life balance recommendations for the teaching community to enable them to balance their work and life needs. In an attempt to identify different personal motives to have a (un)balanced personal and professional life, this module presents several tools that allow the beginning teacher to have self-reflection moments, but also other tools and strategies that a support team (mentor, group of peers, school leader...) can use to learn how to best manage the work-life and home life as satisfying as possible.

In case the NQT wants to have this module during his/her induction year, the mentor should introduce it by introducing the ADKAR methodology. The main goal is for the beginning teacher to have a more balanced work-life, produce better results maintaining a healthy lifestyle.

Using the ADKAR methodology, the beginning teacher develops the necessary **(A)**wareness and **(D)**esire aim to move out of the current state, of unbalanced work-life, where change is needed but has not yet begun. **(K)**nowledge and **(A)**bility occur during the transition, and **(R)**einforcement of the new habits focuses on the future, will stay at the end.

The ADKAR Methodology suggested here is results oriented. It is intended to be used to facilitate the desired change (transition) by setting clear milestones to be achieved throughout the process, allowing for a planned transition, to improve the much-desired balance (the future).

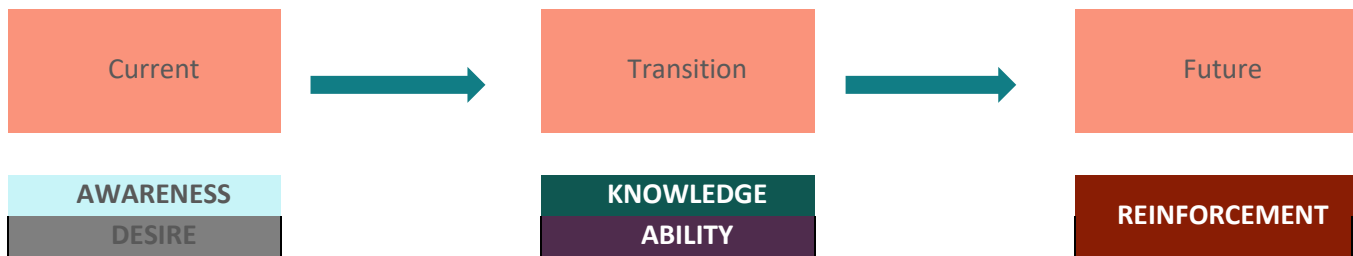


Figure 5: ADKAR methodology

## 6.1 METHODOLOGY OF THE MODULE

The ADKAR Methodology is based on 5 sequential objectives (see figure below). It allows the identification of the areas of resistance. It is implicit that someone is not capable of change if he/she does not understand why it is necessary (Awareness), or do they not understand how to make the change (Knowledge), the change will not be possible to achieve, looking for the STATE of CHANGE.

This methodology should be applied step by step (see below) and using the materials developed for this module, also described here. This document serves as a complete plan of implementation for the entire process.





AWARENESS	DESIRE	KNOWLEDGE	ACTION	REINFORCEMENT
<ul style="list-style-type: none"> <li>Identify areas of improvement and communicate them.</li> <li>Prioritize the areas and the importance of change.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate the benefits of the proposed changes.</li> <li>Identify the risks and build momentum between professional and personal members.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about how to improve.</li> <li>Define the persons that can help you within the process and also some techniques.</li> <li>Review activities.</li> </ul>	<ul style="list-style-type: none"> <li>Apply changes and set the appropriate governance around them.</li> <li>Communicate changes.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor transitions changes are 100% applied.</li> <li>Include changes in your culture of living.</li> </ul>
<p><b>Resource:</b> Questionnaire (6.2) and the guide reflection (6.3)</p>	<p><b>Resource:</b> Case studies (6.4)</p>	<p><b>Resource:</b> TIPS (6.5)</p>	<p><b>Resource:</b> Apply again the first questionnaire and compare the results.</p>	<p><b>Resources:</b> Register how balance is your life and celebrate.</p>

Figure 6: Implementation process

### 1. Create awareness of the need to change.

It is fundamental to create awareness for the change, which goes beyond simply announcing it. In order for the beginning teacher to be truly aware of the necessity for change, he/she must not only understand the reasoning behind it but also come to agree with that. So it is expected that after answering the questionnaire and the discuss with the mentor the management balance between his personal and professional life, the beginning teacher gets the awareness of the need for change. So, here the beginning teachers identify areas of improvement and communicate them and after he or they prioritize the areas and accord to the importance of change. In this particular phase, he/she can use the questionnaire.

#### How to do it:

**Teacher wellbeing questionnaire (6.2):** the results of the questionnaire can be a starting point to pass to the next activity Reflection with the mentor, using the Reflection guide and define your STATE of CHANGE.

**Reflection Guide (6.3):** this reflection-based document aims to help beginning teachers create awareness about his/her goals and will be able to prioritise them, but above all set a new agenda for his/her work, which includes new ways of communicating with co-workers and family members.





## *2. Foster the desire to make the change.*

For a beginning teacher to adopt the change, he/she must desire it. So to foster desire, beginning teachers need to get specific about the benefits of the change.

It is important to present the change as something that will benefit beginning teachers in their day-to-day lives. In this phase, you must use case studies about work-life balance. Be aware, that when fostering desire, resistance to change is a major obstacle. So, expect some resistance and try to understand the core reason for it.

### **How to do it:**

**Reflection Guide (6.3):** after creating some awareness it is the goal of the reflection session of the mentor and the NQT to also transition towards fostering the desire for change.

**Mentoring sessions about work-life balance (6.4):** the compilation of case studies will allow us to find what the NQT wants to change, see the benefits of that change, and communicate and share them with the mentor and his/her relatives.

## *3. Provide knowledge on how to change*

The knowledge milestone in the ADKAR Methodology is primarily about training and education. In order to begin the transition, the beginning teacher will need to understand how his or her life will be impacted. So, it is necessary to provide knowledge and use practical tips to improve work-life balance. It is important to take time to evaluate what additional skills, tools, and duties the change will require.

### **How to do it:**

**Practical tips to improve work-life balance:** concrete examples/list of advice that a beginning teacher has access to when starts working and the mentor finds useful to implement.

## *4. Ensure that beginning teacher can make the change*

Regardless of how well beginning teachers know how to do something, having confidence in their competencies determines whether, or not he or they can or even will do something. Giving beginning teachers a chance to test out the change before fully rolling it out, allow them to build confidence. Plus, you can monitor the change and provide detailed feedback, by applying again the questionnaire and comparing the results.



### 5. Reinforce the change

Once new habits are in place, reinforce the change long after its implementation, and celebrate success during and after the transformation so that you can build and maintain enthusiasm. Lastly, include time for reinforcement in your change management plan.

The methodology structured here is based on a strategy involving the use of 5 activities, which are identified chronologically below and are intended to support the teacher in designing his/her plan for change. In the end the teacher should publish his/her plan for change, using the methodology described above.

Since this module is transversal during the whole induction programme, it would be important to have monthly check-meetings between the mentor and the NQT to solve some constraints or challenges that the NQT may be facing, for example, time management problems, lack of emotional boundaries, stress, decreased performance, unethical practice, etc. During these joint meetings, the mentor can revisit the tools and work with the mentee on the case studies, the wellbeing questionnaire, or even reexamine the good practices tips to support him/her to overcome his/her problems and not forget to celebrate success and new achievements.

*You can find the references for all the modules joint together at the end of the Teacher Induction Programme manual.*

## 6.2 TEACHER WELLBEING QUESTIONNAIRE

Time estimate: 1 hour

This document is suggested to be used during the phase AWARENESS, of the ADKAR methodology. Take time to answer the questions and share results with the mentor. Repeat the questionnaire in the ACTION phase and compare the results.

### Identification

Age	
Gender	
Years of experience	



Area/department	
-----------------	--

### Balancing your work and life

	Never	Rarely	At times	Often	Always
Do you normally work more than 5 days a week?					
Do you normally work more than 8 hours a day?					
How often do you think or get worried about work? (when you are not working)					
Do you feel you can balance your personal and professional life?					
Do you find yourself unable to spend enough time with your family?					
Do you ever miss out on any quality time with your family or your friends because of the pressure of work?					
Do you ever feel tired or depressed because of work?					
Are you able to get time for working out?					
Are you able to get time during the working day to prepare for your classes?					
Does your school take any initiatives to manage work-life of its teachers?					
Do you work for long hours or overtime and even on holidays?					
Do you manage well your time?					
Are you productive at work?					

### Rank according to your importance in balancing personal and professional life

Factors	Rank
More flexible hours	
Work from home when not having classes	
Time off during school holidays	



Time off during emergencies and events	
Support from family members	
Support from colleagues/school leader	
Less workload at school	
Job security	
Predictable work schedule	

**Tick the factor that motivates you to work**

	<b>Factors</b>
	Personal satisfaction
	Job scope
	Financial independence
	Salary
	Support from my family
	Work with young people
	Peer-learning (sharing tools, activities, methodologies...)
	Overcome barriers
	Improve my soft skills (critical thinking, adaptability, self-awareness, creativity, communication, teamwork...)
	Leave/time-off benefits
	Medical benefits
	Working hours
	Organizational culture
	Job security



## 6.3 REFLECTION GUIDE

*Time estimate: 2 hours.*

This document is to be used during the phase AWARENESS, of the ADKAR methodology. Take time to explore the topics related to: Benefits of a Healthy Balance; Goal setting; Time Management; How I am at work; How I am at home; Stress Management, and help beginning teachers to create awareness about his/her goals and will be able to prioritise them. Do not forget to register some reflections.

CONTENT / TOPICS	QUESTIONS	Reflections, main points
<b>Benefits of a Healthy Balance</b> <ul style="list-style-type: none"> <li>• What and why it's important</li> <li>• Increased Productivity</li> <li>• Improved Mental and Physical Health</li> <li>• Increased Morale</li> </ul>	What does it mean to you to maintain a work/life balance? Do you consider that the relationship between your professional and personal life is in balance? What signs do you have that your life is in balance or out of balance? (This could be related to the fact that you live in the same place as your family and have time to relax and drink coffee in the morning, for instance...) At the end of your day and after reflecting on what you have or have not completed what kind of tasks do you usually put off? What activities in your daily life give you the most satisfaction? Which activities of your daily life give you the least satisfaction? Do you find your work rewarding and meaningful?	
<b>Goal and Agenda Setting</b> <ul style="list-style-type: none"> <li>• The Three p's: Planning, Prioritizing and Performing against passion, patience and perseverance</li> </ul>	What is your passion for work? What stimulates you to go further? What are your personal and professional goals for the future? Can you prioritize them as a whole? What are you able to do to accomplish them?	
<b>Time Management</b> <ul style="list-style-type: none"> <li>• Urgent vs Important Matrix</li> <li>• Learn to Say "No"</li> <li>• Stay Flexible</li> </ul>	How many hours do you work in a week? How many hours a week do you spend at work? How much time do you spend on social media? Do you need to check your phone and email when you leave work? What's the biggest distraction in your workplace? How much time do you have for your hobbies? What do you do to unwind after a long day at work? How much time do you spend with your family and friends per week? Doing what?	
<b>How I am at work</b> <ul style="list-style-type: none"> <li>• Leave Home Stress at Home</li> <li>• Break up Large Tasks</li> <li>• Delegate</li> <li>• Set Accurate Goals</li> </ul>	Do you usually look forward to the next day, or do you feel stressed about it? Do you delegate your tasks to your peers? Or ask for their collaboration?	
<b>How I am at Home</b> <ul style="list-style-type: none"> <li>• Leave Work Stress at Work</li> <li>• Turn Your Phone Off</li> <li>• Take Some "Me" Time</li> <li>• Maintain Your Boundaries</li> </ul>	How long have you stayed with friends without caring about time? Do you usually have the energy to do something fun before/after work? Do you work from home on your days off?	
<b>Stress Management</b> <ul style="list-style-type: none"> <li>• Exercise</li> <li>• Eating Well</li> <li>• Getting Enough Sleep</li> <li>• Self-Assessment</li> </ul>	How often do you exercise? Do you take your full lunch break? Do you always use up all of your vacation days each year? Which is a bigger priority for you, your job, or your personal life? How do you feel about overtime? Do you have a long commute?	



How many hours did you sleep this last week?

Some schools offer personalized development support to help members understand and own their strengths and empower them to reach their full potential. This school offers you an induction programme to support you on that.

## 6.4 MENTORING SESSIONS ABOUT WORK-LIFE BALANCE

*Time estimate: 1 hour.*

This compilation of case studies (6 in total) with potential scenarios is prepared for the mentor to address during the phase Desire, of the ADKAR methodology. The mentor could either choose one or more of the cases as a basis for a talk with a support team during a workshop (peers, school leader...). Cases might be adapted or taken from concrete environment. The end goal is for the NQT to see that the change is needed and that he/she desires it.

Case studies list:

- 1<sup>st</sup> case: That Tricky Work-Life Balance: How One Teacher Found a Solution
- 2<sup>nd</sup> case: Trying to Do It All
- 3<sup>rd</sup> case: A New Approach
- 4<sup>th</sup> case: “Well-oiled machines don’t grind.” — Phonte
- 5<sup>th</sup> case: My take on work-life balance as a teacher
- 6<sup>th</sup> case: I tried. Oh, how I tried

The cases:

1<sup>st</sup> case: That Tricky Work-Life Balance: How One Teacher Found a Solution

Quan Neloms is a counselor, and was a social studies teacher, in the Detroit Public Schools Community District. He was one of the first winners of Detroit’s Teach 313 educator fellowship. Neloms founded the Lyricist Society, an after-school program that blends literacy and creative arts. Students in that programme won a Grammy for a rap video they created on an iphone. Neloms also runs In Demand, an initiative to recruit black male educators. For years, I’d been working long hours at school and shortchanging time with my family. Finally, at 4:30 a.m. One morning, my son made the imbalance painfully clear.

I had gotten up before dawn to work out as I do on most days. On this morning a few years ago, my oldest son, who was 8 then, woke up, too, and we chatted while I was getting ready. As I headed out the door, my son turned to go back to bed. He stopped and said: “I love you, dad. I’ll see you tomorrow.”



See you tomorrow? I thought to myself. I was stunned. I knew my son wasn't trying to be disrespectful. He was saying something about his experience, and it was true. I often didn't make it home before my kids went to sleep, so I wouldn't see them until the next day. I knew something had to change.

By Quan Neloms — December 31, 2019

### 2<sup>nd</sup> case: Trying to Do It All

Ironically, a powerful blend of positive things in my own life as a child led me to overwork as an adult. Growing up in Detroit, I was fortunate to have the support of a nurturing family, a host of concerned and involved educators, and an engaged community. This trifecta ensured that I was exposed to life-changing experiences and opportunities, and that my education, both in and out of school, was full of cultural pride and awareness.

I knew how blessed I was. And when I became a teacher, I wanted to do everything in my power to provide my students with the same kinds of experiences and support.

So, I got to work. In addition to teaching social studies, and later, becoming a school counselor, I created the Lyricist Society, where students can find their voices through creative media. I've been thrilled to see my students win awards and travel internationally to share the creative content they produced. I've worked on other projects, too, like helping to design 9<sup>th</sup> grade academies, providing supplemental extracurricular classes, and planning school camping trips.

In the back of my mind, I knew I was spreading myself too thin. But I kept on, because I felt personally responsible for the success of my school and our students. With that feeling of responsibility, mixed with my desire to give back what I received as a young person myself, my time and energy became unbalanced, totally given over to school-related endeavors.

Often, I wouldn't leave work until late evening. I found myself doing more for my students than for my children. I'd meant well, but my altruism had become a monster that devoured all of my time.

### 3<sup>rd</sup> case: A New Approach

As I pondered how to regain a healthy balance, I thought about my experiences as a young man in Detroit. How were the concerned adults in my life so long ago able to raise children and have family time and seemingly be able to leave room to live life? And why wasn't I able to do this?

I realized that I was doing important work alone. I didn't seek or want help, so my job completely devoured my time. I realized that as I tried to replicate my experiences as a young man, I failed to replicate the trifecta of



support—families, educators, and the community—working together to help all of us young people. Instead of working together with my community, I'd selfishly and paternalistically worked alone.

I knew I had to continue the work I cared so deeply about, but I committed to asking for help as well.

First, I asked parents and teachers who were as concerned as I was about the well-being of our school to help plan for the upcoming school year. We broke our big ideas into phases and tasks that could be completed by volunteers. Next, we got our plan approved by the school's administration.

Finally, we got buy-in from other parents. A small group of teachers and I spent the summer visiting them at home and telling them about our innovative plans for the next year. We asked for their support as volunteers and their commitment as parents. We also built support and got volunteers from the community by reaching out through social media posts and visits to churches, and by activating the personal networks of our school's parents and educators. The idea was that investing in recruitment on the front end would pay off during the school year.

And you know what? I was moved by the outpouring of help and support we received. Our educators, families, and community members flowed in and out of the school daily to help provide students with a wide range of experiences and opportunities. The trifecta of support was in full effect. I was able to spend more time involved in my own children's education and in their extracurricular activities, which eased the burden my wife had been carrying. And, because there was now more of a family atmosphere at the school, I was able to involve my family in my work; it became an endeavour that we invested in together.

**4<sup>th</sup> case:** "Well-oiled machines don't grind." — Phonte

Spending marathon hours at school, without enough time for our loved ones or self-care, leads to grinding. Many T-shirts glorify the grind. But grinding indicates system failure.

I've learned that by asking and accepting help from the trifecta of support, I can have more time for my life outside of school. I've since also taken the team effort approach with my other endeavors in supporting the youth of my city. I urge all educators to see their communities as assets. We must rely on the entire village to support students. The task of inspiring and promoting their success is too daunting for educators to handle alone.

**5<sup>th</sup> case:** My take on work-life balance as a teacher

I started teaching right out of college and was only 22 years old. Reflecting on my 22-year-old first-year-teacher self always makes me cringe slightly, but that version of me is where this story begins.

I worked one or two days a week at a consignment shop for my first three years teaching until I became pregnant with my first son and I decided one job was exhausting enough. While working at the consignment shop, I was spending almost every Sunday grading papers and making lessons for at least 3-4 hours, but sometimes the whole





day. One of my biggest regrets is the memory of someone giving Bengals tickets to my husband and me having to tell him that I could not attend because I had so many papers to grade.

Now, as a seasoned teacher of nine years, I have a much better work-life balance and never work on schoolwork on the weekends anymore. Although there are plenty of horror stories out there about extra hours spent at school and the unpaid overtime teachers put in, I can honestly tell you that it does not have to be that way. Through varied instructional methods, effective lesson planning and accurate prioritization, teachers can maximize their time during the school day and school week so weekends can be spent (as they should be) with friends and family.

Allison Stacy

**6<sup>th</sup> case:** I tried. Oh, how I tried

I stopped bringing home papers to grade, and I gave up on a lot of the extras at work. While at work, I didn't talk about my son; I was there to focus on my students. I had to give my students my cell phone number—it's in my contract—but I set specific times that they could call me, generally the hour after my son was in bed. Work stayed at work and home stayed at home...and I nearly lost my mind.

I spent all my time at work frantically trying to keep my head above water. It was like being a first-year teacher again, but I'd been in the classroom for six years. There was never a second during the day where I could sit and take a deep breath, and if I ever tried to, it felt like I was robbing either my students or my son of time and attention that was rightfully theirs.

That anxiety bled over into what was going on at home. I couldn't sleep—partly because I had a small child and partly because I felt like I was drowning in the minutiae of work. I felt like I had to spend every moment at home doing Good Parenting – face-to-face, hands-on interactions with a toddler who, honestly, was perfectly content to sit for thirty minutes and feed the dog Cheerios. I had to be constantly productive at work and constantly engaged at home.

**So I eventually made a life-changing decision; I gave up. Instead of being a teacher for nine hours a day and a mom the rest, I became teachermom.**

I started taking home papers to grade a couple of nights a week. I'd grade papers while my son coloured or played. Now I grade while he does homework, and sometimes we skip his number-writing practice in favour of letting him write the grades at the top of my kids' papers. Now and then we pack homework and the grade book and a few books or art supplies and spend an afternoon at the Waffle House taking care of business together.

I picked back up the extra stuff that makes me love my job; mentoring kids, planning extra programs, being the default social worker for my students. But now I do it with a sidekick. My kid spends Saturday mornings at school soccer games sometimes, which he usually enjoys even if he does complain about it beforehand. He's been hauled around a variety of low-income housing areas, and he's seen my students' little brothers and sisters enjoying his hand-me-down clothes and toys.



Home bleeds over into work more now, too. Since I'm somewhat on top of grading and planning, I occasionally take a planning period to go read to my son's kindergarten class. Last year, we took all the seventh graders on a three-day camping trip while my husband had to be out of town for work, so our four-year-old came along. He perfected his arm farts, tasted mango with chilli powder (not a success), and was used as a spy in an epic game of Capture the Flag. My students know him and love him and understand when I have to miss work to, say, have a tiny Lego piece surgically removed from his ear canal. (The surgery was fine, by the way.)

**Some boundaries are sacrosanct, of course.**

My kids call me for help with homework after school, but if they call while I'm reading my boy a bedtime story, they leave a voicemail. My students love hearing stories about my son, but as he gets older I have to be a little more mindful of his privacy...after all, he might be attending my school in a few years

And my way wouldn't work for everyone. I only have one kid at the moment...when the second one makes her appearance in about a month, this carefully-crafted unbalance may go straight to hell. Our house, my school, and his elementary school are all about five minutes apart. My kid is relatively healthy and outgoing. Not all of us have these factors in place, which means the juggling act is going to be different for everyone.

But I guess that's my point. A strict separation of teaching and home is often touted as the only way to keep your sanity and be a decent teacher and a responsible parent...but it's not. Like everybody else in the world, I have many different roles; teacher, parent, wife—even, sometimes, independent human being! When I stopped trying to schedule each of those identities into a neat, specific time slot, it became much easier to be a messy, fluid, complete human being. And that turned out to be exactly what my students and my family needed.

## 6.5 PRACTICAL TIPS TO IMPROVE WORK-LIFE BALANCE

Time estimate: 1 hour.

This compilation of tips (12 in total) is to be used during the phase Knowledge, of the ADKAR methodology. Choose the tips that most suit the NQT and discuss them with him/her. Draw from your own personal experience. Revisit the tips in the Reinforcement phase, choosing the same or different tips, to reinforce the new ability.

### Take time to create a vision

Work-life balance means different things to different people. For some teachers, it may mean that they want to immerse themselves in work during the school year but disconnect completely during breaks and summers. For others, the goal may be to carve out more time on school days for family responsibilities. "What do you envision your life and your work to be like?" Alstad-Davies said. One way to discern this, she said, is to keep a journal about "what you want to get done in your career and in your personal life."



### **Work smarter, not harder**

Identify and eliminate those nonessential tasks. One way to do this is to apply the Pareto principle, or the 80/20 rule, to your workday. Vilfredo Pareto was an economist who theorized we get 80% of results from 20% of the work we do. Educator Dave Stuart Jr. breaks the 80/20 rule for teachers: “80% of student achievement results flow from 20% of the work we do with students.” Stuart recommends consolidating the time spent responding to emails, doing minimal paperwork and not worrying about creating elaborate bulletin boards, as ways to cut down on nonessential tasks.

### **Make friends**

Close relationships at work increase your job satisfaction and engagement. Remember you’re not the only one who feels stressed at work. Talking with colleagues whom you can vent with, ask for help or share a laugh with can do wonders for your well-being. If you don’t have a workplace buddy, don’t be shy. Strike up a conversation with another teacher and see if you have shared interests.

### **Give yourself a break**

Getting away from the classroom during the day increases your productivity. And no, we’re not talking about eating at your desk between classes. The operative word in the phrase “lunch break” is “break.” Getting away from the classroom, even if it’s just for a few minutes, can help you be more creative. Taking a walk around the block has been shown to boost your productivity, and taking a walk in nature is even better. Being in nature is the most effective way to relax your brain and refresh your senses, so head to the nearest park if possible.

### **Invest in your development**

Don’t skimp on your professional growth because it pays off in your career satisfaction. Stay updated on the latest research in learning and educational technologies by setting aside time to read your favourite publications. Join a professional association and attend local meetings, when possible. If you’re more introverted, consider volunteering in one of the positions to give you a “job” and a reason to reach out to others. Attend conferences that interest you to expand your knowledge and network with other educators.



## Celebrate accomplishments

Take time to savour your success in a way that's meaningful to you.

Teachers who merely leap from task to task without recognizing the value of their achievements can become burnt out and find their work unrewarding.

### Leaving work at an appropriate time

There is always so much that needs to be done; at some point, you have to shut your work brain down and go home. When you leave, you have to leave behind the job and all that comes with it. I find that going for a walk before I go home helps me leave the work baggage at the door.

### Make a priority list instead of a to-do list

At the end of the day, as long as the important things are done, I can walk away from work satisfied.

### Take one hour a week for yourself

I do not do anything that has to do with work and take the time to relax and regain focus for the upcoming week.

### Add activities — don't just subtract

It seems counterintuitive to consider which activities you should add to your life when the goal is to achieve better balance. But making time for a hobby or an activity can help put the other parts of your life into perspective — and keep you energized and enthusiastic.

### Raise your hand and ask for help

We only have two hands and one head. If a task requires anything more than that or is beyond what those things can control, it's time to reach out. Maybe that means talking to a more experienced teacher about how they've solved a problem you're having, flagging issues with your administrators, finding technological ways to do things more effectively or reaching out to your community for a little extra support. Some things are simply beyond your control, or just too much for one human to handle on their own. Most of all, don't forget why you became a teacher in the first place: to help your students become the best version of themselves. And ultimately, the best way to go about it is being the best version of yourself, too — even if it means spending a weekend watching Netflix!

## 5 Tips for Restoring Work-Life Balance

### WORK SMARTER, NOT HARDER.

Identify and eliminate those nonessential tasks!

1

### DRAW A LINE BETWEEN WORK AND HOME.

Set boundaries at home - both physical and mental.

### MAKE FRIENDS.

Close relationships at work increase your job satisfaction and engagement.

2

### CULTIVATE A LIFE OUTSIDE THE CLASSROOM.

Hobbies are a fun way to decompress from the day.

### GIVE YOURSELF A BREAK.

Getting away from the classroom during the day increases your productivity.

3

### SCHEDULE TIME TO DO NOTHING.

Doing nothing when you have a lot to do may seem counterintuitive, but it works.

### INVEST IN YOUR DEVELOPMENT.

Don't skimp on your professional growth because it pays off in your career satisfaction.

4

### GET YOUR ZZZZZS.

Lack of sleep is detrimental to your health, well-being and productivity.

### CELEBRATE SUCCESS.

Take time to savor your accomplishments in a way that's meaningful to you.

5

### PRACTICE REFLECTIVE WRITING.

Reflective writing is a way to clarify your priorities, alleviate stress, and plan for the future.

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Figure 7: Tips for work-life balance.





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