International Approaches to Promoting Social and Emotional Learning in Schools

A Framework for Developing Teaching Strategy

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First published 2022

ISBN: 978-0-367-55331-9 (hbk)
ISBN: 978-0-367-55332-6 (pbk)
ISBN: 978-1-003-09305-3 (ebk)

Chapter 6

Teachers' well-being, social and emotional competences, and reflective teaching

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DOI: 10.4324/9781003093053-9
The funder for this chapter is UIDEF - Unidade de Investigação e Desenvolvimento em Educação Formação - polo UIDEFMH

Routledge
Taylor & Francis Group
LONDON AND NEW YORK

Chapter 6

Teachers' well-being, social and emotional competences, and reflective teaching – a teacher's continuous training model for professional development and well-being

Marco Ferreira

Introduction

Teachers' well-being has an important impact on schools, teachers and students. Many of the effects of low well-being are linked with stress or burnout and are resulting from teacher shortages worldwide. This must be taken seriously for the long-term sustainability of the profession (Cherkowski & Walker, 2018). A well-known study developed by Demerouti, Bakker, Nachreiner, and Schaufeli (2001) found that job demands are primarily related to the exhaustion component of burnout, whereas (lack of) job resources are primarily related to disengagement.

Even though the teachers have high competence, their working conditions are becoming more challenging as increasingly heterogeneous student populations due to immigration, reforms towards inclusive education and endeavours to digitalise schools cause the need for constant adjustments and adaptations in teachers' routines. The profession is thus concurrently likely to promote both engagement and burnout because of continuous new challenges and requirements (Salmela-Aro, Hietajärvi, & Lonka, 2019). Research shows that teachers who are more stressed are less likely to form close relationships with students, which can negatively impact student achievement (Roorda, Koomen, Spilt, & Oort, 2011). Research also shows that there is a straight connection between teachers' well-being and their social and emotional competences (Collie, 2017; Schonert-Reichl, 2017).

Therefore, reflective teaching is the tool that we use to develop a model of intervention to promote teachers' well-being, and the model is supported on a social constructivist perspective. Social constructivism focus on the interdependence of social and individual processes in the co-construction of knowledge and competences, and reflective teaching is a process through which teachers think over their teaching practices, analysing how something was taught and how the practice might be improved or changed for better learning outcomes.

DOI: 10.4324/9781003093053-9

The model of intervention emphasises a problem-based approach, where teachers' practices are the basis for personal growth and development. This approach connects experiences to circumstances, accentuating emotional self-regulation to improve teachers' professional attainment and effectiveness. The processes of self-observation and self-evaluation based on reflective inquiry, and reflection on practices, support the practical application of the model. Research shows that well-being and job satisfaction strongly influence teachers' behaviours, which influence classroom climate and students' achievement (Collie, Shapka, Perry, & Martin, 2015; Van Dick, Stierle, Govaris, Tissington, & Kodakos, 2007). This model of intervention agglomerates several theoretical constructs relevant to pedagogy and supervision in education and may constitute a good practice for the promotion of teachers' well-being. Besides the theory mentioned before, the suggested model is also based on our professional experience. We have been working for the last two decades in initial and continuous professional development for teacher training programmes. There are no doubts about the need for teachers to have times and spaces amongst their daily academic activities to reflect and debate their teaching struggles and challenges. The goal of these training/reflection meetings is to Take Care of our teachers, developing new opportunities for personal growth and transformative learning, to reconstruct healthy professional relationships and adjust social and emotional competences and well-being. All of this is coming from a clinical-pedagogical standpoint based on an authentic and collaborative trainer/trainee relationship.

Well-being – looking for a definition

Pollard and Lee (2003) mentioned that well-being is a complex and multifaceted concept that throughout time has posed several challenges to researchers in developing a common accepted definition. The interrogation of how well-being should be defined remains largely unanswered, which has given rise to unclear definitions of well-being (Forgeard, Jayawickreme, Kern, & Seligman, 2011).

Ryff (1989) identified aspects that can lead to a better understanding of the concept of well-being. The author highlighted autonomy, environmental mastery, positive relationships with others, purpose in life, realising potential and self-acceptance as dimensions of well-being. Diener and Suh (1997) believed that well-being consists of three interrelated components: life satisfaction, pleasant affection, and unpleasant affection. "Affection refers to pleasant and unpleasant moods and emotions, whereas life satisfaction refers to a cognitive sense of satisfaction with life" (p. 200). Other studies have placed different emphasis on what well-being is: life satisfaction (Seligman, 2002); happiness (Pollard & Lee, 2003); and ability to fulfil goals (Foresight Mental Capital and Wellbeing Project, 2008). This highlights, on one hand, the vast field of conceptualisation that has been done by different authors, and on the other hand, that those researchers have focused more on dimensions of well-being rather than on definitions.

Current studies continue to claim to demonstrate, and contribute to, the consistency of the concept. After some debate over the definition of well-being, a kind of consensus was reached in the last decade. The concept is made up of a cognitive dimension, in which there is a personal and an evaluative judgment, usually exposed in terms of life satisfaction (in specific or global terms) and an emotional dimension, positive or negative, expressed in specific terms, such as happiness, or in global terms, through emotions (Siqueira & Padovam, 2008). Currently, well-being seems to have consolidated its terrain, and a systematic measurement of the concept has provided some validity and fidelity criteria. The consensus among researchers includes the existence of a cognitive dimension and an affective dimension of well-being, and was theorised by Sagiv and Schwartz (2000) as satisfaction with life and as the feeling of happiness. Diener, Suh, Lucas, and Smith (1999) added that these two dimensions are separated but they have substantially correlated descriptors. Well-being is a vast category of phenomena that includes people's emotional responses, domains of satisfaction and global life satisfaction judgments. Each of these descriptors must be understood in isolation, although they are substantially correlated, suggesting the need for a higher order factor (Diener et al., 1999).

The concept of well-being is complex. To move closer to a definition that can serve the main goal of our chapter, we came to a definition that fits our model's proposal. Dodge, Daly, Huyton, and Sanders (2012) developed a definition that embraces simplicity, universality and optimism. The authors focused on three key areas: 1) the idea of a set point for well-being; 2) the inevitability of equilibrium/homeostasis; and 3) the fluctuating state between challenges and resources. In this way, this definition of well-being is a balance point between an individual's resource pool and the challenges faced. Stable and solid well-being is reached when individuals have the psychological, social and physical resources they need to meet a psychological, social and/or physical challenge. When individuals have more challenges than resources, or vice-versa, the equilibrium disappears, along with the state of well-being. This definition supports the multi-faceted nature of well-being and can help the researchers moving forward in the comprehension of this ubiquitous term.

Well-being is a concept of increasing importance in a democratic world, in which people, considering their own criteria, are expected to live their lives in a way that they can feel fulfilled. The attention given by the scientific community to the positive variables associated with mental health, in which we should include well-being, raises the relevance of relating work environment, professional activities, life satisfaction and personal well-being.

Teachers' well-being

Teachers play a crucial role in a student's life. No doubts about it! They are the frontline workers responsible for engaging students and promoting their learning. Empirical evidence has found that teachers are the most important in-school factor contributing to students' success, satisfaction and achievement

(Konstantopoulos, 2006; OECD, 2014). Teaching can be a rewarding profession involving meaningful, influential and significant work, but teaching can also be challenging due to the complex and multifaceted nature of the job. In the current educational environment, where schools are trying to increase student attainment with a reduced budget, teachers' well-being can be underestimated, not being considered a priority for school functioning. Teachers regularly have to rearrange many competing demands. As a result, they can easily put other people's mental health and well-being needs ahead of their own. However, it is important that teachers take the time to prioritise their own mental health and well-being, for their benefit and concomitantly, for the whole school community.

Teachers are expected to have a set of disparate and demanding activities, such as facilitating the development of students' social and emotional competences, responding to students' individual learning needs, working collaboratively with other teachers and contacting parents to ensure the general development of their students. They are also expected to adapt and to learn how to use a set of tools with high technological and digital demands, and to use information and communication technologies in their classrooms to cultivate students' high-order skills (Schleicher, 2018). Besides that, the profile of the 21st century teachers include being intellectually curious, capable of collecting and analysing data about their school and classroom and acting upon it and improving their teaching skills almost daily.

Along with this increase in expectations, teachers' working conditions and classroom procedures are rapidly shifting. In many educational systems, teachers are working with different classroom environments in terms of their students' ability levels, socio-economic backgrounds and demographic configuration. In addition, many systems face budget restrictions, which limit the amount and quality of resources available to teachers to face these new demands (OECD, 2018). At the same time, schools are becoming gradually more bureaucratic. In several studies, teachers reported a low level of work autonomy in their daily activities (Bakker, Hakanen, Demerouti, & Xanthopoulou, 2007; Collie, Shapka, & Perry, 2012) and being loaded with non-teaching activities, especially secretarial tasks (Hakanen, Bakker, & Schaufeli, 2006; Klassen & Chiu, 2010).

Working conditions like those previously described can lead to stressful circumstances and might create a nerve-wracking environment for teachers for weeks and months. Research suggests that stressful working environments and challenging working conditions have a huge impact on teachers' motivation, self-efficacy and job commitment (Collie et al., 2012; Klassen et al., 2013). A study developed by Upadyaya, Vartiainen, and Salmela-Aro (2016) has shown that high work engagement was negatively associated with subsequent work burnout and depressive symptoms, and positively associated with subsequent life satisfaction.

A low level of teacher well-being can in turn affect the organisation of schools as a whole through frequent teacher turnover, low performance and absenteeism, which will concurrently impact both student learning and efficiency costs (Albulescu, Tuşer, & Sulea, 2018; Ronfeldt, Loeb, & Wyckoff, 2013). The quality of teachers' instruction is also at risk, as strained and weary teachers can hardly operate positively in the classroom (Albulescu et al., 2018).

The negative effects of teacher fatigue are extensive, affecting not only the teacher, but the students and school community as well. A high percentage of exhausted teachers can also make it difficult for a school to plan and execute new programmes and undertake continuous professional development courses. It will also lead to fragile teamwork among staff members. In this context, it is not a surprise that teacher well-being has become a relevant issue in policy and public discussions (Schleicher, 2018).

Research suggests that factors related to 1) workload, 2) school-level matters, and 3) student's behaviour are pertinent for teachers' well-being (Aelterman, Engels, Van Petegem, & Verhaege, 2007). Studies on teachers' stress have emphasised three relevant aspects accordingly with the aforementioned factors: 1) work stress, 2) organisational-level stress, and 3) student-related stress (Collie et al., 2012; Klassen & Chiu, 2011). Salmela-Aro et al. (2019) mention that "it is crucial to invest in teachers' well-being and working conditions. Even excellent teachers have their limits in terms of how much change they can tolerate at the same time" (p. 6). In addition, it's common to hear in our short courses for teachers' continuous professional development words like these: "*I'm tired and unhappy with my daily routines*" or "*I don't have time to prepare my classes because I'm overwhelmed with bureaucratic tasks*" or yet another "*I'm feeling that year by year I'm only repeating words like a machine*."

Working is an activity that allows individuals to transform their reality and concurrently to transform themselves (Budd, 2011; Richardson, 2012). Throughout history, it had multiple and ambiguous meanings that can be summarised in two extremes. On the one hand, it is seen as unavoidable activity that only guarantees survival, and on the other hand, as a pleasurable activity, which enables the person's psychosocial fulfilment. These two extremes, however, are part of the same process and cannot be considered in isolation, since working can provide life satisfaction and well-being and, at the same time, can generate dissatisfactions and emotional conflicts. This ambiguity is mainly because working depends on several variables (personal expectations, working commitments and social interactions. . .) and on certain and specific conditions that may or may not correspond to the person's expectations (Cheney, Zorn, Planalp, & Lair, 2008).

Teachers are life-changing personages in the story of everyone's life. They create an immeasurable impact. Teacher well-being is something that stems from living experiences. It also can be seen as a dynamic process built at the intersection of two dimensions, one objective and one subjective (Rebolo &

Bueno, 2014). The objective dimension comprises four different components: 1) the teaching activity component;, 2) the relational component, 3) the socio-economic component, and 4) the infrastructure component. The subjective dimension is, in turn, related to personal characteristics (competences, skills, needs, desires, values, beliefs, training and life projects) and comprises the aspects pointed out by Ryff (1989) as essential for well-being: autonomy, environmental mastery, positive relationships with others, purpose in life, realisation of potential and self-acceptance.

The intellectual and affective self-assessment that teachers make, and the conditions offered to carry out their work, largely determine teachers' well-being and professional satisfaction. Considering that it is human nature to seek equilibrium/homeostasis, we must investigate ways to implement an action plan to Care and help our teachers with the conflicts and situations self-assessed as unsatisfactory. This is fundamental for better comprehension and to intervene on teachers' well-being dynamics (crescendos and diminuendos).

Social and emotional competences and well-being

Social and emotional competences (SECs) refer to a wide range of knowledge, skills and attitudes that are essential to teachers' professional attainment and well-being. SECs can include, among other attitudes, emotional awareness, problem solving, critical analysis, conflict-resolution, teamwork and decision-making. In other words, SEC is aligned with a set of skills that persons need to succeed in all life contexts as responsible citizens (Ornstein, Levine, Gutek, & Vocke, 2017). Although there are potentially many ways of operationalising SEC, five competences suggested by the Collaborative for Academic, Social, and Emotional Learning (CASEL), have received significant attention in literature. The five SECs are self-awareness, self-management, social awareness, relationship skills and responsible decision-making (CASEL, 2012).

Based on Weissberg, Durlak, Domitrovich, and Gullotta (2015), the five competences can be described as the ability to recognise and regulate one's emotions and thoughts; the capacity to take the perspective of and empathise with others from varied cultures, valuing on one hand, different social and ethical norms and, on other hand, establishing healthy and rewarding relationships; and the capacity to make constructive and respectful choices about personal behaviour and social interactions, taking in consideration the well-being of self and others. These competences will encourage cooperative behaviours, fewer behaviour and communication problems and less emotional tension, promoting self-discipline and emotional regulation (Greenberg et al., 2003).

It is well established that teachers' SEC and well-being are essential to the functioning of the classroom, influencing effective classroom management approaches and helping in the implementation of supportive learning environments (Kunter et al., 2013; McLean & Connor, 2015). SECs provide the basis for better adjustment and professional performance and are reflected in

attributes related to positive social behaviours, trustworthy peer relationships, less emotional distress and improved work satisfaction (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). In other words, SEC allows each person to develop the capacity to integrate thoughts, emotions and behaviours in order to achieve and accomplish important social and professional tasks. In this sense, individuals develop skills that allow them to recognise, express and manage emotions; build healthy relationships; establish positive goals; and respond to personal and social needs (CASEL, 2003; Lemerise & Arsenio, 2000). Zins, Bloodworth, Weissberg, and Walberg (2004) reinforce that people with solid social and emotional skills are much better able to cope professionally and socially with everyday challenges.

The importance of promoting SEC in schools has been recognised on a worldwide scale (Zins & Elias, 2007). At the classroom level, it combines developmentally and culturally appropriate classroom instruction with ongoing formal opportunities to create and strengthen teachers' and students' SECs (Jennings & Greenberg, 2009). Sancassiani, Pintus, Holte, and Paulus (2015) highlighted the relevance of including a whole school approach, in which multicomponent interventions should involve students, teachers and the community in a dynamic and partaking way in order to develop personal growth and well-being.

Social and emotional learning is a complex process in which children and adults acquire and make use of skills that are necessary to interact with oneself and others in a constructive and confident routine. These competences are critical for maintaining successful relationships with others, routing daily professional skills, and engaging in the problem solving that arises daily in teaching activities, providing greater self-confidence and autonomy for teachers.

Teachers' SEC is associated with their psychological well-being (Schonert-Reichl, 2017). Teachers who master social and emotional challenges feel more efficient and successful, and teaching becomes more enjoyable and rewarding to them (Schonert-Reichl, 2017). Teachers' SECs and well-being are reflected in their classroom behaviour and in their interactions with students. Teachers with higher social and emotional competences organise their classrooms and provide emotional and instructional support that is associated with a high-quality classroom climate (Hamre & Pianta, 2001). In this way, it seems necessary to provide teachers with the conditions and circumstances that will allow them to teach with significance, allowing them to have time and space for continuous training and for maintaining rewarding relationships with colleagues.

Jennings and Greenberg (2009) recommend that interventions with teachers must consider teachers' SECs and well-being to help them to implement quality learning activities. Indeed, given the importance of teachers' own SECs and the link to personal well-being, we should develop conditions to give them give tools and strategies for maintaining cooperative SECs. One potential approach for promoting teachers' SEC is via teacher-focused professional development (Jennings & Frank, 2015). Pianta, Mashburn, A. J., Downer, J. T.,

Hamre, and Justice (2008) examined the impact of an online professional development programme that involved one-on-one consultation and targeted feedback to individual teachers based on a videotaped segment of teaching from their classroom. The findings showed that teachers who engaged in the consultation and feedback process showed significant increases in teacher-student interaction quality as assessed by independent observers.

Cheon, Reeve, and Moon (2012) examined a programme where teachers were taught the value of autonomy-supportive teaching, reflected on their use of autonomy-supportive teaching strategies, and were provided with information about implementing autonomy-supportive strategies. Results showed that the teachers who received this training were rated by trained observers as displaying significantly more autonomy-supportive strategies in their teaching and fewer stressful situations in the classroom when compared with the control group. Moreover, their students reported significantly greater motivation, engagement and achievement in the follow-up classes. Autonomy-supportive strategies also emerged in a study that explored the development of teachers' social and emotional learning skills by using Teacher Effectiveness Training (TET – Gordon Training International) (Talvio, Lonka, Komulainen, Kuusela, & Lintunen, 2013). Results have shown positive reactions towards TET, and teachers' knowledge and knowledge application skills improved significantly. Regardless, the well-being of the teachers measured at the end of the intervention showed slight variations.

Because we believe that supportive and continuous professional training can make a difference in teachers' well-being, in the next section, we will focus on reflective teaching as a foundation to a teacher training model for continuous professional development and well-being. Our goal is to develop a model of intervention that can support teachers' professional activities, promoting well-being by providing careful attention to teachers' processes in the co-construction of professional knowledge and competences.

Reflective teaching as a tool for continuous professional development and well-being

Since the 1980s, the concept of reflection is a topic that has received the most attention in discourses and research on teaching. Reflective practice, reflective action, reflective training and reflective teaching have become unavoidable expressions for anyone who wants to show an updated pedagogical vocabulary. Bengtsson (1995) adds that, at the heart of these expressions, it is also possible to identify the intentions of 'reflection,' that is, to know what it leads to, recognising a "certain function of enlightenment", with the aim of transforming the teacher into an autonomous and self-sufficient professional.

Bengtsson (1995) considers that the panoply of uses of the term 'reflection' deserves to be clarified, suggesting the analysis of the two properties that characterise it: self-reflection and meditation. With the clarification of the term

'reflection", its meaning in teaching becomes more explicit and allows us to embrace that reflection can promote teachers' training based on a practical viewpoint, in which the teachers are recognised as professionals who play an active role in formulating the purposes of their work. This recognition implies that teachers have the means to produce their own methods and principles, contributing to an organised base of knowledge on teaching throughout their professional career (Zeichner, 2003).

Dewey (1933) defines reflective thinking as that which involves any belief or practice in an active, determined and careful way, considering the motives that support it and the consequences to which it leads. Dewey believes that the reflection does not consist of a series of steps or procedures to be used by teachers; rather, it must be understood as a universal way of knowing and responding to problems. Therefore, the act of reflecting happens when we think on challenges or problems. We add to this understanding the fact that positive attitudes such as enthusiasm, responsibility and self-confidence play a crucial role regarding the way we reflect and how we solve the problems.

Lalanda and Abrantes (1996) emphasise the relevance of the "temporal nature" of reflective activity, recognising the interference of the past and the future in the reflective act. In addition to these temporal dimensions, other contextual factors can cause vicissitudes in the reflection process. It is essential to consider personal dispositions such as availability, willingness and the need to reflect as essential elements for the quality of the reflective practice.

John Dewey (1933, 1944) was among the first to write about reflective practice with his exploration of experience, interaction and reflection. Schön followed Dewey's theories, defining reflective practice as the practice by which professionals become aware of their implicit knowledge and learn from their experience (Schon, 1983). Schon (1987, 1991) argues about reflection in action and reflection on action. Reflection in action is to reflect on behaviour as it happens, whereas reflection on action is reflecting after the event, to review, analyse and evaluate the situation. Another term he introduces is "knowing in action" to describe tacit knowledge. Reflection in action is the reflective form of knowing in action. It is Schön's assumption that "competent practitioners usually know more than they can say" (Schon, 1983, p. 8). We firmly believe that reflection is a pathway to teachers' emancipation, that is, someone who decides and finds pleasure in teaching, learning and research.

Reflection also helps us to develop our emotional intelligence, particularly if we include attention and careful consideration to feelings as part of our reflections. The concept of emotional intelligence was originally presented by Salovey and Mayer (1990) as a set of skills that contributes to the accurate appraisal and expression of emotion in oneself and in others. This means the effective regulation of emotion in self and others, and the use of feelings to motivate, plan and achieve in one's life. Daniel Goleman (1995, 1998) encourages the development of self-awareness of feelings and the recognition and regulation of emotions as the basis of all reflection and the willingness to undertake the

process and to value it as a means of personal growth and development. Reflection can be difficult because it forces us to be honest with ourselves. Being reflective is like being your own observer and your own critical friend.

In a reflective school, the affective dimension cannot be vague. Affectivity crosses all human action, triggered through cognitive and metacognitive activity, manifesting itself, above all, through emotion, feeling and enthusiasm in which human actions and reactions, pleasant or unpleasant, are lived and accommodated. Thus, it is particularly important to recognise that emotions and attitudes play a crucial role in teachers' daily activities. Reflection is usually rooted in a need to understand the situation, and the emotions can have a high impact on the way in which a teacher lives their practice (Herdeiro & Silva, 2008).

The way a teacher experiences the diversity of contexts in which he/she works and carries out reflective practice throughout the career influences the way he/she regularly faces challenges and adversities (Webb, Vulliamy, Sarja, Hämäläinen, & Poikonen, 2009). Teachers using reflective practices leads to the assumption of adopting professional postures such as being critical, being committed, being responsible and being autonomous. This is a route for the birth of a different teacher – a teacher who goes beyond the knowledge of the technique, that is, who reflects on the practice or action in the classroom, providing opportunities for the construction of new professional knowledge. In this way, the teacher develops a new set of skills that gives self-confidence, the ability to recognise one's emotions and thoughts, the ability to establish healthy relationships and the ability to make constructive and important choices.

Moon (2004) suggests that reflection is a form of mental processing that we use to accomplish a purpose or to achieve an estimated outcome. It is applied to gain a better understanding of relatively intricate or unstructured ideas and is largely based on the reprocessing of information or knowledge, understanding and emotions that we already possess. It is within this reflective dynamic and in a school context that the teacher learns to build up and transform his/her professional knowledge essential to the development of both teaching practices and well-being. Working in a group, sharing experiences and establishing rewarding relationships are fundamental references for promoting meaningful and motivating moments, and concomitantly, personal well-being (Shank, 2005).

"Good teachers are born not made." You might have heard this old maxim and thought yourself not suited to be a teacher. The main problem with this popular saying is that it is wrong. Research shows a strong link between teacher professionalism and the perceived status, self-efficacy and well-being of teachers (Lauermann & König, 2016). Initial teacher education provides a sound basis for teachers' well-being and is relevant for retaining teachers in the profession (Durksen & Klassen, 2012). Continuing professional development plays a crucial role in enhancing teachers' performance, commitment and job satisfaction (European Commission, 2015; Schleicher, 2018). Increasing teachers'

well-being is a long-term process, which requires reflection and a consistent, problem-based approach with meaningful continuous training.

Above all, teachers need to understand their struggles, characteristics and motivations. They need to develop interdisciplinary competences, differentiated instruction competences and emotional self-regulation. They need continuous and specialised training. They need to be cared for and valued. In the next section, we will develop a model of intervention based in reflection (becoming a reflective practitioner), which can lead to teachers' professional development and well-being.

A teacher training model to improve teachers' co-construction of professional knowledge, social and emotional competences and well-being

Reflective teaching is the tool that we use to develop a model of intervention to promote teachers' well-being. The model is supported on a social constructivist perspective. Thus, it means that the focus is on the interdependence of social and individual processes in the co-construction of knowledge and competences. Reflection is the process through which teachers think over their teaching practices, analysing how something was taught and how the practice might be improved or changed for better learning outcomes. The social constructivism paradigm allows for the discussion through the presentation of specific concepts, problems or scenarios; it is guided by means of effectively directed questions, with the introduction and clarification of concepts and information, and adding orientations to previously lived experiences or learned material. The emphasis is on the collaborative nature of human beings to reflect, learn and change, and it highlights the importance of cultural and social contexts.

Mezirow's adult education theory of transformative learning is also essential for the theoretical conceptualisation of our teachers' continuous training model. Mezirow describes adult learning as "an organised effort to assist learners who are old enough to be held responsible for their acts to acquire or enhance their understanding, skills, and dispositions" (2012, p. 89). However, he and others outline what they consider some ideal conditions for transformative adult learning. Firstly, the conditions should be learner-centred, participative, interactive or constructivist in nature (Christie, Carey, Robertson, & Grainger, 2015). Secondly, as one of the main requirements for transformative learning is open and voluntary discourse, to examine and validate assumptions, values, beliefs, ideas and feelings, it is logical that ideal conditions would include opportunities for learners to engage in such dialogue and group problem solving (Mezirow, 1994, 1997, 2012; Taylor & Laros, 2014).

The model of intervention highlights teachers' experiences, and through reflection, connects them with meaningful situations, accentuating emotional self-regulation and SECs to improve teachers' professional attainment and effectiveness. The processes of self-observation and self-evaluation based on

reflective inquiry, and reflection on practice, support the practical application of the model. We will illustrate the construction of the model through its different phases.

Figure 6.1 details the starting point of our model. The reflective cycle involves personal values and feelings, consideration of teaching practices, knowledge construction and critical inquiry, and most of all, change and personal development, which is the focus of becoming a reflective teacher. Reflective practice is the key to improvement, if we do not raise awareness of our routines, and analyse and evaluate our professional practice, we cannot foster our competences both professionally and emotionally.

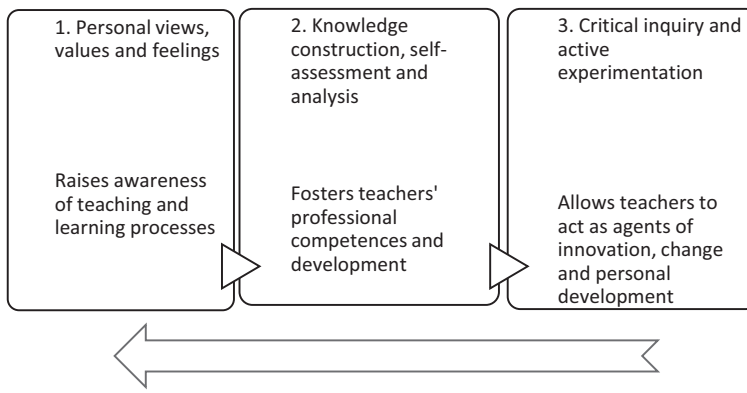

Figure 6.1 The reflective cycle

The process of reflection helps us to monitor our own development from a novice teacher to an experienced professional. Much of our knowledge and competences will come through new challenges and by continuous reflection and appraisal (Moon, 2004). The foundations of reflective practice comprehend attempts to solve classroom problems, without neglecting the beliefs and values that each teacher brings to their classroom. McKay (2007) highlights the responsibility of each teacher with his or her own professional development.

The next step of our model is teachers' social and emotional competences and well-being classroom model. Teachers with higher SEC also demonstrate prosocial values (Schonert-Reichl, 2017). This means they have respect for their colleagues, students and families, and care about how their own decisions affect the well-being of others. Finally, such teachers possess strong self-management skills. Even in emotionally charged situations, they can regulate their emotions and their behaviours in healthy ways that promote a confident and constructive classroom environment (Schonert-Reichl, 2017).

Teachers who master social and emotional challenges feel more efficacious, and teaching becomes more enjoyable and gratifying to them (Goddard, Hoy, & Hoy, 2004). When teachers experience distress, it impairs their ability

to provide emotional and instructional support to their students. Teachers' SEC and well-being are reflected in their teaching practices, classroom behaviour and interactions with students. Teachers with higher SEC organise their classrooms in a meaningful way and provide emotional and instructional supports that are allied with a high-quality learning climate.

We are aware that on one hand, a school's sociodemographic characteristics, location, size and school leadership affect the teaching and learning climate and, concomitantly, teachers' well-being. On the other hand, job demands and job resources such as work autonomy, work overload, support for learning and development, classroom composition, material resources and school facilities, performance evaluation and appraisal and feedback are factors that inhibit and influence the personal and professional development of teachers.

A study by Demerouti et al. (2001) has shown that job demands are primarily related to the exhaustion component of burnout, whereas (lack of) job resources are primarily related to disengagement. Despite all these impacting factors, a teacher who reflects on their practices and who discusses with peers daily professional challenges, is closer to achieving well-being in its most varied and intricate dimensions (cognitive well-being, psychological well-being, physical well-being and social well-being).

Key findings in the literature highlight a link between emotional self-regulation and sustaining well-being for teachers. Teachers with higher reported rates of well-being demonstrate an emotional intelligence that allows them to

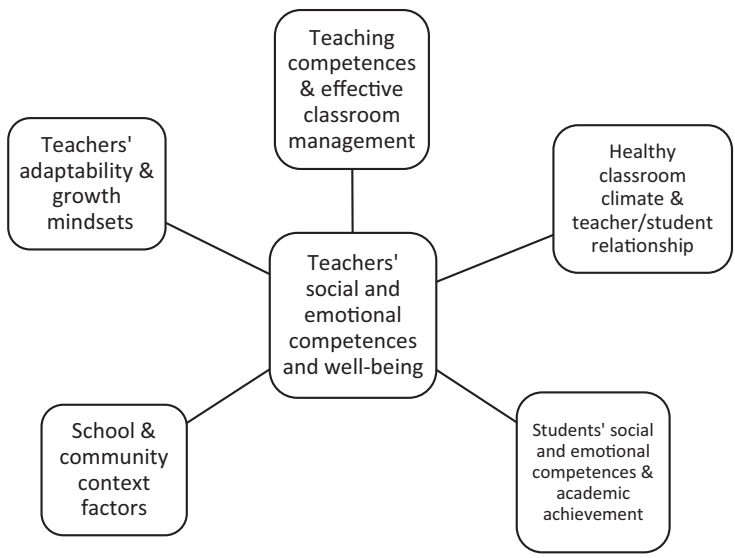

Figure 6.2 Teachers' social and emotional competences and well-being classroom model

think positively about the demands of the job and apply realistic coping strategies to effectively manage demanding emotional situations in and outside the classroom (Kern, Waters, Adler, & White, 2014; Parker, Martin, Colmar, & Liem, 2012; Ross, Romer, & Horner, 2012; Vesely, Saklofske, & Nordstokke, 2014).

These studies and our practice with teachers' continuous professional development training, steered us to cross the two previous conceptualisations (figure 6.1 – the reflective cycle and figure 6.2 – teachers' social and emotional competences and well-being classroom model) to build a teacher's continuous training model for professional development and well-being.

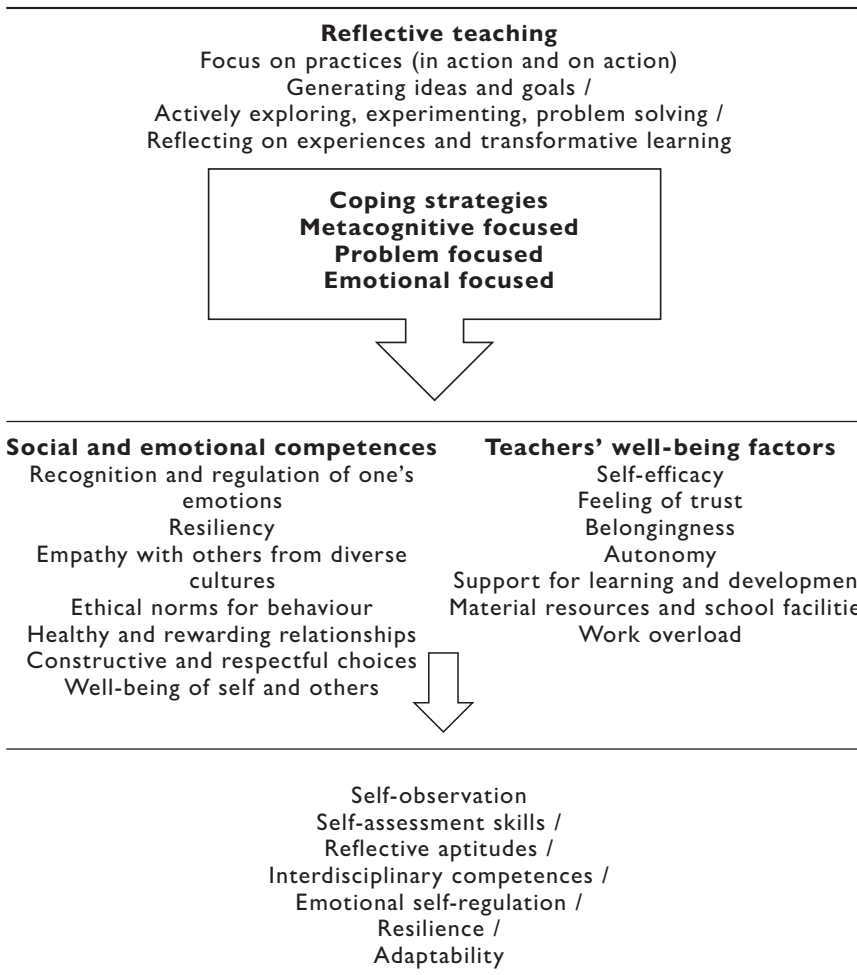

Figure 6.3 Teachers' continuous training model for professional development and well-being

The foundation for the model represented in Figure 6.3 is reflective teaching. The focus is on teachers' practices, experiences and feelings. The training includes both reflection in action and reflection on action, following Schon's theoretical framework (1983, 1987). On one side, (in action) reflecting as something happens and deciding how to act and to be available to act immediately. On the other side, (on action) reflecting after somethings happens, reconsidering the situation and thinking about what is needed to change in the future. Both reflections are relevant for teachers to identify, analyse and evaluate classroom circumstances. This reasoning allows teachers to explore their own practices and underlying beliefs, which may lead to changes and improvements in teaching.

The use of specific strategies in the training, such as those that are metacognitive-, problem- and emotion-focused will create conditions to transform the training in a restorative and invigorating environment, thus having the ability to restore health and strength, and developing a sense of belongingness and well-being. Based on reflection, this continuous training model includes and combines SECs based on CASEL's (2005) five key areas and teachers' well-being factors, which will build dynamic mindsets and, foremost, supportive, collaborative and fulfilled teachers.

Recent developments in the science of well-being and its applications require a fresh approach, beyond targeting the alleviation of disorder to a focus on personal and interpersonal flourishing. Likewise, "positive functioning is not simply surviving stress; it also entails thriving physically, mentally, socially, and professionally" (Kern et al., 2014, p. 501). Compiling knowledge on the factors that support and enhance teachers' well-being is important in encouraging greater sustainability within the profession. Positioning teachers' well-being within the wider social and professional contexts that teachers operate in is necessary to gain an understanding of the complex interplay between individual, relational and external factors that affect, constrain and mediate the well-being of teachers.

The teachers' continuous training model for professional development places the focus on the affective domain and the effective management of emotions and well-being. A sense of professional competence is essential to well-being and it is often linked to the achievement of students' educational goals (Kern et al., 2014; Soini, Pyhältö, & Pietarinen, 2010).

Feeling valued, respected and cared for in the workplace enhances well-being (Briner & Dewberry, 2007; Soini et al., 2010). Enjoyment and happiness in working with students is central to professional happiness and sustaining wellness (Parker et al., 2012; Soini et al., 2010; Spilt, Koomen, & Thijs, 2011)

A happy and satisfied teacher will develop a set of competences that fosters resilience, social responsibility and creativity, and is much more available to offer encouragement and support. They are more available to learn new competences and to adapt teaching practices and, most of all, are available to change and for personal growth and development.

Concluding remarks

The proposed teachers' continuous training model for professional development and well-being aims to create: the ability to adapt to a concrete reality; the promotion of collaborative work; the valourisation of teachers' experiential knowledge; the possibility of reflection on professional practices; and the possibility of reflection on challenges related to SECs and well-being. Martinsone, Ferreira, and Talić (2020) explain that "continuous professional development creates safe spaces for teachers to try out new practices and reflect" (p. 168).

Nowadays, teachers tend to develop a systematic emotional exhaustion that necessarily leads to the appearance of academic and professional weaknesses. The level of stress and demand with which each teacher is confronted on a daily basis, with the multiple and diverse activities to which he/she has to respond, has given rise to a professional class that is fragile and that needs to be taken care of. It is essential to develop continuous training processes that stand out beyond the teacher procedural and technical knowledge. A continuous training that can emphasise not only teachers' systematic practices and experiential knowledge, but also a training plan committed to broad educational projects and focused on personal and professional growth, relationships, self and social awareness and job satisfaction and well-being.

Maslach, Schaufeli, and Leiter (2001) explain that people flourish and succeed in communities and function best when they share praise and comfort with people they like and respect. In addition to emotional exchange and instrumental/professional support, this type of social and emotional care reaffirms a person's affiliation in a group with a shared sense of values. According to Stoll, Bolam, McMahon, Wallace, and Thomas (2006), professional learning communities, such as teachers, have some interconnected characteristics, such as sharing values and vision, collective responsibility, collaboration and shared and co-operative learning. It is in this sense that we have outlined the model for continuous professional development for teachers, i.e., a group of people sharing and critically questioning their practice in a reflective, collaborative, inclusive way, in a situated and protective learning environment and on a path for personal growth and professional development, in order to upsurge job satisfaction and well-being.

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