



Well-being Weekly

FOR EDUCATORS • BY EDUCATORS

An Introduction to the Column

by Lisa Sanetti, PhD

Being an educator can be a joy. Educators love to talk about the humorous stories unique to being in a school—for example, the time two first-grade classes were lined up in the hallway—one rowdy, one quiet as a mouse—and a teacher inquired rhetorically, “Hmm...there are two classes here, both in the same school, both in the first grade. I wonder what it could be that is different and causing one class to be so loud and one so well-behaved?” To which a student from the rowdy class, taught by a first-year teacher, immediately says “It must be the teacher!” Of course, there are also the stories that were not funny at the time—for example, how a student hid in a locker for hours while educators and police looked all over for them. Unfortunately, we know the situations faced by educators—administrators, teachers, and staff alike—can also lead to decreased life and job satisfaction, and increased stress and burnout.

The goal of this column is to provide both help and hope. You have the knowledge and skills to be an excellent educator. But the reality is that sometimes it is not enough to know what to do. Thoughts and emotions get in the way of the rational brain and make it challenging, less enjoyable, and more time-consuming to do what you know how to do for students. This column will provide science-based information, strategies, and activities that have been shown to increase well-being. I respect your time too much to waste it. I won't bore you with all the science; I'll only tell you what you need to know. For it to help, you will need to put the ideas into action day after day. Change won't happen overnight, but it will happen.

Well-being work isn't selfish. It's necessary.

If you have suggestions for future columns, please email Dr. Sanetti at wellbeingweekly@gmail.com