

Prioritising wellbeing in a time of disruption and transition

Hello and welcome to this webinar.

My name is Paul Ellis and I am Head of Teaching and Learning at Cambridge Assessment International Education.

At the time of recording, the beginning of June 2020, much of the world is still in lockdown because of the Covid-19 pandemic. Some countries are beginning to relax restrictions, others are reintroducing them, and some are still wondering what best to do.

Most schools remain closed and those that are opening are doing so with caution. It is an unprecedented and stressful time for the vast majority of us.

The World Health Organization is warning of a mental health crisis resulting from the pandemic.

As their Mental Health Department Director, Devora Kestel, puts it:

“The isolation, the fear, the uncertainty, the economic turmoil - they all cause or could cause psychological distress. [...] People who have previously coped well, are now less able to cope because of the multiple stressors generated by the pandemic. [...] It is normal to feel sad, stressed, confused, scared or angry during a crisis.”

To help you navigate this uncertainty and manage your stress we have invited two experts to record a webinar about prioritising wellbeing in a time of disruption and transition.

It is my pleasure to introduce to you Amy Burke and Kevin Hawkins who have written books, articles and led many workshops on mindfulness and social and emotional learning around the world. We hope you enjoy the webinar.

Welcome, Amy and Kevin.

Thank you very much, it's really a pleasure to be here and I know, Paul, when you mentioned that all those statistics and the comments from the WHO, it's very, very sobering information

And so this topic of prioritising wellbeing is really of upmost importance right now, and it's not necessarily a luxury so much as it is a necessity that we need to do this particularly in education. So, you know, even in this very serious time we feel it is a real pleasure and honour to have this opportunity to connect with the Cambridge educators around the world. And, you know...

...it's not so long ago it feels now that we actually were with the Cambridge community in person in Cape Town. We were lucky enough last year to be invited to speak at the Cambridge Schools Conference: so that's me and that's Kevin, and, while we can't be with anybody in person right now, we know that real connections can still be made online and that's what we hope to be doing here now.

Amy's from Canada and I'm from England but we're actually living right now in Spain in this village called Serra near to Valencia up in the hills. We're fortunate that we've been here through the lockdown because it's a quiet place - we are not living in the city.

But Spain has been very hard hit by the virus, as many parts of the world have. And as we look down the valley towards Valencia, you know, you see the city lying there and we cannot forget about the huge suffering that's been happening just a little way away

to the Spanish people, to the healthcare workers and to the people all around the world,

literally all around the world.

And as Paul was saying, it depends, you know, where you are in the world right now how much you've been affected by this: some slightly, some I guess very significantly. And as educators there's been such a sudden shift to distance learning, to online learning, and that's been a stressful move for many teachers, students and parents. But we really admire the way that schools have been able to handle this, that the leaders and teachers and parents have pulled together and really coped very well in this challenging time of disruption. Because this really is a personal crisis as well as a professional crisis, so, as well as coping with school changes, we know that many of you are having to cope with this on a personal level, working from home, maybe having your kids at home, sometimes your partner may have lost their income temporarily, and then the worry about your family's health. You know, apart from that obvious fear that Paul was referring to as well of the psychological fear of our own ill health, of a dangerous illness affecting ourselves and our families, there's also, isn't there, this fact that this general state of fear that many of us are experiencing is impacting other feelings, it's amplifying other states of mind. If you have some anxiety, or you have some depression, then it really, as Paul was saying from the WHO, it can really be adding to those difficulties. So there's this underlying sense of uncertainty that really is a key driver of psychological discomfort. And, you know, when we're unfamiliar with how things are going to be, when the lockdown first started, that provoked this uncertainty, and again as we move back in to coming out of lockdown in some areas and partial beginning of school, there's another kind of uncertainty, you know, how will this play out within our schools, you know, what will a return to normal look like, what exactly are we going back to?

We were able to do some of our work online, continuing supporting school communities, and in fact in April we did a survey of many international school counsellors who support the social and emotional aspects of learning in their schools and we asked them, you know, how are you doing right now and we

created this word cloud from what their responses were. And of course you can see that 'anxious', 'uncertain' and 'overwhelmed', 'stressed', 'tired', 'worried', there's so many of those really sort of difficult emotions around and also you notice there's some, there's really a big representation there for 'grateful' as well and there's some even in here that say 'relieved' and a bit 'joyful' so it's really just important to recognise that there are all sorts of emotions happening right now and in fact that we can experience them, you know, the whole range of them even day to day. I know personally from this time, I feel like I've felt all of these emotions and sometimes even in the course of an hour. It really feels like a rollercoaster, a friend of ours called it the 'Coronacoaster', you know, and to recognise that these emotions are normal.

Yeah I'd say for me the same, very much up and down, especially at the beginning and even now from time to time you get used to it to a certain degree but it's still impacting how I am. And I noticed, you know, I have a meditation practice but I found it harder to do in the first few weeks and to get back into that routine, and I noticed the importance of being able to move, you know, and make it possible to get some kind of connection with nature, even if it's only looking out of the window, those things became more and more important to me and that virtual connection with family around the word has become so important too.

So, you know, that's kind of a theme for where many of us are at the moment, and for the rest of this talk what we want to focus on are these key themes. This is a time of disruption, what are we learning from this time of disruption, personally and professionally?

We want to talk about the importance of paying attention to social and emotional aspects of both learning and of teaching and we want to have a little look at the role that mindfulness can play in supporting our wellbeing and we also want to show you a few resources that can be helpful for our students and for our teachers during this time of transition.

As was mentioned earlier of course, during this time of transition that most people have moved to some sort of way of online teaching and learning and perhaps even maintaining a blended aspect of that in the transitions and we know that it's been really stressful for everybody. The transition has been really hard on so many people and of course on educators, and, you know, if we're looking at what are we learning, I know personally one of the things I've been learning and I've heard this from other educators as well is the importance

of self-care and, you know, with self-care I think can be such a buzz word and also this idea of wellness or wellbeing but what we mean by self-care it's really much, much more profound than just having a bubble bath, which, you know, of course that can be very helpful but self-care for us of course includes caring for the mental and emotional aspects of our own lives, particularly during a crisis when all of this is heightened.

And you might have seen this metaphor from mental health actually - the Oxygen Mask Principle - that if we are looking to want to help our children and students with their own mental health needs then of

course we need to do that for ourselves first, and it seems counterintuitive to help ourselves first but it absolutely is essential and of course you can't fill another's cup if yours is empty itself.

So when we're talking about wellbeing and self-care, a lot of our focus is on the emotional wellbeing of ourselves and our young people.

The Garrison Institute has created a programme called CARE (Cultivating Awareness and Resilience in Educators) and we just want to highlight one of the main things from this programme, which is respecting our emotions. And this one can be difficult particularly for those emotions that we find uncomfortable or unpleasant but really recognising and understanding that all emotions are totally normal, and particularly these heightened emotions during this time, when we can respect them, that's really the first step in being able to care for them and to care for ourselves.

So that word cloud that we showed you a couple of minutes ago, when we did this, this type of activity, like actively serving people you're working with, checking in as we did with school counsellors, but as school leaders, you know, you could check in with your teachers in the same way, literally asking them how they are doing and then sharing those answers so you're modelling then the importance of taking the time to check in on a human level and hopefully then that those teachers can then do those similar activities with their own students as well. So particularly as school leaders we're looking to model this behaviour as best we can.

In terms of young people we just want to highlight this programme, the RULER programme from Yale University, and what it is it's an emotional intelligence programme that helps to cultivate this emotional literacy. For example, being able to recognise emotions and that can be done through recognising some of the bodily sensations you get when an emotion is arising. Understanding what it is, what's causing that emotion and knowing that all emotions are normal and also understanding, you know, what might happen if I follow through with this really strong emotion or not. And then in particular being able to label it, this is a really important part of emotional intelligence and social awareness is when we are able to recognise specifically what emotion we're having and can name it, like 'irritable' or 'angry' when we name it that actually helps to actually activate the different part of the brain and that helps to unhook from that emotional power and when you label it, activating that different part of the brain helps take away a little bit of that power for that emotion to drive your behaviour unconsciously, and of course being able to express and regulate our emotions is really important as well so really an excellent programme for schools.

And just we wanted to show you this, you know, so many of us in terms of labelling don't have the actual language for that, that, you know, many of us just know 'angry', 'sad' or 'happy' but of course there's all sorts of nuances in our emotions and so this is a real literacy that can be trained and taught in schools.

But of course we also, as the adults in the building, we also need that literacy for ourselves and there's this really powerful article from Edsurge from early April talking about how teachers in particular need

social and emotional learning themselves more than ever, and the article is really rich and spends some time talking about emotions and how important they are for learning and also helps to define a bit more of SEL. There's also some practical things in that article and we'll come back to that a little further on in our webinar.

So what do we mean when we're talking about social and emotional learning? We actually want to use this definition from CASEL, which is the Collaborative for Academic Social Emotional Learning out of the United States, and it's defined as a process through which adults and children understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

So to summarise it really, CASEL offers these five core competencies of social emotional learning; self-management, self-awareness, social awareness, relationship skills and responsible decision making and again these types of skills are absolutely trainable in schools, for young people and also for us, for our teachers.

I just want to encourage you with a piece of research here about the value of social emotional learning in schools because I know for many of us (I was a principal of a school myself) there are so many things to do to add in new programmes, you know, we just don't have the time but actually we can make time without causing any defect to academic performance in schools. And this is a meta study that was done over three decades, of looking at three decades worth of different social emotional learning interventions in schools in the USA, and they found that yes, when you had these decent programmes in you could have these impacts, improve those skills and attitudes and reduce behavioural problems and reduce emotional distress. But what they also found which was really crucial was that students who were in those schools, on average, had over ten per cent, eleven per cent higher results on standardized test scores so their academic achievement went up even though there wasn't direct training done in this programme in those areas, which just makes sense doesn't it when you think about it? We, you know, we wouldn't just do this to drive up academic results, that isn't the point, but we do know, don't we, that we can't learn well, we don't learn deeply when we're feeling bad, you know, so when we pay attention to these social and emotional aspects of learning things begin to change academically as well.

And actually there was a study that came out just two years ago that followed up on those same cohorts of students that had been in those schools, over a much longer period of time to see what happened to them, and they found that academic performance, graduation rates were maintained at a higher rate than those students who went to the control schools without the social emotional learning programmes and at the same time there was a reduction, a significant reduction in drug use and conduct problems and a much more positive attitude to self and to further learning.

So this isn't about taking time out of academics, it's more about shifting the focus of our schools to have wellbeing as a main driver alongside academic achievement in our educational establishments. And just in the shorter term, you know, before we kind of rush back to whatever the new normal is going to be right now - and we know there are so many practical arrangements that have to be met in terms

of health and safety, exam requirements - but let's in that move back see if we can do our best to not lose sight of the value of respecting and recognising what we've been through, what our students have been through and what we're going to be continuing to be going through at this time. These deeper values are really important to us.

And asking these questions is really key too, continuing to revisit, you know, what are we doing in school, this is a really good time in some ways to ask that question, what is school really about and what really matters to us? And there is so much to do, so much to prioritise, it helps that we can ask these deeper questions, penetrating questions about what is it that we really want to do in our schools?

And I'd like to ask you a question now to just reflect on for yourself as you're sitting here listening...

...this question of what is it that we really want for our children?

So if you could just for a moment pause and bring to mind a student or a child - it could be your own child if you have children of your own, it could be a relative, it could be a child that you know or that you teach. Just choose one child so you can bring that image clearly into your mind at this moment so you see them as they are. And just be open to seeing what comes up for you when I ask this question. With this child in mind, what is it that you really want for this child? And you may have lots of ideas coming up right now but just see if you can allow one key word or phrase to just bubble up to the top as I ask you again, what do you really, really want for this child?

So just being aware of whatever came up for you now and of course we can't ask you to give us your feedback in this moment because of this virtual space that we're in but nevertheless it's important to see what you did come up with...

...and it could be anything. But what we tend to find that from doing this around the world with parent groups and teacher groups is these kinds of commonalities. People are more concerned about wellbeing and security and fulfilment and health and happiness than they are about getting high grades in school. Of course grades are important, but this is even more important isn't it and my question is really, with these deeper values that are universal to humans around the planet, how can we get our daily learning experience of our children to be closer to growing and cultivating these deeper values and meeting those needs?

We were at a conference recently with ECIS and they designed it around looking at healthy learning ecosystems, how can we change them at this time? And I like this statement they've made, that 'what we value should end up defining our ecosystems' - but that doesn't always happen so what can we do about that? And one quote I heard in that conversation that we had there was 'to measure what we value not value what we measure' - such an important and wise piece of advice.

And you know this is not out of line with what's happening generally in education around the world, this idea of asking these questions. In this magazine - 'Can the lockdown push schools in a more positive direction?' And what they came up with in this case was yes we need more social emotional learning for students, we need higher priority on teacher wellbeing and more of a coaching and mentoring role for teachers to give teachers in schools more autonomy, less top-down demands and that should filter through to students to give them more choice and autonomy which we are finding at this time, that independent learning is actually such a priority.

And, you know, we just move away from education for a moment, but still with the virus: Milan in Lombardy in Italy was very hard hit by the virus but they've already made a commitment that they don't want to go back to things as they were. They're concerned about air pollution in that city which actually increases the Covid fatality rates as well and they've decided to keep 35 kilometres of streets free forever in the future for cyclists and pedestrians in the centre of that city.

There's many conferences going on at the moment with this kind of theme, 'Education Disrupted, Education Reimagined'

What can we learn from this time of shifting priorities? And actually there was a survey done by Harvard Graduate School looking exactly at this question.

Just surveying educational media in the first weeks of the move to online learning and seeing what were the key themes that came up at that time and as we see, top of that list was social emotional learning and health, along with other key issues like stability, inequity, community and perspectives. So this is not just us thinking this way, I think many of you are thinking this way at the moment.

And many countries are beginning to think this way too, it's not been a traditional thing to focus on wellbeing above the gross national product or the economics but in fact some countries after Bhutan, now New Zealand and some other countries including Iceland,

putting wellbeing ahead of GDP in the way they budget and run their countries.

And again the Organisation for Economic Cooperation Development has come up with a beautiful framework for education, 2030 education, how can we prepare education in a different way for students who graduate in 2030.

And again it lines up with these ideas of fulfilling potential but also helping to shape a shared future that's built on wellbeing; wellbeing of individuals, and of communities and of the planet.

And we see this playing out in schools in various ways, but those core skills from CASEL that Amy mentioned earlier on that we can help develop in our teachers and ourselves and in our students are supportive in the way that we've been working with schools by bringing mindful awareness training and making that a way of helping to train those and to bring them alive.

And how can mindfulness help in this way? Well in the training that we do, we train ourselves and our students to build up our attention skills, a key ability these days to be able to maintain and sustain attention, so we build up that curiosity and that awareness of what's happening in our bodies and our minds and our feelings as well so that we're more in touch with what's happening to us and to other people. This self-knowledge also is really important when we notice that we have recurring thought patterns that are negative that actually undermine us and sap our confidence or make us overly critical sometimes. And we learn at the same time these simple breathing and grounding techniques that can help us to calm and centre ourselves during difficult times. All of that can help give us a bit more space and time so that when a situation comes up that's difficult and challenging we can choose a response to it rather than being pushed by our reactions. And in doing this work we begin to understand ourselves better but also to understand other people too which builds up our empathy and compassion and we bring this training of kindness, to bring kindness as well as curiosity in the way that we work with ourselves and with other people.

In terms of mindfulness in education, we just want to share a little bit of this research with you of a small group of 82 teachers who were assigned to an eight week mindfulness course and afterwards they had less negative emotion, reduced feeling of depression and an increase of positive states of mind, which is wonderful, and interestingly enough they were followed up five months later...

...and of course had lower blood pressure, they were able to recover from stressful tasks more quickly and they had greater feelings of compassion towards others and less hostility or contempt so of course this is wonderful that even this eight week mindfulness training can have impacts later on and further down the road. And I know personally, from doing my own training as a high school teacher I did this mindfulness training years ago and for my own personal growth and mental wellbeing and it really helped how I was in the classroom.

And so when we look, Kevin and I, when we look at mindfulness in education we use these three aspects of 'Being Mindful', 'Teaching Mindfully' and perhaps 'Teaching Mindfulness'. And foundational to all of this and we really start with this main idea of us as teachers and educators and school leaders being mindful ourselves, and that can help with our own stress management and can also help in how we are with other people and our relationships and that can impact our classrooms. And some may go on to teach mindfulness but certainly not everybody has to, so much change can occur just from looking at those first two aspects of mindfulness.

But of course it is also wonderful that we can share this with younger people, mindfulness practices and there's some research now being done with young people in particular this large scale study...

...from mindfulness in UK schools and it's going to be a study that looks at mindfulness with young people over seven years, it's about half way through right now, and really looking to see what the positive impacts of what teaching mindfulness to students can be.

And more recently also in January of 2019 the Harvard University Center for Education did some research with sixth graders, with middle schoolers...

...and they actually took their own eight week mindfulness course and again the result was almost similar to the teacher programme in a way. They were less stressed out than their classmates, they were able to focus more in the moment and they had expanded capacity to learn and even regulate their emotions because a lot of what the mindfulness does is helps to develop this self-awareness. And interestingly also this group of young people they did brain scans and they could actually see changes in the amygdala which is the stress centre of the brain and for these students they were less sensitive to negative stimuli.

So we can see how mindfulness can actually be really helpful to enhance overall health and wellbeing and when we look at schools we're looking at all aspects of wellbeing, physical but also mental and social and emotional health and wellbeing, and we're trying to in some ways redress a little bit of the battle in education because so much of the time our focus has been solely on academic achievement and we know now that that's not enough and that's not serving our young people. So overall wellbeing we're looking to address these types of aspects of really what it is to be a human being.

And the Cambridge learner attributes actually connect really well with this, the idea of being reflective and responsible and engaged learners, you know, understanding themselves as learners and developing the awareness and strategies to be lifelong learners. Being engaged like developing their curiosity and working, sure, well independently but of course also collaboratively with other people which is so important now particularly that this focus on mindfulness which can help support social emotional learning and contribute to greater overall wellbeing, it's really helping to contribute to, you know, alongside developing cultivating cleverness we're actually also cultivating wisdom. We're looking to cultivate the heart as well as the mind and it's these mindful reflective practises that can help us to do that.

And so, you know, our title from this was really looking at this time of disruption and what are we learning, and prioritising wellbeing. And, you know, these are two questions that we can look at and answer sort of academically but we'd like to offer you the opportunity just to try addressing these questions in a little bit of a different way. And so right now the invitation I'm inviting you to, I'm going to lead you through a very short mindfulness practise where at the end we'll have a bit of reflection about these questions in particular.

So if you feel like you want to try this it would be great maybe if you could just you can let go of looking at the screen for a moment maybe even just dimming the brightness on your screen or turning your computer to the side for a moment.

And really just taking a moment to come into this moment and how do we do that right, so one of the best ways to do that and what mindfulness helps us to do is to connect more with the body. And so right now just maybe you can just wiggle your fingers and toes a tiny little bit or scrunch your toes up, or squeeze your hands into fists, stretching them out, squeezing them a little bit, maybe even just rotating the shoulders a little bit, maybe bringing the shoulders up to the ears and letting them drop down so just bringing a little bit of movement to the body just to wake it up especially because we've been sitting so much. And just allowing the attention now for a moment as the body comes into a little bit more stillness, just allowing the attention to come into the body a little bit, noticing what it is like to sit here in this chair right now. So perhaps sensing the weight of the body being held by gravity in the chair.

Maybe even doing a very slight scan through the upper legs and knees and lower legs and feet.

Sensing into the whole lower half of the body, perhaps noticing any sensations from inside the legs.

Just sort of observing what's already there, the aliveness that's already there in the legs. And then having that sort of groundedness or awareness of the whole lower half of the body even just bringing the attention up a little bit now to the torso through the arms and hands.

Just sensing into the aliveness there.

And then bring the attention also up to the head and face area. And if your eyes are closed just perhaps noticing some of the light coming in thorough the eyelids.

You may even notice some sounds around you. Maybe some sounds that are close to you or further away. Just sitting in this chair, grounded in the body and aware and awake to what's going on around you. And also tuning in with the breathing at the moment, just noticing the breath.

Perhaps sensing in to the whole body breathing.

And as you sit here breathing I'm just going to drop in these two questions again for you, just to see what comes up. What is it that you are learning from this time of disruption?

And not seeking for the answer but just allowing the answer to arise from within you. It can be personally or professionally but what are you learning from this time of disruption?

And what would you want to hang on to? What do you not want to forget? What do you want to hang on to that's important to you, or your family or even your colleagues or students.

Allowing for any words or even images to arise. Just tuning into the breath one more time noticing the breath and the body at this moment. And perhaps just to end this practice taking one or two deeper, more intentional breaths.

And if your eyes were closed or your screen was less bright, feeling free now to let go of that practice and come back to the screen.

And so, just noticing for yourself what came up during that short reflective piece at the end I just invite you now perhaps to actually pause the webinar and take a moment to either journal what it is that came up for you or type it in somewhere so that you don't forget it and to file somewhere or even if there's somebody at home or near you in the office feel free to even share it with them about what is it that you're learning and what might you want to hang on to?

So feeling free to pause the video and do that now and then come back when you're ready for the rest of the webinar with us.

Ok so thank you for coming back and I hope that you were able to have a moment of being able to reflect in a journal or reflect with somebody. And you know we've done this kind of thing with a few different groups over the past few months and just want to share with you one group that we did of school leaders.

We asked them what do you want to carry forward into this new normal, whenever it comes around, and for them it was things of course that had to do a lot with relationships, the strong emotional support and prioritising wellbeing for students. They really appreciated having less interruptions during this time and want to carry that over. Reconnecting to them to what matters, having more rest or feeling less tired, noticing stronger one to one connections with other people and students also. So really an appreciation here of students and teachers and colleagues and people really missing their school communities so wanting to hang on to those really important learnings or teachings that they've had personally and professionally during this time.

So again I just want to come back to that EdSurge article for a moment, also to let you know that there are some really practical resources in these articles as well. For example, you know, you might want to be able to explore these developments in your school if possible. But again really practical things like this EdSurge article talks about creating an Emotional Intelligence School Charter which I think is actually also from Yale Emotional Intelligence Centre, they recommend this. Really talking to the faculty and staff and starting with the question of how do we want to feel as a faculty or staff, and they give really practical suggestions on how to collect that information and then beyond that then they ask well what do we need to do for everyone to feel this way and these are just the first two steps of creating that Emotional Intelligence School Charter but we wanted to show you that there are very practical ways of managing and implementing social and emotional aspects of learning in the school and to shift that school culture a little bit to what really matters.

Another article from the Times Supplement is a school in the Netherlands, a primary school, they, in their planning to go back, in their transition to go back from the online learning to in person learning, they made their five priorities which were all about, if you look, about relationship and emotional and social wellbeing really in particular giving time for the students and also for the teachers to adapt to this new world that we're in and making time to talk and reconnect and remembering even to find ways to laugh which is not easy to do at a difficult time.

And one other resource we want to offer you is this from CASEL again, it's a PDF document that you can find at this link and again a really practical document that gives some very specific guidelines and things you can do as a school community as you prepare to reopen and renew after this time.

Yeah and just to continue with this last piece now just with a few other resources this one can be for school leaders but also for using in the classroom, this is a really great course that a colleague of ours has created. It's a self-paced course on bringing social emotional mindfulness into the classroom.

And our book also is like an introductory book that you can use to orientate yourself in this area and find out about different directions that schools are taking and bringing this work to schools and actually we have it available on discount on e-book at the moment because of the virus I think until the end of June that's still going to be available at a discounted price.


And we also do this kind of training a lot and when we work, as Amy showed you this earlier on, we're always looking at these three different aspects in the way we organise training for schools, about being mindful and noticing how that can impact the way that we teach and then for some people helping equip them to be able to go on and bring mindfulness awareness training to students and we also provide consultancy in this area for schools that want to develop that further...

...and we're guided by these key questions about the role that mindfulness can play in developing wellbeing in school communities and also, you know, that whole thing going back to that foundation of why is taking care of ourselves an essential factor in promoting wellbeing in our schools?

And in summary now we could say that we really feel at this time especially, that all teachers are responsible for helping all students transition back in schools in ways that genuinely respect their mental, social and emotional needs in relation to this disruption and ongoing as we return to schools as well.

And, you know, overall here as we've said, we're talking not just about the short term moment of disruption, we're also talking about gradually beginning to shift the focus of our schools, so that they are more balanced in the way that we bring up our young people and that we can do this by starting first in taking care of ourselves and the teachers in our schools and this begins to then impact our students and the school culture as well.

And this quote from Thich Nhat Hanh that "happy teachers can change the world", you know when I first saw that I thought "well that's a bit silly isn't it, teachers can't be happy all the time", but now I really understand it more, it's really about us taking care of ourselves. When we are well or as well as we can be then we are modelling that for our students, we're showing that we can take care of ourselves



and each other. And we're helping our students grow up to be able to take care of themselves and also to take care of each other. And even more significantly at this moment to help bring up a new generation that is informed and wise and willing and ready to take care of our planet.

Because if there ever has been a time when the planet is going to be in the hands of a future generation that need these skills then this for sure has to be it.

So thank you so much for your attention to this webinar, we really appreciate you tuning in.

Thank you very much, please feel free to contact us at any time, you can get our email addresses through our website mindwell-education.com. You're doing such important work in the world, almost the most important work in the world and we're happy to support that wherever possible.

And thank you to Cambridge International for creating this space as well. All the best, take care.