



Investing in our Psychological Capital

Unlocking the Key to Workplace Well-Being

THEMES

adversity, agreeableness, anxiety, burnout, catastrophisation, collaborative overload, conscientiousness, courage, cynicism, decompression, emotional reasoning, emotional exhaustion, empathy, engagement, extraversion, failure, fairness, fatigue, happiness, helping, hope, hyper-sensitivity, identity management, incivility, insight, joy, neuroticism, optimism, overload, perfectionism, performance zones, perspective taking, recovery, rest, resilience, risk minimisation, rudeness, personality, rumination, selflessness, sleep hygiene, stress triggers, self-efficacy, self-worth, social-emotional competencies, values, workaholism..



When lacking the psychological capital to meet workplace demands people look to their leaders to reduce them. This unfairly shifts the burden for workplace well-being and mental health onto leadership teams and leaders when there is much teachers can do to protect themselves whilst at work. For example, some personality types are far more predisposed to burning out than others and many of those personality types are attracted to teaching.

If you are seeking to fill your peoples' kete and tool kits with deliberate actions supporting well-being and mental health in your school, this might just be part of the solution you're seeking.

- Participants will use a global gold standard diagnostic tool to identify degrees of workplace stress & anxiety.
- Facilitation and learning is based on participants' data so that no workshop is ever the same (the most typical themes are noted above).

Participants are provided diagnostic tools to gain insight and self-awareness, and means & meta-cognitive strategies ensuring they are able to take the best possible care of their mental health whilst at school whilst preventing stress from bleeding over into their personal lives.

Providing teachers with the opportunity to measure workplace stress and anxiety levels allows participants to identify if they are in dangerous zones, or close to them, and through self-monitoring, change how they work without impacting adversely on learning outcomes or the quality of their work. For those who are at no risk, they will know how to stave off future risks.



What are people saying about our programmes?

"Teachers have been most disappointed we've had to postpone the programme ... they were really looking forward to the next stage. It was noticeable how after your last visit they talked and reflected for days afterwards. The learning is so powerful, I believe those who will be on leave when you are next here, who have been part of the programme, will want to stay involved."

*Raewyn Saunders, Principal,
Fendalton Open-air School, Christchurch.*

"Tony, the professional learning you provided has been so powerful and profound for our pilot group that we are seeking ways for you to work with our teachers who have not yet had an opportunity."

*Mike Anderson, Principal,
Waimairi School, Christchurch.*

This can also be facilitated for your Kāhui Ako

CONTACT DETAILS

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