



TREPEducator.org

Dissemination
of Trauma
Responsive
Educational
Practices

EDUCATOR SELF-CARE

“Schools and school systems must provide the space necessary for educators to take care of themselves — or risk losing them.” Jolon McNeil, an educator

Any educator who works directly with traumatized children and adolescents is vulnerable to feelings of anxiety and emotional distress, becoming mentally and emotionally worn out, and feeling overwhelmed by students’ traumas. These feelings and experiences are called compassion fatigue, secondary traumatic stress, and vicarious traumatization. These reactions are not signs of weakness, they are the cost of caring about and for those more vulnerable than ourselves.

Knowledge and self-awareness to enable early recognition of distress and implementation of self-care strategies are the keys to maintaining the mental, emotional, spiritual, and physical health that enables educators to be present and fully engaged in meeting students’ needs.

These research-to-practice briefs are dedicated to facilitating making educator self-care an intentional aspect of professional development.

‘Tis the Season for Educator Self-Care

We are devoting the last two weeks of the 2017 academic calendar to educator self-care. This week we want you to reflect on your workplace well-being. Next week we will send out a practice brief that details the why and how of self-care with active strategies for you to practice.



Reflect on and write down your thoughts and feelings in response to the following questions, **without judging your responses**. The goal is to become more aware of your workplace well-being.

How am I feeling about teaching as a profession: _____

How am I feeling about my school: _____

How am I feeling about my colleagues: _____

How am I feeling about the students I teach: _____
