DIGITAL TA
Teacher Academy supporting transition

Acción Social FUNIBER

Program for the Well-Being of Teachers

# SIX CONVERSATIONS, ONE COMMUNITY

***Promoting Teacher Well-Being Through Reflection, Research, and Peer Learning***



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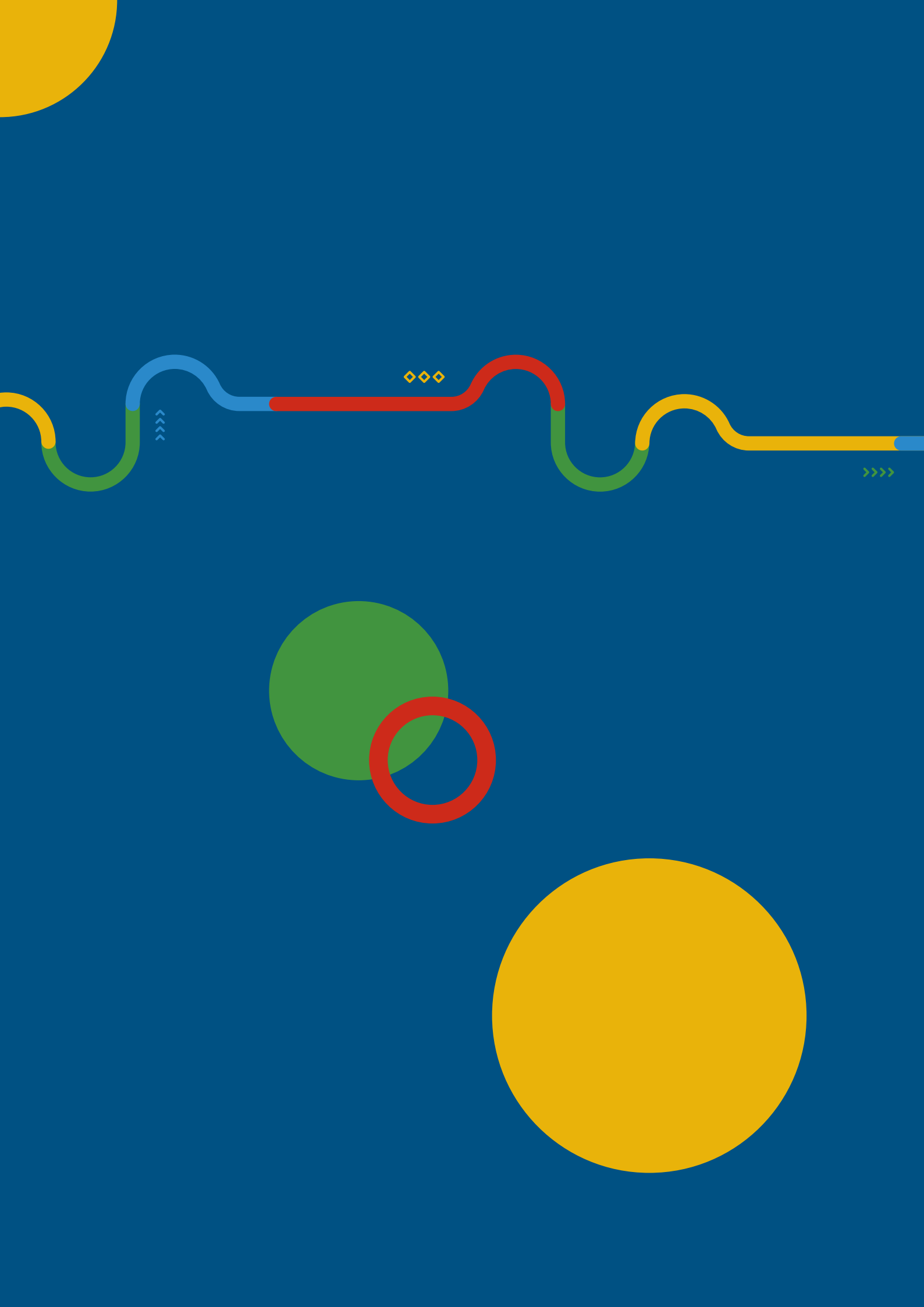
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# SIX CONVERSATIONS, ONE COMMUNITY

*Promoting Teacher Well-Being Through Reflection, Research, and Peer Learning*




# FOREWORD

Well before the pandemic, professors in the Primary Education program at the Faculty of Social Sciences of the ***Universidad Europea del Atlántico*** (European University of the Atlantic) raised the need to improve the university's academic advising services for students. We were concerned about the performance of future teachers in their practicum schools, as well as the need for coordination with school mentors to ensure a more reflective and meaningful practical learning experience.

Furthermore, while researching mentoring strategies in teacher education, we found a high attrition rate among teachers with fewer than five years of experience ("early-career teachers"): Federičova (2020) reports, in fact, that the teacher attrition rate in Europe is 28%. Given that teaching is, at its core, a profession with a strong vocational dimension: Why were attrition rates so high? What were the unmet needs of early-career teachers? We began designing the DigitalTA Project as a potential solution to teacher attrition in Europe.

Our institution has, from the outset, an international focus, and we naturally decided early on that the project could help us create a multinational learning community for early-career teachers. Several challenges emerged: translating our intentions into an instructional design, and in turn transforming that design into a digital platform that would allow teachers to connect from any school in the world, while also enabling communication among community members. Both the language of communication (how can international professionals understand one another without speaking English?) and the creation of mechanisms for community exchange on a digital platform quickly became central issues in our deliberations.

We presented DigitalTA to the European Union, which awarded us funding under the "Teacher Academies" initiative (Erasmus+ Program, 2022), as the first and only project led by a Spanish university. Our plans then took shape in the form of a study on the needs of early-career teachers and the development of a digital platform to host a learning community for early-career teachers across Europe.

Through this new process, we discovered two clear answers to our first question: early-career teachers leave the profession because they feel alone or because they do not feel comfortable sharing their day-to-day problems. In turn, their day-to-day challenges centered on seven main issues—reasons for leaving the profession: digital technology, classroom management, conflicts, communication with the school community, diversity, school culture, and curriculum development.

As a result, we were able to organize our learning community around these challenges identified in the research and established reflection circles based on the reflective practice methodology developed by our team members. This facilitated self-reflection among teachers, as well as reflection guided by mentors or shared with the community. The starting point for reflection is always "the challenge" shared by the teacher.

Both the study conducted during the project and the users' testimonies indicated that, in addition to initial teacher education, the teaching profession is learned on the job, within collaborative professional communities, and through experiential learning: professional learning arises from the interaction between personal reflection and participation in communities of practice, rather than from individual study alone.

Four years later, thanks to the efforts of our international team, we have 1,587 members of our learning community from more than 30 countries (in Europe, the Americas, Africa, and Australia) who can communicate in their own language and have their work read in the reader's language thanks to automated translation powered by artificial intelligence. Transnational exchanges provide ideas, tips, or simply human "experiences" that help teachers navigate their first years in the profession with real support from colleagues or more experienced teachers.

We learned along the way that effective teaching stems from the integration of three key dimensions: knowing (subject-matter and pedagogical knowledge), knowing how to act (teaching methods, planning, assessment, and classroom management), and knowing how to be and interact with others (empathy, communication, leadership, ethics, and emotional intelligence).

Once the project was completed, the dynamics that emerged on the digital platform led us to consider creating a program for the community, taking into account the role of the community in individual well-being. In October 2025, we launched the DigitalTA Teacher Well-Being Program, which consists of monthly one-hour meetings among teachers in the community. Six different topics were addressed during the first few months, and below, in collaboration with FUNIBER's Social Action Department, we present a review of the group discussions that took place.

Teacher autonomy does not develop in isolation, but rather through ongoing interaction with colleagues. This evidence supports the need to supplement traditional conceptions of teacher autonomy with a relational perspective—a "teacher heteronomy"—in which professional independence is strengthened through collaboration, interdependence, and shared professional learning. Rather than referring to dependence or a loss of professional agency, heteronomy is understood as the ability to build professional knowledge through meaningful relationships with other teachers and the educational community.

The findings of our project and the vitality of our community lead us, then, to rethink initial teacher education in a way that is more practice-oriented, focused on building connections among universities, schools, teachers, and future teachers, and placing greater emphasis on social-emotional competencies and learning opportunities linked to authentic educational contexts. Through the learning and well-being community, we strive to develop a training program focused on current challenges in the areas of information, knowledge-building, and democracy, with the goal of creating a model that integrates pedagogical knowledge, practical experience, interpersonal skills, and an understanding of context.

It is often said that "education is the most revolutionary act, because it shapes those who can transform the world." In this regard, we would like to thank the teachers in our community for their participation, their willingness to be vulnerable, and their passion and commitment, which make them key players in the educational and social progress of their respective countries. They are the people who transform the world every day through experiences of social justice, creating opportunities for humanity to grow.

Dr. Thomas Prola



# PRESENTATION

## THE ORIGIN OF THE TEACHER WELL-BEING PROGRAM

The Teacher Well-Being Program was launched in 2025 as a commitment to caring for teachers through shared, reflective action—that is, through community relationships. The initiative stems from a collaboration between the Social Action Department of the Iberoamerican University Foundation (FUNIBER) and the European Union-funded project, *"Digital Academy in Teaching Practice for a Seamless Transition from Pre-Service to In-Service"* (Digital TA), in which FUNIBER has been a partner. Through the Program, the project's results are disseminated to society, promoting the continued application of its findings and amplifying their impact.

The Program represents our commitment to promoting social responsibility in education through initiatives aimed at the comprehensive training of professionals, with the goal of improving teachers' well-being, reducing attrition from the teaching profession, and enhancing the quality of educational processes in general. This commitment is built on research and collaborative work, within the community, as networks are forged that support a more enduring process of care.

## FROM THE DIGITAL TA PROJECT TO AN INTERNATIONAL COMMUNITY OF TEACHERS

The Digital TA project was created to help address a concerning problem: burnout and professional attrition among European teachers. Recent research (Federičová, 2020) indicates that the attrition rate among teachers in Europe is around 28 percent, which calls for active attention to this issue. But this problem is not limited to Europe. A UNESCO report shows that, between 2015 and 2022, the resignation rate among elementary school teachers doubled worldwide. In addition, it is estimated that 44 million teachers will be needed by 2030 (UNESCO, 2024).

The first few years of teaching are the most challenging in this regard. Research has shown that newly qualified teachers often have difficulty integrating into professional life due to a lack of resources, insufficient mentoring, and limited opportunities for reflection on their practice (Ingersoll & Strong, 2011; Hobson et al., 2009).

Addressing this issue requires coordinated pedagogical and institutional strategies to promote participation, collaborative learning, and the development of professional identity. To this end, between 2022 and 2025, the Digital TA project developed resources for teacher training, with a special focus on those in the early stages of their careers, with the primary goal of improving the practical preparation of elementary and secondary school teachers in both initial and continuing teacher education in European Union countries.

The project was carried out in collaboration with European institutions dedicated to initial and continuing teacher education in Belgium, the Czech Republic, Ireland, Poland, and Spain. One of the outcomes was the development of an online training platform that extends beyond the project's operational period and has become a permanent resource supporting teachers' professional development.

Led by the ***Universidad Europea del Atlántico*** (UNEATLANTICO), we have successfully developed an international teacher-training platform with widespread participation from educational institutions and educators. More than 17,000 people participated in the project's pilot and outreach activities, and as of July 2025, when the project concluded, the learning community consisted of 1,280 registered teachers.

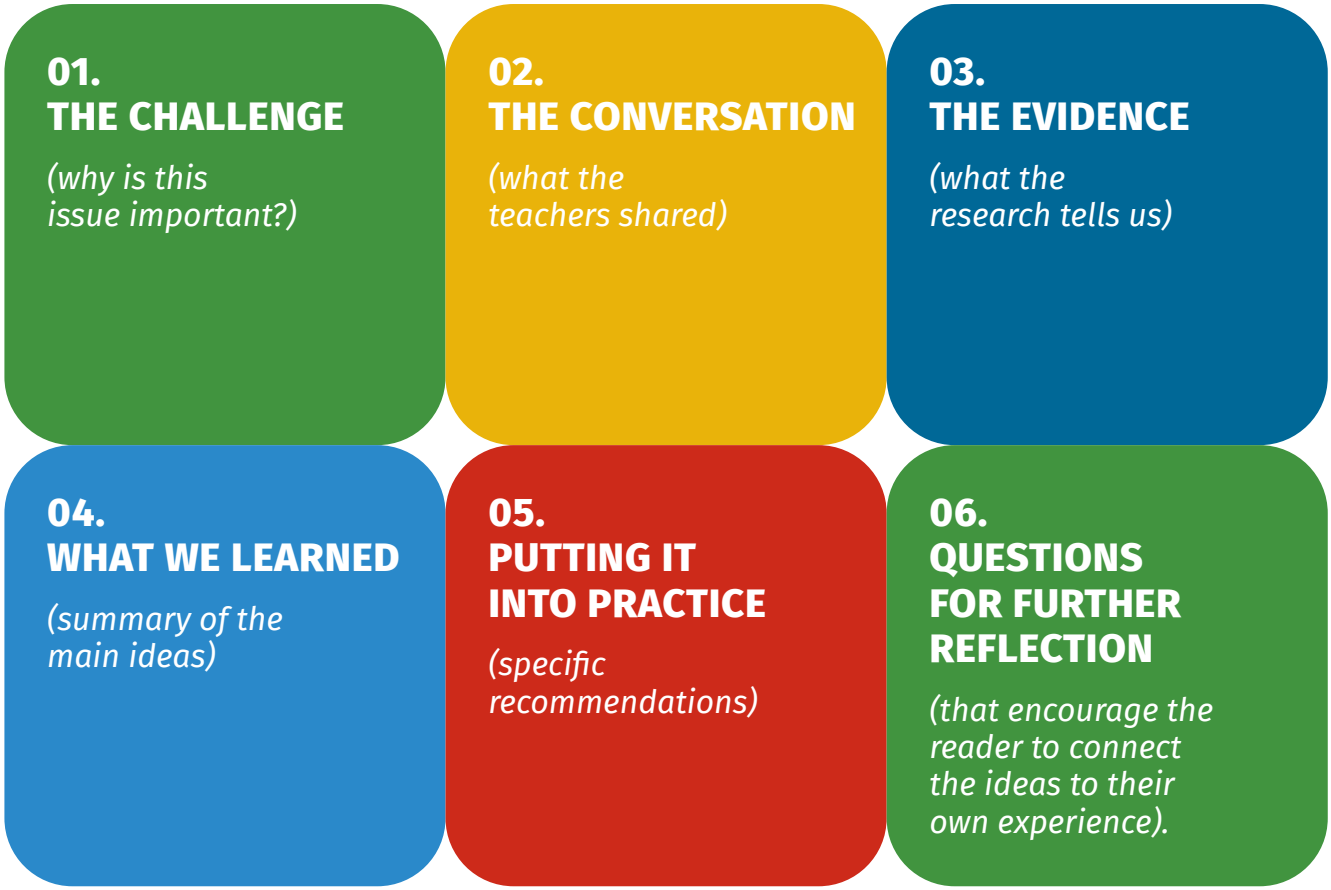
These results have been recognized internationally by institutions that have honored the project with awards (it received third prize in the ACEEU Awards as "Best European Project of 2025"). Above all, however, they have been recognized for the continuity of the project's activities, which continue to bring teachers together for ongoing, peer-based professional development through the Teacher Well-Being Program, as well as for the continued use of the platform, which remains operational even after the European project period ended. As of August 2026, we have 1,587 participants.

# HOW TO READ THIS BOOK

This publication is intended to serve as a guide for reflections on caring for teachers that can be shared and connected to school practice. Our goal is to build on the discussions held during private learning-community sessions between 2025 and 2026 on teacher education, so that the lessons learned can serve as a resource for promoting the well-being of the educational community.

The sessions were attended by experienced teachers, new teachers, and students in university programs in the field of teacher education sponsored by FUNIBER, as well as university students and teachers from various institutions and Spanish-speaking countries.

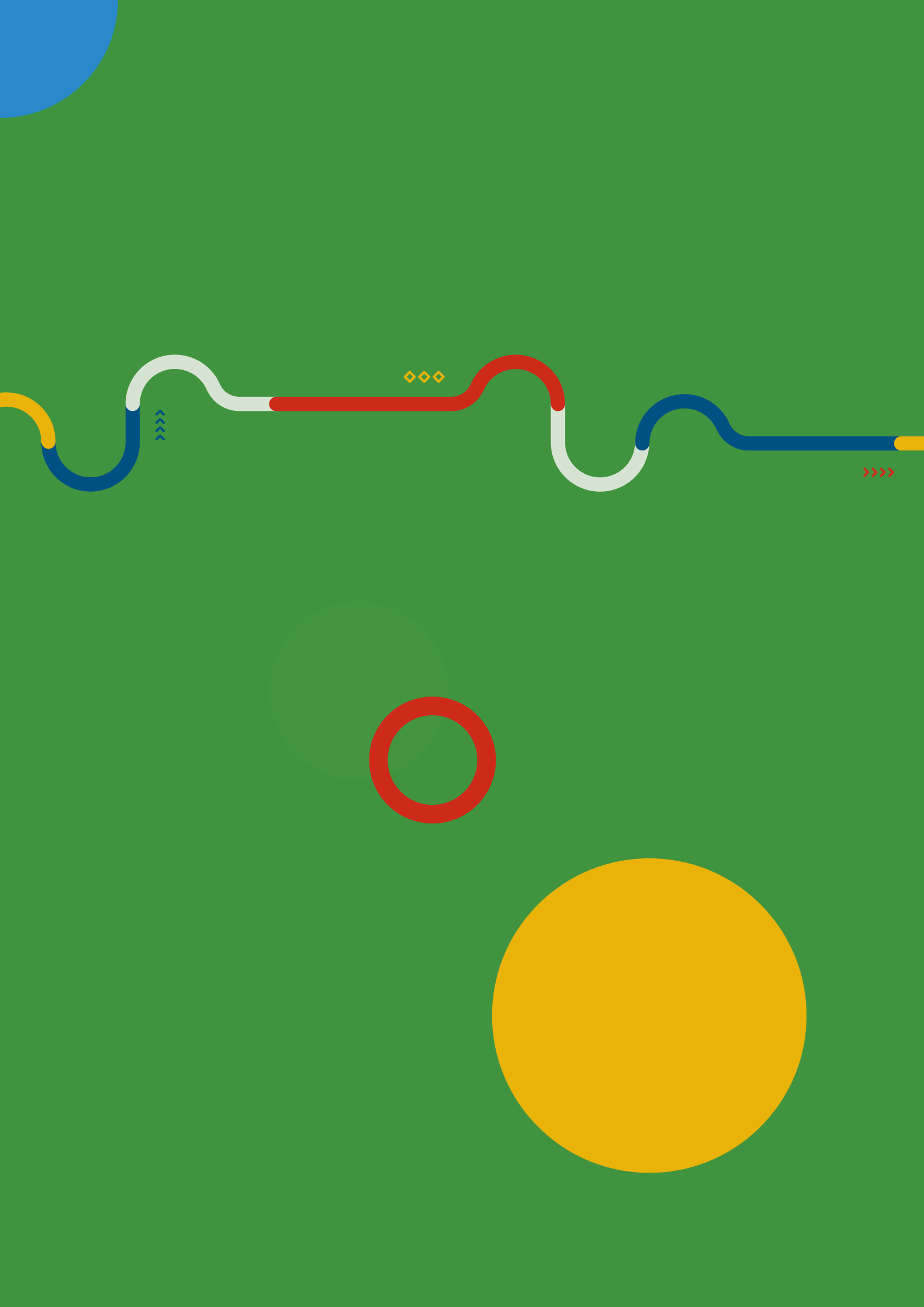
For the purposes of this presentation, we have divided this publication into two parts: the first is based on the theoretical and methodological framework of the Teacher Well-Being Program. The second part provides a summary of the results of the six conversations that took place, in which reflective dialogue about teaching practice enabled us to collectively build a wealth of knowledge that, we believe, should be shared. Each chapter in Part Two summarizes the key points of each session in a clear, organized manner for easy reading, using a structure that is consistent across all chapters:




This structure turns the six sessions into a resource for continuing professional development and knowledge transfer, striking a balance between the participants' experience and scientific rigor. It also captures the essence of the program: Teacher well-being does not come from ready-made solutions, but rather from a dialogue between practice, shared reflection, and scientific evidence.

Thus, this publication is intended to guide readers interested in teacher well-being from the perspective of social care—locally, as a community, and internationally, as a society—through shared experiences.

We hope to spread these lessons so that they can support new practices that promote and value teachers' work, which is essential to ensuring the quality of education as a whole.



PART I.

# TEACHER WELL-BEING AS A COLLECTIVE COMMITMENT



# CHAPTER 1.
# WHY TALK ABOUT TEACHER WELL-BEING TODAY?

## TEACHER WELL-BEING AS A CHALLENGE FOR EDUCATION

Over the past few decades, teacher well-being has emerged as a priority issue in educational research and public policies aimed at improving the quality of education. Although historically the focus has been on student achievement and teaching-learning processes, scientific evidence has shown that teachers' well-being is a key factor in professional performance, school climate, and educational outcomes (UNESCO, 2024).

Teaching is a highly complex profession. In addition to planning, teaching, and assessing, teachers must handle administrative tasks, manage student diversity, maintain relationships with families, and continually adapt to changes in the curriculum and technology. These multiple demands can lead to high levels of stress when available resources are insufficient (Kyriacou, 2001).

From the perspective of positive psychology, well-being is not understood merely as the absence of illness or distress, but as a state that promotes optimal functioning in individuals, enabling them to develop their abilities, form positive relationships, and find meaning in their daily activities (Seligman, 2011; Ryff, 1989). Well-being should be understood as the balance between the individual and society, recognizing the importance of relationships and the environment in shaping subjectivity.

According to the **European Commission's Education Directorate**, school well-being involves:

- active and meaningful participation in academic and social activities
- having a positive sense of identity, as well as the ability to manage thoughts, emotions, self-esteem, self-efficacy, and a sense of autonomy
- establishing and maintaining positive and supportive relationships
- feeling safe, valued, and respected
- having a sense of belonging in the classroom and at school

When applied more specifically to the context of teachers, teacher well-being encompasses emotional, psychological, social, and professional dimensions that enable teachers to perform their work with satisfaction, commitment, and a sense of purpose (Collie, 2021).

Various studies show that teachers with higher levels of well-being are more motivated, develop more positive relationships with their students, and are more open to pedagogical innovation and ongoing professional learning (Day & Gu, 2014). In contrast, emotional exhaustion and burnout affect the quality of teaching, reduce job satisfaction, and increase the intention to leave the profession (Maslach, Schaufeli, & Leiter, 2001).

Teacher well-being should be considered an essential component of educational quality. As Day and Gu (2014) point out, teachers' ability to maintain high-quality instruction over time depends, to a large extent, on conditions that promote their personal and professional well-being.

In this regard, social relationships surrounding teaching practice must be built collectively within the networks that make up the educational community, both inside and outside of schools.

## FROM INDIVIDUAL CARE TO INSTITUTIONAL RESPONSIBILITY: A SYSTEMIC PERSPECTIVE ON TEACHER WELL-BEING

For many years, strategies to promote teacher well-being focused primarily on strengthening personal resources such as resilience, emotional intelligence, self-care, and stress management. Without a doubt, these skills are important tools for meeting the demands of the teaching profession.

However, recent research suggests that limiting well-being to the individual level may lead to an incomplete understanding of the problem while further burdening teachers with responsibility for their own self-care. Teacher stress depends on personal characteristics and organizational factors (such as workload, school leadership, professional development opportunities, etc.) (Collie, 2021; Skaalvik & Skaalvik, 2017).

From this perspective, well-being is no longer viewed as the sole responsibility of teachers but rather as an institutional commitment. Hargreaves and Fullan (2012) argue that schools must create the conditions necessary for teachers to carry out their work in environments characterized by trust, collaboration, and lifelong learning. This implies recognizing that organizational health is an integral part of educational quality.

Similarly, the OECD (2020) notes that the most effective education systems are those that demand high levels of performance while also providing professional support, autonomy, pedagogical leadership, and working conditions that promote a balance between demands and available resources. For its part, UNESCO (2024) emphasizes that ensuring the well-being of teachers is an essential prerequisite for achieving inclusive, equitable, and sustainable education.

This paradigm shift involves moving from an approach centered on "individual care" to one that recognizes the shared responsibility of educational institutions, school leadership teams, and public policies in creating healthy environments for teaching and learning. From this perspective, well-being is the result of the interaction between personal, social, and institutional factors.

## THE IMPORTANCE OF PROFESSIONAL LEARNING COMMUNITIES

Among the organizational strategies with the strongest empirical support for enhancing teacher well-being are Professional Learning Communities (PLCs). These are defined as groups of teachers who collaborate systematically to analyze their practice, share knowledge, solve common problems, and jointly improve student learning (DuFour, DuFour, Eaker, & Many, 2010).

Professional communities represent a shift away from traditional models of teacher development based on isolated training sessions. In these settings, professional learning occurs continuously through dialogue, critical reflection, and collaborative work, fostering the collective construction of knowledge (Stoll et al., 2006).

One of its main benefits is that it helps reduce professional isolation. As Hargreaves (1994) points out, the individualistic culture that for years characterized many schools limits opportunities for peer learning and reduces emotional support within these institutions. In contrast, professional communities strengthen relationships based on trust, increase a sense of belonging, and foster a shared professional identity. In addition, they share experiences that contribute to teacher education and foster a sense of mutual care.

Fullan (2020) argues that teacher collaboration is one of the most important drivers of sustainable school improvement processes. When teachers work together, they develop better teaching practices and strengthen their commitment, self-efficacy, and job satisfaction.

International evidence shows that schools with strong professional communities exhibit higher levels of pedagogical innovation, greater organizational cohesion, and better learning outcomes (Stoll et al., 2006). Similarly, various studies indicate that these communities serve as an important protective factor against work-related stress, as they provide social support, professional recognition, and ongoing learning opportunities (Collie, 2021).

In short, professional learning communities are a strategy that integrates professional development with teacher well-being. Promoting collaborative work, shared reflection, and distributed leadership helps build healthy school cultures in which well-being is no longer an individual responsibility but a collective goal of the educational institution.

In conclusion, teacher well-being represents one of the main challenges in contemporary education, calling on us to move forward by adopting an approach based on institutional and community responsibility and by strengthening professional learning communities as fundamental strategies for promoting healthier, more resilient schools focused on continuous improvement.



# CHAPTER 2.
# A METHODOLOGY BASED ON CONVERSATION AND PEER LEARNING

## FROM THE EXCHANGE OF EXPERIENCES TO THE CONSTRUCTION OF KNOWLEDGE

The methodological approach adopted holds that the exchange of experiences among teachers is the starting point for professional learning, but that it only acquires true educational value when those experiences are the subject of a process of systematic and shared reflection. In this regard, professional knowledge stems primarily from the ability to analyze and interpret experience and to draw lessons that can be applied in similar contexts.

- The methodology promotes a structured process in which teachers document real-life teaching situations, reflect on them through guided questions, compare their interpretations with those of other professionals, and identify ways to improve. This process makes it possible to transform individual experiences into collective knowledge, thereby facilitating the identification of best practices and the development of solutions that can be applied to different educational contexts.
- Dialogue among teachers plays an essential role in this process, as it facilitates the comparison of perspectives, the questioning of assumptions, and the generation of new ideas. Shared reflection enriches individual learning and helps build professional communities capable of generating knowledge collaboratively.
- The approach is based on the reflective practice of **Donald A. Schön** (1983), the experiential learning of **David A. Kolb** (1984), and the transformative learning of **Jack Mezirow** (1991), all of whom agree that experience only becomes knowledge when it is critically analyzed and used to guide new actions. Furthermore, Etienne Wenger's concept reinforces the idea that professional knowledge is constructed socially through interaction, participation, and ongoing exchange among members of a community.
- This approach is implemented through digital tools that facilitate the documentation of experiences, guided reflection, and interaction among teachers. In this way, the DigitalTA platform, with its available publications and resources, supports the individual professional development of teachers and fosters the creation of shared knowledge that contributes to the continuous improvement of educational practice and the strengthening of teaching competencies in digital environments.

## PROGRAM'S DESIGN

The Teacher Well-Being Program was designed to serve as a continuation of the DigitalTA Project, as previously mentioned. Both the method used and the results of the project have served as the basis for developing the program, which consists of practical reflection sessions in which stories and analyses of experiences related to teaching practice and teacher care are shared with guest teachers, with the aim of promoting teacher well-being.

The methodology used is based on reflective practice, an approach that views reflection as a cyclical and iterative process in which participants reflect on their teaching practice, review their previous reflections, and explore them in greater depth. This "reflection on reflection" approach fosters deeper learning and helps identify new opportunities for improvement that might otherwise go unnoticed in an isolated reflection process.

Furthermore, reflective practice enables a dialogic process that remains open to collectively constructed knowledge through ongoing dialogue about experiences, lessons learned, opinions, and ideas.

This process is carried out through a methodological sequence that includes:

- the collection of evidence from teaching practice;
- conducting guided reflection exercises using structured questions;
- critically analyzing the responses obtained;
- identifying strengths, needs, and opportunities for improvement;
- developing action plans to implement changes in educational practice;
- and periodically reviewing progress to support continuous improvement.

It also highlights the importance of using digital tools that facilitate this process, making it possible to record reflections, track each teacher’s progress, and support the personalization of the professional development path. The methodology is designed to be integrated with and serve as the foundation for the resources and tools developed to guide teacher training.

Overall, this methodological approach helps strengthen teachers’ ability to critically evaluate their performance, foster a culture of lifelong learning, and promote the digital transformation of teaching through systematic processes of self-reflection and professional improvement.

## PARTICIPANTS AND DIVERSITY OF CONTEXTS

There are 1,587 members of the community, most of whom are early-career teachers or students in teacher education programs. They come from 31 countries spread across Europe, the Americas, Africa, and Australia.

Teacher reflection is most valuable when it takes place within a context of dialogue with other professionals. Conversation helps articulate tacit knowledge, compare perspectives, and critically review one's own practices. Through interaction with colleagues, mentors, or learning communities, teachers can identify their strengths, challenge assumptions, and explore new teaching strategies.

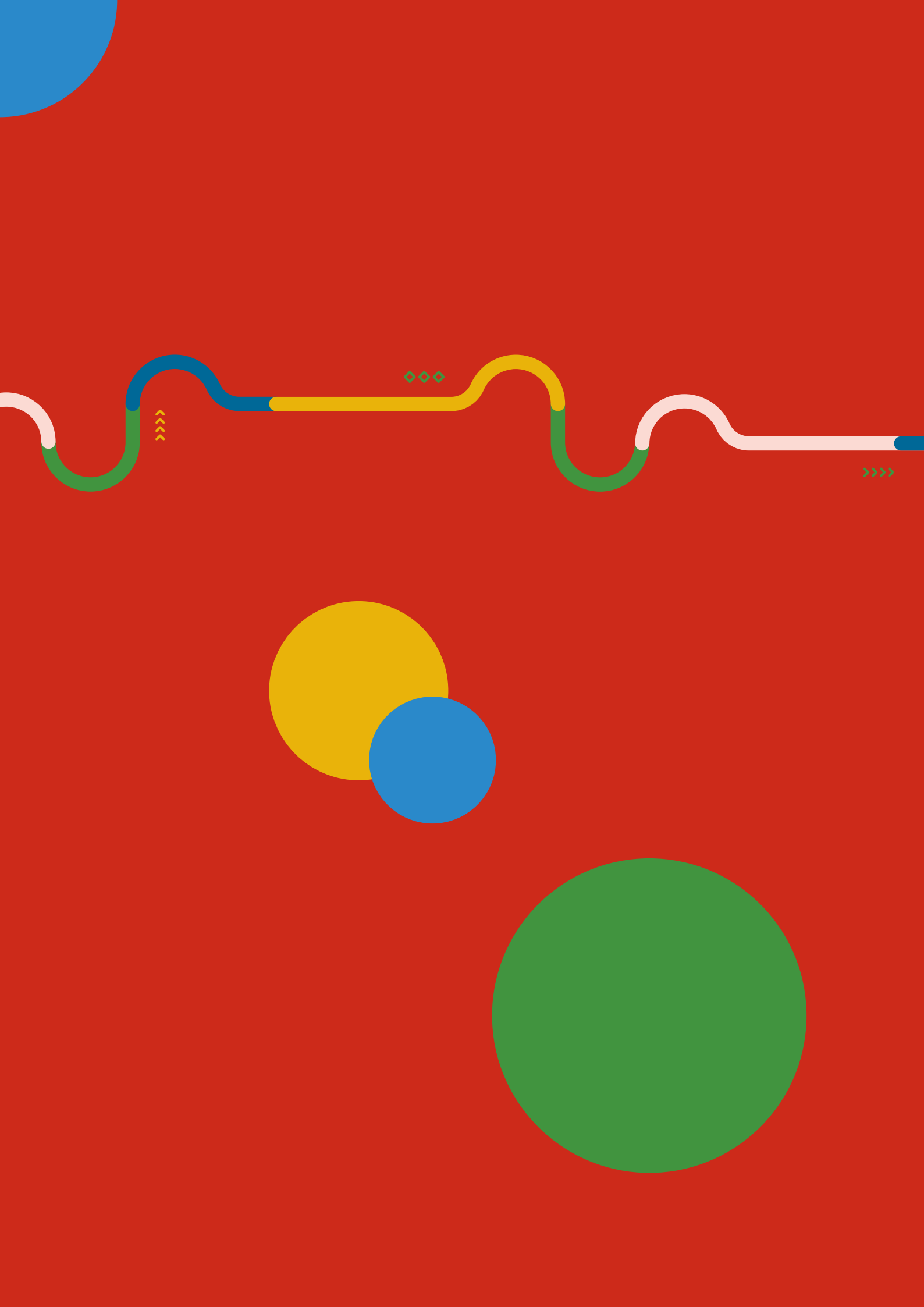


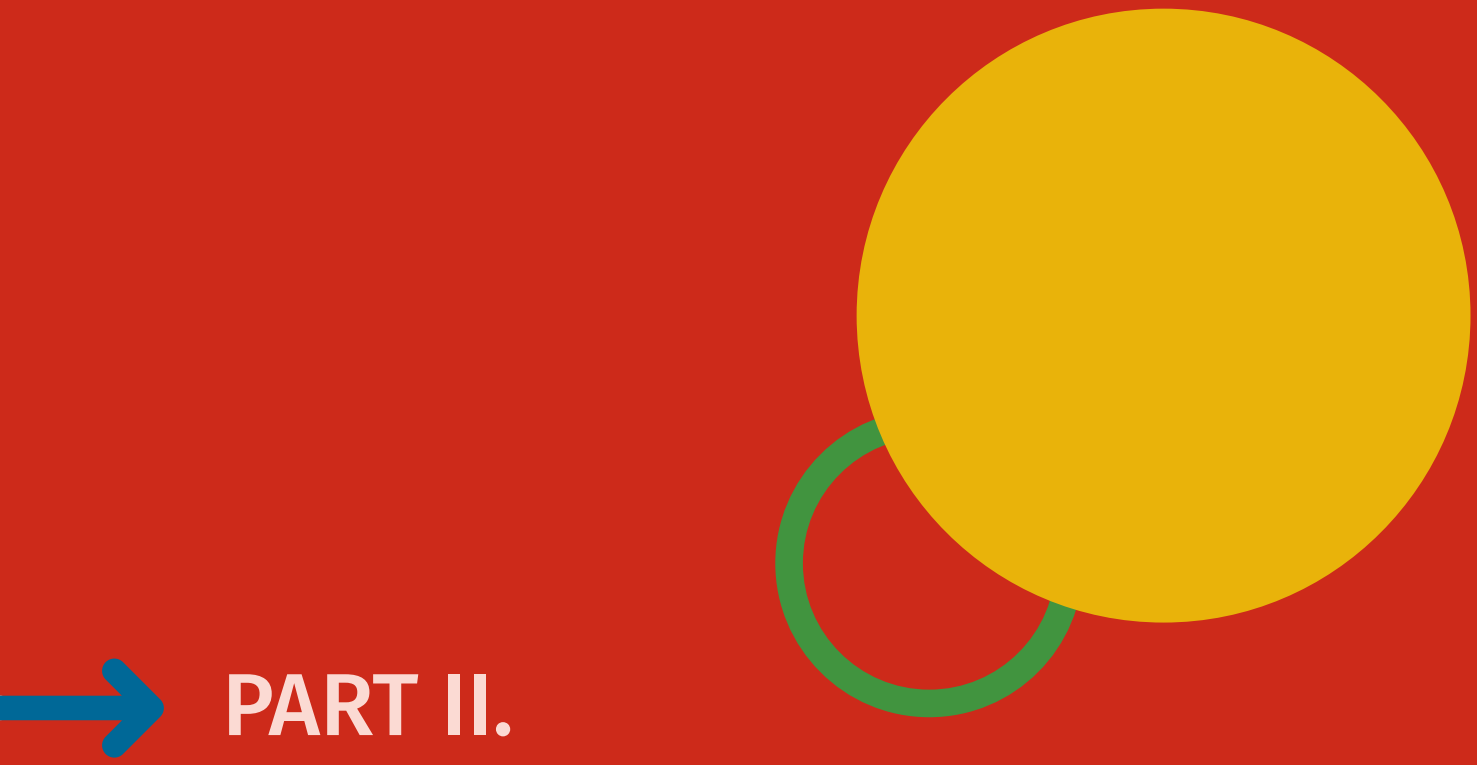

*Figure 1. Countries Using DigitalTA.*

## CONVERSATION AS A STRATEGY FOR PROFESSIONAL DEVELOPMENT

From this perspective, conversation serves as a professional learning tool that promotes the shared construction of meaning and continuous improvement. This approach draws particularly on the work of Donald Schön, who views reflection as a process that can be enriched through dialogue, and on authors such as Jennifer Moon and David Boud, who emphasize the value of collaborative reflection in consolidating professional learning.

In the context of DigitalTA, this principle was put into practice through digital tools and guided reflection activities that facilitated the exchange of experiences among teachers and fostered the creation of a learning community.





PART II.

# SIX CONVERSATIONS TO BUILD TEACHER WELL-BEING



# CHAPTER 3. LEARNING TO TEACH THROUGH COMMUNITY

## SESSION 1. LEARNING TO TEACH THROUGH COMMUNITY

Below, we summarize the key messages from the first session of the Teacher Well-Being Program. The session was moderated by Dr. Thomas Prola; the event brought together the personal and professional experiences of teachers Lidia Criado and Daiana Grande, who discussed the challenges of teaching, continuing education, emotional well-being, and the value of shared learning.

## THE CHALLENGE

Many teachers face complex situations—classroom management, decision-making, relationships with families, or adapting to their school—without having a place to share their concerns, compare experiences, or receive support. In addition, there is a tendency to undervalue the role of teachers in society.

This reality hinders professional development and is one of the factors associated with burnout and early attrition from the profession. The challenge lies in shifting our understanding of teacher learning from an individual process to a collective endeavor and a process of continuous professional development.

## WHAT THE TEACHERS SHARED

The experiences shared during the session show that learning to teach goes far beyond acquiring pedagogical knowledge; it requires practice and collaboration with peers. The professional community should be a safe space where challenges are no longer viewed as personal failures but are instead seen as shared opportunities for learning.

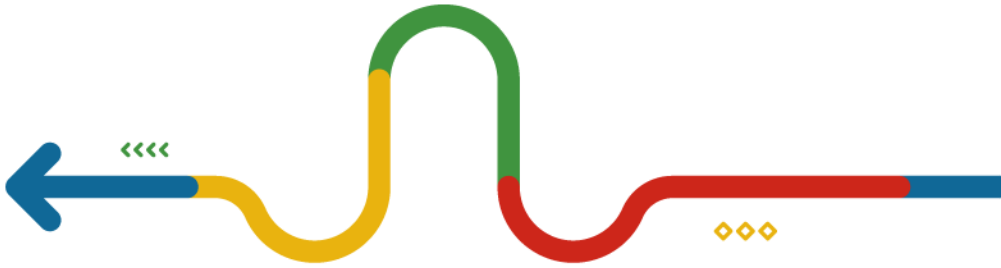
Teaching is learned by "doing," but it also involves unlearning traditional practices in order to incorporate new approaches. The urgent need for initial teacher training to include emotional education, digital skills, comprehensive sex education, and the responsible use of artificial intelligence was emphasized.

## WHAT THE RESEARCH TELLS US

Evidence shows that support networks among teachers promote both professional well-being and retention in the teaching profession. Mentoring programs, communities of practice, and systematic opportunities for reflection help integrate theory with day-to-day experience, strengthen self-efficacy, and reduce feelings of professional isolation.

Research also indicates that situated learning—based on peer exchange and the analysis of real-world experiences—contributes to the development of professional identity and improves the ability to handle complex situations in the classroom.

# KEY IDEAS





Everyday challenges in the classroom can be addressed through dialogue, flexibility, resilience, and collaboration.



The pillars of teacher learning can be summarized in three verbs: to be, to do, and to learn.



Mentoring and support build teachers' confidence, especially during their first few years.



The importance of positive education and the need to relearn how to teach from an empathetic, respectful, and collaborative perspective.

# QUESTIONS FOR REFLECTION

**01.** Who can I talk to openly about the challenges I face in my teaching practice?

**02.** Which professional experiences have helped me learn the most: individual ones or shared ones?

**03.** How do I react when I encounter challenges in the classroom: do I tackle them on my own, or do I seek support?

**04.** What competencies do I need to develop for transformative teaching?

**05.** What kind of professional community do I need to continue growing as a teacher?

# STRATEGIES FOR PRACTICE

Participate regularly in professional learning communities, whether in person or online.

Recognize the unique characteristics of contemporary society, particularly the influence of technology and changes in how people learn, while adopting a humanistic and responsible perspective toward students as individuals.

Establish regular opportunities to reflect with other teachers on real-life classroom situations.

Seek out and offer mentoring opportunities between teachers with varying levels of experience

Document meaningful experiences and share both achievements and challenges.

Include reflection questions after relevant situations: What happened? Why did it happen? What did I learn? What will I do differently next time? This cycle of reflection is one of the methodological pillars promoted by DigitalTA.

SUMMARY

**CHAPTER 3. LEARNING TO TEACH THROUGH COMMUNITY**
*Session 1. Learning to Teach Through Community*

*Overall, the session conveys a central idea: teacher well-being depends on individual capacities that are fostered primarily within professional communities that enable teachers to learn, reflect, and care for one another. This perspective views collaboration as an essential professional skill and as an effective strategy for fostering a more sustainable teaching practice.*

# CHAPTER 4.
# DIGITAL TECHNOLOGY AND TEACHER WELL-BEING

## SESSION 2.
## DIGITAL TECHNOLOGY IN THE CLASSROOM: HAS OUR WORK BECOME MORE COMPLICATED?

The second session of the Teacher Well-Being Program addresses one of the major challenges currently facing the teaching profession: integrating digital technology into teaching without overburdening teachers. This session invites participants to analyze both the opportunities and the challenges that digitization presents for educational practice and teacher well-being.

The session was moderated by Dr. Thomas Prola and featured educator and researcher Victoria Fuentes Núñez as a key participant.

## THE CHALLENGE

The adoption of digital technologies has profoundly transformed the work of teachers. Far from being limited to the use of new tools, it involves redesigning activities, selecting resources, addressing the diversity of students' digital skills, resolving technical issues, and meeting the growing expectations of institutions and families.

In this context, many teachers feel that technology expands teaching possibilities, but it also increases their workload, the pressure to stay up to date, and the sense that they can never fully master a constantly changing digital environment. How can we integrate technology into education without losing sight of the deeper meaning of teaching?

## WHAT THE TEACHERS SHARED

During the session, the teachers agreed that technology offers valuable opportunities to enrich learning, encourage student participation, and diversify teaching methods. Some teachers noted that technology has expanded access and promoted inclusion. For example, it makes it possible to offer asynchronous instruction, reach students in remote areas, and open up educational opportunities that were previously unthinkable. It also expands the teaching repertoire and promotes diversity in learning resources and methods.

However, the advent of technology should not be simplistically interpreted as an improvement or a deterioration in education, but rather as a situation that presents new challenges. Several participants expressed uncertainty and reported difficulties. Some described how the unregulated use of cell phones in the classroom can interfere with concentration and the continuity of learning.

Among the key experiences shared, the following stand out:

- the need to spend more time preparing for classes;
- the difficulty of keeping up with the rapid emergence of new tools, given that younger generations are growing up in a context where digital technology is not an afterthought but rather a natural part of their environment;
- handling technical issues during sessions;
- uncertainty about which technologies actually add value to learning;
- the importance of peer support for sharing resources, answering questions, and learning together.

A recurring theme was that the problem is not the technology itself, but rather the lack of time, training, and support needed to integrate it in a thoughtful and sustainable way.

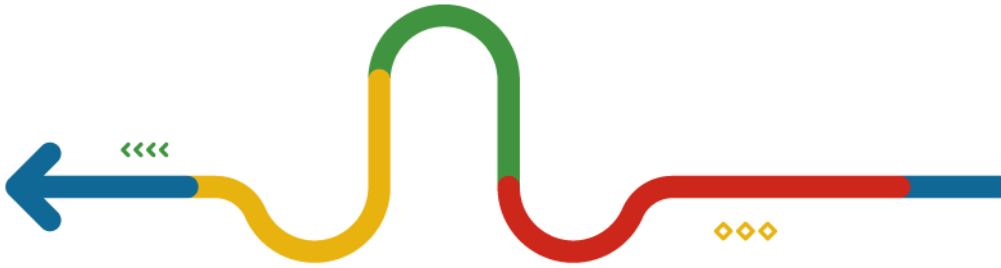
## WHAT THE RESEARCH TELLS US

Scientific evidence shows that technology enhances teaching when it is aligned with clear pedagogical goals and when teachers have access to training, institutional support, and opportunities to reflect on their practice. Technological innovation, on its own, does not guarantee better learning.

Recent studies also warn that digitization can affect teachers' well-being when it creates a sense of overload, a perceived lack of competence, or constant pressure to adapt. In contrast, when teachers develop digital skills in a gradual and collaborative manner, their sense of self-efficacy increases and the stress associated with using technology decreases.

Furthermore, the research conducted as part of the DigitalTA project highlights that shared reflection on real-world experiences is an effective strategy for addressing the challenges of digital teaching and enhancing professional well-being.

# KEY IDEAS





Technology is a means of teaching, not an end in itself. The key lies not in the tool itself, but in how consciously it is used.



Educational innovation requires time, training, and institutional support.



Sharing experiences with other teachers facilitates a more critical and sustainable integration of technology.



Not all digital tools provide the same pedagogical value. The role of teachers remains to support and guide, not to delegate to automated systems.



Teachers' well-being also depends on their ability to set boundaries in the face of hyperconnectivity and the constant need to stay up to date.

# QUESTIONS FOR REFLECTION

**01.** Which technologies do I use because they truly enhance learning, and which ones do I use simply out of habit or due to external pressure?

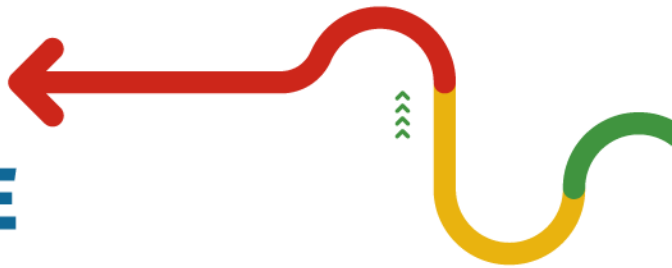
**02.** How does my use of technology affect my workload and my well-being?

**03.** What digital skills do I need to continue developing?

**04.** Do I share my experiences with technology with other teachers so we can learn together?

**05.** How can I simplify my digital practices without compromising educational quality?

# STRATEGIES FOR PRACTICE



Select digital tools based on learning objectives rather than their novelty.

Introduce technological changes gradually, consolidating one practice before incorporating another.

Set aside regular time to evaluate which digital resources add value and which ones should be phased out.

Participate in professional communities where you can share experiences, resources, and solutions to common problems.

Set reasonable limits to avoid hyperconnectivity, distinguishing between work time and rest time.

Engage in cycles of reflection on digital practice (What happened? What worked? What could be improved?) to turn the experience into professional learning.

SUMMARY

**CHAPTER 4. DIGITAL TECHNOLOGY AND TEACHER WELL-BEING**

*Session 2. Digital Technology in the Classroom: Has Our Work Become More Complicated?*


*The main conclusion of this session is that digital transformation should not result in a greater workload for teachers, but rather in an opportunity to improve teaching and work more sustainably. To achieve this, technology must serve pedagogy and teacher well-being, drawing on professional development, critical reflection, and collaboration among professionals.*

*Technology is a powerful tool that can either enhance learning or diminish it, depending on how it is used. The challenge lies in restoring the teacher's role as a guide, mentor, and designer of learning experiences; in strengthening critical digital literacy; and in building partnerships with families and the community. The goal is to educate in and for the digital age, without sacrificing the depth, sensitivity, and human dimension of the educational process.*

# CHAPTER 5.
# TEACHER SELF-CARE

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## SESSION 3.
## TEACHER SELF-CARE: HOW CAN WE IMPROVE SELF-CARE TRAINING AT THE UNIVERSITY LEVEL?

The third session of the Teacher Well-Being Program focuses on an issue that has traditionally taken a back seat in initial teacher training: self-care. The proposal is based on a simple yet fundamental idea: taking care of those who teach is essential to ensuring a quality education and a sustainable teaching profession.

The session sought to explore, based on the experiences of participants from different geographic contexts, concrete strategies for strengthening self-care in educational practice.

The session was moderated by Dr. Thomas Prola and featured Laura García Valladares as a guest speaker.

## THE CHALLENGE

The teaching profession places high emotional, cognitive, and interpersonal demands on teachers. In addition to planning, assessment, and classroom management, teachers must navigate relationships with students, families, and educational teams, as well as respond to constant changes in educational systems.

However, initial teacher training tends to focus on developing teaching and subject-specific skills, with little attention paid to strategies for managing stress, building resilience, or maintaining a work-life balance. As a result, many teachers begin their careers without sufficient tools to take care of their own well-being.

The challenge lies in incorporating self-care as a professional skill that can be learned, developed, and strengthened through university-level teacher education and throughout one's teaching career.

The session sought to understand how self-care is linked to teacher identity, pedagogical practice, and teachers' emotional sustainability, as well as to identify specific practices that can help strengthen well-being in the teaching profession.

## WHAT THE TEACHERS SHARED

The speaker described teaching as a high-risk profession in terms of well-being, in that it requires constant emotional involvement. If teachers do not develop self-care strategies, the cumulative impact of these demands can lead to burnout, a loss of motivation, or difficulties in continuing their teaching practice.

During the session, the participants agreed that self-care should not be viewed as an isolated individual practice or as an exclusively personal responsibility. Teachers emphasized that professional well-being also depends on working conditions and the existence of school cultures that foster mutual support.

Strategies and activities aimed at developing self-care skills were shared. One of these is the practice of contemplative exercises, which include mindful breathing, concentration exercises, and relaxation techniques. These activities are designed to slow the pace of mental activity, improve attention, and foster a connection with one's own body. Other potentially useful activities are those aimed at developing self-awareness, such as writing, photography, etc.

Among the ideas shared, the following stand out:

- Self-care involves specific daily actions: managing time, identifying personal needs, recognizing limits, and setting aside time for one's own well-being;
- Creating safe spaces. This type of space allows participants to share experiences, express emotions, and build bonds of trust within the group;
- The importance of recognizing the early signs of stress and burnout;
- The value of mindfulness, reflection, and peer support as preventive strategies;
- the need for universities to prepare future teachers to also cope with the emotional challenges of the profession.

The session argues that taking care of yourself doesn't mean working less, but rather working in a more mindful, sustainable, and healthy way.

## WHAT THE RESEARCH TELLS US

International research shows a direct relationship between teacher well-being, the quality of teaching, and retention in the profession. Teachers who implement strategies for emotional regulation, professional reflection, and self-care experience lower levels of stress and burnout, a greater sense of self-efficacy, and better relationships with their students.

The evidence also suggests that self-care is most effective when it is no longer viewed as an individual response to stress but instead becomes part of the institutional culture, through opportunities for reflection, professional communities, and support programs. In this regard, the findings of the DigitalTA project led to the proposal of systematic processes of shared reflection to promote both professional learning and teacher well-being.

# KEY IDEAS



Self-care is a professional competency, not a luxury or a secondary activity.



Caring for teachers' well-being also improves the quality of teaching and learning.



Initial teacher education should prepare future teachers to cope with the emotional challenges of the profession.



Recognizing one's own emotions is the first step toward preventing burnout, which requires a personal commitment.



Well-being is built through both personal strategies and support from the educational community.

# QUESTIONS FOR REFLECTION

**01.** What do I usually do to take care of my physical and emotional well-being?

**02.** Am I able to recognize when I need to stop and ask for support?

**03.** What aspects of my job are the most satisfying, and which are the most draining?

**04.** How can I set healthy boundaries between my professional and personal life?

**05.** What kind of support would I need from my school or colleagues to take better care of my well-being?

**06.** What strategies (activities, relaxation, self-awareness) do I use, and how often?

# STRATEGIES FOR PRACTICE

Incorporate brief moments of pause and reflection throughout the workday.

Set clear boundaries to help you disconnect at the end of the workday.

Identify the situations that cause the most stress and plan your responses in advance.

Practice mindfulness strategies, mindful breathing, or emotional self-regulation tailored to your daily routine.

Share experiences with other teachers and use peer reflection as a tool for learning and support.

Use cycles of reflection on practice (What happened? Why was it important? What will I do next time?) to turn difficult experiences into opportunities for professional growth.

**CHAPTER 5. TEACHER SELF-CARE**
*Session 3. Teacher Self-Care: How Can We Improve Self-Care Training at the University Level?*

*Throughout the meeting, several shared insights emerged among the participating teachers. First, it was recognized that self-care is a relevant issue in a wide variety of educational contexts, ranging from Latin American universities to African and European educational systems. Second, the importance of incorporating teacher well-being into initial and continuing teacher education programs was emphasized. Third, the participants agreed that self-care cannot be limited to individual actions, but also requires institutional and cultural changes within education systems.*

*Overall, the session demonstrated that teacher self-care is not merely a personal matter, but a key element for the sustainability of the teaching profession and for the quality of teaching and learning processes.*



# CHAPTER 6. MANAGING CONFLICTS IN THE CLASSROOM

## SESSION 4. CONFLICTS IN THE CLASSROOM: HOW CAN WE FOSTER A POSITIVE CLASSROOM CLIMATE WITHOUT PUNISHMENT?

The fourth session of the Teacher Well-Being Program addresses one of the factors that has the greatest impact on teacher well-being: managing conflicts in the classroom. The session proposes shifting from a view of conflict as a problem to be eliminated to an educational perspective in which conflicts can become opportunities to learn, improve relationships, and build a more positive sense of community.

The session was led by Dr. Thomas Prola and featured Micaela Gisbert, who gave a theoretical and practical presentation on addressing conflicts in the classroom.

## THE CHALLENGE

Conflicts are an inevitable part of school life. Every classroom is home to a variety of personalities, needs, expectations, and ways of understanding the rules. Situations involving disagreements, interruptions, lack of participation, or disruptive behavior can take a significant emotional toll on teachers. Furthermore, conflicts are an increasingly significant part of the contemporary educational experience, which is marked by tensions with families and changes in teachers' authority.

The challenge for teachers is to develop strategies that allow them to address these issues in an educational manner, avoiding responses based solely on punishment or control.

The central question of this session was how to move from a reactive approach to conflict management—focused on correcting inappropriate behavior once it occurs—to a preventive and constructive approach based on understanding, dialogue, and shared responsibility.

## WHAT THE TEACHERS SHARED

The current situation is characterized by high levels of teacher stress and emotional difficulties among students, which directly affect the school environment.

The participating teachers noted that conflicts are one of the situations that require the most energy in their daily work. Many pointed out that, when they lack appropriate strategies, feelings of frustration, helplessness, or exhaustion can arise.

The presentation highlighted the importance of pedagogical authority based on support, setting meaningful boundaries, and empathy.

Notable among the experiences shared are:

- The challenge of striking a balance between maintaining authority and building relationships based on trust.
- Teachers try to intervene, but the lack of support networks limits the scope of their actions and can even exacerbate the situations.
- Families' attitudes influence students' behavior: in the past, there was greater respect for teachers, whereas today there is an increase in conflicts with families, who sometimes question teachers' authority.

- The importance of collaboration among teachers, connections to the local community, and school projects as tools for fostering inclusion and purpose. The importance of getting to know students and understanding what lies behind certain behaviors.
- The need to establish clear rules from the outset and develop them with the group's input.
- The value of learning specific strategies from other teachers for dealing with difficult situations.

Teachers also emphasized that conflict management improves when teachers have support from the educational team and when the school has a coherent approach to fostering a positive school climate.

## WHAT THE RESEARCH TELLS US

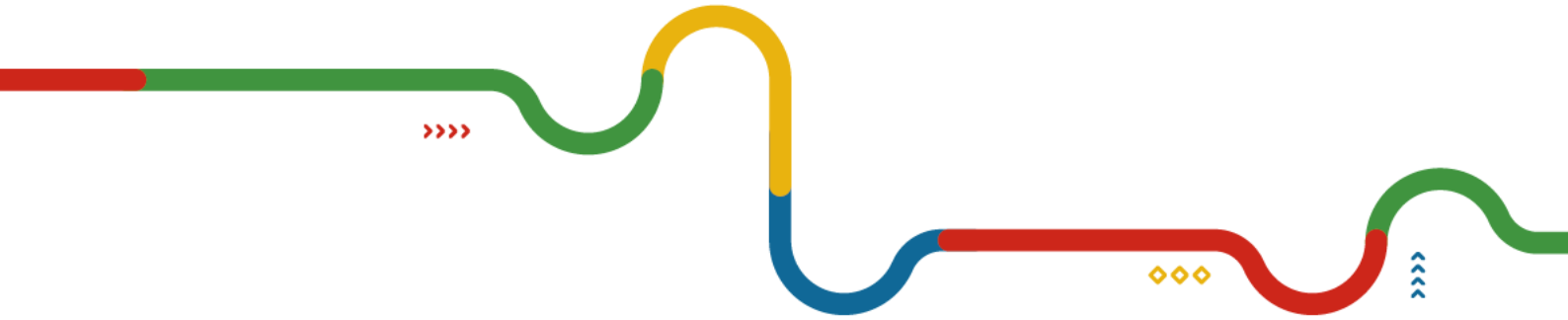
Research on school climate shows that exclusively punitive approaches have limited effectiveness when they are not accompanied by educational processes that help students understand their actions and develop social skills.

Models based on positive discipline, restorative communication, and social-emotional learning suggest that conflicts can be used as educational opportunities to foster responsibility, empathy, and the repair of harm.

The evidence highlights several factors that promote a positive school climate:

- trusting relationships between teachers and students;
- clear and consistent expectations;
- student participation in the development of rules;
- respectful communication;
- prevention strategies before problems arise.

In addition, research on teacher well-being indicates that feeling capable of managing the classroom increases professional self-efficacy and reduces the stress associated with conflict situations.





Managing classroom relationships requires understanding the causes of behaviors, not just correcting their consequences.



A teacher's role should should include serving as a role model, clearly explaining rules, intervening in a timely manner, fostering effective communication, encouraging emotional expression, and creating a safe environment.



Prevention and building positive relationships reduce the occurrence of conflicts.

# KEY IDEAS



Teacher authority is strengthened through consistency, trust, and clear boundaries.



Educational responses are most effective when they teach skills and responsibilities, not just when they impose penalties.



A positive school climate is a responsibility shared by the entire educational community.



The importance of an attentive and “caring” institutional perspective, capable of anticipating and understanding conflicts.

# QUESTIONS FOR REFLECTION

**01.** How do I usually react to a classroom conflict: based on my immediate emotions or on a planned strategy?

**02.** What kinds of conflict situations are the most draining in my teaching practice?

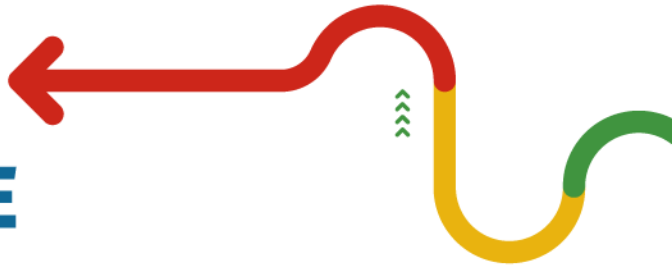
**03.** What needs or messages might lie behind certain student behaviors?

**04.** Are my classroom rules clear, well-known, and understood by the students?

**05.** What educational opportunities can I find in a conflict?

**06.** What kind of support do I need from my school or colleagues to improve how I manage classroom relationships?

# STRATEGIES FOR PRACTICE



Establish clear rules for classroom conduct and work through them with the students, explaining their rationale and purpose.

Take the time to build positive relationships before difficulties arise.

Practice active listening to understand students' perspectives before intervening.

Use restorative questions: What happened? Who was affected? How can we make things right?

Distinguish between the person and the behavior: correct behaviors without labeling the student.

Explicitly teach communication skills, problem-solving skills, and emotional regulation.

Share complex cases with other teachers to find collective solutions.

Reflect after a conflict: what triggered it, how it was handled, and what can be improved.

SUMMARY

**CHAPTER 6. MANAGING CONFLICTS IN THE CLASSROOM**
*Session 4. Conflicts in the Classroom: How Can We Foster a Positive Classroom Climate Without Punishment?*

*The fourth session introduces a fundamental idea: Conflict management is not about eliminating problems in the classroom, but rather about transforming conflicts into educational opportunities. When teachers have strategies for communication, prevention, and constructive conflict resolution, classroom climate improves, and both their sense of competence and their professional well-being increase.*

*School conflicts cannot be understood in isolation; rather, they are deeply influenced by social, institutional, and cultural factors. In light of this, the importance of networking, ongoing professional development, collaboration among teachers, and building relationships based on empathy and respect was reaffirmed. At the same time, it became clear that there is a need to recognize the limits of teaching in complex contexts, without losing sight of the ethical and transformative purpose of education. The session highlighted that conflicts in the classroom are inevitable and are part of the educational process. Effectively managing these situations requires a shift in approach: moving from punishment to understanding, from control to building relationships, and from teacher isolation to collaborative work. In this context, teacher well-being and students' emotional development emerge as key factors in fostering a more equitable and meaningful school climate.*

# CHAPTER 7. DIVERSITY, INCLUSION, AND TEACHER WELL-BEING

## SESSION 5. WORKING WITH DIVERSITY: IF EVERYONE IS DIFFERENT, HOW DO I TEACH?

The fifth session of the Teacher Well-Being Program sought to address the challenge of educating a diverse student body from an inclusive perspective. This session starts with a fundamental question for teaching practice: if every student has a different background, needs, abilities, and ways of learning, how can we teach in a way that gives everyone the opportunity to participate and learn?

The session was moderated by Dr. Thomas Prola, with guests Alba Flores and Cinthia Bereniz.

## THE CHALLENGE

Today's classrooms are increasingly diverse spaces. In these classrooms, students with different learning paces, cultures, languages, family backgrounds, abilities, interests, and ways of engaging with knowledge come together.

This diversity is an educational asset, but it also poses significant challenges for teachers: how to design activities that are accessible to everyone, how to address different needs without lowering expectations, how to foster a sense of belonging, and how to prevent differences from becoming inequalities.

The challenge is not to find a single teaching method that works for everyone, but to develop a flexible approach to teaching that recognizes differences and offers multiple paths to learning.

Inclusive education requires a shift from an approach focused on “adapting the student to the system” to one in which the educational environment itself is transformed to accommodate diversity.

## WHAT THE TEACHERS SHARED

The participating teachers emphasized that working with diverse groups can be a source of both learning and professional concern. The guest teachers shared experiences that revealed that:

- Diversity should not be understood solely as a theoretical or institutional category, but as an everyday reality that permeates classrooms in multiple dimensions: cultural, ethnic, social, linguistic, emotional, economic, and cognitive.
- Diversity should not be viewed as a problem to be solved, but rather as an asset that broadens educational possibilities.
- It is necessary to gain a better understanding of students' personal histories and backgrounds in order to understand their behaviors and ways of learning.
- The importance of avoiding labels that shape expectations about students.
- The value of using flexible methodologies that allow for different forms of participation.
- The need for teachers to share strategies so they do not have to address diversity on their own.

The participants also noted that diversity should not be viewed solely as an added challenge to the teaching profession, but rather as an opportunity to enrich collective learning. Differences among students can foster cooperation, empathy, and a broader understanding of the world.

## WHAT THE RESEARCH TELLS US

Research on inclusive education shows that all students benefit when schools create environments where everyone feels recognized, valued, and able to participate.

Inclusive approaches emphasize that diversity must be addressed by incorporating more flexible and accessible educational practices from the outset.

Among the factors that promote inclusion, the following stand out:

- high expectations for all students;
- methodologies that allow for different ways of learning and demonstrating knowledge;
- positive relationships between teachers and students;
- collaboration between professionals and families;
- creating school cultures based on a sense of belonging and respect.

Research also highlights that working in diverse settings requires institutional support and ongoing professional development for teachers. The responsibility for inclusion cannot rest solely on the individual efforts of each teacher; rather, it must be part of the school's culture.

Diversity is a natural feature of any classroom, not an exception.

Inclusion and educational quality are not opposing concepts, but rather deeply complementary ones.

Teachers' expectations influence the opportunities students receive.

Often, situations involving social vulnerability, migration, discrimination, or emotional difficulties have a direct impact on learning; therefore, the role of a teacher also involves listening, providing support, and creating safe spaces for participation.

# KEY IDEAS



Teaching in a diverse classroom involves getting to know the students and adapting learning opportunities.



Inclusion does not mean teaching everyone the same thing, but rather ensuring that everyone can learn.



These kinds of experiences require teachers to reexamine their own cultural and pedagogical beliefs, challenging traditional practices that are often inherited from exclusionary educational systems.



Collaboration among teachers is essential for developing inclusive solutions.

# QUESTIONS FOR REFLECTION

**01.** What do I mean by diversity in my classroom?

**02.** Which differences among my students do I currently view as educational resource?

**03.** What barriers might be hindering some students' participation?

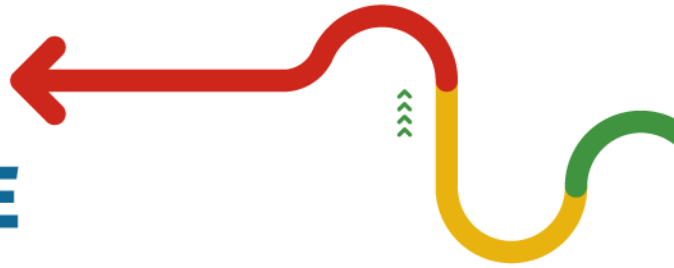
**04.** Do my activities allow students to learn and express themselves in different ways?

**05.** What are my expectations for students who face the greatest challenges?

**06.** What support do I need to better respond to the diversity of my group?

**07.** How can I help each student feel valued and like they are part of the classroom community?

# STRATEGIES FOR PRACTICE



- Understand the students' characteristics, interests, and experiences before designing learning activities.
- Use active and flexible teaching approaches that allow for different forms of participation.
- Design activities with different levels of support and different ways to demonstrate learning.
- Incorporate diverse examples, materials, and perspectives that reflect the diversity of the student body and the surrounding community.
- Encourage cooperative learning so that students can also learn from one another.
- Examine your own beliefs and expectations to avoid bias or low expectations toward certain groups.
- Create safe spaces where students can express their identity and share their experiences.
- Share strategies, resources, and specific cases with other teachers to develop collective responses.
- Reflect on an educational experience: Who participated? Who was left out? What can I change for next time?

SUMMARY

**CHAPTER 7. DIVERSITY, INCLUSION, AND TEACHER WELL-BEING**
*Session 5. Working with Diversity: If Everyone Is Different, How Do I Teach?*

*The fifth session argues that **working with diversity requires transforming the way we understand teaching**. Inclusive education begins when teachers recognize that every student learns differently and design experiences in which everyone can participate and make progress. Working with diversity involves dealing with ongoing tensions: between individuality and community, between official programs and students' actual needs, and between institutional demands and emotional well-being.*

*Diversity is not a problem to be solved, but a reality to be understood and an opportunity to create classrooms that are more humane, equitable, and enriching.*

# CHAPTER 8.
# TEACHER AUTONOMY AND CURRICULUM MANAGEMENT

## SESSION 6.
## TEACHER AUTONOMY IN CURRICULUM MANAGEMENT: LINKING THE CURRICULUM TO STUDENTS' COMPETENCIES

The sixth and final session of the Teacher Well-Being Program focuses on the autonomy to interpret, adapt, and contextualize the curriculum. The relationship between teaching and curriculum design lies between two didactic-pedagogical trends: the temptation toward creative interpretation and the ideal of programmatic order offered by strict implementation. The session argues that the role of teachers also involves making pedagogical decisions that allow them to connect curricular objectives with the students' actual needs, interests, and competencies.

## THE CHALLENGE

Teachers work within curricular frameworks that establish objectives, content, and assessment criteria, but the reality of each classroom is unique. Students arrive with different levels of prior knowledge, motivations, learning paces, and personal backgrounds.

The challenge lies in striking a balance between meeting curricular requirements and exercising professional autonomy that allows teachers to adapt their instruction to the context.

Sometimes, teachers may feel that the curriculum is too broad, too rigid, or out of touch with their students' actual needs. This tension can lead to feelings of limited control, pressure, and professional burnout.

The central focus of this session was to reflect on the tension between the prescribed curriculum and teachers' professional capacity to make pedagogical decisions, ensure curriculum coverage, and effectively develop competencies.

## WHAT THE TEACHERS SHARED

The participants emphasized that professional autonomy is an important source of motivation and well-being, but it also involves taking on a great deal of responsibility in decision-making.

Among the experiences shared are:

- The difficulty of finding time to adapt the curriculum to the specific characteristics of the group.
- The need to interpret curriculum objectives from a competency-based perspective.
- The importance of selecting which learning experiences are truly meaningful for students.
- The satisfaction that comes from designing learning experiences connected to students' real lives.
- The need for institutional trust to innovate and make pedagogical decisions.

Teachers noted that feeling empowered to decide how to teach increases their professional commitment. At the same time, they emphasized that autonomy requires support, collaboration, and opportunities to discuss criteria with other professionals.

## WHAT THE RESEARCH TELLS US

Research on teacher professional development indicates that autonomy is a fundamental component of professional well-being and identity. Teachers who feel they have greater autonomy over their teaching practices tend to show higher levels of motivation, commitment, and job satisfaction.

However, autonomy does not mean working in isolation or making all decisions on your own. The research highlights the importance of responsible autonomy, based on professional knowledge, collaboration, and shared reflection.

Current curricular approaches place increasing emphasis on the development of competencies: it is not merely a matter of students acquiring information, but of enabling them to use their knowledge, skills, and attitudes to solve real-world problems.

From this perspective, the role of the teacher changes: the teacher ceases to be a mere conveyor of content and becomes a designer of meaningful learning experiences.

During the session, participants reflected on the contributions of Elsie Rockwell, who believes that the school experience transcends the official curriculum and is shaped by multiple institutional dimensions: regulations, the school's history, physical conditions, teachers' personal backgrounds, their practical experience, and students' daily activities. From this perspective, the curriculum is just one of the elements that make up the educational reality, while teacher autonomy is expressed in the way these dimensions are integrated into daily practice.

In addition, the concepts of the "hidden curriculum," developed by Henry Giroux, and the reproduction of social inequalities from Pierre Bourdieu's perspective were introduced, inviting reflection on the values, decisions, and interpretations that accompany all educational actions.

Professional autonomy is the ability to adapt content, teaching methods, and resources without losing sight of common educational goals.

The curriculum should be interpreted and contextualized, not applied mechanically.

Competency-based instruction requires selecting relevant and meaningful learning experiences.

Autonomy enhances teachers' well-being when it is accompanied by support, trust, and collaboration.

# KEY IDEAS



Teacher autonomy makes it possible to tailor instruction to the students' actual needs.



Educational innovation does not depend solely on the availability of technology or substantial material resources, but rather on the creative use of materials, student participation, and the contextualization of activities.



Teachers are professionals capable of making informed decisions about how to promote learning.



Reflecting on curriculum decisions strengthens professional identity.

# QUESTIONS FOR REFLECTION

**01.** To what extent do I feel I can adapt the curriculum to the characteristics of my students?

**02.** Which elements of the curriculum do I consider essential, and which ones can I adapt to the context?

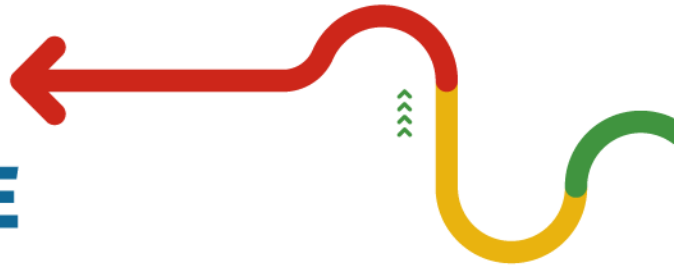
**03.** Do my teaching strategies allow students to apply what they have learned in real-life situations?

**04.** What pedagogical decisions do I currently make independently?

**05.** What barriers limit my ability to innovate or adapt my practice?

**06.** How can I share my curriculum decisions with other teachers so we can learn together?

# STRATEGIES FOR PRACTICE



Analyze the curriculum by identifying the essential learning outcomes and the competencies to be developed.

Design activities based on the students' needs, interests, and prior knowledge.

Prioritize deep learning over simply covering the material.

Relate curriculum content to real-life situations that are meaningful to students.

Use active teaching methods that allow students to apply their knowledge in various contexts and encourage their active participation.

Assess not only what students remember, but also what they are able to do with what they have learned.

Share curriculum planning with other teachers to broaden perspectives and find solutions.

Periodically review the decisions made: What worked? What evidence shows learning? What should I change?

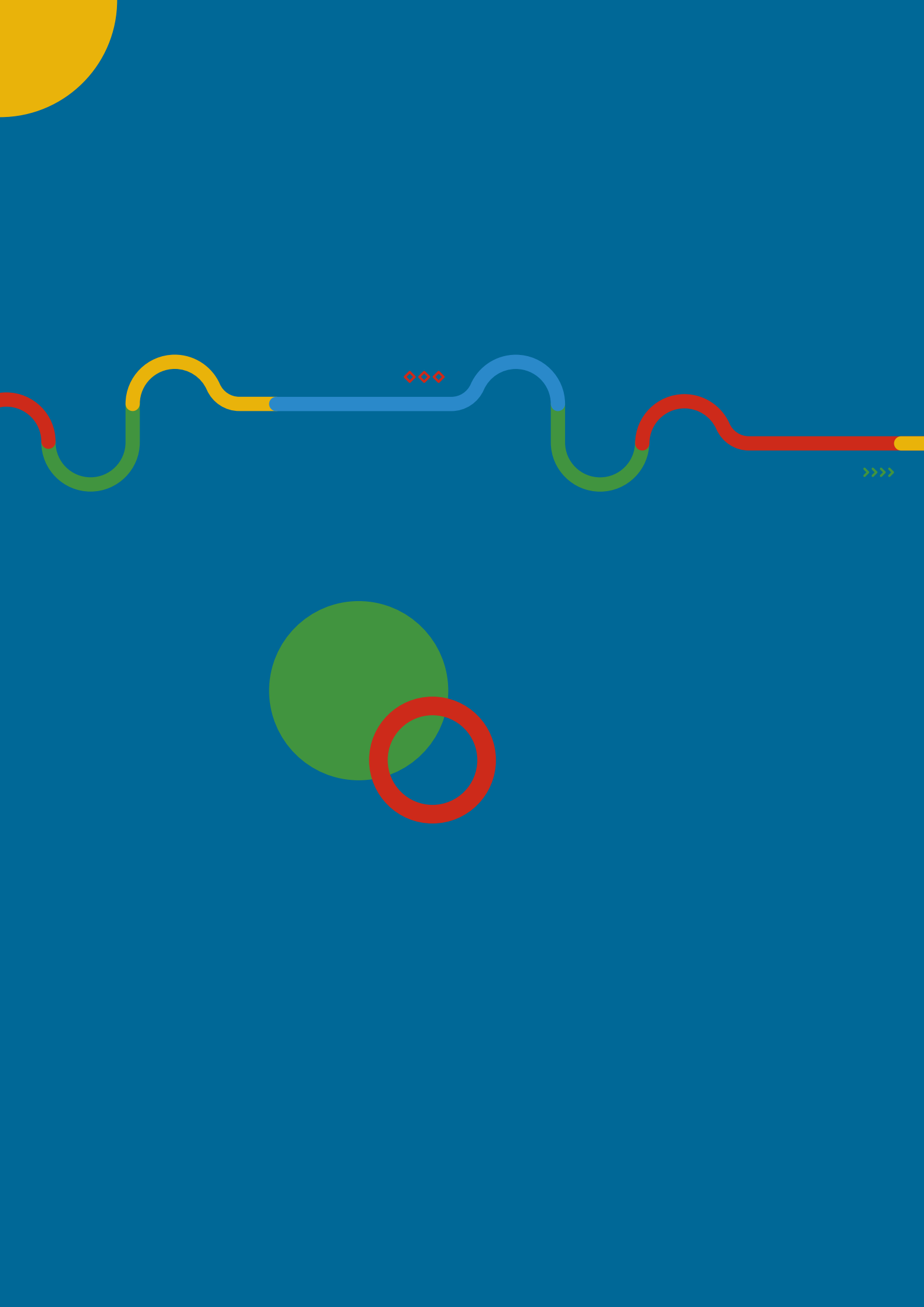
SUMMARY

**CHAPTER 8. TEACHER AUTONOMY AND CURRICULUM MANAGEMENT**
*Session 6. Teacher Autonomy in Curriculum Management: Linking the Curriculum to Student Competencies*

*The sixth session concludes the program with a central idea:* ***teachers' autonomy is essential to providing high-quality teaching and sustaining professional practice****. The quality of teaching depends on the ability of teachers to critically interpret the curriculum, adapt it to the characteristics of their students, and create meaningful learning experiences without losing sight of the shared educational goals.*

*When teachers are able to interpret the curriculum, adapt it to the context, and design experiences aligned with students' competencies, they regain a sense of professional purpose in their work. Autonomy means having the knowledge, confidence, and support necessary to make informed educational decisions.*





PART III.

# WHAT WE LEARNED TOGETHER

# CHAPTER 9. TEN LESSONS TO PROMOTE TEACHER WELL-BEING

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**01.**

**Well-being is built within a community.**

**02.**

**Sharing experiences reduces professional isolation**

**03.**

**Reflection strengthens teacher identity.**

**04.**

**Collaboration builds resilience.**

**05.**

**Technology needs to be used in a balanced and purposeful way.**

**06.**

**Autonomy fosters commitment and responsibility.**

**07.**

**Self-care requires institutional support and a personal commitment.**

**08.**

**Diversity is a source of individual and social development.**

**09.**

**International networks broaden perspectives.**

**10.**

**Teacher well-being has a direct impact on student learning.**



# EPILOGUE

# A COMMUNITY THAT CONTINUES TO GROW

A program brings together actions that, when combined, enable us to move toward a shared purpose. The Teacher Well-Being Program grew out of the results of a project developed collectively to build a caring community.

As Rockwell (2018) notes: “All knowledge is a collective product and survives only as a social relationship” (p. 13); as is the case in any community, its continuity depends on the interest, participation, and commitment of its members. In our case, what we share and want to uphold is the well-being of teachers.

Keeping this community alive means carrying what we have learned and experienced into different contexts, supporting one another, and putting the strategies we have shared into practice locally while drawing inspiration from one another. It stems from a need: to reclaim pedagogy and teaching methods for ourselves, so that we can become transformative educators and instill hope in our children.

Our work does not end here. We will continue to create and promote spaces where the threads that build this support network can flow, weaving the future from within our schools.

We hope that this guide, along with the sessions, the platform, the resources, and the available publications, will strengthen this network and expand its support system. Because a community grows when knowledge is shared, experiences are exchanged, and each person finds ways to contribute to its well-being.



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