

HEARTS AT WORK



Why Happy Teachers Create Great Schools

*A Resource Book for Principals, Leadership Teams, and Teachers on
Fostering Teacher Wellbeing, Strengthening Morale,
and Developing Schools of Excellence*



**CHAPTER ALIGNED REFLECTIONS, ACTIVITIES, ASSESSMENTS,
PULSE SURVEYS AND MORE FOR PRINCIPALS, LEADERSHIP TEAMS,
TEACHERS, STUDENTS AND PARENTS**

CHAPTER 6

Support Systems and Resources

Chapter Summary

- Supporting teachers means more than supervision—it means enabling growth.
- Learning opportunities, resources, and well-being initiatives build confidence.
- Mentorship and peer networks strengthen connection and resilience.
- When systems are thoughtful and consistent, morale improves naturally.
- Strong support systems help teachers and schools thrive together.

Action & Self Assessment Tool

Principal Support Systems and Resources

1. Providing Professional Development Opportunities

Reflection Prompts

- Are professional development opportunities in my school ongoing or occasional?
- How often do teachers influence what they learn and how they learn?
- Do teachers clearly connect professional learning to improved classroom practice?
- Am I encouraging learning as growth—or treating it as compliance?

Action Steps for Principals

- Create individual professional growth conversations once a year.
- Introduce peer observation or learning circles at least once a term.
- Shift from long workshops to short, focused micro-learning sessions.
- Invite teachers to lead sessions based on strengths and interests.

School Self-Assessment Indicators

Rate each on a scale of 1–4 (Rarely → Consistently):

- Professional learning is regular and embedded in school routines
- Teachers have choice and voice in development opportunities
- Mentorship and peer learning are actively encouraged
- Learning outcomes are reviewed and refined based on feedback

2. Ensuring Adequate Resources and Materials

Reflection Prompts

- Do teachers spend more time teaching or managing shortages?
- How proactive is our resource planning—planned or reactive?
- Are teachers involved in decisions about materials they use daily?
- Do systems exist to prevent last-minute stress and disruption?

Action Steps for Principals

- Introduce a term-wise resource review checklist with staff input.
- Maintain a simple inventory tracker for classrooms and shared spaces.
- Allocate a small flexible budget for urgent classroom needs.
- Identify backup vendors or sharing systems for emergencies.

School Self-Assessment Indicators

Rate each on a scale of 1–4:

- Teaching resources are adequate and accessible
- Inventory and replenishment systems are in place
- Teachers can request materials without unnecessary delays
- Resource shortages rarely interrupt teaching and learning

3. Supporting Work–Life Balance Initiatives

Reflection Prompts

- What signals does my leadership send about balance and boundaries?
- Do staff feel safe stepping away without guilt or judgment?
- Are policies supportive—or do practices contradict them?
- How often do I check staff well-being beyond performance?

Action Steps for Principals

- Set clear norms for after-hours communication.
- Encourage scheduled breaks and realistic workloads.
- Offer simple well-being supports (mindfulness, check-ins, flexibility).
- Model balance visibly through your own actions.

School Self-Assessment Indicators

Rate each on a scale of 1–4:

- Flexible work practices are encouraged where possible
- Staff well-being is openly discussed and supported
- Boundaries around time and availability are respected
- Leadership behaviour models healthy balance

4. Creating Mentorship and Peer Support Networks

Reflection Prompts

- Do new teachers feel guided or left to figure things out alone?
- Are experienced teachers recognised as mentors and leaders?
- Do teachers have safe spaces to share struggles and successes?
- Is collaboration structured—or left to chance?

Action Steps for Principals

- Pair new teachers with trained mentors for the first year.
- Create small peer groups by subject, grade, or interest.
- Schedule regular check-ins to sustain momentum.
- Publicly acknowledge mentoring and peer support efforts.

School Self-Assessment Indicators

Rate each on a scale of 1–4:

- Mentorship systems exist for new and transitioning teachers
- Peer collaboration is structured and purposeful
- Teachers feel safe seeking help and sharing challenges
- Support networks contribute to morale and retention

Chapter-Level Reflection (for Principals)

- Which support system is strongest in our school right now?
- Which one needs immediate attention?
- What is one small change that could significantly improve teacher morale?

Chapter Action Commitment

One support practice we will strengthen this term: _____

How we will know it's working: _____

Review date: _____

Closing Thought for Principals

Teachers don't just need direction—they need support systems that work quietly, consistently, and humanely. When resources, learning, balance, and connection align, morale doesn't need fixing—it grows naturally.

Teacher Pulse Survey

Support Systems & Resources in Our School

Purpose:

This survey helps school leadership understand how well current support systems are working for teachers. Your responses are anonymous and will be used only to improve school practices.

Response Scale:

1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

A. Professional Development & Growth

1. I receive professional development that is relevant to my classroom needs.
2. I have opportunities to learn continuously, not just during annual workshops.
3. My interests and strengths are considered when planning training opportunities.
4. Peer learning (observations, sharing, mentoring) is encouraged in this school.

Optional comment:

What kind of professional learning would help you most right now?

B. Resources & Materials

1. I usually have the teaching materials and resources I need.
2. Resource shortages rarely disrupt my teaching.
3. I feel comfortable requesting materials when needed.
4. Systems for managing resources (books, equipment, digital tools) work smoothly.

Optional comment:

What resource or material would most improve your teaching?

C. Work–Life Balance & Well-Being

1. My workload feels manageable most of the time.
2. My personal time is respected outside school hours.
3. The school encourages breaks, balance, and well-being.
4. I feel supported when personal or family needs arise.

Optional comment:

One small change that could improve work–life balance:

D. Mentorship & Peer Support

1. I feel supported by colleagues in this school.
2. New or transitioning teachers receive adequate guidance.
3. I have safe spaces to share challenges without fear of judgment.
4. Collaboration here feels genuine, not forced.

Optional comment:

What kind of peer support would be most helpful?

E. Overall Sense of Support

1. I feel supported by school leadership.
2. Support systems here help me do my best work.
3. I feel valued not just as a teacher, but as a person.
4. Overall, this school supports teacher morale well.

Open Reflection (Optional)

- One support practice that works well in this school:
- One support practice that needs improvement:

Closing Note to Teachers

Thank you for sharing honestly. Your voice helps shape a healthier, more supportive school environment.

How Principals Should Use This Survey (recommended)

- Administer once a term or twice a year
- Share summary trends, not individual responses
- Identify 1–2 focus areas, not everything at once
- Communicate what will change based on feedback