



A Compassion Focused Approach to understand Teacher and Student Wellbeing

by Rita Princi-Hubbard

FEATURE



Children are our most precious asset relying on informed and secure adults to provide a safe environment to grow and learn. Yet teachers entrusted with the role of educating our next generation are not provided with the tools to understand the origins of children's emotional, behavioural, and social reactions nor are they provided with knowledge to understand their own reactions to stress, which can lead to burnout and compassion fatigue.

Background

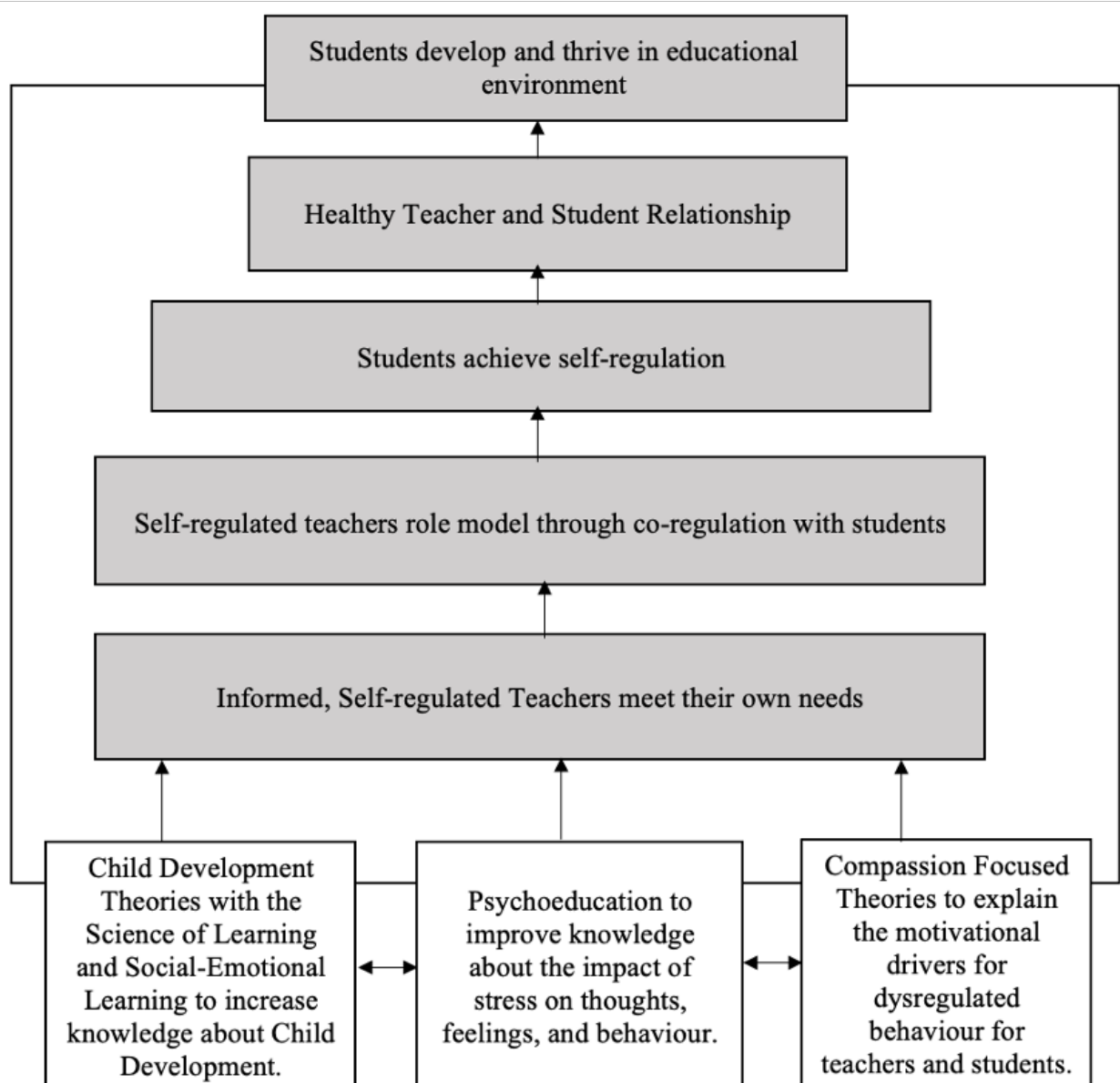
While working as a Clinical Psychologist for over 20 years, mainly with students, parents and teachers, I found myself increasingly advocating for children, often seen as mini adults with the intentions and decision-making abilities of adults. In the role as advocator, I shared knowledge in sessions with parents or in presentations with teachers about how children grow and develop to improve adult understanding about *what's happening* for children and steer away from over pathologizing young people. The goal to be able to more confidently identify "*what children need*". Equally important, or dare I say, even more imperative, my aim was to assist adults, both parents and teachers, understand *what's happening* for themselves and identify their own needs. In my clinical experience when adults, whether parents or teachers, understood their own physiological, emotional and psychological responses, and the importance of meeting their own needs, they were better able to understand the bi-directional effect of emotion regulation *and* dysregulation to assist young people to regulate their emotions in a closer and mutually beneficial relationship with young people.

PhD Research

Consequently, aware that uninformed teachers may *inadvertently* reinforce students' heightened responses or issue consequences for non-compliance rather than understanding *what's happening* for the student, I decided to explore the teacher and student relationship, specifically the neuroscience and behavioural variables that impact on teacher and student wellbeing in PhD research. Prior to undertaking PhD research, I developed teacher training modules with more extensive and current child development theories to fill the gap of child development theories missing in un-

dergraduate teacher training (Ellis et al, 2020) and included psychoeducation for teachers to better understand themselves and the effect of teacher stress on the teacher and student relationship. The framework of the modules was founded in a new paradigm of educational research incorporating neuroscience, psychology and educational research, also known as the Science of Learning (Byers et al., 2022), which is being researched extensively at the University of Queensland, and Compassion focused theories as the underlying theoretical model (Gilbert, 2014; Kirby et al., 2019).

My intention was to investigate the effectiveness of the teacher training program that incorporated these important elements while also contributing to the research with knowledge. The goal was to assist teachers professionally and personally with focus on supporting teacher self-regulation and wellbeing before expecting teachers to assist students to emotionally regulate (Immordino-Yang et al., 2019; Neuenschwander et al., 2017; Willis, 2021) and engage with their learning environment (Gillies et al., 2016). The research shows that there is a bi-directional effect of both emotion regulation and dysregulation be-

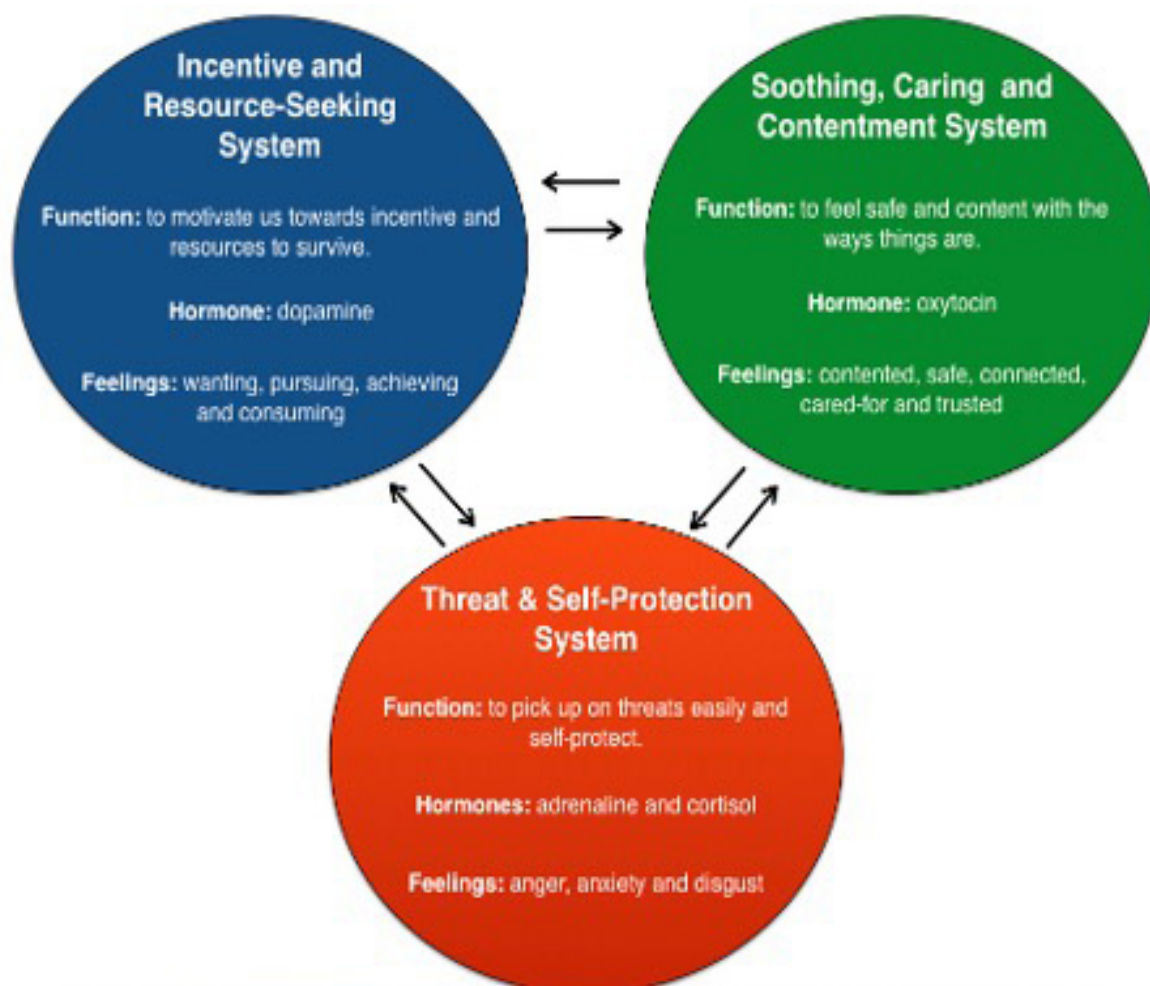


tween teachers and students (Carroll et al., 2021; Kirby et al., 2023).

What is a Compassion Focused Approach?

Often, empathy and compassion are used interchangeably to describe emotional awareness of a person's challenges, whether we are offering kindness, being caring or doing something to assist the person in need. In his research, Paul Gilbert (2014) and others (Kirby et al., 2019; Kirby, 2020), define compassion as a sensitivity to another's suffering *with* the motivation and commitment to alleviate that suffering, for self and others. Empathy is the sensitivity to suffering while compassion is the action carried out to reduce the distress or pain. Recent research (Varley et al.,

2024) identifies awareness and engagement with the suffering as the precursor to reducing the distress in self or others. The motivation to support and assist others activates physiological responses. Specifically, carrying out a compassionate act releases oxytocin and vasopressin, peptide hormones secreted from the pituitary glands, a hormone that increases blood flow to the heart and the brain and improves long-term survival, plays important roles in creating secure attachments and increasing the likelihood of genuinely helping others in need (Kirby et al., 2017). Closeness with trusted others regulates the fight/flight/freeze/fawn responses and leads to an improved sense of safety (Gilbert, 2021).



Gilbert, P. (2009). *The Compassionate Mind - A New Approach to Life's Challenges*. London, United Kingdom: Constable & Robinson Ltd.

The inclusion of the compassion focused model in my research provided the underlying theory to identify the origins of emotional dysregulation by explaining the motivational systems of behaviour (Gilbert, 2014). This model emphasises the long-term effect of the parent-child attachment process on self-regulation and emphasises the development of maladaptive regulation when needs for safety and connection are not met. (Gilbert, 2014; Kirby, 2020). This model also highlights the detrimental effect of competitive mentalities, focused solely on competition with others, particularly placing pressure on teachers and students to perform (Matos et al., 2022). Importantly, the compassion focused model encourages social engagement through the implementation of social mentality theory (Gilbert, 2017; 2021) to underscore the importance of compassionate relating styles in self-care and when caring for others (Gilbert, 2014; Kirby et al., 2019). A distinction of the compassion focused model is greater focus on the benefits of self-compassion, both in giving and accepting compassionate acts from the self, alongside accepting compassion from others and showing compassion towards others (Kirby & Petrocchi, 2023). The main point here is that it's important to start with self-compassion to recover more quickly from stressful events to then be able to show compassion to and accept compassion from others.

Motivational Systems

Within the teacher training program, the compassion focused model was introduced to teachers to explain the origins of emotion dysregulation within its motivational systems. Specifically, the motivational systems, known as “the three affect regulation systems” or the “tripartite model” (Gilbert, 2014) are divided into three specific systems to depict: 1) the effects of facing threat and the motivation to achieve safety, described as the “threat-focused” system; 2) the soothing system focused on safeness and kindness, described as “affiliative-focused”; and 3) the drive system wherein lies the motivation to achieve, described as “incentive focused” (Kirby & Petrocchi, 2023, p. 421). Each system has its own physiological processes and neurochemical reactions, with associated brain areas activated. The threat system activates the fight/flight/freeze/fawn response, with activation of the hypothalamic-pituitary axis (HPA Axis) equipping the body to achieve safety (Mastromatteo et al., 2023). The soothing system requires activities to calm the brain and body to achieve emotion regulation (Sousa et al., 2021). Once self-regulation is achieved then the drive system is activated enabling actions to fulfil goals (Gilbert, 2014; Kirby & Petrocchi, 2023). This model provides important information about human functioning and the need to feel safe. As we know, when alerted to danger, the threat system is automatically activated, increasing sympathetic nervous system activity, and reducing parasympathetic activity in the soothing system (Kim et al., 2020). This response is automatic as

the first rule of survival is to be safe (Gilbert, 2014, 2021). However, the threat system activates automatic survival responses making logical thinking very difficult to access because survival becomes paramount. Physiology, cognitions, emotions, and actions are primed to respond to ensure safety leading to dysregulated behaviour (Fynes-Clinton et al., 2020). During stressful times, individuals bounce between the threat system and the drive system bypassing the calming benefits of the soothing system. When the three systems are not balanced then maladaptive regulation occurs. Stress grows, tiredness thrives, and erratic emotional and physical reactions abound!

Three levels of Compassion

Understanding the processes and mechanisms of the motivational system is imperative for teachers. The lack of knowledge leads teachers to make assumptions about students without understanding the motivational drivers for their dysregulated behaviour (Fynes-Clinton

et al., 2020). For example, teachers may assume that students choose to express hostile reactions or choose to become withdrawn and disconnected. When teachers are informed and understand the need for balance between the three systems they are equipped to identify: 1) the motivation for the dysregulated behaviour; 2) acknowledge the need to self-regulate and the ways to achieve self-regulation; and 3) then assist students to feel safe and facilitate self-regulation (Kirby & Petrocchi, 2023).

Importantly, when teachers focus on self-compassion and a commitment and motivation to meet their own needs, then self-regulation is achieved. Once self-regulated, then the ability to role model self-regulation to students through the process of co-regulation increases (Matos et al., 2022).

Teacher Training Program

The development of the teacher training program culminated from my professional practice as a Clini-



cal Psychologist for over 20 years during therapeutic sessions with clients and during regular teacher training. Presentations to teachers, from a Science of Learning perspective, demonstrated benefits for teachers, both personally and professionally. Accordingly, I developed teacher training that incorporated the elements of neuroscience with child development theories to improve teacher understanding. The main goal was to shift away from the pathology, or a deficit model (MacMahon et al., 2020) perspective and increase teacher awareness with effective practical strategies guided by the Science of Learning. The decision was then made to investigate the benefits of the training program, to refine the modules and assess the value and effectiveness of the teacher training program.

During the PhD process, research revealed that a compassion focused approach (Gilbert, 2014) synchronised with the Science of Learning perspective because it identified neuroscience as the foundation from which to explain emotional and physiological reactions. The compassion focused approach emphasised the importance of exploring evolutionary and attachment theories to strengthen understandings of the origins of emotional and behavioural reactions. This approach also promoted Mindfulness and Cognitive Behaviour Therapy (CBT) strategies to regulate emotions and maintain wellbeing.

Course Aims

The aims of the teacher train-

ing program focused on: improving teacher understanding about student emotional and behavioural reactions; emphasising the importance of teacher self-regulation; and identifying the effect of the bi-directional impact on the teacher and student relationship.

Course Objectives

The objectives of the teacher training program were to improve teacher knowledge with comprehensive child development theories and reduce the “child development theory-practice gap” (Ellis et al., 2022, p. 716); to provide information about the origins of emotional dysregulation with understanding about the motivational systems activated during emotional regulation and dysregulation; include psychoeducation for teachers to increase awareness about their own reac-



tions and understand the concept of the “stress contagion” (Oberle & Schonert-Reich, 2016, p. 30) wherein students can be swept up in teacher stress and vice versa.

Learning Outcomes

The learning outcomes involved teachers extending their knowledge and understanding ways of achieving self-regulation and co-regulation with students; and applying research informed strategies to assist students to self-regulate, with improved understanding about the bi-directional effect on the teacher and student relationship.

Australian Professional Standards for Teachers

The teacher training program incorporated the Australian Professional Standards for Teachers identified by the Australian Institute for Teaching and School Leadership Limited (AITSL; 2023). Within the teacher training program, the AITSL teaching standards and the specific criteria are introduced at the commencement of the training modules. The specific Standards that apply to the teacher training are: *Standard 1 - Know students and how they learn; Standard 4 - Create and maintain supportive and safe learning environments; Standard 6 - Engage in professional learning.*

Teacher Training Modules

The teacher training comprised of eight modules. *Module 1 - New paradigm of Educational Research; Mod-*

ule 2 - Neuroscience Principles and a Compassion Focused Approach; Module 3 - Brain Development and Learning; Module 4 - Social Emotional Learning and the Brain; Module 5 - Neuroscience Principles of Attachment and Connecting; Module 6 - The impact of Trauma on the Developing Brain and Outcomes for Learning; Module 7 - Teacher Self-Care, Well-Being and Resilience; Module 8 - Practical Strategies & Questions. Each Module specified clear learning intentions at the beginning of each Module linked to research; Provided evidence-based research and learning material with recommended reading from peer reviewed journals and books. At the conclusion of each module, teachers were afforded the opportunity for self-reflection to consider the module content, with focus on their learning and how the learning would be utilised in the classroom and beyond. Teachers were also required to complete a pre



and post quiz for each module and received a certificate of completion towards their professional learning.

Results

My research results were derived from a mixed methods design which examined data collected from teacher responses in one-on-one interviews, from teacher and student self-report questionnaires, and from observations of heart rate variability from physiological measures observing teachers' para-sympathetic nervous system activity during regulatory and non-regulatory interactions between teachers and students. Even though eight schools had initially agreed to participate the effects of COVID-19 reduced the participation to two

schools with teachers from the first school participating in the teacher training program between data collection while teachers from the second school receiving the training after all data had been collected.

Teacher Interviews. The main differences were observed from teacher responses following participation in the teacher training program with improved self-awareness, especially, in knowledge of the link between teacher stress reactions and student reactions, (Carroll et al., 2022; Oberle & Schonert-Reichl, 2016), and in identifying the bi-directional effect of teacher and student emotion regulation and dysregulation (Carroll et al., 2021; Matos et al., 2022). Increased teacher understanding generated a greater shift towards teachers taking more responsibil-



ity to assist students to regulate. Teachers showed improved understanding about *what's happening*, versus *what's wrong*, and were then able to utilise their increased awareness to support students emotionally, academically, and socially.

Teacher and Student Self-report measures. Significant differences were found with changes in these teachers' perceptions about closeness in relationships with students and about students' dysregulated behaviour. After participating in the training, teachers also showed significant differences in identifying student dysregulated behaviour. Teachers showed improved knowledge about the origins of emotion dysregulation, particularly, with improved understanding about the

motivation systems (Gilbert, 2014) within the compassion focused model, which appeared to inform teachers about the reasons and consequences of their own dysregulated reactions thereby leading to improved awareness about student dysregulated behaviour. This improved awareness enabled teachers to consider *what's happening* for self and students and respond accordingly rather than focusing on *what's wrong* for self and students.

Teacher Physiological measures. This observational novel study represented a first attempt to observe teachers' physiological responses during real time classroom interactions rather than during a staged experiment. Emergent trends and patterns were observed generally



with higher heart rate variability associated with higher parasympathetic activity during regulatory interactions (Nakkas et al., 2022), and lower heart rate variability occurred during lower parasympathetic activity and non-regulatory interactions (Kocsel et al., 2019, 2022). However, the opposite was also observed. At times, higher HRV was present during lower parasympathetic activity and lower HRV coincided with higher parasympathetic activity. Interestingly, both higher and lower HRV was also observed during both regulatory and non-regulatory interactions. This study concluded with recommendations for more research using physiological measures during real time interactions to investigate physiologically what's happening for teachers and students during their interac-

tions.

Implications

The application of the Science of Learning (MacMahon et al., 2022) and compassion focused theories (Gilbert, 2014; Kirby et al., 2019), enabled evidence-based knowledge to be provided to teachers. The information provided in the teacher training program, however, is not intended to be viewed just as a *once-off* wellbeing program. While time restrictions within the confines of PhD research did not provide the opportunity to continue with ongoing training during this time, it is highly recommended that the content, be extended and continuously updated and, importantly, included in pre-service teacher training and beyond. Throughout the training



program the recommendation was made for the content and subsequent informed strategies to be embedded within the curriculum. The intended outcome is to empower teachers to understand how their students *work* and thereby communicate effectively with their students. Of even greater importance, was improved understanding about how teachers *work* too, and the critical aspect of teacher self-regulation not only for their own wellbeing but to emphasise the importance of the bi-directional pathway for their students' wellbeing. Teachers explained that the outcomes of the training not only improved understanding about their students but importantly about themselves and the importance of self-regulation and meeting their own needs not

just before entering the classroom but consistently and effectively every day. Importantly, to achieve self-regulation and improve their wellbeing, teachers need support from leadership, colleagues, parents and the entire school and wider community. Otherwise, teachers can feel overwhelmed and alone in *teaching* young people not only their course content while not understanding their own and their students' emotional reactions to growing demands and ongoing resulting stress.

Critically, teacher training programs, both pre-service and continuing professional development, need to provide teachers with knowledge wherein their roles and effort are validated, acknowledged, and recognised. Greater empha-



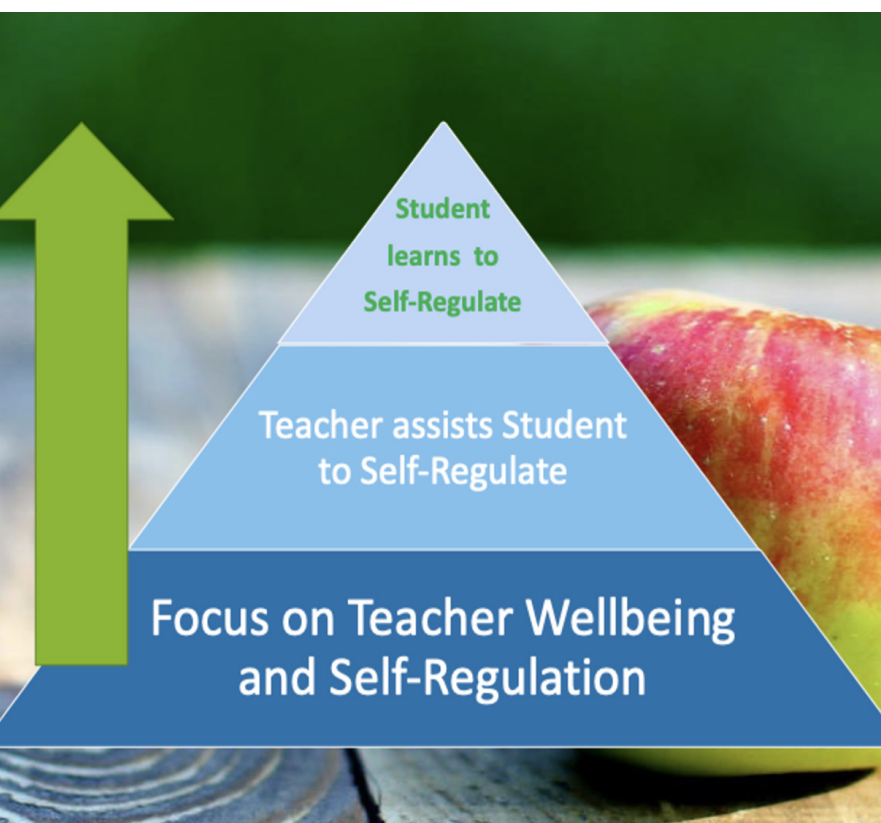
sis needs to be placed on the importance of supporting teachers to achieve self-regulation, which has been shown to be vitally important for teacher wellbeing and student wellbeing (Immordino-Yang et al., 2019).

These results present a preview into the improvements that can occur when training involves comprehensive teacher training that equips teachers to fulfil their role confidently with information that is relevant and adequately answers the question of *what's happening* to fill the gap that is missing in pre-service teacher training (Ellis et al., 2022) and provides teachers with understanding about their own emotional reactions. The strong focus on meeting teachers' needs validates the important role teachers play in achieving and maintaining student wellbeing. Informed and self-regulated teachers are more able to focus on student needs to

create healthy relationships built on trust and understanding. The outcome is strengthened teacher motivation and wellbeing leading to increased student motivation and wellbeing with benefits to the wider school community (Schonert-Reichl, 2017). As one teacher participant articulately stated, focusing on teachers first is the *key point* of the training.

Conclusion

In a current worldwide focus on *pathologising* behaviour (Morgan et al., 2023), which in many instances is not informed by current research (Giedinghagen, 2023), the present teacher training program aims to increase teacher knowledge about child development and psychoeducation with evidence-based strategies from the Science of Learning and compassion focused research to reduce teacher stress and misconceptions about student behaviour to build closer relationships with students. The findings of my research showed that improved understanding facilitated a shift in teacher perceptions about the origins of dysregulated behaviour within a closer teacher and student relationship. Previous research, together with the results of this study, highlight the importance of providing teachers with training programs and professional development that are not just professionally beneficial but also personally valuable with fundamental benefits to improving interactions within a closer teacher and student relationship.



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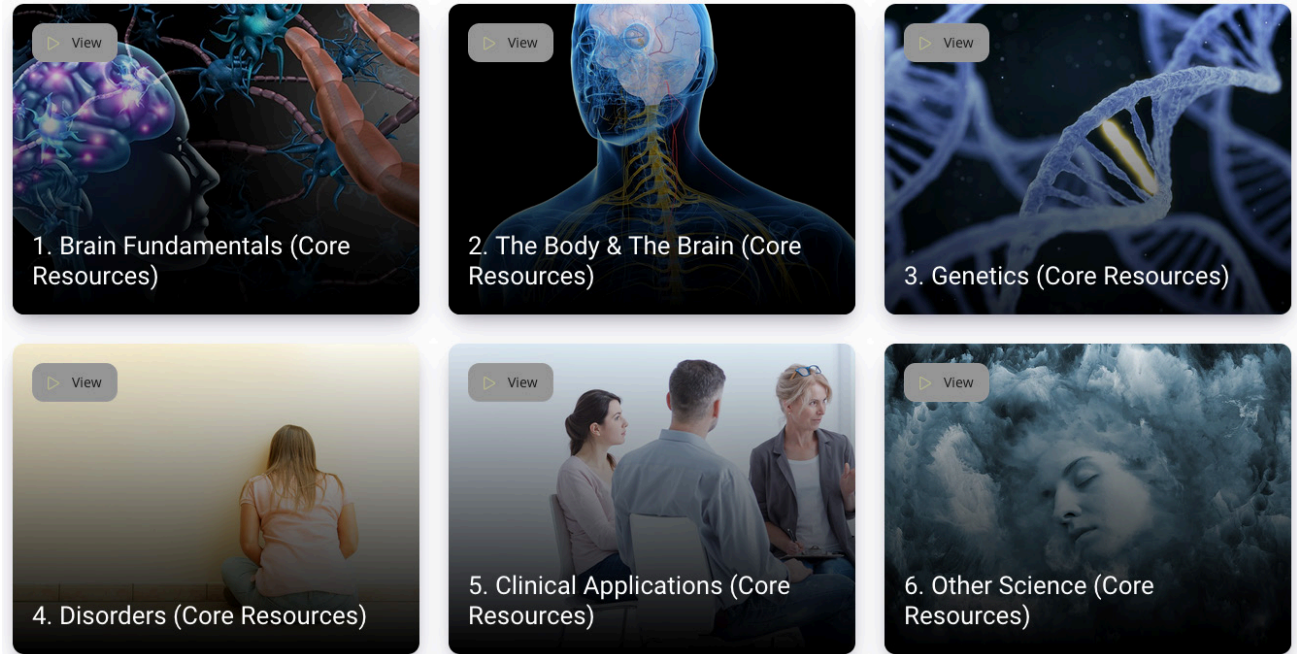


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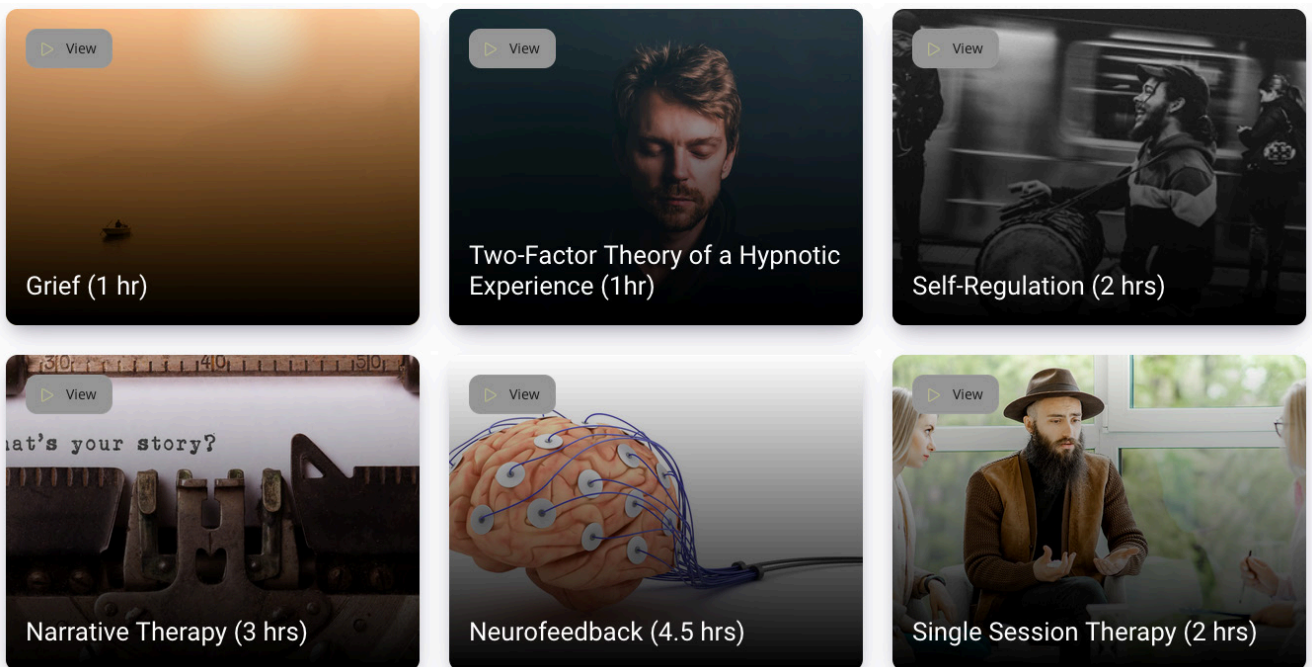
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