

my english my way 2025

unique teachers **for unique students**



DEASCUOLA

Il Benessere a Scuola:

Un Approccio Integrato per Studenti e
Insegnanti

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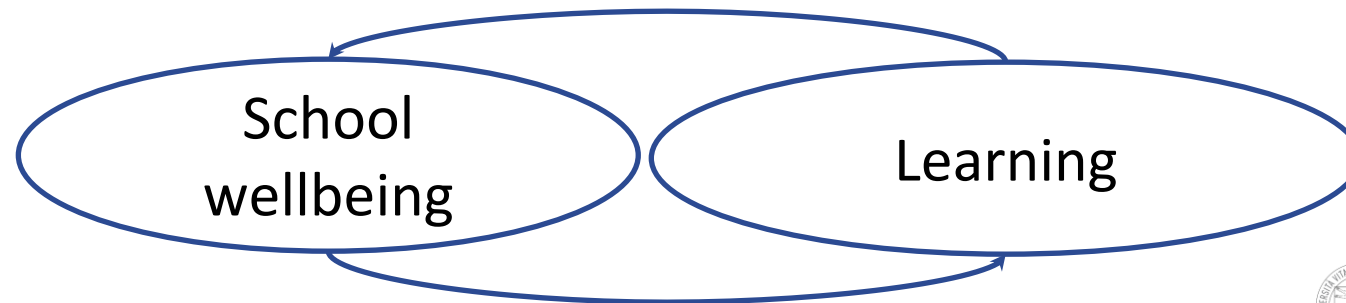


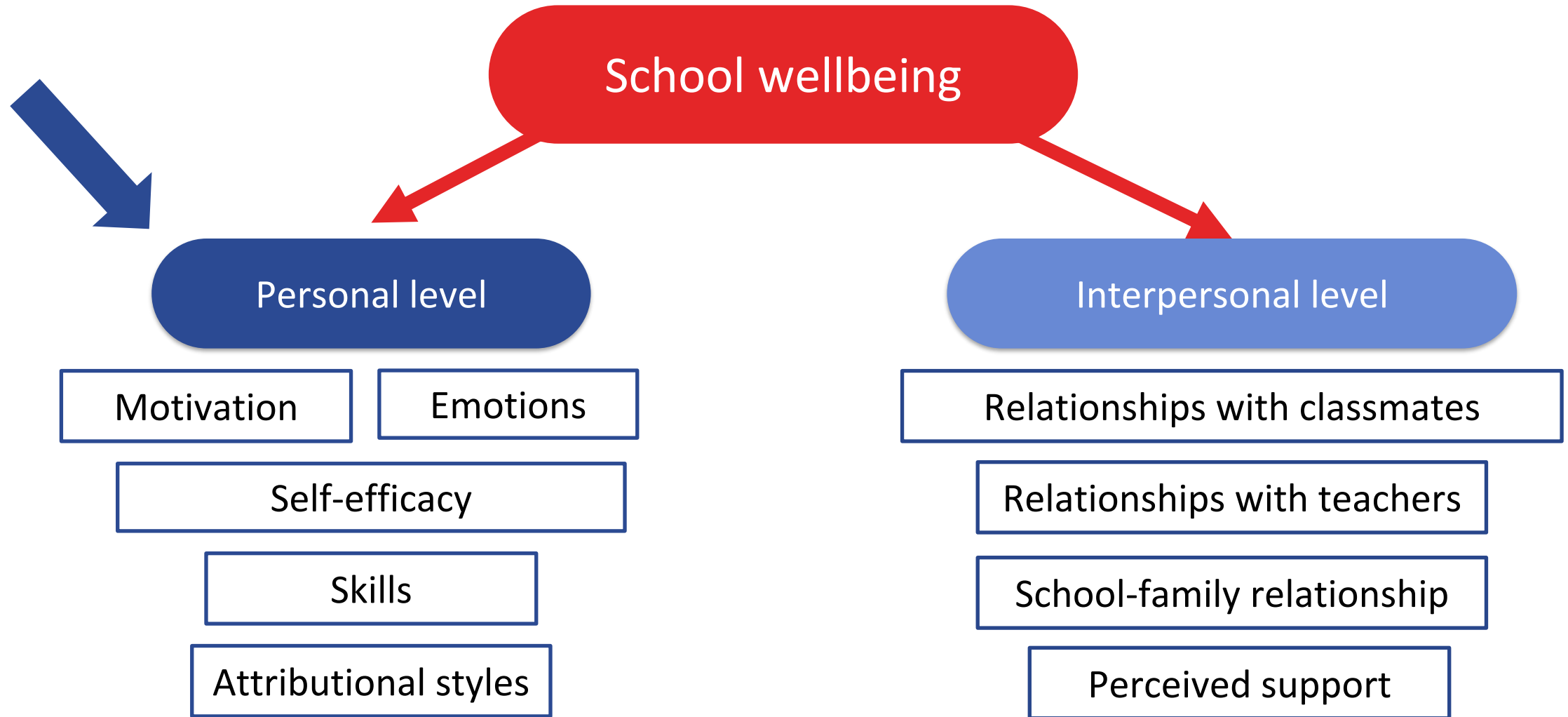
School wellbeing

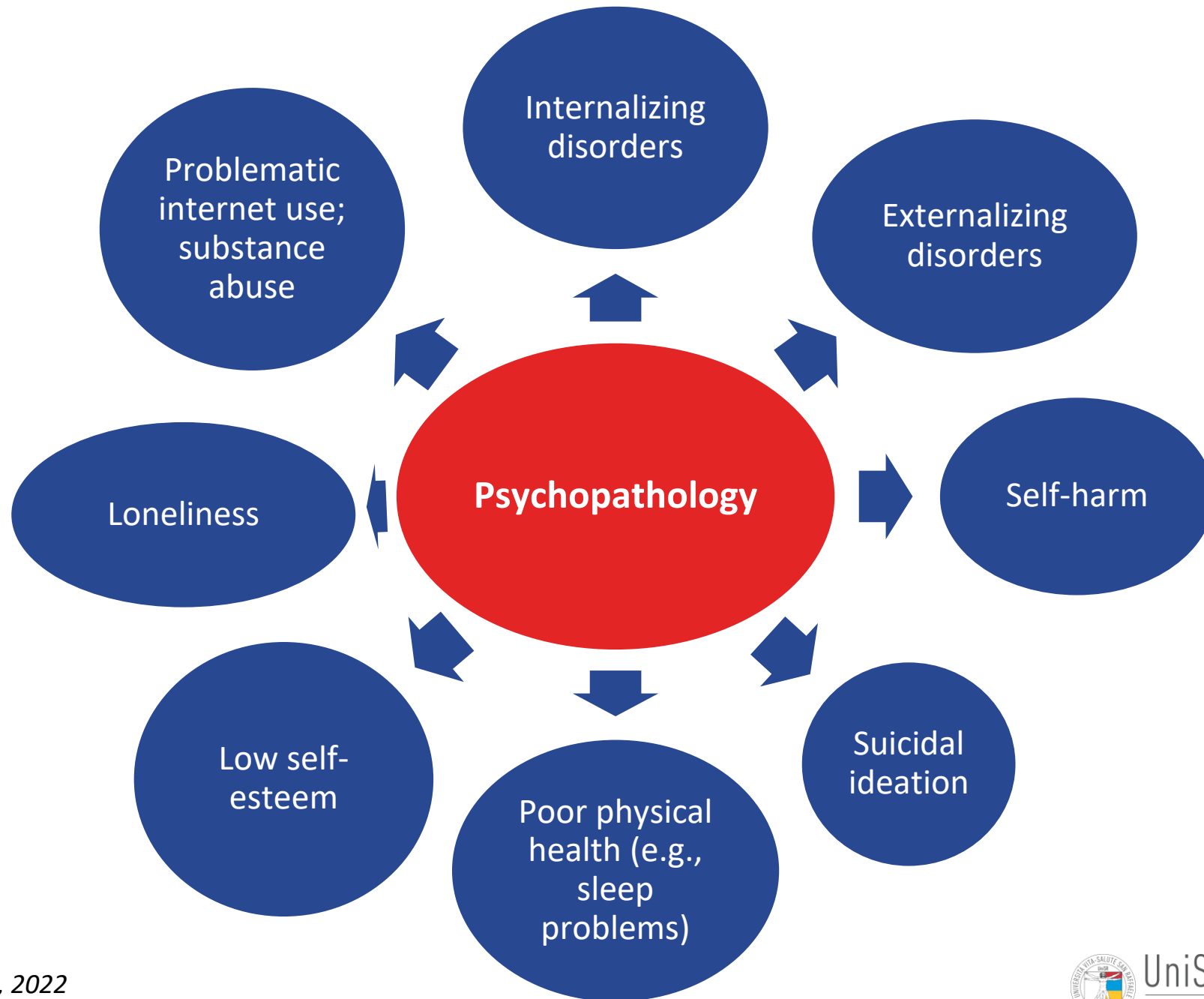
Kids spend a lot of time at school, where they have many relational, emotional, and cognitive experiences and play a specific social role.

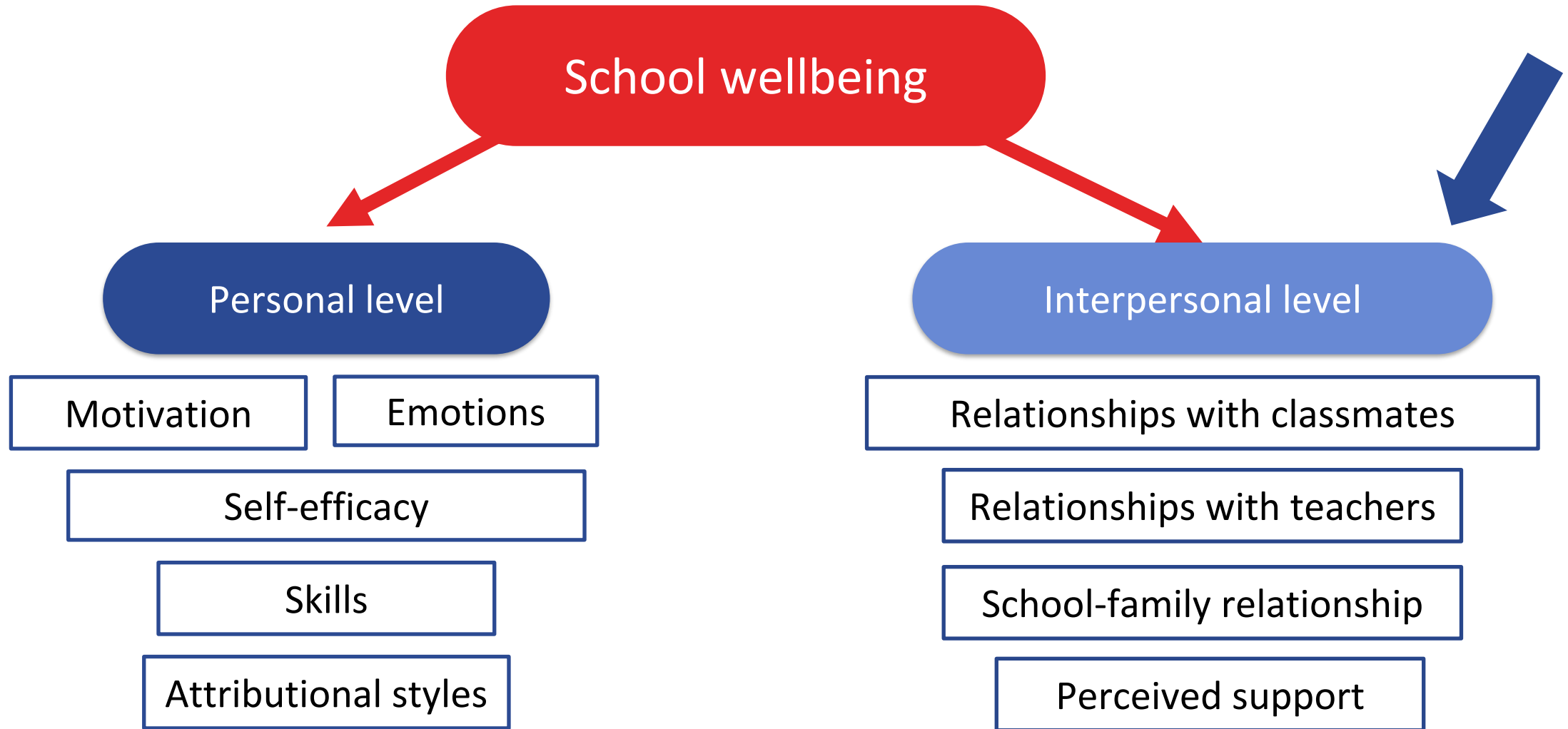


Research in the field of school well-being aims to identify the elements that allow students, teachers, and parents to feel satisfied in the school environment, as well as the critical factors that lead to a sense of discomfort. A good level of school well-being, in turn, ensures that the school 'functions' better.









RELATIONSHIPS WITH CLASSMATES

Popular kids

*Prosocial popular kids: Competent individuals, both academically and socially.

When they disagree with their peers, they respond appropriately and implement effective strategies to resolve conflicts.

*Antisocial popular kids: Individuals who generally exhibit medium to high levels of aggression. Some of their peers may perceive them positively because they bully classmates and rebel against adult authority.

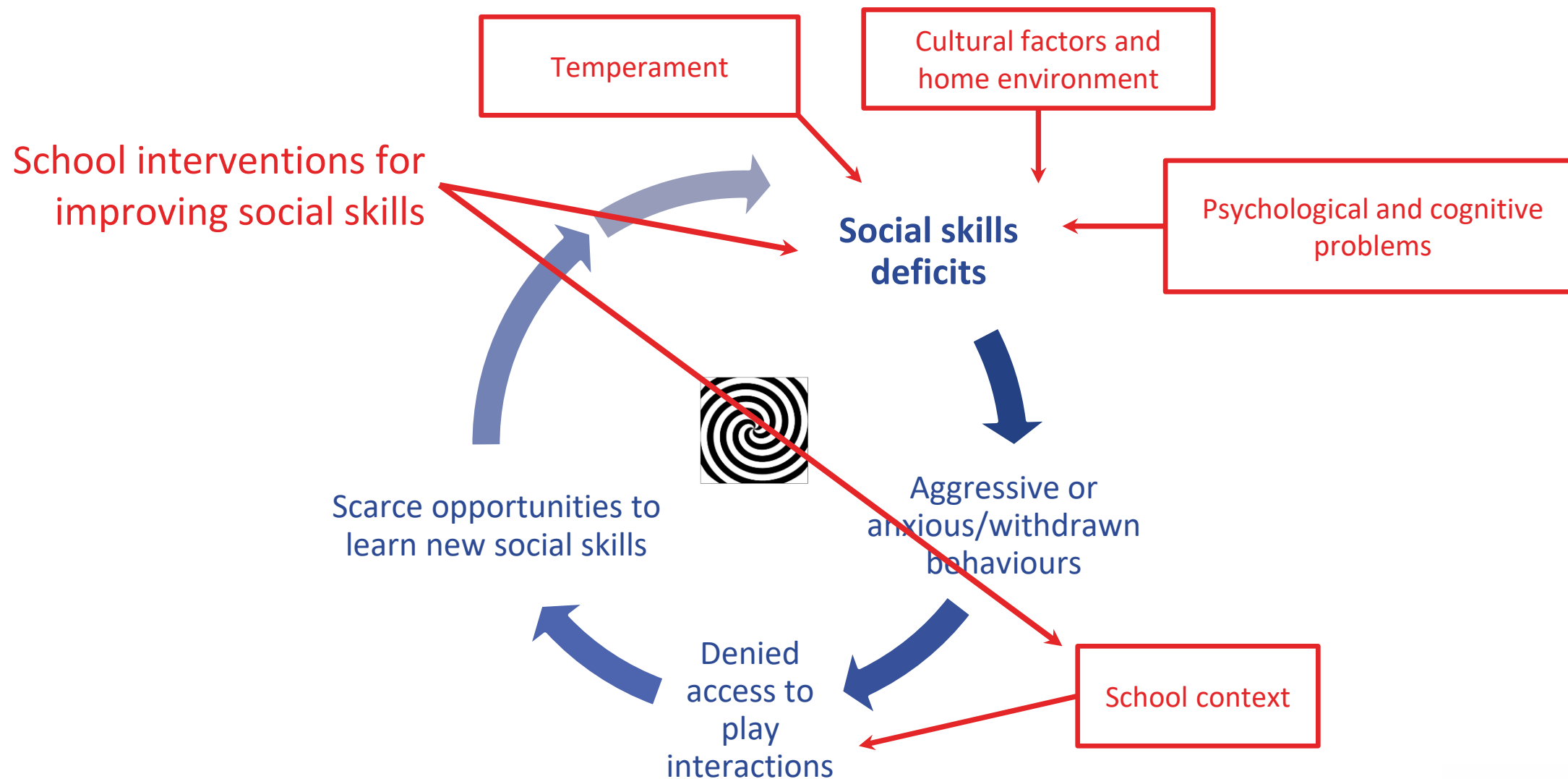
RELATIONSHIPS WITH CLASSMATES

Rejected Kids

Aggressive rejected kids: Generally high levels of conflict and hyperactivity/impulsivity. Poor ability to take others' perspectives and low self-control. Tendency to misunderstand others' intentions, especially with a negative bias.

Introverted rejected kids: Shy and withdrawn, often targeted by bullies. Frequently socially awkward, sometimes they voluntarily exclude themselves from social interactions to avoid rejection or aggression.

RELATIONSHIPS WITH CLASSMATES



RELATIONSHIPS WITH CLASSMATES

Neglected or isolated Kids

They are not actively rejected, but are rarely sought out by peers, less involved in spontaneous interactions, and considered less "attractive" by their classmates. There is a risk of them becoming invisible (even to teachers!).

- Generally, exhibit insecure/anxious attachment
- Their status can change more easily if they are placed in a new class group — sometimes positively (becoming average or controversial), sometimes negatively (becoming rejected)
- In the long term, they are at risk of developing internalizing symptoms such as anxiety, depression, and low self-esteem.

TEACHERS-STUDENTS RELATIONSHIPS

The good quality of the teacher-student relationship is linked to:

- Higher academic performance
- Reduced absenteeism
- Higher levels of motivation
- Greater self-regulation of behavior
- Better ability to achieve goals
- Higher self-esteem and academic self-efficacy



Higher wellbeing for
students and
teachers (es. lower
burnout levels)

Support, warmth, empathy, involvement

!!! It decreases as the age of the students increases

TEACHERS-STUDENTS RELATIONSHIPS

It depends on some students' and teachers' features. Factor risks:

Student	Teachers
Behavioral difficulties/disorders (externalizing symptoms)	Low levels of availability
Insecure attachment with their caregivers	Not showing interest in students as people
Learning difficulties/disorders	Aggressive and/or repressive attitude
Low socio-economic status	Work-related stress (e.g., relationships with colleagues, with the school principal)
Be a male	Low levels of self-efficacy



Worse relationships with teachers and peer rejection are associated

AN IMPORTANT RESOURCE: THE SOFT SKILLS OF THE TEACHER

Communicate

- Modulate the voice
Use different communication channels
Pay attention to non-verbal communication (immediacy)

Be in the relationship

- Get to know your students and show interest in them
Do not ignore! Unless it is a strategy...

Motivate

- Offer opportunities for success to everyone
Consider students' strengths
Be motivated!

AN IMPORTANT RESOURCE: THE SOFT SKILLS OF THE TEACHER

Leadership

- Prerequisite: the relationship
- Make the classroom a livable environment and take responsibility for existing problems

Make decisions

- Be clear and consistent with rules and corresponding sanctions
- Provide opportunities for negotiation

Handle time and space

- Decide when and how to introduce a topic
- The classroom is a flexible space—adapt it!

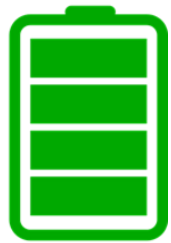
RELATIONSHIPS AMONG TEACHERS: INSIGHTS FROM RESEARCH

In schools with a higher level of collaboration among teachers:

- The well-being of the teachers themselves is higher
- The incidence of burnout is lower
- The effectiveness of the teachers is greater

STUDENTS HAVE HIGHER LEVELS OF ACADEMIC SKILLS.

BURNOUT DEMANDS-RESOURCES MODEL



Demands

Resources



The effort that a worker must make to adapt to work pressure can lead to high levels of **burnout** and compromise the individual's well-being.

Burnout is a **psychological syndrome** that can emerge in response to chronic stress factors at work, characterized by feelings of inadequacy, burnout, and fatigue.

Elements such as the **inability to cope with work demands, loss of enjoyment, and decreased commitment** also negatively affect relationships with students and, therefore, have an impact on school adaptation, learning processes, and the psychological well-being of all the actors involved.

Grazie



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In collaborazione con:

