Educator Wellbeing



OVERVIEW

The Educator Wellbeing Workshop is an uplifting, and deeply practical exploration of how wellbeing is shaped by the ways we think, feel and behave. Drawing on cognitive reframing, pattern interruption, mind–body awareness, and the Phoenix Cups® Framework, the session highlights how unhelpful thinking styles, habits, and internal narratives can influence our emotional experiences and professional interactions. Participants learn how the mind constructs reality, how we can become "stuck" in unhelpful stories, and how to develop new skills for responding, rather than reacting, to challenges.

The workshop introduces Life Needs Balance, a wellbeing approach that steps beyond "work–life balance." Exploration of our own basic human life needs across home and work through the Phoenix Cups® Framework, reflects on how to intentionally maintain fulfilment and resilience in fast-paced working environments.

Delivered with Phoenix Support's signature edu-tainment style, including humour, interaction, storytelling, and practical tools, this workshop offers a transformative approach to workplace culture. Educators leave feeling understood, re-energised, and equipped with a clear framework to enhance personal wellbeing, strengthen team dynamics, and support a thriving organisational culture.

WE WILL...

- Explore how cognitive processes, unhelpful thinking styles, and unintentional habits influence our emotions, behaviour, and working experiences, and learn strategies to challenge, acknowledge and shift unhelpful thoughts.
- Examine the Phoenix Cups® Framework to understand our core life needs, how differing needs profiles shape behaviour, and how the Will to Fill™ and Skill to Fill™ support personal and professional wellbeing.
- Engage in reflective, interactive activities, including scenarios, discussions, and storytelling, to build insight into how wellbeing impacts relationships, stress responses, and resilience.
- Apply practical wellbeing tools that build agency, emotional regulation, gratitude, and intentionality across home and work, fostering a positive, supportive team culture.

DELIVERY MODE OFFERINGS:

1. Self-paced online course
2. Whole day face-to-face delivery (up to 5 hours)
3. face-to-face workshop (up to 2.5 hours)

"The staff are still talking about the workshop, they absolutely loved it! They even said that this was the most fun they have ever had in a workshop, so THANK YOU, THANK YOU, THANK YOU."
- Anon

Contact us to book your workshop HERE.

info@phoenix-support.com.au | 1300 361 243 | www.phoenix-support.com.au

Phoenix Support for educators

PARTICIPANT OUTCOMES

By the end of this workshop, participants will posess:

1. A clear understanding of how thoughts, feelings, and behaviours interact, and how to recognise and challenge unhelpful thinking styles using practical reframing strategies.
2. An ability to interpret their own Phoenix Cups® profile and recognise how their dominant needs influence our wellbeing, motivation, and workplace interactions.
3. Increased confidence in applying the Will to Fill™ and Skill to Fill™ to intentionally meet their needs and support sustained wellbeing.
4. Strategies to foster healthier team relationships through empathy, perspective-taking, and an appreciation of diverse needs profiles within their workplace.
5. Practical tools to build resilience, manage stress, and cultivate predictable habits that promote emotional regulation, fulfilment, and job satisfaction.

THEORETICAL UNDERPINNINGS

Cognitive Behavioural Theory
Aaron Beck
Explains how thoughts, feelings and behaviours are interconnected, providing a framework for recognising unhelpful thinking patterns and developing more helpful, balanced cognitive habits.

Philosophical Pessimism
Arthur Schopenhauer
Schopenhauer's believed human suffering arises from unmet desire. This view is reflected in the Phoenix Cups Framework's recognition that chronic distress occurs when core human needs remain unmet, leading to ongoing dissatisfaction rather than lasting wellbeing.

Will to Power
Friedrich Nietzsche
Nietzsche argued that human motivation is driven by a fundamental will toward growth, vitality, and self-overcoming, rather than comfort or moral compliance. The Phoenix Cups Framework reframes this idea as the Will to Fill™, positioning human striving as a drive toward meeting essential life needs in ways that support agency, meaning, and fulfilment.

The Phoenix Cups
Sandi Phoenix
The Phoenix Cups Framework supports educator wellbeing by offering a clear, needs-based lens that helps educators understand stress as the result of empty cups and intentionally restore fulfilment through relational, systemic, and reflective practice.

KEY LINKS - NATIONAL

Alignment with EYLF v2.0

Principles

- Secure, respectful and reciprocal relationships: builds educators' capacity for attuned, regulated interactions by supporting their own wellbeing.
- Partnerships: fosters healthier communication and shared understanding across teams.
- Equity, inclusion and high expectations: encourages recognition of diverse needs, strengths, and Cups profiles.

Practices

- Holistic approaches: positions educator wellbeing as foundational to quality pedagogy and relationships.
- Reflective practice: supports critical reflection on personal narratives, habits, and emotional responses.
- Learning through play: encourages meeting children's needs for fun through Fun Cup® filling and intrinsic motivation, supporting environments of joy and engagement.

Learning Outcomes

- Outcome 1 – Identity: supports educators to model self-worth, autonomy, and emotional safety.
- Outcome 3 – Wellbeing: enhances children's physical, emotional, and psychological wellbeing through regulated, responsive educators.
- Outcome 5 – Communication: strengthens relational communication through deeper self-understanding and empathy.

Alignment with MTOP v2.0

Principles

- Secure, respectful and reciprocal relationships: Builds educators' capacity for attuned, regulated interactions by supporting their own wellbeing as foundational to relationships with children and young people.
- Partnerships: Supports open communication, trust and shared understanding within teams, recognising wellbeing as central to sustainable practice.
- Equity, inclusion and high expectations: Encourages recognition of diverse needs, strengths and Cups profiles, supporting inclusive and strengths-based wellbeing approaches.
- Critical reflection and ongoing professional learning: Supports reflection on personal narratives and emotional responses to strengthen self-awareness and intentional practice.

Practices

- Holistic, integrated and interconnected approaches: Positions educator wellbeing as foundational to pedagogy, relationships and organisational culture.
- Collaboration with children and young people: Strengthens relational, responsive practice through increased self-regulation, empathy and emotional availability.
- Play, leisure and intentionality: Encourages intentional cultivation of joy and intrinsic motivation through Fun Cup® filling.

Learning Outcomes

- Outcome 1: Children and young people have a strong sense of identity: Supports educators to model self-worth, autonomy and emotional safety.
- Outcome 3: Children and young people have a strong sense of wellbeing:Enhances children and young people's wellbeing through regulated, responsive educators.
- Outcome 5: Children and young people are effective communicators: Strengthens relational communication through deeper self-understanding and empathy.

KEY LINKS - NATIONAL CONTINUED

Alignment with National Quality Standard

- **QA1:** Educational Program and Practice (Elements 1.1.1, 1.2.1): strengthens intentional, reflective practice by enhancing educator wellbeing, cognitive clarity, and emotional regulation.
- **QA4:** Staffing Arrangements (Element 4.2.2): supports respectful, collaborative relationships through improved communication, empathy, and understanding of differing needs.
- **QA5:** Relationships with Children (Elements 5.1.1, 5.2.1): promotes educator wellbeing and self-regulation, which enables warm, attuned, consistent interactions with children.
- **QA7:** Governance and Leadership (Elements 7.1.2, 7.2.3): nurtures a positive workplace culture where wellbeing, professional reflection, and team cohesion are prioritised.

Alignment with Australian Professional Standards for Teachers

- **Standard 1.1:** Physical, social and intellectual development and characteristics of learners: Deepens understanding of how educator wellbeing influences children's experiences and outcomes.
- **Standard 4.1:** Support student participation: Enhances educators' capacity for attuned, inclusive, emotionally regulated interactions.
- **Standard 6.2:** Engage in professional learning: Promotes personal growth, reflective practice, and wellbeing awareness as critical professional capabilities.
- **Standard 7.4:** Engage professionally with colleagues: Strengthens team collaboration and constructive communication through shared wellbeing language and concepts.

Alignment with National Principles for Child Safe Organisations

- **Principle 1:** Child safety and wellbeing embedded in leadership, governance and culture: Promotes a culture where educator wellbeing supports safe, attuned, rights-based practice.
- **Principle 3:** Families and communities are informed and involved: Enhances professional communication and relational capacity.
- **Principle 5:** People working with children are suitable and supported: Strengthens emotional resilience, reflective capacity, and wellbeing of educators.
- **Principle 10:** Policies and procedures document how the organisation is safe for children: Reinforces the importance of staff wellbeing in maintaining consistent, safe interactions.



KEY LINKS - QLD

Alignment with the Kindy Uplift Key Priority Areas

Social and Emotional Learning
- Strengthens educator understanding of needs-driven behaviour (Will to Fill™).
- Supports co-regulation, emotion coaching, and modelling healthy coping strategies.
- Builds resilience and wellbeing through intentional Cup-filling strategies.

Language and Literacy
- Supports high-quality communication through improved emotional clarity and reflective thinking.
- Encourages modelling of positive self-talk and narrative building.

Alignment with QKLG

Identity
- Supports educators to model self-awareness, autonomy and positive self-concept.
- Builds reflective practice that strengthens children's sense of belonging and security.

Wellbeing
- Deepens educator understanding of stress, emotion and behaviour so children experience emotionally safe, co-regulated interactions.
- Promotes resilience, healthy coping and wellbeing by ensuring educators' own Cups are full.

Connectedness
- Encourages inclusive, respectful interactions grounded in empathy and awareness of diverse needs.
- Builds collaborative environments where relationships are prioritised.

Active Learning
- Supports environments that promote curiosity, engagement and self-directed learning through fulfilment of the Fun and Freedom Cups®.

Communicating
- Strengthens educators' ability to communicate clearly, calmly and intentionally with children and families.



Read more on Phoenix Support for Educator's Kindy Funding Options HERE.

Phoenix Support for educators

KEY LINKS - VIC

School Readiness Funding Menu

Please note this workshop is not on the SRF menu. It can however be utilised under flexible funding provisions. For more information on flexible funding go to the Victorian Department of Education website here:

For more information on the Phoenix Support SRF offerings, including those on the menu as well as flexible funding options, head to our website here:

Alignment with the SRF Priority Areas for use under Flexible Funding Options

Communication (language, literacy and numeracy)

- Builds more calm and clear educator communication (with children, families and colleagues), which supports rich conversational interactions and responsive exchanges.
- Strengthens educators' confidence to model helpful self-talk and narrative language, and to use reflective dialogue that supports children's expressive and receptive language.

Wellbeing (Social, emotional & executive function)

- Provides practical tools for emotional regulation, resilience and stress reduction.
- Strengthens educators' ability to co-regulate and respond to children's needs with calm, consistency and empathy.

Access, Inclusion and Participation

- Notice and reduce barriers to participation that can arise from adult stress responses, unhelpful thinking habits, and workplace dynamics.
- Build a more connected, respectful team culture that improves consistency of practice and supports a stronger sense of belonging for children and families.

Alignment with the VEYLDF

Outcome 2: Community

- Enhances relational and social skills that support inclusive, respectful learning communities.
- Encourages collaborative team culture that models community participation.

Outcome 3: Wellbeing

- Supports emotional, social and physical wellbeing through intentional Cup-filling strategies.
- Promotes regulated, predictable environments where children experience safety and connection.

Outcome 5: Communication

- Strengthens interpersonal communication skills and the ability to use language to build understanding, empathy and connection.