

SUPPORTING TEACHER WELL-BEING, GROWTH AND RETENTION

Creating Environments Where Teachers Feel Supported, Connected and Growing

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**GROW
TOGETHER**

PURPOSE OF THIS SESSION

2 MIN

One core question: how do leaders create an environment where teachers feel supported, connected and motivated to grow?

WELL-BEING

Create conditions where teachers can cope, connect and contribute meaningfully.

GROWTH

Support continuous improvement in knowledge, skills, confidence and leadership.

RETENTION

Build an environment where qualified and effective teachers want to stay.

Today we connect these three ideas into one leadership practice.

WHAT IS TEACHER WELL-BEING?

3 MIN

A positive state of physical, emotional, mental and social health that enables teachers to cope, work productively and contribute meaningfully.

PHYSICAL

Health and energy

EMOTIONAL

Managing stress and emotions

SOCIAL

Belonging and positive relationships

PURPOSE

Feeling connected to why we teach

A teacher who is not well cannot teach well.

WHAT IS TEACHER GROWTH?

3 MIN

A continuous, lifelong process of improving knowledge, skills and attitudes to improve learner outcomes.

PROFESSIONAL GROWTH

Content knowledge • pedagogy • classroom management • technology

PERSONAL GROWTH

Confidence • emotional intelligence • leadership

QMS: identify development needs

CPTD / SACE: track and support professional development

PLCs: learn together and share practice

WHAT IS TEACHER RETENTION?

2 MIN

The ability of a school to keep qualified, experienced and effective teachers for the long term.

RETENTION

Keeping experienced teachers strengthens continuity, relationships and institutional knowledge.

ATTRITION

Teachers leave before retirement for reasons that can include burnout, lack of support or better opportunities.

Stable teachers support stable school culture and continuity of learning.

THE THREE PILLARS

WELL-BEING • GROWTH • RETENTION

Leadership connects them.

Leadership connects them.

THE LINK — WHY LEADERS MATTER

3 MIN

Teachers are more likely to stay where they experience support, purpose and opportunities to grow.

SUPPORTED

“My leader listens to me.”

CONNECTED

“My work has purpose.”

GROWING

“I am becoming better.”

The principal’s role is to create the environment in which these experiences can happen.

HOW SCHOOL LEADERS CREATE A SUPPORTIVE ENVIRONMENT

4 MIN

Practical actions you can start tomorrow

1 SUPPORT WELL-BEING

- Reduce unnecessary admin
- Fair timetabling
- Open-door policy
- Wellness check-ins
- Wellness corner in staffroom
- Refer to EHW

2 RE-CONNECT TO PURPOSE

- Start meetings with learner success stories
- Celebrate impact
- Remind staff WHY we teach
- Recognize effort — not only results

3 ENCOURAGE GROWTH

- Establish PLCs
- Pair new teachers with mentors
- Create the School Development Plan from identified needs
- Let teachers lead workshops

THE LEADER'S COMMITMENT

2 MIN

The SUPPORT Model

- S** See my teachers
- U** Understand their challenges
- P** Protect their well-being
- P** Promote their growth
- O** Open communication
- R** Recognize their contribution
- T** Teamwork always

CONCLUSION

1 MIN

Well-being, Growth and Retention are connected.

1

A supported teacher reconnects with purpose.

2

A teacher connected to purpose wants to grow.

3

A teacher who grows is more likely to stay.

Investing in teachers is investing in learners.

Thank You • Manzini John • Batau Secondary School • 17/09/2026

"When teachers are supported, learners succeed."