

How educational institutions and teachers can support students' mental health?

9.4.2025

Feeling (Mentally) Well at Work -project 1.9.2023 – 31.3.2025

Tampere University of Applied Sciences project measures

Program

- Welcome & Professional Teacher Education, Juha Lahtinen, Manager
- Competence Recommendations, Kirsi Purhonen, Senior Lecturer
- Pedagogical Leadership in a Healthy Learner Community Coaching, Taina Eweiss, Senior Lecturer
- The Teacher as Pedagogue in Maintaining Mental Well-being, Jukka Kemppe, Senior Lecturer
- Group working & ideas



TAMK School of Professional Teacher Education

Manager Juha Lahtinen

TAMK School of Professional Teacher Education

- Education Providing Formal Qualification
 - Professional Teacher
 - Professional Special Needs Teacher
 - Professional Guidance Counsellor
 - Close co-operation with TAMK Music (Pedagogical Studies for Music Pedagogy)
- National and Global Activities (projects etc.)

Pedagogical Principles

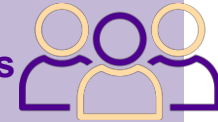


Learning orientation

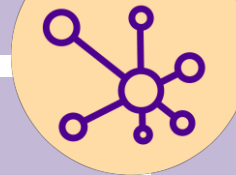
- Competence-based learning
- Research-based working life orientation
- Accessibility
- Internationality and development

Participatory learning communities

- Supportive learning communities
- Cultural and language awareness
- Developing communities and networks



Digitalisation



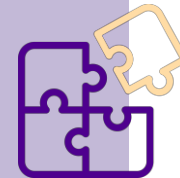
Sustainable future

- Sustainability competences
- Global development
- Sustainable wellbeing
- Responsibility

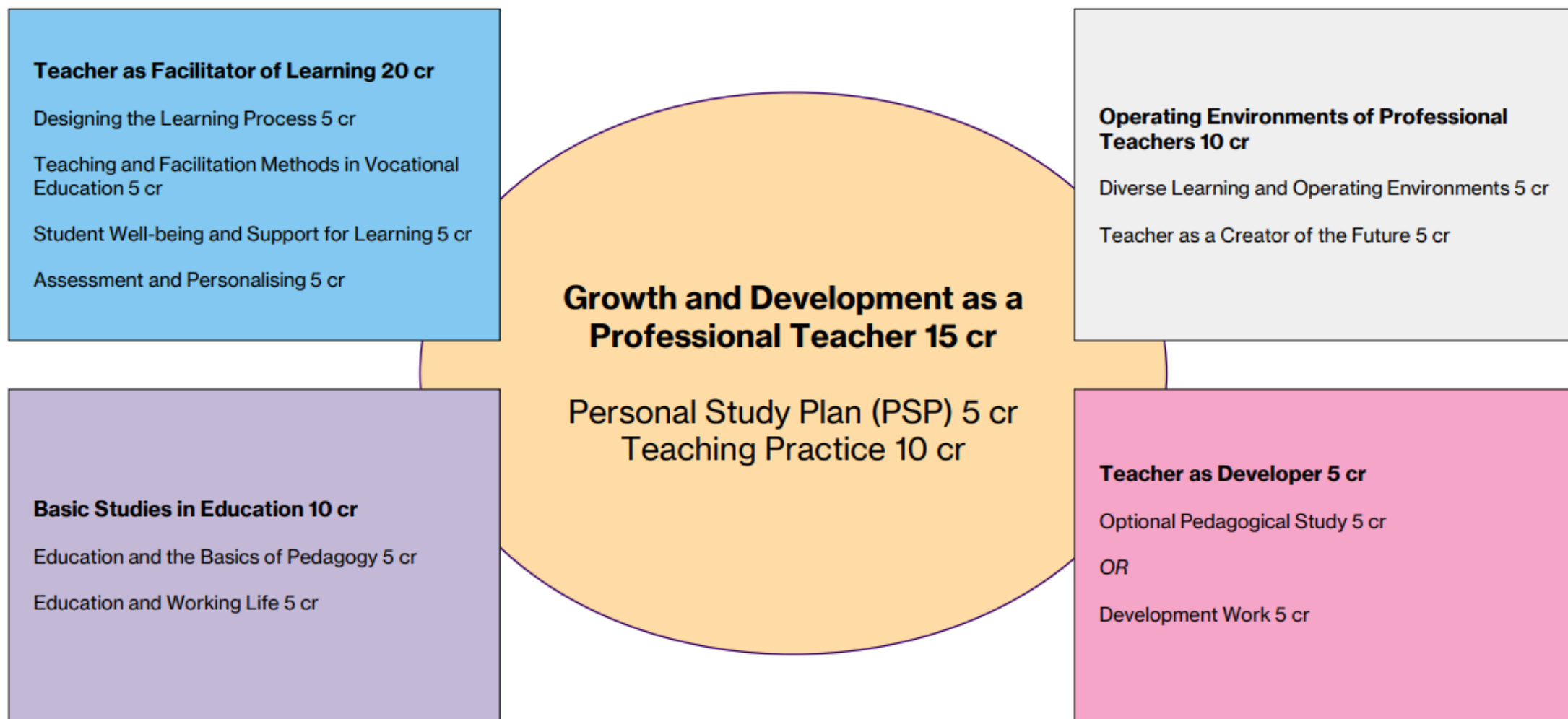


Expertise in working life development

- Working life orientation
- Future orientation
- Innovativeness of practices and procedures
- Internationality and development



Professional Teacher Education, 60 credits

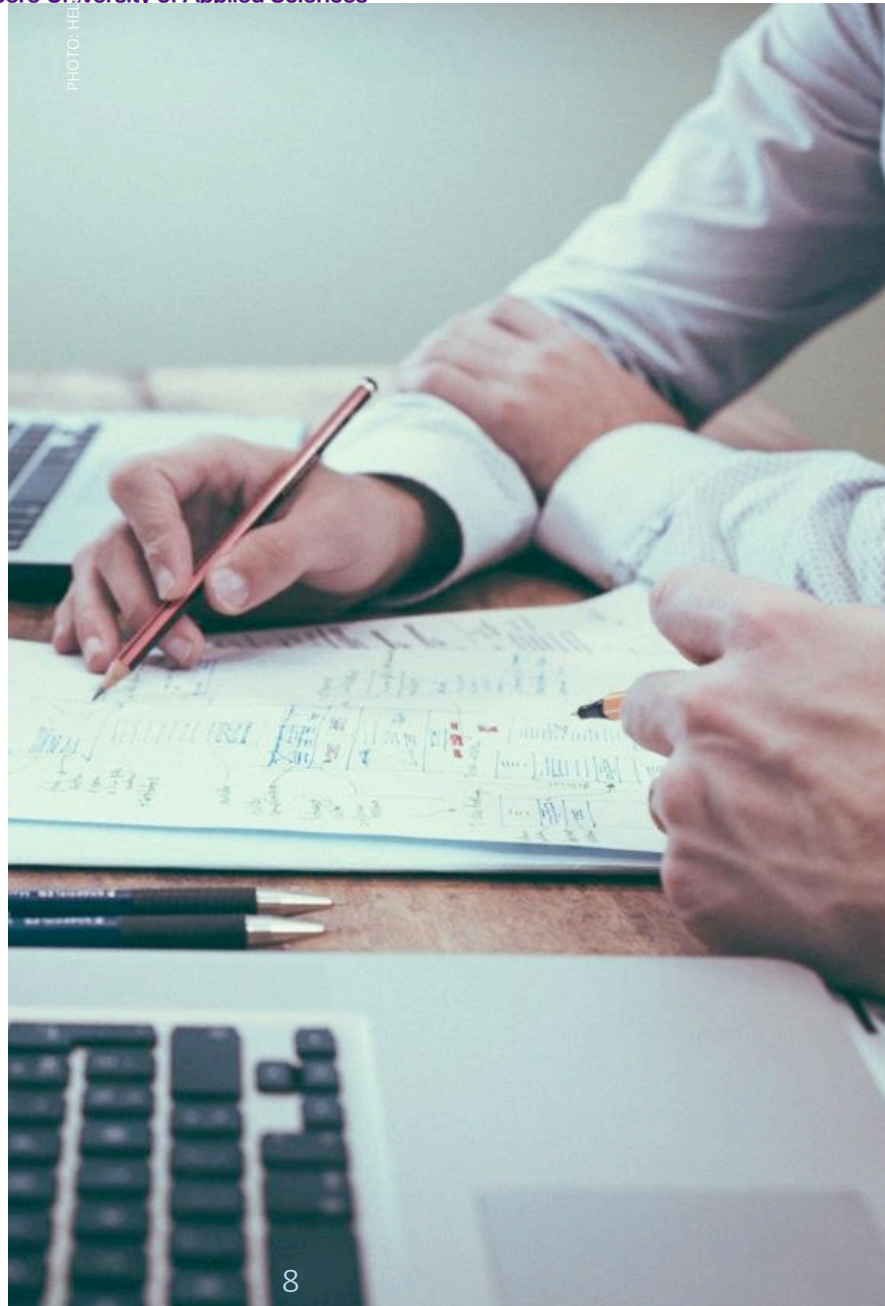


Professional Teacher Education

Link to curriculum: <https://tamk-study-guide.tuni.fi/175/en/11/12/3413>

Code	Name	Credits (cr)
23OPKOU-1001	Teacher as Facilitator of Learning (Choose all)	20
1L00FO37	Designing the Learning Process	5
1L00FO80	Teaching and Facilitation Methods in Vocational Education	5
1L00FO81	Student Well-being and Support for Learning	5
1L00GB99	Assessment and personalising	5
23OPKOU-1002	Operating Environments of Professional Teachers (Choose all)	10
1L00FO82	Diverse Learning and Operating Environments	5
1L00GC00	Teacher as a Creator of the Future	5

23OPKOU-1003	Teacher as Developer (Choose all)	5
23OPKOU-1004	Optional Pedagogical Studies (Choose ects: 5)	5
	Read more	
1L00FP99	Optional Pedagogical Study	5
23OPKOU-1005	Basic Studies in Education (Choose all)	10
1L00FO86	Education and the Basics of Pedagogy	5
1L00FO87	Education and Working Life	5
23OPKOU-1006	Growth and Development as a Professional Teacher (Choose all)	15
1L00FO88	Personal Study Plan (PSP)	5
1L00FO89	Teaching Practice	10
	Total	60



Research and Development

Research Profile

- Student experience
- Teacher's professional identity
- Learning analytics
- Artificial intelligence (AI)
- Work Integrated Learning (WIL)
- Competence Based Learning (CBL)

Towards mentally well-being and mental well-being competence

Competence recommendations for teacher educators and professional teacher education

Kirsi Purhonen

Developing effective teacher education together

How to develop a social significance teacher education institutions and teacher education where mental well-being is part of every teacher trainees and teacher student's competence?



Picture Arek Socha Pixabay

Involving young people to co-development



Professional Teacher Education

Competence
recommendations
to the Vocational
teacher education
college and
lectures

Pedagogical leadership in Vocational Education

Coaching:
Co-operation
Interaction
Learning
orientation

Vocational teacher's competence

Mental Wellbeing
Pedagogue
competency

Career guidance
model

What helps young people feeling mentally well in schools?

Teachers' good attitude to student's



Well organized group dynamic

Well organized school assignment and schedules

Atmosphere and safe space in schools

Teacher's interpersonal skills and competence

Teachers help with learning difficulties

Young people's own activities (rest, hobbies, schedules, asking for help)

Teachers' own wellbeing

Some methods for the teachers

The Finnish Central Association for Mental Health

"HEVARI" Person-Centered Resource Coaching

- Groupworking
- Finding own identity
- Social skills
- Hopefully

"MINARI" Mini Resorce Coaching

- Groupworking
- Sosical media
- Stress
- Self-compassion
- Good life

Several **online courses** than can be done by yourself, e.g. trauma, stress, studies

Väestöliiton hyvinvointi Oy – a company fully owned by the Family Federation of Finland

Five Steps to a More Balanced Work Life – online course

Developed during the project together with young people who had just entered working life (around 60 young people participated in the process)

GUIDEBANK FOR TEACHERS



Teacher Education Schools strengthen a good learning community that is suitable for everyone

- Values, ethic, responsible and sensitive
- Interaction and cooperating with students
- Democratic and fair learning opportunities
- Equality and inclusion
- Creating hope
- Pedagogical leadership and management



Picture congerdesign Pixabay

Competence recommendations for teacher educators and professional teacher education

Recommendations

1. Teacher Education Schools invest in maintaining well-being and work ability
2. Teacher Education Schools create a model of a psychologically safe learning environment and community
3. Teacher Education Schools strengthen the collegial cooperation among the staff
4. Students of the Teacher Education Schools are active participants in learning
5. Teacher Education Schools support teacher educators and students in changes
6. The teachers of the Teacher Education Schools are as Pedagogical experts in Maintaining Mental Well-being



“ Supporting mental well-being in teacher education institutions means that we have ability to be in a community and we have human skills”

(Lecturers at teacher colleges)



Pedagogical Leadership in a Healthy Learner Community Coaching

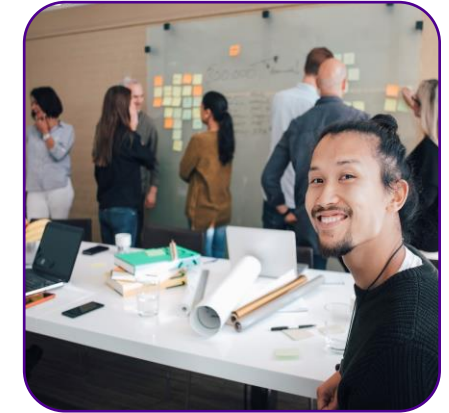
10.6. - 29.11.2024

Taina Eweiss

Pedagogical Leadership in a Healthy Learner Community

Coaching for teachers' supervisors /The leaders of the educational institution
10.6. - 29.11.2024

*Taina Eweiss, TAMK
Tuomas Mäki-Ontto, TAMK
Tarja Tikkanen, The Finnish Central Association for Mental Health*



Orientation to a healthy learner community

10.6.2024

TAMK

The goals of the coaching and who is involved in the joint learning journey?

Your own and the organization's goals for coaching?

Collaboration – Pedagogical Leadership

29.8 - 30.8.2024

Kauppila, Ikaalinen

How are pedagogical solutions, curriculum design and learning guidance practices are managed?

Interaction - Leading a Pedagogical Community

10.10 - 11.10.2024

Morva, Jämsä

How does the entire work community set goals and develop operations?

Learning Orientation – Leading Pedagogically

28.11 - 29.11.2024

Iloranta, Hauho

How can pedagogical thinking and operating models be applied in human resource management?

Developing the operating culture of the learning community to support pedagogical well-being

Pedagogical leadership in a healthy learner community - Goal of the coaching

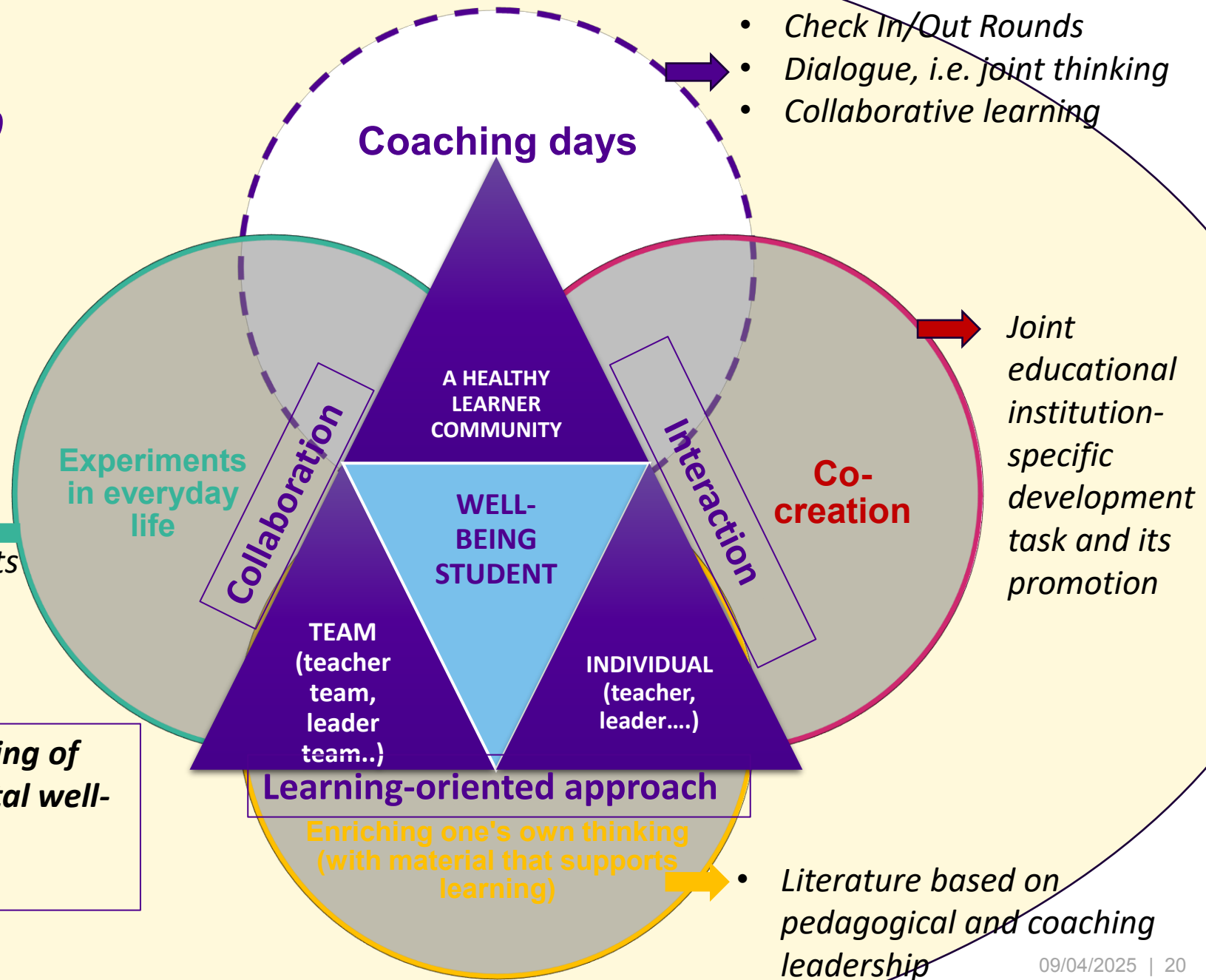
The aim of the training was to develop the pedagogical well-being of the educational institution by utilising a learning-oriented, interactive and cooperative operating culture.



Pedagogical leadership in a healthy learner community - Pedagogical principles of coaching

- Small "bold" own leadership experiments

Awareness and understanding of solutions that support mental well-being (Individual, group and community perspectives)



Priority of the coaching content / Leadership development

- ✓ 1. Collegial discussions between participants (78%)
- ✓ 2. Information and discussions related to pedagogical leadership (48%)
- ✓ 3. The educational institution's own development task (56%)
- ✓ 4. Information and exercises related to mental well-being
- ✓ 5. Literature and other sources



According to the feedback, the coaching offered the participants

- ✓ New understanding (for one's own leadership work)
- ✓ Tools for pedagogical leadership for the use of the whole community
- ✓ Pedagogical discussion and more experiments
- ✓ Shared leadership
- ✓ Innovative space solutions and an understanding of how furniture can be used to direct operations
- ✓ More time for thinking and developing dialogue
- ✓ Tools for team organization
- ✓ Pedagogical leadership, coaching leadership and leading by example



The Teacher as Pedagogue in Maintaining Mental Well-being

Jukka Kemppi

Students mental wellbeing

- Welcome! Why such a topic?
- A recent study by the Rehabilitation Foundation found that mental health issues are common among students and often emerge during adolescence*
- These problems can impact academic performance and the risk of dropping out
- 34% of vocational education students have been concerned about their mental well-being in the last year (2023)**
- Teachers need skills to strengthen mental well-being

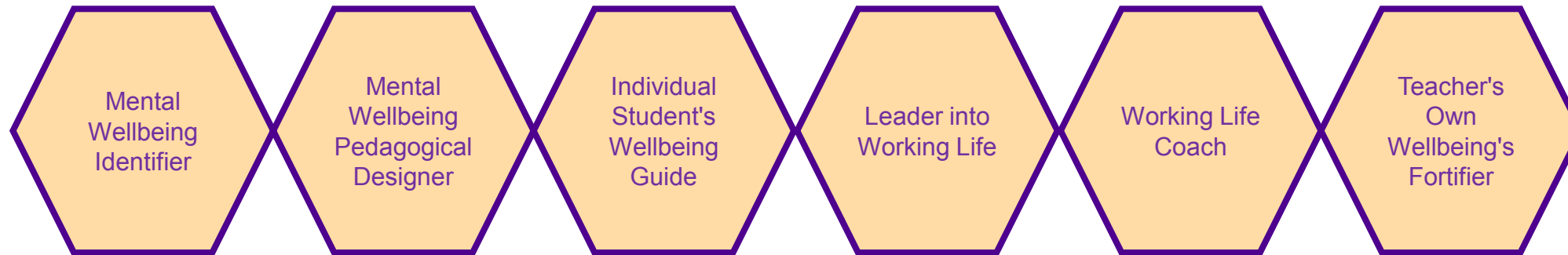
• * Korkeamäki, J., Parkkila, M., & Poutiainen, E. (2023). *Toisen ja korkea-asteen opiskelijoiden mielenterveysongelmien yhteys koettuun opintosuoriutumiseen, sosiaaliseen hyvinvointiin sekä tuen hakemiseen ja saamiseen*. Kela. <http://urn.fi/URN:NBN:fi-fe2023021026811>

• **The Finnish Institute for Health and Welfare: School health survey results 2023

The Teacher as Pedagogue in Maintaining Mental Well-being

- You don't have to be therapist, psychiatric nurse, guidance counselor, special needs educator
- You have your own important role

Teachers roles in supporting students Mental-Wellbeing



Student – community – society

Individual Factors

- High self-esteem - Low self-esteem
- Good physical health – Poor physical health
- Effective coping skills – In effective coping skills
- Positive self-perception – Negative self-perception

Community Factors

- Supportive peer relationships - Lack of supportive relationships, bullying. Peer pressure
- Positive school environment – Negative school climate
- Strong family support - Family conflict or dysfunction
- Community engagement – Unclear roles and lack of commitment in the community

Societal Factors

- Access to mental health and support services - Limited access, Lack of resources
- Socio-economic stability – Socio-economic instability
- Inclusive and supportive policies - Discriminatory practices or policies
- Safe and healthy living environments – Unsafe and unhealthy environments

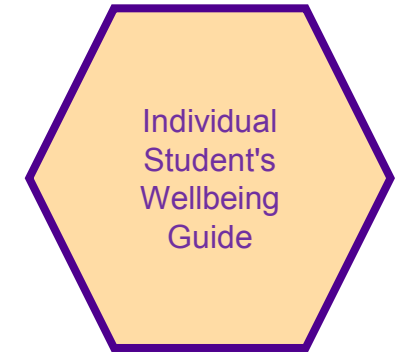




Supporting mental-wellbeing by pedagogical choices

- Pedagogy is the justified selection of methodological choices. Teacher has the freedom to choose...
 - How do I activate?
 - How do I involve and ensure that everyone is equally heard and seen?
 - How do I strengthen psychological safety?
 - How do I organize group working?
 - What kind of methodological choices I can choose to help students to move towards dialogue and open interaction?
 - What kind of methodological choices I can make to provide opportunities to learners to experiences success?
- Mental well-being can be consciously strengthened through pedagogical choices by integrating it into activities – not as superficial addition.

How to guide mental well-being?



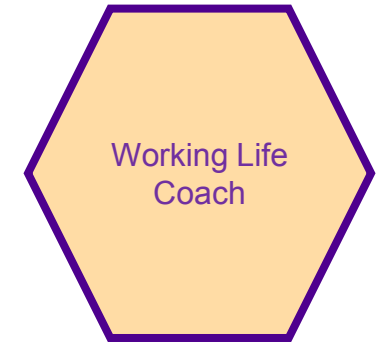
- Mental well-being can be supported
- Requires sensitivity and empathy
- The teacher knows how to discuss matters related to mental well-being
 - E.g. dialogical, resource-oriented and participatory methods
- The teacher is able to direct the student to further help if necessary
 - Can work in multiprofessional networks
 - Can collaborate with mental health professionals

The mind must be well in working life




- The teacher helps to know the rules of the game of working life
 - Teamwork
 - Stress management
 - Orientation
 - Rights and responsibilities
- Helps strengthen self-efficacy
- Helps to identify the student's own skills, strengths and development areas
 - Feedback discussions
 - The student's own goals
 - the student's possible support needs

The importance of working life cooperation



- Appropriate challenges
- Scheduling of work tasks
- The opportunity to carry out the work independently
- Dialogue, receive feedback and encouragement
- Work community well-being:
 - Information about the importance of mental well-being
 - Informing employers about individual support needs



Teacher's
Own
Wellbeing's
Fortifier

Take care of yourselves

- Teachers work with they own personality – personality and identity as a tool
- Connected with Teacher's own values and ethics
 - Remind to yourselves and the others that “Good enough is good enough”
 - Take care of yourselves - What is in your own well-being treasure chest?
 - Actively maintain hope (own and students)

Mental well-being is a skill

- Mental wellbeing skills can be developed continuously
- Teachers can promote mental wellbeing through small actions alongside teaching
 - for example, support a sense of community or strengthen psychological safety through their choice of teaching methods
- The best thing you can do for yourself is to look after your own well-being

Conclusion

- Mental well-being is crucial for students' academic and personal success
- Teachers play a vital role in supporting mental well-being through their methods and interactions
- Continuous development of mental well-being skills benefits both teachers and students

Group working & ideas

- What thoughts or questions did the presentations raise in you?
- As a small group, brainstorm good practices that can promote students' mental well-being in educational institutions?



Thank you!

Juha Lahtinen, Director

Kirsi Purhonen, Senior Lecturer


Taina Eweiss, Senior Lecturer

Jukka Kemppe, Senior Lecturer

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<https://mielihyvinduunissa.fi/>



 Tampere University
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