



Education is one of the most rewarding professions. At the same time, academic and emotional demands on educators also make it one of the most stressful. Teacher attrition and stress are at an all-time high and many research studies have shown that teacher well-being impacts student learning outcomes. Educational leaders do not fair much better. Principal turnover is about 20% annually and the Covid and post-Covid educational contexts have been extremely challenging for both teachers and leaders.



CARE training helps teachers reduce stress and model healthy social and emotional behavior.

What is CARE?

CARE (Cultivating Awareness and Resilience in Education) is a unique professional development program that helps educators handle the stresses and rediscover the joys of teaching and working in education. CARE was developed by Patricia Jennings, Christa Turksma and Richard C. Brown with support from the Garrison Institute. The goal of CARE is to offers teachers and administrators tools and resources for reducing stress, preventing burnout, enlivening their work and helping students thrive socially, emotionally and academically.

The program is typically presented in three face-to-face training sessions, spread out over 2 to 3 months during the school year (internet and post-training resources provide additional support) or as a four-day residential retreat in the summer. Other models of instruction are also available. Blending instruction with experiential activities and time for reflection and discussion, CARE introduces the use of tools such as mindful awareness practices, caring and emotion skills training. Research shows such practices are helpful for developing awareness, openness, emotional responsiveness and sensitivity – all essential qualities for modeling healthy behavior in the classroom and optimizing teaching and learning.

How Does CARE Work?

Drawing on current findings in the field of neuroscience, CARE offers instruction in cognitive and emotion skills that help reduce stress by promoting understanding, recognition, and regulation of emotion. It introduces teachers and educational leaders to mindful awareness practices, beginning with short periods of silent reflection and extending to role-playing and other exercises that bring mindful awareness to the challenging situations teachers often encounter. By practicing these skills, educators learn to cultivate calmness, awareness, presence, compassion, empathy and the ability to listen fully. In the classroom these qualities improve teachers' classroom management, curricular implementation and relationships with their students. In the school/district, this can improve administrators' leadership skills through fostering positive relationships with others in the educational community.



What Is the Evidence for CARE?

CARE has been evaluated with two grants from the US Dept. of Education. Evaluations have shown that CARE improves teacher's sense of well-being and their ability to provide effective emotional, behavioral and instructional support for students. A 4-year study of public school teachers in New York City, showed that CARE not only improves the well-being and resiliency of the teachers, but also improves classroom atmosphere and academic learning. New findings also show effects on student's motivation, engagement, and reading competency. CARE has been studied with educational leaders. Leaders reported improved leadership through enhanced relationship skills and increased self-reflection. They also reported better attendance to self-care. See more research info at <https://createforeducation.org/care/care-research/>



What do participants say about CARE?

Teachers who completed the CARE program tell us they found it relaxing, enjoyable and inspiring, and that it helped them be better teachers.

- *“[CARE] has given me the tools and skills to be more calm and centered. ... [They help] create an atmosphere of confidence, trust and more joy in the classroom.*
- *“The interpersonal (listening) work was very powerful. Most professional trainings lack this type of experiential component, which is the type of learning that stays with me.”*
- *“I valued the chance to apply these processes in our own lives (rather than learn yet another curricular innovation) and the emphasis on transforming ourselves as a way to transform our classrooms.”*

How do I access CARE?

We receive inquiries about CARE from educators and researchers across the US and around the world. The CARE program is available through four-day CARE summer retreats at the Garrison Institute, which attracts educators from across the US and abroad. The developers also contract with school districts and other agencies to provide the CARE program to groups locally. Examples include Schools & Educational Networks, the Academy for Educational Development (AED), Southern Westchester BOCES (Board of Cooperative Educational Services) and the Greater Capital Region Teacher Center for Effective Teaching (NY State), and the Center for Child and Family Well Being (Univ. of Washington).

Contact Information: To enquire about the CARE program for you or your school, contact Dorothy Morelli at atdorothygm@hotmail.com or by phone 615 364-6606. For more information on CARE and the research, please visit createforeducation.org