

## “Teaching with Love in Times of Crisis: The Transformative Impact of Wellbeing Interventions on Educators – Evaluating a Staff Wellbeing Program in an Arab School in Jerusalem”

**Dr. Diana Daaboul**

David yellin Academic college of Education, Jerusalem

### **Abstract:**

In light of the challenging circumstances our schools and region have faced, particularly following the war and the psychological pressures that have impacted both students and teachers, it has become essential to enhance teachers' wellbeing and support them in delivering education rooted in love and care. This research aims to examine the impact of stress-relief workshops, individual sessions, and training days outside the region on teachers' ability to manage stress and improve the educational environment.

This study serves as a continuation of two previous research projects I conducted on “love pedagogy”, which emphasized the importance of prioritizing teachers' wellbeing as a key recommendation. Given the recent war and its aftermath over the past year and a half, this research became even more critical. To explore this, I conducted a pilot program with a staff of an Arab school in Jerusalem, who, over the past seven months, participated in workshops, individual sessions, and stress-relief activities both inside and outside the school, including abroad. The study examined how these interventions influenced their wellbeing and their ability to work with greater love and compassion, ultimately helping students focus on learning and creating a supportive environment for them.

**Research Methodology:** The research was conducted through interviews with teachers and administrators who participated in these workshops and sessions, as well as open-ended surveys to gather their feedback and experiences. The questions focused on the extent to which they benefited from the tools provided and how these experiences enhanced their ability to work with students with love and joy, especially during difficult times.

**Findings:** The results showed a significant positive impact of these interventions. Teachers reported that the workshops and sessions helped them better understand the emotional world of their students and manage work-related stress more effectively. Additionally, the training days outside the region contributed to improving the school environment and fostering collaboration among teachers. Overall, participants felt more equipped to provide emotional and educational support to their students, highlighting the importance of such programs in enhancing teacher wellbeing and improving the quality of education.

This research underscores the critical role of supporting teachers' wellbeing, particularly in postcrisis contexts, to enable them to create nurturing and effective learning environments.