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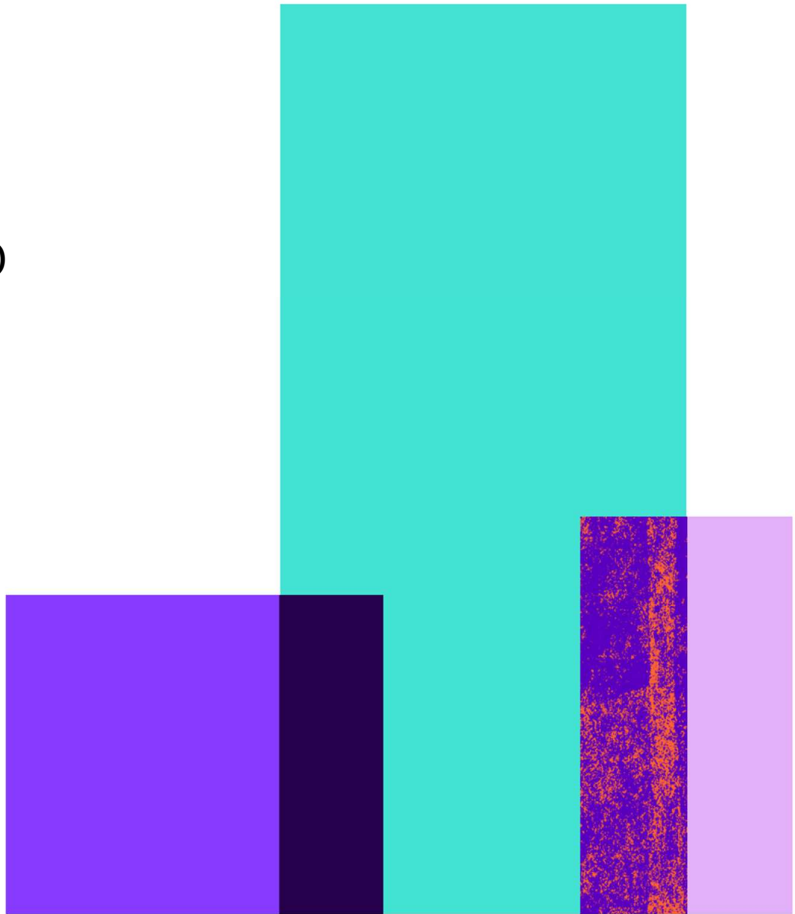
TeachingEnglish

ASEAN/China TeachingEnglish Online Conference 2026

Teaching with Care: Supporting learner and teacher well-being

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19 October 2026



www.britishcouncil.com

Classroom quick reference and reflection

Promote-Notice-Connect

Teachers support mental health and well-being through everyday educational practice. They are not expected to diagnose, investigate or provide counselling.

Promote

- Use predictable openings, transitions and endings. Explain routines and adapt them to learners' age, language and needs.
- Build in low-risk participation: time to think, rehearse with a partner and contribute in different ways.
- Make assessments predictable. Give clear criteria and respectful feedback; avoid public comparison, sarcasm or exposing results without consent.

Notice and respond

- Look for meaningful change, pattern and context in behaviour, mood, participation, relationships or learning. No single sign confirms distress.
- Check in privately and describe what you observed: "I've noticed … How are things?" Listen calmly and validate feelings without probing for details.
- Record observations factually and confidentially. Explain honestly that safety concerns may need to be shared with the people responsible for helping.

Useful response *"Thank you for telling me. If someone may be unsafe, I need to involve the person who can help. I will explain what happens next."*

Connect

Named contact means the person or team designated to receive and coordinate well-being concerns in your school or organization.

- Consult the named contact when concerns persist, worsen, significantly affect daily life, or whenever you are unsure.
- Act promptly if there is immediate danger, risk of self-harm or suicide, or a disclosure or suspicion of violence, abuse, neglect or exploitation. Follow local policy and law.
- Recognize, document and inform. The named contact normally leads engagement, consent and connection; continue appropriate classroom support.

Clear professional boundaries

Within the teacher role	Outside the teacher role
Create safe, predictable and inclusive conditions	Diagnose a condition
Notice changes and listen briefly and calmly	Investigate a disclosure or provide counselling
Record facts and use the agreed pathway	Promise secrecy
Continue appropriate classroom support	Manage emergencies or carry concerns alone

Teacher well-being Predictable routines, clear boundaries, agreed pathways and collegial support reduce the need to make difficult decisions alone. Teacher well-being also requires supportive working conditions and leadership.

Quick reflection and action plan

Use this simple checklist to reflect on your current practice. It is not an assessment tool, but a guide to help identify strengths and areas for improvement. Tick items you already do, and star those you would like to strengthen or try.

- ☐ **I know my role and the roles of others supporting learner mental health.**
- ☐ **I use predictable, inclusive routines.**
- ☐ **I consider how assessment and feedback affect learners' confidence, stress and dignity.**
- ☐ **I notice changes, patterns and context without labelling or diagnosing.**
- ☐ **I check in, listen and validate without probing.**
- ☐ **I understand confidentiality limits and safety procedures.**
- ☐ **I know who receives concerns and which pathway to follow.**
- ☐ **I notice my own stress and know where to seek support.**

My local support pathway

Named contact or team: _____

Usual route for sharing a concern: _____

Safeguarding or urgent route: _____

One practical next step

Classroom practice to try or strengthen: _____

_____

Support to use or request: _____

_____

Use the full guide

Teaching with care: A practical guide for teachers to support mental health and well-being in schools

Full initial reflection: p. 24. Module reflections: pp. 44, 62, 72 and 88.

Source: UNESCO, UNICEF and World Health Organization. (2026). T*eaching with care: A practical guide for teachers to support mental health and well-being in schools*. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000399510

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