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Promotes general well-being: The more close friends we have with whom we can share personal concerns, the greater our well-being. Our well-being, however, falls as the number of acquaintances grows. Life pleasure has been linked to the frequency with which we engage with friends as well as our contentment with those friendships.

Yes, boosting our social well-being has been found to reduce our chance of getting illnesses such as dementia. This might be because engaging in meaningful interactions with people, both talking and listening, helps to keep our minds sharp and our emotional needs satisfied. Provides a sense of safety, security, and belonging. It's not difficult to see how having someone we can confide in makes us feel better. After all, discussing secrets and news with others allows us to make better judgements and understand what is essential (Habib, 2019).

Promoting Positive Relationships and Connectedness

Teacher-student interactions, as well as the provision of teacher support and understanding, have a significant influence on students' sense of belonging. Belonging is linked to higher involvement in learning and education (CESE, 2015). Strategies include greeting students by name, checking in with them, showing interest in their lives outside the classroom, negotiating classroom rules, and valuing student voice in decision-making. Provide options to meet kids' interests, abilities, and preferences. Setting good expectations for learning and conduct. Providing positive reinforcement to pupils vocally. Offering private counselling to pupils on problematic behaviour. Make our reason clear, for example, 'I am choosing to meet with us discreetly so that I do not disgrace us in front of our classmates (Malini, & Janakavalli, 2018).

Promoting pro-social behaviour

- Foster pro-social behaviour by engaging students in helping activities such as peer tutoring, classroom tasks, and teacher assistance
- Model respectful behaviour and language towards students and staff
- Use classroom activities and lessons to explore and discuss empathy, personal strengths, fairness, kindness, and social responsibility
- Use a variety of teaching methods such as discussion questions, extra reading and group projects to foster critical and reflective thinking, problem-solving skills, and the capacity to work effectively with others
- Teaching and reinforcing positive social skills such as self-awareness, social awareness, responsibility and decision-making.

Example of self-awareness – show we understand. For example, 'I can understand why we would feel angry. Let's think this through.' Example of social awareness – encourage perspective taking, 'Bob didn't realise that was important. I don't think he did it on purpose – do we?' (Mowat, J. G. (2019).

Professional Commitments

"Profession" and "Commitment" are the two terms that make up professional commitment. The term 'profession' refers to a career that requires particular training and a formal qualification, and the individual associated with the profession is referred to as a "professional." Commitment refers to the time, effort, and commitment that a someone spends to a cause or employment. A profession is a vocation or a vacation that involves the development of knowledge and abilities for the benefit of humanity (Gajjar, 2024). Commitment is a multidimensional idea that involves producing human energy by influencing the human psyche. Professional commitment may also relate to an individual's social-psychological link. Professional dedication is the primary focus in the educational system since it improves organisational performance. Similarly, schools are among the most significant institutions in an organisation(Migliorini, Tassara, & Rania, 2019). Their ability to perform effectively is dependent on their alignment with society's standards. The educational institution's schools, colleges, and universities bear responsibility for satisfying such expectations. However, schooling from the perspective of changing a student into a responsible citizen is impossible without instructors' dedication to their vocation and institution. Brooks and Swalis (2002) defined professional commitment as an individual's strong sense of identity and engagement in the profession. Raheim (2009) (8) said that teacher commitment is expressed in six dimensions of his position, including commitment to the learner, dedication to the institution, commitment to the task, commitment to attain excellence, commitment to society, and commitment to well-being. Beri and Beri (2016) discovered that teacher commitment to the school is a significant predictor of teacher work performance and well-being. The professional commitment of teacher educators refers to the dedication, vow, or pledge to behave and act by certain established and well-accepted principles and norms, which primarily affect student-teachers, society, profession, the pursuit of excellence, and basic human values. It is a prerequisite for effective performance in teacher training scenarios, along with other professional competences required by teacher educators (Sharma, 2010).

Redefining Social Wellbeing Activities into Professional Commitments

Well-being activities provide them with an escape from the monotony of everyday life. Engaging in unique and creative activities is more than just a break from routine; it acts as a mental catalyst, a spark that pushes our thoughts to get off autopilot and accept

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fresh views. This point can't be stressed. Some employees may be cautious, if not dubious, to participate in activities that are outside of their comfort zone, such as yoga or art therapy. However, it is precisely these new and different experiences that provide the greatest advantages to educators. A seasoned educational leader, now with Teach First, once shared a significant insight with me: when educators near the end of a difficult term, it's critical to engage in activities that disrupt the cycle of our typical routines. This step is essential in effectively 'winding down' (Kaur, Ranu, & Brar, 2011).

Every educator is familiar with the never-ending cycle of work that lasts until the last day of class, frequently resulting in a delayed capacity to switch off, tiredness, or stress-related ailments. Teachers return from breaks feeling exhausted, having taken too long to relax from the stresses of the semester (Rajkumar, 2017). The justification for our regular term breaks is straightforward: they are critical for relaxing both body and mind from weariness while maintaining the high standards required for successful teaching and learning. As a result, a revitalising staff yoga session or an interesting art class, especially if conducted by a willing member of our team, might be an excellent beginning point. Such activities not only encourage relaxation but also a communal 'winding down', preparing employees for a rejuvenating holiday (Holsblat, 2014).

School teachers' social well-being is critical to their capacity to carry out their professional responsibilities. It covers a variety of topics, including their mental health, work-life balance, social contacts, and general support from their working environment. Here are some key points to consider:
Mental Health and Stress Management: Workload: Teachers may have heavy workloads that include class planning, grading, and extracurricular activities. High workloads can cause stress and burnout. Emotional Support: Having access to mental health resources and therapy can help teachers cope with stress and emotional issues.

Work-Life Balance: Time Management: Teachers can use effective time management skills to balance their professional and personal life. Flexible Scheduling: Schools that offer flexible scheduling or decreased hours for certain assignments might help instructors manage their professional and personal lives.

Professional Support and Development: Continuous learning and professional growth can improve job happiness and competency. Mentoring Programmes: Experienced mentors may guide and help less experienced instructors, creating a collaborative environment.

Social interaction and collegiality: Supportive Colleagues: Positive interactions with colleagues can offer emotional support and alleviate feelings of loneliness. Teamwork: Collaborative teaching methods and project-based learning can enhance professional ties and improve teaching results.
Recognition and Reward: Acknowledging Efforts: Regularly recognising instructors' hard work and accomplishments may increase morale and motivation. Incentives: Offering incentives such as bonuses or more time off can boost work satisfaction.

Administrative Support: Clear Communication: Transparent communication from the school administration about policies and expectations helps alleviate confusion and stress. Access to proper teaching tools and materials is critical for effective instruction and lessens the stress on instructors (Bogler & Somech, 2004).

Positive relationships with students' parents can contribute to a supportive community atmosphere. Community Involvement: Encouraging teachers to participate in community events might help them feel more connected and socially healthy. The work environment is safe and healthy. A safe, clean, and healthy work environment is critical to teachers' well-being. Adequate Facilities: Having access to appropriate facilities, such as rest spaces and break rooms, may give instructors much-needed breaks throughout the day.

CONCLUSION

The profession of teaching is not, and should not be, seen as self-serving. In the classroom, teachers undoubtedly take the lead, but they should not approach the task from the standpoint of what would make their work the simplest. Teaching effectively is a demanding profession that frequently calls for hours of preparatory planning. It takes less planning to create an engaging learning activity than it does to just lecture students for class time; yet, knowledge comes from involvement. It is now simpler than ever to exchange material, make international phone calls, and inquire about the well-being of loved ones thanks to modern technology. We need people in our lives to lean on in difficult times and celebrate happy occasions. We all need to feel like we can talk to someone when things are tough. Talking and listening together can be extremely effective in assisting individuals in making progress. We must create healthy, mutually beneficial relationships and make room for others. When someone gives their perspective, describes their experience, or expresses how they are feeling, pay attention to them.

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