Wellbeing Checklist

Teaching overseas can be an exciting yet daunting experience, so it's important to prioritise your wellbeing. Use our handy checklist when thinking about your wellbeing needs.

01

Does my school offer a structured induction programme?

A good induction process provides you with insight into how the school operates. It includes things like meeting key staff, accessing school policies, sharing individual support and behaviour plans, planning orientation days, and spending time in class with students.

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02

How can I integrate into my local community?

Many international teachers work in countries that are very different to their home country, and that may have different cultural, societal and religious expectations. It can be helpful to find out as much as you can about your local context, by meeting local people and joining in with their customs.

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03

Do I have access to the training I need?

When teaching overseas, you might find yourself faced with challenges that you have not experienced before, for example curriculum planning or behaviour support. Think about what your training and CPD needs are, and what opportunities there are for professional development / support in your school.

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04

Is there a support network I can join?

Moving overseas can be a lonely experience, especially if there's a language barrier, and international teachers can sometimes feel isolated. Investigate whether there are any support groups or networks you can join, to meet other people who share and understand your experience.

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05 ☐

Do I have a good work / life balance?

Workloads can be heavy, so it's vital to try and strike a healthy work / life balance. Consider which in-school tasks could be streamlined to achieve this. Reflect on your life outside school. How do you relax? How do you take care of yourself? Where could you make any improvements or changes?

06 ☐

How well do I understand my school's culture and ethos?

The culture and ethos of your school might look different depending on a number of factors, like staff and student diversity, geographical location, and students' ages. Work with leaders and key staff to make sure you understand the unique environment of your school.

07 ☐

How well supported do I feel?

Classroom practice can vary dramatically depending on the context, and you may find differences in many areas, such as lesson planning and behaviour support. Asking for help is a sign of professional strength, so identify who to go to for help if you need it.

08 ☐

How can I foster strong, positive relationships?

Good relationships are key to success - relationships with students, colleagues, and families. Reflect on the different ways you can forge strong bonds with individuals across your school community.

What are your wellbeing priorities?