



AUDIO SERIES

# Teaching From Within

*Redefining Teacher Success*



Facilitator Guide

**EMPOWERED**  
*educator*

## PART ONE

# The Hardest Part of the Job

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*Take your time with each question. There are no right answers here, only honest ones. Let these be a doorway back to yourself.*

- What might change in your teaching and personal well-being if you shifted your focus from doing to being, and prioritized alignment with your future self?
- What do your body's signals reveal about your state of alignment, and how might awareness of these signals influence your daily choices?
- What specific strategies can you experiment with to move from a state of survival to a state of safety, allowing you to show up as the most regulated person in the room?
- In what ways does your emotional state shape your lived experiences, and how can prioritizing regulation positively impact your connections with students and colleagues?
- Why do we often wait for exhaustion or crisis to prioritize ourselves, and what might change if we started sooner?
- When will you decide that prioritizing yourself is no longer optional but essential for your well-being and impact?

## PART TWO

# Whole-Person Education

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*You bring your whole self into every classroom. These questions invite you to tend to that self with the same care you give your students.*

- How can shifting your focus from the problems to the sustainable solutions you can control transform your experience as an educator?
- When faced with difficult emotions, how can self-regulation strategies help you stay present without rushing to a "positive" state?
- What strategies can you use to regulate your nervous system while still allowing space for authentic emotional expression?
- How can you show up with kindness to yourself today, especially during challenging moments, and how does this impact the way you interact with others?
- What might shift for you if you started treating yourself with the same kindness and compassion that you offer to others?

# Using Your Voice

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*Your voice matters, and so does the way you speak to yourself. Notice what rises as you sit with each prompt.*

- In what ways can recognizing and reframing imposter syndrome empower you to show up more authentically and confidently in your teaching?
- How can embracing your authenticity and using your voice create a ripple effect that empowers both you and those around you?
- What shifts can you make to create a sense of safety in being fully seen, heard, and valued in your authentic self?
- How can shifting from a work-life balance mindset to a work-life blend approach help you integrate well-being practices into your daily life more effectively?
- What small, intentional actions can you take to prioritize renewal in your daily routine, and how might they positively impact your ability to show up for yourself and others?
- What emotions arise when you think about setting boundaries, and how can you support yourself through those feelings to create healthier relationships and preserve your well-being?

# What You Think is What You Get

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*The stories we carry shape what we see. These questions ask you to get curious about the beliefs running quietly underneath.*

- If you could choose one emotion to intentionally embody today, what would it be, and what small shift could help you move 10% closer to that feeling?
- Where in my life or classroom am I reacting based on assumption rather than curiosity? Think about a recent interaction that activated you. What story did you tell yourself in that moment, and what might change if you paused and zoomed out?
- What beliefs or "rules" from my past might still be shaping the way I see the world today? Explore where those beliefs came from, and ask yourself if they still serve you and your students.
- When I try something new or uncomfortable, how do I speak to myself?
- What version of "success" have you outgrown? What would change if your success was defined by how you feel, not just what you do?