Conceptual

Supervising from the Heart: How Heart Coherence Can Support Teacher Well Being

Journal of Educational Supervision
1 – 16
Volume 9, Issue 1, 2026
DOI: https://doi.org/10.69772/jes.9.1.1
https://jes.lib.buffalo.edu/articles/10.69772/jes.9.1.1

Steve Haberlin[1]

Abstract

As hiring shortages increase and those in the profession face higher stress and job burnout, teacher well-being has gained added interest. While addressing teachers' mental health is fundamental, supervisors face their own challenges with stress and emotional regulation. Heart coherence, a scientifically validated physiological state, could assist supervisors, and thus, those in their care, with stress reduction and emotional regulation. Furthermore, a growing body of evidence suggests that individuals affect each other at a deep electromagnetic level, and those in coherence states have an even stronger influence. Therefore, heart coherence practices could have significant implications for the field of supervision, where principals, university supervisors, and mentor teachers work closely with supervisees.

Keywords

heart-based coherence; job burnout; stress; teacher well-being; supervision; instructional supervision; heart-based supervision

[1] University of Central Florida

Corresponding Author:
Steve Haberlin (College of Community Innovation & Education, University of Central Florida, 4000 Central Florida Blvd, Orlando, FL 32816)
email: steve.haberlin@ucf.edu

Introduction

Teaching has traditionally been considered a challenging and often stressful job (Travers, 2001). Teachers continue to face significant challenges, including high workloads, student behavior issues, and inadequate support. Pre-pandemic research indicated that more than half of K-12 teachers believed their jobs to be very stressful (AFT, 2017). During the COVID-19 pandemic, stress levels and burnout rates inevitably increased, as teachers were expected to dramatically shift to online learning platforms and adjust to other major systematic changes (Steiner et al., 2022; Westphal et al., 2022). During post-pandemic, compared with other working adults, about twice as many teachers reported experiencing regular job-related stress or burnout and had difficulty coping with job-related stress (Doan et al., 2024). A University of Missouri survey of 468 teachers found that 78% have thought about quitting the profession since the 2020 pandemic (Reinke et al., 2025).

While much attention has been paid to the impact of COVID-19 on students' mental health, in light of intensified teacher shortages, researchers and policy makers have recently shifted focus to teachers' well-being (Madigan & Kim, 2021; Marshall et al., 2023). Though often not at the forefront, attending to teacher wellness and mental health is a fundamental component of educational supervision (Glickman & Burns, 2020). "Issues of teacher burnout, retention, emotional and intellectual health, and professional development and satisfaction need to be front and center in the work that we do in the context of supervision and instructional leaders" (Glickman & Burns, 2020, p. 19). While coaching teachers in technical skills and teaching methods is also vital, supervising teachers experiencing high levels of stress, anxiety, or burnout will prove very difficult. To support the mental health of teachers, Glickman and Burns (2020) provide specific recommendations, including being humble, providing statements of praise and affirmation, leveraging school and community resources, and developing teachers as leaders. Such skilled-based strategies will likely help teachers navigate the daily stressors of the job and feel more empowered. However, there is a missing element in need of discussion: *what if the supervisor is also highly stressed, anxious, or even feeling burned out?* What then? How will the supervisor be able to support the mental health and emotional well-being of supervisees? Furthermore, what if a supervisor's physiological state, their "energy," in some way impacts the physiological state of the teacher they are working with as a growing body of research suggests individuals do to each other (Avdi et al., 2022; McCraty & Zayas, 2014; Zhang et al., 2023). Then, we realize the physiological state of the supervisor becomes the priority and is most significant when it comes to supporting teachers' well-being.

Neuroscience now demonstrates through empirical evidence the influence and impact we have on each other (Bastos et al., 2025; Levy et al., 2023). The phenomenon occurs through what is known as *heart coherence*, which refers to a state of physiological functioning, where there is harmony and synchronization between the heart, brain, and nervous system. Heart coherence is indicated by a sine, wave-like pattern in heart rate variability (HRV) and associated with positive emotional states (i.e., gratitude, compassion) (McCraty & Zayas, 2014). Studies suggest that an individual in a state of heart coherence can affect the physiological states of others in proximity. For example, a person who sustains heart coherence can lead to synchronized heart rhythms in another person, without direct physical contact (McCraty et al., 2009).

This suggests a supervisor's psychological state—their heart coherence or lack of it—could be subtly but powerfully influencing those they supervise, and thus, becomes a factor in supporting teacher well-being. Highly stressed, heart rhythm incoherent supervisors could contribute to the psychological imbalance of teachers facing heavy workloads, demanding parents, and unruly, distracted students. On the other hand, supervisors cognizant of heart coherence practices could utilize these tools to regulate their own physiological states and therefore become healthy physiological "anchors." As a validated practice that can promote emotional regulation, stress management, well-being, and enhanced relationships, heart coherence presents many possibilities for supervision and education in general. Thus, the purpose of this article is to explore how heart coherence research might inform and support current supervision practices, with a focus on teacher well-being.

Educator Ill-Being

Prior to the COVID-19 pandemic, early research had established that teachers experience stress, anxiety, depression, and burnout at higher rates than those working in other professions (Coates & Thoresen, 1976; Seidman & Zager, 1991). While the pandemic has passed, high stress levels, job burnout, and diminished well-being among teachers remain a major concern. The topic of teacher well-being has gained renewed interest internationally as countries—including the United States—face considerable shortages (e.g., Carter, 2021; McPherson et al., 2025).

For the purposes of this article, *stress* can be considered the body's biological response to any demand for change. However, the psychological side of stress involves a person perceiving an environmental demand as exceeding their capacity to deal with it or adapt (Lazarus & Folkman, 1984). *Teacher stress* has been defined in the professional literature as "the experience by a teacher of unpleasant emotions such as tension, frustration, anxiety, anger, and depression resulting from aspects of their work as a teacher" (Kyriacou, 2001, p. 28). *Burnout* can be defined as a psychological syndrome resulting from a prolonged response to chronic stressors on the job and is characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach & Leiter, 2016; WHO, 2019). While not all stress leads to job burnout, the two are closely intertwined, as chronic job-related stress is a major predictor of burnout (Maslach & Leiter, 2016; Shirom, 2003).

Conversely, *well-being* is a multidimensional construct based on subjective evaluations of positive emotions, life satisfaction, sense of purpose, and psychological functioning (Diener et al., 2018; Dodge et al., 2012). Again, there is a close connection between chronic stress, job burnout, and well-being. As chronic stress can lead to burnout, both can considerably reduce well-being (Salvagioni et al., 2017). On the contrary, high levels of well-being can act as a buffer against the effects of stress and reduce risk of burnout (Diener et al., 2018; Maslach et al., 2019).

In general, teachers still report significantly higher job-related stress than the general working population. A recent State of the American Teacher Survey found that compared with general working adults, about twice as many teachers reported experiencing frequent job-related stress or burnout, and about three times as many teachers reported difficulty coping with job-related stress (RAND Corporation, 2024). Following the COVID-19 pandemic, teachers seem to be still reeling from the higher stress incurred. For example, 18 months later, fourth-grade teachers

showed higher depressive, anxiety, and burnout-related (emotional exhaustion) symptoms (McLean et al., 2023).

Teachers' well-being has serious implications for students' learning and academic performance. For example, elementary teachers' depressive symptoms have been negatively correlated with students' math achievement (McLean & Connor, 2015) and social and emotional skills (Roberts et al., 2016). Depressed teachers provide less feedback to students on their academic work and struggle more with classroom management (Aloe et al., 2014). Burned out teachers also struggle with relating to students (Shen et al., 2015) and managing behaviors (Covell et al., 2009). For educational supervisors, it's apparent that supporting teacher well-being is paramount and not doing so can have major implications. Consequently, providing supervisory support to teachers, including emotional support, can have positive outcomes (Maas et al., 2021). Building trust, establishing positive relationships, and providing autonomy-supportive leadership are all practical approaches to addressing teacher well-being and stress (Berkovich & Eyal, 2021; Ford et al., 2020).

However, these approaches generally fail to address another critical factor in supporting teachers' well-being: the well-being of the supervisor. For supervision to effectively support the mental health of teachers and begin to reduce job-related burnout, instructional supervisors might first turn inward and ask: "how is my own well-being?" They must face the realities of supervision and honestly assess how they are doing, before they can support others. Like teaching, instructional supervision can be extremely challenging and wrought with difficulties and stressors. Instructional leaders often experience high stress levels and face potential burnout themselves due to their many administrative demands (Boyland, 2011). Supporting teachers' social-emotional well-being can also be a significant source of stress for instructional supervisors, such as school principals (Steiner et al., 2022). This situation generates a number of important questions in the context of supervision that supports teacher well-being:

1. Who addresses the well-being of the supervisor?
2. What happens if the supervisor—tasked with addressing teachers' well-being—is highly stressed or burned out?
3. What effect does a supervisor not in a state of well-being have on a teacher in their care, especially those in need of well-being support?

According to a growing body of research, an individual not experiencing well-being or positive emotional states can negatively impact the bioenergetic field of others (Avdi et al., 2022; McCraty & Zayas, 2014; Zhang et al., 2023). This dilemma highlights the need for those in educational supervisory roles to become highly conscious of their own emotional states as they work closely with teachers. It also clarifies the need to explore and study emerging science and practical tools that could assist supervisors in managing and elevating their own neuro-biological states so they can be more resourceful and available to address the needs of teacher well-being. While at the risk of sounding cliche, the answer might literally lie in: "supervising from the heart."

The Importance of Heart Coherence for Supervisors

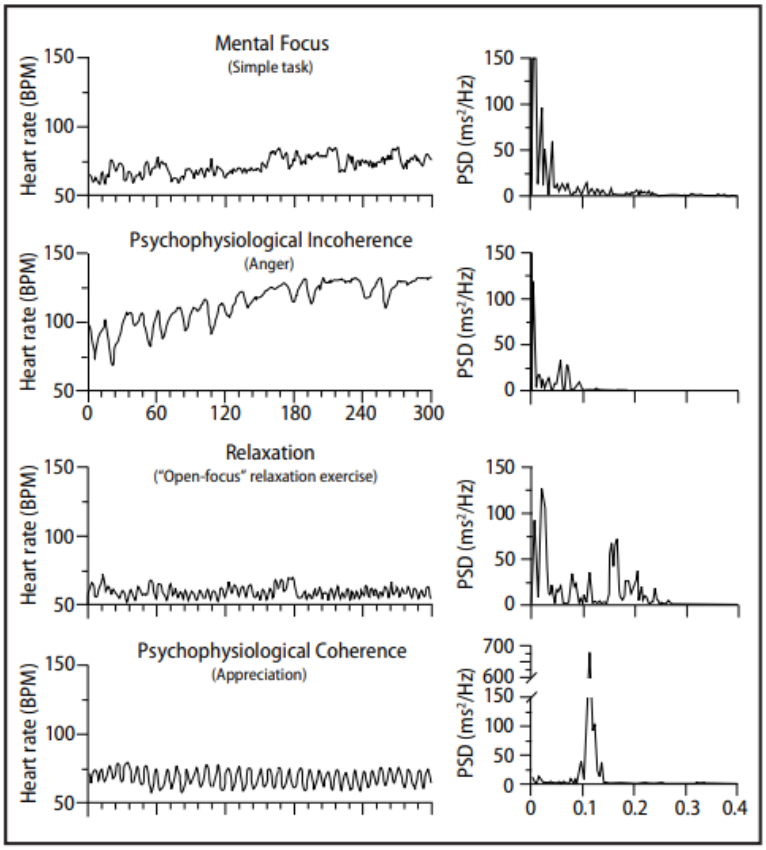
The power of the heart, as more than just a physical organ but as a symbol or center for inner wisdom and love, has permeated history and various spiritual traditions, cultures, and civilizations, including Ancient Egypt, Christianity, Buddhism, and Hinduism (Anderson, 2001). Teaching from the heart" has also been a long-standing concept in education, emphasizing the need for compassion, empathy, and interconnection. Students benefit when teachers engage them beyond merely transmitting knowledge and focus on the whole student (hooks, 2014; Palmer, 2017). Contemporary research in fields such as neurocardiology has added scientific language to the concept of heart-based living and approaches and used empirical measures to validate such ideas.

Heart rate coherence or *heart coherence,* as it's commonly known, refers to a physiological state or condition, where the heart, brain, and emotions are aligned, leading to a harmonious condition (McCraty & Zayas, 2014). In this state, the body's various systems, including heart rhythms, brain wave rhythms, and hormonal responses, are synchronized. Researchers have studied the heart's activity on brain functioning for decades, but more recent attention has been given to examining larger-scale patterns of heart activity on brain functioning. The HeartMath Institute, which had led studies on heart coherence, reported studies showing that different heart activity patterns have distinct effects on cognition and emotional functioning (McCraty & Zayas, 2014). For example, when under stress and experiencing negative emotions such as anger or frustration, an individual's heart rhythm is disordered or erratic, which in turn, inhibits cognitive function. However, when experiencing positive emotional states (i.e., gratitude, appreciation, compassion), the person's heart patterns become more orderly and stable, enhancing cognitive function. As McCraty (2011) notes, "As coherence tends to naturally emerge with the activation of heart-felt positive emotions such as appreciation, compassion, care and love, it suggests that such feelings increase the coherence and harmony in our energetic systems which are the primary drivers of our physiological systems" (p. 88).

Heart coherence is different from a state of relaxation, which only requires a lowered heart rate and does not necessarily reflect a coherent heart rate rhythm (see Figure 1). Heart coherence can be measured by HRV analysis, a widely used measure of heart-brain interaction and autonomic nervous system (ANS) dynamics. HRV measures naturally occurring changes in the hearts' beat-to-beat rate (McCraty et al., 2009). HRV helps indicate heart coherence when the rhythm gains more order and a sine, wave-like frequency of about 0.1 Hz (McCraty et al., 2009).

Furthermore, heart coherence differs from concepts such as emotional intelligence, social-emotional learning, and trauma-informed pedagogy which can be considered educational frameworks rather than specific psychological states. Mindfulness has also been increasingly implemented in educational settings, including proposed as an approach to assist instructional supervision (Haberlin, 2020). Mindfulness is generally defined as present-moment awareness without judgement (Kabat-Zinn, 2003). While possibly bearing similarities, mindfulness is considered mainly a mental or cognitive practice using specific methods and training, such as breath awareness meditation, rather than achieving a specific psychophysiological state, as with heart coherence.

Figure 1. Heart coherence (adapted from McCraty et al., 2009).



The left shows heart rate tachograms, which show beat changes in heart rate while the right side illustrates heart rate variability power spectral density (PSD) plots. In the example of anger (psychological incoherence), data shows lower frequencies, more disordered rhythms and increasing mean heart rate. Psychophysiological Coherence, associated with sustained positive emotion (appreciation) produces high ordered, sine-wave like heart rhythm patterns. In this state, the PSD falls in the low-frequency region around 0.1 Hz (McCraty et al., 2009).

Benefits of Heart Coherence

Heart coherence-related practices and techniques have been found to significantly improve key markers of health and well-being. During coherence, a person's sympathetic nervous system (SNS), which controls the body's fight-or-flight response, and their parasympathetic nervous system (PNS), which activates the rest-and-digest response, or the opposite, become more balanced and physiologically stable (McCraty & Zayas, 2014). Research shows coherence self-regulation methods can improve immune system functioning, decrease stress hormones, reduce negative emotions, and decrease depression (Luskin et al., 2002; McCraty et al., 2003; Rein et al., 1995). In addition, heart coherence training may buffer against job burnout, particularly with high-stress professions, as was the case with a study of California correction officers who showed significant reductions in stress, anger, and hostility, and improved physiological markers (lower blood pressure and cholesterol) (McCraty et al., 2009).

While research on heart coherence training with teachers is particularly scarce, early studies show promise. For instance, a study involving 125 teachers receiving heart coherence interventions over four-to-six weeks showed statistically significant improvements in emotional vitality and decreases in physical and emotional stress, as measured by the Personal and Organizational Quality Assessment-Revised (POQA-R4) assessment (McCraty et al., 2009). It should be noted this study did not feature a control group. Nevertheless, these types of outcomes are incredibly relevant to the problems of teacher stress and well-being. Practical, low-cost tools and techniques for combating stress, burnout, and boosting well-being should be of considerable interest to anyone in a supervisory role working with individuals in high-stress, high-turnover positions including classroom teachers. Also, instructional supervisors vested in their own well-being—and how it affects those under their supervision—could also benefit from heart coherence practices. As research suggests, we are more connected than we might think. For instance, studies aimed at measuring heart coherence of supervisors and teachers under their care could provide data that might better inform how particular interactions, dynamics, and supervision strategies—such as providing feedback—influence physiological states.

Social Coherence

At a basic or surface level, the importance of coherence in the form of cooperation, effective communication, and organization in one's personal life and the workplace is clear. Poor communication and disorganization can produce additional stress, inefficiency, and conflict. However, research suggests humans are deeply connected and affected by each other at more subtle levels. Consider the case of the New England Patriots in Super Bowl LI in 2017, where the team cohesively cooperated to make an unexpected comeback, seemingly communicating and acting together almost unconsciously. Another example might be of hearing how special forces military, such as the Navy SEALs, work together under incredible stress and life-and-death situations, creating a sort of group cohesiveness, where each other's decisions and movements are intuitively known. A growing body of evidence suggests that there is an "energetic field" created between individuals in groups, a "field" or "emotional energetic relationship" (McCraty et al., 2009).

Laboratory work has found that when an individual is in coherence, a more coherent electromagnetic signal is produced into the environment, affecting the nervous systems of other living beings (McCraty, 2004). This energy has been detected several feet from the body by sensitive magnetometers, which helps us understand how a person might sense the presence or emotional state of another and how our emotional states might impact those working together or in close relationship. In fact, it appears that individuals in high coherence can even facilitate coherence in others in close proximity (McCraty et al., 2009; Morris 2010). These findings help to establish more scientific support for phrases such as "good vibes" or "they have a good energy about them."

Social coherence has been defined as a harmonious and stable alignment of relationships, which enables the efficient flow of energy and communication needed for maximum cohesion and action (Bradley, 1987). This form of coherence takes on particular importance when considering the energetic state of a supervisor and how that might affect teachers. For example, how might a

stressed supervisor impact a teacher during a conference or observation? Conversely, might a "heart-coherent supervisor" positively affect the emotional state, and thus well-being, of that same teacher? These are inquiries certainly worth exploring to adequately address teacher well-being within the field of supervision.

Heart Coherence Practices

Increased heart coherence can be cultivated, but it takes consistent effort. Individuals can increase their coherence by establishing a new psychological and physiological "baseline" through repeated practice (McCarty, 2011). At first, it might feel uncomfortable, but a person through consistent coherence training can gain more familiarity with this state and keep their "center." Meditation, or a form of mental training that utilizes awareness, has been shown to generate heart coherence, though not all forms of meditation produce this state. The practice of reciting mantras, hearing certain sounds, reciting rosary prayers, or intentionally lengthening breath can influence personal coherence (Bernardi et al., 2001). For those comfortable with technology, there are Bluetooth sensors, smartphone applications, and software which indicate real-time coherence levels, breathing patterns, and HRV rates. While seeking out formal training would likely be the best approach, supervisors, teachers, and others wanting to experience heart coherence can begin with this commonly suggested method

1. Sit comfortably with the back straight and eyes closed.
2. Bring awareness to the heart area.
3. Begin to "breathe into" the heart area. Imagine each breath is entering and leaving the heart area.
4. Intentionally deepen the breath pattern, for example, silently count in for six seconds and out for six seconds. Continue to keep awareness in the heart area.
5. After a minute or two, while breathing from the heart area, generate a positive emotion such as gratitude, joy, or compassion and feel it in the heart area.
6. Allow the feeling to fill the heart area and the rest of the body. When ready, slowly open the eyes.

Try to practice this technique when first waking each day, for 5-10 minutes (HeartMath Institute. (2014). However, the method can be practiced any time of day. Consistency is the key. For supervisors wanting to experiment with coherence, an individual might dedicate a portion of time to engage in meditation, breath work, or the method outlined above, prior to working with supervisees. They may then check in with their coherence during various parts of the workday, such as during a lunch break, to assess their own stress levels and emotional energy.

Heart-Based Supervision

Educational supervisors, such as university-based faculty working in K–12 schools, face overwhelming workloads, lack necessary professional development training, feel marginalized by their workplace, and are often not clear on what their exact role is (McCormack et al., 2019). School principals working with teachers face similar challenges, including resistance from teachers not open to feedback (U-Sayee & Adomako, 2021). Along with balancing multiple roles, such as liaison, colleague, mentor, and instructor of record (Johnson & Napper-Owen,

2011), supervisors must mediate potentially tense relationships between themselves, mentor teachers, and teacher candidates (Bullough & Draper, 2004). In addition, supervisors must toe the line between serving as a supportive guide and mentor and carrying out institution-imposed evaluation duties (Nolan & Hoover, 2011). While this article does not contain adequate space to address all the difficulties, it's sufficient to say that supervision can be highly challenging and stressful. Nevertheless, advancements in heart coherence research and practice could provide tools to assist supervisors in managing their own physiological states and well-being and therefore, position them to better serve and support teachers.

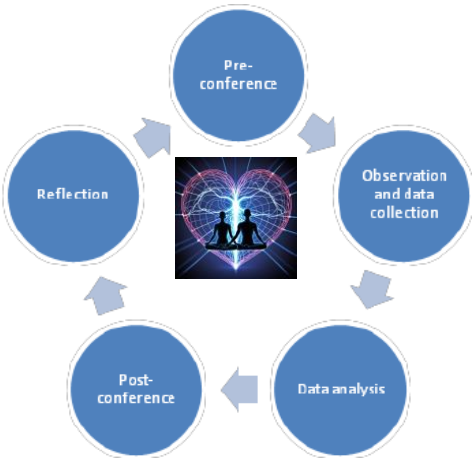
The first area where heart coherence may benefit supervisors is emotional regulation and well-being. Through training and practice, a supervisor may enhance their physiological baseline, gaining increased coherence, and the cognitive and physical outcomes that follow. Gaining familiarity with a coherent state, supervisors might better navigate the inevitable stress of the role. From a biological standpoint, the coherent supervisor achieves enhanced emotional regulation and physiological stability as their SNS and PNS interact more harmoniously and efficiently. This possible benefit alone could have a significant impact on the field of supervision. Rather than supervision from a state of survival, they would be performing their roles from a less reactive, more creatively open space. A centered, energetically balanced supervisor could be better prepared to interact with teachers and school administrators, including when having to navigate difficult or tense conversations. This same supervisor may be better able to foster stronger relationships with teacher candidates, as they are communicating from a place of calmness and balance, rather than stress and reaction. Furthermore, this supervisor's decision-making and planning while under the pressures of the role could be clearer, more intentional, and organized.

Though more difficult to articulate and conceptualize, perhaps the most potent effect of heart-coherent trained supervisors might be the "social coherence energetic" impact they have on their supervisees. Interacting with teachers from a base of high coherence—sustained positive emotions and brain and heart synchronization—could significantly influence those same interactions. To illustrate this point, let's use the pre-conference stage of clinical supervision cycle, which includes pre-planning with teachers, observing their teaching, collecting data, analyzing that data, and debriefing (Gürsoy et al., 2013). During a pre-conference, a teacher discusses their instructional plan for an upcoming classroom observation. While the teacher outlines their lesson plan, the supervisor takes notes and asks clarifying questions. Now, imagine, if the supervisor in this situation, for whatever reason, was tense, highly stressed, or anxious. We might theorize that their physical expressions would not be welcoming (i.e., frown, arms crossed, head and shoulders down), their tone somewhat harsh, and their communication abrupt (i.e., interrupting the teacher, sharply correcting). This could have a negative energetic effect on the teacher or teacher candidate, who might already be nervous about the conference and upcoming observation.

Now, let's consider the supervisor practicing heart coherence during this same conference (assume they practiced a brief coherence session prior to the meeting). Embodying a balanced physiological state rather than a stressed, survival state, their body language could be more inviting (i.e., head up, eye contact, smiling shoulders back), their tone calmer, and their speech slower and more supportive (i.e., "I appreciate that, and let me add by saying"). As a result, the

teacher would likely feel more supported, calmer, and leave the conference feeling more positive. Furthermore, this energetic effect could permeate the entire clinical cycle, impacting the supervisor's decisions, attitude, actions, and relationship with the teacher (Figure 2).

Figure 2. Heart-based supervision in the clinical cycle (adapted from Gürsoy et al., 2013)



The possible implications for embracing heart coherence-informed supervision expand beyond the individual supervisor and coaching cycles. Supervision, as well as effective teaching, have been associated with educational leadership (Glickman et al., 2017; Glickman & Burns, 2020). Heart coherence can help foster leaders who are emotionally centered, more compassionate, more resilient, and less stressed (Boyatzis & McKee, 2005; Goleman et al., 2013). "A school principal, for example, who embodies heart-centered leadership promotes a culture of support and psychological safety. In opposition, a stressed supervisor in survival mode would negatively affect the social coherence of their faculty. Schools, as well as school districts, stand to gain benefits from considering heart-based leadership. Various organizations, including hospitals, retail stores, and schools have reported positive outcomes (i.e., better communication, improved productivity, reduced turnover) when emotional self-regulation development combined with heart-coherence training is provided (Barrios-Choplin et al., 1999; Bradley et al., 2007).

To achieve a more coherent culture, schools could systematically implement professional development for heart coherence, embed coherence sessions into faculty meetings, grade-level team meetings, and even introduce these methods to students, as some schools have done (Bradley et al. 2007). Circling back to the challenges of teacher shortages, cultivating this kind of culture on school campuses and providing specific training could have substantial impacts on job-related stress and turnover rates. If teachers had practical, evidenced-based practices to shift from survival states to more coherent states, it would stand to reason that some might be less likely to leave the job due to stress and burnout.

Recommendations

The following are suggestions for instructional supervisors, school districts, and researchers interested in the possibilities of heart-coherence research and practices.

Instructional Supervisors

Prior to starting the workday, supervisors can engage in a brief heart coherence practice, such as meditation, deep breathing, or the protocol provided in this article. This can help set the tone and create coherence before interacting with supervisees and colleagues. Furthermore, supervisors might enhance their knowledge of coherence and even complete formal training offered by a leading center on the topic, such as the HeartMath Institute. Also, they might look for ways to embed coherence practices into supervisory tasks and routines. For example, briefly check in with your heart and energetic state prior to meeting with a teacher or conducting a classroom observation. Finally, create group coherence by sharing heart coherence information with teachers and teacher candidates during debriefings, workshops, and classes.

Schools and Districts

School districts might consider implementing district-wide training in heart coherence methods, including for all school administrators such as principals, assistant principals, teacher mentors, counselors, and instructional coaches. Teacher leaders, such as reading coaches, could be trained or certified in heart coherence and bring the knowledge back to schools where it can be shared through professional development workshops and faculty meetings. School leaders can make coherence training available to teachers through professional development and integrating into existing structures such as faculty meetings. For example, teachers might practice a brief coherence exercise before beginning a grade-level, department, or faculty meeting.

Researchers

Researchers might investigate how heart-coherence methods impact supervisors' stress levels, emotional states, compassion, and other constructs. Research could be conducted on how heart coherence might impact relationships and dynamics between supervisors and teachers. For example, how might a supervisor entering a post classroom observation conference exhibiting high (or low) coherence impact the teacher's coherence, behavior, or interactions? Such studies could be done using HRV, smartphones, smartwatches, and other devices that track biomarkers.

Conclusion

Teacher well-being remains a major challenge addressed by educational supervisors, who must also manage their own emotional states. Heart coherence remains a vastly unexplored and untapped avenue for relief in overcoming these challenges. Research and knowledge on how heart coherence training may assist and influence all aspects of the supervisory role could provide insights and evidence-based practices that could help empower educators—both those in leadership roles and those serving as supervisees. Supervisors and teachers experiencing greater heart coherence could directly address concerns over well-being, stress, burnout, and high turnover. In fact, rather than seek answers from external sources, as education reforms often do, perhaps the antidote lies within. Maybe "supervising from the heart" is where we need to begin.

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Author Biography

Steve Haberlin is an Assistant Professor of Curriculum and Instruction with the College of Community Innovation and Education at the University of Central Florida. His research focuses on contemplative practices in higher education, particularly with the convergence of artificial intelligence. Dr. Haberlin is the author of *Awakening to Educational Supervision: A Mindfulness-Based Approach to Coaching and Supporting Teachers.*