



Microlearning Summary - Drivers of Compassion Fatigue and Resilience

Drivers of compassion fatigue and resilience are the individual, team, and system factors that either drain or replenish our emotional energy. By identifying these drivers and understanding our locus of control, we can focus our time and effort on what we can influence, reduce the impact of what we cannot, and strengthen the conditions that support compassion resilience.

Why This Matters

- Compassion fatigue is shaped by more than personal effort — it is influenced by team culture and system structures.
- Identifying drivers helps us understand why we feel depleted or energized.
- Focusing on what we can control increases agency and reduces overwhelm.
- Strengthening drivers of resilience supports sustainable, compassionate practice across the school community.

Link to Microlearning Video

Drivers of Compassion Fatigue & Resilience [▶ School Drivers of Compassion Fatigue and Resilience](#)

DRIVERS OF FATIGUE	DRIVERS OF RESILIENCE

Micro-Reflection for after the micro-learning

- [Drivers of Compassion Fatigue and Resilience Reflection Questions for Staff](#)
- [Drivers of Compassion Fatigue and Resilience Leadership Considerations](#)

Signals to Notice

You may need to examine your drivers when you observe:

Signal	What It Might Mean
You feel stuck or powerless	You may be focusing on factors outside your control.
You feel drained after routine tasks	A driver of fatigue may be unaddressed.
You feel energized after certain interactions	A driver of resilience is present and can be strengthened.
You frequently vent about the same issues	You may be giving energy to things you cannot change.
You feel unclear about your role or expectations	System-level drivers may need attention.

What This Looks Like in Practice

A school counselor notices she feels exhausted after navigating unclear referral processes and frequent schedule changes. She lists these as drivers of fatigue. She also identifies drivers of resilience: supportive colleagues, meaningful student breakthroughs, and structured planning time. After reviewing her list, she circles the items she can influence (clarifying expectations with her administrator, creating a personal workflow) and marks items she needs support with (system-wide scheduling). She crosses out items outside her control and commits to spending less energy on them. Over time, she feels more grounded, empowered, and connected to her purpose.

Grade-Band Strategies You Can Use Tomorrow

The following grade-band strategies offer quick, practical ways to apply this microlearning in your daily work. They are not required steps — simply additional options you can use to deepen the learning, strengthen resilience, and support students and colleagues in developmentally responsive ways. Choose the strategies that fit your role, your context, and your current needs

K–2 Strategies

1. Identify Energy Drainers and Fillers
Steps: Notice which parts of the day feel draining or energizing; jot down quick notes.
Why it's beneficial: Builds awareness of personal drivers and helps teachers adjust routines.
2. Focus on What You Can Influence
Steps: When a challenge arises, ask, "What part of this is in my control?"
Why it's beneficial: Reduces overwhelm and increases agency.
3. Strengthen Resilience Drivers
Steps: Schedule small moments that fill you up (reading aloud, student greetings).
Why it's beneficial: Boosts emotional energy and counters fatigue.
4. Reduce Energy Leaks
Steps: Set simple boundaries around interruptions or transitions.
Why it's beneficial: Protects focus and reduces stress.

3–5 Strategies

1. Classroom Driver Mapping
Steps: List tasks that drain or energize you; categorize them by control level.
Why it's beneficial: Helps prioritize where to invest energy.
2. Team Micro-Supports
Steps: Ask a colleague for a small support (e.g., sharing materials, co-planning).
Why it's beneficial: Strengthens team resilience drivers.
3. Shift Venting to Problem-Solving
Steps: After venting, ask, "What can I influence here?"
Why it's beneficial: Prevents rumination and builds resilience.
4. Celebrate Small Wins
Steps: End the day by naming one moment of impact.
Why it's beneficial: Reinforces resilience drivers and boosts motivation.

6–8 Strategies

1. Control vs. Influence Sorting
Steps: When stressed, sort concerns into “control,” “influence,” and “no control.”
Why it’s beneficial: Clarifies where to focus energy.
2. Strengthen Team Drivers
Steps: Share appreciation, collaborate on routines, or co-create norms.
Why it’s beneficial: Builds collective resilience and reduces isolation.
3. Reduce System-Level Fatigue Drivers
Steps: Identify one system frustration; communicate a specific need or suggestion.
Why it’s beneficial: Encourages constructive change and reduces helplessness.
4. Personal Energy Rituals
Steps: Add a grounding practice before or after challenging tasks.
Why it’s beneficial: Replenishes emotional reserves.

9–12 Strategies

1. Identify Role Clarity Drivers
Steps: Clarify expectations with leaders or colleagues when roles feel blurred.
Why it’s beneficial: Reduces stress and prevents over-functioning.
2. Strengthen Professional Autonomy
Steps: Focus on areas where you have choice (instructional design, pacing).
Why it’s beneficial: Increases motivation and resilience.
3. Reduce Cognitive Load
Steps: Streamline routines, templates, or grading practices.
Why it’s beneficial: Frees mental energy and reduces fatigue drivers.
4. Build Support Networks
Steps: Identify colleagues who energize you; schedule regular check-ins.
Why it’s beneficial: Enhances resilience drivers and buffers stress.