



Education International  
Internationale de l'Éducation  
Internacional de la Educación

# Ready to Wear Teacher Wellbeing and Stress

Lisbon October 19<sup>th</sup> 2018





# Teacher Identity

- Collective teacher identities are changing
- Teacher professionalism has numerous systemic influences
- Teachers need to set their own standards
- Be supported by good Initial Teacher Education and career long Professional Learning and Development
- Career pathways should be varied and coherent
- Teachers should help shape curriculum and wellbeing policies





# Wellbeing and Stress NASUWT

Quoted in EI's CEART 2018 report

The survey also found that in the last 12 months as a result of their job:

- 77% of teachers have experienced anxiety;
- 85% of teachers have suffered from loss of sleep;
- 22% of teachers have increased their use of alcohol;
- 9% of teachers have suffered a relationship breakdown;
- 3% of teachers have self-harm.



Education International  
Internationale de l'Éducation  
Internacional de la Educación



# Wellbeing and Stress NASUWT

The NASUWT survey of teachers showed that:

- 96% believe they encounter students who are experiencing mental health issues. Of these, 92% say pupils are exhibiting anxiety or panic attacks, 80% depression and 67% self-harm;
- Nearly two thirds (64%) say they are not confident that they or their school would be able to get timely support from expert services such as CAMHS for students experiencing mental health problems;
- Over half (51%) say staff numbers at their school have decreased in the last two years, with nearly two thirds (65%) saying they are not able to give students as much individual attention in lessons due to the loss of support staff and a similar number (64%) saying students are not always taught by a teacher trained for the subject or age range due to the loss of teaching staff.





# Status of Teachers

- Global Status of Teachers and the Teaching Profession (2018)
- Triennial survey of 32.5 million teachers, 401 affiliates in 179 countries and territories
- JTU report on teacher stress shocking
- 57% of unions only sometimes consulted on pedagogical practices, curriculum development, assessment practices and school organisation





# Global crisis around teacher supply

- Not enough trained and qualified teachers to go around
- Conditions of work make a difference
- Teacher Status survey: 69% report that the teaching profession is not attractive to young people
- 79% report teacher salaries are less than for professions of similar qualifications
- Less than 17% of TVET and ECE teachers think they earn fair salaries





# JTU cry foul

The EI survey on the status of teachers provides a dramatic example of the impact of stress from Japan:

“A large-scale survey conducted by the teacher union in Japan (JTU, 2018), which explored reproductive health rights, found that 41% of the women teachers considered that their working environment affected their experiences with pregnancy and childbirth, while 20% of those expecting a child reported “maternity disorders” (defined as morning sickness, threatened miscarriage, threatened premature delivery, swelling, and high blood pressure). This high proportion of maternity disorders suggests that women teachers experience a very stressful working environment in Japanese schools. The JTU also reports extreme stress among teachers related to excessive workloads, including required “volunteer” work at home and in after-school activities.”





# Wellbeing and stress

- The link between teachers and the wellbeing of society cannot be under estimated
- Schleicher (2018) stresses the ability teachers possess to have a positive influence on students' life chances
- Equity is the name of the game
- Eg Canada, China and Singapore
- Every country must deal with equity in a specific way





# Holistic school communities

- Whole school approaches are essential for wellbeing
- OECD has recognised the importance of wellbeing with an increased focus on this
- OECD 2030 has a curriculum focus
- PISA and TALIS have added wellbeing questions
- Students who achieve the highest scores do not necessarily report as being the happiest





# Wellbeing

- Academic achievement is only part of a student's development
- Increases in student anxiety and negative human responses to over testing
- Negative affects of a crowded curriculum
- Stress also affects teachers: JTU survey above told us 41% of pregnant women say their working environment adversely affected their pregnancy
- More balanced classroom experience required (OECD 2030)





# Active citizens

- We want to develop active citizens
- Teachers and students need a focus on more sustainable futures  
SDG 4.7
- Co-operative skills, creative thinking and empathy for others
- NZ curriculum has included key competencies since 2007
- Coherence in PLD, curriculum and holistic approaches to schooling are required





# PLD revisited

- Time is necessary but not sufficient
- Time engaging with administrivia is time wasted
- Teachers should also have a say over what PLD they do
- Teacher unions have a role to play in quality PLD provision
- Conference on Teachers' Professional Wear FENPROF October 2018
- Teachers know what works best
- PLD must be focused on whole school wellbeing for teachers and students





# Leadership

- Professional autonomy means leadership for all
- Heroic models of leadership are outdated
- Leadership must be lined up: school, district, national
- The best systems are coherent: Singapore, Finland etc
- Structural reform can have the opposite result eg Sweden
- Systems must be based on evidence not ideology
- Must include teachers' unions in policy formation to achieve coherence





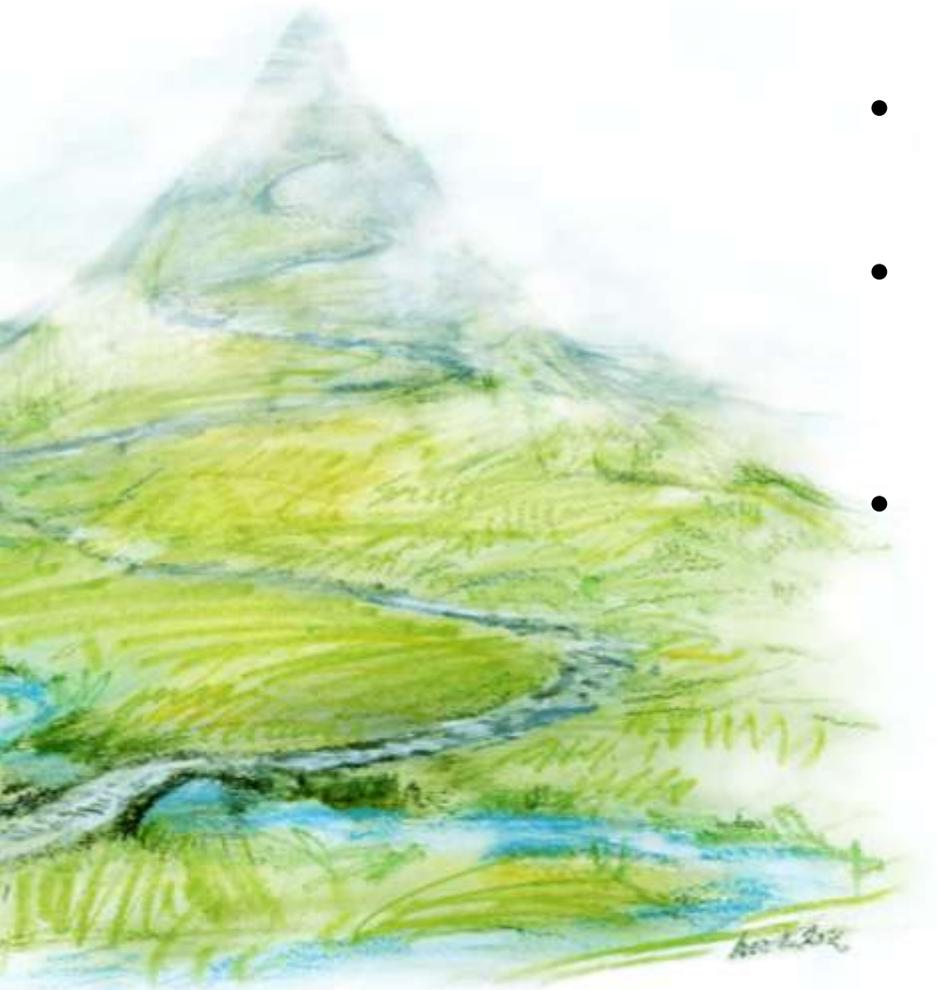
# Teacher Status

- Teachers and their unions must not be constructed as blocks to innovation
- Schleicher (2018,) says countries must commit to making teaching an attractive profession both intellectually and financially with strong investment in teacher development and good working conditions
- Yet teachers in many OECD countries feel they have a low level of professional autonomy and an average degree of autonomy in decision making



# Things to Consider Part I

- Reducing the time on instruction and tutoring with a focus on improving the quality of learning experiences
- Giving teachers greater control over educational decisions within the classroom by balancing their educational knowledge with peer networks and professional autonomy
- Giving teachers and their unions a say about all policies related to wellbeing for both teachers and students



# Things to Consider Part II

- Involving teachers and their unions more closely in curriculum development (eg OECD 2030) as well as all other education policies which relate to teachers
- Finding more time within teachers' working day to spend on collaboration with colleagues through peer learning networks
- Supporting teachers around wellbeing related pedagogy
- Acknowledging that teacher union leadership should be supported at all levels of the system



# Contact Details

Martin Henry

Research Co-ordinator

Twitter: @martinallenh

Email: [martin.henry@ei-ie.org](mailto:martin.henry@ei-ie.org)

