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DR HELEN KELLY
helping school communities to flourish

School
Leaders
Matter

Supporting Educator Wellbeing in Schools

Dr Helen Kelly





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helping school communities to flourish

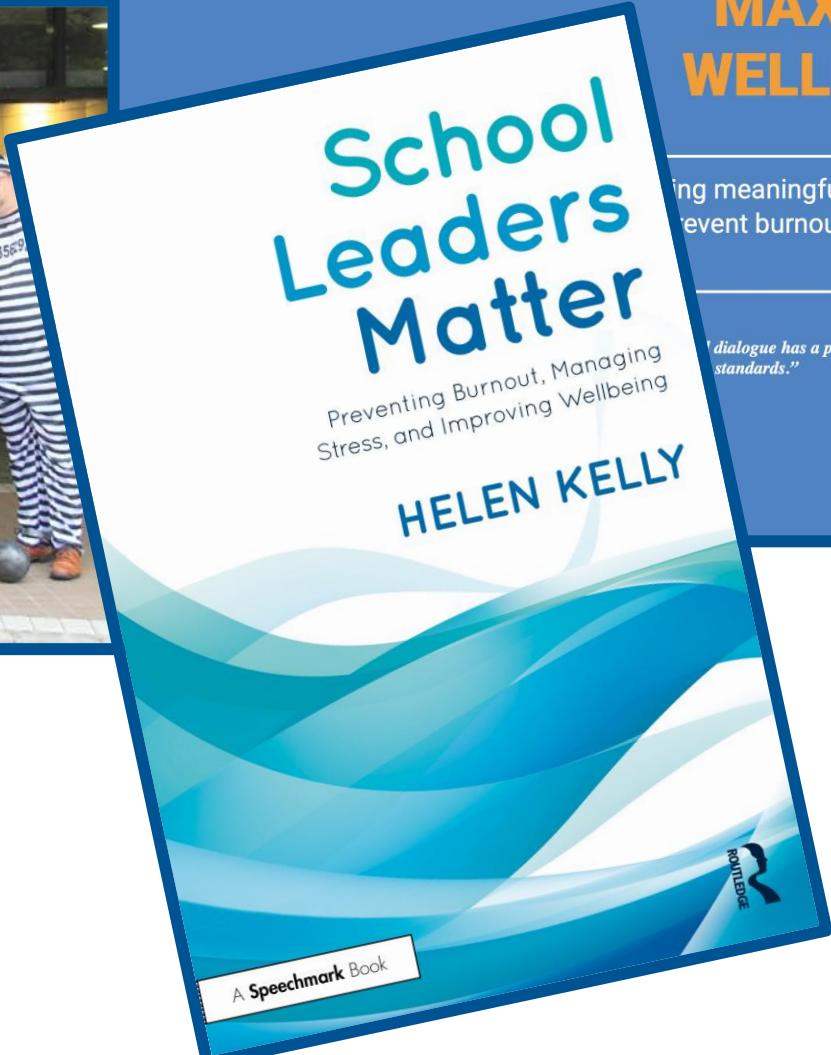
BOOK WORKSHOPS COACHING CONSULTANCY PUBLICATIONS

I HELP SCHOOLS TO

MAXIMISE WELLBEING

ing meaningful
event burnout and build a

*"dialogue has a place in our school,
standards."*



Aims of the Session

1. Why is Educator Wellbeing Important?

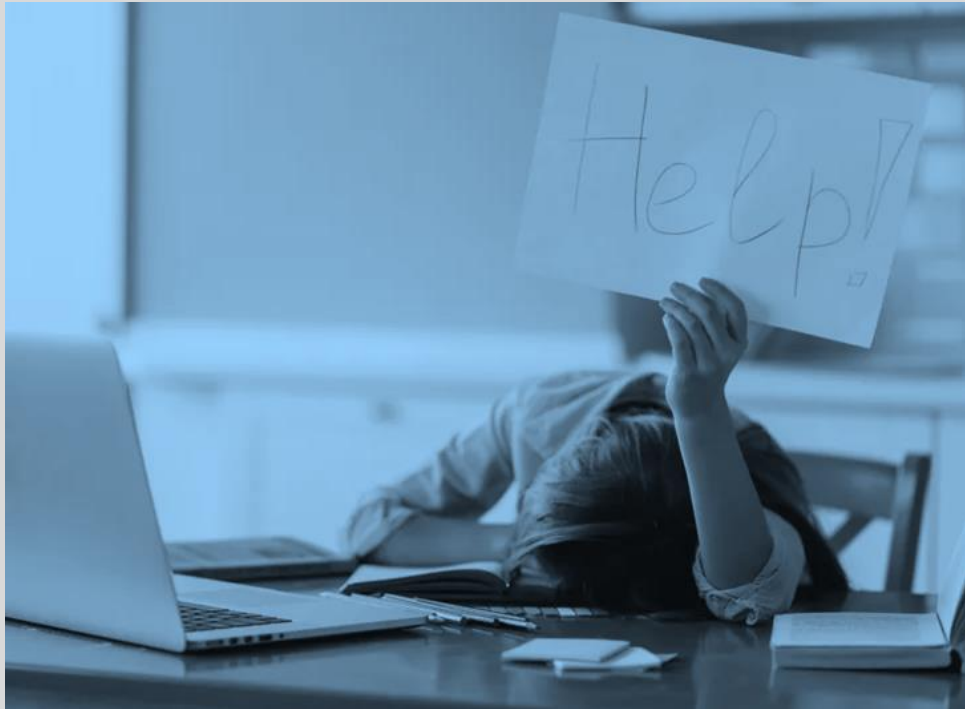
2. The Burnout Continuum

3. Improving Wellbeing and Preventing Burnout

1. Why is Educator Wellbeing Important?







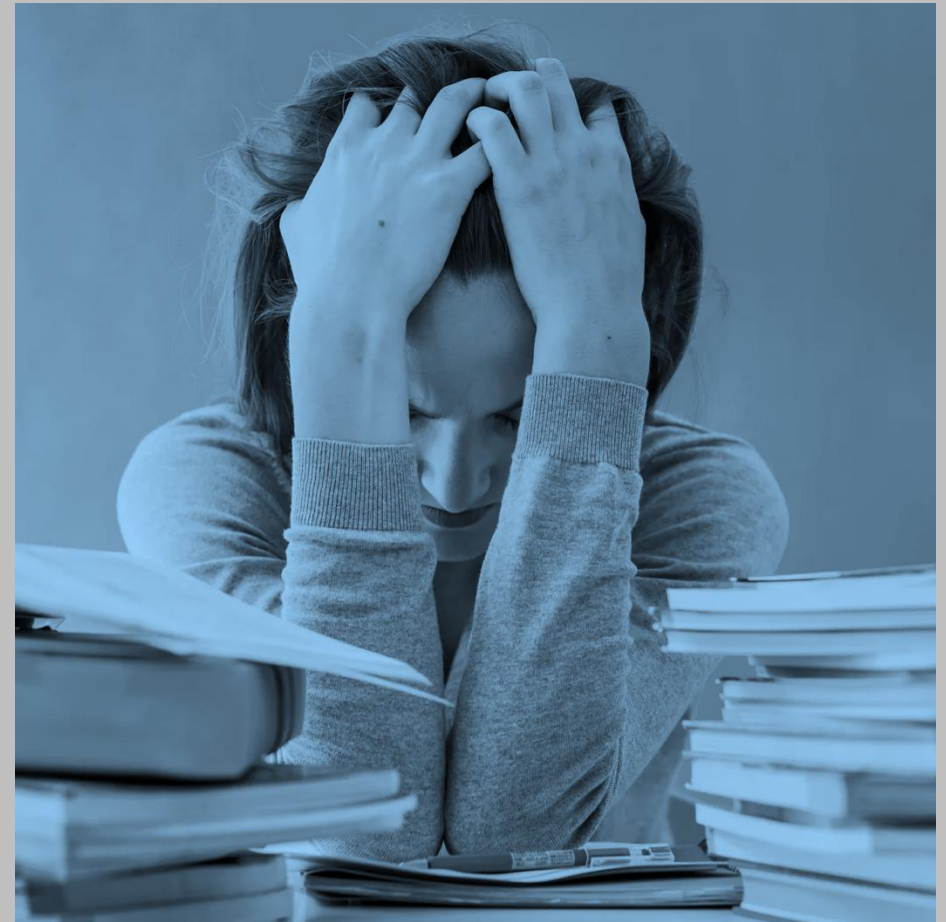
More likely to experience negative feelings towards their work, which can be contagious

More likely to engage in uncivil behaviour towards colleagues, which can impact on workplace culture

The wellbeing of education professionals is markedly lower than the general population

(The Warwick-Edinburgh Mental Wellbeing Scales)

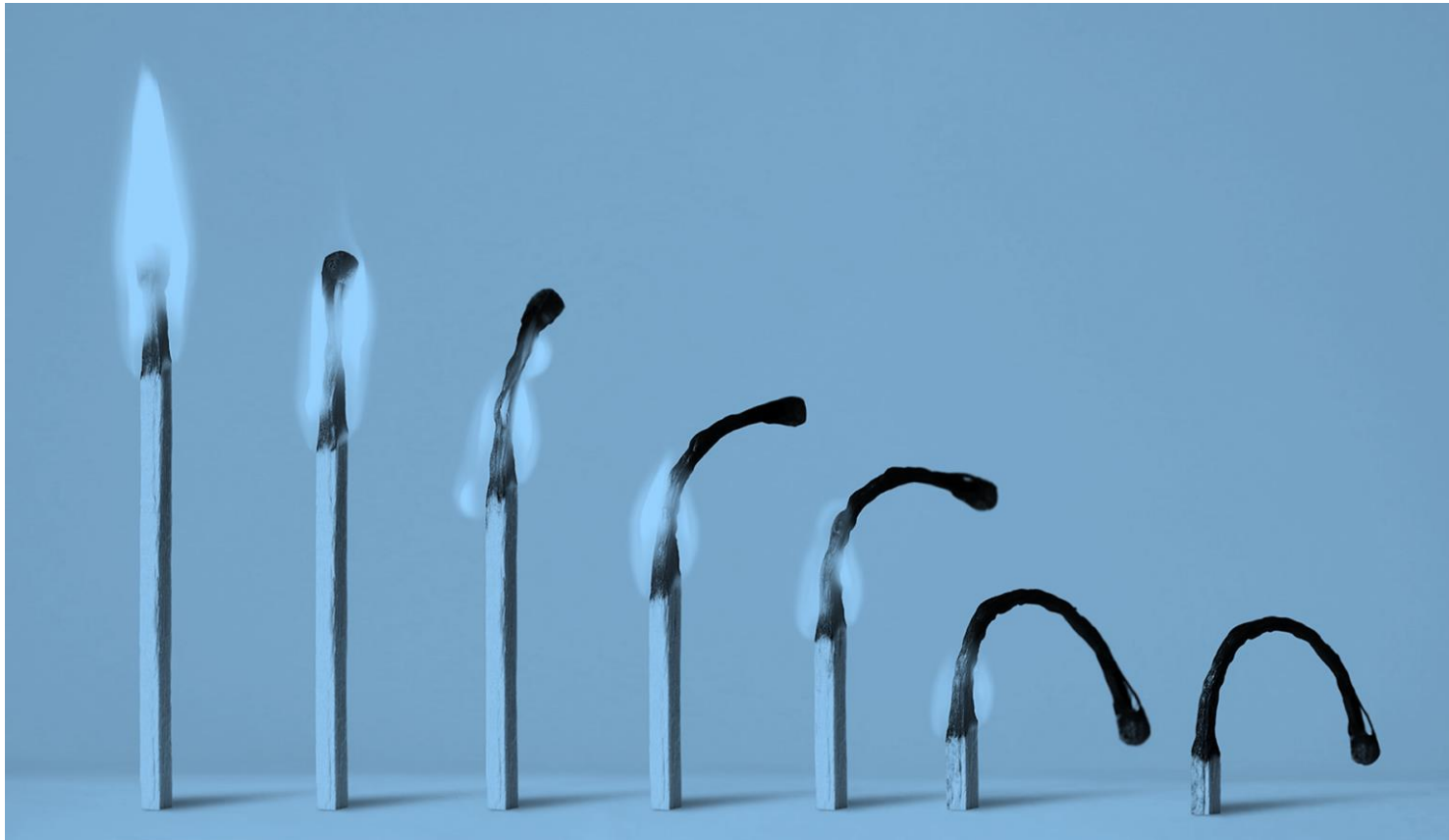
The incidence of burnout in senior leaders is 1.7 times that of employees generally



2. The Burnout Continuum



What is Burnout?



Burnout is an occupational condition that results from chronic workplace stress that has not been successfully managed

It is characterised by three dimensions

Dimensions of Burnout

Exhaustion

**Detachment
Cynicism**

**Reduced
Professional
Effectiveness**

The Burnout Continuum

Engagement

Overextended

Disengaged

Ineffective

Burnout

Physical Symptoms

increased illness
chest pain
palpitations
shortness of breath
dizziness
more colds and flu

Chronic Fatigue

Sleeping problems

Anxiety

increased tension
irritability
worry
edginess

Signs of Exhaustion

Depressive Symptoms

hopelessness
guilt
feelings of worthlessness
sadness

Impaired Focus

Poor Concentration

Lack Self-care

**Negative Feelings
About the
Workplace**

Disillusionment

**Feeling
Disconnected**

Signs of Detachment

**Loss of Enjoyment
of
Work**

**Making Plans
to
Leave**

**Seeking
Isolation**

Poor Motivation

Lack of Enthusiasm

**Preoccupation
with work**

Signs of Ineffectiveness

**Failing to Take
Recovery Time**

Lack of Productivity

Poor Performance

Impact of Burnout Novice Teachers



Teachers new to the profession start their careers as Engaged but increasing numbers are reaching Burnout within three years

They commonly do not take sick leave

They address their problems by working harder to overcome the issues they face

Nearly 25% have left their job or the profession by the end of three years

Impact of Burnout Veteran Teachers

Veteran teachers are more likely to have reached Burnout

They are more likely to take sick leave to help them to manage their stress

They make longer term plans to leave profession

Teachers are more likely to stay in profession if have 10 plus years service





Students taught by teachers
experiencing burnout have
poorer outcomes

are less motivated

have higher stress indicators,
including higher levels of
cortisol



Causes of Burnout

WORK DEMANDS



COMMUNITY



WORKLOAD



CONTROL



REWARDS



VALUES



FAIRNESS

WORK RECOVERY



PSYCHOLOGICAL
DETACHMENT



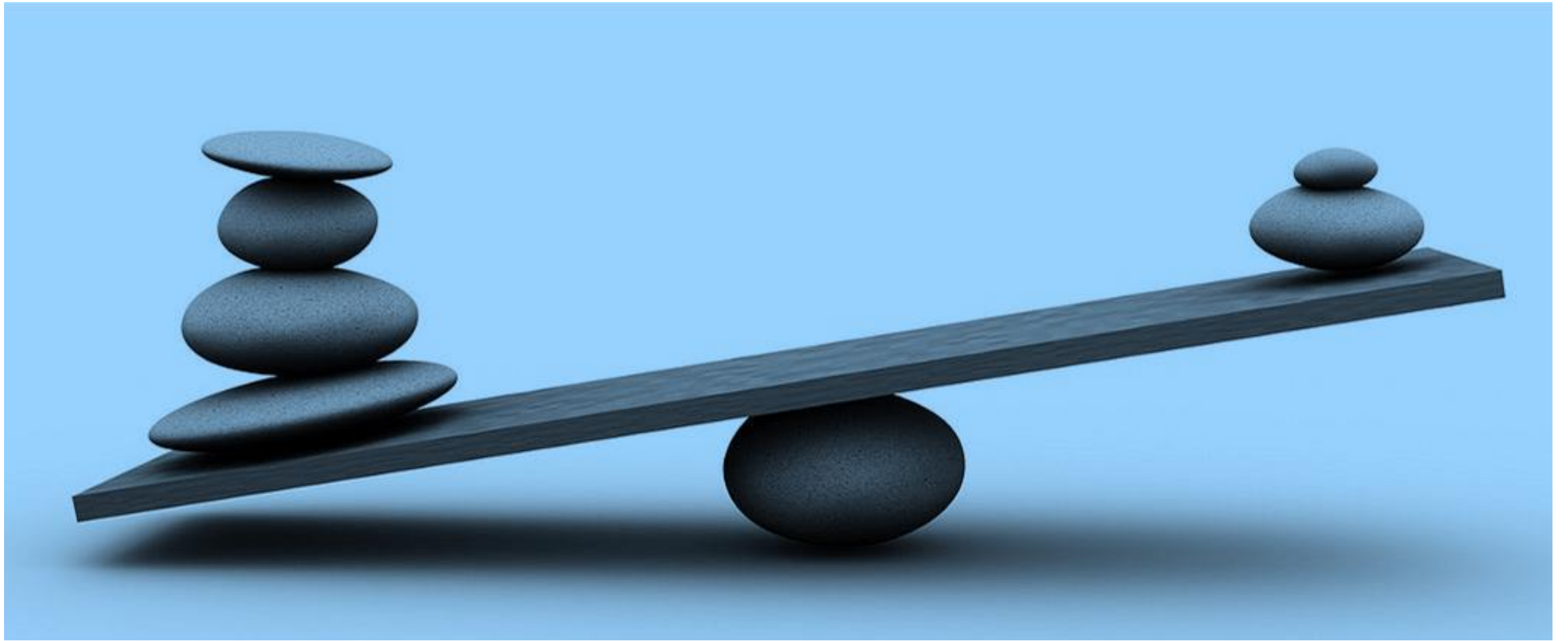
RELAXATION



CONTROL



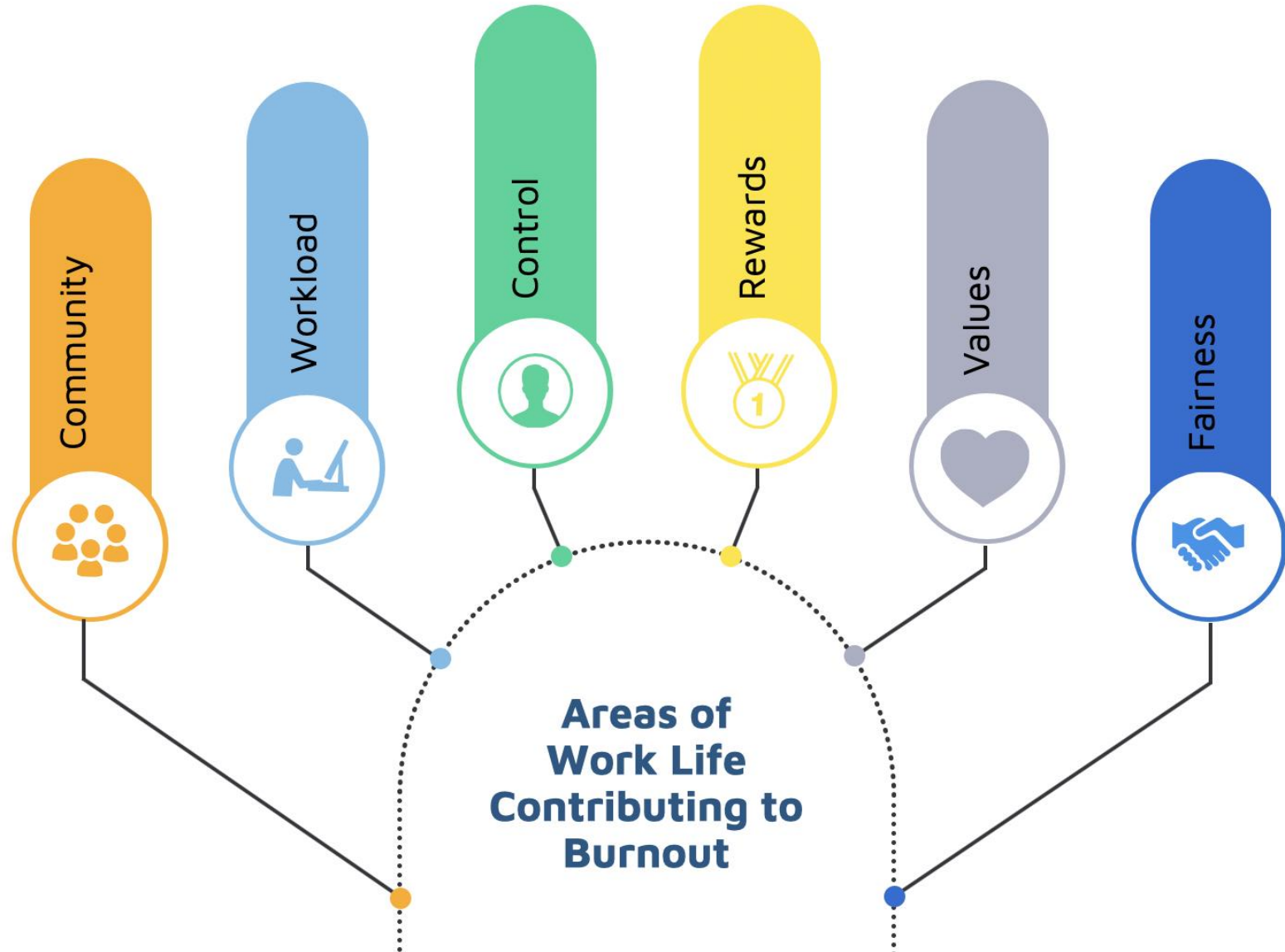
MASTERY
EXPERIENCES



Work Demands

“Burnout is not a problem of people so much as it is of the social environment in which they work. What I have discovered is that when the workplace does not recognise the human side of work, and there are major mismatches between the nature of the job and the nature of people, then there will be a greater risk of burnout.”

Christina Maslach



Workload is the single biggest factor associated with educator burnout



The volume of work



The emotional demands of the work



Lack of community is
the second biggest
factor associated with
educator burnout



Poor relationships with colleagues

Low levels of trust, respect and feeling valued

Absence of shared values and philosophies

Low levels of collaboration

Ineffective leadership and support from leaders

Competition between teachers

Lack of parent support

Physical isolation

Lack of control is also a major factor associated with educator burnout



73% of teachers say they do not have enough say in how the school is run

88% of teaching assistants say they do not have enough control over their daily work

Low levels of classroom autonomy

Lack of control over change and educational reform

Lack of control over appraisal/evaluation

Lack of rewards is also an important factor associated with educator burnout

Extrinsic rewards – financial, validation, status

Intrinsic rewards – values-driven, making a difference, challenge, growth, camaraderie



A sense of unfairness is a key factor associated with educator burnout



Salaries and benefits

Promotion, appraisal/evaluation

Distribution of resources and workload

Favouritism

Inspection/accreditation

A lack of shared values is also a factor associated with educator burnout

Educator values vs values of the education system, school, colleagues, parents

Unethical behaviour





Work Recovery

Both qualitative and quantitative work overload contribute to exhaustion by depleting the capacity of people to meet the demands of the job. The critical point occurs when people are unable to recover from work demands.”

Maslach and Leiter



Work Recovery Framework

Psychological Detachment



Fully disengaging from work, both mentally and physically, during non-work time

Relaxation



An emotional state of low tension. Absence of arousal, anger, anxiety, or fear.

Control



Opportunities to choose how we spend our leisure time.

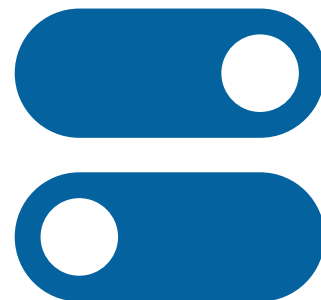
Mastery Experiences



Personal growth, skill-building, and learning.

UK Teacher Wellbeing Index

2019



74%

consider **the inability to switch off and relax** to be the major contributing factor to a negative work-life balance

**Intense
Working
Conditions**

**Long
Working
Hours**

**Poor
Work-Home
Boundaries**

**Barriers to
Psychological Detachment**

**Proliferation
of
Technology**

**Work-related
Rumination**

**Unhealthy
Validation
Seeking**

Work-related rumination increases cortisol secretion and sleep disturbance. It also reduces executive functioning and raises the risk of cardio-vascular disease.



WORK RECOVERY



HOLIDAYS

last about
two weeks



WEEKENDS

last until
Tuesday



EVENINGS

regular and
frequent



WORK DAY

microbreaks

3. Preventing Burnout



WORK DEMANDS



COMMUNITY



WORKLOAD



CONTROL



REWARDS



VALUES



FAIRNESS

WORK RECOVERY



PSYCHOLOGICAL
DETACHMENT



RELAXATION



CONTROL



MASTERY
EXPERIENCES

Primary

Stress Reduction
Addressing the root
cause at the
organisational
level

Secondary

**Stress
Management**
Teaching staff
about stress and
how to develop
management skills

Tertiary

**Remedial
Support**
For those who are
already unwell



ONE SIZE
DOES NOT
FIT ALL

Strategic Framework

```
graph LR; A[Strategic Framework] --- B[Form a Wellbeing Team]; A --- C[Collect Data]; A --- D[Set Wellbeing Goals]; A --- E[Implement Interventions]; A --- F[Track and Review Progress];
```

Form a Wellbeing Team

Collect Data

Set Wellbeing Goals

Implement Interventions

Track and Review Progress

Primary Interventions Addressing Workload

1. Find out what the workload issues are

2. Workload Survey

3. Setting workload goals

4. Evaluate with staff what has made the most and least impact

Workload Survey

Student Learning and Support

Is the amount of time you spend on the following activities too little, about right or too much?

Student learning and academic outcomes *

- Too much
- About right
- Too little
- N/A

Student pastoral care and wellbeing *

- Too much
- About right
- Too little
- N/A

Personal Time

Is the amount of time you spend on the following activities too little, about right or too much?

Own professional development *

- Too much
- About right
- Too little
- N/A

Receiving mentoring/coaching *

- Too much
- About right
- Too little
- N/A

Primary Interventions

Improving Workplace Culture

6 Transformative
Benefits of
Respect in the
Workplace



Primary Interventions Improving Workplace Culture

Workplace Culture
Survey

Create a sense of
belonging

Build respectful
collegial relationships

Increase
collaboration in
decision-making and
problem-solving

Workplace Culture Survey

Workplace Culture Survey

Section 1

To help foster a sense of belonging and shared purpose for all staff to enhance levels of engagement and commitment to the school's vision and mission

* 2. I have a good understanding of the school's vision, mission and values

- Strongly disagree
- Disagree
- Neither disagree nor agree
- Agree
- Strongly agree

* 3. I am motivated by the school's mission, vision and values

- Strongly disagree
- Disagree
- Neither disagree nor agree
- Agree
- Strongly agree

* 4. The work I do contributes to fulfilling the school's mission and vision

- Strongly disagree
- Disagree
- Neither disagree nor agree
- Agree
- Strongly agree

* 5. I am proud to work at this school

- Strongly disagree
- Disagree
- Neither disagree nor agree
- Agree
- Strongly agree

* 12. I feel well supported working in this school

- Strongly disagree
- Disagree
- Neither disagree nor agree
- Agree
- Strongly agree

* 13. I feel all staff are treated fairly and with respect at this school by colleagues

- Strongly disagree
- Disagree
- Neither disagree nor agree
- Agree
- Strongly agree

* 14. I feel all staff are treated fairly and with respect at this school by leadership

- Strongly disagree
- Disagree
- Neither disagree nor agree
- Agree
- Strongly agree

* 15. Colleagues behave well towards each other at this school

- Strongly disagree
- Disagree
- Neither disagree nor agree
- Agree
- Strongly agree

Secondary Interventions

Destigmatising
workplace stress and
mental ill health

Stress management
and mental health
training

Mental health and
wellbeing support

Individual wellbeing
planning

Destigmatising Stress and Mental Ill Health

Only 25% of teachers would feel comfortable disclosing a mental health condition to their employers and asking for help



Support for Mental Ill Health and Wellbeing

Only a quarter have received enough guidance from their school about mental health and wellbeing



Types of Training and Support Educators Would Most Like to Receive

Wellness days built into the schedule

Counselling paid for by the school

Individual wellbeing planning

Training on mental health and wellbeing

Whole school/group wellbeing sessions

Guidance on how to manage stress

One-to-one wellbeing discussions with leadership



Improving Work Recovery

Work Recovery Framework

Psychological Detachment



Fully disengaging from work, both mentally and physically, during non-work time

Relaxation



An emotional state of low tension. Absence of arousal, anger, anxiety, or fear.

Control



Opportunities to choose how we spend our leisure time.

Mastery Experiences



Personal growth, skill-building, and learning.



separate
personal and
professional
identity

home-work
boundaries

reframe
feelings
of
guilt

How to Switch Off

make it harder
to work in
non-work time

complete the
stress cycle
exercise
seek safety
rest

build pre
and post
work rituals

set
boundaries
with
colleagues

Session Summary

Healthy educators are more effective educators

All educators are on the Burnout Continuum

Vulnerability to burnout depends on the nature of an educator's work demands and work recovery

Schools should take a strategic approach to improve and support educator wellbeing

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School
Leaders
Matter



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Thank You!

