

British Council Partner Schools

Leading school recovery through promoting wellbeing

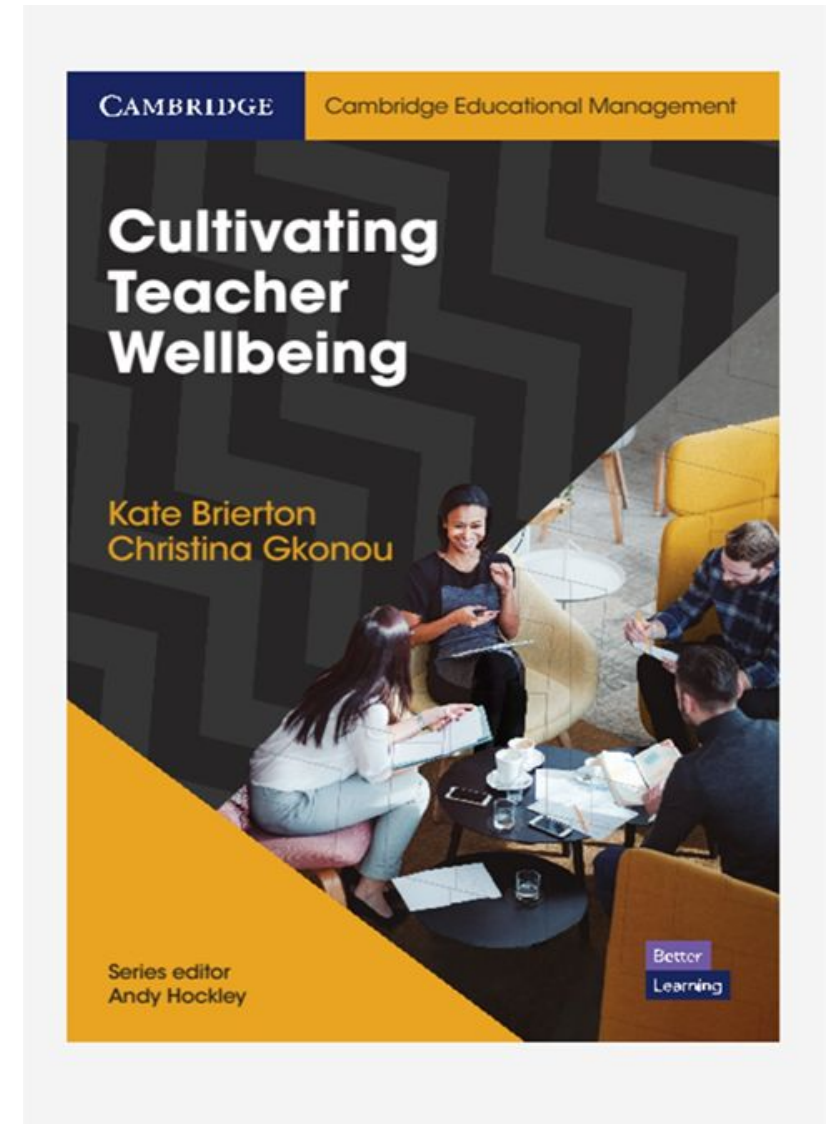
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New book coming soon!



Today's presentation

- **What is wellbeing?**
- **What do we know about learner and teacher wellbeing?**
- **How can we foster wellbeing to promote school recovery?**

What is wellbeing?



Your view

- **Go to [menti.com](https://www.menti.com)**
- **Enter the following code, then click on 'Submit':**
5650 1188

What is wellbeing?

- **Wellbeing: we are feeling good and functioning well**
- **Associated with stress**
- **Does not simply refer to how individuals can be relaxed, comfortable and happy all the time**

(Holmes, 2005, 2019)

What do we know about learner and teacher wellbeing?



Learner wellbeing (1)

- **Anxiety causes an over-focus on threatening stimuli, e.g. failure and mistakes.**
- **Anxiety and stress reduce motivation and the ability to concentrate.**
- **All of the above can result in poor performance for students.**

Learner wellbeing (2)

- **Online learning environments**
- **Lack of interaction with classmates/friends**
- **Home confinement**
- **Loss of focus, more (digital) distractions**
- **Sentiments of fear and anxiety (about covid, about safety in class)**

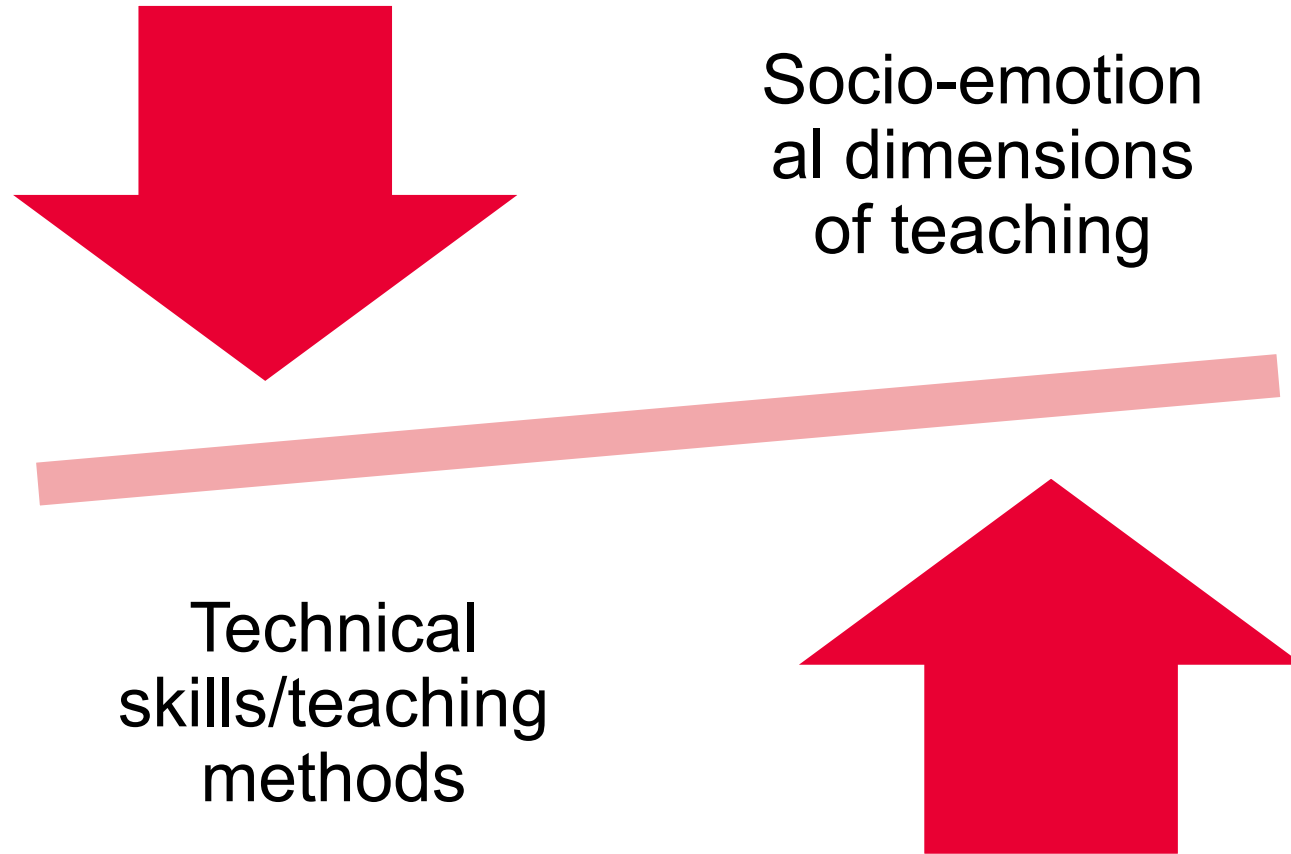
Teacher wellbeing (1)

- **Teachers lead busy lives (Day & Gu, 2010) – personal and professional commitments**
- **Are the central hub in the classroom**
- **Influence students' learning and psychologies ⇨ psychological or emotional contagion (Frenzel & Stephens, 2013; Williams, Mercer, & Ryan, 2015)**

Teacher wellbeing (2)

- **Performance-based assessment of teachers can result in high stress levels** ⇒ loss of sleep, anxiety, irritability/mood swings.
- **Teacher retention and professional longevity**
 - US/UK: 1/3 of teachers leave the profession within 5 years of training
 - Lack of teachers globally
- **No preparation (within teacher education programmes) for stressors and threats to wellbeing**

Teacher education programmes



Teacher wellbeing (3)

- **excessive workload/demands**
- **lack of support, own autonomy and control**
- **issues with one's professional role (e.g. responsibilities, adjustment to change, personal fulfilment)**
- **disengaged students**
- **parental pressure and expectations**
- **salaries and precarious contracts**
- **a pandemic**

Take a moment to reflect on these questions

- **Are experienced teachers likely to be influenced by low levels of wellbeing?**
- **Are newly qualified teachers more subject to threats to wellbeing than experienced teachers?**

Who's affected? (1)

- **All teachers are likely to be affected**
- **Some are immune to stressors; others are more vulnerable (Hiver, 2017)**

Who's affected? (2)

- **Newly qualified teachers: high rates of attrition** (Guarino, Santibañez, & Daley, 2006; UNESCO Institute for Statistics, 2016)
- **Mid-career teachers: longer term, chronic stress and burnout** (Kyriacou, 2001; Maslach, Schaufeli, & Leiter, 2001)
- **Leaders/managers: own and others' wellbeing, accountable for change and school success** (Bristow, Ireson, & Coleman, 2007; Leithwood, Steinbach, & Jantzi, 2002)

What I have heard/been told (1)

- *I am so busy at work. I don't have time to think about my wellbeing, let alone use activities to foster my students' wellbeing.*
- **Wellbeing should be a priority → it leads to effective teaching.**
- **Teacher expertise (Underhill, 2013):**
 - Knowledge of the topic
 - Skill with classroom methods and management
 - Competence with inter- and intrapersonal relationships – Classroom psychology

What I have heard/been told (2)

- *I do not go into a class focusing on myself. It's not about me. It's about the students. So I'm focused entirely on the students. I don't mind about myself, I'm not there for me. I'm not there to feel good or not feel bad.*
- **What did this teacher mean? That focusing on teacher wellbeing does not really place students at the heart of what is taking place in the classroom.**

What I have heard/been told (2)

- **Looking after ourselves before we are able to look after others.**
- **Processes of psychological or emotional contagion but also if teachers are motivated and satisfied at work, students will pick up on this and feel motivated and happy too.**
- **If teachers are motivated and happy at work, they will also teach more effectively.**

Message

- **Teacher wellbeing is crucial to the quality of your teaching and the success of your learners.**
- **Teacher wellbeing is key to a number of relationships in the workplace (i.e. teacher-students, teachers-managers).**
- **Teacher wellbeing could be developed through resilience.**
- **But it all begins with the right mindset.**
- **Ideally, we would go for a whole-school approach!**

How can we foster
wellbeing to promote
school recovery?



Thank you

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