

What Is Teacher Well-being and Why Is It Important?

Findings from a Landscape Review



Webinar Housekeeping



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We'll respond to as many as possible.



This session is being recorded.



The recording and presentations will be shared on the INEE website – www.inee.org.

Agenda

1. Introduction to work and participating stakeholders
2. What is teacher well-being, why is it important, and what progress have we made?
3. Landscape Review: Teacher Well-being in Low Resource, Crisis, and Conflict-affected Settings
4. Open discussion/Q&A

Introduction to Work and Participating Stakeholders

Education Equity Research Initiative

Participating stakeholders:

- Education Equity Research Initiative's Task Team on Teachers' Psychosocial and Social-Emotional Well-being
- INEE's Teachers in Crisis Contexts (TiCC) Collaborative
- INEE's Psychosocial Support and Social Emotional Learning (PSS-SEL) Collaborative

What Is Teacher Well-being and Why Is It Important?

*I came to realize the well-being of a teacher...is very important in the process of learning, because **when the teacher is not well, that will affect the learners in the class.** Both the teacher and the learner, they should be well...mentally, emotionally and physically because if one of them is affected, then the learning will not [take] place in the school.*

Ugandan female refugee primary school teacher, Kakuma, April 2017

What Progress Have We Made?

November 2018-January 2019: Recruitment and hiring of consultants for Teacher Well-being Landscape Review

February-April 2019: Ongoing research and data analysis on teacher well-being

April 2019: Presentation of consultants' work at Comparative and International Education Society (CIES) Pre-conference Workshop

May 2019: Presentation of consultants' work at INEE working group meetings

August 2019: Teacher Well-being Landscape Review published

Next steps...

Teacher Well-being Landscape Review

- Research questions
- Methodology
- Limitations
- Conceptual framework
- Equity implications
- Key actions matrix
- Recommendations for future research

Research Questions

1. What individual and contextual factors influence *teacher well-being*?
 - a. In what ways do these factors influence teacher well-being?
 - b. What are the unique needs and considerations for teachers working in low resource, crisis, and conflict-affected contexts?

Teacher well-being encompasses how teachers feel and function in their jobs; it is context-specific, and includes teachers' affections, attitudes, and evaluations of their work (Schleicher, 2018; Collie et al., 2015).

Methodology

- Desk review
 - 100+ resources (academic, grey, I/NGO program reports)
 - Education, psychology, mental health, public health
 - Scope: Western & stable contexts, low resource, crisis & conflict-affected
 - Data analysis
- Teacher interviews
 - Data analysis
- Expert consultations & CIES 2019 Workshop

Limitations

1. Geographic limitation of teacher interviews
2. English-language literature and evidence only
3. Majority of academic literature and empirical evidence is from Western contexts
4. Lack of contextualization guidance

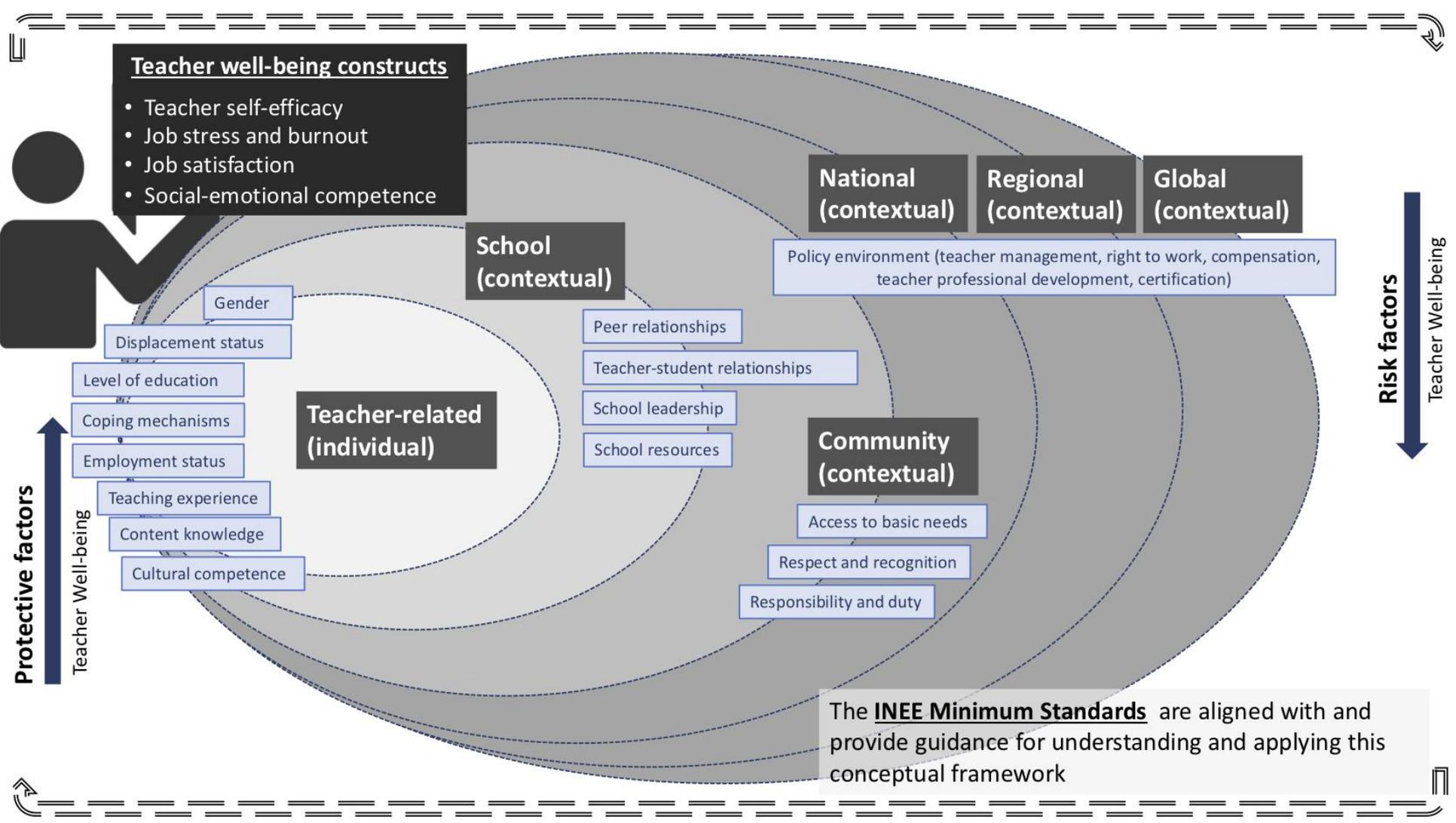
Conceptual Framework

Teacher well-being constructs: teacher self-efficacy; job stress and burnout; job satisfaction; and social-emotional competence

Influencing factors: 16 factors that influence teacher well-being (e.g. gender, displacement status, peer relationships)

Socio-ecological framework: teacher-related; school; community; and national, regional, and global levels

Protective & risk factors: considered how each factor may support/contribute to or hinder teacher well-being



Equity Implications

- High levels of attrition (due to high stress, low job satisfaction) lead to lower levels of student achievement -- ‘revolving door’ of teachers
- High turnover rates disproportionately affect schools in low-income communities and teachers of color
- In the US, the annual cost of teacher turnover is ~ \$7 billion and in urban school districts, the cost of replacing teachers who leave the profession is ~\$20,000 per teacher
- Improved teacher social-emotional competence (an influencing construct) can help to ‘narrow the achievement gap among children at risk of school failure’

(Carver-Thomas & Darling-Hammond, 2017; Greenberg, Brown, & Abenavoli, 2016; Jennings, 2016)

Key Actions Matrix

Programmatic and policy guidance for the following teacher well-being outcomes

Foundational outcomes: increased self-efficacy; improved social-emotional competence; improved classroom climate

Intermediate outcomes: increased teacher retention; improved student learning and well-being outcomes; strengthened relationship between schools and communities

System-level outcomes: high #s of experience teachers with increased capacity to mentor novice teachers; more equitable access to learning for students; increased student completion and transition rates; more gender-sensitive, equitable recruitment & deployment of teachers; more sustainable education systems

Key Actions Matrix, cont.

Efforts to improve teacher well-being should follow a **participatory process** that: **1) includes and values** the perspectives and experiences of **teachers**, **2) works across relevant sectors** (education, labor, finance, etc.) and fields (e.g. mental health-psychosocial support (MH-PSS)) in policy design, program planning and implementation, and assessment and monitoring, and **3) contextualizes** the following programmatic and policy guidance.

<p>Individual (Teacher-related)</p> <p><i>Teachers' characteristics, experiences, and perspectives are critical for program designers and policymakers in their work to provide relevant, responsive, and sustainable support to teachers.</i></p>	<p>Implement continuous professional development programs, such as teacher learning circles and peer observation, that provide teachers instructional and social support, and opportunities to reflect on their teaching practice as they work to make and maintain positive changes in their teaching practice.</p> <p><i>INEE MS: Teaching and Learning Domain (S2. Training, Professional Development and Support)</i></p>	X	X	X
<p><i>The programmatic guidance for teacher professional development aims to promote participatory, responsive, and inclusive professional development for teachers that recognizes the unique needs, challenges, and strengths of teachers and their learners in crisis and conflict-affected contexts.</i></p>	<p>Provide TPD for teachers to learn about and develop their own social-emotional competencies and well-being, mindfulness and stress-management techniques to address the stress of their work as well as additional stress from living and working in crisis-affected contexts.</p> <p><i>INEE MS: Access and Learning Environment (S2. Protection and Well-being, S3. Facilities and Services); Teaching and Learning Domain (S2. Training, Professional Development and Support); Teachers and Other Education Personnel Domain (S2. Support and Supervision)</i></p>	X	X	X
	<p>Identify existing MH-PSS support structures and collaborate with protection and health sectors to establish referral systems for MH-PSS in the school and/or community for teachers who need specialized support.</p> <p><i>INEE MS: Access and Learning Environment (S2. Protection and Well-being; S3. Facilities and Services); Teachers and Other Education Personnel Domain (S3. Support and Supervision)</i></p>	X	X	X
	<p>Include social-emotional learning (SEL) in pre- and in-service TPD to support teachers to integrate SEL into their lessons in order to develop students' social-emotional competencies and well-being.</p>	X	X	X

<p>Community</p> <p><i>The programmatic guidance for this level seeks to understand the community contexts in which teachers live and work; and the key actions aim to create opportunities for the community to interact with teachers and engage in school programs.</i></p>	<p>Conduct a risk and resource mapping in the community to understand the existing formal and informal structures, resources, and individuals that may be risk or protective factors for teachers; use humanitarian needs assessments to understand teachers' needs.</p> <p><i>INEE MS: Foundational Standards Domain - Community Participation (S2. Resources); Analysis (S1. Analysis)</i></p>	X	X	X
	<p>Establish and provide training for Parent Teacher Associations (PTAs) and School Management Committees (SMCs) on the importance of education and the role of teachers in crisis contexts; mobilize members to provide support for non-teaching tasks at school (e.g. feeding programs, security, teachers incentives for irregular salaries).</p> <p><i>INEE MS: Foundational Standards Domain - Community Participation (S1. Participation); Coordination (S1. Coordination)</i></p>	X	X	X
	<p>Provide opportunities for teachers and PTA and SMC members to interact with one another (e.g. inviting community members to a teacher training, organizing teacher appreciation days).</p> <p><i>INEE MS: Foundational Standards Domain - Community Participation (S1. Participation); Coordination (S1. Coordination)</i></p>		X	X
<p>National</p> <p><i>The policy guidance in this level, as well as the regional level, is designed to influence and implement local, national, and regional policies that</i></p>	<p>Strengthen national Education Management Information Systems (EMIS) through multi-stakeholder data collection to better understand teacher profiles and professional development needs.</p> <p><i>INEE MS: Foundational Standards Domain - Community Participation (S1. Participation), Coordination (S1. Coordination); Analysis (S1. Assessment); Education Policy Domain (S1. Law and Policy Formation; S2. Planning and Implementation)</i></p>	X	X	X

Recommendations for Future Research

Contextualization: Using participatory methodologies, apply the conceptual framework presented in this report to various low resource, crisis, and conflict-affected contexts in order to identify factors that are consistent and different across settings, and to contextualize the framework further to these settings

Teacher attrition and teacher mobility: Conduct longitudinal research on teachers' reasons for staying in or leaving the profession; explore teacher mobility and the ways in which it influences certain outcomes for teachers (e.g. attrition, cross-border certification).

Equity implications: Examine the relationship between teacher well-being and student well-being and learning; and the ways in which teacher well-being influences equitable outcomes for teachers, students, and education systems.

THANK YOU!

We'd love to hear from you as you adapt and use these resources!

Please email us with questions, comments, etc.

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Questions from Webinar

Did it seem that across existing literature, there were common measures used to assess these constructs? (though appreciate the literature is thin)

The Landscape Review identifies four well-being constructs that emerged most prominently in the literature on teacher well-being: 1) teacher self-efficacy; 2) job stress and burnout; 3) job satisfaction; and 4) social-emotional competence. These constructs commonly served as measures to assess teacher well-being; for example, studies looked at job stress and burnout and teacher self-efficacy to measure teacher well-being. The landscape review does not include a list of specific tools and measurements, but the Education Equity Research Initiative's Task Team on Teacher Social-Emotional Well-being plans to compile a list of validated tools to measure teacher well-being. If you would like to be part of the task team, please e-mail Julia Finder (jfinder@savechildren.org) and Paul Frisoli (pfrisoli@fhi360.org).

Questions from Webinar

Thank you so much for your presentation! I'm curious if you looked at the links between teachers well-being and mental health literacy? This could also have a strong influence on how they support students with distress and more prominent mental health needs.

While we recognize the important links between mental health and psychosocial support and well-being, mental health literacy is outside the scope of our expertise. We did examine literature and evidence from public health and psychology as well as conduct consultations with experts in both fields in order to gain a holistic understanding of well-being. In the landscape review, we also discuss how improving teacher social-emotional competence can help teachers better identify and address students' academic and emotional needs, and well-being. The link you bring up is an important one though, and we think it is a great topic for future research.

Questions from Webinar

Did you include any measures of teachers' perceptions and expectations? Since this cognitive aspects are pointed as important by studies on teachers' well being.

We included teachers' perceptions in the landscape review in the form of teacher interviews. We felt it was critical to include teachers' perspectives as they are often excluded from research that affects them, and we encourage future work to be participatory in nature and include teachers. In the upcoming work of the Education Equity Research Initiative's Task Team on Teacher Social-Emotional Well-being, we see an opportunity for identifying what existing measures of teacher well-being already include teachers' perceptions and expectations and developing new tools to fill the gap.

Comment from Webinar

Just want to suggest that it may be helpful as you explore advocacy opportunities to look at the Abidjan Principles:

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