

The Importance of Teacher & School Staff Wellbeing

It's a significant & growing issue...



Teachers experience as much stress as paramedics and police officers



80% of Canadian teachers feel their stress levels have increased over the last 5 years



12-30% of Quebec teachers report experiencing burnouts



30% of Ontario principals use unhealthy coping strategies to deal with work-related stress

With major financial implications



Teacher turnover, which is often related to stress, costs schools an estimated \$17,000/teacher



Teachers' long-term leave due to psychological distress costs \$3.4M/year in British Columbia alone

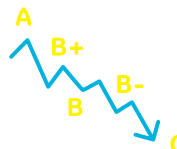


Investing in teacher and school staff wellbeing can generate 7-fold returns through employee benefits plan savings

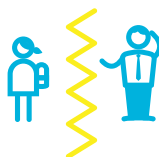
When teachers are burnt out, students have



Higher levels of chronic stress



Lower performance on academics



Reduced feelings of support from teachers



Lower school satisfaction

To sustainably address teacher & school staff wellbeing, we need

Individual-level interventions to nurture stress management skills, such as:



Social & emotional learning programs



Mindfulness

Organizational-level interventions to mitigate the root causes of stress, such as:



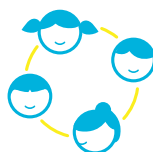
Their own social & emotional skills



Their sense of work-life balance



Job Demands



School culture, leadership & peer collaboration



Their sense of autonomy



Workplace wellness programs



Workplace health policies



Peer mentoring



Mental health literacy training

Teacher & school staff wellbeing is influenced by

References for Teacher and Staff Wellbeing Infographic

Stat	Reference
<p>When teachers are burnt out, students have</p> <ol style="list-style-type: none"> 1) Higher levels of chronic stress 2) Lower performance on academics 3) Reduced feelings of support from teachers 4) Lower school satisfaction 	<ol style="list-style-type: none"> 1) Oberle, E., & Schonert-Reichl, K. A. (2016). Stress contagion in the classroom? The link between classroom teacher burnout and morning cortisol in elementary school students. <i>Social Science & Medicine</i>, 159, 30-37 2) Arens, A. K., & Morin, A. J. (2016). Relations between teachers' emotional exhaustion and students' educational outcomes. <i>Journal of Educational Psychology</i>, 108(6), 800-813. 3) Arens, A. K. (2016) 4) Arens, A. K. (2016)
<p>Teachers experience as much stress as paramedics and police officers</p>	<p>Johnson, S. et al (2005). The experience of work-related stress across occupations. <i>Journal of managerial psychology</i>, 20(2), 178-187.</p>
<p>80% of Canadian teachers feel their stress levels have increased over the last 5 years</p>	<p>Froese-Germain, B. (2014). Work-Life Balance and the Canadian Teaching Profession. Canadian Teachers' Federation. Retrieved from http://files.eric.ed.gov/fulltext/ED546884.pdf</p>
<p>12-30% of Quebec teachers report experiencing burnouts</p>	<p>Houlfort, N., & Sauvé, F. (2010). Santé psychologique des enseignants de la Fédération autonome de l'enseignement: Montréal, QC: École nationale d'administration publique. Retrieved from http://archives.enap.ca/bibliotheques/2010/03/30129826.pdf</p>
<p>30% of Ontario principals reported using unhealthy coping strategies to deal with work-related stress</p>	<p>Pollock, K. et al (2014). The Changing Nature of Principals' Work Final Report. http://www.misalondon.ca/sure/PDF/Waterloo/Waterloo_Principals_Study.pdf</p>
<p>Teacher turnover, which is often related to stress, costs schools an estimated \$17,000/teacher</p>	<p>National Commission on Teaching and America's Future (2007). The High Cost of Teacher Turnover (Policy Brief). <i>Assessment Evaluation and Accountability</i>, 21, 209-234. 36</p>
<p>Teachers' long-term leave due to psychological distress costs \$3.4M/year in BC alone</p>	<p>Naylor, C. & Vint, A. (2009). The prevalence of stress-related disorders in BC school districts. BCTF Research Report. Available at: http://bctf.ca/uploadedFiles/Publications/Research_reports/2009WLC01.pdf</p>
<p>Investing in teacher and school staff wellbeing can generate 7-fold returns through employee benefits plan savings</p>	<p>Uborcev, A. & Dorgan, P. (2013). A model plan: improve organizational health with a measurable return on investment to manage future benefits plan costs. <i>Benefits Canada</i> pp: 43-46.</p>
<p>Teacher and school staff wellbeing is influenced by:</p> <ol style="list-style-type: none"> 1) Their own social and emotional skills 2) Their sense of work life balance 3) Job demands 4) School culture, leadership and peer collaboration 5) Their sense of autonomy 	<ol style="list-style-type: none"> 1) Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. <i>Review of Educational Research</i>, 79,491-525. 2) Froese-Germain, B. (2014). 3) Verhoeven, C., et al (2003). The job-demand control-social support model and wellness/health outcomes: A European study. <i>Psychology and Health</i>, 18(4), 421-440. 4) Johnson, S. et al (2012). How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. <i>Teachers College Record</i>, 114, 1-39. 5) Kapadia, K. et al (2007). Keeping new teachers: A first look at the influences of induction in the Chicago Public Schools. Chicago: Consortium on Chicago School Research, Univ. of Chicago. 5) Verhoeven, C. (2003)
<p>To sustainably promote teacher and school staff wellbeing we need both individual-level interventions to nurture stress-management skills:</p> <ol style="list-style-type: none"> 1) Social and emotional learning programs 2) Mindfulness 	<ol style="list-style-type: none"> 1) Domitrovich, C. E et al. (2016). How do school-based prevention programs impact teachers? Findings from a randomized trial of an integrated classroom management and social-emotional program. <i>Prevention Science</i>, 17, 325-337 2) Abenavoli, R.M. et al (2013). The protective effects of mindfulness against burnout among educators. <i>Psychology of Education Review</i>, 37(2), 57-69
<p>And organizational-level interventions to mitigate the root causes of stress:</p> <ol style="list-style-type: none"> 1) Workplace wellness programs 2) Workplace health policies 3) Peer mentoring 4) Mental health literacy training 	<ol style="list-style-type: none"> 1) Merrill, R. M. & Sloan, A. (2014). Effectiveness of a Health Promotion Program Among Employees in a Western United States School District. <i>Journal of Occupational and Environmental Medicine</i>, 56, 639-644. 2) Merrill, R. M. (2014) 3) Ingersoll, R. & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. <i>Review of Educational Research</i>, 81, 201-233. 4) Kutcher, S et al (2016). A school mental health literacy curriculum resource training approach: effects on Tanzanian teachers' mental health knowledge, stigma and help-seeking efficacy. <i>Int J Ment Health Syst</i>.