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EDUCATIONAL IMPACT

AUGUST 2025

The Australian Teacher Work, Health and Wellbeing Report

*An Analysis of Teachers'
Psychosocial Work
Environments and
Wellbeing in Government
Schools*

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Acknowledgements:

This research was made possible by the contributions of Australian teachers, whose willingness to share their experiences and perspectives is deeply appreciated. The authors also extend their sincere thanks to Research for Educational Impact (REDI), School of Education, the Institute for Health Transformation (IHT) at Deakin University for their continued support and commitment to advancing educational research.

To cite this report:

Arnold, B. & Rahimi, M. (2025). *The Australian Teacher Work and Wellbeing Report: An Analysis of Teachers' Work Environments and Wellbeing in Government Schools*. Melbourne: Research for Educational Impact (REDI), Deakin University.

Published by Deakin University
ISBN: 978-0-7300-0584-1
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Overview and key findings

Overview

This report provides a national overview of the psychosocial working conditions, health and wellbeing of teachers in Australian government schools. It draws on data from more than 877 teachers and 2,446 workers across other major occupations, collected using the internationally recognised COPSOQ III survey. This is the first Australian study to combine detailed, validated measures of teachers' work environment with direct comparisons to the broader workforce, offering unique insights into how teaching differs from other occupations.

Key findings

The findings show that in some areas, the challenges and opportunities teachers face are similar to those in other occupations (see Appendix 1). However, teaching faces distinctive pressures in certain critical areas.

- Teaching involves a combination of demands uncommon in most other jobs: Teachers face a unique mix of elevated emotional, cognitive, work intensity and workload demands.
- Conflicting demands often divert teachers from their core work: role conflict and illegitimate tasks are more common, taking time and energy away from primary responsibilities.
- Teaching is deeply meaningful work, but often hard to balance with a life outside of work: teachers are more likely to report high meaning and purpose, yet also greater difficulty managing work-life boundaries.
- Some supportive resources are in place: teachers report higher opportunities for growth and role variety than many other workers, which may help buffer stress.
- Teacher wellbeing is concerning: around half of teachers report moderate wellbeing, 40% report low wellbeing and only a small fraction high wellbeing (10%).
- Mental health risks are elevated: teachers show higher rates of mental health concerns than other groups.

1. Introduction: Understanding the working lives and wellbeing of government school teachers

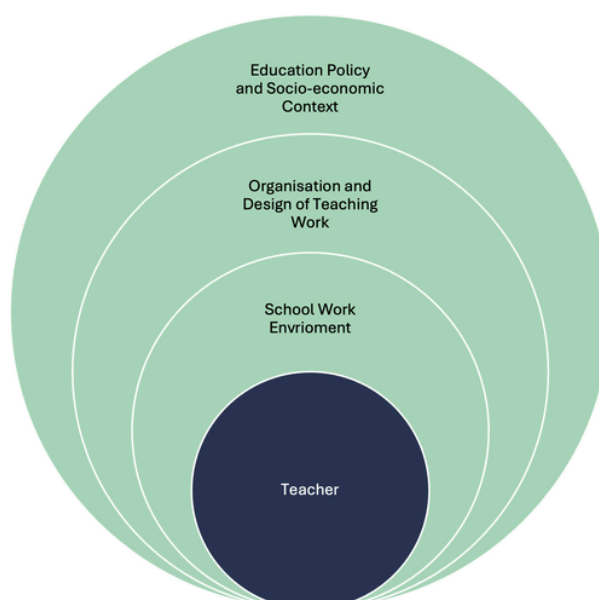
Teachers play a critical role in shaping future generations and are essential to the social fabric of Australian society. However, sustaining teaching as a career is becoming increasingly difficult, particularly in Australian government schools. The growing complexity of teaching, rising student needs and systemic pressures make the work harder to sustain. Many reforms to schooling have contributed to these pressures by altering teachers' work, often treating them as subjects of change rather than recognising them as competent professionals with valuable expertise (Sachs, 2015; Day, 2017). These challenges are especially acute in government schools, which educate more students with additional needs and from disadvantaged backgrounds, often with fewer resources and under greater staffing pressure (Productivity Commission, 2025).

Much of the discussion around teacher wellbeing and retention has centred on mental health, with studies showing that teachers experience higher rates of psychological distress, mental injury and sick leave than many other occupational groups (WorkSafe Victoria, 2021). However, these outcomes are closely linked to teachers' working environments, including workload, time pressures, emotional demands and levels of support, which strongly influence their wellbeing and decisions to remain in the profession (Heffernan et al., 2022; Arnold & Rahimi, 2025; Rahimi & Arnold, 2025). In turn, these aspects of work have been shaped by policies and reforms over time. Decisions about curriculum, pedagogy, assessment, accountability, funding, staffing and mandated programs all determine what teachers must do, how much time they have, what support they receive and how much control they retain (Mockler, 2022; Sachs, 2015; Skinner, Leavey & Rothi, 2019). Understanding teacher health and wellbeing requires attention not only to mental health, but also to teachers' work environments, the challenges and opportunities they encounter and the policy and systemic factors shaping their daily realities.

This report addresses these issues by providing a national overview of the working conditions, health and wellbeing of teachers in Australian government schools, benchmarked against workers in other major occupations. This study uses a validated instrument to examine the specific work environment factors that shape teachers' wellbeing. By highlighting both the pressures and the resources present in teachers' work environments, it offers insights critical for designing targeted policies and supports that sustain the profession.

The report examines teacher work, health and wellbeing at the school level as the immediate context, while also considering broader system-level factors such as the organisation of teaching work, the design of teaching jobs, funding priorities and education policies that shape both the teaching profession and the nature of work in schools.

Figure 1. An integrated approach to teacher wellbeing.



The report aims to examine teacher wellbeing in Australian primary, secondary and combined government schools, with a focus on:

- comparing key aspects of teachers' psychosocial work environments, such as demands, support and role structure, to the average for the Australian working population
- comparing teachers' experiences of work, including job satisfaction, work-life balance and how they find meaning in their roles, to the average for the Australian working population
- comparing teacher wellbeing outcomes, such as mental health and wellbeing, to the average for the Australian working population

2. Method: Our research approach

This study examines the psychosocial work environment, health and wellbeing of teachers in Australian government schools, with the aim of identifying key issues affecting the teaching profession.

2.1 Sample

The Australian Teacher Work & Wellbeing Survey was conducted in January and February 2023, targeting teachers from Australian government schools. Invitations were sent to approximately 10,000 teachers registered with Qualtrics panels, with 3,328 accessing the survey link. Of those, 972 teachers responded, and after screening for eligibility, incomplete responses and representativeness, a final sample of 877 teachers from mainstream government primary, secondary and combined schools was retained.

Principals and deputy principals were excluded from the survey, as they participate in the Australian Principal Occupational Health, Safety and Wellbeing Survey (Dicke et al., 2024). To provide a comparative perspective, an additional sample of 2,446 working adults in Australia was surveyed using identical questions from the COPSOQ-III instrument (Rahimi et al., 2025).

In the teacher sample, 27% were male and 73% female. Of the participants, 49% worked in primary schools, 38% in secondary schools and 13% in combined schools. Most teachers (75.5%) were employed full-time, with 16% working part-time and 8.5% employed on a casual basis. Career stages included early career (1–5 years, 34%), mid-career (6–12 years, 39%) and experienced (twelve or more years, 27%). Geographically, 62% were from metropolitan areas and 38% from non-metropolitan regions, with representation from all Australian states and territories. Weights were calculated and applied based on teaching level and state to ensure the sample better reflected the actual workforce.

2.2 Instruments

The survey utilised the Copenhagen Psychosocial Questionnaire (COPSOQ-III), a widely recognised international tool for assessing psychosocial working conditions (Burr et al., 2019; Rahimi et al., 2025). COPSOQ measures critical environmental or organisational factors influencing workers' experiences, health and wellbeing at work. Teachers were asked about their working conditions, experiences of work and mental health and wellbeing to identify key stressors and protective factors in the profession.

The survey assessed psychosocial risk factors such as workload, emotional demands, role clarity and illegitimate tasks. It also measured protective factors, including social support, leadership support and variation at work. Wellbeing outcomes were evaluated through metrics such as burnout, stress, depressive symptoms and sleep difficulties. To measure and categorise positive mental wellbeing, scores from the Warwick-Edinburgh Mental Wellbeing Scale (Tennant et al., 2007) were used and grouped into low, medium and high wellbeing based on standard guidelines.

2.3 Data Collection

Teachers completed the survey via a secure online link after reviewing a plain language statement and providing informed consent. Screening ensured participants were qualified, employed in government schools and representative of the broader teaching workforce.

2.4 Ethics

Ethics approval was obtained from Deakin University. Participation in the survey was voluntary and confidential. All survey responses were anonymised and securely stored. Given the sensitive nature of the topics covered, links to support resources were provided to participants.

Results: Benchmarking teachers in government schools against the workforce average

3. Teachers' work environments in government schools: Key issues

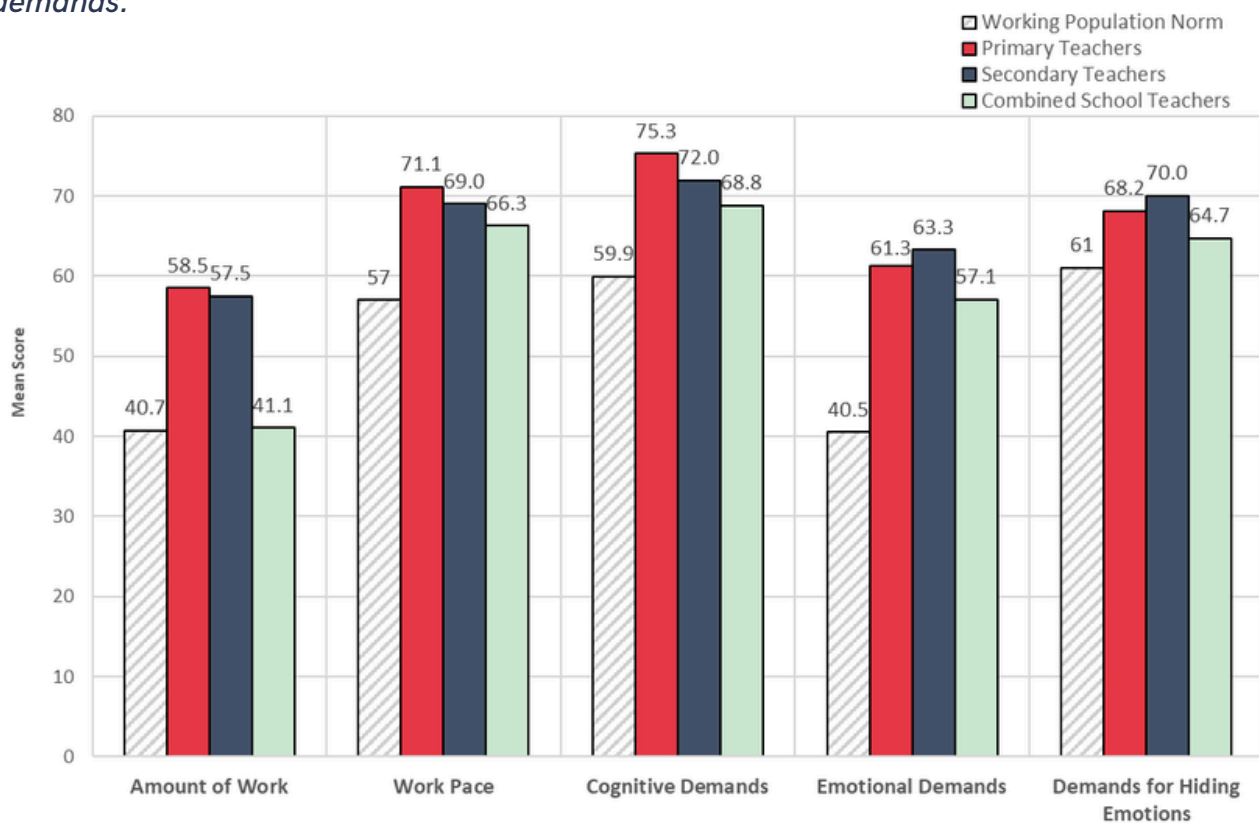
This section focuses on the physical, social and organisational factors that shape teachers' daily experiences and professional lives. Teachers' work environments influence not only their ability to deliver quality education but also their experiences of their roles and their overall mental and physical health.

Our results demonstrate that in many respects teachers experience work environments that are comparable to the working population norm in Australia (see Appendix). However, in several key areas, the average work environment for teachers in government schools differs markedly from the norm. In the following section we present the key differences identified in our analysis.

3.1 Job Demands: The demanding nature of teaching

The results highlight the complex and demanding nature of teaching. More than task completion, teaching requires sustained emotional and cognitive effort. It is the combination of emotional demands, cognitive engagement, work intensity and workload that makes the role of teachers and leaders uniquely challenging (Arnold & Rahimi, 2025). These demands do not operate in isolation, they interact and combine in different ways depending on the school context, role and available support. While these demands can be energising and fulfilling at moderate levels, they become difficult to sustain when consistently high, especially given teachers' deep sense of meaning, moral purpose and commitment to their students and communities.

Figure 2. Teachers report significantly higher demands than the general workforce
Mean scores on a 0–100 scale, not percentages. Higher scores indicate higher levels of demands.



Workload (Amount of Work)

Primary teachers (58.5) and secondary teachers (57.5) reported significantly higher workloads than the working population norm (40.7), highlighting the large volume of tasks involved in teaching. Teachers often face a mismatch between what is expected of them and the time available to do it, with administrative and bureaucratic demands, such as excessive paperwork, data reporting and compliance requirements, likely contributing to this imbalance. Teachers working at combined schools reported lower workload mean scores, which may reflect more flexible timetabling and diverse staffing structures that help distribute responsibilities across year levels.

Work Pace

Teachers consistently work at a faster pace than the working population norm (57), with primary teachers (71.1) and secondary teachers (69) under greater pressure to complete tasks quickly. This reflects the high intensity at which they must manage the different pressures within their role within tight timeframes, for example, preparing lessons, supporting students' wellbeing and responding to emails from parents, all between scheduled classes.

Cognitive Demands

Teaching requires ongoing cognitive engagement, with primary teachers (75.3) and secondary teachers (72) scoring significantly higher than the working population norm (59.9). This reflects the intellectual complexity of the role, requiring deep engagement, critical thinking and ongoing problem solving to manage the diverse needs of students. Cognitive demands can be both mentally engaging and exhausting, particularly as teachers must adapt to unexpected challenges and make high-stakes decisions throughout the day.

Emotional Demands

Emotional demands were higher across all school types, with secondary teachers (63.3) and primary teachers (61.3) reporting a much greater need to deal with and manage the emotions of others compared to the working population average (40.5). While students are a primary source of these emotional demands, teachers also face challenges when engaging with parents and colleagues. Their investment in student learning and wellbeing, along with the need to manage diverse emotional needs and reactions, adds complexity to their roles.

Hiding Emotions

Teachers conceal their emotions more frequently than the working population norm, reflecting the need to manage their own feelings while navigating the emotional demands from students, parents and colleagues. For example, a teacher may remain calm and reassuring in front of a distressed student, even when feeling overwhelmed themselves, or stay composed during a difficult conversation with a parent while internally experiencing frustration or fatigue.

3.1.1 What proportion of government school teachers experience significant job demands?

A substantial proportion of government school teachers experience high levels of job demands. While average scores are already significantly higher than the national workforce norm, these figures show the proportion of teachers with demands well above typical levels*:

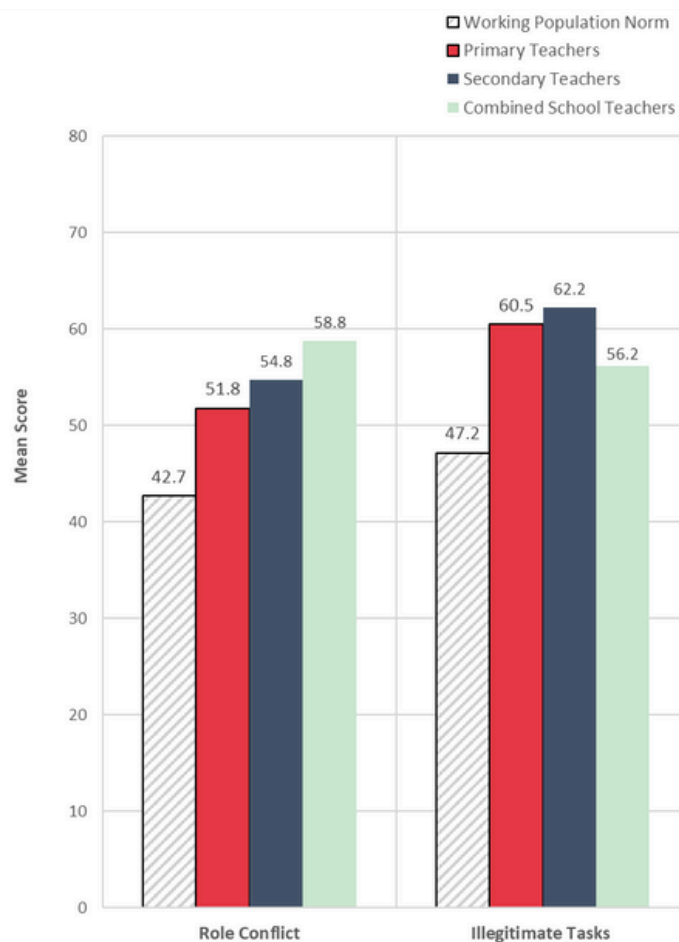
- Workload: 42%
- Work pace: 32%
- Cognitive demands: 42%
- Emotional demands: 33%
- Demands for hiding emotions: 21%

*'High' scores are defined as one standard deviation (SD) or more above the Australian working population average. Even at this cut-off, many teachers report demands substantially above the national norm.

3.2 Role stressors: challenges that impede teachers' ability to work effectively

Teachers encounter daily challenges that hinder their ability to perform their core duties effectively. Compared to the general workforce, their roles are more often structured in ways that create competing, conflicting and unreasonable demands. Balancing contradictory goals and managing tasks outside their professional scope contribute to role conflict and illegitimate tasks.

Figure 3. Teachers report significantly higher levels of certain role stressors compared to the general workforce.



Role Conflict

Teachers report higher levels of role conflict than the average worker (42.7). Secondary teachers (54.8) and combined school teachers (58.8) report the highest levels, reflecting the complexity and conflicting expectations of the role. For example, teachers must adapt to individual student needs while following standardised practices, deliver targeted learning goals within a broad curriculum and stretch high-performing students while closing achievement gaps.

Illegitimate Tasks

Teachers also perform more tasks that they consider unnecessary or outside their core responsibilities than the average worker (47.2). Secondary teachers (62.2) and primary teachers (60.5) report particularly high levels. These include excessive administrative work or duties that are not related to teaching. Such tasks are often seen as unreasonable and irrelevant, diverting time and energy away from teachers' core purpose- educating students.

3.2.1 What proportion of government school teachers experience significant role stressors?

A substantial proportion of government school teachers experience high levels of role stressors. Compared to the Australian working population, many teachers report elevated demands across two key areas:

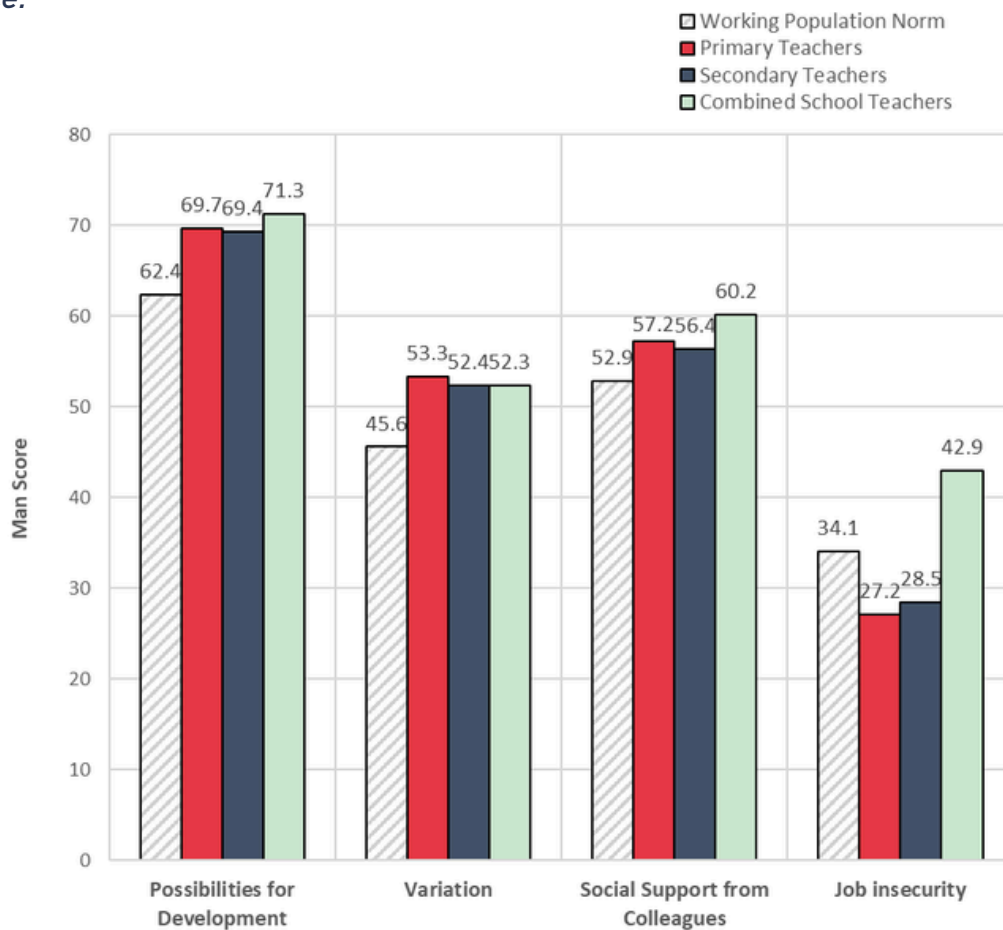
- Illegitimate tasks: 47%
- Role conflicts: 28%

'High' scores are defined as one standard deviation (SD) or more above the Australian working population average.

3.3 Job Resources: Teachers benefit from some resources at work that motivate, engage and support them in their roles

Teachers report access to several workplace resources that support them in their roles at higher levels than the working population norm. These highlight some of the unique opportunities experienced by teachers. However, these supports cannot fully alleviate the challenges they face due to the competing demands, role conflicts and tasks outside their professional scope.

Figure 4. *Teachers report higher levels of certain resources compared to the general workforce.*



Possibilities for Development

Teachers across all school types reported significantly more opportunities for development than the working population norm (62.4). Combined school teachers (71.3) reported the highest levels, followed by primary (69.7) and secondary teachers (69.4). This suggests that teachers have more chances to learn, apply and develop their skills at work, experiencing more meaningful opportunities for growth and development than the working population average.

Variation in Work

Teachers reported more variation in their work compared to the working population norm (45.6). Combined school teachers (52.3), primary teachers (53.3) and secondary teachers (52.4) all indicated that their work is more dynamic and varied than the working population average.

Social Support from Colleagues

Teachers across all school types reported greater social support from colleagues than the working population norm (52.9). Primary teachers (57.2) and secondary teachers (56.4) reported similar levels, while combined school teachers (60.2) experienced the highest levels of support. Overall, teachers benefit from higher levels of support and communication from their colleagues, which can help them to navigate the challenges of their profession.

Job Insecurity

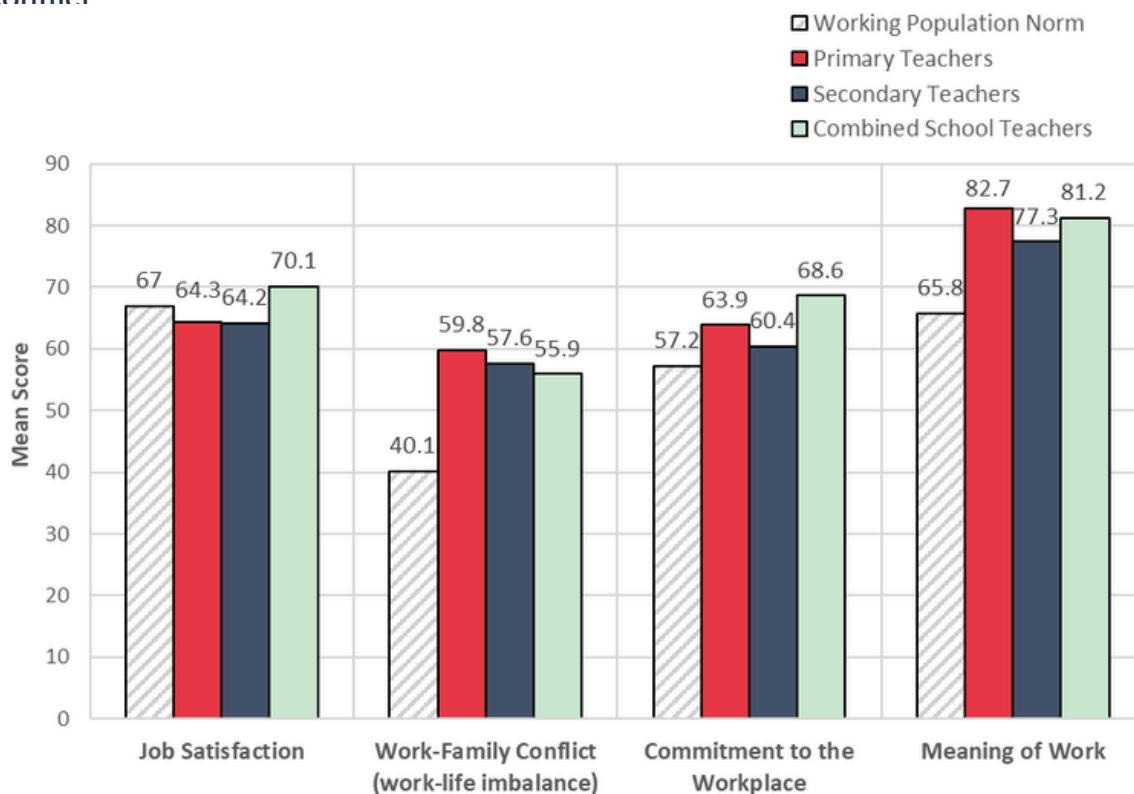
Most teachers, including those in primary (27.2) and secondary schools (28.5), reported lower levels of job insecurity compared to the working population norm (34.1). However, combined school teachers (42.9) reported significantly higher levels of insecurity, reflecting differences across school settings.

4. Teachers' experiences of work

In this section, we consider teachers' experiences and evaluations of their jobs. This includes their overall feelings and thoughts about their role, how they interact with their work environment, the extent that the role aligns with their values and whether they are able to balance professional and personal responsibilities.

4.1 Teachers' experiences of work: meaningful roles, similar levels of satisfaction and higher work-life tension

Figure 5. Teachers report meaningful roles, similar levels of satisfaction and higher work-life conflict



Our findings show that teachers report finding greater meaning in their work than the average worker. However, their overall experiences are not always comparable to those of the broader Australian workforce. In particular, teachers in government schools report markedly different experiences when it comes to balancing their work with life outside school.

Job Satisfaction

Primary (64.3) and secondary school teachers (64.2) report levels of job satisfaction broadly in line with the working population average (67). While there is a sense of satisfaction in their work, this suggests that teachers' experiences are similar to those in other occupations.

Work-Family Conflict

Teachers across all levels of schooling, primary (59.8), secondary (57.6) and combined (55.9), experience significantly higher levels of work-family conflict than the working population average (40.1). This indicates that the demands of teaching more frequently intrude on personal time, challenging the perception of teaching as a family-friendly career.

Meaning of Work

Both primary (82.7) and secondary school teachers (77.3) report a significantly stronger sense of meaning in their work compared to the average Australian worker (65.8). This highlights the intrinsic rewards that teaching offers, providing teachers with a strong sense of purpose and fulfilment.

Commitment to the School Workplace

Teachers in primary (63.9) and secondary schools (60.4) show similar levels of commitment to their workplace as the working population average (57.2), with primary teachers expressing slightly higher commitment. This reflects a moderate level of loyalty and dedication to their schools as workplaces.

4.2 What proportion of government school teachers experience challenges in how they perceive and experience their jobs?

Only a minority of teachers report low levels of commitment and meaning in their work:

- Meaning of work: 4%
- Commitment: 8%

Approximately one in six teachers report low job satisfaction:

- Job satisfaction: 16%

A significant proportion experience high levels of work-life conflict:

- Work-life conflict: 37%

'Low' or 'high' scores are based on thresholds relative to the Australian working population average.

5. Teachers' mental wellbeing

In this section, we examine teacher mental wellbeing. Mental wellbeing encompasses both positive and negative aspects. Teachers' positive wellbeing is assessed through their emotional, psychological and social functioning, which includes feelings of happiness, sense of purpose and ability to connect with others. In contrast, mental health concerns are assessed through levels of teacher stress and symptoms of stress-related disorders.

5.1 Teachers' levels of positive wellbeing: most moderate, many low, few high

Low positive wellbeing

A significant proportion of primary teachers (42%) and secondary teachers (39%) report low levels of positive wellbeing, indicating that many educators in these sectors face challenges to their overall mental health. Rates for combined school teachers are similar (38%), showing only marginal differences across school types.

Moderate positive wellbeing

The majority of teachers, regardless of school type, report moderate positive wellbeing, with 54% of primary teachers, 54% of secondary teachers and 43% of combined school teachers indicating this level.

High positive wellbeing

A smaller percentage of teachers experience high levels of positive wellbeing, with combined school teachers (19%) reporting the highest proportion, followed by secondary teachers (7%) and primary teachers (4%). This highlights that while some teachers enjoy strong mental wellbeing, they remain a minority across all levels.

Figure 6a. Most primary teachers report moderate levels of positive wellbeing, many report low levels and few experience high wellbeing.

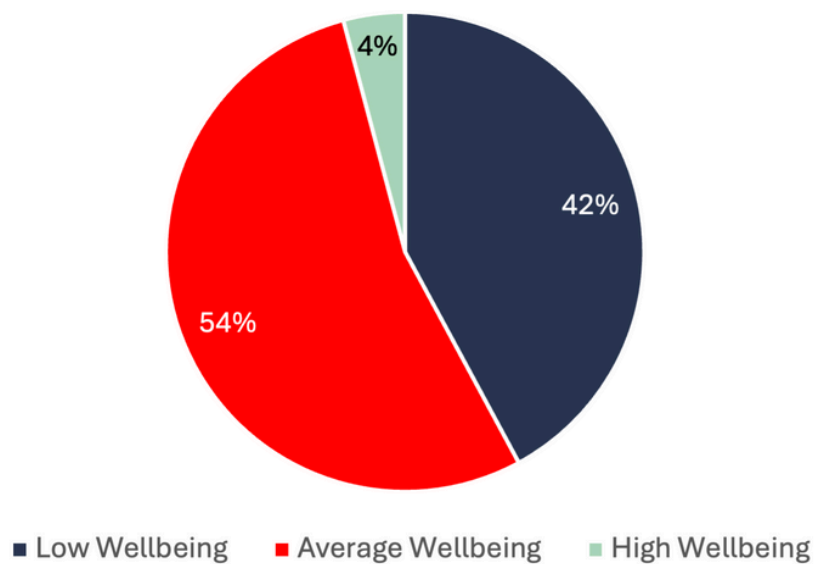
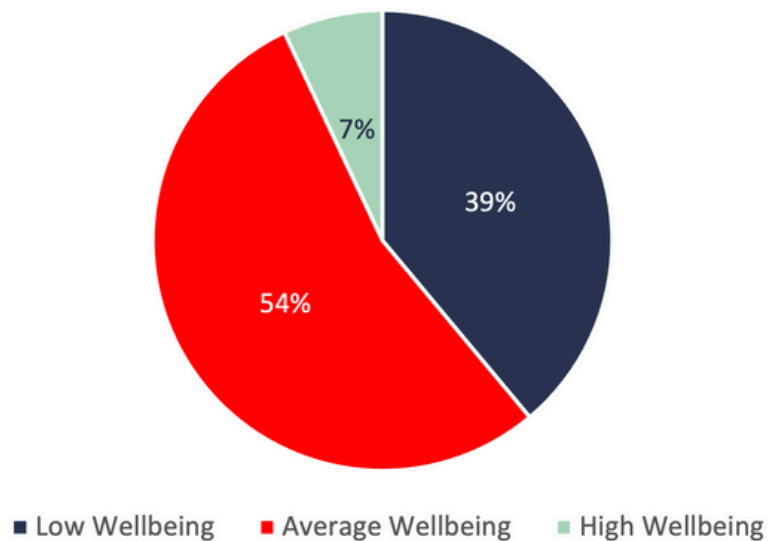


Figure 6b. Most secondary teachers report moderate levels of positive wellbeing, many report low levels, and few experience high wellbeing.

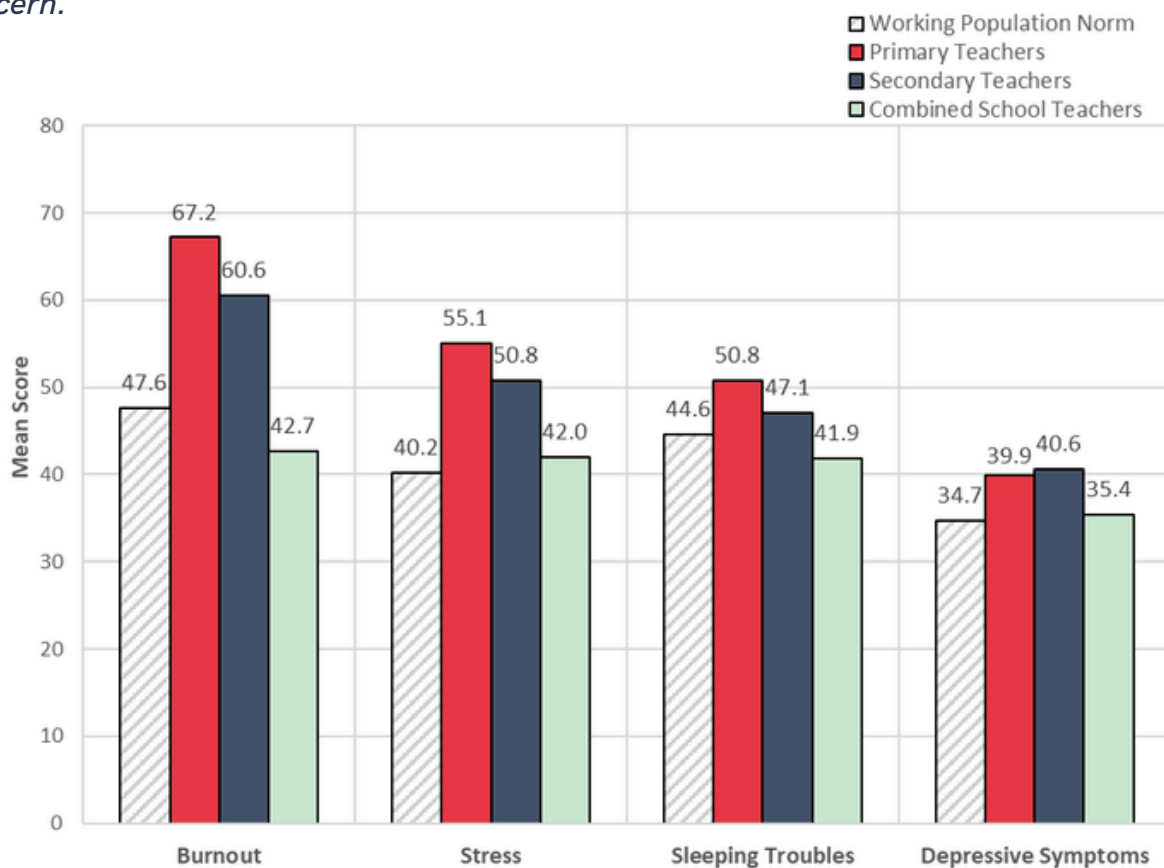


5.2 Teachers' mental health concerns: elevated levels among teachers in government schools

Teachers in government schools consistently report higher levels of mental health concerns, including burnout, stress and depressive symptoms, compared to the average Australian working population. This highlights the increased risk of mental health issues within the profession.

Figure 7. Teachers in government schools report higher levels of mental health concerns than the average Australian worker

Mean scores on a 0–100 scale, not percentages. Higher scores indicate higher levels of concern.



Burnout

Primary (67.2) and secondary school teachers (60.6) report significantly higher levels of burnout compared to the Australian working population average (47.6). This highlights that on average teachers frequently experience symptoms of emotional and physical exhaustion.

Stress

Both primary (55.1) and secondary school teachers (50.8) report more frequently experiencing stress than the working population average (40.2). The higher stress levels may reflect the cumulative pressures and demands associated with teachers' day-to-day work.

Sleeping Troubles

Primary school teachers (50.8) report slightly higher levels of sleeping troubles compared to the Australian working population average (44.6), while secondary and combined school teachers report levels that are more in line with the national average.

Depressive Symptoms

Primary (39.9) and secondary school teachers (40.6) reported slightly higher levels of depressive symptoms compared to the working population average (34.7). This suggests that teaching professionals may be slightly more vulnerable to mental health challenges such as depression.

5.2.1 What proportion of government school teachers experience significant mental health challenges?

A substantial proportion of government school teachers report levels of mental health challenges well above the average for the Australian workforce:

- Burnout: 37%
- Stress: 34%
- Depressive symptoms: 21%
- Sleeping troubles: 19%

Note: These figures reflect the frequency of experiencing symptoms and do not necessarily indicate that participants are diagnosed with burnout, depression or other conditions.

6. Implications

The evidence presented in this report has important implications for how teaching work is understood, structured, supported and sustained.

01

Teachers' working environments differ markedly from other occupations

The findings show that teachers in government schools consistently face higher emotional, cognitive, work pace and workload demands, alongside elevated role stressors such as role conflict and illegitimate tasks. These distinct pressures highlight the need for governments and employers to recognise and understand the unique psychosocial work environment of teachers.

02

These challenges are widespread, not confined to individual schools

The patterns in this report, including higher demands, greater role stressors and elevated risks to wellbeing, are consistent across primary and secondary schools. This demonstrates that these issues are not limited to individual school practices but reflect broader problems in how teaching work is designed, structured and resourced.

03

Teachers find significant meaning in their work, but this alone is not enough to sustain wellbeing

Many teachers report a strong sense of meaning and purpose in their roles, which drives their commitment to students and communities. However, large proportions still report moderate to low levels of positive wellbeing and substantially higher risks of burnout, stress and work-life conflict. This demonstrates that personal dedication and motivation alone are not enough to sustain teacher wellbeing and that working conditions must also be addressed.

04

Improving teaching work means addressing policies, standards and expectations with teachers

Improving teaching work requires more than simply addressing workload. The evidence in this report demonstrates that it is critical to consider how existing policies, standards and regulations enable or constrain teachers in managing the demands of their role and the complexity of their professional practice across diverse contexts. Efforts to improve teaching work must address the system and policy settings that shape work in schools and be developed with teachers, unions and professional associations to ensure they reflect the realities of contemporary practice.

05

Teacher health and wellbeing is a marker of system health

Elevated mental health risks among teachers highlight challenges within the broader school system. For many teachers, their work demands more than is healthy or sustainable, reflecting policies and organisational settings that depend on personal commitment rather than the conditions, resources and support needed.

7. Recommendations

Implementing these recommendations will require coordinated action across the education system, involving education departments, policymakers, national bodies, unions and professional associations. Employers and policymakers in particular have a central responsibility, given their roles in shaping policy, designing school systems and their obligation to ensure safe, healthy workplaces.

01

Address psychosocial risks through policies, strategies and supports to improve conditions for teaching

Develop policies and supports that respond to the specific psychosocial risks identified in this report, including high emotional, work intensity, cognitive demands, role conflict and illegitimate tasks. Meaningful action requires improving the broader conditions, both within schools and across the teaching profession, that affect teachers' health, safety and capacity to teach.

02

Develop policies, standards and regulations that reflect the unique demands and day-to-day realities of teaching

Recognise the unique demands of teaching and enable professionals to carry out their complex roles effectively and sustainably. Too often, teacher wellbeing initiatives are reactive or narrow in scope, overlooking how policies and reforms have redefined and shaped teaching work, often in ways that constrain professional judgement and responsiveness. Policies, standards and accountability frameworks should be designed to recognise teaching as professional work, supporting teachers to develop their expertise and sustain their wellbeing.

03

Review and redefine teaching work in close partnership with the profession

Engage teachers and their representatives in co-designing what teaching work is and how it should be organised to enable effective practice. This means moving beyond reforms that treat teachers as passive recipients of change, recognising teaching as a profession, and ensuring teachers shape and lead how their work is structured, practised and evaluated.

04

Design and fund strategies at a system level, not just school by school

Ensure reforms, resource allocations and strategies address the underlying factors driving stress, burnout and attrition across the sector. Avoid delegating responsibility to individual schools and leaders by developing national and state-level initiatives that tackle these challenges system-wide.

05

Monitor teacher wellbeing and working conditions as indicators of system health

Regularly assess psychosocial working conditions and teacher wellbeing alongside other workforce outcomes, such as attrition and retention. Use validated tools, such as those based on COPSQ, to identify structural and systemic risks, guide targeted improvements and track change over time. Use the results as a basis for engaging with the profession about the challenges identified and the actions needed to address them.

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Appendix

Dimension	Measure	AU Working Population	Primary	Secondary	Combined
Demand at Work	Quantitative Demands	40.7	58.5	57.5	41.1
	Work Pace	57	71.1	69.0	66.3
	Cognitive Demands	59.9	75.3	72.0	68.8
	Emotional Demands	40.5	61.3	63.3	57.1
	Demands for Hiding Emotions	61	68.2	70.0	64.7
Work Organisation and Job Contents	Influence	51	45.9	47.2	60.4
	Possibilities for Development	62.4	69.7	69.4	71.3
	Variation	45.6	53.3	52.4	52.3
	Meaning of Work	65.8	82.7	77.3	81.2
Interpersonal Relations and Leadership	Predictability	58.3	54.2	53.9	66.1
	Recognition	62.7	62.2	60.0	70.1
	Role Clarity	72.7	70.9	69.1	73.1
	Role Conflict	42.7	51.8	54.8	58.8
	Quality of Leadership	53.9	57.4	57.9	66.0
	Social Support from Colleagues	52.9	57.2	56.4	60.2
	Social Support from Supervisors	58.1	58.8	58.5	61.7
	Sense of Community at Work	67.5	70.9	67.6	67.4
	Illegitimate Tasks	47.2	60.5	62.2	56.2
Work-Individual Interface	Job Insecurity	34.1	27.2	28.5	42.9
	Job Satisfaction	67	64.3	64.2	70.1
	Work-Family Conflict (work-life balance)	40.1	59.8	57.6	55.9
	Quality of Work	70	65.1	63.4	68.2
	Commitment to the Workplace	57.2	63.9	60.4	68.6
	Work Engagement	55.3	59.8	55.8	47.3
	Insecurity over Working Conditions	32.5	36.9	38.3	44.4
Values at the Workplace	Mutual Trust between Employees	63.8	58.7	55.9	55.1
	Trust regarding Management	61.9	59.1	56.2	62.8
	Organisational Justice	59.8	56.0	54.9	67.0
Health and Wellbeing	Self-rated Health	57	52.5	57.7	71.2
	Burnout	47.6	67.2	60.6	42.7
	Stress	40.2	55.1	50.8	42.0
	Sleeping Troubles	44.6	50.8	47.1	41.9
	Depressive Symptoms	34.7	39.9	40.6	35.4
	Somatic Stress	27	34.4	34.8	33.5
	Cognitive Stress	33.3	44.3	43.2	36.8
	Self-efficacy	64.2	61.8	62.4	68.8

