TEACHER WELL-BEING: A GLOBAL UNDERSTANDING

Report for Education International

Education Support
on behalf of Education International
June 2024

Education International
Internationale de l'Education
Internacional de la Educación
Bildungsinternationale

About Education Support

Founded in 1877, Education Support is the UK charity focused on the mental health and wellbeing of the education workforce. Its mission is to improve the mental health and well-being of teachers and education staff. It believes that better mental health leads to better education.

Education Support helps individuals, schools, colleges and universities in the UK to improve the mental health and well-being of their staff. It carries out research to develop new insights, and add to the existing evidence base, on the issues that affect education staff. It uses the findings from its work to advocate for changes in Government policy in order to improve the well-being of the education workforce and the quality of education for children and young people.

Education Support argues for a systemic view of well-being within education[1]. Whilst there is much that can be done to support individuals to build capability and practices that increase their personal resilience, it does not believe that this is the best starting point for meaningful improvement. Much of the strain in education is driven by factors outside of the classroom and a wider social policy approach is needed to alleviate structural drivers of stress (e.g. material poverty, inequality, health and social care etc).

Finally, the charity contends that multi-level policy approaches to teacher well-being are needed that address the wider system, for schools themselves as workplaces and to support individuals to prevent and mitigate the risks of poor wellbeing.

About Education International:

Education International is the voice of teachers and education workers around the world. Through its 383 member organisations, Education International represents more than 32 million teachers and education support personnel in 178 countries and territories.

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1   Mc Brearty, S (2020). Teacher wellbeing: A systemic perspective (blog post).   Part of a series 'Researching education and mental health: From 'Where we are now'? to 'What's next?'. https://www.bera.ac.uk/blog/teacher-wellbeing-a-systemic-perspective

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Preface

Education International represents organisations of teachers and other education employees across the globe. It is the world's largest federation of unions and associations, representing over 32 million education employees in 383 organisations in 178 countries and territories.

EI and its member organisations have been working consistently to advance teacher well-being as a vital policy issue. As teachers' working conditions are students' learning conditions, evidence indicates that teacher well-being and student well-being are inextricably linked. Yet stressful working conditions, excessive workload, work intensification and declining teacher well-being are widespread. This is fueling a global teacher shortage, where teacher attrition is growing, and teacher recruitment is waning.

Despite the recognition that teachers are essential to their students' learning and that teaching is one of the most stressful professions, there has been a lack of attention paid to teacher well-being and meaningful government action remains limited.

To further its work on well-being EI commissioned Education Support to further develop its understanding of teacher well-being, what it means to education unions, and the many ways it can be improved across contexts via this research project. EI is grateful to Education Support for providing an extremely valuable research framework which has helped EI frame its advice and support on well-being to its member organisations.

Education unions globally are vital in ensuring that educational jurisdictions and employers understand that well-being is central to delivering high quality education for all children and young people.

Below is Education Support's Report for Education International.

Acknowledgements

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1   Gibson, S., and Carroll, C. (2021). Stress, Burnout, Anxiety and Depression: How they impact on the mental health and well-being of teachers and on learner outcomes. https://www.educationsupport.org.uk/media/qeupkgep/literature-review-stress-anxiety-burnout-and-depression-impact-on-teachers-and-on-learner-outcomes.pdf

Table of Contents

Executive Summary

Education International (EI) wishes to further its understanding of the current policy landscape of teacher well-being. To inform this understanding, Education International commissioned Education Support to undertake a small-scale research study to explore and summarise global understandings of teacher well-being. The work included highlighting global definitions of well-being, the identification of gaps in research/data, primary research to understand the factors which affect teacher well-being in different territories, and suggestions for a global indicator of teacher well-being.

Global understandings of teacher well-being

Teacher well-being was found to be a complex concept with multiple definitions. A wide range of factors were identified as being both important in the literature and in our supporting research. The theory behind it has been influenced by studies which have taken place in the fields of psychology of well-being, positive psychology, the psychology of work, organisation and health science and teacher well-being[1]. There is some consensus of defining well-being:

- Well-being as a broad umbrella concept that refers to psychological good functioning and the satisfaction of basic psychological needs
- Psychological needs described as life evaluation, hedonic (feelings experienced in the moment) and eudemonic (meaning and purpose)
- Mental ill health referring to the psychological dysfunction and absence of well-being that occurs when an individual is unable to cope with the normal stresses of life (World Health Organisation approach)
- The personal nature of well-being and that it can be influenced by individual characteristics such as, for example, ethnicity, gender, level of schooling, career stage and subject specialisation

The understanding of well-being by EI member organisations who participated in this study could be grouped in five categories:

- As a holistic umbrella term, which includes mental health and other factors according to context
- As driven by poor mental health statistics, which are linked to campaigns

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1   Hascher, T. and Waber, J. (2021). Teacher well-being: A systematic review of the research literature from the year 2000–2019. Educational Research Review, 34, p.100411.

- As being synonymous with the term 'mental health'
- As being directly related to all aspects of the teachers' occupation
- Not a term which is widely used

A number of models, or frameworks, have been developed which conceptualise well-being, including those by the OECD[2], the AWaRE model[3] and the PERMA model[4]. Additionally, two further components were discovered, namely that teacher well-being could also be understood as an international and intercultural concept, and measures relating to teacher well-being in crisis and conflict-affected contexts.

The measurement of teacher (occupational) well-being

Teacher well-being is characterised by a high level of heterogeneity. Hascher and Weber[5] and our earlier literature review[6] both found that many different metrics are used for the same constructs which makes the findings difficult to compare and, thus, to have confidence in the findings.

Contemplating the idea of a global teacher well-being index

The viability of creating a global index of teacher well-being was considered as part of this project. Hascher and Waber[7] emphasise the extent of diversity of measurement used in current practice and suggest the use of a multidimensional approach "that goes beyond an indefinite addition of arbitrary dimensions and various scales."

Whilst our literature review[8] also found such diversity, and we agree that a shared approach and agreed conceptual core to measure teacher well-being can be useful, the purpose of such measurement ought to be the ultimate improvement of teacher well-being. A number of issues need to be considered, which include:

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2   Viac, C., and Fraser, P. (2020). Teachers' well-being: A framework for data collection and analysis". OECD Education Working Papers, No. 213, OECD Publishing, Paris, https://doi.org/10.1787/c36fc9d3-en

3   Hascher, T., Beltman, S. and Mansfield, C. (2021). Teacher well-being and resilience: towards an integrative model. Educational Research (Windsor), vol. 63, no. 4, pp. 416-439 ISSN 0013-1881. DOI 10.1080/00131881.2021.1980416.

4   Dreer, B. (2021). Teachers' well-being and job satisfaction: the important role of positive emotions in the workplace. Educational Studies, vol. ahead-of-print, no. -, pp. 1-17 ISSN 0305-5698. DOI 10.1080/03055698.2021.1940872.

5   Hascher, T. and Waber, J. (2021). Teacher well-being: A systematic review of the research literature from the year 2000–2019. Educational Research Review, 34, p.100411.

6   Gibson, S., and Carroll, C. (2021). Stress, Burnout, Anxiety and Depression: How they impact on the mental health and well-being of teachers and on learner outcomes. https://www.educationsupport.org.uk/media/qeupkgep/literature-review-stress-anxiety-burnout-and-depression-impact-on-teachers-and-on-learner-outcomes.pdf

7   Hascher, T. and Waber, J. (2021). Teacher well-being: A systematic review of the research literature from the year 2000–2019. Educational Research Review, 34, p.100411.

8   Gibson, S., and Carroll, C. (2021). Stress, Burnout, Anxiety and Depression: How they impact on the mental health and well-being of teachers and on learner outcomes. https://www.educationsupport.org.uk/media/qeupkgep/literature-review-stress-anxiety-burnout-and-depression-impact-on-teachers-and-on-learner-outcomes.pdf

- That measurement can sometimes become an end in itself and that a focus on what is most easily measurable is not always helpful: standardisation and quantification can exert a "pressure of uniformity"[9]
- Developing a usable global index would be a significant undertaking, as it would need to ensure engagement from a range of disciplines (including education, psychology, health sciences and anthropology), and specific work will be required to ensure flexibility and adaptability for local cultural contexts.

9   Mau, S. (2019). The Metric Society, Polity Press, Medford MA (first published in German as Das metrische Wir. Über die Quantifizierung des Sozialen, Suhrkamp Verlag, Berlin, 2017), p138.

Background

Education International (EI) commissioned Education Support to carry out a quick review of global understandings of teacher well-being. The project aimed to highlight the main teacher well-being definitions in use and to identify research gaps. EI also asked us to make suggestions for global indicators or measures of teacher well-being.

Since 2017, Education Support has published an annual index of teacher well-being in the United Kingdom – the Teacher Well-being Index[10]. We have researched specific areas of the workforce in the UK, for example the experience of middle leaders[11] (e.g. heads of department or year group) as well as that of ethnic minority teachers[12] in England. In 2021, Education Support published a literature review[13] on the impact of stress, burnout, anxiety and depression on teachers and on learner outcomes. This project is partly informed by our learning from that body of research work.

In terms of the existing evidence base, the case for understanding and attending to teacher well-being has developed over the past five years, with particularly important contributions from McCallum et al (2017)[14], Viac and Fraser (2020)[15] and Hascher and Waber (2021)[16]. Viac and Fraser pithily describe the current context of the teaching profession as: "high attrition, shortages and low attractiveness[17]." We concur with this characterisation and believe that this context demands the urgent attention of policymakers and education officials in all settings. We also hold awareness that with a global perspective, national context matters enormously, particularly in terms of effective government, lack of corruption and social support.

10   https://www.educationsupport.org.uk/resources/for-organisations/research/teacher-well-being-index/
11   https://www.educationsupport.org.uk/resources/for-organisations/research/pressures-on-middle-leaders-in-schools/
12   https://www.educationsupport.org.uk/resources/for-organisations/research/mental-health-and-well-being-of-ethnic-minority-teachers/
13   GIBSON, S., AND CARROLL, C, 2021. Stress, Burnout, Anxiety and Depression: How they impact on the mental health and well-being of teachers and on learner outcomes. CooperGibson Research. https://www.educationsupport.org.uk/media/qeupkgep/literature-review-stress-anxiety-burnout-and-depression-impact-on-teachers-and-on-learner-outcomes.pdf
14   McCallum, F., Price, D., Graham, A. and Morrison, A., 2017. Teacher well-being: A review of the literature. AIS: NSW, The University of Adelaide, Australia,
15   Viac, C. and P. Fraser (2020), "Teachers' well-being: A framework for data collection and analysis", OECD Education Working Papers, No. 213, OECD Publishing, Paris, https://doi.org/10.1787/c36fc9d3-en
16   Hascher, T. and Waber, J., 2021. Teacher well-being: A systematic review of the research literature from the year 2000–2019. Educational Research Review, 34, p.100411.
17   Viac, C. and P. Fraser (2020), "Teachers' well-being: A framework for data collection and analysis", OECD Education Working Papers, No. 213, OECD Publishing, Paris, https://doi.org/10.1787/c36fc9d3-en p8

Limitations

This review has several limitations. In particular, we draw attention to:

a) This is a very small scale project relative to the size and scope of the area under investigation. As such, our findings are high level and should be treated as an introduction to the subject rather than a definitive or thorough review.

b) The perspectives so generously shared by focus group participants have all come from trade union representatives of teachers. Some of these are practicing educators themselves, but many are no longer working in schools. The direct experience of teachers is not fully represented here.

c) Wider stakeholders have not been involved in this project. The views of children, young people, parents, school principals, education officials or policymakers are not included.

d) The project team is based in the UK and recognises that there is likely to be cultural bias inherent in their interpretation of findings and that there is a limit to the insight that can be achieved or nuance that can be represented in this report.

e) The rapid review took place in February and March 2023. The evidence base is rapidly evolving and has developed further even since then.

We welcome feedback and further engagement from readers and welcome the opportunity to enrich our understanding in this area.

Project methodology

The research involved two stages: desk research and focus group activity.

Desk research

The desk research aimed to summarise the key findings from the recent literature about teacher well-being in schools, and highlight the evidence that will be most helpful to EI members in their advocacy about teacher well-being to include common terminology and definitions as well as key related concepts. The following research questions guided the desk research activity:

- How is the term teacher 'well-being' (also referred to as 'mental health') defined and understood?
- What are the core components of teacher well-being?
- What are the different models and metrics of well-being which are being used to measure teacher well-being?
- Why is teacher well-being important?
- What gaps exist in measuring teacher well-being which could be developed as future well-being indicator?

The main parameters for the literature search were that it should focus on international research (written in English), between 2017 and 2023 relating to the well-being of teachers working with learners in the 4–18 education sectors. Fifteen databases searched, resulting in a total of 36 recent studies which could be included in this report.

The desk research element was conducted by CooperGibson Research, who had already undertaken Education Support's earlier literature review into teacher well-being[18] and so was already familiar with teacher well-being issues in the UK.

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18   Gibson, S., and Carroll, C. (2021). Stress, Burnout, Anxiety and Depression: How they impact on the mental health and well-being of teachers and on learner outcomes. https://www.educationsupport.org.uk/media/qeupkgep/literature-review-stress-anxiety-burnout-and-depression-impact-on-teachers-and-on-learner-outcomes.pdf

Focus groups

Organisation and delivery of the focus groups

Education International approached 26 members/affiliates from its global membership base to take part in the focus groups, and 17 accepted (65%).

Members/affiliates from the following territories took part – Europe (4), Africa (4), Latin America (1), North America and the Caribbean (1), Asia Pacific (6) and the Arab Country Cross Regional Structure (1).

The aim of the focus groups was to develop further insight into the variety of issues, priorities, approaches and practices relating to teacher well-being across a range of countries. The following four questions guided the discussions in each group:

- What factors affect the well-being of teachers in your country, both positively and negatively?
- Do you have a sense of the extent to which the stresses or challenges facing teachers are similar or different from other professions in your country?
- Is the Government in your country engaging (superficially or in depth) with the idea of teacher health/mental health? If so, how?
- Are teacher recruitment and teacher retention significant issues in your country? Can you describe the dynamics and what the issues are?

The focus groups were held in March 2023 and were organised at various times of the day, and on different days, to encourage attendance from members/affiliates located different time zone areas. They were offered in the languages of English, French and Spanish, with interpreters employed for simultaneous translation when languages other than English were requested. Each group lasted approximately 90 minutes.

Pre-focus group questionnaire to members/affiliates

In advance of attending the focus groups, the attendees were sent a short questionnaire in order to help Education Support to better understand the local situation in each country/territory and ensure that the focus group discussions remained focused on the day.

Participants answered questions relating to well-being, including how it was understood in their country/region (summarised in Section 4.2, and designed to complement the findings of the literature search), and given the opportunity to share key documents relevant to the study

and examples of effective practice. The questionnaire was available for completion in the English, French and Spanish languages

Quotations from participants used in this report are not attributed to specific organisations nor countries to ensure anonymity but are indicated as "Country 1" through to "Country 18".

Understanding teacher well-being

Definitions of teacher well-being from the literature

In 2021, Education Support commissioned a literature review on the impact of stress, burnout, anxiety and depression on the mental health and well-being of teachers and on learner outcomes[19]. This report highlighted that teacher well-being is defined and understood in multiple ways.

Building on that insight, the desk research undertaken for this project[20] confirmed that teacher well-being is a complex concept, with multiple definitions and a wide range of factors identified as important within the literature.[21] There was some evidence of consensus of defining well-being (not explicitly teacher well-being)[22] and mental health within the teacher well-being research. This includes:

- well-being as a broad umbrella concept that refers to psychological good functioning and the satisfaction of basic psychological needs

- psychological needs described as life evaluation, hedonic (feelings experienced in the moment) and eudemonic (meaning and purpose)

- mental ill health referring to the psychological dysfunction and absence of well-being that occurs when an individual is unable to cope with the normal stresses of life (WHO approach)

- the personal nature of well-being and that it can be influenced by individual characteristics such as, for example, ethnicity, gender, level of schooling, career stage and subject specialisation.[23, 24, 25]

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19 Gibson, S., and Carroll, C. (2021). Stress, Burnout, Anxiety and Depression: How they impact on the mental health and well-being of teachers and on learner outcomes. https://www.educationsupport.org.uk/media/qeupkgep/literature-review-stress-anxiety-burnout-and-depression-impact-on-teachers-and-on-learner-outcomes.pdf .https://www.educationsupport.org.uk/media/qeupkgep/literature-review-stress-anxiety-burnout-and-depression-impact-on-teachers-and-on-learner-outcomes.pdf

20 CooperGibson Research (2023). Teacher Well-being, Desk research report for Education Support (unpublished).

21 McCallum, F., Price, D., Graham, A. and Morrison, A. (2017). Teacher well-being: A review of the literature. AIS: NSW, The University of Adelaide, Australia, 34.

22 Well-being and teacher well-being terms are differentiated in this report.

23 O'Brien, T. and Guiney, D. (2021). Well-being: How we make sense of it and what this means for teachers. Support for Learning, vol. 36, no. 3, pp. 342-355 ISSN 0268-2141. DOI 10.1111/1467-9604.12366.

24 Jerrim, J., Sims, S., Taylor, H. and Allen, R. (2021). Has the mental health and well-being of teachers in England changed over time? New evidence from three datasets. Oxford Review of Education, vol. 47, no. 6, pp. 805-825 ISSN 0305-4985. DOI 10.1080/03054985.2021.1902795.

25 McCallum, F., Price, D., Graham, A. and Morrison, A. (2017). Teacher well-being: A review of the literature. AIS: NSW, The University of Adelaide, Australia, 34.

The reasons for this are made clear from Hascher and Waber's systematic review[26] of 98 peer reviewed teacher well-being papers which showed that the field (including definitions, concepts and measures) had been theoretically influenced by five main research fields:

- psychology of well-being
- positive psychology
- psychology of work and organisation
- teacher well-being
- health science.[27]

The findings from this paper are particularly important for the aims of this project because it:

- shows the variations in defining teacher well-being in research
- demonstrates, in part, why and how reaching some form of common definition of teacher well-being to date has been challenging
- shows how teacher well-being has largely been based on general concepts of well-being, without focusing on the specific challenges, demands and tasks of the teaching profession.

Table 1 presents a summary of how each research field has defined teacher well-being. This includes the number of papers identified within each field and an illustrative definition from one of the main papers in each field.

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26   Hascher, T. and Waber, J. (2021). Teacher well-being: A systematic review of the research literature from the year 2000–2019. Educational Research Review, 34, p.100411.
27   Hascher, T. and Waber, J. (2021). Teacher well-being: A systematic review of the research literature from the year 2000–2019. Educational Research Review, 34, p.100411.

Table 1. Main research fields influencing how teacher well-being is defined and conceptualised

Research field	Definition of well-being
Psychology of well-being (n = 29)	"Subjective well-being (SWB) is defined as 'a person's cognitive and affective evaluations of his or her life'" (Diener, Lucas, and Oishi, 2002)[28]
Positive Psychology (n = 22)	"Well-being is a construct; and well-being, not happiness, is the topic of positive psychology. Well-being has five measurable elements (PERMA) that count toward it: Positive emotion (of which happiness and life satisfaction are all aspects), engagement, relationships meaning and purpose, accomplishment" (Seligman, 2012)[29]
Psychology of work and organisation (n = 15)	"Positive indicators of SWB include work engagement, happiness at work, and job satisfaction. Negative indicators include workaholism and burnout" (Bakker and Oerlemans, 2011)[30]
Teacher well-being (n = 17)	"Occupational well-being is construed as a positive evaluation of various aspects of one's job, including affective, motivational, behavioural, cognitive and psychosomatic dimensions" (Van Horn et al., 2004)[31]
Health science (n = 8)	"Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (WHO, 1946/1984)[32] [33]
'n' = number of studies	

EI members' understanding of teacher well-being

Representatives from fourteen countries responded to a pre-focus group questionnaire, sharing their understanding of the term teacher 'well-being'. Their responses can be grouped into the five categories shown below, which also contain illustrative examples:

a)   As a holistic (umbrella) term (which includes mental health and other factors according to context). Examples of such understanding of well-

28   Diener, E., Lucas, R.E. and Oishi, S. (2002). Sujective well-being: The science of happiness and life satisfaction. In C. R. Snyder & S. J. Lopez (Eds.), Handbook of positive psychology (pp. 463–73). Oxford University Press.

29   Seligman, M. E. (2011). Flourish: A visionary new understanding of happiness and well-being. Simon and Schuster Inc.

30   Bakker, A B and Oerlemans, W G M (2011). Subjective well-being in organizations. In K.S. Cameron & G.M. Spreitzer (Eds.), The Oxford Handbook of Positive Organizational Scholarship (pp.178-189). Oxford University Press.

31   Van Horn, J.E, Taris, T.W., Schaufeli, W.B. and Schreurs, P.J.G. (2004). The structure of occupational well-being: A study among Dutch teachers. Journal of Occupational and Organizational Psychology (2004), 77, 365–375.

32   WHO (1946). Preamble, Constitution of the world health organization (as adopted by the International Health Conference, New York, 19-22 June, 1946; signed on 22 July 1946 by the representatives of 61 states). Official Records of the World Health Organization (1946).

33   WHO (1984). Health promotion: A discussion document on the concept and principles : summary report of the Working Group on Concept and Principles of Health Promotion, Copenhagen, 9-13 July 1984. Copenhagen : World Health Organization Regional Office for Europe. https://apps.who.int/iris/handle/10665/107835

being included (two illustrative examples can be found at the end this section):

- a combined state of physical, mental and social well-being, not merely the absence of disease or infirmity in accordance with WHO Constitution
- the physical, mental and emotional state between teachers' professional and private lives linked to their workload and workplace environment
- a broad term for mental health related measures and other aspects that affect the sense of self or being with a direct connection to established methods of psychological interpretation of psychological and physical conditions and practices (summary, full quotation below)
- how the personal factors, intrinsically professional, internal to the school environment, social or external contribute to dysfunctions in the mental balance of teachers, or on how holistic wellness includes lifestyle diseases, stress-related psychosocial and other related illnesses which usually result in non-communicable chronic diseases
- the fulfilment of the teaching profession within suitable, safe and positive psychological, pedagogical, material and financial conditions
- covering factors such as anxiety, and stress (including their triggers) and work-related factors but also wider mental health conditions covered by equalities' legislation, and as a positive term associated with actions to support and enable positive mental health and well-being in the workplace (summary, full quotation below).

'Well-being' is generally referred to as a blanket term or broad term for mental health related measures (e.g., anxiety, depression, stress). It is also called a term referring to many aspects that affect a teacher's sense of self or being. These include the sense of their professional self; their physical and emotional sense of self; their inter-personal sense of self; and the projection of future self. "Well-being" is the confluence of these senses of self. Therefore, well-being in our region has a holistic and ecological understanding, but also has direct connection to established methods of psychological interpretation of psychological and physical conditions and practices. 'Mental health' is defined as "the state of your psychological and emotional well-being. It is a necessary resource for living a healthy life and a main factor in overall health" (Country 4).

"Teacher 'well-being' is understood in two ways. Firstly, it is widely understood as covering factors such as anxiety, and stress but also wider mental health conditions covered by equalities' legislation. It is understood to include the triggers of anxiety, stress and depression, including work-related factors particularly relating to workload,

high-stakes accountability, punitive management, harassment and bullying including prejudice related bullying and harassment (by pupils or other staff) and factors outside the workplace such as debt and domestic violence and abuse. Secondly, it is understood as a positive term associated with actions to support and enable positive mental health and well-being in the workplace. Both understandings are important in shaping the support that the Union provides to its members and the Union's responses to education policies and negotiations nationally and locally" (Country 18).

b) As driven by poor mental health statistics, which are linked to campaigns

"The wider concept of well-being is very well known and often used in a number of Government frameworks driven largely by [Country 10]'s poor statistics around mental health. In both 2019 and 2022 teacher well-being has been central in campaigning for the renewal of collective agreements. An outcome of the 2019 collective agreement was a tripartite accord with the government and two education unions around teacher well-being" (Country 10).

"In this region, if there is knowledge about "teacher well-being", it has worked with guidance from [identifying name deleted] and the regional union affiliated to the Federation. Campaigns on mental health have been carried out, derived from the time of the pandemic and the high level of harassment at work, especially due to the performance evaluation, or the duration of the workday, a single workday that lasts until 3 pm" (Country 5).

c) As being synonymous with the term 'mental health'

"It is understood as mental health, issues of workload, teacher burnout, ethical stress and the working conditions for teachers creating these problems" (Country 16).

d) As being directly related to all aspects of the teachers' occupation

"Just as the word says: Teachers feel good in doing their job" (Country 6).

f) And, finally, not a term which is widely used

"Well-being is not a term that is often used and not considered to be a priority area for the health of teachers and there is no structure for maintaining the good mental health of teachers" (Country 2).

"'Well-being' is not known in [Country 11]. A long time ago this was known as teacher stress, and, more recently, possibly teacher mental health" (Country 11).

It is important to note that countries in a territorial region do not necessarily understand well-being in the same way. For example, in the Asia-Pacific region well-being was recognised and understood by English-speaking countries, but not by non-English speaking countries. However, even though the term is not consistently understood, it can still be used in campaigns for education policy change.

Furthermore, the way education is provided is different in different countries. In some countries education is organised at a national level and in others it is overseen by administrative regions/provinces. There is also the distinction between working in the private and public education sectors. Thus, it cannot be assumed that all teachers from one country are working under the same educational conditions and with similar well-being support.

Conceptualising teacher well-being

In our view, the Organisation for Economic Cooperation and Development's (OECD) teachers' well-being conceptual framework[34] provides the most comprehensive and practical account of the components of teacher well-being, which is an alternative way of considering well-being, namely:

- mental and physical well-being
- cognitive well-being
- subjective well-being
- social well-being.

Our desk research found three additional frameworks of relevance: the Aligning Well-being and Resilience in Education (AWaRE) model[35]; the Positive Emotion, Engagement, Relationships, Meaning and Accomplishment (PERMA) model[36]; and a well-being framework written for teachers working in crisis and conflict-affected contexts[37].

In addition, two further components - teacher well-being as an international and intercultural concept, and measures relating to teacher well-being in crisis and conflict-affected contexts - were identified in the research.

34 Viac, C., and Fraser, P. (2020). Teachers' well-being: A framework for data collection and analysis". OECD Education Working Papers, No. 213, OECD Publishing, Paris, https://doi.org/10.1787/c36fc9d3-en

35 Hascher, T., Beltman, S. and Mansfield, C. (2021). Teacher well-being and resilience: towards an integrative model. Educational Research (Windsor), vol. 63, no. 4, pp. 416-439 ISSN 0013-1881. DOI 10.1080/00131881.2021.1980416.

36 Dreer, B. (2021). Teachers' well-being and job satisfaction: the important role of positive emotions in the workplace. Educational Studies, vol. ahead-of-print, no. -, pp. 1-17 ISSN 0305-5698. DOI 10.1080/03055698.2021.1940872.

37 Falk, D., Varni, E., Johna, J. and Frisoli, P. (2019). Landscape review: Teacher well-being in low resource, crisis, and conflict-affected settings. Education Equity Research Initiative.

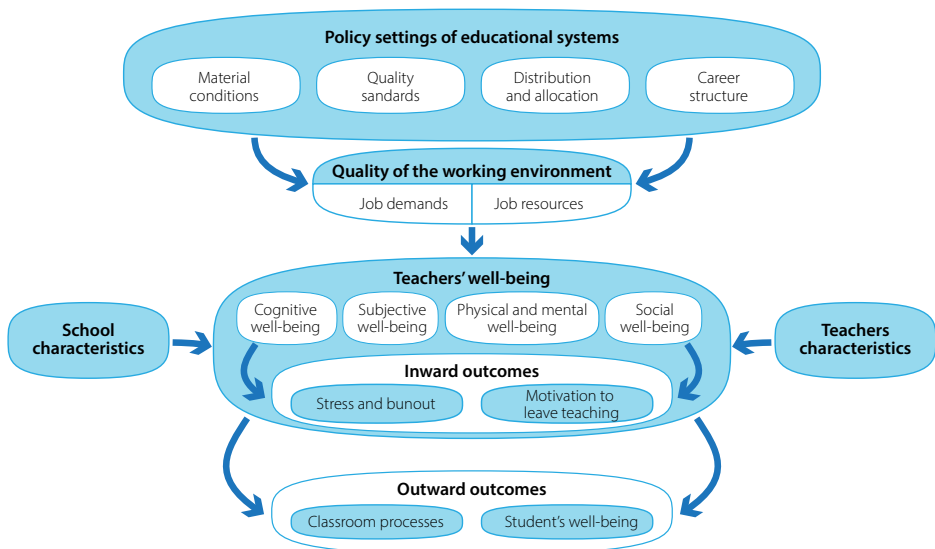### OECD's teachers' well-being conceptual framework

The OECD's teachers' well-being conceptual framework continues to offer the most comprehensive model and seeks to analyse teachers' occupational well-being and its links with quality teaching.[38]

The core concept of the framework defines teachers' well-being around four main dimensions:

- mental and physical
- cognitive
- subjective
- social (Figure 1).

The four well-being dimensions are influenced by teachers' working conditions at policy level (e.g., salary and professional standards) and their own individual school contexts (e.g., the physical environment and relationships with colleagues).

The four dimensions of teachers' occupational well-being have two inward outcomes (effects) for teachers: an effect that is related to teachers' work engagement and their willingness to stay in the profession, and an effect that is related to teachers' levels of stress. Teachers' occupational well-being also has outward outcomes in terms of the quality of learning and teaching which are measured by classroom processes and students' well-being.

Figure 1. Conceptual framework for teachers' occupational well-being (Viac and Fraser, 2020)

Note. Viac, C., and Fraser, P. (2020). Teachers' well-being: A framework for data collection and analysis". OECD Education Working Papers, No. 213, OECD Publishing, Paris, https://doi.org/10.1787/c36fc9d3-en

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38   Viac, C., and Fraser, P. (2020). Teachers' well-being: A framework for data collection and analysis". OECD Education Working Papers, No. 213, OECD Publishing, Paris, https://doi.org/10.1787/c36fc9d3-en

Aligning Well-being and Resilience in Education (AWaRE) model

Another recently published teacher well-being model is the AWaRE model that seeks to clarify the relationship between teacher well-being and teacher resilience.[39] The model is based on a literature review that addressed teacher well-being, as well as teacher resilience, during the previous ten years.

One of the reasons for the review was that the authors had found that the conceptualisations of resilience and well-being were limited, lacked explanation between the two and were often used interchangeably. It should be noted that the authors of the review acknowledge the limitations of the model. These include, for example, not comparing teacher well-being and teacher resilience with other related constructs, such as, for example, self-efficacy, or with student outcomes. Nevertheless, its contributions to further understanding the components of teacher well-being are that:

- teacher resilience supports the maintenance and development of teacher well-being
- it explicitly shows the relationship between teacher well-being and teacher resilience
- it could be used (although not tested yet) to help teachers to understand the resilience process (a term often used interchangeably with well-being) which, in turn, can support their own and potentially their students' well-being
- it could be applicable for teacher education and professional development situations as it may assist teachers to articulate specific challenges (and resources) and identify strategies that support well-being.

Below is a brief description of the AWaRE model and its components: outlining well-being (A), challenges and resources (C and D), and the resilience process (B) (Figure 2).

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39   Hascher, T., Beltman, S. and Mansfield, C. (2021). Teacher well-being and resilience: towards an integrative model. Educational Research (Windsor), vol. 63, no. 4, pp. 416-439 ISSN 0013-1881. DOI 10.1080/00131881.2021.1980416.
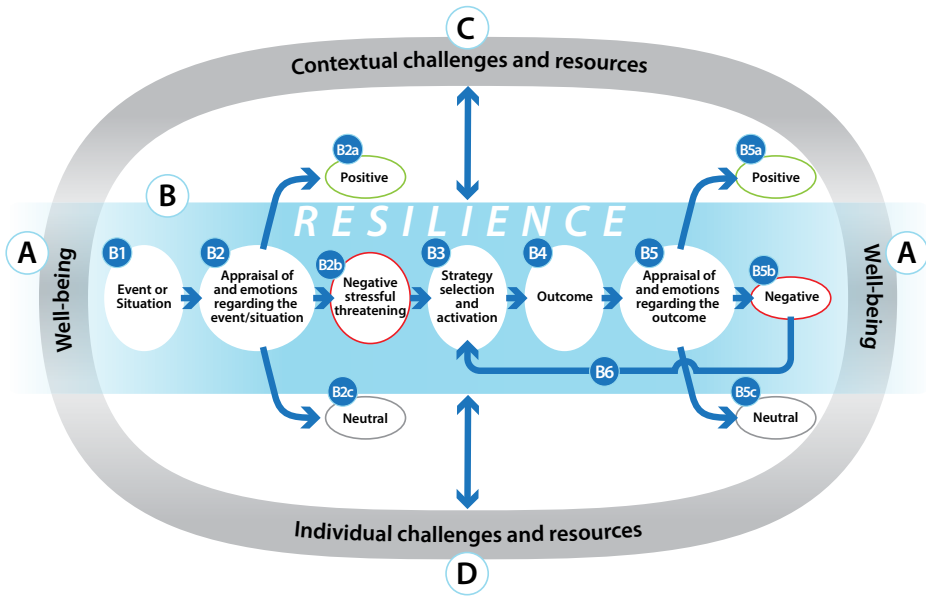
Figure 2. AWaRE (Aligning Well-being and Resilience in Education) Model

Note. Hascher, T., Beltman, S. and Mansfield, C. (2021). Teacher well-being and resilience: towards an integrative model. Educational Research (Windsor), vol. 63, no. 4, pp. 416-439 ISSN 0013-1881. DOI 10.1080/00131881.2021.1980416.

In the AWaRE model, teacher well-being is positioned at the beginning and end of the model to show that it is both a starting point *and* outcome of the resilience process. Teacher resilience is an individual process connected with and mediating *experiences of teacher well-being* (A). Secondly, it shows the resilience process as being influenced by challenges and resources at the *contextual* (C) and *individual* level (D) and contained within a teacher's experiences of well-being more broadly (B). The function of this *resilience process* (B) is to maintain or re-establish well-being in the face of challenges through a series of appraisals of *the event or situation* (B2), *strategy selection and activation* (B3) and of the *outcomes and strategy used* (B4 and 5).

Positive Emotion, Engagement, Relationships, Meaning and Accomplishment (PERMA) model

Since our 2021 review,[40] one study did use the PERMA profiler[41] (German version) to investigate teachers' well-being and job satisfaction in 511 German schoolteachers. It investigated the extent to which the well-being

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40   Gibson, S., and Carroll, C. (2021). Stress, Burnout, Anxiety and Depression: How they impact on the mental health and well-being of teachers and on learner outcomes. https://www.educationsupport.org.uk/media/qeupkgep/literature-review-stress-anxiety-burnout-and-depression-impact-on-teachers-and-on-learner-outcomes.pdf

41   PERMA profiler PERMA Profiler | Positive Psychology Center (upenn.edu)

domains of (P) positive emotions, (E) engagement, (R) relationships, (M) meaning and (A) accomplishment, are linked to job satisfaction. The results showed that higher PERMA profiles were linked to higher job satisfaction rates and of the five factors, positive emotions provided the strongest contribution in predicting job satisfaction. The results suggest that the job-related well-being of teachers, especially positive emotions in the workplace, play an important role in teachers' job satisfaction.

Teacher well-being as an international and intercultural concept

An important consideration when seeking to understand the concept of teacher well-being (and, by implication, for example, the validity of indices to measure teacher well-being) is illustrated by the emergence of studies concerned with understanding teacher well-being as an international and intercultural concept. The similarities and differences between a western and Chinese understanding of well-being has received the most attention.

A review of 23 English and 17 Chinese teacher well-being papers published in English and Chinese journals found clear distinctions between individual and collective notions of well-being.[42] The western focus was on the individual aspects of teacher well-being, emphasising teacher autonomy, motivation and goal orientation. In the Chinese studies there was a greater emphasis on the collective aspects of teacher well-being, highlighting positive collegial relationships, professional support and work atmosphere. This difference in emphasis was also evident through our focus group work, with clear cultural distinctions evident in how colleagues spoke about their professional identities and their local communities. For example, in Country 10 well-being was seen as the individual teacher's responsibility and, because all decision-making is carried locally at school-level, poor well-being statistics are then the responsibility of schools rather than the Government or the Education Department. This contrasts with Country 8 where teachers are held in high esteem by their communities and their contributions are recognised by the local communities but, it is also where results are linked to incentive payments. A further contrast can also be offered by Country 16 which has an increasing school demand and an increasingly market-driven, neo-liberal school market driven by parental choice.

Another aspect connected to the importance of addressing the intercultural aspect of teacher well-being is the ongoing research that investigates the validity (successfully) of common well-being and mental health scales in different countries, such as the Burnout Assessment Test

in the Italian education sector[43], the Maslach Burnout Inventory (MBI) for Moroccan teachers[44] and the Teacher Subjective Well-being Questionnaire (TSWQ) in the Brazilian context.[45]

Teacher well-being in crisis and conflict-affected contexts

Finally, teacher well-being in crisis and conflict-affected contexts is emerging as another important consideration in any conceptualisation of well-being. The Conceptual Framework for Teacher Well-being in Low Resource, Crisis, and Conflict-Affected Contexts (Figure 3) is one of the first to document additional factors associated with teacher well-being which have been missing in literature to date.[46]
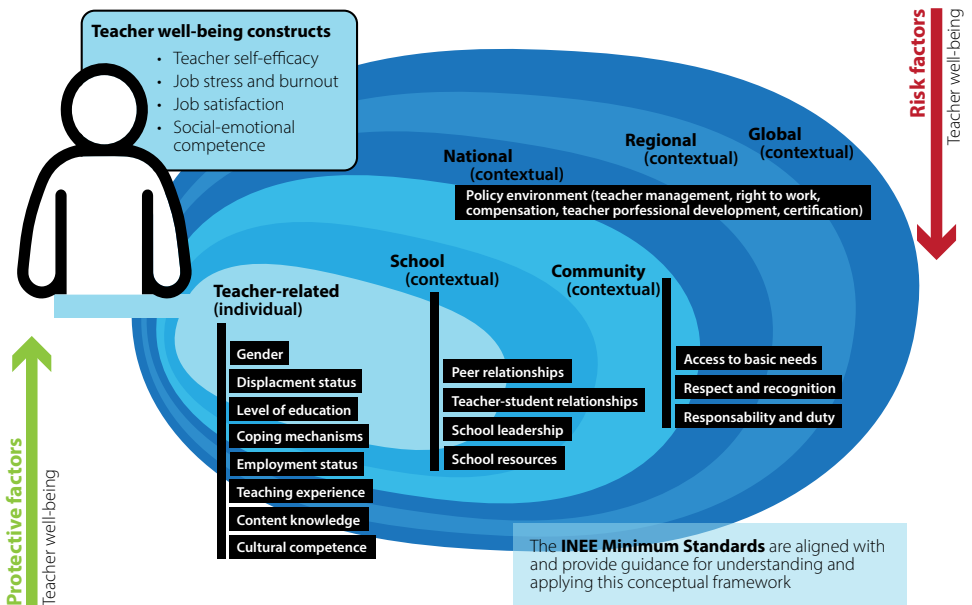
Figure 3. The Conceptual Framework for Teacher Well-being in Low Resource, Crisis, and Conflict-Affected Contexts

Note. Falk, D., Varni, E., Johna, J. and Frisoli, P. (2019). Landscape review: Teacher well-being in low resource, and conflict-affected settings. Education Equity Research Initiative.

43   Angelini, G., Buonomo, I., Benevene, P., Consiglio, P., Romano, L. and Fiorilli, C. (2021). The Burnout Assessment Tool (BAT): A Contribution to Italian Validation with Teachers. Sustainability (Basel, Switzerland), vol. 13, no. 16, pp. 9065 ISSN 2071-1050. DOI 10.3390/su13169065.

44   Douelfiqar, I., El Madhi, Y. and El Faylali, H. (2022). Psychometric Properties of the Maslach Burnout Inventory Adaptation and Validation among Moroccan Mathematics Teachers. International Journal of Online and Biomedical Engineering, vol. 18, no. 3, pp. 33-42 ISSN 2626-8493. DOI 10.3991/ijoe. v18i03.28029.

45   De Biagi, N.B., Celeri, E.H.R.V. and Renshaw, T.L. (2018). Technical Adequacy of the Teacher Subjective Well-being Questionnaire With Brazilian Educators. Journal of Psychoeducational Assessment, vol. 36, no. 8, pp. 850-855 ISSN 0734-2829. DOI 10.1177/0734282917714904.

46   Falk, D., Varni, E., Johna, J. and Frisoli, P. (2019). Landscape review: Teacher well-being in low resource, crisis, and conflict-affected settings. Education Equity Research Initiative.

The conceptual framework examines factors at each level (for example, individual, school and community) that influence teacher well-being and includes gender, displacement status, employment status, compensation, level of education, certification and right to work, cultural competence, access to basic needs, respect and recognition and responsibility and duty.

In addition, researchers have started to develop measures of teacher well-being for crisis and conflict-affected contexts. One study reported the development, adaptation and validation of the Well-being Holistic Assessment Tool (WHAT) for teachers with a sample of 1,659 Salvadoran teachers.[47] The tool comprises all or parts of existing standardised measures:

- The Emotion Regulation Questionnaire (Gross and John 2003)
- Emotional Exhaustion subscale of the Maslach Burnout Inventory-Educators' Survey (Maslach et al. 1997)
- Perceived Stress Scale (Cohen et al. 1983)
- Self-efficacy on the classroom-management subscale of the Ohio State Teacher Efficacy Scale (Tschannen-Moran and Hoy, 2001).

Significance of local context and culture

In The World Happiness Report 2023[48], Jeffrey Sachs, Richard Layard and John Helliwell identify the key factors affecting well-being, based on millions of survey respondents around the globe. Their key factors include:

- physical and mental health
- human relationships (in the family, at work and in the community)
- income and employment
- character virtues, including pro-sociality and trust
- social support
- personal freedom
- lack of corruption
- effective government.

In our focus groups, colleagues described the experiences of teachers working in conflict areas, including teachers working in fear of violence and physical or sexual attack. Colleagues from low resource settings described the heightened demands that arise in underfunded schools with minimal infrastructure and resources.

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47   Soares, F., Menezes Cunha, N. and Frisoli, P. (2021). How Do We Know if Teachers Are Well? The Well-being Holistic Assessment for Teachers Tool. Journal on Education in Emergencies, vol. 7, no. 2, pp. 152 ISSN 2518-6833. DOI 10.33682/f059-7nxk.
48   Helliwell, J.F., Layard, R. and Sachs, J.D. (2023). The Happiness Agenda: The Next 10 Years, World Happiness Report 2023

Of all the aspects of this project that require further investigation, this is perhaps the most significant. Western ideas of well-being, mental illness, trauma and resilience must be carefully considered, tested and calibrated before being used in territories where they are not already deployed. In addition, awareness of the interaction and/or tension between individual and community needs should be attended to. Ideally, these considerations ought to be carried out through an explicitly multi-disciplinary approach, ensuring the full participation and voice of those with current lived experience as teachers in the field.

Teacher well-being on the ground

Notwithstanding the differences in socio-economic, governance and education policy contexts, focus group participants from seventeen countries across five continents shared surprisingly similar issues. Not every issue was relevant in every country, but although teachers in some areas face significant physical risks, there was still striking harmony in the main issues perceived as most important for teacher well-being.

It is important to note that these issues are often experienced simultaneously, generating positive and negative effects at the same time. The most commonly mentioned issues raised across the three focus groups are summarised with a selection of illustrative quotations from the focus groups below.

The positive factors influencing teacher well-being

Teacher agency	*"I guess actually that our surveys tend to pick up on the negative. But where people are positive, they have some sort of agency … so control, agency and teacher professionalism are elements which we would be flagging as really important"* (Country 18).
Connection to local communities and wider networks of teachers	*"Teachers often work in their own hometowns, so that the parents and teachers live in the same township usually. The more you work and the more you contribute, the more you get rewarded the more you get recognised for your contribution in your local community"* (Country 8). *"Most teachers are really into social media, including Facebook and TikTok, so they are uploading videos, they are uploading posts that promote their activities as teachers, and the support that they are getting even from non-teachers all over the world is positively affecting the well-being of our teachers"* (Country 12).

Self-efficacy	"The role of teachers in carrying out our education system under the extreme duress that was experienced across our community at extreme personal sacrifice [during the Covid-19 pandemic] flipped into a very positive message about how much teachers were contributing, how well they supported students, and how much more they did to ensure that education was able to continue despite the pandemic" (Country 1). "It also has to do with the reputation of teachers with the rest of the society because for many of them, except maybe physics teachers, it would be difficult to find another job...For many it's maybe also a problem to get another job if they have been teachers for a long time" (Country 6).
Vocational satisfaction/ sense of purpose/ job commitment	"Teachers have a very strong feeling that what they are doing is useful. They are very committed to their jobs and that also gives them a high job satisfaction compared to other jobs" (Country 6). "Our teachers score the highest among the different work groups in appreciation and job satisfaction, but most of all they feel needed and that they make a difference" (Country 16).
Relationships with their learners/making a difference to learners' lives	"The connection and engagement of our students deeply affects the well-being of our teachers. When teachers really feel that their students and learners really care for them, that's something positive" (Country 2).
Job stability	"In the teaching profession, maternity leave or other benefits are guaranteed by the government, by the law, so that's why many university students want to be a teacher, because the salaries are equal, and all the benefits were all the things they can enjoy" (Country 15).
Professional respect/ status	"Amongst the young people there are still aspirations to be good teachers, thankfully. We need to save this, we need to maintain this, so we need to fix the current working conditions as quickly as possible" (Country 8). "Many people, many university graduates dream of being a teacher in [country name deleted], so the salary or the social respect is quite high, traditionally in society, our society, our teacher's job is one of the very respectable jobs" (Country 15). "Good national level of salary to all the teachers" (Country 7).

The negative factors influencing teacher well-being

Workload	*"The issue which comes up repeatedly is workload, and that is always right at the very top of the agenda"* (Country 18) *"Teachers in the [country name deleted] work long hours including weekends and the holidays, and they [are] often required not to exclude large class sizes. So workload is 'Number 1'"* (Country 12)
Long hours/poor work-life balance	*"The big issue right now is long-term overtime, long-term working hours. At the moment the Government of is trying to adjust the working hours, to re-visit the legal frameworks to protect the teachers, or not, that is right now in discussions. We are representing those on field [the ground] at school. This is not only just to get overtime pay, we would like to save the time allocated for our private life"* (Country 8) *"In every national and state-based survey of teachers, workload is absolutely the 'Number 1' issue. Hours, also they say they are working 50-55, sometimes 57 hours a week on average"* (Country 1) *"We have a very high proportion teachers working part-time. About more than 40%, and of course that is also possible because the salary is ok in [country name deleted], you can live on a part-time salary if you don't have a huge family or live in a very expensive town. But what we see is that these people spend much longer on preparing a single lesson than the full-time teachers. That's not because the full-time teachers don't want [to], but they reach a ceiling. If you work 50 hours or more a week, you just can't work more"* (Country 6) *"Teachers have now the same teaching hours that they used to have at the end of the 19th century, nothing has changed. Whereas normal workers work about half as long as they did in the late 19th century"* (Country 6)
Work intensity	*"Workload intensification, so you are having to cram in all sorts of admin and compliance tasks, assessments, monitoring, paperwork, all that sort of stuff, it's really having a detrimental effect on teachers' well-being generally, and also a detrimental effect on their desire to remain as teachers"* (Country 1)
Poor healthcare	*"Unions are fighting for the well-being of teachers and they are asking for support for issues related to well-being and the health of teachers to be a reality. They are now negotiating with the Government, for the … health of teachers to be taken more account of, with medical visits, unions are trying to ensure that teachers are entitled to medical tests, medical visits and controls, and medical insurance is another aspect that we are fighting for, for teachers. When the teacher is then ill, they will be taken care of up to 80% for care and now it's not fully covered"* (Country 2)

Increased parental expectations/lack of respect	*"The increased expectations of parents and their communities are much greater than they used to be"* (Country 1)
	"Some parents they enter the classroom and they hit the teachers because of some issues or the students they are changing now, so the respect is no more for the teachers" (Country 15)
	"We like parents, we like to have dialogue with parents, but we see sometimes that the parents have expectations of what the teachers can do and they can have, run so far as they can be threatening, they can have coarse language" (Country 16)
	"There is little co-operation between parents and teachers in public schools. The meetings will be called by the principal, or the governing body and SMT, but few parents come. In cases where you have to call them, it just becomes difficult. When you call the parents of a particular child who is problematic, the parents may not come" (Country 14)
Large/over-crowded class sizes	*"We have over-crowded classrooms. You can't believe that one teacher can stand in front of 300 learners at a go, and this teacher is teaching them and these are young ones of Primary 1, Primary 2, Primary 3"* (Country 17)
	"In [country name deleted] there are sometimes over-crowded classrooms with more than 150 students in front of one teacher, the ratio, the average is 70 students per classroom. So 70 is not considered as being a big classroom but most of the time it is much more than that" (Country 3)
	"More than 12% of schools operate with a single teacher" (Country 7)

	"We also have low salary. So we have been fighting a lot to increase the salaries of teachers. However, until now we still experience low salaries, most especially in the province areas" (Country 2)
	"In [country name deleted] teachers compared to other professions tend to work longer. That has to do with pay schedule. Teachers are not entitled to overtime pay. There is a minimum overtime that has a cap that is leading to more overtime. So naturally there is more tendency therefore that teachers should be victim of mental health working due to working for longer compared to other professions" (Country 8)
	"Graduate teachers, in terms of wages, start on a reasonable wage, on par with other professions, the issue is that as teachers progress in their career, they stall, and they hit a ceiling and it stops. So by the time a teacher is generally in their mid-30s they have hit the top of their salary scale and there is nowhere for them to go if they want to remain in the classroom. Whereas people who are accountants, engineers, or lawyers keep progressing throughout their career" (Country 1)
	"Society is considering our sector as underpaid, under-supported and suffering from stress ... that is why we are asking the Government to be involved in the social dialogue and bargaining to help teachers and we want the reputation of our sector to be improved so that the profession be better supported, better paid, better measured" (Country 2)
Low pay and unpaid overtime	*"Since 2016 the wages have been frozen, whilst there has been a raise in the living standards. So the teachers are among the least well-paid of the public sector" (Country 9)*
	"The salary is meagre. Then it is delayed, sometimes you find someone spending 6 months to one year without being paid a salary, which is negligent of some of the teachers responsible to do this ... the teachers have to run errands, trying to get money to send for their families, to educate their children, and in so doing they are highly indebted, and once you are highly indebted, this even affects your performance. This affects your well-being because you live in fear. And these moneylenders, these, of course, loaners of teachers, will always be on the lookout for these teachers and that does not help them" (Country 17)
	"The retention rate is very low because the salaries/wages that are paid are very low/are very meagre. So every time they can find another job which is better paid they will not hesitate one second" (Country 3)
	"Because we have a hike in food prices, and fuel prices, and teachers' salary has been stagnant for the last three years so to speak. As teachers we want to believe that we are middle class and we want to maintain that the kind of life. So you find you under-budget most of the time, and it catches up with you, and you will still hold a 'face' as if things are together, when they are not together, and you have got many cases of teachers who find they just can't cope because they have been going on as if things are normal and yet they are not" (Country 14)

Unsafe teaching conditions	*"Among the most negative impacts on the well-being of teachers is working in a very poor schools in poor areas of [country name deleted]. Teachers are subjected to attacks, and there is a bad management of these attacks by the administrative authorities"* (Country 9).
	"The main social problems that we are facing have an impact in our education communities, mainly that we have different conflicts and anti-drug policies are having an impact in our sector. There are lots of young people that are in that situation, and these have an impact in performance" (Country 11).
	"There is sometimes sexual harassment for the female teachers mostly. When the young ladies come from the training institution, there are some officials who tend to exploit these young ones through such means, which is unfortunate and sometimes it makes them hate their job because that is not what they expect as they are coming out of the training institutions" (Country 17).
	"We have attacks [by a particular group] that are very common. This has damaged and deteriorated the working climate, the working environment, so we are really hit by safety issues. Normally speaking we have more than 6,000 schools from primary and secondary levels that were closed. We have 30,000 teachers that are at a loss considering the situation. The schools that were closed, were burned down, they were told to leave or, the [identifier deleted] language is taught in those schools, and some were killed, those they were saved are psychologically impacted, they need some psychological support to survive … They burn down schools, but they don't burn down hospitals, in fact schools are the target. Obviously, teachers refuse to leave, well they are just killed" (Country 3).
	"We have a lot of drug dealers in the community, and when you look at their networks, they are via the school or involve learners in one way or another, so that interferes with the running of the school. We have many cases of children hitting teachers" (Country 14).
Cuts to education budgets	*"The impact of Government priority and austerity measures…links into what's being said about resources, and certainly the lack of resources and the cuts to services, which has had a huge impact on teachers"* (Country 18).
Staff shortages (impact of)	*"The level of staffing and resourcing going into schools plays the largest contribution to having a safe working environment for teachers"* (Country 10).
	"The number of teachers are shifting, and they are going to other countries to teach, or worse leaving the profession to become call centre agents and other things" (Country 12).
Bureaucracy/ 'red tape'/ admin/inspections	*"The other thing that features very highly is accountability and, in [country name deleted], that often is about [name of inspection organisation], so inspections, but there is also the issue more generally about accountability"* (Country 18).
	"We have a lot of red tape. We have many forms to fill in and very often the teacher has to work late into the night to fill in all the papers and obviously they get to school the next day being very tired so this prevents them from being a good teacher" (Country 2).

Expansion of job role	*"There are increasing incidents of teachers having to take on responsibilities that would previously have fallen to other social services ... so teachers find themselves having to do work that would previously go to social workers, not in an official capacity, but because they are the person that sees the need. We have had numerous reports from our branches of teachers trying to find housing for students, buying clothes, buying food, all that sort of stuff, and I think that responsibility that is being placed on teachers has a large impact on their well-being as well" (Country 1).*
	"Schools are responsible for everything, and teachers are obliged to constantly increase their knowledge in areas which was not usual before. For example, in addition to teaching, teachers must be family counsellors, pedagogues, psychologists, social workers, sometimes marriage counsellors and so on and so on. So, all of this is too much for one profession" (Country 13).
Retirement/pension difficulties	*"In [country name deleted] the retirement age moved from 60 to 63 and now ready to move it to even to 65, so that has a very bad impact on their mental health condition and on their physical conditions" (Country 9).*
	"Retirement is linked to the numbers of years that you have been working - 25 and 28 years of work for teachers and today we are going backwards with these neo-liberal policies. In about a month and a half we will have general elections in [country name deleted] and the Economy Ministry has said that they need to reform taxes and pensions and they were saying that teachers have lots of advantages. We work only a few years and we are not, so we need to retire later" (Country 11).
	"We have very many teachers who retire, but when they retire, they are miserable and the majority of them die within the 5 years after retirement, and that is from the stress they go out with" (Country 17).
	"Retirement is also an issue for teachers. Some will die 2-3 years after retiring because of the different stress factors connected to their job. The life expectancy of those who retire is not long at all, it is between 1-5 years after retiring because the profession has had a very negative impact that they still feel once they retire" (Country 3).
Unhelpful media discourse	*"There is a very strong correlation between negative messages about teachers and schools in media discourse and the mental health and well-being of those people who work in schools. It's not too much to say that we have seen for many years a very strong negative message, often fuelled by politicians who have nothing of substance to say about education, but instead resort to ... teacher bashing or school bashing, to fill in for their own policy failings. They look for a scapegoat in the school system and those who work within our school system" (Country 1).*

Significance of work-life balance

The World Happiness Report 2017 notes that work-life balance is the strongest workplace driver of an individual's subjective well-being, noting, "Those who have a job that leaves them too tired to enjoy the non-work elements of their lives report levels of positive affect in their day-to-day lives that are substantially lower than those who do not[49]." A very recent systematic review by Creagh et al (2023)[50] concluded that the effects of workload and work intensification negatively impact teachers in relation to health, well-being, and attrition. Also, that teachers' capacity to deliver educational priorities which support the learning of all students is undermined by the experience of a heavy workload and heightened work intensification.

This issue of excessive, intensive workload and poor work-life balance is fundamental to personal well-being. It was universally shared as a concern by focus group participants from all territories.

49   De Neve, JE and Ward, G, 2017, Happiness at Work, World Happiness Report 2017, p170
50   Creagh, C,, Thompson, G. Mockler, N. Meghan Stacey, M. and Anna, H. (2023). Workload, work intensification and time poverty for teachers and school leaders: a systematic research synthesis, Educational Review, DOI: 10.1080/00131911.2023.2196607

Why teacher well-being matters

The studies included in this report show that teacher well-being is important because:

- stress and/or burnout is associated with reduced teacher mental health
- stress and/or burnout resulted in reduced teachers' physical health with sleep, headaches, exhaustion, fatigue and tension being the main symptoms
- job satisfaction is associated with stress and/or burnout
- stress and/or burnout is associated with the intention to leave the teaching profession
- stress, burnout, anxiety and/or depression can affect a teachers' ability to carry out their role in school in two ways namely: (1) impaired performance associated with a sense of reduced sense of self-efficacy at work and (2) challenges with maintaining classroom management
- teacher stress, burnout, depression and/or anxiety can negatively influence outcomes for learners in schools.

Each of these factors will now be reported on below as an update to those published in our 2021 literature review[51].

The impact of stress and/or burnout on teachers' mental health (mental occupational well-being)

Findings from our 2021 literature review showed that stress and/or burnout was associated with reduced teacher mental health. There was a significant negative association between higher rates of stress or burnout and teachers' reduced mental well-being. This finding was consistent across different countries, with varying sample sizes and despite the different measures used to assess stress and/or burnout and mental health outcomes.

The research analysed for this report continued to demonstrate the negative impact of stress and burnout. A 2022 review[52] of 67 studies published in China showed that burnout experience has a negative influence on

51 Gibson, S., and Carroll, C. (2021). Stress, Burnout, Anxiety and Depression: How they impact on the mental health and well-being of teachers and on learner outcomes. https://www.educationsupport.org. uk/media/qeupkgep/literature-review-stress-anxiety-burnout-and-depression-impact-on-teachers-and-on-learner-outcomes.pdf

52 Cheng, H., Fan, Y. and Lau, H. (2022). An integrative review on job burnout among teachers in China: Implications for Human Resource Management. International Journal of Human Resource Management, vol. ahead-of-print, no. -, pp. 1-33 ISSN 0958-5192. DOI 10.1080/09585192.2022.2078991.

teachers' physical health, mental health, and overall well-being. They point to a longitudinal study in which teachers' burnout and mental health were measured at two points in time and found a significant positive association between the two constructs. Another study found a negative but weak association between emotional exhaustion and teachers' job performance. Two studies found a significant positive association between emotional exhaustion and a teacher's intention to quit.

The impact of stress and/or burnout on physical health (physical occupational well-being)

Findings from all eight studies in our 2021 report showed that stress and/or burnout resulted in reduced teachers' physical health with sleep, headaches, exhaustion, fatigue and tension being the main symptoms reported. The impact of stress and/or burnout on physical health continues to be under researched. Two studies included in this report did continue to find a negative impact of stress and/or burnout on physical health.

One study of 951 French-Canadian teachers found associations between high levels of burnout and physical health (somatisation, sedatives and sleeping pills consumption, and involvement in physical activity) outcomes.[53] A second study of 1205 teachers from 608 English primary and secondary schools found a statistically significant relationship between voice symptoms and well-being.[54]

The impact of stress and/or burnout on job satisfaction (subjective occupational well-being)

The 2021 review found that job satisfaction was also associated with stress and/or burnout. All five studies in that review showed that, where teacher job dissatisfaction did exist, there was a significant negative association with stress. The finding was consistent across different countries and for primary and secondary teachers. Three studies included in this research, continue to show this association. A Moroccan study of 404 teachers from one city reported that job satisfaction was negatively related to both dimensions of teacher burnout (emotional exhaustion and depersonalisation).[55] Using the PERMA profiler, the analyses of data from 511 German schoolteachers showed that higher PERMA well-being profiles were linked to higher job satisfaction rates. Analyses further demonstrated that, of the five PERMA

53   Gillet, N., Morin, A.J.S., Sandrin, É and Fernet, C. (2022). Predictors and outcomes of teachers' burnout trajectories over a seven-year period. Teaching and Teacher Education, vol. 117, pp. 103781 ISSN 0742-051X. DOI 10.1016/j.tate.2022.103781.
54   Sharp, E. and Cook, R. (2022). Voice Symptoms and Well-being in School Teachers in England. Journal of Voice; J Voice ISSN 0892-1997. DOI 10.1016/j.jvoice.2022.02.005.
55   Hassan, O. and Ibourk, A. (2021). Burnout, self-efficacy and job satisfaction among primary school teachers in Morocco. Social Sciences & Humanities Open, vol. 4, no. 1, pp. 100148 ISSN 2590-2911. DOI 10.1016/j.ssaho.2021.100148.

factors, positive emotions provided the strongest contribution in predicting job satisfaction.[56] A third study of 639 Chinese primary teachers found that job burnout had a strong negative connection with job satisfaction and could significantly and negatively predict job satisfaction.[57]

We also note here Santoro's conceptualisation of demoralisation in the profession[58] and recognise that burnout may be attributed in situations where moral injury is the main issue driving job dissatisfaction.

The impact of stress and/or burnout on intention to leave the teaching profession (subjective well-being)

An association between stress and/or burnout and an intention to leave the profession was found in the 2021 review. All three of the correlation studies found that stress and/or burnout had a significantly negative association with an intention to leave the teaching profession. The five relevant studies included in this report show a similar association.

A scoping review of 70 papers on teacher stress, burnout, anxiety and depression found that burnout had a significant positive predictive effect and correlation with the intention to leave the profession, which suggests that the more severe the job burnout is, the higher the intention to leave.[59]

Gillet et al.'s seven-year follow up study of 951 French-Canadian school teachers found associations between burnout trajectories and intentions to leave the profession.[60] A Finnish five-year follow up study of 313 Finnish secondary school teachers found that the most frequently experienced burnout symptom was exhaustion and that teachers with persistent intentions to leave the profession also experienced, on average, higher levels of burnout symptoms.[61] Cheng et al's review (n=67) of burnout among Chinese teachers found a significant positive association between emotional exhaustion and a teacher's intention to quit.[62] Finally, survey data from 414

56 Dreer, B. (2021). Teachers' well-being and job satisfaction: the important role of positive emotions in the workplace. Educational Studies, vol. ahead-of-print, no. -, pp. 1-17 ISSN 0305-5698. DOI 10.1080/03055698.2021.1940872.

57 Chen, W., Zhou, S., Zheng, W. and Wu, S. (2022). Investigating the Relationship between Job Burnout and Job Satisfaction among Chinese Generalist Teachers in Rural Primary Schools: A Serial Mediation Model. International Journal of Environmental Research and Public Health; Int J Environ Res Public Health, vol. 19, no. 21, pp. 14427 ISSN 1660-4601. DOI 10.3390/ijerph192114427.

58 Santoro, D. A. (2021). Demoralized: Why Teachers Leave the Profession They Love and How They Can Stay. Harvard Education Press, Cambridge, MA.

59 Agyapong, B., Obuobi-Donkor, G., Burback, L. and Wei, Y. (2022). Stress, Burnout, Anxiety and Depression among Teachers: A Scoping Review. International Journal of Environmental Research and Public Health; Int J Environ Res Public Health, vol. 19, no. 17, pp. 10706 ISSN 1660-4601. DOI 10.3390/ijerph191710706.

60 Gillet, N., Morin, A.J.S., Sandrin, É and Fernet, C. (2022). Predictors and outcomes of teachers' burnout trajectories over a seven-year period. Teaching and Teacher Education, vol. 117, pp. 103781 ISSN 0742-051X. DOI 10.1016/j.tate.2022.103781.

61 Räsänen, K., Pietarinen, J., Soini, T., Väisänen, P. and Pyhältö, K. (2022). Experienced risk of burnout among teachers with persistent turnover intentions. Teacher Development, vol. 26, no. 3, pp. 317-337 ISSN 1366-4530. DOI 10.1080/13664530.2022.2055629.

62 Cheng, H., Fan, Y. and Lau, H. (2022). An integrative review on job burnout among teachers in China: Implications for Human Resource Management. International Journal of Human Resource Management,

Australian primary and secondary teachers from their early to midcareer found that the 72% who stayed in a Burnout profile and the 51% who remained in a burnout profile had lower engagement scores and were more likely to quit.[63]

The impact of impaired performance and reduced sense of self-efficacy at work (cognitive well-being)

The 2021 review found evidence to show that stress, burnout, anxiety and/or depression affected teachers' ability to carry out their role in school in two ways namely: (1) impaired performance associated with a sense of reduced sense of self-efficacy at work and (2) challenges with maintaining classroom management. Five of the six cross-sectional studies found a significant negative association between higher rates of burnout and teachers' reduced sense of self-efficacy or cognitive impairment. Two further studies were included in this report.

Firstly, the findings from Hasher and Waber's review of well-being,[64] suggested that teacher well-being does influence teaching quality. Secondly, one 2023 study included in this report, investigated whether an association between teachers' job satisfaction and instructional quality was mediated by teacher–student relationships.[65] Drawing on the 2018 Teaching and Learning International Survey (TALIS), the authors compared participants from both Eastern (N = 27,106; Japan, Taipei, Korea, Shanghai) and Western sociocultural contexts (N = 20,209; Canada, Australia, New Zealand, United States, United Kingdom). They found that teachers' job satisfaction was positively associated with instructional quality across Eastern and Western settings. The relationship between teachers' job satisfaction and instructional quality was partially mediated by better student–teacher relationships.

Stress, burnout, anxiety and/or depression: evidence of the impact of teachers' experience of stress, burnout, anxiety and/or depression and learner outcomes, namely academic achievement, engagement and well-being

The findings from the 2021 review did show evidence for a negative association between teacher stress, burnout, depression and/or anxiety and outcomes for learners in schools in terms of the academic achievement

vol. ahead-of-print, no. -, pp. 1-33 ISSN 0958-5192. DOI 10.1080/09585192.2022.2078991.

63   De Clercq, M., Watt, H.M.G. and Richardson, P.W. (2022). Profiles of Teachers' Striving and Well-being: Evolution and Relations with Context Factors, Retention, and Professional Engagement. Journal of Educational Psychology, vol. 114, no. 3, pp. 637-655 ISSN 0022-0663. DOI 10.1037/edu0000702.

64   Hascher, T. and Waber, J. (2021). Teacher well-being: A systematic review of the research literature from the year 2000–2019. Educational Research Review, 34, p.100411.

65   Harrison, M.G., King, R.B. and Wang, H. (2023). Satisfied teachers are good teachers: The association between teacher job satisfaction and instructional quality. British Educational Research Journal ISSN 0141-1926. DOI 10.1002/berj.3851.

of learners. Four of the five quantitative studies found that teacher stress was associated with poorer academic achievement, specifically with lower standardised test scores in reading ability, literacy, and mathematics. The review found less evidence for an association between teacher stress, burnout, depression and/or anxiety and outcomes for learner engagement (including concentration, satisfaction rates, motivation and behaviour) and learner well-being. Perhaps due to the pandemic, just one further study is included in this report. One Finnish study of 866 Grade 1 teachers (taken from 53 classrooms) found that stress (self-reported and cortisol testing results) had only a marginal effect on improvements in students' math skills.[66]

66   Jõgi, A., Pakarinen, E. and Lerkkanen, M. (2022). Teachers' physiological and self-reported stress, teaching practices and students' learning outcomes in Grade 1. British Journal of Educational Psychology, pp. e12529 ISSN 0007-0998. DOI 10.1111/bjep.12529.

Measuring teacher well–being and global index considerations

Measuring teacher well–being

A high level of heterogeneity not only characterises the definition of teacher well-being but also the metrics used to measure teacher well-being. In Hascher and Waber's (2021) systematic review of 98 teacher well-being papers, no two studies used an identical set of variables. This in turn has implications for the variety in models and metrics used to measure teacher well-being. Nevertheless, some of the common measures included:

- Maslach's Burnout Inventory
- Oldenburg Burnout Inventory
- Shirom–Melamed Burnout Inventory
- Teacher Burnout Scale
- Center for Epidemiological Studies Depression Scale (CES-D)
- Depression, Anxiety and Stress Scale
- Patient Health Questionnaire-9 (PHQ-9)
- Beck Depression Inventory
- Teacher Stress Inventory
- Perceived Stress Scale (PSS).

Table 2 presents a summary of the measures found in a 2022 scoping review of 70 papers on teacher stress, burnout, anxiety and depression.[67] The MBI was the most frequently used to measure burnout, the Center for Epidemiological Studies Depression Scale (CES-D) for depression and anxiety, and the Depression, Anxiety and Stress Scale (DASS) for stress. The DASS was also used in some depression and anxiety studies.

67   Agyapong, B., Obuobi-Donkor, G., Burback, L. and Wei, Y. (2022). Stress, Burnout, Anxiety and Depression among Teachers: A Scoping Review. International Journal of Environmental Research and Public Health; Int J Environ Res Public Health, vol. 19, no. 17, pp. 10706 ISSN 1660-4601. DOI 10.3390/ijerph191710706.

Table 2. Teacher stress, burnout, anxiety and depression scales

Construct	Measures
Burnout (n=32)	• Maslach's Burnout Inventory (n=27; 84%) • Oldenburg Burnout Inventory, the Shirom–Melamed Burnout Inventory, or the Teacher Burnout Scale (n=5; 16%)
Depression and anxiety (n=55)	• Center for Epidemiological Studies Depression Scale (CES-D) (n=14; 25%), • Depression, Anxiety and Stress Scale (DASS), (n=10; 18%) • Patient Health Questionnaire-9 (PHQ-9), (n=9; 16%), • Beck Depression Inventory (BDI), (n=6; 11%)
Stress (n=29)	• (DASS) (N = 9; 31%), • Teacher Stress Inventory (N = 5; 17%), • Perceived Stress Scale (PSS) (N = 3; 10%)

An analysis of the scales used to investigate burnout in a 2021 systematic review of Portuguese teachers showed similar trends in the scales used.[68] In the seven studies included in the review, burnout was measured using the MBI-General Survey (n=3), the MBI - Educators' Survey (n=4) and the Oldenburg Burnout Inventory (n=1). The Teacher Stress Questionnaire was most frequently used for stress (n=5).

Toward a global index?

The viability of creating a global index of teacher well-being was considered as part of this project. The Hascher and Waber (2021) review[69] emphasises the extent of diversity of measurement used in practice. They suggest the use of a multidimensional approach "that goes beyond an indefinite addition of arbitrary dimensions and various scales."

We agree that a shared approach and agreed conceptual core to measure teacher well-being can be useful. In our view, the purpose of such measurement ought to be the ultimate improvement of teacher well-being. Measurement is not valuable in its own right, but rather in terms of how it can be used to target resources and direct policy improvement in service of improved teacher well-being and better outcomes for children and young people.

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68   Isabel, A., Lopes, J. and Oliveira, C. (2021). Burnout in Portuguese Teachers: A Systematic Review. European Journal of Educational Research, vol. 10, no. 2, pp. 693-703 ISSN 2165-8714. DOI 10.12973/eu-jer.10.2.693.
69   Hascher, T. and Waber, J. (2021). Teacher well-being: A systematic review of the research literature from the year 2000–2019. Educational Research Review, 34, p.100411.

We also recognise that increased measurement risks negatively affecting the well-being of teachers. In our focus group work, we heard much about the frustration that teachers experience with increased bureaucracy and administration in their role. This bureaucratic burden is well-documented in the literature[70]. In addition, Thompson (2021)[71] notes that a significant factor in teacher workload seems to be the increase in administrative tasks associated with policies that try to hold teachers 'to account' for student performance. This dilutes the satisfaction that teachers achieve from their core work in the classroom and any additional measurement or data gathering activities ought to be designed with this in mind.

We also note Steffan Mau's view that standardisation and quantification can exert a "pressure of uniformity"[72] – that convergence on a narrow set of measures can crowd out healthy diversity. The existing research on teacher well-being may be more diverse than it needs to be, but caution and care are required to ensure that the search for a shared approach to measurement does not drown out legitimate local interests, however inconvenient that is for global measurement.

As mentioned in Section 4.3, we consider the OECD's teachers' well-being conceptual framework provides the most comprehensive and practical account of the components of teacher well-being. It is informed by data from two major OECD international surveys, the Teaching and Learning International Survey (TALIS) and the Programme for International Student Assessment (PISA) – the latter has now introduced a module on teacher well-being the results of which will be published in 2023 and this will be a useful reference point. From this framework, we suggest that the four dimensions of teachers' occupational well-being could be considered by Education International as an initial basis for the areas that a global index could investigate, namely stress/burnout, retention, classroom processes (teaching and learning) and student well-being. To this we would add teacher working hours (paid and unpaid) as a useful starting point.

In practice, the development of a usable global index would be a significant undertaking. In our view, such work should ensure the engagement of a range of disciplines (including education, psychology, health sciences and anthropology). In addition, specific work will be required to ensure flexibility and adaptability for local cultural contexts.

As an initial step, Education International may wish to share with its members a selection of commonly used measures and encourage members *to feedback on the strengths and weaknesses of those*

70   Viac, C., and Fraser, P. (2020). Teachers' well-being: A framework for data collection and analysis". OECD Education Working Papers, No. 213, OECD Publishing, Paris, https://doi.org/10.1787/c36fc9d3-en

71   Thompson, G. (2021). The Global Report on the Status of Teachers 2021. September 2021. Education International. https://www.ei-ie.org/en/item/25403:the-global-report-on-the-status-of-teachers-2021

72   Mau, S. (2019). The Metric Society, Polity Press, Medford MA (first published in German as Das metrische Wir. Über die Quantifizierung des Sozialen, Suhrkamp Verlag, Berlin, 2017), p138.

existing instruments regarding their appropriateness as a vehicle of measurement, how such measurements might be received in specific territories, and thoughts on possible cultural and language challenges which might be involved in their use.

Given the significant complexity illustrated in this report, we believe that a more definitive proposal for global teacher well-being measurement would be premature at this point.

Conclusions

Whilst the small scale and pace of this project makes this review quick and partial, we have been struck by a teacher well-being paradox. While there is a lot of diversity of definitions and measures used to understand teacher well-being (even in-country), there is a striking consistency in the reported drivers of poor well-being across workforces and research locations.

Conversations about teacher well-being centre around a core set of issues (see Section 4.7), which in turn are well-rehearsed throughout the teacher well-being literature[73] [74] [75]. Reflecting on the ubiquity of these issues internationally, we conclude that poor teacher well-being presents a significant, long-term risk to the quality of education across most countries. Pressure on teacher well-being is linked to ill-health, reduced job satisfaction, exhaustion, burnout and, ultimately, attrition. This, in turn, compromises a teacher's ability to do their best work and ultimately has a negative impact on pupil outcomes.

Should these pressures remain at current levels or intensify further, the attractiveness of teaching as a profession will decline relative to the other options available in any given setting. Based on our work in the United Kingdom, we would expect this to have a disproportionately negative impact on those in the least well-resourced settings.

We are particularly struck by the universality of work-life balance issues across all focus group participants. Given the significance of work-life balance as a foundational aspect of overall life satisfaction, we believe that this is a valuable theme for Education International to explore further with its members.

We are not convinced that common measurement of teacher well-being internationally is the most useful next step, especially given the wide range of factors which influence well-being across the globe. Significant work would be required to establish definitions that could be used in a wide range of territories. Some harmonisation of definitions and measurement approaches may be possible in practice, and Education International is well-placed to convene that conversation with interested members.

73   McCallum, F., Price, D., Graham, A. and Morrison, A. (2017). Teacher well-being: A review of the literature. AIS: NSW, The University of Adelaide, Australia, 34.

74   Viac, C., and Fraser, P. (2020). Teachers' well-being: A framework for data collection and analysis". OECD Education Working Papers, No. 213, OECD Publishing, Paris, https://doi.org/10.1787/c36fc9d3-en

75   Hascher, T. and Waber, J. (2021). Teacher well-being: A systematic review of the research literature from the year 2000–2019. Educational Research Review, 34, p.100411.

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TEACHER WELL-BEING: A GLOBAL UNDERSTANDING

Education Support
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June 2024

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Education International represents organisations of teachers and other education employees across the globe. It is the world's largest federation of unions and associations, representing thirty million education employees in about four hundred organisations in one hundred and seventy countries and territories, across the globe. Education International unites teachers and education employees.