

INTRODUCTION

Teacher well-being as airplane oxygen masks: if adults need to put on oxygen masks before aiding children, don't teachers need well-being to ensure the well-being and success of their students? (Hills & Robinson, 2010)

What does teacher well-being mean? The CDC states that well-being includes "the presence of positive emotions and moods (e.g., contentment, happiness), the absence of negative emotions (e.g. depression, anxiety), satisfaction with life, fulfillment and positive functioning" (CDC, 2016). Teacher well-being may improve quality of life overall and is often a predictor of teacher performance and of the quality of students' academic results (Duckworth, Quinn, & Seligman, 2003).

What physiological effects does teaching have on teachers? Exhaustion and stress are common in teachers. For example, "51 percent [of teachers were diagnosed] with poor sleep quality, compromising health, quality of life, and teaching performance," (Greenberg, Brown, & Abenavoli, 2016, pg.5). Without sleep, health, quality of life, and teaching performance are often set aside. Chronic stress is also common among teachers. Lack of well-being due to stress can lead to physical and mental health illnesses, resigning, and an overall negative experience for students (Naghieh et al., 2015).

What can improve teacher well-being? Methods to improve teacher well-being have slowly grown in the past decade. One way to begin this process is by assessing the needs of the teachers through a needs assessment (Kipps-Vaughan, 2012), followed by organized interventions, which have been "considered to be more effective than individual interventions alone," (Greenberg et al., 2016).



Figure 1: Definition of well-being

DATA AND FINDINGS

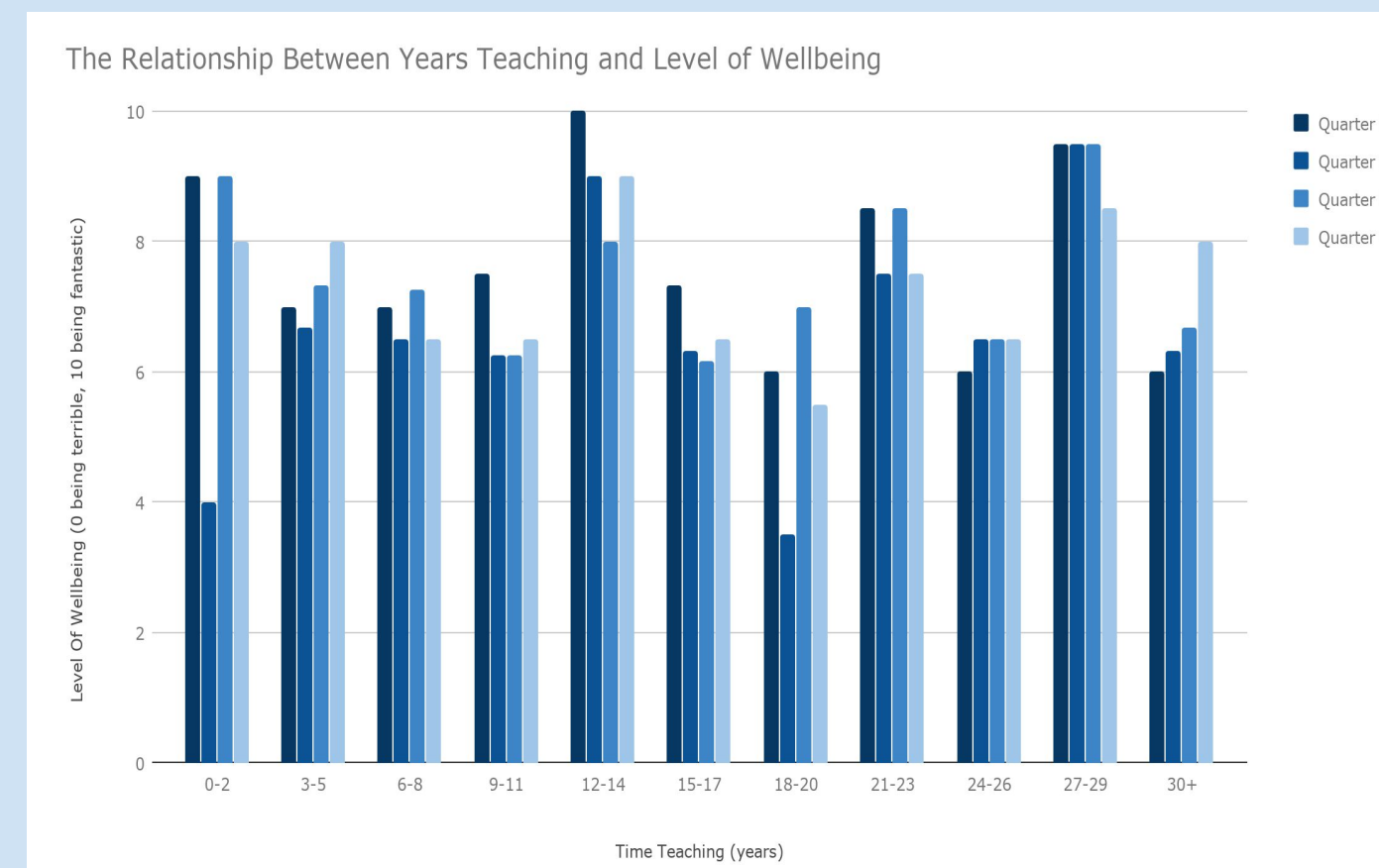


Figure 2: Average level of well-being, on a scale of one to ten, grouped by time teaching in years.

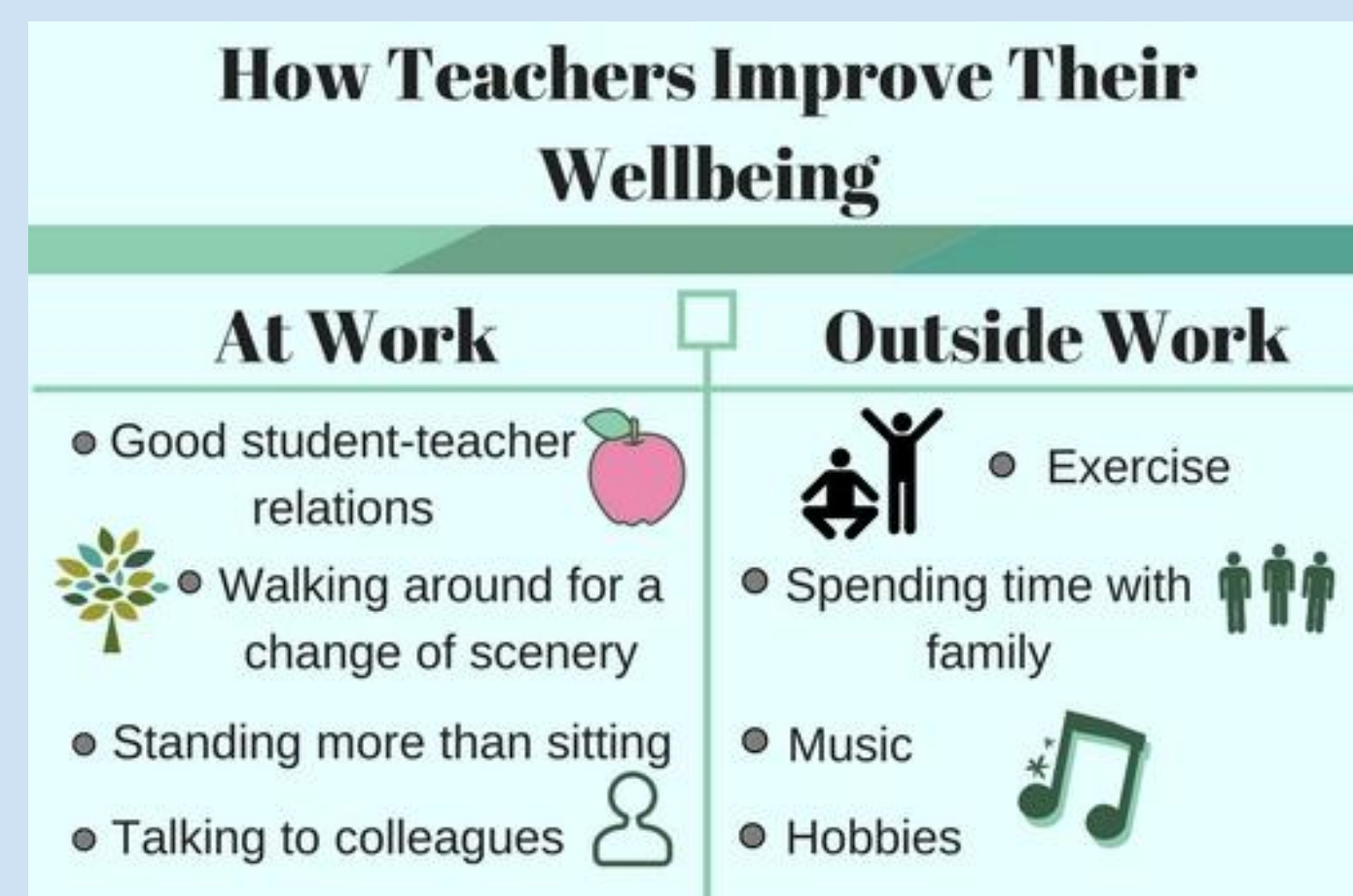


Figure 3: Interview answers to the question, "How do you improve your wellbeing?"

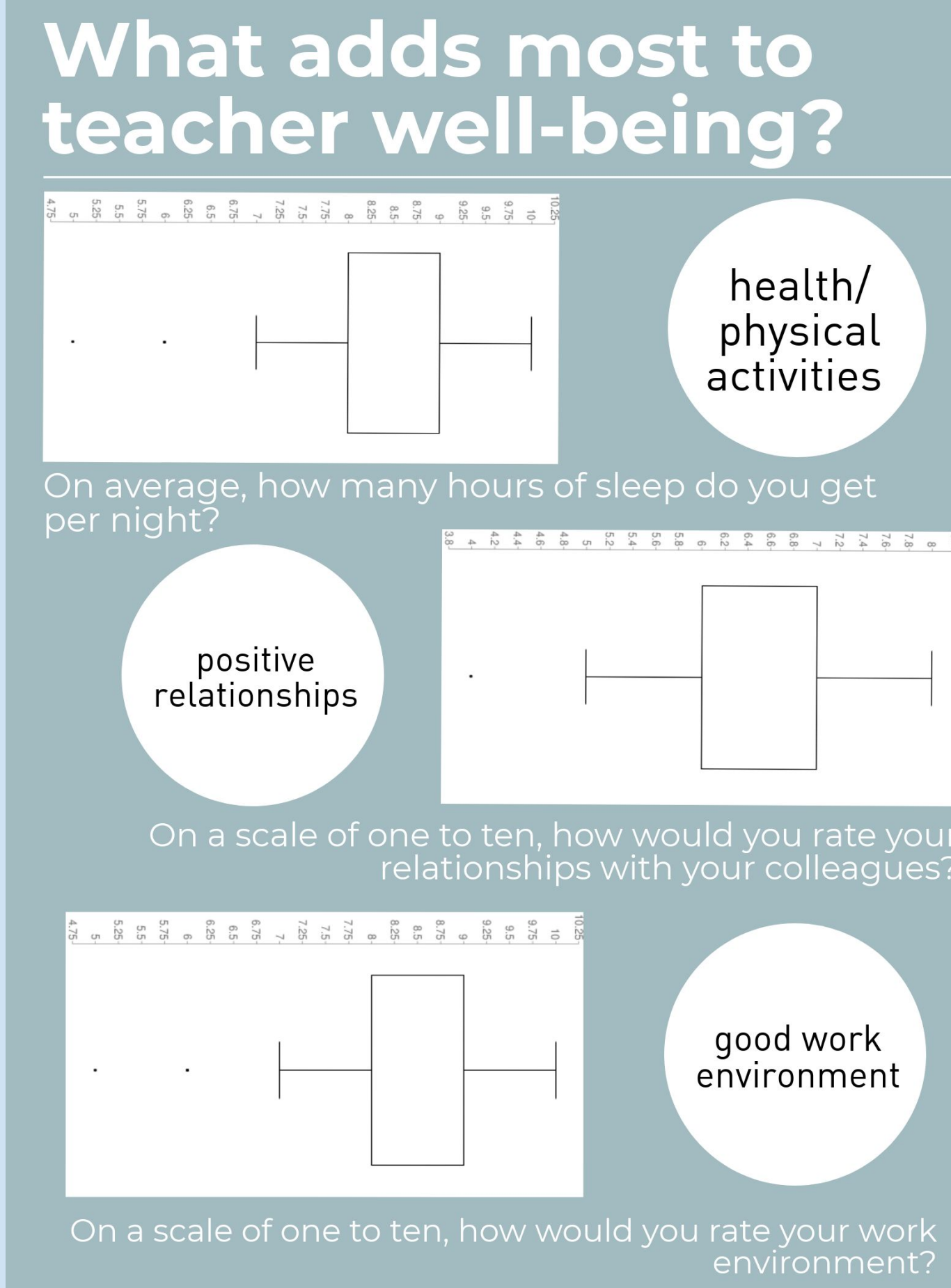


Figure 4: Factors that are most commonly reported to improve teacher well-being.

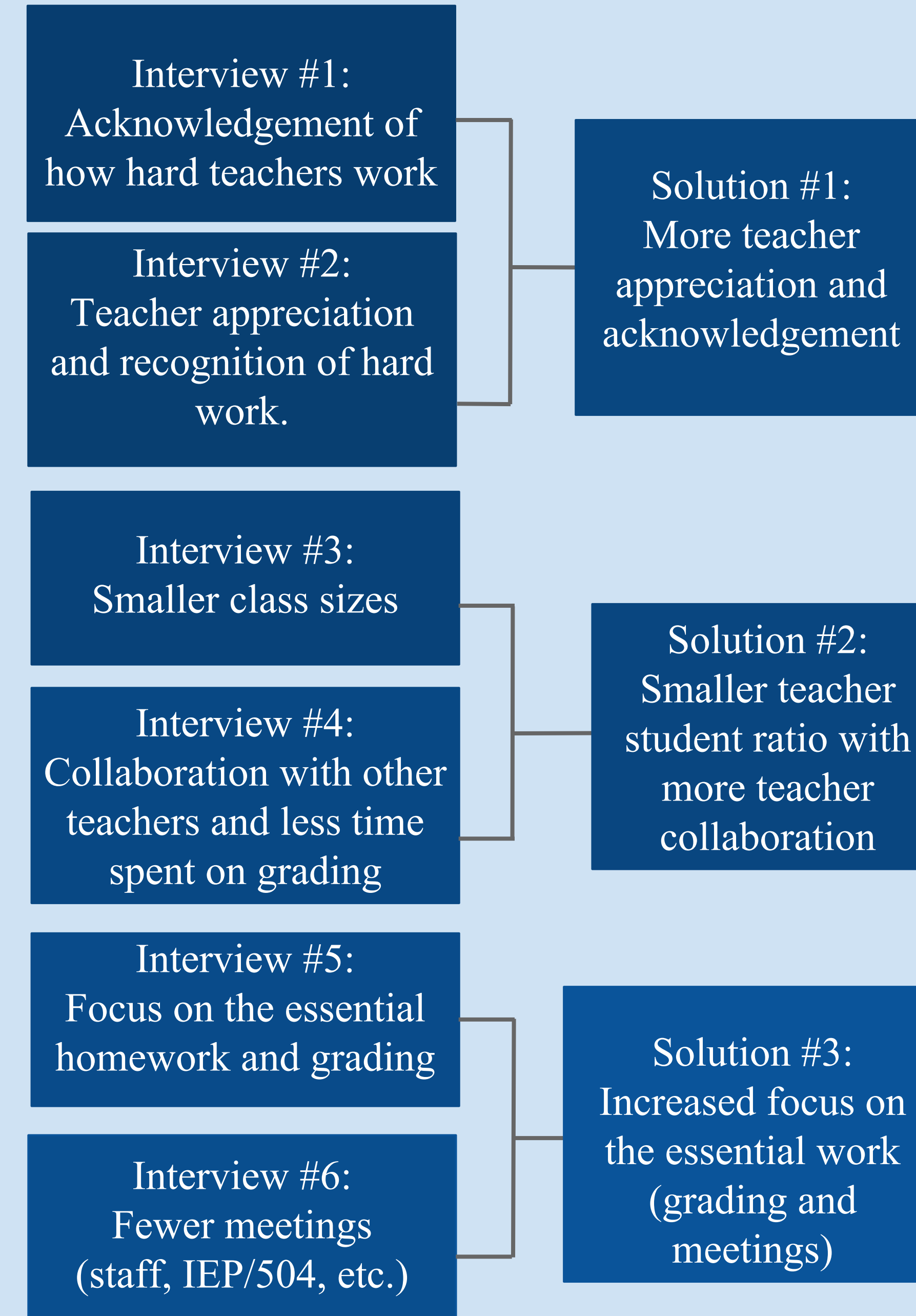


Figure 5: Interview answers to the question, "What do you think could improve teacher well-being in general?" and suggestions based on responses.

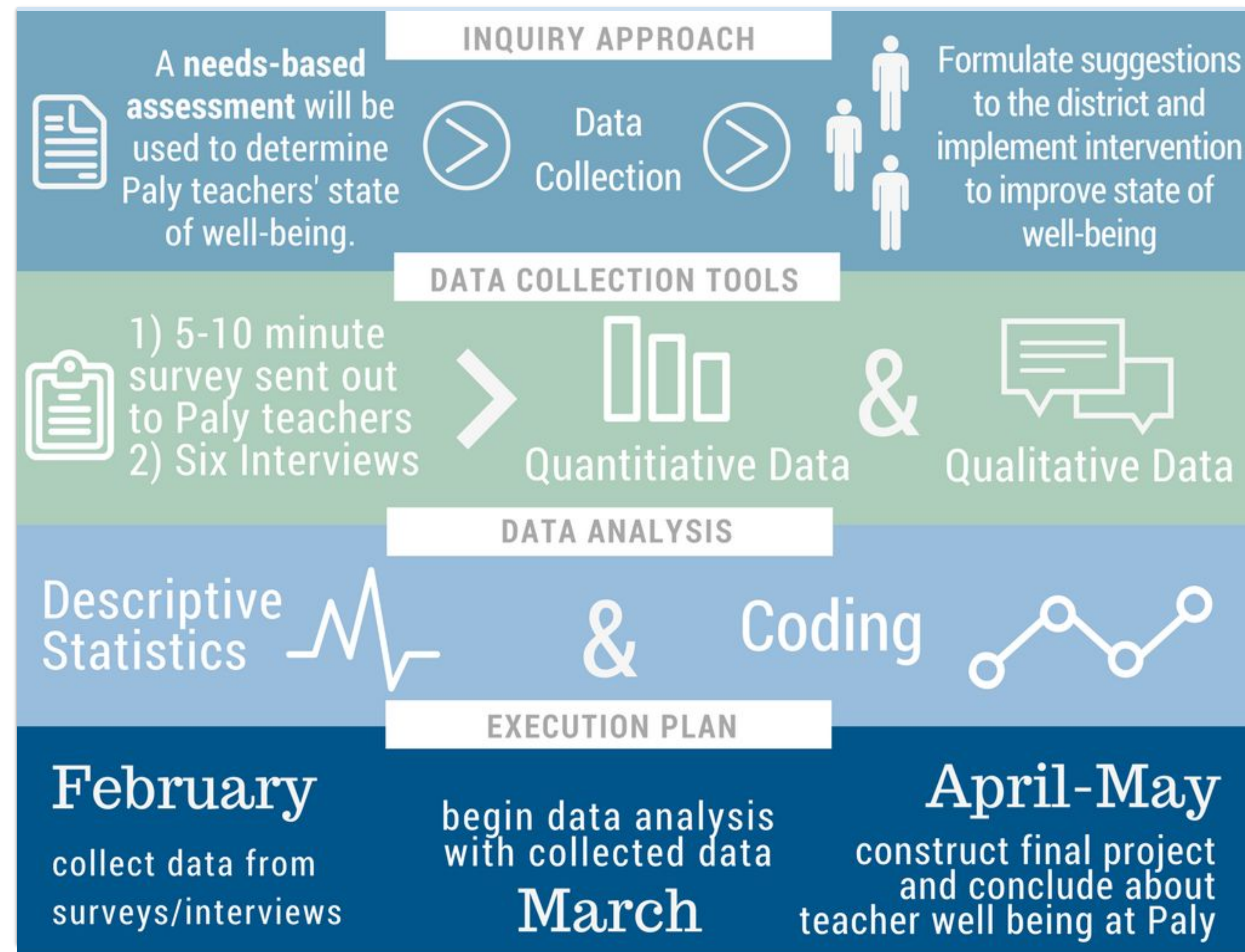
CONCLUSIONS, IMPLICATIONS, AND NEXT STEPS

Conclusion: Paly teachers, in general, seem to exhibit average to high levels of well-being based on their responses. In addition, Paly has efforts to improve teacher well-being already in place, including requiring teachers to have two preparation periods and offering Teacher Assistants. However, we have identified that there are still ways it can be improved.

Implications: This data can be used when considering how to improve teacher well-being at Paly. In the future, if/when the district decides to implement programs to help teacher well-being, our study will provide survey and interview answers directly from teachers stating what they believe will help and what helps at the moment.

- Next Steps:**
- The three most important factors that contribute to teacher well-being at Paly will be shared with the administration to encourage a work environment that is constructive regarding these assets. (Fig. 3)
 - Teacher interviewees said that they believed general teacher well being could be improved by (Fig. 5):
 - more teacher appreciation and acknowledgement efforts
 - smaller teacher-student ratio with increased teacher collaboration
 - a narrower school-wide focus on the essential work and less focus on the unnecessary work

RESEARCH METHODOLOGIES



DISCUSSION, ANALYSIS, AND EVALUATION

Figure 2: In many schools teacher burnout is very prevalent. If teacher burnout was prevalent at Paly, we would most likely see a decline in teacher wellbeing as the time teaching increases. But because teacher wellbeing stays quite high with a few fluctuations throughout the time teaching and there is no significant decline in teacher well being during the greater values of time teaching, there is little to no signs of teacher burnout at Paly.

Figure 3: Interviewees responded to the question with a variety of different activities/relationships that help them improve their wellbeing. Many teachers explained that healthy relationships with students and colleagues as well as being active during the school day benefitted their wellbeing. Many of the interviewees also emphasized the importance of exercise and spending time with family and friends as a wellness necessity.

Figure 4: The three most commonly mentioned factors that contributed to improving teacher well-being as self-reported were positive relationships, health/physical activities, and a good work environment. Three questions in the survey relating to these categories asked about average hours of sleep per night, relationships with colleagues (scale of 1-10), and work environment (scale of 1-10). From data, it was discovered that the average hours of sleep per night was 6.62 hours, the average rating for relationships with colleagues was 8.29, and the average rating for work environment was 7.62.

Figure 5: All six interviewees indicated interventional methods that may help improve teacher well-being, which were utilized to formulate solutions that could be put in place by the school in order to improve teacher well-being. These solutions were included increasing teacher appreciation and acknowledgement, smaller student to teacher ratio as well as increased collaboration between teachers, and more focus on essential work as prompted by the administration.

ACKNOWLEDGEMENTS REFERENCES

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