

***Doctorate in Professional Educational,
Child and Adolescent Psychology***

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**Doctorate in Professional Educational Child and Adolescent
Psychology**

Doctoral Thesis

**Working on Wellbeing: An
exploration of the factors that
support teacher wellbeing, and the
potential role for Educational
Psychologists**

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Declaration

I, Ashley Birchall, hereby declare that the work presented in this thesis is my own. I confirm that where information has been derived from other sources, this has been indicated in the thesis.

Signed: A.Birchall.

Acknowledgements

Firstly, I would like to thank all of the teachers and Educational Psychologists who gave up their time to participate in this research, without your valuable insights this research would not have been possible.

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Abstract

Teaching is one of the most stressful professions, consequentially three quarters of the education profession have faced difficulties with their physical and mental health and wellbeing; this is notably higher than the rest of the working population. The impact of decreased teacher wellbeing is not only confined to individual detriment; its effects are wide-reaching, impacting teaching quality, teacher-pupil relationships, pupil attainment and pupil wellbeing, amongst others. Despite this, teacher wellbeing has historically been overlooked by policymakers and remains a comparatively under-researched area within the UK. This research used a mixed methods design to investigate the factors that support teacher wellbeing across mainstream primary and secondary school settings, and the potential role for Educational Psychologists (EPs). Data was collected from both teachers ($n=69$) and EPs ($n=19$) using online questionnaires (Phase 1) and semi-structured interviews (Phase 2), and was analysed using descriptive statistics and thematic analysis. The research identified a range of factors that support teacher wellbeing, with supportive factors clustered around seven key themes: **'physical and mental health difficulties'**, **'teacher dependent'** factors (e.g. *characteristics, experience, willingness to seek support*), **'context dependent'** factors (e.g. *school ethos, senior leadership team*), **'external influences'** (e.g. *parents, government, access to external support*), **'expectations'**, **'support network'**, and **'pupils'**. There was no consensus regarding whether EPs have/should have a role in supporting teacher wellbeing, views were divergent. However, four key themes were identified; **'perceptions of EP role'**, **'approach'**, **'direct support'**, and **'indirect support'**. Overall, the research has demonstrated that there are a number of

ways in which teacher wellbeing can be supported going forwards, and a number of distinct roles for Educational Psychologists. Key stakeholders (e.g. schools and Educational Psychology Services) may wish to reflect on these findings and consider making meaningful changes to improve the wellbeing of teachers. Implications for future research are also suggested.

Impact Statement:

This thesis used Bronfenbrenner's Bioecological Framework (1994) to investigate from teachers' own perspectives the factors that support teacher wellbeing across mainstream primary and secondary school contexts, and the ways in which teacher wellbeing could be improved. It additionally considered, from both teacher and Educational Psychologist (EP) perspectives, the potential role for EPs in supporting teacher wellbeing.

As the research has been conducted in partial fulfilment of the Doctorate in Professional Educational, Child and Adolescent Psychology, it is designed not only to contribute to academic literature, but arguably more importantly, to professional practice.

Teacher wellbeing is a relatively under-researched area within the UK. Of the existing literature, the majority pursues a problem-focused stance, highlighting a multitude of factors that challenge teacher wellbeing. In contrast, research investigating the factors that support teacher wellbeing is comparatively sparse. This thesis therefore contributes to academic knowledge by beginning to contribute to this current gap within the literature by exploring the factors that support teacher wellbeing across mainstream primary and secondary school contexts. The use of Bronfenbrenner's Bioecological Framework (1994) enabled the researcher and research participants to consider the factors supporting and improving teacher wellbeing at many levels; individual, school, and local and national contexts, in addition to the interaction between these. In doing so, the research findings have identified a number of possible ways in which key stakeholders

(e.g. teachers themselves, schools, the government and wider society) may improve wellbeing of teachers. These practical implications are discussed further in Chapter 5 & 6.

Additionally, to date there have been a limited number of studies that have explicitly explored the role of EPs in supporting the wellbeing of teachers in the UK. In studies in which the role of the EP has been given more consideration, the authors have focused upon the evaluation of one specific role or the implementation of one specific intervention, rather than holistically exploring the EP role from both teacher and EP perspectives. In this regard, the thesis further extends the findings of previous literature.

In addition to contributing to the academic literature, the research has highlighted that EPs can play an important role in supporting the wellbeing of teachers, and suggests a range of ways in which they can do so. Indirectly, through raising awareness regarding the importance of teacher wellbeing, supporting teachers to support their students, and crisis/critical incident support. Or more directly, through providing training, individual or peer supervision, one-to-one interventions, or the provision of strategies.

This thesis, therefore, not only contributes to the small body of existing literature on teacher wellbeing and the potential role for EPs, but additionally has a wide range of practical implications for individuals, schools, local and national government, and wider society. It would be beneficial for these key stakeholders to reflect on these findings and consider making meaningful changes to improve the wellbeing of our teachers.

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Chapter 1: Introduction:

This chapter provides an introduction to the thesis. A brief overview of the background and rationale for this research will be provided through an exploration of teacher wellbeing within the UK national context. Teacher wellbeing is loosely defined here as “*a positive emotional state resulting from harmony between the sum of specific environmental factors on the one hand, and personal needs and expectations of teachers on the other*” (Aeltermann, Engels, van Petegem, & Verheghe, 2007, p. 286). Consideration will be given to the impact of relevant UK legislation and guidance. The chapter will then highlight the importance of teacher wellbeing, and thus the current research, for a variety of stakeholders both within and outside of the school context. Finally, the chapter will provide an overview of the structure of the thesis.

1.1. UK National Context

1.1.1. Teacher Health & Wellbeing

"Teachers are at breaking point. It's time to push wellbeing up the agenda" (Stanley, 2018). It is widely acknowledged within the academic literature, the media, and within the general populace that teaching is amongst the most challenging and stressful professions (Bricheno, Brown & Lubansky, 2009). Despite the majority of teachers reporting an enjoyment of teaching (98%) (Ofsted, 2019), a number of recent surveys have indicated that over 70% of teachers within the UK are experiencing high levels of work-related stress (NASUWT, 2019; Education Support Partnership, 2019). This stress is of

growing concern as figures continue to increase year-on-year, with a 10% increase in the number of teachers describing themselves as stressed over the past academic year (Education Support Partnership, 2019). As a result of this increased stress, teacher health and wellbeing is on the decline (Liu, Song & Miao, 2018; YouGov, 2018). Recent research has illustrated that teachers are being diagnosed with high levels of physical and mental health difficulties including, but not limited to, depression (58%), anxiety (51%), exhaustion (11%) and acute stress (30%) (Education Support Partnership, 2019). These figures are considerably higher than nationally reported statistics, which show 25% of the general population have a diagnosis of anxiety and 14% have a diagnosis of depression (CIPD, 2019). Similarly, the majority of teachers felt that their job had a significant adverse effect on their wellbeing (86%) (NASUWT, 2019). A recent survey undertaken by Education Support Partnership (2019) used The Warwick-Edinburgh Mental Well-being Scale (WEMWBS) to evaluate the wellbeing of education professionals. Results indicated that although teacher wellbeing did differ slightly across the sector of education (e.g. primary, secondary, early years, further education etc), teaching experience, and region, teacher wellbeing remains lower than that of others within the education sector (such as teaching assistants and senior management team), and is lower than national indicators of wellbeing of the general population (Education Support Partnership, 2019).

1.1.2. Recruitment & Retention

Recently published statistics indicate a growing crisis within the teaching profession (Ofsted, 2019; Jerrim, 2020; Bubb & Earley, 2004; Audit

Commission, 2002; McGraw, 2001; Horne, 2001; Smithers & Robinson, 2001). Whilst the number of children and young people at the age of compulsory education continues to increase year-on-year (Department for Education, 2019b; Jerrim, 2020), there is a growing discrepancy between the number of teachers available relative to the number of teaching posts (Ofsted, 2019; Department for Education 2019b; Jerrim, 2020). The reasons for this crisis are twofold, difficulties with recruitment and difficulties with retention. The latter is particularly pronounced amongst those beginning their teaching careers. Recent data indicates that 20% of teachers leave the profession within the first two years post-qualification, and 33% leave within their first five years. In addition to those leaving the profession, recent surveys of the current teaching profession indicate that within the past year a large number of teachers (74%) have seriously considered leaving their job (NASUWT, 2019).

1.1.3. Support Seeking

While it is evident that a high proportion of teachers are experiencing difficulties with their mental health and wellbeing, a large number of teachers (60%) shared that they would not feel confident in disclosing feelings of unmanageable stress and/or mental health difficulties within their workplace (Education Support Partnership, 2019). Although, reassuringly, this has started to reduce over the last two years, this statistic continues to be significantly higher than within any other profession, or within the UK workforce as a whole (YouGov, 2018). Over a third of teachers (34%) would rather seek support from their external support networks, such as their partner/spouse, family members, or friends. The primary reasons provided

for the reluctance to seek support within their workplace was a “fear that this would be viewed as a sign of weakness” (30%) and would “negatively affect” others’ perceptions of them (39%) (Education Support Partnership, 2019, p.59). Additionally, although there was a slight reduction since 2018, 65% of teachers still felt that their wellbeing was not viewed as important by their schools (NASUWT, 2019), and 38% still felt that schools did not support teacher wellbeing effectively (Education Support Partnership, 2019).

What is more worrying, is that over a quarter of teachers surveyed (27%) admitted that they would not speak to anyone if they were experiencing difficulties with their mental health and wellbeing (Education Support Partnership, 2019), instead choosing to adopt a range of coping strategies, both healthy and unhealthy.

1.1.4. Lack of Guidance & Resources

Teachers current reluctance to disclose difficulties may additionally be associated with the lack of guidance and resources for teacher mental health and wellbeing within schools. Over two thirds of teachers (69%) felt that they did not have sufficient information or guidance on mental health and wellbeing available within schools, and only one fifth felt that their schools had the resources necessary to support teacher wellbeing (Education Support Partnership, 2019). Responsibility, however, cannot be solely placed upon individual schools, it is likely that the reported lack of guidance within schools is reflective of a lack of availability of guidance more widely, at a national governmental level.

1.1.5. National Legislation and Guidance

Mental Health and Wellbeing in schools has received much attention over the last decade, as a consequence the government have published a number of policies, guidance, and initiatives with the sole aim of improving mental health and wellbeing (Coleman, 2009). For example, “Transforming Children and Young People’s Mental Health Provision” Green Paper (Department of Health & Department for Education, 2017) and the guidance “Mental Health and Behaviour in Schools: Advice for School Staff” (Department for Education, 2018a). While these publications provide necessary reform for student wellbeing, they neglect to meaningfully consider the wellbeing of teachers. It could also be argued that these publications may contribute to the declining wellbeing of teachers, by increasing the responsibilities and expectations placed upon them.

Teacher wellbeing has additionally received some recent attention from the UK Government; with the creation of the Teacher Wellbeing Expert Advisory Group, and the publication of the Ofsted Teacher Wellbeing Survey.

1.1.5.1. Teacher Wellbeing Expert Advisory Group

In June 2019, the Department for Education announced the creation of an Expert Advisory Group on Teacher Wellbeing which aims to “play a crucial role in providing expert advice to help prioritise teachers' mental health and wellbeing” (Department for Education, 2019a). It endeavours to do so by “gathering evidence from teachers and schools leaders before making recommendations to the Department for Education on the best approaches to take” to improve the mental health and wellbeing of teaching professionals

(Department for Education, 2019a). Whilst this represents a positive step forward in recognising the importance of teacher wellbeing and creating a forum in which teacher wellbeing can be viewed from a systemic perspective, it has received scepticism due to the stark absence of teachers on this panel (Speck, 2019).

1.1.5.2. Ofsted Report on Teacher Wellbeing

Most recently, Ofsted conducted and published a survey titled “Teacher Wellbeing at Work in School and Further Education” (Ofsted, 2019) which explores aspects such as teachers feelings about the profession, levels of occupational wellbeing, and the factors contributing to poor teacher wellbeing. It additionally makes a series of recommendations for school leaders and the Department for Education (DfE), and finally outlines what Ofsted intends to do to improve teacher wellbeing. These recommendations have been discussed throughout, where relevant.

1.1.5.3. General Workplace Policies

There are a number of key pieces of legislation concerning the health, safety, and welfare of all employees, which includes schools and the teachers under their employment. The primary pieces of legislation/guidance include The Health and Safety at Work etc Act (1974), The Management of Health and Safety Work Regulations (1999), and the HSE Management Standards (2004). These are discussed in brief below.

The Health and Safety at Work etc Act 1974 is the primary piece of legislation covering occupational health and safety in Great Britain. It sets out the general duties of employers to secure the health, safety, and welfare of employees whilst at work. Although it does not make explicit reference to this, it also includes the mental health of employees (i.e. stress and wellbeing). The Management of Health and Safety Work Regulations were then developed in 1999 to make more explicit what employers are required to do to manage health and safety under the aforementioned Act. It emphasised the employers responsibility to assess the nature and scale of any health and safety risks within the workplace, highlighted the importance of recording any significant findings, and ensuring that there are proper control measures in place to avoid these risks or reduce them so far as reasonably practicable.

In more recent years, the Health and Safety Executive (HSE) developed the HSE Management Standards (2004) to support employers to comply with the existing legal requirements. It establishes a framework to help employers to tackle work-related stress and reduce the incidence and negative impact of poor mental health. It outlines six key areas (*demand, control, support, relationships, role, and change*) that if not properly addressed are associated with poor health, decreased productivity, and increased rates of absence through accident(s) or sickness. It sets indicators of good management practice and provides a benchmark against which organisations can measure their performance in addressing sources of work-related stress.

In addition to developing a legal basis for supporting the health of employees, the Government has additionally commissioned independent reviews regarding the role that employers can play in supporting employee mental health and wellbeing. For example, the Thriving at Work (2017) review.

Although the abovementioned legislation and guidance is not specific to teacher mental health and wellbeing, it applies to schools as employers and teachers as employees, and thus provides general guidance to schools to support the health, safety and welfare of their teachers. Whilst it is positive that such legislation/guidance exists, research has established that teacher wellbeing is lower than the wellbeing of those in other occupations. The educational context and the teaching role are distinct, thus many of the challenges teachers face are unique. The existing legislation/guidance may therefore be deemed irrelevant or insufficient, thus schools would benefit from more specific guidance that is tailored to the unique challenges they face within their context. The Ofsted Report on Teacher Wellbeing and the Teacher Wellbeing Expert Advisory Group go some way to address this.

1.2. Why is Teacher Wellbeing Important?

Teacher wellbeing is not only important for individual teachers, research has illustrated that poor teacher wellbeing can have wider implications.

1.2.1. Detrimental Impact on Students

There is a significant body of national and international literature documenting the relationship between the wellbeing of teachers with

teaching quality and pupil outcomes (Rae, Cowell & Field, 2017; Briner & Dewberry, 2007; Arens & Morin, 2016; Collie & Martin, 2017; Klusmann, Kunter, Trautwein, Lüdtke, & Baumert, 2008). Research from the field of neuropsychology has found that prolonged exposure to work related stress can affect brain functioning, by causing the hippocampus, an area of the brain most responsible for memory, to deteriorate (Michie & Cockcroft, 1996). This degradation impairs the ability to access one's knowledge base and impedes the acquisition of new skills. It is likely that this will, therefore, impact upon a teacher's ability to provide high quality teaching and learning opportunities, and appropriate differentiation (Roffey, 2012; Sharrocks, 2014) thus adversely affect pupil academic outcomes. The link between teacher wellbeing and student academic outcomes is further supported in a study of pupil attainment by Briner & Dewberry (2007). They illustrated that, after eliminating all other confounding variables, 8% of the variance in students' Statutory Assessment Tests (SAT) and General Certificate of Secondary Education (GCSE) results was attributed to teacher wellbeing. Whilst the researchers acknowledge that this variance may appear trivial, this is an important finding. The wellbeing of teachers is more amenable to change than many of the factors influencing pupil outcomes (e.g. an individual's socioeconomic status), therefore, this suggests that when striving to improve the outcomes of our pupils, it would be beneficial to additionally consider investing in the wellbeing of our teachers (Briner & Dewberry, 2007).

These findings have more recently been corroborated by researchers such as Arens & Morin (2016) and Collie & Martin (2017). Collie & Martin (2017) examined the association between teachers' adaptability and students'

numeracy achievement in secondary school. Correlations revealed that teacher wellbeing was directly and positively associated with students' numeracy achievement, with students obtaining high attainment levels in the classes of the teachers reporting higher wellbeing (Collie & Martin, 2017). Similarly, Arens and Morin (2016) examined the relations between teachers' emotional exhaustion and a range of educational outcomes among primary school students (e.g. cognitive outcomes [i.e. school grades and standardised achievement test scores] and non-cognitive outcomes [i.e. perceptions of competence, reported satisfaction with school, and perceptions of teacher support]). The researchers found a direct negative relationship between teachers' emotional exhaustion and the standardised achievement test scores (SATs), school grades, school satisfaction, and perceptions of teacher support (Arens & Morin, 2016).

Given the growing evidence pertaining to the impact of teacher wellbeing on student academic attainment, researchers have begun to speculate regarding the mechanisms by which this may occur. Researchers have hypothesised that teachers with higher wellbeing will demonstrate greater motivation and commitment to their school and their teaching role (Collie, Shapka, & Perry, 2011; Briner & Dewberry, 2007), provide higher quality teaching and learning opportunities (Arens & Morin, 2016; Duckworth et al, 2009; Klusman et al, 2008; Chang, 2009) and targeted learning support (Kunter et al, 2013; McLean & Connor, 2015; Shen et al, 2015), create a safe and supportive classroom learning environment (Jennings & Greenberg, 2009; Kunter et al, 2013; McLean & Connor, 2015; Shen et al, 2015), use effective classroom management approaches to manage classroom

behaviour (Jennings & Greenberg, 2009), and have greater capacity to build positive and supportive teacher-student relationships (Chang, 2009; Yoon, 2002; Jennings & Greenberg, 2009). All of these factors have been shown to promote a range of favourable student outcomes, such as increased engagement (Arens & Morin, 2016; Jennings & Greenberg, 2009), improved motivation for learning (Klussman et al, 2008; Arens & Morin, 2016; Pakarinen et al, 2010; Collie, Shapka, Perry, & Martin, 2015), and higher academic achievement (Arens & Morin, 2016) etc.

Conversely, researchers have demonstrated that teachers with poor wellbeing, who may be experiencing high levels of stress and emotional exhaustion, tend to deliver less stimulating lessons and provide inadequate instructions (Chang, 2009; Klussman et al, 2008; Arens & Morin, 2016). They are also less responsive to student needs (Howard & Johnson, 2004; Collie, 2010) and use ineffective classroom management strategies thus experience difficulties managing student behaviour (Arens & Morin, 2016; Howard & Johnson, 2004; Collie, 2010; Chang, 2009; Evers, Tomic, & Brouwers, 2004). As a consequence their students attain lower levels of academic achievement as assessed by teacher-based assessments and SATs (Arens & Morin, 2016).

Other researchers have demonstrated that there is an additional mechanism by which the decreased wellbeing of teachers reduces student attainment. As discussed in the section above, poor teacher wellbeing has been shown to decrease teachers organisational commitment leading to a rise in absenteeism and increased teacher turnover. This loss of highly skilled and

experienced teachers exerts a detrimental impact on student attainment through disruption to student learning e.g. extended periods of time being taught by a succession of supply teachers whilst the school recruits to fill the vacancy (De Nobile & McCormick, 2005; Collie, 2010; Ronfeldt, Loeb, & Wyckoff, 2013; Collie & Martin, 2017).

We must however be mindful that whilst research has demonstrated a relationship between teacher wellbeing and student outcomes, and has begun to uncover the mechanisms through which this occurs, the aforementioned research cannot irrefutably establish causation. It is likely that there is a reciprocal relationship between teacher wellbeing and student outcomes, whereby increased teacher wellbeing leads to improved student outcomes, and increased student outcomes promote positive teacher wellbeing. Thereby, a reduction in teacher wellbeing may result in poor student outcomes, thus a further decreasing teacher wellbeing (Briner & Dewberry, 2007; Jennings and Greenberg, 2009). Further studies are therefore undoubtedly needed to examine and disentangle the various mechanisms underlying these observed relationships (Arens & Morin, 2016).

In addition to having an impact upon students' academic progress, poor teacher wellbeing can negatively impact the wellbeing of students (Roffey, 2012). If teachers are suffering from poor wellbeing, they are unlikely to be motivated or equipped emotionally to create a safe and happy teaching and learning environment. This will not only impact upon their student's readiness to learn, but will also hinder their social and emotional development (Wellbeing Australia, 2011; Weare, 2015). On the other hand, teachers with

positive wellbeing are more likely to create a positive teaching and learning atmosphere, they will take pride in fostering the development of their students social and emotional skills, and will fully invest and participate within their school communities (Sharrocks, 2014). Nurturing teacher wellbeing may therefore be beneficial so that they are more able to effectively attend to the diverse learning needs and wellbeing of their students.

1.2.2. Detrimental Impact on Colleagues

Although this is an area which has been relatively under researched within the academic literature, a recent survey of teacher wellbeing has highlighted that poor teacher wellbeing can additionally have negative implications for others working within the education sector (Education Support Partnership, 2019). A third of teachers highlighted that poor teacher wellbeing has a significant negative impact on team morale and relationships with colleagues (Education Support Partnership, 2019). This was particularly the case if a teachers poor wellbeing led to significant periods of time off work, as this often led to additional demands for the remaining teachers, e.g. covering lessons or additional duties, such as leading assemblies or playground duty.

1.2.3. Wider Implications

The wellbeing of teachers additionally has wider implications beyond the individual and the school community. As highlighted in section 1.1.2, there is a current crisis in the recruitment and retention of teachers (Department for Education, 2019b; Ofsted, 2019; Jerrim, 2020; NASUWT, 2019; Bubb & Earley, 2004; Audit Commission, 2002; McGraw, 2001; Horne, 2001; Smithers & Robinson, 2001). The training of teachers is a huge financial

investment, there is therefore a substantial cost to the public purse if teachers leave the profession or take long-term sick leave due to poor mental health and wellbeing shortly after qualifying (Gibbs & Miller, 2014; Bubb & Earley, 2004). Teacher wellbeing is thus important to the recruitment and retention of teachers both now and in the future. There is a need to evaluate how teacher wellbeing can be enhanced in order to “capitalise on this financial investment” (Gibbs & Miller, 2014, p.610), and ensure the profession is filled with long-serving, highly motivated and effective teachers (Roffey, 2012).

1.3. Chapter Summary

Taken together the statistics presented here suggest that the majority of teachers are experiencing heightened levels of stress, and as a consequence their health and wellbeing is declining, impacting upon their ability to effectively continue in their teaching role. Despite this, teachers do not feel adequately supported by their employer, and do not feel able to seek additional support if/when needed for a variety of reasons. Although the rates of poor teacher wellbeing and the associated consequences are well documented within national and international literature, it is only within the last few years that this has been recognised by the UK government. As a society we have a responsibility to our teachers to identify ways in which their wellbeing can be supported so that they can continue to nurture the learning and development of future generations. This research intends to achieve just that.

1.4. Thesis Structure

Following on from this introductory chapter, the remainder of the thesis is divided into five chapters. Chapter 2 describes and critiques the teacher wellbeing literature. Chapter 3 outlines the research methodology and research questions. The findings are presented, and discussed, respectively in Chapters 4 and 5. Finally, conclusions are then drawn in Chapter 6, including consideration of the research's contribution to the existing knowledge base and professional practice, along with recommendations for future teacher wellbeing research.

Chapter 2: Literature Review

2.1. Chapter Overview

Following an outline of the search strategy, the chapter will begin by exploring the terminology used within this thesis, considering the different definitions, models and constructs of wellbeing to date. It will then discuss the theoretical underpinning of the research. To move away from the current problem-focused approach within the literature, the chapter will then briefly examine the factors that challenge teacher wellbeing to provide context for the research. The main focus of the chapter will be to explore the factors that support teacher wellbeing at different levels. It is important to be mindful that whilst the introduction and literature review presents associations between a range of factors and teacher wellbeing, the presented research cannot irrefutably establish causation. It is likely that many of the relationships presented are reciprocal in nature. Further studies are undoubtedly needed to further examine and disentangle these observed relationships. In line with the theoretical underpinning of the research (see page 42), the literature has been organised into the levels of Bronfenbrenner's bioecological model (1994), with particular focus on personal factors and factors across the individual's context (i.e. microsystem, mesosystem, exosystem, and macrosystem). Although this section is presented in levels, it is important to note that these systems do not exist in isolation, each of these levels interact and thus impact upon one another. The researcher will then discuss the changing nature of the role of Educational Psychologists over time, before emphasising their current and future role in supporting teacher wellbeing. Finally, the researcher will present the aims of the current research and

research questions. Given that there are reported differences in wellbeing across sectors of education, a table detailing the sector of education in which each piece of research was conducted has been included in Appendix 21. Please see Appendices for further detail.

2.2. Literature Search Strategy

Whilst there are a number of ways to orient the reader to existing research, such as presenting the research in chronological order or presenting each study in turn etc, the researcher chose to present the key literature thematically. For example the identified definitions of wellbeing, the challenges to wellbeing, the supporting factors, and the Educational Psychologists role. Presenting literature in this way has been deemed appropriate for research areas in which there is limited research and/or the readers knowledge of the research area is unknown (Savin-Baden & Majors, 2013).

The literature review process consisted of a five steps:

1. Identifying Keywords
2. Selecting Appropriate Databases
3. Identifying Search Criteria
4. Performing Database Search
5. Selecting and Reviewing Relevant Articles

A review of Teacher Wellbeing literature was carried out for the researcher's Year One Research Report between December 2017 and July 2018, in partial fulfilment of the Doctorate in Professional Educational, Child and

Adolescent Psychology (DEdPsy). This provided a base of relevant literature from which to start this research. A further review of the Teacher Wellbeing literature, in addition to a review of research focusing on the role of EPs in supporting teacher wellbeing was carried out between September 2019 and June 2020.

The search terms deemed key to the research were 'teacher', 'wellbeing' and 'Educational Psychologist'. The researcher used these to search a number of relevant psychology, education and science databases, such as Psycinfo, Psycharticles, Web of Science, EBSCO, and ERIC. In addition to more general searches on Google, Google Scholar and UCL Explore.

As there is currently a growing evidence base around promoting mental health and wellbeing in schools generally, during the initial literature search the researcher was confronted with a wealth search results, many of which were deemed irrelevant upon reviewing their titles and abstracts. The researcher wanted to further refine the search upon research concerning the wellbeing of teachers and the role of the EP supporting this. The researcher therefore used Boolean operators to create two key search phrases in order to refine the search results, these are displayed in the table overleaf:

Teacher Wellbeing Literature	Literature Pertaining to the Educational Psychologists Role in Supporting Teacher Wellbeing
<p>teacher* OR "school staff" AND wellbeing OR well-being OR well being</p> <p>NOT student* OR pupil* OR child* OR adolescen*</p>	<p>"Education* Psycholog*" OR "School Psycholog*" AND teacher* OR "school staff" AND wellbeing OR well-being OR well being</p> <p>NOT student* OR pupil* OR child* OR adolescen*</p>
<ul style="list-style-type: none"> • <i>The used of inverted commas ensured that the search terms were found together.</i> • <i>The use of asterisks after the search terms truncates the terms e.g. 'Psycholog' will return search results of 'Psychology', 'Psychologist' or 'Psychologists' etc.</i> 	

Given the vast number of irrelevant search results, the researcher confined the search results to articles with these above terms within the title, and initially the search was limited to research published between 2000-2020. Occasionally literature published prior to these dates was included where the research appeared to have made a significant contribution to the current knowledge and understanding of teacher wellbeing.

Prior to the initial literature search, the researcher was also aware of one piece of published research with a focus on teacher wellbeing, Paterson & Grantham (2016), and an edition of the Division of Educational and Child Psychology Journal with a focus on "Teachers Wellbeing" (Volume 29, Number 4, December 2012). The researcher used a 'snowballing' technique to identify additional research of relevance from the aforementioned research, and the research identified through the literature searches.

2.3. Definition of Concepts

Before considering the rationale for this chosen research area, it is important to define the concepts of study. For the field of wellbeing this is more difficult than one would imagine. Despite receiving much scholarly attention since the 1960's, researchers have failed in their attempts to develop a single "universally applicable" definition of wellbeing (Ryff & Keyes, 1995; Kahneman, Diener & Schwarz, 1999; Coleman, 2009; Stratham & Chase, 2010; Seligman, 2011; Dodge, Daly, Huyton & Sanders, 2012; Paterson & Grantham, 2016).

Historically, there were two traditions in the study of wellbeing; the eudaimonic tradition and hedonic tradition. The former defined wellbeing in terms of an individual's development and positive psychological functioning, whereas the latter emphasised increased positive affect, happiness, and life satisfaction (Dodge et al, 2012).

Between the 1960's and the early 2000's researchers persisted in their efforts to define wellbeing, emphasising concepts such as "quality of life" (Shin & Johnson, 1978) and satisfaction with life (Deiner & Suh, 1997), "positive and negative affect" (Bradburn, 1969; Deiner & Suh, 1997), the fulfilment of goals (Emerson, 1985; Felce & Perry, 1995), "positive functioning" (Linley & Joseph, 2004; Duckworth, Steen & Seligman, 2005), "happiness" (Pollard and Lee, 2003), and "flourishing" (Keyes, 2002; Shah & Marks, 2004; Seligman, 2011). However, these early attempts have subsequently received criticism as they failed to provide a comprehensive

definition, instead merely describing the various components of wellbeing (Dodge et al, 2012).

To aid in its definition, in recent years researchers have begun to develop and refine theories, frameworks and models of wellbeing. For example, the Dynamic Equilibrium Theory and the Stocks and Flows Framework (Heady and Wearing, 1989;1991), the Updated Concept of Flow (Csikszentmihalyi, 2002), the Lifespan Model of Development (Hendry & Kloep, 2002), and the Changing Levels of Subjective Wellbeing (Cummins, 2010).

Given the word constraints of this thesis it would be impossible to discuss all of the definitions, theories and models of wellbeing, particularly given the vast number that have been published within the literature to date due to the complexity in defining wellbeing and the subsequent lack of an agreed upon definition. However, to provide context for the research, I have chosen to provide a brief overview of the attempts to provide a definition of wellbeing to date (outlined above), before discussing two models of wellbeing in greater detail; Dodge et al (2012) and McNaught et al (2011). These models were selected for more in depth exploration as they have been discussed and applied most frequently within the teacher wellbeing literature; within research studies (e.g. Paterson & Grantham, 2016; McKay & Barton, 2018), literature reviews (e.g. McCallum, Price, Graham & Morrison, 2017), and doctoral theses (e.g. Evans, 2016; Lewis, 2017; Nagy, 2017), thus they appeared of greater relevance to the study of teacher wellbeing. Additionally introducing these two models provides a good illustration of the stark contrast between researchers attempts to define wellbeing to date. The first

provides a clear and simple definition of wellbeing focusing solely upon individual factors (Dodge et al, 2012), whereas the second is more complex and emphasises the importance of both the individual and their context (McNaught et al, 2011). To address the thesis amendments, I have also included discussion of the Job Demands-Resources Model (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001) which has also been applied to the study of teacher wellbeing and other related concepts (Granziera, Collie, & Martin, 2020; Collie, Malmberg, Martin, Sammons, & Morin, 2020).

2.3.1. Dodge's Model of Wellbeing (2012)

In more recent attempts to define and conceptualise wellbeing, Dodge et al. (2012, p.231) attempted to create a simplified, "universally applicable" definition of wellbeing by reviewing the existing theoretical perspectives on wellbeing, highlighting the common themes, and incorporating these key ideas into a new simplified definition. In this model Dodge likened wellbeing to a seesaw (see Figure 1); proposing that "wellbeing is the balance point between an individuals resources and the challenges they encounter" (Dodge et al, 2012, p.230). An individual is deemed to have positive wellbeing when they possess the resources needed to overcome adversity. However, their wellbeing is compromised if this balance cannot be attained i.e. if the adversities faced outweigh their resources. To maintain their wellbeing, individuals strive to adapt their resources to reset this balance.

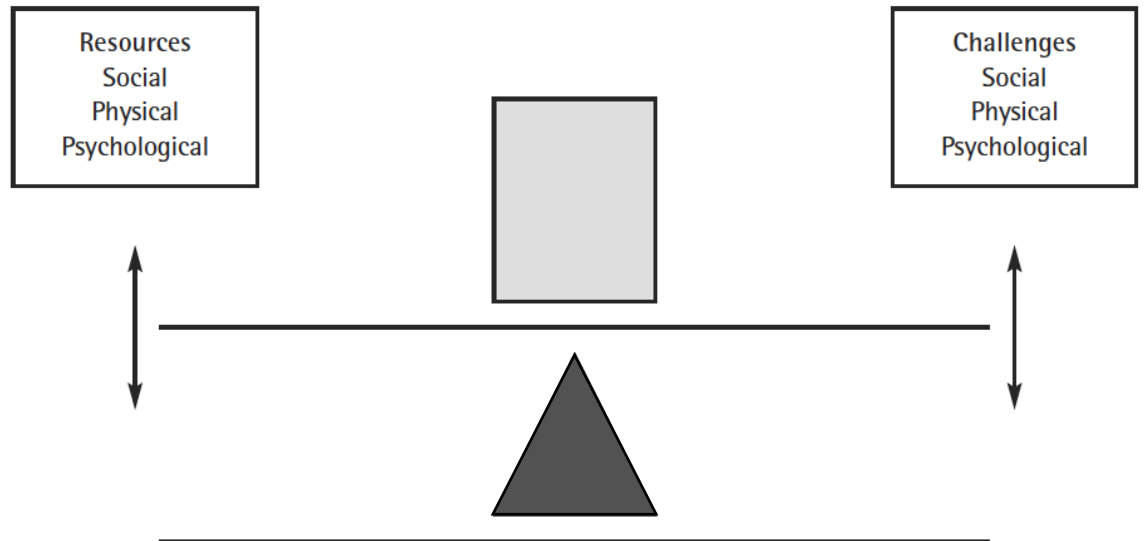


Figure 1. An illustration of Dodge et al's (2012) model of wellbeing, retrieved from Paterson and Grantham (2016).

While Dodge et al. (2012) have been praised for creating a tangible definition of wellbeing that can be operationalised, as with other attempts at definition, this too has received criticism. The definition offered by Dodge et al. (2012) fails to consider wellbeing holistically. It focuses solely on individual factors (i.e. an individual's physical, psychological and social resources), thus it fails to account for other potentially significant sources of support or adversity e.g. familial, community, societal, economic and/or environmental factors (La Placa, McNaught & Knight, 2013; Paterson & Grantham, 2016). The model proposed by Dodge et al. (2012) has also received criticism for simply combining and relabelling components of existing models.

2.3.2. McNaught's Definitional Framework of Wellbeing (2011)

In comparison, while McNaught's Definitional Framework of Wellbeing (2011) acknowledges the importance of the individual and their physical,

psychological and social functioning, it avoids the criticism of Dodge et al. (2012) by broadening its focus (see Figure 2 below).

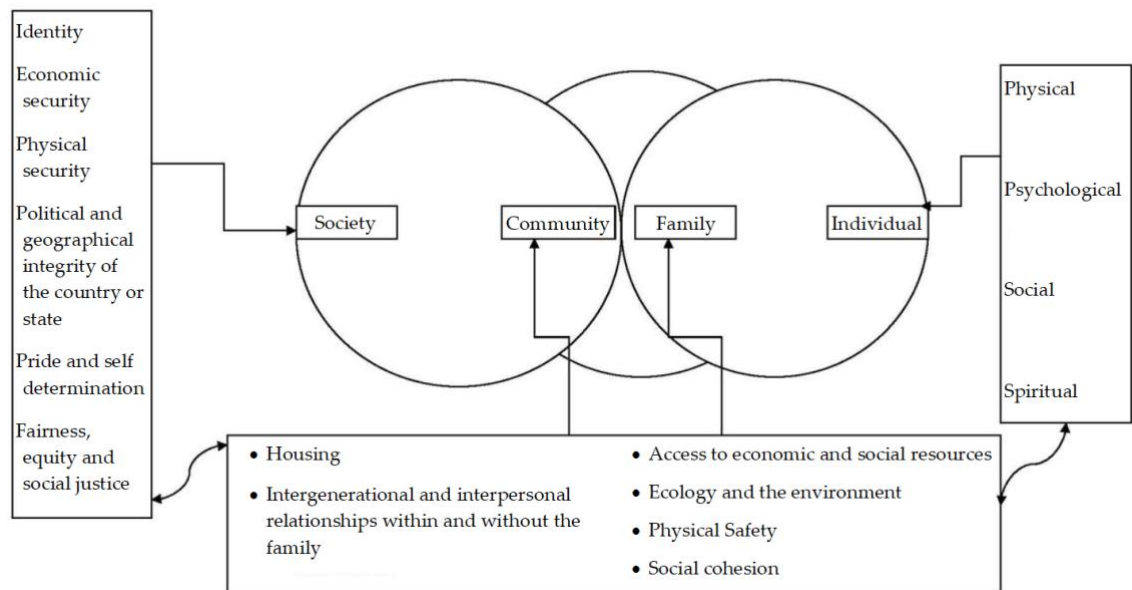


Figure 2. An illustration of McNaught's Definitional Framework of Wellbeing (2011), retrieved from La Placa et al. (2013).

It proposes that an individual's wellbeing is constructed through the interaction between four distinct domains: individual, family, community and societal. This model reiterates the dynamic nature of one's wellbeing, however, builds upon and improves previous models of wellbeing, as it begins to acknowledge the complexity of the construct. It helpfully moves away from traditional within-person definitions of wellbeing by acknowledging the importance of context.

2.3.3. The Job Demands-Resources Model

The Job Demands-Resources (JD-R) model was originally developed by Demerouti and Bakker as a model of burnout and is considered one of the most widely published conceptual frameworks for interpreting and explaining

factors affecting employee health and performance (Granziera, Collie, & Martin, 2020). It expands earlier models of work-related stress and burnout, such as the Job, Demand, Control Model (Karasek, 1979) and the Demand, Control, Support Model (Johnson & Hall, 1988). Since its development in 2001 the model has been refined, and it has subsequently (more recently) been applied to understanding the occupational experiences of teachers and their wellbeing. The original model is displayed below in Figure 3 (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001), this is followed by a depiction of the JD-R model as applied to the field of teacher wellbeing in Figure 4 (Granziera, Collie, & Martin, 2021), which has been annotated to include the demands, resources, and outcomes viewed as key in previous teacher wellbeing literature (Granziera, Collie, & Martin, 2021).

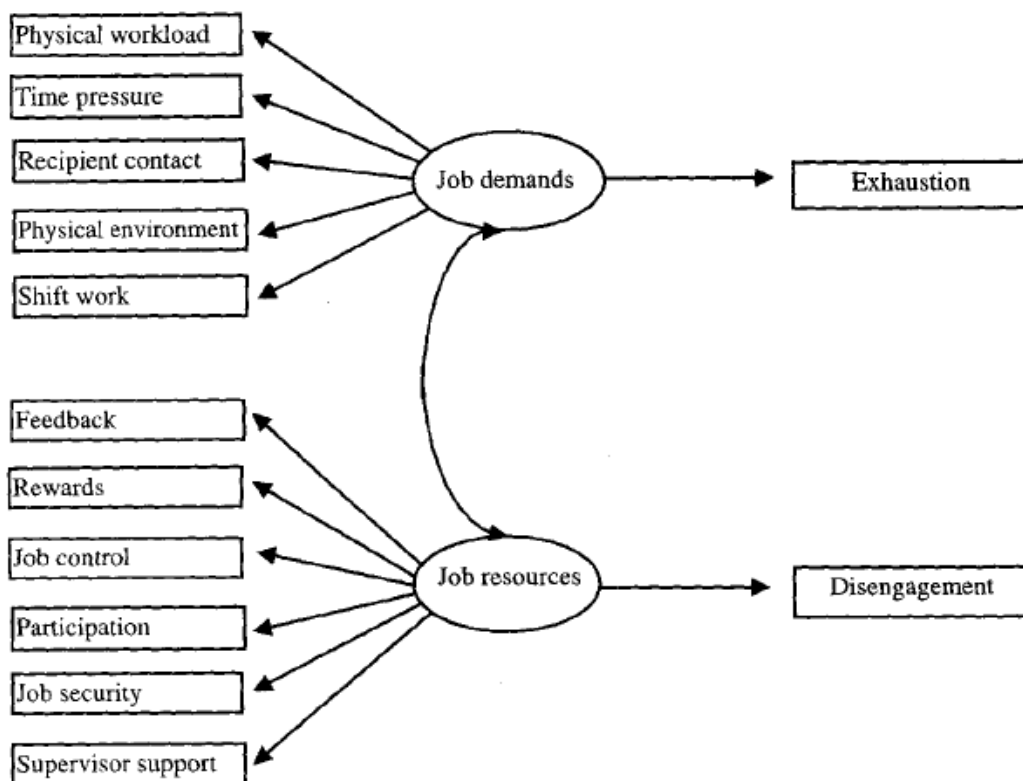


Figure 3. An illustration of the job demands-resources model of burnout, retrieved from Demerouti, Bakker, Nachreiner, & Schaufeli (2001).

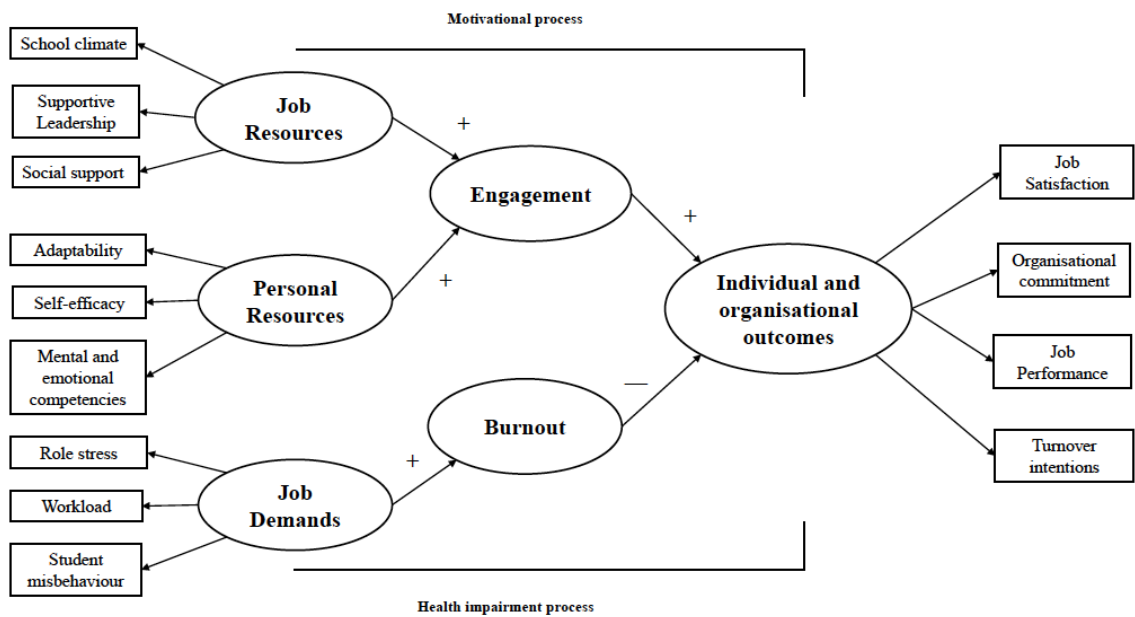


Figure 4. An illustration of the job demands-resources model of teacher wellbeing, retrieved from Granziera, Collie, & Martin (2021).

The central premise of the Job Demands-Resources (JD-R) model is that work characteristics can be classified into two broad categories, job demands and job resources, which are differentially related to specific outcomes (Demerouti et al, 2001; Bakker and Demerouti, 2006; Hakanen et al, 2006). Job demands are defined as any “physical, social, or organisational aspect of the job that requires sustained physical or mental effort” (Demerouti et al, 2001, p. 501), they are therefore associated with physical or psychological costs and may consequently result in emotional exhaustion (Demerouti et al, 2001). On the other hand, job resources are defined as any physical, psychological, social, or organisational aspects of the job that enable employees to (a) achieve work goals, (b) manage job demands and the associated physical and psychological consequences of these demands, and (c) stimulate personal growth and development

(Demerouti et al, 2001). More recent conceptualisations of the model have also acknowledged and accounted for the role of personal resources, defined as one's self-evaluation of one's ability to control their environment and exert influence upon it (Xanthopoulou et al, 2007). One's personal resources can directly predict or indirectly influence how job demands or job resources affect a range of employee outcomes.

Job demands and job resources give rise to two independent psychological processes (1) the health impairment process in which job demands uniquely predict exhaustion and negative affect (and subsequently burnout), and (2) the motivational process in which job and/or personal resources are inherently motivational and thus lead to increased job satisfaction and engagement, and employee wellbeing (Bakker & Demerouti, 2014; 2017). It is through these two independent processes that job demands and job resources exert influence on both personal and occupational outcomes, such as job performance, commitment to one's organisation, and staff retention. Thus, based on the JD–R model we may expect that excessive or unfavourable job demands (e.g. stress, workload, student misbehaviour) will exert a negative impact upon teacher wellbeing, increase the likelihood of withdrawal and disengagement, and thus increase their desire to leave the profession. Whereas a high level of job resources (e.g. supportive leadership, positive school climate) will increase teacher wellbeing, promote engagement, and reduce the desire to leave the profession.

The model has been commended for its flexible and parsimonious nature, incorporating a mere four basic components (demands, resources

exhaustion, and disengagement). The model is therefore able to incorporate a wide range of potential job demands and job resources, thus can be applied to a wide range of occupations. For example, the JD-R model has been widely and successfully applied to teaching populations and the study of teacher wellbeing, some of which have been explored and reviewed in Granziera, Collie, and Martin (2020). The model has additionally been commended for its capacity to incorporate both personal and organisational factors into one unified process model. This has enabled identification of salient resources and demands, and how these differentially predict motivation, health, and organisational outcomes (Granziera, Collie, & Martin, 2020).

Whilst, the models flexibility is a distinct advantage, it can also be viewed as a disadvantage in that it necessitates the use of additional theories and frameworks to understand and explain underlying associations between variables (e.g. job demands and job resources) and outcomes (Granziera, Collie, & Martin, 2020). However, researchers such as Schaufeli and Taris (2014) argue that this may not be a significant problem as there are generally existing theories and frameworks to explain these phenomenon. Secondly, the model may be viewed as too simplistic with regard to the nature of job demands and job resources. For example, not all job demands will be negative in nature and not all job resources will be motivational. Additionally, as with the definition offered by Dodge et al. (2012), the model could be criticised for failing to consider wellbeing holistically. It focuses solely on personal factors and factors within the organisation thus failing to account for

other potentially significant sources of demand(s) or resource(s), such as familial, community, societal, economic and/or environmental factors.

Despite the inconsistencies in the literature and the lack of an agreed upon definition of wellbeing, researchers agree that wellbeing is a subjective, context-dependant, “multi-faceted construct” (Pollard & Lee, 2003, p.60; Coleman, 2009). In order to truly understand wellbeing and the variety of factors that may support or challenge it, it would be beneficial to take a more holistic and ecological standpoint.

Whilst the definition of wellbeing has been examined extensively within the literature, as far as the researcher is aware the research by Aeltermann, Engels, van Petegem, & Verheghe (2007) offers the only occupation specific definition of wellbeing within the current literature. They define teacher wellbeing as *“a positive emotional state resulting from harmony between the sum of specific environmental factors on the one hand, and personal needs and expectations of teachers on the other”*.

Given that there is no universally agreed upon definition of wellbeing or teacher wellbeing, Aeltermann et al’s (2007) definition represents the conceptualisation of teacher wellbeing that has been adopted for the purpose of this research. This definition has been applied frequently within the teacher wellbeing literature to date, to name but a few; Lewis (2017), Bricheno, Brown & Lubansky (2009), Naghieh et al (2015), Day & Gu (2013), and Hulpia et al (2009). It also aligns with existing models of general wellbeing, such as Dodge et al (2012) which conceptualises wellbeing as the

balance point between the challenges an individual faces and the resources they possess, however it improves upon this conceptualisation by extending the definition beyond the individual focus, to acknowledge the impact of context. In doing so, Aelterman et al's (2007) definition additionally aligns with the theoretical underpinning of the research, Bronfenbrenner's Bioecological Framework (1995), which emphasises the reciprocal interaction between the individual and the four interconnected systems within their context (micro-, meso-, exo-, and macro- systems). This is outlined in greater detail in Section 2.4 below.

2.4. Theoretical Underpinning

As highlighted by the aforementioned definitions, the concept of wellbeing is complex. Teacher wellbeing is arguably even more so, as it is subject to influence from a multitude of sources, such as the UK Government, the Local Authority in which they work, their school and the staff who work there, the children and young people they teach and their parents/carers. The researcher, therefore, chose to adopt a bioecological framework (Bronfenbrenner, 1995) as she felt that it would allow her to capture the complexity and interconnectedness of the influences upon the wellbeing of teachers.

Bronfenbrenner described his theory as “an evolving theoretical system for the scientific study of human development over time” (2001, pp. 6963–6964; Bronfenbrenner & Morris, 2006, p. 793). As such, his theory underwent a number of significant changes from its conception in the 1970's until Bronfenbrenner's passing in 2005 (Rosa & Tudge, 2013). The current

research has utilised what has been coined the most “mature” version of Bronfenbrenner’s bioecological model (Tudge, 2009, p.198) which incorporates the concepts of process-person-context-time (PPCT). This will be discussed in greater detail below, alongside how this will be applied in the current study.

2.4.1. Process

Process, otherwise known as *proximal processes*, refers to the reciprocal interactions an individual has with the “persons, objects, and symbols in their immediate external environment” (Bronfenbrenner & Ceci, 1993, p.317). In order to be deemed a proximal process, these interactions must “occur on a fairly regular basis over extended periods of time” (Bronfenbrenner & Ceci, 1993, p.317). Proximal processes are central to the bioecological theory, they are described as “the driving forces of human development” (Bronfenbrenner 1999, 2000, 2001; Bronfenbrenner & Evans, 2000; Bronfenbrenner & Morris, 1998, 2006). Within the current study, proximal processes could refer to teachers’ interactions with other staff members, teacher-student interactions, whole class teaching, or liaison with external professionals etc. These processes are an integral part of teaching practice as highlighted in Evans (2016) and Bricheno et al (2009), in which teachers reported that relationships with others were key to one’s wellbeing. It has been hypothesised that proximal processes can have a greater influence on an individual than the actual environment in which the interactions occur (Crawford, Snyder, & Adelson, 2019), thus can be harnessed to bring about change or maintain the status quo (Tudge et al., 2009) i.e. maintain teachers current levels of wellbeing or improve teacher wellbeing.

2.4.2. Person

Bronfenbrenner's bioecological model emphasises the importance of an individual's characteristics. He divides these into three broad categories: '*force*', '*resource*' and '*demand*' (Rosa & Tudge, 2013).

1. Force characteristics refer to characteristics that affect how an individual responds in a given situation/context, such as their temperament, persistence, motivation, and personal beliefs and interests (Tudge et al, 2009). Bronfenbrenner deemed force characteristics as having the greatest influence on an individual's developmental outcomes through influencing whether an individual will initiate, sustain, or inhibit proximal processes (Bronfenbrenner & Morris, 1998, 2006).
2. Resource characteristics refer to an individual's "abilities, skills, knowledge, and experience". These characteristics influence how effectively an individual can engage in proximal processes (Bronfenbrenner & Morris, 1998, 2006, p. 812).
3. Finally, demand characteristics refer to more immediate observable characteristics, such as an individual's gender, their age, or ethnicity, which may directly or indirectly influence how others perceive or respond to them (Tudge et al, 2009).

Bronfenbrenner (1979) highlights that although all of these characteristics are important, force characteristics can exert a greater influence, in that two individuals with identical demand and resource characteristics may make different developmental progress, depending on their force characteristics.

The current study attempts to explore an individual's force and resource characteristics during both phases, and collects demand characteristics during phase one.

2.4.3. Context

Context refers to the various systems in which teachers work. Context is the element of Bronfenbrenner's theory that has remained consistent across all versions. Bronfenbrenner described an individual's context in terms of four interconnected systems. These systems are depicted in Figure 5. The figure additionally provides clarification in relation to how the model has been adapted to teachers, given that this theory is most often used to explore children's development.

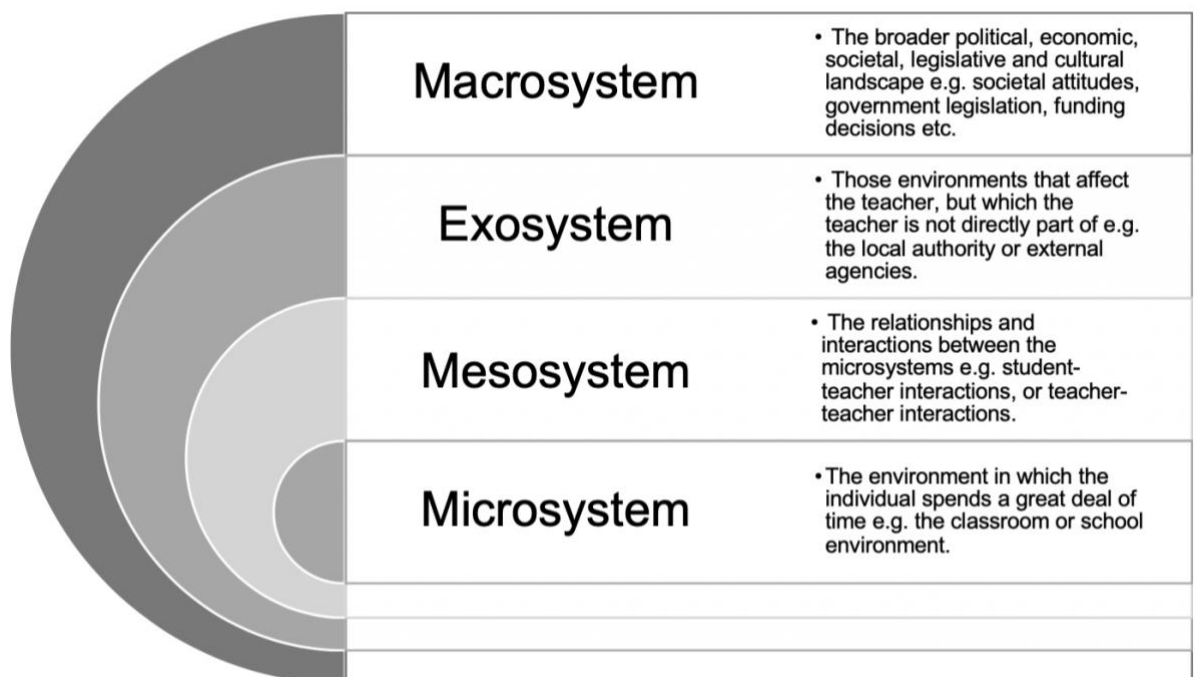


Figure 5. A visual illustration of the four interconnected systems within the context as described in Bronfenbrenner's (1995) Bioecological Framework.

Context was deemed particularly important in the current study as it provided a lens through which the researcher could explore the multiple influences upon teacher wellbeing. This will increase the likelihood of obtaining a holistic understanding of teacher wellbeing and the ways it can be promoted, as it will ensure that factors have been considered across every level.

2.4.4. Time

Time is the final concept within the Person-Process-Context-Time model. This updates what was referred to as the Chronosystem in Bronfenbrenner's earlier model (Bronfenbrenner, 1988). In this updated bioecological model, Bronfenbrenner described three different levels of time: '*microtime*' refers to "continuity versus discontinuity within ongoing episodes of proximal processes" i.e. what occurs during specific interactions. '*Mesotime*' refers to the frequency of interactions across periods of days or weeks. Finally, '*macrotime*' refers to "changes in expectations and events in wider society, both within and across generations" (Bronfenbrenner & Morris, 2006, p. 796). Whilst the researcher endeavoured to explore all aspects of the PPCT model, as the present study is cross-sectional, rather than longitudinal, it is more difficult to address '*macrotime*'. However, it is possible that participants may refer to events or changes in expectations related to '*macrotime*' within their responses during phase one and two.

Bronfenbrenner's Bioecological Model (1995) was viewed as a beneficial theoretical underpinning for the research for a number of reasons.

Firstly, Bronfenbrenner's Bioecological Model supports researchers to move away from the traditional constricted pathogenic models of mental health and wellbeing which problematise the individual and disregard their context, and in doing place sole responsibility for improving mental health and wellbeing on the individual alone (Williams, 2013; Hill, 2013; Brooks, 2013). These traditional models have since been deemed inadequate (Williams, 2013; Hill, 2013; Brooks, 2013), with many favouring the use of alternative systemic perspectives (Ekers, 2020) such as Bronfenbrenner's Bioecological Theory. This is consistent with the approach currently advocated by the Educational Psychology profession.

Secondly, whilst it would have been entirely possible and indeed appropriate to utilise one of the existing models of wellbeing within the current research (e.g. Dodge et al [2012] or the Job Demands-Resources Model), schools are not static entities, but ones that experience constant interaction both within and beyond the system (Stivaros, 2007). Thus, the sociocultural world of a teacher is complex. Teachers are subject to a myriad of influences that impact on their development e.g. classroom environment, school system, home and community contexts, and the local and national political climate, as well as relationships within and across these contexts (e.g. classroom, school, home and community) (Bronfenbrenner & Morris, 1998; Price & McCallum, 2015; Christian, 2017). Bronfenbrenner's bioecological model allows researchers to capture this complexity. Unlike other models it does not seek to reduce wellbeing down to individual component parts i.e. individual challenges and resources, but seeks to understand all of the factors that influence wellbeing not only within the individual but also within

the complex multi-level environment in which all individuals are embedded, in addition to the interactions between them. In fact, research applying these alternative models (e.g. JD-R) to the study of teacher wellbeing have called for future research to apply multi-level approaches, such as Bronfenbrenner. For example, in their study which aimed to understand teacher wellbeing through the Job Demands-Resources Model, Granziera, Collie, & Martin (2021) state that “few studies have conceptualised teachers’ wellbeing through a multi-level lens; future studies need to consider how individual demands and resources interact with organisational level demands and resources” (Granziera, Collie, & Martin, 2021, p.10). This provides further justification for the use of Bronfenbrenner’s bioecological model within the current study.

Thirdly, Bronfenbrenner’s bioecological model has also been commended for its ability to translate the complexities of human development into operational research and practice models (Mervyn-Smith, 2010). Within the academic context, it provides a systematic structure for researchers to understand and organise their research findings on the many different influences on teacher wellbeing at the individual, classroom, and organisational levels, without which researchers may be faced with an insurmountable list of potential challenges and resources. The framework is additionally beneficial within the professional context, as it provides a structure through which teachers, school leaders and educational psychologists can intervene at various levels to support teacher wellbeing, by highlighting which areas should be prioritised for intervention (e.g. working at the level of the individual, developing interpersonal relationships [e.g. student, collegiate, parent etc],

addressing whole school approaches, or considering wider level influences) (Allen et al, 2018).

Additionally, although originally developed within the domain of child development, "*the scope and explanatory power of the ecological framework has made it widely effective as an analytic and interventionist tool in research*" (Stivaros, 2007), with scholars using it to advance understanding across a range of diverse fields and subject matters, such as child development, social work, philosophy, psychology and education.

Bronfenbrenner's bioecological theory has been widely and successfully applied to research in the fields of mental health and emotional wellbeing. To name but a few of relevance, Price and McCallum (2015), Paterson and Grantham (2016), Roffey (2008), and Nagy (2017) have all used Bronfenbrenner's bioecological model to explore the ecological influences on teacher wellbeing. More recently Harvest (2018) has additionally used Bronfenbrenner's bioecological model to investigate the role EPs could play in supporting secondary school staff to support children with social, emotional, and mental health difficulties. These studies further demonstrate the suitability of applying Bronfenbrenner's bioecological model to the current research.

In addition to its use as a theoretical underpinning within many studies of mental health and emotional wellbeing in both child and adult populations (as discussed above), Bronfenbrenner's bioecological model has additionally been used in the development of measures of teacher wellbeing. For example, Collie (2014) used Bronfenbrenner's Bioecological theory to guide

item selection when developing the Teacher Wellbeing Scale (TWBS). Thus further demonstrating the relevance of Bronfenbrenner's bioecological model to this study of teacher wellbeing (Collie, 2014).

Finally, Bronfenbrenner's Bioecological Framework (1994) additionally aligns with the philosophical paradigm of the research, discussed in Chapter 3.2 (Page 89). Critical Realism asserts that whilst individuals have a degree of agency, this is constrained by wider structural factors that are viewed as surrounding the individual. This is commensurate with the Bronfenbrenner's bioecological model (1994) which emphasises the importance of both the individual and their context, and the reciprocal interactions between them. Additionally, Bronfenbrenner's conceptualisation of the individual's context as a set of four nested and interconnected structures, aligns with and thus can be applied to the critical realist distinction between three stratified ontological domains. For example, the real domain pertains to forces operating within the macrosystemic level, the actual domain can be linked to the factors operating at the mesosystemic and exosystemic levels, and the empirical domain relates to the individuals' proximal experiences at the microsystemic level (Stivaros, 2007). It is for these multitude of reasons that Bronfenbrenner's Bioecological Model (1994) was viewed as one of the most useful theories to provide a theoretical underpinning for the current research.

Bronfenbrenner's bioecological model (1994) has been used initially to structure the literature review. As will be demonstrated in Chapter 3, it has been used as prompts within both the questionnaire and the interviews. Whilst it has not been used within the data analysis, as this would go against

the inductive nature of the research, it has been used to structure the discussion of the results in Chapter 5. The researcher felt that using Bronfenbrenner's bioecological model in this way would provide a useful lens through which teacher wellbeing can be explored. It encourages both researcher and participant to consider not only the individual, but to examine factors across the interconnected systems within their context, in addition to the interdependent relations between the systems. This arguably increases the likelihood of the researcher obtaining a richer and more holistic understanding of teacher wellbeing, and helps to further current understanding of the ways it can be promoted within schools and by the Educational Psychology Service (EPS).

2.5. Factors Challenging Teacher Wellbeing

To date, the majority of the literature has taken a problem-focused approach when studying teacher wellbeing, exploring and emphasising the multitude of factors that compromise teacher wellbeing. Whilst it is evident from the literature that teachers are subject to substantial demand from a range of different sources (Gibbs & Miller, 2014), given that the focus of this research is the factors that support teachers wellbeing and the ways in which it can be improved, for the purpose of this research the researcher has not endeavoured to address all of these factors. The researcher has instead drawn attention to the three factors deemed the greatest challenge to teacher wellbeing within the most recent literature, to provide context for the current study. These factors are workload and work-life balance, pupil behaviour, and lack of funding, and will be discussed in turn overleaf (Education Support Partnership, 2019; NASUWT, 2019; Ofsted, 2019).

2.5.1. Workload and Work-Life Balance

Within the national and international literature, excessive workload and the consequent difficulty achieving work-life balance continues to be the most frequently cited source of teacher stress and poor wellbeing (Bricheno et al, 2009; YouGov, 2018; Ofsted, 2019; Teacher Support Network, 2002; Bubb & Earley, 2004; Collie, 2014; McCarthy, Lambert, & Reiser, 2014; Collie, Shapka, & Perry, 2012; Klassen & Chiu, 2010, 2011; Perry, Brenner, Collie, & Hofer, 2015; Trépanier, Fernet, & Austin, 2013; Chaplain, 2008; De Nobile & McCormick, 2005; Pang, 2012; Boyle, Borg, Falzon & Baglioni, 1995; Collie, Perry, & Martin, 2017). A growing number of researchers across many countries have investigated the job demands and job resources that influence teacher outcomes, and have demonstrated that work overload is a salient 'job demand' which has been linked to increased stress, poor teacher wellbeing, and increased desire to leave the profession (Bermejo-Toro et al, 2016; Dicke et al, 2018; Evers et al, 2016; Skaalvik and Skaalvik, 2018; Tonder and Fourie, 2015; Hakanen et al, 2006; Lee, 2019; Leung and Lee, 2006; Granziera, Collie, & Martin, 2021; Vangrieken et al, 2015; Collie, Malmberg, Martin, Sammons, & Morin, 2020). Teachers attributed this excessive workload primarily to non-teaching tasks such as assessments, marking, planning, administrative tasks, and an excessive number of meetings (NASUWT, 2019; PriceWaterhouseCoopers, 2001; Thomas et al, 2003; Bubb et al, 2003; Bubb & Earley, 2004). The majority of teachers felt that they did not have enough time within the school day to complete their workload, thus frequently reported working evenings (66%), weekends (55%), and during the school holidays (57%) to meet the ever-increasing workload demands (Education Support Partnership, 2019). In recent

research by Ofsted (2019), 69% of primary, secondary, and further education teachers reported working over 50 hours per week, this is significantly higher than the average working hours of the majority of the UK workforce (Ofsted, 2019). This lack of work-life balance negatively impacts upon teachers personal lives, limiting the time available to spend with family and friends, and making it difficult to sustain meaningful relationships (Ofsted, 2019; Chartered Institute of Personnel Development, 2001; Bubb & Earley, 2004). It is therefore unsurprising that a high proportion of teachers disclosed that workload (70%) and a lack of work-life balance (65%) were their primary reasons for leaving the teaching profession (Education Support Partnership, 2019).

2.5.2. Student Behaviour

The behaviour of students and difficulties in managing student misbehaviour continues to be the second most common challenging factor for just over half of all primary and secondary school teachers (NASUWT, 2019; Education Support Partnership, 2019), and was cited by 51% of teachers as their primary reason for leaving the profession (Education Support Partnership, 2019). The negative impact of student misbehaviour has also been consistently highlighted within the literature. A growing body of national and international literature has illustrated that disruptive student behaviour is a substantial source of stress for teachers worldwide, and thus a challenge to their wellbeing. Frequent experiences of high levels of disruptive pupil behaviour has been linked to a range of negative outcomes such as reduced wellbeing, increased stress, emotional exhaustion, decreased organisational commitment, and an increased desire to leave the profession (Granziera,

Collie, & Martin, 2021; Collie, Malmberg, Martin, Sammons & Morin, 2020; Hakanen et al, 2006; Lee, 2019; Leung and Lee, 2006; Skaalvik and Skaalvik, 2018; Bakker et al, 2007; Collie, Shapka, & Perry, 2012; McCarthy, Lambert, & Reiser, 2014; Klassen & Chiu, 2010, 2011; Perry, Brenner, Collie, & Hofer, 2015; Trépanier, Fernet, & Austin, 2013; Chaplain, 2008; De Nobile & McCormick, 2005; Pang, 2012; Boyle, Borg, Falzon & Baglioni, 1995; Collie, Perry & Martin, 2017; Bermejo-Toro et al, 2016; Dicke et al, 2018; Evers et al, 2016; Tonder & Fourie, 2015; Teacher Support Network, 2002; Bubb & Earley, 2004). The extent to which student misbehaviour challenges teacher wellbeing appears to be mediated by the level of support received by senior leadership teams and parents in managing this behaviour, with many primary and secondary school teachers reporting lack of support from both parties as an exacerbating factor (YouGov, 2018; Ofsted, 2019).

2.5.3. Insufficient Funding

Within the most recent surveys of teacher wellbeing, half of the primary and secondary school teachers surveyed cited insufficient funding as one of their top five concerns (NASUWT, 2019) and deemed this a significant contributor to poor teacher wellbeing (Ofsted, 2019; Teacher Support Network, 2002; Bubb & Earley, 2004). The funding available to schools influences the availability and quality of basic facilities (i.e. classrooms, staff rooms and toilets), the availability of resources (i.e. textbooks, ICT and other classroom equipment), teachers' salaries, and the schools capacity to employ support staff. Insufficient funding within schools gives rise to feelings of disempowerment amongst teachers because despite having the knowledge and skills necessary to succeed within their roles, this lack of funding and

associated consequences means that they cannot deliver the level of high-quality education that they aspire to (Ofsted, 2019).

The current literature further emphasises a wide variety of additional factors that negatively impact upon teacher wellbeing. The factors most commonly cited by teachers include, but are not limited to: poor relationships with colleagues, students, and their families (Holmes, 2005; Brown & Ralph, 1995; Roffey, 2012; Ofsted, 2019), the senior leadership team (Ofsted, 2019; Sharrocks, 2014; Bricheno et al, 2009; Paterson & Grantham, 2016; Rae et al, 2017), lack of social support (Collie, Perry & Martin, 2017; Perry, Brenner, Collie, & Hofer, 2015; McCarthy, Lambert, & Reiser, 2014; Trépanier, Fernet, & Austin, 2013; Collie, Shapka, & Perry, 2012; Pang, 2012; Klassen & Chiu, 2010; Klassen & Chiu, 2011; Chaplain, 2008; De Nobile & McCormick, 2005; Boyle, Borg, Falzon & Baglioni, 1995), the responsibility of meeting the needs of students with a wide variety of academic and social, emotional and mental health difficulties (Sharrocks, 2014; Rae et al, 2017; Perry, Yee, Mazabel, Lisaingo, & Määttä, 2017; Beszterczey, Katzenstein, Park, & Goring, 2002; Lambert et al, 2009; Yoon, 2002; Collie, Perry, & Martin, 2017), the requirement to fulfil numerous roles and responsibilities (Bricheno et al, 2009; Brown & Ralph, 1995), dissatisfaction with one's income (Bricheno et al, 2009; Ofsted, 2019), insufficient opportunities for professional development (Collie, Malmberg, Martin, Sammons, & Morin, 2020; Kwakman, 2003; OECD, 2009; Broadley, 2010; Collie et al, 2012; Skaalvik and Skaalvik, 2018; Brown & Ralph, 1995; Bubb & Earley, 2004), the lack of respect for teachers within society (Bricheno et al, 2009; Teacher Support Network, 2002; Bubb & Earley, 2004; Brown & Ralph, 1995), Ofsted

inspections (Teacher Support Network, 2002; Bubb & Earley, 2004), lack of control (Teacher Support Network, 2002; Bubb & Earley, 2004; PriceWaterhouseCoopers, 2002) and the frequency and pace of change at an organisational level, imposed upon schools by central and local government (Guglielmi & Tatrow, 1998; Bricheno et al, 2009; DfES, 2007; Sharrocks, 2014; Brown & Ralph, 1995; Bubb & Earley, 2004; Teacher Support Network, 2002; PriceWaterhouseCoopers, 2002; Collie, Perry & Martin, 2017; Van Droogenbroeck, Spruyt & Vanroelen, 2014, Chang, 2009; Hargreaves & Dawe, 1990). This emphasises the sheer multitude of factors with the potential to challenge the wellbeing of teachers.

2.6. Factors Supporting Teacher Wellbeing

In contrast, research investigating the factors that support teacher wellbeing and the ways in which we can improve the wellbeing of teachers is comparatively sparse, particularly within the UK (Bricheno, et al, 2009; Sharrocks, 2014; Paterson & Grantham, 2016; Liu et al, 2017). The majority of the research has been conducted internationally, or its focus has been directed towards evaluating the implementation of a single intervention, rather than exploring holistically from a teacher's perspective the factors that support their wellbeing. This section will now explore the factors that have been deemed supportive of teacher wellbeing within the literature. As highlighted within the introduction to this chapter, the literature will be presented in the levels of Bronfenbrenner's Bioecological Model (1995).

2.6.1. PERSON

A number of personal factors (i.e. factors that reside within the individual) can support teachers to maintain their wellbeing. The most frequently cited factors at this level are self-efficacy and resilience, these will be discussed below. A number of other factors that have been highlighted as important within the literature will also be discussed.

2.6.1.1. Self-Efficacy

Self-efficacy has been defined as an individual's belief in their own ability to succeed (Bandura, 1997; Evans, 2016; Granziera, Collie, & Martin, 2021). It has been identified as an important personal resource for teachers (Dicke et al, 2018; Simbula et al, 2012; Vera et al, 2012; Granziera, Collie, & Martin, 2021). A substantial body of literature has demonstrated that a teachers positive sense of self efficacy is directly associated with important outcomes for teachers including; greater resilience, increased levels of motivation, improved work-life balance, greater work engagement and greater organisational commitment, and improved ability to cope with the demands and stressors of teaching (Bandura, 1997; Evans, 2016; Granziera, Collie, & Martin, 2021; Collie et al, 2018; De Carlo et al, 2019; Dicke et al, 2018; Hakanen et al, 2006; Skaalvik & Skaalvik, 2018; Woolfolk Hoy & Spero, 2005; Guskey, 1988; Ross, 1994; Tsouloupas, Carson, Matthews, Grawitch, & Barber, 2010). Research has additionally illustrated that a teacher's self-efficacy is "intertwined" with their wellbeing; with teachers with a positive sense of self-efficacy experiencing greater wellbeing (Liu et al, 2018, p.135; Graham, Phelps, Maddison, & Fitzgerald, 2011; Egyed & Short, 2006; Smylie, 1988; Tschannen-Moran & Woolfolk Hoy, 2001; Schwarzer &

Hallum, 2008; Collie, Shapka, & Perry, 2012). One's self-efficacy is, however, not a fixed trait, it can be threatened by a range of factors such as the challenge of meeting the social, emotional and mental health needs of pupils, student misbehaviour (Lambert, McCarthy, O'Donnell & Wang, 2009), and the approach taken by the senior leadership team (Goddard, Hoy & Woolfolk, 2004). Reassuringly, however, as self-efficacy is not fixed researchers have demonstrated that teacher self-efficacy, thus teacher wellbeing, can be improved through a number of means including participation in interventions based upon positive psychology (Critchley & Gibbs, 2012).

2.6.1.2. Resilience.

Resilience is one's ability to adapt well to or "bounce back" from the challenges and adversities faced in one's life (Gu and Day, 2007, p.26; Evans, 2016). As with self-efficacy, one's resilience is not a stable trait, it changes over time (Gu & Day, 2013), and can be affected by a variety of factors at the individual, relational, and organisational levels (Gu and Day, 2013). Similar to the concept of wellbeing, there have been difficulties in its definition, often varying from profession to profession, however, the definition provided above appears to be one of the most widely accepted. Regardless of the definition adopted, research has suggested that one's wellbeing is closely linked to one's resilience, thus supporting teachers to develop their resilience is likely to have a positive impact upon their wellbeing (Margolis, Hodge and Alexandrou, 2014), in addition to fostering greater commitment to their teaching role and increasing effectiveness (Gu & Day, 2007). Thus, it appears that supporting teacher resilience has a multitude of benefits.

Other personal factors that have been cited within the literature as being beneficial to wellbeing are “professional passion” (Liu et al, 2018, p.135), i.e. finding happiness and enjoyment in one’s work (Partridge, 2012; Liu et al, 2018; Acton & Glasgow, 2015), a sense of professional identity (Evans, 2016), feelings of professional competence (Briner & Dewberry, 2007; Acton & Glasgow, 2015; Collie, Shapka, Perry & Martin, 2016), adaptive motivation (Collie & Martin, 2017; Butler, 2007; Collie et al, 2012; 2016; Holzberger, Phillip & Kunter, 2014; Klassen & Chiu, 2010; Roth et al, 2007) and “emotional intelligence”, which has been defined as one’s ability to recognise one’s emotions and manage these (Holmes, 2005, p.7). Emotional intelligence has been identified as key in maintaining one’s wellbeing as it supports teachers to view the demands of the job positively, and identify and apply a range of effective coping strategies to manage these demands (Acton & Glasgow, 2015). Similar to the aforementioned concept of ‘emotional intelligence’, research has found that one’s social and emotional competence, defined by Collie (2019) as “the effective management of one’s intrapersonal and interpersonal social and emotional experiences in ways that foster one’s own and others’ thriving” (Collie, 2019, p.2), is beneficial for the wellbeing of teachers. Collie & Perry (2019) emphasised the reciprocity of this association; whilst teachers with higher social emotional competence are likely to experience greater wellbeing, teachers that experience positive wellbeing are also more likely to practice socially and emotionally competent behaviours when dealing with difficult situations (e.g. unmanageable workloads or student misbehaviour) (Collie & Perry, 2019; Jennings et al, 2017; Collie, 2019; Mansfield et al, 2016; Fredrickson, 2001). Collie & Perry

(2019) therefore suggest that wellbeing amongst teachers can be promoted by focusing on their social and emotional competence and supporting its development over time. Within the literature a range of socially and emotionally competent behaviours have been identified as being particularly beneficial, including utilising cognitive reappraisal, setting constructive goals, employing problem focused coping strategies, and practicing mindfulness (Mansfield et al, 2016; Parker & Martin, 2009; Jennings et al. 2017; Collie & Perry, 2019).

A further person factor that has been deemed important for one's wellbeing is adaptability. Adaptability, has been defined as one's capacity to "constructively regulate psycho-behavioural functions in response to new, changing, and/or uncertain circumstances, conditions and situations" (Martin, Nejad, Colmar, and Liem, 2012, p. 66), and has been conceptualised as a 'personal resource' in studies applying the aforementioned Job Demands-Resources Model (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001) to the study of teacher wellbeing (e.g. Collie and Martin 2017; Collie et al. 2018; Granziera, Collie & Martin, 2021). These studies have demonstrated that adaptability predicts a range of teacher outcomes, with greater adaptability positively associated with increased wellbeing, greater engagement and organisational commitment, and improved work-life balance (Granziera, Collie & Martin, 2021; Collie & Martin 2017; Collie et al, 2018; De Carlo et al, 2019; Dicke et al, 2018; Hakonen et al, 2006; Skaalvik & Skaalvik, 2018).

The above section has discussed a range of person factors that are deemed supportive of teacher wellbeing, the contextual factors that support teacher wellbeing will now be discussed, the first being the microsystemic level.

2.6.2. CONTEXT

2.6.2.1. *Microsystem*

The importance of positive relationships in promoting one's wellbeing has been discussed extensively within the literature. Whilst the benefit of positive relationships at multiple levels has been emphasised (see mesosystem below), one's relationship with and the support of the senior leadership team, has been found to be the most important relationship in supporting teacher wellbeing when compared with others, i.e. relationships with colleagues (Bricheno et al, 2009), given their central role in determining the ethos and culture of the school (Bricheno et al, 2009).

2.6.2.1.1. Senior Leadership Team

The importance of the senior leadership team in teacher wellbeing has been reported within wellbeing surveys and the literature, both nationally and internationally (Day, 2008; Bricheno et al, 2009; Aelterman et al, 2007; Ofsted, 2019; Garland, Linehan, Merrett, Smith, & Payne, 2019; Granziera, Collie, & Martin, 2021; Collie, Malmberg, Martin, Sammons, & Morin, 2020; De Carlo et al, 2019; Collie et al, 2018; Dicke et al, 2018; Skaalvik & Skaalvik, 2018; Vangrieken et al, 2015; Collie et al, 2012; Bakker et al, 2007; Hakanen et al, 2006; Dunham, 1995; Bubb & Earley, 2004; Finlayson, 2002).

More specifically, research has illustrated that in order to have a positive impact upon teacher wellbeing, members of the senior leadership team must have an understanding and approachable nature (YouGov, 2018; Dunlop & McDonald, 2004; Bricheno et al, 2009; Education Support Partnership, 2019). They must demonstrate to teachers that they are valued, respected and trusted, by providing them with an appropriate level of autonomy, not only in terms of their own classroom practices but also opportunities to consult on and provide feedback regarding whole school practices (Ofsted, 2019; YouGov, 2018; Bangs & Frost, 2012; Evans, 2016; Baard, Deci, & Ryan, 2004; Klassen et al, 2012; Collie, Perry, & Martin, 2017; Ware & Kitsantas, 2011; Vangrieken et al, 2015; Collie, Malmberg, Martin, Sammons, & Morin, 2020; Granziera, Collie & Martin, 2021). Within recent research this has been coined 'Perceived Autonomy Support', defined as "the extent to which figures of authority foster a climate of empowerment and self-determination for all individuals within that context" (Collie, Perry, & Martin, 2017, p. 6-7). Perceived autonomy support has been classified as a 'job resource' within research applying the Job Demands-Resources Model (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001), such as Granziera, Collie & Martin (2021). The literature has highlighted the significance of perceived autonomy support in directly and positively influencing positive outcomes for teachers (Collie, Perry, & Martin, 2017). For example, research has demonstrated that when teachers perceive their school leadership to be autonomy supportive, they report decreased stress (Mintz, 2007; Evans, 2016; Pearson & Moomaw, 2005; Nie, Chua, Yeung, Ryan & Chan, 2014; Collie, Perry & Martin, 2017; Collie et al, 2012) and greater wellbeing (Bricheno et al, 2009; Evans, 2016; Liu et al, 2018; Granziera, Collie &

Martin, 2021; De Carlo et al, 2019; Collie et al, 2018; Dicke et al, 2018; Skaalvik & Skaalvik, 2018; Collie, Perry & Martin, 2017; Collie, Shapka, Perry & Martin, 2016; Hakanen et al, 2006; Collie, 2014), amongst other outcomes e.g. increased self-efficacy, greater adaptability, increased work engagement, and higher organisational commitment. In fact, in their study of teachers psychological functioning in the workplace, Collie, Shapka, Perry and Martin (2016) found that autonomy was one of the strongest predictors of teacher wellbeing, when compared to a range of other factors, such as competence, relatedness with students, and relatedness with colleagues. It has been hypothesised that the relationship between autonomy support and positive teacher outcomes are most likely to have occurred because autonomy support, whether actual or perceived, provides teachers with a sense of choice and control over their role e.g. their workload and how they manage the classroom (Collie, 2014). Conversely, school contexts characterised by controlling senior leadership teams have been shown to negatively influence a range of teacher outcomes, such as increased likelihood of exhaustion and burnout, increased likelihood of disengagement, increased stress, and decreased teacher wellbeing (Collie, Granziera, & Martin, 2018; Fernet, Guay, Seneca, & Austin, 2012; Nie et al, 2015; Collie & Martin, 2017; Skaalvik & Skaalvik, 2018; Granziera, Collie, & Martin, 2021; Collie, Perry & Martin, 2017).

Particular value was also assigned to the importance of clear and consistent communication between the senior leadership team and teachers, particularly when concerning changes or other pertinent issues (YouGov, 2018; Ofsted, 2019; Garland et al, 2019; Anna Freud National Centre for

Children and Families, n.d.; Hakanen et al, 2006; Granziera et al, 2021; Bakker et al, 2007).

It has been additionally highlighted that in order to promote teacher wellbeing, senior leadership teams need a greater understanding of mental health and wellbeing so that they are able to engage staff in discussions about their own mental health and wellbeing and think strategically about practical strategies to improve this within their schools (Ofsted, 2019; Brown & Ralph, 1995). It was further suggested that any strategies to improve wellbeing should be led, modelled and embedded by the senior leadership team (Ofsted, 2019), with further opportunities provided for staff to feedback their thoughts on the adopted approach (Garland et al, 2019).

Research has highlighted that where relationships with the senior leadership team (SLT) are positive and supportive, teachers report a reduction in stress (Bricheno et al, 2009), increased satisfaction, greater commitment and higher motivation (Day and Kingston, 2008; Dinham and Scott, 2000; Evans, 2016; PricewaterhouseCoopers, 2002; Bricheno et al, 2009), increased self-efficacy and resilience (Aelterman et al, 2007; Day and Kingston, 2008; Evans, 2016), and greater wellbeing (Aelterman et al, 2007; Bricheno et al, 2009).

2.6.2.1.2. School Ethos

In line with this, the school's ethos has been recognised as being either detrimental to - or supportive of - teacher wellbeing (Bricheno et al, 2009; Roffey, 2012; Sharrocks, 2014; Weare, 2015; Liu et al, 2018; Evans, 2016;

Collie, 2014; Finlayson, 2002; Bubb & Earley, 2004). As such, it has been deemed a salient 'job resource' in research applying the Job Demands-Resources Model to the study of teacher wellbeing (e.g. Granziera, Collie & Martin, 2021; De Carlo et al, 2019; Collie et al, 2018; Dicke et al, 2018; Skaalvik & Skaalvik, 2018; Bakker et al, 2007; Hakanen et al, 2006). A number of research studies have highlighted the benefit of creating a positive and supportive school ethos in which teachers feel respected, valued, understood, and have a sense of belonging (Sarros & Sarros, 1992; Bricheno et al, 2009; Partridge, 2012; Acton & Glasgow, 2015; Ofsted, 2019; Evans, 2016; Paterson & Grantham, 2016; Roffey, 2012). Research has also highlighted the benefit of a school ethos in which wellbeing is actively discussed and promoted, challenges are acknowledged, and support seeking is stigma free (Roffey, 2012; Sharrocks, 2014; Weare, 2015; Evans, 2016). Creating a culture such as this, has been viewed as one of the primary ways to reduce stress and burnout (Bricheno et al, 2009), increase the commitment and retention of teachers (Ofsted, 2019; Bricheno et al, 2009), and subsequently improve their wellbeing (Ofsted, 2019; Granziera, Collie & Martin, 2021; De Carlo et al, 2019; Collie et al, 2018; Dicke et al, 2018; Skaalvik & Skaalvik, 2018; Collie, 2014; Bakker et al, 2007; Hakanen et al, 2006). In addition to being mindful of the impact of the actual school ethos on teachers wellbeing (as illustrated above), of equal importance are teachers perceptions. Collie, Shapka & Perry (2012) demonstrated that teachers perceptions of their school ethos can have either a positive or negative impact on their wellbeing (Collie, Shapka & Perry, 2012). They found that irrespective of the actual school ethos, teachers with positive perceptions of their school will experience greater wellbeing, than those who

view their school negatively, this has implications when intervening to support teacher wellbeing.

2.6.2.1.3. Appreciation

In line with a positive school ethos, previous research has additionally identified that teachers benefit from appreciation i.e. others' recognition of their strengths and efforts, and the provision of positive feedback, particularly from their senior leadership team. This has been associated with greater teacher wellbeing, increased engagement and greater organisational commitment (Roffey, 2012; Paterson & Grantham, 2016; Evans, 2016; Granziera, Collie, & Martin, 2021; Bakker et al, 2007; Collie et al, 2018; De Carlo et al, 2019; Dicke et al, 2018; Hakanen et al, 2006; Skaalvik & Skaalvik, 2018). In line with this, in their research exploring teacher wellbeing within the primary school context, Paterson & Grantham (2016) recommended the incorporation of strengths-based practices within schools, such as Video Enhanced Reflective Practice (VERP) (Strathie, Strathie & Kennedy, 2011), in order to increase teachers' confidence, self-esteem, and further support teacher wellbeing.

2.6.2.1.4. Workload

At the microsystemic level, workload is viewed as one of the most important contributors to wellbeing (Education Support Partnership, 2019; Evans, 2016). As illustrated in the previous section, unmanageable workload is currently deemed one of the greatest challenges to teacher wellbeing, thus addressing teacher workload would lead to a vast improvement in teacher wellbeing (Garland et al, 2019; Teacher Support Network, 2009; Evans,

2016; Collie, 2014; PriceWaterhouseCooper, 2001; Bubb & Earley, 2004).

Whilst workload is a difficult area to address given external pressures placed upon schools (Garland et al, 2019), a number of research studies have highlighted a variety of ways to ensure workload is manageable and thus work-life balance is restored. Strategies cited to date include: revising feedback and marking policies to reduce requirements (Garland et al, 2019), collaborating and sharing workload with colleagues (Department for Education, 2015; Evans, 2016; Collie, Malmberg, Martin, Sammons & Morin, 2020; Reeves et al, 2017; Collie, Perry & Martin, 2017; Collie et al, 2016), and providing adequate time to complete expected tasks and additional responsibilities (Acton & Glasgow, 2015; Worklife Support 2010; Gibson, Oliver and Dennison, 2015; Evans, 2016). In their research exploring primary school teachers experiences of wellbeing, Evans (2016) additionally suggested that school Senior Leadership Teams have a responsibility to manage all external expectations to ensure that they do not cause unnecessary strain on teacher workload (Evans, 2016).

In line with this, the DfE (2018b) has produced and subsequently updated guidance to support schools in reducing teacher workload, focusing on areas such as planning, data management, and feedback and marking etc. This is further reiterated in Ofsted's recommendations following their teacher wellbeing survey, in which they advise school leaders to familiarise themselves with this guidance and use it to reduce workload. It also calls upon the DfE to eliminate any unnecessary administration and data collection in schools (Ofsted, 2019). These are the most recent publications in a long line of governmental attempts to reduce teacher workload. Previous

attempts include the Time for Standards (DfES, 2002a) which outlined plans for remodelling of the school workforce with the aim of ultimately reducing teacher workload i.e. through redefining the role and responsibilities of teachers and the recruitment of additional support staff. In addition to governmental publications, authors such as Bubb & Earley (2004), have also attempted to support schools and their teachers to manage the challenges of teacher workload. Within their publication “Managing Teacher Workload: Work-Life Balance and Wellbeing” Bubb & Earley (2004) provided a range of practical strategies for individual teachers and school leaders to address the identified causes of excessive workload (e.g. planning, creating resources, making, report writing, and creating displays). Such strategies included developing a system for team planning, keeping plans short and ‘fit for purpose’, adapting previously used or already published plans and resources, and simplifying marking by use marking phrases, stickers and stamps. They also advocated the use of the Association of Teachers and Leaders (AtL) Workload Audit Tool, which contains a bank of tools to support teachers to evaluate and subsequently reduce their workload (Bubb & Earley, 2004).

There are a multitude of other factors at the microsystemic level that have been cited within the literature as being important in supporting teacher wellbeing including: increased pay, better access to resources, access to counselling services, ongoing staff training and development (Kidger et al, 2010; Sharrocks, 2014; Weare, 2015; Rae et al, 2017; YouGov, 2018; Brown & Ralph, 1995; Bubb & Earley, 2004), having a clear and well implemented behaviour management policy that teachers have confidence in (Education

Support Partnership, 2019; Teacher Support Network, 2009; Evans, 2016) and the support of leadership to apply this consistently (Ofsted, 2019), and affording teachers an appropriate level of control within school. Control, both actual and perceived, has been deemed an “innate emotional need” (Evans, 2016, p.67; The Human Givens Institute, 2016; Deci and Ryan, 2000) that is important for avoiding the negative effects of stress (Mintz, 2007; Evans, 2016), increasing self-efficacy (Bricheno et al, 2009), promoting higher engagement and organisational commitment, promoting superior work-life balance, and improving wellbeing (Bricheno et al, 2009; Evans, 2016; Liu et al, 2018; Collie et al, 2018; De Carlo et al, 2019; Dicke et al, 2018; Hakanen et al, 2006; Skaalvik & Skaalvik, 2018; Granziera, Collie & Martin, 2021; Bakker et al, 2007). It has been classified an important “job resource” in research applying the Job Demands-Resources (JD-R) Model (Demerouti et al, 2001) to the study of teacher wellbeing e.g. Granziera, Collie & Martin (2021), Hakanen et al (2006), and Bakker et al (2007).

2.6.2.2. Mesosystem

It became evident from a review of the literature that positive relationships and the support of those around them are important in supporting teacher wellbeing (Evans, 2016; Sharrocks, 2014; Bricheno et al, 2009; Day, 2008; Worklife Support, 2006; Dunlop & Macdonald, 2004; PricewaterhouseCoopers, 2002; Rumsby, 2001). Teachers not only consider positive relationships with and support from other teachers important for their own wellbeing, they highlighted the importance of positive relationships and support from wider support staff (Paterson & Grantham, 2016), the Senior Leadership Team (Paterson & Grantham, 2016; Bricheno et al, 2009; Day,

2008), and the children they educate (Bricheno et al, 2009; Mintz, 2007; Sturman et al., 2005; Trendall, 1989). This section will focus upon relationships within the school environment (i.e. colleagues and pupils), in addition to relationships outside of the school environment. Although equally important, relationships with Senior Leadership Team will not be discussed here; they have been discussed in the microsystem section above as they are deemed central to the ethos of the school.

2.6.2.2.1. Relationships with Colleagues

In reviewing the literature, it is apparent that positive relationships with, and the support of colleagues is viewed as paramount in decreasing stress and maintaining teacher wellbeing (Bricheno et al, 2009; Sharrocks, 2014; Liu et al, 2017; Evans, 2016; Day, 2008; Collie, Malmberg, Martin, Sammons, & Morin, 2020; Skaalvik & Skaalvik, 2018; Collie, Perry & Martin, 2017; Ryan & Deci, 2017; Collie, Shapka, Perry & Martin, 2016; Ju, Lan, Li, Feng, You, 2015; Collie, 2014; Van Droogenbroeck et al, 2014; Greenglass, Burke, Konarski, 1997). Positive collegiate relationships were viewed as a “protective factor” against feelings of stress and isolation (Evans, 2016, p.22; Trendall, 1988; Trendall, 1989; Gu & Day, 2007; Bricheno et al, 2009; van Dick & Wagner, 2001; Paterson & Grantham, 2016) by providing teachers with a sense of belonging (Evans, 2019; Sharrocks, 2014) and a shared understanding (Sharrocks, 2014). Colleagues are also viewed as a source of emotional support (Acton & Glasgow, 2015), not only providing teachers with the opportunity to ‘offload’ their anxiety and frustration (Evans, 2016), but allowing teachers to discuss their problems and work collaboratively to identify solutions (Acton & Glasgow, 2015). At a neurobiological level, this

support from colleagues may protect the brain from the aforementioned effects of prolonged exposure to stress, by reducing levels of cortisol (Michie & Cockcroft, 1996). This preservation of cognitive function will increase teachers' ability to manage the demands of their role (Evans, 2016), increase their self-confidence and feelings of self-efficacy (Bangs & Frost, 2012; Evans, 2016; Collie, 2014), and ultimately support their mental health and wellbeing (Teacher Support Networks, 2009; Evans, 2016; Skaalvik & Skaalvik, 2018; Collie, Perry & Martin, 2017; Collie, Shapka, Perry & Martin, 2016; Collie, 2014).

2.6.2.2.2. Relationships with Pupils

In addition to relationships with colleagues, teacher-pupil relationships were viewed as either supportive of or detrimental to teacher wellbeing (Liu et al, 2018; Roffey, 2012; Split, Koomen, & Thijs, 2011; Collie, Perry & Martin, 2017). Research has illustrated that teachers who have positive relationships with the pupils within their class, are more likely to have positive feelings about their teaching role (Taris et al., 2004; Klassen, Perry & Frenzel, 2012), feel more able to cope with stressful situations (Evans, 2016; Mintz, 2007; Trendall, 1989) and experience greater wellbeing (Paterson & Grantham, 2016; Roffey, 2012; Taris et al., 2004; Marzano, 2003; Collie, 2014). This relatedness with students has been coined by many researchers as a 'basic psychological need' and has been found to be a greater predictor of higher levels of teacher wellbeing and self-efficacy than relatedness with colleagues (Collie, 2014; Collie, Shapka, Perry & Martin, 2016; Klassen, Perry & Frenzel, 2012). Collie (2014) therefore suggests that administrators and policy makers should pay greater attention to the importance of teacher-

student relationships, for example through the utilisation of whole-school programs that support the development of high quality relationships and a positive, caring school ethos (Collie, 2014; Jennings & Greenberg, 2009).

2.6.2.2.3. Relationships Outside of School

In addition to positive relationships within school, research has illustrated that positive relationships outside of school, particularly the support of one's family, are equally important in supporting teacher wellbeing (Evans, 2016; Day & Kingston, 2008; Sharrocks, 2014). These relationships were seen as beneficial to one's wellbeing as they provide a sense of purpose and belonging, provide emotional support during challenging times, serve as a much-needed distraction from work, and help teachers to maintain work-life balance (Evans, 2016).

2.6.2.3. Exosystem

A number of factors at the exosystemic level have been identified as supportive of teacher wellbeing. The most frequently cited factors within the literature were 'parents' and 'professional development'; therefore these will be discussed in greater detail below.

2.6.2.3.1. Relationships with Parents

A number of surveys of teacher wellbeing have highlighted that difficult relationships with parents of the students are one of the most significant sources of stress for teachers, and thus a challenge to their wellbeing (Adams, 2019; Davies, 2007; NASUWT, 2005; Dunlop & Macdonald, 2004; PricewaterhouseCoopers, 2002). This is further exacerbated by a lack of

support from Headteachers and Senior Leadership Teams in managing these difficult relationships (Adams, 2019; Ofsted, 2019). It is thus unsurprising that research has illustrated that positive relationships with parents and support from them (in managing pupil behaviour or mental health) has been found to be supportive of teacher wellbeing (Paterson & Grantham, 2016; Partridge, 2012; Bricheno et al, 2009; Butt and Retallick, 2002). The majority of the evidence pertaining to the impact of parents upon teacher wellbeing is limited to commissioned surveys, this has not been explored within the academic literature (Bricheno et al, 2009). The Ofsted (2019) survey is the only publication that has made recommendations to support schools in alleviating this source of stress. Their suggestions included providing more appropriate methods of communication between parents and teachers (Ofsted, 2019), ensuring parents are aware of the appropriate procedures for raising concerns (Ofsted, 2019), and ensuring teachers have appropriate levels of support in managing difficult relationships with parents (Ofsted, 2019).

2.6.2.3.2. Opportunities for Professional Development

In a recent Ofsted teacher wellbeing survey “insufficient opportunities for development and progression” was deemed one of the primary contributors to poor teacher wellbeing, cited by 55% of respondents (Ofsted, 2019, p.17). It was hypothesised that this could be in part attributed to high workloads, thus a lack of time to engage in professional development activities. Research has highlighted that teachers do not feel equipped to manage many of the challenges of their roles (Evans, 2016) due to a discrepancy between the ever-increasing expectations placed upon teachers and input

during teacher training, such as the responsibility of supporting their pupils mental health and wellbeing (Rothi, Leavey & Best, 2008). The provision of more frequent opportunities for training will not only increase teachers skills, knowledge and understanding thus increase their ability to fulfil their roles, but will also (arguably more importantly) have a positive impact on their confidence, self-efficacy, motivation and sense of control, all of which have been seen to be important in maintaining one's wellbeing. It therefore appears that teacher wellbeing may be supported through creating continued opportunities for learning and development (Ofsted, 2019; Collie & Martin, 2017; Collie, Malmberg, Martin, Sammons, & Morin, 2020). Whilst this is often a requirement in other professions, such as Educational Psychologists, in order to maintain registration with the HCPC and continue practising, it appears that this is an area which is neglected within the teaching profession. Within the literature it appears that two areas are focused on with regard to staff training: training to further support teachers to support their pupils, i.e. how to identify and support pupils who are experiencing difficulties with emotional wellbeing and mental health (Evans, 2016), and training to support teachers to support themselves, i.e. training in emotional coping strategies (Acton & Glasgow, 2015). It has been further suggested that the mere provision of time to attend training is not sufficient, teachers must be provided with the opportunity to reflect upon the training and subsequent time to implement this training within their practice (Rothi, Leavey and Best, 2008).

Other factors at the exosystemic level touched on briefly within the literature include the importance of pursuing hobbies outside of school. Hobbies not

only provide a distraction from work and encourage teachers to maintain work-life balance, but additionally provide teachers with a sense of identity outside of being a teacher, all of which have been seen as beneficial to one's wellbeing (Gu & Day, 2007; Evans, 2016). The results of a wellbeing survey additionally highlighted the benefit of support from professionals independent of the school context whom teachers can call upon for assistance in problem solving and/or for emotional support (Education Support Partnership, 2019). Whilst hobbies and support from external professionals were not referenced as frequently within the literature as parents and professional development, these still appeared to be important factors at the exosystemic level.

2.6.2.4. Macrosystem

Whilst it is evident within my practice and from the current literature that a plethora of factors at the macrosystemic level can influence teacher wellbeing, these are predominantly discussed with regard to their negative impact. Few studies have identified factors at the macrosystemic level that are supportive of teacher wellbeing. This may be because, when investigating teacher wellbeing, studies have tended to adopt a problem-focused stance, and additionally tend to focus on the impact of factors at the individual and/or the microsystemic level, rather than utilising an ecological approach to explore factors more widely.

The macrosystemic context has been somewhat provided within the introductory chapter, in relation to the current national context and relevant UK legislation.

2.6.2.4.1. Governmental Changes

From the limited literature, it appears that teacher wellbeing would be greatly improved if the changes directed by the local and national government were reduced in frequency (Evans, 2016), the expectations associated with these changes were more realistic (Gibson, Oliver and Dennison, 2015; Evans, 2016), and adequate training and support was provided to facilitate the implementation of these changes (Van Droogenbroeck, Spruyt, & Vanroelen, 2014; Collie, Perry & Martin, 2017). The likelihood of this may be increased if, as Paterson and Grantham (2016) suggest, going forwards policymakers were to meaningfully consult teachers during the process of policy development. This would not only ensure that policies are more realistic, thus closing the gap between policy and practice (Bangs and Frost, 2012; Evans, 2016), it would also increase the likelihood of teacher wellbeing being accounted for in policy development, and ensure that teachers “feel listened to and valued at a governmental level” (Paterson & Grantham, 2016, p.98). Taris et al. (2004) suggested that this increased agency and affiliation would in turn improve teacher wellbeing (Paterson & Grantham, 2016). This is consistent with the findings of Collie, Perry and Martin’s (2017) research, which indicated that teachers perceptions of autonomy support can positively or negatively influence their wellbeing. Whilst this was discussed in the microsystem section with regard to the autonomy support provided by the schools leadership team, research has additionally illustrated that teacher wellbeing is also influenced by the autonomy support afforded to teachers within the education system more broadly, e.g. by the governmental departments overseeing education (Deci & Ryan, 2012; Collie, Perry & Martin, 2017). For example, if system level authorities utilise a top-down

approach (i.e. implementing new policies of curriculum without providing opportunities for consultation) teachers are more likely to have a negative perception of autonomy support, which will negatively impact their wellbeing. Whereas if, as suggested above, teachers are consulted regarding proposed curriculum and policy changes, they will have positive perceptions of autonomy support, and thus experience greater wellbeing as a result (Collie, Perry & Martin, 2017).

2.6.2.4.2. Perceptions of Teachers

A number of studies investigating teacher wellbeing have additionally referenced the need for more positive perceptions of teachers and the teaching profession (Evans, 2016; Paterson & Grantham, 2016; Finlayson, 2002; Bubb & Earley, 2004). Teachers reported that increased trust, respect, and support from society more widely would greatly improve their wellbeing (Paterson & Grantham, 2016; Liu et al, 2018). It was acknowledged that this was not the case at present and “more work would be required to cultivate such attitudes” (Paterson & Grantham, 2016, p.98). The authors further suggested that perceptions of the teaching profession, thus teacher wellbeing, may be improved through ensuring that representations of the teaching role within the media are accurate.

In their survey of teacher wellbeing, Ofsted (2019) additionally made a series of recommendations for themselves and the Department for Education, thus at the level of the macrosystem. It appears that these improvements, if implemented, could address some of the challenges to teacher wellbeing at the macrosystemic level, such as Ofsted inspections, unmanageable

workload, funding and resources, and societal perceptions of teaching, to name but a few.

2.7. Educational Psychologists' Role

The emergent literature demonstrating the importance of teacher wellbeing, particularly the links between teacher wellbeing and pupil outcomes, strengthens the argument for the exploration of the Educational Psychologists' (EPs) role in supporting teacher wellbeing (Paterson & Grantham, 2016). The following section will therefore briefly introduce the field of Educational Psychology and discuss how the EP role has evolved, and continues to evolve, with the ever-changing social and political landscape. Whilst this initial discussion may not seem entirely relevant to the current study, an understanding of the origins of the profession is important, as this has very much shaped the role of current EPs. Following this the researcher will then discuss the role that EPs could play to support the wellbeing of teachers, drawing on findings from the current literature.

2.7.1. History of the Educational Psychologists Role

In the early 1900's, just as the profession of Educational Psychology was beginning to develop, there was increasing interest in the use of IQ tests to determine an individual's intelligence, and thus identify which children and young people would require a different type of education. This had a significant impact upon the development of the Educational Psychology profession, as it was around this time that the UK employed their first EP, Sir Cyril Burt. He was employed with the primary role of using intelligence testing to determine whether individual children and young people were

suitable for mainstream schooling, required special education, or were deemed “uneducable” (Love, 2009, p.4; Ministry of Education, 1945; Farrell, 2009). This contribution by was highly valued by many stakeholders, such as parents, schools and doctors. This role of ‘assessor’ was further strengthened with the development of additional ‘closed’ psychometric tests, such as Wechsler Pre-school and Primary Scale of Intelligence (WPPSI) (Ward, 1970) and The British Ability Scale (BAS) (Roe, 1979), which could only be administered by trained psychologists. As a consequence, EPs working within Local Authority contexts “earned themselves the professional stereotype of ‘assessors’”(Sutton, 1976, p. 10; Love, 2009) given that this was a distinctive role that other professionals could not fulfil (Farrell, 2009). This, therefore, had a significant influence on the development of the EP role.

The later introduction of the Education Act in 1981 further consolidated the EP role as ‘assessor’ and ‘advice giver’. EPs were “called upon” to contribute to the statutory assessment procedure for Statements of Special Educational Needs (Selfe, 1985, p.15; Love, 2009). Although reforms in 2014 replaced Statements with Education, Health and Care Plans (EHCPs) (Children and Families Act, 2014; Department for Education & Department of Health, 2015), this is still a primary responsibility of all Local Authority EPs. As a result, the EP role was historically “pigeon-holed” towards a within-child focus (Rae et al, 2017, p.211), assessing and identifying the needs of, and appropriate provision for, children and young people (Armstrong and Hallett, 2012; Roffey, 2012; Rae et al, 2017).

There has since been a “reconstruction” of the role of EPs (Andrews, 2017, p.2; Gillham, 1978), with EPs attempting to move away from the traditional roles of assessing individual children and young people. There is now wider recognition that EPs can perform a number of key functions, namely “consultations, assessments, interventions, training and research” (Fallon, Woods & Rooney, 2010, p.14), and can work at a variety of levels i.e. at the level of the individual, group, organisation or system (Fallon et al, 2010).

Despite this, the Educational Psychology Service (EPS) is still predominantly viewed as a reactive service rather than a preventative one, with EPs primarily called upon to fulfil their aforementioned statutory responsibilities (Armstrong and Hallett, 2012; Roffey, 2012; Rae et al, 2017). While this is indeed a crucial role, it is often at the expense of valuable systemic and preventative work (Rae et al, 2017), thus failing to utilise the whole repertoire of EP skills, and limiting the scope of the profession by furthering the misconception that an EPs primary role is to work with individual children and young people with SEN (Roffey, 2012; Harvest, 2018).

The rationale for the “pigeon holing” of the EP role is largely unknown. As alluded to above, the origins and history of the role may have influenced how schools perceive the role of EPs. They may not recognise that EPs have the skills and knowledge necessary to fulfil wider roles, such as supporting emotional wellbeing and mental health of school staff. This suggests a need for EPs to promote the skills and knowledge they have, and thus the wide variety of roles they could fulfil across many levels to support schools. Alternatively, schools may fear that such wider roles may detract from their

primary responsibility, the education of children and young people and the promotion of academic achievement (Rae et al, 2017). Indeed, in a study investigating SENCo and EP perceptions of the EP role, Ashton and Roberts (2006, p.118) found that SENCos valued the more 'traditional' roles, viewing the EPs primary responsibility as one of "individual assessment" and the provision of advice. This suggests that in order to promote EP involvement in wider roles such as supporting staff wellbeing, EPs must make explicit the importance of teacher wellbeing in relation to pupils' academic and emotional outcomes (Rae et al, 2017) and school performance (Bricheno et al, 2009).

A further explanation for this "pigeon-holing" may lie in the national shortage of EPs. Recent research conducted by the DfE on the EP Workforce, indicates that there is a national shortage of EPs. Over the course of two years (2015-2017) there has been a 33% reduction in the recruitment of EPs, with over two thirds of EPSs experiencing difficulties with recruitment (Department for Education, 2019). This coupled with the ever-increasing statutory work, may mean that EPSs are forced to limit what is offered to schools, due to a lack of EP time. This was reiterated by Farrell (2009) who explained that shortages within high demand services can significantly cloud others' perceptions of the service and can lead to a narrowing of the role, as their service is only called upon to support "urgent" cases (Farrell, 2009, p.78).

2.7.2. EPs' Role in Supporting Teacher Wellbeing.

With the emergent literature demonstrating the importance of teacher wellbeing, particularly upon student outcomes, researchers and

professionals alike have begun to acknowledge that the skills and knowledge of the EP profession can be extended and applied to support the wellbeing of teachers.

Despite the historic pigeon-holing of the role, EPs are well-placed to support the wellbeing of teachers. The background and professional training of EPs positions them uniquely between the fields of psychology and education (Wolpert et al, 2015; Harvest, 2018). Many EPs have worked in some capacity within schools prior to training, therefore understand the teaching role and have existing knowledge of the education system, which is further strengthened during training. Training also provides them with a detailed understanding of academic and applied psychology (Farrell, 2009) which can be applied to support the wellbeing of teachers across multiple levels. Additionally, EPs typically have a “patch” of schools in which they regularly work; they will therefore already have pre-existing relationships with many of the school staff and have an in-depth knowledge of their organisational context, whilst remaining independent of it. EPs are therefore uniquely placed to provide independent yet contextually relevant advice and support for teacher wellbeing.

Despite this, to date there have been a limited number of studies that have explicitly explored the role of EPs in supporting the wellbeing of teachers in the UK. In conducting a review of the literature, the researcher found only three studies that have been published within the last ten years that have explicitly focused on exploring the role that EPs could play in promoting teacher wellbeing: Salter-Jones (2012), Evans (2016), and Andrews (2017).

These will be discussed below. Interestingly each of these pieces of research are, or are based upon, doctoral research conducted and submitted as part of the Doctorate in Educational and Child Psychology.

Salter-Jones (2012) used grounded theory to explore the promotion of the emotional wellbeing of teaching staff in one secondary school. The research was conducted in three cycles; in the final cycle five EPs and one Behaviour and Attendance Consultant participated in a focus group in which they were asked to consider the role of EPs and how they could support the emotional wellbeing of teaching staff. There was a consensus amongst participants in the final cycle that the EP role must involve supporting teachers to meet their pupils' needs. Examples of such support included: the delivery of training and the provision of regular "consultation drop in sessions" for teachers, to enable them to discuss concerns related to particular pupils (p.28). The author furthers this by suggesting that psychological theories should be incorporated into these practices to support staff in developing their own problem-solving skills, e.g. solution focused approaches and positive psychology. Salter-Jones (2012) suggested that EPs could support teachers through setting up supervision systems in school, either for individuals or groups of staff, who work with pupils with special educational needs i.e. as part of Emotional Literacy Support Assistants (ELSA), Nurture Groups or Targeted Mental Health in Schools (TaMHS) work. Other recommendations included: being mindful of the impact of the culture of accountability on teachers (particularly on their emotional wellbeing), sharing best practice regarding the promotion of whole school emotional wellbeing, and

developing evaluation measures to gauge levels of emotional wellbeing and the impact of implemented interventions.

Evans (2016) used semi-structured interviews to explore five primary school teacher's experiences of wellbeing, and how it can be supported by schools and EPs. The author chose not to seek the views of EPs, for fear that there may be a "mismatch" between EP and Teacher perceptions of the role (p.48). Evans (2016) discusses the role of the EP in relation to the five themes: 'concept of wellbeing', 'professional identity', 'communication' 'managing the demands of the role' and 'resources', before making a series of recommendations for the EPS to consider. In contrast to Salter-Jones (2012) these recommendations appear to focus on supporting the wellbeing of teachers, rather than a focus on supporting staff to support their students.

Consistent with the results of Salter-Jones (2012), Evans (2016) suggested EPs could provide regular drop-in sessions for teachers. She similarly suggested that the use of collaborative, strengths-based, and solution-focused approaches and positive psychology would be particularly beneficial to the wellbeing of teachers. In addition to offering drop-in sessions, which may have a greater focus on pupil needs, Evans (2016) highlighted the benefit of offering emotional support to teachers through the use of therapeutic approaches such as Solution Focused Brief Therapy, Counselling, or Cognitive Behaviour Therapy (CBT). Whilst many acknowledged the benefit of such support, school staff expressed concerns regarding the stigma associated with accessing such support. Evans (2016) therefore suggests that EPs should endeavour to reduce this stigma by

normalising the concept of wellbeing through working at an organisational level, i.e. working with the whole staff team to develop proactive ways to support the wellbeing of all. This may include supporting schools and individuals to develop a range of coping strategies which can be used when needed to manage difficult emotions, e.g. mindfulness. Other suggestions included: ensuring staff are aware of the “scope of the EP role” (p.110), supporting the professional development of teachers through the provision of support, advice and training, and ensuring that Educational Psychologists are mindful of the wellbeing of teaching staff when providing recommendations within reports, e.g. considering the number of recommendations provided and ensuring that all recommendations are clear and easy to implement.

The final piece of research conducted by Andrews (2017) explored the views of three Special Educational Needs Coordinators (SENCOs) (one primary SENCO, one secondary SENCO, and one SENCO of a specialist provision) and four EPs regarding the EP role in supporting mental health and wellbeing in schools. Although the focus of the research was upon whole school wellbeing, the fifth research question specifically focused on the role that EPs could play in supporting the mental health and wellbeing of school staff. In line with the findings of both Evans (2016) and Salter-Jones (2012), Andrews (2017) emphasised that a valuable role for EPs is the setting up and/or facilitation of individual and group supervision for school staff. She suggests that individual supervision would be most useful for SENCOs, whereas teachers may benefit more from the implementation of peer supervision systems. The study further suggested that there was a need for

EPs to provide further clarity about the role they could play in supporting the emotional wellbeing and mental health of both children and young people, and school staff.

The majority of the published research in the field of teacher wellbeing neglects to consider the role of EPs within this area, possibly linked to the “pigeon holing” of the EP role discussed previously (Rae et al, 2017, p.211). In studies in which the role of the EP has been given more consideration, the authors have focused upon the evaluation of one specific role or the implementation of one specific intervention. For example, Rae et al (2017) and Wood (2016) investigated the role of supervision in promoting the wellbeing of primary, secondary and specialist school staff, and Sharrocks (2014) explored the impact of a wellbeing intervention called ‘Chill and Chat’ on primary school staff. In other studies, the role of the EP appears to have been an afterthought, merely reflected upon by the authors during the discussion sections of their research. For example, Paterson and Grantham (2016) used a strengths-based approach to explore the factors that foster teacher wellbeing in one primary school, before making recommendations about the EP role based upon their findings. Whilst each of these aforementioned studies are valuable, given the gaps in the current UK literature, the researcher felt it would be beneficial to extend the literature by exploring in a holistic manner the ways in which EPs could support the wellbeing of teachers, from the perspectives of both EPs and teachers. As far as the researcher is aware, to date there is no research that has explored both viewpoints within one single study. Previous studies exploring perceptions of the EP role, such as Ashton and Roberts (2006) have

indicated that there is a significant discrepancy between EP perceptions of their role and the perceptions of school staff. This appears to be an ongoing trend within the profession since in 1985 Lovejoy wrote “the picture is a gloomy one...headteachers and teachers, in many cases, have expectations of the EPs role that is different from those that the EP has” (Lovejoy, 1985, p.111). This provides further rationale for seeking the views of both teachers and EPs within the current study.

Additionally, whilst making a contribution to the gap in the UK literature, the aforementioned studies have explored teacher wellbeing and the EP role using relatively small samples. The researcher is therefore hoping to consolidate and extend current findings, by exploring the topic with teachers and EPs across a large local authority context.

2.8. Aims and Research Questions

As there are a limited number of studies within the UK investigating teacher wellbeing (Sharrocks, 2014), and fewer still exploring the ways in which teacher wellbeing can be improved, the research endeavours to address this current gap within the knowledge base. It aims to expand upon previous research by using a mixed methods design to investigate the factors that support and improve teacher wellbeing across mainstream primary and secondary school settings within a large local authority. It proposes to further extend previous research by exploring from both teacher and EP perspectives the role for EPs in supporting teacher wellbeing.

The research aims to address the following research questions:

- What do teachers understand by the term 'teacher wellbeing'?
- To what extent do teachers feel their wellbeing is valued, by individual teachers and by schools as a whole?
- From a teacher's perspective, what factors support teacher wellbeing, and in what ways can teacher wellbeing be improved?
- Do teachers believe there is a role for Educational Psychologists in supporting teacher wellbeing? If so, what is the actual or perceived role for Educational Psychologists?
- Do Educational Psychologists believe they have a role in supporting teacher wellbeing? If so, what is their actual or perceived role?

Chapter Three: Methodology:

3.1. Chapter Overview

The preceding chapter presented a review of the relevant literature. This chapter aims to outline the chosen methodology for the research. It begins by providing the epistemological and ontological position of research. It will then discuss the design and methods of data collection (including the construction of the research tools), followed by a discussion of the sampling procedure and participants. The research procedure and chosen data analysis will then be described and justified. Finally, the researcher will discuss ethical considerations pertinent to the research.

3.2. Theoretical Background

A paradigm is defined as a “set of beliefs or practices” that guide research (Morgan, 2007). Before determining an appropriate research methodology, a researcher must first reflect upon their research paradigm (Doyle, Brady & Byrne, 2009), as one's ontological and epistemological positions have implications for research design and methodology (Robson, 2011).

3.2.1. Defining Ontology and Epistemology

Ontology is concerned with the researcher's understanding of the nature of reality (Cresswell, 2007) which can be placed on a continuum, ranging from ‘realism’ to ‘relativism’. According to the realist ontology, there is an objective reality which exists independently of human thoughts or perceptions that can be described and represented in a direct mirror-like manner (Gephart, 2013).

Thus, the goal of research is to explain indisputable truths, the facts of reality, and test hypotheses by rational criteria (Robson, 2011). On the other hand, relativists view reality as a finite subjective experience which does not exist outside of our own thoughts (Denzin & Lincoln, 2005). It therefore refutes the existence of a single objective reality, positing that there are multiple socially constructed realities which are not governed by any natural laws (Cromby & Nightingale, 1999).

Epistemology, on the other hand, is concerned with “the theory of knowledge”, particularly the relationship between “the knower” and their knowledge, and how their knowledge can be accessed and/or further developed.

Epistemological assumptions range from positivism to interpretivism. (Willig, 2008; p.4).

Positivists posit ontological and epistemic realism. The main tenets of positivism are that there is a single, objective reality that exists independently of human observation (Carson et al, 2001). The goal of positivistic research (and thus the researcher) is to identify objective facts, generalisable laws (Robson, 2002) and universal truths (Robson, 2002; Carson et al, 2001) through direct experience and empirical observations. As such, truth arises from a correspondence between a claim and empirically observed facts (Boisot and McKelvey, 2010), thus the collection of data allows a direct window to a true measure of reality (Caldwell, 2003). The positivist paradigm is associated quantitative research methods (Lincoln & Guba, 1985), such as structured interviews, questionnaires/surveys, randomised controlled trials,

systematic reviews and the statistical analysis of official data (Caldwell, 2003). Positivists believe that there is a distinct separation between the researcher and reality, thus researchers are able to remain neutral and independent of what is being researched. They therefore believe that the knowledge generated and thus research findings are objective, value-free, generalisable and replicable (Wellington, 2000). The positivist paradigm overlooks personal meanings, experiences, perspectives, and the unique complexity of individuals and social relatedness. This position therefore is not suitable for this research which focuses on perceptions and experiences which are not directly observable, empirically measured or fixed, but are elicited and understood through language.

In contrast, interpretivism is traditionally aligned with a relativist ontology and epistemology. Interpretivism assumes that the world is socially constructed and understood through language and interactions between agents (Blaikie, 2000), therefore there are no universal truths, knowledge is subjective and can only be produced by exploring and understanding individuals' constructions of their social worlds (McEvoy & Richards, 2006). Time and context free generalisations are therefore not desirable nor possible (Johnson & Onwuegbuzie, 2004). The researcher's task is therefore to acquire these equally valid multiple perspectives of meaning (Robson, 2011). The interpretivist paradigm is typically associated with small scale qualitative methods, such as textual analysis, ethnographic case studies, focus groups, and unstructured interviews.

The current research sits between the two ends of the spectrum, representing a critical realist ontological and epistemological stance.

3.2.2. Critical Realism

Within the current study, the researcher adopted the philosophical position of critical realism. Critical realism is a philosophical tradition which developed from the foundational work of Roy Bhaskar, who expressed dissatisfaction with both positivism and interpretivism (Ayers, 2011). Critical realism is seen to offer a radical alternative to the established paradigms of positivism and interpretivism (Houston, 2001; McEvoy and Richards, 2003). It is a unique philosophical position in that it incorporates assumptions about both epistemology, or beliefs about what knowledge is and how it can be obtained through research, and ontology, or beliefs about what reality is and how it can be understood (Bhaskar, 1978). It sits between the two ends of the spectrum, representing ontological realism and epistemic relativism.

Critical realism defends a strong realist ontological assumption; positing that there is an objective reality which exists independent of our knowledge of it (Sayer, 2000). This aligns with the positivist ontological positioning discussed above. However, in contrast to both positivism and interpretivism, critical realism asserts that reality is stratified into three ontological domains; the empirical, the actual and the real (Bhaskar, 1978; Delorme, 1999; McEvoy & Richards, 2006). These three domains are depicted in the figure below.

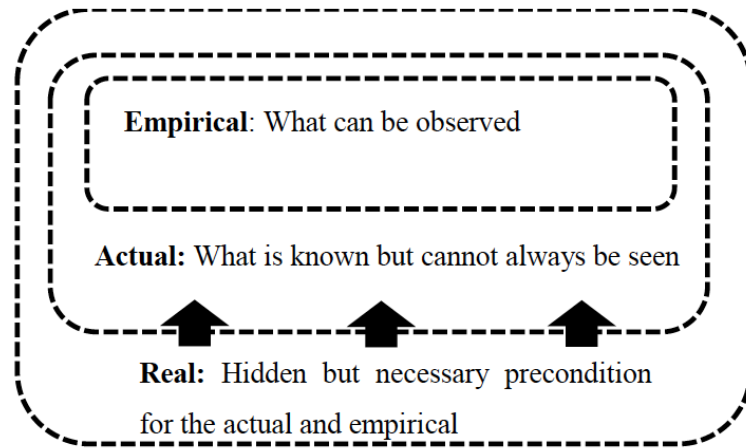


Figure 6. A depiction of the stratified ontology posited by critical realism.

- The real domain refers to underlying relations, structures, and tendencies which cannot be directly experienced, but have the power to cause changes in the actual realm. For example, in the current study this could refer to the organisational or social structures that impact upon teacher wellbeing (Danemark et al, 2002). Most often these causal influences remain latent; however, under the right circumstances, factors in the real domain can act together to generate causal changes in the actual domain. These causal changes are neither uniform nor chaotic but are somewhat patterned. Whilst these causal mechanisms cannot be apprehended directly as they are not open to observation, they can be inferred to explain causality, through a combination of empirical investigation and theory construction (Clark, 2012; McEvoy and Richards, 2006).
- The actual domain refers to the events and outcomes that occur in the world. These events and/or outcomes may not necessarily be

experienced or observed thus reality is not always accessible (Bhaskar, 1978; Clark, 2012). This domain often refers to the social events which are investigated by the researcher (Wynn & Williams, 2012). For example, in the current study teacher wellbeing is the social event under investigation. As with the real domain, the actual domain can be perceived only fallibly.

- The empirical domain has been coined '*the domain of experience*'. It refers to the aspects of reality that can be experienced either directly or indirectly (Sayer, 2000). It reflects human perspectives of the world (i.e. of the actual and real domains) which are obtained through human sensory experience, perceptions and observations (Leca & Naccache, 2006). This could be perspectives of an individual or, in a wider sense, of scientific inquiry (Clark, 2012).

Whilst critical realists assert ontological realism, believing that there is an objective reality which can be studied, they reject the positivist notion that this reality can be measured objectively to reveal 'truths' about the world. Critical realists assert that knowledge is relative (Al-Amoudi and Willmott, 2011); our understanding of reality is a subjective construction which is influenced by our own experiences, beliefs, expectations, language and social interactions etc, thus we can never obtain a truly objective view of the world as there is an inherent fallibility to our knowledge (Bhaskar, 1998; Cohen et al, 2017).

Although critical realism does have some commonalities with the epistemological relativism held by interpretivists, it differs in that critical

realists posit that we construe the world rather than construct it, thus there are multiple interpretations of reality rather than multiple realities (Bhaskar, 1986; Madill et al, 2000; Bunge, 1993). Also, unlike interpretivism, critical realism also does not exclude causal explanation. Critical realism has a distinct view of causation in that they assert the notion of complex causality. They argue that the real world operates as a multi-dimensional open system, with social structures operating at many sites and levels. Events experienced at the individual level may be the culmination of numerous, mechanisms or forces operating at the same time, some reinforcing and some contradicting or competing with each other, which will differ from context to context (Scambler, 2001). Hence, outcomes do not take the form of strict regularities, as argued by positivists, but are manifested as semi-regular patterns or demi-regularities (Lawson 1998, p.149). Because of this, critical realism argues that in developing an adequate understanding of human experience, researchers must explore the interplay between the individual as well as the social institutions (i.e. structures and cultural forces) in which they are situated that shape but do not necessarily determine those experiences (Sayer, 1992; Danermark et al, 2002).

When applying this epistemological stance to engaging in research, critical realism would assert that whilst our research methods allow us to make inferences about reality (e.g. real mechanisms and actual events), they do not provide a transparent window into this reality. Researchers can only engage with the world by describing it from a third person perspective, the methods chosen and the interpretation of collected data will be influenced by the

researchers own worldview and their experiences. This emphasises the importance of reflexivity of the researcher (see Chapter 3.5.1).

Critical realism is an appropriate philosophical paradigm to utilise within this research for a number of reasons. Firstly, the philosophical position of critical realism aligns more readily with the aims of the current research. For critical realists, the ultimate goal of research is not to identify generalisable laws as with positivism, or to understand how people make individual or collective sense of their particular world as with interpretivism, it is to develop deeper levels of explanation and understanding of a chosen phenomenon (McEvoy and Richards, 2006; Zachariadis et al, 2010). Whilst the researcher did want to ascertain teachers experiences of wellbeing, and EP experiences of supporting this, the researchers wanted to look beyond these subjective meanings and experiences to gain a deeper understanding of teacher wellbeing and the underlying mechanisms that exert influence upon this.

Secondly, critical realism was additionally deemed appropriate for the current research as it concurs with the theoretical underpinning of the study e.g. Bronfenbrenner's Bioecological Model (1994). An underpinning premise of this philosophical position is the inherent complexity of social reality. Critical realism views behaviour as influenced by agency and structural factors. Whilst individuals have a degree of agency, this is constrained by wider structural factors that are viewed as surrounding the individual. This is commensurate with the central premise of Bronfenbrenner's Bioecological Model (1994), which places the individual at the heart of four interconnected systems, and

emphasises the reciprocal interactions between the individual and their environment (see Chapter 2.4).

Finally, the critical realist theoretical paradigm also complements the chosen research methodology and method of data analysis. Critical realists view methodological decisions as secondary to understanding, thus methodologies are selected based upon their perceived suitability in answering the research questions rather than their compatibility with the chosen research paradigm (McEvoy & Richards, 2006). Research adopting this philosophical position therefore often utilise mixed methodologies, drawing on methods from different research paradigms and incorporating both quantitative and qualitative approaches within a single piece of research, as this is viewed as providing a more complete understanding than a single methodology alone (Johnson and Onwuegbuzie, 2004; Thomas, 2013; Teddlie & Tashakkori, 2009; Olsen, 2002). Some critical realists do, however, advocate for greater reliance on qualitative methods (Porpora, 2001; Maxwell, 2004; Scott, 2005; Siljander, 2011) based upon the underlying assumption that qualitative methodologies are better suited to understand the inherent complexity of the 'real' domain. This is reflected within the current research in which the researcher utilised mixed methodologies, however the data gathered was primarily qualitative in nature. Many have deemed critical realism a much-needed solution to the longstanding 'paradigm war' between the positivists, who advocate the use of quantitative methods, and the interpretivists, advocating the use of qualitative methodologies (Guba & Lincoln, 1994).

Critical realism is also compatible with the chosen method of data analysis, thematic analysis. Braun and Clarke (2006) suggest that thematic analysis aligns with a Critical Realist approach as it aims to reflect, rather than directly access reality, through individuals' ascribed meaning. The approach is also 'contextualist', taking into account social contextual factors which may influence individuals' ascribed meanings (Braun and Clarke, 2006). Nonetheless, it retains a focus on material and other limits of reality, i.e. it gathers data from the 'empirical' domain.

When applying the ontological and epistemological positioning of critical realism to the current research into teacher wellbeing, the researcher has operated under the assumption that teacher wellbeing exists and there are underlying structures that can generate this phenomena. However there are multiple interpretations of teacher wellbeing and multiple views with regard to how schools can promote the wellbeing of teachers, which are constructed socially through discourse. The researcher has endeavoured through this research to move us closer towards an understanding of teacher wellbeing, reflecting a realist ontology. However, at the same time, the researcher acknowledges the transitive nature of knowledge and thus recognises the inherent fallibility of their interpretations, reflecting an interpretive epistemology (Scott, 2005).

3.3. Overview of Design

The researcher adopted a mixed methods design, incorporating both online questionnaires and semi-structured interviews. Data collection therefore

consisted of two phases. During phase one of the research, online questionnaires were distributed; one questionnaire was sent to EPs (see Appendix 1), and the other to mainstream teachers (see Appendix 2). Phase two of the research consisted of semi-structured interviews.

Table 1 and 2 (overleaf) provide an illustration of how each of the research questions were addressed by the questionnaire and interview schedules, along with a brief description of and rationale for the areas covered.

Table 1. A table illustrating how each of the research questions were addressed by the teacher questionnaire and interview schedule, along with a brief description of the areas covered and the rationale for this.

Research Question:	Questionnaire Section	Interview Section	Rationale
Research Question 1: Definition of Wellbeing	Section One: Question 1 & 2	Section One: Question 1 & 2.	These questions were based upon Paterson & Grantham (2016) and were considered important because of the socially constructed nature of wellbeing and the lack of an agreed upon definition of wellbeing within the literature.
Rating Wellbeing	Section Two: Question 3a & 3b	N/A	Participants were asked how they rate their own wellbeing in comparison to how they view other teachers' wellbeing.
Research Question 2: <i>Value placed on Wellbeing:</i>	Section Three: Question 4a & 4b	Section Two: Question 3 & 4	Inspiration for this question was taken from Sharrock (2014) who highlighted that whilst staff valued their own wellbeing and promoted this outside of school, teachers felt that this was not valued within school. It was therefore deemed important to investigate this within the context of the current study.
Factors Challenging Wellbeing	N/A	Section Three: Question 5 & 6	This question was adapted from Bricheno et al (2009). Although this was not addressed within Paterson and Grantham (2016), the researcher felt it was important that the teachers were given the space to share the factors that were impacting upon them negatively.

<p>Research Question 3: Supporting & Improving Teacher Wellbeing</p>	<p>Section Four & Five: Questions 5-8</p>	<p>Section Four: Question 7 & 8 (with 5 probing questions)</p>	<p>This formed the main focus of both the questionnaire and the interview, with open ended questions asked to give the participants the opportunity to share their perceptions and experiences in their own words. Five core probing questions were used within the interview to follow up on and extend participants responses. These probes were based upon Bronfenbrenner's (1979) Ecological Framework. These questions were designed to support participants to think about the factors that support their wellbeing across the five different levels enabling the researcher to gain a more holistic understanding of the research topic.</p> <p>The final question of this section focuses on how teacher wellbeing can be improved. This addresses one of the limitations and future research opportunities discussed in Paterson & Grantham (2016). The five probing questions discussed above were used to follow up on and extend participant responses.</p>
<p>Research Question 4: Educational Psychologists Role</p>	<p>Section Six: Question 9a & 9b</p>	<p>Section Five: Question 9 & 10.</p>	<p>The final section of the questionnaire and interview schedule asks teachers to consider the Educational Psychologists role in supporting teacher wellbeing. As far as the researcher is aware, no other study has asked teachers to consider this.</p>
<p>Demographic Information</p>	<p>Section Seven & Eight</p>	<p>N/A</p>	<p>At the end of the questionnaire eight short, factual questions were asked to gain background information about the participant to gain an understanding of their professional context e.g. job title, school sector, number of years teaching (in total) etc. They were additionally provided with the opportunity to volunteer to participate in a semi-structured interview at a later date.</p>

Table 2. A brief description of the areas covered within the EP questionnaire and interview schedule, including how each section addressed the research questions.

Research Question	Questionnaire Section	Interview Section	Description
Rating Teacher Wellbeing	Section One: Question 1a & 1b	Section One: Question 1	The first section provides context to the research, it asks participants whether they feel that the teachers they work with find it difficult to maintain their wellbeing.
Research Question 4: Educational Psychologists Role	Section Two & Three: Question 2 & 3	Section Two: Question 2 & 3	The next section asks participants about the role they currently play in supporting teacher wellbeing, both individually as an Educational Psychologist and as a whole service.
	Section Four: Question 4	Section Three: Question 4 (with 4 probing questions)	The final section asks participants to consider possible ways that Educational Psychologists could support teacher wellbeing in the future. During the interview, four prompts were used to support the participants to consider their role across four different levels. These prompts are based upon Bronfenbrenner's (1979) Ecological Framework.
Demographic Information	Section Five & Six	N/A	At the end of the questionnaire four short, factual questions were asked to gain background information about the participant to gain an understanding of their professional context e.g. job title, number of years qualified etc. They were additionally provided with the opportunity to volunteer to participate in a semi-structured interview at a later date.

3.3.1. Rationale for mixed methods design

The current study utilised a mixed methods approach. This has been characterised as “the third methodological movement” (Johnson, Onwuegbuzie & Turner, 2007, p.118). It combines both qualitative and quantitative data with the intention of providing a greater understanding of the research problem (Creswell & Plano Clark, 2011, p. 5). Proponents of this approach believe that mixed methods approaches can “offer more” than individual approaches alone (Fetters and Freshwater, 2015, p. 116) because they acknowledge that “the world is not exclusively qualitative or quantitative” therefore recognise that “no single paradigm, methodology or type of data can do justice to the issue in question” (Creswell & Plano Clark, 2011, p.10). Utilising a mixed methods approach can provide a more comprehensive understanding of the phenomenon whilst avoiding possible weaknesses of individual approaches (Denscombe 2014, p. 147; Cohen, Manion & Morrison, 2018, p. 33). For example, while the initial questionnaire, in phase one, enabled the researcher to uncover novel themes, the researcher felt it important to select an additional method of data collection that would elicit more in-depth information about the field of study. The additional use of interviews allowed further in-depth exploration of these views, which would not have been possible using a questionnaire methodology alone (Hochschild, 2009). Additionally, using semi-structured interviews after the questionnaire phase afforded participants prior knowledge of the area of study, this increased the likelihood of receiving more considered responses as participants had more time to reflect upon the topic and their views. This would be more difficult if interviews were the sole method of data collection. Therefore, the utilisation of a mixed methods design within the current study

was advantageous as the two chosen methods of data collection complemented each other.

3.3.2. Phase one: online questionnaires

3.3.2.1. Rationale for online questionnaire

The use of an online questionnaire has multiple advantages. Firstly, it is a cost and time efficient method of gathering information from a large sample (Robson, 2002). The online questionnaire methodology allowed the researcher to relatively easily seek responses from a wider number of participants, across multiple contexts. Given the small-scale nature of this thesis, this would have proven difficult, if not impossible, utilising other methods of data collection. Thus, use of an online questionnaire enabled the researcher to gain a broader understanding of teacher wellbeing across the county. Secondly, the anonymity afforded by the use of online questionnaires can encourage honesty when sensitive issues, such as teacher wellbeing, are explored (Robson, 2002; Gavin, 2008; Tashakkori & Teddlie, 2003). As Gavin (2008) suggests, questionnaires are a preferred method in studies of this nature, as participants may be more reserved if asked to discuss their personal beliefs in more “public” manner i.e. interviews or focus groups.

Additionally, it was hypothesised that using a questionnaire methodology would increase the likelihood of participation. As highlighted throughout, teachers are becoming increasingly stressed, a significant portion of this has been attributed to excessive workload (McCallum et al, 2017). Inviting teachers to participate in an hour-long interview would add to this workload significantly, possibly decreasing the likelihood of voluntary participation.

Whereas utilising a questionnaire methodology affords teachers the freedom to decide how much time they would like to allocate to the completion of the questionnaire, and therefore may increase the likelihood of participation.

However, while it is clear that the use of online questionnaires has numerous advantages, the disadvantages must also be acknowledged. A primary methodological concern in adopting online questionnaires is the low response rates when compared with the number of potential participants with access to the questionnaire. This low response rate has been attributed to antipathy towards receiving unsolicited emails; recipients often view such emails as junk or spam therefore tend to delete or ignore them without reading (Cohen, Manion & Morrison, 2018). Self-selection and subsequent low response rates within research can be problematic as it can make it difficult for the researcher to determine whether the sample is truly representative of the target population (Sapsford, 2007).

Secondly, online questionnaires are viewed by researchers as a very “impersonal medium” given the lack of researcher involvement (Cohen, Manion & Morrison, 2018, p.363; Sapsford, 2007). This in itself could affect rates of participation and adds additional disadvantage, in that the researcher cannot guarantee the attention afforded to the survey thus cannot guarantee the quality of the responses received (Sapsford, 2007). This may lead to brief and/or irrelevant answers, missing responses, or incomplete questionnaires (Cohen, Manion & Morrison, 2018). In the current research, the utilisation of semi-structured interviews during phase two somewhat compensated for this

methodological weakness, as it enabled the researcher to follow up questionnaire responses and elicit more in-depth information.

3.3.2.2. Questionnaire construction

As far as the researcher is aware, there is a lack of pre-established questionnaires exploring teacher wellbeing and the EP role in supporting this. The researcher therefore developed two questionnaires for the purpose of the study. Johnson and Christensen (2000) detail fifteen principles to support the construction of questionnaires (Tashakkori & Teddlie, 2003); these were followed during questionnaire development. See Appendix 3 for a summary of all fifteen principles.

The resulting questionnaires consisted of a variety of open and closed questions (see Appendices 1 and 2). The closed questions aided the researcher in obtaining standardised, easily quantifiable data, which could then be compared across participants (Gavin, 2008). However, given the exploratory nature of the research, the majority of the questions were open-ended to elicit more in-depth perspectives, this would not have been possible using closed questions alone (Bailey, 1994, p. 120).

3.3.2.2.1. Questionnaire Piloting

Both questionnaires were piloted in May 2019 before beginning the data collection process. Robson (2011) recommends a two stage process of piloting a questionnaire before administration, the researcher followed this two stage piloting process. The content of the questionnaire was informally pre-tested on DEdPsy colleagues, who were asked to provide feedback on the

questions. Following this, the Education Psychologist (EP) questionnaire was piloted with one EP and two Trainee Educational Psychologists (TEPs). The teacher questionnaire was piloted with two mainstream teachers. The pilot participants were emailed the link to the online questionnaire (see Appendix 4 & 5) and were asked to complete this before completing the attached feedback sheet (see Appendix 19). The piloting process allowed for the researcher to gain an understanding of how the respondents interpreted the questions asked, to test whether the questionnaire elicited information relevant to the research questions, and gauge the length of time the questionnaire took to complete, and whether this was deemed acceptable. This was considered particularly important for the teacher questionnaire as teachers time is very limited.

The pilot participants, both teacher and Educational Psychologist, did not express any concerns about the questionnaire and did not identify any changes with regard to the order or wording of the questions. They felt that the online nature of the questionnaire was very easy to use and problem-free, and felt that the length of time taken to complete the questionnaire was acceptable. Minor revisions were, however, made to the questionnaire process based upon the feedback gained. For example, one of the teacher participants, specified that the questionnaire did take longer than initially advertised given the open-ended nature of many of the questions. Although the participant did acknowledge that the time taken is largely determined by the respondent and how much detail they choose to provide within their answers, based upon this feedback, the researcher amended the timings specified in the teacher recruitment email and amended the information

provided at the beginning of the teacher online questionnaire. The approximated timing was changed from the initially specified 5-10 minutes to 20 minutes. Additionally, one of the pilot Educational Psychologists suggested that it would be beneficial to mention the semi-structured interview at the beginning of the EP questionnaire, so this did not come as a surprise to respondents following completing the questionnaire. The researcher therefore included this in both the EP and the Teacher online questionnaires.

In addition to amending the questionnaires based upon the feedback received during the piloting phase, the researcher examined and reflected upon the responses received. The researcher was happy with the length of the responses, and felt that the insights provided in response to the questions and their prompts were relevant.

Research supervision was also engaged in to seek feedback on the online questionnaire prior to and following the piloting process. This process supported the researcher in considering whether the questions would lead to responses that would answer the research questions, and provide further insight into teacher wellbeing. Please see Appendix 1 and 2 for the final online questionnaires.

3.3.2.3. Procedure (including Participants and Sampling)

The researcher conducted the study within one Local Authority (LA) in the South East of England, where the researcher was on placement as a Trainee Educational Psychologist (TEP). The chosen LA is large, providing services to over 600 educational establishments; with 419 Primary Schools and 90

Secondary Schools. Currently within the LA there are 197,438 students and 8,120 teachers, on average this equates to 24 students per teacher. This figure however may be skewed slightly as it includes data from specialist provisions, which have a higher teacher-to-student ratio. Of the 197,438 students, 31,795 (14.5%) have identified special educational needs (SEN), and have an Education, Health and Care Plan (EHCP) or are receiving SEN support. The most common SEN with this LA are Social, Emotional and Mental Health (SEMH), Specific Learning Difficulties (SpLD), and Speech, Language and Communication Needs (SLCN).

Whilst the majority of EPS are currently 'traded' (i.e. schools pay for EP time), the current LA is 'free at the point of delivery' and utilises a consultation model of service delivery. Currently there are 25 qualified EPs working for the EPS. This equates to one EP per 1,232 pupils with identified SEN. As with the majority of EPSs at present, the service is currently understaffed, with 13 vacant posts; this has substantial impact on their level of service delivery.

3.3.2.3.1. Teacher Questionnaire

The LA in which the researcher is currently on placement as a Trainee Educational Psychologist (TEP) has a central database containing the contact details of all of the schools within the LA. The researcher was granted access to this for the purpose of the research. At the beginning of June 2019, the researcher circulated an email to all of the Headteachers of 'mainstream' schools within the LA to advertise the research and to seek their permission to circulate the online questionnaire to all of their teaching staff via email. Of the 480 Headteachers contacted, 41 responded to the researcher's email. The

researcher hypothesised that this extremely low response rate may be attributed to the previously mentioned antipathy towards receiving unsolicited emails (Cohen, Manion & Morrison, 2018). Alternatively, this may be due a lack of time or inclination. Of the 41 respondents, two did not wish to participate in the research citing “work commitments” and “an established school wellbeing survey” as inhibiting factors. The remaining 39 who gave their permission were asked to forward an email to their teaching staff on behalf of the researcher (see Appendix 4). This email briefly described the aims and the nature of the research and provided the teachers with a link to the online questionnaire. Teachers’ participation in the questionnaire was voluntary; therefore the sample was self-selecting.

Although 29 Headteachers agreed to circulate the questionnaire to all of their teaching staff, only 24 teachers completed the online questionnaire. The researcher hypothesised that this low response rate could be attributed to the time of year in which the questionnaire was circulated (i.e. towards the end of the academic year) and the associated increased workload that this often brings to those working in education. For this reason, the researcher designed a flyer (Appendix 6) to advertise the research, and asked all of the EPs within the LA to share this with their allocated schools during their ‘contact conversations¹’ at the start of the academic year (September 2019). The researcher additionally recirculated the email to those Headteachers that did not respond (October 2019) in the hope that this would further increase the response rate. As a result of these measures, a further 43 teachers completed

¹ A ‘contact conversation’ is a meeting between the EP, Special Educational Needs Coordinator (SENCo) and Headteacher of each school to discuss EPS updates and to plan EP involvement over the academic year.

the online questionnaire, thus a total of 69 teachers participated in the online questionnaire. Their demographic information is displayed in Table 3 below.

		N (%)
Gender	Female	52 (9%)
	Male	6 (75%)
	No Response	11 (16%)
Age	30 Years & Under	18 (26%)
	31-40 Years	12 (17%)
	41-50 Years	18 (26%)
	51-60 Years	9 (13%)
	61+ Years	1 (2%)
	No Response	11 (16%)
Education Sector	Primary	48 (70%)
	Secondary	9 (13%)
	Middle	2 (3%)
	No Response	10 (15%)
Job Title	Teacher	29 (42%)
	SEnCo	9 (13%)
	Headteacher	4 (6%)
	Deputy Headteacher	2 (3%)
	Teacher & Additional Responsibilities	15 (21%)
	No Response	10 (15%)
Time Working at Current School	1 Year or Less	13 (19%)
	2-5 Years	26 (38%)
	6-10 Years	10 (15%)
	11-15 Years	4 (6%)
	16-20 Years	5 (7%)
	21-25 Years	0 (0%)
	26+ Years	1 (1%)
	No Response	10 (15%)
Time Working in Education	Less Than 5 Years	12 (17%)
	6-10 Years	18 (26%)
	11-15 Years	9 (13%)
	16-20 Years	9 (13%)
	21-25 Years	5 (7%)
	26-30 Years	4 (6%)
	31+ Years	2 (3%)
	No Response	10 (15%)
Number of Schools	1 School	10 (15%)
	2 Schools	16 (23%)
	3 Schools	14 (20%)
	4 Schools	8 (12%)
	5+ Schools	11 (16%)
	No Response	10 (15%)
Caring Responsibilities	None	21 (30%)
	Children	19 (28%)
	Parents	2 (3%)
	Partner	6 (9%)
	Grandchildren	1 (1%)
	Two Caring Roles	9 (13%)
	Three Caring Roles	1 (1%)
	No Response	10 (15%)

Table 3. Illustrating the demographic characteristics of teachers who participated in the online questionnaire.

Questions seeking the demographic information of participants made up the final part of the online questionnaire. Ten teachers did not complete their questionnaire in full, with eight or more questions left unanswered; they therefore did not reach the final part of the questionnaire in which their demographic information was requested. One additional participant chose not to disclose their gender or age.

As Table 3 indicates the sample shows a definite skew towards female respondents, with 75% of questionnaire respondents identifying as female, 9% male, and 16% undisclosed. Whilst the researcher acknowledges that this is a limitation of the research (discussed further in Chapter 6), this is somewhat reflective of the male to female ratio within the teaching population nationally. Statistics from the School Workforce Survey (Department for Education, 2019c) indicate that of the 500,643 teachers currently working in England, 76% are female and 24% are male.

The sample additionally shows a skew towards primary school respondents; as Table 3 illustrates 70% teacher respondents work in a Primary School and 13% work in a Secondary School. This could be viewed as a limitation of the study given the identified difference in wellbeing across sectors of education. This is discussed further in Chapter 6. However, this too is somewhat representative of the school composition within the Local Authority. Of the 480 mainstream schools within the Local Authority, 82% are Primary Schools and 18% are Secondary Schools.

3.3.2.3.2. *Educational Psychologists Questionnaire*

As the researcher currently works within the Educational Psychology Service (EPS), she had access to the contact details of all of the EPs and TEPs currently working within the service. After seeking permission from the Principal Educational Psychologist (PEP) of the EPS, the researcher circulated an email to all of the EPs and TEPs working in the LA. This email contained a brief description of the aims and nature of the research, and a link to the online questionnaire (see Appendix 5), therefore this sample was also self-selecting. The initial email was sent to all EPs at the beginning of July 2019 ($n=38$). Given the low response rate ($n=6$), during a whole service continued professional development (CPD) day at the end of July, the researcher provided all attendees with a verbal overview of the research and the link to the online questionnaire to further encourage participation. Following this, a further eleven responses were received. The link to the online questionnaire was then circulated once more via email at the beginning of August, resulting in a total of 19 responses. Table 4 displays the demographic characteristics of participants.

Table 4. *Illustrating the demographic characteristics of Educational Psychologists who participated in the online questionnaire.*

		n	%
Gender	Female	18	95
	Male	1	5
Age	30 Years & Under	1	5
	31-40 Years	9	47
	41-50 Years	5	26
	51-60 Years	3	16
	61+ Years	1	5
Job Title	Educational Psychologist	15	79
	Trainee Educational Psychologist	1	5
	Deputy Principal Educational Psychologist	2	11
	Senior Educational Psychologist	1	5
Number of Years Qualified	Less Than 5 Years	9	47
	5-10 Years	3	16
	11-15 Years	0	0
	16-20 Years	3	16
	21-25 Years	0	0
	26-30 Years	2	11
	31+ Years	1	5

As illustrated in the table above, the EP sample additionally showed a definite skew towards female respondents, with all but one respondent identifying as female (95%). This was unsurprising given the predominantly female workforce within the participating Local Authority; 89% female ($N=34$) and 11% male ($N=4$).

3.3.3. Phase two: semi-structured interviews

3.3.3.1. Rationale for semi-structured interviews

Interviews have been defined as “professional conversations” (Kvale, 2007, p.5) between interviewers and interviewees to gain information about individuals’ perspectives and experiences on a selected topic, with the aim of providing answers to specified research questions. Interviews have

previously been considered the “gold standard” within social research (Novick, 2008, p.394), and are a widely used methodology in many fields.

In the current research, the researcher used semi-structured interviews to further explore the research questions, as they are deemed the most appropriate type of interview for gathering more exploratory data.

Semi-structured interviews differ from the other interview types in that the research topic, interview questions, and probes are determined in advance of the interview, however, rather than stringently adhering to these, as in structured interviews, the researcher instead uses these as a guide (Smith & Osborn, 2008). The researcher retains their freedom to tailor the wording of interview questions and their sequence within each individual interview, omit certain interview questions that are deemed inappropriate, or include unplanned prompts/probes and follow up questions.

Semi-structured interviews have a number of strengths, relative to other methodologies (Braun & Clarke, 2013). As alluded to earlier, one of the key methodological advantages of semi-structured interviews is the the flexibility the technique affords the researcher and the interviewee (Willig, 2001). It enabled the researcher to use probes and additional questions to follow the interviewees line of thought (Searle, 1999), seek clarification, encourage the elaboration of interesting responses, and explore previously unconsidered areas. Thus, enabling the researcher to gain rich in-depth information (Tashakkori & Teddlie, 2003; Wiersma & Jurs, 2009), and thus a deeper insight into the phenomenon. This would have been more difficult using

alternative methods of data collection. Additionally, the use of semi-structured interviews is advantageous as it enables the researcher to use a combination of verbal and non-verbal cues to establish a greater degree of rapport and empathy with the interviewee (Smith, Harre & Langenhove, 2005), and thus reduce the likelihood of receiving socially desirable responses. This was important within the current research given the somewhat sensitive nature of the research topic.

Despite many advantages, there are some limitations to utilising interviews as a data collection method. Firstly, in comparison to other research techniques, interviews are extremely time consuming, not only with regards to the time taken to conduct the interview, but the additional time-costly nature of developing, piloting and refining the interview schedule, arranging a mutually convenient time and location for the interview, travelling time, and the time taken to transcribe and analyse the interview data (Gillham, 2000). Given the relatively short timeframe in which the researcher had to complete the current research, this was a significant consideration.

Additionally, due to the direct interaction between interviewer and interviewee during the interview and thus the lack of anonymity, this methodology is subject to interviewer bias in that the presence of the researcher and any verbal or non-verbal signals communicated throughout the interview may influence the information shared and thus the research results (Borg, 1963). To avoid these methodological weaknesses, prior to the interview the researcher spent time building a rapport with the participant. The participant was assured before, during and after the interview that the highest level of

confidentiality and anonymity would be adhered to throughout the entire research process. They were additionally reminded that there were no right or wrong answers to interview questions, rather the researcher hoped to gain participants honest views on the research topic. It was hoped that these steps taken by the researcher would minimise the likelihood of receiving socially desirable answers. Throughout the interview, the researcher was mindful of any non-verbal cues she may have been displaying and attempted to minimise these, she additionally endeavoured to provide minimal verbal probes/prompts throughout the interview process in order to avoid unduly influencing participant responses.

The use of focus groups was considered given their use within previous research of this nature (Roffey, 2012; Paterson & Grantham, 2016). However, while it is often assumed that the dynamics of the focus group will increase participants confidence in sharing their views (Krueger & Casey, 2000), research has highlighted that teachers do not feel comfortable discussing their wellbeing with members of their workplace, as they feel that such disclosures would be viewed as a sign of weakness (YouGov, 2017; YouGov, 2018). The researcher therefore felt that the use of semi-structured interviews would be more appropriate given nature of the research topic and the research questions.

3.3.3.2. Construction of the interview schedules

As in questionnaire development, the interview schedules were designed for use within this research, and were developed to support participants to extend their responses to the online questionnaires. Four stages have been

suggested by Smith, Harre and Langenhove (2005) in designing an interview schedule and interview questions. These were adhered to during the construction of the interview schedule. See Appendix 7 for a description of these stages.

In addition to adhering to Smith, Harre and Langenhove's (2005) stages, during the construction of the teacher interview schedule a number of interview questions and probing questions were adapted from previous studies of teacher wellbeing, such as Paterson and Grantham (2016) and Bricheno et al. (2009), this is demonstrated in Table 1 and 2. In contrast, as the notion of asking EPs to consider their role in supporting teacher wellbeing appears to be novel within the current literature, this could not be drawn upon when designing the EP questionnaire or interview schedule.

3.3.3.2.1. Interview Piloting

As in questionnaire development, both interview schedules were piloted before the data collection process in May 2019. The content of the questionnaire was informally pre-tested on DEdPsy colleagues, who were asked to provide feedback on the clarity of the questions. Following this the teacher interview schedule was then piloted with one class teacher, and the Educational Psychologist interview schedule was piloted with one Educational Psychologist and one Trainee Educational Psychologist.

Before beginning the pilot interview, pilot participants were asked to think carefully about the interview procedure (including the information sheet, consent form, and debriefing procedure) and the interview questions and

feedback their thoughts by completing the feedback sheet at the end of the interview (please see Appendix 20). The researcher then provided an explanation of the aims of the research and the proposed structure of the interview, and gained informed consent from the participant, including their consent to audio-record the interview. To do so participants were directed to read and retain the information sheet (Appendices 8 & 9), and read and sign the consent form (Appendices 10 & 11) if willing to participate. They were assured that all discussions had would be confidential, and all information gathered would be anonymised. Finally, before commencing the interview, participants were provided with the opportunity to ask questions and were reminded of their right to withdraw. The researcher then worked through the interview schedule (Appendices 12 & 13) in a semi-standardised manner. Upon finishing the interview, participants were debriefed and thanked for volunteering their time. They were then prompted to complete the feedback sheet (please see Appendix 20). As detailed earlier all pilot interviews were audio-recorded and transcribed, but were not thematically analysed.

The pilot interviews lasted between 45-60 minutes. Participants deemed the length of the interview reasonable, thus the number of questions asked did not need to be reduced. The method of recording was additionally deemed appropriate and effective by both the researcher and the participants. The feedback received was positive, all interviewees viewed the topic as timely and valuable. All interviewed felt that the questions made sense to them, and no revisions were identified by pilot participants. In addition to gaining feedback from the participants during the piloting phase, the researcher examined and reflected upon the responses received. The researcher was

happy with the length of the responses, and felt that the insights provided in response to the questions and their prompts were relevant. The original interview schedules were therefore used for all of the interviews. Please see Appendices 12 & 13 for the final interview schedules.

As with questionnaire piloting, prior to and following the pilot interviews, the researcher additionally engaged in research supervision to seek additional feedback on the interview schedule from her research supervisors. This process supported the researcher in considering whether the questions would lead to responses that would answer the research questions, and provide further insight into teacher wellbeing.

3.3.3.3. Participants & sampling

Recruitment of participants for the interviews comprised of two phases. Initially, self-selection was used to recruit both teachers and EPs. Following completion of the online questionnaire, all participants were presented with an additional multiple-choice question asking whether they would be willing to participate in a semi-structured interview in which their views on the research topic would be explored in more detail. Participants that selected 'yes' were prompted to provide their contact details so that the researcher could contact them individually to confirm their willingness to be interviewed, and to subsequently arrange a convenient date, time and location for their interview.

It was proposed that twelve teachers and four EPs, from those who had volunteered to participate, would be selected as interviewees. Although the proposed interview sample size appears small, as Willig (2001)

acknowledges, this is characteristic of many qualitative research studies given the “labour-intensive and time-consuming nature” of the data collection and analysis processes within qualitative research (p.17). Using a smaller sample size also allows a more in-depth exploration of the key themes that have arisen during the first phase of the research.

Although the researcher intended to use purposive sampling to select interviewees from those who volunteered to participate, given the limited number of volunteers, it was no longer deemed an appropriate sampling strategy. Instead all teachers and EPs who volunteered to participate in a semi-structured interview were contacted.

3.3.3.3.1. Teachers

Of the 69 teachers who completed the online questionnaire, six volunteered to participate in an interview. The researcher therefore contacted all six teachers; one was unavailable due to high workload, one had left the teaching profession, and two did not respond to the researchers communication attempts (emails, telephone call, and text message). The demographic characteristics of the four remaining teachers who participated in a semi-structured interview are displayed in the table below.

Table 5. *Illustrating the demographic characteristics of the teachers who participated in a semi-structured interview.*

Participant	Age	Gender	Job Title	Education Sector	Years in Current School	Years Working in Education	Number of Schools	Caring Responsibilities
5	28	Female	Teacher	Primary	5	5	1	None
39	27	Female	Teacher	Primary	< 1	5	3	Partner
51	37	Female	SENCo	Primary	1	13	4	Children
28	35	Female	SENCo	Primary	5	10	2	Children

3.3.3.3.2. Educational Psychologists

Eight Educational Psychologists, of the nineteen who participated in the online questionnaire, volunteered to participate in a semi-structured interview. Of these eight volunteers, two left the service and two later withdrew due to workload. The demographic data of the remaining four participants is displayed in the table below.

Table 6. *Illustrating the demographic characteristics of Educational Psychologists who participated in a semi-structured interview.*

Participant Number	Age	Gender	Job Title	Number of Years Qualified
13	41	Female	Educational Psychologist	2
18	48	Female	Educational Psychologist	16
19	33	Female	Educational Psychologist	3
21	56	Female	Deputy Principal Educational Psychologist	28

3.3.3.4. Procedure

Semi-structured interviews were conducted on a date and at a location convenient to the participants, and an hour was allocated to each interview. All interviews were audio-recorded on a digital recorder to facilitate accurate transcription of each interview. Before beginning the interview, the researcher obtained the participants consent to audio-record the interview, both verbally and in writing. The researcher then assured participants that the discussions had would be confidential, and the information gathered would be anonymised prior to data analysis. Participants were assured that this anonymisation would not only include the removal of names but would also include the removal of any unique information that may lead to the identification of the participant or their place of work.

The researcher then provided an explanation of the aims of the research and the proposed structure of the interview, and gained informed consent from the participant. To do so participants were directed to read and retain the information sheet (Appendices 8 & 9), and read and sign the consent form (Appendices 10 & 11) if willing to participate. Participants were provided with the opportunity to request a copy of their interview transcript and a summary of the research by providing their email address on the bottom of the consent form. Finally, before commencing the interview, participants were provided with the opportunity to ask questions and were reminded of their right to withdraw. The researcher then worked through the interview schedule (Appendices 12 & 13) in a semi-standardised manner. Although the content and order of the interview questions were pre-determined, the researcher remained attuned to the participant and their responses throughout the

process and adapted the interview experience accordingly. Upon finishing the interview schedule, participants were debriefed and informed of the next steps of the research. They were then thanked for volunteering their time and were provided with an additional opportunity to ask questions.

3.4. Data Analysis

Although two different approaches to data collection were utilised, given the exploratory nature of the research, the data gathered was predominantly qualitative in nature. The majority of the data was therefore analysed using thematic analysis (Braun and Clarke, 2006). Data from demographic or closed questions, gathered during phase one, was analysed using SPSS. The research therefore utilised a mixed methods analysis to interpret the data gathered.

3.4.1. Questionnaire data

Following the completion of phase one, all raw data was downloaded from Qualtrics (an online questionnaire software) in PDF format. Quantitative data was imported into SPSS (a statistical computer program) for analysis, and qualitative data was imported into NVivo 9 (a computer-assisted qualitative data analysis software package).

Answers to closed questions were analysed using SPSS. For ease of input and subsequent analysis, all responses to closed questions were assigned a numerical code. The researcher then used descriptive statistics, such as means and standard deviations, to analyse the quantitative data.

Qualitative data yielded from participant responses to open-ended questions was analysed using Braun and Clarke's (2006) thematic analysis.

3.4.2. Interview data

All interviews were then transcribed verbatim by the researcher (see Appendix 14 for an example interview transcript). As the researcher's primary focus was the interview content, the researcher chose not to include any non-linguistic features within the conversation, instead transcribing only the linguistic aspects. At this stage the transcripts were anonymised, removing any identifying information (e.g. names, school names, reference to local area or local authority etc.).

As semi-structured interviewing is compatible with a variety of methods of data analysis (Willig, 2001, P.21), the researcher reflected upon the suitability of a number of methods, namely; grounded theory, interpretative phenomenological analysis (IPA), discourse analysis and thematic analysis. IPA was deemed inappropriate as it requires a small homogenous group of participants, whereas the current sample was larger and less homogenous. Grounded theory was also deemed inappropriate as the research was exploratory and did not aim to create new theories. Finally discourse analysis was dismissed as it is more appropriate for naturally occurring conversations, as opposed to the online questionnaires and semi-structured interviews used in the current research. Therefore, given the research aims, sample size, and chosen methods of data collection, the researcher deemed thematic analysis the most appropriate.

3.4.2.1. Thematic analysis

The researcher chose to use thematic analysis to analyse all interview data. Thematic analysis has been defined as the identification and analysis of patterns within qualitative data. It enables researchers to organise, describe and interpret large quantities of data (Braun & Clarke, 2006). This was chosen over the other aforementioned means of analysis, as it does not align itself with a particular epistemological stance, thus is a more flexible and accessible method of analysis. For example, it is compatible with a range of theoretical frameworks, data collection methods, and is not restricted by sample size. It is additionally deemed a more suitable method of analyses for novice qualitative researchers (Braun and Clarke, 2006).

As with all methods of data analysis, thematic analysis has a number of limitations. In the interests of transparency these will be discussed in brief below. Firstly, many feel that thematic analysis “lacks the substance” of alternative theoretically driven qualitative approaches, such as Grounded Theory, as it offers limited interpretation of the data, thus data analysis is predominantly descriptive in nature (Braun & Clarke, 2014; p180).

Additionally, as thematic analysis is concerned with analysing themes or patterns across whole datasets, the participant’s voice (including any contradictions or continuity) can become lost (Braun & Clarke, 2014; p180).

Finally, many qualitative researchers have criticised thematic analysis as there is a lack of clarity regarding what the process of thematic analysis actually entails, thus this lack of clarity is subsequently reflected within published research (Braun & Clarke, 2006; Braun & Wilkinson, 2003). In order to address the latter within the present research, the researcher has

endeavoured to provide a clear description of the process of thematic analysis within the present chapter.

In conducting thematic analysis, Braun and Clarke (2006) suggest that a number of decisions must be made by the researcher before data analysis can commence. These are discussed below:

Table 7. A table describing the decisions that must be made by a researcher before data analysis can commence.

Decision	Choices	How This Was Applied in the Present Research
<i>What is a Theme?</i>	<i>The first decision concerns what constitutes a theme.</i>	<i>According to Braun and Clarke a theme “captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set” (Braun & Clarke, 2006, p.82). When identifying themes, the researcher therefore assigned greater importance to the themes relevance with regard to the research questions, rather than adhering to stringent rules regarding the number of participants that articulate a particular theme or the number of times a theme is mentioned across the data set or by each participant.</i>
<i>Inductive vs Deductive Approach</i>	<i>The next choice concerns whether the researcher adopts an inductive or a deductive approach to analysis.</i>	Fitting with the exploratory nature of the study, an inductive approach was taken. This is a “bottom up” approach, in that all of the themes generated are based on the data collected. Unlike deductive approaches, the researcher did not use pre-identified codes, research or theories to identify themes within the data. Although this ensured that the identified themes were grounded strongly within the data, the researchers views, epistemological position and theoretical knowledge of teacher wellbeing, may have somewhat influenced the analysis i.e. the identification and subsequent naming of themes, and the importance assigned to each theme. The researcher endeavoured to avoid this by disregarding any preconceived notions and wherever possible using the words and phrases of the participants when identifying themes.
<i>Latent vs Semantic Coding</i>	<i>The final decision concerned the level at which themes were to be identified; latent or semantic.</i>	In adopting a latent approach, the researcher seeks to analyse underlying ideologies, assumptions and ideas within the participants dialogue (Boyatzis, 1998). Whereas, adopting a semantic approach, the researcher seeks to identify meanings at an explicit surface level, and rarely “goes beyond what a participant has said” (Braun & Clarke, 2006, p.84). As the researcher aimed to explore teachers and EPs perceptions and experiences of the phenomenon, rather than analyse the underlying meanings associated with the participant’s discourse, the researcher chose to analyse data at a semantic level. Therefore, throughout the data analysis process, the researcher endeavoured to systematically identify, describe and interpret significant patterns within the data, making reference to existing literature where applicable.

In analysing the interview transcripts, the researcher used Braun and Clarke's six stages of thematic analysis, which are illustrated in the diagram below:

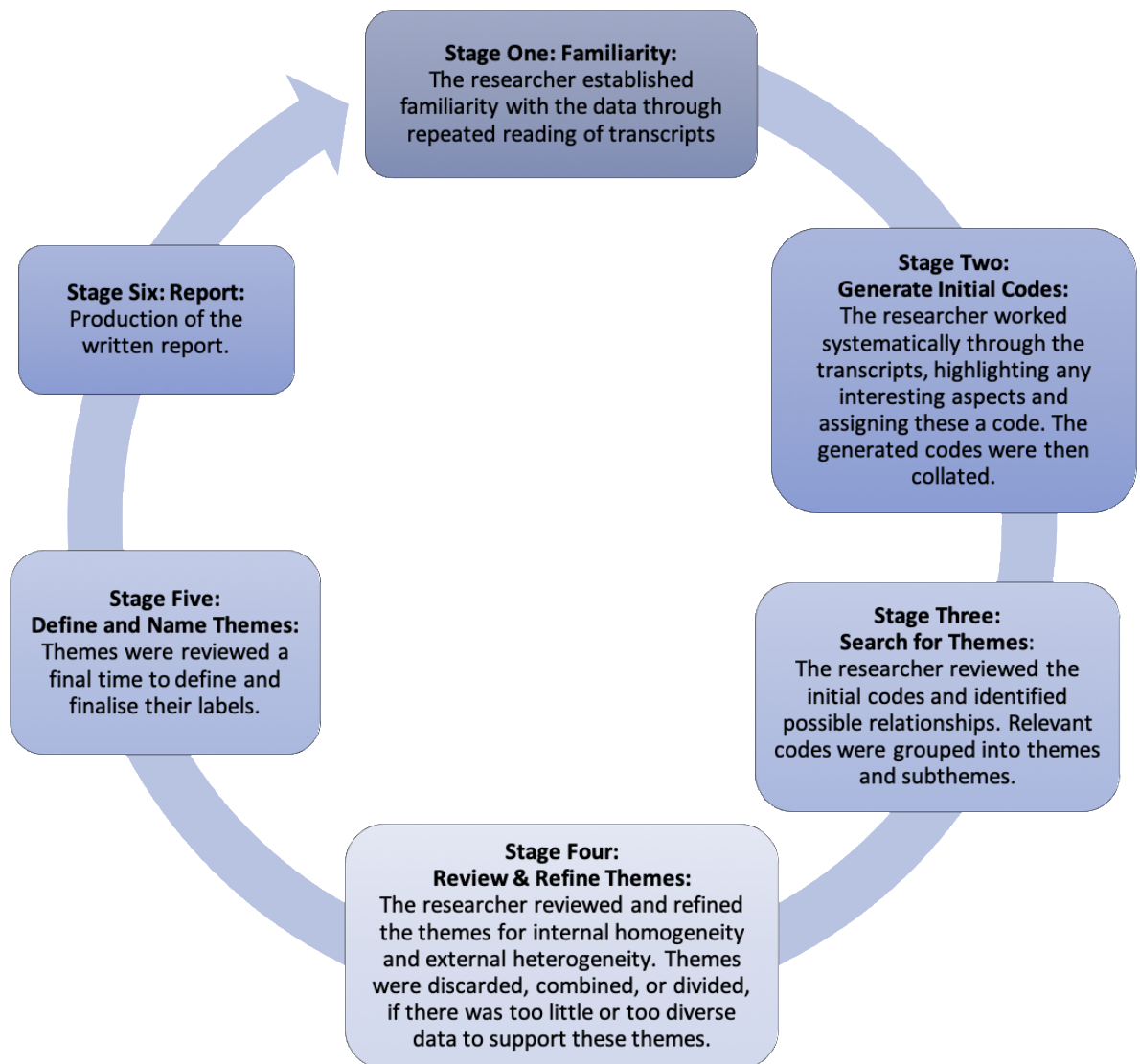


Figure 7. A diagram depicting the six stages of thematic analysis, as detailed by Braun and Clarke (2006, p.87).

Throughout the stages the researcher used NVivo 9, to support the analysis and interpretation of the questionnaire responses and interview transcripts. This software supported the researcher to manage and analyse the large amounts of qualitative data obtained. It enabled her to review the transcripts with ease, then code, annotate and organise the data.

3.5. Trustworthiness in Qualitative Research

The trustworthiness of qualitative and mixed methods research has been the subject of longstanding debate. Many researchers criticise such designs due to the absence of standardised means of ensuring their validity and reliability. However, unlike quantitative designs, research utilising qualitative methodologies aims to understand how individuals make sense of their world, rather than to produce a set of valid and reliable results which are representative of the target population, thus generalisable. Proponents of qualitative and mixed methods designs deem notions such as reliability and validity as merely standards of scientific enquiry, thus deny their relevance in qualitative research (Guba & Lincoln, 1989). It is, however, recognised that some form of evaluative criteria is required to ensure the quality of qualitative research. Lincoln and Guba (1985, pp.294-301) suggest the terms credibility, transferability, dependability and confirmability are more appropriate in determining the trustworthiness of one's research. These concepts and how they were addressed within the current study are discussed in the table below.

Table 8. A table illustrating criteria for determining the trustworthiness of one’s research, and how they were addressed in the current study.

Concept	Definition	How it was addressed?
Credibility	<i>The researchers confidence in the accuracy or ‘truth’ of the findings.</i>	<p>Triangulation refers to the use of multiple sources of data to ensure the researcher gains a comprehensive understanding of the research problem. In the current research, the researcher used both online questionnaires and semi-structured interviews to gain a deeper understanding of the phenomenon, thus enhancing the credibility of the research.</p> <p>Member checking was also utilised and is discussed in more detail within the ethical consideration section below.</p>
Transferability	<i>The applicability of the findings to other contexts.</i>	The researcher has endeavoured to provide ‘ thick descriptions ’ (Lincoln & Guba, 1985) of the research process and its findings to ensure transferability. Due to the chosen sampling method, the relatively small sample size, and the heterogeneity of the sample etc, the researcher could not guarantee that all of the findings could be generalised to schools and EPS’ within other local authority contexts. However, the findings can be used to inform research and/or knowledge within other contexts, thus providing some element of transferability.
Dependability	<i>The consistency and replicability of the findings.</i>	The researcher ensured that the data collection and analysis process was transparent to increase the replicability of the study. Additionally, the process of the research and the subsequent findings were regularly discussed in supervision with both supervisors and peers, to determine the appropriateness of the research methodology and to ensure that the findings and conclusions drawn were grounded within the data. These steps taken by the researcher somewhat increased the dependability of the research.
Confirmability	<i>The extent to which the research results reflect participant views, rather than researcher bias.</i>	Lincoln and Guba (1985) suggest a number of ways in which a researcher can establish the conformability of their research, e.g. triangulation (see above), and researcher reflexivity (see below).

3.5.1. Reflexivity

Whilst traditionally the researcher was viewed as a detached, neutral, and unbiased party within the research process, it is now recognised that the researcher is not a passive observer, their views, beliefs, values, and assumptions (whether explicit or implicit) exert influence on all stages of the research process i.e. the research topic, methodology chosen, and the conclusions drawn (Malterud, 2001, p. 483-484). The presence of the researcher during data collection, and the reactions and behaviour of both the researcher and the participants throughout can also exert influence, thus attempts to remain neutral are futile. Reflexivity relates to the degree of influence that the researcher exerts, either intentionally or unintentionally, on the research process and findings. It is the continuous process of reflecting upon and making explicit this influence throughout each stage of the research (Lincoln & Guba, 1985; Parahoo, 2006). Reflexivity is viewed as one of the pillars of qualitative research (Fontana, 2004), it creates transparency within the research process thus enhancing the quality and credibility of the research (Primeau, 2003). As Malterud (2001) states *"Preconceptions are not the same as bias, unless the researcher fails to mention them"* (p. 484).

Finlay (1998) makes the distinction between functional reflexivity (*i.e. how research decisions made by the researcher affect the research*) and personal reflexivity (*i.e. how the researcher and their characteristics affect the research [methods, data collection, data analysis, interpretation and presentation of findings, and conclusions]*). Functional reflexivity has been addressed throughout regarding the impact of the various methodological

decisions made during the research process. Personal reflexivity is addressed within this section, thus the remainder of this section will be written in the first person.

3.5.1.1. What impact did I have upon the research?

I am a white British woman in my 20's with a background in Education and Psychology. Whilst I have never been a teacher, and thus do not have first-hand experience of the role, I have worked in the education sector in varying roles since completing my BSc in Psychology e.g. Teaching Assistant, Assistant Educational Psychologist, and Psychology Assistant. I am now working as a Trainee Educational Psychologist, in this role I am linked to a number of schools and work closely with the teaching staff within these settings. Given my background, I initially questioned whether I should be carrying out a study on teacher wellbeing because I had not had first-hand experience of this role, however upon further reflection I believe that this position placed me at an advantage in conducting research into this topic, it allowed me a background knowledge of the context of the education system, a working knowledge of the teaching role, and a greater understanding of the experiences of teaching staff, whilst allowing me to remain independent of it, and thus retaining impartiality. It is important however to recognise that it is possible that my having similar experiences could somewhat lead to my own experiences colouring those described by teaching staff.

The social relationship between the researcher and participants is deemed crucial in qualitative research (Leudar and Antaki, 1996). It is therefore important to reflect and comment upon my relationship to participants.

As detailed above, in my position as a Trainee Educational Psychologist (TEP) within the Local Authority (LA) I work closely with a range of teaching staff within a number of schools within the local authority. This may have created a power imbalance based on a range of issues such as the qualification/education level of those present, the perceived value of EPs within the school context, and any perceived social and intellectual capital difference. There may also have been an element of me representing 'the local authority' thus participants may have felt that I was there to assess or evaluate the teachers and/or the school, this may have affected participants responses to the questionnaire or during the interview i.e. for fear that the responses would be used to evaluate the school (i.e. in an Ofsted style fashion) or for fear that their responses would be used to evaluate the teachers themselves (i.e. fed back to the Headteacher or Senior Leadership Team).

To address the latter I made it clear to participants that I was visiting within my role as a Doctoral Researcher, rather than a Trainee Educational Psychologist for the Local Authority. All of the materials used, such as the recruitment email, participant information sheet, and consent form etc, used the UCL Institute of Education logo rather than the local authority badge. Participants were also assured before and following participation that all information gained would remain anonymous (see Chapter 3 for further detail). It was hoped that in taking these steps participants would have felt comfortable to answer openly and honestly. In engaging with the online questionnaire and interview responses following data collection it was felt

that this was indeed the case. The responses did not appear socially desirable. For example, all participants did not say that their schools were fantastic at supporting teacher wellbeing, and they all did not feel that EPs could have a role in supporting teacher wellbeing. I felt that I got some very honest and insightful responses. I was, however, aware of feelings of professional defensiveness when interviewing both class teachers and EPs, particularly when they expressed the view that they did not consider supporting teacher wellbeing as part of the EP role. However, I was able to put aside these feelings by using the principles of attuned interaction and responding with open-mindedness and curiosity to further explore their views.

As indicated above, I am currently working as a Trainee EP within the LA in which the research was conducted. I also worked within this Local Authority as a Psychology Assistant (PA) prior to obtaining a place on the DEdPsy training programme. As a result of both of these roles, I have varying levels of familiarity with the Educational Psychologists within the sample, and close professional working relationships with many of the participants. It is possible that the EPs that volunteered for the research may have been more familiar with me, or more invested in the progress of my research. Due to the anonymity of the online questionnaire, I was unable to fully test this assertion. However, with regard to the semi-structured interviews, two participants were EPs from my local area team, thus I had worked closely with them over the course of two academic years. However two were EPs who worked in different local area teams, therefore although I knew of them, we did not have a working relationship and were less familiar with each

other. It therefore does not appear that the familiarity of prospective participants affected their decision to volunteer for the research.

In line with this, McManus (2003) explains that if participants consider a researcher 'like' them they may assume the researcher already knows what they are trying to explain, and as a consequence do not verbalise their experiences fully. I remained mindful of this throughout the process, and consciously responded to participants answers with curiosity and open-mindedness, using a variety of probing questions to support them to further extend their responses.

In addition to the influence of my role and my relationships with participants, my research experience and thus skills as a researcher may also have been an influential factor, in that this is only the second time I have conducted a piece of research using the qualitative methodology, and the first time using questionnaires as a method of data collection. It is expected that as one gains more research experience, their skills also increase. This lack of experience may have influenced a range of factors across the entire research process e.g. ontological and epistemological stance, choice of methodology, interpretation of the results etc. In order to address this, in addition to the actions described above, I engaged in reflexive and reflective discussions during research supervision and peer supervision throughout the whole research process e.g. interpretation of the research literature, and the analysis and interpretation of the research data, to minimise the possibility of any bias at all stages.

3.5.1.2. What impact did the research have upon the me and my professional practice?

In undertaking and completing this piece of research, my personal and professional passion for the area has increased. It has also shaped my professional practice as a Trainee Educational Psychologist, and future Educational Psychologist. For example, during my termly 'contact conversations' with each of my schools, I ensure that I ask about the wellbeing of teachers and other school staff. I am also mindful of teacher wellbeing when completing consultations, casework, and statutory work for children and young people with special educational needs. Where possible I try to balance the needs of the young person with those of the class teacher and the school staff. For example, one way of doing this is developing recommendations collaboratively with teachers and key school staff so that they feel a sense of control and self-efficacy, and increasing the likelihood that any recommendations are realistic within their context.

In addition to having an impact upon my own professional practice, this research has additionally led to specific pieces of systemic work within the Educational Psychology Service to promote the wellbeing of teachers within the Local Authority. For example, the service has since created a 'Learning Set' focused upon teacher wellbeing, which aims to continue research into teacher wellbeing within the local authority, increase EP feelings of competence in supporting the wellbeing of teachers, and develop a consistent package of support that can be offered to schools across the local authority, such as peer supervision.

3.6. Ethical Considerations

Ethical approval for the research was granted by the Departmental Ethics Committee at the UCL Institute of Education. The researcher additionally read and adhered to the BPS Code of Ethics and Conduct (2018) throughout planning, design and implementation of the research, and its ethical principles guided this study. The key ethical issues and how they were addressed are considered below.

3.6.1. Informed Consent

'Informed Consent' is an essential component of all research. In order for the consent gained to be valid, the person giving consent should be deemed 'competent', in that they have the capacity to understand and make the required decision. As the participants in the study are adults in professional occupations, the researcher felt that all participants had the competence required to give consent.

3.6.1.1. Phase 1

Informed consent was obtained from questionnaire participants in two stages. Participants were invited to participate in the online questionnaire via email (see Appendices 4 & 5). The email provided information about research and the nature of the questionnaire, to enable participants to give informed consent, followed by a link to the online questionnaire. Participants were prompted to follow this link if they consented to participate in the questionnaire. Those who did not give their consent could choose not to follow the link and disregard the email. Participants were provided with an additional explanation of the research on the first

page of online questionnaire (see Appendices 1 & 2), they were prompted to read the information and check a box to give consent before continuing. This ensured that participants were fully aware of the aims of the research, clearly understood what participation would entail, and voluntarily consented to participate.

3.6.1.2. Phase 2

Before commencing the interviews, informed consent was obtained from all participants. Participants were reminded verbally about the aims of the research and what their participation would involve. Following this, participants were provided with an Information Sheet (Appendices 8 & 9) and Consent Form (Appendices 10 & 11). They were asked to read both, and sign the Consent Form if they wished to participate. They were then given the opportunity to ask any questions before the interview commenced, which the researcher ensured were answered to the participants satisfaction.

3.6.2. Deception

As discussed above, all participants were informed of the aims of the research before participation, and the participants were not deceived in any way throughout the course of the research.

3.6.3. Right to withdraw

Throughout the data collection process participants were informed of their right to withdraw from the research at any point, without explanation or consequence. They were also informed of their right to decline to answer any of the questionnaire or interview items should they desire.

Participants were also informed that they had the right to withdraw their data following participation. This would be destroyed upon their request. As the research was to be written up as part of the researchers DEdPsy Thesis, the participants were informed that they must have withdrawn their data by 01/12/2019, when data analysis began. This information was made explicit verbally, prior to and following the interviews, and in writing, as illustrated by the information sheet (Appendices 8 & 9) and consent form (Appendices 10 & 11).

3.6.4. Protection from possible harm

The often-personal nature of research areas explored within qualitative studies can raise ethical concerns, particularly regarding the consequences experienced by participants who have chosen to take part (Gibbs, 2011). The researcher felt that the topic of wellbeing could be deemed as sensitive, therefore, during the creation of the questionnaire and interview schedules, the researcher carefully considered the types of questions asked and the nature of possible responses, to reduce the likelihood of participants experiencing significant distress or harm as a result of participation. The researcher felt that the strengths-based focus of the research should also serve to limit this.

Further attempts to minimise possible harm from participation in the research were addressed by the right to withdraw, as discussed above, and debriefing procedures detailed below.

3.6.5. Debriefing

Participants were debriefed at the end of the questionnaire and interview. Whilst participants should not have experienced significant harm as a result of discussing the topic, and further steps were taken to ensure risks to participants were minimised (e.g. self-selecting sample, the optional nature of the questions, and the right to withdraw), the researcher was aware of the possibility that some participants may unintentionally ruminate on the topic following completion of the questionnaire or interview, which may then cause feelings of discomfort or distress. Therefore, as part of the debriefing procedure participants were provided with details and contact information of three support services (Education Support Partnership, Samaritans and Mind), who they could contact in the unlikely incident of experiencing distress or other negative consequences of participation (Appendix 15). The researcher also provided all participants with her contact details at the end of the study to use if they had any questions, required any further information, or wished to withdraw from the study.

3.6.6. Confidentiality, privacy and anonymity

Participants were informed that all information provided would remain anonymous and confidential, except in the unlikely incident that failing to share this information may have led to the risk of significant harm to the participant or others.

All questionnaire responses were anonymous, with the exception of those participants who volunteered to participate in the second phase of the research. In these cases, the participants were asked to provide their name

and contact details, so that the researcher could arrange a convenient time and place for their interview. This identifying information was removed from the data set before analysis to ensure confidentiality and anonymity.

In the interests of confidentiality and anonymity, participants were reminded to refrain from using their own or others' names throughout the interview. Where participants unintentionally provided names or other identifying information, these were removed from the data set. As Piper and Simons (2005) acknowledge, descriptions of an individual's role and their context may provide clues to their identity. The researcher therefore carefully checked all questionnaire responses and interview transcripts to ensure that responses did not indirectly lead to the identification of the participants or their place of work. Any comments or information of this nature was removed from the questionnaires and transcripts, and was not included within the analysis.

While permission was sought within the consent form (Appendices 10 & 11) to include verbatim responses as quotes within the researcher's thesis, as Gall, Gall and Borg (2007) acknowledge, the use of verbatim quotations in this way can occasionally lead to ethical difficulties as they increase the likelihood of the identification of the participants and their contexts. For this reason, the researcher took great care in selecting appropriate quotations for use within the thesis, ensuring that these were anonymous and, as stated above, free from any information that may have inadvertently led to the identification of the participant.

Following data collection, all participants were assigned an ID number which was used to label all questionnaires, audio-recordings and transcripts. This ID number was then used within the researcher's thesis and any subsequent publications, to ensure that the identity of the participants remained anonymous. Consent forms containing the names of participants were stored separately to the anonymised data, to further ensure that the participants could not be linked to the information provided.

3.6.7. Data protection

The chosen methods of data collection yielded data in a variety of formats e.g. questionnaire responses, interview audio recordings, and interview transcripts. All data gathered was used and stored in accordance with the Data Protection Act (2018). All data was kept in electronic format and stored in an encrypted and password protected folder on the researcher's laptop. This laptop and the audio recording equipment used was also password protected and stored in a locked cabinet when not in use. Data will be kept for a maximum period of 10 years following completion of the research, in line with the UCL Research Data Policy and UCL Retention Schedule. After this date, all data will be destroyed.

3.6.8. Misrepresentation

As the research is concerned with understanding teachers' and EPs' own perceptions and experiences of teacher wellbeing, efforts were taken to ensure that the conclusions drawn from the information gathered were accurate representations of their perceptions and experiences. To achieve

this, participants were provided with the opportunity to receive a copy of their transcript following the interview to give them the opportunity to check its accuracy or to clarify any information they deemed unclear, as well as to retract any information they no longer wished to be part of the transcript. Whilst member checking in this way is viewed as an important way of enhancing the value of the research (Lincoln & Guba, 1985), neither teachers nor EPs wished to receive a copy of their transcript, thus member checking did not occur.

Chapter Four: Findings

The preceding chapter provided a detailed description and evaluation of the methodology used within the current research. The present chapter discusses the research findings following analysis of the questionnaire and interview data. Although the key themes were generated inductively, the data has been organised and presented by research question, with the quantitative and qualitative data presented together (see Table 9 below). The researcher felt that presenting the findings in this way would preserve the integrity of the data and ensure the participants voices are represented throughout the analysis. The findings are, therefore, presented in four sections; the definition of teacher wellbeing, the value assigned to teacher wellbeing, the ways teacher wellbeing can be supported and improved, and the role of EPs.

Given the relatively small number of questionnaire participants and quantitative data, the researcher chose not to analyse the quantitative data using inferential statistics. The researcher instead presents a summary of the quantitative data using descriptive statistics (e.g. count, percentage, mean and standard deviation) alongside an in-depth analysis of the qualitative data. The key themes and corresponding subthemes are presented in thematic maps (see figures 8, 12 & 15). Each theme and subtheme will then be discussed in detail using quotations taken from both the questionnaires and interviews.

It should be noted that due to the nature of the topic, the richness of the data gathered and the chosen data collection methods, there is some overlap between a number of themes and subthemes. Where this is the case, this has been made explicit. The theoretical considerations, including how the findings fit with existing literature, will then be discussed in Chapter 5.

Table 9. Demonstrates how the data from both participant groups and phases of the research have been brought together in the analysis.

Research Question	Participant Group	Type of Data	Sources of Information
Research Question 1: Definition of Wellbeing (Page 103-106)	Teachers*	Qualitative	All themes pertaining to the definition of wellbeing were generated from the open-ended questions “ <i>What does the term ‘wellbeing’ mean to you?</i> ” and “ <i>How would you describe teacher wellbeing?</i> ” asked within the online questionnaire and the semi-structured interviews.
Research Question 2: Value of Wellbeing (Page 106-107)	Teachers*	Qualitative & Quantitative Data	This research question has been split into two sections, the extent to which wellbeing is valued by teachers themselves , and the extent to which wellbeing is valued by school management . For each of these sections the quantitative data is presented first. This has been gathered from the closed questions in the online questionnaire. Qualitative data is then presented. This was gathered through the additional comments provided in the online questionnaire, in addition to responses to the interview questions “ <i>Relative to other professions, to what extent do you feel that teachers value their own wellbeing?</i> ” and “ <i>In your experience, to what extent do you feel that school leadership teams value teacher wellbeing?</i> ”
Research Question 3: Supporting & Improving Wellbeing (Page 107-139)	Teachers*	Qualitative & Quantitative Data	As in the previous sections, this section begins with the presentation of qualitative data. This data has been gathered through a series of closed questions in the teacher online questionnaire. It begins with teachers ratings of their <i>own</i> and <i>typical</i> teacher wellbeing, followed by whether the support currently provided for teacher wellbeing is sufficient, and finally whether teachers require support to maintain their wellbeing. Although the data presented here is predominantly quantitative in nature, the latter two questions are supplemented by qualitative data i.e. the additional comments provided by teachers in the online questionnaire. The main focus of this section are the factors that support and can improve teacher wellbeing. All of the themes presented are generated from responses to the interview questions (e.g. “ <i>What currently supports the wellbeing of teachers?</i> ” and “ <i>In your opinion, how can teacher wellbeing be improved?</i> ”), in addition to responses to the open-ended questions within the online questionnaire (e.g. “ <i>How does your school currently support the wellbeing of teachers?</i> ” and “ <i>Is there anything else that supports the wellbeing of teachers? [please consider personal characteristics & things both inside and outside of the school environment]</i> ”).
Research Question 4 & 5: Educational Psychologists Role (Page 139-159)	Teachers & Educational Psychologists	Qualitative & Quantitative Data	Quantitative data, regarding whether there is a role for Educational Psychologists, is presented first. This was gathered using a closed question on both the teacher and Educational Psychologist online questionnaire. The main focus of this section concerns the current and/or future role of Educational Psychologists in supporting teacher wellbeing. All themes pertaining to this research question arose from the responses provided by teachers and Educational Psychologists during the semi-structured interviews, in addition to their responses to the open questions in the online questionnaire.

**Although EPs were not explicitly asked about the definition of, value placed upon, or factors that support teacher wellbeing (outside of their own role), where information was provided related to these research questions and aligned closely with the identified themes, these comments have been included within the relevant sections.*

4.1. Research Question 1: Definition of Teacher Wellbeing

Teachers recognised that the terms wellbeing and teacher wellbeing are broad terms which are difficult to define. When exploring the meaning of teacher wellbeing, eight themes were identified, which are displayed in the diagram below.



Figure 8. A thematic map depicting the key themes concerning the definition of teacher wellbeing.

4.1.1. Theme 1. Sense of Balance

Of the 69 teacher participants, the majority ($n=49$) defined teacher wellbeing as a sense of balance, particularly between one's personal life (e.g. self, family and friends) and professional life (e.g. children/young people, their parents, and school staff).

Wellbeing, for me personally, it means having sort of a sense of balance in your life.

Primary School Teacher 5

I think wellbeing means getting the right balance of applying yourself at work, but also keeping yourself feeling happy and relaxed. So, it's just about balance for me, wellbeing I think.

Primary School Teacher 28

Teachers conceptualised this balance in terms of being able to complete their work within the confines of their contracted hours so that they are able to “switch off”, enjoy time with family and friends, pursue hobbies, and engage in activities that make them happy (e.g. art, singing, gym, reading), rather than taking work home in the evening and at the weekend as standard.

4.1.2. Theme 2. Combination of Mental and Physical Health

The majority of teachers ($n=42$) recognised that the term teacher wellbeing refers to a combination of one's physical and mental health.

Personally wellbeing is a catch all term that describes both mental health and physical health.

Primary School Teacher 15

And you know, you can think of like your mental wellbeing which normally it relates to that to me, but actually you know, you think about physically, you know, physical wellbeing as well.

Primary School Teacher 5

They explained that for one to have positive wellbeing, one must take care of both one's mental health and one's physical health.

4.1.3. Theme 3. Presence of Positive Emotions & Absence of Negative Emotions

In defining teacher wellbeing, over half of all teachers shared that wellbeing is a presence of positive emotions (such as happiness, positivity and contentedness) and an absence of negative emotions (e.g. stress, overwhelm, worry and anxiety). A small number furthered that wellbeing is the ability to understand and effectively regulate one's emotions. For example being able to enjoy the presence of positive emotions, and work through any negative emotions (e.g. worries or anxieties).

To me, the term wellbeing means a state of happiness, calm and contentedness, not feeling stressed, anxious or overwhelmed with issues.

Primary School Teacher 5

The ability and understanding of how to manage and cope with both positive and negative emotions.

Unspecified School Teacher 31

4.1.4. Theme 4: Feeling of Competence & Confidence

Just under half of all teachers ($n=29$) defined teacher wellbeing as feeling competent i.e. feeling that one is mentally and emotionally equipped to successfully cope with the 'ups and downs' of everyday life, face demands and/or challenges without feeling overwhelmed or stressed, and fulfil one's

role effectively. Teachers additionally conceptualised wellbeing as having confidence in one's own abilities within the home and school contexts, and feeling confident that one will be well supported by others when needed. This links to Theme 6 below.

Wellbeing is being equipped with the support or skills needed to get through life and work without undue stress or negative feelings.

Secondary School Teacher 19

Feeling confident in my work and home life. Feeling positive about the role and confident with the job requirements.

Primary School Teacher 27

4.1.5. Theme 5. Job Satisfaction

A third of teachers ($n=21$) identified that an important component of teacher wellbeing is job satisfaction; enjoying one's job, and feeling one can make a positive contribution and succeed in one's role. Teachers recognised that being satisfied with one's role promotes positive wellbeing even when facing challenges.

Gaining job satisfaction to knowing that you are making a difference in young peoples' lives.

Secondary School Teacher 42

I am really enthusiastic about my job because I love teaching children. I get so much from seeing their curiosity develop. I love seeing the impact that I can have, in sometimes, really short spaces of time and that motivates me to do well for the children.

Primary School Teacher 64

Teacher wellbeing is having a sense that you are making a positive contribution and sense of satisfaction in a job well done, even if things are at times stressful.

Primary School Teacher 59

4.1.6. Theme 6. Feeling Supported

Teachers ($n=10$) additionally defined teacher wellbeing as feeling well supported. Greater emphasis was placed upon professional rather than personal support i.e. a work-based support network that could be drawn upon to support teachers in managing the more challenging aspects of their role e.g. in times of heightened workload, when finding it difficult to meet demands, and in managing student misbehaviour.

Being supported at work

Primary School Teacher 45

Teacher wellbeing would be being supported by the school leadership team in managing behaviour, workload and other stressful aspects of the job.

Secondary School Teacher 19

4.1.7. Theme 7. Basic Needs Being Met

A small number of teachers ($n=9$) identified that wellbeing is ensuring one's basic needs are met. Teachers emphasised the importance of maintaining a healthy diet, getting a sufficient amount of good quality sleep, and engaging in regular exercise.

It [wellbeing] means to have a healthy diet and enough sleep to maintain an equilibrium.

Secondary School Teacher 17

This [wellbeing] can be achieved through... physical exercise, a healthy diet and mindfulness.

Primary School Teacher 9

Many teachers acknowledged that it can be hard to find time to prioritise meeting their own personal needs, which can compromise their wellbeing.

4.1.8. Theme 8: Feeling Trusted & Valued

Finally, a small number of teachers ($n=7$) defined wellbeing as feeling trusted (i.e. being permitted to do ones job without being subject to high levels of monitoring) and feeling valued (i.e. receiving recognition for one's strengths and/or things one has done well).

Wellbeing is where professional opinions are trusted and valued.

Secondary School Teacher 19

That you will be treated as a professional doing a professional job i.e. that you will be trusted to do the job without constant scrutiny.

Primary School Teacher 63

Wellbeing is feeling valued and appreciated, with praise given for things teachers do well.

Primary School Teacher 1

They emphasised the importance of feeling trusted and valued, not only by ones colleagues, but also by those external to school, such as parents of the children/young people they teach and members of the local community.

4.2. Research Question 2: Value of Teacher Wellbeing

When asked to what extent teacher wellbeing is valued by teachers themselves and school management, the value given to teacher wellbeing appeared largely teacher and context dependant.

4.2.1. Teachers Themselves

The majority reported that teachers '*somewhat*' (45%) or '*highly*' value (41%) their own wellbeing. However, a small percentage felt that wellbeing was not valued by individual teachers (14%). They commented that teachers often do not prioritise their own health or wellbeing ($n=27$), this was largely attributed to teachers inability to "*say no to work*" ($n=5$) and their tendency to put children and young people and their job before themselves ($n=14$).

4.2.2. School Management

Similarly, the majority of teachers felt that teacher wellbeing was either '*somewhat*' (41%) or '*highly*' (38%) valued by their senior management team. Eighteen teachers explained that their senior management team values and prioritises wellbeing, and made reference to a number of actions that their management had put in place to support teachers to alleviate stress, manage workload and improve time management ($n=7$).

However, a small percentage of teachers felt that their wellbeing was not currently valued by school management (22%). They shared that whilst the intention is there, often the actions to make wellbeing a priority fall short ($n=7$) as management are constrained by external influences (*such as Ofsted and governmental initiatives*) and often have their own pressures to worry about ($n=4$). Teachers additionally felt that management lack the time, skills and resources needed to effectively support teacher wellbeing ($n=5$).

4.3. Research Question 3: Supporting & Improving Teacher

Wellbeing

When asked to rate teacher wellbeing, teachers rated their own wellbeing fractionally above average (Mean = 5.73; SD = 2.51) and typical teacher wellbeing fractionally below average (Mean = 4.79; SD = 1.85). Their ratings were as follows:

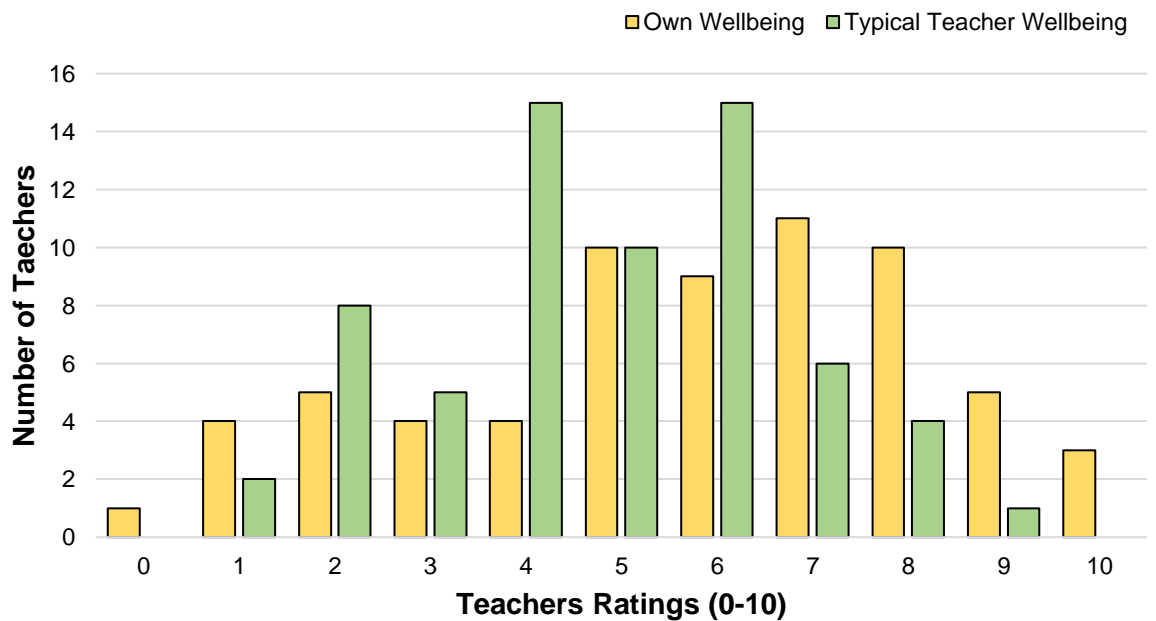


Figure 9. A chart illustrating teachers ratings of their own wellbeing as teachers and typical teacher wellbeing.

Teachers were then asked to consider whether the current support provided for teacher wellbeing is sufficient, there appeared to be no consensus amongst teacher participants. 34% ($n=20$) shared that the support provided was sufficient. However, 43% ($n=25$) felt that the support was 'definitely' or 'probably' not sufficient (see below).

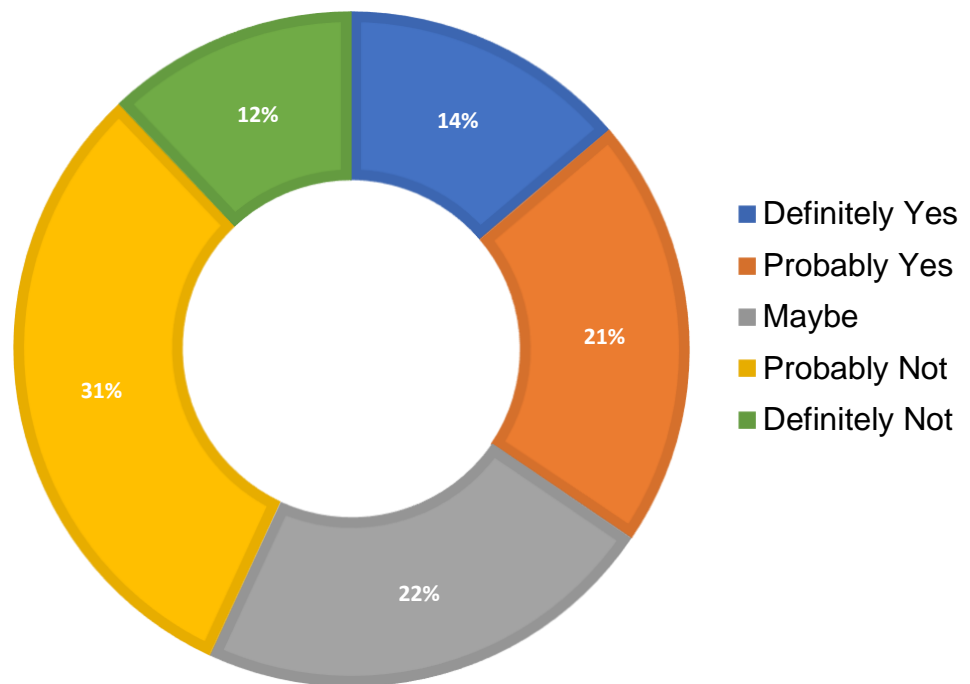


Figure 10. A diagram illustrating teachers perceptions of whether the support currently provided for Teacher wellbeing is sufficient.

Teachers shared that their own wellbeing is often “*forgotten*” or “*overlooked*”. Over a third of teachers explained that teacher wellbeing was not supported within their settings. They felt that teacher wellbeing had become “*a bit of a buzz word*” in that it was frequently mentioned within schools however dissatisfaction was expressed with regard to the actions taken to improve teacher wellbeing. Many felt that schools merely “*paid lip service to*” teacher wellbeing and treated supporting wellbeing as “*a tick box exercise*” rather than sincerely considering ways in which teacher wellbeing could be supported and improved.

The concept of ‘teacher wellbeing’ is a bit of a ‘buzz’ word that is being thrown around a lot at the moment.

Unspecified School Teacher 36

I hear many stories from colleagues who say that their SLT gives lip service to wellbeing without really thinking about how to address it properly.
Secondary School Teacher 42

Teacher wellbeing is often mentioned but very little actual support is given to teachers to protect their physical, mental or emotional wellbeing.
Primary School Teacher 34

Irrespective of whether the current support was deemed sufficient, 94% of teacher participants felt that teachers do require further support to improve their wellbeing.

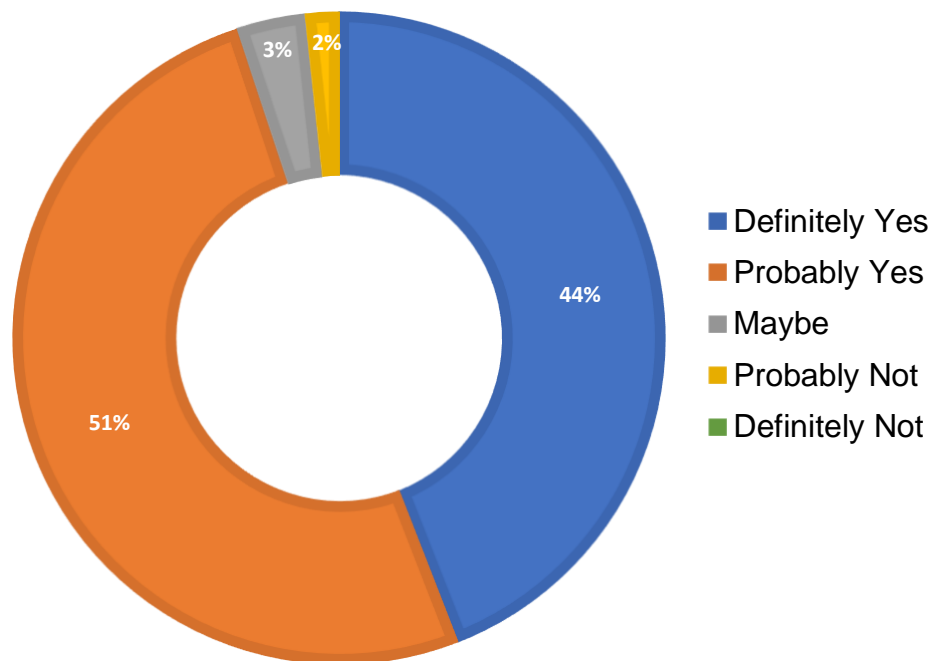


Figure 11. A diagram depicting teachers views of whether teachers require support to improve their wellbeing.

When asked to consider the factors that currently support teacher wellbeing and/or would improve teacher wellbeing in the future, seven overarching themes and twenty-seven subthemes were identified, these are displayed in the figure overleaf.

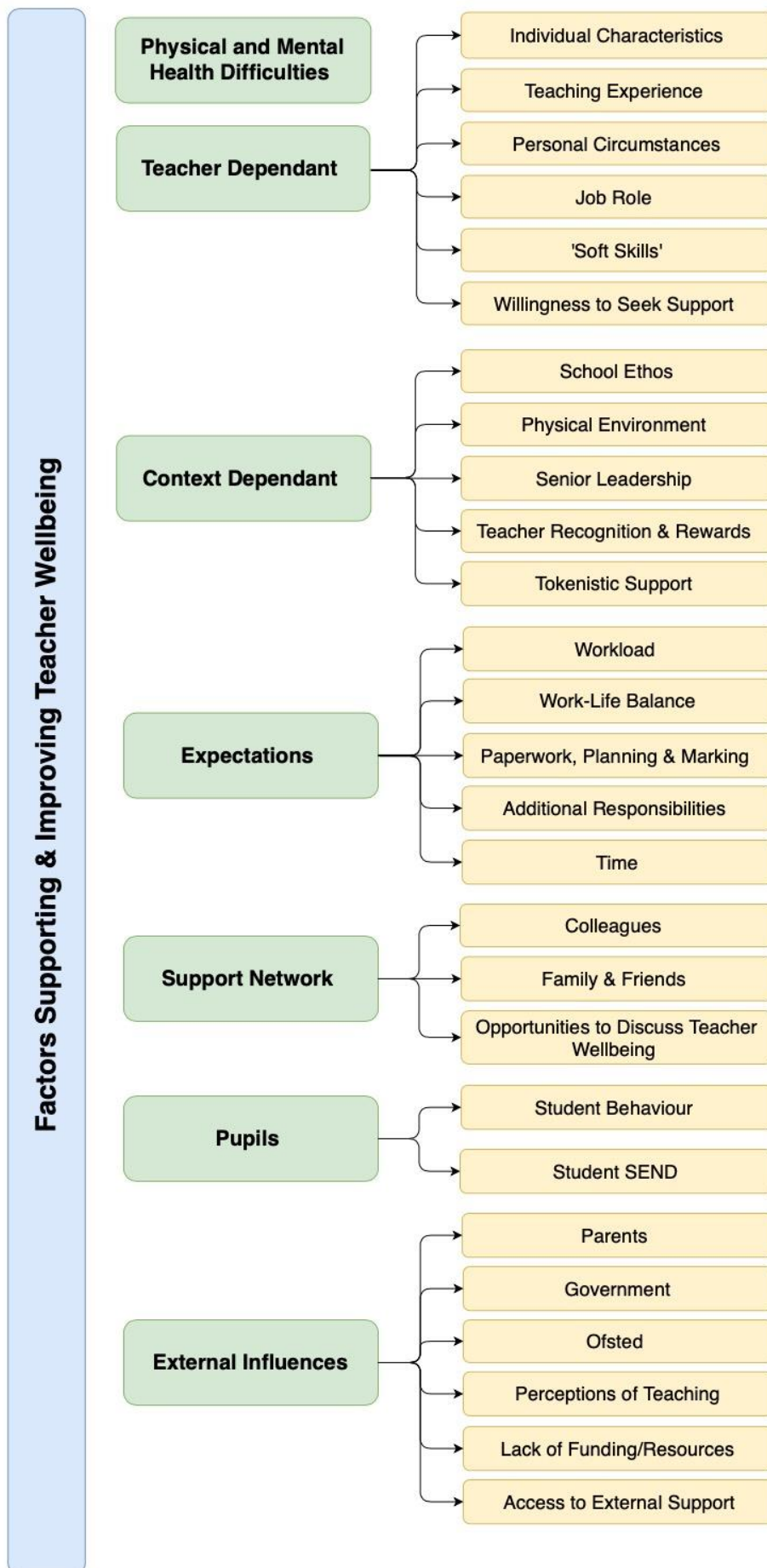


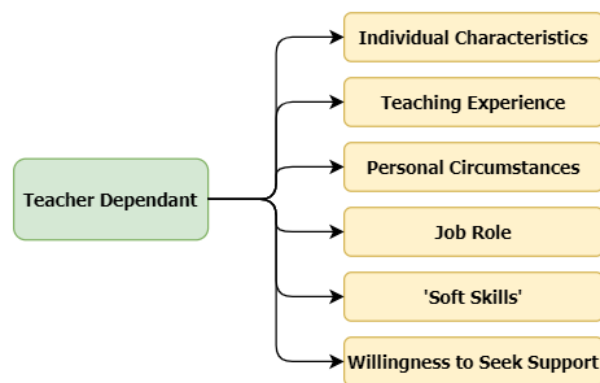
Figure 12. A thematic map depicting the key themes and subthemes concerning the factors supporting and improving Teacher wellbeing.

4.3.1. Theme One: Physical and Mental Health Difficulties

A large number of teacher participants ($n=26$) reported difficulties with their physical and mental health as a direct result of teaching, commonly cited difficulties included prolonged stress, anxiety and exhaustion. Others included burnout, suicidal thoughts, panic attacks and hypertension.

4.3.2. Theme Two: Teacher Dependant

Both teachers and EPs reflected that the ability to maintain ones wellbeing “*varies greatly between individuals*” as a result of a vast number of personal/individual factors. Six subthemes were identified:



4.3.2.1. Subtheme 2.1: Individual Characteristics

Both teachers ($n=16$) and EPs ($n=9$) recognised that teacher wellbeing is in part affected by a Teacher’s personal characteristics. They referenced a number of characteristics that were deemed beneficial in maintaining one’s wellbeing such as confidence, resilience, and positivity/optimism. Many expressed that an absence of such qualities/characteristics can lead to a decrease in one’s wellbeing.

Although EPs also referenced a number of beneficial characteristics, they particularly emphasised 'positivity' and 'resilience' as key characteristics in maintaining teacher wellbeing.

4.3.2.2. Subtheme 2.2: Teaching Experience

The majority of teachers who spoke about teaching experience viewed greater teaching experience as beneficial to teacher wellbeing particularly in relation the development of the skills necessary to manage the demands of the job (e.g. time management and prioritisation), in addition to confidence in one's own abilities.

I think that comes with experience. I think, younger teachers definitely probably struggle with wellbeing in the beginning... You sometimes have to learn through experience, and sometimes experiences can be challenging... Experience and time in teaching is quite important.

Primary School Teacher 28

However, in contrast, a small number viewed the roles of unqualified or newly qualified teacher (i.e. a lack of teaching experience) as a distinct advantage, due to the increased access to additional support.

4.3.2.3. Subtheme 2.3: Personal Circumstances

One EP and nineteen teachers recognised the influence of one's personal circumstances on teacher wellbeing. A number of teachers shared that their home life was one of the greatest challenges to their wellbeing, citing factors such as bereavement, ill health of themselves or a relative, parental or other caring responsibilities, and commute time as current challenges.

In line with this, a number of teachers highlighted their current lack of parental or other caring responsibilities as a factor that supported their wellbeing.

My children are adults, so I have no caring responsibilities (nor for elderly parents). I imagine where people do not have such an ideal set up their wellbeing must be considerably less.

Primary School Teacher 46

Many shared that within schools there appears to be a lack of regard for teachers personal lives, they commented that often one's personal circumstances are not accounted for by the school. All recognised that teacher wellbeing is greatly improved when schools are "*mindful of teachers personal needs*" and if reasonable accommodations are made e.g. provision of additional time to deal with medical or family issues.

They additionally highlighted the importance of taking "*an interest in peoples families and lives outside of school*". For example, "*recognising and celebrating milestones*" in colleagues personal and professional lives.

4.3.2.4. Subtheme 2.4: Job Role

Teachers acknowledged that a teachers wellbeing can vary depending on their role within school and subject they teach, as a result of the differing responsibilities and expectations associated with one's role. For example, teachers within the P.E., Creative Arts, and Early Years sectors acknowledged that their wellbeing was better than that of their colleagues due to the lighter workload and fewer responsibilities associated with their field.

4.3.2.5. Subtheme 2.5: 'Soft Skills'

Teachers recognised that their wellbeing, in part, was attributed to their own abilities, particularly those they denoted as 'soft skills' e.g. organisation, prioritisation and time management. Mastery of such skills was deemed beneficial to ones wellbeing.

I think it's more about managing your time, I don't think it's necessarily about taking anything away...I think teachers just need better time management. Teachers meaning me [laughs]. Some teachers are a lot better at it, but it's still something I'm working on to be honest.

Primary School Teacher 39

One of the biggest things that helped me was when I sort of just started to prioritise like what actually needs to be done...If you strive to do all the things that you know is really good practice it's not achievable... and your mental health...starts to slip.

Primary School Teacher 28

4.3.2.6. Subtheme 2.6: Willingness To Seek And Accept Offered

Support

A number of Teachers acknowledged a tendency within the profession to put on a façade and "just get on with it". They disclosed a reluctance to admit difficulties and seek support for fear of being judged negatively. Teachers therefore highlighted the importance of individuals being open and honest about any difficulties they may be experiencing, seeking timely support, and accepting offered help.

When it comes to teachers, you know, you can be plodding on but actually falling apart on the inside.

Primary School Teacher 5

Being able to talk about problems and being quite open is really important...identifying the fact that, you know, if you're feeling not good...it's nothing to be ashamed of and nothing to kind of hide, you know, talk about it.
Primary School Teacher 5

For example, when things get too much, there is often an air of nervousness about seeking support from management because, in the past, it has been suggested that members of staff are incapable or unsafe to carry out their duties in a professional manner.

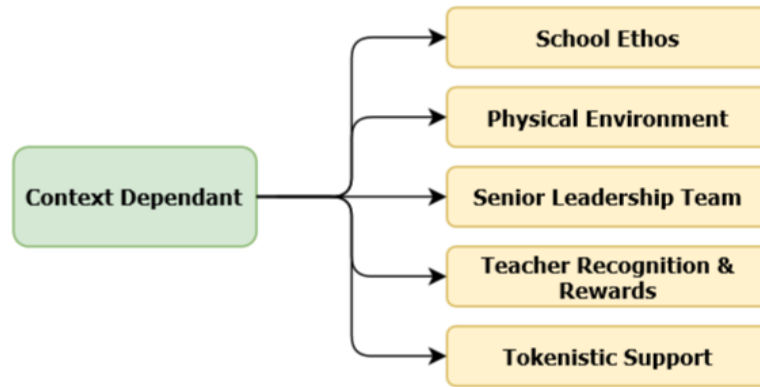
Primary School Teacher 5

And we are also quite good at taking the help as well, I think. We're not, I think we're quite good at actually saying, 'yes that'd be fab, I'd love an hour and a half out of class' or 'yes that would be great if I could borrow a teaching assistant', or whatever. Yeah I think we're really quite supportive.
Primary School Teacher 28

4.3.3. Theme Three: Context Dependant

Both Teacher and EP participants acknowledged that Teacher Wellbeing is context dependant, and varies based on the school the teacher works in; their ethos, budgets, priorities, management, support provided, and the value placed upon teacher wellbeing by SMT and Governors.

Many respondents acknowledged that schools that are supportive of teacher wellbeing are not typical/common - many provided anecdotes of schools they have heard of or previously worked, in which teacher wellbeing was not supported. Within the theme "Context Dependant", five key subthemes were discussed:



4.3.3.1. Subtheme 3.1: School Ethos

Teachers and EPs ascribed high importance to the whole school ethos in supporting teacher wellbeing. They referenced a need to ensure that schools are “*positive*”, “*safe*”, “*supportive*”, “*caring*”, and “*non-judgemental*” environments.

So some schools will say that they are (supporting wellbeing). [Erm] and they’ll do a few kind of tokenistic things to try to say that they’re helping, but actually it’s merely mainly about the ethos of the school, I think.

Primary School Teacher 51

Although many spoke positively about the ethos of their current schools, some expressed a need for a culture shift within their school.

Culture shift – it’s ok not to be ok and this is how we are going to resolve it.

Primary School Teacher 34

4.3.3.2. Subtheme 3.2: Physical Environment

Teachers additionally made reference to the importance of a well-kept physical environment, particularly in relation to the staff room and work areas e.g. “*proper workspace*” and “*well-furnished staff room*”.

4.3.3.3. Subtheme 3.3: Senior Leadership Team (SLT)

From the teacher data, there was a sense that Teacher Wellbeing largely depends on the SLT and the value they place on wellbeing, given their central role in influencing the ethos of the school.

Mmm I think the leadership team has the greatest impact because that will have, that will filter throughout the school. I think if the leadership team is, you know, making sure that other people are feeling good and sort of...that it's on their mind, then it is, it does become more of a whole school ethos.

Primary School Teacher 5

A minority of teachers cited senior leadership as a stressor and a source of poor teacher wellbeing.

Management who are pleasant to staff! We have a problem with overwhelmed management who constantly snap and are negative to staff, and we're not the only school.

Primary School Teacher 63

School management is not equipped to manage teacher wellbeing...and they do not make a proactive effort in keeping teachers well physically or emotionally.

Primary School Teacher 34

Teachers therefore acknowledged the importance of having an approachable and supportive SLT who not only provide regular opportunities for teachers to talk to them (e.g. open-door policy, regular 'check-in', designated time to talk), but actively listen, show understanding, and provide proactive support. Teachers additionally highlighted a need for increased support and/or protection from their SLTs when dealing with more difficult/stressful aspects of the job such as parental issues and student behaviour.

Within the subtheme of SLT, teachers further highlighted the importance of effective communication between the SLT and members of the teaching

staff, particularly regarding changes. They expressed dissatisfaction with SLTs current ability and willingness to communicate with their staff.

I am currently feeling that, through lack of communication, I feel a little 'lost' and not knowing if I am doing okay.

Unspecified School Teacher 52

4.3.3.4. Subtheme 3.4: Teacher Recognition & Rewards

The concept of recognition and rewards was expressed by a number of teachers. They highlighted a need for greater acknowledgement of the increasing demands/pressure associated with the teaching role from both individuals within and outside of the school environment. They further highlighted the benefit of receiving recognition of their successes and achievements and/or any additional responsibilities fulfilled, to ensure that teachers feel valued and thus promote positive teacher wellbeing. Although some teachers expressed an interest in more tangible rewards such as additional pay, additional leave (paid or unpaid), or "occasional days", others highlighted the benefit of intangible/emotion-based rewards such as thanks and/or praise from SLT or other members of staff.

The school recognises and rewards teachers who are going the extra mile with badges and 'thank you' prize draws each week.

Secondary School Teacher 19

There is a staff 'shout out' board where colleagues can post positive messages for each other.

Primary School Teacher 5

The HT sends thank you emails all the time & staff briefings are full of congratulations and thank you to staff.

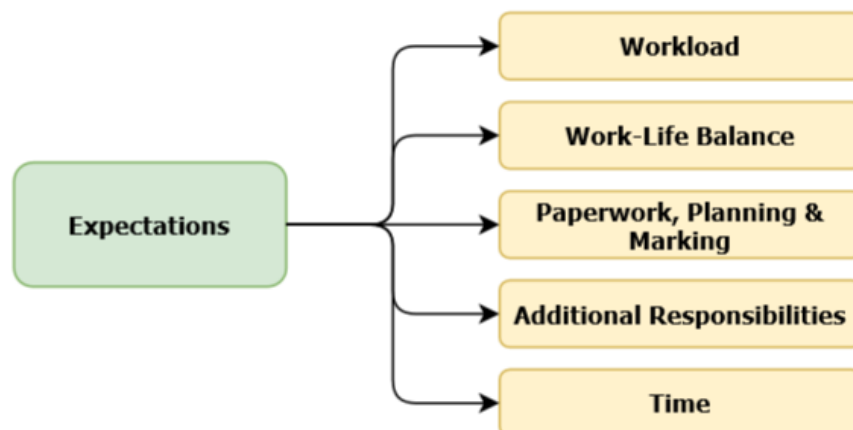
Secondary School Teacher 69

A number of teachers highlighted that such systems were in place within their current schools, whereas others expressed a desire for such systems.

4.3.3.5. Subtheme 3.5: Tokenistic Support

Teachers made reference to a number of small actions that schools had recently implemented to recognise and promote the wellbeing of teachers. Such actions included the creation of a mental health and wellbeing policy, timetabled wellbeing days/weeks, a wellbeing board in the staff room, free staff refreshments, staff wellbeing group/committee, small acts of kindness (e.g. birthday cards, treats, shared cups of tea), and regular staff activities/team building events (*e.g. meals, pottery, BBQs, picnics, choir, Christmas party, bake-off, book clubs, quiz nights, visit to the ice cream shop, staff sports day, pamper day*). Whilst these were indeed viewed as 'tokenistic', the majority of teachers expressed appreciation and acknowledged that actions such as these had a short-term positive impact upon teacher wellbeing.

4.3.4. Theme Four: Expectations



Expectations and/or demands were cited by 37 teachers as a factor influencing wellbeing. Teachers shared that at present the demands and expectations placed upon teachers were “immense”, “unrealistic” and “unachievable”. They further expressed dissatisfaction that the demands and expectations placed upon them are continually increasing and “ever-changing”.

Yeah. I think that expectations is another thing that really challenges teacher wellbeing.

Primary School Teacher 5

I think once a teacher has been awarded QTS and is working full time, the expectations are immense and very little support is offered which makes the situation worse.

Primary School Teacher 34

It's impossible, the demands of the job keep increasing and without more time or reduced expectations there will always be dedicated staff with poor wellbeing.

Primary School Teacher 37

Over the last decade there has been a discernible shift in what a teacher is expected to do without any concern for how it might affect wellbeing.

Secondary School Teacher 42

Teachers not only referenced expectations from school leadership, but additionally referenced the expectations held by teachers of themselves and the expectations of external agencies such as the Government and Ofsted.

Very few teachers feel confident and secure in their working practices, due to ever changing expectations and demands from schools, OFSTED, government policy etc.

Secondary School Teacher 19

School managers want to do well by their staff but have the added pressures of Ofsted who although they say you need to manage teacher workload, have high expectations of what they see happening in schools.

Primary School Teacher 24

Yeah. Maybe it's sort of, you know, teachers have too high standards and too high expectations of themselves.

Primary School Teacher 5

When thinking about ways to improve teacher wellbeing, teachers not only desired “*reduced*” and “*realistic*” expectations, but additionally cited a need for clarity regarding expectations.

Realistic Expectations.

Primary School Teacher 68

I think being a young teacher... one of the moments that changed for myself was when I came to the realisation that I'm not going to be able to do everything 100%... so I do think it's, there's an element of yes, looking at your practice, but also being realistic in the sense that, not putting too much pressure on yourself.

Primary School Teacher 28

School could provide clearer expectations of things like assessment.

Primary School Teacher 67

Being clear about the things we don't have to do.

Secondary School Teacher 33

A small number of teachers ($n=3$) additionally mentioned expectations in reference to children and young people. They suggested that the expectations placed upon children and young people are too great and suggested that these needed to be more realistic to support the wellbeing of both the children and young people and their teachers.

The expectations on children are too high.

Primary School Teacher 12

Realistic expectations from leaders regarding children's progress.

Primary School Teacher 46

4.3.4.1. Subtheme 4.1: Workload

Many teachers reflected that their wellbeing was workload dependant, they expressed that currently their workload is too high and is therefore compromising their wellbeing.

Teacher wellbeing is workload dependant. During times of high workload (data entry points, pupil progress meetings, medium term planning, assessments etc) wellbeing is very low. During the middle of each half term when the biggest burdens are planning and marking teacher wellbeing is much higher.

Primary School Teacher 24

I think a lot of us are overworked and stressed out.

Middle School Teacher 61

The workload is beginning to swamp me, and I feel I could be better supported with this.

Unspecified School Teacher 52

Teachers suggested that a reduction in workload, particularly unnecessary work i.e. tasks that cannot be done in the classroom, would improve teacher wellbeing.

Reduce workload of things that can't be done in class so we can concentrate on teaching.

Primary School Teacher 53

I think more could be done to reduce teacher workload.

Primary School Teacher 43

Teachers ultimately need less work to do or more time to do this in.

Primary School Teacher 24

A number of teachers referenced efforts that have recently been made by schools to reduce workload such as new marking schemes, introduction of policies to reduce workload, division of a workload balance group.

Schools are doing more to try and manage workload in order to improve wellbeing of teachers...in the teaching and learning committee we're always thinking of ways... we have reduce things like [erm]... weekly feedback to parents... so the Head now writes one for the whole school... so the teachers don't have to do that anymore. Small things like that, [erm] just making sure that there really is, there really is an impact and worth in what you're asking teachers to do, as opposed to just ticking a random box.

Primary School Teacher 28

4.3.4.2. Subtheme 4.2: Work-Life Balance

Work-life balance was viewed as a core component of teacher wellbeing.

Teachers shared that a lack of work-life balance is currently compromising their wellbeing. Many explained that they routinely work early mornings, evenings, weekends, and throughout the school holidays at the expense of their personal lives (e.g. time to relax, time with family, their social life etc) and their physical and mental health. Teachers reflected that achieving a reasonable balance between their work and personal life would greatly improve their wellbeing.

Teachers know that their wellbeing is important. However, it often comes second to the pressures of the job and leads to working long hours and using weekends to catch up on what we have not managed to do in the week.

Primary School Teacher 45

I have a good balance between work and personal life. I rarely take work home with me and spend weekends with family and friends. However, I know many of my colleagues find it difficult to strike a fair balance between home and work life and this leads to stress and anxiety at work and home.

Primary School Teacher 5

Although the majority emphasised that a reduction in workload would restore work-life balance, a number of teachers additionally emphasised the importance of teachers setting their own boundaries and regularly scheduling social activities in order to minimise working outside of hours and ensure their personal life is not compromised by work. Some teachers highlighted

that pursuing hobbies outside of school (e.g. sports, yoga, meditation, spending time in nature) was a good way to maintain ones boundaries.

So you know, like not, if you do bring work home with you, having also something planned so you're not just spending the whole weekend doing work, like actually making sure that you go out and do something fun that you enjoy. So yeah, having hobbies is important.

Primary School Teacher 5

You know, making sure that you actually make time to have a social life, even if it's just, you know, you sit around the table and have nice dinner with your friend or your partner. [Erm] just, yeah, quite often I think when your wellbeing is not so good you get tired, and then those are the things that go out of the window. When really, you need to have a balance otherwise it's just work, work, work and that can get really tough.

Primary School Teacher 51

4.3.4.3. Subtheme 4.3: Paperwork, Planning & Marking

In line with the aforementioned subthemes of workload and work-life balance, administrative tasks, such as paperwork, planning and marking, were specifically cited by half of all teachers as a significant source of poor teacher wellbeing.

I believe typical teacher wellbeing is closer to 'poor' because teaching creeps into the lives of teachers when outside too. For example marking, assessment and planning that needs to be taken home.

Primary School Teacher 9

When paperwork is impossible or gets in the way of actual teaching then teacher wellbeing is low and as a result they want to leave.

Primary School Teacher 15

Teachers reflected that at present the paperwork, planning and marking requirements were too great. Teachers expressed a twofold dissatisfaction with the situation at present. Many teachers explained that in order to meet demands effectively they are required to complete administrative tasks outside of their working hours, compromising work-life balance and wellbeing. Secondly, teachers viewed many of their administrative

requirements as “pointless” as they lack a clear intention, have no value to children and young people and their education, and get in the way of teaching. Teachers felt that addressing paperwork, planning and marking requirements, would reduce teacher workload, restore work-life balance, and thus improve teacher wellbeing.

Currently too many of my colleagues and teaching friends are bogged down by paperwork and jobs that do not impact on their pupils growth.

Unspecified School Teacher 6

Teachers reflected that at the moment there tended to be a greater focus on paperwork rather than teaching, and they wished for this balance to be redressed. They additionally expressed that fewer administrative tasks would allow more time and energy to be devoted to teaching and working with the students, and this in turn would enrich both student and teacher wellbeing.

Make it more about the teaching side than the paperwork side.

Primary School Teacher 55

Some teachers referenced the efforts that schools were currently making in order to reduce its impact on teacher wellbeing. For example, reviewing and revising feedback/marking policies, reduced assessment and data requirements, flexible and/or reduced planning requirements, avoidance of unnecessary paperwork/administrative tasks, streamlined report writing, abolition of homework, and the provision schemes of work to reduce planning and preparation time.

New feedback policy to reduce marking.

Middle School Teacher 62

And things that don't have an impact on children's learning, why are we doing them? So for example, the Head has even [erm]... she's scrapped homework about a year and a bit ago. And the children are just expected to do times tables, spelling and reading...like three really core things.

Primary School Teacher 28

However, others expressed a need for such measures within their settings.

4.3.4.4. Subtheme 4.4: Additional Responsibilities

Teachers shared that their wellbeing is affected by the number and diversity of responsibilities they are expected to take on as part of their role. They shared that they are continually being asked to take on an increasing number of responsibilities such as the roles of counsellor, social worker, mental health worker, bereavement counsellor, coach, drugs and alcohol support, tutor, behaviour support, and targeted youth worker etc due to a lack of funding to external agencies. They expressed a need for clarity regarding their role, and a desire to focus on their primary responsibility of teaching.

I feel that my own wellbeing is being adversely affected by being expected to take on the role of counsellor and social worker as well as my teaching role.

Secondary School Teacher 42

We have been trained to teach that is what we should do. We should not be expected to be expert counsellors to our tutees, expert at coaching students, mentoring and careers advisors, sexual health advisors, surrogate parents. Too much onus is put on teachers by the government to rectify the problems in society and we do all of this as well as plan lessons and track grades and mark books. Too much for one profession.

Secondary School Teacher 69

4.3.4.5. Subtheme 4.5: Time

Time was a key factor raised by a third of teachers. They emphasised that they currently do not have enough time to complete what is required of them.

For myself I struggle with.... The expectation to somehow magically fit an impossible amount of stuff into school week.

Primary School Teacher 63

I constantly take work home and don't have sufficient time to complete the tasks that need doing. I spend evenings and weekends completing things and yet am still told we need to do more.

Middle School Teacher 61

There is never enough time for everything and nothing is ever completely finished.

Primary School Teacher 14

Teachers shared that their wellbeing would be greatly improved if they were given sufficient time to complete required tasks.

Give a realistic amount of time etc for carrying out extra responsibilities like subject leadership.

Primary School Teacher 35

Giving them time to do the myriad of tasks they have to do.

Primary School Teacher 38

It's impossible, the demands of the job keep increasing and without more time or reduced expectations there will always be dedicated staff with poor wellbeing.

Primary School Teacher 37

They additionally recognised PPA Time (Planning, Preparation & Assessment Time) as a factor that supports their wellbeing. They emphasised the importance of this time being protected. They furthered that they would benefit from additional PPA time and the opportunity to complete PPA time at home.

The other thing, I think, that affects people is when they have their PPA time to do their planning and they get called for cover, and then that time disappears. Sometimes if that happens over a few weeks, you know, it builds up.

Primary School Teacher 51

Ensuring PPA happens in a block, regularly with less often being moved or changed.

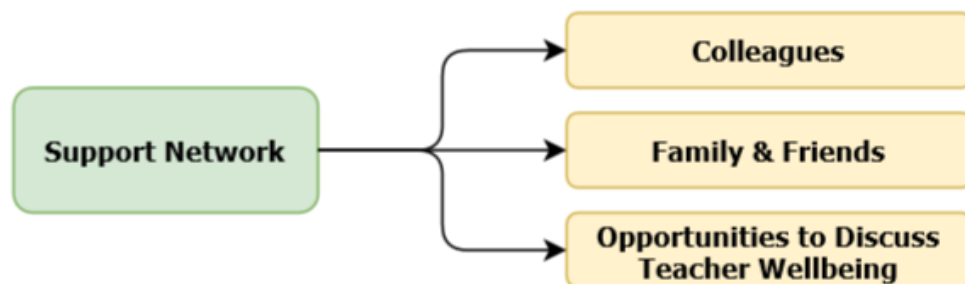
Primary School Teacher 10

PPA time needs to be protected and a proper workspace provided.

Primary School Teacher 1

4.3.5. Theme Five: Support Network

Forty-five teachers emphasised the importance of a strong network of support, both within and outside of school, in maintaining ones wellbeing.



4.3.5.1. Subtheme 5.1: Colleagues

The majority of teachers identified colleagues as a factor supporting their wellbeing. They highlighted the importance of developing and maintaining positive relationships with one's team, supporting one another, and working collaboratively e.g. sharing ideas and resources.

Colleagues are definitely a huge support, yeah.

Primary School Teacher 1

I routinely see colleagues going out of their way to support one another and share the weight of all the expectations that are thrust upon us.

Secondary School Teacher 42

Having supportive colleagues who are happy to share ideas, and supportive teaching assistants with initiative in the classroom always raises wellbeing.

Primary School Teacher 66

Whilst many acknowledged that this is evident within their schools, a small number of teachers recognised that colleagues were a factor currently challenging their wellbeing, due to difficult relationships and/or a current culture of competition between teachers.

Relationships with other teachers and SLT is a cause of stress.

Primary School Teacher 44

I often hear conversations between teachers boasting about how late they stayed at school the day before.

Primary School Teacher 59

4.3.5.2. Subtheme 5.2: Family & Friends

In addition to having a strong collegial support network within school, teachers recognised the “*huge*” importance of having a personal support network (e.g. supportive partner, family or friends).

I am in a lucky situation with a very supportive partner who is able to ‘look after me’ i.e. shopping, cooking, paying bills, being around for deliveries and workmen etc. I would not be able to continue to function in my job with good health and an excellent attendance record without this.

Primary School Teacher 46

A number of teachers additionally acknowledged the benefit of having a partner within the same field, who therefore truly understands the difficulties faced by teachers.

4.3.5.3. Subtheme 5.3: Opportunities to Discuss Teacher

Wellbeing

A third of respondents identified “opportunities to discuss wellbeing” as a factor influencing teacher wellbeing. Teachers felt that their schools currently support their wellbeing through encouraging open discussions about

wellbeing and ensuring that all members of staff have someone to talk to and support them.

When someone is struggling there is always someone that will listen.

Primary School Teacher 28

Say what the problem is and they do their best to help out!

Primary School Teacher 41

Being given time to discuss issues and feeling that they are taken seriously.

Primary School Teacher 44

In addition to the aforementioned *ad hoc* support, many of the respondents highlighted that their schools had begun to implement more formal support structures such as ensuring wellbeing is a standing item on weekly staff meetings, and the appointment of a mental health and wellbeing lead.

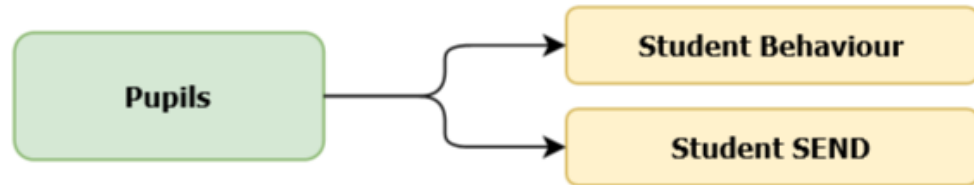
Despite this, some teachers recognised that “*opportunities to sit and talk about issues are not common*” within their settings due to a lack of time and inclination, and expressed a need for further opportunities to explore wellbeing within their workplace. Some acknowledged the need for an agent external to schools, such as an EP, to “*provide a listening ear*” so that teachers can “*rant*”, “*offload*” or discuss work related issues.

I mean I haven't had experience with EPs before. But possibly just in terms of like a person that can offer support if you need someone to talk to, so that you don't necessarily need to take it to SLT or whatever, you just need to talk to someone, just to get it off your chest, I think would be good.

Primary School Teacher 39

4.3.6. Theme Six: Pupils

Students were recognised as a factor that could either support or challenge teacher wellbeing by both teachers and EPs, particularly in terms of student behaviour and SEND.



4.3.6.1. Subtheme 6.1: Student Behaviour

Many teachers expressed that student behaviour was a significant cause of poor teacher wellbeing.

Children are becoming increasingly challenging in the classroom. This has a direct impact on staff wellbeing.

Primary School Teacher 45

Teachers suggested that improved student behaviour, through increased support and stronger systems of behaviour management, would subsequently lead to improved teacher wellbeing.

4.3.6.2. Subtheme 6.2: Student SEND

In addition to increased levels of challenging behaviour, both teachers and EPs emphasised that a significant challenge to teacher wellbeing is the increasing numbers of children and young people with complex special educational needs, and the subsequent challenge of meeting such a diverse range of needs within one classroom, without additional support.

Both teachers and EPs acknowledged the need for clear guidance, additional SEN support within mainstream schools, and an increased number of SEN provisions.

The increasing numbers of children with severe SEND or emotion needs who have to be taught in mainstream settings all combine to make this a very difficult balancing act.

Primary School Teacher 56

Teachers are frequently overwhelmed by the sheer amount of children they have to deal with and the complexities of the classes and the needs in those classes, and being expected to take account of all of that need can be overwhelming and make them feel like a constant failure.

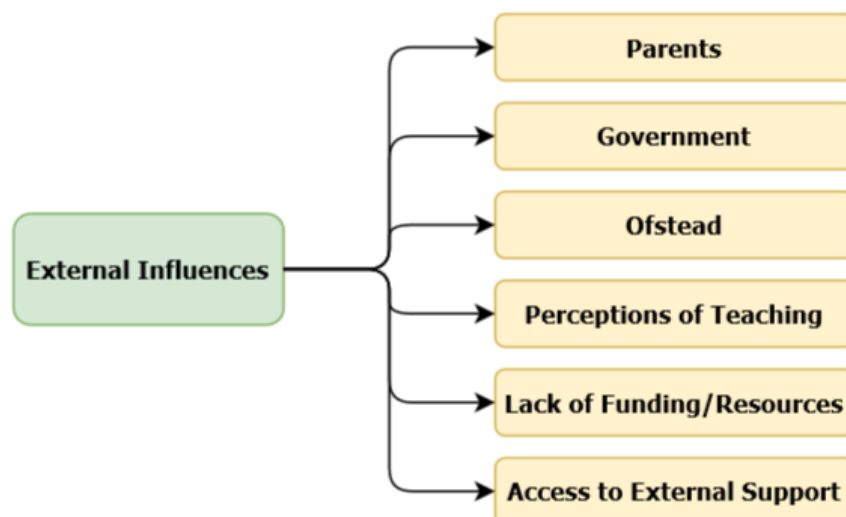
Secondary School Teacher 69

Sort out SEND provision, so we are not having to deal with children who simply can't cope in mainstream education.

Primary School Teacher 63

4.3.7. Theme Seven: External Influences

Teachers acknowledged that their wellbeing was influenced by a number of factors external to themselves and their school environment. Six key subthemes were identified:



4.3.7.1. Subtheme 7.1: Parents

Parents were identified as a factor that challenges teacher wellbeing, particularly the “power” they have to put pressure on teachers.

Education has become a service industry since 2014, parents have the right to demand anything they like and it is totally unmanageable.

Secondary School Teacher 69

Parents need to take a more active role in parenting their children and taking responsibility for some of their learning and behaviour at home. Parents should not be able to contact teachers and demand to be seen or heard at any hour of the day via phone or email, and they shouldn't be able to make threats to governors when things are not going their way. They should respect a professional teachers judgement on a situation rather than fight their child's corner in every situation.

Secondary School Teacher 17

Teachers reflected that their wellbeing is much higher when parents are understanding of teachers professional situation and are supportive of their efforts to support their children and young people.

4.3.7.2. Subtheme 7.2: Government

The Government was cited by many as a stressor which negatively affects teacher wellbeing, particularly the “increasing”, “ever-changing” and “unachievable” demands which are imposed upon teachers, many of which have little to no value on children and young people or their education. Many teachers stressed that fewer Government initiatives would support their wellbeing. One EP and one teacher furthered that going forwards the “Government should take account of professionals' views in forming policy” in order to minimise the effect that they have on teacher wellbeing, and ensure that they are of value to children and young people's education.

[Erm] the only thing I suppose we could have an influence is...[erm] at a very high level of thinking about policy, government policy.

Educational Psychologist 13

Teachers dissatisfaction with the Government additionally appeared to centre around targets and assessments, particularly the unrelenting emphasis on assessment results, the frequency with which teachers are expected to subject their students to assessment, and the unachievable targets dictated by the Government. A large number of teachers ($n=20$) and a number of EPs ($n=5$) recognised this as a source of poor wellbeing for many teachers.

I think like, another thing is like the data expectations. To, like, somehow magically produce children who are working at age expected, sort of, a level at the end of an academic year. So you get like attainment targets in your yearly review. And [erm] so this year my attainment target is to get 80% of children who are pupil premium grant funded to the age expected attainment target for reading. And so there's nine children, and I think five of those children have come in working two years below the age band that they should be in.

Primary School Teacher 5

Teachers expressed a desire for a broader focus on ensuring children are “well rounded individuals who can contribute to society” rather than the current narrow focus on the curriculum and assessment results. They expressed a need to place greater emphasis on the individuals progress rather than the final outcome. They furthered that any targets set should be achievable and take into account the background and the needs of each individual child or young person. They acknowledged that in doing so, this would improve their own and their students wellbeing.

Lower pressures on children's attainment at the end of each academic year and focus more on the progress children make.

Primary School Teacher 5

4.3.7.3. Subtheme 7.3: Ofsted

Ofsted was cited by many as a stressor which negatively impacts teacher wellbeing due to the “*ever-changing demands*” placed upon them.

Teachers suggested that their wellbeing would be improved through improving the Ofsted framework/criteria so that it places less pressure upon them. Others additionally highlighted the importance of reducing the frequency of changes to the Ofsted criteria/framework.

Remove high stakes Ofsted regime of inspections.

Primary School Teacher 11

Lowering pressure from Ofsted.

Primary School Teacher 44

Fewer changes to Ofsted frameworks (although the most recent is quite positive.

Primary School Teacher 46

Two teachers did, however, acknowledge that the most recent changes to the Ofsted framework had been positive.

Improvements include the fact that reducing teacher workload is now a DfE and even an Ofsted priority.

Primary School Teacher 11

4.3.7.4. Subtheme 7.4: Perceptions of Teaching

A number of teacher participants felt that their wellbeing was affected negatively by the incorrect public perceptions of the teaching role, particularly with regard to their working hours and the nature of the role. Teachers expressed that they no longer feel respected or valued within the local community or wider society.

It's those kinds of attitudes of 'oh it's an easy job' like 'oh you're just playing with children' that needs to change and like raising the professionalism and like the status of the job of being a teacher.

Primary School Teacher 5

Teachers shared that their wellbeing would be improved by changing societal perceptions of teaching.

4.3.7.5. Subtheme 7.5: Lack of Funding/Resources

A number of teachers attributed poor teacher wellbeing to the current lack of funding and resources in schools.

The funding crisis in schools is crippling.

Secondary School Teacher 33

It (lack of funding) has reduced numbers of staff resulting in more work for everyone else.

Primary School Teacher 12

Many teachers suggested that improving funding to schools would reduce stress and improve teacher wellbeing in a number of ways such as increased numbers of staff (e.g. admin staff, teachers, cover teachers and teaching assistants), reduced class sizes, increased non-contact time, and ensuring teachers have the “resources necessary to deliver ‘outstanding’ lessons”. It was suggested that without additional funding and resources schools will not be able to make the meaningful changes necessary to improve teacher wellbeing.

A few teachers additionally suggested that improving funding to external agencies would support teacher wellbeing by reducing the number of additional responsibilities they are expected to deal with.

I think that there should be more support and funding to external agencies that deal with the extra things that schools have had to take on due to cuts, such as mental health, bereavement counselling, drugs and alcohol support, and targeted youth work.

Secondary School Teacher 17

4.3.7.6. Subtheme 7.6: Access to External Support

Access to external professional support appeared to be somewhat school dependant. While some shared that their schools have provided access to external professional support in times of difficulty (e.g. Teacher Wellbeing Helpline), the majority expressed that they were either unaware of external support services and/or did not have access to these through their school. Some teachers had therefore paid privately for support, such as counselling.

Those who did have access to support such as the aforementioned Helpline, expressed dissatisfaction with the current situation as they explained that this often had to be accessed through the Headteacher, therefore deemed this support “*useless*”.

Access to a number for talking to someone about teacher wellbeing through the school's insurance (but we have to ask the head for it...so it's pretty useless!)

Primary School Teacher 63

Teachers shared that a greater awareness of the support available and greater access to external professional support (such as medical/health professionals, therapists, counsellors, physiotherapists) would benefit their wellbeing.

Five teachers further recognised unions as an external agency that is supportive of teacher wellbeing. A couple emphasised the importance of

continuing to build healthy relationships between schools and unions, and the desire for their increased presence and involvement within schools.

4.4. Research Question 4 & 5: EPs Role

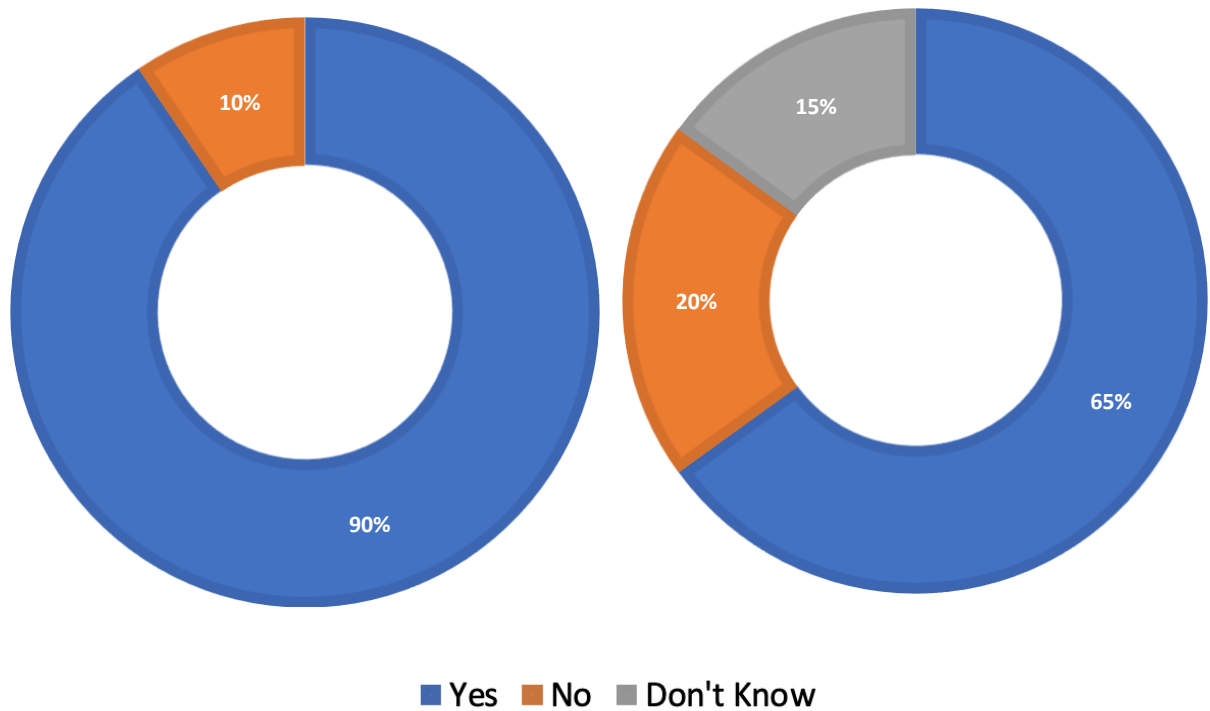


Figure 13. A diagram illustrating whether individual EPs (left) or their team (right) currently support teacher wellbeing.

When asked about their current role, a large number of EP respondents shared that they currently support teacher wellbeing (90%, $n=19$). When asked about their team, 65% ($n=13$) of EPs shared that their team currently supports the wellbeing of teachers. A further 15% ($n=3$) were unsure of the support provided by their team, and 20% stated that their team does not currently support the teacher wellbeing.

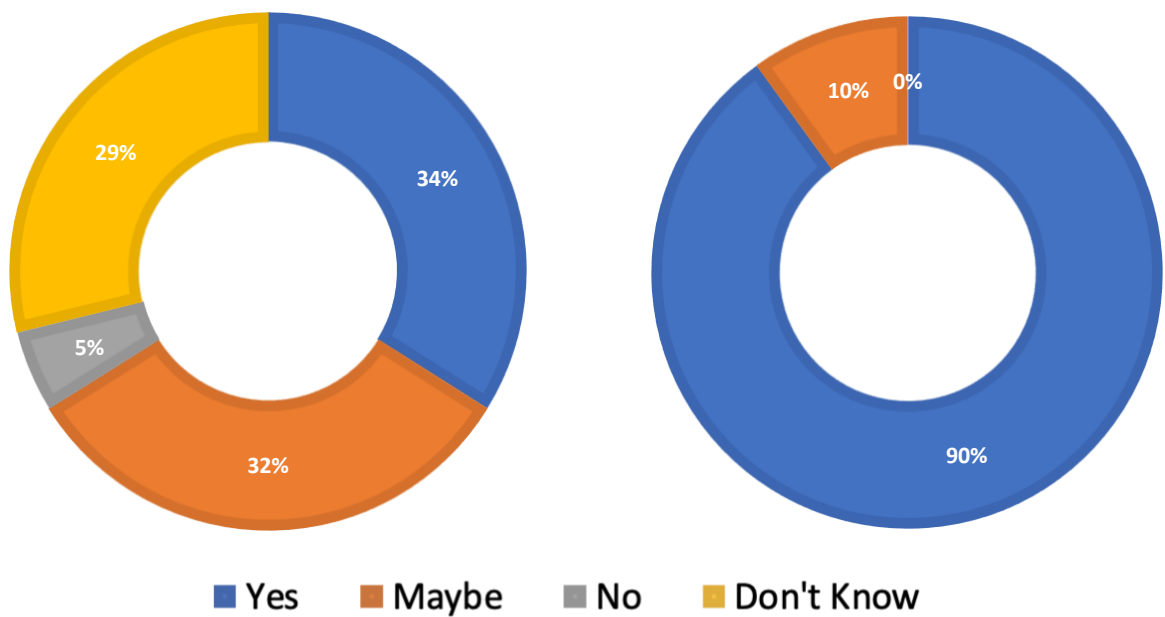


Figure 14. A diagram illustrating whether EPs (left) and teachers (right) believe there is a role for EPs in supporting teacher wellbeing.

When asked about a future role, 90% ($n=18$) of EPs and 34% of teachers ($n=19$) felt that there was a role for EPs in supporting teacher wellbeing in the future. The remaining 10% of EPs ($n=2$) and 32% of teachers felt that there may be a role for EPs. 29% of teachers were not sure, and the remaining 5% said there is not a role for EPs.

During thematic analysis four overarching themes and fourteen subthemes were identified in relation to the EP role, these are displayed in the figure overleaf.

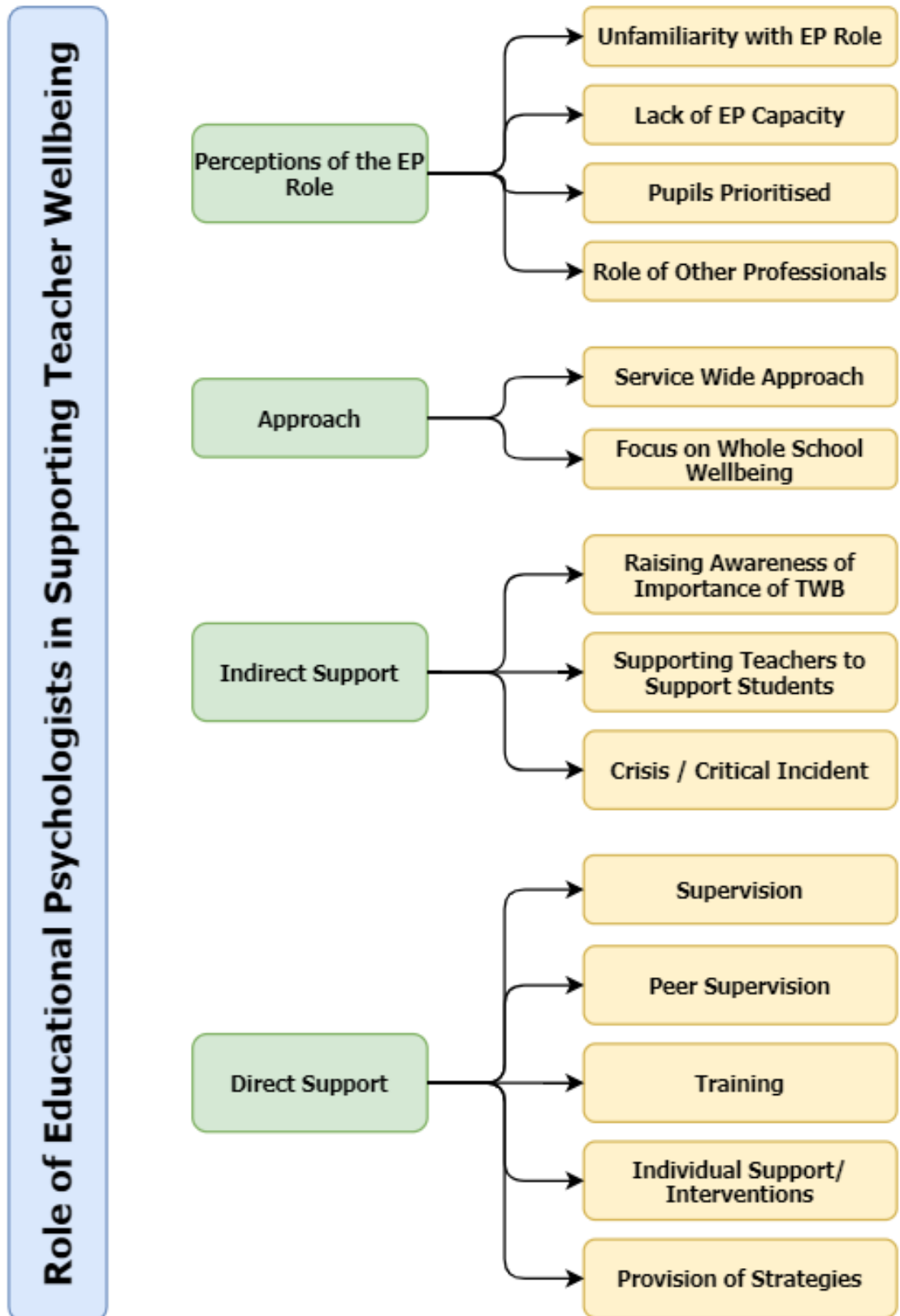
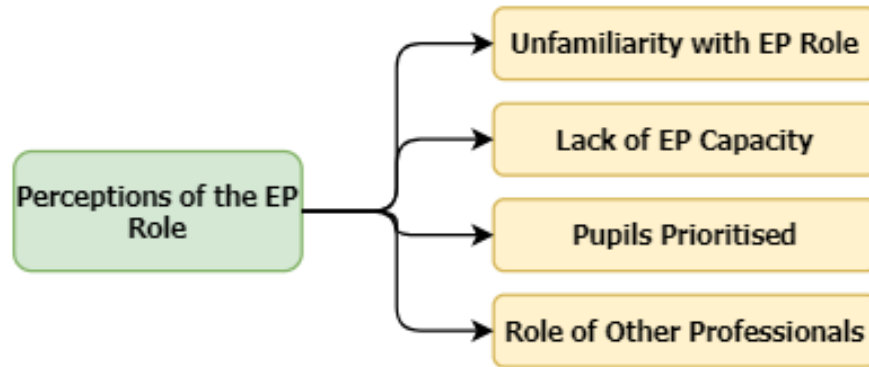


Figure 15. A thematic map illustrating the key themes and subthemes concerning the role of EPs supporting Teacher wellbeing.

4.4.1. Theme 1: Perceptions of the EP Role

Theme one reflects teachers and EPs perceptions of the EP role in relation to supporting teacher wellbeing. Within theme one, four key subthemes were identified:



4.4.1.1. Subtheme 1.1: Unfamiliarity with the EP role

Amongst teachers there appeared to be an unfamiliarity with the role of EPs. A number of teachers had not met an EP before therefore were not aware of their role, and others held a more traditional view of the EP role.

I mean I haven't had experience with EPs before...so yeah, I don't know, I've never worked with an EP so I don't, I don't know what support they could provide [laughs].

Primary School Teacher 39

Yeah. I don't really know what you guys do, actually [laughs]. Erm... yeah so it's kind of difficult for me to say.

Primary School Teacher 5

I have always assumed they worked with children only.

Primary School Teacher 23

I have never heard of an Educational Psychologist being involved with the staff before.

Primary School Teacher 35

Yeah. I've never thought about what an Ed Psych could do for teachers, I'm having to think on the spot, but that is quite a good question.

Primary School Teacher 51

4.4.1.2. Subtheme 1.2: Lack of EP Capacity

Both EPs and teachers acknowledged that a lack of capacity within the Educational Psychology Service at present was a current barrier to supporting teacher wellbeing. Both parties additionally identified this as a potential barrier to providing such support in the future. This lack of capacity was attributed the increasing level of statutory work, which is a priority for the Educational Psychology Service.

Unfortunately, due to the level of statutory work and staff shortages, there is not enough capacity to offer more of this type of support.

Educational Psychologist 22

While I was training I did a systemic intervention in one of my schools around staff wellbeing; however, capacity since qualifying has meant that I have not been able to offer ongoing interventions.

Educational Psychologist 13

Yeah, [laughs] but I know that you guys have huge capacity issues [laughs], and we are trying to get you in school to see children. So it's a tough one, isn't it?

Primary School Teacher 28

The Educational Psychology Service is currently extremely stretched and therefore there would need to be consideration about whether any support offered is sustainable.

Primary School Teacher 3

4.4.1.3. Subtheme 1.3: Pupils are Prioritised

There was a sense from both the EP and Teacher data that teacher wellbeing is not currently prioritised by schools or the EPS. Both teachers

and EPs shared that pupils are prioritised both in terms of EP involvement, but also within schools more generally.

[Erm] but I think due to other work demands, I think we've not been able to prioritise it much. And I think that's really reflective of, of a move... I think we've been pulled back into a more child deficit model, unfortunately, because of the increasing statutory demand.

Educational Psychologist 13

So, there is a tendency, perhaps for our profession to... [erm] be very pupil centred, and often rightly so. But I think its two sides of a coin.

Educational Psychologist 18

Supervision for staff is key and often underrated by both services and schools, who often prioritise work for their pupils instead.

Educational Psychologist 2

Lack of schools' interest more widely to access this sort of support to offer it.

Educational Psychologist 1

Greater availability of Educational Psychologists to support children with SEND would actually be more important.

Primary School Teacher 11

4.4.1.4. Subtheme 1:4: Role of Other Professionals

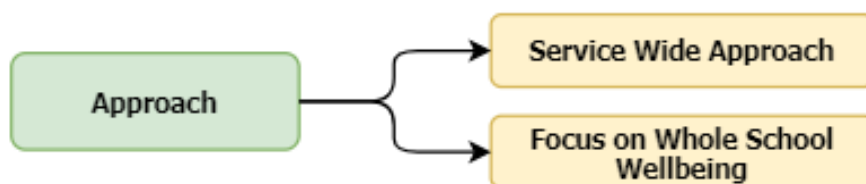
Although teachers recognised the need for support, given the aforementioned perceptions of the EP role a number of teachers reflected that this support may be best delivered by other professionals.

Yeah, [laughs] but I know that you guys have huge capacity issues [laughs], and we are trying to get you into school to see children. So it's a tough one isn't it? I wonder whether that actually maybe needs to come from a different service to you guys?

Primary School Teacher 28

4.4.2. Theme 2: Approach

When considering the role of EPs in supporting teacher wellbeing, the majority of EPs (n=17) reflected on the approach that would be most beneficial in supporting teacher wellbeing.



4.4.2.1. Subtheme 2.1: Service Wide Approach

EPs reflected that the current support provided by the Educational Psychology Service was very individual; often delivered on a school by school basis and dependant on the schools contact EP.

At present this would appear to be quite individual... Specific schools where there are concerns can receive greater support and some systemic work.
Educational Psychologist 20

Whilst EPs expressed satisfaction with the types of support currently offered to schools, they acknowledged a need for a more service-wide approach.

And in a dream world, I would like [LOCAL AUTHORITY NAME] as a county to be offering something to all schools and having a more consistent approach. To decide what we feel offers the best value, and has the best impact and outcome on teacher wellbeing. And to be offering this to, if not all schools, the majority of schools. Yeah, that would be my preferred action. Because I think a lot of things I've talked about so far, have maybe been a little bit [erm] individual in terms of delivery, or individual in terms of impact. I would love it if all teachers if when you did your interviews with all teachers, all of them have had access to something that would [erm], that was research based and showed that it has an impact on their wellbeing.
Educational Psychologist 18

[Erm] and also, you know, there's lots of protective factors that schools can do. I don't obviously think that the responsibility is on us or our service, but I would love it if we had a consistent approach, where we could offer something that we knew was evidence based and knew was effective, to all schools, if they wanted to opt into that.

Educational Psychologist 18

4.4.2.2. Subtheme 2.2: Focus on Whole School Wellbeing

As illustrated above in Subtheme 1.3, presently pupils are the primary focus within schools. Both EPs and teachers acknowledged that going forwards the balance must be redressed, with the EPS supporting the wellbeing of all through the use of more systemic approaches.

EPs to promote and support wellbeing and MH in schools more generally.
Educational Psychologist 13

[Erm] well, for me, in an ideal world, if you're talking about in an ideal world, I would like the balance between us focussing on pupils and focussing on teacher wellbeing to be kind of redressed...and to be shifted slightly, because I do believe that teacher wellbeing is under resourced or under, under addressed. I mean, I know that, some schools I've worked with have looked at things like mindfulness. So I do think there's a shift. I do think there's greater recognition about teacher wellbeing and that the wider impact it has on, on absence rates and [erm], and on the pupil's themselves. I do think there is a growing shift, that we have a greater kind of acknowledgement of the stress of the job and perhaps the increasing stress of the job to some extent, [erm] but I would really like our role in the future to be able to offer something.

Educational Psychologist 18

(It's not just teacher that need that, teaching assistants / learning support assistants / peer mentors need it to!).

Educational Psychologist 14

I think we are well placed to support teacher wellbeing through systems level work in schools

Educational Psychologist 3

One EP suggested that this could be done through the development of a Quality Mark/Accreditation for whole school wellbeing to raise this as a priority within schools and other services.

Erm] and also making sure that [erm]... I would love to be able to [erm]...I would love to do a whole [erm], a whole county sort of initiative really on it. [Erm] so that, so that every school could have a, sort of like a quality...mark or accreditation, or whatever, for being a wellbeing school, you know, or some sort of [erm] some sort of acknowledgement, really, that they're continuing, not just one off, they're continuing to look at these things and reflect on their wellbeing. [Erm] because they talk about healthy schools. What you could do is, you could encompass it under that... at the moment healthy schools, because you see the logo at the bottom of their things, and that means that they provided an apple for the little ones at lunchtime and breaktime. But it's a bit more than that actually. You could extend that out to help, you know, mental health, and for staff, not just young people as well.

Educational Psychologist 21

EPs did, however, recognise the importance of involving headteachers and/or members of the Senior Management Team in any attempts to improve teacher wellbeing in order to ensure this support is embedded within the school ethos.

4.4.3. Theme 3: Indirect Support

A number of EPs acknowledged a current lack of direct support for teacher wellbeing.

So, if you're going to ask me about what do I do as a psychologist to directly support teacher wellbeing as in, I walk into the school and that is my focus, it is quite minimal.

Educational Psychologist 18

They explained that at present the majority of the support provided by the EPS is informal (i.e. *ad hoc* discussions/telephone calls) or implicit. 85% of EPs explained that support for teacher wellbeing is often weaved into other EP work such as consultations and statutory work. For example, some EPs shared that they ensure that they work collaboratively with teachers in order to increase their feelings of self-control and self-efficacy. Others explained

that when writing recommendations in reports they ensure they are mindful of the specific school context and the teachers wellbeing.

Although we do not currently offer specific programmes/interventions for teacher wellbeing, it is weaved into our other work (EP consultations as well as statutory work).

Educational Psychologist 13

I don't offer anything formally in terms of group work focused on teacher wellbeing, but regularly talk to SENCo's and sometimes teachers about the pressures they are under in school, giving an opportunity to express their frustration etc., offload if necessary, listen, and be a critical friend if appropriate.

Educational Psychologist 12

So coming into this role, it was something that was always important to me and thinking about teacher wellbeing, [erm] and also thinking about our role... [erm] in terms of helping teachers, and not putting too much pressure on, with all the advice that we give...because when we write out reports, we give obviously, lengthy recommendations or provisions. [Erm] so that's always in kind of my mind, thinking how would that actually come across in the classroom? And would a teacher then feel additional pressure? Or would it help them?

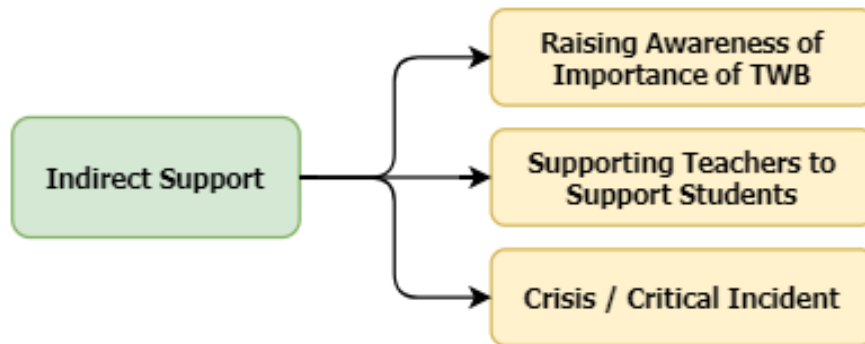
Educational Psychologist 13

I like to think [erm] that the work we do, whether it be consultation, or psychological advice, I like to think that has an indirect impact on teacher wellbeing, because we're identifying the needs of these young people and finding ways to better support them, especially in consultations... I'd like to think that when we are working in that consultation with the parents, SENCo, and the teacher, for example, that we're collaborative, that we listen well, and that we work together so they have a feeling of shared responsibility and control over those solutions, and it's something that they want to take forward, rather than something that's dictated to them. So I'd like to think... that we help teachers develop their kind of self-efficacy, their kind of sense of control, which I know that if we take that away, that would cause them additional stress, or affect their wellbeing... And in plans [erm] I'm also mindful... that... we need to be careful not to overload, for example, in the recommendations we make in our plans, are they realistic? Are they practical? Is the teacher at the planning meeting? And do they have a say in what or how she or he will put them in place, and use their professional discretion?

Educational Psychologist 18

Both teachers and EPs made reference to a number of indirect ways in that EPs support the wellbeing of teachers. They described both current support

and future roles. Within the theme of indirect support, three distinct subthemes were identified:



4.4.3.1. Subtheme 3.1: Raising Awareness of the Importance of Teacher Wellbeing

Both teachers ($n=10$) and EPs ($n=7$) recognised that an important future role for EPs is raising awareness regarding the importance of teacher wellbeing and the impact that poor teacher wellbeing can have on teachers themselves (i.e. their performance, their ability to teach, their ability to respond to challenges and take on challenges) and their students (i.e. teacher-student interactions, student wellbeing and student outcomes). They furthered that raising awareness of the ways in which individual teachers and school management can effectively support teacher wellbeing would additionally be beneficial.

Raising staff awareness to understand the importance of promoting individual and collective wellbeing of staff.

Educational Psychologist 7

[Erm] I think it's important to make sure that teachers understand the importance of wellbeing.

Primary School Teacher 28

Meeting more regularly with school leaders and impressing on them the importance of a well-developed approach to wellbeing.

Secondary School Teacher 42

I don't know. I really don't know. I think having, having a bit more guidance. Whereas I think at the moment it's kind of like something that's like, 'oh yeah, you need to pay attention to this', but actually its sort of lost in the, like pile of things that everybody has to do every day. Having more guidance in maybe what schools can do to support teachers...and also what teachers could do themselves. And like almost a change in expectations in some way, and a bit more sort of respect to the idea that people do struggle, and actually, if you want to keep people in the job, then you need to do something about how they're feeling rather than just sort of like churning it out. I think yeah, giving people more guidance.

Primary School Teacher 5

4.4.3.2. Subtheme 3.2: Support Teachers to Support Students

Over half of all EPs (n=11) and twelve teachers acknowledged that EPs frequently support teacher wellbeing indirectly by supporting teachers to support the children and young people in their care, mostly commonly through statutory work and consultations.

Consultations to support teachers to have a space to think around issues, identify ideas and strategies to put in place and help teachers feel more empowered in their roles.

Educational Psychologist 9

Although we do not currently offer specific programmes/interventions for teacher wellbeing, it is weaved into our other work (EP consultations and statutory work).

Educational Psychologist 13

We provide consultation to teachers and this could address wellbeing.

Educational Psychologist 17

Another thing that I try to do is, [erm] so in consultations, I suppose, as I said, this is kind of more implicit. So I just weave into the conversation... about, you know, understanding the pressures of being a teacher and looking after children that might have quite significant needs. So really just asking both, I suppose parents as well, and the teachers, you know, trying to sort of say to them, 'and how is that for you?' 'how are you supporting yourself?', 'how are you finding ways to ensure you feel okay to do all of this every day?'

Educational Psychologist 13

I like to think [erm] that the work we do, whether it be consultation, or psychological advice, I like to think that has an indirect impact on teacher wellbeing, because we're identifying the needs of these young people and finding ways to better support them, especially in consultations.

Educational Psychologist 18

Both teachers and EPs additionally acknowledged that having “a more high-profile role within schools” and “greater involvement” with children and young people, would improve teacher wellbeing.

More time in schools to provide advice for children who are outside the normal pattern of learning and development – knowing what to do for children who are challenged in their learning massively reduced stress levels working with them.

Primary School Teacher 49

Having greater involvement with students themselves to take some of the responsibility away from teachers.

Secondary School Teacher 42

4.4.3.3. Subtheme 3.3: Crisis/Critical Incident Support

A smaller number of EPs ($n = 7$) and teachers ($n = 2$) acknowledged that the EPS currently supports the wellbeing of teachers through providing schools with support in the event of a Crisis/Critical Incident, such as the serious injury or death of a child, member of staff, or parent.

I am also involved in crisis work – supporting leadership teams with their next steps in responding to sad events or critical incidents. This, in turn, supports the wellbeing of staff overall.

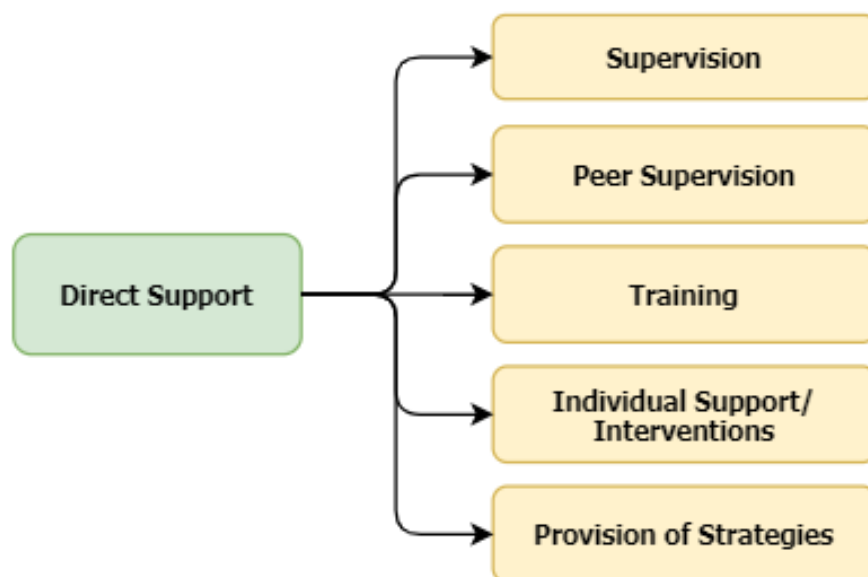
Educational Psychologist 3

So I think [erm] crisis work is incredibly important... when I'm responding to crisis work, that's when I really know that I'm making a difference to teacher wellbeing... You can really feel that and see that in terms of their response. [Erm] when they've experienced something unexpected or expected, which has an emotional impact on them, and you're going in there to support them, and to [erm] enable them to take action... I think that's when I've had some really incredible feedback about the difference that we've made. Whatever it might be, whether it's talking to them about how to talk to the children an age appropriate level, developmental level, whether it's helping them [erm] deal with [erm] parental inquiries and writing letters, all those kinds of things that we have a lot of experience in.

Educational Psychologist 18

4.4.4. Theme 4: Direct Support

Teachers and EPs additionally made reference to a number of direct ways in that EPs support the wellbeing of teachers. They described both current support and future roles. Five key subthemes were identified:



4.4.4.1. Subtheme 4.1: Supervision

Over half of all EP participants made reference to supervision within their questionnaire and interview responses. They identified the current lack of supervision within schools as a factor contributing to poor teacher wellbeing.

Often there are not the systems in place in schools such as effective supervision for staff to provide a safe place to address issues and assist in promoting wellbeing.

Educational Psychologist 7

But I think a lot of what's missing in schools is there's not a lot of built in supervision, and [erm] time.

Educational Psychologist 13

Supervision for staff is key and often underrated by both services and schools, who often prioritise work for their pupils instead.

Educational Psychologist 2

Some EPs shared that they had previously offered individual supervision to schools, however acknowledged that this tended to be delivered to members of senior management such as SENCOs or Headteachers, rather than teachers. They acknowledged that an important future role for EPs would be to provide regular supervision to members of teaching staff.

I believe teachers should not be expected to manage their own wellbeing; all should have access to supervision which is separate from, and different to, line management.

Educational Psychologist 13

[Erm] another thing I think we, we could have...more of an influence on is supervision...of teachers, whether it be we do the supervision, or we set up the supervision in schools and let them carry on with it.

Educational Psychologist 13

[Erm] But I think that's something that's, that's a real gap at the moment. [Erm] And I do think that teachers with, with all the cuts in local authority, I think at the moment teachers are feeling like, like, they are left on their own to get on with difficult, difficult situations. [Erm] I think if they were to have an outside person coming in, [erm] who has, who has the skills that we have, that are able to listen, non-judgmentally, [erm] and support without kind of forcing advice, to try and get them to come up with their own solutions. I think that would be really beneficial. [Erm] whether or not we have the capacity to do it ourselves, or to do group, or to start it up. I don't know. I mean, ideally, I think, I think it would be really good if we could offer all teacher, all teachers supervision, or, I mean, depending on the set up of the school, maybe secondary will be a bit challenging, but having a particular member of staff maybe that we could train up and supervise, and then they could go on and supervise the rest of their team. Something like that...

Educational Psychologist 13

Some additionally emphasised the importance of providing such support not only to teachers, but to members of the senior management team also.

Supervision (particularly for staff in high-pressure positions, such as DSPs and HTs)

Educational Psychologist 1

And previously we have offered supervision to members of staff in school especially those [erm] in areas.... Like, you know, the Headteachers, because I know they very much influence the ethos of the school. So that can be very useful.

Educational Psychologist 18

4.4.4.2. Subtheme 4.2: Peer Supervision

In addition to individual supervision, all EP participants made reference to peer supervision. Many shared that they currently or had previously facilitated peer supervision for groups of teachers or members of the SLT.

They made reference to a number of peer supervision models used by themselves or their team, such as Solution Circles, Work Discussion Groups and Reflective Teams.

I have carried out solution circles in order to problem solve any issues that staff feel need addressing.

Educational Psychologist 17

In the last academic year, I have offered solution circles and teacher drop-ins as a way of supporting school staff to cope with the demands of the job and to consider their own wellbeing.

Educational Psychologist 11

[Erm] so, last term, myself and a Trainee EP, [erm] we ran work discussion groups, and those were for teachers, both senior leadership team and class teachers. And that was to provide them with a space to be able to think about their day to day challenges, [erm] within their role. To think about how, [erm] how, just kind of the emotional element of teaching and learning and that experience, to think about, you know, things that may be bothering them, to gain support from not only myself, but their peers as well. I think it was just literally a reflective space for them to think about what's bothering them, and how maybe they can work on it or face it or, you know, approach it in another time, really. And I think that was really useful, because speaking to the teachers, you know, a few times they'd say, you know, this is really good, because we don't get a chance to speak with each other or kind of share how we're, you know, we're experiencing.

Educational Psychologist 19

All EPs identified that in the future EPs should endeavour to facilitate Peer Supervision Groups for all school staff in order to provide them with a “safe space” to reflect upon themselves and their role, and “openly discuss concerns”. As above, a number of models that could be utilised by the EPS were referenced.

I believe that EPs are in a prime position to support school staff in relation to their wellbeing through the use of staff support groups. Such support can take the form of Work Discussion Groups (WDGs), Staff Sharing Schemes (SSS), Solution Circles, Staff Training for Positive Behaviour Management: A Positive Development Programme for Teachers and Support Staff, Circle of Adults etc. By providing such support it has the potential to encourage self-reflection.

Educational Psychologist 19

Support groups for SENCos should be coordinated by EPs due to their psychological frameworks, knowledge of SEN, and knowledge of school/LA systems.

Educational Psychologist 2

A number of EPs recognised that this support did not need to be ongoing, they recognised the value of upskilling and empowering staff to continue to

facilitate these groups within their own schools i.e. discussing different peer supervision models, modelling the chosen approach, and providing ongoing monitoring and evaluation of the groups.

Modelling approaches such as Solution Circles, Staff Sharing Schemes, or Work Discussion Groups, which school staff could potentially then take on to improve support structures within schools.

Educational Psychologist 12

EPs to set up, monitor and evaluate peer supervision groups in schools.

Educational Psychologist 13

And providing the space for it, or at least encouraging the space for it. Because a lot, I think, in terms of our work, it doesn't need to be ongoing, I think we should help to set up that initial space. And then it, you know, teachers, school staff, they can keep running it themselves, but it's just encouraging the initial time, and you know, approach to it. As [EP NAME] would say, it's about building capacity within that area.

Educational Psychologist 19

4.4.4.3. Subtheme 4.3: Training

Teachers and EPs acknowledged that EPs could further support teacher wellbeing by using whole staff training to upskill and empower teachers. The suggested training fell into two key areas; 1) training focusing on supporting staff to support children and young people within their care.

We provide several packages of training to support staff awareness and competency in how best to support CYP with specific needs and conditions.

Educational Psychologist 22

Providing training on strategies for working with key students or difficult groups.

Secondary School Teacher 42

2) Training with a focus on teacher wellbeing, including the importance of teacher wellbeing, signs of mental health difficulties, and the ways in which

teachers can support their own wellbeing and the wellbeing of their colleagues.

Whole staff talks on managing wellbeing.

Primary School Teacher 34

[Erm] myself and [EP NAME] did [erm...], did a piece of training for teachers and school staff, [erm] called... what did we call it? [Erm...] Oh, every teacher matters. So, and that was about finding ways to support teacher wellbeing. So we covered things like...[erm...] the statistics around teacher wellbeing and...[erm...]...the attrition rates of teachers, kind of, all, that, that kind of stuff...the reason why it's important, because obviously, the links between teacher wellbeing and pupil wellbeing...and we covered, kind of how to look after your own wellbeing, yourself. You know, things like mindfulness, exercise, all those kinds of things.

Educational Psychologist 13

In addition to delivering training to teachers within schools, two EPs highlighted the possibility of being involved in the initial training of teachers within the future.

EPs could support teacher wellbeing in a number of different ways, including but not limited to: input during teacher training about the importance of schools having a wellbeing focus for everyone.

Educational Psychologist 13

Okay. Oh, there's lots of ideas. So [erm] one way that I thought about is... EPs having more of an influence on teacher training. [Erm] and then being able to weave in there, not just about teacher wellbeing, but the importance of [erm] mental health and wellbeing, kind of as being an underpinning for all learning, I suppose. [Erm] and I think the greater understanding that a teacher has around that, the more aware they are of their own, how it impacts their own performance and their own [erm] ability to teach really well, I suppose. [Erm] So yeah, that was one thing that I thought we, we could have an influence over, is thinking about teacher training. And I know, there's lots of different variants of how you can train to be a teacher now, you know. [Erm] and when I did it myself, I did a PGCE, it was only one year, and I don't really remember there being any focus on mental health and wellbeing. I don't even remember one lecture on it. And I think even in SEN, there was probably only one or two lectures. It wasn't, it wasn't a great deal. [Erm] So I think there should be more focus on wellbeing generally in the teacher training. And I think we can have an influence over that with our understanding of, you know, evidence base, and that kind of thing.

Educational Psychologist 13

4.4.4.4. Subtheme 4:4: Individual Intervention / Support

It was recognised by teachers and EPs that some teachers may benefit from one-to-one support from an EP, particularly those teachers currently experiencing difficulties with their mental health and emotional wellbeing.

More opportunities to support individual staff when they see things are getting difficult.

Educational Psychologist 21

One to one support when needed.

Primary School Teacher 34

Offering support to teachers who are suffering with difficulties in their mental health.

Primary School Teacher 3

In addition to the aforementioned supervision, both teachers and EPs identified a number of alternate forms of support and intervention that could be delivered to individuals on a one-to-one basis. They referenced support such as Coaching, Acceptance and Commitment Therapy, Cognitive Behavioural Therapy, Counselling, Mentoring, Teacher Drop-In Sessions.

EPs are skilled in coaching, motivational interviewing, video feedback etc. to support teachers, all which are already used to some extent.

Educational Psychologist 22

But after training in Acceptance and Commitment Therapy there is a good evidence base for approaches like this in decreasing teacher stress/anxiety etc. I think as a service we could offer a number of sessions to all staff to embed such processes.

Educational Psychologist 18

Contact day where teachers can book to talk to an EP – maybe even coaching style sessions?

Primary School Teacher 28

4.4.4.5. Subtheme 4.5: Provision of Strategies

Teachers highlighted that an important role for the EPS going forward is providing teachers with practical coping strategies. The most commonly desired strategies included ways to manage stress and anxiety and maintain positive wellbeing, how to manage workload and maintain work-life balance, how to manage conflicts, and strategies to develop soft skills e.g. planning and organisation.

Giving practical and realistic suggestions that will help staff to not feel constantly overwhelmed.

Primary School Teacher 37

Providing strategies for staff to be mentally well, manage workload, stress etc.

Primary School Teacher 24

Although such strategies could be provided in the aforementioned training, it was highlighted by a number of teachers that it may be more practical / beneficial if these were shared via phone or email.

It might be nice you could maybe just [erm] email round like, I don't know how you break it down, but like slides on different things. So getting, I don't know, slides on like I said like [erm] ways to reduce if you're feeling stressed. Little like strategies and techniques and things like, you could have like a different theme, and maybe you can just send them every half term. It's just nice and you could just put it up in the staff room, or a poster, or whatever. Just little things. But actually... [erm] them little things that you can put in your toolkit. Yeah that might be quite nice.

Primary School Teacher 28

Chapter 5: Discussion

5.1. Chapter Overview

The research aimed to investigate the factors that support teacher wellbeing and the ways in which teacher wellbeing could be improved. It additionally aimed to identify the ways in which Educational Psychologists (EPs) could support teacher wellbeing in the future. Whilst the previous chapter presented the research findings, the current chapter demonstrates how these findings relate to the research questions, and, where applicable, discusses them in the context of the previous literature (presented within Chapter 2). In line with the theoretical underpinning of the research, the findings relating to Research Question 3 will be presented in the levels of Bronfenbrenner's Bioecological Model (1994).

5.2. Research Question 1: Definition of Wellbeing/Teacher Wellbeing

Although the research invited teachers to define the concepts of 'wellbeing' and 'teacher wellbeing', the research did not aim to resolve the definitional issues within the literature by proposing a definition of wellbeing. Instead, the researcher aimed to gain insight into teachers understanding of wellbeing, highlighting any similarities or differences.

Teachers recognised that 'wellbeing' is a broad term which is difficult to define. Whilst the definitions provided differed across participants, there were a number of common themes (see Figure 8). The three most frequently reported are discussed below; 'combination of physical and mental health',

'presence of positive emotions and absence of negative emotions', and 'sense of balance'.

Teachers conceptualised wellbeing as a combination of one's physical and mental health. Interestingly, although this was one of the most common themes pertaining to the definition of wellbeing (reported by 61% of participants), when conceptualising wellbeing, teachers appeared to place greater emphasis on their mental health, as all of the remaining themes apart from '*basic needs being met*', are associated to a greater degree with one's mental rather than physical health.

Teachers additionally viewed wellbeing as a presence of positive emotions (such as happiness, positivity and contentedness) and an absence of negative emotions (e.g. stress and anxiety). This is in line with Evans' (2016) research in which participants conceptualised wellbeing as a continuum, with positive emotions and negative emotions at opposite ends. They placed wellbeing at the far positive end of the continuum i.e. the absence of negative emotions.

Teachers also defined wellbeing as a 'sense of balance' between one's work and home life. Whilst this has not been recognised in previous definitions of wellbeing, work-life balance has been recognised within previous literature as a one of the greatest challenges to teacher wellbeing (Bricheno et al, 2009; YouGov, 2018; Ofsted, 2019). This will be discussed in greater detail in the section below, as it was deemed an important factor at the microsystemic level.

Although the abovementioned themes were the most frequently reported, there were a number of other notable themes (listed here in order of frequency); feeling confident and competent in one's abilities, having job satisfaction, feeling supported by those within and outside of the school environment, and feeling trusted and valued. This is commensurate with previous literature, such as Paterson & Grantham (2016), in which all five of these themes were identified as subthemes within their shared understanding of teacher wellbeing.

The researcher recognises that, as with many of the previous definitions of wellbeing, the themes discussed above could be criticised for merely describing components of wellbeing, rather than providing a comprehensive definition. They therefore do not directly relate to the models of wellbeing discussed within Chapter 2 (e.g. Dodge et al, 2012; McNaught et al, 2011; Demerouti et al, 2001). However, whilst failing to provide a comprehensive definition of wellbeing could be viewed as a limitation of the research, as stated previously, this was not the aim of the current study. Exploring these themes has provided the researcher, the participants, and the reader with a shared understanding of teacher wellbeing, and thus has set the context for the remaining research findings.

5.3. Research Question 2: Value of Teacher Wellbeing:

Whilst there was a general consensus that teachers do value their own wellbeing, this appeared more theoretical, with the behaviour of teachers regularly inconsistent with this belief. For example, teachers shared that they

often do not prioritise their own health or wellbeing, tending to put their job and the children and young people they educate before themselves.

When considering whether teacher wellbeing is valued by their school and its management, teacher opinions were more divergent. The value placed upon wellbeing appears largely context dependent; determined predominantly by the ethos of the school and its SLT. This is consistent with previous teacher wellbeing research, discussed in Chapter 2, which has emphasised the key role that school ethos and the Senior Leadership Team (SLT) play in challenging or promoting teacher wellbeing (Bricheno et al, 2009; Roffey, 2012; Sharrocks, 2014; Weare, 2015; Liu et al, 2018; Evans, 2016).

Taken together, whilst these results indicate teachers and their schools do somewhat value teacher wellbeing, they suggest that teachers and schools more widely may benefit from education regarding the importance of their own wellbeing; to encourage them to prioritise teacher wellbeing and take actions to promote it. The latter will be discussed further within the final chapter.

5.4. Research Question 3: Factors Supporting & Improving Teacher Wellbeing:

As highlighted above, this section will be presented according to the levels of Bronfenbrenner's Bioecological Model (1994), beginning with 'person' factors, followed by 'context' factors.

5.4.1. PERSON

It was reflected on by both groups of participants that the ability to maintain one's wellbeing "*varies greatly between individuals*" as a result of a vast number of personal factors. The research found a number of key factors at the personal level that were deemed supportive of teacher wellbeing; 'Individual Characteristics', 'Soft Skills', 'Willingness to Seek Support', 'Teaching Experience', 'Personal Circumstances', and 'Job Role'.

5.4.1.1. Individual Characteristics

It was recognised by teachers and EPs that wellbeing can be influenced by one's personal characteristics. Characteristics such as resilience, confidence, positivity and optimism were recognised as particularly advantageous to the wellbeing of teachers. In Bronfenbrenner's PPCT model, these would be classified as 'force' characteristic. Resilience of teachers has been discussed extensively within the literature, both as a research topic within its own right, in Gu & Day (2007; 2013) and Eldridge (2013), and in relation to teacher wellbeing, e.g. Evans (2016). These studies have suggested that one's wellbeing is closely linked to one's resilience, thereby supporting teachers to develop their resilience is likely to have a positive impact upon their wellbeing. The remaining characteristics (confidence, positivity, and optimism) have not been discussed as frequently or extensively within the literature. They have not been identified as individual level factors that promote teacher wellbeing; however they have been recognised as facets of wellbeing within some definitions (Hupert & So, 2011 [optimism]; NHS, 2016 [confidence]; Evans, 2016 [positivity]), including in the current study.

5.4.1.2. Soft Skills

Teachers reflected that mastery of 'soft skills' such as organisation, prioritisation, and time management is beneficial to their wellbeing as it enables them to manage the demands of their role with greater effectiveness. A lack of these skills challenges their wellbeing. EPs could provide support in the development of 'soft skills' by delivering 'training' or in the 'provision of strategies'. Alternatively, it may be more useful for EPs to set up and/or facilitate 'peer supervision' groups, either within or across schools in order to provide a forum in which teachers can discuss common issues/themes (such as organisation, prioritisation, time management etc). These roles were identified as themes pertaining to the EP role, and are discussed in greater detail on pages 186 and 233.

5.4.1.3. Willingness to Seek Support

It was also recognised that there is a responsibility on the part of the teacher in being open about any experienced difficulties, and seeking and/or accepting the available support. This is in line with a number of surveys of teacher wellbeing (Education Support Partnership, 2019) and academic research/literature (Partridge, 2012; Salter-Jones, 2012) which has documented an inherent reluctance to seek support amongst teachers for fear that they will be judged negatively. Whilst this requires change at the individual level, it additionally suggests that there may also be a need for more systemic changes. This links to the subtheme of 'school ethos' which will be discussed within the microsystem section.

5.4.1.4. Teaching Experience

Although teaching experience has been deemed an influential factor in teacher wellbeing, the literature is somewhat contradictory. Whilst the current study supports the findings of Partridge (2012), which has suggested that greater experience is beneficial to ones wellbeing, given the increase in knowledge, skills and confidence it provides, this contradicts the findings of Bricheno et al (2009) which indicated that wellbeing is greater in newly qualified teachers. These differences in findings may be attributed to the differing populations used within these studies, Bricheno et al (2009) examined the wellbeing of teachers in Belgium, whereas Partridge (2012) and the current study are UK based. The education system within Belgium may have different programmes of teacher training and support for trainees than the UK, but declining support for older, more experienced teachers. The advantage of the additional support provided for trainee and newly qualified teachers was also identified by a small number of participants within the current study.

5.4.1.5. Personal Circumstances

The findings concur with those of previous surveys of teacher wellbeing which have acknowledged the potentially negative influence of teacher's personal circumstances on their work, and workplace wellbeing (Garland et al, 2019; Education Support Partnership, 2019). This research extends the findings of previous studies by suggesting that schools should take an interest in teachers' personal lives, and account for these within the school context i.e. by providing reasonable accommodations such as the provision of flexible working or additional time to deal with medical or family issues.

5.4.1.6. Job Role

Teachers acknowledged that their wellbeing can vary depending on their role within school and subject they teach, as a result of the differing responsibilities and expectations. As far as the researcher is aware this is a novel finding. Whilst the literature has previously acknowledged that wellbeing differs across roles; this has been explored with regard to differences across sectors of education (i.e. primary, secondary, further education [Bricheno et al, 2009]), or across different roles within school (e.g. teacher, teaching assistant and SLT etc [Ofsted, 2019]), rather than their role within school or the subject(s) they teach.

The six subthemes discussed above 'Individual Characteristics', 'Soft Skills', 'Willingness to Seek Support', 'Teaching Experience', 'Personal Circumstances', and 'Job Role' reside at the 'person' level of Bronfenbrenner's PPCT Model as they refer to factors that reside within the individual. 'Individual Characteristics' and 'Willingness to Seek Support' would be deemed 'Force Characteristics' within the PPCT model as they affect how an individual will respond in a given context, whereas 'Soft Skills' and 'Teaching Experience' would be classified as 'Resource Characteristics' as they represent teachers' abilities, skills, knowledge and experience that will influence how effectively they can engage in a given situation. These six subthemes would also be classified as individual/personal resources within all three models of wellbeing discussed within Chapter 2, e.g. Dodge et al (2012), McNaught's Definitional Framework of Wellbeing (2011), and the Job Demands-Resources (JD-R) Model (Demerouti et al, 2001).

The researcher acknowledges that it is more difficult for schools and EPs to affect factors at the person level of Bronfenbrenner's PPCT model, particularly one's job role, teaching experience, and personal circumstances. However, it may be beneficial for schools and EPs to be mindful of the potential impact of these 'person' factors, and consider providing additional support as standard for those with less experience, in a more difficult role, or with difficult personal circumstances.

Whilst the research has recognised that factors at the person level of the PPCT are important in supporting one's wellbeing, the burden of responsibility should not be solely placed upon teachers. Although, as suggested above, there is indeed a place for support and interventions at the personal level to help teachers cope better within their workplaces, the research has highlighted that it would be beneficial for at least equal attention to be paid to the teachers context. The research results suggest that contextual factors (across all four levels) have a greater impact on teacher wellbeing than person factors. This is consistent with previous research into teacher resilience and wellbeing, which has highlighted that an individual's chances of thriving in adversity is associated just as much to their environment, if not more so, than their individual characteristics (Ainsworth & Oldfield, 2019; Kassis, Artz, Scambor, Scambor, & Moldenhauer, 2013; Cicchetti, 2010; Abramson, Stehling-Ariza, Park, Walsh, & Culp, 2010). This additionally provides strong support for adopting a bioecological approach within the current research, and future research. into teacher wellbeing (Ainsworth & Oldfield, 2019; Ungar et al, 2013; Ungar, 2011).

5.4.2. CONTEXT

Both Teacher and EP participants acknowledged that teacher wellbeing is context dependant. It is therefore unsurprising that it was at the microsystemic level that the greatest number of factors were identified.

5.4.2.1. *Microsystem*

5.4.2.1.1. School Ethos

A key factor identified at the microsystemic level was whole school ethos, which was ascribed high importance within the current research and previous studies of teacher wellbeing (Bricheno et al, 2009; Roffey, 2012; Sharrocks, 2014; Weare, 2015; Liu et al, 2018; Evans, 2016). Teachers identified a need to ensure that the school environment is both positive and supportive, however teachers did not identify any ways in which this could be achieved.

Research has also highlighted the benefit of a school ethos in which: wellbeing is actively discussed and promoted, challenges are acknowledged, and support seeking is stigma free (Roffey, 2012; Sharrocks, 2014; Weare, 2015; Evans, 2016). Creating a culture such as this, has been viewed as one of the primary ways to reduce stress and burnout (Bricheno et al, 2009), increase the commitment and retention of teachers (Ofsted, 2019; Bricheno et al, 2009), and subsequently improve their wellbeing (Ofsted, 2019). These findings are also seen within the present study. Whilst it was recognised that this is not common within schools due to a lack of time or inclination, teachers identified that their wellbeing would be further improved through the provision of regular opportunities to discuss wellbeing. Teachers made the

distinction between, and recognised the benefit of, both informal “*ad hoc*” discussions and more formal support structures, such as ensuring wellbeing is a standing item on weekly staff meetings, and the appointment of a mental health and wellbeing lead. In addition to this school-based support, some acknowledged the additional benefit of this support being provided by an agent external to schools, such as an EP. This role will be discussed in greater detail below (see page 233).

5.4.2.1.2. Senior Leadership Team (SLT)

An equally important factor at the microsystemic level was the SLT, given their central role in influencing the ethos of the school. Whilst teachers expressed divergent views about their current SLT, they identified that their wellbeing is best supported when members of the SLT are approachable and supportive, communicate effectively with them (particularly regarding changes), and provide regular opportunities for teachers to ‘check-in’. It was furthered that in providing the latter, SLT should actively listen, show understanding, and provide proactive support. Teachers additionally emphasised a need for increased support from SLT when dealing with more challenging aspects of their roles. The importance of the SLT in teacher wellbeing has been reported within wellbeing surveys and the literature, both nationally and internationally (Day, 2008; Bricheno et al, 2009; Aelterman et al, 2007; Ofsted, 2019; Garland et al, 2019). It has highlighted that where relationships with the SLT are positive and supportive, teachers report a number of benefits including a reduction in stress (Bricheno et al, 2009), increased satisfaction, commitment and motivation (Day and Kingston, 2008; Dinham and Scott, 2000; Evans, 2016; PricewaterhouseCoopers, 2002;

Bricheno et al, 2009), increased self-efficacy and resilience (Aelterman et al, 2007; Day and Kingston, 2008; Evans, 2016), and greater wellbeing (Aelterman et al, 2007; Bricheno et al, 2009).

5.4.2.1.3. Teacher Recognition and Rewards

In line with positive school ethos and supportive SLT, teachers further highlighted the benefit of receiving rewards and/or recognition for their successes, achievements, or any additional responsibilities fulfilled. This echoes the findings of previous research which has demonstrated its positive impact on teacher confidence, job satisfaction and wellbeing (Roffey, 2012; Paterson & Grantham, 2016; Evans, 2016). Although some teachers expressed an interest in more tangible rewards such as additional pay or leave, others highlighted the benefit of intangible/emotion-based rewards such as thanks and/or praise from SLT or other members of staff.

5.4.2.1.4. Physical Environment

A well-kept physical environment (i.e. a “well-furnished staff room” and a “proper workspace”) was seen in this research to be important when considering teacher wellbeing. This factor has not been discussed in previous literature, however, and relates to the theme of ‘insufficient funding/resources’ at the macrosystemic level as increased funding would enable schools to create nicer physical environments for their staff and students.

5.4.2.1.5. Tokenistic Support

In considering the factors that support their wellbeing, teachers made reference to a small number of actions recently implemented by their schools to acknowledge the wellbeing of staff, ranging from free staff refreshments to timetabled staff activities and wellbeing weeks. Whilst these were indeed viewed as 'tokenistic', thus not as important as many of the other factors at the microsystemic level, teachers appreciated these acts and felt that they had a short-term positive impact upon teacher wellbeing. Tokenistic supports such as these have not yet been explored within the literature.

5.4.2.1.6. Pupils

Within the current research pupils were discussed in relation to their adverse impact upon teacher wellbeing, particularly with regard to the growing numbers of children and young people with complex special educational needs, and increased levels of challenging behaviour. This is consistent with the previous literature (Paterson & Grantham, 2016; Blick, 2019; Education Support Partnership, 2019; Sharrocks, 2014; Rae et al, 2017).

Commensurate with previous research, teachers and EPs suggested that teacher wellbeing would be improved through stronger systems of behaviour management within schools (Education Support Partnership, 2019; Teacher Support Network, 2009; Evans, 2016), increased access to additional support for SEND and behaviour, and an increase in the number of SEND provisions. As far as the researcher is aware, the latter two recommendations have not been suggested within previous literature.

Whereas previous research studies utilising Bronfenbrenner's model have placed relationships with pupils at the mesosystemic level, within the current research teachers discussions about pupils focused upon their behaviour and increasing levels of SEN rather than teacher-pupil relationships, thus the researcher deemed it more appropriate to consider this a microsystemic factor. The researcher does however acknowledge that this does not exist in isolation, it is influenced by themes at the exosystemic and macrosystemic levels, such as 'insufficient funding/resources' and 'access to external support', as indicated by the aforementioned suggestions.

5.4.2.1.7. Expectations

Another significant theme was 'expectations'. Teachers discussed the 'expectations' that are placed both upon themselves and their pupils at the microsystemic level (i.e. the school level) and the exosystemic and macrosystem levels (i.e. those directed by the local and central government). Despite the solution-focused nature of the questions asked, expectations were largely discussed with regard to the negative impact that they had upon teacher wellbeing, being described as "*too great*", "*immense*", "*unachievable*", and "*unrealistic*". Teachers shared that their wellbeing would be improved if the expectations placed upon them were reduced so that they are more realistic. Dissatisfaction with the expectations placed upon teachers has additionally been discussed in Evans (2016). Within the present study 'expectations' were discussed in relation to 'workload', 'paperwork, planning and marking', 'time', and 'work-life balance', these are addressed below.

Teachers shared that their wellbeing is workload dependent, and at present teacher workload is too high, thus is compromising their wellbeing. Non-teaching tasks, such as paperwork, planning, and marking, were deemed one of the primary causes of excessive workload, thus a significant source of poor teacher wellbeing. Dissatisfaction with non-teaching tasks were twofold; these requirements were deemed too great and of little value to children and young people. In addition to the volume of their workload, teachers shared that they currently do not have enough time within the school day to complete what is expected of them, thus routinely work outside of their working hours, compromising their work-life balance, and consequently their physical and mental health. These findings are consistent with previous research on teacher wellbeing which have illustrated that workload and a lack of work-life balance (Ainsworth & Oldfield, 2019; Evans, 2016; Education Support Partnership, 2019; YouGov, 2018; Bricheno et al, 2009; Ofsted, 2019), non-teaching tasks (Ofsted, 2019; NASUWT, 2019; Education Support Partnership, 2019; Sturman et al, 2005), and a lack of time (Bricheno et al, 2009; Evans, 2016; Ofsted, 2019) are all factors that challenge teacher wellbeing.

Although, as previously stated, expectations were primarily discussed with regard to their negative impact upon teacher wellbeing, many teachers recommended additional changes that could be implemented to improve teacher wellbeing going forwards.

Teachers suggested that a reduction in workload, particularly non-teaching tasks, would restore work-life balance, and thus improve their wellbeing.

They reflected that redressing the balance between teaching and non-teaching tasks, would allow more time and energy to be devoted to their primary responsibility of teaching; this would enrich both their own and their students wellbeing. The benefit of reducing workload and non-teaching tasks has previously been recognised in both surveys of teacher wellbeing (Teacher Support Network, 2009; Garland et al, 2019) and the academic literature (Evans, 2016). Although the majority of teachers emphasised that a reduction in workload would restore their work-life balance, others reflected that responsibility cannot solely lie with schools. They emphasised the equal importance of actions at the personal level, e.g. setting boundaries, scheduling regular social activities, and pursuing hobbies outside of school, to support them in maintaining a healthy work-life balance. It was reflected that achieving a reasonable balance between work and personal life would improve their wellbeing. The importance of these individual actions in maintaining one's wellbeing has been discussed briefly within Gu & Day (2007) and Evans (2016).

Some teachers made reference to a number of actions that had recently been taken within their school to address workload challenges. These included reviewing and revising feedback and marking policies, the provision of schemes of work, streamlining report writing, and reducing assessment and data requirements. These actions are comparable to the recommendation's made for school leaders and the DfE within the Ofsted (2019) teacher wellbeing report.

In addition to a reduction in workload this study found that teacher wellbeing would be greatly improved if teachers were given sufficient time to complete what is expected of them. This further supports the findings of Acton & Glasgow (2015), Worklife Support (2010), Gibson, Oliver and Dennison (2015), and Evans (2016). Teachers also recognised that PPA time (Planning, Preparation & Assessment Time) is a factor that currently supports their wellbeing, however explained that their wellbeing would be improved further if they were given additional PPA time, and if this time was protected. This has not been recognised within previous literature.

When applying these findings to the existing models of wellbeing discussed within Chapter 2, these factors reside at the microsystemic level of Bronfenbrenner's PPCT model as they concern the environment in which teachers spend the greatest amount of time i.e. the school or the classroom. These factors do not appear to be relevant to the model of wellbeing proposed by Dodge (2012), which focuses solely on individual factors, or McNaught (2011) which does not appear to account for the individuals work context within the 'individual', 'familial', 'community' and 'societal' domains. They do, however, relate well to the Job Demands-Resources (JDR) Model (Demerouti et al, 2001). For example, the themes of 'expectations' and 'pupils' have been recognised as salient 'job demands' within the Job Demands-Resources model (e.g. Granziera, Collie & Martin, 2021). Similarly, the 'Senior Leadership Team' and 'School Climate' have been deemed important 'job resources' within the Job Demands-Resources model (e.g. Granziera, Collie & Martin, 2021). Whilst 'Tokenistic Support', 'Recognition

and Rewards' and 'Physical Environment' have not been recognised within the JD-R model, these could be conceptualised as 'job resources'.

Whilst the above suggestions focus upon actions at an individual school level, thus at the level of the microsystem, the researcher acknowledges these factors may be affected by factors at the macrosystemic level, thus indicating an additional need for these aspects to be addressed more widely.

5.4.2.2. Mesosystem

The research additionally found a number of key factors at the mesosystemic level that were viewed as paramount in supporting teacher wellbeing.

Consistent with a large body of previous teacher wellbeing research; teachers stressed the importance of a strong support network, both within and outside of the school environment (Evans, 2016; Sharrocks, 2014; Bricheno et al, 2009; Day, 2008; Worklife Support, 2006; Dunlop & Macdonald, 2004; PricewaterhouseCoopers, 2002; Rumsby, 2001). These findings additionally align with many of the existing definitions and conceptualisations of wellbeing (The Human Givens Institute, 2016; Weare, 2015; Mind, 2013; Seligman, 2011; Huppert and So, 2011; Deci and Ryan, 2000; McNaught et al, 2011; Demerouti et al, 2001). Two primary sources of support were identified; 'colleagues' and 'family and friends'. Although equally important, relationships with SLT will not be discussed here, the importance of SLT has been discussed in the microsystem section above as they are deemed central to the ethos of the school, thus the microsystem.

5.4.2.2.1. Colleagues

The majority of teachers identified that positive relationships with, and the support of, colleagues is paramount in supporting the wellbeing of teachers. This echoes the findings of numerous research studies which have demonstrated that these relationships are a “protective factor” against feelings of stress and isolation (Evans, 2016, p.22; Trendall, 1988; Trendall, 1989; Gu & Day, 2007; Bricheno et al, 2009; van Dick & Wagner, 2001; Paterson & Grantham, 2016; Sharrocks, 2014; Liu et al, 2017; Day, 2008). Similarly, this social support has been recognised as a salient ‘job resource’ within the Job Demands-Resources Model (Granziera et al, 2020). Within the present research teachers emphasised that collegiate relationships are not only valued as a source of emotional support during times of difficulty (Acton & Glasgow, 2015; Evans, 2016), but are additionally deemed a source of practical support i.e. in working collaboratively, and sharing ideas and resources.

5.4.2.2.2. Family and Friends

In addition to having a strong collegial support network within school, teachers recognised the “huge” importance of having a personal support network (e.g. supportive partner, family or friends). This is consistent with the research of Evans (2016) and Sharrocks (2014) which has illustrated that relationships outside of school are beneficial to the wellbeing of teachers as they not only provide emotional support during times of difficulty, but serve as a welcome distraction from work, thus promoting work-life balance (Evans, 2016). Whilst the Job Demands-Resources (JD-R) Model does not commonly encompass factors outside of the individual and their immediate

work context, it does recognise social support as a salient 'job resource', which could feasibly incorporate this subtheme of 'family and friends'. This also aligns with McNaught's Definitional Framework of Wellbeing (2011), which incorporates the domain of 'family' as one of the four domains in their model of wellbeing.

5.4.2.3. Exosystem

Teachers acknowledged that their wellbeing was also influenced by a number of factors at the exosystemic level, i.e. factor(s) external to themselves and their school environment that still exert influence on their wellbeing. Whilst 'person' and 'microsystemic' factors have been the focal point of many previous models of wellbeing, wider factors such as those at the exosystemic level have not been acknowledged within the majority of the existing models of wellbeing (e.g. Dodge et al, 2012; Demerouti et al, 2001). Within the current research, two key factors were identified at the exosystemic level; the support of parents and access to professional support.

5.4.2.3.1. Parents

Parents were largely discussed with regard to the negative influence they have on teacher wellbeing. The influence of parents has been recognised within many surveys and research articles, in which they have been identified as one of the most significant sources of stress for teachers (Adams, 2019; Davies, 2007; NASUWT, 2005; Dunlop & Macdonald, 2004; PricewaterhouseCoopers, 2002). It is thus unsurprising that teachers in both the current research and in previous research have identified that their wellbeing is much higher when they have positive relationships with parents,

and feel supported by them (Paterson & Grantham, 2016; Partridge, 2012; Bricheno et al, 2009; Butt and Retallick, 2002). This suggests that schools and their SLTs should endeavour to support teachers in building positive relationships with parents, and consider providing additional guidance and support (when required) to help teachers to manage difficult relationships with parents. The latter has been suggested in both Adams (2019) and Ofsted (2019). Whilst the influence of parents on teacher wellbeing has been well-documented within the literature, this factor has not been acknowledged within the previously presented models of wellbeing, such as the JD-R model, as parents are external to the individual and their school context. However, it is possible that 'parents' could be classified as a salient '*job demand*' as engaging with parents does often require sustained physical or mental effort thus can be associated with a high degree of physical or psychological cost e.g. stress or exhaustion.

5.4.2.3.2. Access to External Professionals

At the exosystemic level of Bronfenbrenner's PPCT, teachers recognised that the support of external professionals is beneficial to their wellbeing. These findings are consistent with the Education Support Partnership (2019) survey which highlighted the benefit of support from professionals independent of the school context whom teachers can call upon for assistance in problem solving and/or for emotional support. Within the current research teachers furthered that both themselves and their schools need a greater awareness of the support that is available for teachers. Teachers additionally desired greater access to external professionals through their schools, rather than needing to seek such support privately.

Teachers did however caution that there is need for consideration regarding the routes for accessing such support. For example, they expressed a need for access to be independent of the schools senior leadership team. As with the subtheme of 'parents', the importance of access to external professionals has not been acknowledged within the previously discussed models of wellbeing (see Chapter 2) because this is a factor that is external to the individual and their immediate context (i.e. microsystem). However, in extending the Job Demands-Resources model to include wider factors, 'access to external professionals' could be classified as a salient 'job resource' as the support of external professionals can enable teachers to both manage their job demands and the associated consequences, and can support teachers in their personal growth and development.

5.4.2.4. Macrosystem

Consistent with previous literature, the research found a number of key factors at the macrosystemic level; government demands/expectations, Ofsted, lack of funding/resources, societal perceptions of teaching, and the number of additional responsibilities placed upon teachers. In Bronfenbrenner's PPCT Model, these factors would be considered to be at the macrosystemic level, as they represent the broader physical, environmental, social, legislative and cultural landscape. Interestingly, despite the predominantly "strengths-based" focus of the questionnaire and interview questions, which encouraged participants to focus on the factors that support teacher wellbeing and the ways in which teacher wellbeing can be improved, all of the of the factors at the macrosystemic level were discussed with regard to their adverse effect upon teacher wellbeing. Whist it

was hypothesised in Chapter 2 that the absence of supportive factors at the macrosystemic level could be attributed to the predominantly problem-focused stance adopted within previous research, this may not be the case. The results of the current research suggest that at present factors at the macrosystemic level challenge rather than support teacher wellbeing.

Despite this, when discussing these challenging factors, suggestions were made regarding the changes that could be made at the macrosystemic level to improve teacher wellbeing.

5.4.2.4.1. Government

Firstly the current study, and previous studies of teacher wellbeing (Evans, 2016; Paterson & Grantham, 2016), have suggested that teacher wellbeing would be greatly improved if the changes directed by the local and national government were reduced in frequency, and the expectations associated with these changes were more realistic. For example, teachers expressed that the current narrow focus on the curriculum and assessment results was detrimental to both their own wellbeing and the wellbeing of their students. They desired a broader focus, which accounted for the background and the needs of their students. It was furthered that the likelihood of this may be increased if going forwards policymakers consulted with educational professionals and took account of their views during the process of policy development. This would not only ensure that policies are more realistic, thus closing the gap between policy and practice (Bangs and Frost, 2012; Evans, 2016), but would also decrease the likelihood of suggested changes impinging on the wellbeing of teachers.

5.4.2.4.2. Ofsted

In addition to improvements to Governmental policies, teachers suggested that their wellbeing would be enhanced through improving the Ofsted inspection framework/criteria. This is consistent with the findings of the Ofsted survey, in which Ofsted themselves were reported to be a source of both considerable workload and stress (Ofsted, 2019). Ofsted therefore outlined a number of suggested changes for their own organisation, which included (amongst others):

- the inclusion of 'staff wellbeing' as part of the leadership and management judgement criteria to ensure this is accounted for during inspections and regularly monitored,
- ensuring that Ofsted inspections do not lead to excessive workload for schools, through continually evaluating the implementation of the revised framework so that actions can be taken to improve areas which appear to be generating additional workload,
- clarifying that additional workload does not need to be produced for inspections,
- evaluating the implementation of the new framework.

Whilst Ofsted was deemed a current challenge to teacher wellbeing, it was acknowledged within the current study that these most recent changes to the framework had been positive.

5.4.2.4.3. Funding

Teachers suggested that providing schools with adequate funding would improve teacher wellbeing through the additional benefits that funding provides e.g. improved staffing and increased access to necessary resources. This is commensurate with previous surveys of teacher wellbeing which have cited insufficient funding and resources as one of the top five challenges to teacher wellbeing (NASUWT, 2019; Ofsted, 2019), with better funding and access to resources associated with improved wellbeing (Kidger et al, 2010; Sharrocks, 2014; Weare, 2015; Rae et al, 2017; YouGov, 2018). Within the present study, funding was not only discussed in relation to schools, but also with regard to funding to external agencies. Teachers suggested that improving funding to external agencies would support their own wellbeing, as it would increase access to external support and thus reduce the number of additional responsibilities they are required to fulfil. The improvement of funding and resourcing for external services has additionally been recommended within Ofsted's (2019, p.10) teacher wellbeing survey, they stated that the DfE should "enable schools to focus on what they should be responsible for by making sure that external support services are properly resourced so that they can provide an adequate level of support to schools".

5.4.2.4.4. Additional Responsibilities

In line with this, the research found that the increasing number of additional responsibilities teachers are required to fulfil is compromising their wellbeing. Whilst this has been discussed in previous studies of teacher wellbeing with regard to its negative impact (Bricheno et al, 2009), the current study

extends these findings by suggesting a positive way forward. Teachers suggested that allowing them to focus upon their primary responsibility of teaching would improve their wellbeing. Whilst this would be ideal, the researcher acknowledges that a change such as this would be more difficult to implement. Thus, if a reconstruction of the role is not possible, it is suggested that teachers may instead benefit from the provision of additional training and adequate time in order to fulfil these roles effectively and confidently, this would have a positive impact upon their wellbeing.

5.4.2.4.5. Societal Perceptions

The present study additionally revealed that the wellbeing of teachers is influenced significantly by societal perceptions of their role. This echoes the findings of previous research, which has demonstrated that unrealistic societal expectations, and a decline in respect and appreciation for teachers, are considerable sources of stress for teachers (Punch & Tuetteman, 1996; Bricheno et al, 2009; Webb et al, 2004). Teachers shared that their wellbeing would be greatly improved by changing societal perceptions. Whilst teachers in the current study did not make suggestions of how this may be achieved, following their survey of teacher wellbeing Ofsted (2019, p.9) outlines how the Department for Education could achieve this i.e. “continue to spread the message that teaching is a highly valued and important occupation and to communicate the many positives of teaching”.

Whilst this research highlights the potentially influential role of the macrosystem upon teacher wellbeing, these wider factors have not been discussed in many of the existing models of wellbeing, such as Dodge et al’s

(2012) definition of wellbeing or the Job Demands-Resources (JD-R) model (Demerouti et al, 2001) which focus solely upon the personal factors and the factors within the individuals immediate context. However, many of the factors identified at the macrosystemic level, e.g. 'Government' and 'Funding' could be considered 'community' or 'societal' factors in McNaught's Definitional Framework of Wellbeing (2011).

Although it is harder to effect change at the macrosystemic level, it is these changes that will ultimately have the greatest impact on teacher wellbeing at a national level, by prompting a culture shift within the entire UK education system.

5.5. Research Question 4 & 5: EP Role

Whilst EPs believe they have a role in supporting teacher wellbeing, teacher views, on the other hand, were more divergent (as illustrated in Chapter 4). The majority of teachers, at just under two thirds (61%), were unsure whether EPs had a role in supporting teacher wellbeing. Teachers expressed an unfamiliarity with the role of EPs, particularly their wider roles. They predominantly held a more traditional, thus narrow, view of the EP role i.e. assessing and supporting individual children and young people with SEN. This echoes the findings of previous research studies (Ashton & Roberts, 2006; Roffey, 2012; Rae et al, 2017; Harvest, 2018)

The researcher hypothesised that this unfamiliarity may be attributed to the recognised lack of capacity within the Educational Psychology Service (EPS) at present. Both EPs and teachers deemed this a potential barrier to

providing support for teacher wellbeing both currently and in the future. As a result of this decreasing capacity and ever-increasing statutory work, many EPS have been forced to limit their roles to their 'core offer', and in some cases to statutory only work. This further reinforces the 'traditional' view and subsequent pigeon-holing of the EP role. As a consequence of these perceptions, teachers assign the role of supporting their wellbeing to other services. This suggests that going forwards EPs must strive to clarify and promote their wide range of skills and knowledge, and thus the role they can play in supporting all members of the school community, in order to break free from this continued 'pigeon holing'.

In addition to the aforementioned lack of clarity and lack of capacity, the research also indicated that the wellbeing of teachers is not currently prioritised by schools, both in terms of EP involvement but also in schools more generally. At present, pupils are prioritised over staff. It was suggested that going forwards the balance must be redressed, with the schools and the EPS utilising systemic approaches to support the wellbeing of the whole school community. This suggests that EPs must make explicit the link between teacher wellbeing and their pupils' academic and emotional outcomes (Rae et al, 2017) in order to further emphasise the importance of supporting the wellbeing of teachers. It was additionally suggested that this could be done through the development of a Quality Mark/Accreditation for whole school wellbeing to raise this as a priority within schools and other services.

The EPs role in supporting teacher wellbeing was divided into two distinct areas; direct and indirect support. This distinction has been made in previous research into teacher wellbeing (Evans, 2016) and teacher resilience (Beltman et al, 2016). Within the present study, it was recognised that there is a current lack of direct support for teacher wellbeing. The majority of the support provided by EPs is indirect, i.e. weaved into other areas of EP work, such as home-school consultations and statutory work.

5.5.1. Indirect Support

5.5.1.1. Supporting Teachers to Support Their Students

Given that students were considered one of the greatest challenges to teacher wellbeing (NASUWT, 2019; Education Support Partnership, 2019), it is unsurprising that a primary way in which EPs currently support teacher wellbeing is by helping teachers to support their students; most commonly through consultations and statutory work. This was deemed a primary role for EPs now and in the future by both teachers and EPs within the current study. It additionally reiterates the findings of recent literature. In their studies of teacher wellbeing, Evans (2016, p.98) and Salter-Jones (2012, p.28) concluded that the EP role must involve supporting teachers to meet the needs of their pupils. They suggested that this support could be delivered through the provision of regular “consultation drop-in sessions” for teachers. The authors further highlighted the benefit of utilising positive psychology, strengths-based, and solution-focused approaches when providing this support. In applying these approaches, teacher experiences can be reframed, and differing perspectives can be considered (Harvest, 2018), thus deepening teachers’ understanding of the situation and facilitating the co-

creation of solutions (Hymer et al, 2002,p.50; Gibbs & Miller, 2014). Gibbs and Miller (2014) suggest that it is through experiences such as these that teacher self-efficacy can be enhanced, as it supports teachers to “reexperience themselves as effective” (Gibbs & Miller, 2014, p. 616). It additionally allows the EP to acknowledge and validate the emotions experienced by the teacher, thus supporting their resilience (Gibbs & Miller, 2014). As highlighted in Chapter 2, both self-efficacy and resilience are personal factors that can support teacher wellbeing.

Consistent with the results of Beltman et al (2016) it was suggested within the current study that teacher wellbeing would be improved further if EPs had a “*higher-profile role within schools*”. Beltman et al (2016) suggests that greater time within schools increases trust, and increases the likelihood of the EP being viewed as an integral part of the school community, rather than just another ‘visitor’ (Beltman et al, 2016). However, given the acknowledged lack of capacity within the EPS at present this may be difficult.

5.5.1.2. Crisis/Critical Incident Support

A less frequently mentioned, yet valued, role was Crisis/Critical Incident Support. A ‘crisis’ or ‘critical incident’ has been defined as any situation “which is outside the range of normal human experience” and causes distress for all involved (McCaffrey, 2004, p.110). Examples of such situations within a school context would include the death of a member of staff, a child, or their parent(s), or a traumatic event resulting in a near death experience for pupils and/or members of staff (McCaffrey, 2004). Providing support in the event of the crisis/critical incident or sad event is a core part of

the service delivery of many EPS (McCaffrey, 2004). Typically, in supporting such events EPs will provide the school with advice and resources to support members of the school community in the period following a crisis/critical incident. Additionally, the EPS provides training and support for schools to develop their own critical incident policy/plan in preparation for future critical incidents. The EPS is in a prime position to offer such psychological support given their psychological knowledge, their knowledge of the education system, and preestablished relationships with schools (McCaffrey, 2004). The researcher hypothesised that this role was less frequently mentioned within the current research and not evident within the teacher wellbeing literature, as crisis/critical incidents and sad events occur within schools on an infrequent basis. It is therefore possible that this support did not occur to teachers or EPs as they have not experienced this form of support as frequently, or indeed at all.

5.5.1.3. Raising Awareness

It was recognised by teachers and EPs that a crucial role for EPs going forwards is to emphasise the importance of teacher wellbeing, and the impact that poor teacher wellbeing can have not only on teachers themselves (i.e. their performance [Pillay, Goddard, & Wilss, 2005], their ability to teach [Blick, 2019], their ability to respond to challenges [Paterson & Grantham, 2016]), but also their students (i.e. teacher-student interactions [Rae et al, 2017], student wellbeing [Roffey, 2012] and student outcomes [Briner & Dewberry, 2007]). It was additionally suggested that EPs should increase schools awareness of the ways in which individual teachers and the school community can effectively promote the wellbeing of their teachers.

This has been briefly touched upon in previous research into teacher wellbeing (Salter-Jones, 2012; Harvest, 2018). As part of this role, it may be beneficial for EPs to summarise and share recent research and/or evidence-based practice regarding teacher wellbeing in order to further emphasise its importance. Increasing the awareness of schools in this way may encourage school leaders to be more mindful of the wellbeing of teachers within their day-to-day practices, and encourage the prioritisation of teacher wellbeing for EP involvement.

5.5.2. Direct Support

Whilst, at the time of the research, only a minority of EPs engaged in direct work to support teacher wellbeing, when discussing their future role, a number of direct ways in which EPs could support the wellbeing of teachers were suggested by both EPs and teachers.

5.5.2.1. Supervision

Supervision, both individual and peer, was identified as key role for EPs. This was deemed beneficial to the wellbeing of teachers as it provides them with a safe space in which they can reflect on their role and discuss their concerns. This role has been recognised and evaluated in previous studies of teacher wellbeing, such as Salter-Jones (2012), Rae et al (2017), Wood (2016), Andrews (2017). Although within this study supervision was mentioned by all EPs, this role was not recognised by teachers. Whilst supervision is often a requirement for other professions, this is not commonplace within schools. This suggests that teachers may not have identified this as a role for EPs because they have never experienced

supervision themselves, therefore do not actually know what this is or how this may benefit them. In fact, the EPs within this study hypothesised that this lack of supervision within schools may be a factor contributing to their poor wellbeing.

5.5.2.2. Peer Supervision

Whilst EPs recognised the value of individual supervision, given the aforementioned lack of capacity, they highlighted that a more realistic/sustainable form of support may be the facilitation of peer supervision groups. Reference was made to a number of preestablished peer supervision models; Solution Circles (Forest & Pearpoint, 1996), Work Discussion Groups (Jackson, 2008) and Reflective Teams. EPs recognised that in providing this form of support, their involvement need not be ongoing. Instead EPs could introduce peer supervision within their schools and model the facilitation of a number of sessions, before handing this over. They could then monitor these sessions, provide support (when necessary), and subsequently evaluate the impact of these groups.

5.5.2.3. One-to-One Support

In addition to the aforementioned peer supervision, the provision of individual supervision and alternate one-to-one interventions, such as Coaching, Acceptance and Commitment Therapy, Cognitive Behavioural Therapy, Counselling, Mentoring, and Teacher Drop-In Sessions, were identified as possible roles for EPs. However, given the lack of capacity within the EPS at present, it was recognised that, whilst indeed valuable, this may be best reserved for those in more solitary roles e.g. Special Educational Needs

Coordinators (SENCo) and Headteachers, or teachers experiencing difficulties with their mental health and emotional wellbeing. This distinction echoes the findings of Andrews (2017), which suggested that individual supervision would be most useful for SENCos, whereas teachers may benefit more from the implementation of peer supervision systems.

5.5.2.4. Training

Consistent with the literature which has highlighted the importance of training and/or professional development for teacher wellbeing (Kidger et al, 2010; Sharrocks, 2014; Weare, 2015; Rae et al, 2017; YouGov, 2018), both teachers and EPs within the present study envisaged a role for EPs in supporting the wellbeing of teachers through providing whole staff training. This has been named one of the “key functions” of EPs more generally (Fallon, Woods & Rooney, 2010, p.14), and with regard to supporting the wellbeing of teachers. Within the current study the suggested training fell into two key areas; training focusing on supporting staff to support children and young people within their care, and training with a focus on teacher wellbeing. Although this distinction is somewhat evident within the previous literature, the literature has tended to focus on the former, supporting teachers to support their students e.g. Salter-Jones (2012) and Evans (2016). Whilst this training is indeed beneficial for teacher wellbeing, as discussed within Chapter 2, the researcher suggests a more balanced approach is needed, both of these areas of training are equally beneficial to the wellbeing of teachers, thus one should not be prioritised at the expense of another. EPs are well placed to promote and deliver training in both of these key areas.

In addition to on-the-job training, the current research has highlighted the value of EP involvement in the initial training of teachers. This role is one which has been largely unexplored within the present literature, however research has indicated teachers do not feel equipped to manage many of the challenges of their roles due to a discrepancy between the input received during teacher training, and the ever-increasing expectations placed upon them/teachers e.g. supporting children with special educational needs and disabilities (SEND) (Rothi, Leavey & Best, 2008; Evans, 2016). It therefore appears that this would be a valuable role for EPs going forwards, and one which has been largely unexplored within the present literature.

5.5.2.5. Provision of Strategies

The final suggestion was highlighted by teachers only. They felt that it would be beneficial going forwards for the EPS to provide teachers with practical coping strategies. They suggested a range of initial topics that they would find helpful including ways to manage stress and anxiety and maintain positive wellbeing, how to manage workload and maintain work-life balance, how to manage conflicts, and strategies to develop soft skills e.g. planning and organisation. Although it was recognised by participants that such strategies could be provided in the aforementioned training, teachers felt that it would be more beneficial if these were shared via email. Whilst previous research has highlighted that emotional intelligence and the possession and utilisation of a range of effective coping strategies are beneficial to teacher wellbeing (Acton & Glasgow, 2015), this has only been mentioned in relation to providing training to schools e.g. delivering training in emotional coping

strategies (Acton & Glasgow, 2015). As far as the researcher is aware this has not been suggested as a distinct role in any previous research. The researcher believed this finding was of note for a number of reasons. Firstly, supporting teachers in this way benefits the EPS as it addresses the issue of capacity. It is likely that this support would take significantly less time and require fewer EPs than many of the suggested roles. One or two EPs could work together to research and summarise evidence-based strategies for each 'issue', this could then be circulated to all of the teachers within the local authority. Secondly, this method of support is beneficial for schools for a number of reasons. Providing support in this manner is time and cost efficient for schools. Additionally, supporting teachers in this way is likely to reduce the stigma associated with emotional wellbeing and mental health (Evans, 2016). It is hoped that in circulating emails of this nature on a regular basis will normalise the concept of teacher wellbeing, ensure that teacher wellbeing remains at the forefront everyone's mind, encourage conversations about the wellbeing of teachers by acting as a point of discussion, and both normalise and encourage teachers to engage in practices to support their own wellbeing. Whilst the researcher does not believe that sole responsibility should be placed upon teachers to maintain their own wellbeing, as demonstrated in the previous section, there are actions that can be taken at the individual level that can make a positive difference to their wellbeing.

Irrespective of the adopted approach, it was recognised that any support provided by the EPS must be service-wide. EPs reflected that the support provided for teacher wellbeing at present was extremely varied across EPs and schools. This may somewhat explain the differences in opinions

amongst teachers regarding whether EPs have a role in supporting teacher wellbeing. It may also explain the aforementioned unfamiliarity regarding the EP role.

Although it is evident that further research is needed to investigate and subsequently evaluate the role of EPs in supporting teacher wellbeing, the current research highlights that EPs can play an important role in supporting the wellbeing of teachers, and suggests a range of ways in which they can do so.

Chapter 6: Conclusion

6.1. Chapter Overview

This chapter will conclude the research by considering the implications of these findings, making suggestions for schools, EPs, and wider society, before exploring how the findings will be disseminated to these key stakeholders. It will then reflect upon the research, considering its contributions, strengths, and limitations, before discussing the implications for future research. Finally, a conclusion will draw the thesis to a close.

6.2. Implications

In light of the research findings, suggestions will now be provided for schools and Educational Psychologists. Wider implications will also be briefly discussed.

6.2.1. Implications For Schools

Schools and their Senior Leadership Teams (SLTs) may wish to consider the following recommendations:

- Reflect upon the ethos of their schools, and take steps to ensure this is both positive and supportive, and/in which teachers feel comfortable to seek support when necessary.
- Endeavour to provide teachers with regular opportunities to discuss their wellbeing; although *ad hoc* opportunities are valued, teachers may benefit

from the provision of more formal support structures within school, or access to support from external professionals.

- Be mindful of individual level factors that could impact on a teachers wellbeing (e.g. experience, job role, personal circumstances), and provide additional proactive support.
- Ensure that all members of their SLT are approachable and supportive, communicate effectively with members of teaching staff, and make themselves available for teachers to 'check-in' with them.
- Create and employ stronger systems of behaviour management, to support teachers in managing the challenging behaviour of their students.
- Ensure they have realistic expectations of their staff (i.e. realistic workload and sufficient time to complete what is expected of them), and endeavour to reduce the workload of teachers, particularly non-teaching tasks. For example, provide schemes of work, review and revise marking/feedback policies, streamline report writing, and reduce assessment/data requirements. Additional suggestions can be found in Ofsted Teacher Wellbeing Report (Ofsted, 2019), and DfE Workload Reduction Toolkit (DfE, 2019).

- Endeavour to maintain their physical environments, ensuring that staff have access to necessary facilities such as a staffroom and workspaces that are 'fit for purpose'.
- Endeavour to provide teachers with recognition (e.g. thanks or praise) and/or tangible rewards for efforts, achievements and any additional responsibilities fulfilled, as this is appreciated by teachers and supports their wellbeing.
- Endeavour to foster positive and supportive relationships between school staff, as these are a key source of emotional and practical support for teachers. For example, providing frequent opportunities for working collaboratively, and regular team-building or social activities to encourage teachers to get to know one another on a more personal level.
- Consider assisting their teachers to develop positive supporting relationships with parents, and when necessary provide additional support to manage particularly difficult relationships. EPs could also mediate/facilitate these relationships as an independent/neutral party.
- Endeavour to develop a greater awareness of the variety of support available for teachers and their wellbeing, and should provide teachers will access to this through the school. They should however carefully consider the routes by which teachers can access this support, endeavouring to place this outside of the SMT.

6.2.2. Implications For EPs

Based upon the research findings, the researcher suggests that Educational Psychologists and the services in which they work may wish to consider.

- Continue to support teachers to meet the needs of their pupils through consultations, statutory and casework. EPs should continue to work collaboratively with schools, to promote their confidence and self-efficacy, and ensure they have a greater degree of control over their teaching practices.
- Be mindful of teacher wellbeing within their day-to-day practice. For example, when writing reports or providing verbal feedback to schools, EPs should ensure they acknowledge the positives and what is currently working well, before making recommendations/suggestions for improvement. They should additionally ensure the suggested recommendations are realistic, accounting for the schools existing resources and the current demands placed upon them.
- Continue to provide support in the event of a crisis or critical incident, as this is valued by both schools and EPs.
- Continue to provide whole staff training. Whilst training focusing upon student needs is beneficial, EPs should also offer and deliver training focusing on supporting teachers and their wellbeing. All training should additionally be tailored to the specific school context, to

support schools in applying this training. Training is a component of the EP role presently, and it is deemed one of the “core functions” of Educational Psychologists (Fallon, Woods & Rooney, 2010, p.14). Whilst this role can sometimes fall by the wayside in times of high statutory demand, training packages that have been developed by the EPS can be delivered or co-delivered by Trainee Educational Psychologists (TEPs) or Psychology Assistants (PAs). This approach is implemented presently within the EPS and appears to work well. It serves a dual purpose; providing opportunities for the TEPs and PAs to gain required experiences, and easing the demand across the EPS.

Given the aforementioned national shortage of Educational Psychologists and the concurrent increased statutory demand (discussed within Chapter 2), it is important to consider the practicalities associated with these implications and reflect upon their possible impact on the wellbeing of Educational Psychologists, given that increased demands regularly lead to decreased wellbeing. The latter is particularly pertinent given the topic of this thesis. To acknowledge the practicalities of the recommendations, they have been organised into three groups according to the associated demands and perceived deliverability of these implications based upon the researcher’s prior knowledge and experience working within Educational Psychology Services. The preceding recommendations are those that the researcher feels could be easily incorporated into the day-to-day practice of Educational Psychologists. They would require little to no change in working practices and no additional funding/resources, as many of these are already considered “core functions” of Educational Psychologists.

The following implications are those which may require some minor adaptations to EP practice, however in reflecting upon her experiences working within a number of Educational Psychology Services (both traded and non-traded), the researcher believes that it would not be too onerous to implement these within many Educational Psychology Services, and would also require minimal additional funding/resources. Several may already be incorporated within the existing working practices of some EPS'.

- Endeavour to promote the wide range of skills and knowledge they have, thus the roles they can play in supporting the whole school community. It may be useful for each EPS to develop a 'brochure' outlining the different 'services' that they can provide to schools with illustrative 'case studies'. Whilst this is common practice within traded services, this is not currently implemented within this LA.
- Attempt to 'raise the profile' of teacher wellbeing by demonstrating the importance of teacher wellbeing (not only for teachers themselves, but for all within the school community), and the ways in which it can be improved. As part of this role, it may be beneficial for EPs to summarise and share research and/or evidence-based practice in order to further substantiate its importance. Whilst engaging with and summarising research will require additional EP time, when distributed across the service the time required would be negligible, and could be classified as a continued professional development activity. The sharing of this research could be easily incorporated within the termly "contact conversations"/"planning meetings" held between key school staff and their link Educational Psychologist, thus requiring no

additional school or EP time. Alternatively this could be shared electronically i.e. within an email (see below).

- It may additionally be beneficial for EPs to send a half-termly email to schools outlining a range of 'practical coping strategies' that teachers and their schools could use to promote their wellbeing. This equates to six emails across the course of the academic year, therefore when the responsibility for such tasks are distributed across all EPs within the EPS, the time required would also be negligible.
- Continue to engage in professional conversations about teacher wellbeing, its importance, and their role in supporting it through their regulatory/organisational bodies, such as the British Psychological Society (BPS) and the Association of EPs (AEP), and continue to engage in research within this area.

Finally, the implications discussed below are those perceived to place the greatest demand on the EPS, with regard to the personnel, time and funding/resources required to implement such recommendations. The researcher is aware that whilst desirable, these may be less easily deliverable within the current national context (i.e. national shortage of Educational Psychologists and increased statutory demands).

- Endeavour to redress the balance between the focus on student mental health and emotional wellbeing, and teacher wellbeing by using systemic approaches to support the wellbeing of the whole school community. For example, the EPS could develop a quality

mark/accreditation for whole school wellbeing to raise it as a priority within schools and encourage them to promote it. Please note that within the context of this thesis the “whole school community” refers to those attending the school (i.e. pupils) or those working within the school context e.g. headteacher, senior leadership team, teachers, teaching assistants, and other support staff (such as librarian, kitchen staff, mid-day assistants etc). It does not refer to others who may be typically be considered by some as members of the school community such as parents/carers or the wider community. Whilst this recommendation would initially require a substantial amount of time from the EPS and additional funding/resources, many Educational Psychology Service have begun to develop and/or adopt such ‘quality marks’ within their local authorities, an example of this is the Sandwell Wellbeing Charter Mark which is currently being implemented in a number of Local Authorities.

- Endeavour to introduce and facilitate ‘peer supervision’ within their schools. Whilst this has been categorised as one of the recommendations that would place the greatest demand on the EPS, once established, facilitation of these groups can be ‘handed over’ to schools. The EP would then assume responsibility for monitoring and supporting the school in evaluating the group at predetermined intervals throughout the academic year (i.e. at the end of each term) and/or when deemed necessary. It is a role that many EPs and TEPs (including myself) have fulfilled on a small scale in the past.

Opportunities such as these provide welcome variety to the typical

day-to-day work of many EPs, and are viewed as valuable and enjoyable experiences for both the school staff who participate and the EPs who facilitate.

- Consider offering individual supervision or additional one-to-one support (e.g. Coaching, Acceptance and Commitment Therapy, Cognitive Behaviour Therapy or Drop In Sessions). Given the individual nature of this support, this is the recommendation that would impose the greatest demand in terms of additional time and resources, thus it may be more practicable to limit this offer to those in solitary roles (e.g. SENCos) or teachers currently experiencing difficulties with their emotional wellbeing and mental health. Whilst this role could feasibly be performed by other professionals (such as counsellors etc), given the background and professional training of Educational Psychologists, and their pre-existing relationships with schools, EPs are in the unique position to provide independent yet contextually relevant advice and support to these individuals.

Whilst implementing the three abovementioned implications would place considerable demands on the Educational Psychology Services and their Educational Psychologists, thus may have an adverse impact on their wellbeing, it is direct roles such as these that are likely to have the greatest impact upon the wellbeing of teachers.

As discussed in Chapter 2, whilst the EP role has historically been pigeon-holed to one of assessing and identifying children and young people's needs,

EPs are uniquely placed to apply their skills, knowledge and training to support both the wellbeing of children and young people, and those who educate them. The implications listed above are suggestions of ways in which Educational Psychology Services can begin to support the wellbeing of teachers, they are not intended to be implemented concurrently and they are in no way exhaustive. The feasibility of these implications will be somewhat determined by the constraints of the current national climate, and should be considered within the context of the Local Authority/EPs (i.e. staffing, statutory demands) and in relation to the individual needs of their schools. However it is hoped that in reflecting upon the aforementioned suggestions that Educational Psychology Services will begin to recognise ways in which they can adapt their practice to support the wellbeing of the teachers they work alongside within their day-to-day practice.

6.2.3. Wider Implications

Although it is difficult to make strong recommendations for policy given the small scale nature of the study, the recommendations below are suggestions of the macrosystemic level changes that the research has indicated may be beneficial in improving the wellbeing of teachers. The following recommendations are suggestions which the Local and National Government may wish to reflect upon:

- Endeavour to provide adequate funding to schools and external services. The former would ensure that schools are able to maintain their physical environment and provide necessary equipment and resources. The latter would enable external support services to provide a greater level of guidance and support to schools.

- Consider providing increased provision for children and young people with special educational needs and disabilities (SEND). For example, increased access to external support and resources, and additional specialist provisions.
- Attempt to reduce the frequency of the changes imposed on the education sector. Endeavour to meaningfully consult with educational professionals during policy development to ensure that expectations are meaningful and realistic.
- Consider revising the current narrow focus on the curriculum and assessment results, instead endeavour to account for students' backgrounds and needs, and adjust expectations accordingly.
- Endeavour to improve societal perceptions of teaching, by emphasising that this is a highly valued profession, with many positives/benefits.

The DfE may wish to consider reducing the number of additional responsibilities placed upon teachers and schools, to ensure that they are able to focus on their primary responsibility of teaching. Where these reductions are not possible, teachers should be provided adequate training to enable to fulfil these confidently and effectively, and give them adequate time to fulfil these roles.

Ofsted might also wish to consider evaluating their inspection framework, taking account of teachers views, and revising this in accordance with this feedback.

6.3. Dissemination of Findings

Following the submission of this Thesis, the research findings will be presented to all Trainee EPs on the DEdPsy programme, in addition to tutors and supervisors associated with the course. The research will additionally be presented to the EPS in which the research was conducted as part of the annual “Projects and Research” event.

The researcher also intends create a “Research Briefing” to summarise the study and its key findings, which will be circulated to the schools that volunteered to participate in the research, in addition to any schools that did not participate but expressed an interest in the findings.

The researcher may additionally submit the findings for publication in an Educational Psychology Journal, such as the Education and Child Psychology Journal, or the Educational Psychology in Practice.

6.4. Reflections

6.4.1. Strengths

- The researcher believed that the mixed methods design adopted within the study was a strength in that it enabled the researcher to obtain both breadth and depth within the data. For example, the questionnaire methodology allowed the researcher to relatively easily seek responses

from a wider number of participants, across multiple contexts. Whilst the interviews allowed the elicit richer, more in-depth information about the field of study. Given the scope of the current study, this would not have been possible utilising one method of data collection.

- The adoption of Bronfenbrenner's Bioecological Model (1994) could be viewed as a strength of the study. It provided a useful lens through which teacher wellbeing could be explored; encouraging both the researcher and the participants to consider not only the individual, but the interconnected systems within their context and the interdependent relations between these systems. This enabled the researcher to capture the complexity and interconnectedness of the influences upon the wellbeing of teachers, and helped to further current understanding of the ways it can be promoted within schools and by the Educational Psychology Service (EPS). Future research should endeavour to adopt a Bioecological Model (1994) to gain a more holistic understanding of teacher wellbeing.
- A further strength of the research is that it has extended previous research by exploring the ways in which EPs could support the wellbeing of teachers, from the perspectives of both EPs and teachers. This is particularly important as previous research has illustrated that there is a significant discrepancy between EP perceptions of their role and the perceptions of school staff. As far as the researcher is aware, to date there is no research that has explored both viewpoints within one single study.

6.4.2. Limitations

One possible limitation of the study is the sample and the sampling technique. Given the identified differences in wellbeing across gender and sector of education (Education Support Partnership, 2019), the researcher recognises that the previously discussed skew towards female and primary school respondents is a limitation of the research as it may limit the transferability of the findings. It could additionally be argued that the self-selecting nature of the sample means that the sample is subject to bias. Participants and EPs were informed of the aims of the study; therefore, the researcher cannot be sure that those who had volunteered to participate only did so as they held particular beliefs about the research topic, i.e. those with an interest in wellbeing of teachers may have been more likely to volunteer. The small sample size could also be criticised. However, these challenges in recruitment due to lack of teacher time supports the rationale to focus on the wellbeing of teachers. Taken together these factors may limit the transferability of the findings, as the research cannot be widely generalised to schools within other local authorities or EPS'. Despite this, the researcher is confident that these findings can be used to inform future research, and may be of interest to other contexts whom wish to explore how schools and EPs can support teacher wellbeing in the future.

An additional limitation of the study is its somewhat narrow focus. Whilst it sought the views of teachers and EPs, it failed to acknowledge the views of other members of school staff, such as teaching assistants. Although this was deemed appropriate for the scope of this thesis, unconstrained by this,

the researcher would have sought and compared the views of all staff working within schools. This is a worthwhile area of future research.

6.5. Implications for Future Research

Given the lack of UK literature on teacher wellbeing, and the fact that a large proportion of this research has been conducted or commissioned by those with a vested interest in teacher wellbeing (e.g. NASUWT, DfE, Ofsted), there is a need for further research exploring the wellbeing of teachers. As in the current study, the researcher suggests that future research should adopt a strengths-based focus, exploring the factors that support teacher wellbeing and how it can be improved, rather adding to the extensive body of literature focusing on the factors that challenge. The role of Educational Psychologists in supporting the wellbeing of teachers also warrants further investigation. This may be a holistic exploration of the EP role from both school and EP perspectives (as in the current research), or the evaluation of interventions designed to improve teacher wellbeing.

6.6. Closing Remarks

Whilst the present situation is problematic, with the declining wellbeing of teachers and the vast number of factors adversely affecting their wellbeing, the research has presented positive step forwards. In utilising Bronfenbrenner's Bioecological Theory (1994) to seek the views of teachers and Educational Psychologists, it has identified a range of ways in which teacher wellbeing can be supported across all five levels, and suggests a number of distinct roles for Educational Psychologists. In doing so, it has made a contribution to the small body of existing teacher wellbeing literature.

The researcher hopes that this study and its findings will prompt discussions amongst teachers, schools and EPs regarding the ways teacher wellbeing can be supported both now and in the future. It would be beneficial for key stakeholders to reflect on these findings and consider making meaningful changes across all levels, to improve the wellbeing of teachers. EPs additionally have a crucial role in supporting this process.

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Appendix 1: Educational Psychologist Questionnaire

Q1 Welcome. My name is Ashley Birchall and I am a Trainee Educational Psychologist at the UCL Institute of Education. This questionnaire is part of my Doctoral Thesis exploring the factors that support teacher wellbeing, and the potential role for Educational Psychologists in this. I would like to find out more about how you and/or your team currently support teacher wellbeing, in addition to exploring your views about how Educational Psychologists can further support the wellbeing of teachers in the future.

The questionnaire should take no longer than 10 minutes to complete. Participation in this questionnaire is entirely voluntary and your responses will remain anonymous. Should you wish to do so, following participation in the online questionnaire you will be provided with the opportunity to volunteer to participate in a semi-structured interview in which your views on the Educational Psychologists role in supporting teacher wellbeing will be explored in more detail.

To participate in the questionnaire please 'check' the box and click on the arrow below to continue.

Please do not hesitate to contact me on the email address below if you have any questions or require any additional information.

Many Thanks, Ashley Birchall, Trainee Educational Psychologist Doctorate in Child, Adolescent and Educational Psychology | UCL Institute of Education Email Address: [REDACTED]

I read and understood the information above and agree to take part in the survey.

Data Protection Privacy Notice: The data controller for this project will be University College London (UCL). The UCL Data Protection Office provides oversight of UCL activities involving the processing of personal data, and can be contacted at data-protection@ucl.ac.uk. UCL's Data Protection Officer can also be contacted at data-protection@ucl.ac.uk. Further information on how UCL uses participant information can be found here: <https://www.ucl.ac.uk/legal-services/privacy/ucl-general-research-participant-privacy-notice>.

Your personal data will be processed so long as it is required for the research project. The legal basis that would be used to process your *personal data* will be performance of a task in the public interest. The legal basis used to process *special category personal data* will be for scientific and historical research or statistical purposes/explicit consent.

If we are able to anonymise or pseudonymise the personal data you provide we will undertake this, and will endeavour to minimise the processing of personal data wherever possible. If you are concerned about how your personal data is being processed, or if you would like to contact us about your rights, please contact UCL in the first instance at data-protection@ucl.ac.uk.

End of Block: Introduction

Start of Block: Teacher Wellbeing

Q2 In your experience, do you feel that teachers are able to effectively maintain their wellbeing?

- Definitely yes
- Probably yes
- Maybe
- Probably not
- Definitely not
- Don't Know

Display This Question:

- If Q2 = Definitely yes*
- Or Q2 = Probably yes*
- Or Q2 = Maybe*
- Or Q2 = Probably not*
- Or Q2 = Definitely not*

Q2a Please provide a reason for your answer.

End of Block: Teacher Wellbeing

Start of Block: Your Current Role

Q3 In your role as Educational Psychologist, do **you** currently do anything to support the wellbeing of teachers?

- Yes (1)
- No (2)

Display This Question:

If Q3 = Yes

Q3a Please detail the support you currently offer.

Display This Question:

If Q3 = No

Q3b Please detail your reasons for this.

End of Block: Your Current Role

Start of Block: Your Service

Q4 Does **your team** currently do anything to support teacher wellbeing?

- Yes
- No
- Don't Know

Display This Question:

If Q4 = Yes

Q4a Please outline the support currently offered by your team.

Display This Question:

If Q4 = No

Q4b Please outline the reasons why your team does not currently support the wellbeing of teachers.

End of Block: Your Service

Start of Block: Future Role

Q5 In your opinion, is there a role for Educational Psychologists in supporting teacher wellbeing?

- Yes
- Maybe
- No

Display This Question:

If Q5 = Yes
Or Q5 = Maybe

Q5a What role do you feel that Educational Psychologists could fulfil?

Display This Question:

If Q5 = No

Q5b Please provide a reason for your answer.

End of Block: Future Role

Start of Block: Demographics

Q6 Demographics.

Job Title _____

Number of Years Qualified

Age _____

Gender _____

End of Block: Demographics

Start of Block: Interview

If you would like to participate in an interview, in which your views on the role of Educational Psychologists in supporting teacher wellbeing will be explored in more detail, please indicate by completing the following fields:

Q7 I would like to volunteer to participate in an interview:

Yes

No

Display This Question:

If Q7 = Yes

Q7b *Please provide your contact details to enable the researcher to arrange a convenient time for your interview.*

Name _____

Email Address _____

Phone Number _____

End of Block: Interview

Start of Block: End of Questionnaire

End of Questionnaire.

Thank you for your participation.

Please do not hesitate to contact me on [REDACTED] if you have any questions or require any additional information.

End of Block: End of Questionnaire

Appendix 2: Teacher Questionnaire

Welcome.

My name is Ashley Birchall, I am a Trainee Educational Psychologist at the UCL Institute of Education, undertaking placement in [REDACTED] Educational Psychology Service. I am currently working on my Doctoral Thesis, which aims to explore the variety of factors that support teacher wellbeing, the ways in which teacher wellbeing can be improved, and the potential role for Educational Psychologists.

If you are a qualified teacher working in a mainstream primary or secondary school setting, I would greatly appreciate your participation in this short questionnaire, which should take no longer than 20 minutes. Participation in this questionnaire is entirely voluntary and your responses will remain completely anonymous.

Your participation in this questionnaire is greatly appreciated, and while there are no direct benefits to you in taking part in the research, your answers will contribute to increasing the - currently limited - research in this field. It is hoped that in highlighting the factors that support wellbeing and exploring the ways in which teacher wellbeing can be improved, that subsequent actions can be taken to accomplish this goal.

Should you wish to do so, following participation in the questionnaire you will be provided with the opportunity to volunteer to participate in an interview at a later date (September-October 2019) in which your views will be explored in more detail.

To participate in the questionnaire please 'check' the box and click on the arrow below to continue.

Please do not hesitate to contact me via email if you have any questions or require any additional information.

Many Thanks,

Ashley Birchall, Trainee Educational Psychologist
Doctorate in Child, Adolescent and Educational Psychology | UCL Institute of Education

Email Address: [REDACTED]

I have read and understood the information above and agree to take part in the questionnaire.

Data Protection Privacy Notice:

The data controller for this project will be University College London (UCL). The UCL Data Protection Office provides oversight of UCL activities involving the processing of personal data, and can be contacted at data-protection@ucl.ac.uk. UCL's Data Protection Officer can also be contacted at data-protection@ucl.ac.uk. Further information on how UCL uses participant information can be found

here: <https://www.ucl.ac.uk/legal-services/privacy/ucl-general-research-participant-privacy-notice>.

Your personal data will be processed so long as it is required for the research project. The legal basis that would be used to process your personal data will be performance of a task in the public interest. The legal basis used to process special category personal data will be for scientific and historical research or statistical purposes/explicit consent.

If we are able to anonymise or pseudonymise the personal data you provide we will undertake this, and will endeavour to minimise the processing of personal data wherever possible. If you are concerned about how your personal data is being processed, or if you would like to contact us about your rights, please contact UCL in the first instance at data-protection@ucl.ac.uk.

End of Block: Default Question Block

Start of Block: Defining Wellbeing

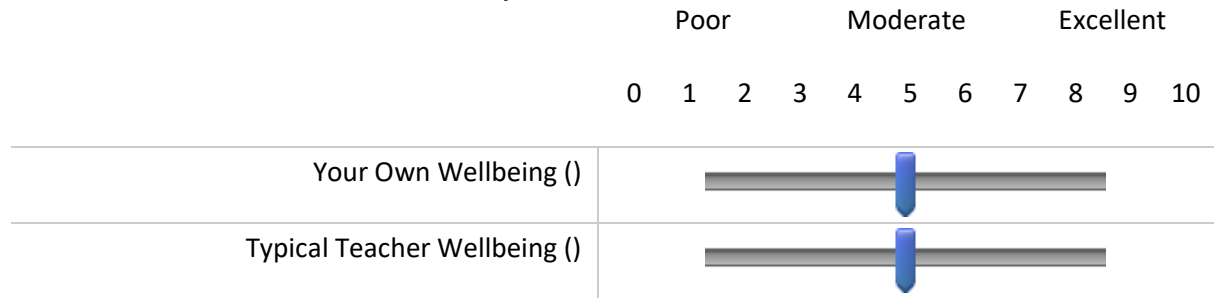
Q1 What does the term 'wellbeing' mean to you?

Q2 How would you describe 'teacher wellbeing'?

End of Block: Defining Wellbeing

Start of Block: Rating Wellbeing

Q3 On a scale of 1-10, how would you rate:



Q4 Please provide an explanation for your answers.

End of Block: Rating Wellbeing

Start of Block: Value of Wellbeing

Q5 In your opinion, do you feel that teacher wellbeing is valued by:



Q6 Please provide an explanation for your answers.

End of Block: Value of Wellbeing

Start of Block: Supporting Teacher Wellbeing

Q7 How does your school currently support the wellbeing of teachers?

Q8 Do you feel that this support is sufficient?

- Definitely Yes
- Probably Yes
- Maybe
- Probably Not
- Definitely Not

Display This Question:

- If Q8 = Definitely Yes*
- Or Q8 = Probably Yes*
- Or Q8 = Maybe*
- Or Q8 = Probably Not*
- Or Q8 = Definitely Not*

Q9 Please provide an explanation for your answer.

Q10 Is there anything else that supports the wellbeing of teachers?
(please consider personal characteristics & things both inside and outside of the school environment)

End of Block: Supporting Teacher Wellbeing

Start of Block: Improving Teacher Wellbeing

Q11 In your opinion, do you feel that teachers require support to improve their wellbeing?

- Definitely Yes
 - Probably Yes
 - Maybe
 - Probably Not
 - Definitely Not
-

Display This Question:

If Q11 = Definitely Yes

Or Q11 = Probably Yes

Or Q11 = Maybe

Q11a In your opinion, how can teacher wellbeing be improved?

Display This Question:

If Q11 = Probably Not

Or Q11 = Definitely Not

Q11b Please provide an explanation for your answer.

End of Block: Improving Teacher Wellbeing

Start of Block: Educational Psychologists Role

Q12 In your opinion, is there a role for Educational Psychologists in supporting teacher wellbeing?

- Yes
- Maybe
- No
- Don't Know

Display This Question:

If Q12 = Yes

Or Q12 = Maybe

Q12a Please describe the support that Educational Psychologists could provide.

Display This Question:

If Q12 = No

Q12b Please explain why you feel that Educational Psychologists cannot support teacher wellbeing.

End of Block: Educational Psychologists Role

Start of Block: Demographics

Q13 Demographics.

- Job Title _____
- School Sector (e.g. Primary, Secondary etc) _____
- Number of Years Teaching in Current Establishment _____
- Number of Years Teaching in Total _____
- Number of Schools Taught In _____
- Age _____
- Gender _____
- Caring Responsibilities (e.g. children, parents, partner etc): _____

End of Block: Demographics

Start of Block: Thanks

If you would like to participate in an interview, in which your views on teacher wellbeing will be explored in more detail, please indicate by completing the following fields:

Q14 I would like to volunteer to participate in an interview:

- Yes
 - No
-

Display This Question:

If Q14 = Yes

Q15 Please provide your contact details to enable the researcher to arrange a convenient time for your interview.

Name _____

School _____

Email Address _____

Phone Number _____

If you wish to enter into the draw for a chance of winning a £50 Amazon voucher, please enter your email address below:

End of Questionnaire.

Thank you for your participation.

Please do not hesitate to contact me on [REDACTED] if you have any questions or require any additional information.

End of Block: Thanks

Appendix 3: Johnson and Christensen's (2000) 15 Principles of Questionnaire Development

Principle Number:	Description:
Principle 1	Ensure that all questionnaire items fulfil the research aims and research questions.
Principle 2	Ensure that you have an understanding of your research participants.
Principle 3	Ensure that the language used is natural, familiar and free from jargon.
Principle 4	Ensure that the questionnaire items are clear, precise, and relatively short.
Principle 5	Avoid the use of "leading" or "loaded" questions.
Principle 6	Avoid the use of double-barreled questions.
Principle 7	Avoid the use of double negatives.
Principle 8	In questionnaire construction, determine whether open-ended or closed-ended questions are more appropriate.
Principle 9	In the development of closed-ended questions, ensure responses are exhaustive and mutually exclusive.
Principle 10	In the development of closed-ended questions, consider the different types of response categories.
Principle 11	Ensure multiple items are used to measure abstract concepts.
Principle 12	Consider the use of multiple methods when measuring abstract constructs.
Principle 13	Ensure caution is taken if the wording of items are reversed to prevent response sets in multi-item scales.
Principle 14	Ensure that the resulting questionnaire that is easy to use.
Principle 15	Pilot test the questionnaire.

Appendix 4: Teacher Recruitment Email

Dear All,

My name is Ashley Birchall, I am a Trainee Educational Psychologist at the UCL Institute of Education, undertaking placement in [REDACTED] Educational Psychology Service. I am currently working on my Doctoral Thesis, which aims to explore the variety of factors that support teacher wellbeing, the ways in which teacher wellbeing can be improved, and the potential role for Educational Psychologists.

If you are a qualified teacher working in a mainstream primary or secondary school setting, I would like to find out more about your perceptions and experiences of teacher wellbeing, and your views about how Educational Psychologists can further support the wellbeing of teachers. I would greatly appreciate your participation in this short questionnaire, which should take no longer than **20 minutes** to complete. Should you wish to take part, please access it via the following link: <http://bit.ly/ABTeacherWBQ>.

Participation in this questionnaire is entirely voluntary and your responses will remain completely anonymous.

Your participation in this questionnaire is greatly appreciated, and while there are no direct benefits to you in taking part in the research, your answers will contribute to increasing the - currently limited - research in this field. It is hoped that in highlighting the factors that support wellbeing and exploring the ways in which teacher wellbeing can be improved, that subsequent actions can be taken to accomplish this goal.

Should you wish to do so, following participation in the online questionnaire you will be provided with the opportunity to volunteer to participate in an interview at a later date (September-October 2019) in which your views will be explored in more detail.

Please do not hesitate to contact me on this email address if you have any questions or require any additional information.

Many Thanks,
Ashley Birchall,
Trainee Educational Psychologist.

Doctorate in Child, Adolescent and Educational Psychology | UCL Institute of Education.
Email Address: [REDACTED]

Appendix 5: Educational Psychologist Recruitment Email

Dear Colleagues,

My name is Ashley Birchall, I am a Trainee Educational Psychologist at the UCL Institute of Education, undertaking placement in [REDACTED]. I am currently working on my Doctoral Thesis, which aims to explore the factors that support teacher wellbeing and the potential role for Educational Psychologists in this.

If you are a qualified or Trainee Educational Psychologist, I would like to find out more about how you and/or your team currently support teacher wellbeing, in addition to exploring your views about how Educational Psychologists could further support the wellbeing of teachers in the future. I would greatly appreciate your participation in this short questionnaire, which should take no longer than **10 minutes** to complete. Should you wish to take part, you can access it via the following link: <http://bit.ly/ABEdPsychWBQ>.

Participation in this questionnaire is entirely voluntary and your responses will remain completely anonymous.

Your participation in this questionnaire is greatly appreciated. It is hoped that in highlighting the factors that support wellbeing and exploring the ways in which teacher wellbeing can be improved, that subsequent actions can be taken to accomplish this goal.

Should you wish to do so, following participation in the online questionnaire you will be provided with the opportunity to volunteer to participate in a semi-structured interview in which your views on the Educational Psychologists role in supporting teacher wellbeing will be explored in more detail.

Please do not hesitate to contact me on this email address if you have any questions or require any additional information.

Many Thanks,
Ashley Birchall,
Trainee Educational Psychologist.

Doctorate in Child, Adolescent and Educational Psychology | UCL Institute of Education.
Email Address: [REDACTED]

Appendix 6: Research Flyer

Working on Wellbeing: An exploration of the factors that support teacher wellbeing & the potential role for Educational Psychologists

Ashley Birchall (Trainee Educational Psychologist)

[Redacted] *Educational Psychology Service & UCL Institute of Education*



We want to hear about your wellbeing!

If you are a Teacher working in a mainstream Primary or Secondary School Setting I would love to hear your views about teacher wellbeing.

Could you spare 10-15 minutes to complete my online questionnaire?

<http://bit.ly/ABTeacherWBO>



If you have any questions please contact me: [Redacted]



Online Questionnaire
<http://bit.ly/ABTeacherWBO>

Online Questionnaire
<http://bit.ly/ABTeacherWBO>

Online Questionnaire
<http://bit.ly/ABTeacherWBO>

Online Questionnaire
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Online Questionnaire
<http://bit.ly/ABTeacherWBO>

Online Questionnaire
<http://bit.ly/ABTeacherWBO>

Appendix 7: Smith, Harre & Langhove (2005) Four Stages of Interview Development

Stage	Description:
Stage 1	Consider the research topic and the possible areas to be addressed in the interview.
Stage 2	Organise the areas of interest into a logical sequence. Schedule sensitive topics towards the end of the interview to ensure the participant is comfortable before these are addressed.
Stage 3	<p>Create interview questions that reflect the areas to be addressed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Avoid the use of leading questions and ensure the questions are neutral. <input type="checkbox"/> Ensure questions are jargon-free and worded in a way that the participants will understand. <input type="checkbox"/> Endeavour to use open question to avoid simple yes or no responses.
Stage 4	Reflect on the possible answers that may be given to each interview question and create probing questions to support participants to further extend their responses.

Appendix 8: Teacher Information Sheet

Institute of Education



Working on Wellbeing: An exploration of the factors that support teacher wellbeing, and the potential role for Educational Psychologists.

This information sheet is designed to give you more information about the research project. Please read the following information carefully and retain the information sheet for your records. If there is anything that is unclear, or if you require any additional information, do not hesitate to ask the researcher.

If you have any further questions about this research, following participation, please contact the researcher on [REDACTED].

After reading this information sheet, if willing to participate, you will be asked to sign a consent form to confirm this agreement. Please remember that **participation in this research is entirely voluntary and you can withdraw at any time.**

Aims:

This study is being conducted for the researcher's Thesis and will be written up as a report and submitted to the university as part of the Doctorate in Professional, Educational, Child and Adolescent Psychology.

The researcher aims to gain a greater understanding of the variety of factors that support teacher wellbeing across mainstream primary and secondary school settings, and the ways in which teacher wellbeing can be improved. We will also explore in brief what wellbeing means to you, the value that is placed on wellbeing in schools, the factors that may impact upon teacher wellbeing, and the potential role of Educational Psychologists in supporting teacher wellbeing.

Your role:

With your agreement, you will be asked to participate in an hour long semi-structured interview. During this interview you will be asked a series of open questions about teacher wellbeing. Please answer as openly and as honestly as possible.

These interviews will be audio-recorded to ensure effective transcription, and the researcher may also take notes during the process.

Participation in the research is completely voluntary. There are no anticipated risks in taking part in this research project, however if you begin to feel uncomfortable in any way during the interview you have the right to withdraw without any further explanation.

Benefits of participation:

Whilst there are no direct benefits in taking part in the research project, your participation will contribute to the currently limited research in this field. It is hoped that in highlighting the

factors that support wellbeing and exploring the ways in which teacher wellbeing can be improved, that subsequent actions can be taken to accomplish this goal.

Confidentiality:

As detailed above, the researcher will record and transcribe the information gathered during the interview process. This information will then be analysed to identify common themes. All responses will be anonymised, names will be removed from the transcript, and any information that could lead to the participant or the school being identified will also be removed.

All recordings and transcripts will be stored securely on an encrypted and password protected laptop and will not be accessible to anyone but the researcher. All data will be destroyed at the end of the study.

The study has been approved by the Research Ethics Committee at UCL Institute of Education.

Results:

Following completion of the project, participants will receive a brief summary of the research findings, and if requested can also receive a copy of their interview transcript.

Withdrawal from the research project:

If after deciding to participate you wish to withdraw at any point, you can do so without further explanation. If you choose to do so, all associated data will be removed from the research. ***NB: If you wish your data to be removed from the project, please notify researcher before the 01/12/2019.***

Data Protection Privacy Notice:

The data controller for this project will be University College London (UCL). The UCL Data Protection Office provides oversight of UCL activities involving the processing of personal data, and can be contacted at data-protection@ucl.ac.uk. UCL's Data Protection Officer can also be contacted at data-protection@ucl.ac.uk. Further information on how UCL uses participant information can be found here: <https://www.ucl.ac.uk/legal-services/privacy/ucl-general-research-participant-privacy-notice>.

The lawful basis that will be used to process your personal data are: 'Public task' for personal data and 'Research purposes' for special category data.

Your personal data will be processed so long as it is required for the research project.

If we are able to anonymise or pseudonymise the personal data you provide we will undertake this, and will endeavour to minimise the processing of personal data wherever possible. If you are concerned about how your personal data is being processed, or if you would like to contact us about your rights, please contact UCL in the first instance at data-protection@ucl.ac.uk.

Contact Information:

If you have any further questions about this research project, please feel free to contact the researcher, Ashley Birchall, on [REDACTED]

Thank you very much for taking the time to read this information sheet.

Appendix 9: Educational Psychologist Information Sheet

Institute of Education



Working on Wellbeing: An exploration of the factors that support teacher wellbeing, and the potential role for Educational Psychologists.

This information sheet is designed to give you more information about the research project. Please read the following information carefully and retain the information sheet for your records. If there is anything that is unclear, or if you require any additional information, do not hesitate to ask the researcher.

If you have any further questions about this research, following participation, please contact the researcher on [REDACTED]

After reading this information sheet, if willing to participate, you will be asked to sign a consent form to confirm this agreement. Please remember that **participation in this research is entirely voluntary and you can withdraw at any time.**

Aims:

This study is being conducted for the researcher's Thesis and will be written up as a report and submitted to the university as part of the Doctorate in Professional, Educational, Child and Adolescent Psychology.

The researcher aims to gain a greater understanding of the variety of factors that support teacher wellbeing across mainstream primary and secondary school settings, and the ways in which teacher wellbeing can be improved. The researcher is also interested in the role of Educational Psychologists in supporting teacher wellbeing.

Your role:

With your agreement, you will be asked to participate in an hour long semi-structured interview. During this interview you will be asked a series of open questions about your current practice in supporting teacher wellbeing, in addition to the future role of Educational Psychologists.

These interviews will be audio-recorded to ensure effective transcription, and the researcher may also take notes during the process.

Participation in the research is completely voluntary. There are no anticipated risks in taking part in this research project, however if you begin to feel uncomfortable in any way during the interview you have the right to withdraw without any further explanation.

Benefits of participation:

Whilst there are no direct benefits in taking part in the research project, your participation will contribute to the currently limited research in this field. It is hoped that in highlighting the

factors that support wellbeing and exploring the ways in which teacher wellbeing can be improved, that subsequent actions can be taken to accomplish this goal.

Confidentiality:

As detailed above, the researcher will record and transcribe the information gathered during the interview process. This information will then be analysed to identify common themes. All responses will be anonymised, names will be removed from the transcript, and any information that could lead to yourself or your place of work being identified will also be removed.

All recordings and transcripts will be stored securely on an encrypted and password protected laptop and will not be accessible to anyone but the researcher. All data will be destroyed at the end of the study.

The study has been approved by the Research Ethics Committee at UCL Institute of Education.

Results:

Following completion of the project, participants can request a brief summary of the research findings, and a copy of their interview transcript.

Withdrawal from the research project:

If after deciding to participate you wish to withdraw at any point, you can do so without further explanation. If you choose to do so, all associated data will be removed from the research. ***NB: If you wish your data to be removed from the project, please notify researcher before the 01/12/2019.***

Data Protection Privacy Notice:

The data controller for this project will be University College London (UCL). The UCL Data Protection Office provides oversight of UCL activities involving the processing of personal data, and can be contacted at data-protection@ucl.ac.uk. UCL's Data Protection Officer can also be contacted at data-protection@ucl.ac.uk. Further information on how UCL uses participant information can be found here: <https://www.ucl.ac.uk/legal-services/privacy/ucl-general-research-participant-privacy-notice>.

The lawful basis that will be used to process your personal data are: 'Public task' for personal data and 'Research purposes' for special category data.

Your personal data will be processed so long as it is required for the research project.

If we are able to anonymise or pseudonymise the personal data you provide we will undertake this, and will endeavour to minimise the processing of personal data wherever possible. If you are concerned about how your personal data is being processed, or if you would like to contact us about your rights, please contact UCL in the first instance at data-protection@ucl.ac.uk.

Contact Information:

If you have any further questions about this research project, please feel free to contact the researcher, Ashley Birchall, on [REDACTED]

Thank you very much for taking the time to read this information sheet.

Appendix 10: Teacher Consent Form

Institute of Education



Working on Wellbeing: An exploration of the factors that support teacher wellbeing, and the potential role for Educational Psychologists.

Consent Form

Please complete this consent form after you have read the information sheet and asked any questions that you may have.

Thank you for expressing an interest in this research. Before agreeing to take part please read the information sheet and feel free to ask any questions that you may have. You will be given a copy of this consent form to keep and refer to at any time. If you have any further questions about this research following participation, please contact the researcher on [REDACTED]

This research aims to explore the factors that support teacher wellbeing, the ways in which teacher wellbeing can be improved, and the role of Educational Psychologists in supporting teacher wellbeing.

Interviews will be conducted with teachers across different schools within the Local Authority. These interviews will be audio recorded to allow for effective transcription of responses. All responses will be anonymous, your name and the name of the school will be removed from the transcripts. Following data collection all responses will be analysed to consider the themes that emerge.

Recordings will be stored securely, and only the interviewer will have access to the recording, which will be destroyed at the end of the study. Copies of the transcripts will not be made available to anyone outside of the study. If you would like a copy of your transcript, please indicate this below.

This research is being undertaken for the researcher's Thesis and will be written up as a report and submitted to the university as part of the Doctorate in Professional, Educational, Child and Adolescent Psychology. If desired, at the end of the research a brief summary of the findings can be provided to each participant.

Participation in the study is voluntary and you are able to withdraw at any time.

Please circle your answers to the questions below.

1. I have read the information provided above and the information sheet, YES NO
and understand what the research involves.

- | | | |
|---|-----|----|
| 2. I agree that the research study detailed above has been explained fully. | YES | NO |
| 3. I have asked any questions that I have about the research, and understand the answers that I have received. | YES | NO |
| 4. I voluntarily agree to participate in this research. | YES | NO |
| 5. I understand that if I no longer wish to take part in this research I can notify the researcher and withdraw immediately, without explanation. I understand that if I choose to do this any data I have contributed will not be used. | YES | NO |
| 6. I understand that if I no longer wish for my information to be used as part of the research, I can notify the researcher, who will then remove all of my information from the research.
Note: If you wish your data to be removed from the project, please notify researcher <u>before</u> the 01/12/2019. | YES | NO |
| 7. I understand that if any of my words are used in the report or presentations that they will not be attributed to me. | YES | NO |
| 8. I am happy for this interview to be audio recorded. | YES | NO |

If you have answered 'no' to any of the above questions or do not want to take part, please speak to the researcher now.

If you would like a copy of your transcript, please provide your email address below

_____.

Signature _____

Name _____

Date _____

Thank you for consenting to participate in the research.

Appendix 11: Educational Psychologist Consent Form

Institute of Education



Working on Wellbeing: An exploration of the factors that support teacher wellbeing, and the potential role for Educational Psychologists.

Consent Form

Please complete this consent form after you have read the information sheet and asked any questions that you may have.

Thank you for expressing an interest in this research. Before agreeing to take part please read the information sheet and feel free to ask any questions that you may have. You will be given a copy of this consent form to keep and refer to at any time. If you have any further questions about this research following participation, please contact the researcher on [REDACTED]

This research aims to explore the factors that support teacher wellbeing, the ways in which teacher wellbeing can be improved, and the role of Educational Psychologists in supporting teacher wellbeing.

Interviews will be conducted with Educational Psychologists across the Local Authority. These interviews will be audio recorded to allow for effective transcription of responses. All responses will be anonymous, your name and the name of the Local Authority will be removed from the transcripts. Following data collection all responses will be analysed to consider the themes that emerge.

Recordings will be stored securely, and only the interviewer will have access to the recording, which will be destroyed at the end of the study. Copies of the transcripts will not be made available to anyone outside of the study. If you would like a copy of your transcript, please indicate this below.

This research is being undertaken for the researcher's Thesis and will be written up as a report and submitted to the university as part of the Doctorate in Professional, Educational, Child and Adolescent Psychology. If desired, at the end of the research a brief summary of the findings can be provided to each participant.

Participation in the study is voluntary and you are able to withdraw at any time.

Please circle your answers to the questions below.

- | | | |
|---|-----|----|
| 1. I have read the information provided above and the information sheet, and understand what the research involves. | YES | NO |
| 2. I agree that the research study detailed above has been explained fully. | YES | NO |
| 3. I have asked any questions that I have about the research, and understand the answers that I have received. | YES | NO |
| 4. I voluntarily agree to participate in this research. | YES | NO |
| 5. I understand that if I no longer wish to take part in this research I can notify the researcher and withdraw immediately, without explanation. I understand that if I choose to do this any data I have contributed will not be used. | YES | NO |
| 6. I understand that if I no longer wish for my information to be used as part of the research, I can notify the researcher, who will then remove all of my information from the research.
Note: If you wish your data to be removed from the project, please notify researcher <u>before</u> the 01/12/2019. | YES | NO |
| 7. I understand that if any of my words are used in the report or presentations that they will not be attributed to me. | YES | NO |
| 8. I am happy for this interview to be audio recorded. | YES | NO |

If you have answered 'no' to any of the above questions or do not want to take part, please speak to the researcher now.

If you would like a copy of your transcript, please provide your email address below

_____.

Signature _____

Name _____

Date _____

Thank you for consenting to participate in the research.

Appendix 12: Teacher Interview Schedule

Research Question:	Interview Question	Probes/Prompts	Notes
Introduction	<p>Nature of the Study: I will briefly explain the study now, but more information will be provided in the information sheet I will give you later.</p> <p>So, today I'm hoping to get your perceptions and experiences of Teacher Wellbeing. To do so I am going to ask you a series of open-ended questions.</p> <p>We will begin by exploring what wellbeing means to you and the value that is placed on wellbeing in schools, and then we will briefly explore the factors that negatively impact teacher wellbeing. The main focus of the interview will be exploring the factors that support teacher wellbeing across different levels, before then exploring the ways in which teacher wellbeing can be improved. Finally will discuss the potential role for Educational Psychologists in supporting teacher wellbeing.</p> <p>I am hoping to record the interview on two devices, if that is ok? (just in case either of them stop working). I might also take brief notes during the process.</p> <p>Agreement of Time Allocation: The interview should take between 60-90 minutes. Is that ok?</p> <p>Confidentiality and Anonymity: Following the interview, your responses will be transcribed. All of the interviews and transcripts will be anonymised using a code name/number. Any information that could lead to the identification of you or your team/service will be removed.</p> <p>Information Sheet & Consent Form: This sheet provides a little bit of information about the research. Please could you read this now, and if you are still happy to participate could you please read and sign the consent form. If at any point throughout or after the interview you wish to withdraw from the study, you can do so without further explanation.</p> <p>Questions: Before we begin, do you have any questions about the study or the interview?</p>		

Research Question 1: Definition of Wellbeing	1. What does 'wellbeing' mean to you?	In your questionnaire response you said... do you want to expand?	
	2. How would you describe 'teacher wellbeing'?	In your questionnaire response you said... do you want to expand?	
Research Question 2: <i>Value placed on Wellbeing:</i>	3. Relative to other professions, to what extent do you feel that teachers value their own wellbeing?	- Why?	
	4. In your experience, how do you feel that school leadership teams value teacher wellbeing?	- Why?	
Factors Impacting Wellbeing	5. Briefly describe the things that challenge teacher wellbeing? - Your wellbeing as a teacher - Teacher wellbeing in general	- Is there anything within the school context? - Is there anything outside of the school context?	
	6. In your opinion, which of these has the greatest impact?	- For yourself - For others	
Research Question 3: Supporting & Improving Teacher Wellbeing	7. What currently supports the wellbeing of teachers?	- Is there anything at a personal or individual level? - Is there anything within the school context? - Is there anything outside of the immediate school environment? - Is there anything in wider society?	

		- Are there any other influential factors that you have not yet mentioned?	
Research Question 3: Supporting & Improving Teacher Wellbeing	8. In your opinion, how can teacher wellbeing be improved?		
Research Question 4: Educational Psychologists Role	<p><i>In [REDACTED], every school has a named Educational Psychologist, their role involves supporting children's development, learning and social, emotional and mental health.</i></p> <p>9. Do you think there is a role for Educational Psychologists in supporting teacher wellbeing?</p> <p>10. [IF YES] In what ways do you think that they can support teacher wellbeing?</p> <p>[IF NO] Why do you feel that they cannot provide support?</p>		
Conclusion	<p>11. Is there anything else you would like to say before we finish the interview, either something we haven't covered or an issue you would like to return to?</p> <p>12. Do you have any questions?</p>		

Ending	<p>Stop Recording and Check Quality</p> <p>Appreciation & Thanks: Thank you so much for taking time out of your day to participate in the interview. I really appreciate it.</p> <p>Value of the Contribution: Hopefully the project will contribute to the limited research in the area and will support us to develop ways in which teacher wellbeing can be maintained and improved.</p> <p>Debrief: Verbally debrief and hand out debriefing slips.</p> <p>Next Steps: Ok, so the next steps are. I will transcribe the interview, and if you have indicated that you would like a copy I will send this to you via email. Once the interview is transcribed it will be analysed, and themes will be extracted from the transcript.</p> <p>The research is going to be written up as my Thesis and submitted to the University, and if you are interested I can send a brief summary of the research and its findings to school once completed. If you have any further questions, do not hesitate to contact me on the email address provided.</p>
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Appendix 13: Educational Psychologist Interview Schedule

Research Question:	Interview Question	Probes/Prompts	Notes
Introduction	<p>Nature of the Study: I will briefly explain the study now, but more information will be provided in the information sheet I will give you later.</p> <p>So, the study is hoping to investigate Teacher Wellbeing, particularly the things that support Teacher Wellbeing, and the current and/or potential role for Educational Psychologists.</p> <p>We will start by exploring your perception of teacher wellbeing, however the main focus of the interview will be the EP role in supporting teacher wellbeing – first exploring your role, then moving on to discuss the role of other EPs within your team, and then finally moving on to consider the future role of EPs (if any).</p> <p>I am hoping to record the interview on two devices, if that is ok? (just in case either of them stop working). I might also take brief notes during the process.</p> <p>Agreement of Time Allocation: The interview should take no longer than 40-60 minutes. Is that ok?</p> <p>Confidentiality and Anonymity: Following the interview, your responses will be transcribed. All of the interviews and transcripts will be anonymised using a code name/number. Any information that could lead to the identification of you or your team/service will be removed.</p> <p>Information Sheet & Consent Form: This sheet provides a little bit of information about the research. Please could you read this now, and if you are still happy to participate could you please read and sign the consent form. If at any point throughout or after the interview you wish to withdraw from the study, you can do so without further explanation.</p> <p>Questions: Before we begin, do you have any questions about the study or the interview?</p>		

	1. In your experience, do you feel that teachers find it difficult to maintain their wellbeing?	<ul style="list-style-type: none"> • Why do you think that? • Do you have any evidence for that? • Please could you tell me a little bit more about that? • Is there anything else you would like to add? • Could you provide an example? • Could clarify that point? • Additional more specific prompts will be provided based upon the details of the EP answers. 	•
Research Question 4: Educational Psychologists Role	2. In your role as Educational Psychologist, how do you support the wellbeing of teachers?	<ul style="list-style-type: none"> • Please could you tell me a little bit more about that? • Is there anything else you would like to add? • Could you provide an example? • Could clarify that point? • Additional more specific prompts will be provided based upon the details of the EP answers. 	•
Research Question 4: Educational Psychologists Role	3. How does your service currently support teacher wellbeing?	<ul style="list-style-type: none"> • Please could you tell me a little bit more about that? • Is there anything else you would like to add? • Could you provide an example? • Could clarify that point? • Additional more specific prompts will be provided based upon the details of the EP answers. 	•
Research Question 4: Educational Psychologists Role	4. What future role do you feel that Educational Psychologists could fulfil in supporting teacher wellbeing?	<ul style="list-style-type: none"> - Is there anything within the school context? - Is there anything outside of the immediate school environment? - Is there anything in wider society? - Are there any other roles that you have not yet mentioned? 	-

		<ul style="list-style-type: none"> • Please could you tell me a little bit more about that? • Is there anything else you would like to add? • Could you provide an example? • Could clarify that point? • Additional more specific prompts will be provided based upon the details of the EP answers. 	
Conclusion	<p>5. Is there anything else you would like to say before we finish the interview, either something we haven't covered or an issue you would like to return to?</p> <p>6. Do you have any questions?</p>		
Ending	<p>Stop Recording and Check Quality</p> <p>Appreciation & Thanks: Thank you so much for taking time out of your day to participate in the interview. I really appreciate it.</p> <p>Value of the Contribution: Hopefully the project will contribute to the limited research in the area and will support us to develop ways in which teacher wellbeing can be maintained and improved.</p> <p>Next Steps: Ok, so the next steps are. I will transcribe the interview, and if you have indicated that you would like a copy I will send this to you via email. Once the interview is transcribed it will be analysed, and themes will be extracted from the transcript.</p> <p>The research is going to be written up as my Thesis and submitted to the University, and if you are interested I can send a brief summary of the research and its findings to school once completed. If you have any further questions, do not hesitate to contact me on the email address provided.</p>		

Appendix 14: Example Interview Transcript

Educational Psychologist Interview 4:

Researcher: Okay, so the first section is about your perceptions of teacher wellbeing. So the first one is, in your experience, do you feel that teachers find it difficult to maintain their wellbeing?

Participant: [Erm]...overall yes.

Researcher: Could you explain why they may find it difficult?

Participant: [erm] well even going back many years, teachers had so many demands upon them [erm] and just the nature of the job. Having been a teacher myself as well, you don't have any wriggle room really, to reflect and think about what you're doing or why you're doing it really, it's very, sort of, it's quite an instinctive, **impulsive** sort of job really, you just have to rattle through that curriculum, while meeting individual needs of all the children, of course. It's, it's [erm] tensions like that, which means that there's just so much on your to do list on a moment by moment basis, that it's just like many other jobs, but it is one of those jobs, that there's not much time to sort of stop and think.

Researcher: Yeah, so you feel that the job is very in the moment, which means teachers have to rush through everything?

Participant: Yes, yes.

Researcher: [Erm] and do you think that wellbeing is something that's prioritised by schools? Currently?

Participant: [Erm] I think schools are more aware of it than they **were**. I think that [erm]... some schools still don't **realise**... [erm]... how con-, how constructive and helpful it can be to focus on staffs wellbeing... and how that can **ultimately** impact on good outcomes for the children. They don't sort of make that leap, that, that link. [Erm] But they, they really should [laughing]....because a happy workforce, happy children really?

Researcher: Yeah. So you feel that schools often see those as isolated things, rather than parts of the whole?

Participant: Yes, yes that's right. And, and maybe in some ways, again, heads have the similar demands to the class teachers. So... [erm]...they're just doing the **do** constantly. **And**...i-, it, I think they don't want to sow the seed too much into "How you feeling?" because they're thinking "Hmmm I'm not sure if I want to hear the answer to that". And then who knows where you'll end up? And there saying "well I am feeling a bit low, and this is difficult, and, and well maybe I should have some time off" [making panicked noises to imitate Heads distress].

Researcher: So you feel that in asking those questions all the stress would be piled on the Headteacher then?

Participant: Yes, that's, that's right. So I think some... headteachers are quite **wary** to address it.

Researcher: Yeah.

Participant: Understandably.

Researcher: Okay. Thank you. So the next section asks you to think about your role as an EP. So in your role as an educational psychologist, how do you currently support the wellbeing of teachers?

Participant: Well, it's something, it's like a thread that goes through everything, because it's something I'm, I'm aware of.

Researcher: Yeah.

Participant: [Erm] Because if you go to a class, and you're aware that not just the teacher, but the TA or any other staff in the school, are feeling emotionally... fragile [laughs], [erm] then... that impacts on everything. It impacts on their ability to sort of process what you're, you're talking about with them, their ability to deal with challenges, their ability to take on board, you know, suggestions that we make. [Erm]... Yes, it just, just affects everything. So... until you get that right, you're not gonna make progress with those other things really.

Researcher: Yeah. So in your view it tends to come first almost?

Participant: Yes. Yeah. Well, well, I, I think so. [Erm]. And if, if I do come across a member staff, where I, where I think they're, they're finding it hard", for whatever reason. I do try and mention that to the Head.

Researcher: Yeah.

Participant: [Erm] and what I always do when I go into a new school is I try and meet the head if I can, and I say, "Would you like me to...?". I mean, this is mainly about teacher practice, but it does extend to [erm] wellbeing as well. "If I see anything really fantastic practice, you'd like to know about that wouldn't you?" And of course, they say, "Oh, yes, please". But then I say, "Oh but if you want to know about that, equally, if I see something that, that concerns me, would you want to know about that?" And of course, every Head they, they have to say yes.

Researcher: Yeah.

Participant: And, and, but then under that umbrella is, you know, factors that [erm] you know, include the wellbeing of the staff, because sometimes if you see some practice that's not really as it should be, [erm]...you know, maybe a teacher shouting at a child, it's because their, their own wellbeing is not, [erm] not, not in a great place.

Researcher: Yeah. So you feel that poor practice is kind of hinting at poor wellbeing? If they're not doing things- [interrupted].

Participant: That's right, yeah, yes.

Researcher: [Erm]... is there anything else that you do to support teacher wellbeing at the minute?

Participant: Um... well it's, it's something that I, I tried to m-, mention. When, when, when I'm talking to SENCOs, you know. Just to raise their awareness, to say that that's an important factor. We're, we're focusing on the children, but equally, really, our job is supporting the **adults**. [Erm] and so... well, you just, you just can't ignore it really. [Erm]... So its... and it's something that... it does get raised at a strategic level as well... [erm] at the DSPL [erm]... meetings, and at the SENCo Forums, and places like that.

Researcher: Oh okay.

Participant: Where... you're very much, I always think it's our job to **support** staff with their confidence and competence around meeting the needs of children and young people obviously. But there's huge part of that which is confidence. [Erm] and they can't be doing, they can't be doing that in a sort of positive, [erm]...confident way if they're, if they're feeling a bit [erm], you know, if they're feeling a bit [erm] fragile.

Researcher: Yeah. Oh thank you. [Erm] so the next section is moving on to think about your team or the services as a whole. So, how does your team currently support teacher wellbeing?

Participant: [Erm]...I, I, I mean, if I'm completely honest I'd have to say I don't know, to be honest. **But** I would like to think, as with me, it's something that they would raise if they had any concerns on a, on a, you know, school by school basis.

Researcher: Yeah.

Participant: But equally, [erm]... I think increasingly, any training that EPs do for schools now, I've noticed there's been a bit of a **shift**. And it's not around [erm] handy hints and tips, and fixing the children. It, it is more around the adults, the focus is on the adults.

Researcher: Oh okay.

Participant: And the focus is, is on, you know, those positive relationships, the, the human factors that make a difference to children. [Erm], and I think that's so important, because [erm] it's not about what you know, because we can look up everything at the click of a button now.

Researcher: Yeah.

Participant: [Erm] But, but I think some teachers think it is about that “I need to know the, the tricks, you know, how to do it”. Hmm you don’t really. Or the, the five-star intervention, or whatever it is. And I’m “hmmmm not really!”. It’s the qualities in the teacher that’s most important. [Erm] and a teacher who has [erm]... good, [erm] good, high feeling of self-worth, and confidence, and positive about their job, they’re going to do that **well** even if they’re teaching that class, you know, even in the middle of the desert, you know, they’d, they’d be able to do it with with no advisory services. And you know, they’d, they’d say-. So we’re helping to build the, the **qualities** if you like, and the confidence in that person.

Researcher: Yeah.

Participant: And I think there’s more of an emphasis on that in our, just everyday training now than they used to be. [Erm] and there’s less..., well I’d like to, I’d like to think, I’m not sure if it is the case, but I’d like to think there’s less within child-. Although, we’re fighting a bit of a tide in the other direction of the pathologisation, is that a word? [laughing], of, of children, you know, in terms of, oh you know, pick up the diagnoses, gather them up, oh here’s another one, here’s another one, here’s another one, all inside this poor child. [Erm] and of course, we, we respond to the context.

Researcher: Yeah.

Participant: That’s our job. Our job is to respond to the context. [Erm] and I keep telling schools that, I keep telling them! I keep [erm]... sort of spreading that word that that’s what we do. And I think, and I do see that in courses more now. [Erm] and sort of training that the, the, the team is doing, which is, which is a...

Researcher:...a step in the right direction?

Participant: Yeah I think it is. [tripping over words] It’s been, it’s sort of a-, it’s just a shift.

Researcher: Yeah...Are you aware of anything else that’s going on within your team? Or the service more widely?

Participant: Um, well, there’s, um, ..., there’s the, [erm]...the Trailblazer, the [erm] mental health workers training. That funnily enough [erm] the training provider **nationally** is calling for volunteers to deliver that. And they’ve approached a lot of EP services, including ours.

Researcher: Oh nice!

Participant: And we’ve sort of made general positive noises about it.

Researcher: Yeah.

Participant: There may be an issue now [laughing], delivering it, being involved, but in a way we’d, we would like to be involved. But maybe it, maybe it’s a bit too difficult to do that. [Erm] and I think that’s, that would be i-..., because it’s a good **message**

to give out there, to say, "we're interested in this". "We're interested to know...how...you know, how you're feeling in school". [Erm] and, and although that training is for staff to meet the needs of the young people with mental health issues, that, that training will very much start, I know, with, with the, practitioner themselves. Yeah, and how they're feeling.

Researcher: And then as you said before, giving them those skills in supporting pupils with mental health difficulties will builds up their confidence, and their skills, and their self-belief.

Participant: Yes. Yes, that's right. That's right. Because you, we, we, we've we've all done it. We've gone into a school and we, we see some **fantastic** practice by member of staff, and, and we'll say, "I choose her, please. [laughing] I'd like her to support this child". I don't care what they do almost, because they've got that attuned interaction, they persevere, they, they're compassionate towards the child, [erm] they're creative with what they do, you know. So that, that, and, and that in the provision, that's what I always feel like writing down.

Researcher: Yeah.

Participant: Because you can have, supposedly the best intervention in the world, in terms of **evidence**. But if it's being delivered in a corridor, which is a bit noisy, in, in a, in a group where, [erm] you know, anyway, the match of the children just doesn't work, and, and the member of staff maybe, sort of, wanted to get out teaching 10 years ago, and is about to retire. There's all the, all those factors that are the most important really. [Erm] so... yeah. So, so I do, I do see that, that, that shift, and I think it's a good shift, because, because it's, it's going against this flow of the [erm] yeah, the diagnoses, and the conditions, and the syndromes, and the pathologizing of children.

Researcher: Yeah.

Participant: I'm going off the point here a little bit, but...

Researcher: No that's alright. It all answers the questions anyway.

Participant: I guess.

Researcher: [Erm] so I think we are on the last section. And so, the last question is, is about the future role of the EP. [Erm] so what future role do you think that EPs could fulfil in supporting teacher wellbeing going forwards? If any.

Participant: I would **love** to see every EP involved in groups of staff in **all** their schools really. With, with the, the hidden agenda being staff wellbeing, but you could do it in lots of different ways to address that issue. [Erm] you could have Work Discussion Groups...[Erm] you could **target** sort of Year 5/Year 6 staff... Because they...they're the ones that I, I seem to see them struggling more than others sometimes.[Erm]... But it would be very much focusing on, on **them**, not sort of, you know, going through the list of children.

Researcher: Yeah.

Participant: Because... Because however many times we say it, we, there still is this idea that we're, we're there to fix the ch-, the child. And it, and if only they didn't do this thing, that really is difficult in the class, if only they didn't do it, it would all be fine. [Erm] And I, you know, you have to say, "well, we can't **do** anything to that child. We can't tweak they're brain, or do anything to make, to **make** them stop that". [Erm] apart from sort of [erm], medication for children with ADHD, there's, you know, there's nothing we can do to that child. Although, of course, that's where the focus goes [zoop noise] straight in on that child. [Erm] **but**... we just have to, yes, we have to work on all the things that's going on around that child.

Researcher: Yeah.

Participant: [Erm] And also emphasising to teacher that they are a big part, they are a big part of that. But there's lots of other things as well. And there are things that you can do in a, in a **class** in a systemic way, organisation and planning, that makes their life **so** much easier, so much easier. [Erm] so they don't have to, do the, you know, the nagging type thing, having signs and things so you can just point to it. Or remind them, you need to look at that, that will tell you what to do, your little aide memoire, all, all, of those systemic things really.

Researcher: Yeah.

Participant: [Erm] and also making sure that [erm]... I would love to be able to [erm]... I would love to do a whole [erm], a whole county sort of initiative really on it.

Researcher: Yeah.

Participant: [Erm] so that, so that every school, schools could have a, sort of like a quality...**mark** for accreditation, or whatever, for being a wellbeing school, you know, or some sort of [erm], some sort of [erm] **acknowledgement**, really, that they've, that they're **continuing**, not just one off, they're **continuing** to look at these things and reflect on their wellbeing. [Erm] because they t-, talk about Healthy Schools, and I-, and what you could do is, you could encompass it under that, you could mean healthy, you know... At the moment Healthy Schools, because you see the logo at the bottom of their things, and that means that they provided apple at the, for little ones at lunchtime, [erm] break time. But it's a bit more than that actually. You could extend that out to help, you know, mental health, and for staff, not just young people as well.

Researcher: Yeah. That would be quite a nice idea actually.

Participant: Yes. Yes. I shall... Yes. I've just thought of that, so [erm]... Yeah. And I would... And also that would give the message that [erm]... rather than doing these [erm] sort of hits and runs, as I call them, with individual children, you do this systemic work, it has an impact on all-, those children and lots more besides.

Researcher: Yeah. And that also seems better use of EP time, because they're doing something wider, instead of keep going in time and time again.

Participant: Yes. Yes. And you see it in classes, don't you? You might go to a class that child's going to go into next year, and as soon as you, within a few minutes, you think "they're going to be fine in here, they're going to be absolutely fine". And it's nothing to do with, you don't know anything about interventions, or how many times they're going to go out with Mrs. Smith to do X, there's nothing to do with that. It's to do with that class teacher... **feeling fine**, and feeling confident, and thinking "Yes, I know these children. I've got good relationships with them. And I know what to do if I'm, if I'm struggling", and you know, that's, if you've got, if you've got that in, in a member of staff, then, its ah yeah...

Researcher: You feel that they can manage children.

Participant: Yeah. Well you can really. Yeah, you can. And you, you, and you see it in EPs as well, especially being a manager. You have one EP with 10 outstanding reports. And another one with 10 outstanding reports. And one's having a nervous breakdown, and one is thinking, well at least it's not 20.

Researcher: Yeah.

Participant: You know, so... [Erm]

Unknown 16:39

in a sense, the same scenario, but it's, it's like that guy was saying at that ISL day, [SPEAKER NAME]. You sort of, you respond to it in different ways, don't you? Depending on how, what else you, how full your bucket is really. What other things you have got going on.

Researcher: Yeah. I thought that was really good that CPD day.

Participant: Yes it really was.

Researcher: It was a very positive message coming across.

Participant: Yes it was. It was lovely because there was every, every one there from ISL, support officers, and everybody, it was, it was lovely to be in the room hearing everyone laughing all well, that was.

Researcher: [Erm] so is there anything else you want to add to that one? In terms of EPs future role? So we discussed kind of groups of staff in school, hopefully, in all the schools. And we talked about the County initiative as well, and supporting staff with the more systemic and organisational things, just to reduce the workload.

Participant: And I think we could do that through [erm]... we, we could do it off our own backs, but we could also do it through our DSPL areas as well. [Erm] to... because sometimes their focus is [erm], can be a little bit... child focused... in terms of autism, [erm] or, or SEMH, or... so it's pretty much around that. So [erm] I'd rather sort of broaden it out. Because if you, if you have a teacher that's feeling [erm] positive and confident and everything else, and resilient, then... they can deal with a range of different needs really so... [erm]...

Researcher: Thank you. Um, so that was the last section. So is there anything else that you want to say that we haven't covered or anything you want to return to?

Participant: I can't think of anything, though there will be something I think of in the car when I drive away. [Erm] not really. I know I didn't come up with a lot of specifics, it was very [erm] quite general things but [erm]... but that's the way I think.

Researcher: Yeah we discussed more broader themes, which can encompass quite a lot. A different level of thinking, which is quite nice because it brings a different perspective. [Erm] And do you have any questions either about the interview or the research?

Participant: I don't think so.

Researcher: No?

Participant: Apart from good luck!

Researcher: Thank you. And thank you for your time today, I really appreciate it.

Appendix 15: Teacher Debriefing Slips

If you feel that you have been adversely affected by any of the topics discussed, and would like further information, please contact the researcher on [REDACTED]

Alternatively, if you require further support there are a number of national services that can provide additional help and advice:

 Education Support Partnership	Call: 08000 562 561 Text: 07909 341229 Email: support@edsupport.org.uk
 mind for better mental health	Call: 0300 123 3393 Text: 85463 Email: info@mind.org.uk
 SAMARITANS	Call: 116 123 Email: jo@samaritans.org Website: samaritans.org

If you feel that you have been adversely affected by any of the topics discussed, and would like further information, please contact the researcher on [REDACTED]

Alternatively, if you require further support there are a number of national services that can provide additional help and advice:

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If you feel that you have been adversely affected by any of the topics discussed, and would like further information, please contact the researcher on [REDACTED]

Alternatively, if you require further support there are a number of national services that can provide additional help and advice:

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 mind for better mental health	Call: 0300 123 3393 Text: 85463 Email: info@mind.org.uk
 SAMARITANS	Call: 116 123 Email: jo@samaritans.org Website: samaritans.org

Appendix 16: Ethics Application

Institute of Education



Doctoral Student Ethics Application Form

Anyone conducting research under the auspices of the Institute of Education (staff, students or visitors) where the research involves human participants or the use of data collected from human participants, is required to gain ethical approval before starting. This includes preliminary and pilot studies. Please answer all relevant questions in simple terms that can be understood by a lay person and note that your form may be returned if incomplete.

Registering your study with the UCL Data Protection Officer as part of the UCL Research Ethics Review Process

If you are proposing to collect personal data i.e. data from which a living individual can be identified **you must be registered with the UCL Data Protection Office before you submit your ethics application for review.** To do this, email the complete ethics form to data-protection@ucl.ac.uk. Once your registration number is received, add it to the form* and submit it to your supervisor for approval.

If the Data Protection Office advises you to make changes to the way in which you propose to collect and store the data this should be reflected in your ethics application form.

Section 1 Project details

a.	Project title	Working on Wellbeing: An exploration of the factors that support teacher wellbeing, and the potential role for Educational Psychologists.			
b.	Student name and ID number (e.g. ABC12345678)	Ashley Birchall [REDACTED]			
c.	*UCL Data Protection Registration Number	[REDACTED]			
c.	Supervisor/Personal Tutor	[REDACTED]			
d.	Department	Psychology & Human Development			
e.	Course category (Tick one)	PhD	<input type="checkbox"/>	EdD	<input type="checkbox"/>
		DEdPsy	<input checked="" type="checkbox"/>		

f.	If applicable , state who the funder is and if funding has been confirmed.	N/A
g.	Intended research start date	March 2019
h.	Intended research end date	August 2020
i.	Country fieldwork will be conducted in <i>If research to be conducted abroad please check www.fco.gov.uk and submit a completed travel risk assessment form (see guidelines). If the FCO advice is against travel this will be required before ethical approval can be granted: http://ioe-net.inst.ioe.ac.uk/about/profservices/international/Pages/default.aspx</i>	England
j.	Has this project been considered by another (external) Research Ethics Committee?	
	Yes <input type="checkbox"/>	External Committee Name:
	No <input checked="" type="checkbox"/> ⇒ go to Section 2	Date of Approval:
<p>If yes:</p> <ul style="list-style-type: none"> – Submit a copy of the approval letter with this application. – Proceed to Section 10 Attachments. <p>Note: Ensure that you check the guidelines carefully as research with some participants will require ethical approval from a different ethics committee such as the <u>National Research Ethics Service (NRES)</u> or <u>Social Care Research Ethics Committee (SCREC)</u>. In addition, if your research is based in another institution then you may be required to apply to their research ethics committee.</p>		

Section 2 Research methods summary (tick all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Interviews | <input type="checkbox"/> Controlled trial/other intervention study |
| <input type="checkbox"/> Focus groups | <input type="checkbox"/> Use of personal records |
| <input checked="" type="checkbox"/> Questionnaires | <input type="checkbox"/> Systematic review ⇒ if only method used go to Section 5. |
| <input type="checkbox"/> Action research | <input type="checkbox"/> Secondary data analysis ⇒ if secondary analysis used go to Section 6. |
| <input type="checkbox"/> Observation | <input type="checkbox"/> Advisory/consultation/collaborative groups |
| <input checked="" type="checkbox"/> Literature review | <input type="checkbox"/> Other, give details: |

Please provide an overview of the project, focusing on your methodology. This should include some or all of the following: purpose of the research, aims, main research questions, research design, participants, sampling, data collection (including justifications for methods chosen and description of topics/questions to be asked), reporting and dissemination. Please focus on your methodology; the theory, policy, or literary background of your work can be provided in an attached document (i.e. a full research proposal or case for support document). *Minimum 150 words required.*

Purpose of the Research and Aims:

Given the relatively sparse research on teacher wellbeing in the UK, and even fewer studies focusing on the factors that support teacher wellbeing, this research aims to address the gap within the literature by exploring the factors that support teacher wellbeing and the ways in which teacher wellbeing can be improved across mainstream primary and

secondary school settings. The research also aims to explore, from both teacher and Educational Psychologist perspectives, whether there is a role for Educational Psychologists in supporting teacher wellbeing, and if so, their actual or perceived role.

Main Research Questions:

The researcher's primary research question is:

- From a teacher's perspective, what factors support teacher wellbeing, and in what ways can teacher wellbeing be improved?

The research also has a number of subsidiary research questions:

- What do teachers understand by the term 'teacher wellbeing'?
- To what extent do teachers feel their wellbeing is valued, by individual teachers and by the school as a whole?
- Do teachers believe there is a role for Educational Psychologists in supporting teacher wellbeing? If so, what is the actual or perceived role for Educational Psychologists?
- Do Educational Psychologists believe they have a role in supporting teacher wellbeing? If so, what is their actual or perceived role?

Research Design:

The researcher proposes to adopt a mixed methods design, incorporating both questionnaires and semi-structured interviews. It is thus proposed that data collection will consist of two phases.

It is proposed that, for phase one of the research, online questionnaires will be distributed. One questionnaire will be sent to Educational Psychologists, and the other to mainstream teachers (in this context the term 'mainstream teachers' will refer to teachers working in state-funded mainstream primary and secondary schools, this includes academies and academy trusts. This does not include those teaching in further education, private schools, or specialist provisions). The online questionnaire methodology will allow the researcher to seek responses from a wider number of participants, across multiple contexts. Given the small-scale nature of the research project, this would prove difficult, if not impossible, utilising other methods of data collection. Secondly, the anonymity afforded by the use of online questionnaires can encourage honesty when sensitive issues, such as teacher wellbeing, are explored.

Following the questionnaire phase, it is proposed that phase two of the research will consist of semi-structured interviews. During completion of the online questionnaire, participants will be given the opportunity to volunteer to participate in a semi-structured interview at a later date. The researcher felt it important to select an additional method of data collection that would elicit more in-depth information about the field of study. Whilst the initial online questionnaires, in phase one, will enable the researcher to uncover novel themes, the additional use of interviews will allow further exploration of these views, which would not have been possible using a questionnaire methodology alone.

Participants and Sampling:

It is proposed that the study will be conducted in one Local Authority (LA) in the South East of England, where the researcher is currently on placement as a Trainee Educational Psychologist. In addition to seeking ethical approval for the study from the UCL Institute of Education, permission will be sought from the LA.

Phase One:

All mainstream schools in the aforementioned LA will be approached via email to advertise the research. It is proposed that the Headteacher of each school will be approached initially. Permission will be sought from the Headteacher of each school to circulate the online questionnaire to all of their teaching staff via email. This email will provide the teachers with information describing the purpose and nature of the research, and a link to the online survey. The teachers will be asked to complete the survey voluntarily, and therefore the sample will be self-selecting.

The Principal Educational Psychologist (PEP) of the aforementioned LA will also be approached to advertise the research. Permission will be sought from the PEP to circulate the online survey to all of the Educational Psychologists (EPs) and Trainee Educational Psychologists (TEPs) within the LA. The EPs and TEPs will be asked to voluntarily participate within the research via email. They too will receive information describing the purpose and nature of the research, and a link to the online survey, therefore this sample will also be self-selecting.

Phase Two:

Self-selection will also be initially used to recruit teachers for participation in the semi-structured interviews. Following completion of the online questionnaire, the participants will be provided with the opportunity to volunteer to participate in a semi-structured interview. It is proposed that around eight teachers and four Educational Psychologists, from those who have volunteered to participate, will be selected as interviewees. These participants will be contacted individually to confirm their willingness to participate, and to subsequently arrange a convenient date, time and location for the interview. The researcher is hoping to interview four primary school teachers and four secondary school teachers, ideally with a mix of genders, thus purposive sampling will be adopted. Purposive sampling will also be used to select interviewees from the Educational Psychologist volunteers. Participants who have shared examples of 'good practice' in supporting teacher wellbeing, will be selected as interviewees. The researcher does, however, acknowledge that the ability to purposive sample in this way will be affected by the number of people who volunteer to participate in the second phase of the research. Therefore, the researcher is willing to be flexible regarding purposive sampling criteria.

Data Collection:

Data will be collected via online questionnaire and semi-structured interviews. All interviews will be audio-recorded to allow for effective transcription at a later timepoint. Although two different approaches to data collection will be utilised, given the exploratory nature of the research, the data gathered will be mainly qualitative in nature. Thematic analysis will therefore be used to analyse the data from the questionnaires and interview transcripts. Any data from demographic or closed questions, will be analysed using SPSS, an electronic statistical programme.

Each participant will be assigned an ID number which will be used to label all questionnaires, audio recordings and transcripts. All recorded data will be anonymised to ensure that the individual participant and their place of work cannot be identified from the comments made. For example, any specific or unique information about the participants role and their place of work will not be shared within the research, to ensure that they cannot be identified, thus promoting both confidentiality and anonymity.

All data will be stored securely in an encrypted and password protected folder on the researcher's laptop. The laptop will be password protected and will be stored in a locked cabinet when not in use. Questionnaires and interview transcripts will not be made available to anyone outside of the project, however participants will be given the opportunity to request a copy of their transcript if desired.

Reporting and Dissemination:

This study is for the researcher's thesis and will be written up and submitted to the university as part of the Doctorate in Professional, Educational, Child and Adolescent Psychology (DEdPsy). A brief summary of findings can also be shared with the participants of the study upon request. It is also possible that the research may be submitted for publication in a research journal following the completion of the DEdPsy course.

Section 3 Research Participants (tick all that apply)

- Tic Early years/pre-school
 Ages 5-11
 Ages 12-16
 Young people aged 17-18

- Adults *please specify below*
Mainstream School Teachers & Educational Psychologists.
- Unknown – specify below
 No participants

NB: Ensure that you check the guidelines carefully as research with some participants will require ethical approval from a different ethics committee such as the National Research Ethics Service (NRES) or Social Care Research Ethics Committee (SCREC).

Section 4 Security-sensitive material (only complete if applicable)

Security sensitive research includes: commissioned by the military; commissioned under an EU security call; involves the acquisition of security clearances; concerns terrorist or extreme groups.

a.	Will your project consider or encounter security-sensitive material?	Yes <input type="checkbox"/> *	No <input type="checkbox"/>
b.	Will you be visiting websites associated with extreme or terrorist organisations?	Yes <input type="checkbox"/> *	No <input type="checkbox"/>
c.	Will you be storing or transmitting any materials that could be interpreted as promoting or endorsing terrorist acts?	Yes <input type="checkbox"/> *	No <input type="checkbox"/>

* Give further details in **Section 8 Ethical Issues**

Section 5 Systematic reviews of research (only complete if applicable)

a.	Will you be collecting any new data from participants?	Yes <input type="checkbox"/> *	No <input type="checkbox"/>
b.	Will you be analysing any secondary data?	Yes <input type="checkbox"/> *	No <input type="checkbox"/>

* Give further details in **Section 8 Ethical Issues**

If your methods do not involve engagement with participants (e.g. systematic review, literature review) **and** if you have answered **No** to both questions, please go to **Section 8 Attachments**.

Section 6 Secondary data analysis (only complete if applicable)

a.	Name of dataset/s		
b.	Owner of dataset/s		
c.	Are the data in the public domain?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
		<i>If no, do you have the owner's permission/license?</i> Yes <input type="checkbox"/> No* <input type="checkbox"/>	
d.	Are the data special category personal data (i.e. personal data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, and the processing of genetic data, biometric data for the purpose of uniquely identifying a natural person, data concerning health or data concerning a natural person's sex life or sexual orientation)?	Yes* <input type="checkbox"/>	No <input type="checkbox"/>
e.	Will you be conducting analysis within the remit it was originally collected for?	Yes <input type="checkbox"/>	No* <input type="checkbox"/>
f.	If no , was consent gained from participants for subsequent/future analysis?	Yes <input type="checkbox"/>	No* <input type="checkbox"/>
g.	If no , was data collected prior to ethics approval process?	Yes <input type="checkbox"/>	No* <input type="checkbox"/>

* Give further details in **Section 8 Ethical Issues**

If secondary analysis is only method used **and** no answers with asterisks are ticked, go to **Section 9 Attachments**.

Section 7 Data Storage and Security

Please ensure that you include all hard and electronic data when completing this section.

a.	Data subjects - Who will the data be collected from? Mainstream Teachers and Educational Psychologists
b.	<p>What data will be collected? Please provide details of the type of personal data to be collected</p> <p>The primary data that will be collected by the researcher will be qualitative descriptions of participants experiences and perceptions of the research topic.</p> <p>Participants demographic data will also be collected, which will include: role title, age, gender, school sector (i.e. primary or secondary), number of schools taught at, number of years teaching, number of years teaching in current school. The participants will also have</p>

	<p>the option to provide their email address/telephone number, if they wish to participate in the second phase of the research, or if they wish to receive a copy of their transcript or a summary of the research. The email addresses and phone numbers collected will only be used for the purposes specified and will not be shared with anyone but the researcher.</p>
c.	<p>Is the data anonymised? Yes <input type="checkbox"/> No* <input checked="" type="checkbox"/></p> <p>Do you plan to anonymise the data? Yes* <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Do you plan to use individual level data? Yes* <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Do you plan to pseudonymise the data? Yes* <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>* Give further details in Section 8 Ethical Issues</p>
e.	<p>i. Disclosure – Who will the results of your project be disclosed to? This study is for the researchers thesis, and will be written up and submitted to the university as part of the Doctorate in Professional, Educational, Child and Adolescent Psychology. A brief summary of findings will also be shared with the participants of the study. It is also possible that the research may be submitted for publication in a research journal following the completion of the DEdPsy course.</p> <p>ii. Disclosure – Will personal data be disclosed as part of your project? No</p>
f.	<p>Data storage – Please provide details on how and where the data will be stored i.e. UCL network, encrypted USB stick**, encrypted laptop** etc.</p> <p>Audio recording equipment will be used to record all semi-structured interviews. A laptop will be used to store recordings and transcribe interviews. All data will be stored in a password protected and encrypted folder on the researcher’s laptop. The laptop and audio recording equipment will be password protected and will be stored in a locked cabinet when not in use.</p> <p>** Advanced Encryption Standard 256 bit encryption which has been made a security standard within the NHS</p>
g..	<p>Data Safe Haven (Identifiable Data Handling Solution) – Will the personal identifiable data collected and processed as part of this research be stored in the UCL Data Safe Haven (mainly used by SLMS divisions, institutes and departments)?</p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>
h.	<p>How long will the data and records be kept for and in what format?</p> <p>All data will be kept for a maximum period of 10 years following completion of the research, in line with the UCL Research Data Policy and UCL Retention Schedule. After this date, all data will be destroyed. The data will be kept in an electronic format in a password protected and encrypted folder on the researcher’s laptop. The laptop will be password protected and will be stored in a locked cabinet when not in use.</p>

	<p>Will personal data be processed or be sent outside the European Economic Area? (If yes, please confirm that there are adequate levels of protections in compliance with GDPR and state what these arrangements are) No.</p> <p>Will data be archived for use by other researchers? (If yes, please provide details.) No.</p>
i.	<p>If personal data is used as part of your project, describe what measures you have in place to ensure that the data is only used for the research purpose e.g. pseudonymisation and short retention period of data'</p> <p>All data collected will be anonymised, participants will be assigned an ID number which will be used to label interview transcripts, questionnaires, and audio recordings. Consent forms, containing the names of participants will be stored separate to the anonymised data. Additionally, all information that could lead to the identification of the participant or their school will be removed from the data set. To ensure that the data is only used for the research purpose, the data will not be accessible to anyone but the researcher and will only be kept for a period of ten years following data collection, in line with the UCL Research Data Policy and UCL Retention Schedule.</p>
	<p>* Give further details in Section 8 Ethical Issues</p>

Section 8 Ethical issues

Please state clearly the ethical issues which may arise in the course of this research and how will they be addressed.

All issues that may apply should be addressed. Some examples are given below, further information can be found in the guidelines. *Minimum 150 words required.*

- | | |
|---|--|
| <ul style="list-style-type: none"> - Methods - Sampling - Recruitment - Gatekeepers - Informed consent - Potentially vulnerable participants - Safeguarding/child protection - Sensitive topics | <ul style="list-style-type: none"> - International research - Risks to participants and/or researchers - Confidentiality/Anonymity - Disclosures/limits to confidentiality - Data storage and security both during and after the research (including transfer, sharing, encryption, protection) - Reporting - Dissemination and use of findings |
|---|--|

As a Trainee Educational Psychologist (TEP), I have read and adhere to the BPS Code of Ethics and Conduct (2018). Specific ethical issues which may arise in the course of this research, including how they will be addressed, are detailed below:

Methods:

The method chosen appears appropriate for the research, and there appears to be no foreseeable harm or ethical issues that could be experienced as a consequence of using this methodology.

Sampling and Recruitment:

All mainstream primary and secondary schools, and Educational Psychologists within the Local Authority in which the researcher is working as a Trainee Educational Psychologist will be approached to advertise the research. Participation in the research will be voluntary, thus minimising the likelihood of harm, as all participants have chosen to participate.

Gatekeepers:

As the researcher is required to recruit teachers through the Headteachers of the school, it is possible that the emails will be sent by the Headteacher on behalf of the researcher. It is therefore not possible to guarantee that the full research information will be included in the emails distributed. It is for this reason that a second explanation of the research will be given on the opening page of the online questionnaire to ensure that participants understand the voluntary nature of the research, and actively give consent to participate.

Informed Consent:

Informed consent will be obtained from questionnaire participants in two stages. Participants will be invited to take part in the questionnaire via email. The email will provide information about research and the nature of the questionnaire, to enable participants to give informed consent. A link will also be provided within this email. Participants will be required to follow this link if they consent to participate in the questionnaire. Those who do not consent to participate in the questionnaire can choose not to follow the link and may disregard the email. A second explanation will be given to participants on opening the link to the questionnaire, to ensure that participants understood the voluntary nature of the questionnaire and actively give consent to participate.

Informed consent will be obtained from all participants before commencing interviews. The study will be explained in full (verbally and using the information sheet), and written consent will be obtained. Any questions that arise before, during or after participation will be answered to the participants satisfaction. Participants will be informed beforehand that they can withdraw from the study at any time, without consequence. They will also be informed that following the study, if they no longer wish for their data to be used as part of the research, that this will be destroyed upon their request. As the research is to be written up as part of the researchers DEdPsy Thesis, the participants will be provided with a date, by which they must have withdrawn from the study if they wish to do so. This is listed on the information sheet and the consent form as the 01/12/2019.

Sensitive Topics & Risks to Participants:

The topic of wellbeing could be deemed as sensitive. All participants will be informed that they do not have to answer any questions that they do not feel comfortable answering. They will be informed that they can withdraw from the research at any point, for any reason, this reason need not be disclosed to the researcher. Participants will be debriefed at the end of the questionnaire and interview, and the researcher will provide all participants with her contact details at the end of the study, to use if they have any further questions or require any further information.

Whilst participants should not experience significant harm as a result of discussing the topic, and further steps have been taken to ensure risks to participants are minimised (e.g. self-selecting sample, the optional nature of the questions, and the right to withdraw), it is possible that some participants may unintentionally ruminate on the topic following

completion of the questionnaire/interview. This may cause feelings of discomfort or distress. Therefore, as part of the debriefing procedure participants will be provided with details and contact information of various support services (e.g. Samaritans or Mind), who they can contact in the unlikely incident of experiencing distress or other negative consequences of participation. They will also be provided with the researchers contact details if they wish to discuss anything further, have any questions, or if they wish to withdraw from the study.

Confidentiality and Anonymity:

In the interests of confidentiality and anonymity, all participants will be assigned an ID number which will be used to label all questionnaires, audio-recordings and transcripts. Questionnaires will not ask for the participants name, and throughout the interviews, participants and the school will not be referred to by name. If included, names of the school and participants will be removed from any transcripts and questionnaires. Any comments or information shared within the questionnaires or the interviews that could lead to the identification of participants or their place of work will be removed from the transcripts and analysis.

Disclosures and Limits to Confidentiality:

All identifying information will be removed from the research. Anonymisation will not only include the removal of the names of participants and the names of their places of work but will also include any information which may indirectly lead to the identification of the participant or their place of work e.g. specific information about the participants role, or a situation which may be unique to that place of work.

All information will remain anonymous and confidential, except in the unlikely incident that failing to share this information would lead to the risk of significant harm to the participant or others.

Data storage and security both during and after the research (including transfer, sharing, encryption, protection):

All data will be encrypted and stored in a password protected folder on the researcher's laptop. The laptop will be password protected and stored in a locked cabinet when not in use. All audio-recordings will be immediately destroyed following completion of the project. Questionnaires, audio-recordings and transcripts will not be shared with anyone outside of the project, with the exception of the participant, who can request a copy of their transcript if desired.

Reporting, Dissemination and use of findings:

The research is being conducted for the purpose of the researcher's thesis for the Doctorate in Professional, Educational, Child and Adolescent Psychology. Information gathered will be written up into report format and submitted as part of this course. A brief summary of findings will also be shared with the participants of the study upon request. It is also possible that the research may be submitted for publication in a research journal following the completion of the DEdPsy course.

Please confirm that the processing of the data is not likely to cause substantial damage or distress to an individual Yes

Section 9 Attachments Please attach the following items to this form, or explain if not attached

a.	Information sheets, consent forms and other materials to be used to inform potential participants about the research (<i>List attachments below</i>)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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- **Appendix A** - Information Sheet for Teacher Interviews
- **Appendix B** - Consent Form for Teacher Interviews
- **Appendix C** - Information Sheet for Educational Psychologist Interviews
- **Appendix D** - Consent Form for Educational Psychologist Interviews
- **Appendix E** - Debriefing Slips
- **Appendix F** - Teacher Questionnaire (including the email that will be used to recruit participants and the brief information sheet that will be presented to participants on the initial screen of the questionnaire) *.
- **Appendix G** - Educational Psychologists Questionnaire (including the email that will be used to recruit participants and the brief information sheet that will be presented to participants on the initial screen of the questionnaire) *.

*Please note that the researcher has designed an online questionnaire for the Teachers and Educational Psychologists to complete. This is not possible to include as part of the ethics application process. I have copied across the question text from these online questionnaires into a word document to illustrate the kinds of questions the participants will be asked during the questionnaire. The format of the questionnaire has therefore altered significantly. I have therefore indicated in bold the page numbers that the questions will appear on and have indicated in blue text where questions will change depending on answers to the previous question. Where questions have a unique format, screen grabs have been taken to demonstrate what these will look like to the participants.

	<i>If applicable/appropriate:</i>		
b.	Approval letter from external Research Ethics Committee		Yes <input type="checkbox"/>
c.	The proposal ('case for support') for the project		Yes <input type="checkbox"/>
d.	Full risk assessment		Yes <input type="checkbox"/>

Section 10 Declaration

I confirm that to the best of my knowledge the information in this form is correct and that this is a full description of the ethical issues that may arise in the course of this project.

I have discussed the ethical issues relating to my research with my supervisor.

I have attended the appropriate ethics training provided by my course.

I confirm that to the best of my knowledge:

The above information is correct and that this is a full description of the ethics issues that may arise in the course of this project.

Name	Ashley Birchall
Date	11/03/2019

Please submit your completed ethics forms to your supervisor for review.

Notes and references

Professional code of ethics

You should read and understand relevant ethics guidelines, for example:

British Psychological Society (2018) *Code of Ethics and Conduct*

or

British Educational Research Association (2018) *Ethical Guidelines*

or

British Sociological Association (2017) *Statement of Ethical Practice*

Please see the respective websites for these or later versions; direct links to the latest versions are available on the Institute of Education <http://www.ucl.ac.uk/ioe/research/research-ethics>

Disclosure and Barring Service checks

If you are planning to carry out research in regulated Education environments such as Schools, or if your research will bring you into contact with children and young people (under the age of 18), you will need to have a Disclosure and Barring Service (DBS) CHECK, before you start. The DBS was previously known as the Criminal Records Bureau (CRB) . If you do not already hold a current DBS check, and have not registered with the DBS update service, you will need to obtain one through at IOE.

Ensure that you apply for the DBS check in plenty of time as will take around 4 weeks, though can take longer depending on the circumstances.

Further references

The www.ethicsguidebook.ac.uk website is very useful for assisting you to think through the ethical issues arising from your project.

Robson, Colin (2011). *Real world research: a resource for social scientists and practitioner researchers* (3rd edition). Oxford: Blackwell.

This text has a helpful section on ethical considerations.

Alderson, P. and Morrow, V. (2011) *The Ethics of Research with Children and Young People: A Practical Handbook*. London: Sage.

This text has useful suggestions if you are conducting research with children and young people.

Wiles, R. (2013) *What are Qualitative Research Ethics?* Bloomsbury.

A useful and short text covering areas including informed consent, approaches to research ethics including examples of ethical dilemmas.

Departmental use

If a project raises particularly challenging ethics issues, or a more detailed review would be appropriate, the supervisor **must** refer the application to the Research Development

Administrator (via ioe.researchethics@ucl.ac.uk so that it can be submitted to the IOE Research Ethics Committee for consideration. A departmental research ethics coordinator or representative can advise you, either to support your review process, or help decide whether an application should be referred to the REC. If unsure please refer to the guidelines explaining when to refer the ethics application to the IOE Research Ethics Committee, posted on the committee's website.

Student name	
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Student department	
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Course	
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Project title	
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Reviewer 1

Supervisor/first reviewer name	
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Do you foresee any ethical difficulties with this research?	
---	--

Supervisor/first reviewer signature	
-------------------------------------	--

Date	
------	--

Reviewer 2

Second reviewer name	
----------------------	--

Do you foresee any ethical difficulties with this research?	
---	--

Supervisor/second reviewer signature	
--------------------------------------	--

Date	
------	--

Decision on behalf of reviews

Decision	Approved	<input type="checkbox"/>
	Approved subject to the following additional measures	<input type="checkbox"/>
	Not approved for the reasons given below	<input type="checkbox"/>
	Referred to REC for review	<input type="checkbox"/>

Points to be noted by other reviewers and in report to REC	
--	--

Comments from reviewers for the applicant	
---	--

Once it is approved by both reviewers, students should submit their ethics application form to the Centre for Doctoral Education team: IOE.CDE@ucl.ac.uk.

Appendix 17: Sample Questionnaire Coding

Q1.

Welcome.

My name is Ashley Birchall and I am a Trainee Educational Psychologist at the UCL Institute of Education. This questionnaire is part of my Doctoral Thesis exploring the factors that support teacher wellbeing, and the potential role for Educational Psychologists in this. I would like to find out more about how you and/or your team currently support teacher wellbeing, in addition to exploring your views about how Educational Psychologists can further support the wellbeing of teachers in the future.

The questionnaire should take no longer than **10 minutes** to complete. Participation in this questionnaire is entirely voluntary and your responses will remain anonymous.

Should you wish to do so, following participation in the online questionnaire you will be provided with the opportunity to volunteer to participate in a semi-structured interview in which your views on the Educational Psychologists role in supporting teacher wellbeing will be explored in more detail.

To participate in the questionnaire please 'check' the box and click on the arrow below to continue.

Please do not hesitate to contact me on the email address below if you have any questions or require any additional information.

Many Thanks,

Ashley Birchall, Trainee Educational Psychologist

Doctorate in Child, Adolescent and Educational Psychology | UCL Institute of Education

Email Address: [REDACTED]

Q13.

- I read and understood the information above and agree to take part in the survey.

Q18.

Data Protection Privacy Notice:

The data controller for this project will be University College London (UCL). The UCL Data Protection Office provides oversight of UCL activities involving the processing of personal data, and can be contacted at data-protection@ucl.ac.uk. UCL's Data Protection Officer can also be contacted at data-protection@ucl.ac.uk. Further information on how UCL uses participant information can be found here: <https://www.ucl.ac.uk/legal-services/privacy/ucl-general-research-participant-privacy-notice>.

Your personal data will be processed so long as it is required for the research project. The legal basis that would be used to process your *personal data* will be performance of a task in the public interest. The legal basis used to process *special category personal data* will be for scientific and historical research or statistical purposes/explicit consent.

If we are able to anonymise or pseudonymise the personal data you provide we will undertake this, and will endeavour to minimise the processing of personal data wherever possible. If you are concerned about how your personal data is being processed, or if you would like to contact us about your rights, please contact UCL in the first instance at data-protection@ucl.ac.uk.

Q2. In your experience, do you feel that teachers are able to effectively maintain their wellbeing?

Definitely yes Probably yes Maybe Probably not Definitely not Don't Know

Q12. Please provide a reason for your answer.

In the main yes, but there are situations where, due to pressures linked to pupil behaviour, the need to meet the diverse educational, SEMH needs within the class, the drive within school to raise standards etc., teachers can feel overwhelmed and are at risk of not looking after themselves, or do not have access to appropriate support structures in school, which impacts on well being.

Q3. In your role as Educational Psychologist, do you currently do anything to support the wellbeing of teachers?

- Yes
- No

Q4. Please detail the support you currently offer.

I don't offer anything formally in terms of group work focused on teacher well being, but regularly talk to SENCOs and sometimes teachers about the pressures they are under in school, giving an opportunity to express their frustration etc., off load if necessary, listen and be a critical friend if appropriate.

Q5. Please detail your reasons for this.

This question was not displayed to the respondent.

Q6. Does your team currently do anything to support teacher wellbeing?

- Yes
- No
- Don't Know

Q7. Please outline the support currently offered by your team.

- School Dependant
- Context Dependant

- Overwhelmed
- TWB is Not Supported
- Lack of Support
- Raising Awareness
 - Systemic Work
 - School Systems
 - Focus on Whole School Wellbeing
 - APPROACH
- Lack of Capacity (EP)
- Staff Support Groups
- Work Discussion Groups
- Staff Sharing Scheme
- Solution Circles
- Modelling
- Improve Support Structures

- Nothing Formal
- No Direct Support

- Someone To Talk To & Listen
- Offload
- Listening
- Informal Supervision or Support
- Informal Discussions
- Critical Friend
- Provision of More Informal Support
- Lack of Formal, Explicit or Direct Support
- Peer Supervision

A couple of EPs within the team have run Staff Discussion Groups as part of a wider support package from ISL for the school.

Q8. Please outline the reasons why your team does not currently support the wellbeing of teachers.

This question was not displayed to the respondent.

Q9. In your opinion, is there a role for Educational Psychologists in supporting teacher wellbeing?

- Yes
- Maybe
- No

Q10. What role do you feel that Educational Psychologists could fulfil?

When they have capacity, there are a number of ways support could be offered to support teacher well being: - raising awareness of the risks to teacher well being and how to manage these for staff in school e.g. whole school training - supporting individual teacher through use of coaching etc. - modeling approaches such as solution circles, staff sharing scheme or work discussion groups, which school staff could potentially then take on to improve support structures within schools

Q11. Please provide a reason for your answer.

This question was not displayed to the respondent.

Q16. Demographics.

Job Title

Educational Psychologist

Overwhelmed

Nothing Formal

No Direct Support

TWB is Not Supported

Lack of Support

Systemic Work

School Systems

Focus on Whole School Wellbeing

APPROACH

Staff Support Groups

Someone To Talk To & Listen

Offload

Listening

Informal Supervision or Support

Informal Discussions

Critical Friend

Provision of More Informal Support

Lack of Formal, Explicit or Direct Support

Peer Supervision

School Dependand

Context Dependand

Coding Density

Raising Awareness

Lack of Capacity (EP)

- Work Discussion Groups
- Staff Sharing Scheme
- Solution Circles
- Modelling
- Improve Support Structures

Number of Years Qualified

16

Age

44

Gender

Female

Q25.

*If you would like to participate in an **interview**, in which your views on the role of Educational Psychologists in supporting teacher wellbeing will be explored in more detail, please indicate by completing the following fields:*

Q26. I would like to volunteer to participate in an interview:

Yes

No

Q27.

Please provide your contact details to enable the researcher to arrange a convenient time for your interview.

This question was not displayed to the respondent.

Q33.

End of Questionnaire.

Thank you for your participation.

Please do not hesitate to contact me on [REDACTED] if you have any questions or require any additional information.

Appendix 18: Sample Interview Coding

Raw Data	Initial Code	Final Theme/Subtheme
<p>Ashley Birchall 0:35 Okay, so the first section is about the definitions of wellbeing and your understanding of the term. [Erm] so what does wellbeing mean to you?</p> <p>Participant 3 0:46 [Erm] so I would say if you have good wellbeing, you're not feeling stressed and you're feeling happy with yourself and positive. [Erm] and sort of able to deal with any worries or anxieties you have.</p> <p>Ashley Birchall 0:56 Yeah.</p> <p>Participant 3 0:57 If you don't have good wellbeing obviously things are overwhelming.</p> <p>Ashley Birchall 1:07 How would you describe teacher wellbeing, or how would you define it?</p> <p>Participant 3 1:10 So I think good teacher wellbeing will be about being able to manage your workload and not feeling stressed every day when you go home, and having lots to do outside of the school day.</p> <p>Ashley Birchall 1:20 Yeah.</p>	<p>Absence of Negative Emotions (Stress & Overwhelm)</p> <p>Presence of Positive Emotions (Happy & Positive)</p> <p>Emotional Regulation</p> <p>Ability to Manage Workload</p> <p>Work-Life Balance</p> <p>Absence of Stress</p>	<p>Presence of Positive Emotions & Absence of Negative Emotions</p> <p>Presence of Positive Emotions & Absence of Negative Emotions</p> <p>Sense of Balance</p>

<p>Participant 3 2:07 Not very well. [Erm] So from experience, I've been in loads of times when I've been not feeling well, because you have this kind of teacher guilt, where you feel like you're letting people down.</p> <p>[Erm] I know lots of other people who just keep going, and keep going and come in when they're ill. And then they end up being off work for probably longer than they would have been if they'd had just had a sick day. I just think there's more sort of responsibility because you know if you're teaching someone has to find cover for you.</p> <p>Ashley Birchall 2:18 Yeah.</p>	<p>Teacher Guilt</p> <p>Working When Unwell</p>	<p><i>Teachers Do Not Prioritise Their Own Wellbeing</i></p>
<p>Participant 3 2:32 So there's a lot of kind of repercussions if you don't come in, so I think teachers really kind of put their health to the bottom sometimes and just power through. [Erm]</p> <p>And I also think people think teachers have such long holidays and there's that expectation that you just need to be there, when in fact if it wasn't that kind of responsibility I think some professions maybe, would be a bit easier on themselves.</p> <p>Ashley Birchall 2:55 Yeah.</p>	<p>Teachers Do Not Prioritise Their Own Health or Wellbeing</p> <p>Expectations</p>	<p><i>Teachers Do Not Prioritise Their Own Wellbeing</i></p> <p>Expectations</p>
<p>Participant 3 3:13 I don't really know any teachers that start at nine o'clock, it's usually between half seven and eight o'clock.</p>	<p>Working Outside Hours</p>	<p>Expectations: Work-Life Balance</p>

<p>recognising it than others. [Erm] so, yeah, I think, i don't think it's a consistent thing from my experience across every school, it's really variable. So I think people will probably have really different experiences with that.</p> <p>Ashley Birchall 4:37 So you feel it depends on which school you work in, and what kind of time you're there.</p> <p>Participant 3 4:40 Yeah, and also just kind of what stage of your career you're at, and how comfortable you are in sort of breaching things like that.</p> <p>Yeah.</p> <p>Ashley Birchall 4:48 Yeah, so it's important to put your own boundaries in?.</p> <p>Participant 3 4:48 You know, so. I think it can be a bit awkward sometimes because it's not always, its just sometimes the expectation is that you'll just get on with it. [Erm] so, [laughs]. So I think it depends on how confident you are as well at saying I can't do that right now. You know, and just kind of saying that that's not realistic and just having that confidence to say to management, and having good relationships as well.</p> <p>Yeah. Because if you keep going I think sometimes you can over promise things, and then that becomes expectation.</p> <p>Ashley Birchall 5:18 Yeah.</p>	<p>School Ethos</p> <p>School Dependent</p> <p>Teaching Experience Confidence</p> <p>Expectations</p> <p>Confidence</p> <p>Good Relationships with SLT</p>	<p>Context Dependent: School Ethos</p> <p>Context Dependant</p> <p>Teacher Dependent: Teaching Experience</p> <p>Teacher Dependent: Individual Characteristics</p> <p>Expectations</p> <p>Teacher Dependent: Individual Characteristics</p> <p>Context Dependent: SLT</p>
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<p>Participant 3 6:20 That's been my biggest challenge I think, trying to juggle family life. [Erm] and obviously it's not just children, you know, if you have elderly parents or dependents and other responsibilities that, that can be quite hard. [Erm] what are the factors that influence wellbeing? [Erm] I think maybe, kind of your role in school, and your additional responsibilities because they can really vary as well. So subject leaders in some subjects will, by definition, have a lot more to manage than other subject leaders so that can be really variable, where I don't think it's always reflected in the pay. So you know if you're in charge of English and Geography, you'll probably have a lot of different workload [laughs]. So, I think having, sort of thinking about the pay scale and how willing people are to do things. You'll probably be a bit more keen to do things as a newly qualified teacher despite, you know, you might not be getting paid as much as other teachers who are further up their ladder, but you've still got more workload or less workload to do, so.</p>	<p>Family Life Caring Responsibilities Job Role Additional Responsibilities</p>	<p>Teacher Dependant: Personal Circumstances Teacher Dependant: Job Role Expectations: Additional Responsibilities</p>
<p>Ashley Birchall 7:18 So it depends on which subjects you lead.</p>		
<p>Participant 3 7:21 Yeah, exactly, that can really have an impact. [Erm] break duties and things, if you're called to do things like that, it can have an impact because if you are on break duty or lunch duty, then you might not actually get your break [laughs]. So you could be sort of class based from nine o'clock all the way through to your lunch break. And then if things crop up and you have marking to do, then you know, you've not really had a proper break. And that again is kind of variable across different schools, so some schools will have, [erm] like, playtime assistants for playtime and haven't expected staff, you know, class teachers to do that.</p>	<p>Break & Lunch Duty Lack of Break in School Day Different Across Schools</p>	<p>Expectations: Additional Responsibilities Context Dependant</p>

<p>Participant 3 15:30 So again just making sure that if, you know, if you're not going to gym you're making time to go out for a drink or go for lunch.</p> <p>Ashley Birchall 15:36 Yeah, just do something else.</p> <p>Participant 3 15:38 Something, something else. Yeah, exactly.</p> <p>Ashley Birchall 15:42 [Erm] Okay. So the next question is, in your opinion, how do you think teacher wellbeing could be improved?</p>	<p>Social Life</p>	<p>Expectations: Work-Life Balance</p>
<p>Participant 3 15:51 Oh [erm] that's a really tough one. So [erm] [exhales sharply] maybe like more flexible working might be good. [Erm] so, you know, it can be quite difficult I think sometimes to try to, especially for part time, to try to be in school enough to be able to still keep your career on track and progress.</p>	<p>Flexible Working</p> <p>Job Role</p>	<p>Expectations: Time</p> <p>Teacher Dependant: Job Role</p>
<p>Ashley Birchall 16:18 Yeah.</p>		
<p>Participant 3 16:19 So having like, you know, if you're in a school where you can actually sometimes work from home, you know, you can go off site to do your planning, that sometimes helps to be able to do it in your own time.</p>	<p>Working From Home</p>	<p>Expectations: Time</p>
<p>[Erm] what else would be good, [erm] [pause] I don't know. I don't know if more time out of class would be helpful, sometimes it's not. But having Specialist Teachers in is really helpful.</p>	<p>More Time Out of Class</p> <p>Specialist Teachers</p>	<p>Expectations: Time</p>

<p>Ashley Birchall 16:27 Yeah.</p> <p>Oh okay.</p> <p>Participant 3 16:40 So, you know, if you had somebody, we have somebody who does [erm] all of our music and P.E. for us, so we don't have to teach those things. So having Specialist Teachers, so you can kind of concentrate on the other subjects, is really good. [Erm], yeah, like having having people in to help, [erm] like we have [erm] people in who are volunteers, that help with readers, anything like that to kind of help support is really useful.</p> <p>Ashley Birchall 17:07 Yeah.</p> <p>Participant 3 17:08 I mean, extra helping hands really, kind of takes the pressure off and it still means that the children are being read to and they're still having all of that provision. So that's, that's really useful. But I think you just need to make sure you communicate with everybody, otherwise you kind of end up with all these different provisions that are not linked together but...</p> <p>Ashley Birchall 17:29 Yeah.</p> <p>Participant 3 17:30 If you can make sure you find time to that do too [laughs].</p>	<p>Specialist Teachers</p> <p>Volunteers</p> <p>Communication</p>	<p>External Influences: Access to External Support</p> <p>External Influences: Access to External Support</p> <p>Support Network: Colleagues</p>
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<p>Participant 3 19:27 Like, you know, even, even really small things which, like it's hard to find res-, you know, money and finances too. But if you can do inset off site. You know, sometimes it's just a different perspective on things, it's nice to get out of school and do things off site, like as a whole school team. [Erm], yeah, any kind of team building things and that kind of like wellbeing events can be... Because I think sometimes if, if they're voluntary people just go "Oh I can't come to that", whereas if it's like a proper staff meeting where you have to attend it, people actually do enjoy it once they're there, but they won't always do it if it's voluntary.</p>	<p>Inset Off-Site</p> <p>Mandatory Team Building</p>	<p>Context Dependant: Tokenistic Support</p>
<p>Ashley Birchall 19:28 So it's just getting people together.</p>		
<p>Participant 3 20:05 Yeah, and sort of saying this is part of our development, and it's kind of compulsory part of the job. Sort of, getting people on board with it I think, once people are on board I think it's really helpful.</p>	<p>Mandatory Team Building</p>	<p>Context Dependant: Tokenistic Support</p>
<p>Ashley Birchall 20:14 Yeah, and it's seeing people in a different context isn't it, not just in the school?</p>		
<p>Participant 3 20:19 Yeah, and seeing different skills. [Erm] so we did a staff meeting recently where I just made everybody come and celebrate some excellent practice. And we found all these links from different year groups that we would never have known about.</p>	<p>Celebrate Excellent Practice</p>	<p>Context Dependant: Teacher Recognition & Rewards</p>
<p>Ashley Birchall 20:30 Oh wow.</p>		

<p>Participant 3 20:30 So it was really useful. So that kind of thing really helps because then you get different support systems and help each other in different ways, rather than sort of just always going to the lead, subject lead, or senior leadership. Trying to utilise eachother a bit more.</p> <p>Ashley Birchall 20:48 Yeah, I guess because you're all so busy, you often don't know what other teachers are doing in the school.</p> <p>Participant 3 20:54 No you don't know. Exactly. And I'm quite lucky because I obviously go up and down see everybody. But just giving them a forum. I didn't actually think it would be that well received, but everyone then got really into it, it was really empowering. "Oh I can do this, and I've done this, and I've done this" so.</p> <p>Ashley Birchall 21:09 Oh that's really good!</p> <p>Participant 3 21:10 Yeah it was really nice, I was quite surprised actually. I am going to do another one. We just had the time to do it, you know, because this is the staff meeting time, so just opportunities, you know, creative thinking I think helps.</p> <p>Ashley Birchall 21:20 [Erm] is there anything else?</p> <p>Participant 3 21:29 I think they are most of the priorities I can think of.</p>	<p>Developing a support network across the school</p>	<p>Support Network: Colleagues</p>
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<p>Ashley Birchall 21:33 Yeah.</p> <p>Participant 3 21:33 Yeah.</p> <p>Ashley Birchall 21:35 So the last section is about the role for Educational Psychologists. So do you think there would be a role for a EPs in supporting teacher wellbeing?</p> <p>Participant 3 21:44 Yeah. [Erm], I think it's always useful to have sort of strategies and ways to do things, [erm] especially from external professionals. [Erm], yeah, it might be, you know, because obviously, we get strategies for teaching, so it will be useful to have strategies for, you know, if people are struggling with time management or organisational skills, you know we're often given things to do for children like a task planners and how to support our children with organisational skills, but actually sometimes that's what staff struggle with too. So just knowing, you know, that there is a resource to help people with those kind of soft skills that you don't really get taught.</p> <p>Ashley Birchall 22:25 Yeah, you're just expected to be able to do it.</p> <p>Participant 3 22:30 And I know that that's quite variable, and some people are better at it than others. But having that as a sort of service, you know, I think even if, you know, things get flagged to senior leadership, if they know they can then access that and say "right we've put this support,</p>	<p>Yes – Role for EPs</p> <p>Provide Strategies</p> <p>Strategies & Resources to Develop Soft Skills</p>	<p>Direct Support: Provision of Strategies</p>
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<p>Ashley Birchall 24:01 Yeah.</p> <p>Participant 3 24:02 But I know that sometimes we refer children, but I guess if you had a different focus, and you could refer staff, to have some kind of [erm] professional development.</p> <p>Ashley Birchall 24:11 Yeah.</p> <p>Participant 3 24:11 That would be nice. Especially if... well actually it's not always newly qualified teachers, sometimes people come back after maternity or after long breaks, and they might just need a bit confidence building [laughs].</p> <p>Ashley Birchall 24:23 Yeah.</p> <p>Participant 3 24:24 So yeah that would be really good actually, now I'm reflecting on that, and thinking about it. [pause] It might even be something that Headteachers want to access, if they want to help sort of gel their staff together.</p> <p>Ashley Birchall 24:40 Yeah.</p>	<p>Professional Development</p>	<p>Direct Support: Training</p>
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<p>Participant 3 24:41 You know, kind of, that level as well. Kind of strategic level. Managing a team.</p> <p>Ashley Birchall 24:49 Yeah. Is there anything else? Or do you think we have covered everything?</p> <p>Participant 3 25:06 Yeah, I've never really thought about what an Ed Psych could do for teachers, I'm having to think of the spot, but that is quite a good question.</p> <p>I mean, yeah, I think a lot of it is budget related, unfortunately which is so hard, because you know sometimes when you've got children that you want to refer it's that thought that there'll be a really long waiting list. I think that would be the biggest barrier. And actually if the wellbeing is not very good, you probably want somebody in quite soon, you know, and if you knew that you had like a four month waiting list before someone could come back in, you know, you probably wouldn't access it. So, having, you know, have, you need it in a sort of timely manner really.</p> <p>Ashley Birchall 26:04 Mmmm.</p> <p>Participant 3 26:07 And like, you could pre-empt it, but then I guess that kind of defeats the object of it because its kind of something, you, you know people are good at building, like recognising the warning signs that they are starting to get overwhelmed you can access it sooner rather than later.</p>	<p>Never considered what EP could do for Teachers</p> <p>Lack of EP Capacity</p> <p>Concerns re. Waiting Times</p>	<p>Perception of Role: Unfamiliarity with EP Role</p> <p>Perception of Role: Lack of EP Capacity</p>
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<p>Ashley Birchall 26:21 Yeah.</p> <p>Participant 3 26:21 Even if it was, you know, the telephone. You know, if you had access to an Ed Psych on the telephone.</p> <p>Ashley Birchall 26:26 Yeah.</p> <p>Participant 3 26:27 It wouldn't even have to be like a visit, I think even just having, because I know there's sort of the Contactline for parents. Maybe that kind of thing for teachers would be useful .</p> <p>Ashley Birchall 26:35 Yeah.</p> <p>Participant 3 26:39 Just being able to access resources and helpful things to help structure them a bit more.</p> <p>Ashley Birchall 26:44 Okay thank you. Is there anything else that you want to say before we finish, anything we've not covered that you say, or anything you would like to return to?</p> <p>Participant 3 27:01 No, no I don't think so. I think that's quite, quite thorough. You had some really interesting questions actually.</p>	<p>EP Telephone Line</p>	<p>Direct Support: Provision of Strategies</p>
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<p>Ashley Birchall 27:07 And do you have any questions or anything for me before we go?</p> <p>Participant 3 27:11 [Erm] no not really. I think we've covered everything.</p> <p>Ashley Birchall 27:16 Okay, well thank you so much for your time.</p>		
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Appendix 19: Questionnaire Feedback Sheet

Thank you for agreeing to participate in the piloting phase of the online questionnaire.

Following completion of the online questionnaire, please answer the following questions openly and honestly. Your suggestions will support the development of the final questionnaire for use in the researchers DEdPsy Thesis.

Question	YES	NO	Comments/Suggested Improvements
Did you feel that the questions asked were relevant to your views and experiences of teacher wellbeing?			
Were all of the questions clear and easy to understand?			
Did you feel that any of the questions were: - Ambiguous - Vague - Double-Barrelled - Leading - Biased			
Could the questionnaire be improved by rephrasing any of the questions?			
Did the questions appear to be in a logical order?			
Could the questionnaire be improved by changing the order of the questions?			
Can you think of any areas that were not covered within the questionnaire that you feel would be of interest to the study?			
Was the online nature of the questionnaire easy to use and problem free?			
How long did the questionnaire take you to complete in total?			
Did you feel that this length of time was appropriate / acceptable?			
Do you have any further comments that you would like to share?			

Appendix 20: Interview Feedback Sheet

Thank you for agreeing to participate in the piloting phase of the interview schedule.

Following completion of the interview, you will be asked the following questions, please answer these openly and honestly. Your suggestions will support the development of the final interview schedule for use in the researchers DEdPsy Thesis.

Question	YES	NO	Comments/Suggested Improvements
Did you feel that the questions asked were relevant to your views and experiences of teacher wellbeing?			
Were all of the questions clear and easy to understand?			
Did you feel that any of the questions were: - Ambiguous - Vague - Double-Barrelled - Leading - Biased			
Could the interview be improved by rephrasing any of the questions?			
Did the questions appear to be in a logical order?			
Could the interview schedule be improved by changing the order of the questions?			
Did the style and nature of the interview schedule and its questions allow you to feel at ease and express your views?			
Can you think of any areas that were not covered during the interview that you feel would be of interest to the research?			
Did you feel that the length of the interview was appropriate / acceptable?			
Do you have any further comments that you would like to share?			

Appendix 21: Sector(s) of Education

Research Study & Year of Publication	Sector of Education					
	<i>Early Years</i>	<i>Primary</i>	<i>Secondary</i>	<i>Further Education</i>	<i>Specialist Provision</i>	<i>Other</i>
Acton, R., & Glasgow, P. (2015).						<i>Literature Review</i>
Aeltermann, A., Engels, N., van Petegem, K., & Verheghe, J. P. (2007).	✓	✓	✓			
Ainsworth, S., & Oldfield, J. (2019).	✓	✓	✓	✓		
Andrews, R. (2017).		✓	✓		✓	
Arens, A. K., & Morin, A. J. (2016).		✓				
Armstrong, D., & Hallett, F. (2012)						<i>Not Specified</i>
Ashton, R., & Roberts, E. (2006).		✓				
Bakker, A. B., Hakanen, J. J., Demerouti, E., & Xanthopoulou, D. (2007).		✓	✓			
Bangs, J., and Frost, D. (2012)		✓	✓			
Beltman, S., Mansfield, C. F., & Harris, A. (2016).		✓				
Bermejo-Toro, L., Prieto-Ursúa, M., & Hernández, V. (2016).		✓	✓			
Blick, O. (2019).		✓				
Boyle, G. J., Borg, M. G., Falzon, J. M., & Baglioni, A. J. (1995).		✓				
Bricheno, P., Brown, S., & Lubansky, R. (2009).						<i>Literature Review</i>
Briner, R., & Dewberry, C. (2007).		✓	✓			
Broadley, T. (2010).		✓				
Butler, R. (2007).		✓	✓			

Research Study & Year of Publication	Sector of Education					
	Early Years	Primary	Secondary	Further Education	Specialist Provision	Other
Butt, R. & Retallick, J. (2002).		✓	✓			
Chang, M. (2009).		✓	✓			
Chaplain, R. P. (2008).			✓			
Christian, E. (2017).		✓				
Collie, R.J., & Martin, A.J. (2017).		✓	✓			
Collie, R. J. (2010).		✓	✓		✓	
Collie, R. J. (2014).		✓	✓			
Collie, R.J., Granziera, H., & Martin, A.J. (2018).			✓			
Collie, R. J., Malmberg, L. E., Martin, A. J., Sammons, P., & Morin, A. J. (2020).		✓	✓			
Collie, R. J., Shapka, J. D., & Perry, N. E. (2011).		✓	✓			
Collie, R. J., Shapka, J. D., & Perry, N. E. (2012).		✓	✓			
Collie, R.J., Shapka, J.D., Perry, N.E., & Martin, A.J. (2015).		✓	✓			
Collie, R.J., Shapka, J.D., Perry, N.E., & Martin, A.J. (2016).		✓	✓			
Critchley, H., & Gibbs, S. (2012).		✓				
Davies, C. (2007).		✓	✓			
Day, C. (2008)		✓	✓			
Day, C., and Kingston, A. (2008)		✓	✓			
De Carlo, A., Girardi, D., Falco, A., Dal Corso, L., & Di Sipio, A. (2019).			✓			

Research Study & Year of Publication	Sector of Education					
	Early Years	Primary	Secondary	Further Education	Specialist Provision	Other
De Nobile, J., & McCormick, J. (2005).		✓				
Dicke, T., Stebner, F., Linninger, C., Kunter, M., & Leutner, D. (2018).		✓	✓			
Dinham, S., and Scott, C. (2000)		✓	✓			
Duckworth, A. L., Quinn, P. D., & Seligman, M. E. P. (2009).		✓	✓			
Dunlop, C. A., & Macdonald, E. B. (2004).	✓	✓	✓		✓	
Education Support Partnership. (2019).	✓	✓	✓	✓		✓
Egyed, C. J., & Short, R. J. (2006).		✓				
Ekers, K. (2020).			✓			
Eldridge, M. (2013).		✓	✓			
Evans, K. (2016).		✓				
Evers, A. T., van der Heijden, B. I., Kreijns, K., & Vermeulen, M. (2016).		✓	✓			
Evers, W.J.G., Tomic, W., & Brouwers, A. (2004).						Not Specified
Fernet, C., Guay, F., Senécal, C., & Austin, S. (2012).		✓	✓			
Garland, L., Linehan, T., Merrett, N., Smith, J. & Payne, C. (2019).		✓	✓			
Gibson, S., Oliver, L., and Dennison, M. (2015)	✓	✓	✓		✓	
Graham, A., Phelps, R., Maddison, C., & Fitzgerald, R. (2011).		✓	✓			
Greene, R.W., Beszterczey, S.K., Katzenstein, T., Park, K., & Goring, J. (2002).		✓				
Greenglass, E.R., Burke, R.J., & Konarski, R. (1997).		✓	✓			

Research Study & Year of Publication	Sector of Education					
	Early Years	Primary	Secondary	Further Education	Specialist Provision	Other
Gu, Q., and Day, C. (2007)		✓	✓			
Gu, Q., and Day, C. (2013)		✓	✓			
Gugliemi, R.S., & Tatrow, K. (1998).						Literature Review
Guskey, T. R. (1988).		✓	✓			
Hakanen, J.J., Bakker, A.B., & Schaufeli, W.B. (2006).		✓	✓			
Harvest, H. (2018).			✓			
Holzberger, D., Philipp, A., & Kunter, M. (2014).			✓			
Howard, S., & Johnson, B. (2004).						Not Specified
Hulpia, H., Devos, G., & Rosseel, Y. (2009).			✓			
Jackson, E. (2008).		✓	✓	✓		
Jennings, P., Brown, J., Frank, J., Doyle, S., Oh, Y., Davis, R., & Greenberg, M. (2017).		✓				
Jerrim, J., Taylor, H., Sims, S., & Allen, R. (2020).		✓	✓			
Ju, C., Lan, J., Li, Y., Feng, W., & You, X. (2015).			✓			
Kidger, J., Gunnell, D., Biddle, L., Campbell, R., & Donovan, J. (2010).			✓			
Klassen, R. M., & Chiu, M. M. (2010).		✓	✓			
Klassen, R. M., & Chiu, M. M. (2011).		✓	✓			
Klassen, R. M., Perry, N. E., & Frenzel, A. C. (2012).		✓	✓			
Klusmann, U., Kunter, M., Trautwein, U., Lüdtke, O., & Baumert, J. (2008).			✓			

Research Study & Year of Publication	Sector of Education					
	Early Years	Primary	Secondary	Further Education	Specialist Provision	Other
Kunter, M., Klusmann, U., Baumert, J., Richter, D., Voss, T., & Hachfeld, A. (2013).			✓			
Kwakman, K. (2003).			✓			
Lambert, R., McCarthy, C., O' Donnell, M. & Wang, C. (2009).		✓				
Lee, Y. H. (2019).			✓			
Leung, D. Y., & Lee, W. W. (2006).		✓	✓			
Lewis, T. F. (2017).		✓	✓		✓	
Liu, L.B. Song, H., & Miao, P. (2018).						Literature Review
Margolis, J., Hodge, A., & Alexandrou, A. (2014).						Not Specified
Martin, A.J., Nejad, H., Colmar, S., Liem, G.A.D., & Collie, R.J. (2015).			✓			
Marzano, R.J. (2003).						Not Specified
McCaffrey, T. (2004).		✓	✓			
McCallum, F., Price, D., Graham, A., & Morrison, A. (2017).						Literature Review
McCarthy, C. J., Lambert, R. G., & Reiser, J. (2014).		✓				
McKay, L., & Barton, G. (2018).			✓			
McLean, L., & Connor, C. M. (2015).		✓				
Mintz J. (2007)		✓				
Naghieh, A., Montgomery, P., Bonell, C. P., Thompson, M., & Aber, J. L. (2015).						Literature Review
Nagy, Z. S. (2017).		✓				

Research Study & Year of Publication	Sector of Education					
	Early Years	Primary	Secondary	Further Education	Specialist Provision	Other
NASUWT. (2019).						Not Specified
National Association of Schoolmasters Union of Women Teachers (NASUWT). (2005).						Not Specified
Nie, Y., Chua, B.L., Yeung, A.S., Ryan, R.M., & Chan, W.Y. (2014).			✓			
Ofsted (2019).		✓	✓	✓		
Pakarinen, E., Kiuru, N., Lerkkanen, M., Poikkeus, A., Siekkien, M., & Nurmi, J. (2010).	✓					
Pang, I. W. (2012).		✓				
Parker, P. D., & Martin, A. J. (2009).						Not Specified
Partridge, K. (2012).			✓			
Paterson, A., & Grantham, R. (2016).		✓				
Pearson, L. C., & Moomaw, W. (2005).		✓	✓			
Perry, N. E., Brenner, C., Collie, R. J., & Hofer, G. (2015).					✓	
Pillay, H., Goddard, R., & Wilss, L. (2005).		✓	✓			
Price, D., & McCallum, F. (2015).		✓	✓			
PricewaterhouseCoopers. (2002).						Not Specified
Punch, K.F., & Tuettemann, E. (1996).			✓			
Rae, T., Cowell, N., & Field, L. (2017).					✓	
Reeves, P. M., Pun, W. H., & Chung, K. S. (2017).			✓			
Roffey, S. (2008).		✓	✓			

Research Study & Year of Publication	Sector of Education					
	Early Years	Primary	Secondary	Further Education	Specialist Provision	Other
Roffey, S. (2012).		✓	✓			
Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013).		✓				
Ross, J. A. (1994).			✓			
Roth, G., Assor, A., Kanat-Maymon, Y., & Kaplan, H. (2007).		✓				
Rothi, D.M., Leavey, G., and Best, R. (2008)		✓	✓			
Rumsby, R. (2001).						<i>Not Specified</i>
Salter-Jones, E. (2012).			✓			
Sarros, J. C., & Sarros, A. M. (1992).			✓			
Sharrocks, L. (2014)		✓				
Shen, B., McCaughtry, N., Martin, J., Garn, A., Kulik, N., & Fahlman, M. (2015).			✓			
Simbula, S., Panari, C., Guglielmi, D., & Fraccaroli, F. (2012).			✓			
Skaalvik, E. M., & Skaalvik, S. (2018).		✓	✓			
Smylie, M. A. (1988).		✓	✓			
Spilt, J. L., Koomen, H. M., & Thijs, J. T. (2011).						<i>Literature Review</i>
Stivaros, H. (2007)		✓				
Sturman, L., Lewis, K., Morrison, J., Scott, E., Smith, P., Styles, B., Taggart, G., & Woodthorpe, A. (2005)						<i>Not Specified</i>
Taris, T.W., Van Horn, J.E., Schaufeli, W.B. & Schreurs, P.J.G. (2004).		✓	✓			
Trendall, C. (1988).		✓	✓		✓	

Research Study & Year of Publication	Sector of Education					
	Early Years	Primary	Secondary	Further Education	Specialist Provision	Other
Teacher Support Network. (2009)						Not Specified
Thomas, N., Clark, V., & Lavery, J. (2003).		✓				
Tonder, D. V., & Fourie, E. (2015).			✓			
Trendall, C. (1989)		✓	✓		✓	
Tschannen-Moran, M., & Woolfolk Hoy, A. E. (2001).						Literature Review
Tsouloupas, C., Carson, R., Matthews, R., Grawitch, M., & Barber, L. (2010).		✓	✓			
Van Dick, R., & Wagner, U. (2001).		✓	✓		✓	
Van Droogenbroeck, F., Spruyt, B., & Vanroelen, C. (2014).		✓	✓			
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Research Study & Year of Publication	Sector of Education					
	<i>Early Years</i>	<i>Primary</i>	<i>Secondary</i>	<i>Further Education</i>	<i>Specialist Provision</i>	<i>Other</i>
YouGov. (2017).	✓	✓	✓	✓		
YouGov. (2018).	✓	✓	✓	✓		