

 **Teacher
Wellbeing
Survey
2019/2020** 



 1800 192 195
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A U S T R A L I A

Teacher wellbeing survey 2019/2020 – Tradewind

Rightfully so, teacher wellbeing has become a prominent topic in recent years. In our inaugural Wellbeing Survey, we put the spotlight on those closest to the action, revealing first-hand insights from Victorian principals and teachers.

Executive summary

Our survey was conducted at the end of term one and is based on the responses from 170 teachers and principals. Of the teachers surveyed this year, 14% had worked in a permanent/full time role, 45% in casual relief positions and 41% had worked across both. We outline a brief snapshot of the survey results in this report, however, more details are available on request.

Key findings:

- Teachers rated their current wellbeing as average.
- 52% of teachers reported that increased experience didn't reduce workplace stress.
- 81% of principals were not aware of agency-led wellbeing programmes.
- 86% of CRTs were not aware of agency-led wellbeing programmes.
- CRTs who had used agency wellbeing programmes had a wellbeing rating of 7/10.
- CRTs who had not used agency wellbeing programmes had a wellbeing rating of 5/10.



The positive impact of wellbeing programmes

When asked to rate their current wellbeing, both answered similarly, with the average score being a little over 6, on a scale of 1 to 10 (with 10 indicating they have excellent wellbeing).

What may be more pertinent to school leaders is the difference between CRT respondents who rated their wellbeing below 4 and those who rated their wellbeing greater than 7. Of the cohort in the below average scores, 77% responded that stress levels had increased over time, mainly due to a perceived workload, lack of support and behavioural management. In contrast, 85% in the above average group stated their stress levels had decreased over time with the key stressor being behavioural management at 57%. These CRTs were also much more aware of agency wellbeing programmes, although interestingly they were no more likely to utilise them.

When asked about stress levels, it was a fairly even split.

“**52%** of the teachers revealed that, despite **gaining more experience** as a teacher, **their stress levels remained consistent.**”

This contrasts with the other 48% who responded that stressors lessened with increased tenure, citing increased knowledge, experience and overall competence as the main reasons.

Obviously career progression into more senior roles will often contribute to increased levels of stress, however it seems for a significant group of teachers, greater experience doesn't reduce their work stress.



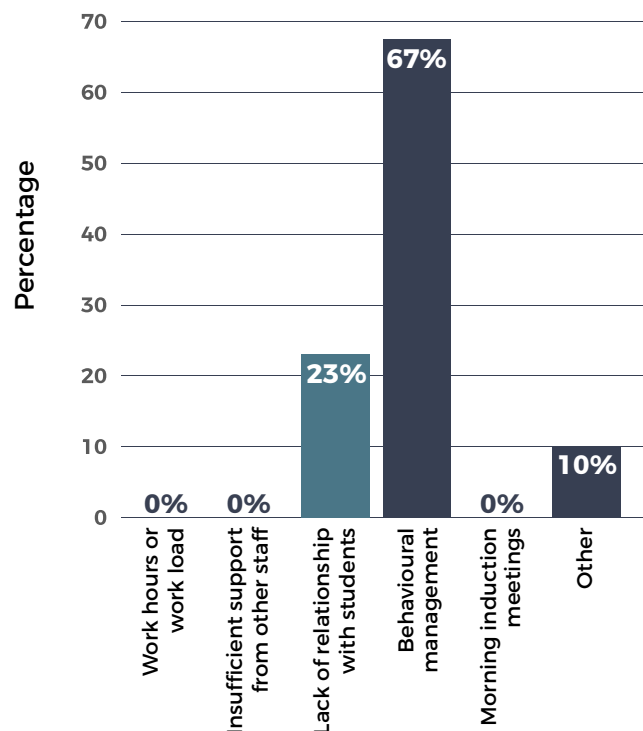
Behaviour management

For CRTs, behaviour management was cited as the overarching stressor, followed by lack of support and high workloads/hours.

Interestingly, principals also rated behavioural management as the predominant stressor for CRTs, however, unlike the teachers surveyed, this was followed by a lack of relationships with students whilst lack of support from school staff was not even considered.

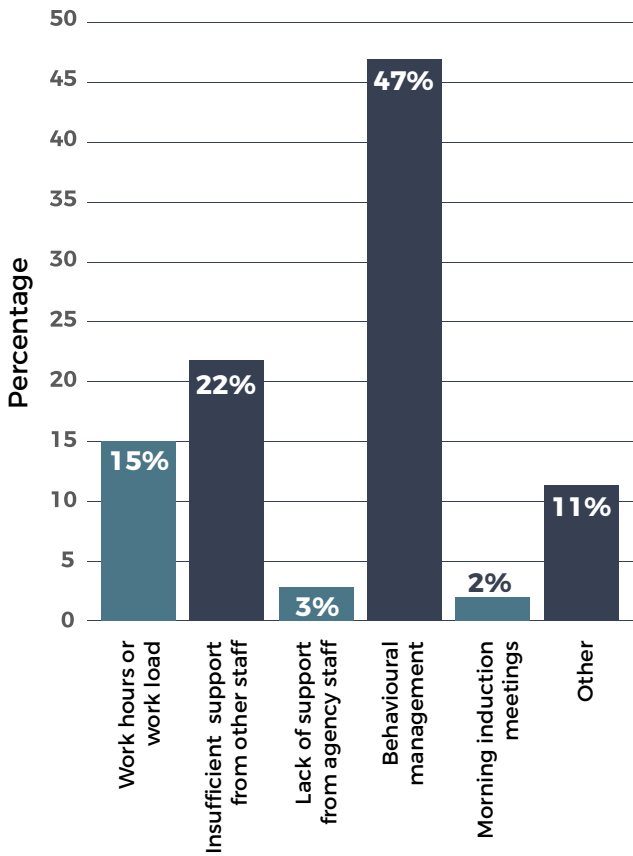
This data reveals some of the imbalances between the thoughts of school management and CRTs in addressing wellbeing for their relief staff.

Principals: What do you think is the biggest source of stress for CRTs at your school?

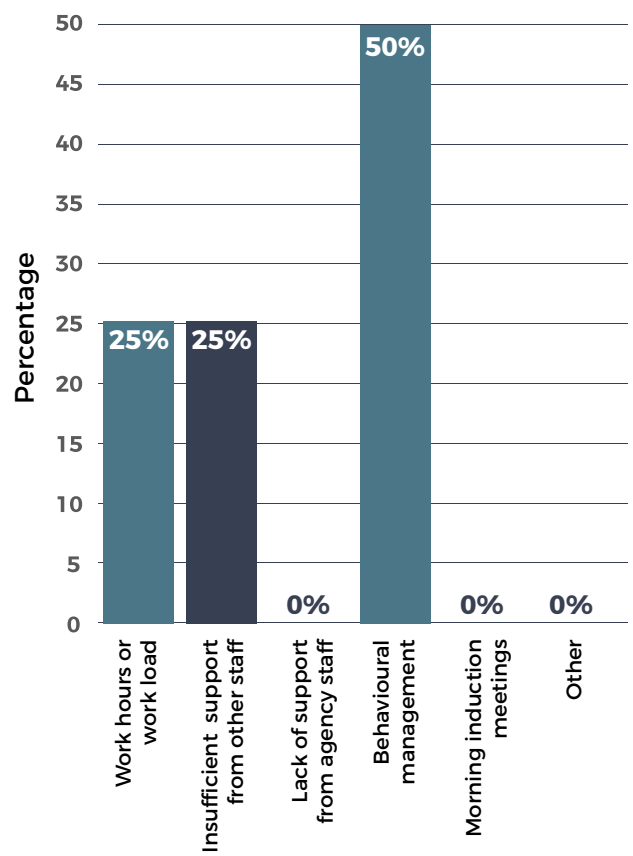


Classroom stressors for teachers

Casual Relief: What would you say is the main source of stress in your role?



Permanent: What do you think is the biggest source of stress for CRTs at your school?



How do we ensure the wellbeing of all teachers?

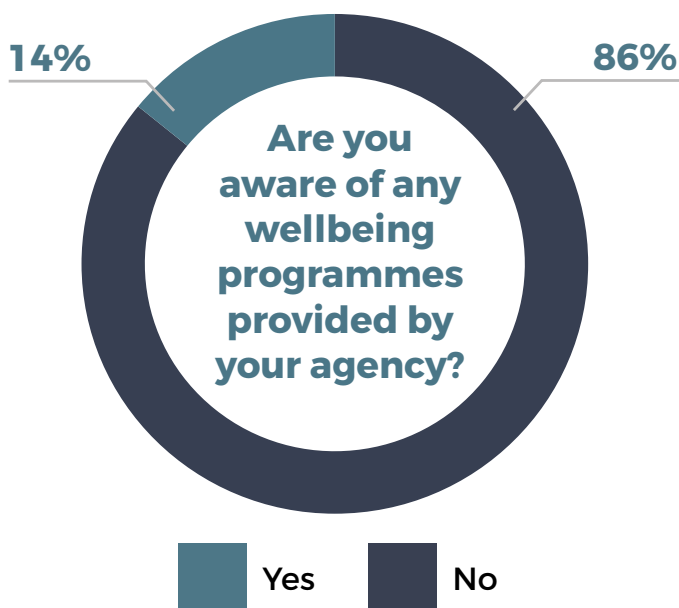
The results of the principals survey indicate that most schools offer wellbeing services for their permanent teachers in the form of employee assistance programmes as well as professional development days and training. CRTs are generally left to take advantage of agency-led programmes, although some schools also provide their relief teams with similar services.

“ The results highlight the difference between the resounding number of principals that responded that **wellbeing programmes exist for staff (80-90%)** and the **lack of teachers being aware of them at 83%**. ”

This highlights that details of wellbeing offerings, perhaps aren't communicated effectively, or worse, aren't perceived as benefiting/helping with wellbeing.

Prioritising teacher satisfaction through wellbeing programmes is known to increase job satisfaction and morale, while offering educators the tools they need to lessen key daily stressors. Beyond the teachers themselves, the benefits encompass positive student learning and development. Teachers should be alerted to such initiatives and encouraged to participate given their advantages.

The survey also highlights that, in some cases, teachers are reluctant to get involved in wellbeing programmes, so increasing awareness and the value they represent may entice more staff to take part.



“ It's worthwhile noting that principals rated the **usefulness of their wellbeing programmes as 6 out of 10**, but they also rated how they **measure their effectiveness at 6 out of 10**. ”

This shows that school leaders believe there may be some work to do in increasing their usefulness and how to quantify their effectiveness.

When it came to agency-led wellbeing programmes, the data illustrated an overwhelming lack of awareness around their availability.

The survey revealed that over 80% of school leaders were unaware of any wellbeing initiatives run by agencies for CRTs. This validates why over half of the principals surveyed had not encouraged relief teachers to utilise such services as they did not know such opportunities existed. Not unlike principals, 86% of CRTs themselves were unaware of wellbeing services offered by their agency. Having a culture of wellbeing driven from the top would augment this awareness and encourage CRTs to participate and feel supported.

School leaders and agencies can work collaboratively to ensure all programmes are well communicated with time made available for teachers to gain the much-needed value of such programmes.



Wellbeing priorities - moving forward

This survey illustrates the importance of raising awareness of wellbeing programmes for CRTs and developing strategies to optimise their effectiveness. As expected, the data also fortifies the fact that most principals believe wellbeing plays a big role in the retention of teachers. 60% of the principals surveyed have said they intend to focus on implementing wellbeing programmes at their school in the ensuing 12 months and they are advocates for this level of support.

How much do you think wellbeing programmes contribute to the retention of teachers?



Teachers at varying levels of experience in our survey had to deal with challenges associated with stress and wellbeing. By placing wellbeing at the forefront, schools can provide greater support for CRTs to ensure optimal health.

Some of the possible strategies to maximise wellbeing at schools could include:

- Increased collaboration between school management and CRTs to promote and recommend wellbeing initiatives offered by an agency or within the school. As there seems to be a resounding lack of awareness of such programmes, encouraging participation will lead to less stress and greater job satisfaction.
- Establishing frameworks to offer all teachers (including CRTs) access to professional development and training programmes such as one-on-one mentoring, courses, workshops, counselling or specific learning experiences that are especially relevant e.g. workshops on behaviour management, dealing with larger workloads or other key stressors will be particularly useful.
- Building a culture of wellbeing and staff support within the school to ensure educators have avenues to engage in discussions about any concerns. By creating a platform of connection and relationships, the lack of support felt by so many CRTs can be reversed.
- Partner with agencies to help tailor wellbeing initiatives for CRTs specifically, as the nature of their role means their challenges often differ from other staff.

Further information

For further information on the wellbeing programmes that we offer our CRTs, or for more details on this survey, please speak to your Tradewind consultant.

