

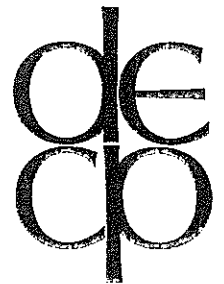


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The Changing Context for Mental Health and Wellbeing
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How to make teachers happy: An exploration of teacher wellbeing in the primary school context

Annie Paterson & Robyn Grantham

Teaching is considered a high stress profession, being associated with negative outcomes such as burnout. This is worrying given the links between teacher wellbeing and pupil academic performance and wellbeing. There appears to be little existing literature that focuses on the factors that support and maintain teacher wellbeing, and thus identifies a gap in the evidence base that this study aims to address. A strengths-based method, within an ecological framework, was employed to explore teacher wellbeing. Phase 1 of the study involved teachers from five primary schools from the same local authority completing the Glasgow Motivational and Wellbeing Profile to establish an overall wellbeing profile for each school. The school with the most positive wellbeing profile was selected for Phase 2, in which six teachers were invited to take part in a focus group to explore the factors that foster and support teacher wellbeing. Themes generated from the results included the importance of relationships, collaboration and the need for realistic perceptions of teaching, amongst others. Limitations, areas for future research, and implications for educational psychology practice are discussed in accordance with the findings. Results generated from the study, it is hoped, will inform future practice and policy development in order to meet teacher wellbeing needs more effectively.

Keywords: teacher wellbeing; supporting teacher wellbeing; strengths-based; ecological framework.

'Wellbeing is a massive issue – not just for us, but for everyone who cares about education.'
(Watson, 2014)

VIEWING EDUCATION and wellbeing as separate entities appears to be an historical notion, with a wealth of literature and policy acknowledging the importance of this relationship, for example, *Getting It Right For Every Child* [GIRFEC] (Scottish Government, 2008), *Every Child Matters* (DfES, 2004) and White (2009). These publications formalise the role of education regarding the wellbeing of the child and young person. Contemporary research is now demonstrating that teacher wellbeing (TWB) has a potentially important impact on student wellbeing and academic performance. For example, a survey by Wellbeing Australia (2011) of 466 educators, highlighted the perceived relational links between increased TWB, pupil wellbeing and better academic outcomes. Participants also perceived wellbeing as an important factor in promoting student mental health

(97.6 per cent) and pro-social behaviour (98.5 per cent). It could be argued, therefore, that whilst schools develop student skills for life and work that ultimately lead to measurable changes in children and young people (Scottish Government, n.d.), the emerging evidence that teachers themselves and their wellbeing are central to positive student outcomes, indicates an argument for closer scrutiny of the role of the EP in working with TWB.

Defining wellbeing

Scholars and policy makers have researched the concept of wellbeing thoroughly in recent years (Kahneman et al., 1999; Seligman, 2011; Stratham & Chase, 2010). White (2009) suggests such popularity is not only due to the emergence of positive psychology, but also because at an individual level, wellbeing seeks to connect mind, body

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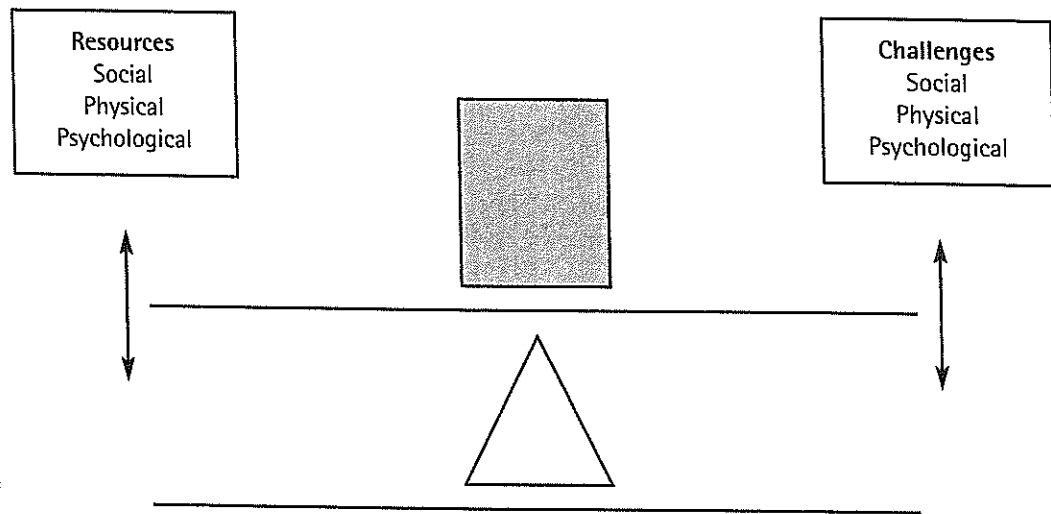
and spirit – thus rejecting the compartmentalisation of people's lives. However, given 'the absence of theory-based formulations of wellbeing' (Ryff & Keyes, 1995, p.719), defining it is difficult; particularly as 'the essential features of psychological wellbeing' (Ryff, 1989, p.1069) are not clear. As a result, wellbeing is 'a complex, multi-faceted construct that has continued to elude researchers' (Pollard & Lee, 2003, p.60). Without a clear understanding of wellbeing, researchers are unsure about measurement, as well as how the resulting data may be interpreted.

In the interest of untangling and amalgamating some of the key themes from previous research that led to various theories of wellbeing, (for discussion, see Brickman & Campbell, 1971; Cummins, 2010; Hendry & Kloep, 2002; Herzlich, 1973). Dodge et al. (2012) proposed a new, universally applicable, definition of wellbeing. Put simply, wellbeing appears to be 'the balance point between an individual's resource pool and the challenges they face' (p.230).

According to Dodge et al. (2012) the resource pool constitutes an individual's social (e.g. socioeconomic status), psychological (e.g. autonomy; affiliation, a sense of connectedness; agency; beliefs about competence) and physical assets. While being finely balanced, the definition implies that as a result of challenge, a person is internally driven to adapt their resources to return to a set point for wellbeing (see Figure 1). However, if one does not have enough resources or faces too many challenges, the seesaw dips, along with levels of wellbeing.

While providing a tangible and operationalised concept, the definition does not account for other factors that could, essentially, act as a resource or challenge for an individual – such as environmental or economic factors. La Placa et al. (2013), aware of this limitation, further suggested that the definition of wellbeing should not be confined to one domain – individual subjectivity – but also take into account the wellbeing of 'family, community and society as a whole' (p.116). Thus, the authors high-

Figure 1: Definition of wellbeing illustrating 'set point' resulting from the balance between resources and challenges (adapted from Dodge et al., 2012).



lighted the need to consider wellbeing ecologically; holistically taking into account all effecting factors in all possible domains.

Nature of teacher wellbeing

When examining TWB, research has tended to emphasise teachers' emotions, feelings and self-perceptions relating to their working lives (Bricheno et al., 2009). Such perceptions have frequently been associated with factors such as work stress or job satisfaction, with measurements of TWB tailored to this assumption. It is not surprising then that existing literature also tends to assume a problem-based approach in examining TWB, focussing predominantly on negative outcomes for teachers, including burnout and retention issues (Galand et al., 2007; Taris et al., 2004; Watson, 2014). Such investigations seem warranted considering a House of Commons (2004) report found rates of teachers leaving the profession were around 20 per cent in the first two years and 50 per cent in the first five years post-qualification. Furthermore, education staff were found to experience high levels of anxiety and stress-related health problems (Jeffcoat & Hayes, 2012), a finding that also held consistent in comparison to other professions, such as occupational therapy (Saaranen et al., 2006). However, the study was small-scale and so findings may not be representative of the general population. Nonetheless, it is evident there are real and substantial factors that produce negative outcomes for TWB.

However, while much literature (e.g. Galton & McBeath, 2008; Taris et al., 2004) has examined the sources and consequences of stress within the teaching environment, there is a lack of theoretical underpinning to explain and better understand these observations (Taris et al., 2004). Therefore, there appears to be a need to use psychological theory as an underlying framework from which clearer and more informed interpretations of such findings can be explored. Consideration of a strengths-based rather than a deficit model may be more productive

in fostering and supporting positive TWB (Roffey, 2012).

Ecological view of teacher wellbeing

Considering the multitude of factors that can influence TWB, it is logical to utilise an ecological perspective when exploring TWB. Ecological Systems Theory, as developed by Bronfenbrenner (1979), aims to place an individual's development within the context of their immediate environment, as well as the wider societal and cultural context. The framework allows for in-depth understanding of the ways in which environmental factors, and the relationships between these, interact in a reciprocal manner to influence behaviour, beliefs and values.

At the microsystem level, TWB literature highlights the impact of teaching as a high-pressure occupation; potentially causing great emotional and psychological stress which may result in teachers prematurely leaving the profession (Kyriacou, 2001). One such source of increased stress was highlighted in a study examining the impact of school violence on teacher professional disengagement. In a study of 487 teachers in Belgium, Galand et al. (2007) found that verbal victimisation and low-level continuous disruptive behaviour had a strong negative impact on TWB, even more so than physical aggression towards teachers due to the increased frequency of such behaviour, resulting in increased anxiety and depressive symptoms. The authors suggested that daily low-level disruptive behaviour was an important factor for teacher burnout and disengagement. Neuropsychological research suggests that excessive stress is not only associated with poorer performance, but also has significant effects on the brain, for example, degeneration of the hippocampus (Michie & Cockcroft, 1996). Considering the hippocampus plays a significant role in memory, it may be reasonable to speculate that highly stressed teachers may have less access to their knowledge-base and, subsequently, are less able to adapt and modify their practice according to children's differing needs and evolving teaching prac

supporting positive TWB

of teacher wellbeing

A multitude of factors that influence TWB, it is logical to utilise an ecological approach when exploring TWB. The Ecological Theory, as developed by Bronfenbrenner (1979), aims to place an individual within the context of their environment, as well as the social and cultural context. This approach allows for in-depth analysis of the ways in which environmental factors and relationships between these factors can, in a reciprocal manner, influence individual wellbeing and values.

At the system level, TWB literature often views the act of teaching as a high-stress occupation; potentially causing great psychological stress which may result in teachers prematurely leaving the profession (Kyriacou, 2001). One such source of stress was highlighted in a study that explored the impact of school violence on teacher personal disengagement. In a study of teachers in Belgium, Galand et al. (2007) found that verbal victimisation and frequent disruptive behaviour had a negative impact on TWB, even more so when aggression towards teachers increased the frequency of such behaviour. This led to increased anxiety and depression. The authors suggested that frequent disruptive behaviour was a major factor for teacher burnout and stress. Neuropsychological research has shown that excessive stress is not only associated with poor performance, but also has a negative impact on the brain, for example, the hippocampus (Micheva et al., 2006). Considering this, it is reasonable to speculate that stressed teachers may have less cognitive knowledge-base and, subsequently, be unable to adapt and modify their teaching according to children's needs and evolving teaching practices.

Positive TWB, therefore, may play an important role in allowing teachers to be flexible in fulfilling their duties within the classroom.

In taking a qualitative approach to examining TWB, Roffey (2012) refers to relational aspects of wellbeing that involve building respectful and supportive school communities, developing pro-social values and providing a safe environment. Roffey suggests that it is the highly relational component of teaching that has a significant impact on TWB. Teachers are involved in around 1000 interpersonal contacts every day (Holmes, 2005), therefore Roffey suggests it is the quality of contacts that maintains or breaks TWB. Specifically, Marzano (2003) found that teachers with more positive and higher quality relationships with pupils experienced significantly less discipline related issues compared with colleagues. This suggests that amicable interactions with pupils allow teachers to feel good about their job and supports TWB (Taris et al., 2004).

Gibbs (2011) found systemic influences relating to TWB, suggesting that TWB can be influenced at the exosystemic and/or macrosystemic levels. In an examination of work-exchange relationships, Taris et al. (2004) found that where teachers experienced inequity in organisational exchange relationships, that is, the relationship and expectations one has with employment organisation in terms of workload and pay, etc., they may be more likely to decrease their commitment and experience emotional exhaustion. However, the authors noted that findings were not static over time, perhaps highlighting the dynamic nature of human relationships, as well as access to and utilisation of potential coping strategies to rebalance unequal relationships.

In Scotland, current legislation and policy provide the context to support teachers in providing a high quality educational experience for their pupils (e.g. GIRFEC and Curriculum for Excellence; see www.gov.scot for more information).

However, the introduction of such policies has also increased societal expectation of teachers to produce successful learners, responsible citizens, confident individuals and effective contributors. Such elevations in the perceived accountability of teachers may result in increased pressure, which negatively impacts on TWB (e.g. House of Commons, 2004; Kyriacou, 2001). Further research is required to confirm these assumptions. However, TWB is not exclusively affected by work-related influences, and individual issues may also play a part. A large proportion of variance in TWB (38 per cent) is associated with individual influences (Galand et al., 2007).

Existing literature has shown that a variety of factors appear to be detrimental to TWB. The interconnectedness of factors and outcomes for both teachers and pupils may mean that what is in the best interests for students in terms of wellbeing, may also be detrimental for teachers, or vice versa. There appears to be limited evidence on the factors that foster, support and maintain TWB, thus presenting a gap that the present, small-scale, exploratory study considers. That is, using a strengths-based approach within an ecological framework to explore factors contributing to positive TWB.

Research study

The study presumes an idealist perspective as it considers TWB to be a mentally constructed concept that is immaterial and intangible (Macionis, 2012). TWB is not considered an observable behaviour or physiology that is quantifiable; instead it is dynamic and changes over time. Constructions of TWB are perhaps variable within cultures and between educational establishments themselves, with knowledge of TWB created by social groups rather than individuals (Kuhn, 1970). Ereaut and Whiting (2008, p.8) suggest:

'Wellbeing is essentially a cultural construct and represents a shifting set of meanings – wellbeing is no less than what a group or groups of people collectively agree makes a 'good life'.'

This, however, does not mean that individuals do not have their own ideas of TWB, but their ideas are shaped by the social context around them, that is, the school or wider community. For example, in a given society, a depressed person may be viewed as mentally ill and perhaps even stigmatised with little support in the community. In another society, this person may be normalised, accepted and well supported. This study, therefore, is seeking to explore the shared understanding of TWB and the factors that may support and promote it positively (Warmoth, 2000). An ecological framework allows the identification of positive influences on TWB at different 'levels' as outlined by Bronfenbrenner (1979), while a qualitative approach to collecting and analysing data aims to gain a detailed understanding of what promotes and supports teacher wellbeing among a group of teachers.

Method

The investigation was implemented in two phases. Phase 1 involved participants from six primary schools within one Local Authority (LA) completing the Glasgow Motivational and Wellbeing Profile (GMWP; developed by Glasgow Educational Psychology Service, Appendix 1). This provided a profile of wellbeing for each school – highlighting levels of affiliation, agency and autonomy, as well as how healthy and safe participants felt within their team. Six schools were selected using the Scottish Index of Multiple Deprivation (SIMD; <http://www.gov.scot/simd>) to provide a representative sample within the LA. One school chose not to participate and due to time constraints another school was not approached. In total 34 teachers (with varied lengths of service) from five schools took part in Phase 1. By collating the GMWP scores for teacher's individual profiles, wellbeing profiles for each school were generated.

The school presenting with the most positive results for TWB was selected for

Phase 2. A strengths-based discussion of factors supporting TWB was considered more likely in a school where staff felt more supported and presented a more positive wellbeing profile. Participants were not made aware of this requirement in order to encourage honesty and prevent potential bias skewing the data. Phase 2 involved five participants from School B voluntarily taking part in a semi-structured focus group (which included four focused questions, see Appendix 2) to generate hypotheses and, therefore, explore factors within the school and wider society that support teachers in developing positive wellbeing. It was felt important to initially establish the group's collective interpretation of wellbeing in order to develop a definition of what wellbeing meant to the group. This provided a platform for discussion of factors that could promote positive TWB according to this group of teachers across the levels of the ecological model. Data gathered from Phase 2 of the study was transcribed and analysed by both researchers simultaneously, according to Braun and Clarke's (2006) six phased thematic analysis method, to increase rigour.

Results

The number of GMWPs returned differed between schools: School A ($N=4$), School B ($N=9$), School C ($N=5$), School D ($N=7$), School E ($N=9$). Results generated provided a profile of wellbeing for each school.

As demonstrated in Table 1, only small differences were apparent between schools with regard to their overall wellbeing score, and had the study not been subject to time restraints, all schools could have been approached for Phase 2. This could result from the small sample size, or being governed by the same LA policies and practices. Nonetheless, School B presented with the highest overall wellbeing score in comparison to the remaining four schools. Thus, School B was selected for Phase 2.

Table 1: Average ratings for affiliation, agency, autonomy, and feeling healthy and safe between five schools in LA X. Range of possible scores for each area was 1 to 6, with maximum overall wellbeing score being 30.

	Affiliation	Agency	Autonomy – negotiating	Autonomy – expressing	Healthy and safe	Overall wellbeing score
School A	4.82	4.87	4.95	4.25	4.1	22.90
School B	4.72	5.03	4.97	4.31	4.03	23.06
School C	4.52	4.96	5.04	4.32	3.56	22.40
School D	4.65	4.41	4.31	4.34	3.67	21.38
School E	4.38	4.86	5.05	4.22	3.88	22.39

Establishing a shared understanding of teacher wellbeing

Figure 2 (overleaf) summarises key phrases used by this group of teachers when asked 'What does TWB mean to you?' in the focus group. Key themes were associated with affiliation, agency and autonomy, as well as feeling healthy and safe. Therefore, researchers grouped participants' responses under the categories used in the GMWP.

The following findings summaries themes and sub-themes generated in Questions 2, 3 and 4 of the focus group.

Factors fostering and supporting TWB within school context

At microsystem level two themes emerged – firstly, relationships and positive communication within them; and secondly, the need for a collectivist culture that promotes a positive school ethos. There were sub-themes concerning collegiate relationships, collaboration, social support ('...the biggest support network I've got in the school are other members of staff'), feeling valued, respected and included, as well as access to independent advocacy ('to kind of know that [the advocate is] there ... that's really, really helpful').

Factors fostering and supporting TWB out with school context

At the exosystem level three themes emerged – relationships and positive communication within them; the impor-

tance of a work-life balance; and lastly the media. These themes were developed from sub-themes including relationships with parents ('It's really nice to get that kind of positive feedback [from parents] when you work so hard for it') and the need for realistic representations of the teaching profession on television or in newspapers.

Societal attitudes and beliefs fostering and supporting TWB

Three themes emerged at the macrosystem level – being trusted and respected by members of society ('...we doubt ourselves enough in this profession – Am I doing enough? Am I meeting that child's needs?' without society's judgements); the existence of positive perceptions of teaching as a profession; and finally, an awareness and recognition of the teaching role. Participants felt that policy and legislation was '... not logistical – and if you think about how we teach, and how we plan our teaching, it's always responsive to the needs of what's in front of us.'

Discussion

The present study explores factors that appear to support and maintain TWB within Primary Schools in one LA in Scotland. A strengths-based approach was used to gather rich information first-hand from teachers working within this environment. The multifaceted nature of TWB, as highlighted by existing literature (Bricheno et

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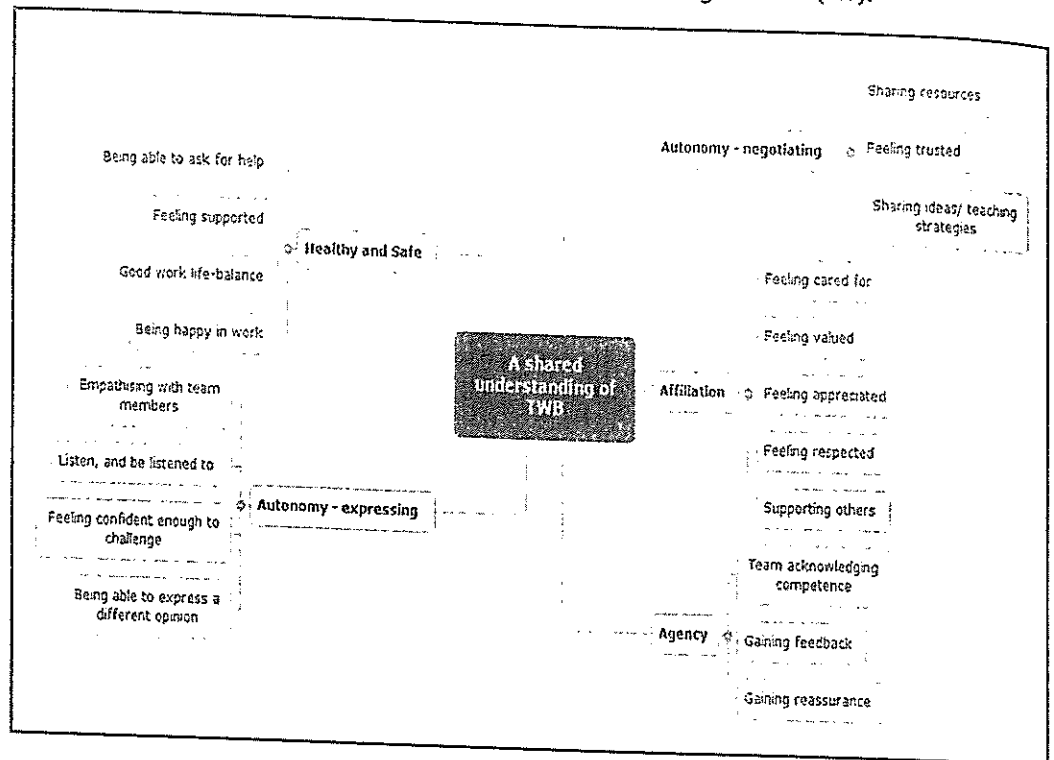
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Figure 2: Summary of themes (and sub-themes) generated when participants were asked to devise a shared understanding of TWB (Q1).

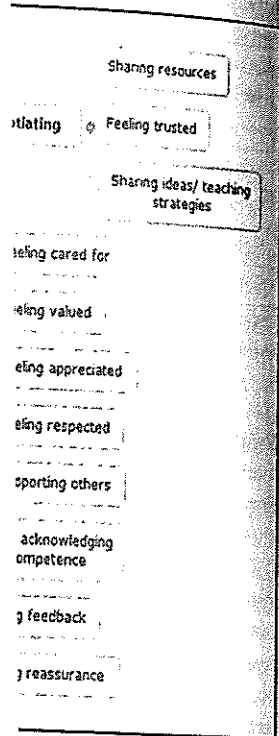


al., 2009; Taris et al., 2004), indicated that investigations conducted within an ecological framework (Bronfenbrenner, 1979), enables consideration of influential factors across different levels. Identified themes did not occur in isolation and were relevant and meaningful across levels, as well as within levels, for example, social support from peers (microsystem) may create a more equal work-life balance (exosystem) that increases feelings of agency, that promotes positive wellbeing (individual). Factors considered to foster and support wellbeing in this study, therefore, seem to interact across levels. One should, therefore, be mindful when interpreting results, as well as when developing wellbeing policies and strategies within educational contexts as the impact has the potential to transcend levels.

Social support within school

Teachers identified a level of trust and openness within collegiate relationships, which facilitated an emotional outlet for frustrations, anxieties and worries, including managing challenging behaviour. Considering consistent low-level disruptive behaviour displayed by pupils on an everyday basis has been suggested as having a significant detrimental impact on TWB (Galand et al., 2007), it may be that social support has a positive influence on TWB through simply feeling one has another to confide in. The idea that 'a problem shared is a problem halved' may be useful in neurobiological terms too – giving teachers the opportunity to 'off-load' negative thoughts and release feelings of stress and anxiety, may contribute to a reduction in cortisol, which in turn may

when participants
WB (Q1).



protect the brain from the damaging effects of severe stress (Michie & Cockcroft, 1996). Preserving cognitive functioning in this manner may further allow teachers to be more receptive and adaptive to demands in the classroom as they are more able to cope with challenges. However, further exploration is required before such assumptions can be confirmed, and so may be a potential direction for future research.

Positive relationships with colleagues also allowed teachers to have constructive discussions in negotiating workload when working collaboratively. Achieving optimal work-life balance in this respect was considered essential in maintaining positive wellbeing through allowing teachers time to unwind at home through activities like relaxation and exercise. School B teachers explicitly stated being able to work this way was not only reassuring, but it actually developed confidence and reduced anxiety. Thus, social support from colleagues may act as a protective factor against some stresses and adversities, especially with regard to workload (van Dick & Wagner, 2001). The delicate balance and management of workload was highlighted in Phase 1 also, with all schools scoring lower on the healthy and safe component specifically regarding the work-life balance statement. While it should be recognised that the apparent consistency between Phase 1 and Phase 2 may be attributed to participants being a repeat sub-sample, it could be an important area for further exploration, as there may be implications at governmental, LA and school levels.

Importantly, it was not only other teachers who were considered an integral part of the social support network in School B; participants highlighted the role of positive relationships with Senior Management Team (SMT) and wider support staff. Previous research has identified that teachers responded positively to having their strengths recognised by SMT (Roffey, 2012), with such a desire for this kind of feedback highlighted by participants in Phase 2. Therefore, it may be reasonable to interpret

this as potential support for incorporating strengths-based practices into school systems as a means of promoting and maintaining TWB. For example, Video Enhanced Reflective Practice has been highlighted as a tool for providing positive feedback and developing skills that increase self-esteem and confidence (Strathie et al., 2011). If such an approach is embedded into school ethos it may manifest in boosting the collectivist culture of the school team, which in turn may create a more supportive and nurturing environment for both staff and pupils. Therefore, perhaps more focus on celebrating the successes of teaching and the school team are needed, which may be an important consideration for SMTs.

Relational quality, and associated social capital, is a major factor in teachers' wellbeing and resilience. Roffey (2012) found similar associations for pupil wellbeing, perhaps suggesting that happy teachers therefore, produce happy pupils and vice versa. However, considering the highly influential status of teacher-pupil relationships on TWB, this was not a particular focus of the present study, rather discussions more focused on collegiate support. One explanation for this somewhat differential finding may be that social support networks within School B mitigated the negative impact of challenges faced by teachers, such as disruption within the classroom. This highlights the dynamic nature of coping strategies, which, according to Dodge et al.'s (2012) definition of wellbeing, would suggest that individuals may have access to a bank of different resources, such as trusting collegiate relationships, positive teacher-pupil relationship or optimal work-life balance, to help them overcome challenges. Such an explanation may account for the inconsistent findings of Jeffcoat and Hayes (2012), who found variations in levels of TWB between time points. An understanding of the way in which multiple mechanisms support and maintain TWB, particularly through social support networks, may be essential for school management when

School

level of trust and open relationships, which are a natural outlet for frustration and worries, including disruptive behaviour. Considerable level of disruptive behaviours on an everyday basis as having a significant impact on TWB (Galand et al., 2012). Social support has a positive impact on TWB through simply being able to confide in. The support shared is a problem that is common in neurobiological research. Teachers the opportunity to express thoughts and release anxiety, may contribute to wellbeing, which in turn may

implementing interventions or policies to support TWB. Further research is needed to inform and create a more concrete framework as a guide to support such planning.

Wider societal perceptions of the teaching profession

Teachers in School B related positive perceptions of teachers as hard-working professionals in their own right to increased feelings of respect and appreciation. However, there appeared to be much consensus amongst participants that more work was required in order to cultivate such attitudes. It was suggested that more proactive consultation from policy-makers would allow teachers to feel listened to and valued at governmental levels, so that proposed policies may more realistically reflect the needs of teachers in the classroom.

According to Taris et al. (2004), if teachers feel valued in this respect they may be more likely to have positive organisational exchange relationships, resulting in decreased emotional exhaustion and increased commitment to the LA, thus reflecting more positive TWB through increased feelings of affiliation and agency.

Staff welfare is vitally important if teachers are expected to support some of Scotland's most vulnerable children. After all, an individual must have a substantial level of wellbeing if they are to support others effectively (Bricheno et al., 2009). It is clear that there are countless factors that promote TWB, all of which are not discussed here. However, the outcome of this exploratory study has created an opportunity to begin a strengths-based dialogue that more successfully utilises factors that foster and support TWB in producing effective practices and policies at school, governmental and societal levels.

The expectations and ideals of current society somewhat dictate that teachers are expected to do much more now than simply 'teach'. In some circumstances, teachers may be expected to take on roles that may usually

be associated with social workers, psychologists, counsellors, and perhaps even the police, in order to meet the needs of their pupils (Bricheno et al., 2009). Assuming that teachers are associated with increased responsibility and accountability can lead to common misconceptions of their role. Increased pressure that is potentially associated with such exaggerated expectations or distorted views of teachers' working conditions may be detrimental to TWB. For instance, teachers' complaints or worries regarding low-level disruptive behaviour may be dismissed by the general public and deemed invalid or insignificant, which of course, as the research suggests, is a misplaced perception. Galand et al. (2012) actually found a strong negative association between such behaviour and TWB, more so than that of physical aggression towards teachers. Interestingly, participants in the present study highlighted the potential role of the media in assisting fostering and maintaining TWB through producing coverage and documentaries that accurately represent the teaching role. Existing literature appears not to have as yet explored this frontier, however it appears to be an important consideration when taking a holistic view of TWB.

Limitations

While the study is an insightful exploration of the factors that foster and maintain TWB, there are a number of limitations to consider. The use of the GMWP as a measure of wellbeing may be problematic as the validity and reliability of the tool is still to be established. However, it should be noted that findings from the questionnaire appear to align with that of the focus group. For example, overall the 'healthy and safe' field of the GMWP, which considered being supported by others in the team and being cared about in work, achieved the lowest ratings across all five schools. This feeling was mirrored in the focus group where participants identified the need to access external advocacy to support wellbeing. Therefore, a lack of support was highlighted

be especially pertinent at a time when the value and contribution of the EPs' role is under increased scrutiny.

Conclusion

Research suggests that teaching is a high stress occupation, associated with a number of negative outcomes (Bricheno et al., 2009). However, this is not specific to teaching and can occur across many professions, suggesting there is great importance for increased awareness of the factors that shape wellbeing in general. Due to a gap in existing literature, a strengths-based approach was employed within an ecological framework to gain a deeper understanding of factors that positively, rather than negatively, impact TWB. The present exploratory study has shown there are many influences across the levels of the Bronfenbrenner model that do so. For example, promoting positive communication within relationships; creating a collectivist culture; promoting a positive school ethos; and, using media to portray the teaching profession of today realistically and positively. While the study has indicated a number of factors that support TWB, future research is required to explore tangible methods in which TWB can be improved through such factors. It is hoped that results generated from the present study will inform future practice and policy development in

order to meet TWB needs more effectively. However, the dynamic nature of wellbeing as a concept has been highlighted to have significant implications for such considerations. For instance, the present study found great importance in establishing a shared understanding of TWB amongst participants in order to better create a platform from which potential strategies or policies may be derived. Therefore, the limitations of the study, particularly in terms of the small-scaled nature and variable definitions of wellbeing, mean that findings are tentative cannot be generalised across the primary school sector in Scotland. Thus, it is apparent that the conundrum concerning 'how to make teacher's happy' is one that is still in the early stages of exploration, but is nonetheless essential in creating the best educational environment possible for Scotland's children and young people.

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Appendix 1: GMWP.

Glasgow Motivation and Wellbeing Profile			
Name of school:		These statements are all about your life in work.	
Please circle age range: 20-25 25-30 30-35 35-40 45-50 50-55 60+			
Years have you worked in this school: Less than 5 5-10 10-15 15+			
Here are some statements about how you might have been feeling over the past couple of months. On a scale of 1 to 6, 1 being never and 6 being always, please how true each statement is for you.		Please rate from 1 to 6	Comments
1	I get on with everyone in the team		
2	I always do the best I can		
3	I go out of my way to help others in the team		
4	I can stand up for myself in this team		
5	I feel good about being part of this team		
6	I can safely express any disagreements I have with the team		
7	I like to get lots of feedback about how I am doing		
8	I stay positive even when things don't go my way		
9	I can tell other team members if they have hurt my feelings		
10	I have lots of energy in work		
11	This team cares about me		
12	I like being asked to do new things		
13	I make a point of sharing all my resources and materials with		
14	I don't mind expressing my thoughts in this team		
15	I am generally positive about my work		
16	Team members know how to help me when I am feeling stressed		
17	I have the knowledge and skills required to do my job well		
18	I am a very good team player		
19	People listen to what I have to say		
20	I have a good work-life balance		
21	I feel supported by the Senior Management Team		
22	I am just as competent and able as everyone else in the team		
23	I am good at listening to others in the team		
24	I like to make lots of suggestions		
25	I am busy, but not too busy in work		
26	I fit in at work		
27	I am happy with the quality of the work that I do		
28	I find it easy to admit it when I have been wrong		
29	I can just be myself in work		
30	The people I work with care about me		
31	I care about how others in the team are feeling		
32	The work that I do is very important		
33	I go out of my way to help others in the team		
34	I am comfortable expressing an opinion different from the teams		
35	I cope well with my work demands		
36	I am a valued member of the team		
37	I will try new things even if it might make me look inexperienced		
38	I will not make a fuss just to get my own way		
39	I like being involved in new things		
40	I usually feel relaxed in work		
41	I like coming into work		
42	In work I like to be involved in lots of different activities		
43	I am a trusted member of the team		
44	I enjoy taking the lead		
45	I only worry about work when I am in work		
46	I like supporting others in the team		
47	Team mates know what I am good at		
48	All team members follow the agreed procedures / rules		
49	I enjoy showing the team what I am good at		
50	I feel well supported by others in the team		

Please note that an electric copy of the GMWP, which is required for full analysis of responses, can be obtained by contacting the authors directly.

Appendix 2: Focus Group Questions.

1. What does the term 'teacher wellbeing' mean to you?
2. What are the factors that support and promote TWB in the school context, and how do they do that?
3. What wider factors support and promote TWB – for example, out with a school context?
4. How do societal attitudes and beliefs contribute to supporting teacher wellbeing?