


Guiding Principles for

Teacher and School Staff Wellbeing





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Table of Contents

Executive Summary	4
Introduction	5
Summary of Guiding Principles and Recommendations	6
Defining Wellbeing	7
Roles and Responsibilities in Relation to Wellbeing	9
An Approach to Teacher and School Staff Wellbeing	11
Principles for a Thriving School Community	12
Guiding Principle 1: Leadership that supports teacher and school staff wellbeing	14
Guiding Principle 2: A workplace culture that supports teachers and school staff to thrive	16
Guiding Principle 3: Teacher and school staff wellbeing at the heart of policies, procedures and governance	18
Guiding Principle 4: Teacher and school staff voice is heard and valued, and autonomy and self-efficacy are supported	20
Guiding Principle 5: An environment that nurtures connection	22
Guiding Principle 6: A focus on teacher wellbeing at different stages of their careers	24
Appendix 1: Supporting Resources and Links	26
Appendix 2a: DISCOVER: Teacher and School Staff Wellbeing Pulse Check for Schools	27
Appendix 2b: DISCOVER: Teacher and School Staff Wellbeing Pulse Check Summary Table	28
Appendix 3: DESIGN: Teacher and School Staff Wellbeing Action Plan	29

Executive Summary

Across Australia, there is a growing imperative to support teacher and school staff wellbeing, and some jurisdictions are leading the way in providing support and guidance for wellbeing focussed on teachers. Additionally, under Work Health and Safety Laws, responsibility for health and safety extends to mental health and wellbeing, and has become an area of focus with the recent introduction of the Psychosocial Safety Code of Practice.

The principles and recommendations in this report have been drawn from both Australian and international best practice, and are designed for implementation at the school level. They are for school leaders and those involved in teacher and school staff wellbeing to explore and assess their own journey and next steps around teacher and school staff wellbeing, with the goal of identifying opportunities for improvement within the scope of influence of the school itself.

Introduction

A FOCUS ON TEACHER AND SCHOOL STAFF WELLBEING

The concept of wellbeing has long been prevalent in school communities – student wellbeing is a strong focus of school leadership, teachers and the school community. Increasingly, the research is turning its mind to the wellbeing of teachers, school staff and school leaders, and the impact this has on student wellbeing and learning outcomes. Teacher wellbeing also has implications for their personal stress levels, as well as impacting their intentions to stay or leave teaching as a profession.¹

Recent data shows that the teacher workforce feels stressed and burned out, find their mental health is negatively impacted by their work, and many are intending to leave the profession before retirement.²

The impact of the COVID-19 Pandemic has exacerbated these findings, with a significant drop in teacher job satisfaction between 2017 and 2021.³

THE AUSTRALIAN AND INTERNATIONAL LANDSCAPE

Across Australia, there is a growing imperative for supporting teacher and school staff wellbeing, and some jurisdictions are leading the way in providing support and guidance for wellbeing focused on teachers. The Northern Territory and Queensland, for example, have comprehensive strategies and frameworks in place around teacher wellbeing. The Federal Government is also putting in place national strategies to support the teacher workforce as part of their National School Reform agenda.

Overseas, we are seeing some examples of further development around support for teacher wellbeing, particularly from the United Kingdom.

The principles and recommendations below have been drawn from both Australian and international best practice.

GUIDING PRINCIPLES FOR TEACHER AND SCHOOL STAFF WELLBEING

All parts of the broader system play a part in teacher wellbeing – the schooling and education system, individual schools and school leadership, and teachers themselves. The Principles and Recommendations in this Guide are designed for implementation at the school level. They are for school leaders and those involved in teacher and school staff wellbeing to explore and assess their own journey and next steps around teacher wellbeing, with the goal of identifying opportunities for improvement within the scope of influence of the school itself. Many of these principles and recommendations apply to all school staff, in addition to teachers, and all school staff should be considered in the school's overall approach.

We know that school leaders and teachers are time poor, and this Guide endeavours to provide some simple steps, tools and resources for schools to consider as they work to support their teachers, staff and broader school community.

1. <https://www.aitsl.edu.au/research/spotlights/wellbeing-in-australian-schools> (Educator Wellbeing)

2. Australian Teacher Workforce Data 2021; OECD Teaching and Learning International Survey, 2018.

3. Australian College of Educators, 2021.

Summary of Guiding Principles and Recommendations

Principle	Recommendations
<p>Principle 1: Leadership that supports teacher and school staff wellbeing</p> <p><i>Build capability and support school leadership to prioritise the wellbeing of teachers and school staff</i></p>	<ol style="list-style-type: none"> 1. Build leadership and management capability 2. Provide clear guidance and expectations around wellbeing 3. Implement regular wellbeing conversations 4. Champion and support diversity and inclusion 5. Ensure clear ownership within the school to champion and oversee teacher and school staff wellbeing
<p>Principle 2: A workplace culture that supports teachers and school staff to thrive</p> <p><i>Create a school culture that recognises and values teachers and school staff, where wellbeing is part of business as usual</i></p>	<ol style="list-style-type: none"> 1. Ensure that the school values are clear, visible and operationalised 2. Undertake a regular institutional/environmental audit 3. Integrate wellbeing as part of business-as-usual 4. Ensure a culture of psychological safety 5. Put in place a culture of recognition
<p>Principle 3: Teacher and school staff wellbeing at the heart of policies, procedures and governance</p> <p><i>Consider and reduce the impact on teacher and school staff wellbeing of school policies, procedures and governance, where possible</i></p>	<ol style="list-style-type: none"> 1. Review policies and procedures for impact on wellbeing 2. Address potential psychosocial hazards through policies and procedures 3. Consider the impact of governance activities on teacher and school staff wellbeing
<p>Principle 4: Teacher and school staff voice is heard and valued, and autonomy and self-efficacy are supported</p> <p><i>Provide a consultative workplace for teachers and school staff to provide input, and have a sense of autonomy and self-efficacy in their work and their professional development</i></p>	<ol style="list-style-type: none"> 1. Undertake regular teacher and school staff wellbeing surveys 2. Increase autonomy and self-efficacy for teachers and school staff where possible 3. Consider adopting a “supervision” approach for teachers 4. Support teachers and school staff to develop individual strategies and build confidence and self-efficacy around their wellbeing 5. Provide access to professional development opportunities with a wellbeing focus
<p>Principle 5: An environment that nurtures connection</p> <p><i>Prioritise time and opportunities for teachers and school staff to connect in various meaningful ways, to sustain a strong and supportive school community</i></p>	<ol style="list-style-type: none"> 1. Prioritise time for meaningful connection and collaboration amongst teachers and school staff 2. Create a peer mentoring program for teachers 3. Build capability in leadership, teachers and school staff around effective communication and managing workplace conflict
<p>Principle 6: A focus on teacher wellbeing at different stages of their careers</p> <p><i>Recognise the different challenges faced by teachers at different stages of their careers, and adapt wellbeing initiatives to support retention and succession planning</i></p>	<ol style="list-style-type: none"> 1. Consider the needs of early-career teachers (0-2 years’ teaching experience) 2. Consider the needs of mid-career teachers (post-2 years’ teaching experience) 3. Consider the needs of late-career teachers (getting ready to retire from teaching or to leave the profession)



Defining Wellbeing

Wellbeing is a very subjective term, and there are varying definitions in the literature around wellbeing in general, and around the particular considerations for teachers and school staff.

When it comes to an evidence-based, holistic approach to wellbeing, a comprehensive definition can be found through the Adesso Framework developed by Exhale People⁴ in 2017. Adesso was initially conceptualised as a response to a gap in the market relative to individual and organisational struggles associated with the effective articulation of wellbeing and its implications at a micro and macro level.

While respecting that wellbeing is a particularly individual concept, this framework brings together the plethora of research and outlines the five key drivers for general wellbeing, with each driver comprised of 3 sub-drivers.

-  **Purpose**
engagement, growth, fulfilment
-  **Mind**
resilience, positive emotions, focus
-  **Body**
sleep, nutrition, activity
-  **Connection**
relationships, belonging, communication
-  **Financial**
peace of mind, security, contribution

4. <https://www.adessoprofiling.com/> by Exhale People



WELLBEING FOR TEACHERS AND SCHOOL STAFF

While these factors are as relevant for teachers as they are for the general population, additional factors impact teacher and school staff wellbeing in the context of the teaching profession and the school environment. While there has been a long-standing focus on student wellbeing, definitions for teacher and school staff wellbeing are not prevalent in the literature.

Having said that, additional factors for consideration in teacher wellbeing include:⁵

- The effect of workload
- Student behaviour
- Parental behaviour
- Emotional and physical demands of the role
- School and demographic factors
- Control and autonomy over own work
- Relationships with colleagues
- School leadership and management
- Perception of teaching as a profession

The principles and recommendations outlined below align with both the Adesso drivers of wellbeing, and the additional considerations specific to the teaching and school context.

5. "Teacher Wellbeing: A Review of the Literature", AIS NSW (2018).

Roles and Responsibilities in Relation to Wellbeing

A systems approach to wellbeing shows that the responsibility for wellbeing sits with everyone, and particular responsibilities depend on what is within the circle of influence for each position and role.

Under Work Health and Safety laws, responsibility for health and safety extends to mental health and wellbeing. There is an increasing focus on the psychosocial safety of employees with the recent introduction of the new Code of Practice around managing psychosocial hazards in the workplace.⁶

Responsibilities differ based on role classification. In a school setting, this would look like:



In addition to legal requirements, it is a current government priority in the uplift of education to ensure a focus on attraction and retention in the teacher workforce, including wellbeing.⁷ There is also a plethora of research around the link between teacher wellbeing and student impact, and the importance of teacher wellbeing in retention.⁸

Given this broader landscape, schools who take a more proactive rather than reactive approach to teacher and school staff wellbeing will find themselves on the front foot around workplace culture and teacher attraction and retention. Given that there is much that is outside the control of schools and teachers, a proactive approach involves a focus on the levers that are within their scope of control and influence.

6. <https://www.safeworkaustralia.gov.au/doc/model-code-practice-managing-psychosocial-hazards-work>

7. National School Reform Agreement, Council of Australian Governments, in particular National Policy Initiative B(i).

8. "Teacher Wellbeing: A Review of the Literature", AIS NSW (2018).

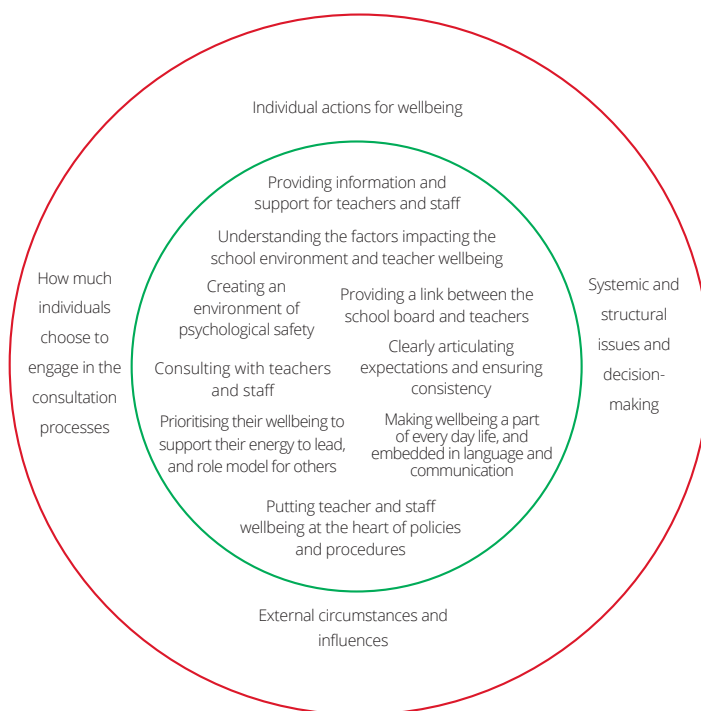
The Circle of Influence and Circle of Concern diagram was introduced by Stephen Covey in his book “The 7 Habits of Highly Effective People”. It’s a useful tool for understanding and managing the things that we have control over, as well as those that we don’t.

The Circle of Concern (outer ring) represents all the things that we care about, including issues that are within our control and those that are outside of our control. This includes things like world events, the actions of other people, the weather, and other external factors that we may worry about.

The Circle of Influence (inner ring), on the other hand, represents the things that we have control over and can take action on. This includes our attitudes, behaviors, choices, and actions, as well as our ability to influence others and affect change in our immediate environment.

The idea behind this diagram is to help us focus our energy and attention on the things that we can control and have a direct impact on, rather than getting bogged down by things that are outside of our control. By expanding our Circle of Influence through proactive actions, we can gradually increase the number of things we can control, and reduce the number of things that we simply worry about in our Circle of Concern.

ROLES AND RESPONSIBILITIES OF PRINCIPALS AND THE EXECUTIVE



ROLES AND RESPONSIBILITIES OF TEACHERS AND SCHOOL STAFF



An Approach to Teacher and School Staff Wellbeing

An approach to continuous growth in teacher and school staff wellbeing is outlined below, and supported through the following principles and recommendations. This is to support an approach tailored to the needs and priorities of the school.

DISCOVER: Wellbeing Pulse Check for Schools

Conduct the Teacher and School Staff Wellbeing Pulse Check to assess the areas where your school already has strengths or practices in place, and to understand opportunities for improvement. Be sure to engage staff from a range of roles across the school (executive, teachers, non-teaching staff) in separate groups to gain an accurate understanding of the wellbeing priorities and perceptions of each group.

DREAM: Identify Areas of Focus for Wellbeing

Consider areas which would benefit from some further focus, and prioritise the areas for improvement that would have the biggest impact on teacher and school staff wellbeing given your particular school environment and considerations.

DESIGN: Develop Wellbeing Initiatives

Once you have identified your priority areas for improvement, create a Teacher and School Staff Wellbeing Action Plan, including actions steps, timeframes, roles and responsibilities.

DELIVER: Deliver Wellbeing Initiatives

Implement your action steps within your school and teacher workforce, ensuring that the plan is well-communicated and implementation is monitored.



Principles for a Thriving School Community

The following principles provide a range of guidance and recommendations for a thriving school community which has at its heart the wellbeing of teachers and school staff.

Every school will be at a different stage of their wellbeing journey. These principles and recommendations are designed to help schools assess where they are already doing well in supporting teacher and school staff wellbeing, and where there are opportunities for further improvement. The principles, recommendations and additional resources are designed as guidance for schools, and are not a prescriptive, one-size fits all approach.

1. Leadership that supports teacher and school staff wellbeing

Build capability and support school leadership to prioritise the wellbeing of teachers and school staff

2. A workplace culture that supports teachers and school staff to thrive

Create a school culture that recognises and values teachers and school staff, where wellbeing is part of business as usual

3. Teacher and school staff wellbeing at the heart of policies, procedures and governance

Consider and reduce the impact on teacher and school staff wellbeing of school policies, procedures and governance, where possible

4. Teacher and school staff voice is heard and valued, and autonomy and self-efficacy are supported

Provide a consultative workplace for teachers and school staff to provide input, and have a sense of autonomy and self-efficacy in their work and their professional development

5. An environment that nurtures connection

Prioritise time and opportunities for teachers and school staff to connect in various meaningful ways, to sustain a strong and supportive school community

6. A focus on teacher wellbeing at different stages of their careers

Recognise the different challenges faced by teachers at different stages of their careers, and adapt wellbeing initiatives to support retention and succession planning

Resources for A Continuous Improvement Approach to Wellbeing

1. DISCOVER: Teacher and School Staff Wellbeing Pulse Check for Schools
2. DESIGN: Teacher and School Staff Wellbeing Action Plan



Guiding Principle 1:

Leadership that supports teacher and school staff wellbeing

Build capability and support school leadership to prioritise the wellbeing of teachers and school staff

Recommendation 1: Build leadership and management capability

Ensure that school principals, executive staff and people managers have strong capability in leadership and management, including at a minimum around the following capabilities:

- Self-leadership
- Emotional intelligence
- Wellbeing for leaders
- Communicating with influence
- Psychological safety
- Managing performance
- Strategic thinking
- Leading change
- Leading culture
- Leading resilient organisations

Recommendation 2: Provide clear guidance and expectations around wellbeing

Clearly define and communicate expectations of staff that impact on wellbeing, for example:

- Implement a Teacher and School Staff Wellbeing Policy
- Encourage staff to use the school EAP service, and ensure supervisors are aware of the EAP and can support staff to utilise it when needed
- Communicate expectations around workload and working hours
- Communicate understanding of the impact of peak times eg report writing and provide options and strategies to manage these peaks (ie additional release time)

Recommendation 3: Implement regular wellbeing conversations

Create and prioritise a rhythm of regular two-way wellbeing conversations with all staff which:

- Are embedded as part of BAU (perhaps as part of existing regular check-in practices)
- Are held with an appropriate member of the school executive, or with another appropriate level/position
- Are held in a space of psychological safety, which seeks to understand the staff member's perspective
- Provide an opportunity for sharing of information and feedback both ways

Recommendation 4: Champion and support diversity and inclusion

- Understand, value, celebrate and utilise the diversity of your staff
- Provide support where required to ensure inclusion for all staff to reach their full potential
- Be open to flexible working arrangements

Recommendation 5: Ensure clear ownership within the school to champion and oversee teacher and school staff wellbeing

- Consider who is best placed to take on this ownership (for example, a Wellbeing Committee, a dedicated role or position, the Executive group)
- Ensure they have the time required to give this an appropriate level of focus
- Define the scope and responsibilities of the group, and ensure there is an appropriate process in place to progress their work

Guiding Principle 1:

Leadership that supports teacher and school staff wellbeing

Resources, Templates and Useful Links

Resources and Templates

- Wellbeing Policy - Template
- Training Needs Analysis - Template
- Wellbeing Conversation Guide - Sample

Useful Links

- [Lead and Develop - AITSL](#)
- [Wellbeing in Australian Schools - AITSL](#)
- [Healthy Workplaces for Leaders – Heads Up](#)
- [Tips for Team Leaders and Managers in Education Settings - Education Support UK](#)

Guiding Principle 2:

A workplace culture that supports teachers and school staff to thrive

Create a school culture that recognises and values teachers and school staff, where wellbeing is part of business as usual

Recommendation 1: Ensure that the school values are clear, visible and operationalised

Ensure that the school has developed clear values which truly reflect what is important to the school community, guided by the following actions:

- Clearly define and articulate the school values so they are easily understood
- Make the school values visible
- Create a common understanding across the school community of what each school value means in practice, and how it can be demonstrated by each role and level at the school
- Keep the values front of mind through activities like values awards, and discussing examples of demonstrated values at team meetings
- Consult with teachers and school staff from time to time as to whether the values are still relevant and appropriate, and that there is a common understanding of what they look like in action

Recommendation 2: Undertake a regular institutional/environmental audit

Undertake an annual audit of the school environment and culture against the following elements, and outline priorities and actions for improvement:

- School vision and values
- Behaviours and attitudes
- Recognition
- Connection, collaboration and communication
- School leadership
- Accountability
- Opportunities for growth and development

- Engagement
- Innovation and risk

Recommendation 3: Integrate wellbeing as part of business-as-usual

Keep wellbeing front of mind through integration with business as usual, rather than a one-off focus, through activities like:

- An annual wellbeing events calendar coinciding with relevant dates and timing
- Have a “focus month” on each of the drivers of wellbeing (Purpose, Mind, Body, Connection, Financial)
- Making wellbeing resources and support readily available and accessible to teachers and school staff
- Integrate conversations about wellbeing into regular performance conversations

Recommendation 4: Ensure a culture of psychological safety

Create an environment of psychological safety to enable all staff to feel safe and comfortable to speak up, voice concerns, and feel heard and supported, through the following actions:

- Undertake a Psychological Safety audit to understand areas of strength and opportunities for improvement, and create an action plan to address issues
- Train all staff (particularly leaders and manager) in how to create and maintain a psychologically safe environment
- Provide people leaders with a guide to ensuring psychological safety in their teams

Guiding Principle 2:

A workplace culture that supports teachers and school staff to thrive

Recommendation 5: Put in place a culture of recognition

Develop a recognition policy for teachers and school staff to ensure that achievements and contributions are valued and recognised. A recognition policy could include:

- Formal awards programs for teacher achievements and contributions
- Values awards for teachers and school staff who show exceptional demonstration of the values
- Leadership awards
- Proactive support in applying for external teacher awards programs
- Guidance on informal recognition and peer recognition

Resources, Templates and Useful Links

Resources and Templates

- Values in Action Charter – Sample
- Healthy Workplace Audit - Template
- Reward and Recognition Ideas – Factsheet
- Wellbeing Conversation Guide – Sample
- Wellbeing Events Calendar – Sample
- 5 Minute Psychological Safety Audit – Tool
- Behaviour that Builds Psychological Safety in Schools – Guide
- Psychological Safety in Schools - Guide

Useful Links

- [Better Mental Health in the Workplace – Heads Up](#)
- [Education Support \(UK\)](#)

Guiding Principle 3:

Teacher and school staff wellbeing at the heart of policies, procedures and governance

Consider and reduce the impact on teacher and school staff wellbeing of school policies, procedures and governance, where possible

Recommendation 1: Review policies and procedures for impact on wellbeing

Review school policies and procedures to assess the impact on staff wellbeing. Consider elements such as:

- Workload and job demands (including requirements outside core working hours)
- Efficiency in reporting lines
- Unnecessary red-tape and administrative requirements
- Transparency in decision-making
- Maximising autonomy for teachers
- Consider where policies, procedures and processes can be simplified

Recommendation 2: Address potential psychosocial hazards through policies and procedures

Ensure policies, procedures, templates and job design address the psychosocial hazards relevant to teachers and school staff, including:

- Position descriptions – do they provide role clarity, are workload and expectations appropriate
- Change management
- Rewards and recognition
- Decision-making processes
- Support for exposure to traumatic events or material
- Physical environment considerations
- Managing aggression, violence, bullying and harassment

- Managing conflict
- Discrimination
- Mental health support
- Support for victims of domestic violence

Recommendation 3: Consider the impact of governance activities on teacher and school staff wellbeing

- Ensure there is understanding that governance and teacher/school staff wellbeing are integral to each other's success, and consider how the school board/executive can be proactive in driving teacher wellbeing
- Make it standard practice to consider the impact on teacher and school staff wellbeing in strategic decision-making by the school board/executive
- Given there are substantiated links between occupational stress and increased workload stemming from governance activities, consider the workload implications for teachers and school staff in governance decisions
- Ensure that board members/school executive are educated in psychosocial risks and hazards as a key component of managing the WHS risks for the school

Guiding Principle 3:

Teacher and school staff wellbeing at the heart of policies, procedures and governance

Resources, Templates and Useful Links

Resources and Templates

- [Guide to Policies and Procedures with Wellbeing at the Centre – Guide](#)

Useful Links

- [Obligations in Managing Psychosocial Hazards in the Workplace – WorkSafe ACT](#)

Guiding Principle 4:

Teacher and school staff voice is heard and valued, and autonomy and self-efficacy are supported

Provide a consultative workplace for teachers and school staff to provide input, and have a sense of autonomy and self-efficacy in their work and their professional development

Recommendation 1: Undertake regular teacher and school staff wellbeing surveys

Take regular measurements of teacher and school staff wellbeing to determine themes and issues that may be affecting the teacher workforce at a given point in time. This will ensure that wellbeing measures are in line with the needs of teachers.

- Utilise a wellbeing benchmarking and measurement tool to assess wellbeing based on the five drivers of wellbeing (Purpose, Mind, Body, Connection, Financial). Review by employment type/level, understand the workplace impact on each driver, and gain feedback and suggestions from staff
- Use these findings to ensure that interventions for wellbeing are aligned to current and real needs
- Review as needed through pulse surveys or more comprehensive measurement

Recommendation 2: Increase autonomy and self-efficacy for teachers and school staff where possible

Increasing autonomy for teachers inspires creativity and provides a stronger sense of motivation and engagement in the workplace. Opportunities for teachers to increase their self-efficacy is also important for developing capability, confidence and an appreciation for the impact they have on the lives of students.

- Provide opportunities for teachers and staff to stretch themselves outside their comfort zones in a way that is supported by supervisors or peers

- In performance and career planning conversations, have people leaders work with teachers and staff to set SMART goals for their own development
- Provide teachers with as much autonomy as possible in what and how they teach, within the parameters of the National Curriculum
- Seek input from teachers and school staff wherever possible in decisions that affect their work

Recommendation 3: Consider adopting a “supervision” approach for teachers

Introduce a form of supervision (much like psychologists and counsellors) to support teachers to reflect and debrief

- Provide mechanisms for teachers to engage in reflective practice, not only on their own strengths and areas for development, but also around the impact and benefit they are having on students
- This could include self-reflection, peer supervision, or working with a manager, mentor or coach
- Ensure that this also provides a forum for teachers to debrief and unpack difficult situations or experiences they have had

Recommendation 4: Support teachers and school staff to develop individual strategies and build confidence and self-efficacy around their wellbeing

Provide teachers and school staff with support and the environment to develop and implement their own strategies for wellbeing, such as:

- reflection strategies for insight into professional practice

Guiding Principle 4:

Teacher and school staff voice is heard and valued, and autonomy and self-efficacy are supported

- mindfulness training to manage stress
- emotional management strategies
- coaching psychology to build learning communities
- growth mindset approaches to solving problems
- self-care practices to restore when needed
- celebrate achievements and success to feel valued

Recommendation 5: Provide access to professional development opportunities with a wellbeing focus

Provide access to professional development opportunities, in consultation with teachers and school staff, that:

- align with both the needs of the school, and the interests and development needs of the teacher or school staff member
- are explicitly focussed on supporting teacher and school staff wellbeing

Resources, Templates and Useful Links

Resources and Templates

- [Circle of Control, Influence and Concern - Tool](#)

Useful Links

- [Wellbeing Profile - Adesso](#)
- [Develop Others - AITSL](#)
- [Teacher Self-Assessment Tool - AITSL](#)
- [Cultivating Teacher Resilience - Book](#)

Guiding Principle 5:

An environment that nurtures connection

Prioritise time and opportunities for teachers and school staff to connect in various meaningful ways, to sustain a strong and supportive school community

Recommendation 1: Prioritise time for meaningful connection and collaboration amongst teachers and school staff

Schedule regular opportunities for teachers and school staff to spend time with each other to share learnings and workload, get to know their colleagues, and build meaningful connections.

Examples could include:

- incorporating time for teachers and school staff to connect during already established staff meeting times to support finding common ground amongst people
- events that celebrate school and teacher achievement
- scheduled time to discuss things like agreed norms, behaviours and values
- structured opportunities for collaboration and social learning (eg internal communities of practice, teacher led mini-sessions, peer coaching)
- highlight opportunities for staff to connect socially in activities outside of work, where they would like to

Recommendation 2: Create a peer mentoring program for teachers

Introduce a peer mentoring program for teachers where teachers can connect regularly with another teacher of differing experience and expertise.

- Mentoring could involve pairing a newer teacher with a more established teacher
- Peer mentoring can also be transverse – there is no specified mentor or mentee as such, but each teacher mentors and supports the other based on their own experience and expertise

- Support teachers to build skills in coaching and mentoring others

Recommendation 3: Build capability in leadership, teachers and school staff around effective communication and managing workplace conflict

Prioritise the development of all teachers, school leadership and staff in effective communication and managing conflict, to ensure that relationships remain strong and that issues with colleagues are managed early

- Provide guidance for preparing for and having difficult workplace conversations
- Provide training for topics like
 - o Effective communication and communicating with influence
 - o Managing conflict and having difficult conversations
 - o Giving and receiving feedback
 - o Emotional intelligence
 - o Assertive communication

Guiding Principle 5:

An environment that nurtures connection

Resources, Templates and Useful Links

Resources and Templates

- Building Collegiate Relationships in Schools – Tips for Leaders
- Peer Mentoring Guide for Teachers - Guide
- Guide to AWKWARD Conversations – Guide & Template

Useful Links

- [Radical Candour – Video](#)

Guiding Principle 6:

A focus on teacher wellbeing at different stages of their careers

Recognise the different challenges faced by teachers at different stages of their careers, and adapt wellbeing initiatives to support retention and succession planning

Recommendation 1: Consider the needs of early-career teachers (0-2 years' teaching experience)

Early career teachers require the most support around wellbeing to increase self-efficacy, confidence and capability as they develop their careers. Strategies to support early-career teacher wellbeing can include:

- Include a component on wellbeing as part of the induction program to support new teachers around mindset, setting up habits, wellbeing maintenance (noting that wellbeing is one of the four areas of focus in AITSL'S induction guidance)
- When creating a mentoring program for new teachers to work with more experienced teachers, ensure that mentors understand their role in supporting wellbeing of new teachers, and have the tools, time and support they need to do so
- Ensure that induction processes are ongoing beyond the initial onboarding phase, and provides the support needed to retain these teachers beyond the first couple of years

Recommendation 2: Consider the needs of mid-career teachers (post-2 years' teaching experience)

Supporting mid-career teachers to maintain their job satisfaction and engagement and provide continual growth while managing increasing workloads is essential for retention.

- Ensure continued conversations around professional development to maintain interest and engagement
- Provide opportunities for progression or leadership roles where possible
- Encourage the taking of extended leave (eg long service leave) if needed to ensure a good break
- Provide increased autonomy and utilise their experience where possible
- Provide opportunities to mentor newer graduates
- As responsibilities increase, provide support around managing time and priorities and managing stress
- Provide opportunities for further advanced study where appropriate
- Provide flexible work options as much as possible to support work-life balance

Recommendation 3: Consider the needs of late-career teachers (getting ready to retire from teaching or to leave the profession)

Strategies to support teachers who are getting ready to retire, or leave the teaching profession, can include:

- Succession planning, and supporting exiting teachers to share their corporate knowledge and facilitate transfer of skills and expertise
- Include an exit activity to share knowledge such as "what I wish I knew in my first year"
- Support to transition from teaching to the next phase of life (retirement planning, or learning how to transfer skills from teaching to other professions)

Guiding Principle 6:

A focus on teacher wellbeing at different stages of their careers

Resources, Templates and Useful Links

Resources and Templates

- “What I Wish I Knew in My First Year” – Template
- Guide for Mentors to Support the Wellbeing of Early-Career Teachers – Guide

Useful Links

- [My Teaching Advice Matching Tool - AITSL](#)
- [Managing the Stress Associated with Transitioning to Retirement - Teacher Magazine \(Wellbeing Issue\)](#)

Appendix 1: Supporting Resources and Links

A Continuous Improvement Approach to Teacher and School Staff Wellbeing	
Resources for A Continuous Improvement Approach to Teacher and School Staff Wellbeing 1. DISCOVER: Teacher and School Staff Wellbeing Pulse Check for Schools 2. DESIGN: Teacher and School Staff Wellbeing Action Plan	
Guiding Principle 1: Leadership that supports teacher and school staff wellbeing	
Resources and Templates <ul style="list-style-type: none"> Wellbeing Policy - Template Training Needs Analysis - Template Wellbeing Conversation Guide - Sample 	Useful Links <ul style="list-style-type: none"> Lead and Develop - AITSL Wellbeing in Australian Schools - AITSL Healthy Workplaces for Leaders – Heads Up Tips for Team Leaders and Managers in Education Settings - Education Support UK
Guiding Principle 2: A workplace culture that supports teachers and school staff to thrive	
Resources and Templates <ul style="list-style-type: none"> Values in Action Charter – Sample Healthy Workplace Audit - Template Reward and Recognition Ideas – Factsheet Wellbeing Conversation Guide – Sample Wellbeing Events Calendar – Sample 5 Minute Psychological Safety Audit – Tool Behaviour that Builds Psychological Safety in Schools – Guide Psychological Safety in Schools - Guide 	Useful Links <ul style="list-style-type: none"> Better Mental Health in the Workplace – Heads Up Education Support (UK)
Guiding Principle 3: Teacher and school staff wellbeing at the heart of policies, procedures and governance	
Resources and Templates <ul style="list-style-type: none"> Guide to Policies and Procedures with Wellbeing at the Centre – Guide 	Useful Links <ul style="list-style-type: none"> Obligations in Managing Psychosocial Hazards in the Workplace – WorkSafe ACT
Guiding Principle 4: Teacher and school staff voice is heard and valued, and autonomy and self-efficacy are supported	
Resources and Templates <ul style="list-style-type: none"> Circle of Control, Influence and Concern - Tool 	Useful Links <ul style="list-style-type: none"> Wellbeing Profile - Adesso Develop Others – AITSL Teacher Self-Assessment Tool - AITSL Cultivating Teacher Resilience - Book
Guiding Principle 5: An environment that nurtures connection	
Resources and Templates <ul style="list-style-type: none"> Building Collegiate Relationships in Schools – Tips for Leaders Peer Mentoring Guide for Teachers - Guide Guide to AWKWARD Conversations – Guide & Template 	Useful Links <ul style="list-style-type: none"> Radical Candour – Video
Guiding Principle 6: A focus on teacher wellbeing at different stages of their careers	
Resources and Templates <ul style="list-style-type: none"> “What I Wish I Knew in My First Year” – Template Guide for Mentors to Support the Wellbeing of Early-Career Teachers – Guide 	Useful Links <ul style="list-style-type: none"> My Teaching Advice Matching Tool - AITSL Managing the Stress Associated with Transitioning to Retirement - Teacher Magazine (Wellbeing Issue)

Appendix 2a: DISCOVER: Teacher and School Staff Wellbeing Pulse Check for Schools

This survey is designed for schools to assess the current maturity of the school in supporting teacher and staff wellbeing. School leadership teams should:

- Undertake this pulse check at a point in time to understand their current state in relation to teacher and school staff wellbeing. This should be conducted by representatives from at least 3 discrete groups to ensure a range of perspectives are captured:
 - School leadership, b. Teaching staff, c. Non-teaching staff, d. Other if required
- Use this information to prioritise areas of focus using the Teacher and School Staff Wellbeing School Action Plan
- Revisit this pulse check questionnaire on a regular basis to assess the impact of initiatives rolled out through the Action Plan, and use this to inform a cycle of continuous improvement

Guiding Principle	To what extent do you agree with the following statements?	Not at all	Somewhat	Largely	Absolutely
1. Leadership that Supports Teacher and School Staff Wellbeing	The school's leadership team feels confident in leading a resilient workforce				
	The school provides clear guidance and expectations around wellbeing				
	The school has a process of regular wellbeing conversations with all staff				
	School leadership actively champions and supports diversity and inclusion in their workforce				
	The school has a clearly defined responsibility and ownership to champion and oversee teacher and school staff wellbeing				
2. A Workplace Culture that Supports Teachers and School Staff to Thrive	The school's values are clear, visible and operationalised (ie there is a common understanding of what the values look like in action)				
	The school regularly undertakes a cultural/ environmental audit to understand the impact of the school environment on staff wellbeing				
	Wellbeing is clearly integrated into business-as-usual at the school (ie not a one-off event, but something that is front of mind throughout the year)				
	The school has a strong culture of psychological safety				
	The school has a culture and practice of recognition				
3. Teacher and School Staff Wellbeing is at the Heart of Policies, Procedures and Governance	School policies and procedures have been reviewed to assess impact on teacher and school staff wellbeing				
	School policies and procedures address common psychosocial hazards relevant to teachers and school staff				
	The school board / leadership considers the impact on teacher and school staff wellbeing and workload in their decision-making				
4. Teacher and school staff voice is heard and valued, and autonomy and self-efficacy are supported	The school undertakes regular surveys to measure teacher and school staff wellbeing and aligns interventions accordingly				
	The school actively considers opportunities to provide or increase teacher and school staff autonomy and self-efficacy				
	The school has a formal "supervision" program for teachers to develop their craft				
	Teachers and school staff are actively supported to develop individual strategies to build confidence and self-efficacy around their own wellbeing				
	Teachers and school staff have access to professional development opportunities with a (teacher) wellbeing focus				
5. An environment that nurtures connection	The school actively prioritises time for meaningful connection and collaboration between all staff				
	The school has a peer-mentoring program for teachers				
	School leadership, teachers and school staff are skilled and confident in effective communication and managing workplace conflict				
6. A focus on teacher wellbeing at different stages of their careers	The school integrates teacher wellbeing comprehensively into their support for early-career teachers				
	The school proactively addresses the ongoing wellbeing of mid-career teachers (beyond 2 years) given the increasing responsibility and workload				
	The school actively supports late-career teachers or those looking to exit the profession in transitioning to the next phase, including opportunities for succession planning				

Appendix 2b: DISCOVER: Teacher and School Staff Wellbeing Pulse Check Summary Table

This Summary Table is designed for an at-a-glance visual of feedback across each group. To populate

1. Consolidate and average the results received from each group across the school
2. Populate the table below, to understand the perceptions and priorities of the different groups, and where there is alignment, or a difference in perception

Guiding Principle	To what extent do you agree with the following statements?	School Leadership	Teaching Staff	Non Teaching Staff	Other
1. Leadership that Supports Teacher and School Staff Wellbeing	The school's leadership team feels confident in leading a resilient workforce				
	The school provides clear guidance and expectations around wellbeing				
	The school has a process of regular wellbeing conversations with all staff				
	School leadership actively champions and supports diversity and inclusion in their workforce				
	The school has a clearly defined responsibility and ownership to champion and oversee teacher and school staff wellbeing				
2. A Workplace Culture that Supports Teachers and School Staff to Thrive	The school's values are clear, visible and operationalised (ie there is a common understanding of what the values look like in action)				
	The school regularly undertakes a cultural/ environmental audit to understand the impact of the school environment on staff wellbeing				
	Wellbeing is clearly integrated into business-as-usual at the school (ie not a one-off event, but something that is front of mind throughout the year)				
	The school has a strong culture of psychological safety				
	The school has a culture and practice of recognition				
3. Teacher and School Staff Wellbeing at the Heart of Policies, Procedures and Governance	School policies and procedures have been reviewed to assess impact on teacher and school staff wellbeing				
	School policies and procedures address common psychosocial hazards relevant to teachers and school staff				
	The school board / leadership considers the impact on teacher and school staff wellbeing and workload in their decision-making				
4. Teacher and school staff voice is heard and valued, and autonomy and self-efficacy are supported	The school undertakes regular surveys to measure teacher and school staffs wellbeing and aligns interventions accordingly				
	The school actively considers opportunities to provide or increase teacher and school staff autonomy and self-efficacy				
	The school has a formal "supervision" program for teachers to develop their craft				
	Teachers and school staff are actively supported to develop individual strategies to build confidence and self-efficacy around their own wellbeing				
	Teachers and school staff have access to professional development opportunities with a (teacher) wellbeing focus				
5. An environment that nurtures connection	The school actively prioritises time for meaningful connection and collaboration between all staff				
	The school has a peer-mentoring program for teachers				
	School leadership, teachers and school staff are skilled and confident in effective communication and managing workplace conflict				
6. A focus on teacher wellbeing at different stages of their careers	The school integrates teacher wellbeing comprehensively into their support for early-career teachers				
	The school proactively addresses the ongoing wellbeing of mid-career teachers (beyond 2 years) given the increasing responsibility and workload				
	The school actively supports late-career teachers or those looking to exit the profession in transitioning to the next phase, including opportunities for succession planning				

Appendix 3: DESIGN: Teacher and School Staff Wellbeing Action Plan

After completing the Teacher and School Staff Wellbeing Pulse Check for Schools, identify your priority areas for improvement, and develop a range of strategies using the following action plan template.

Priority Area [EXAMPLE]					
Principle of Focus: A Workplace Culture that Supports Teachers and School Staff to Thrive					
Goals	Activities	Timeframes	Person(s) Responsible	Resources Required	Measure of Success
Improve staff awareness and demonstration of school values	<ul style="list-style-type: none"> Hold an all staff workshop to identify desired behaviours underpinning the school values Develop a School Values Charter 	<ul style="list-style-type: none"> Workshop in April 2023 Develop Charter in May 2023 	<ul style="list-style-type: none"> School leadership team to facilitate All staff to participate 	<ul style="list-style-type: none"> Approx 4 hours school leadership 2 hours all staff 	<ul style="list-style-type: none"> Workshop conducted Values Charter developed and circulated

Priority Area 1					
Principle of Focus:					
Goals	Activities	Timeframes	Person(s) Responsible	Resources Required	Measure of Success

Priority Area 2					
Principle of Focus:					
Goals	Activities	Timeframes	Person(s) Responsible	Resources Required	Measure of Success

Priority Area 3					
Principle of Focus:					
Goals	Activities	Timeframes	Person(s) Responsible	Resources Required	Measure of Success

