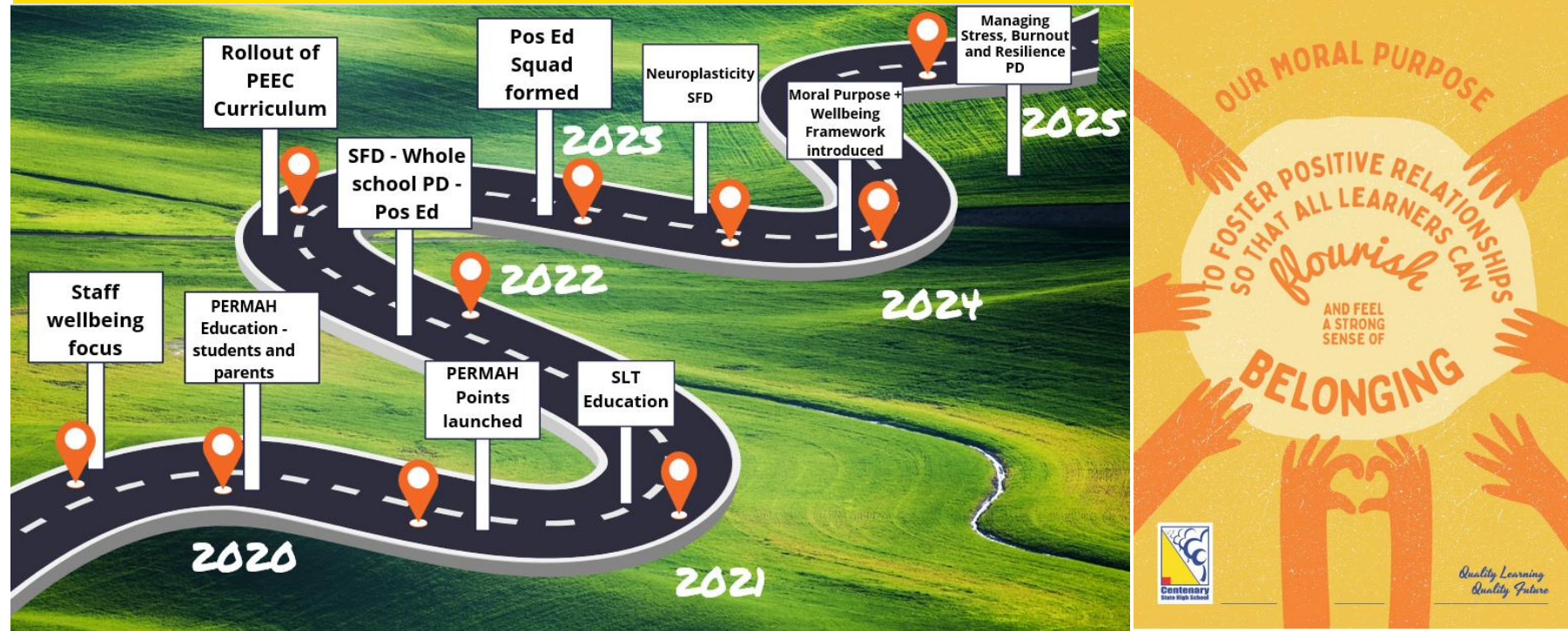


Strategies Used to Manage Teacher Wellbeing

Anne Ritchie, Dr. Brooke Davis, Eleisha Pederson, Karen Russell, Lucy Gummow & Dr. Nicole Roe



BACKGROUND & CONTEXT



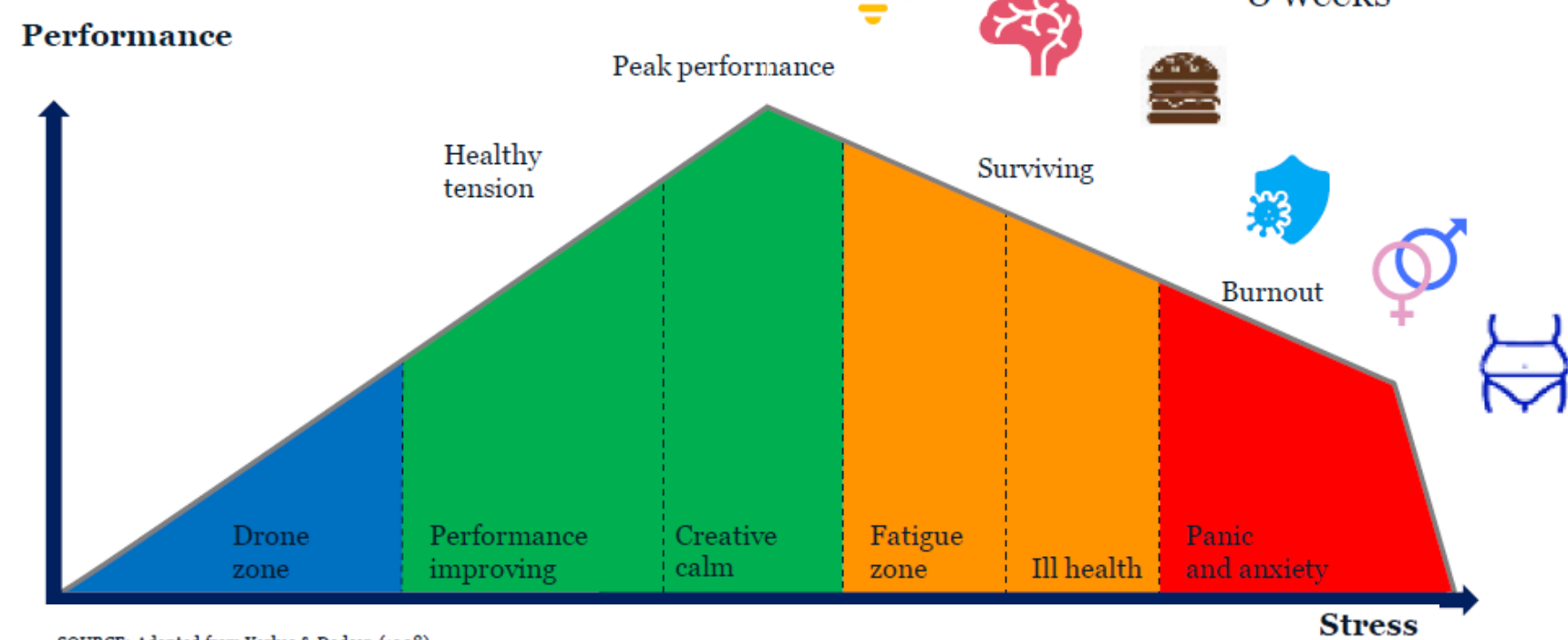
CSHS Wellbeing Framework



Staff are committed to their **own wellbeing** and the **school is committed to providing a culture of care** so that all staff are able to flourish and serve as 'ambassadors' of wellbeing at CSHS.

Teachers can better and more successfully meet the **demands of their jobs** if they are able to take advantage of the appropriate resources (Dreer, 2023).

Teacher wellbeing has a direct impact on classroom culture, instructional quality, student-teacher relationships, wellbeing, and flourishing (AITSL, 2022).



Stress must be reduced for peak performance. In the **fatigue zone**, the brain shifts to survival mode; thinking becomes primitive, learning and decision-making decline, and openness to new ideas decreases **negatively impacting student learning** (King, 2025).

RESEARCH QUESTION

Are teachers using strategies to manage their **work and general wellbeing** and are those strategies effective?

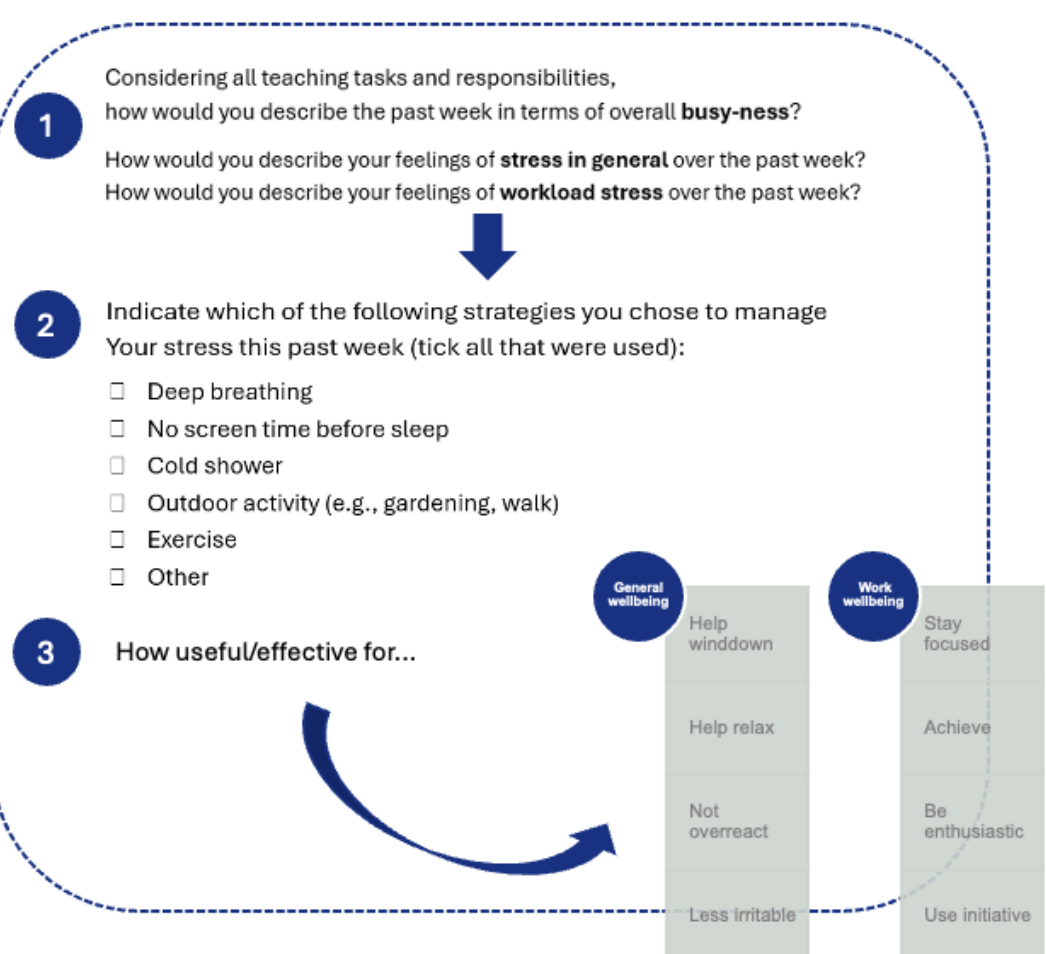
METHODOLOGY

Investigation Process

12 classroom teachers

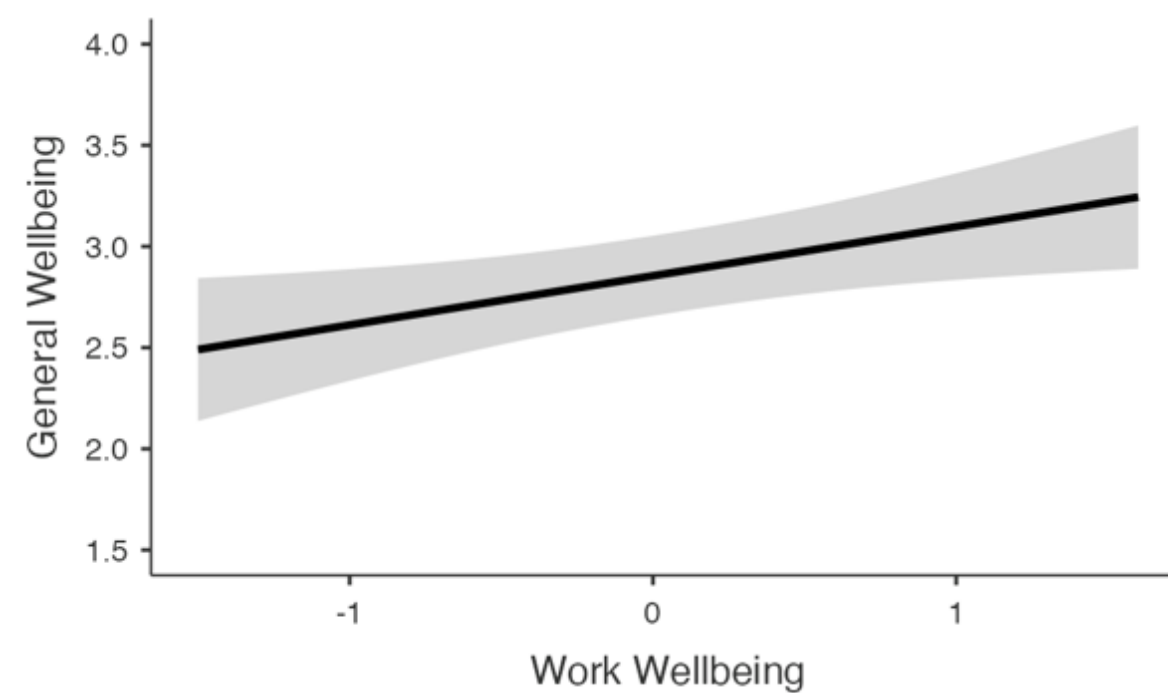
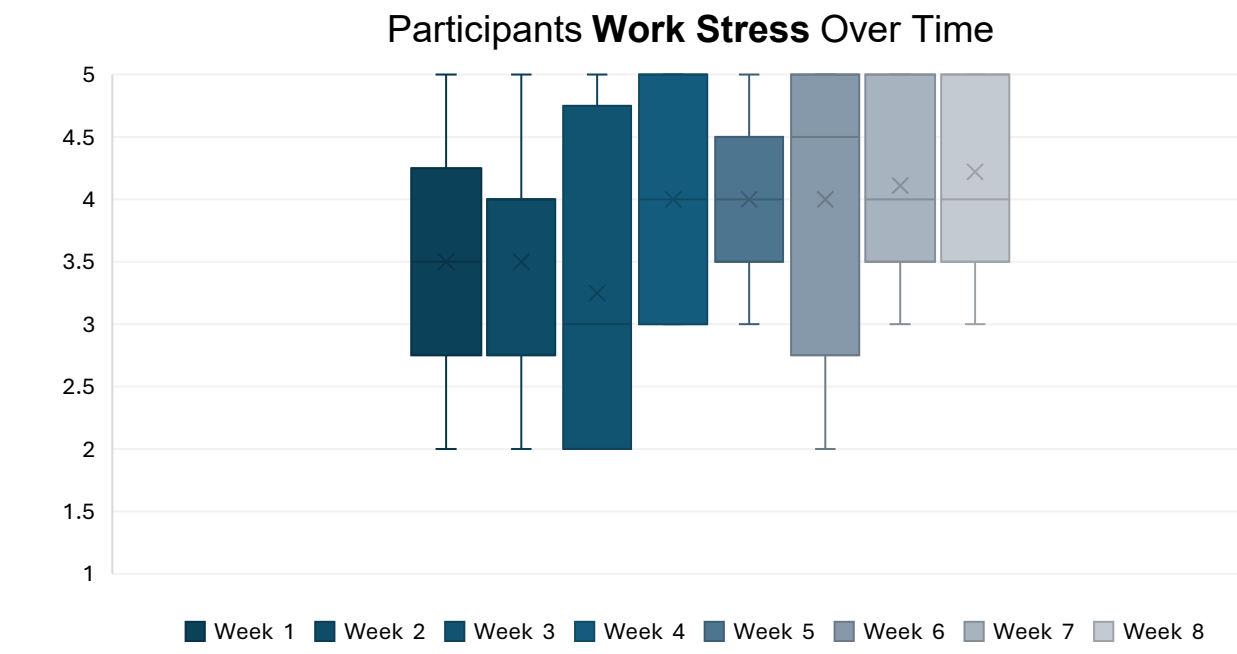
8 weeks (mid-term 2 to mid-term 3)
This timeframe captured work demands of both Junior and Senior Secondary teachers who have a misalignment of busyness throughout a term because of scheduling differences in drafting, marking, and reporting.

Completed a weekly survey reporting:
• Self-perceived levels of busyness, general and work stress (1)
• Specific strategies they used to manage stress (2)
• Frequency of strategy use
• Impact on aspects of wellbeing (3)

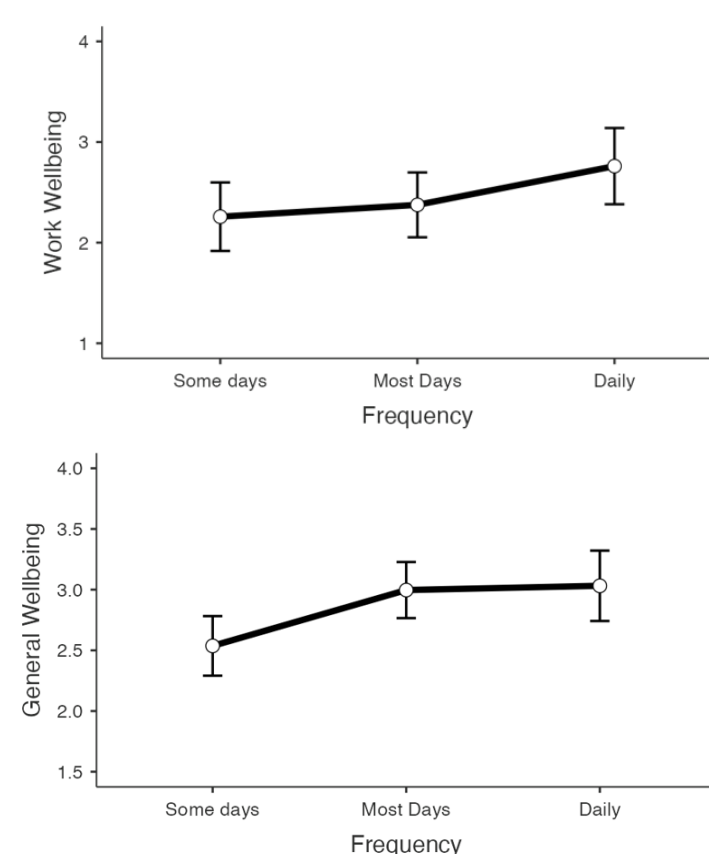


PRELIMINARY FINDINGS & KEY RESULTS

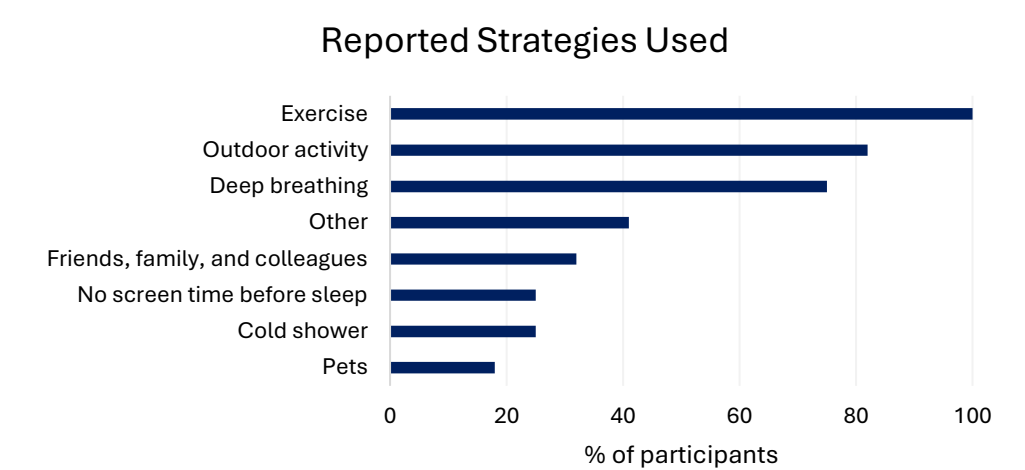
Overall, **work stress** varied among participants throughout the study. No consistent overall trend emerged, indicating that **stress levels fluctuate differently for each participant**.



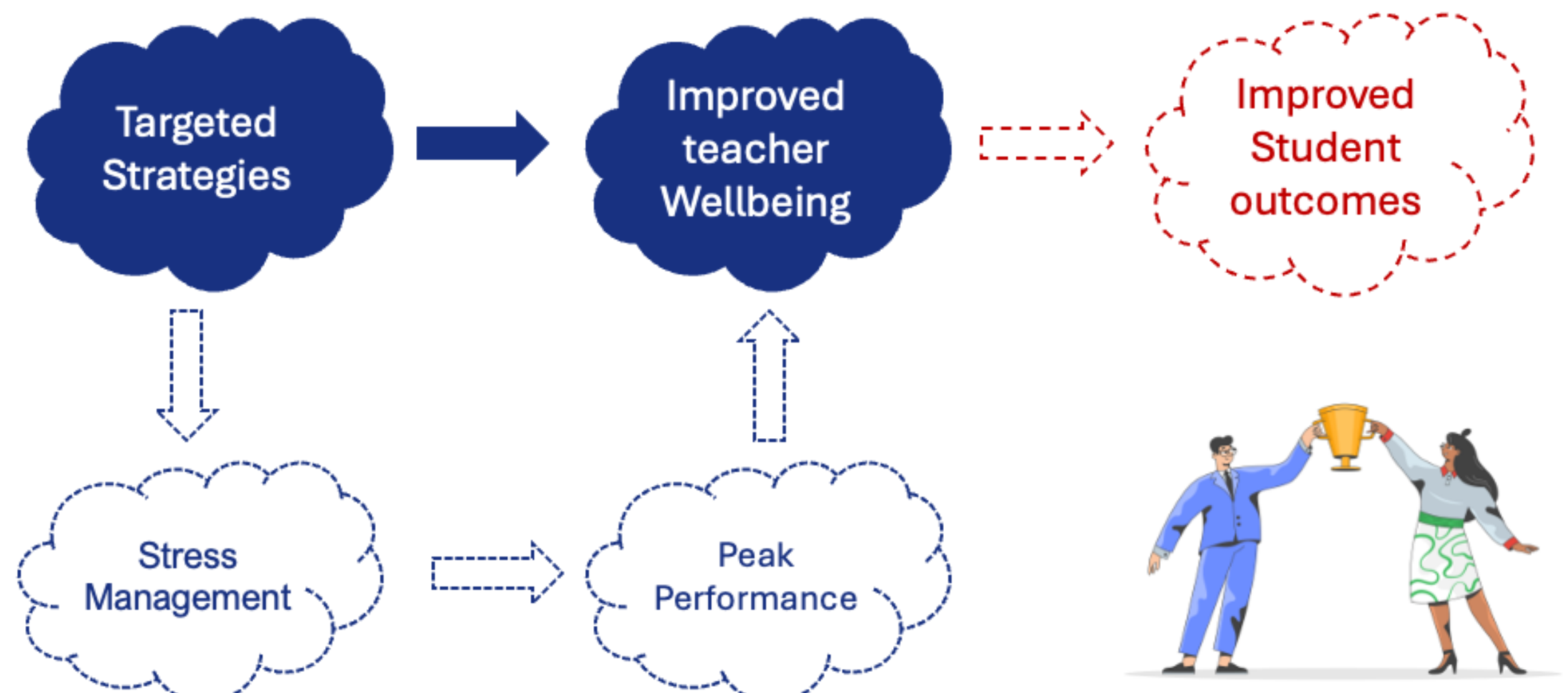
General wellbeing positively correlates with work wellbeing.
When teachers experience higher work wellbeing, they also tend to report higher general wellbeing.



Overall, **work and general wellbeing increased** as the frequency of strategy use **increased**. Teachers who used strategies to meet the demands of their job reported higher levels of both **work and general wellbeing**.



IMPLICATIONS FOR TEACHING & LEARNING



WHERE TO NEXT

Investigate whether **reducing work stress improves teacher wellbeing**.

This could inform strategies to reduce stress and help teachers move from the **fatigue zone** to **peak performance**.

Remember...

WELLBEING AT CENTENARY SHS STARTS WITH OUR STAFF.

If our staff (teaching and non-teaching) experience high levels of wellbeing, our students are more likely to also experience higher levels of wellbeing

Investigate **how teacher work wellbeing correlates with CSHS student outcomes (engagement, behaviour, and achievement)**.

