

UCL Centre for
**Educational
Leadership**



Leading Learning with Teacher Wellbeing in Mind

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Theme 1

WHAT IS TEACHER WELLBEING?

An Umbrella Term

Cognitive judgements

- *Life satisfaction*: quality of life as a whole
- *Domain satisfaction*: quality of particular aspects of their lives

Teacher
Wellbeing

Affective experiences of emotions (e.g. happiness, sadness, pleasure, joy)

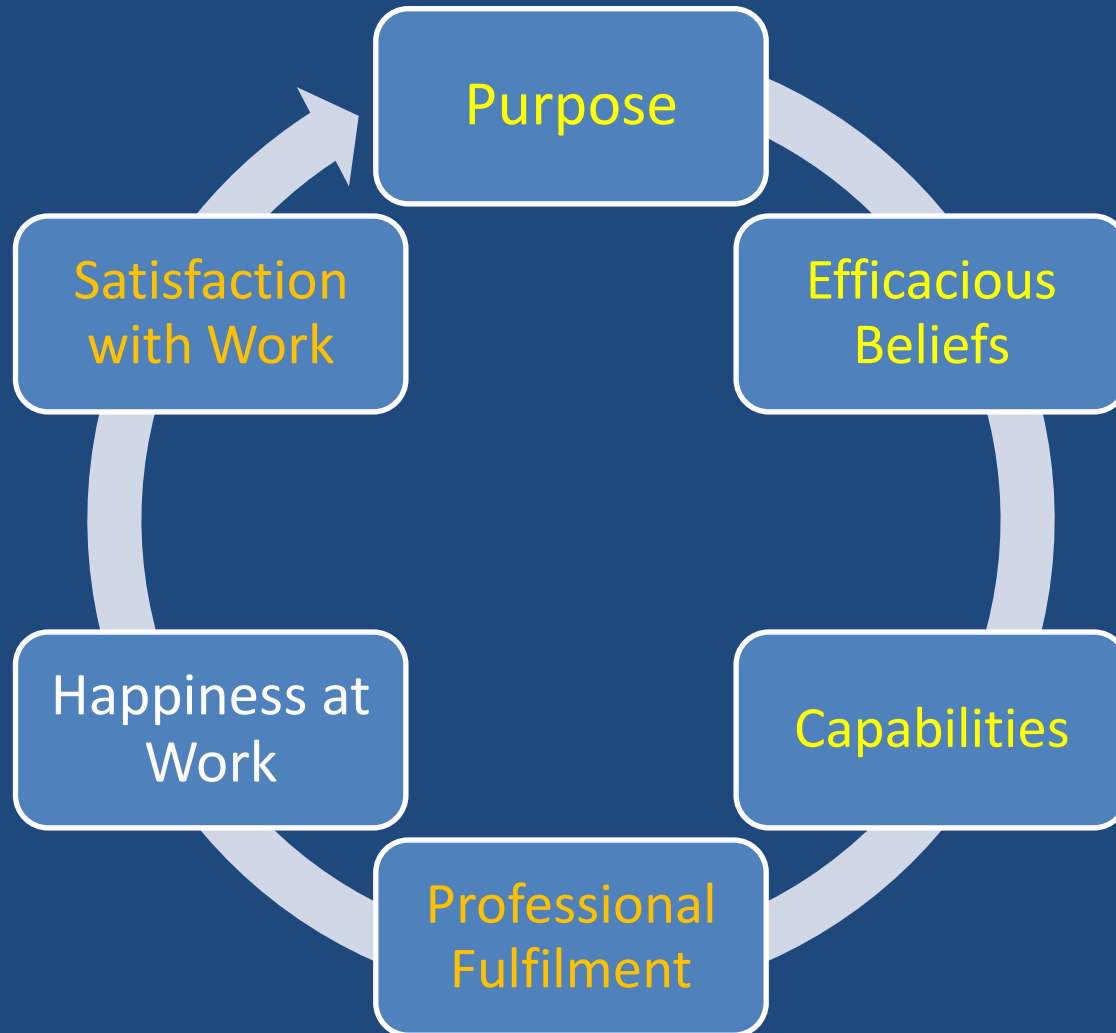
Psychological flourish
Achieving one's potential through fully exercising their *human capacities* and *capabilities* (e.g. competence, autonomy, goal orientation, sense of purpose)



Working Definition of *Teachers'* SWB

*Teachers' self-reported experience and assessment of the quality of their working lives and the **sense of purpose** and **capabilities** that they need to live a happy and **fulfilling** life as a teacher*

Key Components of *Teacher* SBW



(1) Teaching is larger than a job.

- Professional fulfilment: The good life of teaching entails both an *intellectual act* and a *moral enterprise*.

Seeing teaching as a vocation *'turns the focus of perception in such a way that the challenges and the complexity in teaching become sources of interest in the work, rather than barriers or frustrating obstacles to overcome'* (Hansen, 1995, p. 144).

(2) Efficacy beliefs as a mediator of inner values

Only when teachers' care and love for students can be enacted in ways which enable them to *'redouble their effort to master the challenges'* (Bandura, 2000, p. 120) and thus continue to teach to their best, can they experience higher levels of satisfaction with their work as a teacher.

(3) Work satisfaction is socially oriented.

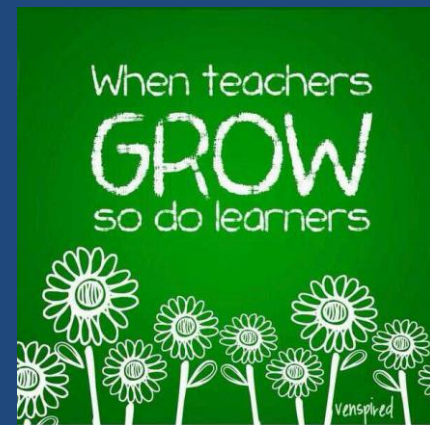
- Achievement of purpose and goals that meet
 - teachers' own intrinsic professional needs; *and*
 - needs of the larger professional community and society to which they belong

(4) Income Satisfaction

- The fulfilment of **basic needs**
- Differences in wellbeing are more likely to be influenced by factors such as *supportive social relationships* and *enjoyment at work* than increases in income (Ahuvia, 2008; Diener and Seligman, 2004)

Monetary incentives

- The lesson from Indonesia: *Doubling for Nothing*
 - limited effects of performance-based pay incentives on teacher motivation or their practices (Firestone, 2014; Murnane & Cohen, 1986; Yuan et al., 2013)



Theme 2: *Why Developing Teachers Matters*

**BUILDING AND SUSTAINING THE RIGHT
CONDITIONS FOR A SUSTAINED FOCUS ON
THE QUALITY OF TEACHING AND LEARNING**

School Effects

- School leadership is second only to classroom teaching as an influence on pupil learning. (Leithwood et al., 2007; Leithwood, 2019)

Good leaders change organisations;
great leaders change **people**. People
are at the heart of any organisation,
particularly a school, and it is only
through **changing people** – nurturing
and challenging them, helping them
grow and develop, creating a culture in
which they all learn – that an
organisation can flourish.

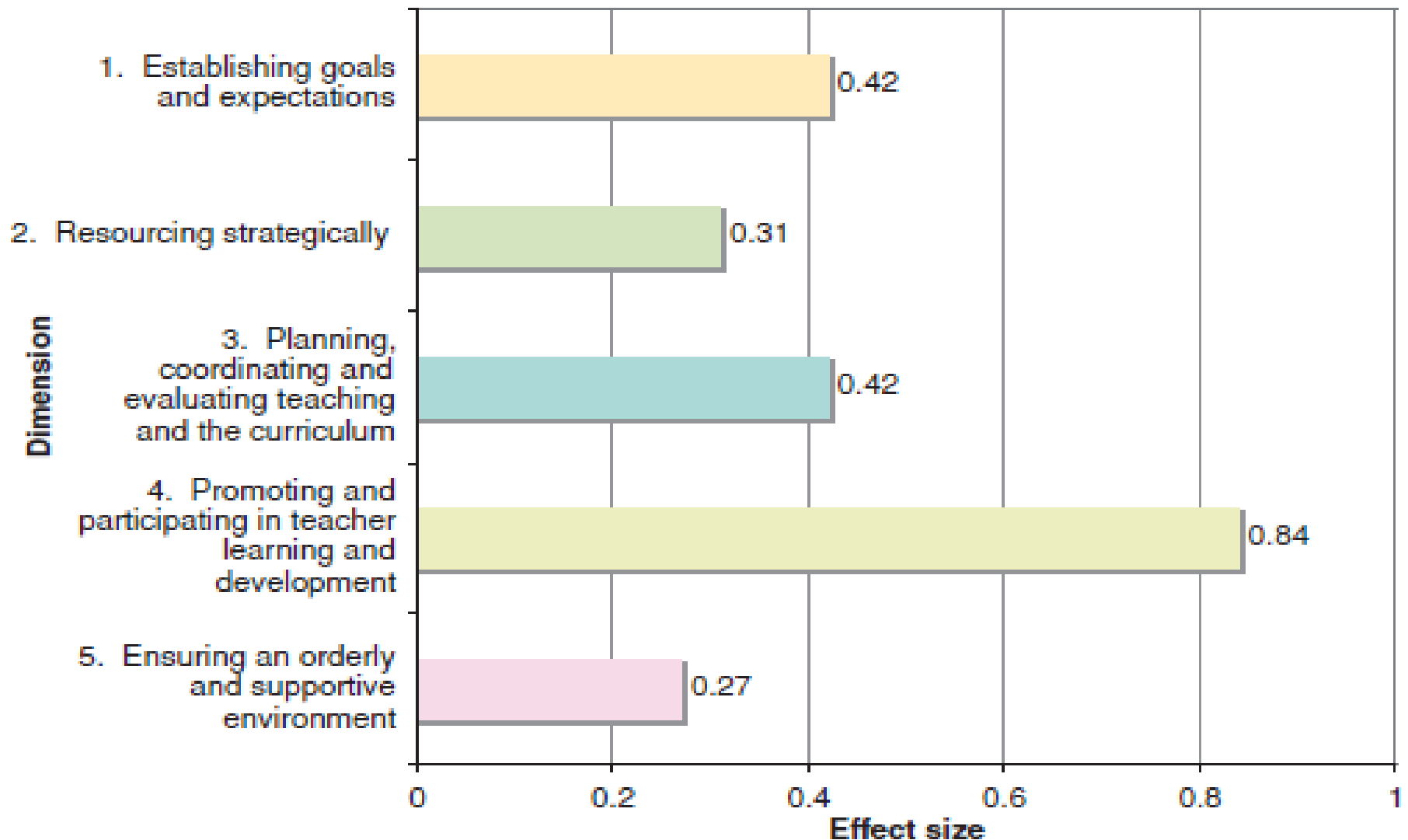
(Hoerr, 2005: 7)

Teacher Effectiveness

- Myth: *teachers typically improve over their first 3-5 years and then plateau.*
- Teachers working in schools with more **supportive professional environments** continued to improve significantly after three years, while teachers in the least supportive schools actually declined in their effectiveness.

(Sutton Trust, 2014)

Relative Impact of Five Leadership Dimensions on Student Outcomes (Robinson et al., 2009)



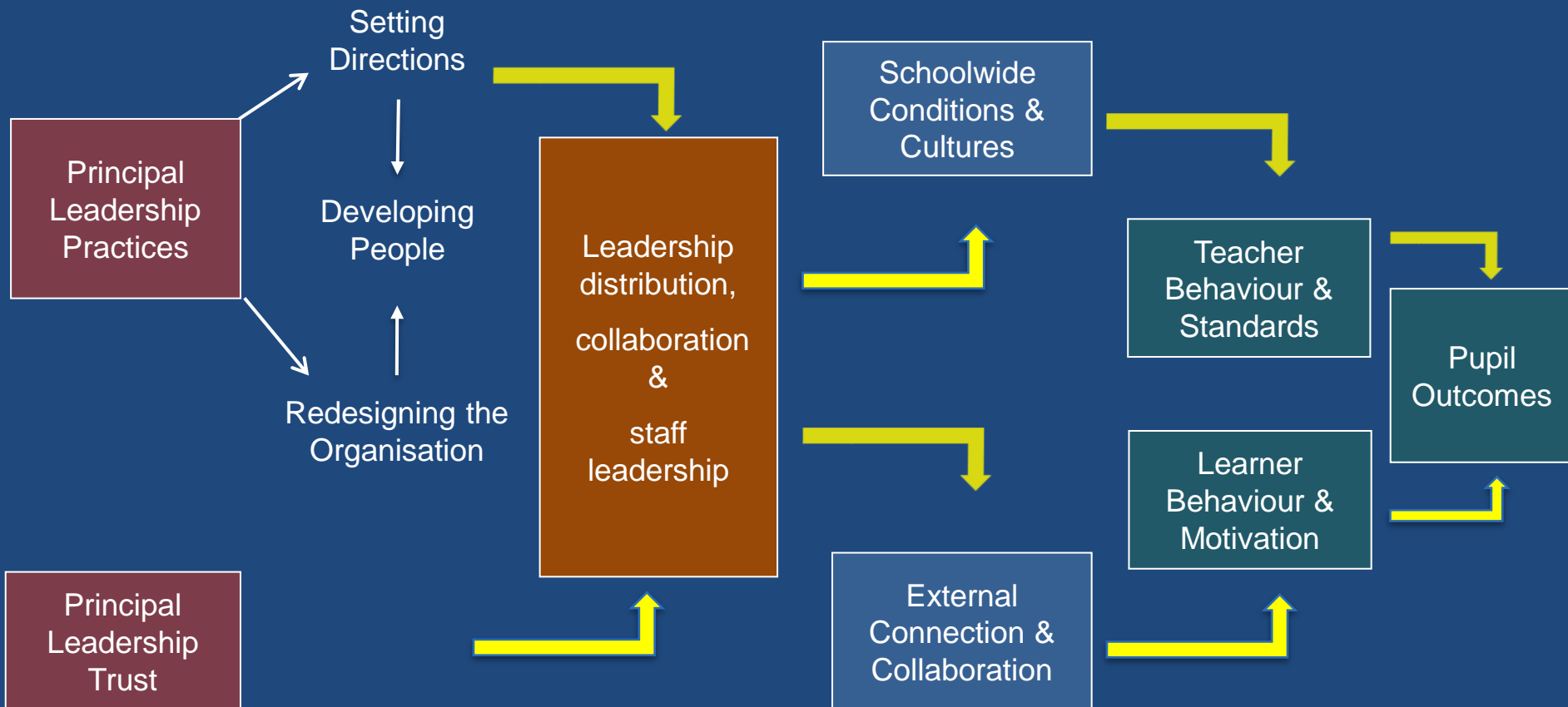
Organisational Learning Matters

An organisation's learning is distinct from an individual's learning because it inheres in the *interrelated* activities of many people, not in the heads of solitary people. ...

[Organisational] learning [occurs] when communities of individuals gradually **transform their practices** over time as they **engage one another** in response to changes in their environment associated with reaching the organisation's goal of improvement student learning.

(Hubbard, Mehan & Stein, 2006: 15)

Leadership Impact on Pupil Outcomes



Leithwood & Jantzi (2006)

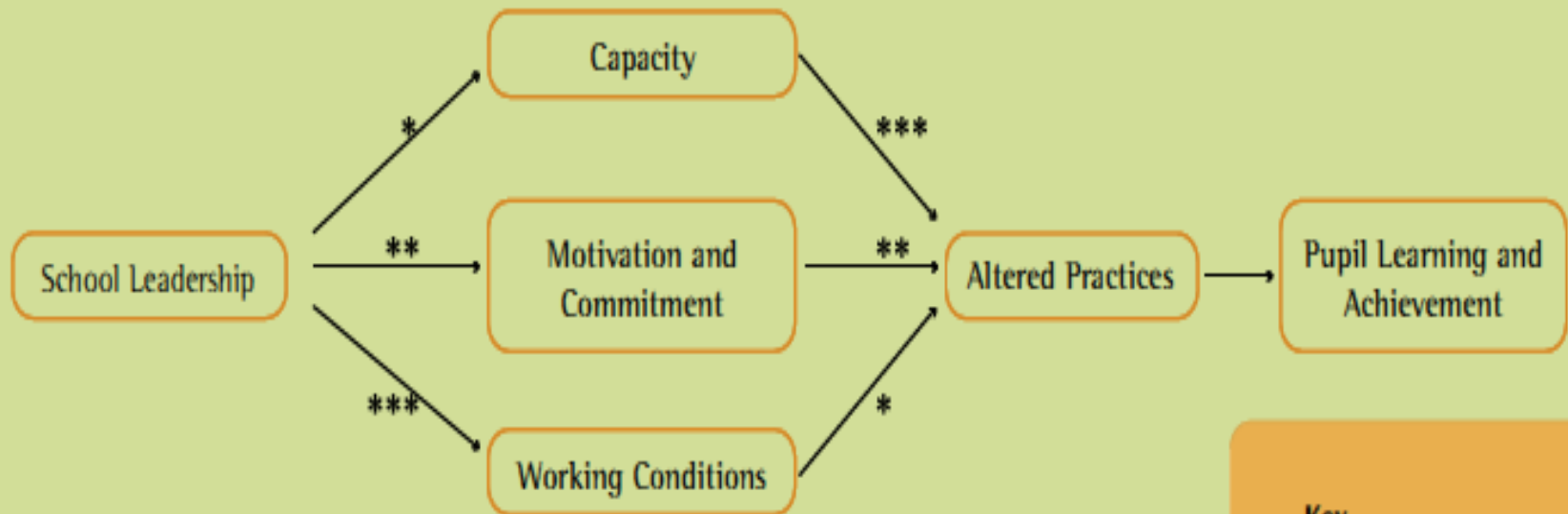


Figure 1: The effects of school leadership on teacher capacity, motivation, commitment and beliefs about working conditions

Key

- * = weak influence
- ** = moderate influence
- *** = strong influence

Three Conclusions

1. School principals are the architects of social relations and learning conditions in schools.

School leadership that nurtures, supports and improves teacher wellbeing creates and sustains a collaborative professional culture that fosters the learning, growth and development of every teacher in their school.

3 Ms = meaningful + motivational + manageable

2. Learning-focused leadership is characterised by purposeful choices and decisions that buffer and align external resources—**intellectual**, **material**, **relational**, and **social**—to:

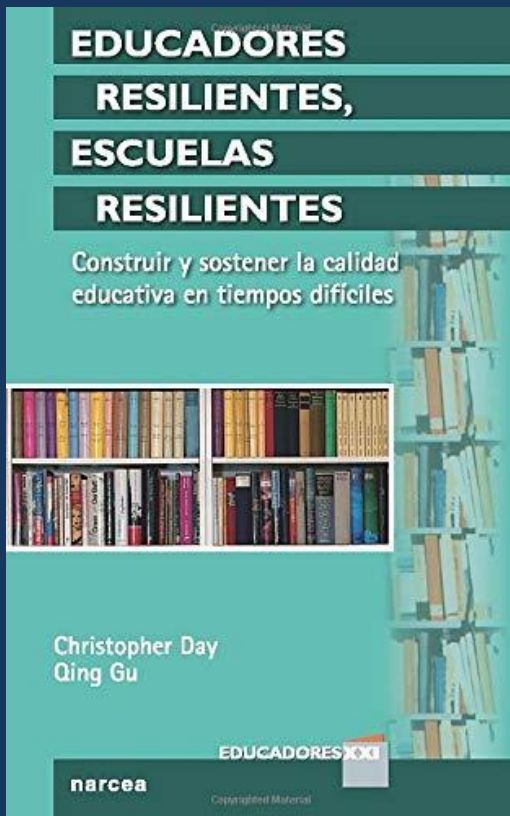
- nurture the knowledge and skills of the whole staff; and
- expand their capabilities and horizons for further improvement.



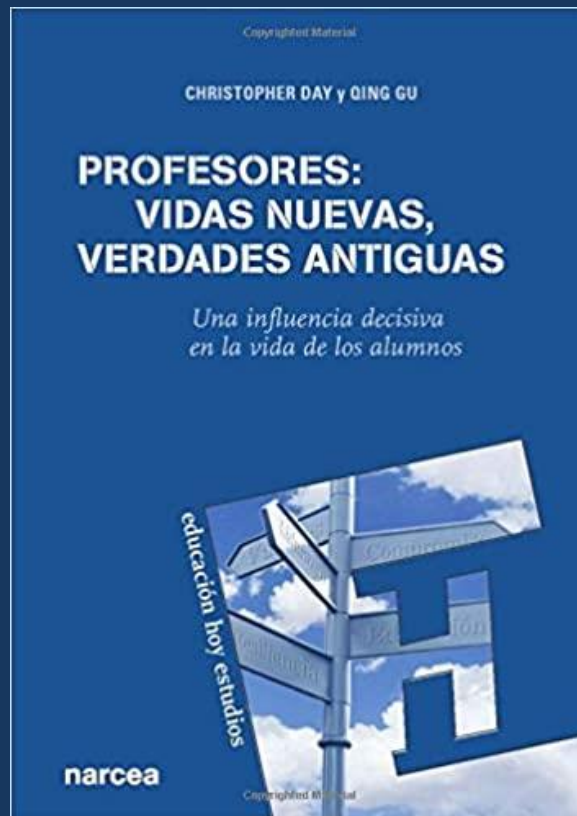
3. Key in this regard is the use of such resources to enrich *organisational learning* that enables the creativity, efficacy, resilience and wellbeing of teachers with different years of teaching experience and different role-related professional needs.



FOR MORE INFORMATION:



Day, C; Gu, Q. (2015)
Educadores resilientes,
escuelas resilientes: Construir y
sostener la calidad educativa
en tiempos difíciles. Ed. Narcea



Day, C; Gu, Q. (2012) Profesores:
vidas nuevas, verdades antiguas.
Una influencia decisiva en la vida de
los alumnos. Ed. Narcea



THANK YOU

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