Education Professionals’ Wellbeing Framework – sources of evidence

Education Workforce Strategy Governance Group (EWSG)

Updated 28 March 2019
**Tier One: Safe and enabling work environments, supportive policy environment**


**Tier Two: Pastoral Care, Support and Training**

**Sources of evidence include:**
- **Principal Health and Wellbeing Survey**: NZEI Te Riu Roa | ACU (2017)
- **Thriving at Work – a review of mental health and employers**: Lord Dennis Stevenson and Paul Farmer (2017)
- **Five Ways to Wellbeing at Work Toolkit**: Mental Health Foundation of New Zealand and the Health Promotion Agency (2018)

**Tier Three: Responding to Crisis, Monitoring and Evaluation**

**Sources of evidence include:**
- **Principal Health and Wellbeing Survey**: NZEI Te Riu Roa | ACU (2017)
- **Thriving at Work – a review of mental health and employers**: Lord Dennis Stevenson and Paul Farmer (2017)
- **PPTA wellbeing framework**
- Various research on wellbeing undertaken by Dr Lucy Hone & Dr Denise Quinlan
- **State Services Commission 2016 Worker Wellness: Occupational health and wellbeing**
## How research informed the development of this Framework

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<th>Research</th>
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| **Thriving at work in the United Kingdom**                              | This is a British government initiative plan to improve the mental health of workers. It is comprehensive but is focused firmly in the deficit model of identification and treatment of mental health problems. It sits firmly in the activities we have covered in Tiers 2 and 3 of our framework as it emphasises that support and treatment systems need to be in place even if you have a strong wellbeing programme. | In Tier 2 this research is captured in priority actions:  
• Work should make people feel good  
• Help managers and supervisors manage people actively and constructively  
• Develop a process for regular checks on mental health and wellbeing  
• Develop managers and staff awareness of, and ability to recognise signs of poor mental health.  
In Tier 3:  
• Provide appropriate referral procedures to primary care support. |
| **PPTA wellbeing framework and Australia schools wellbeing framework**   | Importantly both of these frameworks identify safety and anti-bullying strategies, as well as crisis response as important. Both seem to be based on the Safe Schools Framework. | In Tier 1 and 2:  
• the commentary from the PPTA paper endorses the ERO framework as a model that is comprehensive in scope and addressing wellbeing across the spectrum of mental health.  
In Tier 3:  
• Boards need [mental health support] processes in place for senior staff, including principals, separate from other staff. |
| **Ontario’s Well-Being Strategy for Education**                         | A comprehensive and well thought out strategy around wellbeing for Ontario schools. They include the social, cognitive, emotional and physical components. In most ways, their model is very similar to New Zealand’s Te Whare Tapa Wha, which is considered very useful in wellbeing implementation. | In Tier One:  
• Feeling valued and respected  
• Leadership which supports and models wellbeing  
• Physical activity and exercise, nutrition and sleep  
In Tier Two:  
• Mental health leadership in schools.  
In Tier Three:  
• School environments that are safe and accepting for all. |
| **Wellbeing in Education: making time for wellbeing in NZ schools**     | This work represents the best example of widespread quality work in teacher wellbeing currently underway in NZ. The major weakness of this work at present is a lack of evaluation. It also provides the evidence to support using the ERO wellbeing model for principals and teachers as well as for students. | In Tier One:  
• Feeling valued and respected  
• Strengths based work environments |
| **NZEI Principal Health and wellbeing Survey**                          | The findings of the survey were that too many hours/week spent on work accompanied by frustration at not having time to focus on teaching and learning, despite long hours. | Tiers 2 and 3:  
• The survey found that burn-out, stress and depression symptoms significantly higher among school principals than in the general population. |
Other sources of evidence


Various research on wellbeing undertaken by Dr Lucy Hone & Dr Denise Quinlan

ISTP 2018 Valuing our Teachers and Raising their Status: How Communities Can Help Andreas Schleicher