Teacher Burnout Turnaround

Part II – Preparing for Transformative Change

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From Survive to Thrive

• Build our internal capacity to transform this decaying system from the inside.
• Recognize our mindsets and dispositions
• Cultivate
  • Agency
  • Resilience
  • Creativity
  • Persistence
• Shed the oppressive stress matrix and hack the educational system.
Rapid Change

- Technological
- Social
- Cultural
- Economic
- Biological
- Climatic and ecological
Overview Effect

“The thing that really surprised me was that it [Earth] projected an air of fragility. And why, I don’t know. I don’t know to this day. I had a feeling it’s tiny, it’s shiny, it’s beautiful, it’s home, and it’s fragile.”

— Michael Collins, Apollo 11 (Chang, 2019)
Systems Thinking

- Interconnectedness
- Win-lose to Win-win
What is a system?

- A group of components that interact to form a unified functioning whole with a specific purpose.
- The purpose of a system is greater than any of its parts alone—and a system doesn’t work well if it’s missing any of its parts.
- Systems maintain stability through feedback loops.
The Factory System

- Made sense at the time
- Scaling basic rote learning (3Rs)
- Homogeneous students

- Simple
- Predictable
- Standardized
Learning how to learn across a lifetime

Scaling 21st Century Skills

Diverse student body

Complex Systems
- Unpredictable
- Flexible
Learning

- Very complex and individual process
- Autonomy to choose what and how to learn
- This is fundamental
Reflection

• For how many years have you worked in education?
We know that **collective efficacy** is necessary to produce high-functioning systems. Here are results from last week's feedback:

Our school or district has a shared set of beliefs and organizes around courses of action that support those beliefs.

41 responses
Reflection

• What do you believe is the most impactful course of action to develop collective efficacy?
• Complex systems require a completely new way of thinking about problems and how to solve them
• If we try to solve problems in a complex context using solutions designed for simple contexts, it just won’t work
• And that’s why modern education reforms continue to fail
• A change and the cause of that change are different in systems of different levels of complexity

• The old way of thinking is limited because of its adherence to linear cause–effect modeling
Changing the Way We Think About School

- In simple systems, the linear model works
- I follow the recipe, put the oven at the right temperature, and the cookies come out as expected
Changing the Way We Think About School

• Complex systems involve multiple feedback loops that are often difficult to see when viewed through a linear mindset
Problems with Linear Thinking for Transforming Education

- Linear thinking is technically accurate to describe what happened and when it happened.
- Doesn't help us understand how and why things happened.
California Class Size Reduction

Reduce class size = improved academic achievement

• **Unintended outcomes**
  • Teacher shortage
    • Reliance on uncertified teachers
    • Highly qualified teachers migrate to schools with more resources
  • Classroom shortage
    • Poorly resourced schools had fewer options
California Class Size Reduction

Reduce class size = improved academic achievement

• Positive outcome for highly resourced schools
• Negative outcomes for poorly resourced schools
“Be the system change you wish to see in the world”

Dr. Alexander Laszlo (2015)

Vicious Cycles & Virtuous Cycles
Racial Disparities in School Discipline

Black students are 3-4 times more likely than their white peers to be expelled or face multiple suspensions from school.

Risk of Being Expelled

Black

White

Risk of Facing Multiple Suspensions

Source: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2009-10

American Institutes for Research | www.air.org
Table 1. Schematic Model of the Psychological Predicaments Faced by Teachers and by Racially Stigmatized Students in School

<table>
<thead>
<tr>
<th>Process</th>
<th>Teachers</th>
<th>Racially stigmatized students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic goal</td>
<td>To teach and inspire.</td>
<td>To learn and develop.</td>
</tr>
<tr>
<td>Stereotypes</td>
<td>Racially stigmatized students might be troublemakers.</td>
<td>Teachers might be biased against students like me.</td>
</tr>
<tr>
<td>Worries</td>
<td>These students could prevent me from fulfilling my teaching goals.</td>
<td>I might not belong; I might be treated unfairly.</td>
</tr>
<tr>
<td>Construal/attributions</td>
<td>Misbehavior among racially stigmatized students is enduring and problematic and undermines my teaching goals.</td>
<td>Disciplinary action from teachers is evidence that I don’t belong and/or that my teacher is unfair and undermines my learning goals.</td>
</tr>
<tr>
<td>Behavior</td>
<td>More frequent and more severe disciplinary action against racially stigmatized students.</td>
<td>More frequent and more severe misbehavior.</td>
</tr>
</tbody>
</table>

From: Okonofua, Walton, & Eberhardt (2016)
Vicious Cycle: Disciplinary Disparities

Fig. 1. Working model of recursive processes that contribute to racially disproportionate discipline.

From: Okonofua, Walton, & Eberhardt (2016)
Mindtraps

- Scripts
- Simple Stories
- Rightness
- Agreement
- Control
- Ego

Adapted from Berger (2019)
The Escape Hatch = Hypo-egoic Mindsets

- Equanimity
- Humility
- Open-mindedness
- Flow
- Mindfulness

(Leary & Terry, 2012)
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Next Week!
Tuesday 1/26
Part III – Empowering Teachers & Students