Teacher Burnout Turnaround

Part I - Addressing Teacher Stress and Burnout

Tish Jennings, M.Ed., Ph.D.
Professor of Education
Teacher Tuesdays

• 1/12 - Part I - Addressing Teacher Stress and Burnout
• 1/19 - Part II - Preparing for Transformative Change
• 1/26 - Part III - Empowering Teachers
Reflection

- Why did you become an educator?
- What values do you hold that motivated this decision?
- We invite you to share thoughts/feelings in the Q & A
A Brief History

• Developed to scale learning for the masses before we knew much about learning science

• Modeled after the factory to produce uniform, standardized outcomes

• The remnants of this system are archaic and oppressive

• Does not value diversity in all forms

• The do not prepare students for the 21st century
Diversity Promotes Resilience
21st Century Skills

The 4 C’s of 21st Century Skills
AKA: Learning Skills

1. Critical Thinking
   Finding solutions to problems

2. Creativity
   Thinking outside the box

3. Collaboration
   Working with others

4. Communication
   Conveying ideas
Education and the Fourth Industrial Revolution

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.” - Alvin Toffler (1970)
Reflection

• Which focus areas were emphasized by your school or district **before the pandemic**?
Reflection

• Which focus areas have been emphasized by your school or district since the pandemic?
The Stress Matrix

- Teacher
- Student
- Interactions
- Classroom
- School
- District
- Community
- Society
Attentional, Emotional & Professional Demands
The Burnout Cascade

- Demands
- Classroom Disruption
- Teacher Reactivity
- Emotional Exhaustion
Figure 7: Projected Teacher Supply and Demand

"How do we prevent burnout and rebuild a thriving education workforce?"

To address this question, we need to consider the current demands and resources and how we, as teachers, can leverage them to improve our schools and working conditions."

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Increase personal and systemic resources for teachers while also transforming their work in a way that relieves outmoded and unrealistic demands and improves student outcomes, which are tied to twenty-first-century learner needs.
3 Survival Systems

- Context
- Threat
- Drive
- Affiliation
3 Survival Systems

- Threat
- Drive
- Affiliation

Reduce Threat
Promote Affiliation
Affiliation System

• Critical importance of belonging to human survival and flourishing
  – a basic human need based in the parent-child bond
  – Feel seen and accepted for who you are
  – Given opportunities to make valuable contributions to the community
  – Having one's contributions valued
  – Recognizing and honoring the value of diverse facets of humanity
Collective Efficacy

• THE most influential factor in promoting student achievement
• Much higher than students’ socioeconomic status
  • prior achievement
  • quality of their home & parental support
  • student motivation
  • concentration
  • persistence
  • engagement (Hattie, 2016)

“a group’s shared belief in its conjoint capability to organize and execute the courses of action required to produce given levels of attainment” (Bandura, 1997)
How to?

• Connection with community
• Groups of diverse stakeholders with a common cause to solve challenges
• Value and honor group achievement

“a group’s shared belief in its conjoint capability to organize and execute the courses of action required to produce given levels of attainment” (Bandura, 1997)
Reflection

• Consider the statement: “Our school or district has a shared set of beliefs and organizes around courses of action that support those beliefs.”
Build Inner Resilience
Setting Intention
Questions?
Next Week!

- 1/19 - Part II - Preparing for Transformative Change