



Bruno Zanzottera/Parallelozero

Die Lehrer der Lamdon Model High School in der abgeschiedenen Himalaya-Region Zaskar müssen nach den Winterferien einen gefährlichen und anstrengenden Weg zurück zur Arbeit auf sich nehmen. Der Fotograf Bruno Zanzottera hat sie bei dieser mehrtägigen Wanderung über und entlang des vereisten Flusses Zaskar begleitet.



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An Stellen, an denen das Wasser nicht gefroren ist, müssen die Lehrer mit ihrem schweren Gepäck klettern. Das ist nicht nur anstrengend, sondern wegen der glitschigen Wege auch gefährlich.

# **Where We Are Coming From, Where We Are Now and Where We Are Going:**

## **Work & Teacher's Mental Health**

**Prof. Dr. Peter Paulus  
Centre for Applied Health Sciences  
Leuphana University Lüneburg**

# Agenda

- Where we are coming from.
- Where we are now.
- Where we are going.
- What we should do – whatever happens.
- What we expect will happen.

## Where we are coming from

- 1970-1980s: research on stress among teachers in the United States.
- Since the 1990s more intensive research on this topic in Germany, advanced by the salutogenetic orientation following the Ottawa Charter by WHO.
- Dynamic concept of mental health: As an integration of psychological processes involving "productive adaptation" to the culturally shaped external world with adaptation to the person's own demands for a full life: self-preservation and self-realization.

## Where we are coming from

- Focus on individual aspects and characteristics of personality: Teacher studies on behavioral and experiential patterns in engagement with work tasks.
- Variety of individual factors; models under the umbrella of salutogenesis: Schaarschmidt & Fischer's model of work-related experiential patterns AVEM; Deci & Ryan's self-determination theory (competence, autonomy and relatedness); Antonovsky's sense of coherence (comprehensibility, manageability and meaningfulness); positive psychological capital of Luthans et al. (hope, self-efficacy, resilience and optimism).
- Subjective assessment of stress as cross-sectional ranking: limited comparability; in many cases, pupil behavior is prioritized, mostly as stressor/stress (Disstress), but also as a source of motivation (Eustress).

# Where we are coming from

## Teacher survey 12/2018: sources of stress

What are the greatest challenges in your school? (Responses in percent)

### Die größten Herausforderungen an der Schule

Welches sind zur Zeit die größten Herausforderungen an Ihrer Schule?  
(Angaben in Prozent)



Mehr Daten zur Forsa-Umfrage der Robert Bosch Stiftung finden Sie im Downloadbereich.

Quelle: Forsa  
[www.deutsches-schulportal.de](http://www.deutsches-schulportal.de)

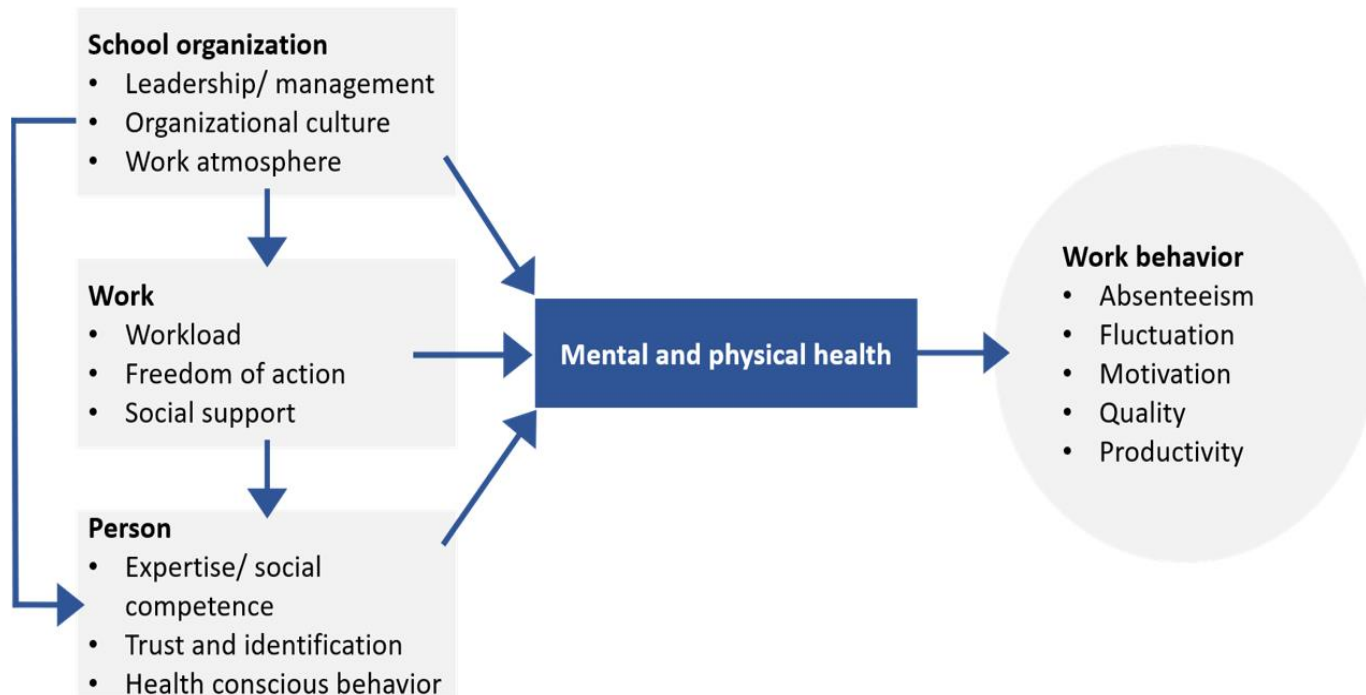


## **Where we are coming from: Teacher stress: some research results**

- Teachers are more frequently affected by mental and psychosomatic illnesses compared to other occupational groups (e.g. Hasselhorn & Nübling, 2004; Scheuch, Haufe & Seibt, 2015).
- Mental and psychosomatic illnesses are among the main reasons for early teacher retirement (Scheuch et al., 2015; Weber, Weltle & Lederer, 2004).
- The percentage of teachers taking early retirement due to disability was twelve percent in 2016 (Statistisches Bundesamt, 2017).
- Teachers' emotional exhaustion has a negative impact on pupil motivation as well as their academic performance (Arens & Morin, 2016; Klusmann, Kunter, Trautwein & Baumert, 2006; Klusmann, Richter & Lüdtke, 2016)
- Teacher exhaustion is related to personality traits such as emotional instability (neuroticism; Mayr 2014.)

# Where we are coming from: Creating theoretical models

- Structural job-specific characteristics of teachers' work engagement: studies of work and working conditions
- Medium- and long-term stress consequences: Burnout syndrome
- Short-term psychophysical stress reactions (teaching, day-to-day work): respiratory rate, blood pressure, cortisol level



(Badura 2009)

# Where we are coming from:

## Dimensions of mental health risks and opportunities for teachers

(Risk Assessment Questionnaire; German Occupational Safety and Health Act; Paulus 2017)

<b>Work content/ task</b>	<b>Work organization</b>	<b>Social relationships</b>	<b>Work environment</b>	<b>New forms of work</b>
Quantitative demands	School management and leadership	Interaction with parents	Teaching and learning materials	Compatibility of family and work
Qualitative demands	Breaks and free hours	Interaction with students	Equipment	
Inclusion and heterogeneity	(Collegial) decision making	Interaction with colleagues	Rooms	
Freedom of action	School and lesson organization	Recognition, appreciation, and feedback	School environment	
Emotional demands	School culture and shared values			
Professional development				

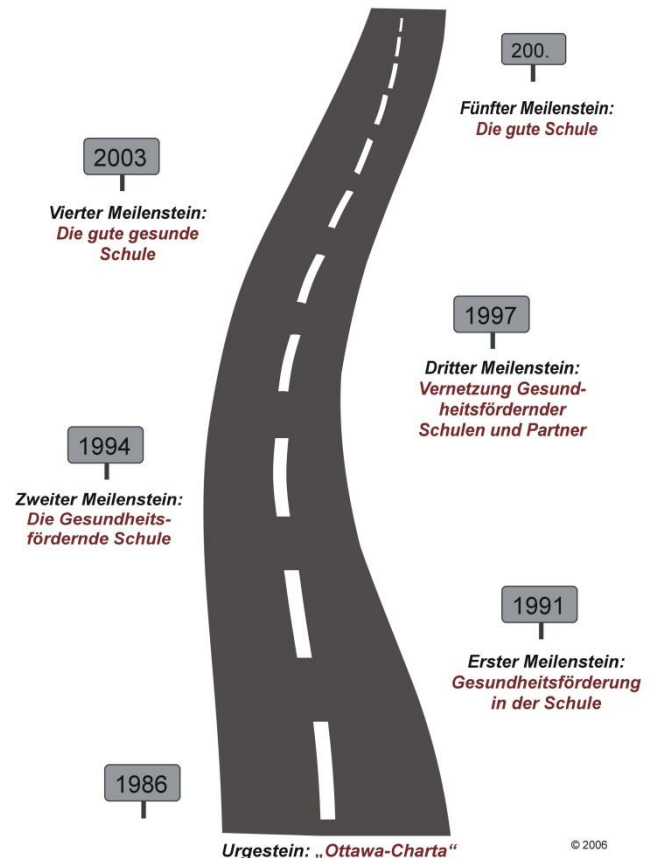


# Where we are coming from: HPS

- "School Health Promotion" or "Health Promoting School" as a strategy of WHO in the 1990s.
- Germany partner in the "European Network of Health Promoting Schools" in two nationwide BLK pilot projects "Network of Health Promoting Schools" (1993-97) and "OPUS – Open Participation Network and School Health" (1997-2000).
- School as the relevant unit: systemic approach to health
- Teachers come into play, as do parents, non-teaching staff, partners of the school, and school as an architecturally designed social system
- Systemic view: Teachers part of the school system interwoven in structures and processes: PiSA - concept (**P**erson-**i**n-**S**ituation **A**pproach): teachers as persons who have to cope with difficult professional situations (Paulus & Schumacher 2007; Paulus et al. 2018).

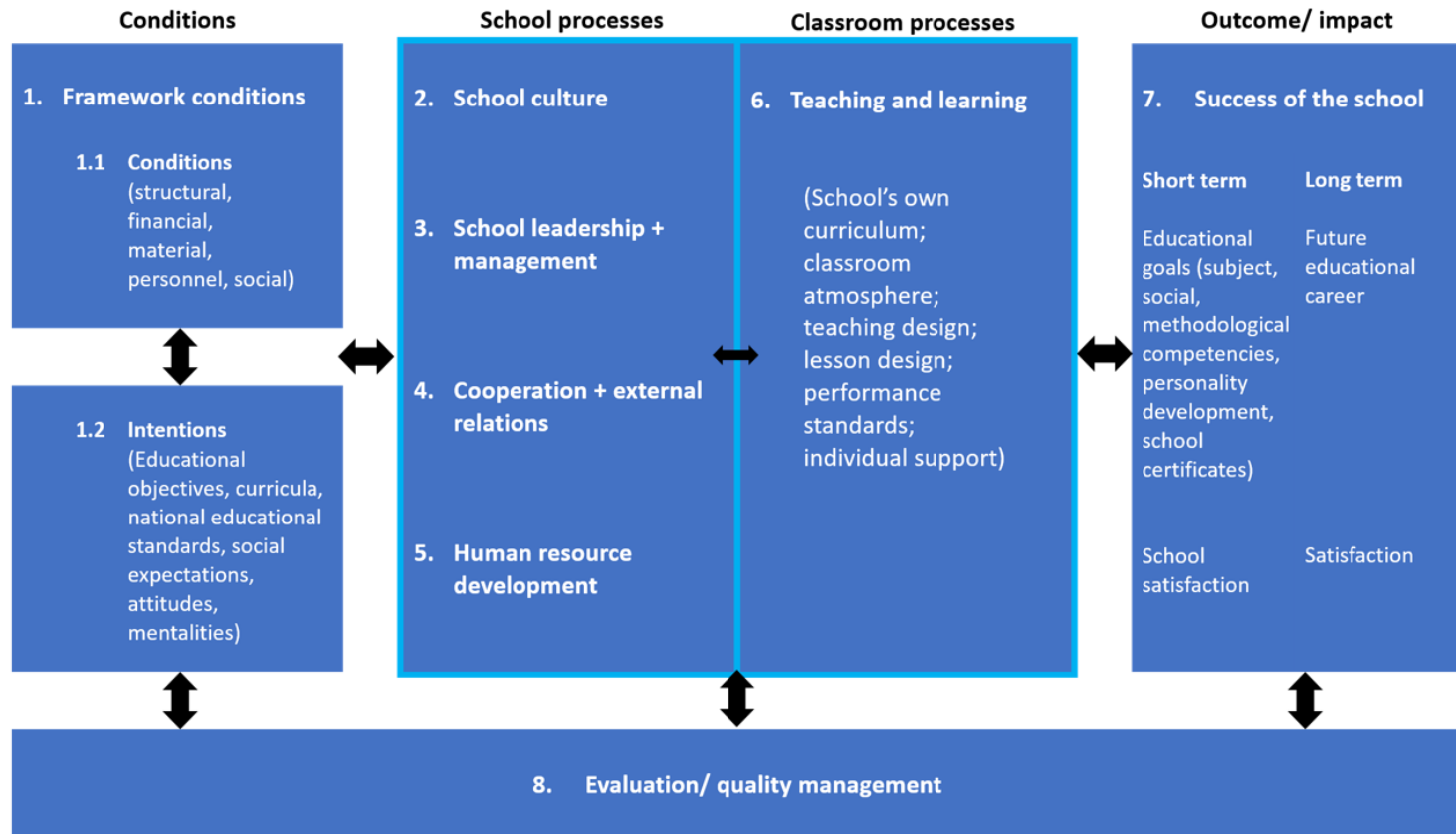
## Schule-Gesundheit-Bildung: Bilanz und Perspektiven

Meilensteine schulischer Gesundheitsförderung im Entwicklungsverlauf



# Where we are coming from: Structure of schools: Eight dimensions of school quality

(Ditton 2002)



## **Where we are now: Changing the perspective From schools to promote mental health to mental health promotes schools**

- “Good healthy school”
- Linking health with education: school as an educational organization
- Health as a driver of education (input and throughput factor)
- Concept of the “German Social Accident Insurance” 2013: “to develop good schools with or through health”
- Resolutions of the “Standing Conference of Ministries of Education” 1992 (“Healthy School”) and 20 years later 2012 (“Good and Healthy School”, “School Development”)

# Where we are now

## Teacher mental health in the Good Healthy School



	Health as a final good		Health as conditional good
	Behaviour based approach	Health Promoting School	Good healthy school
<b>Starting Point</b>	Health problem	Health problem	Educational problem
<b>Target Group</b>	Identified group of persons (mainly pupils)	All members of the school	All members of the school
<b>View of School</b>	Place where you can reach the target group	School as a setting that could be created as a health promoting area	School as an institution within the educational sector with an educational mission
<b>Concept</b>	Health promotin within the school	Health promotion through the school	Education promotion through health
<b>Motto</b>	Making health a topic of interest for behaviour change	Making health a topic for the whole school	To develop good schools through health
<b>Strategy</b>	To optimize individual determinantes	To optimize processes and structures of the school	To optimize education promoting health determinants
<b>Outcomes</b>	Health knowledge, attitudes, behaviour	Healthier frame conditions and structures of school	Health knowledge, attitudes, behaviour and educational quality of school

**Time: From 1986 - now**

## Where we are going

- "In 2040 our world will be a different place. What exactly our lives will look like then cannot be said with certainty today. What is certain, however, is that the processes of social change will have an impact on the education of our children" (Tonne 2019, Education 2040)
- General social change processes; globalization, technologization, digitalization, diversity and individualization of lifestyles, dissolution of traditional family structures pose new challenges for education systems
- Migration, all-day schooling, inclusion as processes of change that directly affect schools
- Disasters/ pandemics as change accelerators

## Where we are going

- So, as a result, there are a variety of more or less arbitrary trends in society /culture that lead also to challenges for schools
- Orientation may be provided by the OECD scenario approach "Schooling for Tomorrow" (beginning in 2001/2006), which describes prototypes of schools and their development

## Where we are going

### The six scenarios in “schooling for tomorrow” (OECD 2001, p. 79)











The “status quo extrapolated”	The “re-schooling” scenarios	The “de-schooling” scenarios
Scenario 1: Robust bureaucratic school systems	Scenario 3: Schools as core social centres	Scenario 5: Learner networks and the network society
Scenario 2: Extending the market model	Scenario 4: Schools as focused learning organisations	Scenario 6: Teacher exodus - the “meltdown” scenario

Organisation for Economic Co-operation and Development (OECD) (2001). *What schools for the future?* Paris, OECD.

Organisation for Economic Co-operation and Development (OECD) (2006). *Think scenarios, rethink education.* Paris, OECD.

# Where we are going

## The four scenarios in “trends shaping education” (OECD 2019)

 OECD Scenarios for the Future of Schooling	 Goals and functions	 Organisation and structures	 The teaching workforce	 Governance and geopolitics	 Challenges for public authorities
 <b>Scenario 1</b> <b>Schooling extended</b>	Schools are key actors in socialisation, qualification, care and credentialing.	Educational monopolies retain all traditional functions of schooling systems.	Teachers in monopolies, with potential new economies of scale and division of tasks.	Strong role for traditional administration and emphasis on international collaboration.	Accommodating diversity and ensuring quality across a common system. Potential trade-off between consensus and innovation.
 <b>Scenario 2</b> <b>Education outsourced</b>	Fragmentation of demand with self-reliant “clients” looking for flexible services.	Diversification of structures: multiple organisational forms available to individuals.	Diversity of roles and status operating within and outside of schools.	Schooling systems as players in a wider (local, national, global) education market.	Supporting access and quality, fixing “market failures”. Competing with other providers and ensuring information flows.
 <b>Scenario 3</b> <b>Schools as learning hubs</b>	Flexible schooling arrangements permit greater personalisation and community involvement.	Schools as hubs function to organise multiple configurations of local-global resources.	Professional teachers as nodes of wider networks of flexible expertise.	Strong focus on local decisions. Self-organising units in diverse partnerships.	Diverse interests and power dynamics; potential conflict between local and systemic goals. Large variation in local capacity.
 <b>Scenario 4</b> <b>Learn-as-you-go</b>	Traditional goals and functions of schooling are overwritten by technology.	Dismantling of schooling as a social institution.	Open market of “prosumers” with a central role for communities of practice (local, national, global).	(Global) governance of data and digital technologies becomes key.	Potential for high interventionism (state, corporate) impacts democratic control and individual rights. Risk of high social fragmentation.



# Where we are going

Nr.	Schultyp	Erläuterung	Gesundheitsaspekt
1	Robust bureaucratic systems  <b>Scenario 1: Schooling extended</b>	Schools are powerful bureaucratic systems that are change resistant. The system acts according to its own conventions and rules.	Mental illnesses, etc. affecting teacher health remains at increasingly high level.
2	Extending the market model <b>Scenario 2: Education outsourced</b>	Privatization of the educational system. Public governance and accountability shrinks, due to “consumer” dissatisfaction.	Increasing health inequities among teachers.
3	Core social centers <b>Scenario 1: Schooling extended Scenario 3: Schools as learning hubs</b>	Schools open themselves at a community level and share experiences and responsibilities with community partners. Recognition of non-formal learning, shared initiatives, intergenerational activities. High levels of public support.	Teachers experience high levels of appreciation.

## Where we are going

Nr.	Schultyp	Erläuterung	Gesundheitsaspekt
4.	Focused learning organizations <b>Scenario 3: Schools as learning hubs</b>	Schools as centers in a society of knowledge, diversity and innovation cultures. They are heavily invested in supporting disadvantaged communities; they maintain high standards for teacher working conditions.	High demands, mostly good support for health.
5.	Learner networks and the network society <b>Scenario 4: Learn-as-you-go</b>	Schools disappear and are replaced by networks of learners, based on various cultural, religious and municipal interests. This leads to a variety of formal, non-formal and informal learning settings with high ICT use.	Teacher isolation (home office), high psychosocial stress, but also a high degree of self-determination.
6.	Teacher exodus – system “meltdown” <b>Scenario 1: Schooling extended</b>	Shortage of teachers, intensified by retirement, unsatisfactory work conditions and better employment possibilities outside the school system.	Mental stress, depression, burnout, early retirement for health reasons.

## Where we are going

Initial research shows that the "re-schooling scenarios" are most desired and are most anticipated.

Scenarios 3 and 4: Schools as core social systems and hubs of learning.

- High levels of community and ministry trust and financial support
- Centers of community and "social capital" formation: bulwark against fragmentation; "social anchor"
- Greater organizational and professional diversity; greater social equity

# Where we are going: School as hybrid system

Studies on architectonic-pedagogical development of schools as hybrid systems – opening for extra-curricular user groups



Mehr als Lernen und Lehren: Die Schule als hybrides System bietet Raum für unterschiedliche Nutzergruppen. (Foto: Mandana Sedighi, KIT)

# What we should do

Since predictions are difficult, especially when they are about the future (Karl Valentin):

- Educate and train teachers in systems competency
- Teacher education and training as an open process
- Focus on mental health and its promotion

## **What we expect**

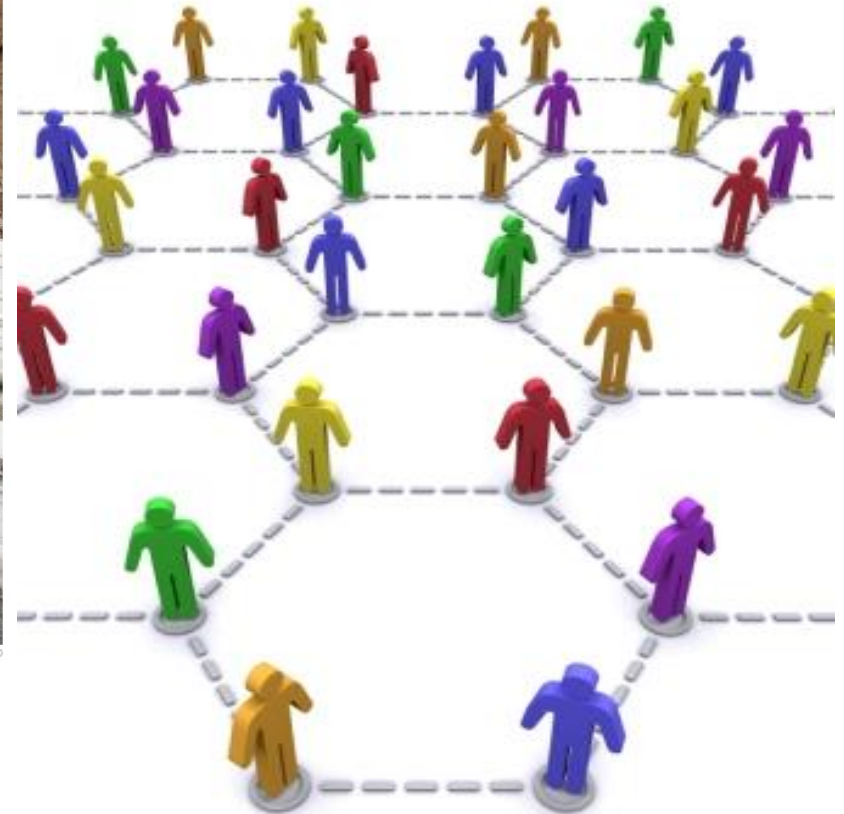
- Which of the trends reported on here do you expect will happen?

# Work & Teacher Health: Where we are coming from, where we are now and where we are going



Bruno Zanzottieri/Parallelozero

Die Lehrer machen eine kurze Pause und beobachten das schmelzende Eis, bevor sie ihre anstrengende Wanderung



## Thank you for your attention.