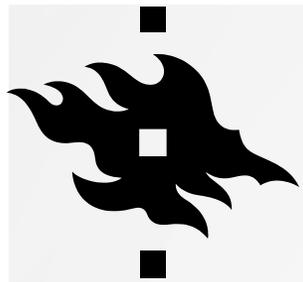




HOW TO BUFFER TEACHER BURNOUT? LESSONS LEARNED FROM FINNISH IN- AND PRE-SERVICE TEACHERS

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BACKGROUND

- My background is in educational psychology, particularly in learning sciences.
- PI of ***Learning and Development in School*** –research group since 2004-
<http://www.learninginschool.fi>
- Our research focus is on educational change, learning and wellbeing in school.
 - Multimethod, systemic and longitudinal designs.
 - Data from school administrators, principals, (in- and pre-service) teachers and students.
- I am trying to summarise what we have learned on Finnish teacher burnout and means to buffer it since 2009-
 - Finnish teachers
 - Lessons 1-5



FINNISH TEACHERS



Primary school teachers: 5-year university Master's degree in education or educational psychology after which they receive a formal qualification to teach in grades 1–6.

Subject teachers: a university Master's degree in a subject domain, such as mathematics, with additional pedagogical studies in education (60 European Credit Transfer and Accumulation System credits, see European Commission, 2014) that correspond to the work load of one academic year of full-time studies. Qualification to teach in grades 7–9 or at an upper-secondary school.

Special education teachers have a university Master's degree in special education and they teach in grades 1–9.

Teachers work autonomously in making pedagogical decisions and student assessments.

In addition, teachers have the responsibility and freedom to plan, implement, and revise their teaching within the national curriculum.

They also take part in developing the local and school curriculums.

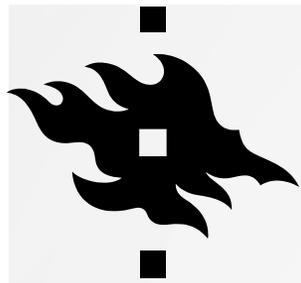
Comprehensive schooling is publicly funded and offers a similar basic education for everyone. No separation of students into academic or vocational studies is made during these years.

The accountability processes are designed to maintain trust in individual schools



LESSON 1: PEDAGOGICAL WELLBEING

Pyhältö, K., Soini, T., & Pietarinen, J. 2010; Soini, T., Pyhältö, K., & Pietarinen, J. 2010



PEDAGOGICAL WELLBEING

Teacher and student wellbeing is generated primarily in socio-pedagogical practices of school: in studying, learning-teaching, during recess, school development etc.

Learning and wellbeing are organically entwined in school

Wellbeing contributes to learning, and

Wellbeing can be increased via learning

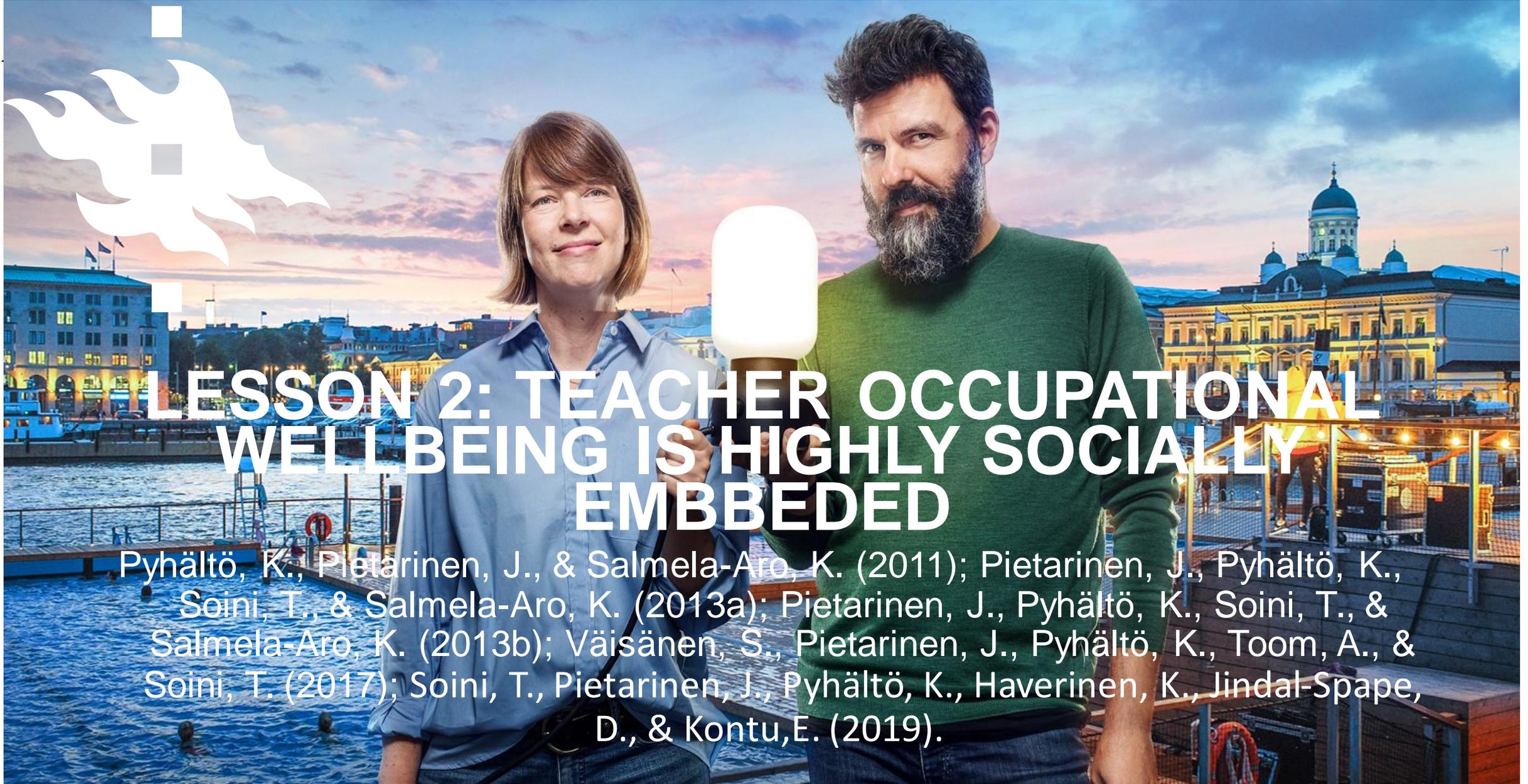
Similar episodes are important both for student and teacher wellbeing.

Key episodes of pedagogical wellbeing were related facing and solving socio-pedagogical problems with students and colleagues.

The similar situations were experienced increasing/decreasing teacher wb depending on the strategies used to solve them, and the solutions.

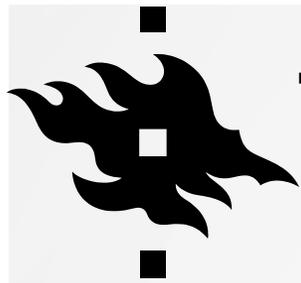
Pro-active, holistic and collaborative strategies were related to increased wb.





LESSON 2: TEACHER OCCUPATIONAL WELLBEING IS HIGHLY SOCIALLY EMBEDDED

Pyhältö, K., Pietarinen, J., & Salmela-Aro, K. (2011); Pietarinen, J., Pyhältö, K., Soini, T., & Salmela-Aro, K. (2013a); Pietarinen, J., Pyhältö, K., Soini, T., & Salmela-Aro, K. (2013b); Väisänen, S., Pietarinen, J., Pyhältö, K., Toom, A., & Soini, T. (2017); Soini, T., Pietarinen, J., Pyhältö, K., Haverinen, K., Jindal-Spape, D., & Kontu, E. (2019).



TEACHER BURNOUT IS HIGHLY SOCIALLY EMBEDDED



School provides multiple dynamic and nested contexts for teacher burnout.



Burnout was embedded in primary interactions of teacher's work, with students, colleagues and parents.

Teachers typically experienced:

Inadequacy primarily in student-teacher relationship,

Cynicism towards the professional community, and

Exhaustion was more generic

-> We launched development of Socio-Contextual Teacher Burnout- and Proactive Wellbeing Strategy Inventory.

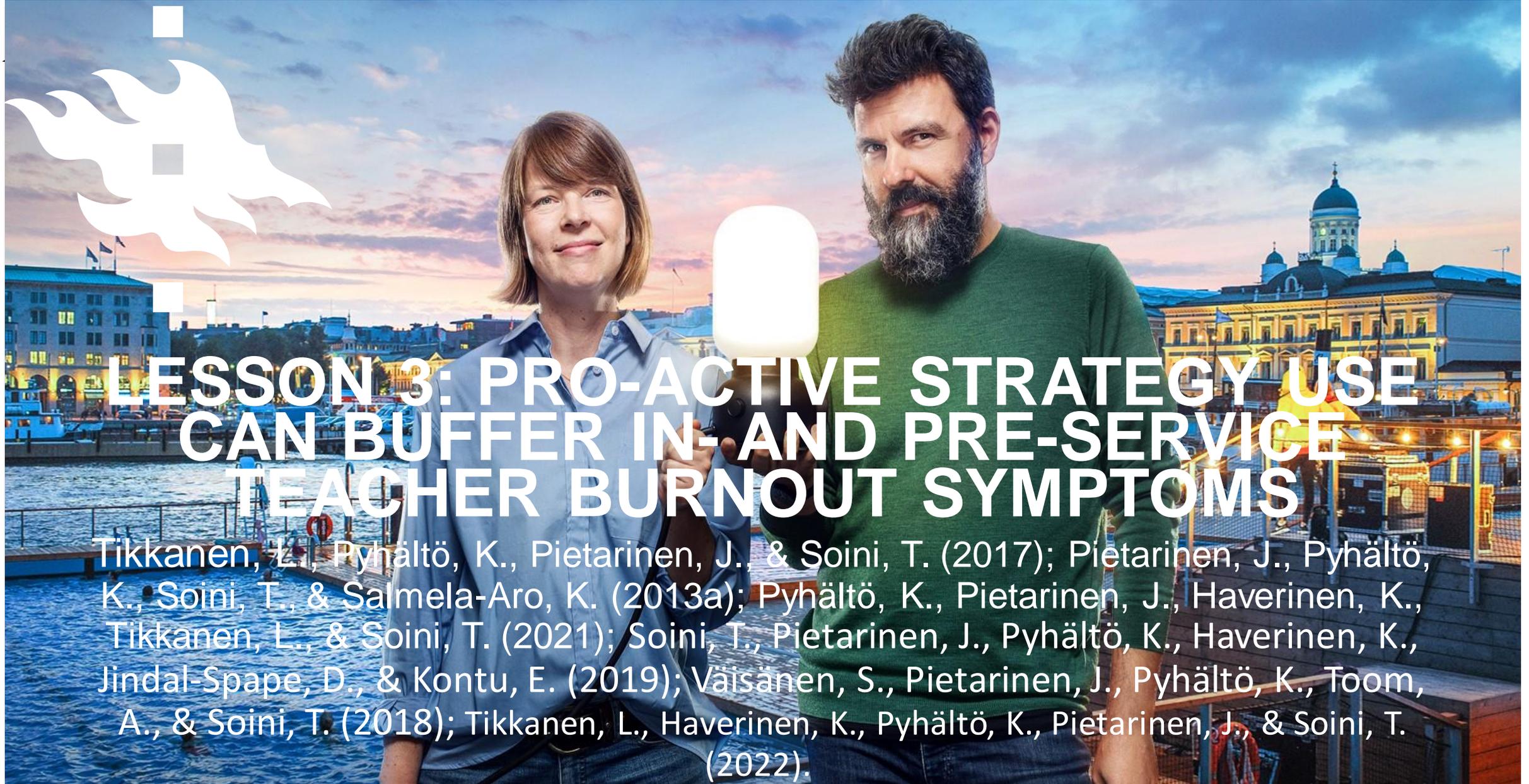


Misfit increased risk for developing burnout among the teachers.

Good professional community fit buffered teacher burnout.

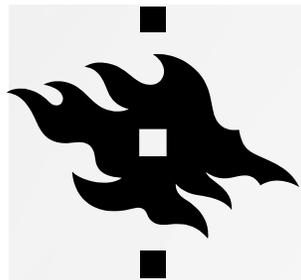
The teachers reported misfit caused both by limitations in their personal resources and/or unreasonable requirements of their working environment

Yet also (good fit) the positive work drive combined with high intensity work, without sufficient opportunity to recover from the work, may also eventually result burdening.



LESSON 3: PRO-ACTIVE STRATEGY USE CAN BUFFER IN- AND PRE-SERVICE TEACHER BURNOUT SYMPTOMS

Tikkanen, L., Pyhältö, K., Pietarinen, J., & Soini, T. (2017); Pietarinen, J., Pyhältö, K., Soini, T., & Salmela-Aro, K. (2013a); Pyhältö, K., Pietarinen, J., Haverinen, K., Tikkanen, L., & Soini, T. (2021); Soini, T., Pietarinen, J., Pyhältö, K., Haverinen, K., Jindal-Spape, D., & Kontu, E. (2019); Väisänen, S., Pietarinen, J., Pyhältö, K., Toom, A., & Soini, T. (2018); Tikkanen, L., Haverinen, K., Pyhältö, K., Pietarinen, J., & Soini, T. (2022).



PROACTIVE STRATEGY USE CAN BUFFER TEACHER BURNOUT

Well-developed proactive wellbeing strategies, both in terms of self- and co-regulative strategies, are related to lower risk of experiencing socio-contextual burnout.

Proactive self-regulation entails regulation of one's own behavior, cognition, and emotions such as slowing work pace, while proactive co-regulation strategies refer to building and modifying social resources intentionally such as asking for, providing, and receiving help from colleagues to deal with the potential stressor

Reported use of proactive co-regulative wellbeing strategies, i.e. their ability to utilise social resources buffered exhaustion, cynicism towards the teacher community, and inadequacy in teacher student interaction.

Use of self-regulative strategies was negatively related with exhaustion. However, strong self-regulation combined with low levels of co-regulation was related to an increased risk of experiencing cynicism.

Different strategies seem to serve different functions in buffering TE burnout.

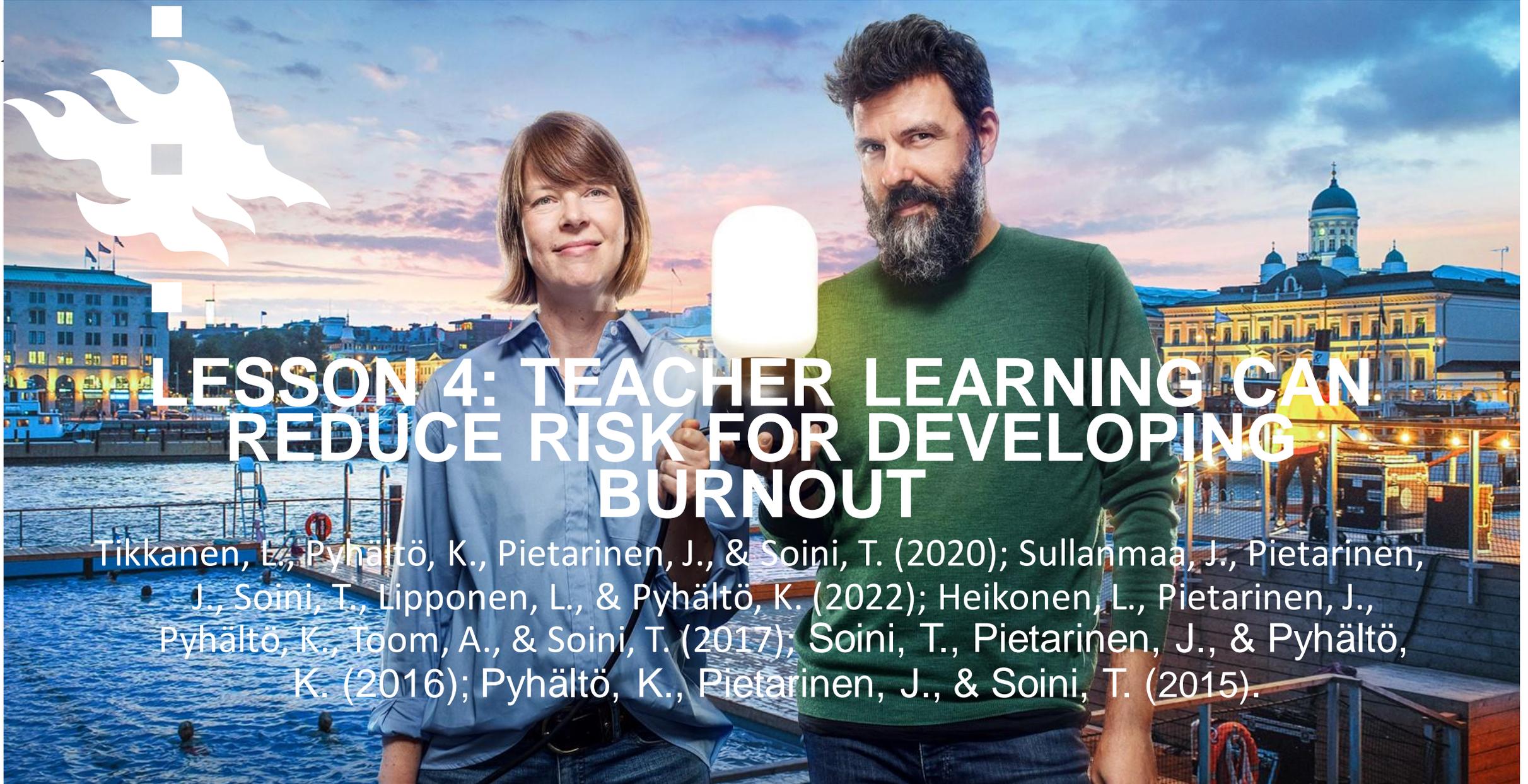
There was variation between the individuals and the schools in experienced burnout symptoms, particularly in cynicism as well as in use of proactive strategies.

At the teacher level self-regulative strategies reduced exhaustion and inadequacy in teacher-student interaction, while co-regulative strategies reduced exhaustion, inadequacy in teacher-student interaction and cynicism towards colleagues.

At the school level, self-regulative strategies buffered exhaustion and inadequacy in student-teacher interaction, while co-regulative strategies were related to reduced risk for experiencing inadequacy in teacher-student interaction and cynicism towards the professional community.

The self-regulative strategy adopted by student teachers promoted the use of co-regulative strategy. Co-regulative strategy use in turn contributed to the perceived fit between the student teacher and the learning environment, and further, reduced study-related burnout.





LESSON 4: TEACHER LEARNING CAN REDUCE RISK FOR DEVELOPING BURNOUT

Tikkanen, L., Pyhältö, K., Pietarinen, J., & Soini, T. (2020); Sullanmaa, J., Pietarinen, J., Soini, T., Lipponen, L., & Pyhältö, K. (2022); Heikonen, L., Pietarinen, J., Pyhältö, K., Toom, A., & Soini, T. (2017); Soini, T., Pietarinen, J., & Pyhältö, K. (2016); Pyhältö, K., Pietarinen, J., & Soini, T. (2015).



TEACHER LEARNING CAN REDUCE RISK FOR DEVELOPING BURNOUT



Teacher's active and skillful learning in the classroom was related to reduced risk for suffering from exhaustion, inadequacy in teacher-student relationship and cynicism towards the professional community.

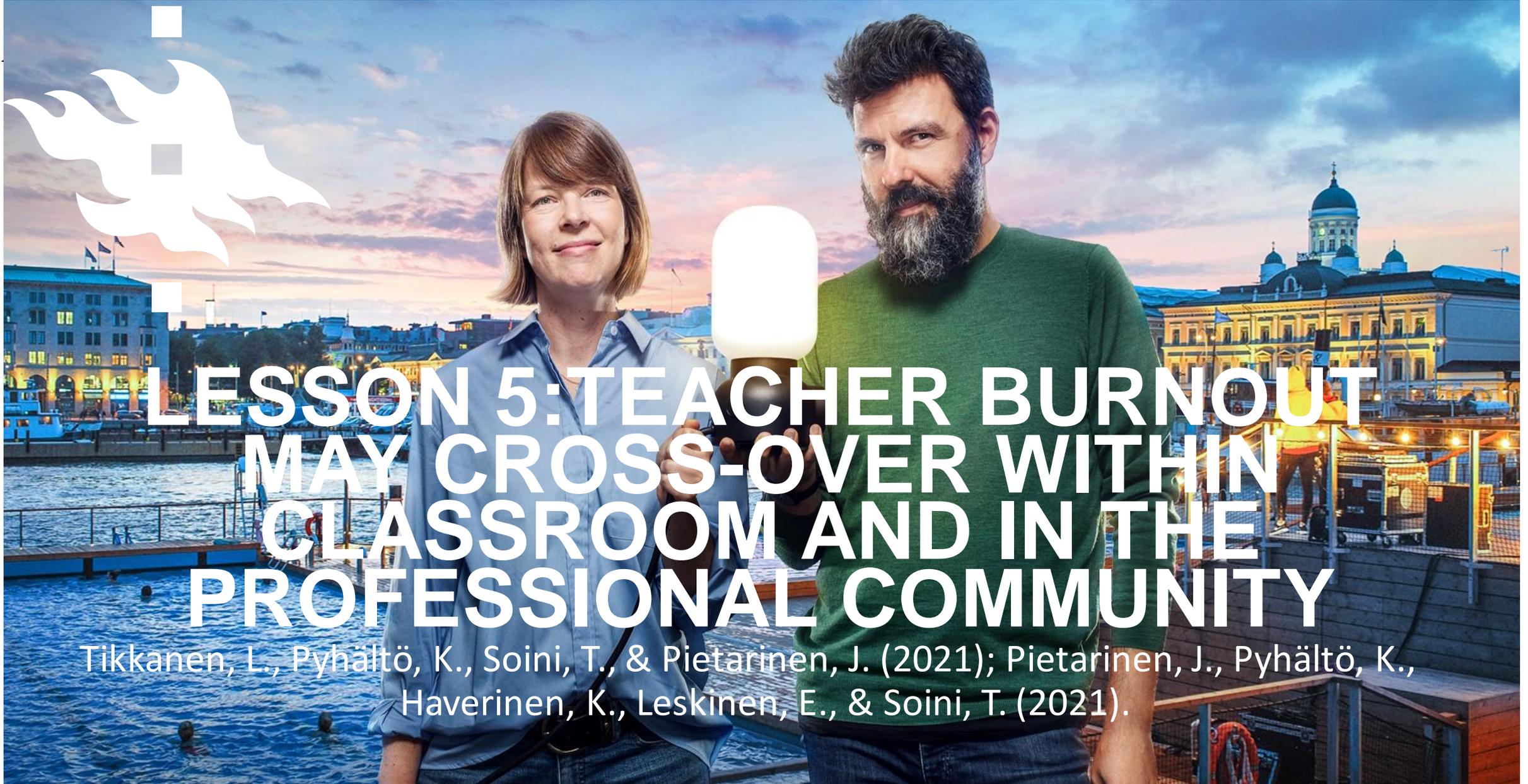


Active and skillful teacher learning within the professional community cultivated proactive (wellbeing) strategy, particularly co-regulative strategy use, and further reduced experienced work related stress.

-> developed version 2. on the proactive co-regulation -scale



Proactive co-regulative strategies (co-regulative support and co-regulative competence & efficacy) reduced school reform stress among teachers, and increased the reform impact.



LESSON 5: TEACHER BURNOUT MAY CROSS-OVER WITHIN CLASSROOM AND IN THE PROFESSIONAL COMMUNITY

Tikkanen, L., Pyhältö, K., Soini, T., & Pietarinen, J. (2021); Pietarinen, J., Pyhältö, K., Haverinen, K., Leskinen, E., & Soini, T. (2021).



TAKE HOME MESSAGE

Teacher learning and burnout, or more generally occupational wellbeing, are organically entwined.

School provides multiple, sometimes complementary/contradictory, nested contexts for TE burnout and its prevention.

Particularly quality of socio-pedagogical interactions within school seems to matter. Self- and co-regulative wellbeing strategies have distinct but complementary role in buffering socio-contextual teacher burnout.

Teacher and student wellbeing seem to be interrelated.

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