

From Burnout to Balance

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TESL ONTARIO WEBINAR

Agenda

- ☐ Introduction

- ☐ Unmasking Teacher Burnout

- ☐ Breaking the Burnout Cycle

- ☐ Conclusion

- ☐ Resources

Introduction



(Rogers, 2016)

Engage and Reflect



In one word, how do you define burnout?

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#4245 732**

What is burnout?

- Concept started as a metaphor in the 1970s
 - To refer to the mental exhaustion similar to that of an extinguishing candle.¹
- "The condition of someone who has become very physically and emotionally tired after doing a difficult job for a long time" (p. 2)²

¹ (Saboori & Pishghadam, 2016)

² (Merriam-Webster, 2015, as cited in Rankin, 2017)

22%

Teachers are the largest professional group studied in burnout research, making up 22% of all samples.

(Schaufeli & Enzmann, 1998; Vanderberghe & Huberman 1999, as cited in Saboori & Pishghadam, 2016, p. 679)

70%

A survey revealed that nearly 70% of teachers expressed concerns about their mental health and well-being during the COVID-19 pandemic.

Unmasking Teacher Burnout

How would you describe your overall well-being at work?

- A) Excellent – I feel energized and balanced
- B) Good – I have some challenges, but I manage well
- C) Neutral – Some good days, some bad days
- D) Struggling – I often feel exhausted or overwhelmed
- E) Burned out – I feel emotionally drained and disengaged

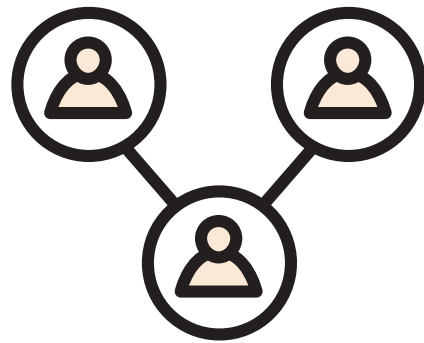
Teacher Confession: I enjoy the work I do, I just wish there weren't so much of it. It's gotten to the point where I don't have a healthy amount of time for my family or for sleep. I love the work I'm producing. It's top-notch and interesting but I wish it didn't take so much time.

— Rush A. Round

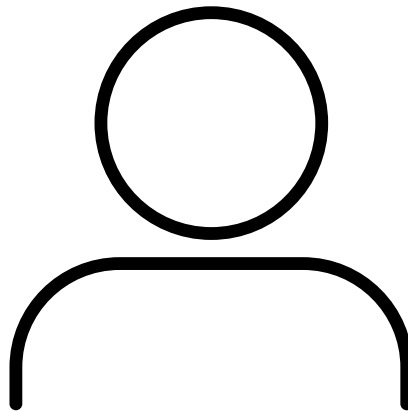
Sources of Burnout



Workplace Environment



Dynamics of Interaction



Individual Qualities

Workplace Environment

- Excessive workload¹
- Lack of support^{1, 2}
- Job security^{2, 3}
- Short-term contracts^{2, 3}
- Inadequate salaries^{1, 2}
- Lack of recognition/reward¹
- Increasing numbers of students³
- Work-life balance (current versus ideal)¹
- Ambiguous values¹
- Boredom⁴

¹ (Dubois & Mistretta, 2019)

² (Sulis, Mercer, Babic, & Mairitsch, 2023)

³ (Talbot & Mercer, 2018)

⁴ (Rankin, 2017)

Dynamics of Interaction

- Issues related to administration^{1, 2}
- Student Behaviour¹
- Student Motivation³
- Interaction with colleagues^{1, 2}
- Interaction with the community^{1, 2}

¹ (Dubois & Mistretta, 2019)

² (Sulis, Mercer, Babic, & Mairitsch, 2023)

³ (Saboori & Pishghadam, 2016)

Individual Qualities

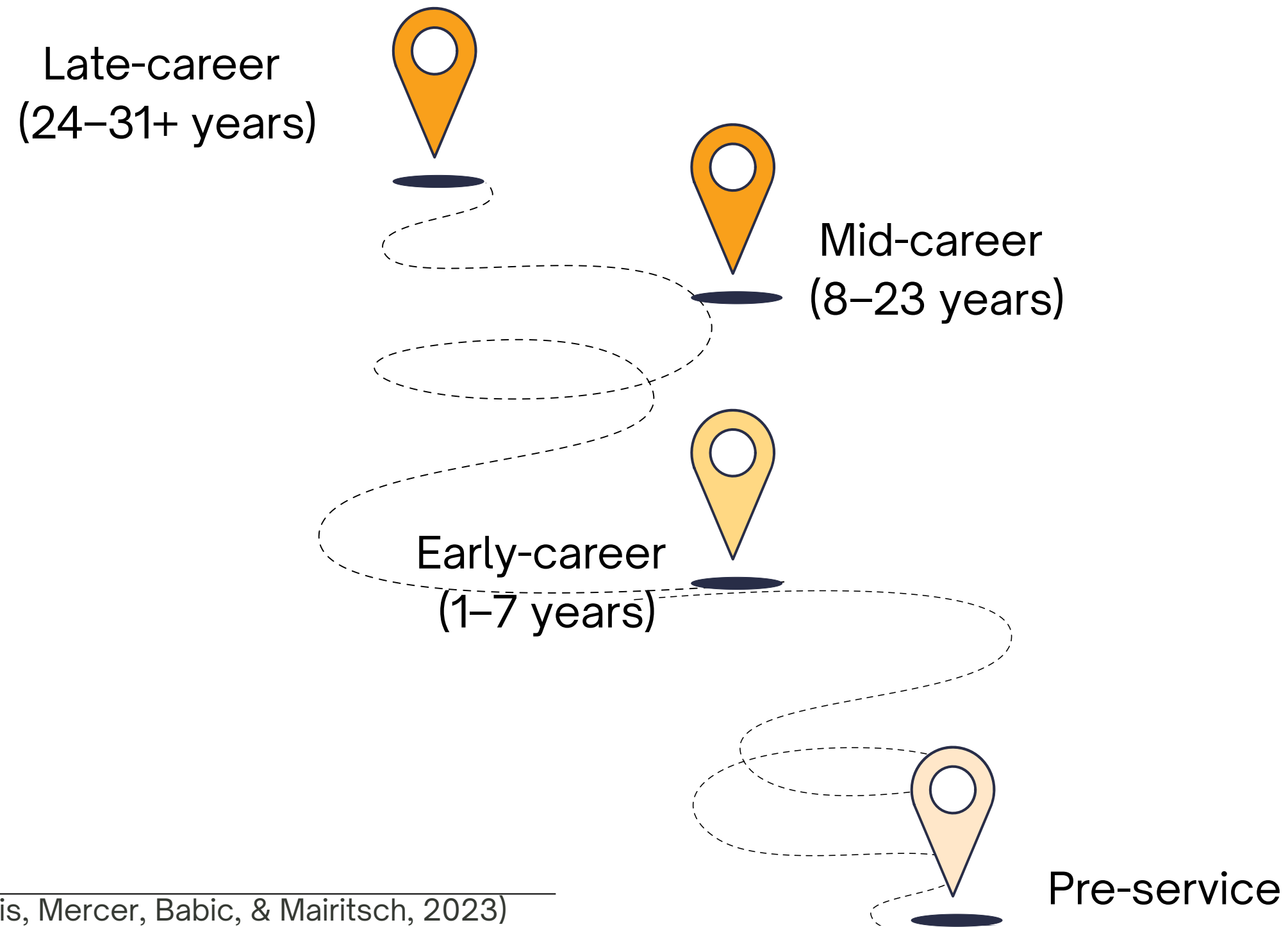
- Overcommitting¹
- Sex²
- Race²
- Age²
- Marital and family status²
- Education²
- Self-concept²
 - Self-doubts²
- Personal needs²
- Personal motivations²
- Emotional control²

¹ (Rankin, 2017)

² (Maslach, 2015, as cited in Dubois & Mistretta, 2019)

³ (Schwarzer & Greenglass, 1999)

Teaching Career Phases



(Day et al., 2007 as cited in Sulis, Mercer, Babic, & Mairitsch, 2023)


Teacher Wellbeing: Challenges

Table 7.1 Summary of findings

	Pre-service	Early-career	Mid-career	Late-career
Challenges	<ul style="list-style-type: none">• Lack of practical teaching competences• Low sense of efficacy• Lack of behaviour management techniques• Fluctuating teacher identity• Managing student/teacher roles• Inadequate guidance and mentorship at university and in school• Multiple concurrent tasks at university/school	<ul style="list-style-type: none">• Limited practical experience in the classroom• Issues in dealing with students' discipline• Mismatch between ideals and realities of teaching• Perfectionist and workaholic tendencies• Limited sense of belonging to the school community• Minimal work/life boundaries	<ul style="list-style-type: none">• Limited support for professional development• Sense of stagnation• Lack of autonomy and increasing accountability measures• Increase in workload and responsibilities• Juggling multiple tasks across personal and professional domains	<ul style="list-style-type: none">• Job saturation and progressive loss of engagement• Dissatisfaction with professional development events• Growing age awareness and perceived intergenerational gap• Perceived physical deterioration• Sense of resentment about prioritising work throughout career

(Sulis, Mercer, Babic, & Mairitsch, 2023, p. 140)


Signs/Symptoms




Physical and Emotional Exhaustion

- Chronic Fatigue
- Insomnia
- Anxiety
- Impaired concentration and attention
- Increased illness
- Depression
- Anger

Signs/Symptoms



Feelings of Cynicism and Detachment



- Loss of enjoyment
- Pessimism
- Isolation
- Detachment

Signs/Symptoms



Sense of Ineffectiveness or Lack of Accomplishment



- Feelings of apathy, helplessness, and hopelessness
- Increased irritability
- Lack of productivity and poor performance

Teacher Burnout - Impact

- Could have negative repercussions on:
 - Well-being¹
 - Quality of teaching¹
 - Ability to make decisions, concentrate, be creative, and solve problems²
 - Teaching-learning process¹
 - Student-teacher relationship¹
 - Students performance¹
- Leading teachers to:
 - Feel dissatisfied with their work¹
 - Feel alienated¹
 - Leave their job¹

¹ (Saboori & Pishghadam, 2016)

² (Talbot & Mercer, 2018)

Breaking the Burnout Cycle

Language Teacher Wellbeing

- PERMA model identifies five key elements that contribute to flourishing in education:
 - Positive Emotions (P)
 - Engagement (E)
 - Relationships (R)
 - Meaning (M)
 - Accomplishments (A)¹
- Well-being is individual and subjective, but it is also socially determined and objectively defined.²

¹(Seligman, 2011 as cited in Sulis, Mercer, Babic, & Mairitsch, 2023)

²(Sulis, Mercer, Babic, & Mairitsch, 2023)

Language Teacher Wellbeing

- Emotional Labor
- Supporting Learner Autonomy
- Identity & Cultural Dimensions
- Foreign Language Anxiety
- Contextual Challenges
- Globalization & Technology

Engage and Reflect



**What small daily self-care routines help you
recharge and prevent burnout?**

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<https://www.slido.com>
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Self-Care Plans



(Dubois & Mistretta, 2019)
(Baskin, 2016)

Physical



- Exercise

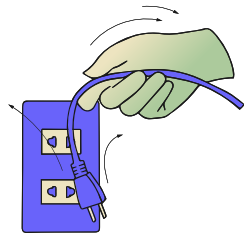


- Eat healthy



- Get enough sleep

Psychological



- Take breaks from technology¹



- Keep a journal¹



- Amend negative thoughts^{2, 3}



- Create a new password²
 - (=time4me, >obstacle, +Mindset)



- Believe in yourself²



- Let go of perfectionism³

¹(Dubois & Mistretta, 2019)

²(Rankin, 2017)

³(Sulis, Mercer, Babic, & Mairitsch, 2023)

Emotional

POSITIVE
VIBES

- Develop a positive outlook¹



- Engage in creative outlets¹

TOXIC



- Avoid toxic situations²

¹(Dubois & Mistretta, 2019)

²(Rankin, 2017)

Spiritual

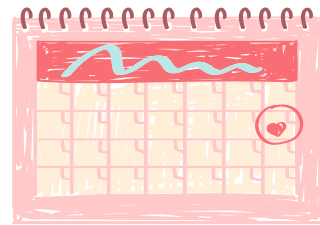


- Meditate



- Engage in spiritual/religious practices

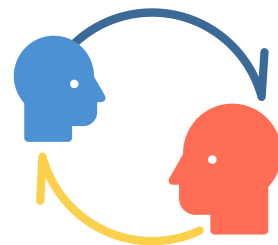
Relational



- Attend special events¹



- Nurture close relationships¹

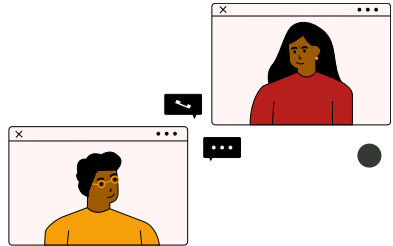


- Communicate effectively²

¹(Dubois & Mistretta, 2019)

²(Rankin, 2017)

Workplace



- Attend PD¹



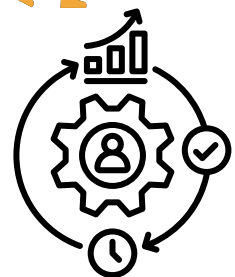
- Maintain boundaries¹



- Improve your environment²



- Set priorities²



- Employ a system²



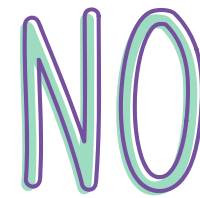
- Leverage resources²



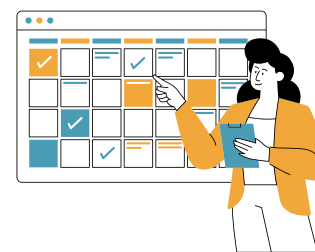
- Embrace technology²



- Work with admin²



- Refuse additional work³



- Block out time accordingly³

¹(Dubois & Mistretta, 2019)

²(Rankin, 2017)

³(Sulis, Mercer, Babic, & Mairitsch, 2023)

Teacher Wellbeing: Resources

Table 7.1 Summary of findings

	Pre-service	Early-career	Mid-career	Late-career
Resources	<ul style="list-style-type: none">• Knowledge and skills accumulated through teacher training• Initial teacher experiences through practica• Increasing confidence, motivation and sense of meaning• Scaffolded guidance at university and in school• Ability to juggle student/teacher roles	<ul style="list-style-type: none">• Growing experience and confidence• Increasing resilience and coping strategies• Growth mindset and positive attitude towards mistakes• Appropriate balance between autonomy and support• Awareness of self-care strategies and importance of work/life boundaries	<ul style="list-style-type: none">• Sense of confidence and security accrued through experience• Strong and stable sense of teacher identity• Satisfaction and pride from professional development• Strong network of support in the workplace• Stronger awareness of priorities and strategies to preserve work/life balance	<ul style="list-style-type: none">• Accumulated knowledge, teaching experience, and competences• Growth mindset• Positive work conditions and long-lasting relationships• Progressively letting go of responsibilities• Self-care strategies for physical wellbeing

(Sulis, Mercer, Babic, & Mairitsch, 2023, p. 140)

Conclusion

Remember the ABC's of Self-Care



 The ABC of Self-Care

A is for Awareness

Be aware of your stress points and triggers.

Remind yourself: These are normal reactions to extraordinary circumstances.

Watch on  YouTube

Share

The graphic features a large blue letter 'A' on the left. To its right is a red YouTube play button icon. Further right is an illustration of a man in a blue shirt and dark pants, holding a magnifying glass and looking at a globe. The globe is surrounded by several purple virus-like particles. The background is a light blue gradient with some faint purple plus signs.

Resources



Self-Care Plan

Name :

Date :



MY DAILY SELF-CARE PLAN

Physical

Emotional

Relational

Psychological

Spiritual

Workplace

MY FAVOURITE COPING STRATEGIES

1

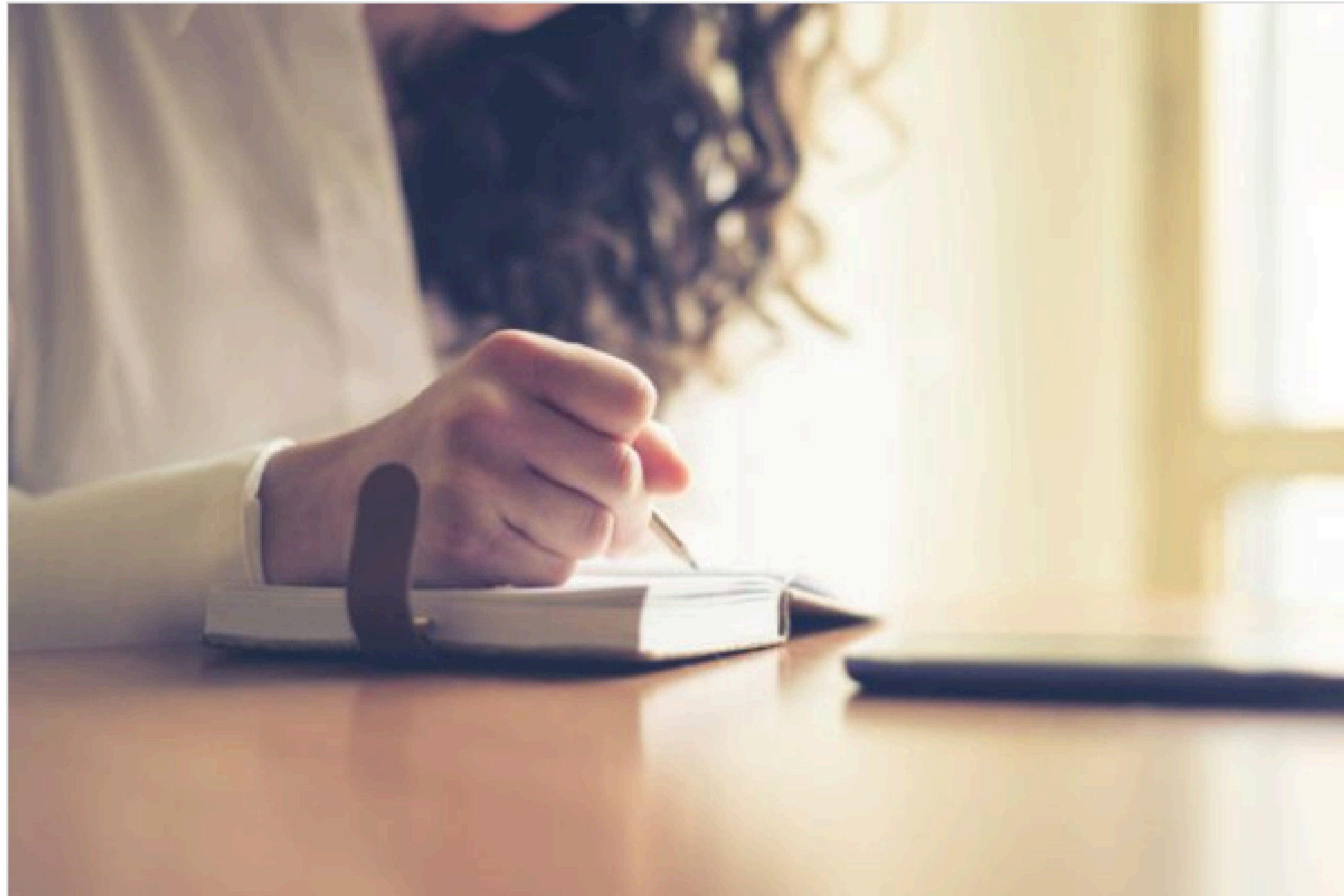
2

3

MY EMERGENCY SELF-CARE PLAN

Helpful (To Do)

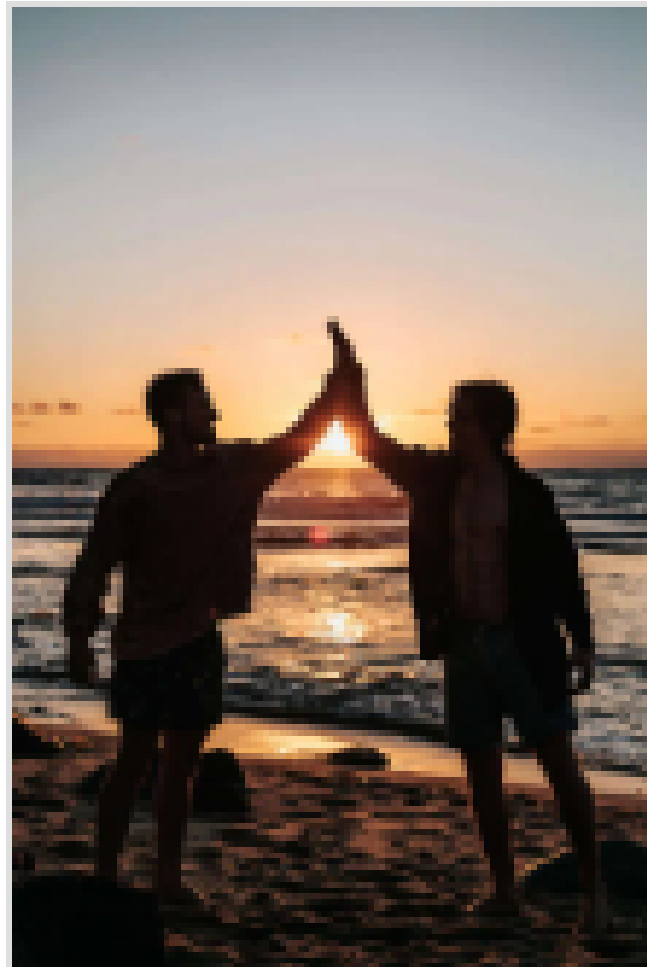
Harmful (To Avoid)



Gratitude Journal (Greater Good in Action)

Count your blessings and enjoy better health and happiness.

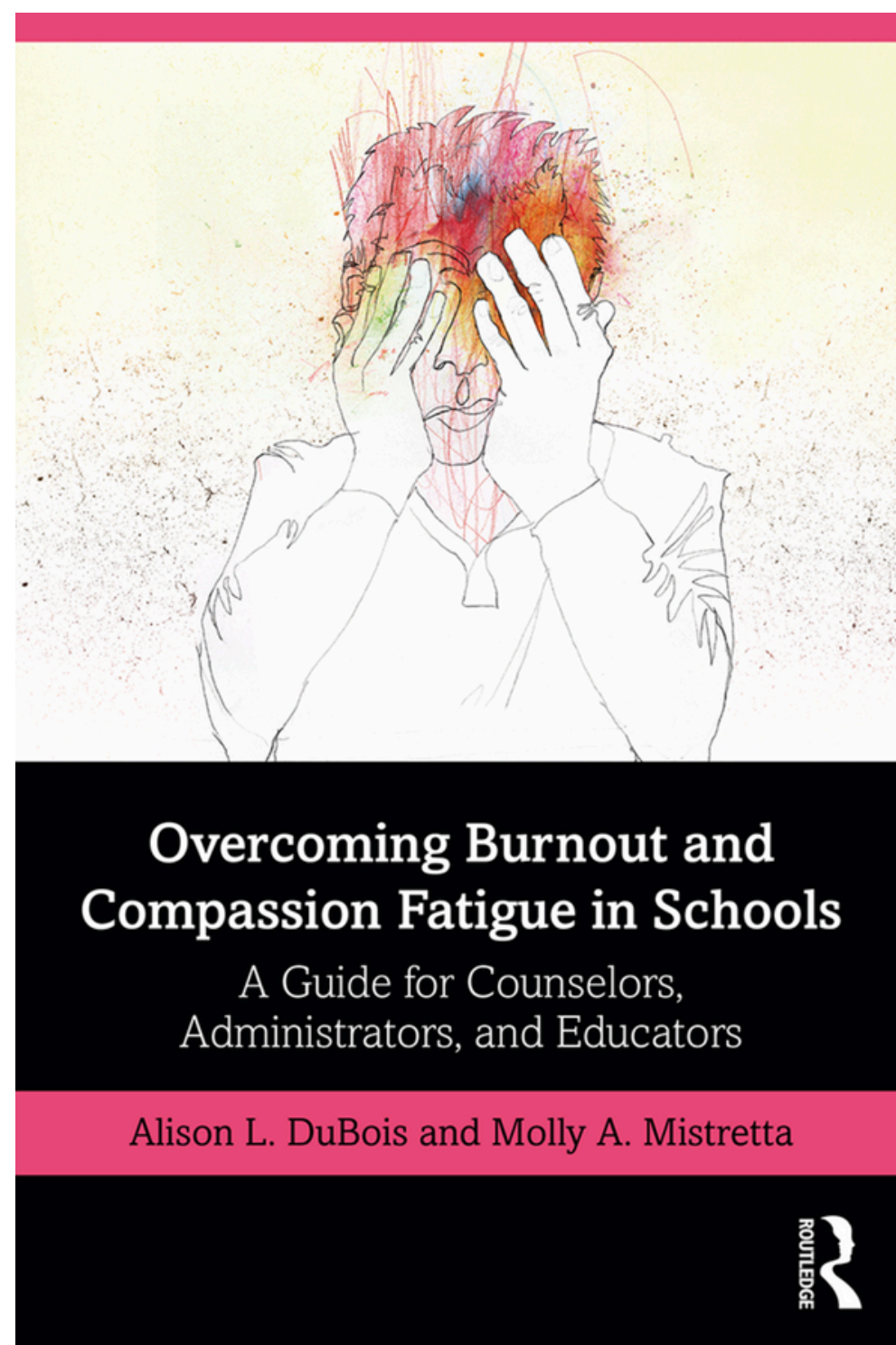
 [berkeley.edu](https://scholar.google.com/citations?hl=en&user=K1v3v3wAAAAJ)



Self-compassion practices

Explore the benefits of self-compassion practices. Foster self-love, resilience,...

self-compassion.org



First Aid for Teacher Burnout



How You Can Find Peace and Success

Jenny Grant Rankin

An Eye On Education Book



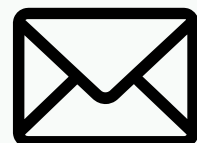
LANGUAGE TEACHER WELLBEING ACROSS THE CAREER SPAN

Giulia Sulis, Sarah Mercer, Sonja Babic and
Astrid Mairitsch

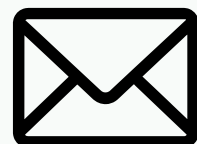


PSYCHOLOGY OF LANGUAGE LEARNING AND TEACHING

Thank you!



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Q & A