

# Healthy Working Life – The Basis for Quality Education

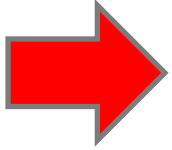
quality conditions for teaching staff's psycho-social  
wellbeing and health → → → on quality education



**Bernhard Sieland**  
**Bucharest 09. – 10. 06. 2016**



# Agenda



- 1. The Challenge for OHM in the educational sector**
- 2. Questions and answers for inspiring practice by OHM**
- 3. Further challenge for research and policy**



# Work related stress due to high discrepancies

## High demands

### External demands:

- Challenging curricula
- Educating pupils that don't always want to be educated
- Pupils with special educational needs
- Communication, conflict-management
- Additional tasks: inclusion, integration

### Internal demands:

- Personal values
- Adopted values

### Psychosocial demands:

- Coping with stress and failure noticed by others
- Convincingly showing and hiding certain feelings
- Respecting certain people even when hating their behavior

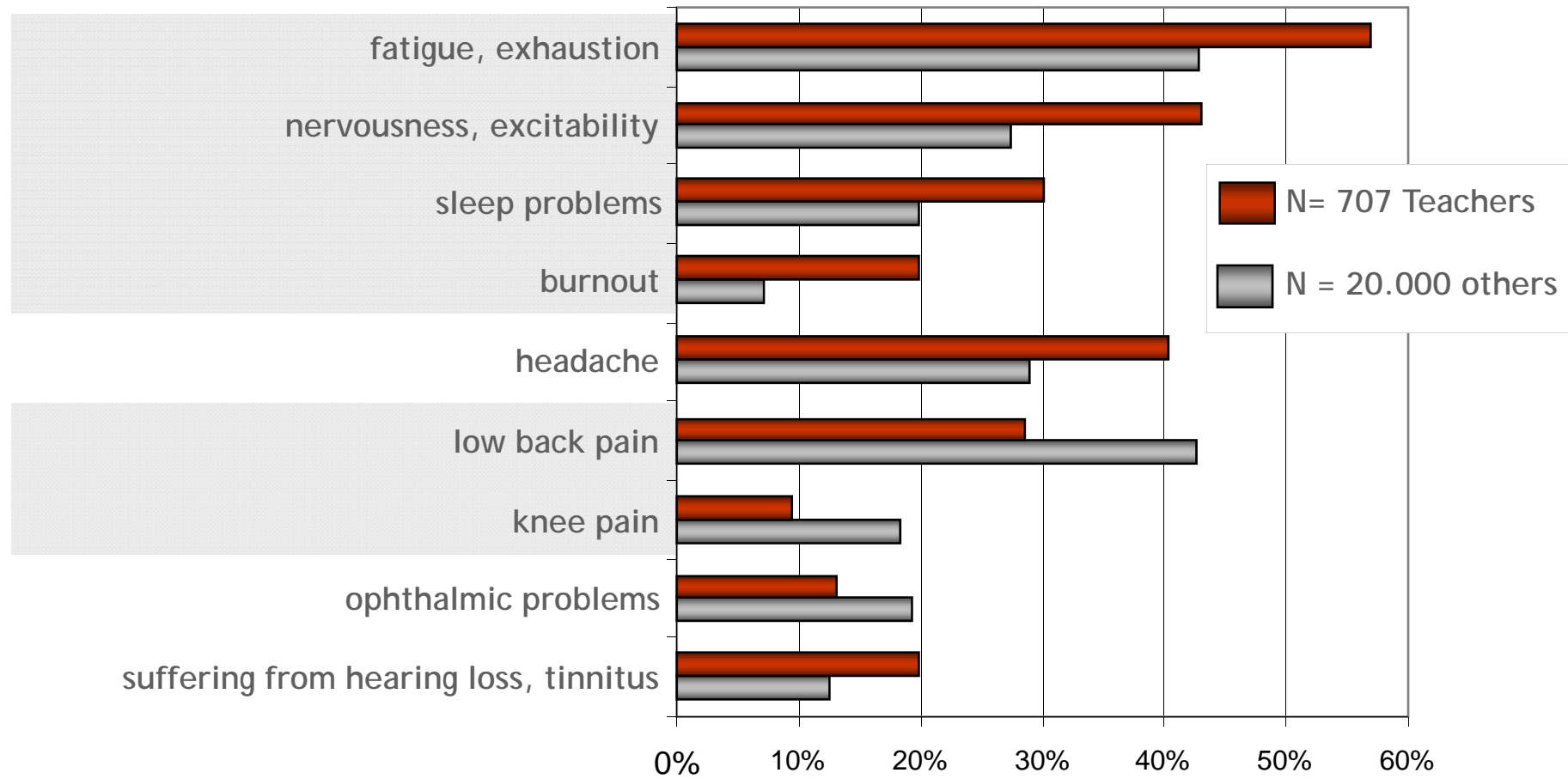
## Low resources

- Little support due to lacking time for supervision, and cooperation
- Insufficient qualification of the managerial staff
- Low public appreciation
- Vague assignment
- One-sided attribution of responsibility for educational success
- Negative gratification balance
- Gap between teacher training and educational reality

Report of the Research Project COPSOQ on  
**Social Partners Promoting Decent Workplaces in the  
Education Sector for a Healthier Working Life**  
FFAW Freiburg Research Center for Occupational  
Sciences



# Health status of teachers compared to all other occupations from the German national stress-survey. Elevated symptoms of depression in teachers.





## Work related stress → Consequences for teachers and pupils

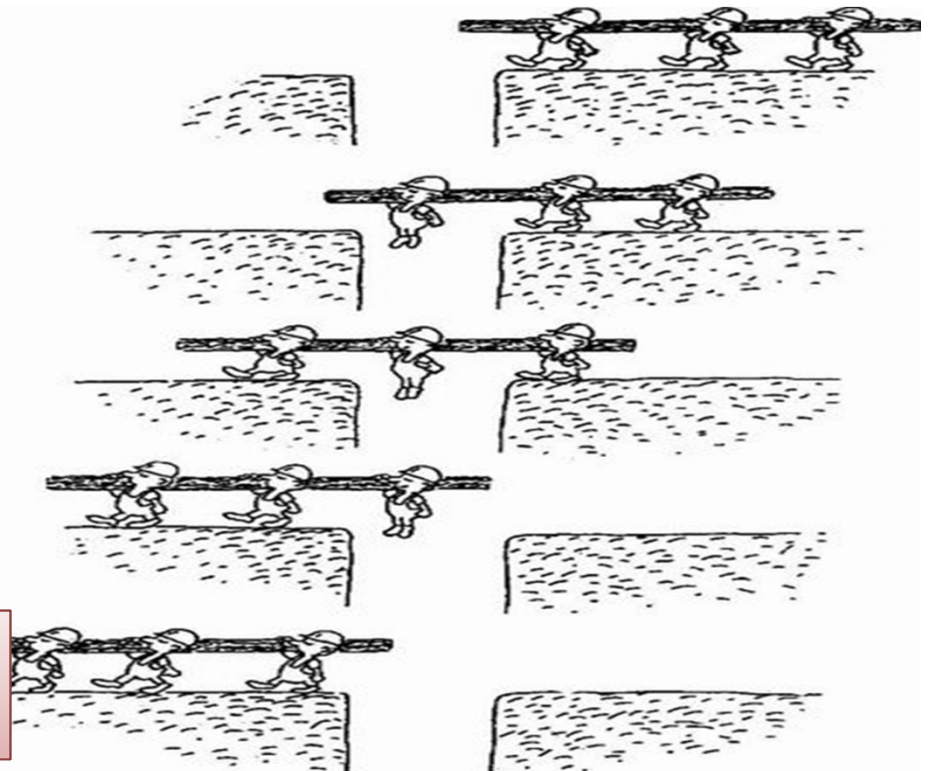


	Short- term	Medium-term	Long-term
Risks of overstrained teachers and pupils	<ul style="list-style-type: none"><li>• Stress</li><li>• Conflicts</li><li>• Reduced committment</li><li>• Committed self-endangerment</li><li>• Agression</li></ul>	<ul style="list-style-type: none"><li>• Costs for absenteeism of sick teachers and substitute teachers</li><li>• Costs for tutoring</li><li>• School skipping</li></ul>	<ul style="list-style-type: none"><li>• Reduction of motivation</li><li>• Risky coping behavior and self-regulation</li><li>• Loss of educational quality</li><li>• Reduced employability for students</li></ul>



# Employees have day by day to

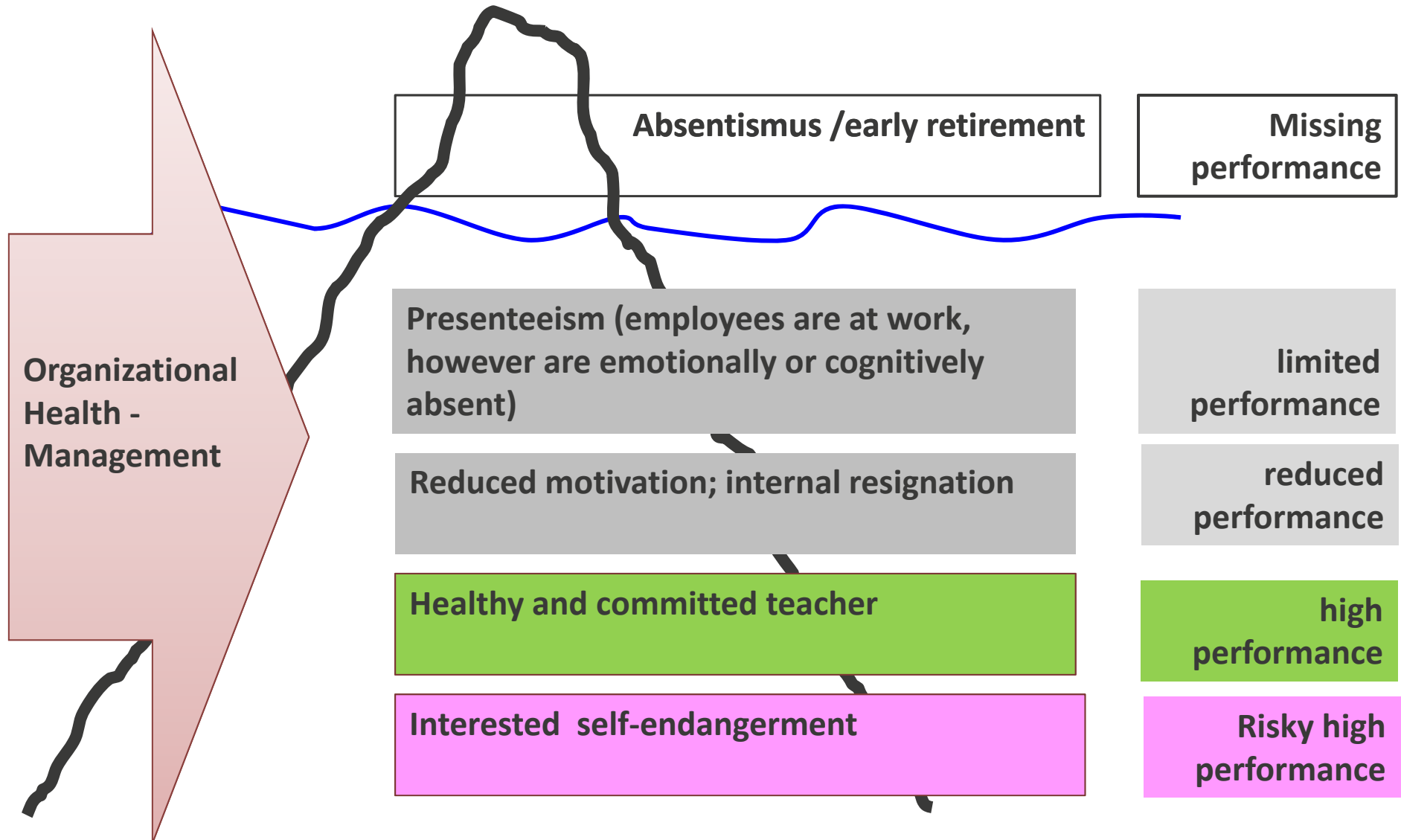
1. ... manage typical professional tasks
2. ... care for the necessary tools (e.g. emotions, problem solving, social relationships) to maintain performance and health!



**Good tools, half the work!  
Recreation of exhausted resources!**



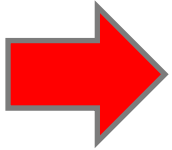
# Iceberg Model (Badura, 2014 ) Effects of missing resources





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**1. The Challenge for OHM in the educational sector**



**2. Questions and answers for inspiring practice by OHM**

**3. Further challenge for research and policy**





## Central questions for effective OHM

1. Where to change?  
→ Find clear targets and responsible change-agents
  
2. What to change?  
→ Use diagnoses
  
3. When to change?  
→ as soon as possible
  
4. How to change?  
→ Face to face and web-based measures



## Where to Change →

### Focus for health promotion in organizations

#### **Healthy self-regulation, e. g.,**

- Emotion regulation
- Dealing with stress mindfully

#### **Healthy cooperation, e. g., Mutual**

- support & challenge
- appreciation & feedback culture
- cooperation and peer counselling

#### **Healthy working conditions, e. g.,**

- Vision of a healthy and good school
- Participation and complaint management

#### **Healthy guidance from employers**

- Check resources for new tasks
- Impact analysis of employer`s instructions



# Where to change → Levels of prevention measures

ETUCE Brochure and Survey on Teachers Work-Related Stress second Training Seminar of the ETUCE and EFEE Project London 29.01.2016

## On the national level

- Changes in timetable
- Improvements in school buildings
- Exchanges between European stakeholders and schools

## On the local level

- Teamwork and cooperative learning
- Team building measures for teachers and students
- Active committee for health and safety in schools
- Powerful parents association
- Improvement of appreciation → positive wall for teachers and pupils

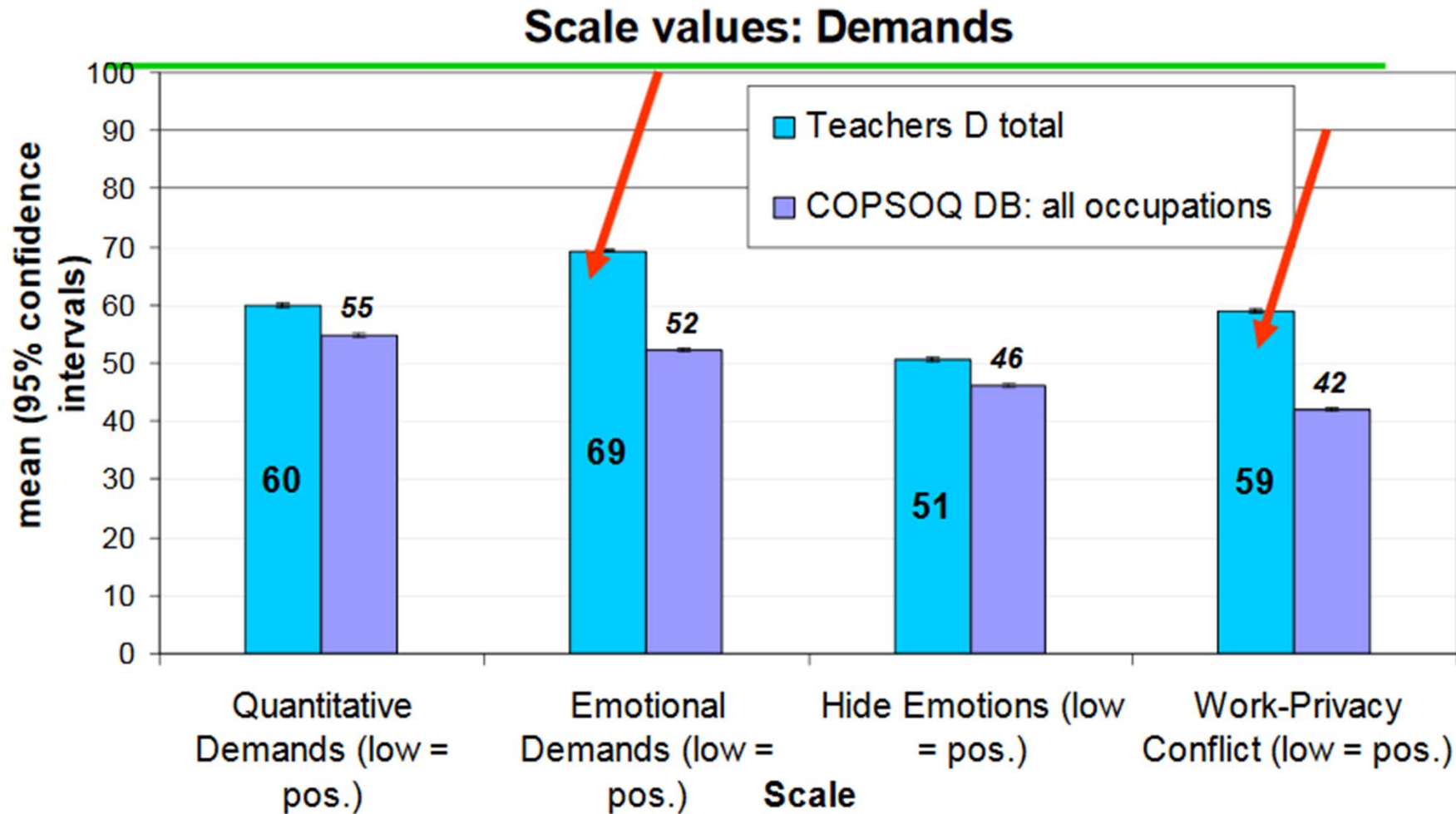
## On the personal level → free access to

- 24/7 employees counselling service via internet or phone
- Diagnoses and to In-service training courses for teachers and for students

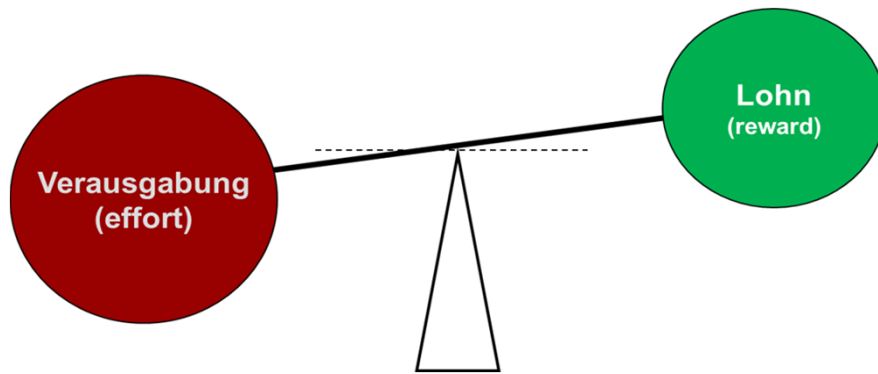


# What to change?

## COPSOQ Germany, teachers vs other occupations



# What to Change → Siegrist Effort – Reward – Imbalance = ERI

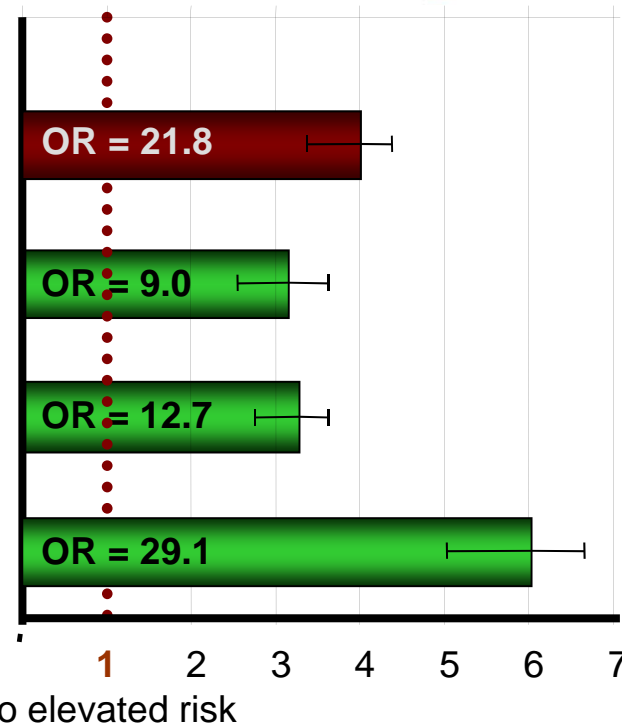


ERI (all rewards)

Salary -Imbalance

Workplace- Imbalance

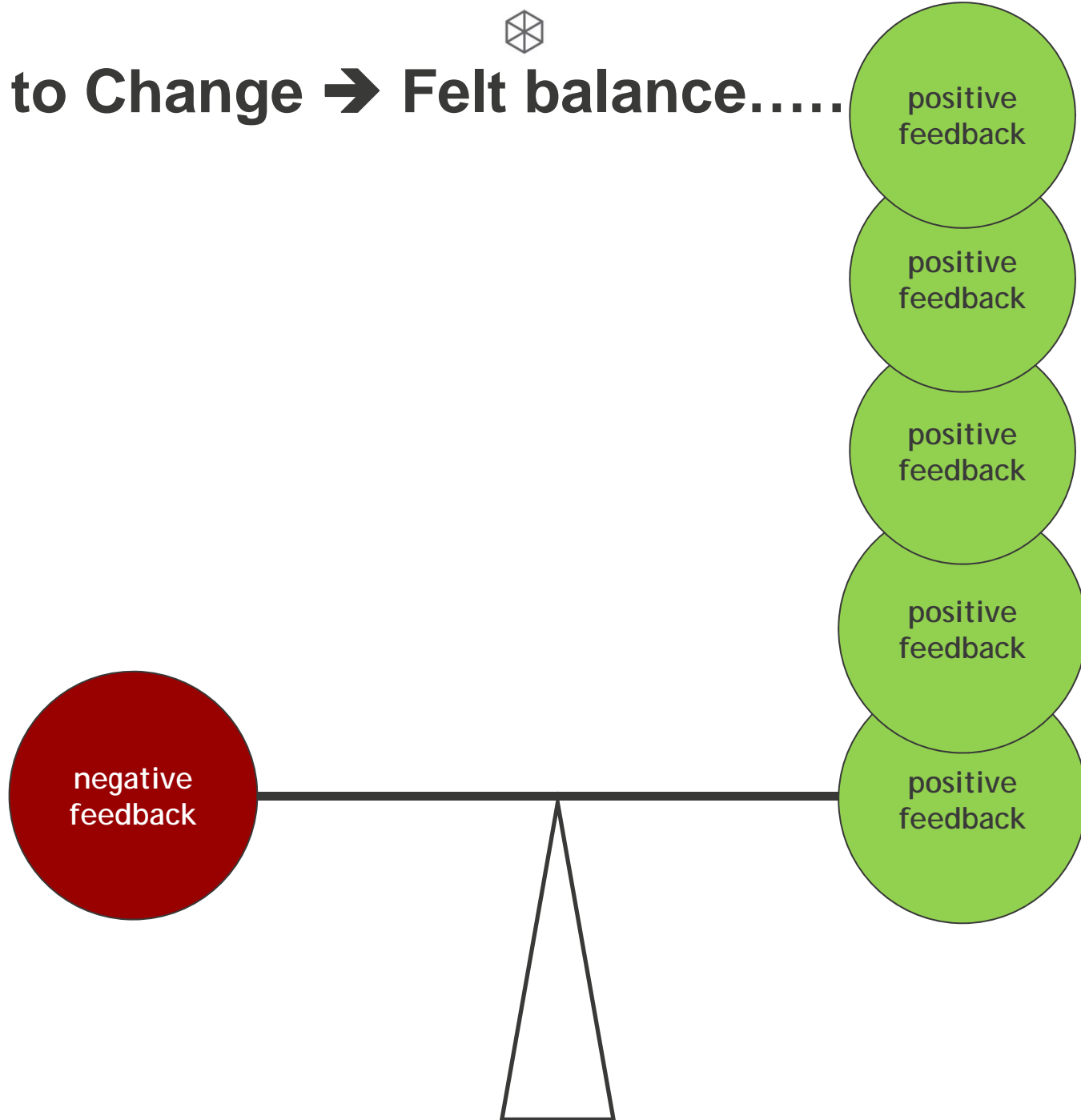
Imbalance of appreciation



■ relative risk for affective disorder



**What to Change → Felt balance.....**





# When to change?

**Special support for special needs ---- just in time**

Teacher  
Recruitment

Teacher  
training

Teacher as  
beginners

Teacher in  
full  
service

Teacher with  
impaired  
health



**Children – pupils – students as social partners in school**



## How to change → E-Mental-Health as effective support for big populations in different settings

E-Mental Health is a huge opportunity for diagnostics, consulting and training

- Many people use it anonymously (= low threshold) to individually preferred hours
- Scalable in expenses and tailored to individual needs
- Very economic use of expertise and well evaluated.

Web-based diagnoses → risky conditions in schools and persons + control of progress

Web-based cooperative counselling → for quality of (health) interventions

Web-based teacher training: → stress, problem solving, daily recovery,...



# Career counselling for teachers: information, diagnoses, and counselling



Information and self-exploration  
for the teaching profession



Informationen Selbsterkundung Geführte Touren Reportagen Links



Studieninteressierte >>



Studierende >>



Berufseinsteiger/innen >>



Erfahrene Lehrer/innen >>

Home

Willkommen auf der deutschen Seite des Programms

## Laufbahnberatung für Lehrerinnen und Lehrer

- Sie überlegen, ob Sie ein Lehramtsstudium beginnen sollen?
- Sie sind eine Studentin oder ein Student und möchten Ihre Zukunft planen?
- Sie sind eine Berufseinsteigerin oder ein Berufseinsteiger und suchen Informationen zur beruflichen Orientierung?
- Sie möchten als Quereinsteigerin oder als Seiteneinsteiger in den Lehrerberuf wechseln und wünschen sich dabei Unterstützung?
- Sie sind eine erfahrene Lehrerin oder ein Lehrer und möchten Karriere im Schulbereich machen oder sich beruflich verändern?
- Auf dieser Seite finden Sie Informationen und Angebote zur Selbsterkundung, die Ihnen bei Laufbahnentscheidungen helfen können.

>> Wenn Sie auf die Personengruppe klicken, zu der Sie gehören, dann gelangen Sie zu einer für Sie passenden Auswahl an Materialien!

>> Wenn Sie eine Mentorin oder ein Mentor sind und Praktikantinnen und Praktikanten in ihrem Reflexionsprozess begleiten möchten, dann finden Sie Materialien dazu in der Rubrik "Für Berater/innen".

Drucken



Prospective teacher  
students



Teacher students



Young professionals



Experienced teachers

Teacher training

Research and Development



annually used by about 30.000 (prospective) teachers  
in German-speaking countries



**Effects of the use of CCT N = 173 teacher students 5 Point scale here cumulated 4+5 = yes and yes indeed**

<b>Effects on</b>	<b>Item The use of CCT</b>	<b>Yes + yes indeed</b>
<b>Information</b>	<b>... made me aware of professional stress that I wasn't aware of until then</b>	<b>22%</b>
<b>reflection</b>	<b>... made me consider whether I possess the necessary abilities to become a teacher</b>	<b>41 %</b>
<b>exploration</b>	<b>... encouraged me to gather more information about the teaching profession</b>	<b>46%</b>
<b>decision</b>	<b>... encouraged me to become a teacher</b>	<b>93%</b>
	<b>... encouraged me to probably not become a teacher</b>	<b>2%</b>
<b>self development</b>	<b>... made me aware upon which personal strengths I can build</b>	<b>84%</b>
	<b>... shown me which skills I should develop further</b>	<b>64%</b>



## Special support for special needs ---- just in time

Teacher  
Recruitment

Teacher  
training

Teacher as  
beginners

Teacher in  
full  
service

Teacher with  
impaired  
health



Children – pupils – students as social partners in school

## E-Mental Health →

Web-based diagnoses → risky conditions in schools and persons + control of progress

Web-based cooperative counselling → for quality of (health) interventions

Web-based teacher training: → stress, problem solving, daily recovery,...



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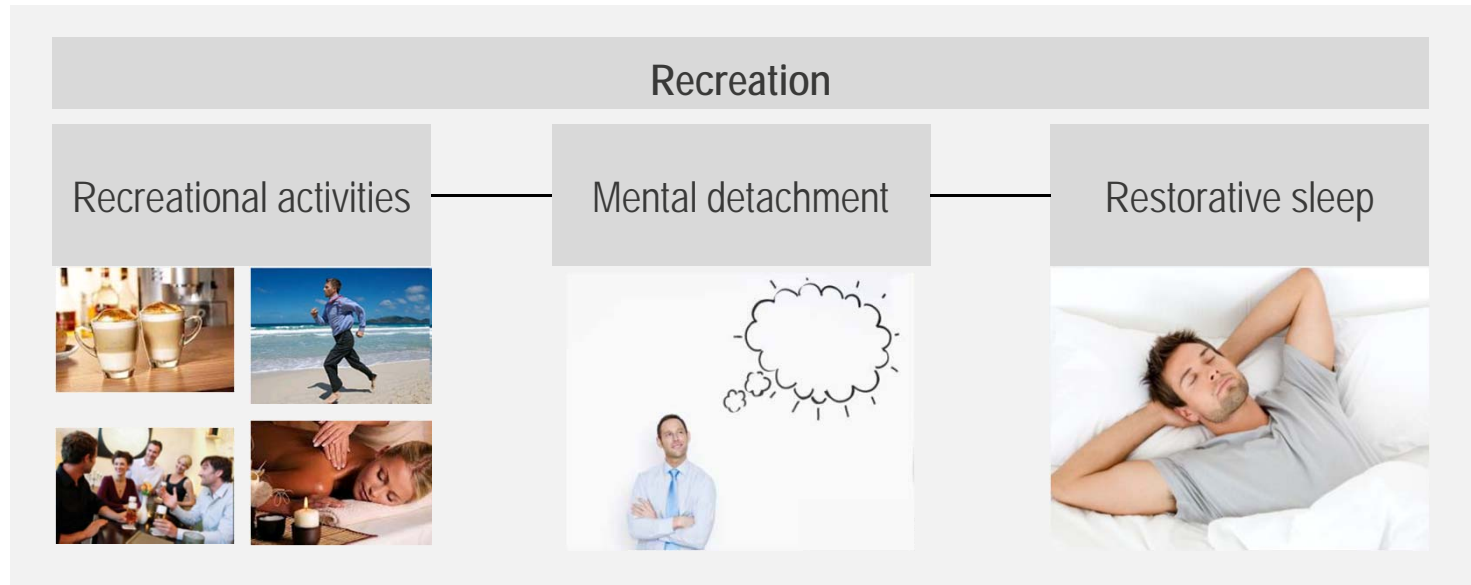
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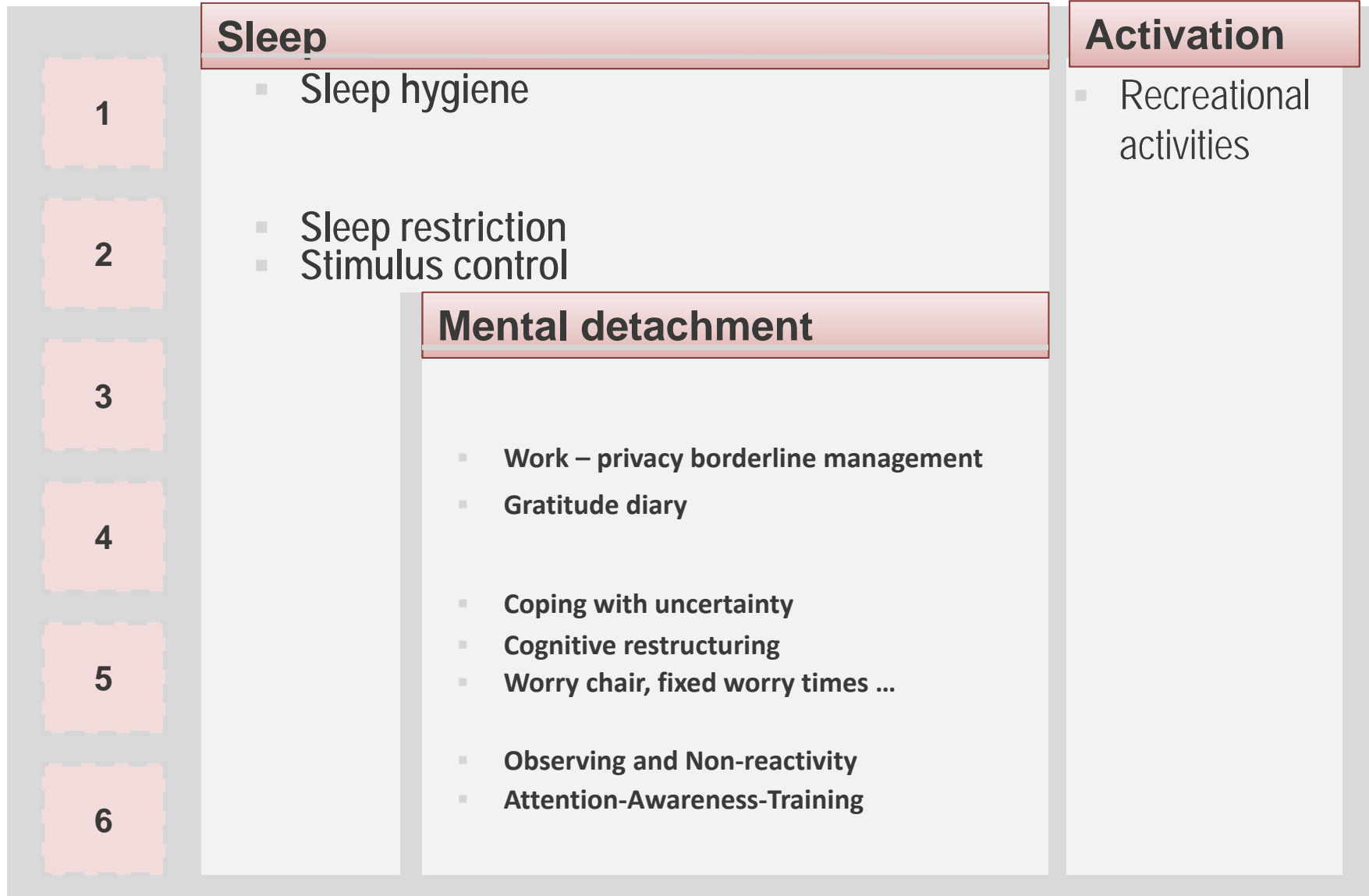
## E-mental health → Recreation.

Three aspects of recovery constitute recreation:  
restorative sleep, mental detachment from work and recreational activities.





## GET.ON Recreation-Training. An overview about training components.



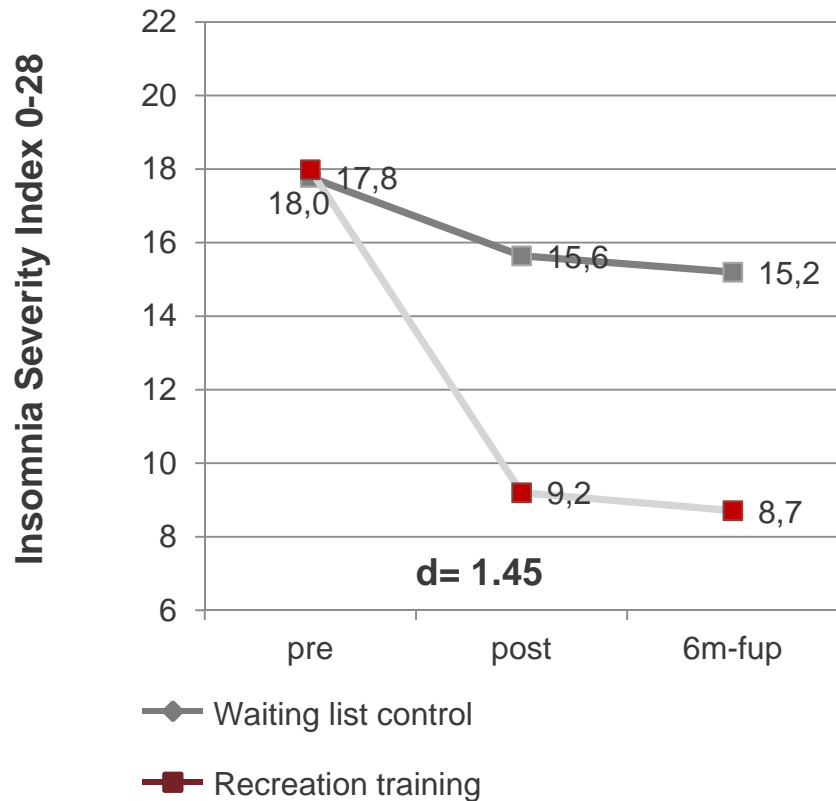


## Primary outcome: Insomnia severity.

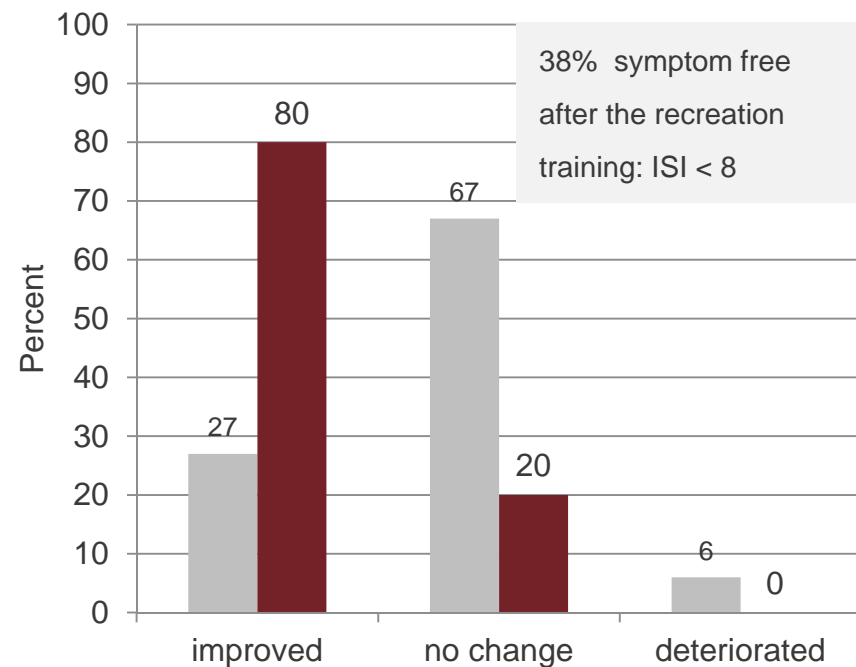
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### Reduction in insomnia severity (N = 128 Intention-to-treat ITT analyses)



### Percentage of improved individuals (RCI) (N=128 ITT)

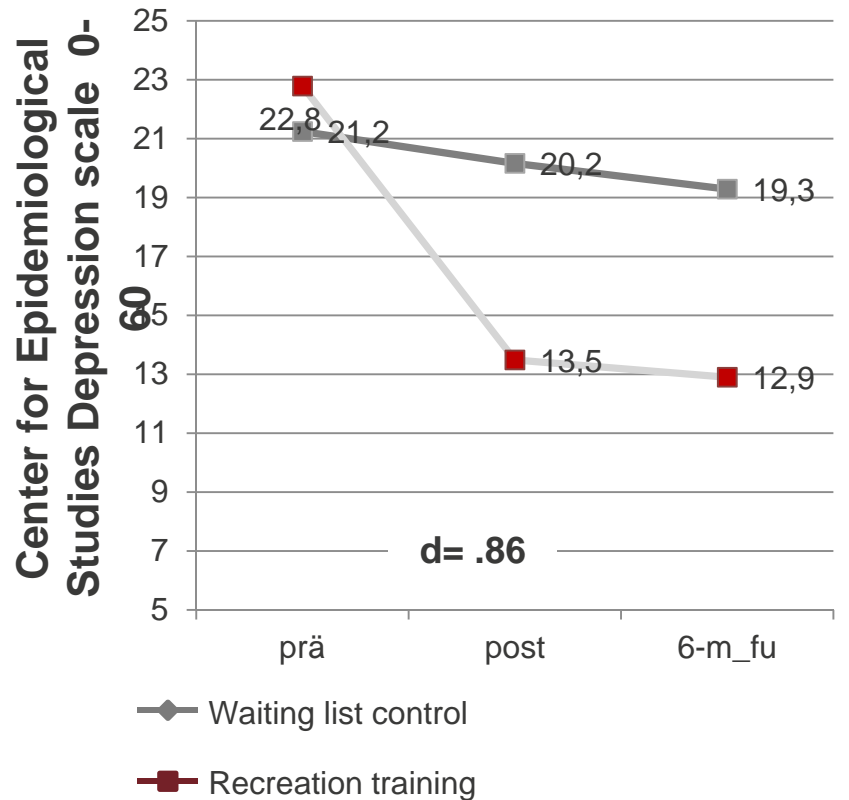


**NNT = 1.9** training response  
Number-needed-to-treat: the number of participants that need to be treated for one to benefit compared with a control

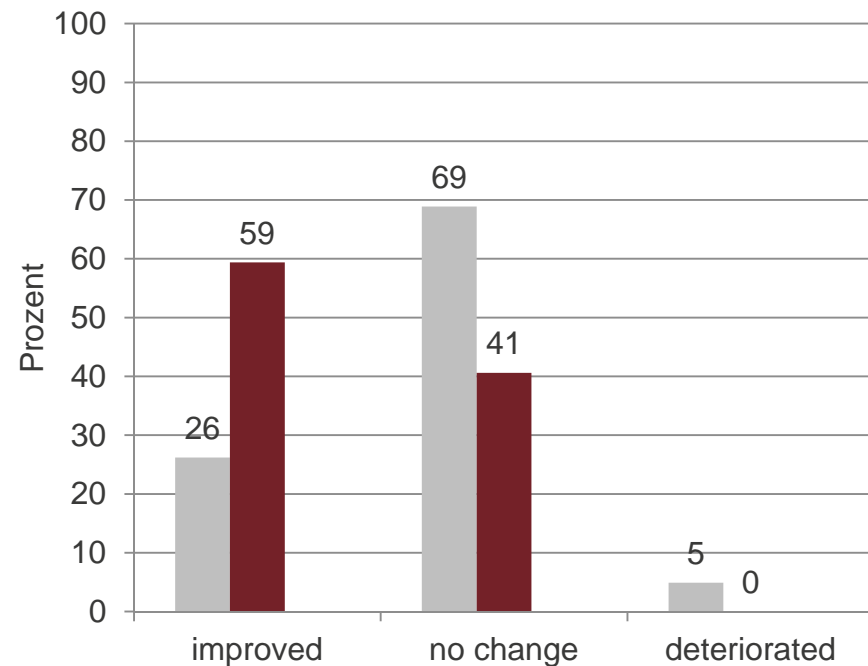


## Secondary outcomes. Depression severity was assessed with Center for Epidemiological Studies Depression scale (CES-D).

Reduction in Depression Severity  
(N=128 ITT)



Percentage of improved individuals (RCI)  
(N=128 ITT)



**NNT = 3** training response

Number-needed-to-treat: the number of participants that need to be treated for one to benefit compared with a control

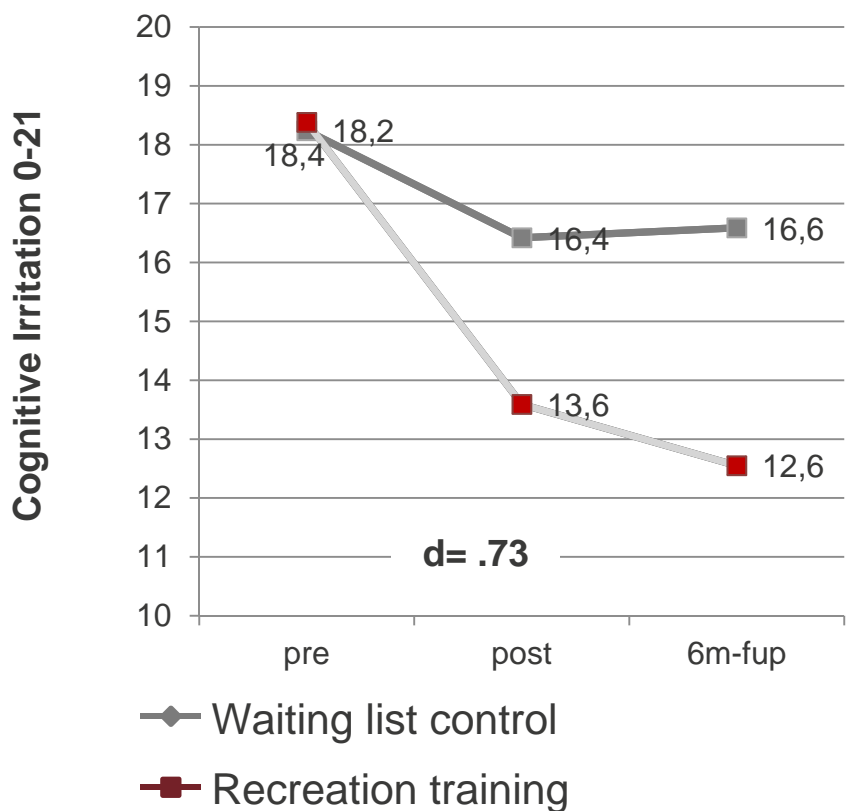




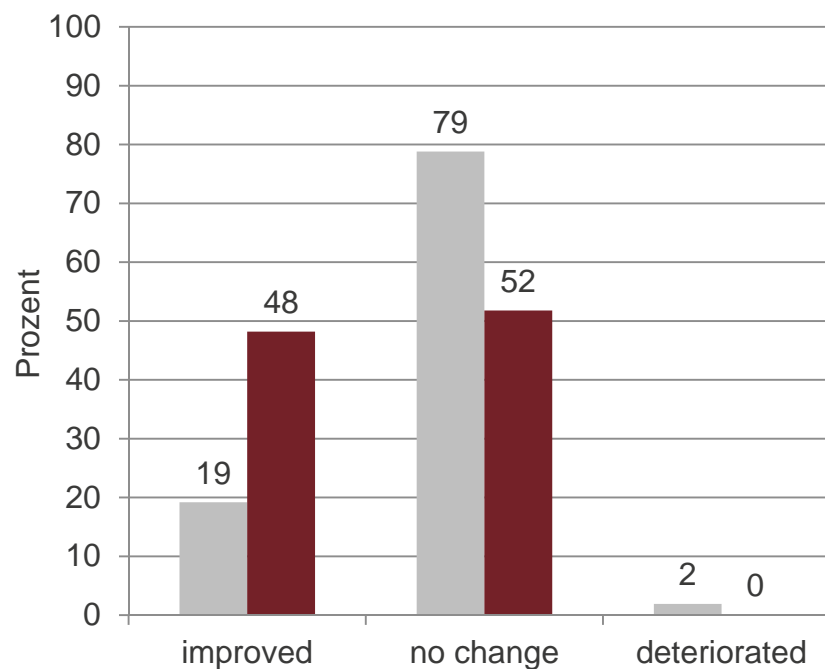
## Secondary outcomes. Detachment from work improved ...



### Improvement in mental detachment from work (N=128 ITT)



### Percentage of improved individuals (RCI) (N=128 ITT)







**NNT = 3.5** training response  
Number-needed-to-treat: the number of participants that need to be treated for one to benefit compared with a control



**FIT im Stress** is based on problem solving for coping with changeable situation's. Acceptance, tolerance of difficult emotions and self-appreciation to cope with non-changeable situations.

## Problem Solving

	<b>SCHRITT 1: WAS IST MEIN PROBLEM?</b>
	<b>SCHRITT 2: WAS IST MEIN ZIEL?</b>
	<b>SCHRITT 3: LÖSUNGSM FINDEN</b>
	<b>SCHRITT 4: DIE (KLEINEN) SCHRITTE ZUR PROBLEM-LÖSUNG FESTLEGEN</b>
	<b>SCHRITT 5: DIE LÖSUNGSMÖGLICHKEIT AUSPROBIEREN</b>
	<b>SCHRITT 6: BILANZ ZIEHEN</b>

## Emotion Regulation

<b>Negativ: Ärger</b> 	<b>Positiv: Zufriedenheit</b> 
<b>Negativ: Enttäuschung</b> 	<b>Positiv: Stolz</b> 
<b>Negativ: Scham</b> 	<b>Positiv: Freude</b> 

**Additional modules** : Social support, Sleep , Detachment from work, Time management , Rest breaks during their working day

 Zeitmanagement	 Besser schlafen	 Pausen bewusst planen	 Ernährung	 Bewegung	 Soziale Unterstützung	 Abschalten von der Arbeit
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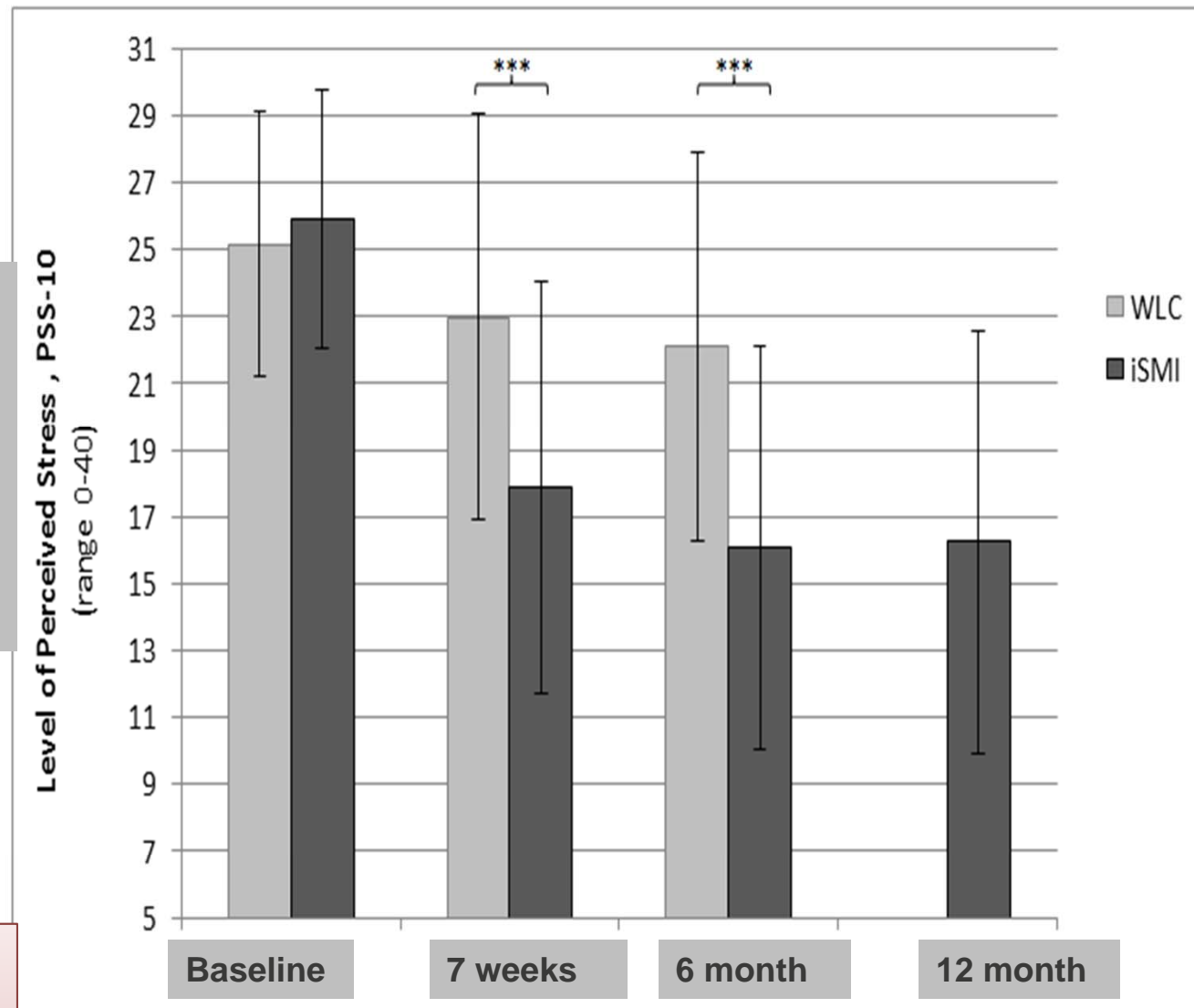
Web-based and mobile  
Stress Management  
Intervention for  
Employees: A  
Randomized Controlled  
Trial

JOURNAL OF MEDICAL  
INTERNET RESEARCH

Screened 450

N = 264

30.07. 2016  
available in English  
if interested in a  
free access send  
me a mail.



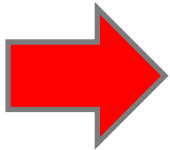
**Figure 2.** Levels of perceived stress (means and SDs) according to the PSS-10 for the iSMI and WLC groups at all assessment points for the ITT sample at pre-test (T1), post-test (T2), 6 months (T3) and 12 months (T4, iSMI only).

Note: \*\*\*  $p < .001$ .



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## Special support for special needs ---- just in time

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Children – pupils – students as social partners in school

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## **Ten fundamental consequences for research and policy**

- 1. Health management is essential for every person (even pupils) in every school!**
- 2. It is the basis for well-being and productivity in professional and private life!**
- 3. It is to be granted by activities and resources of employers and employees**
- 4. Teachers need a powerful health to be good role models for their students**
- 5. They should have time and cooperative tools to train work-related self-care & care for others through all phases of teacher career**
- 6. The measures should be evaluated for their health and economic effects**
- 7. Web-based platforms, counselling and training can promote health management in all phases of teacher career.**
- 8. Local reminders of chances and risks of teachers' health are necessary**
- 9. Managerial staff should be trained specifically for OHM and health promotion**
- 10. Strengthen the European collaboration and the cooperation of social partners on OHM in schools**

Everybody said: That's impossible!  
Then somebody came along who  
didn't know that – and did it  
anyways!

