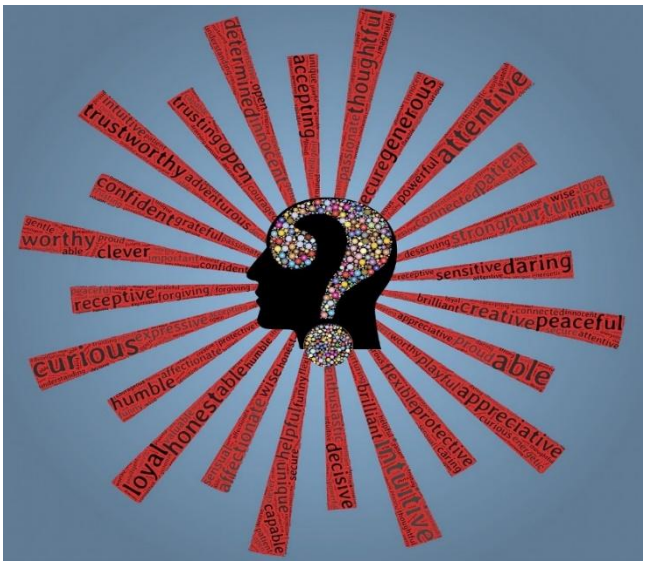

MANUAL
FOR BURNOUT EXPERTS

"Preventing teachers' burnout in primary schools"
2023-1-PL01-KA210-SCH-000152158
Fundacja Rozwoju Osobistego "Przystań"

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Chapter 1

What is burnout?

1.1. Introduction

The problem of burnout may affect anyone and, in any position, but the greatest risk of its occurrence is related to performing stressful functions (e.g. managerial) and professions requiring intensive contact with people. A large group consists of: teachers, trainers, pedagogues, nurses, doctors, salespeople, psychologists, and personnel consulting consultants. Burnout occurs as a result of specific factors occurring both on the part of the person involved in the work and on the part of the organization that generates time pressure and sometimes, although much less often, requires work that causes fatigue and discouragement. These factors overlap to create a specific "mechanism" promoting burnout. Burnout is a phenomenon that has been described by researchers since the 1970s. Initially, they were associated only with the professions of social groups related to providing help and support. We now know that burnout syndrome can be diagnosed in representatives of all professions requiring high emotional, cognitive and social involvement.

1.2 Definitions of burnout

The concept of burnout appeared thanks to the American psychiatrist H.J. Freudenberg. He was the first to describe the burnout syndrome characterized by a sense of mental and physical exhaustion, impatience, excessive tendency to irritation, combined with cynicism and a sense of chronic boredom, tendency to isolate and suppress emotions. This phenomenon occurs when stress is part of one's professional role. Professional burnout always appears in the area and context of specific social relationships, so a particularly important problem is the awareness of the occurrence of circumstances that are particularly favorable to it in the organization.

Around the same time, Christina Maslach, published her article titled "Burned-out" (Maslach C. , 1976) where she studied coping strategies used to deal with emotional arousal at work. Maslach described burnout as a syndrome emerging as a result of the reflection of feelings of physical exhaustion, long-term fatigue, helplessness and hopelessness in people who are exposed to intense emotional demands due to their job and who constantly work face to face with other people, with negative attitudes towards work, life and other people (Ozturk, 2020). She highlighted that there are three different dimensions: emotional exhaustion, depersonalization and reduced personal accomplishment seen in individuals who have an intense relationship with people because of their job (Maslach C. J., 1996). She also developed a tool, the so called "Maslach Burnout Inventory (MBI)"(Maslach & Jackson, 1981) that is used to self-assess whether someone might be at risk of burnout.

Professional burnout is the body's response to stress resulting from the work situation. It may be a reaction to long-term overload with responsibilities, too responsible and difficult tasks, as well as exhausting, monotonous and boring work. Burnout syndrome occurs when work stops giving satisfaction, the employee stops developing professionally, feels overworked and dissatisfied with the job he once enjoyed. This is the result of burnout, i.e. stress resulting from overwork.

The burnout process also depends on the age and seniority of the employee, but it is more often observed among younger employees, both in terms of age and seniority. Burnout syndrome is also determined by gender, although the relationship between these variables is not clear. Greater tendency women are attributed to "burnout", primarily due to their greater sensitivity and emotional lability, a higher level of empathy manifested, among others, by in a greater tendency to identify with patients' or clients' problems. It is expressed in the fact that women are more prone to emotional exhaustion and men to depersonalization.

The WHO European Forum of Medical Associations defines burnout as a syndrome of exhaustion of emotional, physical and cognitive energy, manifested by emotional and physical exhaustion, lack of effectiveness and competence.

Burnout is most often described as a state of physical, spiritual or emotional exhaustion. It is difficult to determine the exact beginning of this process. Most often, it is suggested that this process begins very slowly and imperceptibly, and reveals itself suddenly and with great force. Symptoms have a huge impact on professional life, free time from work, relationships with friends, partnerships and the functioning of the individual in the family. They are often accompanied by aversion and escape thoughts and behaviors. According to E. Aronson, "burnout is a state of physical, emotional and mental

exhaustion caused by long-term involvement in emotionally taxing situations". The figure shows a linear relationship between working conditions and burnout levels.

Chapter 2

What are the personal factors of burnout?

2.1. Introduction

What causes some of us to burn out while staying in the same environment and others not? This is determined primarily by our personality and temperament traits, as well as attitudes and beliefs.

The analysis of the cause and spread of stress and burnout covers more and more places in the literature on the subject. We live in a narcissistic culture that values transience, participation, and a competitive style of functioning. Individualism is associated with an increased sense of threat and stress (alienation), and excessive focus on oneself (narcissism) is associated with frustration and production. It also has a large impact on risk in the case of social complications, in which demands on skills, importance, efficiency and pace increase, which increases the risk of threat burnout.

2.2.Personal factors of burnout

The personal factors responsible for burnout can be divided into two groups, A and B.

A. are factors related to the mental properties of an individual and include:

• low self-esteem,
• hypersensitivity, high reactivity,
• uncertainty, instability, poor sense of self-identity,
• stiffness, low tolerance for differences,
• defensiveness, defensive attitude,
• dependence, insufficient autonomy,
• passivity, low activity,
• perfectionism,
• external locus of control,
• low skills in coping with emotions and stress,
• avoiding difficult situations.

B. are factors related to an individual's competences/skills and include:

• insufficient professional preparation / low professional competences,
• low self-efficacy / belief that I can't, won't cope,
• idealistic approach to work / professional mysticism,
• low interpersonal skills.

Interpersonal factors include inappropriate contacts with superiors and co-workers, especially:
• interpersonal conflicts,
• hostile competition,
• grievances,
• lack of mutual trust,
• impaired communication,
• verbal aggression,
• mobbing

The individual characteristics of people susceptible to burnout include:

- low level of self-esteem,

accompanied by:
• constant uncertainty
• doubt about one's own competences
• lack of faith in one's own abilities
• underestimating one's own contribution to the implementation of tasks
• feeling of helplessness and reluctance to confront professional challenges

- unrealistic assessment of one's own capabilities

• excessive expectations of yourself and others
• high expectations regarding one's own effectiveness
• reluctance to share work with others - doing everything on your own

- perfectionism

Perfectionism is defined as the tendency to set unrealistically high standards of functioning for oneself and/or others, including the inability to accept mistakes or imperfections.

- irrational professional beliefs

• belief in one's own "mission" (profession as a mission requiring special commitment and special sacrifices)
• excessive sense of obligation
• over-responsibility
• belief in being irreplaceable ("if I don't do it, everything will collapse")
• tendency towards idealism, too much optimism

- too much commitment to work

• Many burnout researchers emphasize that people most at risk of burnout are those who are highly committed in their professional or social lives.

- lack of assertiveness

• inability to say no

• inability to ask for help

• sacrificing oneself for others, suppressing one's own needs

- low self-efficacy

The phenomenon of burnout has a huge impact on the functioning of individuals, organizations and entire societies. By introducing appropriate countermeasures, we can reduce costs related to, among others: with absence from work, exhaustion and illness. Jörg-Peter Shröder in the book "Burnout. Recognizing symptoms, prevention and lasting transformation" writes: "Good news. Burnout is avoidable." According to the author, the most important thing is early recognition, appropriate treatment of the burdens, but also one's own expectations, and the use of specific strategies and countermeasures.

Chapter 3

What are the organizational factors of burnout?

3.1 Introduction

Burnout syndrome could be described as a state that emerges slowly due to prolonged work stress causing sensations of emotional, physical, or mental exhaustion and lack of professional efficacy. Even though numerus incidents of burnout at workplaces are coming out, managers often think it is the employee's fault for experiencing it instead of recognizing the organization's part in generating and perpetuating it. They focus on the individual while they ought to also take into consideration the environment in which individual operates. The question arising is what are these organizational factors

that contribute to employees' burnout and transform them from hopeful contributors to apathetic, burned-out shells.

3.2 Organizational factors of burnout

Organizational factors that cause burnout are aspects of a work environment that contribute to an increased risk of burnout. Research has identified several areas that contribute to burnout (Parrello et al., 2019). Teachers' burnout plays out a significant role in the quality of education and their well-being. Although burnout can arrive from a variety of personal and environmental factors, organizational factors within schools play a critical role in aggravating or alleviating this problem (see Fig 1). By understanding these factors, we could develop strategies to support teachers and create healthier work environments within educational institutions.

One of the primary organizational factors causing burnout is **workload and time pressure** according to Yildirim & Dinc (2019). Teachers often have to deal with work demanding tasks such as lesson planning, grading, extracurricular activities, and administrative paperwork. They feel pressure in order to meet deadlines while also keeping high professional standards which lead to continuous stress and exhaustion. Moreover, following standardized testing and accountability measures could add more to their workload and minimize personal time for rest. While having no adequate support and resources, teachers can easily become overwhelmed and experience burnout. Tasks become more difficult under time constraint and as some situations are emotionally distressing, they become even more difficult to handle. Working conditions are exacerbated by conflicts and multitasking. These workplace factors are defined as job demands. Anything that makes everyday tasks difficult to complete belongs to this category (Demerouti et al., 2001). On the other hand, studies have shown a negative correlation between workplace social support and teacher burnout, so having helpful coworkers, guidance, and excellent support can help minimize working stress. (Brouwers et al., 2011, Ju et al., 2015)

Lack of resources and support within schools is also a major factor. Low funding or resources can make it harder for teachers to have the equipment, supplies, and

professional development opportunities they need (Saloviita & Pakarinen, 2021a). Additionally, low management or colleagues support could produce feelings of loneliness and disappointment. The risk of burnout is greater when there is lack of encouragement, helpful criticism, or work recognition. Teachers may lose motivation and become less satisfied in their work if they feel unappreciated or unsupported.

Role ambiguity and conflicting expectations may be the reasons why teachers get a burnout. They often face the situation when they don't fully understand what exactly is expected of them or are torn apart by the contradictory demands of a number of parties, like lawmakers, parents, and school principals. For instance, it can be a hard task for them to find a balance between academic and socio-emotional aims or they may feel the pressure to make standardized test scores prevail over the holistic development of the student. Dealing with such situation of unclear roles and expectations, teachers get stressed and have problems with defining their own professional objectives in line with the objectives of the organization (Parrello et al., 2019). Yildirim and Dinc (2019) highlight how role ambiguity (when an individual does not have clear information about the expectations of their role in the job or organization), role conflict (the need to interact with other groups of people such as children, teachers, adult workers, peers, parents, supervisors/employers, among others, each of which has its own expectations and demands on an individual's time), and workload (the absolute amount of work to be done, and the time within which it should be completed) along with personal factors (age, gender, marital status) contribute to school principal burnout.
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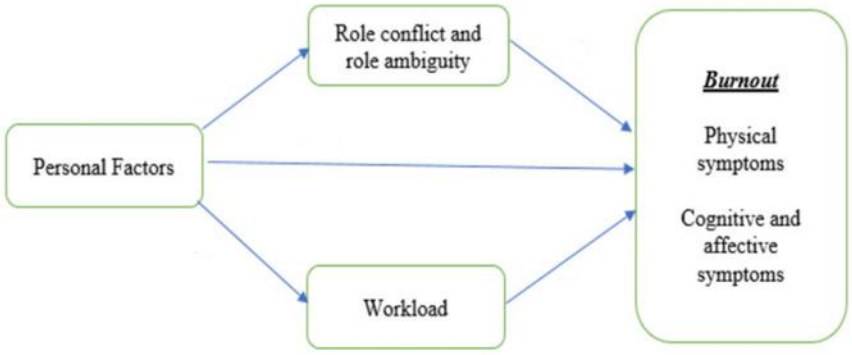


A school's organizational culture along with its contextual attributes has a significant impact on the well-being and job satisfaction of the teachers. Trust, collaboration, and respect as pillars of culture empower and support teachers within the environment. On the contrary a toxic culture characterized by competition, lack of transparency, decentralization of governance destroys morale and increases burnout. Interactions between colleagues, as well as faculty and staff, greatly influence the atmosphere of the college as well. Because institutions that promote communication, cooperation, and group-based decision-making are more apt to lead to a favorable work environment and the avoidance of burnout.

School size, student academic level, and neighborhood socioeconomic status may also contribute to teacher burnout by increasing instructional stress and affecting the dynamics of the professional community. Middle and high school instructors are more likely to experience burnout than those who teach younger pupils (Arvidsson et al., 2016; Pietarinen et al., 2013; Skaalvik & Skaalvik, 2017), and teachers in bigger schools often report higher burnout symptoms (Saloviita & Pakarinen, 2021b). One probable explanation is that instructors in larger schools receive less social support than those in smaller schools (Skaalvik and Skaalvik, 2009). Furthermore, low socioeconomic status in the school area has been connected to higher levels of teacher burnout (Pietarinen et al., 2021).

Moreover, the degree of exposure of the employee is significant when considering the number and diversity of groups (students, parents, and colleagues) that the teacher interacts with and engages alongside. Social interactions are crucial in teachers' jobs, and thus contribute to teacher burnout. Specifically, dysfunctional relationships, such as inadequate support from colleagues and administration, along with issues involving students and parents, are linked to a higher risk of teacher burnout. (Conley & You, 2017; Kokkinos & Davazoglou, 2009)

Teaching demands are significant, and the emotional effort involved can result in teachers feeling drained, isolated, and fatigued. Demotivation among students is a crucial element affecting work-related burnout, as students lacking motivation lead to increased burnout levels (Jin et al., 2021). This could heighten their likelihood of developing cynicism regarding work, school community, and feelings of inadequacy in the pupil-teacher dynamic (Soini et al., 2019). Furthermore, **reforms in the educational system and up-to-date needs such as the digitalization of the class and the need to adopt new teaching methods without sufficient assistance or training** may become another stress factor leading to teachers' burnout (Lavian, 2012)

To summarize, an educator's burnout can stem from an organization's specific factors. Improving the organizational climate requires a holistic approach. It involves offering adequate resources, promoting a supportive culture, clearly articulating roles and responsibilities, and fostering autonomy and balance between personal and professional life. There are several factors in an organization that may play a role in causing burnout among educators. Educational results could be improved and a positive school community established when providing healthier work environment and supporting teachers' well-being. In order to foster a long-term success and endurance of educators in the current educational environment, identifying and dealing with organizational elements that lead to burnout is needed.

Every employee has a personal life and life expectations beyond the workplace. Although the burnout that employees experience may not be strictly related to their jobs, is increasingly recognized as a significant organizational concern instead of just a person's issue. It is characterized by emotional exhaustion, depersonalization, and a diminished sense of personal accomplishment, as a result of prolonged exposure to stressors in the workplace. In order to create developing effective interventions we should first understand the organizational elements that lead to burnout.

Reducing burnout requires changing the organization's expectations and behaviours, which in turn allows employees to recuperate and fosters a more supportive working environment. Maintaining employee satisfaction and mitigating burnout is facilitated by a secure, effective, and healthy workplace. Essential to effective managerial practices, increased sensitivity to employee needs enhances productivity while enabling adequate motivation to prevent burnout.

Chapter 4

How does burnout affect the teacher's work and life?

4.1. Introduction

Research shows that overtime, lack of adequate resources, and other factors result in emotional exhaustion and lack of job satisfaction (Maslach et al., 2001). We have to underline that burnout affects not only the teachers, but also the entire school environment. This chapter presents the negative impact of burnout on a teacher's personal situation and the way he or she performs the work. The relationship between burnout and work-life balance in the teaching profession is also described.

4.2 How burnout affects the different areas of teachers' life

Teachers suffering from burnout may struggle with problems which concern many areas of his or her life. Below we are presenting how burnout may affect the most important areas of teachers' life.

Physical area

- Teacher may feel exhausted. Because of working long hours under pressure teacher may suffer from chronic fatigue, weakness, and lack of energy and may not be able to manage basic tasks like cooking dinner or exercising after work.
- Teachers may have problems with sleeping. Racing thoughts about work may result in waking up frequently.
- Teachers may have a weakened immune system. A teacher experiencing burnout might catch colds or the flu more often
- Teachers may suffer from health problems, such as headaches, muscle aches or other. Chronic tension which is connected with long-term stress affect negatively health.
- A teacher may change the way of eating. Due to stress, a teacher may eat less or too much.

https://nexus-education.com/blog-posts/reducing-teacher-burnout-tips/

Emotional area

- A burned-out teacher might feel increased irritation. Students may experience outbursts of teacher's anger.
- Burned-out teachers usually lose the enthusiasm for their work and might not be able to develop engaging lesson plans.
- Burnout can lead to pessimism and negativity, which may result in the belief that the teacher has no significant influence on students' academic outcomes.
- Burned-out teachers may be socially isolated. A teacher might cancel social plans or avoid attending school events.
- Burnout may have a bad impact on teacher's self-esteem. Teachers might question their abilities and feel a lack of agency.

Mental area

- Burnout can lead to problems with concentration. A teacher might have difficulty focusing during meetings or lesson planning.
- Burned-out teachers may have memory disturbances. A teacher might forget students' names or tasks to do.
- Burnout has a negative impact on work performance and efficiency. A teacher might need more time to complete tasks or make more errors.
- Mental and emotional exhaustion is the result of a long stress. Exhaustion might make teachers unable to cope with challenges connected with doing their job
- In extreme cases, teacher can have suicidal thoughts. It is extremely important to support teacher in these cases.

Social area

- Burnout can destroy relationships with family. It might generate conflicts with family members, because of teachers impatience and irritation.
- Burn-out teachers might neglect household chores. A teacher might let household chores pile up or cancel family plans.

- Burnout can lead to social isolation of a teacher. A teacher might decline invitations to social events or spend less time with friends.
- Teachers might experience parenting problems. A teacher might feel less patient and engaged with his or her children.

4.3. How burnout affects teachers' work

Teachers suffering from burnout need to cope with many challenges at work. Below we are presenting how burnout may affect the most important areas of teachers' work.

Teaching

- Quality of teaching and student's motivation might decrease. A teacher might engage in lessons less, which results in less student interest.
- The number of teacher's mistakes might increase. Burnout can lead to concentration problems, which can result in more mistakes in teaching.
- Burn-out teachers might be less creative. They are more likely to use old methods and have fewer ideas for diversifying lessons.
- Teachers might have problems with students' discipline. Stress and fatigue can make it difficult for teachers to manage students behaviour.

Relationships with students

- Burned-out teachers may have difficulty in building positive relationships with students, because they might keep distance and lack empathy.
- Teachers might be less available to students. Students might have difficulty in getting help from the teacher.
- Burned-out teachers may grade students unfairly and make mistakes in assessing their work.
- Burned-out teachers may be less interested in their students' problems and experiences.

Relationships with other teachers and school staff

- Burnout can increase teachers' irritation and impatience, which can result in conflicts with other teachers and school staff.
- Burned-out teachers may avoid contact with their colleagues. It makes difficult to share their problems or cooperate in joint projects.
- Even one burn-out teacher may have a bad impact on the atmosphere in the school.

Relationships with parents of students

- Burn-out teachers may have less motivation to engage in relationships with parents. They may not answer phone calls and emails, avoid meetings and, sharing information about students' progress.
- Burned-out teachers may lack patience and understanding in contact with parents. They may get into conflicts and not listen to parents' needs and concerns.
- Burned-out teachers may have a pessimistic attitude. They may present students' potential and abilities less optimistic.
- Burned-out teachers may make more mistakes and provide incorrect information or use inappropriate language in communication with parents, which can lead to misunderstandings and conflicts.
- Burn-out teachers may be perceived as unprofessional. They may present unprofessional behaviour, such as being late for meetings or cancelling them at the last minute.

4.4. Relationships between the burnout and work-life balance in teacher profession

Research shows a strong negative correlation between burnout and work-life balance. When work-life balance decreases, the likelihood of experiencing burnout increases.

Emotional, physical and mental exhaustion which make a teacher ineffective at work can create a vicious cycle which destroys work-life balance. Feeling unwell at work makes harder to find the energy and motivation for self-care, which worsens burnout.

The impact of teachers' burnout on work-life balance manifests itself in the following way:

- **Separating private and professional life can be a challenge for a teacher .** It may result in dealing with work responsibilities during their personal time, constant thinking about work, excessive workload.
- **Putting work above private duties.** Teachers often devote more energy to professional responsibilities than to personal matters, for example they spend less time with family, do not engage in social activities, or neglect their own needs.
- **Teachers' stress and fatigue affect family and social relationships.** The high levels of stress and exhaustion of a teacher lead to poor communication, irritability, and limiting relationships with family and friends..
- **Reducing time for leisure and hobbies.** When teachers resign from hobbies and leisure it may lead to isolation and decreased well-being.

Promoting a healthy work-life balance which prevents burnout is an important task for school. As teachers often dedicate their private time for working, and neglect their own needs, it is recommended for schools to encourage them to set boundaries between work and personal life.

Besides, schools can support work-life balance by flexible schedules, training in the area of stress management and self-care, and creating at school the culture that values personal time and well-being.

Chapter 5

Consequences of teacher's Burnout for the school Community

5.1 Introduction

Burnout isn't just a buzzword, it's a real issue which affects everyone at school from teachers and students to parents and administrators. The impact of burnout on teachers'

work and life was described in detail in the 4-th chapter, which also shed light on other members of the school community. Therefore, this chapter will focus on the community as a whole.

5.2. How teachers' burnout affects the whole school community

The primary school community consists of many entities. The most important element of the community are students, whose situation depends on these entities. Teachers are responsible for teaching, management and administrative staff for organizing the teaching at school, pedagogues and school psychologists support students in dealing with difficulties. Moreover, schools are supervised by local government authorities. We cannot forget that parents are also members of the school community, because they get involved in school life in order to support the development of their children. The entire school community creates an integrated network, the task of which is to provide students with the best possible conditions for learning and upbringing. Teacher burnout impacts all the members of the community because teachers are in the center of the system.

Burned-out teachers lose satisfaction with their work. The lack of energy and enthusiasm for their work may cause them to not be able to conduct classes in a way that engages students. Burn-out teachers may not give clear instructions, treat the teaching material superficially, and not take into account individual student's needs. In these circumstances, the level of teaching is decreasing. In addition, a stressed teacher has less patience and tolerance for students' behavior, which makes it difficult to control a group of students during lessons. As a result, students are less motivated to learn and achieve lower results. Burn-out teachers can also transfer their negative attitude to students, which can result in lower students' well-being.

As mentioned in the previous chapter, teacher burnout can also cause tension in teacher-parent relationships. Teachers may lack patience and energy to communicate effectively with parents about their children's progress in learning, which can make parents become frustrated, confused, and often powerless to support their children in their learning. If we add to this the stress which children experience, as a result of not receiving the right education at school and they are expected to have knowledge and

skills that they are not gaining at school to a sufficient degree, a vicious circle appears. Therefore, tensions related to education and student behavior impact the life of the entire family.

Teacher burnout has also serious consequences for school administration. The effect of teacher burnout is an increased frequency of sick leave or resignations, which requires the administrative staff to be additionally involved in organizing replacements, recruitment, preparing additional documents, and spending additional time on introducing new employees to work. Burned-out teachers are more likely to have misunderstandings with students or parents, which forces the headmasters to resolve conflicts and conduct mediation. When burnout occurs among teachers, the frequency of conflicts increases among the teaching staff as well. In addition, burn-out teachers are less interested in getting involved in new and innovative initiatives, which limits the development of a given school. The headmasters and administration must also deal with the consequences of the negative image of the school resulting from the dissatisfaction of parents and students. Schools with burnout become less attractive to new, competent employees.

Headmasters are often forced to deal with current difficulties, resolve conflicts and deal with sudden crises instead of achieving long-term goals and developing a school.
The accumulation of problems and the lack of real tools to change the situation mean that headmasters may also experience burnout.

This situation makes effective school management difficult and affects the entire community.

As teacher burnout often results in a higher turnover rate, the governing bodies have to spend more funds for recruitment, training, and temporary staff. Replacing experienced teachers with less experienced requires additional resources for professional development and support.

Teacher burnout affects so many members of the school community, that fighting with it should be a priority for the whole community. Burnout prevention, and fostering a

culture of well-being can create an environment friendly for the all school community members.

5.3 How the school community can minimize the burnout

The culture that exists in a school has a direct impact on the likelihood of teacher burnout. Collaboration, trust, respect and support are the elements of a culture that prevents teacher burnout. In contrast, a culture that promotes competition and lacks support, makes teachers experience frustration, exhaustion, and isolation, which increases the risk of burnout.

Therefore, schools should provide teachers with healthy working conditions and adopt practices that support the individual needs and boundaries of their staff. They should also consider the needs of their students and the wider community, so addressing burnout can be a major challenge for schools when the school does not have the tools to do so.

The program, which was developed, fits into the gap that exists in the education system. It provides tools and offers solutions that allow for a comprehensive approach to solving the problem of burnout. The set of developed tools allows for the implementation of solutions that fit a specific school and allow them to be adapted to the possibilities that a given school has.

Implementing organizational solutions that make it easier for teachers to perform their daily work must be accompanied with offering them support in acquiring skills enabling them to build resilience. By implementing activities that meet the needs of teachers, the school has a chance to minimize the risk of burnout.

Thanks to the effective and proven solutions offered as part of this project, taking into account the above requirements, it is possible to make a real change in the school reality, which has a chance to contribute to improving the well-being of the entire school community.

Strong leadership is needed to effectively implement the proposed solutions. School leaders who consistently focus on implementing solutions in the school that support the mental health and well-being of their staff contribute to limiting the phenomenon of burnout.

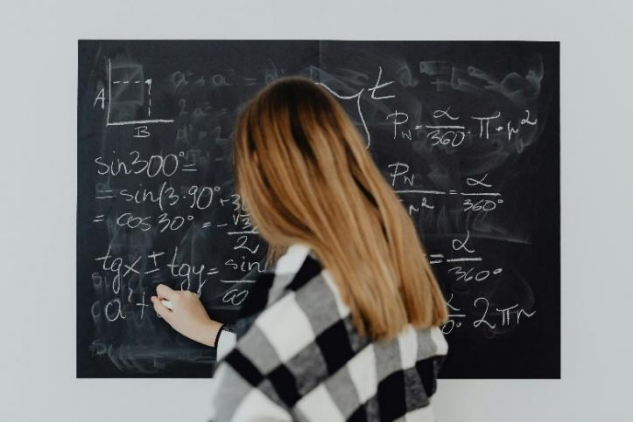
It is worth mentioning that preventing burnout may also result in limiting the shortage of teachers, because burnout can cause teachers to give up their profession or retire early. Besides, the less burnout of teachers, the better the perception of the teaching profession.

5.4 Case study: a real-life example of burnout in school

Examining real-life examples of burnout in schools can provide valuable insights into its impact on the whole community and potential solutions.

Case: a mathematics teacher employed at a primary school located in a large city

She is a person who took up teaching studies because of her passion for teaching and good contact with children.



For the first 5 years of her professional career, she was very committed to her work and derived great satisfaction from it. As a perfectionist, she carefully prepared for lessons, and conducted lessons in a way that engaged her students. Students made great progress in their education for which she was appreciated by both the school management and parents. The school was famous for its high level of education, so the teacher fit well into the school culture. At the same time, more and more administrative work appeared at the school year by year. This work absorbed a large part of her time.

After 5 years, she began to feel overwhelmed by administrative duties. Preparing lessons in an equally interesting and engaging way as before became increasingly difficult. Moreover, contact with students and teaching them became only a routine,

and she had no satisfaction from it. Besides, students told their parents that the lessons were not interesting and did not encourage them to learn mathematics. Since the parents were not satisfied with their children's academic results, they began to report their concerns to the teacher more and more often. Responding to messages sent by parents became a torment for the teacher. Every day, right after waking up, she felt anxious about checking the messages from parents because she expected that she would have to deal with more problems they reported. At night, she woke up and her thoughts about school matters returned to her. In contact with parents and other teachers, she became increasingly irritated and sometimes rude. Parents began to report problems in communication with the teacher to the school headmaster. The headmaster talked to the teacher, who explained that the parents were demanding and the students were causing behavioral problems. The headmaster did not have the right tools to constructively support the teacher, so the talks did not change the teacher's behavior or attitude.

The described case shows how a teacher who at the beginning of her professional career was full of passion and commitment, and liked contact with students, became a person who stopped liking her job, and how contacting with members of the school community became a very big challenge for her. But above all, we can see that the teacher's deteriorating well-being affected the deterioration of students' academic results, as well as their behavior during lessons.

We can also see that burnout was influenced by both the teacher's personality traits and external conditions. Perfectionism, commitment, passion seem positive in themselves, but they are associated with high standards that are difficult to meet in the long run. External conditions, such as increasing administrative duties and high requirements for maintaining the level of education were also increasingly burdensome for the teacher. If the headmaster could offer to the teacher preventive measures in the form of training and individual support, the increasing stress that ultimately led to professional burnout would probably be limited, because the teacher would have received knowledge and acquired specific skills that protect against burnout.

Chapter 6

How to recognize burnout?

6.1 The introduction

Burnout and mental health are closely intertwined. While burnout is not a clinical diagnosis, it can significantly impact mental health, increasing the risk of developing anxiety, depression, and other mental health conditions.

Recognizing the connection between burnout and mental health is crucial for schools to provide comprehensive support to their staff and students. Creating a safe and stigma-free environment where individuals feel comfortable seeking help for mental health concerns is essential. Schools can also promote mental health awareness and provide resources and education on stress management, coping mechanisms, and self-care.

Accurately assessing burnout levels among educators and school staff is crucial for effective intervention and prevention. Several tools and techniques can be used to measure burnout, including:

- Self-report questionnaires: These questionnaires ask individuals to rate their experiences of burnout symptoms and can provide valuable insights into their emotional, physical, and mental well-being.
- Observational assessments: Observing individuals' behavior and interactions can reveal signs of burnout, such as decreased engagement, increased irritability, or withdrawal from social interactions.
- Physiological measures: Measuring physiological indicators such as heart rate variability, cortisol levels, and sleep patterns can provide objective data on stress and burnout levels.

By utilizing a combination of these assessment methods, schools can gain a more comprehensive understanding of burnout within their community and develop targeted interventions to address it. In this chapter we are presenting the approaches of researchers who are dealing with the burnout syndrome and methods of recognizing it proposed by the authors of the program.

6.2 What are the symptoms of burnout?

Symptoms of burnout among teachers and other professional groups include primarily a sense of lack of energy and often extreme fatigue. They cover not only the physical sphere, but also the cognitive, emotional and social sphere. This fatigue and lack of energy can lead to decreased motivation to work.

Teacher burnout syndrome is characterized by the following symptoms:

In the mental sphere:

•negative image of one's own skills,
•negative attitude towards students and their parents,
• negative assessment of the school's impact,
• loss of interest in professional issues,
• escape into fantasies,
• difficulty concentrating.

In the emotional sphere:

•feeling of helplessness,
•depression,
•self-pity,
•excitability,
•nervousness,
•feeling of lack of appreciation.

In the physical sphere:

•fatigue and increased tendency to get sick,
•vegetative difficulties (heart, breathing, digestion), headaches, muscle tension,
•sleep disturbances,
•high blood pressure.

In the social sphere:

•disappearance of previous involvement,
• loss of willingness to help students who have difficulties or problems, • limiting contacts with students' parents,
• limiting contacts with colleagues,
•increasing conflicts in private life,
• insufficient preparation for teaching events.

6.3 Teacher's behaviors and beliefs that foster burnout according to Jorg Fengler

J. Fengler lists a number of behaviors and beliefs that contribute to burnout, including:
•compulsion to be "good",
•ideal of self-efficacy,
•lack of distance towards yourself,
•lack of internal control,
•sense of responsibility for others,
•conviction of one's own "mission",
•uncertainty or doubt as to one's own competences, and therefore: self-accusation, involvement in the problems of others.

These factors may overlap, sometimes eliminating one will change the entire system. Those who have high self-esteem are more resistant to burnout, and vulnerable people are those who want to be so good at everything that they cannot maintain that level, or those with rigid beliefs.

Burnout specialists agree that this syndrome affects representatives of helping professions, including teachers who enter close relationships with other people. The costs of these relationships are very high, excessive strain causes chronic stress and negative emotions. If a teacher cannot cope with the increasing workload, he or she experiences increasing emotional exhaustion and fatigue. Defending himself, he begins to treat his students as objects. By distancing himself from his students, he cannot establish proper contact with them, and as a result, there is a lack of success. Emotional exhaustion, depersonalization of clients and lack of professional satisfaction constitute the full-blown burnout syndrome.

6.4 Phases of a teacher's work and phases of professional burnout according to Christina Maslach

In her works, Christina Maslach describes both phases of a teacher's work and phases of professional burnout**.**

PHASES IN A TEACHER'S WORK - FROM ENTHUSIASM TO BURNOUT

PHASE I

• FASCINATION – in this phase the teacher is strongly involved in his work

PHASE II

• STAGEN - work becomes more and more difficult, the expectations of students and parents of **the management begin to annoy the teacher**

PHASE III

• FRUSTRATION - the teacher perceives his students negatively, has problems with discipline, uses coercion, feels disappointed with his work

PHASE IV

• APATIA - friendly relations between the teacher and students completely disappear, the teacher only performs necessary activities, avoids conversations on professional topics

PHASE V

• BURNOUT SYNDROME – occurs when you are completely exhausted

Symptoms that are particularly visible in the case of teacher burnout are:

• extreme exhaustion from work,

• distancing oneself and moving away from one's duties and students' problems, which become more and more indifferent to a person with burnout syndrome,

• depersonalization of everything that happens around and everyone who accompanies a given person at work.

The analysis of the professional burnout model according to Maslach indicates that burnout is mainly a result of excessive workload from professional interactions. It is characterized by a phased development of symptoms. It begins with symptoms of emotional and psychophysical exhaustion, followed by distancing oneself from difficult professional matters and treating clients as objects. In the final phase, there is a lack of professional satisfaction, reluctance to perform roles and loss of commitment. Empirical data indicated that working conditions are directly related to emotional exhaustion, and an individual's resources determine the decline in the sense of professional achievement and, to some extent, depersonalization. Therefore, the causes of burnout lie in both individual and organizational-structural factors. It also turned out that the decline in the sense of professional achievement develops relatively independently of the other two dimensions of burnout.

The most important factors for burnout are, on the one hand, workload - resulting, according to Maslach (1998), from excess responsibilities and interpersonal conflicts, and on the other hand, deficiencies in an individual's resources, which include stress coping skills, professional competences, level of personal independence, decision-making skills. and social support network.

A good fit between the person and the job suggests harmonious cooperation and the employee's adaptation to organizational conditions and structures. This is very important in shaping his attitude of commitment and readiness to cooperate. Such work provides the opportunity for personal development and enriches a person mentally. The opposite is the situation of chronic job-person mismatches, which causes an increase in professional stress leading to burnout. Burnout is not perceived as a derivative of the psychological burden experienced in the donor-recipient (employee-client) relationship but is treated as the result of a mismatch between the employee and the job in the following six areas: workload; control; remuneration; community; justice; values.

6.5 How Burnout Expert can recognize the risk of teachers' burnout

Burnout Expert who works with a teacher individually can use the first part of anonymous questionnaire for teachers to recognize the risk of burnout at the teacher.

The first part of anonymous questionnaire for teachers contains beliefs that contribute to professional burnout (according to J. Fengler) and the phases of teaching (according to Maslach).

Examination of the level of burnout risk - on the basis of which the level of burnout risk can be recognized and assessed.

Here are the questions to ask:
1. I believe in my effectiveness.
2. I often feel compelled to be good.
3. I have a mission to accomplish.
4. I have distance towards myself.
5. I have a great sense of responsibility for others.
6. I am often uncertain about my own competences.
7. I often blame myself.
8. I attribute my successes and failures only to my own actions.
9. I am strongly committed to my work.
10. Work is becoming more and more difficult for me, it even annoys me.
11. I feel disappointed in my job.
12. I have difficulty maintaining discipline in class
13. I only perform necessary duties at work.
14. My relationships with students are difficult.
15. I avoid conversations about professional topics

Burnout can be identified based on behaviors and beliefs. The first eight questions (1-8) concern this area. Before burnout occurs, a teacher displays specific behaviors and beliefs that contribute to burnout. Each belief determines behaviors and perception of the world, which has a huge impact on what emotions and experiences - pleasant or unpleasant - appear depending on specific beliefs. The subsequent answers will be used to analyze the phase in the teacher's work. The next five sentences (9-15) will help determine the phase in which the teacher is.

Chapter 7

How to prevent teacher's burnout in school?

7.1 Introduction

This chapter describes what are the strategies connected with burnout prevention. It describes the approaches of various researchers in this area. It also presents the assumptions of prevention program and actions to take at school that are developed in the project.

7.2 Preventive strategies for burnout in the schools

Preventing burnout requires a proactive approach that copes with the root causes of burnout and promotes well-being. In the literature we can find various preventive strategies. Here are the most popular preventive actions that are recommended:

- offering at schools training enabling to acquire skills enabling teachers to build resilience
- providing opportunities for teachers to participate in individual support of coaches, mentors to change habits and introduce practical changes in their teaching practice
- offering flexible scheduling options taking into account teachers needs
- appreciating and rewarding teachers' achievements
- promoting healthy lifestyle, eg. providing access to nutritious food options, encouraging physical activity
- promoting work-life balance, eg. limiting the time when teachers need to be available for work matters
- reducing workload, eg. **s**implifying and automating administrative processes to allow teachers to focus on their core responsibilities
- providing additional support staff to reduce the administrative responsibilities of teachers
- implementing technology to automate routine processes**,** such as grading, attendance tracking, parent communication.
- strengthening open communication, collaboration, and mutual support by organizing regular meetings enabling teachers to discuss challenges and exchange experience
- providing opportunities for professional development which gives teachers an access to new teaching methods, technologies and to expand professional interests and goals to make them feel valued and fulfilled in their work

The above-described activities are not a closed catalogue of activities. Each school may have slightly different conditions and needs, so the activities should always be adapted

to the needs of teachers employed in a given school. The authors of the program have developed specific tools that allow you to select and implement in the school those solutions that best suit the specifics of the school.

7.3 Assumptions of the program developed in project "Preventing teachers' burnout in primary schools"

There are many strategies for preventing burnout, and prevention can take place at various levels. In schools where, due to the specificity of a teacher's work and the strong influence of the work environment on the risk of burnout, effective prevention requires the involvement of both the school itself and the teachers employed there.

The developed burnout prevention program is based on three pillars:

1. **The school management introduces solutions aimed at supporting the well-being of teachers, which are based on the following assumptions:**
   - The management creates the position of Burnout Expert at the school and selects a person to fill this position.
   - The management provides the Burnout Expert with the tools necessary to conduct burnout support
   - The management, using the tools described in the directors' manual, develops an action plan aimed at creating an environment at school conducive to the well-being of teachers

2. **The burnout expert provides support for teachers, which is based on the following assumptions:**
   - The main task of the Burnout Expert is to support teachers employed at school by conducting group trainings and individual support in strengthening their personal and social competences
   - When providing support, the burnout expert uses a set of tools developed as part of the project

3. **The teacher introduces new solutions into his professional practice**, enabled by the changes implemented at school, and uses the skills acquired during group trainings and individual support

7.3.1. Stages of support provided by a Burnout Expert

The Burnout Expert:

1. **reads the Burnout Expert manual, training programs and questionnaires**
2. **together with the management, establishes a schedule for conducting an anonymous survey among teachers**
3. **monitors the implementation of anonymous survey**

4. **presents to the Management a report from an anonymous survey, which contains information on the level of risk of burnout, the level of social and personal competences that protect against burnout**
5. **after completing the anonymous survey, together with the management, he or she determines the option, schedule and organizational assumptions regarding the implementation of training and individual support**
6. **provides training and individual support aimed at teachers according to the selected option.**

Bearing in mind that each school may have different capabilities and organizational conditions, support is planned to be provided based on one of 4 options. To obtain maximum benefits for the school community, it is recommended to use option I or II. Resigning from individual support, which is provided for in options III and IV, means that teachers lose the opportunity to individually discuss ways of introducing the acquired skills into their own teaching practice. Taking advantage of group training gives teachers many tools to increase awareness of their resources and deficits, as well as acquire new skills, but it is individual work that gives the most motivation to put the acquired skills into practice.

Option I – implementation of a full training package and individual support for interested teachers
Option II - implementation of selected training courses that, according to the results of the teacher survey, are necessary to implement and individual support for interested teachers
Option III - implementation of a full training package, without individual support
Option IV - implementation of selected trainings that, according to the results of the teacher survey, are necessary to conduct, without individual support

7. **Evaluation of the support provided (evaluation surveys are an annex to the manual)**
8. **After completing the first cycle of support for teachers, it is recommended to continue providing ongoing individual support in the following years and to monitor the current situation in terms of training needs once a year through an anonymous survey.** Various factors may cause teachers to need to re-train, and employee turnover may result in the need to organize training for newly hired employees.

7.3.2 Description of the tools used by the Burnout Expert

In addition to the manual, which is a source of knowledge about burnout and how to implement the program at school, the following tools have been developed for the Burnout Expert to provide support to teachers:

1. **An anonymous questionnaire examining the level of burnout, personal and social competences and organisational factors.**

The questionnaire is aiming at determining:

- the risk of burnout of teachers,
- the level of teachers' personal and social competences protecting them from burnout,
- factors connected with the school environment which have negative and positive impact on the teachers' wellbeing.

The questionnaires needs be filled by teachers in the school and the results are useful both for school management and Burnout expert.
The results of questionnaire enable the management and Burnout expert to find out:

- how teachers are threatened by burnout,
- what is the level of competences protecting the teachers from burnout, which will help them to prepare the tailor-made program of supporting teachers' competences,
- what are the organisational factors which have positive and negative influence on teachers' wellbeing which will help them to prepare the organisational changes in school which will support teachers' wellbeing.

The anonymous questionnaire is a tool with which the Burnout Expert starts providing support.

As it is used to conduct a study aimed at determining the deficits and resources of teachers employed at school in the context of burnout, the burnout expert together with the management can, based on the results obtained, better match the support provided to the teachers' needs.

Analyzing the results obtained for personal and social competences of individuals; the Burnout Expert will have knowledge about the greatest difficulties in the team. We assume that the results will show the areas that need to be addressed most urgently. Correct reading of the survey results, in accordance with the instructions, will allow Burnout Expert to determine the thematic scope of the training courses to be implemented. Depending on the school's possibilities, we recommend implementing training in all areas of personal and social competences that received the most -NO- responses in Part II of Questionnaire - Examination of the level of personal and social competences protecting against professional burnout.

The Questionnaire and the template of the report from results are attached to the manual.

2. Questionnaire aiming the self-reflection of teachers

The burnout expert gives the questionnaires to teachers before they participate in the individual sessions and/or group trainings.

The questionnaire is a tool that helps teachers self-reflect on their well-being. By completing the questionnaire, they can reflect on the areas that have a positive or negative impact on their well-being. Open questions encourage them to reflect on what they can do to eliminate the negative factors and strengthen the positive ones. This reflection may also strengthen their motivation to participate more consciously in the individual sessions and/or group trainings, and get more benefits from them.

The Questionnaire is attached to the manual.

3. Training programmes and materials

The subjects of trainings are designed to focus on developing teachers' skills of self-analysis, self-recognition their predispositions and abilities, possibilities in relation to their objectives, setting realistic requirements as well as didactic and educational goals for primary school students and keeping distance from the sources of stress, but also to be able to handle it.

Here is the list of trainings:

Personal Skills Development Trainings/Workshops:

• What is stress and how to cope with it?
• Determining own resources and deficits in terms of teaching competences as well as setting appropriate professional and personal goals
• How to recognize and manage emotions?
• What is agency and how to use it in teaching job?
• How to take care of self-esteem?
• How primary school teachers can effectively manage their work time in a teaching job?

Social Skills Development Trainings/Workshops:

• Communication and assertive attitude as protection against burnout
• How to talk to parents effectively about their children's educational needs and outcomes? - Cooperation training
• Conflict resolution

Detailed programs and materials are attached to the manual.

4. Tips on how to realise individual sessions

We recommend to realise individual sessions using the coaching method. Coaching is a method which essence is to inspire and motivate the coaches to achieve the intended goals by asking questions. The person being coached is the most active actor. The main strength of coaching is that the coachee come to conclusions and introduces them in everyday life.

Adult people learn by activity, so when you combine group trainings with individual sessions implemented with the coaching method, you increase the possibility to gain optimal results of support. John Dewey, an American philosopher and educator at the beginning of the 20th century developed the concept of "learning by doing", emphasizing that knowledge is created as a result of the interaction of an individual with the environment and that learning should be related to practical problems.

The details concerning this tool are described in the Chapter 8.

Chapter 8

Tips on how to support teachers' well-being, resilience and motivation through individual sessions.

8.1. Introduction

Due to the fact that the coaching is a recognized method and widely used in work related to professional development, especially in the area of achieving work-life balance, we recommend using elements of this method. Each Burnout Expert may have different skills in the area of working with people, and have developed various methods that he or she has used so far, so we also recommend to use methods, if they help. We believe that the most important issue is that a Burnout Expert is able to establish a relationship conducive to achieving the goal defined by a teacher (coachee)**.**

8.2.What is coaching?

Coaching is a method which essence is to inspire and motivate the coachee to achieve the intended goals by asking questions. In coaching, open questions are asked, which force an extensive answer and evoke a wide context of the statement, which motivates the interlocutor to think, and thus to look for different solutions and possibilities. In coaching, it is important not only what happens during meetings, but also how a person uses their reflections in practice. Coaching is neither counselling or therapy. The person being coached is the most active actor. Coaching is a method that can be used both individually and in groups.

8.3. Why is coaching effective in supporting teachers' well-being, resilience and motivation?

Many teachers, for various reasons, do not have the opportunity to individually consult the challenges they face in their professional lives, and learn about their strengths and deficits. However, schools are not systematically prepared to support teachers in the development of competences that protect against burnout.

Therefore, individual work with coached teachers may turn out to be a breakthrough in taking care of teachers' well-being, resilience and motivation.
The main strength of coaching is that the coachee comes to conclusions and introduces them in everyday life. Teachers who participate in group training and then work individually with a Burnout Expert, may gain extra motivation to use the acquired knowledge and skills in their everyday work, and have a chance to introduce real changes, which may affect the whole school community. As each teacher may be motivated to make changes by different things, coaching seems to be universal method.

By participating in individual sessions with a Burnout Expert, teachers especially have a chance to:

- develop skills of self-analysis,
- recognize their predispositions, abilities and possibilities in relation to their objectives,
- set realistic requirements as well as didactic and educational goals for primary school students,
- to build the resilience which makes easier to keep distance from the sources of stress and to handle it,
- take care of their work-life balance.

8.4. How to recruit teachers to participate in individual sessions?

1. It is recommended to organize the promotion of the program during the general meeting, organized after the anonymous survey was done. During the meeting the management can present the information about the program and may introduce the Burnout Expert.
2. The Burnout Expert may inform teachers about the possibility of taking part in individual sessions. He or she also presents shortly how the sessions will look like. A burnout expert informs teachers how and when they can apply for participation in individual sessions and pass each of them the Questionnaire for Teachers' Self-Reflection, which could help them to make decision.
3. After preparing a list of interested teachers, together with the management, Burnout Expert determines how many hours he or she can have at his disposal, and how to divide them among teachers.
4. Burnout Expert prepares the schedule and invites teachers to individual sessions. It is recommended that number of sessions per person was at least 5.

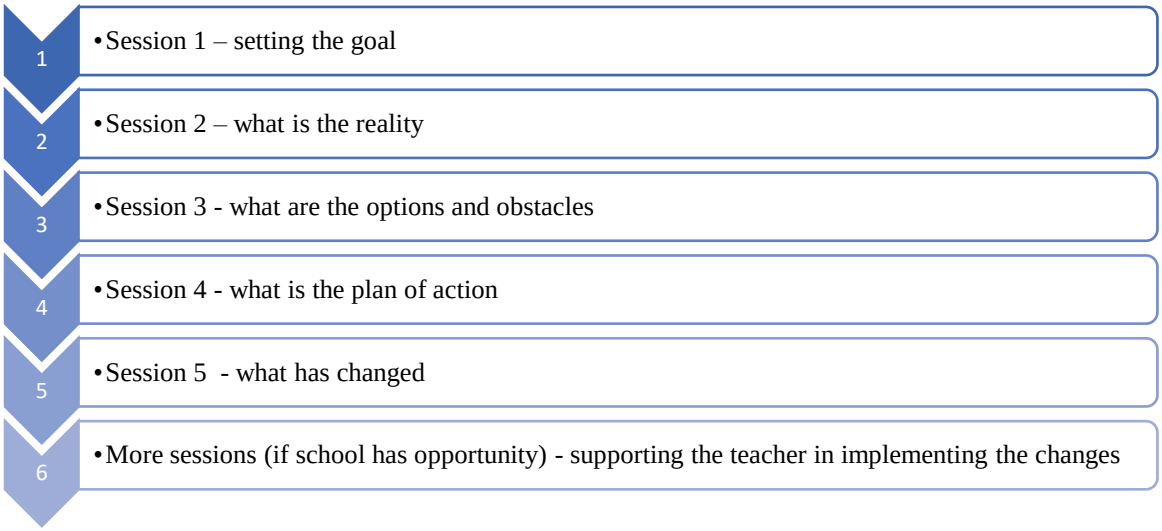
A session may last from 30 to 45 minutes. Sessions may be organised on site or on-line.

5. We recommend conducting sessions according to the GROW model, which allows for structured and effective work in a situation where the Burnout Expert has a limited amount of time available to teachers.

8.5. Sessions based on GROW model

The GROW model is one of the basic models used in coaching. It is also used in educational coaching, in sessions with teachers and school headmasters. It can be said that it is a universal development tool.
The creator of GROW model is Sir John Whitmore, who presented this tool in more detail in the book "Coaching for Performance". The name of the model comes from the first letters of words:

- Goal
- Reality
- Options
- Will, Way Forward



Scheme of the sessions based on GROW model

1. **Session 1 – setting the goal.** The Burnout Expert inspires the teacher to define a goal for working together. The goal should be related to the development of teacher competences.
2. **Session 2 – what is the reality.** The next stage is to determine the reality and professional environment that surrounds the teacher. This will allow teacher to identify ways and tools that can help achieve a goal. Analysis of the environment and reality can inspire the teacher to find solutions that would not otherwise appear.
3. **Session 3 - what are the options and obstacles.** At this stage, opportunities and solutions to achieve the goal are identified. We should also not forget about

the obstacles that may make it difficult to achieve the goal, and if such are noticed, it is necessary to discuss how to overcome them**.**

4. **Session 4 - what is the plan of action.** This stage is the moment when the teacher plans the first steps towards his or her goal. The teacher determines what specific actions he can implement to get closer to achieving the goal and implements these actions.
5. **Session 5 - what has changed.** The coaching work should be summarized. This stage is used to determine what has been achieved and how the actions implemented by the teacher brought him closer to the goal.
6. **More sessions (if school has opportunity) - supporting the teacher in implementing the changes.** If school has opportunity to offer more than 5 sessions to teachers, Burnout Expert may continue supporting a teacher in implementing changes.

8.6. Tips how to work with a teacher during the sessions

1. **Before the first session Burnout expert asks teacher to fill Questionnaire for Teachers' Self-Reflection, if he or she didn't do it before.**
2. **The first session is dedicated to discuss what are the teacher's needs and decide about the goal of sessions.** Burn out expert needs to inspire a teacher to express what is the biggest challenge in his or her work. It is recommended to ask open questions during the sessions.

Open questions are questions that force an extensive answer and evoke a broad context of the statement, which motivates the interlocutor to think, and thus to look for different solutions and possibilities. Closed questions should be avoided, because the answer to them assumes obtaining only three answers: "yes", "no", and "I don't know". In the context of achieving the goal of sessions, closed questions may not inspire a teacher to look for new areas and solutions.

To examine the needs of the teachers and determine the goal of the work during the sessions, you can ask some general questions, eg:

- What do you expect from the sessions?
- What are your reflections after filling the Questionnaire for Teachers' Self-Reflection?
- What is the biggest challenge in your work?
- What could be the goal of your work at sessions?

If the teacher isn't sure about the goal of the work at sessions you can ask more detailed questions, e.g.:

- How do you assess your workload?
- How do you assess your job satisfaction?
- How do you assess your ability to cope with stress?
- How do you assess your ability to manage your emotions?
- How do you realize the agency in your work?
- What are your advantages and disadvantages in the work of teacher?
- How do you build your professional or/and personal goals in the context of your predispositions?
- What are your relationships at work and/or in your personal life?
- How do you assess your ability to manage the worktime?

In exceptional situations, especially when you want to obtain knowledge about facts, you can ask closed questions, eg.

- Do you see the need to modify the goal? (in a situation when a teacher notices during work that the goal is not entirely accurate) If so, what should this modification look like?
- Can we summarise the meeting?
- Do you choose this solution?
- Do you agree to do homework which is ……

3. **The Burnout expert meets with the teacher during the sessions 2,3,4,5 on a regular basis and inspires the teacher to invent and realise the tasks which lead to achieving the goal which teacher set at the first session.**

   To inspire a teacher to determine what the reality is (session 2) the Burnout Expert can ask the following questions:

- How do you assess your situation now on a scale of from 1 to 5 (1 means very bad – 5 means very good)?
- What works and what doesn't work?
- What actions have you already taken?
- What have you done so far? What brought you closer to your goal?
- What actions have you not taken yet?

- What obstacles exist? How can you overcome them?
- What resources do you have? And which ones do you need? (Intellectual, emotional, spiritual)

To inspire a teacher to determine what the options and obstacles are (session 3) the Burnout Expert can ask the following questions:

- What options do you have in this situation?
- What are the benefits of particular options?
- What are the limitations of particular options?
- What is the most attractive option for you?
- What solutions do you choose?

To inspire a teacher to determine what the plan of action is (session 4) the Burnout Expert can ask the following questions:

- What steps are you going to take to implement your plan?
- When exactly will you take the first step in implementing your plan?
- What kinds of problems may cause that you will fail?
- What will you do if any obstacles affect negatively on achieving your goal?
- If you have doubts, what are they?
- What else can you do to get closer to your goal?

To inspire a teacher to determine what has changed (session 5) the Burnout Expert can ask the following questions:

- What changes have you succeeded to implement from our last session?
- What actions were the most difficult for you?
- What obstacles you experienced? What did you feel then?
- What actions were the easiest for you?
- What surprised you positively? What did you feel then?
- How do you assess achieving your goal in the scale from 1 to 5, where 1 means – not at all, and 5 means – fully
- What may be an obstacle to continuing your plan?
- What could help you to resist these obstacles?

4. **It is important that the Burnout Expert inspires the teacher to complete homework between sessions. This is crucial so that changes can occur and lead to the achievement of the goal.**

To inspire a teacher to invent the tasks, you can ask the following questions:

- What can you do to by the next session which will get closer to your goal?
- What kind of tasks you can realise to improve your skills which are connected with your goal?
- How often will you realise your task?
- In which situations will you realise your task?

To inspire a teacher to realise the tasks between the sessions, you can ask the following questions:

- Please remind me what task you had to do after the last session?
- What have you achieved?
- What did it teach you?
- How did you feel when you did it?
- How can you use this experience in the future?
- What have you failed to achieve?
- What was difficult for you?
- What can you do to make it work next time?
- Imagine you did it, what do you feel then?
- What or who can help you do this?

You can encourage the teacher to share his opinion about the results of homework. You can ask him or she the following questions:

- Which tasks were the most difficult for you?
- Which tasks were the easiest for you?
- What skills have you improved?
- What can you change in your work or life thanks to the fact that you improved these skills?
- How can you benefit from this change at work or in your life?

5. **The model described above is just an example, so you can be flexible as the teacher gets closer to his goal.** If the teacher works quickly and efficiently, you can implement more than one stage of the GROW model in one session. Then you can spend more time on implementation, or you can shorten the session time.

8.7. The example of sessions scenario conducted according to the GROW model

<u>Session 1– setting the goal</u>

Burnout Expert: You need to know, that that method which we are working is a coaching. This method assumes that you know the best what to do, but you need the proper questions asked by another person to realise what is good for you. We will meet regularly, maximum 5 times and will be working on the goal which you will determine. I will be asking you questions, which may inspire you to find out how to reach your objective. Do you agree to participate in sessions based on such assumptions?

Teacher: Yes, I do

BE: What do you expect from the sessions?

T: I have never worked with any specialist, and I have no experience. I have noticed, that I work very hard, but I'm still dissatisfied with my work. Maybe, I could find out why is that and what to do with it.

BE: What are your reflections after filling the Questionnaire for Teachers' Self-Reflection?
T: When I was filling the questionnaire, I could have thought about many aspects of my job. I discovered that I work almost the whole day, with breaks, but by the evening. Usually, I'm very tired after my workday. I often suffer from headaches and I irritate very rapidly. I also realized, that I even don't have time at school to chat with my colleagues, and after work to meet my friends. I still have something important and urgent to do.

BE: How do you think, what is the biggest challenge in your work?
T: I think that I work too hard, and I neglect the need to rest.

BE: What could be the goal of your work at sessions?
T: There are so many aspects, that I'm not sure.

BE: What aspect is the most important?
T: Maybe something connected with achieving the work-life balance.

BE: What are the reasons why you choose this aspect?
T: When I work less, I will have more time to rest, but I don't know how I can do it.

BE: So, how could you express the goal of our work?
T: To learn what to do to reach work-life balance

BE: To sum up, you decided to learn during our sessions what to do to reach work-life balance, which is your goal. Do you confirm that this goal is final?
T: Yes, I do.

BE: Great. So see you next time.

<u>Session 2 – what is the reality</u>

BE: During first session you decided that you would like to learn what to do to reach work-life balance. How do you imagine work-life balance in your life?
T: First of all, I would have spare time in the evening and I wouldn't need to cope with problems connected with my work.

BE: How your evenings look like now?
T: Almost every evening I try to cope with family and work duties. I can't find time to rest or to do what I like. I finish all the duties late, and then I'm so exhausted that I'm only able to go to bed and fall asleep. I often wake up at night, and I am thinking about things which I have to do.

BE: What kind of things do you mean?
T: Mostly, I think about the work. That I need to check classes, fix up arrangements connected with school projects which I'm responsible for. I often think about problems with students which need to be urgently solved.

BE: What is your attitude to your job?
T: I like my job, but I hate deadlines, and administrative work.

BE: What motivates you the most in your job?
T: When my students made progress and enjoy classes and extra activities in which I involve them.

BE: What demotivates you the most in your job?
T: When I have to meet deadlines and I know that I have not enough time to do my job well. There is one more thing. I get very nervous when I have too much administrative duties. I don't like them.

BE: How do you assess your workload in scale 0-5, where 0 means very low workload and 5 very heavy workload
T: I'm sure it is 5. There are single days where it is 4, but mostly 5.

BE: How looks the day with 4?
T: I have less classes and I can do more extra work.

BE: How do you imagine the day which would be the most satisfying for you?
T: I have not so many classes, and a moderate amount of extra work. I can do my job on an ongoing basis. I can do my family duties in the afternoon and in the evening I can have a rest.

BE: How do you think, what should happen that you have such days regularly?
T: I think I need to limit my work duties. It would be good to limit projects in which I get involved.

BE: Are there other things which need to be changed?
T: I think I could also delegate some household chores to other family members.

BE: As we need to finish today, I would like to agree with you your homework. What can you do by the next session to get closer to your goal?
T: I could observe and later describe my typical day.

BE: It is a great idea. So see you next time.

<u>Session 3 - what are the options and obstacles</u>

BE: Could you tell me what are your reflections after doing your homework?

T: When I was doing the homework, I thought it was difficult for me to observe and write down what I was doing.

BE: What was the most difficult for you?
T: It was the next duty for me.

BE: What was the most satisfying for you?
T: The moment when I completed description. I read the whole description and I saw how much work I'm really doing every day. I didn't realise it earlier.

BE: What could you do with this reflection?
T: I think I need to limit my duties to reach work-life balance

BE: What duties could you limit?
T: I think I need to limit my work duties first of all.

BE: How can you limit your work duties?
T: It would be good to limit projects in which I get involved.

BE: Are there other things which need to be changed?
T: I think I could also delegate some household chores to other family members.

BE: What duties could you delegate?
T: I think that I can propose to my family to support me in preparing the meals and doing shopping

BE: Imagine that you limited your duties and have more spare time? What do you do?
T: I'm reading books, watching films and programs, meeting my friends.

BE: At the end, I would like to agree with you your homework. What can you do by the next session to get closer to your goal?
T: I could think how I will present to my family that I need support in household chores and I can make a list of work projects in which I would like to limit my engagement

BE: Great. So, let's see on the next session!

Session 4 - what is the plan of action

BE: Could you tell me what are your reflections after doing your homework?
T: At the beginning when I was preparing the list of project in which I could limit my engagement I had a problem to decide which projects to choose. I like to involve in most of them.

BE: How did you choose finally?

T: I thought that I may resign from conducting extra classes, because it takes much time regularly. Now, I need to prepare the program and materials, then conduct the extra classes twice a week. I also decided to limit participating in school events and activities which take part in the weekend.

BE: How do you think, what will be the result of these decisions?
T: When I resign from these activities, I will have more time to deal with preparing regular classes. I may try to prepare to regular classes after coming back from school, and I may have free evenings and weekends.

BE: What about the second part of your homework?
T: I decided that I suggest to my husband that we are sharing doing shopping. In our family we do shopping 4 times per week. So far most of the times I was doing shopping. I would like to propose my husband that we will be doing shopping equally.

BE: What about preparing the meals?
T: I would like say my family members that I need more spare time and would like to ask them every Sunday which day they can prepare the dinner and we will write it down and put this information on the refrigerator.

BE: How do you think, what will be the reaction of your family members?
T: I suppose they could be surprised, but I feel they won't note oppose. So far, I haven't ask them for help, because I thought that I do better everything. When they are more involved, they may feel satisfaction that they can participate in preparing meals.

BE: Imagine that you implemented your plan, what do you feel?
T: I feel relaxed, free. I feel great satisfaction that I took care of myself. I also feel relieved that I won't neglect my family.

BE: Tell me, when do you want to meet next time? I suppose, that you need more time to implement your plan.
T: At home I can implement changes sooner, but at work it will take some time, because I need to fulfil the duties I have undertaken. As the semester is going to finish in a month, a think I could meet you in a month and a half.

BE: Can we agree that your homework is to start implementing your plan by our next sessions?
T: Yes, of course, I will do that.

<u>Sessions 5 - what has changed</u>
BE: What changes at home have you succeeded to implement from our last session?
T: At first I had a problem with consistency, but my husband supported me, and offered that he could do shopping twice a week. He said that is not problem for him, because he prefers to buy by himself what he needs for preparing the dinner. Now, he prepares the dinner twice a week, and decides about shopping by himself. My daughter said that

she can prepare dinner ones a week with a great pleasure. So far, she has prepared a dinner 3 times in the weekends.

BE: What do you feel when your family supported you?
T: At first, I regret that I didn't ask for support earlier. My life would be easier. Secondly, I feel so much pleasure, when they involve and feel satisfaction.

BE: What about the changes at work?
T: I informed the management that I was resigning from extra classes this semester. Since the new semester has already started and I don't have any extra classes, I have enough time to prepare for my regular classes after returning from school. Most of the evenings I have free. When we were planning the activities and events for this semester, I volunteered to take part in only one trip to the cinema. There were many such events, and I probably would have signed up for several of them earlier, but in order to consistently implement my plan, I limited myself to only one.

BE: How did you spend your free time?
T: I was reading books, watching films and programs, meeting my friends. And I started attending yoga classes.

BE: How do you assess achieving your goal in the scale from 1 to 5, where 1 means – not at all, and 5 means - fully
T: At the moment it is 5. I hope that I will continue implementing changes

BE: What may be an obstacle to continuing this plan?
T: I'm afraid that I may stop being consistent and at some point take some extra classes, when someone will push on me.

BE: What could help you to resist it?
T: Maybe I could train my assertiveness. I can participate in training which offers the school.

BE: Great! Good luck! Thank you for our sessions!

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