



The well-being of education professionals: towards a pedagogical perspective

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Introduction
Metodology

Investigate the well-being of education professionals in light of the teacher and educator shortage caused by the sector crisis, high resignation rates, and declining profession attractiveness (EU, 2020; UNESCO, 2023).



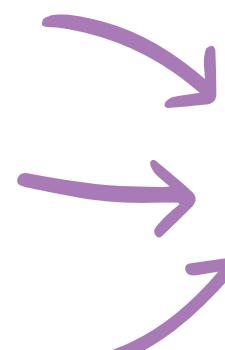
Relevant aspects:

- Well-being for the protection of professionals and educational quality (EU, 2020; OECD 2020).
- Main focus of research: stress and burnout (Gabola & Albanese, 2015; Maslach & Leiter, 2000).
- Teacher Well-Being (TWB) Framework (OECD, 2020).



Research gap:

- No shared definition of well-being (Dodge et al. 2012) and TWB (Viac & Fraser, 2020)
- Few empirical studies on well-being in education
- Lack of research on the well-being of non-teaching education professionals



Topic

The well-being of education professionals (OECD, 2020; EU, 2020).

Objective

This study explores the well-being of education professionals through a situated pedagogical approach.

Problem

There is a shortage of teachers and education professionals due to resignations and the profession's low attractiveness.

Research design

Exploratory-sequential mixed methods (qualitative-quantitative)

1. EXPLORATORY PHASE:

Definition of the WB construct in international and national reports

Documental analysis WB

Investigating the international perspective of research on TWB

Interviews with TWB experts

RQ 1: Which international, European and Italian documents deal with well-being in terms of definition, interpretation and use?
RQ 2: Which indicators are used to measure the dimensions of well-being?

Exploring the international perspective of Teacher and educator WB research

34 documenti: ESS (1), Gallup (1), ISTAT (1), OECD (9), UNESCO (1), UN (1), UNESCO (6), United Nations (3), WEF (1), WHO (2), World Bank (2)

Tipologia di documento: salute, sociale, lavoro, educazione
Tipologia di well-being:
• Well-being Generale
• Well-being Lavorativo
• Teacher well-being (TWB)

Well-being: contesto complesso e multimediali, che comprende diverse dimensioni.
• Subjective well-being (identity, motivation and sense of efficacy)
• Workload
• Relationships and support
• Recognition and professional autonomy
• Training and development
• Systemic well-being, not just individual

Preliminary well-being
Non-generalisable
Non-construct
Particularised
Approaches required
for evaluation
Lack of guidelines
for well-being
adaptable
to promote



Foto: International Summer School 2024. Well-Being in the Teaching Profession: International Perspectives (Cologne, DE)

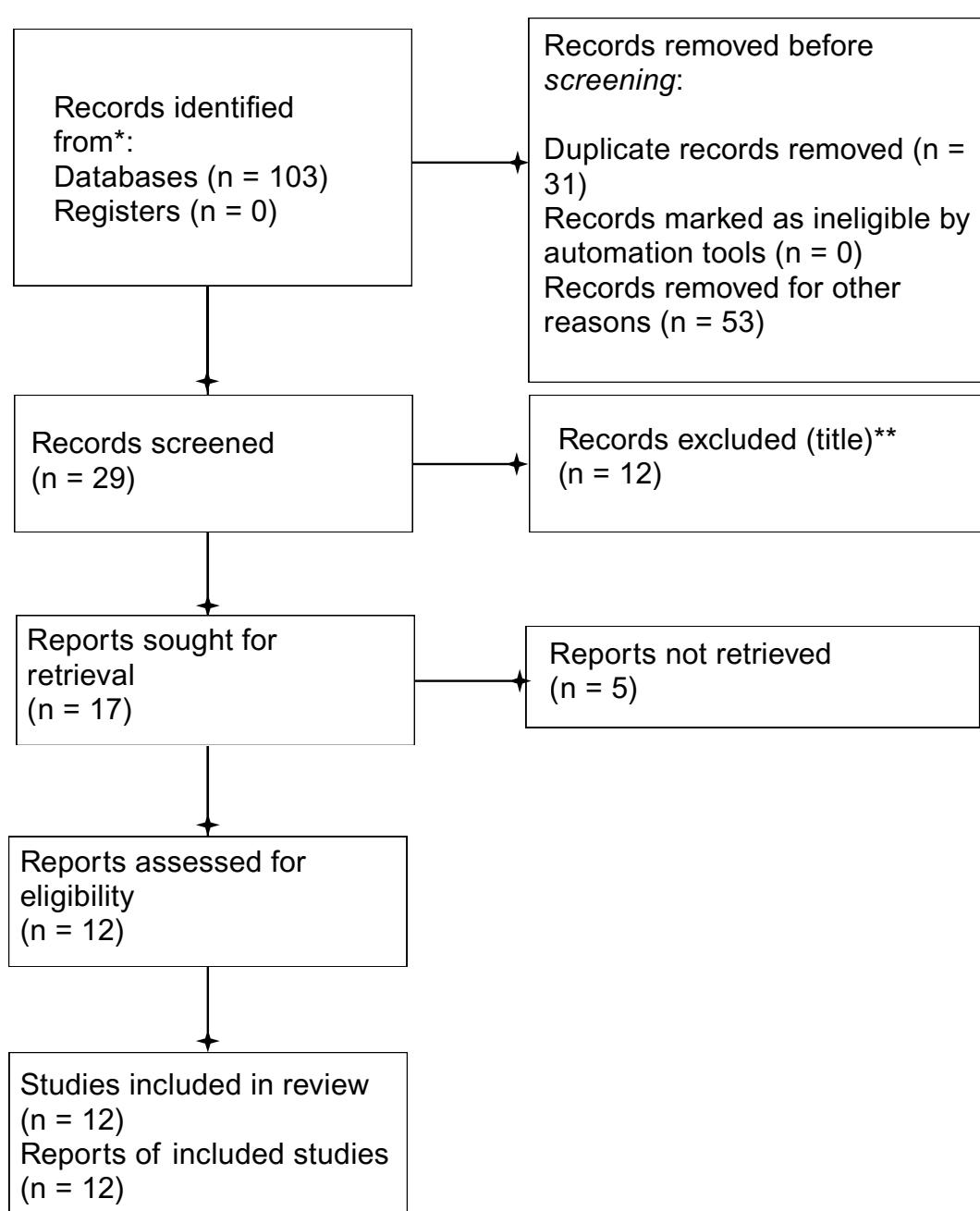
2. QUALITATIVE PHASE

The well-being of education professionals: Scoping review and Focus groups

SR 1: Well-being of education professionals (non-teaching) (June 2025)

SR 1: How is well-being conceptualised and studied in non-teaching education professionals?

Identification of studies via databases and registers



Results

Risk factors:
• contractual insecurity;
• excessive workloads;
• marginalisation of the role;
• dysfunctional relationships;
• lack of autonomy.

Protective factors:
• peer support;
• quality supervision;
• professional recognition;
• spaces for reflection;
• continuous training.

Dimension

Summary

1. Recognition and professional role	Feeling seen, valued and legitimised by colleagues, institutions and society
2. Working conditions	Stability, security, sustainable management of time and workloads
3. Relational climate and support	A sense of belonging to a supportive community and quality professional relationships
4. Autonomy and agency	Ability to influence one's work, and motivation, resilience and emotional regulation
5. Sense of work and professional identity	Meaning attributed to the profession; consistency with one's values; and awareness of educational impact
6. Professional development	Access to continuing education and opportunities for growth and empowerment

FOCUS GROUPS with education professionals: 1. educators (9); 2. coordinators (5) (July-September 2025)

FG Q: Gather representations of well-being from education professionals

Dimension

Literature (Protection/Risk)

Focus Groups evidence

Relationship	Support ↔ Conflict	Teamwork and mutual trust are resources; Conflict lack of support and poor dialogue lead to isolation
Workload	Motivation, Manageable workload, presence of guidance ↔ Overload, lack of support	Shared meaning mitigates fatigue; Poor supervision increases stress and frustration
Autonomy	Supervision ↔ Burnout	Autonomy = Promotes satisfaction ↔ Can turn into isolation if not adequately supported
Recognition	Appreciation ↔ non-recognition	Feedback; lack of feedback = discomfort
Time/Space	Quality ↔ Limits/constraints	Quality time is essential for relationships and balance; Lack of shared spaces to work or rest

Triangulation of qualitative data (in progress)

Focus group to verify categories and dimensions (next step)

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NEXT ➔



Research with conscience. Ethics as the foundation of knowledge.

10-12th December 2025

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