

# Exploring and Attending to the Wellness Needs of Teachers in a Trauma and Violence-Informed Care Framework

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# Overview



Outcomes of Poor Teacher Wellness



What is a Trauma and Violence-Informed Care (TVIC) Framework?



The Project



Key Elements of the Survey



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References

# Outcomes of Poor Teacher Wellness

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30% of Canadian teachers leave within the first five years of their career (Karsenti & Collin, 2013)



Teachers ranked among the top 6 worse average scores for psychological well-being, physical health, and job satisfaction alongside social service workers, paramedics, call-centre workers, prison officers, and police (Donald et al., 2005)



Poor teacher wellness = lower quality student learning environments and poorer academic and non-academic student outcomes (Madigan & Kim, 2020; Mclean & Connor, 2015)

# What is a Trauma and Violence-Informed Care (TVIC) Framework?

Acknowledges the impact of trauma and violence on individuals' lives

Focuses on creating a safe and respectful environment for healing

Emphasizes understanding and addressing the root causes of trauma and violence

Promotes collaboration, empowerment, cultural sensitivity, and prevention of re-traumatization

# The Project

- **Research Question:** What are the current knowledge, attitudes, and needs related to teacher wellness, inclusion, and working with students who have difficult experiences among Associate Teachers and Teachers Candidates in the B.Ed. program at Western University?
- **Goal:** Enhance professional development and support for teacher wellness, inclusion, and working with diverse students' needs and experiences
- **Methods:** Online survey sent to Associate Teachers & Teacher Candidates at Western University's Faculty of Education



# Key Elements of the Survey



Beliefs about Learning and Teaching Questionnaire (BLTQ) examines teachers' beliefs in inclusive classrooms across four factors: teacher-controlled instruction, entity-increment, student-centred instruction, and attaining standards (Glenn, 2018)



K6 is a 6-question scale used to screen for mental illness, with scores above 13 indicating probable mental illness (Kessler et al., 2002)



Attitudes Related to Trauma-Informed Care (ARTIC-35) Scale evaluates teachers' attitudes towards trauma-informed care across five subscales: underlying causes of problem behaviour and symptoms, responses to problem behaviour and symptoms, on-the-job behaviour, self-efficacy at work, and reactions to the work (Baker et al., 2016)



Suggestions for professional development and resources related to teacher wellness

# Results

- 120 survey responses; 78 fully completed (66 Associate Teachers, 12 Teacher Candidates)
- **Beliefs about Learning and Teaching Questionnaire (BLTQ):**
  - ✓ Teacher-Controlled Instruction: Greater flexibility in how students acquire knowledge
  - ✓ Entity-Increment: Ability can increase with effort, which is the result of good teaching, study, and practice
  - ✓ Student-Centred Instruction: Teaching should allow for flexibility in instruction and freedom for students to participate in the learning process
  - ✓ Attaining Standards: Using grades is not an effective strategy for motivating students to engage in learning

# Results (continued)

- **K6:** Nearly 15% of participants likely have a mental illness based on scores above 13, and an average score of 6.97 underscores the prevalent nature of mental health challenges
- **Attitudes Related to Trauma-Informed Care (ARTIC-35):** Participants possess positive attitudes that are a good fit for the trauma-informed culture
- **Most significant suggestions for professional development and resources related to teacher wellness**
  - ✓ Enhancing support for students who have experienced trauma or exhibit violent behaviours is a top learning priority for teachers
  - ✓ More access to valuable resources, such as tip sheets and practical tools, is essential for teachers seeking effective ways to address various challenges in the classroom



# Conclusions and Implications

Teachers would benefit from additional professional development programs integrating varied instructional methods, constructive feedback, student autonomy, and intrinsic motivation to enhance teacher wellness, foster inclusion, and meet diverse student needs

Teachers have an urgent need for targeted mental health supports

Teachers possess the necessary attitudes and beliefs to implement TVIC effectively but require further training on how to do so

Informed the design of a free conference event at the Faculty of Education filled with various discussions, workshops, and resources related to teacher wellness and trauma and violence-informed care in education, as well as an online, self-directed module that provides information and tools for wellness, trauma-informed teaching, and classrooms

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