

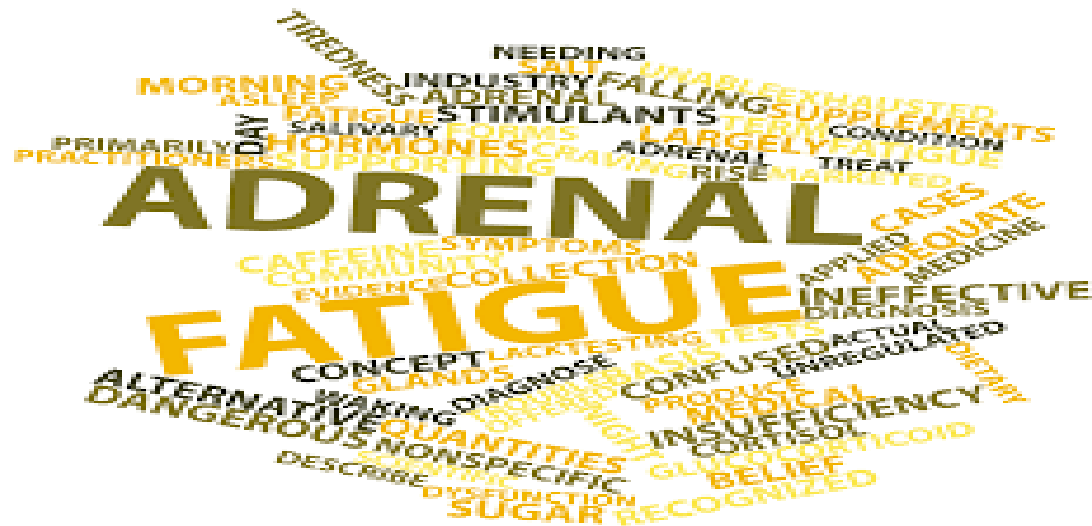
Act or React: Do Educators have the Physical Stamina to Sustain an Active Learner?

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Objective:

*By the end of the workshop learners will be able to identify, examine and discuss the signs of **Teacher Burnout** and how to combat them.*



What is Teacher Burnout?

Do we really know?

Rationale

- Teacher **burnout** is a serious psychological condition that affects the lives of thousands of highly effective teachers throughout the United States. An educator who is experiencing **burnout has low morale, low self-esteem, and is physically exhausted** (Roloff & Brown, 2011).

teacher burnout numbers:



Studies have shown that **teacher morale** directly correlates with **student achievement**; the higher the teacher morale, the greater the student achievement.



The emotional experience of a teacher sets the tone for the class.

Tips To Avoid Teacher Stress and Burnout

Tip One
Mental health day

Tip Two
BE at home

Tip Three
Be realistic

Tip Four
Be proactive

Tip Five
Watch out for warning signs

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Turn & Talk:

When discussing teacher burnout, what are some of the signs that we notice?

Six Signs of Teacher Burnout

Exhaustion.

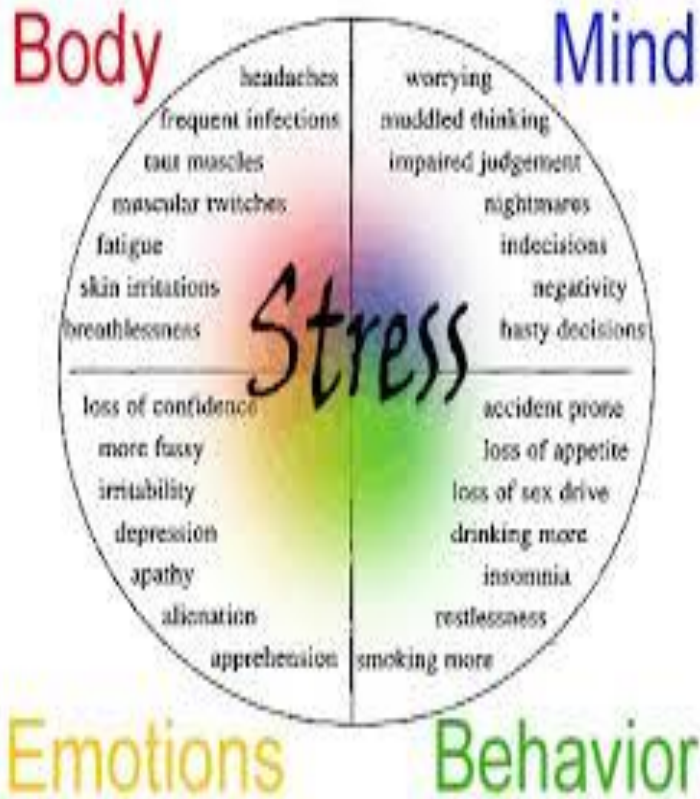
Extreme graveness.

Anxiety.

Being overwhelmed.

Seeking.

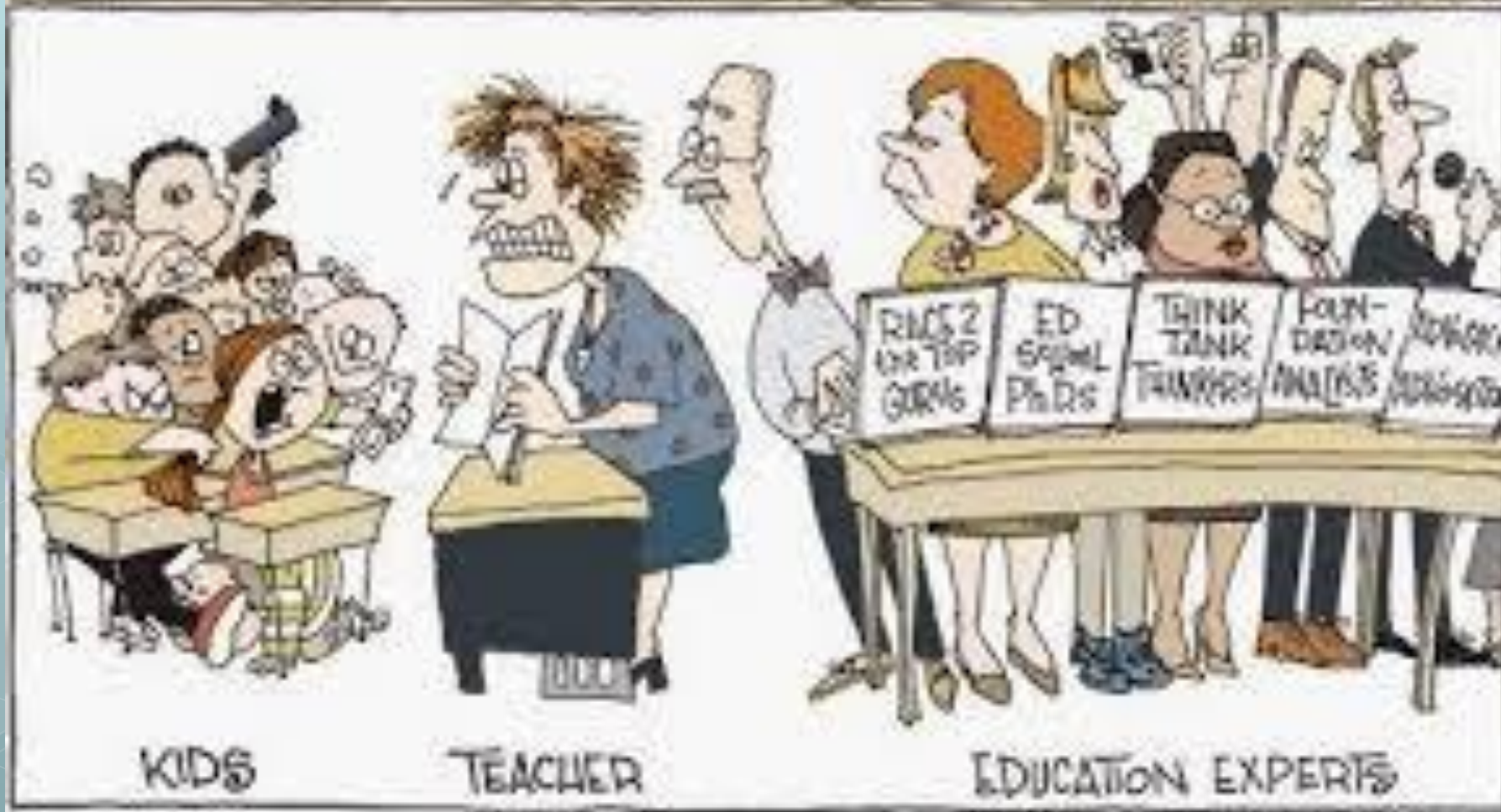
Isolation.



**So, what happens
to our teachers in
DCPS?**

SCHOOL STAFFING...

© 1998



KIDS

TEACHER

EDUCATION EXPERTS



**Fourteen percent of
American teachers leave
after only one year, and
forty-six percent quit
before their fifth year**

(Lambert, 2006).

Literature Review

- **Todd Whitaker, Beth Whitaker, Dale Lumpa of Indiana University**, have extensively researched how teacher burnout is a psychological and physiologic occurrence in their book entitled, “Motivating and Inspiring Teachers: The Educational Leader's Guide for Building Staff Morale. 2 Edition”. This phenomena has to be addressed before we lose more of our highly effective educators.
- **Lori A. Brown of California State University, Long Beach and Michael E. Roloff of Northwestern University** examined the relationships of extra-role time (ERT) behavior with burnout and occupational commitment among teachers through the lens of conservation of resources (COR) theory. Results reveal that teachers who invest in more ERT are also more likely to experience burnout and decreased commitment to teaching than those who invest less. However, results also indicate that the ethical practice of the employer fulfilling the psychological contract (keeping promises) entered into with the teacher offsets this negative spiral with implications for both teacher well-being and workplace outcomes.



Data/Tools/Process

- I targeted teachers that worked in all eight quadrants of the city to explore their exercise and work habits. I created a ten (10) question survey that was submitted electronically. The survey was sent through a previously created gmail account allowing for teacher anonymity. Thirty-seven teachers responded with the greatest response from my building. I spoke with the principal to inform her of my action research , she agreed to assist in any way possible.



Data Analysis

- Thirty-two (**32%**) of the respondents indicated that they participated in some type of exercise daily for at least 30 – 60 minutes .
- Overwhelmingly the exercise of choice was walking/running – **83.3%**.
- When asked about their mental state if they did not participate in their chosen activity **70.3%** of the teachers replied that they felt sluggish during the day.
- When asked, “If you were given the opportunity to exercise during the work day, do you think that it would impact your production?”, teachers overwhelmingly responded **YES – 75.7%** to **24.3% - NO**.
- Teachers feel **HAPPY** and **ENERGETIC** when they are able to reboot their minds and bodies during the school day.



- Teachers that have been teaching from 0-5 and 6-11 years responded at greater propensity -- **29.7% respectively**. There was a good mix of age ranges that responded.
- Most of the teachers were from the Northwest quadrant of the city – **83.8%**
- *Teachers do not have the opportunity during the work day to reboot their minds and bodies, therefore leading to “**Teacher Burnout**” at a faster rate.*



Six Lessons Learned from dealing with Burnout

Sfumato

Balance

Self

Relationships

Gratitude

Healing

Recommendations

- Teacher burnout is a psychological condition that leads to **exhaustion, depersonalization, and decreased teacher achievement and self-worth**. Teachers should be “proactive” when setting limits to the amount of time they invest in work. Teachers should listen to their bodies so that they are aware of the physical and mental stress.
- Administrators can assist in the prevention of teacher burn-out by providing faculty with a designated workout space and encourage the staff to use it **before school, during preparation blocks and after school**. This area does not have to be large or expensive. Teachers or area fitness centers can donate equipment. Teachers can be encouraged to walk the school and track the miles that they walk. Start a walking club just for teachers.

30
MINUTE

Indoor Power Walk Workout



- **“Fitness in the hallway”**, not only provides teachers with the stress-reduction benefits of exercise but also provides extra supervision in the building.
- The effect of teacher morale is often overlooked by policy-makers and faculty members. Positive teacher morale leads to high levels of student achievement. Preventing and treating teacher burnout provides a necessary health benefit to teachers and helps to ensure that children will receive the best education possible.



**KEEP
CALM
AND
LOVE
TEACHING**

A close-up, low-angle shot of a person's legs and feet walking on a sandy beach. The person is wearing a light-colored, possibly white, sandal. The background shows a clear blue sky and some greenery in the distance. The text is overlaid in a white, sans-serif font.

“Walking is
man’s best
medicine.”

— Hippocrates