

A systematic review of evidence-based wellbeing initiatives for schoolteachers and early childhood educators ^[1]

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AVAILABILITY

Access online ^[2]

Abstract

Schoolteacher and early childhood educator wellbeing is associated with their ability to provide high-quality educational experiences to students and children in their care. Given the importance of this topic, this systematic review sought to (1) identify available evidence-based wellbeing initiatives for educators and schoolteachers, (2) appraise the quality of evidence demonstrating the efficacy of these initiatives, and (3) summarise the characteristics of these initiatives. In total, 23 studies on 19 distinct initiatives were identified. Although most initiatives improved schoolteacher wellbeing, the quality of available evidence is modest, especially for early childhood educators. Existing teacher and educator wellbeing initiatives predominantly target individual and not systematic determinants of educator wellbeing, even though wellbeing of these groups is determined by a combination of personal and education setting influences. More research is needed to improve the evidence on teacher and early childhood educator wellbeing initiatives, as well as development of initiatives that aim to change workplace demands and education setting culture.

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