



EUROPEAN TEACHER  
WELLBEING & CAREER  
OBSERVATORY

# D7.3 Teacher well-being and career observatory

## Report



Funded by the  
Erasmus+ Programme  
of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any of us which may be made of the information contained therein. [Project Number: 626146-EPP-1-2020-2-EL-EPPKA3-PI-POLICY]





## Contents

<b>Vision, Mission, Purpose .....</b>	<b>4</b>
<b>Vision.....</b>	<b>4</b>
<b>Mission .....</b>	<b>4</b>
<b>Purpose .....</b>	<b>4</b>
<b>Objectives.....</b>	<b>5</b>
<b>Activities.....</b>	<b>5</b>
<b>Policy Research Agenda .....</b>	<b>6</b>
<b>The Index and Measures .....</b>	<b>7</b>
<b>Operational Structure .....</b>	<b>7</b>
<b>Secretariat (CARDET, IoD) .....</b>	<b>8</b>
<b>Coordinating Committee.....</b>	<b>9</b>
<b>Country Focal Points .....</b>	<b>10</b>
<b>Policy Advisory Group.....</b>	<b>11</b>
<b>Fundraising .....</b>	<b>12</b>
<b>Call for participation .....</b>	<b>13</b>
<b>Piloting the Index.....</b>	<b>14</b>
<b>Career progression.....</b>	<b>15</b>
<b>Professional development .....</b>	<b>16</b>
<b>Wellbeing .....</b>	<b>18</b>
<b>Burnout .....</b>	<b>19</b>
<b>Conclusion .....</b>	<b>21</b>





## The Teacher Wellbeing and Career Observatory

The purpose of this report is to describe the establishment of the Teacher Wellbeing and Career Observatory (TWCO), led by CARDET and the Institute of Development (the expert research group on teacher wellbeing), with the support of all partners. Under the leadership of the consortium, an ongoing policy research agenda has been also established along with data collection and monitoring teacher well-being in participating countries, and at pan-European level.

**The Teacher Wellbeing and Career Observatory is dedicated to promoting and advocating for the importance of teacher wellbeing and career progression across Europe.** Through close collaborations with teacher organizations, public authorities, research organizations, and key stakeholders throughout Europe, the TWCO aims to promote the wellbeing and career advancement of teachers by conducting research, facilitating open discussions, and developing policy and practice recommendations.

The Teacher Wellbeing and Career Observatory was officially launched during the Final Conference of the ProW project (D6.4) in Thessaloniki, Greece on February 3<sup>rd</sup>, 2024. The TWCO is now officially accepting partners around Europe to join the roles as described in this report (i.e., Secretariat, Coordinating Committee, Country Focal Points, Policy Advisory Group). The TWCO can be accessed through [www.twco.prowproject.eu](http://www.twco.prowproject.eu), and is linked with the ProW project website.

One of the main contributions of the project and the observatory is to adjust the tools and framework from this study, after they have been tested and validated in the four countries, and partner with other countries to establish an index for teacher well-being in Europe. The Index was piloted with 599 teachers, as an initiative of the project partners, before the finalization of the Index. The results are comprehensively described in the respective section. Teachers anticipated moderate career progression but prioritized stability and dynamic work over promotions. While they had high expectations for professional development, satisfaction varied, with barriers including heavy workloads and financial constraints. Despite reporting overall satisfaction and confidence, teachers faced occasional feelings of exhaustion, highlighting the need for balanced support to address challenges in maintaining well-being because of their workload.

The TWCO aims to continue its efforts beyond the ProW project, contributing to its aims and objectives in alignment with its vision, mission, and objectives. Through collaborative efforts and sustained engagement, it seeks to bring about positive change in education systems and support the wellbeing and career progression of teachers across Europe.





## Vision, Mission, Purpose

### Vision

---

*High quality education systems across Europe, within which teachers are respected and flourish.*

---

### Mission

---

*Our mission is to conduct ongoing research and provide policy and practice recommendations for the empowerment of the teaching profession, engaging all key stakeholders in education.*

---

### Purpose

---

*Together we can bring long term systemic impact, improving teacher careers and wellbeing, and at the same time improving the quality of education offered across Europe. We aim to provide a platform for ongoing research and generate policy and practice recommendations that empower and support the teaching profession. We believe that investing in the wellbeing and career development of teachers will have a long-lasting, positive impact on education systems.*

---





## Objectives

The objectives of the Teacher Wellbeing and Career Observatory (TWCO) are:

- **Promoting Teacher Wellbeing:** We aim to raise awareness about the importance of teacher wellbeing and emphasize its impact on the overall quality of education. Through research, resources, and practical tools, we seek to support teachers in maintaining their mental, emotional, and physical wellbeing.
- **Advancing Teacher Professional Learning & Career Progression:** We are committed to empowering teachers in their professional growth and career advancement. Our website offers guidance, resources, and best practices to help teachers navigate their career paths, develop new skills, and seize opportunities for growth, for example opportunities for professional learning and development.
- **Teacher Wellbeing & Career Index:** We are committed to establishing an index that measures and evaluates teacher career progression and wellbeing at a pan-European level. This index will provide valuable insights into the current state of the teaching profession and help identify areas that require attention and improvement.
- **Research & Data Collection:** We strive to collect bi-annual data from teachers at all levels, including pre-primary, primary, and secondary education, across Europe. This data will help us understand the various factors that influence their careers, wellbeing, and overall satisfaction.
- **Policy Recommendations and Advocacy:** Based on our research findings and data analysis, we provide annual monitoring reports and policy recommendations. These insights will inform policymakers in shaping educational reforms, designing effective professional development programs, and ensuring a supportive environment for teachers.
- **Collaboration and Networking:** The observatory fosters collaboration among public authorities, research organizations, and teacher organizations across Europe. By building strong partnerships, we create a network of stakeholders who share a common goal of supporting teacher wellbeing and career progression. This collaborative approach ensures a coordinated effort to bring about positive change and drive impactful initiatives.
- **Long-Term Systemic Impact:** The Teacher Wellbeing and Career Observatory envisions a long-lasting, systemic impact on the teaching profession. By continuously monitoring and researching teacher wellbeing and career progression, we aim to drive sustainable change in education systems across Europe. Our observatory's efforts contribute to creating a supportive and empowering environment for teachers, ultimately leading to improved educational outcomes for students.

## Activities

This initiative will continue after the life of the ProW project and it attempt to contribute to its aims and objectives in line with the Vision, Mission, and Objectives, by engaging in the following activities:

- Hold Annual General Meeting with key stakeholders.
- Conduct research and policy analysis using the Teacher Wellbeing Index and other sources.
- Share and disseminate the results from the findings of the research.
- Biennial hybrid conference to present findings, host discussions, and present good practices.





- Update on an annual basis education authorities, European agencies, and relevant stakeholders and policymakers about the findings of the Wellbeing Index and index comparisons.
- Recruit more key stakeholders and partners to contribute and participate in activities.
- Consider engagement and collaborations with stakeholders outside of the EU.
- Present actions of the observatory at relevant conferences nationally and internationally.
- Prepare reports and policy briefs with policy and practice recommendations based on field and desk research the observatory team will conduct.

## Policy Research Agenda

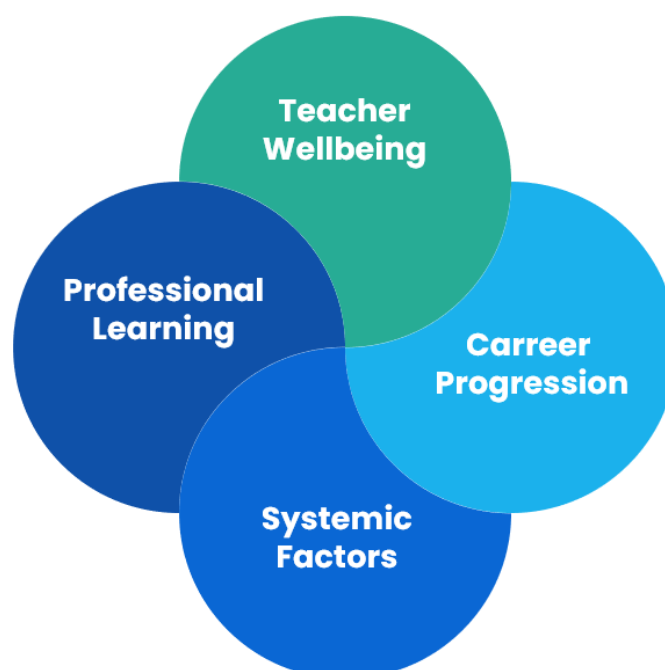
Our research agenda draws from four main areas:

**Teacher wellbeing:** Prioritizing teacher wellbeing is crucial because when educators are emotionally and physically supported, they can better foster a positive learning environment, inspire students, and enhance their overall educational experience.

**Professional Learning:** Developing teachers' knowledge, skills, and abilities empowers them to improve their practice, stay updated with the latest teaching methodologies, and continuously build expertise, leading to more effective and impactful teaching.

**Career progression:** Teachers' career progression not only enriches their professional growth but also enhances their ability to deliver higher-quality education and positively influences the lives of their students.

**Systemic Factors:** Examining all systemic factors that impact directly and/or indirectly teacher wellbeing and career, including curricula, assessment, policies, technology integration, support, school leadership, parent-school relationships, and all other factors that impact the quality of education.





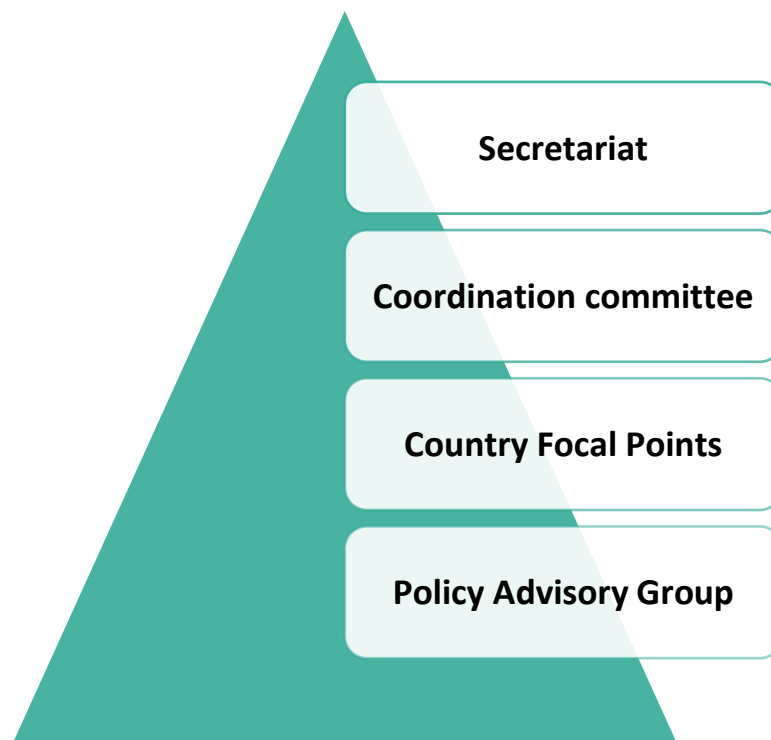
## The Index and Measures

The Teacher Wellbeing and Career Observatory Index is an online questionnaire collecting live answers and saving them into a database. The index will be updated periodically to ensure it is current and addresses the key issues in education and teacher wellbeing.

- Demographics (e.g., gender, age, salary range, level of education, no. of students in class, education level of school, type of setting, etc.)
- Career progression (i.e., work position, years of experience, type of contract, employment status, career progression the last 5 years, career prospect the next 5 years etc.)
- Professional development (i.e., participation in professional development activities, hours of participation, incentives from school etc.)
- Teacher Subjective Wellbeing Questionnaire (TSWQ)
- The PERMA Profiler
- The Maslach Burnout Inventory (MBI)
- Open questions (i.e., biggest challenges, suggestions)

The wellbeing observatory report is a biennial report including the measurements as documented through the Teacher Wellbeing and Career Observatory Index.

## Operational Structure





## Secretariat (CARDET, IoD)

The role of the secretariat of a European Teacher Wellbeing and Career Observatory is to provide administrative, coordination, and support functions to ensure the effective operation and fulfillment of the observatory's objectives. The secretariat acts as the central hub for the observatory, facilitating its day-to-day activities and enabling collaboration among various stakeholders. Below, are some key responsibilities the secretariat typically undertakes:

### 1. **Coordination and Communication:**

The secretariat facilitates communication and collaboration among the observatory's stakeholders, coordinating committee, focal points, policy advisory group and key target groups including teachers, education policymakers, researchers, and relevant organizations. It ensures timely dissemination of information and foster knowledge-sharing through various channels, such as newsletters, websites, and online platforms.

### 2. **Data Collection, Analysis, and Management:**

The secretariat oversees the collection, management, and data analysis related to teacher wellbeing and career development in collaboration with the country focal points. This involves establishing data collection protocols, collaborating with educational institutions and research bodies, and ensuring the observatory's data infrastructure is secure and compliant with privacy regulations.

### 3. **Networking and Collaboration:**

The secretariat fosters collaboration and networks with national teacher observatories, relevant international organizations, and educational institutions across Europe. It facilitates the exchange of knowledge, best practices, and research outcomes, promoting cross-border cooperation and joint initiatives.

### 4. **Policy Support:**

The secretariat provides supports in the formulation and implementation of policies aimed at improving teacher wellbeing and career development. It engages with policymakers, contributes to policy discussions, provides evidence-based recommendations, and help monitor the impact of policies in practice.

### 5. **Capacity Building:**

The secretariat develops and implements capacity-building initiatives to enhance the knowledge and skills of stakeholders involved in teacher wellbeing and career development. This could include organizing training workshops, webinars, and conferences on relevant topics.

### 6. **Monitoring and Evaluation:**

The secretariat establishes mechanisms to monitor and evaluate the observatory's impact and effectiveness. It develops indicators and evaluation frameworks to assess the outcomes and value of the observatory's work, making necessary adjustments to improve its performance.

### 7. **Funding and Resource Management:**

The secretariat seeks funding opportunities, develops funding proposals, and manages the financial resources allocated to the observatory. It ensures efficient use of resources and maintains financial transparency and accountability.

### 8. **Advocacy and Awareness:**





The secretariat advocates for teacher wellbeing and career development at the European level. It raises awareness about the importance of these issues, disseminates success stories and good practices, and advocates for policy changes and support from relevant stakeholders.

The secretariat plays a critical role in coordinating and supporting the activities of a European Teacher Wellbeing and Career Observatory, ensuring effective collaboration, knowledge exchange, and evidence-based policymaking in this important domain.

## Coordinating Committee

The Coordinating Committee for the European Teacher Wellbeing and Career Observatory plays a crucial role in overseeing and coordinating the activities of the observatory. Composed of representatives from current partners and key stakeholders (2 per partner country), this committee provides strategic direction, ensures effective collaboration, and facilitates the achievement of the observatory's objectives.

Here are the key roles and responsibilities of the Coordinating Committee:

### 1. Strategic Planning and Fundraising:

The Coordinating Committee establishes the strategic goals and priorities of the observatory and proposes and implements fundraising activities. It develops a strategic plan, setting out the long-term vision, objectives, and action plans to guide the observatory's work in enhancing teacher wellbeing and career development.

### 2. Plan and Monitor Research:

The committee designs and implements research (in collaboration with country focal points), monitors the collaboration activities, facilitates coordination among the various stakeholders involved in the observatory's activities. It ensures effective participation in research, communication, exchange of knowledge, and cooperation among member states, education authorities, teacher organizations, research institutions, and other relevant actors.

### 3. Monitoring and Evaluation:

The committee establishes mechanisms for monitoring and evaluating the observatory's activities and impact. It defines key performance indicators, assesses progress against established targets, and makes necessary adjustments to ensure the observatory's effectiveness and relevance.

### 4. Policy and Advocacy:

The Coordinating Committee engages in policy discussions, advocacy, and decision-making processes related to teacher wellbeing and career development. It ensures that the observatory's findings and recommendations inform policymaking at the national, European, and international levels.

### 5. Stakeholder Engagement:

The committee engages with relevant stakeholders, including education policymakers, teachers' unions, professional associations, researchers, and other key actors in the education sector. It seeks their input, involves them in the observatory's activities, and promotes their active participation in shaping the observatory's agenda.

### 6. Dissemination of Findings:

The Coordinating Committee oversees the dissemination of the observatory's findings, research outcomes, and policy recommendations. It ensures that the knowledge generated





by the observatory reaches policymakers, educators, researchers, and other stakeholders who can benefit from the insights and apply them in practice.

## Country Focal Points

The country focal points for the European Teacher Wellbeing and Career Observatory acts as representatives from individual countries or regions, responsible for coordinating and facilitating the observatory's activities at the national level. Their role involves close collaboration with the observatory's coordinating committee and other stakeholders. Their initial engagement will be for 3 years, pending completion of certain responsibilities, and potentially renewed.

From the ProW consortium, the country focal points will be 1 primary and 1 secondary member, responsible for the research and reporting.

- Cyprus: Centre for the Advancement of Research and Development in Educational Technology (CARDET), Institute of Development (IoD)
- Romania: University of Pitesti
- Portugal: University of Porto
- Greece: IHU, University of Crete

For organizations to join the observatory and act as country focal point(s), they need to have demonstrated expertise in teacher education, teacher research and/or wellbeing and career progression of teachers. They can be research organizations active in teacher education and/or research and/or certification of teachers including Universities, Research Centers, and public bodies. The Focal points need to have demonstrated capacity to implement research, translate and pilot the Index in their country and distribute the index and prepare the report.

Here are the key roles and responsibilities of the country focal points:

### 1. National Coordination:

The country focal points serve as the primary contact and coordination point between the observatory and relevant national stakeholders, including education ministries, teacher associations, research institutions, and other relevant organizations. They ensure effective communication and collaboration between the observatory and national entities.

### 2. Data Collection and Reporting:

The focal points facilitate the collection and reporting of data related to teacher wellbeing and career development at the national level. They collaborate with relevant institutions and organizations to gather data, ensure data quality, and share the collected information with the observatory's central database.

### 3. Contextualization of Research and Policy:

The country focal points contextualize research findings and policy recommendations generated by the observatory to align with the specific national context. They analyze how the observatory's insights and recommendations can be applied and adapted to address the unique challenges and priorities of their respective countries.

### 4. Dissemination:

The focal points disseminate the observatory's findings, research outcomes, and policy recommendations at the national level. They ensure that policymakers, education authorities,





and other stakeholders in their countries have access to the relevant information and knowledge produced by the observatory.

**5. Stakeholder Engagement:**

The country focal points engage with relevant national stakeholders to gather input, solicit feedback, and promote participation in the observatory's activities. They involve education professionals, teachers' unions, researchers, and other actors in shaping the observatory's agenda and ensuring its relevance to the national context.

**6. National Representation:**

The focal points represent their countries or regions in observatory meetings, conferences, and other events. They actively contribute to discussions, share experiences, and advocate for national priorities, ensuring that the specific needs and perspectives of their countries are considered in the observatory's activities.

The country's focal points play a critical role in ensuring that the European Teacher Wellbeing and Career Observatory's activities are effectively implemented and aligned with national contexts, policies, and needs. Through their coordination and collaboration efforts, they contribute to the observatory's mission of improving teacher wellbeing, supporting professional growth, and enhancing the overall quality of education systems across Europe.

## Policy Advisory Group

The Policy Advisory Group for the European Observatory for Teacher Wellbeing and Career Observatory serves as an important body of experts and stakeholders who provide strategic guidance and policy advice. This group offers insights and recommendations to shape the observatory's activities, inform policy decisions, and ensure alignment with the needs of the education sector.

**Participants:**

- 1-2 Universities from each participating country
- 1-2 Teacher Unions from each country
- Ministry of Education and/or relevant public authorities' representatives from each country
- NGOs, research centers, teacher education institutions, and other relevant organizations with expertise in Teacher training, research, Teacher wellbeing and professional development.

Below, the key roles and responsibilities of the Policy Advisory Group are presented:

**1. Strategic Guidance and Policy Advice:**

The Policy Advisory Group provides strategic direction and guidance to the observatory. It helps define the overall goals, priorities, and focus areas based on their expertise and knowledge of the teacher wellbeing and career development landscape.

**2. Stakeholder Engagement:**

The Policy Advisory Group serves as a bridge between the observatory and various stakeholders, including policymakers, education authorities, teacher associations, researchers, and other relevant organizations. It engages in dialogue and consultation with these stakeholders to understand their perspectives and gather input for the observatory's work.

**3. International Cooperation:**





The Policy Advisory Group foster collaboration and knowledge exchange with similar observatories, research institutions, and policy bodies at the international level. It engages in discussions on global trends, comparative analyses, and policy lessons to broaden the observatory's perspectives and facilitate cross-border learning.

**4. Policy Advocacy:**

The group advocate for the importance of teacher wellbeing and career development in policy circles, highlighting evidence-based practices and policy recommendations. It works towards raising awareness and garnering support for policies and initiatives that improve the working conditions and professional growth of teachers.

**5. Collaboration with the Secretariat and Coordinating Committee:**

The Policy Advisory Group collaborates closely with the observatory's secretariat, providing input and feedback on the development and implementation of the observatory's activities. It works in tandem with the secretariat to ensure effective communication and coordination between the advisory group and the broader observatory ecosystem.

By fulfilling these roles, the Policy Advisory Group contribute to evidence-based policymaking, foster collaboration, and support the mission of the European Observatory for Teacher Wellbeing and Career Development in promoting the holistic development and professional satisfaction of teachers.

## Fundraising

When it comes to fundraising for the European Teacher Wellbeing and Career Observatory, it is important to employ a multifaceted approach that combines various strategies.

- 1. Grants:** Seek funding from open calls and tenders from foundations, national governments and the European Commission's funding programs dedicated to education and research.
- 2. Corporate Sponsorships:** Engage with corporate entities that have a vested interest in education, teacher development, or corporate social responsibility. Develop sponsorship packages that offer tangible benefits to the sponsors while aligning their brand values with the observatory's mission.
- 3. Crowdfunding:** Utilize crowdfunding platforms to engage a wide audience and raise funds for specific projects or campaigns. Create compelling stories and showcase the impact of the observatory's work to inspire individuals to contribute to the cause.
- 4. Academic and Research Partnerships:** Collaborate with universities, research institutions, and educational think tanks to leverage their research expertise, access funding opportunities, and jointly apply for research grants related to teacher well-being and career development.
- 5. Corporate Social Responsibility (CSR) Initiatives:** Approach corporations that have CSR programs aligned with education and social well-being. Present the observatory's mission and activities as an opportunity for them to make a meaningful impact in the education sector and support teachers.
- 6. Fundraising Events and Campaigns:** Organize fundraising events, such as galas, conferences, or charity runs, to raise awareness and attract financial support for the observatory. Launch





targeted fundraising campaigns through online platforms, social media, and direct outreach to engage a broader audience.

We need to develop and tailor fundraising strategies to the specific needs and priorities of the European Teacher Wellbeing and Career Observatory. Develop clear and compelling messaging around the importance and impact of the observatory's work to effectively engage potential funders and secure financial support for its initiatives.

## Call for participation

This is an open call for all organizations and individuals who share the same vision with the TWCO to contact us to discuss the ways we can collaborate. The following membership categories are now open:

- Country Focal Points
- Organizations active in teacher education and research (e.g., universities, schools, teacher education centers)
- Individual teachers and researchers

### Why should organizations and individuals join?

As the Observatory network grows, the TWCO is constantly looking for new countries and members to join. There are several benefits for organizations and individuals for joining this initiative:

- Networking opportunities will be abundant, allowing you to connect with research institutions across Europe and foster collaborations.
- Collaboration on upcoming funding opportunities will enable your organization to access additional resources for research and implementation.
- Engage in collaborative research and capacity building programs with several training opportunities for researchers, schools, teachers, and school staff.
- There will be ample opportunities for publications and conference presentations, helping to showcase your organization's work and expertise.
- Through consultation and participation in national policy reforms, your organization can actively contribute to shaping the educational landscape.
- By joining, you will contribute to the improvement of the teaching profession and the overall quality of education, making a meaningful impact.
- If you meet the criteria for Country focal point (see later section) you can serve as a focal national point for teacher wellbeing in Europe, playing a crucial role in shaping discussions and initiatives.





## Piloting the Index

The TWCO aims to adjust the tools and framework from this study, after they have been tested and validated in the four countries, and partner with other countries to establish an Index for teacher well-being in Europe. The Index was piloted with teachers, as an initiative of the project partners before the finalization. The sample comprises 599 teachers from Cyprus, Greece and Romania. The majority are female with a high educational level (bachelor's and master's degrees). Regarding the class levels they teach, one-third are engaged in preschool/pre-primary education, one-third in primary education, and less in secondary education. Most teachers work in public school settings. In terms of location, half of the respondents work at schools situated in rural areas (towns or cities), one-third in urban areas (villages), and the remaining in semi-rural areas (outside towns and cities/suburbs). The mean age of the teachers is 45 years old with 20 years of teaching experience on average. They are in their current position for 13 years on average and around 5 at their current school. The background information for the sample is presented in detail in Table 1.

**Table 1. Teachers' demographics**

	%	n
<b>Country</b>		
Cyprus	64.38%	385
Greece	17.06%	102
Romania	17.39%	104
<b>Gender</b>		
Female	88.63%	530
Male	11.04%	66
Other	0.33%	2
<b>Background education level</b>		
Post-secondary non-tertiary education (ISCED 4)	1.00%	6
Short-cycle tertiary level (ISCED 5)	3.34%	20
Bachelor (ISCED 6)	29.93%	179
Master (ISCED 7)	58.19%	348
Doctoral (ISCED 8)	7.53%	45
Class in		
<b>Education level teaching</b>		
Preschool / Pre-primary	35.95%	215
Primary school	36.29%	217
Secondary school	26.92%	161
Other	0.84%	5
<b>Type of setting</b>		
Public school	92.31%	552
Private setting	5.02%	30
Other	2.67%	16
<b>Location</b>		
Rural area (town, city)	50.33%	301



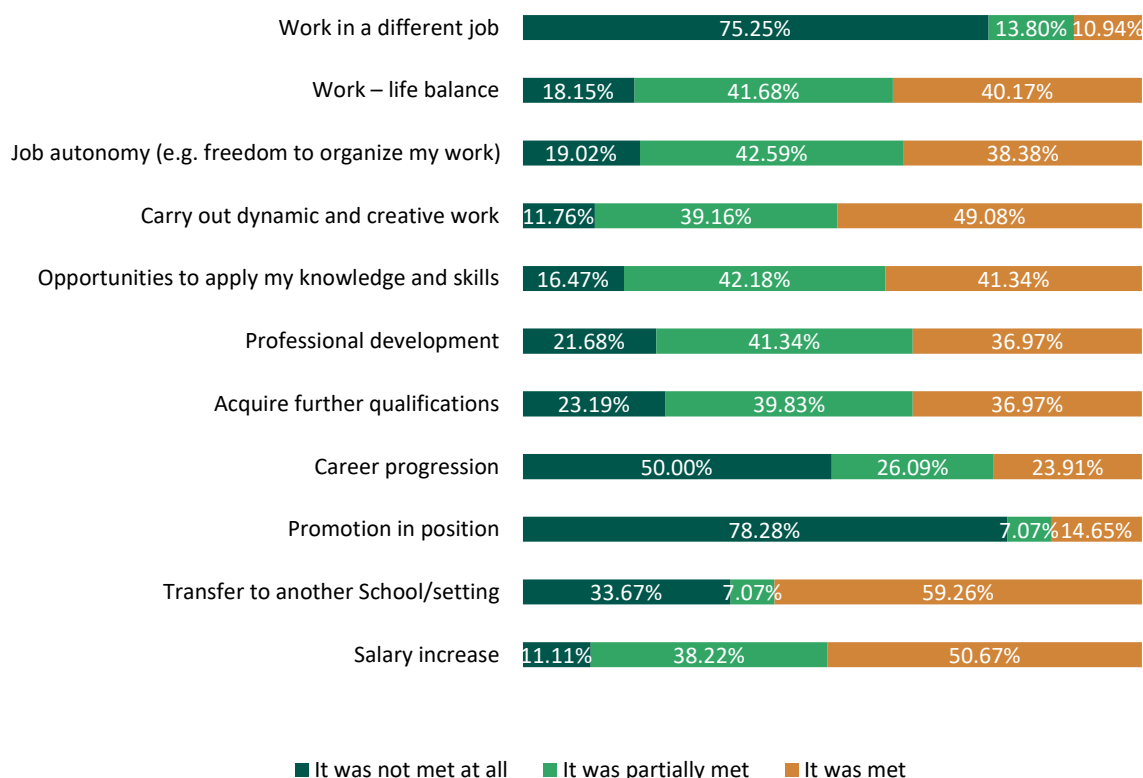


	%	n
Semi-rural area (outside towns and cities/suburbs)	15.89%	95
Urban area (village)	32.61%	195
Other	1.17%	7
	M	SD
Age	45.72	8.73
Years of experience	20.28	10.17
Years in current position	13.43	9.75
Years in current school	5.51	6.47

## Career progression

Regarding the career progression, respondents were asked to note to what extent several events have happened in their career in the last 5 years. *Salary increase* and *Transfer to another School/setting* were reported to have occurred to a moderate extent. *Carry out dynamic and creative work* received the highest mean rating, indicating that respondents felt this event happened to a significant extent in their careers. *Promotion in position* and *Work in a different job* were reported to have occurred to a lesser extent.

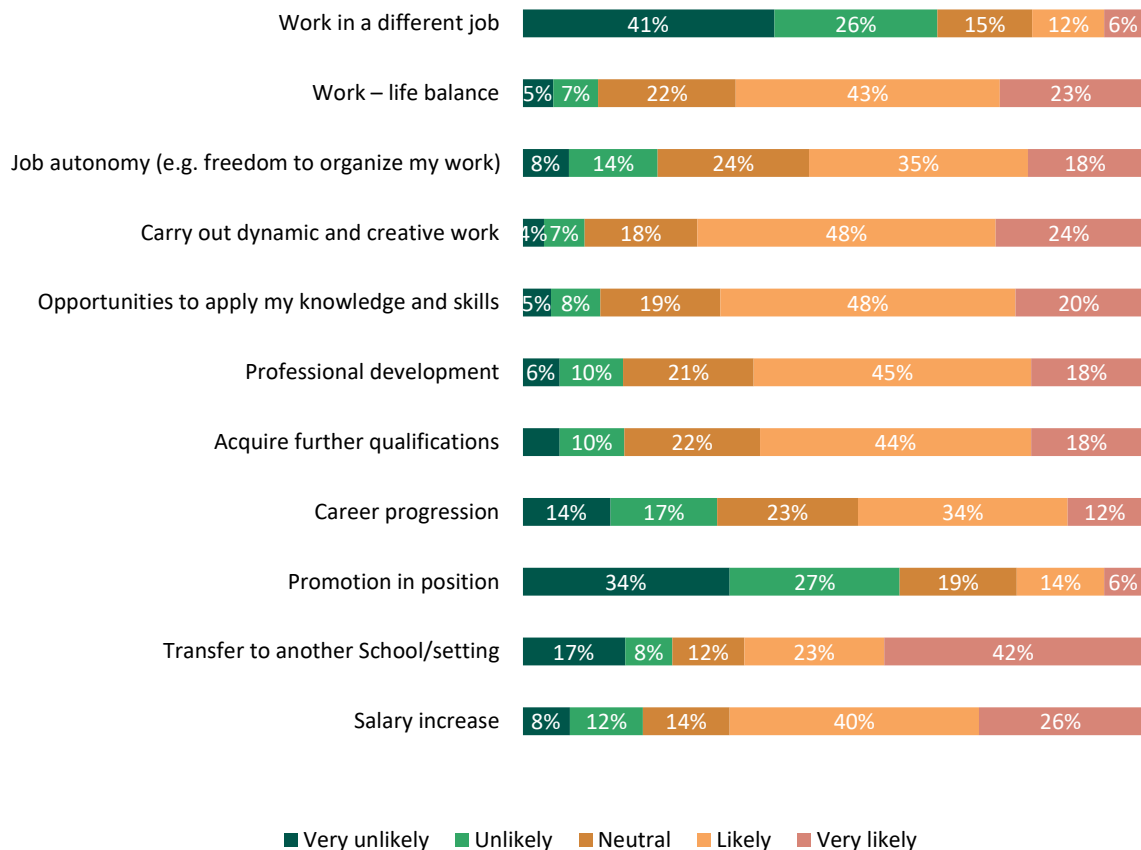
### To what extent the following events have happened in your career in the last 5 years?





Teachers expected significant opportunities for salary increases and transfers to different school settings in their careers over the next 5 years. However, there appears to be a notable disparity regarding promotions within current positions, indicating lower expectations in this regard. While career progression is anticipated to occur moderately, respondents expect to actively pursue further qualifications and professional development opportunities, as indicated by the responses. Additionally, they foresee ample opportunities to apply their knowledge and skills and engage in dynamic and creative work. Despite this, expectations for job autonomy are moderate, suggesting a balance between independence and oversight. Notably, respondents anticipate maintaining a satisfactory work-life balance, while showing less inclination towards transitioning to different job positions, indicating a preference for stability in their careers.

### To what extent do you expect the following events will happen in your career in the following 5 years?



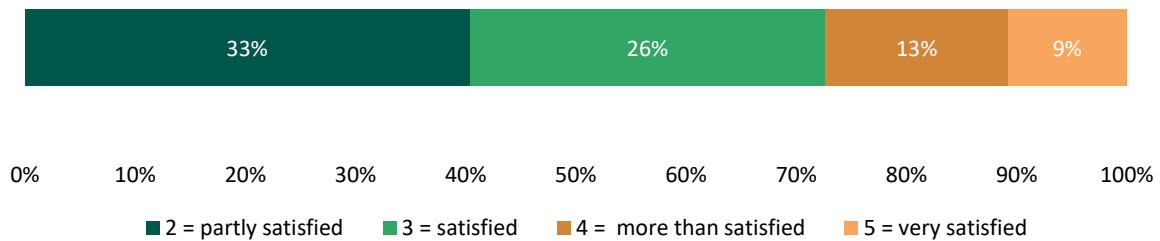
### Professional development

Respondents' overall satisfaction with the opportunities provided by their school for professional development varies, with the majority falling within the partially satisfied to satisfied range. Specifically, on-fifth express dissatisfaction, while one-third are partially satisfied, and one-quarter report being satisfied. A smaller proportion, indicate being more than satisfied, with only a few stating they are very satisfied with the professional development opportunities offered by their school.



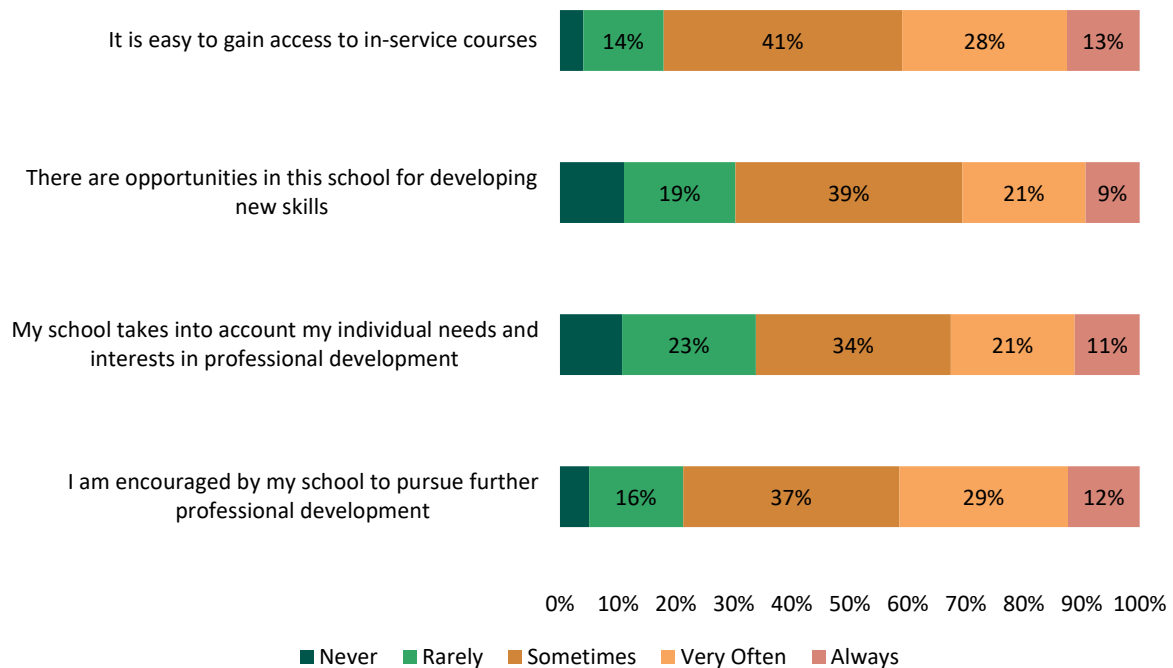


## Overall satisfaction with the opportunities provided by my school for professional development?



Respondents' perceptions regarding professional development opportunities within their school reveal a mixed landscape. While they generally feel encouraged to pursue further professional development, there seems to be room for improvement in addressing individual needs and interests. Similarly, respondents perceive opportunities for developing new skills at their school, though the rating matches that of addressing individual needs and interests. However, there is a slightly more positive sentiment regarding the accessibility of in-service courses, suggesting that respondents find it relatively easy to gain access to such courses within their school environment.

## To what extent the following apply to your school?



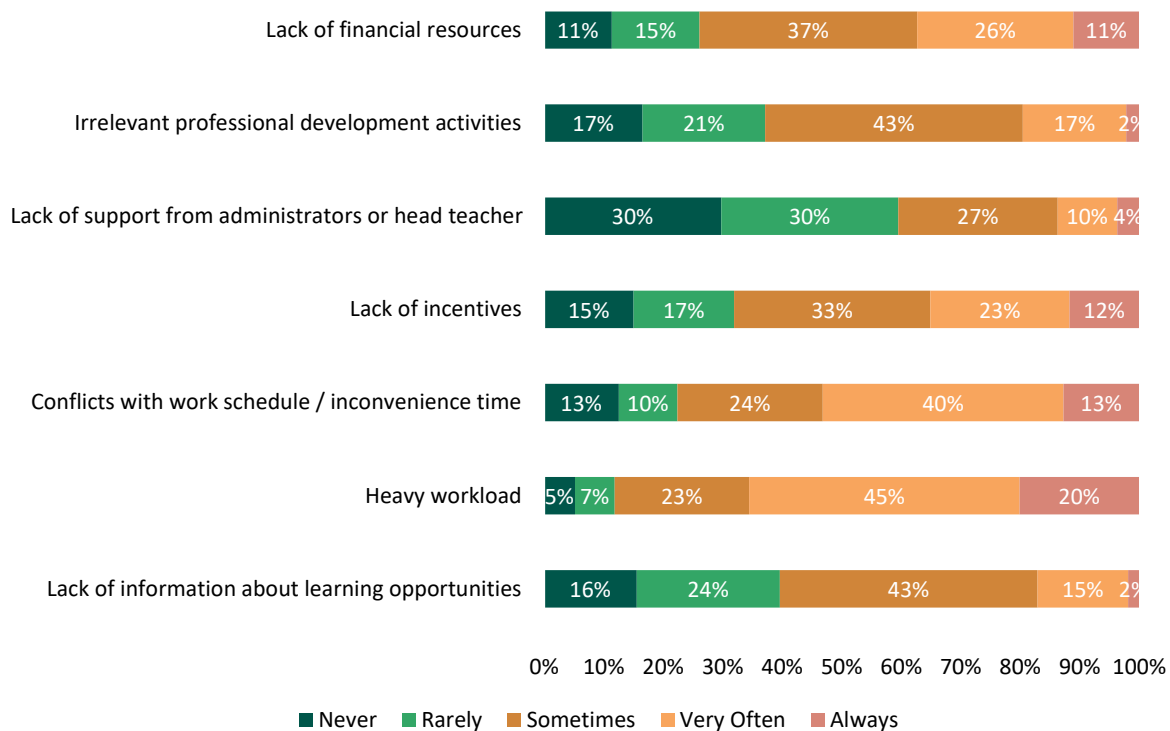
Respondents indicated various barriers that affect their professional development within their educational settings. Notably, they perceive a significant obstacle in the form of a heavy workload.





This indicates that the workload poses a considerable challenge to their ability to engage in professional development activities. Additionally, conflicts with work schedules or inconvenient timing are perceived as prevalent further complicating efforts to participate in development opportunities. Lack of incentives also emerges as a notable barrier suggesting that respondents feel unmotivated to engage in professional development due to the absence of incentives. Conversely, lack of support from administrators or head teachers is identified as less of a barrier. This implies that while support from leadership may be lacking to some extent, it is not perceived as overwhelmingly hindering. Moreover, respondents note the presence of irrelevant professional development activities, indicating that some offered activities may not align with their professional needs or interests. Finally, lack of financial resources is recognized as a barrier, though not as severe as others.

### Please indicate the extent to which the following barriers apply for your professional development



## Wellbeing

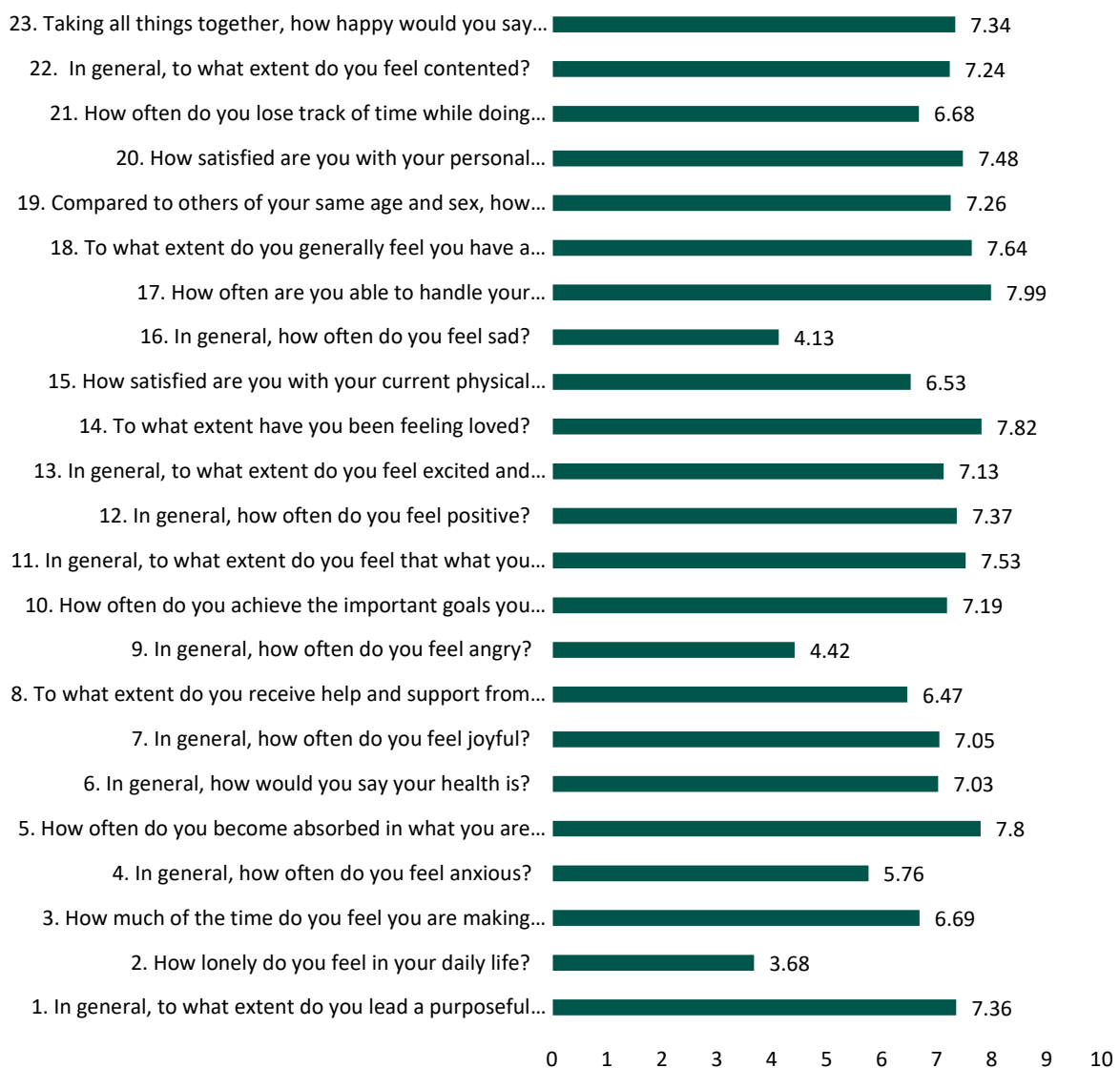
Teachers provided ratings indicating various aspects of their well-being and satisfaction across different domains of life through the PERMA profiler. Notably, they reported high levels of purpose and meaning in life (7.36) and feeling loved (7.82), suggesting strong emotional connections and a sense of fulfillment. Additionally, respondents expressed frequent feelings of absorption in activities (7.8) and accomplishment of important goals (7.19), indicating a high degree of engagement and efficacy. They also reported generally positive emotional experiences, such as feeling joyful (7.05), excited and interested in things (7.13), and contented (7.24). Furthermore, respondents indicated





satisfaction with their personal relationships (7.48) and a sense of direction in life (7.64), reflecting stable social connections and a clear sense of purpose. Challenges with occasional feelings of loneliness (3.68), anxiety (5.76), and sadness (4.13) were more rarely reported, suggesting areas where support and coping strategies may be beneficial. Overall, respondents reported a high level of happiness (7.34) and perceived their health favorably (7.03), though there were variations in specific aspects of well-being.

### The PERMA profiler



### Burnout

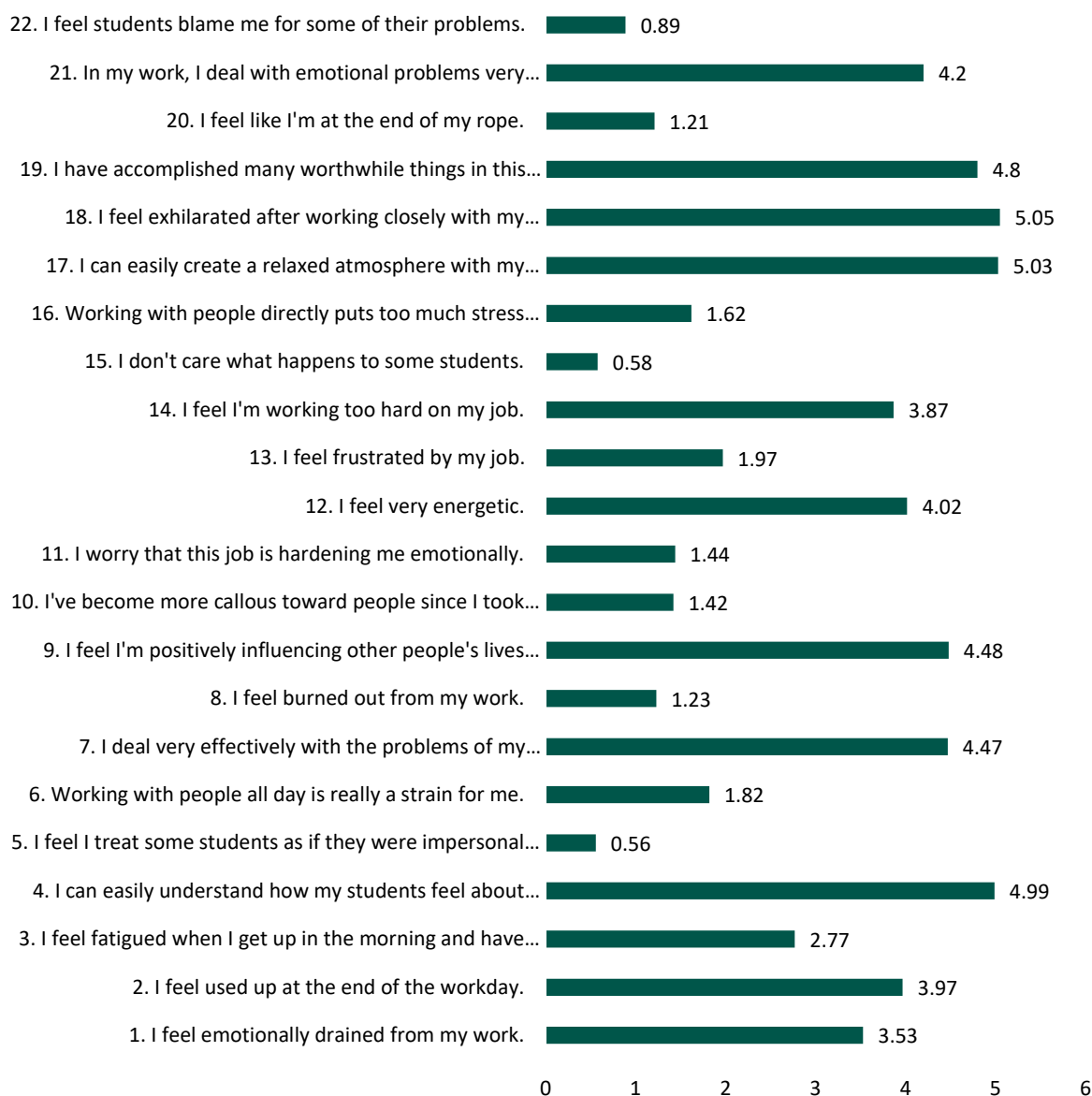
Teachers were also asked to indicate their experiences and emotions related to their work environment and interactions with students, related to the stress and burnout levels. Notably, they generally reported positive perceptions of their ability to understand students' feelings, effectively





deal with students' problems, positively influence others' lives through their work, and create a relaxed atmosphere with students. Additionally, respondents expressed a sense of accomplishment in their work and calmness in dealing with emotional problems, suggesting overall job satisfaction and confidence in their abilities. However, there were also indications of challenges and concerns, such as feelings of emotional exhaustion, fatigue, and to a less extent frustration, as well as occasional perceptions of treating students impersonally or becoming callous toward them. These findings underscore the complex interplay between positive and negative experiences within the work environment and the importance of addressing both to support the psychological state of educators and students alike.

### The Maslach Burnout Inventory (MBI)





## Conclusion

The Teacher Wellbeing and Career Observatory (TWCO), established by CARDET and the Institute of Development, aims to promote teacher wellbeing and career advancement across Europe. Through ongoing policy research, data collection, and collaboration with stakeholders, the TWCO seeks to advocate for teacher wellbeing and provide recommendations for policy and practice. Officially launched during the Final Conference of the ProW project in February 2024, the TWCO is now accepting partners to join various roles outlined in the report, and it is accessible through the website [www.twco.prowproject.eu](http://www.twco.prowproject.eu).

The Teacher Wellbeing and Career Observatory (TWCO) envisions high-quality education systems across Europe, where teachers are respected and thrive. The TWCO's objectives include promoting teacher wellbeing, advancing professional learning and career progression, establishing a Teacher Wellbeing & Career Index, conducting research and data collection, offering policy recommendations and advocacy, fostering collaboration and networking, and driving long-term systemic impact. Activities of the TWCO include holding annual meetings with stakeholders, conducting research and policy analysis, disseminating findings, organizing biennial conferences, updating education authorities and policymakers, recruiting more partners, considering collaborations beyond the EU, presenting actions at relevant conferences, and preparing reports and policy briefs with recommendations.

The Policy Research Agenda of the TWCO focuses on four key areas: teacher wellbeing, professional learning, career progression, and systemic factors influencing education. Prioritizing teacher wellbeing is emphasized, as supported educators create positive learning environments. Professional learning and career progression are vital for teachers' growth and effectiveness. Understanding systemic factors such as curricula, policies, and school leadership is crucial. The operational structure includes a Secretariat, Coordination Committee, Country Focal Points, and Policy Advisory Group, ensuring effective management, coordination, and policy guidance for the observatory's activities.

The pilot study aimed to adapt tools and frameworks tested and validated in partner countries to establish an Index for teacher well-being in Europe. The TWCO Index collects data on demographics, career progression, professional development, and wellbeing measures. It includes subjective wellbeing questionnaires, burnout assessments, and open-ended questions. Biennial reports will be generated from this data. Pilot testing included 599 teachers from Cyprus, Greece, and Romania. Teachers anticipated moderate career progression in terms of salary increases and transfers to different settings but show lower expectations for promotions within current positions. They prioritized dynamic and creative work over job transitions, indicating a preference for stability. Expectations for further qualifications and professional development opportunities were high. Satisfaction with professional development opportunities varied, with most falling within the partially satisfied to satisfied range. While teachers felt encouraged to pursue further development, there's room for improvement in addressing individual needs and interests. Barriers included heavy workloads, inconvenient timing, lack of incentives, and financial constraints.

Teachers reported high levels of purpose, engagement, accomplishment, positive emotions, and satisfaction with personal relationships and direction in life. Challenges included occasional feelings of loneliness, anxiety, and sadness, suggesting areas where support and coping strategies may be





beneficial. While teachers generally expressed satisfaction and confidence in their abilities, there were indications of emotional exhaustion, fatigue, and occasional frustration. There was also mention of challenges in maintaining personal connections with students amidst workload pressures. These findings highlight the need for a balanced approach to support educators' psychological well-being.

The TWCO aims to continue its efforts beyond the ProW project, contributing to its aims and objectives in alignment with its vision, mission, and objectives. Through collaborative efforts and sustained engagement, it seeks to bring about positive change in education systems and support the wellbeing and career progression of teachers across Europe. To fundraise effectively for the TWCO, a multifaceted approach is essential. Strategies include seeking grants from foundations and governmental programs, engaging corporate sponsorships aligned with education and CSR, utilizing crowdfunding platforms, forming academic partnerships, organizing fundraising events, and launching targeted campaigns. Tailored messaging emphasizing the importance and impact of TWCO's work is crucial to engage potential funders successfully. An open call invites organizations and individuals to join as Country Focal Points, teacher education institutions, or individual educators and researchers. Benefits include networking opportunities, access to funding, collaboration on research and capacity-building programs, opportunities for publications and presentations, involvement in policy reforms, and contributing to the improvement of the teaching profession and education quality. Country Focal Points play a vital role in shaping discussions and initiatives at the national level.



