



Teachers' HAVEN

D2.1 Collection of good practices

**Inspiring Practices
to Foster Teacher Resilience and Growth**

Developed by USAL | August 2025

PROJECT NUMBER: **101196768**



Co-funded by
the European Union

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1. Introduction

Teacher well-being has become a priority for the improvement of European education systems. Constant transformations in the school environment - marked by digitalisation, increased diversity, bureaucratic pressure and social demands - have intensified the demands on teachers, with a direct impact on their mental health, motivation and retention in the profession.

In recent years, multiple studies and initiatives have highlighted that caring for teachers' well-being is not an individual or marginal issue, but a structural factor affecting the whole education system. Healthy, motivated and supported teachers foster positive, inclusive and quality learning environments. Promoting healthy working conditions and practices that enhance teacher well-being should therefore be seen as a key educational investment.

This publication brings together a set of European good practices that address teachers' professional well-being from three key dimensions: occupational and emotional well-being, professional self-efficacy, and social and organisational support. *Occupational and emotional well-being* refers to teachers' responses to the cognitive, emotional, health and social conditions of their work (Viac & Fraser, 2020). *Professional self-efficacy* is defined as teachers' beliefs in their own capacity to plan, organize and execute teaching actions effectively (Bandura, 1997). *Social and organisational support* refers to the quality of relationships with colleagues, school leadership, families and the broader community, which act as protective factors against burnout and foster collaboration and belonging (Betoret, 2006; Collie et al., 2017).] All practices are presented in a common format, designed to facilitate their understanding, comparison and adaptation to different European educational contexts. This approach allows schools and administrations to identify viable solutions, fine-tune their implementation and scale up those interventions that demonstrate effectiveness and sustainability.

1.1 European context: challenges and urgencies around teacher well-being

A number of international reports, such as the TALIS studies (OECD, 2020) and the European Education Action Frameworks, have highlighted the high levels of teacher disaffection in many countries. Factors such as work overload, low professional autonomy, lack of recognition or isolation in the school environment have been identified as recurrent causes of professional burnout.

This scenario is aggravated by structural challenges common to many education systems: the ageing of teachers, the difficulty of attracting and retaining talent in the teaching profession, the pressure to incorporate digital technologies and the growing demands linked to inclusion and attention to diversity. In this context, there is an urgent need to foster coordinated responses that not only address the symptoms of distress, but actively promote sustainable, humane and emotionally safe school environments for teachers.

1.2 Rationale for the paper within the framework of the Teachers' HAVEN Project

This document is part of the transnational cooperation project *Teachers Haven Academy for promoting professional Versatility, inner Equilibrium and Networking (Teachers' HAVEN)*, aimed at improving teacher well-being. Its purpose is to identify, collect and systematise European good practices that strengthen teachers' personal and professional development, focusing on three key dimensions: occupational and emotional well-being, professional self-efficacy and social support. Based on the analysis carried out, we have selected relevant and potentially transferable practices that have a direct impact on professional health, the perception of competence and the quality of relationships in the school environment.

We understand teacher well-being as a multidimensional construct that integrates emotional, cognitive, physical and social experiences linked to teaching. It implies much more than the absence of discomfort or burnout: it implies feeling competent, valued and with a sense of purpose in professional performance (Viac & Fraser, 2020), and, in accordance with the model of job demands and resources (JD-R) (Demerouti et al., 2001), it implies a balance between job demands and available resources.

In short, because of its direct influence on the quality of teaching and learning processes, teacher well-being should be considered a strategic component of education systems, not a secondary or merely individual concern. In this sense, the collection of good practices aims to provide useful references to inspire new initiatives and strengthen education policies for teacher well-being in Europe.

2. Compendium of good practices

2.1 Organisation according to key dimensions of well-being

The collection of good practices is structured according to three key dimensions that have a direct impact on teacher well-being: occupational and emotional well-being, professional self-efficacy and social and organisational support. This classification allows the initiatives to be grouped according to the type of impact they promote, thus facilitating their analysis, understanding and adaptability to different educational contexts.

Occupational and emotional well-being			
Project	Country	Educational level	Outcomes highlighted
Teaching To Be	Italy	Primary and Secondary Education	Improvement of teacher wellbeing and promotion of personal and professional competences
Verrückt? Na Und!	Germany	Secondary Education	Strengthening of psychological well-being
Project AIM	Greece	Secondary Education	Community development, educational support, and stakeholder collaboration.
AISCHU	Germany	Secondary Education and High School	Emotional presence and stress reduction through mindfulness and body-oriented exercises.
GIK: Stressbewältigung Durch Achtsamkeit	Germany	Primary School	Development of a healthier and more collaborative environment
From Burnout To Balance	Spain, France and Croatia	Primary and Secondary School	Improvements in teacher training and in the relationship with the educational community
ULA	Portugal	Primary, Secondary, Higher Education and Educational Community	Consolidation of the Ubuntu teachers' network, fostering satisfaction, belonging, resilience, and expansion to 400+ centres in Portugal.
AIS	Italy	Primary Education	Improved teacher well-being, satisfaction, resilience, and relationships with students.
Pancyprian Educational Conference Of Directors Of Primary Education Schools	Cyprus	Early Childhood Education and Special Education	Reduced stress and emotional exhaustion, with increased teacher confidence, satisfaction, motivation, and institutional support.
Promoting Teachers' Well-being Through Positive Behaviour Support In Early Childhood Education	Cyprus, Romania, Greece, and Portugal	Primary Education	Reduced stress and exhaustion, with greater teacher confidence, satisfaction, and motivation.
Teacher Wellness & Coaching: Self-Care Strategies For Success	Cyprus	Primary and Secondary Education	Results not yet available, post-training evaluation not yet conducted
Promoting Teacher Well-being By Supporting Positive Practices In Education	Poland	Primary Education	Increased motivation and sense of ownership among teachers
Kierunek - Innowacja	Poland	Pre-school, Primary and Secondary Education	Enhanced national participation, visibility of teaching innovation, teacher self-efficacy, motivation, and a network of best practices.

Teacher self-efficacy			
Project	Country	Educational level	Outcomes highlighted
Projeto MAIA	Portugal	Primary and Secondary Education	The project outlines mentoring, training, capacity-building processes, and assesses its overall development and impact.
Promote Wellbeing	Slovakia, Czech Republic and Spain	Primary and Secondary Education	European Innovative Teaching Award 2024 for Secondary Education, with proven impact in participating schools.
Short Teacher Training Course On Feedback And Classroom Management	Italy	Primary Education	Enhanced teacher-student relationships and classroom self-efficacy
Department Of Teachers' In-Service tTraining	Cyprus	Primary and Secondary Education	Enhanced feedback, teacher-student relationships, and classroom self-efficacy
Kompleksowe Wsparcie Szkół - KWS	Poland	Pre-school, Primary, Secondary and others	Increased teacher self-efficacy, confidence, well-being, and collaboration.
Social and Organisational Support			
Project	Country	Educational level	Outcomes highlighted
Neil Armstrong High School Wellbeing Plan	Spain	Primary, Secondary and Baccalaureate	Second prize in the second edition of the Emotional Wellbeing in Education Awards (2024) for its socio-educational work
Emotional Wellbeing Project Of The IES Valle Del Segura	Spain	Primary, Secondary and Baccalaureate	The project demonstrates an optimal development of its objectives, showing evidence of active participation and generalised satisfaction
SEEVAL	Romania, Italy, Austria, Malta, Greece and Bulgaria	Primary and Secondary Education	Greater ESS awareness and confidence, shared SEE language, and improved interdisciplinary dialogue.
(ABOUT) Living Well in Higher Education	Portugal	Higher Education	Stronger faculty cohesion and higher mental health literacy among teaching staff
Promoting Teacher Well-being by Supporting Positive Practices in Education (2)	Poland	Primary Education	The results document provided by the partner is not accessible.
"DISCUTIAMONE INSIEME" - School Psychologist In Calabrian Schools	Italy	Primary and Secondary Education	Lower youth psychological distress and improved teacher skills in managing student vulnerabilities
Formare Le Comunità Di Pratiche Per L'Apprendimento	Italy	Primary and Secondary Education	Consolidated teaching collaboration networks and enhanced teachers' digital and methodological skills for pedagogical innovation.
Professional Learning Networks	Poland	Pre-school, Primary and Secondary Education	Strengthened professional community and trust, with increased teacher self-efficacy in inclusion, emotional support, and pedagogical problem-solving.

2.1.1. Occupational and emotional well-being

Name of the project	TEACHING TO BE
Country	Italy
Educational level	Primary and Secondary
Objective	To promote teachers' well-being through the development of emotional competences, self-care strategies, social skills and decision making, using a <i>serious game</i> as an innovative tool.
Relevance/justification	The practice is framed within the category of occupational well-being because it is specially designed to improve the emotional and professional health of teachers in their work environment. Through innovative training such as the Online Wellbeing Course, practical tools are provided to create a healthier teaching environment.
Types of activities	Online Wellbeing Course: serious game, divided into 12 playable levels over 5 months.
Outcome highlights	<ul style="list-style-type: none"> - Development of the Online Wellbeing Course (OWC) for Teachers - Improved teacher wellbeing - Promotion of personal and professional competences
Transferability	This practice is a perfectly transferable proposal to other educational contexts (material is available in accessible and translated digital format) and there is a background work regarding the transfer of results and the search for scientific evidence. Moreover, although the course was developed in Italy, it has been developed in collaboration with European partners, such as Loyola University (Spain).
JD-R	<p>Reduces demands:</p> <ul style="list-style-type: none"> - Reduces emotional exhaustion (burnout) - Decreases workload-related stress levels. <p>Increases resources:</p> <ul style="list-style-type: none"> - Promotes coping strategies to deal with stressful situations - Encourages socio-emotional well-being - Increases opportunities for interprofessional support and collaboration within the school.



Web Links and Resources	<p>- https://teachingtobe.eu/es/</p> <p>- https://teachingtobe.eu/wp-content/uploads/2024/04/Italian.-Un-percorso-verso-il-benessere.pdf</p>
Project name	"Verrückt? Na und!"
Country	Participants: Germany, Austria, Czech Republic and Slovakia. Good practice from the German context - Borghorst Municipal Grammar School in Steinfurt
Educational level	Secondary education
Objective	<ul style="list-style-type: none"> - To address, understand, recognise and manage psychological crises in the classroom - To improve active help-seeking and associated behaviour - To prevent school drop-out and promote educational success.
Relevance/justification	The practice contributes to teachers' occupational well-being by addressing a key challenge: the prevention and promotion of emotional well-being in the face of increasing mental disorders in adolescence. It falls directly on the teaching staff as it is a programme that aims to achieve the same effects on teachers, who are responsible for guiding students through the process.
Types of activities	<p>Simple tools for teachers to deal with crisis situations through:</p> <ul style="list-style-type: none"> - Conversation - Group work - Group work - Debate - Role-playing
Outcomes highlighted	Strengthening of psychological well-being
Transferability	Implemented in other countries besides Germany, such as Austria, the Czech Republic and Slovakia.
JD-R	<p>Reduces demands:</p> <ul style="list-style-type: none"> - Reduces lack of tools to cope with psychological crises.



	<ul style="list-style-type: none"> - Decreases misinformation about mental health - Avoids emotional isolation due to stigma around mental health. <p>Increases resources:</p> <ul style="list-style-type: none"> - Encourages cooperation in the school environment - Encourages emotional support among members of the school community - Increasing well-being and self-efficacy to cope with stressful situations
Web Links and Resources	<ul style="list-style-type: none"> - https://www.irrsinnig-menschlich.de/psychisch-fit-schule/ - https://www.gymnasium-borghorst.de/konzepte-%20und-projekte/soziales-lernen/verrueckt-na-%20und/

Project name	PROJECT AIM - to foster socio-emotional capacity development in primary education institutions by the activities for the whole community.
Country	Greece
Educational level	Secondary
Objective	<ul style="list-style-type: none"> - To empower teachers and families with effective tools to successfully guide children's social-emotional development. - Create guidelines for educators to provide them with the knowledge and skills necessary to support children's social-emotional development in primary education. - Develop an online platform to collect and disseminate materials among participating countries - Raise awareness among local communities and the European community about the importance of promoting socio-emotional development.
Relevance/justification	The AIM project has a direct impact on occupational well-being by promoting work-life balance and reducing stress related to the teaching load. Through resources and training in socio-emotional skills, psychological well-being is improved and the sense of professional achievement is reinforced.



Types of activities	<ul style="list-style-type: none"> - Design of procedures to support socio-emotional learning (for the educational environment in general) - Creation of a training course for teachers and families (face- to-face and online) focused on children's socio-emotional development. - Development of a mobile application for teachers and families (to facilitate social-emotional work at home and in the classroom).
Outcomes highlighted	<ul style="list-style-type: none"> - Development of social-emotional knowledge and skills in the community. - Growth of the educational context and improvement of the quality of the training offer - Involvement and cooperation with stakeholders
Transferability	The project has a high potential for transferability as it covers basic teacher welfare needs.
JD-R	<p>Reduces demands:</p> <ul style="list-style-type: none"> - Reduces emotional pressure and sense of burnout of teachers and families. - Decreases the difficulty in managing disruptive behaviour by improving socio-emotional skills. <p>Increases resources:</p> <ul style="list-style-type: none"> - Encourages the development of social-emotional competencies of teachers, students and families. - Encourages opportunities for professional collaboration and the creation of social bonds in the school environment. - Increases access to training tools and materials (such as the app and the online platform on which the project is based).
Web Links and Resources	- https://smile.emundus.it/about/

Project name	AISCHU - Achtsamkeit in der Schule and "Achtsame acht Wochen"
Country	Germany



Educational level	Secondary school and high school
Objective	The main objective of the proposal is to promote teachers' health and well-being through the development of mindfulness and emotional self-regulation skills.
Relevance/justification	The practice "Achtsame acht Wochen" (eight weeks of mindfulness) within the AISCHU project contributes directly to teacher well-being by providing tools for stress management, prevention of emotional exhaustion and conscious emotional regulation. Furthermore, it demonstrates that project- oriented, mindfulness-focused teacher training remains essential for the strengthening of a pedagogically sound curriculum framework.
Types of activities	<ul style="list-style-type: none"> - Audio-visual resources (videos, audios) are used. - Online events (distance learning) - Face-to-face sessions - Digital resources including specific initiatives such as "Achtsame acht Wochen" (eight conscious weeks) aimed exclusively at teachers' health (pg. 127) <p>https://ebooks-fachzeitingen-de.ciando.com/img/books/extract/3407295456_lp.pdf</p>
Outcomes highlighted	<ul style="list-style-type: none"> - Increased emotional presence and regulation (mindfulness) - Reduction of physical and mental stress (body-oriented exercises and mindfulness) - Strengthening of a positive school climate through mindful practices with teachers that are subsequently reflected in the well-being of students
Transferability	The AISCHU curriculum framework is potentially transferable, as it is known to have been applied in several schools in Germany, including the Elisabethenschule.
JD-R	<p>Reduces demands:</p> <ul style="list-style-type: none"> - Reduces emotional exhaustion (burnout). - Decreases workload-related stress levels. <p>Increases resources:</p> <ul style="list-style-type: none"> - Promotes psychological well-being - Boosts self-efficacy in coping with stressful situations - Increases social connectedness to the school environment and institutional support.
Web Links and Resources	<ul style="list-style-type: none"> - https://www.aischu.de - https://www.elisabethenschule.net/achtsamkeit.ht



	<ul style="list-style-type: none"> - ml#:~:text=AISCHU,zur%20Stressphysiologie)%20in%20den%20Unterricht - https://www.aischu.de/files/content/aischu/Das%20Frankfurter%20Modell.pdf - https://www.youtube.com/watch?v=rkrpZ0szyJA&t=3s
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Project name	GIK (Gesundheit, Integration und Konzentration: Stressbewältigung durch Achtsamkeit)
Country	Germany (Solingen)
Educational level	Primary school
Aim	<p>-Consciously directing attention to current sensory impressions, moment by moment (regulation of attention and presence)</p> <p>Open, kind, self-oriented and respectful attitude (emotional regulation)</p> <p>-Awareness and abstention from automatic behaviours, especially from belittling processes (cognitive regulation)</p> <p>-awareness of impulses to act and conscious choice of an appropriate response (behavioural regulation)</p>
Relevance/justification	The GIK project is relevant within the category of occupational well-being because it is oriented towards the improvement of teacher well-being from the perspective of practices that promote emotional self-regulation, such as mindfulness and yoga.
Types of activities	<p>Groups of teachers and principals participated in MBSR (Mindfulness-Based Stress Reduction) courses to strengthen their health and relationship competence.</p> <p>Meditation and yoga exercises, in silence and in movement, guided by a trainer who helped them to consciously focus their attention on the present.</p>
Outstanding results	Satisfactory results with respect to the main purposes of the project (fostering a healthier and more collaborative environment).



Transferability	<p>The practice has a high potential for transferability, in fact, it had an impact on a total of 21 public primary schools in the Solingen area, as well as on hundreds of teachers and school principals. Example of a school that implemented the GIK project:</p> <p>Städtische Grundschule Klauberg: (https://www.grundschule-klauberg.de/profil-unserer-schule/)</p>
JD-R	<p>Reduces demands:</p> <ul style="list-style-type: none"> - Reduces emotional exhaustion of teachers (burnout). - Decreases workload-related stress levels by offering self-care strategies <p>Increases resources:</p> <ul style="list-style-type: none"> - Promotes self-efficacy in stressful situations by teaching teachers how to apply mindfulness and impulse control. - Encourages emotional support with others in the school environment.
Web Links and Resources	<p>-http://www.achtsamkeit.com/gik.htm -https://www.springerprofessional.de/achtsamkeit-in-den-grundschulen-einer-ganzen-stadt-foerdern-ein-/15775944 -http://www.achtsamkeit.com/Altner2017SchatzkisteVorschau.pdf</p>

Project name	FROM BURNOUT TO BALANCE
Country	Spain, France and Croatia
Educational level	Primary and Secondary
Objective	<p>-To provide training for teachers/educators: to implement individual and group programmes that provide them with resources, tools and strategies to effectively manage stress and promote wellbeing.</p> <p>-To create impact on the wider educational community: train trainers to disseminate the knowledge gained to colleagues within their school, organisation and wider community to mitigate stress and prevent burnout.</p> <p>-To foster knowledge exchange among experts: to promote peer learning and new synergies between teachers, trainers, mental health experts and other professional organisations.</p>



Relevance/justification	The practice falls under the category of occupational well-being because it directly addresses factors that are key to teachers' quality of life. Its focus is on preventing burnout and promoting a healthy work-life balance.
Types of activities	<ul style="list-style-type: none"> - Specialised training for future trainers - Support and mentoring spaces for coaches (within this category, resources oriented to: -emotional resilience building and -positive psychology) - Transnational meetings between the project partner organisations
Outcomes highlighted	Some evidence shows how the content of the programme has been successfully integrated into teacher training and the educational community where it has been implemented. An outstanding example is the official incorporation of the programme in the teacher training curriculum of the Spanish organisation Mundus Group, where face-to-face sessions and practical activities focused on the project's objectives have been developed.
Transferability	The project has a high potential for transferability to other educational contexts, with a universal theme and adaptable resources that are publicly accessible and have verified results.
JD-R	<p>Reduces demands:</p> <ul style="list-style-type: none"> - Reduces work stress - Decreases burnout and feelings of overload <p>Increases resources:</p> <ul style="list-style-type: none"> - Promotes burnout prevention - Encourages work-life balance
Web Links and Resources	<ul style="list-style-type: none"> - https://mundusgroup.com/international-projects/burnout/train-the-trainers/ - https://mundusgroup.com/webinar-recap-empowering-teachers-fostering-motivation-and-emotional-growth-in-the-classroom/



Project Name	UBUNTU LEADERS ACADEMY (ULA)
Country	Portugal
Educational level	Primary, Secondary, Higher Education and educational community.
Objective	<ul style="list-style-type: none">- To develop socio-emotional competences (self-awareness, empathy, active listening, servant leadership, ethical responsibility).- To promote the emotional and relational well-being of teachers, strengthening their resilience, sense of purpose and capacity to create positive learning environments.- Foster dialogue and cohesion through collaboration, trust and mutual care.- To train teachers in the development of Ubuntu methodology, fostering ethical leadership.
Relevance/justification	The work responds directly to issues of teacher overload, stress and burnout by strengthening educators' emotional well-being, resilience and sense of purpose. Its methodology promotes collaborative and supportive environments, reducing burnout risk factors and increasing personal-professional balance.
Types of activities	<ul style="list-style-type: none">- Intensive training for teachers focused on the Ubuntu philosophy and methodology.- Creation of educational materials and activity guides with personal reflection, inspiring narratives and collaborative practices.- Ongoing coaching and mentoring for teachers, fostering support networks.
Outstanding results	<ul style="list-style-type: none">- Consolidation of a network of teachers trained in Ubuntu methodology with strong mutual support.- Increased professional satisfaction, sense of belonging and teacher resilience.- Development of more than 400 centres with Ubuntu methodology in Portugal and numerous trained teachers.



Transferability	<ul style="list-style-type: none"> - This work has a strong transferability capacity thanks to its basis in universal values. In fact, it has already been replicated in several countries in Europe, Africa and Latin America, adapting to different cultural and curricular contexts.
JD-R	<p>Reduces demands:</p> <ul style="list-style-type: none"> - Reduces emotional exhaustion and professional stress by providing support, tools and collaborative networks. <p>Increases resources:</p> <ul style="list-style-type: none"> - Strengthens teachers' emotional well-being, resilience, sense of purpose, community cohesion and social-emotional competencies.
Web Links and Resources	<ul style="list-style-type: none"> - Official Website of the Ubuntu Leaders Academy (IPAV) https://academialideresubuntu.org - Ubuntu Schools Program Overview (Portuguese) https://escolasubuntu.pt - Videos – _Ubuntu Methodology and Impact - <i>Ubuntu: I Am Because You Are</i> (short documentary): https://youtu.be/0HgFVVt8jEY - <i>Academia de Líderes Ubuntu – _National Event:</i> https://youtu.be/W5ik2OZ1BHQ - Publications – _Ubuntu Scientific Journal https://issuu.com/ipav/docs/ubuntu_revista_n2_digital_2 - Social Media Channels Facebook: https://www.facebook.com/academialideresubuntu <p>Instagram: https://www.instagram.com/academialideresubuntu</p>

Project name	ASSISI INTERNATIONAL SCHOOL (AIS)
Country	Italy
Educational level	Primary Education
Objective	To strengthen emotional and occupational well-being, teacher self-efficacy and the cohesion of educational communities through comprehensive training programmes, innovative pedagogical practices and sustainable strategies that promote resilience, emotional self-regulation, effective classroom management and a sense of professional purpose, in order to improve the quality of teaching and school climate.



Relevance/justification	The project focuses on directly improving teachers' emotional and occupational well-being, reducing burnout and fostering satisfaction and sense of purpose. It combines ongoing training, educational spaces designed for well-being and daily activities that integrate mindfulness, emotional awareness and personal development.
Types of activities	<ul style="list-style-type: none">- Teacher training programmes in emotional intelligence.- Use of sensory educational spaces (quiet rooms, emotional expression zones).- Coaching and mentoring focused on self-reflection, resilience and personal growth.- Teaching materials (breathing exercises, reflection diaries).
Outstanding results	The results show a marked and sustained improvement in teacher well-being and engagement. The integration of daily mindfulness practices, continuous training in emotional intelligence and the use of educational spaces designed to promote calm have increased job satisfaction, strengthened emotional engagement and significantly reduced teacher burnout. Relationships between teachers and students have become closer and more positive, generating a collaborative classroom climate with less conflict.
Transferability	This practice is a transferable proposal to other specific educational contexts. The model can be implemented through workshops, online courses or institutional partnerships. It is especially useful for schools seeking to improve the emotional climate, prevent burnout and establish sustainable professional development programmes.
JD-R	<p>Reduces demands:</p> <p>Reduces emotional exhaustion, stress and teacher absenteeism.</p> <p>Increases resources:</p> <p>Strengthens resilience, emotional self-regulation, professional satisfaction, community cohesion and teaching quality.</p>
Web Links and Resources	https://assisinternationalschool.org/



Project name	PANCYPRIAN EDUCATIONAL CONFERENCE OF DIRECTORS OF PRIMARY EDUCATION SCHOOLS "POSITIVE LEADERSHIP, WELL-BEING, HAPPY AND CREATIVE SCHOOL".
Country	Cyprus
Educational level	Early Childhood Education and Special Education
Objective	To promote, through positive leadership and the integration of Positive Psychology, the creation of emotionally safe, motivating and collaborative school environments that favour the well-being and professional satisfaction of teachers, promoting systemic and sustainable changes that strengthen school culture and educational quality.
Relevance/justification	The main focus of the project is on improving emotional health, professional satisfaction and school climate, directly addressing the well-being of teachers and their working environment. It seeks to create emotionally safe, motivating and supportive environments through positive leadership.
Types of activities	Development of training meetings for school leaders combining specialised conferences on positive leadership and teacher well-being, distribution of support materials based on Positive Psychology, spaces for collaboration and exchange of experiences among peers and the provision of practical resources for their continuous implementation in schools.
Outstanding results	Reduced emotional exhaustion and stress, increased teacher confidence to manage complex behaviours and ultimately increased teacher job satisfaction and motivation, as well as greater perceived support from the institutional system.
Transferability	This practice is a perfectly transferable proposal to other educational contexts as it focuses on universal principles - positive leadership, teacher well-being, emotional safety and collaborative school culture - that do not depend on a specific educational context. Moreover, the methodology combines theoretical training, practical tools and collaborative reflection, which facilitates its adaptation to different educational environments and levels.



JD-R	<p>Reduces demands:</p> <p>Reduces the impact of stress and emotional demands on teachers by creating safer and more supportive environments.</p> <p>Increases resources:</p> <p>Boosts emotional well-being, motivation, professional recognition and collaboration among school leaders.</p>
Web Links and Resources	https://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=3922&Itemid=124&lang=en

Project Name	PROMOTING TEACHERS' WELL-BEING THROUGH POSITIVE BEHAVIOUR SUPPORT IN EARLY CHILDHOOD EDUCATION (ProW)
Country	Cyprus, Romania, Greece, and Portugal
Educational level	Primary Education
Objective	<ul style="list-style-type: none"> - To improve teachers' motivation, well-being, job satisfaction and self-efficacy, reducing emotional exhaustion. - To strengthen the capacity of public authorities and early childhood education centres to support and empower teachers. - To increase knowledge about the effectiveness of Positive Psychology and School-Wide Positive Behavioural Support (SWPBS) in teachers' professional development and careers. - Establish the European Observatory on Teacher Welfare and Careers for research and policy development.
Relevance/justification	The core of the project focuses on reducing emotional exhaustion and teacher stress, promoting psychological well-being, and strengthening professional resilience in early childhood teachers.
Types of activities	<ul style="list-style-type: none"> - Training programmes in Positive Psychology and burnout prevention. - Creation and distribution of didactic resources for psychological well-being and emotional regulation. - Implementation of routines and clear expectations in the classroom to reinforce pro-social behaviour.



	<ul style="list-style-type: none"> - Teacher support groups and joint reflection sessions. - Ongoing evaluation and feedback to adjust interventions.
Outstanding results	Reduced emotional exhaustion and stress, as well as increased teacher confidence to manage complex behaviours, ultimately leading to increased job satisfaction and teacher motivation and greater perceived support from the institutional system.
Transferability	This practice is a perfectly transferable proposal to other educational contexts. Although it was designed for the Pre-school educational level, the strategies implemented can be adaptable to primary and secondary levels with adaptations corresponding to the context and the characteristics of the teaching staff.
JD-R	<p>Reduces demands:</p> <p>Reduces emotional exhaustion and stress levels; improves management of disruptive behaviour, reducing negative emotional load.</p> <p>Increases resources:</p> <p>Increases institutional support and emotional well-being, as well as self-efficacy in stressful situations.</p>
Web Links and Resources	https://prowproject.eu/

Project Name	TEACHER WELLNESS & COACHING: SELF- CARE STRATEGIES FOR SUCCESS (ERASMUS+ KA1 training opportunities- OID: E10221593)
Country	Cyprus (Nicosia and Paphos)
Educational level	Primary and secondary education



Objective	<ul style="list-style-type: none">- Supporting the creation of environments conducive to the physical and mental well-being of teaching staff.- Stress management and <i>burnout</i> prevention.- Strengthening self-care and emotional regulation.- Increasing motivation and professional fulfilment.- Improving communication and cooperation between colleagues in the school.- Development of basic coaching skills.
Relevance/justification	<p>This good practice aligns with the main indicators of the teacher occupational well-being dimension by focusing on stress management and burnout prevention, improving teachers' occupational health and reducing risks of emotional burnout by reinforcing personal (coaching and self-care skills) and professional resources to maintain motivation and work- life balance.</p>
Types of activities	<ul style="list-style-type: none">- Introductory dynamics: icebreakers, exposition of individual expectations, introduction to well-being in education.- Theoretical and practical training: workshops on stress, burnout, emotional management and motivation.- Collaborative work: communication and conflict resolution exercises in order to improve cooperation between colleagues.- Coaching training: active listening, feedback, effective questioning and peer practice.- Flexibility and inclusion: activities to foster adaptability and inclusive learning environments.- Final tasks: follow-up discussions, individual consultations, implementation guidance, mentoring.
Outstanding results	<p>Results not yet available, post-training evaluation not yet conducted.</p>
Transferability	<p>Not yet implemented in other settings, but easily adaptable to other educational contexts, as the wellbeing, coaching and self-care strategies can be implemented in different types of schools, educational levels and countries.</p>
JD-R	<p>Reduces demands:</p> <ul style="list-style-type: none">- Reduces stress and the risk of burnout.- Offers strategies for work-life balance.- Improves emotional management in the face of work overload. <p>Increases resources:</p> <ul style="list-style-type: none">- Develops self-care skills and resilience.- Enhances social resources (peer support, mentoring networks).



	<ul style="list-style-type: none"> - Provides coaching tools applicable to students and co-workers.
Web Links and Resources	https://emcservicesweb.com/training-courses/#:~:text=Daily%20Program,colleagues%20and%20etc%2C%20seeking%20mentor

Project name	PROMOTING TEACHER WELL-BEING BY SUPPORTING POSITIVE PRACTICES IN EDUCATION
Country	Poland (Lublin)
Educational level	Primary education
Objective	<ul style="list-style-type: none"> - To strengthen teaching autonomy and its recognition at school. - To motivate teachers through favourable working conditions. - To promote psychological well-being through belonging and support. - To make teaching more attractive and increase perceived effectiveness. - To build a school culture based on respect and cooperation. - To generate knowledge about factors influencing teacher well-being.
Relevance/justification	<p>The practice is relevant to the dimension of occupational well-being, as it focuses on strengthening teacher autonomy and professional recognition, which improves job satisfaction, motivation and protects against burnout. By providing space for creativity and self-expression (projects, own initiatives), occupational well-being is promoted.</p>
Types of activities	<ul style="list-style-type: none"> - Encouragement of teaching autonomy and decision-making with the support of the management. - Development of own and interdisciplinary projects (nature education, cultural activities, trips, school events). - Creation of original teaching programmes designed by the teaching staff. - Promotion of an environment that values initiative and creativity as a driver of well-being.



Outstanding results	<ul style="list-style-type: none"> - Although the detailed analysis of the results has not yet been completed, initial indications show increased motivation and sense of ownership among teachers. Autonomy and trust in teachers are highlighted as a protective factor against burnout. However, internal resources and areas for further support have been identified, although there is potential to create a monitoring system for teachers' psychosocial well-being and to share good practices between schools.
Transferability	Can be adapted to other schools if organisational and cultural conditions are adjusted. Particularly replicable in schools seeking to increase teacher autonomy and creativity as a wellbeing strategy.
JD-R	<p>Reduces demands:</p> <ul style="list-style-type: none"> - Reduces pressure through increased autonomy and leadership confidence. - Prevents burnout by generating an environment that values initiative and creativity. <p>Increases resources:</p> <ul style="list-style-type: none"> - Reinforces motivation and job satisfaction. - Increases sense of achievement and belonging. - Provides space for innovation and teacher self-expression.
Web Links and Resources	<ul style="list-style-type: none"> - Non-public Psychological and Pedagogical Counseling Center SKRZYDŁA: Niepubliczna Poradnia Psychologiczno-Pedagogiczna Skrzydła - - An online platform featuring a broad selection of internationally accredited training programs for teachers: Witaj! - Goka szkolenia, kursy, warsztaty - ADHD Forum 2025 Home - ADHD Forum https://youtu.be/xQtrXjNeeSw - Accredited Teacher Education Center - Ewa Radanowicz Sensor – Niepubliczny Ośrodek Doskonalenia Nauczycieli

Project name	DIRECTION - INNOVATION (KIERUNEK - INNOWACJA) - ANNUAL TEACHING INNOVATION COMPETITION
Country	Poland (implemented at national level)
Educational level	Pre-school, primary and secondary education



Objective	The primary objective of this project is to promote, through the organisation of a national competition organised by the Polish Ministry of Education, pedagogical innovation at all levels of education. In this way, it aims to recognise and give visibility to the creative work of teachers, disseminating inspiring and scalable practices in the education system and thus increasing the motivation of teaching staff towards more creative and technological approaches.
Relevance/justification	While this good practice also enhances teaching self-efficacy and fosters some collaboration, its core is in occupational well-being, because the added value of the competition is to give visibility, recognition and motivation to the teaching team, strengthening their sense of purpose and commitment to teaching.
Types of activities	<ul style="list-style-type: none"> - Development of innovative projects with the support of the ZPE platform. - Digital presentation (multimedia, videos, presentations) at regional level. - Evaluation in two phases (regional and national). - Public recognition and awards to winning teachers. - Dissemination of outstanding practices on official MEN channels.
Outstanding results	<ul style="list-style-type: none"> - Increased national participation and annual continuity of the competition. Increased visibility and validation of teaching innovation, including international recognition. Reinforcement of self-efficacy in pedagogical planning and ICT use. Increased sense of purpose, motivation and teacher commitment thanks to institutional recognition. Generation of a network of good practices at national level. Improved teacher perception of the support they receive from the education system as a whole.
Transferability	<ul style="list-style-type: none"> - This type of competition is highly adaptable to different educational levels and contexts in other countries, including early childhood, primary, secondary, vocational, higher, inclusive and non-formal education. Its flexible format allows for highlighting innovation in both classroom teaching and organisational, leadership and professional development practices.
JD-R	<p>Reduces demands:</p> <ul style="list-style-type: none"> - It provides a formal framework that validates teaching innovation and prevents it from becoming isolated. - Decreases the perception of invisibility or lack of institutional support. <p>Increases resources:</p> <ul style="list-style-type: none"> - Provides feedback, recognition and national visibility. - Facilitates access to good practices of other teachers.



	- Stimulates collaboration and professional exchange between regions within a country.
Web Links and Resources	Official competition pages (e.g. 2024 and 2025 editions on gov.pl): https://www.gov.pl/web/edukacja/konkurs-dla-nauczycieli-przedszkoli-szkol-podstawowych-i-ponadpodstawowych-kierunek--innowacja-2025

2.1.1. Teacher self-efficacy

Name of the project:	PROJETO MAIA: MONITORIZAÇÃO, ACOMPANHAMENTO E INVESTIGAÇÃO EM AVALIAÇÃO PEDAGÓGICA
Country	Portugal
Educational level	Primary and secondary
Objective	The main objective of the project is to improve the pedagogical assessment practices of in-service teachers in order to promote a more formative, coherent and learning-centred assessment.
Relevance/justification	The MAIA Project fosters teachers' self-efficacy by enabling them to plan, implement and reflect on their own assessment practice, which collaterally influences the learning process of students.
Types of activities	<ul style="list-style-type: none"> - Folha # Avaliação Formativa - Folha # Avaliação Summativa - Sheet # Evaluation Criteria - Folha # Feedback - Folha # Avaliação Formativa Digital - Sheet # Diversification of Information Collection Processes (Fundamentals) - Sheet # Diversification of Information Gathering Processes (Two Examples) - Folha # Student Participation in Assessment Processes - Sheet # Evaluation Rubrics - Folha # Pedagogical Assessment, Grading and Grades: Contemporary Perspectives - For a Foundation and Improvement of Pedagogical Assessment Practices - Texto de Apoio - Práticas de avaliação formativa em contextos de aprendizagem e ensino a distância



	<ul style="list-style-type: none"> - Supporting Text - Evaluation Criteria - Supporting Text - For the conception and elaboration of the MAIA Project Intervention Project
Outstanding results	The project provides a detailed overview of the accompaniment and mentoring processes, as well as the dynamics of training and capacity building, and provides an overall assessment of the development and impact of the project.
Transferability	This practice is transferable because it is an initiative with a network of partner centres, among which are: AE PINHEIRO; AE PENAFIEL SUDESTE; AE PAÇO DE SOUSA; AE D. ANTÓNIO FERREIRA GOMES; AE JOAQUIM ARAÚJO; ES PENAFIEL; AE SOBREIRA; AE CRISTELO; AE LORDELO; AE DE PAREDES; ES PAREDES; AE DANIEL FARIA; AE EIRIZ, etc.
JD-R	<p>Reduce demands:</p> <ul style="list-style-type: none"> - Reduces the administrative burden of teaching work around assessment by providing more structured conceptual frameworks. - Reduces pressure to apply traditional assessment models that focus exclusively on quantitative and/or numerical results. <p>Increases resources:</p> <ul style="list-style-type: none"> - Encourages teacher autonomy through tools for designing and implementing more formative evaluative practices. - Encourages continuous professional development. - Increases teachers' evaluative competence in the implementation of clear assessment criteria and effective feedback.
Web Links and Resources	<ul style="list-style-type: none"> - https://afc.dge.mec.pt/sites/default/files/2022-01/Relatorio_MAIA_WEB_2021.pdf - https://afc.dge.mec.pt/projeto-maia-introducao

Project name	PROMOTE WELLBEING
Country	Partners from three European countries: Slovakia, Czech Republic and Spain
Educational level	Primary and secondary



Objective	<ul style="list-style-type: none"> - To train forty teachers and non-teaching staff in basic education in the application of preventive and interventionist approaches to learned helplessness, thus ensuring continuous professional development and competence improvement. - To ensure open access to innovative educational programmes and resources for primary schools across Europe.
Relevance/justification	<ul style="list-style-type: none"> - The practice strengthens self-efficacy by providing teacher training to effectively manage difficult emotional situations such as learned helplessness in the school environment. This confidence in their skills and knowledge has a positive impact on pupils' well-being and performance.
Types of activities	<ul style="list-style-type: none"> - Mobile application to promote wellbeing in schools. Designed for students, teachers and management teams, it is a tool that offers interactive activities on self-esteem, health and personal development, as well as gamified curricular content.
Outstanding results	<p>Several significant experiences have been documented:</p> <ul style="list-style-type: none"> - European Innovative Teaching Award 2024 in the category of Secondary Education, awarded in the framework of the Erasmus+ programme. - Evidence developed in participating schools, demonstrating the real and effective implementation of its objectives in the school environment (https://gkmke.sk/wellbeing-day/).
Transferability	<p>Applicable both within and outside the European Union. Its inclusive design and the use of digital tools facilitate its adaptation to different educational contexts beyond the classroom, promoting connection with other areas of people's personal and community life.</p>
JD-R	<p>Reduces demands:</p> <ul style="list-style-type: none"> - Reduces the emotional burden faced by teachers and students. - Decreases bad habits that hinder a healthy life for both students and teachers. <p>Increases resources:</p> <ul style="list-style-type: none"> - Promotes coping skills and emotional wellbeing - Encourages good use of digital tools to improve health and resilience.
Web Links and Resources	<ul style="list-style-type: none"> - https://www.ilabour.eu/news/promote-wellbeing-project-wins-european-innovative-teaching-award-for-2024/?utm_source=chatgpt.com - https://www.ilabour.eu/projects/142/ - https://wellbeing.ilabour.eu - https://www.ilabour.eu/news/introducing-the-prowell-



[school-app/](#)

Project name	SHORT TEACHER TRAINING COURSE ON FEEDBACK AND CLASSROOM MANAGEMENT
Country	Italy
Educational level	Primary education
Objective	To improve teacher self-efficacy in classroom management and the provision of constructive feedback through effective strategies that facilitate the management of disruptive behaviour and the promotion of positive classroom climates.
Relevance/justification	The project focuses specifically on building teachers' confidence in managing behaviour, motivating students and applying effective feedback techniques. The practical, evidence-based design aims to enable teachers to perceive and demonstrate an improvement in their ability to cope successfully with the demands of the classroom.
Types of activities	<ul style="list-style-type: none"> - Workshops on classroom management and feedback. - Simulations and role-play of real situations. - Teaching materials (checklists, observation templates and self-assessment tools). - Pre- and post-training questionnaires to measure changes in self-efficacy and confidence. - Reflection meetings aimed at adjusting and improving the learning developed.
Outstanding results	<ul style="list-style-type: none"> - Improvement in the quality of feedback and in the teacher-student relationship. - Increased job satisfaction and sense of professional achievement. - Statistically significant increase in self-efficacy scores in classroom management and student engagement.
Transferability	This practice is a perfectly transferable proposal to other educational and cultural contexts, as it has customisable materials and activities that can be replicated in other professional self-efficacy and promotion programmes.



JD-R	<p>Reduces demands:</p> <ul style="list-style-type: none"> - Reduces classroom control stress and insecurity in the face of disruptive behaviour. <p>Increases resources:</p> <ul style="list-style-type: none"> - Builds teacher confidence and improves the quality of teaching.
Web Links and Resources	<ul style="list-style-type: none"> - "The Effect of a Short Course on a Group of Italian Primary School Teachers' Rates of Praise and Their Pupils' OnTask Behaviour" – MDPI, <i>Education Sciences</i> (2022, open access): Study describing the 2hour training program, outcomes including increased teacher praise rates, boosted selfefficacy, and improved student ontask behavior - ResearchGate version of the same article, with abstract and key findings available: "The Effect of a Short Course on a Group of Italian Primary School Teachers' Rates of Praise..." . - Teacher Self-Efficacy Scale sub-scales overview: explanation of "Efficacy for Classroom Management" and "Efficacy for Instructional Strategies" used in related Italian samples

Project name	DEPARTMENT OF TEACHERS' IN-SERVICE TRAINING (CYPRUS PEDAGOGICAL INSTITUTE - MINISTRY OF EDUCATION, SPORT AND YOUTH)
Country	Cyprus
Educational level	Primary and secondary education
Objective	To strengthen and support school groups through continuous training and professional development of teachers and educational managers, responding to their training needs and the priorities of the Ministry of Education in order to improve their performance and personal and professional development.
Relevance/justification	The programme focuses on providing teachers with in-service training, updated competencies and support so that they feel capable and confident in their teaching practice. By strengthening their professional and pedagogical skills, it improves the perception of teaching effectiveness, classroom management and the implementation of educational innovations.



Types of activities	Organisation of compulsory and optional training programmes (recurrent courses, induction programmes, thematic seminars, conferences and specific programmes for different school contexts), aimed at teachers of all levels and school leaders, including the use of new technologies and programmes adapted to the specific needs of each school.
Outstanding results	<ul style="list-style-type: none"> - Improvement in the quality of feedback and in the teacher-pupil relationship. - Increased job satisfaction and sense of professional achievement. - Statistically significant increase in classroom management self-efficacy scores and student engagement.
Transferability	The model is adaptable to other educational contexts as it is based on continuous training, professional updating and teacher training, which are common to all educational systems.
JD-R	<p>Reduces demands:</p> <p>Reduces professional insecurity and the lack of training updates that generate overload and stress for teachers.</p> <p>Increases resources:</p> <p>Improves teacher self-efficacy by providing specialised training, induction programmes, use of new technologies, and updating on pedagogical trends.</p>
Web Links and Resources	https://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=50&Itemid=268&lang=en

Project name:	COMPREHENSIVE SCHOOL SUPPORT (KOMPLEKSOWE WSPOMAGANIE SZKÓŁ - KWS)
Country	Poland (implemented at national level)
Educational level	Pre-school, Primary, Secondary and other educational institutions



Objective	<p>The main objectives of the KWS programme are: to increase teachers' confidence in their ability to plan, manage and implement effective pedagogical strategies; to strengthen school leadership capacity; to support the implementation of inclusive, innovative and learner-centred practices; and to promote collaboration and peer learning in order to strengthen the collective self-efficacy of the teaching team.</p>
Relevance/justification	<p>This practice can be most relevantly classified in the category of self-efficacy, as it combines practical training, mentoring and continuous monitoring, enabling teachers to implement new pedagogical strategies with confidence. Active participation in the selection of priority areas, SORE mentoring and professional networking reinforce their perceived capacity to manage the classroom, implement inclusive practices and address educational challenges, thus increasing their confidence and professional resilience.</p>
Types of activities	<ul style="list-style-type: none">- Diagnosis of needs and co-creation of the Annual Support Plan (RPW) with management and teachers.- Personalised workshops and trainings, consultations, classroom supervision and provision of didactic materials.- Practical implementation through ongoing coaching, strategy follow-up and mentoring of school leaders.- Evaluation of results and closing meetings to plan future improvements.- Participation in professional inter-school networks to exchange experiences and develop resources.- Support in digital platforms and educational tools for diagnosis, monitoring and evaluation.
Outstanding results	<p>For teachers: increased self-efficacy, pedagogical confidence, well-being, resilience and collaboration.</p> <p>For schools: strengthened teamwork, reusable local resources and integration of digital tools.</p> <p>School leadership: improved management of teacher development and strategic planning.</p> <p>In some cases, increased student engagement and improved academic outcomes.</p>
Transferability	<p>Highly transferable thanks to its diagnostic and flexible approach. Can be adapted to different educational contexts with institutional support and trained professionals.</p>



JD-R	<p>Reduces demands:</p> <ul style="list-style-type: none"> - Reduces the burden and fragmentation of teacher training. - Offers continuous accompaniment to avoid feelings of isolation. - Supports conflict management, diversity and work pressure. <p>Increases resources:</p> <ul style="list-style-type: none"> - Promotes a safe and emotionally responsible school climate for teachers, students and families. - Encourages the active participation of teachers in actions that promote their involvement in emotional development processes. - Increases institutional support, professional collaboration and the perception of support from management, peers and families.
Web Links and Resources	<ul style="list-style-type: none"> - General Info: https://www.lscdn.pl/pl/aktualnosci/12014 - Training Topics and Resources: https://www.lscdn.pl/pl/trainings - Good practices from KWS: https://ore.edu.pl/wp-content/uploads/phocadownload/EFS/Dobre_praktyki_kom_p_leksowego_wspomagania_szkol.pdf

2.1.2. Social and Organisational Support

Name of the project:	NEIL ARMSTRONG HIGH SCHOOL WELLBEING PLAN
Country	Spain (Madrid, Valdemoro)
Educational level	Primary, secondary and baccalaureate
Objective	The objective of this programme can be inferred directly, as it is implicit in its message: it seeks to promote the mental health of the entire educational community (including teachers) by providing emotional management tools.



Relevance/justification	<p>The practice of the IES Neil Armstrong Wellbeing Plan fits primarily into the category of Social Support because it promotes the active participation of an entire educational community (including the school's teaching staff) through direct forms of emotional, organisational and peer support with a view to creating an emotionally safe and collaborative school environment.</p>
Types of activities	<ul style="list-style-type: none">- Theoretical and practical sessions- Experiential learning through presentations and activities- Play strategies- Group work- Active participation of teachers- Sharing experiences and reflections
Outstanding results	<p>The result of the project has been very satisfactory, receiving second prize in the second edition of the Emotional Wellbeing in Education Awards (2024) for its socio-educational work.</p>
Transferability	<p>The improvement of teacher well-being through different internal collaboration strategies (with other teachers, families and students) is perfectly transferable to other social and educational contexts, i.e.: workshops, emotional training, spaces for reflection and recognition, etc.</p>
JD-R	<p>Reduces demands:</p> <ul style="list-style-type: none">- It reduces the emotional overload of teachers by sharing the responsibility for the well-being of students with the whole educational community.- Reduces professional isolation thanks to collaborative work that focuses on the integral accompaniment of the person. <p>Increases resources:</p> <ul style="list-style-type: none">- Promotes a safe and emotionally responsible school climate for teachers, students and families.- Encourages the active participation of teachers in actions that promote their involvement in emotional development processes.- Increases institutional support, professional collaboration and the perception of support from management, peers and families.
Web Links and Resources	<p>https://www.educa2.madrid.org/web/centro.ies.neil_armstrong.valdemoro/programas-y-proyectos</p>



Name of the project	EMOTIONAL WELLBEING PROJECT OF THE IES VALLE DEL SEGURA
Country	Spain (Murcia)
Educational level	Primary, Secondary and Baccalaureate
Objective	Although not explicitly stated, the central objective of the project has been to strengthen and improve the emotional well-being of all members of the educational community, including teachers.
Relevance/justification	IES Valle del Segura has developed in its comprehensive emotional well-being plan lines of work that have a direct bearing on teachers' well-being. One of these good practices in particular is student-led, which makes it an innovative practice of social support that strengthens interpersonal bonds, encourages active listening and fosters a climate of trust and mutual respect within the educational community.
Types of activities	As part of the Teachers' Emotional Wellbeing Plan, IES Valle del Segura promotes a podcast that comments on emotional recognition, closeness and empathy towards the teaching staff, entitled "Desnudando al cuerpo docente del centro" (Stripping the teaching staff of the centre), led by first-year Baccalaureate students.
Outstanding results	The project demonstrates an optimal development of its objectives, showing evidence of active participation and generalised satisfaction. http://iesvalledelsegura.es/?p=9660
Transferability	This project has a high potential for transferability because it responds to common needs: teaching stress, emotional overload and also contributes to the improvement of the school climate and coexistence in general.
JD-R	<p>Reduces demands:</p> <ul style="list-style-type: none"> - Reduces emotional overload derived from isolation or lack of recognition. <p>Increases resources:</p> <ul style="list-style-type: none"> - Promotes empathy and mutual understanding in the educational community. - Encourages social support among peers - Increases validation of teachers' experiences.



Web Links and Resources	<ul style="list-style-type: none"> - http://iesvalledelsegura.es/?p=9035 - http://iesvalledelsegura.es/?p=9660
Project name	SEEVAL - SOCIAL AND EMOTIONAL EDUCATION: BUILDING INCLUSIVE SCHOOLS AND OWNERSHIP OF VALUES
Country	Romania, Italy, Austria, Malta, Greece and Bulgaria.
Educational level	Primary and Secondary Education
Objective	<ul style="list-style-type: none"> - To strengthen teachers' self-efficacy and emotional readiness to implement Social and Emotional Education (SEE). - Promote a whole school approach to inclusive education based on values: empathy, respect, responsibility, collaboration and growth mindset. - Improve teachers' psychological well-being and foster positive classroom climates. - Promote institutional cooperation between teachers, principals, psychologists and support staff. - To analyse barriers and conditions for the implementation of ESS in the national context.
Relevance/justification	<ul style="list-style-type: none"> - Although the SEEVAL project also focuses on psychological well-being and self-efficacy to implement inclusive practices, its core revolves around the creation of an institutional and collaborative framework that facilitates school-wide Social and Emotional Education (SEE) through the creation of institutional structures and professional collaboration networks. The development of the Toolkit, training of trainers, piloting activities and fostering cooperation between teachers, managers, psychologists and support staff are clearly aligned with strengthening organisational support and opportunities for professional collaboration.
Types of activities	<ul style="list-style-type: none"> - Creation of the SEEVAL Toolkit (teaching guide, value-based activity cards, assessment tools). - Training of 31 trainers for national implementation. - Pilot training programmes for teachers and school staff. - Reflection and mentoring groups to share experiences. - Analysis of needs and barriers through surveys, interviews and focus groups.



Outcomes highlighted	<ul style="list-style-type: none">- Increased awareness of ESS and its principles.- Increased confidence and readiness to implement prosocial values-based educational practices.- Creation of a common language on SEE in educational teams.- Enhanced dialogue between teachers, psychologists and other social action and educational professionals.
Transferability	<ul style="list-style-type: none">- This practice is a highly transferable proposal to other educational contexts. In this sense, the Toolkit reflected in the project is open access, multilingual and adaptable to different national, regional or local contexts. Moreover, it has already been implemented in different countries with diverse educational systems, which demonstrates its flexibility and applicability in environments without formal ESD policies.
JD-R	<p>Reduces demands:</p> <ul style="list-style-type: none">- It eliminates the lack of materials and applicable methodologies for teaching ESD, avoiding improvisation.- Reduces the feeling of teacher isolation by promoting networking. <p>Increases resources:</p> <ul style="list-style-type: none">- Strengthens organisational support with structured and accessible resources.- Promotes professional collaboration between all educational actors.- Promotes an inclusive institutional culture based on shared values.
Web Links and Resources	<ul style="list-style-type: none">- https://seeval-project.eu/wp-content/uploads/2021/05/NESET_AR3_2020_FULL_WITH_IDENTIFIERS.pdf?utm_source=chatgpt.com- https://seeval-project.eu/mt/download/current-situation-analysis-report-romania-3/- https://www.facebook.com/seeval.project/



Name of the project	(ABOUT) VIVER BEM NO ENSINO SUPERIOR / (ABOUT) LIVING WELL IN HIGHER EDUCATION
Country	Portugal
Educational level	Higher education
Objective	<ul style="list-style-type: none">- Improve the mental health and well-being of university faculty and staff.- Facilitate access to psychological and emotional support services for teachers.- Reduce work-related stress through wellness programmes and physical activities.- Strengthen cohesion and collaboration among faculty and coordination teams.- Increase mental health literacy of academic staff.
Relevance/justification	The project creates an institutional support network for the entire university community, combining psychological support services, awareness-raising actions, cohesion activities and wellbeing programmes. These initiatives involve management, colleagues and the whole organisation in a collaborative and emotionally supportive environment, which clearly fits into the social and organisational support dimension.
Types of activities	<ul style="list-style-type: none">- Itinerant psychology service with presence on all campuses.- Weekly occupational fitness programme for faculty and staff.- Annual conference on mental health with faculty participation.- "Ubuntu Weeks" to promote cohesion and socio- emotional skills.- Team building activities for course coordinators.- Annual wellness and mental health action plan for faculty and staff.
Outstanding results	The aim is to achieve improved connection and cohesion among faculty members and to increase the level of mental health literacy of teaching staff in Higher Education.



Transferability	This practice has a high degree of transferability, as the actions proposed can be replicated in other universities and higher education centres, adapting the activities to the characteristics of the academic staff.
JD-R	<p>Reduces demands:</p> <ul style="list-style-type: none"> - Reduces emotional burden and work stress through access to psychological support and physical activities. - Reduces professional isolation through events and meeting spaces. <p>Increases resources:</p> <ul style="list-style-type: none"> - Reinforces institutional support with ongoing plans and services. - Strengthens teacher collaboration and cohesion through group activities. - Develops mental health competencies through specialised training and conferences.
Web Links and Resources	<ul style="list-style-type: none"> - Mental Health Conference: https://www.youtube.com/watch?v=CaRq8TC9Lz0&t=50s - Team building: https://www.ipsantarem.pt/ii-edicao-de-team-building-para-coordenadores-e-subcoordenadores-de-curso-no-politecnico-de-santarem/ - https://www.ipsantarem.pt/politecnico-de-santarem-promove-3a-edicao-de-team-building/ - Ubuntu weeks: https://www.ipsantarem.pt/iv-semana-ubuntu-marca-o-instituto-politecnico-de-santarem-com-uma-experiencia-transformadora/

Project name	PROMOTING TEACHER WELL-BEING BY SUPPORTING POSITIVE PRACTICES IN EDUCATION (2)
Country	Poland (Lublin)
Educational level	Primary education



Objective	<ul style="list-style-type: none">- To strengthen the position of teaching staff through autonomy and collaboration.- To increase motivation and commitment at work.- To ensure psychological well-being through support and a sense of belonging.- To foster a culture of respect and cooperation throughout the school community.- To promote professional development and personal effectiveness.
Relevance/justification	<p>While the objectives of this proposal address teacher well-being and autonomy, the focus and activities of this practice are centred on Social Support, as they seek to strengthen the support network among teachers through team collaboration, peer observation, exchange of experiences and access to specialists (psychologists, pedagogues, special educators). These activities promote a sense of belonging, recognition and mutual support, which are explicit objectives of the programme. Moreover, by ensuring spaces for cooperation, autonomy and creativity, teachers feel more support in their daily work, which translates into prevention of stress and burnout.</p>
Types of activities	<ul style="list-style-type: none">- Teaching collaboration in thematic teams of related subjects and projects, so that teaching resources are collectively collected and ideas and materials are shared.- Peer observation and mutual learning.- Access to support from the educational psychology team and collaboration between teachers and psychologists, educationalists and special education specialists.- Creation of a safe and trusting environment.- Promotion of autonomy and creativity in teaching work.
Outcomes highlighted	<ul style="list-style-type: none">- The results document is not accessible.
Transferability	<p>The practice can be adapted to other educational contexts by adjusting the support teams and the organisational structure of the institution.</p>



JD-R	<p>Reduces demands:</p> <ul style="list-style-type: none"> - Reduces individual burden through teamwork and joint problem solving. - Reduces the pressure associated with teacher preparation and planning through the sharing of resources and common criteria. - Minimises professional isolation by providing spaces for support and consultation with specialists. <p>Increases resources:</p> <ul style="list-style-type: none"> - Strengthens social support (among peers and with specialists). - Develops collaborative and communication skills. - Generates a safe climate of trust and belonging. - Promotes autonomy, creativity and intrinsic motivation of teachers.
Web Links and Resources	<ul style="list-style-type: none"> - Non-public Psychological and Pedagogical Counseling Center SKRZYDŁA: Niepubliczna Poradnia Psychologiczno-Pedagogiczna Skrzydła <p>=</p> <p>An online platform featuring a broad selection of internationally accredited training programs</p>

Name of the project	"DISCUTIAMONE INSIEME" - SCHOOL PSYCHOLOGIST IN CALABRIAN SCHOOLS
Country	Italy (Calabria)
Educational level	Primary and Secondary
Objective	<ul style="list-style-type: none"> - To promote the psychological well-being of pupils and, by extension, of the whole educational community. - Early identification and support of difficulties. - To support teachers and families in the management of pupils' well-being. - Create an inclusive and safe school climate. - To develop a replicable model of school psychosocial support.



Relevance/justification	<p>This project is mainly framed within the Social Support dimension, as it focuses its action on the creation of a stable support network within the school through the figure of the school psychologist, who works with students, teachers and families. Teachers benefit from a more collaborative environment in which they have specialised professional support to manage situations of vulnerability, which reduces their isolation and emotional overload. The activities proposed by this practice in terms of training and support for teachers increase teachers' competences in dealing with students' emotional and behavioural problems.</p> <p>Although the intervention is mainly addressed to pupils, the effect on teachers' well-being is significant, as in this way teachers do not only deal with complex problems (bullying, depression, addictions), but also have specialised psychological support. Moreover, teachers receive training and practical guidance that increases their self-efficacy in managing student well-being.</p>
Types of activities	<ul style="list-style-type: none">- Listening and counselling services.- Individual and group interventions with students.- Training and guidance sessions for teachers.- Family involvement initiatives.- Collaboration with local health services.
Outstanding results	<p>Launched as a pioneering pilot project at regional level in Italy, it involves 43 school psychologists distributed in 285 schools, covering approximately 2893 first and second cycle classes. Although full results are not yet available, as the project is still in the implementation phase, early indications and media coverage highlight its innovative character and expected positive impact. Indeed, the presentation of the project has been a historic milestone for the Italian education system, positioning Calabria as a model to be followed throughout the country. A reduction of youth psychological distress and an increase in teachers' awareness and skills to manage students' vulnerabilities are expected.</p>
Transferability	<p>As reflected in the media, the project is highly transferable to other regions or countries, as it is based on a structural model of integrated school-based psychological support involving multiple actors.</p>



JD-R	<p>Reduces demands:</p> <ul style="list-style-type: none"> - Teachers do not face complex student problems alone. - Reduces pressure and emotional overload resulting from cases of vulnerability. <p>Increases resources</p> <ul style="list-style-type: none"> - Provides training and practical guidance to manage difficult situations. - Strengthens institutional support and collaboration with families and health services. - Promotes a safer and more positive school climate.
Web Links and Resources	<ul style="list-style-type: none"> - https://calabria.gazzettadelsud.it/articoli/politica/2025/06/09/scuola-regione-calabria-lancia-il-progetto- dello-psicologo-scolastico-contro-il-disagio-giovanile-dfacf89e-fd7e-4d51-bb27-5f42c873743c/ - https://www.quotidianosanita.it/regioni-e-asl/articolo.php?articolo_id=130168 - https://www.ordinepsicologicalabdia.it/regione-calabria-e-opc-al-via-lo-psicologo-scolastico/ <p>https://www.consiglioregionale.calabria.it/upload/testi-coordinati/2025-20_2025-04-04.pdf</p>

Name of the project	"FORMARE LE COMUNITÀ DI PRATICHE PER L'APPRENDIMENTO [TRAINING COMMUNITIES OF PRACTICE FOR LEARNING].
Country	Italy (national)
Educational level	Primary and Secondary
Objective	<ul style="list-style-type: none"> - To encourage the creation and effective management of communities of practice in schools. - To support digital transition and educational innovation. - To improve collaboration between teachers and their professional well-being. - To promote the dissemination of good teaching practice. - Foster continuous and sustainable professional development.



Relevance/justification	<p>This training project is relevant within the category of social support, as it focuses on the creation and management of Communities of Practice among teachers, through which they exchange experiences, strategies and resources that contribute to reducing professional isolation. Teachers receive mentoring and coaching from more experienced teachers, which strengthens peer support networks. It also aims to reduce the stress associated with educational innovation and the digital transition, as the course provides training in the use of digital tools and encourages collaboration between teachers to implement technological innovations.</p>
Types of activities	<ul style="list-style-type: none">- Development of a 25-hour online course (MOOC) with multimedia materials (videos, presentations, complementary readings).- Implementation of strategies and tools that facilitate collaboration and exchange between teachers.- Support for the systematisation, documentation and dissemination of good educational practices.- Possibility of continuing with advanced training itineraries to deepen the acquired competences.
Outstanding results	<ul style="list-style-type: none">- More than 30,000 teachers have accessed the training, showing a high level of involvement.- Teaching collaboration networks have been consolidated, favouring the exchange of experiences and good practices.- Teachers have acquired greater digital and methodological skills geared towards pedagogical innovation.- There is an improvement in professional well-being and in the feeling of belonging to the educational community.
Transferability	<p>This practice has a high potential for transferability to other national and international educational contexts due to its modular structure, its delivery mode digital and its focus on collaboration and teaching innovation.</p>
JD-R	<p>Reduces demands:</p> <ul style="list-style-type: none">- Teaching staff are not forced to manage the challenges of innovation or digital transition alone.- Reduces isolation and stress related to professional development. <p>Increases resources:</p> <ul style="list-style-type: none">- Provides training, mentoring and practical tools to manage professional growth.- Strengthens peer support networks and institutional support.



	Facilitates collaborative innovation and shared practices.
Web Links and Resources	

Project name	PROFESSIONAL LEARNING NETWORKS (SIECI WSPÓŁPRACY I SAMOKSZTAŁCENIA)
Country	Poland (implemented at national level)
Educational level	Pre-school, primary and secondary education
Objective	<ul style="list-style-type: none"> - To strengthen peer support and professional cooperation. - To increase psychological well-being and prevent burnout. - To enhance self-efficacy in inclusion and management of student difficulties. - To create shared educational tools and resources. - To promote collective reflection and cross-institutional learning.
Relevance/justification	<p>The practice builds on social support by creating professional networks where teachers, counsellors and managers share experiences, co-construct solutions and accompany each other in their development. This continuous exchange strengthens trust, cooperation and a sense of educational community. As a spin-off effect, it enhances teacher self-efficacy - by collectively applying new strategies and addressing inclusive or emotional challenges - and improves occupational well-being by reducing isolation and preventing burnout.</p>
Types of activities	<ul style="list-style-type: none"> - Regular meetings (3-5 per year) for exchange of experiences, problem solving and workshops with experts. - Continuous digital collaboration on the ORE platform: forums, materials and feedback. - Joint development of pedagogical and diagnostic tools. - Professional reflection through analysis of real cases and critical dialogue. - Final evaluation and dissemination of results (reports, shared materials).



Outstanding results	Thanks to a multi-phase evaluation system, which combines initial diagnostics, continuous monitoring and final surveys, relevant results derived from the project have been detected. Firstly, a strengthening of the professional community, trust and support between teachers has been noted. Likewise, greater self-efficacy in inclusion, emotional support and resolution of pedagogical challenges has been perceived, as well as an increase in resilience and job satisfaction thanks to peer support. Finally, the creation of practical pedagogical resources and the empowerment of teachers as co-creators of knowledge and not only as passive recipients are highlighted.
Transferability	It is highly transferable as it can be applied in initial training, continuous professional development and institutional cooperation projects, provided that there is coordination and expert support.
JD-R	<p>Reduces demands:</p> <ul style="list-style-type: none">- Reduces professional isolation and loneliness.- Offers spaces for peer support and mentoring.- It helps in the resolution of complex problems and in the management of teaching stress. <p>Increases resources:</p> <ul style="list-style-type: none">- Generates networks of cooperation and trust between teachers.- Provides resources, tools and joint training.- Facilitates access to experts and constant feedback.- Strengthens pedagogical and inclusion competences in everyday practice.
Web Links and Resources	<ul style="list-style-type: none">- https://ore.edu.pl/2024/10/sieci-wspolpracy-i-samokształcenia-dla-nauczycieli-konsultantow-i-doradcow-metodycznych-2024-2025/

Conclusions

Given its direct influence on the quality of the educational process, teacher well-being should be considered a strategic component of school systems, rather than a secondary or individual concern. The European mapping has allowed us to identify 26 good practices to support, enhance and improve teacher well-being at different levels of education. These findings are aligned with international evidence showing that teachers' work-related well-being and stress, professional recognition and working conditions are central to educational quality (OECD, 2020).

Being a multidimensional construct, experiences have been classified and identified in which the emotional, cognitive, physical and social aspects of teachers in relation to their professional activity are enhanced. Feeling competent, valued, balanced and with a sense of purpose in the exercise of teaching increases satisfaction with educational practice, can improve the perception of personal effectiveness, the balance between work and personal life, the quality of relationships in the school environment and the positivity of actively participating in the life of the school. This understanding is consistent with the OECD framework for teachers' well-being, which conceptualises these dimensions and links them with school and system conditions (Viac & Fraser, 2020).

However, as the different experiences show, teacher well-being does not depend exclusively on individual factors. It is also influenced by organisational, cultural and institutional conditions, such as school leadership, work climate, professional recognition or development opportunities. The interaction between these elements largely determines the degree of well-being or discomfort experienced by individual teachers. This perspective is consistent with the Job Demands–Resources (JD-R) model, which explains how high demands (e.g., administrative load, student behaviour) increase exhaustion while job resources (autonomy, feedback, social support, leadership) foster engagement and buffer stress (Demerouti et al., 2001; Hakanen et al., 2006).

Specifically, thirteen of the practices identified allow us to understand how to address the emotional and occupational well-being of teachers as a key element in professional development, noting that it not only reduces stress and professional burnout but also strengthens motivation and commitment to their educational practice. In this sense, they show how interventions aimed at self-care, emotional management and burnout prevention have a direct impact on the quality of teacher performance and on the construction of a more positive and efficient school climate (Beames et al., 2023; Collie et al., 2012). These results are consistent with TALIS 2018 (Vol. II), which documents relevant levels of stress and underscores the role of collaborative cultures and supportive working conditions (OECD, 2020).

Also, five of the proposals indicate that strengthening teacher self-efficacy increases educators' confidence in their ability to address classroom challenges related to school climate, students' competency development, and other key areas. In this line, the practices show how continuous, practice-based training, reflective peer mentoring, and opportunities to apply innovative strategies enhance perceived professional competence and, consequently, support more meaningful professional development, which is consistent with evidence linking school climate and social-emotional learning, teacher efficacy, and reduced stress (Collie et al., 2012).

And finally, within the dimension of social and organisational support, we identified eight good practices that build institutional and community support networks to substantially strengthen teachers' professional development. When broad organisational support, effective communication, and peer collaboration are in place, teachers report greater satisfaction, cohesion, and resilience in facing school-based challenges. This aligns with the EU Guidelines calling for integrated support —psychosocial services, whole-school prevention, and professional learning communities— to create emotionally safe and collaborative school environments (European Commission, 2024).

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Co-funded by
the European Union