EDUCATOR WELLNESS is the impact of a school’s organizational and individual systems (e.g., culture and climate, employee training and supports, etc.) on staff social, emotional, physical, and mental well-being.

This influences staff stress through four main sources that create positive or negative working conditions and ultimately impacts the teaching and learning environment for students.

1. **School Environment & Structure**
   The school’s leadership, climate, culture, and presence or absence of trusting relationships.

2. **Job Demands**
   Ability for staff to make decisions about content, increased variance in job role vs. expectations, and addressing challenging behaviors.

3. **Work Resources**
   Opportunity for staff support and autonomy in decision-making and collaboration to support staff voice in school-level decisions.

4. **Social Emotional Learning Competencies**
   Resources and opportunities to attend to and develop own social-emotional competence to better manage stress and well-being.

The 2019 District of Columbia Teacher Workforce Report found that “[o]f Effective teachers who plan to leave teaching after the current or next school year, more than half (58 percent) said their top reason involved working conditions related to either school culture or leadership.”

To sustainably address employee wellness, adopt a tiered framework that supports a whole school approach.

**Employee wellness programs** often focus on the top tier, individual, but systemic change is most effective at the bottom two tiers and requires:

1. Leadership buy-in and support;
2. Implementation to be championed at the school and LEA level; and
3. Is part of a comprehensive wellness culture.

For more information please visit OSSE.dc.gov.

For questions regarding OSSE’s approach to educator wellness and supports please email osse.hydtt@dc.gov.

References
