

Teacher personality potential and well-being as drivers of learners' personality development, health, and well-being

A series of briefs by UNESCO IITE

Brief 2



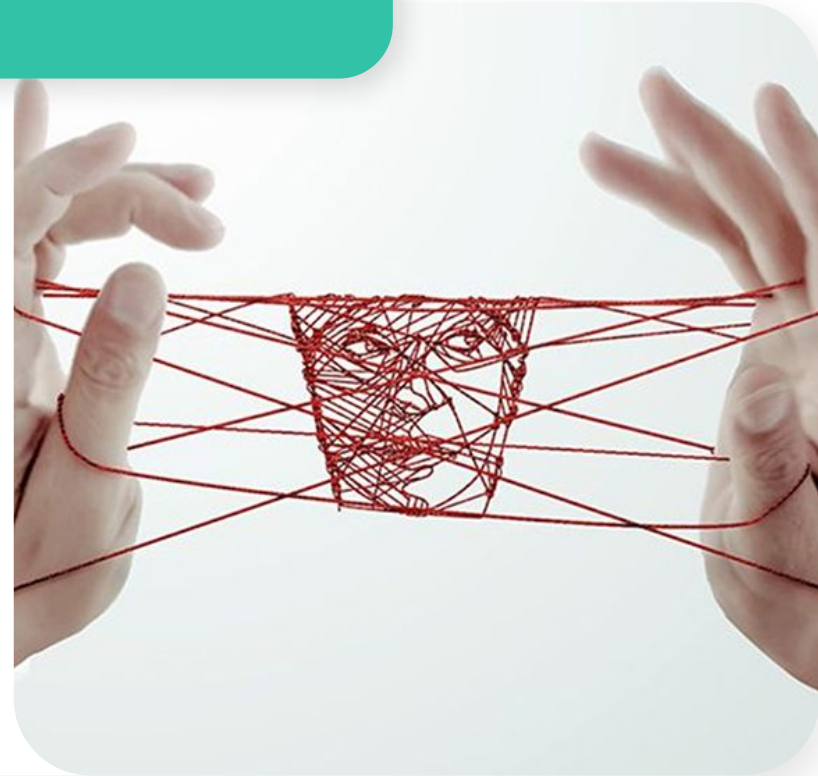
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Personality potential

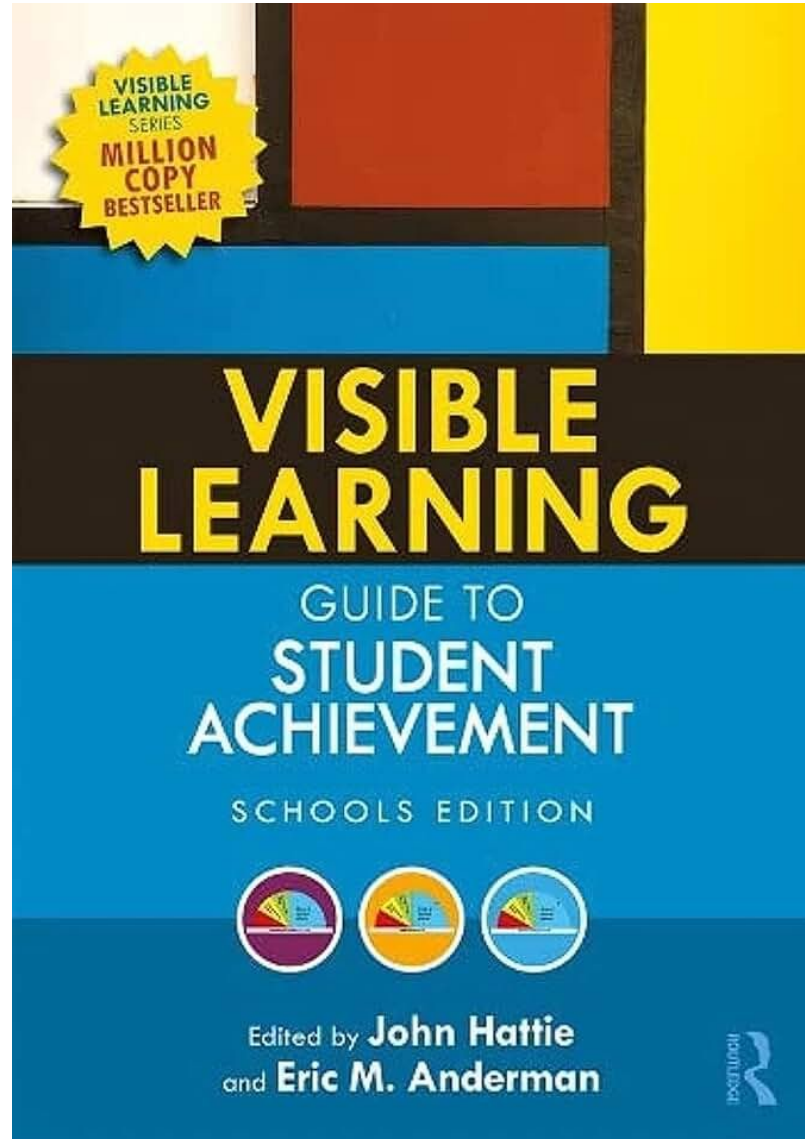
WHAT MAKES CHILDREN INDEPENDENT, HELPS THEM BUILD POSITIVE RELATIONSHIPS AND MOTIVATES TO DEVELOP?

- UNDERSTANDING OF THEMSELVES
- ABILITY TO SET GOALS AND ACHIEVE THEM
- CONSCIOUS CHOICE
- OPENNESS TO CHANGE
- RESILIENCE TO OVERCOME DIFFICULT LIFE SITUATIONS



Collective Teacher Efficacy

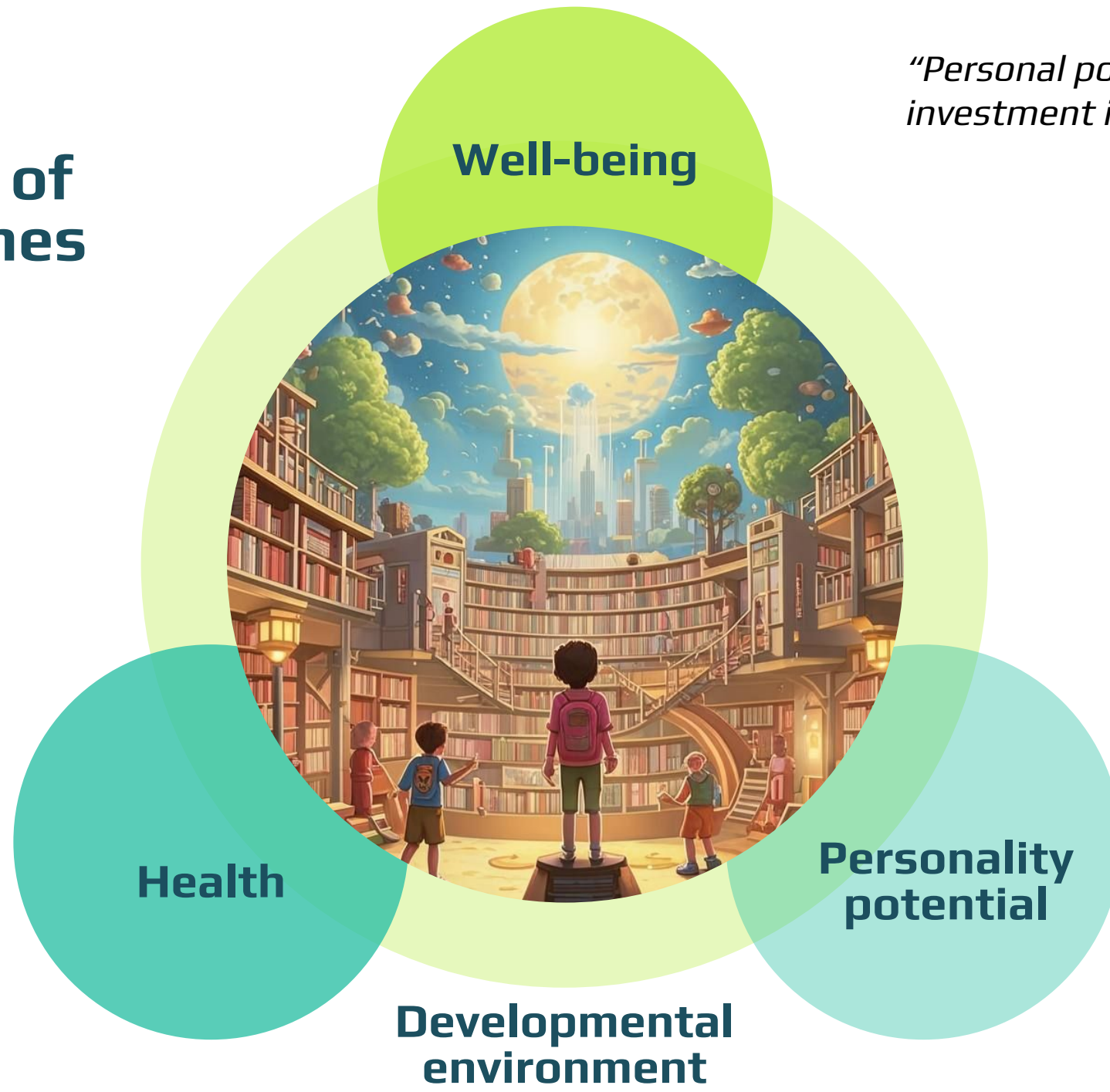
A shared belief among a group of teachers in a particular educational setting that they have the skills to positively influence student outcomes



TOP FACTORS INFLUENCE
STUDENT ACHIEVEMENT
#1 of 252 (2018)
#2 of 322 (2021)

(Hattie Ranking of Influences and
effect Sizes Related To Student
Achievement)

Synergy of approaches



“Personal potential is an individual’s investment in their own well-being.”

Leontiyev D.A.
Doctor of Psychological Sciences,
Professor at the HSE University

Well-being models

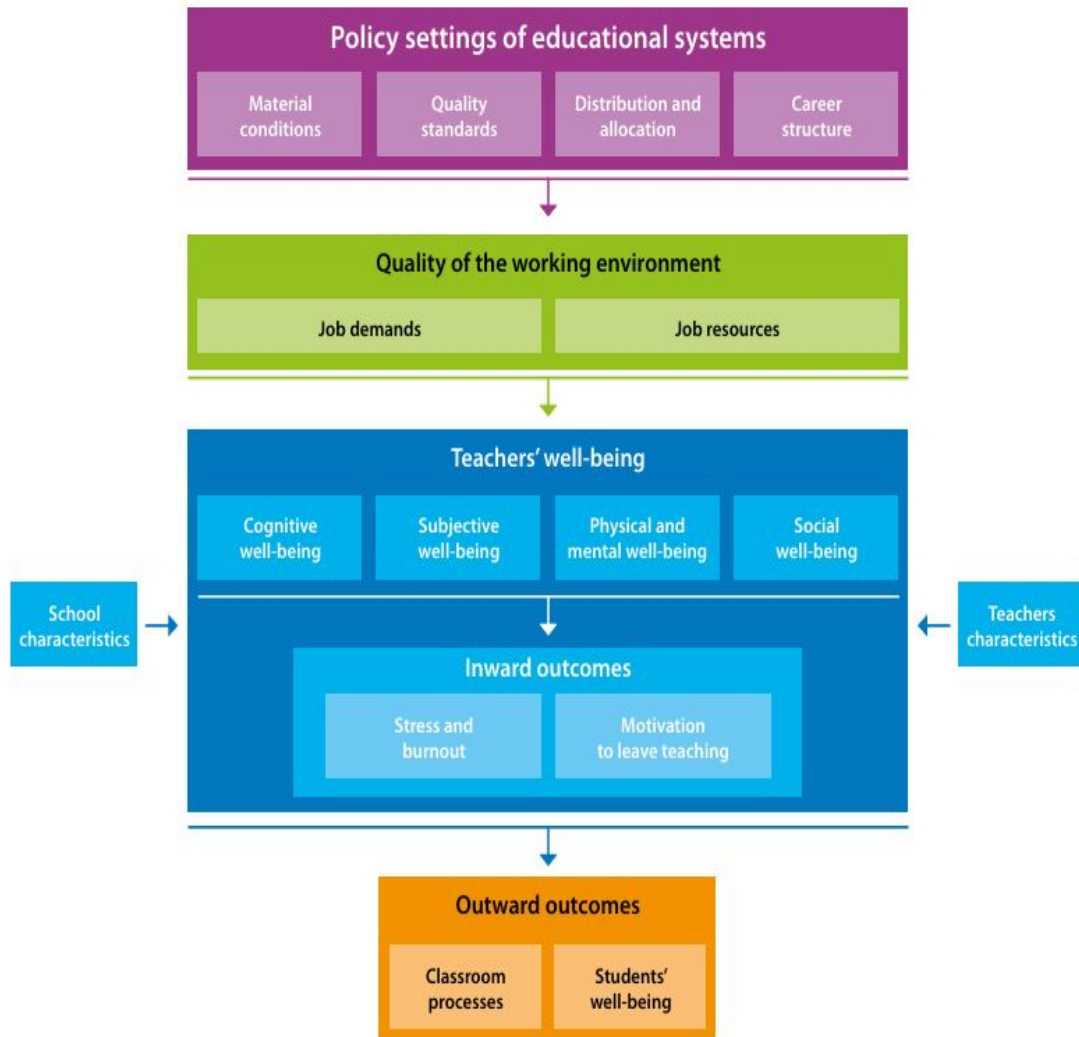


Figure 1. Conceptual framework for teachers' occupational well-being (Viac & Fraser, 2020)

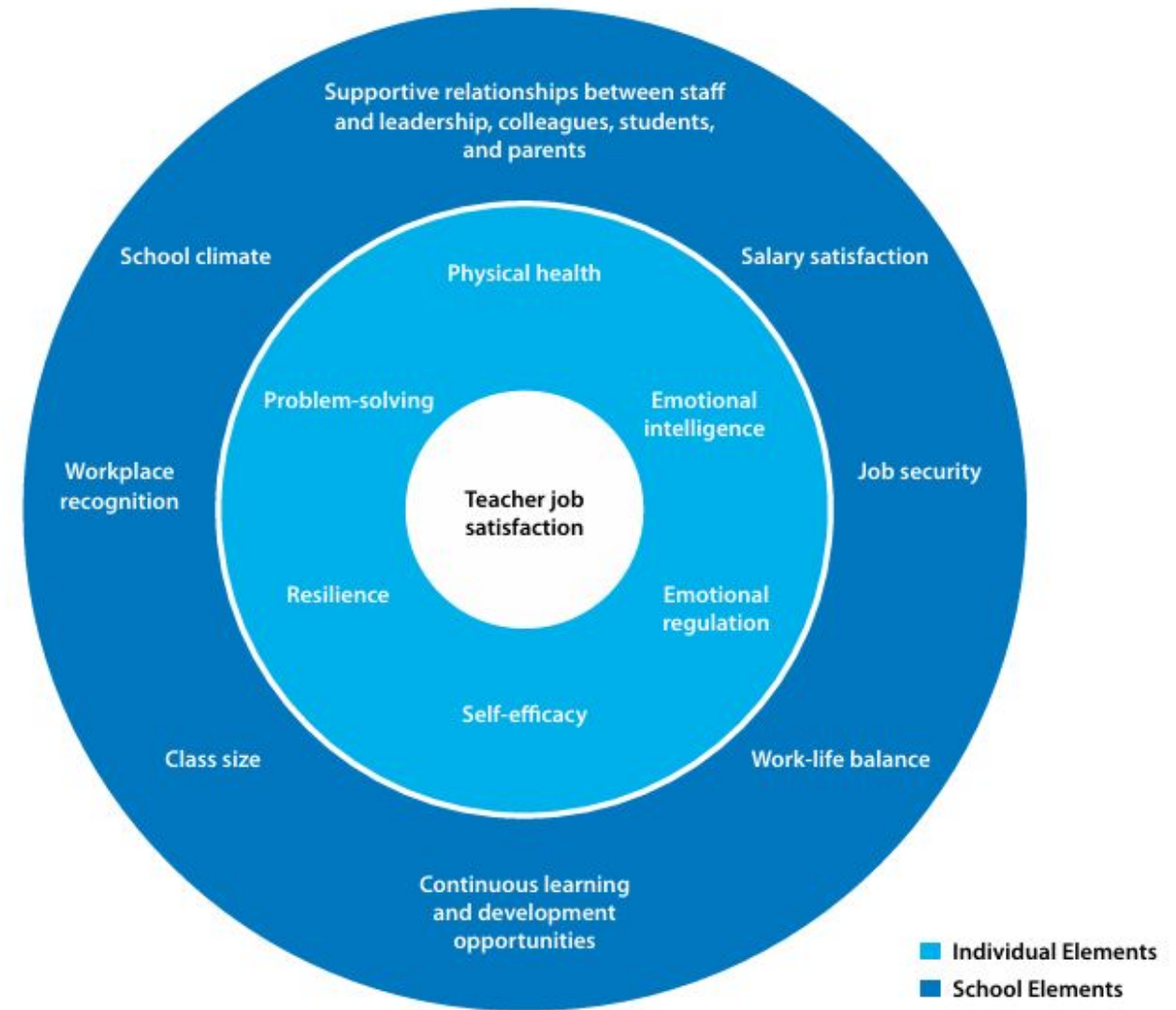
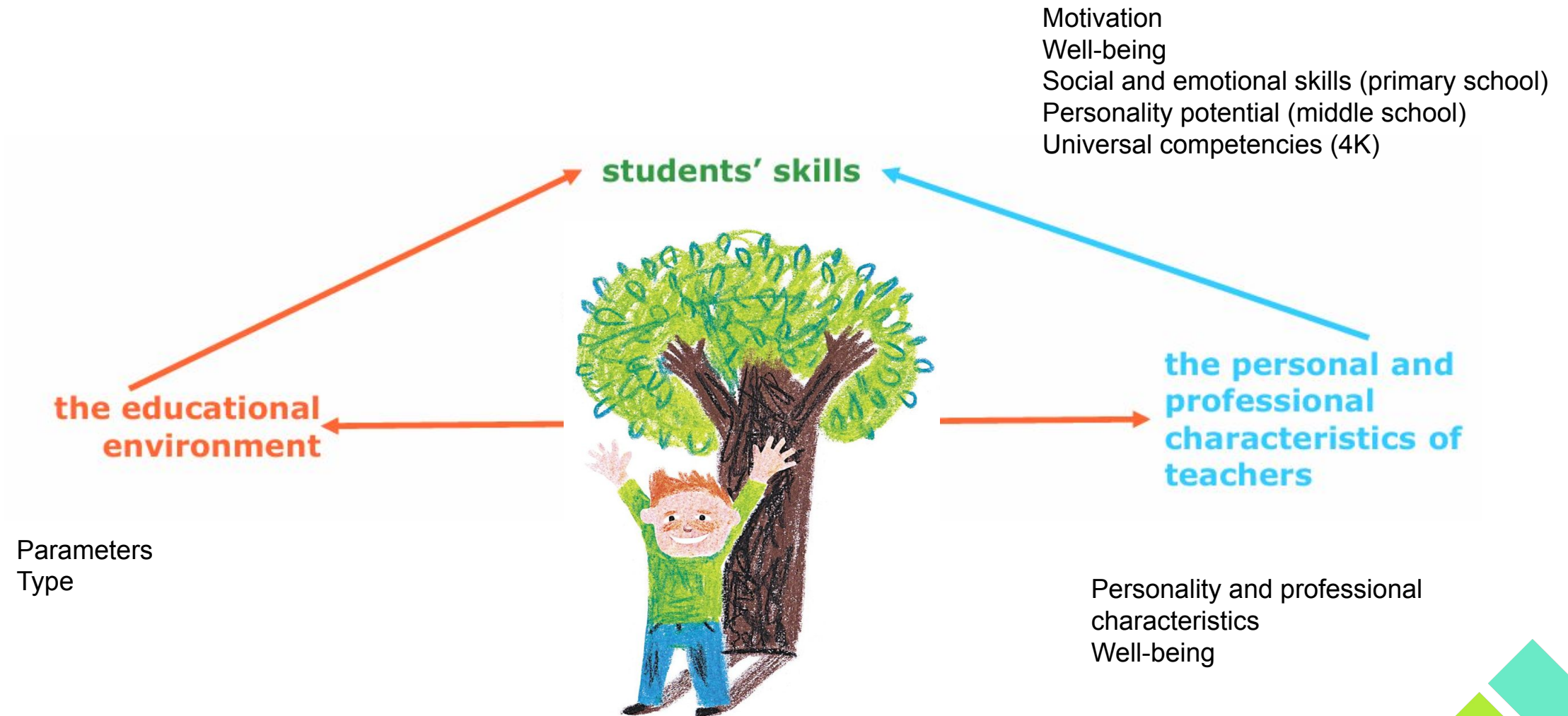


Figure 2. The Teacher Well-being Framework: key individual and school drivers of teacher job satisfaction (Taylor et al., 2024)

Longitudinal studies for progress monitoring and impact evaluation (2018-2024)



Longitudinal studies for progress monitoring and impact evaluation (2018-2024)



Over 40 methods for psychodiagnostics; ;about 20 of them are used in regular monitoring studies

Results achieved:

- **teachers** report better psychological well-being and life satisfaction
- they are more reflective, resilient, and tolerant to uncertainty
- **teachers** demonstrate significantly higher motivation, enthusiasm, and self-efficacy

students demonstrate higher involvement in school life and better academic achievements

students are more self-conscious, resilient, and tolerant to uncertainty

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REVIEW ARTICLE



Variations in Need Supports in Education as a Function of Cultural and Economic Factors: Perspectives from Self-Determination Theory

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Belgium
China
Canada
Israel
Peru
Russia
Korea
Singapore
Turkey
Iran

“Self-determination theory has generated a considerable body of evidence showing that, across cultural contexts and levels of schooling, meeting basic psychological needs for autonomy, competence, and relatedness in the class room is central to student wellness, and contributes to higher-quality engagement and performance”.

Impact noted by teachers

The first response is resistance to change (on a personal and team level).

And that's fine.

*"You organized a **methodological teachers' resistance**"*

Developing personalized educational environment

Community of like-minded individuals

Supportive atmosphere

"...We managed to get close to the children and unite the children's team in everyday communication. It's nice to see the children always being interested in communicating with me, I want to be not only a teacher at this moment, but also a senior friend with social experience."
(a teacher of 5th and 7th grades)

Many **children showed** themselves from a completely different perspective. Since classes are non-evaluative, students are not afraid to say something wrong.

Your course is an opportunity to understand children better while conducting classes, **to reflect upon the choices that were made earlier - their correctness and advisability.** This is the way to think and develop.

*Lessons help children get to know each other better in informal settings and show themselves. And for me – **to be more successful in getting to know my students.***

*... A tool that **makes changes manageable**"*

*"...For teachers, all this is about **the liberation of thinking**"*



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