

BURNOUT SYNDROME and PREVENTING TEACHERS' BURNOUT

INTRODUCTION

Psychology today describes burnout as "a state of chronic stress that leads to physical and emotional exhaustion, cynicism, detachment, and feelings of ineffectiveness and lack of accomplishment." Teachers are usually high achievers who like to work hard and are always looking for ways to improve. These traits are commendable but can mean that educators fall prey to perfectionism and do not leave enough time for rest and recuperation.

Maslach – which reads as follows, has formulated one of the most common definitions of occupational burnout: "occupational burnout is defined as a syndrome of emotional exhaustion, depersonalization and lowered satisfaction from occupational achievements, which may occur in individuals performing professions based on contacts with other people". The state of continuous tension that occurs in such professions may lead to emotional exhaustion.

Exhaustion is characterized by fatigue, excessive workload and lack of energy for work. In teaching, this is due to the need to transfer knowledge and experience, to inspire young people to be creative, as well as the need to shape personalities.

Depersonalization is a cynicism, adoption of an indifferent and distanced attitude in interpersonal contacts, often almost heartless, while the lack of effectiveness is a feeling of a defective effectiveness in action, negative self-esteem, and radical fall of feeling of one's competence. In the teaching profession it is, inter alia, the negative effect of social exposure, continuous functioning in difficult and stressful situations. Lack of effectiveness is a sense of unrealized goals, excessive bureaucracy, the awareness of being an educational officer/official, which leads to negative self-esteem and dramatic downturn in the sense of one's competence

Signs of Burnout

True burnout is much more than simply feeling tired or overwhelmed, and can lead to serious depression. That is why it is so vital to be vigilant about the warning signs.

Fatigue and sleep issues: A full day of teaching is enough to make anyone feel tired, but if you are experiencing fatigue before you even get to school, you may need a break.

However, those experiencing burnout often struggle with insomnia, which can turn into a vicious cycle.

Repeated periods of forgetfulness and intense trouble concentrating: Burned-out teachers may find it hard to complete normal tasks and have trouble concentrating on their work. A lack of sleep can amplify these symptoms even more.

CONTENT

Day 1	<ul style="list-style-type: none">• What is the level and frequency of occupational burnout among teachers?• What are the most frequent symptoms of occupational burnout of teachers?• What are the main environmental and personality causes of occurrence of occupational burnout of teachers?• What factors influence the level of occupational burnout?
Day 2	<ul style="list-style-type: none">• What is the awareness of the suffered level of occupational burnout, what remedy strategies are applied?• The phase of fascination with work and full involvement,• The phase of stagnation, which consists in the feeling of difficulty of the work done by a teacher,
Day 3	<ul style="list-style-type: none">• The phase of frustration resulting in conflicts, inability to control the discipline, coercion towards students,• The phase of burnout – total exhaustion of a teacher.• Proper stress coping strategies• Treating of stressful factors as threats
Day 4	<ul style="list-style-type: none">• Strong motivation, strong commitment• Increasing self-esteem• Teacher – student relationships,
Day 5	<ul style="list-style-type: none">• The structure and the management of school – over-formalization and bureaucracy,• Rationalising administrative duties• Creating a time slot for teachers to share ideas and learn from each other• Setting up a mentor system for new colleagues
Day 6	<ul style="list-style-type: none">• Conflict management and mediation• More support, more involvement in decision-making• Coaching, training, and opportunities for growth.• Creating a good staff room climate

OUTCOMES

- Professionally care about student discipline and classroom management
- Increasing standards for students and self
- Properly plan or prepare lessons
- Increasingly having a positive attitude toward school and students
- Having close colleagues to vent or confide in
- Enjoy the lessons and school
- Increase physical or emotional energy
- Being able to understand of students and their situations
- Feeling happy about going to work
- Consistently feeling overcoming by workload

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