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Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Part I. Defining the Problem of Educator Stress in the Context of Current Education Challenges -- Chapter 1. School Context and Education System Factors Impacting Educator Stress (Rebecca J. Collie, Nancy E. Perry, and Andrew J. Martin) -- Chapter 2. Current Knowledge on the Nature, Prevalence, Sources and Potential Impact of Teacher Stress (Cheryl Travers) -- Chapter 3. Consequences of Job Stress for the Psychological Well-Being of Educators (Irvin S. Schonfeld, Renzo Bianchi, and Peter Luehring-Jones) -- Chapter 4. Biological Pathways to Stress-Related Disease Vulnerability in Educators (Silja Bellingrath, and Brigitte M. Kudielka) -- Chapter 5. Teacher Stress and Teacher Self-Efficacy: Relations and Consequences (Einar M. Skaalvik and Sidsel Skaalvik) -- Chapter 6. Consequences of Educator Stress on Turnover: The Case of Charter Schools (Stephanie L. Cano, Belinda Bustos Flores, Lorena Claeys, and Daniel A. Sass) -- Chapter 7. The Role of Culture and Other Contextual Factors in Educator Stress (Christopher J. McCarthy, Sally Lineback, Paul G. Fitchett, Richard G. Lambert, Maytal Eyal, and Lauren H. Boyle) -- PART II. Understanding Educator Stress

from an Occupational Health Framework -- Chapter 8. Development and Testing of a Theoretical-Empirical Model of Educator Stress, Coping and Burnout (Cameron Montgomery) -- Chapter 9. The Job Demand-Control (-Support) Model in Teaching Context (Margot van der Doef and Chris Verhoeven) -- Chapter 10. Applying General Occupational Health Theories to Educational Stress and Health: Evidence from the Effort-Reward Imbalance Model (Johannes Siegrist) -- Chapter 11. Applying Occupational Health Theories to Educator Stress: Contribution of the Job-Demands-Resources Model (Toon W. Taris, Peter L. M. Leisink, and Wilmar B. Schaufeli) -- Chapter 12. Towards a Dynamic and Integrative Theory of Educator Stress (Teresa M. McIntyre, Scott E. McIntyre, Cristopher D. Barr, David J. Francis, and Angelia Durand) -- PART III. Managing and Reducing Stress in Education Systems -- Chapter 13. Defining Healthy Schools: An Occupational Health Psychology Perspective on Healthy School Climates (Robert Sinclair, Janelle H. Cheung, and Adam Cox) -- Chapter 14. Individual-level Interventions: Mindfulness-Based Approaches to Reducing Stress and Improving Performance among Teachers (Patricia A. Jennings and Anthony A. DeMauro) -- Chapter 15. Individual-organizational Interface Stress Management Interventions (Raymond Randall and Cheryl Travers) -- Chapter 16 Organizational Interventions to Reduce Sources of K-12 Teachers' Occupational Stress (Paul Landsbergis, Jeanette M. Zoeckler, Bianca Rivera, Darryl Alexander, Amy Bahruth, and Wendy Hord) -- Chapter 17. New Directions in Intervention: Cyber-bullying, Schools and Teachers (Tom Cox, Magda Marczak, Kevin Teoh and Juliet Hassard) -- PART IV. Implications for Research, Practice and Policy in Education -- Chapter 18. Issues in Research Methodology on Educator Stress (David J. Francis, Christopher D. Barr, Julia Benoit, and Teresa M. McIntyre) -- Chapter 19. Translating Education Stress Research into Practice and Policy (Peggy McCardle) -- Chapter 20. Implications of an Occupational Health Perspective for Educator Stress Research, Practice, and Policy: Concluding Comments (Scott E. McIntyre, Teresa M. McIntyre, and David J. Francis).

## Sommario/riassunto

This book brings together the most current thinking and research on educator stress and how education systems can support quality teachers and quality education. It adopts an occupational health perspective to examine the problem of educator stress and presents theory-driven intervention strategies to reduce stress load and support educator resilience and healthy school organizations. The book provides an international perspective on key challenges facing educators such as teacher stress, teacher retention, training effective teachers, teacher accountability, cyber-bullying in schools, and developing healthy school systems. Divided into four parts, the book starts out by introducing and defining the problem of educator stress internationally and examining educator stress in the context of school, education system, and education policy factors. Part I includes chapters on educator mental health and well-being, stress-related biological vulnerabilities, the relation of stress to teaching self-efficacy, turnover in charter schools, and the role of culture in educator stress. Part II reviews the main conceptual models that explain educator stress while applying an occupational health framework to education contexts which stresses the role of organizational factors, including work organization and work practices. It ends with a proposal of a dynamic integrative theory of educator stress, which highlights the changing nature of educator stress with time and context. Part III starts with the definition of what constitute healthy school organizations as a backdrop to the following chapters which review the application of occupational health psychology theories and intervention approaches to reducing educator

stress, promoting teacher resources and developing healthy school systems. Chapters include interventions at the individual, individual-organizational interface and organizational levels. Part III ends with a chapter addressing cyber-bullying, a new challenge affecting schools and teachers. Part IV discusses the implications for research, practice and policy in education, including teacher training and development. In addition, it presents a review of methodological issues facing researchers on educator stress and identifies future trends for research on this topic, including the use of ecological momentary assessment in educator stress research. The editors' concluding comments reflect upon the application of an occupational health perspective to advance research, practice and policy directed at reducing stress in educators, and promoting teacher and school well-being.

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