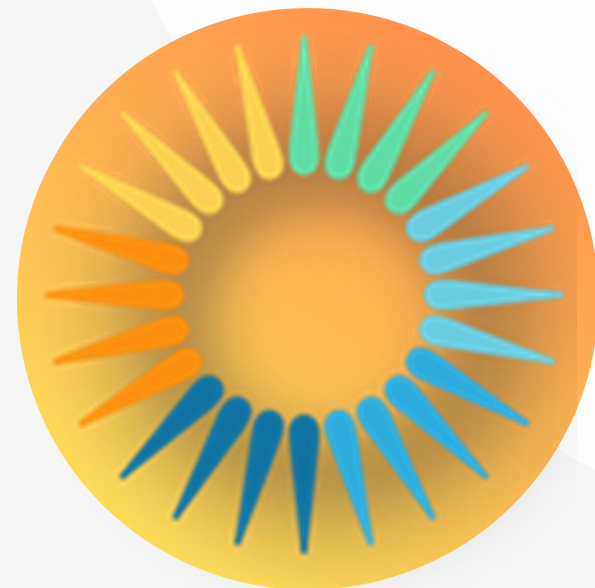




SOLUTIONS TO AGE RELATED ISSUES IN EDUCATION SECTOR

INTRODUCTORY TRAINING PROGRAM FOR SCHOOL STAFF





Solutions to
age related issues
in education sector



Co-funded by the
European Union

Erasmus+ project: Solutions to age related issues in education sector
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Project partnership:

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PREFACE

The training program is designed to offer an introduction to the prevalent issues related to agriculture within the education sector, delineating the various paths through which these challenges can and ought to be addressed. Additionally, the program aims to furnish participants with a comprehensive overview of agriculture-related issues, thereby facilitating a thorough understanding of the overarching context, prevailing trends, and potential strategies for resolution. The instructional content is organized into six primary modules. Accompanying each module is a self-evaluation instrument, designed to provide prompt and beneficial feedback on the learner's advancement. The complete training program can be accessed at the following URL: www.amm-project.eu.

Modules	Content
Module 1 Introduction to the Age Management in School Education	Module 1 emphasizes the importance of holistic age management in addressing challenges and opportunities within the evolving educational landscape and changing workforce demographics. It highlights the impact of age management on teaching quality, teacher well-being, productivity, and explores measures to enhance educator outcomes, encouraging reflection and adaptation for sustained growth in the dynamic field of education.
Module 2 Age Related Issues Occurring In The Education Sector	Module 2 focuses on the challenging educational issues faced by senior teachers, emphasizing the importance of managing workloads and identifying stressors for elderly educators. It introduces new methods, including technology, to reduce stress, prevent burnout, and improve work-life balance, providing skills and resources for educators to address age-related issues and promote well-being in educational contexts.
Module 3 Decision Making Process in Seeking Solutions to Age-Related Issues in Schools	Module 3 offers a comprehensive exploration of decision-making in educational settings pertaining to age-related challenges, emphasizing its significance in addressing concerns related to an aging staff and fostering age-friendly school environments. Participants gain mastery in age-related problem-solving processes, including problem identification, information gathering, option development, action selection, and outcome evaluation, with practical frameworks like SWOT analysis and cost-benefit analysis introduced for addressing age-related concerns.
Module 4 Good Practices for Age Management	Module 4 focuses on the definitions, concepts and case studies of good practices that teachers from a wide range of educational backgrounds could use in order to improve the effectiveness of age-sensitive conditions and address them in the workplace, with a focus on practices that are feasible to implement in the short term with long-term effects.
Module 5 Age Management Strategies in Schools	Module 5 presents effective strategies for handling age-related challenges encountered by teachers in educational settings, highlighting approaches such as peer-to-peer training, mentoring programs, and counseling services to sustain enthusiasm and motivation in the classroom. The module draws on the experiences and perspectives of teachers and decision-makers at various levels, offering insights into action planning for the implementation of age management strategies.
Module 6 The implementation of Age friendly measurement tools in schools	Module 6 focuses on implementing age-friendly measurement tools in schools, covering knowledge and tools for the adoption of age management. It comprises two main units: the first unit addresses the adoption of age management in schools, and the second unit provides information on human resource management in the school environment, aiming to enhance awareness and offer actionable strategies for educators and school leaders to create inclusive, collaborative, and supportive educational institutions amidst dynamic demographic shifts.

Module 2

Age Related Issues Occurring In The Education Sector

Contents

- Introduction
- Learning objectives
- Learning outcomes
- Unit descriptions
- Unit contents
- Key Takeaways
- Conclusion
- Self-Assessment

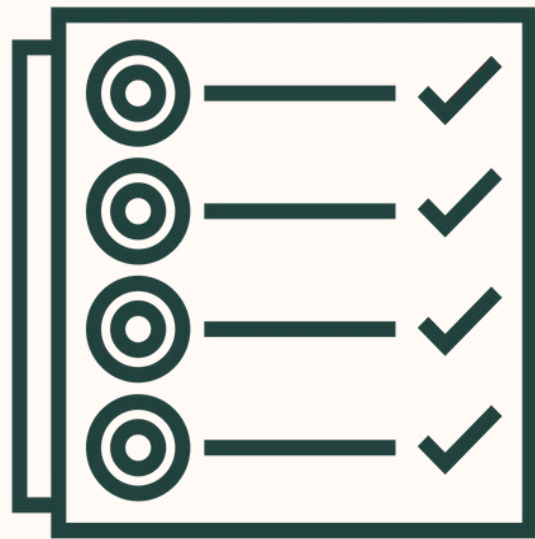


Introduction

Module 2 examines senior teachers' challenging educational challenges. The programme recognizes the importance of managing administrative, teaching, and non-teaching workloads. It identifies potential stressors, especially for elderly educators. Educators use new methods like technology to reduce stress, prevent burnout, and improve work-life balance. The second component examines the complex relationship between a teacher's age, job performance, and daily duties, including caregiving, beyond workload. The programme examines how losing Sense of Coherence (SoC) affects teachers' burnout risk. The session closes with educator-specific assignments and an assessment tool. These exercises encourage active participation and allow educators to assess their module knowledge and application. Module 2 gives educators the skills and resources to address age-related issues. It promotes well-being and job satisfaction in educational contexts.



Learning Objectives



- To learn about how workload could be a stress factor for aging teachers, school managers, CPD trainers and school counselors;
- To gain knowledge about how administrative burden, teaching and nonteaching duties can negatively influence and increase workload, leading to burnout;
- To understand how a lower SoC and increasing responsibilities for aging teachers could contribute to burnout, and find out about strategies to manage these issues.



Learning Outcomes

By the end of this module, participants will:

- Gain awareness of how administrative burden, teaching and non-teaching duties contribute to increasing their workload and levels of stress, and acquire useful instruments (including the use of Edtech) to manage and decrease them.
- Become acquainted with the importance of improving their sense of coherence to avoid burnout in aging teachers.
- Learn about useful strategies to avoid age-related issues and, especially, burnout.



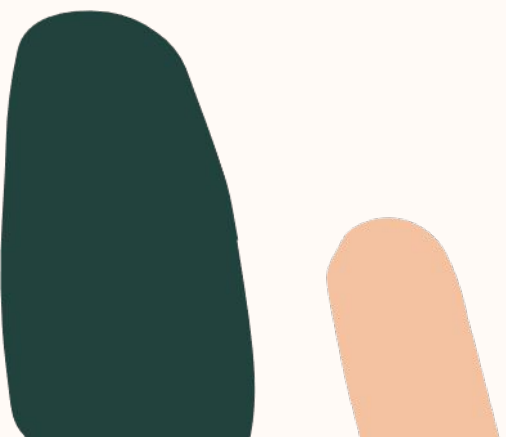
Unit Descriptions

In **Unit 1**, we will get to know the concept of workload for teachers and how it affects their work performance and well-being as they age. We will analyze all the elements and tasks that contribute to increasing teachers' workload, such as administrative tasks, teaching and non-teaching duties, as well as their possible negative effects on teachers' wellbeing, especially as they age. Finally, we will suggest some strategies to help prevent burnout, reduce workload or deal with it.

In **Unit 2**, we will see how a lower or diminishing SoC can directly contribute to burnout. We will describe the three elements that form part of a teacher's Sense of Coherence (comprehensibility, manageability and meaningfulness). Finally, we will discover some strategies - many involving the use of technology - to keep a high SoC, helping aging teachers, school principals and managers prevent age-related issues and burnout.



Unit 1: Overview of Common Age-Related Issues Faced by Teachers and other School Staff, including Administrative Burden, Workload, and Understanding New Technologies



1.1 Teachers' Workload

Teachers have one of the most demanding jobs in the education system. Expectations of stakeholders are ever-increasing: administration, parents, students - each has its unique set of demands.

Teachers may be required to work long hours, prepare lessons for various classes, conduct assessments and grading, attend meetings, and seminars and provide additional support to students outside of regular class hours. All of these responsibilities can lead to a high workload, which can influence **burnout**.

What is Workload? Workload generally refers to the amount of work or tasks that an individual or a group is expected to perform within a specific period.

What is Burnout? Burnout is a condition that occurs when the demands of a job become too intense, and individuals are unable to cope with them effectively.

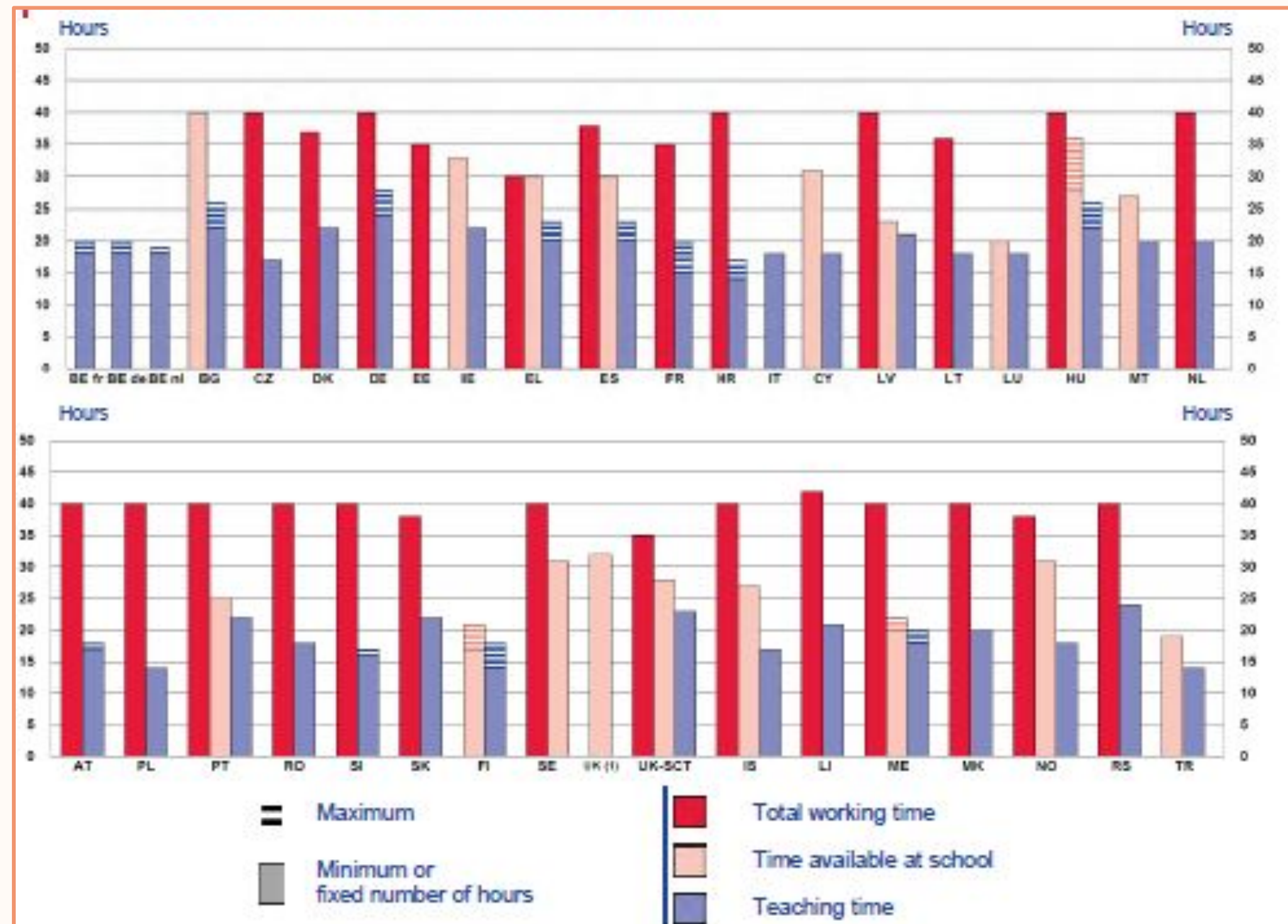
Teachers who experience high levels of workload may feel emotionally and physically exhausted. They may also experience feelings of cynicism and detachment towards their work, which can lead to poor job performance and job dissatisfaction.

These factors may cause them to feel demotivated and disillusioned, which could lead them to leave the profession earlier than anticipated.



Several studies have been conducted examining the link between teacher workload and burnout. A research by Klassen and Chiu (2010) found that high workload was positively associated with burnout among teachers. The study also found that the level of administrative support received from schools was negatively associated with burnout. This suggests that schools can reduce burnout among their teachers by providing them with more support.

Official definition of the weekly workload (in hours) of full time teachers in general lower secondary education according to central regulation 2013/14



Schools should review their policies and procedures to ensure teachers are not overburdened with responsibilities. They should provide support to teachers with the necessary resources and training in managing their workload. Teachers should also seek support such as:

- Counseling
- Mentoring
- Team collaboration

to reduce workload and prevent burnout.



Teacher burnout can have a direct impact on students, influencing their academic performance, emotional well-being, and overall learning experience.

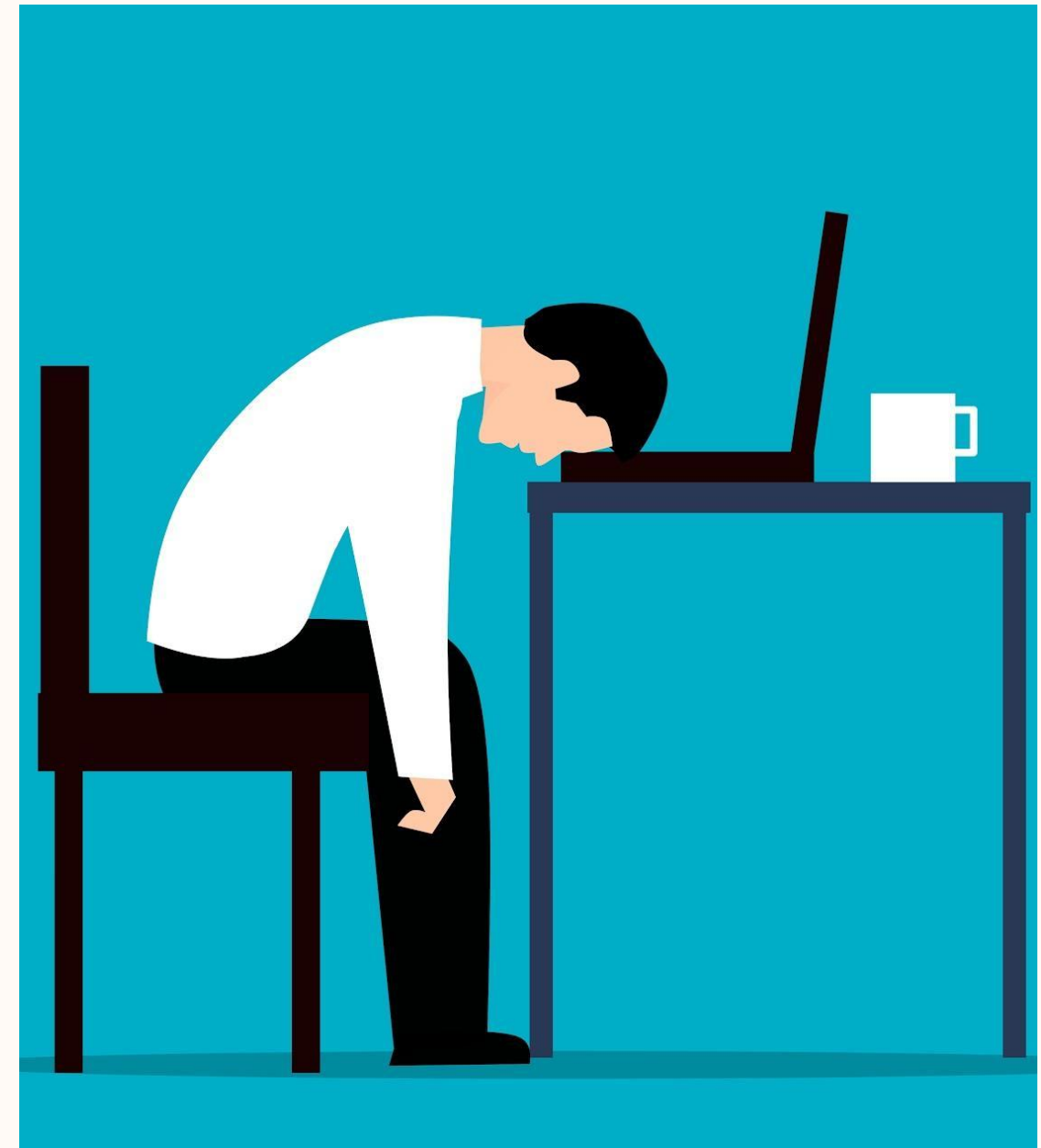
Here are few ways in which teacher burnout can affect students:

- Burned-out teachers may struggle to plan and deliver high-quality lessons making it harder for students to understand and retain information.
- Teachers experiencing burnout may find it challenging to engage students in the learning process.
- Burnout can affect a teacher's ability to manage the classroom effectively or provide the necessary support for students with diverse learning needs.
- When teachers are emotionally exhausted, they may have difficulty connecting with students on a personal level, potentially hindering the development of a positive and supportive learning environment.
- Students in classrooms affected by teacher burnout may not perform as well academically due to a less conducive learning environment and reduced instructional effectiveness.


1.2 Administrative Burden for Aging Teachers

This concept refers to the amount of time and effort spent on administrative tasks that are not directly related to teaching, such as paperwork, data entry, and record-keeping. This burden can have a negative impact on teacher morale, productivity, and job satisfaction.

The administrative burden for teachers can have a significant impact on their ability to teach effectively and can lead to burnout and dissatisfaction. Reducing this burden can improve teachers' morale and job satisfaction, which in turn can lead to better student outcomes.



Some Examples of Administrative Tasks that can Burden Teachers:

- **Testing and assessment:** Teachers are responsible for administering and grading tests, collecting data, and producing reports on student performance and progress.
 - **Lesson planning and evaluation:** Teachers must create lesson plans, provide feedback on student work, and evaluate their own teaching effectiveness.
 - **Data entry and reporting:** Teachers must enter student information into electronic systems, complete administrative forms, and produce reports on student performance and attendance.
 - **Communication:** Teachers are expected to communicate with parents, school administrators, and other teachers on matters related to student performance, behavior, and other administrative tasks.
- 

Reduction of Administrative Burden

Some strategies for reducing administrative burden for teachers include providing administrative support, streamlining paperwork, and using technology to automate administrative tasks.

Planning

- Plan efficiently
- Create student-centered learning
- Don't reinvent the wheel
- Collaborate with other teachers

Feedback

- Automate feedback
- Conference with students
- Promote self and peer feedback
- Don't grade everything

Grading

- Use self-grading test
- Leverage student portfolios
- Grade it live
- Use canned comments

1.3 Teachers' Teaching Duties

Specific teaching responsibilities can have a significant impact on teachers' workload and contribute to burnout if not managed effectively. Here are some aspects of teaching that can influence workload:

- **Preparing lesson plans:** teachers must develop and prepare lesson plans for their students. These plans should ensure that the lesson is engaging, fits the *curriculum* and is appropriate for the age and academic level of the students.
- **Delivering lessons:** teachers should deliver the lessons to the students in a clear and concise manner, ensuring that all students understand the information.
- **Grading assignments and tests:** teachers must read and correct students' assessments and homework to check their understanding of the material.
- **Providing feedback to students:** Teachers should provide feedback to their students on their work and progress, highlighting areas where they have done well and where they need to improve.
- **Creating assessments:** Teachers should create and administer assessments to measure students' learning progress and understanding of the material.

1.4 Non-Teaching Duties of Teachers

Non-teaching duties, such as administrative tasks, committee assignments, and extracurricular responsibilities, can significantly contribute to the workload of teachers and may lead to burnout if not managed effectively. Non-teaching duties of teachers include:

- **Classroom management:** Teachers should create and maintain a positive and conducive learning environment for their students.
- **Communicating with parents and caretakers:** Teachers must communicate with parents or caretakers of their students to discuss the progress and expectations of their children.
- **Professional development:** Teachers should participate in professional development activities to stay current on new teaching strategies and methodologies.



- **Mentoring students:** Teachers must mentor students outside of the classroom to help them with difficulties they may be facing.
- **Administrative duties:** Teachers also perform administrative tasks such as record-keeping, preparing reports and managing student data.

Ten Strategies for School Managers to Reduce Teachers' Workload in Schools

- **Build a Healthy Workplace Culture**

Many teachers don't feel like they can reach out for help if they're struggling. School managers can help change the culture in school.

- **Assess School Workload and Teachers' Feeling**

This way, school managers can get a more granular view of how their staff are feeling, any grievances, and create a more personalised plan of action.

- **Set a Good Example**

Promoting a healthy work-life balance is one thing, but modelling this behaviour can be beneficial too. This can involve anything, from admitting when you're stressed, being vulnerable in front of your team members, or having conversations about non-work related activities in the staff room.

- **Create 'Soft' Boundaries with Communication**

Creating 'soft' boundaries in communication can prevent teachers from feeling overwhelmed. Try not to send key school updates in the evenings and on weekends. This will help teachers understand that they do not have to be 'on' 24/7.

Ten Strategies for School Managers to Reduce Teachers' Workload in Schools

- **Reduce Marking**

Marking is one of the main time-eating activities that contributes to high teacher workload. Rather it is better to use self-assessment and peer evaluation or verbal feedback during lessons.

- **Establish Clear Targets**

Establishing clear targets to monitor progress can allow teachers to understand what they should be focusing on and why.

- **Streamline Staff Meeting**

If teachers already have a lot of work to do, they're not going to be engaged in a long meeting that's only taking away from other activities. There are lots of ways to make a meetings more effective, for example: consider whether you actually need the meeting, set an agenda and keep an eye on the clock.

Ten Strategies for School Managers to Reduce Teachers' Workload in Schools

- **Manage Change Effectively**

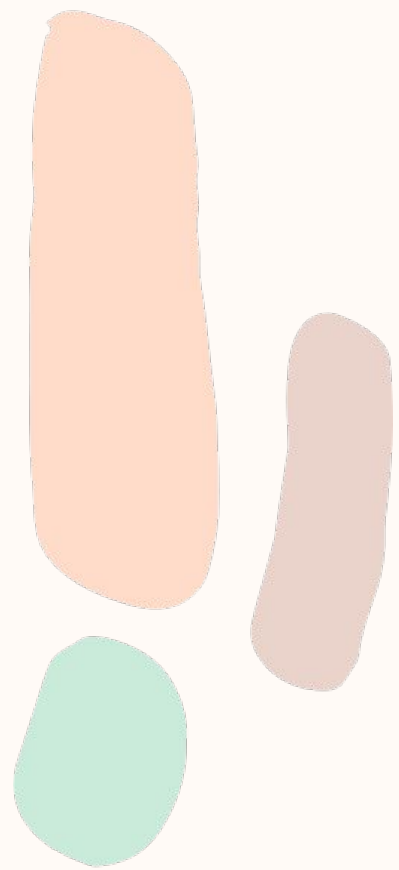
By involving staff in these decisions wherever possible, planning ahead and working together on a timetable, it is possible to achieve greater buy-in and avoid staff feeling overwhelmed.

- **Investing in Software Suited to your Needs**

A software that automates manual processes and tracks student progress can help all members of the school: headmasters, teachers, parents and students.

- **Consistency is Key for Behavior Management**

If staff know exactly what to do, where to go for support, and when to escalate issues then they'll be able to spend less time weighing up different options.



1.5 Using Technology to Prevent or Solve Age-Related Issues and Burnout in Teaching Professions

As we have mentioned in the previous slide, one of the strategies for school managers to reduce teachers' workload in schools is using technology. Indeed, the use of technology can help reduce teachers' workload and can lead to several benefits, improving efficiency and allowing them to focus on more meaningful and interactive activities.

But integrating technology to optimise teachers' work is not always easy as study entitled **“Get Ready To Be Techy: Struggles of Senior Citizen Teachers in the Utilization of Technology in the Classroom”** shows. This study aim was to determine the struggles of senior teachers during the school year 2021 - 2022. The descriptive qualitative method as research design was used, and an in-depth interview was utilized in data collection.

The study revealed that the majority of the respondents have no choice but to keep up with the use of technology in their teaching, so that they will not be left behind. In this time of digital world we are now living in, it is important to use and integrate technology in teaching, to catch the attention of the learners who are now called digital natives.

Research shows that integrating technology in the teaching-learning process will benefit learners, as they will easily understand lessons with the use of video and other tech support. The more senses they use, the better the comprehension and retention of their lessons. It will also lessen the time and effort of teachers in making instructional materials, decreasing their workload. [Here](#) the complete study.

Another interesting article on the subject is “**How to use technology to help teachers be better and to make life better for teachers**”.

David Evans has provided practical examples of six ways that education systems are using technology to support teachers in their work and help them prevent too much workload, burnout and other age-related issues.

Technology can be used to:

- Coach and mentor teachers: in the U.S., virtual teacher coaching performs similarly to in-person coaching; in South Africa, virtual teacher coaching performs similarly in the short run, although in-person coaching performed better over time (a blended model may make the most sense);
- Complement teacher content knowledge and pedagogical skills: tablets are an effective instrument to deliver scripted lesson plans and other teaching aides to teachers, although only if teachers continue to use them over time; massive open online courses and micro-credentialing can help boost teachers’ knowledge and pedagogical skills, making their job easier.
- Create virtual communities of practice for teachers: these groups can provide positive peer accountability. Teachers can use social media sites to ask content questions, for teaching practices, and to make and share videos of themselves teaching. [More insight here](#)

The [same research](#) underlines the potential of using technology as a proactive measure to address and prevent age-related challenges and burnout in the teaching profession. This indicates that technology can play a crucial role in mitigating the problems associated with an ageing workforce and promoting the well-being of educators. But in order to achieve this, schools should:

Embracing Technology

- Accept technology has a role to play in learning and in supporting staff
- Approach technology with the same enthusiasm as your pupils
- Become digitally literate, take ownership
- Build the technical infrastructure that allows technology use to thrive
- Build a culture of innovation at all levels

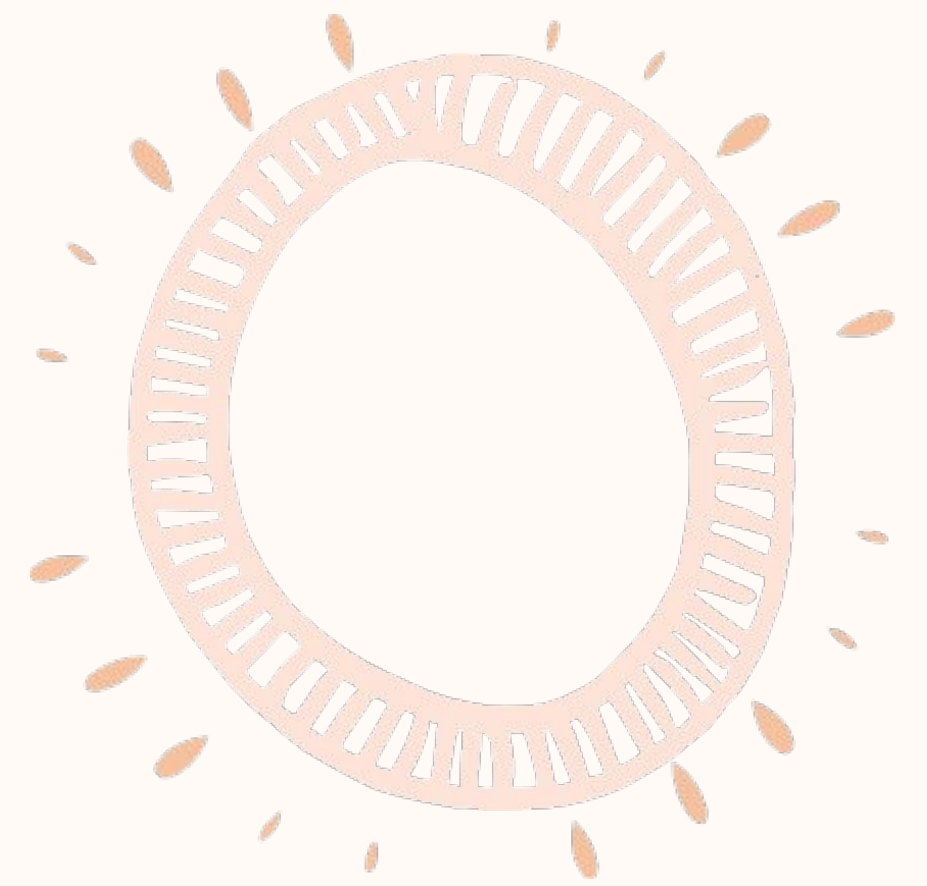
Purchase with Sophistication

- Don't accept mediocrity
- Would staff use the product out of choice if you didn't require its use?
- What clear operational or workflow problem does it solve?
- Does it save time?
- Does it integrate with existing software and hardware?
- What is the opportunity cost and the professional development requirement?

Minimize and Optimize in order to Maximize

- Never enter data twice
- Reduce manual data entry to a minimum
- Ensure decision-driven data collection where manual entry needed
- Automate all reporting where practical
- Condense communication into consistent channels

Unit 2: Strategies for Identifying Age-Related Issues in the Workplace and Addressing them Effectively



2.1 Aging Teachers' Sense of Coherence, Work Ability, and Burnout

The "**Sense of Coherence**" (SOC) is a concept introduced by sociologist Antonovsky. It is a central component of his salutogenic theory, which focuses on understanding factors that promote health and well-being rather than solely concentrating on factors that cause disease. Teachers' Sense of Coherence refers to their perception of their work environment as **meaningful, comprehensible, and manageable**. SoC is a construct that has been widely studied in the field of educational psychology, as it is believed to be a key predictor of job satisfaction, burnout, and overall well-being.

According to the **Theory of Sense of Coherence** individuals who perceive their environment as meaningful, comprehensible, and manageable have a stronger 'sense of coherence', which in turn helps them to cope with stress and maintain good mental health. This theory has been applied to various fields, including education, with research indicating that **teachers who have a strong sense of coherence are better equipped to deal with the daily demands of their job**, such as managing classroom behavior, meeting curriculum goals, and collaborating with colleagues.

The SoC theory can explain how people cope with physical and mental aging. According to this theory, the precondition for successful aging is selection, optimization, and compensation.

Selection means that the hierarchy of goals is redefined due to physical and mental decline, and such goals are chosen that allow the individual to balance personal resources and demands.

Optimization is the process of obtaining, developing, and coordinating the use of personal resources to meet the selected goals.

Compensation refers to the application of alternative means or the utilization of aids to compensate for age-related losses.

Developmental changes that occur during aging can cause a mismatch between ability and job demands, and adaptive strategies incorporated in the SoC theory can explain differences in work ability.

Research has shown that a higher sense of coherence among teachers is positively associated with the assessment of their competence, work–life balance, and perceived health.

A growing body of literature has confirmed the direct negative effect of low sense of coherence on burnout; therefore, **individuals with a higher sense of coherence experience less occupational burnout.**

Aging teachers with a strong sense of coherence can better identify the nature of the stressor they face and select appropriate resources for the specific situation. In addition, a sense of coherence has been found to moderate the effect of job demands on burnout and serve as a **protective function.**



Regarding associations between a sense of coherence and work ability, in the **research “Work Ability among Upper-Secondary School Teachers: Examining the Role of Burnout, Sense of Coherence, and Work-Related and Lifestyle Factors” (2020, University of Brno)**, the Sense of Coherence is considered a personal resource that might positively affect burnout and work ability among upper-secondary school teachers.

A possible explanation may be that sense of coherence is generally activated in various types of difficult situations connected with the teaching profession to serve as a coping mechanism. Therefore, **teachers with a higher sense of coherence can cope with adverse work circumstances better**, as well as identify and mobilize internal and external resources to prevent professional exhaustion and the subsequent decline in work ability.



2.2 Factors that contribute to improve teachers' Sense of Coherence

Overall, research has shown that teachers' Sense of Coherence is an important factor in their job satisfaction and overall well-being, and efforts to support and enhance this sense of coherence can have positive implications for both teachers and their students' learning experiences.

- Supportive work environments;
- Clear expectations and guidelines;
- Opportunities for professional development and growth;
- Positive relationships with students and colleagues.

Teachers who feel that they have autonomy and control over their work also tend to have a stronger Sense of Coherence.



2.3 Recognising and Effectively Managing Age-Related Challenges

Three Ways to Overcome Aging Workforce Issues in Schools

- 1. Encourage (some) aging teachers to stay:** the education system in aging countries (such as the majority of European countries) is facing the daunting prospect of "flash retirements," with large numbers of teachers leaving at once. To stem the tide, a solution could be to offer phased retirement programs that allow retirement-eligible employees to work reduced schedules or downshift into less stressful roles. Many teachers want to leave because of workload; to keep them, work reduction or job sharing should be offered.
- 2. Build a mentoring culture:** mentoring and coaching are two of the most effective ways for aging teachers and school professionals/workers to transfer their knowledge and expertise to younger, less experienced teachers and employees. Statistics show that mentoring can have myriad organizational benefits: it reduces turnover and job droppings, increases job satisfaction, and develops teachers' and employees' capabilities.
- 3. Invest in aging teachers' time management software training,** to decrease workload, ease their administrative burden and prevent burnout. [Read more here.](#)

The book **“A Guide to Managing an Aging Workforce”** is for employers, managers and supervisors who are interested in learning more about health and safety issues in the workplace as they are managing older workers. It can prove useful to school principals who are dealing with aging issues of school professionals and workers. It helps them:

- consider simple changes in their school’s work environment to keep aging teachers and other school employees safe, healthy (also mentally) and productive;
- learn how to reduce the shortage of experienced teachers and school workers by keeping aging education professionals employed;
- understand how a safe and healthy work environment benefits workers of all ages;
- connect with further resources and obtain additional information

[Read more here.](#)



Effective strategies for addressing increased teacher workloads

Evidence suggests that school leaders and teachers are spending more time on administrative tasks than ever before. With little to no extra time to spare, the increased workload puts droves of school staff at risk of burnout. Furthermore, the mounting responsibilities of teaching not only affect those currently working in schools, but also impact the attractiveness of the profession to those outside it. Workload and administrative tasks have been identified as leading causes of stress across most schools who have surveyed their staff.

The resource linked below covers: what affects teacher workload; six ways to address school workload problem; and possible solutions to common workload challenges. In particular, according to the author, here are some way to address our school workload problems and age related issues:


- By building a healthy workplace culture;
- By setting a good example as leaders and principals;
- By asking staff where the workload challenges lie;
- By upskilling staff in time management skills;
- By narrowing our focus (it's critical to scale back instead of trying to do everything all at once);
- By addressing the problems: once you have identified where your schools core workload challenges lie, it is up to you and your staff to jointly decide on the best strategies to address any issues that continue. [Read more here.](#)




Key Takeaways from Module 2



Key Takeaways 1/2

- Teachers may be required to work long hours, and all their responsibilities – teaching and non-teaching duties, administrative tasks – can become overwhelming, especially for aging teachers who have to face new digital education methodologies.
 - Heavy and poorly managed workload for ageing teachers can bring to burnout and dissatisfaction around their job, and to early leaving.
 - Time management software can be a useful instrument to help aging teachers deal with their workload. So, a strategy for school managers to support their teachers is to provide training, coaching, counseling and feedback.
 - A way for teachers to reduce evaluation and marking workload could be to switch to an auto-assessment strategy with their students.
- 

Key Takeaways 2/2

- A teachers' Sense of Coherence is made up of three components: comprehensibility, manageability and meaningfulness.
 - There is a direct relation between an aging teacher's Sense of Coherence, their work and personal situation, their work ability, possible stress and burnout.
 - There are a number of different actions and strategies that schools and school managers can take to address these issues and improve aging teacher well being and work-life balance, preventing burnout. One of these is, for example, investing investing in aging teachers' time management software training, to decrease workload, ease their administrative burden and prevent burnout, or building a mentoring culture at school.
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Conclusion

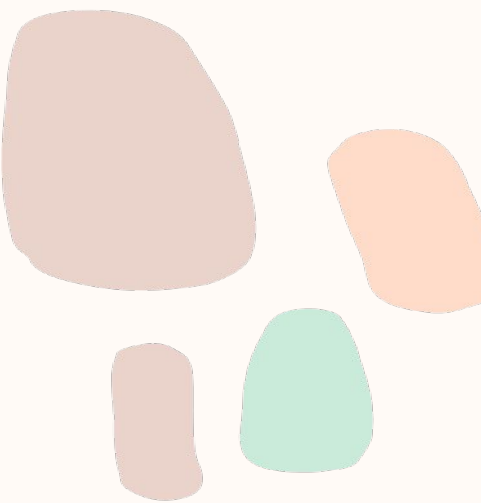
In conclusion, **Module 2** illuminates the complex issues ageing teachers have in managing heavy workloads that include traditional and digital education methods. Poorly managed workloads can overwhelm and wear out instructors, especially older ones, therefore effective techniques are crucial. Time management software helps ageing instructors handle their many commitments. The module emphasizes that school managers support teachers by providing training, coaching, counselling, and constructive feedback. The module provides creative solutions like auto-assessment to reduce evaluation and marking, helping teachers improve their work-life balance and job satisfaction.

Module 2 empowers educators and educational institutions to navigate the issues of ageing teachers and create a more supportive and sustainable teaching environment.

Module 2 Self-Assessment Tool

This quiz aims to assess your comprehension and expertise about the content covered in Module 2. During this quiz, you will be presented with questions that pertain to the Module 2 learning materials. These resources cover topics such as age-related problem-solving, decision-making models, assessing the effects of solutions, addressing resistance to change, and creating school rules that are suitable for all age groups. Every question is designed to test your understanding of the given information.

In order to start Module 2 Self-Assessment Tool, [click the link.](#)



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