



ENCONTRO
COM A CIÊNCIA
E TECNOLOGIA
EM PORTUGAL

16-18 maio

Preditores do bem-estar docente



O bem-estar do professor resulta da **avaliação** que um professor faz da sua vida profissional e que se traduz por um **desequilíbrio positivo**.

(Bradley et al., 2018)

Relevância do bem-estar docente



“...**bem-estar** dos professores é considerada uma variável promotora da **sustentabilidade** da **profissão** a longo prazo (Nações Unidas, 2016)



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The teachers' well-being conceptual framework:
Contributions from TALIS 2018 (OECD, 2020)

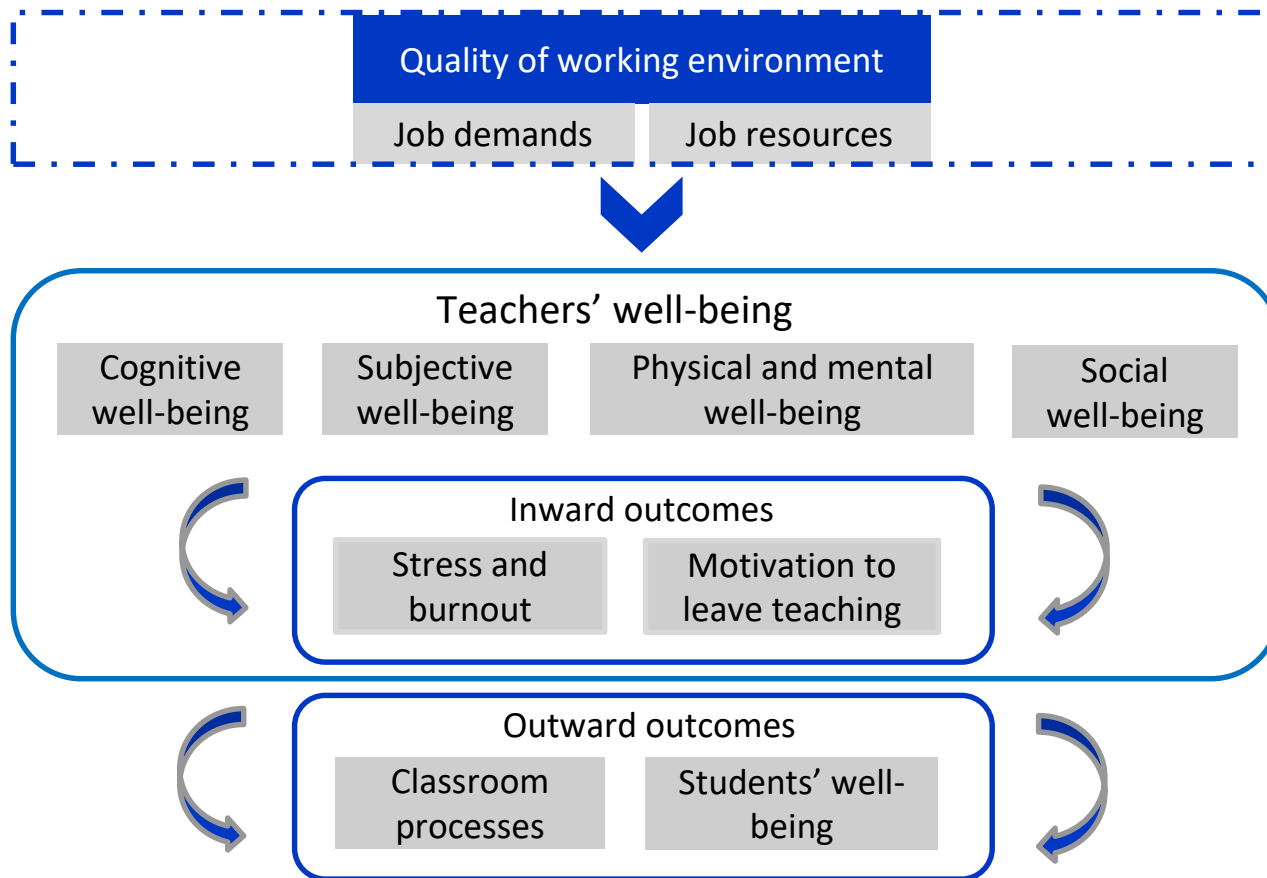


Figure 1. Teachers' well-being conceptual framework



H1 : Relations between job demands and well-being

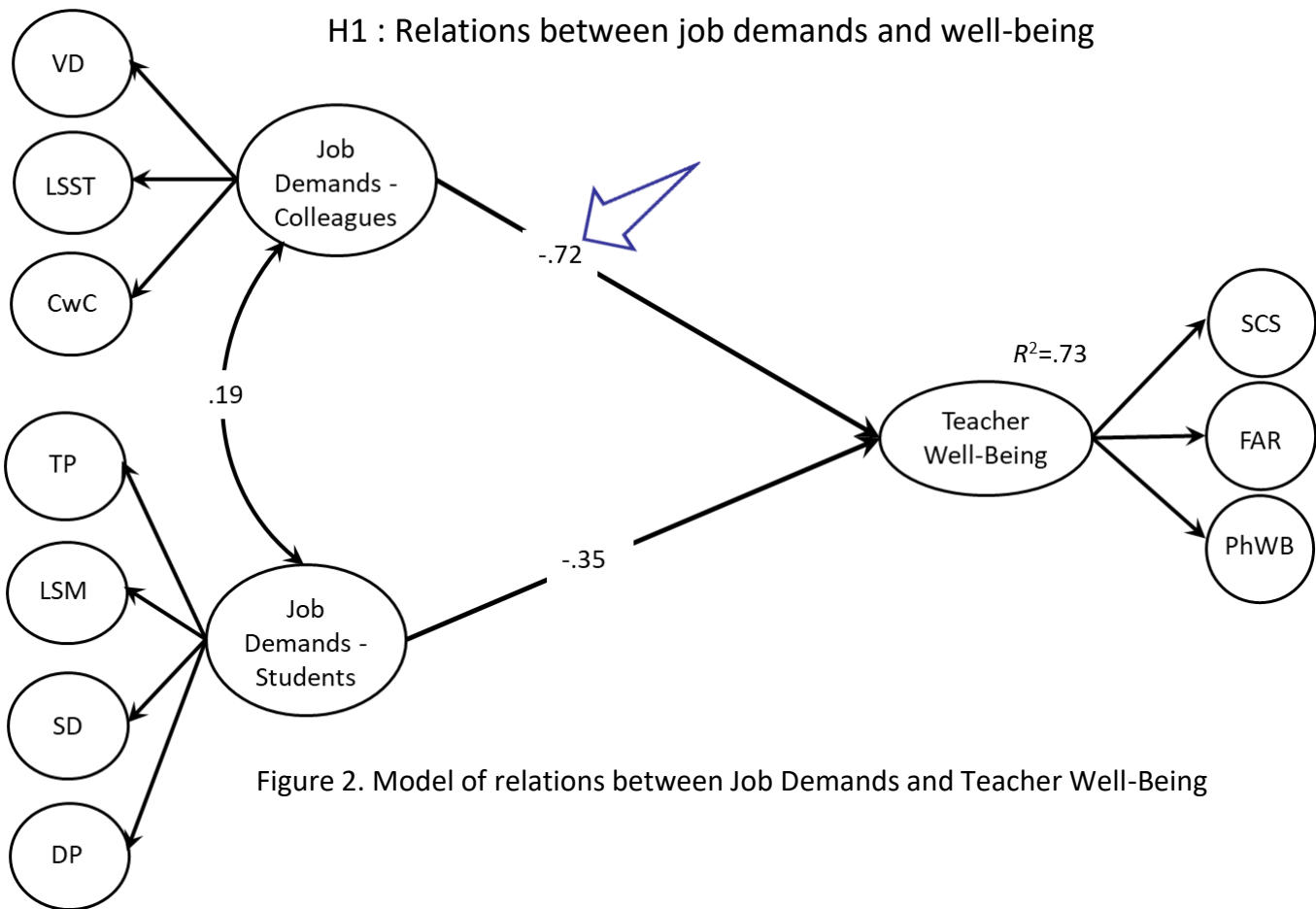


Figure 2. Model of relations between Job Demands and Teacher Well-Being

DP – Discipline Problems, StD - Students Diversity, TP – Time Pressure, CwC - Conflicts with Colleagues, LSST - Lack of Supervisory Support and Trust, VD - Value Dissonance, SCS - Social connectedness in school, FAR - Feeling of accomplishment and recognition, PhWB – Physical Well-Being



H2: Relations between job resources and well-being

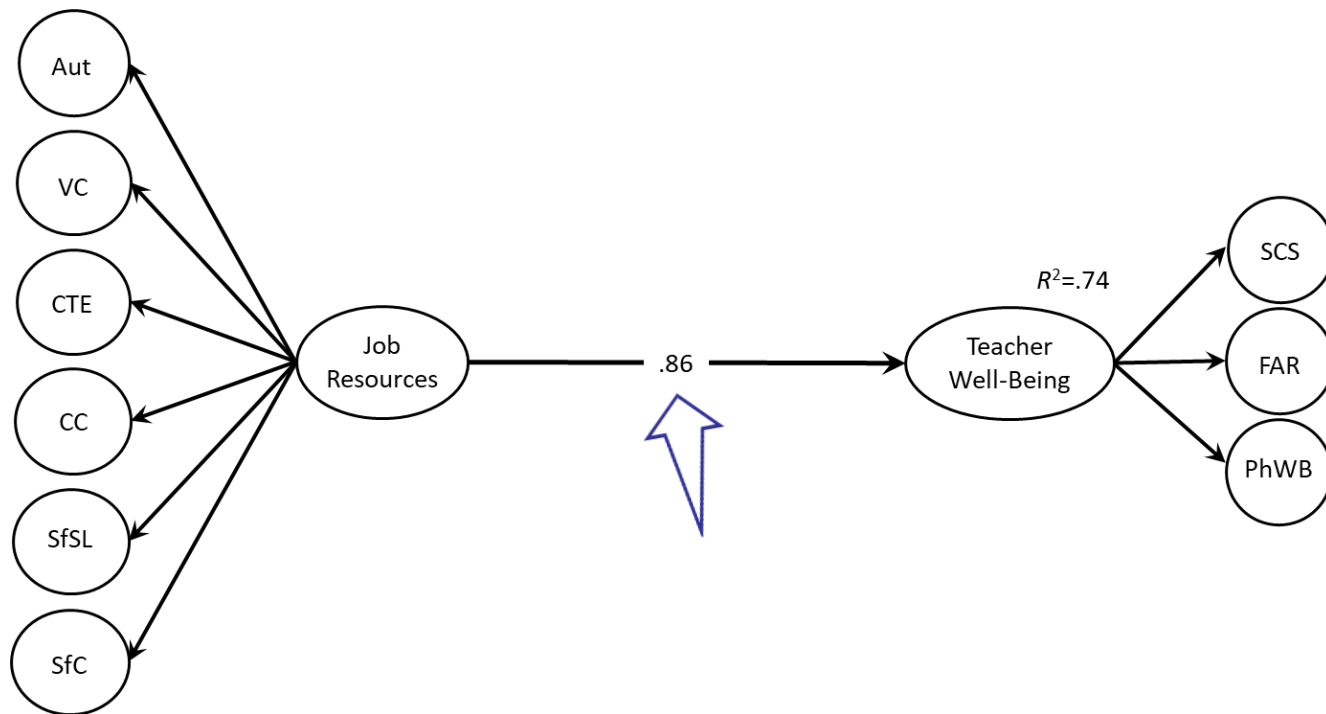


Figure 3. Model of relations between Job Resources and Teacher Well-Being

SFC – Support from colleagues,
 SFSL - Support from School
 Leadership, CTE - Collective
 Teacher Efficacy, CC - Collective
 Culture, VC - Value Consonance,
 Aut – Autonomy, SCS - Social
 connectedness in school, FAR -
 Feeling of accomplishment and
 recognition, PhWB – Physical
 Well-Being

H3: Job resources as mediators between job demands and teacher well-being

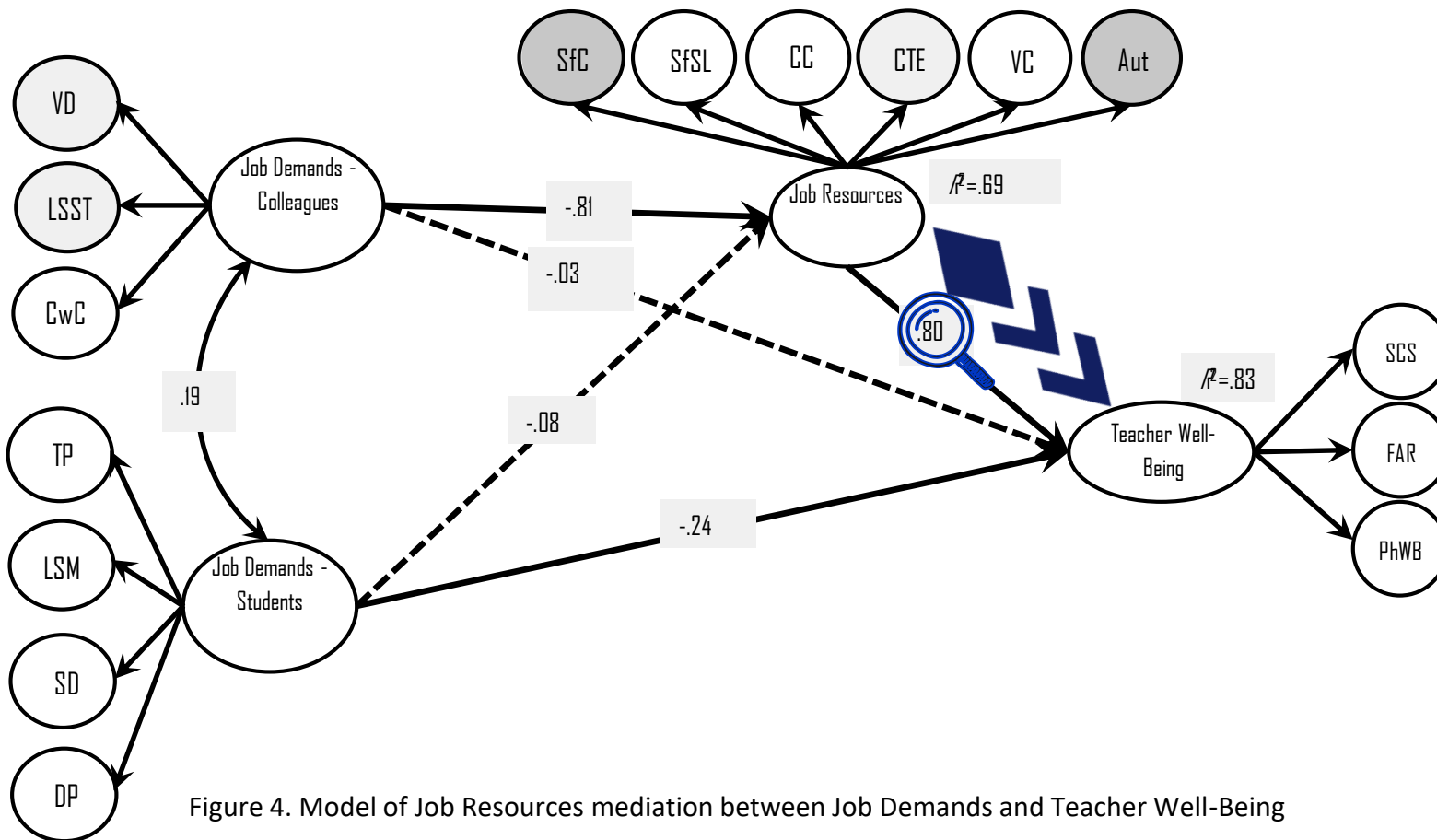


Figure 4. Model of Job Resources mediation between Job Demands and Teacher Well-Being

Obrigado pela sua atenção! 😊