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INTRODUCTION

Maintaining educational psychologist (EP) well-being is of **critical interest** considering the possible impact it has on the quality of service delivery and the subsequent **achievement of children and young people**. Given the often complex and challenging nature of the role, it is imperative that EPs are supported to ensure positive functioning. However, there has been **little research** into this area.

- Research questions**
- How well are educational psychologists?
 - How do educational psychologists conceptualise well-being?
 - What factors are seen to support educational psychologists' well-being?

METHODOLOGY

Within the current study, **92** HCPC registered EPs completed an online survey.

The **workplace PERMA profiler** was used to gather quantitative data about general EP well-being, followed by qualitative questions exploring **conceptualisation of well-being, job satisfaction, and challenges and protective factors for well-being**.

Qualitative data were analysed using inductive thematic analysis.

RESULTS

- Participants' personal conceptualisation of well-being closely aligned with the **PERMA framework** - positive emotion, engagement, relationships, meaning and accomplishment (Seligman, 2011).
- PERMA profiler responses suggested that participants' well-being was at a **'normal functioning'** level (Kern, 2019).
- The themes identified were: **'Broken System'**; **Management and Work Conditions**; **Holistic Perspective to Well-Being**; **Opportunities for Growth and Development** and **Affective Experience** along with several subthemes shown in the thematic map above.
- The research highlighted that **participants' experiences were extremely mixed**. Some reported examples of good practice that protected their well-being, whereas others reported overwhelming workloads and little social connection.
- There was a consensus that **the system is overwhelmed** and needs broader systemic improvement.

"I love having the freedom and autonomy of private work mixed with my values of LA working (Participant 27)"

"Realising that I can only do so much and that I am just a cog in a broken system (Participant 67)"

IMPLICATIONS

- EP well-being can be supported at the **individual, management, and systemic level**.
- EPs should prioritise **self-care**, such as exercise and sleep, limit work-related activities to **working hours**, reflect daily on **positive work experiences**, and prioritise both personal and professional **relationships**.
- Managers should ensure their **staff workload is manageable**, prioritise and **protect time for supervision**, permit **autonomy and flexibility** of working, and provide regular opportunities for **CPD** and/or engagement with **chosen projects**.
- At the **systemic level**, there is a need for change in which funding, training, understanding of the EP role and provision (i.e., statutory vs. systemic work) are considered.
- Despite these steps, the **"broken system"** may still inhibit EP flourishing. Therefore, EP services must play a role in **advocating for requested changes**, including more EP training places, increased pay, and widespread changes to the SEN system.

LIMITATIONS

- Participant demographics** - information on age, race and gender would have added more context to the data.
- Snapshot view** - the nature of this research mean the findings represent one moment in time.
- Voluntary participation** - those with lower well-being may have had less capacity to participate, potentially skewing results.

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