

Professional Doctorate in Education (EdD) (full-time pathway)

Writing a Critical Literature Review in Education

ECDE7016

Assessment Component 2

Essay

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Literature Review – Critical Reflection

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“Caring for Teachers - Promotion of Wellbeing”: Filling the Gap in Under-researched Population of Secondary School Teachers in Swansea, Wales

Section 1 Introduction

1.1 Background

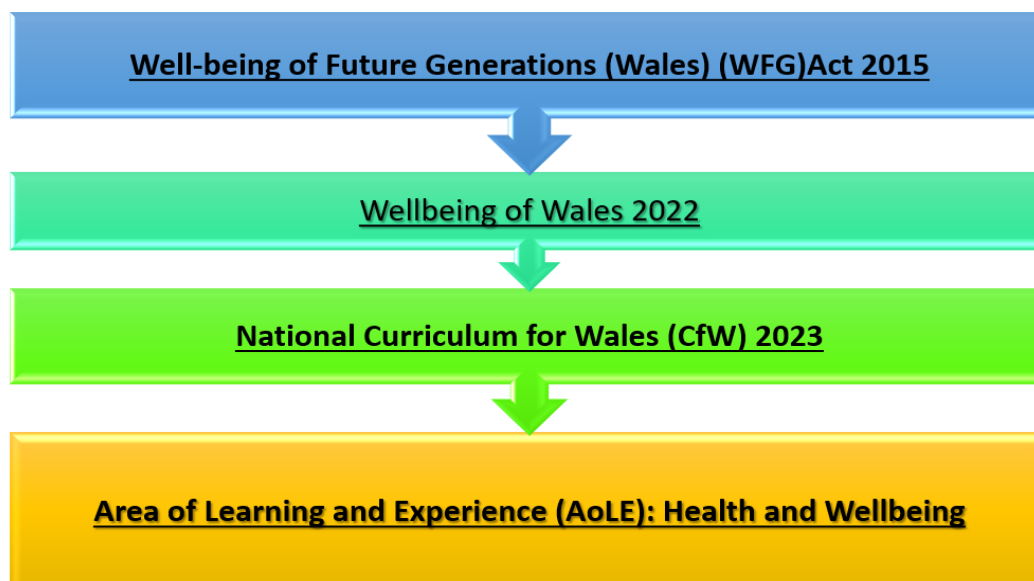
According to Public Health Wales (PHW) (2021) and Welsh Government (WG) (2023) in the past decade has been recognised the phenomenon of wellbeing on an international scale, despite the fact that wellbeing cannot be defined in one solid definition. Especially, in the education sector in Wales, the United Kingdom (the UK) has been currently paid a great deal of focus on promotion and support of wellbeing in secondary teaching practice. Long *et al.* (2023) highlighted the importance and necessity of further promotion and support of wellbeing in professional practice across professions, departments and sectors.

Notwithstanding the practice-based evidence, Kidger *et al.* (2016) and Perryman and Calvert (2019) stated that the depressive symptoms among secondary school teachers across the UK are on an ascending trend, and the prevalence of low wellbeing levels in secondary teaching practice is directly linked to insufficient interventions targeting negative factors in education practice such as access to mental health support, reduction of workload, or work-life balance. Furthermore, Goldberg *et al.* (2019) and Thomas *et al.* (2023) emphasized the contemporary complex legislations, government agendas and regulations available for the promotion and support of wellbeing that provide practical regulation to public bodies, and state or private organisations in Wales.

As indicated above, there are over 40 public bodies that ensure and provide civil, social, health and education services to wide public and all citizens of Wales (WG, 2021). Therefore, the Welsh Government recognised a continuous need for compound and sufficient regulation tools that enable further equal, diverse, adequate and safe promotion and support of health and wellbeing in professional practice in Wales (HWBWG, 2019). However, Evans *et al.* (2022) and Long *et al.* (2023) highlighted the practical challenges and possible risk factors that negatively affect the implementation of multifaceted government agendas. Harding *et al.* (2019) and Thomas *et al.* (2023) pointed out the necessity of further cooperation and collaboration between public bodies, government departments and individual institutions in Wales while implementing the new legislation requirements for everyday educational practice. Table 1 below shows a brief overview of the main government legislations and agendas regulating the promotion and support of wellbeing in Wales.

Table 1

Current Wellbeing Legislation in Wales



Ref.: HWB Welsh Government (2019); Welsh Government (2023)

Therefore, the Welsh Government (2023) repeatedly emphasized that further scientific evidence and robust mixed methods research are welcomed. Any future important findings and innovative recommendations might enhance further improvements of the contemporary educational changes, that currently happening across Wales. Long *et al.* (2023) stated, that any further research related to practice-based evidence constructed on clinical scientific expertise and experience-based evidence can be crucial regarding the newly implemented Curriculum for Wales 2023. That is why exploring the gaps in the current literature might be beneficial regarding practical implementations of new regulations currently affecting the wellbeing of teaching practitioners and professionals in Education in Wales and across the UK (Ball, 2021; HWBWG, 2021).

1.2 Key Terms and Process of Review

In accordance with Cohen, Manion and Morrison (2007) and Biggam (2021) the systematic approach to Search Strategy, application of Key Terms and the Process of Literature Review needed a special focus and care by the student researcher. Such a systematic, strategic and thorough approach might ensure that current and available literature sources are reviewed in the best possible academic manner. This helped to deliver an objective, reliable and relevant summary of current scientific research, journal articles, and books discussing the current knowledge of the chosen topic of Wellbeing of Secondary School Teachers in Wales (Coolican, 2014; Biggam, 2021). A brief overview of systematic strategy processes used within this essay can be seen in Table 2 and will be explained next.

Table 2**Chosen Process of Review**

<u>Search Engine Databases:</u>	<u>Searched Key Words: -</u> <i>combination included /and/or/of/in</i>	<u>Search Criteria Included:</u>
•UWTSD Online Library	•Wellbeing	1. Between Years 2010-2024
•EBSCO Database	•Secondary Teachers	2. The UK, Wales, Swansea
•Elsevier Databases	•Wales, Swansea, the UK	3. Mixed Methods
•Google Scholar	•Welsh Curriculum	4. Only Full Time employed Secondary School Teachers
	•Curriculum 2023	
	•Promotion	
	•Support	
	•Effects	

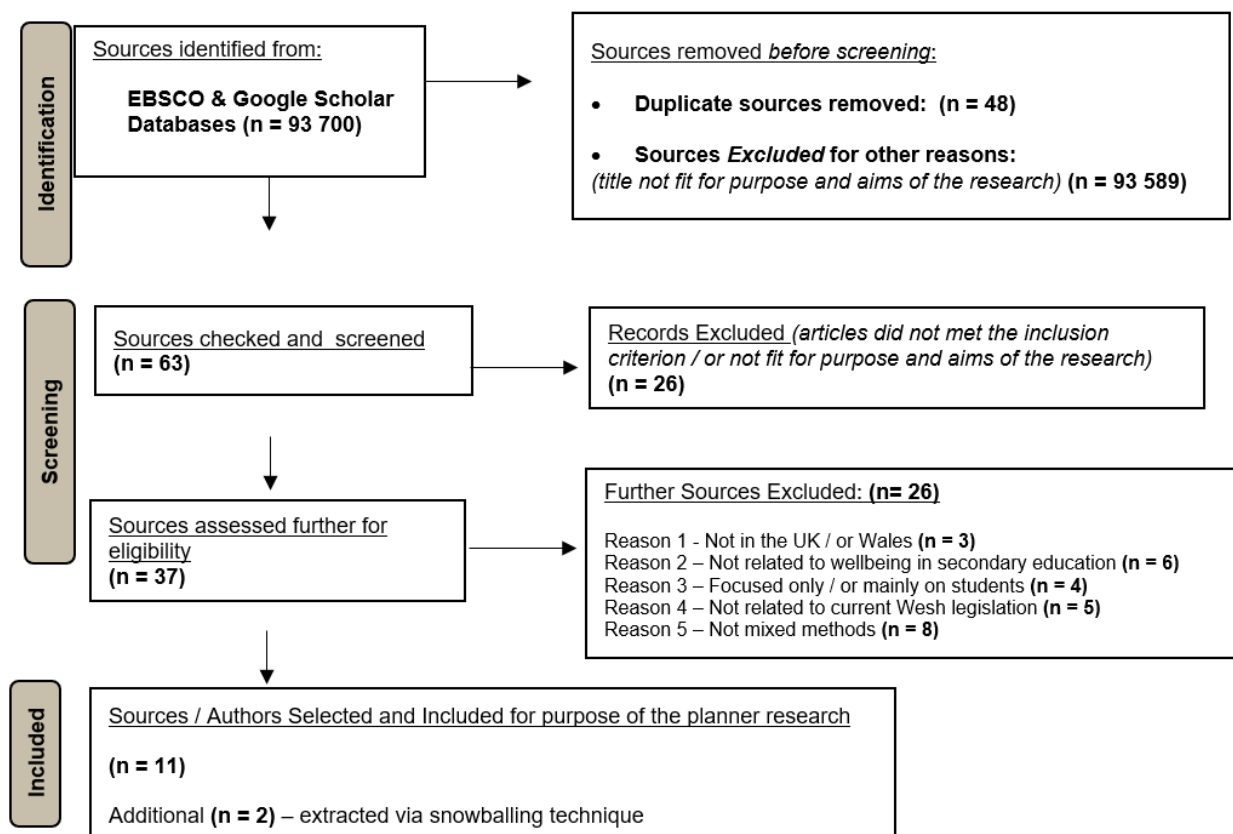
Ref.: Cohen, Manion and Morrison (2007); Biggam (2021)

As pictured in the table above, the research process focused on three main elements, to establish the objectivity, reliability and systematic approach of the literature review (Cohen, Manion and Morrison, 2007). Firstly, the researcher had to decide on relevant and credible search engine databases to be able to obtain in total ($n=13$) valid literature sources from which ($n=7$) were peer-reviewed journal articles, from which two authors were obtained via snowballing technique. Further ($n=6$) government or academic pieces of relevant literature or scientific reports and relevant books were selected from over 90,000 possible sources generated by the EBSCO and Google Scholar search engine databases (Biggam, 2021). The next element of the research process was to select specific, clear and relevant keywords related directly to the research topic. In this case related to support and promotion of the wellbeing of Secondary School Teachers in Wales.

Such a complex and systematic research strategy ensured, that by the combination of the keywords within the chosen search engine databases, the researcher was able to focus exclusively on the related literature and findings within (Coolican, 2014). To be able to achieve this, the third crucial element of the research process was to decide on the exclusion and inclusion criteria that would be applied within the systematic search strategy to ensure a clear focus on the relevant pieces of information extracted from the chosen literature (Holmes, 2020; Biggam, 2021).

Flow Chart 1

Research Process - Selection Process: Inclusion and Exclusion criteria



1.3 Research Aims and Research Questions

The main aim of this essay is to briefly map the key available literature related to the promotion and support of wellbeing in the under-researched population of Secondary School Teachers in Wales and the UK. The aim of the planned research based on the chosen topic is to fill the gap in current scientific and academic research and provide further practice-based evidence (WG, 2023). Nevertheless, this essay intends to deliver a detailed critical reflection and evaluation of some key aspects related to the importance, understanding and possible effects of wellbeing promotion and support in secondary education practice in Wales (Evans *et al.*, 2022; Thomas *et al.*, 2023).

To be able to achieve this, the main focus of this essay will be on the exploration and discussion of currently highlighted gaps in literature and scientific evidence, which might help to answer fully or partially the chosen research questions of the planned research (Biggam, 2021). The chosen topic area of this essay is closely linked to the Welsh Educational System (WES), and to answer the research questions a variety of sociological frameworks, psychological models and organisational constructs have been identified and considered. For the planned research the strategically chosen mixed methods research design should enable the delivery of complex qualitative and quantitative results providing in-depth understanding, broadening current knowledge and offering new practice-based and experience-based evidence to fill the gaps in current scientific literature (Cohen, Manion and Morrison, 2007; WG, 2023).

Based on suggestions by Goldberg *et al.* (2019) and Long *et al.* (2023), the purpose of the chosen research methods is to navigate new strategies of improvement towards teaching practice, government regulations and public bodies' involvement (Ball, 2021). Moreover, due to the compound nature of the planned study, the mixed method design might help to keep the research measures achievable, reasonable and realistic (Biggam, 2021). Therefore, due to the chosen research design and the main focus of the proposed research, this essay will further critically reflect on and evaluate the 13 key literature sources selected for the purpose of being able to answer the following research questions (RQ) presented in Table 3 below.

Table 3

Possible Research Questions and Sub-questions

❖ RQ1: Why is it important to promote and support the wellbeing of the under-research population of Secondary school teachers in Swansea?
❖ RQ2: What is the current promotion and support of wellbeing, available in Secondary school teachers' practice in Swansea?
❖ RQ3: How do the Senior Leaders in Secondary schools in Swansea promote and support the wellbeing within their educational settings?
<u>Possible Sub-Questions:</u>
❖ What practical changes or improvements would be welcomed by the Senior Leaders in their educational practice, regarding the resources promoting the wellbeing of their staff?
❖ What specific support of wellbeing would be beneficial in the day-to-day teaching practice reported by the Secondary school teachers in Swansea?

1.4 Summary of Section 1 and Introduction to Section 2

This section briefly introduced the 1.1 Background to the chosen research study under the current title *“Caring for Teachers - Promotion of Wellbeing”: Filling the Gap in Under-researched Population of Secondary School Teachers in Swansea, Wales*. Section 1 of this essay highlighted the importance and necessity of further focus and scientific research within the chosen topic.

The crucial and leading information that supported this essay has been extracted from six online sources, focusing on current legislation documents and curriculum agendas developed and provided by the Welsh Government. Furthermore, an additional seven authors chosen for this essay presented their findings and further recommendations from the number of leading peer-reviewed journal articles and other academic literature sources such as scientific annual reports. There have been discussed chosen research processes and keywords used within this literature review. A brief discussion related to the main research aim and chosen research methods showed the planned direction of the research and established current research questions reflect the title question and aim of the planned research.

To continue with the systematic literature review, the following Section 2 Literature Review will discuss in more detail the first two research questions (RQ1 and RQ2) introduced in Table 3. The main focus will be on the key themes recognised from the chosen literature sources, there will be presented the main debates, correlations and possible limitations identified during the systematic literature review of the chosen research questions. However, firstly, there will be highlighted and critically evaluated gaps identified by the chosen authors and by the student researcher of this essay.

Section 2 Literature Review

2.1 Introduction and Identified Gaps

This literature review identified three main gaps in current available scientific and academic literature, related to the promotion and support of wellbeing of Secondary School Teachers in Wales. The gaps that will be discussed next have been extracted from the literature sources selected for this essay as presented in section 1.2 Key Terms and Process of Review.

The thirteen authors chosen for this essay, presented and highlighted the practical gaps related to the current perception, awareness and acceptance of contemporary issues related to the wellbeing phenomenon in the Welsh Educational System (WES) (Perryman and Calvert, 2019; Long *et al.*, 2023; WG, 2023).

As discussed throughout this essay, these authors challenged the current educational system in Wales and the UK and pointed out the gaps related to lacking robust scientific evidence, practice-based evidence and interventions, and insufficient monitoring of progress within individual school settings and institutions across Wales (Kidger *et al.*, 2016; Goldberg *et al.*, 2019; Thomas *et al.*, 2023). First, as stated in 1.1 Background the Welsh Government (2023) identified a significant gap in current scientific evidence and the contemporary lack of robust qualitative and quantitative research evidence, to support the practical challenges in the Welsh Educational System (WES). This essay has been inspired and motivated by the gap in current scientific evidence and the future planned research aims to provide some new and vital scientific evidence to enhance the current gap within the under-research population of Secondary School Teachers in Wales.

This might contribute to the current educational debates of relevant and reliable findings that might support further research within the educational system in Wales (Harding *et al.*, 2019; Evans *et al.*, 2022). Second, Harding *et al.* (2019) identified a gap in practice-based evidence with a significant lack of strong practical and scientific evidence related to the link between the wellbeing of teachers and the wellbeing of students. However, in everyday practice has been observed such link, where if the teacher is unwell or emotionally unstable, it affects the quality of teaching and reflects the students' experience (Perryman and Calvert, 2019; Evans *et al.*, 2022). Therefore, it raises concern regarding wellbeing support and promotion among secondary teachers and possible further direct impact on students. Recently, the student author of this essay has grown an interest in this topic, especially the highlighted gap in practice-based evidence mentioned above. This has been considered a possible topic of the main doctorate thesis.

Third, Long *et al.* (2023) identified a gap in evidence-based interventions regarding wellbeing in schools and highlighted the limited guidance available for the smooth practical implementation of new education reforms. These reforms are directly linked to the New Curriculum for Wales 2023 legislation that currently happening in Wales. However, the guidance provided by the Welsh Government (2023) has been criticised by Evans *et al.* (2022) due to the scope and large scale of the new reforms. Goldberg *et al.* (2019) and Hwb Welsh Government (2021) agreed that the gap in evidence-based interventions negatively affects individual educational institutions and school settings in Wales, due to inadequate intervention guidance and limited support. This might prevent some school settings in rural or deprived areas from more effective and efficient progress during the implementation of the new curriculum requirements to everyday practice (Thomas *et al.*, 2023).

As explained earlier in 1.3 Research Aims and Research Questions, the student researcher of this essay identified and extracted three main gaps related to the chosen topic. To justify the chosen direction and thinking process during the literature review and selection of the gaps, there have been repeatedly explored and found that a number of authors who focus on similar topics highlighted similar issues and gaps not only in the UK but also worldwide. Due to the limited word count, this essay focused exclusively on Wales and the UK. However, the student researcher, during her extensive search process of the literature review, came across a number of international papers. For example, authors from Australia, Hungary or The Netherlands, mutually addressed very similar practical issues and gaps related to the promotion and support of wellbeing in education practice overseas (Bakker and Bal, 2010; Lemon and Turner, 2024; Szabo and Jagodics, 2024).

2.2 How Theories Inform the Research Questions

To justify the selection process of the key theories chosen for this essay, it is important to highlight that the theories are directly linked to mental health and wellbeing science studies. Hence, a range of psychological and sociological theories, frameworks and models that navigate the current psychological, sociological and educational research in the UK and Wales, has been recognised (Holmes, 2020; Ball, 2021; Biggam, 2021). Furthermore, there have been identified a number of seminal key theories related to palpable links between psychology and the wellbeing of professionals, then sociology and societal impact on the mental health of professionals, even so, the sociological and stress-related theories and frameworks affecting professionals concerning social interactions, relationships and exposure to stress factors in everyday life (Cassel, 1979; Figley, 1995; Atkinson, 1996; Evans *et al.*, 2022).

However, due to the word count limitation, this essay will briefly discuss the Theory of Social Support extracted from the seminal theoretical framework by Cassel (1976), which is directly linked to the planned research and the two main research questions (RQ1 and RQ2), that will be discussed further within this section. In accordance with Evans *et al.* (2022), the Theory of Social Support might enable individual school settings to capture and identify the possible interventions necessary for the successful implementation of the new educational curriculum and its modern enhanced regulations addressed to the promotion and support of wellbeing. According to Harding *et al.* (2019) and Thomas *et al.* (2023), this can be crucial, especially within secondary education in Wales, where there has been identified and informed a link between the Theory of Social Support and the direct impact on the mental health of individual teachers.

Kidger *et al.* (2016) continued and agreed with the Theory of Social Support and highlighted that it is vital to identify and target possible risk factors affecting the teachers' wellbeing in everyday educational practice. The Theory of Social Support is directly linked to and navigates the problem-focused, emotion-focused and supportive strategy interventions implemented by individual school settings in the UK. Goldberg *et al.* (2019) reasoned and emphasized the importance of investing in complex monitoring systems and expanding action-taking protocols that will enable the headteachers and senior leaders from individual institutions and school settings to identify and support their staff members.

As stated above, such a complex support system might enable to target and challenge promptly any possible contributory factors that are affecting the teachers' mental health, poor wellbeing and in the long run the everyday professional teaching practice. Therefore, the current policies and regulations changes within the Curriculum for Wales 2023 and related wellbeing agenda demonstrated, that the Welsh Government (2023) recognised the importance of further complex interventions in practical support, promotion and statutory guidance required in the aim to improve the mental health and wellbeing in education practice in Wales (HWBWG, 2019; HWBWG, 2021).

However, Long *et al.* (2023) and Thomas *et al.* (2023) argue that within the majority of Welsh education and school settings is currently omitted the complex supportive structure navigating the right promotion of wellbeing and effective mental health support, especially, towards secondary school teachers in Wales. These statements above justify the necessity, importance and relevance of this topic and why the student author of this essay focuses on this contemporary issue within the Welsh Educational System (WES).

2.3 RQ1 and Objectives

To prompt the Research Question 1 (RQ1), as introduced in Table 3, the RQ1 has been set as follows: *'Why is it important to promote and support the wellbeing of the under-research population of Secondary school teachers in Swansea'?*

As indicated throughout this essay the chosen themes and areas of interest emerged from the systematic check of the 13 individual literature sources selected for this literature review. Appendix A shows a brief example of the coding process of the main relevant themes identified within the peer-reviewed articles chosen by the student researcher. The table shows themes and areas of interest, that have been acknowledged as relevant and directly related to the research questions of the planned research discussed earlier in 1.3 Research Aims and Research Questions.

Further justification of the identified key themes will be discussed next in more detail. However, this section will critically reflect on the identified five key themes that are directly linked to the chosen RQ1 (three key themes) and RQ2 (two key themes). These themes addressed the main topic focus of the planned research and provided relevant contributions to the arguments built around the highlighted gaps, perception, awareness and acceptance of contemporary issues related to the wellbeing phenomenon within the current Welsh Educational System (WES) (Evans *et al.*, 2022; Long *et al.*, 2023; WG, 2023).

Moreover, this section will provide insightful debates and arguments relevant to the chosen themes to critically reflect on and evaluate any possible correlation or agreements across the 13 chosen literature sources (Biggam, 2021). This might provide an enhancing yet brief understanding of the current perception and available interventions directly linked to the promotion and support of wellbeing in secondary teaching practice in Wales (Kidger *et al.*, 2016; Long *et al.*, 2023). Lastly, the highlighted practical limitations related to the chosen topic might justify the importance and necessity of future research and the promotion of wellbeing in everyday educational practice in Wales (WG, 2023).

2.3.1 Key Themes

The first identified key theme was labelled as ***Prevalence of Poor Wellbeing and Mental Health Issues in Secondary Schools in Wales***. According to Harding *et al.* (2019) and Perryman and Calvert (2019), the prevalence of mental health conditions and poor wellbeing among secondary teachers in the UK education force significantly increased in the past decade (Swindell *et al.*, 2023). This issue has been monitored worldwide and has grown into a contemporary global phenomenon affecting professionals and individuals no matter on nationality or profession. HWB Welsh Government (2021) agree with the growing issue regarding the poor work-life balance and possible impact on the quality of delivered curriculum towards students. Long *et al.* (2023) and Thomas *et al.* (2023) highlighted the possible practical issues related to ascending long-term illness among professionals in the Welsh Education System (WES) and the link to increased work absence, leading to insufficient delivery of the New Welsh Curriculum legislation.

The second identified theme was labelled as ***Risk Factors in Education Practice in Wales***. As indicated throughout this essay, there has been identified a number of practical risk factors affecting everyday teaching and educational practice not only in Wales but worldwide as well (Bakker and Bal, 2010; Szabo and Jagodics, 2024). For example, presenteeism, professional burnout, or teacher-student relationships. Due to the word count limitation, this essay focused exclusively on negative factors related to professional practice, and consciously excluded the personal, individual and family factors, which can contain an unlimited, extensive and exhausting list of possible risk factors that affect the level of wellbeing and mental health condition of individuals.

Therefore, Harding *et al.* (2019) and Evans *et al.* (2022) highlighted the complex interrelated factors affecting teachers in their professional practice for example, extensive workload, increased long working hours, loan-working, or pressure related to performativity and challenges related to social relationships among staff members (Ball, 2021). However, Swindell *et al.* (2023) argue that there occur practical issues related to possible risk factors such as *Extrinsic Factors* related to the connection between staff members and senior leaders to establish support and further interventions in recognition of mental health support within educational institutions. These complex and interrelated factors are closely linked to the Theory of Social Support explored by Cassel (1976) and highlighted by Evans *et al.* (2022) concerning the problem-focus, emotion-focus and individual supportive strategy interventions within the WES (HWBWG, 2021; Long *et al.*, 2023).

The third identified theme was labelled as ***Possible Negative Impact on Students and Communities in Wales***. As mentioned above, the severity of possible negative impacts of the increasing prevalence of mental health issues and ascending level of poor wellbeing among secondary school teachers in Wales might affect the quality and pace of delivered educational curriculum (Swindell *et al.*, 2023). This can have a direct negative impact on the wider population and communities across Wales (WG, 2021). Regarding Evans *et al.* (2022) this might have a significant negative impact on the everyday quality of teaching and learning experience for both, secondary teacher as well as their students. Therefore, such a threat might affect the local communities across Wales, especially, the rural and secluded areas such as small towns with limited public transport (HWBWG, 2019; Thomas *et al.*, 2023).

2.3.2 Relevant Debates and Authors' Correlation

Based on the 13 authors chosen for this literature review, there have been observed and extracted interesting and extensive debate and correlations regarding the RQ1 '*Why is it important to promote and support the wellbeing of the under-research population of Secondary school teachers in Swansea?*'? Following the critical reflection presented throughout this essay, Thomas *et al.* (2023) continue with the objectives of the new WES reforms such as CfW, intending to compensate for the stability and adjust the experience around the role that secondary schools play in the lives of teaching professionals in Wales. The finding suggested that the organisational role that secondary schools play in the implementation of the new health and wellbeing agendas is often seen as additional work, in everyday teaching practice (Evans *et al.*, 2022).

This has been pointed out as a critical issue by Kidger *et al.* (2022) and Long *et al.* (2023) and further argued due to the belief that secondary school institutions should reduce the inequalities within education outcomes by reducing the number of activities and tasks that are not directly linked to the teaching and learning processes. It means, that extensive bureaucracy and additional paperwork above and beyond the necessary teaching practice frame can have a negative impact on the wellbeing and mental health condition of secondary school teachers (HWBWG, 2021). This has been supported by the alarming argument by Brown *et al.* (2023) that in 2021 has been estimated that 60% of in total 641,840 teachers in the educational workforce in the UK experienced some form of mental health conditions, that were directly related to their workplace and teaching profession (WG, 2021).

However, it has been argued by Swindell *et al.* (2023) that some level of individual, societal and environmental stress and pressure when working in educational, social and public services is expected, however, the level of such challenging experiences should not be excessive and not on daily basis. Nevertheless, it has been argued by Kidger *et al.* (2016) and Evans *et al.* (2022) that educational institutions and school settings have some level of responsibility for the distribution of challenging tasks and activities that might affect the mental health and wellbeing of their staff. Public Health Wales (2021) pointed out that the practical and professional boundaries, responsibilities and organisational capacity are required and protected by the legislation and regulations implemented within the WES, to ensure professional and consistent support in everyday practice towards the teaching professional in Wales (WG, 2023).

2.3.3 Identified Limitations

Swindell *et al.* (2023) pointed out the limited representation of obtained data from the participants, due to a high number of non-respondents, which affected the data analysis and overall generalisation. Thomas *et al.* (2023) agreed and highlighted the limitations of the methodology approach and issues with the purposive sampling method and statistical significance issues. On the other hand, Long *et al.* (2023) stated that their qualitative data obtained during interviews did not provide in-depth relevant information regarding the current implementation of curriculum design and assessment related to learning, leadership, and intervention regarding wellbeing promotion and mental health support in practice. Such limitations, mentioned above have provided insight into the possible practical research challenges, barriers and issues that can be avoided or overcome during any future research (Cohen, Manion and Morrison, 2007; Biggam, 2021).

2.4 RQ2 and Objectives

To prompt Research Question 2 (RQ2), as introduced in Table 3, the RQ2 has been set as follows: *'What is the current promotion and support of wellbeing, available in Secondary School Teachers' practice in Swansea'?* As indicated throughout this essay, and pictured in Table 1 there have been identified a number of current legislations, regulations and agendas related to the promotion of wellbeing and support of mental health, recently implemented and provided by the Welsh Government and Welsh Education System (HWBWG, 2019; WG, 2023). This section will briefly introduce the key themes that emerged from the literature review carried out to support this essay. Further relevant debates and correlations among the chosen 13 authors for this essay will picture the importance of future research and highlight the currently available support and promotion tools for education practice in Wales in 2023.

2.4.1 Key Themes

The first identified key theme was labelled as **Curriculum for Wales (CfW) 2023**. This legislation is one of its kind and standalone to modern world educational reforms and has been recognised as inspiring worldwide (WG, 2021; WG, 2023). The CfW comprises Six Areas of Learning and Experiences, that in the long run target the four main purposes of the new curriculum emphasizing the *ambitious & capable, enterprising & creative, and ethical & healthy* learners and citizens of Wales (HWBWG, 2019). Due to the nature and interest of the planned research, this essay focused only on one aspect of the six areas: Area of Learning and Experience (AoLE): Health and Wellbeing Agenda 2023, which will be explained further within this section.

However, to critically reflect on the first key theme, Thomas *et al.* (2023) mentioned the keyword *Curriculum for Wales* 24 times in their government report, which shows the urgency and relevance of this document. Likewise, Long *et al.* (2023) highlighted the strengths of the CfW policy in the effort to address the three contemporary and key issues identified by the Welsh Government. Firstly, the effort to improve the educational standards to fit modern Wales and nurture public confidence and trust in the WES. Second, the effort to deliver modern effective and efficient educational reforms that satisfy and address the contemporary issues raised in the past decade (WG, 2021). Lastly, the effort to enhance the future educational experience across Welsh nation and communities (WG, 2023).

Nevertheless, despite all government efforts, a number of the new reforms have been criticised. Evans *et al.* (2022) pointed out the insufficient and possibly inadequate training related to Mental Health First Aid within individual school settings across Wales.

Notwithstanding, the engagement and implementation process of the new reforms and related agendas, there occur strong inequalities in the specific adaptation of relevant resources that enable the smoother and more effective assignation of the CfW into secondary schools' practice (Swindell *et al.*, 2023). Opposite to this, Long *et al.* (2023) stated that the current education reforms affect practical changes at multiple levels within the WES. It means, that a wide variety of challenges related to national and community levels of facilitators and barriers might affect the successful implementation of the new reforms and related agendas (WG, 2021). In everyday practice, this can be observed within the measurable societal changes towards education, general societal approach and perspectives related to further education and growing interest in higher education achievements (Evans *et al.*, 2022).

The second identified key theme was labelled as **Area of Learning and Experience (AoLE): Health and Wellbeing Agenda 2023**, which has been briefly introduced above. HWB Welsh Government (2019) and Long *et al.* (2023) agreed, that the Health and Wellbeing Agenda 2023 offers a wide range of possible approaches, resources and frameworks that can be adapted and adopted to everyday practice by individual secondary school settings in Wales. Concerning this, Evans *et al.* (2022) and Thomas *et al.* (2023) pointed out that the new AoLE: Health and Wellbeing Agenda 2023 offers a great deal of autonomy and self-government tools to recognise and apply the educational reforms adequately and accordingly to the individual schools' needs.

Welsh Government (2021) and Evans *et al.* (2022) argue that the majority of secondary schools in Wales do not operate under the current legal requirements related to Six Areas of Learning and Experiences. This statement has been supported by Thomas *et al.* (2023) who pointed out the inconsistency in the application of the new Health and Wellbeing Agendas to everyday secondary teaching practice in Wales. In reaction to this, Evans *et al.* (2023) and Swindell *et al.* (2023) pointed out that there is currently lacking any general monitoring structure and system to ensure that each school setting utilises and implements the new reforms progressively and sufficiently. However, according to Public Health Wales (2021) and Long *et al.* (2023) it is expected that full adaptation and implementation of the AoLE: Health and Wellbeing Agenda 2023 can take between three to seven years before the individual secondary school settings across Wales will complete the whole implementation process (WG, 2023).

2.4.2 Relevant Debates and Authors' Correlation

As indicated throughout this essay and briefly discussed within section 2.3.2 Relevant Debates and Authors' Correlation there have been discovered debates and authors' correlations regarding the RQ2 '*What is the current promotion and support of wellbeing, available in Secondary School Teachers' practice in Swansea?*' In this context, Long *et al.* (2023) highlighted the fundamental importance of the whole-school approach necessary for delivery of the evidence-based interventions across secondary school settings in Wales. On the other hand, Public Health Wales (2021) emphasized the necessity of collaboration and coordination in achieving sustained positive changes related to the whole-school approach towards wellbeing and mental health interventions in everyday teaching practice.

Opposite to this, Swindell *et al.* (2023) stated that every educational institution and organisation should focus on the four internal core elements related to the promotion and support of Learn, Live, Work, and Support within their teams. Therefore, Thomas *et al.* (2023) highlighted that each school setting should extend beyond formal support its responsibility regarding the promotion and care of the wellbeing and mental health of its staff members (HWBWG, 2021). Evans *et al.* (2022) agree that there is currently lacking the comprehensive and complex approach to wellbeing in secondary education in the UK and Wales. Harding *et al.* (2019) agreed with this and continued that the current individual-focused approach lacks evidence-based supportive data to prove or disprove its effectiveness in teaching practice.

2.4.3 Identified Limitations

Harding *et al.* (2019) and Swindell *et al.* (2023) agreed on the limitations regarding the current lack of longitudinal research focusing on strong evidence-based data that would navigate further practical interventions. Future longitudinal studies might deliver additional experience-based evidence necessary for further improvements in the practical support and promotion of the wellbeing and mental health of secondary school educators in Wales (Thomas *et al.*, 2023). Long *et al.* (2023) highlighted the practical limitations regarding the co-construction between individual educational settings, as school settings across Wales do not follow the same implementation phases and there is omitted unity in the new CfW which can be challenging regarding the practical delivery of the new legislation. Lastly, Evans *et al.* (2022) pointed out the limitations regarding lacking a larger scale of insight into the wider educational system adaptation of the new interventions regarding the new Wellbeing and Health Agendas in Wales (HWBWG, 2019).

2.5 Summary of Section 2 and Conclusion

To summarise, this section highlighted the identified and selected themes that navigated this essay topic and focus. There have been identified gaps in the current literature that the future planned research aims to fill or enhance regarding the current scientific evidence. Within this section have been provided brief discussions and correlations within the chosen literature sources and authors, to demonstrate the critical reflection on the chosen topic and area of interest of the planned research.

To conclude, in reflection on this literature review, this essay motivated the student researcher to reduce and refine her original three research questions as follows.

Firstly, there will be only two main research questions, secondly, the refined RQ1 is newly formulated as *'What is the practical impact of current interventions regarding wellbeing support, in secondary school teachers in Wales'*? Thirdly, the refined RQ2 is newly formulated as *'How effective is the current promotion and support of wellbeing offered by the Senior Leaders in Secondary schools in Swansea'*? These refined research questions suit better the purpose and aim of the planned research with the title *"Caring for Teachers - Promotion of Wellbeing": Filling the Gap in Under-researched Population of Secondary School Teachers in Swansea, Wales*.

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Appendices

Appendix A

Identified Themes and Areas of Interest

<u>Author</u>	<u>Themes / Areas of Interest</u>
Evans <i>et al.</i> (2022)	• Wellbeing in Secondary Education (WISE) • Mental Health & Wellbeing of Teachers • Approach to Understanding Interventions • Poor Wellbeing in Teachers • Improving Mental Health and Wellbeing in Secondary School Settings • Presenteeism
Goldberg <i>et al.</i> (2019)	• Mental Health & Wellbeing of Teachers • Whole School Framework / Legislation • Social & Emotional Wellbeing in School Settings • Effectiveness of Interventions in School Settings
Harding <i>et al.</i> (2019)	• Teachers' Mental Health and Wellbeing • Students' Mental Health and Wellbeing • Link & Effect of Teachers' Wellbeing in everyday teaching practice • Wellbeing & Risk Factors in Practice • Teacher Presenteeism
Kidger <i>et al.</i> (2016)	• Teachers' Wellbeing • Wellbeing & Risk Factors in Practice • Wellbeing & Emotional Distress • Presenteeism
Long <i>et al.</i> (2023)	• Health & Wellbeing in Schools • Wellbeing & Risk Factors in Practice • National Education Reforms / Legislation • English Secondary Schools
Thomas <i>et al.</i> (2023)	• Early Implementation of Curriculum for Wales (CfW) / Legislation • Greater Focus on Wellbeing in Education Practice • Importance of Wellbeing in Practice • Health & Wellbeing • Risk Factors to Behavioural Changes in Practice