

# Moral distress in secondary school teachers

How can secondary school teachers grow from moral distress to moral resilience?

## CONTEXT

- One in seven teachers drops out after 5 years in Flanders (Pano, 2018)
- Emotional exhaustion under the heading of stress is an important factor (Werkbaar werk in het onderwijs – werkbaarheidsmonitor 2016, Nota 10 mei 2017)
- Fenstermacher (1990) describes **teaching as a profound moral activity**. On the one hand because it contributes to the (co-)formation of a future generation. On the other hand, because certain moral judgments are continually formed in interactions with children, their parents or others (Hargreaves, 1995).

## METHOD

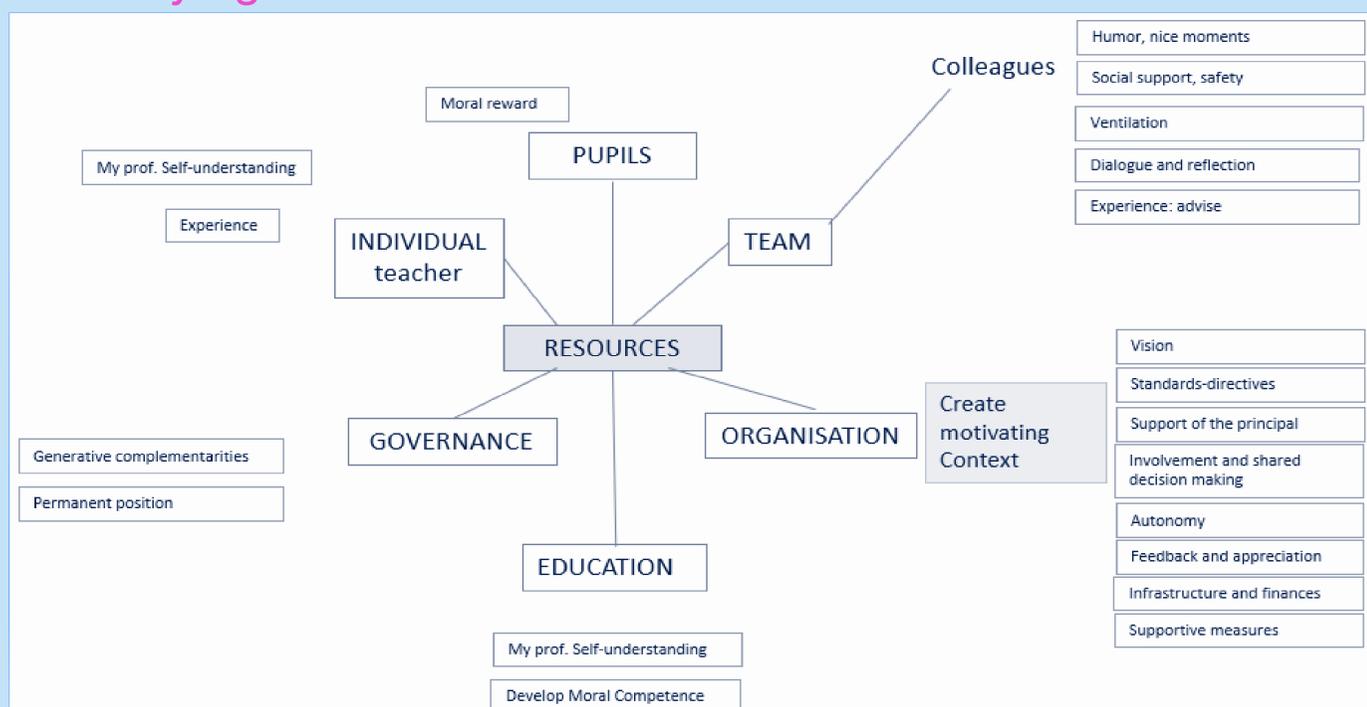
- Practice-oriented scientific research
- Literature study
- Qualitative research
  - focus groups
  - semi-structured in-depth interviews

## RESULTS

### Recognizing moral distress



### Identifying resources for moral resilience



- "A place where you can say what you want to say without negative consequences."
- "I think along with the school and that's appreciated."
- "A vision gives peace and consistency. The school must develop a vision. But then you have to keep the same vision for a number of years in order to give people and teams the chance to roll it out."