



This is a peer-reviewed, post-print (final draft post-refereeing) version of the following published document, This author accepted manuscript is deposited under a Creative Commons Attribution Non-commercial 4.0 International (CC BY-NC) licence. This means that anyone may distribute, adapt, and build upon the work for non-commercial purposes, subject to full attribution. If you wish to use this manuscript for commercial purposes, please visit Marketplace' and is licensed under Creative Commons: Attribution-Noncommercial 4.0 license:

**Randall, Vicky, Love, Rhiannon and Hannah-Russell, Claire
(2026) An Introduction to a Pedagogy of WellBeing. In:
Pedagogies of Wellbeing in the Primary School. Emerald
Publishing Limited, pp. 1-11. ISBN 978-1-83742-169-5**

Official URL: <https://doi.org/10.1108/978-1-83742-167-120261001>

DOI: <http://dx.doi.org/10.1108/978-1-83742-167-120261001>

EPrint URI: <https://eprints.glos.ac.uk/id/eprint/16499>

Disclaimer

The University of Gloucestershire has obtained warranties from all depositors as to their title in the material deposited and as to their right to deposit such material.

The University of Gloucestershire makes no representation or warranties of commercial utility, title, or fitness for a particular purpose or any other warranty, express or implied in respect of any material deposited.

The University of Gloucestershire makes no representation that the use of the materials will not infringe any patent, copyright, trademark or other property or proprietary rights.

The University of Gloucestershire accepts no liability for any infringement of intellectual property rights in any material deposited but will remove such material from public view pending investigation in the event of an allegation of any such infringement.

PLEASE SCROLL DOWN FOR TEXT.

An Introduction to Wellbeing as Pedagogy

Vicky Randall

University of Gloucestershire

Vrandall2@glos.ac.uk

Rhiannon Love

University of Winchester

Rhiannon.Love@Winchester.ac.uk

Claire Hannah-Russell

Bournemouth University and stormbreak CIO

clairehr@stormbreak.org.uk

Author Biographies:

Vicky Randall is an educator, researcher, and consultant in physical education and a Visiting Associate Professor at the University of Gloucestershire. She is also a Fellow of the Higher Education Academy (FHEA) and the Royal Society of Arts (FRSA). Vicky is an advocate for children's mental health, serving as a stormbreak ambassador and member of the Cross-Party Parliamentary Group on a Fit and Healthy Childhood. She has published widely in the field of primary physical education, including the international texts *An Introduction to Primary Physical Education*, *Contemporary Issues in Primary Physical Education* and *Professional Knowledge in Primary Physical Education*.

Rhiannon Love is a Senior Lecturer at the Institute for Education at the University of Winchester. She is the curriculum lead for Primary Religious Education and Philosophy for Children (P4C). Her research interests are in the areas of Philosophy for Children, with particular interest in its potential for supporting wellbeing, LGBTQ+ student teacher experience and Holocaust Education. She is also a Level One SAPERE P4C trainer and a Senior Fellow of the Higher Education Academy (SFHEA).

Claire Hannah Russell is a Research Psychologist who trained at the University of Bath and Harvard University, where she worked as a Teaching Fellow and Research Assistant. She is a member of the UK-based Realist Research and Evaluation Group and lectures on the MSc Sports Coaching programme. Claire's research interests include mental health, wellbeing, and physical activity. She is currently based at Bournemouth University, where she is investigating leadership identity among teachers and children's social identities in primary school settings. Claire is the Evaluation Lead at the children's mental health charity stormbreak.

ABSTRACT

This chapter explores the conceptualisation of wellbeing not merely as an educational outcome, but as a central pedagogical orientation. In contrast to dominant models of schooling that prioritise attainment, accountability, and standardised metrics, this chapter argues for a paradigm in which wellbeing is integrated into the very fabric of teaching and learning. Drawing on interdisciplinary perspectives from education, the chapter examines how a pedagogy of wellbeing reshapes the aims, practices, and relational dynamics of the classroom. It considers the implications of such a shift for teacher-student relationships, curriculum design, and school culture, highlighting the ways in which emotional, social, and personal dimensions of learning can be foregrounded without compromising academic rigour. This chapter introduces and frames the book, highlighting key threads that run through each chapter.

Personal Reflection

In some way, shape, or form, wellbeing has played an important role in the lives of all the contributors to this book. This engagement may have emerged through our various disciplinary perspectives, our experiences as teachers or academics, our research and professional practice, or through our personal lives. Wellbeing is embedded in everyday experience, and it is this shared commitment to wellbeing in general, and to the wellbeing of children in particular, that has brought this group together.

Following our symposium at the British Educational Research Association (BERA) conference in 2024, a convergence of ideas and influences began to take shape, ultimately leading to the development of this edited collection. Among the most significant influences are the Philosophy for Children (P4C) movement, the work of the charity stormbreak, and a shared recognition of the pressing challenges young people face in relation to their health, happiness and long-term flourishing.

Whatever your reasons for engaging with this book, and whatever your connection to the field of wellbeing, we hope that these chapters offer something of value; whether that is creating deeper connections with others, sparking new ideas, or supporting efforts to advocate for the rights and needs of young people.

Introduction

At a time of increasing concern for children's wellbeing, we offer *Pedagogies of Wellbeing in the Primary School* as a timely contribution to the field of wellbeing texts, locating the primary school as an important site for nurturing the physical, social, and emotional development of young learners. Critically, our aim within this book is to place children's wellbeing as everyone's responsibility in the school, and advocate for its importance. Not as a one-off gesture - for example through the celebration of a wellbeing week - or an individual in school who is responsible for children's wellbeing - but through the daily practices of teachers and other trusted adults who teach and care for children in schools. That is not to say that specific roles and celebrations of wellbeing are not valuable. Individuals and events can make an important contribution to a collective effort, but accompanied by a whole school approach, these efforts are more likely to be successful. Within the pages of this book we hope to move beyond curriculum-based approaches that teach *about* wellbeing and to approaches that themselves promote wellbeing.

This edited text brings together experts from across educational disciplines including, humanities, physical education, early years education, leadership, psychology, spirituality, philosophy and inclusion. Collectively, the authors put forward a compelling case that wellbeing should be implicit within our day-to-day practice as teachers - a values-led, holistic approach that informs our interactions with children and that can be used across age phases and curriculum subjects. Each chapter explores innovative pedagogical approaches, including but not limited to, developing pupil voice through a community of enquiry; using movement-based learning as a way to make connections between the mind and the body; playful pedagogies to support and understand our youngest learners; digital pedagogy, spirituality, and a pedagogy of care. All offering practical, evidence-based strategies for embedding wellbeing into everyday practices.

Uniquely focused on wellbeing experienced as a pedagogy, we believe this book will offer essential guidance for teachers, pre-service teachers, teaching assistants, mentors, school leaders and other trusted adults seeking to enhance wellbeing, while enriching their professional practice in dynamic and inclusive ways. We believe this book is needed, as schools continue to navigate post-pandemic recovery, rising mental health concerns and a growing recognition that academic achievement must be balanced with emotional and social wellbeing. With a congested curriculum and increasing teacher workload, this book is not advocating for more teaching about wellbeing but asking school leaders and educators to consider how to frame practices in school that prioritise and promote wellbeing. By reimagining wellbeing not as an add-on, but as intrinsic to pedagogy, we hope this text will empower educators to create environments where children (and teachers) can truly see their value and thrive.

This chapter explores the conceptualisation of wellbeing not merely as an educational outcome, but as a central pedagogical orientation. In contrast to dominant models of schooling that prioritise attainment, accountability, and standardised metrics, we argue for a paradigm in which wellbeing is integrated into the very fabric of teaching and learning. Drawing on interdisciplinary perspectives from education, the chapter examines how a pedagogy of wellbeing reshapes the aims, practices, and relational dynamics of the classroom. It considers the implications of such a shift for teacher-pupil relationships, curriculum design, and school culture, highlighting the ways in which emotional, social, and personal dimensions of learning can be foregrounded without compromising knowledge and learning.

Theoretical Underpinnings: What is a pedagogy of wellbeing?

Defining wellbeing within education is inherently complex, due to the wide and sometimes conflicting range of terms used to describe this field. Concepts such as *emotional literacy*, *emotional intelligence*, *positive mental health*, and *emotional wellbeing* are often used interchangeably (McLaughlin, 2008, p. 353–354). Commonly, wellbeing is associated with ‘feeling good about oneself, self-esteem, and being aware of one’s own and others’ emotions’ (Eaude, 2009, p. 187). While this diversity of terminology can lead to what Morrison and Ecclestone (2011, p.203) describe as ‘conceptual sloppiness’, variation can often reflect differences in disciplinary context (McLaughlin 2008), for example, *emotional literacy* is more prevalent in educational discourse, whereas *positive mental health* is more commonly used within the discipline of psychology.

Despite these definitional challenges, wellbeing has become a central concern in education. This is largely due to increasing awareness of rising mental health difficulties among both young people and teachers, alongside concerns that education systems are not adequately addressing these needs (Alexander et al., 2010; Turner & Theilking, 2019). These issues have been further intensified during the COVID-19 pandemic, when school closures and social restrictions had significant impacts on children’s learning and wellbeing (Rajmil et al., 2021).

Traditionally, educational policy has prioritised economic outcomes for individuals and society (Siddiqui et al., 2017). However, there is a growing argument for a more expansive and aspirational vision of education - one that values wellbeing as an end in itself. Brighouse (2008, p.60) contends that education should ‘aim to improve children’s prospects for leading flourishing lives’. In line with this perspective, we adopt a broad and holistic understanding of wellbeing, influenced by Burke (2021) and Mahmud and Satchell (2022). From this viewpoint, wellbeing in school is understood as an ongoing journey that promotes and supports young people’s mental health and enables them to lead fulfilling lives. Building on this conceptualisation, this book brings together a broad understanding of wellbeing alongside teaching approaches (pedagogy) to propose a *pedagogy of wellbeing*. We define a pedagogy of wellbeing as the intentional practice of teachers to place children’s social, emotional, and physical wellbeing at the centre of teaching and learning, to strengthen their sense of purpose, agency, and belonging.

Important developments in the thinking about wellbeing as a pedagogy, and not purely through curriculum content, has previously been advocated for by Dempsey and Burke (2022) in their framework for a pedagogy of wellbeing. Their pedagogical model highlights four integral parts including: curriculum choices, pedagogical choices, learning agency, and relationships, all of which

place a spotlight on the social context of learning, where agency and feeling part of a community is important to developing meaningful relationships with teachers, other learners and the subject discipline (Dempsey & Burke, 2022).

A pedagogy for, and of, wellbeing is influenced by developments in education around positive psychology, with many of the associated models (e.g. PERMA see Chapter 5 and Chapter 7) and broader concepts (resilience, thriving and flourishing) are visible in the various chapters of this book. Such approaches seek to readdress the performative and fast paced nature of contemporary schooling, and challenge teachers and pupils to find slower and more meaningful connections.

Pedagogical Ideas for Practice: the stormbreak approach

In 2021, the Department for Education advocated for coordinated and evidence-informed, whole school approaches to mental health and wellbeing, to support children and facilitate their readiness to learn (Public Health England, 2021). The championing for whole school approaches was galvanised from increasing concerns about children's mental health and wellbeing which had been exacerbated by the COVID-19 pandemic. Principally, this was attributed to the pandemic's social isolation measures or 'lock down periods', which severely disrupted children's educational and socio-emotional developmental opportunities (De Souza, 2025).

Following the pandemic, a Mental Health of Children and Young People survey showed that by 2023, around 1 in 5 children and young people aged 8 to 25 years had a probable mental disorder (NHS Digital, 2023). Even during primary school years, where children are aged 4 to 11 years, Fox et al., (2021) noted the regression of skills that children were experiencing, including their language abilities and communication skills, social skills and levels of independence.

Since the COVID-19 pandemic, the opportunities within families, communities and in schools, to take action to support children and young people's mental health and wellbeing remain of critical importance. Across England, it appears that need has outstripped the availability to adequately identify, assess, diagnose and support children and young people who may be at-risk or in-risk of experiencing mental health difficulties. This is supported by the British Medical Association (2026), who argue that mental health services are not being resourced sufficiently to meet need. The British Medical Association (2026) recommends that mental health services and the NHS workforce urgently need resourcing and investment to tackle this, especially through Children and Adolescent Mental Health services (CAMHS).

However, whilst there is strong advocacy for 'Whole School Approaches to Mental Health and Wellbeing' in England (see Jayman, Glazzard, Rose & Quickfall, 2024; Mahmud & Satchell, 2022), the evidence is wanting. As systematic reviews and narrative syntheses show, further research is

necessary to appraise the evidence as to how whole school approaches can benefit children, young people and the wider education system, including teachers. Across England, schools have their own strengths and challenges in terms of their available resources, the different contexts they experience and their overall effectiveness. What works well in one school may not work as well in another. Thus, even where evidence for a whole school approach to wellbeing intervention exists, it is not realistic to ‘lift and shift’ this at scale and expect to replicate the same result.

To provide context, we offer an exemplar approach of a programme, developed by the charity stormbreak. Stormbreak Surge is a professional development programme, designed for primary schools. Surge offers a whole school approach to wellbeing, upskilling staff to sustainably implement stormbreak, through mentally healthy movement activities, into the life of a school and for the benefit of all children. There are accessible resources and guided mentally healthy movement activities that are freely available to schools, families and communities to provide continuity of the stormbreak approach. A ‘stormbreak’ is a short, guided, playful movement, typically designed for younger children with a targeted focus on building resilience, relationships, self-worth, (emotional) self-care and hopeful optimism. Through the practice of emotional regulation within the movement, stormbreak activities involve the recognition, identification and management of emotions with conversations about feelings and wellbeing that can be transported across a whole school day. Through a whole school approach, Surge aims to empower senior leaders, teachers and wider school staff who are seen as ‘advocates’ to support the health and wellbeing of children. Surge seeks to equip advocates with resources, activities and confidence to support children to recognise their emotions, respond to their feelings and regulate their emotions as they navigate the challenges of growing up (stormbreak CIO, 2026).

Stormbreak Surge has been delivered in schools since 2018 and has been embedded in schools sometimes across a school day and/or sometimes being more actively linked to existing curriculum topics, topics, teaching and learning. Specifically, this has included embedding Surge into schools through the Personal, Social, Health and Economy (PSHE), the Relationships and Sex Education (RSE) and/or the Physical Education curricula.

Physical activity has a strong heritage in school life. Because stormbreak activities are accessible to all children, rather than through a targeted intervention delivery, staff capacity can be carefully planned, which may offer a solution to the aforementioned challenges to delivery. Physical activity that centres on mentally healthy movement (see Chapter 4) also meets PSHE, RSE and PE curricula objectives and can contribute to positive physical literacy. According to Carl et al. (2026), physical literacy describes a person’s unique relationship with physical activity, through the integration of physical, cognitive (thinking), affective (feelings) and social (connecting) aspects. This person-

centred concept approach (see Chapter 5) highlights a lifelong journey from infancy to adulthood, which shows great promise when embraced positively (Carl et al., 2026). Indeed, Gibson-Moore (2019) stress the benefits of physical activity are vast including mental wellbeing, enjoyment, happiness, improved self-esteem, cognitive functioning and improved confidence.

How to Use this Book

The chapters that follow in this book build a rich and interdisciplinary exploration of how pedagogies of wellbeing can meaningfully support children's wellbeing in contemporary educational and school contexts. Each contribution offers a distinct yet interconnected perspective, collectively challenging dominant performative models of education and advocating for more humane, reflective, and holistic approaches to teaching and learning.

In Chapter 2, Rhiannon Love, opens her chapter by critiquing the accelerating pace of modern education systems. She introduces Philosophy for Children (P4C) as a powerful pedagogical tool that aligns with the principles of slow pedagogy. She argues in this chapter, that creating space for dialogue, reflection, and philosophical enquiry not only enhances cognitive development but also supports emotional wellbeing, positioning P4C as a meaningful response to the pressures faced by both pupils and educators.

In Chapter 3, Julie Pearson shifts the focus to the centrality of care within educational practice. Through critical reflection on traditional assumptions - particularly within physical education - the chapter advocates for a relational, values-driven approach grounded in empathy, authenticity, and mutual respect. Drawing on care ethics, Julie calls for a reimagining of teaching as a deeply human and relational act, where both student and teacher wellbeing are prioritised.

Chapter 4 expands on the notion of wellbeing by foregrounding the role of the body in learning. Vicky Randall seeks to challenge narrow conceptions of movement as limited to sport, and instead presents movement as an essential, everyday pedagogical tool. The chapter demonstrates how integrating movement across the curriculum can foster emotional regulation, resilience, and holistic development, supporting children as whole beings and strengthening the connection between mind and body.

Amanda Norman in Chapter 5, explores the significance of play as a medium for emotional expression and connection. Grounded in humanistic psychology, this chapter highlights how a person-centred approach can cultivate environments of trust, empathy, and acceptance. Through practical examples, this chapter illustrates how educators can sensitively engage with children's play to promote wellbeing and support a child's capacity to flourish.

Chapter 6, authored by Liam Satchel, Daniel Alfieri, and Rachael Gribble, turns the reader's attention to the specific experiences of children in Service families. It offers a nuanced account of both the challenges - such as mobility and parental deployment - and the strengths associated with Service life. The chapter provides evidence-informed strategies for schools to support Service children, emphasising the importance of recognising both vulnerability and resilience within this group.

In Chapter 7, Emma Goto addresses the complexities of growing up in a digitally saturated world. The chapter highlights the risks posed by misinformation and disinformation, advocating for dialogic teaching approaches, including P4C, to develop critical thinking and digital literacy. It positions these skills as essential for both intellectual and emotional wellbeing in an increasingly complex media landscape.

Chapter 8, by Lisa-Marie Martin and Julie Wharton, explores the role of Personal, Social, Health and Economic (PSHE) education in fostering children's sense of identity, belonging, and agency. It emphasises the importance of safe, trusting environments and demonstrates how PSHE equips children with the knowledge and skills needed to navigate relationships and life challenges with confidence and hope. The messages in the chapter transcend beyond the curriculum teaching of PSHE, to encourage teachers to think of how approaches to teaching PSHE can endure into all teaching practices.

In Chapter 9, Alasdair Richardson addresses the pedagogical challenges of teaching sensitive and emotionally demanding topics. Using the Holocaust as a case example, the chapter offers guidance on creating emotionally supportive classroom environments where difficult histories can be explored thoughtfully and responsibly. The insights presented extend beyond this specific context of the Holocaust, by providing a framework for how to engage pupils with a range of sensitive issues across the curriculum.

To conclude the book, Kate Adams in Chapter 10, draws attention to the often-overlooked dimension of spiritual wellbeing. The chapter explores how children make meaning of their experiences and the world around them, offering practical strategies for supporting spiritual development in inclusive and sensitive ways. It highlights the importance of teacher self-awareness and reflective practice in nurturing this aspect of wellbeing for all pupils.

Together, these chapters emphasise the importance of pedagogical practice that attends not only to what children learn, but to who they are becoming. They reimagine education as a space where care, reflection, embodiment, dialogue, and meaning making are central, contributing to more compassionate and responsive educational practices.

You are invited to engage with this book in ways that best suit your context and interests: by reading sequentially, as each chapter builds on earlier ideas, or by exploring individual chapters based on your interests and areas of curiosity. Each chapter is structured to include a personal reflection from the author(s), an introduction to the topic, curriculum area, or pedagogical focus, followed by the underpinning theory and finishing with examples illustrated through practice. Suggestions for further reading are also provided to support deeper engagement.

Committed to supporting and championing the wellbeing of both young people and educators, we hope this book inspires you to try new approaches, reflect on your practice, or engage in meaningful dialogue about placing wellbeing at the heart of education

Suggested Readings

Dempsey, M., & Burke, J. (2022). Pedagogy for wellbeing: A new model for organic development of wellbeing in schools. In Giraldez-Hayes, A., & Burke, J (Eds) *Applied Positive School Psychology* (pp.212-219) London: Routledge

Jayman, M., Glazzard, J., Rose, A., & Quickfall, A. (Eds) (2024). *The BERA Guide to Mental Health and Wellbeing in Schools: Exploring Frontline Support in Educational Research and Practice*. Emerald Group Publishing.

Love, R. (2018). Taking it slow: enhancing Wellbeing through Philosophy for Children. In Duthie, E., García Moriyón, F & Robles Loro, R (eds.) *Parecidos de familia. Propuestas actuales en Filosofía para Niños. Family Resemblances. Current Trends in Philosophy for Children*. (pp. 105-117). Madrid: Anaya

References

Alexander, R. J., Armstrong, M., Flutter, J., Hargreaves, L., Harrison, D., Harlen, W., Hartley-Brewer, E., Kershner, R., Macbeath, J., Mayall, B., Northen, S., Pugh, G., Richards, C., & Utting, D (2010) *Children, their world, their education: Final report and recommendations of the Cambridge Primary Review*. London: Taylor & Francis.

British Medical Association (BMA) (2026, March 1) *Mental Health Pressures in England*.

<https://www.bma.org.uk/advice-and-support/nhs-delivery-and-workforce/pressures/mental-health-pressures-data-analysis>

Brighouse, H. (2008) Education for a Flourishing Life in Fenstermacher, G. D (Eds) *Yearbook of the National Society for the Study of Education* (pp. 107: 58-71). <https://doi.org/10.1111/j.1744-7984.2008.00130.x>

Burke, J (2021) *The Ultimate Guide to Implementing Wellbeing Programmes for Schools*, London: Routledge

Carl, J., Jaunig, J., Schnith, L., Mayer, J., O'Connor, J. and Youn, L. (2026) Mapping the 'lifelong journey' of physical literacy: a biographical assessment method for the physical activity and health context', *Sport, Education and Society*, 31(1), 127–141

Dempsey, M., & Burke, J. (2022) Pedagogy for wellbeing: A new model for organic development of wellbeing in schools. In Giraldez-Hayes, A., & Burke, J (Eds) *Applied Positive School Psychology* (pp.212-219) London: Routledge

De Souza, R. (2025, September 30) The legacy of Covid on children and the task ahead, *Children's Commissioner* <https://www.childrenscommissioner.gov.uk/blog/the-legacy-of-covid-on-children-and-the-task-ahead/>

Eaude, T. (2009) Happiness, emotional well-being and mental health—what has children's spirituality to offer? *International Journal of Children's Spirituality*, 14(3), 185-196.

Fox, L., Bowyer- Crane, C., Lambrechts, A., Manzoni, C., Nielsen., D. & Tracey, L (2021) Mitigating Impacts of Covid-19 in the Early Years – Rapid Evidence Review. Report from University of York and NIESR. <https://niesr.ac.uk/projects/mitigating-impact-covid-19-early-years-rapid-review>

Gibson-Moore, H. (2019) UK Chief Medical Officers' physical activity guidelines 2019: What's new and how can we get people more active? *Nutrition Bulletin*, 44. 320-328.
<https://doi.org/10.1111/nbu.12409>

Jayman, M., Glazzard, J., Rose, A., & Quickfall, A. (Eds) (2024) *The BERA Guide to Mental Health and Wellbeing in Schools: Exploring Frontline Support in Educational Research and Practice*. Emerald Group Publishing.

Mahmud, A & Satchell, L (2022) *Mental Wellbeing in Schools*. London: Routledge

McLaughlin, C. (2008) Emotional well-being and its relationship to schools and classrooms: A critical reflection. *British Journal of Guidance & Counselling*, 36(4), 353-366.

Morrison, M., & Ecclestone, K. (2011) Getting emotional: a critical evaluation of recent trends in the development of school leaders. *School Leadership & Management*, 31(3), 199-214.

NHS Digital (2023, November 21) *Mental health of children and young people in England, 2023 – wave 4 follow up to the 2017 survey*. <https://www.england.nhs.uk/2023/11/one-in-five-children->

[and-young-people-had-a-probable-mental-disorder-in-2023/#:~:text=The%20Mental%20Health%20of%20Children,%20Dolds%20it%20was%2021.7%25.](#)

Public Health England. (2021) *Promoting children and young people's emotional health and wellbeing*. London: Crown Copyright.

Rajmil, L., Hjern, A., Boran, P., Gunnlaugsson, G., Kraus de Camargo, O., Raman, S., & International Society for Social Pediatrics & Child Health (ISSOP) and International Network for Research on Inequalities in Child Health (INRICH) COVID-19 Working Group (2021). Impact of lockdown and school closure on children's health and well-being during the first wave of COVID-19: a narrative review. *BMJ paediatrics open*, 5(1), e001043. <https://doi.org/10.1136/bmjpo-2021-001043>

Siddiqui, N., Gorard, S., & See, B. H. (2017) *Non-cognitive impacts of Philosophy for Children*. School of Education, Durham University. <https://www.academia.edu/download/106335879/20880.pdf>

stormbreak Charity (2026, January 26). stormbreak Surge programme. <https://stormbreak.org.uk/our-programmes/surge>

Turner, K., & Theilking, M. (2019). Teacher wellbeing: Its effects on teaching practice and student learning. *Issues in Educational Research*, 29(3), 938-960.