UNIVERSITY OF SOUTHERN QUEENSLAND

A STAFF WELL-BEING FRAMEWORK FOR THE 21ST CENTURY (SWF21)

A DISSERTATION SUBMITTED BY SHIRLEEN CHEE YAN HOON TO THE UNIVERSITY OF SOUTHERN QUEENSLAND, AUSTRALIA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF PROFESSIONAL STUDIES

2014
The pursuit of this Workplace-Based Learning project sees the integration of workplace dynamics and the rigour in study and implementation. The project examines the changing needs of staff well-being in the 21st century within an educational institution. It formulates a framework and explores various measures that an organisation can use to look into the well-being of its staff. The study, anchored in an authentic context, sees the congregation of concerns of different stakeholders: the workplace-based learner; the staff of the organisation; the management of the school; and the academic staff supporting this study. Through the study and formulation of the framework, as well as its implementation and evaluation of the well-being issues that the framework and strategies attempt to address, one begins to discern the emergence of a body of knowledge that addresses the well-being needs of the 21st century educator.

A dissertation submitted to the University of Southern Queensland, Australia in partial fulfilment of the requirements for the degree of Doctor of Professional Studies.

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ABSTRACT

This Workplace-Based Learning (WBL) dissertation is the culmination of an in-depth study, which I have embarked upon as a mature student, and as a senior education officer, with more than ten years of experience as a school leader.

As an educator, I have always valued the opportunity for continued learning, and where learning is very much shaped by one’s attitude rather than any physical structure such as a school. I have always looked for opportunities to learn; through courses, conferences or through the acquisition of new roles, which inevitably bring with them new skills and competencies. In the course of my career, I have learnt that it is not all about doing more work or assuming new duties, but journeying through the process of learning and in doing so, learning to work better, smarter and more effectively.

My desire to embark on a doctoral programme led me to explore different programmes offered by different universities. I was on the verge of signing up with another university, when I was approached to consider a Doctor of Professional Studies (DPST) with the University of Southern Queensland (USQ). What made the DPST attractive is its value in working on direct concerns that arise from the workplace. It focuses on projects that require one to acquire new knowledge to tackle issues emerging from challenges in the workplace. The DPST dictates that the candidate is disciplined and committed to learning, and the learning outcome is of meaning to:

- The candidate, who will apply the leaning to the workplace;
• The candidate’s employer/management/supervisor who will value the contributions of the study in managing workplace concerns; and
• The academicians and researchers and the candidate’s university supervisors who will see how the study when implemented in the workplace can help reduce or even bridge the gulf between the theory and practice, and thus enable an organisation to be nimble in its learning, even as it is poised to meet the challenges posed by the changing times.

As part of the requirements of the DPST, I needed to provide evidence of prior learning. This gave me a chance to reflect on the learning accrued in my entire career. This learning journey commenced with my appointment as a Beginning Teacher to that of a Senior Education Officer. My portfolio of learning (available for review upon request) traced the beginnings of my entry into the Education Service and how issues of working with stakeholders, catering to pupil differences and conflicting demands of family and workplace were managed. The portfolio continued to trace the changing landscape of an educator’s work from curricular development to innovation, and to learn and understand the need for an educator to deal with curricular designs and be constantly engaged in educational innovations.

The road to continuous learning has seen me embarking on a Masters Programme that explored the integration of information and communication technologies (ICT) in school. This took place during the late 1990s when ICT began to make its impact on education. In addition, the participation in a “Leaders in Education Programme” (LEP) in Singapore helped me to appreciate the multi-faceted role of a school leader; the need for ongoing innovations within a school with an engaged staff; and most
importantly, a realisation that learning and innovations were integral to the teaching profession.

The Learning Proposal (available for review upon request) thus centred on an area of study that addressed the well-being needs of staff members in the schools, namely the teachers. With the many changes confronting teachers, and the heavy demands on them, the stress level would inevitably rise and threaten their well-being. One needed to explore if the well-being needs for the 21st century worker had changed when compared with the well-being needs of the workers from the previous century, which centred on fair financial compensation for work done, and to be adequately equipped to do the work, that is, a need for provision of relevant and sufficient job training for the staff.

A proposal was put forward to look at a meaningful staff well-being framework for the 21st century. It outlined four phases of work (see Figure A.1) that would lead to a two-fold intent of the study for the DPST: the construction of a staff well-being framework, and the identification of domains and measures of staff well-being. The framework was to be implemented in at least one of the schools identified in the assessment of the well-being needs of the teachers.
The dissertation explored and identified well-being needs through literature reviews, a questionnaire survey and focus group interviews. It looked at empirical data and contextual understanding of the participants in the survey. As a qualitative study, I observed how the staff made sense of the information gleaned; designed the Staff Well-being Framework; identified the vehicles to bring about staff well-being, and their eventual implementation and evaluation of the framework. The study helped to inform the understanding of well-being in organisations such as schools. Through the integration of professional practice, and the application of theoretical knowledge as well as literature reviews, new knowledge could be drawn to offer a more comprehensive understanding of well-being at the 21st century workplace.

The methodology adopted for this study was the ‘survey method’ and the data collected is predominantly qualitative, although some quantitative data of the organisation was used to inform the direction of the study, and to provide feedback on...
the implementation of the well-being study. This had the benefit of seeing the reality in its complexities, and provided an understanding of why directions for implementation had to be changed because of staff feedback and other challenges often found in the workplace. The unpredictable and complex context demanded innovative adaptations to the implementation plan. As a result, the evaluation of the implementation shed light on what measures could truly work in a workplace. In a way, this provided an insight into the gulf between plans in theory and the execution of the plans in practice. The drawing up of a framework in theory and the implementation of the framework in practice could yield different outcomes. The value of this study lay in the qualitative, contextual insights that influenced the recommendations to the framework and the measures undertaken to assess the effectiveness of the framework.

More importantly, it highlighted the importance of the communication process and the collaborative skills needed in the 21st century workplace. Communication and collaboration were critical to a successful implementation of the framework and policies. This was even more so in the area of well-being, for the staff needed to see how theories, plans and policies could be translated to actions and practice that genuinely addressed and sufficiently impacted well-being issues.

In summary, the dissertation offered a description of an approach to address the well-being needs of staff in an educational institution in the 21st century. It explored the complexities involved in the understanding of well-being today, and it proposed a framework based on current understanding of organisations in the 21st century. The dissertation traced the implementation of the framework according to the vehicles.
drawn up by the staff and evaluated according to the measures put in place by the staff at the study site. The insights and the recommendations contributed to an ever evolving body of knowledge that attempted to address issues of staff well-being that have grown increasingly complex.
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Chapter 1

Introduction

1.0 An Overview

In the fast changing world of the 21st century, it is getting harder to equip employees to address the challenges that they face at their workplace. For educators who are preparing their students for a future that one could hardly predict, it becomes even more challenging to ensure that their young charges are adequately prepared for their future. When students are expected to be proactive in learning, and be lifelong learners, the need is overwhelming for these students to manage complex ways of thinking; they have to position and re-position themselves to meet the waves of unending changes and challenges that they will confront in their future workplaces (Schleicher, 2012).

Educators need to cope with the changing expectations of their role and this would definitely have an impact on the staff well-being at the workplace. Hence, the proposition for this study is to explore a Staff Well-being Framework that caters to the needs of educators in the 21st century workplace.
1.1 21st Century Demands on Educators

In recent years, the teaching of 21st century skills in the classrooms is gaining significance. In a study done by Microsoft Partners in Learning, The Pearson Foundation and Gallup, it was found that there is connectedness and positive correlation between the development of the 21st century skills in the last year of school, student aspirations and engagement in school, and the higher quality of work later in life (Gallup, 2013). In addition, the data collected also showed that in order to have a true impact on future work quality, the development of the 21st century skills must be experienced by students frequently and consistently. The 21st century skills and competencies have been classified by different agencies. The Partnership for 21st century skills has developed a unified, collective vision for student success in the new global economy, known as the Framework for the 21st Century Learning, seen in Figure 1.1 (Partnership For 21st Century Skills, 2011).

A look at various classifications of the 21st century skills will reveal common traits – emphasis on skills (versus content) and the pervasive presence of media (information and communication technologies). The framework for 21st century learning as proposed by The Partnership for 21st Century is seen below.
Likewise, the Ministry of Education, Singapore, has put in place a framework for 21st century competencies and student outcomes, and included a similar emphasis on skills, in particular, information and communication skills. This framework was put in place to ‘better position our students to take advantage of opportunities in a globalised world; our students need to possess life-ready competencies like creativity, innovation, cross-cultural understanding and resilience’ (Ministry of Education, Singapore, 2010). Figure 1.2 illustrates the 21st Century Competencies and Desired Student Outcomes, which underpins the holistic education of the Singapore schools.

Figure 1.1: Framework for 21st Century learning as proposed by The Partnership for 21st Century (Partnership For 21st Century Skills, 2011).
It is undeniable that the 21st Century learning is intricately woven with technology. This has been a recent phenomenon since the World Wide Web was invented by Tim Berners-Lee in 1989 (Berners-Lee, 1989); blogging began with intensity in 1997; google opened as a major internet search engine and index in 1998; Friendster as a social networking website began in 2002; MySpace and LinkedIn started in 2003; Facebook commenced in 2004; YouTube began storing and retrieving videos in 2005 and Twitter was launched as social networking and microblogging sites in 2006 (Curtis, 2013). Instagram, an online photo-sharing, video-sharing and social networking app was launched in 2010, while snap chat, a self-destructing message app, was launched in 2013, and both are gaining popularity. Many educators do try to connect with their pupils by making use of some of the abovementioned technology to engage them in learning. However, most of these are 21st century inventions and this means that many educators working with these technologies did not learn nor use
these technological tools or apps when they were students at school. Will such fast paced learning and the need to be current, cause additional stress to educators? Will the conventional ways of looking after one's well-being in the 20th century apply for the educators of the 21st century? Personal well-being and its impact on quality of life are areas that have been studied by various organisations and researchers. This is also not to say that the presence of technology is the only thing that is shaping the reality of the 21st century. There are many other forces affecting the development and outcomes of education in the 21st century and this will be explored in greater depths in subsequent chapters.

1.2 High-performing Schools in Singapore and Well-being of Educators

This study explores the construction of a framework for staff well-being in the 21st century and this involves a qualitative study of the development of the framework and its pilot implementation in a Full school in Singapore (a Primary school that is affiliated to a Secondary school, with one school Principal overseeing both schools), and its impact on the well-being of its staff. The pilot implementation is evaluated and analysed to ascertain the effectiveness and comprehensiveness of the framework. Issues and concerns of implementation are examined to assess if there are operational issues that need to be addressed, perhaps that the framework proposed in this study needs to be further modified.

The site of the study, a Full School in Singapore is appropriate. While the main study is conducted in the Secondary school, the Primary school presents itself as a significant comparable school, where certain practices are concerned. For a country
which places high premium on the education of its population, it is not surprising that
the education standards have achieved world recognition through various studies.
For a country which places high premium on the education of its population, it is not
surprising that the education standards have achieved world recognition through
various studies. These studies include

- Programme for International Student Assessment (PISA) - assessing students in Reading, Maths and Science;
- PISA Assessment of Creative problem-solving - assessing students in their abilities to solve unstructured problems in unfamiliar contexts;
- Trends in International Mathematics and Science Study (TIMSS) – measuring the achievement of grade-4 (equivalent to P4) and grade-8 (S2) students in mathematics and science and
- Progress in International Reading Literacy Study (PIRLS) which measures 4th graders’ achievement in reading literacy.

Consequently, the well-being of the educators will pose as a viable area of study as
education continues within a system and structure that seemed to result in an education with high performing results.

Singapore’s standing for education is well-known. In a report, which is part of a wide-ranging programme of quantitative and qualitative analysis, published by the Pearson Group, Singapore was ranked fifth in the global education survey (see Figure 1.3). This survey was done to further our understanding of what leads to successful educational outcomes – both economic and social (The Straits Times, November 2012).
In addition, in the international surveys, conducted by the Programme for International Student Assessment (PISA), which tests 15-year-olds, Singapore also did well in the cognitive skills category, which tests mathematics, reading and science. In the 2012 PISA test, Singapore was ranked fifth in Reading and second in Mathematics (see Figure 1.4).

Figure 1.4: PISA 2012 Results, Showing Singapore’s Standing in Mathematics, Reading and Science. (OECD, 2012)
Singapore’s quality education system is further endorsed by other international studies like Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS). These studies, which were carried out among Primary 4 (P4) and Secondary 2 (S2) students in 2010 - 2011, reaffirmed that Singapore students remain among the best performers internationally in Reading, Mathematics and Science. As seen in Figure 1.5, P4 (Grade 4) students had the highest average score in Mathematics and second highest score in Science, and for Reading Literacy, our P4 (Grade 4) students were ranked fourth.

Table B1. Performance of Participating Education Systems in TIMSS 2011 for Grade 4 Mathematics and Science

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Table B2. Performance of Participating Education Systems in PIRLS 2011 for Grade 4 Reading Literacy

<table>
<thead>
<tr>
<th>Education System</th>
<th>Average Score</th>
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<tbody>
<tr>
<td>Hong Kong SAR*</td>
<td>571</td>
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<tr>
<td>Russian Federation*</td>
<td>568</td>
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<tr>
<td>Finland</td>
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<td><strong>Singapore</strong></td>
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<td>Northern Ireland</td>
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<td>Croatia</td>
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Figure 1.5: Results for Grade 4 taken from Press Release of Ministry of Education, 11 December 2012
(Ministry of Education, Singapore, 2012)
Likewise, as seen in Figure 1.6, the S2 (Grade 8) students were ranked second for Mathematics and top for Science.

Figure 1.6: Results for Grade 8 taken from Press Release of Ministry of Education, 11 December 2012 (Ministry of Education, Singapore, 2012)

Thus, developing and pilot-testing the Staff Well-being Framework for the 21st Century (SWF^{21}) for educators in a school in Singapore will provide some insights into the well-being of educators in a system that produces high achievers. It is certainly a system that is not without stress or excessive demands on educators.

1.3 Definition of Well-being

It is important to establish how one defines staff well-being today. There are many definitions, ranging from hedonistic construct that focuses on pleasure (Knight, 2012) to the eudemonic approach that focuses on meaning and self-realisation (Moore,
2012). For the purpose of this study, staff well-being is defined as the presence of engagement (staff satisfaction and willingness to contribute) and positive effect (pride, fulfilment in the job as well as employee retention) in the job and the workplace.

1.4 Aims and Objectives of the Study

The aim of this study is to explore what contributes to staff well-being in a workplace in the 21st century. When the staff is positively engaged and contributes at their workplace there is the presence of positive effect. In the current century, the demands and expectations of staff at a workplace are different from that of workers in previous centuries. We are one decade into the 21st century. How different are the needs of staff well-being today from that of the 20th century?

The differences of the well-being needs in the 20th and 21st century, to a certain extent, are shaped by the changing economic forces and globalisation of products and services. As economy changes the industry-based economy to knowledge based economy, the well-being needs also changed. As Mathe, Pavie & O'Keeffe (2011) observe, “in the past ‘employees were grateful to have any job … will tolerate adverse working conditions or a cantankerous manager for a pay cheque. In the 21 Century, people are more concerned with sense of belonging to an organisation as well as being an engaged workforce”. Hence, there is greater concern for caring for their work, their colleagues and their place in the world. More details concerning the needs of the educators will be discussed in Section 2.2 on Well-being Needs of Educators in the 21st Century Workplace.
This is an in-depth study of an education institution in Singapore that plans to meet the needs of its staff well-being by constructing a framework that draws from the findings of the Gallup (2013) study of the five essential elements of staff well-being. This study will assess if the framework proposed at the study site is effective in meeting the needs of staff well-being. In addition, the study provides insights into how operable the framework is. As a result of this qualitative study, it is hoped that a sustainable framework for staff well-being could be derived and contribute to the body of research on an essential issue of staff well-being in a 21st century workplace, especially the school.

Hence this study seeks to answer the following research questions:

1. What are the domains in a staff well-being framework that can meet the staff well-being needs in an education institution in Singapore in the 21st century?
2. How can the domains in this well-being framework be translated into sustainable vehicles or enablers to ensure that the well-being of staff is taken care of?
3. What are other possible domains that could be included to ensure that the framework has validity in design and is transferable in application?

The objectives of this study are to:

- Identify the domains of staff well-being in a framework that seeks to address staff well-being needs in an education institution in Singapore in the 21st century. This study identifies five domains, and structures them in a framework for staff well-being; the framework is intended for implementation in the
education institution. The framework will be used to assess if the staff well-being domains do indeed contribute to the overall well-being of the staff in the education institution.

In the construction of the domains for staff well-being, the school has decided from the outset to adapt Gallup’s Five Essential Elements of Well-being for the Framework. However, in the construction of the framework, the school has to assess if these elements are relevant to the teachers and staff of the school. While the staff well-being concept is not new to the school, some of the domains (e.g. community well-being) may be new to the teachers and staff.

- Explore the validity of the domains for staff well-being and whether they could even be implemented in the day-to-day operations. It is important to ensure that the domains identified are valid and meet the needs of staff well-being. It is also crucial that the domains identified could be translated into sustainable enablers or vehicles to ensure that the well-being of the staff is being taken care of.

- Review other domains that could have been used or have been omitted in the process of the construction of the Framework used in this study. If there are other domains, one needs to explore if these omissions are critical and whether they should be integrated into the Framework. If the list of domains for staff well-being is adequate and sustainable, how then does one ensure the sustained relevance of these domains for future implementation?
• Assess if the framework is replicable. One possible outcome is to assess if the Framework could be replicated for implementation in other organisations (not necessarily other schools). This will definitely provide scope for further work in this body of research on staff well-being.

1.5 Scope of the Study

The scope of the study may be looked at from the following phases:

1. Understanding the theoretical framework the school is operating from when it first wanted to explore the five elements of well-being in the five domains addressing staff well-being.

2. Embarking on a literature review of current research to assess findings on staff well-being and to glean insights of the various perspectives and recommendations that researchers have articulated on staff well-being.

3. Constructing a Staff Well-being Framework for the 21st Century (SWF21) with inputs from different stakeholders of the schools. This will include national directions, strategic directions and the history of school, Gallup’s five elements of staff well-being, insights from literature review and results of the survey of the well-being needs in assessing current reality and needs. Ongoing feedback will also be obtained from staff who oversee the implementation of the SWF21 in the school.

4. Implementing of the framework. This means identifying effective vehicles to deliver and meet the well-being needs of each domain.

5. Evaluating the implementation of framework by:
   a. Addressing current reality and how instrumental it is in achieving the desired outcomes.
b. Establishing the cost of implementing the framework, the consequences which may arise as a result of lack of resources.

c. Providing corrective actions when issues, concerns or situations emerge during the implementation. This will provide insights into the needs for modification of the framework.

d. Providing insights into the management of change and its impact on the school.

The above 4Cs (current reality; cost of implementation; corrective actions and change management) are the lenses needed for evaluation of any emerging issue when implementing the Staff Well-being Framework.

6. Assessing the sustainability of the framework by adopting a predominantly qualitative approach of study so that it provides the in-depth and contextual understanding of what works and what does not work in the course of the implementation.

7. Identifying the challenges of the 21st century as these may pose a threat to the conventional understanding of staff well-being in this framework.


1.6 The Limitations of the Study

From the outset, this is a predominantly qualitative study that concerns the needs of well-being of educators. Any data that is used is meant to provide more insights into the background, or profile or context of the organisation being studied. The qualitative approach is chosen for the purpose of observing and recording human interactions which are hard to quantify. Issues raised could be promptly pursued in depth. With
emerging issues, the framework could be quickly amended and modified as new information comes into the picture.

However, it is difficult to transfer the findings to another setting as emerging issues do differ in content and context. In addition, the interpretation of the data is highly dependent on the researcher. As in most qualitative studies, the presence of the researcher during the data gathering or interviews could affect the respondents’ answers. While it is hoped that the framework in this research is replicable, the findings in the study cannot be generalised in relation to a larger population. In other words, the findings in this context may be positive; at best it means that the framework has been useful in this context. However, it does not mean that in another context the same framework will yield the same set of findings. The broad framework, however, may be applicable to the staff well-being framework of most educational institutions but the vehicles that deliver the benefits of the framework may differ according to the mission and type of the organisation.

1.7 Theoretical Framework

The current study is located in a Full School in Singapore. This school has adapted the five domains of well-being in constructing its framework for the well-being of the staff: The Five Essential Elements of Well-being proposed by Rath & Harter (2010). From the findings of Rath & Harter (2010), these elements are the currency of a life that matters and represent five broad categories that are essential to most people. Career well-being is about how you occupy your time or simply liking what you do every day. Social well-being is about having strong relationships and love in your life. Financial well-being is about effectively managing your income and financial life.
Physical well-being is about having good health and enough energy to get things done on a daily basis. Finally, Community well-being is about the sense of engagement you have with the area where you live.

In this study site, the school has decided to adopt these five elements of well-being as its framework for staff well-being in order to better meet the needs of staff well-being in the 21st century workplace. However, the actual framework for staff well-being is yet to be constructed. A small team of teachers were identified to look into the development of the framework for staff well-being and to put it into operation. By studying the development of this framework, its pilot implementation and the framework in operation, it is hoped that the qualitative study could yield insights into the well-being of the staff in the 21st century. It would also be interesting to assess if there are other domains or elements of well-being beyond those that have been surfaced by Rath & Harter (2010) that could also be integrated in the framework. The impact on the well-being of staff will be evident if there is a presence of engagement (seen in staff satisfaction and willingness to contribute to the workplace) as well as positive feelings (e.g. pride and fulfilment in job) about their work at the workplace.

1.8 Key Considerations of the Study

One of the key considerations in this study is the adequacy of the proposed framework for staff well-being used at the site of study. The five essential elements are briefly summarised as the following:

According to Rath & Harter (2010), career Well-being is about how the staff occupy their time and enjoy what they do every day at their workplace. Social Well-being is
about having strong relationships and love. The staff should develop friendship amongst each other in their workplace. Financial Well-being is about the effective management of their income and finances. The staff should recognise that they are fairly paid. Physical Well-being is about having good health and enough energy to get things done on a daily basis. The workplace takes into consideration the staff's physical health. Finally, Community Well-being is about the sense of engagement in the area where they live. The staff should be engaged in fields beyond their immediate workplace.

If we could unearth the factors contributing to the well-being of staff in this study, we could contribute significantly in promoting the well-being of staff in the education institutions in Singapore. Following Tambyah, Tan & Kua (2010) such findings could provide a window into what makes people happy, enjoy their life and feel a sense of achievement.

In a well-being poll done by Gallup (2013), it was found that teachers in America ranked favourably in their response to questions on the needs of their well-being. In fact, teachers were ranked second only to physicians in the survey done in 2013 (see Figure 1.7).
Brandon Busteed, Executive Director of Gallup Education said that while certain lifestyle factors like longer vacations could contribute to teachers’ job satisfaction and their sense of well-being, the actual work clearly drove their sentiments. In answer to the question, “At work, do you get to use your strengths to do what you do best every day, or not?” 91.5 percent of teachers polled answered “yes.” As Rich (2013) observes, the mission and purpose of teaching, and the rewards they get on a daily basis, such as happiness and laughing and learning a lot, is definitely driving well-being. Certainly, the measurement of well-being is multi-faceted.

1.9 Conclusions

One decade and more into the 21st century, the complexities of the workplace are widely recognised and the impact on the well-being of staff is even harder to manage. This study looks into the well-being needs of educators and has located the site of the study in a Full School (comprising of a Primary school and a Secondary school), in Singapore. The challenges of meeting the well-being needs of educators are
recognised and the study proposes to look into the construction and development of a Framework for staff well-being. The domains in the framework are adapted from the five elements of well-being from the Gallup (2013) studies. In the pilot implementation and operation of the framework of an educational institution in Singapore, a predominantly qualitative analysis is used to draw conclusions and establish findings within the context of the study site. The framework is also evaluated for its sustainability and transferability to other contexts.

A scan on the literature will yield insights into research on staff well-being thus far. The literature review will take us through the changing needs of the 21st century and how this impact the well-being needs, in particular, of educators. This will set the context for the need of an in-depth study into efforts of an institution that seek to answer well-being needs of educators. The ensuing study will also contribute to this body of knowledge on well-being of employees in the 21st century.
Chapter 2

Literature Review

2.0 An Overview

The literature review in this chapter introduces the challenges of the 21st century and the ensuing needs of workplace well-being. It also surveys the various studies done on well-being of staff ranging from those who see well-being strictly from the perspective of financial gains to those who see a variety of well-being needs and even categorise these into a hierarchy of needs or into multi-dimensional needs. The literature review also takes us through the social context of well-being needs and assesses the impact of technology (a prominent recent development in the late 20th century and its advance developments in the 21st century) on these well-being needs. The literature also gives a deeper insight into the needs of the 21st century and how these could have a profound impact on well-being needs of the educators. The survey takes a brisk look at Ethics and Corporate Social Responsibility and why these have an impact on 21st century well-being needs. In assessing the well-being needs, the literature review concludes by surveying the intrinsic challenges of the well-being needs for educators, whose role requires them to build the future of the nation.
2.1 Challenges of Well-being Needs in the 21st Century

The challenges of the school today is well summed up in the Organisation for Economic Co-operation and Development (OECD), which attests that teaching today requires teachers to be high-level knowledge workers who constantly advance their own professional knowledge as well as that of their profession (Schleicher, 2012). Would this expectation of high-level knowledge workers increase the stress levels for teachers? What are the well-being needs of educators and those who work in educational institutions today? After all, organisations which are concerned with staff well-being reflect an increase in the productivity for the organisation. Simply put - happy teachers are likely to bring about greater learning outcomes for their young charges. Similarly happy employees are more likely to promote greater productivity for the organisation. These statements may be simplistic and hence literature reviews following this section will yield further insights on the different perspectives of well-being.

2.2 Well-being Needs of Educators in the 21st Century Workplace.

In a recent OECD Background Report for the International Summit on the Teaching Profession, it was noted that teachers today have a demanding agenda (Schleicher, 2012). There is an observable departure from accomplishing the fixed syllabus of content for the purpose of enabling their students to become lifelong learners, and for managing non-rule-based complex ways of thinking and complex ways of working so that computers cannot take over easily. In fact, the report highlights that the goal of the past was standardisation and conformity; today it is about being ingenious, about personalising educational experiences (Schleicher, 2012). Thus teachers need to be
high-level knowledge workers who constantly advance their own professional knowledge, as well as being agents of innovation. This new set of expectations may increase the stress level of teachers as well as threaten the well-being of the staff in education institutions in the 21st century. The staff well-being needs that have been researched in the past may be different in the light of the fast-changing 21st century and its consequential demands. The instruments of the past that catered to the well-being needs of staff in organisations may be inadequate in the light of the new challenges.

Many studies (see for example, Spector, 1997; Harter, Schmidt & Keyes, 2002) have been done and their findings seem to support the thesis that the benefits of a healthy and happy workforce include increased performance and productivity and at the same time, reduced absenteeism and health care costs. For the purpose of this study, we will explore the concept of staff well-being, ascertain whether it has remained the same or whether it now revolves around provisions for staff development or whether is simply about a happy workplace.

2.3 Economics of Well-Being

Traditional and conventional understanding of staff well-being has evolved from financial concerns such as providing a fair salary to concerns relating to human resource benefits like a comprehensive medical coverage plan and adequate annual leave for staff. Do the needs of staff well-being evolve as circumstances change? For instance, in societies where the basic needs of well-being are a major concern, an employer who pays a generous salary is considered a good employer.
In a study, Fox (2012) explored the economics of well-being. He recognised that since World War II, the measurement of National Success has been the dollar value of a country’s economic output, expressed first as Gross National Product (GNP) and later as Gross Domestic Product (GDP). The current focus today has moved on to other indicators like the Happiness Index. He cited other examples of indicators of happiness well-being. He quoted studies done by Legatum Institute (2007), which has published a global Prosperity Index, a sophisticated mix of economic indicators and others. Prime Minister David Cameron (UK) made the biggest wave by unveiling plans to measure national well-being in the context of the United Nations’ Human Development Index and the Kingdom of Bhutan’s insistence that it is out to maximise not GNP or GDP but GNH – gross national happiness (Fox, 2012).

The view that economic well-being is not the sole indicator of well-being is shared by many. Robert F Kennedy in his presidential campaign in 1968 said that “GNP does not allow for the health of our children, the quality of their education, or the joy of their play” (Gurría, 2011). His comment represented a succinct voice to almost all major criticisms of GNP/GDP.

Other researchers have begun to distinguish between happiness surveys that ask people to evaluate how satisfied they are with their life (which is clearly linked to income) and the surveys that focus on emotional states at specific times (which is not linked to income). A common view held by many is that: money can’t buy happiness. But perhaps money could buy the ability to measure it (Fox, 2012).
According to Hezberg, Mausner, & Snyderman (1993), inadequate financial reward could result in dissatisfaction with work, as money is a hygiene factor and beyond a certain level, it does not motivate the employee; in other words, it does not contribute to sustained motivation. Hygiene factors are factors that cause dissatisfaction which they identified as pay and benefits, job security, working conditions, company policy and administration, level and quality of supervision, and interpersonal relationships (Naylor, 2004).

Edward Deci (1971) in his research on motivation found that when money is used as an external reward for some activity, the subjects lose interest for the activity. In the experiment, Deci asked his subjects to solve a number of inherently interesting puzzles over three sessions. However, at the second session, a group was paid for solving the puzzles; while the other group was not. In the third session, neither group was paid. He found that subjects who had been paid during the second session tended to show a greater decrease in intrinsic from the first to the third session than subjects who had not been paid. Deci, Koestner & Ryan (1999) also concluded from their report of 128 experiments that tangible rewards offered as indicators of good performance typically decrease intrinsic motivation for interesting activities. For instance, it was noted that tangible rewards seemed to be more detrimental for children than college students. Hence, extrinsic rewards must be used with great care especially for children in schools and home. Their concluding observation was that in the real world, rewards are used to signify competence and hence, it is likely that a substantial portion of people received less than their maximum rewards because they do not perform up to the specified standards. Thus the primary negative effect of rewards is that they tend to forestall self-regulation, undermine people’s taking responsibility for motivating or
regulating themselves. In their view, when institutions (families, schools or businesses) focus on the short term and opt for controlling people’s behaviour, they may be having a substantially negative long-term effect. Deci & Ryan (1985) cited Alfie Kohn’s, one of the USA's preeminent critics of behaviour modification, observation that when organisations opted for the use of rewards to control behaviour, the rewards are likely to be accompanied by greater surveillance, evaluation and completion, all of which have also been found to undermine intrinsic motivation.

2.4 Hierarchy of Well-being Needs and Motivation

In societies where having quality of life is important to workers; the good employer is someone who offers various concessions that cater to the different needs of his employees. Paying a good and fair salary is not good enough. It is seen as the only decent thing to do – to pay fair wages. What distinguishes a good employer from a ‘not so good’ employer may lie in other human resource benefits that the employer offers.

Today in the 21st century, most employers who look at the well-being needs of their employees will give heed to Maslow’s Self-Actualisation level of needs. Maslow’s Hierarchy of Needs formed one of the earliest understanding of motivation and why people would be motivated by certain conditions. Employers will want to demonstrate genuine care and understanding and help facilitate the individual growth of their employees and their sense of personal growth and self-actualisation. To many, this is where the vehicle for sustainable growth in their organisations is – where the employers demonstrate a serious commitment to help people to identify, pursue and
develop their unique potential. The question one asks is whether meeting the needs of self-actualisation alone is adequate and sustainable in the current century.

Maslow’s Hierarchy of Needs states that we must satisfy each need in turn, starting with that at the bottom of the hierarchy, and which deals with the most obvious needs for survival (Chapman, 2012). It is only when the lower level needs of physical and security are met that we are satisfied with the higher order needs of influence and personal development. The lower level needs like that of a reasonable salary, and proper workplace could be easily met when compared to the higher order needs of esteem and self-actualisation. These are more subjective and less easy to provide for (Vroom & Deci, 1970).

The original proposition by Maslow identified five needs, commonly known as Abraham Maslow's Hierarchy of Needs model (see Figure 2.1).

Figure 2.1: Maslow’s Hierarchy of Needs (Chapman, 2012)
While it is broadly accepted that most people’s needs do move up the hierarchy of needs, one will need to know that this is not absolute for all circumstances. For instance, one could always cite instances where even people who have “Biological and Physiological needs” (level 1 needs), may still be preoccupied with concerns of the needs of social relationship in the level of “Belongingness and Love needs” (level 3 needs), and their repute among their friends, hence “Esteem needs” (level 4 needs).

Deci (1971) is of the view that provision of pay (and other extrinsic motivation, or other forms of lower order needs) could still result in intrinsic motivation. Workers could be intrinsically motivated and seek to satisfy their higher-order needs through effective performance. Deci (1971) suggested that an understanding of the effects of rewards requires a consideration of the interpretation that the recipients are likely to give to the rewards. This interpretation is in relation to their feelings of self-determination (autonomy) and competence. Hence, rewards can be interpreted as controllers of their behaviour or as indicators of their competence. The former is likely to thwart the satisfaction and tend to decrease intrinsic motivation. The latter, where rewards are positively informational, they are likely to provide satisfaction of the need for competence and consequently enhance intrinsic motivation (Deci, Ryan, & Koestner, 1999).

In recent times, from the 1970s to 1990s, other researchers have added other levels of needs in this hierarchy. One version of this includes the insertion of “Cognitive needs” (need for knowledge, meaning, etc.) and “Aesthetic needs” (appreciation and search for beauty, balance and form). Then in the 1990s, an additional level of needs
“Transcendence needs” (helping others to achieve self-actualisation) was included (Chapman, 2012).

Today in the 21st century, most employers who look at the well-being needs of their employees will give heed to Maslow’s Self-Actualisation level of needs. Employers will want to demonstrate genuine care and understanding and help facilitate the individual growth of their employees and their sense of personal growth and self-actualisation. To many, this is where the vehicle for sustainable growth in their organisations is – where the employers demonstrate a serious commitment to help people to identify, pursue and develop their unique potential. The question one asks is whether meeting the needs of self-actualisation is adequate and sustainable in the current century.

2.5 Well-being is Multi-dimensional

Konu, Alanen, Lintonen & Rimpelä (2001) researched into the factors that account for school well-being. While the research looked at the factors contributing to the well-being of pupils in school, it did identify areas of well-being for schools as

- School conditions (physical environment)
- Social relationships
- Personal self-fulfilment
- Health aspects.

One of the key conclusions that they arrived at was the need to consider school well-being as multidimensional. Similarly, one could likewise ask if staff well-being, like that of pupil well-being, is also multi-dimensional.
Studies have also been conducted to demonstrate that fulfilling a person’s need to achieve does contribute to a person’s satisfaction at work (Atkinson & Feather, 1996). Thus the achievement motivation is based on an individual’s expectation to achieve success. There are individuals who are motivated to make choices in the type of tasks and the level of perseverance at a task based on individual expectations of success, and the perceived value of the success (Atkinson, 1964). This means that an organisation that provides opportunities for achievement of challenging goals and feedback will benefit from a greater engagement of the employee and his sense of fulfilment and satisfaction. This in turn will of course have an impact on the performance of the company.

In another study made by the European Union (Beham, Drobnic & Verwiebe, 2006) an attempt is made to accomplish an international comparative study of European workplaces in the following countries: UK, Finland, Sweden, Germany, the Netherlands, Portugal, Hungary and Bulgaria. In exploring the quality of life, the study makes clear that longitudinal studies on life satisfaction and happiness, indeed, have demonstrated that people’s happiness does not improve with increasing GDP and/or income (Diener, 2000). Hence, it is safe to conclude that monetary reward is not a sole determinant of one’s well-being.
2.6 Changing Work Norms and Social Context of Well-being Needs in the 21st Century

Whether the study is done concerning the quality of life at the aggregated (society/country) level and as a comparison across countries, or whether the study is focused on subjective well-being at the individual level, the presence of changing work norms like the ubiquitous presence of technology in the 21st century has its impact on well-being and life satisfaction. It is clear that modern inventions and technology have made possible flexible work arrangements, new working techniques and rapid pace of work. The introduction of technology has made an inevitable impact on the well-being of employees, health and work-life balance.

Technology is a double-edged sword. The merging or formal work space and the informal space of an individual, made possible by technology, have brought about different impact. In some cases, technology has allowed people to have flexible work hours and thus contributing positively to work life balance. Technology allows for staff mobility and off-site work instead of centralised work within the office structure; this in turn increases work flexibility and staff satisfaction. In a research done by Kurtland & Bailey (1999), it was found that telecommuting could improve the individual’s overall work-life quality (and) telecommuters may be more satisfied with their jobs. With current and expected advances in telecommunications, it is inevitable that technology will bring about a growing number of teleworkers. This will result in a positive culture for remote workers who will reap numerous future benefits for individuals, organisations, and society alike.
For others, because of the ubiquitous presence of technology, accessing official emails even while on vacations has become a norm for some workers. This has led to a lack of work life balance. In addition, the workplace today has made extensive demands on the prolonged use of the technology. Studies have also found that prolonged work with the use of technology have affected the health of these workers. In particular, visual display terminals (VDTs) could have a negative impact on an employee’s health, in terms of musculoskeletal problems, visual discomfort and other eye problems, general fatigue, and psychological stress (Emurian, 1996; Ro, 2000).

For others, technology has also allowed for automation and this has resulted in more automated processes and reduction of reliance on headcount. As a result, this gave rise to a sense of job insecurity and stress on the workers. This situation was exacerbated in the 1980s, when there was a huge shift towards globalisation, with many organisations undergoing mergers, acquisitions, strategic alliances and privatisations. The workplace continued to see the trend for restructuring and downsizing in many organisations, together with an increase in sub-contracting and outsourcing to be competitive globally (Sparks, Faragher & Cooper, 2001). Consequently, the result of having fewer people at work, doing more and feeling less security and control in their jobs have an impact on their well-being.

In a study done by Dawson & Veliziotis (2013), it was found that individuals on temporary employment contracts, especially casuals, report lower well-being than their counterparts in permanent employment. More specifically, it was found that, controlling for any other aspects of job satisfaction (satisfaction with pay, hours, or the work itself), it does not alter the conclusion that temporary employees are still found
to be more likely to report lower well-being. Other variables, including some socio-demographics and working conditions like household income, promotion prospects in current job and existence of annual increments in pay, appear to explain a part of the well-being gap between contract types, although they are far less important than satisfaction with job security. Thus the changing work norms of 21st century have its consequential impact on well-being of the 21st century workers.

Besides changing work norms, the social context of the 21st century worker could be explored further. To survey the influence of social context on subjective well-being, Helliwell & Putnam (2004) obtained large samples of data from the World Values Survey, the US Benchmark Survey and a comparable Canadian survey to estimate equations designed to explore the social context of subjective evaluations of well-being, of happiness, and of health. In their studies, they made the distinctions between physical capital, human capital and social capital. Physical capital generally refers to building and equipment (anything from a screwdriver to a power plant) used for production of goods and services. Typically this refers to the availability of relevant work tools to support the work of the staff. Physical work tools enable the staff to do their work and the lack of these tools may lead to frustration if and when the staff are not able to complete the tasks at hand.

Human capital could be interpreted in several ways. Martinez (2013) defines human capital as representing the value that each employee brings to the table, according to his/her studies, knowledge, capabilities and skills. In many workplaces, developing the human capital is seen as staff development; this means giving the staff adequate training and opportunities for further development. In the context of schools, this would
mean relevant training to equip the staff either for changes in the syllabus or for the need to embrace a new approach (e.g. integration of technology in teaching) and to bring about greater learning outcomes. Expectations for the job done need to be matched with the skills and competencies of the staff. This is to ensure that the skills and competencies available and accessible to the staff are part and parcel of the human capital needed to promote staff well-being.

Social capital refers to the social networks (and the associated norms of reciprocity and trust) which could also have powerful effects on the level and efficiency of production and well-being (Helliwell & Putnam, 2004). It has been found that social capital is strongly linked to subjective well-being through many independent channels and in several forms. Marriage and family, ties to friends and neighbours, workplace ties, civic engagement (both individually and collectively), trustworthiness and trust: all these appear independently and are robustly related to happiness and life satisfaction, both directly and through their impact on health. Furthermore, it is interesting to note that the ‘externalities’ of social capital on subjective well-being (the effects of my social ties on your happiness) are neutral to positive, whereas the ‘externalities’ of material advantage (the effects of my income on your happiness) are negative, because in today’s advanced societies, it is relative, not absolute, income that matters. The study concludes that the impact of society-wide increases in affluence on subjective well-being is uncertain and modest at best, whereas the impact of society-wide increases in social capital on well-being is unambiguously and strongly positive.
This further reiterates the finding that income is not an absolute indicator of well-being and that in the workplace, there is a whole range of social factors to which one could pay more attention.

Another window into the role of social capital or social relationships would be its impact on one’s well-being and health. The study by House, Landis & Umberson, (1988) explored the association between social relationships and health. In this study, the following areas were explored:

- the emergence of the “social support” theory. References are made to Cassel's (1980) belief that the social environment is a key determinant of the distribution of health in the people. Similarly, Cobb’s (1976) reviews have indicated that social relationships might promote health in several ways; in particular, social relationships could have a role in moderating or buffering potentially deleterious health effects of psychosocial stress or other health hazards.

- the possibility of social support as a means of improving health. This has implications for the broader social, and psychological or biological structures and processes that determine the quantity and quality of social relationships and support in society.

- the extent and quality of social relationships experienced by individuals are also a function of broader social forces. These broader social forces are all determined in part by their positions in a larger social structure that is stratified
by age, race, sex and socioeconomic status and are organised in terms of residential communities, work organisations and larger political and economic structures.

While improvements in medical technology will result in overall improvements on health and life span, the quality and quantity of social relationships may have even greater impact on one’s well-being. The workplace is definitely a place which promotes social relationships. While the social context of the relationships at the workplace may not assume a causal effect on the well-being of staff, the two factors: social context and well-being do seem to be closely related. Thus, the changing work norms and social context in the 21st century will have its impact on well-being needs of the 21st century worker.
2.7 21st Century Challenges and their Impact on Well-being at the Workplace

Earlier in a study by Helliwell & Putnam, cited in Helliwell (2004), it was noted that the pervasiveness of technology in the 21st century could have its impact on a person’s well-being. Technology is like a double-edged sword; it yields benefit in its efficiency and is instantaneous in its impact. At the same time, because its presence is anywhere, anytime, and everywhere, its impact on a person’s health and work balance could also be a cause of concern.

2.7.1 New demands of the 21st Century

According to the North Central Regional Educational Laboratory (NCREL), economic, technological, informational, demographic and political forces have transformed the way people work and live. Today’s education system faces irrelevance unless we bridge the gap between how students live and how they learn (NCREL 2003). There has been a rising awareness that schools need to equip pupils beyond the basic 3 Rs of Reading, Writing and Arithmetic. It has become of greater significance for educators to impart 21st century skills.

In Singapore, the Ministry of Education has identified key competencies for a changing world, in a future driven by globalisation and technological advancements (Ministry of Education, Singapore, 2010).
It is important to note that the skills identified for the 21st century include civic literacy, global awareness and cross-cultural skills, critical and inventive thinking and, information and communication skills. These are skills that workers today would not have been consciously taught when they were in school. The stress on educators today to prepare their young charges for a future that the educators themselves were not prepared for, cannot be under-estimated. It is surprising to hear of educators who find difficulties in coping with the new demands of teaching e.g., incorporating the use of technology in their lessons and integrating current knowledge into their lessons to lend relevance and authenticity in learning. Many educators, in particular, have voiced the increasing levels of stress experienced in their work areas, and also the lack of work-life balance in their role as educators.
2.7.2 Impact of Globalisation on Demands of Staff in the Workplace

Closely linked to technology are globalisation and its impact. Friedman cited ten forces that flattened the world (Friedman, 2005). Two of the ten that were closely connected were technology and globalisation. A few of the flattening forces listed by him include the presence of the new age of connectivity, the World Wide Web and the presence of Netscape email browser; the existence of workflow software which allows users to author their own digital content and the ease of uploading information online, are already making their presence intensely felt in the schools (Friedman, 2008).

Educators have to keep pace with the development of new technology. The children in school, commonly known now as ‘digital natives’, are ready to embrace new technologies. Educators need to cope with the pace of learning so that they are able to teach or make use of the relevant tools, in a meaningful way, to facilitate learning. Inadvertently, this means educators have to learn to speak in a common language with the new generation of students. This is not a surprise as the new generation today have practically invented a new language they use to communicate via short messages sent through their mobile technology, and other social networking platforms like blogs, Facebook and tweeters. These expectations are over and above the urgent need for schools to prepare learning activities and programmes that are relevant and meaningful for their students in the dynamic future of the 21st century. These will certainly have an impact on the perception of well-being of staff, and especially of educators today.
2.7.3 **Black Swan Events of the 21st Century and their Impact.**

It was Nassim Nicholas Taleb, who coined the term, “Black Swan Events’ (Taleb, 2010). It is a metaphor that refers to an event that comes as a complete surprise and leaves a major impact on the people. After it has occurred, the event is rationalised from hindsight. The 21st century is not spared of Black Swan events and has in a way, made their impact on the workplace today, and schools are not spared either.

The recent headlines that gripped the world of terrorism and natural disasters have also become great learning points for the world, teachers and students included. Take the case of natural disasters. From January to March 2011, some of the more publicised earthquakes are as follow:

- January, Pakistan, 7.2 Richter;
- 22 February, Christchurch, New Zealand, 6.3 Richter;
- 7 March, Solomon Islands, 6.6 Richter;
- 9 March, East Coast of Honshu, 7.2 Richter;
- 10 March, Yunnan, China, 5.4 Richter;
- 11 March, East Coast of Honshu, 9.0 Richter;
- March, Vanuatu, 6.3 Richter;
- March, East Coast of Honshu, 6.1 Richter;
- 22 March, East Coast of Honshu, 6.6 Richter;
- 24 and 25 March, Myanmar, 6.8 and 5.0 Richter, respectively.

To Friedman, we ‘have been living on borrowed time and borrowed dimes … and we are running an uncontrolled experiment on the only home we have …’.

The concerns educators and policy makers have today are all about the capacity and competencies of educators to help the students we see in the classroom, and to appreciate and understand the relevance of real world issues in their studies. The implication for educators may mean the acquisition of skills to weave these issues in their classroom lessons. In addition, there may be additional demands for educators, to be relevant and authentic in the curriculum they impart, and not confine lessons to within the four walls of their classroom. Our education will need to promote thinking out-of-the-box in an extremely fluid environment in the 21st century.

2.8 Ethics and Corporate Social Responsibility – a Workplace Necessity and its Impact on Well-being

The ethical challenges in the 21st century and their impact on the workplace are several. News headlines have constantly captured public attention for the examples of rogue trading that destroys companies and shareholders and of employees being charged in court for engaging in activities that have led to conflict of interests. Examples of violation of ethics in the workplace abound. Questions have been raised about ethics in business and they will continue to be raised in the future (Carroll, 2000). Increasingly, too, the workplace is trying to reconcile two apparent ‘unrelated’ matters - which business could focus on both profits and social concerns.
Ethical responsibilities embrace a range of norms, standards, or expectations of behaviour that reflect a concern for what consumers, employees, shareholders, the community, and other stakeholders regard as fair, right, just, or in keeping with stakeholders' moral rights or legitimate expectations. Companies have unwittingly crafted mountains of regulations, created vast networks of consultants and committees, and made terms such as "conflict of interest" and "the appearance of impropriety" part of our everyday language. Ironically, the public confidence in business people and politicians to "do the right thing" has plummeted to an all-time low (Morgan, 2002). The 21st Century has seen a lot more high-level cases of erosion of public confidence and could have mixed the issue of real integrity with the issue of obsession with wrongdoing (Carroll, 2000). Hence, adhering to professional ethics will enable both the individual and the community to have a sense of passion and mission in their work. It enhances their well-being as ethical conduct engenders respect for the professional, their families, the profession and the community.

Closely associated with ethical practice is the idea of being ethical and "giving back" to the community. The idea of greed and wanting more will need to be balanced with the wider concept of a concern for ethical behaviour, and the importance of giving back to the community through philanthropy. In the views of Snider, Hill & Martin (2003), recent scandals perpetuated by top executives of global business firms could lead to a greater focus on what organisations say and do with regard to important stakeholders and societal issues. As corporations publish their commitment to the community on the internet, executives and researchers may become more conscious
of the need to consider to whom and in what ways global corporations should be responsible in the 21st Century.

Contribution to the community did suggest improvement in well-being as the fulfilment from the contribution may result in lesser stress in daily living. However, the causal relationship has not been proven. Nevertheless undeniably the involvement in the community fosters a sense of purpose, builds social networks and connections; increases physical activity and injects fresh insights, views and perspective on life.

In fact, it is not uncommon to find firms that espouse ethical frameworks to guide their overall mission within society. Coca-Cola states that their most important responsibility is to fulfil the expectations of their stakeholders and to continuously improve their social, environmental, and economical performance while ensuring the sustainability and operational success of their company (Coca-Cola Icecek, 2011).

Thus, in the course of their production they make contributions to energy management and climate protection by reducing the amount of energy the company consumed in the course of production. They also claimed that they seek to minimise carbon footprint, while they seek to be a leading company in climate protection. In addition, they also seek to support sustainable development in communities where they can minimise environmental impact and create value chain for the communities. For instance in Vietnam, Coca Cola is responsible for the advocating the use of recycled bottles. This can be seen in the video upload “Coca Cola 2nd Lives’, uploaded on 15 May 2014 and by 9 June 2014, (it has already enjoyed a viewership of more than one and half million views, see Figure 2.3).
This same piece of news was covered by the online version of New York Daily News, (see Figure 2.). It described Coca Cola’s efforts to launch a “2nd lives" campaign in Asia, which featured a series of 16 quirky re-designed bottle caps aimed at encouraging the re-use of its packaging. Pencil sharpeners, water squirters and paintbrushes are just some of the products which can be created using the new caps, which are made in Coke's signature red colour. In addition, soap dispensers, sauce bottles and children's toys are also options…. The initiative is about ‘encouraging consumers to reuse and recycle plastic’.”

Figure 2.4: Report on Coke’s Efforts to Recycle Empty Bottles into Pencil Sharpeners

It can be seen that ethical considerations and Corporate Social Responsibility (CSR) are manifested in various ways. Some organisations in fulfilling the company’s ethical obligations to employees enjoy the positive impact in their marketplace, goals and objectives. Then, there are those organisations who affirm their contributions to society, focusing on the greater good without any reference to their bottom line.

However, there are others like Frankental (2001) who believes that CSR is an invention of Public Relations. He concedes that CSR goes back almost as far as the French Revolution, or at least to the corporate philanthropy of Joseph Rowntree who provided housing and education to the poor in the area of his chocolate factories. However, in his view most CSR activities are motivated by a desire for an eventual
return: a more compliant workforce, the smoother granting of planning permission, more amenable customers, or in the jargon of today’s corporate affairs manager “gaining a licence to operate” or “reputational assurance” (Frankental, 2001). In his view, no company will admit that it is not socially responsible.

One of the examples cited of a systematic denial by a company is that of Marks & Spencer (M&S). In a Granada TV commentary, it was clearly established that child labour was being used in the manufacture of the products of M&S. However, it could not prove that M&S knew about it. Frankental (2001) found it hard to believe that M&S could spend tens of millions of pounds each year on management information on quality control systems and were able to trace the source of a fault down their supply chain, but were not able to monitor the working conditions under which the products were made. In view of the lack of formal mechanisms for taking responsibility and the way most organisations give priority to social responsibility; it is clear that Corporate Social Responsibility is but an invention of Public Relations (PR).

In another research, Gallup scientists who had been exploring the demands of a life well-lived since the mid-20th century identified five elements of well-being. Gallup (2009) reported a global study of more than 150 countries and gave a lens into the well-being of more than 98% of the world’s population. One of the key elements that make the difference between a good life and great life is one’s commitment and involvement in the community. Their findings show that the people with high sense of community well-being feel safe and secure. In turn, this leads to their wanting to give back and make a lasting contribution to society. Their contributions to the community
may start small, but over time, lead to more involvement and have a profound impact on the community in which they live.

The idea of contributing to the community and its role in education is evident in the John Dewey’s contribution to the pedagogy of community service learning. Five specific areas of relevance to service-learning were identified by Dewey: linking education to experience; democratic community; social service; reflective inquiry and education for social transformation (Saltmarsh, 1996). Dewey believed that contributions to the community through service-learning will contribute to individual’s involvement in the concerns of society and possibly social transformation and fulfilling one’s role as a critical citizen (Dewey, 1932). Making a lasting contribution to society to some is the difference between having led a great life and a good life. Students who are taught by educators, committed to making a difference to the community they lived in, would in turn, inspire another generation or more of students to make a difference to their own world. In Dewey’s words,

“...our education has not found itself... it has to meet the problems of today, and of the future, not of the past. (It is like a) stream (that) has gathered up a good deal of debris from the shores which it has flooded; it tends to divide and lose itself in a number of streams. It is still dammed at spots by barriers erected in past generations. But it has within itself the power of creating a free experimental intelligence that will do the necessary work of this complex and distracted world in which we and every other modern people have to live”.

(Dewey, 1932)
Despite the variety of views, one cannot deny the inextricable link that an individual has with the community to which he belongs and the growing need for an individual to be involved in the concerns of society, and possibly in the consequent social transformation, thereby fulfilling one’s role as citizen. This has implications for the role of an educator who is involved in preparing young citizens for their future. The time may have come when an educator has to walk the talk and not just engage in talk only—about contributions to the community. This will certainly have an impact in the well-being needs of educators today.

2.9 Adequacy of Current Research on Well-being Today

In Singapore, the research on well-being and the quality of life has been more fragmented (Tambyah et al., 2010). The studies in Singapore have focused on satisfaction with types of relationships, jobs, health, leisure and material comfort (Kau, Kuan, Tan & Kwon, 2004). A survey of literature reveals that indicators of well-being vary from country to country. The Quality of Life Index developed by the Chinese University of Hong Kong was based on different measures and respondents who were given questions ranging from general questions on stress, to those on life satisfaction, press freedom and government performance (Chan, Kwan & Shek, 2005). While there is an apparent association between well-being and quality of life, the expectations may differ according to geographical locations or political climate. A study of the range of indicators of well-being across geographical sectors or political systems is beyond the scope of this study, although it has potential for other areas of research on whether the well-being of educators under different political climates would have different indicators of well-being. For the moment, the scope of this workplace-based project is
specific and focuses on the well-being needs of the teaching staff in an education institution in Singapore in the 21st century.

According to the studies done by Gallup (2009) there are two lines of research on the effects of organisational environment: worker performance and the quality of life are hindered by strain (too much challenge) or boredom (too little challenge); and the presence of positive emotional states and positive appraisals of the worker and his or her relationships within the workplace accentuate worker performance and quality of life (Kouzes & Posner, 2003). Hence, a healthy work force could either mean the absence of strain or boredom, or it could mean that workers with positive feelings are happier and more productive workers.

Literature provides a variety of views concerning which aspects of well-being one should look at. In the study by Tambyah et al. (2010), it was assessed that Singaporeans are concerned about physical well-being, as health and access to medical care are the top priority. In addition, it was noted that Singaporeans treasure their emotional well-being and social well-being, in particular relationships with people around them; family ties are especially significant to them. Another factor that surfaced was the sense of belonging (national identity). According to the study, while Singaporeans are proud of their identity, they are generally neither ethnocentric nor particularly enthusiastic about patriotic education; the majority of Singaporeans are nevertheless keen where necessary, on protecting domestic interests by having the government restrict the inflow of foreign workers (Tambyah, Tan & Kau, 2009).
The study undertaken by Rath & Harter (2010) on well-being drew attention to five broad categories: career well-being, social well-being, financial well-being, physical well-being and community well-being. The senses of belonging and national pride were not included in the five broad categories.

When a comparative study (Tambyah et al., 2010) was made on a spiritual index (an indicator of values orientation and lifestyle), it was found that among the countries surveyed: Singapore, China, Hong Kong, Japan, South Korea, Taiwan and Vietnam, Singaporeans ranked highest amongst the six East Asian countries in terms of percentage of people who pray or meditate daily (Singapore: 47.7%, China: 5.4%, Hong Kong: 6.9%, Japan: 22.4%, South Korea: 17.5%, Taiwan: 7.6% and Vietnam: 4.5%). In the category of those without religious affiliation, Singaporeans ranked the lowest (Singapore: 12.8%, China: 79.5%, Hong Kong: 72.8%, Japan: 60.1%, South Korea: 43.1%, Taiwan: 24.1% and Vietnam: 31.5%). There is a possibility that spiritual well-being could be another factor for one to consider.

Indeed, one needs to have a clear understanding of what staff well-being is. The concept ranges from the happiness index of staff, to the availability of staff development programmes that adequately equip the staff for the challenges they face in their jobs.

2.10 Building a Force that will Build the Future Now

The heading above was deliberately composed to highlight the complexities of the issue, that is, to build a teaching force that will build the future. The crux of the issue
lies in building a competent force of educators who have the capacity to educate their young charges for their future and who appreciate the need to do it now. The objective of this workplace based learning project is to construct a Staff Well-being Framework that caters to the needs of the staff in a dynamic 21st century workplace.

In this workplace-based learning project, the staff well-being is defined as the presence of engagement (staff satisfaction and willingness to contribute) and positive feelings (pride, fulfilment in the job as well as employee retention) for the job and the workplace. The idea of well-being is in itself a complex issue as there is a variety of definitions ranging from Aristotle’s definition of happiness as “eudemonia” to the simple hedonistic view of well-being. In Aristotle’s perspective, the final end or goal of happiness encompasses the totality of one’s life (Kraut, 2012). Happiness is not something that can be gained or lost in a few hours, like pleasurable sensations. His is the perception that purpose in life and personal growth are among the key variables. For others, well-being may be simply transient pleasure.

Increasingly, studies on well-being have also covered the meaningfulness of work as well as the need for collegial social support as key components of well-being. In Moss’ (2009) view, individuals need to engage in roles that are aligned with their aspirations and values; then they perceive the job as more inviting, significant, and important. He is also of the view that, when the organisation is supportive, individuals feel that they are trusted and sense that their well-being is respected. Research by Rath (2010) indicates that “workplaces with engaged employees … do a better job of keeping employees, satisfying customers and being financially productive and profitable”.

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Recent studies and literature continue to affirm that teachers (and the workforce) are confronted with the challenges of well-being in the 21st century. The complexities range from concerns about the adequacy of staff development programmes, to social concerns such as the relationship among colleagues at the workplace, and human resource relating to the concerns of economics of pay, and compensation and healthcare benefits. Further literature review also shows that there are growing concerns for contributions to the community we live in. People with high civic or community engagement are positive about the communities where they live and actively give back to them. Gallup data from 130 countries show that, in general, adults in developed countries are much more likely to be civicly engaged than those in the developing world (Gallup, 2011).

While these components of a person’s well-being are critical to achieving an organisation’s goals and fulfilling its mission, other studies have surfaced National Pride, Spirituality Index as contributing factors to the sense of well-being. In the Compendium of OECD well-being indicators (OECD, 2011), the study was linked to the well-being and the progress of a country. While its focus was on better measures of well-being to improve their understanding of the factors driving society’s progress, it went on to ascertain that money is not everything. At the same time, we cannot disregard the fact that the sustainability of the socio-economic and natural systems where people live and work are critical for well-being to last over time.

The literature review has surfaced the various elements of well-being that need to be considered for the construction and implementation of a Staff Well-being Framework for the 21st Century. It has also revealed other elements (e.g. national pride and
spiritual index) that may not have been considered in previous staff well-being studies. The relevance of these various elements will form the basis for this workplace-based learning project and is also illustrated in Figure 2.5 below.

Figure 2.5: The Different Elements that Contribute to the Concept of SWF21.

2.11 Conclusions

The literature review has provided an informed context for the current study. It has provided insights into various researches done on the needs of well-being. With a background founded on literature and insights, this study seeks to explore and construct a Staff Well-being Framework that is relevant for the 21st century. The construction of the framework in the site of study will take much reference from the Gallup’s study on “The Five Essential Elements of Well-being” (Kannry, 2010). This is
because the five essential elements revealed universal elements of well being that hints of differentiating an engaged and thriving work life from one that is miserable and unmangeable. In addition staff well-being programmes can appear to ill-defined and events driven. Thus, Gallup’s Five Essential Elements provide a possible framework for workplace well-being. The design and construction of the framework will take reference from the site of implementation. The qualitative approach of this study will provide insights into the implementation and the feasibility of such a framework for staff well-being.

The literature review has also provided understanding and knowledge and has helped to facilitate a design that is grounded on previous research. Insights have also been gleaned from various research work and literature on staff well-being needs and quality of life in the 21st century. These insights will contribute to a more informed assessment of the needs of the staff well-being in an education institution.

Most research so far has focused on conventional well-being indicators like fairness of remuneration; adequate if not attractive benefits that contribute to staff well-being; provision of staff training that meets the demands of the workplace. With swift changes in the 21st century, one also notices increasing new needs that conventionally were not considered a part of well-being needs or provisions. The literature review has revealed a whole spectrum of needs that seem to greet the 21st century employees.

Thus the next chapter sees the effort to construct a staff well-being framework for the 21st century (SWF21). This is done in the context of an education institution in
Singapore, with the intent to identify up to a maximum of five domains of well-being. The framework will be implemented to see if the domains can be translated into sustainable enablers or vehicles to deliver staff well-being. In addition, it is also to explore if there are other domains that were omitted in the SWF\textsuperscript{21}.
Chapter 3
Constructing a Staff Well-being Framework of the 21st Century (SWF²¹)

3.0 An Overview

Against the background of literature review, we have established that staff well-being in the workplace today must be seen from the lens of several indicators. The literature review has highlighted the key concerns in the different dimensions – which range from economic concerns to ethical challenges. While it is clear that money cannot buy happiness, the economics of compensation cannot be overlooked. In re-visiting Maslow’s hierarchy of needs today, we are also aware that employees want to be shown genuine care and attain a sense of their personal growth and self-actualisation. We also acknowledge that the workplace is where social relationships flourish. Thus, one cannot disregard the need to cultivate good social relations, as one of the needs of staff well-being. Concerns arise in the 21st century that with globalisation and the presence of unprecedented Black Swan events, the stress level increases for the workers of the 21st century. The workers need to cope with the frequency and unpredictability of changes as well as make sense of the situation. Educators seem to have an additional level of demand as they need to guide their young charges through a turbulent present and at the same time prepare them for an exciting future.

The ethical challenges of the 21st century add another dimension to the understanding of the Staff Well-being Framework for the 21st Century (SWF²¹). For some, the value of ethics has become an organisation’s priority as there is a growing impatience within society with selfish and irresponsible actions that impoverish some, while enriching the crafty (Brimmer, 2007). Organisations also want to demonstrate to their
stakeholders and customers that they are engaged in ethical practices and are in fact ‘giving back’ to their community, through philanthropy. While some have chosen to take the stand that the Corporate Social Responsibility of organisations may just be a tool of public relations to cultivate good corporate image, there are others who are of the view that the key elements that make a difference between a good life and great life is one’s commitment and involvement in the community.

With the insights gleaned from the literature review, the study has adopted an approach which comprises three key components:

- The construction of a Staff Well-being Framework for the 21st Century (SWF 21). This is explained in this chapter (chapter 3).
- The pilot implementation of the SWF 21. The implementation will be discussed and analysed in the next chapter (chapter 4).
- The SWF 21 will be evaluated and assessed to see if the desired well-being outcomes have been delivered. Recommendations will be made with regard to the modifications needed in SWF 21. This will help towards assessing if the framework is able to deliver the staff well-being as it is intended to. The assessment and recommendations will be dealt with in chapter 5.
3.1 Methodology

The construction of the SWF\textsuperscript{21} takes into consideration the following:

a. the domains from Gallup’s Five Essential Elements of Well-being (the research site wanted to adapt these domains for use in the context of an educational institution). This can be seen in Section 3.2.1.

b. the alignment with the school’s philosophy (i.e. its vision, mission and motto and strategic directions) as well as the Ministry of Education’s vision and direction for teachers in Singapore. In addition, the directions from the Founding Organisation of the school are critical as this will also ascertain if the school is fulfilling the objectives of the school’s founder. This, too, may have an impact on the well-being of the staff if they find that there are conflicting obligations. This can be found in Sections 3.2.2 and 3.2.3.

c. the assessment of the well-being needs at the study site, taking into consideration their current reality and staff well-being needs. This can be found in Section 3.2.4.

d. the context of the school as seen through the observable school culture and staff well-being needs. This can be found in Section 3.2.5.

e. the use of benchmarking (of the Secondary school against the Primary school) to identify two key areas for in-depth study for a better understanding of the critical processes as well as the use of focus-group discussion to gather insights into the areas identified. It is important to have a more informed approach to appreciating the critical processes of the two different sections in the two identified areas of study. The understanding of processes will provide insights
into what really works and is not dependent on personalities. This echoes the thoughts of Mark Sanborn that it is better to be consistently good than occasionally great (Tingley, 2011). Hence, the small but focused benchmarking study is carried out and this can be seen in Section 3.2.6

In summary, to construct the SWF21, a systematic process was adopted. Adaptation of Gallup’s Five Elements of Well-being was made by the team undertaking the construction of the framework. The adapted model was checked for alignment against the school and the Ministry of Education’s (MOE) vision and mission. This was then followed by a survey of the observable school culture (which will inform the school, to some extent, if the school culture can be a catalyst to change or a factor that resists change). It helped clarify how the staff worked in the school. The next part of the process was the administration of a staff survey on the Five Elements of Well-being which provided insights into the areas needed for a benchmarking study between the two sections (i.e. the primary section and the secondary section) of the Full School. Focused Group Interviews (FGI) were conducted to understand the practices in both sections of the school. This entire process is illustrated in Figure 3.1.
3.1.1. A Qualitative Approach for an in-depth Understanding

This study is carried out in a Full School in Singapore. There are only five Full Schools in Singapore, and each essentially features a Primary and a Secondary school under the leadership of one school Principal and with the same Board of Management or School Advisory Committee that oversees the governance of the school. Each of these schools typically has a long history and has been operating as a Full School since its inception. They all offer ten years of education for their pupils and are usually well sought after in Singapore. Carrying out the study in such a school, we have the benefit of a wider range of staff to work with. The Full School also provides a larger sample size when surveys are administered.
In this study site, the profile of the staff is wide-ranging in terms of age and educational qualifications. This will put to test the SWF²¹ to see if the domains and vehicles of staff well-being are applicable to the wide range of staff. Like in most schools, the staff here are also predominantly female. This may mean that the generalisation of the needs for the staff may have a gender bias and may be applicable to organisations that have a predominant female workforce.

A predominantly qualitative approach is chosen for an in-depth understanding of the construction of the SWF²¹ and its pilot implementation. This approach provides insights into the actions of the participants at this study site. The insights, in turn provide the researcher with answers that survey data may not be able to provide. This is especially useful in a study that looks into a well-being framework and its pilot implementation. The interviews and the opportunities to seek clarification could provide greater understanding especially with regard to the vehicles intended to deliver the well-being for the staff. They also provide critical insights into what has worked and what has not.

Qualitative methods are used to better understand any phenomenon about which little is yet known. In this case, the prototype of a well-being framework based on the above considerations as seen in Figure 3.1 is new. Qualitative methods could also be used to gain new perspectives and more in-depth information that may be difficult to gather quantitatively. Thus, qualitative methods are appropriate in situations where the researcher has determined that quantitative measures cannot adequately describe or interpret a situation (Strauss & Corbin, 1990). In addition, qualitative research studies provide details about human behaviour, emotion, and personality characteristics that quantitative studies cannot match (Demetrius & McClain, 2012). In this current study,
it is critical to understand the reception of the various well-being measures carried out and understanding of the human behaviour is one of the keys to unlock the effectiveness or inadequacy of the well-being framework. In particular, the researcher is able to observe, document and seek clarification of behaviour to fully understand the meaningfulness of the data obtained.

3.1.2 Quantitative Data to Complement the In-depth Qualitative Focus Group Interviews.

In order to identify key areas for insights into what works and what does not, quantitative data is used to survey the areas of interests and concerns. There is a need to understand the key success factors and why certain vehicles are effective for certain domains; it is also necessary to take note of the key critical factors and why certain vehicles do not work or why modifications have to be made as soon the Framework was piloted. The quantitative data provides the first indication of the perception of the staff. The qualitative data seeks to explain the reason for the phenomenon.

Thus, one of the key techniques used in this study is the use of Focus Group Interviews (FGIs). The FGIs are conducted in a school which has an estimated total staff population of 220 adults. While not all members of the staff participate in the FGIs, representatives from the different age groups and in teaching as well as administration work are present. The FGIs provide the qualitative insights into the needs for staff well-being in their working context. They also provide an understanding of the needs in context and the opportunities to clarity these needs as and when they are surfaced by the staff.
The rationale for the choice of such a method is as follows:

- It provides triangulation of information that may surface from the members of the different FGIs.
- It generates new ideas and perspectives that may not have been part of the original research design.
- It provides insights into possible shortcomings in implementation, and possible solutions to these shortcomings.

The number in each of the focus groups is limited to between four to six participants. A protocol of questions is crafted to lead the discussions at the FGIs. These are then recorded and analysed. Notes of the interview sessions are taken. The content is analysed in order to look for possible trends and patterns. This could be gleaned from the words used or the themes that frequently appear in the discussion. These emerging patterns are reviewed in the light of the literature studied. It would also be useful to consider if the analysed data adds any new information to the literature reviewed thus far.

FGIs are the key method used to gain a better understanding of:

- the needs of staff well-being
- the perception of staff regarding their well-being
- the aspects of staff well-being that really matter to members of the FGIs
- the feasibility of the ensuing framework on staff well-being and how this framework could be shaped by their proposals and feedback.
The advantages of choosing FGIs are several (Berg, 2009) FGIs:

- are flexible in the number of participants chosen
- permit the gathering of a large amount of information from groups of people within a short time
- could be used to gather information from transient population
- do not require complex sampling strategies

Conversely, the disadvantages are as follow:

- The quality of data is dependent on the skills of the facilitator.
- The number of questions used in the course of the interviews may be limited.
- Dominant personalities may overpower and steer the group’s responses unless the moderator is active and well trained!
- The duration of the FGIs cannot be prolonged and in most cases, the FGIs would extend from 30 to 60 minutes.

According to Kitzinger (1995), the use of focus groups could help people explore and clarify their views. It takes advantage of group dynamics where participants are encouraged to talk to one another, build on one another’s points or exchange anecdotes and provide different points of view. This method is particularly useful for exploring people’s knowledge and experiences and could be used to examine not only what people think but how they think and why they think in a certain way. There could be significant results, especially when the group dynamics work well with the participants, and together, with the researcher, they could take the study into new and often unexpected directions. Thus, focus group interviews provide access to people’s knowledge and attitudes which are not entirely encapsulated in reasoned responses.
to direct questions. In this sense focus groups could reveal dimensions of understanding that often remain untapped by more conventional techniques for data collection.

In addition to focus group interviews, a simple quantitative survey instrument is designed. This instrument builds on the information surfaced through the review of literature and from information gleaned from the FGIs. The survey focusses on the relevance of the indicators to the respondents; the indicators are those surfaced by both the literature review and FGIs. The analysis of the results is used to triangulate and determine the indicators that will be used to pilot the framework for developing staff well-being.

After the pilot process has been carried out, additional quantitative surveys are carried out by the key owners of the different processes in the school to assess the staff’s perception of the vehicles used. These will be used to triangulate the findings according to the various domains in the SWF\textsuperscript{21}. At the end of the pilot process, the owners will recommend the modifications to be made for the SWF\textsuperscript{21}. Further literature reviews, in-depth interviews with the process owners, where necessary, will be carried out. An iterative cycle of SWF \textsuperscript{21} is then implemented to test for fidelity of the instrument.

3.1.3 Other Methodologies

In this particular study, the experimental design method could have been used to identify whether the idea (or proposed framework for staff well-being) influences the
well-being of the staff; however, it would have been difficult to establish which members of the staff form the experimental group and which members belong to the control group. Staff well-being is a principle that is generally accepted as a provision for all and may result in controversies if it is extended to some and not to others. Moreover, in choosing a suitable method to study a social phenomenon, it is difficult for a researcher to have control of all variables that could potentially influence the outcome, except for the independent variable. For instance, while one can control variables like age, gender and educational qualifications, it is difficult for one to control temperaments, personalities, needs and circumstances. In dealing with social research, especially in a subject like staff well-being, the qualitative aspect of contextualised understanding is crucial. It provides the backdrop to the understanding of how a person reacts in a certain way when others may not.

Another possible research methodology that could have been used is correlational research which relies on establishing the degree of association where there are two or more variables; here, a change in one variable is reflected in the changes in the other (Creswell, 2012). In this case, a researcher is able to use one or more predictor variables and to forecast future performance. Hence, if one is able to identify the variables that correlate, it may appear that one has the capacity to influence the outcome. This would have been a very useful method to use, if, the researcher is able to identify the variables that correlate and consequently enhance staff well-being. Researchers have used correlational studies to look for predictors of staff well-being.

However, in the context of this study, and in coming up with a framework for staff well-being in the 21st century, the use of correlational studies could at best indicate an
association between or among variables or to predict the outcomes. However, such findings lack the depth of contextual meanings. The context of the institution and the profile of the staff are but only two of the many factors that could affect staff well-being. For instance, a variable like physical well-being and its consequential impact on staff well-being will vary in importance for a staff who is young and energetic and for a staff member who is nearing retirement age and is concerned about medical costs. Thus to establish a clear understanding of the key factors that should be included in the SWF\textsuperscript{21}, the implementer of the framework cannot rely on results of correlational studies alone but must consider other factors like the profile of the staff, his/her stage of career, gender and if necessary, even the background of the individual. Hence, a qualitative methodology could elicit information that is not commonly available from quantitative data or statistical correlational studies.

3.1.4 Justifications for a Qualitative Study with Focus Group Interviews

The value of a qualitative investigation is to focus on a single issue (e.g. staff well-being) and its impact on a community (e.g. an educational institution), and on the opportunity to carry out an in-depth study of the resulting interactions as a result of the introduction of a particular phenomenon. Thus, in this case, by using FGIs, the researcher is able to capture the various nuances, patterns and more latent elements that other research approaches might overlook (Berg, 2009). In order to understand the background, the experiences and the motivations of the people when the researcher is studying, this qualitative approach is used to reap richer, more insightful and more in-depth information as compared to an extensive large-scale survey research that may glean only superficial information.
3.2 The construction of a Staff Well-being Framework for the 21st Century (SWF 21).

The SWF 21 must satisfy the following outcomes:

- It must be a framework that minimally addresses the five domains identified by the school. Additional domains are explored at the end of the Pilot phase and the framework could be modified to include the missing domains, if any.
- It must be viable and sustainable. The domains and the vehicles identified to carry out the well-being programmes should not be once-off activities or events that take place in one year, and forgotten in the next year.

Integral to the process of the construction of the framework is

- The identification of vehicles for delivery or design structures that will meet the staff well-being needs identified in broad themes.
- Embarking on iterative cycles of modification that are necessary to ensure that the design embraces the various broad themes and remains relevant in the areas of needs it intends to address.
- Using a modified peer de-briefing process to communicate the resulting SWF 21 to staff. This requires the assistance of impartial colleagues to communicate and facilitate feedback to the researcher. The insights from impartial peers who communicate the SWF 21 to their colleagues enhance credibility and provide an external check on the integrity of the SWF 21 proposed. Subjectivity that may arise as a result of the design process could be addressed at an earlier stage. Peers who are selected for this process are identified, briefed and equipped
with the know-hows to communicate the SWF\textsuperscript{21} and to report on the outcomes of their task.

3.2.1 Adaptation of Gallup’s Five Essential Elements of Well-being

Since the mid-20\textsuperscript{th} Century, Gallup scientists have been exploring the demands of a life well-lived. They have defined well-being as the combination of our love for what we do each day, the quality of our relationships, the security of our finances, the vibrancy of our physical health, and the pride we take in how we have contributed to our communities (Gallup, 2009). These five distinct dimensions, as seen in Figure 3.2 emerged as what constitute well-being.

A team of staff (comprising teachers and administrative staff) from the school was identified to look into the staff well-being of their colleagues in the school. Led by an experienced Senior Teacher, the team was to explore the various aspects of the staff

\[
\text{Figure 3.2: Gallup’s Five Essential Elements of Well-being (Rath, 2010)}
\]
well-being. They were given the full freedom to shape the processes, bearing in mind the outcomes and the process of construction as mentioned in Section 3.2.

The team leader was familiar with the research done by Gallup on the Five Essential Elements of Well-being. An attempt was made to adapt the five elements in the context of the school, using the current and existing vehicles of staff well-being. Figure 3.3 shows the first version of the five domains adapted for use in the context of the school as drawn up by the team.

Where career well-being is concerned, the presence of a training plan for each individual staff as well as platforms like profession sharing sessions are made available for staff to share their latest learning. This is one aspect of helping to equip the staff for the work they have to do, and of sharing of things they have done well,
and hence, fulfil an aspect of self-actualisation. In building a strong relationship among colleagues, the Staff Welfare Committee (this is a committee set up to look at welfare needs for the staff, e.g. by ensuring that the pantry is adequately stocked) has also organised a series of different activities for the staff. These activities contribute to the social well-being of the staff. Where the financial well-being is concerned, the HR Forums as well as the HR benefits (compensation and benefits) are clarified, and made known to the staff at regular forums. In order to help ensure the staff have good health and the energy to get things done, provisions are made to look after the physical well-being of the staff. Likewise, the Staff Welfare Committee buys fruits regularly for the staff to consume as well as organise health checks and other activities. Finally, community well-being is seen when the staff is engaged with the community, where the school is located (this being a departure from Gallup’s study that talks about community well-being as sense of engagement in the area where one lives). Hence the Senior Teacher in charge of the staff well-being actively advocates working with community agencies near the school. This includes organising a variety of activities that reach out to the under-privileged elderly people living near the school.
3.2.2 Alignment with School’s Philosophy and Vision and Directions of Ministry of Education, Singapore

The framework is adapted for use in the local context: for educational institution (specifically a Mission School) and in a country where the vision for the teaching force is clearly articulated. Thus the following key elements of the adapted version of SWF (pilot version) can be seen:

- clear alignment to the school’s strategic thrust: Strategic Thrust 2 (ST2): Developing Dynamic and Professional Staff [Staff Excellence Programme and ‘Developing a Competent, Committed and Caring (C3) Staff.

The two schools concerned, share the same strategic thrust (since they are also considered as a Full School, where annually more than 70% of the Primary school pupils will join the Secondary school that the Primary school is affiliated to). The strategic thrust of the school is clearly spelt out as ‘developing a competent, committed and caring staff. The SWF\textsuperscript{21} will also need to deliver the strategic thrust of the organisation and in this case, it is in the area of staff development as well as in the cultivation of the softer qualities of the staff in the areas of commitment and care.

- alignment with the vision of the Ministry of Education, Singapore: Singapore’s Vision for teachers: “Singapore Teachers: Lead. Care. Inspire. In a press release, dated 26 August 2009, the Ministry of Education in Singapore articulated the Vision it has for the work of the Education Officers in Singapore. The following statement, as seen in Figure 3.4, was released:
By word and deed, through the care we give, we touch the lives of our students. We make a difference—leading and inspiring our students to believe in themselves and to be the best they can be.

As individuals and as a community of professionals, we seek continually to deepen our expertise. Respectful of fellow educators, we collaborate to build a strong fraternity, taking pride in our work and profession.

We forge trusting partnerships with families and the community for the growth and well-being of each student.

We Lead, Care, Inspire,
For the Future of the Nation Passes through Our Hands” (Ministry of Education 2013).

Figure 3.4: Press Release from the Ministry of Education, Singapore (2013)

Thus in the design of SWF\textsuperscript{21}, the vision that the nation has for the teachers cannot be omitted. In fact the framework should work towards realising this vision to lead, care and inspire.
3.2.3 Alignment with the Directions from the Founding Organisation

The Methodist Church in Singapore has set up twelve mainstream schools in Singapore, with the following intent: to nurture generations of men and women of character and integrity. The founder of the Methodist Church, John Wesley, believed that the educator’s role is to nurture the students’ character and so prepare students for life’s challenges. Thus while academic excellence is an important component of character-building, one should not neglect the development of the student’s full potential. In this way, the child will become a responsible and upright member of society. In essence, the Methodist Schools believe that the education of the heart is essential to the heart of learning (Council on Education - The Methodist Church in Singapore, 2012).

Thus, in this current framework, the supporting verses for the school are also cited; the two verses are from the Bible, 1 Peter 4:10-11 were cited. “1 Peter 4:10-11:

10 Each one should use whatever gift he has received to serve others, faithfully administering God's grace in its various forms. 11 If anyone speaks, he should do it as one speaking the very words of God. If anyone serves, he should do it with the strength God provides, so that in all things God may be praised through Jesus Christ. To him be the glory and the power for ever and ever. Amen.” This verse encourages the individual to use his gift to serve others faithfully.

Thus, in the SWF Framework, the inclusion of the exhortation to serve others faithfully has been included. This does not contradict the injunction to the educator to lead, care and inspire her young charges, since this is an articulation of selfless service.
3.2.4 Understanding Well-being Needs: Assessing Current Reality and Needs

A framework is only as good as a diagram, unless the vehicles within each domain are effective in delivering the well-being of the staff. As many of these vehicles are pre-existing in the school, there is a need to have a greater understanding of the current reality of the staff needs for well-being and whether these needs are delivered by these vehicles.

Against this background, a survey was administered to 142 members of two schools, a Primary and a Secondary school. These two schools are part of a Full School concept where the Primary school is affiliated to the Secondary school. Hence the SWF\textsuperscript{21} (Figure 3.1) adopted by both schools are similar although the actual implementation may differ as one school caters to the learning needs of younger children (from 7 to 12 years old) while the other school caters to the learning needs of teenagers (from 13 to 16 years old).

It must be stated at the outset that this survey (Appendix 3) was carried out by a team of staff within the school, to benchmark the data of one school against that of the other. The internal benchmarking was carried out to compare the processes in both the Primary and Secondary school. The data collected by the staff provides a valuable insight into the internal workings of the two schools, and a better understanding of the staff perception of their well-being needs.

It is important to note that as the team prepared to identify the well-being needs of the staff, they also included a section of the survey to find out about the most observed cultural traits of the school. Hence, it should be noted that the survey on well-being is
preceded by a section in which the staff was asked about what was most observable in the culture of their respective school.

### 3.2.5 Survey of Observable School Culture and Staff Well-being Needs

School culture cannot be seen but its presence is pervasive and sometimes elusive. School culture, in this instance, is used interchangeably with school climate. The culture of the school could be a catalyst to change or the defining factor that resists change. School climate could be a positive influence on the health of the learning environment or a significant barrier to learning (Freiberg, 1998). In fact, Freiberg (1998) considers school climate as an ever changing factor in the life of the people who work and learn in schools. Much like the air we breathe, the school climate is ignored until it becomes foul. The impact that culture has on the schools has been studied by many. Some have described strong positive cultures as places with a shared sense of what is important, a shared ethos of caring and concern, and a shared commitment to helping students learn (Deal, 1998).

Hence, the team decided that part of the survey to identify needs should also include a section on understanding the most observed traits in the school culture. School culture is defined in this survey as the collective way the staff operates in the school. It involves behaviour learned and is common knowledge. The desired traits of the school culture as identified by this team are listed in the survey. Participants in the survey were asked to rank most observed (1) to least observed (6) traits of school culture (Figure 3.5).
School Culture

School culture is the collective way we operate at MGS. It involves behaviour learned and is common knowledge. Here are some desired traits of our school culture.

Rank these descriptors from the most observed traits [1] to the least observed [6] in our current school culture.

- **Shared Values:** I know what our school values are and I share this common set of values and beliefs that holds our school together.
- **Culture of Excellence:** I take pride in my work and ensure there is quality in all I do.
- **Strong Collaboration:** I work collaboratively and believe in the value of partnership with my colleagues and stakeholders.
- **Openness:** I am clear about what I am supposed to do and I also know the channels of feedback in my school.
- **Caring Environment:** I get along well with my colleagues and we do care for one another. I have participated in programmes and activities that promote the well-being of the staff.
- **Sense of Significance:** The school makes me feel my job is important.

Figure 3.5: Survey on Most / Least Observed School Culture Traits.

![Most Observed School Culture Traits](image)

Figure 3.6: Comparison of Results of Most Observed School Culture Traits.

As seen in Figure 3.6, both the Primary and Secondary school share the same most observed trait – the culture of excellence (81% for Primary and 80% for Secondary).
This is strong indication that the teachers feel that there is quality work done in the school and that the teachers take pride in their work. The next most observed trait – that of a caring environment is ranked the second most observed trait in the Primary school (60%) while this trait is ranked as third most observed in the Secondary school (51%). The Primary school staff value being able to get along well with their colleagues and being able to care for one another. They have also have participated in programmes and activities that promote the well-being of the staff. The Secondary school staff ranks shared values as second most observed (66%) trait; while the Primary school ranks it as third most observed (59%) – knowing school values, and sharing this common set of values and beliefs that holds the school together.

The culture in which the two schools operate is similar in that both schools value the culture of excellence and take pride in their work. Clear guidelines and provision for staff development would be relatively highly regarded or even prized. There seems to be a general consensus that the staff in both schools share the school values and value the caring environment in which the school operates in.

A Staff Survey on the Five Elements of Well-being was also carried out. Respondents were given four to ten sentences under each domain and asked if they agreed or disagreed with the statements. Their responses were then tabulated and comparisons were made between the Primary and Secondary schools, as seen in Figures 3.7 to 3.11
My Reporting Officers work with me to discuss my career plans.

I have ample opportunities to take up new roles and challenges as part of my professional development.

I am aware of the School Total Learning Plan.

I am given the opportunity to select the training courses.

There are opportunities for me to share my learning.

Figure 3.7a: Comparison of Results for Career Well-being

(Indicators 1 to 5).
The Learning Objectives and post-course performance targets of selected key courses e.g. conference, study trips, in-house training from invited speakers) are communicated to me before I attend the course/courses.

My school recognises and provides opportunities for my colleagues who have the potential for professional growth and development which will lead to their contributing more to the school.

My school inducts new staff and gives other staff new job functions where necessary.

My school has programmes for leadership development and for succession planning to fill key positions.

I am a member of a Professional Learning Team/Professional development Group which provides opportunities for me to grow professionally.
I have harmonious and sustainable relationship with my colleagues.

The activities and programme organised by the Staff Welfare committee encourage bonding and camaraderie among all of us.

The work environment that is my staff room/office is conducive and comfortable.

I have made good friend/s among my colleagues.

I have an effective 2 way communication with my Reporting Officers.

My colleagues are very helpful and very willing to share with me.

Figure 3.7b: Comparison of Results for Career Well-being
(Indicators 6 to 10)

Figure 3.8: Comparison of Results for Social Well-being.
Figure 3.9: Comparison of Results for Financial Well-being.

Figure 3.10 Comparison of Results for Physical Well-being.
From the survey administered, both schools have responded favourably to social well-being at 89% (Primary) and 90% (Secondary) and community well-being at 96% (Primary) and 89% (Secondary). This shows that there is good collegial relationship among the staff in both schools. At the same time, they are also committed to the Corporate Social Responsibility (CSR) adopted by the school. With regard to financial well-being, both schools fare above 80%, indicating their satisfaction with the remuneration and the financial policies of the schools.

The remaining two elements of well-being that are ranked lower are the element of physical well-being, 77% (Primary) and 81% (Secondary); and career well-being 80% (Primary) and 72% (Secondary). These two elements are not ranked as high as the
rest; the greatest challenge for physical well-being is in finding the time to exercise.
The largest difference - with a difference of 20% - is seen in their perception of career
well-being. The survey item that shows the largest difference is the item that asks
about ample opportunities to take up new roles and challenges as part of their
professional development. The difference between the responses of both schools is
20%. One possible explanation for this is in the difference in the governance of both
schools. The Primary school is a government-aided school where opportunities for
new roles and challenges are found both within the school and within the larger
education system (i.e. applications to different roles and opportunities can be made at
the headquarters as well as in other mainstream schools). On the other hand, the
Secondary school is an independent school and offers direct employment to 80% of
the staff. The number of opportunities for new roles and challenges is limited to those
within the school. If anyone is interested in any opportunity outside the school, this
person has to resign from the school to take up a new role available in another school
or within the main education system. The other two survey questions with responses
that are less than 70% for both schools are in the area of awareness of the Total
Learning Plan of the school as well as programmes for leadership development and
succession planning to fill key positions.

Of the five elements of staff well-being surveyed, it is observed that the Secondary
school scores lower than the Primary school in career well-being, financial well-being
and community well-being. The largest difference (20% difference) between both
schools lies in the element of career well-being. Clear areas of needs have emerged
as a result of this survey done and this will have an impact on the way the school
implements its Staff Well-being Framework in the first year of its full implementation in 2012.

### 3.2.6 Benchmarking for a More Informed Process

The team of staff that administered this survey for both schools had intended to use the survey findings as a benchmarking activity. Their rationale for doing that is seen in the objectives articulated:

To use the rigorous process of benchmarking to

- move towards organisational excellence,
- liberate critical processes which may cause frustration, unnecessary man-hours of ‘fire fighting’ and the dampening of spirit,
- enhance critical processes which are (the school’s) strengths to become ‘Best in Class’.

Two areas were identified for benchmarking: career well-being and community well-being. To gain greater insights and greater understanding on the current processes and workflows, focus group interviews were conducted. The former area (career well-being) was chosen as there were obvious differences in the responses of both schools. The benchmarking study could produce valuable insights to improve the processes for career well-being. The latter area (community well-being) was chosen for benchmarking although both schools had relatively high responses of both 96% and 89%. This is because the benchmarking exercise also sought to identify the critical processes which would help build the strengths of the school.
3.3 Focus Group Interviews

Two focus group interviews (FGI) with teachers from the Primary school and Secondary school were conducted. Participants included teachers teaching different levels, subjects and number of years of experience.

In the Focus group interviews, the following themes were explored:

- Career Well-being: Development Plans; Transfer of Learning; Professional Learning Communities and Career Development
- Community Well-being: Corporate Social Responsibility

These two themes were chosen based on the results of the survey of the five elements of staff well-being. As the largest difference in the score between the primary and secondary section lies in career well-being, it was a critical area where insights would be useful. The insights from the FGIs would inform the staff well-being team what the good practices of career well-being are and identify where the gaps are. Community well-being was chosen as both schools had relatively high responses of above 89%. Conducting and FGI in this aspect will also inform the team what had worked well in this domain and what process had contributed to the positive responses for this domain. This will inform the staff well-being team on the strengths of the school.

3.3.1 Insights into Career Well-being: Development Plans; Transfer of Learning; Professional Learning Communities and Career Development

Where development plans are concerned, there is an obvious structure that the Primary school adheres to as this is similar to the staff development plans that are
rolled-out from the Ministry of Education. For instance, there are mandatory milestone courses and clarity of initiatives like the 21st Century Competencies (21CC). The close monitoring of the Learning Needs Analysis has been possible because of the presence of the e-system that tracks attendance at and completion of courses. In contrast, in the Secondary school, the teachers could choose the courses that they need to attend with little direction from the Department because the Departments do not have a learning roadmap. Hence courses the teachers attend on an ad hoc basis rather than according to forecast or plan. There is no e-system in the Secondary school that tracks the attendance of courses or the completion of courses.

Structures and opportunities for transfer of learning are evident in the Primary school. Teachers are given opportunities to share at Department meetings and actual transfer of learning is seen in structured sessions like the group vetting of exam papers. Group conversations provide insights and expertise into different assessment modes; discussions centre on the purpose of the assessment and how the content should be assessed. This also led to more opportunities for collaboration and collegial sharing. Sharing at the Secondary school is left to individuals who want to share, although there is evidence of peer sharing.

Professional learning communities (PLCs) have been set up in both schools and opportunities for them to present their learning at the end-of-year staff seminar (which culminates with the Outstanding Contribution Award) were present. The Principal also makes a point to meet all of the PLCs and have conversations with them on their progress and directions. While the staff do see the value of PLCs, there are constraints like the difficulty of allocating time in the time-table for them to meet; there is also the
lack of pedagogical direction by their Reporting Officers (which is evident in both schools).

With regard to career development, the staff from both schools feel that while some of their reporting officers do discuss their career plans, they do not see any support or schemes to help them prepare and manage their aspiration. They also feel that there is no clear avenue for them to express concerns over their workload.

This is seen in the context of a school culture that values a culture of excellence. Hence, it is no surprise that there is much concern over career well-being and the need for greater support for staff development.
3.3.2 Insights into Community Well-being: Corporate Social Responsibility

With regard to Community Well-being, there was greater uniformity in their views. The staff from both schools attests that they were able to overcome any initial resistance once they realised and appreciated the objectives of community outreach by the staff. They also agree with the direction for the Corporate Social Responsibility (CSR) as articulated by the management. In addition, there was consensus that the staff should be a positive role-model in their community outreach and they should be able to do what they expect their students to. However, there were concerns like the timing of the activities and the conceptual understanding of what staff well-being activities and corporate social responsibilities are.

Similarly, this feedback, when seen in the light of a school culture that is founded on a caring environment and places a premium on a collegial relationship in the school, means that outreach to the community is a natural expression of their care for others. In essence, this is the strength for the school, and allows the school to be genuine in its outreach to the community.

3.3.3 Insights from Gallup’s Five Elements of Staff Well-being.

While the Focus Group Interviews (FGIs) have brought insights into what the staff values and their concerns; it is critical to have a clear understanding of the objectives of these five domains in the current proposed framework. While the domains may appear to be universal, one needs to clarify the definition and the interconnectedness of the domain within the context given. Given that this study is located within an educational institution in Singapore, the understanding of the domain needs to be
explained in a way that is understood in the local context of the country as well as the way it is experienced in the local schools.

- **Career Well-being**

Some of the key insights raised by Rath & Harter (2010) have to do with the following:

- Being engaged in the workplace means a greater sense of happiness; disengaged workers live only for the weekend and dread the workday.
- Having a boss that focus on your strengths increases your chance of being engaged (Rath, 2010).

In the current design of the framework, the vehicles that help bring about staff engagement and opportunities to work with their strengths are seen through the channels of communications with the reporting officers as well as the opportunities for professional sharing and review of literature. This means the staff could have opportunities to share on what they have done successfully and to further boost their engagement at work. For the staff, career well-being resonates with their sense of pride and professionalism.

- **Social Well-being**

Gallup’s (2013) research reveals that the single best predictor is not what people are doing – but who they are with (Rath, 2010). Hence, the quality of relationship is a strong indicator of a worker’s overall health and well-being. The presence of friends who help them achieve, enjoy life, make time for gatherings and trips strengthens their social well-being.
Thus, to realise this, events and activities were planned to foster networking among the staff. The physical environment is upgraded, and the staff welfare committee is very active in organising regular staff lunches; there are learning journeys for the staff and shopping in the comfort of the staff rooms when vendors are invited to sell their wares to the staff. Staff mentoring programmes have also been set up to facilitate adjustments into new roles or integration into a new environment. Hence, social well-being to the staff is a reference to being connected.

- **Financial well-being**

While it is clear that having money does not guarantee happiness, money is absolutely essential for meeting basic needs. The comparison dilemma states that the amount of money that is made or the size of the house is less relevant than how money or property compares to other’s income and possessions. While having money is still a subjective variable, if the social well-being is strong, one is less likely to be caught in this comparison dilemma. In addition, people who manage their finances well will create or bring about financial security. In addition, they are satisfied when they use money wisely, or are willing to give to others, and spend their resources on buying experiences that provide them with lasting memories.

The vehicles of financial well-being in the school include the opportunity for clarifications at the HR Forum and the flexible benefits that are provided. This means the staff need not worry about their basic needs and in fact have the financial freedom to spend more time with others. In essence, financial well-being is seen in the context of preparedness.
• **Physical well-being**

The fact that our lifestyle is essentially sedentary and our diet is composed of unhealthy food could result in our lacking physical well-being. Regular exercise and an adequate amount of sleep should contribute to good health. There is also a monetary cost to being unhealthy. Thus people who manage their health well will look better, feel better and will live longer (Rath & Harter, 2010).

The vehicles to bring about physical well-being include health screening provided by the school, an occasional fruit day (where fruits are bought and given to every member of the staff); games and exercises for staff and even a massage chair in the staff room. In short, physical well-being is synonymous with having a healthy lifestyle.

• **Community well-being**

In Gallup’s (2013) study, community well-being could actually be the factor that makes the difference between a good life and a great one (Rath, 2005). Community well-being involves giving back to our community. It is in being able to do things for others, and making the difference; it certainly increases our ability and motivation to create change. While their contributions may be small, over time the contributions will lead to a profound impact on the community.

Thus, in cultivating community well-being, the school has set a target of 6 hours per staff for outreach to their community. The target group for their outreach is the group of elderly citizens in the vicinity of the school. The outreach is an expression of vibrant citizenry.

3.4 Conclusions
The SWF\textsuperscript{21} was designed against a background of literature that has established the fact that staff well-being must be seen from the lens of several indicators. In this study, the construction of the framework was done with the explicit intent to adapt from the Gallup’s five essential elements of well-being for use in the context of an education institution. In the process of the adaptation, the understanding of the school’s philosophy, the directions of the Ministry of Education, Singapore and the specific intent of the Founding Organisation of the school, were taken into consideration. A current assessment of the well-being needs of the staff was undertaken with inputs sought from the staff about the school’s culture. This was necessary to provide insights into the way the staff worked in the school. A benchmarking study was conducted to compare the data of the findings of both the Primary and Secondary School according to the needs as specified in the five domains. From there, two areas were identified for further discussions:

- the area that was of most concern to the staff (to ascertain what the key concerns of the staff were)
- the area that was of the least concern for the staff (and to understand why that was the case).

These conversations with the staff were carried out through Focus Group Interviews which could provide useful insights for the implementation of the SWF\textsuperscript{21} and its ensuing processes.
Thus, the composite pilot version of the SWF 21 is seen in Figure 3.12 below:

![Staff Well being Framework for the 21st Century (Pilot Version)](image)

Figure 3.12: Staff Well-being Framework for the 21st Century (Pilot Version)

The SWF21 forms the conceptual base for action to be taken for staff well-being. As such, the vehicles within the domains could be vehicles or agents of change or reform to bring about greater well-being for the staff and meaningfulness of their work. It could also form the basis for future work to achieve greater care for the staff and to shape further policies and reforms.

In the next chapter, the SWF21 that is constructed will be implemented. This is to test out at least one aspect of each domain and assess if the identified vehicle to deliver the well-being is effective and relevant. There are different owners for each domain.
Each owner will carry out their own evaluation to assess the effectiveness of the various things that they have organised for the staff. An analysis of the pilot will also be done as well as to explore emerging concerns that arise as a result of the pilot implementation. The analysis will also be used to surface if there are any domains which the staff may feel could have been omitted. This is possible as focus group interviews will be carried out to explore the adequacy of the domains.
Chapter 4
Implementation of Staff Well-being Framework for the 21st Century (SWF 21)

4.0 An Overview

Bearing in mind that the SWF 21 is primarily concerned with the well-being of staff in a workplace, it is also intricately linked to the idea of making work meaningful, providing people with opportunities to realise their aspirations and advancement in career. The benefits of well-being can reside in the personal realm leading to personal well-being benefits or to organisational well-being and organisational benefits. In a study by Robison (2010), it was found that among the most "suffering" employees - those with the lowest well-being scores - the annual per-person cost of lost productivity due to sick days is $28,800. For workers who are at the midpoint of the "struggling" zone, the cost is $6,168. But for employees with the highest levels of well-being - those with the highest scores in the "thriving" category - the cost of lost productivity is only $840 a year.

Thus, well-being is certainly of great interest not just to the employee but also to the organisation. In this pilot implementation of the SWF 21, specific vehicles within each dimension will be identified to deliver the well-being outcomes. Two sets of survey data were administered by the school: one by the Staff Welfare Committee and the other instrument is the annual Teacher’s Survey administered by the school. As these are instruments developed by the school, the instruments may be simple and in some cases may have inherent flaws. Nevertheless, they provide some insights into the well-being outcomes in the school. An overall analysis of the implementation is carried out.
to provide in-depth understanding of the entire process. In some cases, anecdotal accounts are drawn upon to provide a better understanding of the issues or concerns and to account for the changes that take place in the midst of the implementation. The chapter concludes by considering other domains or dimensions that may have been overlooked in the pilot version and explores the significance of these dimensions.

4.1 Implementing the SWF\textsuperscript{21}

A first version of SWF\textsuperscript{21} was constructed based on various inputs. The framework (as seen in Figure 3.11) was then piloted. Different process owners were identified for different parts of the framework. A Lead Teacher (LT) was overall in-charge of the implementation of the Staff Well-being Framework in the Full School. A Lead Teacher, in Singapore, is an appointment for a teacher to champion a culture of teaching excellence and collaborative professionalism (Ministry of Education, Singapore, 2009). In implementing the five domains the LT worked with the following colleagues:

- Teachers in-charge of Staff Development in the Primary and Secondary school. Together they look at the implementation of the career well-being in the school.
- Chairpersons of the Staff Welfare Committees (SWC) in both sections of the school. Together with the LT, they looked into the staff welfare needs of the colleagues e.g. sending of fruit baskets to colleagues who were hospitalised or sending gifts to colleagues who had given birth. They helped to convey good wishes to colleagues on joyous occasions; send ‘get-well’ wishes to colleagues who were recuperating from illness or condolences to the bereaved. The SWC chairpersons also organised treats, celebrations and staff outings or Learning Journeys.
• Chief Operating Officer (COO) and Chief Financial Officer (CFO), concerning the introduction of new terms and policies related to Human Resource Benefits as well as Compensation and Benefits for the staff.

• Head of Physical Education Departments in the Primary and Secondary school as well as SWC Chairpersons; they organised physical activities (e.g. mass exercises, games and healthy lifestyle walks/ runs) for the staff. The chairpersons of SWC were also involved in the planning of Amazing Races and getting prizes for the winners of these races.

• Other Senior Teachers from both the Primary and Secondary school, as well as Chairpersons of SWC; they worked on the organisation of events pertaining to community well-being.

The objectives of this phase of implementation are to:

• assess the adequacy of the SWF21 in meeting well-being needs

• explore the effectiveness of the SWF21 in operation and whether the ensuing programmes are viable and sustainable

• propose a prototype for a 21st Century framework for the well-being of staff teaching in education institutions in Singapore.

The scope of this phase of Study lies in testing out at least one aspect in each domain of the framework. This will give us insights into the relevance of each aspect. Recommendations could also be made with regard to other aspects that may be included.

4.2 Pilot Implementation
The SWF\textsuperscript{21} was implemented in January 2012 and reviewed in December 2012. One to two vehicles of each domain were identified and implemented. Key vehicles were identified in each domain:

a. Career Well-being (Professionalism): Learning Development Roadmaps and Professional Development Groups (PDGs)

b. Social Well-being (Connectedness): Activities organised by Staff Well-being Committee, mainly in the following two areas: Retail therapy (i.e. inviting vendors to set up stalls, for the staff to purchase things which they need for certain occasions e.g. Lunar New Year, Children’s Day) and Treats hosted by different Departments

c. Financial Well-being (Preparedness): HR Forum to clarify policies and various HR benefits (e.g. Variety of leave schemes and Flexible benefits)

d. Physical well-being (Healthy Lifestyle): Free health screening and exercise sessions, walks or games

e. Community Well-being (Citizenry): Two activities a year are organised as an outreach to the needy in the community. In this case, the school’s beneficiaries are two groups of elderly people who live in rental government housing flats.

In the implementation of the Career Well-being (Professionalism), the school administered the Learning Needs Analysis (Appendix 4.1.1). Based on the Department Learning Road Map (Appendix 4.1.2) and Total School Learning Plan (refer to Appendix 4.1.3), a Learning Road Map was drawn up. The findings were shared with the staff (as seen in Appendix. 4.1.4). At the same time, Professional Development Groups (PDGs) for 2012 were formed and each group worked on an area of
professional concern in their field of work. The titles of the PDGs are found in Appendix 4.1.5.

The areas of Social well-being (connectedness), Physical well-being (healthy lifestyle) and Community Well-being (citizenry) were anchored by the Staff Well-being Committee (SWC) of the school. At the end of the year, the SWC made a presentation of the various activities carried out, to the staff (Appendix 4.1.6).

The HR Forum is a key vehicle of Financial Well-being (Preparedness). This has also been a regular feature in the school, since 2010. The HR Forum has been defined as a forum where new and revised HR policy is communicated to the staff. Feedback is obtained and Best Practices are shared and highlighted. Issues discussed could include features of the Part-time teaching scheme introduced for the teachers (see Appendix 4.1.7).

4.3 Data Collection

Since this study looks at the implementation of staff well-being in the context of a school, and the fact that ownership of the implementation lies with the staff, data generated by the respective sub-committees looking into the different aspects of staff well-being were analysed. This provides an insight into how the staff manage their own well-being.

The Staff Well-being Committee (SWC) of the Secondary school administered their survey (Appendix 4.1.8) to 62 teachers. At the same time, there was another annual year-end Teachers’ Survey (TS) conducted by the school’s Internal Data Collection
that oversees the Staff Improvement Process. This survey includes feedback from staff of the Full School – both the Primary and Secondary school. Hence the sample size involved about 158 teachers. Both sets of data were analysed. One key contrast for both sets of data is due to the difference in the intent of the surveys: the SWC needed to explore the relevance of the activities they organised; hence the need to make reference to specific activities while the TS looked at general observations of staff well-being and the areas that contribute to school improvement. Inevitably, there were common areas that were surveyed. This was done using the Microsoft Excel tool as the data gathered were survey items where staff answered survey questions with a response that range from a scale of 1 to 4: Strongly Disagree (1), Disagree (2), Agree (3) and Strongly Agree (4). Those who responded as Not Applicable (NA) would be removed from the overall total when a percentage of the overall response is calculated.

While the TS did not identify specific events, it made references to the SWC in one item: The SWC activities have helped to promote the welfare of the staff. 93.04% responded positively to this item. This means that the work of the SWC has some measure of credibility among the staff.

4.4 Social, Physical and Community Well-being

The following were the responses made by the staff in the staff well-being survey. These were the results of the survey of the activities organised by the SWC; the data in the brackets refer to those who respond positively (Agree or Strongly Agree) to the item
4.4.1 Social well-being

- Monthly Department Lunches: “The monthly Department Lunch helps in staff bonding.” (83.9%)
- Retail Therapy (where sale by vendors are carried out in the staff lounge for the convenience of the staff): “There is a good spread of external vendors”. (93.6%)
- Looking into the needs of the physical environment of the staff (upgrading of toilet facilities; renovation of staffroom (96.8%); having titbits in the staffroom: “The renovation of the staff lounge and toilets help to uplift our environment”. (80.6%)

4.4.2 Physical and Community well-being

However, in the area of Physical and Community well-being, the data collected was inconclusive because of inherent errors. As the question surveyed was split into two options – where one could respond to the question on physical well-being or community well-being – some responded to one question while others responded to both. While it was not possible to give a score to rate the relevance or usefulness of the activity, it was nevertheless evident that both activities were positively received. The original intent of the Staff Well-being Committee was to have 50% of staff respond to Physical well-being and the remaining 50% to respond to Community well-being. This was because when the activities were planned for the staff, it was a concurrent activity (where staff had to choose between a physical well-being activity and a community well-being activity).
46.7% staff agreed with the statement, “Participating in Staff CSR gives me a sense of satisfaction” and thus derived satisfaction from Corporate Social Responsibility (community well-being) activities. 51.6% derived satisfaction from the Amazing Race (physical well-being) and agreed with the statement, “The Amazing Race helps the staff to bond together”. This would have constituted about 98.3% while those who disagreed would have constituted about 18.6%. The total was more than 100% of responses. The team surveying this found out that while respondents were supposed to respond to either one of the two questions, some actually responded to both. Another problem that arose as a result of the survey question was the question to do with the Amazing Race. The question’s key reference was how the Race helped the staff to bond when the intent of the Amazing Race was to get the staff to race or be involved in some physical activity.

Nevertheless, it was evident that the respondents were positive towards both the Corporate Social Responsibility activity and the physical well-being activity organised by the Staff Well-being Committee.

4.5 Career and Financial Well-being

The SWC also asked about the usefulness of sharing sessions, conducted by their colleagues at Contact Time, and focussed on best practices in the profession or pedagogical innovations in the classroom; and 93.6% rated these sessions as being
useful. When asked if the HR Forum provided insightful information, 91% responded positively.

Where the TS is concerned, teachers responded positively to the following:

- There are sufficient opportunities for professional development (87.34%)
- I apply what I have learnt at the training workshops/ seminars/ courses (94.94%)
- I find the PDG a useful platform for my colleagues and me to improve teaching and learning in the classroom (79.75%).

While the response to the last item on the PDG is still positive, it is nevertheless lower in comparison to the response to the other two items surveyed.

In analysing the data derived from the TS, it is important to note that the data comes from both the Primary and Secondary school, and a breakdown of the data reveals the following:

Primary school Data for PDGs
- I find the PDG a useful platform for my colleagues and me to improve teaching and learning in the classroom (67.09%).

Secondary school data for PDGs:
- I find the PDG a useful platform for my colleagues and me to improve teaching and learning in the classroom (92.41%).
There is an obvious difference in the responses of the Primary and Secondary school to the Professional Development Groups. The opportunity to embark on a mini-research related to an area of concern in the teaching and learning needs of the school sees a more positive response from the Secondary school.

A look at the profile of the staff in Figure 4.1 reveals the following:

<table>
<thead>
<tr>
<th>2013</th>
<th>Total number</th>
<th>Male</th>
<th>Female</th>
<th>Age groups</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
<td>Below 29</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>30 – 39</td>
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<tr>
<td></td>
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<td></td>
<td>40 – 49</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50 – 62</td>
</tr>
<tr>
<td>Pri</td>
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<td>3</td>
<td>86</td>
<td>14</td>
</tr>
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<td></td>
<td></td>
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<td>24</td>
</tr>
</tbody>
</table>

Figure 4.1: Profile of Teaching Staff by Age and Gender

It must be stated at the outset that while the staff survey was usually carried out in the last quarter of 2012, the snapshot of staff profile was taken at the beginning of 2013. Staff changes that took place at the end of the year (e.g. at the end of 2012) is about 5 to 6%. That is not significant enough to drastically change the profile. Hence the table above is still accurate in portraying the profile of the staff.

While both the Primary and Secondary school share a similar characteristic of having a larger number of staff in the 30 to 49 years age range, it should be noted that the Primary school has many young teachers below 29 years old. This means many of these relatively young teachers are new to the profession and coping with pedagogical concerns, and may not be ready to embark on research-based pedagogical work, or
see themselves ready to contribute to such work. This is further corroborated by another set of data that looks at the sub-grades of the teachers (see Figure 4.2). The sub-grades of the teachers provide an insight into the extent of their experience in the school. A GEO 1.2 (graduate) or GEO 2.2 (non-graduate) will be the most junior in the system whereas a SEO 1A1 would be a Head-of Department or even a Vice-Principal. The Allied Educators (AEDs) work with the teachers to support the students. They could be the school counsellors or AEDs who guide the learning of students with special needs or provide teaching and learning support and assist with pastoral care and co-curricular programmes (Ministry of Education, 2014)
<table>
<thead>
<tr>
<th>Sub-Grade</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEO 1A1</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>SEO 1</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

**General Education Officers**

<table>
<thead>
<tr>
<th>Sub-Grade</th>
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<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 1A3</td>
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<td>42</td>
</tr>
<tr>
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<table>
<thead>
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<th>Sub-Grade</th>
<th>Primary</th>
<th>Secondary</th>
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<tbody>
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</tr>
<tr>
<td>GEO 2.1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>GEO 2.1/2.2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>AED 12A</td>
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<td>0</td>
</tr>
<tr>
<td>AED 14</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

Figure 4.2: Profile of Teaching Staff by their Sub-grades in the Teaching Service
In the Secondary school there are more teachers in the Senior Education Scale, and these are typically senior Heads of Department. There is also a larger number of staff in the General Education Scale, GEO 1A2 and GEO 1A3 – scales that are for teachers with more experience in the profession. In addition, the data also reveals that the Primary school has staff in the GEO 2.1/2.2 to GEO 2A3 scales. This is the scale for staff who are not graduates. Hence, in terms of entry educational qualifications, the staff in the Primary school has fewer graduates when compared to the staff in the Secondary school. This may be one of the contributing reasons for the interest in the Professional Development Groups; the staff in the Primary school may need more guidance and direction in areas of research and methodology than the staff in the Secondary school.

The profile of the staff, in Figure 4.3, includes Adjunct Teachers (these could be teachers who have retired and re-joined the school as Adjunct Teachers) in the school. This provides further information on the qualifications of the staff and indicates the number of staff with degrees and the levels of their degrees. The Secondary school clearly has more staff who are graduates, with honours degrees, or with post-graduate Masters Degrees.
With regard to the teachers’ sense of general well-being, some insights could be obtained from the TS that was administered towards the end of the school year:

- The staff community in (my) school is caring (91.77%).
- I am able to cope with my current workload (90.51%).
- I get a sense of accomplishment from my work. (94.94%).
- If I were to decide all over again, I would choose to be a teacher in (my) school (87.34%).

Thus, from the review of the various domains, one could conclude that the SWF²¹ is a useful framework for ensuring staff well-being. There is general optimism in the well-being of the staff in the school as seen in the survey above.

The focus group interviews with members of the staff revealed certain areas that could be further looked into. The feedback was obtained from conversations with staff and was not apparent from the quantitative survey.
One of the key purposes in piloting the staff well-being framework is to assess if the staff appreciates that their well-being is being looked after – hence the adequacy of the SWF\textsuperscript{21}. The learning gleaned from the implementation is analysed and evaluated through the use of focus group interviews on the staff well-being framework. The discussion was also intended to review the SWF\textsuperscript{21} and assess if there were key issues of concern resulting from the implementation. While the members of the group had some questions to ponder prior to the session, a face-to-face discussion was preferred as they felt that it was more efficient. An e-discussion was not necessary as the intense pace of teaching for the teachers meant more time would be taken up if they had to log into an electronic bulletin for discussion. The review and discussion raised some key issues for consideration in the implementation of the SWF\textsuperscript{21}.

4.6 Analysis of the Pilot of the SWF\textsuperscript{21}

- Current Reality and Desired Outcomes - In carrying out the activities, we always bear in mind the current situation (i.e. where we are now versus where we desire to be). While the SWF\textsuperscript{21} is a framework that is new to the school, most of the components are not new. The domains of career, social, physical and financial well-being are not new. What the framework has done is to bring to the forefront the elements or domains of staff well-being. What is new in their conventional understanding of staff well-being is the introduction of a new domain – community well-being. The vehicles of staff well-being could be changed depending on the needs of the staff and their preferences.

The framework rides on structures that are already present (for instance the HR Forums and staff sharing of professional practices at Contact Times). In the
area of social well-being, one of the vehicles introduced for the Secondary school is the monthly treat provided by the Departments, in turns. These monthly treats have encouraged the staff to work together in food preparation and consequently strengthened the ties that bind. In a presentation made to both the Primary and Secondary schools, the Staff Well-being Committee (SWC) affirmed that the “SWC organized a monthly Department Treat where each department was in-charge of cooking and preparing a feast for everyone. The staff bonded really well as a Department and the entire staff had more opportunities to meet and interact.” The vehicle of social well-being chosen by the Primary school is celebrating birthday and providing treats every term, and the staff have benefited from these for some time.

The domain of community well-being was recently introduced to the school, to provide opportunity for all the staff to reach out to the community. While the staff had done community work before, the service was not specified as an obligation for all. The outreach to the community is therefore a relatively new experience for many of the staff. Staff initiative to value-add to the event is encouraged and has added much enthusiasm to the CSR. An anecdotal account from one of the staff has revealed that one of the school’s janitors was so enthusiastic about the outreach that he went on to pay for downloads of some popular Chinese songs. Although his salary was not much, he was willing to pay for the music downloads and he played these songs for the elderly people to enjoy when they were invited to an event in school. On his own accord, he also went to look for paper lanterns (traditionally carried during the Lunar Moon Cake festival) for the elderly guests. His simple enthusiasm won the hearts of the rest of the staff
when his deeds were shared during the reflections of the staff held immediately after the event. This janitor was among the lowest paid employee in the school but that did not stop him from giving and sharing within his means. This seemed to corroborate with the finding from a Working Paper carried out by Harvard Business School to study on Feeling Good about Giving: The Benefits (and Costs) of Self-Interested Charitable Behaviour (Anik et. al., 2009). Their preliminary evidence seemed to support the fact that happier people give more and giving makes people happier, such that happiness and giving may operate in a positive feedback loop (with happier people giving more, getting happier, and giving even more). Indeed, the positive response from the staff of the school towards community outreach provides the evidence that there is general happiness in giving.

- **Cost and Consequences** – To carry out the well-being programme, there is a need to consider the cost, in terms of both financial costs and human resources (extent of effort and scope of activity) deployed to make the activities a reality. Three key areas surfaced as possible areas of concern as costs incurred were not budgeted for, when the SWF\(^2\) was planned:

  Physical renovations to the toilet and pantry in the staff room incur costs. This was later considered as part of regular maintenance and the cost was absorbed into the budget of the Estate and Maintenance section of the school. Internal publication of the research work done by the teachers in the Secondary school was accomplished to dignify and recognise the effort that went into the
work. However, to print and give every staff a copy would have cost the school a substantial sum. In the first publication (2012) only selected projects of a few PDGs from 2011 were published and only one hard copy was given to each Department. The electronic version was left in the shared folder for everyone to access. In the second year of internal publication (2013), the PDG projects from 2012 and from both the Primary and Secondary school were published. Because of the cost of printing and in an effort to be environment friendly, it was decided that only one copy be made available at the staff pantry/lounge area for staff to browse, and the electronic version, again, would be uploaded and made accessible to all.

Another area of costs that was not budgeted for was in the organisation of the events for the community outreach. Costs were incurred as a result of events that required funding, such as in the hiring of buses, the provision of food and refreshments, prizes and goodie bags. In addition, the school had to pay for the admission tickets (for both the staff and the elderly people) to the parks and the zoo, as outings were organised for the elderly people to these places of interest. The problem was resolved by asking for concessions from these parks as well as seeking donations from the staff and other stakeholders to help subsidise the cost of the admission tickets for the elderly people. Besides giving of their time, each member of the staff also contributed a specific sum of money, the pool of which was used to fund the outreach to the elderly people. In one case, stakeholders came in to subsidise the cost by providing vouchers to lower the cost of admission tickets. In the longer term, there will be a need for sustained funding for the events. At the same time, the school is also consciously
choosing outings to venues where admission is free or lower in cost. Funding
cannot be taken from the school’s operating budget as all funding provided for
the school is specific for the teaching and learning outcomes of the students in
the school. Talks are now in place to look at collaborating with organisations
that could be corporate sponsors for the outreach carried out by the school.

For the different domains of the SWF\textsuperscript{21} to work, the budget considerations
cannot be disregarded. This however must be carefully managed as certain
funds/ budgets for some organisations cannot be used for community outreach
and the governance may require the funds to be used strictly for the business
concerns of the organisation.

- Corrective Actions – Anecdotal accounts from staff have revealed that while the
staff may not be familiar with a specific activity, they are willing to do what they
could. A planned activity was changed as a result of staff feedback. The school
had originally scheduled two sessions of cleaning of flats for the elderly and
needy community living in government –subsidised housing and rental flats.
There were members of the staff who were not comfortable about cleaning the
homes as they themselves have domestic helpers who would be doing such
chores for them. They felt that the activity was contrived since this was
something that they would not have spontaneously done. Although the cleaning
of the one room flat was an activity that the school had done before the SWF\textsuperscript{21}
was introduced, the reality was that it was carried out by the same group of
people all the time. When the outreach to the community was articulated as
something that every staff could do, hygiene factors were raised as possible
deterrent factors for the staff to be involved in the community outreach. The concerns were quickly taken into consideration as genuine and corrective action was taken as the nature of the outreach of the elderly changed.

Consequently, the school’s community outreach, as a result of staff feedback, was changed from doing physical cleaning to reducing social isolation and loneliness through events for the elderly people – a step towards meaningful community outreach too. The staff were willing to organise outings for the elderly people and reduce their social isolation. Thus the second flat-cleaning activity was converted to an outing for the elderly people to the school. The outing was planned to coincide with the Chinese Lunar Moon Cake Festival. Buses were hired to take them to the school and activities like Karaoke or sing-a-long sessions were organised for them to reminisce on the popular songs of their times; Bingo games with prizes were organized, and slide shows or scenes of old Singapore were projected for a pleasurable trip down memory lane. Their memories were concurrently captured, translated and uploaded to the National Museum website as their accounts formed part of the precious Oral History of the nation. For the staff, this was an area where they could work comfortably and confidently. They were able to provide an enjoyable experience for the elderly people who came to school that day. The outreach was considered by all to be meaningful, and a success.

The corrective actions taken by the staff proved to be the right course of action. Instead of insisting on house cleaning, a celebration of the Chinese Lunar Moon Cake festival proved to be an enjoyable afternoon for the elderly people and
reduced the sense of emotional isolation. The ability to adopt corrective actions and depart from the original plan proved to be the right action to take. This also demonstrated that the willingness of the organisers to take feedback from the participants and to be able to be flexible, contribute to the success of an event.

Other aspects where corrective actions were deemed necessary were in the career well-being domain, where the professional development of the staff is always an ongoing concern. While the professional development of the staff may never be absolutely met, this may need to be balanced with other factors like recognition and promotion. Herzberg (1993) viewed job satisfaction as an outgrowth of achievement, recognition and the work itself, responsibility and advancement (promotion). When these are present, the individual’s basic needs and positive feelings as well as improved performance will result. This was the area for corrective action for 2013 in the school.

In a study done by Kanfer & Ackerman (2004) it was found that more than 85% of the managers and human resource executives felt that the millennial generation have a stronger sense of entitlement than older workers. Another survey (Alsop, 2008) found that the millennial expected higher pay (74%); flexible work schedules (61%); a promotion within a year (56%); and more vacation or personal time (50%). Many of the managers of the millennial also expressed that retention is a greater challenge for the millennial generation than the previous generation. In a survey carried out in 2010 (Robert Half International, 2008), recent literature seems to conclude that the younger
workface may have different expectations of what constitutes well-being for them.

The group of teachers who were responsible for the SWF\textsuperscript{21} had recommended that the focus for 2013 be on the career well-being of the staff; working closely with the Heads of Department in the areas of training, professional sharing, career development and recognition. In this way, even the Gen Y workers would feel that their professional development is valued especially when they value a reciprocal, mutually beneficial relationship.

- **Change Management** – In implementing the SWF\textsuperscript{21}, there is a need to be mindful of the intent of the SWF\textsuperscript{21} which is to enhance the staff well-being of the staff by
  - reinforcing the professional development of the staff;
  - having a sense of ‘connectedness’ within the community;
  - being financially prepared, at whatever stage of life they are in;
  - facilitating a healthy lifestyle and
  - having a meaningful outreach to the community.

In assessing change management, it is necessary to confront the question of whether the community perceives the SWF\textsuperscript{21} as a major change. As it is a case of stringing many familiar elements together in a framework, many may not see it as a major change. However, there is general consensus that these familiar elements are key areas that one needs to look into when managing staff well-being.
The key to managing change is to assess if there are structures that are systemic and able to deliver these changes. For instance, in the professional development of the staff, is there adequate ownership by the various people in management positions to ensure continuous learning and growth? While structures have been drawn up to provide the middle management staff with resources to nominate training and conferences, there is no real consequence if this is not done. Often the staff in the management team are more preoccupied with operational issues, and nominations for training are seen more as reacting to available training places and courses rather than proactively seeking to meet an area of professional need.

In addition, the success of meeting the needs within each domain depends on the person who oversees that domain. For instance, in social well-being, the Chairperson who oversees this, has been able to energise the staff, infuse enthusiasm for events planned and has the capacity to influence and help garner resources to make every event a success. If this had been managed by another person, the measure of success may be different. Similarly, the person organising the events for the community well-being has credibility among her peers and has the social network to identify the needs in the community and the potential beneficiaries for the school’s outreach efforts. If this had been carried out by another person, the measure of success might not have been as widespread. To a certain extent, the success factor is dependent on the person overseeing it.
However, in almost all aspects of the domains of well-being, there is opportunity to share success and create short-term wins. The staff who go on study trips or attend certain courses, are able to share what they have learnt with colleagues within their Departments. The sharing could also be done during the weekly staff meeting. The challenge however, is to ensure that the sharing is scheduled, and to ensure that the Heads of Department nominate someone who has attended an interesting training programme, to do the sharing.

Besides having the opportunities for career/ professional well-being, the staff are kept informed, on a regular basis, on what is done to promote their social well-being. For instance, they are regularly kept posted on the treats coming up, and the items available on a ‘retail therapy’ day. In addition, the immediacy of a brief reflection with the entire staff after a community outreach has helped the staff to appreciate how they have met the needs of the community. This short-term ‘celebration of success’ has helped to provide the positive impact to change and boosted the credibility of the measures introduced.

Change is part of the organisation’s culture only when it becomes ‘the way we do things around here’. Communication is a key success factor to ensure that change becomes part of the culture. Effective communication helps the people see the right connection. Consequently, the school makes a deliberate effort (at least every six months) to capture the moments of staff development and the meeting of well-being needs through a presentation of the staff events at the half-yearly Combined Staff Meeting. The staff are then reminded of the efforts of the organisation in meeting their well-being needs.
The other key factor to ensure that the changes introduced become part of the organisational behaviour is in succession planning. No matter how well the current staff or leaders are able to carry out change, this vision and passion must be shared by the next generation of leaders. Otherwise, change is at best associated with a particular period of time, and dependent on some personalities; hence the change is short-term in success and is not part of the desired culture of the organisation. This is a real concern for the organisation and succession planning has repeatedly been brought up as a key concern of the Senior Management Team (SMT).

Through the lenses of the ‘4Cs” (current reality and desired outcomes; cost and consequences; corrective actions and change management), we are able to see the emerging problems and solutions as the SWF21 is being implemented. While there is some measure of success in whatever is carried out, one cannot conclude that the success will be long term. There are still elements that need to be looked into, to ensure that the implementation of the SWF21 brings about sustained change and benefits.

4.7 Emerging Concerns

To assess the adequacy of SWF21 in meeting the critical needs of the staff, the staff raised four key areas that could be in the framework.

These four areas are:

- Ethos of the Teaching Profession
- Ethics of the Teaching Profession
• Culture of the Organisation.
• Spiritual and Mental Well-being

4.7.1 Ethos of the Teaching Profession

Ethos, as defined by Webster Dictionary, is the distinguishing character, sentiment, moral nature, or guiding beliefs of a person, group, or institution. For the teaching profession, the need to uphold moral character, is a given.

In Singapore, the ethos for teachers in Singapore (Academy of Singapore Teachers, 2012) is expressed in the following documents:

• Our Singapore Educators’ Philosophy of Education captures the core beliefs and tenets of the teaching profession.
• The Teachers’ Vision which articulates the aspirations and roles of the teaching profession, helping teachers to focus on what to do in pursuit of professional excellence.
• The Teachers’ Pledge which constitutes an act of public undertaking that each teacher takes to uphold the highest standards in professional practice.
• The Teachers’ Creed which codifies the practices of retired and present educators and makes explicit their tacit beliefs. It provides a guide for teachers to fulfil our responsibilities and obligations, and to honour the promise of attaining professional excellence.
• The Desired Outcomes of Education which establishes a common purpose for the teaching fraternity, guiding educational and school policies, programmes and practices.
• Each of the above is an important facet of an integrated Ethos of the Teaching Profession.

Thus the ethos of the Teaching Profession in Singapore, articulates a distinct professional identity and guide teachers to serve with honour in all areas of responsibilities. This is represented in the symbol of the compass. Seen in Figure 4.4 and new teachers appointed to the Teaching Profession in Singapore are presented with a compass at the Teachers’ Compass Ceremony.

Figure 4.4: Ethos of the Teaching Profession in Singapore
Figure 4.5: News report of teacher’s offence reported in The Sunday Times
04 March 2013
4.7.2 Ethics of the Teaching Profession

It is difficult to talk about staff well-being in the 21st century without stating that the assumption is for the staff to uphold the moral underpinnings of the profession. Yet, it is not infrequent that one reads in the press, articles about the education of the young and where teachers violate and betray the trust that the community has in them. For instance, in March 2013, a former Primary school teacher was charged in court with having sex with a 13-year old pupil (see Figure 4.5). On 27 April, 2012, in the Singapore courts, a former school Principal was also charged for paying for sex with an underage girl and was jailed for 9 weeks. Such news of educators who have engaged in morally unacceptable behaviour has made headlines in many other countries as well.

Ethics has an undeniable role in the professional image of educators, especially in the 21st century. Social norms may change but the moral norms that the public holds for the education fraternity remain. In Singapore, a Teacher’s Code of Conduct was launched in 2013. Interviewed by the media before the launch of the Code, the Minister for Education (Singapore), Mr Heng Swee Keat, said that the teachers’ code of conduct should strike a balance by ensuring that teachers act responsibly while not deterring people from entering the profession… (In addition), teachers are taking charge of young people and it’s important that this responsibility is discharged properly. Moreover, in the Minister’s view, teachers who have a love for teaching and love for children should not worry about the code of conduct (Wong, 2012). It is not acceptable for educators, entrusted with the education of the young, to violate the trust given to them, not even in the name of individual freedom.
The importance of ethics is further seen in the latest staff development model launched by the MOE, Singapore. In a press release on 31 May 2012, the Ministry of Education of Singapore introduced a new model for Teachers’ Professional Development, called the Teacher Growth Model (TGM) (Ministry of Education, Singapore, 2012). This model was designed to reflect the multi-faceted nature of the work of teachers. Hence the TGM presents a holistic portrait of the 21st century Singapore teacher with the following five desired outcomes:

1. The Ethical Educator
2. The Competent Professional
3. The Collaborative Learner
4. The Transformational Leader and
5. The Community Builder

It is interesting to note the inclusion of the ethical educator – a feature that is not mentioned in the SWF21. However, as a profession, teaching is governed by a code of ethics (whether written or unwritten). Expectations exist and a member of the public would have pre-conceived expectations of an educator’s conduct. The fraternity of educators, likewise, would also have expectations of their colleagues’ conduct.

In a workshop conducted in the school, the teachers were asked which of the five roles listed in the TGM, the one they considered as most important. Many reiterated the importance of the role of ethical educators. Some of the comments were, “With changes in demographics in Singapore, parents are often busy at work and hardly spend a lot of time with their children…. As educators we associate with the pupils a (great deal of time) and … we become 1st-liner to impart values.” Another comment
was that “(It is an) assumption (that educators must be ethical). It forms the basis of being an educator. Students can gather information via different means. (Hence, teachers need) to be role models. Students learn best when they see their teachers as good role models…”

The issue of ethics in the profession is also being considered by other groups of educators. Similarly, the Association for Early Childhood Educators (Singapore) – AECES, has established a Code of Ethics as well. This is done with the intention to pursue credibility, reliability, authenticity and respect from within the profession and from the community at large (AECES, 2013). Indeed, in the 21st century, the role of ethics and a values-based education cannot be discounted. This is one element that was not accounted for in the SWF21.

4.7.3 Culture of the Organisation

Another feature that is not stated in the SWF21 is the role of culture in the organisation. The team administering the framework has acknowledged the importance of culture. In the first survey that was administered, they defined culture as “the collective way we do things around here. It involves a learned set of behaviours that is common knowledge to all the staff.” The staff highlighted three traits that are most observed in the school culture: that of shared values, the culture of excellence, and a caring environment. The survey was administered with the intention to find out the context in which the staff operate in the school. However, in the SWF21 there is no indication of the role that staff culture has in ensuring staff well-being.
In a study by Tsai (2011) on the relationship between organisational culture, leadership behaviour and job satisfaction, it was found that culture plays a large role in determining whether the workplace is a happy and healthy environment in which to work. Tsai further noted that when the interaction between the leaders and employees is good, the latter will make a greater contribution to team communication and collaboration; consequently, the employees are encouraged to accomplish the mission and objectives assigned by the organisation, and thereby enhance their job satisfaction.

In another study conducted by Denison & Mishra (1995), the results suggest that the culture of an organisation has an important influence on its effectiveness. Similarly a study, done in Pakistan, by Ahmad (2012) on the impact of that organisational culture has on performance management practices, observed that organisational culture could lead to increased performance by the organisation. However, there is no conclusive evidence that organisational culture and performance have a causality relationship.

Thus while the organisational culture seemed to have an influence on the well-being of staff and their ensuing satisfaction in the organisation, it is an element that is not captured in the framework. It is difficult to identify a domain or name a specific vehicle that delivers organisational culture since the staff has highlighted three traits that are most observed in their school culture: that of shared values, the culture of excellence, and a caring environment. Nevertheless, the revised framework for staff well-being will need to consider the place of organisational culture in the staff well-being framework.
4.7.4 Spiritual and Mental Well-being

Another emerging concern that staff has raised is Spiritual well-being and Mental well-being. The former is a concern for some of the Christian staff in a mission school. While there are chapel sessions and devotions organised by the school, some staff feel the need to convene prayer meetings and support their spiritual well-being as they work in the school. However, not all the employees in the school are Christians: about 58% of the Teaching Staff are Christians and about 38% of the Administrative Staff are Christians. As the Founding Organisation has provided the school with chaplains and Christian Ministry Staff (CMS) who are based in the school, the staff could always speak with them or pray with them.

There is another group which raised the concern for mental well-being of the staff. In their discussions, they suggested that talks on helping the staff manage mental health could be conducted, and they proposed that this could be done by the team looking after Healthy Lifestyle. Thus the domain on Physical well-being could be expanded to include mental well-being. Alternatively, organisations that wanted to focus on emotional and mental well-being could also rename this domain as Physical, emotional and mental well-being. Should there be a need to refer a staff member who needs counselling, the school’s in-house professional counsellors could step in as the first line of help. They also agreed that social health, to a certain extent, has been looked after by the Staff Well-being Committee.

The peer de-briefers (who were members of the team which looked into the staff well-being of the school) raised these issues and suggested re-looking at these when working on the iterative cycles of revisions as the framework gets piloted in the school.
The team implementing the SWF\textsuperscript{21} agreed that some modification of the framework is necessary to reflect the key roles that Professional Ethos and Ethics as well as the role that Organisational Culture play in ensuring the effectiveness of the SWF\textsuperscript{21}.

4.8 Conclusions

In the pilot implementation of the SWF\textsuperscript{21}, the data from the Staff Welfare committees’ survey and the Teachers’ Survey all showed favourable results in the various domains surveyed. In the specific vehicles that were used to ensure well-being, the results were favourable and the vehicles were effective in carrying out their purposes, although in varying degrees. Thus, the domains identified in the SWF\textsuperscript{21} were largely adequate and the vehicles of staff well-being were effective most of the time.

As mentioned, using the ‘4Cs’ (current reality and desired outcomes; cost and consequences; corrective actions and change management) to analyse the implementation of the SWF\textsuperscript{21} revealed that the identified vehicles were able to deliver the staff well-being aspects that it was supposed to deliver. However, the 4Cs also revealed the problems in implementation; and the actions taken by the staff to overcome the initial obstacles; in addition, the 4Cs captured the flexibility of behaviour exercised by some of the implementers. This was possible largely through prolonged observation and dialogues with the peer de-briefers and key implementers.

However, the key concerns like Ethos and Ethics of the Profession as well as the Organisational Culture needed to be addressed. The concerns for these arose as a result of greater awareness of the misdeeds of some professionals who have caught the attention of the media. These two components are not provided for in the pilot
version of the SWF\textsuperscript{21}. It cannot be denied that the ethos and ethics of the profession are important. The good and moral character of the profession when not upheld may result in poor public perception of the community and low morale. Hence, the ethos of the profession and the ethics of one’s professional conduct may need to be reflected in the SWF\textsuperscript{21} to ensure consistent understanding and interpretation. The ethos of the profession ensures that the novices in entering the profession understand what is expected of them (see Appendix 4.1.9). As for the veterans, the ethos of the profession requires them to continue to set the standard and to be exemplary. The ethos will also enhance the credibility and respect the profession has from the public.

Likewise the organisational culture, which makes references to the organisation’s beliefs, values and principles could affect the way members of the organisation view their work and workplace. The organisational culture could unite the staff even if their profiles are different and the motivation for them to work need not necessarily reside in extrinsic benefits alone. The values and beliefs of the members of the organisation contribute to the image that stakeholders have of them and this will impact the state of the well-being of the staff. The SWF\textsuperscript{21} has not addressed the issue of the role of the organisational culture in the staff well-being, or the question concerning who owns the organisation culture – is it the senior management team, the union or does everyone in the organisation has a role to play?

The pilot implementation of the SWF\textsuperscript{21} has shown that the framework is adequate and effective to a certain extent. However, for it to be a useful prototype for a 21\textsuperscript{st} century well-being framework, some modifications to the framework are necessary.
In the next chapter, the SWF$^{21}$ is being evaluated and a revised framework will be proposed, taking into cognisance the larger context of the changing landscape of the 21st century. The strengths and limitations of the study will also be presented.
Chapter 5

A Revised Staff Well-being Framework for the 21st Century (SWF\textsuperscript{21})

5.0 An Overview

In the study so far, the SWF\textsuperscript{21} and the adequacy and effectiveness of the framework were explored. While the findings pointed to adequacy in meeting the needs of staff well-being, there were issues with the operation and implementation. These had to be dealt with by the team implementing the framework. Solutions were arrived at but at best, some solutions were temporary. A longer term solution is needed to be structured in for long term effectiveness. An example of this is a continuing source of funding for the school to carry on its community outreach. A school is an organisation that is not set up for profit making. Funding comes mainly from the government or a Board of Management with clear governance laws that dictate that all funding must be used to promote the education efforts of the children. Thus the staff cannot use the fund for their community outreach. Throughout the entire implementation process, frequent discussions were held with the team of teachers implementing the SWF\textsuperscript{21} and suggestions were generated with regard to the overall framework, the processes and the vehicles of well-being to ensure sustained efforts in looking after the well-being of the staff.

5.1 Need for a Staff Well-being Framework for the 21st Century

The 21\textsuperscript{st} century today presents new challenges to organisations, and educational institutions are not exempted. The staff play an integral role in achieving the vision and
the mission that the organisation has set. As individuals, they have their own personal goals and motivation, within the context and setting of an organisation. This set of individual goals, when aligned with the organisation goals, will naturally benefit both. With the pervasiveness of management and organisational tools, there are many theories about how best could one approach the management of an organisation today.

The literature review has shown that there are different well-being needs. Some have classified these as lower-level needs and higher level needs. Others see it from the lenses of extrinsic motivation and intrinsic motivation. Maslow’s hierarchy of needs (Maslow, 1943) and Herzberg’s Two-factor Theory: motivation and hygiene factors (Herzberg, 1950), are examples of such advocates. The different studies are common in their conclusion that the meeting of a singular need may not be adequate for the well-being of an employee today.

The multi-dimensional needs of an employee today are evident although the classification of the dimensions may differ. The needs range from physical needs, social relationships (Cassel, 1980), health concerns (Konu et. al., 2001), to spiritual well-being (Tambyah, Tan & Kau, 2010), the sense of personal self-fulfilment/ self-actualisation (Vroom & Deci, 1970) through the job that one holds, and to work-life balance and happiness index (Fox, 2012).

The 21st century also poses different challenges to the workplace. The presence of technology, the ensuing general fatigue, and psychological stress (Dillon & Emurian, 1996) are concerns for the employees today. In education, the expectation is now
about personalising educational experiences (Schleicher, 2012). Friedman (2005) also highlighted the role that software and digital content has in schools today. In addition the ‘Black Swan Events’ (Taleb, 2010) of the 21st century will make additional demands on our educators as current reality changes and the impact of the Black Swan events can be massive. Potentially, this may impact what students have learnt and may have to re-learn. The assumption is that the educators are able to learn and re-learn as well! This will have an impact on the preparation and training that organisation need to undertake for their employees today.

In addition, ethical concerns of global business firms have led many firms to make public their commitment to the community and their focus on societal issues (Snider, Hill & Martin, 2003). Gallup’s (2009) findings state that people with high sense of community well-being feel safe and secure; and this results in their wanting to give back and make a lasting contribution to society. Their contributions to the community may start small, but over time, these will lead to more involvement and have a profound impact on the community in which they live.

The success of any organisation depends on how well its employees perform at work; and this performance at work in turn depends on different factors (Herve, Xavier & Julie, 2012). Thus the SWF21 needs to address different domains of well-being needs.

5.2 Opening New ‘DOORS’ through SWF21
In evaluating this framework, we will assess if the framework is dynamic, and whether the framework is adequate for addressing the different levels and different domains of well-being needs.

- **Dynamism and Flexibility of SWF21**
  As the framework is broad and not prescriptive, the vehicles of delivery of the staff well-being are open and could be provided by any organisation. As demonstrated in this case study, there is room for feedback and for the staff to make changes when the need arises. The crux of the dynamism and flexibility will depend on the management of the implementation by the staff member who oversees this.

- **Overall adequacy and Programme Outreach of the SWF21.** From the literature review and the data gathered at the end of the implementation, whether quantitative data or anecdotal data, the framework has, to a large extent, delivered the dimensions of staff well-being. The revised version of the SWF21, however, should seek to address, in particular, the ethical issues in the workplace of the 21st century. The need to articulate the professional ethics and ethos becomes more apparent in the 21st century when individual rights are more pronounced. However this is still subjected to the boundaries of professional ethics. With the rise of social media and improved technology in this century, it becomes increasingly critical that the consistency of a professional’s conduct is acceptable in the virtual space as well as in face-to-face interactions.
Reliability and Sustainability of the Framework to deliver the desired outcomes.

It is important to note that in the course of implementation, structures are put in place to ensure the effective implementation of staff well-being measures. Key owners of the structure must be identified. For an outcome to be sustainable, one of the key success factors is the identification of the right person to oversee the implementation for that specific domain. This person must be someone whom the staff respects and who is able to identify the right vehicle and is open to feedback, as well as be flexible enough to bring about change.

A key threat to the domain would be someone who focusses only on outcomes (e.g. to administer staff survey and get data for well-being) and overlooks the processes of engaging the staff in the delivery of outcomes. There must be open communication with the staff lest the staff view the framework as a vehicle of convenience rather than a vehicle to ensure their well-being. What is worse is when the staff view a well-being framework as an increase in workload; and a tool and for the school leaders to obtain their own favourable data through various school surveys. This will be counterproductive and goes against the essence of a Staff Well-being Framework.

Thus, the drawing up a framework is only half the work. The evaluation of the Framework was evaluated against the following criteria:

- **Dynamism and Flexibility**
- **Overall Adequacy and Programme Outreach**
- **Reliability and Sustainability**
The acronym “DOORS’ has opened new gateways towards achieving a better understanding of assessing a framework and its implementation process. The qualitative study has shown that the implementation process is built on strong communications between the implementers and the staff. It also rides on the dynamism and flexibility of behaviour to react to obstacles or road blocks. The timeliness of obtaining feedback and acting on it is critical especially in the 21st century when happiness (or unhappiness) could be broadcast more rapidly on social media than for a committee to meet and discuss what actions to take next!
5.3 Recommendations for a Revised SWF$^{21}$

Taking into consideration the various findings and feedback, it was proposed that a revised version of the SWF$^{21}$ be established (see Figure 5.1).

![Diagram of Framework for Staff Well-being for the 21st Century (SWF$^{21}$)](image)

**Figure 5.1: Revised Version of the Staff Well-being Framework for the 21st Century (SWF$^{21}$)**

The revised version of the SWF$^{21}$ must be understood within the context of this study (as laid out in Section 4.1). At the core of the Framework is the organisation’s philosophy. This is to show how the Staff Well-being Framework works within the context of the organisation. The analysis has revealed that the five domains are adequate as broad domains and thus these domains will remain. Although the
domains are linked, there is no prescribed direction or sequence. Any of the activities within the domain could take place at any time and is not sequentially linked to any of the other domains. The five domains of well-being operate within the environment of the ethos and ethics of the profession, and this is guided by the moral principles that govern the behaviour of the profession. The context of ethos and ethics in an organisation is of increasing importance in a century that is constantly in the flux of changes, whether predicted or unpredicted (like any black swan event). Hence, the ethos and ethics of an organisation form the stability and the value-centricity that the organisation stands for. As a prototype for other 21st century organisations to use, the specifics of organisation’s philosophy or vehicles have been removed. This is to make provisions for further research and adaptation for use in different organisations. The current study site having learnt from its current implementation is working on an iterative cycle of the Staff Well-being Framework. The Lead Teacher who implemented this is currently working with the Human Resource Manager (of the Secondary school) and the Administration Manager (of the Primary school) to roll-out this Framework to the Executive and Administrative staff of the school. The insights that the school gleans in its next cycle of implementation will provide useful inputs for a framework that had earlier been piloted on the professional/ teaching staff.

Looking after the well-being of the staff in an organisation is in a way, communicating to the employees that they are valued and that the organisation is genuinely interested in their well-being. Collaboration and a community spirit could only be achieved by valuing the people in the organisation and fostering a sense of trust amongst people and management (Mathe, Pavie & O'Keeffe, 2011). These are elements of the concerns that a 21st Century worker would have and be very concerned with. The
SWF through its various domains will be able to cater to the needs of the 21st-Century worker.

5.4 Strengths and Limitations of the Study

This study is primarily a qualitative study, which has provided insights into the thoughts of the individuals in the organisation. It is able to describe the complexities of the implementation issues and provides insights into the thought processes of the individuals. Valuable insights were obtained when certain activities had to be changed and replaced with other activities. For instance, insights were obtained when the staff outreach to the community was changed from that of cleaning flats for elderly people to organising an event at school for these elderly people for the purpose of befriending them and reducing their social isolation. When problems arose in the implementation, insights could be gleaned to ensure that the obstacles were overcome. The insights into the sequential unfolding of events leading to change of events are avenues that could only be provided by qualitative investigation.

There was also timely capture of suggestions and immediacy in feedback to initiate solutions to the problems. Thus, when the cost of funding the community outreach was raised, the SWC besides appealing for staff contributions came up with the idea of approaching stakeholders for support. This led to the question of long-term sustainability and whether another corporate organisation could come in to help with the provision of funds for the school’s outreach to the community.

This rich detail that is embedded in the local context of an education institution (school) where the use of funding is highly restricted, and how the school has eventually been able to overcome the problem, are the benefits of a study done with participant
observation. Consequently, it is appreciated that a more sustained long term solution is needed. This responsiveness to local situations and stakeholders' needs is a valued insight.

In addition, this study was responsive to changes in the course of the implementation and looked into areas of focus that were not thought of at the time the study was designed. For instance, when culture and ethics became areas of key interests in the study, there was flexibility in introducing these at an early stage so that data could be obtained. In effect, the view that the culture of the organisation is a key factor, was raised early at the stage when needs were identified (gleaned through the school’s Benchmarking study). Thus, questions about the most observable traits of school culture were asked early in the study. At a later stage, when ethics became increasingly an area of concern, this was also raised by those implementing the Framework. A workshop on ethics in the profession was organised for the staff, and efforts were made to obtain feedback from them, concerning their view on ethics. As members of a profession, many expressed their views that ethics and the role of an As the educator are inter-twined and difficult to be separated from each other. Hence, this contributed to the revised version of the SWF21.

As the study takes place in a naturalistic setting, anecdotal accounts provide an insight into the “public view” of an organisation’s policy. Anecdotal accounts provide insights for the implementers when it comes to managing differing public views. For instance, when the school invited the elderly community into its premises, the implementers were looking out for the teachers’ responses and their outreach work. However, it was the anecdotal account from the janitor which became a powerful tool for the
implementers to appreciate the support of the staff and for the rest of the school community to warm up even more to the outreach to the elderly people.

To a great extent, the triangulation of information from various anecdotal accounts affirmed that the domains were relevant. While events can change, complexities can take place, yet the domains remained relevant. The data that came from the simple survey instruments designed by the staff further validated the effectiveness of the enablers/vehicles under the domains. An independent survey that was carried out regularly by the Ministry of Education (which will be elaborated in Section 7.4.1) contributed to the validity of the research and the research intent with regard to the identification of domains; translated into sustainable vehicles or enablers.

There are, however, limitations to the study. There is concern that what works for one education institution may not apply in other education institutions. One possible move is to take the revised version as a prototype and implement it in another education institution to see if it addresses the issues pertaining to staff well-being. In the course of implementation, the institution needs to consider the cultural and ethical issues of the organisation. In implementing this Framework, there will also be the concern for systems and structures and the right kind of leadership from among the staff. These are not obvious from looking at a framework alone. In addition, while the survey data – gathered by both the Staff Well-being Committee and the school’s Data Collection Team for the year-end – registered staff support for what has been done for their well-being, it is difficult to make quantitative predictions that this would hold true for all other organisations which implement the framework.
In addition, there will be inherent difficulties in replicating the study. Contextual issues will be different and the dynamics of an organisation will also be different. While some form of quantitative data is present to provide the triangulation of data — from the survey done by the Staff Well-being Committee, as well as that done by the Data Collection Team of the school (for the annual Teachers survey) — the instruments used are simple and in the case of the survey done by the SWC, there is a lack of clarity in one of the questions asked.

5.5 Conclusions

In the course of designing a Staff Well-being Framework for the 21st Century (SWF21), one comes to the conclusion that staff well-being has evolved as society progresses. The expectations that staff have of their employers have moved beyond subsistence and mere financial compensation. Their expectations include opportunities for ongoing development and learning as well as the need to look after the health of the employees.

This study has attempted to design a framework that provides relevant measures for the well-being of the staff in an education institution in the context of the 21st century. Well-being will always be of interests to humankind. As Diener (2000) observes, “to create a better society where happiness is ubiquitous, a major scientific effort to understand quality of life is needed”. The next chapter provides an overview of the entire study undertaken and suggests some possible areas for future research.
Chapter 6
CONCLUSIONS

6.0 An Overview

Increasingly the complexities and rapid changes of the 21st century have led one to ask if it is ever possible to equip the 21st century worker adequately for the demands of the workplace. This present study commenced with key questions concerning what constitute the domains in a staff well-being framework that can meet the staff well-being needs in an education institution in Singapore in the 21st century. It also explored the how these domains in this well-being framework be translated into sustainable vehicles or enablers to ensure that the well-being of staff is taken care of. Finally, it also explored if other possible domains that could be included to ensure that the framework has validity in design and is transferable in application.

The well-being framework that was used took reference from Gallup’s Five Essential Elements of Well-being (Rath, 2010). Survey data and focus group interviews were used as inputs for the pilot version. A benchmarking study was undertaken for a closer look at two of the domains so as to take a more informed process-centred approach in the implementation of the pilot version. In addition, the study has explored the various domains in the well-being framework and assess if the vehicles of staff well-being are sustainable or adequate. After the pilot study was completed, an analysis of the outcomes was conducted using the very instruments designed by the participants of the study. It also explores other possible domains that could be included to ensure that the framework has validity in design and is transferable in application Further
analysis was done on the qualitative and quantitative data before an improved version of the Framework was proposed.

6.1 An Overview of the Study

Chapter One takes one through the complexities of the demands of the 21st century classrooms, where one needs to equip the learner with 21st century competencies and outcomes and where educators themselves struggle with the fast changing technology that is making its presence felt in the classrooms. The study is thus located in a Full School in Singapore, where the system produces high achievers and the stress and demands on educators are not unexpected. Well-being is defined as the presence of engagement and has positive effects for the job and the workplace. The chapter also details the aims and objectives of the study as well as the scope of the study.

Chapter Two is focused on a survey of literature and explores the challenges and well-being needs of the 21st century Workplace. Understanding of well-being has evolved from the traditional perception of the economics of well-being. However, this is not considered as the sole indicator of well-being. Other studies also point to the hierarchy of well-being needs and the fact that well-being needs are multi-dimensional. The pervasiveness of technology in the workplace is increasingly seen as a double-edged sword which on the one hand brings about greater efficiency and work flexibility, but on the other, contributes to poor health and the increase of difficulties in maintaining work-life balance.

In addition, Black Swan events in the 21st century have led to increasing demands on educators to ensure that education is relevant and authentic. The literature also
explores the inextricable link that an individual has with the community and the growing need for one to be involved in concerns of society and social transformation and consequently fulfilling one’s role as a responsible citizen. The top challenge for educators today is to nurture and build a workforce of the future; that is indeed an onerous task. Thus, the literature review provides the background for the design of a Well-being Framework that meets the complex well-being needs of the 21st century worker.

Chapter Three looks at the construction of a Staff Well-being Framework for the 21st Century (SWF21). In the construction of this framework, adaptations are made from the key domains identified in the Gallup’s Five Essential Elements of Well-being (Rath, 2010). Further inputs to the domains in the SWF21 are drawn from the School’s philosophy, and directions of the Founding Organisation of the school (the Methodist Church of Singapore) and the Ministry of Education, Singapore. The key domains are assessed for alignment to the organisation’s mission and vision. To understand the staff well-being needs, a needs survey as well as a survey of the perception of school culture is carried out. This is because staff well-being must be understood within the context of the school culture. A benchmarking study on staff well-being is carried out to provide insights into the practices of the school. Based on the data analysed from the quantitative benchmarking study, focused group discussions are carried out to provide qualitative insights into the data. It helps clarifies what the staff consider as critical to staff well-being needs within the context of their work environment. The information gleaned contributes to the construction of the pilot version of the SWF21. It also provides inputs into the various vehicles for the delivery of the well-being, identified for each domain, within the context of the school.
Chapter Four explores the pilot implementation of the Staff Well-being Framework for the 21st Century (SWF21). The school, led by a Lead Teacher, work with the staff well-being committee and the teacher in charge of staff development, to address some of the staff wellbeing needs. Other aspects of staff well-being needs are met by others within the organisation e.g. the Chief Operating Officer (COO) and the Chief Financial Officer (CFO) look into the Financial Well-being needs of the staff. To assess the effectiveness of the vehicles of staff well-being, each group in charge of the respective vehicles of staff well-being will either design their own instrument to survey the outcome or work together with the school’s Internal Data Collection team to survey the outcome through the school’s annual Teacher’s Survey. The staff well-being committee (SWC) of the school administers its own survey and analyses its own data. This school-based data is processed by the SWC and provides insights into the effectiveness of the vehicles of staff well-being within those identified domains. The shortcomings of the survey instruments administered by the staff are identified. However, there is sufficient evidence to demonstrate that the vehicles are effective in delivering the well-being in the respective domains. In addition, other data like staff profile is used to understand the differences in responses. Anecdotal data is also used to provide insights into the implementation especially when plans have to be changed and there is a need for an in-depth understanding of the context of unplanned changes. The pilot of the SWF21 is analysed under the ‘4Cs’:

- Current Reality and Desired Outcomes (i.e. with the SWF21 administered in the current reality and whether it is instrumental in achieving the desired outcomes);
- Cost and consequences (i.e. whether there are adequate financial resources and human resources to support the implementation of the framework);
Corrective actions (i.e. when things do not go as planned, what are the corrective actions taken and what implications do these have for the subsequent activity planned for that particular domain);

Change management (i.e. to ascertain if changes, – even if it is gradual and not breakthrough change, could be sustained for the longer term; or would change be short-term and events–driven and dependent on personalities).

Emerging concerns, as a result of the pilot implementation are also identified and addressed in this chapter.

Chapter Five evaluates the SWF$^{21}$ by looking at the following aspects:

- **Dynamism and Flexibility of SWF$^{21}$**
- **Overall adequacy and Programme Outreach of the SWF$^{21}$**
- **Reliability and Sustainability of the Framework**

Based on the various feedback and emerging concerns, a revised SWF$^{21}$ is proposed. I have given the above an acronym ‘DOORS’ as this evaluation provides insights into viability of the framework used for staff well-being and opens doors of possibility for organisations that wish to consider adapting this framework to scaffold their staff well-being activities.

The strengths and limitations of the study are also identified. The predominantly qualitative approach has provided contextual insights that could not be obtained through a quantitative study. This understanding of the contextual issues will increase awareness for organisations that wish to implement the framework, that there will always be issues that are peculiar to their organisation when considering staff well-
being needs. On the other hand, the need for contextual understanding means that it is harder to replicate this study.

6.2 Suggestions for Future Study

Further research into the SWF\textsuperscript{21} will provide valuable additional insights. With the revised framework, another qualitative study could be conducted on another education institution in Singapore or overseas to assess if the domains remain relevant.

The revised framework is deliberately designed to include only broad domains. Organisations that are not related to education could also use the same domains to identify and meet the needs of staff well-being. They key in implementing any framework usually lies in the twin engine of communication and identification of the right vehicles to deliver the benefits of staff well-being.

6.3 Conclusions

The current study has constructed a Staff Well-being Framework for the 21\textsuperscript{st} century. The revisions that have taken place as result of the pilot mean that studies could be replicated in different settings. However, the vehicles identified may differ and are not prescribed by this model.

In the current site of study, the participants of this study have chosen to embark on iterative cycles of the SWF\textsuperscript{21}. The intention is to ensure that the key success factors could be verified and structured into the way the school operates.
Staff well-being is an area of concern that no organisation could afford to ignore. It is closely related to the performance of the organisation. With increasing complexities, new developments and unpredicted Black Swan events, the well-being of educators and employees of the 21st century will always be an area of concern.
Chapter 7
PERSONAL LEARNING

7.0 An Overview

This journey of learning has been one of the toughest. It has several highs and lows and it has endured several iterative cycles of review and redesign (i.e., going back to the drawing board, asking tough questions and redesigning the approach). My option to do workplace-based learning is to assess if rigorous learning can still take place while one is working full-time. To embark on research while doing full-time study is a feasible option. However, to work full-time and simultaneously undertake a research study of this nature is indeed a tall order. Thus, my motivation for workplace-based learning is tested from the onset.

Reflections of my learning cover the four phases reflected below:

7.1 Preparatory Stage – Presenting my Portfolio of Learning.
7.2 Planning to Learn
7.3 Progress in Learning - Contributions to Professional Knowledge
7.4 Posting of Learning

In working on the reflections of each stage, occasional references are made from the lens of gleaning from the framework of levels of perspective, seen in Figure 7.1. (Kim & Cory, 2009)
According to Kim & Cory (2009), one way of expanding our awareness and perception is to broaden the ways in which we see the world; hence the five distinct levels of perspective. The framework also posited the idea that the higher leverage to change any behaviour came from leveraging the structures that are producing the behaviour and not trying to change the behaviour directly. Hence, the ‘Levels of Perspective’ Framework (see Figure 7.1) is used as one of my reflection tools.

Figure 7.1: Levels of Perspective as a Means to Understand Complexity

(Kim & Cory, 2009)
7.1 Preparatory Stage - Presenting my Portfolio of Learning

In presenting my portfolio, I am cognizant of the workplace issues that surfaced early in my career as an educator. These preliminary lessons early in my career are captured through the process of my portfolio writing. Two key lessons emerged:

- In exploring any issues at the workplace I have learnt to avoid handling them at the events-level. I realised I need to delve deeper and think harder. In fact, many of the issues are not new but are age-old ones that I need to re-visit repeatedly. A case in point: parents can sometimes interfere with the assignments or tests administered by the school and disagree with the marks awarded. In another instance, parents may disagree with certain disciplinary measures meted by the school. Such contentions are not foreign to the schools. However, once we proceed beyond the events-level and explore the different perspectives, a solution to the issue is usually within sight. Indeed, the need to learn not to react at events level but to reflect and consider different perspectives is true for every level of work that we are engaged in – whether as a teacher in school or as a specialist working in the Headquarters. This is seen in Figure 7.1 in which the action mode one adopts at an events level is a reactive one. However, if one is able to view things from a higher level, as at the vision level, the action mode adopted will be a generative one.

To be able to reflect when one encounters problems is an important skill to acquire. Reflection may be considered as a process that includes reviewing, reconstructing, re-enacting and embarking on a critical analysis of one’s work and abilities. It is an important part of professional development as reflective
practice gives teacher insight into their own work (Ornstein & Lasley, 2003). Thus the need for continuous learning and reflection cannot be ignored. Other researchers have also considered self-regulated learning and metacognition (Flavell, 1979) as instrumental in influencing learning.

- Besides reflection, another key learning that surfaced early in my career is the need to collaborate with stakeholders. While parents as a stakeholder can sometimes be part of the problem for the school system, the reverse is also true. Parents are also valued stakeholders for the schools to work with. They bring with them the intense desire for their children to do well. Hence, they will often co-operate with the schools to support the schools in their programmes, provide expertise and exposure for students who need to acquire some work experience or even to connect them with other learning opportunities beyond the schools.

Collaboration at the workplace is important as it allows a group of people to work together and achieve beyond what they are capable of as an individual. Where schooling is concerned, collaboration with external stakeholders can provide students with different windows to view the reality of life beyond the classrooms. This will mean creating opportunities for learning to take place beyond classrooms and provide students with valuable opportunities to communicate and contribute to their immediate community and in an authentic setting. The importance of learning residing in an authentic environment is even more critical in a rapidly changing world. In Levy & Murnane (2005)’s view,
expert thinking and complex communication will differentiate those with career-transcending skills from those who have little opportunity for advancement.

The assembly of my 160 page portfolio has helped me to reflect on precious lessons accrued and made me even more resolute that the path to ongoing growth is to continue to sharpen my thinking through ongoing learning.

7.2 Planning to Learn and Learning to Plan

Having to present a portfolio of learning dictated that I focused on what I have learnt from the beginning of my career. While journeying retrospectively is not too formidable, drawing up Learning Plan is.

The literature review has yielded huge possibilities. However, zooming in and sharpening the focus on an area worthy of research was trying. School and workplace issues offer several areas with research possibilities. As a school leader, I know that the staff hold the key to the holistic experience of every child in school. They facilitate learning and they plan various co-curricular activities which would go towards nurturing the whole child. On one hand, workload for the teachers was mounting and on the other, their well-being cannot be compromised. My literature review (Deci, 1971; Diener, 2000; Chapman, 2012) repeatedly point to why the well-being of staff in an organisation is critical. The school was already exploring a more comprehensive way of looking after staff well-being. This was made more urgent because a national survey conducted in all schools across the nation show that the item on “the well-being in my school is well-taken care of” had dipped from 71% (2009) to 63% (2011). The school
was exploring a structured framework that would ensure that the well-being of the staff was looked into. This framework should have clear system owners who shared the same organisational values. The framework should also have key vehicles that could be instrumental in bringing about well-being of the staff. Hence, the school was at an inflection point; it was about to embark on a systemic and structural shift (that could involve transformation in all dimensions – organisational, policy, and infrastructural) to ensure that changes over time would be sustained. For all these to take place, the staff who oversaw the programmes had to share the organisation’s vision (Kim & Cory, 2009). Through this process, the research focus was sharpened to explore the design and development of a well-being framework, and then implementing it to test its effectiveness. This contributed to an area of new knowledge in designing a framework for the well-being of educators in the 21st century. The research study also sought to assess adequacy of the domains of well-being for the 21st century worker.

Ongoing consultations with my supervisors yielded clearer perspectives on the scope of the study. One thing I was certain that I needed contextual understanding if I was to be able to ascertain why certain interventions did or did not work. Hence, it was clear that a predominantly qualitative method was necessary. Notwithstanding, the organisation yielded certain quantitative data that proved meaningful to the study. Cognisant of my role as participant observer, I remained unobtrusive and had minimal influence over the survey designs carried out by the staff. Thus when the staff well-being committee administered its own survey it yielded certain ambiguity. To make better meaning of it, I needed to understand the context of their action and attempted to triangulate the findings with other sources of information. Hence, what emerged was
a study that was predominantly qualitative yet supplemented with quantitative data, where possible.

Indeed, in planning to learn and having to submit the learning plan, there were several considerations that had to be looked into, such as the area of research, the methodology to be adopted, and the need to seek permission from my workplace to embark on my studies; these inevitably led to several iterations of the plans. When done at the same time where unrelenting demands of work from the workplace were mounting, the need to plan to learn, to make time to ensure that the learning plans were rigorous, feasible and implementable became quite overwhelming. I realised that with increasing demands on my work, it became increasingly difficult to work on my learning plan. The competing demands mounted and the urgent matters took over the important matters that I knew I had to attend to. It reached a point where deliberate prioritisation had to take place in order that I make time to focus on my learning plans. It also helped to know the final outcomes of the Learning Plan will influence the outcome of the ongoing workplace concerns, in particular that of staff well-being. The meaningfulness of the workplace project helps make the prioritisation easier and the eventual drawing up of the Learning Plan a reality.

There were several challenges to workplace learning. Discourse about learning at the workplace covered not just one’s personal view but dialogues and discussions with colleagues and stakeholders were also important. Undeniably, it took time to establish relationships that were important for mutual learning and setbacks (Eraut & Hirsh, 2007). The discourse at workplace would centre on both formal and informal learning. The former is often explicit in discourse and outcomes while the latter is often wide-
ranging and may include personal discourse and views about policies and how they should be implemented.

I also observed that the workplace also served as a place for socialisation of roles. In the interaction among the staff, it can be observed that they modify their performance or roles according to their perceptions and understanding resulting from their interactions with each other. Thus the learning that takes place at the workplace often goes beyond attendance at courses. It is also exhibited in the non-formal learning: an interaction of the knowledge of the work, roles, qualification and understanding of the work environment.

Sometimes, tacit knowledge at the workplace can also mean absence of discourse which could disrupt learning. For instance, certain reactions to policies may be due more to perceptions or informal interactions rather the result of an informed analysis of impact. It results in difficulties to ascertain the reliability of the information. Thus it becomes important to be able to engage in qualitative in-depth conversation as this will help to ensure accurate understanding of context of actions and rationale of behaviour. Hence, certain reactions to policies may not be a rejection of the policy but merely a reaction to the way the policy is enacted.

Discourse in a workplace can lead to deep learning or shallow perception of workplace issues. Sometimes, this can contribute to staff morale or well-being issues. Planning to learn to manage workplace-related issues through a study was well-intended and the drawing up of a Learning Plan was tough although thankfully not insurmountable.

7.3 Progress in Learning - Contributions to Professional Knowledge
7.3.1 Learning and Re-learning about Staff Well-being

While deciding on the direction of the study, the formulation of SWF$^{21}$ was deemed the most apt and relevant to well-being issues at the workplace. However, the issues related to staff well-being were complex. The complexities ranged from understanding of staff well-being to the wide range of staff well-being measures. Previous understanding and definition of staff well-being are no more relevant as expectations and demands from workplace have changed with time. Understanding the concept and arriving at a relevant definition of staff well-being in the current context was also important. The concept of staff well-being has evolved through the years and expectations of staff well-being in the workplace have also risen. It was important to agree on a common understanding before one could design a framework and identify relevant vehicles of well-being. In retrospect, the formulation of the SWF$^{21}$, the iterations to the framework; the implementation and the modifications to the implementation as it took place, demanded an inordinate amount of work and required a team of people who were intrinsically motivated to do what they needed and wanted to do.

7.3.2 Were the aims and objectives of the Study achieved?

The overall aim of this study was to explore what contributes to the staff well-being in a 21st century workplace. The study chooses to focus on a school in Singapore, where there is emphasis for the students to acquire of 21st century skills. This is significant for two reasons: Singapore’s schools have been well known to be top performing schools in many International studies (e.g. OECD, 2012). The specific school chosen for this study is a well-known and popular school in Singapore, highly sought after for
its quality and holistic education. This school is also well established in its international network with many exchange programmes with many other schools from different countries. Thus, the study of the staff well-being in a school will yield insights as the staff in the school have to navigate between being achieving sterling school results and looking after the well-being of the staff.

The objectives of this study are to identify the domains of staff well-being and structure these domains into a framework. In addition, for the framework to be implementable there should also be sustainable enablers or vehicles to deliver the staff well-being outcomes. In the course of the implementations, it also seeks to explore if other domains have been omitted. Finally, the study discusses if the framework is replicable for other schools.

As the study rides on the established work of Gallup’s study of well-being (Rath, 2010), the school has adapted the elements of the well-being into a framework for staff wellbeing. From the feedback of the various surveys (survey conducted by the SWC or the teachers’ survey conducted by the school’s internal data collection team), the survey data affirmed that the well-being of the staff is adequately addressed. The findings are further corroborated by a survey done by an external consultant, engaged by the Ministry of Education, for all schools in Singapore, two years after the design and implementation of the framework. The school’s results for its well-being indicators are positive and well placed among the schools in Singapore. This set of data will be re-visited in the later part of this chapter.

Concerning the identified vehicles (to deliver staff well-being), within each domain, modifications are made as the implementation takes place. This is significant, as the
teachers-in-charge have to be nimble and to read the ground sentiments to assess the relevance of the plans. What is on the drawing board and how it actually looks like, when implemented, can be quite different. Had the team insisted on staying close to the plans and not be nimble enough to change, it may result in poor morale instead of generating high morale and sense of well-being.

As a result of prolonged observation carried out in the study, it is noted that a few critical factors for success of implementation, which were not identified earlier, surfaced. Staff driving the staff well-being programme must have:

- the trust of their peers and quality relationship with colleagues
- a shared vision and a culture of collaboration

**Trust of peers and quality relationship with colleagues**

In this study, it is noted that the staff well-being programme in the school is run by a dedicated team of implementers with a common vision for staff well-being of their colleagues. The collegiality that the team had with the staff is a key factor for success of any introduction of any new programme or initiative. When there is collegial or good relationship in the school, even if there are last minute changes or things do not turn out as well as expected, there is greater tolerance and willingness to embrace the unexpected change of events. Indeed a team that relates well with their colleagues and is trusted by their peers is important. This becomes an important consideration in the selection of a team to carry out staff well-being programmes.
The team that looked into the area of well-being in the school is a team that is well esteemed and trusted by the peers. The following observations give credence to this observation:

- Briefings for the staff concerning any of the programmes are carried out by this team and not by any member of the senior management team. The team carries out their own meetings, sees to the logistics of the execution of the well-being programmes without having to resort to any top-down instruction. They are genuine in their efforts to carry out something that would translate into better well-being for the staff in the school and their peers trusted and co-operated with them.

- Readiness of staff to participate in the programmes can be seen in many who volunteer to anchor some of the duties (e.g. serving as advance party to do the logistical arrangements in the event of a planned programme for the staff). However, not all the programmes were well received and their peers were prepared to give honest feedback to the team about their plans. The honest feedback included registering their reservations or unhappiness with some of the programmes and giving alternative suggestions. When their peers saw that their feedback was taken into consideration, their confidence in the team also increased. This contributes in no small way to the success of the implementation of the well-being programme.

- Staff who worked in the staff well-being team did the work without the school off-loading their work load in any way. The staff knew the team, who did all the planning of the staff well-being programmes, did it on top of their normal
workload. This lent credibility to their work as the staff observed that the team carried out their work in earnest manner and it was also not a mere execution of duty. The team worked tirelessly to carry out surveys (in an attempt to assess the current reality) and conducted focused-group interviews. More importantly, the main responsibility of drawing up the framework and structure was borne by a senior teacher and not a member of the senior management of the school. The ensuing staff well-being programme was translated into activities that were ground-up (generated from the members of the staff) and these were activities that were “by the people, for the people”.

**A shared vision and a culture of collaboration**

One of the key themes that arose repeatedly was that staff well-being was best translated by a culture of collaboration. It accorded value for the work that was done for the common good. It resonated with many who wanted to create a culture that valued collaboration and not self-centred or self-serving individualism. When the team worked collaboratively with their peers, it resulted in joint ownership of the activities planned. In the end, it was not about what the senior management wanted, **BUT**, it was translated into what the staff of the school wanted to be done for them.

Consequently, the entire effort to bring about staff well-being resulted in an inter-dependent relationship where different groups of people volunteered and managed various aspects of the programme that they were most happy to helm. For instance, teachers from the Physical Education Department often took on the role as an advance party when outings were planned, and teachers from the
Home Economics Department usually volunteered to be the co-ordinators for the procurement of food packages for the community. Colleagues who were competent in the second language (e.g., Mandarin) inevitably took on the roles as emcees for the community events, using Mandarin to reach out to the community. Thus, the staff found roles that they were aligned with their strengths and volunteered accordingly. This resulted in shared ownership and an inter-dependent relationship that advanced the common purpose; generated a positive climate and a sense of well-being and belonging. It shifted the focus from individual achievement to an ethic of contribution by the school community.

The prolonged observation has yielded qualitative data that showed that having a staff well-being framework alone does not necessarily guarantee the presence of staff well-being. It reveals that people and culture were also key determinants to the success of staff well-being programmes.

7.3.3 Constructing the SWF² Framework

While staff well-being has an established body of literature and research, many of them are viewed from the perspectives of dependent or independent variables and could also be studied as correlational studies. In this instance, I had chosen to study it from the way the framework was established and its subsequent implementation outcomes.

The process adopted to construct the framework was well-thought through as the framework was well anchored and aligned to ethos of organisation and profession.
The five elements of well-being were adopted as domains for the school’s totality of concept of well-being. The alignment of the framework takes into consideration the national perspective, the founding organisation’s intent and the school’s vision and mission. Hence, from the beginning, the nature and types of activities adopted within each domain must be consistent with the broader directions. Otherwise, any suggested activity can either be moderated or omitted or fully embraced. The use of a benchmarking study also provided insights into what worked and what had not worked for the school. The analysis of the benchmarking data is further corroborated with that of FGIs to ensure accuracy of the vehicles identified for staff well-being.

However, in retrospect, there were some inherent concerns when the five elements of staff well-being were converted into the five domains of staff well-being. While one can identify the elements of well-being, the conversion of elements into domains can inadvertently limit other areas. Efforts to mitigate this shortcoming were done in the following ways:

a. In the construction of the framework, a needs survey was carried out;

b. Survey of the five elements of well-being were carried out to ascertain if activities planned achieved their objectives and

c. In the revision of the SWF\(^2\), staff were asked if there were omissions of other domains. Some were identified (e.g. spiritual well-being/mental well-being), but these were not included as it could be subsumed other domains (e.g. Spiritual/mental well-being could be subsumed or incorporated under the domains of Social Well-being and Healthy Lifestyle or could even be re-named as Social and Emotional Well-being), depending on the nature of the organisation and its mission.
While the domains were sufficiently broad, the items within each domain could be re-
looked and be more comprehensive. The scope of this study did not provide for a
deeper study into the different domains. Should another study be undertaken, each
domain provides for adequate basis to deepen the understanding of the relevance of
the items to the 21st century educator.

Under Career well-being, besides looking at the learning needs analysis and the
various professional upgrading platforms, other avenues could have been considered
as well. For instance, virtual professional learning communities are increasingly
becoming viable avenues for upgrading of skills. Actual sharing and literature reviews
can also be conducted among different groups of teachers too. Insights from The
OECD Teaching and Learning International Survey (Teaching and Learning
International Survey, 2014) provides some insights into what mattered to the teachers:

- Professional development – In the TALIS report, it is found that the teachers’
  participation in formal induction programmes is an important predictor of their
  participation in professional development in later years. While this is a universal
  practice in Singapore government schools, it may not be the case for all
countries. It would have been useful to include this under the Career Well-being
domain.

- Job satisfaction – opportunities for collaborative professional learning
  contributes to their sense of self-efficacy. This includes meaningful and
  professional appraisal and feedback (and not done as an administrative chore).
  In addition, opportunities for participation in decision-making and positive
  teacher-student relations also contribute to the sense of job satisfaction. This is
significant as it reveals that under the career well-being domain, programmes are listed but not the nature and intent of the programmes. This will be best articulated when implementation takes place as it can result in greater satisfaction. In the 21st century, collaboration and being part of a networked community becomes an increasingly important feature in the workplace.

- Working Hours - The composition of work hours are significant for teachers and has direct implications on well-being. The amount of time teachers spent on preparations of lessons; managing their classrooms or marking has implications on their well-being. According to the TALIS report (TALIS, 2014), teachers in Singapore spend more time on planning their lessons (eight hours) and on marking their students’ work (nine hours) compared with the TALIS averages (seven hours and five hours, respectively). The consideration of work hours did not constitute part of this study.

Admittedly the insights on how teachers spent their time on preparation of lessons, management of classrooms or marking can be translated into well-being initiatives. This issue on working hours is exacerbated by the fact that the educators are increasingly using social media as part of their teaching media. The use of social media has a way of invading into the after-work hours and weekends of teachers. Unless guidelines are clear and nature of work is made clear, it will provide increased perception that teaching hours are on the increase and never-ending. This may lead to a poor sense of well-being.

7.3.4 Implementing the SWF²¹
What worked well in this study? The nature of the qualitative research provides for swift detection of emerging concerns and for ensuing modifications to be done to achieve what it was originally designed for. Sufficient vehicles for staff well-being were designed to assess if the vehicles could deliver what it was intended for.

However, in retrospect, greater differentiation for more effectiveness could have been part of the design. In most schools, the data of the profile of the staff is available. Thus making use of the information from the profile of the staff, the vehicles of staff well-being could be better tailored to the well-being needs of the staff. For instance, besides looking into professional development groups, technology could also be harnessed to look at the learning communities that will cater to the professional needs of the staff, according to the stage of the career. A young teacher could explore working with the online learning communities that focused on classroom management or strengthening pedagogical skills. A more experienced teacher could look at other online learning communities that focused on mentoring skills. In this way, the vehicles for delivering career well-being can be more targeted to the stage of the career of the staff.

Similarly, the vehicles of financial well-being could also be better tailored to the stage of the career. For the staff who are younger in the career, the financial well-being needs could be in the area of types of medical insurance and financial planning; while the more senior staff, nearing retirement in a decade’s time could look at well-being needs in retirement years, including physical well-being.
Thus, the implementation could have provided for a more customised approach to the well-being needs within the domains specified in the framework.

7.4 Posting of Learning

7.4.1 Triangulating the Findings

Earlier, in 2011, a nation-wide survey conducted once every two years in all schools revealed a dip in staff well-being in the school. This had prompted the school’s study on the construction and implementation of a staff well-being framework in 2012.

In 2013, a similar national survey was once again administered in all schools. The findings were made available at the end of 2013, and this proved most valuable and meaningful as the data affirmed the school’s actions. The following insights were gleaned from the nation-wide November 2013 data.

- High satisfaction shown for ‘care for staff’ (see Figure 7.2)
For the component on “Care for staff”, 84% of the staff felt that “the well-being in my school is well taken care of”. This is an overwhelming indication that the staff felt cared for by the school.
Favourable Comparable Data

When this score was compared against the national score in the same survey, it was noted that the school’s percentile benchmark compared favourably. While the range of the percentile benchmark ranged from 53% (at the 25th Percentile) to that of 73% (at the 75th Percentile), the school’s very positive response that registered 84%, far exceeded the 75th percentile benchmark (see Figure 7.3). The readings clearly indicated an overwhelmingly positive perception of the staff that their well-being was well taken care of by the school.

Figure 7.3: Satisfaction Score is above 75th Percentile
• Favourable Longitudinal Data (2009 to 2013)

When compared with the same indicator across the years, the indicator for staff well-being was rated highest in 2013. Figure 7.4 showed how the perception had earlier dropped from 71% (in 2009) to 63% (in 2011) and then rose again to 84% (in 2013). Given the context that the school had embarked on designing the framework for staff well-being in 2012, and implemented the various structures to bring about staff well-being from 2012 onwards, this set of national data reinforced the perception that the staff did feel that their well-being was taken care of by the school. The positive perception of staff well-being is seen in all the question items:

![Figure 7.4: Comparison of School’s Well-being Data from 2009 to 2013](image)

*Note: Satisfaction Score is calculated by adding the percentages for both "Strongly Agree" and "Agree".*

Legend:
- Strongly Agree + Agree
- Slightly Agree
- Slightly Disagree
- Strongly Disagree + Disagree
• The well-being of staff in my school is well taken care of (84% in 2013, compared with the national average for secondary schools at 63% in the same year).

• My reporting officer demonstrates concern and care for my well-being (84% in 2013, compared with the national average for secondary schools at 70% in the same year).

• In my school, we consider the personal well-being of our staff when making decisions (76% in 2013, compared with the national average for secondary schools at 59% in the same year).

With the availability of such national data, the potential of such a framework can be further explored to enhance the well-being of staff in schools in the 21st century. In addition, there is opportunity to further adapt the framework and the domains and study the impact on different educational institutions and to assess the effectiveness in bringing about staff well-being.

While it is not possible to draw a causal relationship of the impact of the staff well-being framework to the improvement of the perception survey of the staff well-being, it is nevertheless the beginning of possibilities to carry out more in-depth studies on the domains and enablers of staff well-being.
7.4.2 Contributions to the Organisation

One of the major benefits of the study was the contribution of a staff well-being framework and the identified vehicles of staff well-being for the organisation. The process of the co-construction of the framework and the emerging vehicles that were determined by the staff suggested a high level of ownership by the staff. This has resulted in a positive staff perception of care by the organisation, authenticated by the survey carried out by a neutral organisation that had no part in the design of this study.

The study has also provided clarity in the process and structures, clearly indicating which group of people in the school can co-shoulder the responsibility of the well-being of the staff. Hence, the well-being of the staff does not lie solely in the leadership of the organisation but in the distributed leadership, including the peers of the staff. This is significant as it contributed to the understanding that staff well-being is not just about more and more extrinsic benefits and in fact encompassed the intrinsic value of giving back to the community as well.

The value of peer leaders in articulating benefits is also clearly evident in this study. It is not enough for the leaders to say ‘we care’ and conceptualise programmes for the staff to communicate the ‘we-care’ message. Ironically this can be interpreted as serving the purpose of the leaders, adding on more workload rather than demonstrating genuine care for the staff. However, when the peer leaders consult and take ownership in co-planning the staff well-being programmes for the staff, the acceptance, buy-in and ownership by the staff becomes greater.
Overall, the organisation has benefited from a structured approach to staff well-being. The ownership, structure, and processes have helped to ensure that the approach to well-being is sustainable and flexible enough to embrace further emerging changes that may arise from the different needs of the staff.

7.4.3 Personal Learning

Would I have done this study differently if I were to start all over again? Indeed, in retrospect, having seen the value of peer leaders and enriched by the literature review of significance of staff well-being, I would have provided for involvement of more peer leadership. The sole support of the leader in the organisation is not enough. The gesture by the top management must also be well understood by the staff for whom the staff well-being policies are intended. It must also be translated in a manner that is acceptable and considered as genuine to the staff. Hence, there is a need to be consultative while designing the vehicles for staff well-being. In addition, there is also a need to have peer leaders to translate and communicate the intent and outcomes for the staff. This is similar to observable trends in the 21st century where citizens want to have a part in decision making. Hence, consultation, feedback, calls for transparency and discussions that are held face to face or on online forums are part of the norm today in developed countries especially when it comes to formulation and implementation of policies. Hence, I have also seen that in educational institutions today, even on issues of staff well-being, the presence of consultation and peer leaders is gaining importance. The staff want to have avenues to express their opinions; contribute to decisions that may affect them and be able to participate willingly in planned activities. Hence, there must be sufficient transparency in what
policy makers set out to do. The staff are not interested in superficial or cosmetic consultations. Hence, the greatest credibility comes from communication helmed by their trusted peers.

With regard to the domains for staff well-being, I would have made modifications to at least three of the domains. The physical well-being domain would have benefited from more leadership from the physical education department and the professional well-being domain could have benefited from the senior teachers working with the Heads of Department. In addition, I would have included emotional/spiritual well-being under the social well-being domain and hence rename it as social–emotional well-being. This would make the whole approach more comprehensive.

If there were further opportunities to replicate this study, I would carry it out in more schools to assess the usefulness of the framework and determine its generalisability to the different schools. Where the vehicles of staff well-being are concerned, the schools could replicate most of the vehicles of staff well-being or adapt them to the context of the different schools. This will certainly contribute further to the existing body of research on staff well-being especially concerning the “transferability” and application of the SWF$^{21}$ to other schools. This will also help clarify identify key contextual issues that contribute to the successful implementation of staff well-being measures.
7.5 Conclusion

The challenge to bring about staff well-being in the 21st century workplace will become increasingly complex. The impact of the changing nature of the work, the changing expectations and accelerated demands that the workplace have on an employee will grow even more varied and multi-dimensional. This is further accentuated by the ubiquitous presence of technology that has transformed the workplace, and to a great extent, it has merged the formal and informal social space of a worker. Hence, the divide between workplace and home fades as one can use technology to access workplace concerns and work from home. The growing dependence on technology has also led to other health concerns. Numerous studies have found that prolonged work at visual display terminals (VDTs) can impact negatively on employee health, in terms of musculoskeletal problems, visual discomfort and other eye problems, general fatigue, and psychological stress (e.g. Aaras, Horgen, & Ro, 2000; Dillon & Emurian, 1996; Ekberg et al., 1995). These inadvertently affect the physical well-being of the worker.

Another growing complexity especially in the developed countries is the increased presence of the aging workers, and the return of women folk to the workforce. Workers from other countries, who could offer the skill-set that is needed locally, may also contribute to the changing demands of the workplace. Potentially this would mean a greater diversity of needs and a congregation of increasing different mindsets and cultural backgrounds. The presence of such a diverse workforce will dictate a need to shift seamlessly from one domain to another to meet the well-being needs. For instance, the need to consider flexible working hours, provision of childcare facilities
for the womenfolk returning to the workforce, and effective communications among
the workers to ensure a fostering of positive and nurturing social and emotional well-
being.

While this study has seen the possibility of adapting the five elements of well-being for
an educational institution; the changing profile of the workforce will mean that the
vehicles to deliver the well-being will have to be even more dynamic and versatile into
addressing the changing needs of the staff. There may also be an increasing interest
in the physical well-being at the workplace, given the emerging older workforce. In
addition, social well-being may have to be re-defined to include social-emotional well-
being or “cultural well-being”, as one seeks to appreciate the existence of difference
cultures at the workplace. Even as the game plan changes and the players assume
multiple roles, and the workplace becomes a growing dynamic microcosm, there
remains one constant - for any 21st century organisation seeking to improve its
organisational gains, it has to concurrently improve its staff’s well-being.
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Appendix 1

Approval from the Ministry of Education (Singapore) to carry out Study

Ministry of Education
SINGAPORE

EDUN N32-07-005

24 July 2012

Ms Shirleen Chee Yan Hoon
11 Blackmore Drive
Singapore 599986

Dear Ms Chee,

STUDY ON SHAPING THE FUTURE – A STAFF WELL-BEING FRAMEWORK FOR EDUCATORS AND ADMINISTRATIVE STAFF IN THE SINGAPORE EDUCATIONAL INSTITUTIONS IN THE 21ST CENTURY (SWF21)

I refer to your application for approval to collect data from schools.

2. I am pleased to inform you that the Ministry has no objections to your request to conduct the study in 1 primary school and 1 secondary school. Please use the attached letter, including Annex A, the application form and the approved research tool(s) to seek approval from the principals and during the actual study.

3. Please observe the following conditions of approval for conducting research in schools:
   a) to adhere to the approved research proposal;
   b) not to publish your findings without clearance from the Ministry;
   c) to make sure that school(s) record the participation in Annex A; and
   d) to complete the data collection in the school(s) within 6 months from the date of this letter.

4. Please acknowledge receipt of this letter by contacting me at Tel: 68796065 or Ms Leong at Tel: 68795976. Alternatively, we can be reached at any of the e-mail addresses at the top right hand corner of this letter.

Yours faithfully

Teo Kie Eng (Ms)
Head, Data Administration 3
Data Administration Centre for Permanent Secretary (Education)
Appendix 3

Benchmarking Survey

MGS Staff Well Being Survey for Benchmarking

Secondary

School Culture

School culture is the collective way we operate at MGS. It involves behaviour learned and is common knowledge. Here are some desired traits of our school culture.

- **Shared Values**: I know what our school values are and I share this common set of values and beliefs that holds our school together.
- **Culture of Excellence**: I take pride in my work and ensure there is quality in all I do.
- **Strong Collaboration**: I work collaboratively and believe in the value of partnership with my colleagues and stakeholders.
- **Openness**: I am clear about what I am supposed to do and I also know the channels of feedback in my school.
- **Caring Environment**: I get along well with my colleagues and we do care for one another. I have participated in programmes and activities that promote the well-being of the staff.
- **Sense of Significance**: The school makes me feel my job is important.

Survey on the 5 Domains of our Staff Well-Being Framework

Please indicate the extent to which you agree with the statement, 1 being the high level of agreement and 6 being the high level of disagreement.

<table>
<thead>
<tr>
<th>Career Well-Being: How do you maintain high career well-being?</th>
<th>SA</th>
<th>Professionalism</th>
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<tbody>
<tr>
<td>1. My Reporting Officers (e.g. HODs/SH/LH) work with to discuss my career plans.</td>
<td>01</td>
<td>02 03 04 05 06</td>
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<td>2. I have ample opportunities to take up new roles and challenges as part of my professional development.</td>
<td>01</td>
<td>02 03 04 05 06</td>
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<td>3. I am aware of the school Total Learning Plan.</td>
<td>01</td>
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<td>4. I have given the opportunity to select the training courses.</td>
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<td>02 03 04 05 06</td>
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<tr>
<td>5. There are opportunities for me to share my learning.</td>
<td>01</td>
<td>02 03 04 05 06</td>
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<tr>
<td>6. The Learning objectives and post-course performance targets of selected, key course/s (eg Conference, study trips, in-house training from invited speakers) are communicated to me before I attend the course/s.</td>
<td>01</td>
<td>02 03 04 05 06</td>
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<tr>
<td>7. My school recognizes and provides opportunities for my colleagues who have the potential for professional growth and development which will lead to their contributing more to the school</td>
<td>01</td>
<td>02 03 04 05 06</td>
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<tr>
<td>8. My school conducts new staff and gives other staff new job functions where necessary.</td>
<td>01</td>
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<td>9. My school has programmes for leadership development and for succession planning to fill key positions.</td>
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<td>02 03 04 05 06</td>
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<tr>
<td>10. I am a member of a Professional Learning Team / Professional Development Group which provides opportunities for me to grow professionally.</td>
<td>01</td>
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## Annex B

### Social Well-Being - influenced by close relationships and social connections

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<tbody>
<tr>
<td>1</td>
<td>I have harmonious and sustainable relationships with my colleagues.</td>
<td>01</td>
<td>02</td>
<td>03</td>
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<td>2</td>
<td>The activities and programmes organised by the Staff Welfare Committee encourage bonding and camaraderie among all of us.</td>
<td>01</td>
<td>02</td>
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<td>3</td>
<td>The work environment that is my staff room/office is conducive and comfortable.</td>
<td>01</td>
<td>02</td>
<td>03</td>
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<td>05</td>
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<tr>
<td>4</td>
<td>I have made good friends among my colleagues.</td>
<td>01</td>
<td>02</td>
<td>03</td>
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<tr>
<td>5</td>
<td>I have an effective two-way communication with my Reporting Officers (e.g. HODs/SH/LH)</td>
<td>01</td>
<td>02</td>
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<tr>
<td>6</td>
<td>My colleagues are very helpful and very willing to share with me.</td>
<td>01</td>
<td>02</td>
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### Financial Well-Being - Financial security has much influence on overall wellbeing

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<tbody>
<tr>
<td>1</td>
<td>I understand the components of my remuneration</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
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<tr>
<td>2</td>
<td>I am aware of how my remuneration is computed.</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
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<tr>
<td>3</td>
<td>I am updated on the changes in policy relating to the financial well-being of MSS staff.</td>
<td>01</td>
<td>02</td>
<td>03</td>
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<td>4</td>
<td>The regular HR Forum provides me with insight into information that is useful.</td>
<td>01</td>
<td>02</td>
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<td>5</td>
<td>I know to whom and where I should go to seek advice regarding remuneration issues.</td>
<td>01</td>
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### Physical Well-Being - Having good health and energy to do what you want every day

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<tbody>
<tr>
<td>1</td>
<td>I am able to cope with my current workload.</td>
<td>01</td>
<td>02</td>
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<td>05</td>
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<tr>
<td>2</td>
<td>My school encourages me to keep to a healthy lifestyle by organising regular activities to enhance my physical wellbeing, e.g. Zhush Committee organising !ates exercises: organising games among staff; bringing in healthy food products for sale to my colleagues and me.</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
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<tr>
<td>3</td>
<td>My school makes available biennial health screening to enhance my physical well-being.</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
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<tr>
<td>4</td>
<td>I am able to find time to exercise regularly.</td>
<td>01</td>
<td>02</td>
<td>03</td>
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### Community Well-Being - Actively and productively engaged in the neighbourhood and in the community as well as in various groups within the area such as a church, school etc.

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<tbody>
<tr>
<td>1</td>
<td>My school has a structured Corporate Social Responsibility framework to serve the community (e.g. caring for the elderly folks).</td>
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</tr>
<tr>
<td>2</td>
<td>I am aware that my school expects staff to serve at least six hours of community work per year.</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
</tr>
<tr>
<td>3</td>
<td>I understand the rationale for Corporate Social Responsibility and the activities it involves.</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
</tr>
<tr>
<td>4</td>
<td>I am happy, together with my colleagues, to serve the community (e.g. caring for the elderly folks).</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
</tr>
</tbody>
</table>

### Healthy life style

- **SA:** 01 02 03 04 05 06
- **SD:**
Learning Needs Analysis
Appendix 4.1.2

Working document of a template–in-progress of the
Department Learning Plan 2012

### Key Learning Focus for 2012:

**(A) Core/Milestone Programmes from MOE**

<table>
<thead>
<tr>
<th>Learning Dimension / Learning Areas / Learning Courses</th>
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**(B) Professional Development [Key focus of 2012]**

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<tr>
<td>B. Professional Skills</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>B1. Assessment</td>
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### (D) Personal Growth [Key focus of 2012]

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Average Learning hrs for Staff of MGS

Submitted By: ___________________________  Date: ________________
Appendix 4.1.3

Working document of a template–in-progress of the

Total Learning Plan 2012

## TOTAL LEARNING PLAN (TLP) 2012 for Staff

### Education Officers

<table>
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### Professional Development [Key focus of 2012]

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<td>B1. Assessment</td>
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<td>B2. ICT. Skills for teaching</td>
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### Leadership [Key focus of 2012]

<table>
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<th>Actual</th>
<th>Total</th>
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<tr>
<td>Leadership &amp; Management People Management</td>
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### Personal Growth [Key focus of 2012]

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<th>Actual</th>
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<tr>
<td>Personal Effectiveness Teaching Creatively</td>
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Average Learning hrs for Staff of MGS

Submitted By: ___________________________  Date: _____________

Approved by: ___________________________  (Principal)  Date: _____________
Appendix 4.1.4

Sharing of Findings of Staff Learning Needs Analysis

Recommendaition

- Formation of Expert groups @ teachers’ level
  - Pedagogical
  - Curriculum
  - Assessment
  It is necessary to build the Research component for each of these areas
  Focus on innovative ideas as well as 21st century skills
  What is our direction for pedagogy? !

Recommendaition

Each department would have to take up the responsibility of organizing training for their teachers.

Professional Development

- One key observation from the LNA is that the teachers attended mostly for training and learning.
  - The Core competence of teaching, training, and learning exceeds 30%
    indicating that there is a need for training
  - The ICT usage has the highest score of above 70%
    indicating needs for training
  - On the other hand, the needs for training is lowest for CCA areas

Recommendation

Two key areas for the total Learning Road Map would be
- Differentiated Curriculum and Inquiry based Learning. This is aligned with the new IP curricula

Promoting Competencies using the Six Traits of Writing

Implication

- Renewal of the school staff would be at a slower pace
  - Majority of the teachers are direct staff and many of the range within the range of 10 to 15 years
  - It would means that the average teachers would have another 20 more years to go before retiring

Recommendation:

It is important to emphasize the importance of professional development and training of teachers.
This would enable renewal and currency of teachers' professional knowledge.
**Recommendation**

- The needs for ICT skills for teaching is high, two categories all exceed 70%.
- We will need to unpack the definition of "Using Multi media in teaching".
- Recommendation: To incorporate those two areas into the Total Training Road map for 2022 as the theme for this year is on Digitisation.

**Implication**

- The need in this area is not high. It is probably that this area is already well developed at MOE.
- Recommendation: To embark on experiential learning as the Total Learning Road Map. This is will be aligned with the MOE's programmes.

**Recommendation**

- Suggestion to review some training programme for the teachers who aspire to be on the leadership track.
- This could be in the form of talent management strategies.
- To put up courses on building portfolio for the teaching track personnel.
- Encouraging sharing for those who aspire to be on specialist track.
Staff Development Work seen in their School-based Professional Development Work

Appendix 4.1.5

FOREWORD

My dear colleagues,

It appears that practically every adult is concerned about the quality of the teaching force in our nation. We are unanimous in our efforts to boost the professionalism and subsistence of our teachers, but we are less certain about how to make it possible.

The conventional wisdom is to encourage practicing teachers to participate in workshops, lectures, and symposiums, in-service training workshops, and upgrading their academic knowledge and skills. All MDGs, however, have the pragmatic approach to working on professional development on a sustainable and systemic basis. The Professional Development Groups (PDGs) have formed and sustained changes on various levels, such as improvement and implementation of academic programs, and day-to-day efforts.

Within the PDGs, teachers investigate current professional theories that might be improved or developed. They study relevant literature and research to better understand the objectives of their tasks. Next, they undertake follow-up research, gathering data as a research tool, to identify problems, issues, and solutions. As an essential part of the learning experience, they evaluate and rework their assignments as a product of inquiry.

The PDGs are not merely group perspectives clarifying their professional perspectives, but they are also in the execution and administration of the MDGs and are made up of brothers and sisters in teaching, learning, and professional. Members of the SAGs have also formed PDGs to explore ways of providing services that meet the needs of their community.

The collection of research papers and reports is the transmuted into a year of dialogue and sharing among the teachers in the various PDGs, and is a reflection of their personal and professional education. The articles herein are not only given to the best and foremost to assist in the goals of their PDGs, but they have given of their time and intellectual prowess to try and meet the needs of education in the community.

ANNEX 4.1.5
Title of Research Work: Developmental Work Done by Professional Development Groups in 2012 and Published for Internal Circulation in 2013

CONTENTS

1. Developing Listening Comprehension Skills in Our Young 1
2. Developing the Curriculum for Philosophy, Thinking and Knowledge 4
3. Fieldwork as Alternative Assessment: A Case Study of Learning Geography through Inquiry 15
4. MOG Senior-Junior Peer-Mentoring Programme 27
5. CIP in MOG 43
6. IP Mathematics Learning Package 51
7. IP Chemistry Curriculum 55
8. Global Studies 67
9. Developing ICT-Infused Physics Lesson 84
10. IP Geography 85
11. Improving Chinese Students’ Writing Performance Using Rubrics and Peer Evaluation 103
12. Inducing deductive reasoning skills in Mathematics Lessons via the use of Graphing Calculators 107
13. Enhancing classroom learning in Malay Language through experiential learning 111

11. Use of ICT Tools to Enhance Teaching & Learning in Science 116
10. Exploring Mathematical Concepts Dynamically through the use of Geogebra (ICT) to engage students’ learning 134

For Internal Circulation
Appendix 4.1.6

Staff well-being Committee’s Report on Activities

(Community, Physical and Social Well-being activities)
Appendix 4.1.7

Human Resources (HR) Forum addressing financial and other well-being issues

Present PTSS

- ¾, ½, and ¼ load & pay
- Full load teaching load + GCA load + PTSS load + school duties (working with parents + professional dev)
- PTSS eligible for staff with children < 12 years old or ≥ 55 years old

Some Facts about PTSS:

- MOE’s average is 2%
- Other primary schools average 0 – 2 teachers/school on PTSS (0 – 3%)

Challenges of a Large PTSS Ratio

- Insufficient resources to meet needs of school
- Inflexibility in resource planning
- Uneven workload and expectations

Our Approach Towards PTSS

- Determine our full time staff requirements based on school’s needs
- Derive a workable PTSS norm
- Carry Eligibility and Evaluation Criteria
- Develop a transition plan

Determining Full Time Requirements

- No. of Form & Co Form Trs
- Key Personnel positions (e.g. HOO, Y1 Head, Subject Head Teachers)
- No. of CGAs
- School Committees, Special Projects/Programmes, Dimitri Trips/Events
- Other Positions (Officers on long leave or studies, attachments, prison etc.)

Eligibility Criteria

- Married with Children under 12
- Aged 55 years or above
- Other attenuating circumstances

Revised Application Terms

- Application opens once a year
- Can only apply for 16 or 1 calendar year (Jan – Jun or Jan – Dec)
- Beyond this, renewal will be evaluated with other applicants
- Return to full time subject to availability of post

Evaluation of PTSS applications

- Nature of request
- Previously on PTSS
- School / Department needs

Evaluation of PTSS applications

- Received 8 applications at end Jul 10
- SMT to meet in Aug to evaluate
- Announce results in Sep 10

Q & A
### Survey Form

**Legend:**  
SA - Strongly Agree  
A - Agree  
D - Disagree  
SD - Strongly Disagree

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
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<th>A (N%)</th>
<th>D (N%)</th>
<th>SD (N%)</th>
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<tbody>
<tr>
<td>1</td>
<td>Participating in Staff CSR gives me a sense of satisfaction. OR</td>
<td>10 (16.1%)</td>
<td>19 (30.6%)</td>
<td>3 (8.1%)</td>
<td>3 (4.8%)</td>
</tr>
<tr>
<td>2</td>
<td>The Amazing Race helps the staff to bond together.</td>
<td>13 (21.0%)</td>
<td>19 (30.6%)</td>
<td>3 (8.1%)</td>
<td>1 (1.6%)</td>
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<tr>
<td>3</td>
<td>The monthly Department Lunch helps in staff bonding.</td>
<td>21 (33.9%)</td>
<td>31 (50.0%)</td>
<td>9 (14.5%)</td>
<td>1 (1.6%)</td>
</tr>
<tr>
<td>4</td>
<td>There is a good spread of external vendors.</td>
<td>21 (33.9%)</td>
<td>37 (59.7%)</td>
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<td>1 (1.6%)</td>
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<td>5</td>
<td>The tidbits at the Buzz Area and Staff Lounge are helpful to energise us.</td>
<td>25 (40.3%)</td>
<td>25 (40.2%)</td>
<td>8 (12.9%)</td>
<td>3 (4.8%)</td>
</tr>
<tr>
<td>6</td>
<td>The renovation of the staff lounge and toilets help to uplift our environment.</td>
<td>35 (54.5%)</td>
<td>25 (40.3%)</td>
<td>3 (5.2%)</td>
<td>1 (1.6%)</td>
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<tr>
<td>7</td>
<td>The Staff Notice Board is informative.</td>
<td>17 (27.4%)</td>
<td>38 (61.3%)</td>
<td>7 (11.3%)</td>
<td>1 (1.6%)</td>
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<tr>
<td>8</td>
<td>The HR Forum provides insightful information.</td>
<td>17 (27.4%)</td>
<td>40 (64.5%)</td>
<td>4 (6.5%)</td>
<td>1 (1.6%)</td>
</tr>
<tr>
<td>9</td>
<td>The staff sharing during Contact Time is useful.</td>
<td>13 (21.0%)</td>
<td>45 (72.6%)</td>
<td>3 (5.2%)</td>
<td>1 (1.6%)</td>
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</tbody>
</table>
Other comments:
1. Thank you for all the hard work.
2. Great job. Well done.
3. Thank you and you’ve been a wonderful support.
4. Too many vendors, too often. Staffroom privacy affected. Vendors can overhear us and see us in our unguarded moments as teachers. Some vendors eat their meals in the pantry area and read the newspaper there. For the vendors, its free utilities, free rental and a chance to move a sluggish business.
5. Good job.
7. Great job.
8. Thank you for the diligent and behind the scene dedication to making the pantry and staffroom a better place for us to work and interact in.
9. Thank you for everything.
10. Thank you for all the extra effort in making the work place lively, fun and enjoyable. There’s a lot of warmth, ad laughter and definitely boosts staff morale. Thank you!
11. Thank you for making MGS a better place to work in.
12. Thank you for all the effort! It is greatly appreciated!
13. Too many external vendors at one time. Too much noise. Not so nice especially if vendors set up outside staff room.
14. Must be careful. Too many vendors. People sitting near the pantry are constantly disturbed. Too much noise.
15. Staff sharing not just info sharing. Pedagogy?
16. SWC should consider organizing some exercise classes/session like fun dance, aerobics or pilates to promote healthy living among staff.
17. Thank you for all the great work you have done.
18. Great work! Thanks for everything.
19. Thank you very much SWC! Your efforts really make the staff very happy. Great variety of vendors who sell things staff want eg CNY goods, mushrooms, bags, jewelry and food.
20. The new pantry table + sink + mirrors in the washroom + coffee making machine are practical and useful.

* Staff Well-Being – Community, Social, Physical, Financial and Career Well-Being

Thank you.

Staff Welfare Committee
Appendix 4.1.9

Summary and notes of discussion with key members of staff responsible for executing well-being activities of staff

For each of the domain that has been identified in the SWF\textsuperscript{21}, do you think there is a system (a set of structure of network that governs the behaviour) and structure (something that is set up or organised to ensure the existence of a desired outcome) set up to ensure that:

- professional needs of both the staff are being looked into and that there are adequate platforms for the staff to discuss and share professional concerns?
  There is general consensus that this is done, through the Learning Needs Analysis (LNA); Department Learning Plan (DLP) and Total Learning Plan (TP)

- social well-being needs and sense of belonging and connectedness are being catered to?
  This is clear for the staff as the well-being needs of the staff are structured into the job scope of the Staff Welfare Committees of both schools. Activities organised by the committees foster the sense of connectedness among the staff.

- conversations/ platforms to clarify policies and HR concerns do take place?
  The twice a year HR Dialogue sessions are seen as useful platforms for clarification of HR matters and feedback from staff concerning policies, remuneration and compensation.
• on-going activities are being looked into to create awareness of a healthy lifestyle?
  This role is owned by PE Dept; and there is a need to structure their activities into the calendars of the schools for both semester. The activities can be a collaboration between PE Dept/ SWC/ Humanities Dept/CSR i/cs. The HODs/PE of Pri and Sec can work together and have a back-up person to be i/c (succession planning). The SWC can contribute to Healthy Lifestyle - in terms of Fruit Day; Healthy Catering (PE Dept with SWC)

• Are there adequate platforms for the staff to reach out to the needy in the community?
  Current platforms are adequate. Teachers have very tight schedule and hence the current pacing works well for the staff.

• Choose any two domains and: identify one to two key success factors.
  • clarity of ownership of each domains – staff which person is in-charge of which programme
  • clarity of job scope – each i/c seemed to know what they are supposed to do and hence quite clear in communications
  • consultative approach – willing to make adjustments, when staff voice concerns and have questions concerning certain arrangements.
  • working with the strengths of colleagues - as many of the roles were opened up to the staff, staff could volunteer and assume roles that they are comfortable with or are very competent at. Eg colleagues who are at ease in speaking in dialects would volunteer to be the emcee or colleagues who are familiar with
catering, would volunteer to handle the order of food for the community outreach.

- Identify one to key factors responsible for the failure
  - process of implementation – frequent change of dates – forecast of dates were not accurate as school calendar can be overtaken by more urgent activities.
  - Lack of needs assessment and analysis for some of the activities / programmes to ensure that these really meet the needs of the staff

- Are there any other additional domains that could have been included?
  Mental Well-being – Mental health is intertwined with social well-being; HR Provisions; Spiritual well-being (Mission school – devotions/ chapel/ prayer meetings, prayer and fellowship); Health talks can cover strategies to manage mental health; Emotional health - covered by social well-being and sometimes anchor on trust between Reporting Officers and reportees
Consider this framework below – do you think it has adequately communicated the importance of the staff well-being framework in the current context and is dynamic enough to meet the changing needs of the school? Why do you think Ethos is an important consideration?

Ethos is:

- moral compass of our profession
- important because teachers are role-models;
- wrong-doing of professionals are still a minority and teachers are still held with high regard;
- clarity of code of conduct is important especially for the younger teachers
- senior teachers could lead the staff to re-visit ethos of teaching profession every 6 monthly.; could surface case studies that served as timely reminder; could reiterate standards we hold as a profession.
• Why is culture a key consideration?
Leaders and collective members do have a role to play in shaping the culture. Leadership does set the tone for the organisation. Hence stability of leadership is important.

Staff play a key role too. New members align to existing culture (and this could be different from the espoused culture);

Collaborative culture seemed to be highly desired. Working as a team – seemed to be valued. Element of trust seemed to be pervasive among the staff – or perceived to be so.
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