

Work-life balance for CLIL teachers

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Plan

1. What is work-life balance and why should you care (WLB)?
2. A few questions to start
3. Benefits of WLB
4. WLB for teachers
5. Where am I?
6. ABCD – taking steps!
7. Wheel of life
8. Ideas
9. The role of the individual versus the role of the institution

Questions

- Do you take your work home frequently? Do you feel guilty if you don't?
- Do you often feel stressed at work or because of work?
- Do you feel that you don't have enough time for yourself?
- Do you work later hours than you'd like?
- Do you feel that you don't spend enough quality time with family and friends?



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WLB Definitions

- “a situation in which one divides or balances one's time between work and activities outside of work” (dictionary.com)
- “Meaningful daily Achievement *and* Enjoyment in each of my four life quadrants: Work, Family, Friends and Self” (worklifebalance.com)
- “satisfaction and good functioning at work and home, with a minimum role conflict (Clark, 2000, p. 751)
- “the extent to which an individual is equally engaged in –and equally satisfied with– his or her work role and family role” (Greenhaus et al., 2003, p. 513)
- Also known as... work-life symbiosis, work life-integration, work/family border theory, boundary theory, etc.

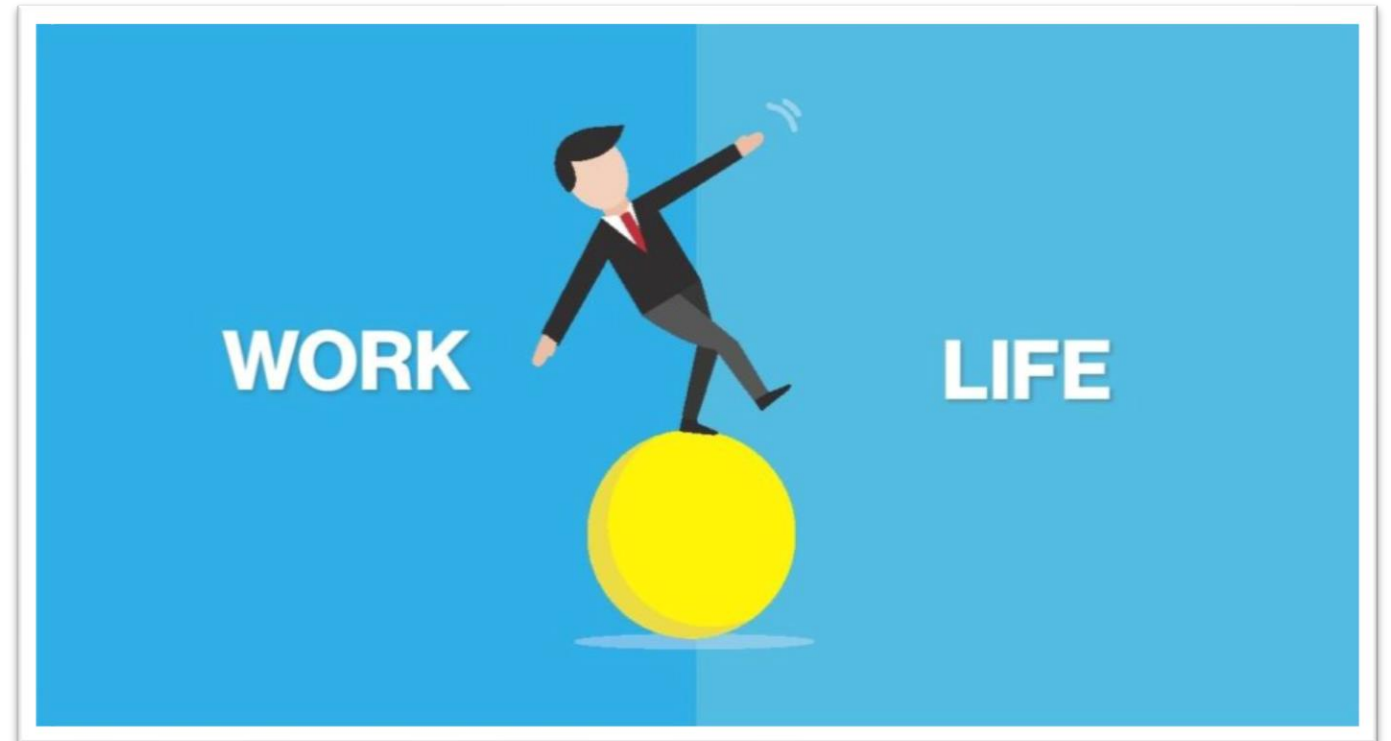
Can you achieve work-life balance?

It's not a math equation to be solved but rather an ongoing process needing attention and conscious management.



Reflecting on WLB

- Do you take time to reflect on your own WLB?
- What are some factors that would enable a WLB ideally suited for you?



<https://bit.ly/2FMWSWA>

Why should we care?

- WLB → high self-esteem, satisfaction, and a sense of harmony in our lives (Richert-Kaźmierska and Stankiewicz, 2016)
- Disconnect between ACTUAL WLB and IDEAL WLB leads to negative consequences (Kinman & Wray, 2013)
 - Integration and/or separation
 - Lower WLB... more stress
 - Neglecting other domains
- Psychological & physical spillover (Allen et al., 2000)
- Teachers at risk! (Johnson et al., 2005)
- “Prisoner of love” & “commodification of emotion” (England, 2005)



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Why for CLIL teachers?

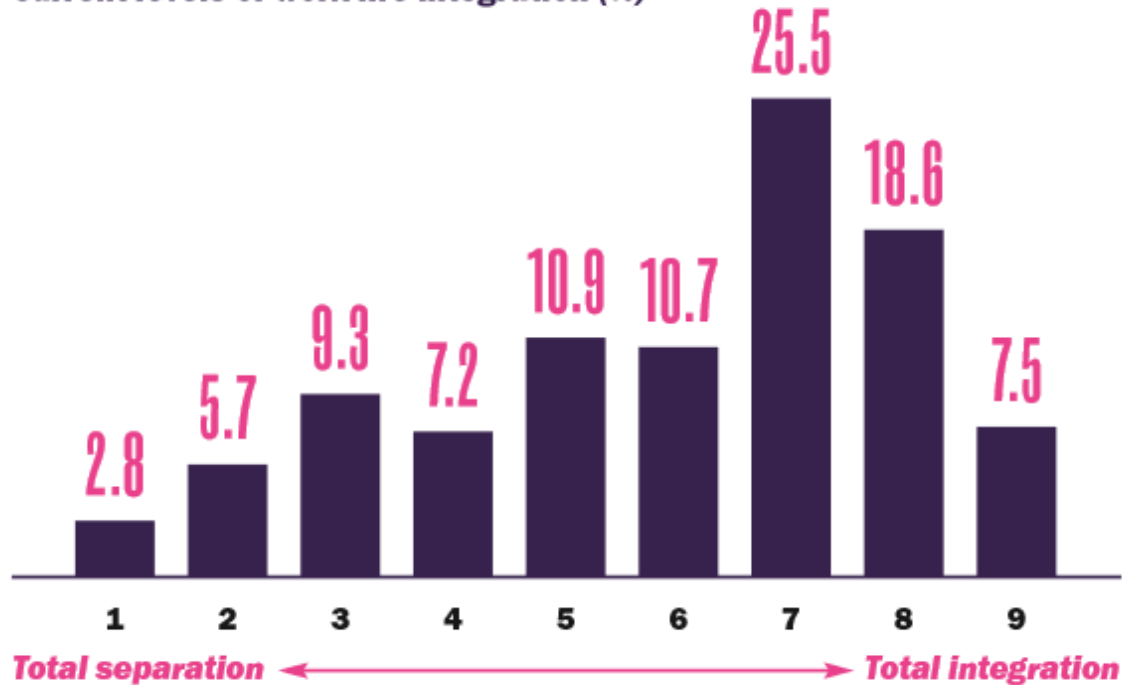
- Prisoners of love – belief in CLIL
- Combined subjects (motivation)
- Perceived as more work for school teachers
(Hofstadler, Talbot, Mercer, & Lämmerer, in press)
 - Choosing between weekends and prep time
 - Extra effort not necessarily rewarded
- Linguistic reasons
- Tertiary-level – Highly integrated lives
- Identity ambiguity (Pappa et al., 2017)
- Tiring or stressful (Moate, 2011)

Quotes from study

- “I think the balance is basically **achieved by working all the time**, that’s what I mean by balance.”
- “[our] workload is yeah (pauses), not so good balanced.”
- “I pay attention to that (WLB), yes, absolutely, because **I think only then, uhm, it’s possible to survive, the teacherhood**, if you want to say so, yes, and, uh, and that’s why I also deal with relaxation at times, in my classes, because I know the students, they also have a very tight schedule, and, uh, so I think it’s important.”
- “because **I don’t consider work as work**, so, this means, **this makes it hard to separate, so, my wife sees that as more difficult with my work-life-balance than I am**, but uh, it has become more important in the recent years.”

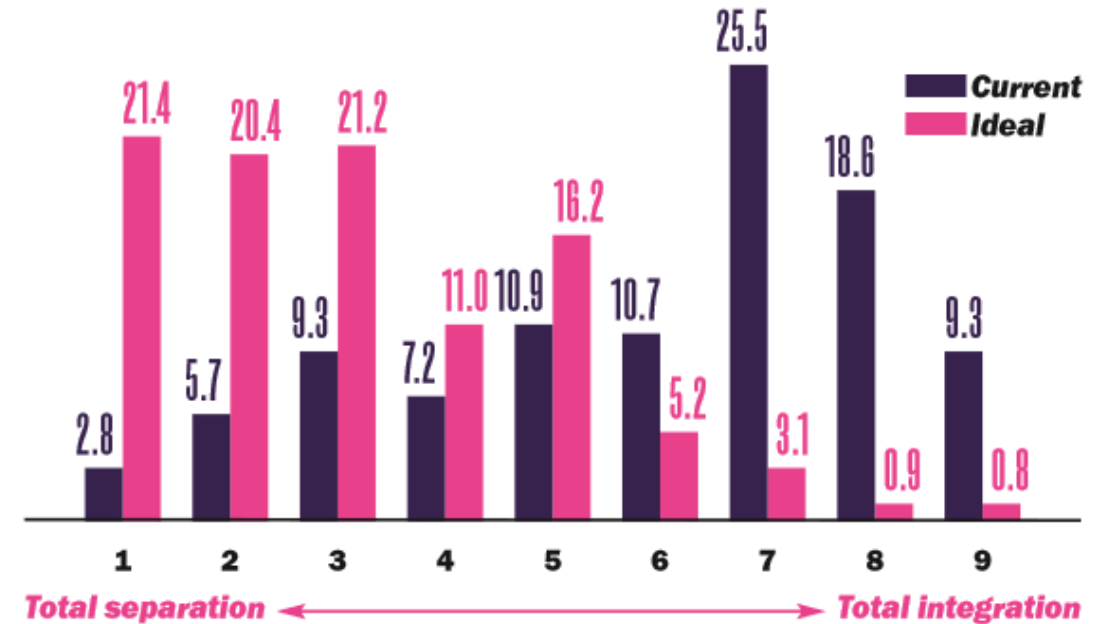
Actual

Current levels of work-life integration (%)



Actual vs ideal

Current and ideal levels of work-life integration (%)



(Kinman & Wray, 2013)

Where am I? Activity

- How would I define my current level of integration or separation of work and life?
- On a scale from 1-10 with 1 being “total separation” and 10 being “total integration”...
 - How would I rate my current level?
 - How would I rate my ideal level or preference?
- Do these numbers match? Why or why not?
- Group discussion

ABCD – taking steps!

- Assess
- Brainstorm
- Course correct
- Debrief



Ideas

- Key question – Do you look after yourself with as much care as you would a family or friend in need?
- Learning to say no
- Having a plan for stress
- Present – mindful – meditation
- Take care of physical health
- Choose sleep
- Time efficiency - time boxing
- Take time for yourself, self-care - essential for energy levels and (efficiency)
- Ebbs and flows are natural - process not a product
- Perspective taking
- Practice gratitude
- Do nothing!
- Any others?



**YOU GOTTA
NOURISH
TO FLOURISH**

Wheel of life – Finding balance

1. Brainstorm life areas (roles, important area of life)
2. Write these on the wheel
3. Assess each area – how much time and attention are you giving to each dimension? (**0 – I am ignoring it** and **10 – it dominates my life**)
4. Join the marks & take a look.
Any parts clearly out of balance?
5. Now think about your ideal scores
What are some of the neglected areas of your life? How about those that are taking too much of your time?
6. What are some possible step to take?
7. Discuss these steps

Work-life balance is the responsibility of institutions too!

- Institutional role, policies to support health work-life balance are effective
- The more teachers felt supported for work-life balance, the more satisfied they were with their job, the less they intended to leave, and the higher their emotional and physical health (McCoy, Newell, & Gardner, 2013)
- Suggestions – work culture supportive of families, supportive of more flexible schedule

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