73% of newly qualified teachers in the UK consider leaving (Association of Teachers and Lecturers 2015).

Teachers report that current teaching climates generate work-related fatigue, depression and anxiety, cynicism and low self-efficacy (NASUWT 2013).

Teacher stress and burnout (exhaustion with depressive symptoms; Swider and Zimmerman 2010) can negatively impact pupil engagement and learning through teacher absenteeism, reduced self-efficacy and diminished teaching effectiveness.
These conclusions stem from what would be considered good quality, reliable research, i.e., peer-reviewed, published and appearing in evidence reviews by Professor Katherine Weare - widely held as the UK’s custodian of academic research into mindfulness, and very rigorous indeed in her evaluations.

MBIs = Mindfulness Based Interventions/programmes.

PLEASE READ: Research on mindfulness in schools is still in its infancy, particularly in relation to impacts on behaviour, academic performance and physical health.

We need more and larger Randomised Control Trials, more replication and longer follow ups, more measures designed specifically for young people, and a wider range of measures.
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There is promising early evidence for impacts on …

- Attention Deficit Hyperactivity Disorder (ADHD)
- Hostility
- Aggression
- Problem Behaviour

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