



NATIONAL EDUCATION STRATEGY

2024 - 2030

The Heart of Education: Annual Report on the State of Educator Wellbeing in Malta

2024

People Management Department within the Ministry for
Education, Youth, Sports, Research, and Innovation

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Executive Summary

The Heart of Education: Annual Report on the State of Educator Wellbeing in Malta 2024 provides an overview of initiatives implemented by People Management Department within the Ministry for Education, Youth, Sports, Research, and Innovation (MEYR) to prioritise Educator Wellbeing. This report marks the first year of implementing the Actions from Pillar 1 from the National Education Strategy for Malta 2024-2030 with a focus on Educator Wellbeing. It provides key accomplishments that were achieved in 2024 that are: [a] the establishment of a clear vision through the development of a mission statement and a vision for the educator wellbeing unit, emphasizing a holistic approach to wellbeing encompassing all dimensions of the Wellness Wheel; [b] conducting research within the salient area of educator wellbeing through the implementation of the first Educator Wellbeing and Job Satisfaction Survey, where key findings showed moderate levels of life satisfaction and affective states, with high levels of *eudaimonia* among educators; [c] the initiation of the Outreach/Engagement Programme in 23 schools in school year 2023/24 and in 25 schools in the first term of school year 2024/45 that provided valuable insights into support services offered by MEYR and OPM; [d] the development of the *Bennesseri* Programme for Education Leaders and the development of five workshops that focused on self-care and wellbeing for educators in schools. This report, also, presents future directions that are forecasted to be implemented in year 2025 such as: [a] the expansion of the Outreach/Engagement Programme in more schools; [b] the launch, implementation and evaluation of the *Bennesseri* Programme; conducting the second Educator Wellbeing and Job Satisfaction Survey and conducting the Support Needs Analysis and Training Needs Analysis Survey; [c] accreditation of programmes offered to educators; [d] the establishing on an Educator Wellbeing Unit; and [e] initiating the process that in the coming years will lead to the Strategy for Educator Wellbeing. This report demonstrates the commitment by People Management Department in fostering a culture of wellbeing for educators in Malta's education system, recognising that educator wellbeing is fundamental to achieving educational excellence.

Operational Definitions

Educator: Research into educator wellbeing is generally focused on teachers rather than all educators¹, however, in this report, the term *educator* means learning support educators (LSEs), kindergarten educators (KGEs), teachers, school counsellors, school psychologists, education support practitioners, deputy heads of schools, heads of departments, heads of schools and education officers.

Educator Wellbeing is a state where the educator experiences life and job satisfaction, feels a sense of belonging within one's own school community, feels a sense of flourishing in all aspects of life and work, ensures own self-care and experiences positive mental health which in turn brings about a sense of purpose and ownership in one's role as educator^{2, 3}.

Educator Wellbeing and Job Satisfaction Survey refers to an annual survey conducted amongst state sector educators as one of the actions in the National Education Strategy for Malta 2024-2030 Action 1.1.4 that gauges into educator subjective wellbeing and job satisfaction.

National Education Strategy is a comprehensive framework designed to guide a country's education system towards achieving specific goals, such as improving access, quality, equity, and relevance of education⁴. In the context of Malta, it refers to the National Education Strategy for Malta 2024 – 2030⁵.

Outreach/Engagement Programme refers to an information session held in schools, where educators in schools are given information about support services from MEYR and OPM. This programme is one of the actions in the National Education Strategy for Malta 2024-2030 that is Action 1.1.1.

Support Needs Analysis refers to a systematic process of identifying and evaluating the specific resources, interventions, and assistance required by educators to maintain and enhance their wellbeing and job performance in an education context. For educators, this may include assessing needs related to mental health support, stress management, work-life balance initiatives, professional development, and other

¹ Cann, R. F., Sinnema, C., Daly, A. J., Rodway, J. & Liou, Y. (2022). The Power of School Conditions: Individual, Relational, and Organisational Influences on Educator Wellbeing. *Frontiers in Psychology*, 13, doi: 10.3389/fpsyg.2022.775614

² Sullivan, B., Roche, M., Glenn, M. & McDonagh, C. (2021). Practitioner Enquiry and Action Research for Teacher Wellbeing, In: Murphy, T. & Mannix-McNamara, P. (2021). (Eds). *International Perspectives on Teacher Wellbeing and Diversity: Portals into Innovative Classroom Practice*. ISBN: 978-981-16-1699-0

³ Hine, R., Patrick, P., Berger, E., Diamond, Z., Hammer, M., Morris, Z. A., Fathers, C. & Reupert, A. (2020). From struggling to flourishing and thriving: Optimizing educator wellbeing within the Australian education context. *Teaching and Teacher Education*, 115, Doi: 10.1016/j.tate.2022.103727

⁴ Connal, C. (2017). *A National Strategy for the Development of Education Statistics (NSDES): Guidelines for country-level design of the NSDES*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000231288>

⁵ Ministry for Education, Sports, Youth, Research, and Innovation. (2023). *National Education Strategy for Malta 2024 – 2030*. MEYR: Malta

targeted supports aimed at promoting educator health, resilience, and effectiveness in their roles⁶.

Support Needs Analysis and Training Needs Analysis Survey refers to an annual survey conducted amongst state sector educations as one of the actions in the National Education Strategy for Malta 2024-2030 Action 1.1.2 that gauges into educator support needs and training needs.

Training Needs Analysis refers to a systematic process of identifying and assessing the gap between current and desired knowledge, skills, and abilities of educators within the education system. It involves evaluating existing competences, determined required competencies, and identifying the specific areas where training interventions are necessary to enhance educator wellbeing, job satisfaction, job performance and achieve organizational goals⁷.

⁶ Markaki, A., Malhotra, S., Billings, R. & Theus, L. (2021). Training needs assessment: tool utilization and global impact. *BMC Medical Education*, 21(310), Doi:10.1186/s12909-021-02748-y

⁷ Bleich, C. (2024). *How to Conduct an Efficient Training Needs Analysis: 6 Stages*. Accessed from [How to Conduct an Efficient Training Needs Analysis: 6 Stages | EdgePoint Learning](#)

Introduction

The National Education Strategy for Malta 2024-2030 recognises the crucial role educators play in shaping the educational outcomes of our nation. By focusing on *Educator Wellbeing* as the first pillar of the Strategy, we aim to create a more resilient, motivated, and effective education work force. The year 2024 marked a significant milestone in Malta’s educational landscape, as it heralded by the first initiatives in the implementation of the first pillar of the National Education Strategy for Malta 2024-2030: Educator Wellbeing. *The Heart of Education: Annual Report on the State of Educator Wellbeing in Malta 2024* is not just a document but a testament to the work on Educator Wellbeing done by the People Management Department within the Ministry for Education, Sports, Youth, Sports, Research, and Innovation (MEYR). It underscores the fundamental truth that the wellbeing of our educators is at the core of a thriving education system. This first report served as an overview of the initiatives that were initiated to gauge on educator wellbeing in Malta and gave an overview of the initiatives that started during the year 2024 that prioritise the welfare of those at the forefront of our education system. Recognising that the quality of education is intrinsically linked to the wellbeing of those who deliver it, the People Management Department within the MEYR has taken proactive steps to address this critical aspect. This annual report serves as a comprehensive examination of the initiatives launched by the People Management Department in response to this strategic priority. It provides an analysis of the programmes, and support systems initiated and put in place to nurture the wellbeing of Malta’s educators. Through this report, we invite all stakeholders to engage with our processes and progress, contribute to the ongoing dialogue and initiatives, and participate in continuous enhancement of our education system that values and supports its educators.

This report was written as part of the Action 1.1.5 for deliverable 1.1.5.2 (see below):

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.5	The setting up of a Wellbeing Unit for Educators, which includes professional on-demand help and mental health support, that works through an integrated approach with established support mechanisms within the public service.	1.1.5.2	Drafting of Annual Report on Educator Wellbeing Initiatives for Year 2024	01-11-2024	31-12-2024

The Aims of the Annual Report

This report aims to showcase the initiatives that have been set in motion, directly stemming from the National Education Strategy for Malta 2024-2030. These actions reflect our commitment to placing educator wellbeing at the core of our educational reforms.

Key Objectives for the Year 2024

The key objectives for last year were based on six board objectives:

[1] Establish a Clear Vision for Educator Wellbeing:

Develop a comprehensive Mission Statement and Vision for the Educator Wellbeing Unit and of a definition of educator wellbeing

Create and launch a dedicated webpage on Educator Wellbeing within the *Edukazzjoni* Platform

[2] Conduct Comprehensive Research in Educator Wellbeing

Implement and analyse the Education Wellbeing and Job Satisfaction Survey for 2024

Prepare groundwork for the Support Needs Analysis and Training Needs Analysis Survey for 2025

[3] Enhance Engagement with Educators

Execute the Outreach/Engagement Programme for the 2023-2024 School Year

Plan and begin implementation of the Outreach/Engagement Programme for the 2024-2025 School Year

[4] Promote Personal and Professional Development around Educator Wellbeing

Develop the *Benesseri* Programme for Education Leaders

Develop and initiate Personal and Professional Development Programmes focused on Wellbeing for Educators in Schools

[5] Strengthen Support Systems

Based on survey results and programme evaluations identify key areas where educators need additional support

Develop targeted interventions and resources to address identified needs

[6] Foster a Culture of Wellbeing

Integrate wellbeing initiatives into the broader educational framework

Raise awareness about the importance of Educator Wellbeing among stakeholders

Key Initiatives for the Year 2024

The report delves into various initiatives, including:

[a] Development of a **Mission Statement** and **Vision** for Education Wellbeing Unit and a **Webpage** branched from *Edukazzjoni* Website on Educator Wellbeing

[b] Research Initiatives: The **Educator Wellbeing and Job Satisfaction Survey for 2024** and preparation for the survey for 2025 and preparation for the initiation and for conducting the **Support Needs Analysis and Training Need Analysis Survey** for 2025

[c] Engagement Programmes: The **Outreach/Engagement Programme** for School Years 2023-2024 & 2024-2025

[d] The Development of **Personal and Professional Development for Education Leaders through the *Benesseri* Programme** and the **Development of Personal and Professional Development on Wellbeing for Educators in Schools**

[Key Objective 1] Establish a clear Vision for Educator Wellbeing stemming from Actions 1.1.3 & 1.1.5

Reference to Action Plans for work done in 2024:

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.3	The launch of a Wellbeing Programme for Educators, which leads to the Strategy for Educators' Wellbeing	1.1.3.3	Design and setting up of a Webpage branched in the edukazzjoni.gov website with areas of Engagement, Support & Training	01-07-2024	31-12-2024

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.5	The setting up of a Wellbeing Unit for Educators, which includes professional on-demand help and mental health support, that works through an integrated approach with established support mechanisms within the public service.	1.1.5.1	Setting up of Educators Wellbeing Unit and drawing up of Mission Statement of the Unit	01-06-2024	31-12-2024

[a] The Mission and Vision for Educator Wellbeing

Background

Part of our work in 2024, was drawing up our mission statement and vision for the Educator Wellbeing Unit. When working on the mission statement and vision, we carefully considered the unique strengths, needs, opportunities, and challenges facing educator wellbeing in Malta. We aligned our approach with the first pillar of the National Education Strategy for Malta 2024-2030, which prioritises Educator Wellbeing. This strategic alignment ensured that our initiatives would directly contribute to national educational goals. Simultaneously, we began developing our definition of educator wellbeing, drawing from both local context and international best practices. This process involved extensive consultation with stakeholders and a thorough review of current research. By integrating these elements, we created a mission and vision that not only addresses the specific needs of Maltese educators but also sets a strong foundation for promoting holistic wellbeing across all dimensions of educators' professional and personal lives.

Our Mission Statement:

Our mission is to elevate educator wellbeing as the cornerstone of a thriving educational system. We are dedicated to fostering a holistic approach to wellbeing that encompasses all the dimensions of the Wellness Wheel. Through innovative engagement and outreach initiatives, comprehensive support systems, and transformative personal and professional development opportunities, we empower educators to achieve life and job satisfaction, cultivate a sense of belonging within their school communities, and flourish in all aspects of life and work. Our commitment to ongoing research and evidence-based practices ensures that our initiatives remain at the forefront of educator wellbeing. By prioritising self-care, promoting positive mental health, and nurturing a sense of purpose and ownership among educators, we aim to create a ripple effect that enhances the entire educational experience for both educators and students alike.

Our Vision:

Our Vision for Educator Wellbeing encompasses:

- [1] A culture of wellbeing integrated into every aspect of the educational system.
- [2] Educators who are empowered, resilient, and fulfilled in both their personal and professional lives.
- [3] School communities that actively support and prioritise educator wellbeing.
- [4] Continuous improvement in teaching practices and student outcomes because of enhanced educator wellbeing.
- [5] Recognition of educator wellbeing as a critical factor in attracting and retaining top talent in the field.
- [6] A comprehensive support network that addresses all eight areas of the Wellness Wheel for educators.
- [7] Innovative research driving the development of wellbeing initiatives.
- [8] Personalised wellbeing journeys for educators, supported by tailored resources and programmes.
- [9] Strong leadership commitment to educator wellbeing at all levels of the educational system.
- [10] A measurable positive impact on overall wellbeing and vitality of educational institutions and the broader community.

[b] Create and launch a dedicated webpage on Educator Wellbeing within the *Edukazzjoni Platform*

The Educator Wellbeing webpage [[link](#)], a branch of Edukazzjoni Website, serves as another resource for the People Management Department within MEYR. This platform showcases innovative work being done to continuously support wellbeing initiatives for educators and as another channel through which educators can seek support from MEYR. The webpage stands as a testament to ongoing project and initiatives aimed at enhancing educator wellbeing through outreach, support, and personal and professional development.

EDUCATOR WELLBEING

education

Introduction

We view as a state where the educator experiences life and job satisfaction, feels a sense of belonging within one's own school community, feels a sense of flourishing in all aspects of life and work, ensures own self-care and experiences positive mental health which in turn brings about a sense of purpose and ownership in one's role as educator.

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- Continuous improvement in teaching practices and student outcomes because of enhanced educator wellbeing.
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- Personalised wellbeing journeys for educators, supported by tailored resources and programmes.
- Strong leadership commitment to educator wellbeing at all levels of the educational system.
- A measurable positive impact on overall wellbeing and vitality of educational institutions and the broader community.

Related Links

[Report on the Educator Wellbeing and Job Satisfaction Survey for Scholastic Year 2023 – 2024](#)

[Report on the Outreach/Engagement Programme for Scholastic Year 2023 – 2024](#)

[Educator Wellbeing Webpage Contact Form](#)

[Key Objective 2] Conduct Comprehensive Research in Educator Wellbeing:

[a] The Educator Wellbeing and Job Satisfaction Survey [Reference: Action 1.1.4]

Reference to Action Plan for Work planned for 2025:

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.3	The launch of a Wellbeing Programme for Educators, which leads to the Strategy for Educators' Wellbeing	1.1.3.4	Implementation & Evaluation of Programmes on Educator Wellbeing	01-10-2024	30-06-2025
				1.1.3.5	Accreditation of Stand-Alone Modules on Wellbeing Training for Educators	01-10-2024	31-08-2025
				1.1.3.6	Formation of Working Group & Desk Research on Drafting of Strategy for Educators Wellbeing based on three areas: Engagement, Wellbeing Training & Support	01-01-2025	30-09-2025
				1.1.3.7	Focus Group Consultation Meetings with different stakeholder on Strategy for Educators Wellbeing	01-10-2025	31-12-2025

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.5	The setting up of a Wellbeing Unit for Educators, which includes professional on-demand help and mental health support, that works through an integrated approach with established support mechanisms within the public service.	1.1.5.3	Publication of Annual Report for Year 2024	01-02-2025	28-02-2025
				1.1.5.4	Setting up of Interministerial Committee to establish services within Educator Wellbeing Unit	01-01-2025	31-03-2025
				1.1.5.5	Engagement of Staff for Educator Wellbeing Unit	01-01-2025	31-05-2025
				1.1.5.6	Official Launch of Educator Wellbeing Unit linked with World Teacher's Day and World Mental Health Day	01-10-2025	15-10-2025
				1.1.5.7	Drafting of Annual Report on Educator Wellbeing Initiatives for Year 2025	01-11-2025	31-12-2025

Background

In alignment with Malta's National Education Strategy 2024-2030, the first Educator Wellbeing and Job Satisfaction Survey was conducted in 2024. This initiative aimed to provide MEYR with visibility into job satisfaction trends and gather educators' suggestions for desired changes in the sector.

Data Collection:

- Data Collection Period: 3 – 24 May 2024
- Participants: 1678 out of 7540 educators (22.25% response rate)
- Respondents: LSEs, KGEs, teachers, deputy heads of schools (formerly known as assistant heads of schools), heads of schools, and education officers

Survey Structure:

- 9 questions in total
- 5 demographic questions (role, gender, age, years of experience, educational context)
- 3 subjective wellbeing questions: Life Satisfaction (SWEMWBS), Affective wellbeing (SPANE) and *Eudaimonia* (SWLS)
- 1 job satisfaction question: for school-based educators (TJSS-9) and for education officers (a general job satisfaction section)

Research Aims:

- To assess the overall subjective wellbeing of educators by examining life evaluation, affective states and *eudaimonia*.
- To gain insight into educators' subjective views on job satisfaction

Key Findings:

- Subjective Wellbeing: 65.44% of educators reported moderate levels of life satisfaction and 66.63% of educators reported moderate levels of affective states
- Job Satisfaction: over 80% of educators indicated high or very high levels of *eudaimonia*

Future Plans:

- Inclusion of other professionals working in schools in future survey such as education support practitioners
- Next survey scheduled for January 2025.

Reference to Action Plan for Work planned for 2025:

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.4	A professional designed annual Educators' Wellbeing Survey that gives the Ministry visibility of changing trends in job satisfaction within the sector and educators' suggestions on which changes they would like to see.	1.1.4.8	Data Collection for 2 nd Educator Wellbeing & Job Satisfaction Survey	1-1-2025	31-1-2025
				1.1.4.9	Data Analysis & Write Up of Report for 2 nd Education Wellbeing & Job Satisfaction	1-2-2025	30-4-2025
				1.1.4.10	Publication of Report for Educator Wellbeing & Job Satisfaction Survey	1-5-2025	31-5-2025
				1.1.4.11	Desk Research on Educator Wellbeing & Job Satisfaction	1-6-2025	30-9-2025
				1.1.4.12	Review of Tool for Data Collection & Review of Email Invitation	1-10-2025	31-12-2025

For Educator Wellbeing and Job Satisfaction Survey Report for Scholastic Year 2023-2024 kindly access this [link](#).

[b] Preparatory Work on the Educators Support Needs Analysis and Training Needs Analysis Survey for 2025

Reference to Action Plan for work done in 2024:

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.2	A Support Needs Analysis and a Training Needs Analysis based on educators' feedback is conducted. Results are actioned accordingly.	1.1.2.4	Desk research on the <i>Support Needs Analysis and a Training Needs Analysis</i> survey. Survey to be extended to all teaching grades.	1-9-2024	31-12-2024

Background:

In the first term of the school year 2024-2025, desk research on the Support Needs Analysis and Training Needs Analysis Survey was help by People Management Department. Further deliverables for Action 1.1.2 are planned for the beginning of 2025, so by May 2025, the data collection for the survey will be held.

Reference to Action Plan for Work planned for 2025:

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.2	A Support Needs Analysis and a Training Needs Analysis based on educators' feedback is conducted. Results are actioned accordingly.	1.1.2.5	Review of Tool for Data Collection & Review of Email Invitation	1-1-2025	30-4-2025
				1.1.2.6	Data Collection for <i>Support Needs Analysis and Training Needs Analysis Survey</i>	1-5-2025	31-5-2025
				1.1.2.7	Data Analysis & Write Up of Report for <i>Support Needs Analysis and Training Needs Analysis Survey</i>	1-6-2025	30-6-2025
				1.1.2.8	Publication of Report	1-7-2025	31-7-2025
				1.1.2.9	Desk research on the <i>Support Needs Analysis and Training Needs Analysis Survey</i>	1-9-2025	31-12-2025

[Key Objective 3] Enhance Engagement with Educators

[a] The Outreach/Engagement Programme [References: Action 1.1.1; Action 1.2.1; Action 1.2.2]

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.1	An Engagement Programme that bridges the existing gap between educators in schools and senior management at the Ministry is designed, implemented, and regularly evaluated for further improvement	1.1.1.1	Development of Engagement/Outreach	1-8-2023	30-9-2023
				1.1.1.2	Implementation of Engagement/Outreach Programme in 23 schools for Scholastic Year 2023-2024	1-10-2023	15-7-2024
				1.1.1.3	Evaluation of Engagement/Outreach Programme in schools	1-6-2024	31-8-2024
				1.1.1.4	Implementation of Engagement/Outreach Programme in 28 schools	1-10-2024	30-6-2025
				1.1.1.5	Evaluation of Engagement/Outreach Programme in 28 schools	1-10-2024	30-6-2025

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.2	Systematic and direct involvement of educators in the policy development cycle.	1.2.1	Reinforcement of the Outreach Programme through a revised schedule of quarterly meetings between School Leadership Teams, Directors General and the Office of the Permanent Secretary	1.2.1.1	Feedback from HoS through Outreach Evaluation & through feedback from Educators seeking support for Term 1 SY 2024-2025	1-10-2024	31-12-2024

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.2	Systematic and direct involvement of educators in the policy development cycle.	1.2.2	Planned communication of the main outcomes of Outreach/Engagement Meetings, including the programmed way forward which is communicated to all the schools.	1.2.2.1	Meeting on the evaluation of the Outreach/Engagement Programme for Scholastic Year 2023-2024 & Way forward including the 28 schools where Outreach/Engagement Programme will be held for the scholastic year 2024-2025	1-8-2024	30-9-2024

Background

As part of the Malta's National Education Strategy for Malta 2024-2030, last scholastic year (2023-2024), the Outreach/Engagement Programme was initiated in schools in Malta with the aim to provide educators in schools with valuable insights into services within People Management at MEYR and People and Stands Division (P&SD) within the Office of the Prime Minister (OPM).

Preparation, Implementation for Outreach/Engagement for School Years 2023/2024 & 2024/2025:

- Preparation of Presentation for School Year 2023-2024
- Implementation of Outreach for School Year 2023-2024 in 23 schools
- Preparation of Presentation for School Year 2024-2025
- Implementation of Outreach for School Year 2024-2025 in 28 schools

Aims of Outreach/Engagement Programme:

- To introduce the Outreach/Engagement Programme in schools
- To present different services offered to MEYR employees such as Human Resources (HR), Education Resources (ER), People 360 and Employee Support Programme (ESP).

Key Findings of Evaluation of Outreach/Engagement Programme:

- The programme yielded highly positive results, demonstrating its effectiveness in delivering relevant and practical information to educators.
- The sessions presented practical and relevant information with regards to the roles of HR, ER, and Mental Health & Personal Wellbeing Services.
- The presentation and its content was helpful to the educators.

Future Plans:

- Implementation of Engagement/Outreach Programme in the rest of the 28 schools for School Year 2024/2025 as per Action 1.1.1
- Continuous Evaluation for Outreach/Engagement Programme and collection of Feedback from Schools as per Action 1.1.1

- Termly meetings on the reinforcement of the Outreach/Engagement Programme between School Leadership Teams, Directors General, and the Office of the Permanent Secretary as per action 1.2.1
- Yearly Evaluation of the Outreach Programme done by People Management in August 2025 as per action 1.2.2

For Outreach/Engagement Programme Evaluation for Scholastic Year 2023-2024 kindly access this [link](#).

Reference to Action Plans for Work planned for 2025:

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.1	An Engagement Programme that bridges the existing gap between educators in schools and senior management at the Ministry is designed, implemented, and regularly evaluated for further improvement	1.1.1.4	Implementation of Engagement/Outreach Programme in 28 schools	1-10-2024	30-6-2025
				1.1.1.5	Evaluation of Engagement/Outreach Programme in 28 schools	1-10-2024	30-6-2025
				1.1.1.6	Report on Evaluation of Engagement/Outreach Programme	1-7-2025	31-7-2025
				1.1.1.7	Implementation of Engagement/Outreach Programme in 28 schools	1-10-2025	31-7-2025
				1.1.1.8	Evaluation of Engagement/Outreach Programme	1-10-2025	30-6-2026

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.2	Systematic and direct involvement of educators in the policy development cycle.	1.2.1	Reinforcement of the Outreach Programme through a revised schedule of quarterly meetings between School Leadership Teams, Directors General and the Office of the Permanent Secretary	1.2.1.2	Feedback to be discussed with SLT of school where Outreach/Engagement Programme took place for Term 1 SY 2024-2025, DGs and OPS	1-1-2025	31-1-2025
				1.2.1.3	Feedback from HoS through Outreach Evaluation & through feedback from Educators seeking support for Term 2 SY 2024-2025	1-1-2025	31-3-2025
				1.2.1.4	Feedback to be discussed with SLT of school where Outreach/Engagement Programme took place for Term 2 SY 2024-2025, DGs and OPS	1-4-2025	30-4-2025
				1.2.1.5	Feedback from HoS through Outreach Evaluation & through feedback from Educators seeking support for Term 3 SY 2024-2025	1-4-2025	30-6-2025
				1.2.1.6	Feedback to be discussed with SLT of school where Outreach/Engagement Programme took place for Term 3. DGs and OPS	1-7-2025	31-7-2025
				1.2.1.7	Feedback from HoS through Outreach Evaluation & through feedback form	1-10-2025	31-12-2025

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.2	Systematic and direct involvement of educators in the policy development cycle.	1.2.2	Planned communication of the main outcomes of Outreach/Engagement Meetings, including the programmed way forward which is communicated to all the schools.	1.2.2.2	Meeting on the evaluation of the Outreach/Engagement Programme for Scholastic Year 2024-2025 & Way forward including the 28 schools where Outreach/Engagement Programme will be held for the scholastic year 2025-2026	1-8-2025	30-9-2025

[Key Objective 4] Promote Personal and Professional Development around Educator Wellbeing

[a] The *Benesseri* Programme for Education Leaders

Reference to Action Plan for work done in 2024:

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.8	The re-introduction of the <i>Benesseri</i> Programme (Wellbeing for School Leaders) for School Leadership Team.	1.1.8.1	Working group on the Development of <i>Benesseri</i> programme on Wellbeing based on the 8 Dimensions of the Wellbeing Wheel	1-6-2024	30-9-2024

Background:

The *Benesseri* Programme: Pre-Tertiary Certificate in Holistic Wellbeing of Education Leaders was designed at the last quarter of 2024 with the aims to provide a continuous and comprehensive provision to enhance the wellbeing of education leaders in Maltese State School. This programme which will be initiated in October 2025.

Aims of Benesseri Programme:

- To equip Deputy Heads of Schools, Heads of Department, and Heads of Schools with skills and knowledge necessary for their own self-care and wellbeing.
- To foster a culture of holistic wellbeing within their school communities.

Future for Benesseri Programme:

- Accreditation of Programme
- Year 1 [2025-2026]: Empowered Leadership Award: Mind and Heart
- Year 2 [2026-2027]: Holistic Leadership Award: Vitality and Purpose
- Year 3 [2027-2028]: Balanced Leadership Award: Community and Career
- Year 4 [2028-2029]: Sustainable Leadership Award: Environment and Economics

Reference to Action Plans for Work planned for 2025:

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.8	The re-introduction of the <i>Benesseri</i> Programme (Wellbeing for School Leaders) for School Leadership Team.	1.1.8.2	Accreditation of <i>Benesseri</i> Programme	1-10-2024	31-3-2025
				1.1.8.3	Expression of Interest for Trainers on Programme	1-3-2025	31-8-2025
				1.1.8.4	Identification of Location for <i>Benesseri</i> Programme	1-1-2025	30-6-2025
				1.1.8.5	Launch & Implementation of <i>Benesseri</i> Programme for Scholastic Year 2025-2026	1-10-2025	30-6-2026
				1.1.8.6	Evaluation of <i>Benesseri</i> Programme for Scholastic Year 2025-2026	1-10-2025	30-6-2026

[b] Self-Care and Wellbeing Programmes for Educators

Reference to Action Plan for work done in 2024:

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.3	The launch of a Wellbeing Programme for Educators, which leads to the Strategy for Educators' Wellbeing	1.1.3.6	Working Group on the Development of Programmes on Educator Wellbeing	1-6-2024	30-9-2024
				1.1.3.7	Launch of Programmes on World Teacher's Day and as apart of World Mental Health	1-10-2024	15-10-2024

Background:

Like the *Benesseri* Programme, five workshops were developed that focus on the Wellbeing of Educators. The name of these workshops are:

[a] Steps Towards Self-Care: Cultivating Wellbeing for Educators

[b] Capturing Connections: Using Photo Elicitation to foster Emotional Wellbeing in Educators

[c] Mindful Moments: Cultivating Presence and Peace in Learning Environments for Educators

[d] Harmonising Hearts: The Power of Musical Awareness in Self-Care for Educators

[e] Colouring Outside the Lines: The Impact of Art on Educator Resilience and Wellbeing

Aims of Self-Care Training Programmes for Educators:

- To equip educators with skills and knowledge necessary for their own self-care and wellbeing.
- To foster a culture of holistic wellbeing amongst educators within school communities.

Future Plans:

- Accreditation of Wellbeing Programmes for Educators where educators who wish to get a certificate for the module are to do an online component after the workshop.

Reference to Action Plans for Work planned for 2025:

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.3	The launch of a Wellbeing Programme for Educators, which leads to the Strategy for Educators' Wellbeing	1.1.3.9	Accreditation of Stand-Alone Modules on Wellbeing Training for Educators	1-10-2024	31-8-2025

[c] Trauma-Informed Practice Training

Reference to Action Plan for work done in 2024:

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.11	Through an integrated approach, the training of educators in dealing with children who faced trauma.	1.1.11.1	Working Group for the Development of a Trauma Informed Programme for Educators	1-1-2024	31-12-2024

Background:

Like the previous training initiatives, the HEART: Healing Education and Responsive Teaching Programme was developed in November and December 2024, with the purpose to equip educators with the knowledge, skills, and strategies necessary to create a trauma-informed school environment that support the learning and wellbeing of students who have experienced trauma.

Aims of HEART programme are:

- To develop a comprehensive understanding of trauma and its impact on student learning and behaviour among educators.
- To foster a whole-school approach to trauma-informed practices, creating a supportive and safe environment for all students.
- To enhance educators' capacity to recognise and respond effectively to trauma-related behaviours in the classroom.
- To promote educator wellbeing and resilience in dealing with trauma-affected students.

Future Plans:

Accreditation of HEART programme where educators who get training in the programme will get an accreditation certificate upon completion of the programme.

Reference to Action Plans for Work planned for 2025:

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.11	Through an integrated approach, the training of educators in dealing with children who faced trauma.	1.1.11.2	Accreditation of Trauma Informed Programme for Educators	1-1-2025	30-4-2025
				1.1.11.3	Expression of interest for trainer to deliver training in schools	1-5-2025	31-8-2025
				1.1.11.4	Delivery of training to 1250 educators in year 1 of training	1-10-2025	30-6-2026
				1.1.11.5	Evaluation of Trauma Informed Training for year 1 of training	1-10-2025	30-6-2027

[Key Objective 5] Strengthening Support Systems

[a] Continuous Evaluations and Interventions of Outreach/Engagement Programme, Professional Development and from Research Initiatives

Reference to Action Plan for work done in 2024:

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.1	An Engagement Programme that bridges the existing gap between educators in schools and senior management at the Ministry is designed, implemented, and regularly evaluated for further improvement	1.1.1.3	Evaluation of Engagement/Outreach Programme in schools	1-6-2024	31-8-2024

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.2	Systematic and direct involvement of educators in the policy development cycle.	1.2.1	Reinforcement of the Outreach Programme through a revised schedule of quarterly meetings between School Leadership Teams, Directors General and the Office of the Permanent Secretary	1.2.1.1	Feedback from HoS through Outreach Evaluation & through feedback from Educators seeking support for Term 1 SY 2024-2025	1-10-2024	31-12-2024

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.3	The launch of a Wellbeing Programme for Educators, which leads to the Strategy for Educators' Wellbeing	1.1.3.4	Evaluation of <i>Engagement Programme Feedback, Education Wellbeing and Job Satisfaction Survey</i> (Actions 1.1.1 & 1.1.4)	1-6-2024	31-8-2024
				1.1.3.5	Design and setting up of a Webpage branched in the edukazzjoni.gov website on areas of Engagement, Support and Training	1-7-2024	31-12-2024
				1.1.3.8	Implementation and Evaluation of Programmes on Educator Wellbeing	15-10-2024	30-6-2025

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.4	A professionally designed annual Educators' Wellbeing Survey that gives the Ministry visibility of changing trends in job satisfaction within the sector and educators' suggestions on which changes they would like to see.	1.1.4.3	Data Collection for 1 st Educator Wellbeing & Job Satisfaction Survey	1-5-2024	31-5-2024
				1.1.4.4	Data Analysis & Write Up of Report for 1 st Educator Wellbeing & Job Satisfaction Survey	1-6-2024	24-6-2024

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.5	The setting up of a Wellbeing Unit for Educators, which includes professional on-demand help and mental health support, that works through an integrated approach with established support mechanisms within the public service.	1.1.5.2	Drafting of Annual Report on Educator Wellbeing Initiatives for Year 2024	01-11-2024	31-12-2024

Background:

The initiatives discussed in the previous key objectives are continuously being evaluated to ensure appropriate engagement, professional development, and support for educators:

[a] Term-based and Yearly Evaluation of the Outreach/Engagement Programme

[b] Evaluation of Programmes on Educator Wellbeing

[c] Feedback and Evaluation from the Educator Wellbeing and Job Satisfaction Survey

[d] Annual Report for 2024

Future Plans:

- Continuous implementation and evaluation of Outreach/Engagement Programme
- Continuous implementation and evaluation of Programmes on Educator Wellbeing
- Implementation and evaluation of *Benesseri* Programme

- Educator Wellbeing and Job Satisfaction Survey for 2025
- Support Needs and Training Needs Analysis Survey for 2025
- A Section for Self-Care and Wellbeing Resources for Educators in the Educator Wellbeing Web Page

Reference to Action Plans for Work planned for 2025:

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.1	An Engagement Programme that bridges the existing gap between educators in schools and senior management at the Ministry is designed, implemented, and regularly evaluated for further improvement	1.1.1.5	Evaluation of Engagement/Outreach Programme in 28 schools	1-10-2024	30-6-2025
				1.1.1.6	Report on Evaluation of Engagement/Outreach Programme	1-7-2025	31-7-2025
				1.1.1.8	Evaluation of Engagement/Outreach Programme	1-10-2025	30-6-2026

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.2	Systematic and direct involvement of educators in the policy development cycle.	1.2.1	Reinforcement of the Outreach Programme through a revised schedule of quarterly meetings between School Leadership Teams, Directors General and the Office of the Permanent Secretary	1.2.1.2	Feedback to be discussed with SLT of school where Outreach/Engagement Programme took place for Term 1 SY 2024-2025, DGs and OPS	1-1-2025	31-1-2025
				1.2.1.3	Feedback from HoS through Outreach Evaluation & through feedback from Educators seeking support for Term 2 SY 2024-2025	1-1-2025	31-3-2025
				1.2.1.4	Feedback to be discussed with SLT of school where Outreach/Engagement Programme took place for Term 2 SY 2024-2025, DGs and OPS	1-4-2025	30-4-2025
				1.2.1.5	Feedback from HoS through Outreach Evaluation & through feedback from Educators seeking support for Term 3 SY 2024-2025	1-4-2025	30-6-2025
				1.2.1.6	Feedback to be discussed with SLT of school where Outreach/Engagement Programme took place for Term 3. DGs and OPS	1-7-2025	31-7-2025
				1.2.1.7	Feedback from HoS through Outreach Evaluation & through feedback form	1-10-2025	31-12-2025

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.2	Systematic and direct involvement of educators in the policy development cycle.	1.2.2	Planned communication of the main outcomes of Outreach/Engagement Meetings, including the programmed way forward which is communicated to all the schools.	1.2.2.2	Meeting on the evaluation of the Outreach/Engagement Programme for Scholastic Year 2024-2025 & Way forward including the 28 schools where Outreach/Engagement Programme will be held for the scholastic year 2025-2026	1-8-2025	30-9-2025

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.3	The launch of a Wellbeing Programme for Educators, which leads to the Strategy for Educators' Wellbeing	1.1.3.4	Implementation & Evaluation of Programmes on Educator Wellbeing	01-10-2024	30-06-2025

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1.	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.8	The re-introduction of the <i>Benesseri</i> Programme (Wellbeing for School Leaders) for School Leadership Team.	1.1.8.5	Launch & Implementation of Beneseri Programme for Scholastic Year 2025-2026	1-10-2025	30-6-2026
				1.1.8.6	Evaluation of Beneseri Programme for Scholastic Year 2025-2026	1-10-2025	30-6-2026

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.4	A professional designed annual Educators' Wellbeing Survey that gives the Ministry visibility of changing trends in job satisfaction within the sector and educators' suggestions on which changes they would like to see.	1.1.4.8	Data Collection for 2 nd Educator Wellbeing & Job Satisfaction Survey	1-1-2025	31-1-2025
				1.1.4.9	Data Analysis & Write Up of Report for 2 nd Education Wellbeing & Job Satisfaction	1-2-2025	30-4-2025
				1.1.4.10	Publication of Report for Educator Wellbeing & Job Satisfaction Survey	1-5-2025	31-5-2025
				1.1.4.11	Desk Research on Educator Wellbeing & Job Satisfaction	1-6-2025	30-9-2025
				1.1.4.12	Review of Tool for Data Collection & Review of Email Invitation	1-10-2025	31-12-2025

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.2	A Support Needs Analysis and a Training Needs Analysis based on educators' feedback is conducted. Results are actioned accordingly.	1.1.2.5	Review of Tool for Data Collection & Review of Email Invitation	1-1-2025	30-4-2025
				1.1.2.6	Data Collection for <i>Support Needs Analysis and Training Needs Analysis Survey</i>	1-5-2025	31-5-2025
				1.1.2.7	Data Analysis & Write Up of Report for <i>Support Needs Analysis and Training Needs Analysis Survey</i>	1-6-2025	30-6-2025
				1.1.2.8	Publication of Report	1-7-2025	31-7-2025
				1.1.2.9	Desk research on the <i>Support Needs Analysis and Training Needs Analysis Survey</i>	1-9-2025	31-12-2025

[Key Objective 6] Foster a Culture of Wellbeing

[a] Our Mission, Vision, and Definition of Educator Wellbeing

Background

To foster a culture of Wellbeing, linked in the instances of the development of Our Mission Statement and Our Vision for Educator Wellbeing, the development of a working definition on Educator Wellbeing was key in the creation of a culture of wellbeing for educators:

Definition of Educator Wellbeing:

‘A state where the educator experiences life and job satisfaction, feels a sense of belonging within one’s own school community, feels a sense of flourishing in all aspects of life and work, ensures own self-care and experiences positive mental health which in turn brings about a sense of purpose and ownership in one’s role as educator’.

The initiatives discussed in the previous key objectives are continuously being evaluated to ensure appropriate engagement, professional development, and support for educators.

Future Plans:

In the upcoming year a number of initiatives in line with Pillar 1 of Educator Wellbeing in the National Education Strategy for Malta 2024-2030 are planned namely:

[a] The Setting up of the Educator Wellbeing Unit

[b] Formation of Working Group and Consultation Meetings on the Strategy for Educator Wellbeing

Reference to Action Plans for Work planned for 2025:

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.3	The launch of a Wellbeing Programme for Educators, which leads to the Strategy for Educators' Wellbeing	1.1.3.10	Formation of Working Group & Desk Research on Drafting of Strategy for Educators Wellbeing based on three areas: Engagement, Wellbeing Training & Support	1-1-2025	30-9-2025
				1.1.3.11	Focus Group Consultation Meetings with different stakeholders on Strategy for Educators Wellbeing	1-10-2025	31-12-2025

Ref.	Measure	Ref.	Action	Ref.	Deliverables	Start Date	End Date
1.1	A stronger support mechanism for educators which increases the level of job satisfaction and mental wellbeing	1.1.5	The setting up of a Wellbeing Unit for Educators, which includes professional on-demand help and mental health support, that works through an integrated approach with established support mechanisms within the public service.	1.1.5.5	Engagement of Staff for Educator Wellbeing Unit	1-1-2025	31-3-2025
				1.1.5.6	Official Launch of Educator Wellbeing Unit linked with World Teachers Day and World Mental Health Day	1-10-2025	15-10-2025
				1.1.5.7	Drafting of Annual Report on Educator Wellbeing Initiatives for Year 2025	1-11-2025	31-1-2026

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