**INTRODUCTION**

Beginning teacher (BT) attrition in the UK is problematically high (Harlitt, 2015). Foreman-Peck (2015) suggests that well-being is an overlooked influencing factor.

Teacher well-being also has broader links to pupil well-being and attainment. Palomera, Ferandez-Berrocal and Brackett (2008) argue that initial teacher education (ITE) is the priority context for developing teacher well-being, effectiveness and likelihood of remaining in teaching.

Educational Psychologists (EPs) could have a key role to play in promoting teacher well-being starting with BTs during ITE (Gibbs & Miller, 2014).

**Research Questions**

1. How do BTs reflect upon their experiences of preparation throughout ITE?
2. How do BTs reflect upon their experiences of additional well-being support throughout ITE?
3. How might ITE be developed to help to further support BT well-being and what role could EPs have in this?

**PROCESS & METHODS**

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<thead>
<tr>
<th>TIME 1</th>
<th>TIME 2</th>
<th>Statistical Analysis/Wordcloud Analysis</th>
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<tr>
<td>Initial Questionnaire</td>
<td>Follow-up Questionnaire</td>
<td>Interpretabe Phenomenological Analysis</td>
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<td>• Initial Interviews</td>
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- BTs recruited from PGCE courses across Wales.
- Data collected at two time points (T1 = End of ITE; T2 = Six weeks into teaching).
- Parallel mixed-methods design employed (Creswell & Plano-Clark, 2011).
- Statistical analysis of quantitative questionnaire data.
- Qualitative questionnaire analysed using Wordclouds (Steinbock, 2008).
- Interview data analysed during Interpretative Phenomenological Analysis (Smith, Flowers & Larkin, 2009).

**RESULTS & RECOMMENDATIONS**

**Over-arching Issues & Recommendations**

- Teacher well-being requires further recognition beginning with ITE. However, attitudes towards teacher well-being are still somewhat stigmatised. This will need to be addressed in the first instance.
- The communication of expectations between ITE staff, school staff and BTs is important from the outset of ITE in terms of influencing BTs’ sense of preparedness.
- There is further scope for EP involvement in ITE in terms of preparing BTs for teaching and enhancing BT well-being via a range of means e.g., training ITE staff, providing direct support for BT and supporting partner schools.

**Specific Findings & Recommendations**

- Further investment is required within ITE in terms of areas that have been linked to teacher well-being. In-depth and reflective preparation is required.
- BTs require further support at the ITE stage in terms of their ability to proactively, self-manage their well-being.
- BTs’ relationship with their mentors is considered key to BT well-being. Mentors could have a specific role in supporting BT well-being and might benefit from having additional training to develop positive communication practices.

**DISCUSSION & CONCLUSIONS**

BT retention depends upon having a rigorous well-being strategy in place (McCallum & Price, 2010). This study found that BT well-being requires a more prominent position within ITE. Furthermore, BTs need more in-depth preparation in areas that have been associated with well-being such as behaviour management.

EPs could undertake both direct and systemic-level work regarding BT well-being. This could begin with EPs engaging in dialogue with schools about the importance of teacher well-being (Rofley, 2007).