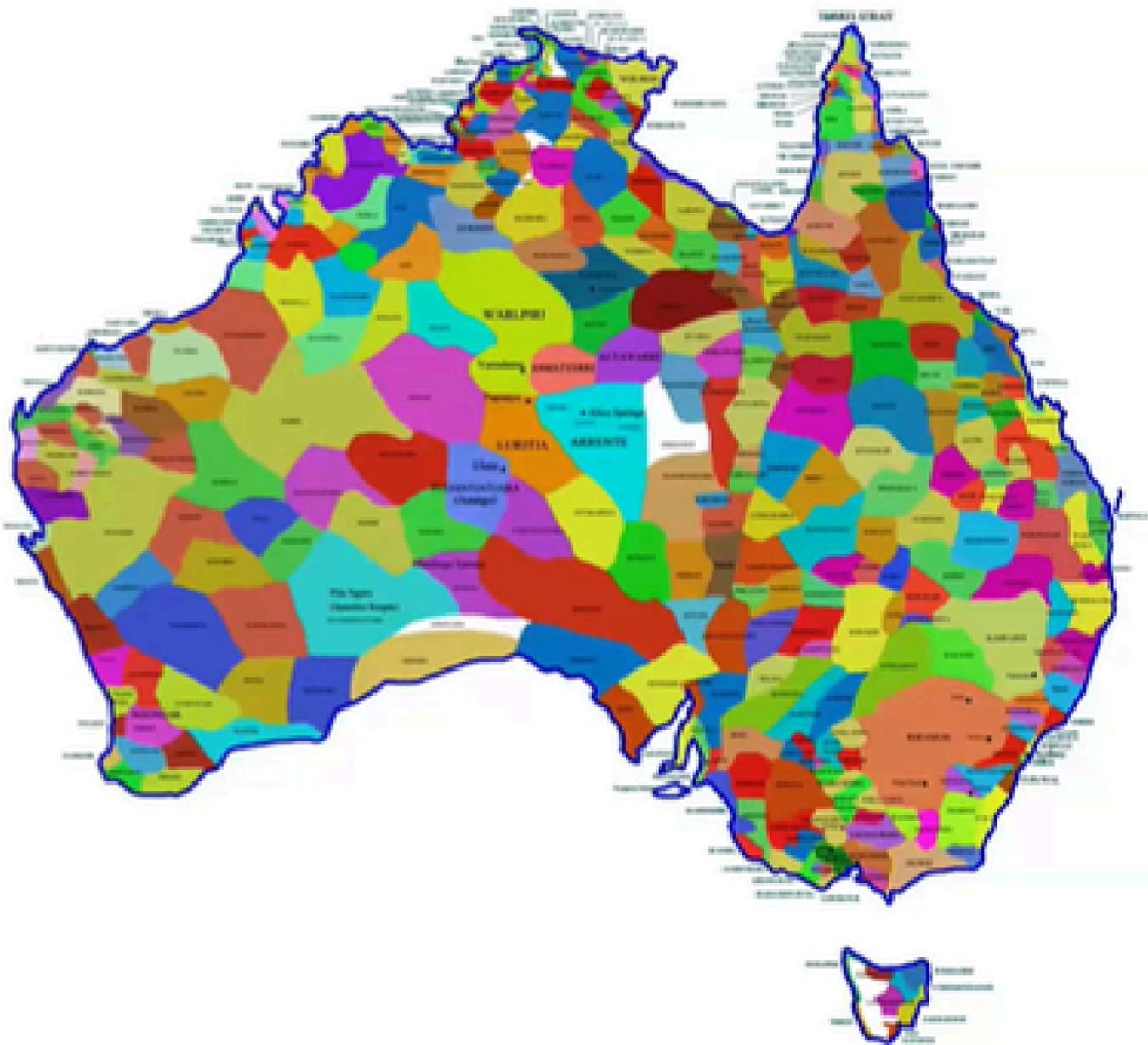


Burnout in Special Education: A Shift in Focus

AMY GRIFFITHS



In the spirit of reconciliation, I would like to acknowledge the Traditional Custodians of the country I am visiting today, and their connection to land, sea and community. I pay my respects to Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today. I travelled from Gadigal country, in Sydney, where my children and I were born, and I teach in Dahrug country.

1. BURNOUT CONTRIBUTOR

2. FRAMING OF BURNOUT

2010-2019: PRE COVID

2020-2022: DURING COVID

2023-2025: POST COVID

TEACHER: AGE, EXPERIENCE, GENDER

STUDENT: DISABILITY, BEHAVIOUR

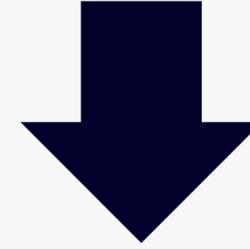
SCHOOL: ADMIN SUPPORT,

WORKLOAD,

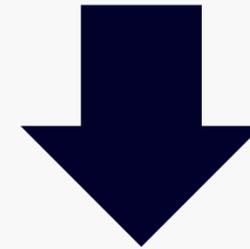
POLICY IMPLEMENTATION

**BURNOUT IS AN
OCCUPATIONAL
SYNDROME**

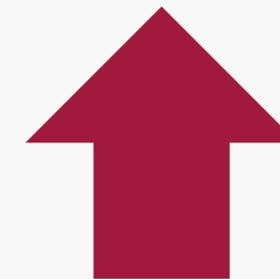
**H1: STUDENT
CONTRIBUTORS
DECLINE**

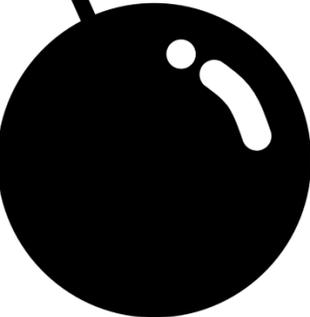
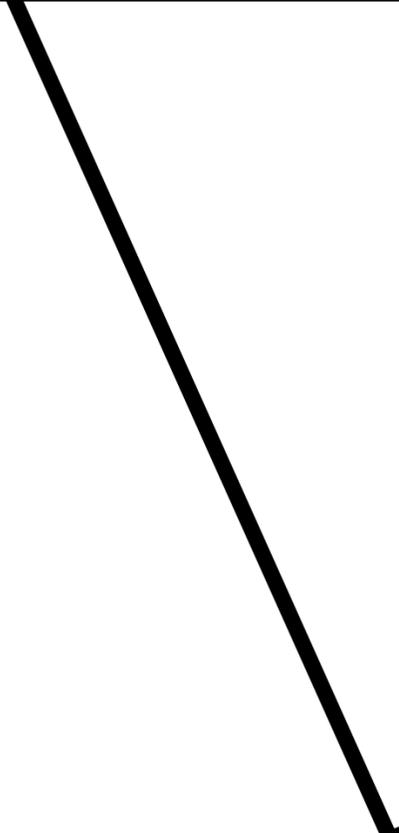


**H2: TEACHER
CONTRIBUTORS
DECLINE**



**H3: SCHOOL
CONTRIBUTORS
INCREASE**





2010-2019 TEACHERS

2023-2025 TEACHERS



2020-2022 SCHOOLS

Burnout Contributors

1. Shift in focus

- From teacher traits → to school and system factors: Leadership, workload, support structures

2. Shift in methods

- Many tools measure the individual mainly
- Combine burnout scales with → school context, organisational demands and student complexity

3. Shift in what is centred

- Student factors are rarely central
- Special education is → Relational, multi-agency and coordination-heavy