

Exploring Teacher Wellness Using Poetic Representation with Teachers in their First Five Years

By

Linnea Rose Leist

B.Ed., University of Victoria, 2023

A Thesis Submitted in Partial Fulfillment of the

Requirements for the Degree of

Master of Arts

in the School of Exercise Science, Physical and Health Education

© Linnea Rose Leist 2025

University of Victoria

All rights reserved. This thesis may not be reproduced in whole or in part, by photocopy or other means, without the permission of the author.

I acknowledge and respect the Lək'wəḡən (Songhees and X'wəpsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək'wəḡən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day. I also acknowledge the ancestral lands of the Teechamista and the Lək'wəḡən (Songhees and X'wəpsəm/Esquimalt) Peoples on whose traditional lands I reside.

Exploring Teacher Wellness Using Poetic Representation with Teachers in their First Five Years

by

Linnea Rose Leist

B.Ed., University of Victoria, 2023

Supervisory Committee

Dr. Lara Lauzon, Supervisor

Faculty of Health

School of Exercise Science, Physical and Health Education

Dr. Jennifer Gruno, Departmental Member Research Collaborator

Faculty of Health

School of Exercise Science, Physical and Health Education

Abstract

International pleas regarding proposals and plans to address the attrition of teachers have been continually documented by many organizations. One such organization is The United Nations Educational, Scientific, and Cultural Organization (UNESCO). The purpose of this hermeneutical phenomenological and poetic representation-based thesis was to explore how new teachers conceptualized and have experienced teacher wellness. Ten new teachers, having five or fewer years of teaching experience were interviewed using one-to-one interviews following Patton's (2002) interview guides for sampling and size of sample. McMullin's (2023) framework on undertaking and reporting on transcription was also used. To report on findings, represent data, preserve participant voice, and promote meaning making, found poetry, a division of poetic representation, was used. Four themes emerged from the data: wellness as dimensions, wellness as balance, wellness as programs, and wellness as change. The third theme, wellness as programs, had an additional three sub-themes: wellness as programs for teacher support, wellness as program awareness for new teachers, and wellness as programs for community. This study was an important contribution as it provided an opportunity to add to the research on new teacher wellness through hermeneutical phenomenology and poetic representation.

Table of Contents

Abstract	iii
List of Tables	ix
List of Figures	x
Acknowledgements	xi
Dedication	xii
Chapter 1 – Introduction	1
Rationale	2
Purpose.....	4
Research Questions	4
Organization of the Thesis	5
Chapter Two – Review of Literature	6
A Brief History of Wellness	6
Dr. Halbert L. Dunn – High-Level Wellness	6
Dr. John Travis – Founder of the First Wellness Centre in North America	8
Dr. Bill Hettler – The Six Dimensions of Wellness.....	8
A Summary on The Brief History of Wellness.....	9
Wellness and Teachers.....	9
Defining Teacher Wellness.....	10
Hermeneutical Phenomenology as Used in Research.....	18

The Benefits of Using Hermeneutical Phenomenology as a Research Method	19
Poetic Representation as Used in Research	20
The Benefits of Using Poetic Representation in Research	21
A Summary – Poetic Representation in Research	23
Review of Literature Summary	24
Chapter Three – Research Methodology	25
Design	25
Hermeneutical Phenomenology	25
Poetic Representation.....	26
Found Poetry	26
Researcher Bias.....	28
Considering Qualitative Research.....	28
Research Timeline and Description	31
Participant Sampling and Recruitment	32
Ethical Considerations	33
Data Collection	33
The Connection of Hermeneutical Phenomenology and Poetic Representation	34
One-to-One Interviews.....	35
Data Analysis	37
Found Poem Creation and Approval.....	40
Limitations of the Methodology	41

Summary	41
Chapter Four – Findings	42
Participant Characteristics	42
Findings Presentation – Introduction	43
Theme One – Wellness as Dimensions	44
Participant Interview Quotes as Related to the Wellness as Dimensions Theme	44
Found Poem Excerpts Created from Verbatim Transcripts	46
Theme Two – Wellness as Balance	47
Participant Interview Quotes as Related to the Wellness as Balance Theme	48
Found Poem Excerpts Created from Verbatim Transcripts	50
Theme Three – Wellness as Programs	52
Participant Interview Quotes as Related to the Wellness as Programs Theme	52
Found Poem Excerpts Created from Verbatim Transcripts	56
Theme Four – Wellness as Change	59
Participant Interview Quotes as Related to the Wellness as Change Theme	60
Found Poem Excerpts Created from Verbatim Transcripts	61
Participants’ Approval and Suggestions for Created Found Poems	63
Findings Summary	63
Chapter Five – Discussion	65
Researcher Interpretations of the Found Poem Findings	65
Wellness as Dimensions	66

Wellness as Balance.....	68
Wellness as Programs	69
Wellness as Change	70
An Interpretive Summary	71
An Expression of Impact – Research, Writing, and Reflecting on Found Poetry	72
Finding Found Poetry	72
Chapter Six – Conclusion	74
Future Actions on Part of the Researcher – Possibilities for Research Dissemination	74
Recommendations for Future Research	76
References.....	77
Appendix A – Recruitment Poster	89
Appendix B – Initial Email for Participant Recruitment	91
Appendix C – Participant Consent Form.....	92
Appendix D – Microsoft Form Used for Recruitment.....	97
Appendix E – Ethics Certificate of Approval	99
Appendix F – Email Asking Participants to Choose a Date, Location, and Time for the One-to-One Interview.....	101
Appendix G – Email Notifying Participants of Interview Date and Time	102
Appendix H – One-Week Reminder Email for Participant One-to-One Interview	103
Appendix I – One-Day Reminder Email for Participant One-to-One Interview	104

Appendix J – Email Thanking Participants for their Participation in the Research Study	105
Appendix K – Email for Participant Notice of Withdrawal	106
Appendix L – Interview Questions	107
Appendix M – Found Poem from Cedar’s Interview	108
Appendix N – Found Poem from Rain’s Interview	109
Appendix O – Found Poem from Ocean’s Interview	110
Appendix P – Found Poem from Ash’s Interview	111
Appendix Q – Found Poem from Fern’s Interview	112
Appendix R – Found Poem from Sage’s Interview	113
Appendix S – Found Poem from Wren’s Interview	114
Appendix T – Found Poem from River’s Interview	115
Appendix U – Found Poem from Juniper’s Interview	116
Appendix V – Found Poem for Phoenix ‘s Interview.....	117

List of Tables

Table 1 Interview Questions	37
Table 2 Participant Introductions	42
Table 3 Found Poem Excerpts as Related to the Theme, Wellness as Dimensions	46
Table 4 Found Poem Excerpts as Related to the Theme, Wellness as Balance.....	50
Table 5 Found Poem Excerpts as Related to the Sub-Theme, Wellness as Programs for Teacher Support.....	56
Table 6 Found Poem Excerpts as Related to the Sub-Theme, Wellness as Program Awareness for New Teachers.....	57
Table 7 Found Poem Excerpts as Related to the Sub-Theme, Wellness as Programs for Community	58
Table 8 Participants’ Suggested Programs for New Teacher Wellness.....	59
Table 9 Found Poem Excerpts as Related to the Theme, Wellness as Change – Direct Reference	61
Table 10 Found Poem Excerpts as Related to the Theme, Wellness as Change – Indirect Reference	62
Table 11 Participants’ Comments Regarding Found Poem Approval.....	63

List of Figures

Figure 1 Linnea Leist Master of Arts Timeline	31
---	----

Acknowledgements

Completing this thesis has been like a journey down a river. Currents ebb and flow, then rapids and waterfalls appear. The support of many people allowed me to work through, and now, appreciate the river that has been my graduate school journey thus far. Firstly, I would like to thank my participants for sharing your experiences as new teachers. I enjoyed spending time with each one of you. Your enthusiasm and willingness to participate in my research is appreciated. I would like to thank my supervisor, Dr. Lara Lauzon, for her continued support through conversation, and for her support in discovering my potential. To Dr. Jennifer Gruno, my research collaborator, thank you for engaging with my proposal, for posing insightful questions, offering resources, and for your adaptability as this research and thesis progressed. Thank you also to the many students and members in the School of Exercise Science, Physical and Health Education who shared conversations with me, supported me with additional information, and for simply sharing a smile in passing down the halls.

Dedication

I dedicate this thesis to my family whose support allowed me to complete this Master of Arts. You were always there to help me celebrate the exciting times, hold me up during the challenges, and acted as my foundation throughout.

“A candle loses nothing by lighting another candle” (James Keller, N.D.).

Chapter 1 – Introduction

Teachers, broadly defined as those providing instruction in public or independent school settings are licensed by provincial or territorial governing boards. In British Columbia (BC), teachers are licensed by the Teacher Regulation Branch (TRB). This agency, established in 2012, under the Teachers Act, replaced the BC College of Teachers, with the aim of creating a new structure that would regulate the profession (Government of British Columbia, 2024). The TRB, in addition to providing the certification of teachers, through the Commissioner for Teacher Regulation, ensures professional conduct, competencies, and oversees the disciplinary process (Government of British Columbia Teacher, 2024). Further support and regulation are provided by the British Columbia Teachers’ Federation (BCTF).

Established in 1917 by George Lister, the BCTF acts as the labour union for public school teachers in BC (BCTF, 2025 c). Many programs are offered by the BCTF for teachers such as health and safety workshops, leadership training, and annual teacher conferences. Some programs that focus specifically on the well-being of teachers include: the Health and Wellness Program where teachers are provided assistance with their health and wellness to foster teacher retention or job sustainability (BCTF, 2024 b); Well Teacher Groups where educators are paired with other teachers and a trained wellness leader to enhance their wellbeing (BCTF, 2025 e); Starling Minds, an online program that encourages educators to learn about and develop tools to manage stress (BCTF, 2025 d); and the British Columbia Early Career Teachers’ Association (BCECTA), a BCTF specialist association designed to support new teachers and Teachers Teaching on Call (TTOCs) in their first five years of practice (BC Early Career Teachers’ Association, n.d.).

Rationale

I am a new teacher. I have been a certified teacher for two years in BC. I graduated with distinction, am passionate about teaching, and have enjoyed my experiences as a new teacher. I loved the teacher preparation process where I had the opportunity to meet other teachers and plan lessons. I also enjoyed building relationships with the children. However, as a new teacher, I anticipated that I would also benefit from mentorship and guidance. Instead, I was met with resistance and was not made aware of how to access my professional email account, where to park, or who and how to ask for support regarding school and classroom related challenges. As a graduate student, I became curious about the experiences of other new teachers in BC as they entered the teaching profession regarding their wellness. In researching the wellness of teachers, I came across several organizations such as the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the British Columbia Teachers' Federation.

In a report published by UNESCO, the *Global Report on Teachers: Addressing Teacher Shortages and Transforming the Profession* (2024) in which the *International Task Force on Teachers for Education 2030* was introduced, a profession transformation and new social contract for teachers was proposed. The report states, “Realizing this vision of teaching and ensuring teachers have enabling conditions to thrive has implications for financing and international cooperation” (UNESCO, 2024, p. 95). Associated recommendations include the “develop[ment] of holistic teacher policies aligned to national priorities...include[ing] all dimensions affecting teachers in a collaborative manner” (UNESCO, 2024, p. 148); “Collect[ing] more and better data...to know who and where the teachers are and what they need in terms of professional development, career mobility, and otherwise” (UNESCO, 2024, p. 148); “Transform[ing] teacher education and professional development from course-based, individual

endeavours to lifelong, collaborative, and teacher-led processes” (UNESCO, 2024, p. 149); and “Improv[ing] the working conditions of teachers, beginning with salaries and incentives to ensure they receive competitive compensation and benefits” (UNESCO, 2024, p. 149).

The British Columbia Teachers’ Federation (BCTF) conducted a first-, second-, and third-annual membership survey that depicted teachers’ lived experience in the province of British Columbia (BC). Alarming, “14.2% of survey respondents [described] their mental health as poor or very poor” in surveys two and three (BCTF, 2024; BCTF, 2025, p. 4). In survey one, results were presented differently. While 37.2 % of teachers reported good or very good mental health, 40% revealed that it was worse than the prior year (BCTF, 2023).

Regarding teacher treatment in the workplace, 17.4% reported that they had experienced discrimination or unfair treatment in their workplace, while 23.6% had witnessed discrimination or unfair treatment” (BCTF, 2024, p. 6). Further, the second survey indicated that 15.2% of teachers reported that it would be very or somewhat unlikely that they would remain in the BC public teaching system (BCTF, 2024, p. 7). It is important to note that the third-annual membership survey addressed this question and statistic in a different way.

In the third annual membership survey a new category was introduced regarding teachers’ workload and job satisfaction. Forty-one percent who reported an unmanageable workload, also stated they were unhappy with their job (BCTF, 2025) and “15% of teachers experienced workplace bullying or harassment” (BCTF, 2025, p. 8). Additional findings from the three surveys are as follows. The first-annual membership survey indicated that teachers were experiencing challenges related to wellbeing and that they had increased work and stress (BCTF, 2023). The second-annual membership survey found that at the time of the survey, despite some improvements, teachers continued to face challenges related to their wellbeing (BCTF, 2024).

Finally, the third-annual membership survey echoed the second-annual membership findings that despite improvements, teachers continued to struggle with physical and mental wellbeing.

Purpose

The objective of this research was to examine the perceptions of wellness among new teachers with five or fewer years of teaching experience, and to identify programs that effectively supported their well-being. The programs described above, while helpful, have a narrow scope of wellness in which the focus promotes teacher return to work and prevention of teacher short- or long-term disability, not always considering the personal wellness needs of the teachers. For this research, new teachers were defined as teachers working full-time, part-time, or as a TTOC with five or fewer years of teaching experience.

Research Questions

According to the San José State University Writing Centre,

A research question is a clear, concise, and open-ended question that centers your research for a paper, project, or literature review. It forms the foundation of a research-based assignment and helps guide the entire research process (Muszynski, 2023, p. 1).

The following research questions were used to explore new teacher wellness:

1. What is new teacher wellness?
2. What programs have new teachers experienced regarding new teacher wellness?
3. What are new teachers' experiences with teacher wellness?
4. What programs do new teachers want to support their wellbeing?

Organization of the Thesis

This thesis, organized into chapters, first presents this introduction chapter. The second chapter, The Review of Literature provides a scope of current research about the history of wellness, teacher wellness, teacher wellness programs, and a description of the use of hermeneutical phenomenology and poetic representation as used as research methods. Chapter Three presents the research methodology. Chapter Four discusses the findings of this research. Participant interview data is shared and excerpts of found poems, participants' approval of found poems, and emergent themes are discussed. Chapter Five presents a discussion of the research findings. The final chapter, The Conclusion includes information about research dissemination and suggests potential future research.

"The difficulty of literature is not to write, but to write what you mean" (Stevenson, N.D.).

Chapter Two – Review of Literature

An extensive review of literature was conducted as part of this study. To determine the scope of existing literature, several search terms across varied databases were used. Databases utilized included EBSCOhost (APA PsycInfo), EBSCOhost (ERIC), the UVicSpace thesis and dissertation depository, and the Canadian Business and Current Affairs Database (ProQuest). In this Review of Literature chapter, content on a brief history of wellness, wellness and teachers, hermeneutical phenomenology, and poetic representation as examined in the research is discussed.

A Brief History of Wellness

In an article written by Blount et al. (2020), an impactful summary of the wellness movement was described. Beginning with the World Health Organization's definition of wellbeing (1948), wellness promotion began to emerge. There were many individuals that helped to advance the wellness movement. I will share information about three significant foundational figures responsible for heightened wellness awareness in North America. Dr. Halbert L. Dunn, the author of the book, *High-Level Wellness*, Dr. John Travis, the founder of North America's first wellness centre, and Dr. Bill Hettler, the creator of the Six Dimensions of Wellness model. These influential leaders helped to broaden the public's understanding of the term wellness and the interconnection of wellness dimensions.

Dr. Halbert L. Dunn – High-Level Wellness

Dr. Halbert L. Dunn is often referred to as the pioneer of the wellness movement. His presented lectures led to the creation of his book, *High-Level Wellness for Man and Society*

(1959). Dunn reveals the definition of High-Level wellness to “not imply that there is an optimum level of wellness, but rather that wellness is a direction in progress toward an ever-higher potential of functioning” (Dunn, 1959, p. 447). Further, “wellness is not an operation in a singular environment, rather that it is the ability to operate at a high degree in a changing environment through appropriate adaptation” (Dunn, 1959, p. 447). High-Level Wellness involves:

(1) direction in progress forward and upward towards a higher potential of functioning, (2) an open-ended and ever-expanding tomorrow with its challenge to live at a fuller potential, and (3) the integration of the whole being of the total individual – his body, mind, and spirit – in the functioning process (Dunn, 1959, p. 447).

In an updated book, *High-Level Wellness A collection of twenty-nine short talks on different aspects of the theme “High-Level Wellness for Man and Society”* (1961), the term High-level wellness was defined as the foundation for the short talks presented in the book.

High-Level wellness for the individual is defined as an integrated method of functioning which is oriented toward maximizing the potential of which the individual is capable. It requires that the individual maintain a continuum of balance and purposeful direction within the environment where he is functioning (Dunn, 1961, pp. 4-5).

While Dunn’s work is recognized as foundational in the wellness movement, originally, his ideas received little acknowledgment (Global Wellness Institute, n.d.). In the 1970’s however, Dunn’s work gained impact through the effort of two individuals, Dr. John Travis, who opened the first wellness center in North America and Dr. Bill Hettler, the founder of the Six Dimensions of Wellness (National Wellness Institute, 2023). A brief overview of Travis’ and Hettler’s significant impact is provided next.

Dr. John Travis – Founder of the First Wellness Centre in North America

A medical doctor, inspired by Dunn, shifted from his role as a physician to a health and wellness education professional. Concerned by his review of the Health Risk Assessments being used to determine the health levels of individuals, and their lack of inclusion of wellness-based consideration of at-risk behaviours, Travis was inspired to open the first wellness centre in North America. Along with his colleague Ryan, the *Illness/Wellness Continuum* model was developed to consider the multifaceted sides of health and wellness (The Wellspring, 2018).

Dr. Bill Hettler – The Six Dimensions of Wellness

Dr. Hettler developed the Six Dimensions of Wellness model in 1976 and established the National Wellness Institute (National Wellness Institute, 2023). The model, as suggested by its name, includes six dimensions of wellness that contribute to the whole individual. Included in the model are occupational, physical, social, intellectual, spiritual, and emotional dimensions (National Wellness Institute, 2023).

Firstly, the occupational dimension encourages individuals to seek enrichment through their place of work. Hettler encourages people to contribute their skills and talents to the community and to find work that is meaningful and rewarding (National Wellness Institute, 2023). The physical dimension inspires people to participate in regular physical activity, develop healthy eating habits, to use prescription drugs properly, and avoid harmful choices regarding drug use, smoking, and vaping (National Wellness Institute, 2023). Social wellness encourages individuals to build relationships and integrate through contribution, to one's community (National Wellness Institute, 2023).

The intellectual dimension of wellness promotes a gateway to heightened personal learning and growth where individuals become open to new ideas and gain a capacity to question and

evaluate information (National Wellness Institute, 2023). Spiritual wellness connects to an individual's sense and appreciation of life and their purpose; it may or may not involve religious affiliation or activity (National Wellness Institute, 2023). Finally, the emotional dimension of wellness encourages individuals to understand and regulate their feelings based on their interpretation of felt emotion (National Wellness Institute, 2023).

A Summary on The Brief History of Wellness

As depicted by the foundational figures in the wellness movement, it becomes apparent that wellness dimensions are interconnected. Attention to personal wellness also encourages lifelong learning. There are many more books, workbooks, websites, blogs, and academic peer reviewed publications available on the topic. While this section is admittedly brief, the presented information provides an insight into the wellness movement.

Wellness and Teachers

To access specific research on the wellness of teachers the following search term(s) were used: "wellness OR wellbeing OR well being AND new teachers OR beginning teachers OR novice teachers OR starting teachers OR first year teachers AND new educators". To effectively review articles, they were saved with a Google Chrome sorting extension, a Tab Group to keep relevant articles easily accessible. Articles were initially screened using their titles and abstracts. Further review involved a preliminary read for pertinent details whereby new teacher wellness or teacher wellness as a general discussion point was key. Articles were also reviewed if they mentioned teacher attrition or burnout in relation to the impact and importance of teacher wellness.

Defining Teacher Wellness

Roberts and Kim suggest that teacher wellness links to how teachers flourish in a holistic manner. This sense of wellness is recognized as feeling balanced, supported, having freedoms in student interaction, opportunities for personal and career-based development, adequate compensation(s), and support within the educational community (2019). However, there are other ways of conceptualizing teacher wellness. Noonan (2019) suggests that pedagogical principles, support from school administration, classroom dynamics, and collegial relationships are also important factors for teachers to consider when deciding to enter the teaching profession. While this view may not appear to link to common definitions of wellness, it does connect many factors that impact on the lives of teachers daily and can affect their overall wellbeing.

Noonan investigated teachers' learning and sense-making experiences in accordance with three affinities:

[Teachers] who identified closely with their subject matter content may have an affinity for content-focused learning experiences (*the what*). Similarly, teachers who identified closely with pedagogical expertise may have an affinity for models of what they consider exemplary teaching (*the who*). And finally, teachers who identified closely as members of a professional community of practice may have an affinity for independent exchanges of expertise (*the with whom*) (p. 529).

Many teachers will enter into the teaching profession with a passion for a given topic such as math or reading and writing (*the what*). Teachers will also talk highly of past professors, mentors, and speakers at influential conferences (*the who*), and will be positively influenced by the didactic discourse with other experienced educators (*the with whom*). These affinities, while not presented by Noonan as teacher wellness definitions, can influence teachers' experiences as they attempt to integrate into the profession in a healthy way.

Can Teacher Wellness be Measured?

Mankin et al. (2018) explored the use of the *Teacher Subjective Wellbeing Questionnaire (TWSQ)*. The TSWQ used in this study was developed by Renshaw et al. (2015) and based on a framework by Van Horn et al. (2004), to determine educator's level of efficacy and connectedness within their role (Mankin et al., 2018). The TSWQ itself "is a brief, eight-item rating scale that includes items such as "I feel like I belong at this school" and "I have accomplished a lot as a teacher" (Mankin et al., 2018, p. 221).

Mankin et al (2018), used this survey to determine if it could be considered psychometrically defensible in measuring two positive elements of teacher wellness: efficacy and connectedness. Efficacy in teaching is understood to be a teacher's ability to maintain a positive outlook on student outcomes no matter what challenges arise (Mankin et al., 2018). Connectedness as experienced in a school setting, considers the support and relations felt and built by, and among other educators (Mankin et al., 2018).

To analyze the TWSQ, a second-order confirmatory factor analysis was performed to determine the validity of Renshaw et al's. (2015) two-factor inclusion of efficacy and connectedness. Secondly, a measurement invariance analysis was used to explore the two factors amongst elementary and secondary school teachers. One-thousand, eight hundred and eighty-three teachers took part in the study. Results indicated that first, the TWSQ is a sound measure for teachers' efficacy and connectedness; and secondly, because both elementary and secondary school teachers' responses did not have a meaningful difference, the TWSQ was determined to be a good instrument for cross-level teacher wellness measures (Mankin et al., 2018)

Harwell and Daniel (2012) conducted a study to determine if a relationship was present between the Five Factor Wellness Inventory (5FWel) and the Formative Student Teacher Assessment Instrument (STAI). The purpose in determining whether a relationship was present

between these instruments was to understand if a relationship was also present between student teacher effectiveness and holistic wellness. The 5FWel, developed by Myers and Sweeny (2005), was created to identify wellness in the individual components: creative self, coping self, social self, essential self, and physical self (Harwell & Daniel, 2012). The STAI, based on the themes introduced by the Interstate New Teacher Assessment and Support Consortium (InTASC), a “Interstate Teacher Assessment and Support Consortium (InTASC) is a resource for ongoing teacher development established by the Council of Chief State School Officers (CCSSO)” (Ball State University, 2025), includes the following sections: planning and preparation, communication and interaction, teaching for learning, managing the learning environment, and assessment of student learning (Harwell & Daniel, 2012). Participants in this study included 54 student teachers.

Upon completing the 5FWel, researchers submitted participant-completed inventories for scoring. To obtain STAI scores, participants’ university practicum supervisor(s) observed and scored the student teachers based on their practicum performance(s). Based on the researchers’ analysis of the 5FWel and STAI scores and lack of correlation across variables, the results did not reveal a solid relationship between teacher effectiveness as measured by the 5FWel and the STAI and teachers’ holistic wellness (Harwell & Daniel, 2012).

Teacher Wellness Programs

Wellness programs or initiatives are formally run, sponsored, or school and district offered services. In this section, programs discussed include new teacher mentorship, BCTF and BCTF sub-group programs, and general supports commonly offered to teachers.

Teacher Mentoring Programs

The basic assumption of a successful novice teacher mentoring program includes considerations on the roles and responsibilities of a mentor and mentee. Ewing (2021) conducted a study with three first-year teachers, priorly assigned to her as a mentor, to explore what new teachers need in a mentor. Experience Sampling, a strategy in which participants' thoughts, feelings, and what they did in their daily lives as first-year teachers was utilized. From the verbatim transcriptions, an interpretive phenomenological approach and idiographic analysis was conducted. Ewing selected this approach to capture the new teachers' meaning associated with their lived experiences. According to the participants, their primary need in a mentor was genuine approachability. Also revealed, was the participants' desire for mentor communication, nurturing, professional equality, provided teaching application of learned material, ability to support and coach through collaboration, and resource and feedback provision (Ewing, 2021).

In another academic peer reviewed article, a comparative analysis of new teacher mentoring programs was completed by Shanks et al. (2022). The data for the analysis came from studies from three separate countries, Denmark, Scotland, and Malta. Participants were asked to answer the research question, "How does mentoring for NQTs [Newly Qualified Teachers] in Denmark, Malta and Scotland support their transition into the teaching profession?" (Shanks et al., 2022). To collect data, Shanks et al. (2022) completed a re-analysis of the originally collected data by the researchers of the selected studies.

Among the studies selected, two themes emerged. The first theme, *enhanced professional practice*, was determined from new teachers reporting that having a quality mentor allowed them to feel more prepared and well-equipped to approach their teaching role.

The second theme, *combating isolation and fostering collaboration*, relayed new teachers' desire for a supportive community in which experiences, resources, and knowledge could be shared. Shanks et al. concluded their study with the following suggestions: Mentees should be afforded time with their mentor, school administration should appreciate and value the impact of new teacher mentoring on new teacher retention, and new teachers should be provided with a reduced teaching load to allow for professional and personal growth as related to the teaching profession (Shanks et al, 2022).

While many articles report the importance of new teacher mentoring programs, consistent gaps were identified. These gaps included, poor mentor and mentee matches, failure to match by grade or subject level, a lack in mentee observation periods, curriculum adjustments, and discipline (Kardos and Jonson, 2010; Dias-Lucy and Guirgus, 2017; and Whalen et al., 2019). Karsenti and Collin (2013) investigated why new Canadian teachers were leaving the profession. Gathering information from 34 teachers who had left the profession and 167 teachers who were witnesses to a leaving teacher, the authors identified two primary reasons: Too much work to be done at home and too much workload. Difficult relationships with administration, relations with colleagues, classroom management, parent encounters, lack of student respect, and poorly motivated students were also mentioned. Among the teachers lost, 70.3% left during the mentorship period.

General Wellness Programs for Teachers

Teacher Wellness Programs Provided by Schools and School Districts.

To help teachers navigate and manage themselves in the profession, many schools and districts do offer programs such as Professional Development Days (Pro-D Day) and Employee and Family Assistance Programs (EFAPs).

The Pro-D Day, a day of directed learning and collegiality supports teachers' personal growth and development within the teaching profession. Across British Columbia school districts, teachers are typically provided with five non-instructional days in which professional development can occur (BCTF and Greater Victoria Teachers' Association, 2025). In the policy, *Effective Teacher Development* published by Darling-Hammond et al. (2017), seven characteristics of effective professional development were identified. These characteristics stipulate that the professional development day be content focused, have active learning opportunities using adult learning theory, be supportive of collaboration and not include job-embedded contexts, include models and modelling of effective teaching practice, offer coaching and expert support, opportunity for feedback and reflection, and is of sustained duration (Darling-Hammond et al., 2017).

Carpenter et al. (2023) explored how teachers' lifestyles, their perception of their value, and self-care practices related to a three-year Pro-D program related to self-care and burnout. Involved school districts offered Pro-D programming through classroom-style learning, experiential learning, hands-on learning, and team building opportunities. Nine-Hundred and twenty-five teachers and 13 schools participated in the study. To explore teachers' values of the Pro-D Day, lifestyle changes, and self-care as learned through the Pro-D Day opportunities, online surveys were provided to teachers in the spring of each of the three years. Based on teacher-reported survey data and regression analyses, Carpenter et al. (2023) determined that the value teachers associated with the Pro-D Day opportunities and lifestyles did not reveal significant change over the span of the study. Based on their results and additional literature search, the researchers posed a concluding question in their article, "How serious are schools districts about facilitating greater staff wellness" (Carpenter et al., 2023, p. 64).

Employee and Family Assistance Programs (EFAPs), in terms of teaching, are school district funded plans allowing teachers to access extended health benefits (The Government of British Columbia, 2025). In Greater Victoria, school district provided EFAPs include Homewood Health for District 61, Telus Health for District 62, and Greenshield for District 63 (BCTF, 2025 a). While no specific information is provided on British Columbia teachers' opinions of EFAP programs, several websites such as the main job application site, Make a Future, mention teachers' comprehensive benefits packages negotiated by their local, school district, unions. According to Make a Future, benefits include 2-8 weeks of paid vacation time, allocation of leaves, health benefits, pension, and professional development (Make a Future, 2025).

Outside of School and District Programs for Teacher Wellness.

The non-profit organization, Take Me Outside, promotes student and teacher access to time spent outdoors (Take Me Outside, 2019 a). Take Me Outside designed an outdoor educators' retreat specifically for teachers. It helps teachers reconnect to their wellbeing through a holistic mind-, body-, and spirit-based approach (Take Me Outside, 2019 b). Each retreat has space for 40 educators, provides accommodations, food, and occurs over a three-day period. In their sample retreat schedule, programs include opening and gratitude circles, community connection through a campfire gathering or live music, group meditation, and individually selected interest-based activities (Take Me Outside, 2019 b).

The University of British Columbia's Office of Professional Learning developed a free course titled, *TEACH – Teaching Mental Health Literacy*. While not focusing on teacher wellness, it provides education about mental health literacy guiding educators to improve their own, and by practice, their student's mental health.

In this course, educators will learn how to apply this classroom-ready, web-based, modular mental health curriculum resource as well as develop their

own mental health literacy. Educators can then use this resource designed to be delivered to regular classrooms to successfully address mental health-related curriculum outcomes designed to be delivered by classroom teachers to students aged 12 to 19 (The University of British Columbia Office of Professional Learning, 2025, para. 2).

To complete the course, educators are provided access to Catalog Online, the learning management system (LMS) platform. Modules, completed in a specified order, address classroom activities, self-guided study, and requires a module test after each module (The University of British Columbia Office of Professional Learning, 2025).

Teacher Wellness Programs from the BCTF and a BCTF Sub-Group.

The BCTF, British Columbia Teachers' Federation directly offers three programs. These are the BCTF Health and Wellness Program, The Well Teacher, and Starling Minds. A BCTF sub-group, the British Columbia Early Career Teachers' Association (BCECTA) offers programs and supports of its own, directed towards new teachers and Teachers Teaching on Call (TTOCs).

The BCTF Health and Wellness Program was designed to help British Columbian teachers regain a state of wellness, health, and productivity through work with a rehabilitation consultant (BCTF, 2025 c). Essentially, once referred by another person, or self-referred, the Health and Wellness Program works to match teachers with rehabilitation consultants in communities most accessible for them (BCTF, 2025 c). Once matched, teachers are helped in developing a plan to facilitate a return to work and recovery of their wellbeing (BCTF, 2025 c). The program itself is free. However, individual plans may include the requirement to access external practitioners with extra incurred costs. To ensure the program remains accessible, the BCTF reminds participants of their access to district provided EFAPs (BCTF, 2025 c).

The Well Teacher Groups are based on the book, *The Well Teacher* by Wade Repta (BCTF, 2025 f). The program provides teachers with a group of colleagues and a trained

professional in which various topics are discussed (BCTF, 2025 e). Topics covered in the six two-hour sessions include wellness as a general topic, physical and mental health, and reviews to promote the creation of a goal setting and wellness plan (BCTF, 2025 e).

Starling Minds was designed based on the work of Dr. Andrew Miki (BCTF, 2025 e). Starling Minds helps teachers become educated about mental health through cognitive behavioral therapy. It helps them understand that they are not alone, promotes progress tracking and reflecting capabilities, and helps teachers to develop tools to set realistic and achievable goals through the online toolkit (BCTF, 2025 e).

The British Columbia Early Career Teachers' Association (BCECTA) is a BCTF specialist association for early-career teachers and TTOCs (BCECTA, n.d.). This association provides membership access to the BCECTA teacher author ambassador program, access to networks of communities of practice, and e-bulletins provided throughout the year. Their annual conference, run by the BCTF Provincial Specialist Association (PSA), occurs every year in October. The BCECTA also offers workshops throughout the year. One example is the workshop, *Get to Know Your Pay Cheque Financial Wellness for New Teachers and TTOCs* (BCECTA, n.d.).

Hermeneutical Phenomenology as Used in Research

Hermeneutical phenomenology, or hermeneutic phenomenology, as used in research is “Based on the premises that reduction is impossible and acceptance of endless interpretations, this school of phenomenology puts an effort to get beneath the subjective experience and find the genuine objective nature of the things as realized by an individual” (Kafle, 2011, p. 186). It prompts the researcher to “attempt to unveil the world as experienced by the subject through their life world stories” Kafle, 2011, p. 186).

Designing a hermeneutical phenomenological study requires that the researcher to consider method through participants, design through sampling strategies, materials through data collection, and procedure through informed consent and confidentiality (Ramsook, 2018). Concerning participants, “Participants should be selected based on the certainty that participants possess real experiences and intimate knowledge about the phenomenon that is studied” (Ramsook, 2018, p. 16). To recruit participants, “Purposive sampling should be used in the data gathering process... Purposive sampling is justified since certain individuals possess specialist knowledge, capacity and willingness to engage in discussion about the phenomenon (Ramsook, 2018, p. 16). To define purposeful sampling, it is the means of recruiting participants with purpose (Patton, 2002). In terms of data collection, “In-depth face-to-face interviews are of paramount importance to unearth participants’ experiences” (Ramsook, 2018, p. 17). Finally, regarding confidentiality, “All data must be kept strictly confidential and used solely for the purpose of the study. The sensitivity of the information divulged must be respected and the ethics of the research maintained” (Ramsook, 2018, p. 17).

The Benefits of Using Hermeneutical Phenomenology as a Research Method

In using hermeneutical phenomenology, the presented data “give[s] testimony to past events and experiences, whether they are told for research, teaching, or entertainment” (Crowther et al., 2017, p. 827). In crafting found poems, “The well-crafted phenomenological [found poem] is able to reveal ways of being, thinking, and acting in the world that shed light on what is known but covered over, or forgotten” (Crowther et al., 2017, p. 827). By using hermeneutical phenomenology, the point is

not to “hammer home” a point or create overly sentimental accounts based on biased perspectives; it is to let texts speak, revealing meanings beyond those that are taken for granted. What beckons us in this research approach

is an attuned space of wonder and a phenomenological stance (Crowther et al., 2017, p. 833).

Poetic Representation as Used in Research

Poetry in research, typically known as poetic representation or poetic inquiry, exists in arts-based research as part of the larger qualitative research field. Qualitative research seeks to explore the “why” and “how” of the research question(s) (Lim, 2025). It allows researchers to explore subjective experiences. In the exploration of these experiences, the perspectives and meanings that are connected to individuals’ social world are explored (Lim, 2024). Arts-based research utilizes creative practice such as drawing, dance, photography, and poetry to bring life to the data by adding meaning (Boyd & Barry, 2024).

Sparkes and Douglas (2007) suggest that poetry is a vessel into deeper thought and reflection through increased communication. It promotes a reduction of knowledge gaps through imagery, phrases, and metaphor (Sparkes & Douglas, 2007). Poetry prompts in-the-moment thinking and reflection, adding relevance and connection to the prominence and meaning of the research. Poetry promotes awareness of the critical moments including experiences of presence, celebrations, trauma, difficulties, downfalls, worries, and the unknowns of life (Lemon, 2021).

In poems, writers can seek to resolve dilemmas or conflicts. They can suggest hypotheses, and signpost action-plans for the development or improvement of situations. The poet can write, theorizing about human situations. Verse can contain new knowledge, wisdom within a space, a form that bursts into colour in the mind of the reader on reflection (Wakeman, 2015, p. 53).

Fitzpatrick and Fitzpatrick (2020) introduce the term, scholar poets. They say,

As scholar poets, we write, paying attention to these guiding characteristics, to ‘catch’ words, phrases, and images that unfold through the encounter. We understand ‘catch’ as a process wherein the writer comprehends, conceives, and conceptualizes things anew (Fitzpatrick & Fitzpatrick, 2020, p. 2).

In an article by Hopper and Sanford (2008), poetic representation was explored for its use with student teachers' initial experiences learning about the teaching practice. To conduct the study, interviews with five student teachers occurred after their initial practicum, and then again, a year later at the culmination of their teacher education program. Data was analyzed according to emergent themes that researchers recognized among interviewee transcripts. Words and phrases were then arranged in a poem-like structure ensuring the preservation of participant voice. In the article's conclusion, poetic representation was celebrated as it "allowed [researchers] to recognize a shared, situated and social experience of learning to teach and to articulate a complex understanding of teacher knowledge" (Hopper & Sanford, 2008, p. 41).

Wulf-Anderson (2012) explored poetic representation to represent the life history interviews of nine youth from differing backgrounds where they experienced self-harm, attempted suicide, drug abuse, or sexual abuse. One participant, endorsing the process of poetic representation upon being briefed on the process of the research to be conducted said,

I think that it's important – writing for the case workers and researchers. But you should also write something to make ordinary people see that not all about me is trouble, on the one hand, and on the other, that some things are more complicated than they think. Something they can read, feel and think about. That would seem more relevant to me (Wulf-Anderson, 2012, pp. 567-568).

In Wulf-Anderson's conclusion, they said, "It has been my ambition to direct attention toward questions of representation and power, as an orientation toward tensions, multiple voices, and ambiguous meanings that challenge us all throughout the research process" (p. 577).

The Benefits of Using Poetic Representation in Research

Coen et al. (2018) completed a qualitative study designed to explore whether poetic representation could catch all experiences related to participant's drawings and dialogue. Researchers utilized poetry in hopes that it could bring readers into the participants', in this case,

children’s experiences. To craft the poems, free-form poems were created and kept as similar to participants’ transcripts as possible. Based on the transcripts, five themes were identified which were then represented with five corresponding poems. To conclude their article, authors said, “Creating poetry... afforded us the opportunity to cocreate in a collaborative fashion that was nothing short of enchanting” (Coen et al., 2018, p. 561).

Prendergast (2015) presented found poems based on her review of literature involving what poetic representation is and how it functions as a form. Poems were crafted using article-based references, abstracts, and content throughout the article. An excerpt of a presented poem was:

I wonder
whether
THE Poets
Laugh at our
(hesitant, apologetic) understanding of poetry as
RESEARCH
when
they have always known it as
the only kind of truth that
matters (Prendergast, 2015, p. 679).

In completing her poems, Prendergast states, “critical poetic inquiry invites us to engage as active witnesses within our research sites, as witnesses standing beside participants in their search for justice, recognition, healing, a better life” (p. 683).

Roberts et al. (2014), educators of English for pre-service teachers explored how poetry could be used as inquiry, as method, and as data. To explore the possibility of poetry to be used as data, they collected data from four participant groups including elementary and middle school teachers, pre-service teachers, and grade two students. In the two groups with elementary and middle school teachers the prompt, “I used to..., but now...” (Roberts et al., 2014, p. 169) was used. The prompt encouraged teachers to reflect on their Pro-D experiences throughout the year.

The third group, the pre-service teachers, were asked to represent their practicum experiences with poems titled either, “A Day in the Life of... or Alphabet Poems” (Roberts et al., 2014, p. 169). The final participant group, grade two students were asked to complete a poem titled, “Getting Ready for our... Test” (Roberts., et al., 2014, p. 169). In their section titled, *possible advantages*, researchers state,

we found that poetic discourse as qualitative inquiry holds the possibility of revealing the lived experiences of participants in a way that more traditional qualitative inquiry may not be able to extract. The reflexive and yet thoughtful nature of poetry writing and poetry listening engages the mind and spirit and moves thinking toward reflection and action (p. 179).

A Summary – Poetic Representation in Research

Found poetry is a distinct methodology for presenting a meaningful connection that supports the participants, the researcher, and the research findings. To summarize this section, I selected to write a found poem in summary of the presented articles on poetic representation and the benefits of using it in research. Additional information about poetic representation is presented in the methodology chapter.

Explore
 “why”
 “how”
 subjective experiences
 DILEMMA-CONFLICT
 Development
 “Catch as a process”
 The writer
 COMPREHENDS
 Shared Social
 EXPERIENCE
 something for the
 reader
 THEY CAN
 Read, feel, think about
 enchanting
 poetry is
 the only kind of truth that

MATTERS.
© Linnea Leist, 2025

Review of Literature Summary

This chapter has acknowledged a brief history of wellness, defined teacher wellness, provided insight to teacher wellness programs, and introduced hermeneutical phenomenology and poetic representation as used in research. The next chapter, chapter three, discusses the research methodologies.

“The first principle is that you must not fool yourself – and you are the easiest person to fool.” This underscores the commitment to intellectual integrity in genuine research” (Feynman, n.d.).

Chapter Three – Research Methodology

This study aimed to explore the experiences and understandings of new teachers, those with five or fewer years of teaching experience, regarding teacher wellness. The new teachers were asked to consider their definitions of wellness and teacher wellness, the importance of teacher wellness, their experiences of wellness, and what wellness initiatives they would like to see available for new and developing teachers. To gain an in-depth understanding of the topic and to produce rich insight, this research was conducted in a qualitative manner through hermeneutical phenomenology and poetic representation through found poetry.

Design

Hermeneutical phenomenology and poetic representation were selected as they allowed participant experiences to be considered, interpreted, and represented at a deep and meaningful level. The selection of these methodologies was inspired by my completion of a graduate course titled, *Qualitative Research in Education, Health and Society* and the desire to preserve teachers’ voices.

Hermeneutical Phenomenology

Hermeneutical Phenomenology is a qualitative tradition in which researchers explore the deeper meanings and essences of individual experiences (Miles, et al., 2013). Developed by Husserl in the mid twentieth century, it explores how individuals perceive the deeper meanings of life experiences (Husserl, 1931). Guillen (2019) says,

the phenomenological method admits exploring in the person’s consciousness, that is to say, to understand the essence itself, the way of

perceiving life through experiences, the meanings around them, and are defined in the individual's psychic life (p. 218).

Hermeneutics, roughly meaning 'to interpret,' seeks to understand the meanings within an individual's consciousness and interpret them through written works (Guillen, 2019). Linguistic expression allows the meaning of experience to be enunciated through words. Further, the "hermeneutic circle," a continuum including present being, senses of the interpreter, and then the revelation by the interpreter adds to hermeneutical phenomenological practice. Hermeneutical Phenomenology describes and interprets the deeper aspects of individual lived experiences and lends to experiential observations and explanations.

Poetic Representation

Poetry uses words, meaning, and rhythm to create imagery, raise awareness, and evoke emotional responses (Woods & Sikes, 2022). It includes lyrical, narrative, found forms, and uses unique and expressive forms such as, rhyme, rhythm, conciseness, imagery, juxtaposition of words, and layout (Woods & Sikes, 2022). Poetry often requires the author to be willing to submit to "a mind-set in which researchers expect and invite radically different ways of knowing to shift their projects" (Ellingson, 2009, p. 127). The experience of graduate school inspired me to think deeper about how I, as an expressive individual who has always been drawn to poetic forms, could represent research findings in a unique way. In reading an article serving as support to a class assignment on poetic representation, I discovered a form of poetry known to be 'found poetry'.

Found Poetry

Found poetry provides the researcher with an effective technique to express the everyday reality of people (Sjollema et al., 2012). In her article, *Found Poetry Finding Home: A*

qualitative study of homeless immigrant women, Sjollema et al. (2012) endeavoured to explore how using found poetry could prompt enhanced understanding of these women's experiences as both immigrants and homeless individuals. Through semi-structured interviews, participants were asked about their history, experiences with immigration and housing, current housing situations, personal survival and coping mechanisms, health concerns, and community resources (Sjollema et al., 2012). From the participants' verbatim transcriptions, audio recordings, or excerpts from transcripts, researchers created the found poems. Researchers were careful to echo the participants' pauses, tone, syntax, and rhythm. In their discussion, researchers shared how creating and reading the found poems allowed expression of the realities of these women in an important and meaningful way that fills the gaps in research where understanding promotes feeling connection and thought.

To create a found poem, participants' words and phrases are used to provide the written version of a collage (Darling-Hammond et al., 2017). Watson and Hamilton (2022) indicate that by using participant interview transcripts, documents related to the research, and from any text used or created in relation to a study, found poetry can be formed. According to Salas (2025); "A found poem is not a form, really. There are no precise rules about lines, syllable, or format on a page. Instead, the term describes a process for writing poems" (para. 4). Typically, a printout, hardcopy, or electronically based form of text is required. The author, or in this case, researcher, views and reads the verbatim transcripts and highlights words or phrases that seem important or strike meaning. Words and phrases are read and then usually written in poetic form; "usually free verse, meaning unrhymed and no particular line count, syllable count..." (Salas, 2025, para. 14).

As an example, having completed the course, *Qualitative Research in Education Health and Society*, as mentioned above, and having gained a new understanding of the power of poetic

representation and found poetry, I was motivated to write a found poem, based on my notes from the class to conclude an assignment. The poem is presented here:

Feelings Amongst the Research

A dataset; graphical picture.
 'Real research' to read and know.
 Statistical descriptions and charts implore.
 A reader to truly know.
 A thought or feeling left in a superlative abyss.
 Some researchers pose.
 A Qualitative talk.
 A metaphor and image.
 Vivid moments in time.
 Presenting the situations totality.
 Perspective granting.
 Image making.
 Feeling made.
 Powerful thought and connection.
 Meaning made.
 © Linnea Leist, 2023

Researcher Bias

As the principal applicant (PA) (researcher), I acknowledge that my assumptions, biases, experiences, and interpretations could be evident in the research process, in the data interpretation, or in the production of written work. Being aware of my role as a teacher with experiences of my own helped me to prioritize hearing and acknowledging the positions, experiences, and feeling of my participants. Regular discussions about my experiences and interpretations of the interview transcripts with my supervisor helped me stay cognizant of my own life experiences.

Considering Qualitative Research

Qualitative research offers valuable insights into participant experiences, perspectives and motivations, providing a deep understanding of their lived experience (Hammarberg et al.,

2016). It allows for flexibility in data collection methods, such as interviews, focus groups, or observations (Barrett & Twycross, 2018). However, challenges include the potential for findings being deep in the context with little explanation, vague data analysis procedures, and presentations of overabundant findings (Kapoulas & Mitic, 2012). To mitigate identified challenges, I have paid close attention to trustworthiness through credibility, transferability, dependability, and confirmability as defined by Ahmed (2024) and inspired by my research collaborator. Steps to promote the trustworthiness of this research are discussed below.

Credibility.

Ahmed (2024) defined credibility for researchers to include three steps: prolonged engagement, reflexivity, and triangulation to ensure prolonged engagement was met. These three steps were used to make the participants were made aware that I was a new teacher. Thus, I was able to capture and understand nuanced information from the participants' lived experiences as new teachers in Greater Victoria. Reflexivity allowed me to keep bias awareness. As a researcher, this allowed me to remain as objective as possible during the one-to-one interviews and entirety of the data collection process. Triangulation, the use of multiple data sources or methods (Ahmed, 2024) was honoured through my use of participants' verbatim transcripts, the data source, and hermeneutical phenomenology and poetic representation, the methods used to create found poem representations of data.

Transferability.

Transferability, as defined by Ahmed (2024) includes two important considerations. The first, "thick descriptions" (p. 2) asks the researcher to thoroughly describe the research context, participants, and methods. By completing this methodology chapter and presenting participant

introductions in Table 2 in the Findings Chapter, readers are presented with the ability to understand the research in consideration of their own projects and interpretations. Secondly, considering sampling strategies, Ahmed (2024) encourages researchers to fully explain the sampling processes. To complete this step, I have detailed the sampling process in terms of Patton's (2002) purposeful sampling and Patton's (1990) chain sampling descriptions as provided in the participant sampling and recruitment section.

Dependability.

Dependability includes two research considerations, methodological documentation and audit trails (Ahmed, 2024). As a researcher, I ensured to detail every step of the research process to allow transparency and transferability. An audit trail, as described by Ahmed (2024), is a record of decisions or changes made during the study. My audit trail included having regular discussions with my supervisor throughout the data collection process that also linked to the confirmability step described below. I also - made an associated amendment submission to the University of Victoria Human Ethics Research Board.

Confirmability.

To maintain confirmability, three steps were considered. Ahmed (2024) outlines peer debriefing, member checking, and reflective journaling. Peer debriefing sessions, in this case, were meetings with my supervisor which took place to discuss interview-related interpretations and findings. These meetings allowed me to further keep biases in check and maintain full awareness of the process. Member-checking, as defined by Ahmed (2024), ensures that research participants have opportunity to confirm information accuracy based on their one-to-one interview. In the participant consent form, participants were provided with my email and notified of their ability to request a meeting to review transcripts. Participants were also provided with

the found poem written using their verbatim transcript. Participant notes of approval and recommendations can be found in Table 11 in the Findings Chapter.

Research Timeline and Description

To illustrate the timeline of my graduate journey and research, Figure 1 was created to represent a linear depiction of the process.

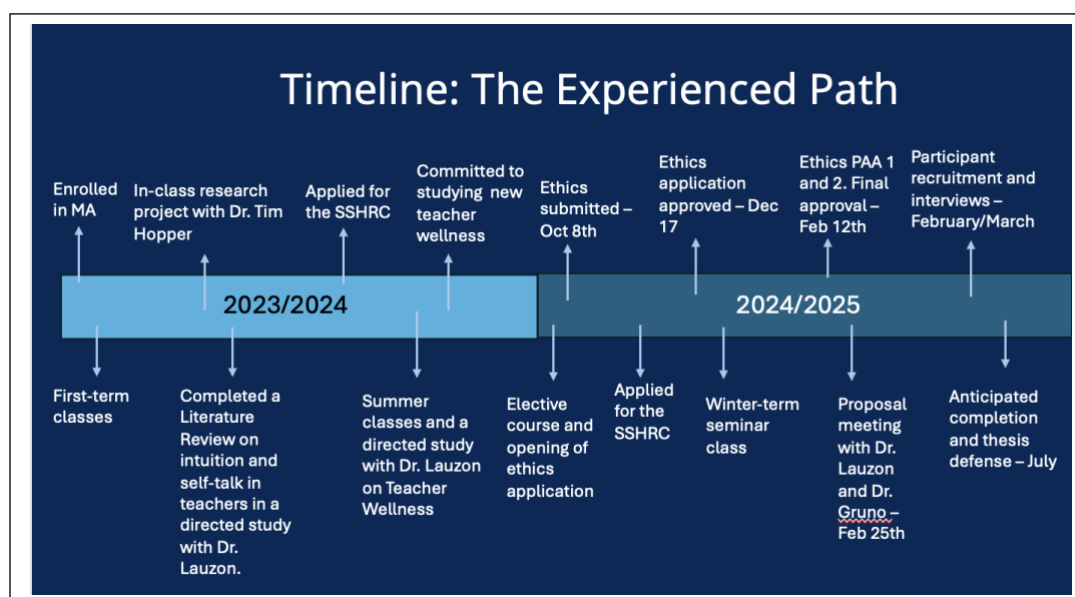


Figure 1 Linnea Leist Master of Arts Timeline

After creating the above linear image, I began to reflect on all that I had learned and accomplished. I realized my journey thus far, while linear, descriptive, and helpful, did not connect to the reality of my true experience. As an expressive individual I connected graduate school and my research experience to the motions of a river. This resulted in the following statement:

I feel a little like a meandering river. There are moments of calm where the waters of education are serene, moments of intensity where the waters form sharp rapids requiring precise navigation, moments where the waters ebb and flow through the curves and bends as learning is

gained, and finally moments of intense output where a waterfall is formed (Leist, 2024).

Participant Sampling and Recruitment

This thesis utilized purposeful sampling, promoted by Patton in 1990.

Purposeful sampling lies in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry, thus the term purposeful sampling (Patton, 2002, p. 273).

New teachers were also recruited using chain sampling. Chain sampling is

an approach for locating information-rich key informants or critical cases... In most programs or systems, a few key names or incidents are mentioned repeatedly. Those people or events recommended as valuable by a number of different informants take on special importance (Patton, 1990, p. 176).

The sampling process began with the creation of a recruitment poster (see Appendix A) and the writing of an initial recruitment email for new teachers with five and fewer years of experience in Victoria, BC (Appendix B). The email described the study and encouraged potential participants to view an attached consent form (Appendix C). The poster was posted using the Instagram pages of the BCECTA and UVic's Faculty of Education, and my personal Instagram page. The poster included a link to the Microsoft Form (Appendix D). If participants interacted with the link, they were prompted to answer five fillable questions. Questions and statements included: (1) "Your name." (2) "Your email (not school-based)." (3) "Do you consent to the researcher using your email for contact about research study participation?" (4) "Where in the South Island of Vancouver Island do you work?" and (5) "How many years of teaching experience do you have?" The use of social media was approved by the University of Victoria Human Ethics Board (Appendix E).

After participants were confirmed to have met eligibility, which included having five or fewer years of teaching experience and residing in Greater Victoria and provided a signed

consent form, an email inviting participants to book a one-to-one email was sent (Appendix F). Once a date had been confirmed, participants received an email notifying them of the interview date, time, and location (Appendix G). As the interview approached, participants were sent a one-week prior reminder email (Appendix H) and a one-day prior reminder email (Appendix I). As participants were interviewed, participants discussed or shared the research poster with their colleagues leading to the chain sampling process.

Once participants had been interviewed, they were sent an email thanking them for their time (Appendix J). If a participant had requested to withdraw from the study at any time, they would have been sent an email thanking them and notifying them that none of their data would be used (Appendix K).

Ethical Considerations

Participants had the ability to withdraw from the study at any time. This was made clear in the participant consent form and at the beginning of the interview session. If a participant had withdrawn from the study, their data would not have been used and destroyed. This research study was considered to be minimal risk. Minimal risk research, as defined by the University of Victoria Human Ethics Research Board (HERB) in the Human Ethics Research Standard Application, is research where probable harms are unlikely to occur.

Data Collection

Prior to beginning data collection, ethics approval was obtained from the University of Victoria HERB. Data was collected using one-to-one interviews following a standard open-ended interview guide (Patton, 2002). This approach allowed the questions and topics to be pre-determined and sequenced in a logical flow (Patton, 2002). The questions followed a general frame of inquiring on participants' demographic, experiences, opinions and values, feelings, and

knowledge (Patton, 2002). The questions were designed to ensure that a thorough understanding of new teachers' experiences and understandings regarding teacher wellness could be gained. It was important to ensure the formulated questions were relevant to the topic. This was accomplished through applied considerations regarding the connection of hermeneutical phenomenology and poetic representation throughout the creation of the interview questions (Appendix L).

The Connection of Hermeneutical Phenomenology and Poetic Representation

Regarding the interconnection of hermeneutical phenomenology and poetic representation, Green et al. (2021) say,

...hermeneutic phenomenology offers a way to understand shared, interconnected and embodied human existence. Poetry and poetic inquiry provide a powerful way to present nuanced, rich understandings, allowing space for play and ambiguity, revealing fresh and surprising ways of thinking about phenomena” To craft the interview guide using hermeneutical phenomenology and poetic representation (p. 1).

The authors further articulate,

Hermeneutic phenomenology often turns to the poetic for a suitably evocative language capable of bringing forth the richness and nearness of lived experience. Poetic inquiry, in turn, draws its nourishment from the foundational roots of hermeneutic phenomenology; however, this is often less obvious to the neophyte researcher (Green et al., 2021, p. 1).

To add to the interconnection, Gringle (2023) discusses how developing a poetic hermeneutic phenomenology helped her to remove resistance and instead, to develop a deepened relationship with the research materials and content. More specifically,

...in hermeneutic phenomenology, essence is not uncovered but is built from ongoing attention to how articulations converge to tell/retell/untell broader stories about human experiences. Thus, the poems both (re)present and challenge essence (Gringle, 2023, p. 248).

Thus, as this research makes use of hermeneutical phenomenology to explore the lived experiences of the new teachers and to represent the lived experiences in a rich and evocative way poetry is used (Green et al., 2021).

One-to-One Interviews

Interviews with each participant occurred in a private, booked room at the University of Victoria or a private or semi-private location, as selected by the participant. The interviews were not conducted at the participant's home or school. The interview was comprised of two demographic questions and eight data collection questions. The questions (see Table 1) were aimed at gaining described experiences and definitions regarding wellness and teacher wellness. Data collection, as inspired by Patton, was carried out between the months of February 2025 and April 2025. Specific steps regarding the interview process are as follows

1. The researcher contacted each potential participant by email or Instagram direct message in response to the poster or Microsoft used to determine participant eligibility. A recruitment email was provided for each potential participant. If the individual agreed to voluntarily take part in the study, a consent form was provided for signing.
2. Upon completion of the participant consent form, the researcher requested that participants provide three dates, times, and locations that would work for them for the one-to-one interview sessions. The interview location could occur either in a private booked room at the University of Victoria or at a participant's selected location so long as it was semi-private and not at the participant's home or school.
3. Each interview was approximated to take no more than 60 minutes of participant's time. As the researcher, I was prepared to notify participants of the time as it approached the 60-minute mark, however, that did not need to occur as all interviews were below 60

minutes. All interviews were audio-recorded using the Voice memos application available on Apple designed devices. The participant was made aware of the devices' location and notified prior to the beginning of the recording. Once started, the interview was initiated using the centralized record button. When interview sessions were done, the recording was ended by again pressing the central record button. At the end of the interview, participants were reminded that all names and identifying information would be protected and that a pseudonym would be used to protect their confidentiality. Participants were also made aware that they could request a typed transcription file for their review. Normally, in studies that involve phenomenology, the participants are provided with a copy of the verbatim transcripts, without request. However, because I focused on found poetry, once poems were ready, they were sent to the participants for review.

Table 1 Interview Questions

Demographic Question One	How many years of teaching experience do you have?
Demographic Question Two	In what region of the South Island of Vancouver Island do you teach or work?
Data Collection Question One	What does wellness mean to you?
Data Collection Question Two	What does teacher wellness mean to you?
Data Collection Question Three	How is teacher wellness important to you?
Data Collection Question Four	How have you experienced wellness in your teaching experience?
Data Collection Question Five	Are you aware of any teacher wellness initiatives available to you as a new and developing teacher? If so, what are they?
Data Collection Question Six	Please elaborate on your engagement or participation in a teacher wellness experience.
Data Collection Question Seven	Are there other teacher wellness initiatives you would like to see come available for new and developing teachers?
Data Collection Question Eight	Do you have anything else you would like to add?

Data Analysis

Data analysis began after the interviews had reached data saturation, which occurred after ten participants were interviewed. According to Patton (2002) there are “no rules for sample size in qualitative inquiry” (p. 244). Thus, the number of sample size was based on the desired information, the purpose of the research, what would be of use, what would be deemed credible, and what could be done in the allotted time and resources (Patton, 2002). In this study, the purpose was to understand new teachers’ experiences with and understandings of wellness. After the interviews, I determined that saturation and study purpose had been met. Ahmed (2025) defines saturation “as the point at which further data collection no longer yields new insights, themes, or categories relevant to the research question” (p. 2). Hennick and Kaiser (2022) reveal saturation to be evolving and influenced by several factors such as the research design, the

sample provided data, and the research methods employed. The researcher was confident that saturation had occurred as emergent themes and content were echoed between participants.

Full verbatim or denaturalized transcriptions were used to initially analyze a total of ten audio-recorded interviews. Verbatim transcription leaves all words, utterances, and mistakes in place (Halcomb et al., 2006). Using verbatim transcriptions reminded me to be cognizant of pauses and participant expressed emotions.

In addition to following Patton's guidelines for one-to-one interviews, the steps detailed in McMullin (2023) regarding a framework of undertaking and reporting on transcription is provided.

1. Ethics and Data Management – All decisions regarding research design, data collection, and data management were made prior to the completion of the ethics application (McMullin, 2023). To collect audio recordings, the use of the Apple application, *Voice Memos* was used. In accordance with where research data is stored the Apple Law Enforcement Guidelines were viewed and in part, provided to the participants.

All iCloud content data stored by Apple is additionally encrypted at the location of the server. For data Apple can decrypt, Apple retains the encryption keys in its U.S. data centres. Apple does not receive or retain encryption keys for customer's end-to-end encrypted data (Apple, 2025, p. 12).

Additionally, the use of Microsoft Forms, where initial participant recruitment took place, information is stored in Canada as shared by the University of Victoria Computer Help Desk.

2. Suitable Audio-Recording – I needed to ensure that good-quality equipment was used. Additionally, when possible, McMullin (2023) suggested that the interviews should be arranged in a quiet location with limited opportunity for interruptions or background

noise. While recording, if using a mobile phone or tablet, which in case of this research, both were used, they should be placed in an area for maximum audio detection and be set to airplane/do not disturb mode (McMullin, 2023).

3. To Transcribe or Not to Transcribe – It is important for the researcher to recognize that while common in qualitative research, transcriptions are not the only way to analyze interview data. They must be aware of the associated community and if an audio-recording would disturb the process. In this case, audio recording and transcription processes were deemed appropriate and helpful to the research process.
4. How to Transcribe – The researcher must consider how the transcriptions will be generated and analyzed based on the requirements of their study. For this research, once recordings had been saved on the *Voice Memos* application, they were uploaded to Echo 360. Echo 360 is a video platform that allows student engagement to occur. In this case, through my University of Victoria provided account, the audio transcripts were uploaded as audio files and then transcribed to the standard of verbatim transcription, which leaves all words, utterances, and mistake in place (Halcomb et al., 2006). To ensure transcriptions were fully accurate, the researcher read the transcript while listening to the audio recording. If any discrepancies were noticed, they were changed to fit the audio recording by the researcher.
5. Who Transcribes – I completed the verbatim transcription process. According to McMullin (2023) if the researcher completes the transcription process

it is generally acceptable to assume the coherence between the research approach and approach to transcription, as well as the researcher's confidence that the written transcript is an accurate record of the event/interview that took place (p. 145).

6. Writing About Transcription – McMullin (2023) acknowledges limited word or page count in some projects, papers, or presentations. So, “at minimum, researchers should detail who [and how] the audio transcription took place to maintain ethical transparency (p. 145).

Found Poem Creation and Approval

Upon completing the transcription process according to the steps presented by McMullin (2023), found poems were created from the transcriptions. In found poetry, participants’ words and phrases are used to provide the written version of a collage (Darling-Hammond et al., 2017). The guidelines and acknowledgements provided by Smith (2025) were followed to create the found poems for this research.

1. Select the text or content
2. Underline or highlight words and/or phrases that spark inspiration or meaning
3. Write/type the words on a different page/document to prompt the thinking process
4. Answer the question, what meaning do the words/phrases have? Rearrange them into a free-verse poem
5. Only use each word/phrase once in the poem
6. Navigate back to the transcripts if additional pronouns are needed
7. The poem will likely highlight different meaning than the original text may have suggested
8. Use small words or phrases, not full phrases to prevent plagiarism
9. Keep the words/phrases as they originally appeared
10. The poems form, in terms of line breaks and/or position, is left up to the poet
11. The title should be made from content in the poem.

Limitations of the Methodology

While this research was carefully designed to explore participants' experiences and conceptualizations of new teacher wellness through a qualitative research lens, limitations in the methodology were acknowledged and addressed to provide further contextual understanding and future research directions. Firstly, this research engaged purposive sampling, selecting participants who resided in Greater Victoria and possessed five or fewer years of teaching experience. Secondly, the study had a relatively small number of participants, prioritizing depth over breadth. Although the participants' experiences were meaningful, they may not fully address the diverse perspectives on teacher wellness within broader populations. Finally, this research relied on researcher interpretation of the data. While maintaining reflexivity and caution regarding potential biases, themes and analyses may have been influenced by personal perspectives.

Summary

This chapter has presented the methodologies that guided this exploration of teacher wellness among teachers with five and fewer years of teaching experience. A qualitative research design was used to gain insight on participants' lived experiences and understandings of new teacher wellness. Data was collected using one-to-one interviews where two demographic and eight interview questions were addressed. Interview recordings were completed using the Voice Memos application available on Apple devices. Data was uploaded to Echo 360 for verbatim transcription and audio processing. Ethical considerations and participant rights were presented in the participant consent form. Information on the research design, sampling, and limitations of the methodology was also presented. The next chapter will discuss the findings of this study.

“Listening is a magnetic and strange thing, a creative force. The friends who listen to us are the ones we move toward. When we are listened to, it creates us, makes us unfold and expand”
(Menninger, n.d.).

Chapter Four – Findings

Using a hermeneutical phenomenological and poetic representation qualitative research method, this study explored the lived experiences of new teachers regarding their understanding of wellness. Interviews were conducted with ten new teachers with five or fewer years of teaching experience. All interviews were transcribed and analyzed as outlined in the methodology chapter. This chapter will present the findings of these interviews.

Participant Characteristics

Each of the study participants are introduced in Table 2, according to the participant number, the provided pseudonym, the participants’ years of teaching experience, and characteristics. Additionally, throughout all text, participants are referenced using gender neutral pronouns as this study had no consideration of gender or sex differences.

Table 2 Participant Introductions

Teacher Participant Number	Provided Pseudonym	Years of Teaching Experience	Characteristics and Grades Taught
New Teacher Participant One	Cedar	Three years	<ul style="list-style-type: none"> Teaches in an elementary level split-grade class in Esquimalt, BC.
New Teacher Participant Two	Rain	Four years	<ul style="list-style-type: none"> Elementary school teacher in Langford, BC.
New Teacher Participant Three	Ocean	Four years	<ul style="list-style-type: none"> Elementary and middle school teacher teaching in two districts as a TTOC in Victoria and Saanich, BC.

New Teacher Participant Four	Ash	Three and a half years	<ul style="list-style-type: none"> Teacher of students in upper years Saanich, BC.
New Teacher Participant Five	Fern	Two years	<ul style="list-style-type: none"> Middle school teacher with experiences in multiple different contract positions in Langford, BC.
New Teacher Participant Six	Sage	One year	<ul style="list-style-type: none"> TTOC working in several different schools on a call-out basis in Saanich, BC.
New Teacher Participant Seven	Wren	Two and a half years	<ul style="list-style-type: none"> Works as an elementary and middle school TTOC in Langford, BC.
New Teacher Participant Eight	River	Three years	<ul style="list-style-type: none"> Middle school teacher in Langford, BC.
New Teacher Participant Nine	Juniper	Two years	<ul style="list-style-type: none"> Elementary school teacher in Langford, BC.
New Teacher Participant Ten	Phoenix	Two years	<ul style="list-style-type: none"> Elementary school teacher in Langford, BC.

Findings Presentation – Introduction

Through the interview process, four themes emerged: “wellness as dimensions”, “wellness as balance”, “wellness from programs”, and “wellness as change”. One theme, “wellness from programs”, was revealed to be a cluster where sub-themes surfaced. All participants contributed to the creation of the “wellness from programs” theme, but within this theme, not all participants related their responses to a single form. Instead, three sub-themes were identified: “Wellness as Programs for Teacher Support”, “Wellness as Program Awareness for New Teachers”, and “Wellness as Programs for Community”.

Participants were identified using their assigned pseudonyms. I acknowledged that as normalized in conversation, some participants shared more information or provided more detail in their responses. To ensure equal representation, I included found poem excerpts and quotes for all participants in the theme discussion. The decision to include excerpts, rather than the full found poem was due to the length and full interview-based content of each of the ten found poems. However, all found poems are presented in full in Appendix items M – V. To remain aligned with McMullin’s (2023) guide to undertaking and reporting on transcription, I reviewed the transcripts with the audio recording to ensure full accuracy and natural fit to the identified themes. Each theme, or in one case, theme and sub-themes, is presented below.

Theme One – Wellness as Dimensions

In completing the interview process, wellness was viewed as having separate wellness dimensions, yet inter-linked between all dimensions each contributing to total wellness. The following section will present verbatim quotes from the participants’ interviews and then present excerpts of the found poems (Table 3) as related to the wellness as dimensions theme.

Participant Interview Quotes as Related to the Wellness as Dimensions Theme

During the one-to-one interviews, participants were asked to define wellness and teacher wellness. From these questions, all participants provided insight to their understanding of these terms. Cedar said, “Wellness, a good wellness kind of has like a balance to it where you’re feeling your feeling, self-aware and like self, um self-compassionate to what you're doing.”

Rain, Ocean, Ash, Fern, and Sage described wellness as including specific dimensions. According to Rain, “There's lots of different, like facets like spiritual, physical, mental, emotional, that I think all play into each other. Wellness would mean health and wellbeing.” Ocean shared many of the same dimensions in their statement, “I think it [wellness] is sort of like

a holistic look at your like mental well building and your physical wellbeing, and like your spiritual wellbeing, and sort of just like making sure of all those things are meeting with each other and like, just really taking care of yourself.” Ash said, “I think it's [wellness] split into multiple facets of emotional wellness, uh health wellness, or physical wellness and mental wellness, just taking on too much. So, I think for me it's when I look at it, those are what I have to check in on.” According to Fern, “Wellness has multiple different kind of avenues, obviously physical wellness, um, which is really big for me because I'm very sporty and very athletic. I like to play volleyball; I like to work out. So, there's kind of that aspect, eating well, working out, keeping your body healthy, but then also mental wellness as well.” Finally, Sage mentioned, “Wellness to me is like making sure that your mind, body, spirit, are all taken care of, that all of those things are in balance and that you're doing things consistently to make sure that each one of those are taking care of.” The other participants, Wren, River, Juniper, and Phoenix, while they did not mention specific dimensions, shared thoughts or experiences related to the different components of wellness.

Wren, considering how they feel best said, “Wellness, to me, is being able to actually feel calm and relaxed, every day at some point. Being able to actually feel physically and mentally sane and not judged by others, because everybody is different.” Juniper, adding to how wellness is felt said, “Wellness is when I'm not sitting there, struggling, figuring out what to do. It is hanging out with my friends that are teachers and being able to just talk and rant and cry and do whatever we need to do.” River considered a possible view or measure of wellness and then compared it to what wellness actually should be. River said, “When we think of wellness, we might think of like, I think the first thing that comes to mind is like these picturesque people who are just like, you know, they got the muscles and they're like all so skinny and they're all like,

you know, that kind of picture. But I think real wellness just means that you feel healthy within your own body and whether that means mentally or physically.” Adding to what wellness should be thought of, Phoenix said, “Wellness means taking care of yourself and your health and making sure that you are overall just you know, healthy and happy, making sure that you have your needs met and you're being taken care of.”

Found Poem Excerpts Created from Verbatim Transcripts

Table 3 Found Poem Excerpts as Related to the Theme, Wellness as Dimensions

Participant Pseudonym	Found Poem Excerpt as Related to Theme One – Wellness as Dimensions
Cedar	Good wellness – Self-aware Compassion. Thinking about the needs of students, Then your own. Self-compassion- Not to be missed.
Rain	Lots of different facets. Spiritual, physical, emotional – Play into each other. Long hours on your feet. Emotional drain – Far worse than physical. Crying in the bathroom. Can't teach like that.
Ocean	Wellness A holistic view. Mental, physical, spiritual, Meeting them all. Take care of you – Intrinsic.
Ash	What is Wellness? Broken into facets – Emotional Wellness, Health wellness. Physical too.
Fern	Many different avenues Physical wellness – that's important to me.

	Keeping your body healthy.
Sage	Wellness is – mind, body, and spirit.
Wren	Wellness to me – Feeling calm. Relaxed. Mentally sane – not judged. Everyone is different.
River	When I think of wellness – there’s something picturesque. You know, those skinny people. The one’s with muscle. Real wellness means – A healthiness in your body.
Juniper	Wellness is hanging out with friends. Being able to rant and cry. Learning to prioritize – That has helped a lot.
Phoenix	Wellness is taking care. Making sure you are happy. Healthy. Needs being met.

Participant quotes and found poem excerpts illustrate, varied views on the dimensions of wellness. The overall responses of participants related to the theme, “Wellness as Dimensions”.

Theme Two – Wellness as Balance

Balance emerged as a common theme throughout the interviews. Two aspects of balance were identified. The first was the notion of work-life balance. One definition of the term, found in a document published by The Canadian Centre for Occupational Health and Safety (2022) is “Balance is not necessarily about splitting time equally, but rather that the individual feels fulfilled and content with both aspects of their life” (para. 1). The other identified aspect of balance was balance as related to burnout. When asked about what wellness meant to them,

several teachers mentioned or indirectly referenced burnout. The term, “burnout,” was first used in the 1970’s by Herbert Freudenberger, an American psychologist (National Library of Medicine, 2024). The International Classification of Diseases – 11th edition defines burnout as,

a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed. It is characterized by three dimensions: (1) feelings of energy depletion or exhaustion; (2) increased mental distance from one’s job, or feelings of negativism or cynicism related to one’s job; and (3) reduced professional efficacy (Canadian Psychological Association, 2021, para. 2).

The following section presents participant quotes and excerpts of the found poems (Table 4) as related to the wellness as balance theme.

Participant Interview Quotes as Related to the Wellness as Balance Theme

Participants included the idea of balance or the lack thereof in their new teaching experience in a number of ways. Most participants focused on their lack of balance. Cedar, said, “I would probably remove the idea of balance because it's not necessarily possible.” Rain, said, “You can't pour from an empty cup, and I've felt drained and burned-out multiple times with little resources. They're like pouring, pouring, pouring, all the time. You can't teach without being okay. I felt it firsthand crying in the bathroom, can't teach like that.” Ocean, considering how they functioned in their job said, “I can't do my job if I'm not well. It really like started in my practicum, like really like, figuring out, okay, like what do I need? Like, how can I like? fix it?”

Ash, considering their background said, “I come from a professional sport background where you don't get to complain, you just push through. So, there's definitely been times where it's been way too much, but I just put my head down and go.” Fern, considering the impact of balance said, “I guess mainly when I think of teacher wellness, I think of like work-life balance and um kind of like your ability to cope with all the stress that teaching has and somehow still

stay sane, um doing the crazy job that we do.” Sage, also considering the importance of balance said, “How I show up for my students. Like when I, myself am not well and not in a good space, I know that I'm not going to be able to show up for my students in the way that they might need me to. And so for me, it's important that I am taking care of my wellness in order to make sure that I'm ready to engage in my job as a teacher for my students.”

Considering their wellness in terms of what they need outside of school, Juniper said, “Wellness includes having a good night's sleep. To me, being able to have a good night's sleep, being able to eat throughout the day, being able to do active things and just be able to spend time by myself as well. To do anything I want to do basically.”

Wren, considering balance in terms of the profession, both in school and perceived time off, said, “I can't do my job without anything. Because we all reach burnout, because we don't have it. We don't. We don't have resources to actually fill our bucket because we can't take from a bucket that's gone and give to the kids. But nobody's helping us fill our own buckets. And I think it's hard, like, you know, we have Christmas breaks, spring break, summer break, but all those breaks I spent planning. They're not actually like vacation time to relax and plan and prep. weekends aren't vacation time.”

Also considering the profession, River said, “Being a teacher, you have so many balls you're juggling at the same time. And I think the point of teacher wellness is... It's that called balance. So, like, balance between, you know, how much you put into your teaching can't be, like, 100% into teaching, because then you're going to put 0% into yourself and your own like mental health, physical health, maybe your relationships, maybe like the things you like to do.”

Finally, related to balance as a prevention of burnout, Phoenix said, “Wellness means the prevention of burnout. So, doing things as a teacher to help yourself, prevent burnout. Whether

that be taking a mental health day or making sure you have a good work life balance, I know that's really difficult for a lot of teachers because our job can be very consuming. So, making sure that you have good work life balance and just sort of connected with the whole. I guess my mantra or just the way I've always approached my job is that I need to take care of myself before I take care of anyone else.”

Found Poem Excerpts Created from Verbatim Transcripts

Table 4 Found Poem Excerpts as Related to the Theme, Wellness as Balance

Participant Pseudonym	Found Poem Excerpt as Related to Theme Two – Wellness as Balance
Cedar	<p style="text-align: center;">Balance – Not necessarily possible. Thinking about the needs of students, Then your own. Don't want to burn out. Create whatever balance means. Without it, I would not cope.</p>
Rain	<p style="text-align: center;">How full is the teachers cup? They're Pouring... Pouring... Pouring... Can't pour from an empty cup. Drained. Burnt-out. This job will eat you – from the inside out.</p>
Ocean	<p style="text-align: center;">Need to feel good – To do my job. Need to lean – My journey. How can I? Fixing it? Get my footing in place.</p>
Ash	<p style="text-align: center;">Came from a background... Not allowed to complain. Simply put, Push through.</p>

	Put my head down and go.
Fern	Balance. Somehow need to stay sane. Big mental toll. Keeping yourself in a good mental state – challenging. Need to do this. Otherwise, you can kind of lose – the joy. Both of teaching and life.
Sage	Balance. Teacher wellness – being in a good place. For your students.
Wren	I can't do my job without anything. We all reach – Burnout. Nobody helps us to fill our buckets. We have Christmas break, Spring break, Summer break. All those breaks I spent- planning. It's been a struggle.
River	As a teacher, you have so many balls. Juggling them all at the same time. The point of teacher wellness – it's that so called balance. You can't have 100% in teaching. Then, 0% would be for me.
Juniper	Wellness means balance. Being able to do the things I like. Having a good night's sleep. Being able to get through the day. Teacher wellness is having a balance. A balance of work and life.
Phoenix	Teacher wellness is prevention. Prevention of burnout. Doing things as a teacher to help – prevent burnout. My mantra has to be,

	taking care of me. Me before others.
--	---

The found poems presented participants' two aspects of balance. Balance as related to burnout and balance as prevention of burnout. The overall responses of participants related to the theme, wellness as balance.

Theme Three – Wellness as Programs

Throughout the interview process, the theme wellness as programs was revealed in terms of different sub-themes and through the new teachers' suggested programs to support their wellbeing. The sub-themes identified included "Wellness as Programs for Teacher Support", Wellness as Program Awareness for New Teachers", and Wellness Programs for Community". For this research, a program is defined as any service offered or desired by new teachers to support their wellbeing in the profession. The following sections highlight participant interview quotes and then found poem excerpts related to the sub-themes, wellness as programs for teacher support (Table 5), wellness as program awareness for new teachers (Table 6), and wellness programs for community (Table 7). Participant suggested programs (Table 8) are also provided.

Participant Interview Quotes as Related to the Wellness as Programs Theme

In response to questions regarding their experiences of wellness and what they would like to see available for new teachers, participants provided insight to three program styles that would be helpful. The first program style, or sub-theme one was teacher wellness programs for teacher support. Relating to this theme, Ash, Fern, Wren, and River all considered elements that would make them feel supported during their time as a new teacher. Ash said, "I think some sort of guidance would be nice. I don't know where or what happens at other institutions. This is the first place I've ever taught. I like that they give, I think they call it academic freeform, or your ability

to do teach however you want to teach. But there is zero guidance. I know when I came in, I didn't know how to access my email, how to get a parking pass, or how to use our school classroom that was online.”

Fern said, “I did learn a lot on my practicum, but I probably learned way more during my first year of teaching. Um being kind of thrown into it and doing all of it by myself, it'd be nice to have still some sort of mentor and some sort of guidance through like the first couple of years when you're trying to figure things out, just even somebody to talk to.”

Wren, sharing of their experience as an individual with a chronic health condition said, “It's been a struggle, because I'm someone with a chronic illness. I have endometriosis, and the system is not built to support teachers with health issues. There's one experience I had at a school that was good. I went in and wasn't feeling great, and the principal, every morning I get there, she's like, hey, [Wren] great to see you. I'm really glad you're here today. How are you doing?” And I was vulnerable this time. I said, “not great.” And I explained my situation, and I felt super supported when she told me she would try her best to get me an EA. And that made my world. Like, it was like, oh, my God, I feel supported. I actually feel seen and cared for.”

Finally, River, mentioning a specific program, highlighted Walmsley. “My district recently partnered up with a new mental health, like, what's it called? It's like a new, not program, but it's part of our benefits. And so, in this website, you can go into this website, it's called Walmsley! On this website, you can find a counsellor. It's all online. Or you can ask to go in person, but it's all online, so it makes it really easy for teachers, right? Because you don't want to go out of your way to, like, meet somebody, you know, like it just takes a long time. And it's all free and, which is incredible. I have like a biweekly or every three weeks, I have an appointment with my counsellor, and she actually specifically only counsels, like people who

work in schools, with kids, like, so she knows, right? Like she, she has that experience. She knows what it's like and it's incredible.”

Regarding the second sub-theme, wellness as program awareness, Fern, Sage, Juniper, and Phoenix mentioned how they would like to see new teacher wellness programs promoted more. Fern said, “I don't know if it's that we need new initiatives or if we just need more exposure on them. Like you never really hear anything about it so it's very rare that I hear anybody like, I mean, we do talk about teacher wellness and all of that, and oh, it's important, but I don't ever hear anybody be like okay, here's some solutions to it or for it.”

Sage said, “As a TOC I would like to see more direct messaging about what kind of programs I can actually access and what is like what's meant for a full-time or contract teacher and what's actually allowed, like accessible for me. So, I would like more clear messaging on who the things are intended for.”

Juniper said, “I feel like there's just so many questions all the time. Like asking about taxes and Pro D Day plans and all that kind of stuff. I think it would be nice to just have more social, like, just, like, informal talks with, like the union and with just, like, teachers at your school and, like, teachers, like, new teachers in general and TOCs and that sort of thing.”

Finally, Phoenix said, “I feel like I haven't really experienced a ton of wellness within my teaching experience. Like provided from the district. Do they have supports for us? I know that they do have supports for us. Like counselling. But a lot of wellness has been under my own doing.”

The final and third sub-theme, wellness as programs for the community, was reflected in participants' experiences with or requests for programs that would increase the community feeling in the teaching profession. Cedar said, “I know that that BCTF has a health and wellness

program, which is actually phenomenal. I'm taking part in it this year and it's been a really great thing to have a group of teachers that are kind of like in a similar voice and just like hear their story and like, you know, it's not it's not just you but it's also a system.”

Rain said, “Our finance lady sends us like our benefits newsletter every month that I don't read. Um so I know I've got benefits, so sometimes I go for a massage and that's great, but like initiatives, I can't say I know one. We've got like the breakfast program at school that's for students, sometimes I'll take a cheeky orange from, or get some toast, but like teacher wellness. I can't say I know one except for like, I'm probably being emailed stuff that I don't read.”

Ocean said, “I think like for me, it's all been like self-driven. I like pretending to have like collaboration and like having sort of this environment where we can like come together. Like without pressures of the surrounding school and just like be free to be like, hey, like, what is happening? And I think like, that's obviously not what like Pro-D Days are like made for.”

River said, “I think, um I'm very lucky because I have a really great support, like, not just team within the school, but, like, in my life in general. My school is quite, you know, open to mental health. They're open to having conversations when you need them, right? Like when you're feeling a little bit too overwhelmed, they're open to giving activities that teachers can participate in. We do sports every month, I think. We have like new sports that we do as teachers together. Yeah, and like, even, you know, even at staff meetings, like the first thing our principal does is, you know, let's take a moment, let's like breathe in and out, let's like, center ourselves.”

Finally, Juniper mentioned their teacher book club. “A few of me and my friends are in a book club. It's like a teacher book club, which is nice, and we spend, like, 10% of the time talking about books and 90% of the time talking about teaching, and that's really nice to be able to do.”

Found Poem Excerpts Created from Verbatim Transcripts

Presented below are four tables. Three tables will present excerpts of participant found poems as related to programs for teacher support, program awareness for new teachers, and wellness programs for community. The final table will present all participants' suggested program(s) to support new teacher wellness.

Table 5 Found Poem Excerpts as Related to the Sub-Theme, Wellness as Programs for Teacher Support

Participant Pseudonym	Found Poem Excerpts as Related to the Sub-Theme, Wellness as Programs for Teacher Support
Ash	<p style="text-align: center;">Guidance would be nice. Academic freeform. Teach how you like. Zero guidance. I did not know – How to access email, Where to park, How to work online. Mentorship – Would be nice. I would take advantage – Of everything.</p>
Fern	<p style="text-align: center;">I learned a lot in my first year – being thrown into it and doing it all. We're forced to do it ourselves. Mentorship would help.</p>
Wren	<p style="text-align: center;">“Hey, how are you?” I was honest. Explained my situation. She checked in on me. Gave me a break. I was like, “Oh my God! I feel supported.” I always get anxious. Like I don't know if I have time to pee. That's important to me.</p>
River	<p style="text-align: center;">Walmsley. All online. You can find a counsellor.</p>

	<p>It's free. I have an appointment, Tomorrow. Haven't been in three weeks. I'm like, I miss her. I want to chat. I'm engaged. She just knows.</p>
--	--

Table 6 Found Poem Excerpts as Related to the Sub-Theme, Wellness as Program

Awareness for New Teachers

Participant Pseudonym	Found Poem Excerpts as Related to the Sub-Theme, Wellness as Program Awareness for New Teachers
Fern	<p>We need more – more exposure to what exists. Teacher wellness is important – People talk. No solutions ever mentioned. I just don't know. Like mentors on practicum – I don't know if that's a thing or If it's possible.</p>
Sage	<p>I think there's wellness groups. Named in emails. As a TOC – I don't think I'm invited.</p>
Juniper	<p>There's so many questions. It's nice to ask. So many questions about – teaching, professional development, taxes. I think it would be nice to have more social. Informal talks with teachers, the union too.</p>
Phoenix	<p>I haven't experienced wellness within teaching. Do they have supports for us? Like from the district. I know they have counselling. That is good. But overall, it been on my own.</p>

Table 7 Found Poem Excerpts as Related to the Sub-Theme, Wellness as Programs for Community

Participant Pseudonym	Found Poem Excerpts as Related to the Sub-Theme, Wellness as Programs for Community
Cedar	<p>Health and wellness program – BCTF Phenomenal. Group of teachers. Story. Sharing circle. Similar voice. Wellness for teachers – Should be taught. Walking alongside you Within the developing path.</p>
Rain	<p>I don't know if I've felt 100% fully well. I don't know what that is. Sometimes I go for a massage. I'll take a cheeky orange or slice of toast. Time away from the classroom and surprise snacks – That's what I want.</p>
Ocean	<p>Professional development – Collaborative space. Come together. One and all. No pressure surrounding. Technically this is not – Not what a pro-d is made for. Need those pieces: Going to be okay. Do the job together. Joint commiseration. Pumping each other – Up.</p>
River	<p>In my school, I am lucky. Open to mental health. Conversations. Sports every month. Teachers together. Even staff meetings – the first thing done is</p>

	acknowledging our breath.
Juniper	There's a teacher book club. It is nice. We spend 90% of time talking about teaching. 10% on the books.

Table 8 Participants' Suggested Programs for New Teacher Wellness

Participant Pseudonym	Suggested Program for New Teacher Wellness
Cedar	<ul style="list-style-type: none"> • Normalization of teacher wellness. • Introduction for new teachers regarding programs for wellness.
Rain	<ul style="list-style-type: none"> • Additional time for new teachers. • Treats for teachers.
Ocean	<ul style="list-style-type: none"> • Structural Change.
Ash	<ul style="list-style-type: none"> • Guidance/mentorship for new teachers.
Fern	<ul style="list-style-type: none"> • Mentorship.
Sage	<ul style="list-style-type: none"> • Direct messaging for new teachers on program offerings. • Opportunities for new teachers to try membership-based facilities with no commitment and reduced fees for teacher access.
Wren	<ul style="list-style-type: none"> • Mentorship.
River	<ul style="list-style-type: none"> • Social and physical activities with other teachers.
Juniper	<ul style="list-style-type: none"> • Social opportunities for new teachers with administration and union representatives. Example provided was an informal coffee chat.
Phoenix	<ul style="list-style-type: none"> • Workshop, handbook, or a form of formal guidance for new teachers.

This was the major identified theme as it contained three sub-themes within the main theme and participants' suggested programs for new teacher wellness. Some pseudonyms were seen twice between tables. This is because their responses, and thus found poems, connected to not just one sub-theme. This was the case for Juniper, River, and Fern. The overall responses of participants related to the theme wellness as programs.

Theme Four – Wellness as Change

This theme, wellness as change, might be considered a minor theme as only one new teacher referenced it directly. However, it is included as a theme as five participants provided indirect references to the theme. Excerpts from six participant found poems are presented in two

tables. The first contains the found poem (Table 9) directly referencing the theme, wellness as change. The second table contains the five found poem excerpts (Table 10) referencing the theme indirectly.

Participant Interview Quotes as Related to the Wellness as Change Theme

Six participants, when considering teacher wellness, thought of it in terms of changes for the teaching profession. Fern mentioned this required change directly. “We're kind of forced to do things by ourselves, which can be really hard if you're at a new school or if you don't know anybody or if you're introverted and don't really like to reach out. I think teaching is way harder than people make it out to be um and yeah, something needs to change. It's all I know.” The other five participants mentioned the notion of change more indirectly.

Cedar, considering their first year of teaching said, “At the start of my career I was working overtime. You're at school from 7 AM till 7 PM or you're constantly answering emails; you have no sense of boundary. Um, you're not wanting to reach out to others because you feel like a burden, um, all these kinds of things that you kind of like go to deconstruct because it's not necessarily things that we learned as we became teachers.”

Rain said, “I think teacher wellness can be kind of corny sometimes like the webinars and things they say is, oh, teachers need sleep. Oh, teachers need this, teachers need that. No, teachers know how to take care of themselves. They just can't because of the energy drain, the physical drain. There's just a lot of demands getting into any new career, probably especially teaching.”

Ash, considering their previous overtime work to pay for life and school said, “I think now that I've cut some of those things back, it has opened my eyes to the importance of wellness. I still put myself last, but I get to spend more time with my family, and they get a better

representation of who I am. So, it's important in that I don't want to be the busy person that my kids don't get a chance to see. And I want to be present and available and have fun with them.”

Wren, considering the challenges experienced said, “Teaching’s hard. It's not for the faint of heart, and it's not appreciated. And I think there needs to be more around appreciated teachers. Especially, like, the time out of their own lives that they give. It's hard. It's a thankless job. That's all I got to say.”

Finally, Ocean, considering the cycle of teaching they are experiencing said, “I need benefits and stuff. I'm working full time as a TTOC and you can buy them, but they're like \$400 but that's not how that works. I get fired and every year. I have to now scramble for new job and it's stressful, like you can't really like enjoy the summer off or enjoy time when you're like refreshing the page every week, so you like, you like, what's out there? What's out there? I need a job, I need a job, I need a job. Then you get a job. You start in three days and have to create a whole plan. The more I talk, the more I think teaching sucks. I love it, but the system is awful.”

Found Poem Excerpts Created from Verbatim Transcripts

Table 9 Found Poem Excerpts as Related to the Theme, Wellness as Change – Direct Reference

Participant Pseudonym	Found Poem Excerpts as Related to the Theme, Wellness as Change – Direct Reference
Fern	<p style="text-align: center;">I learned a lot in my first year – being thrown into it and doing it all. We’re forced to do it ourselves. Mentorship would help. Teaching is way harder – than people make it out to be. There’s so many people – leaving the profession. Something’s ought to change. I have to figure something out.</p>

Table 10 Found Poem Excerpts as Related to the Theme, Wellness as Change – Indirect Reference

Participant Pseudonym	Found Poem Excerpts as Related to the Theme, Wellness as Change – Indirect Reference
Cedar	<p>Tired and drained to only push through. Working overtime – Unaware of your needs. Do not reach out – A burden to others. Unnecessary research – I Shouldn't have to do.</p>
Rain	<p>Teachers need this... teachers need that... Teachers know how to care for themselves. We just can't. A lot of demands. When you're full time – You're over full time. Not very many practical supports. So many teachers in their first five years – Leaving the profession.</p>
Ash	<p>I don't want to be – The busy person that my kids don't get to see. It's like running in a wave.</p>
Wren	<p>Teaching is hard – not for the faint of heart. Not appreciated. It's a thankless job. I need some support.</p>
Ocean	<p>Small actions- I get fired every year – Hired – Then, fired again. Summer not enjoyed. Common mantra – I need a job. Need the job. Checking every day. Three days before the start of school – I got a job. Rapid plan. The system – Awful.</p>

Participants' Approval and Suggestions for Created Found Poems

To ensure participants' voices and opinions were honoured, each participant was sent an email or Instagram Direct message containing their found poem, derived from their verbatim interview transcript, for review. As mentioned in the Methods Chapter, only the found poems were definitively sent to participants for approval. Participants were aware that they could request a copy of their verbatim transcription. All participants approved the found poems that used their interview comments and statements (Table 11).

Table 11 Participants' Comments Regarding Found Poem Approval

Participant Pseudonym	Participants' Comments Regarding Found Poem Approval
Cedar	"Looks amazing!! Approved on my end. You are doing such important work."
Rain	"Yes, I approve of this poem and its use in your work! Thanks for checking."
Ocean	"Thank you for sharing this. I LOVE IT! Thank you so much for your care in still making sure it sounds like my voice. I can't wait to see your final product."
Ash	"Thank you for a beautiful poetic representation of our interview. I approve of it and wish you the best of luck in your future academic endeavours."
Fern	"It looks good to me! Thanks for sharing."
Sage	"The poem looks fantastic; I do have a few small notes: <ul style="list-style-type: none"> • I'm ready to engage in job adding "the" to say, "the job". • The second last question, "what is allowed" do you want "what" capitalized like the last question? Other than that, I think you have captured my experience really well! Thank you!"
Wren	"Thank you, Linnea, I love the poem, and I give you approval. One minor note, I think you left out the "t" in mentor."
River	"OMG, Linnea. THAT'S THE COOLEST THING EVER. YOU TOOK MY WORDS AND MADE THEM INTO THAT?? OMG. Okay, Literally the coolest thing I've ever read. Yes, absolutely approved."
Juniper	"Looks great!! Thanks Linnea!"
Phoenix	"Awesome! That works for me, it sounds great."

Findings Summary

This chapter introduced ten new teachers who were participants in this study. Excerpts of found poems derived from the participant's verbatim transcripts were provided in accordance

with each of the four identified themes. Full found poems can be viewed in appendix section in appendix items labelled from M to appendix V. Composing the found poems using words and phrases directly from the interview transcripts allowed the participants' voices to be preserved and further enriched meaning making. The following chapter will discuss these findings in relation to the relevant components of the review of literature and selected methodological frameworks.

“A conversation is so much more than words, a conversation is eyes, smiles, and silences between words” (Thor, n.d.).

Chapter Five – Discussion

As emphasized throughout this thesis, my aim was to delve deeper into how new teachers explored and understood their own wellness during the early stages of their career. I was particularly interested in how new teachers defined wellness and experienced wellness within the teaching profession. In this discussion chapter, I open with my interpretations of the findings. Focusing on the found poem excerpts presented in the findings chapter, I will share where, in specific poem excerpts, I was reminded of the links to the current literature, programs discussed, and of personal new teacher wellness experiences. I also include personal thoughts, questions and feelings that presented themselves, throughout the research process. I close the discussion chapter with the considerations of Foss (1972), where the found poet is recognized and celebrated. As the researcher and found poet in this graduate student research process, I conclude this Thesis with a personally crafted reflective poem titled, “Among the Pages the Poet Shines”.

Researcher Interpretations of the Found Poem Findings

Throughout the findings chapter, four themes were discussed. They included wellness as dimensions, wellness as balance, wellness as programs, and wellness as change. The third theme, wellness as programs, included three sub-themes. These were wellness as programs for teacher support, wellness as program awareness for new teachers, and wellness as community. While each found poem excerpt is important and meaningful, I have chosen to focus on specific found poems excerpts from each theme which are discussed based on key moments of connection, realization, and feeling through the lens of myself, the researcher and the new teacher.

Wellness as Dimensions

The found poems crafted for this theme related strongly to the various dimensions of wellness that contributed or enhanced the life experiences of new teachers as they navigated their first year(s) in the profession (See Table 3, Chapter 4).

As a second-year teacher myself, I was particularly influenced by the found poem of Cedar where they expressed wellness to include both compassion and self-awareness. Cedar described how the needs of the students become increasingly overpowering to the point where *self as teacher* and *self as individual* are diminished. I connected to this through my tendency to perform to impress when I am in a school setting as a TTOC. I ask myself, what can I do to be seen? Acknowledged? Listened to? At the end of the day, I end up drained, unable to move beyond the thoughts of overwhelm and feelings of tiredness. So, I agree with Cedar. Self-compassion cannot be missed. From the perspective of academic literature, Gibbons and Newberry (2023) explored teacher self-compassion as means to help teacher emotion regulation. To investigate, the researcher conducted an interview on three separate occasions where teachers were asked to describe an uncomfortable or unfortunate incident from within their teaching experience. To analyze the information, moments of self-compassion within the teacher's descriptions, as opposed to self-criticism were searched for. To further analyze the data, the researchers created I-poems, a method of poetry where the focus is on the speaker's (I) feelings and experiences. Findings indicated a common plotline between participants: (1) conflict that involved a poor-feeling emotion, (2) reflection time, (3) attempts to resolve the issue, and (4) self-compassionate talk (Gibbons & Newberry, 2023).

As I reviewed the found poems of Rain, Ocean, Ash, and Sage I discovered that the found poems complemented and added to Hettler's description of wellness dimensions (National Wellness Institute, 2023). The found poem of Rain included spiritual, physical, and emotional dimensions. The found poem associated with Ocean's interview repeated the physical and spiritual dimensions and added a mental (intellectual) dimension of wellness. The found poem of Fern acknowledged the existence of several dimensions but exclusively mentioned the physical dimension. Finally, Ash, cited the dimensions of emotional and physical wellness, while adding a new dimension, health wellness.

The added or extended descriptions of wellness dimensions to Hettler's model proved to be an interesting perspective shift for me as a researcher and found poet. I was familiar with Hettler's expertly defined descriptions of wellness dimensions. So, when the found poem of River included a stereotypical view of wellness where people are skinny and have muscle mass, I was challenged in my view. I knew that River had the right to define or express their understanding of wellness in this way. There are stereotypes or understandings of what wellness means to others that do not link directly to my understanding of what wellness means. My understanding of physical wellness was different. As a competitive Irish Dancer for many years, physical wellness to me was having the ability to learn specific dances, having the energy and physical ability to complete the dances, and being grateful for having the opportunity to learn and compete in Irish Dance competitions. My focus was not on attempting to get skinny or increase my muscle mass. I was humbled by River's definition of physical wellness. As a researcher and a found poet I do need to embrace other people's opinions or understanding of the notion of wellness.

To embrace other people's opinions or understanding of wellness, I wanted to explore academic literature. Brennan (2024) reporting on Gallup's annual Health and Health Care Survey, revealed that 43% of American adults see themselves as overweight and that 55% mention wanting to lose weight. Further, in a Review of Literature by Marks et al. (2020), literature regarding social media, body image, and eating disorders as associated with wellness were explored. In their review, social networking sites, like Instagram, were revealed to be informal sources of 'health promotion' where influencers and broadcasted content relate to the perceived need to be skinny. Researchers, predicting growth of social networking, highlighted the morals and ethics of governmental departments or employees, health care workers, businesses, and social media influencers to prevent harm through decreasing the amount of 'easy' weight loss, misinformation, or shame occurs. Reading on this topic, I was reminded of the many times I heard people in my high school mentioning their weight, new fad diets, or methods 'proven' to help individuals lose weight quickly. Based on this reflection, I sat in silence pondering the many definitions of wellness I had received as part of this research process.

Wellness as Balance

Balance, in terms of the found poems (See Table 4, Chapter 4), was conceptualized in terms of work-life balance and the prevention of burnout. As a researcher and teacher, I was struck by the crafted excerpt for Ash. Balance was non-existent. An attitude of non-complaining was forced. If they were to succeed as a teacher, they needed to push through, put their head down, and go. This was a significant connection in terms of the shared key findings and statistics of the British Columbia Teachers' Federation annual membership surveys. Ash's comments link to the fact that 17.4% of teachers had experienced discrimination or unfair treatment and that 23.6% of teachers had witnessed discrimination or unfair treatment (BCTF, 2024).

The found poem excerpt from Phoenix's transcript was transformative for me as well. In their found poem, teacher wellness was revealed to be prevention – a prevention of burnout. Phoenix suggests that a mantra of doing things as a teacher to support 'the self' and taking care of self before others was of utmost importance in the prevention of burnout. This reflection links directly to the idea of Dunn's High-Level Wellness, in which wellness is a choice where progressing toward the idea of heightened potential takes effort, focus on self, and commitment (Dunn, 1961).

Wellness as Programs

While all new teachers suggested that wellness programs for teacher support, heightened awareness of programs, or wellness for the community were important, two found poems emerged as significant in terms of links to the current research available. A third found poem, regarded the mentorship of new teachers as important. (See Tables 5, 6, 7, and 8, Chapter 4).

The found poem, created from Cedar's interview transcript directly linked to the BCTF Health and Wellness Program (BCTF, 2025 c). Cedar described this program as phenomenal. The word phenomenal was notable and persuasive. I felt the need to include this word in the found poem. Phrases about how stories and sharing circles occurred in the program and where a similar voice amongst teachers was appreciated leapt out to me. Cedar's comments encouraged me to consider how I, also as a new teacher, might experience and benefit from a program such as this.

The found poem of River offered information about a new program that I was unaware of and had not discovered while I was completing the Review of Literature chapter. River described Walmsley, which is an online program where teachers can be paired with a counsellor. The counsellors who assist with this program work in schools, with teachers, and know what it is like

to be a teacher. What was special about this poem was the shared sentiment for the counsellor. As I considered this sentiment, I wanted to learn more. What is Walmsley? Upon finding their website, I learned that it a program available for direct application to an already existing EFAP program. The program, designed to provide “wellness initiatives to public and private sectors” (Walmsley, 2025, para. 1), offers wellness workshops, trauma support, substance misuse assistance, disability management, conflict resolution support, and account management containing reports and updates. Upon learning more, I can understand why River expressed contentment with the program. As a new teacher having experienced challenges of my own, I can see how this would be an excellent service to include within teacher EFAP programming.

Regarding the mentorship of new teachers, the found poem of Fern connected to a statistic presented in the Review of Literature in terms of the new teacher mentorship period, where 70.3% of new teachers that left, left during the mentoring period (Karsenti & Collin, 2013). The poem highlighted how this could be true. In the poem, it was acknowledged that they felt thrown into the profession, forced to do everything all by themselves. Stated specifically, “mentorship would help.”

Wellness as Change

The found poems (See Table 9, Chapter 4) in this theme alluded to changes in the teaching profession both directly, through the poem of Fern, and indirectly (Table 10, Chapter 4) through the poems of five other teachers. First, in the excerpt of Rain’s found poem, they mentioned, “teachers need this...teachers need that...teachers know how to care for themselves, they just can’t.” This poem led me to a heightened sense of how important research such as this, and additional research on new teacher well-being might be. Further, the found poem created from Ocean’s transcript mentioned their cycle of being hired, fired, hired, and then fired again.

They mention how they need the job, how if they get a job, it is last minute, they say, “the system – awful.” This poem also adds a notion of required systemic change in the teaching profession.

Based on Ocean’s experienced hiring and firing cycle of teaching, I was curious, what is the average experience of new teachers in BC regarding obtaining full-time employment? According to the Government of Canada Job Bank (2025 b), the job prospects for high school teachers is good for the 2024-2026 period. For elementary school teachers, the prospect is also good (Government of Canada, 2025 a). Regarding academically sound, or qualified source reports of the hiring process, solid information was hard to secure.

In Fern’s found poem excerpt, there was a direct reference to change. Fern believes that because so many teachers are leaving the profession, something needs to change, and that they, as an individual, need to figure something out. For me, as a new teacher, this led to an emotional response of felt heaviness. Feeling the weight of needing change and needing to figure it out all alone sounded isolating, daunting, and sad.

An Interpretive Summary

Reflecting and writing about the found poem excerpts as they connected to the participants, the themes, the research, and to me, proved to be an insightful process. I felt connected to my heart – to the internal emotions that arose as I experienced the truth within me as I prepared to discuss the findings of this research. Using hermeneutical phenomenology opened up the opportunity to contemplate the participants’ interview transcripts and then in turn, interpret the found poems. I discovered deeper meanings of the participants’ words and phrases, and I was moved and grateful for my participants comments and approvals of the found poems associated with their interview (See Table 11, Chapter 4). Smith and Osborne (2015) present the

impact and importance of using interpretation in research. “It is explicitly idiographic in its commitment to examining the detailed experience of each case in turn, prior to the move to more general claims” (para. 1). It was through this process of interpreting each found poem that allowed me to think, know, understand, and connect.

An Expression of Impact – Research, Writing, and Reflecting on Found Poetry

Hermeneutic phenomenology, poetic representation, and found poetry, were used to explore the wellness of new teachers who had five or fewer years of teaching experience. Through an extensive review of literature about teachers and wellness, one-on-one- interviews with ten new teachers, and found poetry created by using verbatim words and phrases from the participant interview data, I have come to understand that the found poem creation was more than just an exercise of presenting research findings. The process was like a dance between the participants, me, and the words on a page. While this process was at times challenging and emotionally taxing, the process was also exhilarating.

Finding Found Poetry

I now realize I am a self-identified poet. I am a found poet. In an article, *Poetry is Where you Find it: “Found Poetry”* by Foss (1972) a found poet is:

Like the journalist, diarist and abstractor of the contemporary informative flow. By the very choice of material “find,” they function like a columnist, as a social commentator. And finally, like the balladeer, liberate rhymes inherent in everyday speech. (Foss, 1972, p. 824).

As a found poet, I am a journalist, columnist, and balladeer who cares about the wellness of new teachers. This insight led me to complete the Discussion chapter with a poem I wrote titled, *Among the Pages the Poet Shines* as a way to conclude my graduate research journey.

Among the Pages the Poet Shines

Amongst the walls of thought, where ideas blend,
A poet of research seeks no end,
Through impactful words, and pages vast,
The poet explores the future, while acknowledging what was past.

Tired eyes, the mind alights,
Questions churning in dreams of sight,
Ideas spun with threads so thin,
Truth emerges from words and connections within.

Each point of data, an aspect in the poet's song,
A melody produced where representation does belong,
Emotions brewing, tied to what they find,
Produced in heart and with mind.

In discovery the researcher can find what feels like defeat.
In every learning, turn, every little feat,
Feelings shared with vibrancy, in whispers, or a plea that screams,
Held together through curiosity held in nightly dreams.

Knowledge is not held in the dark,
The researcher poet provides a lighting spark,
Like running between the lines, motion felt, research is not stark,
Bringing meaning, leaving a mark.
(Linnea Leist, 2025)

“This is not the end. It is not even the beginning of the end. But it is, perhaps the end of the beginning” (Churchill, 1942).

Chapter Six – Conclusion

This concluding chapter is not the end; it is the end to the beginning of research on new teacher wellness. The findings of this thesis included the emergence of four themes: wellness as dimensions, wellness as balance, wellness as programs, and wellness as change. These themes revealed that new teachers define wellness in a variety of ways. Teachers did desire programs for support, for community, and for change. All ten new teachers provided recommendations for an improved new teacher experience. Connecting to the Methodology chapter, limitations were acknowledged and addressed appropriately.

Future Actions on Part of the Researcher – Possibilities for Research Dissemination

The following list describes future opportunities as to how to share the findings of this study and continue research about new teacher wellness.

1. I aim to write and submit academic papers based on this research to some of the following academic journals which have all published articles about teacher health and wellness in the past: *International Journal of Health, Wellness, and Society*, *Journal of Wellbeing, Teachers and Teaching*, *International Journal of Qualitative Methods*, *Journal of Transformative Education*, *Journal of Education*, *Research of Teacher Education*, *Australian Journal of Education*, *Research Journal in Advanced Humanities*, and *Early Education Journal*.
2. International and National Conferences: I plan on submitting proposals for conference or poster sessions based on my research about New Teacher Wellness. The following conferences are usually offered on an annual basis. They include the International

Conference on Teaching and Educational Sciences, the International Conference on Educational Sciences, and the International Conference on Pedagogy and Psychology.

3. Provincial Conferences: I will be submitting presentation proposals to the following agencies that offer annual teacher conferences in British Columbia. They include the British Columbia Early Career Teachers' Association Provincial Specialist Association Conference, The British Columbia Teachers' Federation New Teachers' Conference, the Provincial Intermediate and Middle Years Teachers' Association Conference, and the Physical and Health Education Canada National Conference.
4. I will contact local School Districts and public and private schools in the Greater Victoria area offering to present the research findings about New Teacher Wellness at School District meetings, School Administration meetings, and Teacher Professional Development Days (Pro-D Days).
5. I will contact the UVic Dean of the Faculty of Education and offer to present a session about New Teacher Wellness during the annual Orientation Week organized for new Teacher Education students.
6. Continued education: My next academic journey begins as a doctoral student in the Behavioural Medicine Lab in the School of Exercise Science, Physical and Health Education at the University of Victoria.
7. Personal teacher development: As an educator, I plan on using this research, my learning in graduate school, and experience as a teacher to continue to work towards becoming a healthier and well educator.

Recommendations for Future Research

1. Continued research about new teachers' wellness in other school districts in British Columbia is recommended. It would provide an opportunity to compare and contrast new teachers' understanding of wellness throughout the province.
2. Based on the emergence of the themes, wellness as dimensions, wellness as balance, wellness as programs, and wellness as change, there is a possibility that a new teacher wellness model could be developed
3. It could be of significant impact to explore further, new teachers' opinions of their experiences with current teacher wellness programs as related to their new teaching practice. It would be of additional interest to explore what new programs or program structure that new teachers envision.
4. Based on the experience of this researcher, the combination of hermeneutical phenomenology and poetic representation was both beneficial and meaningful. Future research combining both methodologies is encouraged.

References

- Ahmed, S. K. (2024). The pillars of trustworthiness in qualitative research. *Journal of Medicine, Surgery, and Public Health*, 5, Article 100051.
- Ahmed, S. K. (2025). Sample size for saturation in qualitative research: Debates, definitions, and strategies. *Journal of Medicine, Surgery, and Public Health*, 5, Article 100171.
- Apple. (2025). Legal Process Guidelines Government & Law Enforcement within the United States. <https://www.apple.com/legal/privacy/law-enforcement-guidelines-us.pdf>
- Ball State University. (2025). Interstate Teacher Assessment and Support Consortium (InTASC) Standards. [https://www.bsu.edu/academics/collegesanddepartments/teachers-college/faculty-staff/intasc-standards#:~:text=Interstate%20Teacher%20Assessment%20and%20Support%20Consortium%20\(InTASC\)%20is%20a%20resource,improve%20teacher%20effectiveness%20and%20growth.](https://www.bsu.edu/academics/collegesanddepartments/teachers-college/faculty-staff/intasc-standards#:~:text=Interstate%20Teacher%20Assessment%20and%20Support%20Consortium%20(InTASC)%20is%20a%20resource,improve%20teacher%20effectiveness%20and%20growth.)
- Barrett, D., & Twycross, A. (2018). Data collection in qualitative research. *Evid Based Nurs*, 21(3), 63-64. DOI: 10.1136/eb-2018-102939
- Blount, A. J., Taylor, D. L. D., & Lambie, G. W. (2020). Wellness in the Helping Professions: Historical Overview, Wellness Models, and Current Trends. *Journal of Wellness*, 2(2), Article 6. DOI:10.18297/jwellness/vol2/iss2/6
- Boyd, C., & Barry, K. (2024). Arts-based research and the performative paradigm. *Methods in Psychology*, Article 100143. <https://doi.org/10.1016/j.metip.2024.100143>
- Brenan, M. (December 26, 2024). 43% of Americans Say They Are Overweight; 55% Want to Slim Down. <https://news.gallup.com/poll/654425/americans-say-overweight-slim-down.aspx>

British Columbia Early Career Teachers' Association. (N.D.) About BCECTA.

<https://www.bcecta.com/about.html>

British Columbia Teachers' Federation and Greater Victoria Teachers' Federation. (2022). 2022

– 2025 – District Working Document Provincial and Local Agreement a Working

Document. https://www.bctf.ca/docs/default-source/services-guidance/local-collective-agreements/sd61---greater-victoria-ca.pdf?sfvrsn=7219529c_2

British Columbia Teachers' Federation. (April 2023). 2022-23 BCTF Membership Survey.

<https://www.bctf.ca/docs/default-source/for-news-and-stories/bctf-membership-survey-summary-report-2022-2023.pdf>

British Columbia Teachers' Federation. (May 2024). 2023-24 BCTF Membership Survey.

https://www.bctf.ca/docs/default-source/for-news-and-stories/bctf-membership-survey-summary-report-2023-2024.pdf?sfvrsn=3bdb986c_2

British Columbia Teachers' Federation. (May 2025). 2024-25 BCTF Membership Survey.

https://www.bctf.ca/docs/default-source/for-news-and-stories/research-reports/2024-25membershipsurvey_final.pdf?sfvrsn=ce5f2fa3_3

British Columbia Teachers' Federation. (2025 a). Employee and Family Assistance Plans.

<https://www.bctf.ca/topics/services-information/wellness/employee-and-family-assistance-programs>

British Columbia Teachers' Federation. (2025 b). Health and Wellness Program.

<https://www.bctf.ca/topics/services-information/wellness/apply-or-refer-someone-to-the-health-and-wellness-program>

British Columbia Teachers' Federation. (2025 c). History of the BCTF.

<https://www.bctf.ca/topics/services-information/about-the-bctf/bctf-history>

British Columbia Teachers' Federation. (2025 d). Starling Minds.

[https://www.bctf.ca/topics/services-information/wellness/access-online-mental-health-therapy-\(starling-minds\)](https://www.bctf.ca/topics/services-information/wellness/access-online-mental-health-therapy-(starling-minds))

British Columbia Teachers' Federation. (2025 e). Well Teacher Groups.

<https://www.bctf.ca/topics/services-information/wellness/attend-a-well-teacher-group---a-free-wellness-workshop-designed-for-teachers>

Canadian Centre for Occupational Health and Safety. (2022). Health

Promotion/Wellness/Psychosocial.

https://www.ccohs.ca/oshanswers/psychosocial/worklife_balance.html

Canadian Psychological Association. (July 2, 2021). "Psychology Works" Fact Sheet:

Workplace Burnout. <https://cpa.ca/psychology-works-fact-sheet-workplace-burnout/>

Carpenter II, D. M., Field, J., Tucker, E. & Ferguson, N. (2023). Evaluating teacher wellness

professional development: A three-year study. *Educational Research: Theory and*

Practice, 34(1), 50-68. <https://files.eric.ed.gov/fulltext/EJ1382157.pdf>

Churchill, W. (November 10, 1942). Brainy Quote. Winston Churchill Quotes.

https://www.brainyquote.com/quotes/winston_churchill_163144

Coen, S. E., Tillman, S., Ergler, C. R., McGuire, C., & Gilliland, J. A. (2018). Playing with

Poetry: Poetic Representation of Research in Children's Geographies of Nature and Adventurous Play. *GeoHumanities*, 4(2), 557–575.

Crowther, S., Ironside, P., Spence, D., & Smythe, L. (2017). Crafting Stories in Hermeneutic

Phenomenology Research: A Methodological Device. *Qualitative Health Research*,

27(6), 826-835. DOI: 10.1177/1049732316656161

- Darling-Hammond, L., Hyler, M.E., Gardner, M., & Espinoza, D. (2017). Effective Teacher Professional Development. *Learning Policy Institute*.
https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf
- Dias-Lacy, S. L., & Guirgus, R. V. (2017). Challenges for New Teachers and Ways of Coping with Them. *Journal of Education and Learning*, 265-272,
<http://doi.org/10.5539/jel.v6n3p265>
- Dunn, H. L. (1959). High Level Wellness for Man and Society. *American Journal of Public Health*, 49(6), 786-792. <https://doi.org/10.2105/AJPH.49.6.786>
- Dunn, H. L. (1961). *High Level Wellness A collection of twenty-nine short talks on different aspects of the theme "High-Level Wellness for Man and Society"*. Charles B. Slack, Inc.
- Ellingson, L. (2009). *Engaging crystallization in qualitative research: An introduction*. Sage Publications, Inc. <https://doi.org/10.4135/9781412991476>
- Ewing, L. A. (2021). Mentoring novice teachers. *Mentoring & Tutoring: Partnership in Learning*, 29(1), 50-69, <https://doi.org/10.1080/13611267.2021.1899585>
- Example in Action. *The Sport Psychologist*, 21(2), 170–190.
- Feynman, R. P. (n.d.). 70 Research Quotes to Inspire Your Work. *Qualtrics*.
<https://www.qualtrics.com/blog/research-quotes/#:~:text=Nobel%20laureate%20physicist%20Richard%20P,intellectual%20integrity%20in%20genuine%20research>.
- Fitzpatrick, E., & Fitzpatrick, K. (2020). What poetry does for us in education and research. *Routledge*, DOI: [10.4324/9780429202117-1](https://doi.org/10.4324/9780429202117-1)

Foss, L. (1972). Poetry is Where You Find It: “Found Poetry”. *The Journal of Popular Culture*, 5(4), 821-830. https://doi.org/10.1111/j.0022-3840.1972.0504_821.x

Gibbons, S., & Newberry, M. (2023). Exploring self-compassion as a means of emotion regulation in teaching. *An international journal of teachers' professional development*, 27(1), 19-35. <https://doi.org/10.1080/13664530.2022.2149613>

Global Wellness Institute. (n.d.). History of Wellness. <https://globalwellnessinstitute.org/what-is-wellness/history-of-wellness/>

Government of British Columbia. (2024, August 16). Teacher Regulation in B.C. <https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teacher-regulation>

Government of British Columbia. (May 26, 2025). Employee and Family Assistance Services (EFAS). <https://www2.gov.bc.ca/gov/content/careers-myhr/all-employees/health-safety-and-sick-leave-resources/health/efas>

Government of Canada. (May 10, 2024). Health Promotion / Wellness / Psychosocial. *Canadian Centre for Occupational Health and Safety*, https://www.ccohs.ca/oshanswers/psychosocial/worklife_balance.html

Government of Canada. (2025 a). Job Prospects: Primary School Teacher in British Columbia. <https://www.jobbank.gc.ca/marketreport/outlook-occupation/4714/BC;jsessionid=F7EAAC0FA661DB870FE5B8DFC3CE2710.jobsearch>
74

Government of Canada. (2025 b). Job Prospects: Secondary School Teacher in British Columbia. <https://www.jobbank.gc.ca/marketreport/outlook-occupation/15904/BC>

- Green, E., Solomon, M., & Spence, D. (2021). Poem as/and Palimpsest: Hermeneutic Phenomenology and/as Poetic Inquiry. *International Journal of Qualitative Methods*, 20, <https://doi.org/10.1177/16094069211053094>
- Gringle, M. R. (2023). Engaging Resistance: a poetic hermeneutical phenomenology of mothering. *Art/Research International: A Transdisciplinary Journal*, 8(1), 245-269.
- Guillen, D. E. (2019). Qualitative Research: Hermeneutical Phenomenological Method. *Monographic: Advances on qualitative research in education*, 216-229, <https://files.eric.ed.gov/fulltext/EJ1212514.pdf>
- Halcomb, E. J., & Davidson, P. M. (2006). Is verbatim transcription of interview data always necessary? *Applied Nursing Research*, 19(1), 38-42, <https://doi.org/10.1016/j.apnr.2005.06.001>
- Hammarberg, K., Kirkman, M., & Lacey, S. (2016). Qualitative research methods: when to use them and how to judge them. *Human Reproduction*, 31(3), 498-501. doi:10.1093/humrep/dev334
- Harwell, D., & Daniel, M. (2012). Promoting Teacher Effectiveness through a holistic wellness model. *Problems of education in the 21st century*, 40, 75-86. https://www.scientiasocialis.lt/pec/files/pdf/vol40/75-87.Harwell_Vol.40.pdf
- Hennink, M., & Kaiser, B. N. (2022). Sample sizes for saturation in qualitative research: A systematic review of empirical tests. *Social Science & Medicine*, 292, Article 114523.
- Hopper, T., & Sanford, K. (2008). Using Poetic Representation to Support the Development of Teachers' Knowledge. *Studying Teacher Education*, 4(1), 29-45, DOI: 10.1080/17425960801976339

- Husserl, E. (1931). *Ideas: general introduction to pure phenomenology*. [Trans. by W. R. B. Gibson]. Macmillan.
- Kafle, N. P. (2011). Hermeneutic phenomenological research method simplified. *Bodhi: An Interdisciplinary Journal*, 5(1), 181-200. <https://doi.org/10.3126/bodhi.v5i1.8053>
- Kapoulas, A., & Mitic, M. (2012). Understanding challenges of qualitative research: rhetorical issues and reality traps. *Qualitative Market Research: An International Journal*, 15(4), 354-368. DOI 10.1108/13522751211257051
- Kardos, S. M., & Johnson, S. M. (2010). New teachers' experiences of mentoring: the good, the bad, and the inequity. *Journal of Educational Change*, 23-44, DOI 10.1007/s10833-008-9096-4
- Karsenti, T., & Collin, S. (2013). Why are new teachers leaving the profession? Results of a Canada-wide survey. *Education*, 3(3), 141-149, DOI: 10.5923/j.edu.20130303.01
- Keller, J. (n.d.). James Keller Quotes. *Brainy Quote*.
https://www.brainyquote.com/quotes/james_keller_192856
- Lemon, N. (2021). Wellbeing in initial teacher education: using poetic representation to examine pre-service teachers understanding of their self-care needs. *Cultural studies of science education*, 16, 931-950, <https://doi.org/10.1007/s11422-021-10034-y>
- Lim, W. M. (2025). What Is Qualitative Research? An Overview and Guidelines. *Australasian Marketing Journal*, 33(2). 199-229, DOI: 10.1177/14413582241264619
- Make A Future. (2025). Salary and Benefits. <https://www.makeafuture.ca/resources/why-work-in-bc/salary-and-benefits/>
- Mankin, A., Embse, N., Renshaw, T. L., & Ryan, S. (2018). Assessing Teacher Wellness: Confirmatory Factor Analysis and Measurement Invariance of the Teacher Subjective

- Wellbeing Questionnaire. *Sage Journals*, 36(3), 219-232. DOI: 10.1177/0734282917707142
- Marks, R. J., De Foe, A., & Collet, J. (2020). The pursuit of wellness: Social media, body image and eating disorders. *Children and Youth Services Review*, 119, Article 105659
- McMullin, C. (2023). Transcription and Qualitative Methods: Implications for Third Sector Research. *Voluntas*, 34, 140–153, <https://doi.org/10.1007/s11266-021-00400-3>
- Menninger, K. A. (n.d.). Brainy Quote. Listening Quotes. https://www.brainyquote.com/quotes/karl_a_menninger_143978?src=t_listening
- Miles, M., Francis, K., Chapman, Y., & Taylor, B. (2013). Hermeneutic phenomenology: A methodology of choice for midwives. *International Journal of Nursing Practice*, 19(4), 409-414, <https://doi.org/10.1111/ijn.12082>
- Muszynski, M. (2023). Research Questions. San José State University Writing Centre. <https://www.sjsu.edu/writingcenter/docs/handouts/Research%20Questions.pdf>
- Myers, J. E., & Sweeney, T. J. (2005). Five Factor Wellness Inventory (FFWEL) [Database record]. APA PsycTests. <https://doi.org/10.1037/t06468-000>
- National Library of Medicine. (April 15, 2024). Depression: Learn More – What is burnout? <https://www.ncbi.nlm.nih.gov/books/NBK279286/>
- National Wellness Institute. (July 2023). The National Wellness Institute’s Six Dimensions of Wellness Introduction and Summary. <https://cdn.ymaws.com/members.nationalwellness.org/resource/resmgr/tools2/6dimensionssummary.pdf>

- Noonan, J. (2019). An affinity for learning: Teacher identity and powerful professional development. *Journal of Teacher Education*, 70(5), 526-537.
<https://doi.org/10.1177/0022487118788838>
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Newbury Park: Sage Publications/
- Patton, M. Q. (2002). *Qualitative research & evaluation methods*. Thousand Oaks, Calif: Sage Publications.
- Prendergast, M. (2015). Poetic Inquiry, 2007-2012: A Surrender and Catch Found Poem. *Qualitative Inquiry*, 21(8) 678–685, DOI: 10.1177/1077800414563806
- Ramsook, L. (2018). A Methodological Approach to Hermeneutic Phenomenology. *International Journal of Humanities and Social Sciences*, 10(1), 14-24.
<https://doi.org/10.3126/bodhi.v5i1.8053>
- Renshaw, T. L., Long, A. C. J., & Cook, C. R. (2015). Assessing Teachers' Positive Psychological Functioning at Work: Development and Validation of the Teacher Subjective Wellbeing Questionnaire. *School Psychology Quarterly*, 30(2), 289-306.
<http://dx.doi.org/10.1037/spq0000112>
- Roberts, A., & Kim, H. (May 6, 2019). To promote success in schools, focus on teacher wellbeing. *Brookings*. <https://www.brookings.edu/articles/to-promote-success-in-schools-focus-on-teacher-well-being/>
- Roberts, S. K., Brasel, N. A., & Crawford, P. A. (2014) Poetry as praxis: An exploration of poetry discourse as qualitative inquiry, *Journal of Poetry Therapy*, 27(4), 167-181, DOI: 10.1080/08893675.2014.948262
- Salas, L. P. (2025). Found Poems. <https://laurasalas.com/writing-for-children/found-poems/>

- Shanks, R., et al., (2022) A comparative study of mentoring for new teachers. *Professional Development in Education*, 48:5, 751-765,
<https://doi.org/10.1080/19415257.2020.1744684>
- Sjollema, S. D., Hordyk, S., Walsh, C. A., Hanley, J., & Ives, N. (2012). Found poetry Finding home: A Qualitative study of homeless immigrant women. *Journal of Poetry Therapy*, 205-217, <http://dx.doi.org/10.1080/08893675.2012.736180>
- Smith, D. (October 5, 2025). Writing a Found Poem (no, it's not cheating!) *Poetry Pop Poetry Blog*. <https://poetrypop.com/2020/10/05/writing-a-found-poem-no-its-not-cheating/>
- Smith, J. A., & Osborn, M. (2015). Interpretative phenomenological analysis as a useful methodology for research on the lived experience of pain. *British Journal of Pain*, 9(1), 41-42. doi: [10.1177/2049463714541642](https://doi.org/10.1177/2049463714541642)
- Sparkes, A. C., & Douglas, K. (2007). Making the Case for Poetic Representations: An Example in Action. *The Sport Psychologist*, 21(2), 170-190. DOI:
<https://doi.org/10.1123/tsp.21.2.170>
- Stevenson, S. L. (n.d.). Robert Louis Stevenson Quotes. *Brainy Quote*.
https://www.brainyquote.com/quotes/robert_louis_stevenson_163096
- Take Me Outside. (2019 a). About Take Me Outside. <https://takemeoutside.ca/about-us/>
- Take Me Outside. (2019 b) Educator Wellness Retreats.
<https://takemeoutside.ca/educatorwellnessretreats/>
- The University of British Columbia. (N.D.). TEACH Teach Mental Health Literacy. *Office of Professional Learning*. <https://opl.educ.ubc.ca/teach-mental-health-literacy/>
- The Wellspring. (2018). Global Wellness.
<https://www.thewellspring.com/flex/articles/2432/global-wellness.cfm.html>

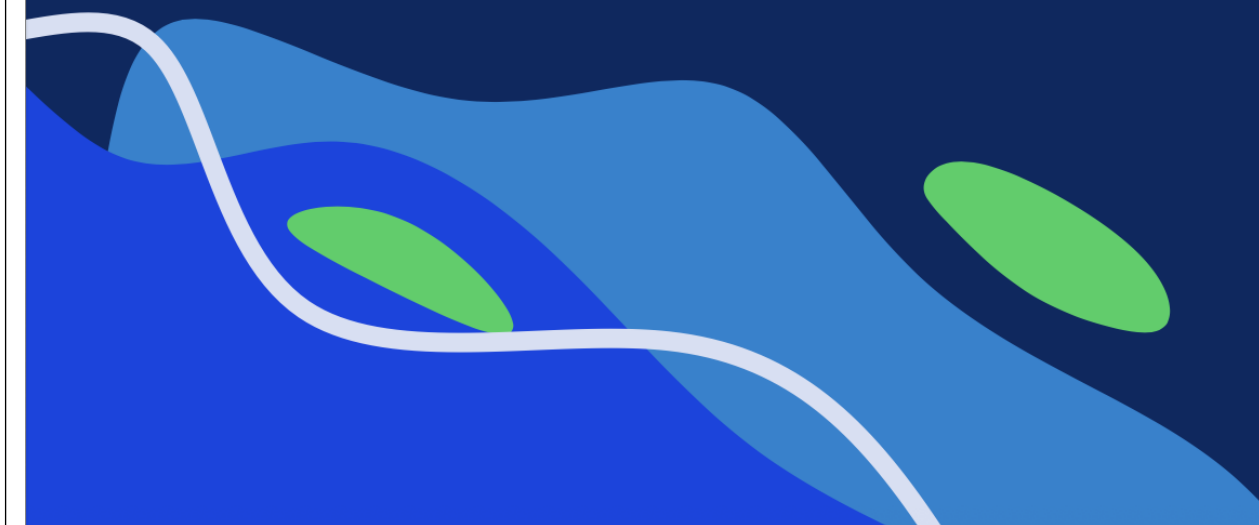
- Thor. A. (n.d.). Quotefancy. <https://quotefancy.com/quote/2734646/Annika-Thor-A-conversation-is-so-much-more-than-words-a-conversation-is-eyes-smiles-the>
- United Nations Educational Scientific and Cultural Organization. (2024). Global Report on Teachers. https://teachertaskforce.org/sites/default/files/2024-02/2024_TTF-UNESCO-Global-Report-on-Teachers_EN.pdf
- Van Horn, J. E., Taris, T. W., Schaufeli, W. B., & Schreurs, P. J. G. (2004). The Structure of Occupational Wellbeing. *Journal of Occupational and Organizational Psychology*, 77(3), 365-375. <https://doi.org/10.1348/0963179041752718>
- Wakeman, B. (2015). Poetry as Research and as Therapy. *Transformation*, 32(1), 50-68, <https://doi.org/10.1177/0265378814537767>
- Walmsley. (2025). Employee And Family Assistance Programs. <https://www.walmsley.ca/>
- Watson, J., & Hamilton, F. (2022). Found poetry: a creative approach to illuminate the findings of qualitative research. *British Journal of General Practice*, 538, DOI: <https://doi.org/10.3399/bjgp22X721121>
- Whalen, C., Majocha, E., & Nuland, S. V. (2019). Novice teacher challenges and promoting novice teacher retention in Canada. *European Journal of Teacher Education*, 591-607. <https://doi.org/10.1080/02619768.2019.1652906>
- Woods, P., & Sikes, P. J. (2022). Creative and arts-based inquiry. In *Successful writing for qualitative researchers* (3rd ed., pp. 91-111). Routledge, DOI: [10.4324/9781003143406](https://doi.org/10.4324/9781003143406)
- Wulf-Anderson, T. (2012). Poetic representation: working with dilemmas of involvement in participative social work research, *European Journal of Social Work*, 15(4), 563-580. DOI: [10.1080/13691457.2012.705261](https://doi.org/10.1080/13691457.2012.705261)

Appendix Section

Appendix A – Recruitment Poster

**Are you an
early career
teacher?**

*Join a volunteer research
study on early career
teacher well-being!*



Format:

Meet with the researcher for a 1:1 in-person interview with recorded audio.

You'll be asked questions that prompt you to reflect on your definition of teacher wellness, your experiences with wellness as an early career teacher and what you'd like to see more of.

The interview will be no longer than 1 hour.

Complete the online registration form by January 31 (link in bio)

Interviews will take place in February 2025

Appendix B – Initial Email for Participant Recruitment

Hello (Participant Name),

Thank you for taking the time to complete the Microsoft Form associated with my research study entitled, Exploring Teacher Wellness Using Poetic Representation with Teachers in their First Five Years. You are being contacted as you provided information that has met the following recruitment criteria:

- A teacher with five or fewer years of teaching experience.
- Teaching in the South Island region of Vancouver Island.
- Interested in contributing to the research on teacher wellness.

This study will examine how teachers with five or fewer years of teaching experience have experienced teacher wellness. Research of this type is important because it will further inform the knowledge-base, awareness, and contributions made to teacher wellness.

If I choose to take part in this study, what will be required of me?

If you choose to take part in this study, you will:

- Read and respond to emails regarding your participation and interview booking.
- Attend an interview session either at the University of Victoria in a private room or in a personally-selected private location within 20km of the University of Victoria that is not at your school or home.
- You will be asked to read and sign an informed consent form.
- You will be asked questions about your experiences with teacher wellness and will also be asked two demographic questions: (1) How many years of teaching experience do you have? (2) In what region of the South Island of Vancouver Island do you teach or work? These questions will be asked only to clarify represented regions and years of teaching experience.

Consent Form:

Attached to this email is the official consent form for this research. The consent form will contain important information about the study. The consent form should be read in full, and if you agree to voluntarily participate, please respond to this email letting me know. I would then send a follow up email regarding an interview booking. If you have any questions about the consent form, contact me at lleist@uvic.ca.

Next Steps Checklist

- Review the email above.
- If you have additional questions, send an email to Linnea at lleist@uvic.ca.
- If you agree to voluntarily participate, respond to this email indicating that you would like to participate.

Sincerely,

Linnea Leist B.Ed. | M.A. Candidate
University of Victoria Faculty of Education
School of Exercise Science, Physical and Health Education
Principle Applicant (PA)
lleist@uvic.ca

Appendix C – Participant Consent Form



University
of Victoria

Faculty of Education | School of Exercise Science, Physical and Health
Education

McKinnon Building | PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
lleist@uvic.ca

Participant Consent Form For the Research Study:

Exploring Teacher Wellness Using Poetic Representation with Teachers in their First Five Years

You are being invited to participate in a study entitled Exploring Teacher Wellness Using Poetic Representation with Teachers in their First Five Years that is being conducted by Linnea Leist.

Linnea is a graduate student in the Faculty of Education in the School of Exercise Science, Physical and Health Education at the University of Victoria. You may contact her if you have further questions by emailing her at lleist@uvic.ca.

As a graduate student, I am required to conduct research as part of the requirements for the degree, Master of Arts in Kinesiology. This study is being conducted under the supervision of Dr. Lara Lauzon. You may contact her at 250-721-8378 or llauzon@uvic.ca. A Collaborator in this research is Dr. Jennifer Gruno who can be contacted at 250-472-5064 or jgruno@uvic.ca.

I, Linnea Leist may have a relationship with you as a possible prior colleague from the Teacher Education Program at the University of Victoria, as a Teacher Teaching on Call colleague, and/or familiarity from an attended conference or workshop. To help prevent this relationship from affecting your decision to participate, the following steps have been taken: Third-party research study recruitment measures and utilization of a non-school-role-based email for recruitment and all other emails. If a relationship is present, I will not mention, discuss, or share experiences regarding past or current teacher, teacher education, or personal experiences.

Your decision to take part in the study, or your decision to withdraw from the study, will not affect your relationship with me or any aspect of your career.

What is the purpose of this study?

The purpose of this research project is to investigate teacher wellness with teachers having five or fewer years of teaching experience utilizing the research methodology of poetic representation. Research of this type is important because it will further inform researchers, educators and community members about the importance of teacher wellness.

You have been invited to participate in this study because you are a teacher that has five or fewer years of teaching experience, because you are a teacher within the South Island region of Vancouver Island, and because you interacted with the Post/Story broadcasted by the British

We acknowledge and respect the lək'wəjən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.



Columbia Early Career Teachers' Association (BCECTA) or by the University of Victoria Faculty of Education and clicked on and completed the linked Microsoft Form.

What is Poetic Representation? How will it be used for this Study?

Poetic Representation is a creative form that allows increased communication and a reduction of knowledge gaps through imagery, phrases, and metaphor. It prompts in-the-moment thinking and reflection, adding relevance and connection to the prominence and meaning of the research. I, Linnea Leist, the researcher, will use Poetic Representation to create Found Poems from audio transcribed data to create supplementary support for this research. Found Poetry creates a poem by utilizing words, phrases, passages, and remarks made by another person. In this case, the answers to the questions presented to new teachers, will inform the creation of these poems. These poems will be included at the end of my Thesis.

It is your choice whether or not you want to take part in this study. Your participation is voluntary.

If I choose to take part in this study, what will be required of me?

If you choose to take part in this study, you will:

- Read and respond to emails regarding your confirmation of participation in this study.
- Attend an interview at the University of Victoria in a private room or at a convenient location for you that is not at your home, place of work, or in a public place.
- You will be asked to commute to the selected location or to the University of Victoria. If you are attending the interview at the University of Victoria and parking on campus, you will be required to pay a parking fee. This can be completed at one of the parking meters or through the Honk Mobile application.
- You will be asked questions about teacher wellness. You will also be asked two demographic questions: How many years of teaching experience do you have? And; In what region of the South Island of Vancouver Island do you teach or work? These questions will be asked only to inform the research of participant years of experience and general regions represented by participants.

The interview process will first begin with the viewing and signing of two hard copies of the consent form. One will be for you to keep in your records. The other, will be for my records. After my copy has been collected it will be stored in my supervisor's locked cabinet in her locked office. The data collection will begin with the two demographic questions as stated above. I will then transition into the prepared interview questions. The data collected will be recorded live through the utilization of the Voice Memos Application on Apple Products. The recording will occur on, and be stored on my personally-owned and password protected iPhone 14 Pro and iPad 10th Generation. Both devices are locked with Touch ID and a password. After I have completed all requirements for the Thesis, the recordings and associated verbatim transcriptions will be permanently deleted.



You do not have to answer any questions that make you feel uncomfortable.

How long will this take?

Participation in this research, regarding the interview component, is expected to take no more than 60 minutes. Considering driving time, parking, and interview time combined, your participation is expected to be no more than 150 minutes.

What are the possible harms and discomforts?

This research study is considered to be minimal risk. The [TCPS 2 article 6.12](#) definition of "minimal risk research" is as follows: 'Research in which the probability and magnitude of possible harms implied by participation in the research is no greater than those encountered by the participant in those aspects of their everyday life that relate to the research.'

Who will see my information?

Only I, Linnea Leist will review the data collected. The saved interview data and verbatim transcriptions will be labelled in the following manner, "Interview Session # – Date". No personal information, such as your name, will be included in the saved information. Only I will analyze the data. Mysyelf and my supervisor, Dr. Lara Lauzon will review the analysis of the data. Information collected for this study will be held for the duration of this thesis completion process. Any electronic data collected will be deleted by no later than Summer of 2025. Any printed transcripts used for analysis will be shredded using University of Victoria confidential shredding in the School of Exercise Science, and Physical and Health Education.

External Data Storage and Data Management

I will be using Microsoft Forms for the initial recruitment of participants. According to the University of Victoria Computer Help Desk, Microsoft Forms is stored in Canada. I will also be using the Voice Memos Application offered on Apple products for my iPhone and iPad. Please be advised that information about you that is gathered for this research study, which does not include any personal or identifiable information, uses cloud storage located in the US. According to the Apple Law Enforcement Guidelines, "all iCloud content data stored by Apple is additionally encrypted at the location of the server. For data Apple can decrypt, Apple retains the encryption keys in its U.S. data centres. Apple does not receive or retain encryption keys for customer's end-to-end encrypted data." As such, there is a possibility that information from the interview (questions and answers) that does not include any personal or identifying information, may be accessed without your knowledge or consent by the US government in compliance with the US Freedom Act." After the research has been published and the research project is completed, no later than Summer of 2025, I will delete the iCloud backups that contain those audio recordings.



Participant Access to Transcripts

Participants will be provided the opportunity to review their transcripts upon their request. Participants can contact me anytime via email to request a meeting and provision of a hardcopy of the transcript. This meeting would occur in person at the University of Victoria to keep privacy procedures and participant safety in mind.

How will the study results be shared?

Findings from this study will be reported in my Thesis and Thesis oral defence, journal articles and presented at workshops, conferences, and/or Teacher Professional-Development Days. My Thesis will be available on the internet via UVicSpace. Your name and any other possibly identifying data will not be shared.

Please note:

- You may end the interview at any time.
- You may change your mind and withdraw from the study at any time. There is no need to explain why you have changed your mind.
- When you meet with Linnea you will be reminded that your participation in the study is voluntary, and asked if you wish to take part.

If you have any questions or if you would like to discuss the study further, please contact the researcher at lleist@uvic.ca or the research supervisor at llauzon@uvic.ca or 250-721-8378.

You can also contact the Human Research Ethics Office at the University of Victoria at 250-472-4545 or ethics@uvic.ca, to check the ethical approval of this study, or to raise any concerns you might have.



Please remember that participation in this study is voluntary.

Consent: Please circle the appropriate answer.

I have read and understand this consent letter Yes No

I understand that my participation in this study is voluntary Yes No

I understand that I can withdraw my consent at any time Yes No

I agree to take part in the study Yes No

I agree to have my interview audio recorded Yes No

I agree to sign two separate copies of the consent form Yes No

Note: One copy will be used for my records. The other is for you to keep.

Name of participant: _____

Signature: _____

Date: _____

Please retain a copy of this consent form for your records.



Appendix D – Microsoft Form Used for Recruitment

New Teacher Wellness Research Study - Participant Interest and Recruitment Form

The purpose of this research is to (a) explore and understand the level of knowing, awareness, and experiences regarding teacher wellness in educators with five and fewer years of teaching experience and (b) utilize poetic representation in the form of found poetry to illuminate the teachers' perspectives and understanding of health and wellness as linked to their role as an educational professional.

Upon completion of this form, if the inclusion criteria, having five or fewer years of teaching experience, working in the Southern Island of Vancouver Island, and having the interest in contributing to research on teacher wellness, are met, you will be contacted by me, using the email you provided. The email back to you will include the attachment of the formal research consent form and information about how to schedule a personal interview with me. The interview, lasting no longer than one hour, is the only form of formal data collection for this research. Your participation in filling out this form, and participating in the interview, if selected based on inclusion criteria, is completely voluntary. If you are selected and would like to resign from the research, you can do so at any time with no questioning.

Researcher: Linnea Leist (graduate student in the School of Exercise Science, Physical and Health Education at the University of Victoria) Researcher email: lleist@uvic.ca

Principal Investigator: Dr. Lara Lauzon (associate professor in the School of Exercise Science, Physical and Health Education at the University of Victoria)

1. Your name *

Enter your answer

2. Your email (not school-based) *

Enter your answer

3. Do you consent to the researcher using your email for contact about research study participation?

Note: The researcher will only use your email for research study related contact. *

Yes

No

4. Where in the South Island of Vancouver Island do you work?

Note: Please do not indicate a specific school district. Only indicate region. For example, Greater Victoria, Langford, Colwood, or Sooke. *

Enter your answer

5. How many years of teaching experience do you have?

*

Enter your answer

Submit

Appendix E – Ethics Certificate of Approval



**University
of Victoria**

Office of Research Services | Human Research Ethics Board
Michael Williams Building Rm B202 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-472-4545 | F 250-721-8960 | uvic.ca/research | ethics@uvic.ca

Certificate of Approval - Amendments

PRINCIPAL INVESTIGATOR:	Lara Lauzon (Supervisor)	ETHICS PROTOCOL NUMBER: 24-0311 Expedited review - delegated
PRINCIPAL APPLICANT:	Linnea Leist Master's student	ORIGINAL APPROVAL DATE: 17-Dec-2024
UVIC DEPARTMENT:	Exercise Science, Physical and Health Education EPHE	APPROVED ON: 12-Feb-2025
		APPROVAL EXPIRY DATE: 16-Dec-2025

PROJECT TITLE: Exploring Teacher Wellness Using Poetic Representation with Teachers in their First Five Years

RESEARCH TEAM MEMBERS:
Jenn Gruno - Collaborator, UVic

DECLARED PROJECT FUNDING: None

DOCUMENTS INCLUDED IN THIS APPROVAL:

tcps2_core_certificate.pdf - 28-Sep-2024
Document containing the emails to be sent to participants in chronological order - Linnea Leist.pdf - 08-Oct-2024
Letter of information - BCECTA.pdf - 08-Oct-2024
Letter of information - University of Victoria Faculty of Education.pdf - 08-Oct-2024
Example Letter of Permission for the research study.pdf - 08-Oct-2024
Interview Questions.pdf - 10-Oct-2024
Recruitment Poster Revision_Linnea Leist.pdf - 13-Dec-2024
Questions:prompts for the Microsoft Forms_Revisions.pdf - 13-Dec-2024
Participant Consent Form - Linnea Leist Research Study.pdf - 13-Dec-2024
BCECTA Letter of Permission (1).pdf - 22-Jan-2025
Letter of Permission from Michelle Butterfield.pdf - 22-Jan-2025
PAA 02 Information and Details.pdf - 06-Feb-2025

Conditions of approval

This Certificate of Approval is valid for the above term provided there is no change in the protocol.

Amendments

To make changes to the approved research procedure in your study, please submit "Amendments" or "Annual renewal with amendments" form. You must receive research ethics approval before proceeding with your amended protocol.

Renewals

Your ethics approval must be current for the period during which you are recruiting participants or collecting data. To renew your protocol, please submit a "Request for Renewal" form before the expiry date on your certificate. You will be sent an emailed reminder prompting you to renew your protocol about six weeks before your expiry date.

Project Closures

When you have completed all data collection activities and will have no further contact with participants, please notify the Human Research Ethics Board by submitting a "Notice of Project Completion" form.

Certification

This certifies that the UVic Human Research Ethics Board has examined this research protocol and concluded that, in all respects, the proposed research meets the appropriate standards of ethics as outlined by the University of Victoria's policies for research involving human participants.

Dr. Sandra Gibbons
Chair, Human Research Ethics Board

Dr. Cindy Holder
Vice-chair, Human Research Ethics Board

Certificate Issued On: 12-Feb-2025

**Appendix F – Email Asking Participants to Choose a Date, Location, and Time for the
One-to-One Interview**

Hello (Participant Name),

Thank you for taking the time to read my previous email, read the consent form, and respond to my email. The purpose of this email is to begin the interview booking process for my study entitled, Exploring Teacher Wellness Using Poetic Representation with Teachers in their First Five Years.

The data collection for this study will begin on (date) and need to be completed by (date). Your interview can be booked Monday to Saturday within the times, 8:00am – 6:00pm. Please select three dates and times that work for you. I will coordinate within my schedule. Ensure to indicate your location preference. Upon receiving your email, I will offer you an official interview date and time in a follow-up email.

Thank you for your time and consideration regarding this email.

Sincerley,

Linnea Leist B.Ed. | M.A. Candidate
University of Victoria Faculty of Education
School of Exercise Science, Physical and Health Education
Principle Applicant (PA)
lleist@uvic.ca

Appendix G – Email Notifying Participants of Interview Date and Time

Hello (Participant Name),

Thank you for taking the time to read the previous emails and respond regarding your availability for an interview. After reviewing your three selected times and dates, I have scheduled you for an interview occurring on **(date)** at **(time)** at **(location)**.

Please confirm that this interview date, time, and location works for you. If it does not work, please respond to this email at your earliest convenience so that I can reschedule your interview date, time, and location.

I will send two reminder emails prior to your interview. One will be sent one week before and the other will be sent one day before. If you need to cancel for any reason, such as sickness, I ask that you provide me at least 24 hours notice so that I can find a new interview date and time for you.

Sincerely,

Linnea Leist B.Ed. | M.A. Candidate
University of Victoria Faculty of Education
School of Exercise Science, Physical and Health Education
Principle Applicant (PA)
lleist@uvic.ca

Appendix H – One-Week Reminder Email for Participant One-to-One Interview

Hello (Participant Name),

Please recognize this email as your one-week reminder for your participation in the study entitled, Exploring Teacher Wellness Using Poetic Representation with Teachers in their First Five Years. Your interview is scheduled to occur on **date at time at location**.

If this **date at time at location** no longer works for you, please email me at lleist@uvic.ca at your earliest convenience to work out a new date, time, and location.

I will look forward to seeing you next week.

Sincerley,

Linnea Leist B.Ed. | M.A. Candidate
University of Victoria Faculty of Education
School of Exercise Science, Physical and Health Education
Principle Applicant (PA)
lleist@uvic.ca

Appendix I – One-Day Reminder Email for Participant One-to-One Interview

Hello (Participant Name),

Please recognize this email as your one-day reminder for your participation in the study entitled, Exploring Teacher Wellness Using Poetic Representation with Teachers in their First Five Years. Your interview is scheduled to occur on **date at time at location**.

If this **date at time at location** no longer works for you, please email me as soon as possible at lleist@uvic.ca.

I look forward to seeing you tomorrow.

Sincerley,

Linnea Leist B.Ed. | M.A. Candidate
University of Victoria Faculty of Education
School of Exercise Science, Physical and Health Education
Principle Applicant (PA)
lleist@uvic.ca

Appendix J – Email Thanking Participants for their Participation in the Research Study

Hello (Participant Name),

Thank you very much for taking the time to read my past emails, respond where necessary, and take part in my research study. Your participation in this research study, Exploring Teacher Wellness Using Poetic Representation with Teachers in their First Five Years has been greatly appreciated.

Sincerley,

Linnea Leist B.Ed. | M.A. Candidate
University of Victoria Faculty of Education
School of Exercise Science, Physical and Health Education
Principle Applicant (PA)
lleist@uvic.ca

Appendix K – Email for Participant Notice of Withdrawal

Hello (Participant Name),

Thank you for reaching out regarding your desire to withdraw from this research study, Exploring Teacher Wellness Using Poetic Representation with Teachers in their First Five Years. As per the consent form there will be no further questions asked. Any data collected from you thus far will be deleted and/or shredded.

Sincerley,

Linnea Leist B.Ed. | M.A. Candidate
University of Victoria Faculty of Education
School of Exercise Science, Physical and Health Education
Principle Applicant (PA)
lleist@uvic.ca

Appendix L – Interview Questions

Interview Questions to be used for Exploring Teacher Wellness Using Poetic Representation with Teachers in their First Five Years

Demographic Questions:

1. How many years of teaching experience do you have?
2. In what region of the South Island of Vancouver Island do you teach or work?

Note: These questions will be asked only to inform the research of participant years of experience and general regions represented by participants.

Interview Questions:

- 1.) What does wellness mean to you?
- 2.) What does teacher wellness mean to you?
- 3.) How is teacher wellness important to you?
- 4.) How have you experienced wellness in your teaching experience?
- 5.) Are you aware of any teacher wellness initiatives available to you as a new and developing teacher? If so, what are they?
- 6.) Please elaborate on your engagement or participation in a teacher wellness experience.
- 7.) Are there other teacher wellness initiatives you would like to see come available for new and developing teachers?
- 8.) Do you have anything else you would like to add?

Appendix M – Found Poem from Cedar’s Interview

Feelings in your body.
 Typically, good.
 Balance.
 In teacher wellness –
 remove the idea of balance,
 it’s not necessarily,
 possible.
 Organizing schedules.
 Self-compassion
 Doesn’t need to be missed.
 burnout.
 Whatever balance means.
 Teacher wellness,
 crucial,
 for everyone.
 Reframing.
 At 2’oclock my brain is drained.
 Brain shuts off at 2’oclock.
 Activity or routine.
 BCTF
 Health and Wellness Program -
 Phenomenal.
 Of similar voice.
 It’s not just you.
 Other health and wellness?
 It should be right beside,
 with you,
 As you create your path.
 A lot of resources,
 for students.
 Teachers are missed.
 A smaller picture.
 You’re a person, right?
 Everyone goes through it.
 Highly demanding job.
 We’re going to lose –
 A lot of teachers.
 Need a support system –
 Now, more than ever,
 In 2025.

Appendix N – Found Poem from Rain’s Interview

How full is the teachers cup?
 They’re
 Pouring....
 Pouring...
 Pouring...
 Lots of different facets.
 Spiritual, physical, emotional –
 Play into each other.
 Long hours on your feet.
 Emotional drain –
 Far worse than physical.
 Crying in the bathroom.
 Can’t teach like that.
 Can’t pour from an empty cup.
 Drained.
 Burnt-out.
 This job will eat you –
 from the inside out.
 Teacher wellness is –
 being me.
 Not a teacher.
 Can’t imagine having children.
 Hopefully I have children and can be,
 A teacher.
 I can’t imagine my mental state.
 Going back to who I am.
 Logging off.

Out of the city.
 Hiking helps.
 Devotions.
 Time with my colleagues.
 That is nice.
 In the beginning of my career, I was well.
 Nice, cute plans.
 Pens lined up.
 It hits you like a wall.
 Somewhere in your first year.
 No, the first month.
 I don’t know if I’ve felt 100% fully well.
 I don’t know what that is.
 Sometimes I go for a massage.
 I’ll take a cheeky orange or slice of toast.
 Time away from the classroom and surprise
 snacks –
 That’s what I want.
 Teachers need this... teachers need that...
 Teachers know how to care for themselves.
 We just can’t.
 A lot of demands.
 When you’re full time –
 You’re over full time.
 Not very many practical supports.
 So many teachers in their first five years –
 Leaving the profession.

Appendix O – Found Poem from Ocean’s Interview

Wellness
 A holistic view.
 Mental, physical, spiritual,
 Meeting them all.
 Take care of you –
 Intrinsic.
 The school you’re in.
 Environmental.
 Influences.
 Community.
 Caring space.
 Responsible –
 On your own,
 Wellness.
 I cannot teach -
 While unwell.
 Not physically,
 Can I swear?
 If I feel like shit –
 Not a good teacher.
 Nor gracious.
 No patience.
 Need to feel good –
 To do my job.
 Need to lean –
 My journey.
 How can I?
 Fixing it?
 Get my footing in place.
 Couldn’t do it without –
 My little group of teacher friends.
 Free counselling –
 I don’t know.
 Not a person has ever used.
 Stuff out there?
 Not advertised.
 Self-driven.
 No formal –
 Teacher wellness action.

Professional development –
 Collaborative space.
 Come together.
 One and all.
 No pressure surrounding.
 Technically this is not –
 Not what a pro-d is made for.
 Need those pieces:
 Going to be okay.
 Do the job together.
 Joint commiseration.
 Pumping each other –
 Up.
 Your work –
 Not guaranteed.
 Income –
 Not guaranteed
 Nothing is –
 Guaranteed.
 I need benefits.
 Could buy them.
 But that’s not how it works.
 Small actions:
 I get fired every year –
 Hired –
 Then, fired again.
 Summer not enjoyed.
 Common mantra –
 I need a job.
 Need the job.
 Checking every day.
 Three days before the start of school –
 I got a job.
 Rapid plan.
 The system –
 Awful.

Appendix P – Found Poem from Ash’s Interview

What is Wellness?
 Difficult question.
 Broken into facets –
 Emotional Wellness,
 Health wellness.
 Physical too.
 These are how I check.
 Came from a background...
 Not allowed to complain.
 Simply put,
 Push through.
 Put my head down and go.
 Now, hired full time.
 Big relief.
 Opening my eyes.
 Areas of wellness where –
 I still put myself –
 Last.
 I don’t want to be –
 The busy person that my kids don’t get to
 see.
 It’s like running in a wave.
 They give you a class.
 Ready?
 Set.
 Go!

I must figure this out.
 You ask for help.
 Get better.
 Lows and highs.
 Everything in between.
 Students cry.
 Give me a hug.
 Tell me they’re happy I understand.
 Counselling.
 Increase the budget.
 Outside help.
 Teacher wellness experience –
 Haven’t had one.
 Guidance would be nice.
 Academic freeform.
 Teach how you like.
 Zero guidance.
 I did not know –
 How to access email,
 Where to park,
 How to work online.
 Mentorship –
 Would be nice.
 I would take advantage –
 Of everything.

Appendix Q – Found Poem from Fern’s Interview

Many different avenues
 Physical wellness –
 that’s important to me.
 Keeping your body
 healthy.
 Ability to cope.
 Work and life –
 balance.
 Somehow need to stay sane.
 Big mental toll.
 Keeping yourself in a good mental state –
 challenging.
 Need to do this.
 Otherwise,
 you can kind of lose –
 the joy.
 Both of teaching and of life.
 Personal wellness –
 Like a rollercoaster.
 Term positions –
 switching here and
 there.
 Where a different teacher has been –
 bringing these kids in.
 Back on track –
 buy in.
 It takes a lot of
 energy.
 I don’t feel as motivated.
 Like I’m not as valued.
 Anxiety and overwhelm 99% of time.

Trying my best to rely –
 on my teacher friends.
 Just released free counselling –
 brand new.
 For teacher wellness -
 A yoga event thingy.
 I think that’s all I’ve done.
 We need more –
 more exposure to what exists.
 Teacher wellness is important –
 People talk.
 No solutions ever mentioned.
 I just don’t know.
 Like mentors on practicum –
 I don’t know if that’s a thing or
 If it’s possible.
 I learned a lot in my first year –
 being thrown into it and doing it all.
 We’re forced to do it ourselves.
 Mentorship would help.
 Teaching is way harder –
 than people make it out to be.
 There’s so many people –
 leaving the profession.
 Something’s ought to change.
 I have to figure something out.
 It’s not sustainable.
 It makes it difficult to enjoy.
 Yeah –
 Something has to change.

Appendix R – Found Poem from Sage’s Interview

Wellness is –
 mind, body, and spirit.
 Balance.
 Teacher wellness –
 being in a good place.
 For your students.
 Taking care of my wellness.
 Making sure that –
 I’m ready to engage in my job.
 I take care of me –
 can’t think of anything that’s come from
 the school or
 colleague
 or
 district.
 There was a wellness app.
 BCTF or district.
 I think BCTF as a whole.
 Based on Cognitive Behavioural Therapy –
 I tried a session.
 It’s not really for me.
 I think there’s wellness groups.
 Named in emails.
 As a TOC –
 I don’t think I’m invited.
 Outside organizations.
 Take Me Outside –
 Outdoor learning store.
 A wellness retreat –
 That sounds good –
 but is so expensive.
 I would like to see –
 membership rates drop.
 Direct memberships for a TOC –
 what is allowed?
 What is accessible for me?

Appendix S – Found Poem from Wren’s Interview

Wellness to me –
 Feeling calm.
 Relaxed.
 Mentally sane –
 not judged.
 Everyone is different.
 To save my wellness –
 I watch TV.
 That’s what calms me down.
 I feel judged for that.
 Wellness is different for everyone.
 It’s a time to let our bodies relax.
 Digest information from the day.
 Teacher wellness is support.
 Having support –
 not just people.
 Maybe a resource here and there.
 I can’t do my job without anything.
 We all reach –
 Burnout.
 Nobody helps us to fill our buckets.
 We have Christmas break,
 Spring break,
 Summer break.
 All those breaks I spent-
 planning.
 It’s been a struggle –
 with chronic illness.
 The system is not built to support people –
 with issues of health.
 I wake up sick.
 Force myself to go –

Just not enough days.
 I need the pay.
 One person –
 An admin asks,
 “Hey, how are you?”
 I was honest.
 Explained my situation.
 She checked in on me.
 Gave me a break.
 I was like,
 “Oh my God! I feel supported.”
 I always get anxious.
 Like I don’t know if I have time to pee.
 That’s important to me.
 All I have heard regards the Pro-D.
 “Learn about teacher wellness” –
 they say.
 Then they just sit there.
 Talking at you for an hours’ time.
 Counselling support –
 that would be nice.
 Mentor support –
 Helping me with –
 resources.
 Knowing what to do.
 Teaching is hard –
 not for the faint of heart.
 Not appreciated.
 It’s a thankless job.
 I need someone to support me.

Appendix T – Found Poem from River’s Interview

When I think of wellness –
 there’s something picturesque.
 You know,
 those skinny people.
 The one’s with muscle.
 Real wellness means –
 A healthiness in your body.
 As a teacher,
 you have so many balls.
 Juggling them all at the same time.
 The point of teacher wellness –
 it’s that so called balance.
 You can’t have 100% in teaching.
 Then,
 0% would be for me.
 I saw it in myself.
 In practicum –
 100% of myself in.
 Got nothing back.
 On the verge of burnout.
 Now, I have specific things I do.
 I don’t take my laptop home.
 Don’t answer emails past a certain time.
 In my school,
 I am lucky.
 Open to mental health.
 Conversations.
 Sports every month.
 Teachers together.

Even staff meetings –
 the first thing done is
 acknowledging our breath.
 New website released.
 Walmsley.
 All online.
 You can find a counsellor.
 Its free.
 I have an appointment,
 Tomorrow.
 Haven’t been in three weeks.
 I’m like,
 I miss her.
 I want to chat.
 I’m engaged.
 She just knows.
 She knows schools.
 It’s just incredible.
 Physically,
 I’m not aware of much.
 Sometimes there’s yoga.
 But its far away.
 I’m already tired enough.
 Motivation plummets.
 This morning,
 “I should go to the gym!”
 Then I said –
 “Nah, I’ll mark instead.”

Appendix U – Found Poem from Juniper’s Interview

Wellness means balance.
 Being able to do the things
 I like.
 Having a good night’s sleep.
 Being able to get through the day.
 Teacher wellness is
 having a balance.
 A balance of work and life.
 If I didn’t have teacher wellness –
 I would suffer.
 Students would suffer too.
 I have a hard time asking for help.
 It’s nice when they offer support.
 Inclusion support.
 Wellness is hanging out with friends.
 Being able to rant and cry.
 Learning to prioritize –
 That has helped a lot.
 Sometimes at lunch there’s support –
 Teachers can just go in and talk.
 Get support.
 Talk about the week.
 That’s all I know.
 There’s a teacher book club.
 It is nice.
 We spend 90% of time talking about teaching.
 10% on the books.
 There’s so many questions.
 It’s nice to ask.
 So many questions about –
 teaching,
 professional development,
 taxes.
 I think it would be nice to have more social.
 Informal talks with teachers,
 the union too.
 It would be nice to get support.
 There needs to be more teacher wellness.
 There’s a lot of pressure.
 Forced to stay up late.
 Elaborate plans.
 Making my own resources.
 More information would be nice.

Appendix V – Found Poem for Phoenix ‘s Interview

Wellness is taking care.
 Making sure you are happy.
 Healthy.
 Needs being met.
 Teacher wellness is prevention.
 Prevention of burnout.
 Doing things as a teacher to help –
 prevent burnout.
 A mental health day –
 I know that’s really difficult.
 Teaching consumes time.
 My mantra has to be,
 taking care of me.
 Me before others.
 Wellness has been under my own doing.
 Boundaries.
 Not bringing work home.
 It is hard to say,
 I haven’t experienced wellness within teaching.
 Do they have supports for us?
 Like from the district.
 I know they have counselling.
 That is good.
 But overall, it been on my own.
 Online program.
 Not sure what it’s called.
 They just started it.
 Counselling has helped.
 I reached out on my own.
 Teacher retention is not that great.
 The first couple of years –
 really in the trenches.
 You’re just thrown around.
 You can really feel isolated and alone.
 I wish I had something last year.
 A handbook,
 workshop,
 an introduction to the district.
 I just felt like I was on my own.
 It’s so easy to just burnout.
 It would nice to have support.

