

WORKPLACE WELLBEING

PSYCHOSOCIAL RISK AND WORKLOAD MANAGEMENT IN TEACHING

SCENARIO SNAPSHOT

Mary – Year 7 Classroom Teacher

Mary is a dedicated teacher balancing lesson planning, inclusion initiatives, behaviour management, and parent communication. Over time, the emotional and administrative workload has left her exhausted.

ViVA used ErgoAnalyst with the Psychosocial Risk Analyser (PRA) to complete psychosocial risk profiles before and after Mary's school implemented the **ViVEDUS Enhanced Digital Platform**. Results showed a clear reduction in moderate acute and extreme cumulative psychosocial risks, improving job demands, role clarity, connection with others, and reducing interpersonal conflict risks.

With ViVEDUS, Mary now focuses on meaningful teaching and positive student interactions instead of duplicated administrative tasks, restoring her energy, confidence, and joy in the classroom.



CONTRIBUTING FACTORS



TASK & SYSTEM FACTORS

- » Manual duplication of plans and records.
- » Fragmented tools for curriculum, assessment, and inclusion.
- » Administrative overload reducing time for learners.



PERSONAL & ROLE FACTORS

- » Emotional labour managing student behaviour and parent demands.
- » High self-expectations and moral commitment.
- » Limited recovery time and peer collaboration.



ORGANISATIONAL FACTORS

- » Systemic workload intensification.
- » Inconsistent support and planning resources.

IMPACTS



WITHOUT SUPPORT:

- » Chronic stress, fatigue, moral injury, burnout risk.



WITH ViVEDUS SUPPORT:

- » Up to 90% reduction in administrative duplication.
- » Integrated inclusion and wellbeing tools.
- » Renewed engagement, confidence, and joy in teaching.