



Understanding Teachers' Emotions and Well-being for Sustainable School Development

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Message from the Guest Editors

Dear Colleagues,

During the past twenty years, the research on teachers' emotions and well-being has grown by leaps and bounds after being ignored for decades. Much attention has been paid to the roles of teachers' emotions, emotional labor, and emotion regulation in facilitating or impeding the development of students, teachers, and schools. The psychological, subjective, and social well-being of teachers has also become a pivotal concern for educational researchers, practitioners, and policy makers. The reasons for the burgeoning rise of research on teachers' emotions and well-being in the last two decades are threefold: people have entered an ever-changing society full of risks and uncertainties brought by waves of educational reforms since the new millennium; the sustainable development of school and educational systems depends on the professional capital of the school which comprises teachers' emotional as well as professional capacity; teachers' well-being and social-emotional skills are the key for facilitating students' desirable social and emotional development...





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