

**Teacher collaboration design factors: Exploring relations to burnout and engagement**  
**Presenters: Benjamin Waldejer, Maria Therese Jensen and Oddny Judith Solheim (University of Stavanger, Norway)**

**Introduction**

Teacher collaboration is an important factor in building effective school environments that provide students with high quality education. Despite a growing body of literature on teacher collaboration, the study of collaboration designs is still an academic novelty and therefore there are many elements that we do not yet understand, especially in terms of relations to teacher outcomes. In the current study we apply cross lagged panel models with random intercepts (RI-CLPM) to explore the relations between teacher collaboration design factors and burnout and engagement. The goal is to explore within-person fluctuations and between-person stability, thereby approaching causality. Of particular interest in this study is establishing directionality and exploring which teacher collaboration design factors that are stable over time.

**Theoretical framework**

We use the job demands-resources (JD-R) model as our theoretical framework. The JD-R model postulates that work related variables can be distinguished as either demands or resources, where the former primarily is related to negative outcomes such as burnout and the latter is primarily related to positive outcomes. Many aspects of occupational stress have been studied within this framework, yet little attention has been given to professional collaboration within the educational sector using this model. Teacher collaboration designs refer to how professional collaboration is structured and experienced by teachers, encompassing perceptions of collaborative quality, forms of collaborative leadership, types of collaborations and elements such as contrived collegiality. We hypothesize that different teacher collaboration design factors might support or hinder professional collaboration among teachers, and as such constitute both demands- and resources.

**Method**

The sample comprise approximately 490 primary school teachers in one large Norwegian municipality. The teachers answered a newly developed questionnaire on teacher collaboration design features, the Burnout Assessment Tool (BAT-12) and the Utrecht Work Engagement Scale (UWES-9) on three occasions: Fall 2024 (T1), winter, 2025 (T2) and spring 2025 (T3).

We use data from these three timepoints (T1-T3) to explore cross-lagged effects to establish if and how collaboration design factors are related to burnout and engagement. Given that our variables are ordinal and expected to deviate from normality, we employ a robust estimation approach using Weighted Least Squares with Mean and Variance adjustment (WLSMV).

**Conclusion**

Many researchers have been calling for more longitudinal studies both related to teacher collaboration and burnout and engagement. This study therefore provides a valuable contribution to these fields of research. By applying the JD-R framework we may better understand how professional collaboration is related to occupational stress in educational contexts.