REFERENCES

Ainsworth, S., & Oldfield, J. (2019). Quantifying teacher resilience: Context matters. *Teaching and Teacher Education*, 82, 117–128. https://doi.org/10. 1016/J.TATE.2019.03.012

Al-Omari, A., & Sharaah, M. (2012). Leadership readiness among prospective school leaders in Jordan. *International Online Journal of Education Sciences*, 4(1), 50–61. https://www.researchgate.net/profile/Aieman-Al-Omari/publication/233979177_Leadership_Readiness_among_Prospective_School_ Leaders_in_Jordan/links/0fcfd50dae71935bc000000/Leadership-Readiness-among-Prospective-School-Leaders-in-Jordan.pdf

Alt, D. (2016). Students' wellbeing, fear of missing out, and social media engagement for leisure in Higher education learning environments. *Current Psychology*, 37, 128–138. https://doi.org/10.1007/s12144-016-9496-1

Avis, J. (2005). Beyond performativity: Reflections on activist professionalism and the labour process in further education. *Journal of Education Policy*, 20(2), 209–222.

Bell, L., & Stevenson, H. (2006). Education policy: Process, themes and impact. Routledge.

Berkowitz, M. W. (2011). What works in values education. *International Journal of Educational Research*, *50*, 153–158. https://doi.org/10.1016/j.ijer. 2011.07.003

Bezuidenhout, A., Johnston, K., Corbett, S., & van Zyl, D. (2023). Well-being in Education: Towards a sustainable, healthy vocational education and training sector through a systemic lens. Under Review.

Bradburn, N. (1969). *The structure of pschological well-being*. Aldine Publishing Company.

Brady, J., & Wilson, E. (2020). Teacher wellbeing in England: Teacher responses to school-level initiatives. *Cambridge Journal of Education*, 51(1), 45–63. https://doi.org/10.1080/0305764X.2020.1775789

Burgess, S., & Thomson, D. (2019). The impact of the Wolf report on education outcomes for lower-attaining pupils. *British Educational Research Journal*, 45(3), 592–621. https://doi.org/10.1002/berj.3515

Burnell, I. (2017). Teaching and learning in further education: The Ofsted factor. *Journal of Further and Higher Education*, 41(2), 227–237. https://doi.org/10.1080/0309877X.2015.1117599

Bush, T. (2008). From management to leadership: Semantic or meaningful change? *Educational Management Administration & Leadership*, 36(2), 271–288. https://doi.org/10.1177/1741143207087777

Clark, D. (2021). Working days lost in the education industry in the United Kingdom 2016-2019. https://www.statista.com/statistics/509725/education-sector-working-days-lost-united-kingdom-uk/

Cooper, C., & Dewe, P. (2008). Well-being—absenteeism, presenteeism, costs and challenges. Occupational Medicine, 58(8), 522–524. https://doi.org/10. 1093/occmed/kqn124

Corbett, S. (2017). From teacher to manager: Expectations and challenge in the further education sector. A relationship model. *Research in Post-Compulsory Education*, 22(2), 208–220. https://doi.org/10.1080/13596748.2017.1314680

Corbett, S. (2020). Establishing professional expectations in further education middle management: The human resource manger's perspective. *Educational Management Administration & Leadership*. https://doi.org/10.1177/1741143220957328

Corbett, S. (2021). Developing contextualised literature-informed competency frameworks for middle managers in education. *Educational Management Administration & Leadership*. https://doi.org/10.1177/17411432211043873

Corbett, S. (2022). Teacher recruitment target missed in England – Why people don't want to enter or stay in the profession. *The Conversation*. https://theconversation.com/teacher-recruitment-target-missed-in-england-why-people-dont-want-to-enter-or-stay-in-the-profession-196175

Corbett, S. (2023). Ladder of competencies for education middle managers in England. *International Journal of Training and Development*, 27(1), 117–134. https://doi.org/10.1111/IJTD.12287

Corbett, S., Johnston, K., & Bezuidenhout, A. (2023). Further education workforce wellbeing: Did Covid actually change anything? *Educational*

Management Administration & Leadership. https://doi.org/10.1177/ 17411432231153290

Craig, C. J. (2017). International teacher attrition: Multiperspective views. *Teachers and Teaching*, 23(8), 859–862. https://doi.org/10.1080/13540602. 2017.1360860

Cuckle, P., Hodgson, J., & Broadhead, P. (2010). School leadership & management investigating the relationship between OfSTED inspections and school development planning. *School Leadership & Management*, 18(2), 271–283. https://doi.org/10.1080/13632439869691

CUPR HR. (2022). 2022 higher education employee retention survey. https:// www.cupahr.org/surveys/research-briefs/higher-ed-employee-retentionsurvey-findings-july-2022/

Daverth, G., Hyde, P., & Cassell, C. (2016). Uptake of organisational work–life balance opportunities: The context of support. *International Journal of Human Resource Management*, 27(15), 1710–1729. https://doi.org/10. 1080/09585192.2015.1075567

Dempsey, K., & Tao, X. (2017). Australian VET in China: What has changed? In *Internationalization in vocational education and training: Issues, concerns and prospects*. https://link.springer.com/chapter/10.1007/978-3-319-47859-3_9

DEWR. (2022). Australian government department of employment and workplace relations. Skills Reform. https://www.dewr.gov.au/skills-reform

DfE. (2011). *Review of vocational education: The Wolf report*. https://www.gov.uk/government/publications/review-of-vocational-education-the-wolf-report

DfE. (2022). Opportunity for all: Strong schools with great teachers for your child. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1063601/Opportunity_for_all_strong_schools_with_great_teachers_for_your_child__web_-_accessible.pdf

Dierdorff, E. C., Rubin, R. S., & Morgeson, F. P. (2009). The milieu of managerial work: An integrative framework linking work context to role requirements. *Journal of Applied Psychology*, 94(4), 972–988.

Dodge, R., Daly, A., Huyton, J., & Sanders, L. (2012). The challenege of defining wellbeing. *Journal of Wellbeing*, 2(3), 4. https://doi.org/10.5502/ijw. v2i3.4

ETF. (2019). Understanding the wellbeing of the post-14 education workforce. Education and Training Foundation. https://www.et-foundation.co.uk/wpcontent/uploads/2020/01/ETF-Executive-Summary-mental-health-FINAL-29-Nov-2019.pdf

Greenfield, T. (1991). Re-Forming and re-valuing educational administration: Whence and when cometh the phoenix? *Educational Leadership and Adminsitration*, 19(4), 200–217. https://doi.org/10.1177/ 174114329101900402

Guardian. (2014). UK universities ranked by subject area: Languages and lingistics. https://www.theguardian.com/education/table/2013/jun/04/ university-guide-modern-languages-linguistics

Guardian. (2023). UK universities ranked by subject area: Languages and linguistics. https://www.theguardian.com/education/ng-interactive/2022/sep/ 24/best-uk-universities-for-languages-linguistics-league-table

Gu, Q., & Day, C. (2013). Challenges to teacher resilience: Conditions count. *British Educational Research Journal*, 39(1), 22–44. https://doi.org/10.1080/ 01411926.2011.623152

Hassan, M., Mirza, T., & Hussain, M. (2020). A critical review by teachers on the online teaching-learning during the COVID-19. *International Journal of Education and Management Engineering*, *10*(8), 17–27.

Hazelkorn, E. (2009). Rankings and the battle for world-class excellence. *Higher Education Management and Policy*, 21(1), 1–22. https://doi.org/10. 1787/hemp-v21-art4-en

Henderson, L. W., Knight, T., & Richardson, B. (2013). An exploration of the well-being benefits of hedonic and eudaimonic behaviour. *The Journal of Positive Psychology*, 8(4), 322–336. https://doi.org/10.1080/17439760.2013. 803596

Hillman, N. (2014). A guide to the removal of student number controls. https://www.hepi.ac.uk/wp-content/uploads/2014/09/Clean-copy-of-SNC-paper1.pdf

Hochschild, A. (1983). The managed heart. University of California Press.

Hoctor, T. (2023). The consumer, the market and the universal aristocracy: The ideology of academisation in England. *Journal of Consumer Culture*, 23(2), 294–311. https://doi/pdf/10.1177/14695405221086068

HSE. (2022). Working days lost in Great Britain. https://www.hse.gov.uk/ statistics/overview.htm

HSE. (2023). Working days lost in Great Britain. https://www.hse.gov.uk/ statistics/dayslost.htm

Hupkau, C., & Petrongolo, B. (2020). Work, care and gender during the COVID-19 crisis*. *Fiscal Studies*, 41(3), 623–651. https://doi.org/10.1111/1475-5890.12245

IAU. (2020). The impact of Covid-19 on higher education around the world. https://www.uniss.it/sites/default/files/news/iau_covid19_and_he_survey_ report_final_may_2020.pdf

Jacobsen, M., Clifford, P., & Friesen, S. (2002). Preparing teachers for technology intergration: Creating a culture of inquiry in the context of use. *Comtemporary Issues in Teachnology and Teacher Education*, 2(3). https://citejournal.org/volume-2/issue-3-02/current-practice/preparing-teachers-for-technology-integration-creating-a-culture-of-inquiry-in-the-context-of-use/

Jerrim, J., & Sims, S. (2022). School accountability and teacher stress: International evidence from the OECD TALIS study. *Educational Assessment, Evaluation and Accountability*, 34(1), 5–32. https://doi.org/10.1007/S11092-021-09360-0/TABLES/7

Johnston, K., Corbett, S., Bezuidenhout, A., van Zyl, D., & Pasamar, S. (2023). Gender differences in work-life conflict during Covid? A research agenda for work-life conflict post-pandemic. *Research in Post-Compulsory Education*, 28(2), 207–225. https://doi.org/10.1080/13596748.2023.2206706

Kanter, R. (1977). Some effects of proportions on group life: Skewed sex ratios and responses to token women. *American Journal of Sociology*, 82(5), 965–990. https://doi.org/10.1086/226425

Keengwe, J., & Kidd, T. (2010). Towards best practices in online learning and teaching in higher education. *Journal of Online Learning and Teaching*, 6(2), 533–541. https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf& doi=3494998f1c80c7745998d969686f394aaddb6735

Kitzrow, M. A. (2009). The mental health needs of today's college students: Challenges and recommendations. *NASPA Journal*, 46(4), 646–660. https://doi.org/10.2202/1949-6605.5037

Koustourakis, G. (2007). The new educational policy for the reform of the curriculum and the change of school knowledge in the case of Greek compulsory education. *International Studies in Sociology of Education*, 17(1), 131–146. https://doi.org/10.1080/09620210701433878

Lawrence, O., Gostin, J. D., & Gronvall, G. (2023). The origins of covid-19 — Why it matters (and why it doesn't). *New England Journal of Medicine*. https://www.nejm.org/doi/full/10.1056/NEJMp2305081

Liu, Y., Cooper, L. C., & Tarba, Y. S. (2019). Resilience, wellbeing and HRM: A multidisciplinary perspective. *International Journal of Human Resource Management*, 30(8), 1227–1238. https://doi.org/10.1080/09585192.2019. 1565370

Male, T. (2022). The rise and rise of academy trusts: Continuing changes to the state-funded school system in England Trevor Male. *School Leadership & Management*, 4(42), 313–333. https://doi.org/10.1080/13632434.2022. 2095996

Mayo, E. (1993). *The human problems of an industrialized civilization*. In K. Thompson (Ed.). Routledge.

McCaig, C., & Taylor, C. (2015). The strange death of number controls in England: Paradoxical adventures in higher education market making. *Studies in Higher Education*, 42(9), 1641–1654. https://doi.org/10.1080/03075079. 2015.1113952

Middlehurst, R., & Elton, L. (2006). Leadership and management in higher education. *Studies in Higher Education*, 17(3), 251–264. https://doi.org/10. 1080/03075079212331382527

Misko, J. (2006). Vocational education and training in Australia, the United Kingdom and Germany. https://eric.ed.gov/?id=ED495160

NEU. (2023). *State of education: Recruitment and retention*. https://neu.org. uk/press-releases/state-education-recruitment-and-retention

Nietzsche, F. (1889). *Twilight of the idols*. In R. J. Hollingdale (Trans.). (Original work published 1889).

OECD. (2005). *Teachers matter (overview)*. https://www.oecd.org/education/school/34990905.pdf

OECD. (2015). OECD reviews of vocational education and training. OECD. https://www.oecd.org/education/skills-beyond-school/OECD_VET_Key_Messages_and_Country_Summaries_2015.pdf

OECD. (2018). PISA 2018 Insights and Interpretations. https://www.oecd. org/pisa/PISA 2018Insights and Interpretations FINAL PDF.pdf

OECD. (2019). Working and learning together. OECD. https://doi.org/10. 1787/b7aaf050-en

OECD. (2020). *The impact of Covid-19 on education*. https://www.oecd.org/ education/the-impact-of-covid-19-on-education-insights-education-at-aglance-2020.pdf

OECD. (2021a). *Education at a glance*. https://www.oecd-ilibrary.org/doc server/bcc79d57-en.pdf?expires=1684573174&id=id&accname=guest &checksum=23F80DD91BE8AC76B5BEDDFE3FB94F03

OECD. (2021b). *Teachers and leaders in vocational education and training*. https://www.oecd-ilibrary.org/sites/59d4fbb1-en/index.html?itemId=/content/publication/59d4fbb1-en

OECD. (2021c). Vocational Education and Training (VET) and adult learning. https://www.oecd.org/education/innovation-education/vet.htm

OECD. (2022a). *Education at a Glance* 2022: OECD *indicators*. https://www. oecd-ilibrary.org/sites/3197152b-en/1/3/1/index.html?itemId=/content/ publication/3197152b-en&_csp_=7702d7a2844b0c49180e6b095bf8545 9&itemIGO=oecd&itemContentType=book#section-d1e1253

OECD. (2022b). The landscape of providers of vocational education and training. https://doi.org/10.1787/a3641ff3-en

OECD. (2022c). Absence from work due to illness. OECD.Stat. https://stats. oecd.org/index.aspx?queryid=30123

OECD. (2022d). Government expenditure on education, total (% of GDP) - OECD members. https://data.worldbank.org/indicator/SE.XPD.TOTL.GD. ZS?locations=OE

Ofsted. (2019). Teacher wellbeing report. Ofsted.

O'Leary, M., & Smith, R. (2012). Earthquakes, cancer and cultures of fear: Qualifying as a skills for life teacher in an uncertain economic climate. *Oxford Review of Education*, *38*(4), 437–454. https://doi.org/10.1080/03054985. 2012.710545

Ollo-López, A., & Goñi-Legaz, S. (2017). Differences in work–family conflict: Which individual and national factors explain them? *International Journal of Human Resource Management*, 28(3), 499–525. https://doi.org/10.1080/09585192.2015.1118141

ONS. (2022). Sickness absence in the UK labour market: 2022. Office for National Statistics. https://www.ons.gov.uk/employmentandlabourmarket/ peopleinwork/labourproductivity/articles/sicknessabsenceinthelabourmarket/ 2022

Orr, K. (2020). A future for the further education sector in England. *Journal of Education and Work*, 33(7/8), 507–514. https://doi.org/10.1080/13639080. 2020.1852507

Orr, K., & Simmons, R. (2010). Dual identities: The in-service teacher trainee experience in the English further education sector. *Journal of Vocational Education & Training*. https://doi.org/10.1080/13636820903452650

Perryman, J., & Calvert, G. (2020). What motivates people to teach, and why do they leave? Accountability, performantivity and teacher retention. *British Journal of Educational Studies*, 68(1), 3–23. https://doi.org/10.1080/00071005.2019.1589417

Perryman, J., Maguire, M., Braun, A., & Ball, S. (2017). Surveillance, Governmentality and moving the goalposts: The influence of Ofsted on the work of schools in a post-panoptic era. *British Journal of Educational Studies*, 66(2), 145–163. https://doi.org/10.1080/00071005.2017.1372560

Petty, G. (2014). Teaching today (5th ed.). Oxford University Press.

Pietrabissa, G., & Simpson, S. (2020). Psychological consequences of social isolation during COVID-19 outbreak. *Frontiers in Psychology*, *11*, 1–4. https://doi.org/10.3389/fpsyg.2020.02201

Potgieter, I. L., & Coetzee, M. (2010). Management competencies in higher education: Perceived job importance in relation to level of training required. *South African Journal of Human Resource Management*, 8(1), 1–10. https://doi.org/10.4102/sajhrm.v8i1.306

Prout, J., Moffa, K., Bohnenkamp, J., Cunningham, D., Robinson, P., & Hoover, S. (2022). Application of a model of workforce resilience to the education workforce: Expanding opportunities for support. *School Mental Health*. https://doi.org/10.1007/s12310-022-09560-z

Pruijt, H. (1997). Job design and technology: Taylorism vs. anti-Taylorism. Routledge.

Psacharopoulos, G., & Patrinos, H. (2018). Returns to investment in education. https://documents1.worldbank.org/curated/en/442521523465644 318/pdf/WPS8402.pdf

Rayner, J., & Espinoza, D. (2016). Emotional labour under public management reform: An exploratory study of school teachers in England. *International Journal of Human Resource Management*, 27(19), 2254–2274. https://doi.org/10.1080/09585192.2015.1093014

Ridner, S. L., Newton, K. S., Staten, R. R., Crawford, T. N., & Hall, L. A. (2016). Predictors of well-being among college students. *Journal of American College Health*, 64(2), 116–124. https://doi.org/10.0.4.56/07448481.2015.1085057

Rosenthal, L. (2004). Do school inspections improve school quality? Ofsted inspections and school examination results in the UK. *Economics of Education Review*, 23, 143–151. https://doi.org/10.1016/S0272-7757(03)00081-5

Ryff, C. D., Boylan, J. M., & Kirsch, J. A. (2021). Eudaimonic and hedonic well-being: An integrative perspective with linkages to sociodemographic factors and health. In M. T. Lee, L. D. Kubzansky, & T. J. VanderWeele (Eds.), *Measuring well-being: Interdisciplinary perspectives from the social sciences and the humanities.* Oxford University Press. https://doi.org/10.1093/oso/ 9780197512531.003.0005

Schon, D. (1986). Leadership as reflection in action. In T. Sergiovanni & J. Corbally (Eds.), *Leadership and organizational culture* (pp. 36–63). University of Illinois Press.

Scott, R., & Davis, G. (2007). Organizations and organising: Rational, natural, and open systems perspectives. Routledge.

Simmons, R. (2014). Further education outside the jurisdiction of local education authorities in post-war England. *Journal of Educational Administration & History*, 46(1), 57–73. http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1028410&site=eds-live

Statista. (2023). Revenue from tuition and fees of degree-granting postsecondary institutions in the United States from 2010/11 to 2019/20. https://www.statista.com/statistics/901198/revenues-from-tuition-fees-of-postsecondary-institutions-in-the-us/

Straub, C., Vinkenburgb, C., Van Kleefb, M., & Hofmansc, J. (2018). Effective HR implementation: The impact of supervisor support for policy use on employee perceptions and attitudes. *International Journal of Human Resource Management*, 29(22), 3115–3134. https://doi.org/10.1080/09585192.2018. 1457555

Thompson, & Wolstencroft (2015). Promises and lies: An exploration of curriculum managers' experiences in FE. *Journal of Further and Higher Education*, 39(3), 399–416.

UNESCO. (2020). *Higher Education Global Data Report*. https://cdn. eventscase.com/www.whec2022.org/uploads/users/699058/uploads/c4fb749e 5ddb3daca6d92dc280de404ad4ff3935e798ec3bc823a0d5cd8ca83765b710 59379ec37b4d42717a7689ec02b9a9.629a0f82b4e16.pdf UNESCO. (2023). Investing in education: A path to peace, sustainability and well-being. https://en.unesco.org/news/investing-education-path-peace-sustainability-and-well-being

Watson, R., & Singh, U. (2022). Support mechanisms utilised by educational leaders during COVID-19: Experiences from the Western Australian public education school sector. *School Leadership & Management*, 42(5), 457–477. https://www.tandfonline.com/doi/pdf/10.1080/13632434.2022.2116568

Webb, S., Bathmaker, A.-M., Gale, T., Hodge, S., Parker, S., & Rawolle, S. (2017). Higher vocational education and social mobility: Educational participation in Australia and England. *Journal of Vocational Education and Training*, 69(1), 147–167. https://doi.org/10.1080/13636820.2016.1269359

Werner, K., & Woessmann, L. (2023). The legacy of Covid-19 in education. *Economic Policy*. https://doi.org/10.1093/epolic/eiad016

WHO. (2023). WHO Coronavirus (COVID-19) dashboard. https://covid19. who.int/

Zeike, S., Choi, K.-E., Lindhert, L., & Pfaff, H. (2019). Managers' well-being in the digital era: Is it associated with perceived choice overload and pressure from digitalization? An exploratory study. *International Journal of Environmental Research and Public Health*, 16(10), 1–15. https://doi.org/10.3390/ijerph161 01746

Zhao, Y. (2020). COVID-19 as a catalyst for educational change. *Prospects*, 49, 29–33. https://doi.org/10.1007/s11125-020-09477-y