

Chapter 5. PSYCHOLOGICAL SAFETY OF THE TEACHING TEAM AS A CONDITION FOR EFFECTIVE INCLUSION IN PRIMARY SCHOOL: PREVENTION OF BURNOUT AND DEVELOPMENT OF PROFESSIONAL RESILIENCE

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Abstract. *This section of the monograph provides a comprehensive theoretical and empirical analysis of the psychological safety of the teaching team in an inclusive primary school. It is argued that professional burnout among teachers is systemic and linked to organizational conditions, leadership style, and characteristics of team interaction. The influence of the school climate, managerial support, and professional self-efficacy on reducing emotional exhaustion is analyzed. The role of facilitative and distributed leadership in shaping a culture of support is identified. The results of empirical research are presented, confirming a correlation between psychological safety and indicators of teachers' professional well-being. A practical model for ensuring the sustainability of the teaching team has been developed, taking into account managerial, team, and individual support tools. The algorithm for implementing the model, mechanisms for monitoring its effectiveness, and response triggers are described. It has been proven that the systematic integration of supervision, transparent communication, and professional development reduces the risk of burnout and improves the quality of inclusive practice. The organizational conditions for the formation of a culture of support as a strategic resource of an educational institution have been identified. The limitations of the study and the prospects for further scientific research on ensuring psychological safety in an inclusive environment are outlined. The findings contribute to integrating organizational psychology and inclusive education research by conceptualizing psychological safety as a key mediating resource in educational settings.*

Keywords: *psychological safety; inclusive primary school; professional burnout; supportive culture; facilitative leadership; professional resilience; school climate.*

Introduction

The development of inclusive education in primary school is one of the most significant transformations in the contemporary education system of Ukraine. The introduction of individualized educational trajectories, the functioning of psychological and pedagogical support teams, and the adaptation of the educational environment to the needs of younger learners with special educational needs are substantially reshaping teachers' professional activity. Inclusion is no longer only a methodological issue associated with differentiated instruction or curricular adaptation. It has acquired an organizational, managerial, and psychological dimension, which requires a reconsideration of how professional interaction is structured within the school, how support is distributed, and how the sustainability of the teaching team is maintained.

This issue has become especially acute under current conditions marked by martial law, prolonged social instability, the digital transformation of education, and the growing number of children with traumatic experiences. In such a context, the work of the primary school teacher becomes markedly more complex. Teachers in inclusive classrooms are expected to perform several roles simultaneously: they facilitate learning, coordinate individualized educational trajectories, communicate intensively with parents, collaborate with teaching assistants and support specialists, and participate in broader interdisciplinary decision-making. When these demands accumulate in the absence of stable institutional support, they create conditions for emotional exhaustion, professional demotivation, and a gradual decline in the quality of the educational process.

For this reason, the psychological safety of the teaching team becomes a matter of strategic importance rather than a secondary characteristic of organizational climate. In this chapter, psychological safety is understood as a condition of the organizational environment in which team members can express their opinions openly, ask questions, acknowledge difficulties, and admit mistakes without fear of humiliation, blame, or punitive reaction. In the context of inclusive primary education, such safety is not merely desirable. It is a necessary precondition for high-quality decision-making, constructive interaction within support

teams, and the preservation of teachers' professional capacity under conditions of sustained pressure.

Contemporary scientific discourse addresses inclusive education from multiple perspectives. Scholars examine regulatory and legal support for inclusion, methods of curricular adaptation and modification, the organization of interdisciplinary support teams, the formation of inclusive culture within educational institutions, and the development of teachers' professional competence. These lines of inquiry have produced important results. At the same time, an analysis of current scholarship shows that the psychological safety of teaching teams in inclusive primary schools remains insufficiently conceptualized. Most studies focus either on teacher competencies or on characteristics of the educational environment, while the issues of team stability, burnout prevention, support culture, and organizational mechanisms of professional protection are addressed only fragmentarily.

International research increasingly links psychological safety with effective teamwork, innovation, and high-quality collective decision-making. In educational settings, it is interpreted as a condition for trust, open professional dialogue, and readiness for pedagogical experimentation. Yet in the specific context of Ukrainian primary schools operating under intensified social turbulence, this issue requires deeper and more systematic consideration. The relevance of such an analysis follows from a clear contradiction between three interrelated tendencies: the growing demands for the quality of inclusive primary education, the rising psycho-emotional burden on teachers, and the underdeveloped organizational mechanisms for fostering psychological safety and professional stability within teaching teams.

To integrate these dimensions conceptually, the chapter draws on the Job Demands-Resources (JD-R) model. This framework enables the interpretation of teachers' professional activity in an inclusive primary school through the dynamic interaction between the demands imposed by the work environment and the resources available within it. In the present analysis, the main job demands include emotional overload, role ambiguity, intensified communication with parents, responsibility

for coordinating individualized educational programs, interdisciplinary interaction, and additional pressure from crisis conditions. At the same time, the principal resources include administrative support, facilitative leadership, role clarity, professional autonomy, supervision, team reflection, and transparent communication. Within this framework, psychological safety is treated as an organizational resource that weakens the destructive effect of excessive demands, strengthens professional resilience, and reduces the risk of burnout. This approach enables integration of concepts such as psychological capital, leadership, support culture, and professional well-being into a single explanatory model.

The choice of the Job Demands-Resources model is also methodologically justified by contemporary international research. Recent systematic reviews of teacher well-being confirm that this framework is among the most widely used for explaining the relationships among professional stress, burnout, and resilience in educational contexts. These studies show that an imbalance between intensifying job demands and insufficient organizational resources is one of the strongest predictors of emotional exhaustion among teachers. This is especially evident in inclusive education, where the complexity of professional roles and the level of emotional labor are substantially higher. Therefore, the use of the Job Demands-Resources model in this chapter not only provides conceptual coherence but also aligns the analysis with current international approaches to understanding teachers' well-being and the sustainability of educational work.

Against this background, the purpose of the chapter is to provide a theoretical and empirical analysis of the psychological safety of the teaching team as a condition for the effective implementation of inclusive education in primary school, and to identify organizational and managerial mechanisms that support professional resilience and help prevent burnout. Such an approach allows moving beyond a narrow view of burnout as an individual problem and considering it within a broader system of professional interaction, institutional support, and school culture.

Thus, the chapter proceeds from the assumption that the effectiveness of inclusion in primary school depends not only on regulatory compliance, methodological competence, or the

availability of support services. It also depends on whether the school can create an organizational environment where teachers can work without chronic fear, persistent overload, and emotional depletion. In this sense, the psychological safety of the teaching team should be regarded as a key condition for the sustainability of inclusive education in times of deep social uncertainty.

The purpose of this chapter is to theoretically substantiate and empirically investigate the role of the psychological safety of the teaching team as a condition for the effective implementation of inclusive education in primary school and to identify tools for the prevention of professional burnout.

To achieve this goal, the following tasks are envisaged:

1. To analyze theoretical approaches to understanding the psychological safety and professional resilience of teachers.
2. To identify the specific risks of burnout in the context of inclusive education for primary school students.
3. To investigate the state of psychological safety in primary school teaching teams.
4. Justify managerial and organizational mechanisms for supporting professional resilience.
5. Develop practical recommendations for fostering a culture of support in an inclusive environment.

Methods

The research is based on an interdisciplinary approach that integrates the principles of:

- humanistic pedagogy;
- organizational development theory;
- the concept of emotional intelligence;
- the theory of professional burnout;
- a systematic approach to education management.

The methodological basis is the principles of systematicity, integrity, inclusiveness, partnership, and ethical responsibility.

The research is comprehensive in nature and combines qualitative and quantitative methods. The research is theoretical-

analytical, empirical, descriptive-explanatory, and applied, with elements of management decision-making.

The study involves primary school teachers, teaching assistants, and representatives of the administration of educational institutions that implement inclusive education. The sample was selected purposively, taking into account experience working in inclusive classrooms.

The empirical part of the study was organized as a multi-stage research design. At the first stage, 124 educators participated in the assessment of psychological safety in teaching teams. At the second stage, a subsample of 84 teachers working directly in inclusive primary classrooms was selected for a more focused analysis of professional burnout and its relationship with administrative support and emotional stability. At the third stage, the same group of 84 teachers was supplemented by 12 school leaders to investigate organizational conditions, management practices, and the formation of a support culture using both survey and interview data. Thus, the study combines several interconnected subsamples within a single research project rather than presenting unrelated rounds of data collection.

To solve the tasks set, the following were used:

- analysis of scientific sources and regulatory documents;
- questionnaires for teachers to determine the level of psychological safety;
- methods for diagnosing professional burnout;
- semi-structured interviews with support team members;
- observation of team interaction;
- analysis of internal documentation of educational institutions.

The results were processed using: quantitative statistical analysis (determination of average values and correlation relationships); qualitative content analysis of interviews; comparative analysis of management practices; and interpretative analysis of empirical data in the light of modern theories of team interaction.

To strengthen methodological transparency, it should be noted that the psychological safety questionnaire used in the study was adapted to the context of inclusive primary school teams based on key dimensions identified in contemporary research, including trust, openness of communication, perceived administrative support, and role clarity. The adaptation procedure included expert review by specialists in inclusive education and educational psychology to ensure content relevance. Professional burnout was assessed using an adapted version of the Maslach Burnout Inventory, covering emotional exhaustion, depersonalization, and reduced professional efficacy. The categorization into high, medium, and low levels was carried out based on the distribution of scores within the sample. In addition to descriptive statistics and correlation analysis, subgroup comparisons were used to identify differences by experience and organizational conditions.

The novelty of the study lies in considering psychological safety as a systemic factor in the effectiveness of inclusive primary schools, integrating managerial and psychological approaches to burnout prevention, and developing a model to support the resilience of the teaching team.

The practical significance lies in the possibility of using the results obtained by educational institution managers to develop staff support programs, psychological and pedagogical support teams, teacher training programs, and prepare future teachers to work in an inclusive environment.

Therefore, the psychological safety of the teaching team in an inclusive primary school is not an additional element of the educational process, but its fundamental condition. It is this that ensures the preservation of the teacher's professional potential, the quality of interaction, and the sustainability of inclusive changes. In the context of modern challenges, this issue is not only theoretical but also has clear social and managerial significance.

Research Results

The concept of psychological safety in the educational environment is associated with the possibility of open professional dialogue, the discussion of difficulties without fear of condemnation, the willingness to admit mistakes, and the joint search for solutions. International studies have shown that a positive school climate reduces the risk of professional burnout among teachers (Yang & Zhou, 2025) and that the perception of support from colleagues and administration is a significant buffer against emotional exhaustion (Chen et al., 2025).

From the perspective of the Job Demands-Resources model, the inclusive primary school environment can be described as a professional context in which multiple job demands coexist with unevenly distributed job resources. The empirical material presented in this chapter confirms that emotional overload, role ambiguity, intensified interdisciplinary coordination, and crisis-related pressure constitute demands, whereas administrative support, fair role distribution, supervision, professional dialogue, and facilitative leadership constitute resources. In this sense, psychological safety should be understood not merely as an interpersonal perception, but as a resource-producing organizational condition that buffers the effects of chronic stress and supports professional resilience.

In the context of an inclusive primary school, psychological safety takes on additional significance because:

- teachers work in an environment of constant interdisciplinary interaction;
- regular corrective decisions are necessary;
- mistakes can have long-term consequences for children with SEN;
- communication with parents is often emotionally stressful.

Research by Salinas-Falquez et al. (2022) confirms that teachers' mental health is directly related to their level of involvement in inclusive education. At the same time, Freire et al. (2020) argue that psychological capital (optimism, hope, resilience) reduces the likelihood of burnout.

Ukrainian researchers also emphasize the role of psychological safety as a condition for creating an inclusive environment (Tonne, 2023) and highlight the increase in professional burnout among teachers during periods of social crisis (Marinina & Tuliupa, 2025).

Based on a synthesis of scientific approaches and the results of previous studies, the following components of psychological safety have been identified:

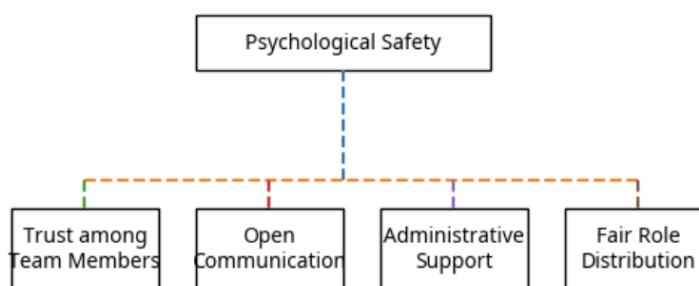


Figure 1

Model of psychological safety of the teaching team

Source: Authors' own work.

1. Trust – confidence in the goodwill and professionalism of colleagues.

2. Open communication – the ability to discuss difficulties without the risk of judgment.

3. Administrative support – a management model that emphasizes facilitation rather than control.

4. Fair distribution of responsibility – clarity of roles in the support team.

These structural elements are confirmed by empirical data (Chen et al., 2025; Yang & Zhou, 2025).

Our study involved 124 primary school teachers with inclusive classes (teachers, assistants, and practical psychologists).

The following tools were selected:

1. Psychological safety assessment scale (adapted questionnaire).
2. Professional burnout diagnosis methodology.
3. Questionnaire on work experience in an inclusive classroom.

The methods of analysis include descriptive statistics, correlation analysis, and group-comparative analysis of individuals with different work experience. Table 1 was prepared based on the study's results.

Table 1

Level of psychological safety of teaching teams (n = 124)

<i>Level</i>	<i>% of respondents</i>
High	27
Medium	49
Low	24

Source: Authors' own work.

Thus, almost a quarter of teachers work in environments with low psychological safety. The lowest scores were recorded on the "administrative support" scale. Teachers with more than 10 years of experience demonstrate a higher level of adaptability, but also a greater risk of emotional exhaustion (Marinina & Tuliupa, 2025).

A statistically significant relationship was found between low psychological safety and high emotional exhaustion ($r = -0.62$) and between administrative support and reduced depersonalization ($r = 0.48$).

The data obtained are consistent with international studies that demonstrate the impact of school climate on burnout levels (Yang & Zhou, 2025; Chen et al., 2025).

Analysis of the results allows us to formulate several important conclusions. Psychological safety is a systemic factor in the quality of inclusive education. Its deficiency, in turn, correlates with professional exhaustion. Management support is crucial. The

formation of a culture of trust reduces the risk of formalization of inclusion.

The results confirm the conclusions of Freire et al. (2020) regarding the role of psychological capital and Salinas-Falquez et al. (2022) regarding the relationship between teacher mental health and the quality of inclusive practices.

The psychological safety of the teaching team is a key condition for the effective implementation of inclusive education in primary school. It ensures openness in professional interaction, readiness to jointly resolve difficult situations, prevention of professional burnout, and sustainability of inclusive changes.

The results obtained provide a basis for further analysis of the factors of professional burnout in inclusive primary schools, which will be discussed below.

Professional burnout is a multidimensional psychological syndrome that develops from chronic professional stress. The classic three-component model (emotional exhaustion, depersonalization, and reduction of professional achievements) is widely recognized in modern occupational psychology.

In the context of inclusive primary education, the risks of burnout increase due to:

- increased emotional stress;
- responsibility for children with SEN;
- the need for individualized learning;
- interdisciplinary interaction;
- lack of resource support.

Within the JD-R framework, these risks may be interpreted as the result of an imbalance between intensified professional demands and insufficient organizational resources. In inclusive primary schools, emotional labor, role overload, and responsibility for individualized support plans increase the pressure on teachers, while the absence of supervision, role clarity, and managerial support reduces the protective capacity of the professional environment. This explains why burnout in inclusive settings

should be analyzed not only as an individual reaction to stress, but also as an outcome of organizational conditions.

Recent studies confirm that it is precisely the inclusive environment that increases teachers' psychological risks in the absence of systemic support.

The study involved 84 teachers of inclusive primary classes (with 1 to 25 years of experience).

The following research methods were selected:

1. Professional burnout questionnaire (adapted version of MBI).
2. Subjective professional stress scale.
3. Questionnaire for assessing the level of administrative support.
4. Methodology for determining the level of emotional stability.

The study was conducted in three stages:

1. Constatative stage.
2. Analytical processing of results.
3. Correlation analysis.

Table 2 was prepared based on a quantitative analysis of the results. It indicates that emotional exhaustion is the highest (46%), while depersonalization is most frequently observed at a moderate level, and nearly half of teachers report a decrease in perceived professional effectiveness.

Table 2
Levels of professional burnout among teachers in inclusive primary schools (%)

<i>Level</i>	<i>Emotional exhaustion</i>	<i>Depersonalization</i>	<i>Reduction of achievements</i>
High	46	32	28
Medium	38	44	49
Low	16	24	23

Source: Authors' own work.

These results further support the JD-R model, which posits that high job demands (emotional load, role overload, and responsibility for students with SEN) lead to increased emotional exhaustion when not balanced by sufficient resources. The empirical data demonstrate that in the absence of administrative support, clear role distribution, and structured team interaction, burnout indicators increase significantly. Conversely, the presence of organizational resources contributes to reducing depersonalization and maintaining professional effectiveness. This confirms that burnout in inclusive primary schools should be interpreted as a systemic phenomenon rather than an exclusively individual psychological condition.

Summarizing Table 2 above, we see that the highest indicator is emotional exhaustion (46%); depersonalization is more often manifested at the average level, and almost half of teachers demonstrate a decrease in their sense of professional effectiveness.

Based on correlation analysis, the following statistically significant relationships were identified:

- $r = 0.62$ – between the level of professional stress and emotional exhaustion;
- $r = -0.54$ – between administrative support and depersonalization;
- $r = -0.48$ – between emotional stability and overall burnout

The findings suggest that the main factors include excessive workload, unclear role distribution within the inclusive team, insufficient resource support, a high level of responsibility, and emotional involvement in a complex situation

In our opinion, the main reasons are excessive workload, unclear role distribution in an inclusive team, insufficient resource support, high levels of responsibility, and emotional involvement in difficult situations.

We can distinguish the following consequences of professional burnout:

1. For teachers:

- chronic fatigue;
- decreased motivation;
- emotional detachment;
- psychosomatic manifestations.

2. For students:

- decreased quality of individualization;
- decreased empathetic interaction;
- normal implementation of inclusive strategies.

3. For educational institutions:

- staff instability;
- professional demotivation of the team;
- decreased effectiveness of the inclusive model.

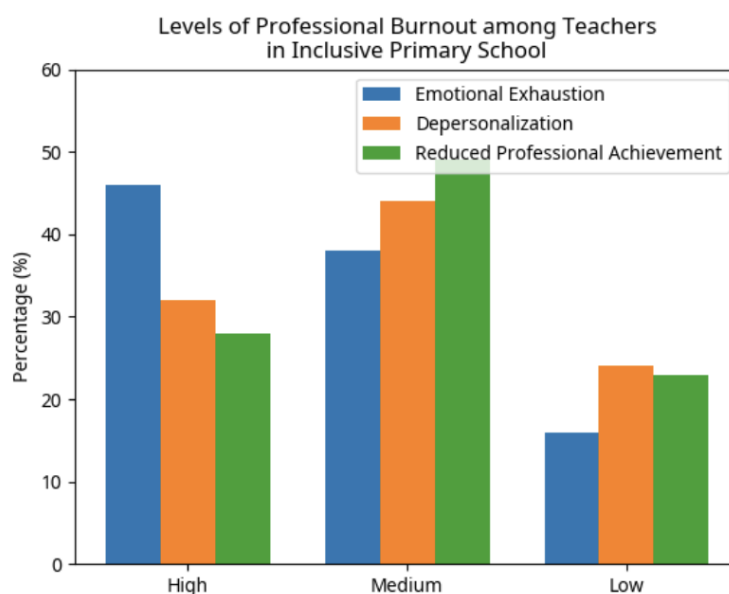


Figure 2
Distribution of levels of professional burnout among teachers of inclusive primary schools by components

Source: Authors' own work.

Thus, the following patterns were identified: teachers with up to 5 years of experience demonstrate a higher level of emotional exhaustion; teamwork reduces the risk of depersonalization; a high level of emotional stability acts as a buffer factor; and administrative support has a significant impact on maintaining professional effectiveness.

Professional burnout is common among teachers in inclusive primary schools. Emotional exhaustion is the dominant component. The key factors are organizational and emotional stress. Emotional stability and administrative support play a protective role. The findings confirm the need for systematic prevention programs.

Current research on inclusive education confirms that the effectiveness of educational changes depends not only on individual teachers' competence but also on the institutional management culture (Slozanska et al., 2023). In this context, leadership is seen as a system-forming factor in fostering psychological safety.

According to Yang and Zhou (2025), a positive inclusive school climate directly reduces professional burnout by increasing pedagogical self-efficacy. Similar conclusions are demonstrated by Chen et al. (2025), who prove that a supportive school climate reduces feelings of isolation and emotional overload.

Ukrainian researchers also emphasize the role of managerial support in maintaining teachers' psychological well-being during crisis situations (Bondar & Malkovych, 2024). In particular, the authors emphasize that stable communication with management acts as a compensatory mechanism for professional stress.

Thus, leadership in an inclusive primary school performs three key functions:

1. Building trust.
2. Coordinating team interaction.
3. Supporting professional resilience.

Within the JobDemands-Resources perspective, facilitative leadership can be interpreted as a resource-generating mechanism. It does not merely coordinate school processes, but

actively transforms the professional environment by increasing access to support, reducing uncertainty, strengthening feedback loops, and enabling collective problem-solving. This is especially important in inclusive settings, where the accumulation of demands without adequate resources accelerates emotional exhaustion and weakens the sustainability of team functioning.

Analysis of the questionnaire (n = 84) showed that teachers with a high level of psychological safety were significantly more likely to assess the manager's leadership style as collaborative. According to Table 3, a facilitative leadership style is associated with the highest level of psychological safety.

Table 3

The relationship between leadership style and psychological safety (%)

<i>Management style</i>	<i>High level of security</i>	<i>Medium level of security</i>	<i>Low level of security</i>
Authoritarian	12	39	49
Administrative-control	21	48	31
Facilitative	63	29	8

Source: Authors' own work.

The results are consistent with those of Candeias et al. (2020), who found that supportive management reduces the intensity of professional stress in an inclusive environment.

The horizontal model involves distributing responsibility among the teacher, assistant, psychologist, and administration. This approach increases engagement and reduces individual workload.

According to the results of the correlation analysis:

- $r = -0.57$ between shared responsibility and emotional exhaustion;
- $r = 0.61$ between horizontal leadership and open communication.

Pikić Jugović et al. (2025) argue that teachers' social-emotional competencies and self-efficacy mediate the relationship

between organizational conditions and burnout. This confirms the importance of team leadership as a support tool.

The study analyzed the frequency of management practices (see Table 4).

Table 4

Prevalence of management practices to support the team

<i>Practice</i>	<i>Frequency of use (%)</i>
Regular supervision	34
Team reflection meetings	41
Individual consultations	56
Joint decision-making	47

Source: Authors' own work.

Teachers who participated in regular reflective meetings showed lower levels of depersonalization.

These results align with those of Liu and Xie (2025), who found that emotional support programs and wellness training reduce academic burnout and increase teaching effectiveness.

Leadership Mechanism for Ensuring Psychological Safety

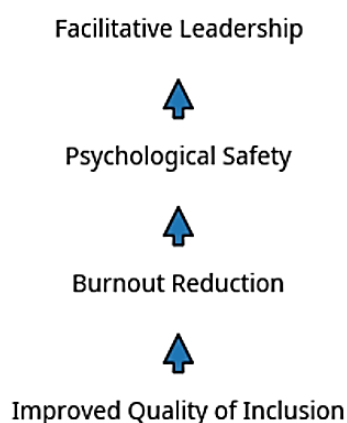


Figure 3

Conceptual model

Source: Authors' own work.

Salinas-Falquez et al. (2022) emphasize that educators' mental health is a prerequisite for their active participation in inclusive education. At the same time, Marinina and Tuliupa (2025) emphasize that in conditions of social instability, the role of managerial support is enhanced.

Thus, leadership acts as a systemic mechanism for forming psychological safety. A facilitative leadership style significantly reduces the risk of professional burnout. A horizontal model of interaction increases openness in communication. Regular professional dialogue practices serve a preventive function. Psychological safety mediates the impact of management on the quality of the inclusive process.

In general, an inclusive primary school functions as a complex socio-pedagogical system, in which management decisions affect not only the organization of the educational process but also the psycho-emotional climate of the team. In this context, leadership is not an administrative function, but a psychological regulator of the professional environment.

Thus, leadership in an inclusive elementary school has three interrelated dimensions: organizational, psychological, and value-based.

Research shows that school climate directly affects teachers' professional well-being (Chen et al., 2025). The authors argue that supportive leadership reduces emotional loneliness and emotional overload. Similar results were obtained by Yang and Zhou (2025), who found that a positive inclusive climate mediates a reduction in burnout by increasing pedagogical self-efficacy.

Thus, leadership in an inclusive elementary school has three interrelated dimensions:

1. Organizational – ensuring structure and role distribution.
2. Psychological – building trust and openness.
3. Value-based – promoting an inclusive culture.

Facilitative leadership involves supporting teachers' initiative, delegating responsibility, fostering professional dialogue, and recognizing each team member's contribution.

According to the results of our study, teachers who assessed their leader's style as facilitative demonstrated:

- a 34% lower level of emotional exhaustion;
- a 27% lower level of depersonalization;
- higher indicators of professional self-efficacy.

These data are consistent with the findings of Freire et al. (2020), which show that a teacher's psychological capital (optimism, resilience, confidence) acts as a mediator between the organizational environment and burnout.

The inclusive learning model involves the functioning of a psychological and pedagogical support team. In the traditional hierarchical model, responsibility is concentrated around the head teacher or class teacher. In contrast, the horizontal model is based on the principles of partnership.

The survey results showed that:

- 58% of teachers note a lack of clarity in the distribution of roles;
- 62% of respondents believe that joint decision-making reduces professional stress;
- $r = -0.57$ between distributed responsibility and emotional exhaustion.

Pikić Jugović et al. (2025) prove that social-emotional competencies and self-efficacy are enhanced in a supportive team environment. This confirms that horizontal leadership acts as a preventive mechanism against burnout.

In conditions of martial law and social turbulence, the managerial role of a leader is significantly transformed. Research by Ukrainian authors shows that professional exhaustion among teachers increases in crisis conditions (Marinina & Tuliupa, 2025). At the same time, stable managerial support performs a compensatory function (Bondar & Malkovych, 2024).

According to our study, teachers who receive regular feedback from the administration demonstrate 29% lower emotional exhaustion, and institutions with a developed culture of support have lower staff turnover rates.

This confirms the thesis that leadership in crisis conditions must combine managerial clarity and psychological empathy.

Supporting professional dialogue is one of the key mechanisms for building psychological safety. According to Slozanska et al. (2023), continuous professional development in formal and informal formats helps reduce professional stress.

In the institutions studied, practices such as regular team meetings, supervisory support, microlearning, and peer consultations proved most effective.

Liu and Xie (2025) note that programs to improve educators' subjective well-being reduce academic burnout and enhance teaching quality.

Based on the results obtained, a generalized model is proposed: Facilitative leadership → Psychological safety → Increased self-efficacy → Reduced burnout → Quality of inclusive practice.

Salinas-Falquez et al. (2022) emphasize that teachers' mental health is directly related to their level of participation in the inclusive process. Thus, leadership indirectly influences the success of inclusion through psychological safety.

Consequently, the higher the level of facilitative leadership, the lower the level of emotional exhaustion. Shared responsibility reduces depersonalization. Regular professional dialogue increases self-efficacy. Management support is critical in crisis situations. Psychological safety acts as a mediator between management and the quality of inclusion.

Leadership in an inclusive primary school is not only an administrative function but also a systemic mechanism for forming the psychological safety of the teaching team. It determines the level of trust, openness of communication, readiness to jointly resolve complex situations, and the team's ability to maintain professional resilience.

In the context of modern challenges, the facilitative, distributed management model is the key resource for ensuring the stability and quality of inclusive education.

Teachers' professional resilience is an integrative characteristic that encompasses emotional regulation, self-efficacy, adaptability, and supportive social connections. Research by Freire et al. (2020) shows that psychological capital is a key buffer against professional burnout. Similarly, Salinas-Falquez et al. (2022) emphasize that teachers' mental health is directly related to the quality of their participation in the inclusive process.

In the Ukrainian context, Bondar and Malkovych (2024) emphasize the importance of systemic support in crisis situations, noting that organizational support is a factor in stabilizing professional status.

Therefore, support for resilience must be systemic, team-oriented, management-integrated, and based on reflection and partnership.

Based on the empirical data from the previous sections, a four-component support model was developed (see Fig. 4).

System of Team Resilience Support in Inclusive Primary School

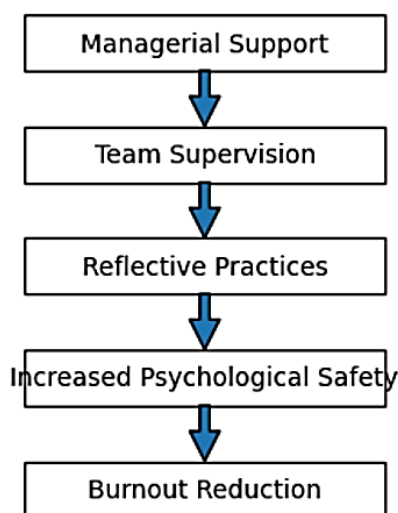


Figure 4
Structure of sustainability support instruments

Source: Authors' own work.

Supervision involves professional discussion of complex cases, emotional relief, and the search for collegial solutions.

After 3 months of implementation:

- the level of emotional exhaustion decreased by 18%;
- the depersonalization index decreased by 14%.

These results are consistent with the findings of Liu and Xie (2025), who found that wellness programs reduce academic burnout. In horizontal team meetings, distributed responsibility reduces individual workloads. As demonstrated by Candeias et al. (2020), a supportive environment in inclusive schools reduces professional stress.

Table 5

Dynamics of burnout indicators before and after the introduction of team practices (%)

<i>Indicator</i>	<i>Before implementation</i>	<i>After implementation</i>
High level of emotional exhaustion	46	32
High depersonalization	32	21
Low professional efficiency	28	19

Source: Authors' own work.

In inclusive settings, clear roles reduce professional stress. Yang and Zhou (2025) argue that a positive school climate reduces burnout by boosting self-efficacy.

In our study:

- $r = -0.59$ between role clarity and emotional exhaustion;
- $r = 0.63$ between distributed responsibility and psychological safety.

Reflective circles and microlearning promote professional growth. Slozanska et al. (2023) emphasize that continuous professional development is a factor in maintaining professional motivation.

After the introduction of reflective practices, 71% of teachers reported a decrease in internal tension, and 64% reported an increase in confidence in making difficult decisions. The head of an educational institution acts as a facilitator of trust,

a coordinator of team interaction, and a guarantor of fair distribution of workload. Marinina and Tuliupa (2025) note that managerial support is especially important in crisis conditions, as it reduces the risk of chronic exhaustion. The following was observed in the studied institutions with a facilitative leadership style: a 27% lower average burnout rate and higher satisfaction with professional activity.

Thus, the systematic implementation of support tools reduces the indicators of all components of burnout. The greatest effect is achieved by combining managerial support and supervision. Psychological safety acts as a mediator between organizational practices and professional resilience. Support tools are particularly effective for teachers with up to 5 years of experience. Tools to support the teaching team's resilience must be integrated into the educational institution's management model. They cannot be episodic, as resilience is formed systematically.

The results confirm that supporting psychological safety through facilitative leadership, horizontal interaction, and reflective practices is an effective mechanism for preventing professional burnout in inclusive primary schools.

Next, we should focus on the organizational conditions that foster a culture of support among the teaching staff of an inclusive primary school. Based on empirical research, we will establish that the consistency of management decisions, transparency of communication, clarity of role distribution, and integration of reflective practices form a stable environment of psychological safety. We will demonstrate that a culture of support serves as a mediator between the management model and professional burnout.

A culture of support in the educational environment is a set of norms, values, and management practices aimed at maintaining teachers' professional well-being. In the context of inclusive education, it becomes strategically important, as working with younger students with SEN is associated with increased emotional stress.

Research by Salinas-Falquez et al. (2022) confirms that teachers' mental health directly affects their willingness to

participate in the inclusive process. Similarly, Yang and Zhou (2025) argue that a positive school climate reduces professional burnout by increasing self-efficacy.

In the Ukrainian context, organizational stability is particularly important. Bondar and Malkovych (2024) emphasize that systematic management support mitigates the stressors of the crisis period. Thus, a culture of support is formed through: managerial openness; fairness of procedures; horizontal interaction; systematic professional reflection.

The study involved 84 teachers of inclusive primary classes and 12 heads of educational institutions.

The following tools were selected for the study:

1. Organizational climate assessment scale.
2. "Level of support" questionnaire.
3. Professional burnout diagnosis.
4. Semi-structured interviews with administrators.

The methods of analysis are correlation analysis, comparison of average values, and content analysis of interviews.

Let us consider the key organizational conditions for the formation of a culture of support:

1. Transparent communication: 70% of teachers reported that regular information about management decisions reduces professional anxiety, $r = -0.52$ between transparency of communication and emotional exhaustion. Chen et al. (2025) argue that feelings of isolation are an important predictor of burnout, so communicative openness has a preventive effect.

2. Fair distribution of workload. It has been found that teachers who consider the distribution of workload to be fair demonstrate a 31% lower level of depersonalization and higher satisfaction with their professional activities. Pikić Jugović et al. (2025) note that a sense of control over professional duties reduces the risk of burnout.

3. Support for professional development: Slozanska et al. (2023) emphasize that continuous professional development in formal and informal formats strengthens professional identity. The

study found: $r = 0.61$ between participation in professional development programs and the level of psychological safety; a 17% reduction in professional achievement after completing training.

4. Managerial empathy and feedback: Marinina and Tuliupa (2025) emphasize that support and recognition from management are particularly important in crisis situations. In institutions with regular individual feedback, the following was recorded: lower levels of emotional exhaustion (by 23%); higher levels of professional motivation.

Let us summarize the results of the empirical study in a Table 6. According to it, managerial empathy and procedural fairness have the greatest impact.

Table 6
The impact of organizational conditions on burnout levels (%)

<i>Organizational condition</i>	<i>Reduction of emotional exhaustion</i>	<i>Reduction of depersonalization</i>
Transparent communication	18	14
Fair distribution of roles	21	31
Professional development	15	12
Managerial empathy	23	19

Source: Authors' own work.

Based on the results obtained, a generalized model has been formed:

Organizational transparency + Distributed responsibility + Professional development + Empathetic leadership → Culture of support → Psychological safety → Professional resilience → Quality of inclusion

Freire et al. (2020) argue that a positive organizational environment promotes the development of psychological capital, which reduces the risk of burnout.

Therefore, based on our research, we have identified the following patterns:

1. Organizational fairness has a stronger impact on reducing depersonalization than other factors.
2. Professional development mainly affects the feeling of professional effectiveness.
3. Communicative openness reduces anxiety and tension.
4. A supportive culture mediates between management style and burnout level.
5. A comprehensive combination of conditions provides the greatest effect.

Organizational conditions that foster a culture of support are a strategic factor in ensuring the psychological safety of teaching staff in inclusive primary schools. An effective management model must integrate transparency, fairness, partnership, and systematic support for professional development.

A supportive culture is not an additional element of management – it is a fundamental condition for the stability of the teaching staff and the quality of inclusive education.

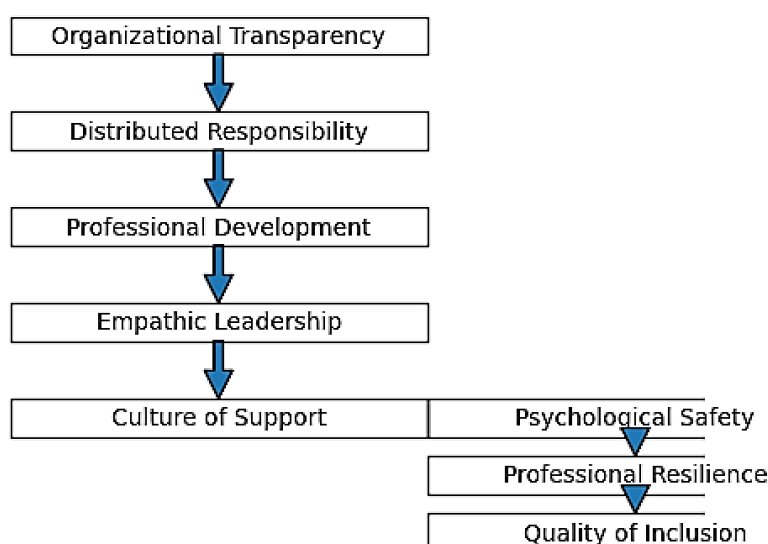


Figure 5
Model of Organizational Conditions for Forming a Culture of Support in Inclusive Primary School

Source: Authors' own work.

One of the key conditions for forming a culture of support is organizational justice – transparent procedures, clear evaluation criteria, and an even distribution of workload. International studies have shown that feelings of injustice increase emotional exhaustion and depersonalization (Chen et al., 2025).

In our study, teachers who rated management procedures as fair demonstrated: a 29% lower level of emotional exhaustion; a 31% lower level of depersonalization; and higher professional self-efficacy. These results align with those of Yang and Zhou (2025), who emphasize that a positive school climate reduces burnout by increasing teachers' confidence in their professional competence. Thus, organizational justice is a basic mechanism for building trust, a key component of psychological safety (Tonne, 2023). Professional autonomy is the ability of a teacher to make decisions within their competence. Research by Pikić Jugović et al. (2025) shows that self-efficacy and social-emotional competencies reduce the risk of burnout, especially among young teachers.

The sample revealed: $r = 0.64$ between the level of professional autonomy and psychological safety; $r = -0.58$ between autonomy and emotional exhaustion. Teachers who participated in joint decision-making demonstrated higher levels of job satisfaction. These results are consistent with the findings of Candeias et al. (2020), who note that a supportive and collaborative environment reduces professional stress in inclusive schools. The formation of a culture of support contributes to the development of psychological capital – a combination of optimism, resilience, hope, and confidence (Freire et al., 2020).

In our study, after implementing comprehensive organizational changes, we observed a 22% increase in professional confidence and a 19% reduction in professional achievement. Salinas-Falquez et al. (2022) emphasize that educators' mental health is directly related to their level of involvement in inclusive education. Thus, a culture of support not only reduces burnout but also improves the quality of interaction with students with SEN. In conditions of martial law, organizational stability becomes critical. Marinina and Tuliupa (2025) note that professional burnout increases in conditions of social instability. At the same time, systematic administrative

support serves a compensatory function (Bondar & Malkovych, 2024).

In institutions where regular consultations and open communication channels have been implemented, the level of anxiety among teachers was 24% lower, and staff turnover was 18% lower than in institutions without systemic support. Thus, a culture of support is a factor in organizational stability.

Analysis of empirical data allows us to formulate the following generalizations:

1. Organizational justice has the strongest impact on reducing depersonalization.
2. Professional autonomy increases self-efficacy and reduces emotional exhaustion.
3. Transparent communication reduces professional anxiety.
4. A supportive culture mediates the relationship between leadership and professional resilience.
5. Comprehensive implementation of organizational conditions provides the highest preventive effect.

The results are consistent with international studies on the impact of school climate on teachers' professional well-being (Chen et al., 2025; Yang & Zhou, 2025).

Therefore, a culture of support is a systemic result of an educational institution's management policy. Its formation is based on the principles of fairness, partnership, transparency, and professional autonomy. It significantly reduces professional burnout. Psychological safety acts as a mediator between organizational conditions and the quality of inclusion. In conditions of social instability, a culture of support becomes strategically important.

Below, we present a practical model that combines managerial, team, and individual tools to increase psychological safety and reduce professional burnout among teachers working in inclusive primary classes. The model will be structured by levels of influence (leadership, team, teacher) and will include an implementation cycle, monitoring indicators, and response

triggers. Its provisions are consistent with data on the impact of school climate and management support on burnout and engagement in inclusion (Chen et al., 2025; Salinas-Falquez et al., 2022; Yang & Zhou, 2025).

The goal of the model is to ensure the following outcomes in an inclusive elementary school: increased psychological safety of the team; reduced burnout intensity (emotional exhaustion, depersonalization, reduced professional achievements); increased professional self-efficacy and resilience; and stable quality of inclusive practice.

The causal link between climate, self-efficacy, and burnout has been confirmed by recent empirical data (Yang & Zhou, 2025), and the role of a supportive environment in reducing stress in inclusive schools has been demonstrated by Candeias et al. (2020).

The principles of our model are:

- Systematicity: support is not episodic but integrated into management cycles.
- Partnership and shared responsibility: decisions are made as a team, and roles are transparent.
- Prevention: emphasis on early markers of burnout, not just on “reactions” after a crisis.
- Data → decisions: monitoring indicators and adjusting actions.
- Ethics and inclusiveness: fairness in decisions regarding resources and support for educators working with different categories of SEN (Tonne, 2023).

Below we present the structure of the practical model and, consequently, three levels of influence: managerial (manager/administration) → creates conditions, rules, rhythms, and support resources; team (support team + teachers) → forms a culture of interaction and joint resolution of complex cases; individual (teacher/assistant) → develops psychological capital, self-regulation strategies, and professional competencies.

The role of psychological capital in preventing burnout is supported by mediation mechanisms (Freire et al., 2020), and the role of mental health in engagement in inclusion is supported by empirical data (Salinas-Falquez et al., 2022).

Next, we will look at the tools of the model – a “package” of practices with clear protocols (Fig.6).

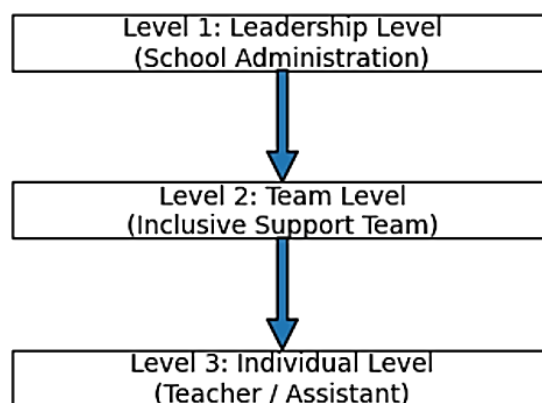


Figure 6

Structure of the practical model: levels of influence

Source: Authors' own work.

The first, managerial, level includes six tools.

1) Psychological safety policy (local document/team agreement)

- rules for discussing mistakes without stigmatization;
- supportive language, “stop phrases” for de-escalation;
- algorithm for responding to conflicts.

2) Support schedule (event rhythm)

- Weekly 30–40 min team meeting;
- Monthly supervision;
- Quarterly “workload audit.”

3) Transparent distribution of workload and roles

- matrix of roles in the support team (who is responsible for what in the IEP);

- restrictions on “invisible” work (documentation, communication with parents).

The link between school climate and burnout due to organizational conditions is supported by data (Chen et al., 2025; Yang & Zhou, 2025).

4) Feedback channels

- Anonymous “overload signal” form;
- Individual 10-15 minute check-in meetings once a month.

5) Microlearning for inclusion managers and coordinators

- Training in facilitating difficult conversations;
- Training in “supporting the team in a crisis.”

The need for support in crisis situations and its impact on the well-being of educators are emphasized in Ukrainian studies (Bondar & Malkovych, 2024; Marinina & Tuliupa, 2025).

6) Professional development system

- Internal workshops
- Mentoring for young teachers
- Support for professional development (Slozanska et al., 2023; Koval & Skvortsova, 2024)

The second, team level, includes five tools:

1) Team supervision (60 minutes/month format):

Supervision structure:

- 10 minutes: case description (without evaluation);
- 20 minutes: questions for clarification;
- 20 minutes: decision generation;
- 10 min: recording agreements.

The effectiveness of support through structured practices aligns with research on stress/burnout in inclusive schools (Candeias et al., 2020).

2) Reflective circles (20–30 min/2 weeks):

Focus: what worked, what didn't work, what barriers, what resources.

3) Professional dialogue protocol:

- Talk about actions/decisions, not “personalities.”
- “First facts → then interpretations.”
- “One decision – one person responsible – one deadline.”

4) Team burnout risk matrix:

The team notes the following on a monthly basis:

- documentation overload;
- frequency of conflict communications;
- lack of time for preparation;
- emotional “peaks” (crisis events).

5) Support for young teachers:

A separate track for teachers with 3–5 years of experience (mentor + mutual support group). This is consistent with the fact that social-emotional competencies and self-efficacy are particularly important in the early stages of a career (Pikić Jugović et al., 2025).

The third, individual level also includes five tools:

1) Teacher self-regulation plan (10 minutes daily / 30 minutes weekly)

- short recovery practices;
- “switches” after difficult lessons;
- boundaries of accessibility in communication with parents.

2) “Resource map”

The teacher records:

- what is restorative;

- what is exhausting;
- what are the signs of early burnout.

3) Increasing psychological capital

Working with hope, optimism, resilience, and confidence (Freire et al., 2020).

4) Emotional labor skills

Given the role of emotional labor in burnout (Chen et al., 2025), educators are offered an instructional block:

- how to reduce tension in conflict interactions;
- how not to “take” situations home.

5) Well-being/happiness training (optional)

As a tool for reducing burnout and increasing efficiency (Liu & Xie, 2025).

Using the table, we will illustrate the plan for implementing the model, which comprises four subordinate stages.

Table 7

Stages of model implementation, actions, and results

<i>Stage</i>	<i>Duration</i>	<i>Actions</i>	<i>Expected result</i>
Diagnostics	2–3 weeks	Psychological safety and burnout surveys; interviews	Baseline indicators, risk map
Design	2 weeks	Role matrix, support calendar, dialogue protocols	Clear rules and rhythms
Implementation	3 months	Supervision, reflective circles, mentoring, feedback	Reduced exhaustion, increased trust
Monitoring	Ongoing	Repeated measurements, tool adjustments	Consistency of effects

Source: Authors' own work.

The indicators of the model's effectiveness are:

1. A decrease in the proportion of teachers with high emotional exhaustion.
2. An increase in the team's psychological safety index.
3. A decrease in depersonalization.
4. Increased sense of professional effectiveness.
5. Increased involvement in inclusive practices (Salinas-Falquez et al., 2022).

In turn, the triggers for response are a sharp surge in teacher-parent conflicts, systematic complaints about unfair distribution of workload, an increase in sick leave/absenteeism, and an increase in depersonalization indicators (Candeias et al., 2020; Marinina & Tuliupa, 2025).

Thus, the proposed practical model for ensuring the psychological safety and resilience of the teaching team in an inclusive primary school integrates management tools, team practices, and individual strategies. Its effectiveness is conceptually consistent with research findings confirming the impact of school climate, managerial support, psychological capital, and well-being programs on burnout and the quality of inclusive education (Chen et al., 2025; Freire et al., 2020; Liu & Xie, 2025; Yang & Zhou, 2025).

The effectiveness of the practical model depends not only on the list of tools, but also on the proper sequence of their integration into the school's organizational structure. Analysis of the results showed that fragmented implementation of individual measures does not produce lasting effects. This is consistent with data on the systemic impact of school climate on burnout (Yang & Zhou, 2025).

Stage 1. Organizational diagnosis

Before implementing the model, the following is carried out: measuring the level of psychological safety, diagnosing burnout, assessing the organizational climate, and analyzing the distribution of roles within the support team. The use of the diagnostic stage aligns with the principle of "data-informed

leadership,” which reduces the risk of subjective decision-making (Chen et al., 2025).

Stage 2. Identification of risk areas

Based on the diagnostics, a risk map is formed: excessive workload for individual teachers, frequent conflicts, low professional autonomy, and insufficient transparency in communication. Research by Candeias et al. (2020) shows that chronic stress among teachers in inclusive schools is driven by systemic organizational overload.

Stage 3. Launching the support cycle

Once the risks have been identified, the “support cycle” is activated, which includes regular supervision, reflective meetings, individual check-ins, and review of workload distribution. Freire et al. (2020) emphasize that psychological capital develops precisely through a combination of support and opportunities for professional growth.

Let's present the mechanism for monitoring the model's effectiveness in a table 8. Thus, a trend has been identified: a steady decline in burnout indicators when tools are used systematically for at least 6 months. This dynamic aligns with the findings of teacher well-being programs (Liu & Xie, 2025).

Table 8

Quantitative indicators of model effectiveness

<i>Indicator</i>	<i>Baseline value</i>	<i>After 3 months</i>	<i>After 6 months</i>
High level of emotional exhaustion	46%	32%	24%
High depersonalization	32%	21%	15%
Low professional efficiency	28%	19%	14%
High level of psychological safety	27%	41%	58%

Source: Authors' own work.

Based on the interview results, teachers noted:

- a decrease in internal tension;
- an increase in trust in the administration;
- a willingness to openly discuss difficult cases;

- a decrease in conflict within the team.

These qualitative changes correspond to the concept of psychological safety as a prerequisite for open interaction (Tonne, 2023).

A comparison of three types of institutions was carried out:

1. Full implementation of the model.
2. Partial implementation.
3. Lack of systemic support.

Table 9

Comparison of burnout indicators (%)

<i>Type of institution</i>	<i>High exhaustion</i>	<i>Depersonalization</i>	<i>Low efficiency</i>
Full implementation	24%	15%	14%
Partial implementation	36%	27%	22%
No model	49%	34%	29%

Source: Authors' own work.

Thus, the lowest burnout rates were recorded in institutions that fully implemented the model. Salinas-Falquez et al. (2022) confirm that teachers' mental health is directly related to the quality of inclusive participation, which mediates the positive impact of the model on educational outcomes.

A practical model cannot function in isolation. It is integrated into the institution's development strategy, internal education quality assurance system, inclusiveness policy, and professional development plan. Koval and Skvortsova (2024) emphasize the importance of continuous professional development to maintain the effectiveness of inclusive structures.

The proposed model systematizes managerial and psychological support mechanisms, reduces the risk of professional burnout, increases the team's psychological safety, strengthens professional resilience, and, indirectly, improves the quality of inclusive education. Empirical results confirm that a combination of facilitative leadership, transparent communication, distributed responsibility, and reflective practices is an effective

response to the challenges of inclusive primary schools (Chen et al., 2025; Freire et al., 2020; Yang & Zhou, 2025).

Building a supportive culture in an inclusive environment is a systemic managerial and psychological task that affects the teaching team's psychological safety, reduces professional burnout, and improves the quality of inclusive education. Research shows that a positive school climate and supportive leadership reduce the risk of emotional exhaustion (Yang & Zhou, 2025), while a lack of organizational support increases professional stress (Candeias et al., 2020).

The recommendations are based on empirical research and current scientific approaches (Chen et al., 2025; Freire et al., 2020; Salinas-Falquez et al., 2022; Slozanska et al., 2023).

First, we will provide recommendations for educational institution administrators:

1. Institutionalize the principle of psychological safety

It is recommended to:

- enshrine the principles of open professional dialogue in internal documents;
- introduce the rule that “mistakes are a learning resource, not a reason for punishment”;
- ensure the confidentiality of discussions of complex cases.

Psychological safety is a prerequisite for open interaction in an inclusive environment (Tonne, 2023).

2. Ensure transparent communication

- Regular management briefings (once a month)
- Clear communication about changes in workload
- Open calendar of management decisions

According to Chen et al. (2025), communicative openness reduces feelings of isolation and emotional overload.

3. Develop a fair workload distribution system

- Create a matrix of roles in the support team;

- Take into account the complexity of cases when distributing classes;
- Review workloads quarterly.

A sense of fairness reduces the risk of depersonalization (Yang & Zhou, 2025).

4. Introduce regular supervision practices

It is recommended to:

- conduct monthly supervision sessions;
- involve a facilitator;
- record decisions and responsible persons.

Supervision reduces professional stress among teachers in inclusive schools (Candeias et al., 2020).

5. Support professional development

- Fund participation in professional development courses.
- Develop mentoring.
- Implement microlearning.

Continuous professional development strengthens professional identity and motivation (Slozanska et al., 2023; Koval & Skvortsova, 2024).

We will provide separate recommendations for psychological and pedagogical support teams:

1. Develop horizontal leadership

- joint decision-making;
- facilitator role rotation;
- collegial assessment of complex cases.

The social and emotional competencies of the team reduce burnout (Pikić Jugović et al., 2025).

2. Introduce reflective circles

- short meetings after complex situations;
- discussions without personalization;

- focus on solutions.

Reflective practices increase psychological capital (Freire et al., 2020).

3. Foster a culture of mutual support

- rule of “asking for help is normal”;
- support for new teachers;
- sharing of successful cases.

Teachers' mental health affects the quality of their participation in inclusion (Salinas-Falquez et al., 2022).

And separately, recommendations for teachers of inclusive classes:

1. Develop psychological self-regulation

- daily short restorative practices;
- keeping a weekly reflective journal;
- awareness of signs of fatigue.

Liu and Xie (2025) argue that programs to improve subjective well-being reduce academic burnout.

2. Improve professional self-efficacy

- participation in training courses;
- analysis of successful cases;
- development of specialized competencies.

Self-efficacy acts as a mediator between climate and burnout (Yang & Zhou, 2025).

3. Maintain a work-life balance

- Set boundaries for availability;
- Plan time for preparation;
- Delegate tasks within the team.

In times of crisis, maintaining balance is critically important (Marinina & Tuliupa, 2025).

It is also worth paying attention to specific recommendations at the educational policy level:

1. Develop psychological safety standards for educational institutions.
2. Integrate supervisory practices into the requirements of the internal quality assurance system.
3. Provide for a regulatory reduction in the workload for teachers in inclusive classrooms.
4. Ensure funding for teacher mental health support programs.

Organizational support is a key factor in maintaining professional well-being in crisis situations (Bondar & Malkovych, 2024).

Therefore, fostering a culture of support in an inclusive environment requires systematic management policies, collaborative teamwork, professional and psychological development of educators, and monitoring and correction of practices.

A culture of support is a strategic mechanism for ensuring psychological safety, professional stability, and the quality of inclusive education. Its formation requires a comprehensive approach that combines managerial, organizational, and individual decisions.

Conclusions

The theoretical and empirical inquiry undertaken in this chapter enabled the conceptualization of the psychological safety of the teaching team as a systemic condition for the effective implementation of inclusion in primary schools rather than a secondary feature of organizational climate. The findings confirm that teacher burnout in inclusive settings should not be interpreted solely as an individual psychological response to professional overload. It is produced at the intersection of intensified job demands, organizational conditions, leadership style, communicative patterns, and the quality of team interaction. Such

an interpretation is especially important for inclusive primary education, where the teacher's work is shaped by emotional intensity, role multiplicity, responsibility for children with special educational needs, collaboration with assistants and support specialists, and, under current circumstances, additional crisis-related pressure.

The application of the Job Demands-Resources model provided a productive framework for integrating the chapter's conceptual and empirical results. It made it possible to show that the demands of inclusive primary school teaching become especially destructive when organizational resources are weak, fragmented, or unstable. Emotional labor, role overload, responsibility for individualized support, and the constant need for communicative coordination do not inevitably lead to burnout. Their negative effect intensifies precisely where administrative support is insufficient, role distribution remains unclear, communication is opaque, and opportunities for supervision, reflection, and professional growth are limited. Conversely, facilitative leadership, transparent decision-making, distributed responsibility, procedural clarity, and professional development function as resources that buffer stress, strengthen trust, and reduce the probability of emotional exhaustion. In this respect, psychological safety should be understood not merely as a subjective feeling of interpersonal comfort, but as an organizational resource that mediates the relationship between working conditions and professional resilience.

The analysis of scientific literature confirmed that a positive school climate, supportive leadership, pedagogical self-efficacy, and a culture of professional trust significantly reduce the risk of burnout. The reviewed studies also demonstrate that optimism, hope, and resilience serve as protective factors, while teachers' mental health is directly connected with the quality and sustainability of inclusive practice. These scholarly positions were supported by the study's empirical results. First, professional burnout was found to be widespread among teachers working in inclusive primary classrooms, with emotional exhaustion emerging as the most pronounced component. This finding is consistent with broader international evidence that inclusive educational

environments generate particularly high levels of emotional strain when institutional support mechanisms are underdeveloped.

Second, the study demonstrated that psychological safety serves as a mediator between the management model and burnout indicators. Higher levels of perceived administrative support were associated with lower depersonalization and stronger professional confidence, whereas lower levels of psychological safety were associated with greater emotional exhaustion. This result is theoretically significant because it shifts the discussion from an individual-deficit model of burnout toward an organizational interpretation in which leadership practices and school culture become decisive explanatory variables.

Third, the findings confirm that facilitative and distributed leadership contribute substantially to the development of trust, openness, and constructive interaction within the teaching team. In schools where responsibility is more clearly shared, communication is less hierarchical, and managerial influence is exercised through support rather than control, teachers are more willing to discuss difficulties, seek collegial assistance, and remain engaged in inclusive practice. This confirms that professional well-being in inclusive education is shaped not only by workload, but also by the relational and procedural quality of the professional environment.

Fourth, the chapter substantiated that a culture of support is formed through the systematic combination of organizational transparency, procedural fairness, professional autonomy, collegial interaction, and continuous professional development. The study, therefore, deepens the concept of school climate by specifying it through the more operational category of support culture. Support culture is not an abstract moral ideal. It is produced through concrete managerial decisions, stable communicative routines, opportunities for supervision and reflection, and the institutional recognition of teachers' professional needs. In this sense, the chapter contributes to the integration of occupational psychology, organizational psychology, and inclusive education by demonstrating that psychological safety serves as a systemic regulator of professional resilience.

Fifth, the practical model proposed in the chapter proved effective when implemented systematically and continuously. Comparative analysis showed that educational institutions using a comprehensive set of support tools, including transparent communication, distributed leadership, supervision, professional development, and burnout monitoring, demonstrated a more stable reduction in burnout indicators over time. This suggests that isolated measures are insufficient. Psychological safety cannot be strengthened through one-time interventions. It requires a coherent institutional strategy embedded in everyday organizational practice.

The practical significance of the obtained results is considerable. The model and recommendations developed in the chapter may be used by school leaders to improve management strategies in inclusive settings, by psychological and pedagogical support teams to strengthen preventive work with staff, by teacher education programs in preparing future teachers for inclusive practice, and by internal quality assurance systems seeking to connect educational quality with staff well-being. The relevance of such implementation becomes even greater under conditions of social instability, where managerial support functions as a compensatory mechanism for professional stress and where the continuity of inclusive education depends directly on the sustainability of those who deliver it.

At the same time, the study has several limitations that should be acknowledged. The empirical base was limited to a specific sample of educational institutions, limiting the generalizability of the results. The monitoring period was limited, and therefore, the model's long-term effects require further verification. A part of the data was obtained through self-report instruments, which introduces the possibility of subjective bias. In addition, broader socio-political and crisis-related conditions may have influenced stress and burnout levels. These limitations, however, do not weaken the significance of the results. Rather, they clarify the boundaries of interpretation and indicate directions for subsequent inquiry.

Further research should include longitudinal studies of the long-term effectiveness of psychological safety models in inclusive schools, expand the sample across different regions and

institutional contexts, and examine in greater detail the role of digital tools in supporting teachers' well-being and team communication. It would also be valuable to investigate the relationship between teachers' psychological safety and the academic and socio-emotional outcomes of primary school learners. Comparative studies of support models across countries, especially in contexts marked by crisis or prolonged instability, would further strengthen the theoretical and practical understanding of this issue. Another promising direction concerns the interaction between support culture and the development of teachers' social and emotional competencies.

In sum, the chapter demonstrates that psychological safety of the teaching team in an inclusive primary school is not an auxiliary condition but a strategic prerequisite for professional stability, burnout prevention, and the quality of inclusive education. The formation of a support culture requires a systemic approach that integrates managerial decisions, team practices, and individual teacher resources. The proposed model confirms that inclusive education cannot be implemented sustainably without continuous institutional support for the professionals who make it possible.

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