

VIVI 2026 GLOBAL TEACHER INSIGHTS REPORT

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VIVI 2026 GLOBAL TEACHER INSIGHTS REPORT · PART 1

Encouraging Retention by Equipping Early-Career Teachers with the Keys for Success

Evidence to Help School and System Leaders Take Action

Beth Holland (2026). Vivi & FullScale (formerly The Learning Accelerator)

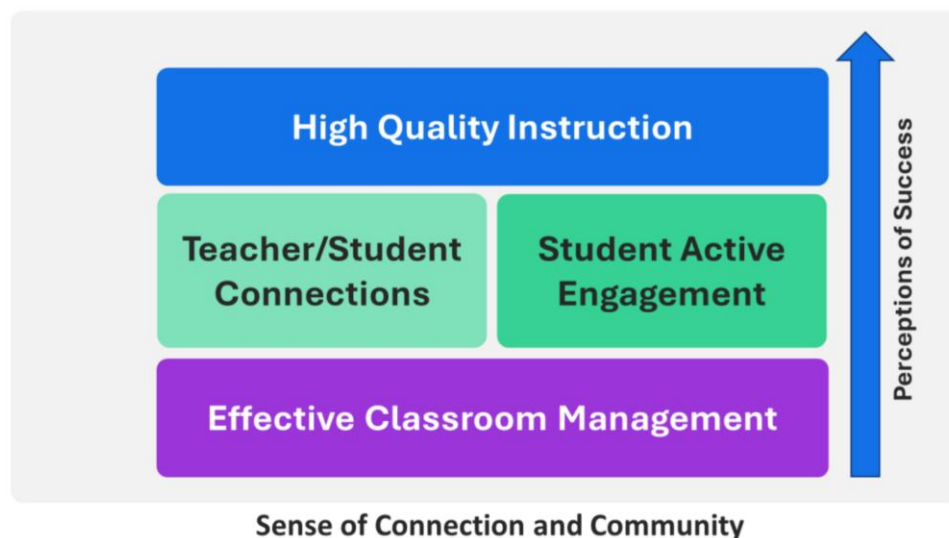
Executive Summary

National statistics in the U.S. indicate that 7-15% of K-12 teachers leave the profession after their first two years, and 44-55% of all new teachers tend to leave within their first five years.¹

Around the world, school and system leaders face a persistent challenge: teaching continues to become harder to sustain. In response, these leaders need clear evidence about what helps teachers feel successful, build confidence in practice, and remain in the profession. Data from the 2026 annual *Global Teacher Study* indicates equipping early career teachers with the skills and strategies of more experienced educators may increase their feelings of success.

From January to February 2026, [Vivi](#) and [FullScale](#) (formerly The Learning Accelerator) conducted their annual *Global Teacher Study*, collecting insights from approximately 2,000 educators around the world. This brief builds on the framework that teachers' perceptions of success are largely shaped by four key drivers– *Effective Classroom Management*, *Teacher/Student Connections*, *Student Active Engagement*, and *High Quality Instruction*– with a *Sense of Community and Connection* existing as a core enabling condition.

4 Key Drivers to Teachers Feeling Successful

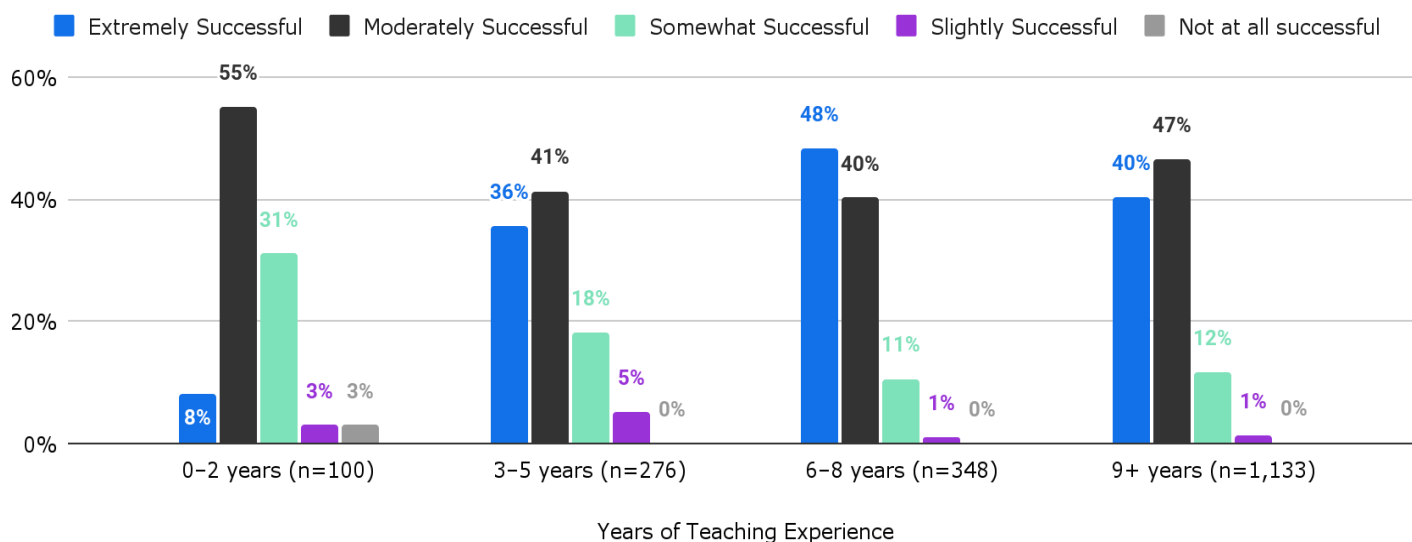


The 2026 data raise a more practical question: *how can leaders equip early-career teachers with the confidence, routines, and strategies of more experienced educators?*

What leaders instinctively know – and what the data confirm

The data continue to suggest that teachers' self-perceived success rises substantially with experience, particularly when early career educators are compared with those who have spent more than nine years in the classroom. **Notably, the percentage of teachers who report feeling extremely successful jumps from 8% with novice educators to 36% for early career teachers.**

Educators' perceptions of success based on teaching experience



When asked to rank what most contributes to their feelings of success, teachers consistently identified three factors: *relationships with students*, *active student engagement*, and *growth in student achievement*. Across career stages, those priorities remain remarkably consistent—with one notable exception: *classroom management*.

Although classroom management is not one of the top-ranked factors, its consistent placement across all groups suggests that teachers see it as a foundational condition for achieving the outcomes they value most: strong relationships, active engagement, and student growth. It is also consistently ranked above *content expertise* and *instructional expertise*, implying that it plays a foundational role in teachers feeling as though they have those deeper competencies.

Top reported contributors to teachers' perceptions of success

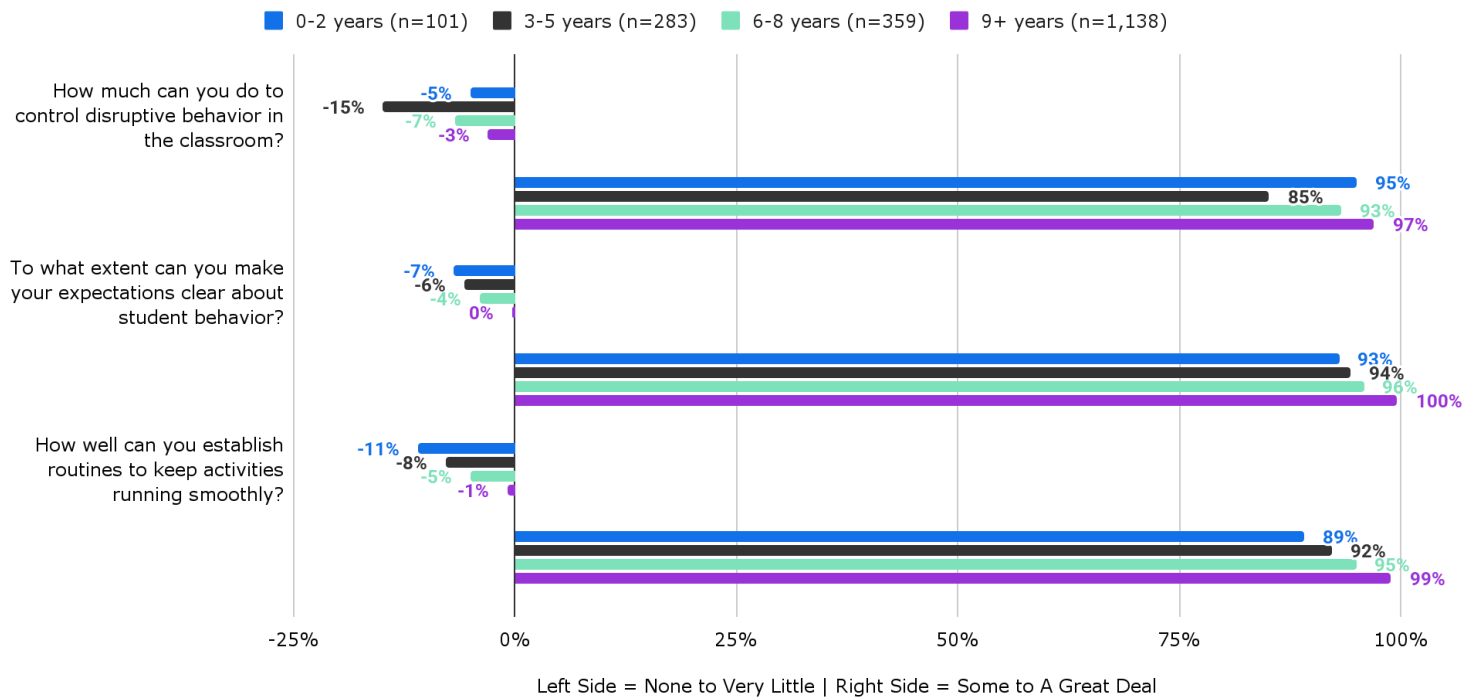
Rank	0–2 years	3–5 years	6–8 years	9+ years
1	Relationships with Your Students	Active Student Engagement	Relationships with Your Students	Relationships with Your Students
2	Active Student Engagement	Relationships with Your Students	Active Student Engagement	Active Student Engagement
3	Growth in Student Achievement	Strong Classroom Management	Growth in Student Achievement	Growth in Student Achievement
4	Strong Classroom Management	Growth in Student Achievement	Strong Classroom Management	Strong Classroom Management
5	Your Content Expertise	Your Instructional Expertise	Your Instructional Expertise	Your Instructional Expertise
6	Your Instructional Expertise	Your Content Expertise	Your Content Expertise	Your Content Expertise

The pattern points to a relationship that school and system leaders will recognize. **While teachers across career stages value the same outcomes, they do not feel equally capable of producing them under the day-to-day realities of classroom practice.** In many ways, these findings validate what leaders already see in schools. Teacher success is not simply a matter of commitment or effort; it develops unevenly across their career. This brief offers the evidence base leaders need to better advocate for the systems, structures, and strategies that can help more teachers feel successful sooner and strengthen the conditions that support long-term retention.

Where differences become visible: classroom management

For two years, classroom management has emerged as both a foundational and distinguishing factor in teachers' perceptions of their own success. However, this is not about "controlling" behavior or ensuring compliance. Instead, it is rooted in the development of skills and competencies that lead to the creation of culture, routines, and strategies that enable student learning.

Teachers' perceptions of classroom management competencies by years of experience



For leaders, classroom management is not just a challenge for novice educators, but something to develop throughout career stages. **The survey data further suggests that classroom management may function as an unlocking mechanism for a positive classroom culture that allows teachers to achieve the outcomes they value most: strong relationships, active engagement, and student growth.** Teachers who feel more capable of setting expectations, establishing routines, and keeping activities running smoothly are also better poised to protect learning time and create a learning environment where students feel safe and experience a positive classroom culture. This reframing of classroom management matters because the routines, expectations, and relational strategies teachers build over time help create the conditions for relationships, engagement, and student growth.

Why classroom management matters...²

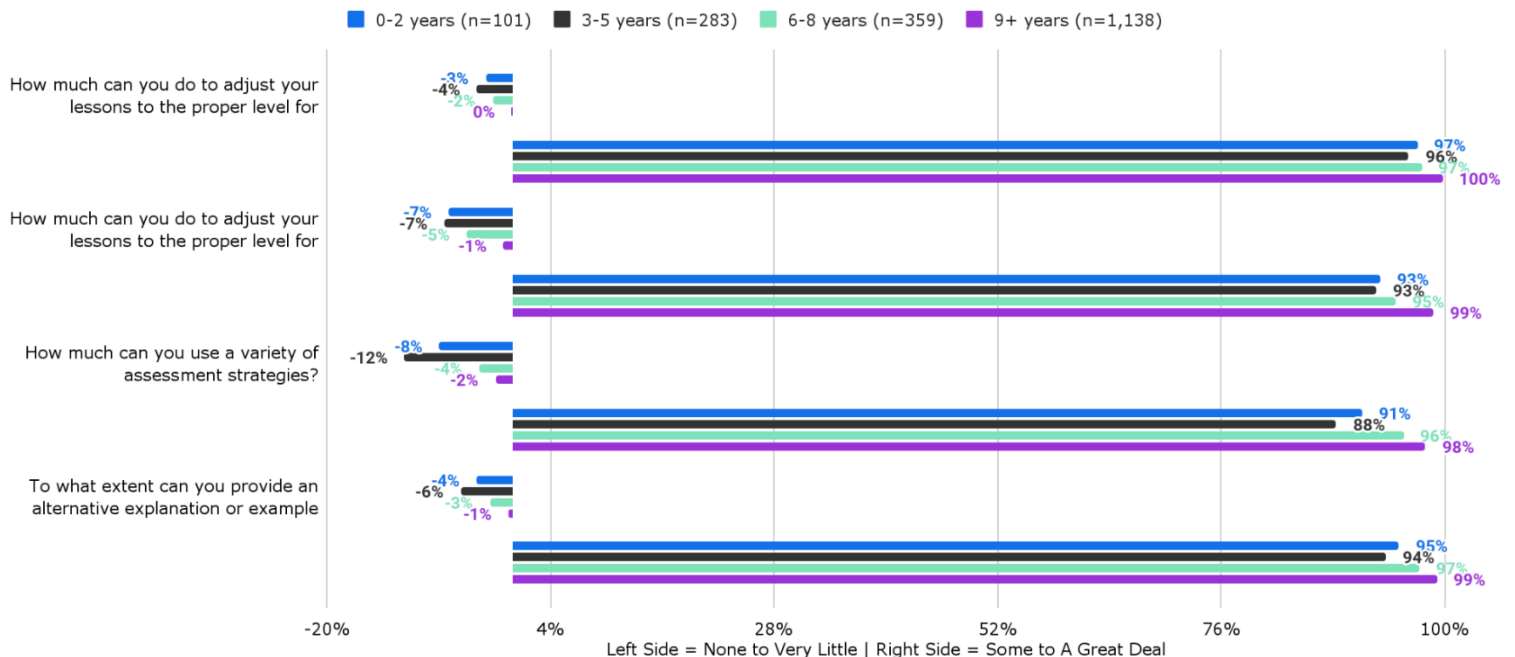
Numerous studies identify classroom management as one of the most significant hurdles for early-career educators and as a primary predictor of both student achievement and teacher retention. While veteran teachers have often curated a set of strategies that allow them to preempt disruptions, new teachers often lack the same practical, proactive strategies, forcing them to respond after incidents occur. This reactive cycle leads to emotional exhaustion and high stress—a leading cause of attrition among new educators. Effective classroom management is not an innate trait but a technical skill set rooted in relationship building, structured routines, and the creation of a positive culture.

If you have a tense relationship with students, chaotic classroom management, and lack of student engagement, you'll start to doubt your teaching abilities and lose confidence as a "successful teacher." – U.S. teacher with 6-8 years of experience

Making the Shift from Basic Routines to Instructional Expertise

Two years of data suggest that effective classroom management can unlock both a teachers' feelings of success and their instructional expertise. Clearly establishing expectations, routines, and strategies ultimately reduces cognitive load, freeing up teacher capacity to develop high-leverage instructional practices such as gauging student understanding, adjusting lessons in real time, using varied assessment strategies, and providing alternative explanations.

Teachers' perceptions of instructional expertise by years of experience



Although the pattern is not perfectly linear across all career stages, a clear distinction emerges between the most novice and most veteran teachers. More experienced educators consistently report stronger efficacy in the instructional moves that matter most for responsive teaching: understanding student learning, adapting instruction, varying assessment, and responding when students get stuck.

How Vivi can help...

Vivi helps strengthen classroom management by removing the friction that often comes with classroom technology and giving teachers the freedom to focus on what matters most: students. Instead of being tethered to the front of the room or stuck with troubleshooting tools, teachers can move with intention, maintaining strong positional presence while seamlessly sharing content from anywhere. With Vivi's simple, consistent, and teacher-friendly design, instruction stays the priority, not the tech. This creates the capacity for real-time formative sharing, quick transitions, and more opportunities for student voice. As a result, classrooms become more engaging and connected—where peer-to-peer learning is visible, the process is valued as much as the product, and strong relationships and routines naturally support effective classroom management.

Helping More Early-Career Educators Gain Expertise

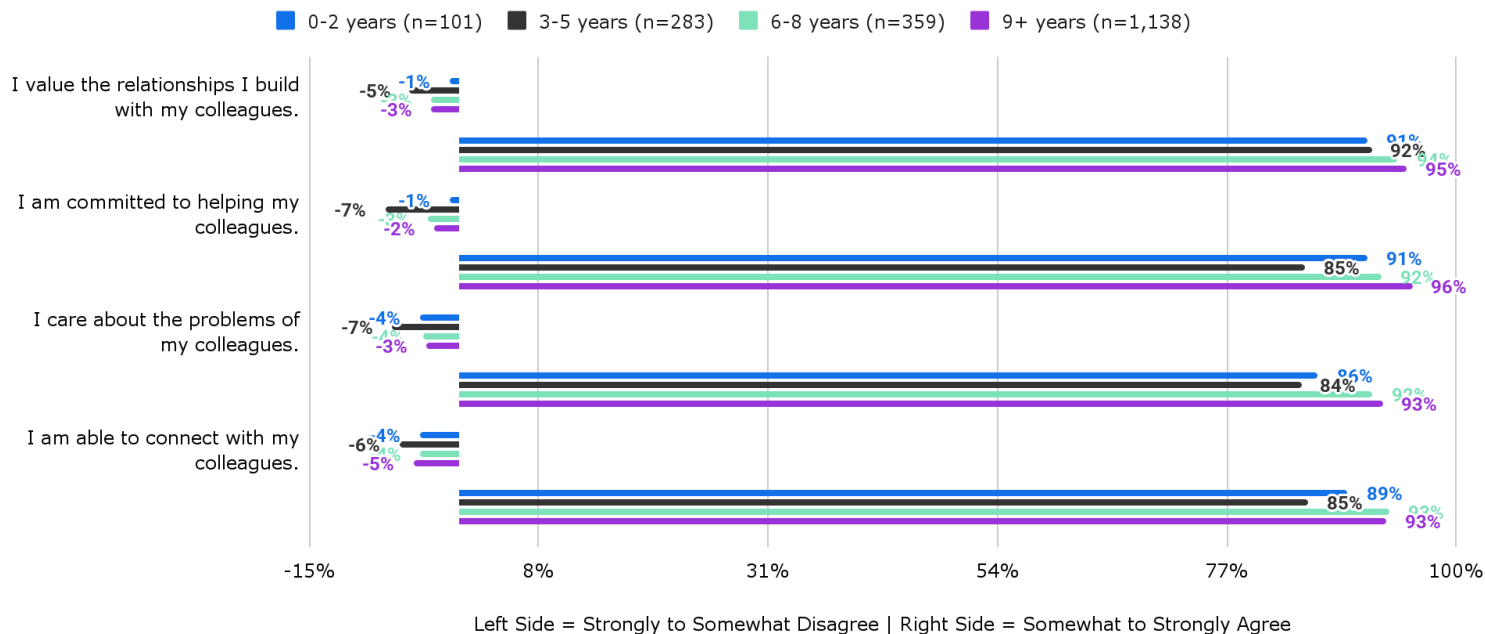
As teachers strengthen their classroom management and instructional expertise over time, they feel more successful. **The leadership challenge is how to accelerate this progression.**

All teachers need support to fine-tune their practice. However, they cannot do that work in isolation. To help more early and mid-career educators feel more experienced, leaders need to create the systems, structures, and professional communities that make it possible for teachers to refine practice, surface challenges, and continue growing over time.

*Good working relationships can provide professional support, help you grow continuously, and ultimately improve your perception of your own teaching success.
- Canadian teacher with 6-8 years experience*

Reinforcing previous findings, regardless of experience, teachers who feel more successful also tend to report a stronger sense of collegial connection and support. While community may not be the most visible driver of success, the pattern suggests that it functions as an important enabling condition that may accelerate growth, confidence, and professional efficacy over time.

Teachers' perceptions of their Professional Community



When asked during a focus group what their school leader could do to help them feel more successful, a U.S. educator offered the following recommendation, *"Teaching can be a thankless job. We're all in vacuums in our classrooms. When an admin understands the rigor of teaching and recognizes that professional learning is a necessity and that teaching is a dignified profession, [you] feel more successful."*

Helping more educators feel successful is not just about time and experience. It is also about creating the systems that can ultimately accelerate this progression. **Leaders can take action by helping teachers enhance their classroom management as the foundation for improving their instructional practice and by fostering a professional community to support ongoing growth.**

This brief is the first in a series of resources related to the Global Teacher Study.

Endnotes

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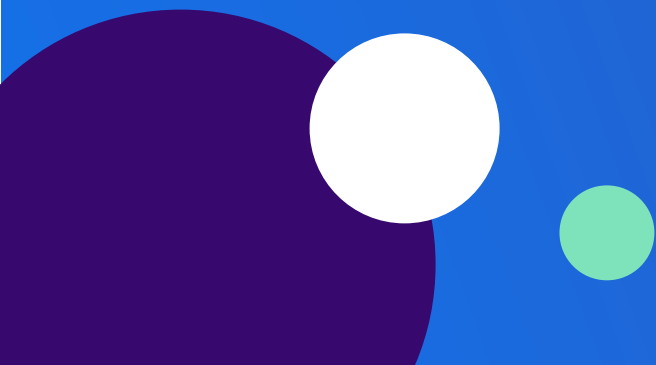


VIVI 2026 GLOBAL TEACHER INSIGHTS REPORT · PART 2

Keeping Educators in the Classroom by Ensuring their Safety

Evidence to Help School and System Leaders Take Action

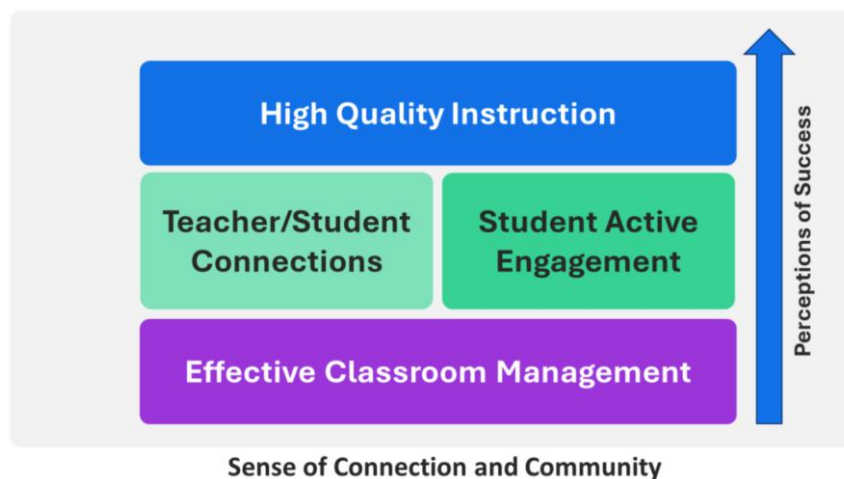
Beth Holland (2026). Vivi & FullScale (formerly The Learning Accelerator)



Executive Summary

In early 2026, [Vivi](#) and [FullScale](#) (formerly The Learning Accelerator) conducted their annual *Global Teacher Study*, collecting insights from approximately 2,000 educators from the US, UK, Australia, and Canada. The [first research brief](#) examined classroom management as a core unlocking mechanism to better equip early-career teachers with the confidence, routines, and strategies of more experienced educators, extending a [previously developed framework](#) that teachers' perceptions of success are largely shaped by four key drivers– *Effective Classroom Management*, *Teacher/Student Connections*, *Student Active Engagement*, and *High Quality Instruction*– with a *Sense of Community and Connection* existing as a core enabling condition.

4 Key Drivers to Teachers Feeling Successful



This second brief examines an essential condition that sits beneath the entire framework: *perceptions of safety*. Newly collected data found that while the majority of surveyed teachers feel safe, the absence of safety supports directly influences their perceptions of success.

ACTION STEP: As you read this brief, keep in mind the **structural support systems** and the **community culture** that you have around safety. The reflection questions below may guide your thinking:

1. **Structural support systems:** When an emergency occurs, are there reliable, direct, and clear emergency protocols for all stakeholders that let them know what is happening and what to do?
2. **Community culture:** How do leaders signal that safety is a priority through consistent communication platforms and messaging?

A Growing International Concern

Concerns about teacher safety have gained urgency over the past few decades. Documentation of safety-related challenges has ranged from increased incidents of student aggression to threats directed at teachers and a broader deterioration in school climate.¹ In the U.S., one in six teachers works in a district affected by gun violence, and 27% of female teachers report fear of being harmed at school.² A national study of more than 4,000 teachers found that 43.7% had experienced verbal threats, physical assault, or property damage,³ and longitudinal data indicate a steady decline in working conditions between 2019 and 2023.⁴

Critically, this story spans beyond the United States.

- A longitudinal study tracking psychological safety found that **U.S. teachers who consistently report lower levels of safety-related support also describe higher rates of burnout and lower perceptions of success.**⁵
- In a 2024 Australian study, **20–25% of the responding teachers reported feeling unsafe at school.** Those who perceived a lack of safety were more likely to also report an intention to leave the profession.⁶
- According to the 2025 *Behaviour in Schools* report, of the 5,808 teachers' union members from the UK who responded to a survey, **approximately 40% reported experiencing physical abuse from students and 85% noted verbal abuse.** When

asked about the impact of these incidents, over 77% reported that it affected their enthusiasm for the job.⁷

Given the international landscape, the 2026 *Global Teacher Study* explicitly expanded its survey and focus group protocols to examine:

- Teachers' perception of safety,
- The systems and structures their schools have in place,
- The relationship between their perceptions of safety and their sense of professional success, and
- How these three factors can either reinforce one another or come into conflict.

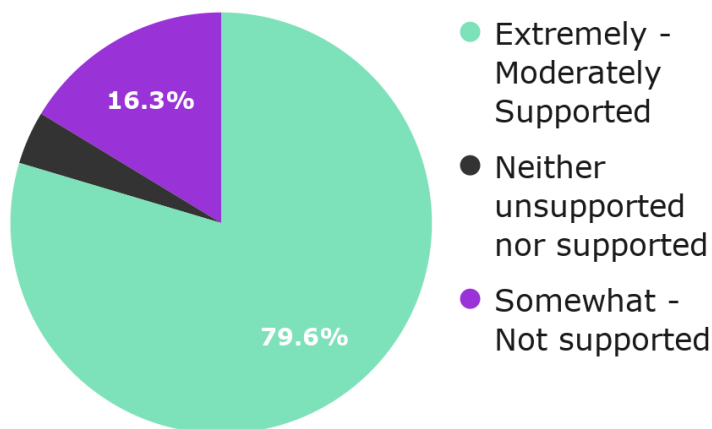
What We Learned from the Data

The 2026 *Global Teacher Study* examined both physical safety (feeling safe from harm) and psychological safety (feeling comfortable speaking up and sharing concerns). The analysis then explored the relationship between feeling physically safe and teachers' sense of success. The survey also included several questions specifically about physical safety.

Most of the teachers reported feeling physically safe in their schools and classrooms. Over 40% of the respondents indicated that they *never* or *rarely* think about their physical safety at work. In the focus groups, multiple teachers explained that they live and teach in small, tight-knit communities where safety is not something that they consider.

Survey data revealed that **over 90% of teachers believe that the infrastructure exists to promote their safety**. Almost 80% of teachers reported feeling supported in an emergency, and approximately **98% believe that their school prioritizes their safety to some degree**. In addition, teachers in the focus groups reported on a number of different systems and structures to ensure their safety. These ranged from campus aides and school police to locked door policies and security sign-in procedures.

If there were an emergency, how well supported do you feel by your school?



However, the data needs to be viewed with nuance. **More than 20% of the surveyed teachers also indicated that they think about their safety *every day or most days*, and approximately 24% have either left, or considered leaving, the teaching profession because of safety concerns**. Teacher departures place significant stress on school systems, further intensifying an already widespread challenge of recruiting and retaining teachers across the country.

ACTION STEP: Consider how to use this data to proactively design strategies and supports that address safety challenges before they fully take hold.

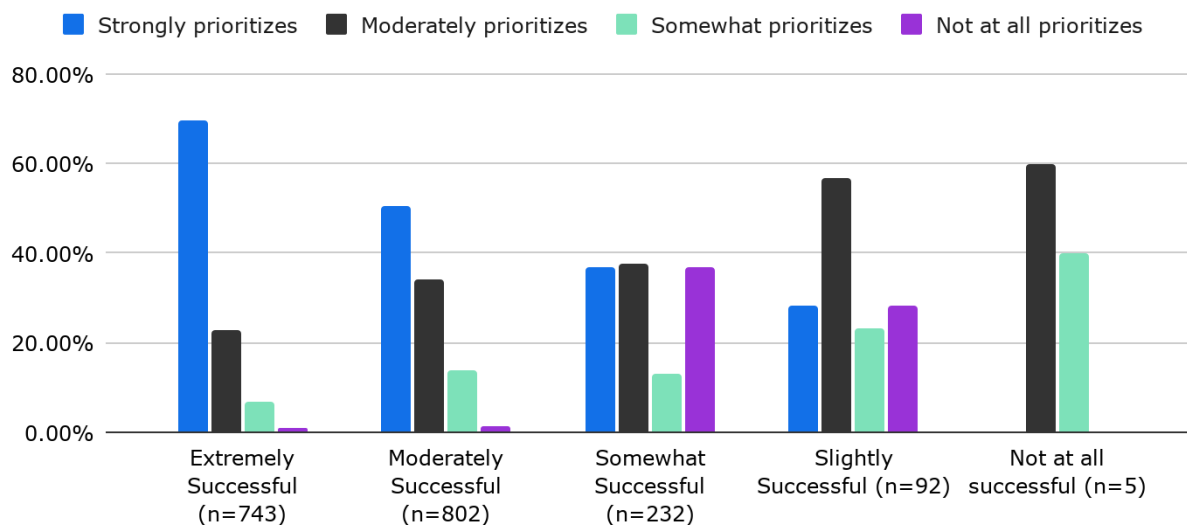
Safety May Not Define Success — But It Sets the Conditions

Physical safety is not explicitly how teachers define success. When asked to identify factors that contribute to their success, teachers consistently rank physical safety towards the bottom. However, teachers who feel *slightly successful* are more likely to rank safety as a top three factor (25.3%) compared to *extremely successful* (17.7%) or *moderately successful* (19.2%). Conversely, *extremely successful* teachers are most likely to push safety to the bottom of their list — 48.3% rank it 8th, 9th, or 10th. Although safety was consistently

ranked low overall, **when teachers felt less successful, they also indicated feeling less safe.**

Further analysis revealed that **though teachers may not consider safety to be a top priority, it could be an underlying condition for success.** Over 90% of respondents who indicated that they felt *extremely successful* also reported that their school *moderately* or *strongly prioritized safety*.

Relationship between teachers' perceptions of success and the degree to which their school prioritizes safety



Relatedly, the approximately 70% of teachers who consider themselves *extremely successful* also feel *extremely supported* in an emergency. In contrast, **only 22% of teachers who feel *slightly successful* also feel *extremely supported*.** These findings present an opportunity for leaders to take action. Safety may not be the primary way teachers define success, but it could be the foundation that makes success sustainable.

Data from the *Global Teacher Study* reveal that educators prioritize factors like connection, student growth, and support when describing their professional fulfillment. Perceptions of safety appear deeply connected to each of these factors. **When safety systems, trust, communication, or school culture begin to erode, the effects can ripple across every aspect of the teacher experience.** In this way, safety may not sit at

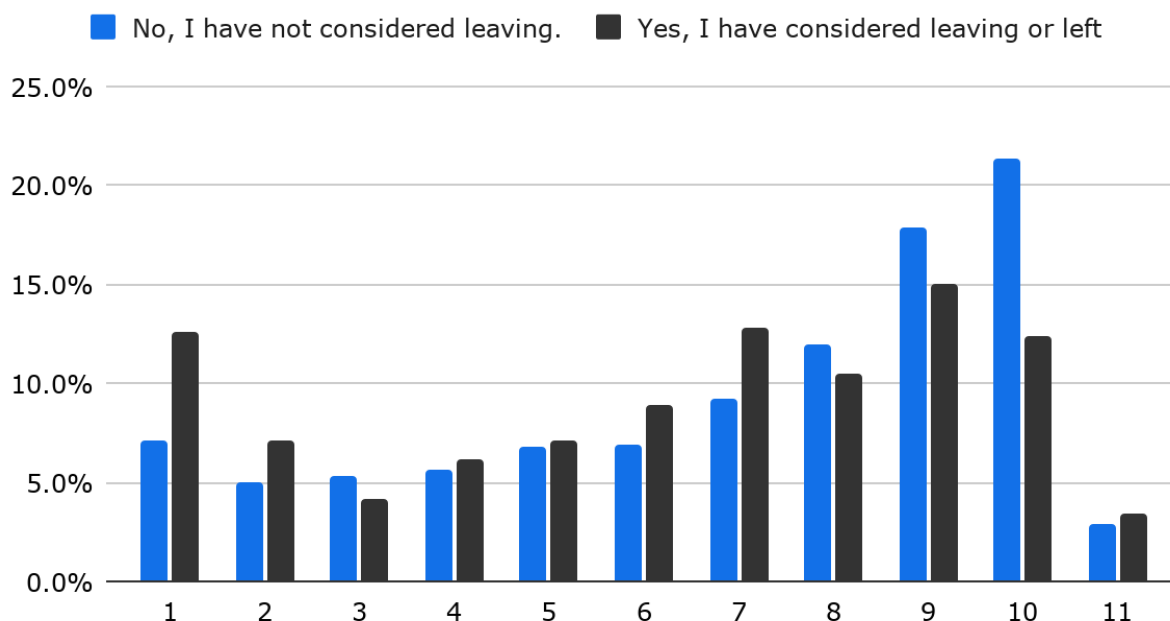
the top of the list, but it may be the underlying condition that determines whether the rest can thrive or will begin to fracture.

When Safety Drives Teachers from the Profession

Safety becomes a more visible success factor **when its *absence* determines whether teachers stay in their school**. Among those who have considered leaving, or have already left a teaching position due to safety concerns, the factors influencing their perceptions of success look different.

The majority of the survey respondents have *not* considered leaving their school due to concerns about physical safety. **However, among those teachers who report that they have left, or considered leaving their school, 13% ranked physical safety as the *most* important factor influencing their perception of success as compared to just 7% of those who state that they have never considered leaving**. This data suggests that teachers who feel safe tend to deprioritize it as a success factor.

Ranking of physical safety as a factor of success based on whether it influenced decisions to leave a teaching position



Notably, teachers who indicate that they have NOT considered leaving because of concerns about physical safety report that their school prioritizes safety, that they feel supported in an emergency, and that they only *rarely* or *occasionally* think about their physical safety. These sentiments shift dramatically for those who have left or considered leaving. **Given the desire to retain teachers, ensuring safety and making it a priority presents a leadership opportunity.**

	Do you believe your school prioritizes safety?	If there was an emergency, how well supported do you feel by your school?	How often do you think of your physical safety when at work?
No , I have not considered leaving. (n=1,443)	65% believe that their school <i>strongly prioritizes</i> their safety	60% feel <i>extremely supported</i>	15% think about their safety at least <i>most days</i> though 15% <i>never</i> think about it
Yes , I have either left or considered leaving. (n=444)	25% believe that their school <i>strongly prioritizes</i> their safety but 5% report that it is <i>not at all prioritized</i> .	24% feel <i>extremely supported</i> and 33% feel <i>somewhat or not at all supported</i>	35% think about their safety at least <i>most days</i> and only 2% <i>never</i> think about it

n = the number of respondents

Key Takeaways for School Leaders

Safety culture presents both a leadership and a systems challenge. In the focus group, teachers described both the presence of security protocols and administrative support to ensure their safety. This presents two distinct but related levers:

1. **Structural support systems that allow direct and clear emergency protocols for all stakeholders.** When an emergency occurs, people need to know immediately and reliably what is happening and what to do.
2. **A supportive community culture where leaders signal that safety is a priority through consistent communication.** Safety should not require a separate tool to learn. Instead, it should be a capability built into technology that teachers already know and trust. When the same infrastructure carries everyday communication, urgent alerts, and post-event follow-up, leaders can keep safety visible before, during and after an event, signalling that it is an ongoing commitment rather than a protocol filed away.

The data suggests that both structure and community matter. Among teachers who have never considered leaving a job due to safety concerns, 65% say their school strongly prioritizes safety. That figure drops to 25% for those who have left or considered leaving. The gap between those two numbers is not only a gap in security infrastructure, but also in whether teachers feel that their safety is a leadership priority.

How Vivi can help...

Vivi turns the displays and devices that schools already own into a single, reliable safety infrastructure. A silent alarm may signal that something is wrong, but Vivi goes further by delivering situational awareness. When activated, Vivi automatically takes over every classroom and hallway display, and staff device with clear, location-specific instructions, whether to evacuate, move to lockdown, or shelter in place.

Alerts can be triggered from anywhere on campus, including directly from the app teachers already use every day for wireless screen sharing. **This means that safety isn't a separate tool to learn, and a single point of failure does not exist.**

At the same time, acknowledgement tracking lets leaders know in real time who has seen the instruction and who has not. Knowing that a clear call for help is always one tap away, on a tool already in their hands, gives teachers genuine peace of mind. Since the same infrastructure carries everyday communication, urgent alerts, and even supports post-event follow-ups, leaders can keep safety visible before, during, and after an event, reinforcing that it is an ongoing commitment rather than just another protocol.

When asked during a focus group about the connection between their feelings of safety and their perceptions of success, one teacher explained the relationship clearly: *"In order to feel successful you have to feel safe first, at least subconsciously."*

Ensuring that teachers feel safe, and consequently keeping them in the classroom, involves more than just responding once something goes wrong. Instead, it is about building the conditions and structures that ensure teachers feel supported before something ever happens. **Leaders can take action by strengthening the structural systems that guarantee immediate, clear communication in an emergency, and by making safety a visible, ongoing part of the school's culture rather than a protocol revisited only after an incident occurs.**

This brief is the second in a series of resources related to the Global Teacher Study.

Endnotes

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