From Pressure to Possibility: Rethinking Wellbeing Work in Queensland Schools

6.00 pm 27th March 2026

Dr Rachel Leslie, Dr Glenys Oberg & Dr Saidat Adeniji present-

School wellbeing professionals are facing unprecedented pressure—rising student needs, mounting emotional labour, and workloads that too often pull them into constant crisis response. Drawing on two new Queensland studies, this presentation highlights the key challenges shaping Guidance Officer, Counsellor, and School Psychologist roles today, from task overload to the under-implementation of MTSS. But it also offers hope. Participants will gain practical, low lift strategies to reclaim time, strengthen Tier 1 and Tier 2 supports, and reduce burnout risk. This is a session for anyone seeking clarity, sustainability, and renewed purpose in supporting student wellbeing.



Our presenters

Dr Rachel Leslie is a Lecturer of Curriculum and Pedagogy (Educational Psychology) at the University of Southern Queensland (UniSQ). She has 20 years' experience across multiple education settings, including early childhood, primary and secondary contexts. While currently working in the field of Guidance and Counselling lecturing in the masters program at UniSQ, Rachel demonstrates a passion for working with parents and caregivers in order to holistically support students; affective experience of education settings. In her own research Rachel has focused on school attendance distress, parental experiences, microaggressions and allyship within educational contexts.



Dr Glenys Oberg is a lecturer and researcher in education whose work focuses on teacher wellbeing, trauma aware practice, and the emotional demands of schooling. With a background spanning classroom teaching, academic research, and educator development, she investigates how systemic pressures, moral injury, and emotional labour shape the professional lives of teachers and school wellbeing staff. Dr Oberg's work bridges research and practice, supporting schools to build more compassionate, sustainable, and trauma informed cultures.



Dr Saidat Adeniji is a Lecturer in Curriculum and Pedagogy (Mathematics Education) at UNISQ with over 12 years of experience across primary, secondary, and tertiary contexts. Her work integrates mathematics teaching, teacher education, and school wellbeing, advancing equitable and humanising mathematics classrooms that strengthen learners' mathematical identities, confidence, and sense of belonging. Her research investigates the relationship between mathematical cognition and wellbeing within school communities, particularly how pedagogical practices shape engagement and resilience. She advocates for mathematics education that sustains rigorous conceptual understanding while promoting collective wellbeing.