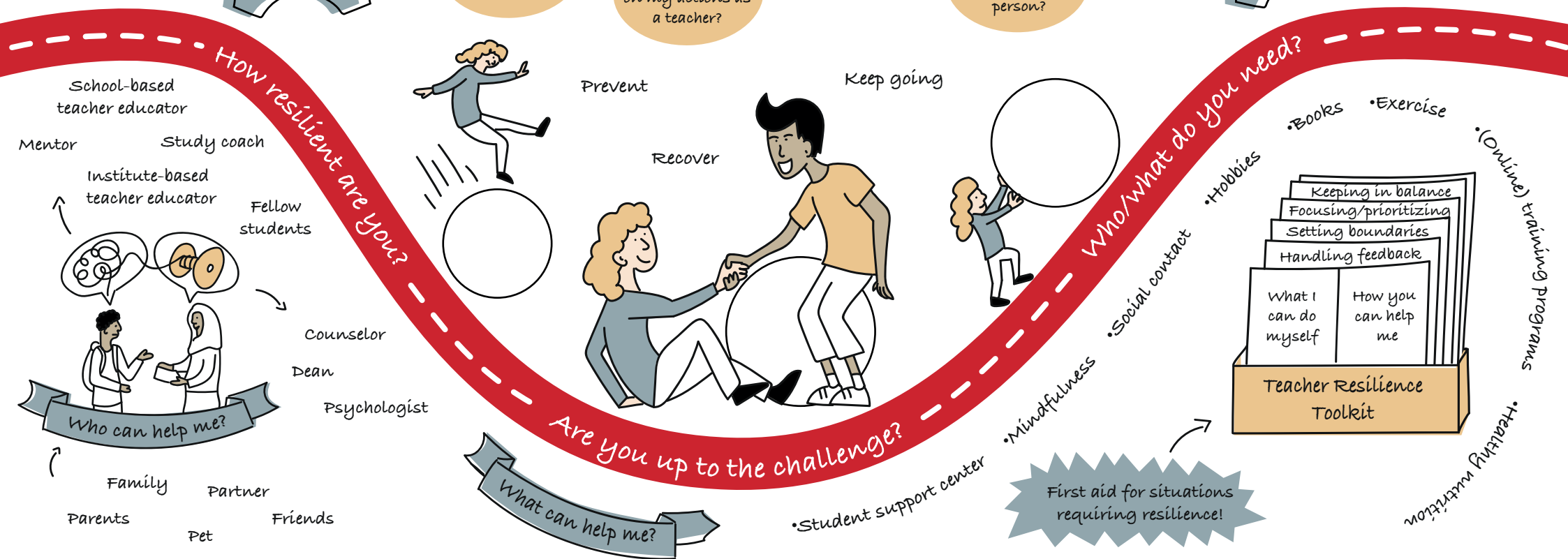
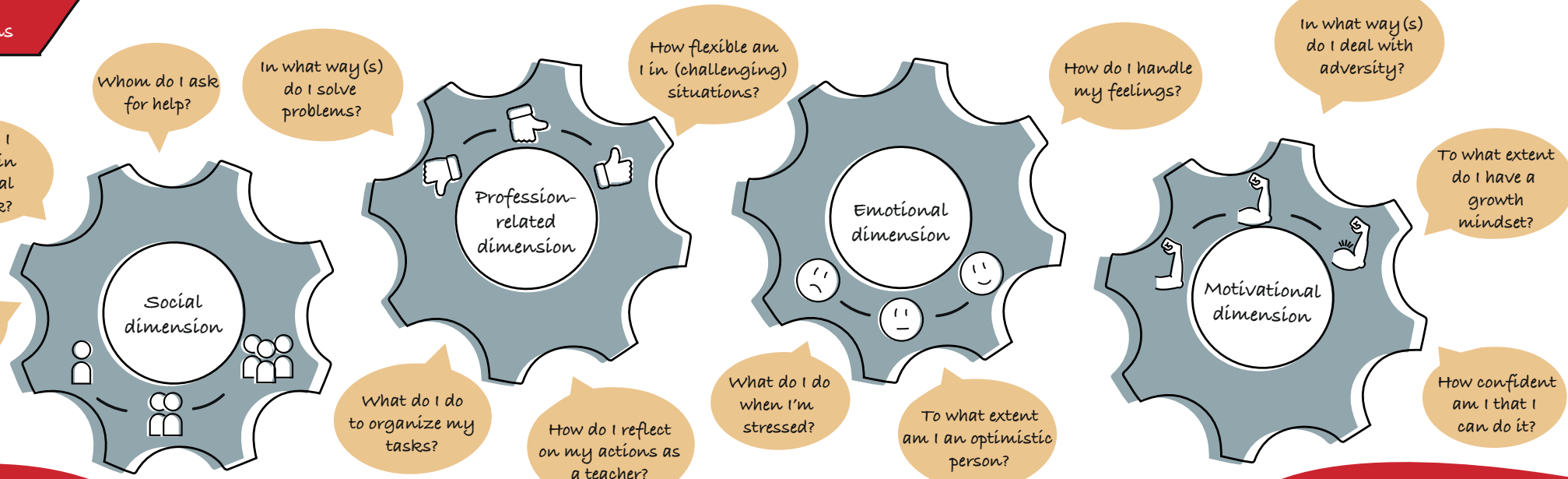


Teacher Resilience

Content:
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Resilience

The subtitle on the right implies that teachers need resilience to be powerful! Working in education demands a lot from teachers. The challenges and complexity are increasing. Teaching therefore requires resilience, but how do you strengthen the resilience of student and novice teachers?

Resilience is about dealing successfully with difficult situations, persevering, and recovering from setbacks. This manifests itself as endurance, determination, self-awareness, and self-confidence. Teacher resilience has four interrelated dimensions. *Profession-related resilience* is about overcoming setbacks in (primary) schools or teacher education, and *emotional resilience* is about dealing with emotions arising from educational experiences. *Motivational resilience* is the perseverance to improve your teaching and keep learning, and the skills to develop social support networks make up *social resilience*.

Research shows that social support positively affects teachers' resilience. It's no coincidence that we often work with buddies and mentors in education. More and more schools, school boards and teacher education institutes are providing professional development opportunities. These can aim at restoring resilience, but it's even better to focus on preventing dropout and sustaining resilience. This can include peer-to-peer coaching, but also mindfulness training and the like.

Within school-university partnerships, the challenge is to align the support from the various partners. How do you ensure that the guidance from the teacher education institute aligns with the support provided by the primary school, and how do you ensure that no one is overlooked? This requires a dialogue about resilience and how to strengthen each other in supporting this. Together, we can build high-quality education at all levels.

Source:
Mansfield, C., Beltman, F., Broadley, T., & Weatherby-Fell, N. (2016). Building resilience in teacher education: An evidence-informed framework. *Teaching and Teacher Education*, 54, 77-87.

Resilience for powerful teachers

Questions for the dialogue

Discuss what is available within the school-university partnership to support the resilience of (prospective) teachers. The following questions can be discussed at the partnership, school board, and/or school level, preferably in groups in which the institute, the field, and the students are represented:

- 1 What are we already doing in relation to the four dimensions of resilience?*
- 2 How can we do better/more to support the four dimensions of resilience within our partnership?*
- 3 What does this require from the teacher education institute, the school boards, and the schools?*
- 4 What does this require from mentors, school- and institute-based teacher educators, etc.? What does this require from you?*

Are you curious about the tools in the Teacher Resilience Toolkit? Scan the QR code for the digital version of the tools.

