

RESCUR: Developing Teacher Resilience

Presentation Crete April 2014
Dr Susan Beltman
School of Education
Curtin University
Western Australia



Session 1: Introduction

Aims, Outcomes and Structure

Sue's Background

Research on Teacher Resilience

Aim and Outcomes

Aim: to assist seminar participants to prepare teachers to implement the RESCUR in their classrooms and schools, with a focus on enhancing teacher resilience

Desired Outcomes:

By the end of this seminar participants will have:

1. reflected on the role of personal and contextual challenges and resources in shaping teacher resilience
2. outlined the personal and contextual challenges relevant for their specific context
3. developed possible strategies to overcome challenges and utilise resources in their specific context
4. demonstrated their knowledge / ideas to the group
5. others?

Structure

- introduction: research on teacher resilience
- each session will then focus on 1 or 2 RESCUR themes
- activities that can be used when preparing / training teachers
- focus on multiple levels – personal to broad contextual
- focus also on specific context of implementation
- moving from presenter-led to participant-led
- opportunities for discussion and sharing of expertise

Overall Plan

Session 1	Introduction: Aims, structure, desired outcomes for the sessions My background - 3 research projects re teacher resilience and findings
Session 2	Theme 1 Developing a Growth Mindset Contextual Characteristics
Session 3	Theme 2: Building on Strengths
Session 4	Theme 4 & 5 Communication Skills / Relationship Building
Session 5	Themes 3 & 6: Problem Solving / Overcoming Challenges
Session 6	Concluding Presentations / Demonstrations

Sue's Background

- Born in England; family migrated to Australia – aged 9
- BA (Hons) in Psychology then a 1 year Graduate Diploma of Education - secondary trained teacher
- Worked for 15-20 years as a School Psychologist with all ages from 3 year olds to Year 12 students
- Programs in schools for students (e.g. Peer Support), for parents (e.g. reading), and staff (e.g. Developing Self-Esteem)
- MEd (Hons) Murdoch University – adolescent motivation
- PhD (Murdoch) – motivation of athletes and musicians
- 2005 Curtin University School of Education – now Director Student Experience – oversee school placements, related units of study, student mentoring and orientation programs
- Research areas: mentoring and teacher resilience / identity



Personal and National Context





Keeping Cool

Building Teachers' Resilience

Teacher Resilience Research Projects

1. Keeping Cool

Keeping Cool team members:

Dr Caroline Mansfield, Dr Anne Price, Dr Andrew McConney (Murdoch University)

Dr Susan Beltman, A/Prof Lina Pelliccione (Curtin University)

Prof Dr Marold Wosnitza (RWTH Aachen University)

The 'Keeping Cool' project

Background: Issues of concern

- High rates of Early Career Teacher attrition
- “Reality Shock” Teacher education to teaching (Friedman, 2004)
- What can teacher educators do better?
- Is a focus on “resilience” more helpful than on attrition?

Key project outcomes

- Annotated Bibliography and Literature Review
- Longitudinal Survey and qualitative data collection
- Website (www.keepingcool.edu.au) and Facebook



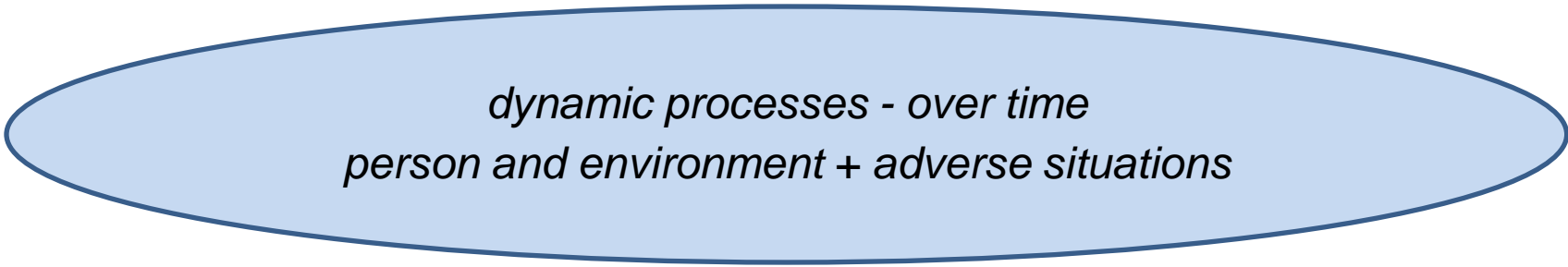
Three phase study



Phase 1: Literature review

How is teacher resilience conceptualized in the literature?

- “*process of development* that occurs over time” involving “the *ability to adjust* to varied situations and *increase one’s competence* in the face of adverse conditions” (Bobek, 2002, p. 202)
- “*specific strategies* that individuals employ when they experience an adverse situation” (Castro, et al., 2010, p. 623).
- “a *mode of interacting* with events in the environment that is activated and nurtured in times of stress (Tait, 2008, p. 58).
- resilience is related to “*regulation of emotions and effective interaction in social environments*” (Tait, 2008, p. 72)



*dynamic processes - over time
person and environment + adverse situations*

Teacher resilience: What do we know?

Resilience is the outcome of a *dynamic relationship* between individual risk and protective factors (Benard, 2004).

	Individual	Contextual
Risk factors	<ul style="list-style-type: none"> •negative self-beliefs and confidence (Day, 2008) •reluctance to seek help (Fantilli & McDougal, 2009) •conflict between personal beliefs and practices (Flores, 2006) 	<ul style="list-style-type: none"> • behaviour management (Howard & Johnson, 2004) • unsupportive leadership / staff (Day, 2008) • heavy workloads (Day, 2008) • time required for non-teaching duties (Castro, et al, 2009) • casual employment (Jenkins et al, 2009)
Protective factors	<ul style="list-style-type: none"> •altruistic motives (Sinclair, 2008) •strong intrinsic motivation (Chong & Low, 2004) •high self-efficacy (Day, 2008) 	<ul style="list-style-type: none"> • collegial support • “strong, caring leadership” (Howard & Johnson, 2004, p. 412) • mentor relationships (Olsen & Anderson, 2007)

Beltman, S., Mansfield, C.F. & Price, A. (2011). Thriving not just surviving: A review of research on teacher resilience. *Educational Research Review*, 6, 185-207.

Phase 2: Describing resilient teachers

- Few studies focusing on pre-service teachers' resilience
- No studies found that directly asked teachers how they would describe a resilient teacher

Investigating teachers' perceptions of resilient teachers

"The first year nearly killed me ..."

- 125 early career teachers and 75 graduating teachers
- Open ended question - *How would you describe a resilient teacher?*
- Data analysis - Four team members involved in inductive coding. Three cycles of individual coding and team agreement, then categories and themes finalised.

How would you describe a resilient teacher?

Dimensions and aspects of resilience	% of participants
Emotional aspects (includes not taking things personally, sense of humour, ability to bounce back, emotion regulation)	61%
Motivational aspects (includes self-belief and confidence, problem solving skills, persistence and perseverance, having realistic expectations, being reflective, being positive and optimistic)	54%
Profession-related aspects (includes teaching competence and skills, organisation, preparation, classroom management, facilitating effective learning, being flexible and adaptable)	42%
Social aspects (includes asking others for assistance, interpersonal skills, ability to take advice from others, professional and personal support networks)	34%

Illustrative statements

Emotional aspects (61%)

*e.g. “A resilient teacher is one who is able to **bounce back** from the stress and hard experiences and continue teaching effectively.”*

Motivational aspects (54%)

e.g. “Resilient teachers work hard to maintain a positive outlook on their work and leave school thinking about the highs rather than the lows.”

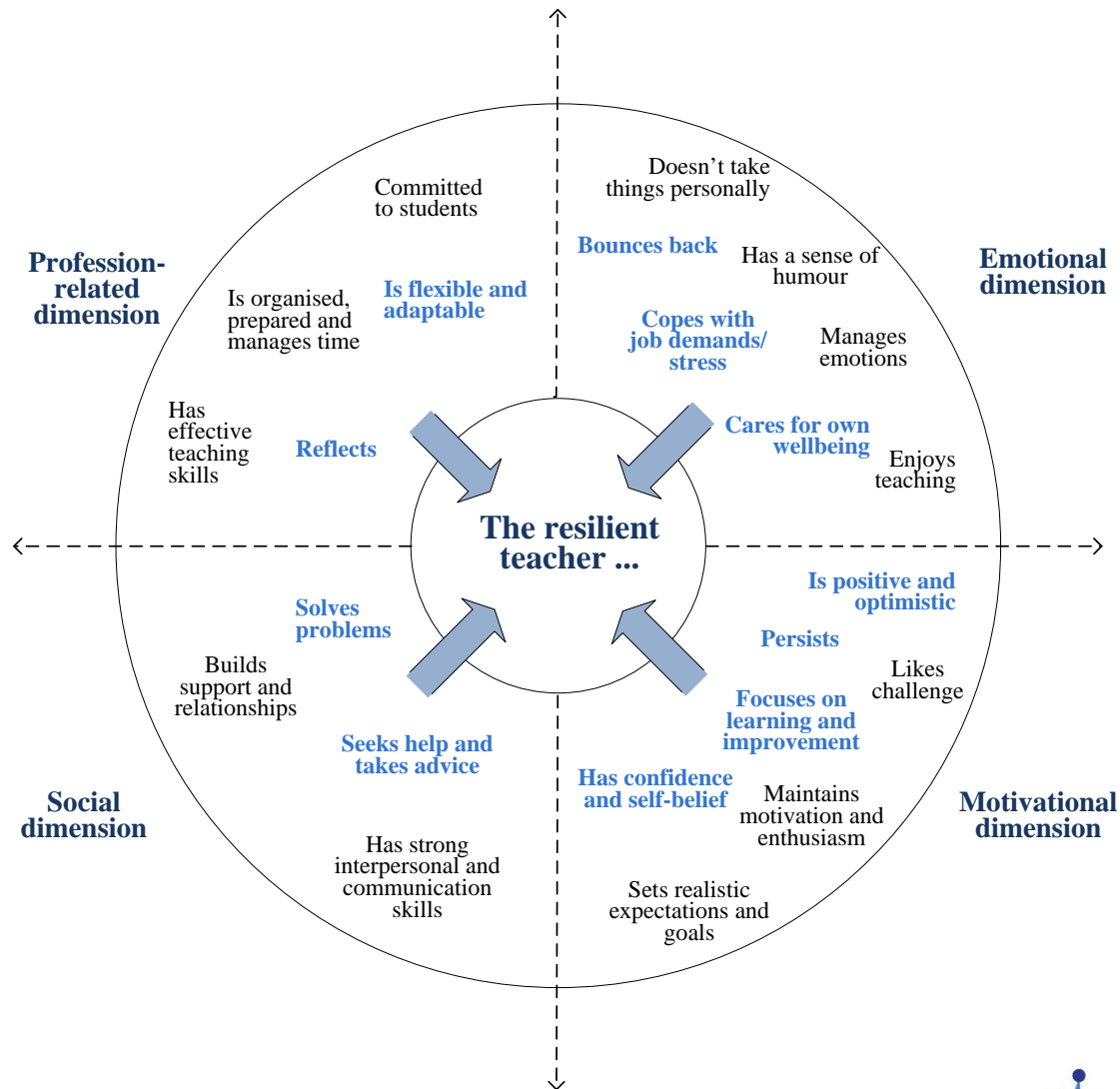
Profession-related aspects (42%)

e.g. “A teacher who is able to think on their feet if they are faced with a problem or faced with challenges in the classroom. Can think quickly of alternatives and find solutions; are reflective and flexible and take suggestions on board.”

Social aspects (34%)

e.g. “Resilient teachers talk with each other.”

What makes a resilient teacher?



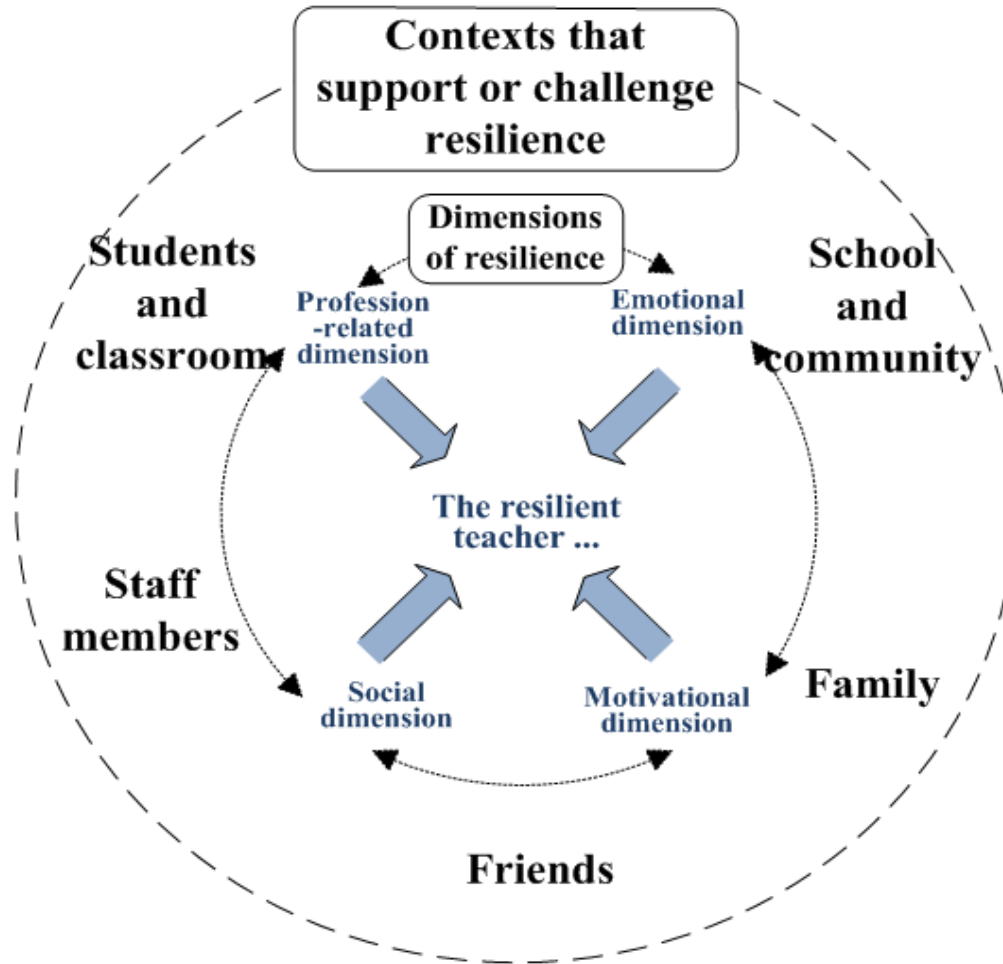
Mansfield, C.F., Beltman, S., Price, A. & McConney, A. (2012). "Don't sweat the small stuff": Understanding teacher resilience at the chalkface. *Teaching and Teacher Education*, 28(3), 357-367.



Findings

- Only 20% of respondents described a single attribute as contributing to resilience.
- Additional attributes emerged not in literature – e.g., being reflective, emotional distancing (“not take things personally”).
- Both literature and our empirical data emphasise importance of considering both the individual and the context in providing supports or constraints for development of teacher resilience (66% of respondents included context in their answers).
- Phase 3: Interviews with 14 Early Career Teachers
 - Examined overall challenges and responses to these across participants
 - Examined process of resilience within participants

Phase 3 : Considering context



Findings: Challenges

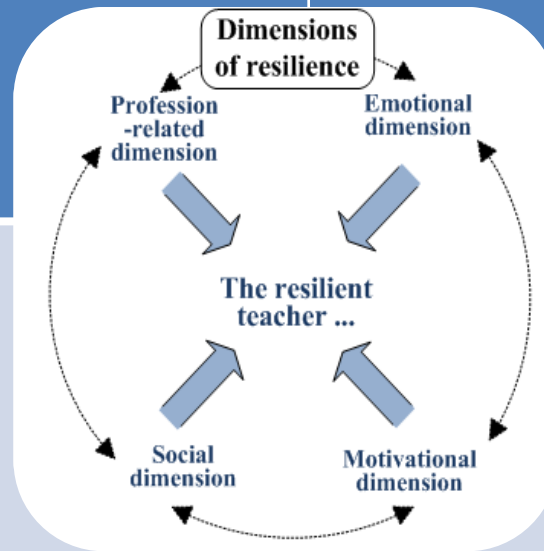
101 separate challenges; ongoing demand rather than critical incidents

Personal	Interpersonal	Infrastructure
Work-life balance e.g. no time for hobbies	Family and friends e.g. less contact	Policies and practices e.g. poor housing
Personal attributes e.g. perfectionist	Teachers and admin. e.g. lack of recognition or support	School organisation e.g. moving rooms; lots of meetings
Knowledge e.g. lack of reporting	Students e.g. challenging behaviour; multiple needs	Classroom resources e.g. lack of teaching materials and resources
Feel overwhelmed e.g. <i>“trying to juggle fifteen thousand balls”</i> ; <i>“it’s like a roller coaster”</i>	Parents e.g. parent complaints	Pre-service preparation e.g. teaching in different area; lack of admin experience; 1 year course

Findings: Responses

Focus on the students
Use problem solving skills
Reflect
Get organised
Build resources

Debrief with partner
Ask for help rather than pretend it's okay
Talk to your mentor
Talk to other staff
Seek counselling



Keep calm
Focus on what you love about the job
Enjoy the kids
Manage emotions
Positive self talk
Have fun
Use coping skills

Believe in yourself
Have realistic expectations

And ... exercise!

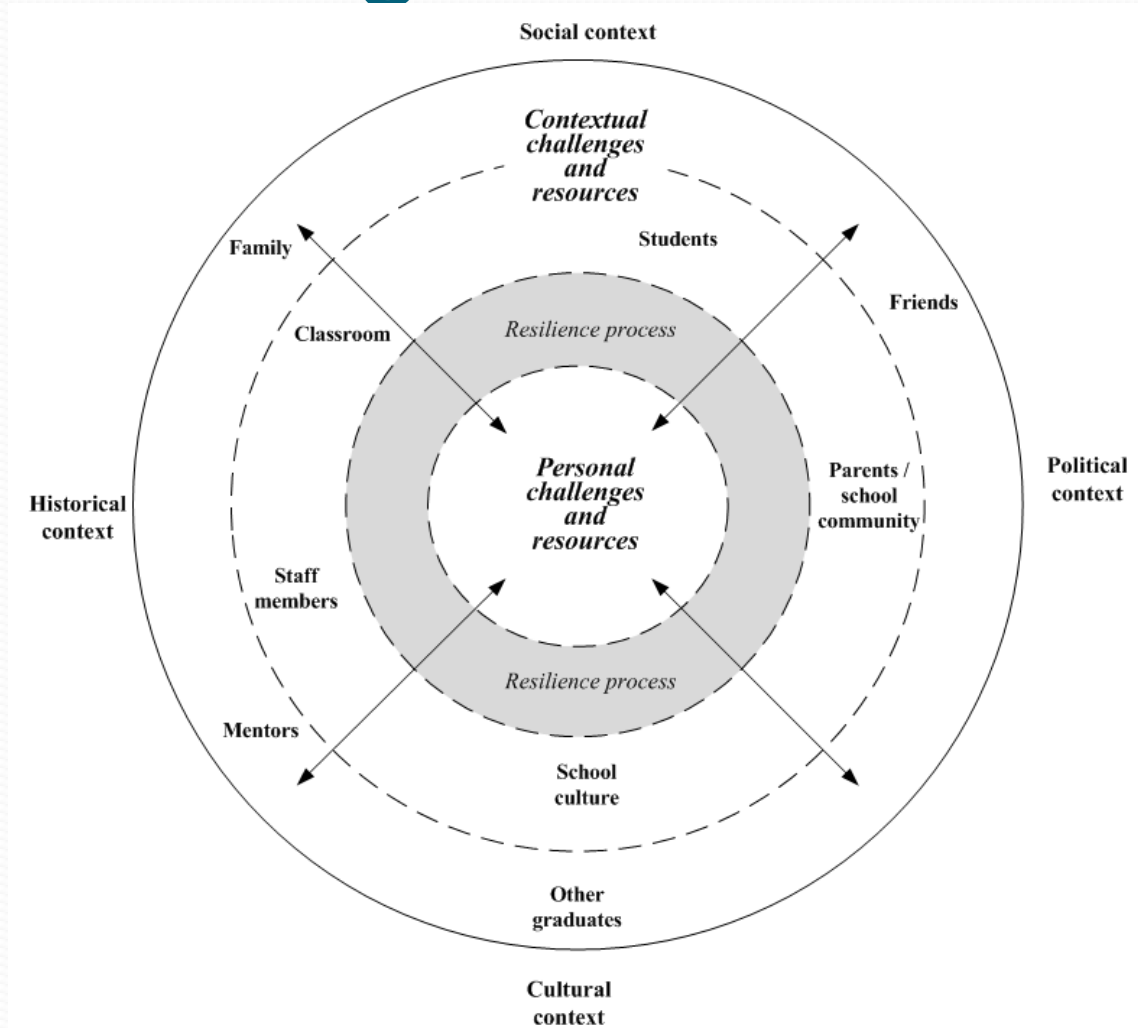
"No matter what I go for a run ... burn up energy and calm my mind"



Contexts that support teacher resilience

- **Family and friends** – supportive family, diverse networks (e.g. Day, 2008; Howard & Johnson, 2004)
“it’s very good to have a family that understands what the job is about”
- **School contexts** – hiring, induction, mentoring, resources, supportive feedback, collegial ethos (e.g. Flores, 2006; Olsen & Anderson, 2007; Tschannen-Moran & Woolfolk Hoy, 2007)
“I can go to any one of the staff and have a whinge or run something by them and say, ‘what would you do in the situation?’”
- **Students in schools** – positive relationships outweigh negatives (e.g. Kitching, Morgan & O’Leary, 2009)
“... there’s days when I think, ‘gee I’m lucky.’ So it’s those days that you hang onto and get you through ... every job has its ups and downs but I just find it so rewarding.”

Latest Thinking



Mansfield, C.F., Beltman, S., & Price, A. (accepted). "I'm coming back again!": The resilience process of early career teachers. *Teachers and Teaching: Theory and Practice*, xxx

Teacher Resilience Research Project 2

- BRiTE: *Building Resilience in Teacher Education*
- Builds on *Keeping Cool*
- 2012 application led by Dr Caroline Mansfield, Murdoch University; Team:
 - Caroline Mansfield (Murdoch, WA)
 - Susan Beltman, Tania Broadley (Curtin, WA)
 - Noelene Weatherby-Fell (Uni of Wollongong, NSW)
- Office of Learning Teaching Innovation and Development Program Grant.
- Funded \$150,000 AUD, 2013-2015

BRiTE project outcomes

1. To provide pre-service teacher educators with a series of BRiTE online learning modules that can be embedded in teacher education programs.
2. To assist pre-service teachers build the personal and social capabilities associated with professional resilience.
3. To engage teacher educators, pre-service teachers, and representatives from key stakeholder groups in discussions about implementation of the modules in teacher education programs.
4. To provide evidence-based guidelines to teacher education providers about how the modules may be used in order to improve teacher preparation in higher education and, more broadly, teacher quality in Australia.
5. To determine whether engagement with the modules is perceived to have an influence on pre-teacher's development of resilience.

BRiTE project so far

- First meetings – roles, task breakdown in phases of the project, working together and research process; outline of all modules and content of first.
- Skype meetings monthly
- Contacted reference and advisory groups
- Literature update and environmental scan underway
- Flyer created and web page updated
- <http://www.keepingcool.edu.au/node/289>



Phase 2: Module development in draft

B – Building relationships	Maintaining and developing support networks Communication skills
R – Routine and recovery	Recognising distress Self-care Work life balance and wellbeing
I – Initiative and motivation	Seeking help and taking advice Understanding and maintaining motivation Setting realistic and achievable goals
T – Teaching skills and strategies	Reflection for improvement Building a supportive classroom Problem solving
E – Emotions	Managing and responding to others' emotions Positive thinking Bouncing back and bouncing forward

Project 3: ENTREE

- ENTREE: *Keeping Cool – Enhancing Teacher Resilience in Europe*. – EU Lifelong Learning Program funding
- huge application process led by Marold Wosnitza; involves Germany, Ireland, Czech Republic, Malta, Portugal and Australia (Curtin & Murdoch)
- builds on the theoretical framework of the *Keeping Cool* Project
- My role – Third Country Partner; updating Annotated Bibliography , supporting other work packages and providing input at meetings



Conclusion: Importance of Teacher Resilience

- Importance of resilience noted in ‘caring’ professions (for example, nursing – Ablett & Jones, 2007; social work – Horwitz, 1998; training for medical professionals - Howe, Smajdor, & Stöckl, 2012; Tempiski, Martins, & Paro, 2012).
- Teachers as caregivers – ‘Caring for the caregiver’ (Fleming, Mackrain & LeBuffe, 2013)
- Concerns re teacher stress, burn out and attrition
- Having social and emotional competence leads to teachers’ “effective coping and resilience in the face of stress” (Cefai & Cavioni, 2014, p. 136).
- Teachers as role models for social and emotional competence
- Evidence of reciprocal benefits for students and teachers when implementing mental health programs (see for example, Tyson, Roberts & Kane, 2009)

Participant Final Demonstrations

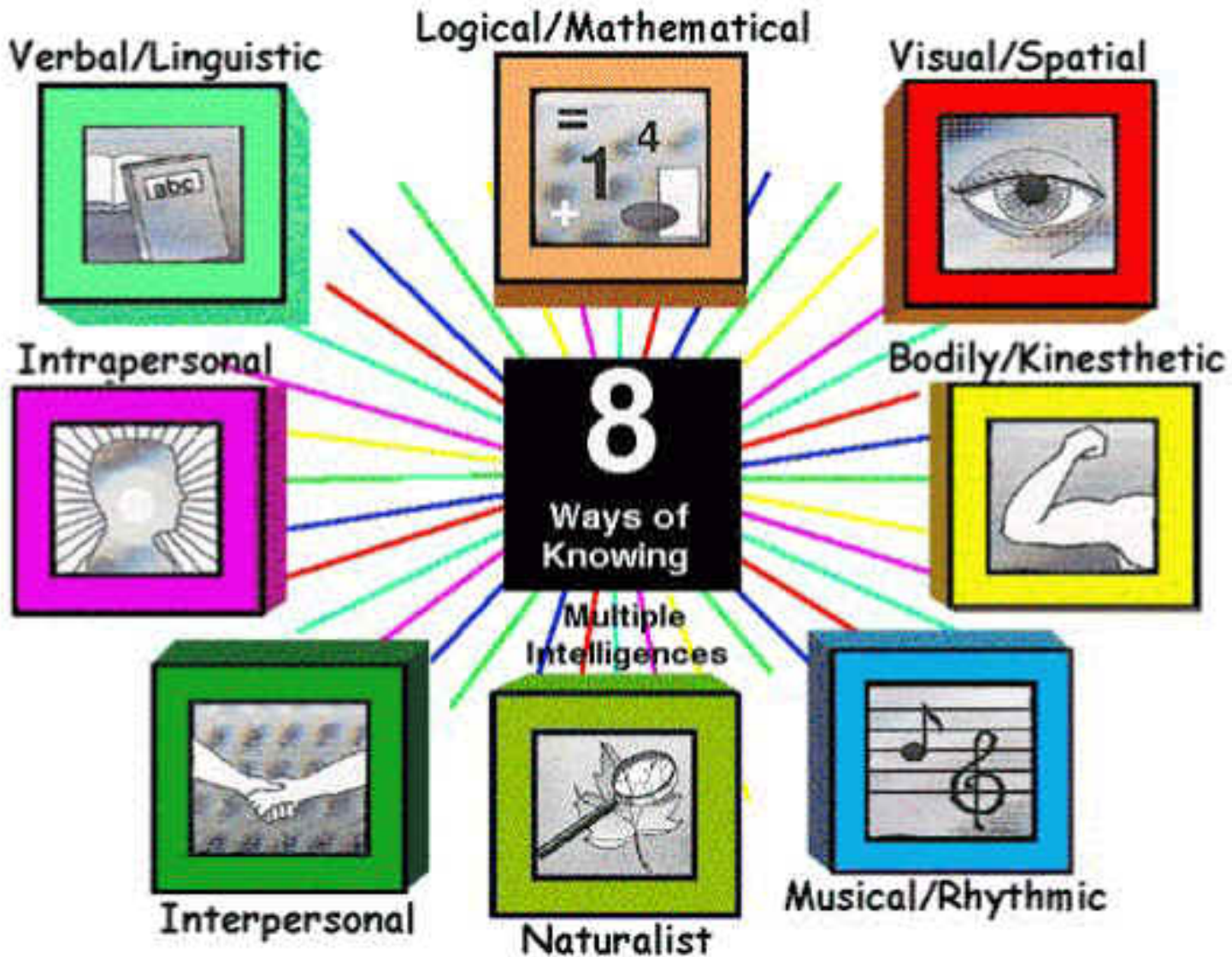
Aim: for participants to demonstrate their learning about teacher resilience in a “fun” way in 10-15 mins

Topics: can vary from specific (tips for teachers) to broad themes (working nationally), personal and/or contextual, knowledge and/or implementation, local and/or global

Format: up to you! e.g. create a poster; enact scenarios (“bad” way “good” way); write and teach us a song; develop and give a quiz; perform a rap or a play; create and play a game with us.....(no power point!)

Group formation: Random

Group Presentations



Session 2

THEME 1 Developing a Growth Mindset

- Emotions
- Optimistic Thinking
- Contextual Characteristics

Emotions

- Activity 1 – Line Ups
 - Line up according to height – tallest to shortest
 - Line up according to how important emotions are in relation to learning
- Activity 2 – Positive and Negative emotions
 - share a time when you have felt the negative emotion – what triggered the emotion, how did you respond physically, what were you thinking? what action did you take? is this a difficult activity?
 - share a time when you have felt the positive emotion - what triggered the emotion, how did you respond physically, what were you thinking? what action did you take?

Pessimistic and Optimistic Thinking

Feature of thinking	Pessimistic	Optimistic
Permanent?	I am NEVER going to lose that weight	I lost some last time so I can have a go again and be ready for next week's weigh in
Personal?	They keep putting out chocolate biscuits at work so what can I do?	Actually I am in charge of what I put into my mouth
Pervasive?	I'm just getting older – that's life	Attitude is more important than age or appearance – I'm aiming for healthy!

What actions are likely to follow each type of thinking?
Optimistic Thinking Activity in pairs or solo

Contextual Characteristics

- Diverse national contexts in this project
- This is interesting and exciting but also presents challenges – what works in one context may not in another – even within the same country
- In teams from each country, think about the features, challenges and resources that are characteristic of your national, educational, community and school contexts
- Placemat activity then combine ideas – any similarities?

Review

Topics:

- Research on teacher resilience
- Emotions and Optimistic thinking – Theme 1
- Contextual Characteristics

Groups for final presentation / demonstration

Take Home Message?

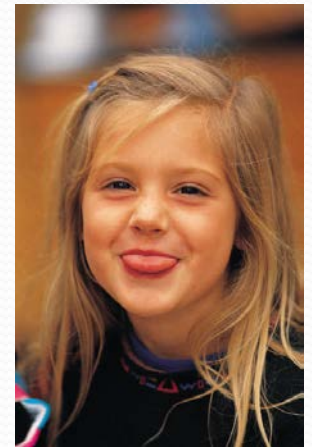
Next:

- Theme 2 – Building on Strengths
- Themes 3 and 4 – communication skills and relationship building

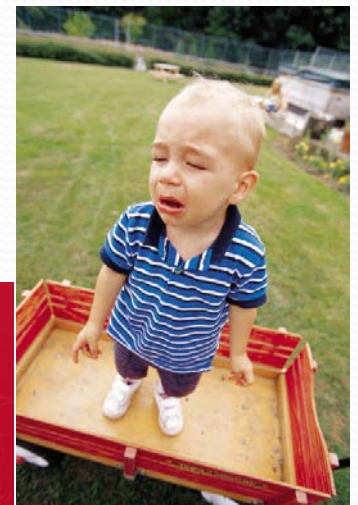
Session 3

THEME 2 Building on Strengths

- Personal Strengths
- Teacher Strengths
- Strategies for Working with Teachers



HOW DO YOU FEEL TODAY?



Personal Strengths

- Individually complete the Personal Strengths worksheet – what are some things that you can do pretty well?
- How will (some of) these strengths help you in your RESCUR role? – i.e. what are the implications?
- Now get someone else's view – do they see other strengths? Or other uses?
- General sharing

Teacher Strengths (1)

- The teachers you will be working with will most likely be of different ages and be at different stages of their careers. They will have different strengths and interests and may work in different settings
- Using the “Teacher Grid” with your group [groups of 3 – self-select depending on level of most interest / experience]
 - choose a row and
 - see if you can fill in likely strengths and
 - perhaps potential challenges (areas of potential resistance?) that could arise when working with teachers in each “category”
- Now use your own strengths and experience to list some possible strategies to work with each “category”



Teacher Strengths (2)

- Divide group into 3 groups
- Each group takes on the role of:
 - Early career teacher in first 1-4 years
 - *[Mid career teacher – 5-10 years' experience]*
 - Experienced teacher – 10+ years
 - School / education leader
- In relation to the implementation of the RESCUR in your classroom / school, imagine you are these people.
 - What strengths and what concerns will you have?
 - What is your dream about the training / RESCUR?
 - What is your nightmare about the training / RESCUR?
 - What strategies could trainers (you in real life!) use to help the dream come true

Session 4

THEMES 4 & 5 Communication Skills /
Relationship Building

- Personal Skills
- Skills for Working with Teachers

Personal Communication Skills

- Outline for session
 - review some of the communication and relationship building skills you already possess
 - how you might use these while working with teachers to prepare them to deliver the RESCUR program
- Group Knot and reflection
- 4-Square and reflection

Communication and Relationship Building with School Communities

- different groups of people you will be working with could have different needs;
- some believe that all behaviour is related to basic needs (e.g. Maslow's hierarchy; William Glasser - Choice Theory)
- Glasser: all behaviour is an attempt to satisfy one or more of five basic needs:
 - survival (physical needs, security),
 - love (belonging, unconditional acceptance),
 - personal power (able to regulate life and environment; feel respect and empowerment),
 - freedom (autonomy) and
 - fun (level of challenge; satisfaction – not entertainment)

Having Fun?

- Stress reduction and rejuvenation

<http://archive.teachfind.com/ttv/www.teachers.tv/videos/stress-relief-video-relax-with-a-smile.html>

video showing stress reduction / relaxation / energising activities with children from different nationalities

- Work – life balance for teachers

Communication and Relationship Building with School Communities

- Meeting these 5 needs would lead to improved relationships and also learning. So what strategies could you use when working with schools could use to endeavour to meet these needs and build relationships with the people you will be working with?
- Some different levels of implementation of RESCUR may be: working with a school district or representatives from a school network or a group of principals; a whole school – all staff; or groups of interested teachers who have volunteered to implement the RESCUR
- In pairs or individually look at one of the needs and think of ideas for each level of implementation; be prepared to share your best strategy with the whole group
- Best strategies?

Session 5

THEMES 3 & 6: Creative problem solving, empowerment / overcoming adversity

- Personal Resilience
- The Resilient Educator
- The Resilient School

Personal Resilience

(activities from Henderson, 2007)

- The Resiliency Quiz and the Personal Resiliency Builders
- Activities
 - pairs: What's in my Wallet?
 - naming others' personal resilience builders
 - top 3 resilience builders
 - developing one personal resilience builder
- **Reflection**
- **Representing Personal Resilience**

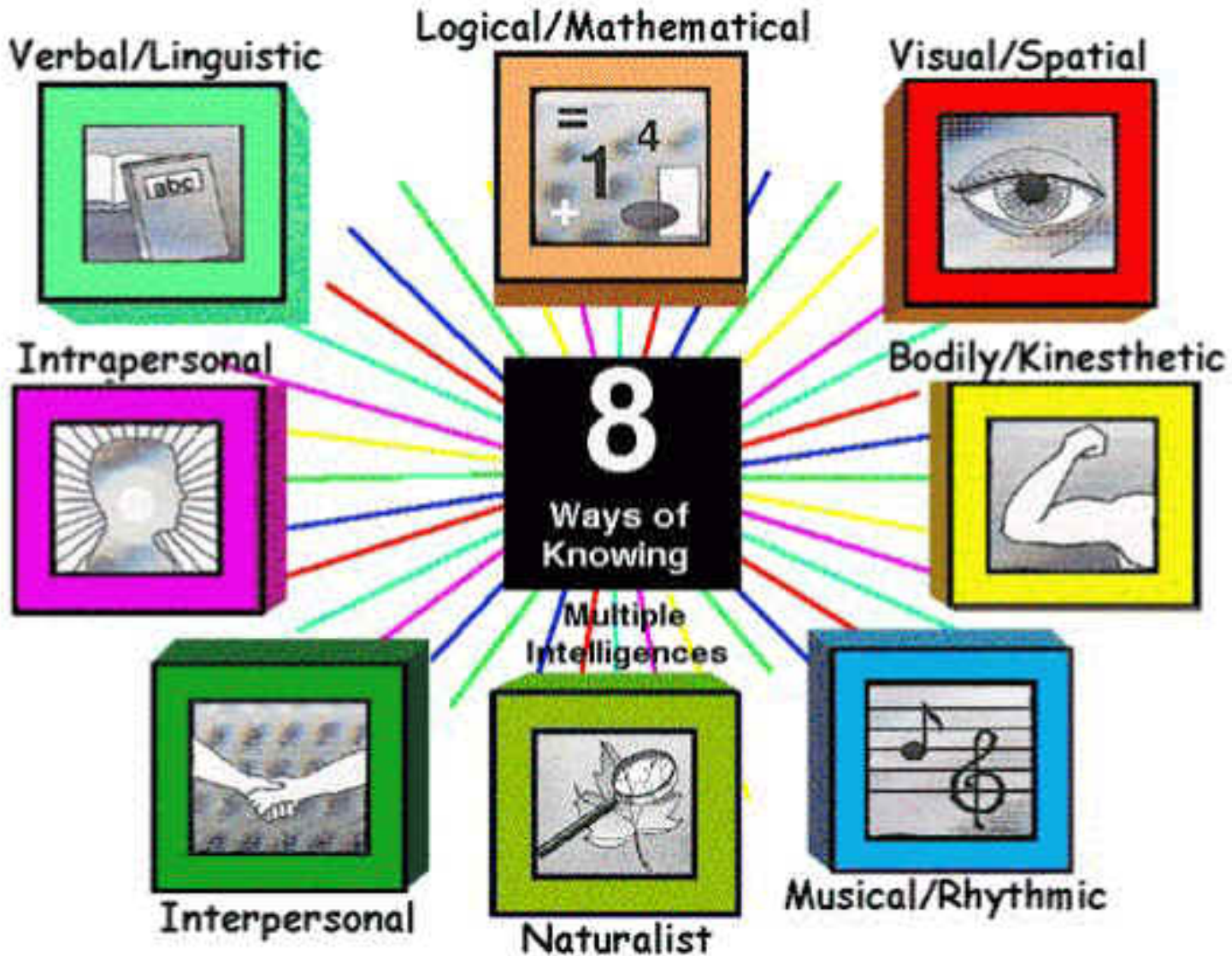
Resilient Educators and Schools

- Privately read and reflect on handouts from Henderson and Milstein (2003)
- In country groups discuss the following:
 - Could these diagrams be useful in your training / preparation of teachers for the RESCUR?
 - If so how could you use them?
 - In approaching schools / districts / education authorities?
 - In your workshops / meetings with educators?
- Reflection and general sharing; plans for final session

Session 6

- Moving Forward
- Conclusion

Group Presentations



Revisiting the Aim and Outcomes

Aim: to assist seminar participants to prepare teachers to implement the RESCUR in their classrooms and schools, with a focus on enhancing teacher resilience

Desired Outcomes:

By the end of this seminar participants will have:

1. reflected on the role of personal and contextual challenges and resources in shaping teacher resilience
2. outlined the personal and contextual challenges relevant for their specific context
3. developed possible strategies to overcome challenges and utilise resources in their specific context
4. demonstrated their knowledge / ideas to the group

Conclusion

- Feedback
 - Least and most helpful aspects
 - What was missing?
 - Other comments
- Car Wash activity