



MURDOCH RESEARCH REPOSITORY

<http://researchrepository.murdoch.edu.au>

This is the author's final version of the work, as accepted for publication following peer review but without the publisher's layout or pagination.

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

<http://researchrepository.murdoch.edu.au/6291>

Copyright © 2012 Elsevier Ltd
It is posted here for your personal use. No further distribution is permitted.

“Don’t sweat the small stuff:” Understanding teacher resilience at the chalkface

Corresponding author:

Dr Caroline Mansfield¹

Ph: +61 8 9360 2467

Fax: +61 8 9360 6280

caroline.mansfield@murdoch.edu.au

Dr Susan Beltman²

s.beltman@curtin.edu.au

Dr Anne Price¹

a.price@murdoch.edu.au

Dr Andrew McConney¹

a.mcconney@murdoch.edu.au

Murdoch University¹

90 South Street

Murdoch, WA, 6150

Australia

Curtin University²

Kent St

Bentley, WA, 6102

Australia

“Don’t sweat the small stuff:” Understanding teacher resilience at the chalkface

This study investigates how graduating and early career teachers perceive resilient teachers. Informed by survey data from 200 graduating and early career teachers, the study’s results indicate that graduating and early career teachers perceive that resilience for teachers comprises characteristics that are multi-dimensional and overlapping, and that views of resilience may develop according to teachers’ career stage. To further conceptualise teacher resilience, four possible dimensions of teacher resilience (profession-related, emotional, motivational and social) are suggested and the aspects within these dimensions are described. Some implications of this view of teacher resilience for preservice teacher education and future research are discussed.

Keywords: resilience; teacher resilience; preservice teachers; early career teachers; teachers’ work

1. Introduction

Over the last decade teacher resilience has emerged as an important field of research, particularly in countries where the teaching profession has experienced high rates of attrition (Scheopner, 2010). Research has helped explain teacher attrition, and reasons for attrition such as high workloads, lack of support, challenging student behaviour, meeting the complex and diverse needs of students and low professional status (Friedman, 2004; Kyriacou, 2001; Wilhelm, Dewhurst-Savellis, & Parker, 2000; Wilson, 2002) have been identified. Even so, a sole focus on why teachers leave the profession does not explain why many teachers stay. Consequently, another approach to understanding teacher attrition, involves examining the attitudes and behaviours of teachers who remain in the profession and maintain their

commitment and engagement, despite experiencing challenges (Day & Gu, 2007; Gordon & Coscarelli, 1996; Howard & Johnson, 2004). According to this research, teachers who possess characteristics of resilient individuals are more likely to persevere in adverse situations, find it easier to adapt to change and ultimately may be less inclined to consider leaving the profession. Attributes such as a strong sense of competence, efficacy and accomplishment, humour (Bobek, 2002), purposeful career decision making, self-insight, professional freedom, agency (Sumsion, 2004) and use of coping strategies (Sharplin, O'Neill, & Chapman, 2011) have been identified as important. Conversely, teachers less able to manage the emotional (resilience related) aspects of their working lives are more likely to experience stress and burnout (Chang, 2009). A shift in thinking from attrition to resilience offers the potential for more effective interventions to occur (Sumsion, 2003) in both teacher education and the teaching profession. Indeed, building teacher resilience is viewed as a possible way of addressing teacher attrition (Tait, 2008) and promoting “quality retention” (Gu & Day, 2007, p. 1314).

While the research field of teacher resilience is rapidly growing, a scan of the literature reveals a range of definitions of resilience. The majority of research describes resilience as involving a process (Bobek, 2002; Egeland, Carlson & Sroufe, 1993; Masten, Best, & Garnezy, 1990), a “mode of interacting with events” (Tait, 2008, p. 58), an ability or capacity to overcome challenges (Sammons et al., 2007) and a trait or a quality (Brunetti, 2006; Yost, 2006). Many definitions also acknowledge that particular contexts offer risk and protective factors (see for example, Cefai, 2007) which can constrain or promote development and demonstration of resilience. The diversity in such definitions and emphasis on both individual and contextual factors highlights the multidimensionality and complexity of the construct. Furthermore, the increased use of the word ‘resilient’ in the media and in the

context of the global financial crisis (resilient economies) and natural disasters (resilient flood/earthquake victims) as well as an increased focus on resilience programs for school students (for example, McGrath & Noble, 2003- 'Bounce Back') may influence how resilience is described by the community and teaching professionals. Some evidence suggests that individuals interpret 'resilience' in varying ways and that 'resilience' may be confused with other characteristics such as 'competence' (Green, Oswald, & Spears, 2007). Interestingly, despite a range of understandings about resilience, there are limited explanations of how teachers view resilience in the context of their profession or at particular career stages. Questions remain about how teacher resilience may be perceived by those entering the profession after university graduation, by early career teachers and by more experienced teachers. The purpose of this paper is to make a unique contribution to the teacher resilience literature by providing insights into how graduating and early career teachers view teacher resilience. The paper further aims to raise awareness of some possible implications of these insights for preservice teacher education and professional development of early career teachers.

1.1 Understandings of resilience

During the 1970s the term resilience began to be used within fields such as psychology and psychiatry to describe the positive development of children otherwise considered 'at risk' due to their exposure to experiences such as abuse, trauma and divorce (Garmezy, 1974). Subsequent studies (e.g., Masten, et al., 1990; Werner, 1993, 1995) largely focused on personal qualities of what were termed 'resilient children', identifying individual 'risk

factors' that could lead to maladjustment and negative outcomes as well as 'protective factors' that could lead to positive adjustment and outcomes.

Further constructions of the term built on the notion that development of resilience involves a complex interplay between individual and environment resulting in "successful adaptation despite challenging or threatening circumstances" (Masten, et al., 1990, p. 424). Attention was drawn to the process of developing resilience and to broader environmental factors including friends, family and community (Luthar, Cicchetti, & Becker, 2000, p. 543). At the same time other research continued to focus on personal dispositions such as ability to problem solve, flexibility and agency as important in the development of resilience (Castro, Kelly, & Shih, 2010; Patterson, Collins, & Abbott, 2004). Over the last ten years, research has further contributed to the view of resilience as complex and multifaceted. Rather than being seen as an innate quality, resilience is now more typically portrayed as "relative, developmental and dynamic, manifesting itself as a result of a dynamic process within a given context" (Gu & Day, 2007, p. 1305).

While psychological perspectives of resilience have focused on individual traits, environmental factors and the processes and strategies that occur in the dynamic interaction between the two, it is important to note that resilience has been explored using other perspectives. For example, critical and constructionist theorists have called for more explicit understandings of what 'successful' adaptation really means and what 'challenging' and 'threatening' circumstances may be (Luthar, et al., 2000). Ungar (2004) argues that conventional ecological models of resilience are limited and are "unable to accommodate the plurality of meanings individuals negotiate in their self-constructions as resilient" (p. 345). Although this paper adopts a predominantly psychological perspective of resilience, these

perspectives are useful in encouraging further interrogation of what ‘resilience’ means within this paradigm.

Despite the varying approaches to the study of resilience there is consensus regarding the role played by context in the development and demonstration of resilience. Resilience, for example, in the context of a teacher working in a classroom may require a very different range of skills or dispositions and supporting factors than in other professional contexts, such as nursing or social work. Considering what resilience means in the context of teaching has therefore drawn attention from researchers, teacher educators and teacher employers.

1.2 Teacher resilience

Given that teacher resilience is an emerging field of research and in part due to the complex nature of resilience, there is a range of ways resilience in the context of teaching has been defined in the literature. For example, teacher resilience has been described as the “quality of teachers remaining committed to teaching” (Brunetti, 2006), or a “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), or “specific strategies that individuals employ when they experience an adverse situation” (Castro, et al., 2010, p. 263), or the “capacity to successfully overcome personal vulnerabilities and environmental stressors” (Oswald, Johnson, & Howard, 2003, p. 50). Others argue that resilience is related to “regulation of emotions and effective interaction in social environments” (Tait, 2008, p. 72) and involves “a mode of interacting with events in the environment that is activated and nurtured in times of stress” (Tait, 2008, p. 58). Such a range of views is important to address

the multi-dimensional nature of resilience, but also contributes to some ambiguity about the nature of resilience and how to best examine this phenomenon.

Despite these varied conceptualisations, however, several key themes emerge. Firstly, researchers are for the most part agreed that resilience involves *dynamic processes* that are the *result of interaction over time between a person and the environment* and is evidenced by *how individuals respond to challenging or adverse situations*. Secondly, there is evidence that *protective and risk factors* (both *individual and contextual*) play a critical role in the resilience process. Finally, the literature indicates that resilient individuals possess *personal strengths*, including particular characteristics, attributes, assets or competencies.

1.3 Factors contributing to teacher resilience

Resilience is evidenced by individuals' responses to challenging situations and research has identified risk factors within the environment or context of teaching. For example, professional work challenges such as heavy workload, classroom management, being unprepared, lack of support, lack of resources and poor hiring practices (Jenkins, Smith & Maxwell, 2009; McCormack & Gore, 2008; Sumsion, 2003) are potential risk factors leading to what are characterised as adverse circumstances for many early career teachers. Risk factors are important as they illustrate potential threats to the development of resilience and indicate the range of challenges that resilient teachers are able to productively overcome. Challenges for teachers have been, rather frustratingly, known for some time (Goddard & Foster, 2001) and the focus on teacher resilience, as in this paper, is on what sustains teachers in the face of such difficulties (Gu & Day, 2007).

Recent research has explored factors contributing to teacher resilience including personal strengths. Among these are protective factors that include attributes such as altruism (Brunetti, 2006; Chong & Low, 2009), strong intrinsic motivation (Flores, 2006; Gu & Day, 2007; Kitching, Morgan, & O'Leary, 2009), perseverance and persistence (Fleet, Kitson, Cassady, & Hughes, 2007; Sinclair, 2008), optimism (Chong & Low, 2009; Le Cornu, 2009), sense of humour (Bobek, 2002; Jarzabkowski, 2002), emotional intelligence (Chan, Lau, Nie, Lim, & Hogan, 2008), willingness to take risks (Sumsion, 2003) and flexibility (Le Cornu, 2009). Such attributes may assist early career teachers to 'bounce back' despite the challenges of the first years of teaching.

The literature has also identified particular skills associated with teacher resilience. Coping skills involving a variety of proactive problem solving and help seeking skills (Castro, et al., 2010; Patterson, et al., 2004; Sharplin, et al., 2011) have been shown to be important, along with the ability to accept failure, learn and move on (Howard & Johnson, 2004; Patterson, et al., 2004). Strong interpersonal skills that enable the development of social support networks (Howard & Johnson, 2004; Tait, 2008) have also been noted. Finally, and perhaps most obviously, teaching skills such as using a range of instructional practices (Bobek, 2002; Klusmann, Kunter, Trautwein, Lüdtke, & Baumert, 2008), knowing students and responding to their needs (Flores, 2006; Kaldi, 2009), professional reflection (Goddard & Foster, 2001; Le Cornu, 2009) and having a commitment to ongoing professional learning (Patterson, et al., 2004; Sumsion, 2004) have been related to teacher resilience. Furthermore, not only having the skills, but having high levels of efficacy for teaching (Brunetti, 2006; Gu & Day, 2007) and being confident in teaching abilities (Kaldi, 2009; Woolfolk Hoy & Burke Spero, 2005) also play a role in teacher resilience.

Just as resilience research acknowledges the role played by individual protective factors, environmental protective factors to support teacher resilience are an equally important aspect of conceptualising resilience and its development. Such factors include mentor support for new teachers (Smith & Ingersoll, 2004; Sumsion, 2003), school and administrative support (Day, 2008; Fantilli & McDougall, 2009), support of peers and colleagues (Le Cornu, 2009; Warshauer Freedman & Appleman, 2008) and support of family and friends (Howard & Johnson, 2004; Yates, Pelphey, & Smith, 2008). Although specific teaching contexts are not the prime focus of this paper, the research on the role of context in providing affordances or constraints for resilience development may influence how resilient teachers are perceived.

1.4 Development of teacher resilience

Identifying risk and protective factors of individuals and contexts has been useful in understanding how teacher resilience might be viewed in the profession. To enable these factors to be developed in teacher education and the profession more broadly, a framework connecting, rather than listing attributes, beliefs and skills would be highly beneficial. Some of the resilience literature has grouped qualities of resilience into themes. Knight (2007), for example proposes a three dimensional framework to illustrate the “manifestations of resilience” (p. 546), those being social competence, emotional competence and ‘future oriented’. In Australia, the Mind Matters team also offers a ‘Staff Mental Health and Wellbeing at Work’ model, in which three components (interpersonal, professional and organisational) interrelate to “support the Thriving Self through its connection to the School in the Community” (Commonwealth of Australia, 2010). Even so, development of a framework is highly challenging due to the differences in terminology used in the literature

and due to a range of categories of “often overlapping personal strengths” (Benard, 2004, p. 13).

Limited literature has considered how teacher resilience may be developed. Interestingly, characteristics of preservice teacher education programs have been shown to offer both constraints and supports for building teacher resilience. Constraints include factors such as workload, lack of support, geographical isolation, balancing family and study, and infrastructure constraints at home (Fleet, et al., 2007). Preservice education supports however, include successful field experience (Sinclair, 2008; Yost, 2006), caring relationships with staff and high expectations of staff for performance (Yates, et al., 2008). Such evidence from the research supports the view that initial teacher education experiences can assist intending teachers build resilience for their future professional lives.

The literature reveals both the complexity of resilience and the range of personal and contextual factors contributing to teacher resilience. Even so, few studies have examined how teachers understand resilience, or how they would describe resilient teachers. Given that teaching does present challenges, what does a resilient teacher look like from the perspective of those at different points in the early stages of their career? What skills, attributes or characteristics would a resilient teacher possess or be able to demonstrate? Our research aimed to address these questions. The purpose of this paper therefore, is firstly to make a contribution to the teacher resilience literature by investigating how teacher resilience is viewed by graduating and early career teachers. The second purpose is to discuss the implications of these views for teacher education programmes.

2. Methodology

2.1 Participants

To gain insight into how graduating and early career teachers view teacher resilience, a sample of 259 participants (161 early career teachers and 98 graduating teachers) were surveyed regarding teacher resilience. All participants were volunteers. The participating graduating teachers were from two universities in Western Australia, and were invited to complete either a paper survey in one of their final classes, or to respond to the online version of the survey before or during their final practicum placement. The early career participants were teachers in Western Australia who were invited to participate through the teacher registration body, Western Australian College of Teaching (WACOT). All early career participants completed the survey online. Approval for the study was obtained from the Human Research Ethics Committee at both universities, and approval to conduct research with registered teachers was given by the WACOT Board.

Although the survey measured constructs that have regularly been associated with teacher resilience in the literature, such as teacher efficacy, motivational goals for teaching, self-perceived competence and satisfaction with teacher preparation program, we were also interested in how early career and graduating teachers perceive resilient teachers. For this reason, the open-ended question, *“How would you describe a resilient teacher?”* was included in the survey and the resulting data are used for this paper. In all, two hundred respondents answered this question, comprising 125 early career teachers and 75 graduating teachers.

2.2 Data analysis

The data analysis occurred in three phases.

Phase 1. The 200 descriptions of a resilient teacher were analysed for content and emerging themes. Four researchers were involved in the coding process, each bringing a particular perspective to examination of the data. The collective fields of research represented by the researchers were educational psychology, research and evaluation methodology, and critical theory. All researchers worked in teacher education faculty, one had previously worked as an educational psychologist in schools and two had extensive prior experience as classroom teachers at the primary (Kindergarten to year 7) and secondary (years 8 – 12) levels.

To begin, we agreed that the most useful way of understanding the data would be to use an iterative and inductive process involving both individual coding and group discussion. The first step involved individually coding inductively for content using the particular text phrases of unique ideas in each response. In this process we agreed to avoid paraphrasing participants' words as this may have biased our interpretation depending on our individual perspectives. Initially, we coded the same 30% of the data and then met to discuss coding. Because our agreement was to use the participants' words to name the categories, there were many similar codes identified by all four researchers. These included being *flexible*, *adaptable*, *optimistic*, *positive*, *reflective*, *organised*, *able to ask for help and solve problems*, *having a sense of humour* and *a good work life balance*. Because respondents could mention multiple aspects of resilience in answering the question, each response could be coded in more than one category.

We then coded more data to verify the categories. Collaborative coding continued in another two cycles of individual work and team agreement, until we agreed on 23 categories that reflected the data. As previously mentioned, in this process we were mindful of remaining true to the data by retaining participants' words and phrases. To further ensure this, a word frequency count was conducted using NVivo9. From the original dataset of 1089 words, words with three or less letters, words used once, words in the question asked, and numbers were removed. Some words sharing the same root and meaning had their frequencies merged, for example "bounce/ bounces/ bouncing", "adapt/ adapts/ adaptable" and "challenge/ challenges/ challenged/ challenging". The final dataset of 375 words contained 74 words used 10 or more times. The 31 words that were used 20 or more times are reflected in the 23 categories. In two instances it was necessary to paraphrase to fully reflect the breadth of responses. Specifically, comments about being "*a good communicator*" and being able to "*read' colleagues and negotiate with them*" were grouped as 'interpersonal skills', and 'manages emotions' was used to describe the range of comments about not becoming "*emotionally involved*". All four researchers agreed that these categories reflected the data.

Phase 2. The next stage involved examining the 23 categories, or *aspects* of resilience, that had emerged from the data to determine if they could be further organised into broader, overarching *dimensions* while at the same time remaining faithful to representing our teacher participants' views of "resilient teachers". The word 'aspects' was used intentionally to avoid connotations associated with alternative words such as characteristics, skills, etc. We discussed a number of ways the aspects could be clustered and referred to the extant literature to assist the process. Possible ways of clustering, for example, as skills, competencies, knowledge or attributes, or as how resilient teachers think, feel and behave were discussed. Each of these possible clusters was not without its challenges however. For example,

clustering according to skills and knowledge was concerning because of the possible 'resilient teacher checklist' that may emerge and our caution about how such lists may be used to define and appraise teachers' work. Similarly, using the word 'attributes' was challenging because of the subtle implication that aspects of resilience are innate and therefore may not be learnt or developed. The differing perspectives of the four researchers in one sense made agreement about clustering more challenging, however, on the other hand it pushed us to think more broadly about conceptualising resilience.

We were also mindful that attempting to identify overarching dimensions would mean that we may need to use other words to describe teacher resilience that move beyond the particular capacities and behaviours of resilient teachers described in the data. Examples of broad 'manifestations' of resilience in the literature were examined, such as emotional and social competence and futures oriented (Knight, 2007), personal strengths including social competence, problem solving, autonomy, purpose/future (Benard, 2004), resources such as relationships, sense of responsibility, social and problem solving skills, competence, expectations and goals, confidence, humour, and a sense of accomplishment (Bobek, 2002). Of the literature examined, we were most inspired by Kumpfer (1999) who, while acknowledging that the resilience literature contains "many overlapping resiliency traits or factors" (p. 197), organises multiple resilience constructs to form a 'Framework for Resilience Research'. Within this framework, 5 internal resilience factors are described, those being cognitive, emotional, physical, spiritual/motivational and behavioural/social. These broader dimensions we viewed as a useful way to consider our data as they both encompassed the data and provided the further level of conceptual organisation we were seeking.

Using these overarching dimensions, we began to group the aspects. It became clear that there were some aspects involving the emotional dimensions of teaching, such as *not taking things personally*, *enjoying teaching* and *managing emotions*. Similarly, a number of aspects involved social elements of teaching such as *building support* and *developing relationships*. A number of aspects also noted ideas associated with motivation, such as *persistence*, *confidence* (self-efficacy) and maintaining personal motivation for the profession. Finally we identified that some aspects mentioned ideas about teachers' professional practice such as being reflective, developing the skills to teach well and being able to manage student behaviour. Kumpfer's (1999) framework describes aspects such as planning, specific job skills, creativity and reflective skills as 'cognitive'. Because of our perspective as teacher educators, however, our focus on authentically conveying what beginning teachers describe as 'resilient teacher' and our knowledge that such aspects are often described in professional standards for teachers, both in Australia and internationally, we have called this dimension 'profession-related'. The physical dimension described in Kumpfer's original framework was not reflected in our data.

Once we agreed these four broad dimensions of teacher resilience accurately reflected the data and also provided a useful conceptual framework to contribute to the field, we then began the process of attributing the aspects according to the dimensions. Again this was challenging, as there was considerable overlap of dimensions in some aspects. Furthermore, we did not want to lose sight of the complexity in how our participants described a resilient teacher. Again through a collaborative process, aspects as described by participants were coded within one of the four dimensions. The dimensions and the assigned aspects are shown in Figure 1 in the following section.

Phase 3. The final phase in data analysis involved exploring the relative emphasis participants placed both on the individual aspects and the dimensions. To do this frequencies were calculated to show the relative weight of each aspect and dimension across all participants, then for early career teachers and graduating teachers separately. Response frequencies for graduating teachers and early career teachers' were compared at both the levels of the aspects and of the dimensions. Finally, although it was apparent from the responses that early career and graduating teachers interpreted our question to focus on personal aspects of teacher resilience, given that our understanding of resilience is that it includes the relationships between individuals and their contexts, the data were also examined for references to contexts.

3. Results

3.1 Aspects of resilience

As a result of the iterative and dynamic approach to analysing the 200 responses describing a resilient teacher, 23 aspects of resilience were identified. These aspects are presented below, in order of relative importance, and using the words of respondents as illustration.

There were 11 aspects of resilient teachers that were described in 21 or more responses. The most frequently reported description of a resilient teacher involved the capacity to 'bounce back' (44 responses), which is also a phrase commonly used in school resilience building programs. Participants stated that resilient teachers "*bounce back from adverse times*", "*bounce back from any issues and problems that may arise in the classroom*" and "*bounce back from the stress and hard experiences and continue teaching effectively*". Other

important aspects included coping “*with the demands associated with teaching*” and being “*able to cope with and manage stress and negative events*” (43 responses). Resilient teachers were described as “*flexible*” and “*adaptable*” (43 responses), being “*flexible to the different aspects involved in the teaching career ... able to adjust themselves to the different roles that are required of them without too much stress or anxiety*” and “*willing to accept changes at the drop of the hat and have alternative back up plans*”. As one participant said:

“A resilient teacher needs to be flexible. Just because you have an English, Maths and SOSE [Studies of Society and Environment] lesson planned for this morning, doesn't necessarily mean you will get through all these lessons. Don't stress if things don't go as planned and always have something up your sleeve in case a lesson finishes early!”

Similarly, another participant suggested:

“Plan Plan PLAN, BUT accept that any of your wonderful plans could be challenged, not only by a difficult class, but by changes in timetable, extra-curricular events, room changes etc. etc. etc.”

Resilient teachers were also seen to be able to positively adapt to some of the realities of work as shown in this comment.

“A teacher that leaves university with the understanding that they may never teach in their chosen field, but adapts with enthusiasm and optimism to a new teaching area.”

Being positive and optimistic, despite challenges, was also important (40 responses).

Resilient teachers “*can remain positive over the long term*”, “*maintain a professional and positive approach to their work no matter how busy or chaotic it gets*” and “*work hard to maintain a positive outlook on their work and leave school thinking about the highs rather than the lows*”.

Descriptions of resilient teachers also emphasised the importance of being able to *seek help* and *take advice* from others (30 responses). Being “*willing to talk to others and ask the stupid questions*” and “*not be embarrassed to ask for help*” was described. “*Ability to accept feedback*” and to take advice constructively was also mentioned. “*A teacher who is able to take on board new ideas and suggestions and view these as constructive assistance, not criticism.*”

Resilient teachers were seen as being *focused on learning and improvement* (29 responses). For example, “*someone who views their teaching as a work-in-process, always changing for the better*”, “*someone who understands that we are all lifelong learners and that along side learning goes making mistakes*” and “*someone who can learn from their mistakes and experiences to make themselves a more confident and effective teacher*”. Responses also revealed that resilient teachers view mistakes as essential for learning:

“Someone who can keep reminding themselves that they are just learning and that mistakes are essential to their growth and development ... Have a cry, admit or accept mistakes and take the steps to change, repair and learn not to make the error again!”

Problem solving (27 responses) was also described. Resilient teachers “*can deal with a*

problem, try to solve it and move forward, learning from it". They also "*think on their feet if they are faced with a problem ... can think quickly of alternatives and find solutions*". As well as being able to solve problems, resilient teachers were described as having a "*healthy work/life balance*" (26 responses). A resilient teacher "*balances work with life*", "*gives time to self*", is able to "*switch off*" when at home and maintains "*routines/rituals like playing sport, catching up with friends, walking the dog, etc*".

Persistence (24 responses) was also noted as a quality of resilient teachers who "*persist and persevere through problems or situations*". Resilient teachers were seen to be reflective (22 responses) "*about their practice*" and have *confidence* and *self-belief* (21 responses). A resilient teacher "*has confidence in their abilities*" and "*is confident in their knowledge*".

Some aspects of resilience were described by fewer than 20 responses. These include characteristics such as not *taking things personally* (19 responses) and being "*thick skinned*", and managing emotions (16 responses) by being "*able to stand back from getting involved emotionally when challenged by a student/class*" and "*stay(s) calm in the thick of it*". In other words:

"A resilient teacher is one who doesn't sweat the small stuff. You have to be able to rise above the feelings of inadequacy and believe in yourself."

Having a *sense of humour* (10 responses) and being able to "*laugh about bad/stressful events that occur*" were also described. Perhaps not surprisingly, particular skills for teaching practice such as being *organised, prepared* and *managing time* (19 responses) and having *effective teaching skills* (9 responses) were noted. Resilient teachers were seen to maintain

their motivation for teaching (6 responses), be “*able to maintain a high level of motivation and enthusiasm for the job despite its difficulties*” and have *realistic expectations and goals* (11 responses). Supportive relationships (14 responses) were mentioned as was having a “*great support network (other teachers, collegiate support person, etc) to discuss issues, problems, concerns, stresses*”. A resilient teacher has strong interpersonal and communication skills (7 responses) being a “*good communicator*” and “*connecting with students, parents and colleagues*”. Finally, resilient teachers were seen as committed to students (11 responses), maintaining “*commitment to their students regardless*”, and liking challenge (18 responses).

These 23 aspects illustrate that understanding teacher resilience is complex as there are a range of personal strengths, knowledge and skills that may enable the demonstration of resilience. Using the words of participants, these 23 aspects show how graduating and early career teachers describe a resilient teacher, and in doing so, point to particular skills that may be addressed in teacher education and teacher professional development programs.

3.2 Dimensions of resilience

As previously stated, however, an aim of this paper is to move beyond presenting yet another ‘list’ of attributes, knowledge and/or skills of resilient teachers. While the 23 aspects of teacher resilience as described by our participants provide insights into graduating and early career teachers’ views of teacher resilience, on their own, they do not account for resilience as a dynamic process of interactions, or address the complexity of understanding teacher resilience. Rather, in order to show the overarching and overlapping nature of the aspects of teacher resilience, and provide possible direction for both teacher education and teacher

professional development, we aim to develop a higher order framework through which dimensions of teacher resilience may be more broadly attended to both in teacher education and teacher professional development. The advantage of such a framework is its capacity to show the overarching and overlapping dimensions of teacher resilience.

As described earlier, our four broad dimensions of teacher resilience were based on our data and Kumpfer's (1999) framework and were: the profession-related dimension, the emotional dimension, the motivational dimension, and the social dimension. The profession-related dimension involves aspects concerning the practice of teaching, some of which may be traditionally addressed in teacher education programs. These include organisation, preparation, use of effective teaching skills and being reflective. The emotional dimension involves aspects concerning emotional responses to teaching experiences, emotional management and coping with stress. Aspects related to motivation, such as self-efficacy, focusing on continual improvement and learning, persistence and perseverance are included in the motivational dimension. The social dimension concerns aspects related to social interactions in the work environment, such as developing a support network, asking for assistance and taking advice.

In determining these dimensions, the aim was not to neatly fit each of the 23 aspects emerging from the data into one of the four dimensions, but to identify overarching themes while maintaining the authenticity of voices and phrases of participants. Furthermore, it could be argued that some aspects fit multiple dimensions, depending on perspective. Indeed, the challenge in forming these dimensions lay in the potential overlap among dimensions. To address this issue, Figure 1 shows the overarching dimensions using a dotted line between each dimension. Arrows flowing from each dimension toward the centre of the figure

highlight the multi-dimensional and interwoven nature of teacher resilience as told by the participants in this study. Finally, those aspects reported by more than 20 participants are closest to the inner circle, and written in bold letters.

INSERT FIGURE 1 ABOUT HERE

The coding for each of these dimensions was also examined to determine the relative emphasis of each dimension as shown in the data and these are reported using percentages. The dimension that these graduating and early career teachers identified most frequently as important in their thinking about a resilient teacher was the emotional (61% of responses), followed by motivational (54%), profession-related (42%) and social (34%). Even so, the majority of respondents provided aspects that referred to more than one dimension, reflecting the view that resilience is perceived as a multi-faceted construct.

3.3 Multiple dimensions of resilience

The multi-dimensional nature of resilience was evident in the data. When asked how they would describe a resilient teacher, 80% of responses identified aspects that were coded in more than one of the four dimensions of resilience. Some responses (31%) included aspects in both profession-related and emotional dimensions. For example, one early career teacher wrote about being adaptable and having a range of strategies (profession-related) to draw on in different situations, as well as enjoying the job (emotional dimension):

[A resilient teacher is...] *one who is able to adapt to the demands of each student and*

class, have the tools at their disposal to react appropriately to each situation - be able to think on their feet and above all keep their sense of humour and enjoy the job!

Other descriptions of resilient teachers combined motivational, emotional and social strengths. For example, resilience for some is demonstrated through persistence in overcoming challenges (motivational dimension), ability to laugh and have a happy attitude (emotional dimension) as well as build supportive relationships (social dimension).

One who is persistent and unrelenting when overcoming challenges within the classroom/school. One who can laugh about the bad/stressful events that occur and does her best to start each day with a happy attitude. One who can develop meaningful relationships within the school to help provide support when required and one who can contribute support to others when required.

Similarly, another respondent believed that resilience may be demonstrated through self-belief and confidence, a focus on self-improvement, effort, relationships and a 'big picture' perspective.

Someone who believes in themselves as a professional. A resilient teacher is confident in their own knowledge yet is willing to take advice and use situations to learn and better themselves. Resilient teachers talk with each other, identify their 'weaknesses' and seek help. They acknowledge that they are not perfect, as long as they try their best that is all that can be expected. Resilient teachers 'let the little things go' and look to the future.

Even though these descriptions of resilient teachers each identified aspects across three dimensions of the framework, they differed in the particular aspects mentioned. This emphasises the complexity and potentially individualised nature of resilience. Furthermore, all four dimensions of resilience were evident in some more lengthy responses such as this list provided by an early career teacher:

A resilient teacher is someone who:

- * Has effective time management and organisational skills.*
- * Ensures a balance between work and leisure.*
- * Has a positive attitude, even in times of difficulty.*
- * Has realistic expectations of themselves and others.*
- * Has the ability to "bounce back" when experiencing adversity.*
- * Sense of humour is essential!*
- * Willing to talk to others and ask the stupid questions!!*

The responses indeed highlight the complexity of resilience. Twenty percent of respondents described a 'resilient teacher' using aspects that could be further coded into all four of the dimensions we have suggested. From these data and our analyses, it therefore seems very implausible that resilience could be robustly characterised by single aspects, but rather is likely to be influenced by multiple, possibly inter-related characteristics and skills that individuals can draw upon in challenging circumstances. Furthermore, what are deemed most important aspects of resilience can be seen to differ among individuals and may depend on particular contextual supports and challenges or perceptions of individual strengths. Thus, the intensity with which particular aspects and dimensions will be relevant, may vary across individuals and situations. One possible advantage in using the four dimensional framework

to investigate and conceptualise teacher resilience, lies in the overarching nature of the dimensions and the underlying recognition that, from the perspective of early career and beginning teachers, teacher ‘resilience’ is multi-dimensional.

3.4 Cohort results

To further understand how graduating and early career teachers view resilient teachers, Table 2 provides the frequencies of respondents whose descriptions of a resilient teacher could be placed in each dimension.

INSERT TABLE 1 ABOUT HERE

There were no differences overall between graduating and early career teachers in the relative frequencies with which their responses were placed in each of the four dimensions. As previously indicated, emotional aspects of resilience were identified most frequently, followed by motivational and profession-related aspects. Those aspects of resilient teachers that we classed as “social” were suggested least frequently by both cohorts.

While looking at the total percentages for each dimension provides a broad picture of the relative salience of these dimensions of resilience for beginning teachers, some interesting differences can be found between the early career and graduating teacher cohorts. For example, a 20% difference can be seen for the motivational dimension, with early career teachers including this dimension in more of their responses. Similarly, the profession-related

and social dimensions have differences of 14% and 20% respectively, again with the early career teachers including more responses reflecting these dimensions. These differences suggest that views of what makes a resilient teacher have the potential to develop and change as teachers progress through their careers and also that having experiences in real school contexts may influence understandings about resilience. The smallest difference of 1% can be seen in the emotional dimension, indicating that early career and graduating teachers perceive in similar proportions that resilient teachers are positive and optimistic, good at managing emotions and coping with stress.

Differences between the groups were also examined for the original 23 aspects. Interestingly, this shows two aspects where the between-group difference is greater than 10%, both of these being within the emotional dimension. About 14% more graduating teachers than early career teachers nominated the ability to ‘bounce back’ as characteristic of resilient teachers; yet, early career teachers described the importance of self-care and maintaining work-life balance 10% more frequently than graduating teachers. These results again indicate that teachers’ conceptions of resilience differ by career stage and experiences. In addition, the emphasis graduating teachers place on the phrase ‘bounce back’ suggests that views of resilience are also influenced by particular resilience building programs, and commonly used phrases. These issues are examined further in the discussion.

3.5 Resilience and context

Definitions and understandings of resilience indicate that it is evidenced in the face of adversity and the literature shows the challenging nature of many teaching contexts. The responses showed strong connections between how respondents perceived teacher resilience

and the context in which it was perceived as 66% of respondents included some reference to context, such as an event, an interaction, a place, school or organisation, when describing a resilient teacher. One early career teacher wrote about a resilient teacher's response to difficult students and parents:

[A resilient teacher is...] one who can let all the defiance and misbehaviour of students, and unreasonable demands or excuses of parents wash over their shoulders and not stay awake nights worrying about it.

A graduating teacher focused on surviving difficulties perceived in organisational politics and practices:

One who survives and strives despite the difficulties of school politics, ineffective or absent support processes and the vagaries of ... employment practices.

While the context presented challenges, responses also indicated that resilience could be supported by aspects of the immediate or wider context as, for example:

A person who utilises inner resources (strength) and external resources (written and peers) to overcome the desire to leave the profession due to stress and feelings of inadequacy.

The inclusion of references involving specific contexts in two thirds of responses is particularly interesting because the question “*How would you describe a resilient teacher?*” may have implicitly suggested to participants a trait-based response, and even though these

were given, the majority of responses did not divorce traits or characteristics from contextual factors or scenarios. This highlights the key role of context in providing supports or challenges for the development of resilience.

4. Discussion

Teacher resilience has emerged as an important international field of research for those concerned about teacher attrition and the challenge of maintaining quality teachers in the profession. Even so, understanding the factors and processes that contribute to teacher resilience is both complex and challenging. This study aimed to provide insights into how graduating and early career teachers view teacher resilience. In doing so, using participants' responses, we identified 23 interrelated aspects of teacher resilience and showed how these may be indicative of four overarching dimensions of teacher resilience.

4.1 The four dimensional framework of teacher resilience

Organising the multiple aspects of resilience provided by early career and graduating teachers into a four dimensional framework is useful for capturing a holistic and authentic view of teacher resilience. The literature suggests that resilience is multi-dimensional and includes personal qualities of teachers (Brunetti, 2006), strategies used in adverse situations (Castro, et al., 2010) and capacity to rebound or 'bounce back' from adverse situations (Sammons, et al., 2007; Sumsion, 2004). This study also illustrates that resilient teachers are perceived to have particular qualities, capacities or competencies, and to use particular strategies to overcome challenging situations. Some literature has categorised elements of resilience, for example, Knight (2007) describes emotional competence, social competence and futures-oriented, and

McGrath and Noble (2003) describe positive thinking skills, resourcefulness and adaptivity, social skills, emotional literacy and healthy self esteem. Other models, such as Staff Matters (Commonwealth of Australia, 2010) focus on promoting well-being in teachers' interpersonal, professional and organisational domains which support the 'thriving self'. Specifically in relation to teacher resilience however, frameworks derived from and reflecting teachers' perspectives, which show both broad dimensions and specific aspects of resilience, are limited. Conceptualising teacher resilience in a four dimensional framework showing profession-related, emotional, motivational and social dimensions of resilience, and identifying aspects of each of these dimensions, contributes to the literature. The framework does not attempt to imply that teacher resilience is the direct result of any particular number of aspects, but more that it is a complex, dynamic and multi-dimensional phenomenon which may draw on a range of likely overlapping profession-related, emotional, motivational and social aspects, at varying levels of intensity. The four dimensional framework proposed in this paper may be used to better understand the multi-dimensional nature of resilience within the teaching profession and adds to the current body of work in this area.

The most common dimension reflecting both graduating and early career teachers' understandings of resilience was that containing *emotional aspects*. This is consistent with current research highlighting emotions in teaching and their relationship to factors associated with resilience. For example, it has been suggested that high rates of teacher attrition may be "related to the emotional nature of the teaching profession" (Schutz & Zembylas, 2009, p. 3) and that effective teachers manage emotional challenges to realise and maintain a "healthy state of wellbeing" (Day & Gu, 2009, p. 29). Similarly, Connell (1993) has written extensively of the need to recognise that teaching is 'emotion work', requiring teachers to "establish relations with students through their emotions, through sympathy, interest,

surprise, boredom, sense of humour, sometimes anger and annoyance (p. 63). Hargreaves (2001) has also emphasised the need to acknowledge the ‘emotional geographies’ of teachers and to develop structures to support their capacity to build strong professional communities and authentic professional relationships and friendships. Furthermore, emotional management and a focus on positive emotions have been associated with resilience and the capacity to ‘bounce back’ from challenging circumstances (Tugade & Fredrickson, 2004). The research on teacher emotions is currently gathering momentum and further investigation of emotional resilience will be an important contribution to the field.

The second most common dimension reflected in the responses of both cohorts contained *profession-related aspects* of resilience. Given that many respondents described aspects that may also be associated with teacher competence in the broader sense, it was interesting to explore the extent to which aspects of these emerging conceptualisations of resilience are acknowledged in documents that espouse teacher competencies and standards relevant for the participants in this study. A preliminary overview of documents relevant to our participants such as the Western Australian Competency Framework for Teachers (Department of Education and Training, 2004), the Western Australian College of Teaching Professional Standards for Teaching (Western Australian College of Teaching, 2009) and the draft Australian National Professional Standards for Teachers (Australian Institute for Teaching and School Leadership, 2011) found that only the Western Australian Competency Framework for Teachers (Department of Education and Training, 2004) included an explicit reference to Professional Attributes such as being collaborative, committed, an effective communicator, ethical, innovative, inclusive, positive and reflective (p. 6). Although some other documents embed attributes such as being reflective and collaborative within the general domain of Professional Engagement, it is surprising (especially given the significance

of issues of retention for the teaching profession in Australia), that Professional Attributes have not made their way more prominently into documents stating professional standards for teaching. It would be interesting to delve into discussion around drafting of such documents to see the extent to which decisions to include professional attributes were considered. Similarly, examination of similar documents in other national contexts would be interesting to consider in future work.

Motivational aspects of resilience were the third most evident dimension in participants' understandings. Increasing international interest in teacher motivation has led to studies specifically investigating the role of teacher motivation in retention (Muller, Alliaata, & Benninghoff, 2009; Sinclair, 2008; Skaalvik & Skaalvik, 2011) and teacher motivation and resilience (Kitching, et al., 2009). Are resilient teachers more motivated? Gu and Day (2007) suggest that having an inner motivation to teach is "an important professional asset of teachers" as teaching is associated with "a strong sense of professional goals and purposes, persistence, professional aspirations, achievement and motivation" (p. 1311). Similarly, self-efficacy, which is an important construct in the motivation literature (Bandura, 1997), has been associated with teacher resilience (Gu & Day, 2007). The participants in this study specifically mentioned motivation related aspects of resilience such as persistence, confidence, expectations and goals, highlighting the many possible connections between motivation and resilience in the views of teachers. Exploring further the relationships between teacher resilience and aspects of motivation, such as self-efficacy, is important work for future research.

The fourth dimension of the framework comprised *social aspects* of resilience. Given that teachers' work involves interaction with students and colleagues, it was surprising that the

social aspects of teaching were least frequently mentioned. Social support from colleagues and family has been thought important in teacher resilience (Day, 2008; Howard & Johnson, 2004) yet building support was only mentioned by 7% of our participants. What does feature in this current study is the resilient teacher's capacity to seek help and take advice (15%). Some research has shown that individuals experiencing distress are less likely to seek help (Ryan, Shochet & Stallman, 2010) and that resilient teachers use help seeking strategies (Castro, et al., 2009) yet this is another area where further research is still needed.

The comments from participants also suggested that there may well be additional aspects of resilience that have yet to be fully explored in the literature. For example, aspects such as being reflective, and the ability to distance oneself emotionally so as to 'not take things personally' do not feature in the teacher resilience literature. It may be that these are aspects particularly salient to the teachers in our sample in the Western Australian context; it does suggest, however, that more research would be beneficial. Moreover, our respondents described aspects that are also characteristics of 'competent' teachers, such as effective classroom management, being flexible and adaptable, and building professional relationships. Although the literature does describe resilient individuals as having social, emotional and cognitive competence (Kumpfer, 1999), other authors suggest that teachers may confuse 'competence' with 'resilience' (Green, et al., 2007). Participants in this study indicated that particular competencies, such as flexibility and adaptability, are demonstrated by the resilient teacher, but also that resilience was not solely comprised of these competencies.

While each of the four dimensions of resilience as represented in the framework is important in its own right and has been the focus of specific research, the data from the current study support definitions and conceptualisations of resilience as a complex, multi-faceted construct.

This complexity is highlighted by the evidence that in describing resilient teachers, 80% of participants referred to more than one dimension that may contribute to resilience. Resilience therefore may be in part enhanced through the interaction and dynamic processes between aspects in particular contexts. For example, it is unlikely that single aspects such as optimism are directly responsible for resilience, but rather it is the combination of a range of aspects that contribute to the manifestation of resilience in particular contexts. The suggestion that combinations of aspects across multiple dimensions may promote resilience requires investigation through empirical research. Using the four dimensional framework to examine these aspects, and identify possible ‘profiles’ of resilient teachers is a possible way forward.

4.2 Perceptions of teacher resilience and career stage

The cohort differences observed in this study support the notion that viewing resilience as a process of development occurring over time, through person-environment interactions (Bobek, 2002; Egeland, Carlson & Sroufe, 1993) enables resilience to be viewed at particular stages of career development. While graduating teachers may tend to emphasise ‘popular’ understandings of resilience (such as the capacity to ‘bounce back’), or what has been highlighted in their teacher education programs, early career teachers acknowledge more of the motivational and social aspects of resilience. Building on the relationship between teacher resilience and self-efficacy, other studies have shown differences in resilience-related constructs such as self-efficacy between teachers at different stages of their career. For example, Woolfolk Hoy and Burke Spero (2005) found that teachers’ efficacy increased during their pre-service preparations but dropped as they began to work as a new teacher. The authors suggested that although the new teachers still felt capable of various skills, they were no longer sure that these would lead to success as a teacher. The drop in efficacy was

hypothesised as occurring because novice teachers underestimated the complexity of teaching and were disappointed with the “gap between the standards they have set for themselves and their own performance” (p.353). The UK VITAE project described different stages of professional teaching careers (Day, 2008), then examined each stage in detail, finding different types of teachers within each stage in relation to their identity, motivation, commitment, and effectiveness (Sammons, et al., 2007). For example, in the first Professional Life Phase during the first three years of teaching there were two subgroups with a developing or reduced sense of efficacy. The data from the current study indicate that notions of ‘resilience’ may change with career stage and this also is an area where further research is required.

4.3 The role of context

Both the literature examined and the empirical data presented the importance of considering both the individual and the context in providing supports for the development of teacher resilience. The responses from participants in this study show that teacher resilience is typically thought of as linked and manifested within particular contexts. This highlights the challenges in investigating resilience, especially as it may only be evidenced in contexts where adverse circumstances are present. It is perhaps understandable then, that historically, much research focus has been given to ‘traits’ of resilient individuals and resilient contexts, rather than the process of resilience development of ‘individuals in context(s)’. Investigating ‘individuals-in-context’ has been a critical development in other fields of research, such as motivation (Turner, 2001; Urdan, 1999) and considering the role of person-context interactions with a teacher resilience focus may be a valuable direction for future research. A useful next step would be to investigate further how teachers interact with the particular

challenges in the profession and how the dimensions of the framework may help better understand teacher resilience in authentic contexts.

4.4 Implications for teacher education

The use of a four dimensional framework to examine aspects of teacher resilience and their inter-relationships also has potential implications for teacher education programs and for teacher professional development. The importance of emotional management, for example, highlighted here, typically receives minimal attention in teacher education programs both in Australia and internationally (Meyer, 2009) yet research has advocated for “awareness and incorporation of emotional engagement in the classroom” (Demetriou, Wilson & Winterbottom, 2009, p. 463). If teacher education programs aim to support the development of teachers’ resilience, such programs should address profession-related, emotional, motivational and social aspects of resilience at appropriate times in preservice teachers’ development. Although there are professional development materials for building teacher resilience available, many may focus on a limited number of skills, such as coping with stress (Hook, Lawson, & Smithells, 2004). Addressing the multi-dimensional and dynamic nature of resilience involves approaches that encompass the aspects of resilience emerging from this study as well as strategies for being resilient in a range of school and community contexts. Teacher education should prepare intending teachers to deal with the realities of teaching including a range of diverse and adverse circumstances. Adopting a multidimensional approach, embedded throughout teacher education programs may be a positive step in this direction.

4.5 Limitations of the study

This study is limited by data collection through an open ended survey question, “*How would you describe a resilient teacher?*” The reported findings were from a relatively small sample of participants who were in two specific stages of being a teacher (graduating and early career), and who studied or worked in the specific national context of Western Australia. The graduating teachers had experienced different preservice courses in two metropolitan universities and the comparatively smaller sub-sample of early career teachers included those working in various settings around the state. Participants responded to a call for volunteers rather than having been systematically targeted. Given the importance of context, examining the views of participants from a wider range of preservice and teaching contexts both within and outside of one Australian state would provide a more robust study where the findings could be reported with more certainty. The views of veteran teachers have much to contribute to our understanding of teacher resilience (Bobek, 2002; Brunetti, 2006; Day & Gu, 2009; Howard & Johnson, 2004) and the views of this group of teachers were not part of this study. Future research, comparing understandings of resilience with teachers in different contexts and at different career stages and using other methods of data collection, such as in-depth interviews, would add to the present study.

5. Conclusion

Research specifically focused on teacher resilience is in its infancy. Whilst much can be gleaned from the resilience literature generally, the specific and complex nature of teachers’ work demands that research focuses on the factors that contribute to or negate teachers’ capacity for resilience. This paper highlights the range of understandings of teacher resilience in the literature and described by teachers; further, the paper develops a four dimensional

framework that helps to organise and conceptualise views and understandings on teacher resilience. The findings illustrate how teachers at different points in their career describe resilience and the paper discusses implications both for future research on teacher resilience and for teacher education programs. Nevertheless, further research is needed to examine the process of resilience ‘in action’ and shed light on how resilience is manifested by individuals in context.

References

- Australian Institute for Teaching and School Leadership (2011). *National Professional Standards for Teachers*. Retrieved 18th August, 2011, from <http://www.teacherstandards.aitsl.edu.au/>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman.
- Benard, B. (2004). *Resiliency: What we have learned*. San Francisco, CA: WestEd.
- Bobek, B. L. (2002). Teacher resiliency: A key to career longevity. *The Clearing House*, 75(4), 202-205.
- Brunetti, G. J. (2006). Resilience under fire: Perspectives on the work of experienced, inner city high school teachers in the United States. *Teaching and Teacher Education*, 22(7), 812-825.
- Castro, A. J., Kelly, J., & Shih, M. (2010). Resilience strategies for new teachers in high-needs areas. *Teaching and Teacher Education*, 26(3), 622-629.
- Cefai, C. (2007). Resilience for all: A study of classrooms as protective contexts. *Emotional and Behavioural Difficulties*, 12(2), 119-134.
- Chan, W. Y., Lau, S., Nie, Y., Lim, S., & Hogan, D. (2008). Organizational and personal predictors of teacher commitment: The mediating role of teacher efficacy and identification with school. *American Educational Research Journal*, 597-630.

- Chang, M. (2009). An appraisal perspective of teacher burnout: Examining the emotional work of teachers. *Educational Psychology Review*, 21, 193-218.
- Chong, S., & Low, E.-I. (2009). Why I want to teach and how I feel about teaching: Formation of teacher identity from pre-service to the beginning teacher phase. *Educational Research for Policy and Practice*, 8(1), 59-72.
- Commonwealth of Australia. (2010). *Staff Matters*. Retrieved 15th May 2011, from http://www.mindmatters.edu.au/resources_and_downloads/staff_matters/staff_matters_landing.html
- Connell, R. (1993). *Schools and Social Justice*. Leichardt: Pluto Press
- Day, C., & Gu, Q. (2009). Teacher emotions: Well being and effectiveness. In P. A. Z. Schutz, M. (Ed.), *Advances in teacher emotion research* (pp. 15-32). New York: Springer.
- Day, C. (2008). Committed for life? Variations in teachers' work, lives and effectiveness. *Journal of Educational Change*, 9(3), 243-260.
- Day, C., & Gu, Q. (2007). Variations in the conditions for teachers' professional learning and development: Sustaining commitment and effectiveness over a career. *Oxford Review of Education*, 33(4), 423-443.
- Demetriou, H., Wilson, E., & Winterbottom, M. (2009). The role of emotion in teaching: are there differences between male and female newly qualified teachers' approaches to teaching? *Educational Studies*, 35(4), 449-473.
- Department of Education and Training. (2004). *Competency framework for teachers*. Retrieved 18th August, 2011, from <http://www.det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/guidelines/competency-framework-for-teachers.en?oid=com.arsdigita.cms.contenttypes.guideline-id-3738620>.

- Egeland, B., Carlson, E., & Sroufe, L. A. (1993). Resilience as process. *Development and Psychopathology*, 5(04), 517-528.
- Fantilli, R. D., & McDougall, D. E. (2009). A study of novice teachers: Challenges and supports in the first years. *Teaching & Teacher Education*, 25(6), 814-825.
- Fleet, A., Kitson, R., Cassady, B., & Hughes, R. (2007). University-qualified indigenous early childhood teachers: Voices of resilience. *Australian Journal of Early Childhood*, 32(3), 17-25.
- Flores, M. A. (2006). Being a novice teacher in two different settings: Struggles, continuities and discontinuities. *Teachers College Record*, 108(10), 2021-2052.
- Friedman, I. A. (2004). Directions in teacher training for low-burnout teaching. In E. Frydenberg (Ed.), *Thriving, surviving, or going under: Coping with everyday lives* (pp. 305-326). Greenwich, CT: Information Age Publishing.
- Garnezy, N. (1974). Children at risk: The search for antecedents of schizophrenia. 1. Conceptual models and research methods. *Schizophrenia Bulletin*, 8, 14-90.
- Goddard, J. T., & Foster, R. Y. (2001). The experiences of neophyte teachers: A critical constructivist assessment. *Teaching and Teacher Education*, 17, 349-365.
- Gordon, K. A., & Coscarelli, W. C. (1996). Recognising and fostering resilience. *Performance Improvement*, 35(9), 14-17.
- Green, D., Oswald, M., & Spears, B. (2007). Teachers' (mis)understandings of resilience. *International Education Journal*, 8(2), 133-144.
- Gu, Q., & Day, C. (2007). Teachers resilience: A necessary condition for effectiveness. *Teaching and Teacher Education*, 23, 1302-1316.
- Hargreaves, A. (2001). Emotional geographies of teaching. *Teachers College Record*, 103(6), 1056-1080.

- Hook, G., Lawson, J., & Smithells, T. (2004). *Building teacher resilience*. Christchurch, New Zealand: User Friendly Resources Enterprises.
- Howard, S., & Johnson, B. (2004). Resilient teachers: Resisting stress and burnout. *Social Psychology of Education, 7*(4), 399-420.
- Jarzabkowski, L. M. (2002). The social dimensions of teacher collegiality. *Journal of Educational Enquiry, 3*(2), 1-20.
- Jenkins, K., Smith, H., & Maxwell, T. (2009). Challenging experiences faced by beginning casual teachers: Here one day and gone the next! *Asia-Pacific Journal of Teacher Education, 37*(1), 63-78.
- Kaldi, S. (2009). Student teachers' perceptions of self-competence in and emotions/stress about teaching in initial teacher education. *Educational Studies, 35*(3), 349-360.
- Kitching, K., Morgan, M., & O'Leary, M. (2009). It's the little things: Exploring the importance of commonplace events for early-career teachers' motivation. *Teachers and Teaching: Theory and Practice, 15*(1), 43-58.
- Klusmann, U., Kunter, M., Trautwein, U., Lüdtke, O., & Baumert, J. (2008). Teachers' occupational well-being and quality of instruction: The important role of self-regulatory patterns. *Journal of Educational Psychology, 100*(3), 702-715.
- Knight, C. (2007). A resilience framework: Perspectives for educators. *Health Education, 107*(6), 543-555.
- Kumpfer, K. L. (1999). Factors and processes contributing to resilience: The resilience framework. In M. D. Glantz & J. L. Johnson (Eds.), *Resilience and development: Positive life adaptations* (pp. 179-223). New York: Kluwer Academic/Plenum Publishers.
- Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review, 53*(1), 27-35.

- Le Cornu, R. (2009). Building resilience in pre-service teachers. *Teaching and Teacher Education, 25*(5), 717-723.
- Luthar, S. S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. *Child Development, 71*(3), 543–562.
- Masten, A., Best, K., & Garmezy, N. (1990). Resilience and development: Contributions from the study of children who overcome adversity. *Development and Psychopathology, 2*, 425-444.
- McCormack, A., & Gore, J. (2008, November/December). *'If only I could just teach': Early career teachers, their colleagues, and the operation of power*. Paper presented at the Australian Association for Research Education Conference 2008, Brisbane.
- McGrath, H., & Noble, T. (2003). *Bounce Back*. Frenchs Forest NSW: Pearson: Longman.
- Meyer, D. (2009). Entering the emotional practices of teaching. In P. A. Z. Schutz, M. (Ed.), *Advances in teacher emotion research* (pp. 73-94). New York: Springer.
- Muller, K., Alliata, R., & Benninghoff, F. (2009). Attracting and Retaining Teachers: A Question of Motivation. *Educational Management Administration Leadership, 37*(5), 574-599.
- Oswald, M., Johnson, B., & Howard, S. (2003). Quantifying and evaluating resilience-promoting factors: Teachers' beliefs and perceived roles. *Research in Education*(70), 50-64.
- Patterson, J. H., Collins, L., & Abbott, G. (2004). A study of teacher resilience in urban schools. *Journal of Instructional Psychology, 31*(1), 3-11.
- Ryan, M. L., Shochet, I. M., & Stallman, H. M. (2010). Universal online resilience interventions might engage psychologically distressed university students who are unlikely to seek formal help *Advances in Mental Health, 9*(1), 73-83.

- Sammons, P., Day, C., Kington, A., Gu, Q., Stobart, G., & Smees, R. (2007). Exploring variations in teachers' work, lives and their effects on pupils: Key findings and implications from a longitudinal mixed-method study. *British Educational Research Journal*, 33(5), 681-701.
- Scheopner, A. J. (2010). Irreconcilable differences: Teacher attrition in public and catholic schools. *Educational Research Review*, 5(3), 261-277.
- Schutz, P. A., & Zembylas, M. (Eds.). (2009). *Advances in teacher emotion research*. New York: Springer.
- Sharplin, E., O'Neill, M., & Chapman, A. (2011). Coping strategies for adaptation to new teacher appointments: Intervention for retention. *Teaching and Teacher Education*, 27(1), 136-146.
- Sinclair, C. (2008). Attracting, training, and retaining high quality teachers: The effect of initial teacher education in enhancing student teacher motivation, achievement, and retention. In D. M. McInerney & A. D. Liem (Eds.), *Teaching and learning: International best practice* (pp. 133-167). Charlotte, North Carolina: Information Age Publishing.
- Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27(6), 1029-1038.
- Smith, T. M., & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*, 41(3), 681-714.
- Sumsion, J. (2003). "Bad days don't kill you; they just make you stronger": A case study of an early childhood educator's resilience. *International Journal of Early Years Education*, 11(2), 141-154.

- Sumsion, J. (2004). Early childhood teachers' constructions of their resilience and thriving: A continuing investigation. *International Journal of Early Years Education*, 12(3), 275-290.
- Tait, M. (2008). Resilience as a contributor to novice teacher success, commitment, and retention. *Teacher Education Quarterly*, 35(4), 57-76.
- Tugade, M. M., & Fredrickson, B. L. (2004). Resilient individuals use positive emotions to bounce back from negative emotional experiences. *Journal of Personality & Social Psychology*, 86(2), 320-333.
- Turner, J. C. (2001). Using context to enrich and challenge our understanding of motivational theory. In S. E. Volet & S. Järvelä (Eds.), *Motivation in learning contexts: Theoretical advances and methodological implications* (pp. 85-104). Oxford, UK: Pergamon.
- Ungar, M. (2004). A constructionist discourse on resilience. *Youth and Society*, 35(3), 341-365.
- Urdan, T. (Ed.). (1999). *The role of context* (Vol. 11). Stamford, Connecticut: JAI Press.
- Warshauer Freedman, S., & Appleman, D. (2008). "What else would I be doing?": Teacher identity and teacher retention in urban schools. *Teacher Education Quarterly*, 35(3), 109-126.
- Werner, E. E. (1993). Risk, resilience, and recovery: Perspectives from the Kauai Longitudinal Study. *Development and Psychopathology*, 5(04), 503-515.
- Werner, E. E. (1995). Resilience in development. *Current Directions in Psychological Science*, 4(3), 81-85.
- Western Australian College of Teaching. (2009). *Western Australian professional standards for teaching*. Perth: Western Australian College of Teaching.

- Wilhelm, K., Dewhurst-Savellis, J., & Parker, G. (2000). Teacher stress? An analysis of why teachers leave and why they stay. *Teachers and Teaching*, 6(3), 291-304.
- Wilson, V. (2002). *Feeling the strain: An overview of the literature on teachers' stress* (Report: ED469429): Scottish Council for Research in Education.
- Woolfolk Hoy, A., & Burke Spero, R. (2005). Changes in teacher efficacy during the early years of teaching: A comparison of four measures. *Teaching & Teacher Education*, 21, 343-356.
- Yates, L., Pelphey, B. A., & Smith, P. A. (2008). An exploratory phenomenological study of African American male pre-service teachers at a historical black university in the mid-south. *National Forum of Applied Educational Research Journal*, 21(3).
- Yost, D., S. (2006). Reflection and self-efficacy: Enhancing the retention of qualified teachers from a teacher education perspective. *Teacher Education Quarterly*, 33(4), 59.

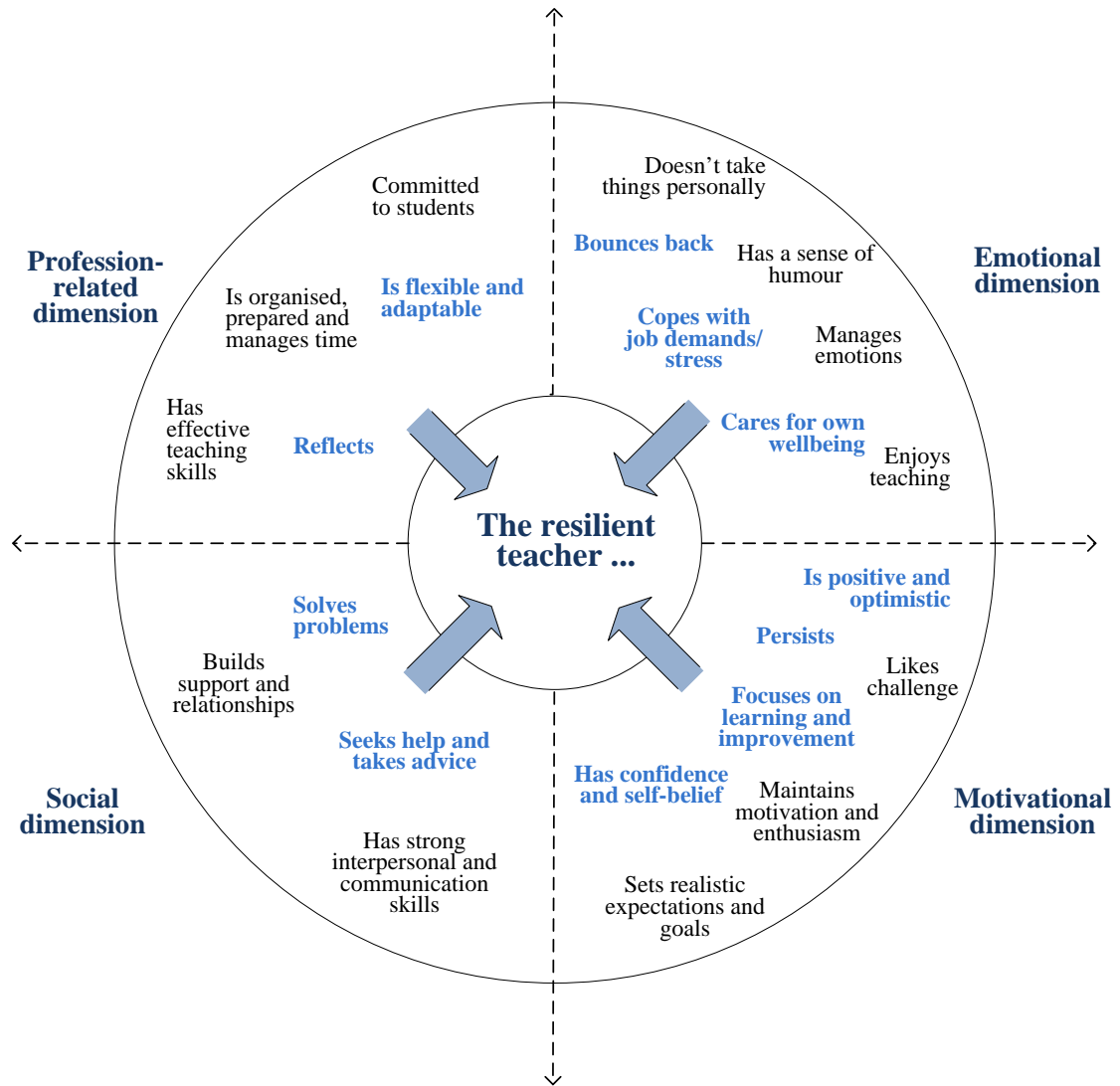


Figure 1: A four dimensional framework of teacher resilience