

SPRINGER BRIEFS IN EDUCATION

Bruce Johnson · Barry Down
Rosie Le Cornu · Judy Peters
Anna Sullivan · Jane Pearce
Janet Hunter

Early Career Teachers Stories of Resilience

Early Career Teachers Stories Of Resilience Springerbriefs In Education

**Nathalis G. Wamba,Ursula
Foster,Elena Davis,Jackquelynn
Jones,Barbara Storck**

Early Career Teachers Stories Of Resilience Springerbriefs In Education:

Early Career Teachers Bruce Johnson, Barry Down, Rosie Le Cornu, Judy Peters, Anna Sullivan, Jane Pearce, Janet Hunter, 2014-09-12 This book addresses one of the most persistent issues confronting governments education systems and schools today the attraction preparation and retention of early career teachers It draws on the stories of sixty graduate teachers from Australia to identify the key barriers interferences and obstacles to teacher resilience and what might be done about it Based on these stories five interrelated themes policies and practices school culture teacher identity teachers work and relationships provide a framework for dialogue around what kinds of conditions need to be created and sustained in order to promote early career teacher resilience The book provides a set of resources stories discussion comments reflective questions and insights from the literature to promote conversations among stakeholders rather than providing yet another how to do list for improving the daily lives of early career teachers Teaching is a complex fragile and uncertain profession It operates in an environment of unprecedented educational reforms designed to control manage and manipulate pedagogical judgements Teacher resilience must take account of both the context and circumstances of individual schools especially those in economically disadvantaged communities and the diversity of backgrounds and talents of early career teachers themselves The book acknowledges that the substantial level of change required cultural structural pedagogical and relational to improve early career teacher resilience demands a great deal of cooperation and support from governments education systems schools universities and communities teachers cannot do it alone This book is written to generate conversations amongst early career teachers teacher colleagues school leaders education administrators academics and community leaders about the kinds of pedagogical and relational conditions required to promote early career teacher resilience and wellbeing

Social and Emotional Learning in Australia and the Asia-Pacific Erica Frydenberg, Andrew J. Martin, Rebecca J. Collie, 2017-03-07 Around the globe there is a growing awareness of the importance of addressing students social and emotional development and wellbeing during schooling Although the bulk of the work in this area has been conducted in North America and Europe there is now a burgeoning interest in this topic in Australia and the wider Asia Pacific This book is the first ever to provide a timely and important collection of diverse perspectives on and approaches to social and emotional learning in the Australian and Asia Pacific context Adopting a broad view of social and emotional learning the book explores positive psychology belonging teachers professional development pre service training and post initial training in Australia and in neighbouring communities such as China Hong Kong Korea Singapore New Zealand Fiji and other Pacific nations Frydenberg Martin and Collie have provided an incredible service by bringing together in a single well planned scholarly volume an incredible and well balanced group of senior and early career cutting edge researchers from Australia Asia and the Asia Pacific area tackling approaches and key issues of social and emotional learning Their much needed volume links research on key factors such as differing perspectives measurement issues the identification of at risk children teachers

social and emotional development and these and other across the cultures of an increasingly vibrant and developing geographic region It is indeed encouraging to gain the sense of depth and breadth of ongoing research that the volume gives John Roodenburg PhD FAPS MCEDP MCCOUNSP Monash University Melbourne Social and Emotional Learning is understood to be a crucial part of the school curriculum This book covers the field with a refreshing focus on work being done in Australia and in neighbouring countries For school psychologists the book helps us to understand how SEL can help at every level from working with individuals small groups whole classes or with the entire school Our work with vulnerable students individually or in small groups is always more effective when embedded in the broader context of Social and Emotional Learning Paul Bertoia FAPS MCEDP Senior School Psychologist This collected volume of researchers from Australia and the Asia Pacific provides a thorough review of important educational social and emotional development issues for practitioners and researchers around the world Readers will greatly benefit from the breadth and depth of treatment in each of the topics covered Kit Tai Hau PhD Choh Ming Li Professor of Educational Psychology The Chinese University of Hong Kong Veteran Teacher Resilience Lee Brantley Shields,Carol A. Mullen,2020-07-30 This book explores why veteran teachers choose to remain in the classroom making teaching their life s career The authors felt compelled to interview veteran teachers to learn about their experiences how they make meaning of their classrooms and schools and in particular what can be known about the adversities they face and their resilience Factors individual and contextual are uncovered that influence veteran teacher s resiliency and adaptation from veteran teachers perspectives and the literature Induction programs professional development and mentoring are also examined for their importance to the interviews and education Features of this book include Focuses on veteran teacher resilience and why veteran teachers choose to remain in the classroom and teaching profession Uses an interview method involving veteran teachers that illuminates issues of resiliency and retention from their perspective Highlights 15 narrative accounts of veteran teachers tailored to their perceptions experiences and strategies for navigating barriers and overcoming challenge Combines conceptual frameworks research results interventions and strategies Connects implications of the study and suggestions for future research to practice and policy This book is for researchers interested in teacher resilience particularly veteran teacher resilience and the study and development of it as well as practitioners drawn to the same topic with applicability to their fields Anyone interested in resilience particularly within demanding professional contexts and stressful situations should find value The focus on teacher resilience is original and it is an important aspect of why teachers might choose to stay in the profession Teacher resilience is understudied and should provide useful knowledge to policymakers and education leaders on how to improve working conditions and increase efficacy So much ink is spilled extolling why teachers exit the profession there is a dearth of research on why they stay which in my opinion is even more important than why they leave This book makes an important contribution to the literature and will hopefully inform policy making and inspire others to conduct research on the subject Christopher H

Tienken Associate Professor Dept of Education Leadership Management and Policy Seton Hall University South Orange NJ USA The topic is original It seems there is much literature on new teachers and why they leave but little on veteran teachers and why they stay The topic and the reporting of the findings with suggestions for practices to be implemented in university programs as well as in K 12 schools is very useful The format this book follows is actually a strong one for other researchers and students in doctoral programs Sandra Harris Professor Emerita Educational Leadership Lamar University Beaumont Texas USA *Cultivating Teacher Resilience* Caroline F. Mansfield,2020-08-11 This open access book follows the development of the Building Resilience in Teacher Education BRiTE project across Australia and internationally Drawing on the success of this project and the related research collaborations that have since emerged it highlights the importance of cultivating resilience at various stages of teachers careers Divided into three sections the book includes conceptual empirical and applied chapters designed to introduce readers to the field of research provide empirical evidence and showcase innovative applications The respective chapters illustrate the ways in which teacher resilience can be enhanced in a variety of contexts and address specific learning activities case studies resources and strategies student feedback and applied outcomes They also consider future directions including cross cultural applications and the use of technologies such as augmented reality The book will appeal to researchers teacher educators and teachers as well as those interested in supporting the cultivation and ongoing development of professional resilience for pre service and practicing teachers

Cultivating Teacher Resilience Caroline F. Mansfield,2020-09-18 This open access book follows the development of the Building Resilience in Teacher Education BRiTE project across Australia and internationally Drawing on the success of this project and the related research collaborations that have since emerged it highlights the importance of cultivating resilience at various stages of teachers careers Divided into three sections the book includes conceptual empirical and applied chapters designed to introduce readers to the field of research provide empirical evidence and showcase innovative applications The respective chapters illustrate the ways in which teacher resilience can be enhanced in a variety of contexts and address specific learning activities case studies resources and strategies student feedback and applied outcomes They also consider future directions including cross cultural applications and the use of technologies such as augmented reality The book will appeal to researchers teacher educators and teachers as well as those interested in supporting the cultivation and ongoing development of professional resilience for pre service and practicing teachers **Resilience in Education**

Marold Wosnitza,Francisco Peixoto,Susan Beltman,Caroline F. Mansfield,2018-06-22 This volume focuses on resilience in educational contexts which has emerged as an important field of research with recent investigation into resilience of school students teachers and post secondary students and staff The book integrates theoretically diverse viewpoints and research advancing relevant theory It furthermore presents interventions which aim enhancing resilience in the educational context The interplay between more basic research and actual practice in the classroom university or workplace enriches relevant

theory and research Each chapter includes an explanation of how resilience is conceptualized in the research and the methods used to examine resilience The chapters also provide a description of the context in which the research was conducted and how particular aspects of context influence the resilience process Innovative approaches to exploring resilience are highlighted as well as directions for future research

Resilient Teachers, Resilient Schools Christopher Day, Qing Gu, 2013-12-17 This book unpicks the complex dynamic blend of individuals psychological and professional assets workplace conditions and leadership support which enable teachers who stay in teaching to continue to make a difference in their careers regardless of shifts in policy workplace professional and personal circumstances Whilst much has been written over the years about teacher stress and burnout there is very little research which reports on the conditions which are essential for teachers to sustain their commitment and effectiveness over their professional lives in contexts of challenge and change Drawing upon a range of educational psychological socio cultural and neuro scientific research together with vivid accounts from teachers in a variety of primary and secondary schools internationally and from their own research on teachers work and identities the authors discuss the dynamic nature forms and practices of teacher resilience They argue that resilience in teachers is not only their ability to bounce back in extremely adverse circumstances but that it is the capacity of teachers for everyday resilience which enables them to sustain their commitment and effectiveness in responding positively to the unavoidable uncertainties inherent of their professional lives The authors conclude that resilience in teachers can be nurtured by the intellectual social and organisational environments in which teachers work and live rather than being simply a personal attribute or trait determined by nature Resilient Teachers Resilient Schools will be of key interest to policy makers head teachers teachers and training and development organisations who wish to improve quality and standards in schools

Summary Report: Start Well, 2016 This summary report contains key information and results as a part of the Start Well research project conducted in 2015 2016 by the Hunter Institute of Mental Health Start Well was undertaken to understand more about the experiences of teachers as they join the profession and the ways in which they can be better supported to make this transition 453 early career teachers participated in an online survey and a number of interviews were undertaken with educational leaders from peak organisations Publisher summary ed

Beacons of Hope Andrew Pearce, 2022 Whilst there is a significant and growing body of literature on teacher resilience there is considerably less literature on why long service career teachers choose to stay in their profession This book aims to explore through the personal narratives of four resilient long service teachers why this might be and it has implications for school leaders pupil attainment policy makers ITE educators and of course both pre service and in service teachers The book identifies key themes and lessons which emerge from their stories and makes a number of recommendations which may benefit a range of stakeholders not the least of which are teachers themselves Throughout this book which is based on the author's doctoral research the concept of teacher professional identity emerges as a framework which offers considerable promise to those

investigating the resilience of teachers This book contends that the manifestation of a professional identity which enables teachers to construct reconstruct and manage multiple identities over time will be crucial to teachers ongoing resilience if they are to continue to function purposefully and effectively in the future

Reconsidering Resilience in Education

Adeela ahmed Shafi,Tristan Middleton,Richard Millican,Sian Templeton,2020-09-03 This book explores the concept of resilience and its significance in responding to a rapid and ever changing globalised world whilst critiquing its buzzword status in contemporary times Drawing on research from a range of educational settings the book demonstrates that the resilience of individuals and their surrounding systems should not be viewed in isolation and that the interplay between individual resilience community resilience and resilient societies is complex and symbiotic On this basis it illustrates that efforts to promote resilience would benefit from a systems approach capable of coping with this complexity Using the ideas of agency and the power of self determinism a development of Bronfenbrenner s bio ecological model is presented to illustrate the complexity of their interplay Existing models of resilience are developed with the book offering the Dynamic Interactive Model of Resilience DIMoR as a way to analyse and support resilience which moves beyond a reductionist descriptive and fashionable presentation of resilience

Teacher Resilience: Managing stress and anxiety to thrive in the classroom

Jamie Thom,2020-11-13 Teaching is a wonderful profession but it is one that requires huge amounts of physical mental and psychological reserves Inner resilience is a vital part of this and the dialogue about how to develop it has been missing in conversations about teacher wellbeing Resilience is ultimately the difference between being overwhelmed by stress and anxiety to finding calm purpose and joy in the work we do with young people Teacher Resilience explores how we can build a more resilient mindset and what practical actions we can take to be the best version of ourselves in the classroom From self talk to collaboration conflict management to lesson planning and differentiation no trigger of potential teacher stress and anxiety is left unexplored With practical tools to implement immediately this is the book that all teachers need to thrive in a demanding profession

Teachers Speak Up! Sonia Nieto,Alicia Lpez Nieto,2024-04-26

In the past several years we have witnessed unprecedented political racial economic and health related ruptures in society The resulting turmoil has had an inevitable and negative impact on students teachers the profession of education and especially marginalized and vulnerable populations Academics and policymakers have had their say in how to address today s volatile issues but teachers and other practitioners closest to students have not had the same visibility or access This volume is an attempt to remedy that absence resulting in a compelling picture of education today Chapters highlight essays written by a diverse group of K 12 classroom teachers who share their vision for education and describe their empowering classroom practices At times hopeful and full of joy at other times angry and full of frustration these essays speak to what classrooms and schools based on social justice might mean for our nation Teachers Speak Up presents a bold vision of what education could be if teachers were to have a more direct influence on the purpose and aims of learning and teaching Book Features Offers grounded accounts about

creating classrooms filled with hope and promise amid the many challenges to everyday practice Addresses the harm done by universal school closures due to the pandemic growing political divisions the ugly specter of racism book bans and more Gives voice to classroom teachers who describe their vision for education as well as their successful practice teaching diverse students Includes chapter authors who are diverse in their identities the subject matter they teach and their time in the profession

Stories of Resilience in Childhood Daniel D. Challener, 2019-10-01 What helps a child overcome extraordinary obstacles Why do some children surmount many difficulties and go on to live fulfilling lives while other children who face similar difficulties end up living desperate sad lives What helps children beat the odds What builds resilience in children These are critically important questions yet for too long social scientists doctors psychologists and teachers have studied children who failed and tried to figure out what caused the failure Only relatively recently have they begun to focus on what creates success Originally published in 1997 this book is an effort to understand better what contributes to a child's success and resilience The source of information will be autobiographies of childhoods autobiographical stories written by adults remembering their difficult childhoods This is not a research study or case study rather it is an attempt to read and listen to five stories about resilient children and see what they can tell us about supporting children and building resilience

Exit Narratives Nathalis G. Wamba, Ursula Foster, Elena Davis, Jackquelynn Jones, Barbara Storck, 2010-06-14 *Exit Narratives* examines what constitutes good teaching and engaged learning and how to use this knowledge to support teachers in their efforts to create learning environments that encourage academic mastery and nourish students as social beings The authors explore a range of issues why they became teachers their first years of teaching what worked for them the micropolitics of teacher interactions becoming proficient teachers as well as their last year of teaching and what they did next These former teachers took a stand in their careers to create a better environment for both teaching and learning

Teacher Resilience in High-poverty Schools Kate Mansi Merrill, 2013 The primary purpose of this study was to understand how high quality teachers who began their career through Teach For America TFA became resilient while teaching in challenging high poverty schools A secondary purpose of this study was to ascertain how if at all the teaching experiences of TFA teachers who stayed in the profession differed from those who left the profession shortly after fulfilling their two year commitment to TFA This study adds to the current literature on teacher resilience by focusing on the unique group of teachers that are brought into the profession by TFA high ability college graduates who have no prior background or preparation in education and who initially signed on for only a two year teaching commitment This was a qualitative study consisting of two phases In Phase One 72 former TFA corps members participated in an Internet based survey In Phase Two I interviewed 14 teachers and 9 former teachers who were selected based on survey responses The interview process allowed me to understand how teachers lived experiences have contributed to their resilience The teachers and the former teachers in this study did not differ substantially in terms of their early motivation to enter the profession and their teaching experiences The only thing that

differentiated the former teachers from the teachers was the fact that the former teachers left the profession most commonly due to burnout. Consistent with the research on teacher resilience, data show that the teachers' main source of resilience is the positive impact they have on their students. The teachers felt that the main challenges facing public education in high needs areas have little to do with the students; rather, the system and the adults within the system make effective teaching difficult. Two unexpected findings resulted from this study. First, the teachers' ability to change roles and advance their career stood out as a significant factor that contributed to their resilience. Second, the teachers acknowledged that they had to come to terms with the idea that society views them as just a teacher.

Developing Resilience in FE Teaching David

Allan, 2022-04-14 *Developing Resilience in FE Teaching* explores the essence of resilience and provides practical approaches for working in the Further Education sector. Emphasising the importance of reflection and self-growth, it outlines strategies to help teachers identify and deal with stress using real-life case studies to exemplify key concerns. This book is divided into three main sections. Part One identifies the sector's needs and recognizes resilience as a key attribute for FE teachers to survive and thrive in the modern world. It explores the importance of strength and positivity in both physical and mental health and examines the many ways in which these contribute to the development of individual resilience. Part Two outlines a variety of practical strategies and approaches for teachers to utilise their experiences to construct resilience over time, and Part Three presents real-life scenarios of resilience building from various professionals working in the sector. *Developing Resilience in FE Teaching* synthesizes a wide range of current ideas and research to provide a practical and useful guide for FE teachers and for those working in the FE sector. It serves as an important resource for teachers and equips them with the necessary skills to become resilient professionals in the modern workplace.

Resiliency in Schools Nan Henderson, Mike

Milstein, 1996-04-11 In this updated edition of *Resiliency Education*, Henderson and Milstein offer scores of new resources for resilience education as well as an action plan you can use right now to build inner strength and flexibility in your students and staff.

17 Things Resilient Teachers Do Bryan Harris, 2020-11-16

This book will help you learn practical ways to manage the stress of teaching and avoid burnout. Bestselling author and educational consultant Bryan Harris presents strategies for building resilience, including reframing, understanding the power of no, focusing on what you can control, building positive relationships, advocating for yourself, and more. Each chapter clearly presents concise and practical applications you can implement right away. With this guidebook, you'll feel ready to bounce back from challenges and stay focused on the joys of the profession.

Stories of Resilience Barbara Roosken, 2017

Building Resilience Leslie

Duggan, Mark Solomons, 2015-01-09 A practical guide for teachers and parents to help young people build resilience and lead happy and successful lives. The book is full of explanations, stories, and exercises so you can use it in the classroom to engage your students in taking responsibility for their own personal development and performance. Seven easy-to-follow steps that will give every young person the best chance of making the most of their unique talents and fulfilling their true potential.

Everything you will discover in this book about building resilience in your students will enable you to support their growth as they begin to understand that having resilience is one of the keys to achieving their goals and the results they want. The content is based on 20 years of experience working with and supporting successful leaders in business, education and sport and other elite performers such as Olympians. It has the endorsement of Baroness Sue Campbell and Sir Tim Brighouse as well as positive early reviews from the many school leaders we shared it with prior to publication. This book provides a very useful and accessible practical guide for teachers and parents to help them create a positive environment to support young people to build resilience and achieve success. Baroness Sue Campbell CBE: There's nothing more important to a young person's learning than resilience. Without it they will never be the people they could become. Teachers are always trying to find ways to help students build it. Here is an invaluable map and set of strategies that will help teachers, parents and youngsters themselves to do just that. I wish I had had it at my side both as a parent and a teacher. Sir Tim Brighouse

Unveiling the Magic of Words: A Report on "**Early Career Teachers Stories Of Resilience Springerbriefs In Education**"

In a global defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their capability to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**Early Career Teachers Stories Of Resilience Springerbriefs In Education**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve into the book's central themes, examine its distinctive writing style, and assess its profound affect on the souls of its readers.

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