Promoting resilience in higher education: Staying BRiTE

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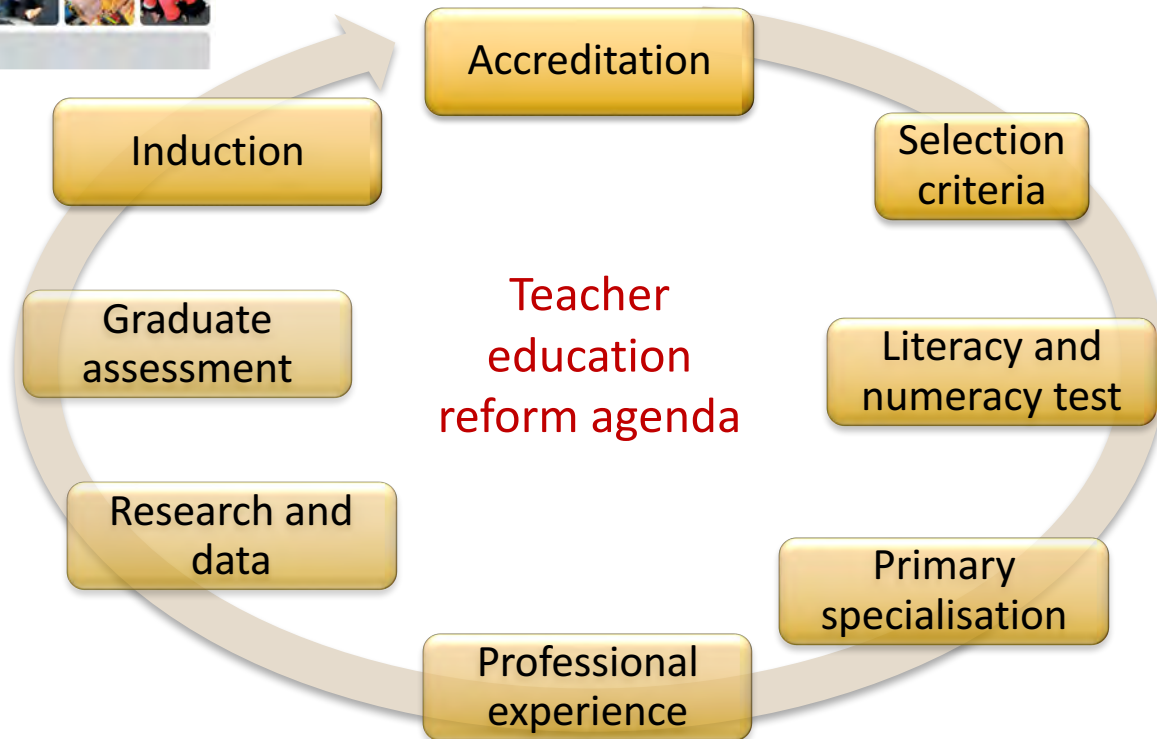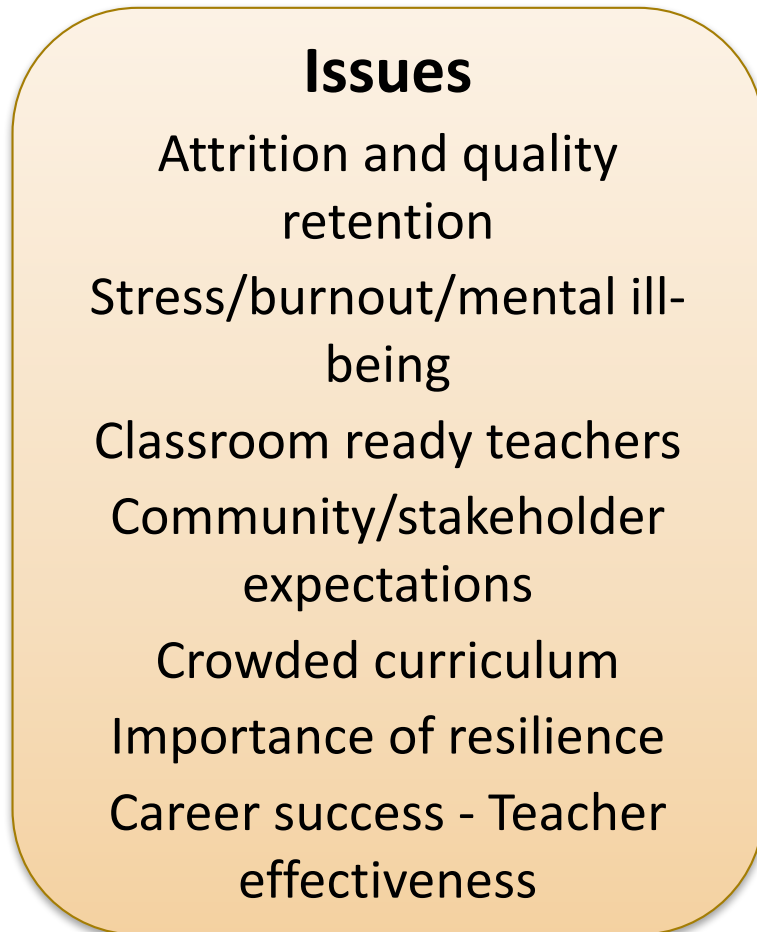Caroline.mansfield@murdoch.edu.au
Presentation for CLIPP,
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Teacher education context

Issues

Attrition and quality retention

Stress/burnout/mental ill-being

Classroom ready teachers

Community/stakeholder expectations

Crowded curriculum

Importance of resilience

Career success - Teacher effectiveness

Action Now:
Classroom Ready Teachers

Teacher education reform agenda

- Accreditation
- Induction
- Graduate assessment
- Research and data
- Professional experience
- Primary specialisation
- Literacy and numeracy test
- Selection criteria

Teacher Education Ministerial Advisory Group (TEMAG). (2014). *Action now: Classroom ready teachers*. Retrieved from http://www.studentsfirst.gov.au/teacher-education-ministerial-advisory-group

Australian Professional Standards for teachers

Domains of teaching	Standards
Professional Knowledge	1. Know students and how they learn
	2. Know the content and how to teach it
Professional Practice	3. Plan for and implement effective teaching and learning
	4. Create and maintain supportive and safe learning environments
	5. Assess, provide feedback and report on student learning
Professional Engagement	6. Engage in professional learning
	7. Engage professionally with colleagues, parents/carers and the community

Australian Institute for Teaching and School Leadership. (2011) *Australian National Professional Standards for Teachers.* Victoria: Education Services Australia.

What's missing?

Professional standards focused on students (knowledge and practice for teaching) and professional engagement.

SOCIETAL

Professional standards

Accountability

ORGANISATIONAL

Community expectations

School funding models

School administration

Location

Political agendas

Infrastructure

RELATIONAL

Colleagues

Resources

Parents

Mentors

Students

Support networks
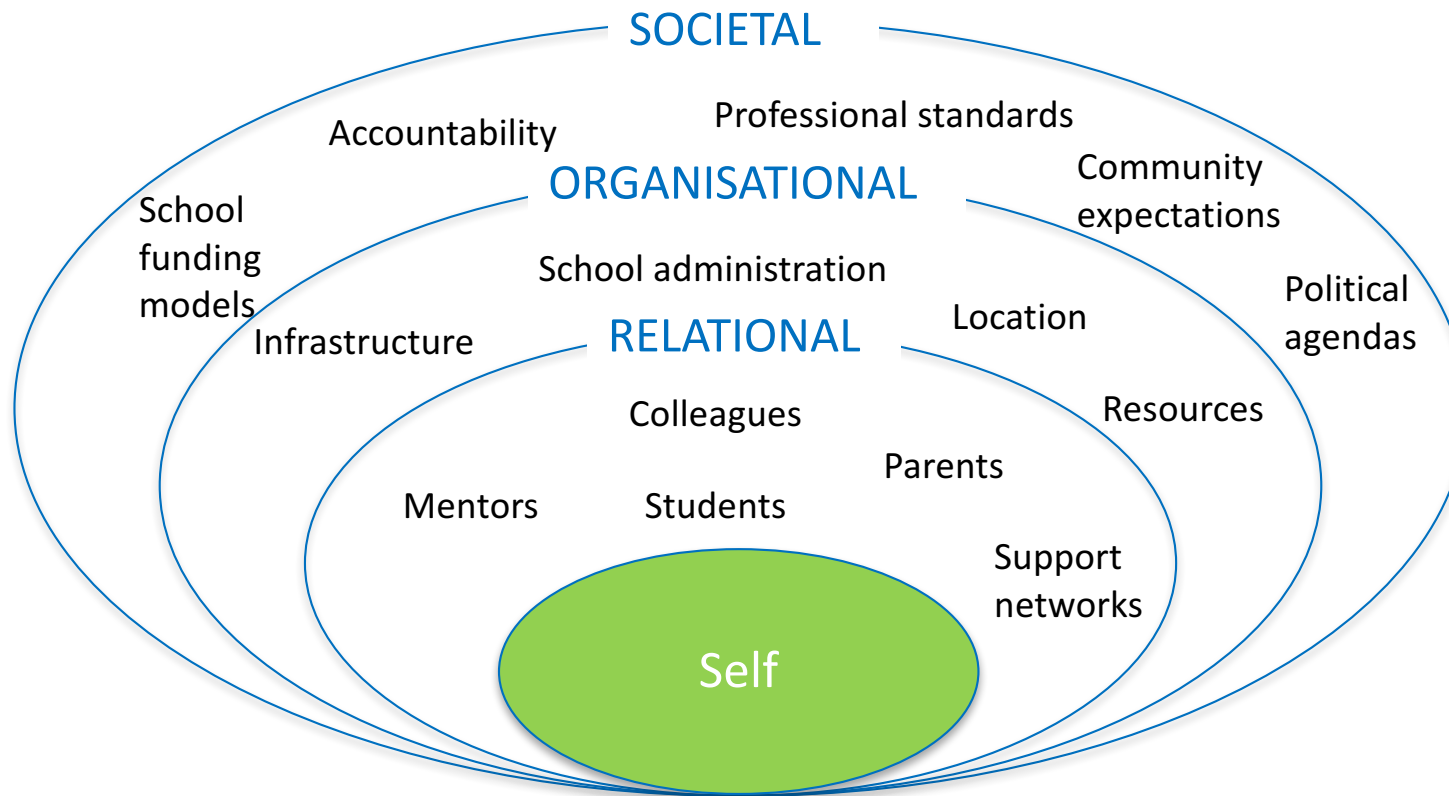
Self

Expectation that teachers teach self-awareness, self-management, social awareness and social management (Personal capabilities – Australian National Curriculum)

Self-awareness

- Recognise emotions
- Recognise personal qualities and achievements
- **Understand themselves as learners**
- Develop reflective practice

Self-management

- Express emotions appropriately
- Develop self-discipline and goals
- Work independently and show initiative
- **Become confident, resilient and adaptable**

Personal and social capability

Social awareness

- **Appreciate diverse perspectives**
- Contribute to civil society
- Understand relationships

Social management

- Communicate effectively
- **Work collaboratively**
- Make decisions
- Negotiate and resolve conflict
- Develop leadership skills

http://www.australiancurriculum.edu.au/GeneralCapabilities/Personal-and-social-capability/Organising-

A journey of 5 projects

Keeping Cool
Building Teachers' Resilience

BRiTE
Building Resilience in Teacher Education

ENTREE
ENhancing Teacher REsilience in Europe

VetSet2Go
Building veterinary employability

Staying BRiTE
Promoting Resilience in Higher Education

Murdoch UNIVERSITY

Four dimensions of teacher resilience: an individual focus

Profession-related dimension

Solves problems

Is flexible and adaptable

Organised

Reflective

Social dimension

Builds support

Seeks help and takes advice

Communicates effectively

Cares for own wellbeing

The resilient teacher ...

Manages emotions

Copes with stress

Humour

Positive and optimistic

Emotional dimension

Persists

Improvement focused

Has confidence and self-belief

Sets realistic expectations and goals

Motivational dimension

Keeping Cool
Building Teachers' Resilience

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

But is resilience only an individual trait?

BRİTE
Building Resilience in Teacher Education

> *"A resilient teacher is 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."*

> *"I have an incredible amount of support from home ... my husband has taken a huge role in the house, domestically and so-on, and just laughs and says to me, 'I'll see you next year!"*

> *"I can ring my friend anytime and discuss my silly problems without fearing that she's going to judge me ... there are just some things you don't want to ask your school colleagues ..."*

> *"I work away so I'm away from my support structures ... I'm involved in the community, I'm coaching the local soccer team which helps, and I've got a little band going and we play at the pub once a month so that keeps me occupied. I'm bringing my dog up for fourth term – it's going to be very good going home to a dog that's glad to see me ..."*

Teacher resilience: a social ecological construct?
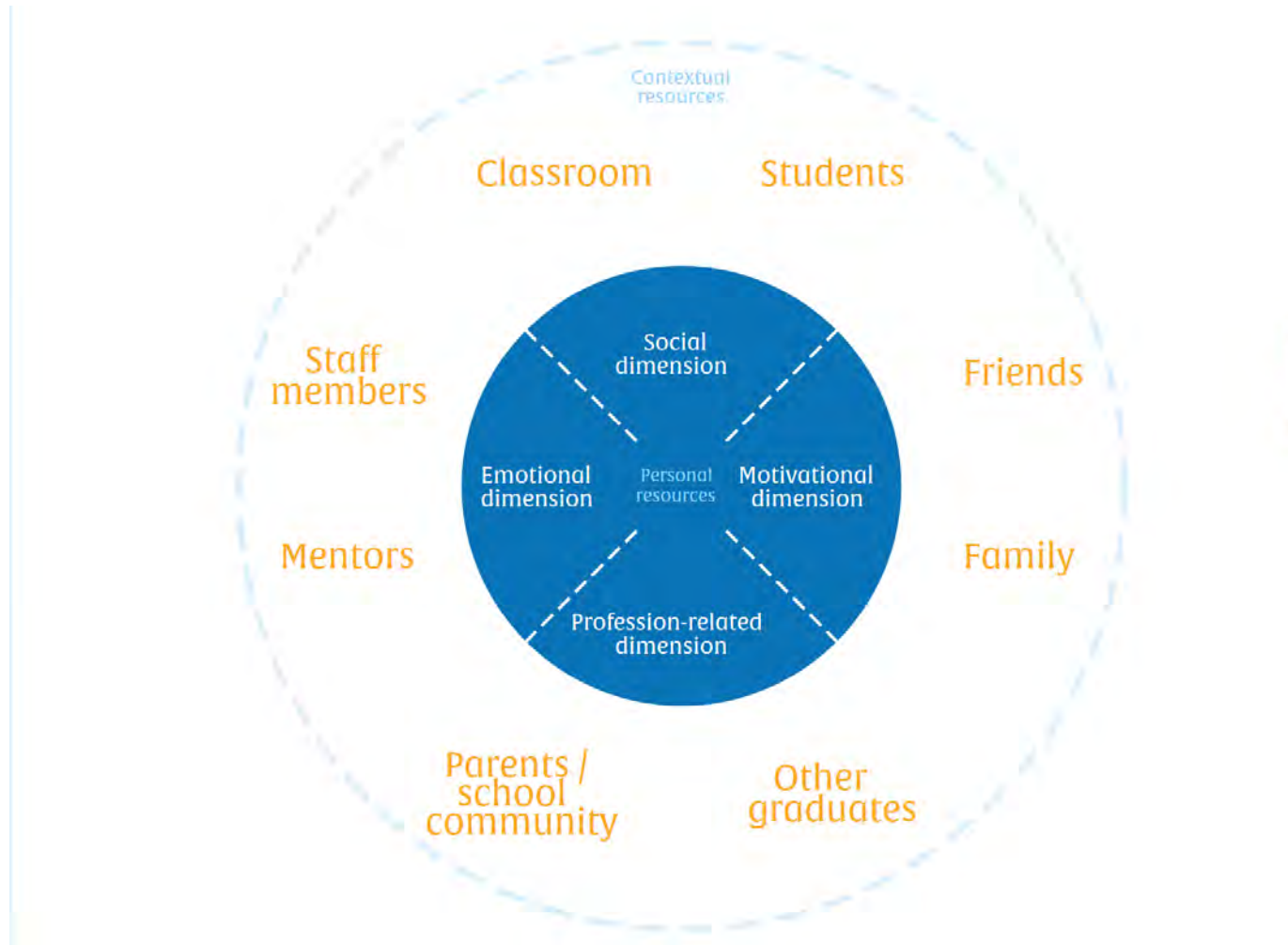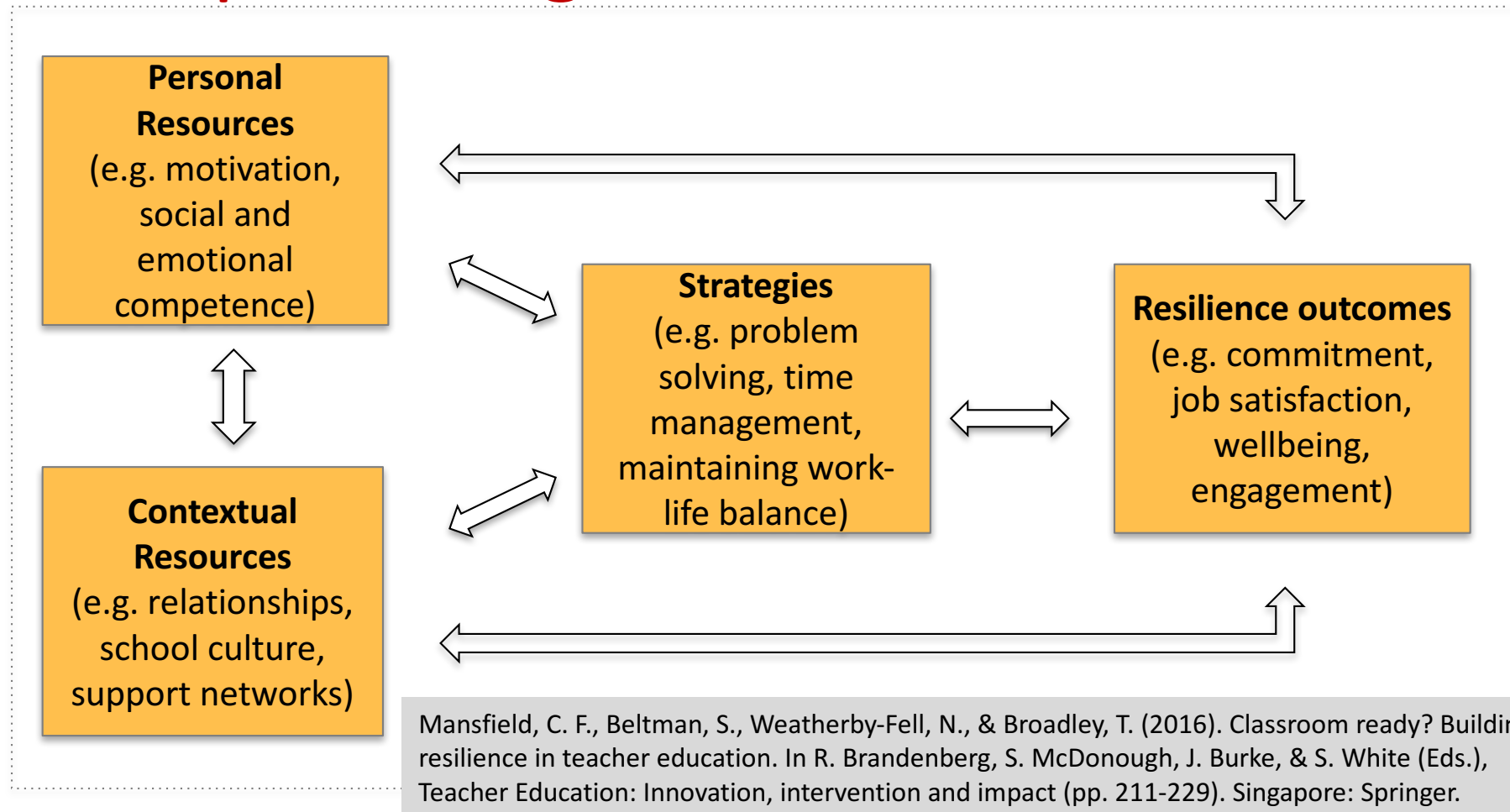
Teacher resilience: a social ecological construct?
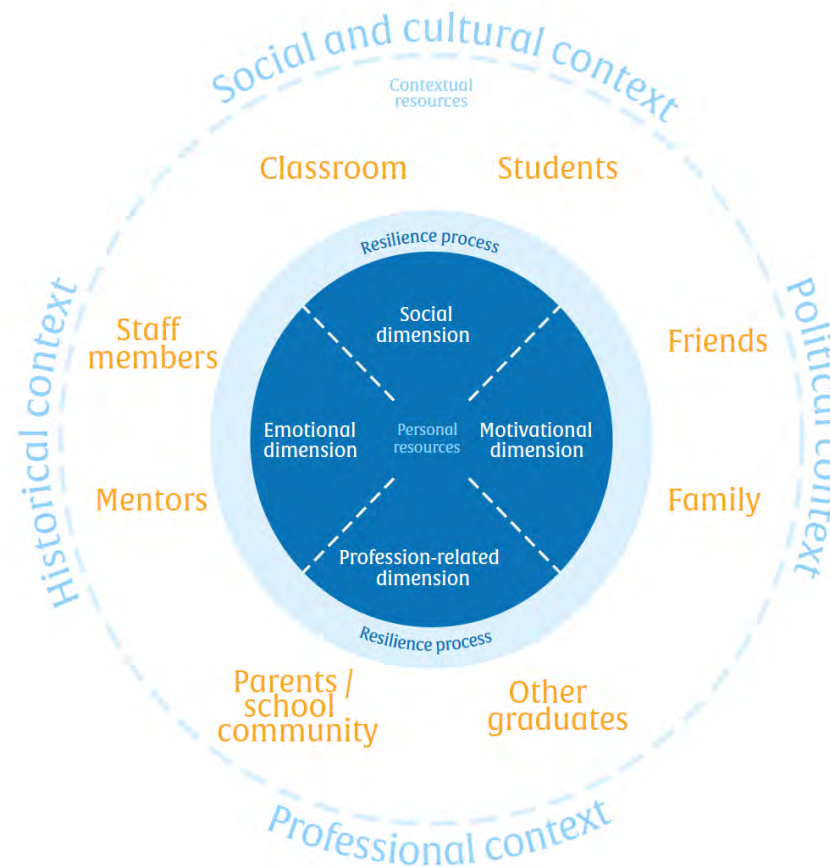
The resilience process occurs at the interface between person and context where strengths are used to manage everyday challenges.

https://www.brite.edu.au/BRiTE/Module1/TheResilienceProcess

Mansfield, C. F., Beltman, S., & Price, A. (2014). 'I'm coming back again!' The resilience process of early career teachers. *Teachers and Teaching, 20*(5), 547-567. doi:10.1080/13540602.2014.937958

Conceptualising Teacher Resilience

Personal Resources
(e.g. motivation, social and emotional competence)

Strategies
(e.g. problem solving, time management, maintaining work-life balance)

Resilience outcomes
(e.g. commitment, job satisfaction, wellbeing, engagement)

Contextual Resources
(e.g. relationships, school culture, support networks)

Mansfield, C. F., Beltman, S., Weatherby-Fell, N., & Broadley, T. (2016). Classroom ready? Building resilience in teacher education. In R. Brandenberg, S. McDonough, J. Burke, & S. White (Eds.), Teacher Education: Innovation, intervention and impact (pp. 211-229). Singapore: Springer.

- the *capacity* of an individual teacher to harness **personal and contextual resources** to navigate through challenges, as well as
- the dynamic *process* whereby characteristics of individual teachers and of their personal and professional contexts interact over time as teachers use particular **strategies**,
- to enable the *outcome* of a teacher who experiences professional engagement and growth, commitment, enthusiasm, satisfaction, and wellbeing.

Project leader: Dr Caroline Mansfield (Murdoch University)
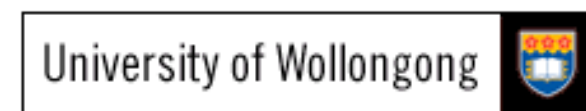
Project team:

Dr Susan Beltman (Curtin University)

Dr Tania Broadley (Curtin University)

Dr Noelene Weatherby-Fell (University of Wollongong)

www.brite.edu.au

The views of this project do not necessarily reflect the views of the Australian Government

Literature: resilience related concepts

Personal resources (12) 42	Contextual resources (14) 50	Strategies (15) 45	Outcomes (10) 48
Motivation (26)	Relationships with colleagues (32)	Problem-solving (20)	Commitment (30)
Optimism (18)	Mentors (27)	Professional learning (16)	Job satisfaction (26)
Sense of purpose (14)	School leaders (26)	Communication (13)	Wellbeing (20)
Efficacy (14)	School culture (20)	Goal setting (13)	Sense of belonging (18)
Empathy (12)	Trust (17)	Work-life balance (11)	Agency (17)
Hope (11)	Recognition (13)	Help-seeking (10)	Enthusiasm (14)
Sense of vocation (11)	Autonomy (12)	Humour (9)	Enjoyment (13)
Initiative (7)	Family support (9)	Reflection (8)	Passion (12)
Social and emotional competence (5)	Collaboration (8)	Setting boundaries (7)	Engagement (11)
Value (3)	Emotional support (6)	Time management (6)	Responsibility (11)
High expectations (3)	Social networks (6)	Faith (6)	
Courage (2)	Induction programs (6)	Emotional regulation (6)	
	Participation (5)	Seeking renewal (4)	
	Teacher-student relationships (4)	Mindfulness (3)	
		Persistence (3)	

BRiTE
Building Resilience in Teacher Education

Mansfield, C. F., Beltman, S., Broadley, T., & Weatherby-Fell, N. (2016). Building resilience in teacher education: An evidenced informed framework. *Teaching and Teacher Education, 54*, 77-87. doi:10.1016/j.tate.2015.11.016