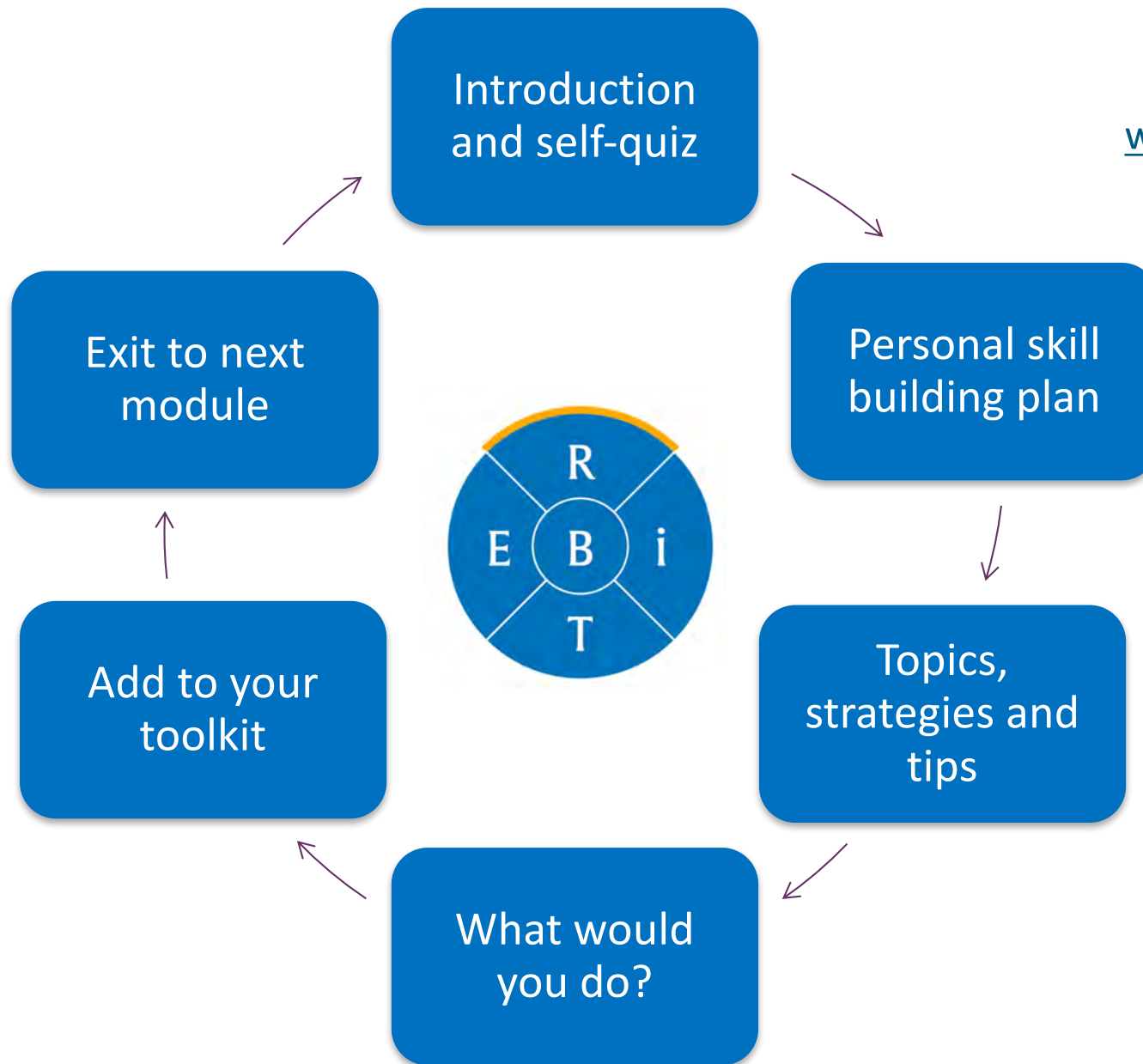


Theme	Informed by the literature	Example pre-service topics
B uilding resilience	Resilience as a dynamic, multifaceted process where individuals mobilise personal and contextual resources and use coping strategies to enable resilience outcomes.	<ul style="list-style-type: none"> • What is resilience? • Why is resilience important for teachers?
R elationships	Social competence (for building relationships, support networks and working collaboratively), setting boundaries, communication	<ul style="list-style-type: none"> • Personal and professional support networks • Communicating effectively
W ellbeing	Seeking renewal, work life balance, time management	<ul style="list-style-type: none"> • Responding to and managing (dis)stress • Healthy living
M otivation (or T aking Initiative)	Efficacy, value, sense of purpose, sense of vocation, initiative, high expectations, problem solving, professional learning, goal setting, help seeking, reflection, persistence	<ul style="list-style-type: none"> • Persistence and efficacy • Problem solving processes • Help seeking • Ongoing professional learning
E motions	Emotional competence, optimism empathy, hope, courage, humour, emotion regulation, mindfulness	<ul style="list-style-type: none"> • Emotional awareness • Optimistic thinking • Managing emotions

Module features and structure

www.brite.edu.au



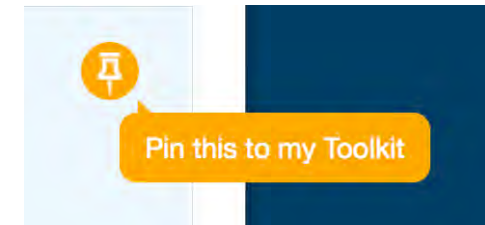
- ✓ Personalised
- ✓ Interactive
- ✓ Grounded in the literature
- ✓ Connected to the teaching profession

What are your current resources?

Tips

« 1 2 3 4 »

Personal Skill Building Plan



What strategies do you have for taking care of yourself?

Type a strategy & press enter...

What would you do?



Remember Parkinson's Law: work expands to fill the time you make available to it.



What do the experts say?



"Teaching is not about perfection, it's about reflection"
(TeacherFeature AITSL, 14 March, 2012)



A resilient teacher has a positive outlook, a friendly, calm disposition, is self-confident and reliable and doesn't sweat the small stuff



Further Resources

The BRiTE Toolkit

My BRiTE Toolkit

B

"The greatest glory in living lies not in never falling, but in rising every time we fall" - Nelson Mandela



Building

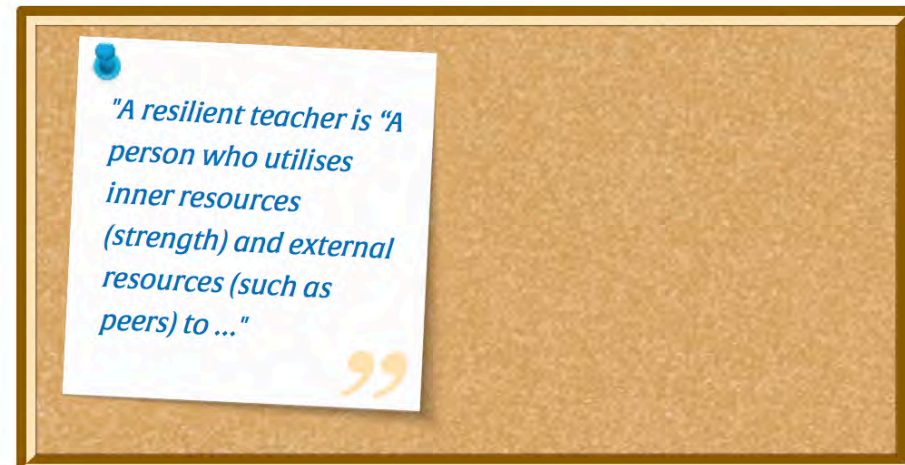


My Notes

How do you define resilience?

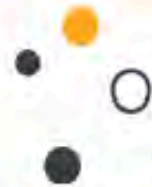
1. the ability to cope with problems and dont let them get you down or change your intended direction
2. be prepared to test yourself differently in different situations
3. Ability to cope in stressful or otherwise difficult situation, aswell as the ability to keep face and move on after experience
4. Being able to withstand external pressures, stresses and desires to fulfill your role

My pinned items



Certificate

You will find your certificate of achievement here when you complete all of the modules.



BRITE

Building Resilience in Teacher Education



Certificate of Achievement

Awarded to

Caroline Mansfield

In recognition of completing all 5 modules in the
Building Resilience in Teacher Education
professional learning program

Date: 15 February 2015

Dr Caroline Mansfield
Project Leader

B

Building
resilience

R

Relationships

i

Wellbeing

T

Taking
initiative

E

Emotions



Pilot implementation and evaluation

- 2 cohorts – pre-service teachers (n=144), non pre-service teachers (n=17)
- Users completed as few or as many modules as they wished over 8 wk period
- Each module evaluated according to *content* and *online design*
- Rating scale responses (1-5; 1=strongly disagree, 5 = strongly agree) and open-ended comments

Modules →	1	2	3	4	5	Mean
Pre-service teachers	4.2	4.0	4.1	4.2	4.2	4.15
Non-PSTs	4.1	4.4	4.0	4.3	4.2	4.20
Overall per module all participants	4.15	4.20	4.05	4.25	4.2	4.17
Overall mean for all participants across all modules			4.17			

From pre-service teachers ...

Reflection

"It allowed me to reflect on my own teaching practice, I will definitely be using this during my next PEX and also in my future teaching career" [14P_15].

Resources

"This module gave me some great suggestions on how to build and maintain relationships in a new school environment" [14P_95].

Strategies

"I thought this module was extremely helpful in making me think of ways of how to deal with stress. I would definitely use the strategies mentioned in this module" [14P_15].

Increasing awareness

"It was common sense but good to read and review to be aware of something that happens to us every day" [14P_79].

From teacher educators/advisory group ...

“This is an excellent resource for teachers and teacher educators to help stimulate discussion, reflection and training on all areas related to resilience”.

Effective use of Standards and AITSL resources which provide a *“genuine, contextual voice from the profession”.*

Good balance of theory and practice : *“A good balance of theory, videos of personal experiences and practical advice. It is easy to navigate and the tips and advice is given in a supportive non-judgemental way.”*

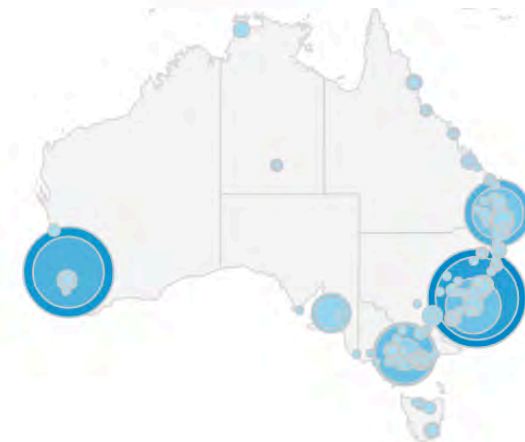
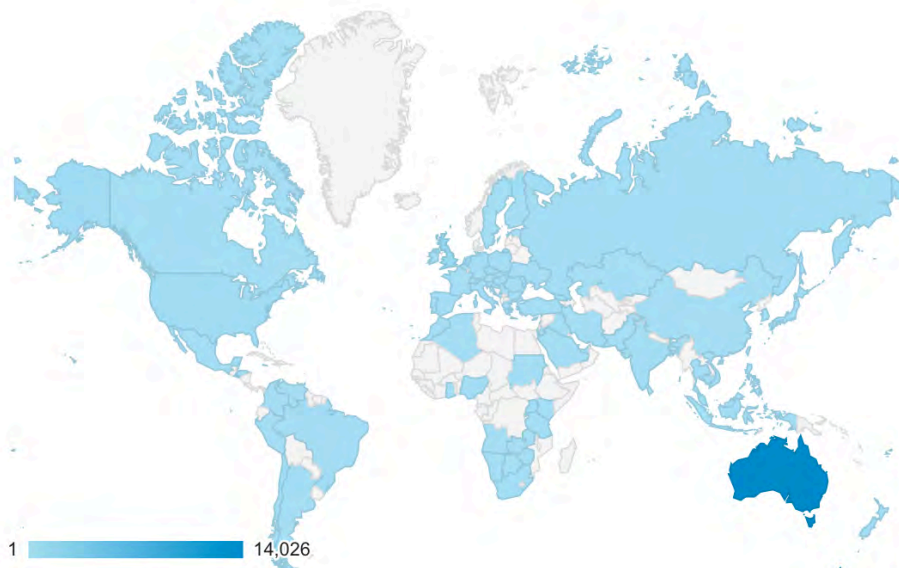
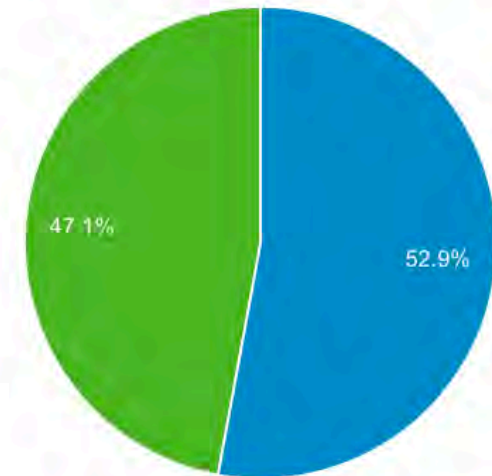
*“This module could be incorporated into the **Professional Practice** unit to equip pre-service teachers **with mental strengths** before being placed in a school for their practicum.”*



How widely are the modules used?

- Logged in users (up until 17-01-17) = 3,388
- 2636 PSTs, 300 teachers
- In 2016 – 2100 users
- AUS users from 42/48 ITE providers

■ New Visitor ■ Returning Visitor





Staying BRiTE

Promoting Resilience in Higher Education



Australian Government

Department of Education and Training

A national teaching and learning Fellowship

Project Aims

- Identify how resilience is being promoted in initial teacher education programs in Australia (National survey)
- Collaborate with colleagues to embed and develop contextually responsive approaches to resilience in teacher education
- Build a national network of colleagues to share approaches, insights and resources for pre-service teacher resilience

Project Outcomes

- Overview of how resilience is promoted in teacher education in Australia
- Authentic cases illustrating approaches to embedding resilience in teacher education
- Website and social media to promote discussion and share information with stakeholders
- A Staying BRiTE forum.

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Support for this activity has been provided by the Australian Government Department of Education and Training. The views expressed in this activity do not necessarily reflect the views of the Australian Government Department of Education and Training.





Staying BRiTE

Promoting Resilience in Higher Education

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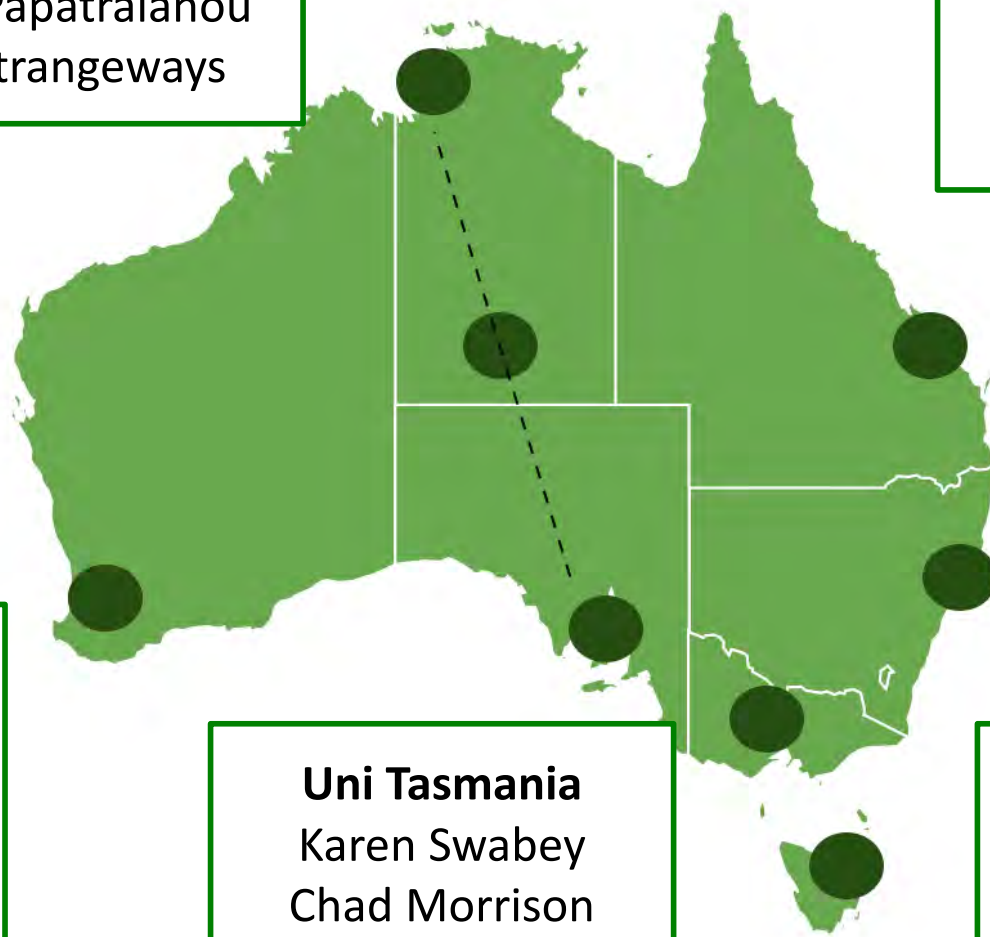
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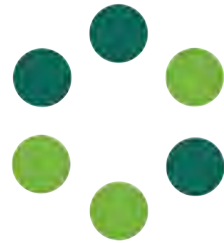
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Staying BRiTE

Promoting Resilience in Higher Education



Context:

Undergraduate and Masters initial teacher education programs; Primary, Secondary and Early Years; University wide interest on wellbeing and Mindfulness; Staff previously familiar with BRiTE, but implementation dependent on UC knowledge and enthusiasm to embed.

Team Murdoch

Caroline Mansfield (CM)
Susan Ledger (SL)
Helen Correia (HC)
Fiona Cumming (FC)
Lorraine Jacob (LJ)



Aims	Approach / Actions	Outcomes
Embed BRiTE modules in all programs and map across programs	CM work with Academic Chairs and UC to map modules across each program	MU Approach to building resilience – Course maps
Map BRiTE topics with 2 nd year unit: Wellbeing	CM work with FC to map	BRiTE topics aligned with Wellbeing unit – unit map
Use critical incidents to contribute to scenario bank for BRiTE	CM and SL work together to analyse critical incidents (gathered in 2016) and develop scenarios	Series of scenarios to address specific skills in a range of contexts.
Develop BRiTE Mind module	CM and HC to work on developing this module with input from JK and others	New module: BRiTE Mind
Gather feedback from users / stakeholders and refine resources	Use BRiTE user surveys to gather feedback from MU users	Module evaluations and implications



So, why does it matter – and what next?

- Wide uptake – sector interest and value
- Teacher resilience associated with job satisfaction, commitment, engagement and effectiveness.
- Will building resilience influence attrition?
- Will building resilience influence quality retention?
- Does teacher resilience have any influence on student outcomes?
- Role of teacher education to prepare PSTs to effectively manage their role and develop skills and thinking dispositions that enable thriving throughout their career.

Thank You