Teacher resilience

Roberta Souza da Silva
Secretaria Municipal de Educação de São Francisco do Conde (Brasil)
David Moises Barreto dos Santos
Universidade Estadual de Feira de Santana (Brasil)

Abstract

Teacher resilience has received growing attention due to the increasing challenges faced by teachers, yet it remains an underexplored topic in Brazil. This article presents a narrative literature review on teacher resilience, drawing from relevant theoretical and empirical studies. The review identified and discussed key categories: characteristics of teacher resilience, work-related challenges, sources of support, teacher resilience models, implications for professional development, and relationships with constructs such as well-being and purpose. The findings suggest that teacher resilience is a complex and multidimensional phenomenon, shaped by personal and contextual challenges, and describes how teachers sustain their capacity for positive adaptation in the face of adversity. The studies underscore that resilience is not innate but can be developed and strengthened through adequate support, such as collaborative environments and public policies. Additional findings and implications are discussed.

Keywords: Teacher resilience. Professional development. Challenges. Sources of support. Teaching work.

Resiliência docente

Resumo

A resiliência docente tem recebido cada vez mais atenção devido aos desafios crescentes enfrentados pelos professores, porém é um tema pouco explorado no Brasil. Este artigo apresenta uma revisão narrativa da literatura sobre resiliência docente com base em estudos teóricos e empíricos relevantes. A revisão identificou e discutiu categorias-chave: características da resiliência docente, desafios laborais, fontes de suporte, modelos de resiliência docente,

1

implicações da resiliência para o desenvolvimento profissional e a relação com outros constructos como bem-estar e projeto de vida. Os achados mostram que resiliência docente é um fenômeno complexo e multidimensional, influenciado por desafios pessoais e contextuais, e descrevem como os professores conseguem sustentar sua capacidade de adaptação positiva diante das adversidades. Elas destacam que a resiliência não é inata, mas pode ser desenvolvida e fortalecida através de suporte adequado, como ambientes colaborativos e políticas públicas. Outros achados e implicações são discutidos.

Palavras-chave: Resiliência docente. Desenvolvimento profissional. Desafios. Fontes de suporte, Trabalho docente.

Resiliencia docente

Resumen

La resiliencia docente ha recibido cada vez más atención debido a los crecientes desafíos que enfrentan los profesores, sin embargo, es un tema poco explorado en Brasil. Este artículo presenta una revisión narrativa de la literatura sobre la resiliencia docente, según estudios teóricos y empíricos relevantes. La revisión identificó y analizó categorías clave: características de la resiliencia docente, desafios relacionados con el trabajo, fuentes de apoyo, modelos de resiliencia docente, implicaciones para el desarrollo profesional y relaciones con otros constructos como el bienestar y el proyecto vital. Los hallazgos sugieren que la resiliencia docente es un fenómeno complejo y multidimensional, influenciado por desafíos personales y contextuales, y cómo los profesores pueden sostener su capacidad de adaptación positiva ante las adversidades. Los estudios destacan que la resiliencia no es innata, sino que puede desarrollarse y fortalecerse a través de un apoyo adecuado, como entornos colaborativos y políticas públicas. Se discuten hallazgos adicionales e implicaciones.

Palavras claves: Resiliencia docente. Desarrollo profesional. Desafíos. Fuentes de apoyo. Trabajo docente.

2

Introduction

The teaching profession is facing an increasing array of challenges and adversities across various contexts and periods, with recent research highlighting a significant trend towards career abandonment. In England, for instance, the teaching profession is noted as one of the most stressful, exhibiting dropout rates between 30% to 50% within the first five years of practice (Gu; Day, 2013). Similar patterns are observed globally (Flores, 2018; Gu; Day, 2013; Hong, 2010; Le Cornu, 2009). In Brazil, a potential "teacher blackout" looms in the near future, with an anticipated shortage of 235,000 educators in basic education by 2040 (SEMESP, 2022). This looming crisis is attributed to several factors (Bof; Caseiro; Mundim, 2023; SEMESP, 2022): declining interest in education degrees, high dropout rates from these programs, the aging of teaching staff leading to retirements, and abandonment of the profession due to untenable working conditions, such as inadequate infrastructure, insufficient equipment and materials, low salaries, classroom violence, and health issues including burnout syndrome, anxiety, and stress. The covid-19 pandemic has exacerbated this international crisis, highlighting the urgency of addressing teacher burnout and career abandonment.

3

Addressing these challenges requires understanding their causes, devising solutions, and developing public policies aimed at alleviating these issues. Critical to this effort is mapping the challenges teachers face and identifying the sources of support that sustain and motivate those who remain in the profession. Research in the field of teacher resilience, which investigates how teachers manage to maintain and nurture their ability to adapt positively amid daily professional challenges, is vital in this context (Beltman; Mansfield, 2018; Gu, 2018). Defined as a "complex, dynamic and multi-dimensional phenomenon" (Mansfield, Beltman, Price, McConney, 2012, p. 364), this area of study explores how resilience is influenced by challenges and resources both personal and contextual within the educational environment. Teacher resilience serves as a lens through which to examine the internal and external professional worlds of teachers, understanding why many remain committed about making a difference despite the unpredictable nature of schools and the myriad of physical, emotional, and intellectual challenges they face (Gu, 2014).

It is essential to recognize that developing resilience is not a trait of "hero teachers" alone nor solely the responsibility of individuals. Rather, it "must be both an individual and social process within school communities which are driven by a shared sense of moral purpose" (Gu, 2014, p. 522). Research suggests that the school environment can significantly influence the promotion or hindrance of teacher resilience (Beltman, 2021; Gu, 2014, 2018; Gu; Day, 2013).

Research on teacher resilience has notably expanded over the past two decades, reflecting a growing global interest in this area (Beltman, 2021; Beltman; Mansfield; Price, 2011; Gu, 2018). Prominent research groups in England (Day, 2008, 2014a; Gu; Day, 2007, 2013) and Austrália (Mansfield, 2021; Mansfield; Beltman; Price, 2014; Mansfield; Beltman; Price; McConney, 2012, 2018) have significantly contributed to this field. Additionally, studies have been conducted in various other countries including South Africa (Ebersöhn, 2014; Le Cornu, 2009; Mansfield; Ebersöhn; Beltman; Loots, 2018; Mukuna, 2021), the United States (Castro; Kelly; Shih, 2010; Hong, 2012), China (Li; Gu; He, 2019; Xie, 2021), Portugal (Flores, 2018; Peixoto; Silva; Pipa; Wosnitza; Mansfield, 2020), Switzerland (Boldrini; Sappa; Aprea, 2019), Spain (Sousa; Extremera, 2016), Chile (Vergara; Flores-Gómez, 2022; Vergara; Barría-Herrera; Pasmanik, 2022). However, the presence of empirical studies on teacher resilience within the Brazilian context is scarce.

Addressing this gap, this study aims to present a narrative literature review on teacher resilience, drawing from relevant theoretical and empirical studies, drawing on both theoretical and empirical research from around the world. As a narrative review approach (Rother, 2007), this study aims to discuss teacher resilience in a broad and qualitative manner, highlighting works by key scholars in this field such as Caroline Mansfield and Susan Beltman from Australia, and Christopher Day and Qing Gu from England. Key sources include organized books like "Resilience in Education: Concepts, Contexts and Connections" (Wosnitza; Peixoto Beltman; Mansfield, 2018) and "Cultivating resilience: international approaches, applications and impact" (Mansfield, 2021), as well as literature reviews (Beltman, 2021; Beltman; Mansfield; , 2011; Mansfield, Beltman; Broadley; Weatherby-Fell, 2016) and empirical studies primarily from these authors and their collaborators. While this type of review allows for the inclusion of a selective array of sources, potentially

4

introducing bias and lacking exhaustive methodological rigor, it remains valuable in stimulating debate and updating knowledge on the topic (Rother, 2007; Teixeira; Cavalcante, 2020).

Resilience

The term "resilience" originates from the Latin *resilio*, *resilire*, combining *re-* (a prefix indicating back) and *salio* (meaning to leap or jump), thus implying a notion of "rebounding or springing back" or returning to a previous state. Initially adopted by physics, the concept described the capacity of materials, like springs and elastics, to regain their original form after being compressed or stretched. This usage metaphorically expanded into the human sciences, particularly anthropology, and gained significant traction within psychology. Early psychological studies posited resilience as an innate trait, predominantly shaped by biological factors and inherent personal qualities. However, by the 1980s, this perspective shifted markedly. Contemporary understandings of resilience acknowledge not only the inherent challenges, pain, and struggle in adapting to adversity but also emphasize the importance of positive attributes and strengths in overcoming such conditions (Yunes; Szymanski, 2001).

Overall, despite varying definitions across disciplines and theoretical frameworks, there is a consensus that resilience involves confronting a threat to the status quo and managing a positive adaptation to adverse conditions. Crucially, resilience is now recognized not as an innate quality possessed by a select few but as a capacity that can be developed and learned (Gu, 2018; Yunes; Szymanski, 2001).

Teacher resilience

Qing (Gu, 2018) articulates that teacher resilience, although an evolving concept, is characterized by three distinct features that differentiate it from the resilience observed in children and adults:

1. It is context specific: This dimension recognizes that the resilience of teachers is intricately linked to their working environment. It's not limited to just

the classroom or immediate school surroundings but extends to the broader professional landscape which includes elements such as leadership dynamics, relationships with parents, and the influence of public policies.

2. It is role specific: Resilience in teaching is closely tied to a deep-seated vocational commitment, a sense of being called to teach. This inner conviction differentiates teaching from other professions and is crucial for teachers to remain engaged, develop, and find fulfillment in pursuing meaningful personal and professional goals.

3. Everyday Resilience: Beyond the overarching challenges and uncertainties of professional life, teachers encounter unique difficulties at various stages of their careers. Resilience for teachers, therefore, is not only about overcoming extreme or traumatic experiences but also managing daily challenges while maintaining commitment and agency in their professional sphere. The values that drive teachers, particularly in adverse conditions, differ significantly from those influencing children.

The literature increasingly views teacher resilience as essential for sustaining and nurturing teaching careers over time: "To teach, and to teach at one's best over time, has always required resilience" (Gu; Day, 2013, p. 1). While the presence of resilience may not always be explicitly recognized within the teaching profession, it is inherently part of and vital to the day-to-day realities of teaching. Overall, the concept of teacher resilience is understood as a dynamic process where teachers leverage their internal strengths and the resources available within their personal and professional environments to navigate work-related challenges effectively (Beltman; Mansfield, 2018; Beltman; Mansfield; Price, 2011; Gu, 2014; Gu; Day, 2007; Mansfield; Beltman; Broadley; Weatherby-Fell, 2016). Moreover, there is a consensus that teacher resilience is a multidimensional phenomenon and a capacity that is not innate or static but can be learned, cultivated, developed, and strengthened at various points in a teacher's life. The capacity for resilience in teachers is also linked to a moral purpose to make a significant impact on students' lives, encompassing aspects ranging from academic learning to broader societal impacts like social justice (Day, 2004, 2014a; Ebersöhn, 2014; Vergara; Flores-Gómez, 2022).

6

Challenges and sources of support for resilience

In the field of resilience, "risk factors" are defined as conditions that may make an individual more susceptible to difficulties and negative outcomes, whereas "protective factors" are characteristics and resources that assist individuals in navigating challenges adaptively and positively (Angst, 2009; Herrman; Stewart; Diaz-Granados; DPhil; Jackson; Yuen, 2011; Yunes, Szymanski, 2001). In teacher resilience literature, however, the terms often used are "challenges" instead of risk factors, and "sources of support" instead of protective factors (Beltman, 2021). These are typically categorized into two main types: individual and contextual (Beltman; Mansfield; Price, 2011; Mansfield; Beltman; Broadley; Weatherby-Fell, 2016).

The contextual challenges teachers face can be broadly categorized into four areas:

1. Pre-service programs: challenges include academic workload and courses that do not adequately prepare teachers for real-world teaching environments, such as educating Indigenous populations;

2. Family: teachers often face pressures and conflicts when trying to balance the demands of their profession with family responsibilities;

3. School or Classroom: this category highlights challenges such as classroom management, meeting the needs of disadvantaged students, navigating unsupportive leadership staff, lack of resources, and navigating relationships with students' parents;

4. Professional Work, involving challenges such as heavy workload, numerous responsibilities outside of direct classroom teaching (e.g., administrative meetings and bureaucracy tasks), as well as demanding school environments and external regulations that heighten pressure on teachers.

Sources of support in teacher resilience studies function as supports that help teachers cope with adversity. Individual sources encompass personal attributes such as altruism, a strong sense of moral purpose, robust intrinsic motivation, and tenacity. These are complemented by practical skills including coping mechanisms, teaching expertise — such as knowledge of student needs, confidence in teaching abilities, and creativity — professional reflection, and self-care practices. Contextual supports involve a range of external

7

aids such as administrative support, mentorship, collegial solidarity, and positive interactions with students.

Further analysis in another literature review (Mansfield; Beltman; Broadley; Weatherby-Fell, 2016) identified key individual supports like motivation, efficacy, sense of purpose, optimism, social and emotional competence, and initiative. The most frequently mentioned sources of contextual support were school leaders, colleagues, student relationships, school culture, mentors, trust, recognition, autonomy, family support, among others. The authors synthesized these findings into four major developmental areas for fostering teacher resilience: 1) Relationships: Building social competence both within the educational setting — through interactions with colleagues, mentors, and school leaders — and outside it with family, friends, and social support networks; 2) Well-being: Emphasizing the importance of mental health care and effective stress management; 3) Motivation: a key element for maintaining job satisfaction and a commitment to student learning; 4) Emotions: Enhancing emotional competence to increase awareness and understanding of one's emotions.

8

Additionally, a four-year mixed-methods research involving 300 elementary and secondary school teachers across 100 schools in England examined the factors that influence teachers' work and their impact over time (Day, 2008; Gu; Day, 2007, 2013). The study highlighted that both commitment and resilience are essential for teachers to sustain effectiveness and make a positive impact on student progress. It also underscored the importance of positive relationships with leaders, colleagues, and students in supporting and sustaining teacher resilience (Gu, 2014).

It is also important to consider that the relationship between sources of support and challenges is dynamic and varies not only among different teachers and school communities but also across different stages of a teaching career, pointing to specific factors that become more prominent at each stage. Beyond understanding the reasons that lead teachers to leave the profession, it is essential to recognize the factors that sustain and nurture their motivation and commitment (Day, 2008). A study of 749 early-career Irish teachers found that merely removing challenges is insufficient; rather, it is the presence of strong sources of support has a more profound impact on sustaining teachers through difficult times: "teachers can cope with negative experiences at micro level and

perceptions of change at macro level provided that positive episodes — such as strong relationships with students — are constantly experienced" (Morgan; Ludlow; Kitching; O'Leary; Clarke, 2010, p. 204). This study also noted that the frequency of positive experiences impacts resilience more significantly than their intensity. In summary, the interplay between sources of support and challenges in the teaching profession is complex and varies according to context, individual circumstances, and over time.

Teacher resilience models

In a literature review on perspectives adopted to research teacher resilience, Beltman (2020) identified four models that have contributed to both theory and practice in this field. Each model focuses differently: on the individual, the process, the context, or the system. Below, we briefly describe them based on the Australian author's review.

Person-based Model

9

The person-based model centers on defining what makes a teacher resilient, focusing on inherent qualities or demonstrable capabilities. Research in this area has aimed to identify attributes, competencies, or personal characteristics of teachers deemed resilient. These may include emotional aspects (e.g., sense of humor and emotional regulation), motivational aspects (e.g., personal beliefs and perseverance), professional aspects (e.g., classroom management and flexible adaptation), or social aspects (e.g., social skills and support networks) (Mansfield; Beltman; Price; McConney, 2012). Intervention examples based on this perspective involve developing psychological capacities like emotional awareness and regulation. Historically, this model viewed resilience as an innate trait, whereas modern perspectives consider it to be influenced by both individual qualities and contextual interactions.

Process-based model

This model posits that teacher resilience arises not solely within the individual but through the interaction between the individual and their environment. Research here discusses processes that support teachers' career sustainability and strategies enabling them to navigate challenges and maintain well-being. An empirical study highlighted strategies at the emotional (e.g., focusing on aspects of the job they love and coping mechanisms), motivational (e.g., setting realistic expectations), professional (e.g., centering on students and developing problem-solving skills), and social levels (e.g., seeking help and consulting more experienced colleagues) (Mansfield; Beltman; Price, 2014). This approach underscores that teachers are not passive in the face of adversity but can proactively employ various strategies to overcome it. Interventions emphasize developing the personal and social skills necessary in both classroom and educational settings. While this model enhances the understanding of teacher resilience by valuing creativity and agency, it still harbors a deficit view, potentially attributing blame to teachers who fail to exhibit resilience due to inadequate skills or strategies.

Context-based model

This model advances beyond its predecessors by not only recognizing the importance of personal competencies and teachers' capacity to act, but also considering the significance of context. Many challenges arise from the environment, such as unreasonable parental expectations, unsupportive school administrations, competitive organizational climates, and unfavorable public policies. The focus of the discussion shifts from the individual to also encompass social, cultural, and political conditions. Research often utilizes a socio-ecological lens to consider the individual and the multiple levels present in the context. For example, a study grounded in this perspective investigated the challenges and resources present in two different countries, Australia and South Africa (Mansfield; Ebersöhn; Beltman; Loots, 2018). Common challenges and support sources were found at the most immediate levels to the school in both countries, but broader levels revealed profound differences: Australia

10

faced central challenges in attracting and retaining teachers in remote areas, while South Africa encountered more structural obstacles such as bureaucracy, corruption, poverty, and unemployment. Interventions in this sphere aim to invest not only in the individual skills and strategies of teachers but also in job design and contextual resources and support.

Systems-based model

Rather than considering systems in isolation, as in the previous perspective, this model also examines the relationships among them, as different systems are constantly interacting. The systemic model considers not only personal perspectives and multiple contexts but also the relationships among them. To illustrate, in the previously mentioned study comparing teacher resilience between Australian and South African teachers, a systemic perspective might address how resilience is experienced by these teachers. Collaboration and networking with families and colleagues, for example, were common in both contexts, but in South Africa, these relationships demonstrated greater collective power, providing more significant community cohesion and greater potential to support resilience processes (Mansfield; Ebersöhn; Beltman; Loots, 2018). Here, teacher resilience is viewed as a collective responsibility, involving collaboration and mobilization of resources at all levels, from the individual to the community and the organization. School leaders and policymakers play a critical role in managing organizational conditions to support teacher resilience. Interventions based on this systemic approach may attempt to encompass as many of the involved systems as possible or focus on intra- or inter-system interactions. Alternatively, they might concentrate on one of the systems or any aspects of a system.

Implications for teacher professional development

Recognizing the importance of teacher resilience, numerous theoretical and empirical studies have highlighted the necessity of integrating this topic into teacher education and professional development. Generally, these studies emphasize the importance of pre-service programs and offer various

11

recommendations to facilitate this integration. Most suggestions focus on developing personal resources and strategies (Beltman; Mansfield; Price, 2011; Mansfield; Beltman; Price; McConney, 2012; Mansfield; Beltman; Broadley; Weatherby-Fell, 2016; Mansfield; Beltman; Weatherby-Fell; Broadley; Botman, 2021), encompassing emotional and social skills like problem-solving, interpersonal relationships, time management, stress management, self-regulation, and empathy. Additionally, exploring teachers' motivations for teaching is also deemed beneficial.

In this context, Australian educators, under the leadership of Carolina Mansfield, initiated the BRiTE project (Building Resilience, Relationships, Wellbeing, Taking Initiative, and Emotions), supported by the Australian Government's Department of Education. The project's objective is to offer an online learning platform that aids pre-service teachers in developing an awareness of skills and practices that enhance resilience in their teaching careers (Mansfield; Beltman; Weatherby-Fell; Broadley; Botman, 2021). This initiative has been incorporated into teacher education programs in various countries, and its website has been accessed globally (Mansfield, 2021). Quantitative evaluations indicate that participants who completed the online modules reported significantly higher scores in resilience and commitment post-tests (Mansfield; Beltman; Weatherby-Fell; Broadley; Botman, 2021). Qualitative feedback suggests that the BRiTE modules positively impacted the professional experiences of trainee teachers, particularly in managing conflicts, boosting confidence, and handling emotions (Mansfield; Beltman; Weatherby-Fell, 2020).

Furthermore, there are recommendations for equipping teachers with the knowledge and strategies necessary to navigate contextual challenges. Teacher education should include opportunities to develop sociocultural awareness and prepare future educators for complex environments, such as multi-grade classrooms, rural education, education for youth and adults, inclusive education, management of students with challenging behaviors, and Indigenous education. Addressing this topic in teacher education should adopt a multidimensional approach, involving the emotional, motivational, professional, and social dimensions of teacher resilience (Mansfield; Beltman; Price; McConney, 2012).

Teacher resilience and related factors

Teacher resilience has been linked to various factors, although these associations have not been extensively explored. However, two factors stand out. The first is well-being, which is frequently discussed concerning teachers' lives and health. In a literature review (Hascher; Beltman; Mansfield, 2021), the relationship between well-being and teacher resilience — although they are independent fields of study — manifested in various ways across the reviewed studies. The authors also proposed a theoretical framework positioning teacher resilience as critical for maintaining, restoring, and enhancing teachers' well-being. This framework considers the relationship between the individual and multiple levels of context and incorporates resilience-related strategies.

Another factor recurrently mentioned in the literature is moral purpose. Literature reviews in this field have identified such factor — referred to as "moral purpose" or "sense of purpose" — as one of the most frequently cited individual support factors for teacher resilience in empirical studies (Beltman; Mansfield; Price, 2011; Mansfield; Beltman; Broadley; Weatherby-Fell, 2016). Despite the numerous challenges of the profession, Gu and Day (2007, p. 1303) note that teachers generally continue to do their best for their students, "usually with their beliefs about their core purposes and values intact." Based on an empirical study, the authors mention cases where purpose — termed "sense of vocation," "sense of meaning and moral purpose," or "missionary zeal" — provided emotional and psychological support, as well as nourished professional competence to face challenges and foster resilience. In reviewing the literature on teacher resilience, Qing (Gu, 2018) emphasizes that a central point is its close association with a sense of purpose. The author asserts that most teachers choose the profession because they want to make a difference in the lives of their students, and it is precisely the maintenance of this commitment and the joy of serving that keeps them in the profession. In her words, the "sense of moral purpose and pride in being a teacher provides many committed teachers with the inner drive, strength, and optimism to help every child learn, grow and achieve" (Gu, 2018, p. 25). In summary, a key point for teacher resilience is to understand it "as being closely allied to their everyday capacity to sustain their educational purposes" (Gu, 2018, p. 14).

13

Discussion

It is acknowledged that throughout a teacher's career, challenges and adversities are inevitable. In such scenarios, resilience — understand as the ability to confront and endure these challenges — becomes a vital strategy. This paper presented findings from a narrative literature review on the emerging and consistent domain of teacher resilience, emphasizing its crucial role, recognized or not, in sustaining and enhancing the capacity to teach optimally.

Challenges and sources of support can vary significantly between individuals and contexts. A common element, to varying degrees, is human relationships. Whether these relationships become challenges or sources of support may depend on how they are established and maintained. Consequently, relationships — particularly those that are trusting and supportive — are identified as critical to the development of teacher resilience (Gu, 2018; Gu; Day, 2013; Mansfield; Beltman; Broadley; Weatherby-Fell, 2016). The teaching profession is inherently relational, involving diverse interactions within professional contexts (with colleagues, school leaders, students, and students' families) and personal contexts (with family, friends, and social networks). Balancing the relationship between family and work is itself a significant challenge. Some authors emphasize that resilience is a relational dynamic, hence conceptualizing it as relational resilience (Gu, 2014; Le Cornu, 2013).

Recent research on teacher resilience, particularly through context-based and systems-based models, has delved into how various levels of contexts in which teachers work and live influence — and are influenced by — their work methods and resilience (Beltman, 2021; Gu, 2018; Hascher; Beltman; Mansfield, 2021; McDonough; Papatraianou; Strangeways; Mansfield; Beutel, 2021). As highlighted, teacher resilience is not solely an individual responsibility but also that of each school and government. In fact, the main contextual challenges highlighted in the literature relate to either the lack of support from school management or issues stemming from government policies, such as high workloads and externally imposed regulations. School leadership and government officials, through public policies, have central roles in ensuring quality education, providing necessary resources, and developing and sustaining teacher resilience, which is fundamental to the profession. If

leaders themselves learn to be resilient, they might also develop, support, and inspire resilience in others (Day, 2014b). However, resilience is crucial but not the sole factor. Enabling and encouraging leaders to have responsible autonomy, which can effectively shape their educational environments, is also critical, yet often hindered by government policies (Day, 2014b; Gu, 2018).

Furthermore, the concept of teacher resilience has evolved to emphasize that it is not innate and can be developed. This notion aligns with Positive Psychology, which identifies 24 personal strengths inherent to all individuals to varying degrees and asserts that these can be developed (Peterson & Seligman, 2004). In this perspective, many of the individual sources of support mentioned above, such as altruism, self-confidence, interpersonal skills, and problem-solving, can also be developed or enhanced.

However, the theme of moral purpose, a major — if not the most mentioned — source of individual support, has not been adequately addressed. While discussions on teacher resilience demonstrate theoretical and empirical robustness, discussions on purpose in this field often reveal robust empirical evidence but theoretical weaknesses, lacking more adequate references. Different terms are used interchangeably for purpose, such as "sense of meaning and moral purpose" or "missionary zeal" (Gu; Day, 2007), "sense of moral purpose", "sense of purpose" (Mansfield; Beltman; Broadley; Weatherby-Fell, 2016), "moral purpose" (Beltman; Mansfield; Price, 2011; Gu, 2018). William Damon (2009) developed a specific concept of purpose that has been explored in various parts of the world. According to this author, purpose can be understood as a meaningful long-term goal that impacts not only the individuals but also extends beyond them to the broader world. The presence of a purpose is linked not only to resilience but also to other positive aspects of life, such as healthy human development and character strengths. Viktor Frankl (2011), an Austrian neuropsychiatrist and philosopher, views purpose as the primary motivational factor for human beings. For him, meaning in life transcends mere conceptualization; it encapsulates what is quintessentially human. Meaning in life is tied to an understanding of being human, which invariably points towards something or someone beyond oneself, encompasses consciousness, and involves the freedom and responsibility to make meaningful life choices. These authors adopt a salutogenic perspective that, rather than

15

concentrating on negative aspects, explores factors that maintain or enhance human health. This approach aligns with the aforementioned study that underscores the importance of positive experiences in resilience (Morgan; Ludlow; Kitching; O'Leary; Clarke, 2010). Consequently, the role of constructs related to resilience, such as purpose and well-being, requires further exploration, clarification, and deepening.

Implications

This study has significant implications for the field of education in Brazil, providing a foundational basis for school leaders, political agents, and other educational stakeholders to reflect and develop initiatives promoting teacher professional development at various educational levels. These reflections are particularly pertinent due to the attrition in the teaching profession (Gonzalez-Escobar, Silva-Peña, Gandarillas, Kelchtermans, 2020; Kuhn; Taube; Carlotto, 2008). In Brazil, teachers are typically prepared to handle instructional and political aspects of education, albeit with some limitations (Gatti 2010; Gatti; Barretto; André; Almeida, 2019; Libâneo, 2011; Saviani, 2018), but they often lack preparation for socio-emotional demands. This work could also encourage new research into teacher resilience within the Brazilian context. Including this topic in teacher education represents a promising area for further study. Additionally, incorporating mentoring (Beltman; Mansfield; Price, 2011), a significant source of contextual support that is currently underutilized in Brazil, could yield significant benefits. For instance, the Mentoring Program at the Federal University of São Carlos for pre-service teachers, which has been active for over two decades, has proven to enhance the professional development of both mentees and mentors across various areas and contexts (GOOD, 2022; Mizukami; Reali, 2019). Research also addresses methodological gaps in the literature on teacher resilience. The majority of existing studies are not longitudinal, lacking long-term analysis to observe variations across different contexts over time (Wosnitza; Peixoto, 2018). Furthermore, the number of studies that directly gather data from teachers' contextual environments, involving diverse stakeholders such as school leaders, peers, students, and their families, remains small.

16

Conclusion

In conclusion, although the field of teacher resilience is relatively emerging, it has the potential to enhance understanding and support for teacher retention in the profession, as resilience is essential for teachers and their professional contexts. This narrative review highlights the complexity and multidimensionality of resilience, framing it as a dynamic process arising from individual attributes, contextual factors, and systemic interactions. While purpose has proven to be a primary source of individual support, positive relationships emerge as a crucial source of contextual support. School leadership and public policies also play significant roles in fostering and strengthening environments with more resilient professionals. The relationship between challenges and sources of support is complex and varies according to the person, time, and context. Therefore, teacher resilience is not an innate trait but a capacity that can be cultivated through targeted interventions and supportive environments.

References

ANGST, Rosana. Psicologia e resiliência: Uma revisão de literatura. **Psicologia Argumento**, v. 27, n. 58, p. 253-260, 2009.

BELTMAN, Susan. Understanding and examining teacher resilience from multiple perspectives. In: MANSFIELD, Caroline F. (org.). **Cultivating teacher resilience**: international approaches, applications and impact. Singapore: Springer, Singapore, 2021.

BELTMAN, Susan; MANSFIELD, Caroline; PRICE, Anne. Thriving not just surviving: A review of research on teacher resilience. **Educational Research Review**, v. 6, n. 3, p. 185-207, 2011.

BELTMAN, Susan; MANSFIELD, Caroline F. Resilience in education: An introduction. In: WOSNITZA, Marold; PEIXOTO, Francisco; BELTMAN, Susan; MANSFIELD, Caroline F. (org.). **Resilience in education**: concepts, contexts and connections. Cham: Springer International Publishing, 2018.

BOF, Alvana Maria; CASEIRO, Luiz Zalaf; MUNDIM, Fabiano Cavalcanti. Carência de professores na educação básica: risco de apagão. **Cadernos de Estudos e Pesquisas em Políticas Educacionais**, v. 9, p. 11-50, 2023.

17

BOLDRINI, Elena; SAPPA, Viviana; APREA, Carmela. Which difficulties and resources do vocational teachers perceive? An exploratory study setting the stage for investigating teachers' resilience in Switzerland. **Teachers and Teaching: Theory and Practice**, v. 25, n. 1, p. 125-141, 2019.

CASTRO, Antonio J.; KELLY, John; SHIH, Minyi. Resilience strategies for new teachers in high-needs areas. **Teaching and Teacher Education**, v. 26, n. 3, p. 622-629, 2010.

DAMON, William. **O que o jovem quer da vida**? Como pais e professores podem orientar e motivar os adolescentes. São Paulo: Summus, 2009.

DAY, Christopher. **A passion for teaching**. London: RoutledgeFalmer, 2004.

DAY, Christopher. Committed for life? Variations in teachers' work, lives and effectiveness. **Journal of Educational Change**, v. 9, n. 3, p. 243-260, 2008.

DAY, Christopher. Resilient principals in challenging schools: The courage and costs of conviction. **Teachers and Teaching**: **Theory and Practice**, v. 20, n. 5, p. 638-654, 2014a.

DAY, Christopher. Resilient principals in challenging schools: The courage and costs of conviction. **Teachers and Teaching**: **Theory and Practice**, v. 20, n. 5, p. 638-654, 2014b.

EBERSÖHN, Liesel. Teacher resilience: theorizing resilience and poverty. **Teachers and Teaching: Theory and Practice**, v. 20, n. 5, p. 568-594, 2014.

FLORES, Maria Assunção. Teacher resilience in adverse contexts: Issues of professionalism and professional identity. In: WOSNITZA, Marold; PEIXOTO, Francisco; BELTMAN, Susan; MANSFIELD, Caroline F. (org.). **Resilience in education**: concepts, contexts and connections. Cham: Springer International Publishing, 2018.

FRANKL, Viktor Emil. **A vontade de sentido**: fundamentos e aplicações da logoterapia. São Paulo: Paulus, 2011.

GATTI, Bernadete Angelina. Formação de professores no Brasil: características e problemas. **Educação & Sociedade**, v. 31, n. 113, p. 1355-1379, 2010.

GATTI, Bernardete Angelina; BARRETTO, Elba Siqueira de Sá; ANDRÉ, Marli Eliza Dalmazo Afonso; ALMEIDA, Patrícia Cristina Albieri. **Professores do Brasil**. Brasília: UNESCO, 2019.

GONZALEZ-ESCOBAR, Mary; SILVA-PEÑA, Ilich; GANDARILLAS, Andrea Precht; KELCHTERMANS, Geert. Abandono docente na América Latina: revisão da literatura. **Cadernos de Pesquisa**, v. 50, n. 176, p. 592-604, 2020.

18

GOOD, Goolman. Programas de mentoria da UFSCar dirigidos a professores iniciantes: uma síntese qualitativa das diferentes ofertas. **Educação**: **Teoria e Prática**, v. 32, n. 65, 2022.

GU, Qing. The role of relational resilience in teachers career-long commitment and effectiveness. **Teachers and Teaching: Theory and Practice**, v. 20, n. 5, p. 502-529, 2014.

GU, Qing. (Re)conceptualising teacher resilience: A Social-Ecological Approach to Understanding Teachers' Professional Worlds. In: WOSNITZA, Marold; PEIXOTO, Francisco; BELTMAN, Susan; MANSFIELD, Caroline F. (org.). **Resilience in education**: concepts, contexts and connections. Cham: Springer International Publishing, 2018.

GU, Qing; DAY, Christopher. Teachers resilience: A necessary condition for effectiveness. **Teaching and Teacher Education**, v. 23, n. 8, p. 1302-1316, 2007.

GU, Qing; DAY, Christopher. Challenges to teacher resilience: Conditions count. **British Educational Research Journal**, v. 39, n. 1, p. 22-44, 2013.

HASCHER, Tina; BELTMAN, Susan; MANSFIELD, Caroline. Teacher wellbeing and resilience: towards an integrative model. **Educational Research**, v. 63, n. 4, p. 416-439, 2021.

HERRMAN, Helen; STEWART, Donna; DIAZ-GRANADOS, Natalia; BERGER DPHIL, Elena; JACKSON, Beth; YUEN, Tracy. What Is Resilience? **La Revue canadienne de Psychiatrie**, v. 56, n. 5, p. 258-265, 2011.

HONG, Ji Y. Pre-service and beginning teachers' professional identity and its relation to dropping out of the profession. **Teaching and Teacher Education**, v. 26, n. 8, p. 1530-1543, 2010.

HONG, Ji Y. Why do some beginning teachers leave the school, and others stay? Understanding teacher resilience through psychological lenses. **Teachers and teaching**: **Theory and Practice**, v. 18, n. 4, p. 417-440, 2012.

KUHN, Pricila; TAUBE, Michelle Engers; CARLOTTO, Mary Sandra. Intenção de abandono profissional em professores brasileiros: revisão sistemática. **Psicologia em Pesquisa**, v. 18, p. 1-27, 2008.

LE CORNU, Rosie. Building resilience in pre-service teachers. **Teaching and Teacher Education**, v. 25, n. 5, p. 717-723, 2009.

LE CORNU, Rosie. Building early career teacher resilience: the role of relationships. **Australian Journal of Teacher Education**, v. 38, n. 4, p. 1-16, 2013.

LI, Qiong; GU, Qing; HE, Wenjie. Resilience of Chinese Teachers: Why Perceived Work Conditions and Relational Trust Matter. **Measurement**: interdisciplinary research and perspectives, v. 17, n. 3, p. 143-159, 2019.

LIBÂNEO, José Carlos. Tendências pedagógicas na prática escolar. In: **Filosofia da Educação**. São Paulo: Cortez, 2011.

MANSFIELD, Caroline F.; BELTMAN, Susan; PRICE, Anne; MCCONNEY, Andrew. "Don't sweat the small stuff:" Understanding teacher resilience at the chalkface. **Teaching and Teacher Education**, v. 28, n. 3, p. 357-367, 2012.

MANSFIELD, Caroline; BELTMAN, Susan; PRICE, Anne. 'I'm coming back again!': the resilience process of early career teachers. **Teachers and Teaching**: theory and practice, v. 20, n. 5, p. 547-567, 2014.

MANSFIELD, Caroline F.; BELTMAN, Susan; BROADLEY, Tania; WEATHERBY-FELL, Noelene. Building resilience in teacher education: An evidenced informed framework. **Teaching and Teacher Education**, v. 54, p. 77-87, 2016.

MANSFIELD, Caroline F; EBERSÖHN, Liesel; BELTMAN, Susan; LOOTS, Tilda. Great Southern lands: Making space for teacher resilience in South Africa and Australia. In: **Resilience In Education**: concepts, contexts and connections. Cham: Springer International Publishing, 2018.

MANSFIELD, Caroline F.; BELTMAN, Susan; WEATHERBY-FELL, Noelene L. "I actually felt more confident": an online resource for enhancing pre-service teacher resilience during professional experience. **Australian Journal of Teacher Education**, v. 45, n. 4, p. 30-48, 2020.

MANSFIELD, Caroline F.; BELTMAN, Susan; WEATHERBY-FELL, Noelene; BROADLEY, Tania; BOTMAN, Claire. A BRiTE Journey: 2013–2019. In: MANSFIELD, Caroline F. (org.). **Cultivating teacher resilience**: international approaches, applications and Impact. Singapore: Springer Singapore, 2021.

MANSFIELD, Caroline. **Cultivating Teacher Resilience**: international approaches, applications and impact. Springer Singapore, 2021.

MCDONOUGH, Sharon; PAPATRAIANOU, Lisa; STRANGEWAYS, Al; MANSFIELD, Caroline F; BEUTEL, Denise. Navigating Changing Times: Exploring Teacher Educator Experiences of Resilience. In: MANSFIELD, Caroline F. (org.). **Cultivating teacher resilience**: international approaches, applications and impact. Singapore: Springer Singapore, 2021.

20

MIZUKAMI, Maria Da Graça Nicoletti; REALI, Aline Maria de Medeiros Rodrigues. Aprender a ser mentora: um estudo sobre reflexões de professoras experientes e seu desenvolvimento professional. **Currículo sem Fronteiras**, v. 19, n. 1, p. 113-133, 2019.

MORGAN, Mark; LUDLOW, Larry; KITCHING, Karl; O'LEARY, Michael; CLARKE, Aleisha. What makes teachers tick? Sustaining events in new teachers' lives. **British Educational Research Journal**, v. 36, n. 2, p. 191-208, 2010.

MUKUNA, Robert Kananga. Exploring enabler actions influencing basotho teachers' wellbeing to cope with schools' adversities at a rural school. **Journal of Educational and Social Research**, v. 11, n. 3, p. 227-240, 2021.

PEIXOTO, Francisco; SILVA, José Castro; PIPA, Joana; WOSNITZA, Marold; MANSFIELD, Caroline. The multidimensional teachers' resilience scale: validation for portuguese teachers. In: **Journal of Psychoeducational Assessment**, Cham, v. 38, p. 402-408, 2020.

ROTHER, Edna Terezinha. Systematic literature review X narrative review. **Acta Paulista De Enfermagem**, v. 20, n. 2, p. v-vi, 2007.

SAVIANI, Dermeval. **Escola e democracia**. Campinas: Autores Associados, 2018.

SEMESP. **Risco de apagão de professores no Brasil**. São Paulo: Sindicato das Entidades Mantenedoras de Estabelecimentos de São Paulo. Ensino superior no Estado de São Paulo, 2022.

SOUSA, Carolina Silva; EXTREMERA, Marta Olmo. Docentes resilientes em contextos precários: estudo de casos em Espanha. **Educação** (UFSM), v. 41, n. 3, p. 541-552, 2016.

TEIXEIRA, Lívia; CAVALCANTE, Canuto. Métodos de revisão bibliográfica nos estudos científicos. **Psicologia em Revista**, v. 26, n. 1, p. 83-102, 2020.

VERGARA, Paula Villalobos; BARRÍA-HERRERA, Pamela; PASMANIK, Diana. Relación docentes – estudiantes y resiliencia docente en contexto de pandemia. **Psicoperspectivas**, v. 21, n. 2, 2022.

VERGARA, Paula Verónica Villalobos; FLORES-GÓMEZ, Catherine Ximena. La renovación de las prácticas: Su aporte al fortalecimiento de la resiliencia en profesorado principiante. **Revista Electronica Educare**, v. 26, n. 2, p. 1-20, 2022.

WOSNITZA, Marold; PEIXOTO, Francisco; BELTMAN, Susan; MANSFIELD, Caroline F. (org.). **Resilience in education**: **concepts**, **contexts and connections**. Cham: Springer International Publishing, 2018.

21

WOSNITZA, Marold; PEIXOTO, Francisco. Resilience in Education: Emerging Trends in Recent Research. In: WOSNITZA, Marold; PEIXOTO, Francisco; BELTMAN, Susan; MANSFIELD, Caroline F. (org.). **Resilience in education**: **concepts**, **contexts and connections**. Cham: Springer International Publishing, 2018.

XIE, Fei. A Study on Chinese EFL Teachers' Work Engagement: The Predictability Power of Emotion Regulation and Teacher Resilience. **Frontiers in Psychology**, v. 12, p. 735969, 2021.

YUNES, Maria Ângela Mattar; SZYMANSKI, Heloísa. Resiliência: noção, conceitos afins e considerações críticas. In: TAVARES, José (org.). **Resiliência e educação**. São Paulo: Corteza, 2001.

Ms. Roberta Souza da Silva
Secretaria Municipal de Educação de São Francisco do Conde (Brasil)
Orcid ID: https://orcid.org/0009-0008-5232-1320
E-mail: r.souza8@hotmail.com

Prof. Dr. David Moises Barreto dos Santos
Universidade Estadual de Feira de Santana (Brasil)
Programa de Pós-Graduação em Educação
Orcid ID: https://orcid.org/0000-0002-7906-2073
E-mail: davidmbs@uefs.br

Translator's name and email
Prof. Dr. David Moises Barreto dos Santos
davidmbs@uefs.br

22