

Thematic Article

Investigation of Resilience among Teachers and in Teacher Education

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Abstract

In recent decades, we have witnessed an increasingly widespread and complex use of the concept of resilience. The aim of the present study is to present a holistic concept of resilience that, thanks to its systems theory basis, can be applied very well in educational sciences, including research on teacher training, the institutional environment of teachers, their well-being at work, professional development, or even in the analysis of practical pedagogical situations. The dynamic interactive model of resilience (Shafi, & Templeton, 2020) allows for the examination of the resilience of learners, teachers and the institution, and even the examination of students, educators and teacher training institutions involved in teacher training. In the second part of the study, we present resilience development programs that have proven to be effective in teacher training and further training (BRiTE, ENTREE), which, with their complexity, are well suited to the dynamic interactive model of resilience discussed above.

Keywords: resilience, teacher education, resilient teacher, dynamic interactive model of resilience, resilience development programs

Defining resilience in light of other approaches and fields of study

In the last few decades, the concept of resilience has become popular in the fields of humanities and social sciences. The fact that many fields of study find possibilities for its use, as stated by Szokolszky and V. Komlósi (2015), stems from its nature as a system concept. Nowadays, many researchers define resilience from the perspective of system theory and ecology, where the emphasis falls on creating or restoring the homeostasis of the organism examined (Cicchetti & Lynch, 1993; Szokolszky & V. Komlósi, 2015; Szokolszky et al., 2015 cited by Bordás, 2020) or on the continued interactions between systems (Shafi & Templeton, 2020). A given organism, system, or ecosystem survives and is functional if it can reestablish its balance following malfunction or a shock. If it is successful, the flexibility and adaptability, in other words, the resilience of the system will be demonstrated and developed through this process. This process contains not just an act of self-preservation but one of self-reorganization, thus making possible the previous state of balance (Szokolszky & V. Komlósi, 2015). Depending on the subject of our study, be that a person, a community, an institution, or a locality – since all can be considered complex dynamic systems – during our investigation, the phenomenon of resilience will most probably appear as an outstanding example of an unforeseen path of development.

Even if just tangentially, the subject of resilience has gotten in the focus of many studies in the past fifty years, however, only in the 21st century did it become a core concept and, thus, the object of scientific research. Due to the approaches of various areas of psychology and other disciplines, the construct of resilience and the continuously expanding academic literature on resilience, a universally accepted, an unambiguous definition does not exist. If we look for the common section of the definitions given, then we find the following concepts: endangering environment, hindering circumstances, disturbance; vulnerability; risk factor, protective factor; resistance, efficient, adaptive coping; adapting; harsh circumstances, managing despite the trauma, positive growing during or after fighting (Homoki, 2016, 2020).

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Depending on how narrowly or widely we interpret the hindering circumstances and the nature of the risk of these difficulties concerning normal development, Masten and co. (1990) devised three possible situations:

- 1) prolonged difficulties, endangering circumstances (poverty, parents with low educational level, low socioeconomic status, unstable family, parents with mental illnesses);
- 2) circumstances, events posing a challenge (war, natural disaster, misfortune, loss of parents or loved ones, divorce);
- 3) acute trauma (harassment, abuse, neglectful parenting, witnessing or being the victim of crime).

Although some of these situations overlap, they each became the research focus of different fields of study. As Bordás (2020) presents, researchers of sociology and educational sociology usually deal with the first situation, where they concentrate their research on well-performing people despite disadvantageous circumstances (Ceglédi, 2012; Kovács & Fekete, 2014; Homoki, 2014; Homoki & Czinderi, 2015; Máté, 2015; Ceglédi, 2018; Fehérvári et al., 2018; Hüse & Ceglédi, 2018). Examples of the second situation are mostly to be found in the literature concerned with stress management, where they study the kind of coping mechanisms people have or the kind of mechanism they acquired to preserve their inner integrity (Masten et al., 1990; F. Lassú et al., 2015; Lazsádi, 2015; Crane et al., 2018; M Inmaculada, 2020). Lastly, the third is covered by developmental psychology, psychiatry, and different therapies; in these studies researchers concentrate on the process of dealing with trauma (Sz. Makó & Kiss, 2015).

All three of Masten and co.'s (1990) situations can expect the interest in the educational sciences, but in the scientific literature, we mostly come across the first one. In the Hungarian literature (Tóth et al., 2016; Patakfalvi-Czirják et al., 2018) or in higher education (Ceglédi, 2012; Ceglédi, 2018; Hüse & Ceglédi, 2018), students who perform well in public despite their disadvantaged situation – mostly from families with low socioeconomic status – are referred to as educationally or academically resilient. Some of these researches use the concept of operational resilience coined by the OECD PISA exams, as their metric, or they come up with a different variable which makes the phenomenon more easily definable. Where academic resilience is studied from a psychological point of view, stress management and coping are the focus (Kóródi & Szabó, 2019), and various psychological tests and scales are used to identify who is resilient.

Theoreticians and empirical researchers use models to understand the complex construct of resilience. In these models, certain aspects play prominent roles these aspects may be the (inner and outer) risk factors, sources of danger, (inner and outer) protective or compensating factors, resources, the person and their interpersonal connections, and also their intrapersonal narrative (Homoki, 2020). Without presenting these models in detail, we can say that neither the risk nor the protective factors emerge on their own, but in groups, and not only do their effects cumulate but also grow exponentially (Luthar & Cicchetti, 2000; Wald et al., 2006; Ceglédi, 2012; Erdei, 2014-2015; Bordás, 2020). In most cases, the more risk factors we can identify in a situation, the less likely it is for the person to tackle it and adapt successfully to the circumstances. The literature notes two exemptions from this: the protective chain and the stepping-stone phenomenon. In the case of the protective chain, one can have excellent results, adapt adequately, and cope despite a high number of risk factors if the protective factors create a strong enough so-called protective chain around them (Luthar & Cicchetti, 2000). Ceglédi (2018) draws attention to certain so-called steppin-stone situations when the hindering circumstances act as strengthening circumstances and propel the performance results high above the expected level. Resilience is strengthened during the coping process and due to its outcome.

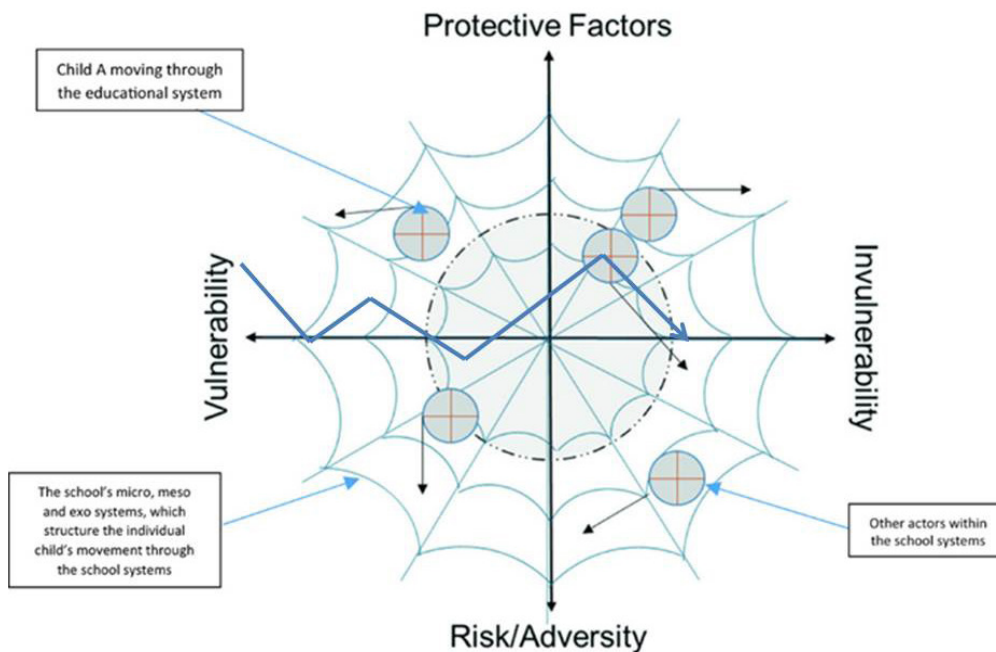
As we reported in a previous study (Bordás, 2020), most researchers (Masten et al., 1990; Cicchetti & Lynch, 1993; Wald et al., 2006; Szokolszky & V. Komlósi, 2015; Mansfield et al. 2016; Beltman, 2021) agree that resilience depends on the situation and context. In other words, a person can act resilient in one area of their life but not in another (Sameroff, 2005 quoted from Ceglédi, 2012). What is more, the same risk and protective factors have different effects on different people in different life situations (Herrman et al., 2011). Even more so, the same personal and circumstantial factors can be either risk factors or protective ones based on the situation and the context (Erdei, 2014-2015; Szokolszky & V. Komlósi, 2015; Shafi, 2020). All in all, resilience is relative, everchanging throughout our life, it assumes dynamic processes (Mansfield et al., 2012, 2016), it is not based on innate or constant traits, but it can be learned and developed through the proper circumstances (Homoki, 2014, 2016). Positive effects of personal characteristics, competencies, experienced life events, and the social environment can act independently of each other or in unison to contribute to the emergence and development of resilient behavior (Gu & Day, 2013).

Dynamic Interactive Model of Resilience (DIMoR)

Owing to the length limitations of this study, we will present in detail only one of the models that rises above the others due to its holistic and detailed approach. In their book, Adeela ahmed Shafi, Tristan Middleton, Richard Millican, and Sian Templeton (Shafi et al., 2020) present the use of Dynamic Interactive Model of Resilience (DIMoR). Their ecological system theory model builds upon the most important parts of previous interpretations of resilience and the most significant elements of those models placing them in a complex web of innumerable interactions (Shafi & Templeton, 2020). Starting from and altering the 1999-model, Daniels et al. interpret resilience on a spectrum starting from vulnerability to invulnerability emphasizing the interactive nature of the protective and risk factors. In their interpretation, the intersection of these two dimensions forms resilience (see Figure 1.).

Bronfenbrenner's adopted ecological framework encompasses in a cobweb model a range of nested elements of the context surrounding the person and the continuous connection between them (Bronfenbrenner 1979 cited by Shafi & Templeton, 2020). The different structures are in constant interaction, and the borderlines between these structures are flexible. People live their lives amid all these narrow or wide contexts, and these are the circumstances in which the risk and protective factors appear.

Figure 1. The dynamic interactive model of resilience (DIMoR)



(Source: Shafi & Templeton, 2020, pp. 33.)

In this nested model, not the cumulative effect of risk and protective factors, but the proximity of these factors becomes prominent. The literature already distinguishes between proximal and distal, protective, and risk factors. Erdei (2014-2015) classifies risk factors from individual risk factors, through family, educational, and peer-related factors, risk factors from the wider community to risk factors on a social scale. In his analysis, the multitude of systems surrounding the individual can easily be identified – these systems appear in the DIMoR model as well. However, Ungar et al. (2013, cited by Shafi & Templeton, 2020) concluded in their research that the closer and more direct the connection between the risk and protective factors and the individual, the stronger their effect is. Many researchers have already pointed out that risk factors, hurdles, and challenges are necessary for the development of resilience (Tait, 2008; Luthar & Cicchetti, 2000; Ceglédi, 2012; Crane et al., 2018).

Since the concentric systems mutually influence each other Shafi and Templeton (2020) found that the cobweb model is indispensable in examining resilience. They also emphasize that resilience in this context should not be viewed as a static feature of the system but rather the result of the different interactions that occurs in it. The system's ability to self-govern and respond is the cornerstone of the model: since the individual, as a system, interacts with their environment – reacts to the context – upon encountering other systems in terms of circumstances, risk factors, and available resources. The direction in which they move in the dimensions of

vulnerability-invulnerability and risk-protection depend on their agency and proactivity. Their movement is defined by the context and their interaction with other systems. Individual and communal resilience affect each other: the individual has access to more resilience-boosting resources and resilient behavior patterns in a resilient community. Hence, resilience is not constant, much rather an everchanging phenomenon based on time and context (Shafi & Templeton, 2020).

The Use of DIMoR in the Educational Space

The fact that school (might) have a significant role in the development of children's resilience was highlighted by many researchers (Ceglédi, 2012). At the same time, many admit that school may very well be a risk factor and a protective factor simultaneously (Homoki, 2014; Erdei, 2014-2015; Shafi, 2020).

DIMoR is especially suited for use in institutional education. In local society, nested into the culture as complex subsystems, schools are complex, dynamic, interactive systems that are in continuous interaction with other social subsystems. Within the multilayered system of schools, various actors come together, and these encounters can influence the movement of individuals in space (Shafi, 2020).

Shafi et al. (2020) highlight that if the goal is the development of resilience, then the system-level cultural approach that DIMoR provides seems to be more effective than the development of a few competencies taken out of context. Developing resilience requires evolving emotional and social skills, forming positive emotional traits, and developing cognitive skills since their beneficial influence has been proven by many studies (Templeton et al., 2020; Inmaculada, 2020). Besides teaching skills, competencies, and explicit study material, there is a different path: to develop a culture of resilience on the school level; in other words, creating a supportive network that helps development on all levels, motivation, and making collaboration possible, connecting with parents with the help of organizations of the wider society (Erdei, 2014-2015; Gillham et al., 2013 cited by Shafi, 2020; Middleton & Millican, 2020, Kovács et al., 2022). Thus, not only the individual's resilience is developed but also that of the school, the latter having a retroactive impact on the other actors of the system.

Middleton and Millican (2020) identified three distinct perspectives to help schools that wish to aid the development of students' resilience. First, the school as a system can further the development of resilience in students if the risk factors and the protective ones are in balance at school. Secondly, pedagogical approaches and methods based on constructivism have a positive impact in resilience development. Here are a few of them: exploration, the use of games in the learning process, supporting experiential learning experience-based, person-centered education. Thirdly, the resilience of children can be developed through programs that focus not only on academic performance but on transversal competencies too (Kovács et al., 2022). Thus, giving opportunity for the unveiling of interactions that can stimulate the teacher's resilience and gain knowledge which they can later put to good use with the students. However, with the program-based developments adapting them to the given context and educational environment (Templeton et al., 2020) is paramount.

Understanding the use of the DIMoR model in schools is important because when we enter the schooling system from the viewpoint of any of the actors, we find ourselves amid a complicated web of interactions divided by mutual definitions. In case the teacher is in the center of the DIMoR model, the other actors, systems, and structures weigh differently in the model as the risk and protective factors will also differ from situations in which any of the other actors are in the center. However, school as a workplace with its organizational structure, atmosphere, and ethos has the same impact on teachers as on the children who learn there (Shafi & Templeton, 2020). Both the resilience of teachers and that of the school affect the development of children's resilience (Templeton et al., 2020; Middleton, 2020).

The Resilient Teacher: The Study of Resilience among Teachers

Owing to the large-scale career abandonment, the study of resilience among teachers, mostly in western educational systems, has, in recent decades, come into the spotlight for pedagogical researchers. The role of the teacher has become more complex due to the economic, social, and technical changes, the range of tasks broadening, and teachers' social status decreasing significantly. These phenomena cause disproportion between teachers' invested work and its well-deserved recompensation. In turn, the disproportion drives career-starting teachers towards abandonment. In the beginning, educational research applied a deficit-oriented view and studied the causes of career abandonment and focused on the shortcomings and problems teachers were facing –

in other words, the lack of adequate competencies, burnout, and others. In the last two decades, however, influenced by positive psychology, there was a change in focus towards the strengths approach, and the focus shifted to the strengths that can facilitate the teachers in staying in the field (Tait, 2008; Johnson et al., 2010; Gu & Day, 2007; Beltman et al., 2011; Le Cornu, 2013; Gu & Day, 2013; Mansfield & Beltman, 2015; Bordás, 2020). Besides the studies on teacher burnout, more and more research focuses on teacher resilience and the relationship between the two (Tompa, 2013; M Inmaculada, 2020; Donders, 2020 cited by Kovács et al., 2022).

Since the problem of abandonment is most prominent among teachers who are just starting, the majority of studies focus on the challenges of the first few years and the methods of tackling them (Tait, 2008; Johnson et al., 2010; Le Cornu, 2013; Bordás, 2020). Another group concentrates on good-quality career retainment since it is very important to know what motivation, commitment, principles, and beliefs are held by those who choose to stay in a teaching profession. Gu and Day (2007), based on a longitudinal interview-based study involving three hundred participants, conclude that quality retainment, and thus resilience, means that despite the challenges of teachers' professional and personal life they were able to maintain their motivation and commitment. The third group of studies adopts a narrower definition of resilience compared to the others. As a result of studying teachers' course of life, this group uses academic resilience and the teachers' personal agency – the ability to set in motion the development of resilience in their students – to define the concept of the resilient teacher (Kozma & Ceglédi, 2020).

Upon entering the schooling system, teachers' ways of thinking are defined by their prior personal and professional experiences, their life journey, and the places they have occupied in various systems. These factors act like filters, and influence teachers' situational awareness, reactions, and interactions. For teachers, everyday work at school is a space of unexpected situations and continuous intellectual and emotional challenges (Gu & Day, 2007; Johnson et al., 2010; Gu & Day, 2013). Adaptation is not an option but a must, and that is why resilience is the key to quality career retainment (Bordás, 2020; Kovács et al., 2022). In addition to successfully building a professional identity (Gu & Day, 2007; Le Cornu, 2013), resilient teachers maintain their enthusiasm and sense of vocation, pay attention to personal well-being, and look up and apply the resources available to achieve the best possible professional performance despite all difficulties (Hiver, 2018 cited by Bordás, 2020; Kovács et al., 2022). Learning from experiences and reflecting on them, and interpreting problem situations and difficulties as challenges and opportunities for learning and development are also characteristic of resilient teachers (Tait, 2008; Bordás, 2020; Kovács et al., 2022), and developing this ability results in further strengthening of that resilience (Crane et al., 2018).

Resilience in the teaching profession is largely determined by the teacher's skills, resources, values, and pedagogical beliefs, and also by external factors such as the support of the institution's leadership, the quality of collegial relationships, the commitment of colleagues, the workplace conditions (Gu & Day, 2013; Hiver, 2018; Le Cornu, 2013; Johnson et al., 2010; Gibbs & Miller, 2014; Bordás, 2020; Kovács et al., 2022). Having analyzed hundreds of semi-structured interviews, Gu and Day found that teachers themselves defined resilience as a combination of factors embedded in their personal, relational, and organizational circumstances. The complex defining relationships formed by the personal and professional identities experienced at different stages of a teacher's career and the sense of self-efficacy contribute to the development of resilience, which is a fundamental condition for teacher effectiveness. Building on these research findings, Gu and Day (2007, 2013) highlight the socially constructed, constantly evolving, dynamic, context-dependent nature of teachers' resilience (Bordás, 2020; Kovács et al., 2022).

Based on empirical findings, Mansfield and his colleagues have collected the individual characteristics, skills, and abilities that characterize resilient teachers (Mansfield et al., 2012; Mansfield et al., 2016a). They define altruism, strong, intrinsic motivation, moral and professional commitment, perseverance, optimism, sense of humor, emotional intelligence, risk-taking, and flexibility as internal protective factors. These will not only help teachers survive the reality-check and hardships of the early years of their career but get through them. In the case of teachers in their early careers, Mansfield et al. (2012) found that it is the confrontation with the complexity of the work of teachers and the problems of everyday life that motivates teachers to develop their professional, emotional, motivational, and social dimensions. Resilient teachers have outstanding social, emotional, and professional skills and abilities. Preliminary research suggests that from the point of view of resilience, the following factors become important: coping strategies (including proactive problem-solving skills and help-seeking skills), frustration tolerance, stress management skills, emotional competencies, and various interpersonal skills that trigger good social relationships and a supportive social environment, for example, assertiveness. Another group of researches draws attention to the professional skills and knowledge of

resilient teachers, such as a vast methodological knowledge, ability to pay attention to learners, responsiveness towards their needs, reflectivity, and commitment to professional development and learning. Besides this, resilient teachers do not doubt their effectiveness and teaching skills (Mansfield et al., 2012; 2016a). Their research identifies four dimensions of teacher resilience: professional, emotional, motivational, and social (Mansfield et al., 2016b), which will serve as the cornerstones of their resilience-development model (read about this later).

Several researchers highlight the role of school climate and teachers' social relationships and communities in the career-retention and the development of resilience of starting teachers (Mansfield et al., 2012; Gibbs & Miller, 2014; Shafi & Templeton, 2020). Institutions acting as professional learning communities provide protective environmental factors (Johnson et al., 2010; Gu & Day, 2013; Le Cornu, 2013; Bordás, 2020) because these institutions offer not only students but also teachers an effective learning environment where their professional development can take place. Involving teachers in responsible decision-making, creating an organizational structure that allows sharing knowledge and in which collegial relationships are based on mutual trust and appreciation (Stoll et al., 2006; Bordás, 2012a, 2012b, 2017, 2020; Kovács et al., 2022) provide newcomers – and those who have been in the profession for a longer period – the resources they need to cope successfully with difficulties and challenges, to effective professionally, and to maintain their professional commitment.

Most teachers start their professional careers with strong intrinsic motivation guided by moral and ethical values. The drive to make a difference in the lives of others and the belief that something can be done leads to a strong professional commitment, and it lends intellectual, emotional, and spiritual strength. If the teacher experiences strong positive bonds with their students, their parents, colleagues, and the leaders of the institution, and receives recognition from these significant others, and can experience their professional effectiveness and efficiency, then they can remain resilient (Gu & Day, 2007, 2013; Johnson et al., 2010; Bordás, 2020; Kovács et al., 2022). One of the main causes of erosion of professional commitment is the deterioration and dysfunction of the social relationships that result from the profession. Therefore, the supportive community that acts as a safety net, the professional learning with colleagues, the continuous sharing of professional experiences, and the positive feedback that a professional learning community can provide are all key to the professional resilience of teachers (Stoll et al., 2006; Stoll & Louis, 2007; Bordás, 2017; Waters, 2019 cited by Bordás, 2020; Kovács et al., 2022). Mansfield and colleagues (2016a, b) consider workplace and out-of-workplace relationships as one of the contextually most effective resources.

The development of resilience is very important in teacher training and throughout their careers, because it reduces stress and potential for burnout. It also develops commitment towards the profession, motivation, job satisfaction, well-being, competence, professional autonomy, and a sense of self-efficacy, which in turn have a long-term impact on the quality of teaching and indirectly on students' commitment to learning, motivation, and performance, as well as on their resilience (Tait, 2008; Middleton, 2020; Middleton & Millican, 2020; Wang, 2021; Bordás, 2020).

Development of Resilience in Teachers and Teacher-Trainees

Researchers on teacher resilience (Johnson et al., 2010; Mansfield et al., 2016b; Middleton, 2020; Wang, 2021; Bordás, 2020) largely agree that it is important to provide resilience training and programs not only to career-starting teachers but also to those who are training to become teachers. The development of skills and abilities such as knowing oneself, reflection, communication, stress management, problem-solving should be given as much emphasis in teacher training as academic content and methodology.

Johnson et al. (2010) identified five conditions that influence the resilience of career-starting teachers: relationships, school culture, teacher identity, the complex nature of teacher work, the practices, and the way the education system works. Their work has greatly contributed to the development of later resilience development programs, and at the same time, it draws attention to the fact that individual-focused resilience development in the teaching profession is not sufficient. Attention must be paid to school culture, and the conditions that support the development of resilience have to be found and strengthened in the operational and organizational structure of the education system not only for the sake of new teachers but also for experienced teachers and teachers in training.

Since resilience is at the same time a complex, ever-changing skill, process, and outcome (Beltman, 2021), many different training and further training courses can strengthen teacher resilience, even if developing

resilience is not explicitly included in the training objectives. Such programs focus on developing emotional intelligence, social relationships, stress management, coping strategies, reflexivity, and self-knowledge training. Even programs that aim to develop the resilience of teachers and/or teacher candidates often focus only on skill development or on only one dimension of resilience. However, the most effective courses and training have proven to be those that view resilience as a complex factor and build programs on their scientific research experience. In the last decade, several projects have aimed to deliver training based on the complex, dynamic model of resilience. Next, we will outline some of these.

BRiTE (Building Resilience in Teacher Education) is the result of a two-year project involving academics from five different Australian universities under the professional leadership of Caroline Mansfield. After reviewing the literature, the collaboration resulted in a five-module training course and innovative online learning content available for free to anyone in English. They understand resilience as an ability, a process, and an outcome, building on personal and environmental resources and contextualizing it in the dynamic interaction between them. The modules were created to put research results into practice and help people practice. BRiTE was tested in 2014 by a group of 181 participants in an eight-week learning period (Mansfield et al., 2016a) and has been used in several countries in online and hybrid teacher training and further-education programs (Sikma, 2021). The results have shown that the use of the program contributes significantly to improving the resilience of both teacher trainees and career starting teachers (Mansfield et al., 2016a; Sikma, 2021; Weatherby-Fell et al., 2021).

The developers of BRiTE aim to give teachers in teacher training and those already in their careers an opportunity to acquire skills, abilities, knowledge, and practices that can help them develop their resilience throughout their careers. However, the online training platform mainly focuses on career starting teachers, with greater emphasis on the situations and problems that teachers may encounter at the start of their careers. At the heart of the training model is the development of resilience, and around it, compressed into four dimensions, are the personal resources, that, together, contribute to the resilience of teachers. Together with the theory learning unit as a starting point, the dimensions form the five modules of the training. These, and their contents, are briefly summarized in Table 1.

Table 1. BRiTE modules and their themes

Name of the module	Theme of the module
Building resilience	What is resilience, and why is it important for teachers, how can it be facilitated?
Relationships	Social dimension: - maintaining supportive relationships, networks (family, friends, academic peers, professional networks, social media), - building and maintaining relationships in a new work environment (new colleagues, mentors, teaching community, parents, children)
Wellbeing	Motivational dimension: - personal wellbeing (mental health, recognizing and responding to stress, healthy lifestyle) - managing work-life balance (maintaining interest in not work-related activities, time management), - maintaining professional motivation (intrinsic motivation, optimistic thinking, perseverance, self-efficacy)
Taking initiative	Professional dimension: - problem solving (flexible thinking, the process of problem-solving, asking for help) - continuous professional learning (professional work opportunities, setting goals) - effective communication (listening, assertive)
Emotions	Emotional dimension: - Enhancing emotional awareness (recognizing emotions, emotional reactions, behavior) - Managing emotion (emotion regulation strategies, classroom climate) - Developing optimism (optimism, humor)

(Source: <https://www.brite.edu.au/>)

As a bonus, in addition to the modules described above, BRiTE has also added a mindfulness module that allows trainees to develop in all four dimensions. To go deeper into the subject, the trainers offer further individual and group training.

The modules start with a self-assessment questionnaire, which asks about habits and skills related to the major content units of the module. Based on the answers, the system personalizes the learning content, in other

words, it color-codes the suggested sequence for everyone. Each module contains self-reflection questions, information on skills and strategies relevant to resilience, tips, videos, situations that users can solve, and receive feedback on their solutions, literature summaries, and references to the Australian Teaching Standards. The learning content is user-friendly, the modules are customizable, and everyone can create their online learning platform and toolbar with videos, notes, content, and personal development/learning plans. After completing a module, the participants receive a certificate.

BRiTE will make a short guide available to teacher trainers, which will describe in detail the concept, the content of each module, and the training requirements and professional standards they can achieve through it. Testimonials, evaluations, and usage tips from former participants make the publication and the online training content eye-catching and transparent for everyone.

Mansfield et al. (2016b), who were involved in the development of BRiTE, have compiled a detailed analysis of the literature to identify the most common recommendations that researchers have made for teacher training. Coping strategies, time and stress management, assertiveness, emotional competencies, interpersonal skills, self-regulation, and motivation are all important strategies that need to be included in teacher training. In addition, the importance of learning how to manage the specific challenges of the current socio-cultural context during this period is also highlighted.

BRiTE was the inspiration for the European project to strengthen teacher resilience: Enhancing Teacher Resilience in Europe (ENTREE) (2013-2015), later the Staying BRiTE (<https://www.stayingbrite.edu.au/>), which, from 2017, will embed the results of the previous project into the everyday practice of teacher training, thus helping a wide range of teacher educators in higher education. Meanwhile, the project also aims to build national and international networks through collaborative work.

As a result of BRiTE, the ENTREE project has created in-person and online training content. Here, six modules summarize the most important topics and areas related to resilience and its development for teachers. These are the following: resilience, relationship building, emotional well-being, coping with stress, effective teaching, and classroom management. The online platform can be accessed in five languages and is free to register and complete modules in the same way as the BRiTE program. Although ENTREE builds on the BRiTE project in many ways, its online platform falls short of the Australian platform in terms of appearance, content, practicality, interactivity, and indirectness.

Fernandes et al. (2021) report on a program implemented in Portugal entitled Positive Education adapted from the ENTREE project in which the six ENTREE modules mentioned above were preceded by a module on positive psychology that provided the theoretical framework for the training. The new central module (Education for Wellbeing) is based on the positive emotions theory of Barbara Frederickson and the PERMA model of Martin Seligman, two leading figures in positive psychology. The training designers created a dynamic link between the seven modules: the first core module already addressed the main themes of resilience, while the next six modules adapted from the ENTREE project each included a section reflecting on positive education. The modules were tailored to the needs and interests of the participants. In line with Korthagen's (2001, cited in Fernandes et al., 2021) realistic model of further education, they continuously built on examples, cases, and experiences brought up by the participants and supported self-reflection and reflection, which reinforced the experiential, social, and constructive nature of professional learning. The semi-structured interviews with the participants showed that the training was useful, it had an impact on their personal and professional lives as well as their social relationships, and it improved their conflict management skills and resilience (Fernandes et al., 2021).

A good practice in Hungary is the Student Support Program (HASIT) program presented by Balázs and Szalay (2017), in the framework of which the teachers at the University of Dunaujváros participated in a training to strengthen psychological resilience based on a so-called salutogenic pedagogy. In their interpretation, salutogenic pedagogy is an “educational practice that promotes self-esteem and personal growth” (Balázs & Szalay, 2017, p. 73), which pays special attention to the teacher's mental health and sense of coherence, as this often has a greater impact on the learners than the content taught. Therefore self-knowledge, body awareness, professional self-reflection, and stress management skills are central to the training. For this, body- and emotion-oriented self-knowledge exercises, task-oriented, and emotion-focused coping strategies were used, which helped participants discover their resources, understand interactions on individual, interpersonal, organizational, and sociocultural levels, and plan their self-development activities.

Conclusions

Although the presented programs are not based on the DIMoR model, each tries to address the social relations, the community, the wider social, economic, and cultural context, in addition to developing individual skills and explore resources. The programs all emphasize the interdependence and interaction of the different systems involved in the development of resilience – for example, the individual as a bio-psycho-social system, the school as a system, the educational system, the social system – which is one of the theorems of the DIMoR model. The programs do not teach how to avoid risk factors and difficulties, but how to develop an awareness of the internal and external protective factors that help in difficult situations. Therefore, the development of reflexivity is a recurring element in all training programs.

The developers of the DIMoR (Middleton & Millicam, 2020; Templeton et al., 2020) particularly drew attention to the dangers of leaving the surrounding context out of the calculation. When adapting any training, one needs to take into account who will put the program into practice because the same method works differently in the hands of one or another trainer or teacher (Bordás, 2020; Kovács et al., 2022). Shafi et al. (2020) as well as Mansfield (2021) highlight the fact that several systemic factors (education policy, education regulation, etc.) affect the way educators themselves and trainers conceptualize resilience development. After all, a teacher, a trainer is just a person who makes sense of the world, their task, and the current training program through their own personal, professional, and socio-cultural system (Templeton, Shafi & Pritchard, 2020). The implementation of programs can only be successful if the individual also recognizes their embeddedness in these systems, cultural patterns, and becomes aware of their basic motivations.

We must also bear in mind that improving resilience cannot solve all problems. Trethewey and Reynolds (2019) argue that the burnout and overload in the healthcare system would not benefit from any amount of resilience training because of the organizational, system-level problems caused by the system's underfunding and overstretching. They believe it is much more effective to give employees sufficient time for recreation, training, and professional development than to develop skills. This warning is also valid for teacher training and further education: in the absence of appropriate organizational conditions, and social and financial appreciation, the development of teachers' and teacher candidates' resilience is only a "quick fix," a "symptomatic treatment" that does not address the real problems.

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