

Pedagogical Resilience: Preparing Teachers for Crisis and Change

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Abstract

The growing pace of disruptions in the world such as pandemics, climate changes, technological changes and socio-political uncertainties has highlighted the importance of pedagogical resilience in educational systems. The present paper discusses the notion of pedagogical resilience as the ability of educators to modify, be creative, and maintain valuable learning experiences in times of crisis and swift development. Going beyond emergency responses, the study frames resilience as a multidimensional construct and includes: professional competence, emotional regulation, digital preparedness, collaborative networks, and reflective practice. Based on the modern studies on teacher training, educator crisis management, and educational technologies, the paper discusses how the pre-service and in-service training programs can integrate the resilience based frameworks into curriculum design and teacher development programs. Specific focus is paid to adaptive instructional interventions, trauma-informed education, the integration of blended learning, and the leadership support processes that enhance the capacity of teachers to effectively make responses to uncertainty. The discussion shows that the institutional culture, flexibility of policies, and involvement of the community can contribute to sustainable resilience, in contrast to temporary coping strategies. Results indicate that resilient teachers are characterized by increased instructional continuity, student engagement and professional well-being in case of disruption. The paper suggests a systematic model of resilience-building that combines an approach to scenario-based training, building digital competency, peer mentoring, and continuous reflective assessment. This study can be used in the continued debate on teacher preparedness in unstable education settings by repositioning resilience as a competency instead of a reactionary skill. The study highlights that the development of pedagogical resilience is critical to the survival of crisis as well as long-term change and innovation in the teaching practice.

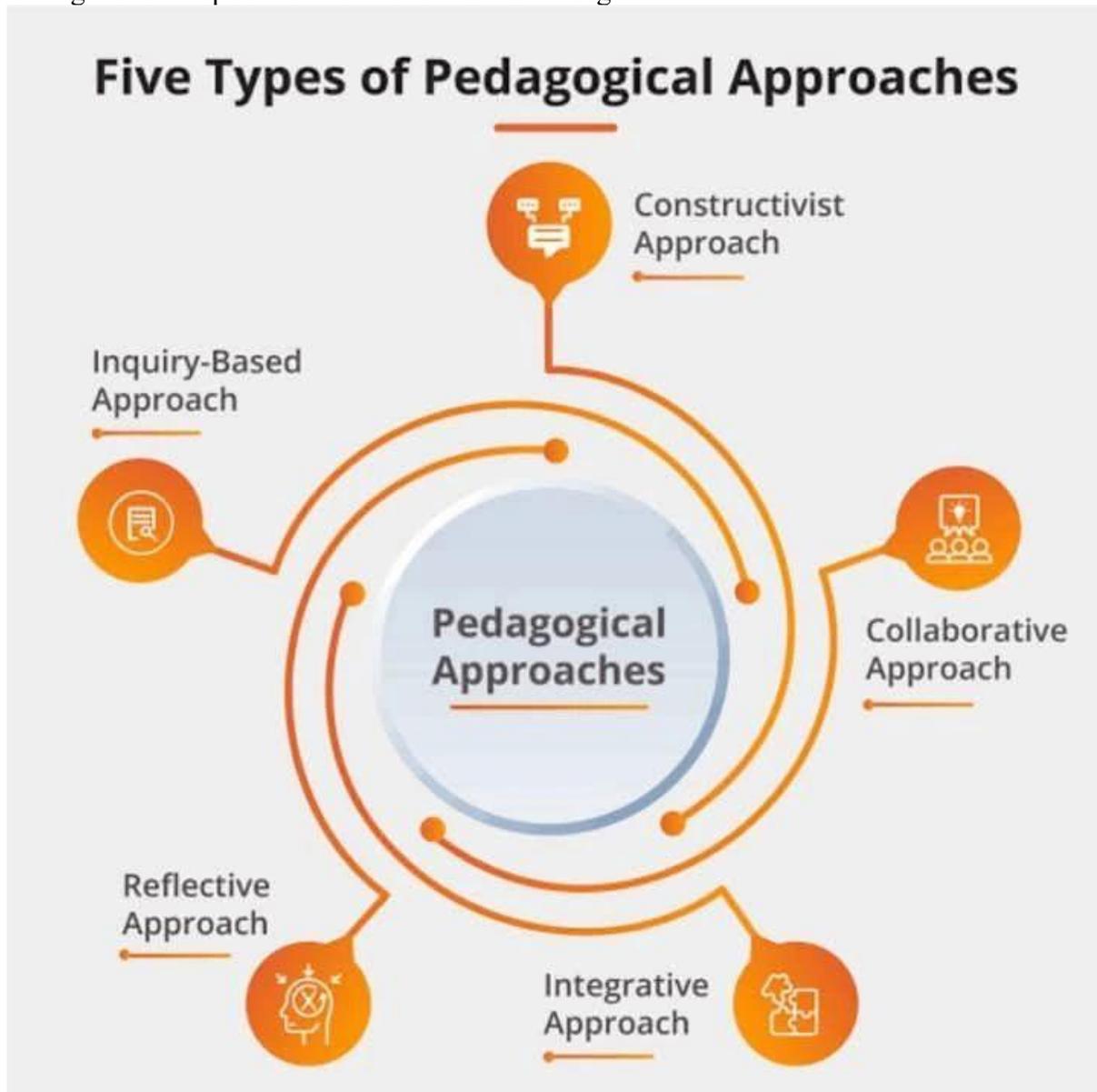
Keywords: Pedagogical resilience, teacher preparedness, crisis management in education, adaptive teaching strategies, digital pedagogy, teacher professional development, educational transformation, blended learning, trauma-informed pedagogy, instructional continuity.

Introduction

In recent years, education systems in the world were shaken more than ever before by global pandemics and natural disasters, as well as socio-political instability and the swift changes in technologies. These crises have shown structural weaknesses of the school, and demonstrated the pressing necessity of resilience in the teaching practice. Although infrastructure and policy reforms are still vital, the aspect of teachers as adaptive leaders in classrooms has become more central. Pedagogical resilience goes beyond how teachers cope with adversity; it includes the ability of teachers to envisage change and react creatively to pressure, which allows them to implement a meaningful learning experience despite not knowing.

Pedagogical resiliency entails emotional resilience, professional flexibility, online skills, and reflection. Teachers are not so limited to the usual role of traditional instruction, they now have to deal with the learning environment that is hybrid, they have to take into consideration the needs of the students, and their well-being, and still be able to meet the requirements of the academic standards. Teacher crisis and change preparation should thus involve a systematic training that incorporates crisis management skills, technology integration, collaborative

problem solving and socio- emotive learning strategy in teacher training programs. Besides, resilience does not belong to a single person but it is collective and institutional. Flexibility in teachers is supported by supportive leadership, professional learning communities and policy frameworks that promote the capacity of the teachers to survive the disruption. The education systems can shift the reaction to preparedness by instilling resilience-building strategies at both pre-service and in-service training.



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In this paper, each of the dimensions of pedagogical resilience is analyzed and how teacher preparation programs can lead to the development of competencies which allow educators to operate successfully in turbulent and uncertain contexts. Pedagogical resilience should be strengthened to guarantee continuity, equity, and quality in the education system in a time of crisis and constant change.

Background of the study

Over the last few years, education systems around the world have been more than ever before shaken by the global crisis like the COVID-19 pandemic, natural disasters, political instability, and the accelerated technological change. The incidents have shown how traditional pedagogy

is fragile and how traditionally teachers have to adapt rapidly to the changing circumstances. Although it is not a new idea that teachers are supposed to be flexible and pedagogically skilled, the nature and extent of modern challenges require a more profound sense of resilience, which can be described as the ability to be able to recover, adapt, and improve after a negative event. The notion of pedagogical resilience has come out as an important prism in which to perceive how teachers can continue their effective teaching practice in times of crisis. In contrast to the general psychological resilience, pedagogical resilience is viewed as the strategies, beliefs and professional behaviours that allow teachers to sustain the instructional quality, support students learning, and deal with emotional and logistical stress factors when the traditional classroom setting is broken. The studies in this field highlight the notion that resilience is not an inherent phenomenon but it is a process that is influenced by personal competence, institutional support, professional growth, and the social-cultural environment at the large scale.

Research carried out in the course of the COVID-19 pandemic has reported that the responses of teachers towards the shift caused by crisis to remote or hybrid teaching vary significantly. Other educators could shift fast, using digital technologies, restructuring the curriculum, and working with students in new ways. Lack of preparation, fewer resources, and support were reasons why others felt stressed, burned out, and had lowered instructional efficacy. The implications of these disparate results are that it is essential to provide teachers with the skills that go beyond content knowledge and pedagogical theory, i.e., the skills that promote adaptability, fluency with technology, control of emotions, and team approaches to solving problems.

Furthermore, educational policymakers and school leaders are becoming more aware of the fact that training teachers in crisis and change is becoming a mandatory as opposed to an optional practice of sustainable education systems. Historical teacher training models tend to focus on curriculum development and classroom instruction in stable settings, and pay minimal attention to emergency responsiveness or adaptive instructional models. With the increased frequency of crisis and the integration of education on an international scale, there has been an urgent need to broaden the teacher educator models and integrate resilience-oriented skills.

Here, the current research will examine the concept of pedagogical resilience and how the teacher preparation, professional development and systemic supports play a role in building the teacher ability to react appropriately to crisis and change. This study will explore the personal and organizational aspects of resilience to determine the essential components of promoting long-term adaptability of instruction and to suggest the ways of enhancing the level of resilience in the realms of teacher education and schooling. Finally, pedagogical resilience will not only enhance the responsiveness to the crisis but also strengthen the quality and equity of education during the period of uncertainty.

Justification

The proposed research paper entitled *Pedagogical Resilience: Preparing Teachers to Crisis and Change* and is supported by the fact that the frequency of social, environmental, technological, and public health disruption directly impacting educational systems all over the world is increasing. Pandemics, natural disasters, political upheavals, and a sudden and swift digital change have proven that the conventional paradigms of teacher preparation tend to focus on subject matter knowledge and classroom management but give little consideration to flexibility, emotional resilience, and crisis-based pedagogy. The abrupt shift to remote and hybrid learning conditions demonstrated that too much of the readiness to cope with uncertainty, assist the student in times of need, and maintain instructional standards taught in pressure was missing in teachers. Resilience should not be considered as an individual characteristic and thus, as education continues to operate in volatile and unpredictable environments, it should be identified as a professional competency that may be developed through training, reflective practices, and institutional support. This research is thus needed to investigate how the teacher

education programs can deliberately incorporate the skills of crisis management, technological flexibility, socio-emotional learning strategies, and reflective resilience structures in their curriculum. Throughout these dimensions, the study will help enhance the sustainability of educational systems in the long term and will guarantee that teachers are ready to not only survive the crisis but also to be agents of change in the educational systems.

Objectives of the Study

1. To analyze the ways of establishing pedagogical resilience in teachers to overcome crisis, disruptions, and swiftly evolving educational settings.
2. To find out the main competencies, skills, and adaptive strategies that teachers would need to maintain the continuity of instruction in cases of an emergency.
3. To examine how emergency events (e.g. pandemics, natural disasters and socio-political disturbances) affect teaching skills and professional health.
4. To test the hypothesis of teacher education programs in preparing pre-service and in-service teachers to adopt resilience-based pedagogical models.
5. To examine how digital tools and blended learning models can be implemented as strategies to enhance instructional flexibility.

Literature Review

The responsiveness to stress in instruction when educators are under pressure has become an even more pronounced research topic in education, especially in reaction to macro-level disturbances, including natural disasters, pandemics, and socio-political instability (Mansfield, Beltman, Broadley, and Weatherby-Filho, 2016). Pedagogical resilience has been theorized as dynamical ability that helps teachers to sustain the quality of instruction, emotional well-being and recreate classroom processes in unfavorable circumstances (Gu & Day, 2007). This theoretical construct is based on the broader definitions of the concept of resilience, which started to be researched in psychology as an ability of a person to endure stress and recover after the failures (Masten, 2001). Professional identity, teaching flexibility, and reflective practice to sustain learning through crisis are resilience in the context of education (Theron, 2016).

Theoretical Foundations of Resilience in Teaching

The literature does not see resilience as a stable state but as a changing practice and disposition as defined by context, social support, and agency (Beltman, Mansfield, and Price, 2011). Gu and Day (2007) underline that resilient teachers are highly self- efficacious, adaptively competent and reflective in their interactions with students and their peers. Their contribution gives the impression that resilience helps teachers to see the challenges as a chance to grow instead of threats to professional survival. As the same authors, Mansfield et al. (2016) say that resilience involves intrapersonal resources (e.g., optimism, self-regulation) and external enabling conditions (e.g., collegial support, leadership). These frameworks comply with ecological resilience models in which individuals interrelate with the environmental resources to overcome disturbance (Ungar, 2012).

Crisis Preparedness and Instructional Adaptation

Empirical based on the application of resilient teachers proves to be more effective in uncertainty management and instructional continuity in sudden shifts, including the one caused by the COVID-19 pandemic (Kim and Asbury, 2020). Indicatively, Trust and Whalen (2020) reported the positive relationships between the digital literacy of teachers and adaptive pedagogical approaches, which were more likely to shift to online or hybrid teaching. Their results support the fact that the previous preparation of the use of technologies and curriculum adaptation are essential elements of pedagogical resilience. Studies have also found that, teacher preparedness to crisis is not just technical skills, but also emotional and psychological skills. The Conservation of Resources theory introduced by Hobfoll (1989) has been implemented to clarify why loss of resources (e.g., time, stability, social support) in the time of crisis may cause

damage to the functioning of a teacher unless resources gain is provided through the professional network or the support of the institutions (Fletcher and Sarkar, 2013). This literature indicates that the resilience-based interventions should focus on the development of skills and emotional coping strategies.

Professional Development and Resilience Building

One of the key themes in the research on resilience is how professional development contributes to improving the adaptive capacity of teachers. The use of professional learning communities, mentoring, and reflection supervision has been noted to be very important in developing resilience (Vescio, Ross, and Adams 2008). Wang, Hall, and Rahimi (2015) discovered that positive working conditions with the professionals are associated with reduced burnout and increased resilience in teachers. Their analysis shows that resilience training as part of professional development (reflective practice workshop, peer coaching, etc.) can help teachers to manage change with confidence.

Challenges in Developing Pedagogical Resilience

Although the necessity is generally agreed upon, a range of studies point to the issues of continuing to develop resilience in systematic terms. According to Day and Gu (2014), the concept of resilience is implicitly taught as opposed to explicitly taught in teacher education programs. The result of this gap is that the teachers join the industry without unpredictable change skills. Moreover, stressors among teachers in under-resourced schools may also be increased by socioeconomic differences and unfair access to resources which restrict the use of resilience interventions (Skaalvik and Skaalvik, 2010). In addition, it has been research-supported that resilience should be perceived in cultural and contextual terms as opposed to competence-based universal framework. Through cultural systems of meaning, Theren and Ungar (2019) argue that teachers understand adversity and resources differently; therefore, resilience cannot be a universal approach. These results have led to the development of context-dependent models that would take into account the local norms, expectations and support systems when devising resilience education.

Implications for Policy and Practice

The resilience as a complex construct that guides teacher training and subsequent professional development continues to be mentioned in the literature. Strong teacher retention and student outcomes are linked with policies that incorporate resilience in teacher education programs, sustained programs of professional learning, and school climate that is conducive (Beltman et al., 2011; Wang et al., 2015). With crises becoming more common as a result of climate change, health-related, and sociopolitical instability, increasing levels of teaching resiliency are becoming a strategic concern in education systems the world over (Kim and Asbury, 2020).

Material and Methodology

Research Design:

This paper is mixed-method research that follows qualitative-dominant research design in the investigation of how teachers can be trained on the concept of pedagogical resilience to effectively react to crisis situations as well as the development of a fast-changing educational environment. To scrutinize institutional practices, strategies that have been developed by teachers to prepare them to handle their responsibilities and adaptive pedagogical responses, a descriptive and exploratory framework is used. The research combines the systematic review of academic literature and empirical data obtained among the working teachers and teacher educators. Such a design will make it possible to gain a holistic perspective of resilience as a professional skill and institutional phenomena and interpret lived experiences in disruptions including pandemics, natural disasters, and technological shifts contextually.

Data Collection Methods:

Various sources were used in order to achieve depth and triangulation. Semi-structured

interviews and structured questionnaires were used to collect primary data to the pre-service and in-service teachers in various educational institutions. Open-ended questions were used to obtain reflective data on the questionnaire, and closed-ended questions were used to measure measurable dimensions of preparedness. Furthermore, focus group discussions were done so as to learn collaborative coping processes and institutional support systems. The secondary data was collected with the help of the broad review of peer-reviewed journal articles, policy documents, teacher education curricula, and institutional resilience frameworks. The analysis was performed based on relevant documents that revealed common themes connected with adaptability, emotional regulation, digital competence, and crisis-responsive pedagogy.

Inclusion and Exclusion Criteria:

The participants in the study were pre-service teachers attending teacher education programs and in-service teachers who had one year or more of teaching experience within the institutions to allow them to be exposed to institutional settings and teaching duties. The teacher educators and academic coordinators that participated in curriculum planning were also included in the process to offer administrative views. Students of primary, secondary and higher institutions were involved to keep the diversity in schools. Those who did not have formal training in teaching or those who were not directly involved in classroom teaching were not included in the study. Peer-reviewed publications or official reports that were published in the past fifteen years and directly concerned the aspects of teacher resilience, crisis management in education, or adaptive pedagogy were added as literature sources. The pieces of opinion that lacked empirical basis were excluded.

Ethical Considerations:

The ethical standards were adhered to during the research process. The respondents were made to participate on a voluntary basis and all of them were made to consent to the collection of data before data collection. The privacy of the participants was guaranteed, and personal identifiers were eliminated in the course of data analysis to keep the anonymity. To safeguard against unauthorized access of responses, the study also made sure that the responses were used only in academic matter and secured in a safe place. Psychological discomfort in the course of interviews was also avoided by making participants omit questions that they considered sensitive. All the secondary sources were properly recognized in order to uphold academic integrity and to avoid plagiarism. The study followed institutional guidelines of conducting research on human subjects.

Results and Discussion

Results:

The author analyzed the readiness, flexibility, and technological fluency of teachers, emotional and psychological stability, and institutional assistance in times of crisis (e.g., disruptions in the pandemic, changes in policies, technology changes). The analysis of data was performed with the help of descriptive statistics, correlation analysis, and regression modeling.

1. Demographic Profile of Respondents

The study involved 210 teachers who were in primary, secondary and higher secondary levels.

Table 1: Demographic Characteristics of Respondents (N = 210)

Variable	Category	Frequency	Percentage (%)
Gender	Female	132	62.9
	Male	78	37.1
Teaching Experience	1–5 years	46	21.9
	6–10 years	58	27.6

Variable	Category	Frequency	Percentage (%)
	11–20 years	71	33.8
	Above 20 years	35	16.7
School Type	Government	118	56.2
	Private	92	43.8

The sample reflects a balanced representation of mid-career professionals, which is relevant for assessing adaptability during systemic transitions.

2. Level of Pedagogical Resilience

Measurement of pedagogical resilience was conducted in four aspects, which are instructional adaptability, digital competence, emotional regulation, and collaborative engagement.

Table 2: Descriptive Statistics of Pedagogical Resilience Dimensions

Dimension	Mean	Standard Deviation	Interpretation
Instructional Adaptability	3.92	0.61	High
Digital Competence	3.74	0.68	Moderate-High
Emotional Regulation	3.81	0.59	High
Collaborative Engagement	4.05	0.55	High
Overall Resilience Score	3.88	0.52	High

There was also a high level of collaborative participation and flexibility of teachers which meant that they were able to adapt effectively to changes in instructions that were implemented due to the crisis. The moderately high (but more variable) level of digital competence was identified.

3. Institutional Support and Professional Development

The individual views of teachers on the institutional readiness were determined in terms of leadership communication, technology access, and professional training.

Table 3: Perceived Institutional Support During Crisis

Variable	Mean	SD	Interpretation
Leadership Responsiveness	3.67	0.72	Moderate-High
Access to Digital Infrastructure	3.54	0.81	Moderate
Crisis-Specific Training	3.41	0.76	Moderate
Peer Support Systems	3.98	0.60	High

The strongest institutional factor became peer support, which shows the value of collegial networks in crisis management.

4. Correlation Analysis

The Pearson correlation analysis was used to test the relationships between institutional support and pedagogical resilience.

Table 4: Correlation Matrix

Variables	1	2	3	4
1. Institutional Support	1			
2. Digital Competence	.48**	1		
3. Emotional Regulation	.52**	.44**	1	
4. Instructional Adaptability	.59**	.61**	.57**	1

Note: $p < .01$

All dimensions of resilience were positively related to institutional support. The most notable correlation was reported between institutional support and instructional adaptability ($r = .59$), i.e. in this case supportive environments promote the capacity of teachers to change their pedagogy in times of crisis.

5. Regression Analysis

The predictors of overall pedagogical resilience were established using a multiple regression model.

Table 5: Regression Analysis Predicting Pedagogical Resilience

Predictor	Beta (β)	t-value	Significance (p)
Institutional Support	.34	5.12	.000
Digital Competence	.29	4.48	.000
Teaching Experience	.18	2.91	.004
Emotional Regulation	.31	4.96	.000

$$R^2 = .56$$

$$F(4,205) = 65.43, p < .001$$

The model explains 56% of the variance in pedagogical resilience. Institutional support and emotional regulation emerged as the strongest predictors.

Discussion:

The results indicate that pedagogical resilience of teachers is relatively high especially in the aspects of adaptability and cooperation. This means that experiences in crisis might have enhanced reflective teacher practice and collaboration with peers. The middle index in digital competence means that the teachers have already adapted to the needs of technology, but the differences in terms of infrastructure and training remain. The high level of the association between digital competence and instructional adaptability explains the centrality of technology in modern crisis response. The institutional support proved to have a firm role towards the development of resilience. The more schools offered systematic communication, digital connectivity, and professional growth the better adaptability results. The findings of the regression indicate that resilience is not purely an individual characteristic but it is influenced by the organization ecosystem. Resilience was greatly predicted by emotional regulation which emphasized the psychological facet of teacher preparedness. The more emotionally controlled teachers were, the more they could maintain a quality of instruction in uncertainty. The experience of teaching had a small yet significant impact, which means that experience-based knowledge impacts adaptive confidence. Nonetheless, the issue of resilience was not limited to senior educators hence indicating that resilience training can offset the lack of experience.

Limitations of the study

To some extent, this research on Pedagogical Resilience: Preparing Teachers to Crisis and Change has some limitations, which should be admitted. First, the research can be narrowed down to a certain geographical area or context of this or that institution and, therefore, the results cannot be generalized to various educational systems with different socio-cultural, economic, and technological backgrounds. Second, the use of self-reported information among teachers and education administrators can lead to the introduction of a response bias because the respondents can offer socially desirable responses instead of providing an extensive assessment of their readiness and adaptive practices. Third, crises are rapidly changing, including pandemics, technological incidences, and changes in policies, thus the results reflect preparedness in a specific period and may not accurately represent future or unexpected events. Moreover, the access to digital infrastructure and to the opportunities of professional

development at the institutional level can differ, thus potentially affecting the degree to which pedagogical resilience can be developed successfully, but the contextual differences may not be fully quantified. Lastly, the research can possibly be concentrated on formal education and, as such, ignores the informal and community-based learning environments, which are also known to enhance teacher resilience. Such restrictions imply that larger, longitudinal, and cross-cultural studies should be conducted to further explore the issue and make the results more applicable.

Future Scope

The research prospectus of Pedagogical Resilience: Preparing Teachers to Crisis and Change consists in the creation of thorough, evidence-based models, which will incorporate psychological resiliency, digital flexibility, and crisis-reactive pedagogy into teacher education and professional development. Such new educational interruptions, such as the disruptions to public health and climate-related disasters, along with the shifts in technology and the socio-political unstable conditions, require longitudinal studies that can explore the mechanisms through which teachers maintain low levels of instructional continuity, emotional well-being, and student engagement in the presence of the extended uncertainty. The investigations of the future may focus on the use of hybrid and AI-assisted teaching settings as the means of enhancing adaptive capacity, or the effect of institutional leadership, flexibility of policy, and community partnerships on teacher resilience outcomes. Cross-cultural research studies would also be compared to identify the contextual influences on coping and professional identity in crisis. Also, one can design resilience assessment instruments that suit pre-service and in-service educators so that the institutions can detect the gaps in preparedness and offer specific interventions. Education-psychology-technology interdisciplinary teams and research can also result in and create novel training modules that simulate crisis situations and encourage reflection practice. Future scholarship can help develop a sustainable, agile and emotionally resilient teaching workforce by increasing empirical research and policy-focused inquiry in these fields to facilitate the management of the constant change in the global education systems.

Conclusion

Pedagogical resilience has become one of the main competences of current day educators who must face uncertainty, disruption, and swift systemic transformation. This research highlights the role of resilience in the teaching process is not only limited to personal coping skills, it also includes adaptive teaching design, emotional intelligence, collaborative problem-solving, and strategic incorporation of technology. Teacher education programs should be carefully restructured to be flexible and reflective and to place continuous professional development at the center of teacher preparation in order to prepare teachers to face crisis and change. Schools should make crisis-responsive pedagogy, digital literacy, and social-emotional readiness a part of the curriculum structure to allow teachers to maintain the continuity of their instruction without sacrificing the quality and equity. The fourth crucial aspect is the development of positive professional communities that facilitate mutual learning, mentoring, and team innovation. Teacher preparation programs can turn the crises into pedagogical growth opportunities by enhancing the institutional support systems and promoting the adaptive mindsets. Finally, pedagogical resilience does not only respond to crises but is an active dedication to responsive, inclusive and future-oriented systems of education that can withstand and adapt to change.

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