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REVIEW ARTICLE

Understand teacher resilience. A systematic look

Entender la resiliencia docente. Una mirada sistemática

Compreenda a resiliência do professor. Uma aparência sistêmica

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ABSTRACT. The objective was to carry out a systematic review on the concept of teacher resilience, the characteristics of resilient teachers, and the search for the main strategies that can serve to improve teacher resilience. The information management was done in an extended way and without the segment of years publication of different scientific articles. As a result, the concept of resilience is redefined as a capacity, process, and ability that encompass the emotional, motivational, and social dimensions of the teacher. Among the characteristics of a resilient teacher, humor, confidence, self-esteem, problem-solving, optimism, and interest in technology stand out. The strategies that serve to improve resilience derive from the psychological, pedagogical, and linguistic-sociological.

RESUMEN. El objetivo fue realizar una revisión sistemática sobre el concepto de la resiliencia docente, las características de los docentes resilientes y la búsqueda de las principales estrategias que pueden servir para la mejora de la resiliencia docente. La gestión de información se hizo de manera ampliada y sin el segmento de años publicación de diferentes artículos científicos. Como resultado se redefine el concepto de la resiliencia como una capacidad, proceso y habilidad que abarcan la dimensión emocional, motivacional y social del docente. Entre las características del docente resiliente destaca el humor, la confianza, autoestima, resolución de problemas, optimismo

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y el interés por la tecnología. Las estrategias que sirven para la mejora de la resiliencia derivan de lo psicológico, pedagógico y lingüístico-sociológico.

PALAVRAS-CHAVE

estratégias, resiliência, resiliência do professor.

RESUMO. O objetivo foi realizar uma revisão sistemática sobre o conceito de resiliência docente, as características dos professores resilientes e a busca das principais estratégias que podem servir para melhorar a resiliência docente. A gestão da informação era feita de forma extensa e sem o segmento de anos de publicação de diferentes artigos científicos. Como resultado, o conceito de resiliência é redefinido como uma capacidade, processo e habilidade que engloba a dimensão emocional, motivacional e social do professor. Entre as características do professor resiliente destacam-se o humor, a confiança, a autoestima, a resolução de problemas, o otimismo e o interesse pela tecnologia. As estratégias que servem para melhorar a resiliência derivam de aspectos psicológicos, pedagógicos e linguístico-sociológico.

1. INTRODUCTION

Currently, we live in an increasingly changing world, the COVID-19 pandemic demonstrated the vulnerability of our societies, especially in third world countries (Briggs et al., 2020; Giroux, 2021; Peters, 2020). COVID-19 brought with it desertion, abandonment of work, the generation of stress, fear, and impotence of the work exercise of different professionals in certain business areas (Bravo, 2013; Castro et al., 2010; Meijer, 2021; Noman et al., 2021; Omona, 2021; Tsolou et al., 2021).

In this context, this research focuses on analyzing the concept of teacher resilience. It has been said that resilience is quality or capacity where human beings can overcome the difficulties of life and even leave strengthened to continue facing any adverse phenomenon to the development of life.

Studies on teacher resilience is a recent issue (Clarà, 2017). However, the problem is ancient, it can be said that teacher resilience began to take shape when the teacher began to overcome the early stages of teaching (Papatraianou et al., 2018; Young, 2014).

Many times, overcoming the teaching exercise is not an easy task. It is known that, for many years, teaching can be stressful due to different factors, among them, for new teachers, family problems, financial problems, health problems, etc. Faced with this reality, there is research that tries to solve these problems since one of them is teacher resilience.

Teaching resilience by different professionals and experts has been understood in different ways. Many see it as a virtue, quality, or ability (Becoña, 2006), others see it as a capability, competence, or a process (Benard, 1991, 1996; Cyrulnik, 2001; Luthar et al., 2000; Richardson, 2002). In reality, there are still clear concessions that can guide their way of defining and the ways of intervening.

In this sense, this research work aimed to review the conceptual bases of teacher resilience, identify the characteristics of teacher resilience and learn about some strategies that promote teacher resilience.

2. MÉTODO

This research carried out a systematic review on the conceptual bases, characterization of resilient teachers, and the search for the main strategies that can serve to improve teacher resilience. The subject of the study is still

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relatively recent, for which, the collection of information was done in an extended way and without the segment of years publication of different scientific articles. Regarding the axes of study, the conceptual bases of teacher resilience, characteristics of resilient teachers, and strategies to improve teacher resilience were established.

Table 1. Study universe, axes, and sub-axes

Study universe	Study areas	Study sub-axes
Understand teacher resilience. A systematic look	Conceptual bases of teacher resilience.	- Capacity - Ability - Process
	Characteristics of resilient teachers.	
	Strategies to improve teacher resilience	

Source: self-made.

3. RESULTS

3.1. Conceptual bases of teacher resilience

Author / authors	Key Considerations
Benard (1996).	Ability to react and recover from adversity. Set of qualities that allow adaptation.
Luthar et al. (2000).	Dynamic process that seeks to obtain a positive adaptation.
Richardson (2002).	Force or energy that controls or drives personal improvement.
Becoña (2006).	Ability to recover from negative events.
Young (2014)	Management of qualities: perseverance, self-confidence, self-discipline, good sense, flexibility, positivism, positive relationships, and skills to solve and manage problems.
Tonelli (2012).	They approach life in a peaceful, energetic and optimistic way.
Palomera et al. (2017).	Quality that comes from coexistence.
Tonelli (2012).	Resilient teachers are ideal to be tutors.
Flores (2018).	It is a relative, evolutionary and dynamic construction. It is socially constructed and depends on personal and professional dispositions.
Gardner y Stephens-Pisecco (2019).	Ability to recover, recover and settle with a good disposition in the face of any misadventure.
Angulo-Fuentes et al. (2016).	Social and psychological resource.
Wagnild y Young (1993).	Ability to turn misfortunes into successes.
Boon (2020)	DR is characterized by job satisfaction, commitment, effective teaching, motivation, well-being, and a sense of professional identity

Source: self-made

From the previous considerations, theoretically we can affirm that:

> *Teacher resilience is the capacity, process, and management of positive qualities or abilities that encompass the emotional, motivational, and social dimensions of the teacher.*

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Teaching resilience is a capacity because it allows to react and recover with positive energy and towards personal and professional improvement in the face of adversity.

Teacher resilience is a process because it requires recovery and accommodation skills with a positive disposition in the face of any misfortune.

Teacher resilience implies the management of qualities or skills because they must have perseverance, self-confidence, self-discipline, good sense, flexibility, positive relationships, and skills to solve and manage problems.

3.2. Characteristics of teacher resilience

Benard (1991) raises the protective factors that are characteristics that resilient people possess, with these difficult situations can be reversed in learning.

- Maintains a *sense of humor*, this allows to maintaining the well-being of mental and physical health (Carbelo & Jáuregui, 2006).
- High *self-esteem*, which maintains a positive image of oneself, confidence, worth, and awareness of one's abilities.
- Reflects, examines itself, and gives an honest answer to itself (Curuchelar, 2006): *introspection*
- Has and generates *confidence*, this is the cornerstone of his personality (Bravo, 2013).
- It is *creative*.

Castro et al. (2010) in a study of novice teachers employed in high-need areas such as urban-rural contexts and special education, they showed that resident teachers are characterized by having skills in:

- *Help searches*
- *Problem solving,* for example, the act of teaching involves constant problem-solving. What am I going to teach? How am I going to communicate with this student or that student? How do I approach this irate father?
- *Managing difficult relationships,* that is, solving problems that may come from students and even parents.
- Search for rejuvenation/renewal or *update*.

Mandy Froehlich, author of The Educator's Matchbook: A weekly guide to reigniting your love of teaching, building resilience, and fighting burnout and disengagement, in an interview published on Dyknow Blog, revealed three qualities that were important to develop in the context of COVID 19 (O'Scanaill, 2020):

- Established self-care plan.
- Personalized learning elements incorporated into teaching.
- Some interest in technology.

Mansfield et al. (2016) argue that a teacher trained in resilience can:

- Influence the improvement of their own emotional skills and those of their students.
- Encourage the use of resilient coping strategies.

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- It is beneficial for the teacher since the deterioration produced by stress in teaching can be reduced.

Boon (2020) argues that personal factors considered important in developing teacher resilience include:

- Emotional competence
- Empathy
- Sense of purpose
- Optimism
- Intrinsic motivation
- Self-confidence.

Harris (2021) in his book "17 Things Resilient Teachers Do and 4 Things Resilient Teachers Almost Never Do" suggests that teaching being so difficult and full of an emotional maelstrom, resilience is the key to coping with the day-to-day of being in the classroom. The emotional demand that is exerted on teachers, leads many to enter the circle of stress, something important is that for Harris stress is a perception, which varies from one person to another, that is how what stresses a teacher may not be a stressor for a doctor. However, stress is a problem, because it weakens the body and especially the mind. Thus, this author gives 17 actions that resilient teachers do:

- They take care of their health.
- They practice gratitude.
- They practice rethinking.
- They understand the power of "no".
- They control their emotions.
- They know their triggers.
- They practice stress relief at the moment.
- They develop a professional support network.
- They have a life outside the classroom.
- They organize.
- They focus on what they can control.
- They know how to receive feedback.
- They defend themselves.
- Create and control goals.
- They disconnect.
- They laugh and have fun with their students.
- Help students build resilience.

Harris (2021) also tells us what are the attitudes that resilient teachers rarely do which makes it clear that the author's orientation is towards self-compassion and empowerment:

- Resilient teachers rarely punish themselves for past mistakes.
- They don't spend a lot of time complaining.
- They are not scared by the change.
- They hardly ever stray from conflict.

Beltman (2020) considers that resilient teachers:

- They regulate their emotions
- They get motivated.
- They are flexible and adaptive to different academic contexts.
- They ask for help.

3.3. Strategies to improve teacher resilience

Mérida-lópez et al. (2020) mention that the use of resilient coping strategies could help predict the levels of motivation and commitment among teachers, thereby favoring engagement towards their work and their institution.

Strategy 1

Henderson y Milstein (2003) propose the "Wheel of Resilience" which consists of six steps to build resilience in school:

Steps 1, 2, and 3 are designed to mitigate risk factors in the environment, and Steps 4, 5, and 6 aim to build resilience:

1. Enrich the links.
2. Establish clear and firm limits.
3. Provide support and affection.
4. Teaching life skills.
5. Set and communicate high expectations.
6. Provide opportunities for meaningful participation.

Strategy 2

Aguilar (2018) mentions 12 strategies in which teachers can develop resilience to make a systemic change, first he proposes to know oneself, this at the end of the school year since reflection is easier since memories are fresh, in addition, you are more connected with yourself as the holidays begin and it is a time for yourself. Then he proposes, getting in touch with his own emotions and learning to recognize and manage them. Aguilar tells us that educators must tell stories of empowerment, through these put aside pessimism and raise problems, but how they were overcome.

When speaking of building community, the author proposes that teachers be a community in which they can lean against setbacks. For Aguilar, having the ability to live today and be present is vital for an educator. Self-care is a not very deep-rooted custom, but why? Aguilar invites educators to reflect on the importance of taking care of themselves. As teachers, we see the light and dark of our students and ours as well, but because we focus on the dark, if we can see the brightness of our students and ourselves. The author invites us to cultivate compassion, not only towards our students but also towards our colleagues, which helps our responses to situations change, this goes hand in hand with being a learner and not feeling owner of the truth but going with an open head to learn from even the smallest of our students. Playing and creating are the most basic forms of learning in the human being, so let's go back to the basics.

Innovation is one of the most important points for Aguilar, allying with change is much more important and intelligent than resisting. Finally, we must learn to celebrate; and appreciate, accept the acknowledgments and give them, that implicitly helps us to know that at the end of everything we did it well.

Strategy 3

Mansfield et al. (2015, 2016) propose the BRITE program: Building Resilience in Teacher Education (Promotion of resilience in teacher training). In this proposal they suggest some topics to address, this from the formal training of the teacher:

- Understanding of resilience: ¿What is resilience and why is it important for teachers? Here a process of knowledge is proposed from the theoretical point of view to later land on the practical.
- Relationships: building and maintaining relationships, implies establishing healthy links between teachers and with other people.
- Well-being: implies attention to self-care, motivation, and management of the balance between work and life. They indicate that achieving a balance between professional and personal life is not an easy task; however, it is important to prioritize yourself at times and know when to prioritize others.
- Taking the initiative: problem-solving, continuous professional learning, and effective communication.
- Emotions: Emotional awareness, management, and optimism. Being able to recognize our emotions and be able to make them manifest. They state that to be resilient it is necessary to know and recognize our emotions, developing emotional intelligence is part of being resilient.

Strategy 4

Mandy Froehlich, author of The Educator's Matchbook: A weekly guide to reigniting your love of teaching, building resilience, and fighting burnout and disengagement, In an interview published on Dyknow Blog, he revealed three qualities that were important to develop in the context of COVID 19 (O'Scanaill, 2020):

7. Established self-care plan.
8. Lements of personalized learning incorporated into teaching.
9. Some interest in technology.

Strategy 5

Price et al. (2012) propose to promote resilience from the perspective of critical discourse and the theory of the labor process. Criticize the traditional way of seeing from the psychological perspective. Indicates in the neoliberal economic context, company managers have been concerned about how to revive workers from exhaustion and stress with the sole purpose of having greater productivity.

High dropout rates are the result of a series of complex socioeconomic factors that include the disqualification and intensification of teachers' work and the increasing levels of precariousness that characterize the current dominant economic structures. Participating in speeches that shape the construct can be one way to resist such pressures. Critically minded teachers and teacher educators can address these issues in institutional and public debate. On the other hand, if left unchallenged, such constructs could undermine the chances of resistance to adverse conditions, through the creation of an identity that does not challenge adversity, but simply learns to "bounce back"from it.

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Strategy 6

Acevedo y Mondragón (2005) report on the implementation of a program to improve resilience in teachers that consists of thirteen procedures:

- General preparation of the school experience.
- Design of support materials for training work with teachers.
- Contacts with the directive staff of the school to set the experience from an administrative-academic point of view.
- Constitution of the group: setting the experience with the teachers (awareness).
- Diagnosis of the situation of the school.
- Training in the methodological model of school work.
- Theoretical-methodological training with teachers.
- Classroom work (and in school and the community).
- Compilation of follow-up experiences using the "Teacher's Diary" strategy.
- Systematization: writing, reading, and communication of experiences.
- Deepening of the theoretical-methodological training.
- Evaluation and reflection.
- Public presentation of the training results.

4. DISCUSSION AND CONCLUSIONS

There are a few definitions of teacher resilience among them of Boon (2020) y Tonelli (2012), the other definitions found in the section on the conceptual bases of teacher resilience mostly deal with definitions of resilience in a general way.   However, of all these decisions, this research highlights that teacher resilience is understood as the capacity, process, and management of positive qualities or abilities that encompass the emotional, motivational, and social dimensions of the teacher.

Regarding the search for information regarding the characteristics of resilient teachers, the following stand out the sense of humor, self-esteem, introspection, confidence, creativity, seeking help, problem-solving, updating, interest in technology, empathy, optimism, and motivation (Benard, 1991; Boon, 2020; Castro et al., 2010; Harris, 2021; Mansfield et al., 2016).

Considering the strategies that could strengthen the levels of resilience of teachers, we see that these strategies mostly start from the perspectives of psychology, pedagogical and linguistic-sociological. From the psychological field, the improvement of emotion management, establishing relationships or bonds, self-care, self-esteem stands out, etc. (Aguilar, 2018; Beltman, 2020; Henderson & Milstein, 2003); from the pedagogical perspective, the training of professional development stands out: training, inclination to technology, reflection, preparation (Acevedo & Mondragón, 2005; O'Scanaill, 2020); and from the sociological linguistic perspective we find the contributions of Price et al. (2012) in critical discourse analysis aspects considering socioeconomic aspects.

In this sense, as a novelty, this research redefined the concept of teacher resilience, which is an advance in the research process; Likewise, it showed that there are intervention strategies from other perspectives unrelated to the psychological.

Among the weaknesses of this research is not being able to specify the intervention protocols of each of the strategies to improve teacher resilience; In this sense, it is recommended for future research to detail these protocols.

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