

“I like a bit of craic, it makes everything more worthwhile”

An exploration of relational resilience amongst school staff

Emily Ellen Clarke



Doctorate in Applied Educational Psychology

School of Education, Communication and Language Sciences

Newcastle University

May 2023

Declaration

This thesis is submitted in partial fulfilment of the requirements for the Doctorate in Applied Educational Psychology. I certify that all work is my own. This piece of work has not previously been submitted or assessed for any other qualification.

Overarching abstract

Research suggests that working in schools can be psychologically demanding. Links have been made between the resilience of school staff and positive outcomes for children and young people. Existing literature focuses predominantly on understanding the role of resilience in overcoming stress and burnout among teachers.

Chapter 1. This chapter describes a systematic literature review (SLR). This used meta-ethnography to explore teachers' lived experiences of resilience. Four main conclusions were drawn from this work. First, teachers perceive resilience to be both a personal outcome and a process of developing resources that enable challenges to be overcome. Second, a sense of purpose, self-efficacy and hope are perceived by teachers to be important resources to develop as part of the resilience process. Third, teachers who consider themselves to be resilient feel that they are aware of the challenges and resources available to them in their work and believe themselves to be agentic in using and further developing resources. Last, resources for resilience are often considered to be developed through relational connection. These conclusions, in particular the perceived importance of relational connection in the resilience process, informed the empirical study.

Chapter 2. This chapter provides rationale for methodological and ethical decisions made throughout the research process and relating particularly to the empirical project, as described in Chapter 3. The context for the chosen topic area is discussed, with links to the SLR outlined in Chapter 1. The philosophical underpinning and rationale for the chosen methodology, methods and analysis are discussed. Finally, ethical considerations throughout the research are explored.

Chapter 3. This chapter describes an empirical study focused on three research aims that

were investigated using a qualitative methodology. The first aim was to gain a richer understanding of lived experiences of resilience amongst all school staff, including teachers and support staff. Second, to gain further understanding of how school staff make connections and support each other to develop resilience and enable them to thrive within their professional roles. Third, to develop insight into the role of the Educational Psychologist in supporting and developing relational resilience amongst school staff.

Two themes were developed through an Interpretative Phenomenological Analysis of seven, appreciatively framed, semi-structured interviews that offered insights into this staff group's experiences of the phenomena under investigation. First, participants' experiences of resilience as a process of moving from surviving to thriving. Second, the perceived importance of the specific setting and professional relationships both within and beyond the school for staff's experiences of resilience. These specific relationships enabled a sense of belonging, development of shared values, and opportunities to learn and develop among the participants. Themes were discussed through the lens of relational cultural theory, considering Buzzanell's theory of communicative resilience to better understand how relational connections for resilience are formed. Implications for the role of Educational Psychologists are also discussed.

Chapter 4. The final chapter takes the form of a reflective synthesis of professional and academic learning acquired throughout the research process including discussion of implications of the research. Parallels are drawn between academic research and educational psychology practice, focusing specifically on the need for reflexivity in both roles. The importance of relationships in developing reflexive practice is discussed, with examples drawn from both professional and research practice. It is concluded that the skills developed throughout the research process have influenced my insight and practice as an Educational Psychologist.

Acknowledgements

I would like to thank the many people who have supported and encouraged me throughout the process of conducting this thesis.

First, my research supervisor, Fi, whose positivity and guidance has been invaluable throughout the last two years. Next, my second supervisor, Dave, whose thesis timetable has been in my mind since I first saw it at interview. Third, my placement supervisor, Carole, who has supported me to complete both research and practice elements of this doctorate. All three supervisors have shared a calm confidence in me, enabling me to have belief in myself.

Next, my TEP team. I am forever grateful for your company and wisdom within this journey, as well as the use of the Craggs (2020) model when uncertainty and confusion reign!

Also, my family and friends outside the course who have been my constant cheerleaders, continuing to believe in me when my confidence has wavered and offering distractions when necessary. Special thanks go to Will and my parents for listening with interest to my thoughts as they have developed; even when the philosophical stance of qualitative research has been challenging to consider.

Last but certainly not least, thanks go to my colleagues in schools. Both the team I worked with as a teacher, without whom this work would not have been conceived, and those who participated in this research, without whom this work would not have been possible.

Table of Contents

Table of Contents	1
Tables and Figures	4
Chapter 1: Exploring teachers’ perceptions and experiences of resilience: a systematic literature review.	5
Abstract	5
Introduction	6
Method	10
Phase 1: Getting started	12
Phase 2: Deciding what is relevant to my initial interest	12
Phase 3: Reading the papers	17
Appraising the quality of the papers	17
Findings	20
Phase 4: Determining how the papers are related.....	20
Phase 5: Translating the studies into one another.....	20
Discussion	24
Phase 6: Synthesising translations & Phase 7: Expressing the synthesis	24
Research Question 1: How do teachers conceptualise resilience?.....	25
Research Question 2: What resources are important to teachers’ experiences of resilience?	28
Research Question 3: What do teachers’ understandings of resilience bring to their working lives?	35
Limitations and implications.....	37
Conclusion.....	38
Chapter 2: Research methodology and ethics: a critique.....	39
Introduction	39

Conceptual framework and context for the research.....	39
Ontology and epistemology	41
Methodology	42
Method	43
Data analysis	45
Ethical considerations	47
Power.....	47
Transparency and informed consent.....	48
Quality Evaluation.....	50
Conclusion.....	51
Chapter 3: Exploring perceptions of relational resilience amongst one school’s staff	52
Abstract	52
Introduction	53
Retention of school staff.....	53
Resilience.....	53
Current study	56
Method	57
Findings, analysis and discussion	62
Theme 1: The resilience process	64
Theme 2: Connection supports resilience.....	67
Sub-theme 1: Specialness	68
Sub-theme 2: Importance of leadership	75
Sub-theme 3: Professional relationships beyond school.....	78
Theme 2 summary.....	80
Limitations	80
Implications for Educational Psychologists	81

Conclusion.....	82
Chapter 4: Reflective synthesis.....	84
Introduction	84
Reflecting on the research process	84
Implications for professional practice	87
Implications as a researcher-practitioner.....	89
Conclusion.....	90
Reference List	92
Appendices	104
Appendix 1: Quality evaluation process.....	104
Appendix 2: Concept map for systematic literature review	137
Appendix 3: Interview guide	145
Appendix 4: Participant information	149
Appendix 5: Participant consent.....	153
Appendix 6: Participant debrief.....	154
Appendix 7: Example of interview transcript and initial notes	157
Appendix 8: Table of Group Experiential Themes	159

Tables and Figures

Table 1: The seven stages of meta-ethnography (Noblit & Hare, 1988).....	11
Table 2: Search terms, including Boolean Operators	12
Table 3: Databases searched	13
Table 4: PICOT Table - inclusion and exclusion criteria (Richardson et al., 1995)	14
Table 5: Papers included in review	16
Table 6: Quality evaluation.....	19
Table 7: Detailing the translation of concepts towards third order constructs.	21
Table 8: Job roles of participants	59
Table 9: Example of process of interpreting Personal Experiential Themes from transcripts and Personal Experiential Statements	61
Figure 1: PRISMA flow diagram detailing the screening process (PRISMA, 2015)	15
Figure 2: Teacher understandings of resilience – the resilience spiral	25
Figure 3: Extract of process of interpreting Group Experiential Themes from Personal Experiential Themes.....	62

Chapter 1: Exploring teachers' perceptions and experiences of resilience: a systematic literature review.

This chapter has been prepared for submission to Educational Psychology in Practice.

Abstract

Research suggests that working in schools can be psychologically demanding, potentially affecting the retention of teaching staff worldwide. Existing research has identified resources that enable teachers to overcome challenges and support teacher resilience. Links have been made between the resilience of teachers and their experiences of job satisfaction and stress. Connections have also been made between teacher resilience and positive outcomes for children and young people.

A systematic review was carried out using meta-ethnography to explore teachers' lived experiences of resilience. Four conclusions were drawn from this work. First, teachers perceive resilience to be both a personal outcome and a process of developing resources that enable challenges to be overcome. Second, a sense of purpose, self-efficacy and hope are perceived to be important resources to develop as part of the resilience process. Third, teachers who consider themselves to be resilient are aware of the challenges and resources available to them in their work and are agentic in using and further developing resources. Last, it is perceived by teachers in this review that resources for resilience are often developed through relational connection.

Conclusions from this systematic review offer understandings that may be used to support high quality teacher retention, teacher resilience and subsequent positive outcomes for children and young people. Further avenues for research specifically exploring the relational aspects of the development of resilience amongst school staff are also discussed.

Introduction

The retention of teaching staff who have the resources to experience their roles positively has evolved as a research interest over the last four decades (Day et al., 2006; Kyriacou, 1987; Perryman & Calvert, 2020). Internationally, researchers and governments have attempted to understand why people aspire to teach but subsequently leave the profession (Department for Education, 2018; Mann et al., 2020; Organisation for Economic Co-operation and Development (OECD), 2005; Worth & Van den Brande, 2019).

Retention of teachers is often used as a measure of teacher resilience (Day et al., 2006; Duffield, 2019). Teacher retention data varies between countries (Weldon, 2018); nonetheless, a worldwide shortage of teachers and difficulties with retention is widely accepted (Nguyen et al., 2019; OECD, 2005). It is acknowledged that teaching is a varied and complex role, requiring many different skills (Day & Gu, 2013), though this may not be reflected in the status the role holds within some societies (Dolton et al., 2018), perhaps affecting teacher retention (Ovenden-Hope, 2022).

The culture of education has been the subject of scrutiny, including the culture of performativity that pervades both the teaching profession and the way learning communities develop. This has a direct impact on the way society views the learning of children and young people (CYP) and the purpose of education (Locke, 2015; Troman et al., 2007). An individualist agenda, as a part of the neoliberal culture prevalent in Western countries, focuses on the performance of individual CYP, teaching staff and schools, encouraging competition rather than collaboration and perhaps exacerbating stress amongst school staff (Angus, 2015; Gibbs, 2018; Perryman & Calvert, 2020). The recent global pandemic has created yet more pressure on schools and teaching staff to develop new resources and apply them in an uncertain context (Wuest & Subramaniam, 2021).

Spicksley et al. (2021) suggest that this situation has highlighted a correlation between teachers' perceived identity and their capacity to respond to challenge. The way individuals respond to challenge is part of the psychological construct of resilience (Luthar et al., 2000; Yates et al., 2015).

To reframe the challenges noted above, within teaching and wider society, the concept of resilience has emerged and grown in popularity, both in academic research and public consciousness (Beltman et al., 2011; Greenfield, 2015; Kangas-Dick & O'Shaughnessy, 2020). Resilience has been considered from a variety of perspectives, most with the intention of supporting individuals and communities to identify strengths and resources to enable them to overcome challenges (Beltman, 2021; Day & Gu, 2013). From the perspective of educational psychology, it is important to explore the challenges that affect schools and the resources available to them to support the development of teachers' practice and ultimately benefit CYP (Beltman et al., 2016; Birch et al., 2015; Gibbs & Miller, 2014). Educational Psychologists (EPs) critically apply psychological theory to benefit CYP (Health and Care Professions Council, 2015), so it is important to consider the development of psychological understandings of resilience.

Early research exploring resilience in education considered the development of individual children following significant adversity (Luthar et al., 2000; Masten et al., 1990).

Psychological theories of resilience suggest that the nature of challenges we experience is less important than the protective factors we use when overcoming challenges (Vella & Pai, 2019; Yates et al., 2015). Early research focused on environmental risk or protective factors for overcoming adversities (Garmezy & Masten, 1986). Later, resilience research explored how personality traits contributed to individuals

overcoming adversity, including the notion that resilient behaviours could be learnt (Ebersöhn & Loots, 2017).

Further research has considered the nature of challenges to be important to understanding protective factors and theories of resilience as dynamic process emerged (Luthar et al., 2000). In this way, resilience can be considered ecologically, exploring the relationship between personal and contextual factors (Bronfenbrenner, 1976).

The concept of resilience has since been applied to teaching staff with research suggesting that resilience amongst teachers is associated with lower attrition - the rate of teachers leaving the profession (Beltman et al., 2011), lower work-related stress (Kyriacou, 2011), higher perceived wellbeing (Brouskeli et al., 2018), increased job satisfaction (Day & Gu, 2009), increased engagement with work (Rothmann & Hamukang'andu, 2013) and better academic and wellbeing outcomes for CYP (Roffey, 2012). To date, much of the research into teacher resilience has focused on its potential to redress challenges associated with the profession, rather than consider the possible advantages of resilience as a concept that can acknowledge challenge while also encouraging positive development.

A relational aspect to resilience has also been explored to support early career teachers (ECTs) (Le Cornu, 2013; Peters & Pearce, 2012). Both individual and contextual factors may appear as challenges or protections at different times, illustrating the dynamic nature of a resilience process (Greenfield, 2015; Greenfield, 2016; Mansfield et al., 2014). Understanding resilience as a process has led to perceptions of resilience beyond overcoming adversity, where individuals and groups learn skills to allow them to approach challenges positively (Beltman et al., 2011).

Resilience as a process to support thriving rather than merely surviving is echoed in further psychological theory. Within positive psychology the concept of thriving,

described as flourishing by Seligman (2012), is of more benefit to the individual than as a relational concept (Keyes & Lopez, 2002; Luthar et al., 2014).

Viewing resilience as a process through the lens of positive psychology raises a question about the necessity of research into teacher resilience. Positive psychology posits that adverse experiences are not necessary to begin the process of flourishing, whereas resilience research often presupposes that challenge has been experienced (Luthar et al., 2014). Challenges continue to be present in the experiences of teaching staff and schools (Day & Gu, 2013; Gibbs, 2018; Perryman & Calvert, 2020) and it could be argued that promoting flourishing instead of resilience amongst teaching professionals would avoid potential negativity associated with discussions of challenges.

However, Schwarz (2018) argues that decontextualising the experiences of individuals and communities by considering resilience as a self-contained resource may not be helpful when trying to support complex situations where it is important to explore both the challenges and protective factors present at local, national and international levels.

This research explores the lived experience of teachers and therefore remains open to understandings of resilience involving both challenge and success.

Beltman et al. (2011) advocate research to refine conceptualisations of teacher resilience. It is important that teachers' voices are part of the theoretical conceptualisation of resilience, and research over the previous decade has gone some way to address this. Therefore, this systematic literature review (SLR) takes a critical stance (Guba & Lincoln, 1994; O'Mahoney & Vincent, 2014) to further understand how resilience is experienced by school staff.

This research is warranted within the field of applied educational psychology as EPs move beyond a deficit model of practice to support celebrations of strengths as well

as understand adversities present within school and family culture (Toland & Carrigan, 2011). EPs are tasked with understanding and supporting school communities (Sharrocks, 2014). Developing an understanding of how staff experience resilience may enable EPs to support and develop teachers' resilience effectively and empathetically, thereby playing a role in supporting teacher retention.

Method

This review explores the subjective experiences of individuals, aiming to produce new interpretations that transcend the findings of individual studies (France et al., 2019). As the aim of this research was to synthesise multiple studies that explore teachers' lived experiences of resilience, meta-ethnography was chosen. Meta-ethnography was designed specifically to analyse qualitative studies, moving beyond a description of each paper's findings and allowing a degree of generalisability to be applied to ethnographic work (Noblit & Hare, 1988). In encouraging the meta-ethnographer to become familiar with each individual study initially it is possible to remain close to the words and experiences of participants and the interpretations made by the researchers who wrote each paper. The later phases encourage interpretation and analysis of meaning between papers, while continuing to offer the opportunity to return to individual papers to remain close to the ethnographic intent of the method (Atkins et al., 2008). In this way, meta-ethnography was determined to be sympathetic to the aims of this research. Table 1 details meta-ethnography phases as described by Noblit and Hare (1988).

Table 1: The seven stages of meta-ethnography (Noblit & Hare, 1988)

Phase	Description
1	Getting started
2	Deciding what is relevant to the initial interest
3	Reading the papers
4	Determining how the papers are related
5	Translating the studies into one another
6	Synthesising translations
7	Expressing the synthesis

Note: These steps, or 'phases' do not have to be linear, but rather they can overlap as the process unfolds.

Phase 1: Getting started

The review questions are developed from the introduction to the study.

- (1) How do teachers conceptualise resilience?
- (2) What resources are important to teachers' experiences of resilience?
- (3) What do teachers' understandings of resilience bring to their working lives?

Phase 2: Deciding what is relevant to my initial interest

I undertook the searching process in accordance with an intentional searching strategy (Noblit & Hare, 1988) including substantive searches to place the area of interest in context but maintaining a focus for meta-ethnography. The searching process is detailed below, including the specific search terms used (Table 2), the databases searched (Table 3), and inclusion/exclusion criteria (Table 4).

Table 2: Search terms, including Boolean Operators

Search terms with Boolean Operators capitalised	
	teach* OR "school staff" OR "school employee*" OR "teaching staff" OR "teach* assistant*" OR "teach* aide*" OR "support staff"
AND	resilien*
AND	perception* OR experience* OR view* OR opinion* OR perspective* OR conceptualisation*

Table 3: Databases searched

Database	Warrant
EBSCO Including: British Education Index, Education Abstracts, Educational Administration Abstracts, ERIC, Teacher Reference Center	Education focus
OVID Including: PsycInfo, PsycArticles	Medical focus but studies identified that were not duplicated in other databases
Scopus	Multi-disciplinary
Web of Science	Multi-disciplinary

Table 4: PICOT Table - inclusion and exclusion criteria (Richardson et al., 1995)

	Inclusion Criteria	Exclusion Criteria	Warrant
Population	School staff who are currently employed in direct work with CYP	Ex-school staff Leadership staff Trainees	Similarity of career experience Expectations of role Considerations of power
Intervention/ Outcome	Qualitative, empirical study focusing on school staff's conceptualisations and experiences of resilience.	Studies focusing on resilience in children and young people	Relevance to research questions
Context	Compulsory education settings 'Western' world	Studies following an abnormal event/natural disaster Studies following an intervention designed to promote resilience	Similarity of cultural context Interested in an experience not overshadowed by an adverse experience
Journal Type	Published, peer-reviewed journals	Unpublished theses	Quality and accessibility

Figure 1 and Table 5 show the searching process and its outcomes.

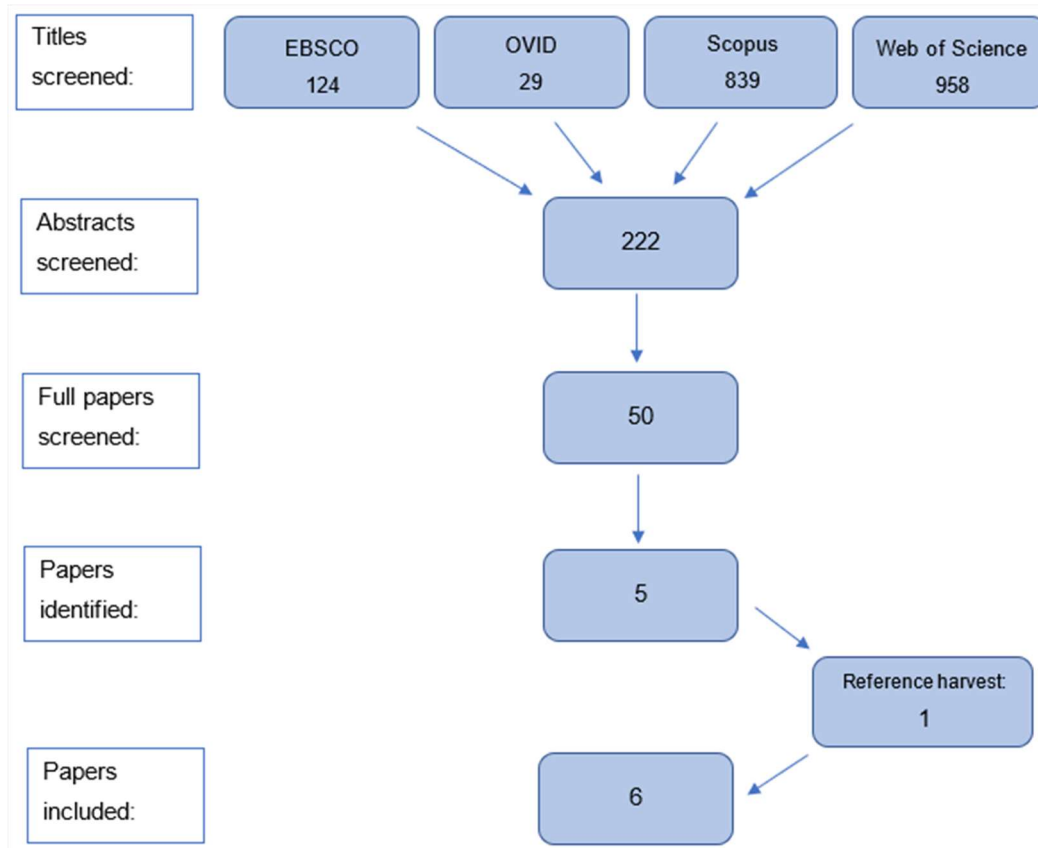


Figure 1: PRISMA flow diagram detailing the screening process (PRISMA, 2015)

Table 5: Papers included in review

Authors	Date	Title	Source
Doney	2013	Fostering resilience: A necessary skill for teacher retention	Journal of Science Teacher Education
Drew & Sosnowski	2019	Emerging theory of teacher resilience: a situational analysis	English Teaching: Practice and Critique
Ellison & Mays-Woods	2019	In the face of adversity: four physical educator's experiences of resilience in high-poverty schools	Physical Education and Sport Pedagogy
Gu & Day	2013	Challenges to teacher resilience: conditions count	British Educational Research Journal
Johnson, Down, Le Cornu, Peters, Sullivan, Pearce & Hunter	2014	Promoting early career teacher resilience: a framework for understanding and acting	Teachers and Teaching: Theory and Practice
Mansfield, Beltman & Price	2014	'I'm coming back again!' The resilience process of early career teachers	Teachers and Teaching: Theory and Practice

Phase 3: Reading the papers

Appraising the quality of the papers

My understanding of a critical paradigm is to take a critical view of claims to objectivity (O'Mahoney & Vincent, 2014). In line with the epistemological stance of meta-ethnography (Noblit & Hare, 1988), this paper takes a critical view of the way research may be evaluated from a positivist viewpoint. Nevertheless, it seems important for the theoretical background, aims and methodology of research to be appraised when it is included in a synthesis (Murphy et al., 1998). It is appreciated that my evaluation will be different to other interpretations. It is also understood that using an evaluative tool involves complicity with an accepted construct of research quality (Walsh & Downe, 2006).

Within this paper, a combination of two evaluative tools was used; those of Long and Godfrey (2004) and Walsh and Downe (2006). Both are sympathetic to the research paradigm, having been designed for use with qualitative papers. Combining tools offered a wider scope for evaluation.

A common theme within the papers is a lack of detail provided regarding the analysis method. Atkins et al. (2008), suggest that although failing to report the approach to analysis does not necessarily mean that a valid method was not followed, a lack of thick description may lead to less reliance on the study during synthesis. Therefore, Mansfield et al. (2014) may contribute more prominently within the synthesis as this study detailed the analysis process. Considering the studies using a typology developed by Sandelowski and Barroso (2003) enabled greater confidence in appraising the consistency of methodological approaches.

Groundwater-Smith and Mockler (2007) propose that ethicality can suggest quality in qualitative papers, therefore it is perhaps concerning that few of the papers

explicitly consider ethical issues such as informed consent of participants. It is perhaps due to the length of published articles that such information is not evident. As noted by Atkins et al. (2008), limited reporting does not necessarily equate with poorly conducted research.

Table 6 details each paper along with a brief evaluative comment. The full evaluative process can be found in Appendix 1.

Table 6: Quality evaluation

Authors	Doney	Drew & Sosnowski	Ellison & Mays-Woods	Gu & Day	Johnson, Down, Le Cornu, Peters, Sullivan, Pearce & Hunter	Mansfield, Beltman & Price
Year	2013	2019	2019	2013	2014	2014
Title	Fostering resilience: A necessary skill for teacher retention	Emerging theory of teacher resilience: a situational analysis	In the face of adversity: four physical educator's experiences of resilience in high-poverty schools	Challenges to teacher resilience: conditions count	Promoting early career teacher resilience: a framework for understanding and acting	'I'm coming back again!' The resilience process of early career teachers (ECTs)
Quality Evaluation Comment	Vignettes of participants give insight into their experiences. Theoretical warrant is given. Triangulation between several methods of data collection.	Clear warrant for not espousing a single theoretical position. Is the data collection window enough to represent a 'process' of resilience?	Vignettes of participants give insight into their experiences. Detailed rationale and data for setting and sample choice.	Vignettes of participants give insight into their experiences. Questions about sample selection - very small and purposively chosen. Are these 'reliable' voices for lived experience?	Researchers' own theoretical framework is put forward, with reference to theory and data that has influenced it. This new theory strongly informs the method, discussions and conclusions. Triangulation between several methods of data collection. Reflexivity explicit.	Analysis process detailed. Clear detail of participant responses – enables understanding of first and second order constructs. Single point of data collection.

Findings

Phase 4: Determining how the papers are related

Initially first and second order constructs (defined as the words of research participants, and as the interpretations of the researchers, respectively by Schütz (1962) in Atkins et al. (2008)) were identified. Accessing first order constructs is problematic as quotes given within the papers were chosen and paraphrased by researchers.

The language of each paper was retained when establishing themes. This ensured that the initial process of determining how the papers were related retained integrity to the individual papers (Noblit & Hare, 1988). As there were similarities in the constructs described by the papers a reciprocal translation (Noblit & Hare, 1988) was determined to be most appropriate for this meta-ethnography.

The results of this iterative process are available in Appendix 2. First and second order constructs were separated to explore Research Question 1, due to the importance of lived experience to this question.

Phase 5: Translating the studies into one another

Following key concept identification, studies were translated into one another through a process of re-reading the papers and annotating. The reciprocal translations were then translated into third order constructs, defined as ‘the synthesis of first and second order constructs into a new model or theory about a phenomenon’ (Atkins et al., 2008, p.5) This is detailed in Table 7 and informed the subsequent synthesis of translations detailed in phase 6.

As many of the latterly published studies referenced earlier works included in this review, I decided to compare each study in chronological order (France et al., 2019).

Table 7: Detailing the translation of concepts towards third order constructs.

Research Question 1 – How do teachers conceptualise resilience ?	
Concepts Participants'/researchers' interpretations	3rd Order Constructs My interpretations
<ul style="list-style-type: none"> • Traits associated with resilience: <ul style="list-style-type: none"> - Hardiness - Motivation or Persistence - Personal Awareness or Control - Positive Attitude - Reflective - Adaptable - Organised • Resilience as a process is linked to the development of: <ul style="list-style-type: none"> - Relationships and Support Systems - Problem-Solving Strategies - Professional Skills - Personal Skills - Importance of Ongoing Learning <p>Overcoming challenge is important to developing resilience – small, everyday challenges or larger adverse experiences. The nature of the challenge does not appear to have a significant effect on resilience, more important is the interaction between the challenge and the resources available and used to overcome it (resilience theory).</p>	<p>Capacity for resilience may be at the individual, relational or organisational level, although most teachers seem to conceptualise it at an individual level.</p> <p>Resilience is conceptualised by teachers as the process of developing the capacity to engage positively with challenge.</p> <p>Teachers consider the development of resilience to be a process but they also recognise personality traits in themselves that are perceived as being more static, perhaps the result of resources they have already developed through previous resilience processes (within or outside teaching).</p> <p>Resilience can be surviving – retention in role, belief in an ability to adapt to challenges and successes, understanding that things will not stay the same forever, hoping for positive change and awareness of the resources one can draw on to support this.</p> <p>Resilience can also be thriving – feeling positive, agentic and supported (through resources) to make decisions to allow for positive transformation.</p>

Research Question 2 – What resources are important to teachers’ experiences of resilience?

<p align="center">Concepts Participants’/researchers’ initial interpretations</p>	<p align="center">3rd Order Constructs My interpretations</p>
<ul style="list-style-type: none"> • Purpose • Self-efficacy beliefs • Hope • Relationships – supportive and two-way: <ul style="list-style-type: none"> - With CYP - With family/friends - With colleagues - With school leaders <p>A dynamic relational support system is the most frequently used protective factor.</p> <p>School leaders are instrumental in creating resilient cultures.</p> <p>School cultures that encourage resilience are those that acknowledge the complex nature of the role and encourage relational support.</p> <p>Relationships can encompass both professional and social support, they may be developed in and out of school.</p> <p>Reflection on one’s own values is important to the resilience process.</p>	<p>Teachers’ sense of vocation, understanding why they are in the profession. Those teachers who experience coherence between their own and colleagues’ values and actions experience more resilience. Opportunities for reflection, learning and change (with others) is important to the resilience process.</p> <p>Teachers’ self-efficacy beliefs are important for professional learning, developing supportive relationships and maintaining a work-life balance, all of which support the resilience process. Culture and relationships are key to encouraging self-efficacy beliefs, particularly in times of stress.</p> <p>Teachers who are hopeful for positive change in the future (linked to their values for themselves and their profession) are more likely to experience resilience.</p> <p>These concepts cannot be considered individually, the context and culture of the school (and by extension the quality of relationships between colleagues) have a bearing on an individual’s ability to develop these characteristics as part of a resilience building process.</p> <p>Teachers in schools with supportive organisational cultures, or who work with other teachers who share their values reportedly experience higher resilience when they feel their connection to individual resources waning and when relational or organisational resources are available to support a process of building resilience.</p>

Research Question 3 – What do teachers’ understandings of resilience bring to their working lives?	
Concepts Participants’/researchers’ initial interpretations	3rd Order Constructs My interpretations
<ul style="list-style-type: none"> • Awareness • Agency <p>Resilience brings an awareness of the complexities of the role of the teacher and a personal awareness of one’s own needs and how to meet them. Agency – ability to act on resources available and be better able to do their jobs.</p>	<p>Resilience brings an awareness of the resources available and the agency to utilise them.</p> <p>Resilience also brings an awareness of the dynamic nature of challenges and resources and a determination to continue with the resilience process to find yet more resources to overcome the inevitable future challenges.</p> <p>Developing resilience may also be synonymous with the development of ‘thriving’; this includes having the agency to make decisions that result in positive change for both individuals and systems – this seems to be familiar to teachers who have developed more awareness of resources.</p>

Discussion

Phase 6: Synthesising translations & Phase 7: Expressing the synthesis

To answer the research questions, I chose to synthesise a line of argument; this is an interpretation of the group of studies that is more than the individual studies can imply (Atkins et al., 2008; Britten et al., 2002). Implications of this new interpretation are considered with reference to teachers and those who support them.

The line of argument is expressed through a model (Figure 2). An individual teacher's perception of resilience is portrayed by the spiral, suggesting that different challenges and resources are useful to the development of resilience at different times. As resilience develops, so does agency and an awareness of the process, challenges and resources available. The resilience process sits within the context of relationships within and beyond work; the individual and their relational context cannot be separated.

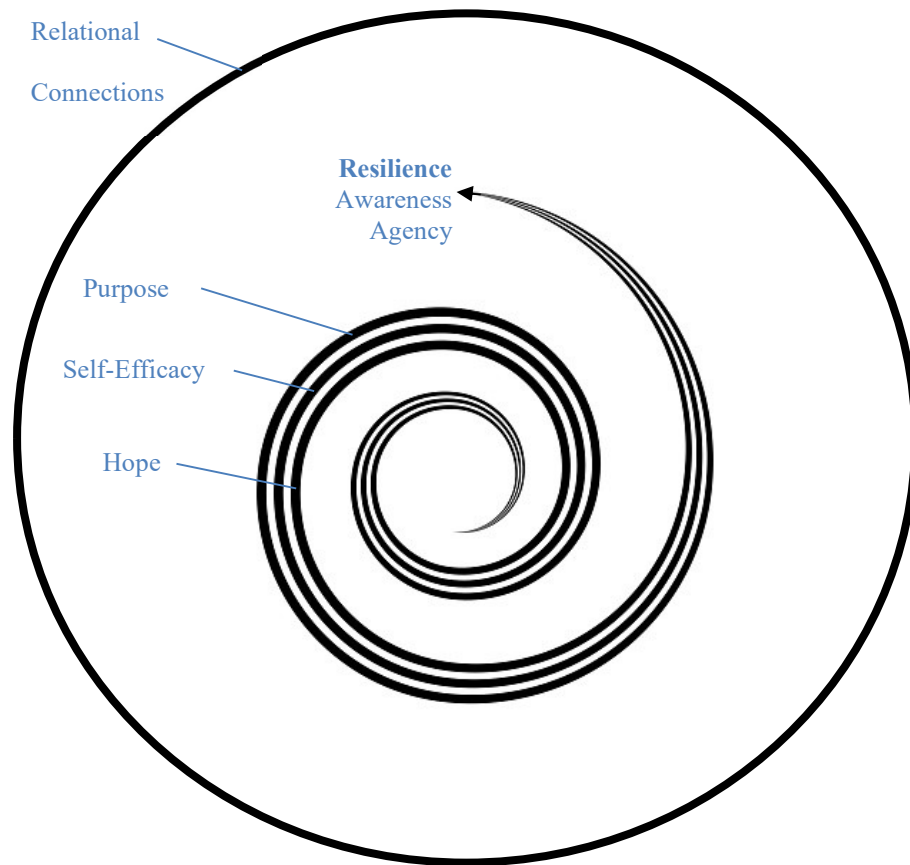


Figure 2: Teacher understandings of resilience – the resilience spiral

Research Question 1: How do teachers conceptualise resilience?

Despite the shift in academic thinking towards defining resilience as a social process of engaging with one another and learning to overcome challenge (Yates et al., 2015), participants often defined resilience as pertaining to the individual, for example ‘I think if I were not resilient this year would have done me in for sure’ (Doney, 2013, p.662). It is possible that teachers who have experience of individualistic societies find it challenging to discuss resilience in a relational context, despite this appearing to be important to the development of resilience (Schwarz, 2018). Theories of resilience originally suggested that resilience pertained to an individual’s ability to draw on social resources to support themselves during adversity (Luthar 2006). Teachers within these studies appear to have

been asked about their conceptualisation of resilience individually, without introducing the idea of resilience as a relational construct. Participants within Doney (2013) and Johnson et al. (2014) created individual resilience maps and included social resources within these figures, primarily to demonstrate how others had supported them, rather than suggesting that social resources can be both given and received.

Trait theory (Allport, 1937; Cattell, 1950; Eysenck, 1966) appears to influence teachers' individualistic definition of resilience. In the quote above, resilience is depicted as a static way of being: '[I]f I were not resilient' (Doney, 2013, p.662). Participants used personality characteristics such as 'hardiness' (Doney, 2013) and having a 'positive attitude' (Ellison & Mays-Woods, 2019; Mansfield et al., 2014) to describe resilient teachers. Frequently, teachers described the development of these traits, within and outside their teaching careers (Doney, 2013; Gu & Day, 2013; Johnson et al., 2014; Mansfield et al., 2014). However, some participants suggest that certain traits are more fixed within a person, leading them to be more prone to resilience than others (Doney, 2013; Gu & Day, 2013). Doney (2013) discredits a view of resilience as an innate personality trait whilst Ellison and Mays-Woods (2019) discuss the possibility that a trait theory of resilience could sit alongside resilience as a social process. The lack of exploration of trait theories of resilience in other papers perhaps suggests a discord between academic and everyday conceptualisations of resilience.

Teachers also considered resilience to be an iterative process of developing resources to support one's ability to manage challenge (Doney, 2013; Drew & Sosnowski, 2019; Gu & Day, 2013; Johnson et al., 2014; Mansfield et al., 2014). One teacher described their experience by saying 'had I had this interview nine years ago it would have been totally different, but now, I've experienced these things, you know, I became a better teacher

myself' (Ellison & Mays-Woods, 2019, p.68) suggesting that developing an awareness of resources are what enables this teacher to manage challenges.

Some participants conceptualised resilience as a process of survival, the development of resources to counteract the negative effects of stress (Doney, 2013; Mansfield et al., 2014), enabling them to return to the classroom each year, 'Is it just opposite of burning out? Is it just coming back every year? [If so], for now, I guess I'm pretty resilient' (Drew & Sosnowski, 2019, p.497). However, some participants perceived the goal of resilience as transcending survival, allowing for a capacity to 'thrive' (Drew & Sosnowski, 2019, p.492). This has been interpreted as the capacity to engage positively with the inevitable challenges of the teaching role, including believing oneself to be agentic in making decisions to allow for positive change (Carver, 1998). The perceived outcomes of developing resilience are discussed further during consideration of Research Question 3.

Several papers present models detailing how teachers conceptualise and experience resilience (Doney, 2013; Drew & Sosnowski, 2019; Johnson et al., 2014; Mansfield et al., 2014). The varied presentations of these models suggest that the difficulties of graphically representing dynamic constructs should not be underestimated (Rogoff, 2003). It is problematic to represent the iterative nature of a resilience process through a linear model, but also challenging to represent progress in the development of resilience within an ecological model. Teachers appear to feel strongly about the iterative nature of developing resources to support resilience. The iterative process of the development of confidence in one's identity and self-efficacy beliefs is exemplified by a participant describing early years of teaching as a 'rollercoaster ride' (Mansfield et al., 2014, p.557). This provides warrant for consideration of the resources teachers believe to be important to developing resilience.

Research Question 2: What resources are important to teachers' experiences of resilience?

It is noted that teachers appear to define resilience in individual terms. However, in recounting their experiences of developing resilience, their perception of the process of developing resources is social. Although Ellison & Mays-Woods (2019) conclude that resilient personality traits are responsible for individual differences in the way teachers approach challenges and may impact an individual's degree of engagement with a process of developing resilience, participants stressed the importance of relationships and wider cultural systems in supporting or challenging an individual's resilience. Theories of resilience have now evolved in many research areas to include an understanding of resilience within broader social and cultural systems (Van Breda, 2018; Yates et al., 2015). This progress is deemed critical by Schwarz (2018) who warns that psychological theories that attempt to remain apolitical risk ignoring potential power differentials and privileging existing cultural assumptions.

Teachers exist within many different cultural and social systems both at work and beyond the school gates; it is difficult to detach individual challenges and resources from wider systems. Bandura (2006) notes 'people create social systems, and these systems, in turn, organize and influence people's lives' (p.164). If resilience is considered as a process of interaction between challenges and resources, these challenges and resources are present throughout all systems within their lives. Understanding relationships is therefore crucial to exploring teachers' experiences of resilience. Interpretations regarding the dynamic nature of relationships alongside the development of resilience are woven into the subsequent discussion of resources.

Three resources are identified as important to teachers' experiences of developing resilience: sense of purpose, self-efficacy and hope.

Sense of purpose. This is defined as a connection to why an individual works as a teacher. Gu and Day (2013) consider that a ‘desire to make a difference to the lives of children’ encourages many teachers to remain in teaching and aspire to increase the quality of their work, driven by an ‘ethic of care’ (p.35). Johnson et al. (2014) also consider it important that ECTs ‘understand the importance of their own ethical and moral purposes’ (p.541) and participants in Mansfield et al. (2014) considered that a sense of knowing they were where they were ‘supposed to be’ (p.557) was important to the development of resilience.

Teachers reported that their purpose is to improve holistically the lives of CYP, detailed by one participant as ‘building confidence and independence’ (Gu & Day, 2013, p.31), by another as helping CYP to ‘change their mindset’ (Ellison & Mays-Woods, 2019, p.66) and by a further participant as helping them ‘learn to cooperate with others’ (Ellison & Mays-Woods, 2019, p.67). None of these purposes relate directly to supporting achievement in academic subjects, perhaps adding a sense of discord for some teachers when this is the focus of external scrutiny (Gill & Gergen, 2020). However, student success, as measured by external agencies may also contribute to teachers’ sense of efficacy (Minett, 2015). This may be indicative of the way external scrutiny is positioned by individuals or school cultures.

Findings suggest that a sense of purpose may be difficult to maintain alone, teachers perceive that positive relationships within a professional community are necessary for this resource to be fully utilised. Drew and Sosnowski (2019) consider the importance of vocation, suggesting that ‘teachers who connect consistently with why they entered the profession and why they should persist embed deep roots in the profession and in their school communities, which helps them sustain the storms’ (p.497). Studies also emphasise the importance of school leaders in creating cultures that foster a shared sense of purpose (Ellison & Mays-Woods, 2019; Gu & Day, 2013; Johnson et al., 2014). The instrumental role of school leaders in developing positive cultures is well-documented (Day & Gu, 2013; Day et

al., 2020; Peterson & Deal, 1998), especially in high poverty areas (Ellison & Mays-Woods, 2019; Gu & Day, 2013). High poverty areas have a higher turnover of teaching staff (Ingersoll, 2004; Simon & Johnson, 2015) and it may be a higher priority for school leaders to continually reinforce a shared narrative of purpose than in schools where staff turnover is lower (Masumoto & Brown-Welty, 2009).

This review suggests that teachers may feel that their sense of purpose is eroded when it does not align with the values espoused by powerful agencies either within or beyond the school (Gu & Day, 2013; Johnson et al., 2014). This may have an adverse effect upon the development of resilience. This conclusion is closely linked to self-efficacy.

Self-efficacy. Teachers considered opportunities for reflection, learning and for change as a result, both individually and with others, to be important to the resilience process (Ellison & Mays-Woods, 2019; Johnson et al., 2014; Mansfield et al., 2014). These opportunities promote self-efficacy beliefs.

Self-efficacy beliefs, the ‘strength of people’s convictions in their own effectiveness’ (Bandura, 1977, p.193) are a component of social cognitive theory (Bandura, 1986). Perceived self-efficacy relates to whether an individual will try to cope with challenges presented to them, exemplified by this participant as ‘OK, I can make it even better’ (Gu & Day, 2013, p.32), suggesting that recognition of previous successes can lead to further achievement. This cements the close link between self-efficacy beliefs and resilience and gives weight to the assertion by Drew and Sosnowski (2019) that it is a precursor to other factors influencing resilience.

Further studies within this review place self-efficacy beliefs more firmly within the resilience process as a sense of ability to solve problems (Doney, 2013; Drew & Sosnowski, 2019; Mansfield et al., 2014) or a sense of control over work tasks (Doney, 2013; Drew & Sosnowski, 2019; Ellison & Mays-Woods, 2019; Gu & Day, 2013; Johnson et al., 2014;

Mansfield et al., 2014) which could enable a balance between work and home lives (Doney, 2013; Drew & Sosnowski, 2019).

A lack of self-efficacy was often presented as a negative experience by participants, for example ‘if I could just teach the kids and do wonderful things for them without all the other stuff that comes...the negative things that people put on you, that would be good’ (Mansfield et al., 2014, p.559). Greater self-efficacy beliefs may therefore enable teachers to feel they have more autonomy at work; they may also enable teachers to feel able to solve existing problems (Doney, 2013; Ellison & Mays-Woods, 2019).

As evidenced by its roots in social cognitive theory, self-efficacy beliefs are unlikely to be able to be developed or maintained without support from others (Shen, 2009). A reciprocal arrangement is identified as it is difficult for a teacher to build supportive relationships with others if they do not experience the belief that they can do so, but it is also difficult for them to develop self-efficacious beliefs without the support of others. It is therefore unsurprising that teachers who experience high resilience often work in schools where importance is placed on a culture of collegiality and where challenges are seen as opportunities for growth (Ellison & Mays-Woods, 2019; Johnson et al., 2014). This is corroborated by research into schools as communities of practice (Hodkinson & Hodkinson, 2004) and professional learning communities (Philpott & Oates, 2017), where teachers feel empowered to build reflective, relational networks and find ways to overcome challenges collaboratively. EPs have been involved in efforts to promote this culture through facilitating group supervision and collaborative problem solving (Greenfield, 2016; Wright, 2015).

Support from school leadership is perceived by teachers to be an important contributor to the development of a relational school culture, for example ‘leaders who are humanistic take a personal interest in teachers’ well-being, actively participate in their development and nurture positive relationships among the school community’ (Drew &

Sosnowski, 2019, p.503). The implication of this is that school leaders who wish to create resilience within their staff should promote positive relationships amongst the whole school community (Childs et al., 2013; Day, 2014; Peterson & Deal, 1998). However, not all teachers feel that leadership practices are necessary to support collegiality, particularly in close teams that share a well-defined sense of purpose (Drew & Sosnowski, 2019; Hodkinson & Hodkinson, 2003). Indeed, it is possible that a forced culture of collegiality, or difficulties due to power dynamics between staff may make this difficult to embed as a top-down culture change. Mansfield et al. (2014) note the importance of colleagues and family members who work in other schools to support collaborative problem solving and the development of resilience, a view corroborated by further research, particularly with ECTs (Kutsyuruba et al., 2019; Le Cornu, 2013).

This review suggests that self-efficacy beliefs are perceived by teachers to be particularly important in the development of resilience for ECTs, for example: ‘sometimes I feel overwhelmed on a daily basis ... not overwhelmed in terms of I can’t cope, but overwhelmed, sort of throw my hands up in the air and go “what can I do?”’ (Mansfield et al., 2014, p.556-557). This may be because ECTs are less likely to have experienced a range of challenges within their teaching career and may be tempted to leave the profession if they believe they are unable to find solutions (Mansfield et al., 2014). A similar argument can be put forward for more experienced teachers who encounter high levels of stress. Whether the stressors originate from work or another aspect of life (Gu & Day, 2013; Mansfield et al., 2014), teachers in these studies think it is important that they have opportunities to reflect and plan solutions that they believe are possible, either independently or with others, ‘My motivation has never wavered, but my effectiveness has... My confidence... is low at the moment... need a personal confidence boost from somewhere’ (experienced teacher) (Gu & Day, 2013, p.34).

A sense of possibility links self-efficacy beliefs to hope (Sezgin & Erdogan, 2015).

Hope. Hope, as defined within hope theory, differs from self-efficacy beliefs in that it does not necessarily place onus on the individual to be proactive in working towards a goal (Snyder 2002). A sense of hope was experienced by participants as a sustaining factor (Mansfield et al., 2014), linking the teachers' sense of purpose in their role to optimism for the future. These hopes included that their roles as teachers may become easier (Drew & Sosnowski, 2019), that they would be more effective teachers (Mansfield et al., 2014), and that life would be better for themselves and CYP (Drew & Sosnowski, 2019; Ellison & Mays-Woods, 2019).

Associated with both self-efficacy beliefs and a sense of hope is the ability to reframe challenges as learning opportunities. Drew and Sosnowski (2019) suggest that the 'ability to reframe helps teachers retain their power instead of giving it away to the situation' (p.502). This corroborates with models suggesting that the resilience process occurs at the intersection between challenges and resources (Doney, 2013; Drew & Sosnowski, 2019, Mansfield et al., 2016).

It is suggested that the ability to reframe challenges can be influenced by factors beyond work. Participants noted the importance of their identities outside school, believing that these identities may support or challenge the ability to reframe (Doney, 2013; Mansfield et al., 2014). Wider research has suggested that teachers' personal faith may support resilience by providing an alternative way to view situations (Phillips, 2021). Teachers describe relational connections with individuals and the wider system of school culture as dynamic, changing based on the nature of challenges and resources (Doney, 2013). The experiences of participants in these studies suggest that it is difficult to reframe challenges as opportunities without support from others. Drew and Sosnowski (2019) refer to this as 'windows to others' perspectives' (p.500).

It could be argued that the resources discussed above are developed through relational connections with individuals and the contexts that surround them (Hartling, 2008). Teachers who felt able to create and maintain dynamic relational support systems, both in and out of school, experienced a process of developing resilience more explicitly and positively. This corroborates with the assertion that relational resilience is a transformative process, leading beyond bouncing back to the state prior to experiencing challenge, to a point where new learning is established that can be further developed as the resilience process continues (Jordan, 1992; Le Cornu, 2013).

To thrive, this review suggests that teachers experience mutually empowering relationships, within which they can accept support themselves and give support to others (Jordan, 1992). Findings from this review suggest that mutually empowering connections may be first formed with CYP as teachers experience the benefits of developing supportive relationships towards CYP, often experiencing surprise at the support CYP offer teachers in return (Drew & Sosnowski, 2019; Ellison & Mays-Woods, 2019; Gu & Day, 2013). As teachers become more experienced and develop mutually supportive relationships with colleagues, their perceptions of resources to support resilience are increased (Drew & Sosnowski, 2019; Gu & Day, 2013; Johnson et al., 2014; Mansfield et al., 2014). However, teachers suggest that in times of stress support from others becomes more important, perhaps suggesting that the need to survive overtakes the ability to thrive in stressful circumstances (Doney, 2013; Gu & Day, 2013).

The role of EPs is not explicitly considered in the papers reviewed. However, it is concluded that a relational school culture promotes the development of resilience through mutually supportive relationships between all members of a school community. EPs are well-placed to promote relational approaches (Beltman et al., 2016; Gill & Gergen, 2020; Greenfield, 2016; Wright, 2015). EPs have also been referred to as ‘agents of hope’ (Cox &

Lumsdon, 2020, p.17), enabling an acknowledgement of the challenges faced by the profession while encouraging the reframing of challenges as opportunities to effect positive change. EPs, therefore, have a role to play in encouraging a relational view of resilience when working systemically with school leaders and individually with school staff.

Research Question 3: What do teachers' understandings of resilience bring to their working lives?

When participants explained what a sense of resilience brings to them, they focused on agency, an awareness that they can learn, adapt and make changes in line with their values (Bandura, 2006). This is acknowledged whether resilience is understood as surviving each challenge and returning to the classroom each year, or as developing resources that enable more positive responses to challenge and a transformational approach to their work.

A sense of agency perhaps coincides with teachers' conceptualisation of resilience as an individual state; however, this review suggests that a sense of individual agency is most likely to be achieved when the relational system around the individual allows for the development of resources (Biesta et al., 2017). Therefore, individual and relational views of resilience complement each other. The review suggests that resilience brings an awareness of both challenges and resources available through the systems surrounding an individual, as well as the agency to use those resources when necessary. A sense of agency grows with each experience of overcoming a challenge, symbolised by the spiral in Figure 2 (p.30) (Castro et al., 2010).

When considering resilience as a process, teachers spoke of an agentic determination to overcome inevitable future challenges by developing further resources (Doney, 2013; Drew & Sosnowski, 2019; Mansfield et al., 2014). This is consistent with the development of resilience as survival, maintaining an equilibrium throughout ongoing challenge (Gu & Day,

2013). It is equally relevant to the concept of resilience as thriving, having agency to make decisions that result in positive change. This understanding seems to be familiar to teachers who have developed more awareness of the challenges and resources available to them; they could be said to be further up the resilience spiral. It is likely that teachers in this position experience transformative resilience (Ungar & Perry, 2012) through mutually empowering, growth-fostering connections (Jordan, 1992; Le Cornu, 2013). As the culture and community become more resilient, the individual becomes more resilient within it: 'in Pat's words, "the school is now getting somewhere". Her upward commitment trajectory paralleled this' (Gu & Day, 2013, p.32). Research suggests that the more resources for resilience are available to an individual, the more positive the impact on teacher wellbeing (Brouskeli et al., 2018; Kutsyuruba et al., 2019) and outcomes for CYP (Gibbs & Miller, 2014; Roffey, 2012).

Developing resources that ultimately result in agency often coincides with an ongoing commitment to teach (Gu & Day, 2013; Leijen et al., 2021). However, as teachers perceive their resilience increasing and become able to make changes that positively impact their wellbeing, the decisions they make may not impact positively on teacher retention. Mansfield et al. (2014) consider the decisions made by some teachers to reduce their hours or find a role in a related field. There is little exploration of whether teachers who choose to leave the profession could still be regarded as resilient, though there is a belief that a level of resilience is necessary for quality teacher retention, 'I think it's worse if you are not resilient and you do [stay]' (Drew and Sosnowski, 2019, p.497).

Limitations and implications

Resilience at an individual level was given weight throughout the papers reviewed. Despite this, it appears that developing resilience through a relational process of developing resources to support challenging experiences is key to teacher experiences of resilience. This is linked to ideas of thriving and transformative resilience, rather than surviving and maintaining a status quo.

The roles of teachers, school leaders and EPs have been considered within this interpretation of a transformative and relational resilience process. As relational connections in schools have been shown to be important to the teachers' experiences of a resilience building process, further research could explore the nature of relational resilience amongst wider school staff. It is also important to recognise wider contextual and political issues and policies can influence resilience at different levels (community, school and individual). Wider issues have the potential to increase possibilities for transformative resilience or reduce resilience amongst school staff to surviving.

One limitation of understanding resilience through the lens of relational resilience (Jordan 1992) alone is that it does not engage with a definition of resilience as an individual quality, which is a key part of teachers' conceptualisation of resilience. The impact of this may be that teachers are unaware of the impact of relationships on the development of their resilience, with the result that they may not afford it high priority when considering ways to improve the quality of their life and work.

The deeper insight into teachers' constructs and experiences of resilience provided by this review could be used to support high quality teacher retention, teacher wellbeing and subsequent positive outcomes for CYP.

Conclusion

This review explored three questions to gain insight into teachers' understandings of resilience.

The first question considered teacher conceptualisations of resilience, finding that teachers perceive individual resilience as both personality traits and as a process of developing these traits alongside resources that enable challenges to be overcome.

The second question considered the nature of resources teachers experience as part of the process of building resilience, concluding that a sense of purpose, self-efficacy and hope are important to the development of resilience. These resources are perceived to be most successfully developed within a school culture of relational connection (where an individual's values and resources are perceived to align with those of systems around them) but can also be developed outside a supportive school culture if other relational connections exist. Therefore, relational resilience is identified as an important theory when considering a resilience process in teachers.

The final research question considered the impact of resilience on teachers' working lives. Teachers who consider themselves to be resilient speak of an awareness of both challenges and resources within their work. To develop transformative resilience, an ability to positively engage with inevitable challenges and work towards improvements, a sense of agency is a necessary outcome of the resilience process. This means that teachers believe that they can actively use the resources available to them and continually develop new resources, both as an individual and through mutually empathic, growth-fostering relationships. EPs are potentially well-placed to support teachers' resilience as they use psychological understanding to help others to build trusting relationships and problem solve in collaboration with teaching staff (Kangas-Dick & O'Shaughnessy, 2020).

Chapter 2: Research methodology and ethics: a critique

Introduction

This chapter considers the development of my thinking between the Systematic Literature Review (SLR) and empirical study. I begin by outlining the conceptual framework that informed my research before considering the ontological, epistemological and methodological assumptions of my empirical work. The method employed in the empirical study is critiqued, with emphasis placed on the choice of data analysis and ethical considerations. Finally, the process of evaluating the quality of the work is discussed.

Conceptual framework and context for the research

Throughout my career as a teacher and as a Trainee Educational Psychologist (TEP) I have been interested in the wellbeing of adults in schools. It is well documented that adults who experience higher levels of wellbeing are better able to support the wellbeing of children and young people (CYP) (Roffey, 2012; Siegel, 2015; Weare & Gray, 2003). Higher levels of wellbeing in CYP have been found to impact engagement with school as well as academic progress and attainment (Gutman & Vorhaus, 2012). These are key aims of educational psychology (Cameron, 2006; Gibbs & Miller, 2014).

As I read about wellbeing, however, I realised that definitions vary widely and that the definition I encountered most frequently in research, proposed by the World Health Organization (2007), did not resonate with my own perception of teacher wellbeing as it is aligned closely with personal health outcomes. My own perception of wellbeing was more holistic, engaging with the idea that individuals and groups have resources that enable them to feel good about themselves and thrive in their endeavours. Further reading led me to the

concept of resilience, often described as a component part of wellbeing (Mguni et al., 2012) which I thought enabled a more dynamic awareness of challenges and resources, both by individuals and groups of school staff.

Personal experience as a teacher enabled me to appreciate first-hand the importance of relationships with other school staff to celebrate successes, share understandings of challenges and work together when problem solving. As a teacher, I reflected that I felt best able to promote positive outcomes for CYP when I felt able to overcome the challenges within the role; either with the support of other school staff or when I was able to support others. My own sense of resilience also enabled me to model resilient behaviours directly for CYP.

My SLR drew on critical understandings of resilience (Schwarz, 2018; Van Breda, 2018; Vella & Pai, 2019) which encouraged me to think about the resources that enable school staff to overcome challenges and thrive in their roles, as well as consider the challenges themselves. I therefore became curious about what resources may underpin the resilience of all school staff.

Further experience as a TEP enabled me to consider the resilience and relationships between adults who support CYP, both through observation and direct work to support school staff. Drawing on Ecological Systems Theory (Bronfenbrenner, 1976), particularly within my role as an insider-outsider (Khoshkhoo, 2016), I have reflected on the role of different systems surrounding school staff and how they may interact to influence resilience within an individual or a school culture. Changes to the education system in England have been particularly influenced by increasingly neoliberal political thinking, Special Educational Needs support and curriculum change, and an age of austerity (Acton & Glasgow, 2015; Hammersley-Fletcher, 2014; Sugarman, 2015). These national events have had an impact on the working conditions, budgets and expectations within schools, leading to a recruitment and

retention crisis, including current strikes within the school workforce (Connolly et al., 2018; Hilton, 2017; National Education Union, 2023). Now, more than ever, it is important to understand what helps school staff to continue successfully in their roles, as the national factors outlined above may make it more difficult for school staff to promote and support their own resilience and CYP wellbeing (Acton & Glasgow, 2015; Hanley et al., 2020).

Ontology and epistemology

Ontology refers to researchers' assumptions about the form and nature of reality (Guba & Lincoln, 1994). Epistemology is the study of the nature and forms of knowledge, specifically how knowledge can be acquired and communicated (Scotland, 2012).

This research adopts a critical realist ontology whereby "reality is assumed to exist but to be only imperfectly apprehendable because of... the fundamentally intractable nature of phenomena" (Guba & Lincoln, 1994, p.110). Epistemologically, this research adopts a phenomenological stance. Husserl, often regarded as the father of phenomenology and building on the work of Kant, suggests that there are two kinds of reality: noumenon expressed as being in reality itself (a positivist approach); and phenomenon, the appearance of reality in consciousness (Husserl, 2012; Kant, 1953). Phenomenology posits that, as it assumed that individuals cannot separate reality from the values, experiences, feelings and meaning that comes from their context, human sciences should concentrate on exploring phenomena (Mcphail, 1995).

Phenomenology as a branch of psychology and philosophy has evolved throughout the last century. Originally phenomenology was intended to find the essential meaning of constructs, beyond scientific explanation, by bracketing one's own preconceptions (Husserl, 2012; Lindseth & Norberg, 2004). Phenomenological inquiry has since acquired a more

contextual position, as Heidegger (2008) considered the importance and integral nature of the individual's context and interpretations in the quest to make meaning, connecting phenomenology closely to hermeneutics (Oxley, 2016).

In order to conduct research into the lived experiences of research participants, interpretation or multiple hermeneutics (Smith et al., 2022) are necessary. This research explores lived experience which combines the immediacy of an experience with a more lasting meaning attributed to it through interpretation and retelling, all of which is influenced by the contexts of the experiencer/re-teller and listeners/interpreters (Frechette et al., 2020). Therefore, this research positions language as central to meaning making, in line with the tenets of philosophical hermeneutics: "Language is the universal medium in which understanding occurs. Understanding occurs in interpreting." (Gadamer, 2004, p.390).

Ontological and epistemological assumptions inform a researcher's chosen methodology (Grix, 2002).

Methodology

Qualitative research facilitates meaning-making within research by obtaining thick descriptions of individuals' experiences (Smith et al., 2022; Willig, 2013). By adopting a qualitative methodology for the empirical study, informed by the principles of both phenomenology and hermeneutics, and using semi-structured interviews, three research aims are addressed. These explored school staff perceptions and experiences of relational resilience individually, with colleagues and with wider members of the school community, including the role of EPs in supporting the development of relationships for resilience. Interpretative Phenomenological Analysis (IPA) (Smith et al., 2022) informed the study's methodology, method and data analysis.

This research utilises an illuminative case study design (Meyer, 2001). This methodology is suitable for gaining a deeper understanding of a phenomenon within a specific context (Yin, 1992), in this instance, how school staff in a single setting experience relational resilience. Illuminative case studies can include both rich descriptions of phenomena, as well as interpretations and syntheses of these descriptions (Yin, 1992), this is important to the applied educational psychology element of the research.

Method

Participating school staff were identified using predominantly purposeful sampling (Robson, 2011). Pragmatically, for the study to be viable to complete as a single researcher, while also meeting the aims outlined above, a single school needed to meet strict criteria in terms of size and number of staff members willing to participate. Pietkiewicz and Smith (2014) suggest 6-8 participants is ample for small-scale, doctoral research; to meet the research aims, the required participant sample needed to include staff working in a variety of roles across the organisation. This research involved 7 participants, the whole staff body of one school.

I used semi-structured interviews to explore school staff perceptions and experiences of resilience. The interviews also explored school staff experiences of working with others, considering occasions when others supported them as well as times when they supported others. Prior to interviewing participants, I conducted a pilot interview with an individual outside the participating school's staff. This enabled me to refine the interview guide and my interviewing technique.

I considered focus groups as an alternative to individual interviews following the emergence of their use within IPA (Love et al., 2020). I determined that focus groups may support rich discussion amongst school staff whereby multiple voices could contribute to building their relational experiences. However, I decided to conduct individual interviews for the several reasons. One element of this decision was due to practical arrangements to ensure as many school staff could participate as possible. Focus groups would have been conducted outside school hours excluding many support staff from participating. Interviews were also chosen as I considered that school staff may feel more able to be honest about their experiences. In a focus group, particularly one that included members of the school's senior leadership team, staff may be less likely to contradict others in the group or discuss challenges within their role and relationships that support them (Finch & Lewis, 2003), this could result in thinner data. Additionally, although IPA has recently been used to analyse data from focus groups (Love et al., 2020), individual interviews are more commonly associated with this method of data analysis as they ensure a focus on each individual participant's lived experience, which may be more difficult to explore in a group setting (Smith et al., 2022).

A funnelling technique was used to design the interview guide whereby the interview began broadly to build a rapport and enable the participants to outline their contextual position before progressively narrowing to specific questions related to the research aims (Smith et al., 2022). This technique encourages participants to feel more confident and comfortable when discussing sensitive issues, as well as enabling rich data to be gathered (Duncombe & Jessop, 2002). Although it is acknowledged that a contextual, hermeneutic approach builds the construct of lived experience through conversation between interviewer and interviewee, I was mindful that to understand the participants' lived experience, their narrative should take the lead. Therefore, prompts were considered in advance and added to the interview guide to be used only when necessary. In addition, during interviews it was

important not to make assumptions or ask leading questions. An open opportunity to add further reflections or experiences was offered to all participants at the end of the interview to further ensure that their narrative was prioritised. The interview guide can be found in Appendix 3.

Data analysis

Interpretative Phenomenological Analysis (IPA) (Smith, 2004) was chosen as the analysis method for the empirical project. Other methods of analysis were considered as the research was developed.

Discourse analysis (Willig, 2003) was initially considered due to my interest in participants' constructions of resilience and relationships. However, I concluded that the focus of discourse analysis on specific language used was not as relevant to my research question which aimed to explore meaning as constructed through language. Traditional discursive analysis could also be at odds with my ontological and epistemological assumptions as, through analysing only how speakers use language, it could be perceived as reductionist. Additionally, discourse analysis tends to be used to analyse naturally occurring conversations, a semi-structured interview between researcher and participant does not meet these criteria.

Grounded Theory (Glaser & Strauss, 1999) was also considered, as one aim of this research is to add to theoretical understanding of a phenomenon. This approach aims to develop theory from data, which would be difficult to achieve given the small scale of the current project (Pidgeon & Henwood, 1997). It is also suggested that grounded theory practitioners should be able to view their data free from assumptions based on related

literature. As I have completed an SLR in a related field, this would be difficult to achieve within the current project.

Reflexive Thematic Analysis (RTA) (Braun & Clarke, 2006) was considered alongside IPA as there are many similarities between the two approaches, particularly within small-scale research projects (Braun & Clarke, 2013; Smith et al., 2022). RTA can be used flexibly across the spectrum of ontological, epistemological and theoretical positions and is particularly useful when identifying patterns within and between groups (Braun & Clarke, 2006). RTA would have been a valid method through which to analyse the data gathered within this research and it is possible that had I carried out RTA, the end product would look similar to that presented as a result of IPA (Braun & Clarke, 2021). However, as my underpinning philosophical assumptions align with those prescribed by IPA; my research question explores the lived experiences of a relatively homogenous group (staff who have chosen to work at the same primary school); and I am interested in both the unique experiences of the individual participants as well as exploring patterns of meaning across all participants, IPA was ultimately chosen as the analysis method.

IPA draws primarily on phenomenological and hermeneutic theory, but also engages with ideas from narrative, discursive and critical psychology approaches (Smith et al., 2022). IPA can provide a detailed examination of the lived experience of participants both as individuals and within a group context. As the primary aim for this research was to explore how staff within one school experience the phenomenon of relational resilience and how they make sense of it in terms of the impact these experiences have on their lives and work, an IPA approach has been identified as a valid method of data analysis (Braun & Clarke, 2021). In addition to interpreting individual accounts, a focus of IPA is to consider themes shared between participants (Smith, 2004) further consolidating its suitability within the proposed case study of a single school's staff.

Ethical considerations

Ethical practice is central to my work as a TEP and as a researcher. This project was approved by the Newcastle University Ethics Committee. Health and Care Professions Council (HCPC, 2018) and British Psychological Society (BPS) ethical guidelines were followed throughout the research process (BPS, 2018, 2021)

The specific issues considered in detail here are particularly relevant to this project as, due to the small sample size, there is a higher risk of individuals being identifiable. Therefore, it was especially important that participants were informed and could have trust in the details of their participation and potential use of the data they provided.

Power

I was aware of potential power dynamics between myself and participants and reflected on ways to redress any imbalance. This relates specifically to the principles of respect and integrity within the Code of Conduct (BPS, 2018). First, the focus school was not one in which I had carried out casework as a TEP. Although some school staff knew me within my professional role, I hoped that as I had not previously engaged with the school directly, this role did not affect their perceptions of me as much as in other schools who were more familiar with my TEP role. Second, I was keen to ensure that the language of my questions and the way I presented my research was approachable and accessible. To test this, I conducted a pilot interview prior to its use within the project. Third, I recognised that participants who gave consent prior to interview may have wished to withdraw during the interview process but may have felt uncomfortable to do so. I was keen to ensure that participants were comfortable in my presence and confident to answer questions or withdraw their involvement within an agreed timeframe. Therefore, I engaged in informal conversation with participants prior to interviews to establish a rapport (Duncombe & Jessop, 2002).

During interviews, I was mindful of verbal and non-verbal expressions of discomfort and checked to ensure participants were comfortable to continue.

Transparency and informed consent

Transparency with participants, again linked to the principles of respect and integrity (BPS, 2018), was given priority and enabled informed consent to be gained to the best of my ability, although Duncombe and Jessop (2002) suggest that it is almost impossible for consent to be entirely informed as participants have no prior knowledge of the interview questions, the direction the discussion may take, or the interpretations made by both interviewee and interviewer. Prospective participants were provided with an information sheet detailing what their involvement would entail (Appendix 4) and written consent was gained (Appendix 5). All prospective participants were also offered an opportunity to discuss, clarify and ask questions about the nature of the research and their contribution to it. Before and after interviews, participants were reminded that their involvement was voluntary and that they could withdraw within an agreed timeframe. Participants were given a debrief with my contact details, and those of my supervisor, in the event that they chose to withdraw from the study or had further questions regarding the research process and their involvement within it (Appendix 6).

The principles of Appreciative Inquiry (AI) (Cooperrider et al., 2008) informed the interview guide (Appendix 3). This was deemed important as the topic of discussion could potentially cause distress. AI involves four distinct stages to elicit positive change: discovery, dream, design and destiny (Cooperrider et al., 2008). Despite AI being rooted in positive psychology which has a positivist epistemology at its core, AI subscribes to a principle of constructionism (Cooperrider et al., 2008). This principle asserts that all knowledge is

socially constructed and is congruent with the interpretivist and hermeneutic principles of this research where lived experience is constructed between the participant and interviewer.

The interview guide focused particularly on the discovery stage as this enabled exploration of what is currently working for the participant. Utilising an approach rooted in positive psychology supported discussions that focused on what aids the relational resilience of school staff, rather than what may inhibit it. This does not mean that I was not open to school staff describing situations where they experienced challenges to their own or others' relationships or resilience, as this information could be equally valuable in determining how school staff can be supported. However, the questions forming the interview guide were not designed to dwell on negative experiences. This is perhaps particularly important when conducting such small-scale research where individual grievances may be recognised, despite every effort being made to ensure anonymity for all participants.

Consideration of ethics did not end with the ethical approval process. An example of my ongoing commitment to ethics within this research was demonstrated when a participant was keen to discuss difficulties experienced within their role. Despite the appreciative lens to my questioning and follow-up questions designed to encourage positive reflection, it was clear that this participant felt their difficulties were important to share. This placed me in an ethical dilemma as I was aware that it would be difficult to report these difficulties in my research without compromising the appreciative approach I had espoused in the participant information. However, it was important that I did not invalidate this participant's responses by omitting them altogether. To resolve the issue, I used reflection and questioning to reframe the participant's responses into phrases that could be utilised within the research parameters I had agreed with all participants. I was careful to check that my phrasing was acceptable to the participant and conveyed the meaning they intended. I also ensured that support (in the form of a school staff wellbeing helpline) would be available for this participant, should they wish

to access it, following the interview. Through this dilemma, there was a tension between ensuring the experiences of the participant were accurately represented and a requirement to adhere to the parameters I had set with both the participants and through the ethical approval process.

Anonymity for participants was ensured through adherence to the Data Management Plan. The school's name and participant's identities were not shared with any individuals and individuals were pseudonymised at the point of transcription, along with any data identifying the location, specific roles or activities of participants. I am confident that the school and its staff will be unidentifiable in the dissemination of this research; although ensuring this means that potentially enlightening comparisons between staff roles cannot be made in this research as this would compromise the anonymity of individuals.

Ensuring anonymity between participants was more difficult to maintain. Although every effort was made to remove identifying information from participant quotes, it is possible that individual participants who know their colleagues well may recognise ways of phrasing experiences that they could attribute to an individual. Participants were briefed on this possibility prior to giving their consent. It is hoped that in conducting the research using principles of AI, any comments that could be identifiable will be received positively, rather than causing contention between staff members.

Quality Evaluation

Following the completion of both SLR and empirical research, I chose to evaluate my work using the same combination of quality evaluation tools I used to assess the papers within the SLR (Long & Godfrey, 2004; Sandelowski & Barroso, 2003; Walsh & Downe, 2006). Combining evaluative tools enabled reflection on the theoretical and conceptual framework underpinning the studies, the methodology, and the commitment to ethicality demonstrated within the work. Evaluating the quality of the SLR papers and my own work

enabled me to develop familiarity with the papers and recognise the potential limitations of working within journal wordcounts. I recognise that many of the methodological and ethical considerations of my own work are contained within this chapter, rather than the empirical report.

The evaluation tools written by Long and Godfrey (2004) and Walsh and Downe (2006) were both designed for use with qualitative papers. Asking the same questions of each of the papers, including my own work, has contributed to my reflexivity, enabling greater criticality regarding the assumptions and claims made by each paper. Walsh and Downe (2006) was produced following a review of evaluation methods within qualitative research, suggesting that its development is situated within a shared construct of 'quality research'. The Sandelowski and Barroso (2003) typology enabled me to reflect upon both the espoused and actual methodology and purpose of each paper. The outcome of this part of the process was not recorded as it is not in keeping with a subjective understanding of research 'quality' to place emphasis on a quasi-numeric, single word judgement of each paper.

Conclusion

Throughout this chapter the conceptual framework informing this research has been discussed with links to wider literature and my own SLR. The philosophical assumptions present within this research have been explained and subsequent rationale has been provided for the methodological and ethical decisions made to support the empirical research project.

Chapter 3: Exploring perceptions of relational resilience amongst one school's staff

This chapter has been prepared for submission to the British Educational Research Journal.

Abstract

This empirical study focuses on three research aims that were investigated using a qualitative methodology. The first aim was to gain a richer understanding of lived experiences of resilience amongst school staff, including teachers and support staff. Second, to gain further understanding of how school staff make connections and support each other to develop resilience and enable them to thrive within their professional roles. Third, to develop insight into the role of the Educational Psychologist in supporting and developing relational resilience amongst school staff.

Two themes were developed through an Interpretative Phenomenological Analysis of seven, appreciatively framed, semi-structured interviews that offered insights into this staff group's experiences of the phenomena under investigation. First, participants' experiences of resilience as a process of moving from surviving to thriving. Second, the importance of the specific setting and professional relationships both within and beyond the school for staff's experiences of resilience. These specific relationships enabled a sense of belonging, development of shared values, and opportunities to learn and develop. Themes are discussed through the lens of Relational Cultural Theory, considering Buzzanell's Theory of Communicative Resilience to better understand how relational connections for resilience are formed and implications for EP practice are considered.

Introduction

Retention of school staff

Retention of successful, content school staff has been shown to have a positive impact on children and young people's (CYP) academic achievement and wellbeing (Glazzard & Rose, 2020; Roffey, 2012; Sharples et al., 2016). Therefore, retaining teachers and other school staff is of interest to government, school leaders and others interested in supporting education (Organisation for Economic Co-operation and Development, 2005; Sammons et al., 2007; Tes, 2023).

The topic is particularly relevant in the UK where there is a growing awareness of the pressures put on school staff due to workload (National Education Union, 2021), uncertainty regarding the aims of education (Gibbs, 2018), and regulatory bodies such as Ofsted (Luff, 2021). Recently, these concerns have formed part of a national conversation as teachers across the UK have undertaken strike action, demanding an increase in pay to mitigate the recruitment and retention crisis (National Education Union, 2023). The news that a headteacher reportedly took her own life following an Ofsted inspection (Jeffreys et al. for BBC News, 2023) further highlights the growing media narrative regarding the impact that external pressures can potentially have on the school workforce.

Resilience

An alternative to a focus on the pressures and stresses of working in education and the difficulties of retaining school staff is to focus on what can be done to improve working conditions. Job satisfaction, thriving and resilience are now explored at a national level, often incorporated into the broader term wellbeing (Day et al., 2006; National Education Union, 2021; Tes, 2023). Mguni et al. (2012) considered the relationship between resilience and wellbeing. Wellbeing was identified as an evaluation made by an individual of important

factors in their life at a single point in time, where resilience was identified as a dynamic process of building experiences and resources that enable challenges to be overcome. Mguni et al. (2012) suggest that high measures of wellbeing often correlate with high measures of resilience; this could be described as thriving (Brouskeli et al., 2018). However, it was also concluded that it is possible to experience high wellbeing and low resilience, and vice versa. Mguni et al. (2012) concluded that individuals experiencing low levels of wellbeing and high resilience could be described as “dissatisfied but tough” (p.6), perhaps a similar experience to the teachers who feel they are ‘surviving’ (Doney, 2013). As Schwarz (2018) suggests that it is unhelpful to consider resilience as a self-contained concept and participants in Doney (2013) perceived resilience to be both static and a process of resource development; this study acknowledges the links between resilience and wellbeing. Research investigating aspects of wellbeing is therefore considered alongside studies specifically exploring resilience.

A growing body of research suggests that understanding resilience could shed light on potential ways to retain more successful and happier school staff (Day, 2008; Kutsyuruba et al., 2019). Defining and conceptualising resilience has varied in research over the last two decades. It is sometimes described as a personal trait or ability that allows individuals to bounce back from challenging events; this perception is focused on resilience as an outcome of survival (Garmezy & Masten, 1986; Pretsch et al., 2012; Smith et al., 2010). More recently, developments in theories of resilience suggest that the way individuals develop responses to adversity is more important than the adverse event or outcome of the adversity itself (Van Breda, 2018). This has influenced a conceptualisation of resilience as a dynamic process (Luthar et al., 2000), considering how the development of an individual’s beliefs, relationships and the context in which they exist, enable them to adapt to different situations (Greenfield, 2015; Mansfield et al., 2014; Masten, 2018).

Previous studies considering different aspects of school staff wellbeing have included the experiences of school staff other than teachers (Davison & Duffy, 2017; Sharrocks, 2014). However, resilience research often focuses on teachers alone, (Beltman et al., 2011; Mansfield et al., 2016). There are several possible reasons for this, including difficulty in recruiting school staff beyond teachers to participate in research, support staff feeling disempowered to participate in research, researchers failing to note the importance of non-teacher roles in schools, or researchers considering that the power of their research may be compromised if it included a more heterogenous population.

Given the relational nature of more recent theories and models of resilience it is appropriate to include support staff within resilience research (Greenfield, 2015; Gu, 2014; Mansfield et al., 2014). Research has long reported that many roles in schools can be demanding, both emotionally and intellectually (Hargreaves, 1998; Kyriacou, 2000; Mackenzie, 2011). Blatchford et al. (2012) concluded that not only are working conditions and development opportunities important in maintaining support staff's job satisfaction, but that support staff can positively impact the workload and job satisfaction of teachers. These findings, which are suggestive of the importance of relationships between school staff for job satisfaction and staff retention, give further warrant for this study's focus on all school staff.

Blatchford et al. (2009) define support staff as individuals whose role explicitly requires them to carry out work with CYP but do not hold qualified teacher status. In this study, support staff are defined as all staff who are not teachers. As this research was carried out in a small school, it became clear that all staff, including custodial, governance and office staff, engaged in interactions with CYP, giving warrant for a definition that is broader than that of Blatchford et al. (2009).

Current study

This study follows an unpublished Systematic Literature Review (SLR) that explored the lived experience of resilience amongst teachers. The review found that teachers in these studies view resilience both as an outcome and as a process, as well as identifying resources that these teachers believe contribute to the development of their own resilience. Findings also suggest that central to the development of the resources identified is the nature of relationships between teachers, their colleagues, leaders, family, friends and the CYP they work with. The review suggests that teachers in these studies conceptualise resilience at an individual level, but that it is developed and experienced within a relational context.

Understanding resilience as a process at the intersection of the personal and contextual has allowed theories of resilience to be considered alongside relational cultural theory (Miller, 1988), developing a theory of relational resilience (Jordan, 1992). Relational resilience describes the impossibility of separating the self from relationships with others and the surrounding culture when considering the development of resilience (Jordan, 1992). The theory of relational resilience posits that while common conceptions of resilience stress the importance of unidirectional relationships (individuals requiring support from others to develop resources to overcome challenges), it is the reciprocal nature of relationships that is important (Jordan, 2017). Through mutually empowering and empathic relationships, resilience can develop beyond the ability to overcome adversity and return to the status quo, enabling a transformative, growth-fostering dialogue where both parties nurture their capacity for resilience and thrive as a result (Gu, 2014; Jordan, 1992; Le Cornu, 2013). Given the apparent importance of relationships to the development of job satisfaction and outcomes for children within school-based professions (Blatchford et al., 2009), understanding the nature of these relational connections between adults is an area identified for further research.

This empirical study explores experiences of relational resilience within a single school staff body. This has not been considered in previous research and is relevant as more than half of school staff in England are not teaching professionals (Department for Education (DfE), 2021), suggesting that relational connections experienced by teaching staff are not solely with other teachers. Educational Psychologists (EPs) can support reflection within communities of school staff (Sharrocks, 2014). Developing an understanding of how all staff within a school work with each other and their wider community to develop their resilience may enable EPs to further support the development of resilience amongst school staff bodies.

Three main aims for this project have been identified:

- (1) To gain a richer understanding of lived experiences of relational resilience amongst staff, including teachers and support staff, in a primary school.
- (2) To gain further understanding of how school staff make connections and support each other to develop resilience and enable them to thrive within their professional roles.
- (3) To develop insight into the role of the Educational Psychologist in supporting and developing relational resilience amongst school staff.

Method

To explore these aims, a qualitative study design, utilising an illuminative case study method was employed (Adelman et al., 1976). This was underpinned by a critical realist epistemology (O'Mahoney & Vincent, 2014). The study was granted ethical approval through Newcastle University's ethics review process and ethical guidance from the British Psychological Society (BPS, 2018 and 2021) and Health and Care Professions Council (HCPC, 2018) was followed.

A school was identified through purposive sampling to ensure that participants would represent a wide variety of roles in a single school. Seven participants, the entire staff body of a single primary school, were interviewed. Informed consent was gained from all participants; relevant information can be found in Appendices 4, 5 and 6. This included representation of roles typically found in primary schools (Table 8). Many of the participants held more than one role which may have influenced their responses to the interview questions. Six of the seven participants were female. This is representative of the current gender profile in primary school staff nationally (DfE, 2021).

It was not considered to be ethical to report further biographical information about participants, for example the number of years each had been in post or the specific job roles of each participant, as this would have compromised the participants' anonymity.

Table 8: Job roles of participants

Participant roles
Administrator
Business Manager
Caretaker
Class Teacher
Cleaner
Governor
Headteacher
Midday Supervisor
Special Educational Needs Coordinator
Teaching Assistant
Wraparound Care Worker

Each participant engaged with a single, semi-structured interview designed to explore school staff perceptions of resilience. Questions were written using the principles of Appreciative Inquiry (Cooperrider, 1986) to maintain a focus on what staff believe supports resilience for them, rather than what contributes to difficulties, although participants were not prevented from speaking about challenge if they wished to do so; the interview guide can be found in Appendix 3. This enabled consistency with reflections that viewing resilience simplistically through the lens of positive psychology may not allow for a rich understanding of complex situations (Schwarz, 2018). The positive focus for questioning was ethically important given the school’s small size. Although every effort was made to anonymise

participants through the use of pseudonyms, due to the possibility of participants recognising their colleague's words, it was important to support the maintenance of interpersonal relationships. The interviews also explored school staff experiences of working with others, considering occasions when others supported them as well as times when they supported others. Interviews lasted between 30 minutes and one hour and were conducted during the school day.

Interpretative Phenomenological Analysis (IPA) (Pietkiewicz & Smith, 2014; Smith et al., 2022) was used to analyse interview data. IPA is well-established as a method for exploring the lived experiences of individuals and is philosophically coherent with a critical realist stance (Oxley, 2016). Each interview was transcribed by the researcher before being analysed individually, drawing out Personal Experiential Statements and Themes (PESs and PETs) verbatim (Appendix 7 gives an example of this process). These were subsequently combined with the experiences of other participants and further interpretations to extrapolate Group Experiential Themes (GET) (Appendix 8). These GETs are discussed in greater detail and with reference to wider literature. An example of the analysis process is shown in Table 9 and Figure 3.

Table 9: Example of process of interpreting Personal Experiential Themes from transcripts and Personal Experiential Statements

<p><i>Interview Quotes</i></p> <p>Personal Experiential Statement</p>	<p><i>'Initially it is just trusting yourself and stepping past that fear... and not just necessarily on your own but with your family or your colleagues... and not just survive but succeed and improve things'</i></p> <p><i>'Building something that we all understand and will actually be accurate'</i></p> <p><i>'What was it that I didn't understand? What they didn't understand'</i></p> <p>reflection through relationships and experience enables thriving</p>
<p><i>Interview Quote</i></p> <p>Personal Experiential Statement</p>	<p><i>'I've managed to get it to that point and also the confidence that ... I'll be able to do it again'</i></p> <p>reflection brings confidence to tackle new challenges</p>
<p>Personal Experiential Theme</p>	<p>Reflection is important to the process of resilience</p>

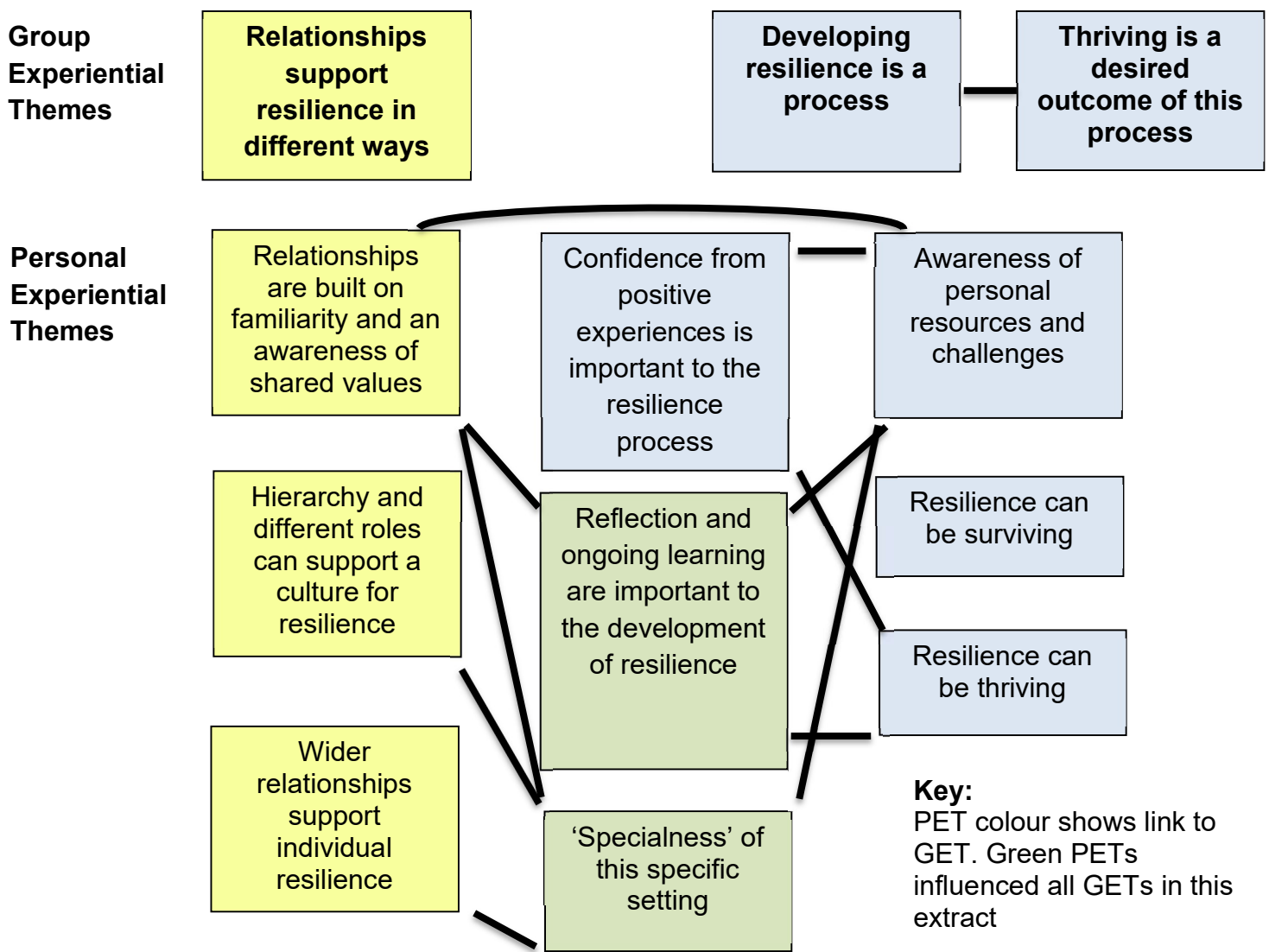


Figure 3: Extract of process of interpreting Group Experiential Themes from Personal Experiential Themes

Explanation of Figure 3

The lower 9 boxes show selected PETs. The upper 3 boxes (with bold text) show selected GETs. Blue PETs informed blue GETs; yellow PETs informed yellow GETs; green PETs informed both blue and yellow GETs. The lines between boxes show potential links between PETs throughout the interpretative process. The figure is intended to demonstrate the multiple hermeneutics of engaging with IPA.

Findings, analysis and discussion

Key themes discovered in this data are discussed below. One theme suggests that resilience is defined by this group of school staff as a personal journey from surviving towards thriving. This theme relates to the first aim of understanding lived experiences of resilience amongst school staff. A further theme explores how these participants viewed the ‘specialness’ of their setting and the relationships within it. Both were considered to be important to the development of resilience. Both themes explore findings from previous research (Beltman et al., 2011; Greenfield, 2015) in a novel population, particularly considering how relational connections support the development of both individual and community resilience, which responds to the second aim of this research. The third research aim, to develop an insight into the role of EPs in supporting and developing relational resilience amongst school staff is considered in a discrete section later in the report. This was due to the limited experiences participants had of engaging with EPs and their apparent unfamiliarity with the role. The analysis is presented in more detail below, including discussion with reference to wider literature.

Although this study’s findings relate to a specific setting, in line with the idiographic commitment of IPA (Smith et al., 2022, p.24), the retroductive nature of IPA can be used to understand these findings within a wider context. Retroductive enquiry combines elements of both inductive and deductive reasoning, as well as informed imagination, to offer and test theories about the underlying causal processes that impact how we make sense of the world (Greenhalgh et al., 2017). IPA achieves this by making sense of lived experiences through combining the meaning participants attach to the explored phenomenon with interpretations of wider literature and commonly held understandings of the world. The findings of this study are therefore considered to be theoretically transferable (Smith et al., 2022, p.45).

Through rich description of the participant's experiences, alongside consideration of wider literature, the reader can evaluate the transferability of any findings to their own project or experience (Lincoln & Guba, 1985, p.124).

Theme 1: The resilience process

Resilience is described as an ongoing process with individuals moving from surviving towards thriving.

When asked to define resilience, some participants described an individual ability to do one's best in the face of a challenge, enabling the difficulty to be overcome. Pat suggested that "It means that even if you're finding something hard you could find ways of getting through and making sure things get done without actually falling apart".

The notion of resilience as "getting through" challenging times is perhaps best described as surviving. This is most likely to support one's own ability to continue in a role or with a particular task. This suggests a commitment to survival within a role that is based in an understanding of the role's importance, rather than simply the decision not to give up (Gu & Day, 2007). Pat's words suggest that, for them, resilience involves a commitment to finding a way through the challenge and that "falling apart" is preferable to actively giving up. It is possible that they are aware of the impact of their personal work and feel pressure to ensure that they are living up to expectations. This is perhaps unsurprising given the competitive and often individualistic culture of accountability that currently pervades the western world and its education systems, despite acknowledgement in research of the importance of cohesion between school staff to support positive outcomes for staff and children (Acton & Glasgow, 2015; Le Cornu, 2013).

Other participants defined their resilience slightly differently, suggesting that survival is only the beginning of the resilience process. Chris explained:

I'm busy here, but I'm coping and I'm coping really well and I'm doing a good job and everything's ticking along nicely. And it's that kind of sense of I'm working within my capacity here. And I'm stretching myself a bit, but I'm not overdoing it. And the children are getting a good deal. Yeah, and I'm looking after myself... I suppose resilience shows when the going gets really tough and you kind of come out the other side and breathe that sigh of relief. I mean, that's just survival, isn't it? I don't know if that could be classed as resilient? I suppose if you survive and you're resilient you thrive after.

Chris's description of their work suggests that they are aware of both the challenges they face, and the resources they have, to overcome them (they went on to list several practical strategies they use to support them in their work). Their phrase "ticking along nicely" suggests that they do not see themselves as struggling but that an element of challenge, suggested by the phrase, "stretching myself a bit" is important to their definition of resilience. Perhaps without challenge there is no need to develop resilience. Chris's description of thriving suggests that a degree of confidence and satisfaction are positive outcomes of resilience. Leslie's description of resilience concurs with this interpretation:

I think to start with resilience, initially it is just trusting yourself and just stepping past that fear of whether you can do everything, and not just necessarily on your own, but with your family or your colleagues or whatever, to be the person you need to be to get things done and just continue and not just survive but succeed and improve things. So the further you are into the role and the longer you're established the more confidence [you gain].

Both Chris and Leslie's descriptions reference the potential for reciprocity in the resilience process as they consider the support that may be necessary to enable them to develop resilience and the impact this may have on others ("the children are getting a good deal" - Chris). These experiences suggest that they are aware of the possibility for mutual growth

through connection with others, a key tenet of the psychological theory of relational resilience (Jordan, 1992). This appears to be a core construct of the way they describe experiences of thriving.

Other participants espoused thriving as a desirable part of resilience, but felt that they could not describe themselves in this way; for example Alex commented, “In school, I probably never feel like that, just ‘cause of my personality” and Jude noted:

I never feel I’m thriving. If I’m honest, I always feel like I’m chasing my tail... That’s just the nature of this type of job I suppose. I would struggle to find a time where I felt that I’m on top of it and doing really well.

It is possible that Alex and Jude construct thriving as an individual state, related to their personality, rather than being developed through mutual growth as Chris and Leslie described. These findings echo those of the Acton and Glasgow (2015) which suggest that a neoliberal culture may encourage individuals to perceive self-reliance to be a necessity for survival, although a sense of thriving may be more attainable through a relational process of development. Alex described the importance of personal mindset to developing resilience, “I think that’s key, changing your mindset, to being resilient. Looking at it a different way. Trying to look at it positively”. This comment suggests that Alex has constructed resilience and thriving through an understanding of positive psychology, a discipline more associated with individual accountability and self-sufficiency (Cabanas, 2018; Seligman, 2012). Cabanas (2018) suggests that the role of culture and context are overlooked by positive psychology which suggests that happiness can be quantified and experienced similarly by all, through individual actions to promote one’s own wellbeing. An expectation that one should experience happiness in similar ways to others could induce feelings of guilt or stress as individuals strive to attain a sense of thriving, directly contradicting their own intention. The

importance Alex places on changing their own mindset is apparent. Cabanas (2018) perhaps explains Alex's experiences of resilience as survival.

Following this interpretation, it is noteworthy that Chris, whose experiences of thriving are shared above, mitigated their statement saying, "that [feeling of thriving] doesn't happen all that often, you know". This suggests that for this group of school staff, a sense of thriving is the aim of the resilience process, but it may not be perceived to be a sustainable personal state.

In summary, participants considered that resilience is a desirable personal attribute to support themselves and others. A sense of thriving is a desirable goal of the resilience process that appears to be most achievable through relational connection with others, although it does not appear to feel sustainable to individuals in this study, perhaps due to the pressure placed on individuals to achieve and maintain the state personally.

Theme 2: Connection supports resilience

Specific relationships and this setting support the resilience process through connection with others.

Developing shared values and a sense of belonging as well as opportunities to learn and reflect were viewed by participants as important for the development of individual and collective resilience. These resources were developed through relational connections often believed to be specific to this team and setting. Relational connections are considered through three sub-themes: the specialness of this team, the importance of leadership, and the importance of connections beyond the school.

Sub-theme 1: Specialness

The 'specialness' of this setting and the staff within it supports the development of belonging and shared values through relational connection.

The sense that school staff believed their setting to be different from the norm and the pride they took in being part of it was palpable throughout the interviews, for example in Alex's comment, "It just works, I think it's very unique" and Pat's, "It's amazing, it's just so different to so many settings". The word special was attributed to the school, its community and specific experiences remembered by participants.

Despite the apparent importance of individual mindset to the development of resilience described by some participants in Theme 1, a sense of chance or luck that these specific staff members find themselves together within this school culture was notable, for example Leslie's comment, "I don't know if all schools are as lucky as us". This thinking may also support retention of school staff, often used as a measure of resilience (Day, 2008; Duffield, 2019) as individuals may feel less inclined to leave to work elsewhere if they do not believe that they will find a similar staff ethos in another school (Kelchtermans, 2017; Tran & Smith, 2020).

Most participants in this research hold multiple roles. These roles are often flexible, sometimes necessitating an individual taking on a role that is not usually assigned to them. Pat explained, "We do bounce here! We're used to the fact that things change and we might have a different hat. I mean, some of us wear lots of hats but we even have the headteacher acting as a TA in the classroom!" The phenomenon of flexible roles in schools is not well-documented in research, although Fargas-Malet and Bagley (2021) note that staff in small schools may have an "intense (and often unmanageable) workload" (p.18). Research tends to focus on the role of school leaders with teaching responsibilities, rather than the multiple roles of other staff.

Buzzanell (2010) presents a psychological theory of communicative resilience. Within this theory “identity anchors” are described as “a relatively enduring cluster of identity discourses upon which individuals and their familial, collegial, and/or community members rely when explaining who they are for themselves and in relation to each other” (p.4). Multiple roles could be construed as a challenge to establishing consistent identity anchors. However, these school staff choose to see their situation as special, affording more resources to support each other’s resilience as their shared roles enable them to establish shared values and understanding. It is possible that in this situation, enduring identity anchors are less important to these participants as the staff have instead employed other strategies to support the development of resilience. The notion of the importance of wearing “lots of hats” (in Pat’s words) perhaps suggests that staff in this school experience a high degree of self-efficacy, a resource explored and considered to be important to the development of resilience by Drew and Sosnowski (2019).

Building a sense of belonging (McMillan & Chavis, 1986) through mutual empathy and compassion was an important aspect of developing resilience both as an individual and to build a collective staff resilience. Pat explained that building a sense of belonging amongst school staff felt more possible in a physically smaller school, “We are right next door to each other... We’re all just kind of all together, which makes it seem like one team more”.

Chris described the sense of belonging they experience as, “kind of relational support that you get at this school. I mean that kind of common sense of purpose and that understanding from others”. The importance of trusting, supportive relationships has been explored extensively in research considering resilience within the teaching profession (for example, Gu, 2014). This study demonstrates the perceived importance of these relationships throughout a whole school staff. The closeness of this staff, both physically and through their sense of a common purpose and empathy for each other appears to ensure that support given

and received by individuals or by the team is a positive, ongoing mechanism through which resilience is developed. This staff group perceive the small size and context of their school within a small, rural community to be integral to the development of these relationships and resources. It is possible that in other schools staff find their own specialness that supports a sense of psychological belonging, community and ultimately builds resilience.

Alex explained their perception of the specialness of this setting when comparing their work at this school with a previous role:

I think we're quite unique here as a staff... We're all different but we all get on. It just works here. I think because none of us is trying to get one up on each other. There's none of that going on, I don't feel there is anyway... A bunch of staff who get on with the job.

Alex's comments suggest that previous experiences focused on competition between staff rather than developing an ethos of mutuality where staff feel they can support each other.

Alex explained their thinking further: "in some staff in some schools people put someone down because actually they're scared by them, or they want to be [scary] themselves but I don't feel any of that here". Similarly, Jude highlighted the need to judge when to share their individual vulnerabilities amongst colleagues: "There is a slight portrayal you have to have, sometimes you have to have a mask on. We always say we're graceful swans. Nice up here and our legs are going like crazy".

These comments could be interpreted as symptomatic of an individualistic society that values self-reliance, often accepted as part of the cultural landscape of Western education (Acton & Glasgow, 2015; Gibbs, 2018). Buzzanell (2010) describes the importance of "legitimizing negative feelings while foregrounding positive action" to the development of communicative resilience (p.7). This involves holding on to challenges, perhaps including an awareness of the cultural and political pressures surrounding education at both national and individual school levels, while building and acting on a hopeful narrative to sustain a

community. Hope has also been identified through teachers' experiences as a key resource for resilience (Drew & Sosnowski, 2019). A hopeful, relational narrative is evident in Alex's words, especially those that join the staff group together and develop a sense of belonging and shared values, for example "bunch of staff" and "unique group".

In building a sense of belonging and shared values, Alex could be developing relational confidence, a sense that an individual has something to meaningfully contribute to others and trust that others will accept that contribution and grow with it (Jordan, 1992). This contributes prominently to the theory of relational resilience where a culture consistently values and encourages a state of supported vulnerability, relational awareness and mutual growth (Jordan, 1992).

The construct of relational awareness describes the importance of being familiar not only with one's own needs and power, but of being attuned with others and the relational process as well (Jordan, 1995). Jordan (1992) considers that in close relationships we can become attuned to another's distress signals and intervene more quickly and effectively. Buzzanell (2010) suggests that "the process of building and utilizing social capital is essential to resilience" (p.6). It is suggested that this happens through the building and maintenance of communication networks, understanding who may be able to support you and who you may be able to support, especially during challenging times. Participants had differing views on how this could work in a professional context.

Chris spoke of the importance of being able to ask for support as individuals cannot always expect others to notice when they are struggling; this was a positive process for them:

I was like, "I've got this, this and this. I'm feeling like I'm not going to get it all done and I'm feeling a bit knackered" and he was like, "look, try and get it done by Monday and if you need a day off on Monday to do it all, I'll give you a day off". And actually after that, I knew that was a possibility. Whereas before that it wasn't even conceivable that I'd go and admit defeat but [now] I knew it was okay not to be okay.

Charlie, conversely, felt that others noticing another individual's stress is important for the development of resilience as this can be a catalyst for change without putting the individual in need of support in a vulnerable position. They explained, "It's nice for people to ask about you", giving an example of how a question asked by a member of staff supported a change that enabled them to overcome a challenge at work.

Making decisions to offer one's own vulnerability or ask directly for help inherently calls the dynamics of power between individuals into play, however. Blackmore (1989) suggests that all discourse includes an element of one individual holding power over another in what they choose to share and how they choose to portray themselves. This is in direct contrast to the notion of "power with" that is a central tenet of relational cultural theory (Jordan, 1995. p.2)

Although participants in this study spoke of the importance of personal interactions, such as Sam's comment, "I like a bit of craic, it makes everything more worthwhile", it is possible that the time and workload pressures mean that opportunities to develop attunement are less available than within clinical, therapeutic settings where Relational Cultural Theory was conceived (Miller, 1988). This potential difficulty is highlighted in Chris's comment, "I think that's something that I've gotta work on, it doesn't matter how busy I am, I've got to take the time to kind of pause and chat to people [colleagues]". Gu (2014) concludes that ensuring that relationships are placed at the "heart of teachers' worlds" (p.520) is important, espousing the benefits of this to ensure the quality retention of teachers and placing responsibility on both individual teachers and school communities to do this. Conversely studies exploring resilience and wellbeing in teachers suggest that feeling unable to share vulnerabilities and ask for help, as well as feeling pressure to support others at expense to themselves is a predictor of stress and burnout (Burrow et al., 2020; Johnson, 2003; Prilleltensky et al., 2016).

Part of the mutual support offered between these participants is the fluid nature of classroom roles. Pat discussed the nature of these relationships:

I think we're so used to it. At first it's weird, having your boss acting as your assistant, but you get used to it... We're sort of pretty equal in lots of ways [and that helps our resilience because] I've worked in places where the head is a very remote person because they sit in their office all day apart from when they're coming round to inspect what's going on. I think then, they're so much more remote that you wouldn't feel as easy to ask for help because they are kind of God-like.

Staff appear to agree that a traditional classroom dynamic is adhered to, including a teacher and assistant, despite uncertainty over who will play which role; this is then decided in the moment, with all staff understanding the requirements of each role. Crafting normalcy is described by Buzzanell (2010) as an effort to ensure that a sense of the familiar is retained despite changes to parts of the environment. Although research tends to focus on crafting normalcy following crisis situations (Buzzanell & Turner, 2003) the construct can be applied to the challenge of taking on different roles within a classroom. Parallels can be drawn with the notion of "everyday resilience" (Gu, 2014, p.506) which posits that teachers face daily pressures and uncertainties which must be responded to in order to continue as effective practitioners (Day & Gu, 2013).

Pat's comments suggest that respect and understanding throughout the school staff are key to ensuring staff feel that they can ask for help. Strahan et al. (2019) suggest that visible leaders are most supportive as this engenders a culture of accessibility among the wider staff. It also suggests that a flattening of traditional hierarchical roles can support a sharing of power between staff members, perhaps increasing a sense of self-efficacy. Efficacy was considered to have an important role in the development of resilience in wider literature (Drew & Sosnowski, 2019; Gibbs, 2018).

A flattened hierarchy and more fluid job roles could be understood through Buzzanell's (2010) process of putting alternative logics to work, explained as "resilient systems incorporat[ing] seemingly contradictory ways of doing organizational work through development of alternative logics or through reframing the entire situation" (p.6). In this situation, the traditional hierarchical role structure in schools, often seen to be a bedrock of order and individual progression (Blackmore, 1989) has been at least partially deconstructed, perhaps partly due to the physical environment, enabling systems to be developed according to context rather than abstract principles. This may allow staff to feel efficacious in developing their role within the school, recognising that they will be supported as they wear a wider variety of "hats".

In distributing leadership, the staff group are able to develop a sense of collective efficacy as unidirectional leadership becomes less imposing (Strahan et al., 2019). This is perhaps particularly relevant in small schools where sharing the administrative and managerial burden of identifying areas for and implementing change can empower school staff, rather than isolating them (Wilson & McPake, 2000). Increasing teachers' personal involvement in decision-making has beneficial outcomes for both teachers and students (Brown, 2012; Gibbs & Miller, 2014; Tschannen-Moran & Barr, 2004). This study suggests that efficacy is important for all staff in this school, developing a sense of common purpose and shared value in their work. In summary, participants thought that the specific nature of the setting supported the development of empathetic relationships, a sense of belonging and shared values throughout all school staff. The experiences of this staff are corroborated by wider research with teachers, although this is the first study to include non-teaching staff in its scope. Staff considered their efficacy in being able to take on flexible roles as a strength of the community that contributes to their own sense of resilience. Much of Buzzanell's Theory of Communicative Resilience is coherent with how this is achieved through the development

of relational connections, although some elements of the theory appear to be of less relevance to these participants. This may be partly due to the nature of everyday challenges experienced by these participants, in contrast to the major challenges explored by Buzzanell (2010, 2018) and Buzzanell and Turner (2003).

Sub-theme 2: Importance of leadership

The importance of leadership in the development of a staff culture of belonging, shared values and learning experiences.

Despite the flexibility of roles and associated efficacy beliefs of this staff, the development of a culture where all staff feel valued for their contributions and able to develop within their roles is perceived by these staff members to come from leadership first. The role of school leaders in developing the resilience of early career teachers (Mansfield & Gu, 2019; Peters & Pearce, 2012) and amongst headteachers themselves (Day, 2014; Glazzard & Stones, 2021) is better understood than for other staff groups, although several studies of teachers across career stages consider the importance of leadership within the participants' own sense of resilience (Beltman, 2021; Beltman et al., 2011; Day & Gu, 2013).

The headteacher's personal commitment to valuing all roles was felt by school staff, who described how leadership beliefs contributed to their feelings of belonging; Sam commented:

That's one thing with [the headteacher], they do make you feel like you fit in [it's important because] everybody earns a living somehow and as long as you're earning a living, it doesn't matter how. You can be down here or you can be up here, no one is better [than anyone else].

The culture of understanding and valuing all roles appears to stimulate a commitment among staff to further professional development. Leslie observed that the headteacher:

...had an appreciation of what was required [of my role]. They really are all about supporting the team... from the minute I walked in it was all about developing and making sure I was confident and giving me the space to just take ownership of the role. I feel that they had confidence in me and they trusted me from the very start.

Leslie's comments suggest that the culture established by the headteacher enables individuals to feel that they belong, are confident in their roles and feel able take on further responsibilities, knowing they will be supported. Their comment also suggests that they have a sense of efficacy in their own professional development, in keeping with the suggestion of distributed leadership above. Leithwood et al. (2008) suggests that power available in schools is limitless, there is no loss of power held by leadership as the power of others in school increases, leaders who share power are not weakened by empowering staff to be efficacious and influential. Staff who feel empowered to develop themselves and their roles are perhaps more likely to describe themselves as resilient. Blackmore (1989) considers this to be a feminist, relational leadership style, empowering rather than having power over others; a conclusion that concurs with Jordan's (2017) notion of 'power with', the understanding that all individuals contribute to the growth of others. To develop connections for growth, Relational Cultural Theory posits that mutual empathy must be developed through a commitment to understanding and valuing the experiences of others (Jordan, 2017).

Tran and Smith (2020) note the importance of leaders' attunement to the changing needs of their colleagues across their career. Although Tran and Smith (2020) aimed to support secondary teachers, this study suggests that empathy from leaders can support a sense of shared understanding and a commitment to ongoing professional development amongst wider school staff. The understanding that school leaders have a significant role to play in

modelling and encouraging a culture of empathy and ongoing learning within the school staff appears to promote a sense of resilience that is more in line with participants' experiences of thriving.

It could be argued that an approach that supports and encourages individuals' professional development, incorporating an understanding that this may result in individual members of staff choosing to develop their careers away from the school does not constitute resilience for the community. However, in line with the personal understanding of resilience espoused by members of this school staff, it is suggested that encouraging their development not only offers further resources within their current roles but also contributes to the resilience of school staff in other settings, if staff choose to work elsewhere. This may lead to further potential for learning from each other as resources for resilience, including a commitment to mutual empathy and growth, are transferred with staff to new workplaces.

Participants suggested that when school leaders demonstrate empathy towards staff, it can be returned by the staff, beginning a mutually empathic relationship where relational confidence is evident. Chris explained:

Having a bit of empathy is good. And actually having a bit of empathy for [the headteacher]. It's very important. You know a lot of the time they've asked me to do things, and at first that's another thing to add to the pile. But then I think, oh wait, they've asked me to do that because there's literally no one else that can do it. And I know for a fact that they're doing all this other stuff, and they're not just sat there in their ivory tower, they've got a really tough job.

In summary, leadership that supports school staff by empathising with challenges as well as displaying confidence in staff by promoting their development appears to be important to the resilience process of this school staff. However, it is also concluded that responsibility for developing a culture of empathy, belonging and shared values is shared among all members of staff.

Sub-theme 3: Professional relationships beyond school

Professional relationships beyond the school can support relational resilience.

Participants in this study valued opportunities for professional collaboration beyond the school community highly, recognising the strengths it brings to practice within the school. Chris explained the impact of a suggestion from an advisor external to the school, “one little tweak for one child can quite quickly become common practice across an educational establishment”. This was particularly evident when speaking with participants whose roles were unique within the school, including both teaching and support staff.

Leslie described the impact of their professional community: “we’re all kind of there for each other... we phone each other if there’s anything we need to check on, if we’ve missed something, how are they doing this... It’s nice to just bat ideas off and check everyone’s on the same page”. For Leslie, the network they belong to builds resilience through mutual trust and understanding the role, supporting confidence and professional development. Jude echoed these thoughts when considering their own professional network: “we all know each other’s strengths and weaknesses, so we naturally know who to speak to”.

Both Jude and Leslie’s comments evidence two elements that support their relational resilience. First, the support offered within the group is mutual; Jude and Leslie both have a degree of relational confidence that they can be of support to others, as well as expecting that they will be able to receive support themselves. This mutuality suggests that resilience is developed relationally, through the connections formed with others, rather than within the individual (Jordan, 2017). Second, although the groups may meet formally at times, it is the informal connections (for example, “we phone each other” and “we naturally know”) that appear to be most beneficial to supporting Jude and Leslie’s resilience.

The way these participants spoke of their networks beyond school suggests that the culture within them enables an authentic portrayal of negative feelings, enabling individuals

to present their vulnerabilities without fear of judgement, while encouraging the development of alternative courses of action. It is possible that the relational confidence offered through professional networks of similarly qualified individuals within a local area enables a culture that can develop its own identity. This is separate from the social and political structures within a whole school, and allows networks to consider ways of working that suit the resources and challenges of the context, in line with an understanding of resilience as an adaptive-transformative process (Buzzanell, 2018). In this way, participating in networks beyond the school may provide a further opportunity to develop the belonging, shared values and ongoing learning that these participants view as being importance to the development of resilience.

This interpretation is substantiated in research exploring the experiences of secondary school teachers and the networks felt to be influential to practice, specifically the ways a community of practice (Wenger, 2000) can inform a collective sense of belonging and purpose and enable challenges perceived to come from a wider education climate to be overcome (Hodkinson & Hodkinson, 2004; Hodkinson & Hodkinson, 2003).

The notion that schools benefit from connections beyond the setting is not new, especially when considering the resilience of isolated practitioners, including individuals whose role is unique within their school. This is particularly relevant for small schools but could equally apply to singular roles in larger settings. Hargreaves (2017) concludes that collaboration between small schools can be beneficial in supporting subject specialist teachers who may otherwise face professional isolation. The current study suggests that the benefits of inter-school collaboration apply for professionally isolated roles beyond teachers.

Jones (2009) suggests that barriers to engaging with external professionals and inter-school collaboration are primarily considered by school leaders who express concerns regarding the time, money and workload involved in participation. In the current study, it is

perhaps due to the headteacher's commitment to staff development that they and others can engage positively with professionals and groups external to the school.

In summary, relational resilience amongst school staff does not stop at the school gate. For these participants, the ability to engage with professionals external to the school, provides further opportunities to develop a sense of belonging and shared values as well as the ability to develop professional practice that increases resilience in their roles.

Theme 2 summary

This section has explored perceptions of the development of shared values and a sense of belonging amongst the participants with critical reference to Communicative Theory of Resilience (Buzzanell, 2010). The section also explored how opportunities to learn and reflect were viewed by participants as important for the development of individual and collective resilience. These resources were developed through relational connections often felt to be specific to the specialness of this team and their school context.

Limitations

The findings presented and discussed here relate specifically to the aims of this study. Participants also spoke of other relationships that contribute to their experiences of resilience, for example their connection to both the children and the local community. These factors are explored within wider research into small, rural schools and within the teaching profession (Beltman et al., 2011; Fargas-Malet & Bagley, 2021; Hargreaves, 2017; Le Cornu, 2013). Further research could explore the nature of how relational connections are made and maintained to support the resilience of the local community.

It is also notable that EPs were not considered to be supporters of relationships within schools, despite research suggesting that EPs place emphasis on promoting relational practice

(Billington et al., 2022). This could be due to the small size of the school resulting in infrequent contact with EPs and possibly a limited understanding of the scope of the EP role.

Due to the small scale of this project, protecting anonymity and positive working relationships of participants was a high priority. This impacted the questions that were asked of participants and in some ways limited the responses that could be shared as part of this research. In approaching interviews through the lens of Appreciative Inquiry (Cooperrider et al., 2008) it was possible to gain insight into what is working well for participants. However, this approach may have limited participants' ability to discuss experiences that contributed to decreased perceptions of resilience.

Implications for Educational Psychologists

Educational Psychologists (EPs) often strive to work relationally (Billington et al., 2022), which could involve the development of relational resilience between EPs and the individuals we work with. Often, this focuses on relationships with children, or with a single adult in school (Billington et al., 2022). This study suggests that it is important for EPs to encourage the development of relational resilience amongst school staff, in order that they feel confident and capable to take on their roles. There are three ways that this research contributes to our understanding of how EPs can do this, although each requires further research to consider how they might be best achieved.

First, by espousing a relational and communicative approach to resilience, EPs may be able to actively foster a sense of belonging, shared values and shared learning in consultation or training with school staff. The importance of giving opportunities for school staff to develop relationships which positively impact their wellbeing is described by Sharrocks (2014). Research suggests that peer group supervision and collaborative problem

solving, facilitated by EPs, can promote resources and practise that supports teacher resilience (Greenfield, 2016; Wright, 2015). Future research could investigate use of the processes identified by Buzzanell (2010) in EP consultation or problem solving within wider school staff groups.

Second, this study, among others (Day, 2014; Johnson et al., 2014; Peters & Pearce, 2012) has demonstrated the perceived importance of school leadership in the development of a resilient school culture. The EP role includes facilitating organisational change (Scottish Executive, 2002) therefore it could be argued that EPs are well-placed to support school leaders to develop a culture of relational resilience, perhaps utilising processes identified by Buzzanell (2010).

Third, this study highlights the importance of fostering relationships for resilience between schools. EPs in the local authority where this research was carried out are already involved in this work as supervisors for Emotional Literacy Support Assistants (ELSA), which brings together ELSAs from different settings and encourages ongoing shared learning. Research has begun to investigate the EP role in ELSA supervision (Osborne & Burton, 2014) although as yet there is not literature exploring the role of the EP in bringing together professionals in similar roles from different settings, for example, through Special Educational Needs Co-ordinator networks.

In summary, there are multiple avenues for further research seeking to understand the contribution of EPs to the development of relational resilience amongst school staff.

Conclusion

This paper explored relationships and resilience amongst the staff body of one school, including teaching and non-teaching staff. The paper's first two aims involved developing

richer understandings of the lived experiences of school staff, including how they make connections to support their own and others' resilience. This study extends the understandings of previous work (for example, Greenfield, 2015) in two ways. First, in setting out to explore experiences of relational resilience amongst all school staff (as opposed to just teachers) it has been concluded that relational resilience is of importance to all school staff. Second, this study's findings suggest that relationships within professional communities beyond the immediate school setting are also important to staff perceptions of their resilience.

Two themes were developed through an Interpretative Phenomenological Analysis of seven, appreciatively framed, semi-structured interviews that offer insights into this staff group's experiences of the phenomena under investigation: first, the perception of resilience as a process of moving from surviving to thriving; second, the perceived importance of the specific setting and relationships between professionals both within and beyond the school.

It is concluded that a culture that supports relational connection and opportunities for learning experiences can develop a sense of belonging and shared values that promote resilience among this staff community, both within and beyond the individual school. Themes were discussed through the lens of Relational Cultural Theory (Jordan, 2017), in particular considering the role of the Theory of Communicative Resilience (Buzzanell, 2010) in developing relational connections.

The third aim of this paper was to develop insight into how EPs can support relational resilience amongst school staff. Implications for EP practice were considered, concluding that the profession may be well-placed to espouse and support a relational approach to resilience amongst all school staff, both through day-to-day work and in supporting organisational change.

Chapter 4: Reflective synthesis

Introduction

This chapter comprises a reflective synthesis of professional and academic learning acquired throughout the research process. Implications of this research for me as a practitioner and researcher are also discussed.

The chapter begins with a reflection on the development of my epistemological stance and how this has influenced the direction of my research. I then document the importance of relational processes within my research journey. The implications of this work focus on the importance of relationships for resilience in both my own work as an Educational Psychologist (EP) and for educationalists supporting school staff. My relevant next steps as a fully qualified researcher-practitioner following completion of this research are also discussed.

Reflecting on the research process

Upon embarking on doctoral study, I was encouraged to consider a personal ethics autobiography (Bashe et al., 2007). This engendered reflection on my epistemological stance which has developed through both research and professional practice. I explored social constructionist (Burr, 1995), contextual constructivist (Cobern, 1991) and critical realist (O'Mahoney & Vincent, 2014) perspectives alongside my aims for this research and my professional practice. The philosophical assumptions underlying this research are detailed in Chapter two of this thesis. Here, I reflect on the way my worldview has evolved through conducting this research and my professional practice experience, including reflection on how this learning has influenced decision-making within this research.

Prior to doctoral study, I viewed research from a more positivist stance, considering objectivity to be the gold standard of research which could uncover absolute truths, what could be termed “noumenon” (Kant, 1953, p.488). In exploring the notion of lived experience, initially by realising its importance within educational psychology practice before applying this emphasis to my research, I have become acculturated (Bashe et al., 2007) to a worldview that allows for subjectivity and contextualism. This process has not been a linear learning journey and multiple uncertainties and tensions, particularly surrounding the interpretation of individual philosophers’ worldviews, have been reflected upon both individually and within peer and research supervision. This was most notable as I initially departed from positivist notions of research, firstly considering a contextual constructivist stance (Cobern, 1991) which required effort on my part to remove reliance on any notion of an absolute truth. This stage in my thinking was important as it supported the development of my own interpretation of critical realism. This includes an understanding that reality is viewed through one’s assumptions and experiences and is therefore perceived differently both by different individuals and by the same individuals as they move through the world (Guba & Lincoln, 1994). This interpretation incorporates contextualist thinking while recognising that individual perceptions can be linked to an underlying reality (Oxley, 2016). Guba and Lincoln (1994) describe this learning as re-education as to what research can be. This iterative process has influenced the direction of my research as it enabled me to engage with the rich, deep data of a small-scale qualitative study, requiring very different skills from the quantitative research I had previously carried out.

The process of conducting research, especially within a qualitative paradigm, is also iterative (Walsh & Downe, 2006). Similar to the EP role (Gersch, 2009), it requires ongoing learning and adaptation. With this comes a need for reflexivity about how my changing thoughts and beliefs impact my actions. Both the process of meta-ethnography (Noblit &

Hare, 1988) and Interpretative Phenomenological Analysis (IPA) (Smith et al., 2022) are explicitly iterative processes and, although both come from positions of prioritising the experience of the individual, Noblit and Hare (1988) are explicitly interpretivist in their worldview (p.10) while Smith et al. (2022) appear to position themselves as critical realists (Oxley, 2016). The difference in these two worldviews may influence how each method interprets the lived experiences they analyse, either considering lived experience to be the *reality* of that individual in that context (Noblit & Hare, 1988) or considering lived experience to be the *perception* of that individual in that context. Nevertheless, both require reflexivity in the form of engaging a hermeneutic circle (Frechette et al., 2020; Heidegger, 2008) through which to ensure a degree of integrity with the lived experiences of participants whilst making links with wider theory and one's own interpretations.

This more subjective and iterative worldview has been important both to my research and professional practice as it acknowledges the subjective nature of the meaning individuals and groups attach to situations. This resonates with the relational notion that many possibilities for realities exist, but no definitive reality can be ascertained as every interaction allows for a reinterpretation of all that has gone before and all that will be in the future (Bakhtin, 1982). Although Bakhtin's words perhaps reach further into the realms of relativism than the critical realist stance espoused within my research, I have reflected that the notion of constant reinterpretation through interactions may be of particular importance in applied psychology. Interpersonal interactions, whether engineered as research interviews or through work to support children and young people, are multifaceted, include each individual's previous experiences and can be interpreted in myriad ways by all participants (Burden, 2017).

Implications for professional practice

The relational aspect of my epistemological journey has been mirrored in the subject of my research and in my professional practice as ways of thinking and shared understandings develop between myself and the school staff I work with. An acknowledgement of my own and others' subjectivity has allowed me to develop relational awareness and confidence (Jordan, 1995) as I negotiate the EP role in different settings.

Consideration of relational factors has also enabled me to appreciate the importance of developing relational resilience (Jordan, 1992) for me as a researcher and practitioner, especially due to the independent nature of doctoral research. Doctoral research can be isolating through the necessity of being a sole researcher (Wang & DeLaquil, 2020). Likewise, EPs are often lone practitioners who can be isolated from professional peers (Parry, 2023). This can have a potentially detrimental effect on the mental health and wellbeing of doctoral candidates and lone practitioners (Bowden et al., 2015; Sverdlik et al., 2018). It is part of the requirements of professional practice for EPs to reflect on their own fitness to practice (Health and Care Professions Council, 2015).

Reflection on these ideas has been crucial throughout my doctoral journey. Research supervision has been invaluable in allowing me to engage in reflective discussions and develop my thinking with others who understand my research. From a perspective of academic best practice, both meta-ethnography and IPA, as inductive and subjective methods of analysis, advocate the importance of multiple researchers to enable reflexive discussions within the analysis. This may enrich and deepen conclusions drawn from the research as a result of the increased interaction and development of further meaning as a consequence of these interactions (France et al., 2019; France et al., 2014; Pietkiewicz & Smith, 2014; Smith et al., 2022). Although I feel that the quality of my research process may have been strengthened by the presence of multiple primary researchers, within the constraints of

expectations for doctoral study, frequent, reflective engagement with a supervisory team who have an interest in the project and the ability to support critical thinking and decision-making has been crucial. The same can be said of engagement with professional supervision as I gain independence as an EP. This reflection echoes the importance placed on learning opportunities for resilience by participants in my empirical study.

Frequent supervision, both for my research and in professional practice, has also enabled me to develop further elements of relational practice that participants in this research deemed important to their own resilience process: a sense of belonging and the development of shared values. This is reflected in wider research considering the wellbeing of doctoral students who engage in supervision, both with more experienced academics and peers (Ciampa & Wolfe, 2020; Wang & DeLaquil, 2020). Supervisory relationships have been crucial in supporting me to engage critically and reflexively with my own thoughts and actions as well as in acculturating me to the EP and academic research cultures. I have reflected that participating in a professional doctorate programme, which necessitates the development of professional practice alongside research, has contributed to feelings of belonging and reduced the potential isolation of conducting a purely research-based doctorate (Lee, 2009; Martin, 2021; Shield, 2023). It is also possible that I would not have reflected on the nature or importance of these relational processes had they not been the focus of my research with school staff.

The original aim for my research was to better understand resilience as part of school staff retention and wellbeing and subsequently to explore positive relational practice between school staff and teachers, with the ultimate aim of improving outcomes for CYP (Glazzard & Rose, 2020; Roffey, 2012). Through my research journey and my professional development as an EP, I have reflected that relational approaches are important for resilience and wellbeing within the educational psychology profession as well, particularly considering the

current recruitment and retention difficulties within local authority educational psychology services (Lyonette et al., 2019).

Implications as a researcher-practitioner

My epistemological journey has influenced decision making throughout the research process and allowed me to engage with possible alternative ways of conducting this research. For example, early in my research journey and prior to the development of my understanding of what may constitute ‘reality’ and how it could be constructed or observed, I chose to conduct a case study, led by me. The decision was also taken prior to the development of my understanding of research as a relational process, involving the subjective thoughts and experiences of both participants and researchers. I have reflected that a different way to approach this study could be through participatory research (Cornwall & Jewkes, 1995), encouraging participants to design and shape the research process alongside me which, in line with the contextualist and relational values espoused above, may enrich the scope of the research and the viewpoints from which the data were analysed.

It would be feasible to carry out such research to further explore the findings of this study, or to investigate other avenues of interest to the EP profession. It would also be possible to conduct such research as I continue to support the relational practice and the resilience process amongst school staff. Lane and Corrie (2007) promote the importance of practitioner psychologists’ abilities to both apply research within their practice and contribute to the development of new research. They refer to these skills as those of a scientist-practitioner. I have chosen to use the term researcher-practitioner instead as I feel this better reflects the less positivist values associated with the word scientist, enabling research that ethically acknowledges the role, views and assumptions of the practitioner when carrying out

research within their practice (Navab et al., 2016). Without the experience of planning, developing and reflecting on this research study, I would not have the skills that could enable me to embark upon such a project as a researcher-practitioner (Lane & Corrie, 2007).

The skills of EPs as researcher-practitioners have the potential to benefit the wider world of education as research projects (whether formally conducted or as part of daily EP exploratory work) can be conducted within shorter timescales and be more specific to particular contexts than is generally possible through more traditional research (Miller & Frederickson, 2006; Vindrola-Padros, 2021). A research process conducted with EPs in schools, perhaps to evaluate the effectiveness of a specific intervention within a small population or individual case, directly supports the graduated response recommended in the SEND Code of Practice (Department for Education & Department of Health, 2014) or an organisational approach (Richards, 2017) to support individuals or systemic change.

Conclusion

Throughout my development as a TEP I have drawn parallels between academic research and EP practice. The most notable parallel is that both roles are iterative, involving ongoing learning and a need to demonstrate reflexivity as my own thoughts and beliefs change as I gain new knowledge. New understandings could expose a novel worldview or highlight a distinct perspective within the specific context of a piece of casework. Both allow opportunities for reflection on the impact of my own thoughts, beliefs and previous understandings on the way I interpret new information.

In carrying out this research, I have reflected on the importance of relationships within my own research journey and EP practice. Relational awareness and confidence are important elements of both researchers' and practitioners' reflective toolboxes. This is

especially important within qualitative research, given the iterative and subjective nature of the paradigm.

The research process has enabled me to consider the role of the EP as a researcher-practitioner, providing me with tools to explore the world in different ways and reflect upon these explorations with others. These skills will be helpful within my daily practice as a qualified EP and in more formal, academic research projects.

Reference List

- Acton, R., & Glasgow, P. (2015). Teacher wellbeing in neoliberal contexts: A review of the literature. *Australian Journal of Teacher Education (Online)*, 40(8), 99-114.
- Adelman, C., Jenkins, D., & Kemmis, S. (1976). Re-thinking case study: Notes from the second Cambridge Conference. *Cambridge Journal of Education*, 6(3), 139-150. <https://doi.org/10.1080/0305764760060306>
- Allport, G. W. (1937). *Personality: a psychological interpretation*. Holt.
- Angus, L. (2015). School choice: Neoliberal education policy and imagined futures. *British Journal of Sociology of Education*, 36(3), 395-413. <https://doi.org/10.1080/01425692.2013.823835>
- Atkins, S., Lewin, S., Smith, H., Engel, M., Fretheim, A., & Volmink, J. (2008). Conducting a meta-ethnography of qualitative literature: Lessons learnt. *BMC Medical Research Methodology*, 8(1), 1-10.
- Bakhtin, M. (1982). *The dialogic imagination :Four essays*. University of Texas Press.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191.
- Bandura, A. (1986). The explanatory and predictive scope of self-efficacy theory. *Journal of Social and Clinical Psychology*, 4(3), 359-373. <https://doi.org/10.1521/jscp.1986.4.3.359>
- Bandura, A. (2006). Toward a psychology of human agency. *Perspectives on Psychological Science*, 1(2), 164-180.
- Bashe, A., Anderson, S. K., Handelsman, M. M., & Klevansky, R. (2007). An acculturation model for ethics training: The ethics autobiography and beyond. *Professional Psychology, Research and Practice*, 38(1), 60-67. <https://doi.org/10.1037/0735-7028.38.1.60>
- Beltman, S. (2021). Understanding and examining teacher resilience from multiple perspectives. In C. Mansfield (Ed.), *Cultivating teacher resilience* (pp. 11-26). Springer.
- Beltman, S., Mansfield, C., & Price, A. (2011). Thriving not just surviving: A review of research on teacher resilience. *Educational Research Review*, 6(3), 185-207.
- Beltman, S., Mansfield, C. F., & Harris, A. (2016). Quietly sharing the load? The role of school psychologists in enabling teacher resilience. *School Psychology International*, 37(2), 172-188.
- Biesta, G., Priestley, M., & Robinson, S. (2017). Talking about education: Exploring the significance of teachers' talk for teacher agency. *Journal of Curriculum Studies*, 49(1), 38-54. <http://dx.doi.org/10.1080/00220272.2016.1205143>
- Billington, T., Gibson, S., Fogg, P., Lahmar, J., & Cameron, H. (2022). Conditions for mental health in education: Towards relational practice. *British Educational Research Journal*, 48(1), 95-119.
- Birch, S., Frederickson, N., & Miller, A. (2015). What do educational psychologists do? In T. Cline, A. Gulliford, S. Birch, N. Frederickson, & A. Miller (Eds.), *Educational Psychology* (pp. 3-30).
- Blackmore, J. (1989). Educational leadership: A feminist critique and reconstruction. In Smyth, J. (Ed.), *Critical perspectives on educational leadership* (pp. 63-87) Routledge.
- Blatchford, P., Bassett, P., Brown, P., Martin, C., Russell, A., & Webster, R. (2009). Research brief: Deployment and impact of support staff project. *Institute of Education: University of London; Department for Children, Schools and Families*.

- Blatchford, P., Russell, A., & Webster, R. (2012). *Reassessing the impact of teaching assistants: How research challenges practice and policy*. Routledge.
- Bowden, G. E., Smith, J. C. E., Parker, P. A., & Boxall, M. J. C. (2015). Working on the edge: Stresses and rewards of work in a front-line mental health service. *Clinical Psychology & Psychotherapy*, 22(6), 488-501.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. SAGE.
- Braun, V., & Clarke, V. (2021). Can I use TA? Should I use TA? Should I not use TA? Comparing reflexive thematic analysis and other pattern-based qualitative analytic approaches. *Counselling and Psychotherapy Research*, 21(1), 37-47.
- British Psychological Society. (2018). *Code of Ethics and Conduct*. <https://www.bps.org.uk/news-and-policy/bps-code-ethics-and-conduct>
- British Psychological Society. (2021). *BPS Code of Human Research Ethics*. <https://www.bps.org.uk/guideline/bps-code-human-research-ethics>
- Britten, N., Campbell, R., Pope, C., Donovan, J., Morgan, M., & Pill, R. (2002). Using meta ethnography to synthesise qualitative research: A worked example. *Journal of Health Services Research & Policy*, 7(4), 209-215. <https://doi.org/10.1258/135581902320432732>
- Bronfenbrenner, U. (1976). The experimental ecology of education. *Educational Researcher*, 5(9), 5-15. <https://doi.org/10.2307/1174755>
- Brouskeli, V., Kaltsi, V., & Loumakou, M. (2018). Resilience and occupational well-being of secondary education teachers in Greece. *Issues in Educational Research*, 28(1), 43-60.
- Brown, C. G. (2012). *An examination of teacher efficacy* [unpublished doctoral thesis, Newcastle University].
- Burden, B. (2017). Illuminative evaluation. In B. Kelly, L. Marks Woolfson, & J. Boyle (Eds.), *Frameworks for Practice in Educational Psychology: A Textbook for Trainees and Practitioners* (pp. 291-308). Jessica Kingsley Publishers.
- Burr, V. (1995). *An introduction to social constructionism*. Routledge.
- Burrow, R., Williams, R., & Thomas, D. (2020). Stressed, depressed and exhausted: Six years as a teacher in UK state education. *Work, Employment and Society*, 34(5), 949-958.
- Buzzanell, P. M. (2010). Resilience: Talking, resisting, and imagining new normalcies into being. *Journal of Communication*, 60(1), 1-14. <https://doi.org/10.1111/j.1460-2466.2009.01469.x>
- Buzzanell, P. M. (2018). Organizing resilience as adaptive-transformational tensions. *Journal of Applied Communication Research*, 46(1), 14-18. <https://doi.org/10.1080/00909882.2018.1426711>
- Buzzanell, P. M., & Turner, L. H. (2003). Emotion work revealed by job loss discourse: Backgrounding-foregrounding of feelings, construction of normalcy, and (re) instituting of traditional masculinities. *Journal of Applied Communication Research*, 31(1), 27-57.
- Cabanas, E. (2018). Positive Psychology and the legitimization of individualism. *Theory & Psychology*, 28(1), 3-19. <https://doi.org/10.1177/0959354317747988>
- Cameron, R. J. (2006). Educational Psychology: The distinctive contribution. *Educational Psychology in Practice*, 22(4), 289-304. <https://doi.org/10.1080/02667360600999393>
- Carver, C. S. (1998). Resilience and thriving: Issues, models, and linkages. *Journal of Social Issues*, 54(2), 245-266. <https://doi.org/10.1111/0022-4537.641998064>

- Castro, A. J., Kelly, J., & Shih, M. (2010). Resilience strategies for new teachers in high-needs areas. *Teaching and Teacher Education*, 26(3), 622-629. <https://doi.org/10.1016/j.tate.2009.09.010>
- Cattell, R. B. (1950). *Personality: A systematic theoretical and factual study* (1st ed.). McGraw-Hill. <https://doi.org/10.1037/10773-000>
- Childs, A., Burn, K., & McNicholl, J. (2013). What influences the learning cultures of subject departments in secondary schools? A study of four subject departments in England. *Teacher Development*, 17(1), 35-54. <https://doi.org/10.1080/13664530.2012.753945>
- Ciampa, K., & Wolfe, Z. M. (2020). From isolation to collaboration: Creating an intentional community of practice within the doctoral dissertation proposal writing process. *Teaching in Higher Education*, 1-17.
- Cobern, W. (1991). Contextual Constructivism: The impact of culture on the learning and teaching of Science. *Theoretical Bases for Science Education Research*. National Association for Research in Science Teaching.
- Connolly, M., Milton, E., Davies, A. J., & Barrance, R. (2018). Turning heads: The impact of political reform on the professional role, identity and recruitment of head teachers in Wales. *British Educational Research Journal*, 44(4), 608-625. <https://doi.org/10.1002/berj.3450>
- Cooperrider, D. (1986). *Appreciative Inquiry: Toward a methodology for understanding and enhancing organizational innovation*. Case Western Reserve University.
- Cooperrider, D., Whitney, D. D., & Stavros, J. (2008). *The appreciative inquiry handbook: For leaders of change*. Berrett-Koehler Publishers.
- Cornwall, A., & Jewkes, R. (1995). What is participatory research? *Social Science & Medicine*, 41(12), 1667-1676.
- Cox, T., & Lumsdon, D. (2020). Agents of hope: The utility and pragmatism of hope in applied educational psychology. *DECP Debate*.
- Davison, P., & Duffy, J. (2017). A model for personal and professional support for nurture group staff: to what extent can group process consultation be used as a resource to meet the challenges of running a nurture group?. *Educational Psychology in Practice*, 33(4), 387-405.
- Day, C. (2008). Committed for life? Variations in teachers' work, lives and effectiveness. *Journal of Educational Change*. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-48449097951&doi=10.1007%2fs10833-007-9054-6&partnerID=40&md5=0ef94b8e4bcd19ca79ccb71c9166399b>
- Day, C. (2014). Resilient principals in challenging schools: The courage and costs of conviction. *Teachers and Teaching: Theory and Practice*, 20(5), 638-654. <http://dx.doi.org/10.1080/13540602.2014.937959>
- Day, C., & Gu, Q. (2009). Veteran teachers: commitment, resilience and quality retention. *Teachers and Teaching*, 15(4), 441-457. <https://doi.org/10.1080/13540600903057211>
- Day, C., & Gu, Q. (2013). *Resilient teachers, resilient schools: Building and sustaining quality in testing times*. Routledge.
- Day, C., Stobart, G., Sammons, P., Kington, A., Gu, Q., Smees, R., & Mujtaba, T. (2006). Variations in teachers' work, lives and effectiveness (VITAE). London: Department for Education and Skills, Research Brief RB743.
- Department for Education. (2018). *Factors affecting teacher retention: Qualitative investigation*. Retrieved from <https://www.gov.uk/government/publications/factors-affecting-teacher-retention-qualitative-investigation>.
- Department for Education. (2021). *School workforce in England*. Retrieved from <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england#contact-us>.

- Department for Education & Department of Health. (2014). *Special Educational Needs and Disability Code of Practice: 0 to 25 years*. Retrieved from <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.
- Dolton, P., Marcenaro, O., Vries, R. d., & She, P.-W. (2018). *Global teacher status index 2018*. Retrieved from <http://repositorio.minedu.gob.pe/handle/20.500.12799/6046>.
- Doney, P. A. (2013). Fostering resilience: A necessary skill for teacher retention. *Journal of Science Teacher Education*, 24(4), 645-664.
- Drew, S. V., & Sosnowski, C. (2019). Emerging theory of teacher resilience: a situational analysis. *English Teaching: Practice & Critique*, 18(4), 492-507.
- Duffield, S. (2019). *'I truly believe this is the best job in the world, but I also think it's an impossible job': an Interpretative Phenomenological Analysis exploring Teacher Resilience in primary schools*. [unpublished doctoral thesis, University of Bristol].
- Duncombe, J., & Jessop, J. (2002). 'Doing rapport' and the ethics of 'faking friendship'. In T. Miller, M. Birch, M. Mauthner, & J. Jessop (Eds.), *Ethics in Qualitative Research* (pp. 108-121). Sage.
- Ebersöhn, L., & Loots, T. (2017). Teacher agency in challenging contexts as a consequence of social support and resource management. *International Journal of Educational Development*, 53, 80-91. <https://doi.org/10.1016/j.ijedudev.2016.11.005>
- Ellison, D. W., & Mays-Woods, A. (2019). In the face of adversity: Four physical educator's experiences of resilience in high-poverty schools. *Physical Education and Sport Pedagogy*, 24(1), 59-72.
- Eysenck, H. J. (1966). Personality and experimental psychology. *Bulletin of the British Psychological Society*, 19(62), 1-28.
- Fargas-Malet, M., & Bagley, C. (2021). Is small beautiful? A scoping review of 21st-century research on small rural schools in Europe. *European Educational Research Journal*, 1-23. <https://doi.org/10.1177/14749041211022202>
- Finch, H., & Lewis, J. (2003). Focus Groups. In J. Ritchie & J. Lewis (Eds.), *Qualitative research practice: A guide for social science students and researchers* (pp. 211-242). Sage.
- France, E. F., Cunningham, M., Ring, N., Uny, I., Duncan, E. A. S., Jepson, R. G., Maxwell, M., Roberts, R. J., Turley, R. L., Booth, A., Britten, N., Flemming, K., Gallagher, I., Garside, R., Hannes, K., Lewin, S., Noblit, G. W., Pope, C., Thomas, J., . . . Noyes, J. (2019). Improving reporting of meta-ethnography: the eMERGe reporting guidance. *BMC Medical Research Methodology*, 19(1), 25. <https://doi.org/10.1186/s12874-018-0600-0>
- France, E. F., Ring, N., Thomas, R., Noyes, J., Maxwell, M., & Jepson, R. (2014). A methodological systematic review of what's wrong with meta-ethnography reporting. *BMC Medical Research Methodology*, 14(1), 1-16.
- Frechette, J., Bitzas, V., Aubry, M., Kilpatrick, K., & Lavoie-Tremblay, M. (2020). Capturing lived experience: Methodological considerations for Interpretive Phenomenological Inquiry. *International Journal of Qualitative Methods*, 19, 1609406920907254. <https://doi.org/10.1177/1609406920907254>
- Gadamer, H.-G. (2004). *Truth and method* (2nd rev. / translation revised by Joel Weinsheimer and Donald G. Marshall. ed.). Continuum.
- Garnezy, N., & Masten, A. S. (1986). Stress, competence, and resilience: Common frontiers for therapist and psychopathologist. *Behavior Therapy*, 17(5), 500-521. [https://doi.org/https://doi.org/10.1016/S0005-7894\(86\)80091-0](https://doi.org/https://doi.org/10.1016/S0005-7894(86)80091-0)
- Gersch, I. (2009). A positive future for educational psychology - if the profession gets it right. *Educational Psychology in Practice*, 25(1), 9-19. <https://doi.org/10.1080/02667360802697555>

- Gibbs, S. (2018). *Immoral education : the assault on teachers' identities, autonomy and efficacy*. Routledge.
- Gibbs, S., & Miller, A. (2014). Teachers' resilience and well-being: a role for educational psychology. *Teachers and Teaching*, 20(5), 609-621.
<https://doi.org/10.1080/13540602.2013.844408>
- Gill, S., & Gergen, K. (2020). Educational evaluation: A relational perspective. In S. McNamee, M. Gergen, C. Camargo-Borges, & E. F. Rasera (Eds.), *The SAGE Handbook of Social Constructionist Practice* (pp. 402-412). Sage.
- Glaser, B. G., & Strauss, A. L. (1999). *The discovery of grounded theory: Strategies for qualitative research*. Routledge.
- Glazzard, J., & Rose, A. (2020). The impact of teacher well-being and mental health on pupil progress in primary schools. *Journal of Public Mental Health*, 19(4), 349-357.
<https://www.scopus.com/inward/record.uri?eid=2-s2.0-85073977444&doi=10.1108%2fJPMH-02-2019-0023&partnerID=40&md5=8da47ab5efe23c0df36fd8183f109c>
- Glazzard, J., & Stones, S. (2021). 'Nothing fazes me, I can do it all': developing headteacher resilience in a complex and challenging educational climate. *International Journal of Leadership in Education*, 1-21. <https://www.scopus.com/inward/record.uri?eid=2-s2.0.085110570369&doi=10.1080%2f13603124.2020.1829712&partnerID=40&md5=b27065ecc718e713c8dc1f04fd8a87f5>
- Greenfield, B. (2015). How can teacher resilience be protected and promoted? *Educational & Child Psychology*, 32(4), 52-68.
- Greenfield, B. S. (2016). *Bridging understanding and action: an exploration of teacher resilience and the potential benefits of establishing peer group supervision in primary schools* [unpublished doctoral thesis, Newcastle University].
- Greenhalgh, T., Pawson, R., Wong, G., Westhorp, G., Greenhalgh, J., Manzano, A., & Jagosh, J. (2017). Retrodution in realist evaluation. *The RAMESES II Project*.
- Grix, J. (2002). Introducing students to the generic terminology of social research. *Politics*, 22(3), 175-186.
- Groundwater-Smith, S., & Mockler, N. (2007). Ethics in practitioner research: An issue of quality. *Research Papers in Education*, 22(2), 199-211.
- Gu, Q. (2014). The role of relational resilience in teachers' career-long commitment and effectiveness. *Teachers and Teaching*, 20(5), 502-529.
<https://doi.org/10.1080/13540602.2014.937961>
- Gu, Q., & Day, C. (2007). Teachers resilience: A necessary condition for effectiveness. *Teaching and Teacher Education*, 23(8), 1302-1316.
- Gu, Q., & Day, C. (2013). Challenges to teacher resilience: Conditions count. *British Educational Research Journal*, 39(1), 22-44.
<http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc10&NEWS=N&AN=2013-05506-002> (Research Intelligence)
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of Qualitative Research*, 2(163-194), 105.
- Gutman, L. M., & Vorhaus, J. (2012). The impact of pupil behaviour and wellbeing on educational outcomes. *Research Report DFE-RR253*. Insitute of Education, University of London.
- Hammersley-Fletcher, L. (2014). Educational austerity and critical consciousness: English primary school leaders wrestling with educational policy shifts. *Éducation comparée*, 12. <https://e-space.mmu.ac.uk/603643>

- Hanley, T., Winter, L. A., & Burrell, K. (2020). Supporting emotional well-being in schools in the context of austerity: An ecologically informed humanistic perspective. *British Journal of Educational Psychology*, *90*(1), 1-18. <https://doi.org/10.1111/bjep.12275>
- Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education*, *14*(8), 835-854. [https://doi.org/10.1016/S0742-051X\(98\)00025-0](https://doi.org/10.1016/S0742-051X(98)00025-0)
- Hargreaves, L. (2017). Primary education in small rural schools: Past, present and future. In: McLean, R. (eds) *Life in Schools and Classrooms* (pp. 223-243). Springer Singapore.
- Hartling, L. M. (2008). Strengthening resilience in a risky world: It's all about relationships. *Women & Therapy*, *31*(2-4), 51-70.
- Health and Care Professions Council (2018). *Standards of conduct, performance and ethics*. <https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/>
- Health and Care Professions Council (2015). *The standards of proficiency for practitioner psychologists*. <https://www.hcpc-uk.org/standards/standards-of-proficiency/practitioner-psychologists/>
- Heidegger, M. (2008). *Being and Time* (W. Large, Trans.). Edinburgh University Press. (1927)
- Hilton, G. L. (2017). Disappearing teachers: An exploration of a variety of views as to the causes of the problems affecting teacher recruitment and retention in England. *Bulgarian Comparative Education Society*.
- Hodkinson, H., & Hodkinson, P. (2004). Rethinking the concept of community of practice in relation to schoolteachers' workplace learning. *International Journal of Training and Development*, *8*(1), 21-31. <https://doi.org/10.1111/j.1360-3736.2004.00193.x>
- Hodkinson, P., & Hodkinson, H. (2003). Individuals, communities of practice and the policy context: School teachers' learning in their workplace. *Studies in Continuing Education*, *25*(1), 3-21. <https://doi.org/10.1080/01580370309284>
- Husserl, E. (2012). *Ideas: General introduction to pure phenomenology*. Routledge.
- Ingersoll, R. M. (2004). *Why do high-poverty schools have difficulty staffing their classrooms with qualified teachers?* Renewing Our Schools, Securing Our Future - A National Task Force on Public Education; Joint Initiative of the Center for American Progress and the Institute for America's Future, Retrieved from https://repository.upenn.edu/gse_pubs/493
- Jeffreys, B., Almroth-Wright, I., & Stafford, S. (2023). *Ofsted: Head teacher's family blames death on school inspection pressure*. BBC News. Retrieved 23.03.2023 from <https://www.bbc.co.uk/news/uk-england-berkshire-65021154>
- Johnson, B. (2003). Teacher collaboration: Good for some, not so good for others. *Educational Studies*, *29*(4), 337-350.
- Johnson, B., Down, B., Le Cornu, R., Peters, J., Sullivan, A., Pearce, J., & Hunter, J. (2014). Promoting early career teacher resilience: A framework for understanding and acting. *Teachers and Teaching*, *20*(5), 530-546.
- Jones, J. (2009). The development of leadership capacity through collaboration in small schools. *School Leadership and Management*, *29*(2), 129-156.
- Jordan, J. V. (1992). Relational resilience. *Work in Progress*, *57*, 1-13.
- Jordan, J. V. (1995). *Relational awareness: Transforming disconnection*. Stone Center, Wellesley College.
- Jordan, J. V. (2017). Relational-cultural theory: The power of connection to transform our lives. *The Journal of Humanistic Counseling*, *56*(3), 228-243.
- Kangas-Dick, K., & O'Shaughnessy, E. (2020). Interventions that promote resilience among teachers: A systematic review of the literature. *International Journal of School & Educational Psychology*, *8*(2), 131-146.

- Kant, I. (1953). *Immanuel Kant's critique of pure reason*. Translated by Smith, N.K. (2011), Read Books Ltd.
- Kelchtermans, G. (2017). 'Should I stay or should I go?': Unpacking teacher attrition/retention as an educational issue. *Teachers and Teaching*, 23(8), 961-977. <https://doi.org/10.1080/13540602.2017.1379793>
- Keyes, C., & Lopez, S. J. (2002). Toward a science of mental health: Positive directions in diagnosis and intervention. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of Positive Psychology* (pp. 26-44).
- Khoshkhoo, M. (2016). Some reflections on Educational Psychology. In A. Williams, T. Billington, D. Goodley, & T. Corcoran (Eds.), *Critical Educational Psychology* (pp. 192-199). Wiley.
- Kutsyuruba, B., Walker, K. D., Stasel, R. S., & Al Makhamreh, M. (2019). Developing resilience and promoting well-being in early career teaching: Advice from the Canadian beginning teachers. *Canadian Journal of Education*, 42(1), 285-321.
- Kyriacou, C. (1987). Teacher stress and burnout: An international review. *Educational Research*, 29(2), 146-152. <https://doi.org/10.1080/0013188870290207>
- Kyriacou, C. (2000). *Stress-busting for teachers*. Nelson Thornes.
- Kyriacou, C. (2011). Teacher stress: From prevalence to resilience. *Handbook of Stress in the Occupations*, 161-173.
- Lane, D. A., & Corrie, S. (2007). *The modern scientist-practitioner: A guide to practice in psychology*. Taylor and Francis. <https://doi.org/10.4324/9780203624616>
- Le Cornu, R. (2013). Building early career teacher resilience: The role of relationships. *The Australian Journal of Teacher Education*, 38(4), 1-16. <https://doi.org/10.14221/ajte.2013v38n4.4>
- Lee, N.-J. (2009). Professional doctorate supervision: Exploring student and supervisor experiences. *Nurse Education Today*, 29(6), 641-648.
- Leijen, Ä., Pedaste, M., & Baucal, A. (2021). Assessing student teachers' agency and using it for predicting commitment to teaching. *European Journal of Teacher Education*, 45(5) 600-616. <https://doi.org/10.1080/02619768.2021.1889507>
- Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership and Management*, 28(1), 27-42.
- Lindseth, A., & Norberg, A. (2004). A phenomenological hermeneutical method for researching lived experience. *Scandinavian Journal of Caring Sciences*, 18(2), 145-153. <https://doi.org/https://doi.org/10.1111/j.1471-6712.2004.00258.x>
- Lincoln, Y.S., & Guba, E.G. (1985). *Naturalistic inquiry*. Sage.
- Locke, K. (2015). Performativity, performance and education. *Educational Philosophy and Theory*, 47(3), 247-259.
- Long, A. F., & Godfrey, M. (2004). An evaluation tool to assess the quality of qualitative research studies. *International Journal of Social Research Methodology*, 7(2), 181-196.
- Love, B., Vetere, A., & Davis, P. (2020). Should Interpretative Phenomenological Analysis (IPA) be used with focus groups? Navigating the bumpy road of "iterative loops," idiographic journeys, and "phenomenological bridges". *International Journal of Qualitative Methods*, 19, 1609406920921600. <https://doi.org/10.1177/1609406920921600>
- Luff, I. (2021). *The impacts of OFSTED inspection on secondary schools and their teachers between 1993 and 2018: a study of the perceptions of teachers with multiple experiences of school inspection* [unpublished doctoral thesis, University of East Anglia].

- Luthar, S., Lyman, E., & Crossman, E. (2014). Resilience and Positive Psychology. In M. Lewis and K.D. Rudolph (eds.), *Handbook of Developmental Psychopathology*, (pp. 125-140). https://doi.org/10.1007/978-1-4614-9608-3_7
- Luthar, S. S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. *Child Development*, *71*(3), 543-562.
- Luthar, S. S., Sawyer, J. A., & Brown, P. J. (2006). Conceptual issues in studies of resilience: Past, present, and future research. *Annals of the New York Academy of Sciences*, *1094*(1), 105-115.
- Lyonette, C., Atfield, G., Baldauf, B., & Owen, D. (2019). Research on the educational psychologist workforce: Research report, March 2019.
- Mackenzie, S. (2011). 'Yes, but...': Rhetoric, reality and resistance in teaching assistants' experiences of inclusive education. *Support for Learning*, *26*(2), 64-71.
- Mann, A., Denis, V., Schleicher, A., Ekhtiari, H., Forsyth, T., Liu, E., & Chambers, N. (2020). Dream jobs? Teenagers' career aspirations and the future of work. *Organization of Economic Cooperation and Development*.
- Mansfield, C., Beltman, S., & Price, A. (2014). 'I'm coming back again!' The resilience process of early career teachers. *Teachers and Teaching*, *20*(5), 547-567.
- Mansfield, C., & Gu, Q. (2019). "I'm finally getting that help that I needed": Early career teacher induction and professional learning. *Australian Educational Researcher*. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85068905430&doi=10.1007%2fs13384-019-00338-y&partnerID=40&md5=ba975bc757beed6f056183fcb95b7e4c>
- Mansfield, C. F., Beltman, S., Broadley, T., & Weatherby-Fell, N. (2016). Building resilience in teacher education: An evidenced informed framework. *Teaching and Teacher Education*, *54*, 77-87.
- Martin, C. (2021). Reflecting on the journey towards identity and belonging during professional doctoral study. *Impacting Education: Journal on Transforming Professional Practice*, *6*(4), 36-39.
- Masten, A. S. (2018). Resilience theory and research on children and families: Past, present, and promise. *Journal of Family Theory & Review*, *10*(1), 12-31.
- Masten, A. S., Best, K. M., & Garmezy, N. (1990). Resilience and development: Contributions from the study of children who overcome adversity. *Development and Psychopathology*, *2*(4), 425-444.
- Masumoto, M., & Brown-Welty, S. (2009). Case study of leadership practices and school-community interrelationships in high-performing, high-poverty, rural California high schools. *Journal of Research in Rural Education (Online)*, *24*(1), 1-18. <https://www.proquest.com/scholarly-journals/case-study-leadership-practices-school-community/docview/218972989/se-2>
- McMillan, D. W., & Chavis, D. M. (1986). Sense of community: A definition and theory. *Journal of Community Psychology*, *14*(1), 6-23.
- Mcphail, J. C. (1995). Phenomenology as philosophy and method: Applications to ways of doing special education. *Remedial and Special Education*, *16*(3), 159-165.
- Meyer, C. B. (2001). A case in case study methodology. *Field Methods*, *13*(4), 329-352.
- Mguni, N., Bacon, N., & Brown, J. F. (2012). *The wellbeing and resilience paradox*. The Young Foundation.
- Miller, A., & Frederickson, N. (2006). Generalizable findings and idiographic problems: Struggles and successes for educational psychologists as scientist-practitioners. In D. A. Lane & S. Corrie (Eds.), *The modern scientist practitioner: A guide to practice in psychology* (pp. 103-118). Routledge.
- Miller, J. B. (1988). *Toward a new psychology of women* (2nd . ed.). Penguin Books.

- Minett, R. (2015). *A qualitative study investigating the sources of teacher efficacy beliefs* [doctoral thesis, University of East Anglia].
- Murphy, E., Dingwall, R., Greatbatch, D., Parker, S., & Watson, P. (1998) Qualitative research methods in health technology assessment: a review of the literature. *Health Technology Assessment*, 2(16), iii-274.
- National Education Union. (2021). *The state of education: Staff workload, wellbeing and retention*. Retrieved 23.04.2023 from <https://neu.org.uk/state-education-staff-workload-wellbeing-and-retention>
- National Education Union. (2023). *Pay up: strike action FAQ*. Retrieved 23.03.2023 from <https://neu.org.uk/pay-strike-action-faq>
- Navab, A., Koegel, R., Dowdy, E., & Vernon, T. (2016). Ethical considerations in the application of the scientist–practitioner model for psychologists conducting intervention research. *Journal of Contemporary Psychotherapy*, 46, 79-87.
- Nguyen, T. D., Pham, L., Springer, M. G., & Crouch, M. (2019). The factors of teacher attrition and retention: An updated and expanded meta-analysis of the literature. *Annenberg Institute at Brown University*, 19-149.
- Noblit, G. W., & Hare, R. D. (1988). *Meta-ethnography: synthesizing qualitative studies*. Sage Publications.
- O'Mahoney, J., & Vincent, S. (2014). Critical realism as an empirical project: A beginner's guide. In P. K. Edwards, J. O'Mahoney, & S. Vincent (Eds.), *Studying organizations using critical realism: A practical guide* (pp. 1-20). Oxford University Press.
- Organisation for Economic Co-operation and Development. (2005). *Teachers matter: Attracting, developing and retaining effective teachers*. OECD Publishing.
- Osborne, C., & Burton, S. (2014). Emotional Literacy Support Assistants' views on supervision provided by educational psychologists: what EPs can learn from group supervision. *Educational Psychology in Practice*, 30(2), 139-155. <https://doi.org/10.1080/02667363.2014.899202>
- Ovenden-Hope, T. (2022). A status-based crisis of teacher shortages? *Research in Teacher Education*, 12(1), 36-42.
- Oxley, L. (2016). An examination of interpretative phenomenological analysis (IPA). *Educational & Child Psychology*, 33(3), 55-62.
- Parry, M. L. (2023). Learning from supervisor experience of increased virtual supervision for educational psychologists. *Educational Psychology in Practice*, 39(1), 59-77. <https://doi.org/10.1080/02667363.2022.2158176>
- Perryman, J., & Calvert, G. (2020). What motivates people to teach, and why do they leave? Accountability, performativity and teacher retention. *British Journal of Educational Studies*, 68(1), 3-23. <https://doi.org/10.1080/00071005.2019.1589417>
- Peters, J., & Pearce, J. (2012). Relationships and early career teacher resilience: A role for school principals. *Teachers and Teaching: Theory and Practice*, 18(2), 249-262. <http://www.tandfonline.com/doi/abs/10.1080/13540602.2012.632266>
- Peterson, K. D., & Deal, T. E. (1998). How leaders influence the culture of schools. *Educational Leadership*, 56, 28-31.
- Phillips, R. (2021). Teachers' faith, identity processes and resilience: A qualitative approach. *British Journal of Religious Education*. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85101779577&doi=10.1080%2f01416200.2021.1891860&partnerID=40&md5=eed5d4148ab234b0286d67a3d31c8c69>
- Philpott, C., & Oates, C. (2017). Teacher agency and professional learning communities; What can learning rounds in Scotland teach us? *Professional Development in Education*, 43(3), 318-333. <http://dx.doi.org/10.1080/19415257.2016.1180316>

- Pidgeon, N., & Henwood, K. (1997). Using grounded theory in psychological research. In N. Hayes (Ed.), *Doing Qualitative Analysis in Psychology* (pp. 245-273). Psychology Press.
- Pietkiewicz, I., & Smith, J. A. (2014). A practical guide to using interpretative phenomenological analysis in qualitative research psychology. *Psychological Journal*, 20(1), 7-14.
- Pretsch, J., Flunger, B., & Schmitt, M. (2012). Resilience predicts well-being in teachers, but not in non-teaching employees. *Social Psychology of Education*, 15(3), 321-336. <https://doi.org/10.1007/s11218-012-9180-8>
- Prilleltensky, I., Neff, M., & Bessell, A. (2016). Teacher stress: What it is, why it's important, how it can be alleviated. *Theory Into Practice*, 55(2), 104-111.
- PRISMA. (2015). *PRISMA - Transparent Reporting of Systematic Reviews and Meta-Analyses*. Ottawa Hospital Research Institute & University of Oxford. Retrieved 15.02.2021 from <http://www.prisma-statement.org/>
- Richards, A. (2017). Organisational psychology as a framework for practice in educational psychology. In B. Kelly, L. Marks Woolfson, & J. Boyle (Eds.), *Frameworks for Practice in Educational Psychology: A Textbook for Trainees and Practitioners* (pp. 238-253). Jessica Kingsley Publishers.
- Richardson, W. S., Wilson, M. C., Nishikawa, J., & Hawyard, R. S. A. (1995). The well-built clinical question: a key to evidence-based decisions. *ACP Journal Club*, 123(3), A12-13.
- Robson, C. (2011) *Real World Research: A Resource For Social Scientists And Practitioner-Researchers* (3rd ed.). Blackwell Publishers.
- Roffey, S. (2012). Pupil wellbeing—teacher wellbeing: Two sides of the same coin? *Educational and Child Psychology*, 29(4), 8-17.
- Rogoff, B. (2003). *The cultural nature of human development*. Oxford University Press.
- Rothmann, S., & Hamukang'andu, L. (2013). Callings, work role fit, psychological meaningfulness and work engagement among teachers in Zambia. *South African Journal of Education*, 33(2).
- Sammons, P., Day, C., Kington, A., Gu, Q., Stobart, G., & Smees, R. (2007). Exploring variations in teachers' work, lives and their effects on pupils: Key findings and implications from a longitudinal mixed-method study. *British Educational Research Journal*. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-35448988392&doi=10.1080%2f01411920701582264&partnerID=40&md5=db61aa6b3c5c6d4c270aed0abc66c5ee>
- Sandelowski, M., & Barroso, J. (2003). Classifying the findings in qualitative studies. *Qualitative Health Research*, 13(7), 905-923.
- Schütz, A. (1962). Collected papers, The problem of social reality (Vol. 1). *Martinus Nijhoff*.
- Schwarz, S. (2018). Resilience in psychology: A critical analysis of the concept. *Theory & Psychology*, 28(4), 528-541. <https://doi.org/10.1177/0959354318783584>
- Scotland, J. (2012). Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. *English Language Teaching*, 5(9), 9-16.
- Scottish Executive. (2002). *Review of provision of educational psychology services in Scotland* (Electronic version ed.). Scottish Executive. <http://www.scotland.gov.uk/Publications/2002/02/10701/File-1>
- Seligman, M. E. (2012). *Flourish: A visionary new understanding of happiness and well-being*. Simon and Schuster.

- Sezgin, F., & Erdogan, O. (2015). Academic optimism, hope and zest for work as predictors of teacher self-efficacy and perceived success. *Educational Sciences: Theory and Practice*, 15(1), 7-19.
- Sharples, J., Blatchford, P., & Webster, R. (2016). *Making best use of teaching assistants*. Education Endowment Foundation. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>
- Sharrocks, L. (2014). School staff perceptions of well-being and experience of an intervention to promote well-being. *Educational Psychology in Practice*, 30(1), 19-36. <https://doi.org/10.1080/02667363.2013.868787>
- Shen, Y. E. (2009). Relationships between self-efficacy, social support and stress coping strategies in Chinese primary and secondary school teachers. *Stress and Health: Journal of the International Society for the Investigation of Stress*, 25(2), 129-138.
- Shield, W. (2023). The role of academic and professional tutors in supporting trainee educational psychologist wellbeing. *Educational Psychology in Practice*, 39(1), 1-18. <https://doi.org/10.1080/02667363.2022.2148635>
- Siegel, D. J. (2015). Interpersonal neurobiology as a lens into the development of wellbeing and resilience. *Children Australia*, 40(2), 160-164.
- Simon, N., & Johnson, S. M. (2015). Teacher turnover in high-poverty schools: What we know and can do. *Teachers College Record*, 117(3), 1-36.
- Smith, B. W., Tooley, E. M., Christopher, P. J., & Kay, V. S. (2010). Resilience as the ability to bounce back from stress: A neglected personal resource? *The Journal of Positive Psychology*, 5(3), 166-176. <https://doi.org/10.1080/17439760.2010.482186>
- Smith, J. A. (2004). Reflecting on the development of interpretative phenomenological analysis and its contribution to qualitative research in psychology. *Qualitative Research in Psychology*, 1(1), 39-54. <https://doi.org/10.1191/1478088704qp004oa>
- Smith, J. A., Flowers, P., & Larkin, M. (2022). *Interpretative Phenomenological Analysis: Theory, method and research* (2nd ed.). SAGE.
- Snyder, C. R. (2002). Hope theory: Rainbows in the mind. *Psychological Inquiry*, 13(4), 249-275. https://doi.org/10.1207/S15327965PLI1304_01
- Spicksley, K., Kington, A., & Watkins, M. (2021). "We will appreciate each other more after this": Teachers' construction of collective and personal identities during lockdown. *Frontiers in Psychology*. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85114346809&doi=10.3389%2ffpsyg.2021.703404&partnerID=40&md5=db25287183c9f5b09020c939446243c8>
- Strahan, C., Gibbs, S., & Reid, A. (2019). The psychological environment and teachers' collective-efficacy beliefs. *Educational Psychology in Practice*, 35(2), 147-164.
- Sugarman, J. (2015). Neoliberalism and psychological ethics. *Journal of Theoretical and Philosophical Psychology*, 35(2), 103-116. <https://doi.org/10.1037/a0038960>
- Sverdlik, A., Hall, N. C., McAlpine, L., & Hubbard, K. (2018). The PhD experience: A review of the factors influencing doctoral students' completion, achievement, and well-being. *International Journal of Doctoral Studies*, 13(1), 361-388.
- Tes. (2023). *School Wellbeing Report 2023: UK*. Retrieved from: <https://www.tes.com/en-gb/for-schools/content/tes-wellbeing-report>.
- Toland, J., & Carrigan, D. (2011). Educational psychology and resilience: New concept, new opportunities. *School Psychology International*, 32(1), 95-106. <https://doi.org/10.1177/0143034310397284>
- Tran, H., & Smith, D. A. (2020). Designing an employee experience approach to teacher retention in hard-to-staff schools. *NASSP bulletin*, 104(2), 85-109. <https://doi.org/10.1177/0192636520927092>

- Troman, G., Jeffrey, B., & Raggl, A. (2007). Creativity and performativity policies in primary school cultures. *Journal of Education Policy*, 22(5), 549-572. <https://doi.org/10.1080/02680930701541741>
- Tschannen-Moran, M., & Barr, M. (2004). Fostering student learning: The relationship of collective teacher efficacy and student achievement. *Leadership and Policy in Schools*, 3(3), 189-209.
- Ungar, M., & Perry, B. D. (2012). Violence, trauma, and resilience. In R. Alaggia & C. Vine (Eds.), *Cruel but not unusual: Violence in Canadian families* (pp. 119–143). Wilfrid Laurier University Press.
- Van Breda, A. D. (2018). A critical review of resilience theory and its relevance for social work. *Social Work*, 54(1), 1-18.
- Vella, S.-L. C., & Pai, N. B. (2019). A theoretical review of psychological resilience: Defining resilience and resilience research over the decades. *Arch Med Health Sci* 2019, 7, 233-9.
- Vindrola-Padros, C. (2021). Can we re-imagine research so it is timely, relevant and responsive? Comment on “experience of health leadership in partnering with university-based researchers in Canada: A call to ‘re-imagine’ research”. *International Journal of Health Policy and Management*, 10(3), 172.
- Walsh, D., & Downe, S. (2006). Appraising the quality of qualitative research. *Midwifery*, 22(2), 108-119.
- Wang, L., & DeLaquil, T. (2020). The isolation of doctoral education in the times of COVID-19: Recommendations for building relationships within person-environment theory. *Higher Education Research & Development*, 39(7), 1346-1350.
- Weare, K., & Gray, G. (2003). *What works in developing children's emotional and social competence and wellbeing?* DfES Publications.
- Weldon, P. (2018). Early career teacher attrition in Australia: Evidence, definition, classification and measurement. *Australian Journal of Education*, 62(1), 61-78.
- Wenger, E. (2000). Communities of Practice and Social Learning Systems. *Organization*, 7(2), 225-246. <https://doi.org/10.1177/135050840072002>
- Willig, C. (2003). Discourse analysis. In J. A. Smith (Ed.), *Qualitative psychology: A practical guide to research methods* (Vol. 2, pp. 160-186). Sage.
- Willig, C. (2013). *Introducing qualitative research in psychology* (3rd ed.). McGraw-Hill Education.
- Wilson, V., & McPake, J. (2000). Managing change in small Scottish primary schools: Is there a small school management style? *Educational Management & Administration*, 28(2), 119-132.
- World Health Organization. (2007). Mental health: strengthening mental health promotion. *Fact sheet*, 220.
- Worth, J., & Van den Brande, J. (2019). Teacher labour market in England: Annual report 2019. *National Foundation for Educational Research*.
- Wright, R. D. (2015). *An exploration into how collaborative problem solving groups can change teachers' practice* [unpublished doctoral thesis, Newcastle University].
- Wuest, D. A., & Subramaniam, P. R. (2021). Building teacher resilience during a pandemic and beyond. *Strategies*, 34(5), 8-12. <https://doi.org/10.1080/08924562.2021.1948476>
- Yates, T. M., Tyrell, F. A., & Masten, A. S. (2015). Resilience theory and the practice of positive psychology from individuals to societies. *Positive Psychology in Practice: Promoting human flourishing in work, health, education, and everyday life*, 773-788.
- Yin, R. K. (1992). The case study method as a tool for doing evaluation. *Current Sociology*, 40(1), 121-137.

Appendices

Appendix 1: Quality evaluation process

Authors	Walsh & Downe categories	Long & Godfrey categories	Doney	Drew & Sosnowski	Ellison & Mays-Woods	Gu & Day	Johnson, Down, Le Cornu, Peters, Sullivan, Pearce & Hunter	Mansfield, Beltman & Price
Title			Fostering Resilience: A Necessary Skill for Teacher Retention	Emerging theory of teacher resilience: a situational analysis	In the face of adversity: four physical educator's experiences of resilience in high-poverty schools	Challenges to teacher resilience: conditions count	Promoting early career teacher resilience: a framework for understanding and acting	'I'm coming back again!' The resilience process of early career teachers
Year			2013	2019	2019	2013	2014	2014
Source			Journal of Science Teacher Education	English Teaching: Practice and Critique	Physical Education and Sport Pedagogy	British Educational Research Journal	Teachers and Teaching: Theory and Practice	Teachers and Teaching: Theory and Practice

<p>What is being studied? L&G</p>	<p>Scope/ Purpose</p>	<p>Phenomenon Studied/ Context</p>	<p>Resilience process in 4 novice secondary science teachers - how and why do they stay in the profession, focusing on protective factors and stressors.</p> <p>Research Question (RQ)1: How is resilience developed in novice secondary science teachers? RQ2: How does resilience affect novice teacher retention?</p>	<p>Teacher constructs of resilience, considering both risk and protective factors.</p> <p>RQ1: How is teacher resilience defined and explained? RQ2: What constitutes the risk factors that contribute to a teacher wanting to leave the profession and the protective factors that contribute to a teacher staying, and how are they mediated?</p>	<p>Explores PE teachers' perceptions of their resilience through the lens of resilience theory.</p> <p>RQ: What factors explain the resilience of PE teachers in high-poverty schools?</p>	<p>How teachers interpret their lived experiences of resilience and construct meaning from those within their own context. (distilled from wider study of teacher effectiveness)</p>	<p>Further understanding of the social construction of teacher resilience - personal, professional and situated factors impact on emotional wellbeing and professional commitment.</p>	<p>Personal and contextual challenges and resources available to respond to challenges within Australian Early Career Teachers (ECTs) though understanding their constructions. Relating this to perceived future in teaching.</p> <p>RQ1: What personal and contextual challenges to ECTs face? RQ2: How do ECTs respond to these challenges? RQ3: How are challenges and</p>
---------------------------------------	-----------------------	------------------------------------	--	---	--	--	--	--

								responses perceived to influence intentions to remain in the profession?
Is sufficient detail given of the nature of the phenomena under study? L&G	N/A	Phenomenon Studied/ Context	Intro. Gives clear warrant for why resilience may be important to retention.	Consideration given to stress/burnout in teaching. Specific sections dedicated to defining resilience in introduction and situating the importance of studying it within wider literature about teachers.	Detail surrounding teacher attrition in USA, focusing on low SES and importance of PE in these areas for building relationships with YP.	Understanding resilience as 'thriving' not just 'surviving' - quality retention. Takes account of personal and relational/cont extual traits that make up resilience in an everyday context.	References from government docs and research literature.	Data from UK and Australian Governments, OECD and research details challenges of retaining teachers. Process of resilience detailed within research.

<p>What theoretical/ conceptual framework guides or informs the study? L&G</p> <p>Discussion of epistemological/ ontological grounding? W&D</p>	<p>Scope/ Purpose</p>	<p>Phenomenon Studied/ Context</p>	<p>Framework explicitly based on resilience theory (RT) and Relational Cultural Theory (RCT).</p> <p>Explicitly qualitative.</p>	<p>Drawn from Gu and Day (2014) and Beltman et al (2016), including contextual factors. Explicit description of methodology (although not particularly detailed, refs are present), methodology implies ontological and epistemological position, although these are not explicitly considered.</p>	<p>Explicit consideration of theoretical framework, drawing on resilience in teachers and PE; Resilience Theory - seems to posit that this is a personal resource, with factors affecting this, making it dynamic.</p>	<p>Phenomenological research position explained</p>	<p>Social theory of resilience is the framework Critical ethnography (CE) and narrative inquiry (NI)</p>	<p>Socio-political nature of profession (curriculum, standards) - seen as challenging professionalism (in line with Gu and Day, ref'd). Conceptual framework explicitly considered through a model of ECT resilience - the resilience process is at the interface of the person and their context.</p>
---	-----------------------	------------------------------------	--	---	--	---	--	--

<p>In what ways is the framework reflected in the way the study was done? L&G</p> <p>Is the focus of the study clear? I.e.. hypothesis testing/theory building? W&D</p>	<p>Scope/ Purpose</p>	<p>Phenomenon Studied/ Context</p>	<p>Focus on positivity encouraged by resilience theory informs focus on protective factors/ability to overcome stressors.</p> <p>Interpretive case study - to focus on meaning making.</p>	<p>Focus of study to explore definitions of teacher resilience, situational analysis (and grounded theory) - theory building. This is very clear in title and methodology.</p>	<p>Multiple case study - appropriate for exploring perceptions and developing hypotheses. Resilience Theory informed interview questions.</p>	<p>Research aims to detail ways participants interpret experiences, construct the world, and create meaning. Aim to further understanding of teacher experiences</p>	<p>Theoretical framework has informed a framework for practice Theory espoused in line drawing and 2 interviews - resilience as a dynamic process CE and NI used with resilient theory to study the lives (within and beyond teaching) of early career teachers (ECTs)</p>	<p>Model used to examine the process of resilience in ECTs. Focus: identifying challenges and the way they respond using personal and contextual resources.</p>
---	-----------------------	------------------------------------	--	--	---	--	--	---

<p>How do the authors locate the study within the existing knowledge base? L&G</p> <p>Are the links between research and existing knowledge demonstrated? Is there evidence of an (S)LR? W&D</p>	<p>Scope/ Purpose</p>	<p>Phenomenon Studied/ Context</p>	<p>Short history of resilience theory.</p> <p>Juxtaposition of Resilience Theory (individual characteristics) with Relational Cultural Theory (relational) p.648</p>	<p>Links to significant recent research are discussed and a history of resilience theory is briefly given. No specific links to named theories, but this is not necessarily a bad thing as this study aims to explore views of others. They do begin by tying research reviewed into a situational map.</p>	<p>Lit. review than leads to focus of study is clear. Draws upon Gu and Day research but not Johnson or Mansfield, unusually.</p>	<p>Resilience important due to performance-driven culture, linked to teacher stress and retention data. Changes in societal values have also resulted in alienation between school and disadvantaged pupils (link to behaviour)</p>	<p>Links between studies of teachers' 'problems' contrasted with resilience theory offering hope. Critical review of research into problems, compared with favourable model of resilience</p>	<p>Rationale for studying resilience in the context of challenges, ref to Doney for this.</p>
--	-----------------------	------------------------------------	---	---	---	---	---	---

Within what geographical and care setting is the study carried out? L&G	N/A	Phenomenon Studied/ Context	3 secondary schools in south eastern USA	2 high schools and 1 middle school in 3 different districts in the north eastern USA: 1 large suburban high, 1 small urban middle, 1 large urban high	PE depts. in high poverty schools in mid-western USA (1 middle, 3 elementary), one rural and one urban district.	UK schools	2 Australian states - Western Aus. & South Aus.	Australian schools, mostly primary
---	-----	-----------------------------	--	--	--	------------	---	------------------------------------

<p>What is the rationale for choosing this setting? L&G</p>	<p>N/A</p>	<p>Phenomenon Studied/ Context</p>	<p>Not much research on how novice teachers develop resilience or how they overcome stressors.</p>	<p>Assume location was for convenience.</p>	<p>Lit. reviewed suggests that all US schools are suffering from teacher attrition, that high poverty schools are worst affected, that students at these schools most benefit from stable staff, and that PE teachers have the ability to develop relationships over several years. PE also shown to reduce stress/aggression and perhaps improve students' self-image.</p>	<p>Little research in UK.</p>	<p>Convenience for researchers? 2 states gives more robust data than 1? No evidence.</p>	<p>No rationale given</p>
---	------------	------------------------------------	--	---	---	-------------------------------	--	---------------------------

<p>Is the setting appropriate and/or sufficiently specific for examination of the research question? L&G</p> <p>Is the setting appropriate? W&D</p>	<p>Scope/ Purpose</p>	<p>Phenomenon Studied/ Context</p>	<p>How is resilience developed in novice secondary science teachers? - setting was typical environment for this role (in my opinion)</p> <p>Does resilience affect novice teacher retention?</p>	<p>Yes, with an element of convenience.</p>	<p>Yes, although it may not be generalisable for teachers in general, or the US in general</p>	<p>Yes, but only 2, so although they were chosen to be 'typical' it is still a very small sample.</p>	<p>Yes - range of schools in Australis</p>	<p>Appropriate settings but not much detail compared to other studies.</p>
---	-----------------------	------------------------------------	--	---	--	---	--	--

Is sufficient detail given about the setting? L&G	N/A	Phenomenon Studied/ Context	Data regarding location (rural/suburban), NOR, ethnicity and socio-economic status of each setting detailed - is this of relevance to teachers' resilience?	No description of what 'large' or 'small' school size is, or what constitutes urban or suburban. Info. given about skew of teacher experience due to 2008 depression, useful when considering resilience in terms of teacher recruitment and retention. No further data given about school populations.	Details given about what constitutes a high poverty school (FSM data among pupils) Number of children per class Neighbourhoods served by each school	Details given about spread of schools/settings in larger study. Vignettes of settings given - community served, location.	Percentages of types of school are given.	School age range and context (metropolitan, etc.) given.
Over what time period is the study conducted? L&G	N/A	Phenomenon Studied/ Context	2 years	3 weeks (once a week data gathering)	2 years	3 years	1 year?	Single interview

Participants			<p>4 female high school science teachers. Purposive sampling: employed FT, completed training, during training were observed to have some coping strategies</p>	<p>33 English language arts teachers demographics representative of state mostly with 15-20 years experience (only 3.3% had 1-5 years exp.)</p>	<p>Purposive sampling (PE teachers, high-poverty) - 4 PE teachers. 2 elementary teachers alone; 1 elementary & 1 middle school co-teach. vignettes of each p.63 pseudonyms used suggest 3 male, 1 female - is this true? relevant?</p>	<p>300 teachers, different career stages, representative of national profile (age, exp, gender) <i>In this paper: 1 beginning, 1 mid-career teacher who reported higher levels of resilience</i></p>	<p>60 1st year teachers. Demographic data collected: age range, gender, type of school - primary/secondary, state/ind./religious - employment status. Leadership team.</p>	<p>13 ECT (1st/2nd year), 10 female, 3 male; 11 full time. Demographic data collected: age range, gender, years of experience, primary/secondary, employment status, school location.</p>
--------------	--	--	--	---	--	---	---	--

<p>How is the sample (events, persons, times, settings) selected? (e.g. theoretically informed, purposive...) L&G</p> <p>Selection criteria detailed and justified? W&D</p>	<p>Sampling Strategy</p>	<p>Phenomenon Studied/ Context</p>	<p>No mention of why particular route into science teaching was required, or why science in particular, or how sampling was completed (it does say men weren't excluded, but no explanation for why none participated).</p> <p>No explanation of why it was important to be previously id's as having coping mechanisms - is this a representative sample - will this have a bearing on my results?</p>	<p>Group demographics representative of state teaching workforce; no record of how participants were selected/who refused to participate.</p>	<p>Explicit description of purposive sampling, although no explanation for why the mid-west, presumably this was convenient.</p>	<p>2 teachers who reported a high level of resilience (although typical of others in the 300-strong original population that showed high resilience) Purposive sampling - typical of all teachers?</p> <p>Much bigger sample data explored in less detail - still relevant as informed choice of these 2</p>	<p>No evidence.</p>	<p>No detail given.</p>
---	--------------------------	------------------------------------	---	---	--	--	---------------------	-------------------------

<p>Is the sample appropriate to the aims of the study? L&G</p> <p>What are the key characteristics of the sample (events, persons, times and settings)? L&G</p> <p>Disparity between planned and actual sample explained? W&D</p>	<p>N/A</p>	<p>Phenomenon Studied/ Context</p>	<p>4 female novice teachers - all teachers, but all Caucasian female - is it representative ?</p> <p>Short vignette about each - gives some idea of history (is this relevant to such a small study? They've already said they all met criteria as a certain type of science teacher)</p> <p>All prev. id'd as having coping mechanisms - is this culturally aware? Are tutors more</p>	<p>No discussion of planned vs. actual sample. Could perhaps be generalised within this state and teachers of this age group, but would be more robust if included more schools in different areas with bigger age range.</p> <p>33 English language teachers. Data given for length of service.</p>	<p>4 PE specialist teachers, all white, 3 male, 1 female. Details of length of service given. Sample is appropriate but could be bigger and more diverse to support generalisability. No discussion of planned vs. actual sample.</p>	<p>Sort of - highly resilient teachers may be able to give more depth, but may not be representative of the feelings, contexts or thoughts of others.</p>	<p>Yes, 60 ECTs is in line with study aims and is a large sample compared to other studies in the SLR. Also 1 leadership view in each school.</p> <p>Age, gender, type/location/age range of school and contract details were gathered, percentages given.</p>	<p>13 beginning teachers (10 female, 3 male), 1st/2nd year of teaching - ages, gender, teaching level, teaching experience detailed.</p>
---	------------	------------------------------------	---	--	---	---	--	--

			able to see students with similar coping mechanisms to themselves?					
<p>Is the sample (inc. data collection) appropriate in terms of depth and width across time, settings and events? L&G</p> <p>Thickness of description likely from sampling? W&D</p>	Sampling Strategy	Phenomenon Studied/ Context	Yes - see method (row 25) individual and contextual data gathered over two years.	Good that demographics reflect state. High level data for gender and ethnicity, years of experience. Suggest that 33 teachers will encourage rich data.	Only 4 in sample, but significant data collected from each across 2 years.	6 semi-structured interviews, twice yearly over 3 years. Longitudinal data is to be commended, but little breadth in terms of info. sources	Interesting to gather views of both ECTs and leadership views of challenges faced by ECTs - offers breadth of perspectives. 2 interviews and line drawing - breadth of data collection, allows understanding of resilience as dynamic process (fits with social resilience theory espoused)	Population larger than some studies, but no further methods of data collection mean it may not be as thick as others.

<p>What outcome criteria are used in the study? L&G</p>	<p>N/A</p>	<p>Phenomenon Studied/ Context</p>	<p>No evidence.</p>	<p>Focus group questions (paraphrased): How would you describe the construct of teacher resilience? How important is it that teachers are resilient? Describe a resilient colleague/mentor? Have you considered leaving profession? Why did you stay? How do you mitigate job stress? Do these actions support resilience?</p>	<p>Inductive process for data analysis to inform themes.</p>	<p>how do personal, relational, organisational and contextual factors impact upon capacity for resilience?</p>	<p>How do ECTs and senior leaders perceive the challenges and factors that influence resilience in beginning teachers?</p>	<p>How do ECTs perceive challenges and how do they respond to these in their work? Do they intend to continue teaching?</p>
---	------------	------------------------------------	---------------------	--	--	--	--	---

Whose perspectives are addressed (professional, service, user, carer)? L&G Subjective meanings of participants portrayed? W&D	Sampling Strategy	Phenomenon Studied/ Context	Novice secondary science teachers	Teachers Many quotes used in findings.	PE teachers	Teachers Many quotes used in findings.	ECTs and senior leaders in schools	ECTs
Is there sufficient breadth (contrast between perspectives) and depth (insight into a single perspective)? L&G	N/A	Phenomenon Studied/ Context	Case study allows for single perspective depth; cross-case analysis allows for breadth (but see comments on sampling)	Contrasting opinions shown through quotes that then become themes (e.g. harsh winter/optimism)	Depth - many quotes make up findings. Breadth - little disagreement, but perhaps that was the nature of the sample?	Plenty of depth in portraits focusing on each participant in turn. Discussion brings breadth in comparing/contrasting experiences.	See notes on sampling.	
Was ethical approval obtained? L&G & W&D	Ethical Dimensions	Ethics	No evidence.	No evidence.	Institutional Review Board approval is noted.	No evidence.	No evidence.	Yes - explicitly mentioned.

<p>Was informed consent obtained from participants? L&G</p> <p>Documentation to support autonomy, consent, confidentiality, anonymity? W&D</p>	Ethical Dimensions	Ethics	No evidence.	Participants were invited to 'follow up' with researchers via email.	No evidence.	No evidence.	No evidence.	Yes, informed consent explicitly mentioned.
<p>Have ethical issues been adequately addressed? L&G</p> <p>Commitment to integrity, honesty, transparency, equality, mutual respect? W&D</p>	Ethical Dimensions	Ethics	No evidence.	No evidence.	No evidence.	No evidence.	Senior leaders were not asked to consider individual ECTs but consider challenges more broadly. This is not explicitly considered as an ethical issue, but I think this is where the researchers were coming from.	No evidence.

<p>What data collection methods are used? L&G</p>	<p>N/A</p>	<p>Data Collection/ Analysis/ Bias</p>	<p>6 ind. Interviews each with diff. focus, Response to a written prompt on resilience - later used in succeeding interviews, Classroom obs. each semester (context), Relational maps each year (stressors and protective factors), Work shadowing for 1 day (job context)</p>	<p>Focus groups within departmental meetings using semi-structured interview techniques</p>	<p>3 formal interviews (60-90 mins), themes of questions noted but actual questions not given. Informal conversational interviews - strengths of this acknowledged . Teacher shadowing - 1 full day in year 1, 2 half days in year 2 to follow up/clarify. documents provided by teachers - lesson plans, curriculum guides, student work. Thickness of data from both</p>	<p>Semi-structured interviews.</p>	<p>2 interviews (led by mind map) and a line drawing of the year's experiences with ECTs. 1 interview with a senior leader in each school.</p>	<p>one semi-structured interview</p>
---	------------	--	--	---	--	------------------------------------	--	--------------------------------------

					methods and repetition over 2 years.			
<p>Is this method appropriate? L&G</p> <p>Rational explored for specific method, e.g. grounded theory, phenomenology ...? Were methods used appropriate for data and method? In sufficient detail? Triangulation (if approp.)? W&D</p>	Design	Data Collection/ Analysis/ Bias	Yes - case study, then cross-case analysis is appropriate for exploring a phenomenon	Yes, explicit discussion of this method's usefulness within the methodology chosen. No evidence of triangulation with other data collection methods.	Triangulation explicitly noted between data sources to ensure consistency when building themes. Mix of interview data, observation and on the job literature seems robust.	Yes, and triangulation with wider data set evidenced.	Triangulation between interviews, SLT, conference hearings.	Rational explored for qualitative methods and use of interviews.

Is the raw data available for independent analysis? L&G	N/A	Data Collection/ Analysis/ Bias	No evidence.	No evidence.	No evidence.	No evidence.	No evidence.	No, but detailed notes from each interview are shown.
Is the information collected with sufficient detail and depth to provide insight into the perceptions of participants? L&G	N/A	Data Collection/ Analysis/ Bias	Yes - 6 different interviews and relational maps that was then discussed and compared	Yes, especially as 3 focus groups were used to enable revision/further questioning of ideas. Although do focus groups allow for same depth of individual perception as interview? Or perhaps focus groups encourage debate and discussion? This is not considered in the paper.	Yes - see methodology.	Yes - detailed portraits.	Yes, I think so, although no evidence of length of interviews.	Yes, evidenced by detailed notes

<p>Is the process of fieldwork adequately described (how data elicited, type/range of questions, length/timing of obs., ...)? L&G</p>	<p>N/A</p>	<p>Data Collection/ Analysis/ Bias</p>	<p>Interview questions are shared.</p> <p>Rubric for observations and work shadowing shared, but no detail as to what researchers suggested these situations might be; although these were followed up with participants to discuss/clarify</p>	<p>Questions are shared, timings of focus groups are shared.</p>	<p>How the data was elicited, yes. But no evidence of actual interview questions or details of informal conversations.</p>	<p>Not explicitly - no note of questions/length of interviews/specific timings.</p>	<p>Mind map shared that was used during interviews example of line drawing shown.</p>	<p>About an hour, face to face or by phone (convenience of location and for participant)</p>
---	------------	--	---	--	--	---	---	--

<p>What role does the researcher adopt within the setting? L&G</p> <p>Were participants involved in analysis? Relationship between researcher and participants? W&D</p>	<p>Analysis</p>	<p>Data Collection/ Analysis/ Bias</p>	<p>Observer? Not explicitly mentioned.</p> <p>Data was discussed with participants during subsequent interviews, but not within analysis phase.</p>	<p>Observer? Not explicitly mentioned.</p> <p>Data was discussed with participants during subsequent focus groups, but not within analysis phase.</p>	<p>Observer? Not explicitly mentioned.</p> <p>Transcripts were sent to participants to verify responses, they were then asked to verify the researchers' findings and provide feedback on content and accuracy of final analysis.</p>	<p>No evidence.</p>	<p>Draft framework (see row 32) shared with participants in 9 schools and at conferences - clarity, authenticity, relevance, usefulness.</p>	<p>Interviewers were not previously known to participants.</p>
---	-----------------	--	---	---	---	---------------------	--	--

<p>Is there evidence of reflexivity? L&G</p> <p>And more than one researcher involved? Effects of researchers' influence? Self-awareness/insight? How were problems dealt with? W&D</p>	<p>Reflexivity</p>	<p>Data Collection/ Analysis/ Bias</p>	<p>No evidence.</p>	<p>Focus groups provided an unexpected intervention to support resilient - this is the only mention.</p>	<p>Discussion of researchers collaborating.</p>	<p>No evidence.</p>	<p>Yes - awareness of prior theory and early impressions during interviews are noted. Early insights described in column AD avoided qual. Trap (p.536).</p>	<p>Few interpretive differences, but transcripts were reviewed to reach agreement when conflicts arose.</p>
<p>How are the data analysed? L&G</p> <p>Appropriate for method? Discussion of coding systems/ evolution of conceptual frameworks? W&D</p>	<p>Analysis</p>	<p>Data Collection/ Analysis/ Bias</p>	<p>Individual case analysis, then cross-case analysis to identify similarities/differences and rich insight</p>	<p>Situational Map revised following each focus group.</p> <p>No discussion of how coding/analysis developed.</p>	<p>Situational Map revised following each focus group.</p> <p>No discussion of how coding/analysis developed.</p>	<p>I assume IPA? This looks likely from discussion but is not discussed.</p>	<p>Explanation of working as a team of researchers; [airs and threes talking informally about the interview topics (verbal memo-ing) helpful for identifying themes, example of this given.</p>	<p>3 researchers worked individually, then shared and compared findings.</p>

<p>How adequate is the description of data analysis? (Could it be reproduced?) L&G</p> <p>Approach made explicit? Hand/software, why? How was the context of data retained? W&D</p>	<p>Analysis</p>	<p>Data Collection/ Analysis/ Bias</p>	<p>No evidence.</p>	<p>No description.</p>	<p>No evidence of how coding was completed.</p>	<p>No evidence of this.</p>	<p>Nvivo 8 used to transcribe and do preliminary coding (demographics and key themes). Explanation of usefulness of this. Discussion and analysis continued during two, 3 day research team workshops, leading to a loose framework of tentative ideas.</p>	<p>Good description of data analysis process compared to other papers. Challenges considered first, then response to challenges, then career intentions (4-5 years) (see AD for method)</p>
---	-----------------	--	---------------------	------------------------	---	-----------------------------	---	---

<p>Is adequate evidence provided to support the analysis? (e.g. raw data extracts, iterative analysis, triangulation...) L&G</p> <p>Use of field notes/quotes in discussion? Evidence that data reached saturation/discussion if not? W&D</p>	<p>Analysis</p>	<p>Data Collection/ Analysis/ Bias</p>	<p>Use of vignettes from field notes/case study analysis. Would quotes have helped this feel more personal?</p>	<p>Use of quotes followed by interpretation are helpful, but no explanation of how this has been done is available.</p>	<p>Use of quotes followed by interpretation are helpful, but no explanation of how this has been done is available.</p>	<p>Quotes are used to build portraits, triangulated with wider data from larger project.</p>	<p>Yes - quotes in discussion of final framework themes, clear links as to how they got there from raw data (although as with all, how were these quotes chosen?)</p>	<p>Summary table and vignettes including quotes support analysis - how were these chosen?</p>
---	-----------------	--	---	---	---	--	---	---

<p>Are the findings interpreted within the context of other studies and theory? L&G</p> <p>Interrogation for competing/alternative explanations? Analysis interwoven with other theory/lit. W&D</p>	Interpretation	Data Collection/ Analysis/ Bias	<p>Process framework informed by interview data, congruent with other studies (no refs p.650)</p>	<p>Yes - many links within discussion to previous study and theory.</p> <p>Not really any interrogation of alternative explanations.</p>	<p>Yes - many links to Luthar's work on resilience and Fletcher's grounded theory.</p>	<p>Yes, particularly within the context of larger study and other work on resilience. Interweaving with other studies.</p>	<p>Yes, not much room for competing explanations though.</p>	<p>Yes, little evidence of competing/alternative explanations through.</p>
<p>Description of social/physical and interpersonal contexts of data collection? W&D</p>	Interpretation	N/A	No evidence.	<p>Only the small amount of data about the setting/demographic of teachers.</p>	No evidence.	No evidence.	No evidence.	No evidence.
<p>Are the researcher's own position, assumptions and possible biases outlined? L&G</p> <p>Evidence of 'dwelling on the data'? W&D</p>	Reflexivity	Data Collection/ Analysis/ Bias	No evidence.	<p>Return to data evidenced, but not really the researchers' own biases.</p>	No evidence.	No evidence.	<p>See notes on researcher interest/reflexivity.</p>	<p>Indirectly through data analysis description.</p>

Discussion of research processes so that 'decision trail' be followed? W&D	Interpretation	N/A	Not really - findings shown, but thinking not explained	Not really - findings shown, but thinking not explained	Not really - findings shown, but thinking not explained	No evidence.	More so than other papers.	More so than others, but not an explicit discussion.
To what setting are the study findings generalisable? L&G Specific evidence for typicality specificity to be assessed W&D	Relevance/Transfer.	Implications	USA secondary school science depts.? Perhaps further?	English departments in suburban/urban high/middle schools in one state in NE USA. Perhaps more if triangulated with other similar studies.	USA PE departments in high poverty areas.	Due to larger study findings, perhaps English schools.	Perhaps more so than other papers due to the number of settings studied - schools supporting ECTs in Australia.	Australian schools, model could be presented as a starting point for schools around the world as it is open to other cultural contexts

<p>To what population are the study's findings generalisable? L&G</p>	<p>N/A</p>	<p>Implications</p>	<p>US secondary science teachers (who are female, Caucasian and don't work in urban settings?)</p> <p>Suggests that all participants' strategies/contexts are different - is this result generalisable? i.e., important for teachers to know themselves and their context (and those supporting them need to do the same?)</p>	<p>English teachers in suburban/urban high/middle schools in one state in NE USA. Perhaps more if triangulated with other similar studies.</p>	<p>USA PE teachers in high poverty schools. I wonder if the areas under study have high proportions of ethnic minority students? Would ethnic minority teachers have a different perception?</p>	<p>Due to the larger study findings as well, teachers in England, particularly those exhibiting high levels of resilience.</p>	<p>Perhaps more so than other papers due to the number in sample - ECTs in Australia.</p>	<p>Some Australian ECTs, perhaps more experienced teachers too as model allows for flexibility</p>
---	------------	---------------------	--	--	--	--	---	--

<p>Limitations clearly outlined? W&D</p>	<p>Relevance/Transfer.</p>	<p>N/A</p>	<p>Yes - small sample, one gender, limited context (no urban, one rural)</p>	<p>Yes, not in separate section. Small sample, skewed towards veteran teachers - inability to generalise.</p>	<p>Yes - more teachers, more communities, teachers of different resilience levels (what does this mean? Including ones who are on the brink of leaving??)</p>	<p>No evidence.</p>	<p>No evidence.</p>	<p>Yes, explicitly detailed - snapshot (although asked to reflect on a whole year), may not be reflective of stressors for all teachers, may also be variations in the way they draw on resources</p>
<p>Is the conclusion justified given the conduct of the study? L&G</p> <p>Results/conclusions supported by evidence? Plausible, 'sensible' conclusions? W&D</p>	<p>Relevance/Transfer.</p>	<p>Implications</p>	<p>I think so. Questions asked were directly related to RQs and encouraged reflection on more than one occasion, conclusions are rooted in data as well as previous theory.</p>	<p>Yes - clear links between findings, discussion and conclusion</p>	<p>I think so. Questions asked were directly related to RQs and encouraged reflection on more than one occasion, conclusions are rooted in data as well as previous theory.</p>	<p>Yes - clear links between findings, discussion and conclusion, especially with regard to wider study.</p>	<p>Yes, especially given draft submission to conferences and participants.</p>	<p>Yes, although I wonder if the model influenced the interviews so much that it didn't change?</p>

<p>What are the implications for policy? L&G</p> <p>Significance outlined? W&D</p>	<p>Relevance/Transfer.</p>	<p>Implications</p>	<p>Importance of helping pre-service and novice teachers to understand and embrace the process of building resilience will lead to lower teacher attrition</p>	<p>Extends and confirms work in other countries.</p>	<p>Further study to understand how resilience can be promoted over time.</p>	<p>Work to foster resilient learning communities.</p>	<p>Now in a position to offer advice to systems administrators and school leaders</p>	<p>ITE programmes to prepare students for challenges, as well as build personal resources/skills</p>
--	----------------------------	---------------------	--	--	--	---	---	--

<p>What are the implications for practice? L&G</p> <p>Significance outlined? W&D</p>	<p>Relevance/Transfer.</p>	<p>Implications</p>	<p>Most frequently used protective factor to counteract stressors was the relational support system (p.655)</p> <p>Style and content of coping that makes a difference</p> <p>Resilience is a process, borne out of coping with adversity</p>	<p>Ultimate goal to develop professional development programs to build resilience.</p>	<p>PE teacher training should select for those with high resilience and out them in high poverty schools - does this negate the idea that resilience is dynamic (and influenced by context/support)?</p>	<p>Expectations of experiences should be covered in ITE - internal and external factors to support resilience. School leaders need to work to develop resilient communities.</p>	<p>Materials written and outlines on p.541 Now in a position to offer advice to systems administrators and school leaders</p>	<p>Highlighted strategies for teachers to use to become familiar with context and build relationships. Importance of ensuring employers, leaders and experienced staff support this. Use model as reflective tool? Independently or as part of mentoring</p>
--	----------------------------	---------------------	---	--	--	--	---	--

Unique Contribution			In depth, interpretive study of the resilience building process of secondary science teachers in USA.	US context Situational map visually depicts complex, dynamic interplay of internal and external factors Moves away from deficit model Focus group unexpectedly is first stage of intervention Roadmap for building resilience	PE specific, high-poverty specific.	New evidence about resilience as a product of personal biography, vocation and values, and work-based relational and organisational factors.	Development of materials based on the above to support schools/ECTs.	Model represents and furthers understanding of teacher resilience.
Assessment of value for participants? W&D	Relevance/Transfer.	N/A	No evidence.	No evidence.	No evidence.	No evidence.	No evidence. I wonder if doing the interviews and line drawing helped recognition of own resilience?	No evidence.

<p>Outlines areas for further study? W&D</p>	<p>Relevance/Transfer.</p>	<p>N/A</p>	<p>Focus specifically on interactions between changing stressors/protective factors to determine the effect of the resilience process</p> <p>Is having a support system equal, less or more valuable than individual skills?</p> <p>Larger sample, longer study, variety of settings</p>	<p>Yes - further similar studies in different settings/populations - teacher resilience/retention.</p> <p>Distinguishing resilience from related constructs.</p>	<p>Yes - see limitations.</p>	<p>No evidence</p>	<p>No evidence.</p>	<p>Use of model with wider staff populations in different contexts.</p>
--	----------------------------	------------	--	--	-------------------------------	--------------------	---------------------	---

Appendix 2: Concept map for systematic literature review

N.B. Selected first order constructs are presented within quotation marks.							
N.B. “–“indicates no consideration within the paper.							
Concepts		Doney (2013)	Gu & Day (2013)	Johnson, Down, Le Cornu, Peters, Sullivan, Pearce & Hunter (2014)	Mansfield, Beltman & Price (2014)	Drew & Sosnowski (2019)	Ellison & Mays-Woods (2019)
Research Question 1: How do teachers conceptualise resilience?	Trait	“Type A personality” – both a protective and risk factor “Hardiness”	“career-driven person” Following a challenging experience “my motivation has never wavered, but my effectiveness has”	More resilient teachers: had a high level of personal awareness, viewed themselves as learners, and were reflexive...	Persistence, motivation Positive attitude, self-belief Organisational skills Reflective Controlling emotions	Adaptable Thick skin Don’t take things personally Ability to see the big picture	Positive personality Motivation Focus – control of emotions
	Process	Development of relationships, problem solving strategies	Her teaching colleagues helped to keep her commitment and motivation strong.	... Schools that supported development of the above employed teachers who coped better with challenge	“I’m coming back again”, “I get a chance to keep improving” – developing a range of skills	Important for retention, but more than just coming back every year: “For teachers to keep coming back every year, there	Perceived social and administrative support influences resilience Process of challenge appraisal

		Interactions between stressors and protective factors constitute the driving force of the resilience process	“the school is now getting somewhere”. Her upward commitment trajectory paralleled this.		“weather the storm” – single incidents or ongoing challenges	has to be that... open-mindedness”	facilitates teacher resilience: ‘Learning how to adapt was the key to his growth’
	Interpretation by researchers	‘The major finding of this investigation includes the notion that resilience is not an innate personality trait, but rather a process that is both internal and external resulting from positive adaption to adversity’ p.653	‘Resilience is perceived by them as a capacity which is influenced not by one but by different combinations of factors embedded in the individual, relational and organisational conditions in which they work and live’ p.35	A ‘social resilience’ framework can help to identify practices, processes and resources teachers use to engage with the challenges of the profession.	‘Resilience may manifest itself in decisions to alter working contexts to improve personal well-being and in maintaining ‘equilibrium and a sense of commitment and agency’ (Gu and Day, 2013)’ p.562	‘Resilience develops through a process with unique stage goals of survival, recovery and thriving’ (Ledesma, 2014). Four goals of resilience are to overcome past obstacles, steer through everyday adversity, bounce back after setbacks and reach beyond challenges toward agency (Reivach and Shatte, 2002)’ p.493.	‘The results... support elements of both trait and process conceptualizations of resilience... It is recognized that within the process itself, the interactions of a variety of psychological factors controls an individual’s resilience in response to the stressors confronting them (Fletcher & Sarkar, 2012).

						Capacity to 'bounce back' is not adequate to describe teacher resilience.	
Research Question 2: What resources are important to teachers' experiences of resilience?	Purpose as a teacher	-	<p>"opportunity to help children learn", also: love for children, deep interest in subject, "gives you a buzz to keep going"</p> <p>A desire to make a difference to the lives of children encourages many to stay in teaching; ability to do this depends on contextual factors</p>	<p>Early career teachers (ECTs) 'understand the importance of their own ethical and moral purposes'</p> <p>Resilience involves understanding and reflecting on the linking of their personal and professional identities and values, experiences and learning</p>	"a sense of knowing it's what I'm supposed to be doing"	<p>Identity is linked to purpose – vocation allows teachers to build resilience; teachers who remember their 'why' – 'all related to making a difference for kids'</p> <p>'those who do not feel a ... purposeful connection ... will not stay in the profession long enough to develop agency'</p>	<p>Commitment to student success</p> <p>Motivations: changing student mindset, transfer of affective learning content, acculturation into the profession</p>

	Purpose/Identity outside of work	palliative techniques to mediate stress through activity and social interaction	-	Understanding of need to 'nurture own well-being' through family/social interaction, activity, cutting off from work	"It's not just about work" – "I do the best I can" attitude drawn from maturity and being a parent	Rejuvenation – self-care, time spent with family	-
	Self-Efficacy Beliefs	Recognition of and sense of ability to solve problems	Confidence in ability to problem solve, linked to culture (school and ext.)	Uncertainty regarding job and 'over-regulation' are threats to resilience Suggestions listened to within professional teams	Learning to manage multiple demands, learning to problem-solve: being "overwhelmed" – "what can I do?" Reflection is sustaining	grant themselves permission to stop working "a way to approach things" Time for reflection	ability for teachers to be proactive is vital "it's my choice how I respond" Stressors are seen as opportunities for growth
	Hope	-	School and personal career trajectories align	-	things would improve in the future as they gained experience optimism and hope is	"in the long run, we will be okay. Things will be good for kids and good for us" "we will outlast this"	In response to stressor "are they better than when they came here?"

					acknowledged as a sustaining factor	Cycle of renewal	
	Supportive Relationships	<p>ability to make connections and build extensive support systems Co-workers, friends and family</p> <p>Stable culture with supportive expectations is beneficial</p> <p>Relational support system is the most frequently used protective factor, it is dynamic</p>	<p>Leadership recognition of individual as a teacher and other identities can build resilience</p> <p>Supportive home relationships make teacher resilience possible</p> <p>Support from colleagues to learn strategies (experienced teacher/ECT) and support acculturation (ECT)</p>	<p>Support (professional and well-being) from colleagues through culture set by leaders makes for an easier introduction to teaching – “ethos of community and care”</p> <p>Acknowledgement of challenge is supportive</p>	<p>Recognition and regard from leaders</p> <p>Explicit accessibility of school leaders/colleagues supports help-seeking</p> <p>‘building support through relationships is critical’</p>	<p>those who do not feel a ... minimal degree of nurturing ... will not stay in the profession long enough to develop agency</p> <p>“who can help me through this?”</p> <p>Colleagues support when role is challenging, find people you can trust</p> <p>Acknowledgement of challenging nature of work</p>	<p>perceived organisational support from colleagues and administration ... bolstered the stress-resilience-teaching relationship</p> <p>Trust, honesty</p>

	<p>Two-way Relationships</p>	<p>-</p>	<p>School as a social place – professionally and socially – “team spirit”</p> <p>CYP bring joy and further sense of self-efficacy as they succeed</p> <p>Leaders are instrumental in creating resilient cultures where all relationships are valued and encouraged</p>	<p>Agency to develop relationships with colleagues “mixing freely with other staff” helps ECTs to cope</p> <p>to be resilient one cannot reflect individually, all experiences are situated within a broader context</p> <p>Supported to undertake professional development, engaging in collaborative problem-solving “you never stop learning”</p>	<p>Relationships outside school may influence CYP relationships, decision to become a teacher, and support commitment</p> <p>Culture of being able to go to anyone [colleagues] for a “whinge” or to ask for assistance or to share a joke or to vent</p>	<p>Colleagues act as mirrors (not alone) and windows (new perspectives)</p> <p>Can develop if leadership is absent</p> <p>CYP – can support teacher resilience directly, or bring resilience through helping CYP</p>	<p>ability and willingness to collaborate within their schools’ fosters resilience</p> <p>“we all look out for each other... camaraderie”</p> <p>“a lot of communication”</p> <p>“I’ve made some lifelong friends, definitely”</p> <p>CYP – can support teacher resilience directly, or bring resilience through helping CYP – opportunities to build relationships over years</p>
--	-------------------------------------	----------	--	--	---	--	--

Research Question 3: What do teachers' understandings of resilience bring to their working lives?	Awareness	<p>... of changing stressors/ protective factors</p> <p>each stressful encounter provides an opportunity to access protective factors and build resilience</p>	<p>... of rewards of teaching</p>	<p>... of dynamic nature of challenge, ongoing learning and the need to be reflexive</p> <p>Resilience brings an awareness of the complex nature of the role and a personal awareness of their needs and how to meet them</p>	<p>... of importance of reflecting and improving</p>	<p>... of resources to use and acceptance that work is ongoing</p> <p>“an ability to focus on our strengths and see each others' strengths”</p>	<p>... of ways to increase resilience capacity (developing resilient traits)</p>
	Agency	<p>... to enable relational and individual protective factors</p> <p>.... enabled Barbara to work aggressively toward understanding</p>	<p>Freedom (and support) to do what feels right for the CYP</p> <p>Resilience leads to 'quality retention' – being 'willing and able to</p>	<p>... to feel confident (and supported) in applying skills learnt</p> <p>Self-confidence and a sense of personal agency</p>	<p>... to make decisions that are beneficial for both teaching and out of school self</p> <p>Resilience brings ability to say 'I'm coming back again', reflecting on past experiences and</p>	<p>... to use those resources</p> <p>teacher resilience is a precursor to agency, resilient teachers have resources available to act upon</p>	<p>ability to identify ways in which to increase the resilience capacity of PE teachers has the potential to decrease... attrition and increase job satisfaction</p>

		her students' diverse needs	teach to their best'		the agency to do things differently as a result	... to make changes and adapt to dynamic situations	
--	--	-----------------------------	----------------------	--	---	---	--

Appendix 3: Interview guide

Question	Rationale
<p>1. How did you come to work here?</p> <ul style="list-style-type: none"> - How/where did you train? - Where have you worked previously? How long? - Types of schools? - What influenced that decision? - Different roles? 	<p>Substantive question as well as being easy to answer (with prompts) background information – may include details about relevant past experiences as well as telling the story of how they came to be here and for how long.</p>
<p>2. What’s your favourite memory of working here?</p> <ul style="list-style-type: none"> - Specific? What happened? Before? After? - Who was there? - Can you tell me what you were thinking/feeling? 	<p>Warm-up, setting appreciative tone. ‘favourite’ memory chosen as it may encourage a memory of a challenge overcome, not just a ‘happy’ memory.</p>
<p>3. Can you tell me about a time when you have felt at your most resilient at work?</p> <ul style="list-style-type: none"> - It could be a big event or a smaller, everyday scenario - Can you tell me more about that experience? (if defined in terms of an event, leads to prompts for next qu.) - If difficult – you could tell me about a time when you’ve observed a colleague being particularly resilient? 	<p>Substantive question, directly asking for their conceptualisation of resilience. Asked near the start so as not to lead participants. Linked to Appreciative Inquiry – values/when it was most positive or important.</p>

<ul style="list-style-type: none"> - So, what does resilience mean to you? 	
<p>4. Can you tell me about a time when you've overcome a challenge at work?</p> <ul style="list-style-type: none"> - What did you do? - Who was there, what did they do? - What happened before/after? - Can you tell me what you were thinking/feeling? - If difficult – can you tell me about a time when you've noticed a colleague overcoming a challenge at work? - How does this link to your understanding of resilience as we discussed before? Would you like to add/change anything? 	<p>Substantive question – directly related to resilience – to explore interviewee understanding and experiences of term, framed appreciatively.</p> <p>Could be related to question 3, could be a different experience.</p>
<p>5. Can you tell me about a time when you felt you were thriving in your work?</p> <ul style="list-style-type: none"> - What did you do? - Who was there, what did they do? - What happened before/after? - Can you tell me what you were thinking/feeling? - If difficult – can you tell me about a time when you've noticed a colleague thriving at work? - How does this link to your understanding of resilience as we 	<p>Substantive question - to explore interviewee experiences.</p> <p>Could be related to question 3, could be a different experience.</p>

<p>discussed before? Would you like to add/change anything?</p>	
<p>6. Has an Educational Psychologist ever supported you to overcome a challenge or thrive at work?</p> <ul style="list-style-type: none"> - What happened? Thoughts/feelings? - How did they help? - What else might you have liked to happen? - Did it have an impact beyond that challenge? - If no - was there a time that an EP could have been helpful? 	<p>Substantive question – exploring nature of EP involvement in resilience.</p>
<p>7. Can you tell me about the people who support your work?</p> <ul style="list-style-type: none"> - It could be anyone? - It may be that you’ve experienced support in another school setting? - If ‘no one’ – what makes you feel that way? What/who/how would you like to experience support? - If ‘don’t need it’ – how do you support yourself? 	<p>Substantive question – exploring relationships (links to supportive role of EP, may be mentioned directly, but more likely that there are insights into systemic/community work EPs could be involved with)</p>
<p>8. What is it about your relationships [with your supporters] that’s effective/positive?</p> <ul style="list-style-type: none"> - How do (could) you maintain a meaningful connection with them? - Do you think an EP could help you develop relationships with those you support? If so, how? 	<p>Substantive question – exploring nature of relationships, perhaps more personal (so included towards the end) – reflect back their words.</p>

<ul style="list-style-type: none"> - Who supports the development of these relationships (senior leaders, EPs?) 	
<p>9. Can you tell me about the people who benefit from your work here?</p> <ul style="list-style-type: none"> - It may be that you have experience of supporting others in another school setting? - If ‘no one’ – what makes you feel that way? What/who would you like to benefit from your work? 	<p>Substantive question – exploring nature of relationships.</p>
<p>10. What is it about your relationships [with the people you support] that’s effective/positive?</p> <ul style="list-style-type: none"> - How do you maintain a meaningful connection with them? - Do you think an EP could help you develop relationships with those you support? If so, how? - Who supports the development of these relationships (senior leaders, EPs?) 	<p>Substantive question – exploring nature of relationships, perhaps more personal (so included towards the end)</p>
<p>Is there anything else you’d like to mention?</p>	<p>Opportunity to give an open comment.</p>

Information Sheet for Prospective Participants

Title of Study: An exploration of perceptions of relational resilience among school staff.

I am inviting you to take part in a research study. Before you decide whether you wish to take part it is important that you understand why the research is being done and what it will involve. Please read this information carefully and discuss it with others if you wish. Take time to decide whether you wish to take part. If you do decide to take part, you will be asked to sign a consent form. However, you are free to withdraw without giving any reason and without any penalty.

What is the purpose of the research?

Research suggests that resilience and relationships within school staff can positively impact teacher and student wellbeing, student attainment and teacher attrition rates. To date, little research has considered how all school staff experience resilience, and no studies have specifically enquired about perceptions of relational resilience.

Therefore, I am interested in hearing about your personal experiences of working within a team in school and its influence on resilience – what factors have helped you stay in your role?

The research will form an examined component of my current study towards the Doctorate in Applied Educational Psychology.

Why have I been invited to take part?

I am inviting you to participate in this research as you are a member of staff at XXX School. I am interested in hearing the voices of *all* school staff across the school community, including teaching assistants, administrative staff, midday supervisors, custodial staff and other support staff, in addition to teaching and leadership staff.

What does taking part involve?

I am inviting you to participate in an individual interview. The interview will include questions to support reflections on your experiences of resilience at work and factors that may influence it.

All discussions and tasks will be framed in a strengths-based way utilising the principles of Appreciative Inquiry.

The interview will be recorded using video.

Interviews will last between 30 and 90 minutes and will be held at a time to suit you.

What are the possible benefits of taking part?

This research may inform the future practice of school staff as well as the scope of the work of Educational Psychologists to develop more awareness of strategies to support relational resilience within school staff. In promoting resilience as an aspect of wellbeing within school staff this research may have wider implications for the wellbeing and academic outcomes of children and young people.

What are the possible disadvantages and risks of taking part?

A potential risk of the research is the identification of the school or individual school staff. This risk will be minimised as follows:

- Pseudonyms will be applied to all participants with any identifying data removed from quotes used in the final research paper.
- No information that makes it possible to identify an individual will be included in the final research paper.
- Data control measures outlined in the Data Management Plan (available to view on request) will be adhered to throughout the project.

What information will be collected and who will have access to the information collected?

In order for data to be collected and analysed effectively, interviews will be video recorded and transcribed verbatim.

Personal information collected will be limited to your role. This information will enable interpretations to be made following preceding research that has drawn comparisons between job role and resilience. Participants (including school names) will be given a pseudonym from the point of data collection, this is so that individual participants cannot be identified.

Pseudonymised quotes from participants may be included in the final research paper.

The discussions and questions which will be asked hope to further our understanding of how relationships between school staff contribute to perceived resilience. These will be framed in a strengths-based manner but could elicit an emotional response, please get in touch with me at any point before, during or after participating in the project if you feel you would like more information or support.

Video will be recorded on a device that is password protected and all data obtained during the research will be saved on a Newcastle University secure server for a

maximum of five years. If you wish to view the transcripts before they are used in the research, please do not hesitate to contact me within two weeks of the focus group and a copy of the transcript can be sent to you. If you would like to meet with me to look at the transcript together, this can also be arranged.

A data management plan has been submitted as part of the study's ethical approval process. Only myself and my research supervisor will have access to the pseudonymised data, which will be stored securely throughout the collection and analysis phases. Data will continue to be stored securely in an archive following the study's completion, for a maximum of five years. There are no plans to share this data or re-use it following the completion of this study.

We will use your school's contact details to share further information about the research study following its completion.

Individuals at Newcastle University may look at the pseudonymised research data to check the accuracy of the research study. The only individuals at Newcastle University who will have access to information that identifies your school will be myself and my supervisor.

What if I decide I no longer wish to take part?

Participation in this research is completely voluntary. If you wish to withdraw from the research you have the right to do so without providing any reason up until three weeks after the interview. All information you provided will then be deleted. You may withdraw by contacting me on the e-mail address below.

Who is the sponsor and data controller for this research?

Newcastle University is the sponsor for this study based in the United Kingdom. As part of my studies at Newcastle University, I will be using information from you to undertake this study and will act as the data controller for this study. This means that I am responsible for looking after your information and using it properly.

The lawful basis for carrying out this study under GDPR is Task in the Public Interest, (Article 6,1e) as research is cited as part of the University's duties. The lawful basis for processing any special categories of personal data is Scientific Research (Article 9,2j).

If you wish to raise a complaint on how your personal data is handled, you can contact myself (using the contact details below) or the University's Data Protection Officer who will investigate the matter: rec-man@ncl.ac.uk.

If you are not satisfied with their response you can complain to the Information Commissioner's Office (ICO): <https://ico.org.uk/>

Has this study received ethical approval?

This study has received ethical approval from Faculty of Humanities and Social Sciences Committee on 27/06/2022.

Covid-19

To minimise the risk of Covid-19 infection government guidelines will be followed regarding how the research will take place (in person or via video-conferencing software) and infection control procedures (for example: taking lateral flow tests, wearing face coverings and practising good hygiene and social distancing).

Who should I contact for further information relating to the research?

Principal Investigator:

Emily Clarke

Trainee Educational Psychologist

e.e.clarke1@newcastle.ac.uk

Supervisor:

Dr. Fiona Boyd

Educational Psychologist

fiona.boyd@newcastle.ac.uk

Thank you for taking the time to read this information.

If you would like to participate, please complete the attached consent form.

Information Sheet | Date 27/06/2022

Appendix 5: Participant consent



Title of Study: An exploration of perceptions of relational resilience among school staff.

Thank you for your interest in taking part in this research. Please complete this form after you have read the Information Sheet about the research study. You will be given a copy of this Consent Form.

Please initial box to confirm consent		
1.	I confirm that I have read the information sheet dated 27.06.22 for the above study, I have had the opportunity to consider the information, ask questions and I have had any questions answered satisfactorily.	
2.	I understand that my participation is voluntary and that I am free to withdraw at any time until 3 weeks after the interview date without giving any reason. I understand that if I decide to withdraw, any data that I have provided up to that point will be removed from the study and destroyed.	
3.	I consent to the processing of my personal information including job title for the purposes of this research study, as described in the information sheet dated 27.06.22. I understand that all data will be stored securely and destroyed after five years.	
4.	I understand that my research data will be assigned a pseudonym and that, although extracts from interview data may be published, individuals will not be able to be identified.	
5.	I consent to being video recorded and understand that the recordings and subsequent transcripts will be stored anonymously on password-protected software and used for research purposes only, unless the researcher feels there is a safeguarding concern that necessitates sharing of this data with relevant services.	
6.	I agree to take part in an individual interview to participate in this research project.	
<i>Participant</i>		
_____	_____	_____
<i>Name of participant</i>	<i>Signature</i>	<i>Date</i>
<i>Researcher</i>		
_____	_____	_____
<i>Name of researcher</i>	<i>Signature</i>	<i>Date</i>

Consent Form | Date: 27/06/2022

Title of Study: An exploration of perceptions of relational resilience among school staff.

Thank you for your involvement in this study, your participation is greatly appreciated.

What is the purpose of the research?

Research suggests that resilience and relationships within school staff can positively impact teacher and student wellbeing, student attainment and teacher attrition rates. To date, little research has considered how all school staff experience resilience, and no studies have specifically enquired about perceptions of relational resilience.

Therefore, this study explores personal experiences of working within a team in school and its influence on resilience – what factors have helped you stay in your role?

The research will form an examined component of my current study towards the Doctorate in Applied Educational Psychology.

What did taking part involve?

You were invited to participate in an interview. During the interview you were asked to reflect on your resilience and relational factors that may influence it. All discussions and tasks were framed in a strengths-based way utilising the principles of Appreciative Inquiry. The interview was recorded using video.

What information was collected and who will have access to the information collected?

In order for data to be collected and analysed effectively, the interview was video recorded and transcribed verbatim.

Personal information collected is limited to your role. This information will enable interpretations to be made following preceding research that has drawn comparisons between job role and resilience. Participants (including school name) have been given a pseudonym from the point of data collection, this is so that individual participants cannot be identified. No personally identifying information will form part of the final research paper, although pseudonymised quotes from participants may be included in the final research paper.

The interview responses hope to further our understanding of how relationships between school staff contribute to perceived resilience. These were framed in a

strengths-based manner but may have elicited an emotional response, please contact me if you feel you would like more information or support.

Video was recorded on a device that is password protected and all data obtained during the research will be saved on a Newcastle University secure server for a maximum of five years. If you wish to view the transcripts before they are used in the research, please do not hesitate to contact me within two weeks of the focus group and a copy of the transcript can be sent to you. If you would like to meet with me to look at the transcript together, this can also be arranged.

A data management plan has been submitted as part of the study's ethical approval process. Only myself and my research supervisor will have access to the pseudonymised data, which will be stored securely throughout the collection and analysis phases. Data will continue to be stored securely in an archive following the study's completion, for a maximum of five years. There are no plans to share this data or re-use it following completion of this study.

We will use your school's contact details to share further information about the research study following its completion.

Individuals at Newcastle University may look at the pseudonymised research data to check the accuracy of the research study. The only individuals at Newcastle University who will have access to information that identifies your school will be myself and my supervisor.

What if I decide I no longer wish to take part?

Participation in this research is completely voluntary. If you wish to withdraw from the research you have the right to do so without providing any reason up until three weeks after the interview. All information you provided will then be deleted. You may withdraw by contacting me on the e-mail address below.

Who is the sponsor and data controller for this research?

Newcastle University is the sponsor for this study based in the United Kingdom. As part of my studies at Newcastle University, I will be using information from you to undertake this study and will act as the data controller for this study. This means that I am responsible for looking after your information and using it properly.

The lawful basis for carrying out this study under GDPR is Task in the Public Interest, (Article 6,1e) as research is cited as part of the University's duties. The lawful basis for processing any special categories of personal data is Scientific Research (Article 9,2j).

If you wish to raise a complaint on how your personal data is handled, you can contact myself (using the contact details below) or the University's Data Protection Officer who will investigate the matter: rec-man@ncl.ac.uk.

If you are not satisfied with their response you can complain to the Information Commissioner's Office (ICO): <https://ico.org.uk/>

Has this study received ethical approval?

This study has received ethical approval from the Humanities and Social Sciences Ethics Committee on 27.06.2022.

Who should I contact for further information relating to the research?

Principal Investigator:

Emily Clarke

Trainee Educational Psychologist

e.e.clarke1@newcastle.ac.uk

Supervisor:

Dr. Fiona Boyd

Educational Psychologist

fiona.boyd@newcastle.ac.uk

Thank you for taking the time to read this information.

I intend to share my interpretations and study report with you when it is completed within the next year.

Appendix 7: Example of interview transcript and initial notes

NB. Some statements have been withheld to protect participant’s identities.

Experiential Statements	Transcript	Exploratory Notes
<p>Resilience is having the confidence to keep going by yourself and to support others.</p>	<p>00:06:09 Interviewer: I’m wondering then what does resilience mean to you at work? 00:06:17 Participant: I'd say resilience is having an inner confidence and to just keep going when things are tough... Umm, doing what you can to just support each other and keep yourself afloat, really. And yeah. Stay confident, hopefully. 00:06:38 Interviewer: So do you think it's sort of about survival, or do you think it goes beyond that? 'cause you just said keeping afloat, but then you said confidence is involved? Tell me more about that, where do you think resilience lies?</p>	<p>Individual – “inner confidence” to overcome challenges. Also relational – to keep going.</p>

<p>Individual resilience is survival to begin with.</p> <p>Reflection through relationships and experience enables thriving – a process.</p>	<p>00:06:50 Participant:</p> <p>I think to start with resilience, initially, it is just trusting yourself and just stepping past that fear. And not just necessarily on your own, but with your family and your colleagues or whatever, to be the person you need to be to get things done and just continue and not just survive but succeed and improve things. So the further you are into the role and the longer you're established, the more confidence and the bigger that sense of success.</p>	<p>Resilience begins as survival, overcoming new challenges.</p> <p>With relational support can grow as a person and recognise/reflect on successes.</p> <p>Beginning to thrive?</p> <p>Thriving takes time to notice.</p>
--	---	--

Appendix 8: Table of Group Experiential Themes

N.B. Number/Letter codes relate to Personal Experiential Themes.

Quotes from participants have been removed to ensure confidentiality.

Resilience is a personal process, thriving is a desired outcome of the resilience process (but there is a sense that it cannot/should not be achieved)						
<u>Resilience can be surviving</u>						
No PET: Resilience is picking yourself up after a challenge.	No PET: Resilience is doing your best under challenging circumstances.	3.C. Specific challenges support feelings of overwhelm, surviving and thriving.	4.A. It might be necessary to outwardly appear to be resilient, even if you don't feel it.	N/A	6.A. Resilience is 'getting through' difficult times.	N/A
<u>Resilience can be thriving</u>						
No PET Thriving is perceived as overconfidence.	2.D. Working together to support positive outcomes for children.	3.A. Thriving extends to both personal and professional life; thriving in	No PET Personal thriving is unachievable.	N/A	N/A	N/A

		one can help you survive tough times in the other.				
<u>Resilience is an ongoing process</u>						
Growth Mindset	N/A	3.C. Journey from overwhelm to surviving to thriving is all resilience.	N/A	5.B. Reflection through relationships and experience enables thriving.	Power of 'yet'	

Relationships support resilience in different ways						
<u>Relationships between staff (including leadership relationships) build a sense of resilience through belonging, shared values and experiences.</u>						
1.C. Separation of work and home life reduces pressure. 1.A.	2.C. Closeness of team may come from shared experiences and sharing of lives outside school.	3.B. How you relate to staff can increase both your own and their resilience.	4.B. An awareness of how relational connections are developed through humour, trust and time.	5.C. They are a network between staff, recognising and supporting resilience in others.	N/A	7.B. Shared experiences build positive affect and friendships. Informal communication is

Confidence can be developed through support of others (over time, supporters change).						important at work.
1.C. Shared aims between adults.	No PET: Support to develop at work is a strength of the staff here.	3.B. Relational support is synonymous with shared understanding, which brings resilience to all parties.	4.A. (approx.) All must be on board with valuing everyone and every role.	N/A	6.C. Shared value extend to children as well as adults.	7.C. Knowing and respecting roles and responsibilities.
1.A. Confidence in abilities came from headteacher initially.	1.B. Leaders should be aware and supportive of their staff, this impacts resilience.	3.B. Leaders have a role to play in supporting resilience.	4.A. It's a headteacher's role to develop a culture of resilience and wellbeing.	5.C. Headteacher is a vital source of support.	6.B. Headteacher is important to establishing culture.	7.B. School leaders support the school and community culture.
<u>This specific setting is special and supports relational connection</u>						
1.C. Specific setting enables a relaxed	2.E. Small schools bring both	3.B. Small schools support resilience.	4.A.	5.A.	6.B. In this school everyone is	7.B. Specialness comes from

atmosphere and a sense of doing a good job through connections with CYP.	challenges and resources for resilience.		Resources can be shared within a community.	Lucky to be at this particular school.	flexible, knows each other and notices when someone needs some help.	personal relationship with school rather than work.
<u>Wider relationships support individual resilience as long as they are mutually supportive</u>						
1.D. EPs may bring a different perspective to teachers, they need to be accessible.	No PET: Outsiders' perceptions affect wellbeing.	3.B. Outsiders can influence the resilience of school staff.	4.B. Resilience cannot be achieved alone.	5.C. Others who know their role are a vital source of support.	6.B. Best EPs value expertise of adults as well as adding their own perspective.	7A. Family/emotional connection to the local community strengthens engagement with school.