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Boichevska Ilona Borysivna PhD in Pedagogics, Associate Professor, Associate Professor of Foreign Languages Department, Pavlo Tychyna Uman State Pedagogical University, Uman, tel.: (093) 771-87-16, https://orcid.org/0000-0001-8371-8947

TEACHERS' RESILIENCE IN EUROPE AND UKRAINE – CONSIDERING MAIN ASPECTS

Abstract. The teaching profession has always been associated with high levels of stress, requiring educators to develop competencies that enable them to cope with various stressors in their professional lives. In particular, teachers need to be resilient and stress-resistant. Today, the war in Ukraine presents exceptionally challenging conditions for teachers. Continuous stress, uncertainty, and threats to life and health significantly drain their emotional and psychological resources. In such circumstances, maintaining resilience and effectiveness is crucial for ensuring a high-quality educational process. Therefore, the issue of psychological resilience among teachers in the context of war is critical, as they play a pivotal role in shaping future generations, yet their psychological well-being may be at risk.

Preserving the mental health of teachers, who are prone to burnout and high levels of stress, is of utmost importance. There is an increasing need to explore and develop resilience as a key component of promoting the psychological well-being of educators, particularly in the context of military conflict. Learning from the experiences of European countries regarding teacher resilience becomes essential in this regard.

This article aims to define the concept of teacher resilience and examine the factors and opportunities for fostering resilience among teachers in both Europe and Ukraine.

The article defines resilience as the ability of an individual to endure challenging life circumstances and find resources to recover from traumatic or stressful events. It highlights that European resilience policies have primarily focused on strengthening the EU's capacity to withstand and recover from various challenges and crises, spanning areas such as economic, social, environmental, and security resilience. Several initiatives, including ENhancing Teacher REsilience in Europe (ENTREE), the Teacher Resilience Toolkit, and the Digital Needs Analysis

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for Teachers Tool (DNATT), have been launched in Europe to enhance teachers' resilience. These projects aim to design, develop, and test a resilience toolkit for school teachers, providing strategies to prevent and manage burnout, as well as to promote mental health and well-being. Additionally, these initiatives identify the digital training needs of educators and develop high-quality video learning materials for teachers. Professional development opportunities are seen as a way to foster a sense of community and connection among teachers, thereby creating a supportive work environment.

The article also outlines several programs and initiatives implemented in Ukraine, inspired by European efforts, to enhance teachers' resilience. These include: The Council of Europe Action Plan for Ukraine "Resilience, Recovery and Reconstruction" 2023-2026, All-Ukrainian Mental Health Program "Are You OK?", a new professional development program for educators called "Building Resilience in Educational Institutions", a training course "First Psychological Assistance to Participants of the Educational Process During and After Military Operations".

Keywords: resilience, teacher resilience, cope with challenges, well-being, burnout, teacher resilience projects, digital competences, professional development program.

Бойчевська Ілона Борисівна кандидат педагогічних наук, доцент, доцент кафедри іноземних мов, Уманський державний педагогічний університет імені Павла Тичини, м. Умань, тел.: (093) 771-87-16, https://orcid.org/0000-0001-8371-8947

РЕЗИЛЬЄНТНІСТЬ ВЧИТЕЛІВ В ЄВРОПІ ТА УКРАЇНІ – РОЗГЛЯДАЄМО ОСНОВНІ АСПЕКТИ

Анотація. Професія вчителя завжди була пов'язана з високим рівнем стресу, що вимагає від педагогів розвитку компетенцій, які дозволять їм справлятися з різними стресовими факторами у своєму професійному житті. Зокрема, вчителі повинні бути стресостійкими. Сьогодні війна в Україні створює надзвичайно складні умови для вчителів. Постійний стрес, невизначеність, загроза життю та здоров'ю значно виснажують їхні емоційні та психологічні ресурси. За таких обставин збереження життєстійкості має вирішальне значення для забезпечення якісного освітнього процесу. Тому питання психологічної стійкості вчителів в умовах війни є критично важливим, оскільки вони відіграють ключову роль у формуванні майбутніх поколінь, проте їхнє психологічне благополуччя може бути під загрозою.

Збереження психічного здоров'я вчителів, схильних до вигорання та високого рівня стресу, є надзвичайно важливим. Зростає потреба у вивченні та розвитку життєстійкості як ключового компонента сприяння психологічному благополуччю освітян, особливо в умовах військового конфлікту. Вивчення досвіду європейських країн щодо життєстійкості вчителів набуває важливого значення в цьому відношенні.

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Ця стаття має на меті визначити поняття стресостійкості вчителів та дослідити фактори та можливості розвитку стресостійкості серед вчителів у Європі та Україні.

Стаття визначає стресотійкість як здатність людини витримувати складні життєві обставини та знаходити ресурси для відновлення після травматичних або стресових подій. Підкреслено, що європейська політика стресостійкості в першу чергу спрямована на посилення здатності ЄС протистояти різним викликам і кризам та відновлюватися після них, охоплюючи такі сфери, як економічна, соціальна, екологічна та безпекова стійкість. Для підвищення стійкості вчителів у Європі було започатковано кілька ініціатив, зокрема «Підвищення стресостійкості вчителів у Європі» (ENTREE), «Інструментарій для підвищення стресостійкості вчителів» та «Інструмент для аналізу цифрових потреб вчителів» (DNATT). Ці проєкти мають на меті спроєктувати, розробити та протестувати інструментарій з підвищення стресостійкості для шкільних учителів, який пропонує стратегії запобігання та подолання вигорання, а також сприяння психічному здоров'ю та благополуччю. Крім того, ці ініціативи визначають потреби освітян у цифровому навчанні та розробляють високоякісні відеоматеріали для вчителів. Можливості професійного розвитку розглядаються як спосіб зміцнення почуття спільноти та зв'язку між вчителями, створюючи таким чином сприятливе робоче середовище.

У статті також описано кілька програм та ініціатив, реалізованих в Україні, натхненних європейськими зусиллями, спрямованими на підвищення психологічної стійкості вчителів. Серед них: План дій Ради Європи для України «Стійкість, відновлення та реконструкція» на 2023-2026 роки, Всеукраїнська програма психічного здоров'я «З тобою все гаразд?», нова програма професійного розвитку для освітян «Розбудова стійкості в закладах освіти», тренінг «Перша психологічна допомога учасникам освітнього процесу під час та після воєнних дій».

Ключові слова: стресостійкість, стресостійкість вчителів, подолання викликів, благополуччя, вигорання, проєкти стресостійкості вчителів, цифрові компетентності, програма професійного розвитку.

Problem Statement. Teaching is an incredibly important and skilled job, which means that a lot of time and thought goes into every single lesson on a teacher's weekly timetable. The day does not finish when the bell goes and teachers often find it difficult to fit all their planning, assessment and administrative activities into a reasonable number of working hours each week. There is no easy answer to this issue, but the good news is that a commitment to reducing teacher workload is now being foregrounded within key government strategies in the UK and many other countries. For example, in England the latest schools inspection framework has an increased focus on workload reduction and the UK government published a 'School workload reduction toolkit' in 2018.

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The three environmental factors that had the most influence on teacher wellbeing, job satisfaction, and risk of burnout are support from management, workload and school culture. It then follows, of course, that the particular school you choose to work in could have a big impact on how you experience your role as a teacher. Therefore, there has been growing interest in studying and promoting teacher resilience across the European Union in recent years. Researchers have identified several factors that contribute to teacher resilience, including supportive school cultures, effective professional development programs, and strong social networks. In many EU countries, there are now initiatives in place to support teacher resilience and well-being. For example, some schools have implemented mindfulness programs or other stress-reduction techniques, while others have provided more opportunities for teacher collaboration and peer support. Of course, there is still much work to be done in this area, and the COVID-19 pandemic as well as the war in Ukraine have only highlighted the need for greater support and resources for educators.

The analysis of recent research and publications. The issue of teachers' resilience is quite new and has not undergone a lot of thorough investigation yet. One of the first works devoted to resilience was a study by Amy Werner (1970s) on childhood resilience found in some children whose mothers were ill with schizophrenia. And after the publication of A.A. Masten's work in the 1980s, resilience became one of the major theoretical and research topics in psychology. Such scientists as M. Clarke, C. Day, I. Poliluieva, O. Sakhno, V. Squires, J. Tom, K.D. Walker, K. Whipple have been interested in the problem and covered it in their scientific works. Resilience research was traditionally focused only on those who have experienced trauma; but in more recent years, the term has been applied to broader situations and less traumatic adversity (J. Stoffel, J. Cain). While resilience research began with the study of children, it has since been applied to a variety of professions, including clergy, health care, education, social work, post-secondary, and private industry (A. Griffiths, A. Edwards). T. Skovholt and M. Trotter-Mathison addressed the resilience of caring professionals, including teachers alongside clergy and nurses, as a broad group of occupations focused on healing, counseling, and teaching; they identified the many commonalities.

The purpose of the article is to define the concept of teacher resilience and to highlight the factors and possibilities of teachers' resilience development in Europe and Ukraine.

Presentation of the main material. There are many definitions out there relating to the idea of resilience, but in its everyday use, people tend to think about resilience as the ability to bounce back from an adverse event or set of circumstances. However, things turn out to be a little more complicated than that, but for now, let's stick with that idea and consider what 'adverse circumstances' teachers might face in their profession. In other words, why do teachers need to develop resilience in order to thrive within their jobs?

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Resilience is the ability of an individual to withstand difficult life circumstances and find resources to recover from a traumatic or stressful event. In psychology, it means plasticity and elasticity. Teachers' resilience is their ability to adapt to changing working conditions, cope with emotional and professional challenges, maintain motivation, continue working, and provide quality education to their students. Increasing teacher resilience is essential to ensure the sustainability of the education system. Resilient and motivated educators can better cope with challenges, provide students with the support they need, and equip them with the knowledge and skills they need to succeed in life [1, p. 143].

From a social-ecological perspective, teacher resilience is the process through which some protective factors – things that will help you to cope, and risk factors – things that make it harder for you to cope – interact. Some of these factors might relate to the individual teacher. For example, if you have a high level of self-esteem, then you might find it easier to cope with a parent criticising the way that you are doing your job, than if your self-esteem has recently taken a knock (e.g. following a relationship break-up). Some of these factors might relate to the school environment. Suppose the leadership team within your school is very supportive. In that case, you might find it easier to cope with the demands of the job because you will not feel afraid of making mistakes and will know that you have more experienced teachers to turn to for advice and support [2].

One of the trickiest things about being a teacher is to juggle many (often competing) demands at the same time, but with experience, teachers develop their resilience and find ways to manage this challenging (but also very rewarding) role. The teachers who have the highest levels of well-being and job satisfaction and the lowest levels of burnout have relatively high levels of self-care, self-esteem, emotional intelligence and optimism. This suggests that teachers need to make self-care a priority, for example, by making sure that they get enough sleep, eat healthily and take regular exercise. Self-esteem was also found to be important, but how do we make sure that our self-esteem remains healthy? First of all, it is important to recognise some of the everyday threats to self-esteem we might encounter so that we are prepared for them and can understand the reasons why we feel deflated from time to time. In Denis Lawrence's *Teaching with Confidence*, he identifies some common threats to teachers' self-esteem including difficult parents, school inspections, lack of positive feedback and coping with challenging behaviour [3].

In January 2022, European resilience policies were primarily focused on strengthening the European Union's capacity to withstand and recover from various challenges and crises. Resilience policies are multidimensional and cover areas such as economic, social, environmental, and security resilience. Here are some key aspects that were generally part of the European Union's resilience policy:

- Economic Resilience: diversification of economies - encouraging member states to diversify their economies to reduce dependence on specific sectors, thus making them more resilient to economic shocks; investment in innovation and

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technology - promoting investments in research, innovation, and technology to enhance economic competitiveness and adaptability.

- Social Resilience: education and skills development - focusing on education and skills training to enhance the adaptability of the workforce in the face of economic and technological changes; social cohesion policies - implementing policies that aim to reduce social inequalities and promote social cohesion, fostering a resilient society.

- Environmental Resilience: climate change mitigation and adaptation - addressing climate change by implementing policies to reduce greenhouse gas emissions, adapt to changing climate conditions, and promote sustainable practices; biodiversity protection - implementing measures to protect and enhance biodiversity, recognizing its importance for ecosystem resilience.

- Security Resilience: cybersecurity - strengthening cybersecurity capabilities to protect critical infrastructure and systems from cyber threats; civil protection and crisis management - enhancing cooperation and coordination among member states for effective civil protection and crisis management.

- Health Resilience: pandemic preparedness - strengthening health systems and establishing mechanisms for collaborative pandemic preparedness and response, as highlighted by experiences during the COVID-19 pandemic.

- Infrastructure Resilience: critical infrastructure protection - implementing measures to protect critical infrastructure, such as energy, transportation, and communication networks, from various threats; international cooperation - collaboration with partners, collaborating with international partners to address global challenges collectively and strengthen the EU's role in global resilience; investment in research - encouraging research and innovation to develop new technologies and solutions that contribute to resilience in various sectors [4].

A number of projects have appeared in Europe in order to increase teacher resilience. The project ENhancing Teacher REsilience in Europe (ENTREE) aims to enable young European teachers to improve their resilience in the face of increasing demands of rapidly changing school contexts. It was launched in 2014 and provides diverse learning opportunities and tools for teachers, both online and face-to face; it is supported by a team of international experts from European countries (Czech Republic, Germany, Ireland, Portugal) and from Australia. The ENTREE project refers to teacher resilience as "the process of, capacity for, or outcome of positive adaptation and ongoing professional commitment and growth in the face of challenging circumstances". Teachers are assisted to draw on personal, professional and social resources, to "bounce back" and to also thrive professionally and personally, and to experience job satisfaction, positive self-beliefs, personal wellbeing and an ongoing commitment to the profession [5].

The current COVID-19 crisis has greatly accelerated the need for modernisation and digital transformation of European education and training systems. At the same time the pressure on teachers to master a number of new skills

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and accustom to online teaching, while at the same time deliver high-quality inclusive education is tremendous. This creates a lot of preconditions for further increase of the high number of educators exposed to extreme stress and potential burnout. Supporting school teachers in managing stress levels at work may contribute to strengthening their profile, recruitment and professional development of educators, but most of all to their retention.

Teacher resilience projects aim to design, develop and test a school teacher resilience toolkit to equip educators with efficient strategies on how to prevent and handle burnout, as well as foster mental and health well-being. The approach suggests that the change should start from the inside-out, hence, the focus of their work is on developing teachers' skills and competences to manage stress. The project's main target groups are Secondary teachers. Teachers teaching at this school level are reporting the highest levels of stress. This is mainly due to the ambitious curriculum, they strive for high attainment levels among students, the specifics of the learners' age group and the complexity of the taught material. Teacher resilience project was with a duration of two years: March 2021 – August 2022 and included partners: Syndicate "Education" (Bulgaria - coordinator), Institut für Berufsbezogene Weiterbildung und Personaltraining Gmbh (Austria), Dekaplus business services Ltd. (Cyprus), ITET (Caruso, Italy). The Teacher Resilience Toolkit contains practical activities for teachers to undertake on a daily basis in order to enhance their own resilience and digital competences; various strategies to prevent burnout, starting with a self-evaluation assessment of one's stress levels. The Toolkit allows teachers to know and understand their stress levels and then be directed to apply a given method or technique (guided to a certain part of the toolkit), which is best suited to their unique profile, stress level and stress factor [6].

As part of the European Training Foundation's (ETF's) Creating New Learning initiative, it has been offering support to vocational teachers and trainers and specifically with the impact of the Covid-19 pandemic and its aftermath. This has resulted in undertakings including the development of a tool in 2020 to help identify the digital training needs of vocational teachers, and the development of high quality video learning materials for teachers [7].

The Digital Needs Analysis for Teachers Tool (DNATT) helps teachers to self-assess their digital competences but also to assess their training needs, their use of digital technologies and their experiences of relevant continuing professional development. The tool builds upon the European Digital Competence Framework for Educators (DigCompEdu) that defines 22 digital competences organised in 6 Areas. DNATT was developed and piloted by ETF in partnership with government and national authorities and 123 schools of Albania, Montenegro, Moldova, North Macedonia and Serbia [7].

A report on cross country analysis for all countries found that increased demand for the use of digital technologies during the COVID-19 lockdown and professional development provision led to an improvement in teachers' digital

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competence and their capacity to communicate digitally with students and parents. Nevertheless, more than 70% teachers report high or very high needs for CPD in the following competences: teaching and assessing at a distance; enabling students to use digital technologies for group work; teaching students to make responsible and critical use of digital technologies; making use of digital technologies to engage students actively in learning; and, making greater and more effective use of different digital technologies [8].

The ETF is continuing its support by encouraging the recommendations of the study which include: learning from good practice; developing teachers' digital competences with specific focus on the empowerment of learners and the assessment; sharing digital resources and developing capability for digital resources; and finally, the tailoring of support and continuing professional development to meet the needs of schools and of individual teachers [7].

One of the ways European countries support teachers' resilience is by providing professional development opportunities [9]. These opportunities can include training in new teaching methods, technology, or curriculum development. By offering ongoing professional development, teachers can stay current in their field, feel more confident in their abilities, and better equipped to handle challenges that arise in the classroom. Additionally, professional development can provide a sense of community and connection among teachers, fostering a supportive work environment, which can be another key factor in building teachers' resilience. This can include providing resources such as adequate classroom materials, administrative support, and opportunities for collaboration with colleagues. Moreover, creating a positive school culture that values and recognizes teachers' contributions can go a long way in promoting resilience. By feeling supported and valued, teachers are more likely to feel motivated, engaged, and committed to their work.

Ukrainian teachers have faced a range of challenges in recent years, including economic difficulties, political instability, COVID and the worst - the full scale war after russian invasion in February, 24, 2022. Despite these challenges, many teachers have demonstrated remarkable resilience and dedication to their profession. One example of this resilience can be seen in the way that Ukrainian teachers have adapted to changes in the education system. In recent years, Ukraine has implemented many education reforms aimed at improving the quality of education and bringing it in line with European standards. These reforms have included changes to the curriculum, teacher training, and assessment methods. While these changes have been difficult for many teachers to navigate, they have also provided opportunities for professional development and growth. Many Ukrainian teachers have embraced these changes and worked hard to stay up-to-date with the latest teaching methods and technologies. Being not well-paid and struggling to make ends meet Ukrainian teachers show resilience in the face of economic challenges and continue to work hard and provide their students with the best possible education.

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Mental health and wellness programs are very important in promoting teachers' resilience. These programs can include resources for stress management, counseling services, and wellness initiatives such as yoga or medita tion. By providing resources and programs to support teachers' well-being, European countries can help teachers build resilence and continue to provide high-quality education to their students. By prioritizing mental health and wellness, teachers can better manage stress and maintain a positive outlook, even in challenging circumstances. In Ukraine, where teachers are facing unique challenges due to the ongoing conflict, mental health support is especially important. Thus, a number of different programs and plans have been implemented in Ukraine with the aim of teachers' resilience development.

Following the aggression of the Russian Federation against Ukraine, and the subsequent decision of the Committee of Ministers to exclude the Russian Federation from the Organisation, the Council of Europe immediately adjusted its support to Ukraine in response to the national partners' requests and needs. The Priority Adjustments to the Council of Europe Action Plan for Ukraine 2018-2022 (hereinafter – the Priority Adjustments) were adopted by the Committee of Ministers in Turin on 20 May and were then implemented throughout 2022, thus contributing to the national reconstruction efforts, guided by the Government of Ukraine's National Recovery and Development Plan, aimed at rebuilding a democratic and prosperous Ukraine. The Council of Europe remains fully committed to Ukraine's independence, sovereignty, and territorial integrity within its internationally recognised borders [10].

The Council of Europe Action Plan for Ukraine "Resilience, Recovery and Reconstruction" 2023-2026 has been prepared in close consultation with the Ukrainian authorities, as a response to the determination and resolve of Ukraine's authorities and people to engage in rebuilding the country. The proposed measures, based on Council of Europe standards, are aimed at accompanying the reconstruction process and economic recovery in Ukraine with support to strengthen the resilience of Ukrainian public institutions, to enhance democratic governance and the rule of law and to protect citizens' fundamental rights [10].

The Ministry of Education and Science of Ukraine is actively working on the content of education and the transformation of the psychological service to provide quality psychological support in educational institutions and to build stress resistance in children and adults. The work takes place within the framework of the All-Ukrainian Mental Health Program "Are You OK?", initiated by First Lady Olena Zelenska and implemented by the Coordination Center for Mental Health under the Cabinet of Ministers of Ukraine with expert partnership and support from WHO [11].

A new professional development program for educators called "Building Resilience in Educational Institutions" was introduced. In cooperation with the NGO "Divchata", a number of workshops were held for pedagogical staff of educational

institutions to increase their resilience and expand their competencies in providing psychosocial support to students and their families. The course was successfully completed by 25,000 people. A training course “First Psychological Assistance to Participants of the Educational Process During and After Military Operations” developed by the State Scientific Institution “Institute for Modernization of Education Content” as part of the National Program of Psychological Health of Ukrainians was introduced. This training course was successfully completed by 71,528 people [12].

Conclusions. Summarizing all of the above, we can conclude that teachers’ resilience is an important factor that helps them cope with emotional stress, continue to work and provide quality education to their students. It is an important component of ensuring the psychological health of teachers, especially in times of war. In order to help teachers increase their resilience in the context of ongoing hostilities, the following areas of work can be recommended:

- Providing access to psychosocial support: psychologists and psychotherapists can help teachers learn to cope with emotional stress.
- Creating a safe environment: teachers should be able to work in a safe environment where they do not feel afraid for their lives.
- Resource provision: teachers should have access to the necessary resources to work and provide quality education to their students.
- Raising educators’ awareness of mental health issues: educators need to be aware of mental health issues and where they can get help.
- Support for teachers: teachers need to feel supported by their colleagues, management and students.

Building resilience is an important step towards ensuring the sustainability of the education system in times of war. Resilient and motivated educators are better able to cope with challenges, provide students with the support they need, and equip them with the knowledge and skills they need to succeed in life. Building educators’ resilience is key to ensuring quality education and children’s well-being, especially in today’s war-affected context. Overall, while Ukrainian teachers face a range of challenges, they have shown remarkable resilience and dedication to their profession. Despite the ongoing war in the country, Ukrainian teachers continue to work hard to provide their students with quality education. This resilience is a testament to the importance of education and the critical role that teachers play in shaping the future of Ukraine.

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