

Developing Teacher Resilience and Resilient School Cultures

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Abstract

Teacher resilience in a pandemic is a timely topic for America's superintendents. This literature review focuses on teacher resilience and retention, with relevance for building resilient school cultures. The question guiding analysis of studies was, "What factors and processes contribute to teacher resilience and the ability to overcome adversity?" Findings were that individual and contextual factors of resilience impact teachers' ability to persevere, as well as schools' capacity to retain novice teachers. Resilience is associated with retention, job satisfaction, and other positive outcomes. Actions for developing teacher resilience and resilient school cultures are identified. K-12 teachers who attend to factors of resilience can better adapt and overcome adversity. School district leaders who encourage teacher resilience can foster resilient school cultures.

Key Words

contextual factors, individual factors, literature review, school culture, teacher resilience, teacher retention

Cultivating resilience to adversity is gaining attention during the COVID-19 pandemic. Around the globe, unforeseen adversities present educational institutions with extraordinary challenges. The adaptability and well-being of educators is being tested. Stay-at-home, physical-distancing, and other directives take a toll on people and schools. **Wellness pedagogies and practices of schools that treat health and caring as priorities matter to survival (Ryan, 2020).**

Helping teachers to be resilient could be an imperative in times of crisis that threaten school cultures. Little is known about why veteran teachers choose to remain in the classroom, making teaching their life's career, and what characteristics of resilience they demonstrate. As educational leadership and administration (EDL/EDA) scholar-practitioners, we offer a timely study for resilience-building within the teacher self and in schools.

While much research investigates individual and contextual factors of resilience, few sources address veteran teachers' resilience. In response, we bring to the fore an often-neglected aspect of teacher development—veteran teacher resilience, connecting to retention, culture, and leadership.

Developing resiliency is a complex developmental process. Effective adaptations to the environment and learning from challenging situations are involved. *Resilience* generally refers to optimism, bouncing back from adversity, or bettering oneself through challenges. We define *teacher resilience* as a capacity to adapt that has been developed or learned, and using strategies to overcome adversity and achieve “good outcomes despite serious threats to

adaptation or development” (Masten, 2001, p. 228; Ainsworth & Oldfield, 2019; Mansfield et al., 2012, 2016; Taylor, 2013).

Encouraging teacher resilience and fostering resilient schools is, arguably, a key responsibility of school district leadership (Ryan, 2020; Sedivy-Benton & Boden-McGill, 2012) that the pandemic has magnified. Understanding that teacher resilience is vital to improving teacher retention and educational organizations, we wanted to know the major challenges teachers encounter and strategies for dealing with them. In order to analyze studies, however, we needed to consider what both facilitates and obstructs the development of resilience for novice and preservice teachers.

Teachers are the backbone of school communities, yet they leave their schools and even teaching in droves. In the United States, teacher education programs cannot seem to produce enough graduates to replace them (Qarni & Pianta, 2018).

Research confirms that poor working conditions, inadequate administrative support, noncompetitive compensation, and subpar induction programs contribute to teacher attrition (Allensworth et al., 2009; Boyd et al., 2011; Curtis, 2012; Dupriez et al., 2016; Fontaine et al., 2012; Kukla-Acevedo, 2009; Sedivy-Benton & Boden-McGill, 2012).

School communities suffer from teacher shortages (Boyd et al., 2011). In Virginia, for example, 22% of teachers do not return after year one and 50% leave after year four (Qarni & Pianta, 2018).

These proportions can be even greater in underperforming, poorly resourced schools that struggle with employing well-qualified

teachers. Retaining teachers is particularly challenging in rural communities with low socioeconomic status and schools serving a disproportionate ratio of underserved groups (Allensworth et al., 2009). Such demographic factors impact teachers' decision to remain in the classroom (Perrachione et al., 2008).

To improve teacher retention and attract teachers, schools increase salaries, create induction programs, incorporate professional development (PD), and add performance incentives (Garcia et al., 2009). Perhaps surprisingly, the impact of teacher resilience on retention is under-researched (Mansfield et al., 2016), particularly concerning veteran teachers. The present review adds to the body of knowledge so teachers and schools can benefit.

This paper presents school district leaders with a review of literature on teacher resilience and retention that extends to building resilient school cultures.

The question guiding analysis of studies was, "What factors and processes contribute to teacher resilience and the ability to overcome adversity?" Next, we describe our research methods, followed by a teacher resilience framework we adopted, our synthesis of findings, and then conclusions.

Methods

This systematic review of literature was organized to address factors and processes that contribute to veteran teachers' decision to remain in their school and the profession. Criteria and search terms were established for searching peer-reviewed empirical studies published between 2000 and June 2020. To analyze documents, we derived our search terms from the guiding question and initial review of Mansfield et al.'s (2012) descriptive

framework. Keywords included *teacher retention* (2,842), *teacher shortage* (2,395), *teacher commitment* (2,285), *teacher hope and passion* (1,211), and *teacher resilience (and resiliency)* (219).

For topical abstracts, the article was read and jointly analyzed. Results narrowed, yielding 283 abstracts for inspection. In Microsoft Excel, a chart (summarizing methods, findings, implications for research and practice, etc.) organized the 91 sources chosen. Within the documents, search terms were counted and extracted, with keyword-embedded contexts tracked. Emergent themes, reflecting intercoder reliability, were identified.

Teacher Resilience Framework

Teacher resilience expert Caroline Mansfield created a framework that we used to organize the review. Based on 23 aspects of teacher resilience as perceived by graduating and early career teachers, Mansfield et al. (2012) identified 4 dimensions of resilience:

- *Professional factors*: committed students, organization and preparation, effective teaching skills, adaptability, reflection;
- *Social factors*: strong interpersonal and communication skills, problem-solving, developing support and relationships, seeking help;
- *Motivational factors*: optimism, persistence, focus on improvement, self-efficacy, setting realistic goals and expectations, maintaining motivation and enthusiasm, enjoying challenges;
- *Emotional factors*: sense of humor, not taking things personally, regulating emotion, bouncing back from challenges, coping skills, caring for one's own well-being

Developing this frame, we assigned individual factors (e.g., professional autonomy) and contextual factors (e.g., commitment) of resilience for each

dimension (e.g., professional). Table 1 identifies factors attributed to Mansfield et al.'s (2012) dimensions of resilience.

Table 1

Factors Illustrating Resilience Dimensions

Professional	Social	Motivational	Emotional
Professional autonomy	Positive relationships	Optimism	Religion
Commitment	Problem solving	Education viewed as important	Values
Flexible locus of control	Opportunity to build professional relationships	Self-efficacy	Beliefs
Professional skills	Meaningful participation in decision making	Calling to teach	Emotions
Making a difference	Induction/coaching programs	Intrinsic motivation	Passion for their career
Reflection		Perseverance through challenges	Love for children
Work conditions		School culture	Ability to bounce back
Small class size		Motivated students	Administrative support
Competitive compensation		Funding for programs	Parental support
Reduced workload		Clear administrative goals	Behavioral climate
Sound PD			
Facilities			
Safety			

Note. Individual and contextual factors are specified from sources reviewed; contextual factors are differentiated with shading; the factors illustrate Mansfield et al.'s (2012) dimensions of resilience.

Resilience Findings from Studies

Individual and contextual factors of resilience impact teachers' development and ability to persevere. These also influence school leaders' capacity to retain new and early-career teachers. Teachers who choose to stay in the classroom and profession likely demonstrate characteristics of resilience. Resilience is

associated with retention, job satisfaction, and other positive outcomes for teachers and schools.

Actions for developing teacher resilience and resilient school cultures are identifiable in organizational resilience, which is a school's capacity to adequately react to the

unexpected and recover from disruption and crises (Duchek, 2020). Individual factors (e.g., self-efficacy) of resilience occur inside the teacher, whereas contextual factors (e.g., administrative support) originate outside (Ainsworth & Oldfield, 2019;

Mansfield et al., 2016). Table 2 highlights these factors, each with a number denoting how many sources mentioned it (e.g., 10 of them observed *self-efficacy* as an individual factor, 7 sources cited *administrative support* as a contextual factor).

Table 2

Factors Influencing Teacher Resilience

Individual Factors of Resilience		Contextual Factors of Resilience	
Factor	Source	Factor	Source
Self-efficacy	10	Administrative support	7
Positive relationships	7	Meaningful participation in decisions	7
Passion for their career	5	School culture	6
Optimism	4	Work conditions	5
Commitment	4	Competitive compensation	5
Emotions	4	Reduced workload	5
Intrinsic motivation	4	Opportunity to build relationships	5
Perseverance through challenges	4	Sound PD	3
Religion	3	Behavioral climate	2
Flexible locus of control	3	Empowerment	2
Professional autonomy	3	Motivated students	1
Making a difference	3	Small class size	1
Reflection	3	Parental support	1
Problem solving	3	Financial support for programs	1
Ability to bounce back	3	Clear administrative goals	1
View of education as important	2	Autonomy in the classroom	1
Calling to teach	2	Facilities	1
Professional skills	2	Safety	1
Values	1	Induction/coaching programs	1
Beliefs	1		
Love for children	1		

Individual factors of teacher resilience

Teachers’ drive to perform—their motivation—is considered the most prevalent “personal resource” for resilience. Having a sense of purpose or vocation defends against burnout, and taking initiative exercises one’s agency.

Efficacy is another important resource (Mansfield et al., 2016). Motivational resilience influences teachers’ ability to persevere in the classroom, be effective, and show improvement. Students’ capacity to persevere, learn, and improve influences

teachers' motivation, which guides classroom work, facilitates achievement, and maintains expected behaviors (Chiong et al., 2017).

Seeking to discover why teachers stayed in an urban school, Walker (2004) identified as influences (a) effectiveness working with youngsters; (b) good relationships within the district; and (3) a sense of self-satisfaction. Polidore et al. (2010) found that the individual resilience factors of three veteran African American female teachers who faced significant adversity in their careers were moral/spiritual support, flexible locus of control, control of events, importance of education, positive relationships, bias for optimism, enjoyment of change, and deep commitment. Taylor's (2013) study involving four African American rural teachers supported these factors, adding self-efficacy owing to their belief that they could make meaningful contributions to teaching.

Besides these resilience attributes, Gu and Day (2013) identified a calling to teach, as did Bennett et al. (2013), who found that veteran teachers felt passionate about their career. Hong (2012) confirmed self-efficacy and positive student relationships as variables of teacher resilience, also identifying beliefs and emotions. Comparing teachers who leave and stay, Hong uncovered that those who departed displayed weaker self-efficacy and had less administrative support.

Yost (2006) examined the personal self-efficacy of novice teachers who were adjusting in their first year. They attributed their earlier positive student teaching experiences to feeling self-confident and competent. Perrachione et al. (2008) added that personal teaching efficacy influences retention and that teacher interaction with students and job satisfaction are also important individual factors.

Fostering resilience through learning experiences can boost teacher confidence and self-efficacy (Tait, 2008). Novice teachers that demonstrate resilience, personal efficacy, and emotional intelligence were able to show competence, act on opportunities to develop confidence, and engage in problem solving. Notably, they could "rebound after a difficult experience; learn from experience and set goals; take care of [themselves]; and [remain optimistic]" (Tait, p. 69; Yost, 2006).

Martin (2016) explored retention pertaining to special education teachers, whose retention is generally lower than general education teachers. The inquiry centered on how passion and perseverance for long-term goals may impact retention. Special educators who displayed these qualities, and devoted themselves to teaching, were observed as having positive relationships, persevering despite obstacles, and working hard at what they love.

Teacher perspectives on hope as a sustaining influence led Levine (2013) to conclude that veteran teachers feel they make a difference through their student advocacy. They seem to be guided by a faith-based call to teach and attain professional autonomy and respect. Towers (2017), who explored why long-serving teachers stayed in challenging London primary schools, learned that they felt fulfilled from influencing children's lives, sharing bonds and dynamic relationships with colleagues, and having love for students and staff. The teachers expressed feeling comfortable and confident in their abilities and displaying self-efficacy at work.

Contextual factors of teacher resilience

The ability to become (more) resilient may fluctuate depending on environmental

conditions and challenges. Owing to the influence of contextual factors, cultivating teacher resilience requires a multipronged approach to resilient adaptation and functioning in school cultures. Perrachione et al. (2008) identified highly motivated students, peer support, positive school environment, and small class size as contextual factors impacting teachers. Leadership, culture, and teacher workload can be turned into resilient-promoting interventions to support teachers and enhance resilience (Ainsworth & Oldfield, 2019).

Regarding teachers' decision to stay or leave, Kukla-Acevedo (2009) found that workplace conditions (e.g., administrative support, financial support, paperwork, and stress) impacted the decision. In Dupriez et al.'s (2016) study of teacher turnover and the reasons beginning teachers leave, job conditions and teacher qualifications were predictive variables; being under-qualified and lacking qualifications made it difficult to handle job conditions. Even teachers with additional qualifications (e.g., graduate degrees) were likely to leave, owing to environmental challenges like weak school cultures and problems with teaching.

A supportive, caring school culture is crucial for teacher resilience (Ryan, 2020; Tait, 2008; Yost, 2006). Malloy and Allen's (2007) research at a rural elementary school with high teacher retention was conducted to determine whether culture and practice can impact teacher resilience. Environments with high expectations, clear administrative goals, meaningful participation of teachers in decision-making, and collaboration among teachers all influenced teacher resilience and retention.

Developing teacher resilience and perseverance through a strong community of

practice, purpose, attention, opportunities, respect, and PD are supported in research. These factors were referenced by satisfied teachers in Australia whose reasons for staying included having opportunities to implement their ideas collaboratively, partake in decision-making, and experience PD and interaction; also important was having classroom control and proficiency (Whipp & Salin, 2018).

In support of these outcomes, US-based veteran teachers gave seven reasons for staying: purpose in teaching, positive relationships, passion for teaching, supportive school culture, passion for curricular content, accommodating work schedule, and no other opportunities available (Authors, 2020). Le Cornu (2013) advised principals to find ways for teachers to collaborate and experience professional learning communities (PLCs). Supportive collegial relationships are essential for developing and sustaining teacher resilience (Mansfield et al., 2016; Nydoye et al., 2010).

Evidently, support from school leaders substantially influences teachers' career decisions. Studying their intentions to stay or leave North Carolina charter schools, Nydoye et al. (2010) examined school leadership and teacher empowerment. School leadership proved to be a strong predictor of teachers' retention. Empowerment, a critical component in administrator support of teachers, played a role in whether they remained. Teachers also expressed the need for a support system and collaborative problem-solving.

Empowering teachers as leaders and participatory decision makers can increase a culture's resilience. Boyd et al. (2011) found that teachers who felt they had influence over school policy, administration, staff relations, student behavior, facilities, and safety were much more likely to stay. These outcomes

were echoed in Glazer's (2018) study of experienced teachers who left teaching despite having made major contributions.

Teachers who had little control over curriculum and test results, and felt a lack of agency, were more inclined to leave. Teacher autonomy and having influence and some control in the school help facilitate resilience within cultures perceived as supportive (Nydoye et al., 2010). Factors that teachers could not control—working conditions and administrative support—had significance in Sedivy-Benton and Boden-McGill's (2012) study, indicating that these areas of leadership do affect their retention.

To illustrate, teacher compensation impacts working conditions and teacher morale and retention. In one study, teachers mostly responded that they would stay in the profession until retirement or inability to do the job (Sedivy-Benton & Boden-McGill, 2012).

The higher the salary, the more likely they were to remain. In Texas, the more teachers were paid, the lower the turnover; in California, the probability of attracting highly qualified teachers to underperforming schools and retaining them with an incentive increased by 28% (Garcia et al., 2009). Struggling schools depend on reward structures to impact retention.

Teacher stress and burnout

Around 25% of teachers burn out in their first year (Fitchett et al., 2018). Feeling exhausted, they can lack a sense of personal accomplishment (Grayson & Alvarez, 2008).

Resilience can act as a buffer against distress and burnout, and contribute to wellness and positive relationships: "Teachers who develop higher levels of resilience feel less

emotionally drained, derive a greater sense of satisfaction from their work, and can interact positively with others" (Richards et al., 2016, p. 530). Pretsch et al. (2012) also found that resilience can predict well-being in teachers above and beyond a vulnerability to stress and negative affectivity. Resilience, specifically intrinsic factors (e.g., motivation and self-efficacy), contributed to health perception and reduced perceived stress among the teachers they studied.

When teachers overcome extreme hardships (e.g., excessive workload, resource deprivation, weak administrative support, or poor compensation), they develop resilience and the capacity to excel (Boyd et al., 2011; Dupriez et al., 2016; Kukla-Acevedo, 2009; Sedivy-Benton & Boden-McGill, 2012). To offset problems that worsen working conditions, resilient teachers use various strategies (Castro et al., 2010).

Strategies that cultivate resilience

Critical thinking, problem-solving, help-seeking, induction, coaching, collaboration, self-regulation, relationship management, PD, PLCs, rejuvenation, and culture building are all resilience strategies benefitting teachers (Castro et al., 2010). Other teacher resilience strategies are acting from core values and focusing on student learning and interaction. Teachers who initiate advancing their skills and improving their cultures demonstrate resilience, possibly modeling it (Patterson et al., 2004).

To effectively support these strategies, goals are set. For example, coaching supports resilience just as do PLCs. To develop organizational resilience, teachers need support groups, a safe atmosphere, and targeted coaching or PD. Opportunities should facilitate participation in communities, networks, and leadership (Yonezawa et al., 2011).

Generally, PLCs address teacher development and student attainment; PD accounts for educators' interests (e.g., collective resilience in the wake of pandemics) and tenacious school problems (e.g., student dropout and re-engagement; Patterson et al., 2004).

Realities of teaching that impede novice teachers' adaptation must be made known to preservice teachers (Fontaine et al., 2012). Prevailing contextual factors of schooling that affect teacher self-efficacy and morale include poor working conditions, difficult work assignments, little administrative support, and lack of compensation (Curtis, 2012).

In their preparatory programs, teacher candidates must also learn about strategies that cultivate resilience. Gains can be realized from opportunities for resilience comprehension and development that build courage, teach skills and attitudes, provide helpful supports, cultivate quality relationships, and facilitate specific roles for preservice teachers and coaches (Mansfield et al., 2016).

Outcomes associated with resilience

Resilience predicts teacher morale, success, and other outcomes (Pretsch et al., 2012). In fact, resilience is associated with "numerous positive outcomes for teachers including job satisfaction, commitment, efficacy, motivation, well-being and positive sense of identity" (Mansfield & Beltman, 2019, p. 583).

Learning how to "bounce back" from challenging experiences, teachers gain insight and empowerment. They can even have a positive effect on weak school cultures (Allensworth et al., 2009; Perrachione et al., 2008).

Implications for Practice

Attending to factors of resilience can help teachers become more capable of overcoming adversity. School district leaders who encourage teacher resilience are on the way to developing resilient cultures. **Understanding that the pandemic may impact resilience, administrators can benefit from research-informed practices.** *Fundamentally, it must be recognized that a school's culture is everyone's responsibility, not solely the principals or other leaders.* By reviewing factors of teacher resilience, leaders will be better equipped to implement effective strategies and programming for encouraging resilience, enhancing satisfaction, and improving teacher retention (Fontaine et al., 2012; Yonezawa et al., 2011).

Advisable strategies follow, with actionable steps from research on school culture and leadership (Louis & Murphy, 2017; Mansfield et al., 2012, 2016). Effective school leadership:

- *Demonstrates supportive administration:* communicates a clear school vision through policy and procedures; recognizes teachers' hard work, initiative, and achievement; talks with teachers and discusses issues; makes decisions fairly; effectively uses PD time.
- *Streamlines teachers' workload:* effectively utilizes technology; reviews feedback and grading practices; makes collaborative planning efficient and appropriately uses resources; reviews data collection and management systems; efficiently communicates; considers workload implications as jobs and duties change; and monitors the work.

- ***Creates a positive collegial school culture: demonstrates inclusive and collaborative leadership in a variety of ways (e.g.,*** makes supports available within the school, and facilitates “relational resilience” so teachers and administrators are mutually supportive and trusting). Supports team building, PD, induction, coaching, buddy systems, and networking; collaboratively plans curriculum, etc.; and identifies resilient teachers.

Elected officials would be wise to provide (more) funding for programming (e.g., coaching) that supports school district leaders’ initiatives for schoolwide collaboration. Outside support may not materialize, but school leaders can create those programs with their internal resources. Developing teacher resilience has greater urgency now due to the evolving model of PK–12 education in response to COVID-19.

With the sudden move to distance education, education leaders can generate internal resources by restructuring budgets to accommodate teacher PD. Funds for additional personnel, stipends, and training are warranted so teacher coaches do not burn out, but leaders must commit regardless of outside support.

Coaching should be a rewarding experience for coaches and coachees alike that

improves school culture. For effective, high-quality coaching to transpire, more personnel may be warranted to reduce teacher workload. Novice teachers can be paired with a coach for a sustained period. By moderating teachers’ workload, new teachers ease into the profession, gradually absorb the work, and learn how to manage their classrooms.

The veteran teachers we previously interviewed (Authors, 2020) indicated that their teacher preparation program lacked sufficient direct classroom experiences (also, Curtis, 2012; Fontaine et al., 2012).

Education leaders could reduce the initial requirements for obtaining a teaching license to allow teachers to complete the requirements needed to enter the classroom. Apprenticeships could be developed that enable teacher graduates to have quality experiences in the same school that may employ them.

Table 3 offers an action-based framework for fostering a climate of resilience, including recruiting and hiring, re-culturing, coaching, and professional learning.

Each action is delineated relative to steps and one of the four resilience dimensions; e.g., *professional learning* (the fourth *action* listed) involves a schoolwide PD on developing *professional* resilience, and so forth.

Table 3

Action-based Framework

Action	Professional	Social	Motivational	Emotional
Recruiting and hiring	Hire teachers that are organized, reflective, and passionate about students and their content. Design interview questions to evaluate those characteristics.	Seek teachers that enjoy working with others and are relational, good communicators. Design interview questions to evaluate those characteristics.	Hire teachers that are self-motivated and view teaching as purposeful or a calling. Design interview questions to evaluate those characteristics.	Seek teachers who have displayed an ability to persevere through challenges or bounce back from failure. Design interview questions to evaluate those characteristics.
Reculturing	Support teachers with resources they need to be effective in the classroom. Reduce teachers' workload by not overloading tasks that are not essential or beneficial to student learning.	Provide teachers time each day for communicating with colleagues. Hold social gatherings before or after school to allow camaraderie to develop.	Recognize teacher strengths and successes. Provide support with student discipline and parental concerns by establishing clear expectations.	Maintain an open-door policy for teachers. Provide teachers with strong coaches and opportunities to collaborate. Display empathy and know the demands on teachers.
Coaching	Teacher coaches communicate school culture, expectations, policies and procedures. They give feedback on lesson plans and delivery, and classroom management.	Teacher coaches observe their coachee and are observed by the coachee (peer coaching). They meet to discuss strategies that improve planning, management, and instruction.	Teacher coaches work to develop coachees' strengths. They empower them to make decisions and offer constructive feedback. In the face of challenges, they provide helpful guidance.	Coaches support their coachees' communication with families. They advocate for them and assist in the struggle to adapt, and bounce back from failure, by applying coping strategies.
Professional learning	Division or schoolwide PD should take place to share information everyone needs. Social justice-oriented PDs raise awareness of such issues as implicit teacher racial bias.	Time should be assigned for community groups to discuss challenges and ways to improve. Building camaraderie among staff is a goal, as is developing collective resilience.	Teachers should be allowed to attend or design PD that they find pertinent so they can focus on improving and developing resilience. District leaders may steer the learning focus.	PD should be implemented for protecting mental health, handling adversity, communicating with parents and dealing with difficult ones, and maintaining work-life balance.

Conclusion

Veteran teacher resilience and retention are understudied, and the literature depends on small sample sizes. A compensatory move of our review process was to consider teacher resilience and retention more generally.

Most teacher resilience literature is from teacher educators, so we encourage more contributions from EDL/EDA. EDL/EDA researchers do study school cultures and dynamics that shape “healthy” and “productive” environments (e.g., Louis & Murphy, 2017; Ryan, 2020), so we urge consideration of teacher resilience as a crucial factor.

Individual and organizational resilience is extremely topical given pandemic-induced systemic disruption.

To this end, we have reviewed literature that examines resilience and actions for developing teacher resilience and resilient school cultures. The latter was satisfied through the generation of a framework for leaders to consult on behalf of their jurisdictions, such as personnel actions for strengthening teacher resilience.

For this review, we used teacher resilience research to advance thought and action in and beyond “this moment of COVID-19” (Mitchell, 2020, p. 4). Teachers can benefit from being mindful of factors of resilience and increasing their ability to deal with, and learn from, hardship, applying what they know to guide others.

School leaders who embolden teacher resilience can cultivate adaptation in systems not limited to individual teachers and idiosyncratic or reactive situations. Understanding that the pandemic is likely affecting levels of resilience, leaders can utilize research to adapt their cultures.

Finally, we encourage readers to utilize the research-based practices that make sense in their own settings for developing people and cultures that support resilience.

We undertook this study hoping it would offer insight to those seeking to invest in resilience—there is no time like the present. Retaining good teachers so they can cultivate 21st-century learning in schools that model resilience for children is something all citizens need to take seriously.

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