
The Professional Educator: Developing Teacher Identity

Resilience is defined as the process where psychologists discuss the significance of the risk and protective factors involved in the resilience process. The risks involved in this process is described as something that can pose a challenge or potential threat to an individual's against antagonistic outcomes. An example of this can be found in some cases of a school student who can adverse the outcome which therefore could be a challenge for the family involved and their circumstances. Whilst, many protective factors can be strong influences including a strong relationship with their surrounding peers and teachers at school. Early research in the field adopted a psychological view and focusing on the individual characteristics whereby resilience is. The American Psychological Association, (2014) stated that "The process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress- such as family and relationship problems, serious health problems or workplace and financial stressors". It is stated by the Brite modules that a resilient teacher is someone who has a social dimension that has the capacity to build important networks, build relationships, and seeks help and take advice from their colleagues. Furthermore, a motivational dimension connected to teachers and their social dimension is the ability to persist whilst creating more improvements connected to their focus, motivation, and confidence. Additionally, the professionalism relation dimension must provide organisation and an ability to problem-solve, to be flexible, adaptable and reflective. Alongside the professional dimension, social and motivational, there is an emotional dimension for a teacher. This includes care for their own wellbeing, managing emotions in professional scenarios, ability to cope with any given stress presented and face that situation with a positive and optimistic.

Building resilience within certain challenges can be indisputable for a multitude of teachers.

In recent years researchers have from Resilience Research Centre in 2014—have begun to emphasise the socially constructed nature of resilience and view resilience as "Both the capacity of individuals to navigate their way to the psychological, social, cultural, and physical resources that sustain their well-being, their capacity individually and collectively to negotiate for these resources to be provided in culturally meaningful ways. The overwhelming and overloading learning attached to the curriculum presented in today's modernistic society would leave teachers overpowered. Cuthbert Majoni from Open University—referencing the National Council for Curriculum Assessment—in 2017 stated that "The size of the curriculum is considered as the main cause of curriculum overload." Whilst attempting to develop critical thinking, problem-solving, curiosity, entrepreneurship and digital analysis in young minds. Stay mentally strong and have a positive attitude even when things get difficult when it comes to 21st-century learning skills.

Information and Communications Technology (ICT) is critical in developing and helping growth for students in classrooms. Ultimately, students in classrooms have become predominately digital, spreading most of the student's personal time—using digital advice for entertainment and communication purposes in society. Students have become more knowledgeable of social media platforms multimedia's and electronics compared to today's society's adults. Through the introduction of electronics in most student's early stages of life whereas, most adults had fewer opportunities to have electronics flooding their lives growing up—most adults in society

have grown up with a different perspective on society. Rebecca Jenkin from Open University states in her study “How ICT resources can support learning at primary level” that there are many benefits for teachers including quick and easy production and modification of resources, allows access to a wide range of information in various formats and interactivity with whiteboards have become an essential tool in classrooms.

Student collaboration with peers is fundamental to a teacher’s job. This can ultimately become isolating for teachers, especially when many teachers struggle to find time in the school days to talk with their colleagues or engage in pedagogical professional conversations.

The next topic of this sentence is about identifying effective ideas are so many ideas that are available on the internet but identifying which one is effective to a common problem for many teachers who can be overwhelmed by an infinite amount of ideas and resources, the tools that available online.

An overload regarding the curriculum presented in an exceeding amount of schools

This can have a major effect on teachers, whilst teachers have a “Go to place” —a staffroom, etc.—for many social, and emotional issues that are a continuous demand from the government to implement in the new programs. Also adding this to a primary curriculum of the year 12 subjects. The natural, reasonable, understandable reaction of teachers to feel overwhelmed, and overloaded within the industry is an expected reaction. Challenges teachers must face in the classroom environment are significant demands for teachers. Alongside, the necessary ability to balance the different learning needs of students. Moreover, respecting expectations from school administration. Helping parents and students meeting their long-term goals.

A significant number of factors contribute to the resilience which studies show that the primary factor—ICT becoming a critical development tool, classroom environment demands, and the overwhelming and overloading learning attached to the curriculum— alongside resilience helps create an approach around people building resilience can work for some people, however, unfortunately, not for all. People’s culture would impact his or her communication. Locations that can and will help—apart from families and friends—self-help and support groups and facilities throughout communities to work through and existing issues or crippling emotions/feelings with other people and professionals. Alongside self-help and support groups, several books and publications can be used for motivation and help find a suitable strategy that can provide adequate help throughout the future of their work and career. The use of the internet has become a popular outlet in the twenty-first century, which can also provide amiable help which may be teachers whist they face the demanding challenges. Talking to someone—a psychologist—can help them create and develop an appropriate strategy to conquer these demanding challenges. Different people and teachers can feel more comfortable with different styles and types of interaction with others.

References

1. NCCA (2010) National Council for Curriculum Assessment, Curriculum overload in Primary Schools: An Overview of National and International Experiences
2. Brite Modules (2019), Building Resilience in Teacher Education, <https://www.brite.edu.au/>

