

ECT Resilience	Who do I talk to?	What do I need?	When could I do it?	Why is it important?
<p>POLICIES & PRACTICES</p> <p>Policies and practices refer to the officially mandated statements, guidelines, values and prescriptions that both enable and constrain ECT wellbeing. ECT resilience and wellbeing are enhanced when policies and practices show a strong commitment to social justice, teacher agency and voice, community engagement, and respect for local knowledge and practice.</p>				
<p>TEACHERS' WORK</p> <p>Teachers' work refers to the complex array of practices, knowledge, relationships and ethical consideration that comprise the role of the teacher. ECT resilience is promoted when the focus is on understanding the complex, intense and unpredictable nature of teachers' work rather than on individual deficits and blame.</p>				
<p>SCHOOL CULTURE</p> <p>School culture refers to the values, beliefs, norms, assumptions, behaviours and relationships that characterise the daily rituals of school life. ECT resilience flourishes in schools that promote collaborative relationships, professional learning communities, educative forms of leadership and democratic decision-making.</p>				
<p>RELATIONSHIPS</p> <p>Relationships refers to the social and professional networks, human connections and belongingness experienced by ECTs. Schools that value relationships focus on the complex emotional needs of ECTs and encourage social exchanges that foster respect, trust, care and integrity. ECT resilience benefits significantly when these values are evident in policies and practice.</p>				
<p>TEACHER IDENTITY</p> <p>Teacher identity refers to the development of one's awareness and understanding of self as a teacher. Teacher resilience is enhanced when ECTs engage in processes of self-reflection and self-understanding that sustain their personal identity, while at the same time developing a robust teacher identity.</p>				