A Framework of Conditions Supporting Early Career Teacher (ECT) Resilience

**Policies & Practices**

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.

To enhance ECT resilience, it is important to:
- Provide relevant, rigorous and responsive pre-service preparation for the profession
  - Foster stakeholders’ collective ownership of preparation, induction and ongoing learning
  - Provide diverse, rigorous and carefully planned pre-service professional experiences
  - Ensure coherence between on-campus courses and the dynamic demands of the profession
- Create innovative partnerships and initiatives that assist smooth transitions to the workforce
  - Support professional development suitable to the school context
  - Acknowledge the value of previous professional experiences and expertise
  - Provide additional professional and financial resources for complex school settings
- Implement transparent, fair and responsive employment processes
  - Notify school appointments in a timely manner
  - Provide opportunities for continuity of employment
  - Ensure equitable access to support, resources and learning opportunities
  - Provide professional development that equips school leaders to support ECTs

**Teachers’ Work**

Teachers’ work refers to the complex array of practices, knowledge, relationships and ethical considerations 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.

To enhance ECT resilience, it is important to:
- Acknowledge the complex, intense and unpredictable nature of teachers’ work
  - Attend to the physical, intellectual, relational and emotional dimensions of teachers’ work
  - Acknowledge that teachers’ work is demanding and tiring
  - Develop teachers’ curriculum and pedagogical knowledge and strategies
  - Provide opportunities for collaborative planning, teaching, assessment and reporting
  - Allocate space and structures for teachers’ critical and reflective work
  - Focus on student diversity, passions and interests
  - Promote innovative and engaging curriculum practices
  - Provide support to create engaging learning environments
  - Take collective ownership of students’ wellbeing and behaviour
  - Develop beliefs and practices that engage students and encourage constructive behaviours
  - Create collaborative and democratic learning environments
  - Make authentic connections between students’ learning and their life-worlds
  - Ensure access to appropriate ongoing support, resources and learning opportunities
  - Provide equitable and timely access to needs-based professional learning
  - Support the development of pedagogical beliefs, values and practices
  - Provide adequate release time from face-to-face teaching

**School Culture**

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.

To enhance ECT resilience, it is important to:
- Promote a sense of belonging and social connectedness
  - Practise affirmation
  - Recognise and value diverse perspectives, practices and backgrounds
  - Foster trust and goodwill
  - Minimise conflict
  - Take collective responsibility for teacher wellbeing and safety
  - Promote innovative and democratic empowering processes
  - Support communication with parents/caregivers/community
  - Place student-teacher relationships at the heart of the teaching-learning process
  - Foster professional growth
  - Value the personal strengths and resources of teachers
  - Foster relationships based on mutual trust, respect, care and integrity
  - Promote a sense of belonging, acceptance and wellbeing
  - Foster relationships based on mutual trust, respect, care and integrity
  - Help manage personal and professional challenges and conflicts
  - Encourage involvement in professional and community networks
  - Value support from family, friends and peers

**Relationships**

Relationships refer 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.

To enhance ECT resilience, it is important to:
- Understand the interplay between personal and professional identities
  - Recognise that personal and professional identities are interconnected
  - Recognise that teachers’ identities are produced in particular social and cultural contexts
  - Understand the evolving nature of personal-professional identities
  - Recognise that emotions are an integral part of identity development
- Engage in self-reflection
  - Accommodate new and different ways of thinking
  - Challenge and develop beliefs, assumptions, values and practices
  - Negotiate the contradictions and tensions of teaching
  - Foster a sense of agency, efficacy and self-worth
  - Commit to the ethical and moral purposes of teaching
  - Develop a high level of social and emotional responsiveness
  - Maintain hope and optimism
  - Promote work-life balance and wellbeing
  - Seek help and support

**Teacher Identity**

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.

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- Provide professional development that equips school leaders to support ECTs