

# Northwest Journal of Teacher Education

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Volume 13

Issue 1 *Joyous Work: Improving Practice & Recharging Ourselves*

Article 6

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May 2018

## New academic year, new beginning: What a teacher educator does for renewal

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### Recommended Citation

Darwich, Lina (2018) "New academic year, new beginning: What a teacher educator does for renewal," *Northwest Journal of Teacher Education*: Vol. 13 : Iss. 1 , Article 6.

DOI: 10.15760/nwjte.2018.13.1.6

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# New academic year, new beginning: What a teacher educator does for renewal

## **Cover Page Footnote**

Acknowledgements The author wishes to thank Jessica Trach for helpful conversations and comments on the manuscript.

# New Academic Year, New Beginning: What a Teacher Educator Does for Renewal

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*Teacher attrition and retention are real concerns facing K-12 education. This article explains why renewal matters for fostering teacher resilience, which is instrumental for thriving in the profession. It also identifies some practices that the author, a teacher educator, has adopted in order to start fresh with new pre-service teachers. These practices are divided into three categories: professional, emotional, and social. The author stresses the importance of teacher educators encouraging pre-service teachers toward renewal and support in finding how they seek new beginnings not only at the start of an academic year but throughout their time teaching.*

**Keywords:** Resilience, Relationships, Renewal

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## Introduction

Teaching is a complex and ambiguous social endeavor, involving emotional connection and attending to the needs of others (Roeser, Skinner, Beers, & Jennings, 2012). Therefore, as teachers and teacher educators, we are obliged to develop the habits of mind (see Costa & Kallinick, 2011; Roeser et al., 2012 for a review), associated with mental adaptability, emotional awareness and regulation, as well as relationship management (Helsing, 2007; Roeser et al., 2012; Schutz & Zembylas, 2009). Of course, we also have to understand our content area very well, know how to teach it, and recognize the needs and abilities of the different developmental groups with whom we work (e.g., teaching probability to 5<sup>th</sup> graders versus college students) (Darling-Hammond & Bransford, 2005; Pianta, Hitz, & West 2010). These are difficult tasks and if we are not deliberate about finding what renews us as educators, we risk experiencing burnout. Maslach (2003) defined burnout as a “prolonged response to chronic and interpersonal stressors

on the job” (p. 189), stemming from the ability to cope breaking down (Jennings & Greenberg, 2009).

Being aware of the practices that restore educators each year is important for two main reasons: 1) as protection from burn-out, and 2) as a means of promoting educator resilience. Teacher educators, like myself, can play a supportive role in this regard, as they have the capacity to model renewal practices for pre-service teachers and impress upon them the importance of self-care. For instance, one third of new teachers leave within three years and close to half quit within five years (Boyd, Grossman, Lankford, Loeb, Wyckoff, 2009; Ingersoll, 2003). Additionally, around 8% leave the profession every year. This rate is twice as high as in countries like Canada, Finland, and Singapore (Carver-Thomas, Darling-Hammond, 2017), with the majority of teachers citing ‘frustration with teaching’ as their reason for leaving the profession (Carver-Thomas & Darling-Hammond, 2017).

There are three main dimensions to burnout: emotional exhaustion, depersonalization or cynicism, and low self-efficacy (Maslach, 2003; Maslach, Jackson, & Leiter, 1997; Maslach, Schaufeli, & Leiter, 2001). The “burnout cascade” begins with teachers experiencing emotional exhaustion, which predicts higher rates of depersonalization, observed as more callous attitudes and diminished levels of caring towards students and their parents. In turn, depersonalization predicts a lower sense of accomplishment and decreased feelings of effectiveness (Chan, 2003). One study showed that in comparison to teachers with low levels of burnout, teachers reporting high levels of burnout were more likely to receive low ratings in classroom management from students (Klusmann, Kunter, Trautwein, Ludtke, & Baumert, 2008). In another recent study, Shen, McCaughtry, Martin, Garn, Kuhlik, and Fahlman, (2015) found that teachers’ emotional exhaustion was negatively related to student motivation. In other words, the students of teachers

feeling emotional exhaustion reported being less motivated, suggesting that the effects of burnout have negative effects on student learning. So how does renewal at the beginning of the year help? Considering what restores us at the beginning of the year and intentionally developing the habits of self-awareness, self-reflection, and self-care can help protect teachers and teacher educators from burnout by learning to detect the signs of burnout early, before it is too late.

Relatedly, focusing on renewal can also promote teacher resilience and well-being. Resilience is critical not only to teacher retention but also to thriving in the profession (see Beltman, Mansfield, & Price, 2011). Once depicted as “ordinary magic” (Masten, 2001), and initially considered as an individual trait, resilience has more recently been defined as our capacity to adapt to challenges and succeed in the face of adversity (Garmezy, 1974; Masten, Best, & Garmzy, 1990). Rather than a personal attribute, resilience is now understood to be a dynamic process stemming from interactions between a person and the environment. Thus, it is complex, contextual, developmental, and dynamic (e.g., Beltman, Mansfield, & Price, 2011; Bobek, 2002, Gu & Day, 2013; Tait, 2008).

The nature of resilience as an interactional process suggests that being aware of what renews us is vital to our work as educators for a number of reasons. First, resilience helps us reflect on key experiences that led to our growth in teaching, both ‘positive’ and ‘negative’. Such experiences invite us to consider how our histories, personalities, and emotions interact with our surroundings. Second, resilience encourages us to focus on our strengths as well as our weaknesses, rather than becoming fixated on the latter. When we think of what renews us, we need to also think about our strengths because they are assets to our resilience. We all have strengths; we just need to commit to finding them. For example: How do your strengths help you begin a new year with enthusiasm and anticipation? What personal characteristics have helped

you thrive during tough times? How do you make sure to access these areas of strength during such times? Although thinking about these questions is an ongoing process, it is important to consider them before the beginning of a year because we have more time to think carefully about these aspects of our development as educators. Finally, actively focusing on renewal provides an opportunity to consider the environmental factors that have contributed to our own level of resilience. For example, research on resilience decisively shows the power of supportive and trusting relationships (see Schonert-Reichl & LaRose, 2008 for a review). For educators, forming trusting relationships with peers is critical to renewal because our peers engage us with other perspectives and different ways of seeing situations and challenges. Supportive colleagues help us better appreciate our strengths and be kind to ourselves when we make mistakes. They also challenge us to acknowledge when it is time for a fresh start or a “do-over” when a lesson goes awry. In other words, they help us thrive. Thus, it is important to consider how our peers play a role in our renewal.

Last, modeling of practice is one of the major tasks of teacher educators and our pre-service teachers are very aware of that. As teacher educators, we are constantly modeling how classes are taught and managed, relationships built, and conflicts resolved. We also have the unique opportunity of raising their awareness about renewal and its potential role in preventing burnout and promoting teacher resilience. Against this backdrop, I share below what I have been doing for renewal at the beginning of the year and how I include “fresh starts” through my teaching during the year, and how these practices are linked to promoting resilience in myself and my students, mainly pre-service teachers.

## **Practicing Renewal – Examples from a Teacher Educator**

I have been a teacher educator for almost nine years. I want educators in general, and K-12 teachers, in particular, to have long and successful careers in education. For this reason, I have spent the last few years of my practice intentionally identifying the personal and professional factors that help to renew me in my teaching in order to avoid burnout. There are practices that I engage in at the beginning of an academic year and there are a few that I go back to throughout the year as well. I found that being intentional about renewal has helped me stay focused, hopeful, and engaged. Based on personal reflection, I have identified three dimensions of renewal, which I have termed professional, emotional and social; they are interrelated.

### **The Professional Dimension**

Individuals who choose to become teachers typically start with a strong calling to teach children and youth and see them transform through learning (Day, Sammons, Stobart, Kington, & Gu, 2007; Day, Stobart, Sammons, Kington, & Gu, 2006; Gu & Day, 2013). Furthermore, resilient teachers are guided by a set of core values before they even become teachers (see Patterson, Collins, & Abbott, 2004). It is this commitment and love that give them the inner strength and resilience to persist in the face of the challenges they face on an ongoing basis (Gu & Day, 2013). Moreover, Patterson, Patterson, and Collins (2002) claim that maintaining motivation towards what one cares about further strengthens an educator's resilience. In an interview study that examined how teachers built and maintained their resilience, Patterson, Collins, and Abbott (2004) found that educators who chose to keep teaching in their challenging school districts had a set of values that guided their judgements and cared deeply for their students. Additionally, the authors found that the strong value the teachers held for compassion and their students' needs and learning had a positive effect on everyone around them. The

teachers interviewed in this study recognized their strengths. Particularly, they knew that their compassion was a source of resilience.

The professional dimension of my renewal practices focuses on what I value in education. The values I share at the beginning of the year and the themes of the books that I revisit each new year all reveal what I am committed to and what motivates me (see Gu & Day, 2007, 2013). They have helped me in building my resilience because when problems have occurred in my classrooms, they enabled me to see them as sources of *interest in my work rather than problems to be conquered* (see Hansen, 1995). It is during tough situations that we truly recognize what our values mean and look like in practice. For new teachers, the professional dimension of renewal at the beginning of an academic year could be their means of recognizing why they chose teaching, what maintains their commitment, and how tough times are opportunities to apply their values. Thus, my recommendation to new teachers is to identify their values at the beginning of an academic year, what they refer to when they want to fine-tune them (e.g., I go to my books), and how they communicate them to their students. I also suggest documenting how their values have informed their approach to problems when they arise, and reflecting on how a problem was an opportunity to evaluate the meaning of their values. My two main practices are:

**Sharing my values on the first day.** One activity that I look forward to on my first day of class is sharing my values with incoming teacher candidates. It is a practice that I developed four years ago. Although I still experience vulnerability in sharing what matters to me in teaching, I find that this activity helps me start a year renewed and energized. Importantly, it contributes to me connecting with students, which is critical to my teaching. The values that I typically present on the first day are the following:

- You matter: Your mental and physical health are important to me

- The three levels of communication are important: These relationships include you with yourself (self-awareness), the class and me, and you and your peers
- The dignity of others matters: We never take someone's dignity away from them
- Transparency is critical: You are encouraged to ask me why (e.g., the purpose of an activity or an assignment)
- Learning is disrupting: This is the time to become comfortable with being uncomfortable
- Teaching requires curiosity: Your questions no matter how big or small are encouraged
- Teaching requires hope: Cynicism has no place in education
- The deficiency model has no place in education: You have to look for the bright spots

The list above includes the main themes that I share on the first day of class. To unpack the meaning of these points, I usually share stories related to them or tell them who or what has inspired me to keep, refine, or add a particular value to the list. I let them know that several of these values have been informed by my discussions and interactions with former students. The extent to which these values resonate for new students varies but I have noted that they usually surprise them. Also, I have noticed that for some it has made a profound impact. For example, shy students have come up to me grateful for acknowledging them when I talk about them all mattering, regardless of how outgoing or not they are. When making this point, I usually stress that participation takes on different forms and I name them (e.g., emailing me after class to have an online dialogue about certain ideas that came up; dropping by to my office to express thoughts they have on what they are learning). Others have appreciated that their mental health comes first and that it is recognized along with physical health and not stigmatized. For a few, the idea of being self-aware was empowering.

The list also helped us be more aware during the term. On days where we had difficult discussions, I found some of my students reminding themselves and me that learning is disrupting. Furthermore, I look for ways to embed these values in coursework throughout the year. For example, the point on looking for the bright spots and challenging the deficit model is linked to the discussions on resilience and mental health in courses on child and adolescent development. The latter is also a topic that we revisit often in my course on classroom management, which students take while on practicum.

**Revisiting books aligned with my teaching philosophy.** Inspiring books about teaching and learning abound, yet, I have developed the ritual of referring to a handful of books at the beginning of an academic year. I also go back to them when I am looking for motivation during my teaching. Through reflecting on the main themes of these books, I have been able to identify my areas of strength, reflect on them, and access them on tough days. The themes of these books strongly align with my teaching values: belonging and community, trusting relationships, and a commitment to learning through dialogue and questioning. I share the titles of these books below and briefly explain why they matter to starting the year on a positive note.

*Choice Theory: A New Psychology of Personal Freedom*, by William Glasser (1999), is a book that I have relied on for several years. Choice theory explains why and how we make decisions that shape our lives. According to Glasser, all we do is behave; we choose our behavior. He stresses that coercing, manipulating, threatening, blaming, criticizing, ranking, punishing, and rewarding others do not build and maintain relationships (see Erwin, 2004 for a review). These are external controls and they do not work. Instead, we need to care, listen, support, accept, and encourage. Glasser claims that in addition to our need for survival, which greatly depends on our physiology, we have needs for love and belonging, power, freedom, and

fun and all our behavior is our best choice, when we make that choice, to attend to one or more of those needs (Glasser, 1999). I want to clarify here what Glasser meant by power and freedom. Power involves having a sense of competence and accomplishment, being listened to, and having a say. Freedom involves feeling that one has choice and autonomy; in other words, one can pursue a goal or a certain direction. Each one of us has these needs but some might be more prominent than others during certain situations.

Glasser's theory has contributed to my renewal by encouraging me to attend to others in a more positive way. Namely, I have let go of trying to control others. Letting go of control is an asset to teacher well-being. Instead, understanding that students' actions are their best way of responding to an unmet need in that moment builds relationships and resolves conflicts in positive ways. I found that taking time to reflect and recognize my *own needs* benefited my teaching as well as my resilience as an educator. For example, I am aware that freedom and belonging are very important needs in my teaching. I understand better why I make certain decisions in the classrooms, and in turn, my own understanding of my needs helps me better prepare for interacting with others whose prominent needs might be in conflict with mine. For example, my high need for belonging and building community at the beginning of an academic year might be challenged in a classroom that has many students with a high need for power, who prioritize knowing very well how they will be assessed and graded, and what they have to do to be very successful.

In teacher education classes focused on classroom management, I typically share the principles of choice theory and the implications of basic needs during the first two weeks of a course. I also have my students complete a survey so they identify their strongest needs. I found that the discussion of choice theory has a positive effect on pre-service teachers. In fact, several

of them use the basic needs survey in their own teaching during practicum as a way of getting to know their students and to create classroom norms. Knowing that my pre-service teachers find value in learning about needs is motivating because it shows their interest in their own students as people; therefore, I keep going back to Glasser's theory.

*It's All about We: Rethinking Discipline Using Restitution*, by Diane Gossen (2004), is a book that explains a self-discipline approach based on choice theory and rooted in Aboriginal practices. According to restitution self-discipline (RSD), when harm is done, the goal is repairing relationships not punishing the behavior. Gossen's book has been particularly helpful at the beginning of an academic year for a number of reasons. First, Gossen explains that our reasons for taking certain actions are: 1) avoiding pain, 2) gaining respect or a reward from others, and 3) respecting ourselves, with the last reason being the best one for us. Second, Gossen encourages honest self-evaluation and reflection, urging the reader to ask themselves "Why do I behave in a certain way?", "What do I believe?", and "What kind of person am I being?" Third, like Glasser, Gossen acknowledges that people have different ways of seeing how things should be and that we can only control ourselves. Gossen's work has challenged me to constantly consider who am I becoming through my actions. Gossen's work is restoring because it enables me to reflect on past experiences and their implications for who I am becoming as I get ready for an upcoming academic year because who we are becoming has a profound impact on our students.

*The Challenge to Care in Schools*, by Nel Noddings (2005), is another book that I seek at the beginning of the academic year because Noddings' ethic of care has shaped my teaching philosophy. I refer to this book, in particular, because Noddings stresses the importance of dialogue, especially with children. Noddings notes "that dialogue is a common search for understanding, empathy, and appreciation. It can be playful or serious, logical or imaginative,

goal or process oriented, but it is always a genuine quest for something undetermined at the beginning” (2005, p. 23). Noddings also highlights how dialogue connects us and supports our relationships. Given that developing trusting relationships and creating a supportive learning environment are vital to my teaching, I find Noddings’ thoughts about dialogue especially inspiring because dialogue is our opportunity to strengthen our relationships in the classroom. Also, dialogue can disrupt what we know about the world and ourselves; learning happens through this disruption created by dialogue.

*You’ve Gotta Connect*, by James Sturtevant (2014), is a book for teachers and I see it as an application of Noddings’ ethic of care. While Noddings’ ethic of care guided me in asserting what caring is, Sturtevant helped me share some practical ideas with my pre-service teachers about how they can show their students that they care. Sturtevant’s book is replete with excellent ideas for connecting with students. However, it is the point on being wary of nostalgia that I revisit before the beginning of an academic year. Specifically, Sturtevant advises educators to identify any nostalgic ideas that may be hindering their acceptance of current students. The author suggests that educators do not dwell on comparing the present to the past:

Many social studies teachers (like me) love to compare the present and the past. There is nothing wrong with being nostalgic on occasion. But nostalgia can stray far from the objective truth; its emotional power can skew your vision; it can injure. When nostalgia takes you away from the students that you have been blessed with the power to influence, it is far from harmless. I caution all educators about nostalgia. This moment is all we ever have with each student (p. 51).

In other words, it is important to learn about how our new students inspire and engage us because reminiscing about previous experiences will not help in connecting with our current students.

I go back to this section in Sturtevant's book because it challenges me. Although I would like to deny it, during my early years of teaching I have caught myself on many occasions, especially at the beginning of an academic year, comparing my new students to my former students and missing the connectedness I had with my former students and the effortlessness of dialogue with them. These nostalgic feelings have deprived me of making the best out of my first few weeks because I asked fewer questions that required tough conversations. We missed opportunities for rich conversations in the classroom because I chose to believe that my former students were more engaged and that my new students seemed to be more resistant to having their learning disrupted. I was too focused on how easy it was for me with my former students forgetting that my former students and I were once unfamiliar to each other, too.

### **The Emotional Dimension**

Yoo and Carter (2017), rightly argue that the high level of teacher attrition speaks to the dangers of disregarding the emotional aspects of teaching. Emotions are intrinsic to our teaching because we heavily invest ourselves into the work through the relationships we build with our students (Yoo & Carter). Teaching requires developing emotional awareness of oneself, as well as others. It also demands emotional labor (see Hochschild, 1983; Mayeroff, 1990) given that teachers are positioned as care-givers in their relationships with students. Moreover, emotional exhaustion, the core dimension of burnout, is robustly linked to the workload of teachers and the very little time they have to attend to the varied parts of their responsibilities (Shernoff, Mehta, Atkins, Torf, R., Spencer, 2011; Skaalvik & Skaalvik, 2010, 2015). In one study, for example, teachers expressed having very little time for rest and recovery (Skaalvik & Skaalvik, 2015). Therefore, teachers need to be aware of their negative feelings and need to be deliberate about

their self-care. Finally, because teaching is emotional, bringing humor and laughing with your students can be restoring as I show below.

**Humor on the first day of class.** Humor is critical to making connections in the classroom. I have been intentional about bringing humor to the first day of class. It fosters a fresh start by breaking some barriers. There are many ways in which we can build humor into our first class. In the past, I have relied mostly on group activities. As I gained experience, I became more comfortable in sharing stories about myself. I do recognize that there are stories that I share now that I would not have shared if I was a new teacher educator. Thus, we have to know our comfort level and decide to what extent we are willing to leave our comfort zones. Also, sometimes, I ask pre-service teachers to share their own funny stories.

One of the introductory activities that I have been using for the past few years involves people sharing their first name and adjective that describes them and starts with the first letter of their name. Usually, this activity gets people to share some funny stories about themselves. I have used it to stress the importance of humor in the classroom. After completing the activity, I ask my students for their thoughts on why I chose to start with this activity. Often, students say to build community and to learn names but rarely do they bring up laughter. I always bring it up and explain to them that laughter is important in my class. It is especially important on first days of classes where we need to be serious about our commitment to teaching and learning but we do not have to take ourselves seriously. Talking explicitly about humor on the first day of class and letting my students know that I enjoy laughing together has strengthened my relationships with some of them.

**Understanding our emotions and awareness of our well-being.** This is a developing practice for me; however, I found that practicing some of the exercises suggested by Jennings

(2015) instrumental in keeping me better adjusted. I use some of the mindfulness exercises in the text with pre-service teachers and find that it is effective to engage teacher candidates in conversations about their own emotional awareness and well-being.

Part of maintaining a sense of renewal is understanding how one deals with difficult emotions in the classroom. Jennings' book includes a number of useful ideas for educators to check-in with their emotions and feel restored. There are two activities, however, that are particularly conducive to my ongoing renewal. The first activity that Jennings describes for working with difficult emotions has contributed to maintaining a sense of positivity about my work even during tough times. The practice involves remembering a time I experienced an uncomfortable emotion. I have to recall the event in as much detail as I can, the emotions it triggered, where in my body I experienced that emotion, and non-judgmentally observe the thoughts that cross my mind. Sometimes I also find it helpful to journal about this activity. With repeated practice, I have found over time that I respond more positively to challenges in my teaching. Also, this practice has assisted me in becoming more aware of my emotions and their effect on my thoughts and behaviors. In particular, I find that I am calmer during difficult situations and that I get to "new fresh starts" in the classroom after experiencing conflict. There is room for do-overs in teaching.

The second activity is the self-care assessment and plan. I offer a brief overview of the activity here but I strongly suggest that interested readers refer to her book for a more detailed instruction of the activity. The first part of the self-care assessment begins with the educator writing down a list of their daily activities. Next, they rate each activity on a four-point scale, from 1= not enjoyable at all to 4= very enjoyable. Then, the person has to identify the extent to which the activity focuses on themselves or others (self-other) and the time spent on the activity.

Last, the person has to calculate the total number of hours in a day spent on something for themselves that they enjoy. The second part involves writing down all the activities that the person enjoys and is doing at present. Then, they have to identify whether the activity supports one or more of their four dimensions of personal growth and development, which are: 1) physical, 2) emotional, 3) intellectual, and 4) spiritual/inner life. In the self-care plan that one wants to commit to, they have to list the things that they enjoy and would like to do. Also, they have to identify again what dimensions these activities satisfy. Although it might feel awkward to consider what we would like to do for ourselves, Jennings argues that one needs to take care of themselves first to be able to care for others.

### **The Social Dimension**

Nieto (2003) contends that to maintain teachers' engagement with the profession, schools need to build a sense of community and be intellectually engaging. The vital role of colleagues for well-being and resilience cannot be overstated, especially given that some teachers leave the profession due to feelings of isolation and lack of support (NEA, 2003). Several studies have shown the importance of supportive colleagues for the resilience of experienced and novice teachers alike. In their study examining the sources of strength of eight experienced teachers drew on during times of adversity, Patterson, Collins, and Abbott (2004) found that relying on friends and colleagues was one of these sources. In another study (Johnson, Down, Cornu, Peters, Sullivan, Pearce, & Hunter, 2010) that involved interviewing 59 early career teachers, the participants reported that they coped better when they were supported by colleagues. Examples of support included colleagues asking about the participant's well-being, receiving help, and interacting freely with faculty in the staffroom. Finally, a study (Gu & Day, 2007) that interviewed three teachers at different stages of their careers found that two out of the three

teachers (both teachers have been teaching for longer than five years) held positive views about their career paths partly due to the supportive nature of their school.

Finding people that you can connect with at work and outside of work is critical to renewal. I focus below on finding support at work because many educators express feelings of isolation in their institutions. My peers have definitely contributed to my commitment to teaching and I am confident that my focus on building community with my peers early in the school year has been very important for my well-being.

**Supportive colleagues.** “The kind of teacher you will become is directly related to the kind of teachers you associate with. Avoid people who are unhappy and disgruntled about the possibilities for transforming education. They are the enemy of the spirit of the teacher” (Emdin, 2016 p. 208). I have been fortunate enough to work with groups of people who are passionate about our shared profession of teacher education. Happily, several of them also enjoyed each other’s company. Collaborating and enjoying down time with colleagues has contributed to my renewal in a number of ways. It has also made me aware of what kind of people I seek not only for emotional support but also for challenging me to improve my teaching.

Several of the courses I taught a few years ago had multiple sections and required that I meet with my peers before the beginning of the year. Many of us had different ways of approaching topics as well different areas of interest. Listening to others share their experience and their different approaches to teaching, helped me introduce topics that I have taught for years in new ways. It has also exposed me to the work of experts that I did not know about before. Importantly, at the end of almost every week, we met outside our classrooms and offices to debrief. We shared ideas, expressed our concerns as well as our excitement about what is happening in our classes. I have also found new ways of approaching a topic or dealing with a

difficult situation. Although such gatherings can happen at any point during the year, I have found that starting at the beginning of the year and making a habit out of it has been especially helpful. At the beginning of the year, especially if one is new, they might find themselves alone in not knowing how their institution works or what the expectations are. One's colleagues can be a great source of support.

My pre-service teachers knew that I worked closely with other instructors. They have seen my colleagues serving as critical friends by visiting my classes to observe my teaching. We have also discussed the importance of inviting our colleagues to our classrooms and us visiting other colleagues. Additionally, I have developed the habit of telling pre-service teachers when I teach something differently based on what I learned from a colleague teaching another section. Finally, I have always encouraged them to lean on one another and let them know how I have relied on the instructors in the building.

### **Conclusion**

A recent report by the American Federation for Teachers showed that the mental health of teachers is declining. Specifically, in 2017 58% of teachers reported that their mental health was not good in comparison to 34% in 2015 (AFT, 2017). Additionally, the rates of attrition are disconcerting, especially among early career teachers. Teacher renewal matters not only for teacher retention but also for nurturing teacher resilience and avoiding burnout. All the practices of renewal that I shared in this paper were intentionally tied to teaching. It is my hope that educators try to find ways of renewal through their teaching to strengthen their connectedness to the profession. Supporting pre-service teachers in this way is a task that teacher education programs can and must take on. As teacher educators, we need to aim for preparing future

educators who not only successfully complete our programs but also stay and prosper in the profession.

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