

EDUCAÇÃO POSITIVA

PROMOÇÃO DO BEM-ESTAR E DA RESILIÊNCIA NOS PROFESSORES

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Dedicatória

*À minha querida mãe,
Manuela.*

Modelo de inteligência, amor e resiliência.
Partiu, mas deixou-nos a sua grandeza e exemplo.
Não há palavras... Só sentimentos.
A minha eterna gratidão.

Esta conquista também é tua.

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RESUMO

Esta tese de doutoramento pretende contribuir para a promoção do bem-estar e da resiliência dos professores, numa perspetiva positiva e visando o seu empoderamento. Pesquisas sobre a promoção da resiliência e do bem-estar nos professores mostram uma relação positiva entre esses dois construtos e revelam que essas competências podem ser ensinadas e desenvolvidas por meio de intervenções formais e bem estruturadas.

O objetivo principal deste trabalho foi analisar os efeitos de intervenções de desenvolvimento profissional na promoção do bem-estar e da resiliência nos professores. Procurámos dar resposta a este objetivo através dos três artigos que constituem esta tese.

No 1.º artigo, *“Fostering teachers`resilience and well-being through professional learning: Effects from a training programme”*, apresentamos os resultados quantitativos da aplicação do programa de formação presencial, “Educação Positiva– Promoção do bem-estar e da resiliência nos professores”, com 18 horas de duração e com foco na resiliência e no bem-estar. O estudo seguiu um design quasi-experimental, envolvendo 59 professores portugueses no ativo (35 em dois grupos experimentais e 24 no grupo de controlo), pertencentes a todos os níveis de ensino (com exceção do universitário). Os efeitos do programa de formação foram avaliados através das seguintes medidas: motivação, resiliência global, compromisso com a profissão, autoeficácia, suporte escolar, afetos negativos e positivos, bem-estar no trabalho e sentido no trabalho. Os resultados mostraram efeitos positivos para todas as variáveis, com exceção do Compromisso com a profissão e Suporte escolar.

No 2.º artigo, *“Positive Education: A professional learning programme to foster teachers`resilience and well-being”*, são discutidos os conceitos e tópicos de cada um dos módulos do programa “Educação Positiva”, adaptado do projeto europeu ENTREE (ENhancing Teachers RESilience in Europe), com sete módulos de formação: 1-Resiliência; 2-Construção de Relacionamentos; 3-Bem-estar emocional; 4-Gestão do stresse; 5-Ensino eficaz; 6-Gestão da sala de aula; e um módulo nuclear 7-Educação para o bem-estar. Neste artigo são apresentadas as estratégias implementadas na promoção de um ambiente de formação colaborativo e são descritos os principais resultados qualitativos do programa, obtidos através de entrevistas, e que foram, na generalidade, muito positivos.

No 3.º artigo, *“Effects of interventions on teachers` well-being and resilience: A systematic review”*, apresentamos uma revisão da literatura sobre os efeitos de intervenções em resiliência e/ou bem-estar nos professores, em estudos quantitativos e qualitativos, desenvolvidos de 2000 a 2019. Analisaram-se 27 estudos, de diversos países, com intervenções com foco e abordagem diversificada, aplicadas a professores de todos os níveis de ensino (abaixo do ensino superior) e com resultados diferenciais nas variáveis consideradas. No geral, os resultados mostraram que o número de efeitos positivos e neutros foi igual e que os estudos com um desenho de pesquisa mais rigoroso obtiveram mais efeitos neutros do que positivos. Também houve um maior número de efeitos positivos nas intervenções com professores do ensino secundário e nas que utilizaram uma abordagem positiva.

O presente trabalho permite evidenciar que programas de desenvolvimento profissional eficazes podem representar uma estratégia adequada na promoção das competências de bem-estar e resiliência dos professores, com consequentes benefícios pessoais, profissionais e organizacionais.

Palavras-chave: Educação Positiva; Bem-estar dos Professores; Resiliência dos Professores; Aprendizagem Profissional dos Professores

ABSTRACT

This doctoral thesis intends to contribute to the promotion of well-being and teachers' resilience, in a positive perspective and aiming at their empowerment.

Research on promoting teacher resilience and well-being shows a positive relationship between these two constructs and reveals that these skills can be taught and developed through formal and well-structured interventions.

The main objective of this work was to analyze the effects of professional development interventions in promoting the well-being and resilience in teachers. We sought to respond to this objective through the three articles that make up this thesis.

In the 1st article, "Fostering teachers' resilience and well-being through professional learning: Effects from a training programme", we present the quantitative results of the application of the face-to-face training program, "Positive Education – Promoting well-being and resilience in teachers", with 18 hours of duration and focusing on resilience and well-being. The study followed a quasi-experimental design, involving 59 active Portuguese teachers (35 in two experimental groups and 24 in the control group), belonging to all levels of education (except university). The effects of the training program have been assessed using the following measures: motivation, global resilience, commitment to the profession, self-efficacy, school support, negative and positive affections, well-being at work and meaning of work. The results showed positive effects for all variables, except for Commitment to the Profession and School Support.

In the 2nd article, "Positive Education: A professional learning program to foster teachers' resilience and well-being", we discuss the concepts and topics of each of the modules of the "Positive Education" program, adapted from the European ENTREE project (Enhancing Teachers REsilience in Europe), with seven training modules: 1-Resilience; 2-Construction of Relationships; 3-Emotional Well-being; 4-Stress Management; 5-Effective Teaching; 6-Classroom Management; and a core module 7-Education for Well-being. This article presents the strategies implemented in promoting a collaborative training environment and the main qualitative results of the program, obtained through interviews, and which were generally very positive.

In the 3rd article, "Effects of interventions on teachers' well-being and resilience: A systematic review", we present a review of the literature on the effects of interventions in resilience and/or well-being in teachers, in quantitative and qualitative studies, developed from 2000 to 2019. 27 studies, from different countries, have been analyzed using interventions with a diversified focus and approach, applied to teachers of all levels of education (except university) and with differential results in the variables considered. Overall, the results showed that the number of positive and neutral effects was the same, and that studies with a more rigorous research design had more neutral effects, rather than positive ones. There were also a greater number of positive effects on interventions with secondary school teachers and in those who used a positive approach.

The present work shows that effective professional development programs may represent an appropriate strategy in promoting well-being skills and resilience of teachers, with consequent personal, professional, and organizational benefits.

Keywords: Positive Education; Teachers Well-being; Teachers Resilience; Teacher Professional Learning

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SECÇÃO I - INTRODUÇÃO

Introdução

Começamos esta secção por apresentar os capítulos que a constituem, nomeadamente:

- **Capítulo 1** - Visão geral sobre a problemática atual e internacional associada aos fatores de mal-estar docente. Perspetivamos a possibilidade de reverter este quadro, através de estratégias de promoção do bem-estar e da resiliência dos professores, levando em conta, para esse efeito, os contributos da Educação Positiva. Apresentamos também o objetivo geral da tese.
- **Capítulo 2** - Após a contextualização inicial aos temas a desenvolver nesta tese, passamos à apresentação de uma abordagem ampla ao conceito de bem-estar e às perspetivas que o integram.
- **Capítulo 3** - Descrevemos uma corrente psicológica que poderá ser muito influente numa compreensão mais detalhada sobre o bem-estar docente, a Psicologia Positiva.
- **Capítulo 4** - Apresentamos a contextualização da psicologia positiva ao campo da Educação, a Educação Positiva, sistematizando alguns dos seus contributos na promoção do bem-estar docente.
- **Capítulo 5** – Descrevemos alguns fatores e definições de bem-estar docente, constatando-se que este conceito se relaciona diretamente com o de resiliência dos professores.
- **Capítulo 6** - Em continuidade, aprofundamos o conceito de resiliência docente, apresentando dois modelos explicativos para esse construto multidimensional.
- **Capítulo 7** - Dando seguimento à lógica conceptual inerente à organização e sequencia dos capítulos, apresentamos alguns elementos promotores de bem-estar e de resiliência nos professores.
- **Capítulo 8** – Damos exemplos de intervenções promotoras de bem-estar e de resiliência nos professores que utilizam alguns dos elementos descritos no capítulo anterior.
- **Capítulo 9** - Por último, apresentamos uma visão geral dos estudos empíricos que compõem esta tese de doutoramento e que têm como objetivo analisar os efeitos de intervenções de desenvolvimento profissional, na promoção do bem-estar e da resiliência nos professores.

1. Visão geral

A resiliência apresenta-se como um elemento essencial para a construção e o desenvolvimento do bem-estar pessoal e profissional do professor, melhorando a sua qualidade de vida (Beshai et al., 2018; Chesak et al., 2019; Hayes et al., 2019). Ambos os constructos são frequentemente utilizados nas pesquisas sobre professores. Contudo, há necessidade de uma maior clareza conceptual e de uma compreensão mais detalhada da relação entre bem-estar e resiliência docente (Hascher et al., 2021).

Atualmente, a nível internacional, um número significativo de professores sofre de stresse e *burnout*, chegando a adoecer por problemas psicológicos e psicossomáticos, devido à contínua exposição a fatores profissionais de desgaste (Hue & Lau, 2015; McCarthy et al., 2014; Parker & Martin, 2009; Tyson et al., 2009). Segundo Greenfield (2015), o stresse dos professores é inerente à excessiva carga de trabalho, ao facto de serem forçados a lidar com as reformas governamentais frequentes, com os métodos orientados para os resultados e com a desvalorização profissional. O stresse nos docentes é, assim, uma área de interesse em termos de pesquisa internacional, juntamente com os fenómenos psicológicos ligados à síndrome de *burnout* e à sua relação com a resiliência dos professores (Gonzalez-Valero et al., 2021). O stresse e o *burnout* têm efeitos na saúde física e mental, na autoestima e nas relações pessoais dos professores (Embse et al., 2019; Gu & Day, 2014), com consequências diretas na educação dos seus alunos (Hattie & Yates, 2014; McCallum & Price, 2010). Com base nestes factos, emerge uma necessidade de se encontrarem estratégias que auxiliem na diminuição destes problemas e que promovam a saúde e o bem-estar dos professores, em contraposição aos seus medos profissionais e a sentimentos de mal-estar (Fernandes, 2004; Franco Justo, 2010; Hayes et al., 2019).

Uma abordagem alternativa à do mal-estar do professor é a da promoção dos fatores positivos de bem-estar (e.g., resiliência), a qual é influenciada pela psicologia e educação positivas (Seligman & Csikszentmihalyi, 2000). Este movimento tem ganho corpo investigativo e opõe-se à abordagem tradicional baseada nos fatores mais negativos: stresse, desgaste e cansaço do professor.

Nos tempos atuais, os constantes desafios educacionais exigem repensar a promoção da saúde escolar e dos seus agentes educativos (Wong, 2009). Neste âmbito, os professores adquirem um protagonismo peculiar, tornando-se necessária uma adaptação da sua vida pessoal e profissional aos tempos de mudança em que vivem. Refletir sobre como podemos transformar

a educação para podermos viver em bem-estar, com qualidade de vida e saúde integral, pode vir a ajudar os professores a viverem melhor, a serem mais resilientes e felizes (Greenberg et al., 2016; Falecki, 2020; Hirshberg, 2017; Schussler et al., 2018). A resiliência do professor pode ser definida como o processo ou capacidade para uma adaptação bem-sucedida, apesar das circunstâncias difíceis ou ameaçadoras e, não sendo ela um mero atributo pessoal, o enfoque é colocado na necessidade de identificação das características individuais e contextuais que atuam como fatores de proteção (Beltman et al., 2011; Kangas-Dick & O`Saughnessy, 2020).

Os professores são pessoas que pensam, sentem e agem - tal como os seus alunos - e estabelecem continuamente uma malha relacional que influencia todos aqueles com quem interagem. É por isso importante facilitar o contágio educativo positivo, por relações saudáveis e com indivíduos saudáveis, numa perspetiva holística: física, emocional, social e espiritual, situação que pode ser potencializada e promovida através, por exemplo, de atividades de formação docente, privilegiando a ação-reflexão participada, colaborativa e interventiva (Fernandes, 2008). Deste modo, quando lhes surgem novos desafios educativos, se eles tiverem essas competências fortalecidas, estarão mais aptos a fazer escolhas conscientes, ao invés de simplesmente reagirem (Chesak et al., 2011; Hraha, 2012).

Torna-se, portanto, premente, conhecer e compreender os fatores e processos que podem estar associados à promoção do bem-estar e que contribuem para o crescimento e desenvolvimento humano e profissional dos professores (Kaur & Singh; 2019). A promoção do bem-estar e das competências de resiliência nos docentes, desencadeia um efeito catalisador positivo nos contextos em que estes se manifestam, melhorando a qualidade da sua performance profissional e, como consequência, as condições de ensino-aprendizagem dos seus alunos (Schussler et al., 2018; Sharp & Jennings, 2015).

O objetivo principal desta tese, *analisar os efeitos de intervenções de desenvolvimento profissional, na promoção do bem-estar e da resiliência nos professores*, foi enunciado no sentido de dar resposta à atual problemática de mal-estar docente, atrás descrita, e teve como ponto de partida o enquadramento conceptual revisto e as abordagens de intervenção já existentes.

Realizada a contextualização inicial aos temas desenvolvidos neste trabalho, passamos agora à apresentação mais detalhada de algumas abordagens genéricas ao bem-estar.

2. Abordagens ao bem-estar

A pesquisa sobre bem-estar tem vindo a aumentar e é reveladora da complexidade desse conceito, o qual provém de duas abordagens diferentes (Ryan & Deci, 2001): o bem-estar subjetivo (BES), enquadrado numa perspetiva hedonista, centrada na felicidade e na satisfação com a vida; e o bem-estar psicológico (BEP), inserido numa perspetiva eudemónica, enquanto indicador de saúde mental e do funcionamento psicológico positivo. O conceito de BES surgiu na década de 70, englobando uma dimensão cognitiva, a satisfação com a vida e uma dimensão emocional, constituída pelo afeto positivo e reduzido afeto negativo (Diener et al., 2002). A satisfação com a vida corresponde à avaliação cognitiva da vida como um todo, enquanto o balanço afetivo se relaciona com a proporção relativa entre afeto positivo e negativo. O BES está estruturado com estes três componentes a formarem um fator global, com variáveis interrelacionadas, sendo medido a partir da perspetiva do próprio indivíduo. Por outro lado, cada um dos três componentes pode ser subdividido. A satisfação com a vida global pode ser dividida em satisfação com os vários domínios de vida e estes podem ser divididos em várias facetas. O afeto positivo pode ser dividido em emoções como, por exemplo, alegria, afeição, esperança, e o afeto negativo em emoções como, por exemplo, medo, culpa, vergonha; focando estados de longo termo (Diener et al, 2010).

Nos anos 80 surgiu o conceito de bem-estar psicológico (BEP), ligado a uma vertente eudemónica, o qual reporta ao desenvolvimento humano na superação dos desafios existenciais da vida, contemplando várias dimensões do funcionamento psicológico (Keyes et al, 2002). O modelo multidimensional de BEP, de Ryff (1989), identifica seis dimensões psicológicas: autoaceitação, relações positivas com os outros, autonomia, domínio do meio, propósito de vida, e crescimento pessoal. Neste sentido, associado ao desenvolvimento do indivíduo, encontra-se o conceito de significado e autorrealização (Ryan & Deci, 2001).

O bem-estar pessoal (subjetivo ou psicológico) e profissional do professor são de grande importância para todos os interessados na Educação e a pesquisa sobre estes temas tem vindo a crescer nos últimos anos (e.g., Chan, 2010; Emerson et al., 2017; Hayes et al., 2019; Hue & Lau, 2015; Sharrocks, 2014), existindo várias abordagens a esse constructo que testemunham a sua natureza complexa e multidimensional. Algumas teorias do bem-estar docente focam-se nas emoções (perspetiva hedónica), outras em elementos eudemónicos (virtudes humanas) e há ainda, abordagens que unificam as correntes eudemónicas e hedonistas (White & McCallum, 2020). Para uma compreensão mais detalhada sobre o bem-estar, passamos a descrever uma abordagem que poderá ser muito influente nesse propósito – a psicologia positiva.

3. Psicologia Positiva

A psicologia positiva objetiva estudar as virtudes, o florescimento humano, a resiliência e o bem-estar, esforçando-se por compreender e nutrir a vida de indivíduos e instituições, por meio de práticas baseadas em evidências e investigação sólida (Pawelski, 2016). Contudo, não pretende negar a doença, o sofrimento humano e os aspetos negativos das pessoas e instituições. A proposta é que, para além destes elementos, também sejam considerados os aspetos positivos, numa busca de equilíbrio na abordagem (Gable & Haidt, 2005). Este movimento tem crescido, de forma exponencial, desde que surgiu no início do milénio e tem-se ramificado por outras áreas do saber e do conhecimento (Maybury, 2013; Seligman, & Csikszentmihalyi, 2000; Waters & White, 2015). A psicologia positiva foi definida por Seligman (2002), como o estudo científico das condições e processos que contribuem para o funcionamento ideal, ou florescente, de pessoas, grupos e instituições. Tem como propósito valorizar as experiências subjetivas (e.g., bem-estar e satisfação) e as características positivas pessoais (forças de carácter). Ao nível do grupo e comunidade, valoriza as instituições que promovem a ética e o civismo no trabalho (Seligman & Csikszentmihalyi, 2000).

A referência mais comum ao surgimento da psicologia positiva, focando as forças humanas e a construção de uma vida melhor, tem como marco o final dos anos noventa, com Martin Seligman, quando este era presidente da *American Psychological Association*. Com o crescimento do interesse por este movimento, deu-se a adesão de muitos outros investigadores, destacando-se, entre vários, Csikszentmihalyi. Na edição especial da revista *American Psychologist*, de 2000, Seligman e Csikszentmihalyi defenderam a importância de se conhecerem os fatores envolvidos no bem-estar e no desenvolvimento positivo dos indivíduos e das instituições; assinalando, deste modo, um outro enfoque no paradigma da psicologia.

Para o proponente da psicologia positiva, a definição de saúde da Organização Mundial de Saúde, proposta em 1946, é incompleta. À ausência de doenças, Seligman e Csikszentmihalyi (2000) acrescentaram a presença de emoções positivas, conduzindo a um quadro de efetivo bem-estar e saúde. Nesse âmbito, Seligman, em 2011, descreveu diversas investigações sobre doenças cardiovasculares, cancro e doenças infecciosas para mostrar que o foco exclusivo na doença nem sempre leva à cura e que emoções negativas como o pessimismo, ódio e rancor podem estar entre as causas de muitas doenças. Desse modo, com o foco na prevenção de doenças e na promoção da saúde, Seligman apresentou contributos que podem ser desenvolvidos como forma de proteger a população, levando à adoção de uma postura

otimista e diretamente ligada ao bem-estar. Para este investigador, as pessoas otimistas possuem atitudes e estilos de vida mais saudáveis.

No início, a psicologia positiva tentou operacionalizar conceitos como a felicidade, mas gradualmente alterou o foco para outros constructos, entre os quais o conceito de bem-estar que tem ganho um papel de destaque (e.g., Dodge et al., 2012). Nesse seguimento, Seligman, em 2011, sugeriu uma mudança na definição de psicologia positiva, enquanto a ciência que investiga o bem-estar, passando a ser este o termo operacional para o conceito de felicidade. De acordo com esta perspectiva, a psicologia, para além de estudar as patologias, as fraquezas e os danos, deverá também estudar as forças e as virtudes, focando-se no que existe de melhor e procurando desenvolvê-lo (Seligman & Csikszentmihalyi, 2000). Nesta abordagem, o conhecimento das forças e virtudes pode conduzir ao “florescimento” dos indivíduos, comunidades e instituições.

Existem diversas definições para o conceito de **florescimento**, como a de Keies e Haidt (2003), que o consideram como uma condição que permite o desenvolvimento pleno, saudável e positivo dos aspetos psicológicos, biológicos e sociais dos seres humanos. Enquanto para Huppert e So (2013), o florescimento é uma combinação de diferentes fatores: um indivíduo sentir-se bem, vivenciando mais emoções positivas do que negativas (componente hedónica) e funcionar de forma eficaz, através da aplicação do seu potencial individual numa vida com sentido (componente eudemónica).

Peterson e Seligman (2004) identificaram as seis principais **virtudes humanas** comuns às diferentes religiões, tradições, filosofias e culturas, e as vinte e quatro **forças de carácter** que lhes estão associadas (Tabela 1). As forças de carácter conduzem às virtudes e produzem uma gratificação imediata (emoções positivas), fazendo com que a pessoa, ao utilizá-las, se sinta renovada ao invés de esgotada. Seligman e Peterson (2004) criaram um manual de classificação das forças de carácter e das virtudes (CSV – *Character, Strengths and Virtues*), dedicado ao bem-estar psicológico e correspondendo ao equivalente positivo do “DSM - *Diagnostic and Statistical Manual of Mental Disorders*”, referente às perturbações psicológicas. O CSV teve como objetivo descrever e classificar as forças e virtudes que possibilitam às pessoas “florescerem” (Seligman et al., 2005). As forças de carácter podem ser identificadas e medidas, por autorrelato, usando o *Values in Action Character Strengths Survey* (www.viacharacter.org) e, através destas, os indivíduos podem desenvolver e alcançar as virtudes catalisadoras do crescimento humano.

Segundo Seligman (2002), as intervenções em psicologia positiva visam aumentar o bem-estar, através, por exemplo, do desenvolvimento da gratidão, de relacionamentos positivos, da identificação de forças de caráter, do aumento de emoções positivas e da valorização de realizações e conquistas. Nesse sentido, Seligman propôs o Modelo P.E.R.M.A. (acrónimo da língua inglesa) para a compreensão do bem-estar, o qual não foi desenvolvido especificamente para a área da educação, mas que tem vindo a ser utilizado no delineamento de intervenções de bem-estar em contexto educativo. Segundo este modelo, o construto bem-estar pode ser medido através de cinco fatores: emoção positiva (P-Positive emotion); envolvimento (E-Engagement); relacionamentos (R-Relationships); sentido (M-Meaning) e realização (A-Accomplishment). Este modelo conceitua um dos objetivos principais da psicologia positiva que é aumentar o florescimento do indivíduo através do aumento das emoções positivas, do envolvimento, do sentido, dos relacionamentos positivos e da realização. O modo como um indivíduo escolhe a sua trajetória de vida, permitir-lhe-á maximizar todos estes elementos. Assim, segundo a teoria de Seligman (2011), o bem-estar é um constructo constituído por estes cinco elementos mensuráveis, em que cada um deles contribui para o bem-estar, mas não o define na sua totalidade.

Tabela 1

Classificação das 6 virtudes e das 24 forças de caráter (adaptado de Peterson & Seligman, 2004)

Virtudes e forças de caráter	Definição
1. Sabedoria e conhecimento	Forças cognitivas que se relacionam com a aquisição e o uso do conhecimento.
Criatividade	Pensar numa maneira nova e produtiva de fazer as coisas.
Curiosidade	Ter interesse intrínseco pela experiência e conhecimento em si mesmos.
Originalidade	Ter mente aberta. Pensar nas coisas analisando todas as perspectivas.
Gosto pela aprendizagem	Procurar novas competências, assuntos e conhecimentos.
Perspetiva	Ser capaz de dar amplos conselhos e novas visões aos outros.
2. Coragem	Forças emocionais que envolvem o exercício da vontade para atingir metas, face à oposição interna ou externa.
Autenticidade	Falar a verdade e apresentar-se de uma forma genuína. Ser íntegro.
Ousadia	Não evitar desafios, dificuldades ou sofrimentos, utilizando a valentia.
Persistência	Terminar, de forma perseverante, o que começou.
Entusiasmo	Viver a vida com entusiasmo, vitalidade, vigor e energia.
3. Humanidade	Forças interpessoais que envolvem colaborar e apoiar os outros.
Amor	Valorizar as relações próximas com os outros, como o cuidar e o afeto recíproco.
Generosidade	Fazer favores e praticar boas ações aos outros.
Inteligência Social	Estar consciente, com empatia, das motivações e sentimentos dos outros.
4. Justiça	Forças cívicas que envolvem uma vida saudável em comunidade.
Equidade	Tratar todas as pessoas de forma igual, de acordo com as noções de lealdade e justiça.
Liderança	Organizar atividades de grupo e encorajar, com influência, para que elas se realizem.
Trabalho de equipa	Trabalhar bem como membro de um grupo ou equipa, sendo-lhe fiel e com cidadania.
5. Moderação	Forças que nos protegem contra os excessos.
Perdão	Perdoar aqueles que fizeram algo de errado ou o próprio, não sendo vingativo.
Modéstia	Não atribuem crédito exagerado às suas realizações.
Prudência	Ter cuidado com as escolhas: não dizer nem fazer coisas de que se possa arrepender.
Autocontrolo	Controlar o que diz e sente de forma a atingir objetivos.
6. Transcendência	Forças que nos conectam com algo que nos eleva.
Apreciar a beleza e a excelência	Ver e apreciar os talentos, a beleza e a excelência em todos os domínios da vida.
Gratidão	Estar consciente e agradecido pelas coisas boas que acontecem.
Esperança	Expectativa positiva a respeito do futuro, com otimismo, trabalhando para o alcançar.
Humor	Gostar de fazer brincadeiras, rir, divertir-se e fazer os outros ficarem bem-dispostos.
Espiritualidade	Ter crenças coerentes com um propósito e sentido de vida.

A implementação das mais elevadas forças conduz a mais emoções positivas, a um maior sentido para a vida, a melhores realizações, a um maior comprometimento e a mais relações positivas. Em suma, os cinco fatores estão interrelacionados em sinergia, refletindo uma perspectiva holística do bem-estar. A promoção das virtudes e das forças pessoais permite que estes fatores, em conjunto com outros aspetos do florescimento, como o otimismo e a resiliência, sejam alicerçados de forma mais consistente e funcionem como recursos na superação de adversidades (Peterson & Seligman, 2004).

A literatura tem vindo a apresentar um corpo conceptual demonstrativo da aplicação da psicologia positiva à Educação, nomeadamente ao considerar o bem-estar como uma meta operacional para os sistemas educacionais (e.g., White, 2016). Por outro lado, destaca o quanto se torna necessário introduzir mudanças nas políticas educativas, visando intervenções promotoras de bem-estar e de resiliência, ao invés de modelos baseados unicamente na diminuição do mal-estar (Roffey, 2012). Na revisão sobre intervenções para o bem-estar docente, realizada por McCallum et al. (2017), os autores constataram que grande parte dos estudos se focou nas influências negativas no professor (e.g., stresse). Contudo, as estratégias de bem-estar pessoais e profissionais, adotadas pelos professores, foram as mais duradouras e significativas.

A alta prevalência mundial de depressão entre os professores, o fraco aumento na satisfação com a vida e a sinergia entre o ensino e as emoções positivas revelam a necessidade de serem ensinadas e aprendidas competências de bem-estar e resiliência pelos docentes (Proctor et al., 2009; Seligman et al., 2009). Com esse objetivo, apresentamos em seguida a Educação Positiva e alguns dos seus contributos na promoção do bem-estar docente.

4. Educação Positiva

Na evolução desta abordagem positiva do ser humano e das organizações, surgiu uma área de investigação que cruza a corrente da psicologia positiva com a da educação: a Educação Positiva. Esta corresponde ao desenvolvimento de ambientes educacionais que permitem ao aluno envolver-se em currículos estabelecidos, adquirindo, além de conhecimentos formais, as competências para desenvolver o seu próprio bem-estar e o dos outros (Kern et al., 2015; Norrish et al., 2013; Oades et al., 2011). No caso dos professores, permite que eles utilizem os seus talentos e virtudes, potenciando o seu bem-estar e o dos seus alunos. A Educação Positiva desenvolve, assim, ambos os saberes: os tradicionais e os que levam ao bem-estar, objetivando melhorar as potencialidades e qualidades de vida de alunos e professores.

As intervenções em Educação Positiva têm um grande potencial de eficácia na promoção do bem-estar (Seligman, 2011; Seligman e Csikszentmihalyi, 2000; Pajares, 2001), valorizando o capital psicológico e o potencial humano educativo, através do reforço do que existe de melhor em cada um (Falecki & Mann, 2020).

A Educação Positiva concede uma grande importância às principais virtudes e traços positivos de alunos e professores, as “forças de caráter”, como, por exemplo: empatia, criatividade, bondade, resiliência, coragem, entre outras. Além disso, procura que estes traços positivos conduzam as pessoas a enfrentarem a vida de forma mais positiva e equilibrada. Como refere Korthagen et al. (2001, 2013), que designa as forças de caráter da psicologia positiva por qualidades nucleares, estes traços positivos não constam na lista de competências necessárias e avaliadas oficialmente nos professores. O comum é o foco dirigir-se unicamente para as competências técnicas do docente e não tanto para as suas qualidades pessoais. Contudo, são estas características positivas que mais auxiliam os indivíduos a enfrentarem a vida de forma equilibrada e, como sublinham os autores, quando nos lembramos do professor que mais nos marcou, a nossa memória recorda-se, principalmente, dessas qualidades pessoais.

A Educação Positiva poderá vir a formar o contexto epistemológico correto para que se desenvolvam novas políticas educativas que valorizem não só a riqueza, como a felicidade, o bem-estar e a resiliência dos professores, elementos catalisadores de instituições positivas, potenciadoras do equilíbrio integral do ser humano (Clonan et al., 2004; Dodge et al., 2012; Ganga et al., 2014; Marujo et al., 2007). Nesse sentido, tornam-se necessárias intervenções para professores baseadas no paradigma da Educação Positiva, e, tendo como objetivo principal, o

florescimento dos professores. Este conceito corresponde à orientação dos professores para um modo de vida mais adaptativo e com a presença de emoções positivas (e.g., bom humor, esperança e otimismo), num processo de transformação pela positiva.

Já existem exemplos de intervenções escolares de sucesso na implementação da Educação Positiva, realçamos a de Seligman (2011), realizada com jovens na Escola Secundária de Geelong, na Austrália, onde este investigador, contando com uma estrutura completa de docentes com formação em psicologia positiva, liderou a criação de uma intervenção na escola, em tempo integral e que foi implementada durante dois anos. O objetivo foi promover o florescimento e comprovar a importância de a escola ensinar o bem-estar aos seus jovens. Todos os elementos da comunidade educativa estiveram envolvidos e os professores foram auxiliados a aprender e a viver o bem-estar, antes de começarem a ensiná-lo e a incorporá-lo no currículo (Seligman et al., 2009). Também Falecki e Mann (2020) utilizaram a perspetiva da psicologia positiva para investigarem um conjunto de estratégias de suporte ao bem-estar docente, nas quais incluíram oportunidades regulares de aumento do capital psicológico dos professores, através do desenvolvimento do “herói” interno – programa HERO: esperança (Hope), eficácia (Efficacy), resiliência (Resilience) e otimismo (Optimism). Para as autoras, os professores beneficiam se aprenderem a gerir os seus pensamentos, emoções, interações, mudanças diárias e contratempos profissionais e, por esse motivo, propõem ações concretas nesse sentido.

Passamos, em seguida, à apresentação de uma breve revisão conceptual sobre o bem-estar docente, fatores intervenientes e definições associadas.

5. Bem-estar docente

A literatura salienta a existência de inúmeras definições e perspectivas para o conceito de **bem-estar dos professores**. Contudo, a maioria das abordagens fundamenta-se nos fatores que o desenvolvem, podendo uns ser controlados pelos professores e outros não (McCallum et al., 2017).

Apresentamos, em seguida, alguns estudos desenvolvidos sobre o bem-estar docente, numa abordagem multidimensional e fatorial a esse conceito.

- Day et al. (2007) consideram que o bem-estar dos professores pode ser entendido face a três grupos de fatores: pessoal (vida dos professores fora do trabalho), profissional (padrões e expectativas) e situacional, relacionado ao contexto (e.g., escola, sala de aula).
- Horne et al. (2010) distinguem cinco dimensões analíticas sobre o bem-estar dos professores: 1) bem-estar afetivo; 2) bem-estar social; 3) bem-estar profissional; 4) bem-estar cognitivo e 5) bem-estar psicossomático.
- McCallum et al. (2017) consideram, como prioritárias, as seguintes influências para o bem-estar docente: resiliência, autoeficácia, competências sociais e emocionais, e as reações dos professores ao seu trabalho.
- Laine (2018), após a intervenção que desenvolveu, consensualizou alguns fatores positivos de foro pessoal e contextual na promoção do bem-estar docente (e.g., cooperação, trabalho de equipa, gestão do tempo).
- Kaur e Singh (2019) realizaram um estudo exploratório para encontrar fatores que afetam o bem-estar dos professores, tendo concluído que os fatores relevantes são individuais, relacionais e também externos e que, tanto a instituição, quanto o professor, são importantes na manutenção e melhoria do seu bem-estar; categorizam-nos como fatores positivos (e.g., resiliência, autoeficácia, competência emocional e social, inteligência emocional e social, satisfação no trabalho) e fatores negativos (e.g., *burnout*, fadiga, exaustão, stresse).

Atendendo às dimensões acima identificadas, destacamos as seguintes definições para o conceito de bem-estar docente.

- Acton e Glasgow (2015), integração entre a satisfação pessoal e profissional, e o propósito e a realização, desenvolvidos em cooperação com colegas e alunos.
- Falecki e Mann (2020), estabilidade emocional e o balanço entre o professor, o contexto escolar e as suas demandas (e.g., excesso de trabalho, questões disciplinares, pressão do tempo).

- Viac e Fraser (2020), respostas dos docentes às condições cognitivas, emocionais, de saúde e sociais, relativas ao seu trabalho e profissão. O conceito central desta definição apresenta, assim, quatro componentes: bem-estar físico e mental, bem-estar cognitivo, bem-estar subjetivo e bem-estar social.

McCallum et al. (2017) desenvolveram uma revisão sistemática da literatura sobre o bem-estar do professor e constataram que uma quantidade substancial de estudos se focava nas influências negativas relacionadas com o trabalho dos professores (*burnout* e stresse) e que as estratégias de bem-estar, adotadas pelos professores, que abrangiam os domínios pessoal e profissional, eram mais duradouras.

Em suma, constata-se, pelos estudos atrás enunciados, que o conceito de bem-estar docente é multidimensional, podendo ser caracterizado por inúmeros fatores. O conceito de bem-estar docente também se relaciona diretamente com o de resiliência, pois, através desta, os professores ultrapassam os desafios quotidianos e, por meio do bem-estar, os docentes florescem (Collie & Perry). Um elevado número de estudos demonstrou que a resiliência se correlaciona positivamente com o bem-estar docente (Brouskeli et al., 2018; Hascher et al., 2021; Pretsch et al., 2012). Atendendo à importância e relação entre o bem-estar e a resiliência, passamos a sistematizar informações teóricas sobre o conceito de resiliência dos professores.

6. Resiliência dos Professores

As primeiras **definições de resiliência**, presentes no referencial teórico analisado, consideravam-na dependente de atributos inatos pessoais que refletiam a capacidade da pessoa se recompor após eventos negativos, como experiências traumáticas, ameaças ou fontes de stress (Kangas & O`Shaughnessy, 2020). Atualmente, considera-se que a resiliência é um processo que aumenta à medida que desenvolvemos as nossas competências de resposta a condições adversas e que é reflexo da capacidade de adaptação a variadas situações (Bobek, 2002). É assim possível aprender e ganhar competências para responder de uma forma mais resiliente, podendo esta capacidade ser desenvolvida através de sistemas específicos de suporte e de fatores ambientais adequados (Peters & Pearce, 2012). Contudo, e segundo Ceia (2017), ser resiliente não é uma condição exclusivamente humana, pois vencer adversidades, recuperar estados de espírito, superar limites ou resistir a uma situação desafiante, é próprio de qualquer ser vivo.

Os estudos iniciais sobre **resiliência em educação** surgiram com o objetivo de compreender melhor as populações escolares em risco, em especial crianças e jovens. As investigações sobre a resiliência em professores apareceram mais tarde, estando estas ligadas ao estudo de variáveis influenciadoras da identidade profissional docente, como a satisfação, motivação, compromisso, eficácia docente, desgaste emocional e stress (Price et al., 2012). Atualmente, os estudos sobre a resiliência dos professores têm procurado compreender os fatores associados ao compromisso e envolvimento profissional dos docentes (Beltman et al., 2011).

Na literatura, a resiliência dos professores tem sido conceptualizada como um constructo de desenvolvimento humano e profissional, complexo, globalizante e que deve ser visto de uma forma dinâmica. Envolve interações entre condições individuais, relacionais, contextuais e organizacionais, com influência de fatores externos e internos.

Podemos encontrar inúmeras **definições para o conceito de resiliência dos professores**, como, por exemplo:

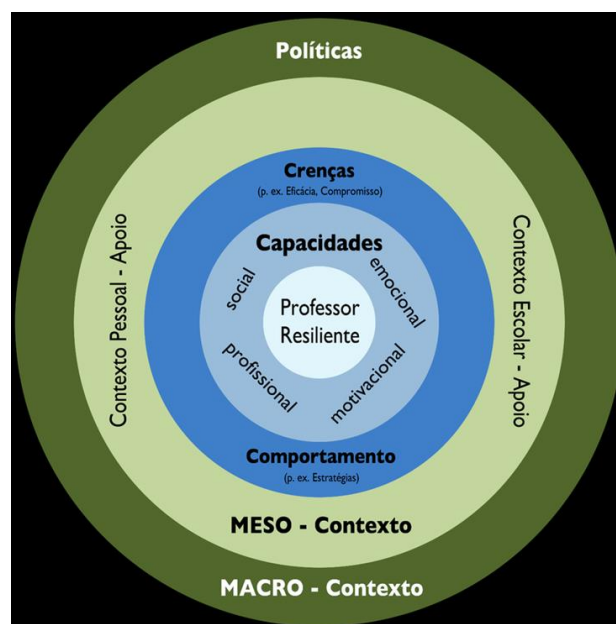
- Resposta a situações em que o desafio e a adversidade estão presentes (Masten et al., 1990);
- Processo através do qual o docente é capaz de manter uma perspetiva e atitude positivas enquanto lida com um amplo número de desafios, pressões e exigências inerentes ao seu trabalho de professor (Kyriacou, 2001);

- Capacidade de gerir as incertezas inevitáveis que emergem no quotidiano da ação docente (Gu & Day, 2013);
- Capacidade para uma adaptação positiva e para um compromisso e crescimento contínuos perante circunstâncias desafiantes, integrando elementos individuais, contextuais e situacionais ((Peixoto et al., 2018; Silva et al., 2018) num processo contínuo de regulação cognitiva e emocional (Gu, 2014; Luthar & Brown, 2007);
- Fenómeno que ocorre quando este vivencia um fator de risco, como o stresse e, apesar dessa ocorrência, consegue manter um sentido de propósito e capacidade de prosperar (Schussler, 2018).

Conforme o modelo teórico de referência sobre a resiliência dos professores, apresentado no projeto ENTREE ((Peixoto et al., 2018; Silva et al., 2018), o comportamento individual resulta da interação processual entre experiências, competências, conhecimento e crenças, desenvolvendo-se em interação com o ambiente. De acordo com este modelo, a resiliência dos professores é um constructo multidimensional que resulta do processo de interação entre as características individuais e os fatores contextuais (Figura 1).

Figura 1

Modelo de resiliência em professores do projeto ENTREE



Segundo este modelo e num **nível micro**, para que o professor demonstre resiliência, necessita de utilizar as suas competências (dimensão emocional, motivacional, profissional e social), disposições comportamentais (e.g., estratégias de *coping*) e crenças (e.g., autoeficácia) para lidar com situações potencialmente stressantes, visando um saldo positivo no seu bem-estar (Peixoto et al., 2018; Wosnitza et al., 2018). Este modelo multidimensional de resiliência docente teve suporte na investigação de Mansfield et al. (2012), onde os fatores que têm impacto na resiliência dos professores foram divididos em quatro dimensões, nomeadamente: competências profissionais (e.g., compromisso, organização, flexibilidade, reflexão, aptidões pedagógicas, gestão do tempo e dos alunos); competências emocionais (e.g., gestão emocional, humor, satisfação, prazer, entusiasmo); competências sociais (e.g., relações de confiança, suporte por pares e família) e competências motivacionais (motivação intrínseca, vocação, confiança, persistência).

A um **nível meso**, estão ligados os fatores contextuais de suporte, pessoais (e.g., apoio da família e dos amigos) e profissionais (e.g., apoio dos colegas, relações com os pares, clima positivo de escola).

Por último, a um **nível macro**, encontra-se o contexto político e cultural que influencia bastante os professores, por exemplo, ao nível da exigência burocrática de trabalho e dos fatores salariais (Day & Gu, 2014).

Nesta perspetiva, os professores mais resilientes são aqueles que são capazes de recorrer a apoios individuais e contextuais e utilizam estratégias adaptativas para gerir com êxito os desafios do quotidiano. Desta forma, a promoção da resiliência nos docentes é uma responsabilidade partilhada entre si e com todos os que contribuem para o seu contexto profissional (Mansfield et al., 2016).

No modelo apresentado na Figura 1 há várias situações que podem explicar o facto de os professores não apresentarem respostas resilientes aos desafios que lhes são colocados, entre as quais se destacam: falta de competências sociais, emocionais, profissionais e motivacionais; revelarem crenças desajustadas (e.g. baixo nível de eficácia e de compromisso profissional); ou um apoio limitado na escola e nas relações pessoais (Peixoto et al., 2018; Wosnitza et al., 2018).

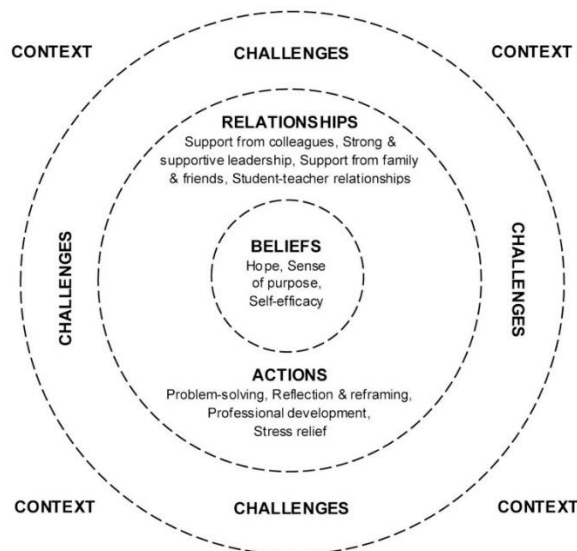
Em resultado dos estudos revistos e atendendo a que a resiliência se trata de um processo dinâmico e não de um atributo meramente inato (Bobek, 2002), os professores poderão aprender a ser mais resilientes pelo desenvolvimento de competências e estratégias, como por exemplo: construção de relações favoráveis, bem-estar emocional, gestão de stresse, ensino eficaz e

gestão da sala de aula, conforme foi operacionalizado, em 2014, no projeto europeu ENTREE (Peixoto et al., 2018; Silva et al., 2018).

Consubstanciando o modelo teórico anterior e com base numa pesquisa sistemática da literatura realizada por Greenfield (2015), apresentamos um outro modelo explicativo da resiliência dos professores (Figura 2), no qual este conceito corresponde ao conjunto de interações dinâmicas entre quatro constructos: crenças, relacionamentos, ações e desafios.

Figura 2

Modelo de resiliência em professores (Extraído de Greenfield, 2015)



Nesta perspectiva, as relações dos professores com os outros que lhe são significativos, assim como as ações que tomam (e.g., na resolução de problemas) podem atuar como um amortecedor que os protege das suas crenças sobre si mesmos e/ou do seu desempenho face aos desafios externos. Deste modo e com o apoio certo, a resiliência do professor pode ser protegida e promovida, daí que, para Greenfield, essa estratégia deva ser uma prioridade nacional, compartilhada entre os dirigentes escolares, os formuladores de políticas governamentais e os próprios professores. Contudo, não existe uma resposta para o que torna um professor resiliente.

Visando compreender a resiliência dos professores em início de carreira e o que os leva a persistir no ensino apesar dos desafios que enfrentam, as investigadoras Beltman, Mansfield e Price (2011) realizaram uma revisão sistemática da literatura, cujos resultados evidenciaram

que a resiliência é o resultado de uma relação dinâmica entre fatores de risco e fatores de proteção individuais. Atributos pessoais, como motivos altruístas e alta autoeficácia foram os principais fatores de proteção individual encontrados. Por outro lado, fatores de risco ou de proteção, contextuais, podem vir de fontes como administração escolar, colegas e alunos. As investigações neste âmbito revelam, assim, que existem diferentes **fatores de risco e protetores, individuais e contextuais** que influenciam a resiliência dos professores. Como exemplos de fatores de risco individuais destacam-se as crenças negativas, a falta de confiança, a falta de competências e a dificuldade em pedir ajuda; entre as variáveis de risco contextuais encontram-se, principalmente, os comportamentos disruptivos dos alunos e a falta de tempo por excesso de trabalho (Beltman et al., 2011; Castro et al., 2010; Klassen, 2010; Mansfield et al., 2016). No que se refere aos fatores protetores individuais, as investigações revistas no estudo de Greenfield (2015) salientam o prazer de ensinar, a motivação intrínseca, a inteligência emocional e as estratégias de *coping*; enquanto nos fatores contextuais de proteção ganham importância as oportunidades de aprendizagem e de **desenvolvimento profissional**, o apoio dado pelas escolas e líderes escolares, o apoio dos colegas e o desenvolvimento de comunidades que permitam a reflexão sobre práticas educativas.

Em ambos os modelos apresentados, constata-se que as **crenças dos professores** são muito importantes para o desenvolvimento das suas competências de resiliência, referindo-se estas àquilo em que a pessoa acredita numa dada situação (Greenfield, 2015). Para Korthagen et al. (2013), o conceito de crenças refere-se às suposições sobre o mundo exterior e das quais as pessoas não estão, muitas vezes, conscientes. As crenças dos professores, negativas ou positivas, vão determinar as suas competências. Aquilo em que pensam vai determinar o que sentem e as suas ações educativas (Korthagen et al., 2013).

A **crença de autoeficácia**, isto é, as avaliações que as pessoas fazem sobre as suas capacidades para organizarem e executarem os cursos de ação necessários para alcançarem determinados fins, encontra-se no cerne da teoria social cognitiva e é uma das que mais afeta o funcionamento humano (Bandura, 1993). Deste modo, a forma como os professores se comportam, pode ser previsto através das crenças que possuem acerca de si mesmos, mais até do que aquilo que são capazes de realizar no próprio momento. Por esta razão, as perceções de autoeficácia permitem determinar aquilo que os docentes fazem com o conhecimento e com as competências que possuem (Le Cornu, 2009). Os professores tendem a selecionar as atividades nas quais se sentem competentes e confiantes e a evitar aquelas em que não se sentem dessa forma. Por outro lado, as crenças de autoeficácia também permitem determinar a quantidade de

esforço que irão despende, durante quanto tempo irão manter a perseverança face a obstáculos e o grau de resiliência perante situações adversas (Price et al., 2012). Nesta perspetiva, quanto mais elevado for o sentimento de autoeficácia maior será o esforço, a persistência e a resiliência (Day et al., 2007). Daí que os indivíduos com um elevado sentido de eficácia pessoal conseguem vivenciar sentimentos de serenidade e bem-estar, mesmo face a atividades exigentes, pelo que o desenvolvimento de um sentido resiliente de eficácia pressupõe experiências de superação de obstáculos, através de esforço e perseverança nas atividades e desafios (Price et al., 2012).

Investigações realizadas por Beltman et al. (2011) associam a resiliência dos professores a outros constructos positivos, entre os quais: a satisfação com o trabalho, o compromisso, o entusiasmo, o envolvimento, a eficácia, a motivação e o bem-estar, contribuindo de uma forma positiva para o rendimento académico dos seus alunos. Segundo estes autores, a autoeficácia, a confiança e as estratégias de *coping* são frequentemente consideradas as maiores componentes da resiliência em professores. Estes resultados foram confirmados na revisão de literatura realizada posteriormente por Price et al. (2012) em que se destacaram os seguintes fatores constituintes da resiliência nos professores: altruísmo, autoeficácia, confiança e estratégias de *coping*.

O facto de os contratemplos (a sua frequência é que os torna mais importantes) e eventos negativos serem inevitáveis na profissão docente, requer o desenvolvimento de algumas competências de resiliência que auxiliem o indivíduo a lidar com esses desafios à medida que estes surgem. Contudo, a investigação sugere que os professores podem ultrapassar eventos negativos desde que sejam equilibrados por experiências positivas (Peixoto et al., 2018). Assim, os fatores promotores de resiliência podem ser internos (e.g., competências, forças de carácter) ou externos (e.g., apoio de outras pessoas), pessoais, locais e nacionais.

Os estudos desenvolvidos por Ee e Chang (2010), em professores estagiários de Singapura, indicaram que a autoeficácia, a regulação emocional, a empatia e o otimismo são preditores de resiliência, resultados que apresentam implicações para futuros estudos e para a aplicação à prática, no sentido de os professores em início de carreira necessitarem de desenvolver a sua perceção de eficácia, para saberem reconhecer tipos de respostas resilientes face aos eventos stressantes. Os autores salientaram também que estes professores necessitam de ser encorajados a trabalhar com cenários, vídeos ou a realizar observações em sala de aula que antecipem situações stressantes para que possam desenvolver o seu pensamento resiliente e as estratégias de *coping* associadas.

O desenvolvimento profissional dos professores, com foco na resiliência e no bem-estar, é um tema-chave no delineamento de formações para professores, tanto na formação inicial como ao longo da carreira (Dweck, 2014). Apresentam-se, em seguida, alguns elementos promotores do bem-estar e da resiliência dos professores.

7. Elementos promotores do bem-estar e da resiliência nos professores

A literatura salienta diversos elementos promotores do bem-estar e da resiliência nos docentes (Allies, 2020; Cook et al., 2017; Doney, P., 2012; Falecki & Mann, 2020), optamos por apresentar os que se nos afiguram mais significativos.

7.1. Modelo PERMA

Entre os recursos de apoio ao bem-estar e à resiliência nos docentes, destacam-se as intervenções com foco no modelo PERMA, promotoras do desenvolvimento das emoções positivas, envolvimento, relacionamentos, sentido e realização dos professores. Este modelo realça também o valor de experiências subjetivas como: satisfação, bem-estar, esperança, otimismo e estado de *Fluxo*. Vamos agora especificar cada um dos cinco componentes deste modelo.

Emoções Positivas

As emoções podem ser definidas como sequências flexíveis de resposta que emergem devido às transações estabelecidas entre a pessoa e a situação. Esta pode ser percebida, por um lado, como importante e, por outro, como oferecendo desafios e oportunidades (Pekrun & Linnenbrink-Garcia, 2014; Koole & Rothermund, 2011).

A importância das emoções positivas (e.g., felicidade, satisfação com a vida) pode ser interpretada de acordo com a teoria “*broaden-and-build*” (Fredrickson, 1998, 2004) que considera as emoções positivas como promotoras de saúde e bem-estar, estando associadas a mecanismos de sobrevivência e evolução. Para Fredrickson e Losada (2005), as emoções positivas (e.g., alegria, gratidão) têm a capacidade de ajudar a criar recursos estáveis (físicos, sociais, intelectuais e psicológicos), ampliando as capacidades cognitivas e formas de ação. De acordo com estes autores, aumentar a ocorrência de emoções positivas cria uma base a partir da qual outras emoções positivas são cultivadas, o que, por sua vez, produz uma atenção mais

ampla e um envolvimento mais elevado. Por outro lado, abrem a capacidade de entendimento do mundo, preparando a mente para novas experiências, sendo, também, uma das chaves das relações sociais saudáveis (Garland et al., 2010).

Segundo Baptista (2012), as emoções positivas são contagiosas e proporcionam experiências agradáveis, graças à bioquímica que as acompanha. Elas também regulam as emoções negativas, fazendo com que tenham uma menor duração e intensidade. Ao mobilizarem ativamente formas mais adequadas de resolver problemas, permitem atuar com mais rapidez e eficácia perante as dificuldades da vida, tornando-nos mais resilientes face a situações desafiadoras (de ameaça, trauma ou stresse) e mais saudáveis, devido a uma menor vulnerabilidade às doenças.

Para o mesmo autor, Baptista (2012), os afetos positivos são uma potencialidade que necessita de ser aprendida e praticada ao longo do tempo, sendo um requisito evolutivo essencial. Assim se compreende o quão importante é treinar professores para o prazer e bem-estar emocional. Por estas razões, as emoções positivas são um dos principais focos nas intervenções positivas para professores, passando por desenvolver a capacidade de fomentá-las em si e nos outros (Buonomo et al., 2019; Falecki & Mann, 2020).

Os professores vivenciam uma profissão plena de emoções, as quais vão das mais negativas às mais positivas (Sutton & Wheatley, 2003). Ensinar exige o conhecimento das potencialidades emocionais pessoais e dos alunos, assim como saber geri-las, em prol de boas práticas de ensino (Arends, 2008; Hargreaves, 2000; Lavy & Eshet, 2018). As emoções tanto afetam o ensino como a aprendizagem, com repercussões nas relações que se estabelecem em contexto educativo. Todos os indivíduos que fazem parte do sistema educativo (professores, alunos, membros da Direção) já sentiram preocupação, inveja, orgulho, ansiedade, medo, esperança, entusiasmo, entre outras emoções (Hargreaves, 2000). As emoções positivas são determinantes na qualidade das práticas educativas, assim como na motivação e resiliência dos professores (Hargreaves, 1998, 2000; Mansfield et al., 2011). A vivência das emoções positivas pode levar a um maior envolvimento e até a um estado de fluxo nos professores (Goetz et al., 2013).

Para dar um maior significado ao valor das emoções em contexto escolar, foi desenvolvida uma abordagem que salienta a importância da aprendizagem social e emocional (SEL) nos alunos, ao nível dos processos de ensino-aprendizagem e na promoção do seu desempenho académico (Zins et al., 2004). Esta perspetiva baseia-se em investigações prévias sobre inteligência emocional (CASEL, 2014; Goleman, 1995; Jennings & Greenberg, 2009).

De acordo com estudos recentes, os professores que desenvolvem uma boa regulação emocional e que são social e emocionalmente competentes, conseguem uma boa gestão da sala de aula e estabelecem boas relações com os seus alunos (Hraha, 2012; Sharp & Jennings, 2015; Schussler et al., 2018). Por outro lado, apresentam uma boa autoconsciência, conseguindo identificar os seus pontos fortes e imaturos, sendo também capazes de demonstrar empatia para com as emoções dos outros e de tomar decisões responsáveis ao ficarem expostos a situações desafiantes (Jennings & Greenberg, 2009).

Envolvimento

De acordo com Csikszentmihalyi (2002), o envolvimento (e.g., interesse, curiosidade) refere-se a um estado em que o indivíduo está totalmente imerso numa atividade intrinsecamente motivadora e resulta de um equilíbrio entre desafios e competências, podendo dar origem a uma experiência de *fluxo*. O conceito de *fluxo* (Csikszentmihalyi, 2002; Jackson & Csikszentmihalyi, 1999; Nakamura & Csikszentmihalyi, 2002) é descrito na literatura como um estado psicológico positivo, no qual o sujeito está completamente envolvido no momento presente e absorvido por aquilo que está a fazer. Neste estado, as pessoas ficam tão imersas na ação que perdem a noção do tempo, do que as envolve e de tudo o que está para além da própria atividade que realizam. As atividades que proporcionam esta experiência ótima tornam-se, assim, recompensadoras em si mesmas pelo prazer que desencadeiam, sem outro objetivo a atingir ou recompensa extrínseca, sendo, por isso, consideradas experiências autotélicas (Csikszentmihalyi, 2002). Os pontos fortes e as virtudes de carácter servem de alicerces ao envolvimento, por esse motivo o indivíduo entra em fluxo quando desenvolve os seus aspetos mais fortes para conseguir responder adequadamente aos maiores desafios do caminho (Seligman, 2011).

Gouveia (2011), nos estudos que desenvolveu, salientou, por um lado, que a perceção de competência e a motivação intrínseca para a atividade (prazer e gosto pela atividade) são dois dos fatores que mais sistematicamente estão relacionados com o *fluxo*; por outro lado, que as experiências de *fluxo* também se relacionam com o *feedback*, pois uma das características de quem vivencia este estado é a obtenção de informação relevante e significativa no decurso da realização da atividade. De facto, o *feedback* de uma boa realização fornece motivação intrínseca, retroalimenta um bom desempenho e tem potencial construtivo no aperfeiçoamento de dinâmicas mais positivas. Exemplificando, quando um aluno dá um feedback positivo e

sincero a um professor, este tem um potencial motivador e impulsionador do gosto por ensinar (o contrário também é válido). O empenho otimiza o processo de ensino-aprendizagem e potencializa a motivação dentro e fora da escola (Norrish et al., 2013).

O *fluxo* emerge nas atividades em que o indivíduo percebe um equilíbrio desafiante e dinâmico entre as exigências da tarefa e as suas competências específicas para a confrontar com sucesso, bem como, quando decide investir a sua atenção em objetivos claros e realistas. A noção de desafio pressupõe que, para ocorrer a experiência de *fluxo*, as exigências e competências percebidas devem ser elevadas e estar acima dos níveis médios de cada indivíduo. Se as competências ultrapassarem as exigências percebidas, emerge a apatia e o aborrecimento. Se a tarefa for percebida como demasiado exigente, a experiência será de ansiedade. Ou seja, os **desafios também** podem ser encarados como meios de obtenção do prazer e do bem-estar, desde que as competências para os enfrentar sejam elevadas; daí a importância de desenvolvê-las através de treino adequado e, no caso específico dos professores, na sua formação inicial ou contínua. Nesse sentido, alguns autores perspetivam o conceito de *fluxo* para o contexto educativo e para a formação de professores (Korthagen, 2004; Korthagen & Greene, 2013), relacionando a ocorrência de *fluxo* com as qualidades nucleares pessoais do professor (confiança, coragem, sensibilidade, espontaneidade, flexibilidade, entre outras) e a sua capacidade para ultrapassar adversidades ligadas ao ambiente (um aluno, uma turma e seu respetivo ambiente de aprendizagem, a cultura de escola e as suas normas implícitas/explicitas). No modelo “cebola” apresentado por estes autores, com os seus seis níveis de reflexão (meio ambiente, comportamento, competências, crenças, identidade, missão), quando as qualidades nucleares pessoais do professor, que se localizam no centro do modelo “cebola”, influenciam as dimensões exteriores, ou seja, quando se verifica uma “irradiação” do interior para o exterior, o docente pode experienciar um estado de *fluxo*. Para estes autores, os bons professores apercebem-se quando ocorre o *fluxo* em contexto educativo, muito embora a sensação desse estado possa ser só parcial. Nesses momentos, o processo ensino-aprendizagem ocorre de forma natural, com prazer e é diferente daquele que resulta de uma pressão exercida a partir do exterior, onde essas pressões externas conduzem a respostas comportamentais de sobrevivência e medo, que pouco ou nada contribuem para uma aprendizagem significativa e que são o oposto à ocorrência de *fluxo*, bem-estar e à promoção da resiliência do professor (Fernandes, 2003, 2008; Greenfield, 2015; Kern et al., 2015).

A definição de objetivos claros e não ambíguos é outra característica das experiências catalisadoras do *fluxo*. Os professores que explicitam nas suas aulas o que é esperado dos

alunos, aquilo que é suposto eles realizarem e que os avaliam para as aprendizagens, de acordo com as metas estabelecidas (avaliação formativa e sumativa); irão, mais provavelmente, estimular o empenho e o envolvimento prolongado nos estudantes, facilitando experiências de *fluxo*. O mesmo ocorrendo quando os professores lecionam em escolas em que as regras são explícitas, os objetivos realistas e em que a Direção e os colegas trabalham em equipa e sinergia. Por outro lado, quando os desafios profissionais dos professores são por estes percebidos como muito grandes, convém orientá-los no sentido de os dividirem em etapas mais pequenas e mais facilmente ultrapassáveis. Desta forma se compreende o quanto o bem-estar dos professores não é só uma responsabilidade individual, mas uma preocupação a ser compartilhada a nível comunitário, organizacional e mundial (Falecki & Mann, 2020).

Relacionamentos

Os relacionamentos saudáveis e positivos são fortes elementos de suporte para os professores, promovendo o seu bem-estar, compromisso profissional, resiliência e auxiliam na manutenção do equilíbrio entre o trabalho e a vida pessoal (Day & Gu, 2009; Gu & Day, 2007; Howard & Johnson, 2004). As investigações têm demonstrado que, se os professores tiverem pelo menos uma pessoa de suporte no seu ambiente, ocorre um efeito positivo na gestão e amortecimento dos seus desafios, e que este efeito é maior se o docente tiver uma rede de amigos e familiares atenciosa (Le Cornu, 2009). As **redes de suporte**, profissionais e pessoais, formais e informais, contribuem para a capacidade de recuperação dos professores e são um grande auxílio na superação de eventos adversos. Os relacionamentos positivos fornecem suporte emocional, conselhos e conhecimento profissional, além de oferecerem oportunidades para que possam ser ouvidos e apreciados. No estabelecimento dessas teias humanas de suporte profissional, é importante que os professores comuniquem eficaz e assertivamente as suas dificuldades com os seus pares e, assim, possam também desenvolver um trabalho colaborativo eficaz. O professor, ao comunicar as suas dificuldades, é obrigado a equacionar e a refletir sobre a situação em causa e esse facto também o ajuda a lidar com o desafio. As redes de apoio informal também ajudam os professores em início da carreira a ficarem mais confiantes e competentes.

É importante que os professores estabeleçam compromissos entre os elementos das equipas de trabalho colaborativo, no sentido de perpetuar e multiplicar as redes de trabalho positivo estabelecidas (Horn & Little, 2010). Este tipo de dinâmicas relacionais e

organizacionais permitem o estabelecimento de um **clima escolar positivo**, no qual os membros da comunidade se sentem confortáveis, desejados, valorizados, aceites, integrados e seguros, num ambiente onde podem interagir com pessoas que os acolhem bem e confiam. As competências sociais (e.g., empatia e a cooperação) são fatores vitais para o estabelecimento de fortes laços interpessoais entre alunos e professores, promovendo a aceitação e o respeito entre os indivíduos (Belacchi & Farina, 2012) e facilitando a criação de comunidades educativas positivas nas escolas (Engeström & Kerosuo, 2007).

Sentido

A dimensão “sentido” estabelece uma direção e propósito positivo, num comprometimento altruísta para uma vida com significado. Por exemplo, contribuindo para a comunidade através da utilização das forças pessoais na ajuda a outras pessoas. Para Seligman (2011), o “sentido” é pertencer e servir alguma coisa que se acredita ser maior do que o próprio indivíduo. Corresponde a uma vida plena de significado, pois está preenchida com elementos que lhe dão sentido. Requer o planeamento de ações com propósito, pensar de forma altruísta e contribuir para metas mais elevadas. Ter significado no trabalho pode aumentar o bem-estar, mas também diminuir os sentimentos de hostilidade, stresse e depressão (Steger et al. 2006).

O sentido de missão de muitos professores é um elemento que lhes dá perspetiva e força na superação de obstáculos na profissão docente. Até os alunos ao encontrarem um sentido na sua vida escolar, conseguem encontrar amortecedores para a exigência académica (Falecki & Mann, 2020).

Quando os professores têm os recursos cognitivos para definir objetivos claros e práticos do que eles querem, dando-lhes significado e um sentido estratégico, torna-se mais fácil o desenvolvimento da sua autonomia e autoeficácia (Skaalvik & Skaalvik, 2014).

Realização

A realização corresponde ao estabelecimento de metas, dentro e fora da escola, que tragam mais-valias para o indivíduo e para a comunidade como um todo. Procurar e alcançar resultados significativos, conduz a um sentimento de realização que se traduz na definição de metas significativas, no empenho, na administração de contratempos, na manutenção de resistência mental e na incorporação de uma mentalidade de crescimento (Falecki et al., 2018).

Este pilar de bem-estar pode ser implementado no contexto educativo, através de formação nesse sentido. Por exemplo, pesquisas realizadas com professores que foram treinados para implementar um currículo de *Social and Emotional Learning* (SEL) na sua escola, relataram níveis mais elevados de realização e menor ansiedade relacionada com o trabalho (Greenberg et al., 2016). Na promoção da realização positiva, o potencial individual é desenvolvido visando buscar e alcançar resultados significativos (Norrish, 2015). Para os professores prosperarem na profissão é importante que reconheçam as suas conquistas periodicamente (Falecki & Mann, 2020).

Outro elemento promotor do bem-estar docente é a técnica de intervenção: *mindfulness*, sobre a qual nos iremos debruçar em seguida.

7.2. Técnica de *mindfulness* (atenção plena)

Pesquisas recentes mostraram que o treino em *mindfulness* (prática contemplativa) pode influenciar positivamente o bem-estar, a resiliência e o desempenho dos professores (Abenavoli et al., 2013; Hwang et al., 2017). A investigação atual tem considerado as competências socioemocionais como fator de proteção para os fatores de risco (e.g., stresse, *burnout*) e elementos importantes na promoção do bem-estar nos professores. Por outro lado, as intervenções para docentes que se centram em técnicas de *mindfulness* são promissoras para o desenvolvimento destas competências (Carvalho & Marôco, 2016).

Pode considerar-se o *Mindfulness* como a capacidade de um indivíduo focar a sua atenção no momento presente enquanto obtém uma orientação de abertura, curiosidade e não julgamento (Bishop et al., 2004). É uma técnica usada nalgumas intervenções para professores e também pode ser definida, em termos gerais, como um estado de espírito que permite que a pessoa se aproxime da realidade do momento presente, com abertura e sem julgamento, sendo conduzida pelos seus pensamentos e emoções. Com a utilização desta técnica, o professor consegue distanciar-se dos seus conteúdos mentais, observando-os de um ponto de vista imparcial (Kabat-Zinn, 2003; Zarate, 2019). Há evidências emergentes do aumento da eficácia de intervenções para professores, baseadas em *mindfulness*, reduzindo o stresse e aumentando a regulação emocional e a autoeficácia (Emerson et al., 2017).

As abordagens apresentadas anteriormente, mostram o quão premente se torna a formação profissional dos professores em competências próprias da sua profissão, mas também no desenvolvimento de características pessoais e sociais.

No capítulo seguinte, iremos exemplificar intervenções de desenvolvimento profissional, promotoras de bem-estar e de resiliência nos professores.

8. Intervenções de desenvolvimento profissional promotoras de bem-estar e de resiliência dos professores

O desenvolvimento profissional dos professores é reconhecido como um componente vital para melhorar a qualidade do ensino e da aprendizagem nas escolas (Ingvarson et al., 2005). As intervenções de desenvolvimento e valorização profissional dos professores, numa perspetiva de contínuo aperfeiçoamento ao longo da vida, são consideradas elementos estruturantes na melhoria da qualidade do ensino e na eficácia do sistema educativo (Borko, 2004; Ping et al., 2018). Muitos estudos sugerem que os programas de desenvolvimento profissional docente desempenham um papel fundamental numa adequada preparação para os desafios que enfrentam, por exemplo, desenvolvendo as suas competências de gestão do stresse, colaboração, resolução de problemas e experiências de desenvolvimento da eficácia (Durksen et al. 2017; Mansfield et al. 2014; Silva et al. 2018).

Segundo Greenfield (2015), as oportunidades de desenvolvimento profissional docente podem ser formais (e.g., cursos de formação) ou informais (e.g., troca de ideias com outros colegas; *coaching* entre professores; observação de aulas uns dos outros com feedback imediato). Com foco nas oportunidades formais de desenvolvimento profissional dos professores, passamos a apresentar alguns elementos-chave promotores de uma **formação docente** eficaz (Avalos, 2011; Borko, 2004; Darling-Hammond, 2006; Kortagen, 2011); nomeadamente:

- a) o programa de desenvolvimento profissional (intervenção);
- b) os professores (formandos ou participantes);
- c) o formador;
- d) o contexto em que o desenvolvimento profissional ocorreu.

A literatura também realça o quanto é útil identificar as características de um bom programa de intervenção para o desenvolvimento profissional dos professores, interligando-as aos vários elementos-chave promotores de uma formação docente eficaz (atrás enunciados). Isto é, o quanto é importante conhecer os requisitos de um bom programa de desenvolvimento profissional para professores que, segundo Darling-Hammond (2006), deve atender aos elementos seguintes:

- a) coerência entre a teoria, a prática e as estratégias apresentadas;
- b) desenvolvimento de relacionamentos fortes;
- c) currículo bem estruturado e flexível;
- d) alargamento das experiências práticas;
- e) abordagem baseada em estudos de caso.

Ping et al. (2018) realizaram uma revisão sistemática da literatura sobre a aprendizagem profissional dos formadores de professores e, também nesse caso, destacaram aspetos principais da aprendizagem profissional docente: o conteúdo sobre o qual os professores aprendem; as atividades através das quais eles aprendem e as suas razões para se envolverem em ações de formação docente.

Os estudos revistos salientam a existência de múltiplos fatores que afetam o impacto dos programas de desenvolvimento profissional dos professores, ao nível do seu conhecimento, da sua prática, da sua autoeficácia e nos resultados dos estudantes (Meiers et al., 2015; Sprott, R.A., 2019). A motivação dos professores é considerada como um dos fatores mais importantes no desenvolvimento profissional dos docentes, pois, é a partir dela, que poderão vir a desenvolver iniciativas inovadoras ou a escolherem participar em determinadas ações de formação (Gorozidis e Papaioannou, 2014).

A nível internacional, tem havido uma tendência crescente para desenvolver investigações que respondam à necessidade de investimento na resiliência e no bem-estar dos professores, não só no que diz respeito à sua qualidade de vida, como à influência positiva na sua eficácia profissional. A literatura destaca a relevância dos programas de intervenção, promotores do bem-estar e da resiliência dos docentes, no seu desenvolvimento profissional (Embse et al., 2019; Emerson et al., 2017; Hwang et al., 2017; Joyce et al., 2018). Contudo, ainda existe uma lacuna no número de estudos realizados nesta área, refletida, por exemplo, na existência de poucas revisões sistemáticas da literatura e meta-análises sobre os efeitos de programas de desenvolvimento profissional, em resiliência e/ou bem-estar, nos professores (e.g., Emerson et al., 2017; Hwang et al., 2017; Kangas-Dick & O`Shaughnessy, 2020; Molero et al., 2019; Zarate, 2019). Porém, as que têm como público-alvo os alunos, ocorrem numa frequência superior e incidem, por exemplo, na aplicação da meditação *mindfulness* para reduzir o stresse e promover o bem-estar dos adolescentes (Erbe & Lohrmann, 2015); na promoção da saúde, do bem-estar mental e da resiliência (Dray et al., 2017; Mackenzie & Williams, 2018); na promoção do bem-estar emocional (Cheney et al., 2013) e social (Blank et

al., 2010), e no desenvolvimento da resiliência nos alunos (Fenwick-Smith et al., 2018). Estas revisões apresentam estudos em áreas muito similares às dos docentes, reforçando a importância dessas mesmas temáticas no contexto educativo.

Em termos exemplificativos, apresentamos, na Tabela 2, alguns estudos internacionais com programas de intervenção em resiliência ou em bem-estar docente e que ilustram a diversidade existente. Salientamos o facto da técnica de *mindfulness* (e.g., CARE, MBI) ser utilizada tanto em intervenções de promoção da resiliência, como de promoção do bem-estar dos professores, revelando uma certa versatilidade na aplicação desta técnica.

Segundo Seligman (2011), o bem-estar potencia a aprendizagem, objetivo tradicional da educação, existindo estudos que demonstram que as práticas dos professores em sala de aula têm grande impacto nas aprendizagens e conquistas dos alunos (e.g., Leithwood et al., 2018). Assim, as intervenções que fortalecem os professores também podem fortalecer os alunos e vice-versa (Jennings & Greenberg, 2009), podendo ter um papel relevante no incremento do sucesso escolar dos estudantes. Deste modo, torna-se crucial ajudar os professores no fortalecimento dos seus **fatores protetores** (recursos individuais ou contextuais que reduzem o efeito do risco), assim como na gestão dos **fatores de risco** (variáveis pessoais ou contextuais que aumentam a probabilidade de que ocorra algum efeito indesejável (McCallum et al., 2017). Com esse objetivo, têm-se desenvolvido alguns projetos de investigação e intervenção, como, por exemplo, os que se encontram na Tabela 2. Entre os exemplos apresentados, o projeto *ENTREE (Enhancing Teacher Resilience in Europe)* adquire uma atenção especial, pois foi idealizado para promover o desenvolvimento profissional dos professores na Europa e, entre estes, dos professores portugueses, tendo decorrido de dezembro de 2013 a dezembro de 2015. O objetivo principal deste projeto foi auxiliar os professores a desenvolverem as suas competências de resiliência (fator protetor), tendo sido criadas, com esse propósito, ferramentas e metodologias de suporte aos professores, através da disponibilização de módulos de formação online e presencial (Peixoto et al., 2018; Silva et al., 2018).

Tabela 2*Exemplos de Intervenções promotoras da resiliência e do bem-estar nos professores***Resiliência**

- Aussie Optimistic Program (e.g., Tyson et al., 2009)
- “Basic Ph” Model of Coping and Resiliency Program (e.g., Shacham, M., 2015)
- BRI - Building Resilience Intervention (e.g., Baum et al., 2018)
- BRiTE – Building Resilience in Teacher Education (e.g., Mansfield et al., 2015)
- CARE – Cultivating Awareness and Resilience in Education (e.g., Hraha, S.D., 2013; Jennings et al., 2014, 2019; Schussler, D., 2018; Sharp & Jennings, 2016)
- ENTREE - ENhancing Teachers RESilience in Europe (e.g., Peixoto et al., 2018; Silva et al., 2018)
- Keeping Cool Project (e.g., Mansfield et al., 2012)
- Resilience-enhancing Program (e.g., Wong et al., 2009)
- SMART – Stress Management and Resiliency Training (e.g., Chesak et al., 2019)
- 10 Ways to Build Resilience Workshop (e.g., Davison, K. M., 2007)

Bem-estar

- Gratitude Intervention Program (e.g., Chan, 2010, 2013)
- Intervention on Stress Management (e.g., Siu et al., 2014)
- Interventions on Teacher Professional Well-being (e.g., Wolf et al., 2018, 2019)
- LRHC – Learning to Read in Healing Classroom (e.g., Wolf et al., 2015)
- MBI – Mindfulness-based Intervention (e.g., Beshai et al., 2015; Hue & Lau, 2015)
- MBSR – Mindfulness Based Stress Reduction (e.g., Hirshberg, M.J., 2017)
- Mindfulness Training and Development Meditation Program (e.g., Franco-Justo, 2010)
- Multilevel Intervention (emotional, psychological, physical) (e.g., Sottimano et al., 2018)
- Residential Yoga Program (e.g., Telles et al., 2018)
- SWPBIS – School-Wide Positive Behavioral Interventions and Supports (e.g., Ross et al., 2011)
- TCM – Teacher Classroom Management (e.g., Hayes et al., 2019)

Em seguida, apresentamos exemplos de intervenções de desenvolvimento profissional, visando a promoção do bem-estar e da resiliência nos professores, por foco de abordagem.

8.1. Intervenções promotoras de bem-estar nos professores

- ***Intervenções de abordagem positiva (foco nos fatores positivos, protetores do bem-estar)***

Inserem-se nesta abordagem, intervenções com foco no desenvolvimento de competências de bem-estar (e.g., Hirshberg, 2017) ou intervenções baseadas no movimento da psicologia positiva, como, por exemplo, o “*Gratitude Program*” (Chan, 2010, 2013), promotor do bem-estar subjetivo dos professores.

- ***Intervenções para diminuir o mal-estar (foco em fatores negativos, de risco)***
A *SWPBIS (School-Wide Positive Behavior Interventions and Supports)* é uma intervenção de diminuição do *burnout* dos docentes, com efeitos significativos e comprovados nesse efeito positivo (Ross et al., 2011).

- ***Intervenções de abordagem mista (foco em fatores positivos e negativos)***

MBI (Mindfulness-Based Intervention) baseia-se na prática de *mindfulness*. Esta técnica, conforme demonstrado no estudo de Hue e Lau (2015), promove o bem-estar subjetivo e a redução dos sintomas depressivos e de stresse.

Os resultados de vários estudos realizados com professores indicam que os programas de intervenção, baseados em *mindfulness*, são promissores nas abordagens para reduzir o stresse, aumentar o bem-estar mental, a atenção plena e a autocompaixão dos docentes (e.g., Beshai et al., 2015; Carmody & Baer, 2009).

8.2. Intervenções promotoras de resiliência nos professores

- ***Intervenções de abordagem positiva (foco em fatores de proteção)***

Os fatores de proteção podem ser fatores de proteção pessoal (e.g., características individuais, motivação, habilidades pessoais, autoeficácia,

emoções positivas, atenção plena, missão pessoal, regulação das emoções) ou fatores de proteção contextuais (e.g., clima escolar positivo, redes de apoio eficazes, suporte de pares) (Mansfield et al., 2016).

Fatores de proteção para professores são aqueles que podem reduzir ou mitigar o impacto negativo dos fatores de risco e devem estar presentes para que um indivíduo se adapte com sucesso apesar da presença desses desafios (Kim-Cohen, 2007).

Os programas de intervenção com esta abordagem focam os fatores de proteção que ajudam os professores a construir a sua resiliência. Eles podem concentrar-se, por exemplo, no desenvolvimento de habilidades específicas para promover a resiliência. Exemplo:

CARE - Cultivating Awareness and Resilience in Education

De acordo com os resultados da intervenção CARE, esses fatores incluem, por exemplo, consciência física, cognitiva e emocional (Jennings et al., 2017, 2019), regulação das emoções e compaixão (Schussler et al., 2018).

Num estudo recente realizado no Reino Unido, Ainsworth e Oldfield (2019) analisaram as relações entre as características pessoais dos professores e a resiliência. Os resultados evidenciaram uma correlação significativa da autoestima, inteligência emocional e orientação para a vida, com a satisfação no trabalho, o burnout e o bem-estar. Este estudo salientou também a importância dos fatores contextuais na promoção do bem-estar, satisfação no trabalho e redução do *burnout* do professor.

- ***Intervenções de diminuição do mal-estar (foco nos fatores de risco)***

Os fatores de risco podem ser fatores de risco pessoais (e.g., resposta a um trauma, stresse, esgotamento) ou fatores de risco contextuais (e.g., ambiente adverso, clima escolar hostil) (Mansfield et al., 2019).

O stresse é um dos principais fatores de risco na atividade profissional dos professores e tem aumentado, em todo o mundo, nos últimos anos (Embse et al., 2019; Gu & Day, 2014; Jennings et. Al, 2019), levando ao *burnout* e desgaste, especialmente nos professores em início de carreira e nos que trabalham em áreas urbanas (Brunetti, 2006; Ellison & Mays-Woods, 2018). Na verdade,

sempre haverá incidentes geradores de stresse, mas os professores podem mudar a maneira como os enfrentam. As fontes e a quantidade de stresse que os professores experimentam são menos importantes do que a maneira como eles os percebem e como lhes reagem (Schussler et al., 2018). A literatura refere diversas intervenções baseadas em práticas de *mindfulness* para reduzir o stresse (Beshai et al, 2015; Hau & Lau, 2015; Zarate et al., 2019). Exemplo:

MBSR - Mindfulness-Based Stress Reduction

A aplicação de programas MBSR contribui para aumentar o bem-estar, reduzindo o stresse e os sintomas de depressão nos professores (Hue & Lau, 2015).

- ***Intervenções de abordagem mista (foco em fatores de proteção e de risco)***

As intervenções de abordagem mista são aquelas que podem incidir, ao mesmo tempo, em fatores de proteção e de risco. Exemplo:

SMART-Stress Management and Resiliency Techniques

Chesak et al. (2019) aplicaram o programa SMART a professores, tendo gerado melhorias na ansiedade, stresse, gratidão, felicidade, satisfação com a vida e qualidade de vida dos docentes.

Com base nos resultados destes estudos, é reforçada a importância de reduzir os fatores de risco e aumentar os fatores de proteção e, assim, permitir que os professores em formação ou em serviço, se desenvolvam e fortaleçam, tornando-os mais resilientes, com mais bem-estar e mais preparados para enfrentarem positivamente os desafios. Salientamos que o desenvolvimento profissional dos professores é, em si, um fator contextual de proteção do bem-estar e resiliência.

No próximo capítulo, apresentamos uma visão geral dos estudos empíricos que compõem esta tese de doutoramento e que têm como objetivo analisar os efeitos de intervenções de desenvolvimento profissional, na promoção do bem-estar e da resiliência nos professores.

9. Visão geral dos estudos empíricos

Embora o corpo teórico existente na área da resiliência e do bem-estar dos professores tenha vindo a crescer nos últimos tempos, as evidências empíricas apontam para uma escassez de estudos em certas áreas específicas. Como, por exemplo, quanto aos efeitos de intervenções de desenvolvimento profissional na promoção da resiliência e do bem-estar dos docentes. Contudo, já existem estudos empíricos que explicam os efeitos de intervenções sobre bem-estar e resiliência em Educação, em diferentes variáveis (e.g., afetivas, cognitivas, comportamentais, autoeficácia), só que a maioria desses estudos têm sido realizados com alunos.

A promoção do bem-estar e da resiliência nos professores, através do desenvolvimento profissional e dentro de paradigmas específicos, como, por exemplo, o da Educação Positiva, é muito importante, pois, conforme tornado evidente nos estudos revistos, tem efeitos positivos em diferentes variáveis (Dweck, 2014; Norrish et al., 2013; White, 2016). A abrangência desses efeitos tem uma repercussão multidimensional, tanto no bem-estar pessoal do professor, como nos contextos profissionais e organizacionais onde interage. Acresce-se, a importância da interligação do bem-estar e da resiliência dos professores na saúde psicológica e aprendizagem dos seus alunos, assim como o seu efeito modelador (Hascher et al., 2021; Jennings et al., 2017; Prewett et al., 2018). Parece-nos, assim, bastante pertinente estudar os efeitos de programas de promoção do bem-estar e da resiliência nos professores.

O conjunto de estudos empíricos que compõem esta tese de doutoramento têm como objetivo diminuir a escassez de investigações nesta temática específica, analisando os efeitos de intervenções de formação profissional na promoção do bem-estar e da resiliência dos professores, tanto em variáveis pessoais, como sociais e profissionais.

Optámos por organizar a apresentação dos estudos pela sua ordem cronológica e dividimo-los em dois grupos. Por um lado, os dois primeiros estudos, que analisam os efeitos da aplicação de um programa específico, de intervenção profissional, em professores portugueses: *Educação Positiva – Promoção do bem-estar e da resiliência nos professores*. O 1.º artigo apresenta os efeitos quantitativos obtidos com a aplicação do programa, enquanto o 2.º artigo descreve o programa em si, assim como os resultados qualitativos obtidos através da aplicação do mesmo. Por último, o 3.º artigo consiste numa revisão sistemática da literatura sobre os efeitos de programas de promoção do bem-estar e da resiliência nos professores, a nível internacional e publicados entre 2000 e 2019.

No artigo 1, intitulado ***“Fostering teachers`resilience and well-being through professional learning: Effects from a training programme”*** apresentamos os resultados quantitativos da aplicação do programa de formação intitulado *Educação Positiva – Promoção do bem-estar e da resiliência nos professores*, com 18 horas de duração e com foco tanto na resiliência como no bem-estar. O estudo seguiu um design quasi-experimental, com a participação de 59 professores portugueses no ativo (35 em dois grupos experimentais e 24 no grupo de controlo), pertencentes a todos os níveis de ensino (com exceção do universitário). Os efeitos do programa de formação foram medidos através das seguintes medidas: motivação, resiliência global, compromisso com a profissão, autoeficácia, suporte escolar, experiências negativas e positivas, bem-estar no trabalho e sentido no trabalho (Anexo 1).

No artigo 2, intitulado ***“Positive Education: A professional learning programme to foster teachers`resilience and well-being”*** são discutidos os conceitos e tópicos de cada um dos módulos do programa “Educação Positiva”, o qual foi adaptado do projeto europeu ENTREE (ENhancing Teachers REsilience in Europe) e abrange sete módulos de formação: 1- Resiliência; 2-Construção de Relacionamentos; 3-Bem-estar emocional; 4-Gestão do stresse; 5-Ensino eficaz; 6-Gestão da sala de aula, e um módulo adicional denominado "Educação para o bem-estar". Neste artigo também é apresentada a conceção e as estratégias implementadas na promoção de um ambiente de formação positivo, colaborativo e reflexivo. Também são descritos os principais resultados qualitativos do programa, obtidos através de entrevistas aos participantes (Anexo 2), no final das sessões de formação.

No artigo 3, intitulado ***“Effects of interventions on teachers` well-being and resilience: A systematic review”*** apresentamos uma revisão da literatura sobre os efeitos de intervenções de promoção do bem-estar e/ou da resiliência nos professores, a nível internacional, de 2000 a 2019 e é feita uma análise aos efeitos dessas intervenções. Os documentos revistos baseiam-se em diferentes quadros conceptuais e examinam constructos com múltiplas variáveis dependentes. Foram analisados 27 estudos, com intervenções de foco e abordagem diversificada, aplicadas a professores de todos os níveis de ensino (abaixo do ensino superior) e com resultados diferenciais nas variáveis consideradas (Anexo 3).

SECÇÃO II – SECÇÃO EMPÍRICA

Artigo empírico 1

Fostering teachers' resilience and wellbeing through professional learning: Effects from a training programme

Fostering teachers' resilience and wellbeing through professional learning: Effects from a training programme*

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Abstract

Resilience can be fostered amongst teachers in order to sustain their wellbeing and commitment to quality education. This study examined the effects of a training programme focused on resilience and well-being, targeting in-service Portuguese teachers. This paper reports a study using a quasi-experimental design involving 59 teachers (35 in two experimental groups and 24 in the control group). The effects of the professional learning programme were assessed using the following measures: Motivation, Global Resilience, Commitment to the Profession, Self-Efficacy, School Support, Positive and Negative Experiences, Work Well-being, and Work Meaning. The experimental group participated in an 18-hour professional learning programme. Results showed the effects of the professional learning programme over all the variables, with the exception of Teacher Commitment to the Profession and School Support. These findings contribute to the growing body of research conceptualising teacher resilience as a multidimensional construct and has implications for teacher professional learning programmes.

Keywords Resilience; Teacher professional learning; Teacher well-being; Resilience programme

Introduction

In recent years scholars and researchers in the field of education have conceptualized resilience from a social ecological view. In this approach resilience is described as a dynamic interaction between teachers' internal assets (inner calling, efficacy and commitment) and the external contexts in which they work and live (Gu 2014), where a combination of cognitive and emotional capacities and contextual factors interact over time (Day et al. 2007; Gu 2014; Hong 2012; Mansfield et al. 2016). As a corollary resilience is conceived as the capacity of teachers to be resilient over a career, in different contexts and in times of change. Resilience is also conceptualized as a process (Mansfield et al. 2016) in the sense that it can be fostered amongst teachers in order to sustain their wellbeing and commitment to quality education (Day et al. 2007). Moreover, it can be nurtured through initial and in-service professional learning. Thirdly, resilience is an outcome of successful adaptation to adversity that manifests itself through professional growth, commitment, enthusiasm, satisfaction, and well-being (Beltman 2015; Zautra et al. 2009). In summary, resilience can be understood as a multidimensional psychological construct, which is socially constructed. It refers to an adaptive functioning (Bowles and Arnup 2016; Hong 2012) and development in situations where challenge and adversity are present, entailing purpose and meaningful actions (Gu and Day 2007). The most common formal processes that have been found to foster teacher resilience include professional learning workshops and mentoring by more experienced teachers (Richter et al. 2013; Smith and Ingersoll 2004).

Providing a contribution to the existing literature on teacher's professional development and learning, this article reports the effects of a learning training programme on teachers' resilience and well-being.

Resilience, well-being, commitment, and self-efficacy

The literature suggests that commitment, resilience, and efficacy are associated with continuity in the profession, and that the support provided by the school (colleagues, leadership) is a key factor for quality retention (Arnup and Bowles 2016; Day and Gu 2009; Gu 2018) and for sustaining on-going commitment to the profession (Beltman et al. 2018; Day et al. 2007; Day and Gu 2014; Flores 2018; Gu 2017; Peixoto et al. 2018). Resilience is a predictor of job satisfaction and well-being among teachers, and can act as a protective factor for negative costs of the teaching profession (Pretsch et al. 2012). A number of studies have shown that resilience

correlates positively with teachers' well-being and the well-being indicators have a direct and strong correlation with the indicators of resilience (Brouskeli et al. 2018; Pretsch et al. 2012; Svence and Majors 2015).

Self-efficacy has an important effect on teachers' motivation and commitment (Bandura 1997) and we can find a close relationship between resilience and self-efficacy concepts (Benard 2004). Research has shown that higher levels of personal and professional efficacy are related to resilience and teachers' self-efficacy beliefs influence their enthusiasm and commitment to teaching (Tschannen-Moran and Woolfolk Hoy 2001). Higher levels of resilience empower teachers to overcome stressful working conditions and can help teachers to avoid negative consequences associated with workplace stressors (Gu and Day 2007; Richard et al. 2016).

According to Luthar (2006), 'Resilience rests, fundamentally, on relationships' (p. 780). The role that sustainable and mutually rewarding relationships play in the development of teachers' resilience has been addressed by several studies (Greenfield 2015; Gu and Day 2013; Le Cornu 2013; Mansfield et al. 2014). Jordan's (2006) model of relational resilience suggests that resilience resides not in the individual but in the capacity for establishing work-based relationships with leaders, colleagues and students, and through this, empowering them to build and develop their capacities to be resilient.

A sense of belonging to a collegial staff community and the existence of a supportive and collaborative culture in sustaining teachers' commitment is well documented (Flores and Day 2006; Peters and Pearce 2012). Studies identified a range of factors that can foster teacher resilience. These include school leadership support (Peters and Pearce 2012), staff collegiality, positive and supportive good relationships (Day 2008; Day et al. 2007) and collaborative networks (Fantilli and McDougall 2009; Flores and Day 2006).

Fostering teachers' resilience through professional learning

Resilience is seen as a construct that can be nurtured and developed (e.g. Beltman et al. 2018; Mansfield et al. 2016; Yonezawa et al. 2011). To foster teachers' resilience, Benard (2003) suggests that they need professional development opportunities, resources and materials, caring collegial relationships, high expectations on the part of school leaders, and opportunities for shared decision-making and planning. Teachers' resilience should be nurtured and supported within the school and the school board plays an important role in building and

sustaining resilience (e.g. Day and Hong 2016; Leroux 2018). Many studies suggest that teacher education programmes have a key role to play in preparing teachers for the challenges they face, for example, by developing their skills in collaboration, problem-solving and managing stress (Mansfield et al. 2014; Silva et al. 2018). Developing a broader range of skills and strategies, along with curriculum and pedagogical knowledge, enables teachers to feel better equipped to ‘meet the challenges’ of their work. Opportunities for professional development (Greenfield 2015) can be both formal (i.e. training workshops) and informal (i.e. seeking advice from a more experienced colleague). The relevance of the professional learning and the existence of communities of practice are emphasized in some studies highlighting their contribution for teachers’ resilience and well-being (Clarà 2017; Raider-Roth et al. 2012).

Purpose of the study and rationale of the professional learning programme

The professional learning programme called “Positive Education”, is adapted from the European programme ENTREE (ENhancing Teachers REsilience in Europe - <http://entree-project.eu/en/>; Silva et al. 2018) and aimed to foster resilience and well-being among school teachers. It comprises six training modules adapted from the ENTREE programme: 1 – Resilience; 2 – Building Relationships; 3 – Emotional Well-Being; 4 – Stress Management; 5 – Effective Teaching; 6 – Classroom Management, and a new module was added named "Education for well-being". One of the researchers, who is a teacher and has experience in teacher training, was responsible for training the teachers who participated in the study. While conceptualizing the training programme, the school, the teacher and peer learning activities were taken into account, attending to the reciprocal influences of these three systems into the professional learning of each trainee. Teachers brought their experiences and beliefs into their teaching and learning. This systemic approach is also linked, in a way:

- to the ecological view of promoting resilience in teachers, a construct developed throughout all the modules of the programme, since it served as the guiding principle of all of them, but especially in the specific module entitled "Resilience";
- as well as in the "well-being" of the teacher construct, especially developed in the nuclear module "Education for well-being".

The methodology followed sought to take into account the characteristics of a good teacher training programme (e.g. Darling-Hammond 2006; Korthagen 2011), namely:

- Coherence: between theory, practice and strategies presented;

- Grounded curriculum: the training was structured in a dynamic modular organization, in which the nuclear module (Education for well-being) was the framework of all the others and with which all interrelated;
- Extension of the practical experiences: the programme was based and adjusted to the real experiences and needs of the trainees, through interactive dynamics;
- Training approach based on case studies: teachers were encouraged to work and discuss their own cases, in a logic of overcoming challenges, through an individual or joint reflection, contextualized to their practices and beliefs;
- Partnerships between Universities and schools: the training came from the partnership between University and the school where the training took place (middle and secondary school), but attended by teachers from various schools of the municipality and of various levels of education.

The study presented here has two main goals: first to analyse the effects of the professional learning programme “Positive Education” on variables related to resilience and well-being and, second, to analyse if the time when the training occurs has impact on teachers’ outcomes. It is expected that variables related to resilience (e.g., resilience, self-efficacy, motivation) and well-being (e.g., well-being, emotions/feelings, work meaning) would increase for teachers who participated in the programme, because the modules directly or indirectly targeted those constructs. Taking into account that the professional learning program was realized in two different time periods (first and third term) of the school year, we can hypothesise that the effects would be stronger for those who participated in the programme in the first term, because the third term is usually a time period with higher workload and more stressful for teachers.

Method

Participants

The study used a quasi-experimental design, with pre- and post-test and a control group. Participants were 59 Portuguese teachers (35 in two experimental groups – EG1=17, EG2=18 - and 24 in the control group - CG) from primary (22), 2nd and/or 3rd Cycle (15), and Secondary Education¹ (22). From those, 46 were females, age ranged from 36 to 63 years old ($M=51.3$,

¹ In the Portuguese School System, Basic Education comprises 3 cycles of studies, the First Cycle or Primary School includes the first four grades, the 2nd Cycle comprises the 5th and 6th grades, and the 3rd Cycle covers from 7th to 9th grade. Secondary Education comprises 3 school years, from 10th to 12th grade. In the

$SD=7.7$), and years of teaching ranged from 6 to 40 years ($M=26.6$, $SD=8.7$). Almost all teachers taught in schools close to their residence (86.4%). The distribution of these variables by the three groups (Table 1) is not significantly different, Gender: $\chi^2(2)=.447$, $p=.800$, Cycle of Studies taught: $\chi^2(4)=1.494$, $p=.828$, School far from Home: $\chi^2(2)=.357$, $p=.836$, Age: $F(2,56)=136.2$, $p=.102$, Years of Teaching: $F(2,54)=82.4$, $p=.339$.

Table 1 Frequencies and mean values for each group on gender, cycle of studies taught, age and years of teaching

	Gender		Cycle of studies taught			School far from home	Age	Years of Teaching
	Female	Male	1 st Cycle	2 nd Cycle	3 rd Secondary			
EG1	13	4	5	5	7	3	53.9	28.6
EG2	15	3	8	3	7	2	48.4	24.3
CG	18	6	9	7	8	3	51.5	26.9

Note: EG1 experimental group 1, EG2 experimental group 2, CG control group

Measures

The effects of the professional learning programme were assessed using the following measures: Motivation, Resilience, Self-Efficacy, Commitment to the Profession, School Support, Positive and Negative Experiences (SPANE), Work Meaning and Well-being (UWES).

Resilience. Teachers' resilience was assessed through the scale proposed by Morgan (2011), comprising 9 items assessing how teachers deal with obstacles in school (e.g., "Feeling certain that things will come right even if there are serious problems in school"). Cronbach's alpha were .90 and .93, respectively for pre- and post-test.

Motivation. To assess motivation, we used the items of the motivational dimension from the Multidimensional Teachers Resilience Scale (Peixoto et al. 2019). This is an 8-item measure assessing the level of teachers' motivation (e.g., "I like challenges in my work"). Cronbach's alpha was .68 in the Pre-test and .83 in the Post-Test.

Portuguese Education System in Primary School 1 teacher is assigned to each class teaching all subjects whereas from 2nd Cycle students have one teacher for each school subject.

Self-Efficacy. Teachers' self-efficacy was assessed using the measure proposed by Morgan (2011), which comprises 8 items grouped in two dimensions: Teaching Self-Efficacy (TSE, 5 items, e.g., "How confident you feel: Explaining difficult material in ways that the children will understand it") and Behaviour Management Self-Efficacy (BMSE, 3 items, e.g., "How confident you feel: Helping children focus on learning tasks and avoid distractions"). Cronbach's alpha of .79 in pre-test and .89 in post-test for TSE, .83 and .89 for BMSE, and .86 and .93 for the global score.

Teacher Commitment to the Profession (TCP). TCP was assessed by the 3-items measure proposed by Skaalvik and Skaalvik (2011), (e.g., "If I could choose a job now I would not choose to be a teacher"). All the items were recoded in order that higher scores mean higher levels of commitment. This measure showed very good reliability both in pre- and post-test ($\alpha=.91$ and $\alpha=.90$).

School Support (SS). SS is a 4-item measure adapted from Morgan (2011) assessing teachers' perception about the support that they feel from colleagues at school (e.g., "When something goes wrong, I can talk to some of the other teachers"). Reliability was very good both in pre- ($\alpha=.90$) and post-test ($\alpha=.92$).

Scale of Positive and Negative Experience (SPANE). SPANE is a 12-item questionnaire (Diener et al. 2010) assessing the positive and negative (6 items each) affects experienced in the last 2-3 weeks (e.g., "In the last two or three weeks I felt happy", "In the last two or three weeks I was sad"). Cronbach's alpha was .95 in pre-test and .94 in post-test for the positive feelings and .87 and .88 for negative feelings.

Work Meaning (WM). WM was assessed through 3 items from the meaning/calling scale of the spiritual leadership inquiry (Fry et al. 2005). The items ask about the sense that one's work is meaningful and makes a difference in people's life (e.g., "The work I do is meaningful to me"). In pre-test, Cronbach's alpha was .75 and, in post-test, .83.

Well-being. To assess well-being at work we used the 9-item version of the *Utrecht Work Engagement Scale* (UWES-9; Schaufeli et al. 2006). The items ask participants about the vigor, dedication and absorption that they feel at work (e.g., "At my work, I feel bursting with energy", "My job inspires me", "I am immersed in my work"). Cronbach's alpha was .90 and .93 respectively in pre- and post-test.

All measures were answered on a 5-point Likert scale from "Strongly Disagree" to "Strongly Agree", excepting for Resilience and Self-Efficacy (from "Not confident at all" to "Absolutely confident") and Affect and Well-being (from "Never" to "Very Frequently").

Procedure

Teachers were enrolled in the programme through a presentation session of the programme to the teachers' community of schools in one municipality of the Lisbon region. At the end of this session teachers who were interested in attending the training programme filled a form and were contacted to participate in the programme being included in the EG1. Teachers from the CG were contacted by email in order to fill the questionnaires and were offered the possibility to participate in the programme after the end of the EG1 sessions. Some of the participants in the control group were then enrolled in the EG2. The experimental groups participated in the 18 hours professional learning program, distributed by 9 sessions of two hours each, once a week. The participants in EG1 and EG2 filled the questionnaires before the starting of the programme and in the week after the end of the sessions. The CG participants filled the questionnaires at the same time as the participants in the EG1. All the participants filled the questionnaires online.

Data Analysis

Data were analysed carrying out repeated measures ANOVAs or MANOVAs on the mean values of the measures used and on the relative gains in each measure. Effects size were assessed using partial Eta squared. Relative gains were computed using the following formula:

$$(\text{Post-Test Ratio} - \text{Pre-Test Ratio}) / (1 - \text{Pre-Test Ratio})$$

The Pre and Post-Test Ratios were computed dividing each individual score by the maximum score possible in the measure considered (e.g., the maximum possible for the Resilience measure was 5).

Results

Table 2 presents the scores of each group in the pre-test and the post-test.

Table 2 Variables means and standard deviations for each group in pre- and post-test

	Pre-Test			Post-Test		
	EG1	EG2	CG	EG1	EG2	CG
	<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)
Resilience	3.54 (.427)	3.62 (.502)	3.51 (.693)	4.24 (.356)	3.93 (.317)	3.48 (.604)
Motivation	4.15 (.370)	4.22 (.355)	4.18 (.334)	4.49 (.368)	4.43 (.359)	4.00 (.312)
TSE Global	3.81 (.453)	3.94 (.466)	3.79 (.473)	4.39 (.502)	4.24 (.438)	3.71 (.587)
TSE Teaching	3.84 (.393)	4.06 (.514)	4.03 (.538)	4.37 (.512)	4.33 (.443)	3.90 (.641)
TSE Behaviour Management	3.74 (.622)	3.79 (.589)	3.59 (.584)	4.38 (.567)	4.15 (.563)	3.58 (.633)
School Support	3.97 (.579)	4.00 (.569)	3.50 (.638)	4.27 (.589)	4.32 (.534)	3.51 (.640)
Commitment	3.71 (1.301)	3.44 (.878)	3.64 (1.191)	4.02 (.845)	3.74 (.719)	3.57 (1.169)
Work Well-Being	3.82 (.700)	3.72 (.612)	3.63 (.600)	4.31 (.445)	4.14 (.442)	3.51 (.667)
Positive Experiences	3.84 (.847)	3.55 (.596)	3.71 (.913)	4.33 (.604)	4.09 (.409)	3.47 (.889)
Negative Experiences	2.28 (.825)	1.93 (.698)	1.94 (.929)	1.17 (.204)	1.61 (.439)	2.01 (.891)
Work Meaning	4.14 (.624)	4.02 (.588)	4.15 (.840)	4.57 (.575)	4.43 (.534)	3.99 (.837)

Note. TSE teacher self-efficacy, EG1 experimental group 1, EG2 experimental group 2, CG control group

Repeated measures ANOVA analysis on resilience showed a main effect of time, $F(1,56)=23.7$, $p<.001$, $\eta^2_p=.297$, and an interaction effect between time and group, $F(2,56)=10.3$, $p<.001$, $\eta^2_p=.269$. The interaction effect between time and group is due to an increase in resilience levels by the two experimental groups between pre- and post-test, which does not happen for the CG (Figure 1, A).

In relation to motivation, the repeated measures ANOVA showed the same main effect of time, $F(1,56)=6.159$, $p=.016$, $\eta^2_p=.099$, and the interaction effect between time and group, $F(2,56)=10.9$, $p<.001$, $\eta^2_p=.281$. As in the case of resilience, both experimental groups increased the motivational levels from pre- to post-test, whereas teachers from the CG showed a slightly decrease (Figure 1, B).

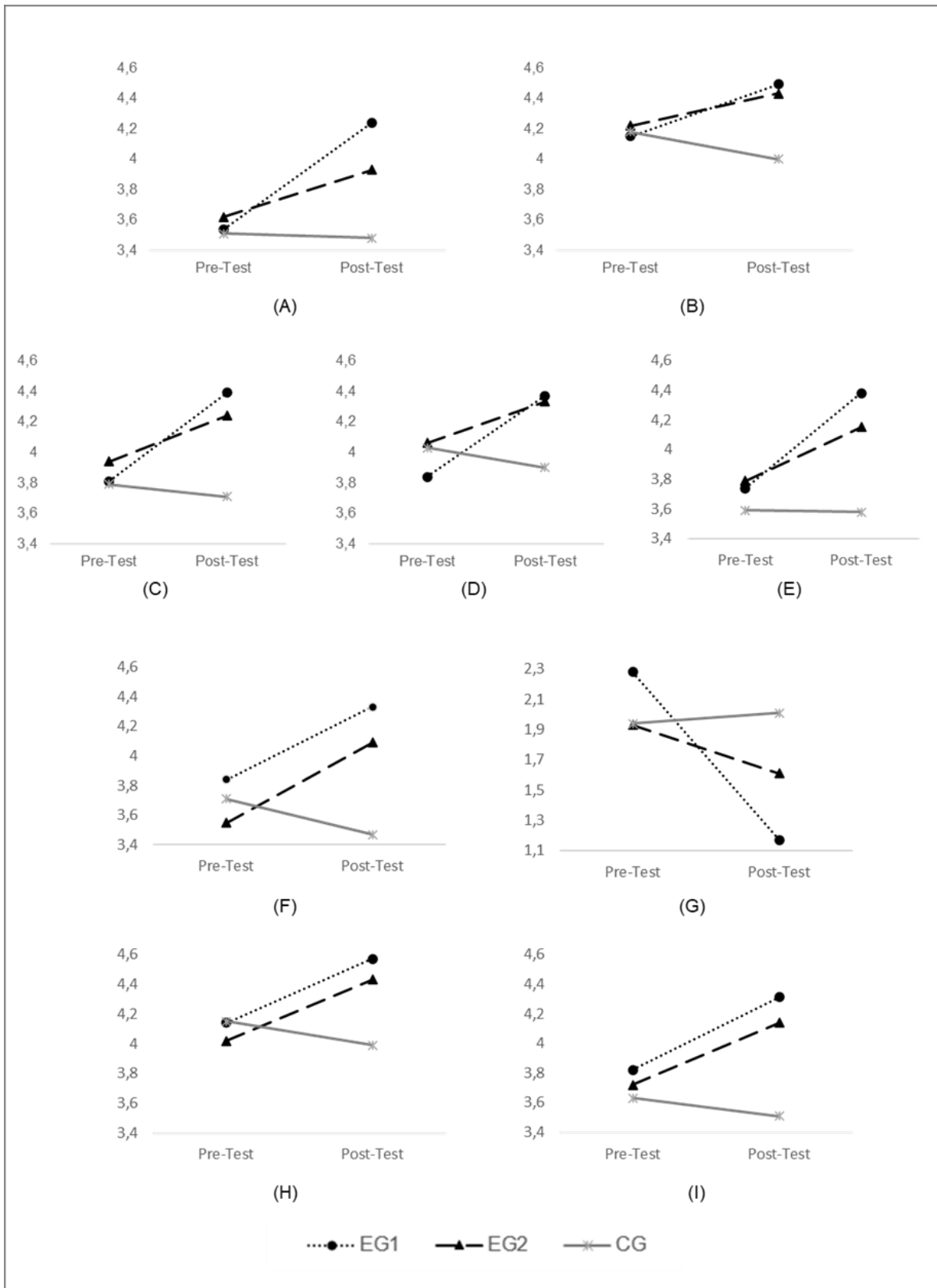


Fig. 1 Interaction effects Time x Group. *EG1* experimental group 1, *EG2* experimental group 2, *CG* Control group. **A** Resilience, **B** Motivation, **C** Self-Efficacy Global, **D** Self-Efficacy Teaching, **E** Self-Efficacy Behaviour Management, **F** Positive Feelings, **G** Negative Feelings, **H** Work Meaning, **I** Work Well-Being

For self-efficacy the same effects of time and the interaction between time and group were registered both for the global measure, $F(1,56)= 20.96, p<.001, \eta^2_p=.272$ for time, $F(2,56)=11.199, p<.001, \eta^2_p=.286$ for the interaction effect, and for the two dimensions: Teacher Self-efficacy $F(1,56)= 11.721, p=.001, \eta^2_p=.173$, for time, $F(2,56)= 8.799, p<.001, \eta^2_p=.239$, for the interaction effect, and Behaviour Management Self-Efficacy, $F(1,56)= 23.865, p<.001, \eta^2_p=.299$, for time, $F(1,56)= 20.96, p<.001, \eta^2_p=.272$. Both the two experimental groups showed an increase in self-efficacy from pre- to post-test (Figure 1, C, D, and E). Despite the slightly higher values presented by both the two experimental groups in the pre-test for Behaviour Management Self-Efficacy (Table 2, Figure 1, E), the difference between them and the CG is not significantly different, $F(1,56)= 1.396, p=.256, \eta^2_p=.047, \text{HSD } p=.349$.

Teacher Commitment to the Profession and School Support seem not be affected by the training programme, $F(1,56)=3.95, p=.052, \eta^2_p=.066$ for time and $F(2, 56)=2.11, p=.131, \eta^2_p=.070$ for the interaction effect for Teacher Commitment to the Profession, $F(2, 56)=1.89, p=.161, \eta^2_p=.063$ for the interaction effect in School Support. Nevertheless, School Support showed an effect of time, $F(1,56)= 7.48, p=.008, \eta^2_p=.118$ which can be attributed to the slight increase of the two experimental groups, taking into account that the control group showed identical values in pre- and post-test assessments as regard to School Support perception. Moreover, in the pre-test the two experimental groups showed higher levels of School Support perception than the CG, $F(2,56)=1.68, p=.013, \eta^2_p=.143, \text{HSD } p=.043$ for the comparison between CG and EG1, $\text{HSD } p=.027$ for the comparison between CG and EG2.

The training programme seems to affect the experience of positive and negative feelings. The MANOVA analysis showed effects of time, $F(2,55)=8.03, p=.001, \eta^2_p=.226$, and an interaction effect between time and group, $F(4, 112)=7.11, p<.001, \eta^2_p=.202$. The univariate analyses showed effects of time for both the positive, $F(1,56)=7.49, p=.008, \eta^2_p=.118$, and negative feelings, $F(1,56)=15.9, p<.001, \eta^2_p=.221$. As well the interaction effect also affects the positive, $F(2,56)=7.7, p=.001, \eta^2_p=.216$, and the negative feelings, $F(2,56)=9.44, p<.001, \eta^2_p=.252$. For the positive feelings both the two experimental groups showed an increase between the pre- and the post-test (Figure 1, F), whereas the negative feelings decreased between the two assessment points for both groups (Figure 1, G).

With regards to Work Meaning, again the ANOVA analysis showed an effect of time, $F(1,56)=9.56, p=.003, \eta^2_p=.146$, and the interaction effect between time and group, $F(2,56)=8.07, p=.001, \eta^2_p=.224$. The interaction effect shows that EG1 and EG2 increased the scores of Work Meaning, whereas the CG decreased (Figure 1, H).

The ANOVA analysis on Work Well-Being showed, again, an effect of time, $F(1,56)=13.9$, $p<.001$, $\eta^2_p=.199$, and an interaction effect between time and group, $F(2,56)=8.28$, $p=.001$, $\eta^2_p=.228$. As for the previous variables, the two experimental groups increased their levels of well-being between the pre- and the post-test, which did not happen for the CG (Figure 1, I).

Regarding the second goal of the study we carried out ANOVAs or MANOVAs on the relative gains for each measure, considering only the two experimental groups. The results of these analyses showed differences in the relative gains, between the two experimental groups, for Resilience, $F(1,33)=5.43$, $p=.026$, $\eta^2_p=.141$, and for the feelings experienced, $F(1,33)=7.21$, $p=.011$, $\eta^2_p=.179$. The univariate tests on the feelings experienced showed that the difference appears in the negative feelings, $F(1,33)=8.30$, $p=.007$, $\eta^2_p=.201$. We can also take into account marginally significant effects on the global measure of Self-Efficacy, $F(1,33)=3.22$, $p=.082$, $\eta^2_p=.089$, and on Teaching Self-Efficacy, $F(1,33)=3.05$, $p=.090$, $\eta^2_p=.085$. In all these variables the EG1 showed higher relative gains than EG2 (Figure 2). Because the attendance rate can impact on the results, we compared the attendance rate between the experimental groups. Differences between them were not significant, $M_{EG1}=.78$, $SD_{EG1}=.16$, $M_{EG2}=.85$, $SD_{EG2}=.14$, $F(1,33)=2.14$, $p=.153$, $\eta^2_p=.061$.

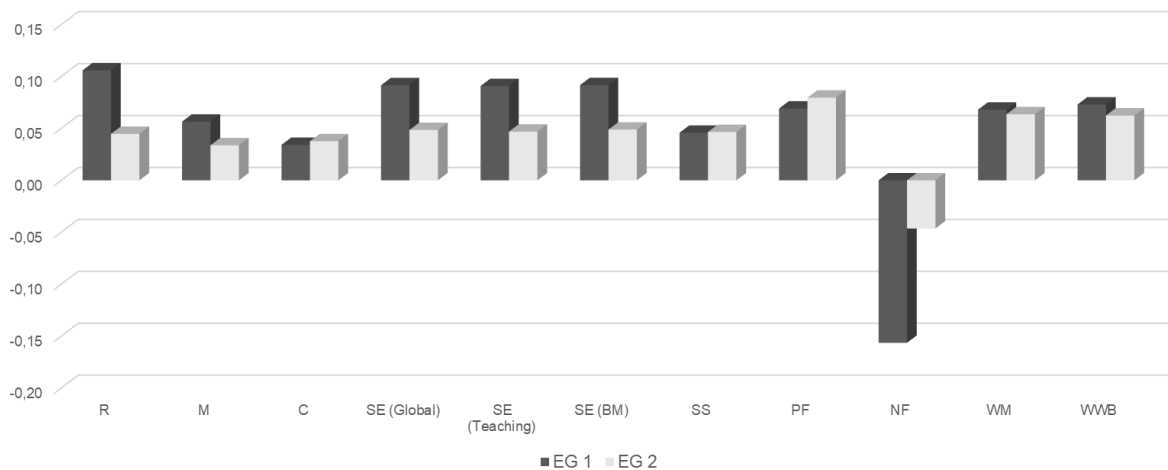


Fig. 2 Relative gains for EG1 and EG2. *EG1* experimental group 1, *EG2* experimental group 2. **R** resilience, **M** Motivation, **C** Commitment, **SE** Self-Efficacy, **BM** behaviour management, **SS** school support, **PF** positive feelings, **NF** negative feelings, **WM** work meaning, **WWB** work well-being

Discussion

Literature and empirical data point out that professional competences are an important personal protective factor enhancing teacher resilience (e.g. Leroux and Théorêt 2014). The present study sought to contribute to a growing body of research implicating the importance of teacher resilience and well-being by evaluating the efficacy of a theoretically based training fostering teacher professional development. The main findings showed the effects of the professional learning programme over all the variables, with the exception of Teacher Commitment to the Profession and the perception of School Support.

Regarding resilience and motivation, both experimental groups showed increased resilience and motivational levels at the end of the training programme. As stated previously, higher levels of resilience empower teachers to overcome stressful working conditions (Gu and Day 2007) and resilience can help teachers to avoid negative consequences associated with workplace stressors.

The increase in self-efficacy from pre- to post-test for both experimental groups, in particular on teacher's self-efficacy beliefs about behaviour management, is in line with literature that suggests a close relationship between resilience and self-efficacy (Benard 2004; Peixoto et al. 2018). Furthermore, this increase in self-efficacy beliefs about behaviour management is an interesting and promising finding taking into account that some research pointed to self-beliefs about classroom management as a potential risk factor for teachers (Beltman et al. 2011; Gu and Day 2013). Moreover, self-efficacy is shown to have an important effect on teachers' motivation (Bandura 1997; Corkin et al. 2018). These results bring evidence about the connection between resilience, self-efficacy and motivation, as well as highlight the importance of motivation as a personal resource that feeds resilience (Flores and Day 2006; Gu and Day 2007; Mansfield et al. 2016).

Research on resilience calls attention to the internal resources (motivational and affective) that people can mobilize when facing stressful events (Schwarze and Wosnitza 2018). Evidence from empirical data shows that experiencing and expressing positive emotions is related to well-being, quality of life, altruism, having more effective conflict resolution skills, greater resistance to adversity and coping (Burns et al. 2008; Cohen et al. 2006; Fredrickson et al. 2003; Lyubomirsky et al. 2005). Moreover, research shows that resilience as a dispositional tendency to experience positive emotions could act as a counterpart to negative emotional experiences (Pretsch et al. 2012) and that individuals with high emotional competence effectively manage their feelings, handle stress, confront failure with optimism and persist in

the face of difficulty (Tait 2008). Thus, the positive effects of the program in the affective experiences of the participants with an increase of positive experiences and a significant decrease of negative feelings is an important outcome of the programme.

Whilst these personal assets (self-efficacy, motivation, positive experiences) are necessary, they are not sufficient. To be resilient also requires combinations of individual and collective support from school leadership, colleagues, friends and families (Day et al. 2007; Flores and Day 2006; Peters and Pearce 2012). However, our findings showed that School Support seems not be affected by the training program. As argued, at pre-test the two experimental groups showed higher levels of School Support, which might explain this pattern of results. Despite having a module directed to the construction of positive relationships, the effects will take some time to be observable. Furthermore, literature suggests that organizational features like school leadership play a central role by creating a supportive environment for individuals' professional learning and development and fostering a collective sense of efficacy and resilience (Gu and Day 2013). In this sense, and as it has already been stressed resilience is not only a matter of individual assets but also depends on the contextual factors surrounding the person and the interplay between personal resources and contextual factors (Day et al. 2007; Gu 2014; Hong 2012; Mansfield et al. 2016; Authors et al. 2018)

Greenfield (2015) argues that actions such as problem solving, reflection and reframing are the key to sustain teachers' commitment, and experienced teachers can enhance this process through modelling and training. However, results showed that commitment to the profession did not improved significantly in the teachers who attended the learning programme. Notwithstanding its contradiction with some research suggesting resilience as a quality that enable teachers to maintain their commitment to teaching (Brunetti 2006), or as an outcome of resilience (Mansfield et al. 2016), this finding is in line with previous research showing that the factors related to resilience and commitment are different (Peixoto et al. 2017). Furthermore, as for school support, commitment initial levels were high, which could also explain the lack of programme effects.

Several studies have shown that resilience correlates positively with teachers' well-being and the well-being indicators have a direct and strong correlation with the indicators of resilience (Brouskelli et al. 2018; Flook et al. 2013; Svence and Majors 2015). Measures used to assess effects on well-being variables showed that the two experimental groups increased well-being levels between pre- and post-test, and this result validates data from previous studies (e.g. (Ebersöhn et al. 2015). Despite the positive impact of the intervention regardless of the time period of the school year (first and third term), the results also suggest the negative

consequences of the third term on teacher's well-being given the difference between the two experimental groups on negative emotions and resilience. The programme was not enough to compensate for the possible work burden increase of that period. A special consideration to contextual cues must then be present in the future to adjust the intervention. One such adjustment can be the reinforcement of the education for well-being module in periods of increased work stress. Short positive activities such as the ones involved in the education for well-being module can alleviate negative emotions and reinforce resilience in teachers by increasing subjective and psychological well-being and reducing depressive symptoms (Bolier et al. 2013). Furthermore, motivation and effort or personal preferences about the specific activities adopted can also moderate the effect of positive interventions (Proyer et al. 2015) and can explain the differences between the two groups.

Limitations

Despite the positive results of the professional learning program "Positive Education", some limitations should be acknowledged. The study used a quasi-experimental design with teachers participating on a voluntary basis. This could introduce some bias in the results due to the difference in teachers' motivation in the experimental and control groups. Nevertheless, as we showed, experimental groups did not differ significantly from the control group in socio-demographic and background variables and present identical levels, in the pre-test, on the variables assessed to evaluate the effects of the program. A limitation to the effects of the program was the fact that this was a "one-size fits all" intervention and that could have limited the strength of the intervention. It has been suggested that personalization and tailoring interventions to individual needs could enhance their effectiveness, since different people do have specific preferences for different strategies and exercises (Proyer et al. 2015).

Implications

Findings from this research may have important implications for teacher professional learning, namely the call for a reconceptualization that seeks to both improve positive indicators of teacher functioning (e.g., self-efficacy) while mitigating the well-known threats to well-being (i.e., stress) (Cook et al. 2017), and the need to see resilience as a personal resource that buffers the effects of the challenges of the teaching profession (Pretsch et al. 2012).

This study supports and strengthens the importance of professional learning programmes as a strategy for teachers' development and learning and the use of active methodologies as facilitators of the trainees' participation (Avalos 2001). The successful

implementation of "Positive Education" as a training programme to foster teacher's resilience can be justified by the use of strategies seeking to achieve professional learning through the development of questioning and critical skills, using interactive, reflexive and collaborative learning strategies.

These findings have several implications. Firstly, they contribute to the growing body of research that conceptualises teacher resilience as a multidimensional construct and reinforces the socio-ecological perspective of resilience (Mansfield et al. 2014; Rutter, 2006). Despite the predominance of individual factors as program effects, the results of this training program emphasize the contribution of motivation, self-efficacy, and resilience to teacher development and well-being. Secondly, this study also has implications for teacher professional learning, as teachers can be empowered by this programme, enabling them to re-frame their practices in order to continue to teach effectively. In a context of greater accountability and performativity and the current crisis, both nationally and internationally, in relation to teacher recruitment and retention (e.g. Gu and Day, 2007; Peters and Pearce, 2012) this study draw attention to the importance of including the multidimensional perspective of resilience on teacher initial training, as well as to a school-based policy via training programmes that capacitate the personal resilience of teachers and help them to adapt to adversity. Research suggests that resilience building may play an integral part in keeping teachers in the profession (Gu and Day 2013). Initial and in-service teacher education programmes may consider including these modules and strategies as a process of protecting and promoting teacher resilience and through these, contribute to well-being and 'quality retention' of teachers (Day et al. 2007).

Future research is needed to address other factors (e.g. context) fostering teachers' resilience and wellbeing through professional learning. The importance of factors associated with context (Ainsworth and Oldfield 2019) rather than individual characteristics (self-efficacy, motivation, positive experiences) when predicting adaptation in teachers should be addressed in future research as a way to avoid the tendency towards the "hyper-individualisation" view of resilience (Johnson and Down 2013). Partnerships between researchers, teachers and school leaders can be useful platforms for collaborative design of school-based interventions for supporting teacher resilience (Ebersöhn et al. 2015). Pathways to foster resilience among in-service teachers will require a commitment from teacher education schools to develop research that influences teacher and school leaderships (Theron, 2018) to recognize that resilience leads to positive adaptation in the form of higher levels of wellbeing, and lower levels of burnout (Beltman 2015).

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Artigo empírico 2

‘Positive Education’: A professional learning programme to foster teachers’ resilience and well-being

‘Positive Education’: A professional learning programme to foster teachers’ resilience and well-being

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Abstract

Professional learning can make a significant contribution to teachers' resilience and well-being. This chapter reports the implementation of a professional learning programme focused on resilience and well-being, targeting 35 in-service Portuguese teachers, mostly working in middle and secondary education. The 'Positive Education' programme was adapted from the European project ENTREE (ENhancing Teachers RESilience in Europe) and encompasses six training modules: 1–Resilience; 2–Building Relationships; 3–Emotional Well-Being; 4–Stress Management; 5-Effective Teaching; 6–Classroom Management, and an additional module named 'Education for Well-Being'. The concepts and topics for each module will be discussed, along with the design and implementation of the strategies followed to promote a positive, collaborative and reflexive environment (e.g., wellness activities, stress relief and work-life balance). This chapter also describes the main effects of the training programme on participants, gathered through interviews at the end of the training sessions.

Keywords: resilience; teacher professional learning; teacher well-being; resilience programme

Introduction

A number of studies have shown that resilience correlates positively with teachers' well-being (Brouskeli et al. 2018; Pretsch et al. 2012; Svence and Majors 2015). Resilience is a predictor of job satisfaction and well-being among teachers and can act as a protective factor against the negative costs of the teaching profession (Pretsch et al. 2012), such as teacher stress, burnout and teacher intention to leave the profession (Flores 2018; Patrão et al. 2012; Pocinho and Perestrelo 2011). Resilience is conceptualised as a process (Mansfield et al. 2016), in the sense that it can be fostered amongst teachers in order to sustain their well-being and commitment to teacher profession and quality in educational settings (Day et al. 2007). Moreover, it can be nurtured through initial and in-service professional learning. The most widely recognised formal procedures that have been found to foster teacher resilience incorporate teacher learning and development workshops and coaching by experienced and senior teachers (Richter et al. 2013; Smith and Ingersoll 2004).

Resilience is seen as a construct that can be nurtured and developed (e.g. Beltman et al. 2018; Mansfield et al. 2016; Yonezawa et al. 2011). To foster teachers' resilience, Benard (2003) suggests that they need professional development opportunities, resources and materials, caring collegial relationships, and opportunities for shared decision-making and planning. Teachers' resilience should be nurtured and supported within the school, and the school administration plays an important role in building and sustaining resilience (e.g. Day and Hong 2016; Leroux 2018). Many studies suggest that teacher education programmes have a key role to play in preparing teachers for the challenges they face - for example, by developing their skills in collaboration, problem-solving, managing stress and efficacy-building experiences (Durksen et al. 2017; Mansfield et al. 2014; Silva et al. 2018). Developing a broader range of skills and strategies, along with curriculum and pedagogical knowledge, enables teachers to feel better equipped to meet the challenges of their work. Opportunities for professional development (Greenfield 2015) can be both formal (e.g. training workshops) and informal (e.g. seeking advice from a more experienced colleague). The relevance of teacher professional learning programmes and the existence of communities of practice is emphasised in some studies, highlighting its contribution to teachers' resilience and well-being (Clarà 2017; Raider-Roth et al. 2012).

Providing a contribution to the existing research on teacher's professional development and learning, this chapter reports the results of the implementation of a teacher training programme on resilience and well-being. This programme, called Positive Education, is a face-to-face training aiming to enhance teachers' resilience and well-being. The programme comprised seven modules and activities intended to help in-service teachers to apply and adapt strategies to promote resilience and well-being in their own specific pedagogical context. Teacher educators may find the modules' description particularly useful in informing their own teacher training programmes. Professionals engaged in in-service teacher professional learning may choose to focus on the more practical, in-class applications.

Rationale and Goals of the 'Positive Education' Programme

The professional learning programme 'Positive Education' was adapted from the European programme ENTREE (ENhancing Teachers RESilience in Europe; <http://entree-project.eu/en/>; Silva et al. 2018) and aimed to foster resilience and well-being among middle and secondary school teachers. The training programme consisted of six training modules from ENTREE: Resilience, Building Relationships, Emotional Well-Being, Stress Management, Effective Teaching, Classroom Management, and a new module called Education for Well-Being.

One of the main focus of the Education for Well-Being module was to develop the ability to foster positive emotions in oneself and others. This objective is based on Barbara Fredrickson's broaden-and-build theory of positive emotions (Fredrickson, 1998, 2004). The theory posits that through broadening attention and thinking, positive emotions can create the opportunities to build new, or reinforce existing, mental, psychological, and social resources. These new resources and repertoires of action emerge as a result of patterns of thinking that are more open to information, more integrative and more flexible, created by the experience of positive emotions. Longitudinal research based on the broaden-and-build theory shows that daily experiences of positive emotions predicts broadened coping resources and greater trait resiliency, self-efficacy beliefs, more self-control and future-oriented time-thinking, interpersonal trust and social connectedness (see Fredrickson, 2013 for a review of evidence). Following the theory, all these increments of psychological functioning increase opportunities for future experience of positive emotions, giving way to positive emotion's reciprocal and sequential effects (Garland et al. 2010).

The education for well-being module was operationalised based on the different dimensions of the concept of well-being, following the Positive Education perspective and Seligman's (2011) PERMA model, which emphasises P–Positive Emotion (feeling good, positive emotions, optimism, pleasure and enjoyment); E–Engagement (fulfilling work, interesting hobbies, flow); R–Relationships (social connections, love, intimacy, emotional and physical interaction); M–Meaning (having a purpose, finding a meaning in life); A–Accomplishments (ambition, realistic goals, important achievements, pride in yourself). The well-being module allows emphasis on the well-being construct and associated variables. This module was the initial one, introducing the whole formation. It had an interactive nature that allowed for adaptation of the other modules of the training, the schedule, the time load and associated dynamics, aiming to bring the specific training needs of teachers to the reality of the training program. Moreover, the theme of 'Education for Well-Being' can contextualise the promotion of resilience skills, which makes this module the core module of the training programme, structuring the formative dynamics. On the other hand, all of the modules included topics that linked to the central module. Thus, there was a constant synergy and interconnection between the different modules and the core, 'Education for Well-Being'. The objective was to make the programme coherent, aiming to improve the professional practices of the participating teachers through a joint, consistent and interconnected reflection.

While conceptualising the training programme, the elements of three subsystems (the teacher, the school and the learning activities) were taken into account (Opfer and Pedder 2011), attending to the reciprocal influences of these three subsystems on the professional learning of each trainee. The methodological approach followed in the Positive Education programme sought to find strategies and content that took into account the interactions of these three subsystems. There was thus a logic of systemic approach between the subject (the teacher, with all of their present and past experiences and beliefs), the process (learning activities that take into account the subject and its context), the context (the school, with the different experiences it provides) and the product (teacher learning). Thus, trainees took their experiences and beliefs into their learning, and this ecological view of promoting resilience in teachers was the guiding principle when designing the module content and activities.

The methodology used in the Positive Education programme brings together the key points of a teacher training programme (Avalos 2011; Darling-Hammond 2006; Darling-

Hammond and McLaughlin 1995; Engeström and Kerosuo 2007; Kim and Hannafin 2008; Korthagen 2001; Lave 1993; Lave and Wenger 1991; Turunen and Tuovila 2012), namely:

1. Teacher learning conceived as the product of the learner's interaction with contexts, and professional learning is anchored in socio-cultural contexts of collegial work and professional growth which occurs through social interaction;
2. Coherence between theory and practice, focusing on practice as a source of learning;
3. A grounded curriculum whereby the training was structured in a dynamic modular organisation, in which the nuclear module (Education for Well-Being) was the framework of all the others and with which all interrelated;
4. Training based on and adjusted to the real experiences and needs of the trainees, through interactive dynamics;
5. A training approach based on case studies. The sessions provide situational and authentic learning possibilities and promote the application of conceptual tools to real-world situations, through an individual or joint reflection, contextualised to their practices and beliefs;
6. Partnerships between universities and schools that enabled the participation of teachers from various schools of the municipality and of various levels of education, given the credibility that this partnership brings to the training programme.

Design and Implementation of the Training Modules

Six modules (resilience, relationships, well-being, stress and coping, effective teaching, and classroom management) and education for well-being as a nuclear module were developed to reflect the whole spectrum of 'teacher resilience' as outlined in the theoretical framework. Teachers were enrolled in the programme in two sessions presenting the programme to the teachers' community of schools in one municipality of the Lisbon region. In these sessions, a general overview of the programme and the main goals were presented. Afterwards, teachers who were interested in attending the training programme filled out a form and were contacted to participate in the programme by being included in the first group of training ($n = 17$). A second group ($n = 18$) was organised with some of the participants who were not able to participate in the first group, and some other teachers invited by participants in the first group. Both groups participated in the 18-hour professional learning programme, consisting of nine sessions of two hours each, once a week.

The training programme is structured in a dynamic modular way, in which the nuclear module (education for well-being) frames all the others, acting as a centraliser and maintaining relationships with all modules (Figure 1). Education for Well-Being thus contextualises the promotion of teachers' resilience skills.

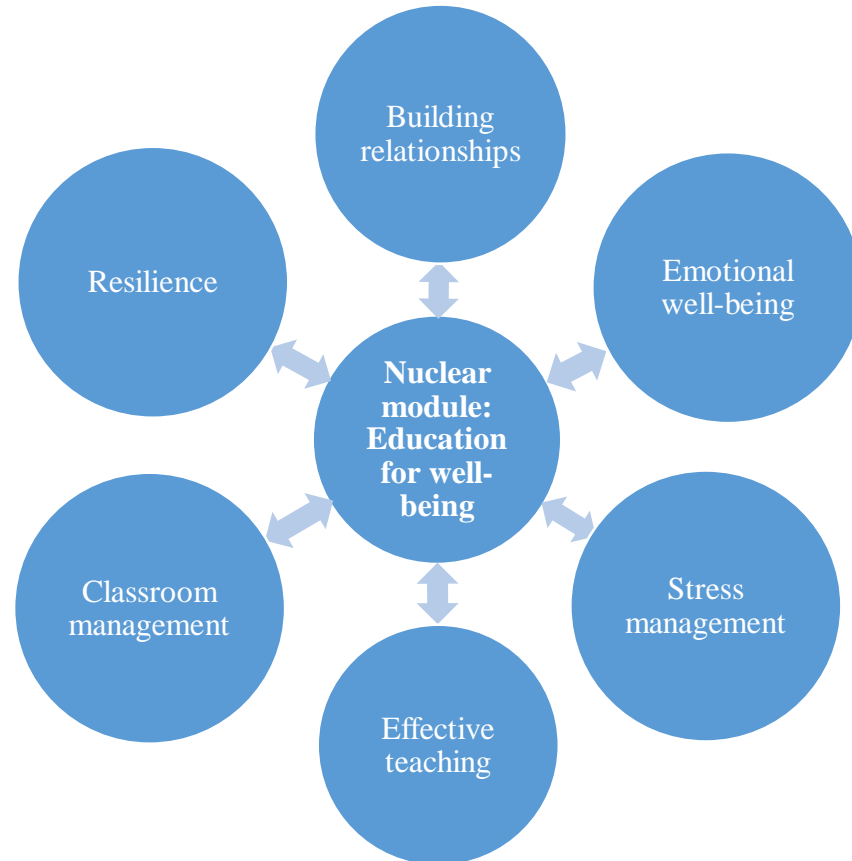


Figure 1 Dynamic modular model of “Positive Education” teacher training programme

This training model allows a curricular flexibility in the management of the different modules, adapting them to the actual needs and practices of the participating teachers. The training sessions fit the Positive Education paradigm (e.g. Norrish, Williams, O’Connor and Robinson 2013; White 2016) and the Realistic Teacher Training Model, (e.g. Korthagen 2001; Korthagen, Kim and Greene 2013) in a collaborative, participatory and reflective context, with the prevalence of theoretical-practical activities promoting well-being competences (e.g. flourishing, increased potential and human virtues) and resilience (e.g. emotional, social, relational, motivational and professional). Grounded in the Positive Education paradigm, the several methodological strategies used seek to enhance the well-being of participating teachers, focusing on the development of positive emotions, good relationships, satisfaction, hope, optimism, flow and happiness. The proposed activities lead to dynamic workshops where teachers recognise their main virtues and the importance of developing them to achieve holistic

well-being. Some of the personal strengths developed are empathy, creativity, kindness, and resilience, among others.

The realistic model of teacher education is also directly related to Positive Education, taking into account that what Korthagen (2001) designates as core qualities are the character strengths of positive psychology, which were developed in this training. We thus focused on constantly valuing the human educational potential (reinforcing the best in each participant) and investing in their psychological capital. In addition, we intended that these positive traits would lead teachers to face life in a more positive, resilient and balanced way.

The choice of delivering the training through workshops was framed by the Realistic Model characteristics, namely, focusing on school contexts and teachers' practices, and on a problem-solving orientation in schools. The workshop sessions took place using concrete examples from the participant teachers, and the joint reflections allowed participants to achieve conclusive solutions based on the experiential reality of each one.

One of the researchers, who is a teacher and has experience in teacher training, acted as a learning facilitator. During the sessions, teachers were encouraged to work and discuss their own experiences through individual or joint reflection, contextualised to their beliefs and practices, with the specific goals of developing relationships between peers, and collaborative and teamwork skills. The workshops started with a brief motivation activity facilitated by the trainer or by a guest. This methodology allowed the training to play as an open system, with the participation of several well-being dynamics facilitators (e.g. meditation, relaxation, mindfulness), whose practical approaches helped participants regain their vitality as the sessions took place in the post-work period, between 6 p.m. and 8 p.m. These activities not only aimed to stimulate and motivate the trainees at the beginning of the training sessions, allowing for a broader understanding of the later theoretical content, but also served as examples of motivation strategies that could be applied later to their students. Throughout the sessions, there was also a concern to adapt the verbal communication of the trainer to the target audience, using a 'language of education' and not only of psychology. At the end of the activities and discussion/reflection, a theoretical systematisation of ideas and concepts was made, mainly through presentations based on the theoretical framework underlying ENTREE and using the materials previously developed in this European project (Silva et al. 2018).

The training modules were presented in a sequence that sought to follow the personal and professional needs / motivations of the participating teachers, namely:

1. Nuclear Module: Education for Well-Being (2 sessions);
2. Emotional Well-Being (2 sessions);
3. Resilience (2 sessions);
4. Building Relationships (1 session);
5. Stress Management (1 session);
6. Effective Teaching and Classroom Management (1 session).

Participants were informed that they would not get any credit units for participating in the training, and that if they had attended the training sessions, they would get a certificate of participation. The participating teachers were very experienced, and therefore the ‘Effective Teaching’ and ‘Classroom Management’ modules were merged and addressed in a single session. The following tables describe the contents covered in the training sessions.

Overview of the Training Modules

Table 1 Overview of the module ‘Education for Well-Being’

MODULE	EDUCATION FOR WELL-BEING
Duration	4h (2 sessions)
Goals	<p>Framed by the Positive Education theoretical framework, the main objectives of this module were as follows:</p> <ul style="list-style-type: none"> • Become aware of a more adaptive way of life with the presence of emotions such as positive mood, hope, resilience and optimism; • Know and apply positive education tools, operationalising behaviours in this sense; • Act as positive transforming educators from the perspective of an integrative well-being (physical, mental, social and spiritual); • Know the main character strengths and human virtues, emphasising personal skills in these domains and applying them to teaching.
Content	<ul style="list-style-type: none"> • Positive (trans)formation: Teachers as Educational Transformers by Positive Education; • Holistic perspective of well-being; • Teacher flourishing: Promotion of virtues and character strengths.

Table 2 Overview of the module ‘Resilience’

MODULE	RESILIENCE
Duration	4h (2 sessions)
Goals	<ul style="list-style-type: none"> • Reflect on teachers’ knowledge about resilience; • Define the concept of teacher resilience as a multidimensional construct, comprising its micro, meso and macro levels; • Establish the relationship between resilience and quality of teaching and learning; • Know the factors that contribute to teacher resilience (risk and protective factors) and their impact on an individual level; • Explore how teachers can become more resilient.
Content	<ul style="list-style-type: none"> • Promoting teacher resilience; • Risk and protective factors.

Table 3 Overview of the module ‘Building Relationships’

MODULE	BUILDING RELATIONSHIPS
Duration	2h (1 session)
Goals	<ul style="list-style-type: none"> • Reflect on the importance of school climate as a risk and protective factor of teacher resilience; • Identify ways to promote a positive school climate; • Understand the importance of support networks (personal and professional) and the construction of educational communities in the school; • Foster collaboration and teamwork as a support factor at school; • Promote effective communication and relationships through the development of relational skills and teacher resilience.
Content	<ul style="list-style-type: none"> • School climate and teacher resilience; • Communication for effective relationships and resilience; • Teacher support networks, relationships and resilience.

Table 4 Overview of the module ‘Emotional Well-Being’

MODULE	EMOTIONAL WELL-BEING
Duration	4h (2 sessions)
Goals	<ul style="list-style-type: none"> • Analyse the importance of positive emotions in teacher resilience and well-being and use some strategies to promote them; • Understand and identify emotions in others and demonstrate empathy; • Assertively communicate one’s thoughts and emotions; • Use effective communication tools such as reflective listening; • Identify and understand emotions, feelings, strengths and personal challenges; • Use different emotion management strategies to deal with different situations in the school context.
Content	<ul style="list-style-type: none"> • Emotions; self-awareness and regulation of emotions; • Management and regulation of emotions; • Positive emotions, empathy and assertiveness.

Table 5 Overview of the module ‘Stress Management’

MODULE	STRESS MANAGEMENT
Duration	2h (1 session)
Goals	<ul style="list-style-type: none"> • Reflect on the definition of stress and associated concepts; • Know coping strategies (theoretical and practical support) to deal with stress before, during and after classes; • Understand stress-related aspects of corporeality and how to maintain a good work-life balance; • Learn to deal with stress symptoms associated with teaching (teacher) and learning (students).
Content	<ul style="list-style-type: none"> • Stress management: health, stress and coping.

Table 6 Overview of the modules ‘Effective Teaching’ and ‘Classroom Management’

MODULES	EFFECTIVE TEACHING and CLASSROOM MANAGEMENT
Duration	2h (1 session)
Goals	<ul style="list-style-type: none"> • Reflect on the efficacy of planning, teaching and learning; • Develop communicational skills that can contribute for a positive education; • Distinguish between summative and formative assessment, and analyse the importance of formative assessment for learning; • Diagnose and reflect on the personal profile of classroom management; • Know proactive and positive techniques of classroom management (organisation, production of materials, rules and procedures selection) and management of student behaviour/work.
Content	<ul style="list-style-type: none"> • Effective teaching and learning; • Student work management; • Proactive and positive classroom management strategies.

Evaluation of the Training Modules

Participants

The participants were 23 of the 35 teachers from nine different schools who participated in the training, ranging from pre-school education (one teacher) to secondary education (nine teachers). Most of them were women (78%) with 26.7 years of teaching (on average) and taught in elementary schools (52%). The 35 teachers were distributed into two groups.

Procedure

To evaluate the training programme, a semi-structured interview was conducted with 23 participants from both groups (15 from group 1 and eight from group 2)² who volunteered to be interviewed. They answered questions about a) the perceived usefulness and applications of

² Besides this evaluation, the programme was evaluated through the use of measures collected at the beginning and the end of the program and compared to a control group. More information about it can be found in Fernandes, Peixoto, Gouveia, Castro Silva and Wosnitza (2019).

the programme; b) the contributions to their personal and professional lives; c) the perceived impact on relationships with colleagues, students and others; d) the impact on resilience and conflict management skills; e) the pros and cons of the programme and suggested improvements for the programme contents and implementation. Teachers were also asked to evaluate the programme. Each interview lasted between seven and 20 minutes. All interviews were transcribed and fully analysed to identify the different ideas proposed by the participants within each question.

Data analysis

Interview data were analysed following each major interview question, guided by the procedures usually taken in content analysis to create a coding scheme (Creswell 2012; Krippendorff 2003). Thus, two independent researchers read the interviews iteratively to create categories and sub-categories, discussed and refined them until the final coding scheme was achieved. The different responses were then aggregated into major categories or themes and sub-categories. For each question, the percentages of answers obtained in each category or subcategory were computed, considering the total number of ideas proposed in that category or question. About 25% of the interviews were independently coded by a third rater, and Cohen's kappa was computed to assure the validity of the coding system ($\kappa = .91$).

Results

Perceived Usefulness and Application of the Programme

The perceived usefulness of the training was shown by the evaluation of the programme and the question focusing on its perceived usefulness. Regarding the global evaluation of the programme, teachers considered it useful from both a professional and a personal point of view, with applicability to practice and focus on the person being the most referred categories (9 out of 22, 41%, Fig. 2). The majority of answers emphasised the programme's focus on the self and the promotion of positive psychological functioning and balanced emotions:

- 'In personal and professional terms I thought it was very fruitful because it gave me a new perspective of me as a person';
- 'I'm a little bit stressed, it helped me to pause, to keep calm, to reflect...'

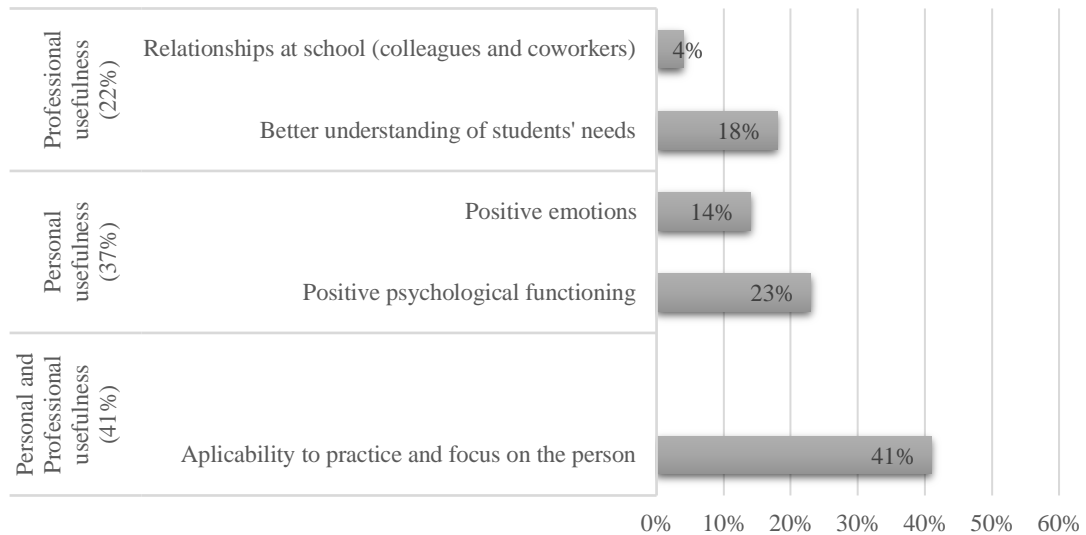


Figure 2 Perceived usefulness of the training programme

A better understanding of students' needs was also perceived as a major contribution of the training for the professional learning of participants:

- 'I think I've learned to look a little bit more at their (students') individuality, to worry a little bit more if I'm a good teacher at the emotional level as well. To give them more that part also. To hear them more...'

Teachers perceived that they have applied some of the trained skills both at the professional (54%, 29 of the 54 responses) and personal levels (46%, 25 out of 54 answers). At the professional level (Fig. 3), the majority of answers focused on more positive pedagogical management skills and professional relationships with colleagues and students:

- 'In the relationship with the students, when there were less pleasant situations, I always tried to devalue a little what could be a bad influence, what could be negative to achieve a certain goal'.
- 'There are always problems that come up, especially in relationships, and I think about what I learned in training and things have been overcome better'.

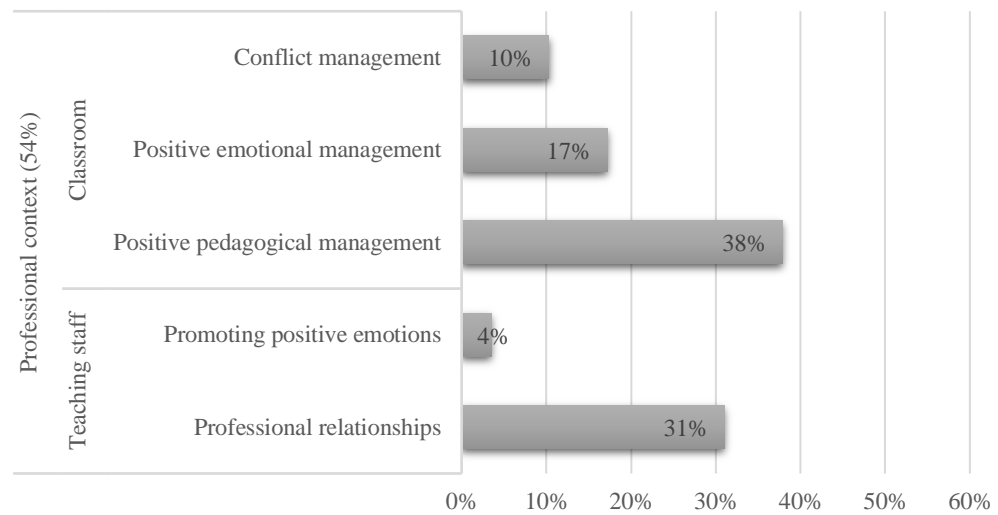


Figure 3 Perceived application of the training programme at the professional level

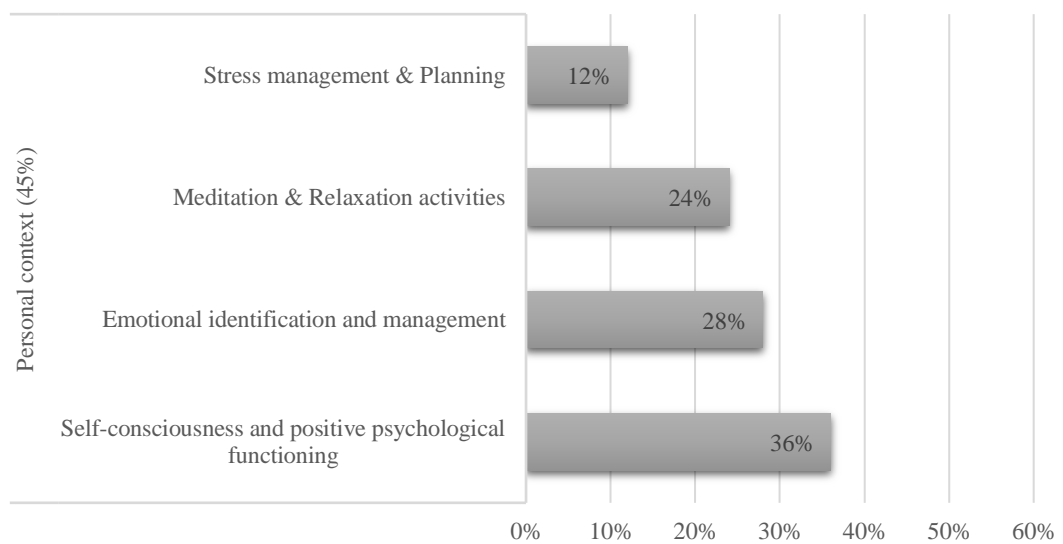


Figure 4 Application of the training programme at the personal level

At the personal level (Figure 4), teachers said they have applied skills mainly to gain greater consciousness about self and emotions:

- ‘I have more consciousness of things...I start thinking about it more, where before I just acted without thinking of what I was doing’.
- ‘Emotionally, it helped me’.

They thought they acted better in difficult situations:

- ‘(...) my ability to stop and not be impulsive in more difficult interaction situations, I recognise this as benefits of this action’.

The data analysis also points out to the introduction of some relaxation or meditation routines onto their daily living

- ‘In the morning I meditate and use those techniques (that we have learned) to carry the energy by visualising a positive thing’.

Perceived Impact on Relationships

The large majority of teachers recognised the positive impact of the programme on relationships with colleagues and students (Figure X.5). In fact, only one teacher said he didn’t notice any change in his relationships with his students; six teachers answered the same about their relationships with co-workers.

The greater impact on students was perceived to be on more positive attitudes towards them (14 answers, 40%), which improved pedagogical relationships:

- ‘I think it interfered more with the kids. (...) I am more loving, calmer with them...’
- ‘(...) I think I started complimenting them a lot more, having a lot more patience, thinking at least about that’.

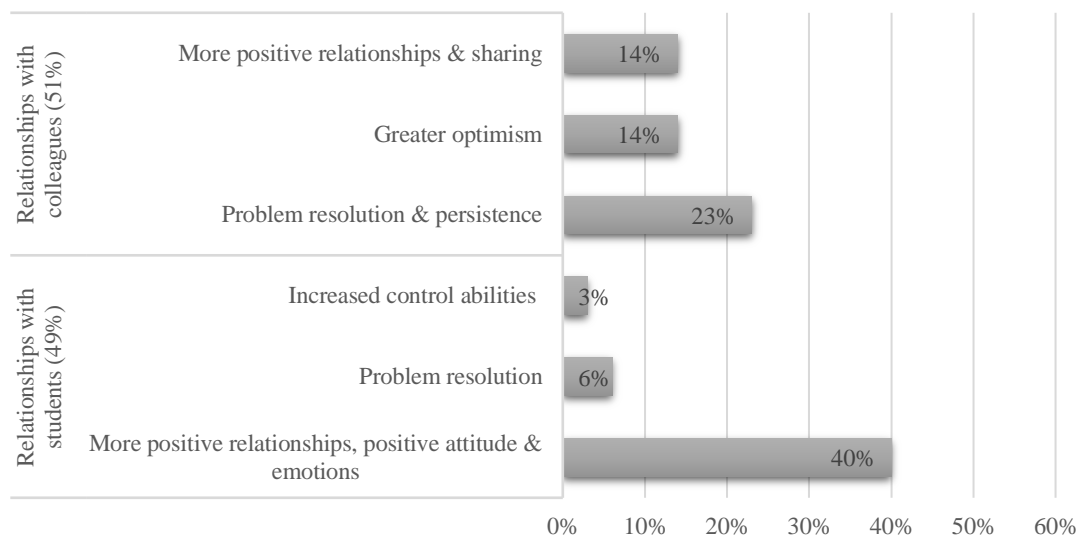


Figure 5 Perceived impact of the training programme on relationships

Relationships with co-workers were also perceived to have been improved (Figure 5). The majority of the 19 answers to this question focused on greater willingness to understand others' perspectives and to solve problems, and an increased sense of sharing with colleagues (13 answers, 37%). The following quotes illustrate these gains in relationships:

- '...there are situations when we are down and we have to understand how we can overcome them'.
- '...gave us a greater awareness of what is happening to others'.
- 'I shared immediately that I was having this training and that it was good for them to do it also', or even reframing situations.
- 'I think it helped me to deconstruct some prejudices, prejudices that I had inside me...'

Perceived Impact on Resilience and Conflict Management Skills

Teachers stressed that the programme helped them to foster their resilience and conflict management skills (Figure X.6). They expressed 18 different ways in which the programme produced this impact. In summary, the experience of positive feelings, of personal empowerment through learning new tools and better conflict management skills, all contributed to resilience improvement:

- 'We are so fortunate, dealing with children, we also learn a lot with them... This course helped me a lot on this too!'
- 'There were complicated times, but the tools (to deal with it) were there'.
- 'My resilience in the school context clearly improved!'

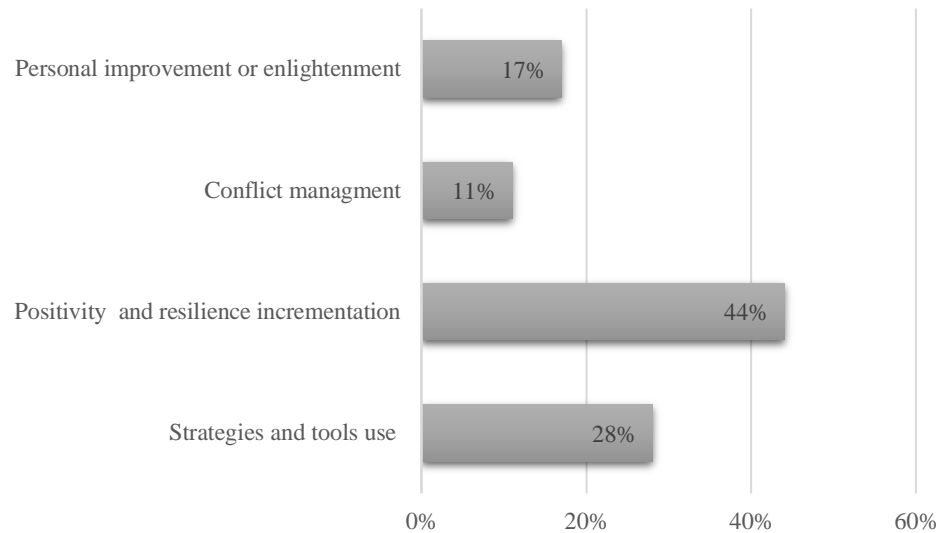


Figure 6 Perceived impact of the programme on resilience and conflict management skills

Pros and Cons of the Training Programme

We also asked teachers to point out the pros and cons of the training programme. Figure 7 shows the different categories of answers provided for this question. As expected, a large majority of the 61 answers were about the pros of participating in the course (48 responses, 79%). Additionally, positive well-being activities (meditation, relaxation) and positive interactions, sharing ideas with colleagues, and the personal focus contents or the practical approach of the sessions were the most frequently mentioned themes valued by teachers. Examples of these are:

- ‘The more positive... I really enjoyed the relaxation sessions we did’.
- ‘For me it was my therapeutic moment of relaxation’.
- ‘We really experienced things...’
- ‘I liked having other colleagues sharing experiences’
- ‘[The programme content was] focused on the person and not on what the person has to know in terms of their scientific field’.

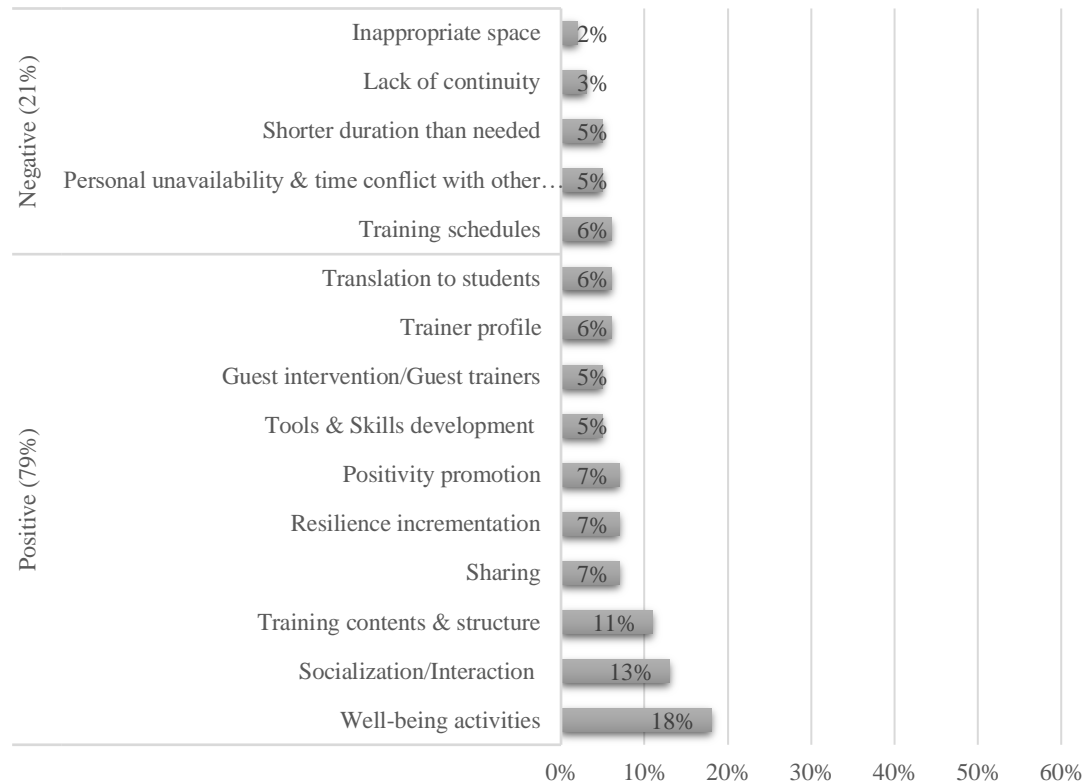


Figure 7 Pros and cons of the training programme

The scheduling of the training sessions at the end of the workday, lack of time available, or personal factors which inhibited participants from being present at sessions, comprised 7 of the 13 answers about the course's least positive features:

- 'The least positive, clearly, is that it was at the end of a working day'.
- 'The only thing I noticed is that sometimes I was extremely tired...'

Five of the remaining replies on the more negative side of the programme mentioned the need for longer sessions and the importance of continuing similar training:

- 'Sometimes we even needed more time to learn to look deeper into ourselves and our resilience and (to learn) meditation...'
- 'Lack of continuity (of the course)'.

These last quotes may not be seen as negative in themselves, and they fuelled the suggestions teachers made for the improvement of the programme.

Suggested Improvements for the Training Programme

Despite five of the 25 responses (18%) indicating that no change will be needed, the majority of responses suggested organisational or logistic changes to improve the programme. Figure 8 shows the other improvement suggestions made by the teachers interviewed.

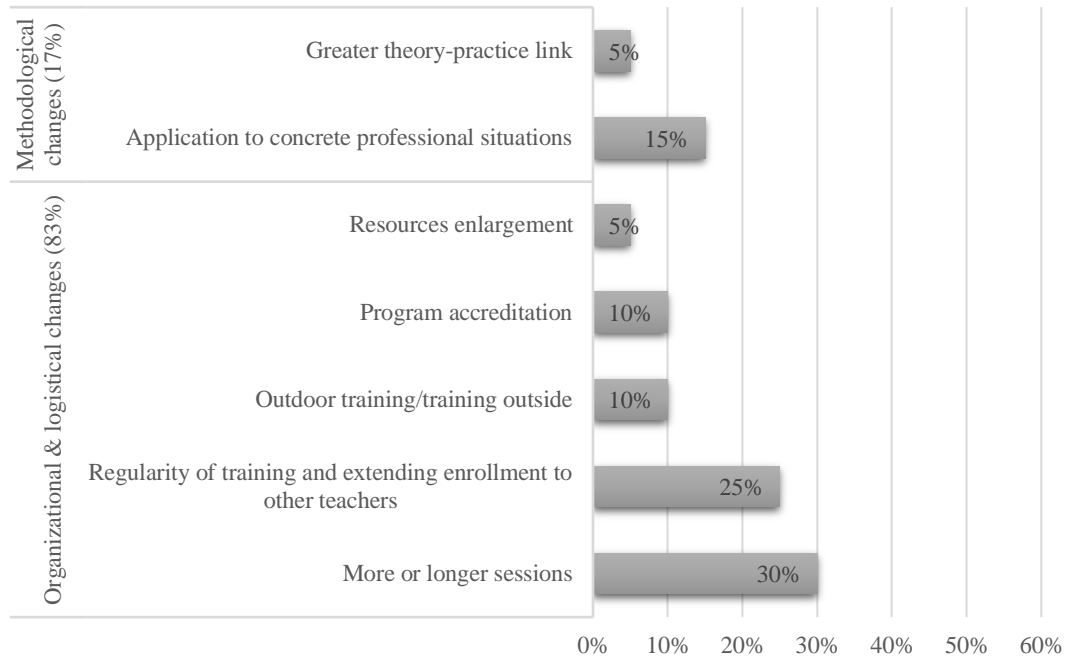


Figure 8 Suggested improvements for the training programme

As a final question, we also asked if they will recommend the programme, for whom and why. All 23 teachers interviewed recognised that they have or will recommend the programme to other teachers, mainly to ‘those who I find less positive and more closed up’, ‘people very stressed and pessimist’ or ‘I will recommend for some persons that I think the course is “tailor made” for’. Reasons for recommending the programme include the ‘novelty and freshness of contents’ not connected to the curricula, the ‘active involvement of the trainees’ in the proposed activities, and opportunities for personal as well as professional improvement:

- ‘I would say (to do the course) to improve their performance as a teacher as well as a person... the professional part and the emotional part...’

- ‘I would say it is an action focused towards us as persons, that helps us to overcome difficulties, to control emotions, to be more aware of what we feel, and to sometimes control emotions as well.’

Global Evaluation of the Programme

All 23 teachers interviewed offered a very positive (17 of 23 responses, 74%): ‘I loved it! It was an excellent course’, or positive (6 responses, 26%) evaluation of the training programme: ‘I have liked to be a part of it, because people felt good with the activities that have been done’.

Positive and innovative pedagogical practices was the most mentioned positive characteristic of the programme (14 references, 50%) which contributed to the positive evaluations (Figure 9):

- ‘First and foremost, it was a very different training from the usual, I mean, positively different!’
- ‘It was completely new. Very different (course) from what I was used to’.
- ‘...It was more focused on a lot of hands-on activities, but it always provided us with the theoretical content, and I think it was quite interesting’.

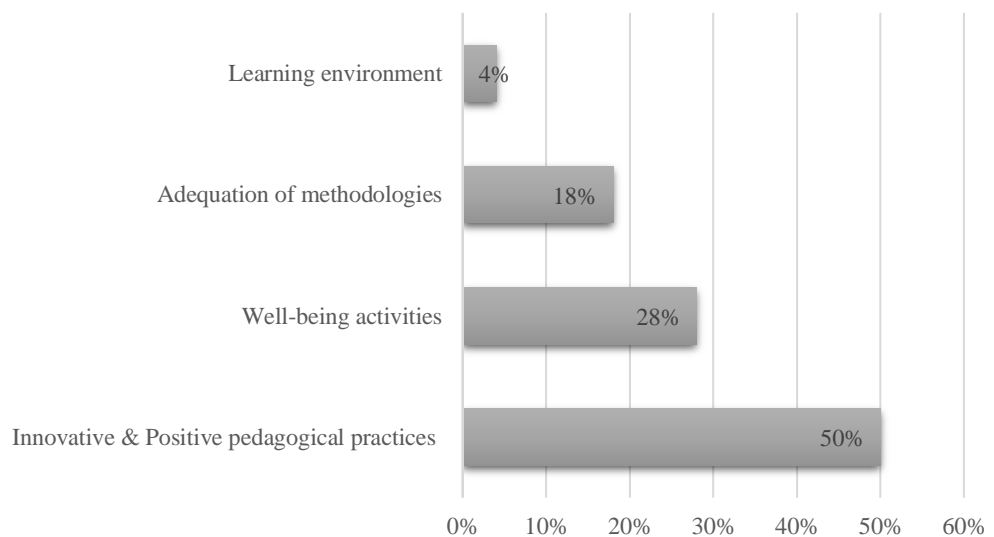


Figure 9 Perceived positive characteristics of the training programme

Eight other answers, out of the 28 total responses that characterised the positive evaluation of the programme (29%), pointed out to the kind of activities performed during the training:

- ‘There were sessions...like meditation activities, which help me a lot’.
- ‘I liked it because I had fun and relaxed quite a bit’.

Another five responses (18%) refer the adequacy of the methodologies:

- ‘I liked the way the course was set up’.

Concluding Remarks

In this age of accountability and higher academic standards, schools are increasingly under pressure to respond effectively to student needs and being pushed to raise standards and improve the quality of teaching (Day et al. 2007). This is an issue burdening teachers and contributing to their stress and burnout. Consequently, teacher professional development focused on resilience and well-being is a key issue when designing both pre and in-service teacher training (Dweck 2014; Le Cornu 2009; Leroux and Théorêt 2014). Through a thematic analysis approach, this chapter examined the professional journeys of teachers who have undertaken a training programme aiming to foster resilience and well-being. The major goal of the chapter was to illustrate how change, through professional transitions and transformations and, notably, through training, has shaped the attitudes and beliefs of teachers regarding their resilience, well-being and practices. The content analysis of teachers’ discourse about the learning experiences in terms of learning activities and learning outcomes highlighted the importance of professional learning in three different contexts or domains: a theoretical domain, a social domain, and a personal practice domain.

As stated previously, partnerships between universities and schools played a key role in the implementation of this positive education programme. Teachers often experience a gap between research and practice, and shared knowledge between scholars and practitioners may act as source for teachers’ professional learning and innovation of practices. The learning activities proposed in the training programme allowed teachers to be exposed to new input, forcing teachers to rethink their routines based on the theory-practice linkage (Snoek et al. 2018). Moreover, the programme helped teachers to foster their resilience and conflict management skills, experience of positive feelings, personal empowerment and improved

conflict management skills. In short, theory and research-based evidence provided teachers with new concepts and new tools to look at daily practice through a different lens.

Regarding the social domain, a major goal of this training programme was to bring teachers together and reply to one of the biggest obstacles to teacher professionalism: isolation (Hargreaves 2000). Social learning through the training activities offered a context in which teachers improved relationships with colleagues and students, as well as relationships with co-workers (e.g. teaching assistants, psychologists, administrative staff, ...). Collaborative activities also provided a context for exchanging ideas and experiences with colleagues, developing positive interactions, and highlighting the critical role of relationships, ensuring that teachers will remain resilient across their teaching career (Mansfield and Gu 2019). As an example of exchange and collaboration teachers recognised the role of the facilitator as an important operational feature in this professional learning programme. This role, in terms of actions, became essential in all training sessions, and the facilitator actions actively positioned teachers as self-directed learners, enabling them to explore the learning experiences proposed at workshops. These actions were essential for programme acceptability and success, requiring the facilitator to break out of habitual behaviours and critically analyse, in action and retrospectively, the most appropriate actions to support teacher learning. Additionally, the reflection activities also permitted teachers to move beyond actions and began to encourage teachers to consider and engage with potential drivers of action.

A key message emerging from literature in the area of teacher education is that professional learning must be personal (Smith 2017). This means that teaching is not merely a technical procedure, but a complex set of personal and social processes and practices. Taking time to think about personal practice may assist teachers in building a stronger sense of professional identity. Teachers who participated in this training programme reported changes in knowledge and beliefs and the use of knowledge to gain greater consciousness about self and emotions. Furthermore, the personal practice domain is reflected in the use of more positive pedagogical management strategies as well as on a better understanding of students' needs. Such findings provide indicative evidence of awareness in action as a result of taking time to think about the professional behaviour and practice. These outcomes may be conceptualised as increased or changed knowledge, intentions, practices and emotions, and call for the need to apply positive psychology constructs like strengths and hope in school settings to empower teachers. Besides, we suggest that learning is central to being and becoming within the personal professional development of teaching expertise and call for the importance of teachers to actively shape (e.g. Greenfield 2015) their ongoing personal professional development by

sharing (Pearce and Morrison 2011; Sprott 2019) different approaches to personal professional learning.

Some limitations should be acknowledged in this study. First, the teachers interviewed were all volunteers, which means that the most enthusiastic teachers of those who participated in the training probably participated in this part of the study. Second, the interviews were conducted by a psychologist who was not related to the training nor was known to the participants, which may have inhibited greater participation by teachers during the interviews. Despite these limitations, this study provides evidence for how teachers perceived the training and the changes that it produced both at the personal and professional levels. Furthermore, and taking into account that another evaluation of the programme (Fernandes et al. 2019) showed increases in self-efficacy beliefs, resilience, emotions, motivation and well-being, this study provides additional evidence for how teachers became aware of these changes.

Finally, and at a more global level, we summarise policy implications arising from the findings of this programme that support teacher professionalism. Teacher educators and policy makers must commit to enhancing teacher professionalism through concrete and targeted policies and to create conditions that enable teacher development as a result of the exchange of experiences. The structure of the programme, based on the sharing of experiences and the interactions between colleagues, was an aspect especially valued by the teachers interviewed. Along these lines, opportunities need to be provided that allow teachers themselves to value their personal professional knowledge and feel comfortable enough to share their professional expertise with colleagues.

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Artigo empírico 3

Effects of interventions on teachers' well-being and resilience: A systematic review

Effects of interventions on teachers' well-being and resilience: A systematic review

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Effects of interventions on teachers' well-being and resilience: A systematic review

Abstract

Resilience and well-being are central themes in the teaching profession, as setbacks and challenges are frequent and inevitable in teachers' daily lives. Research on promoting resilience and well-being in teachers shows that these skills can be taught and developed through well-planned interventions and that there is a positive relationship between both constructs. This systematic review intended to understand the effects of interventions on resilience and/or well-being in teachers in quantitative and qualitative studies developed in the time frame of 2000 to 2019. It analysed 27 studies developed in a variety of countries, with interventions with a diversified focus and approach, applied to teachers of all levels of education (K–12), and with heterogeneous results in the variables considered. Overall, the results showed that the numbers of positive and neutral effects were equal and that studies with a stronger research design obtained fewer positive than non-significant effects. We found a marginally significant difference when comparing the positive approach interventions with the approach interventions for reducing distress. Results also showed more positive effects in interventions with secondary school teachers and using a positive approach. The implications of these results in terms of teachers' personal and professional development are discussed, along with suggestions for further research on this subject.

Keywords: teacher well-being; teacher resilience; interventions; teachers; systematic review

Introduction

Resilience and well-being are central themes in the teaching profession, as setbacks and challenges are frequent and inevitable in teachers' daily lives. A clear example of this was the unexpected emergence of the COVID-19 pandemic that has led teachers, students, and the entire educational community worldwide to adapt and to find strategies to cope, in an appropriate and effective way, with this adversity (Kim & Asbury, 2020; Klapproth et al., 2020).

Teachers' resilience and well-being skills can be taught and developed through well-designed interventions (Beshai et al., 2015; Hayes et al., 2019). Research shows that resilience can be promoted among teachers in order to sustain their well-being and commitment to quality education (Day et al., 2007). Research on teacher resilience shows a positive relationship between teacher resilience and well-being (Pretsch et al., 2012; Svence & Majors, 2015). Considering that both constructs have a complex, dynamic, and multidimensional nature and that they are widely used and related, the conceptual clarification and understanding of their relationship with teachers are important. With this objective and highlighting the relevance of the theme, we found in the recent literature the integrative model *Aligning Wellbeing and Resilience in Education (AWaRE)*, which specifies the types of relationships between the two constructs and the key aspects of the resilience process (Hascher et al., 2021).

This systematic review aims to summarise the effects of intervention programmes for pre-service teachers or in-service teachers, in the context of well-being and/or resilience, on a set of related attributes.

Teacher well-being

Research on well-being has grown in recent decades. It is a complex concept that derives from two approaches with different theoretical backgrounds (Ryan & Deci, 2001): subjective well-being (SWB), framed in a hedonistic perspective, and psychological well-being (PWB), inserted in an eudaemonic perspective. The concept of SWB encompasses a cognitive dimension, satisfaction with life, and an emotional dimension, consisting of positive affect and reduced negative affect (Diener et al., 2002). The concept of PWB reports to human development in overcoming the existential challenges of life, covering various dimensions of psychological functioning (Keyes et al., 2002). Ryff's (1989) multidimensional model of PWB identifies six psychological dimensions: self-acceptance, positive relationships with others, autonomy, mastery of the environment, life purpose, and personal growth. In this sense,

associated with the development of the individual, there is the concept of meaning and self-realisation (Ryan & Deci, 2001). Some theories of teacher well-being focus on emotions (hedonic perspective), others on eudaemonic elements (human virtues), and there are still approaches that unify eudaemonic and hedonistic currents (White & McCallum, 2020).

The concept of well-being can be considered an operational goal for educational systems (White, 2016). There are several approaches for the construct of teacher well-being that testify to its complex and multidimensional nature (e.g., Emerson et al., 2017; Hayes et al., 2019). The well-being of teachers can be defined as the responses of teachers to cognitive, emotional, health, and social conditions related to their work and profession (Viac & Fraser, 2020). It can also be defined as a sense of personal and professional satisfaction, purpose, and achievement that evolves amidst cooperation with peers and students (Acton & Glasgow, 2015).

As with psychological research that focused, preferably, on unhappiness and human suffering, to the detriment of the causes and consequences of positive functioning (Ryff, 1989), it is common to find in the literature a description of teachers' well-being in negative terms, focusing on studies on burnout, stress, and distress (Kaur & Singh, 2019; McCallum et al., 2017). However, other more positive approaches based on SWB have emerged. For example, Seligman (2011) presented the PERMA model (Positive emotions, Engagement, Relationships, Meaning, Accomplishments), arguing that well-being is a construct consisting of five measurable elements, each contributing to well-being, but not defining it in its entirety. This model was not developed specifically for the field of education, but it has been a frequently used framework for designing well-being interventions in the educational context (Falecki & Mann, 2020; Seligman et al., 2009).

Most academic work on teachers' well-being has focused on the dimensions of this construct rather than defining it (McCallum et al., 2017). Kaur and Singh (2019) carried out studies to find factors that affect the well-being of teachers. They concluded that the relevant factors are individual, relational, and external, and they categorise them as positive and negative factors.

The literature on promoting well-being in teachers describes interventions that are based on these positive and negative approaches.

(a) *Positive approach interventions*

Focus on developing some positive well-being factors (e.g., resilience, self-efficacy).

Example: "*Gratitude Intervention Program*" (Chan, 2010).

(b) *Interventions to decrease distress*

Focus on decreasing some negative well-being factors (e.g., burnout, stress). Example: *SWPBIS (School-Wide Positive Behaviour Interventions and Supports)* (Ross et al., 2011).

(c) *Mixed Interventions*

Focus on some positive and negative well-being factors (e.g., resilience, stress). Example: *MBI (Mindfulness-Based Intervention)* (Hue & Lau, 2015).

Teacher well-being is not just an individual responsibility. It becomes a priority that schools, society, and political leaders work together to implement personal and professional development programmes for teachers with a focus on their well-being and resilience (Kangas-Dick & O`Shaughnessy, 2020).

Teacher resilience

In the international literature and reflecting the growing interest around this topic, there are numerous definitions of resilience. This diversity of definitions highlights the complexity of this concept, its importance, and how much it relates to other topics, such as well-being in the context of education. Broadly defined, resilience refers to the ability to adapt positively and flexibly to difficult circumstances (Luthar et al., 2000) and yet recover and prosper through them, returning to a reasonable level of well-being (Noble & McGrath, 2015).

In the case of teachers, resilience can be defined as the capacity for positive adaptation and continuous commitment and growth in the face of challenging circumstances, integrating individual elements (e.g., self-efficacy beliefs, emotional, motivational, social, and professional skills) and contextual (e.g., personal and professional context) and situational factors (e.g., culture and politics). These elements can act as risk or protective factors (Peixoto et al., 2018) in a continuous process of cognitive and emotional regulation (Gu, 2014).

Teachers are daily challenged by many stressors related to their job. The number of bureaucratic tasks and simultaneous need to fulfil the curriculum and to develop the social and emotional skills of students are among these potential stressors (Baruani et al., 2021; Greenberg et al., 2016). Globally, research reveals that resilient teachers promote less stressful environments and more positive teaching (Baum et al., 2018). Thus, the importance of strengthening resilience skills in teachers is better understood if we take into consideration that they can directly influence their students. Despite this, research focusing on the efficacy of interventions to promote the resilience of teachers is scarce (Beltman et al., 2011; Chesak et al., 2019).

Interventions to promote resilience are based on different approaches but can be broadly grouped as interventions focusing on protective factors or risk factors (Mansfield et al., 2016).

(a) *Protective factors* could be personal protective factors (e.g., individual traits, self-efficacy, positive emotions) or contextual protective factors (e.g., positive school climate, effective support networks, support from pairs). Example: *CARE - Cultivating Awareness and Resilience in Education* (e.g., Jennings et al., 2014; Schussler et al., 2018).

(b) *Risk factors* could be personal risk factors (e.g., stress, burnout) as well as contextual risk factors (e.g., hostile school climate). Example: *MBSR - Mindfulness-Based Stress Reduction* (Hue & Lau, 2015).

In brief, these interventions' results pointed out the importance of reducing risk factors and increasing protective factors. Both strategies will allow teachers to become better prepared to face challenges positively (Beltman et al., 2011).

Previous systematic reviews

There are few systematic reviews of literature and meta-analyses on the effects of professional development programmes on teachers' well-being and/or resilience. We have found one meta-analysis and five systematic reviews. One study focuses on resilience, and the remaining five focus on teachers' well-being.

In the context of promoting resilience in teachers, we found only the systematic review of the literature carried out by Kangas-Dick and O'Shaughnessy (2020), which synthesises a small number of studies (10), highlighting the description of the interventions and not so much their effects on the variables considered. The results suggest that interventions that target contextual factors contribute more to teachers' resilience than those that focus on individual factors.

In the domain of teachers' well-being and regarding specifically the effects of the mindfulness technique, we found a meta-analysis (Zarate et al., 2019) and two systematic reviews (Emerson et al., 2017; Hwang et al., 2017). In terms of definition, mindfulness is a technique used in some interventions and can be defined as a state of mind that allows the person to approach the reality of the present moment with openness and without judging, driven by their thoughts and emotions, and distancing themselves from their mental contents by observing them from an impartial point of view (Kabat-Zinn, 2003; Zarate et al., 2019). All these reviews analysed the effects of interventions based exclusively on mindfulness,

concluding that the interventions had significant positive effects on the well-being and performance of teachers.

The review by Embse et al. (2019) aimed to compare the type and effectiveness of interventions in reducing stress. The sample included 24 studies, with interventions in the knowledge, behavioural, cognitive-behavioural, and mindfulness domains. Results indicated that the most effective interventions in reducing stress were obtained in the mindfulness, behavioural, and cognitive-behavioural domains, while interventions that delivered only informative content were the least effective.

Finally, the literature review carried out by Molero et al. (2019) aimed to find a relationship among emotional intelligence, burnout syndrome, and teachers' well-being. They concluded that, through the positive reinforcement of emotional intelligence, levels of stress and anxiety are reduced.

The present study

As evidenced in the studies presented above, there are some systematic reviews of the literature on the effects of interventions to promote the well-being and/or resilience of teachers. However, half of them focused exclusively on interventions using the mindfulness technique, and of the other three, two only included studies using interventions to decrease distress, and the third one was mainly concerned with the description of the interventions and less with their effects. Considering the wide spectrum of existing tools for the promotion of teachers' well-being, to focus only on one (e.g., mindfulness) seems limiting. On the other hand, many of these interventions were to decrease distress and focused on risk factors instead of being focused on protective factors and on well-being itself. Thus, this study has the main objective to carry out a systematic review of the literature about the effects of intervention programmes for teachers in the scope of well-being and/or resilience and to fill the gap of the previous systematic reviews. Hence, the specific objectives of this systematic review are as follows:

- Identify interventions that promote resilience and/or well-being among teachers, carried out between the years 2000 and 2019.
- Analyse the effects of these interventional programmes on teachers' resilience and/or well-being.

Method

Search strategy

A literature search covering the time frame of January 2000 to December 2019 was carried out in international electronic databases: Web of Science, PsycINFO, ERIC, and SCOPUS. This search was done in English, seeking studies on the effects of intervention programmes on well-being and/or resilience in teachers using combinations of the following keywords: (*intervention* OR *programme* OR *training*) AND (*teacher* OR *school*) AND ("*positive intervention*" OR *well-being* OR *resilience*). At the same time, a search was carried out in the SciELO database, with the same keywords, in English, Portuguese, and Spanish. In each database, the selected terms were searched in the title and abstract. In total, 462 records were identified (Figure 1). The records were exported to the EndNote Web software to remove duplicate records and then to the online tool Rayann QCRI (Ouzzani et al., 2016) for screening.

Selection of studies

For inclusion in this review, studies had to meet the following criteria:

- Investigate effects of interventions, programmes, or techniques to promote well-being and/or resilience in teachers. Accepting “positive interventions” (e.g., positive emotions, gratitude, mindfulness) and interventions to reduce distress (e.g., stress and burnout management) as a synonym for “wellness programmes”.
- Published between January 2000 and December 2019.
- Empirical studies of a quantitative, qualitative, or mixed nature.
- Conducted in a school context, with teachers from all levels of education (pre-school to secondary education).
- Include interventions with pre-service or in-service teachers.
- Written in English, Spanish, or Portuguese.
- The document had to be an article from a scientific journal, a chapter of a book, a doctoral dissertation, or the abstract of a conference.

The exclusion criteria in this review were as follows:

- Studies that referred solely to interventions with students, supervisors, school administrators, or employees.
- Interventions in areas other than well-being and/or resilience.
- Published outside the defined time frame.

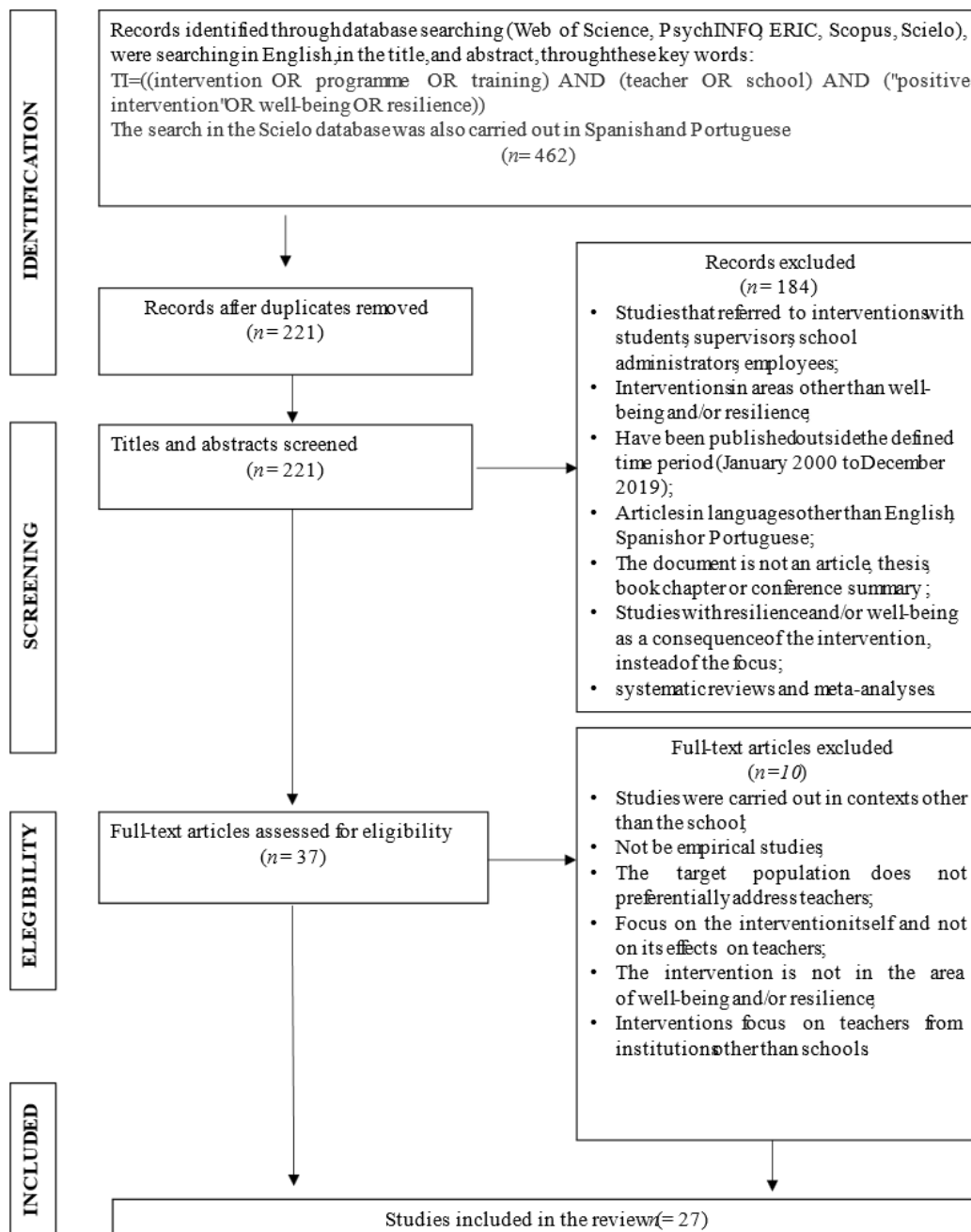
- The document is not an article, thesis, book chapter, or conference summary.
- Studies with resilience and/or well-being as a consequence of the intervention, instead of being the focus of the intervention.
- Systematic reviews and meta-analyses.

The titles and abstracts of all 221 articles obtained, after excluding duplicates, were independently selected, based on the criteria already stated, by the first two authors, using the blind review feature of the Rayann QCRI, with 95% agreement (172 articles excluded, 37 included, and 12 in conflict) and a Cohen's kappa coefficient = .84.

The results of the selection were compared by the two evaluators in order to resolve the discrepancies, until reaching 100% agreement (184 articles excluded and 37 included). This process resulted in a selection of 37 records to read the full text (Figure 1) that were analysed by the first and third authors, independently, using the Rayann QCRI blind review feature, with 86% agreement (8 articles excluded, 24 included, and 5 in conflict) and a Cohen's kappa coefficient = .68. The results of the selection of the two evaluators were compared to resolve the discrepancies until 100% agreement was reached. At this stage, 10 studies were excluded, and 27 were included in the analysis (Figure 1).

Figure 1

Flow diagram of the research and study research selection, based on PRISMA (Liberati et al., 2009)



Coding of studies

The studies were coded according to the following categories:

(a) Publication information (author, year, and type of publication).

(b) General study information (sample size, country, data of the participants). The participants' data were coded according to the teachers' teaching cycle (elementary, primary, secondary) and according to their career position (pre-service and in-service teacher).

(c) Intervention (duration, characteristics). As there was no uniformity in relation to the duration of the programme, categories were created by time intervals: short-term (11–15 hours; 16–30 hours), medium-term (6–15 days; 8 weeks), and long-term intervention (one school year). The characteristics of the intervention were classified according to the focus of the programme (resilience and/or well-being) and the approach of the studies (positive, mixed, or reduction of distress interventions).

(d) Research design. For the research design, we classified the studies into three categories: one including the studies with random selection of the participants (RCT - randomised controlled trial) or the schools (CRCT - cluster randomised controlled trial), a second one including studies without randomisation in the selection process and CRCT with a number of clusters lower than 10 by condition, and a third group comprising studies with only an intervention group. We make a distinction between CRCT with less and more than 10 clusters per condition, considering that few clusters per condition increase the risk of bias (Dron et al., 2021; Puffer et al., 2005).

(e) Data analysis procedure.

(f) Measures.

(g) Results - total number of significantly negative, non-significant, and significantly positive effects. The effects were considered statistically significant for values for $p \leq 0.05$.

In the case of qualitative studies, the same coding categories were used; however, for category (g), the results were presented in a descriptive manner. The effects reported in all studies were analysed for all dimensions and sub-dimensions of the measures used. The Appendix contains the results of coding by record.

To guarantee the reliability of the coding, a double coding (first and second authors) was carried out in the total number of selected records (27). The results of the two independent coders were compared to resolve the discrepancies, until 100% agreement was reached. Then, the agreement between evaluators was calculated for the total number of coded effects (significantly negative, non-significant, and significantly positive), with a Cohen's kappa coefficient = .96.

Data analysis

For the analysis of the data, we applied the method of counting votes (Deeks et al., 2008), where we considered the direction of the effects (significantly negative, not significant, significantly positive) instead of the exact magnitude of those effects. Although the “vote counting” approach has its limitations (i.e., considering the p-value as a measure of evidence, without considering its dependence on the sample size and research design), we consider it more conclusive than a narrative synthesis of a qualitative nature.

The dependent variables were organised into new variable categories, defined according to the theoretical framework: global resilience, emotional competences (positive emotions, negative emotions, psychological symptoms, self-reported affection), motivational competences, professional competences, social competences, coping strategies, physical health. The organisation by categories was carried out by independent researchers, with a Cohen's kappa coefficient = .95.

Results

The studies were published between 2007 and 2019. According to the type of publications, $k = 23$ were journal articles, $k = 3$ were doctoral dissertations, and $k = 1$ was a research report. This review contains a range of studies that varied in the way they were conducted and described, as can be seen in the Appendix. In order to present the results, we organised them by three different features: global characterisation, quantitative studies, and qualitative studies.

Global characterisation

To understand the contexts where the interventions took place, the selected articles ($k = 27$) were classified according to the country where the research took place. We found studies from 11 countries, with emphasis on the USA and China.

As for the data of the participants and considering the situation of teachers' career, $k = 24$ studies were carried out with in-service teachers and $k = 3$ studies with pre-service teachers. The numbers of studies per levels of education were distributed from pre-service to secondary education, with a prevalence of studies including primary teachers ($k = 10$).

Data were collected and analysed using quantitative ($k = 21$) or qualitative ($k = 6$) methods. Regarding the research design, $k = 8$ used an RCT or CRCT with more than 10

clusters, $k = 9$ used a non-randomised control group or CRCT with fewer than 10 clusters, and $k = 10$ (4 quantitative and 6 qualitative) used a single group design.

In relation to the focus of the interventions, $k = 15$ focused on the well-being of teachers and $k = 12$ on resilience. In both types of approach, the most used interventions ($k = 9$) were mindfulness-based interventions (e.g., CARE, MBI). For the total number of studies, $k = 26$ focused on teachers and $k = 1$ on teachers and students.

Considering the outcome variables of each study, $k = 6$ were classified as “positive interventions”, $k = 6$ as interventions to decrease distress, and $k = 9$ as “mixed interventions”, with outcome measures of the two previous approaches. Regarding the duration of interventions, they were distributed as follows: short-term programmes ($k = 17$), medium-term programmes ($k = 4$), long-term programmes ($k = 4$), and did not mention the duration ($k = 2$).

Effects of the quantitative studies

Overall effects

As a global synthesis of the effects of studies with a quantitative approach ($k=21$), the number of positive effects is equal to the non-significant effects. For the total value of effects (166), 51% were non-significant (84), and 49% were positive (82). For all studies, 17 used a control group and 4 only a single group (Table 1). Analysing the results while taking into account the research design, studies with a stronger design obtained more non-significant than positive effects, whereas studies with weaker designs presented more positive than non-significant effects (Table 1). This difference is significant: $\chi^2(2, N=166) = 25, p < .001$.

Table 1*Effects by study research design*

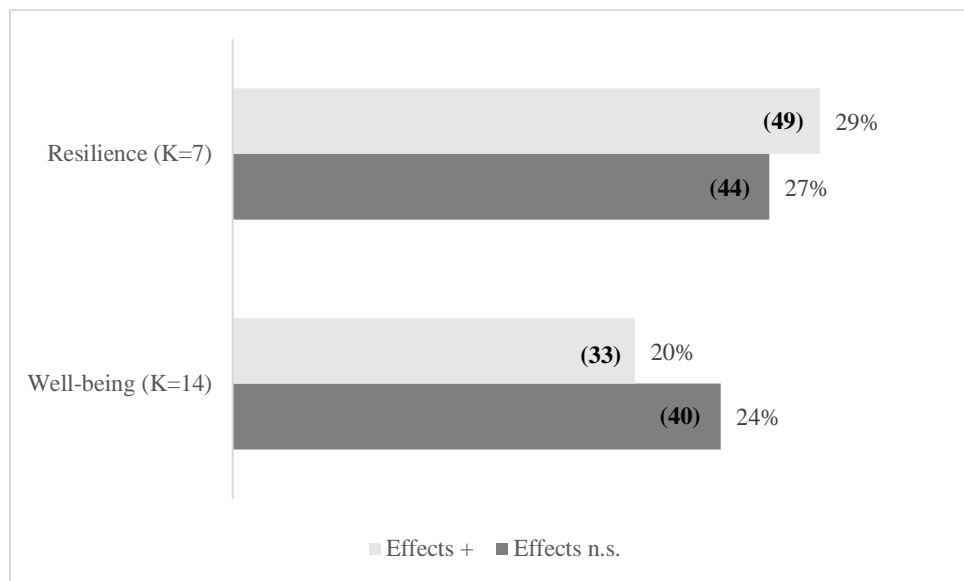
Studies	Design Type	Effects	
		n.s.	+
Hayes et al. (2019)	RCT or CRCT with number of clusters higher than 10 by condition	7	0
Jennings et al. (2014)		12	5
Jennings et al. (2019)		14	6
Ross et al. (2011)		0	4
Tyson et al. (2009)		5	3
Wolf et al. (2015)		3	0
Wolf et al. (2018)		2	2
Wolf & Peele (2019)		3	0
TOTAL for RCT or CRCT studies		46	20
Beshai et al. (2015)	Pre-test, post-test Non-randomised control group or CRCT with number of clusters lower than 10 by condition	0	4
Fernandes et al. (2019)		2	9
Franco Justo (2010)		0	4
Hirshberg (2017)		10	2
Hue & Lau (2015)		5	2
Siu et al. (2014)		5	2
Sottimano et al. (2018)		2	6
Telles et al. (2018)		0	2
Wong et al. (2009)		11	9
TOTAL for non-randomised control group studies	35	40	
Baum et al. (2018)	Single group; pre- test post-test	0	10
Chan (2010)		1	3
Chan (2013)		2	2
Chesak et al. (2019)		0	7
TOTAL for single group studies		3	22
TOTAL	84	82	

Effects by focus of the intervention

For the total number of studies ($k = 21$), 56% of the effects (93) resulted from interventions in teacher resilience ($k = 7$), while 44% of the effects (73) resulted from interventions in teacher well-being (Figure 2).

Figure 2

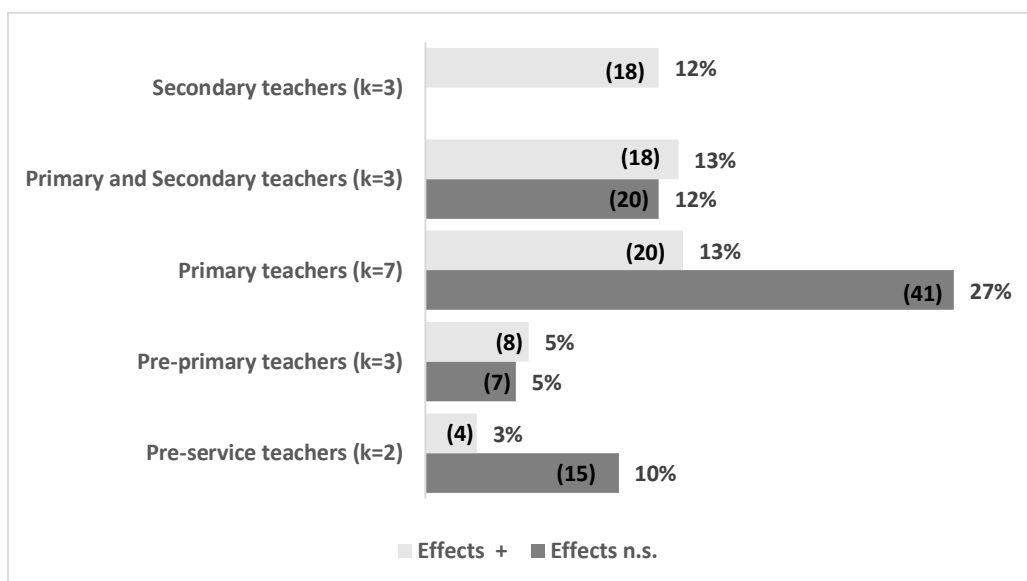
Effects by focus of the intervention



Note. The number of effects is presented within parentheses.

Effects by grade-level teaching

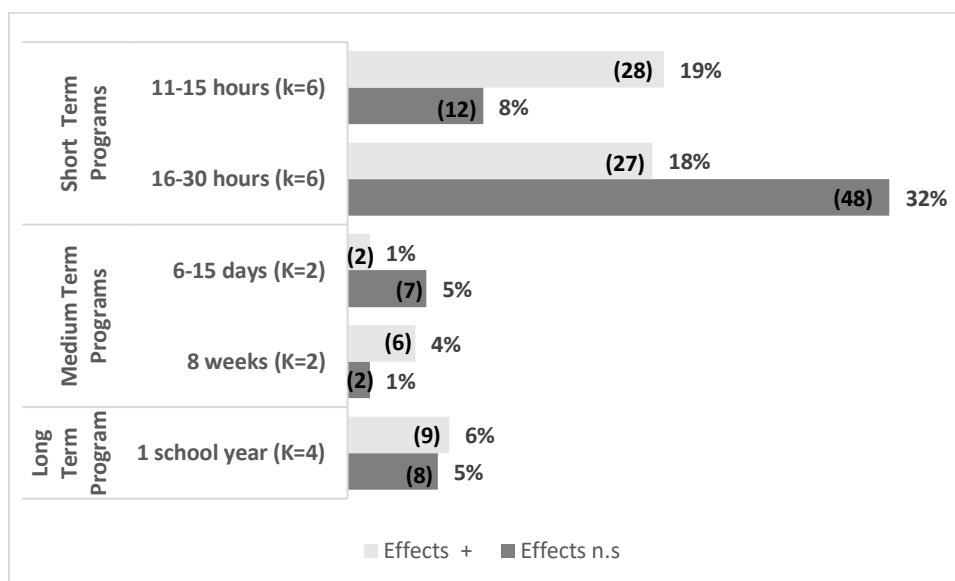
The analysis by the grade level taught by teachers showed differences between the categories: $\chi^2(4, N=151) = 27.6, p < .001$. These differences arose from the differences between positive and non-significant effects in the categories secondary teachers ($\chi^2[1, N=18] = 18, p < .001$), primary teachers ($\chi^2[1, N=61] = 7.23, p = .007$), and pre-service teachers ($\chi^2[1, N=19] = 6.37, p = .011$) (Figure 3).

Figure 3*Effects by grade-level teaching*

Note. The number of effects is presented within parentheses.

Effects by programme duration

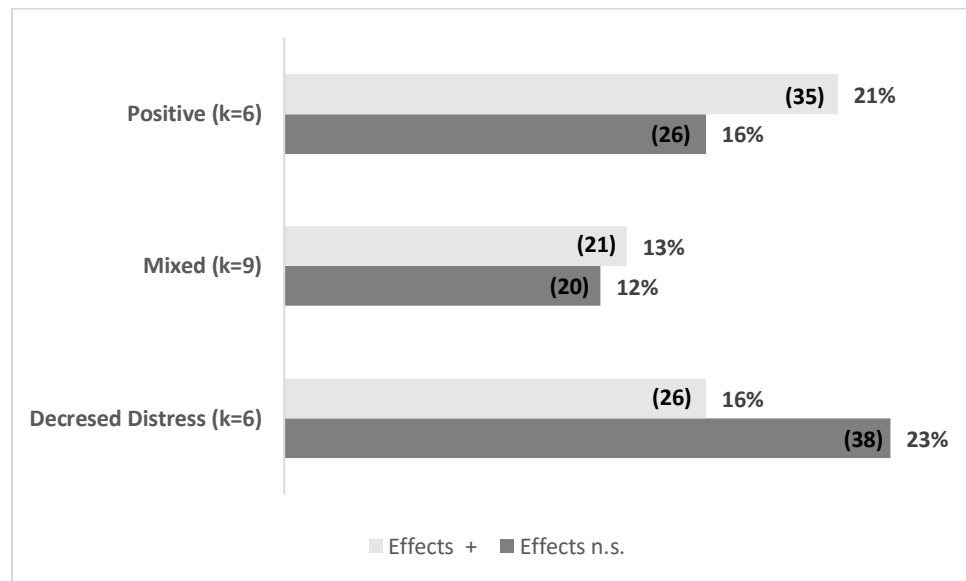
Analysis by the time length of the programme did not show differences between the categories. However, in the “short-term programmes”, differences arose between programmes lasting for 11–15 hours and programmes with a time length ranging from 16 to 30 hours: $\chi^2(1, N=115) = 10.76, p=.001$. In the shorter interventions, the positive effects are higher than the non-significant, whereas in the larger programmes the non-significant effects are the highest (Figure 4).

Figure 4*Effects by programme duration*

Note. The number of effects is presented within parentheses.

Effects by approach of intervention

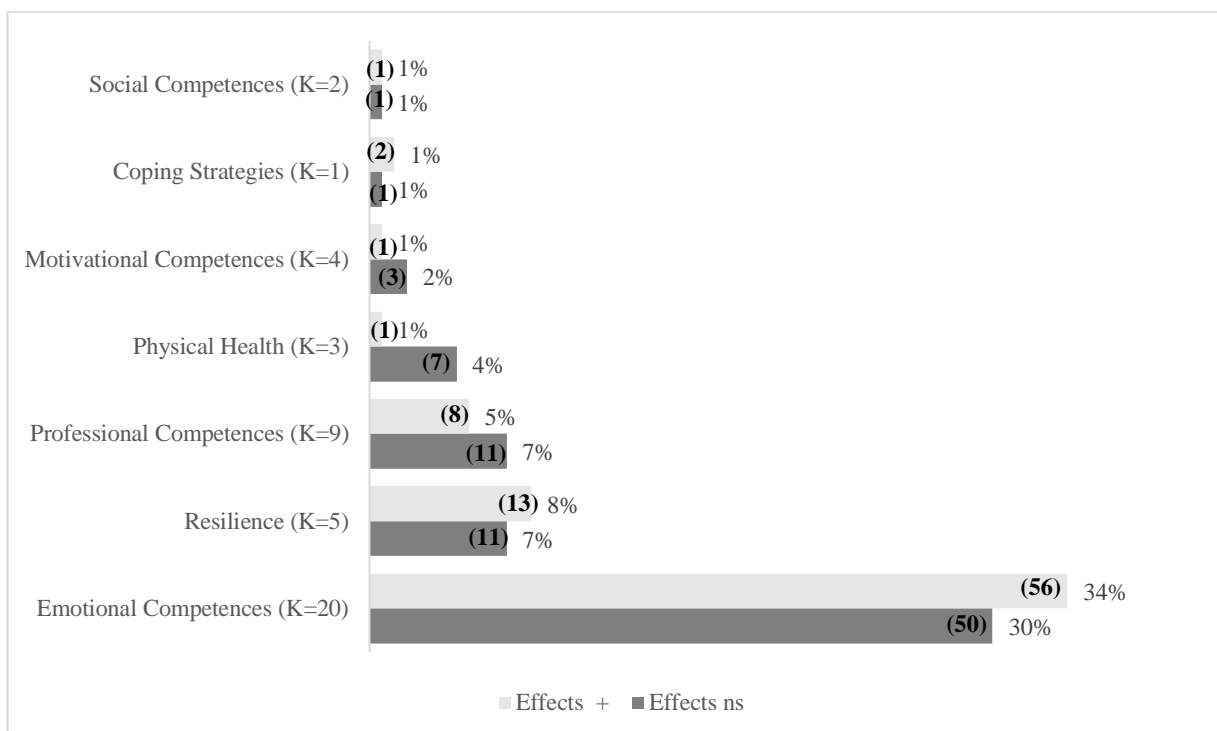
Studies with positive-approach interventions seem to have more positive results than studies with mixed-approach interventions or studies with an approach to reduce distress. The analysis comparing positive approaches with approaches to decrease distress showed a marginally significant difference: $\chi^2(1, N=125) = 3.51, p=.061$ (Figure 5).

Figure 5*Effects by approach of intervention*

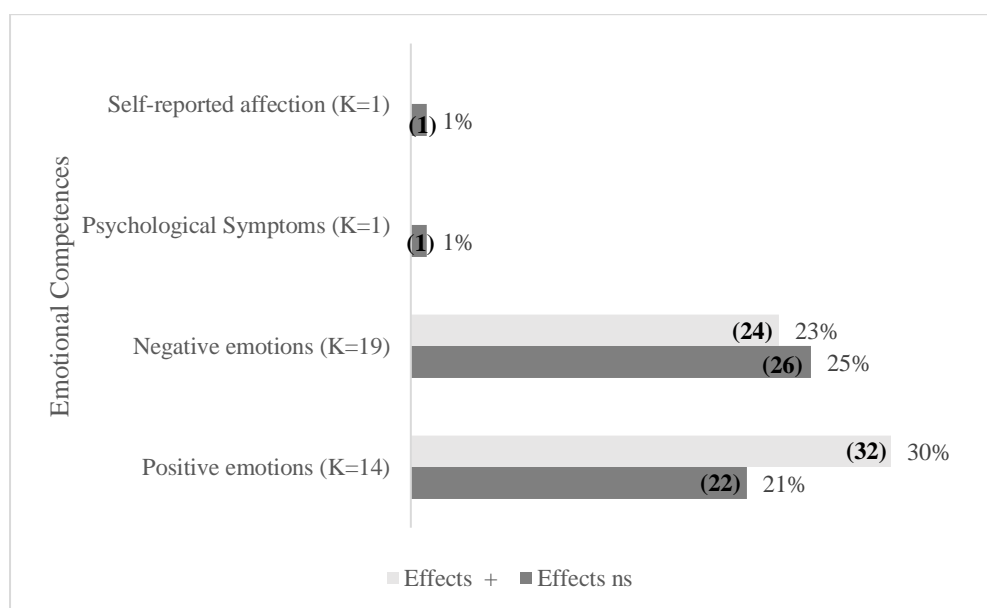
Note. The number of effects is presented within parentheses.

Effects by constructs assessed

The analysis by the constructs assessed showed a non-significant difference between non-significant and positive effects within the categories considered and, at the same time, highlights the "emotional competences" category as the one with the highest number of effects (Figure 6). Therefore, we decided to analyse the differential contributions of the subcategories to the values of the global category (Figure 7). Although for positive emotions the positive effects exceed the non-significant and when negative emotions are the outcome the non-significant effects presented the highest value, the differences are non-significant: $\chi^2(1, N=104) = .91, p = .34$.

Figure 6*Effects by constructs assessed*

Note. The number of effects is presented within parentheses.

Figure 7*Effects by emotional competences*

Note. The number of effects is presented within parentheses.

Results from the qualitative studies

This review includes six qualitative studies. However, we did not include one of the studies (Davison, 2006) in this integrative synthesis due to the inconclusive nature of the data presented. Table 2 summarises the results by categories and the main positive results described in the qualitative studies. Apart from the study by Sharrocks (2014), whose data were collected through focus groups, all studies collected data through interviews.

Table 2

Main positive results identified across qualitative studies

Qualitative studies	Resilience studies			Well-being study	
	Hraha (2012)	Schussler et al. (2018)	Sharp & Jennings (2015)	Shacham (2015)	Sharrocks (2014)
Categories - Main positive effects					
Coping strategies				✓	
Emotional competences					
✓ Awareness/non-reactivity	✓	✓	✓		
✓ Burnout			✓		
✓ Compassion		✓			
✓ Distress tolerance		✓			
✓ Emotion Regulation/reappraisal	✓	✓	✓		
✓ Mindfulness	✓		✓		
✓ Feeling calmer					✓
✓ Stress reduction	✓		✓		
✓ Job satisfaction					✓
Professional competences					
✓ Classroom management				✓	
✓ Self-efficacy		✓			✓
✓ Understanding student	✓		✓	✓	
Self-care		✓			
Social competences					
✓ Relationships	✓				✓
✓ Community (teaching staff) support		✓		✓	

The studies by Hraha (2012), Schussler et al. (2018), and Sharp and Jennings (2016), despite having used the same programme (CARE), obtained different results, although within the same spectrum of categories. However, we can highlight that, as observed in the results of the quantitative studies, emotional competences were the most referred, followed by professional and social competences, coping strategies, and self-care. Overall, we can refer that, from the teachers' point of view, these interventions in resilience and well-being allowed to improve emotional regulation, calm, and mindfulness of teachers, with benefits in stress and burnout reduction. Teachers reported that they were better prepared for classroom management

and with more coping resources (e.g., teamwork). They also noted an improvement in self-efficacy, relationships with others (e.g., students, peers, school community), and job satisfaction.

Discussion

Data synthesis

This review intended to understand the effects of interventions on resilience and/or well-being in teachers, in quantitative and qualitative studies, carried out in the time frame of 2000 to 2019. The reviewed documents are based on different conceptual frameworks and examine constructs with multiple outcomes. We analysed 27 studies developed in a variety of countries, with interventions with a diversified focus and approach, applied to teachers of all levels of education (below higher education), and with heterogeneous results in the variables considered.

The first finding of this systematic review was the identical number of positive and non-significant effects in the studies analysed. However, this result is moderated by the research design used with more rigorous studies (Higgins et al., 2019), showing fewer positive effects than studies using weaker designs. Even though several studies reported the use of randomisation, the description of the actual procedures was frequently unclear. Also, the majority of studies selected conducted completers-only over intention-to-treat analysis, which could have biased study outcomes. This result is consistent with meta-analytic studies that have revealed more positive effects of positive interventions when they are tested through lower quality study designs (e.g., Bolier et al., 2013). Both results underscore the need to carefully interpret the positive effects of interventions provided by weaker research.

Studies focusing on resilience and on well-being showed similar results in terms of positive and non-significant effects. The outcome variables were similar, and, perhaps for this reason, the results were also identical. According to the literature, the concepts of well-being and resilience are multidimensional (Schussler et al., 2018; Sharrocks, 2014), with dimensions common to both concepts (e.g., emotions and positive relationships). In their integrative model of teachers' resilience and well-being, Hascher et al. (2021) consider both concepts interrelated and connected one concept as a predictor of the other and resilience considered as a support for the development of teachers' well-being. Supporting the idea of the interrelation between well-being and resilience, several studies revealed a positive correlation between teachers' resilience and well-being (Joyce et al., 2018; Pretsch et al., 2012). Furthermore, Svence and Majors (2015)

argue that the development or promotion of the various dimensions of teachers' well-being allows the strengthening of the protective factors of their resilience.

Considering the target audience of the interventions, this review showed more encouraging results in interventions with secondary school teachers, since the effects were all positive. A possible explanation for this is related to the fact that secondary education is an education level where the context is more challenging due to the age of the students (in full adolescence) and their challenging behaviour (Berg & Cornell, 2016; Longobardi et al., 2016). The reviewed literature shows that effective management of problems related to student's behaviour constitutes a relational risk factor influencing teachers' well-being (Beltman et al., 2011; Kaur & Singh, 2019). In the case of primary teachers and pre-service teachers, the results were not so positive. The first case may be due to the fact that these teachers have favourable conditions to establish stronger bonds with their students, on the one hand, because of the children's young age and, on the other, because they spend more teaching time with them. Positive relationships are a protective contextual factor that grant a certain immunity to teachers' pressures, a possible reason for the apparent ineffectiveness of these interventions. In an intervention, it is more difficult to obtain positive effects when, at the baseline, its participants were already positive for these references. For pre-service teachers, as they are not yet truly in their professional careers, the challenges of teaching are farther away, as are their training needs (Ee & Chang, 2010).

Studies varied widely in the intervention programme's time length, with some as short as 11 hours while others ran over one year. The interventions with the most positive effects are found in the "short-term programmes" category, in the range of 11 to 15 hours. In view of the results, this time length was shown to be the most adequate, as it is neither too long nor too short, and, probably, it meets the need for a balance between the hours allocated to the professional and personal tasks of a teacher. Furthermore, time management is one of the hardest professional challenges for teachers, and perceived lack of time can generate stress and even burnout (Cemaloğlu & Filiz, 2010; Khan et al., 2016).

Studies with interventions with a positive approach to promoting well-being and resilience in teachers seem to have more positive results than interventions focusing on decreasing distress. These results are part of the conceptual framework of positive education, with a focus on SWB, where the theoretical rationale of these programmes, rather than aiming to repair what works poorly, focuses on the development of three types of characteristics: stimulation of positive emotions, development of personal talents, and involvement in self-meaning tasks (Seligman et al., 2009). In fact, removing negative experiences is not enough to

promote teachers' well-being and resilience (Bolier et al., 2013; Lyubomirsky & Layous, 2013). The findings of this systematic review showed there is a multiplicity of interventions with programmes and techniques to promote well-being and resilience of teachers, although the results suggest that interventions based on the development of positive aspects of the individual produce greater impact than those based on the reduction of negative factors (Sin & Lyubomirsky, 2009).

Considering that positive approaches relied on the promotion of positive emotions, these results can be interpreted in light of the “broaden-and-build” theory (Fredrickson, 1998, 2004) that considers positive emotions as basic promoters of health and SWB. These, according to the author, optimise human functioning in a lasting and sustainable way, not just immediately. Promoting the development of positive emotions in teachers to achieve psychological growth and increase their long-term well-being was one of the objectives of the positive approach interventions that were reviewed. Positive emotions expand teachers' repertoires of thought and action and build their personal resources (Buonomo et al., 2019). On the other hand, negative emotions restrict mental and action patterns, reducing teachers' creativity, flexibility, and personal growth (Lavy & Eshet, 2018). Research shows that emotions are contagious and that, depending on the emotional state of the teacher, so are the emotions of their students (Goetz et al., 2013), hence the importance of teachers learning to regulate their emotions in a positive sense. These results also support the idea that socio-emotional skills can act as protective factors for teachers' health and well-being. In this sense, there has been an effort to diversify interventions that promote them in educational contexts (Abenavoli et al., 2013; Jennings & Greenberg, 2009).

Results of the qualitative studies are in line with the effects findings presented above. In the qualitative studies, teachers reported that the greatest number of positive results was found in emotional, social, and professional skills.

Limitations and future directions

This review has limitations that should be recognised and considered when interpreting and evaluating the results. One of the limitations is related to the low number of studies that we were able to collect. However, this number is higher than in most other reviews we have found (Embse et al., 2019; Emerson et al., 2017; Hwang et al., 2017; Kangas-Dick & O`Shaughnessy, 2020; Zarate et al., 2019). Another limitation is linked to the fact that it was not possible to carry out a meta-analysis, due, on one hand, to the different methodological and analytical

approaches used in the reviewed studies and, on the other hand, to the lack of information in some studies to be able to extract or calculate the effect sizes. It is essential that future studies use guidelines for describing interventions' content and results. For example, even though several studies reported the use of randomisation, the description of the actual procedures was frequently unclear. Furthermore, the majority of studies selected conducted completers-only over intention-to-treat analysis, which could also have biased study outcomes.

Research in this area is still limited, and the results that have been achieved are not very consistent. Thus, it is necessary to carry out more studies that allow validation of the short-, medium-, and long-term benefits of this type of intervention. Hence, it is important to update this review temporally and focus not only on the effects of interventions, but also on the quality of the implementation and its relationship with the results obtained. Moreover, the differential results depending on the type of research design call for more robust studies that can clarify the conditions of higher efficacy in this kind of intervention.

It should also be noted that the results found depended on the way interventions were evaluated and the outcome measures used, many of them self-report, with the inherent subjectivity associated. These may have led to a certain bias in the answers, due, for example, to the social desirability effect or to the participants' difficulty in monitoring their evolution (Carmody & Baer, 2009). Hence, it is important that future research diversify the measures for evaluating the interventions, using, if appropriate, neurobiological or behavioural indicators to overcome limitations associated with self-report measures.

In summary, given the results of this review, it is necessary to increase the evidence base on the effectiveness of interventions in teachers' well-being and/or resilience and to carry out more comprehensive studies to determine where, for whom, and under what conditions these effects can be identified.

Implications for educational policies and practices

The results of this review contribute to an increase in knowledge about the effects of interventions that promote well-being and resilience in teachers. In regard to the effectiveness of the revised interventions, those that are part of the positive education approach stand out (Acton & Glasgow, 2015; Gilman et al., 2014; Seligman, 2011), as well as those that envisage the implementation of this paradigm in teacher education. Here, the focus of these programmes is on promoting positive aspects of the teacher (e.g., mindfulness, resilience, SWB) rather than focusing solely on reducing negative experiences (e.g., stress, anxiety, burnout). On the other hand, and still within this approach, well-being enhances learning, the traditional goal of

education (Seligman, 2011). It is noteworthy that the effects found in this study may substantiate future training actions for teachers and thus how to guide policies for the management of professional teaching learning (pre-service and in-service).

The literature analysed allows us to state that resilience and well-being are multidimensional concepts, with specific measurement and evaluation challenges inherent to their complexity (Hascher et al., 2021; Schwarze & Wosnitza, 2019). Within the contextual factors promoting these concepts, there is the option of the teacher for his/her professional development, which includes the possibility of participating in interventions such as those reviewed in this study. Thus, given that society requires teachers to adapt to new educational realities, teachers need to be active agents of their own development, using strategies to overcome adversities in the educational context. The importance of teachers using diverse approaches in promoting their resilience and well-being is noteworthy, as, for example, if the approach is purely individual, it may remove the responsibility of organisations to protect their staff by means, for example, of proper management of their workload.

We also positively highlight the importance of teachers participating in professional learning interventions due to their own motivation and voluntarily, unlike those who do it out of professional obligation (Durksen et al., 2017; Osman & Warner, 2020). In these cases, greater involvement of the teacher in training is expected, with greater availability to assimilate learning and incorporate it into different spheres of his/her professional life (Gorozidis & Papaioannou, 2014).

After carrying out this review, we can highlight the significant contribution of professional learning (initial and in-service) in promoting teachers' resilience and well-being, as well as the possible contribution of these results in the operationalisation of educational policies. In summary and based on the empirical evidence reviewed, this study reinforces the current theoretical body, supporting, on one hand, the idea of interrelationship between the competences of well-being and resilience and, on the other hand, highlighting the potential of the promotion of these skills in improving the health and well-being of teachers (e.g., Jennings et al., 2017). This process of reinforcing the decent class can also benefit, through positive catalysis, students, schools, and the educative system.

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*References marked with an asterisk indicate studies included in the systematic review.

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Secção III – Discussão Geral

Discussão Geral

Esta tese de doutoramento teve como objetivo principal *analisar os efeitos de intervenções de formação profissional, na promoção do bem-estar e da resiliência nos professores, em variáveis pessoais, sociais e profissionais*. Este trabalho foi desenvolvido no sentido de poder contribuir com estratégias para a diminuição do mal-estar docente, problema atual e de abrangência internacional. Teve como ponto de partida o enquadramento conceptual revisto e atendeu às abordagens de intervenções pré-existentes.

A partir deste grande objetivo, estabelecemos dois outros mais específicos e relacionados com o objetivo principal, aos quais se procurou dar resposta através dos três artigos apresentados na secção empírica. Nomeadamente:

- Analisar os efeitos de um programa de desenvolvimento profissional docente, presencial, “Educação Positiva”, na promoção da resiliência e do bem-estar de professores portugueses no ativo (1.º e 2.º artigos).
- Sistematizar, numa revisão sistemática da literatura, os efeitos de programas de intervenção para professores, no contexto do bem-estar e/ou da resiliência, num conjunto de atributos relacionados e numa variedade de países (3.º artigo).

Organizámos a discussão integradora dos artigos pela sua ordem cronológica e dividimo-los em dois grupos. Por um lado, os dois primeiros artigos, que analisaram o impacto da aplicação, a professores portugueses, do programa presencial de formação: *Educação Positiva – Promoção do bem-estar e da resiliência nos professores*. O 1.º artigo apresentou os efeitos quantitativos obtidos com a aplicação desse programa, enquanto o 2º artigo descreveu o programa em si, assim como os resultados qualitativos obtidos através do mesmo. Por último, o 3.º artigo consistiu numa revisão sistemática da literatura sobre os efeitos de programas de promoção do bem-estar e da resiliência nos professores, a nível internacional e publicados entre 2000 e 2019.

Discussão e integração aos resultados presentes no 1º e 2º artigos

No artigo 1, intitulado “*Fostering teachers`resilience and well-being through professional learning: Effects from a training programme*” apresentámos os resultados quantitativos da aplicação do programa de formação intitulado Educação Positiva – Promoção do bem-estar e da resiliência nos professores, com 18 horas de duração e com foco na resiliência e/ou no bem-estar. Este programa foi adaptado do projeto europeu ENTREE (ENhancing Teachers REsilience in Europe), sendo constituído por seis módulos de formação: 1- Resiliência; 2-Construção de Relacionamentos; 3-Bem-estar emocional; 4-Gestão do stresse; 5-Ensino eficaz; 6-Gestão da sala de aula, e um módulo nuclear denominado "Educação para o bem-estar". O estudo seguiu um design quasi-experimental, com a participação de 59 professores portugueses no ativo (35 em dois grupos experimentais e 24 no grupo de controlo), pertencentes a todos os níveis de ensino (com exceção do universitário). Os efeitos do programa foram avaliados através das seguintes escalas: motivação, resiliência global, compromisso com a profissão, autoeficácia, suporte escolar, afetos negativos, afetos positivos, bem-estar no trabalho e sentido no trabalho. Consideramos que, através deste estudo, o 1.º objetivo específico desta tese de doutoramento foi alcançado, pois os resultados mostraram efeitos positivos do programa na maioria das variáveis: resiliência global, motivação, autoeficácia, afetos positivos, afetos negativos, sentido no trabalho, e bem-estar no trabalho; com exceção para as variáveis compromisso do professor com a profissão, e apoio escolar.

No artigo 2, intitulado “*Positive Education: A professional learning programme to foster teachers`resilience and well-being*” discutiram-se os conceitos e tópicos de cada um dos módulos do programa “Educação Positiva” e foram apresentadas as conceções e as estratégias implementadas na promoção de um ambiente de formação positivo, colaborativo e reflexivo. Foram igualmente descritos os principais resultados qualitativos do programa, obtidos através de 23 entrevistas, realizadas após o final das sessões de formação, a professores dos dois grupos experimentais. Consideramos que os resultados apresentados neste artigo também permitiram atingir e consolidar o 1.º objetivo específico. Os resultados da análise de conteúdo às entrevistas assim o demonstraram, conforme as ideias-síntese que passamos a apresentar.

- Em relação à *avaliação global* do programa, os professores consideraram-no muito positivo. As características mais citadas foram as práticas pedagógicas positivas e inovadoras, assim como as atividades de bem-estar que foram dinamizadas.
- Quanto à *perceção de utilidade* do programa, os professores consideraram-no útil, tanto do ponto de vista profissional como pessoal. A maioria das respostas enfatizou o foco

do programa ser na pessoa do professor, na promoção do funcionamento psicológico positivo e em emoções equilibradas.

- No que diz respeito à sua *aplicabilidade*, os professores perceberam a aplicação de algumas das competências que foram trabalhadas na formação, tanto profissional quanto pessoalmente. No nível profissional, a maioria das respostas focou competências de gestão pedagógica mais positivas e melhoria nas relações profissionais com colegas e alunos. No nível pessoal, os professores afirmaram que aplicaram as competências aprendidas e que ganharam mais consciência sobre si mesmos e sobre as suas emoções.
- A grande maioria dos professores reconheceu o impacto positivo do programa nas *relações com colegas e alunos*, tendo ganho uma maior predisposição para entender as perspectivas dos outros e para conseguir resolver problemas. Também referiram ter ganho uma maior aptidão para a partilha.
- Os professores enfatizaram que o programa os ajudou a promover a sua *resiliência e competências de gestão de conflitos*. Eles expressaram maneiras diferentes pelas quais o programa produziu esse impacto, como, por exemplo: as experiências de afetos positivos, a capacitação pessoal por meio da aprendizagem de novas ferramentas e melhores competências de gestão de conflitos.
- Em relação aos *pros e contras da formação*, os temas mais citados e valorizados pelos professores foram as atividades de bem-estar (meditação, relaxamento), as interações positivas, a troca de ideias com os colegas, os conteúdos estarem focados na pessoa do professor e a abordagem prática das sessões. Por outro lado, o horário das sessões de formação (no final de um dia de trabalho), a falta de tempo disponível ou fatores pessoais, que inibiram os participantes de estarem presentes nas sessões, foram os aspetos referenciados como contras da formação.
- No que se refere às *melhorias* sugeridas para o programa de formação, a grande maioria dos entrevistados referiram não ser necessária qualquer mudança e, os que deram sugestões, estas foram no sentido de mudanças organizacionais ou logísticas.
- Os formandos responderam positivamente ao serem questionados sobre se *recomendariam* o programa a outros colegas. Nas razões apresentadas, incluíram a “novidade e frescura dos conteúdos”, o “envolvimento ativo dos formandos” nas atividades propostas e as oportunidades de aperfeiçoamento pessoal e profissional.

Analisando os resultados nestes dois artigos constatamos que se complementam. O estudo qualitativo permitiu a obtenção de evidências adicionais sobre como os professores

conseguiram ganhar lucidez face às mudanças positivas nas suas emoções, crenças de autoeficácia, resiliência, motivação e bem-estar. Os resultados obtidos nas entrevistas permitiram tornar mais robusto o sentido de eficácia da implementação do programa “Educação Positiva”. Consideramos, portanto, que, se na avaliação do impacto de um programa de formação para professores, for possível uma articulação entre um modelo de análise quantitativo e outro qualitativo, possibilitará uma complementaridade de análise e constituirá uma mais-valia para a investigação e para o rigor da análise final de resultados.

Vários estudos mostram que a resiliência se correlaciona positivamente com o bem-estar dos professores e que os indicadores de bem-estar têm uma correlação direta e forte com os indicadores de resiliência (Brouskelli et al. 2018; Flook et al. 2013; Svence & Majors 2015). Os resultados nas medidas utilizadas mostraram que os dois grupos experimentais aumentaram os níveis de bem-estar entre o pré e o pós-teste. Contudo, no 2.º grupo experimental, os resultados sugeriram diferenças no bem-estar do professor para as variáveis “afetos negativos” e “resiliência”. O 2º grupo experimental realizou a formação no terceiro período, altura do ano letivo em que os professores se encontravam (fator de risco contextual) com um acréscimo de cansaço acumulado, talvez daí a explicação para essa variação de resultados. A análise de conteúdo às entrevistas realizadas não revelou diferenças significativas a este nível. No futuro e numa situação semelhante, poderá haver um ajuste de carga horária na intervenção, com mais tempo para conteúdos e atividades que sejam retemperadoras das energias e do bem-estar dos professores. Além disso, as diferenças entre os dois grupos também podem ser explicadas pelo esforço, motivação ou preferências pessoais nas atividades desenvolvidas (Proyer et al. 2015).

Segundo a literatura, os altos níveis de resiliência funcionam como um fator de proteção individual e capacitam os professores a superarem fatores de stresse e a lidarem de forma construtiva com possíveis condições de trabalho adversas (Gu & Day, 2007), assim, os bons resultados obtidos na variável “resiliência” predizem essas consequências positivas.

Diferentes perspetivas teóricas confirmam uma relação próxima entre resiliência, autoeficácia e motivação (Bandura, 1997; Gu & Day, 2007; Peixoto et al., 2018), a qual foi corroborada pelo aumento dos valores, para essas variáveis, em ambos os grupos experimentais. Estes resultados evidenciam a conexão entre esses conceitos e também realçam a importância da motivação como um recurso pessoal que nutre a resiliência (Flores & Day 2006; Mansfield et al. 2016). O aumento nas crenças de autoeficácia dos professores, efeito positivo do estudo aqui apresentado, poderá funcionar como fator protetor pessoal na gestão da sala de aula,

contribuindo também e de forma significativa, para o aumento do bem-estar laboral dos docentes (outro dos efeitos positivos desta pesquisa).

Os resultados apresentados nos dois primeiros artigos evidenciam a importância, patente na literatura, dos recursos internos dos professores (e.g., autoeficácia, motivação, afetos positivos) face a eventos stressantes (Schwarze & Wosnitza, 2018) e o quanto expressar emoções positivas se relaciona com o bem-estar e a qualidade de vida (Burns et al., 2008; Cohen et al., 2006; Fredrickson et al., 2003; Lyubomirsky et al., 2005). Neste propósito, o módulo “Bem-estar emocional” e “Educação para o bem-estar” contribuíram com diversos fundamentos teórico-práticos para a promoção dessas competências. Um dos principais objetivos desses módulos foi promover o desenvolvimento da capacidade de fomentar emoções positivas em si mesmos, formando, e nos outros.

As pesquisas mostram a resiliência como uma contrapartida às experiências emocionais negativas (Pretsch et al., 2012) e que os indivíduos com altas competências emocionais gerem com mais eficácia os seus sentimentos, enfrentam o fracasso com otimismo e persistem em face das dificuldades (Tait, 2008). Os efeitos positivos do programa “Educação positiva” foram muito significativos ao nível das experiências afetivas dos participantes, pelo aumento de afetos positivos e diminuição significativa dos afetos negativos, traduzindo grandes mais-valias para os professores participantes nessa ação de formação, as quais também estão patentes nos resultados qualitativos.

Contudo, a resiliência não é apenas uma questão de recursos individuais, mas também depende dos fatores contextuais que cercam o professor (e.g., direção escolar, colegas, amigos, familiares, clima de escola), bem como da interação entre recursos pessoais e fatores contextuais (Day et al., 2007; Gu, 2014; Hong, 2012; Mansfield et al. 2016; Peixoto et al., 2018). Consideramos que estes aspetos devem ser tomados em consideração aquando da implementação de outras intervenções afins à que aqui se apresentou e em pesquisas futuras que abordem temas análogos ao deste trabalho.

Os resultados obtidos também mostraram que as variáveis “suporte escolar” e “compromisso com a profissão” não foram afetadas pelo programa de formação. Por um lado, porque no pré-teste os dois grupos experimentais já apresentavam níveis elevados nestas variáveis; por outro lado, porque os conteúdos de desenvolvimento destas variáveis talvez possam ter estado pouco explícitos na formação. Apesar de no programa de intervenção ter havido um módulo que explorou a construção de relações positivas, é esperado que os seus

efeitos levem algum tempo a ser observados. Em termos de compromisso com a profissão, este resultado está de acordo com pesquisas que mostram que os fatores relacionados com a resiliência e com o comprometimento são diferentes (Peixoto et al., 2017).

Muitos estudos realçam que para fomentar a resiliência e o bem-estar dos professores, estes precisam de oportunidades de desenvolvimento profissional (e.g., Benard, 2004; Kangas-Dick & O`Shaughnessy; Zarate et al., 2019). A literatura também revela que os programas de formação de professores têm um papel fundamental na sua preparação para os desafios que enfrentam (e.g., ao desenvolverem competências colaborativas, de gestão de stresse, resolução de problemas e experiências de construção de eficácia). Estas ações de formação de cariz formal (e.g., cursos, workshops), coexistem com oportunidades de desenvolvimento profissional informais (e.g., existência de comunidades de prática, pedidos de ajuda a colega mais experientes, trocas de experiências com colegas, leituras, autodidatismo) (Clarà, 2017; Greenfield, 2015; Horn & Little, 2010; Silva et al. 2018).

Os efeitos positivos obtidos na implementação do programa “Educação Positiva” e a interligação, que se revelou coerente, entre os resultados quantitativos e qualitativos, levam-nos a concluir que este programa conseguiu promover, de forma eficaz, as competências de bem-estar e de resiliência nos professores participantes. Estes resultados também vão ao encontro da literatura que norteou a estruturação e implementação deste programa. Ao longo de todo o processo procurámos seguir um caminho metódico e rigoroso, constituído por diversas partes, que funcionaram em conjunto, visando a obtenção dos efeitos positivos alcançados.

Na fundamentação dos resultados, atendemos à dimensão “conteúdos formativos”, mas também aos aspetos metodológicos e processuais privilegiados na formação, pois ambos se interligaram para a eficácia do programa. Nesse sentido, apresentamos alguns elementos-chave promotores de uma formação docente de alta qualidade e eficácia (Avalos, 2011; Darling-Hammond, 2006; Korthagen, 2011). Este quadro conceptual evidencia o quanto é útil identificar os elementos-chave que compõem um sistema de formação docente e a sua interligação, para poderem ser racional e fundamentadamente implementados. No programa “Educação Positiva” procurámos atender a estes requisitos de qualidade e às características de um bom programa de formação de professores (Borko, 2004; Darling-Hammond, 2006). Para tal, levámos em consideração:

- O programa de desenvolvimento profissional (intervenção);
- Os professores (formandos ou participantes);
- O formador;
- O contexto em que o desenvolvimento profissional ocorreu.

Segundo a literatura, um *programa de desenvolvimento profissional* deve ser bem definido (e.g., conteúdo, atividades, recursos necessários para garantir a sua eficácia) e claramente especificado, antes de os pesquisadores investigarem qual é o seu impacto nos formandos. A este nível e uma vez que a formação “Educação Positiva” partiu da experiência teórica e metodológica adquirida com o programa europeu ENTREE, os alicerces conceptuais e os recursos estavam bem estabelecidos e já tinham sido testados (e.g., Peixoto et al., 2018; Silva et al., 2018). O módulo nuclear “Educação para o bem-estar”, que foi criado especificamente para este programa, era a exceção.

Na metodologia utilizada, procurou-se implementar um sentido de coerência entre a teoria, a prática e as estratégias apresentadas. Este nível de coerência foi conseguido, por exemplo, nas atividades teórico-práticas de promoção das competências de bem-estar (e.g., aumento do potencial, das virtudes humanas, do florescimento) e de resiliência (e.g., competências emocionais, sociais, relacionais, motivacionais e profissionais), encontrando-se explícito, principalmente, nos resultados positivos obtidos na avaliação qualitativa do programa.

Os resultados que se obtiveram sustentam e reforçam a importância da realização de cursos de formação para professores, enquanto estratégia formal de aquisição de aprendizagens profissionais e o quanto a opção por metodologias ativas e participativas, poderá possibilitar uma adequada adesão dos formandos no desenvolvimento dos conteúdos temáticos (Avalos, 2011).

Para Darling-Hammond (2006), um bom programa de formação de professores deve ter um currículo estruturado, articulado e flexível. O programa “Educação Positiva” estruturou-se numa organização modular dinâmica, em que o módulo nuclear (Educação para o bem-estar) fez o enquadramento de todos os outros e com o qual todos se interrelacionaram. A flexibilidade curricular, na gestão dos diferentes módulos e conteúdos programáticos, objetivou adequar a formação às necessidades reais de aprendizagem dos professores e conduzi-los por um fio condutor coerente, num encadeamento sequencial ajustado aos conteúdos formativos e aos acertos temporais. A adequação destes elementos didático-metodológicos também poderá

ter contribuído para os bons efeitos obtidos. Os professores entrevistados consideraram, na avaliação global do programa, que as práticas pedagógicas positivas e inovadoras foram, em conjunto com as atividades de bem-estar, grandes mais-valias deste programa.

Segundo a mesma autora, Darling-Hammond (2006), o alargamento das experiências práticas e uma abordagem baseada em estudos de caso também são fatores positivos e promotores de eficácia numa formação de professores. Estes aspetos também foram atendidos na operacionalização do programa “Educação Positiva”, o qual foi ajustado às vivências e às necessidades reais e práticas dos formandos, através de dinâmicas interativas. Nelas, os professores foram incentivados a trabalhar e a discutir os seus casos concretos, numa lógica de superação de desafios. Objetivou-se uma reflexão individual e conjunta, contextualizada às suas práticas e crenças. O conjunto destes processos pedagógicos e metodológicos também foram reconhecidos como muito positivos na análise de conteúdo às entrevistas realizadas.

Os professores, que nesta intervenção foram “alunos”, com as suas diferentes razões para participarem na formação, foram, também eles, elementos validadores da eficácia da mesma. Inicialmente os professores participaram numa sessão explicativa sobre a formação e, ao serem colocados em confronto com os conteúdos e atividades a desenvolver na ação, decidiram se aceitavam, ou não, o convite de participação.

A motivação e autonomia na tomada de decisão, pode ter sido uma outra justificação para os bons resultados obtidos. Segundo Avalos (2011), a aprendizagem e o desenvolvimento do professor são processos complexos que requerem o envolvimento cognitivo e emocional dos professores, tanto individual como coletivamente. Requer também a capacidade e a vontade dos professores para examinarem onde se posicionam em termos de convicções e crenças, assim como a leitura e a aprovação de alternativas apropriadas para a sua melhoria e mudança. Procurámos desenvolver estes fatores nos diferentes módulos do programa “Educação Positiva”, através dos seus conteúdos e das estratégias desenvolvidas, mas a vontade, motivação e entrega dos professores foram os fatores determinantes.

As formações de desenvolvimento profissional dos professores objetivam diferentes fins e utilizam diferentes metodologias, mas as necessidades pessoais e profissionais dos formandos e a sua motivação, farão uma diferença positiva. Daí, também, a relevância de os formandos terem escolhido, por vontade e motivação, a sua participação no programa “Educação positiva”. Estruturas formais, como cursos e workshops, opção que utilizámos no nosso estudo, podem servir a alguns propósitos de formações de professores, mas outras

estratégias poderão servir outros propósitos. No centro do processo, os professores continuam a ser, tanto os sujeitos, quanto os objetos de aprendizagem e desenvolvimento (Avalos, 2011).

Nos estudos de Darling-Hammond (2006), o estabelecimento de relacionamentos fortes entre os formandos também é um dos elementos-chave para o sucesso de uma ação de formação para professores. Nesse sentido, um dos módulos do programa foi exatamente sobre a construção de relacionamentos positivos e, entre os formandos, esse fator foi vinculativo na eficácia da ação (conforme resultados das entrevistas), traduzido numa otimização da relação entre pares e num aprofundamento do trabalho colaborativo e em equipa. Do mesmo modo, as relações positivas funcionam como fatores protetores contextuais e tanto promovem a resiliência como o bem-estar dos professores, elementos potenciadores do desenvolvimento pessoal e profissional docente (Greenfield, 2015; Peixoto et al., 2018; Seligman, 2011; Silva et al., 2018). Em termos de “contágios” positivos, os professores relataram ter havido uma continuação das suas aprendizagens com os seus pares, os seus alunos e através da aplicação de conteúdos e estratégias nas suas escolas. De referir que o programa também tinha como objetivo ajudar os professores participantes a aplicarem e adaptarem as estratégias e atividades desenvolvidas na formação, ao seu próprio contexto pedagógico. Baseando-nos nos resultados, há evidências de que tal aconteceu.

A *formadora*, que também era uma das investigadoras, orientou os professores à medida que estes foram adquirindo novos conhecimentos e práticas. Wilson e Berne, em 1999, publicaram um artigo que é entendido como um referencial na pedagogia do desenvolvimento profissional dos professores, onde fundamentaram a ideia de que, no geral, os programas tradicionais de formação contínua dos professores são por estes considerados como aborrecidos. Segundo estas autoras, os cursos de formação para professores tendem a ser ministrados por especialistas externos, com pouco conhecimento das condições locais, onde as informações apresentadas são pré-preparadas e consideradas pelos professores como irrelevantes e que pouco lhes ensinam. Procurámos que este aspeto não acontecesse na aplicação do programa “Educação Positiva”, tendo ajudado o facto da formadora ser professora e ter experiência na formação de professores. Por outro lado, utilizou uma “linguagem educativa” e não só do foro da psicologia da educação, que a aproximou linguisticamente e contextualmente dos participantes. Sentiam-se, assim, mais “em casa” (fator contextual protetor).

O contexto em que o programa de intervenção ocorreu também pode ser considerado como um elemento promotor da sua eficácia (Darling-Hammond, 2006). Esse facto deve-se à

importância atribuída ao ambiente de formação e ao clima de escola, na performance formativa e profissional dos docentes. Neste propósito, o programa “Educação Positiva” funcionou como um sistema aberto, contando, pontualmente, com alguns convidados externos, facilitadores de metodologias de bem-estar (e.g., sessões de relaxamento, meditação, *mindfulness*). Esta opção metodológica promoveu um clima formativo de abertura e liberdade, catalisador da transformação da sala de formação num ambiente multivalente e de bem-estar. Por outro lado, essas abordagens práticas motivaram os professores e deram-lhes ferramentas para eles próprios utilizarem essas estratégias com os seus alunos.

Em termos de “contexto pedagógico”, foi utilizado o “modelo realista” para a formação de professores (Korthagen, 2004, 2011), o qual enfatiza que aprender a ensinar não é só um processo cognitivo, mas também um processo influenciado por necessidades pessoais, preocupações, emoções e sentimentos. Este modelo proporciona a criação de ambientes de aprendizagem profissional positivos, desenvolvendo nos participantes: as suas competências reflexivas, questionando as suas crenças e otimizando as relações humanas. Nesta perspetiva e ao (re)pensarem as suas práticas, os professores foram encorajados a escolher comportamentos interpessoais mais adequados e a aumentar a sua capacidade reflexiva. Deste modo, puderam aceder a novas ideias, experimentar e trocar experiências, num processo ativo de correlação teoria-prática e de transformação posterior. O paradigma da educação positiva, estruturante nesta formação, encontra-se diretamente ligado ao modelo realista de formação docente, pois ambos têm como foco o desenvolvimento do potencial humano, reforçando o melhor de cada um: virtudes, forças de carácter ou qualidades nucleares. Estes modelos são potenciadores de emoções positivas, bons relacionamentos, bem-estar no trabalho, autoeficácia, resiliência e motivação. A complementaridade destas duas perspetivas, reforçou-as e terá contribuído positivamente para os resultados alcançados.

O quadro teórico analisado realçou a utilidade de identificação dos elementos-chave que compõem uma formação, mas também a sua interligação. Com esse objetivo, na conceptualização metodológica do programa “Educação positiva” foi tido em conta: o professor, a escola e as atividades de aprendizagem dos professores, atendendo-se, em contínuo, às influências recíprocas desses três subsistemas em cada formando (Meiers et al., 2005; Opfer & Pedder, 2011). Os professores trouxeram as suas experiências passadas e as suas crenças para a sua aprendizagem, as quais foram tidas em conta no decorrer da ação. Esta abordagem sistémica liga-se também, de certa forma, à visão ecológica de promoção da resiliência nos professores (Day et al., 2007; Gu, 2014; Mansfield et al., 2016), construto desenvolvido ao

longo de todos os módulos do programa, tendo funcionado como um dos seus fios condutores, em especial no módulo “Promoção da resiliência nos professores”.

Podemos considerar também que houve duas outras dimensões de interligação no decorrer da formação:

- entre professores de vários níveis de ensino e áreas de lecionação (trabalho colaborativo em rede horizontal);
- entre a escola e a universidade (trabalho colaborativo em rede vertical).

Os professores costumam percecionar uma distância entre as universidades e a escola, mas, neste caso, os investigadores utilizaram uma estratégia diferente, pois foram ao encontro dos professores no seu “ambiente natural”. Todos estes elementos funcionaram como mais-valias e elementos-chave na engrenagem da formação realizada.

Em suma, na formação “Educação Positiva” realizámos uma adequação dos temas e estratégias aos diferentes professores participantes, tanto individualmente como em grupo, no sentido de promover as suas competências de resiliência e bem-estar. Procurámos alcançar esse objetivo através da promoção de competências de questionamento e sentido crítico nos participantes, com recurso a estratégias de aprendizagem interativas, reflexivas e colaborativas. Consideramos, pelos motivos atrás descritos, que conseguimos alcançar o 1.º objetivo específico desta tese e contribuímos para alcançar o objetivo principal.

Discussão e integração dos resultados presentes no 3º artigo, relacionando-os com os do 1º e 2º artigos

Após a obtenção de resultados positivos na implementação do programa “Educação positiva”, em professores portugueses, questionámo-nos sobre quais seriam os efeitos de programas de promoção do bem-estar e da resiliência, a nível mundial, nos professores. Com esse propósito, realizámos uma revisão sistemática da literatura (3.º artigo), na qual foi incluído o nosso 1.º artigo.

No artigo 3, intitulado “Effects of interventions on teachers’ well-being and resilience: A systematic review” apresentamos uma revisão sistemática da literatura sobre os efeitos de intervenções de promoção do bem-estar e/ou da resiliência, nos professores, a nível internacional, em estudos quantitativos e qualitativos, publicados de 2000 a 2019. Os documentos revistos baseavam-se em diferentes quadros conceptuais e examinaram constructos com múltiplas variáveis dependentes. Foram analisados 27 estudos, com intervenções de foco

e abordagem diversificada, aplicadas a professores de todos os níveis de ensino (abaixo do ensino superior) e com resultados diferenciais nas variáveis consideradas. Incluímos 21 estudos de natureza quantitativa e 6 estudos de natureza qualitativa.

Podemos destacar, de forma global, os principais resultados dos estudos quantitativos, nomeadamente:

- o número de efeitos positivos e neutros foram iguais;
- os estudos com delineamento de pesquisa mais rigoroso obtiveram mais efeitos não significativos do que positivos;
- encontramos uma diferença marginalmente significativa ao comparar as intervenções de abordagem positiva com as intervenções que incidiram na diminuição do mal-estar;
- nas intervenções com professores do ensino secundário houve mais efeitos positivos do que nas outras categorias;
- na categoria “competências emocionais” e na sua subcategoria “emoções positivas” houve mais efeitos positivos do que nas outras categorias de comparação.

Em termos de apresentação resumida dos principais resultados dos estudos qualitativos, podemos destacar, por ordem decrescente de resultados positivos, as seguintes categorias:

- competências emocionais;
- competências profissionais;
- competências sociais.

Para os estudos qualitativos, podemos referir que, do ponto de vista dos professores, as intervenções de promoção do bem-estar e da resiliência permitiram melhorar a sua regulação emocional, calma e autoconsciência, com benefícios na redução do stresse e *burnout*. Os professores relataram que passaram a estar mais bem preparados para a gestão da sala de aula, que adquiriram uma maior capacidade de entendimento dos alunos, notaram uma melhoria na autoeficácia, nos relacionamentos com outras pessoas e na satisfação no trabalho.

Os estudos quantitativos com foco na resiliência obtiveram mais efeitos positivos do que os com foco no bem-estar, embora a diferença tenha sido muito ténue. Nestes estudos, as variáveis de resultado foram muito similares e, talvez por isso, os resultados também o tenham sido. De acordo com a literatura, os conceitos de bem-estar e de resiliência são multidimensionais (Schussler et al., 2018; Sharrocks, 2014), existindo dimensões comuns a ambos os conceitos (e.g., emoções e relações positivas). O desenvolvimento ou a promoção das várias dimensões do bem-estar do professor (e.g., afetivo, social, cognitivo, profissional)

permitem o fortalecimento dos fatores de proteção da sua resiliência (Svence & Majors, 2015) e vice-versa. Estes resultados estão em sintonia com os do 1.º e 2.º artigos, consolidando o modelo teórico que considera a inter-relação e conexão destes constructos (Hascher et al., 2021). Assim, existindo uma relação tão forte entre ambos os conceitos, não seria de estranhar que os efeitos se igualassem.

Em termos gerais e ainda nos estudos quantitativos, o número de efeitos positivos e neutros foi igual. Esta situação não está em consonância com os resultados do 1.º e 2.º artigos, mas temos de confrontá-la com o facto de os estudos com delineamento de pesquisa mais rigoroso terem obtido mais efeitos não significativos do que positivos. Portanto, a heterogeneidade de delineamentos de pesquisa e o facto de o rigor metodológico estar associado a mais efeitos não-significativos, traz-nos contributos para a reflexão sobre estes resultados.

As intervenções de abordagem positiva, nos estudos quantitativos, tiveram mais efeitos positivos do que as intervenções que incidiram na diminuição do mal-estar. Este resultado está em sintonia com os artigos 1 e 2, pois a intervenção aí desenvolvida teve por base a educação positiva, tendo promovido unicamente aspetos positivos do professor (e.g., resiliência, emoções positivas, autoeficácia, bem-estar).

Outro resultado coincidente entre os 3 artigos foi a melhoria nas competências emocionais dos professores, através do aumento das suas emoções positivas. Sendo esta temática bastante trabalhada em vários módulos do programa “Educação positiva”, torna-se evidente a importância dos cursos de desenvolvimento profissional promoverem as emoções positivas (e.g., esperança, prazer, alegria), forças de carácter e virtudes do professor, pois através delas os professores ficarão com mais recursos (fatores protetores pessoais) para poderem lidar de forma mais eficaz com os fatores negativos da sua profissão.

Após o desenvolvimento desta discussão geral, consideramos que o 2.º objetivo específico e o objetivo principal desta tese foram alcançados.

No que respeita a investigações futuras, sugerimos que se repita a implementação da intervenção “Educação Positiva”, atualizando o programa de formação, a sua metodologia e equacionando, até, a sua implementação a uma mais larga escala (e.g., em mais escolas e sendo implementado ao mesmo tempo), de modo a confrontar os resultados a obter com os que foram obtidos.

Será também interessante repetir a revisão sistemática da literatura efetuada, pois é importante que mais estudos validem os benefícios a curto, médio e longo prazo deste tipo de

intervenções. Por outro lado, também é importante atualizar a revisão ao nível da qualidade da implementação das intervenções e das suas relações com os resultados obtidos. Um dos resultados da revisão foi a relação existente entre os estudos com metodologias mais rigorosas e a obtenção de mais efeitos não significativos, assim, sugere-se que se realizem mais estudos que possam clarificar esta ocorrência.

Em termos dos estudos revistos, a sugestão vai no sentido de se diversificarem as medidas de avaliação das intervenções, utilizando, se adequado, outras medidas (e.g., neurobiológicas; comportamentais), por forma a ultrapassar as limitações associadas às medidas de autorrelato. Podemos também referir a pertinência de se virem a realizar estudos sobre os impactos nos alunos dos níveis de bem-estar e resiliência dos professores. Por último, como contributos de sugestões para novas pesquisas, podemos referir que, como encontramos poucos estudos a versar a influência do contexto na eficácia de uma formação de professores, seria interessante pesquisar o efeito dessa variável ou até, mais especificamente, o impacto do “contexto positivo” (e.g., ambiente positivo, colaborativo e reflexivo) nas competências de bem-estar e resiliência nos professores.

Considerações finais

O desenvolvimento profissional dos professores, com foco no bem-estar e na resiliência, é um tema-chave na educação, com muitos benefícios confirmados pela literatura internacional (Beshai et al., 2015; Chan, 2013; Chesak et al., 2019; Hayes et al.; Jennings et al., 2019; Molero et al.; 2019; Pretsch et al; 2012). Face à sua importância, é necessário atender a estas temáticas aquando do delineamento de ações de formação para professores, procurando aumentar o seu número, a sua diversidade e qualidade. Realce-se a importância de se associarem procedimentos de investigação a essas ações, com o objetivo de se ficarem a conhecer as transformações profissionais e pessoais dos professores participantes: no seu bem-estar, na sua resiliência e nas práticas associadas.

Nem todas as formas de desenvolvimento profissional, mesmo as de maior impacto positivo, são, por si só, relevantes para todos os professores. Há, portanto, uma necessidade constante de estudar, experimentar, discutir e refletir sobre como lidar com o desenvolvimento profissional dos professores (Avalos, 2011), daí também o desafio que este tema constitui.

Concluimos que os professores precisam de aprender a ser mais resilientes, para que, ao se confrontarem com as exigências (pessoais ou profissionais), estas não ultrapassem os seus

próprios recursos. Para isso precisam de conseguir aumentar os recursos e diminuir os efeitos negativos dos desafios.

Chegámos à conclusão de que a resiliência e o bem-estar dos professores se interligam, sendo constructos individuais, embora interdependentes. Atendendo a esse facto, é necessário aproveitar o máximo de dados de investigações, nesta área, que forneçam ferramentas práticas para ajudar as escolas a ser instituições promotoras de bem-estar. A implementação da educação positiva nas escolas auxiliará nesse sentido e passaremos a ter mais condições para criar “escolas resilientes”. Este trabalho também evidenciou que os programas de intervenção para professores, contextualizados à educação positiva ou a outros fatores positivos (e.g., gratidão, *mindfulness*) são eficazes a aumentar o bem-estar e a atenuar o mal-estar docente (stresse, *burnout*, ansiedade, depressão). Por último, salientamos o quanto os programas de desenvolvimento profissional podem ser estratégias adequadas na promoção das competências de bem-estar e resiliência dos professores, com consequentes benefícios pessoais, profissionais e organizacionais.

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Secção IV – Anexos

Anexo A

Artigo empírico 1

Questionário preenchido pelos participantes do estudo (grupos experimentais e de controlo)
Disponibilizado em papel e formato digital.



QUESTIONÁRIO

Este instrumento faz parte do projeto de doutoramento: *Educação Positiva – Promoção do bem-estar e da resiliência nos professores*. O projeto incide sobre a resiliência e o bem-estar dos professores.

A seguir serão apresentadas questões sobre a sua vida profissional. Por favor, use o tempo necessário para responder honestamente às perguntas. Tenha em consideração que não existem respostas certas ou erradas.

Asseguramos a confidencialidade das suas respostas.

I – INFORMAÇÕES GERAIS

Género: Feminino Masculino Idade: _____ Anos de Serviço: _____

Grupo Disciplinar: _____ Nível de Ensino: 2º 3º Sec.

Habilitações Académicas: Licenciatura Mestrado Doutoramento Outro: _____

O Curso que escolheu foi a sua primeira opção? Sim Não

Está deslocado da sua residência habitual? Sim Não

Cargo(s) que exerce neste ano letivo _____

II – RP INSTRUÇÕES

Responda a cada afirmação fazendo um único círculo na opção correspondente à sua resposta

1 = Discordo totalmente

2 = Discordo

3 = Não concordo nem discordo

4 = Concordo

5 = Concordo totalmente

As seguintes afirmações expressam diferentes pontos de vista sobre o trabalho do professor. Leia atentamente cada frase e escolha a opção que melhor se ajusta à sua opinião.

Quando alguma coisa corre mal na escola não a encaro como uma crítica pessoal.

1	2	3	4	5
---	---	---	---	---

Depois de refletir sobre a atividade docente, consigo sempre identificar um aspeto positivo dos desafios escolares.

1	2	3	4	5
---	---	---	---	---

Quando me sinto triste ou zangado(a) na escola consigo controlar-me e ficar calmo(a).

1	2	3	4	5
---	---	---	---	---

Consigo conjugar o meu trabalho de professor com as outras dimensões da minha vida.

1	2	3	4	5
---	---	---	---	---

Na escola, habitualmente sou otimista.

1	2	3	4	5
---	---	---	---	---

No meu trabalho de professor(a) estabeleço objetivos e esforço-me para alcançá-los.

1	2	3	4	5
---	---	---	---	---

Tenho expetativas realistas sobre mim como professor(a).

1	2	3	4	5
---	---	---	---	---

Acredito que se decidir fazer alguma coisa na escola consigo ser bem-sucedido.

1	2	3	4	5
---	---	---	---	---

Gosto de aprender quando estou no trabalho.

1	2	3	4	5
---	---	---	---	---

Gosto de desafios no meu trabalho.

1	2	3	4	5
---	---	---	---	---

Sou persistente no meu trabalho.

1	2	3	4	5
---	---	---	---	---

Acredito que tenho controlo sobre o meu trabalho.

1	2	3	4	5
---	---	---	---	---

Tenho facilidade em construir relações em novos ambientes escolares.

1	2	3	4	5
---	---	---	---	---

Enquanto professor(a), sou bom comunicador.

1	2	3	4	5
---	---	---	---	---

No trabalho consigo olhar para as situações a partir da perspetiva das outras pessoas.

1	2	3	4	5
---	---	---	---	---

Quando estou no trabalho geralmente consigo resolver conflitos com os outros.

1	2	3	4	5
---	---	---	---	---

III – CP INSTRUÇÕES

Responda a cada afirmação fazendo um único círculo na opção correspondente à sua resposta

1 = Discordo totalmente

2 = Discordo

3 = Não concordo nem discordo

4 = Concordo

5 = Concordo totalmente

As seguintes afirmações expressam diferentes pontos de vista sobre o trabalho do professor. Leia atentamente cada frase e escolha a opção que melhor se ajusta à sua opinião.

Penso frequentemente em deixar a minha profissão de professor(a).

1	2	3	4	5
---	---	---	---	---

Se eu pudesse escolher de novo uma profissão, eu não escolheria ser professor(a).

1	2	3	4	5
---	---	---	---	---

Gostaria de ter outro trabalho que não o de professor(a).

1	2	3	4	5
---	---	---	---	---

Ensinar é uma parte muito importante na minha vida.

1	2	3	4	5
---	---	---	---	---

É provável que daqui a dez anos continue a ser professor(a).

1	2	3	4	5
---	---	---	---	---

IV – R

INSTRUÇÕES

Responda a cada afirmação fazendo um único círculo na opção correspondente à sua resposta

1 = Nada confiante

2 = Pouco confiante

3 = Moderadamente confiante

4 = Confiante

5 = Totalmente confiante

Em relação às afirmações que se seguem indique qual o nível de confiança que sente geralmente.

Ultrapassar os contratempos na escola.

1	2	3	4	5
---	---	---	---	---

Recuperar quando as coisas me aborrecem.

1	2	3	4	5
---	---	---	---	---

Prosseguir com o meu trabalho escolar quando as coisas correm mal.

1	2	3	4	5
---	---	---	---	---

Continuar na escola quando as situações me aborrecem.

1	2	3	4	5
---	---	---	---	---

Ter a certeza de que as coisas se resolverão mesmo que haja sérios problemas na escola.

1	2	3	4	5
---	---	---	---	---

Tentar gerir os acontecimentos negativos.

1	2	3	4	5
---	---	---	---	---

Lidar com a maioria dos problemas escolares diários.

1	2	3	4	5
---	---	---	---	---

Algumas situações negativas que aconteceram na escola tornaram-me mais capaz para enfrentar os problemas.

1	2	3	4	5
---	---	---	---	---

Não me sentir desanimado mesmo quando as circunstâncias dos alunos o tornam difícil.

1	2	3	4	5
---	---	---	---	---

V – E

INSTRUÇÕES

Responda a cada afirmação fazendo um único círculo na opção correspondente à sua resposta

1 = Nada confiante

2 = Pouco confiante

3 = Moderadamente confiante

4 = Confiante

5 = Totalmente confiante

Em relação às afirmações que se seguem indique qual o nível de confiança que sente geralmente.

Ensinar eficazmente todos os conteúdos curriculares.

1	2	3	4	5
---	---	---	---	---

Explicar matérias difíceis para que os meus alunos entendam.

1	2	3	4	5
---	---	---	---	---

Apresentar exemplos apropriados quando os meus alunos têm dificuldades em compreender as matérias.

1	2	3	4	5
---	---	---	---	---

Ensinar para que os meus alunos se lembrem da informação importante.

1	2	3	4	5
---	---	---	---	---

Ajudar os meus alunos a focarem-se nas tarefas de aprendizagem e a evitar a distração.

1	2	3	4	5
---	---	---	---	---

Gerir comportamentos desadequados.

1	2	3	4	5
---	---	---	---	---

Encorajar os alunos a responsabilizarem-se pelos seus comportamentos.

1	2	3	4	5
---	---	---	---	---

Lidar com as diferentes necessidades de aprendizagem dos meus alunos.

1	2	3	4	5
---	---	---	---	---

VI – CS INSTRUÇÕES

Responda a cada afirmação fazendo um único círculo na opção correspondente à sua resposta

1 = Discordo totalmente

2 = Discordo

3 = Não concordo nem discordo

4 = Concordo

5 = Concordo totalmente

Sinto-me valorizado(a) na minha escola.

1	2	3	4	5
---	---	---	---	---

Existe um forte sentido de colaboração entre os meus colegas.

1	2	3	4	5
---	---	---	---	---

Os meus colegas compreendem-se, apoiam-se e preocupam-se uns com os outros.

1	2	3	4	5
---	---	---	---	---

Sinto-me confortável em discutir problemas de trabalho com os meus colegas.

1	2	3	4	5
---	---	---	---	---

Nas equipas a que pertenço na minha escola (exemplo: grupo disciplinar) resolvemos os problemas em conjunto de uma forma construtiva.

1	2	3	4	5
---	---	---	---	---

Na minha escola funcionamos como mentores e críticos uns dos outros.

1	2	3	4	5
---	---	---	---	---

Na minha escola celebramos os sucessos de cada um e também outro tipo de eventos como os aniversários.

1	2	3	4	5
---	---	---	---	---

Na minha escola o feedback dos colegas é bem-vindo e valorizado.

1	2	3	4	5
---	---	---	---	---

Na minha escola os novos colegas são bem-vindos, valorizados e apoiados.

1	2	3	4	5
---	---	---	---	---

Estou bem informado sobre as políticas orientadoras da minha escola.

1	2	3	4	5
---	---	---	---	---

Tenho autonomia para adaptar o currículo e a avaliação de acordo com as necessidades dos meus alunos.

1	2	3	4	5
---	---	---	---	---

Na minha escola dão-me responsabilidades e funções específicas.

1	2	3	4	5
---	---	---	---	---

Na minha escola dão-me oportunidade e apoio para desenvolver os meus pontos fortes.

1	2	3	4	5
---	---	---	---	---

Participo ativamente nas atividades organizadas na minha escola.

1	2	3	4	5
---	---	---	---	---

Participo ativamente em reuniões e sessões que visam o desenvolvimento institucional da minha escola.

1	2	3	4	5
---	---	---	---	---

Estou ativamente envolvido no planeamento curricular e no desenvolvimento das políticas escolares.

1	2	3	4	5
---	---	---	---	---

Planifico, trabalho e partilho práticas e recursos com os meus colegas na escola.

1	2	3	4	5
---	---	---	---	---

A minha escola dispõe de procedimentos para promover a colaboração entre os colegas e/ou a resolução construtiva de conflitos.

1	2	3	4	5
---	---	---	---	---

VII – SE INSTRUÇÕES

Responda a cada afirmação fazendo um único círculo na opção correspondente à sua resposta

1 = Discordo totalmente

2 = Discordo

3 = Não concordo nem discordo

4 = Concordo

5 = Concordo totalmente

Sei que posso contar com os meus colegas da escola.

1	2	3	4	5
---	---	---	---	---

Quando alguma coisa corre mal posso conversar com os outros professores.

1	2	3	4	5
---	---	---	---	---

Os professores da minha escola apoiam-se mutuamente.

1	2	3	4	5
---	---	---	---	---

Sei que posso receber bons conselhos dos meus colegas quando as coisas correm mal.

1	2	3	4	5
---	---	---	---	---

VIII –BET INSTRUÇÕES

Responda a cada afirmação fazendo um único círculo na opção correspondente à sua resposta

1 = Discordo totalmente

2 = Discordo

3 = Não concordo nem discordo

4 = Concordo

5 = Concordo totalmente

No meu trabalho sinto-me cheio de energia.

1	2	3	4	5
---	---	---	---	---

No trabalho sinto-me com força e vigor (vitalidade).

1	2	3	4	5
---	---	---	---	---

Estou entusiasmado(a) com o meu trabalho.

1	2	3	4	5
---	---	---	---	---

O meu trabalho inspira-me.

1	2	3	4	5
---	---	---	---	---

Quando me levanto de manhã, tenho vontade de ir trabalhar.

1	2	3	4	5
---	---	---	---	---

Sinto-me feliz quando trabalho intensamente.

1	2	3	4	5
---	---	---	---	---

Estou orgulhoso(a) com o trabalho que realizo.

1	2	3	4	5
---	---	---	---	---

Sinto-me envolvido(a) com o trabalho que faço.

1	2	3	4	5
---	---	---	---	---

"Deixo-me levar" pelo meu trabalho.

1	2	3	4	5
---	---	---	---	---

IX –BA INSTRUÇÕES

Por favor, pense acerca do que tem feito e vivido nas últimas duas ou três semanas e diga com que frequência teve cada um dos seguintes sentimentos.

Coloque um único círculo na opção correspondente à sua resposta

1 = Muito raramente ou nunca

5 = MUITÍSSIMAS VEZES

Alegre

1	2	3	4	5
---	---	---	---	---

Furioso/a

1	2	3	4	5
---	---	---	---	---

Bem

1	2	3	4	5
---	---	---	---	---

Mal

1	2	3	4	5
---	---	---	---	---

Agradável	1	2	3	4	5
Desagradável	1	2	3	4	5
Feliz	1	2	3	4	5
Triste	1	2	3	4	5
Contente	1	2	3	4	5
Receoso/a	1	2	3	4	5
Positivo/a	1	2	3	4	5
Negativo/a	1	2	3	4	5

X-IT INSTRUÇÕES
A seguir são apresentadas algumas afirmações sobre a importância do seu trabalho para si e para os outros. Refira, por favor, em que grau são ou não verdadeiras. Coloque um único círculo na opção correspondente à sua resposta 1 = A afirmação é completamente falsa 5 = A afirmação é completamente verdadeira

O trabalho que realizo é importante para a vida das pessoas.	1	2	3	4	5
Gosto muito daquilo que faço.	1	2	3	4	5
O meu trabalho tem grande significado para a minha vida.	1	2	3	4	5
O que mais me motiva no trabalho é o trabalho em si e não só o salário.	1	2	3	4	5
O trabalho que realizo é muito pouco importante para mim.	1	2	3	4	5

Obrigado pela sua participação!

Anexo B

Artigo empírico 2

Guião das entrevistas realizadas aos professores do grupo experimental após a conclusão do programa “Educação Positiva”.



EDUCAÇÃO POSITIVA

Promoção do bem-estar e da resiliência nos professores

ENTREVISTA AOS PARTICIPANTES NO GRUPO EXPERIMENTAL

- 1- O que é que achou desta formação? Pedir exemplos para objetivar.
- 2- Desde que frequentou a Ação houve algum episódio em que se percebeu a aplicar as competências (de bem-estar e de resiliência) desenvolvidas na mesma? Dê um exemplo.
- 3- Considera que houve alguma influência na relação pedagógica com os seus alunos após ter realizado a Formação? E na relação com os outros na escola (colegas, funcionários, encarregados de educação, Direção)? Dê exemplos.
- 4- Considera que a Formação funcionou como um reforço das suas competências de resiliência e que influenciou o seu modo de resolução de desafios no contexto escolar? Se sim. Pedir exemplos.
- 5- Considera que houve alguma consequência significativa desta Formação na sua vida pessoal ou profissional? Exemplifique.
- 6- Qual o aspeto que considera mais positivo e menos positivo da Formação? Descreva algum episódio que os identifique.
- 7- Que melhorias introduziria na Formação?
- 8- Aconselharia esta Formação a outros colegas e se sim, o que é que lhes diria?
- 9- Tem mais alguma coisa que queira acrescentar ou complementar ao que já disse?

Anexo C

Artigo empírico 3

Tabela síntese com as principais características descritivas dos 27 estudos (quantitativos e qualitativos) incluídos na revisão sistemática da literatura: *Efeitos de intervenções de promoção do bem-estar e/ou da resiliência nos professores.*

Appendix

Descriptive characteristics of quantitative studies on the effects of interventions on teacher's Well-being and Resilience

Author(s), publication year, type of publication	General Information			Intervention Duration Characteristics	Research Design	Data analysis procedure	Measures	Results ^a		
	N	Country	Data of participants					-	ns	+
Resilience and Well-being - QUANTITATIVE STUDIES										
Baum et al., 2018, journal article	49 E=49	Israel	Teachers in-service Teachers from three upper schools Secondary teachers (Grades 7 – 12)	RESILIENCE INTERVENTION Building Resilience Intervention (BRI) 12 hours (four 3-h meetings) Model that imparts resilience building tools to teachers for both personal and classroom use	Single group Pre- test, Post test	MANOVAs	Resilience (CD-RISC) 10			1
							Cognitive emotion regulation (CERQ)			
							Total (composite score)			1
							Acceptance			1
							Positive Refocusing			1
							Positive Reappraisal			1
							Putting into perspective			1
							Refocus on planning			1
							Flexibility (PACT)			
							Total (composite score)			1
Forward Focusing			1							
Emotion Regulation			1							
							Total			10
Beshai et al., 2015, journal article	89 E=49 C=40	England	Teachers in-service Secondary teachers	WELL-BEING INTERVENTION MBI Mindfulness-based Intervention Nine sessions (a presentation session and eight sessions - 75 min each) Total: 11 hours and 15minutes	Pre-test, Post- test	Repeated measures	Stress (PSS)			1
							Well-being (WEMWBS)			1
							Mindfulness (FFMQ)			
							Describe			1
							Self-compassion (SCS)			
Self-Judgement			1							
							Total			4
Chan, 2010, journal article	89	China	Teachers in-service Age: M= 33.13, SD= 7.57 Years of teaching: M= 9.98, SD= 7.99	WELL-BEING INTERVENTION Gratitude Intervention Programme 8 weeks Weekly record 3 good things or events that happened during the week and self-reflection	Single group Pre- test, Post test	MANOVAs	Satisfaction with Life (SWLS)			1
							Positive and Negative Affect (PANAS)			
							Positive Affect			1
							Negative Affect		1	
							Gratitude (GAC)			1
							Total			1
							Total			3

Chan, 2013, journal article	78 E1=40 E2=38	China	Teachers in-service 1-32 years of teaching experience Years of teaching: M= 9.18, SD= 7.80	WELL-BEING INTERVENTION	Single group Pre- test, Post test	Four separate repeated measures ANOVA	Satisfaction with Life (SWLS)	1	1	
				Gratitude Intervention Programme and Coping Intervention			Positive and Negative Affect (PANAS)	1		
				8 weeks "E1 - weekly record 3 good things or events that happened during the week and self-reflection. E2 - weekly record 3 three bad things or events that happened and self-reflection"			Positive Affect		1	
							Gratitude (GAC)	1		
								Total	2	2
Chesak et al., 2019, journal article	55 E=55	U.S.A.	Teachers in-service	RESILIENCE INTERVENTION	Single group Pre- test, Post test	Fisher's exact tests for categorical variables and Wilcoxon rank- sum or t-tests for ordinal or continuous variables.	Resilience (CD-RISC)		1	
				SMART online program (12 modules)			Anxiety (GAD-7)		1	
				1 year			Stress (PSS)		1	
				Initial 90-min session; Participants received the book The Mayo Clinic Guide to Stress-Free Living; 12 modules online to be completed at participants pace; Weekly emails sent to participants starting at week 8 to 52; eight 1- hour teleconferences at regular intervals			Satisfaction with life		1	
							Happiness		1	
							Quality of life (LASA)		1	
								Total	7	7
Fernandes et al., 2019, journal article	59 E1=17 E2=18 C=24	Portugal	Teachers in- service (1 st , 2 nd , 3 rd Cycle; Secondary)	RESILIENCE AND WELL-BEING INTERVENTION	Pre-test, Post- test	Analysis of relative gains	Positive Affect (PF)		1	
				POSITIVE EDUCATION (7 modules)			Negative Affect (NF)		1	
				Adapted from the European programme ENTREE			Work meaning (WM)		1	
				18 hours (nine 2-hour per week)	Non-randomized control group	ANOVA MANOVA	Work Well-Being (WWB)		1	
							Motivation (M)		1	
							Global Resilience (R)		1	
							Commitment to the Profession (C)	1		
							Self-Efficacy Global (SE)		1	
							Self-Efficacy Teaching (SET)		1	
							Self-Efficacy Behavior Management (SEBM)		1	
							School Support (SS)	1		
								Total	2	9

Franco Justo, 2010, journal article	42 E=21 C=21	Spain	Teachers in-service	WELL-BEING INTERVENTION	Pre-test, Post- test	t-student	Burnout (MBI-ES)		
			Secondary teachers	Mindfulness Training and Development Meditation Program	Non-randomized control group		Emotional tiredness Depersonalization Personal fulfilment Resilience (CD-RISC)	1 1 1 1	
							15 hours (10 sessions, of an hour and a half each)		
							Total	4	
Hayes et al., 2019, journal article	74 E=37 G=37	England	Teachers in-service	WELL-BEING INTERVENTION	Randomized controlled trial	Linear regression models	Teachers Mental Health (EFQ)	1	
			Primary teachers	TCM Teacher Classroom Management			Burnout (MBI-GS) Exhaustion Cynicism Professional efficacy	1 1 1	
							Six whole-days workshops (october-april)		
							Self-efficacy (TSES-Short) Student Engagement Instructional practice Classroom management		1 1 1
							Total	7	
Hirshberg, M.J., 2017, doctoral dissertation	98 E=67 C=31	U.S.A.	Pre-service Teachers	WELL-BEING INTERVENTION	Pre-test, Post- test	Welch's independent group	Mindfulness (FFMQ)		
			Education students / Pre- service teachers	Well-being skills training intervention (PSTs)	Non-randomized control group	t-tests on gain scores	Describe Act with awareness Non-judging of inner experiences Observe Non-react to inner experience	1 1 1 1 1	
							The training program has its origins in MBSR		
							9-week training 21.5-h total		
							Age: M= 21.99 Participants were paid (150 US dollars)		
							Change of psychological symptoms Self-reported affect Healthy emotionality Self-efficacy Implicit negative affect Emotion regulation EGNG dprime EGNG False alarms		1 1 1 1 1 1 1 1
							Total	10 2	
Hue &.Lau, 2015, journal article	70 E=35 C=35	China	Pre-service Teachers	WELL-BEING INTERVENTION	Pre-test, Post- test	Repeated measures multivariate analysis of variance (ANOVAs and MANOVAs)	Mindful Attention Awareness (MAAS)	1	
				MBI Mindfulness-based Intervention Modified and adapted from the MBSR programme	Non-randomized control group		Mindfulness (FMI) Well-being (WHO-5) Depression Anxiety Stress Scale (DASS) Perceived Stress Scale (PSS)	1 1 1 1 1	
							6-weeks 15 hours (2.5-hour session per week) and a one-day retreat (7 hours). 22-h total.		
							Total	5 2	
							Total	5 2	

Ross et al., 2011 journal article	184	U.S.A.	Teachers in-service	WELL-BEING INTERVENTION	Cluster Randomized Controlled Trial (20 clusters in each condition)	Multilevel regression	Burnout (MBI-ES)			
			Elementary Teachers	Program SWPBIS School-Wide Positive Behavioral Interventions and Supports			Emotional exhaustion	1		
							Depersonalization	1		
							Personal Accomplishment	1		
							Teachers Efficacy (TSES)	1		
								Total	4	
Siu,et al., 2014 journal article	98 <i>E=50</i> <i>C=48</i>	China	Teachers in-service	WELL-BEING INTERVENTION	Pre-test, Post-test		Burnout (MBIHSS)			
			Primary and secondary teachers	Intervention on stress management 2.5 days	Non-randomized control group		Emotional exhaustion	1		
							Job satisfaction	1		
							Physical and Psychological symptoms (ASSET)	1		
							Positive Emotions (WHOQoL)	1		
							Recovery Experiences		1	
							Psychological detachment	1		
							Mastery experiences		1	
								Total	5	2
Sottimano et al., 2018, journal article	324 <i>E1=69</i> <i>E2=65</i> <i>C=190</i>	Italy	Teachers in-service	WELL-BEING INTERVENTION	Cluster-randomized controlled trial	t-test, ANOVA, and chi-square tests.	Work ability	1		
			Preschool teachers	Multilevel intervention comprising three solutions focused on the: emotional, psychological and physical support.	(CG: 17; EG1: 5; EG2: 5)		Burnout (SBI)			
							Enthusiasm towards the job	1		
							Psychological exhaustion	1		
							Indolence	1		
							Guilt	1		
							Stress and vertical trust (COPSOQ II)			
							Stress	1		
							Vertical trust	1		
							Social support (JCQ)	1		
								Total	2	6
Telles et al., 2018, journal article	236 <i>E=118</i> <i>C=118</i>	India	Teachers in-service	WELL-BEING INTERVENTION	Pre-test, Post-test	Repeated-measures ANOVA, followed by post hoc multiple comparison tests.	Mental well-being (WEMWBS)	1		
			Primary teachers	Residential yoga Program	Non-randomized control group		Anxiety	1		
				15 days of yoga training for 6 hours/day in a residential yoga centre.						
								Total	2	
Tyson et al., 2009 journal article	96 <i>E1=37</i> <i>E2=26</i> <i>C=33</i>	Australia	Teachers in-service	RESILIENCE INTERVENTION	Randomized controlled trial	Multiple hierarchical regression analyses	Anxiety 12 months		2	
			Primary School Teachers	Aussie Optimistic Program			Depression 12 months	1		
				Two years 16 hours of training in the implementation of the program. More five 1-hour coaching sessions per year.			Anxiety 24 months	1	1	
							Depression 24 months	1	1	
								Total	5	3

Wolf et al., 2015, journal article	346 E=171 C=175	R. D. Congo	Teachers in- service Primary teachers	WELL-BEING INTERVENTION Learning to Read in Healing Classroom (LRHC) One school year	Cluster- randomized controlled trial (EG: 21; CG: 19)	Three-level hierarchical linear models.	Motivation Burnout Job dissatisfaction	1 1 1		
								Total	3	
Wolf et al., 2018, journal article	444 E1=15 3 E2=14 8 C=143	Ghana	Teachers in- service Pre-primary teachers	WELL-BEING INTERVENTION Interventions on teacher professional well-being. The teacher-training program included training workshops (eight days) and in-classroom coaching (six visits over the course of the school year). One school year	Cluster- randomized controlled trial (CG: 82; EG1: 79; EG2: 79)	Two-level multilevel modelling.	Motivation Burnout Job satisfaction Turnover	1 1 1 1		
								Total	2	2
Wolf & Peele., 2019, journal article	309	Ghana	Teachers in- service Pre-primary teachers	WELL-BEING INTERVENTION Interventions on teacher professional well-being. One year pre-primary teacher training and coaching program. One school year	Cluster randomized controlled trial (CG1: 35; EG1: 36; EG2: 37; CG2: 44; EG3: 46; EG4: 42)	Two-level multilevel modelling.	Motivation Burnout Job satisfaction	1 1 1		
								Total	3	
Wong et al., 2009 journal article	602	China	Teachers in- service (Primary and Secondary teachers)	RESILIENCE INTERVENTION Resilience-enhancing Programme Building on the concept of HPS Four weekly 3-hour interactive sessions, sharing the concept of resilience, stress management, effective communication, conflict management, problem-solving and goal setting	Pre-test, Post- test Non-randomized control group	ANOVA	Resiliency Primary School Teachers Secondary School Teachers	10 1	9	
								Total	11	9

Note. E = experimental group; C = control group; BRI=Building Resilience Intervention; SMART=Stress Management and Resiliency Training; ENTREE=ENhancing Teachers RESilience in Europe; CARE=Cultivating Awareness and Resilience in Education; MBI=Mindfulness-Based Intervention; MBSR= Mindfulness Based Stress Reduction; SWPBIS=School-Wide Positive Behavior Interventions and Supports; TCM=The Incredible Years Teacher Classroom Management. For cluster randomized controlled trial the number of clusters in each condition is indicated within parenthesis.

^a = -, ns, and + indicate the number of significant negative effects, nonsignificant, and significant positive effects found.

Descriptive characteristics of qualitative studies on the effects of interventions on teacher's Well-being and Resilience

Author(s), publication year, type of publication	General Information			Intervention Duration Characteristics	Research Design	Data analysis procedure	Measures	Results
	N	Country	Data of participants					
Resilience and Well-being - QUALITATIVE STUDIES								
Davison K. M., 2006 doctoral dissertation	66	U.S.A.	Pre-service and in-service teachers University Education students 57 female and 9 male participants	RESILIENCE INTERVENTION "10 Ways to Build Resilience Workshop" 90-minute workshop A workshop was developed to identify and promote 10 skills to build resilience for teachers.	Qualitative Study preliminary and exploratory Pilot program study	The researcher presented the workshop and gathered data both during and after the presentations, then summarized and analyzed the feedback.	Evaluation forms (during) and surveys (after) the workshop.	The data was inconclusive in determining the differential usefulness of the 10 skill categories
Hraha, S. D., 2012 doctoral dissertation	11	U.S.A.	In-service teachers Pre-school and elementary teachers	RESILIENCE INTERVENTION Teachers participated in a 14-hour, two-day training and a two-hour follow-up training. Total – 16h (plus ongoing mentoring support throughout the study) CARE Intervention	Qualitative Single group	Grounded theory methodology (content) Categories found: "awareness", "step back", "enhanced understanding of the children", "changes in the classroom", and "relationships with adults"	Qualitative Interviews	Significant implications for children, teachers, and schools. -Stress reduction -Increased physical and emotional awareness -Enhancement of teacher-student relationships -Promotes pro-social behavior in the classroom -Promotes understanding students' emotions as well as limitations -Increased understanding the needs of individual children -Increased patience and skill with interpersonal communication
Schussler, D., 2018 journal article	21	U.S.A.	In-service teachers Elementary teachers	RESILIENCE INTERVENTION Mindfulness-based intervention, Cultivating Awareness and Resilience in Education (CARE). 30 contact hours 6 weeks	Qualitative Single group	Content analyses to interviews.	Semi- structured interviews (over the phone). 1 year after the end of the intervention	Results suggest that the amount of stress teachers experience is less important than how they conceptualize their stress. -Increased awareness and non-reactivity -More distress tolerance - More sense of efficacy - Development of other protective factors: community support, self-care, and sustained use of practices focused on emotion regulation. -Increased of compassion between teachers and students.

Shacham, M., 2015 Journal article	6 (Focus group) 14 (interviews)	Israel	In-service teachers Elementary teachers Children	RESILIENCE INTERVENTION The "Basic Ph" model of coping and resiliency	Qualitative Single group Case study.	The research tools were focus group of 6 teachers following the workshops for the teachers and an individual structured interview with open-ended questions to 14 teachers in the end of the intervention program delivered to the pupils.	Focus group Interviews	Four main themes had emerged from content analysis of the interviews: (1) The contribution of the intervention program to enhancing teachers' coping resources; (2) Effective preparation for activities with the pupils in class; (3) Development of the teaching staff as a significant support group; (4) Need for in-depth trauma and resilience related training. -The program allowed teachers to express what they experienced during the war and examine what helped them cope with the difficulties and what else could help them. -After the workshops, teachers were more emotionally available to contain pupils' experiences.
Sharp & Jennings, 2015, journal article	8	U.S.A.	Teachers in-service 6 elementary teachers 2 secondary teachers Public schools 6 to 13 years of teaching Age 29 to 51 years	RESILIENCE INTERVENTION CARE program 30 hours (distributed over a 6-week period) 4 days of training	Qualitative Single group	The interviews were coded	Semi-structured interviews	Participants reported shifting their emotional reactivity and approach to students by applying mindfulness through (1) present-centered awareness of emotions, (2) emotional reappraisal of situations, and (3) use of metaphors introduced through the CARE program. Results suggest that the CARE program is a promising approach to support school personnel experiencing stress and burnout.
Sharrocks, 2014 journal article		England	Teachers in-service (Primary school)	WELL-BEING INTERVENTION Project Chill and Chat. Eight weeks Each session were two hours Total – 16h Measures of well-being were taken using the Warwick Edinburgh Well-Being Scale (Tennant, Fishwick, Platt, Joseph, & Stewart-Brown, 2006)	Qualitative Single group	Thematic analysis	Questionnaires Focus groups	Results suggested that well-being was important; however, colleagues with poor mental well-being were "pathologised", with "learning" to cope and maintaining positive well-being perceived as the sole responsibility of the staff member. Staff perceived the informality of provision to promote well-being as important and valued time to develop better relationships with colleagues rather than just "working relationships". Staff also reported perceptions of greater classroom efficacy, increased job satisfaction and feeling calmer.

Note. CARE= Cultivating Awareness and Resilience in Education; MBI=Mindfulness-Based Intervention.