Why Should Teachers Cultivate Resilience through Mindfulness?

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The concept of resilience and mindfulness is becoming increasingly popular in schools worldwide in response to critical issues such as escalating teacher stress and burnout. This article explores the concept mindfulness as a supportive practice to build resilience in times of stress in relation to reducing or preventing teacher burnout. It aims to provide practical strategies for psychologists and counsellors in schools to empower teachers with coping strategies when encountering stress. What current research literature reveals about the effectiveness of resilience and mindfulness for supporting the well-being of pre-service and in-service teachers is discussed. Overall, the research shows that practicing mindfulness to build resilience is beneficial because it helps teachers focus on the present and improves attention, self-awareness, and emotional regulation, which can reduce stress and enhance well-being. However, further empirical studies are needed to provide further insights of these benefits for teachers. Recommendations for psychologists and counsellors in supporting teachers on practicing mindfulness and resilience are provided.

Keywords: Resilience, mindfulness, well-being, stress, burnout, pre-service teachers, in-service teachers
What is Resilience?

According to Michael Ungar (2013), “Resilience is both the capacity of individuals to navigate their way to the psychological, social, cultural, and physical resources that sustain their wellbeing, and their capacity individually and collectively to negotiate for these resources to be provided in culturally meaningful ways” (p. 69). Ungar (2013) suggests that for individuals to be resilient, they should be encouraged to become aware of the resources they need and be able to access them from their environment for the purpose of managing and or overcoming adversity. The development of resilience offers many opportunities to facilitate the individual’s ability to cope when adversity arises. The level of interpersonal resilience is equivocal to the coping mechanism applied to not only face, but to successfully manage challenges. The development of resilience is influenced by environmental, familial, biological, cultural and community factors, and according to seminal researchers, incorporates several behavioural attributes that are considered protective when applied to situations of conflict or stress (Garmezy, 1991a, 1991b; Masten & Coatsworth, 1998; Rutter, 1979, 1985; Ungar, 2013).

Resilience is primarily about using adaptive strategies to enhance coping. One of the greatest challenges that pose a risk to coping and recovery is the effect of cumulative stress (Rutter, 2007). Cumulative stress can have detrimental effects on the body, however for most individuals, experiencing stress is unavoidable. One of the protective ways to reduce the process of suffering during stressful periods is by using mindfulness as a tool through the process of embodiment to develop resilience. The process of embodiment recognises stress arising in the body and mindfulness practice allows the individual to hold the space through self-awareness. This enables the body’s wisdom to move through and recognise, sense, and feel the situation without reaction, and respond to the stress in adaptable ways, leading to resilience (Wayne, 2021). Therefore, to strengthen resilience, an understanding of how
Mindful behaviours can support the body in times of stress is required. Mindfulness based intervention (MBI) continues to grow in the areas of psychology, counselling, and education to enhance and support coping strategies amongst school teachers, with the notion of reducing burnout (Renshaw, Fischer & Klingbeli, 2017).

**What is Mindfulness?**

Mindfulness involves the capacity of being present in the moment and intentionally paying close attention to a situation in a non-judgemental and non-reactive way, whilst holding a curious and strong sense of self-awareness of the body and mind (Emerson, Leyland, Hudson, Rowse, Hanley, & Hugh-Jones, 2017; Jennings, Frank, Snoberg, Coccia, & Greenberg, 2013; Kabat-Zinn, 1994; Kerr et al., 2017; Rupprecht, Paulus, & Walach, 2017). Present-centred awareness allows every thought, feeling or sensation to be patiently observed, accepted and acknowledged in order to receive an experience in a clear and calm way (Ardiati, 2019; Jennings et al., 2013). Mindfulness is not about clearing one’s mind of thoughts (Bailey, Owen, Hassed, Chambers, Jones, & Wootten, 2018) but is an active process where the focus of attention leads to self-awareness and insightful reflection and concentration (Brown, Ryan, & Crewell, 2007; Hooker & Foder, 2008; Jennings et al., 2013). The process also involves actively attending to the external environment (e.g., sights, smells, sounds) and to internal bodily sensations, thoughts, and feelings (Hooker & Foder, 2008).

Mindfulness training has been used for treating a range of clinical mental health issues (e.g., depression, chronic pain, and anxiety disorders) and meta-analytic studies reviews of research have shown medium to large effect sizes of mindfulness interventions on psychological health (Carmody & Baer, 2009; De Vibe, Bjørndal, Tipton, Hammerstrøm., & Kowalski, 2012). Mindful interventions can ease anxiety and promote well-being (Ancona & Mendelson, 2014; Jennings, 2015; Flook, Goldberg, Pinger, Bonus & Davidson, 2013; Roeser, Skinner, Beers & Jennings, 2012) and have also been found to reduce stress and
TEACHERS, MINDFULNESS, & RESILIENCE


Being mindful enhances self-awareness which can assist in making deliberate choices on how we respond to a given situation. Mindful behavioural reactions to stressful events can improve our ability to apply emotional regulation which decreases stress cortisol (Fogarty, 2009; Willis, 2007) and through the prefrontal cortex, the individual can develop a clear perspective and apply a sense of calmness when stress arises (Lazar et al., 2005). Through mindfulness and the development of body awareness (Lazar et al., 2005), the individual can attain improved attention and working memory (Jha, Krompinger, & Baime, 2007) and increase positive mood states (Chiesa & Serreti, 2009; Jimenez, Niles, & Park, 2010). Functional magnetic resonance imaging has shown that individuals with mindfulness skills are less reactive to emotional stimuli and can better regulate their emotions and responses to stressful events (Brown et al., 2007; Lutz et al., 2014).

Hanh (2011) argues that everyone has the capacity to be mindful and that mindfulness skills can be learnt by engaging in mindfulness activities. Mindfulness skills can help alleviate stress and anxiety by connecting oneself with thoughts of openness, curiosity, compassion, and calming emotions (Bernay, 2012; 2014). This is very relevant within a teacher’s work as mindful acceptance can calm emotions in challenging situations in the classroom (Rupprecht et al., 2017). For example, a teacher who worries about what might happen in the future or what happened in the past rather than what is happening in the present moment may use mindfulness to focus their attention on the present which can help break the worry cycle (Hooker & Fodor, 2008). An essential part of mindfulness is supporting teachers to build skills to cope with demanding, challenging and stressful situations (Taylor, Harrison, Haimovitz, Oberle, Thomson, Schonert-Reichi, & Roeser, 2016). As such, school
psychologists and counsellors play a key role in applying their understanding of mindfulness to support teachers’ mental health and well-being in schools.

The Importance of Mindfulness and Resilience

Mindfulness is a core skill that underpins the development of resilience. Tillott (2019) in her thesis, examined the seminal literature of resilience theory, with a particular focus on children. The thesis constructed a framework that unpacks the core interpersonal skills that underpin the development of resilience. Tillott’s (2019) framework suggests that there are adaptive and maladaptive traits that either support or demise the development of resilience. Resilience is marked by activation of the prefrontal cortex, which promotes use of adaptive responses to stress (Tillott, 2019). These skills form interpersonal traits of resilience and are considered protective in the way of mitigating stress. Such interpersonal skill includes the ability to become aware of and regulate emotions, form conflict resolution skills, use effective verbal and non-verbal skill of communication, and apply critical thinking in decision making and problem solving with the notion of forming a solution focused outcome (Tillott, Weatherby-Fell, Pearson, & Neumann, 2021).

Resilience is also developed by enabling individuals to take responsibility for their actions and choices and using empathy and compassion when required. It involves the utilisation of the core skills of reflection in the context of leaning and improving future outcomes, and finally developing autonomy with these skills (Tillott, 2019). These adaptive processes of learning and acquiring resilience skills are represented by the roots on the tree presented in Figure 1. The more frequently these skills are utilised, the stronger the development of the prefrontal cortex. To develop these skills individuals are encouraged to use the process of mindfulness to observe their thoughts, feelings and behaviours that might arise in the response to stress, and then review how these behaviours impact on the surrounding environment.
The ability to mindfully respond to stress improves the development of the self and the social surroundings, leading to resilience. This level of awareness lends itself to forming mindful ways of living and through reflection we can find ways to use our adaptive coping mechanism, which then in turn strengthens the notion of SELF. This includes improving self-esteem, self-confidence, self-efficacy, and self-belief which is reflected as the core of the tree seen in Figure 1. When the concepts of our SELF are strong, such as good self-esteem, self-
confidence and self-efficacy, the core of ourselves strengthens, conversely, when it is challenged through our peers and or environment or in times that evoke stress, this aspect of ourselves can become challenged and vulnerable. Using mindfulness as a skill to become aware of the self and with the notion of using adaptive attributes to develop the individual traits of resilience have proven to be beneficial for health and well-being (Tillott, 2019). With the increasing pressures on teachers, practicing these skills offer potential protective benefits that mitigate the stressors of the workplace, and furthermore, provide the possibility of teachers to form positive relationships with students. Training and fostering resilience-based skills in both pre-service and in-service teachers can take time, practice, and awareness, all of which complement and are strengthened through the process of mindfulness.

Mindfulness-Resilience Training and Pre-service Teachers

Mindfulness-resilience training should be provided for pre-service teachers through their education programs at university and schools. Demanding course workloads and financial pressures at university can contribute to pre-service teacher stress (Kerr et al., 2017). To manage this stress, student teachers need effective emotional regulation skills to manage their responses to stress in preparation for the challenge of teaching in the classroom. Few pre-service education programmes provide support to promote student teacher well-being and to help them cope with the emotional demands and stress of the profession. However, training that builds teacher mindfulness and resilience have the potential to reduce pre-service teacher stress and improve retention of students at university (Bernay, 2014; Gless & Moir, 2004).

Several studies have demonstrated the benefits of mindfulness programs to support pre-service teachers. For example, Hue and Lau (2015) investigated the effects of a six-week mindfulness-based programme (body scan and stretching exercises, self-awareness of thoughts and emotions, and mindful practice of sitting, standing, walking and eating) on pre-
service teachers in a tertiary education institute in Hong Kong ($N = 70$). It was hypothesised that the programme would increase mindfulness and promote well-being while reducing stress. Both the intervention and control groups were assessed at pre-test and post-test using surveys such as the Mindful Attention Awareness Scale (MAAS; Brown and Ryan 2003) and Freiburg Mindfulness Inventory (FMI; Walach, Buchheld, Buttenmüller, Kleinknecht, & Schmidt, 2006). Although students had some anxiety prior to the mindfulness training, a significant increase in mindfulness and well-being was also found following the program. Pre-service teachers’ level of mindfulness was reported to be a significant predictor of well-being, stress, and anxiety and the participants reported having a positive experience, reduced stress, and a greater increase in their awareness of internal experiences in their mind and body.

Similarly, Kerr et al. (2017) explored the usefulness of mindfulness for pre-service teachers by investigating the effects of training 23 pre-service teachers in mindfulness strategies. Pre-service teachers were allocated to either a six-week mindfulness-training program that implemented emotional regulation techniques or a control condition. At post-test, participants reported greater emotional clarity and improved regulation of negative emotions. In particular, the mindfulness group showed better control of negative emotions, greater control of impulsive behaviour and were more likely to respond flexibly to stressful situations compared to the control group. Kerr et al. (2017) highlighted that the mindfulness program was most beneficial to pre-service teachers’ development of self-regulation, a core skill underpinning the development of resilience.

Bernay (2014) examined the effect of training pre-service primary school teachers in New Zealand using breath awareness and body scan exercises to learn strategies to enhance mindfulness in everyday life (e.g., brushing teeth or driving a car). The pre-service teachers participated in a 10-minute mindfulness session during each of their 12 lectures over the first
TEACHERS, MINDFULNESS, & RESILIENCE

year of study. Students were encouraged to continue with their mindfulness practice throughout their three years of university study and were encouraged to participate in mindfulness exercises provided in lectures and lunchtime sessions. Interview transcripts and student journals were analysed to gain participant views of their everyday mindfulness experiences. Bernay (2014) reported that the pre-service teachers enjoyed the body scan and breath exercises and that practicing mindfulness on a regular basis increased clarity and reduced study stress during their pre-service program. Students reported that they gained greater resilience by using mindfulness strategies and during their practical placement in classrooms and they were able to focus their attention on their primary school students by responding calmly rather than reacting emotionally to situations. Overall, the pre-service teachers believed that mindfulness training made a difference in their ability to cope in the first year of teaching.

The effects of mindfulness training on pre-service elementary school teachers ($N=20$) in a first-year literacy education course at a North-eastern United States University was explored by Brown (2017). The pre-service teachers practiced a range of mindfulness exercises such as breathing mindfully, staying in the present, pausing before reacting, listening, tasting and observing mindfully, and avoiding negative self-talk. During the semester, the participants attended eleven classes that provided 15 to 20 minutes of mindfulness training and practice during each three-hour class. The pre-service teachers were pre- and post-tested using the Mindfulness Awareness Scale (MASS; Brown & Ryan, 2003) and focus group data was gathered on pre-service teacher experiences (e.g., individual mindfulness practice and engagement and what they learnt from the mindfulness training). The survey findings showed that the participants were not significantly more mindful or less stressed at post-test compared to pre-test. Based on these findings it was suggested that seven hours of mindfulness instruction in total across the semester was insufficient to increase
mindfulness and decrease stress and that the heavy content laden nature of the course may have also been a contributing factor (Brown, 2017). However, the pre-service teacher focus group data revealed that mindfulness was useful for stress reduction (Brown, 2017). For example, during practical placement, the pre-service teachers believed that mindfulness was beneficial by reporting, “I think I will apply techniques in the future because they help me to calm down while [it] just helps me to live in the moment.” The pre-service teachers liked to relate mindfulness to their teaching practice because they felt it would help their future students to control their anxiety and respond in more resilient ways to stress.

**Mindfulness-Resilience Training and In-Service Teachers**

It is well established that teachers do suffer from stress and burnout and are at increased risk of leaving their profession (Brown, 2017; Crain et al., 2017; Hue, & Lau, 2015; Hwang, Bartlett, Greben, & Hand, 2017; Jennings et al., 2013; Emerson et al., 2017; Taylor et al., 2016). Research has shown that teacher burnout is related to excessive work responsibilities, confusions about job expectations, competing demands, insufficient support and student misbehaviour (Brown, 2017). Being a teacher is a very stressful occupation with 30% of teachers resigning within the first five years of the profession (Bernay, 2014). Helping teachers practice mindfulness may be an effective way to reduce stress and promote well-being, self-awareness, self-regulation, and resilience (Hue & Lau, 2015; Jennings et al., 2013; Vago & Silbersweig, 2012).

Growing research shows benefits of in-service teachers using mindfulness strategies in the classroom to more effectively to cope with challenging and stressful situations in the classroom and build resilience (Gold et al., 2010; Gouda, Luong, Schmidt, & Bauer, 2016). For example, Crain et al. (2017) conducted a pre-post-test randomised control trial of an 8-week (11 x 6-hour sessions) mindfulness program using body scan awareness activities with 113 primary school teachers. Teachers were pre-post tested using a mindfulness questionnaire
TEACHERS, MINDFULNESS, & RESILIENCE

(Five factor mindfulness survey; Baer et al., 2008). The results showed that mindfulness training resulted in higher work satisfaction and teachers reported having fewer bad moods at work and home, compared to the control group. Furthermore, the treatment group showed greater increases in mindfulness and decreases in rumination of past negative events demonstrating that the mindfulness intervention had a positive effect on the teachers’ well-being at work and home (Crain et al., 2017).

Using a randomised control trial design, Rupprecht et al. (2017) studied the effects of providing 32 German schoolteachers with 5 weeks (26 hours) of mindfulness training (e.g., body scan awareness exercise) facilitated by an instructor with 10 years’ experience. The Freiburg Mindfulness Inventory measuring trait-mindfulness (Walach et al., 2006) was used to measure mindfulness at pre- and post-test. The intervention showed medium to high effect sizes on mindfulness measures (stress, coping abilities, emotion regulation, self-efficacy, and resilience). An in-service teacher reported, “I gained more self-confidence just by having a greater awareness of my body. It’s not that I am doing a specific exercise, I just feel I can take more space and I am generally more present with my body in the classroom. Another teacher found it, “a great new freedom to be able to step out of situation and look at it from a greater distance. I am not a slave of my habitual patterns anymore p577”.

Teachers also said that following the mindfulness training, they engaged more wisely in work demands and paused activities that caused stress. For example, a teacher said, “I am now able to notice ‘This is very hectic’. And then I tend to not take things so personal anymore. I take a deeper breath and regulate myself with a greater inner distance to the physical reaction p577”. Rupprecht et al. (2017) concluded that mindfulness training of teachers along with diligent teacher participation in mindfulness at home improved their self-regulation capacity, well-being and self-confidence. Similar findings were reported by Taylor et al.’s (2016) randomised control study with 59 public school teachers. The mindfulness
intervention consisted of body scan and breathing exercises. Following pre-post tests using of mindfulness surveys (e.g., occupational stress questionnaire) and interviews it was shown that teachers with the mindfulness training had more adaptive strategies for coping with stress which resulted in reduced stress. Taylor et al. (2016) highlighted that emotional regulation is a key way that mindfulness training alleviates job stress.

Jennings et al. (2013) also showed that a mindfulness program ($N=50$) was an effective method for reducing stress in teachers and improving teaching performance. Teachers participated in breath awareness, body awareness, and movement awareness (standing, walking, and stretching) exercises. They also used role-play activities to learn how to use mindfulness in challenging classroom situations that may ignite strong emotions. Overall, the participants reported high levels of satisfaction with the program and improved their relationships with students in their classrooms. Potential benefits of using the mindfulness program included reduced emotional reactivity and promotion of teacher well-being, which in turn can foster teacher resilience (Jennings et al., 2013). Resilience is a quality of maintaining a commitment to teaching practice despite stressful and ongoing difficulties and is positively related to teacher retention (Hwang et al., 2017; Schussler, Deweese, Rasheed, Demauro, Brown, Greenberg, & Jennings, 2018). It is argued that teachers who recover quickly from challenges and maintain their confidence can learn skills that enhance their own mindfulness and resilience (Schussler et al., 2018).

**Practical Strategies to Cultivate Mindfulness-Resilience**

Based on the research evidence (e.g., Bernay, Graham, Devich, Rix., & Rubie-Davies, 2016; Jennings and Greenberg, 2009) a conceptual framework presented in Figure 2 illustrates how mindfulness training works to help teachers recognise and regulate stress through their development of greater self-awareness and emotional regulation (Rupprecht et al. 2017), which underpin resilience. Figure 2 shows the influence of mindfulness training on
enhancing awareness of self and the environment, which in turn fosters mindfulness skills and positive outcomes such as well-being and resilience.

Mindfulness training exercises (e.g., Breath and Body Scan awareness exercises) can support a teacher’s state of mindfulness and this training facilitates the development of emotional and self-regulation which in turn facilitate resilience building capacity and improves coping mechanisms. Self-regulation has several physiological and psychological benefits. Practices that enhance mind–body integration, such as breathing, elicit a relaxation response, for example, the ability to relax the body through breathing improves oxygen consumption, reduces blood pressure, heart, and respiratory rates (Dusek et al., 2008). Mind–body integration exercises can help to reduce stress and anxiety, whilst enhancing attention and social skills. Self-regulation through breathing also improves metacognition and self-esteem (Davidson & McEwen, 2012).

Mindfulness of breathing involves noticing your breath to develop an awareness of your breathing. When breathing is done mindfully an awareness of breathing emerges which helps calm the mind and when emotional arousal occurs, teachers can stop and take a breath before reacting. Also, rhythmic breathing may help to produce a relaxation response (feelings of calm and control) neutralising the fight or flight reaction triggered during a stressful situation (Bernay et al., 2016) as returning attention to a single neutral stimulus (e.g., breath) stabilises emotions (Semple, Reid, & Miller, 2005). Breath regulation can also help to remove ruminating thoughts of the past by learning to let it go in favour of present-centred awareness (Crain et al., 2017). Mindfulness exercises such as breath work has been found to help teachers cope better with conflict situations and anxiety in their classroom practice (Napoli, 2004) and these facets assist with the development of resilience attributes.

Mindfulness training such as Body Scan exercises help teachers to develop a sense of self-awareness, and self-empowerment with their bodily reaction. This level of awareness
enables teachers to check in with their body and the associated emotions, which provides options to teachers to make choices on how to proactively deal with the situations in the moment in a calm and positive manner. During the body scan, teachers observe and notice body sensations and attend to each part of the body beginning with the toes and moving all the way up to the top of the head to notice all body parts (toes, feet, lower legs, knees, thighs, belly, shoulders, arms, fingers, head and face). During the Body Scan exercise, sensory systems are activated to develop an awareness of smells and sounds inside and outside the body whilst focusing on an awareness of the present moment (Napoli, 2004). Awareness of parts of the body helps teachers to recognise when they feel stressed and through the process of embodiment they can develop a sense of awareness in the body, to feel the stress without reaction with the notion of using the breath to bring awareness to the situation (Crain et al., 2017). Although mindfulness may result in being more physical and mentally relaxed, the main goal of mindfulness is to become aware of the body and mind in the present moment and to slow down racing thoughts, decrease muscle tension, and slow down breathing and heart rate (Hooker & Foder, 2008). The ability to apply these techniques promotes emotional regulation, which then enhances the function of the pre-frontal cortex to make choices from a clearer perspective, thus reducing the physiological and psychological consequences that can occur when reaction and responding in a stressful state (Tillott, 2019).

Using body scan and breathing training exercises for pre-service and in-service teachers fosters a range of mindfulness skills as illustrated in Figure 2. These skills include attention, self-awareness, self-acceptance, self-regulation, emotional regulation, empathy, compassion, positive outlook, and openness to new information or flexibility, observing, describing, and labelling with words, and accepting without judgement. These skills also help develop the core attributes that underpin resilience (Ardiati, 2019; Bernay, 2012, 2014; Taylor et al., 2016; Tillott 2019). A key skill gained from practicing mindfulness is emotional
regulation which is important because it facilitates a teacher’s sense of mastery and protects their well-being (Emerson et al., 2017). Role-modelling is the ability to cope with stress in this way and becomes a beneficial exercise for students to apply the same techniques used by their teachers (Tillott, 2019). Hue and Lau (2015) has also identified four key mindfulness skills that pre-service teachers gain from using mindful strategies which included the capacity to slow down the pace of everyday life, develop a sense of compassion, enjoy the here and now be present in the moment, and gain increasing awareness of internal changes in body and mind.

Based on the overall research evidence presented, several potential positive outcomes for in-service and pre-service teachers’ practice of mindfulness-resilience can be seen in Figure 2. Mindfulness has the potential to alleviate teacher stress, reduce the risk of burnout, enhance well-being, calmness, and clarity (Brown, 2017; Werner & Gross, 2009) and reduce negative emotions (Baer, 2003; Beitel, Ferrer, & Cecero, 2005; Brown & Ryan, 2003; Shapiro et al., 2008). Incorporating mindfulness exercises into schools and teacher education programs may benefit pre-service and in-service teachers’ well-being by helping them increase their self-awareness, attend to the present moment, and cope strategically with stress and build resilience. Addressing teacher well-being is an educational priority across the world and strategies such as mindfulness is a low cost, positive, enjoyable, and practical way for school psychologists and counsellors to provide additional support to teachers and help cultivate resilience and coping skills.
**Practical recommendations for Psychologists and Counsellors in Schools**

Practical evidence-based strategies can be a useful tool for both psychologist and counsellors in school to support teachers’ wellbeing, with the notion of reducing burnout and building resilience. The opportunity to support teachers’ wellbeing indirectly becomes protective for children in the way of supporting a stable and calm environment (Grotberg, 1997). Teachers who are well resourced with personal resources (e.g., motivation, efficacy), contextual resources (trusting work relationships), and effective strategies (e.g., self-care, work life balance, and mindfulness) are more likely to be resilient in challenging situations and experience positive well-being (Hwang et al., 2017). Practicing mindfulness strategies has the potential to reduce stress and anxiety and can create a respectful and peaceful class.
TEACHERS, MINDFULNESS, & RESILIENCE

environment and improve self-regulation behaviours (e.g., Emerson et al., 2017; Rupprecht et al., 2017). Recommendations for psychologist and counsellors for pre-service and in-service teacher’s use of mindfulness to achieve growth of mindfulness skills and resilience are presented below.

- Mindfulness-resilience training for teachers should be tailored to meet the diverse needs of teachers. Activities should encourage teachers to: breathe and listen mindfully, engage in guided relaxation exercises to reduce stress, avoid negative self-talk, stay in the present, pause before reacting, generate kindness, and practice self-care (Brown, 2017). Ongoing booster training sessions should be provided by schools to maintain the practice of mindfulness (Bernay et al., 2016).

- Breath and Body scan exercises are recommended because they are popular and enjoyable exercises. They are also effective, low cost and easy to learn and apply in the classroom (Bernay, 2014; Hue & Lau, 2015; Klingbeil, & Renshaw, 2018; McKeering & Hwang, 2019). Body scan awareness exercises should involve somatic and tension awareness, basic breath awareness practice and promotion of mindfulness of thoughts and emotions (Jenning et al., 2013; Taylor et al., 2016).

- Teachers should be encouraged to embrace, embody, and practice resilience formation through mindfulness in their work and home environment to become effective at utilising mindfulness strategies in their classroom (Albrecht, Albrecht, & Cohen, 2012; Hooker & Fodor, 2008). Teachers benefit from encouragement to engage in regular daily practice of mindfulness during everyday activities (Bailey et al., 2018; Brown, 2017; Yaari, Sheehan, Oberklaid, Hiscock, 2019) and practice being more aware of their internal senses and external environment (Hooker & Foder, 2008).

- Several mindfulness apps are available for teachers such as the Headspace app (Headspace, 2019) and Smiling Mind app (Smiling Mind, 2019). For example, the
Smiling Mind app is an app that has been well-received by schools and used as a well-being resource in the classroom and has been found to improve concentration, sleep and well-being and reduce teacher stress (Yaari et al., 2019).

• Finally, based on review studies conducted to date on teachers and mindfulness it was found that some studies had limitations because they lacked rigorous methodological design such as lack of fidelity checks and control groups, had small sample sizes, and lack of details of the time participants spent practicing mindfulness outside formal training sessions (e.g., Hwang et al., 2017; Klingbeil & Renshaw, 2018; Schussler et al., 2018). This suggests that further empirical research on the validity of mindfulness programs for teachers is needed to provide greater generalisability of the findings and benefits for teachers’ well-being. In addition, further research is required to understand the relationship between teachers, mindfulness, and resilience.

Conclusion

Teachers play a critical role in children’s education therefore their well-being is of utmost importance to the local and global community. In recent decades, mindfulness programs have been recognised as effective at promoting well-being. Based on the research evidence, pre-service and in-service teachers who participate in mindfulness training are likely to develop mindfulness skills such as attention in the present moment, self-awareness, self-acceptance, self-regulation, emotional regulation, compassion, empathy, positive outlook, and openness to new information which underpins and support growth of resilience. These skills may help teachers manage stress and risk of burnout and promote teacher calmness, clarity, and well-being. A mindfulness-resilience approach by school psychologists and counsellors has the potential to lead to a more positive teaching and learning environment for both teachers and students. Pre-service and in-service teachers should embrace the concept of mindfulness in their classroom and everyday lives. However, further research is
needed to more comprehensively validate mindfulness-resilience training programs so that the best well-being outcomes for pre-service and in-service teachers are achieved.
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TEACHERS, MINDFULNESS, & RESILIENCE


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TEACHERS, MINDFULNESS, & RESILIENCE

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TEACHERS, MINDFULNESS, & RESILIENCE


