Embedding Wellbeing Knowledge and Practice into Teacher Education: building emotional resilience

Sarah Turner *and Margaret Braine**
Loughborough University*, Trent College**

Abstract

Trainee teachers' self-awareness and their developing professional identity are of crucial importance as they enter complex school environments in a role which makes intense demands of them, both personally and professionally. To enable a smooth transition into school life, trainee teachers need to be able to critically reflect on their strengths, core values and performance. This study researched the impact of three workshops covering professional identity, teaching values and psychological models during the teacher training year. A mixed methods approach was employed: a questionnaire ascertained feedback on each workshop attended (October; February and May (N=38, 35, 31 respectively) and a final group interview (N=12) followed-up the workshops undertaken. Key findings indicated: the teacher 'daily diary' was extremely useful, reassurance of work-life balance beneficial, psychology shared very helpful (e.g. Maslow's work; Erskine's relational needs; Rogers' core conditions). Key factors regularly used by trainee teachers were: using their planner, making time for others and trying to incorporate a work-life balance. The main conclusions reveal the essential requirement of trainee teachers being able to self-reflect, to organise their time and to have the capability to develop strategies to address the challenges they meet during their time in school.

Key Words

Teacher wellbeing; resilience; teacher training; 'safe' classroom; emotions.

Introduction

Teachers need to know how to look after themselves. This may seem a simple and easy task; however, when faced with a multitude of teaching tasks, one of the areas all teachers can miss, is taking care of themselves. Earlier research undertaken with trainee teachers (Turner, Zanker & Braine, 2012; Turner & Braine, 2013) showed that trainee teachers treat school placements as 'temporary' experiences and presume that when they are fully trained, all will be different on the job. They reported the immense exhaustion of the job yet also stated the satisfaction gained from their school placements. Teacher Toolkit (2014) report that the attrition rate for teachers in England is 40% and therefore there is a need for schools to respond and meet the needs and wellbeing of their teachers. Research studies by Spilt et al. (2011) and Hoiggard et al. (2012) reflect on other European countries and their concerns regarding impacts of the teaching profession on teachers. They recognise and reflect on teacher wellbeing (positively based on teacher-pupil relationships) and engagement, burnout and retention due to the nature of the job, respectively.

A teacher's wellbeing can be described as having three basic areas: mental and emotional wellbeing, physical wellbeing and social wellbeing (Humes, 2011). These all need to be personally managed; however, within a busy school day, teachers and pupils alike experience an array of different emotions (joy, fear, upset due to an event), physical demands (constant talking and movement), social pressures (other staff, parents, pupils) and general pressure/tiredness.

Citation

Whilst on school placements, trainee teachers are required to be cognisant of their professional role and master a number of complex skills quickly. Therefore, support is required from their school Mentors to master the complexity of teaching to increase their all-round knowing and transferring of knowledge from University to school-based setting (Edwards and Protheroe, 2003). During these school-based settings, trainees accumulate their teaching experiences and this shapes their practice and their identity, along with how they move from one teaching context to another. How a trainee teacher views their personal identity can be a strong influence as to whether they remain in the profession (Saka et al., 2013). Anxiety can be a feature of many trainee teachers' experiences, particularly towards controlling pupil behaviour as they are learning and developing their teaching skills, their own evaluations of their performance and demographic/experiential factors (Morton et al., 1997). Therefore, when encountering negative experiences, teachers require resilience; this is defined as 'the capacity to continue to "bounce back", to recover strengths or spirit quickly and efficiently in the face of adversity, is closely allied to a strong sense of vocation, self-efficacy and motivation to teach' (Gu & Day, 2007, p.1303). However, positive pupil relationships with the teacher can be a crucial positive factor of a teacher's wellbeing (Evers & Tomic, 2003) and aid these barriers. This paper considers a means of intervention research to accommodate supporting and equipping trainee teachers with the knowledge required for a sustainable work-life balance and wellbeing in England.

The lives of trainee teachers
Trainee teachers need to know how to manage their demanding working lives; if this is not possible, cases of burnout (emotional exhaustion, reduced sense of accomplishment and negative attitudes towards work (Evers & Tomic, 2003) could be likely amongst teachers. Findings reported by Goddard et al. (2006) that burnout can commence as early as the trainee teacher year. This concurs with research by Morton et al. (1997) that stress can commence during the training year. The crisis amongst the teaching profession can be summed up in four areas: mental health problems (Association of Teachers and Lecturers (ATL), 2010); poor work-life balance (Rhodes, Nevill and Allan, 2004) and stress (National Association of Schoolmasters Union of Women Teachers (NASUWT), 2014) and retention (Department for Education, 2012).

A teacher's well-being is crucial if they are to teach and lead our children in effective learning. Well-being is considered a term for positive and negative indicators of psychological and physical health. Positive indicators of teaching are: job satisfaction, motivation to teach, self-efficacy, self- esteem and view of their self. Negative indicators are burnout and stress (Borg and Riding, 1991; Brouwers and Tomic, 2000; Hakanen et al., 2006, Tsouloupas et al., 2010; Spilt et al., 2011).

Teachers need to demonstrate emotional resilience and this skill needs to be developed during the training year. How a teacher thinks of themselves and of the profession, can change over time and therefore research (Beijaard et al., 2000; Beijaard et al., 2004) supports the importance and need for trainee teachers to consider how they form their professional identity. Throughout the training year, a continuous learning process is commencing and some experiences undertaken may conflict with a trainee teacher's initial thoughts, beliefs and their own personal learning experiences causing reflection and discussion. Professional identity '…develops during one's whole life' (Beijaard et al., 2004, p. 107) and relies on '…how they perceive themselves as teachers and what factors contribute to these perceptions' (Beijaard et al., 2000, p. 749). Resilience relies on trainee teachers knowing and believing in themselves and how to respond to their inward, daily emotions.

In order for trainee teachers to be honest about their learning and experiences, a safe space needs to be provided for them to have the time and opportunity to explore their feelings and thoughts. Those studying on teacher training courses have diverse backgrounds and life experiences, often from previous employment, and thus a 'safe space' is required to support their physical and

emotional needs (Turner & Braine, 2015). The demands placed upon trainee teachers can be unmanageable; '…people in different life ages generally have essentially different motivational structures and different perspectives on learning and education … "youth" following on from childhood… and finishes anywhere between 20-35yrs. This age is central to a young person establishing their personal identity. Adulthood follows on from this with the main quality centralising around management of their own life and its challenges which will often focus on work and family, lifestyle, interests and their attitudes' (Illeris, 2007, p. 197-199). Therefore, it is necessary to acknowledge that within teacher training there will be a variety of needs amongst the trainee teachers; all teachers have different internal needs and their own responsibilities and the ability to manage these is an important agenda to consider since '… teachers are important adults in children's scholastic lives…and teacher wellbeing, at least indirectly, has significant effects on children's socioemotional adjustment and academic performance' (Spilt et al., 2011, p. 458). Thus, teacher training could be a 'safe space' in which trainee teachers could assess their personal lives. In this 'safe space' there could be an opportunity to gain knowledge to embed within them a desire to manage their emotional demands and accommodate their professional and personal needs, hence, equipping them emotionally for their professional career. This paper reports how this has been trialled in one University establishment.

Methodology
Earlier research has indicated that trainee teachers value input on how to manage their health and well-being (Turner, Zanker & Braine, 2012; Turner & Braine, 2013).   In order to engage with other trainees and have the ability to share their experiences with others, building a community of practice within the wellbeing research was paramount. This is because teachers will aim to understand more by constructing meaning of their knowledge of their teaching experiences and reflecting upon those experiences (Harasim, 2012). They are individuals who are engaged in similar practice, which exist outside of the workplace (yet within a particular profession), who communicate and share ideas together and accumulate and advance knowledge (op.cit.).

This has a synergistic relationship with a constructivist approach to learning; trainee teachers will be encouraged to share their practice with others. Pritchard and Woollard (2010) suggest that the facilitator will ask the learners open-ended questions of their experiences and thoughts, encouraging the learners to ask questions of each other and offer contradictions, where appropriate, so that discussion can be embarked upon for all.

In order to promote a 'safe space' and discussion based environment, a variety of internal and external speakers were used for the sessions so that trainees could hear different opinions of the teaching profession from professionals other than University staff. A team of four were used to deliver the nine sessions (two internal and two external; each of 40 minutes duration). The two internal leaders worked with the trainees on the course and hence there is a possibility that this influenced the research outcomes. The aim was to adopt a community of practice within the workshops. This term refers to individuals who are engaged in similar practice, they communicate and share ideas together (Harasim, 2012). The aim of this is because 'As they [trainee teachers] spend time together, they typically share information, insight and advice' (Wenger et al., 2002, p. 4-5) which can be reassuring and helpful. Lave and Wenger (1999) state that the relation of a learner with another can be beneficial to the circulation of knowledge amongst peers and hence within a teaching community, this is deemed necessary.

This mixed methods approach was using questionnaires and a group interview. The two methods were used to check the validity of the questions being asked since the questionnaire was written in order to gain understanding of the usefulness of the content of the workshops for their teaching and PGCE course. It was a longitudinal study over the course of one PGCE year. Ethical procedures were

followed (participant information and consent forms completed) and caution was taken due to the opportunistic sample used being trainee teachers at the institution. The questions, in both the questionnaires and interviews, were based on trainees' reflections on their school experiences; therefore, the reliability of these data must be treated with caution.

An opportunistic, small sample of a Science PGCE cohort was used. Numbers participating with the interview was 12 and questionnaire responses were 38, 35, 31 at each point during the academic year (the decrease was due to illness/leave of absence during the year).

Research Question
The following question was addressed in this research:
What is the impact and usefulness on trainee teachers, of 8hrs of workshop training, on the areas of:

- Work-life balance
- Professional identity
- Basic Psychology (Maslow's Hierarchy of Needs; Rogers' Core Conditions)?

Research Methods
To enable a constructivist, community of practice to be trialled, three workshops were delivered before the first teaching practice, after the first teaching practice and towards the end of the course. These sessions were 3hrs, 3hrs and 2hrs respectively. All science PGCE trainee teachers on the course attended the workshops as it was part of the main calendar. Ethical procedures and forms were completed in accordance with Loughborough University's Ethical Committee and there was an opt-out element. The research undertaken was that of usefulness and impact of this on their daily life, such as time with family/friends, sleep and eating habits and their teaching life such as lesson planning, marking and University work. A mixed methods approach was deemed necessary; questionnaires were completed after each session (N= 38, 35, 31 respectively) asking respondents to reflect on the content helpfulness, any unhelpful areas, and areas they would like more information on, how they were feeling about the next step for example first teaching practice or starting as a Newly Qualified Teacher. Qualitative feedback would be collected from the questionnaires and analysed through coding the responses. This was produced as a method to gain immediate feedback on the content of the workshop – the teaching support offered from the session such as organising their lesson planning and responsibilities; understanding more about child psychology and their wellbeing from the theory/models shared and knowing more about themselves and their developing professional identity. It also provided feedback on the impact/usefulness after each teaching placement of the workshops and whether they were able to effectively apply their knowledge and learning. A final group interview, made up of an opportunistic sample of 12 trainee teachers, took place at the end of the course.

The first two sessions had an introductory element which comprised of a general theme. In the first session, this considered 'My Teaching Self' and 'My Teaching Identity'. Trainees were asked to consider their personal teacher identity now and what they consider to be a 'safe' classroom.

The second session focused on Maslow's Hierarchy of Needs (1970) and reminded trainees of the self-care they should undertake so that they can be well and function at their best.

All of the content of the three workshops related to earlier research conducted (Turner, Braine & Walsh, 2015) surrounding basic psychology to facilitate a humanistic school culture. Theories such as Maslow's Hierarchy of Needs, Rogers' Core Conditions and Berne's (1961) Transactional State Analysis were all deemed useful and necessary in earlier work so hence included. In addition, with concerns surrounding work-life balance being reported, there was a workshop devoted to how to

cope and deal with this and each trainee was provided with a teacher's planner (a daily diary). As learning is an emotional experience, earlier research supporting a 'safe' classroom (Turner & Braine, 2015) consisting of emotional investment in the classroom to support and develop emotional intelligence was also included using resources from Mortiboys' book on '*Teaching with emotional intelligence*'. This also incorporated professional identity and self-awareness understanding and application.

Workshop Content (1 (October), 2 (February) and 3 (May)).

	Professional identity	**Teacher Support**	**Teaching Psychology/Wellbeing**
Workshop 1	Skills brought to teaching (my personal skills and strengths), looking at the emotionally intelligent teacher (skills they and I would possess) based on Mortiboys (2012) p.11.	To be able to train teachers in developing a work-life balance, a teacher's planner was given to each trainee with tips on how they could use it to best effect. Trainee teachers were encouraged to consider the many roles of a teacher and how they might use their school day productively for example for practising science practicals, planning and preparing resources, marking. They also had to think of their personal life and factor in when their own hobbies and interests would take place.	Behavioural psychology (of pupils) and the context of meeting a new group of pupils were examined. Trainees discussed different techniques and strategies to manage their transition into the classroom.
Workshop 2	Developing self-awareness – '*Am I in the Moment?*' (Mortiboys, 2012, p.99) and 'Knowing yourself as a *teacher*' (Mortiboys, 2012, p. 14 and 97).	Reflections on how well they managed their time, their planners and how to cope during their second teaching practice.	Advice concerning coping with stress was provided drawing on work from Harris (2007) and Robertson and Cooper (2011) and providing trainees with knowledge of indicators of being stressed such as irritability, cynicism, social withdrawal, general worry and disruption to sleep/appetite and their energy levels. A rating scale was used for trainees to consider 14 key factors in looking after themselves. Statements such as 'I sleep well most nights; I eat healthily most of the time; I exercise regularly; I am moderate in my use of alcohol/caffeine' were answered on a scale of 1-10.

| Workshop 3 | Reflecting on this year and the skills obtained. Teacher attributes required for NQT year (first impressions with new staff, challenges to be faced). | The NQT timetable (seeing a completed example) and other roles in school life (such as being a form tutor) and how to manage their time. | The psychology input was based on Berne's Transactional Model (parent-child-adult); dealing with anger and general self-care. |

Results

The questionnaire data were analysed and coding used to demonstrate the helpfulness of the sessions (Table 1). The three categories data fell into were personal, staff and teaching. Personal was broken down into two groups as some comments related to their wellbeing and some were about their own personal development. The abbreviations in the table (Workshop Links) link to the above paragraph: Professional Identity (PI); Teacher Support (TS) and Psychology Models (Psy) and correspond to either Workshop 1, 2 or 3.

Practice Codes	Code Description	Sample Data	Workshop Links
Personal Well-being	Well-being, stress, anxiety, relaxation	OK to have 'me' time;	TS - W1
		Thinking about work-life balance;	TS – W1
		Stress Model;	Psy – W2
		Feeling less guilty for taking a break;	TS – W2
		Nice to be told not to worry;	TS – W2
		Stress exercise;	Psy – W2
		Organization.	TS – W3
Personal Teaching Self	Knowing myself	Assessment of myself;	PI – W1
		Thinking about my strengths and developments;	PI – W1
		Assessment of myself;	PI – W2
		Knowing myself;	PI – W2
		Hearing others' opinions;	PI – W2
Staff	Peers /relationships at school	Identifying areas that are stressful with staff	PI – W1
		Support networks at school and University	Psy – W1
		Looking at those we will work with	TS – W1
		How to use the	Psy – W3

|			
Teaching	Behaviour, planning, organisation	*teacher's planner; Reflecting on lessons; Lesson planning – time management tips* NQT advice NQT timetable	TS/PI - W1 TS – W2 PI – W3 TS – W3

Table 1: Results of Usefulness of the three workshops – amalgamation of the 3 questionnaires

In all three sessions, there were some areas that a small number of trainee teachers found unhelpful. For example, one trainee did not find it helpful considering their strengths or how to think about themselves as a teacher. This highlights that all trainee teachers do have different needs; the positive comments, however, heavily outweighed any other. On the majority of questionnaires, trainees requested more time on the topics, particularly on work-life balance. A whole day on the wellbeing workshops was suggested. Analysing male/female responses and straight from undergraduate course vs mature trainees did not reveal any differences. All trainees had different areas that were useful or which made an impact on them.

**Questionnaire feedback following Workshop 1 (N=38)**
Trainees were asked to consider what they were most looking forward to on their first teaching practice. Teaching was the most highly reported response (17/38). Other comments are shown in Figure 1:
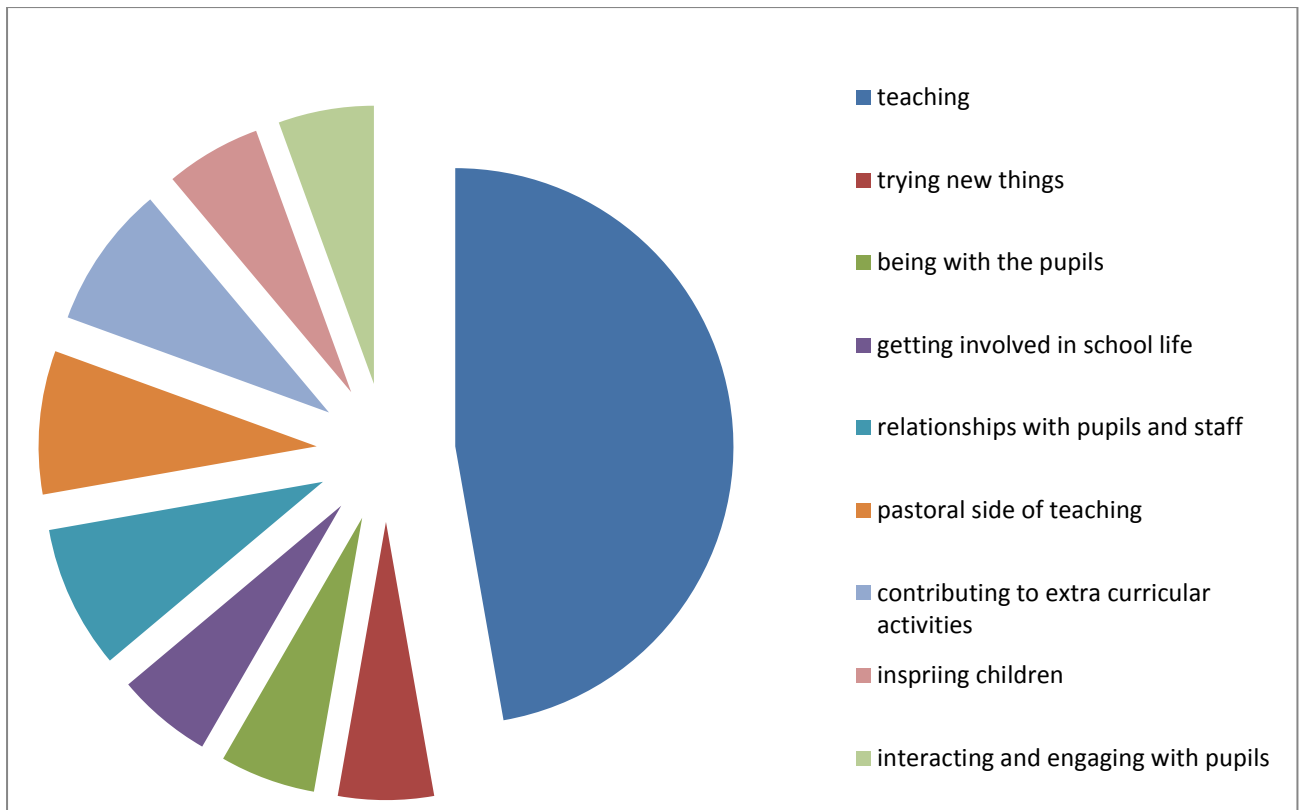
Figure 1. A Pie Chart showing which aspects Trainee teachers reported they were most looking forward to on their first teaching practice.

In order to gain information about worries that trainee teachers might be feeling prior to their first teaching practice (and being able to adapt any content for future years) trainees were asked if there was anything they were anxious about regarding their first teaching practice. The main response (18/38) reported behaviour management was a concerning issue for them. Other issues reported are highlighted in figure 2.
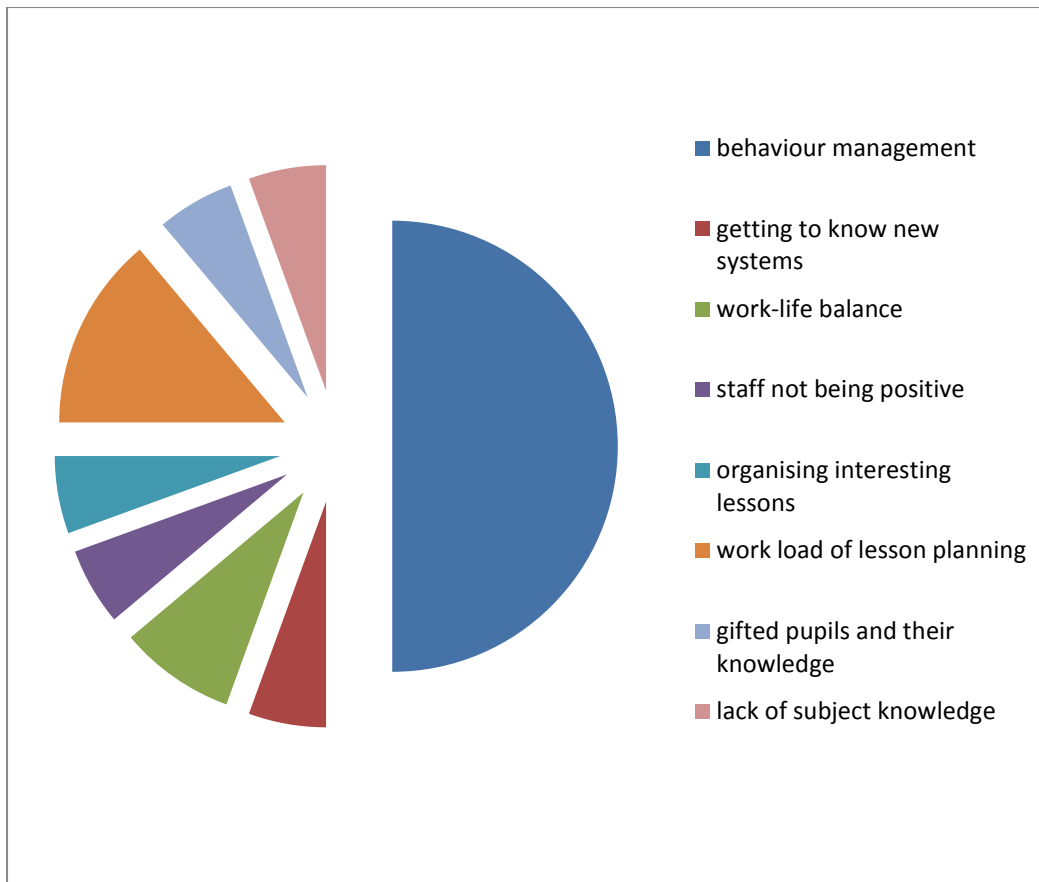
Figure 2. A Pie Chart showing which areas that trainee teachers were anxious about prior to their first teaching practice.

Key learning points from the session largely fell into two categories: work-life balance (10/38) with two trainees stating:

'*You can have a life – plan it*'
'*Manage my time and make time for relaxation*'

The other category was based around 'advice' they had picked up such as:

'*Teaching is only a job!*'
'*Practice makes perfect*'

Comments on areas that trainees would have liked to be included fell into two categories: stress (8/38) and what to do if things go wrong (5/38). These areas were actioned in the second workshop.

Questionnaire Feedback following Workshop 2 (N = 35)
The most looked forward to aspect of their second teaching practice was that of building relationships with their pupils and being in the classroom. Some trainees expressed anxiety regarding Key Stage 5 subject knowledge, pupil behaviour and having a larger timetable/workload. Following the workshop, the trainees reported wanting more time on stress/stress management/reducing stress (12/35).

Key learning points from the workshop related to work-life balance (11/35) with three trainees stating:

'*prioritise me time again*'
'*must look after myself*'

The feedback showing the impact of the first workshop was reported in what was helpful in the first teaching practice. All comments on this (from 16/35) related to using the teacher planner and ensuring they made time for their friends and sport activities.

Areas that trainees would have liked to have been included were: more on stress, more time to chat to others and individual counselling/depression/additional support.

During the work-life balance session, the trainees were asked to reflect on how they managed their time during their first teaching practice. Once they had rated themselves (1 – not very well; 6 – very well), they had to consider how they would do things differently in their next teaching practice. It was optional to hand-in these personal forms. 26 trainees did and the results from them showed the following:
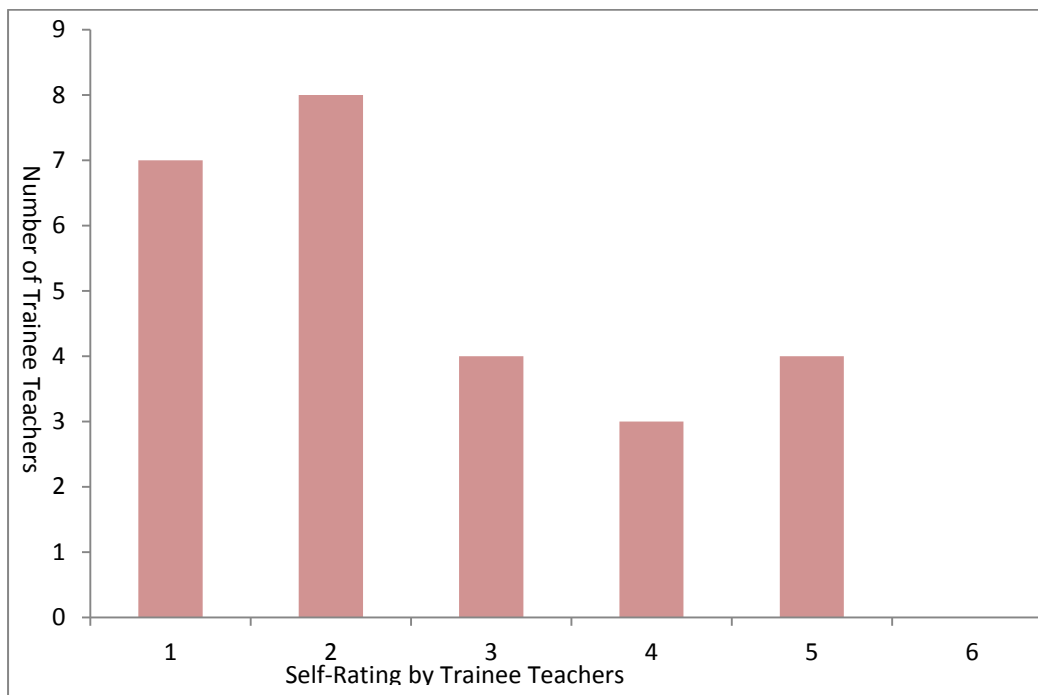
Figure 3. A Bar Chart showing trainees' self-rating on their work-life balance during their first teaching practice.

The trainees' self-rating analyses show that they did not feel they did very well with their work-life balance. 15/26 rated themselves as not managing their work life balance very well. 4/26 recognised they had a good work-life balance scoring themselves with a 5; however none of the students scored a 6.

The self-rating for lesson planning showed that the trainees were rather mixed in how well they felt they managed this: 16/26 felt they did they well-very well; 11/26 felt they did not manage it well.
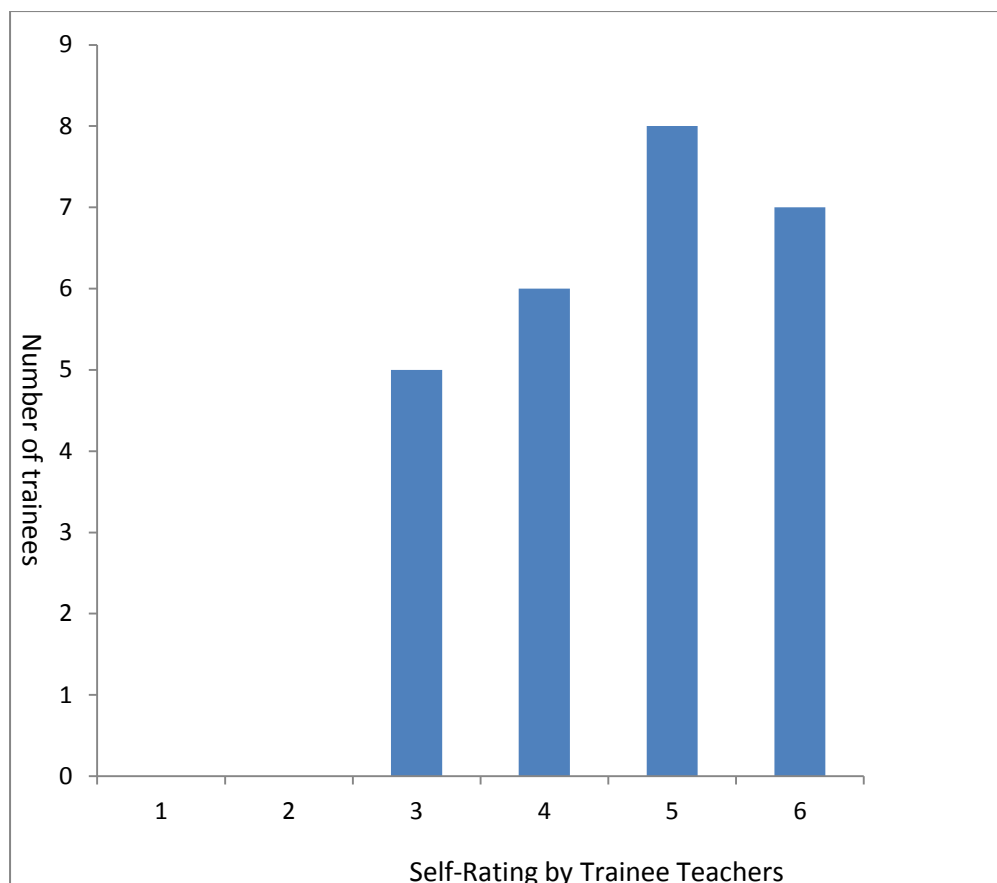
Figure 4. A Bar Graph showing self-rating of how they managed their time for lesson planning from trainee teachers following their first teaching practice.

Overall, the personal reflections showed trainee teachers enjoyed teaching during their first teaching practice: the feedback was largely positive with 15/26 trainees stating that they enjoyed their time in school.

Questionnaire Feedback following Workshop 3 (N=31)
Following the third workshop, which was 2hrs not 3hrs, trainees would have liked more time on NQT preparation (10/31) and on the parent-child-adult model (10/31).

From the earlier workshops, the information mostly used by trainees was regarding taking time out for themselves, using the teacher planner and managing a work-life balance. Two key phrases were mentioned:
   'good enough, is good enough'
   'teaching practice not teaching perfect'

General feedback on the workshops over the course of the year was:

- Good opportunities for discussion
- Outside speakers were very good
- Would be nice to have these more frequently
- Include role-play
- Maybe have more time and more of these sessions.

- In summing up the PGCE year, the commonly reported reasons were reported and shown in Figure 5.
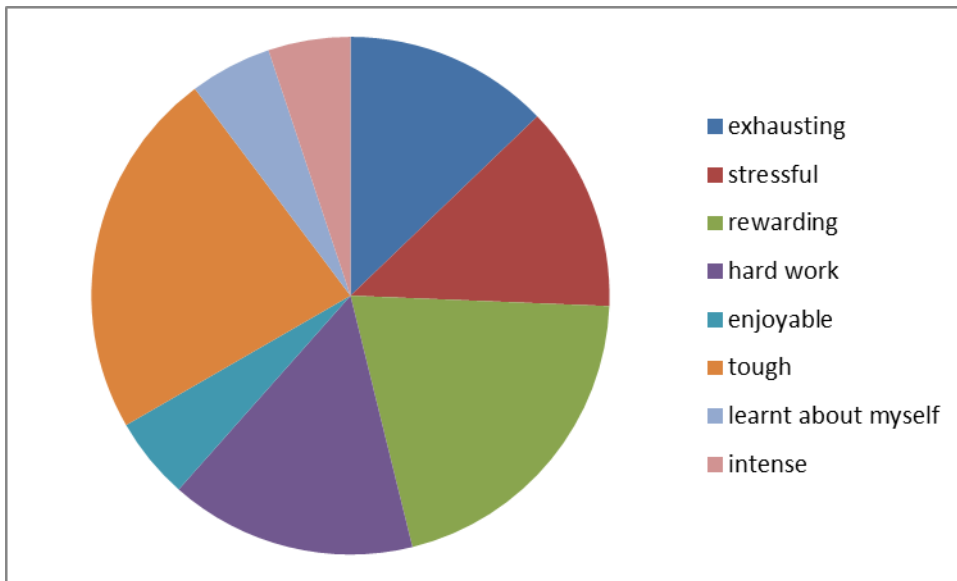
Figure 5. Most common responses to summing up the PGCE year.
Exhausting, stressful, hard work, tough and intense reflect 'negative' experiences which could be impacting negatively on the trainee's overall wellbeing. These phrases are 69% of the responses for this question.

Rewarding and enjoyable were phrases used that showed a positive impact on the trainee's overall wellbeing – these phrases were 26% of the responses.

Interview Feedback (N=12)
The group interview focused around the overall content and impact of the three workshop sessions. Caution must be exercised as it was voluntary participation and therefore those who participated may be those who found it useful and not a full representation of the cohort.

All 12 interviewees stated that the three workshop sessions were helpful and beneficial and should be part of a PGCE course. One explained this is because there is no other time on the course to properly discuss with others and reflect on personal experiences or receive this type of psychological input which was interesting and relevant. The majority expressed that more of these workshops would be useful and to have more time dedicated to each one for longer reflection time. They liked the aspect of a mixture of internal and external presenters and especially liked learning from case studies as being real examples from school life.

Discussion
Both sets of data from questionnaires and the interview confirm that input on wellbeing/work-life balance should be part of a PGCE course. Efforts were made to ensure reliability due to same basic questions being asked on the three questionnaires after each workshop. The questionnaires were aimed at measuring at different points, the different experiences and usefulness of training at different stages of their teacher training. The interviews were used to check validity; they simply were a means of checking the questionnaire findings. The questionnaires clearly stated that there are necessary benefits to each workshop and showed that they are essential for trainee teachers. This authenticates the necessity that the planned areas of content for the three workshops (based on earlier work Turner, Zanker & Braine, 2012; Turner & Braine, 2013; Turner, Braine & Walsh, 2015)

were pertinent to the trainees' needs. A major finding from both the questionnaires and interview revealed that internal and external speakers were believed to be favourable for this type of workshop as each provided a different perspective and real life experiences were highly rated. All data suggested (except one questionnaire) stated that more time on these topics would be beneficial within a PGCE programme and each aspect of feedback stated 'more time' was required. This is an area to develop in the future (suggesting an hour for each part not 40 minutes) along with providing time afterwards, with their personal tutor available also, to reflect and discuss any personal issues which have arisen as a result of the workshop. The speakers reported that as the trainees became more familiar with the nature of the workshops (i.e. in workshops 2 and 3), their input changed and more personal benefit gained. This possibly explains some negative comments surrounding self-reflection and identifying strengths and weaknesses reported after the first workshop as they have not yet honed their skills of reflection. These activities could be modified or changed if used in the future to support their ability to do this effectively.

Evaluating the content of each workshop is necessary. Feedback from the first workshop suggested the need for knowledge on the school structure and specifically who they should talk to if they have any concerns. Any input on this would need to be shared with partnership schools so they agree to, and are aware of, expectations. This is supported by research by Edwards and Protheroe (2003) who describe the importance of the School Mentor. Feedback from the questionnaires following the second session revealed anxieties surrounding their forthcoming second school placement which concurs with work by Morton et al. (1997). For example, larger workload, subject knowledge and individual counselling requirements were all mentioned as key concerns. Due to our course structure, subject knowledge is developed at the beginning of the course; however, this suggests it would be beneficial to offer optional subject knowledge development at this part of the course, in particular for Key Stage 5. The third workshop clearly showed the need to know more about the NQT year and what to expect from this. The suggestion of having NQTs sharing their experiences is useful and one that would be sought to be included. A major comment in evaluating the workshop content was that surrounding identifying and reducing stress. The trainee teachers were keen to know more about this and how to manage it within themselves which could be better discussed in the suggested longer sessions. A minor comment from a few trainee teachers was to include role-play in the sessions; this could be considered in developing the teaching support sessions or with having NQTs present to show how certain situations could be managed, both personally and in the classroom.

Encouragingly, the data report that teachers are looking forward to teaching which is paramount for thriving and retention in the profession. Aspects most looked forward to on teaching practice refer to being a part of a school community, working alongside pupils and teaching. This concurs with research by Borg & Riding (1991), and Tsouloupas et al. (2010). In agreement with Morton et al. (1997) the research highlighted that trainee teachers are anxious about their teaching practices, especially surrounding behaviour management. The other main anxiety constantly outlined in this research was concern about work life balance and managing their workload. Preparing trainee teachers to manage this should therefore be deemed as necessary since much research (for example Brouers & Tomic, 2000; Rhodes, Nevill and Allan, 2004, Evers & Tomic, 2003) reports the negative aspects of the profession which prospective teachers hear about. The findings revealed from the trainee teachers that the main learning points for them were referring to maintaining a work life balance and the training on how they can achieve this. Following each workshop, trainee teachers reported that the most useful information was that of the use of the teacher's planner and how to try to balance their work and personal needs. Hence, the development of this skill is required for trainee teachers and even with training and advice, their self-rating of lesson planning and work life balance, showed that this area is still not one where they are feeling in control.

The limitations of the research were due to its small number of participants being at just one institution. This small study does not enable the results to be generalisable; however, many points would be useful to other PGCE institutions for consideration.

Conclusions

The main finding from this research is that trainee teachers value, and need, some input on how to manage their time and their personal life during the training year. Therefore, in response to the research questions, these trainee teachers reported that training on work-life balance, discovering themselves and their identity and learning specific psychology to support their needs are necessary components of their PGCE training. Although some of the trainee teachers (at the end of the course) were still learning to manage their own self-awareness and time, with the training undertaken, this should help them in the future.This research does show that the skills to balance work and life take time and effort to develop. Trainee teachers require time to reflect on their practice and to be guided to remember that for them to be effective in the classroom, that they must ensure that they meet their own basic needs. This simple yet effective advice is urgently prescribed for the complexity that the teaching profession today requires.

If we are to produce effective teachers who know how to manage themselves some training on wellbeing is essential within teacher education courses. This research shows it is a significant area to be covered to supply trainee teachers with the tools for their professional toolkit. It would be useful to track these new teachers over time and to see if there is any further impact on their teaching career as a result of this part of the training. It is essential to produce emotionally resilient teachers who are retained and who thrive in the profession demonstrating positivity in their professional lives.

Implications for Teacher Educators

Trainee teachers need to know, and require support on, how to manage:

- Their workload and work-life balance
- Their needs – eating/sleeping
- Knowing how to manage certain situations professionally through better understanding and knowledge of child psychology
- Understanding themselves, their identity and their beliefs as a teacher
- These professional requirements form the basis of a teacher's toolkit, we believe, and with these, we should be able to produce effective teachers who can manage themselves, and their pupils' demands of school and personal lives. Serious consideration needs to be undertaken to embed emotional resilience into our teaching workforce in order to be able to retain and sustain this profession.

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