



# Developing Resilience as a Language Teacher

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Achilleas Kostoulas

# Overview of the workshop

*A*bout your resilience system

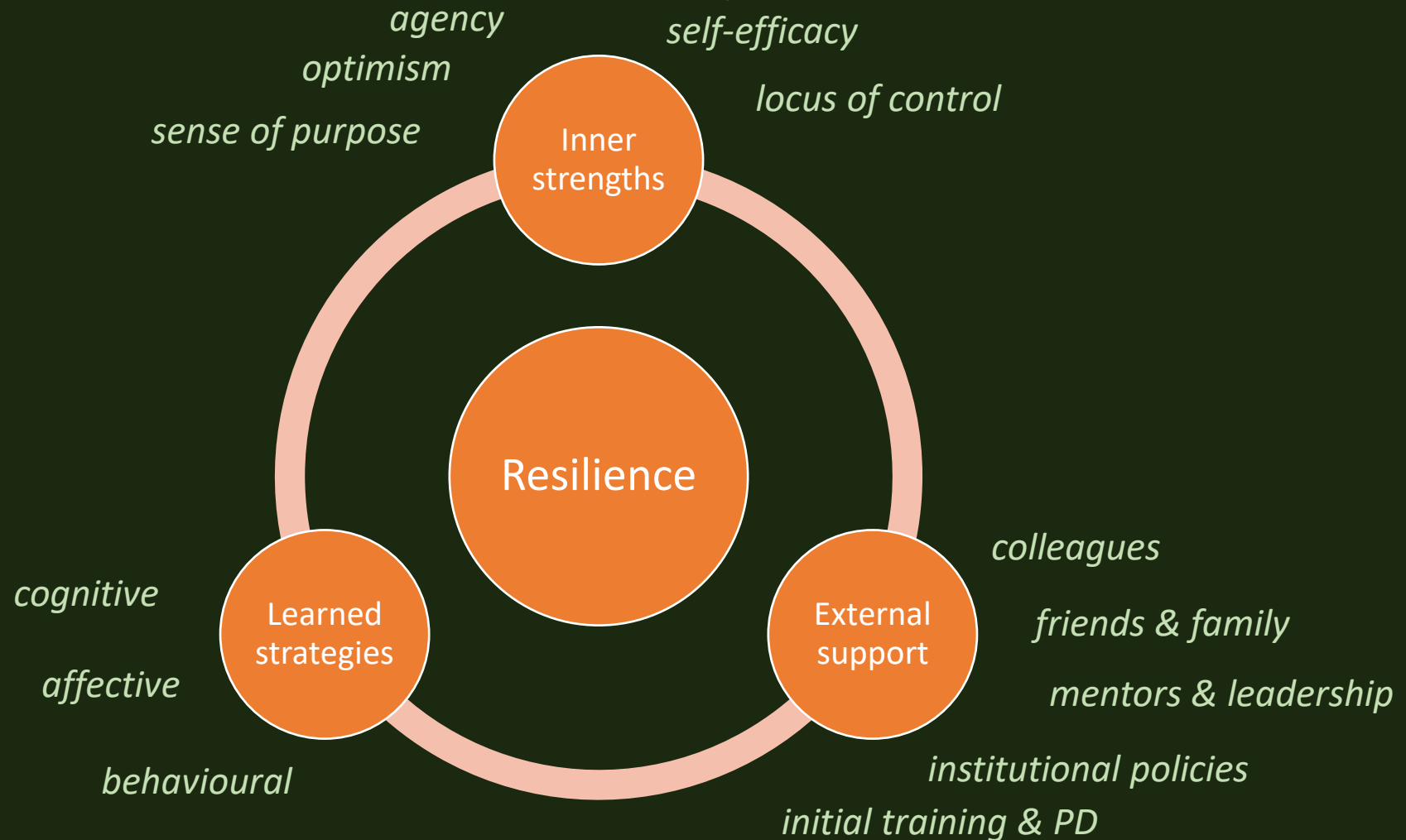
*B*raving adversity

*C*omprehending adversity

*D*ealing with adversity

*E*xploring options

# A hypothetical resilience system



# Some examples of adversity

- a) The school year has ended. Your class have lower scores than those taught by your colleagues.
- b) You receive an email from one of your students' parents, who says they need to speak with you.
- c) A colleague, who has been very supportive of you, has quit their job.
- d) You were recently asked to become a class coordinator at your school. A colleague, who was also interested in this, tells you they feel hurt.
- e) An announcement is made that a restructuring is going to take place in your school, and there will be 'some changes'.

# Comprehending adversity

Scenario	What do I think is likely to happen?	How will this affect me?
A	<p>Students will be demotivated and unprepared to continue with their studies. Maybe they quit English altogether.</p> <p>Parents will blame me, and they will complain to the school management.</p> <p>Other teachers will think that they are better than I am.</p>	<p>I may be asked to take additional professional development.</p> <p>I might lose my job.</p> <p>It might be hard to find a new job if my reputation is so bad.</p>

# Cognitive errors (overview)



- Mindreading
- Me-centredness
- They-centredness
- Catastrophic thinking
- Helplessness

# Mindreading

- Assuming that you know what others are thinking (often negative thoughts about yourself);
- Expecting others to know what you think



# Focus on me

- Belief that every problem / setback is caused by your actions;
- Associated belief that you are causing harm
- Heightened sense guilt & sadness





# Focus on others

- Belief that others are the sole cause of setbacks
- Associated with over-experiencing anger



# Catastrophic thinking

- Tendency to keep thinking about negative outcomes (usually worst-case; probably irrational)
- Imbalance between assessment of threat and assessment of resources to cope with situation
- Connected to inability to focus, anxiety, agitation
- Blocks purposeful action



# Helplessness

- Belief that adversity is:
  - Global
  - Stable
- Connected with passivity and resignation



# Dealing with adversity



# Exploring options

<b>Strength</b>	<b>What can I do to develop this?</b>	<b>How can I help others develop this?</b>
<b>Confidence</b>	<p>I should think more about my strengths</p> <p>I should keep catastrophizing thinking in check</p> <p>I should develop contingency plans for different eventualities</p>	<p>I can remind people why I value them</p> <p>I can model calm behaviour; I can reassure colleagues that I am there for them.</p> <p>We can brainstorm options together.</p>

Thank you!

[ackostoulas@uth.gr](mailto:ackostoulas@uth.gr) • [@achilleask](https://twitter.com/achilleask)

