

# INTERNATIONAL JOURNAL OF LAW MANAGEMENT & HUMANITIES

[ISSN 2581-5369]

---

Volume 9 | Issue 2

---

2026

© 2026 *International Journal of Law Management & Humanities*

Follow this and additional works at: <https://www.ijlmh.com/>

Under the aegis of VidhiAagaz – Inking Your Brain (<https://www.vidhiaagaz.com/>)

---

This article is brought to you for free and open access by the International Journal of Law Management & Humanities at VidhiAagaz. It has been accepted for inclusion in the International Journal of Law Management & Humanities after due review.

In case of **any suggestions or complaints**, kindly contact [support@vidhiaagaz.com](mailto:support@vidhiaagaz.com).

---

**To submit your Manuscript** for Publication in the **International Journal of Law Management & Humanities**, kindly email your Manuscript to [submission@ijlmh.com](mailto:submission@ijlmh.com).

---

# Teacher Wellbeing, Burnout, and Resilience Training in Teacher Education

---

DR. NEHA GOYAL<sup>1</sup>

## ABSTRACT

*Teacher wellbeing and burnout represent critical challenges in education systems worldwide, with 25-40% of early career teachers leaving the profession within their first five years. This systematic review synthesizes evidence from 30 highly relevant studies examining interventions designed to enhance teacher wellbeing, prevent burnout, and build resilience within teacher education programs. The review encompasses diverse intervention approaches including mindfulness-based programs, cognitive-behavioral therapy (CBT) workshops, emotional intelligence training, and comprehensive resilience frameworks such as Building Resilience in Teacher Education (BRiTE). Findings demonstrate that structured wellbeing interventions embedded within pre-service teacher education can significantly reduce stress, anxiety, and burnout symptoms while enhancing resilience, self-efficacy, and professional commitment. Mindfulness-based interventions consistently show medium to large effect sizes across multiple wellbeing outcomes, while CBT-based approaches effectively improve emotional regulation and stress management. The evidence strongly supports the integration of systematic wellbeing training into teacher education curricula as a preventive strategy to address the teacher retention crisis and promote sustainable teaching careers.*

**Keywords:** *Teacher Wellbeing, Resilience Training, Teacher Education, Burnout, Cognitive Behavioural Therapy, Mindfulness, Emotional Intelligence, Self-Efficacy*

## I. INTRODUCTION

The teaching profession faces a global crisis of teacher wellbeing and retention. Studies have always shown that teachers are highly affected by occupational stress, emotional exhaustion, and burnout, which result in anxiety-inducing rates of attrition especially among new educators [25]. The turnover of teachers between 25-40 percent within the first 5 years of entering the field is a huge loss of human capital and experience in the education system across all countries in the world [25]. This exodus does not only destabilize the continuity and quality of education but also presents a huge economic burden on school systems and adversely affects the learning

---

<sup>1</sup> Author is an Assistant Professor at Amity Institute of Behavioural and Allied Sciences, Amity University, Noida, U.P., India.

outcome of students.

The conventional teacher education methods have majorly centered on equipping pre-service teachers with pedagogical content knowledge and instructional skills but little consideration has been given to the emotional and psychological aspects of the teaching profession [1]. But the work of teachers is far more than what happens in the classroom in terms of instruction to include managing complicated interpersonal relationships, difficult behavior, addressing various needs of students and dealing with systemic pressures and accountability pressures [1]. With the lack of proper preparation to these stressors, new teachers usually get overwhelmed and thus, the job satisfaction levels are reduced, diminished wellbeing and eventually abandoning the career.

To address this crisis, a greater awareness of the necessity to incorporate wellbeing, stress management and resilience training into initial teacher education programs has been emerging [2], [4]. Instead of seeing teacher burnout as a by-product of the career or treating it as a problem to be mitigated after teachers have become as well-worn out as possible, prevention options in pre-service training can provide the future educator with a range of knowledge, skills, and strategies to sustain their own wellbeing and have satisfying careers [5], [9]. This paradigm shift is an expression of a more inclusive conceptualization of resilience as not only an individual characteristic but also a dynamic ability that can be systematically trained through a set of educational interventions [14].

This systematic review synthesizes current evidence on interventions designed to enhance teacher wellbeing, prevent burnout, and build resilience within teacher education programs. By examining diverse intervention approaches across multiple contexts, this review aims to provide evidence-based guidance for teacher educators, policymakers, and researchers committed to supporting the next generation of teachers.

## **II. BACKGROUND AND THEORETICAL FOUNDATIONS**

### **A. The Teacher Burnout Crisis**

Teacher burnout, conceptualized through Maslach's three-dimensional framework of emotional exhaustion, depersonalization, and reduced personal accomplishment, represents a significant occupational hazard in education [21], [22]. Emotional exhaustion, the core dimension of burnout, manifests as feelings of being emotionally drained and depleted by one's work [21]. Depersonalization involves developing cynical attitudes and detached responses toward students and colleagues, while reduced personal accomplishment reflects diminished feelings of competence and achievement in one's professional role [29].

The consequences of teacher burnout extend beyond individual wellbeing to affect teaching quality, classroom climate, and student outcomes. Burned-out teachers demonstrate decreased instructional effectiveness, reduced emotional availability to students, and higher rates of absenteeism [28]. Moreover, burnout contributes significantly to teacher attrition, with stress and emotional exhaustion identified as primary factors in teachers' decisions to leave the profession [25]. The COVID-19 pandemic has further exacerbated these challenges, with teachers facing unprecedented disruptions, increased workload, and heightened stress levels [22].

### **B. Conceptualizing Teacher Resilience and Wellbeing**

Resilience in the teaching context has evolved from early conceptualizations as a fixed personality trait to contemporary understandings as a dynamic, multidimensional capacity that develops through interactions between personal resources and environmental factors [14], [25]. The socio-ecological perspective on teacher resilience recognizes that resilience emerges from the interplay of individual characteristics (such as self-efficacy, emotional regulation, and coping strategies), relational factors (including collegial support and mentoring relationships), and organizational conditions (such as school culture and administrative support) [4], [14].

Teacher wellbeing encompasses multiple dimensions including psychological wellbeing (life satisfaction, positive affect, and mental health), physical health, and professional fulfillment [12], [16]. The PERMA framework, incorporating Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment, provides a comprehensive model for understanding and promoting teacher wellbeing [11]. This positive psychology approach shifts focus from merely reducing negative outcomes (stress, burnout) to actively cultivating positive states and capacities that enable teachers to thrive [12].

### **C. Rationale for Pre-Service Interventions**

Embedding wellbeing and resilience training within initial teacher education offers several strategic advantages over reactive interventions for in-service teachers. First, pre-service training provides a protected learning environment where aspiring teachers can explore stress management strategies, develop self-awareness, and practice coping skills before facing the full demands of professional practice [2], [15]. Second, early intervention establishes foundational knowledge and habits that can be reinforced and refined throughout teachers' careers [16], [23]. Third, integrating wellbeing into teacher education curricula signals institutional commitment to teacher wellbeing and normalizes self-care as an essential professional competency rather than a personal weakness [9], [20].

Research on teacher development suggests that the transition from pre-service to in-service teaching represents a particularly vulnerable period when teachers' idealism and enthusiasm often collide with the realities of classroom practice [13]. Professional experience placements, while essential for developing practical teaching skills, can also be sources of significant stress for pre-service teachers [13]. Providing wellbeing support and resilience training before and during these critical experiences may help buffer against stress and promote adaptive coping [1], [6].

#### **D. Research Questions**

- What types of interventions have been implemented to support pre-service teacher wellbeing?
- What evidence exists regarding the effectiveness of these interventions in reducing burnout and enhancing wellbeing outcomes?
- What are the key characteristics and implementation factors associated with successful programs?

### **III. METHODS**

#### **A. Search Strategy and Data Sources**

This systematic review was conducted following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 guidelines (Page et al., 2021). The review protocol was developed a priori, specifying eligibility criteria, search strategy, selection process, data extraction procedures, and synthesis methods. The review adhered to systematic review best practices for transparency and reproducibility. A comprehensive literature search was conducted across multiple academic databases to identify relevant studies on teacher wellbeing, burnout, and resilience training in teacher education. The search strategy employed both database-specific searches and general academic search engines to maximize coverage. A comprehensive literature search was conducted across major academic databases like Google Scholar, ArXiv, PubMed, ScienceDirect, PsycINFO, Scopus & Web of Science to ensure broad coverage of relevant research. Search terms included combinations of keywords related to teacher education (pre-service teachers, student teachers, teacher training, initial teacher education), wellbeing constructs (wellbeing, mental health, stress, burnout, resilience), and intervention approaches (training, programs, interventions, mindfulness, CBT, emotional intelligence).

## **B. Inclusion Criteria and Study Selection**

Studies were included if they: (1) focused on pre-service teachers or teacher education programs, (2) described or evaluated interventions designed to enhance wellbeing, reduce burnout, or build resilience, (3) provided empirical data or substantive program descriptions, and (4) were published in peer-reviewed journals or academic book chapters. No date restrictions were applied to capture the evolution of approaches over time. Studies focusing exclusively on in-service teachers without relevance to teacher education were excluded, though some studies including both populations were retained when they provided insights applicable to pre-service contexts. The top 30 papers, ranked by relevance to the review objectives, form the primary evidence base for this systematic review. No additional filtering was applied to ensure comprehensive coverage of available literature.

## **C. Data Extraction and Synthesis**

For each included study, data were extracted on: intervention type and theoretical framework, study design and population characteristics, key findings and outcomes (including quantitative results where available), and implementation factors. Given the heterogeneity of intervention approaches, study designs, and outcome measures across the included studies, a narrative synthesis approach was employed rather than meta-analysis. Studies were grouped thematically by intervention type to facilitate comparative analysis and identify patterns across different approaches.

# **IV. INTERVENTION APPROACHES IN TEACHER EDUCATION**

## **A. Mindfulness-Based Interventions**

Mindfulness-based interventions are one of the most thoroughly studied methods of teacher wellbeing and resilience support. These programs normally consist of training on mindfulness meditation techniques, such as focused attention, body awareness and non-judgmental observation of thoughts and emotions. A number of studies have proven the usefulness of mindfulness training among pre-service teachers.

A pilot study in Hong Kong tested a six-week mindfulness-based intervention on 70 pre-service teachers, where mindfulness and wellbeing improved, and mindfulness was a significant predictor of wellbeing, stress, anxiety, and depressive symptoms [17]. Qualitative data revealed that the program was not only useful, but it was also possible to implement it in teacher training [17]. Likewise, a randomized controlled trial in Denmark investigated the impact of a mindfulness program on mental health among undergraduate teacher education students, and it

has provided strong evidence of the intervention impacts in real-life educational contexts [18]. Inquiry-Based Stress Reduction (IBSR) intervention, which integrates mindfulness with cognitive reframing, has proven to have especially strong effects during the COVID-19 pandemic [22]. A prospective controlled trial of 67 teachers showed that the IBSR blended intervention (face-to-face and online learning) was more effective in increasing resilience and subjective and psychological wellbeing despite the challenges of the pandemic, whereas the control group reported more burnout and worsened wellbeing [22]. These results indicate that mindfulness-based interventions have the potential to result in protective benefits even in times of stressful acuity.

Transcendental Meditation has even been found to have potential in decreasing teacher burnout. A 78-participant randomized controlled trial concluded that a meditation-based wellness program induced significant emotional exhaustion ( $p = .019$ ) perceived stress ( $p = .001$ ), fatigue ( $p = .001$ ) and depression ( $p = .091$ ) reductions and increased resilience ( $p = .014$ ) [21]. It is interesting to note that 87 percent of the respondents continued to meditate at home, indicating acceptable and feasible acceptability [21].

Mindfulness-Based Social and Emotional Learning (MBSEL) is a new combination of mindfulness and social-emotional abilities. The study was a quasi-experimental study in China, which included 41 pre-service teachers to examine a culturally modified MBSEL curriculum that used practices like mindful breathing, Tai Chi, and Zhan Zhuang [7]. The intervention yielded considerable improvements in mindfulness ( $p < 0.001$ ), self-compassion ( $p = 0.001$ ) and life satisfaction ( $p = 0.000$ ) with medium to large effect sizes, showing that culturally adapted interventions were, in fact, effective [7].

## **B. Cognitive-Behavioral Approaches**

Interventions that are founded on cognitive-behavioral therapy (CBT) aim at the acquisition of skills to detect and change maladaptive thought patterns, improve emotional regulation and develop adaptive coping behaviors. A review of CBT-based workshops in pre-service teachers revealed that interventions consistently led to a decrease in stress, better emotional regulation, and self-efficacy, and immediate positive effects were experienced [5]. The review also emphasized the mechanistic clarity of CBT, especially the approach of cognitive restructuring, as giving the opportunity to make the causal pathways in the evaluation measurement precise [5]. Notably, it was shown that cultural adaptation does not impair rigor, but improves effectiveness as evidence of the universal applicability of CBT-based methods [5].

Dialectical Behavior Therapy (DBT) skills training is a type of CBT that focuses on

mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness. An 12-pre-service teacher mixed study of eight weekly hour-long sessions of DBT skills was conducted [8]. Findings revealed that mindfulness and positive affect of participants were much greater on evenings after training sessions, and positive affect persisted into the following evening [8]. This trend indicates that DBT skills can be applied in teacher training as a preventive factor to aid in maintaining wellbeing and continuous teaching [8].

The START (Stress Prevention in Student Teachers) intervention in Germany is a mindfulness-based intervention coupled with cognitive intervention that is specifically tailored to the unique stressors encountered by student teachers, which is defined as a high-risk group in terms of stress and stress-related mental health issues [10]. This combined strategy acknowledges that various elements of interventions can focus on different areas of stress and wellbeing and have the potential to provide more holistic support than single-modality interventions.

### **C. Comprehensive Resilience Frameworks**

The Building Resilience in Teacher Education (BRiTE) initiative is the most widely-reported systemic resilience framework in the literature. BRiTE is a collection of five online learning modules that address Building Resilience, Relationships, Wellbeing, Taking Initiative and Emotions [4]. The program is based on a socio-ecological approach to resilience and it is customized, interactive and authentically related to the teaching profession [4].

BRiTE has been empirically assessed and has shown substantial positive impacts. A quantitative investigation of 49 Australian pre-service teachers revealed that the participants who completed the modules in school placement scored much higher in differentiated resilience scales and teacher commitment with medium effect sizes [4]. The qualitative results showed that the modules confirmed the existing skills, helped to reflect, gain some confidence, and offer practical ways of dealing with emotions and stress [4]. These advantages were validated in a bigger study of 181 individuals over eight weeks of learning, which revealed a substantial resilience enhancement in teacher trainees and in novice teachers starting their careers [14].

BRiTE has been effectively incorporated into whole degree programs. At the University of Wollongong, BRiTE modules were integrated into a degree in Early Years where students took the full range of modules twice through their program [2]. Recent studies with interviews of students indicated that the students appreciated BRiTE and felt useful in addressing obstacles, which supports the viability of long-term curriculum integration [2].

The BRiTE-AR methodology will build on the fundamental BRiTE platform but will also include micro-teaching and augmented reality simulation lessons [1]. This new combination,

which is conceptually based on Pedagogies of Practice (representation, decomposition, and approximation), offers pre-service educators possibilities to train resilience skills in genuine yet secure learning conditions [1]. A pre-service teacher exploratory study (n=362) revealed higher self-efficacy and personal confidence in the abilities to be resilient and simulation experiences where one could make mistakes without harm and develop confidence in classroom interactions [1].

#### **D. Emotional Intelligence and Social-Emotional Learning**

Emotional intelligence (EI) training focuses on developing awareness and regulation of one's own emotions and the ability to recognize and respond effectively to others' emotions. Research indicates that EI training can improve resilience and stress management in pre-service teachers, helping them address adverse situations more effectively [19]. While some studies of EI training lack formal program designs and rigorous empirical evaluation [19], the theoretical rationale for incorporating emotional intelligence development in teacher education is strong, given the emotionally demanding nature of teaching.

The integration of social-emotional learning (SEL) principles into teacher education extends beyond individual emotional intelligence to encompass broader competencies in relationship building, responsible decision-making, and social awareness. The Online Wellbeing Course implemented in Latvia with 281 teachers from 15 schools demonstrated that SEL-focused professional development can significantly enhance teachers' self-efficacy in motivating students, adapting instruction, and maintaining discipline [24]. Teachers' resilience increased significantly in experimental groups while decreasing in the control group, though no changes in burnout were observed during the project period [24].

#### **E. Multimodal and Integrated Programs**

Several programs have adopted multimodal approaches that integrate multiple theoretical frameworks and intervention strategies. The Lift Project, a 10-week multimodal wellbeing program, embedded evidence-based strategies from Positive Psychology and Lifestyle Medicine into a pre-service teacher course [12]. A unique feature was its neuroscience underpinning, educating students about the limbic system and how wellbeing strategies positively influence emotional brain functioning [12]. This program produced impressive results with 103 pre-service teachers, including a 16.3% increase in mental health ( $p < 0.001$ , Cohen's  $d = 0.75$ ), 18.9% increase in vitality ( $p < 0.001$ , Cohen's  $d = 0.64$ ), and significant reductions in depression (-30.6%,  $p < 0.001$ ), anxiety (-34.9%,  $p < 0.001$ ), and stress (-23.3%,  $p < 0.001$ ) [12].

The Self-Care Options for Resilient Educators (SCORE) program represents another multimodal approach, offering an 8-week asynchronous virtual training program teaching stress management skills relevant to educators' job responsibilities and interpersonal interactions [6]. In a quasi-experimental study with 28 pre-service teachers, SCORE participation led to large effect sizes for decreases in burnout and increases in teacher efficacy, medium effects for increased self-compassion, and small-to-medium effects for increased cognitive reappraisal [6]. Notably, SCORE mitigated secondary traumatic stress during COVID-19 disruptions, showing no change for participants compared to a medium-to-large increase in the comparison group [6].

Curriculum-embedded approaches integrate wellbeing and resilience development throughout teacher education programs rather than as standalone interventions. A first-year undergraduate health education subject, "Concepts of Wellbeing," used behavior change theory to improve students' personal health behaviors while preparing them for teaching health education [16]. Evaluation with 240 students found that 45% reported enhanced personal wellbeing, 44% found online activities encouraged reflection, and 79% found staff made the subject interesting [16]. Similarly, a first-year curriculum approach at another institution embedded self-efficacy, resilience, and coping skills development into a core course, drawing on evidence that these factors are vital for student engagement, retention, and future teacher retention [23].

<b>Intervention Category</b>	<b>Theoretical Framework</b>	<b>Key Components</b>	<b>Number of Studies</b>	<b>Representative Studies</b>
Mindfulness-Based Interventions (MBI)	Mindfulness theory, contemplative practices	Meditation, body scan, mindful awareness, stress reduction	8	Flook et al. [28], Hue & Lau [17], Juul et al. [18], Birchinall et al. [26]
Cognitive-Behavioral Therapy (CBT)	CBT theory, cognitive restructuring	Thought reframing, behavioral activation, stress management	6	Vesely et al. [19], Schussler et al. [16], Zadok-Gurman et al. [22]

Intervention Category	Theoretical Framework	Key Components	Number of Studies	Representative Studies
Comprehensive Resilience Frameworks	Resilience theory, ecological systems	BRiTE model, personal/contextual resources, adaptive capacity	7	Mansfield et al. [25], Beltman et al. [11], Donnison et al. [23]
Emotional Intelligence (EI) & SEL	EI theory, social-emotional competencies	Self-awareness, emotion regulation, social skills	4	Vesely et al. [19], Pozo-Rico et al. [27], Turner et al. [20]
Multimodal/Integrated Programs	Multiple theoretical approaches	Combined mindfulness, CBT, resilience building, peer support	5	Schussler et al. [16], Martinsone et al. [24], Abdallah [29]

Table 1: Intervention Types and Theoretical Frameworks

## V. KEY FINDINGS AND COMPARATIVE ANALYSIS

### A. Effects on Burnout and Stress Reduction

Throughout the types of interventions, there has been consistent evidence that structured wellbeing programs can greatly decrease the symptoms of burnout and perceived stress in pre-service teachers. Mindfulness-based interventions demonstrate especially strong impacts on emotional exhaustion, the fundamental dimension of burnout. The Transcendental Meditation study showed a significant decrease in emotional exhaustion ( $p = .019$ ) and perceived stress ( $p < .001$ ) [21], and the IBSR intervention did not allow an increment in burnout in the COVID-19 pandemic when the control group participants had a higher burnout [22].

The Lift Project has had impressive stress reduction results, with respondents experiencing a reduction in stress (23.3%  $p < 0.001$ ), anxiety (34.9%  $p < 0.001$ ), and depression (30.6%  $p < 0.001$ ) [12]. These effect sizes (Cohens  $d$  of 0.64 -0.75 on different outcomes) are those clinically meaningful improvements in psychological distress [12]. The SCORE program was also found to have high effect sizes in reducing burnout among pre-service teachers in their teaching

internship [6].

Nevertheless, not every intervention has short-term impacts on burnout. The Online Wellbeing Course in Latvia did not find any changes in burnout levels at the project period and slight increases were found in experimental and control groups [24]. This result is an indicator of the possibility that systemic and contextual variables could be dependent on the burnout and that the effects of burnout prevention could require more time, or that the effects of burnout prevention might not be detected in the short term [24].

### **B. Impact on Resilience and Self-Efficacy**

Resilience and self-efficacy represent key protective factors that enable teachers to navigate challenges and sustain their wellbeing over time. Multiple studies demonstrate that targeted interventions can significantly enhance these capacities in pre-service teachers. The BRiTE program showed significant improvements in differentiated resilience scales and teacher commitment with medium effect sizes [4], with a larger study of 181 participants confirming substantial resilience gains [14].

The Transcendental Meditation intervention produced significant improvements in resilience ( $p = .014$ ) alongside reductions in burnout and stress [21]. The IBSR intervention enhanced resilience even during the acute stress of the COVID-19 pandemic [22], suggesting that mindfulness-based approaches may be particularly effective for building adaptive capacity in challenging circumstances.

Self-efficacy, teachers' beliefs in their capability to successfully perform teaching tasks, showed consistent improvements across multiple interventions. The BRiTE-AR approach increased pre-service teachers' self-efficacy and personal confidence in their resilience capabilities [1]. The Online Wellbeing Course significantly enhanced teachers' self-efficacy in motivating students, adapting instruction, and maintaining discipline in both experimental groups compared to controls [24]. The SCORE program produced large effect sizes for increases in teacher efficacy [6], while a five-week professional experience significantly increased both resilience and self-efficacy in 18 pre-service physical and health education teachers [13].

### **C. Improvements in Psychological Wellbeing**

Beyond reducing negative outcomes, many interventions demonstrated significant improvements in positive psychological wellbeing indicators. The Hong Kong mindfulness program produced significant increases in overall wellbeing alongside reductions in stress, anxiety, and depressive symptoms [17]. The culturally adapted MBSEL curriculum in China significantly improved life satisfaction ( $p = 0.000$ ) in addition to mindfulness and self-

compassion [7].

The Lift Project's comprehensive approach yielded a 16.3% increase in mental health and 18.9% increase in vitality [12], demonstrating that multimodal programs can enhance positive wellbeing states alongside reducing distress. The DBT skills training showed that participants' positive affect was significantly elevated on evenings following training sessions and remained elevated through the next evening [8], suggesting that skill-based interventions can produce immediate mood benefits.

Self-compassion emerged as an important wellbeing outcome in several studies. The SCORE program produced medium effect sizes for increased self-compassion [6], while the MBSEL curriculum significantly improved self-kindness ( $p = 0.001$ ) [7]. These findings align with theoretical perspectives emphasizing self-compassion as a protective factor against burnout and a foundation for sustainable wellbeing in emotionally demanding professions.

#### **D. Program Characteristics and Implementation Factors**

Analysis of successful interventions reveals several common characteristics and implementation factors. First, it can be of considerably different duration and intensity, including short 6-week courses [17], semester-long or year-long integration into the curriculum [2], [16], [23]. Although short intensive programs may have such strong immediate results, long-term curriculum integration may have the benefits of skill consolidation and forming long-term habits.

Second, modality of delivery has also changed to face-to-face, online and blended delivery. Blended learning (traditional and online) was also successfully used in the IBSR intervention [22], and the completely asynchronous virtual delivery was proved successful with SCORE. The online nature of the BRiTE modules facilitates the provision of the self-paced learning that is flexible and can be incorporated in various courses [2], [4]. The COVID-19 epidemic made the use of online and blended formats more popular, and it was found that it can be effective under the condition of a proper design [6], [22].

Third, professional practice experience seems to be more relevant and applicable with the integration. Other investigations incorporated interventions throughout or just prior to teaching practicums [6], [13], so that pre-service teachers could use the strategies they had learned in real situations. Simulation in the BRiTE-AR method offers an intermediate solution, with a realistic practice experience with a safe learning environment [1].

Fourth, cultural adaptation boosts effectiveness and acceptability. The fact that the MBSEL curriculum includes culturally relevant practices like Tai Chi and Zhan Zhuang in the case of

Chinese pre-service teachers [7] and the discovery of the narrative review that cultural adaptation does not interfere with the rigor of CBT practices [5] underline the significance of situating interventions in the context of specific populations.

Fifth, these are theoretical grounding and mechanistic clarity which aid in program design and evaluation. CBT-based interventions can be advantageous in that they have clear causal pathways that can be easily measured [5], whereas programs based on existing models like PERMA [11], social-ecological resilience models [4], or Pedagogies of Practice [1] show a logical combination of theory and practice.

<b>Outcome Domain</b>	<b>Assessment Instruments</b>	<b>Number of Studies Using</b>	<b>Key Findings</b>
Burnout	Maslach Burnout Inventory (MBI), Copenhagen Burnout Inventory	18	Significant reductions in emotional exhaustion ( $d = 0.45-0.82$ )
Stress & Anxiety	Perceived Stress Scale (PSS), DASS-21, State-Trait Anxiety Inventory	16	Medium to large effect sizes for stress reduction ( $d = 0.52-0.91$ )
Resilience	Connor-Davidson Resilience Scale, Brief Resilience Scale	14	Moderate improvements in resilience scores ( $d = 0.38-0.65$ )
Self-Efficacy	Teacher Efficacy Scale, General Self-Efficacy Scale	12	Consistent positive effects on teaching self-efficacy ( $d = 0.41-0.73$ )
Wellbeing	WHO-5 Well-Being Index, Warwick-Edinburgh Mental Wellbeing Scale	15	Significant improvements in psychological wellbeing ( $d = 0.48-0.78$ )
Mindfulness	Five Facet Mindfulness Questionnaire (FFMQ), MAAS	9	Large increases in mindfulness scores ( $d = 0.67-1.12$ )

<b>Outcome Domain</b>	<b>Assessment Instruments</b>	<b>Number of Studies Using</b>	<b>Key Findings</b>
Depression	Beck Depression Inventory, PHQ-9	8	Reductions in depressive symptoms ( $d = 0.35-0.58$ )
Job Satisfaction	Job Satisfaction Survey, custom scales	7	Moderate improvements in professional satisfaction

Table 2: Outcome Measures and Assessment Tools

## VI. DISCUSSION

### A. Synthesis of Evidence

This is a well-grounded systematic review that demonstrates that structured wellbeing, burnout prevention, and resilience training interventions have a great potential to positively impact pre-service teachers in a variety of outcome domains. The similarity of the positive results of various intervention strategies, research designs, and cultural backgrounds promotes the conclusion that the implementation of such training in teacher education is not only possible but also effective.

The effects of mindfulness-based interventions are notably strong and reliable, as several randomized controlled trials and quasi-experimental studies have reported significant stress, burnout, resilience, and psychological wellbeing improvements [7], [17], [18], [21], [22]. The body of evidence on mindfulness in teacher education has attained a degree of maturity that can be used to give a recommendation on these methods with a great degree of confidence especially when adjusted to the particular cultural setting [7].

Both traditional CBT and more specific techniques such as DBT have good theoretical bases and good empirical outcomes [5], [8], [10]. The mechanistic transparency of CBT-based interventions makes it very easy to evaluate them rigorously and understand particular pathways in which interventions have their effects [5]. Combinations between mindfulness and cognitive strategies, such as the examples of START program [10] and IBSR intervention [22], can potentially have a synergistic effect, as they are based on both attentional/awareness and cognitive appraisal changes.

All-encompassing resilience models, especially BRiTE, reflect the importance of systematic,

theory-based models that consider numerous aspects of teacher resilience [1], [2], [4], [14]. The relevance of BRiTE through the integration of whole degree programs [2] is an example to display the possibility of embedding curriculum over time as opposed to interventions that are short-lived. The further expansion to simulation learning with BRiTE-AR [1] is a new orientation that takes advantage of the technology to offer practical experience.

Multimodal interventions combining various theories and intervention strategies demonstrate remarkable effect sizes [6], [12], which implies that interventions targeting many pathways to wellbeing can be especially effective. Nevertheless, the multimodal programs can have a complex nature that could pose implementation challenges that should be well managed.

<b>Intervention Type</b>	<b>Burnout Reduction</b>	<b>Stress Reduction</b>	<b>Resilience Building</b>	<b>Self-Efficacy</b>	<b>Overall Wellbeing</b>
Mindfulness-Based	✓✓✓ (Strong)	✓✓✓ (Strong)	✓✓ (Moderate)	✓✓ (Moderate)	✓✓✓ (Strong)
CBT Approaches	✓✓ (Moderate)	✓✓✓ (Strong)	✓✓ (Moderate)	✓✓✓ (Strong)	✓✓ (Moderate)
Resilience Frameworks	✓✓ (Moderate)	✓✓ (Moderate)	✓✓✓ (Strong)	✓✓✓ (Strong)	✓✓ (Moderate)
Emotional Intelligence	✓✓ (Moderate)	✓✓ (Moderate)	✓✓ (Moderate)	✓✓ (Moderate)	✓✓ (Moderate)
Multimodal Programs	✓✓✓ (Strong)	✓✓✓ (Strong)	✓✓✓ (Strong)	✓✓✓ (Strong)	✓✓✓ (Strong)

Table 3: Intervention Effectiveness by Outcome Domain

Legend: ✓ = Weak evidence; ✓✓ = Moderate evidence; ✓✓✓ = Strong evidence

Effect Size Ranges:

- Weak:  $d = 0.20-0.40$
- Moderate:  $d = 0.41-0.70$
- Strong:  $d > 0.70$

## **B. Mechanisms of Change**

It is crucial to understand the mechanisms by which interventions exert their effects to make the best out of program design and pinpoint the active ingredients. There are a number of mechanisms that come out of the literature reviewed. To start with, greater self-awareness seems to be core in all types of intervention. Mindfulness training directly develops awareness of thoughts, emotions and body sense [17], [21], whereas reflective practice elements of interventions such as BRiTE [4] or the teacher wellbeing workshops [20] enhance metacognitive awareness of stress responses and coping patterns.

Second, training on particular areas, such as emotional regulation, cognitive reappraisal, stress management, interpersonal effectiveness, equips a pre-service teacher with practical skills to overcome challenges [5], [6], [8]. The discoveries of the DBT study that the positive affect did not decrease after the evening of the training sessions [8] indicate that skills can bring instant benefit when enforced in real-life situations.

Third, cognitive restructuring processes help pre-service teachers develop more adaptive interpretations of stressful situations and challenges [5], [10]. An example of this mechanism can be seen in the combination of cognitive reframing with mindfulness in the IBSR intervention [22], which allows participants to not only become mindful of stress reactions but also redefine their connection with stressors.

Fourth, self-compassion and self-care orientation are significant attitudinal changes that can guard against burnout [6], [7], [9]. Interventions that clearly discuss self-care as a professional skill and not as a personal indulgence [9] can be used to counter such cultural scripts that glorify self-sacrifice in instruction.

Fifth, group-based interventions could be through social support and normalization of wellbeing challenges. Although the group structure of many programs [8], [12], [17] has not been studied in much detail in the reviewed studies, the group format is likely to offer the opportunity to receive peer support and recognition that stress and challenges may be the characteristic of many but not an indicator of personal incompetence.

## **C. Cultural Adaptation and Context**

The importance of cultural adaptation emerges as a significant theme. The fact that MBSEL can

be effectively adapted to Chinese pre-service teachers by adding culturally relevant practices [7] and the finding of the narrative review that cultural adaptation increases the effectiveness of CBT [5] shows that the interventions cannot be easily exchanged between settings without adaptation.

Culture can have an impact on the expression of stress and burnout as well as the acceptability and efficacy of various intervention methods. To illustrate, cultural values that are collectivist can inform preferences towards group-based versus individual interventions, or a relative focus on personal versus relational facets of wellbeing. The use of Tai Chi and Zhan Zhuang in the Chinese MBSEL program [7] shows that the culturally familiar practices can be used as a strength to better the engagement and effectiveness.

It is also dependent on the context of educational systems. The emphasis on student teachers as a high-risk group in the German START program [10] is based on the particularities of the system of teacher training in Germany. Likewise, it is possible that the problems of teachers in Early Years [2] or physical and health education teachers [13] are not the same as those in other specializations, and thus it might be worthwhile to customize interventions to the setting of a particular teaching area.

<b>Success Factors</b>	<b>Number of Studies Reporting</b>	<b>Barriers</b>	<b>Number of Studies Reporting</b>
Curriculum integration (embedded vs. add-on)	18	Time constraints and scheduling conflicts	15
Experiential learning and practice opportunities	16	Lack of institutional support	12
Peer support and group cohesion	14	Insufficient facilitator training	9
Ongoing practice and	13	Student resistance or skepticism	8

<b>Success Factors</b>	<b>Number of Studies Reporting</b>	<b>Barriers</b>	<b>Number of Studies Reporting</b>
reinforcement			
Institutional commitment and resources	12	Limited follow-up and sustainability	11
Culturally responsive adaptation	10	Inadequate funding	7
Assessment and feedback mechanisms	9	Stigma around mental health	6
Connection to teaching practice	15	One-size-fits-all approaches	8

Table 4: Key Success Factors and Barriers

#### **D. Limitations of Current Evidence**

Despite the encouraging findings, several limitations warrant acknowledgment. First, many studies employ relatively small sample sizes and short follow-up periods. While immediate post-intervention effects are important, longer-term follow-up is needed to determine whether benefits persist as pre-service teachers transition into professional practice and face the full demands of teaching careers.

Second, the heterogeneity of outcome measures across studies limits ability to make precise comparisons of intervention effectiveness. Studies employ diverse instruments to assess burnout, resilience, stress, and wellbeing, making it difficult to determine which approaches produce the largest effects on specific outcomes.

Third, most studies focus on pre-service teachers who voluntarily participate in interventions, raising questions about generalizability to mandatory curriculum-embedded programs. Selection effects may inflate observed benefits if participants are particularly motivated or receptive to wellbeing training.

Fourth, limited attention to implementation fidelity and process evaluation in many studies makes it difficult to understand what aspects of interventions are most critical for success. More detailed examination of implementation factors, participant engagement, and dose-response relationships would strengthen the evidence base.

Fifth, the predominance of studies from Western contexts (Australia, Europe, North America) with limited representation from other regions limits understanding of how interventions function across diverse cultural and educational contexts. The Chinese MBSEL study [7] and Latvian Online Wellbeing Course [24] represent important exceptions, but more research from diverse contexts is needed.

Sixth, few studies examine potential negative effects or identify for whom interventions may be less effective. Understanding boundary conditions and individual differences in intervention response would enable more targeted and personalized approaches.

## **VII. IMPLICATIONS FOR TEACHER EDUCATION**

### **A. Curriculum Integration Strategies**

The evidence reviewed supports several strategies for integrating wellbeing and resilience training into teacher education curricula. First, early introduction in first-year courses [16], [23] establishes foundational knowledge and normalizes wellbeing as a professional priority from the outset of teacher preparation. This approach allows skills to be reinforced and deepened throughout the program.

Second, sustained integration across multiple courses and years [2] appears more effective than isolated one-off interventions. The University of Wollongong's approach of having students complete the full BRiTE module suite twice during their degree [2] exemplifies this sustained engagement model. Integration can involve both dedicated wellbeing courses and embedding wellbeing content within existing courses.

Third, alignment with professional practice experiences [1], [6], [13] enhances relevance and provides opportunities for authentic application of learned strategies. Offering wellbeing support immediately before or during teaching practicums, when stress levels typically peak, may be particularly beneficial.

Fourth, flexible delivery formats including online and blended learning [4], [6], [22] can accommodate diverse student needs and schedules while enabling self-paced learning. The success of fully online programs like BRiTE [4] and SCORE [6] demonstrates that face-to-face delivery is not essential for effectiveness, though blended approaches may offer advantages by

combining flexibility with opportunities for group interaction and support.

Fifth, integration of experiential learning through simulation [1], reflective practice [4], and applied activities [12] moves beyond didactic instruction to develop practical skills. The BRiTE-AR approach's use of augmented reality simulation [1] represents an innovative direction that may become increasingly feasible as technology advances.

### **B. Policy Recommendations**

Several policy implications emerge from this review. First, teacher education accreditation standards should explicitly require attention to pre-service teacher wellbeing and resilience development. Currently, many teacher education programs lack systematic approaches to these domains, treating them as optional rather than essential components of professional preparation.

Second, funding and resources should be allocated to support development, implementation, and evaluation of wellbeing interventions in teacher education. The development of evidence-based programs like BRiTE [4] and SCORE [6] requires significant investment in research and development that individual institutions may struggle to provide.

Third, professional development for teacher educators is needed to build capacity for delivering wellbeing and resilience training. Teacher educators themselves may lack training in these domains and would benefit from support in integrating wellbeing content into their teaching.

Fourth, systemic factors contributing to teacher stress and burnout must be addressed alongside individual-level interventions. As noted in the literature [14], resilience training alone cannot solve organizational problems such as excessive workload, inadequate resources, or unsupportive school cultures. Policy efforts must address both individual capacity-building and systemic reform.

Fifth, longitudinal research tracking pre-service teachers into their early career years should be supported to evaluate long-term impacts of wellbeing interventions on retention, career satisfaction, and teaching effectiveness. Such research would provide crucial evidence for policy decisions and program refinement.

<b>Recommendation</b>	<b>Evidence Level</b>	<b>Implementation Priority</b>	<b>Target Stakeholder</b>
Embed wellbeing training in pre-service curriculum	Strong (18 studies)	High	Teacher education programs

<b>Recommendation</b>	<b>Evidence Level</b>	<b>Implementation Priority</b>	<b>Target Stakeholder</b>
Provide 8-12 week structured interventions	Strong (22 studies)	High	Program coordinators
Include experiential practice components	Strong (16 studies)	High	Instructors/facilitators
Offer mindfulness-based stress reduction	Strong (8 RCTs)	High	Wellbeing coordinators
Integrate resilience frameworks (e.g., BRiTE)	Moderate (7 studies)	Medium	Curriculum developers
Provide ongoing practice opportunities	Moderate (13 studies)	High	Institutions
Conduct follow-up booster sessions	Moderate (8 studies)	Medium	Program coordinators
Adapt interventions to cultural context	Moderate (10 studies)	Medium	International programs
Train facilitators in evidence-based approaches	Moderate (12 studies)	High	Faculty development
Establish peer support mechanisms	Moderate (14 studies)	Medium	Student services

<b>Recommendation</b>	<b>Evidence Level</b>	<b>Implementation Priority</b>	<b>Target Stakeholder</b>
Conduct regular outcome assessment	Moderate (15 studies)	Medium	Research/evaluation teams
Secure institutional commitment and resources	Moderate (12 studies)	High	University leadership

Table 5: Recommendations for Practice (Evidence-Based)

### C. Future Research Directions

Several priorities for future research emerge from this review. First, more rigorous randomized controlled trials with adequate sample sizes and longer follow-up periods are needed to establish causal effects and determine sustainability of benefits. While pilot studies and quasi-experimental designs provide valuable preliminary evidence, the field would benefit from more definitive trials.

Second, comparative effectiveness research directly comparing different intervention approaches would help identify which programs work best for which outcomes and populations. Head-to-head comparisons are rare in the current literature, limiting evidence-based selection among alternatives.

Third, research examining mechanisms of change through mediation analyses and process evaluations would advance theoretical understanding and enable optimization of interventions. Understanding which components of multimodal programs are most critical could inform more efficient program designs.

Fourth, investigation of individual differences in intervention response could enable personalized approaches. Factors such as baseline stress levels, personality characteristics, prior experience with contemplative practices, or learning preferences may moderate intervention effectiveness.

Fifth, research in diverse cultural and educational contexts is essential for understanding generalizability and informing culturally adapted approaches. The current evidence base is heavily weighted toward Western contexts and would benefit from expansion to other regions.

Sixth, examination of implementation factors including optimal timing, duration, intensity, and delivery format would provide practical guidance for program design. Cost-effectiveness analyses would also inform resource allocation decisions.

Seventh, investigation of how wellbeing interventions in pre-service education interact with workplace factors during the transition to teaching would illuminate how individual capacities and organizational contexts jointly influence teacher wellbeing and retention.

<b>Research Gap</b>	<b>Priority Level</b>	<b>Methodological Approach Needed</b>	<b>Potential Impact</b>
Long-term effectiveness (>1 year follow-up)	High	Longitudinal RCTs with multiple time points	Understanding sustainability
Cost-effectiveness analyses	High	Economic evaluation studies	Resource allocation decisions
Cultural adaptation frameworks	High	Cross-cultural validation studies	Global applicability
Mechanisms of change	Medium	Mediation/moderation analyses	Theory development
Optimal dosage and intensity	Medium	Dose-response studies	Program optimization
Technology-enhanced delivery	Medium	Digital intervention trials	Scalability and access
Integration with teaching practice	High	Practice-based research	Real-world effectiveness
Individual difference	Medium	Personalized intervention	Tailored approaches

<b>Research Gap</b>	<b>Priority Level</b>	<b>Methodological Approach Needed</b>	<b>Potential Impact</b>
moderators		research	
Implementation science	High	Process evaluations, fidelity studies	Quality assurance
Comparative effectiveness	Medium	Head-to-head intervention trials	Best practice identification

Table 6: Future Research Directions

## VIII. CONCLUSION

This systematic review demonstrates that structured interventions to enhance wellbeing, prevent burnout, and build resilience can be effectively integrated into teacher education programs with significant benefits for pre-service teachers. Across diverse intervention approaches—including mindfulness-based programs, cognitive-behavioral interventions, comprehensive resilience frameworks, emotional intelligence training, and multimodal programs—consistent evidence shows improvements in stress reduction, burnout prevention, resilience enhancement, self-efficacy development, and psychological wellbeing.

The teaching profession's crisis of wellbeing and retention demands proactive, preventive approaches rather than reactive responses to teacher distress. By embedding wellbeing and resilience training within initial teacher education, institutions can equip aspiring educators with the knowledge, skills, and strategies necessary to sustain fulfilling careers while maintaining their own wellbeing. This represents not merely an investment in individual teachers but a systemic strategy for strengthening education systems and ultimately improving outcomes for students.

The evidence reviewed supports several key conclusions. First, wellbeing and resilience training should be recognized as essential components of professional preparation, not optional add-ons. Second, sustained curriculum integration across multiple years appears more effective than isolated interventions. Third, diverse intervention approaches show promise, suggesting that programs can be tailored to specific contexts, populations, and resources while maintaining effectiveness. Fourth, cultural adaptation enhances acceptability and effectiveness, requiring thoughtful contextualization rather than one-size-fits-all approaches. Fifth, while individual-

level interventions are valuable, they must be complemented by systemic efforts to address organizational factors contributing to teacher stress and burnout.

As teacher education programs worldwide grapple with preparing teachers for increasingly complex and demanding professional contexts, the integration of evidence-based wellbeing and resilience training offers a promising pathway forward. The studies reviewed in this systematic review provide both inspiration and practical guidance for institutions committed to supporting the next generation of teachers. By prioritizing teacher wellbeing from the earliest stages of professional preparation, the education community can work toward a future in which teaching is not only an intellectually and socially meaningful profession but also a sustainable and fulfilling career.

\*\*\*\*\*

**IX. REFERENCES**

- [1] Ledger, S. (2021). Resilience Building for Pre-service Teachers: BRiTE, Micro-Teaching and Augmented Reality/Simulation (BRiTE-AR). In: Mansfield, C.F. (eds) *Cultivating Teacher Resilience*. Springer, Singapore. [https://doi.org/10.1007/978-981-15-5963-1\\_15](https://doi.org/10.1007/978-981-15-5963-1_15)
- [2] Weatherby-Fell, N., Neilsen-Hewett, C., Duchesne, S. (2021). Building Resilience for Early Years Teachers. In: Mansfield, C.F. (eds) *Cultivating Teacher Resilience*. Springer, Singapore. [https://doi.org/10.1007/978-981-15-5963-1\\_4](https://doi.org/10.1007/978-981-15-5963-1_4)
- [3] Gray, C. C., & O'Rourke, J. (2026). Brilliant little things: drama-based mindfulness to support pre-service teacher wellbeing. *Reflective Practice*, 1–15. <https://doi.org/10.1080/14623943.2025.2608290>
- [4] Mansfield, C.F., Beltman, S., Weatherby-Fell, N., Broadley, T., Botman, C. (2021). A BRiTE Journey: 2013–2019. In: Mansfield, C.F. (eds) *Cultivating Teacher Resilience*. Springer, Singapore. [https://doi.org/10.1007/978-981-15-5963-1\\_3](https://doi.org/10.1007/978-981-15-5963-1_3)
- [5] Carmit Gal, Preparing resilient educators: A narrative review on CBT-based workshops for pre-service teachers, *Evaluation and Program Planning*, Volume 114, 2026, 102721, ISSN 0149-7189. <https://doi.org/10.1016/j.evalprogplan.2025.102721>.
- [6] Ansley BM, Wander MA. Self-Care Options for Resilient Educators (SCORE) Teaches Aspiring Teachers How to Manage Stress in Light of COVID-Related Disruptions. *OBM Integrative and Complementary Medicine* 2021; 6(4): 039; doi:10.21926/obm.icm.2104039
- [7] Wu Y and Qin L (2025) Enhancing wellbeing among pre-service teachers through a mindfulness-based social and emotional learning curriculum: a quasi-experimental study in China. *Front. Psychol.* 16:1405676. doi: 10.3389/fpsyg.2025.1405676
- [8] Zieher, A. K., & Armstrong, J. (2022). Promoting Well-Being and Responsiveness in Pre-Service Teachers Using Dialectical Behavior Therapy Skills: A Mixed-Methods Study. *Journal of Prevention and Health Promotion*, 3(4), 508-538.
- [9] Juárez, S. W., & Becton, A. B. (2024). A Self-Care and Wellness Framework in Educator Preparation to Address Burnout, Compassion Fatigue, and Secondary Traumatic Stress. *Action in Teacher Education*, 46(2), 168–186. <https://doi.org/10.1080/01626620.2024.2319294>
- [10] Eskic J, Kuhlmann SM, Kreinbihl K, et al Mindfulness-based and cognitive-based stress prevention in student teachers (startklar): study protocol of a randomised controlled trial *BMJ Open* 2019;9:e021941. doi: 10.1136/bmjopen-2018-021941

- [11] Demir, B. (2025). The Effect of Well-Being Interventions on English Language Pre-Service Teachers' Ability to Cope With the Challenges During Their School Practicum. In G. Bafralı (Ed.), *Challenges in Teacher Education: Pedagogy, Management, and Materials* (pp. 73-100). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3693-7342-2.ch003>
- [12] Hinze, Jason and Morton, Darren (2017) "Wellbeing Education for Educators," *TEACH Journal of Christian Education*: Vol. 11 : Iss. 2, Article 9. <https://research.avondale.edu.au/teach/vol11/iss2/9>
- [13] Vickery, N, & Gray, T. (2014). The Effects of Professional Experience upon Pre-service Physical and Health Education Teacher's Resilience, Self-Efficacy and Stress. In W. G . Cotton & D. O'Connor (Eds.) *The University of Sydney Papers in Human Movement, Health and Coach Education* (pp. 17-46).
- [14] Bordás, A. (2023). Investigation of Resilience among Teachers and in Teacher Education. *Central European Journal of Educational Research*, 5(1), 24-36. <https://doi.org/10.37441/cejr/2023/5/1/11119>
- [15] Olsen, S.T., How Can a Focus on Teacher Well-Being in Pre-Service Training Promote the Resilience of Primary School Student Teachers? *Journal of the European Teacher Education Network* 2017, Vol.12, 118-125
- [16] Yager, Z., " Developing wellbeing in first year pre-service teachers: Reflections on a personal approach to professional education," *The Journal of Student Wellbeing*, Vol. 3, No. 1, pp. 1-21, 2009. <https://doi.org/10.21913/JSW.V3I1.419>
- [17] Hue, M. tak, & Lau, N. sze. (2015). Promoting well-being and preventing burnout in teacher education: a pilot study of a mindfulness-based programme for pre-service teachers in Hong Kong. *Teacher Development*, 19(3), 381–401. <https://doi.org/10.1080/13664530.2015.1049748>
- [18] Juul L, Brorsen E, Gøtzsche K, Nielsen BL and Fjorback LO (2021) The Effects of a Mindfulness Program on Mental Health in Students at an Undergraduate Program for Teacher Education: A Randomized Controlled Trial in Real-Life. *Front. Psychol.* 12:722771. doi: 10.3389/fpsyg.2021.722771
- [19] Ashley K. Vesely, Donald H. Saklofske, David W. Nordstokke, EI training and pre-service teacher wellbeing, *Personality and Individual Differences*, Volume 65, 2014, Pages 81-85, ISSN 0191-8869, <https://doi.org/10.1016/j.paid.2014.01.052>
- [20] Turner, S., & Braine, M. (2016). Embedding Wellbeing Knowledge and Practice into

Teacher Education: building emotional resilience. *Teacher Education Advancement Network Journal*, 8, 67-82.

[21] Valosek L, Wendt S, Link J, Abrams A, Hipps J, Grant J, Nidich R, Loisel M and Nidich S (2021) Meditation Effective in Reducing Teacher Burnout and Improving Resilience: A Randomized Controlled Study. *Front. Educ.* 6:627923. doi: 10.3389/educ.2021.627923

[22] Zadok-Gurman, T., Jakobovich, R., Dvash, E., Zafrani, K., Rolnik, B., Ganz, A. B., & Lev-Ari, S. (2021). Effect of Inquiry-Based Stress Reduction (IBSR) Intervention on Well-Being, Resilience and Burnout of Teachers during the COVID-19 Pandemic. *International Journal of Environmental Research and Public Health*, 18(7), 3689. <https://doi.org/10.3390/ijerph18073689>

[23] S. Donnison, P. Edwards, Sorrel, A. Lisa, " Using the first year curriculum to develop preservice teacher resilience and self-efficacy," *Proceedings of the 17th International First Year in Higher Education Conference*, Vol. 39, No. 8, pp. 1-16, 2014.

[24] Martinsone, Baiba [Hrsg.]; Jensen, Maria Therese [Hrsg.]; Wiesner, Christian [Hrsg.]; Zechner, Kerstin Angelika [Hrsg.]: *Teachers' professional wellbeing. A digital game based social-emotional learning intervention*. Bad Heilbrunn: Verlag Julius Klinkhardt 2024, S. 55-77. <https://doi.org/10.35468/6091-03>

[25] Mansfield, Caroline & Price, Anne & McConney, Andrew & Beltman, Susan & Pelliccione, Lina & Wosnitza, Marold. (2012). *Keeping cool: Embedding resilience in the initial teacher education curriculum*.

[26] L. Birchinall, D. Spendlove, R. Buck, In the moment: Does mindfulness hold the key to improving the resilience and wellbeing of pre-service teachers?, *Teaching and Teacher Education*, Volume 86, 2019, 102919, ISSN 0742-051X, <https://doi.org/10.1016/j.tate.2019.102919>

[27] Pozo-Rico T, Poveda R, Gutiérrez-Fresneda R, Castejón JL, Gilar-Corbi R. Revamping Teacher Training for Challenging Times: Teachers' Well-Being, Resilience, Emotional Intelligence, and Innovative Methodologies as Key Teaching Competencies. *Psychol Res Behav Manag.* 2023 Jan 5;16:1-18. doi: 10.2147/PRBM.S382572. PMID: 36636290; PMCID: PMC9830420.

[28] Flook, L., Goldberg, S.B., Pinger, L., Bonus, K. and Davidson, R.J. (2013), Mindfulness for Teachers: A Pilot Study to Assess Effects on Stress, Burnout, and Teaching Efficacy. *Mind, Brain, and Education*, 7: 182-195. <https://doi.org/10.1111/mbe.12026>

[29] Abdallah, A. K. (2025). Effects of online content-focused coaching on reducing the risk of professional burnout among elementary school teachers: The example of educational leadership in the United Arab Emirates. *The Journal of General Psychology*, 1–24. <https://doi.org/10.1080/00221309.2025.2587892>

[30] Schussler, D.L., Jennings, P.A., Sharp, J.E. et al. Improving Teacher Awareness and Well-Being Through CARE: a Qualitative Analysis of the Underlying Mechanisms. *Mindfulness* 7, 130–142 (2016). <https://doi.org/10.1007/s12671-015-0422-7>

\*\*\*\*\*