



Empowering Educators in Challenging Times

**Lubov Slutsky - PH.D student
Faculty of Philosophy, South-West
University "Neofit Rilski",
Blagoevgrad, BULGARIA
Lecturer - Kaye Academic College of
Education, Beersheba, ISRAEL**



Objectives

1. Understand the Interrelationship

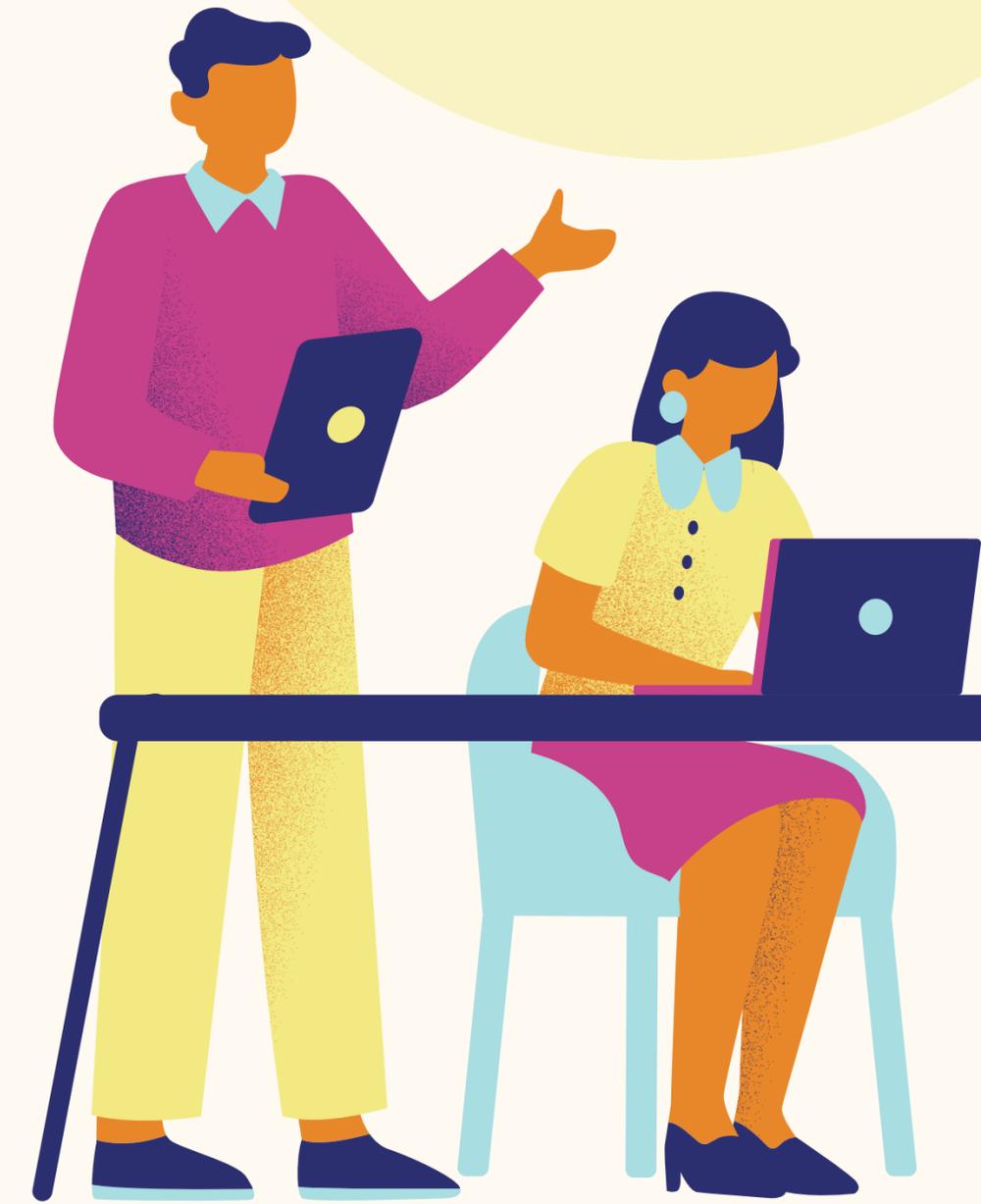
Readers will gain insight into the interconnectedness of teacher self-efficacy and professional identity, recognizing how these constructs influence educators' resilience and adaptability during crises, such as pandemics and geopolitical conflicts.

2. Identify Strategies for Development

The article will equip readers with practical strategies for fostering self-efficacy and professional identity among teachers, emphasizing the importance of comprehensive professional development programs, collaborative learning, and mentoring initiatives to enhance educators' effectiveness in challenging times.

3. Explore Future Research Directions

Readers will explore potential avenues for future research that focus on targeted interventions to strengthen teacher self-efficacy and professional identity, as well as the long-term implications of these constructs on teaching effectiveness and student outcomes during educational disruptions.



The Interplay of Self-Efficacy and Professional Identity During Challenging Times



Abstract

In an era of increasing global challenges including pandemics, natural disasters, and geopolitical conflicts, the education sector has been compelled to adapt rapidly. Teacher self-efficacy and professional identity are crucial constructs that significantly influence educators' ability to manage crises. This article explores the relationship between these two concepts and their collective impact on teachers' resilience, adaptability, and problem-solving abilities. Teachers with high self-efficacy and strong professional identity demonstrate flexibility and leadership, which are crucial for personal and professional growth. The article also discusses strategies for fostering these qualities in educators to better equip them for challenges in the future.

Keywords: Teacher self-efficacy, professional identity, crisis teaching, resilience, entrepreneurship education

Empowering Educators in Challenging Times

Teacher self-efficacy and professional identity are crucial constructs that significantly influence educators' ability to manage crises, adapt, and maintain effective teaching practices (Schleicher, 2020; Bandura, 1997; Beijaard et al., 2004).



Teacher Self-Efficacy
Teacher self-efficacy refers to educators' beliefs in their ability to influence student learning and achievement (Bandura, 1997). High self-efficacy is associated with positive outcomes, including improved teaching effectiveness, student achievement, job satisfaction, and lower burnout rates (Klassen & Tze, 2014; Zee & Koomen, 2016). It plays a crucial role in teachers' adaptability during crises (Kraft et al., 2020).



Professional Identity

Professional identity comprises the values, beliefs, and practices that define a teacher's self-conception within their role (Beijaard et al., 2004). A strong professional identity is linked to greater commitment, better decision-making, and clearer teaching purposes (Flores & Day, 2006). It significantly influences how educators respond to challenges and persist through difficult conditions (Hong, 2010).



The Symbiotic Relationship

Teacher self-efficacy and professional identity are interconnected, creating a dynamic relationship that impacts performance, especially during challenging times (Gu & Day, 2007; Canrinus et al., 2012). A strong professional identity can bolster self-efficacy beliefs, while high self-efficacy contributes to maintaining professional identity in the face of adversity or educational reforms (Day, 2018; Lasky, 2005).



Crisis Management in Teaching

Crisis teaching involves rapidly transforming educational practices in response to emergency conditions (Hodges et al., 2020). Teachers with high self-efficacy and strong professional identity are better equipped to handle challenges associated with crisis teaching, including implementing new teaching methods, maintaining student engagement, and providing psychosocial support (Tschannen-Moran & McMaster, 2009; Beijaard et al., 2000).



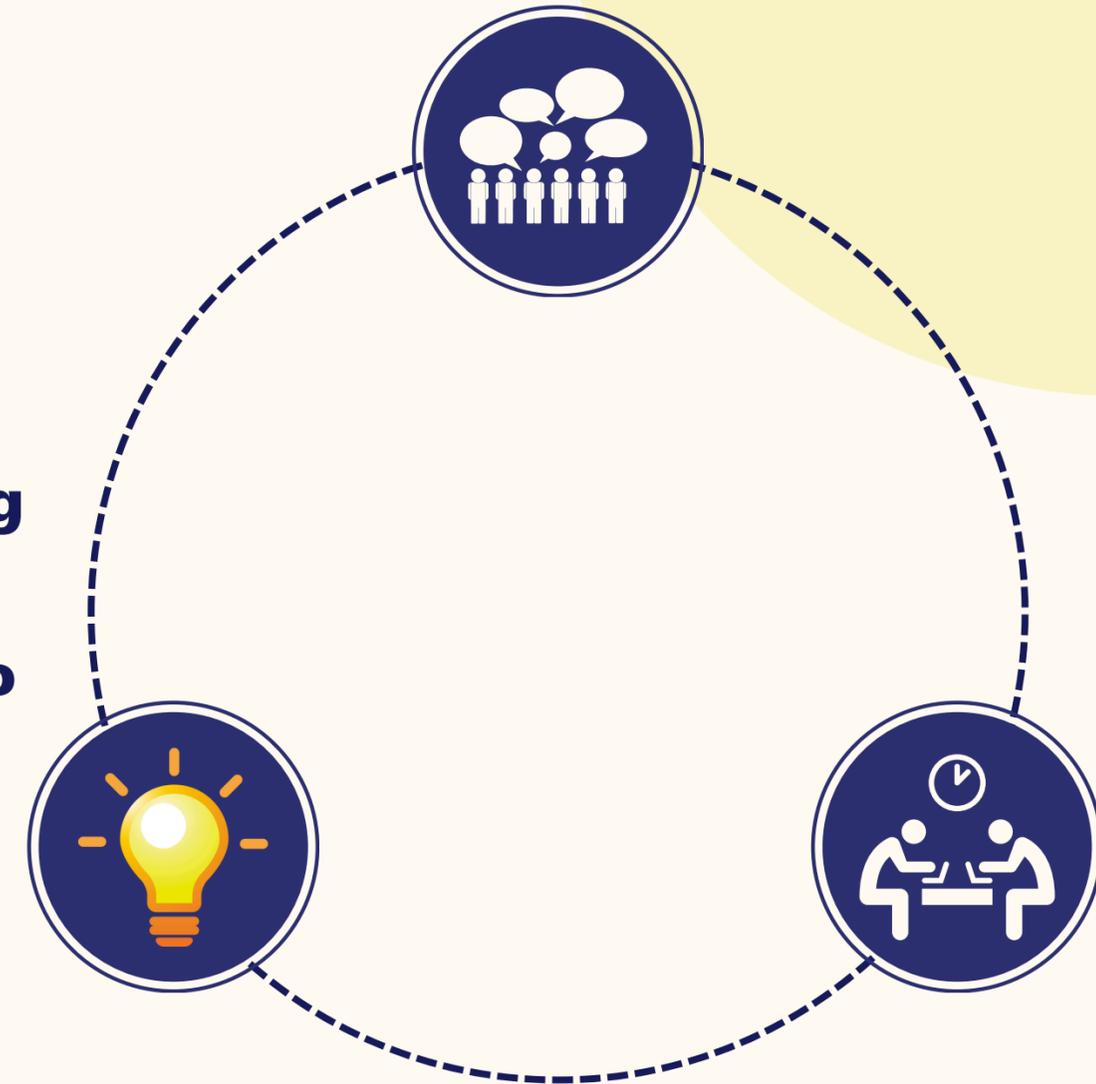
Fostering Self-Efficacy and Professional Identity

Developing these qualities in teachers is crucial. Darling-Hammond et al. (2017) emphasize comprehensive professional development programs that address both pedagogical skills and teachers' sense of professional purpose. Training should be ongoing, directly relevant to teachers' subjects and grade levels, and foster a sense of community among educators.



The Power of Collaboration

Collaborative learning communities and mentoring programs have proven effective in enhancing both self-efficacy and professional identity (Avalos, 2011). These approaches provide platforms for sharing experiences, discussing challenges, and collaboratively developing solutions, strengthening teachers' professional growth and resilience (Vescio et al., 2008; Ingersoll & Strong, 2011).



Leveraging Digital Connections

Participation in online professional learning networks can significantly enhance teacher self-efficacy and professional identity (Trust et al., 2016). These networks offer opportunities for continuous learning, reflection, and collaboration, contributing to teachers' professional growth and adaptability in crisis situations.

Learning Across Boundaries

Cross-school teacher collaborations can significantly enhance self-efficacy and professional identity (Rempe-Gillen, 2018). When teachers from different contexts share and learn from each other's experiences, it broadens their perspectives and strengthens their ability to navigate diverse challenges effectively.



CONCLUSION AND FUTURE DIRECTIONS

Fostering teacher self-efficacy and professional identity is crucial for effective crisis management in education. Future research should focus on developing targeted interventions and conducting longitudinal studies to examine the long-term impact of these constructs on teacher effectiveness and student outcomes during educational disruptions.

