Book Review

Wosnitza, M., Peixoto, F., Beltman, S., & Mansfield, C. F. (Eds.). (2018). Resilience in education: Concepts, contexts and connections. Cham, Switzerland, Springer International Publishing

Reviewed by Ioana Darjan[1]

This book presents an impressive collection of theoretic reflections, empirical studies, and practical models of conceptualizing, fostering, and improving resilience in educational contexts, offered by broad, yet, homogenous, categories of international scholars. In the light of increased focused on people's well-being and mental health, and their impact on the quality of life and functionality, resilience proved to be an important individual factor, which helps overcome life's adversity. In an educational context, resilience might explain the modalities in which educators and students overcome everyday challenges, in order to continue to learn, develop, and thrive.

This volume emerged from the international collaboration (Germany, Ireland, Portugal, Malta, Czech Republic, and Australia) in the European Union-funded project Enhancing Teacher Resilience in Europe (ENTREE), which aimed to develop and support preservice and practicing teachers' resilience, through face-to-face and online trainings.

The book is harmoniously and logically structured in five main parts: Part I: Introduction (Chapter 1), Part II: Conceptualisation of resilience (Chapters 2–5), Part III: Researching resilience in educational contexts (Chapters 6–12), Part IV: Connecting with practice (Chapters 13–18), and Part V: Conclusions (Chapter 19).

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This book discusses teachers' resilience, its risk, and protective factors; internal and external resources, in different educational milieus (from primary to higher education); and in various developmental stages of the teachers' career (from preservice to debutant and senior status). The proposed theoretical framework is an ecological and interactionist perspective on resilience, viewing resilience as "*a dynamic and developmental process*" (Luthar, Cicchetti, & Becker, 2000, as cited by Galea, 2018, p. 149).

Part I: Introduction (Chapter 1) presents the philosophy agreed upon and assumed by the authors and the structure of the book. All the contributions and the theoretical and practical aspects presented in the book are formulated and investigated according to this specific perspective on resilience, as a collective and interactionist process. Consequently, the teachers' resilience is viewed as a constructed variable, depending, simultaneously, on personal characteristics and life trajectory and environmental and relational factors.

Part II (Conceptualisation of resilience) contains theories and models of teachers' resilience in different contexts and in different moments of their professional development.

Chapter 2 begins with an extensive review of main educational policies and reforms, highlighting the shifted focus from provision and process to outcomes in assessing the efficacy of educational systems (from grades and scores to acknowledging and respecting the difference between teaching and learning). This chapter investigates teachers' resilience from the social–ecological perspective, as a "Process-orientated and person $\times$ Environment" model. This model could explain how teachers' professional work (currently characterized with increased changes and challenges) influences and is influenced by the teacher's capacity to work.

Chapter 3 presents a study from a German vocational setting, using the model of resilience as a generic process, influenced by internal and external factors, and context characteristics.

In Chapter 4, the social–ecological perspective defines resilience as a dynamic process who involves many systems, containing ever-changing risks and resources. Using the asset-based approach, Chapter 4 presents two interesting studies regarding teachers' resilience in adverse situations. The first one is a longitudinal study conducted during a long-term collaborative partnership project Supportive Teachers Assets and Resilience in South Africa, which aimed to explore school-based resilience processes in high-risk, low-resource school settings. The second study, from Australia, consists of two studies: one investigating the resilience during early career years, and the other assessing resilience in the context of challenging schools. The two studies, the South African and the Australian, were combined and undergone to a secondary cross-country analysis of data, offering the