Effectiveness of the Teacher Resilience Distance Support Programme in Latvia, Lithuania and Slovakia

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Abstract

As society becomes more modern, the economic and social significance of teleworking is increasing. This trend has been particularly accelerated by the Covid-19 pandemic. Teleworking, as distance education/learning, has also been applied in the education system. However, there are limitations to such work, one of which is the loss of communication between teachers and students. School educators are in need of emotional resources and resilience when working remotely. There is a lack of targeted distance support programmes for teachers. *Aim of the study.* To investigate the effectiveness of the Teacher Distance Resilience Support Programme. *Study participants.* 161 teachers from different schools in Lithuania, Latvia and Slovakia. *Methodology.* Feedback questionnaire for the Teacher Resilience Support Programme (Svence, 2022); supervision of the training programme and focus group. *Results.* Relatively high Cronbach alpha values for the questionnaire modules were established. It was found that teachers in the whole sample have a positive perception of the effectiveness of the distance support training programme. Statistically significant differences were found in evaluations of individual modules submitted by teachers from Lithuania, Latvia, and Slovakia. The age and experience of teachers did not show statistically significant difference. *Conclusions.* Teachers in all the three countries have positive perceptions of the effectiveness of the distance support programme based on the feedback questionnaire and the supervision and focus group. In order to strengthen the resilience of teachers who work distance, it is recommended that the remote support programme is applied in school communities and included in teacher training studies.

Keywords: teachers, resilience, distance support programme, comparative study between countries

INTRODUCTION

This study was carried out under the Erasmus project "Supporting teachers to face the challenge of distance teaching" [16].

The beginning of the COVID-19 pandemic created the largest disruption of education systems in history, as teachers were largely both practically and psychologically unprepared to support the continuity of learning and adapt to new teaching methodologies. Even in contexts with adequate infrastructure and connectivity, many educators lacked the most basic ICT skills and did not have prior experience in providing quality online teaching/learning, which could lead to their struggle with their own ongoing professional development, not to mention the assurance of quality distance learning. The crisis highlighted the strong need for new teachers' emotional health support mechanisms to be introduced in the distance workplace. The Covid-19 crisis and the associated distance learning process have led to increased psychoemotional stress, which has the potential to lead to long-term deterioration in teacher psychoemotional health and quality of life [18].

The topic was based on teacher burnout, descriptions of qualitatively expressed social and emotional difficulties during distance learning in the period 2019-2020, which were observed in the professional activities of the research sample [2; 18]. Researchers claim that teacher resilience is the ability and skill to adapt and recover after difficult situations reinforced by individual factors such as high self-efficacy, high motivation, ethical goals, flexibility, and sense of humour [9], as well as by some social factors related to teacher's work, such as the ability to work effectively according to administrative team management or mentor support.

Definition of Teleworking and Education / Learning

Various authors review the positive aspects of teleworking, such as autonomous organization of time between work, family, social life and hobbies [3; 13; 17], and a better balance between the social roles of the employee at work and in the family. The negative effects of teleworking have also been mentioned, and include possible overwork or blurring of work and daily life, feelings of isolation, and lack of support at work [3; 14]. Teleworking is becoming increasingly relevant and beneficial, both economically and socially as a result of modernisation processes in societies. Moreover, it has also been accelerated by the Covid-19 pandemic [11].

Due to the COVID-19 pandemic, in Latvia, as in other countries of school world, the work was restricted from March 13, 2020; thus, teachers were forced to meet previously unexperienced teaching conditions, adjusting to online teaching. Such an unexpected and fast moving from face-to-face to distance teaching is referred to as "emergency remote teaching" in scientific literature [4;7]. Emergency remote teaching differs from correspondence education because face-to-face educational institutions are mostly not ready to provide suitable infrastructure for online teaching, and teachers lack information and experience to teach by distance [4].

Distance Education/ Learning in the Teleworking Context

Distance education/learning is different from face-to-face classroom learning. In a virtual classroom, the teacher is more like a moderator and consultant, and the lessons are organised

slightly differently compared to a physical classroom [18]. It is more difficult to guide and provide feedback, motivate students, and keep them focused on the activities.

One of the main limitations of distance education is the loss of interaction between teachers and students and between students themselves, as well as the lack of a separate physical space for distance learning at home [6; 20; 10; 12].

Distance Support Programme in the Context of Education

Many EU countries are or will soon be facing a crisis in education (incl. Latvia, Lithuania and Slovakia) due to ageing of teachers, an insufficient number of teacher recruits, teacher burnout, and a high number of dropouts. COVID-19 has worsened the situation as new circumstances increase teacher stress levels (as well as ongoing changes in the education system and other national or global challenges). There is almost no support for teachers in the project countries – Latvia, Lithuania, and Slovakia [16].

One of the project's objectives was to provide support to teachers and school support staff to learn about the importance of teacher resilience, and to provide them with the tools to help teachers strengthen the resilience they need to cope with the transition to distance learning and to maintain the quality of education and their mental health at the same time.

The need for a Teacher Resilience Support Programme as an online further education programme is justified by several factors: working under completely new circumstances - remotely - creates a high stress for teachers as teaching methods and all teaching tools and materials have to be reviewed and adapted accordingly; no member state currently has such a further education programme in a distance learning situation; teachers, unlike other professional groups (doctors, psychologists) have no national support system; available on-line further education programmes are effective long-term resilience building tool; opportunity to raise their professional performance skills by going through targeted further professional education programme decreases feeling of helplessness and despair and increases the feeling of self-efficacy.

The target group includes teachers at any stage of their professional career and of any age. The Programme is innovative in several aspects: no such or even similar programmes aiming to build teachers' resilience exist in the area of project countries or the EU; the Programme allows teachers to participate in a long-term resilience building programme and receive professional guiding remotely at the time convenient for them; the Programme forms the basis for further work on establishing national teachers' resilience development support systems; the Programme might identify additional important challenges teachers are facing under the new circumstances and this material could serve as the basis for further development of various support mechanisms (including those of legislative, organizational, structural, social, management and financial character).

THE AIM, GENERAL PRINCIPLES AND EXERCISES IN THE DISTANCE SUPPORT PROGRAMME OF THE PROJECT

Exercises in the Teacher Resilience Distance Support Programme
Latvia:
The Programme implemented in Latvia is based on our previous research to develop a digital psychological support programme to build teacher resilience. The support programme consists

of two interrelated parts: a set of exercises/ training programme and supervision (the supervision was carried out in parallel with the training programme to support trainers and school psychologists). The training programme consists of 16 exercises arranged in 5 thematic blocks/modules. They help participants consciously guide attention to their breath and the sensations of their body, self-manage stress, relax, and do laughter yoga exercises that allow participants to exhale and release muscles, do gratitude activities, and 7 steps of life force thinking exercises. These exercises, as the most typical for the specific topic, were created and voiced by researchers from the University of Latvia, who are experts and practitioners in their thematic fields.

The exercise programme has been tested in 5 educational institutions and improved according to feedback of teachers and class leaders. Depending on the situation, exercises can be done individually or in small groups, in the premises of an educational institution, at home or in any other place convenient for the teacher, before or after work, during a break or on holidays, all in a row or one from each block. If the video material does not explain the exercise enough, the description of the exercise is also available.

After testing the Programme in Latvian schools, it was discussed with an international team, and participants of each country adapted the Programme to their national specifics.

Lithuania:
Four main modules/blocks have been used in the Programme implemented in Lithuania. The exercises of the modules were presented in the same order as in the trainings conducted in Latvia and in each module of the Programme only three exercises were selected by expert school psychologists.

The modules and related exercises tested in Lithuania are as follows:
- Mindfulness exercises: 1. Breathing for a restless mind; 2. The 3-minute pause exercise; 3. The two-minute vacation exercise.
- Stress management exercises: 1. Relaxation of muscles; 2. Kindness to yourself; 3. Shifting attention from internal feelings to external objects.
- Psychoemotional well-being and joy exercises: 1. Laughing your heart out; 2. A sincere smile; 3. The rain of laughter.
- Positive thinking exercises: 1. Strengths; 2. Gratitude; 3. Savouring.

Videos in the Lithuanian language were prepared by expert school psychologists for all exercises in the Programme. Each module was followed by reflection in teacher groups and supervision by the school psychologists leading the Programme.

Slovakia:
The Resilience Programme for teachers in Slovakia has been modified according to the Slovak cultural conditions and after the feedback of the Slovak pilot group of school psychologists and teachers. The programme consists of the basic thematic modules: Mindfulness, Stress management, Psychoemotional well-being and joy, Positive thinking and 3 exercises in every module (e.g., The 3-minute pause, The 2-minute vacation, Diaphragmatic breathing, Straining and relaxing the body, My safe harbour, Laughing your heart out, The laughter of a happy

moment). Two new Slovak videos dealing with stress management and positive thinking have been added, which are adjusted to the specific Slovak school culture. Videos have been created by experts in their thematic fields. Then the Resilience Programme was tested in three educational institutions and improved according to the feedback of teachers and class leaders. Teachers use the Resilience Programme at home or at school during the break and after work. After the testing and verification of the Programme, it was discussed with a project team.

The Main Principles of Teacher's Supervision
Supervision is a process that addresses specific issues related to the day-to-day activities of employees, as well as issues of cooperation between individuals with different roles and functions, working in different task areas, and hierarchical relationships. Supervision may be directed at an individual, a group of individuals or a team of employees.

The main purpose of supervision is to improve the working situation and environment, the organisation of work and the competences related to work tasks, and to promote practice-based learning and cooperation [8]. Supervision is also a form of lifelong learning, as it is a component of practice that supports personal and professional growth by reflecting on one's practice under the guidance of a supervisor, thus promoting continuous learning. Supervision can provide an opportunity for experimentation, learning to better understand oneself and one's own actions, and helping to formulate new ways of acting [1].

In an educational context, supervision is a supportive process, and it is understood as an open process that enables teachers to reflect on themselves and their work, to find solutions to their individual needs, and to develop their competences, beyond the context of training content. Ultimately, all this increases the quality of education. In today's world, it is impossible to avoid change, the rhythm of the working day, conflicts and tensions in the teaching profession. The teaching profession requires a high level of emotional involvement and support for students, but teachers rarely consciously work on their well-being in the workplace and do not support themselves at work. Therefore, supervision in education is also an opportunity to analyse one's own emotions and actions and to get psychological support for the teacher. If a teacher has a conscious attitude towards himself/herself and is aware of the fact that he/she has experienced valuable achievements in the field of self-help, he/she is much more motivated to give the same to his/her pupils [15]. Thus, a happy teacher with psychological well-being also means the possibility of educating happy children/students.

In summary, the process of supervision is much more personal and, at the same time, much deeper, which in the long run leads to higher quality outcomes in terms of competence development.

The focus of the project training sessions is more on the areas of mastering communication and collaboration techniques, stress reduction and burnout prevention, innovative working methods, and improving reflective skills. On the basis of the above-mentioned important supervision surveys, our project programme trainings included parallel supervision.

RESULTS OF THE COMPARATIVE ANALYSIS OF THE EFFECTIVENESS OF THE DISTANCE SUPPORT PROGRAMME USING A FEEDBACK QUESTIONNAIRE IN LATVIA, LITHUANIA, SLOVAKIA.

Methodology

Main objective. To investigate the effectiveness of the Distance Support Programme in the sample of teachers in Latvia, Lithuania, and Slovakia.

At the beginning, the quantitative results of the exercise programme in the three countries were analysed to find out the teachers' opinion about the effectiveness of the Programme. This was followed by collected supervision feedback to identify teacher experiences and to compile recommendations for programme improvement.

Data processing methods. The results of the obtained and aggregated data were calculated using Microsoft Excel 2003, SPSS (version 17) and JASP for Windows 10. Descriptive statistical analysis was applied. Since the sample size is not large and the variables were not normally distributed, the Kruskal-Wallis criterion was applied to compare the means of the indicators for the three independent variables (the programme countries Latvia, Lithuania and Slovakia). Correlation analysis (Spearman's rank correlation coefficient) was used to determine the relationship between the programme modules/blocks.

Research methodology. The feedback questionnaire on the Teacher Resilience Support Programme (Svence, 2022) consisting of 12 statements, each of which was scored on a four-point scale (1 to 4), was applied. The questionnaire was translated by experts using the principle of double translation in each country.

Psychometric characteristics of the feedback questionnaire based on participant data.

Table 1. Cronbach alpha of the programme feedback questionnaire

A Mindfulness	0.862
B Stress management	0.954
C Psychoemotional well-being. Joy	0.951
D Positive thinking	0.954
General	0.964

The Cronbach alpha values are quite high.
The questionnaire can be said to be reliable for use.

Table 2. Kolmogorov-Smirnov test for feedback questionnaire data

| Programme modules	Kolmogorov – Smirnov test	p
A Mindfulness	3.539	0.000
B Stress management	2.410	0.000
C Psychoemotional well-being. Joy	2.109	0.000
D Positive thinking	2.790	0.000
General	2.501	0.000

The data for all the three countries are not normally but rank distributed. so rank/non-parametric criteria - Kruskal-Wallis is used.

Moderately strong positive significant correlations are observed between the four modules of the programme, which partly reflects the good psychometric properties of the questionnaire (Table 6).
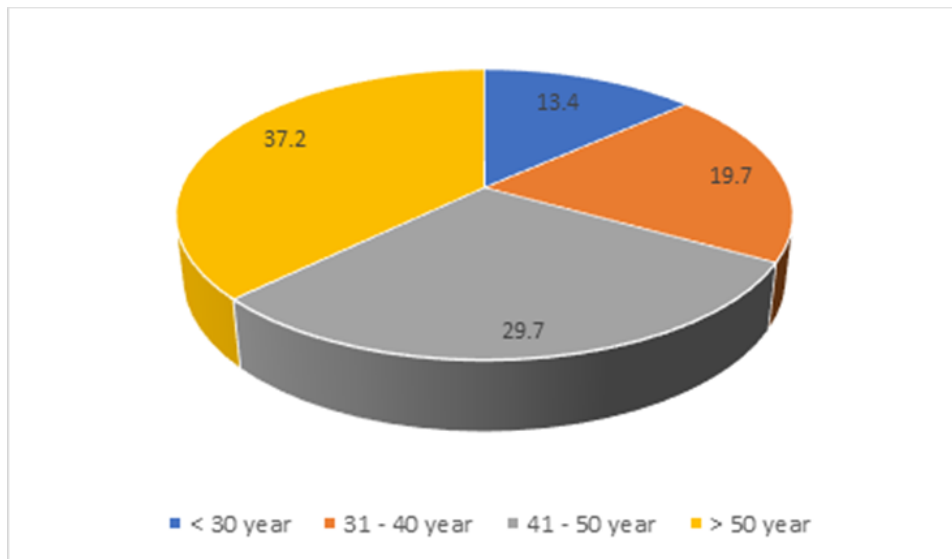
Characteristics of the Participants
Table 3. Percentage of programme modules by gender, age, years of experience and type of educational institution

| Participants	Numerical expression	Percentage
Gender		
Men	7	3.8
Women	154	96.2
Age (years)		
< 30 years	22	13.4
31- 40 years	32	19.7
41- 50 years	48	29.7
> 50 years	59	37.2
Work experience in education		
<5 years	30	18.8
6-10 years	10	5.9
10-20 years	33	21.3
>20 years	88	54.0
Type of educational institution		
Primary	93	59.0
Basic	29	16.3
Secondary	20	12.6
Vocational	19	12.1
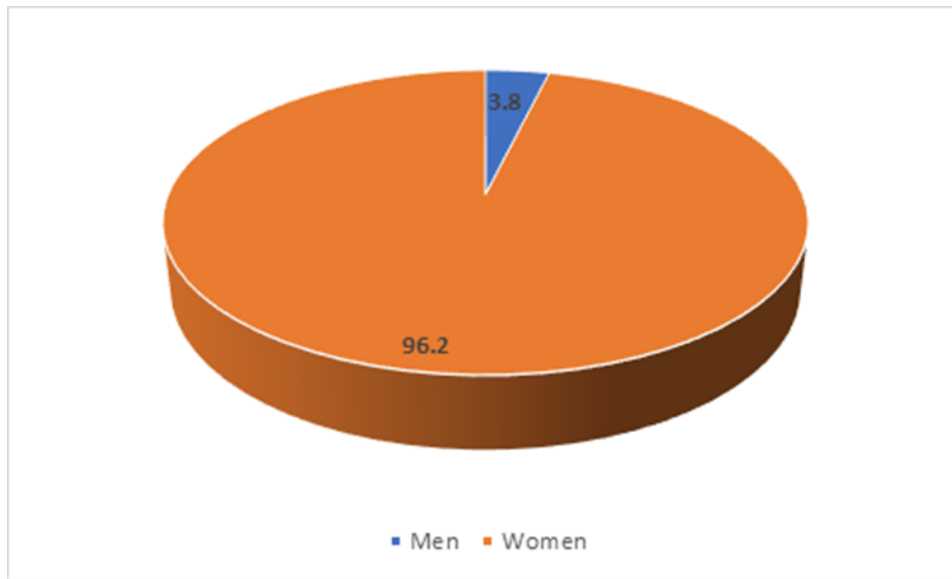
Figure 1. Men and women (percentage)

Figure 2. Participants by age (percentage)
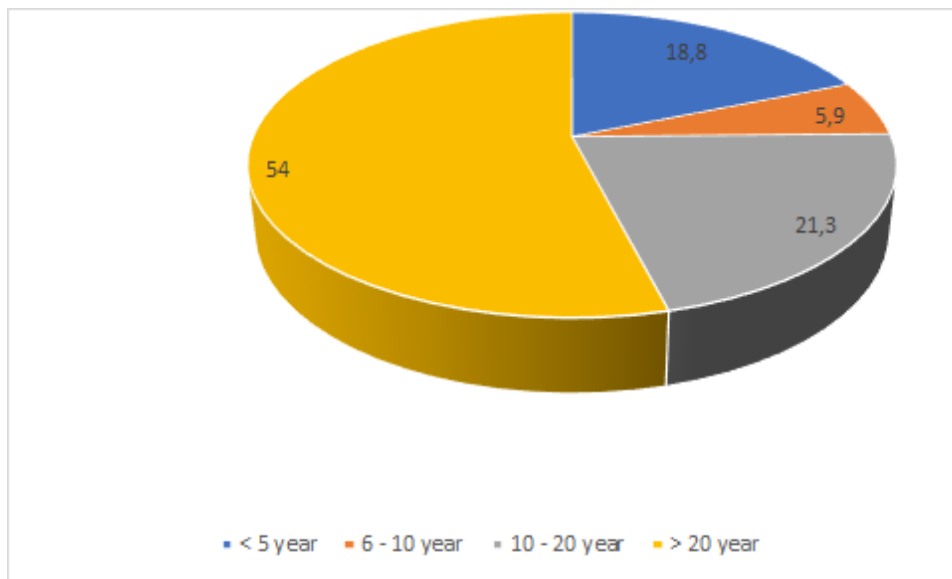
Figure 3. Participants by work experience in education (percentage)
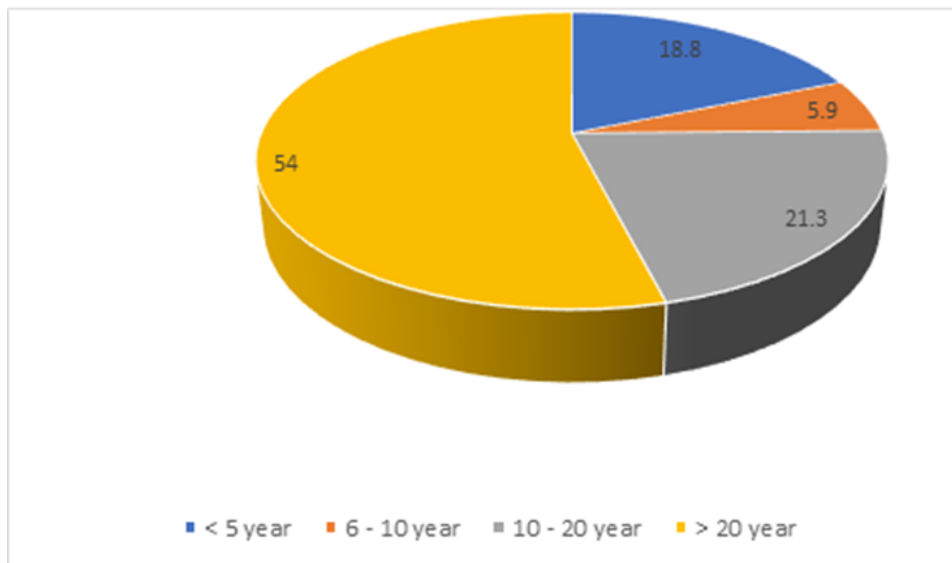
Figure 4. Participants by type of educational institution (percentage)

According to the socio-demographic characteristics of the participants, women, aged 41 to 50 years, with more than 20 years of work experience and teaching in primary schools prevail in the sample.

Programme Modules in the Total Sample and by Country
**Table 4. The 12-statement feedback questionnaire for the total sample**

Questionnaire statements	Number of responses	Min	Max	Mean	Standard deviation
1. My mood improved	872	1	4	3.07	0.758
2. I switched off from work	872	1	4	3.02	0.821
3. I calmed down	872	1	4	3.02	0.765
4. I learnt something new about myself	872	1	4	2.65	0.919
5. I felt more empowered and strengthened after this exercise than before	872	1	4	2.75	0.857
6. I felt my strong points	872	1	4	2.71	0.821
7. My understanding about the topic of the exercise changed	872	1	4	2.85	0.826
8. My self-confidence increased	872	1	4	2.70	0.828
9. The exercise allowed me to see myself differently	872	1	4	2.71	0.878
10. I could relax my mind	872	1	4	3.03	0.847
11. I felt connected to other people (colleagues)	872	1	4	2.65	0.949
12. I felt joy	872	1	4	2.98	0.789

As can be seen in Table 4, the top scoring statements in the questionnaires after each exercise are 1, 2, 3 and 10. These statements reflect relaxation, improvement in mood, and detachment from work. Positive, but the lowest ratings are for statements 4 and 11. These slightly lower ratings can be explained by the fact that the programme was delivered remotely, so teachers did not feel a strong connection with other people (colleagues). Furthermore, all exercises focused on mindfulness, relaxation, body mindfulness, stress management, and positive thinking, and no psychotherapeutic insights were expected, so teachers were not likely to learn anything radically new about themselves.

Table 5 and Figure 5 show that the first module Mindfulness (A) was evaluated slightly lower by the participants, whereas the other three were rated more positively and very similarly. It can be assumed that the three modules - Stress management (B), Psychoemotional well-being. Joy (C) and Positive thinking (D) - were the most successful in the Teacher Distance Support Programme.

Table 5. Means and standard deviations of the programme modules for the total sample of teachers

Programme modules	Mean	Standard deviation
A Mindfulness	24.55	16.870
B Stress management	30.29	13.433
C Psychoemotional well-being. Joy	28.84	14.085
D Positive thinking	30.62	14.666
General	111.76	50.834
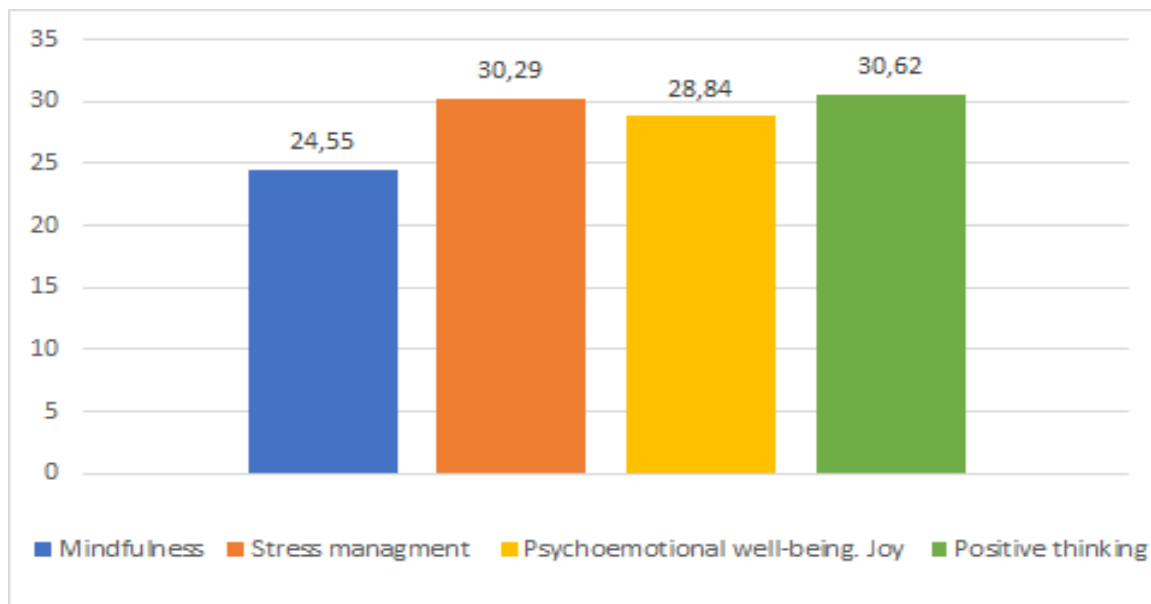
Figure 5. Average means of modules in the total sample of teachers

Interpreting the slightly lower value of Module 1 (A), it should be noted that this was the first module at the very beginning of the training programme and without completing it the positive impact of the other modules would not have been achieved. Thus, the teachers learnt the elements of conscious breathing, focusing, and relaxation of muscle tension, which were the key elements that allowed them to further deepen the experience and apply the other recommended techniques. It can be assumed that the first module led to a successful adaptation of the teachers and a harmonious transition to an in-depth experience in the other modules of the programme.

In addition, the module values of the total sample of teachers were investigated according to socio-demographic aspects such as age and work experience.

A comparative analysis of the values of the modules according to the years of teachers' working experience did not show statistically significant differences (Mindfulness: χ^2=2.077, p=0.557; Stress management: χ^2=5.395, p=0.145; Psychoemotional well-being. Joy: χ^2 =5.825, p=0.120; Positive thinking: χ^2=2.350, p=0.503). No statistically significant differences were identified by

age (Mindfulness χ^2 =4.118, p=0.249; Stress management χ^2=4.156, p=0.153; Psychoemotional well-being. Joy χ^2 =5.269, p=0.469; Positive thinking χ^2=2.536, p=0.245).

Comparative Analysis of Different Modules of the Teacher Programme by Country

A comparative analysis of the scores of the programme modules by country (Latvia, Lithuania, Slovakia) revealed statistically significant differences (see Tables 6, 7, 8, 9 and Figure 6).

To investigate the differences in the evaluations of the module of Mindfulness, a comparison of scores of the three independent samples was carried out using the Kruskal-Wallis criterion. In a comparative analysis of the indicators of the Mindfulness scale by the countries participating in the study (Table 6), we found that the scores of the Slovak teachers are the highest and statistically significantly different from those of Lithuania, which are the lowest. However, the differences between the Latvian and Lithuanian estimates of the Mindfulness scale are not statistically significant.

Table 6. Mindfulness scores by country (Kruskal-Wallis criterion applied)

Country	Z	W_i	W_j	p
Latvia-Slovakia	-2.511	114.201	145.664	0.012
Latvia-Lithuania	0.279	114.201	111.256	0.780
Slovakia-Lithuania	3.056	145.664	111.256	0.002

Note: *p ≤0.05; **p ≤0.01

Seeking to identify differences in the evaluations of Stress management by country, the scores of Stress management of the three independent samples were compared using the Kruskal-Wallis criterion. A comparative analysis of the scores by country (Table 7) reveals that Lithuania has the highest scores and they are statistically significantly different from those of Latvia, which has the lowest values. However, the differences between Latvia and Lithuania in the estimates of Stress management are not statistically significant.

Table 7. Scores of Stress management by country (Kruskal-Wallis criterion applied)

Country	Z	W_i	W_j	p
Latvia-Slovakia	-2.934	85.642	122.518	0.003
Latvia-Lithuania	-4.994	85.642	138.491	<0.001
Slovakia-Lithuania	-1.414	122.518	138.491	0.157

Note: *p ≤0.05; **p ≤0.01

The comparison of differences in the evaluations of the module of Psychoemotional well-being. Joy from the three independent samples was performed using the Kruskal-Wallis criterion. The analysis of the scores of the Psychoemotional well-being. Joy by country (Table 8) showed statistically significant differences. The scores of the Lithuanian participants appear to be the highest and statistically significantly different from those of Latvia, which are the lowest. But the differences established between Slovakia and Lithuania are not statistically significant.

Table 8. Scores of Psychoemotional well-being. Joy by country (Kruskal-Wallis criterion applied)

| Country	Z	W_i	W_j	p
Latvia-Slovakia	-4.412	77.015	132.427	<0.001
Latvia-Lithuania	-5.840	77.015	138.774	<0.001
Slovakia-Lithuania	-0.562	132.427	138.774	0.574

Note: *p ≤0.05; **p ≤0.01

In order to investigate differences in Positive thinking (D) by country, a Kruskal-Wallis comparison of the estimates of this module was carried out for the three independent samples. The conducted comparative analysis of the indicators of Positive thinking by country (Table 9) revealed statistically significant differences. We found that the scores of Lithuania are the highest and statistically significantly different from those of Latvia, which has the lowest estimates. However, the differences between the estimates of the Positive thinking for Slovakia and Lithuania are not statistically significant.

Table 9. Scores of Positive thinking by country (Kruskal-Wallis criterion applied)

Country	Z	W_i	W_j	p
Latvia-Slovakia	-3.435	83.724	126.845	<0.001
Latvia-Lithuania	-5.093	83.724	137.556	<0.001
Slovakia-Lithuania	-0.949	126.845	137.556	0.342

Note: *p ≤0.05; **p ≤0.01
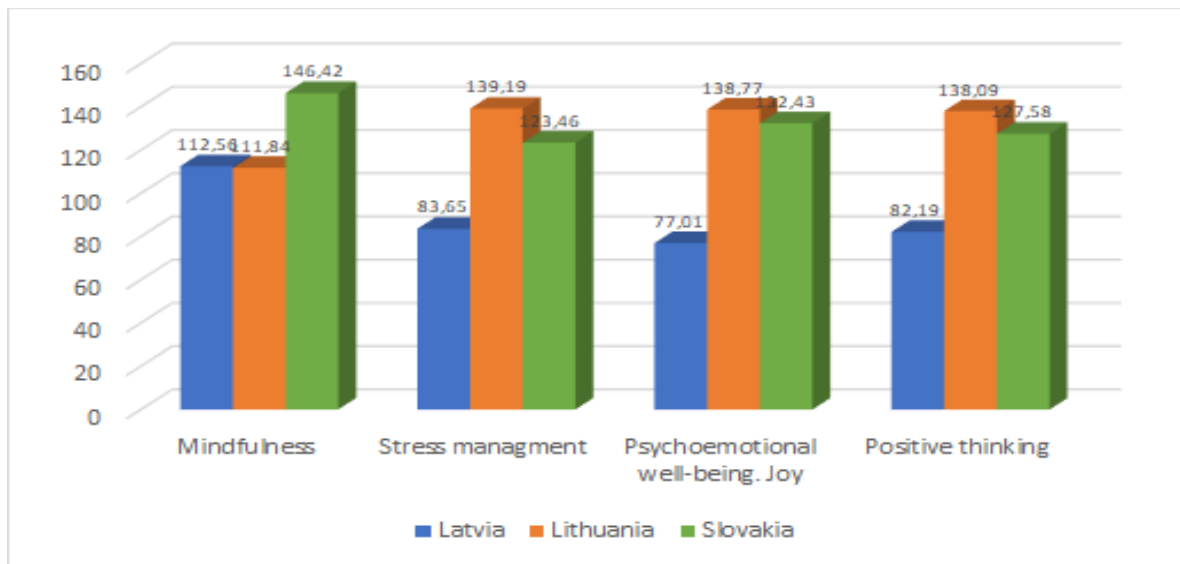
Figure 6. Comparison charts between countries for 4 different modules of the programme.

The correlation analysis between the four modules of the programme was also performed (Table 10), which identified significant positive relationships between the scales of the modules of the Programme. Mindfulness is weakly positively and significantly related to Stress management, Psychoemotional well-being, and Positive thinking. A significantly moderate correlation was identified between Stress management and Psychoemotional well-being,

whereas the former showed a weak correlation with Positive thinking. Psychoemotional well-being was weakly but statistically significantly correlated with Positive thinking.

Table 10. Correlations between the 4 modules of the Programme (Spearman's rank correlation coefficient)

Programme modules	Mindfulness	Stress management	Psychoemotional well-being. Joy	Positive thinking
A Mindfulness		r 0.449 ** p 0.000 **	r 0.353 ** p 0.000	r 0.368 ** p 0.000
B Stress management	r 0.449 ** p 0.000		r 0.566 ** p 0.00	r 0.469 ** p 0.000
C Psychoemotional well-being. Joy	r 0.353 ** p 0.000	r 0.566 ** P 0.000		r 0.470 ** p 0.000
D Positive thinking	r 0.368 ** p 0.000	r 0.469 ** p 0.000	r 0.470 ** p 0.000	

Note: **$p \leq 0.01$

On the basis of the results obtained, it can be concluded:
1. Based on the feedback questionnaire, the supervision, and the focus group, teachers in the three countries have positive perceptions of the effectiveness of the Teacher Distance Support Programme. The assumption is that the completion of the first Mindfulness module led to a successful adaptation of the teachers and a harmonious transition to a deeper experience of the other modules of the programme.
2. There are statistically significant differences between the scores of the programme modules by country: Slovakia teachers estimate Mindfulness by the highest scores, which are statistically significantly different from those of Lithuania. Lithuanian teachers rank Stress management, Psychoemotional well-being. Joy and Positive thinking highest and their scores statistically significantly differ from those of Latvian teachers. However, no other significant differences between countries are identified.
3. There are no statistically significant differences in terms of the age and work experience of the teachers in the total sample.

ANALYSIS OF PROGRAMME SUPERVISION AND GROUP FOCUS
The Programme Exercises Supervision and Focus Group in Latvia
Reflection of Latvian teachers on supervision. The teachers pointed out that the most important things for them in the supervision meeting were the following:
- Safe environment and support.
- The opportunity to share and express whatever needed to be expressed safely.
- The support and encouragement of the group which allowed not to "stay alone" and burn out in self-blame.
- Feeling a sense of belonging to the group.
- Much more confidence in themselves.
- Understanding of the field more broadly.
- "It was important to me to receive and connect, because there was absolutely no motivation to do so. Fatigue is the kind that already alternates with indifference".

- Confirmation that I was doing the right thing and that crazy situations have also been experienced in other groups. It is normal.
- To hear the experiences of other participants, direct stories of experience.

The most relevant themes initiated during the supervision include:
- Motivation, mistakes made, limits, methods.
- Personal feelings, mental state.
- A rather aggressive way how a colleague expresses her comments.
- "I'm not good enough" or "anger and excitement about what's happening in my professional life".

Participants acknowledged that they also learnt as professionals:
- Instead of the word "fear", I use the saying "trust your courage".
- "Supervision is a process within which it is possible to get both satisfaction and answers to unclear questions, a solution to a difficult situation".
- "You have to establish a contact with the group first and unite the group in order to create trust"
- "The supervisor must be a good listener, because it is important that when he/she starts talking, the supervisee understands that he/she has been listened to and heard".

Participants of the supervision did not encounter any difficulties, and only mentioned that "not everyone participated every time". What is more, healthy criticism was recognized as a benefit.

The Programme Exercises Reflection and Supervision in Lithuania
Professional supervision in Lithuania was conducted by two educational psychologists and one professional supervisor. The first psychologist worked with 13 teachers, and the other worked with 26 teachers (in 2 subgroups). Each psychologist completed the programme in seven sessions. The rules of delivering the Distance Programme in Lithuania included following the code of ethics for psychologists, making sure that a participant could be alone in a separate room during an online session. This was important for ensuring confidentiality. The participants were requested to have their cameras turned on, to turn off the microphone when other participants were speaking so that extraneous sounds did not interfere with the speaker. All participants were asked to commit to staying for the full duration of a distance learning session.; no audio or video recordings were made, as this would breach confidentiality. During the first meeting participants got acquainted with each other, the Programme was introduced. Participants expressed their expectations, and the general rules of work were introduced.

The reflection of the first psychologist: in the first session the willingness of teachers to participate in the project training was discussed. Teachers in two subgroups were not very eager to participate as the training was taking place after work and they had just released their primary school pupils. They arrived after their work with their extended groups and they had not had time for lunch. However, during the session, when the teachers did the first exercise, they calmed down a little, their mood improved. The psychologist also observed that school teachers have very heavy workloads (lessons, clubs, extended groups, etc.). They also have to participate in various extracurricular activities (e.g., child welfare committee, civil protection

events, meetings, etc.). Therefore, teachers join the training sessions of the Programme tired and hungry (having had no time for a meal).

After the reflection with subgroups, some opinions of teachers were received:
- We have lived for more than 50 years, we have our own tested ways of coping with stress, e.g., walks in the forest, pets, etc.
- I was thinking while doing the exercise that I still had to make a phone call, some things to do, so I couldn't completely relax.
- I have been using similar exercises for 8 years, they work for me, they will work for you too, you just have to do them systematically.

The second meeting was held in a distant mode during the school holidays. The home environment helped, and the participants were in a better mood. In addition, the participants noticed that the exercises focused on their own personal well-being and the feedback was positive.

The following training meetings took place in a generally more positive atmosphere.

The reflection of the second psychologist: first meeting was face-to-face. It is important to stress that the school principal had motivated the teachers to participate and had participated himself. At the beginning of the meeting, the teachers were a little sceptical, but after stressing that it was done for their own well-being, resilience, and their independent use of activities in the future, the situation calmed down and the teachers relaxed. Some of them did not close their eyes during the exercises. There was a short reflection after the sessions. Teachers expressed interest in the coming sessions. The following sessions were held in a rather positive atmosphere.

In Lithuania, professional supervision of the project facilitators was conducted after the sessions (modules, exercises) to understand the potential challenges and strengths of the facilitators as well as to assess the participation of the facilitators in the Distance Support Programme. Supervisions took place as planned and were six in total. Supervisions disclosed several aspects:

- It is easier to deliver sessions when the facilitator not only delves into the material but also believes in its benefits;
- Even highly professional managers cannot involve every participant in the process, due to factors such as work fatigue, burnout, excessive work-related information and various psychological trainings, personal factors (physiological needs - to eat, to rest; to feed one's children, help them with their homework, etc.);
- The Programme was taught on a very intensive basis. Pluses: teachers remain involved in the process; minuses: it is difficult to achieve a harmonious rhythm of work and rest during the training sessions (this applies primarily to the facilitators, but also to the teachers involved in the programme as well);
- External support is important for the programme facilitators - mainly the emotional aspect;

- It is useful for facilitators to have more opinions on the implementation of exercises (this is a completely new programme and it is natural that questions arise).

Possible questions for facilitators of the distance learning programme:
- Which part of the programme and exercises are the most attractive and acceptable to you personally? How can you use them working with a group of teachers?
- Which part of the programme and exercises are challenging or unacceptable to you personally? How can this affect the information you convey? What can be done about it?
- How do you react when you sense resistance from the group?
- How do you react when you feel support from the group?
- Which exercises or parts of sections do you think teachers will use in their future professional or personal life?

Supervision in Slovakia

Supervision is a method of continuous professional development of teacher competencies through the guidance of qualified supervisor. It is conducted individually or in a group setting through reflection, support, supervision techniques and methods. The aim of supervision is to verify correct methods used in the profession of teacher, broaden possible avenues for solutions, correct ineffective methods, share experience, search for new options, as well as to protect teachers against burnout syndrome, develop and support resilience, psychoemotional well-being, positive thinking, and stress management.

Supervision was carried out in all three participating Slovak schools (2 elementary schools and 1 high school) in a secure, supportive, and transparent relationship between the supervisor and the supervised teachers. Teachers understood that supervision is a tool that can ultimately help them improve their own well-being through the development of resilience skills necessary to solve problems of issues they are dealing with in their professional and personal lives.

The common aim was to search for solutions, directions, and answers to potential doubts and questions that arise when taking the road to better self-knowledge, including reports on which modules and exercises had a positive impact on teacher mental health and which, on the other hand, had a limited effect on teacher well-being.

Teachers in the three participating schools stated that they see supervision as a useful tool and agree that it should be made a component of educational work of teachers and other school professional employees. Teachers considered the online Resilience Programme to be of high potential. They also emphasized its availability in an online format, which offers them numerous opportunities to practice the selected exercises either at work during breaks or at home and thus apply them to their everyday professional and personal life.

Teachers also emphasized that some of the most significant contributions of the online programme include improved well-being, stress and tension relief and enhancement of positive problem solution skills. Slovak teachers mostly preferred short exercises that were not time-consuming and focused on the following skills: noticing and observing the stress signs in their body, emotions and mind; use breathing to help calm down; use imagination in to relax and

have a rest; guide own attention (by keeping or switching it) to do the self-regulatory exercises without turning the attention away.

 Teachers mostly appreciated the following exercises: The 3-minute pause, The 2-minute vacation, Exercises on psychoemotional well-being and Joy in particular, the Rain of laughter and exercises from the module of Stress management.

CONCLUSIONS

Teachers in all countries surveyed have positive perceptions of the effectiveness of the Distance Support Programme based on the feedback questionnaire, the supervision, and the focus group.

There are significant differences between the four modules of the programme by countries.

The programme feedback questionnaire is appropriate for evaluating the effectiveness of the Teacher Distance Support Programme.

It is recommended that this Distance Support Programme be applied in school communities to strengthen the psychological resilience of distance teachers. To strengthen the resilience of teachers working distance, it is recommended that the remote support programme be included in teacher training studies.

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