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Teacher well-being and resilience: Podcasts as a tool for global reach

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Master of Applied Positive Psychology May 1, 2017

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Teacher well-being and resilience: Podcasts as a tool for global reach

Abstract
Teachers are under increasing pressure inside and outside the classroom, at work and at home. There is a growing need for resilience training and tools to help increase teacher well- being. As part of their global support for teachers, the International Positive Education Network (IPEN) is keen to develop a program to help teachers learn about and develop their resilience. Team Indigo, (four teachers and MAPP students), have developed a plan for a podcast approach to teaching resilience to teachers that includes empirically based strategies and case study interviews with real teachers. A podcast platform has been chosen for ease of production, low cost, global accessibility, and to create an interpersonal feel. There is potential to create ongoing podcasts which would be a 'value-add' for the IPEN website as well as a member acquisition tool.

Keywords
teacher well-being, podcasts, resilience, teacher resilience

Disciplines
Accessibility | Adult and Continuing Education | Curriculum and Instruction | Educational Assessment, Evaluation, and Research | Educational Leadership | Educational Psychology | Elementary Education

Comments
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Anne Johnstone, Amanda Jones, Julia King, Sophia Kokores

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Table of Contents

Abstract ……..2

IPEN – A Plan to Help Build Resilience …….....……...4

Resilience in Education……..……..5

Teachers Need Resilience ……..…….....6

What is Resilience…….....……. 7

Building Resilience …….....…….....……....9

Teaching Resilience to Teachers …….....……10

Application Plan - IPEN's Global Series – Teachers Building Resilience Toolkit ……..14

Addressing Teacher's Needs with Easily Accessible Content ……14

Resilience Podcasts …….....…….....……...17

Table 1: *Details for Podcast Series #1: Resilience* …….....……18

Serialization of Podcasts ……...20

Production …….....…….....…….20

Talent …….....…….....……20

Conclusion …….....…….....……21

References …….....…….....…….23

Appendix A: Our Project Partner Organization, IPEN …….....……...30

Appendix B – Additional Production Guidelines …….....……...32

Appendix C – IPEN Monthly Campaigns …….....……..35

Appendix D – Prototype Podcast Scripts and Audio File ...…….....……37

Appendix E – Measurement of Podcast Engagement …….....…….42

Appendix E – Presentation Materials ……...44

Acknowledgements…….....…….....……57

IPEN – A Plan to Help Build Teacher Resilience

International Positive Education Network (IPEN) is a non-profit organization, headquartered in London, that brings together educators, community members and stakeholders to promote positive education. Founded in 2014, the network has three purposes: reform policy; change education practice; and support collaboration. IPEN is guided by a Steering Committee of eminent academics and is led by an executive staff of three. It currently has 39 global representatives in 22 countries, a mailing list of 28,000, with 6,000 teachers receiving IPEN's monthly campaign newsletters (IPEN, n.d.). (See Appendix for more detail). IPEN is interested in developing a toolkit to boost teacher resilience. *Team Indigo* has been asked by Emily Larson, Director of IPEN, to provide a specific tool that will add to the excellent work IPEN has done so far in developing positive education resources for students and teachers (Larson, 2016a; 2016b). Specifically, IPEN has asked *Team Indigo* to develop a teacher resilience toolkit that will support the wellbeing of positive educators in IPEN's global audience (E. Larson, personal communication, January 22, 2017). To achieve this, *Team Indigo* proposed a self-learning tool for building resilience in teachers that is research-based, teacher-driven, globally accessible (via web and using podcast delivery), and supportive of the aims of IPEN and their organizational capabilities (including accommodating for budgetary restrictions).

For positive education to grow and flourish, there needs to be a network that shines a light on the exemplars of positive education (IPEN is such a network). Without such a network to crystalize the incredible learning-power created when academic endeavors combine with well-being, resilience and flourishing strategies, there is the risk that the scientific theory will remain just that. This will not happen with organizations like the International Positive Education Network (IPEN) (Bott et al., 2017). Our proposed use of podcasts and interviews with real teachers, as follows, looks to build this nexus between scientific theory and real practical

application in building teacher resilience. Further, it will promote and entice educators to visit IPEN's website and use their library of resources.

Resilience in Education

What would you want for your child's education? You are likely to want more than just academic achievement. You are likely to hope for the development of good character and the building of well-being and resilience in your child so they may leave school ready to make a positive and meaningful contribution to the world, navigating challenges effectively and understanding the tools and strategies that help them to flourish. The challenge is that most of our schools do not reflect a more balanced scorecard, instead, they remain somewhat biased towards privileging academic achievement over total well-being. Excitingly, a global shift toward positive education is occurring, with IPEN helping to drive a more balanced, positive approach to education (Bott et al., 2017). More than a curriculum or set of standards, it is a whole-school-whole-person approach to student and staff well-being that combines the science of positive psychology and well-being, with excellence in academic practice, teaching and learning. Critically, positive education is focused on well-being and flourishing in students, and also their teachers. This relationship is where the 'fission' occurs in learning for billions of children, around the world, every day.

One of the biggest challenges, however, is that building well-being and resilience in students necessarily requires teachers with resilience and well-being. When teachers are functioning at their optimum levels, their students benefit. Teachers often set the mood and tone for the classroom they lead. Just as the concepts of "broadening and building" (Fredrickson, 2013) apply to the individual, so too can they contribute to the emotional wellness and growth of the children who are taught by a resilient teacher.

Incorporating positive psychology in education is the way forward. Data from schools show that well implemented positive education programs decrease incidence of mental illness and promote meaning, engagement, good relationships, and achievement (Seligman, Ernst, Gillham, Reivich, & Linkins, 2009; Green & Norrish, 2013). If we can achieve this with students, we can with teachers.

Teachers Need Resilience

A strong resilience training program needs to be able to help teachers balance both the internal and external demands of their job. Schools and districts spend significant time, effort, and resources on training new teachers and building collaborative teams to improve student achievement and engagement (Barnes, Crowe, & Schaefer, 2007). The cost of teacher turnover (estimated to be between $4,300 - $18,000 per teacher, depending on location) is a significant burden to schools and districts who could use these funds to better serve their student population (Barnes, Crowe, & Schaefer, 2007). These issues are further exacerbated when schools that serve at-risk youth cannot afford programs that could improve teacher retention. The numbers support this idea, with 25% to 40% of early career teachers in western countries leaving teaching as a profession within the first five years (Johnson et al., 2010, citing Ewing & Smith, 2003; DETE, 2005). Johnsons et al., (2010) identified five major themes that support early career teacher resilience: relationships, school culture, teacher identity, teachers' work, and system policies and practices. In their review of urban schools in low socio-economic contexts, teacher loss in the first five years is around 50% (Yonezawa, Jones, & Robb Singer, 2011, citing Merrow, 1999; National Commission on Teaching and America's Future, 2003).

Yonezawa, Jones, and Robb Singer (2011) found that to increase professional resiliency amongst teachers, rather than technical workshops, teachers needed long-term learning

opportunities that build supportive communities, and provide leadership opportunities; teacher resiliency is supported through opportunities to communicate, network, learn from one another, and for teachers to be able to lead each other through challenges.

Early career teachers are at a higher risk for burnout and stress which leads to attrition and an eventual shortfall of teachers (Pearce & Morrison, 2011). Teaching requires significant psychological stamina, and those who stay in the position cite that they rely on a sense of control and mastery (Hong, 2012). *Team Indigo* believes that building a teacher resilience tool could help to mitigate this strain on resources by pointing teachers to ways to relieve their stress and build well-being both proactively and reactively.

What is Resilience?

Research points to the power of resilience both as a response to stress and as a proactive mindset for well-being and achievement (Reivich & Shatté, 2002). Psychological resilience has been characterized as "the ability to bounce back from negative emotional experiences and by flexible adaptation to the changing demands of stressful experiences" (Tugade & Frederickson, 2004). People with high resilience demonstrate an ability to thrive in the face of adversity (Masten, 2001; 2014). Psychiatrists, psychologists, and sociologists have created models and statistical measures to operationalize resilience and study its components and application toward optimal human functioning (Seligman, 2011; Csikszentmihalyi, 1990). Kelley (2005) describes resilience as a natural and innate human psychological immune capacity, emphasizing that all humans have the multidimensional capacity to be resilient.

In addition to being an innate ability, resilience is a compilation of learnable skills. Resilience matters and it is malleable, even amidst previous and / or existing external hardship. The research around resilience concurs that it is comprised of several factors: emotional

regulation, impulse control, empathy, optimism, causal analysis, self-efficacy, and reaching out. Each has been studied significantly and can be measured to quantify resilience and its improvement (Reivich & Shatté, 2002). Connor and Davidson (2003) have outlined another scale to quantify resilience, the CD-RISC. CD-RISC consists of five factors: personal competence, high standards and tenacity; trust in one's instincts; tolerance of negative affect and strengthening effects of stress; positive acceptance of change and secure relationships with others; control; and spiritual influences. Due to the congruence of competencies, *Team Indigo* will look to included elements from both groups of researchers in the suite of resilience training podcasts we design as a toolkit for IPEN.

Masten, Best, and Garmezy (1990) categorize the uses of resilience in three ways, *overcoming, stress-resistance,* and *recovery*. Resilience is used to overcome past challenges such as poverty, trauma, and childhood abuse. It is used to resist daily stressors such as classroom conflicts, financial adversity, or co-worker relationships. Resilience is also needed as a tool to recover from significant hardships such as the death of family members, divorce, ill health, or tragic world events. In addition to being used as a reactive tool, resilience can be used proactively. Programs such as the Penn Resiliency Program have shown that resilience can be taught before hardship hits (Gilham et al., 2013).

In a shift away from behaviorism in the field of psychology, resilience research reveals that one of the primary tools to building resilience is thinking style. To clarify, optimism (a resilience competency noted above) is a cognitive disposition toward a positive future (Scheier & Carver, 1985). The instrument that is widely used to measure optimism is the Life Orientation Test (LOT: Scheier & Carver, 1985), which measures generalized expectancies for positive versus negative outcomes.

Studies show that resilience and optimism go hand in hand. More specifically, high resilience individuals have a specific brand of optimism – *realistic optimism* (Schnieder, 2001). Their thinking is positive, yet grounded. It accurately acknowledges that which cannot be changed and proactively strives for what can be changed, in an effortful and resolute manner.

Building Resilience

There are a range of strategies that help build resilience including the cultivation of grit, defined as passion and perseverance for long-term goals, positive emotions, and the implementation of techniques that develop optimism such as how one explains past events (Duckworth, Quin & Seligman, 2009). Duckworth, Quinn, and Seligman (2009) found that optimistic explanatory style, grit, and satisfaction with life were three trait predictors of teacher performance effectiveness, but when considered simultaneously, it was grit and life satisfaction that remained significant predictors. In isolation, satisfaction with life was the strongest predictor of teacher effectiveness. Duckworth, Quinn and Seligman (2009) suggest that these findings support the place of positive interventions in the professional development of teachers, such as simple exercises to boost subjective well-being, teaching the optimistic explanatory style (such as through the Penn Resiliency Program), and interventions that help increase grit. Such findings support the nurturing of these attributes, within teacher development programs, and as noted above, these competencies closely align with those that have been proven to support resilience.

Excitingly, we know that resilience training is highly effective. In a landmark experiment, Cornum, Matthews, and Seligman (2011) implemented the Comprehensive Soldier Fitness (CFS) program to increase psychological strength and positive performance (resilience), to lower maladaptive responses across the entire US army – numbering 1.1 million. CFS takes a proactive approach that looks at the emotional, social, family and spiritual components of

resilience. (Cornum, Matthews, & Seligman, 2011). A teacher 'resilience and well-being boot camp' similar to CFS would be a marvelous addition to building teacher resilience, though beyond the scope of this project. It could certainly comprise an experiential subject taught in teacher college to equip young teachers in the same way CFS is seeking to equip young soldiers.

Teaching Resilience to Teachers

In many ways, teacher learning is more complex than student learning (Davis & Krajcik, 2005). There are many methods in which teachers are provided ongoing learning opportunities beyond completion of the certification process: through curricular materials (books, guides), in-person (retreats, workshops, one-on-one coaching), and through technology (online modules and communities). In a best-case scenario, teacher curricular materials would be accompanied with in-person trainings and ongoing discussions as the teacher puts the theory into practice (Davis & Krajcik, 2005). However, in reality, many schools cannot afford the financial and human resources it takes to successfully implement this best-case scenario. Similarly, many teachers cannot afford the time it takes to utilize each method (Davis & Krajcik, 2005). Furthermore, the diversity in geography and in learning styles and needs of the IPEN constituents make it nearly impossible to design *one size fits all* teacher resources. This part of the paper will explore the intersection of teacher learning effectiveness and efficiency, that is, how these methods provide effective teacher learning in ways that are feasible for IPEN to implement for their target audience.

Teachers are different than K-12 learners; they have a greater sense of agency and need not only a strong content knowledge and pedagogical content knowledge, but they need the opportunity to apply the knowledge in real-time (Putnam & Borko, 2000) through discourse and a variety of practices. Typical teacher curricular materials, such as teacher guides, tend to focus

on teaching strategies and student learning. Truly educative curriculum materials, however, are specifically those that promote teacher learning and consider the teacher as a learner first (Davis & Krajcik, 2005). Each heuristic is designed so that curriculum developers can best help teachers develop their own knowledge base and connect the theory to their own practice (Davis & Krajcik, 2005). Providing rationale for pedagogical judgments, so the curriculum speaks to, not merely guides teachers, is one such way to help teachers make this connection (Remillard, 2000).

Learning is not just individual; it is social too. In fact, social supports are crucial to teacher learning (Putnam & Borko, 2000). Social supports can range from in-person workshops and retreats to ongoing communication and collaboration within cohorts both in-person and web-based. In the 2008 in-person positive psychology training of teachers at Geelong Grammar School in Australia, feedback indicated that teachers found a combination of both large group presentations and small group discussions most beneficial to their learning. Participants scored an average of 4.4 out of 5 (Cronlund, 2008) on how helpful the workshop was for applying positive psychology concepts in their own lives. Participants also commented on the powerful opportunities for trying out the skills in their small groups. Most notably, however, was the teacher feedback for more in-person time and training. They simply wanted more time to practice the skills and more ongoing support through further workshops and training opportunities (Cronlund, 2008). In summary, teachers benefitted from the actual practice, and wanted additional training. This points to the need for online practice options such as what *Team Indigo* is suggesting.

Teacher learning occurs online and through the use of technological devices as well. This method tends to be optional and/or supplemental for teachers and is sometimes free. So this begs the question, what motivates teachers to take advantage of these opportunities? Massive Online

Open Courses (or MOOC's) have become a particularly popular medium as a means to reduce costs of higher education (Yuan & Powell, 2013). Surveys conducted by researchers at Duke University show that student motivations to engage in a MOOC course typically fell into one of four categories: lifelong learning with no attachment to achievement, fun, convenience, or to experience online education (Belanger and Thornton, 2013). On the pre-course survey, fun was selected as an important reason for enrolling by 95% of students (Belanger and Thornton, 2013), suggesting that teachers, as learners, will opt into online learning when they expect to get enjoyment out of it. One-third of the participants in this study did not complete the course, citing not enough time, insufficient background knowledge, and lack of clarity around how to apply the concepts as the main reasons (Belanger and Thornton, 2013). This suggests that online learning has potential as a supplement to learning, but lacks convincing evidence as a replacement of other teaching methods.

One form of teacher learning that is currently developing is the use of a mobile phone device. While they may not have the same constant access to their computers, many teachers have nearly constant access to their mobile devices. Motiwalla (2007) provides a framework for m-learning, or mobile-phone based learning, as a way of enhancing teaching and learning. Mobile phones can be used for housekeeping (such as reminders for upcoming deadlines), or student-to-student interaction (such as ongoing discussions), or student-to-teacher interaction (to ask questions and provide feedback) (Reimers & Stewart, 2009). In this way, m-research can also be conducted, which further contributes to the field of psychology (Reimers & Stewart, 2009). SMS text messaging systems are a particularly powerful, as well as inexpensive, component to the mobile device. There is a teacher learning opportunity in each stage of the SMS process: receiving the message, processing the message, and sending a message

out (Reimers & Stewart, 2009). Likewise, opportunities exist to teach and build a teacher's resilience in each of those stages of the process.

In addition, developing optimism turbo-charges resilience as it establishes helpful and healthy patterns of thought that propel one forward and fuel persistence in the face of challenge instead of breeding dejection and a sense of defeat (Reivich & Shatté, 2002). An important first step is understanding the causal link between activating events, thoughts and consequences (including emotions and reactive behavior). This is known as the ATC model and it can be used to identify recurring patterns of thought and emotion in response to particular triggers (Reivich & Shatté, 2002). Once these patterns are detected, thinking traps can be explored. Importantly, specific techniques can be employed such as 'challenging beliefs' and 'putting it in perspective' that assist with those who struggle with thought responses that trigger emotions of sadness, anger, guilt and shame or anxiety (Reivich & Shatté, 2002). These disputation approaches help develop a more optimistic mindset. For this reason, the ATC Model is the first podcast we have designed for a resilience toolkit. As outlined later, we match up other resilience and well-being training with IPEN's calendar of focus areas.

The need for building resilience in today's teachers and students has been cited in a number of studies (Gu & Day, 2013; Jennings, Frank, Snowberg, Coccia, & Greenberg, 2013; Pearce, & Morrison 2011) and is echoed by the collective (40+ years) experiences of the educators who authored this paper. *Team Indigo* is eager to use this knowledge and rationale to design a teacher resilience tool for IPEN to empower teachers across the globe. What follows is our suggested Podcast: IPEN's Global Series – Teachers Building Resilience.

Application Plan - IPEN's Global Series – Teachers Building Resilience: A Teacher Resilience Toolkit

IPEN's mission (in part) is to promote positive education practices and empower collaboration among teachers. IPEN is currently building a new website with more resources for teachers (E. Larson, personal communication, March 18, 2017).In order for teachers to benefit from the resources and community provided by IPEN, they need an entry point to the field of positive psychology and its application for themselves as individuals. *Team Indigo* has developed an approach (using simple podcast technology) focused on teacher resilience and well-being, drawing from the full spectrum of approaches and interventions discussed in the first part of this plan. *Team Indigo*'s goal is to help teachers build resilience by engaging them through real-life examples of the research based application of positive psychology. Each podcast will serve as an entry point for greater well-being in the classroom, using podcast technology to deliver these experiences. IPEN has requested that the tool focuses initially on building teacher resilience. From there, our intention is that teachers will visit the web-site to access their existing additional resources such as the excellent Teacher Booster Book (Larson, 2016b), that is focused on understanding positive psychology for students (Larson, 2016a).

Addressing Teacher's Needs with Easily Accessible Content

As the positive education movement grows, *Team Indigo* suggests that a priority be placed on attracting new visitors to IPEN's website as a place with centralized, accessible content, where users can access a series of podcasts that have been designed with consideration to recommendations below. As previously noted, teachers from around the globe are interested in teaching their students skills related to positive education, but first, they need the support and training in building these skills in themselves.

In considering the best way to apply the leading research about building resilience, *Team Indigo* considered the demanding nature of teacher schedules which often leads to early burnout (Johnson, et al. 2010). *Team Indigo*, researched how teachers can access professional development opportunities that account for this challenge. We asked, "How can we develop an intervention that does not add stress to teachers' already constrained schedules?" *Team Indigo* considered the demands on time and budget (of both teachers, schools, and IPEN's resources), as well as teacher engagement, in the development of a short, enjoyable, and free tool for personal and professional growth.

Team Indigo's recommendation for a podcast comes after considering a variety of other delivery methods such as: video (which was rejected for complexity, cost, and lack of usability); digital online content programs (which requires screen-time that teachers simply do not have); live forums (again, costly, and complicated, over-engineered); and direct email education programs (again, teachers are already swamped with information). Though some of these channels could work, we believe that, given a variety of considerations, podcasts are the best fit within IPEN's expansive strategy for educating and training teachers around the globe. Moreover, podcasts can be delivered to personal devices via Apple and android technologies, they can also be nested on websites and accessed online from any computer with web-access.

In terms of reach, podcasts are popular and well-understood. According to the Pew Research Centre (Vogt, 2016), one-third of Americans have listened to a podcast, 50% of the population over 12 are familiar with podcasting, and 21% of US citizens over the age of 12 had listened to a podcast in the previous 12-months. This is a significant volume of people given the general competition for attention across media types (streaming, free-to-air, cable, radio, etcetera). According to Edison Research (2016), the podcast listening population in the US (for

those who listened to a podcast in the previous month) has grown by an average of 12% a year since 2008.

Team Indigo aimed to create short podcasts, with easily-digestible content that serve as an effective delivery mechanism for interventions. Each is a digital audio files that can be listened to via the internet or by downloading to any personal device. The intention is that each will serve as an entry point for further discovery and learning (Vogt, 2016). In terms of podcasting, there is also potential for expansion into social media or networks for teachers that could bring IPEN podcasts into a larger social interaction and experience sharing beyond the scope of this current project. However, with an efficient and growing podcast library in place, motivating dissemination through digital social networks could be a logical next step for IPEN.

As IPEN works to establish itself as an international hub for positive educators, podcasts could become one important tool for teaching resilience and other positive education-based content. Participation is voluntary, so initiating and sustaining motivation to visit IPEN and access its resources is of central importance. Making learning freely accessible is a significant factor, as revealed by engagement motivation for MOOCs (Yuan & Powell, 2013). For this reason, we propose that the podcast be free of charge and accessible to all. *Team Indigo* took the cost of time into consideration, as it is one of the lead reasons for not completing online courses, in addition to insufficient background knowledge and lack of clarity around how to apply the concepts as the main reasons (Belanger and Thornton, 2013).

Finally, podcasts are a way for teachers to feel connected through shared experiences and struggles. Teachers prefer ongoing practice and opportunities to apply new learning (Putnam & Borko, 2000). Teachers crave long-term learning opportunities that build supportive communities and provide leadership opportunities. Teacher resilience, in particular, is supported

through opportunities to communicate, network, learn from one another, and for teachers to be able to lead each other through challenges (Yonezawa, Jones, and Singer, 2011). By creating a podcast series that showcases the application of research-based positive interventions toward resilience across various contexts, teachers will increase their awareness and both learn and be inspired from a diversity of voices. As an example, our prototype features public, private and boarding school educators from three different international cities.

Podcasts will be available both through the IPEN website and iTunes so we can engage both our IPEN members as well as new teachers who are not yet members of the IPEN community. In this way, podcasts can also work as a member acquisition tool for IPEN (see Appendix E for measurement of podcast engagement). Podcasts can be designed to address the different focus areas of IPEN (see Appendix C for IPEN's current list of campaigns). The podcast structure, process, and approach can also be used by IPEN to feature different thought leaders (from teaching, primarily, but also throughout academia, education, psychology, and even more broadly) for teachers as they connect with IPEN professionally, at conferences, etcetera.

Resilience Podcasts

The field of positive psychology is rich with research based tools that build skill and or promote well-being. *Team Indigo* plans for each podcast to introduce skills or concepts relevant to building resilience, including emotional regulation, impulse control, empathy, optimism, causal analysis, self-efficacy, and reaching out (Reivich & Shatté, 2002). Content will address five factors: personal competence, high standards and tenacity; trust in one's instincts; tolerance of negative affect and strengthening effects of stress; positive acceptance of change and secure relationships with others; control; and spiritual influences. (Connor & Davidson 2003). This will

entice new members to try and hopefully learn more about the topic and positive education in general. Our hope is that IPEN will become their professional home on their journey as positive educators. Short, informative podcasts are a first step in that direction. Table 1 outlines the series for Resilience, how it would be structured, and the primary sources that provide the theoretical background. *Team Indigo* created a prototype of the first two modules. (See Appendix D).

Table 1

Details for Podcast Series #1: Resilience

Podcast Series #1: Resilience			
Module Title	**Description**	**Skill/Tool**	**Primary Researchers**
What is Resilience?	A general overview podcast outlining the series, how resilience is needed, that it can be learned and developed, and how to use this module for teachers as a self-discovery journey.	Adversity, Thinking, Concept (ATC)	(Cohn, et al., 2009; Cornum, Matthews, & Seligman 2011; Fredrickson, 2013; Gilham, et al., 2013; Reivich & Schatté, 2002; Seligman, 2011) ***See Appendix D**
Resilient Thinking in Response to Adversity	Podcast outlines how teachers think about challenges in a way that builds resilience using an optimistic thinking style	Adversity, Thinking, Concept (ATC)	**(**Reivich & Schatté, 2002) ***See Appendix D**
Resilient Relationships	Podcast outlines understanding strengths, and strengths in others, as a foundation for positive interaction, well-being and helping with managing situations that require resilience / building resilience)	Strength Spotting	(Peterson & Seligman, 2004; Seligman, 2011; Niemiec, 2015, August 18; Niemiec, 2016, August 23; VIA Character Institute, n.d.)

Podcast Series #1: Resilience			
Module Title	**Description**	**Skill/Tool**	**Primary Researchers**
Resilient Thinking Part II	Podcast outlines thinking traps, our tendency to perceive a situation in an unhelpful and often inaccurate way. This adds an additional tool to ATC.	Thinking Traps	(Reivich & Schatté, 2002)
Resilient Relationships Part II	Podcast on how our response to good news can be used in schools to build resilience and well-being between teachers by improving relationships.	Active Constructive Responding (ACR)	(Emmons & McCullough, 2003; Gable, Gonzaga, & Strachman, 2006; Seligman, 2011)
Resilient Mind & Body	Podcast looking at body scans and mindfulness for individual relaxation and stress management, and for team building and team well-being	Body Scans and Mindfulness	(Baime, 2011; Huppert & Johnson, 2010; Kabat-Zinn, 2003; Smalley & Winston, 2010)
Resilient Mind & Body Part II	Podcast looking at the link between our physical experience and our internal experience	Somatic Approaches	(Faulkner, Hefferon, & Mutrie, 2015; Ratey & Hagerman, 2008; Ratey & Manning, 2014)
Resilient Optimism	Podcast looking at setting a vision of your best future self as a teacher	Best Future Self Activity	(Lyubomirsky, 2008)
Resilient Routines of Gratitude	Podcast looking at applying gratitude and savoring exercises in teachers' daily activities and relationship building	Three Good Things	(Emmons & McCullough, 2003; Lyubomirsky, 2008; Seligman, 2011)

Serialization of Podcasts

Podcasts can be serialized to meet the ongoing needs of IPEN. To achieve this, we see podcasts categorized by a larger, overarching theme or **series**, which is divided into several topic-specific **modules**, which are each comprised of several short **episodes**. The first, a podcast **Series** would be a revolving major topic area for the month; for example, Teacher Resilience (targeting between 3 – 6 minutes in length). Each series would be an ongoing major learning area tied to IPEN's strategy and calendar, with episodes being added as needed. The second level would be **Modules**; for example, we have drafted a module on the Activating Event, Thought, Consequence (ATC) approach (Reivich and Shatté, 2002) (see Appendix D) – modules would be between two and four minutes in length. The idea is that the series would continue in perpetuity. Modules would be created to meet the current focus of IPEN and added to their relevant series library. Episodes would be added to each module as needed, and as new content is produced. Ultimately, IPEN would have an entire library or content platform of information teachers can access. Our call to action would encourage people to access IPEN's website for more information and learning opportunities, and to become members (see Appendix D).

Production

Production should be relatively structured and straightforward. IPEN would need to set some standards as to how podcasts are planned, scripted, cast, produced, distributed, and branded. This would ensure consistency with IPEN's high standards. The podcast could feature a consistent host to help audiences identify with branding or could feature a rotation of narrators and interviews as described below.

Talent

We propose recruiting real teachers from IPEN's network to be interviewed about real

situations, share real stories that can be recorded as podcasts and used as practical examples in IPEN's resiliency program. Our prototype, which features the members of *Team Indigo*, is an example of the great talent pool IPEN has given its relationship with MAPP, its own membership and *Team Indigo* specifically.

Team Indigo is eager to further explore the use of podcasts to aid in IPEN's mission to spread the science and application of positive psychology to the teachers of the world. We believe the global accessibility of podcasts - their relative low-tech production which can be done at any computer (provided commercial standard quality control can be maintained by IPEN), and the character of podcasts (meaning they can be listened to while a teacher is working on other things) will allow for these engaging and authentic stories to be carried to teachers everywhere; for teachers, by teachers. It is our hope that by disseminating this knowledge in an accessible, professional, and entertaining manner, it will encourage teachers to build their own skills to promote resilience and experience greater flourishing in the workplace and beyond. From there they will be encouraged to access additional information for IPEN's website as the positive education movement strengthens and grows.

Conclusion

With this paper, *Team Indigo* has outlined the pressing need to build teacher resilience. In taking a pragmatic approach to training for IPEN's global membership across 22 countries, *Team Indigo* have recommended, designed, and piloted three sample podcasts (on ATC), which serve as part of an educational podcast series on resilience that can be easily accessed online by teachers, and is economical and easy to produce for IPEN. *Team Indigo* have proposed that this series is produced on the key research in each field, as outlined in Table 1, and that it also includes real life situations and examples produced by interviewing real teachers from IPEN's

network. *Team Indigo* believes the production of the total resilience series, hosted on IPEN's educational website, could become a model for other series that provide accessible training for teachers needing to build resilience and well-being, while dealing with the daily challenges and opportunities of their jobs.

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Appendix A: Our Project Partner Organization, IPEN

Founded in 2014, IPEN is a global, not-for-profit organization, headquartered in London, United Kingdom, which operates with the following purpose, in their own words (IPEN, n.d.):

> IPEN aims to bring together teachers, students, parents, higher education, charities, companies and governments to promote positive education. Our goals are to support collaboration as well as change education practice that will also lead to a reform in government policy. The network has three purposes: reform policy; change education practice; and support collaboration (IPEN, n.d.).

IPEN conceptualizes its mission as a double helix approach (referencing DNA, which unlocks our entire and unique human experience from what is inside us). IPEN's double helix in positive education focuses on the power of the innate combination, intersection and development of two strands of equal importance in education: academics; and character and well-being. Academics, the first strand, is defined as "fulfillment of intellectual potential through the learning of the best that has been thought and known" (IPEN, n.d.). Character and well-being, the second strand, are defined as, "the development of character strengths and well-being, which are intrinsically valuable and contribute to a variety of positive life outcomes," (IPEN, n.d.).

Organizationally, IPEN has an executive staff of three, led by Director, Emily Larson, supported by Alejandro Adler (Postdoctoral Fellow and Well-being Scientist) and Briar Lipson (Head of Curriculum and Development). IPEN is guided by a Steering Committee of 16 eminent academics and leaders in the fields of positive psychology and education. (IPEN, n.d.).

Already, IPEN has contributed significantly to the world of positive education, with the development of a positive education curriculum and pedagogy for students and schools (Larson,

2016a), teacher support resources for delivering positive education at schools (Larson 2016b), participation with universities in the extension of research in positive education, and delivering conferences (the first being, The Festival of Positive Education, 2016), and training in positive education which is an ongoing mission that requires significant and growing support worldwide. As stated at the 2017 World Government Summit conducted with IPEN in London, "widespread support is necessary for the success of the positive education movement. We need to be demonstrably right too - philosophically and scientifically. Unless we can show that the arguments for positive education are true in practice, policy, and research, then we will not change education in the way the IPEN is proposing" (Bott et al., 2017).

IPEN currently has 39 global representatives in 22 countries, with a mailing list of 28,000, with 6,000 teachers receiving IPENs monthly campaign newsletters – see Appendix A for IPEN's approach and campaigns. IPEN plans to gather data to further breakdown demographics for their membership with the release of their new website in March / April 2017, which has improved data collection capabilities (E. Larson, personal Communication, March 18, 2017).

Appendix B – Additional Production Guidelines

Podcast Tone and Style

In terms of tone and style, scripts should be based on traceable academic material from respected researchers and thought leaders. Where key structural points are supported by academic material, it should be provided as a link or source for additional reading on the website where the podcast is hosted. Natural references to authors and experts can appear in the script but should always match additional reading lists. The tone should be easy and professional, like This American Life and like Freakonomics for its research based content.

Scripting

We propose real talent and stories to be used from real teachers, sometimes scripted or sometimes as live interviews. Real teachers currently in the classroom (we hope to drive the content through interviews with real teachers / educators, but also to add other perspectives and access to new domains of knowledge in resilience from research and academia) will allow IPEN's listeners to connect with the struggles teachers often face in the classroom. We suggest that IPEN offer many opportunities for teachers to see what is possible rather than telling them what they "ought to be" doing. We also suggest a global sampling of teachers to represent the diverse membership of IPEN.

Critical Structural Elements of Podcast Scripts. See examples of how these have been used in the sample script (Appendix D).

1. Sting – short musical entry to start the piece.
2. Welcome – short, consistent welcome from host. Identify IPEN branding.
3. Topic overview – short paragraph introducing the idea.

4. Challenge – a practical challenge or question to prompt the listener to think through their own situation.
5. Story – a real story that supports the thesis of the piece.
6. Call to action – plan for listener application. Direction to check the resources at IPEN website, join IPEN.

Making sure the script has structural content. The sample script and the critical structural elements above outline the important inclusions for factual, educational scripts which include an interactive challenge for the listener. Whatever the approach that is taken by the recorded talent, these structural elements must be included for consistency, completeness, and to ensure that these podcasts carry the appropriate level of content.

For educational podcasts (not interviews). It is recommended that for educational headline podcasts, like the ATC sample in Appendix D, be fully scripted to ensure they are accurate, cover the topic thoroughly, and have been reviewed by IPEN. As they are podcasts, and are read, this should not be a problem. Some presenters may look to say some lines differently; this can be taken on a test-and-see basis (particularly as written scripts are sometimes hard to verbalize).

For interviews. When interviewing talent, some need full scripting, others just need dot points / structure - obtaining their preferences ahead of scripting can pay dividends on the day as talent will feel relaxed and capable of working with their material. When at production stage, some talent will need to practice their responses, others will prefer to run straight at the material - if we work with these preferences knowing that both a fully scripted approach, or a dot-point scripted approach, include the necessary structural elements in order to complete the educational and experiential impact of each podcast.

Important Note on Brand Standards

All production and development of podcasts should aspire to the high brand standards IPEN applies across its identity, values, key messages and textual expression. Podcasts, their branding, their production standards, their sound, realization, scripting, and even talent should meet the high standards of IPEN, to respect the integrity of the organization. This includes strictly research based content.

Appendix C – IPEN Monthly Campaigns

Director Emily Larson has set a vision for the updated website. Each month IPEN will have a themed topic for the month. Teachers will be encouraged to upload resources and will be featured in a Newsletter if their resources are frequently downloaded. Experts in the field will be featured and provided opportunities to promote their networks. The website will include a new banner graphic, social graphic and newsletter graphic. The social graphic will include quotes from leading experts. Each campaign will include a mailchimp, hashtag and newly published research. (E. Larson, personal communication, March 18, 2017).

Campaigns – Months

Months	
April 2017	Gratitude
May 2017	Strengths
June 2017	Teacher Well-Being
July 2017	Optimism
August 2017	Creativity
September 2017	Grit
October 2017	Growth Mindset
November 2017	Kindness
December 2017	Mindfulness
January 2018	Teamwork
February 2018	Leadership

Serialization, Modules, and Episodes: How Series and Modules Work

To ensure we set a masterly standard in action and change-oriented communications, each episode must deliver the following key elements in its structure, while remaining interpersonal, friendly, and well-paced, and feeling like it captures authentic stories, insights and strategies from real teachers, in real settings.

Potential Series and Modules. Once one series has been produced, other series can

follow the structure and approach. Moreover, a number of series could be running together with episodes rolling out over time in a pattern that matches the strategic activities of IPEN – based on the monthly priorities provided by IPEN below. Potential series could cover (clearly, just a small set of examples):

- PosEd Masterclass Series – interviews with the people changing how we think about education
- Positive Psychology (new research/insights relating to educators)
- Resilience
- Gratitude
- Character Strengths
- Goal-setting
- Mindfulness
- Positive Education
- Designing Positive Interventions
- Mind-Body Approaches in Education
- Purpose and Meaning

Appendix D – Prototype Podcast Scripts

Module: ATC – Headline Learning Episode

Opening Sting: [Short 5-10 second musical sting]

Narrator - Welcome: Welcome to IPEN's global series – Teachers Building Resilience - real stories, real insights, real educators.

Narrator – Topic: More than ever teachers are under pressure, from students, leaders, governors/administrators, parents and the community in general. Can we develop strength, resilience and boost our well-being just by thinking about how we think? The answer is yes, we can. The first step is to decode your thinking with the ATC model, based on the approach outlined by Karen Reivich and Andrew Shatté (Reivich & Shatté, 2002) in their book, The Resilience Factor.

Narrator – Challenge / Engagement: As part of this short podcast, I am going to ask you to think about an activating event, negative or positive – it could be a pleasant comment or unexpected feedback, a disagreement – and then we will work through the causal steps in the ATC model to see how its logic can help us decode our thinking, and indeed, our actions – all with the aim of positively reframing our thinking and building a platform for greater resilience. Pause if you need a second to think up an activating event. We'll come back to this later.

Narrator – Overview / Definition: There is a famous saying: "We see the world not as it is but as we are" (Anais Nin). How we see the world is significant because our perceptions shape our reality, and our thoughts drive our emotions. A key aspect of developing resilience is raising our awareness of patterns of thought and response to events that are unhelpful, and actually corrosive to our ability to bounce back (Reivich & Shatté, 2003). The ATC model can help raise awareness of patterns of thought and decode your thinking.

So, what is the ATC model? In simplest terms, ATC takes the 'A' – activating event, looks at the 'T' – thoughts you have in response, and helps you isolate the 'C' – consequences of those thoughts and any actions that follow.

These activating events drive the thoughts we have which drive the consequences.

By understanding the causal links between each element of ATC we have a greater opportunity to choose our response – perhaps to intercept and dispute unhelpful thoughts and therefore alter, modify or manage more readily the physiological and emotional responses that may be unhelpful (J. Saltzberg, personal communication, February 12, 2017).

Narrator – Example / Story: Let's look at an example of an activating event. While I share, a real example sent to us by a middle-school teacher, think about your own example. This teacher writes: "the other day I opened an email from a father, it was about 9 pm. I shouldn't have read it until the morning. It was full of accusations that his daughter was being neglected in favor of students he described as the low performers. He said our teaching approach was geared at the middle of the pack and did not help bright kids like his own.

The activating event – 'A' in ATC - in this case is the father's accusative words."

So, what were her thoughts – the 'T' in ATC? Of course, she initially had thoughts of anger. She felt judged. How dare he insult her teaching? He over rates his daughter. He has always been so heavy-handed in his communication. He's out of touch.

These are not positive or useful thoughts, even if they are an expression of honest feelings.

In building resilience and wellbeing, self-regulation and habit-formation are crucial in helping to capture, sustain and optimize the benefits of well-being, and in optimally expressing and managing your thoughts and actions.

ATC can help us tease out and understand these thoughts, actions and consequences from activating events in our lives so we can improve our responses, and ultimately our well-being, and that of those around us.

With this teacher's situation, ATC helps us identify some unhelpful thought-themes that she can first understand, and second, change to improve her resilience.

Her thought-themes include feelings of trespass; the father has discounted her professional standing by falsely implying she doesn't know what she is doing.

There is a thought-theme of sadness, the teacher likes his daughter, and she feels betrayed given that she notes having spent time focusing on this girl's needs.

Perhaps another thought-theme would be feelings of violation and harm – particularly as this teacher notes that the father is threatening to escalate his concerns.

Consequences include withdrawal, a desire to give up, coupled with anger and finding it difficult to remain civil in her dealings with this parent.

With ATC helping identify these unhelpful thought-themes, this teacher can now understand what is happening and recast how she reacts in similar situations.

As we have seen, ATC is about raising awareness so choices can be made to promote healthier re-framing of triggers and ultimately break cycles of unhelpful thought-patterns and emotional / behavioral consequences.

To understand more about changing this thinking pattern identified by the ATC model, we can turn to looking at thinking traps, the topic of another IPEN podcast.

Narrator - An Exercise / Challenge: How about your personal activating event? What happened? What thoughts did you have? Were they fair? Were they honest? Were the consequences positive or negative.

Think about them or write them down, decide your thinking with the three A-T-C steps. Set yourself goals to identify and understand your thought-themes, and their consequences. Think about how you might reframe negative activating events, and thought-themes, and in doing so, set a positive course for building stronger resilience and well-being.

Narrator – Call to Action: For additional resources on ATC, and to learn more about resilience, wellbeing and positive education, visit our website, IPEN, at www.ipen-network.com If you are a teacher, join IPEN today and help us take positive education to the world.

Episode - Teacher Story / Sharing / Network

Opening Sting: [Short 5-10 second musical sting]

Narrator - Welcome: Welcome to IPEN's global series – Teachers Building Resilience - real stories, real insights, real educators.

Narrator – Topic: Meet [Teacher Name], a [junior, middle, senior] school teacher from [City] in [Country]. [First name] has used the ATC model to identify some thought-themes in [her/his] day-to-day experience as a teacher.

Narrator – Question: Can you briefly tell us about an activating event?

Interviewee: [Describes activating event]

Narrator – Question: Can you describes your thoughts when that occurred?

Interviewee: [Describes thoughts]

Narrator – Question: And what were the consequences of these

thoughts?

Interviewee: [Describes consequences of the thoughts]

Narrator – Question: So, can you help us understand some of the thought-themes you identified?

Interviewee: [Describes thought-themes]

Narrator – Question: Tell us about the consequences of your thoughts.

Interviewee: [Describes consequences]

Narrator – Question: What did ATC raise in your awareness? What did you change?

Interviewee: [Explains awareness and change]

Narrator – Call to Action: For additional resources on ATC, and to learn more about resilience, wellbeing and positive education, visit our website, IPEN, at www.ipen-network.com If you are a teacher, join IPEN today and help us take positive education to the world.

Audio File of Podcasts

An audio file of the podcast mashup is available here.

Appendix E – Measurement of Podcast Engagement

Measurement of Podcast Engagement

The starting point for measurement is data. IPEN, as a young organization, is in the process of gathering and compiling data on members, access points, demographics. As IPEN grows, more data collection and surveys on members will help target members and their needs. Survey packages such as Survey Monkey and Qualtrics can help with survey, design, execution, analysis and data, and this can be motivated cheaply and easily. Note, we do not propose using surveys as mandatory gateways for accessing podcasts, we believe they would discourage teachers accessing our content - we are talking about a separate survey program used judiciously by IPEN to build deep profiles and date from their membership to help develop better, more effective content - developing a survey program is beyond the scope of this project, but could form the foundation of future projects on data, demographics and letting members help us understand what they need.

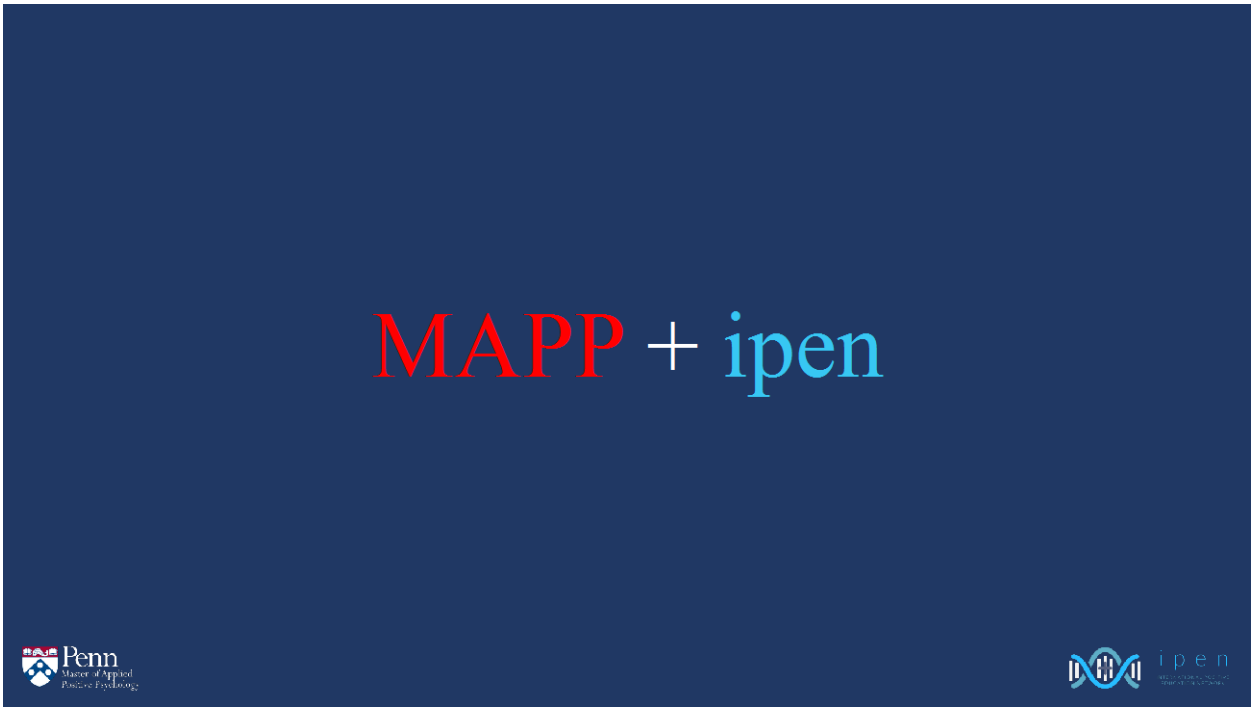
We propose to track three important data points around engagement with both the Podcasts and the IPEN website:

- *Number of downloads for each episode*. This number will allow us to determine which resiliency episodes or themes have greatest popularity with our viewers. This number will also give us insight into Podcast use over time; for example, how our listeners grow in number over time.
- *IPEN interaction following the episodes*. This number will allow us to determine the correlation between Podcast downloads and IPEN website visits. In other words, we can determine how much traffic to the IPEN website has resulted from the Podcast downloads.

- *Individual member engagement.* IPEN will be able to analyze member engagement with the Podcasts by tracking the frequency of their downloads. This will help us determine a correlation between teacher profile (derived from demographic data teachers share when they sign up for IPEN membership or their iTunes account) and use of resiliency materials. Following significant growth in member use of the Podcasts and visits to the IPEN website, we can start to track teacher use of the other IPEN materials and how the use of these materials may impact teacher resiliency (i.e., their job satisfaction and their retention in the classroom).

Appendix F – Presentation Materials

The presentation materials are available below.



The Teacher Turnover Rate

Penn Master of Applied Positive Psychology

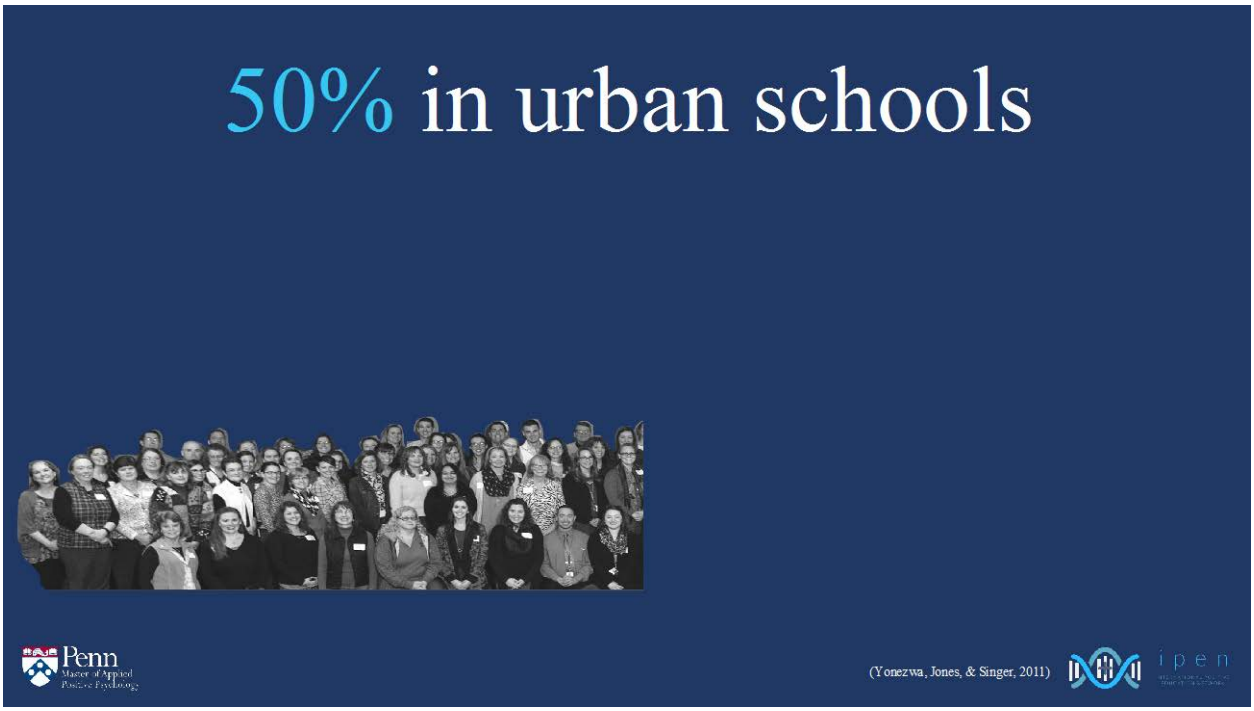
ipen

40% leave within 5 years

Penn Master of Applied Positive Psychology

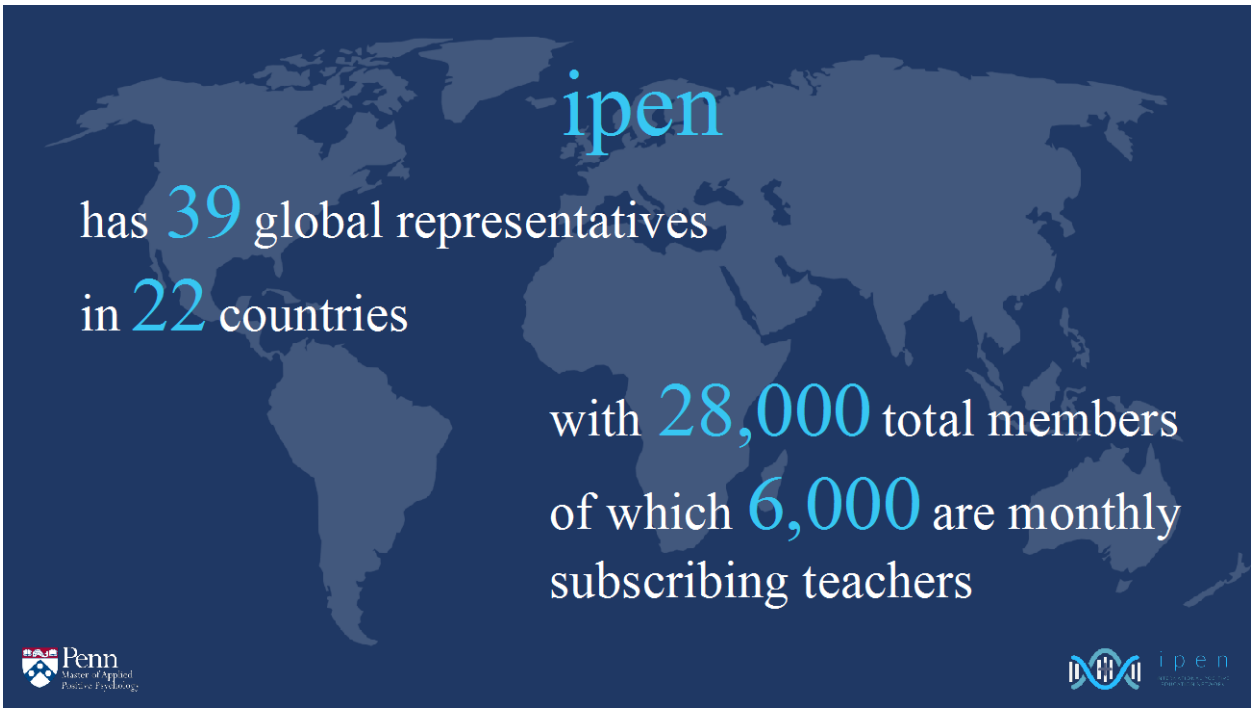
(Johnson et al, 2010)

ipen


50% in urban schools
Penn
Master of Applied Positive Psychology
(Yonezwa, Jones, & Singer, 2011)
ipen

TEACHER RESILIENCE
Penn
Master of Applied Positive Psychology
ipen

ipen
The aim of the International Positive Education Network is to bring together educators, researchers and policy-makers to promote positive education around the World.
THE NETWORK HAS THREE PURPOSES:
1 REFORM POLICY
2 CHANGE EDUCATION PRACTICE
3 SUPPORT COLLABORATION
Penn
ipen


ipen
has 39 global representatives
in 22 countries
with 28,000 total members
of which 6,000 are monthly subscribing teachers
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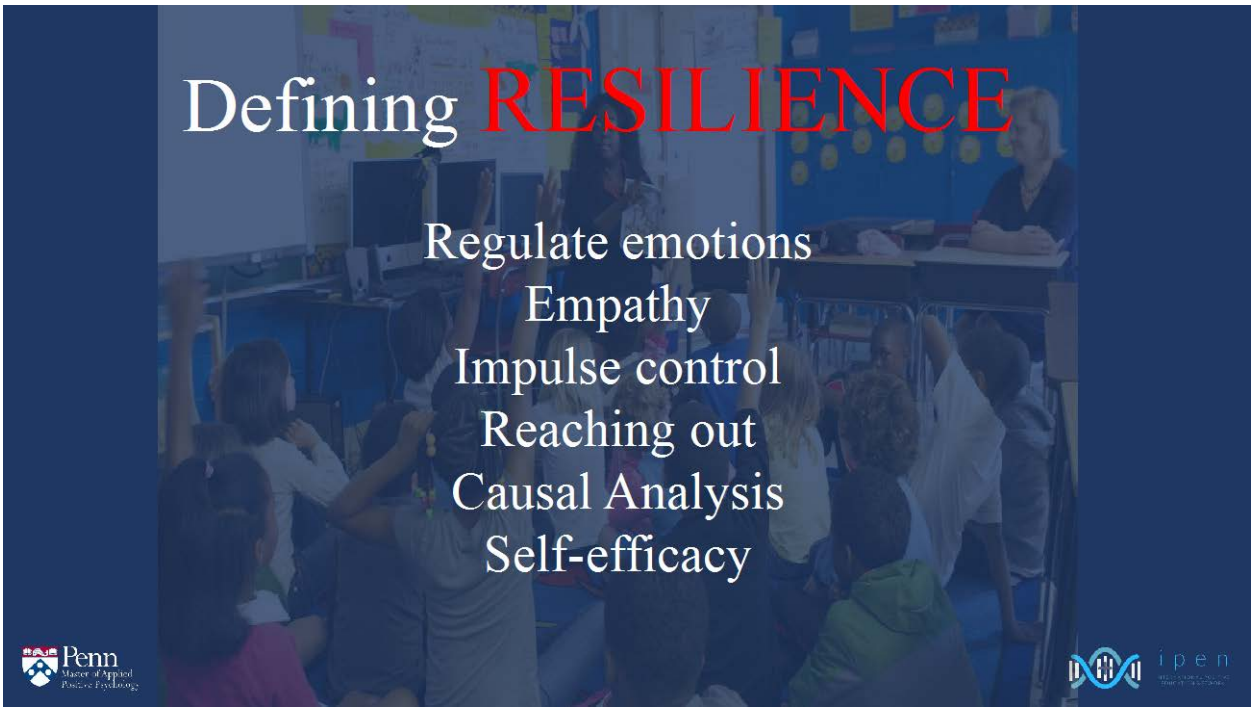
Defining RESILIENCE
Regulate emotions
Empathy
Impulse control
Reaching out
Causal Analysis
Self-efficacy
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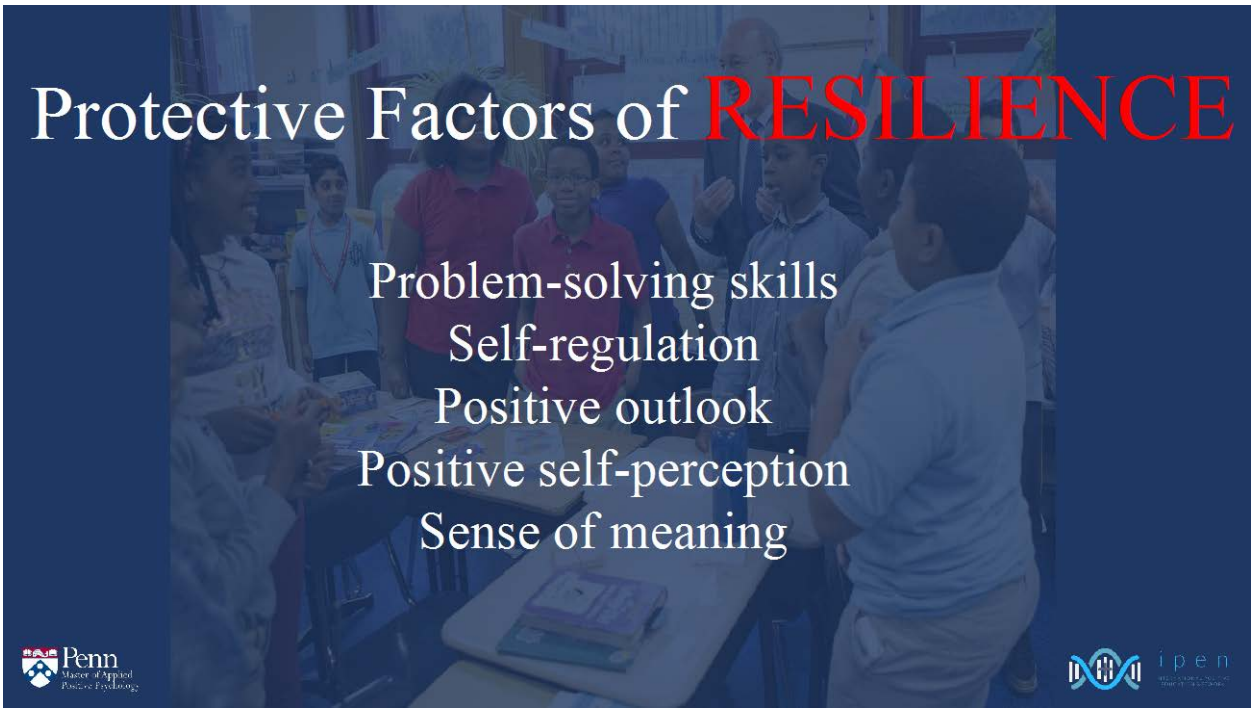
Protective Factors of RESILIENCE
Problem-solving skills
Self-regulation
Positive outlook
Positive self-perception
Sense of meaning
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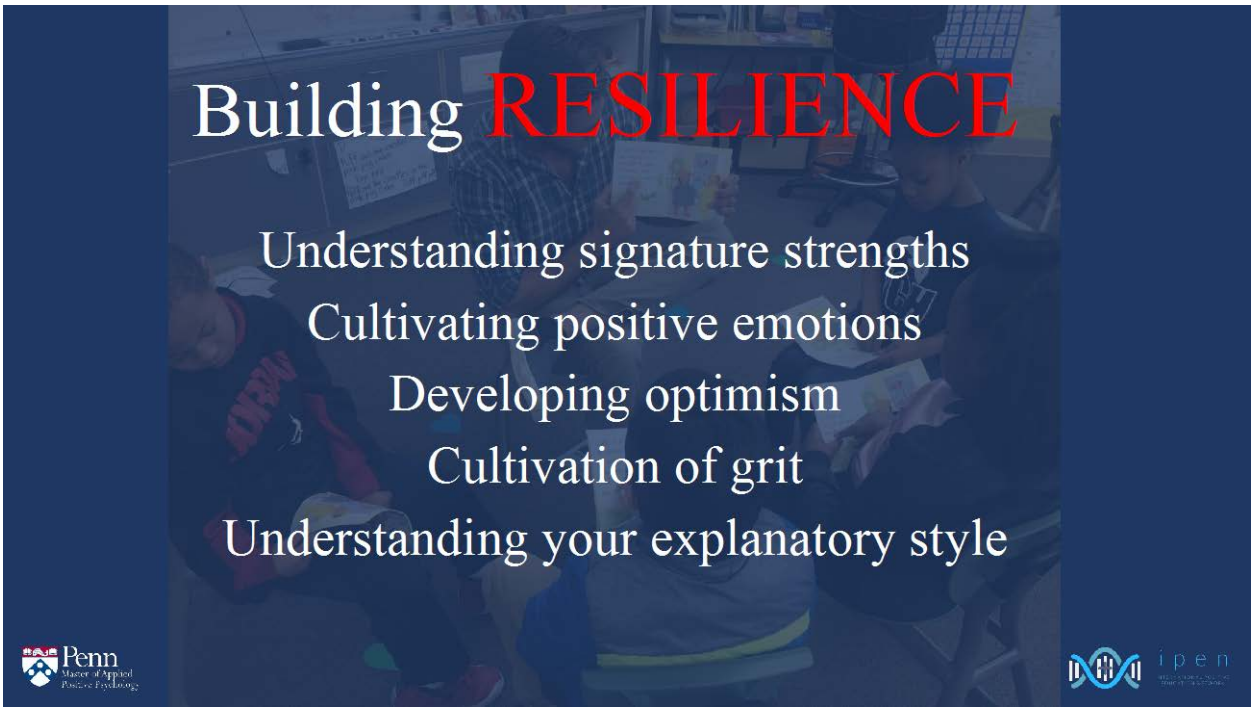
Building RESILIENCE
Understanding signature strengths
Cultivating positive emotions
Developing optimism
Cultivation of grit
Understanding your explanatory style
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Teacher Learning
Curriculum
Technology
Workshops & Coaching
Penn
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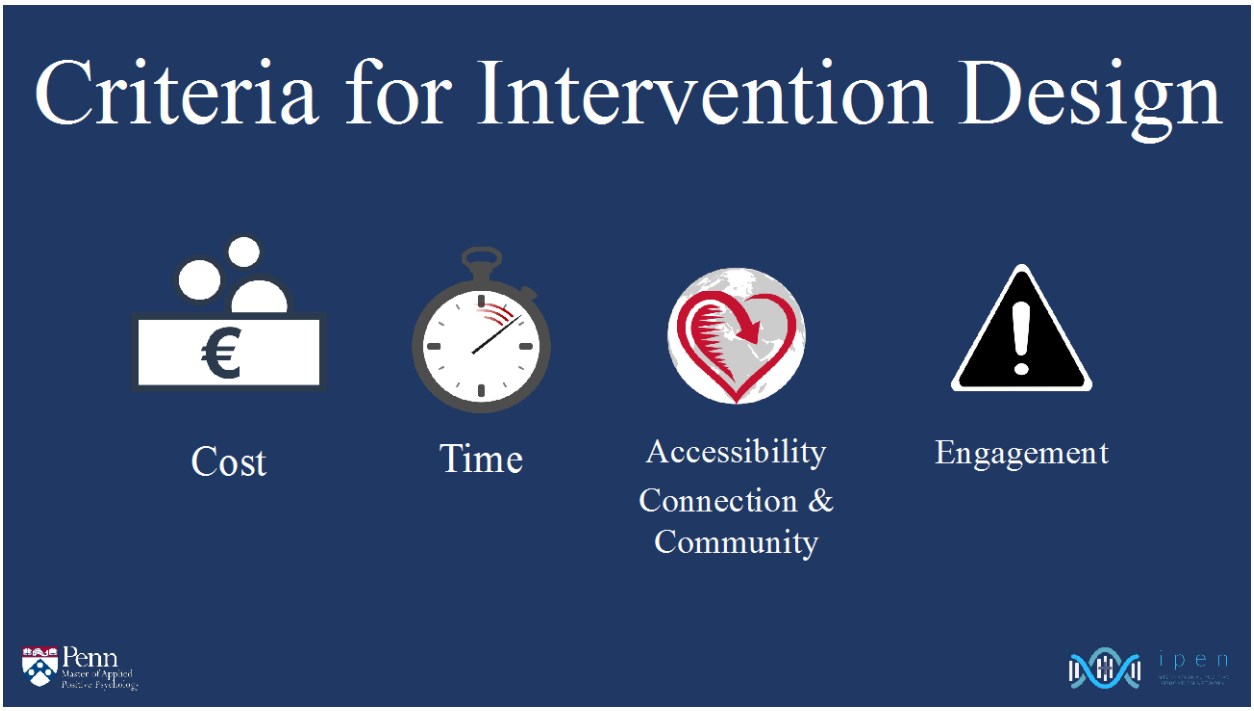
Criteria for Intervention Design
Cost
Time
Accessibility
Connection &
Community
Engagement
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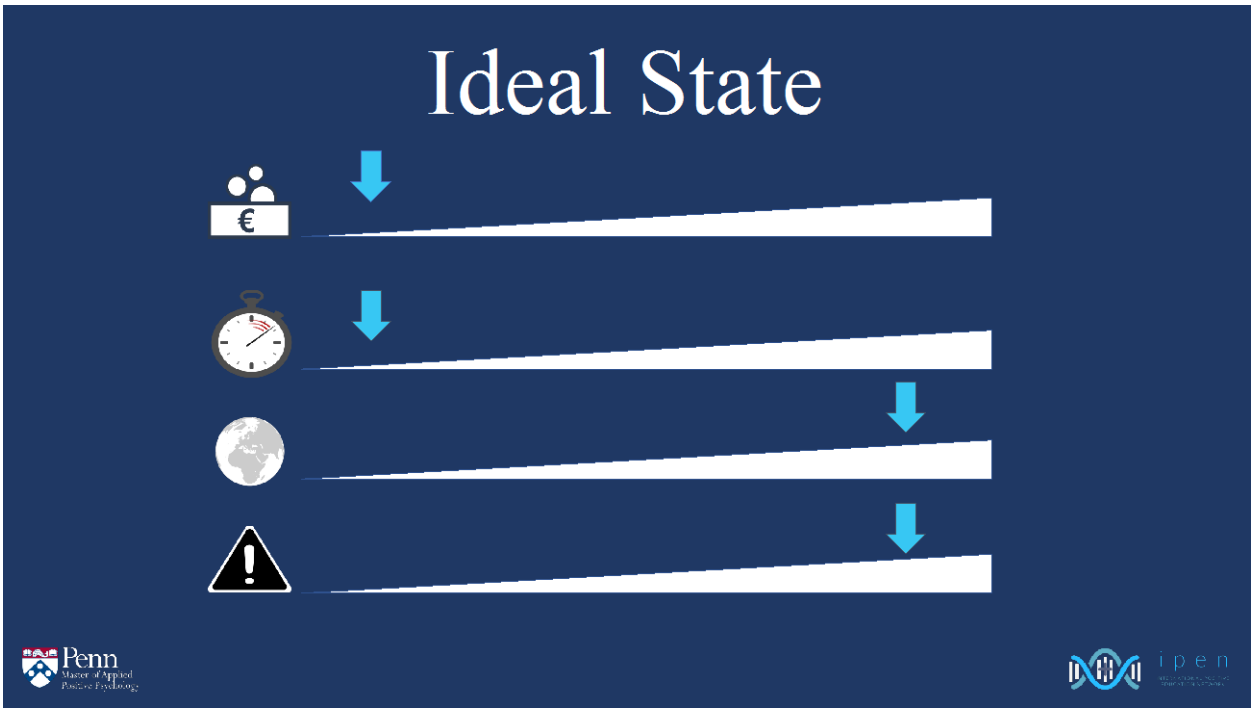
Ideal State
Penn
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Positive Psychology
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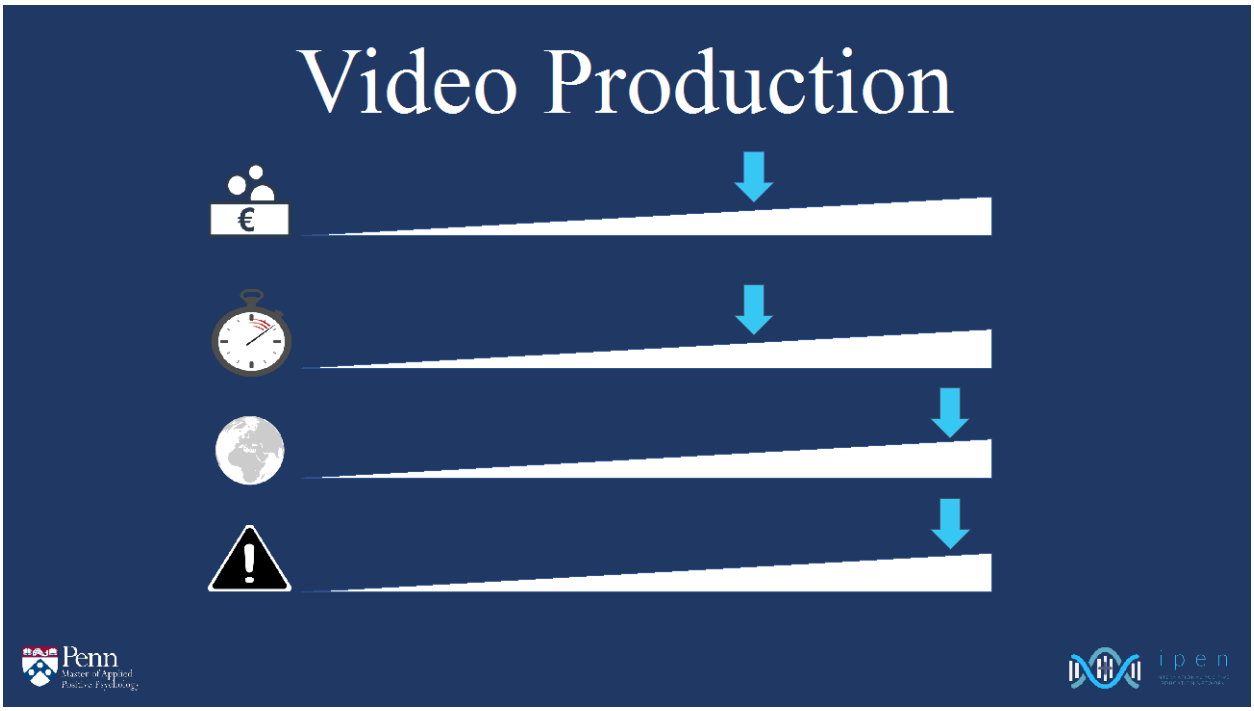
Video Production
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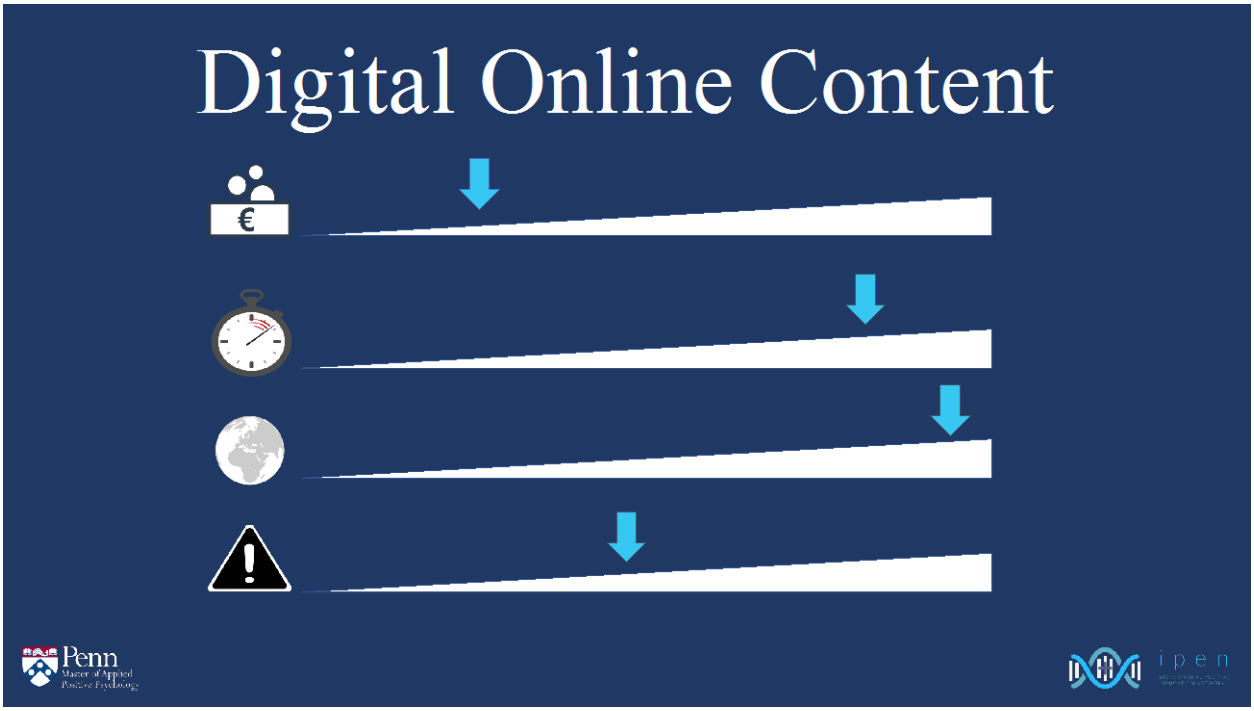
Digital Online Content
Penn
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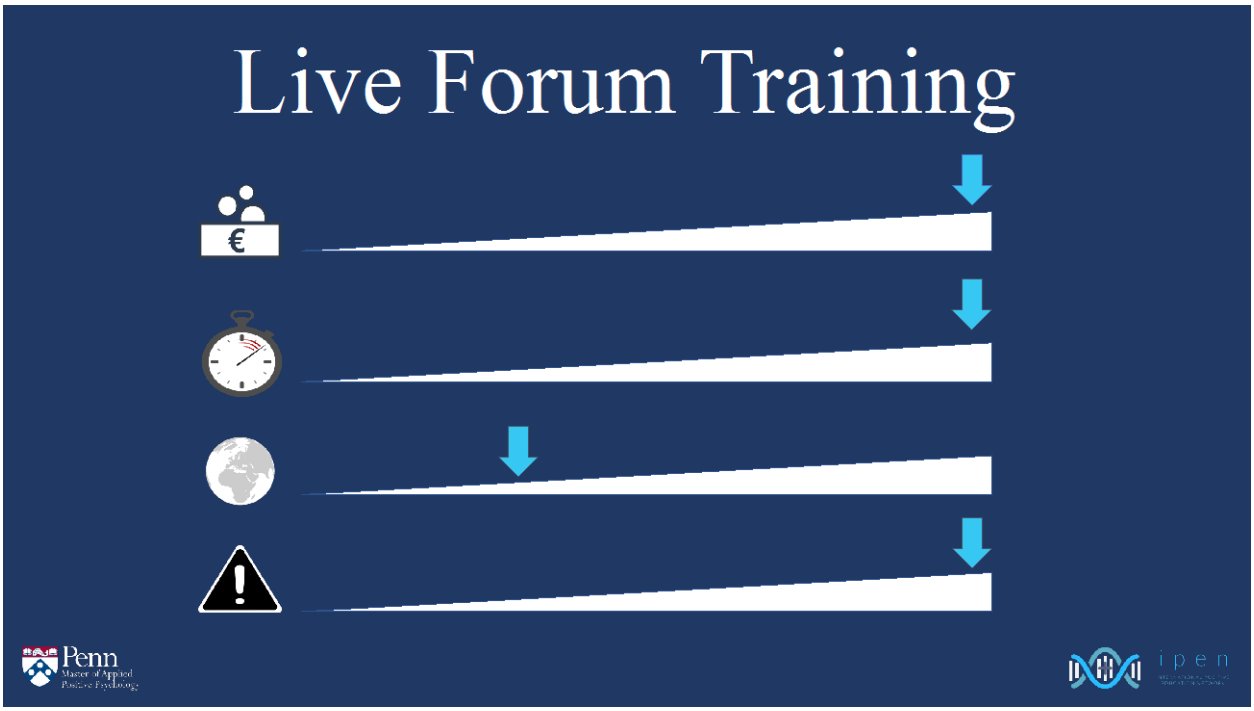
Live Forum Training
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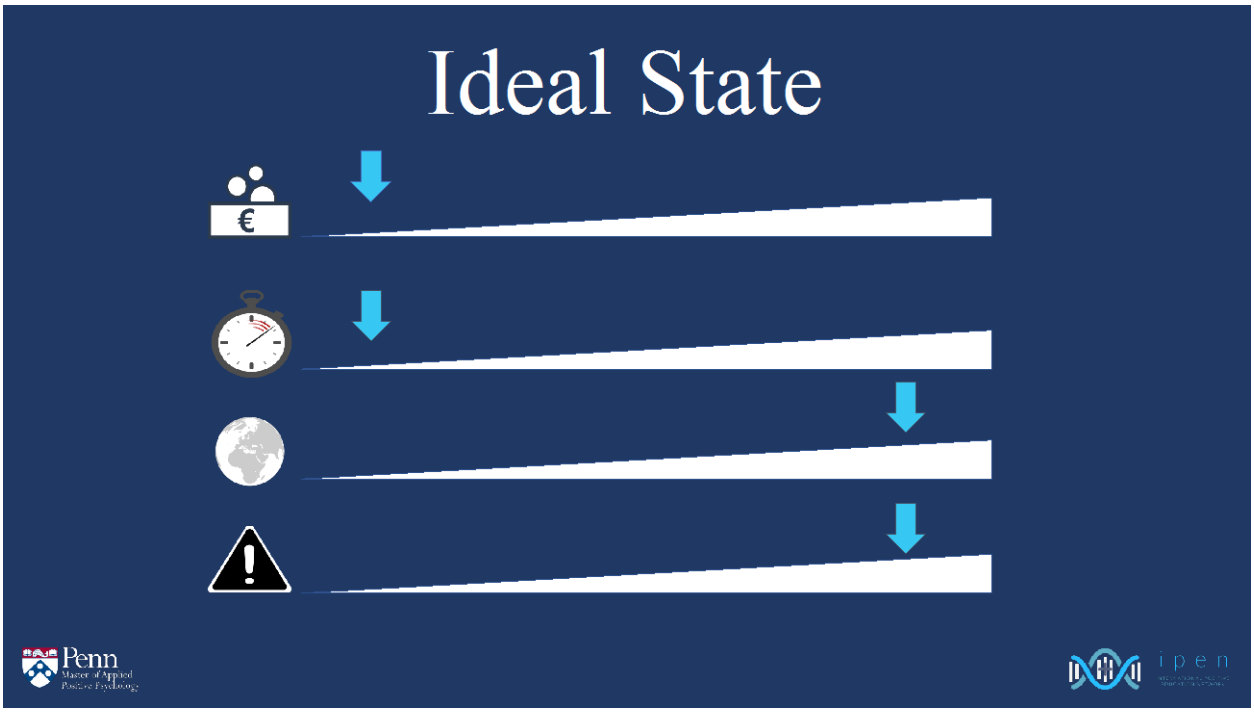
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ipen Global Podcast Series
Accessible on any smart device
Can be consumed at leisure
Stored for future resource
Short digital files
Delivered periodically
Can generate a regular audience
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Podcasts
50% of Americans are familiar with podcasting
over 1/3 of Americans listen to podcasts
since 2008 podcast audiences have grown
by 12% per year
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(Edison Research, 2016; Vogt, 2016)
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ipen's Global Series:
Teachers Building Resilience - real stories, real insights, real educators.
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Teachers Building Resilience - real stories, real insights, real educators.
Teacher Interviews
Wide Reach
Research Based
Free
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RESILIENCE podcast series

EPISODE	SKILL
What is Resilience?	ATC and Thought Theme
Resilience Thinking in Response to Adversity	ATC and Thought Themes
Resilient Thinking Part II	ATC Thinking Traps
Resilient Relationships	Strength Spotting
Resilient Relationships PART II	Active Constructive Responding (ACR)
Resilient Mind & Body	Body Scans and Mindfulness
Resilient Mind & Body Part II	Somatic Approaches
Resilient Optimism	Best Future Self Activity
Resilient Routines of Gratitude	Three Good Things

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ipen's monthly campaigns

April 2017	Gratitude
May 2017	Strengths
June 2017	Teacher Well-Being
July 2017	Optimism
August 2017	Creativity
September 2017	Grit
October 2017	Growth Mindset
November 2017	Kindness
December 2017	Mindfulness
January 2018	Teamwork
February 2018	Leadership

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benefits & measurement

grow ipen membership → # of downloads

increase engagement → web traffic post-episode

increase teacher resilience → job satisfaction survey & retention

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