# INDEX


Absenteeism, 80–81
Adaptability, 17
Adaptive leaders, 74
Adaptive phase, 73–74
Adjustment, 19
Administrative work, 62
American Psychological Association (APA), 20
Attributes of resilience, 53–55
Awareness of others, 29

Biopsychospiritual homeostasis, 18
Budgets, 62

Calm, 83
Caring for people, 84
Challenge model, 16–18
Change, 10, 17
Classic stage of resilience, 14
Cognitive flexibility, 87
Commitment to values, 89
Common sense, 24
Communication, 91
Community, 82
Compensatory model, 16–17
Conformity, 8–9
Constant vigilance, 57–58
Consultation, 90–91
Contagion theory, 32
Cooperation, 91
Coping, 19–20
COVID-19 pandemic, 74
  generating resilience in times of crisis, 82–84
  and principals' need for resilience, 76–82
  questions, 84
  unique challenges, 74–76
Creativity, 87

Delayed response as resilience practice of principals, 50–53
Detachment, 92
Deterioration, 19
Developing identity, 28
Distance-learning digital platforms, 77

Educational identity, 88–89
Educational reforms, 2
Effective leadership, 28
80/20 law, 40
Emergency phase, 73–74
Emotional code, 26–27
Emotional dimension, 87–88
Emotional experiences, 25
Emotional intelligence, 28
Emotions, 24–25, 83
Empathy, 29, 88
Equality, 6–7
Ethical dimension, 88–90

Family, 82
Flexibility, 28–29
Flexible thinking, 87
Focus, 28–29
Focusing, 93

Google Classroom, 77
Growth, 19

Haven, 83
Help seeking, 91
Hierarchy, 6–7

Holocaust survivors, 14
Hope, 22, 45
Humane action, 6

Identity, 36
Individualism, 9
Initiative, 7–8, 28–29
Internal resilience, 14

Leadership, 73
Loyalty, 89

Mental dimension, 93
Mental resilience, 20
Microsoft Teams, 77
Mindfulness, 29
Moral compass, 88–89

Natural/life-science stage of resilience, 14
Neuroplasticity, 47
Nutrition, 92

Optimism, 28–29, 45, 93
Optimistic thinking as principals' resilience practice, 45–48
Organizational skills, 28–29

Pareto principle, 40
Pareto's law, 40
Personal counseling, 90–91
Personal resilience, 82
Personal Resilience Questionnaire (PRQ), 20
Perspective, 42, 45, 93
Physical activity, 49, 92
Physical resilience, 50
Physical vitality as resilience practice of principals, 49–50
Physiological dimension, 91–92
"Positive psychology" theories, 15–16
Positive thinking, 87, 93
Practices of resilience, 53–55
Presence, 82–83
Principals, 84
  resilience, 24
  work, 40–41
Private self, 82
Professional educational identity as significant component of principals' resilience, 36–38
Professional identity, 36
Proportion, 42–45
Protective model, 16–17
Psychiatry, 15
Psychology, 14–15

Qualities of resilience, 14

Realistic optimism, 48, 83
Realistic pessimism, 48
Recovery, 19
Renewed flexible integration, 18
Resilience, 10–11, 13, 15, 17, 28, 85
  models, 17–20
  and principal's emotional work, 26–27
  and principal's emotional world, 24–25
  school leadership and, 27–29
  study of, 14
  US resilient, 20–22
Resilience architecture
  being rejected by staff, 63–64
  constant vigilance, 57–58
  job, 58–59
  key players, 61–62
  lack of administrative knowledge, 62–63
  questions, 71
  resilience-building forces, 64–69
  resilience-undermining forces, 59–64
  sense of stress, 60–61

Resilience muscles
ability to focus principals' resilience practice, 40–42
delayed response as resilience practice of principals, 50–53
developing, 35–36
dynamics between attributes of resilience and practices of resilience, 53–54
optimistic thinking as principals' resilience practice, 45–48
perspective and proportion as principals' resilience practices, 42–45
physical vitality as resilience practice of principals, 49–50
professional educational identity as significant component of principals' resilience, 36–38
questions, 55
sense of meaning and mission as principals' resilience practice, 38–40
Resilience-building forces, 64–69
growth caused by biographical events, 64–65
indirect support from students, 68–69
successes, 65–66
supportive environment, 66–68
Resilience-undermining forces, 59–64
Resilient leaders
conformity and self-direction, 8–9
equality and hierarchy, 6–7
humane action *vs*. task orientation, 6
initiative and stability, 7–8
orchestra of contradictions and conflicts, 2–3
principal sneezes, 1–2
purchasing desks, 4–6
questions, 11
super-role, 4
teamwork *vs*. individualism, 9
tightrope walker, 3
time for resilience, 10–11

School leadership
importance of integrating components of resilience into school management, 29–30
impact of leadership and resilience on school environment, 30–32
questions, 32–33
and resilience, 27–29
School management, 25
Schools, 24
Self-awareness, 29
Self-care, 82
Self-direction, 8–9
Self-regulation, 87–88
skills, 22
Sense of meaning and mission as principals' resilience practice, 38–40
Sense of self-efficacy, 88
Sleep, 91–92
Social contagion, 32
Social dimension, 90–91
Social science stage of resilience, 14–15
Social support, 66
Stability, 7–8, 83
Staff fatigue, 79
Support, 91

Task orientation, 6
Teamwork, 9
Tightrope walker, 3

Time for resilience, 10–11
Tolerance toward others' values, 89–90

Unrealistic optimism, 48
Unrealistic pessimism, 48

Visibility, 82–83
Vision and goals, 89

Wolff Law, 35–36
Work, 82

Zoom, 77
  fatigue, 79