**“Thanks to Corona!”: Narratives of Teachers-in-Training Through a Bioecological Lens**

**Introduction: Theoretical Background**

Bronfenbrenner’s bioecological theory is a key contemporary theory highlighting the impact that context has on human developmental processes (Rosa & Tudge, 2013; Xia et al., 2020). Bronfenbrenner’s model (1989), based on Vygotsky and Levin, describes human development as a function of the interactions between individuals and their environment. The individual is at the center of the model, surrounded by concentric circles of interconnected systems, illustrating the contexts in which development takes place. The microsystem includes the systems in the individual’s immediate context; the mesosystem involves interactions between the microsystems in which the individual functions; the exosystem includes the systems in which other people who interact with the developing individual operate; and the macrosystem—the comprehensive structure—includes societal policies, resources, culture, values and ideologies that impact the individual’s development.

Additionally, Bronfenbrenner noted the chronosystem, which includes a timeline of normative and exceptional personal and historical events that occur during the individual’s life or in their historical context, which influence their development. In a later bioecological model, Bronfenbrenner described human development as the product of proximal processes, mutual interactions developing individual has with other people, objects, and symbols in the environment, within the context of events occurring in the person’s life, which he called the PPCT process: **P**erson, **P**rocess, **C**ontext, **T**ime. These processes affect the developing person in acquiring knowledge, skills, abilities, and competencies (Bronfenbrenner, 2005).

Although Bronfenbrenner did not specifically address times of crisis, following his assertion that development is shaped by the conditions and events during the time in which an individual lives, Myer and Moore (2006) proposed an ecological perspective for understanding and analyzing development during crises. They said that it is necessary to examine the mutual impacts between an individual and the surrounding social strata, as well as changes that take place during the crisis period.

The time period beginning in 2020, when the Covid-19 (Coronavirus) global pandemic broke out, was characterized by upheavals in personal, social, and professional realms. This offers a unique opportunity to examine the bioecological theory in a time of crisis. The pandemic led countries around the world to impose lockdowns and social distancing policies. In many countries, education systems transitioned rapidly and without preparation to distance learning in all stages, from kindergarten through higher education. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020), this was the most significant disruption to the education system in generations, forcing teaching staff and institutions to respond quickly to unexpected circumstances.

Studies that used an ecological approach to examine how teachers coped with this crisis found reciprocal relationships between teachers’ personal traits, the teaching methods they used, and the systems in their environment, which had a complex and integrated impact on teachers’ work and wellbeing during the crisis. They reported challenges such as exhaustion and difficulty in balancing their personal lives with work. These simultaneously influenced and were influenced by social issues such as inequality, communication, politics, and teachers’ coping methods that were related to personal characteristics, skills, capabilities, and their relationships with colleagues, family, and friends (Capurso & Roy Boco, 2021; McDonough & Lemon, 2022).

The current study followed the development of a population that was at a significant developmental crossroads during the Coronavirus crisis: young women who began their teaching careers during this period. Specifically, they completed their final year of studies at a teaching college in 2020, when the pandemic broke out, and began working as novice teachers in 2021, while still in the midst of the crisis period. Many countries face a critical lack of teachers, and research has indicated the need for studies investigating the factors that influenced the developmental journeys of those who were entering the teaching profession at this time, and their relationships with the surrounding systems (Corcoran & O’Flaherty, 2022; Mansfield et al., 2014; Price & McCallum, 2015). This need has been confirmed by studies that found that the Coronavirus crisis disrupted education students’ training processes (Sanders-Smith et al., 2022) and destabilized identity construction among novice teachers (Dvir & Schatz-Oppenheimer, 2020).

Many studies have applied Bronfenbrenner’s model in educational research, and verified the importance of considering environmental contexts in research on teacher development (Cross & Hong, 2012; Sell, 2013). However, to the best of our knowledge, there have not been previous studies in the field of education that analyzed the development of novice teachers through the lens of the bioecological approach during an intense crisis such as the Coronavirus pandemic. The current study examined professional changes among a population of young women who were undergoing teacher training during this crisis, in the context of their interactions with their environment.

**Results**

The results are presented in a sequence that sheds lights on the timeline of the developmental journey of these teacher-trainees during three subperiods that were identified in the study.

**Stage 1: Outbreak of the Crisis**

The students described the outbreak of the Coronavirus as “a kind of ending,” a time of shutdown, stasis, and stopping. Their narratives were characterized by expressions such as: shock, confusion, and “earthquake.” One described effort during this period as futile:

*“As soon as the Corona arrived, that was it. The huge nightmare began. I kind of erased this period. I saw training during this time as futile.”*

The shutdowns resulted in fewer opportunities to implement what they knew. Another student said:

*“I don’t think I learned much from distance learning. Maybe I’ve learned that it’s not effective. There were fewer opportunities and conditions in which to get experience [teaching] frontally. I did not progress. Also, because I didn’t manage [to learn] the discipline.”*

During this first period, the instructors who trained the education students saw a cessation in their students’ development, due to confusion and fear. As one instructor said:

*“In the first part [of their training, before Corona] there was activity; in the second there was no longer the same desire. Something was turned off there.”*

The focus group conducted among of the teaching college’s faculty members showed the mutual influence among the systems, how multiple issues simultaneously were influenced by and influenced the upheaval surrounding the crisis:

*“Things got stuck, because we didn’t know anything either. It took time for us to learn to swim in this river, to learn the technological methods. Everything fell on us by surprise, but in hindsight we may have missed something. We should have given them tools that we didn’t provide. We didn’t think. We knew there were problems. We were busy with the ‘other’ challenges, we were not free to think.”*

Several critical characteristics of this period can be identified. One was **overload**, both on the system (a challenge described in the focus group) and on individuals. The students described the burden they felt: “I had no patience. It was not easy,” and “Suddenly work had no timeframe, it took up my whole day.” The faculty members also noted the burden that learning from home placed on the students, which affected their relationship with them:

*“They are young. They did not understand what had fallen on them. Even so, a lot of learning materials were sent to them at home.”*

A second characteristic of this first period of the crisis was a sense of **alienation** following the transition to distance teaching. This was attributed both to technological difficulties and to the isolated feeling resulting from communication via a screen:

*“To teach and not receive feedback. I don’t know what they understood and what they didn’t. Do they need an explanation? ... I felt stupid, like I was talking to the walls. I missed their reactions, their shining eyes. There was no satisfaction.”*

A third trait that emerged was a sense that during the pandemic, **relationships were arbitrary and ephemeral**, due to the lockdowns, illness, and social isolation. The interdependence and mutual influences within the multi-level ecological system could be seen in the students’ learning and development process. At times, the education students prepared a lesson plan but their pupils were not in class and missed parts of the subject being taught. Sometimes, the instructors were ill and had to go into quarantine. Multiple times, schools were closed because teachers became ill. The State imposed lockdowns, and when classes resumed, the lesson that the student-teacher had prepared was no longer relevant. The parents of both the education students in the college and the pupils in the schools had an impact when, due to their fears, they refused to let them come to school to teach or to learn.

Another characteristic at this stage of the crisis was **supervision**. On one level, the education students and their instructors noted that pupils’ parents intervened in lessons that took place via distance learning when the family members were at home. On another level, there was increased supervision by the establishment, as described in the college faculty focus group:

*“The supervision challenged our ability to cope. At a highly regarded institution, the principal did not allow lessons to be conducted without instructors’ supervision, and did not let students contact their pupils or the families by phone, probably out of fear that they would make mistakes if there was no possibility for supervision.”*

All of these occurred within a broad context of limitations and changes in resources, which in turn affected the narrative regarding the crisis. One student said:

*“At every turn, I would get stuck. Another rift. I had to adjust my materials, change and adapt.”*

As an instructor explained:

*“She ran for the first six months, then switched off [...] she was afraid to spread her wings.”*

This expression “spreading wings” was also used by students describing how they experienced growth as a result of the crisis, as will be shown below.

**Stage 2: Transition from Necessity to Creation**

As the timeline progressed, about two months following the outbreak of the Coronavirus crisis, we saw a change in the narrative, from shock to change and opportunities for development, as described by the education students:

*“All in all, a lot of beautiful and good things came out, after the initial shock. I learned other things. The most encouraging period for me was during the Coronavirus after the lockdown, a time of unexpected change that offered me many new possibilities, opportunities.”*

*“During the training, there was Part 1 and Part 2. Two different stories. There was one story during the routine, and I learned a lot from that, and there was another story during the Coronavirus, and I learned even more from that.”*

The students said that the urgency presented by the situation and the restrictions was a catalyst for growth. The expression of doubts that characterized the first stage were gradually replaced by a more confident discourse:

*“When we could not teach in the classrooms, when there was only distance learning and I had no contact with my pupils, that was difficult. I reconciled myself with it, but it was hard for me. In the end, I came back to myself, but in a different way. Maybe I stated it too harshly earlier when I said that the Coronavirus clipped my wings, because over time I felt that we came back to a place of development and learning, but in a different way. I was limited, but I learned from other angles. We would not have gotten these other tools if this had not happened. We learned a lot and changed a lot, no doubt. I learned to manage, to be flexible, to think in other ways. There was learning from this, no doubt, but it was of a different type, definitely.”*

The instructors also saw the students’ perspective on these issues. As one said:

*“Corona was a huge turning point in her development, the difference between heaven and earth. At first, I wondered what would happen next, but she opened up, said ‘I’m scared, but I’m looking ahead.’ I saw her turn from fear and doubts about to whether to get involved in teaching, to be joyful and active.”*

At this stage, the young education students flourished, but the college faculty members remained fearful and fixated, as was seen in the focus group:

*“We, the faculty, were very scared. The students got along much better than we thought they would. They were the ones who were okay in this story. They are young with a youthful spirit, open-minded, not stuck.”*

These changes occurred in an ecological system of mutual impacts and transformations in relationships, new needs, and the undermining of the usual frameworks, along three axes: the staff in the educational institutions where the education students did their practicums, the pupils in these schools, and the pupils’ parents.

The ongoing pandemic led to a policy of dividing classes into capsules (small learning groups) in educational institutions, which needed additional staff. The education college students were given the opportunity to teach them. They demonstrated responsibility and were successful. The school staff expressed their appreciation and support, which increased the students’ feelings of competence and helped develop their professional identity. In the words of one education student:

*“As a student, they let me be an educator in a capsule, because classes had to be divided and there were not enough teachers. I felt part of the team. The teachers were interested in me, appreciated me, trusted me! I saw myself progress, and know that this is the profession I want! For me, teaching fits like a glove! I simply enjoy it. There are also difficulties, I can’t say that everything always goes according to plan, but I learned to deal with them, and not be weakened.”*

The impact was evidently two-way; the students and veteran teachers affected each other, given the feeling that “everyone is adrift in the same boat and needs help.” As one student put it:

*“It was a new and intriguing page. I had more freedom. Working in pairs became central. We had dialogue, discussions, projects, and creative activities. Distance learning is something that no one had experienced, not even the veteran teachers. Together, we learned how to teach this way. We created something new, together with our instructors.”*

There were also changes along the second axis, regarding their work with the pupils. The traditional view of teachers as agents for learning shifted towards a view that has a personal and emotional relationship at its core. This resulted in a change and development in their perception of their professional identity. As one student said:

*“At first, I was worried that ‘how are you feeling?’ conversations with our pupils were pointless, not helpful. Over time, I discovered that this was not the case, and that gave me great satisfaction. I was there for my pupils, both emotionally and academically. I know I did something useful in the world. I felt that I was really an educator. These were my pupils. I took them into my hands. I discovered an educational identity. There was an opportunity for personal connection. It was actually the physical distance that made us come closer. My pupils would call me for help with their studies, and also to talk. I was a teacher figure for them, someone who is always there and can be turned to.... Then they [the school administration] asked me to teach in another class. I felt like they really saw me.”*

As a teaching college staff member said:

*“In the midst of all the confusion, you find yourself as a person. Your job is to support the children, to be a stable figure for them. Suddenly, the training touched on other things. The question came up: is this called learning, development? What is the place for personal conversations with pupils that focus on their feelings and emotions? How can they be conducted correctly? Suddenly, they learned the importance of the educational figure, personal and emotional space, security and stability for the pupils.”*

The third axis was the pupils’ parents. If the relationship between the education students and the pupils’ parents was negative, it caused a difficult emotional situation, loss of confidence, and diminished motivation to work in the teaching profession. On the other hand, a positive relationship gave the young student-teachers inner strength and courage, and helped them develop. They saw it as conforming their success in teaching:

*“That’s where the whole story started. Every time I remember it, I get a lump in my throat. Parents called the principal and asked why she started the lesson like this and not some other way. I would be trembling when I went to these Zoom meetings.”*

*“I think this is where Sarah-the-Teacher was born. It was the Corona that year that pushed me forward. I got a lot of compliments from parents. I felt more secure, more space, and I gave more of myself for the population, the class and the school. The evaluation I received gave me a kind of ‘enlightenment’ some self-esteem in the profession. I started as a student and ended as a teacher.”*

These narratives testify to the multiple ways in which the crisis contributed to the education students’ development. First, they learned to deal with crisis situations. As one said:

*“The world is dynamic. We don’t know what will happen tomorrow. I wouldn’t give up this time period. It built me up a lot. It let us face challenges, grow stronger. It was an opportunity, we had no choice but to experiment, to deal with an unexpected situation. We had to bring out the best in an emergency situation, and especially how to learn within it.”*

One instructor said:

*“Even though they were not in the kindergartens, they learned how to deal with a different, unusual, sudden, and long-term situation. How to maintain a framework, stability, and security for the girls in the kindergarten.”*

A college staff member said:

*“Actually, they were open to everything. For them, this was an opportunity to try things and develop new ways of doing things, to be flexible and live with uncertainty, even in the professional realm.”*

The crisis also contributed to developing flexibility and creativity. As one education student said:

*“This wasn’t preparing a normal plan for a 45-minute class with a whiteboard and so on. I think it gave us more. We had to find our ways. It made me try to be clearer and better, to try to explain myself. Maybe I became a better teacher, thanks to the Coronavirus.”*

An instructor said:

*“Mental flexibility. It had to be short and interesting. It is possible that they made more progress precisely because of the barriers.”*

Moreover, the situation created a unique opportunity for independent expression. A student said:

*“The Coronavirus was an experience. Everything was different, interesting. The work came more from personal choice, which seems right to me, less conforming to a uniform framework, there was more freedom for those of in the field to work how we thought we should.”*

Another student said:

*“I felt that specifically during this time, I was finding myself. After the restrictions of quarantines and capsules, I managed classes by myself. You’re in the struggle alone, and have to face it.”*

A college faculty member said:

*“The students who didn’t seem to be progressing [before, during the routine times] were now teaching at a high level, including one student who almost dropped out the previous year. This was a big push, and those who took advantage of it jumpstarted their development in different and diverse directions. They took initiative, made an effort, got involved, had an influence, gained self-confidence and professionalism. Actually, we were more ‘teachers’ during Corona. There may be people who do not see this as professional development, who measure development according to indicators from the past.”*

New indicators of development arose during this period, in contrast to the ones that characterized the first period of the crisis, which reflected expectations based on what had been familiar before. A few months after the outbreak of the crisis, the narrative changed, and mutual influences between the students and the ecosystems around them shaped their developmental processes during the crisis.

**Stage 3: Entry into Teaching, The Second Round**

At the beginning of the following academic year, the education students began to actually work as teachers. The narrative that emerged included both the challenges of starting work during this time, and the increased opportunity they had to get a job due to the shortage of teachers due to the Coronavirus crisis. These novice teachers needed the courage to deal with instability and develop. As some of them said in the second round:

*“Filling this role forced me to move between different age groups and study subjects. This broad and varied experience gave me a sense of professional development. I moved between classes according to the needs. Once Corona started, they couldn’t always give me enough time to prepare, so I learned to make contingency plans for various classes that I would have in my bag.”*

*“The important thing we learned is how to learn. I got the tools to learn on my own. Maybe it’s part of my development, this continuous learning.”*

In this second round, the issue of support stood out, particularly regarding parallel processes in the development of the relationships between the novice teachers and their pupils, the administration, and the school staff:

*“You need sensitivity towards students, to always look at the emotional aspect as well. To smile. It gives meaning to the work. I’m also part of the team, even though most of them are veteran teachers. I went in with confidence, and I’m doing fine.”*

*“The principal reassured me, said not to worry, she would give me guidance and I would learn. Because just as I did not know [what to do], many other teachers didn’t know either. Experienced teachers! She understood and didn’t get angry. She has nothing to be angry about. Until Corona, nobody was very familiar with these tools.”*

*“I think that every teacher at the beginning of her career, apart from practical things, needs emotional help. There were times when I went home in tears and thought that this is too much for me, and I don’t want to do it. What should I do? My coworkers’ emotional support kept me going. And the principal, who is very good, whenever she evaluates me, she always gives another challenge.”*

Analysis of the interviews from the second round identified another layer in their development; development of a sense of purpose:

*“I had difficult moments, when I felt that I had run out of strength for dealing with the children, but I knew it would pass. I never seriously thought about leaving. I knew they were ‘Corona children,’ and I saw that it was hard for them. They came with deficiencies. They did not know how to behave. They didn’t know how to play. I had to teach them everything... I have to be patient with these children who have difficulties, I know that the child is not to blame. I feel that my patience has grown.”*

This development took place within the context of a mutual impact between elements in the ecosystems (i.e., the distance learning policy, the educational training, the parents) which took place within the context of a crisis:

*“After the Coronavirus, I may have become more caring. My training is already well behind me, but it seems it has an impact on all of the work. Then we paid attention to the emotional-personal part. I thought about this in retrospect. To this day, I am proud of and emphasize the skills I acquired in the training.”*

*“It exposed me to things I hadn’t been exposed to before. It also gave me a little chance to get to know myself, not connected to work. It shed light on what I really want, my personality and desires. I think I am more open because I was exposed to things I didn’t know about before, like many girls who have emotional and social problems. I was used to having distance between the teacher and student, and suddenly the girls would hug me in the morning... I had to deal with that and also with parents who were not so easy. The head teacher supported me during this period. I learned a lot.”*

It emerged that during this crisis, these young women moved from a sense of isolation to a sense of connection. Opportunities for personal expression emerged specifically out of the chaos that resulted from the lack of familiar routines and tools. They were given a supportive environment. In this context, teaching became an integral part of their identity:

*“For me, teaching is like water for my soul. It gives me a lot, gives me satisfaction, to work with [students’] souls. Every day, I see it as a mission.”*

*“Me and being a teacher go together like a picture and its frame. I adapt myself to the picture. The picture is my pupils. Being a teacher is to follow procedures, be part of a team, adapt myself to the character of the place. And when I am there, the picture is much more complete.”*

**Discussion**

This study followed the professional development of a population of female education college students, from the last year of their training, when the Coronavirus pandemic broke out, through the end of their first year of teaching, while still in the midst of the crisis. In light of literature indicating the emotional vulnerability and attrition rate of new teachers in many countries (Corcoran & O’Flaherty, 2022), our study looked at the journey of these education students who became new teachers, in order to learn about the effects of context on their development at this critical juncture, under conditions of uncertainty.

The first stage of the crisis was characterized by chaos and a sense of overload, disconnection, randomness, and transience. There was also increased supervision, perhaps in an attempt to maintain and uphold the existing structures of the educational frameworks. Our findings verified previous knowledge about the effect that the passage of time has on people dealing with a crisis (Myers, 1999; Zhu, & Burrow, 2022), and found that in this case too, the picture changed over time.

Crisis events impact development to varying degrees. Usually, as time goes on, the impact of the crisis decreases and the likelihood that a new equilibrium will emerge increases (Bronfenbrenner, 1995). Examining the proximal processes throughout this time period, we found that the initial development that took place did not diminish, but was assimilated into the young teachers’ professional identity. This was expressed through their self-perception that being an integral part of their identity was being teachers with professional skills such as flexibility, creativity, independence, determination, and dedication. These characteristics persisted during their transition from the status of education students to novice teachers.

Bioecological theory explains developmental transformations as a result of mutual impacts between individuals and the systems around them (Vélez-Agosto et al., 2017; Xia et al., 2020). During the pandemic, factors in the surrounding ecosystems the education students/novice teachers to the profession of teaching, and influenced their relationships with staff members, their pupils, and pupils’ parents. Governmental policies and guidelines for citizens and for education systems during the pandemic had ramifications, such as the transition to online teaching during lockdowns, the need for reinforcements for the teaching staff, and the need to reduce personal stress. All these created mutually-influential circles of factors impacting development processes among these young women.

The reality that all the partners in the education system had to help each other more than during routine times, led to the fact that the education students’ relationship with their instructors became two-way and symmetrical. They spoke of themselves as “we” and saw themselves as equal partners who were together creating solutions and appropriate teaching methods. Following previous studies that found the Coronavirus pandemic created a two-way system and a sense of connection among fellow teachers (Bharaj & Singh, 2021; Chalk, 2020; Neuber & Göbel, 2022), we found that the mutual effects between the instructors and the young education students/novice teachers led to development of their professionalism, ability, efficiency and motivation.

The Israel Ministry of Education’s policies during the Coronavirus pandemic created expectations that teachers would provide a response to pupils’ emotional and social difficulties during this time. This permeated the training programs at the teaching college, leading them to focus on skills that had not previously been emphasized (Hadar et al., 2020). These, in turn, affected the interactions between the novice teachers and their pupils. Their developing professional identity shifted from a traditional view of the teacher as a learning agent to a broader view of education that emphasizes the emotional-personal connection between teachers and pupils. The education students’ quick response to this, and their willingness to shift the direction of their actions had a reciprocal effect on the faculty at the teaching college, who were surprised and impressed by the students. The students’ sense of satisfaction and success further increased their ability, leadership, and initiative.

The opportunities to take action during the crisis, to discover their independence, creativity, responsibility, and involvement were also expressed in their relationships with their pupils and the staff in the educational institutions where they worked as notice teachers. The importance of these relationships has been found in other research conducted before and during the Coronavirus pandemic, that the situation provided new opportunities for collaboration and creativity (Bubb & Jones, 2020; Mansfield et al., 2014; McCarthy, 2022; Mellon, 2022; Price & McCallum, 2015). The findings of the current study highlight not only the importance of supportive relationships in helping people to cope during a crisis, but also their contribution to shaping professional identity itself. The reactions from the staff in the educational institutions and the pupils’ parents in recognizing the novice teachers’ efforts, expressing appreciation, and supporting them, had an impact on their interpersonal relationships and modes of involvement. This, in turn, affected how the novice teachers perceived themselves; this established their professional outlook and identity.

The changes in the ecosystems following this historic crisis led these education students/novice teachers to discover their personal voice and autonomy, and eventually to find a personal identity emerging from their sense of purpose. A sense of purpose is linked to career ambitions and is strengthened when it aims to achieve something that is personally meaningful and has consequences for the world beyond oneself. It has been found that having a sense of purpose helps people, especially education students and those in “caring professions” to navigate and impact the world, and in turn it influences how the world affects them (Burrow et al., 2021; McCarthy, 2022; Sepulveda et al., 2022). A sense of purpose may develop out of adversity or negative experiences (Malin et al., 2019; Zhu, & Burrow, 2022). In such situations, the negative experience is a trigger, causing individuals to identify the relationships that are developing in the contexts in which they operate. This leads them to develop more positive interpersonal relationships, which in turn have the power to reduce the negative impact of the crisis on the individual (Burrow et al., 2021; Myer & Moore, 2006).

People must make adjustments to others during a crisis. In the case examined in this study, parallel adjustments made were made between the veteran teachers in the system and the novice teachers, as well as between the novice teachers and their pupils. These encouraged emotional, social, and cognitive openness, caring, creativity, the development of a sense of purpose, and the courage to express their own personal voice. In this way, because the crisis served as a trigger to emphasize certain perceptions and abilities in the training process, the students developed a sense of their own ability, motivation to work in the teaching profession, personal voice, and a sense of professional purpose. The narratives that emerged in this study indicate that the changes following the outbreak of the pandemic were not simply adaptive processes (Bharaj & Singh, 2021), but had elements of a fundamental and qualitative change in functioning (Tedeschi & Calhoun, 2004).

Will the effects found in this study change over time? This longitudinal research methodology was designed to explore changes over time, and the research findings suggest that these changes were assimilated and established as part of the novice teachers’ professional identity. At the same time, the bioecological model emphasizes the impact of time, indicating that additional studies will be needed to follow the development of the effects that emerged during the crisis in its aftermath. It would also be worthwhile to examine whether future crises or changes have similar or different effects on the development of pre-service teachers.

This qualitative study focused on one population of female education students, in which we used triangulation of sources of information to learn about their developmental journey as novice teachers. Additional qualitative studies would enable us to expand our findings, to learn about the journey of others in the ecosystems, such as pupils or their parents. In addition, quantitative research could gauge the extent of the changes among various populations.

The ever-changing trajectory of the Covid-19 pandemic in particular, and the reality of global uncertainty and volatility in general highlight the challenges of training teachers in an indefinite and complex world and the importance of current research that is sensitive to the impact of the times. These findings can help all those involved in teacher training to identify the potential embedded in current events, and in seeing a crisis such as the pandemic as an opportunity to prepare professionals for their future careers (Belser & Prescod, 2021) and to develop support systems for adaptation and systems to promote their development.