



RESILIENT STRATEGIES IN HIGH SCHOOL TEACHERS DURING THE LEARNING PROCESS IN A PANDEMIC

ANA ELVIRA CASTAÑEDA CANTILLO¹, INGRID NATHALIA MENESES RUNZA², JOSÉ ARLES GÓMEZ ARÉVALO. MARCELA ORDUZ QUIJANO³, MARCELA ORDUZ QUIJANO⁴, CARLOS ALBERTO ORTEGA MEDINA⁵

¹Doctor of Education. Professor Doctorate in Education Universidad Santo Tomás. Bogota, Colombia.

²Doctor of Education. Teacher Educational institution Secretary of Education Bogotá, Colombia.

³Doctor of Education. Director Editorial Fundación Universitaria J. N. Corpas. Bogota, Colombia.

⁴PhD in Education. Professor Doctorate in Education Universidad Santo Tomás. Bogota, Colombia.

⁵PhD Student in Education Universidad Santo Tomás. Teacher Vicente Azuero Floridablanca Technical School. Consultant Professor Cvudes. Santander, Colombia

Abstract

This research sought to characterize the resilient strategies used by teachers, in the fifth cycle of secondary education, in institutions of Bogotá city and Cundinamarca state, in the public, private, urban, and rural sectors, during the process of learning at home strategy led by secretary of education, in times of pandemic.

From a qualitative approach and hermeneutic methodology, semi-structured interviews were applied aiming to understand the resilient strategies of teachers when facing the crisis caused by the pandemic, based on the analysis of meanings attributed to the experiences by the selected group of teachers.

The data obtained from the analysis were triangulated with the inductive categories' conceptual referents related to the experience of the pandemic, the teacher's role and learning at home strategy. Subsequently, three categories emerged from the resilient strategies used in the face of personal, family and teacher's role problems.

One of the most outstanding conclusions is the recognition of the family environment as the most significant context to provide care and support to oneself and others; additionally, it allows to establish accompaniment actions through the organization of personal and collective rituals, emerging in correspondence, hope and management of uncertainty in the face of the constant changes brought about by the pandemic.

Key words: resilient strategies, role of the teacher, pandemic, middle school

INTRODUCTION

The years 2020 and 2021 will be a milestone for humanity because of the pandemic virus called COVID-19, which brought with it health measures characterized by social distancing, the closure of establishments, the limitation in mobility and consequently a change in routines and social practices which triggered a series of political crises, economic, family, psychological and educational that, among others, left a social lag with a debt whose cost will take several years to match (Cordera and Provencio, 2020).

In the case of education, according to a United Nations report, the pandemic had devastating consequences on learning (2020), especially for students who, due to the economic and technological gap, were unable to continue with the proposed virtual or remote process, added to the psychosocial problems that led to the increase in the rate of domestic violence by 142% in 2020. compared to 2019 (National Institute of Legal Medicine and Forensic Sciences, June 18, 2021), the number of teenage pregnancies (Magallanes, 2021) as well as the percentage of suicides during the pandemic (Jerónimo, et al., 2021).

In this regard, teachers had to face the complex problem, creating, innovating and implementing strategies that responded not only to the difficulties in teaching, but to the panorama in general, in the midst of this global crisis.

However, in the face of the aforementioned crises, resilient strategies arise on the part of teachers, which are defined as those actions that people use to face extreme situations within their life



experiences, such as the pandemic, which confronted, the teacher's ability to solve personal, family and professional problems in the school scenario called: Learn at home.

Hence the interest of this research to understand how the teacher, despite being immersed in uncertainty, tries to continue with the training process by implementing strategies that he builds thanks to the awareness of his role and the need to mediate between the urgent, that is, preserve life and the importance of sustaining the educational system despite the distancing, using the technological and economic resources of teachers and families given the limited presence of the State.

CONCEPTUAL REFERENCES

Resilient Strategies

In the educational field, resilient strategies are defined as those pedagogical actions implemented by the teacher with the intention of supporting students to face situations of adversity; Under this perspective, it is teachers who, in a creative and innovative way, generate "pedagogical processes of containment, based on solidarity and trust, from a perspective focused on the personal resources of the student" (Castañeda et al., 2019, p.19) with the purpose of helping you in your learning process. However, given the diverse roles played by human beings, resilient strategies can be classified into three levels; The first is related to the personal dimension, which accounts for those activities that are executed in order to enhance the development of the being as an individual, tend to self-care, self-strengthening and self-esteem to survive positively to adversity.

The second corresponds to the family environment, in which the person as a member of said system, acts proactively and in solidarity in order to support situations that affect them as a group either as a whole or some of its members, to give emotional or cognitive support to those who go through experiences of great vital difficulty.

And the third, in the workplace, according to Doy et al (2012), "thanks to the positive influences that the teacher receives, he can control the nuances and fluctuations of his trajectories in the work development, gaining stability in his professional life" (p.186); In this sense, the community and school life in general, become a context that, par excellence, gives elements to the teacher to strengthen their resilient capacity.

In this way, the purpose of these strategies is to provide tools to students to continue the formative process despite the continuous changes, challenges and culture of transience or impermanence, which in times of pandemic permeated life in school directly.

Secondary Education

However, the interest in addressing teachers working in grades 10 and 11 is based on the following aspects; Firstly, Colombian education is compulsory up to grade 9; Therefore, it is inferred that there is a personal and family interest in obtaining the title of technical or academic baccalaureate and the projection of continuing in tertiary education; In addition, at this stage students present the standardized tests, Saber 11°, facing the social responsibility that falls on the result.

On the other hand, students who receive the Technical Media modality have an additional 10 hours of academic activity, which implies a greater number of subjects to attend.

Additionally, the ages of the students range between 14 and 18 years old, that is, a stage in which the guardians promote autonomous behavior, as well as a responsible and committed attitude with their own training and with the decisions that will affect their future, once they graduate, as well as support in the face of the diverse and complex family situations they face due to the pandemic.

In addition to the above, it is a stage in which interpersonal, friendship and / or courtship relationships are prioritized; Unfortunately, because of the condition of isolation and loneliness, some young people were immersed in anxiety, depression and thoughts of suicide, due to the lack of accompaniment, guidance and tools necessary to perform an adequate management and balance of emotions in times of crisis.

For the Colombian case, a forensic medicine report reports that the "rate of suicide attempt by age is always higher in the 15-19 age group than the other age groups (Cabrera, September 21, 2021).



On the other hand, it is to be considered that young people, in relation to other students, have a greater approach to ICTs and the use of digital tools, facilitating, if economic conditions permit, an immersion in virtual learning environments with greater autonomy and readiness.

For all the above and without ignoring the problems and particularities of each stage of development and school cycle, it is chosen to understand the complex work of the secondary education teacher, who must make a proposal for curricular flexibility attending to various needs faced by adolescents. Learning at Home

During the pandemic, the strategy called: Learning at home, collected the proposals made by teachers so that students received pedagogical and didactic orientations at home, under the remote, synchronous or asynchronous modality, which would allow them, despite the confinement, to continue the learning process autonomously or with the supervision and accompaniment of family members or caregivers (Sosa, 2021).

However, the term Learning at home is used from the Anglo-Saxon proposal called homeschool or home education, promoted since the 70s, by members of radical or fundamentalist communities, who rejected the traditional school because they opposed their educational ideals based on child liberation or on the other hand, on submission to ideologies (Gaither, 2017), being the parents mainly, who assumed the pedagogical orientation in whole or in part.

Research Method

A qualitative approach was adopted which allows access to the subjectivities and valuations of the participants, with the purpose of attributing meaning to their experiences and differentiating them from other similar ones thanks to their singularities; according to Bachelard (2011), "habitual and problematic moments can be described, as well as the meanings in the lives of individuals" (p.27).

In coherence, a hermeneutic methodology was used, which is based from the perspective of Grundy (2000), in an interest in building knowledge based on processes of comprehensive and interpretative order, which people must give to lived situations, so that they can access the ways of seeing the world. This allowed us to find trends in the information obtained, accounting for convergences and divergences in the face of teachers' resilient experiences of learning in a pandemic.

Instruments and Procedure

It had the participation of 10 teachers of secondary education, belonging to public, private rural and urban educational institutions of Bogotá and Cundinamarca, to participate in the research it was required to have experience greater than 7 years and have at least a master's degree in sciences related to education.

A semi-structured interview was used, previously validated by expert judges, designed with 2 sections, the first that collects sociodemographic aspects and the second, information about experiences, perceptions and meanings about the pandemic, resilience, the role of the teacher and the concept of learning at home.

With regard to the analysis of the results, a tree of alphanumeric codes was elaborated with the pre-established categories and with the emerging categories, which allowed with the trends found, to carry out triangulation processes with the objectives and with the conceptual and epistemological referents of the research.

To carry out the hermeneutic exercise, the texts transcribed from the interviews were used; Of the sociodemographic aspects, it is highlighted that it is a heterogeneous group of teachers made up of 5 women and 5 men; of these, 7 work in the public sector, 3 in the private sector; with respect to the areas where they work, 4 of these are located in the rural area of Cundinamarca, 6 in the Capital District, 6 teachers belong to the morning day, 3 in the afternoon and 1 in the single day.

Additionally, they guide processes in the subjects of Natural Sciences, English, Literature, Computer Science, Technology and Physical Education; thus achieving a diverse representation of individual and subjective experiences in order to understand the resilient strategies used in the personal, family and professional spheres during the pandemic.

In coherence with the methodology, an analysis matrix was developed to identify convergences, divergences and tensions against each category and subsequently, the keywords were established and



organized with a coding system; finally, these were analyzed to elucidate attributes of the inductive and emergent categories found (Pérez, 2011).

DATA ANALYSIS

Next, the trends found in the inductive and emerging categories are presented, supported by some textual quotes from teachers, coded with the letter D and a number from 1 to 10, which account for the resilient strategies of secondary education teachers, during the learning process in pandemic.

Pandemic

Once the answers were coded and the respective analysis carried out, teachers' reflections on learning during the pandemic were identified, given the uncertainty and situations they faced on a daily basis, including the role of education, the difficulties they faced and the effects at the pedagogical and personal level.

For the teachers interviewed, the pandemic "forced education to rethink" (D5) to "generate other discourses" (D1) and to resume proposals that had been echoing since the last century, but, due to conditioning, establishment of a comfort zone or resistance to change (Córica, 2020) they had been ignored; for example, making curricular flexibility, working for inter and transdisciplinary projects, prioritizing cognitive skills instead of content, integrating emotional intelligence, learning in context, valuing instead of grading, advancing in the use of ICTs, training for life, among others (D1 to 10). Among the difficulties experienced during the pandemic, which occupied a relevant position are, the lack of face-to-face contact with students, the fact of talking to a black screen, a photograph, initials or an avatar, without obtaining a gestural or corporal feedback that would complement the dialogue, and from this, recognize students' attitudes, difficulties, fears, strengths, and weaknesses (Teacher, 1,3,4,9).

On the other hand, witnessing situations of domestic abuse, when by mistake the camera or microphone was left on (D 3); meeting students who could not connect due to the lack of technological resources, and in extreme situations, learning about the lack of resources to survive (D 9), which led some young people to drop out of the educational system to financially support their families, were the most difficult aspects of coping as a teacher; additionally because they never received support from the State (D 6, 1, 10) and thus guarantee them the right to education; according to a survey, "34,934 students dropped out during the pandemic, of which 77.8% belonged to strata 1 and 2" (Giraldo, January 27, 2021).

Among the pedagogical consequences, a stagnation in the development of skills and learning of specific disciplinary knowledge is mentioned, which was evidenced once face-to-face was returned (D3,1,9) in terms of the personal consequences of both teachers and students caused by the pandemic, are frustration, impotence, burnout, demotivation, depression, stress, added to the difficulty to communicate assertively and maintain attention, due to the visual stimulus of the multiple screens or windows, as well as the ability to generate mechanisms of self-control, self-sufficiency and autonomy to cope with the crisis; in summary (D1 to 10), "the most difficult thing was the transition; first, in the pandemic ask students to connect, and now in face-to-face, ask them to disconnect and look you in the eye" (D 4).

Learning at home

For this category, teachers' reflections were taken in 3 moments, before, during and after the pandemic; before the pandemic, the process of learning at home was mainly characterized by the work or tasks that the student did after his school day, in order to reinforce what was done in each subject, predominating a traditional methodology, "pencil and paper" (D 5, 2) to make consultations, summaries and exercises to reinforce the topic developed (D 7,2,5,10).

During the pandemic, the teacher resorts to his experience to make the necessary adaptations, observing that it is inappropriate to use the same methodology of face-to-face, therefore, he strives to make the contents more flexible, prioritize competences, cognitive and soft skills (teacher, 1,4,5,8); At the same time, it faces the challenge of adapting the didactics of its subject, according to the students' resources in terms of connectivity and devices (D 3,10).



Additionally, teachers mention as an advantage, the accompaniment that some parents and / or caregivers made to synchronous classes, because it allowed them to understand what the teaching-learning process implies and in some cases, value the role of the teacher; also recognizing the importance of creating environments conducive to learning at home and the effects of students on the follow-up and support of families in the proposed activities(D 3, 4 and 8).

However, after the pandemic, it is recognized that the main challenge is to avoid returning to school as if nothing had happened and to continue doing the same practices as before (Teachers 1,3,5,9); therefore, what worked must be evaluated and adapted to face-to-face; for example, flipped classroom processes, the use of platforms, laboratories and virtual simulators; thus overcoming the use that is usually given to ICTs, that is, informal communication and entertainment, to give way to the search, selection and application of information, knowledge and knowledge, with a critical sense, in order to deepen learning.

Complementing the convergences, teachers affirm that technology will continue to evolve, therefore education cannot be left behind, nor stagnant in models, forms, or knowledge (D1, 2, 7) as well as ignoring or ignoring the reality of students (D3 and 4), society and the planet in general.

Finally, teachers highlight the need to learn to organize time and differentiate academic moments from recreational ones (D1, 8,10) and most importantly value life, family and the socio-emotional dimension, rethinking the role of the school and the teacher in the processes of social transformation. Resilient strategies in the role of the teacher

To address the understanding of the role of teachers in the secondary education cycle, the characteristics exposed by the interviewed teachers were classified into: attitudinal, didactic, pedagogical skills and the qualification process during the pandemic.

Starting with attitudinal skills, the ability to innovate permanently to face the challenges during the pandemic is highlighted "in one year, we solved the education of parents, school owners and the Ministry" (D4) thanks to the periodic reflection of praxis, in order to avoid that classes were tedious (D 1,8) and instead, students will "fall in love with the subject" (D3) so that they will find meaning and applicability in their context.

At the same time, the disposition, motivation, management of social relationships and empathy of teachers are observed, due to the fact that, on repeated occasions, they had to make a stop in academic training to listen to adolescents and parents affected by confinement, who placed the trust to expose their fears, doubts or concerns (D1, 3, 4, 7) "was to be a mother or father and teacher at the same time of both one's own children and the students" (D4).

Regarding didactic skills, the use of ICTs to propose synchronous, asynchronous and remote multistrategies for learning and evaluation is highlighted; for example, the creation of web pages, blogs, videos, podcasts, use of Moodle platforms, Edmodo, Teams, virtual laboratories, simulators, applications, physical guides, primers, games, infographics, presentations, rubrics, forms, quizzes, etc. (Teachers 1-10) which were applied and adapted according to the needs and responses of adolescents.

In relation to pedagogical skills, teachers argue that the most important thing was to draw on their teaching experience (D1) and break personal, institutional and social paradigms (D3,4,5,9) against the duty of education, curriculum, teaching, learning and evaluation (Teacher 2,7,8,10); However, they faced many difficulties due to the same uncertainty and the various crises that both the students and themselves were going through; considering finally, that despite the multiple efforts, the level of learning during the pandemic is not comparable to that of face-to-face learning (Teacher 1,2,4 and 5).

Finally, an attribute that attracted attention was the process of permanent qualification because teachers saw the need to learn autonomously about the use of technological tools, office automation, platforms, simulators, laboratories, editing software, etc. (D1-10); additionally, some carried out dialogue processes with academic peers in order to exchange experiences at local, national and international levels (D5,10) thanks to participation in pedagogical networks and / or research groups, where they systematized experiences, made repositories, published articles and books, participated



in various academic events such as talks, seminars or congresses, positioning the role of the research teacher (D5, 9, 10).

Resilient strategies at the family level

For teachers 1, 2, 4 and 6 and families in general, as expressed, the installation of the internet, despite the economic effort, was the most important; however, over time they identified the importance of carrying out motivation processes and additional support to the children, "at first we were thinking that with the internet you could learn, then the families realized that it did not imply only that, but an academic disposition, so, they motivated the students, lifting them up, supporting them, telling them that they have to study and learn" (D1).

On the other hand, it was found that teachers 1, 4, 7 and 8 considered it important to follow up on both learning activities at home and those that could become distracting; this implied the need to organize consensual family schedules "I think one strategy was to realize what my child has to do and what he does not have to do" (D7), "they cannot be exposed to the screen all the time, because that has to be harmful, it was the intuitive knowledge of parents in the face of virtuality" (D1); Another teacher remarked: "sometimes the students were in front of the computer but playing and the parents began to follow up because the students are distracted by video games, so it was time to be with the batteries on, to verify their activities" (D4).

Additionally, some families chose to get involved in academic activities to motivate or accompany their children, including learning assessments; As expressed in the following text, "we conducted several evaluations to find out what parents and students thought about how we were developing learning strategies at home; We did it with the idea of bringing families together; also motivating parents to help their children with work" (D8), "I wish it were always so, that families were really aware of the students" (D7).

There were also reports of families who were in permanent communication with teachers to support their children, as expressed in the following section "Some parents wrote to me on WhatsApp, asking for explanations about work we left to their children or corrections of evaluations to improve grades, that showed that they were very attentive to the performance of their children" (D9).

Likewise, family union and teamwork were highlighted as trends of great impact on the learning process at home, as can be seen in the following section: "In the physical education guides we used some motor challenges which involved the families, with this we found that the families worked together, which facilitated that the student could meet the proposed goal" (D5). Another type of family union was appreciated when "we sat in the dining room to discuss our experiences of how we lived the pandemic and what we were learning; this helped us to listen to what others felt and to give advice or encourage us together, even congratulating each other" (D8).

Likewise, it was found right on the part of families to promote autonomy for learning in their children; that is, to trust their abilities to organize time, so that they could respond with academic commitments, and to get involved only, when their children asked them for help to perform jobs that were beyond their capabilities. Here the principle of good faith and trust in the parent-child relationship became a central element.

The above is observed in the next section, "with my wife we decided to trust our son, or was what we had done to raise him useless? and we realized, that he was very disciplined, when he said he was going to play or study he did so (D2); Another example of this trend can be seen in the following paragraph:

"We noticed that they did not do what they had to do, they spent their time playing and looking at nets. So I told them I didn't want to be their policeman, that they had to be Responsible. After that, they were very complimented and dedicated with what they should do" (D4).

With respect to the learning built by families in the process of learning at home; A trend was detected in teachers 2, 5, 6 and 9, recognizing that, despite the physical proximity with their children, the pandemic was a moment to recognize and approach each other on an emotional level and understand that each one has different styles to face critical situations, as well as to learn and manage their emotional worlds, to which a teacher noted:



"We had to meet our teenagers again and really see that people are, one as a parent assumes that they are in such a way and the surprises we took in the pandemic were many; some very good as seeing them judicious, disciplined, sincere and others not so much when one saw that they did not do what they had to do or were defeated or anguished a lot before the problems or when doing the work" (D6).

Resilient strategies in the personal dimension

Among the personal strategies used by teachers at home, it was found that teachers 2,4,5, 7 and 9 said that it helped them considerably to learn to organize the times to play various roles; such as mother, teacher, recreational leader at home, student, etc. "At first, I had to make a schedule, which nobody was asking me, to say: this space is for the school, this other one is for a study that I am doing and in that I carry out rest activities" (D4), another teacher also expressed; " before the pandemic one was more relaxed with the management of the times, because one knew that I arrived at home and towards what I played, but with the pandemic, I organized a schedule, so as not to neglect anything of work, nor as a mother, the housework, nor stop supporting my children in their tasks "(D7).

Additionally, teachers 1, 3 and 6, expressed that it was very important to do a job on a personal level, trying to strengthen and feel good about themselves, avoiding as much as possible feeling fear or assuming negative positions for what was happening "when I saw the news I was scared, but to try to give strength to my family and my students, it filled me with courage and I thought that everything was going to be fixed" (D6), confirming the above a teacher commented: "my spirits dropped sometimes, I felt sad and with a lot of anguish for the future, then I thought I could not let myself be defeated and I exercised or changed my attitude, to get ahead" (D3).

Additionally, it was found that at the personal level, teachers 2, 4, 5, 7, 8 and 9 established as a purpose, being willing to share spaces as a family, adopting motivation and proactive attitude, such as meals, games or spaces for dialogue; this is evidenced in the following text "Food became a ritual and space to listen and know how my daughters were feeling and we did activities such as: tell us your day in a minute, things that seem fun especially for my little girl" (D7); This tendency is also found in the following expression "being together was motivating, it made us feel calmer and safer, loneliness does not lead to anything good, so I had to take my son almost with scolding from his room, but I knew it was necessary to be reunited" (D 9)

Likewise, teachers 1, 3 and 6 expressed that it was useful for them to organize diversified fixed routines, "Although it cost me a little, I proposed to distribute the time for work, study and family with that we were aware of everything and be very judgmental with fulfilling what had been planned" (D1).

RESULTS

After the analysis of the qualitative data, in coherence with the 3 objectives proposed, the resilient strategies used by teachers in the role of teacher, at the family level and finally at the personal level were organized.

In coherence with the first objective of this research, it is inferred that the resilient strategies implemented in the role of teacher, in the middle education cycle, during the learning process in pandemic are of a multipurpose nature, when it aims to address the difficulties of knowing, knowing how to do and knowing how to be of itself, his family or the academic community and with a multidimensional intention when contemplating the cognitive, affective, ethical, aesthetic, volitional, attitudinal and procedural aspects (Eyng, 2001).

As observed in the analysis, the teacher being immersed in a crisis, surrounded by uncertainty, undertakes a process of reflection on his social role and consequently is willing to put everything of himself, his experience, his knowledge, time, resources, with the purpose of being prepared, which implies knowledge, to place himself on the side of those who offer a solution, in the face of the immense problem, in order to project the confidence and hope that students and their families need to welcome the Learning at Home strategy, as an option that offered continuity to the educational system and in this way promote learning, maintain links with the academic community, give an



empathic and sensitive response to difficulties, Generate community, develop autonomy, value life and collective actions to overcome adversity.

Thus, for example, when the teacher designed a game, so that the student will do it together with his family, he intended not only to meet the learning objective but also to support students to face situations of adversity, which requires challenges and changes in their lives, as pointed out by Castañeda, et al (2019).

In short, the teacher is positioned as an adult who cognitively supports young people, with the particularity of generating in them the hope to face and get ahead of crises; in this sense, their pedagogical activities try to be explicit and instructional in front of what is expected of the student: they also provide a motivational speech, added to advice and emotional support so that students feel cared for and supported by them.

With respect to the second objective of the research, which refers to the resilient strategies of teachers as a member of a family, it can be inferred that it was tended to recover and strengthen affective bonds, mediated by love, understanding and solidarity, generating feelings of care, well-being and filiation especially between parents and children.

In the words of Bowlby (1986) it is the small acts, which become significantly important for the structuring of emotional development, providing lasting results and contributing to a stable and balanced personality (p.38) to the children.

So at the family level it was found that teachers, under the assumption of establishing higher levels of emotional closeness, especially with their children, and in order to carry out processes of accompaniment, monitoring and control, in relation to school academic commitments, tried to establish higher levels of dialogue and communication, not only exploring about the tasks or activities assigned to their children at school, but by supporting them in the realization of these.

Some teachers said they had realized that everyday life and daily routines before the pandemic sometimes generated processes of emotional distancing and physical distance, even at home, which diminished shared spaces and activities. Apparently, one effect of the pandemic was to recover them, given their power to favor the processes of communication and emotional support among family members.

Additionally, it is appreciated in teachers, the value they assign to the fact of organizing time, as well as differentiating and distributing work, personal and family activities, which gives them a sense of balance and control, both of their interests and their occupations, prioritizing what they perceive as urgent, essential or necessary.

Finally, the importance that the teacher assigns to his role as a member of a family and the need to make the most of the meetings shared with his children, couples, among others; which they perceive as spaces for the strengthening of their affective bonds, since it gives them tranquility and hope. Above all, the meetings to share food and the concern to be creative are highlighted by proposing experiences in which the presence of the other is enjoyed from the game, sense of humor and relaxed attitudes.

However, in relation to the third and final objective, the capacity for self-care is highlighted as a resilient strategy at the personal level, which is manifested when the teacher adopts an intentional attitude through appreciative personal postures in which self-motivation and recognition of personal resources become a strength to stabilize the management of emotions. In crisis situations, perceived as adverse or that generate feelings of fear, uncertainty or hopelessness due to the impotence of controlling the present and the future.

DISCUSSION

The strategies defined by Chandler (2003) are those actions that aim to achieve defined goals, which are established intentionally and organized through planning; however, when it comes to situations of resilience, strategies go beyond planning, allowing the contextualized management of emotions, actions and beliefs that allow the person to solve problems that confront him or her in adverse situations.



From this perspective, resilient strategies are diversified into the personal, family and professional dimensions, accounting for the capacities and personal resources that are activated in crisis situations, and are adjusted according to the roles they play, that is why the understanding of change and dynamism are two processes that are implicit in the condition of the human being; In fact, resisting it generates stagnation in the emergence of coping resources that have been configured throughout the life histories of teachers; That is why they are diverse, creative and changing, since they have been defined by life experiences, as well as by the attitude with which they have been assumed.

The above allows us to infer that all human beings are endowed with resilience, the important thing is to recognize this capacity as a principle of life, so that the respective strategies are activated, when required and allow extreme experiences to be lived proactively to configure meaningful learning.

On the other hand, when evaluating the Learning at Home strategy, it is observed that it presents some dichotomies whose weaknesses and strengths depend on multiple sociopolitical and economic variables, because it can counteract inclusion or promote exclusion, increase coverage or dropout, be an option to serve extra age students or offer an option against what it implies in time, costs, distance and mobility of education, as well as increasing the gap in technological literacy due to lack of resources; however, an important aspect is that the Learning at Home strategy overcomes the paradigm of the school as a physical space (Navarrete, et al., 2021) because "Thanks to ICTs, education is not limited to the walls of the school and schooling, therefore, it cannot be the *sine quanon condition* to carry out the educational process" (Uña Martin, 2021)

CONCLUSIONS


During the pandemic, teachers' resilient strategies became the system that provides socio-emotional support as a niche that links affectivity, nurturing their roles as teachers and students. This was achieved through the recovery of rituals in which to share food, academic and recreational activities of young people, were positioned as pretexts that summoned the different members of the family to activate their resilient strategies, as substantial elements to accompany and guide, allowing actions aimed at self-care to be structured, seeking to find motivation and hope in the face of horizons that were full of uncertainties about what would happen to the world because of the pandemic.

At the same time, characterizing the resilient practices of teachers allows a retrospection and at the same time projection of the importance of raising awareness in society of the work of the teacher, in an era in which both their role and education in general are being undervalued; which is observed in countries such as Colombia, where education has low investment and budget, teachers' salaries are below other professions, bachelor's degrees do not find a high rate of demand, studying is not an option to improve the quality of life for many citizens who today prefer to perform other activities to survive.

Finally, by replicating the voices of teachers and knowing the multiple strategies they carried out to cope with the pandemic crisis, it is exalted that the pedagogical work of teachers cannot be replaced by tutorials, e-learning platforms and that their role is transcendent in citizen training; On the other hand, the fact that students were 2 years away from the school system, has left according to teachers, a series of sequelae that until now are beginning to be evidenced such as difficulties in attention, creativity, motor skills, expression, interaction, socialization, among others, which will be the reason for future research, which how this will contribute to the reflection of pedagogical work and the transformation of education.

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