

AUSTRALIAN AND INTERNATIONAL JOURNAL OF RURAL EDUCATION

Re-Centering Professional Learning in Place: Mentoring and the Renewal of Regional Educators

Amanda Samson

University of Melbourne

Abstract

This article examines the impact of a place-based professional learning initiative delivered across four regional locations in Victoria, focused on mentoring practice and educator renewal. Drawing on qualitative participant feedback (n = 15) and inductive thematic analysis, the study explores how relationally oriented professional learning influences educator confidence, professional identity, and perceived retention. Findings indicate widespread shifts in participants' understanding of mentoring, particularly toward relational, intentional, and growth-oriented practices and highlight the value of structured conversation frameworks and opportunities for professional dialogue. Qualitative themes reveal renewed professional identity, reduced professional isolation, and increased confidence in engaging in challenging conversations. The paper argues that when professional learning is delivered in-region and designed as relational and reflective, it can function as professional renewal rather than compliance-based development. Implications are discussed for mentoring as a system-level strategy for strengthening regional educator retention and professional sustainability.

Keywords: *mentoring, professional learning, regional education, teacher retention, leadership literacy, place-based learning, professional renewal*

Introduction

Retention in regional education contexts continues to challenge education systems globally, though it is often addressed through recruitment strategies rather than sustained professional support (Cuervo, 2026; McPherson & Lampert, 2024). This paper shifts the analytical focus from recruitment to professional renewal, examining how professional learning, when relational, reflective, and delivered in place, can strengthen educator identity, professional confidence, and commitment to regional teaching. Furthermore, with the inclusion of deliberate leadership literacy strategies (Samson & Acquaro, 2025), it explores how mentoring education is an opportunity to encourage participants to reorient their perspective of leadership and open the possibility of future pathways.

The study reflects on four full-day workshops delivered across regional settings, centred on mentoring practice and leadership literacy. The study was a partnership between the Faculty of Education of the University of Melbourne and regional and rural schools in Victoria. Rather than positioning mentoring as a technical skill to be acquired, the program framed it as a relational and developmental practice (Samson et al., 2024), aimed at strengthening both individual educator capability and collective professional culture within regional schools.

The findings extend mentoring and professional learning literature by showing that mentoring in rural settings is most influential when enacted as relational, dialogic, and identity-forming practice

rather than technical or compliance-driven activity, addressing critiques of hierarchical and instrumental models in contexts of professional isolation (Hudson & Hudson, 2019; Nuis et al., 2023). They also offer a place-based account of professional learning; delivering learning within regional settings is not simply about access, but shapes engagement and the relevance of professional dialogue, supporting connection across schools (Reid et al., 2010). Finally, by articulating leadership literacy as a lens for understanding educators' work, the study foregrounds regional professional capital and the conditions needed to activate it, positioning mentoring as core infrastructure and a potentially high-leverage, place-responsive strategy for strengthening teacher retention alongside more traditional workforce interventions.

Professional Learning, Job Satisfaction, and Retention in Regional Contexts

Retention in regional education contexts continues to challenge systems, with workforce pressures intensified by geographic isolation and uneven access to professional support (Cuervo, 2025; Willis & Louth, 2024). Recent evidence also suggests that teachers are more likely to leave the profession when they lack meaningful professional support and development opportunities (Longmuir et al., 2022; McPherson & Lampert, 2024).

In rural and regional education contexts, the relationship between professional learning and teacher retention is both intensified and complex, shaped by conditions of geographic isolation, limited access to sustained professional support, and reduced opportunities for professional dialogue (Friedman et al., 2025; McPherson & Lampert, 2024). Research consistently identifies that high-quality professional learning, characterised as sustained, collaborative, and contextually relevant, plays a critical role in supporting teacher engagement and persistence (Drummond & Halsey, 2014). However, such opportunities are often unevenly distributed in regional settings, where professional learning can be episodic, externally imposed, or disconnected from local realities.

This is significant given strong evidence that job satisfaction is a key predictor of teacher retention (Cuervo, 2025; Gundlach, 2025; McPherson & Lampert, 2024), with access to meaningful professional development identified as a central contributing factor (Toropova et al., 2021). In regional contexts, where professional isolation is more pronounced, the absence of such learning opportunities can exacerbate feelings of disconnection and diminish professional commitment (Jincheng et al., 2026). Conversely, when professional learning is designed to foster collaboration, reflection, and locally relevant dialogue, it can mitigate isolation and strengthen teachers' sense of belonging within the profession (Murphy et al., 2025).

For regional educators, this suggests that professional learning functions not only as capability development but as a form of relational infrastructure, sustaining professional identity and connection. Investment in place-responsive professional learning aligns with broader calls within rural education scholarship to recognise and strengthen the social and professional conditions that enable teachers to stay (Reid et al., 2010; Drummond & Halsey, 2014).

Theoretical Framing: Mentoring, Leadership Literacy, and Place

Mentoring as Reciprocal and Developmental

This study draws on contemporary understandings of mentoring as a reciprocal, relational process that supports both professional and personal growth (Ambrosetti, 2014; Kuhn et al., 2022).

Mentoring is conceptualised as co-constructed learning, grounded in dialogue, reflection, and trust. Such relationships have been shown to play a critical role in supporting retention in rural and remote contexts, particularly when it is structured, collaborative, relational, and contextually responsive (Hudson & Hudson, 2019).

Leadership Literacy as Relational Capacity

Leadership literacy (Acquaro & Gurr, 2020; Samson & Acquaro, 2025) is positioned in this study as the capacity to interpret and act within complex relational environments, requiring judgement, self-awareness, and ethical responsiveness. This aligns with broader educational perspectives that emphasise not what educators know, but how they engage with others and the profession. Leadership literacy is not confined to formal leaders. Rather, it describes the interpretive and relational competence that all educators require to navigate the social and professional complexity of schooling, particularly in regional contexts where educators often work across multiple roles and with limited collegial support.

By linking mentoring to leadership literacy, I argue that mentoring is itself a leadership practice (Samson et al., 2024). When educators develop mentoring capacity, they are simultaneously developing their capacity to lead relationally, to read and respond to others' professional needs, and to sustain professional culture within their schools (Samson & Acquaro, 2025). In regional contexts, where professional isolation can undermine both individual and collective efficacy, the development of leadership literacy through mentoring practice becomes a form of professional sustainability and enables mentors to reflect on their identity (Samson et al., 2024).

Place as Epistemological and Relational

Following rural education scholarship that positions place as central to educational experience (Reid et al., 2010; Cuervo, 2016; Guenther et al., 2026), this study treats place not merely as a location or logistical consideration, but as an epistemological condition shaping how professional learning is experienced, understood, and enacted. Delivering professional learning in-region, rather than requiring educators to travel to metropolitan centres, signals recognition of regional educators' professional legitimacy and creates conditions for dialogue grounded in shared regional context and experience.

Place-based professional learning creates what we term 'relational proximity'; the conditions under which educators from the same region can engage in sustained dialogue, share contextual knowledge, and build collective professional culture. This is distinct from the episodic, externally delivered professional learning that often characterises regional education, where content is designed for generic audiences and delivered by facilitators unfamiliar with local contexts.

Methodology

Research Design

This study adopts a qualitative practitioner inquiry approach, combining participant feedback with reflective analysis of program delivery. The design is interpretive, focusing on participant experience and perceived impact. The study is exploratory in nature, designed to generate rich descriptive understanding of how place-based, relational professional learning influences educator experience and professional identity. Ethical approval for this study was obtained from University of Melbourne ethics committee (Approval No. 27917). All participants gave informed consent.

Context and Program Description

Full-day workshops were delivered across regional Victoria between July and September 2025 as part of a rural and regional partnership initiative (Regional Placement Plus Network) between the Department of Education Victoria, the University of Melbourne and La Trobe University. Sessions were held in four regional Victorian cities. Each workshop brought together educators from multiple schools within that region, creating opportunities for cross-school dialogue and connection. The workshops were structured around three interconnected components:

1. Theoretical input on mentoring as relational practice, drawing on recognition theory and contemporary mentoring literature
2. Practical skill-building focused on structured conversation frameworks, difficult conversations, and mentoring scaffolds
3. Peer dialogue and reflection enabling educators to share experiences, adapt learning to their contexts, and build collective professional understanding

Taking the dual role of researcher and facilitator, I worked relationally throughout, positioning myself as a co-learner rather than expert, and creating space for participant voice and contextual adaptation. This enabled the small groups of teachers drawn from schools around each regional centre to come together and create a space for learning, sharing and connecting. This was a deliberate strategy to support the sustainability of the learning beyond the professional development session.

Participants

Fifteen participants attended one of four regional workshops. They included a mix of early career teachers ($n = 4$), experienced teachers ($n = 7$), and emerging leaders in formal or informal roles ($n = 4$). Participants came from primary and secondary schools across the region. Most had limited prior formal training in mentoring, though several had informal mentoring experience. Participants represented diverse career stages and professional contexts, reflecting the heterogeneity typical of regional school communities.

Data Collection

Data were collected through post-session written responses, completed by participants at the conclusion of each workshop. Participants responded to open-ended prompts including:

- Perceptions of mentoring (what has shifted or been affirmed in your understanding?)
- Most and least valued aspects of the day
- Areas for further learning or support
- Confidence in applying learning to their context

Written responses ranged from brief notes to extended reflections, capturing both immediate impressions and more considered responses.

Data Analysis

An inductive thematic analysis was undertaken following Clarke and Braun's (2016) approach:

- Responses were read iteratively to develop familiarity with the data
- Initial codes were generated inductively, grounded in participant language
- Codes were grouped into preliminary themes

- Themes were refined through constant comparison and checked against the full dataset
- Themes were named and defined with reference to participant quotes

Where appropriate, descriptive quantification (e.g., frequency of themes across the 15 participants) is used to support interpretation and indicate the prevalence of patterns. However, the analysis prioritises qualitative depth and participant voice over numerical representation.

Limitations

The exploratory design and small sample (n = 15) limit generalisability. Immediate post-session responses may reflect affective responses rather than sustained practice change. There was no longitudinal follow-up to confirm translation into practice or impacts on retention. All workshops were facilitated by a single facilitator; thus, some observed effects may relate to facilitation style. Limited demographic detail constrained analysis of subgroup differences. This study should therefore be read as foundational, generating hypotheses for larger-scale and longitudinal research.

Findings

Three interrelated themes emerged: (1) renewed professional identity through mentoring as relational practice; (2) reduced professional isolation through peer dialogue and regional connection; and (3) increased confidence for challenging mentoring conversations. Where illustrative participant language is provided, it is drawn directly from the post-session reflections.

Theme 1: Renewed Professional Identity Through Mentoring as Relational Practice

Participants' responses suggested that the mentor education functioned as a form of professional renewal, prompting many to re-see themselves as purposeful practitioners and relational leaders rather than simply implementers of tasks. For 11 of the 15 participants, learning about mentoring as intentional and growth-oriented reframed their professional self-understanding: mentoring was described not as informal support or ad hoc advice, but as deliberate relational work that shape identity for both mentor and mentee.

This renewal was expressed through language of reflection and clarity. Participants described "*the importance of self-reflection*" (Participant 6), recognising that mentoring draws on who they are and how they relate, not only what they do. Others noted that the workshop gave them a clearer image of quality mentoring; "*It has allowed me to develop more insight into what a great mentor looks like*" (Participant 4) and legitimised the value of structured relational practice: "*didn't realise there was scaffold to follow*" (Participant 9). For a smaller group (4/15), the session consolidated an existing identity as mentor, with one participant noting the impact meant their thinking "*has been affirmed and time to reflect allowed this*" (Participant 3).

Theme 2: Reduced Professional Isolation Through Peer Dialogue and Regional Connection

Across responses, participants emphasised that the workshop reduced professional isolation by creating time and structure for collegial dialogue with educators from other schools in their region. Twelve of the 15 participants explicitly valued opportunities to talk, compare approaches, and problem-solve together, describing the day as a rare space where their experiences were recognised and made visible through shared conversation.

Participants connected this to specific relational moments, including *"discussions in groups"* and the *"dynamic nature of activities"* (Participant 3), as well as the *"opportunity to share experiences and adapt conversations"* (Participant 8). Several noted the tone of collegiality; *"everyone was supportive and openly shared their perspectives"* (Participant 10), and the practical value of hearing *"from other schools and how they manage mentoring"* (Participant 11). For some, this relational proximity carried an affective and motivational dimension, with one participant stating that *"knowing I'm not alone in these challenges makes me feel more committed to staying"* (Participant 7).

Theme 3: Increased Confidence for Challenging Mentoring Conversations

A central outcome of the mentor education was increased confidence to engage in challenging mentoring conversations with care and clarity. Participants described gaining language and scaffolds that made difficult feedback and problem-solving feel more manageable, shifting their sense of what is possible within professional relationships and strengthening their willingness to initiate conversations they might previously have avoided.

This shift was often described in explicitly relational terms. One participant noted that *"positive relationships can still be maintained even when having tough conversations"* (Participant 6), and highlighted the usefulness of *"structuring intentional conversations"* (Participant 6) while providing practical guidance that *"can be utilised straight away"* (Participant 2). At the same time, participants' requests for further support showed that confidence is emerging rather than complete, with questions such as *"what happens when mentoring conversations go wrong?"* (Participant 6) and concerns about sustaining a mentoring culture amid workload pressures; *"how do we build a mentoring culture when we're all stretched thin?"* (Participant 8). Together, these responses suggest the workshop supported both skill development and a shift in professional stance toward courageous, relationship-preserving dialogue.

Critical Reflections

Theme 1: Renewed Professional Identity Through Mentoring as Relational Practice

The findings suggest the mentor education operated as professional renewal by reshaping how participants understood themselves within the profession. Rather than treating mentoring as an add-on task, participants described mentoring as intentional, relational work that affirmed or reformed their identity as purposeful practitioners who can support others' growth. This resulted in an identity shift that matters in regional contexts where isolation and workload can narrow professional self-concept.

Positioning mentoring as dialogic and growth-oriented aligns with research that critiques hierarchical, instrumental models and emphasises the professional and psychosocial dimensions of mentoring (Hudson & Hudson, 2019; Nuis et al., 2023). Interpreted through this lens, renewal is not simply a by-product of learning new techniques. Rather, it reflects educators re-centring relational purpose and professional agency. Leadership literacy provides a useful supporting frame here: as participants re-saw mentoring as purposeful relational work, they were also developing the interpretive judgement and self-awareness required to act ethically within complex professional relationships. Such re-centring plausibly contributes to job satisfaction and persistence by strengthening educators' sense that their work is meaningful and that they have a valued role in sustaining professional culture (Toropova et al., 2021; Schleicher, 2020; Cuervo, 2025).

Theme 2: Reduced Professional Isolation Through Peer Dialogue and Regional Connection

A second contribution of the findings is the extent to which the in-region design reduced professional isolation by enabling sustained peer dialogue and cross-school connection. Participants' emphasis on shared discussion and collegial support indicates that the workshop functioned as relational infrastructure: it created time, proximity, and legitimacy for educators to make meaning together, compare local approaches, and feel less alone in the complexity of regional practice.

This supports rural education scholarship that positions place as central to educational experience (Reid et al., 2010; Cuervo, 2016; Guenther et al., 2026) by showing that location shapes not only access, but the conditions for collaborative, contextually relevant learning. When professional learning is designed to be sustained, collaborative, and locally meaningful, it can mitigate the disconnection that accompanies geographic and professional distance (Drummond & Halsey, 2014; Guenther et al., 2023). In this study, the regional setting enabled dialogue grounded in shared realities, strengthening professional connection in ways that are plausibly consequential for wellbeing and intention to remain.

Theme 3: Increased Confidence for Challenging Mentoring Conversations

The third theme highlights confidence and capability for the relationally complex work of mentoring, particularly engaging in challenging conversations while sustaining trust. Read through leadership literacy as a supporting lens, these conversations require educators to interpret context, exercise judgement, and respond with ethical care; capabilities that are often demanded in regional settings but not always explicitly named or developed. Participants' focus on conversation structures, scaffolds, and language suggests that mentor education can reduce relational risk by making difficult dialogue more thinkable and actionable, an important outcome where mentors may have limited access to ongoing coaching or specialist support.

Confidence to undertake difficult mentoring conversations is closely tied to teacher efficacy and wellbeing, which are associated with job satisfaction and intention to remain in teaching (Kraft et al., 2018; Toropova et al., 2021; Schleicher, 2020). However, the findings also signal that confidence is emerging and requires supportive conditions to be sustained. Without time, leadership commitment, and local structures that normalise mentoring dialogue, new practices may be hard to enact consistently. In this sense, mentor education develops not only discrete skills, but the leadership literacy needed to sustain courageous, relationship-preserving dialogue that underpins professional culture and collegial learning.

Implications for Policy and Practice

The study points to six interrelated actionable implications for systems and practitioners seeking to strengthen regional professional sustainability.

1. **Design professional learning for relational engagement, not merely content delivery.** Facilitators should prioritise interaction, participant voice, and co-learning. Time for reflection and peer dialogue should be embedded as central elements of workshops.
2. **Prioritise in-region professional learning delivery.** Local facilitators should be used where possible. Alternatively external facilitators should come to regional schools. They should use regional examples and case studies to ground learning in shared realities.

3. **Position mentoring as leadership work.** Mentoring should be recognised as central to school improvement and educator development. Time and formal recognition should be allocated for mentoring tasks.
4. **Provide structured follow-up and implementation support.** Implementation planning and facilitator coaching should be built into program design. Peer learning networks and school-level structures that normalise mentoring, should be supported.
5. **Embed reflection and dialogue in all professional learning.** Professional learning should create space for professionals to make meaning together and adapt frameworks to context.
6. **Recognise and build on existing professional capital in regional educators.** Educators' local knowledge and experience should be valued. Opportunities for peer-led sharing should be created.

These actions point to the strategic value of investing in place-responsive mentoring education as part of a broader retention strategy. Mentoring framed as leadership and supported by system structures, has the potential to act as high-leverage infrastructure for sustaining regional education systems.

Conclusion

This study shows that relational, reflective, place-based professional learning can do more than build mentoring skills in regional contexts: it can renew educators' sense of purpose, confidence, and connection to the profession. Across the workshops, participants described mentoring as more intentional, relational, and growth-oriented, while also reporting reduced isolation and greater confidence for difficult professional conversations. These findings suggest that mentoring education can strengthen not only individual capability, but also the professional culture that helps regional educators remain and thrive.

The study contributes to rural and regional education scholarship by reframing professional learning as a form of professional renewal rather than simple capability development. In-region delivery mattered not only for access, but because it created conditions for dialogue grounded in shared context and experience. In this sense, mentoring operates as relational infrastructure: it supports collegial trust, professional identity, and collective efficacy in settings where geographic distance and workload can intensify disconnection.

At the same time, the findings make clear that short-term renewal is not enough. If mentoring is to contribute meaningfully to retention, schools and systems need structures that sustain it: time, leadership support, follow-up coaching, and cultures that normalise reflective dialogue. Without these conditions, the benefits of professional learning are likely to dissipate. For policy and practice, this places mentoring not as an optional add-on, but as core infrastructure for sustaining regional education systems.

Future research should test these findings longitudinally by examining how place-based mentoring education influences practice, professional identity, and retention over time, and by identifying the system conditions that enable mentoring cultures to endure. Comparative studies across regional contexts would also help clarify which models of professional learning are most effective in supporting educators to stay and grow. Ultimately, sustaining regional education requires not only recruitment strategies, but deliberate investment in the professional conditions that enable educators to learn, lead, and remain committed to their work.

References

- Acquaro, D., & Gurr, D. (2020). Challenging leadership norms: A new way of thinking about leadership preparation. In *The Palgrave handbook of educational leadership and management discourse* (pp. 1–16). Springer International Publishing. https://doi.org/10.1007/978-3-030-39666-4_25-1
- Ambrosetti, A. (2014). Are you ready to be a mentor? Preparing teachers for mentoring pre-service teachers. *Australian Journal of Teacher Education*, 39(6). <https://doi.org/10.14221/ajte.2014v39n6.2>
- Clarke, V., & Braun, V. (2016). Thematic analysis. *The Journal of Positive Psychology*, 12(3), 297–298. <https://doi.org/10.1080/17439760.2016.1262613>
- Cuervo, H. (2026). Career change teachers in rural schools: A recognition theory approach to understanding teacher retention. *Asia-Pacific Journal of Teacher Education*, 54(1), 74–88. <https://doi.org/10.1080/1359866X.2025.2606702>
- Cuervo, H. (2016). *Understanding social justice in rural education*. Palgrave Macmillan. <https://doi.org/10.1057/978-1-137-50515-6>
- Cuervo, H. (2025). Teacher job satisfaction and retention in small rural schools: A theory of recognition approach. *International Journal of Educational Research*, 134, 102844. <https://doi.org/10.1016/j.ijer.2025.102844>
- Drummond, A., & Halsey, R. (2014). Rural leadership preparation associated with higher job satisfaction. *Australian and International Journal of Rural Education*, 24(3), 43–48. <https://doi.org/10.47381/aijre.v24i3.691>
- Friedman, T., Ainley, J., Schulz, W., & Dix, K. (2025). *TALIS 2024 Australian report: The teaching and learning international survey*. Australian Council for Educational Research. <https://doi.org/10.37517/978-1-74286-801-1>
- Guenther, J., Fuqua, M., & Hudson, C. (2026). What's rural about rural education research? *Australian and International Journal of Rural Education*, 36(1), i–x. <https://doi.org/10.47381/aijre.v36i1.889>
- Guenther, J., Fuqua, M., Ledger, S., Davie, S., Cuervo, H., Lasselle, L., & Downes, N. (2023). The perennials and trends of rural education: Discourses that shape research and practice. *Australian and International Journal of Rural Education*, 33(3), 1–29. <https://doi.org/10.47381/aijre.v33i3.701>
- Gundlach, H. (2025). What really influences teacher attrition, migration, and retention? *The Australian Educational Researcher*. <https://doi.org/10.1007/s13384-025-00842-4>
- Hudson, S., & Hudson, P. (2019). “Please help me find teachers for my rural and remote school”: A model for teaching readiness. *Australian and International Journal of Rural Education*, 29(3), 24–38. <https://doi.org/10.47381/aijre.v29i3.233>

- Jincheng, G., Haoquan, S., Jin, Y., & Xiuli, B. (2026). Why is it difficult to stay in the profession? The life course of early-career teachers in rural China. *European Journal of Education*, 61(1), e70509. <https://doi.org/10.1111/ejed.70509>
- Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*, 88(4), 547–588. <https://doi.org/10.3102/0034654318759268>
- Kuhn, C., Hagenauer, G., & Gröschner, A. (2022). “Because you always learn something new yourself!” An expectancy-value-theory perspective on mentor teachers’ initial motivations. *Teaching and Teacher Education*, 113, 103659. <https://doi.org/10.1016/j.tate.2022.103659>
- Longmuir, F., Gallo Cordoba, B., Phillips, M., Allen, K.-A., & Moharami, M. (2022). *Australian teachers’ perceptions of their work in 2022*. Monash University. <https://doi.org/10.26180/21212891>
- McPherson, A., & Lampert, J. (2024). An analysis of Australian teacher workforce policy: Challenges and opportunities for teacher recruitment and retention. *Policy Futures in Education*, 14782103241283106. <https://doi.org/10.1177/14782103241283106>
- Murphy, S., Sacrez, A., Miles-Keogh, R., Schutt, S., Staples, A., O’Connor, A., & Walker-Gibbs, B. (2026). The opportunities and challenges of rural contexts for beginning teachers. *Improving Schools*, 28(1), 129–146. <https://doi.org/10.1177/13654802251407357>
- Nuis, W., Segers, M., & Beusaert, S. (2023). Conceptualizing mentoring in higher education: A systematic literature review. *Educational Research Review*, 41, 100565. <https://doi.org/10.1016/j.edurev.2023.100565>
- Reid, J.-A., Green, B., Cooper, M., Hastings, W., Lock, G., & White, S. (2010). Regenerating rural social space? Teacher education for rural–regional sustainability. *Australian Journal of Education*, 54(3), 262–276. <https://doi.org/10.1177/000494411005400304>
- Samson, A., & Acquaro, D. (2025). Leadership literacy: The role of leadership education in the attraction, retention, and succession planning of future leaders. In H. Stokes & L. McLean Davies (Eds.), *Critical conversations in teacher education: Contemporary Australian perspectives*. Emerald Publishing Limited. <https://doi.org/10.1108/978-1-83608-908-720251007>
- Samson, A., Taylor, A., & Nigar, N. (2024). Unconscious gatekeepers: Mentor bias, dispositions, and the shaping of teaching careers. *Leading & Managing*, 30(3), 77–93. <https://search.informit.org/doi/10.3316/informit.T2025061100009101595000159>
- Schleicher, A. (2020). *Supporting teacher professionalism and well-being* (OECD Education Working Papers No. 217). OECD Publishing. <https://doi.org/10.1787/0e6c2c52-en>
- Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: The importance of school working conditions and teacher characteristics. *Educational Review*, 73(1), 71–97. <https://doi.org/10.1080/00131911.2019.1705247>

Willis, A., & Louth, S. (2024). Don't stand up in a hammock: Advice from early career teachers in remote, regional and rural locations. *Australian and International Journal of Rural Education*, 34(1), 1–24. <https://doi.org/10.47381/aijre.v34i1.469>



Except where otherwise noted, content in this journal is licensed under a [Creative Commons Attribution 4.0 International Licence](https://creativecommons.org/licenses/by/4.0/). As an open access journal, articles are free to use with proper attribution. ISSN 1839-7387