

## REFERENCES

- Adams, R. B. (2020). Gender equality in work and Covid-19 deaths. *Covid Economics*, 16, 23–60.
- Addi-Racah, A., & Ainhoren, R. (2009). School governance and teachers' attitudes to parents' involvement in schools. *Teaching and Teacher Education*, 25(6), 805–813.
- Addi-Racah, A., Dusi, P., & Seeberger Tamir, N. (2021). What can we learn about research on parental involvement in school? Bibliometric and thematic analyses of academic journals. *Urban Education*. <https://doi.org/10.1177/00420859211017978>
- Addi-Racah, A., & Grinshtain, Y. (2018). Teachers' capital in view of intensive parental involvement in school: The case of teachers in high socio-economic status schools in Israel. *Research Papers in Education*, 33(5), 599–619.
- Agmon-Gonen, M. (2020). Women and the COVID-19 pandemic: A gender look at the socioeconomic crisis and an opportunity for change. <https://law.haifa.ac.il/wp-content/uploads/2021/11/KD4.pdf>
- Aguilar, E. (2018). *Onward: Cultivating emotional resilience in educators*. John Wiley & Sons.
- Al Kandari, A. M., & Al Qattan, M. M. (2020). E-task-based learning approach to enhancing 21st-century learning outcomes. *International Journal of Instruction*, 13(1), 551–566.
- Ali, Y. M., & Negasi, R. D. (2021). The differential impact of the experiential-entrepreneurial learning method on the entrepreneurial intentions of higher education students. *Teaching and Educational Research*, 20(9), 236–254.
- Alves, R., Lopes, T., & Precioso, J. (2021). Teachers' well-being in times of Covid-19 pandemic: Factors that explain professional well-being. *IJERI: International Journal of Educational Research and Innovation*, 15, 203–217.

- Amalia, R. T., & von Korfflesch, H. F. (2021). Entrepreneurship education in Indonesian higher education: Mapping literature from the country's perspective. *Entrepreneurship Education*, 4, 291–333.
- Arcelay-Rojas, Y. A. (2019). Exploring Puerto Rican preservice teachers' resilience: A focus group study. *Journal of Educational Research and Practice*, 9(1), 369–385.
- Avolio, B. J. (2007). Promoting more integrative strategies for leadership theory-building. *American Psychologist*, 62(1), 25.
- Azzouni, J. (2022). Syntactically recharacterizing analogies. Assessing theories of assessing analogies (and making some observations about induction too). In S. Wuppuluri & A. C. Grayling (Eds.), *Metaphors and analogies in sciences and humanities* (pp. 3–32). Springer.
- Bacigalupo, M., García, L. W., Mansoori, Y., O'Keeffe, W., & Punie, Y. (2020). *EntreComp Playbook. Entrepreneurial learning beyond the classroom* (No. JRC120487). Joint Research Centre.
- Badiee, F., & Kaufman, D. (2015). Design evaluation of a simulation for teacher education. *SAGE Open*, 5(2), 1–10. <https://doi.org/10.1177/2158244015592454>
- Barak, M., & Dori, Y. J. (2011). Science education in primary schools: Is an animation worth a thousand pictures? *Journal of Science Education and Technology*, 20(5), 608.
- Barnett, J. (2006). *Climate change, insecurity and injustice*. MIT Press.
- Baron, R. A., & Shane, S. (2007). Entrepreneurship: A process perspective. In J. R. Baum, M. Frese, & R. A. Baron (Eds.), *The psychology of entrepreneurship* (pp. 19–39). Lawrence Erlbaum Associates Publishers.
- Bartlett, D. B., Griffin, J., & Thomson, D. (2020). Resources for supporting children's emotional well-being during the COVID-19 pandemic. *Trend Child*, 12, 15–36.
- Becker, S. P., Breaux, R., Cusick, C. N., Dvorsky, M. R., Marsh, N. P., Sciberras, E., & Langberg, J. M. (2020). Remote learning during COVID-19: Examining school practices, service continuation, and difficulties for adolescents with and without attention-deficit/hyperactivity disorder. *Journal of Adolescent Health*, 67(6), 769–777.
- Bell, R., & Bell, H. (2020). Applying educational theory to develop a framework to support the delivery of experiential entrepreneurship education. *Journal of Small Business and Enterprise Development*, 27(6), 987–1004.

- Beltman, S., Mansfield, C. F., Wosnitza, M., Weatherby-Fell, N., & Broadley, T. (2018). Using online modules to build capacity for teacher resilience. In M. Wosnitza, F. Peixoto, S. Beltman, & C. F. Mansfield (Eds.), *Resilience in education* (pp. 237–253). Springer.
- Ben Amram, M., & Shapira-Lishchinsky, O. (2021). Mentoring strategies and their impact on social workers' attitudes. *Journal of Social Work, 21*(3), 374–393.
- Berger, J. L., & Lê Van, K. (2019). Teacher professional identity as multidimensional: Mapping its components and examining their associations with general pedagogical beliefs. *Educational Studies, 45*(2), 163–181.
- Berkovich, I., & Eyal, O. (2020). Ethics education in leadership development: Adopting multiple ethical paradigms. *Educational Management Administration & Leadership, 48*(2), 270–285.
- Bogotch, I., & Shields, C. M. (Eds.). (2014). *International handbook of educational leadership and social (in)justice* (Vol. 29). Springer.
- Boon, H. J. (2021). Teachers' resilience: Conceived, perceived or lived-in. In C. F. Mansfield (Ed.), *Cultivating teacher resilience* (pp. 263–278). Springer.
- Bowles, S., & Gintis, H. (1976). *Schooling in capitalist America*. Routledge & Kegan Paul.
- Bowles, S., & Gintis, H. (2003). Schooling in capitalist America twenty-five years later. *Sociological Forum, 18*(2), 343–348.
- Brauckmann-Sajkiewicz, S., & Pashiardis, P. (2020). Entrepreneurial leadership in schools: Linking creativity with accountability. *International Journal of Leadership in Education, 25*(5), 787–801.
- Broman, G. I., & Robèrt, K. H. (2017). A framework for strategic sustainable development. *Journal of Cleaner Production, 140*, 17–31.
- Bronfenbrenner, U. (1979). Contexts of child rearing: Problems and prospects. *American Psychologist, 34*(10), 844.
- Bronfenbrenner, U. (Ed.). (2005). *Making human beings human: Bioecological perspectives on human development*. SAGE Publications.
- Bush, T. (2020). Theories of educational leadership and management. *Theories of Educational Leadership and Management, 1*, 1–208.

- Cardno, C., & Robson, J. (2016). Realising the value of performance appraisal for middle leaders in New Zealand secondary schools. *Research in Educational Administration & Leadership*, 1(2), 229–254. <https://doi.org/10.30828/real/2016.2.3>
- Carli, L. L. (2020). Women, gender equality and COVID-19. *Gender in Management: An International Journal*, 35(7/8), 647–655.
- Castaldi, L., Sepe, E., Turi, C., & Iscaro, V. (2020). An experiential learning program for entrepreneurship education. *Global Business and Economics Review*, 22(1–2), 178–197.
- Chan, M. K., Sharkey, J. D., Lawrie, S. I., Arch, D. A. N., & Nylund-Gibson, K. (2021). Elementary school teacher well-being and supportive measures amid COVID-19: An exploratory study. *School Psychology*, 36(6), 533–545. <https://doi.org/10.1037/spq0000441>
- Chmielewski, A. K. (2019). The global increase in the socioeconomic achievement gap, 1964 to 2015. *American Sociological Review*, 84(3), 517–544.
- Choi, J., Lee, J. H., & Kim, B. (2019). How does learner-centered education affect teacher self-efficacy? The case of project-based learning in Korea. *Teaching and Teacher Education*, 85, 45–57.
- Claire, C., Lefebvre, V., & Ronteau, S. (2020). Entrepreneurship as practice: A systematic literature review of a nascent field. *Entrepreneurship & Regional Development*, 32(3–4), 281–312.
- Colclough, C. (2012). Education, poverty and development – Mapping their interconnections. *Comparative Education*, 48, 135–148.
- Collie, R. J. (2021). COVID-19 and teachers' somatic burden, stress, and emotional exhaustion: Examining the role of principal leadership and workplace buoyancy. *Aera Open*, 7(1), 1–15. <https://doi.org/10.1177/2332858420986187>
- Collie, R. J., Granziera, H., & Martin, A. J. (2018). Teachers' perceived autonomy support and adaptability: An investigation employing the job demands-resources model as relevant to workplace exhaustion, disengagement, and commitment. *Teaching and Teacher Education*, 74, 12.
- Collie, R. J., & Mansfield, C. F. (2022). Teacher and school stress profiles: A multilevel examination and associations with work-related outcomes. *Teaching and Teacher Education*, 116, 103759. <https://doi.org/10.1016/j.tate.2022.103759>

- Connor, K. M., & Davidson, J. R. (2003). Development of a new resilience scale: The Connor-Davidson Resilience Scale (CD-RISC). *Depression and Anxiety, 18*(2), 76–82. <https://doi.org/10.1002/da.10113>
- Dana, L. (2011). *World encyclopedia of entrepreneurship*. Edward Elgar.
- Daniilidou, A., Platsidou, M., & Gonida, E. (2020). Primary school teachers' resilience: Association with teacher self-efficacy, burnout and stress. *Electronic Journal of Research in Education Psychology, 18*(52), 549–582. <http://orcid.org/0000-0002-4635-214>
- Davidoff, Y., & Shapira-Lishchinsky, O. (2019). Team-based simulations among teacher trainees: Ethical dilemmas and psychological empowerment in school. *International Journal of Technology and Inclusive Education, 8*(2), 1419–1429.
- De Nobile, J. (2018). Towards a theoretical model of middle leadership in schools. *School Leadership & Management, 38*(4), 395–416.
- Dewey, J. (1963). *Liberalism and social action* (Vol. 74). Capricorn Books.
- Dias, P. C., & Cadime, I. (2017). Protective factors and resilience in adolescents: The mediating role of self-regulation. *Psicologia Educativa, 23*(1), 37–43.
- Ding, Y., Yang, J., Ji, T., & Guo, Y. (2021). Women suffered more emotional and life distress than men during the COVID-19 pandemic: The role of pathogen disgust sensitivity. *International Journal of Environmental Research and Public Health, 18*(16), 8539.
- Doyle, W., & Carter, K. (2003). Narrative and learning to teach: Implications for teacher-education curriculum. *Journal of Curriculum Studies, 35*(2), 129–137.
- Elliott, C., Anis, H., & Mavriplis, C. (2017). Peer mentoring in engineering entrepreneurship: A learning environment for women students. *Proceedings of the Canadian Engineering Education Association (CEEA) Conference*, Dalhousie University, Halifax, 1–8.
- Elliott, C., Mavriplis, C., & Anis, H. (2020). An entrepreneurship education and peer mentoring program for women in STEM: Mentors' experiences and perceptions of entrepreneurial self-efficacy and intent. *International Entrepreneurship and Management Journal, 16*, 43–67.
- Elosúa, M. R. (2015). The influence of gratitude in physical, psychological, and spiritual well-being. *Journal of Spirituality in Mental Health, 17*(2), 110–118.

- Espinoza, O. (2007). Solving the equity–equality conceptual dilemma: A new model for analysis of the educational process. *Educational Research*, 49(4), 343–363.
- Fayolle, A. (2018). *A research agenda for entrepreneurship education*. Edward Elgar Publishing.
- Feinstein, R. E., Huhn, R., & Yager, J. (2015). The apprenticeship model of psychotherapy training and supervision: Utilizing six tools of experiential learning. *Academic Psychiatry*, 39(5), 585–589.
- Fernandes, L., Peixoto, F., Gouveia, M. J., Silva, J. C., & Wosnitza, M. (2019). Fostering teachers' resilience and well-being through professional learning: Effects from a training programme. *The Australian Educational Researcher*, 46(4), 681–698.
- Finefter-Rosenbluh, I. (2016). Behind the scenes of reflective practice in professional development: A glance into the ethical predicaments of secondary school teachers. *Teaching and Teacher Education*, 60, 1–11. <https://doi.org/10.1016/j.tate.2016.07.028>
- Fischer, E. O., Heinkel, R., & Zechner, J. (1989). Dynamic capital structure choice: Theory and tests. *The Journal of Finance*, 44(1), 19–40.
- Formica, S., & Sfodera, F. (2022). The great resignation and quiet quitting paradigm shifts: An overview of current situation and future research directions. *Journal of Hospitality Marketing & Management*, 31(8), 899–907.
- Frank, R. H. (2002). The economic naturalist: Teaching introductory students how to speak economics. *The American Review*, 92, 459–462.
- Frank, R. H. (2006). The economic naturalist writing assignment. *The Journal of Economic Education*, 37, 58–67.
- Frank, R. H., & Bernanke, B. S. (2003). *Principles of economics*. McGraw-Hill.
- Freire, P. (1972). *Pedagogy of the oppressed*. Penguin.
- Garavan, T. N., Cinnéide, B. O., Fleming, P., McCarthy, B., & Downey, A. (1997). *Entrepreneurship and business start-ups in Ireland* (Vol. 1). Oak Tree Press.
- Gardner, W. L., Avolio, B. J., Luthans, F., May, D. R., & Walumbwa, F. (2005). “Can you see the real me?” A self-based model of authentic leader and follower development. *The Leadership Quarterly*, 16(3), 343–372.

- Geithner, S., & Menzel, D. (2016). Effectiveness of learning through experience and reflection in a project management simulation. *Simulation & Gaming, 47*(2), 228–256. <https://doi.org/10.1177/1046878115624312>
- Gibb, A. (2002). In pursuit of a new “enterprise” and “entrepreneurship” paradigm for learning: Creative destruction, new values, new ways of doing things, and new combinations of knowledge. *International Journal of Management Reviews, 4*(3), 233–269.
- Gilbert, K. A., Voelkel, R. H., Jr., & Johnson, C. W. (2018). Increasing self-efficacy through immersive simulations: Leading professional learning communities. *Journal of Leadership Education, 17*(3), 154–174. <https://doi.org/10.12806/V17/I3/R9>
- Ginnis, P. (2002). *The teacher's toolkit*. Crown House Publishing.
- Goldhaber, D., & Theobald, R. (2022). Teacher attrition and mobility over time. *Educational Researcher, 51*(3), 235–237.
- Granziera, H., Collie, R., & Martin, A. (2021). Understanding teacher wellbeing through job demands-resources theory. In C. F. Mansfield (Ed.), *Cultivating teacher resilience* (pp. 229–244). Springer.
- Green, T. L. (2017). Community-based equity audits: A practical approach for educational leaders to support equitable community-school improvements. *Educational Administration Quarterly, 53*(1), 3–39.
- Gu, Q. (2018). (Re)conceptualizing teacher resilience: A social-ecological approach to understanding teachers' professional worlds. In M. Wosnitza, F. Peixoto, S. Beltman, & C. Mansfield (Eds.), *Resilience in education: Concepts, contexts and connections* (pp. 13–33). Springer.
- Gu, Q., & Day, C. (2013). Challenges to teacher resilience: Conditions count. *British Educational Research Journal, 39*(1), 22–44. <https://doi.org/10.1080/01411926.2011.623152>
- Guest, J. L., del Rio, C., & Sanchez, T. (2020). The three steps needed to end the COVID-19 pandemic: Bold public health leadership, rapid innovations, and courageous political will. *JMIR Public Health and Surveillance, 6*(2), e19043.
- Gümüş, S., Arar, K., & Oplatka, I. (2021). Review of international research on school leadership for social justice, equity and diversity. *Journal of Educational Administration and History, 53*(1), 81–99.
- Gurr, D. (2023). A review of research on middle leaders in schools. *International Encyclopedia of Education*. Elsevier.

- Gurr, D., & Drysdale, L. (2018). Leading high needs schools: Findings from the International School Leadership Development Network. *International Studies in Educational Administration*, 46(1), 147–156.
- Hägg, G., & Gabrielsson, J. (2020). A systematic literature review of the evolution of pedagogy in entrepreneurial education research. *International Journal of Entrepreneurial Behavior & Research*, 26(5), 829–861.
- Hascher, T., Beltman, S., & Mansfield, C. (2021). Swiss primary teachers' professional well-being during school closure due to the COVID-19 pandemic. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.687512>
- Havighurst, R. J. (1973). Opportunity, equity, or equality. *The School Review*, 81(4), 618–633.
- Hill, H. C. (2017). The Coleman Report, 50 years on: What do we know about the role of schools in academic inequality? *The ANNALS of the American Academy of Political and Social Science*, 674(1), 9–26.
- Hipolito, G. B. (2021). Personal entrepreneurial skills of public school teachers. *Open Access Library Journal*, 8(4), 1.
- Hoang, A. D., Ta, N. T., Nguyen, Y. C., Hoang, C. K., Nguyen, T. T., Pham, H. H., Nguyen, L. C., Doan, P. T., Dao, Q. A., & Dinh, V. H. (2020). Dataset of ex-pat teachers in Southeast Asia's intention to leave due to the COVID-19 pandemic. *Data Brief*, 23(31), 105913. <https://doi.org/10.1016/j.dib.2020.105913>. PMID: 32632376; PMCID: PMC7309813.
- Hoitsma, N. M., Whitaker, A. M., Schaich, M. A., Smith, M. R., Fairlamb, M. S., & Freudenthal, B. D. (2020). Structure and function relationships in mammalian DNA polymerases. *Cellular and Molecular Life Sciences*, 77(1), 35–59.
- Homère. (2001). *Odyssée*. Les Belles Lettres.
- Honey, N., & Carrasco, A. (2023). A new admission system in Chile and its foreseen moderate impact on access for low-income students. *Educational Evaluation and Policy Analysis*, 45(1), 108–133.
- House, E. R. (1980). *Evaluating with validity*. Jossey-Bass.
- Hupkau, C., & Petrongolo, B. (2020). Work, care and gender during the Covid-19 crisis. *Fiscal Studies*, 41(3), 623–651.
- Iftach, G., & Shapira-Lishchinsky, O. (2021). Ethical dilemmas among mid-level school leaders through role-play simulations: Developing a social-ecological approach. *Educational Management Administration & Leadership*. <https://doi.org/10.1177/17411432211002517>

- Iftach, G., & Shapira-Lishchinsky, O. (2023). Exploring middle-level school leadership styles through role-play simulations. *Journal of Educational Administration*, 61(2), 108–125.
- Jiao, W. Y., Wang, L. N., Liu, J., Fang, S. F., Jiao, F. Y., Pettoello-Mantovani, M., & Somekh, E. (2020). Behavioral and emotional disorders in children during the COVID-19 epidemic. *The Journal of Pediatrics*, 221, 264–286.
- John, W. (1971). *Rawls's theory of justice*. Harvard University Press.
- Jones, C., & English, J. (2004). A contemporary approach to entrepreneurship education. *Education + Training*, 46(8–9), 416–423.
- Kakouris, A., & Morselli, D. (2020). Addressing the pre/post-university pedagogy of entrepreneurship coherent with learning theories. In M. J. Manimala & P. Thomas (Eds.), *Entrepreneurship education* (pp. 35–58). Springer.
- Kapur, M. (2015). The preparatory effects of problem solving versus problem posing on learning from instruction. *Learning and Instruction*, 39, 23–31. <https://doi.org/10.1016/j.learninstruc.2015.05.004>
- Karp, P., & McGowan, M. (2020). “Clear as mud”: Schools ask for online learning help as coronavirus policy confusion persists. *The Guardian*.
- Karvounides, D., Marzouk, M., Ross, A. C., VanderPluym, J. H., Pettet, C., Ladak, A., & Szperka, C. L. (2021). The intersection of COVID-19, school, and headaches: Problems and solutions. *Headache: The Journal of Head and Face Pain*, 61(1), 190–201.
- Kavgaci, H. (2022). The relationship between psychological resilience, teachers' self-efficacy and attitudes towards teaching profession: A path analysis. *International Journal of Progressive Education*, 18(3), 278–296.
- Khanna, R. C., Cicinelli, M. V., Gilbert, S. S., Honavar, S. G., & Murthy, G. V. (2020). COVID-19 pandemic: Lessons learned and future directions. *Indian Journal of Ophthalmology*, 68(5), 703–710.
- Killingberg, N. M., Kubberød, E., & Blenker, P. (2021). Preparing for a future career through entrepreneurship education: Towards a research agenda. *Industry and Higher Education*, 35(6), 713–724.
- Kirby, D. A., Guerrero, M., & Urbano, D. (2011). Making universities more entrepreneurial: Development of a model. *Canadian Journal of Administrative*, 28(3), 302–316.
- Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. FT Press.

- Kolb, A. Y., & Kolb, D. A. (2009). Experiential learning theory: A dynamic, holistic approach to management learning, education, and development. In S. J. Armstrong & C. V. Fukami (Eds.), *The SAGE handbook of management learning, education, and development* (pp. 42–68). SAGE Publications Ltd.
- Krueger, N. F. (2007). The cognitive infrastructure of opportunity emergence. In Á. Cuervo, D. Ribeiro, & S. Roig (Eds.), *Entrepreneurship* (pp. 185–206). Springer.
- Krueger, R. B., Sweetman, M. M., Martin, M., & Cappaert, T. A. (2020). Self-reflection as a support to evidence-based practice: A grounded theory exploration. *Occupational Therapy in Health Care*, 34(4), 320–350.
- Kubberoed, E., & Hagen, S. T. (2015, July). Mentoring models in entrepreneurship education. In *7th International Conference on Education and New Learning Technologies, Edulearn15 Proceedings*, Barcelona (pp. 4059–4069).
- Kuratko, D. F. (2011). Entrepreneurship theory, process, and practice in the 21st century. *International Journal of Entrepreneurship and Small Business*, 13(1), 8–17.
- Kyrö, P. (2018). The conceptual contribution of education to research on entrepreneurship education. In A. Fayolle (Ed.), *A research agenda for entrepreneurship education* (pp. 23–48). Edward Elgar Publishing.
- Lackéus, M. (2020). Comparing the impact of three different experiential approaches to entrepreneurship in education. *International Journal of Entrepreneurial Behavior & Research*, 26(5), 937–971.
- Lavy, S. (2020). A review of character strengths interventions in 21st-century schools: Their importance and how they can be fostered. *Applied Research in Quality of Life*, 15(2), 573–596. <https://doi.org/10.1007/s11482-018-9700-6>
- Lindgren, R., Tscholl, M., Wang, S., & Johnson, E. (2016). Enhancing learning and engagement through embodied interaction within a mixed reality simulation. *Computers & Education*, 95, 174–187. <https://doi.org/10.1016/j.compedu.2016.01.001>
- Liu, F., Chen, H., Xu, J., Wen, Y., & Fang, T. (2021). Exploring the relationships between resilience and turnover intention in Chinese high school teachers: Considering the moderating role of job burnout. *International Journal of Environmental Research and Public Health*, 18(12), 6418.
- Liu, M., Gorgievski, M. J., Qi, J., & Paas, F. (2022). Increasing teaching effectiveness in entrepreneurship education: Course characteristics and student needs differences. *Learning and Individual Differences*, 96, 102147.

- Lopiccolo, A., Shirt-Ediss, B., Torelli, E., Olulana, A. F. A., Castronovo, M., Fellermann, H., & Krasnogor, N. (2021). A last-in first-out stack data structure implemented in DNA. *Nature Communications*, *12*(1), 1–10. <https://doi.org/10.1038/s41467-021-25023-6>
- Ludlow, P. (2022). Science, metaphors, and memes. In S. Wuppuluri & A. C. Grayling (Eds.), *Metaphors and analogies in sciences and humanities* (Vol. 453, pp. 49–63). Springer.
- Lux, A. A., Macau, F. R., & Brown, K. A. (2020). Putting the entrepreneur back into entrepreneurial ecosystems. *International Journal of Entrepreneurial Behavior & Research*, *26*(5), 1011–1041.
- Ma, K., Chutiyami, M., Zhang, Y., & Nicoll, S. (2021). Online teaching self-efficacy during COVID-19: Changes, its associated factors and moderators. *Education and Information Technologies*, *26*(6), 6675–6697.
- Mansfield, C., & Beltman, S. (2019). Promoting resilience for teachers: Pre-service and in-service professional learning. *The Australian Educational Researcher*, *46*(4), 583–588.
- Mansfield, C. F., Beltman, S., Price, A., & McConney, A. (2012). “Don’t sweat the small stuff:” Understanding teacher resilience at the chalkface. *Teaching and Teacher Education*, *28*(3), 357–367.
- Mansfield, C. F., & Wosnitza, M. (2015). *Teacher resilience questionnaire–version 1.5*. Murdoch University, RWTH Aachen University.
- Martínez, S. F., & Carrillo, N. (2022). The metaphoric sources of scientific innovation. In S. Wuppuluri & A. C. Grayling (Eds.), *Metaphors and analogies in sciences and humanities* (Vol. 453, pp. 33–47). Springer.
- Masonbrink, A. R., & Hurley, E. (2020). Advocating for children during the COVID-19 school closures. *Pediatrics*, *146*(3), 1–4.
- McClelland, D. C. (1973). Testing for competence rather than for “intelligence”. *American Psychologist*, *28*, 1–14.
- McCormack, L., Thomas, V., Lewis, M. A., & Rudd, R. (2017). Improving low health literacy and patient engagement: A social-ecological approach. *Patient Education and Counseling*, *100*(1), 8–13.
- McGarr, O. (2020). The use of virtual simulations in teacher education to develop pre-service teachers’ behavior and classroom management skills: Implications for reflective practice. *Journal of Education for Teaching*, *46*(2), 159–169.

- Memon, J., Rozan, M. Z. A., Ismail, K., Uddin, M., & Daud, D. (2015). Mentoring an entrepreneur: Guide for a mentor. *SAGE Open*, 5(1). <https://doi.org/10.1177/2158244015569666>
- Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: Theory, research, and application*. SAGE Publications.
- Mezirow, J. (2018). Transformative learning theory. In K. Illeris (Ed.), *Contemporary theories of learning* (pp. 114–128). Routledge.
- Mitra, J., & Matlay, H. (2004). Entrepreneurial and vocational education and training: Lessons from Eastern and Central Europe. *Industry and Higher Education*, 18(1), 53–61.
- Morales-Rodríguez, F. M., Martínez-Ramón, J. P., Méndez, I., & Ruiz-Esteban, C. (2021). Stress, coping, and resilience before and after COVID-19: A predictive model based on artificial intelligence in the university environment. *Frontiers in Psychology*, 12, 647964.
- Morgan, M. (2011). Resilience and recurring adverse events: Testing an assets-based model of beginning teachers' experiences. *The Irish Journal of Psychology*, 32(3–4), 92–104. <https://doi.org/10.1080/03033910.2011.613189>
- Nabi, G., Liñán, F., Fayolle, A., Krueger, N., & Walmsley, A. (2017). The impact of entrepreneurship education in higher education: A systematic review and research agenda. *Academy of Management Learning & Education*, 16(2), 277–299.
- Neck, H. M., & Corbett, A. C. (2018). The scholarship of teaching and learning entrepreneurship. *Entrepreneurship Education and Pedagogy*, 1(1), 8–41.
- Nguyen, T. D. (2021). Linking school organizational characteristics and teacher retention: Evidence from repeated cross-sectional national data. *Teaching and Teacher Education*, 97, 103220.
- Okeke, C. I. (2014). Effective home-school partnership: Some strategies to help strengthen parental involvement. *South African Journal of Education*, 34(3), 1–9.
- Oliver, J., Gordon, S. P., & Oliver, M. L. (2018). Examining the value aspiring principals' place on various instructional strategies in principal preparation. *International Journal of Education Policy and Leadership*, 13(3). <https://doi.org/10.22230/ijepl.2018v13n3a735>

- Panaoura, R. (2020). Parental involvement in children's mathematics learning before and during the period of the COVID-19. *Social Education Research*, 2(1), 65–74. <https://doi.org/10.37256/ser.212021547>
- Pashiardis, P., & Johansson, O. (2021). Successful and effective schools: Bridging the gap. *Educational Management Administration & Leadership*, 49(5), 690–707.
- Peixoto, F., Wosnitza, M., Pipa, J., Morgan, M., & Cefai, C. (2018). A multidimensional view on pre-service teacher resilience in Germany, Ireland, Malta and Portugal. In M. Wosnitza, F. Peixoto, S. Beltman, & C. F. Mansfield (Eds.), *Resilience in education* (pp. 73–89). Springer.
- Perry-Hazan, L. (2019). Conceptualizing conflicts between student participation and other rights and interests. *Discourse: Studies in the Cultural Politics of Education*, 42(2), 1–16.
- Perryman, J., & Calvert, G. (2020). What motivates people to teach, and why do they leave? Accountability, performativity and teacher retention. *British Journal of Educational Studies*, 68(1), 3–23.
- Pittaway, L., Rodriguez-Falcon, E., Aiyegbayo, O., & King, A. (2011). The role of entrepreneurship clubs and societies in entrepreneurial learning. *International Small Business Journal*, 29(1), 37–57.
- Polat, D. D., & İskender, M. (2018). Exploring teachers' resilience in relation to job satisfaction, burnout, organizational commitment and perception of organizational climate. *International Journal of Psychology and Educational Studies*, 5(3), 1–13.
- Power, K. (2020). The COVID-19 pandemic has increased the care burden of women and families. *Sustainability: Science, Practice and Policy*, 16(1), 67–73.
- Pressley, T., & Ha, C. (2021). Teaching during a pandemic: United States teachers' self-efficacy during COVID-19. *Teaching and Teacher Education*, 106, 103465.
- Pressley, T., Ha, C., & Learn, E. (2021). Teacher stress and anxiety during COVID-19: An empirical study. *School Psychology*, 36(5), 367.
- Quinlan, K. M. (1999). Enhancing mentoring and networking of junior academic women: What, why, and how? *Journal of Higher Education Policy and Management*, 21(1), 31–42.

- Ribeiro, L. M., Cunha, R. S., Silva, M. C. A. E., Carvalho, M., & Vital, M. L. (2021). Parental involvement during pandemic times: Challenges and opportunities. *Education Sciences*, 11(6), 302.
- Rönnerman, K., Grootenboer, P., & Edwards-Groves, C. (2017). The practice architectures of middle leading in early childhood education. *ICEP*, 11(8). <https://doi.org/10.1186/s40723-017-0032-z>
- Rousseau, J. J. (1999). *Discourse on the origin of inequality*. Oxford University Press.
- Salazar, M. L., Cashman, E. M., & Eschenbach, E. A. (2018). Equality vs. equity: Using assets and cultivating students. In *2018 IEEE Frontiers in Education Conference (FIE)* (pp. 1–3). IEEE.
- Saleem, A., Nisar, Q. A., & Imran, A. (2017). Organization citizenship behaviour, psychological empowerment and demographic characteristics: Teachers' perspective. *International Journal of Advanced and Applied Sciences*, 4(7), 129–135.
- Scheyett, A. (2023). Quiet quitting. *Social Work*, 68(1), 5–7.
- Schlüter, M., Baeza, A., Dressler, G., Frank, K., Groeneveld, J., Jager, W., & Schwarz, N. (2017). A framework for mapping and comparing behavioural theories in models of social-ecological systems. *Ecological Economics*, 131, 21–35.
- Schmid, S., Vetschera, R., & Lienert, J. (2021). Testing fairness principles for public environmental infrastructure decisions. *Group Decision and Negotiation*, 30, 611–640.
- Schumpeter, J. (2000). Entrepreneurship as innovation. In R. Swedberg (Ed.), *Entrepreneurship: The social science view* (pp. 51–75). Oxford University Press.
- Schumpeter, J. A., & Nichol, A. J. (1934). Robinson's economics of imperfect competition. *Journal of Political Economy*, 42(2), 249–259.
- Schwarzer, R., & Hallum, S. (2008). Perceived teacher self-efficacy as a predictor of job stress and burnout: Mediation analyses. *Applied Psychology*, 57, 152–171.
- Shani, O. (2020). Organizational resilience: Antecedents, consequences, and practical implications—for managers and change leaders. In R. W. Woodman, W. A. Pasmore, & A. B. (Rami) Shani (Eds.), *Research in organizational change and development* (pp. 127–158). Emerald Publishing Limited.

- Shapira-Lishchinsky, O. (2013). Team-based simulations: Learning ethical conduct in teacher trainee programs. *Teaching and Teacher Education, 33*, 1–12.
- Shapira-Lishchinsky, O. (2014). Toward developing authentic leadership: Team-based simulations. *Journal of School Leadership, 24*(5), 979–1013.
- Shapira-Lishchinsky, O. (2018). *International aspects of organizational ethics in educational systems*. Emerald Publishing Limited.
- Shapira-Lishchinsky, O. (2020). Proposing a new model for long-term learning among mid-level school leaders: Toward enhancing organizational learning via simulation training. *International Journal of Educational Management, 34*(9), 1375–1386.
- Shapira-Lishchinsky, O. (2021). The challenge of inequity in the educational system under the Coronavirus pandemic and other crises: Toward a new model of teacher mentoring. In J. Glantz (Ed.), *Crisis and pandemic leadership* (pp. 71–93). Rowman & Littlefield.
- Shapira-Lishchinsky, O. (2022). *Sources of resilience for teachers' emotional well-being during the COVID-19 outbreak: Toward shaping training processes*. Report to Israeli Ministry of Education (in Hebrew).
- Shapira-Lishchinsky, O., & Ben-Amram, M. (2018). Exploring the social ecological model based on national student achievements: Extracting educational leaders' role. *International Journal of Leadership in Education, 21*(3), 380–398.
- Shapira-Lishchinsky, O., & Ben-Amram, M. (2020a). Developing a code of ethics amongst social workers in supported employment: Exploring the socio-ecological model. *The British Journal of Social Work, 50*(6), 1834–1853.
- Shapira-Lishchinsky, O., & Ben-Amram, M. (2020b). Mentoring strategies and their impact on social workers' attitudes. *The Journal of Social Work, 21*, 374–393.
- Shapira-Lishchinsky, O., & Gilat, I. Z. (2015). Official policies and teachers' "tendency to act": Exploring the discrepancies in teachers' perceptions. *Education Policy Analysis Archives, 23*(82), 1–20.
- Shapira-Lishchinsky, O., & Levy-Gazenfrantz, T. (2015). Authentic leadership strategies in support of mentoring processes. *School Leadership & Management, 35*(2), 183–201. <https://doi.org/10.1177/1741143216665841>

- Shapiro, J. P., & Stefkovich, J. A. (2016). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas*. Routledge.
- Shapiro, J. P., Stefkovich, J. A., & Gutierrez, K. J. (2014). Ethical decision making. In C. M. Branson & S. J. Gross (Eds.), *Handbook of ethical educational leadership* (pp. 210–228). Routledge.
- Sharma, S., Scafide, K., Dalal, R. S., & Maughan, E. (2019). Individual and organisational characteristics associated with workplace bullying of school nurses in Virginia. *The Journal of School Nursing*. <https://doi.org/10.1177/1059840519871606>
- Shukla, J. (2021). Compulsory yet fair acquisition of land: Assessing procedural fairness of compulsory acquisition process in India: Analysing fairness in the process of land acquisition in India. *Journal of Property Research*, 38(3), 238–261.
- Shutenko, A., Shadrina, I. M., Ashutova, T., Statsenko, E. R., Alekseev-Apraksin, A., & Maltseva, J. M. (2018). Formation of entrepreneurial culture among university students majoring in economics. *Modern Journal of Language Teaching Methods*, 8(11), 961–974.
- Silke, H., Quinn, F., & Rieder, M. (2019). Telling the truth about power? Journalism discourses and the facilitation of inequality. *Critical Discourse Studies*, 16(3), 241–247.
- Simplican, S. C., Leader, G., Kosciulek, J., & Leahy, M. (2015). Defining social inclusion of people with intellectual and developmental disabilities: An ecological model of social networks and community participation. *Research in Developmental Disabilities*, 38, 18–29.
- Smith, C. E., & Warneken, F. (2016). Children's reasoning about distributive and retributive justice across development. *Developmental Psychology*, 52(4), 613.
- Sogunro, O. A. (2017). Quality instruction as a motivating factor in higher education. *International Journal of Higher Education*, 6(4), 173–184.
- Solís García, P., Lago Urbano, R., & Real Castelao, S. (2021). Consequences of COVID-19 confinement for teachers: Family-work interactions, technostress, and perceived organizational support. *International Journal of Environmental Research and Public Health*, 18(21), 11259.
- Spinelli, M., Lionetti, F., Setti, A., & Fasolo, M. (2020). Parenting stress during the COVID-19 outbreak: Socioeconomic and environmental risk

- factors and implications for children's emotion regulation. *Family Process*. <https://doi.org/10.1111/famp.12601>
- Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of Management Journal*, 38(5), 1442–1465.
- St-Jean, E., & Audet, J. (2012). The role of mentoring in the learning development of the novice entrepreneur. *International Entrepreneurship and Management Journal*, 8, 119–140.
- St-Jean, E., Radu-Lefebvre, M., & Mathieu, C. (2017). Can less be more? Mentoring functions, learning goal orientation, and novice entrepreneurs' self-efficacy. *International Journal of Entrepreneurial Behavior & Research*, 24(1), 2–21. <https://doi.org/10.4324/9781410609458>
- St-Jean, É., & Tremblay, M. (2020). Mentoring for entrepreneurs: A boost or a crutch? Long-term effect of mentoring on self-efficacy. *International Small Business Journal*, 38(5), 424–448.
- Steele, W., Luis, M., & Hartmut, F. (2015). Urban climate justice: Creating sustainable pathways for humans and other species. *Current Opinion in Environmental Sustainability*, 14, 121–126.
- Storey, V. J., & Cox, T. D. (2015). Utilizing TeachLivETM to build educational leadership capacity: The development and application of virtual simulations. *American Research Institute for Policy Development*, 4(2), 41–49. <https://doi.org/10.15640/jehd.v4n2a5>
- Strike, K. A. (1985). Is there a conflict between equity and excellence? *Educational Evaluation and Policy Analysis*, 7(4), 409–416.
- Tabner, I. T. (2020). Five ways coronavirus lockdowns increase inequality. <https://dspace.stir.ac.uk/retrieve/c3161b0f-8871-4807-8ac5-7d278368dfda/Tabner-Conversation-2020.pdf>
- Thomassen, M. L., Williams Middleton, K., Ramsgaard, M. B., Neergaard, H., & Warren, L. (2020). Conceptualizing context in entrepreneurship education: A literature review. *International Journal of Entrepreneurial Behavior & Research*, 26(5), 863–886.
- Thompson, E. R. (2009). Individual entrepreneurial intent: Construct clarification and development of an internationally reliable metric. *Entrepreneurship Theory and Practice*, 33(3), 669–694.

- Thompson, M., Owoh-Ovuakporie, K., Robinson, K., Kim, Y. J., Slama, R., & Reich, J. (2019). Teacher moments: A digital simulation for preservice teachers to approximate parent-teacher conversations. *Journal of Digital Learning in Teacher Education*, 35(3), 144–164.
- Thornton, G. C., Mueller-Hanson, R. A., & Rupp, D. E. (2017). *Developing organizational simulations: A guide for practitioners, students, and researchers*. Routledge.
- Tornblom, K. (1992). The social psychology of distributive justice. In K. Scherer (Ed.), *Justice: Interdisciplinary perspectives* (pp. 177–236). Cambridge University Press.
- Trinkner, R. (2022). Toward measuring objective procedural justice: Commentary on Terpstra and van Wijck (2022). *Journal of Research in Crime and Delinquency*. <https://doi.org/10.1177/00224278221135806>
- Ungar, M., & Theron, L. (2020). Resilience and mental health: How multisystemic processes contribute to positive outcomes. *The Lancet Psychiatry*, 7(5), 441–448. [https://doi.org/10.1016/S2215-0366\(19\)30434-1](https://doi.org/10.1016/S2215-0366(19)30434-1)
- van Veen-Dirks, P. M., Leliveld, M. C., & Kaufmann, W. (2021). The effect of enabling versus coercive performance measurement systems on procedural fairness and red tape. *Journal of Management Control*, 32(2), 269–294.
- Walsh, J. P., Ashford, S. J., & Hill, T. E. (1985). Feedback obstruction: The influence of the information environment on employee turnover intentions. *Human Relations*, 38(1), 23–46.
- Walter, H. L., & Fox, H. B. (2021). Understanding teacher well-being during the COVID-19 pandemic over time: A qualitative longitudinal study. *Journal of Organizational Psychology*, 21(5), 36–50.
- Watts, L. L., Ness, A. M., Steele, L. M., & Mumford, M. D. (2018). Learning from stories of leadership: How reading about personalized and socialized politicians' impacts performance on an ethical decision-making simulation. *The Leadership Quarterly*, 29(2), 276–294. <https://doi.org/10.1016/j.leafqua.2017.04.004>
- Weale, A. (2023). *Equality and social policy* (Vol. 10). Taylor & Francis.
- White, F., Stallones, L., & Last, J. M. (2013). *Global public health: Ecological foundations*. Oxford University Press.
- Wijck, P. (1993). On equity and utility. *Rationality and Society*, 5(1), 68–84.

- Wosnitza, M., Delzepich, R., Schwarze, J., O'Donnell, M., Faust, V., & Camilleri, V. (2018). Enhancing teacher resilience: From self-reflection to professional development. In M. Wosnitza, F. Peixoto, S. Beltman, & C. Mansfield (Eds.), *Resilience in education* (pp. 275–288). Springer.
- Wu, Y. C. J., & Wu, T. (2017). A decade of entrepreneurship education in the Asia Pacific for future directions in theory and practice. *Management Decision*, 55(7), 1333–1350.
- Xiao, H., Jingmin, L., & Kaixiang, W. (2019). *The influence of school curricular, environmental, and traffic intervention on the physical activity level of student groups based on a socio-ecological model* (No. 915). Easy-Chair.
- Yada, A., Björn, P. M., Savolainen, P., Kyttälä, M., Aro, M., & Savolainen, H. (2021). Pre-service teachers' self-efficacy in implementing inclusive practices and resilience in Finland. *Teaching and Teacher Education*, 105, 103398.
- Yu, H., Zhang, J., & Zou, R. (2021). A motivational mechanism framework for teachers' online informal learning and innovation during the COVID-19 pandemic. *Frontiers in Psychology*, 12, 601200.
- Zadok-Gurman, T., Jakobovich, R., Dvash, E., Zafrani, K., Rolnik, B., Ganz, A. B., & Lev-Ari, S. (2021). Effect of inquiry-based stress reduction (IBSR) intervention on well-being, resilience and burnout of teachers during the COVID-19 pandemic. *International Journal of Environmental Research and Public Health*, 18(7), 3689.
- Zavelevsky, E., Benoliel, P., & Shapira-Lishchinsky, O. (2022). Retaining novice teachers: The meaning and measure of ecological school culture construct. *Teaching and Teacher Education*, 117, 103783. <https://doi.org/10.1016/j.tate.2022.103783>
- Zavelevsky, E., & Shapira-Lishchinsky, O. (2020). An ecological perspective of teacher retention: An emergent model. *Teaching and Teacher Education*, 88. <https://doi.org/10.1016/j.tate.2019.102965>
- Zembylas, M. (2015). “Pedagogy of discomfort” and its ethical implications: The tensions of ethical violence in social justice education. *Ethics and Education*, 10(2), 163–174. <https://doi.org/10.1080/17449642.2015.1039274>