

This study sought to ascertain teachers' knowledge of the risk and protective factors to a child's resilience. In addition, the study aimed to explore strategies teachers use to promote the resilience of primary school children. This was completed using the 'What you do to foster resilience' scale (Green, Oswald & Spears, 2007). The study also sought to ascertain teachers' perceptions of how a family's socio-economic status may impact on a child's level of resilience. A two-pronged approach to data collection was undertaken. Phase one involved the use of questionnaires with forty primary school teachers across a range of *Delivering Equality of Opportunity in Schools* (DEIS) and non-DEIS primary schools in the Munster region of Ireland. The target schools consisted of six co-educational schools. Phase two involved semi-structured interviews with a subset of six of the questionnaire respondents. This was undertaken to probe answers which were provided in the questionnaires and to provide rich qualitative data. Phase two also entailed one semi-structured interview with one educational psychologist working to support mainstream primary schools. This interview was to ascertain the psychologist's viewpoint on the need for teacher training in the field of resilience and to investigate what evidence-based strategies are deemed most effective in promoting a child's resilience. Descriptive statistics were used to analyse the quantitative questionnaire data. Qualitative thematic analysis was employed to identify themes occurring across interview data. Results showed that respondents rated the role that the teacher plays in promoting a child's resilience as significant. The findings demonstrate mixed results as to whether teachers believe that resilience is best developed in the early years of a person's life. Female respondents were more likely to engage in social actions than male respondents as a means to promote resilience. DEIS and non-DEIS respondents identified varying risk and protective factors to a child's resilience. The majority of teachers felt that low socioeconomic status is a risk factor to a child's resilience. A resounding lack of training in resilience was identified in the research with the majority of teachers feeling that they would benefit from such training. Based on findings, implications for policy, practice and future research are outlined with particular focus on the central role of the teacher in supporting child resilience across settings.