

Reflections on Teaching in Times of Crisis: Narrative Analysis of Urban Educators During the COVID-19 Pandemic

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ABSTRACT

Background. The COVID-19 pandemic profoundly disrupted global education systems, forcing teachers to adapt to remote instruction, shifting expectations, and heightened emotional demands. Urban educators, in particular, faced layered challenges including technological inequity, socio-emotional strain, and intensified community needs.

Purpose. This study explores how urban teachers experienced and responded to the crisis by analyzing their personal narratives of teaching during the pandemic.

Method. Using a qualitative narrative analysis approach, the study collected data from 26 K–12 educators in three major metropolitan districts in the United States. Participants submitted reflective essays and engaged in semi-structured interviews between June and October 2021.

Results. The findings reveal recurring themes of professional identity redefinition, emotional exhaustion, pedagogical innovation, and relational resilience. Teachers described a tension between systemic inadequacies and personal commitment, often framing their roles as both educators and emotional caregivers. Despite institutional constraints, many developed adaptive strategies that centered student well-being and equity.

Conclusion. The study concludes that narrative inquiry provides essential insight into the lived complexities of teaching during crisis and underscores the need for systemic support structures that honor teachers' emotional labor and professional agency.

KEYWORDS

COVID-19, Crisis Pedagogy, Emotional Labor

Citation: Brown, S., Miller, D & Anderson, J (2025). Reflections on Teaching in Times of Crisis: Narrative Analysis of Urban Educators During the COVID-19 Pandemic. *International Journal of Educational Narrative*, 3(3), 230–240. <https://doi.org/10.70177/ijen.v3i3.2210>

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Received: March 11, 2025

Accepted: April 20, 2025

Published: April 20, 2025

INTRODUCTION

The COVID-19 pandemic was one of the most significant global disruptions to education in modern history, fundamentally altering the structure, delivery, and emotional landscape of teaching. In urban contexts, these disruptions were particularly acute, with educators forced to navigate the compounded effects of digital inequity, institutional instability, and heightened community trauma (Torres, 2024; Wilhelm dkk., 2024). Teachers were required to shift almost overnight to remote learning models, often without adequate training, infrastructure, or emotional preparation. The scale of this transformation



challenged long-standing pedagogical norms and reshaped professional identities in ways that are still unfolding. Urban educators faced distinctive burdens due to the overlapping vulnerabilities present in metropolitan school systems, including higher rates of student poverty, limited access to devices and internet, and preexisting systemic inequities (Glover dkk., 2024; Solano-Campos & Salmerón, 2024). These conditions intensified the emotional labor of teaching, as educators not only delivered instruction but also assumed new responsibilities as counselors, technology facilitators, and crisis responders (Goagoses dkk., 2024; Mittal dkk., 2024). The emotional toll of these shifts—coupled with the blurring of professional and personal boundaries—positioned urban teachers at the epicenter of a multifaceted crisis that continues to demand deeper scholarly reflection.

Narratives emerging from this period offer a critical entry point into understanding how educators experienced and made sense of teaching during a global emergency. Personal stories provide access to the affective and relational dimensions of crisis pedagogy, dimensions that are often overlooked in policy discussions and institutional analyses (Maddamsetti, 2024; Townshend, 2024). This study foregrounds such narratives to better understand the evolving professional identity, emotional challenges, and adaptive strategies that characterized urban teaching during the pandemic.

This research addresses the specific problem of how urban educators navigated the psychological, pedagogical, and logistical upheavals brought about by the COVID-19 crisis. While much public attention focused on student learning loss, less has been said about how teachers experienced their own professional transformations (Maddamsetti, 2024; Townshend, 2024). The pressure to maintain academic continuity was compounded by the lack of systemic preparedness, leading many educators to work beyond their contractual roles and emotional capacities.

The emotional demands placed on teachers during this time created a silent crisis of morale, well-being, and burnout. Teachers encountered increased isolation, disrupted routines, and an absence of institutional clarity, all while attempting to serve students in conditions of collective trauma. These challenges were especially salient in urban environments where socioeconomic disparities further magnified the burdens placed on educators. The absence of clear channels for expressing these experiences has left many narratives undocumented, despite their importance to understanding the full scope of the pandemic's impact on education.

A deeper investigation into the lived experiences of urban educators is therefore necessary to capture the nuanced reality of teaching during crisis. Such an investigation requires methods capable of honoring emotional complexity, contextual specificity, and reflective depth (Ulla dkk., 2024; Valiente-Riedl dkk., 2024). Narrative inquiry, with its capacity to center voice, identity, and meaning-making, is particularly suited for uncovering how teachers conceptualized their roles, managed emotional strain, and reconstructed pedagogical commitments amid unprecedented uncertainty.

This study aims to explore how urban educators reflected on their teaching practices, emotions, and professional identities during the COVID-19 pandemic (Nasseripour dkk., 2024; Wells & Daniels, 2024). By focusing on the narratives of teachers from metropolitan public schools, the research seeks to document how individuals adapted to shifting demands while preserving core pedagogical values. The study emphasizes reflection as both a methodological tool and an analytical focus, treating teacher narratives as critical sites of knowledge production.

The research also intends to capture the adaptive strategies developed by educators to maintain connection, engagement, and emotional stability during periods of remote instruction and social isolation (Burns dkk., 2024; Kharat dkk., 2024). These strategies included new uses of digital platforms, reimagined classroom routines, and relational forms of care that extended beyond

traditional pedagogical norms. By articulating these practices, the study contributes to a growing understanding of how educational resilience is constructed at the grassroots level.

An additional goal of the research is to position teacher voice at the center of educational discourse about crisis (Tahir & Jan, 2024; Vurayai, 2024). Often, educators are portrayed as passive implementers of top-down policies rather than active agents of transformation. This study seeks to challenge that framing by highlighting the reflective wisdom, emotional labor, and critical judgment exercised by teachers during one of the most destabilizing periods in recent educational memory.

Existing research on COVID-19 and education has largely focused on quantifiable outcomes such as student achievement, technology access, and institutional response. While these studies provide important macro-level insights, they frequently omit the granular, affective dimensions of teacher experience (Figueroa-Céspedes & Guerra, 2024; Sharma dkk., 2024). The literature lacks depth in documenting how educators personally made sense of, coped with, and adapted to the multifaceted disruptions of the pandemic.

Studies that do explore teacher perspectives often adopt survey methods that constrain reflection to pre-defined categories, limiting the emergence of authentic, contextually grounded insights. Qualitative research in this area remains underdeveloped, particularly in urban settings where the intersection of race, class, and systemic inequality shaped the contours of crisis teaching (Carrasco-Aguilar dkk., 2024; Yoshida, 2024). There is a need for research that captures not just what teachers did, but how they felt, thought, and changed in response to these conditions.

Narrative inquiry remains an underutilized approach in the COVID-19 education literature, despite its capacity to illuminate the meaning-making processes that underlie professional adaptation. By focusing on educators' personal stories, this study fills a critical gap in the literature and provides a complementary lens to the dominant discourses of learning loss and digital access (Calleja & Xerri, 2024; Yoshida, 2024). The emphasis on reflection and voice expands the methodological repertoire of pandemic-era educational research.

This research offers a novel contribution by framing teacher narratives as both a source of empirical data and a method of healing and professional identity reconstruction. Unlike studies that prioritize policy critique or institutional capacity, this study centers the emotional and cognitive experiences of educators as valid and generative fields of inquiry (Calleja & Xerri, 2024; “ERRATA: Educação básica na pandemia de Covid-19: críticas ao ensino remoto, (publicado em Educação e Pesquisa, 50, (2024), (10.1590/S1678-4634202450264928por)),” 2024). It builds on the assumption that what teachers say about their work, when carefully analyzed, reveals not only challenges but also pedagogical knowledge, values, and innovation.

The conceptual originality of this study lies in its articulation of “crisis pedagogy” as a lived, narrative phenomenon rather than a theoretical abstraction. By analyzing reflections from educators, the research introduces new understandings of how pedagogy adapts under extreme conditions, shaped not by textbook theory but by immediate relational, emotional, and ethical concerns (“ERRATUM: Basic Education during the Covid-19 Pandemic: Criticisms of Remote Teaching, (Published in Educação e Pesquisa, 50, (2024), (10.1590/S1678-4634202450264928en)),” 2024; Nøkleby dkk., 2024). These insights contribute to rethinking teacher professionalism in times of uncertainty.

This research is justified not only by the absence of deep narrative inquiry in current scholarship, but also by the ethical imperative to listen to educators who carried the emotional weight of educational continuity (Anapey, 2024; Peltola dkk., 2024). Their reflections are not merely anecdotal; they are analytical, political, and pedagogical interventions that deserve space in

academic and policy discourse. Elevating these voices is essential to designing more humane and sustainable educational systems post-crisis.

RESEARCH METHODOLOGY

This study employed a qualitative narrative research design to explore the lived experiences of urban educators during the COVID-19 pandemic (Aravossitas & Tisizi, 2024; Feick & Schmidt, 2024). Narrative inquiry was selected as the methodological framework due to its capacity to elicit rich, contextually grounded accounts of professional identity, emotional labor, and adaptive practice. The design allowed participants to reflect on their experiences in their own voices, emphasizing meaning-making over measurement and enabling a deeper understanding of how teachers interpreted and responded to educational disruptions (Khotimah dkk., 2024; Wiedermann dkk., 2024). The approach aligned with a constructivist epistemology that values personal stories as valid and generative sources of knowledge.

The study involved 26 K–12 educators from three major metropolitan school districts in the United States: New York City, Chicago, and Los Angeles. Participants were selected through purposive sampling to ensure representation across elementary, middle, and high school levels, as well as a diversity of teaching experience, racial identity, and subject area specialization. Inclusion criteria required participants to be actively teaching during the 2020–2021 school year and willing to engage in reflective, narrative-based inquiry (Clough & Tarr, 2024; Feick & Schmidt, 2024). The sample included educators from both public and charter school contexts, reflecting a cross-section of urban schooling environments.

Data collection was conducted using two primary instruments: semi-structured interviews and reflective written narratives. Participants were first invited to compose a written reflection detailing their experiences teaching during the height of the pandemic. These reflections served as a basis for the follow-up interviews, which were conducted virtually via Zoom (Aravossitas & Tisizi, 2024; Wolfe dkk., 2024). The interviews encouraged participants to elaborate on key themes from their written narratives, allowing space for emotional nuance, ethical tensions, and evolving pedagogical perspectives. Both instruments were designed to foreground teacher voice and to capture the complexity of teaching in a time of systemic uncertainty.

Data collection occurred between June and October 2021, during a period of ongoing pandemic-related adjustments in school reopening plans (Banegas, 2024; Lin & Chen, 2024). All interviews were audio-recorded and transcribed verbatim with the participants' consent. Thematic narrative analysis was used to code and interpret the data, focusing on recurring motifs such as emotional fatigue, pedagogical reinvention, institutional support (or lack thereof), and educator-student relationships. Coding was iterative and involved multiple rounds of review to ensure analytical rigor and thematic saturation. Member checking was conducted by providing participants with summary reports of their narratives and inviting feedback to ensure authenticity and alignment with their intended meaning (Hillis, 2024; Ozdemir dkk., 2024). Ethical clearance was obtained from the university's institutional review board, and participants were assured of confidentiality, voluntary participation, and the right to withdraw at any point.

RESULTS AND DISCUSSION

The study engaged 26 K–12 educators from three major U.S. urban districts—New York City, Chicago, and Los Angeles—who participated through reflective writing and semi-structured interviews. Participants represented diverse teaching levels, subject areas, racial backgrounds, and years of experience, offering a broad view of urban educational dynamics during the COVID-19

pandemic. Of the total sample, 18 were women, 8 were men, and the average teaching experience was 12.4 years.

Table 1. Demographic Profile of Participants

Variable	Category	Frequency
Gender	Female	18
	Male	8
Teaching Level	Elementary	10
	Middle School	8
	High School	8
School Type	Public	19
	Charter	7
Years of Teaching Experience	1–5 years	6
	6–15 years	11
	16+ years	9

The demographic data shows a majority of participants were mid-career educators working primarily in public school settings. High school and elementary teachers were equally represented, which allowed for comparative insights across grade levels. Reflective narratives were generally longer and more introspective among teachers with over 10 years of experience, suggesting that professional longevity may influence both narrative depth and emotional articulation.

Narrative themes emerged across three primary domains: emotional exhaustion, pedagogical adaptation, and shifting professional identity. Participants consistently described overwhelming stress, mental fatigue, and feelings of isolation during prolonged remote teaching periods. Many recounted moments of burnout, especially during the winter surge of 2020, citing increased administrative demands, blurred work-life boundaries, and heightened student needs as major stressors.

The emotional toll of the pandemic was also reflected in the language of loss and disconnection. Teachers expressed grief not only for the disruption of routine but also for the diminished sense of relational presence with students. The digital barrier, while necessary, often reinforced emotional distance. Several educators noted that they “taught into a void,” lacking the feedback and spontaneity that typically animates classroom instruction.

Inferential analysis of the narratives revealed a positive correlation between sustained peer collaboration and emotional resilience. Teachers who reported participating in weekly peer support groups or departmental check-ins described lower levels of burnout and greater capacity to innovate pedagogically. Those without such collegial structures more frequently expressed feelings of isolation and demoralization, despite similar workloads.

Educators with access to strong leadership and empathetic administrators were more likely to describe their experiences using language of perseverance and solidarity. In contrast, teachers who worked under rigid or absent administrative leadership framed their pandemic teaching primarily in terms of survival. These variations suggest that school culture and interpersonal support networks significantly mediated emotional outcomes and professional endurance.

Cross-case analysis revealed relational pedagogies became a survival mechanism for many educators. Teachers consistently prioritized student well-being over content mastery, often redesigning their curricula to integrate emotional check-ins, project-based learning, and flexible deadlines. Participants described this shift as both necessary and transformative, reframing their professional identity as centered on care, responsiveness, and shared humanity.

The reconfiguration of teacher identity was particularly salient among veteran educators, who reflected on how the pandemic required a return to “first principles” of why they entered the profession. Many interpreted their roles as caregivers, mentors, and social advocates rather than mere content deliverers. This identity expansion, though emotionally taxing, was described as a source of renewal and moral grounding for some.

One illustrative case is that of Rosa, a 12th-grade English teacher in Los Angeles, who began hosting weekly “open mic” sessions via Zoom to foster student expression. These sessions allowed students to read poetry, share journal entries, or speak about personal challenges, transforming the virtual space into a site of communal healing. Rosa reported that her teaching became more human-centered and deeply relational, redefining success as emotional connection rather than academic performance.

Another notable case is Marcus, a second-year science teacher in Chicago, who initially struggled with online engagement but eventually designed interactive lab simulations using household items. His reflections reveal a trajectory of frustration, experimentation, and breakthrough, culminating in a sense of agency and instructional creativity. Marcus credited his school’s mentorship program and biweekly reflection meetings with helping him sustain motivation and rebuild professional confidence.

The data support the interpretation that crisis teaching fostered a new ethic of pedagogy rooted in adaptability, empathy, and reflective practice. Teachers consistently described a shift from standardized instruction to responsive teaching models tailored to evolving student needs. While the loss of routine was destabilizing, it also opened space for innovation and value realignment in classroom practice.

The narratives illustrate that the core of teaching—its relational, ethical, and affective dimensions—was both strained and reaffirmed during the pandemic. Educators navigated a period of profound uncertainty by redefining their roles, reconnecting with foundational values, and co-constructing learning experiences with students. These acts of reflective resilience offer vital insights into the emotional architecture that sustains teaching in times of crisis.

The findings of this study highlight how urban educators navigated the emotional, pedagogical, and institutional challenges posed by the COVID-19 pandemic. Teachers consistently reported intense emotional fatigue, amplified by blurred boundaries between work and personal life, technological barriers, and lack of institutional clarity. Despite these obstacles, many educators developed adaptive strategies to maintain student engagement and foster emotional connection. These strategies included relational pedagogies, curricular flexibility, and the integration of socio-emotional support into academic routines.

Narratives also revealed significant shifts in professional identity. Educators moved from perceiving themselves primarily as content deliverers to embracing roles as caregivers, advocates, and emotional stabilizers. This shift was not merely rhetorical; it manifested in concrete classroom practices that prioritized student well-being over standardized performance. Teachers described this identity reconfiguration as both exhausting and affirming, reflecting a deeper moral investment in their work.

Peer collaboration and administrative support emerged as critical factors influencing emotional resilience. Teachers with access to regular professional dialogue and responsive leadership reported greater motivation and innovation. The lack of such support, on the other hand, was associated with isolation, demoralization, and a transactional approach to teaching. This divergence underscores the importance of professional ecosystems in sustaining educators during prolonged crisis.

The pandemic forced educators to reassess the purpose and priorities of teaching. Many returned to fundamental questions about the social and emotional dimensions of their practice. This reflective turn, while prompted by crisis, opened new pedagogical possibilities and reaffirmed core commitments to justice, empathy, and student voice. These transformations, as recorded through narrative, are essential for understanding the lived complexities of urban teaching in times of disruption.

This study aligns with emerging literature on teacher experiences during the COVID-19 pandemic, particularly those that center emotional labor and pedagogical adaptation. Research by Kim and Asbury (2020) and Trust and Whalen (2021) similarly identifies heightened stress, professional reinvention, and the redefinition of educational success as central themes. The present study reinforces these findings while offering new insight into how these themes manifest specifically in urban public school contexts with long-standing structural inequities.

Distinct from prior research that emphasizes technological access or institutional policy, this study foregrounds the subjective, affective, and narrative dimensions of crisis pedagogy. The emphasis on personal stories reveals how teachers interpreted and emotionally processed the crisis, rather than how they complied with instructional mandates. This narrative perspective brings to light the moral and relational underpinnings of teaching that are often rendered invisible in survey-based studies.

Compared to studies situated in suburban or rural settings, this research highlights the intersectional pressures faced by urban educators. Teachers in this study were not only navigating a health crisis but also contending with systemic inequities that predated the pandemic. These compounding stressors shaped how educators experienced institutional abandonment and how they found solidarity through grassroots professional communities. The urban lens adds a layer of social complexity often absent from more generalizable pandemic education studies.

This research extends the discourse by integrating teacher reflection as both a data source and an analytical lens. The act of storytelling itself became a vehicle for professional recovery and pedagogical transformation. Teachers articulated their experiences not simply to document hardship but to reclaim agency, restore meaning, and imagine new possibilities for practice. These contributions suggest that narrative is not only a method of inquiry but also a pathway to professional healing and renewal.

The results of this study reflect a deeper shift in how educators conceive of their roles in times of crisis. Teaching became an act of care, resistance, and relational anchoring, rather than a neutral delivery of curriculum. The findings demonstrate that teachers possess the capacity for rapid innovation when grounded in strong ethical and emotional frameworks. This orientation allowed them to prioritize what mattered most—human connection—over institutional compliance.

The emphasis on relational teaching strategies signals a renewed recognition of the emotional core of education. Teachers who focused on student well-being described more sustained engagement and mutual trust in their virtual classrooms. These relational shifts helped buffer the psychological toll of prolonged uncertainty and positioned educators as stabilizing forces in their communities. In urban environments marked by racial and economic inequity, these acts carried significant weight.

The narratives also signal the insufficiency of traditional accountability metrics in evaluating teacher effectiveness during crisis. Many educators abandoned grading in favor of formative, feedback-driven approaches centered on student voice. This pedagogical reorientation challenges long-standing assumptions about rigor, discipline, and learning outcomes. The study calls for a

broader definition of teacher effectiveness—one that includes adaptability, empathy, and responsiveness.

The pandemic illuminated the ways in which urban teachers were both professionally vulnerable and ethically resolute. Their reflections offer a counter-narrative to deficit discourses that frame educators as overwhelmed or ineffective. Instead, these stories reveal strength, ingenuity, and an unwavering commitment to their students. These insights are indispensable for reimagining education systems that are humane, flexible, and grounded in relational justice.

The implications of this study extend to multiple domains of educational policy and practice. Teacher preparation programs should integrate narrative inquiry and trauma-informed pedagogy as essential components of professional training. Curricula must be designed with flexibility and responsiveness to student contexts, especially in historically underserved urban schools. This shift requires a departure from one-size-fits-all instructional models toward adaptive, relational, and justice-oriented frameworks.

School districts should prioritize teacher well-being through sustained support structures such as reflective practice groups, peer mentoring, and access to mental health resources. Institutional recognition of emotional labor must move beyond symbolic appreciation toward tangible investment in human-centered professional development. Leadership models should empower teachers as knowledge producers, not just policy implementers.

Education policy must evolve to accommodate the realities of teaching in crisis. Policies that rely solely on test scores, seat time, or rigid evaluation frameworks fail to capture the moral and emotional complexity of educator labor. New accountability systems should be co-designed with teachers, grounded in qualitative indicators such as classroom relationships, student engagement, and reflective growth. Such an approach would better align policy with the lived realities of educators.

Researchers and policymakers must also embrace narrative methods as valid tools for capturing the human dimensions of teaching. Storytelling allows for the articulation of complexity, contradiction, and transformation that statistical models often obscure. Incorporating teacher narratives into education discourse ensures that those most directly affected by policy decisions have a voice in shaping them. The inclusion of these voices is not only ethical—it is essential for educational equity and resilience.

The findings of this study can be understood through the lens of affective labor and critical pedagogy. Teachers engaged in emotional work that extended beyond professional boundaries, shaped by a desire to maintain human connection in digitally mediated spaces. This labor was both visible and invisible, celebrated and overlooked, generative and depleting. Understanding this duality is key to developing sustainable approaches to crisis teaching.

Educators' emphasis on student well-being stemmed from a deep sense of moral responsibility. Many teachers described their roles as protective and affirming in the face of widespread institutional uncertainty. Their decisions to modify curricula, extend grace, or abandon rigid standards were not signs of diminished rigor, but of ethical clarity. These choices were acts of resistance against dehumanizing systems and affirmations of student worth.

The resilience of educators during the pandemic was not innate but nurtured through relational ecosystems. Collegial support, responsive leadership, and personal reflection were key enablers of sustained teaching. Where these supports were absent, teachers experienced burnout and disconnection. This finding reinforces the idea that resilience is not an individual trait but a collective condition.

The enduring lesson from these narratives is that crisis pedagogy requires more than flexibility—it demands care, community, and courage. Teachers who thrived during this period were those who reimagined their roles in alignment with these values. Their stories offer a blueprint for a more humanizing approach to education—one that places emotional truth and ethical presence at the center of teaching practice.

CONCLUSION

The most significant finding of this study is that urban educators, during the COVID-19 pandemic, fundamentally redefined their professional identities by centering relational care, emotional labor, and adaptive pedagogy. Rather than adhering to rigid instructional norms, teachers prioritized student well-being, redesigned learning around equity and empathy, and reimagined their roles as moral agents within communities under duress. This shift was not merely reactive but reflected a deep pedagogical transformation grounded in reflective practice and human-centered values. Teachers emerged not just as implementers of emergency protocols but as frontline emotional responders, demonstrating that education during crisis is as much about connection and care as it is about content.

This research offers a unique contribution by employing narrative inquiry to explore teacher reflection as both a subject of study and a methodological lens. The use of written narratives and in-depth interviews allowed for the emergence of complex, affective insights that are often flattened in quantitative or survey-based studies. Conceptually, the study advances the notion of “crisis pedagogy” as an ethical and relational practice shaped by teachers’ lived experiences. Methodologically, it reinforces the validity of storytelling as an analytical framework that honors educator voice and captures the nuanced dimensions of teaching in extreme conditions.

This study is limited by its sample size and geographic scope, which focused on a specific group of urban educators in three U.S. metropolitan areas. The reflections captured are temporally bound to the height of the COVID-19 pandemic and may not represent longitudinal changes in professional identity or pedagogical evolution. Future research should include a more diverse and larger cohort across rural, suburban, and international contexts to examine how contextual variables mediate teachers’ crisis responses. Longitudinal narrative studies could also explore how these identity shifts are sustained or reshaped over time, and how narrative methods might support teacher resilience and policy advocacy in post-crisis educational recovery.

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