

References and literature related to the lecture

“How to foster resilience in the classroom?”, 4th of October 2022

by Ioana Viscrianu

Reports and Studies on the actual mental health state of children and youth worldwide

UNICEF (2021). The State of the World's Children 2021. On My Mind: Promoting, protecting and caring for children's mental health. In <https://www.unicef.org/reports/state-worlds-children-2021>

Studies on the necessity of promoting resilience in schools

Biesta, G. Good education in an age of measurement: on the need to reconnect with the question of purpose in education. *Educ Asse Eval Acc* **21**, 33–46 (2009). <https://doi.org/10.1007/s11092-008-9064-9>

García-Crespo FJ, Fernández-Alonso R, Muñiz J (2021) Academic resilience in European countries: The role of teachers, families, and student profiles. *PLoS ONE* 16(7): e0253409. <https://doi.org/10.1371/journal.pone.0253409>

Hagell, Ann. (2015). Healthy Young Minds: Transforming the mental health of children. Report of the WISH Mental Health and Wellbeing in Children Forum 2015. https://www.mhinnovation.net/sites/default/files/downloads/resource/WISH_Wellbeing_Forum_08.01.15_WEB.pdf

Keller-Bell, Y., & Short, M. (2019). Positive Behavioral Interventions and Supports in Schools: A Tutorial. *Language, speech, and hearing services in schools*, 50(1), 1–15. https://doi.org/10.1044/2018_LSHSS-17-0037

Masten, A.S. Ordinary magic: Resilience processes in development. *American Psychologist*, 56 (3) (2001), s.227ff.

First Study on the topic of resilience

Werner, E., & Smith, R. (2001). *Journeys from childhood to midlife: Risk, resilience, and recovery*. Ithaca, N.Y.: Cornell University Press.

Quotes

“The whole teaching and educational method itself is oriented towards having a healthy effect on the child.”

“only then will you be confronted with the mystery of the human being, the completely unanswerable aspects of this human being. And one will want to look at the predispositions, talents and education in a new light, in a completely different light than they can be looked at if one only has in mind what the present so often emphasizes: the heredity, the qualities inherited from the ancestors.”

Steiner, Rudolf (1911). Anlage, Begabung und Erziehung des Menschen, in: Answers to big questions (Antworten der Geisteswissenschaft auf die großen Fragen des Daseins), s. 220f GA 60. Dornach: Rudolf Steiner Verlag, free translation by Ioana Viscrianu.

“confidence in life! In a materialistic view of life, is very difficult to find this disposition. Confidence in life resembles gratitude to life, but is quite another feeling alongside of it; for confidence in life consists in a steadfast disposition of soul, so that life, however it may approach us, has under all circumstances something to give us, so that we can never degenerate to the thought that life could have nothing more to give us. Later on in this paragraph he continues (...) “If such a disposition were fostered in educational systems a tremendous amount would be gained. It is even good to plan our teaching and education so

as to show, by individual examples, that life deserves our confidence — just because it is often so hard to understand this fact. (...) Such a mood should not be considered superficially; it should not lead to finding everything in life brilliant and good. On the contrary, in particular cases this very ‘confidence’ in life may lead to a sharp criticism of evil and foolish things.”
Steiner, Rudolf (1991). Erdensterben und Weltenleben Anthroposophische Lebensgaben. Bewußtseins-Notwendigkeiten für Gegenwart und Zukunft s. 127f. GA 181, Jahr 1918. Dornach: Rudolf Steiner Verlag.

Translation: <https://rsarchive.org/Lectures/19110112p01.html>

“(…)is something which should receive more consideration than it does. This can be done when the element of which I am about to speak is given consideration in the educational systems. A lot depends upon this. (...) What a man needs in this respect is the possibility through life itself to rejuvenate and refresh again and again his feelings towards what must be encountered in life. We can so squander life that after a certain age we begin to feel more or less ‘tired,’ because we have lost the living share in life and are not able to bring sufficient zest to it for its phenomena to give us joy. Just compare the two extremes: the grasp and acceptance of experience in early youth — and the weary acceptance of life's phenomena in later age. Just consider how many disappointments are connected with this. There is a difference in whether a man is able to make his soul forces take part in a continual resurrection so that each morning is new to his psychic experience, or whether, as it were, the course of his life has wearied him for the appreciation of its phenomena. It is especially important to consider this in our time, so that it should gain an influence in the systems of education. With respect to such things, we face a significant turning-point in human evolution.”

Steiner, Rudolf (1991). Erdensterben und Weltenleben Anthroposophische Lebensgaben. Bewußtseins-Notwendigkeiten für Gegenwart und Zukunft s. 127f. GA 181, Jahr 1918. Dornach: Rudolf Steiner Verlag.

Translation: <https://rsarchive.org/Lectures/19110112p01.html>

Article on resilience by Ioana Viscrianu

https://www.goetheanum-paedagogik.ch/fileadmin/paedagogik/News/IoanaViscrianu_Bildung_fuer_eine_unvorhersehbare_Zukunft.pdf

More about the project of the Pedagogical Section on Resilience and School

<https://www.goetheanum-paedagogik.ch/standard-titel-2>