

TRANSFORMATIVE RESILIENCE IN EDUCATIONAL CARE

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Abstract

Living in the present time is disorienting because it appears invaded by uncertainty and by the dominance of individualistic tendencies; therefore, it is necessary to recover the awareness that we are not alone and that our feelings, whether negative or positive, are shared and experienced by others as well.

Uncertainty and fear can be faced through an educational action that leads to an expansion of the self in a design perspective characterized by an existential task marked by the acceptance of the human condition of fragility, which at the same time contains in it the possibility of "being there" in a possible world. People, therefore, have two ways at their disposal. The first, the one of conservation, dictated by fear, meaning that the institutions preserve what they already have. Or there is another path and possibility that can be followed, namely transformative resilience.

In this work we intend to make a contribution regarding the redefinition of the school curriculum, that takes into account the transformations dictated by the pandemic and that is able to accommodate the construct of transformative resilience in educational care, through listening, sharing and collaboration between institutions as an educating community where resilience should no longer be considered adaptive and static, but transformative and constantly moving, so as to withstand the different challenges that people experience on a daily basis.

In particular, with the spread of COVID-19 the school has had to change its relationship with students and their families. For example, the redefinition of the Co-Responsibility Pact which, with the use of distance learning, has made it necessary to introduce new forms of collaboration between school and family. Through the analysis of data from various national and international researches it is possible to highlight how educational action must also affect the acquisition of a new competence that of resilience understood as transformative.

Keywords: Educational care, curriculum, resilience, fragility, educating community.

1 INTRODUCTION

Today we are facing a moment of strong crisis, full of changes that have affected the whole world and that have affected every aspect of our lives, from the family, to the educational and work. The Pandemic has brought out fragilities already inherent in our society and has accentuated inequalities, social, economic, environmental and existential weaknesses [1].

The choice of a path of "transformative resilience" today is increasingly urgent, underlining with it the importance of increasing a strong collaboration between institutions and communities.

Education can and must once again play a crucial role in promoting a real recovery, in moments like this one characterized by strong bewilderment and fragility. What, then, can the school do in the perspective of a new educational perspective capable of responding to an increasingly complex reality that sees countless people intertwined and with them different realities of life?

It is certainly necessary to promote a pedagogical reworking of the "common feeling" starting from the most fragile minds that seek answers at school with respect to a disorienting moment for everyone [2].

But what does it mean to learn to be resilient in the face of moments of suffering and fragility?

Developing resilience means creating the conditions to overcome one's vulnerability, to face the difficult moments, facing experiences that cause dissatisfaction, discomfort, malaise. The work educational that intends to support the development of resilience, therefore, comes very close to the work of promotion of multiculturalism because it concerns the study of how individuals, groups, and societies develop resistance strategies to address the issues of everyday life [3].

Being resilient means learning to develop behaviors and responses that focus on our strengths, but this process is always linked to the dynamic interaction between the individual's internal individual resources and external contextual factors.

The social context, therefore, affects our lives and can make the difference, the different contexts in which the child / boy grows, such as the family, the peer group, the school, play a decisive role in emotional, social, cognitive, relational development [4].

2 METHODOLOGY

The promotion of resilience must therefore begin from the first years of life to facilitate inclusion, openness, strengthening that sense of individual responsibility that promotes cooperation and social inclusion.

To change direction in view of a resilient recovery, schools must also begin to rethink their work by focusing on the well-being of young learners both from an ethical and educational point of view.

Schools must therefore commit themselves to offering a safe environment for all students and in particular for those who live in disadvantaged situations related to difficulties of different nature such as economic, relational and family.

The goal must be to offer an active participation in learning and in general in all social activities favoring a sense of continuity, belonging and sharing.

It is necessary to promote the creation of a didactic curriculum aimed at promoting a transformative resilience that must aim to help develop those key fundamental skills to overcome situations of disadvantage, of great difficulty, starting from one's strengths and from one's deepest resources [5].

Our children need to relearn how to take care of their "becoming" with a view to resilience, listening and sharing, teaching them that an experience of crisis brings with it challenges that can often bring out resources that we thought we did not have.

Through the development of different skills it is possible to prevent the emergence of critical situations related to delicate life realities often characterized by poverty, unemployment, family difficulties, bullying, social exclusion that can negatively affect the educational path and not only of a learner.

A didactic curriculum focused on transformative resilience aims to promote the acquisition of those skills necessary to have personal, scholastic, professional success and to become able to face and overcome the difficulties of one's life path.

A boy who has the opportunity to have positive stimuli, to grow up in a healthy and protective context where to build meaningful relationships with adults and their peers, will certainly become better at facing adversity in times of difficulty both at school and in social relationships.

In accordance with the adoption of a resilient perspective, it is also necessary to underline the importance of a change in the style of teaching and learning, in the educational relationship between teacher and student and more generally in the relationship with the entire school community.

A resilient approach at school can only lead to a broad and systemic transformation that knows how to interact with the complexities of the educational reality. In addition to a re-reading of educational planning policies, it is also necessary to rethink jointly a review of the processes and resources that can support learning outcomes and help combat educational poverty and existential fragility [6].

It is certainly necessary to teach our children to develop good communication skills that require not only knowing how to listen but also knowing how to communicate their ideas to others, thus managing to dialogue with ourselves and with our interiority. It is important to teach them to learn to build healthy and lasting relationships, to build friendships with their peers that represents for them a very important and fundamental piece for growth.

Another important aspect is to develop self-determination so the importance of learning to say "there is I can do" even in the face of the most difficult situations. Problem solving, in fact, represents a key competence fundamental to face adversity as it moderates the impact of negative life events on the well-being of the individual.

3 RESULTS

Self-determination means having the feeling of having your life in your hands and this does nothing but strengthen your self-esteem and self-confidence that pushes you to say that you can do it even in the face of complicated situations [7].

It is important to learn to make decisions for yourself by exercising some control over your life, having the courage to manage it according to your values and desires. In fact, we all need to act with a sense of belonging, to feel psychologically free and to have choices.

Another fundamental aspect for the promotion of resilience is the ability to know how to enhance one's strengths by having a positive conception of oneself and one's self-efficacy.

Belief in one's own effectiveness influences behavior, motivational level, thinking, and emotional reactions in response to each situation.

Learning to value one's strengths in educational contexts and social interactions means at the same time learning to increase knowledge and awareness of oneself and one's deepest emotions.

Increasing one's level of self-awareness can help to find new resources and discover new ways to face and transform suffering and difficulties, accessing greater inner and relational well-being.

You learn to become more courageous in facing situations of adversity and you learn to resist in the face of a task despite failure. Courage, optimism, perseverance are fundamental qualities that help in a resilient and transformative self-development.

It is necessary to learn to promote a new, critical, creative thought capable of transforming challenges into opportunities, capable of grasping new and original ways of being in the world, connecting self-care with the care of otherness.

In classes where resilience is promoted, the teacher has a dual role: on the one hand he provides support with respect to school learning, on the other he is also an educator and is called to take care of the social and emotional needs of students [8].

Even the most fragile children if encouraged and listened to feel more confident, valued and trustworthy, learn to experiment in difficult situations and, in case they make mistakes, they are not afraid of feeling humiliated or embarrassed. In this way they gradually develop a positive outlook towards themselves, their abilities and learn to take care of themselves by protecting themselves from risk situations.

Today more than ever it is necessary to promote a culture of solidarity, cooperation, listening and sharing, in resilient classrooms students learn to support each other, resolving conflicts in a constructive and positive way [9].

4 CONCLUSIONS

The perspective of transformative resilience therefore implies the adoption of an open gaze, complex and flexible, able to combine multiple models and tools by teachers, managers, professionals, researchers and evaluators, based on context, situation and questions educational that are posed.

Thinking in a resilient way means thinking holistically and globally about our lives, it means creating those conditions necessary to allow the younger generations to learn to overcome their vulnerability, facing difficult moments and experiences that cause dissatisfaction, discomfort, malaise, in a positive and functional way to themselves and others.

Teachers have always played a key role not only with respect to educational success understood in the strict sense, with respect to the objectives of the curriculum, but also in the broader general development of children, supporting their well-being at school, individual and relational resilience.

Rethinking a new educational perspective in a resilient perspective that intends to propose changes to be introduced in the daily teaching work can create those conditions to generate a spark of change that can make a difference in the lives of our students, affecting the broader system that includes schools and communities, education, social and environmental justice, social enhancement and global community.

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