

# RESILIENCE & PEDAGOGY

IN A FRAMEWORK OF  
SALUTOGENESIS MODEL OF HEALTH

Project coordinated by **Belle Leung & Jacinta Gorchs**

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# ABSTRACT

This research aims to develop a multilevel panel to collect and analyze emotional, contextual, and relational data, focusing on whether Waldorf education contributes to the development of resilience in students from a salutogenic perspective.

The study addresses the following research questions:

- 1) Does Waldorf education contribute to the development of resilience in students?
- 2) How do the emotional, contextual, and spiritual aspects of Waldorf education influence student's resilience?
3. Is resilience development among students in Waldorf schools across different culture comparable?
4. What is the relationship between resilience and sense of coherence?

# RESILIENCE

Time	Theorist	Findings
1970s	Norman Garnezy	Children of schizophrenic parents, despite their high-risk status, did not develop severe psychopathologies. Instead, they exhibited resilience, demonstrating normal or even exceptional adjustment.
1980s	Emmy Werner	Conducted the Kauai Longitudinal Study, which followed nearly 700 children in Hawaii from birth to adulthood. About 1/3 of the high-risk children were found to grow up to be competent, confident, and caring adults, highlighting the role of protective factors like strong relationships and community support.
1980s ~ 1990s ~ 2010s	Michael Rutter	The psychiatrist who researched in the context of child development and psychopathology proposed that resilience is not a fixed trait but a dynamic process that involves interactions between an individual's biology, psychology, and environment. Seminal works include the concept of "cumulative risk", "steeling effect", "mechanism of resilience", "school as protective factors".  Isle of Wight Study: Showed that positive school environments and supportive relationships with teachers and peers promoted resilience. Introduced the concept of "steeling effects," where moderate stressors could strengthen coping mechanisms. Romanian Orphanage Study: Demonstrated the potential for recovery and resilience in children adopted from severe deprivation.  Continued to emphasize the dynamic nature of resilience, involving interactions between biology, psychology, and environment. Further explored the mechanisms of resilience, including genetic, psychological, and environmental interactions.
1990s	Suniya Luthar	Examined resilience among adolescents in affluent communities and found that high expectations and pressure to achieve could undermine resilience, thus different socio-economic status can imply different type of stressors.  Highlighted the importance of supportive parenting and balanced lifestyles for fostering resilience.
2000s	Ann Masten	Focusing on developmental psychology and the adaptive processes, she introduced the concept of "ordinary magic," suggesting that resilience arises from common protective systems like family support and cognitive skills.  Masten's research spans including schools and communities, where she explored how children and adolescents develop resilience through experiences of challenge and support, emphasizing the role of competence, autonomy, and positive relationships in fostering resilience.
2000s	Michael Ungar	The scholar in the field of social work developed the social ecological model of resilience, emphasizing the importance of context and culture in shaping resilience.  He highlighted how supportive social networks and community resources contribute to resilience in diverse populations.

# RESILIENCE-2



## Resilience

- valuable quality/capability
  - enables individuals to navigate adversity
  - achieve positive outcomes

## However

- research often stems from extreme cases,
  - raising concerns about generalizability

# RESILIENCE-3



## Resilience

- does not universally ensure positive outcomes
  - due to variability in individual responses
  - contextual factors
  - the complexity of adversity
- as a neutral process
  - can lead individuals to adapt and endure in toxic environments
  - sometimes perpetuating harmful coping mechanisms rather than fostering genuine well-being.

**\*\*\*More important is\*\*\***

Why should we be  
resilient?

We must always keep in  
mind why we are resilient.

## **ZOOMING OUT**

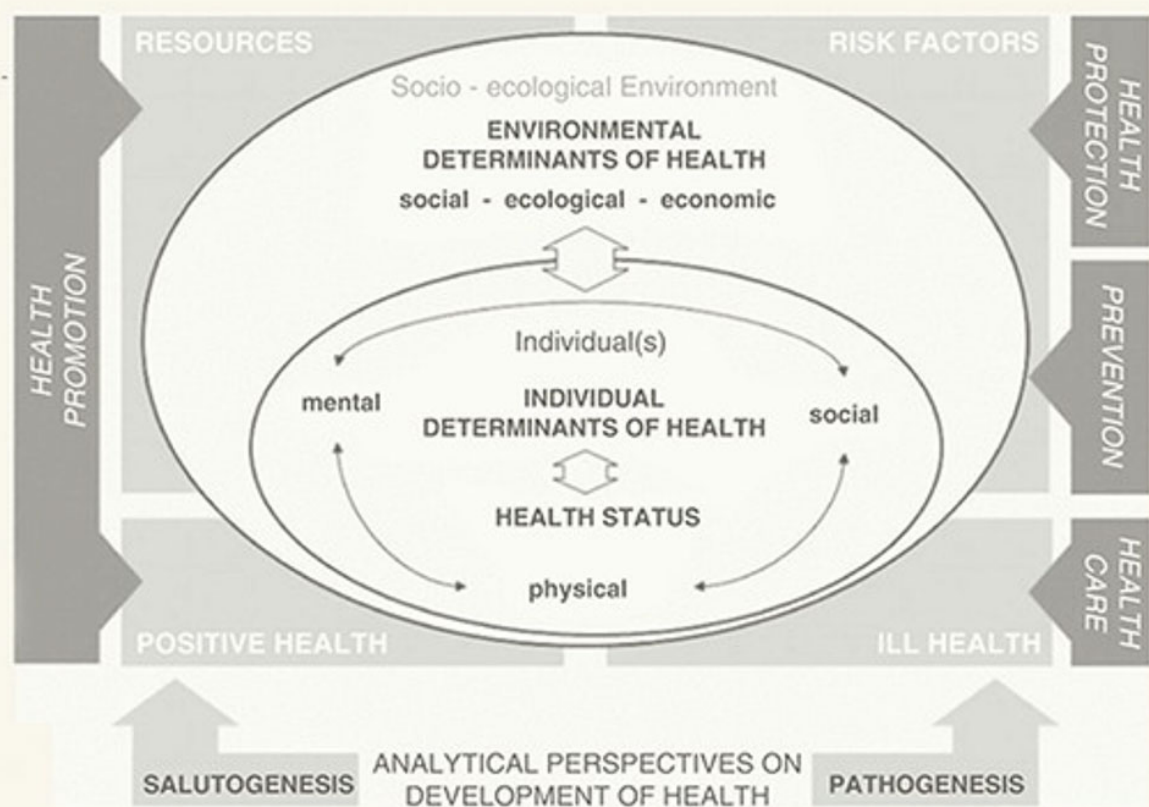
**Salutogenic model  
of health**

(Antonovsky, 1984)

views all people as being born into 'the river of life',  
needing to learn to swim and navigate its dangers and  
obstacles.

Antonovsky's original study was made on women who had  
survived the horrors of concentration camps in the second  
world war. Much to his surprise there was a group of  
women who were able to lead a normal life, form good and  
lasting relationships with other people, maintain their jobs  
and raise children successfully.





# SALUTOGENESIS MODEL of health

- Antonovsky argued,
  - nobody is actually on the shore,
  - 'we are all, always, in the dangerous river of life.'
- The twin question is: How dangerous is our river? How well can we swim? (Antonovsky, 1996a, p. 14).
  - a dynamic ever-present relation between the swimmer and the water,
  - contemporary public health research exclusively focused on the swimmer,
  - many salutogenic researchers have missed the important sociological aspects and concepts of Antonovsky's work (1979, 1987, 1993, 1995, 1996a, 1996b).

# SALUTOGENESIS MODEL

## generalizability

to the whole population

- not stress as pathogenic per se
- but how we handle stress,
- makes a difference in our outcome and well-being.

## Health- promoting

- opposite to risk/disease prevention

## SOC & resources

- sense of coherence (subjective measurement)
- generalized resistance resources (context)

# THEORITICAL FRAMEWORK

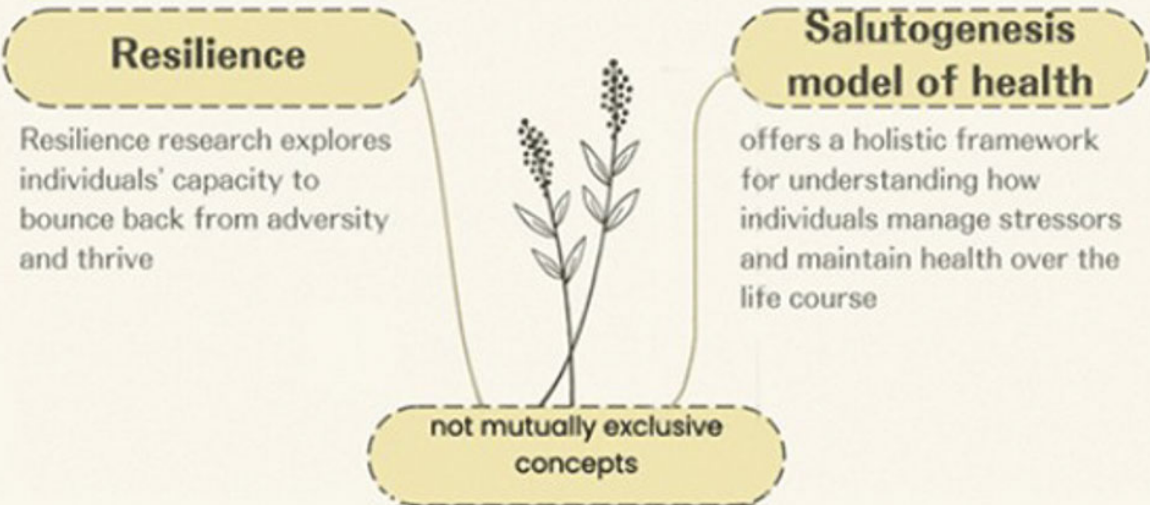
## Resilience

Resilience research explores individuals' capacity to bounce back from adversity and thrive

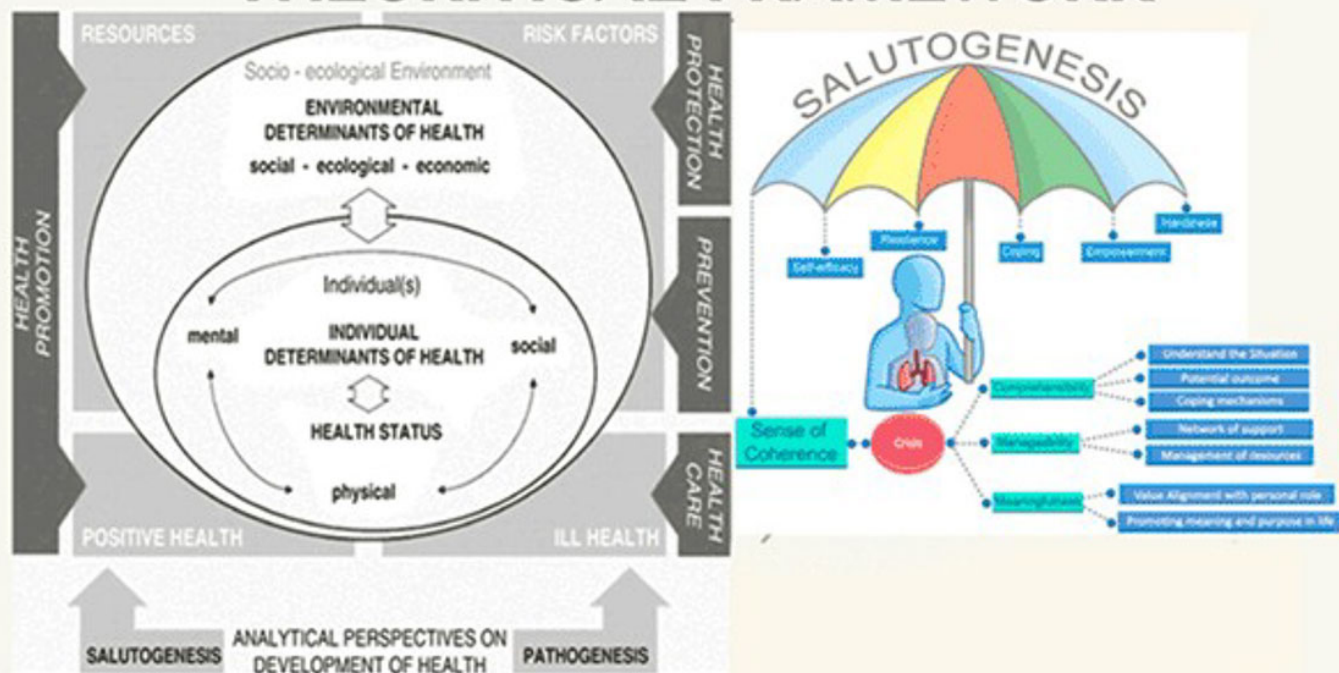
## Salutogenesis model of health

offers a holistic framework for understanding how individuals manage stressors and maintain health over the life course

not mutually exclusive concepts



# THEORITICAL FRAMEWORK



## RESEARCH GAP

- Integrating resilience into salutogenic model of health may a comprehensive approach to promoting resilience and well-being across diverse populations
- notable lack of attention to the spiritual dimensions
- the specific role of school environments in fostering resilience
- lack of large-scale, representative panel studies to track resilience longitudinally across diverse populations.



# METHODOLOGY-MIXED MODE



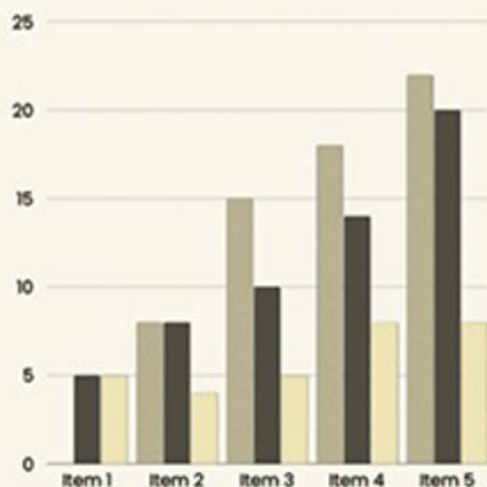
## Qualitative-focus group

To explore the contextual and spiritual aspects of resilience and their interplay with health and education in school settings.

## Quantitative- longitudinal panel

To capture changes in resilience over time and examine causal relationships between school environments, teacher credentials, and student resilience.

## 2 MEASUREMENT



### 1) adopting existing socio-ecological measurement of Resilience

- Child and Youth Resilience Measure (CYRM) as developed as part of the International Resilience Project (IRP) at the Resilience Research Centre (RRC) in 14 communities around the world (Ungar & Liebenberg, 2011).

### 2) Sense of Coherence (shortened version)



# Child and Youth Resilience Measure (CYRM)

## CYRM-28 SCALE

### Instructions

To what extent do the following statements apply to you? There are no right or wrong answers.

	Not at all	A little [2]	Somewhat	Quite a bit	A Lot
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		[1]		[3]	[4]
1	I have people I look up to				
2	I cooperate with people around me				
3	Getting an education is important to me				
4	I know how to behave in different social situations				
5	My parent(s)/caregiver(s) watch me closely				
6	My parent(s)/caregiver(s) know a lot about me				
7	If I am hungry, there is enough to eat				
8	I try to finish what I start				
9	Spiritual beliefs are a source of strength for me				
10	I am proud of my ethnic background				
11	People think that I am fun to be with				
12	I talk to my family/caregiver(s) about how I feel				

### Adding 11 more questions for the context of Waldorf education

#### Individual: Peer Support

-I have lasting friendships with class/school mates.

#### Relationship with School Teacher (eg. teachers' support)

- I feel that at least one teacher in the school is offering me a secure base.
- There is at least one teacher in the school who sees my needs.
- There is at least a teacher in the school who supports me in my development.

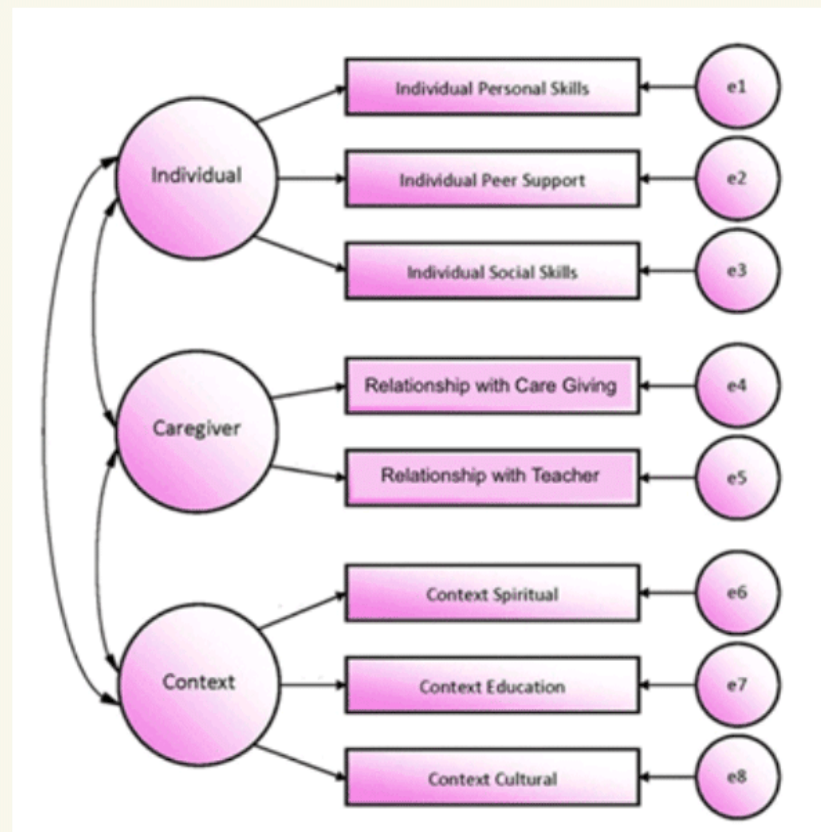
#### Context: Spiritual / soul habits

- If I confront a difficult situation, I try to understand it before I act / I am able to form my own judgement about a situation
- I preserve inner equilibrium and harmony/ I accept happiness and unhappiness with equanimity
- My heart is free, open, and unprejudiced

#### Context: Education

- There are contents in school which are awakening my interest.
- I am learning in school how to face difficult situations.
- My school was open to all world religions.
- The celebration of festivities is important for my development.

## Expecting Structure of Resilience



### REVISED SENSE OF COHERENCE SCALE

Listed below are several statements about life. Please read each statement carefully and indicate how much it is typical of you.

		not at all true	slightly true	somewhat true	quite true	very true
		1	2	3	4	5
1	In spite of everything, I can learn from bad experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Evil also has its place in the world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I know that I could suddenly experience something really horrible or shocking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I am convinced that a lot of negative feelings (e.g. rage) also have positive sides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	In my thoughts and actions, I take into account that things often have two sides: good and bad ones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Difficult situations overstrain me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	One can always find a way to cope with painful things in life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Due to my experiences in life, I can handle new situations well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I can accept things that cannot be changed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	It is important for me to maintain a good overview of situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Normally I can consider a situation from various perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	I always try to see things in context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	I put effort into considering different perspectives when I am exposed to problematic situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Subscales:

Manageability: Items 1, 6 (reversely poled), 7, 8, 9

Reflection: Items 10, 11, 12, 13

Balance: Items 2, 3, 4, 5

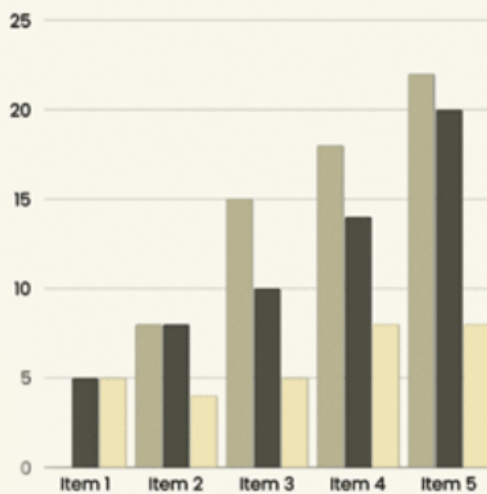
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# DATA INTAKE



- 2024/25

- 2025/26

- 2026/27

- 1) capture the change between the school year
- 2) Longitudinal data for casual relationship testing

# TIME LINE

- survey data analysis
  - 1st wave (end of 2024- early 2025)
    - producing cross-sectional descriptive and analytic results
  - Attending INASTE conference May 2025
  - 2nd wave (mid of 2025)
    - Allowing new-comers to join the panel
  - 3<sup>rd</sup> wave (end of 2025 – early 2026)
    - producing longitudinal descriptive and analytic results

# COMMENTS & QUESTIONS

**Please register for our Zoom sessions**