

## **Identifying Tissue Components in Resilient Schools: A Systematic ReviewExtended Abstract**

*Afzali, L., et al*

### **Extended Abstract**

#### **Aim**

The purpose of the present research was to identify the structural components of the resilient school through a systematic review.

#### **Methodology**

To achieve this, articles pertinent to the research topic were analyzed. To address this issue, a targeted search was conducted in resilience literature (2006-2021) for articles and publications related to educational processes and resilience issues. Extraction of data was restricted to outcomes describing how each facet of the school environment supports resilience. Finally, 32 studies were chosen for a comprehensive evaluation.

#### **Findings**

A review of research on the context of school resilience reveals that the elements of the school's context can be divided into three categories: the instructor, the school as a whole, and peers. In addition to the three primary categories, two levers pertaining to effective communication between students and adults and fostering the teacher's resilience can contribute to the development of a resilient school fabric. The first axis emphasizes the significance of the teacher's role and consists of the components of supporting student autonomy, student participation and involvement, teacher support and encouragement, respectful communication with students, and setting student expectations. The second factor refers to the overall context of the school and consists of six components: equality and justice in school, avoiding labeling, safe learning environment, school atmosphere, meeting students' fundamental needs in school, and extracurricular activities. The third factor refers to the role of peers and considers peers to be constant supporters of resilience. This factor includes peers' acceptance and support of students, participation and mutual alliance in completing assignments, and the use of student peacemaking circles to resolve behavioral issues. The fourth factor considers the role of other adults in guiding and assisting parents with their children's education. The fifth factor is the educator's resilience. Regarding this, three issues have been raised: the assistance of psychologists to teachers, the role of school ecology in teacher resilience, and the need to increase their awareness of resilience processes.

#### **Conclusion**

The research review indicates that it is nearly impossible to draw a distinct line between student resilience and school events. In fact, resilience is not a construct that is tissue-independent. Important to this study is the interconnectedness of school factors, making it impossible to analyze and separate them. Schools are more than just physical locations; they are also repositories of human resources, relationships, and even experiences. Although schools have the ability to foster resilience, more must be done to ensure that all students benefit. The connection of tissue elements affecting the development of resilience is crucial, and the rearing of resilient children necessitates a novel and purposeful design of the resilient school. The combination of educational and other developmental resources in schools can cultivate resilience and facilitate positive outcomes.

**Keywords:** Academic Resilience, Resilient Context, Resilient School.