## Bibliography

## **Learning Resilience domain**

## **Empower**

Beyond Blue. (2018). *Building resilience in children aged 0–12*. Melbourne: Beyond Blue. Retrieved from <a href="https://www.beyondblue.org.au/docs/default-source/resources/bl1810-building-resilience-in-children-aged-0-12-booklet\_acc.pdf?sfvrsn=901946eb\_2">https://www.beyondblue.org.au/docs/default-source/resources/bl1810-building-resilience-in-children-aged-0-12-booklet\_acc.pdf?sfvrsn=901946eb\_2</a>

Boncu, A., Costea, I., Minulescu M. (2017). A meta-analytic study investigating the efficiency of socio-emotional learning programs on the development of children and adolescents. *Romanian Journal of Applied Psychology*. 2017 2017/12/31:35-41. https://doi.org/10.24913/rjap.19.2.02

Carrington, S., & Holm, K. (2005). Students direct inclusive school development in an Australian secondary school: An example of student empowerment. *Australasian Journal of Special Education*, 29(2), 155-171. <a href="https://doi.org/10.1080/1030011050290207">https://doi.org/10.1080/1030011050290207</a>

Cioconel, O., Power, K., Eriksen, A. & Gillings, K. (2017). Effectiveness of positive youth development interventions: A metaanalysis of randomized controlled trials. *Journal of youth and adolescence*, 46, 483-504. <a href="https://doi.org/10.1007/s10964-016-0555-6">https://doi.org/10.1007/s10964-016-0555-6</a>

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2013). Effective social and emotional learning programs: preschool and elementary school edition. Chicago: CASEL. Retrieved from <a href="https://casel.org/core-competencies/">https://casel.org/core-competencies/</a>

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2018). *Core SEL competencies*. Chicago: CASEL. Retrieved from https://casel.org/core-competencies/

Dent, M. (2008). Real kids in an unreal world: Building resilience and self-esteem in today's children. Murwillumbah, NSW: Pennington Publications.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: a meta-analysis of school-based universal interventions. *Child development*, 82(1), 405–432. https://doi.org/10.1111/j.1467-8624.2010.01564.x

Goldstein, S., & Brooks, R.B. (2014). Handbook of resilience in children (2nd edn). New York: Springer.







With delivery partners





Hart, R. A. (1992). *Children's participation: From tokenism to citizenship*. Florence, Italy: United Nations Children's Fund International Child Development Centre. <a href="https://www.unicef-irc.org/publications/100-childrens-participation-from-tokenism-to-citizenship.html">https://www.unicef-irc.org/publications/100-childrens-participation-from-tokenism-to-citizenship.html</a>

Hart, R. A. (2008). Stepping back from 'the ladder': Reflections on a model of participatory work with children. In *Participation and Learning: Perspectives on education and the environment, health and sustainability* (pp. 19–31). Netherlands: Springer. <a href="https://doi.org/10.1007/978-1-4020-6416-6\_2">https://doi.org/10.1007/978-1-4020-6416-6\_2</a>

Horn, B. (2015). Eight Voices of Empowerment: Student Perspectives in a Restructured Urban Middle School. *Urban Education*, 52(4), 525-552. <a href="https://doi.org/10.1177/0042085915574522">https://doi.org/10.1177/0042085915574522</a>

Morton, M. H., & Montgomery, P. (2013). Youth empowerment programs for improving adolescents' self-efficacy and self-esteem: A systematic review. *Research on social work practice*, 23(1), 22-33. https://doi.org/10.1177/1049731512459967

Roffey, S. (2017). Ordinary magic needs ordinary magicians: The power and practice of positive relationships for building youth resilience and wellbeing. Kognition & Paedagogik, 103.

United Nations (UN). (1989). *Convention on the Rights of the Child*. Geneva: UN. Retrieved from https://www.ohchr.org/en/professionalinterest/pages/crc.aspx

Weissberg, R. P., Durlak, J. A., Domitrovich, C. E., & Gullotta, T. P. (Eds.). (2015). *Social and emotional learning: Past, present, and future.* In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta 2 (Eds.), *Handbook of social and emotional learning: Research and practice* (pp. 3-19). New York, NY, US: Guilford Press.

Yang, W., Datu, J.A.D., Lin, X., Lau, M.M., Li, H. (2019) Can Early Childhood Curriculum Enhance Social-Emotional Competence in Low-Income Children? A Meta-Analysis of the Educational Effects. *Early Education and Development*. 2019 2019/1/2;30(1):36-59. https://doi.org/10.1080/10409289.2018.1539557

Yoder, N. (2014). Teaching the Whole Child Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks. Washington: American Institute for Research. Retrieved from <a href="https://gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf">https://gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf</a>