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Analysis of the Early Childhood Education Curriculum from a Resilience Perspective

Analiza programu nauczania wczesnoszkolnego z perspektywy teorii odporności

ABSTRACT

As resilience refers to the human capacity to overcome challenging situations and quickly recover from them, fostering it from an early age in an educational context will enable children to be more efficient at both the cognitive and emotional levels. Therefore, the main objective of this study is to analyze the presence of resilience pillars in the current Spanish educational legislation, focusing on Early Childhood Education. In Spain, the new Education Law (LOMLOE) Organic Law 3/2020, amending Organic Law 2/2006, aims to enhance autonomy, initiative, and conflict resolution in children. In Royal Decree 95/2022 on Early Childhood Education, the three areas of knowledge (harmonious growth, discovery and exploration of the environment, and communication and representation of reality) are examined in relation to Steven J. Wolin and Sybil Wolin's seven resilience pillars. In the second

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cycle of early childhood education, emphasis is placed on the development of specific competences for learning and doing, contributing to the comprehensive development of the child. Although the LOMLOE does not explicitly mention resilience, the curriculum reflects these resilience pillars—except for humor—highlighting the importance of understanding the individual characteristics and contexts of children. In summary, the promotion of resilience in early childhood education aligns with educational regulations in Spain, contributing to the comprehensive development of children and preparing them for future challenges.

ABSTRAKT

Ponieważ odporność odnosi się do ludzkiej zdolności do przezwyciężania trudnych sytuacji i szybkiego powrotu do równowagi, rozwijanie jej od najmłodszych lat w kontekście edukacyjnym pozwoli dzieciom efektywniej funkcjonować na poziomie poznawczym i emocjonalnym. Dlatego głównym celem tego badania jest analiza obecności filarów odporności w obowiązującym obecnie hiszpańskim prawie oświatowym, skupiając się na etapie edukacji wczesnoszkolnej. W Hiszpanii nowe prawo edukacyjne (LOMLOE), tj. Ustawa Organiczna 3/2020 zmieniająca Ustawę Organiczną 2/2006, dąży do wzmocnienia autonomii, inicjatywy i rozwiązywania konfliktów u dzieci. W Rozporządzeniu Królewskim 95/2022 dotyczącym edukacji wczesnoszkolnej badane są trzy obszary wiedzy (wzrost w harmonii, odkrywanie i eksploracja otoczenia oraz komunikacja i reprezentacja rzeczywistości), łącząc je z siedmioma filarami odporności według koncepcji Stevena J. Wolina i Sybil Wolin. W drugim cyklu edukacji wczesnoszkolnej kładzie się nacisk na rozwój konkretnych umiejętności nauki i działania, przyczyniając się do wszechstronnego rozwoju dziecka. Chociaż LOMLOE nie wspomina bezpośrednio o odporności, elementy programowe odzwierciedlają filary odporności, z wyjątkiem humoru, podkreślając znaczenie zrozumienia indywidualnych cech dzieci i ich kontekstów. Podsumowując, promowanie odporności w edukacji wczesnoszkolnej jest zgodne z przepisami edukacyjnymi w Hiszpanii, przyczyniając się do wszechstronnego rozwoju dzieci i przygotowując je na przyszłe wyzwania.

Introduction

On a day-to-day basis, individuals encounter a variety of challenges and setbacks that they must overcome in order to progress in life

and achieve success and happiness. Taking into account that resilience refers to the human capacity to overcome problematic situations and quickly recover from them despite exposure to adversity, as asserted by Chmitorz et al. (2018), there is no doubt that developing resilience from an early age within an educational context will enable children to be more efficient at both the cognitive and emotional levels.

Currently in Spain, education is regulated by Organic Law 3/2020 of December 29, which modifies Organic Law 2/2006 of May 3 on Education (LOMLOE) and is detailed in Royal Decree 95/2022 of February 1, which establishes the organization and minimum teaching of early childhood education. However, does the current Spanish legislation consider the development of resilience at this stage?

It is worth noting that the term *resilience* is not explicitly mentioned in the regulations. However, there are elements within the legislation that could be considered important for developing skills and values related to resilience. Therefore, promoting resilience within the legislative framework of early childhood education is a crucial, strategic aspect in the comprehensive development of children, significantly influencing their future lives, even if the term itself may not be explicitly referenced.

This study aims to delve deeper into this topic, pursuing the following main objective:

- analyze the current Spanish educational legislation, specifically in early childhood education, to assess the presence of resilience pillars.

In pursuit of the main objective, the following specific objectives were proposed:

- review the state of the art of the construct of resilience and the individual characteristics of resilient individuals
- describe the primary models for promoting resilience applicable to educational contexts.

Theoretical Framework

Definition of resilience

The term "resilience" derives from the Latin *resilere*, meaning to bounce back or spring back. Initially used in physics to describe

a material's ability to return to its original shape after undergoing extreme stress (Del Rincón 2016; Tebar 2014; Uriarte 2005), the concept transitioned to the field of psychology in the 1970s. However, it gained popularity in the 1980s and 1990s thanks to research by psychologists such as Emmy Werner, Ruth Smith, Edith Grotberg, and Michael Rutter. These scholars explored the ability of children to overcome adverse situations and develop positive adaptations (Grotberg 1995; Rutter 1985; Werner, Smith 1982).

Werner and Smith's (1982) groundbreaking study, conducted on a large group of children born in 1955 under unfavorable conditions in Kauai, Hawaii, is considered pioneering. Despite the negative context, many participants in the study, without any external intervention, managed to overcome difficulties and thrive. These individuals were termed "resilient." Across all studies, children living in extreme situations of poverty, vulnerability, or adversity stand out for maintaining motivation, optimism, and expectations compared to their peers. The individual differences among them determine whether or not this resilient response occurs. These longitudinal studies have analyzed the characteristics that contribute to building resilience processes, differentiating between personal/individual, familial, and social factors. This marks a stage where authors studied not only the qualities of resilient individuals, but also the processes that enable them.

All these aspects contribute to a constant evolution of the definition of resilience without achieving a unified definition. Therefore, as per Ruiz-Román et al. (2020), the concept of resilience has evolved from the psychological approach of individual characteristics of the resilient subject toward a socio-educational focus that considers the social and cultural context converging in resilient educational processes.

Uriarte (2005) asserts that in developed societies, the school context of the individual is crucial due to its socializing component contributing to their full development. The family and social context of the child will determine their development—though the importance of personal autonomy is not to be overlooked. Schools should be seen as places where teaching and learning processes are combined with spaces that promote communication, creating positive bonds that enhance personal growth and counteract negative or adverse experiences.

Individual characteristics of the resilient person

Initially, researchers interested in the study of resilience focused on the personal characteristics exhibited by participants in their research. These characteristics enabled individuals to confront, over-come, and even emerge stronger from various adverse, traumatic, or socially vulnerable situations. As a result of their research on resil-ience, authors such as Rutter (1979, 1985), Werner and Smith (1982), Garmezy et al. (1984), and Wolin and Wolin (1993) published their findings on the main characteristics observed in resilient individuals, as outlined in Table 1 (as cited in Ruiz-Román et al. 2020).

Table 1. Key Qualities in Resilient Individuals According to Early Research on the Topic

MAJOR INVESTIGATIONS ON RESILIENCE			
Werner and Smith (1982)	**Rutter (1979, 1985)**	**Garmezy et al. (1984)**	**Wolin and Wolin (1993)**
KEY QUALITIES IN RESILIENT INDIVIDUALS			
• Social responsibility • Tolerance • Communication skills • Self-esteem • Enthusiasm for new goals and objectives	• Self-efficacy • Self-control • Relationship-building skills • Seeking resilient mentors	• Introspection and self-awareness • Self-control • Effectiveness in relationships • Critical thinking ability • Sense of humour • Self-esteem • Conflict resolution skills • Positive outlooks	• Introspection • Independence • Relationship-building skills • Morality • Humour • Creativity • Initiative

Note: source Ruiz-Román et al. (2020).

Werner and Smith (1982) highlighted qualities in resilient indi-viduals such as social responsibility, tolerance, communication skills, self-esteem, and enthusiasm for new goals and objectives. These aspects are clearly linked to the ability to relate, self-efficacy, and the search for resilient mentors mentioned by Rutter (1979, 1985). In the promotion of resilience, the ability to relate, communicate effectively, and seek support in adverse situations is essential.

Research by Garmezy et al. (1984) described introspection, self-control, critical thinking, a sense of humor, self-esteem, conflict resolution skills, and positive outlooks as fundamental aspects of resilience.

Through their research, Wolin and Wolin (1993) identified introspection, independence, relationship-building skills, morality, humor, and initiative as relevant characteristics in resilient individuals. Additionally, they added creativity as a necessary quality for the development of resilience (as cited in Ruiz-Román et al. 2020).

Although some variations can be observed, there are significant commonalities among the different investigations presented in Table 1. These characteristics are known as pillars of resilience, with the most representative ones being those contributed by Wolin and Wolin (1993):

- Introspection is defined as the ability to ask oneself questions and answer them honestly. Resilient individuals can critically examine their reactions to difficult situations, getting to know themselves better and learning from their own experiences.
- Independence is the capacity of an individual to maintain emotional and physical distance to a problem without falling into isolation. Resilient individuals exhibit a high level of autonomy and confidence in their own abilities, facing adversities with determination and personal responsibility.
- Relationship-building skills refer to the ability to establish and maintain healthy, meaningful relationships with others. Resilient individuals can establish and develop strong interpersonal emotional supports to lean on in difficult times.
- Morality refers to the understanding and implementation of moral and ethical principles. Resilient individuals have a solid moral foundation that helps them overcome life's adversities while remaining consistent with their principles and values.
- Humor is the ability to find the humorous side of life in adverse situations. Resilient individuals use humor as a coping mechanism that provides positive attitudes in difficult or problematic moments.
- Creativity is the capacity to find novel or different answers. Resilient individuals are creative in their responses and flexible in adapting to problematic situations, finding new solutions to adversities.
- Initiative is the ability to demand from oneself and take on progressively more demanding tasks. Resilient individuals are proactive and face challenges with determination.

The combination of introspection, independence, relationship-building skills, morality, humor, creativity, and initiative provides a solid foundation for personal resilience (Wolin, Wolin 1993). The contributions of these authors not only enhance the understanding of resilience, but also offer a comprehensive framework for developing strategies or models that promote resilience in individuals and communities.

Main Models for Promoting Resilience

Progress in resilience promotion research has led to the development of different models that can be applicable in social and educational contexts. The following presents a selection of the most representative ones, primarily focusing on those recommended for education.

Resilience Mandala

In the model by Wolin and Wolin (1993), also known as the Seven Pillars of Resilience (previously defined), the authors present the qualities of resilient individuals. This model focuses solely on the individual (Figure 1). Suárez (2004) groups these pillars into four components that help illustrate the qualities described by Wolin and Wolin:

- Social competence primarily encompasses social skills such as morality, creativity, humor, and relationship-building.
- Problem-solving is related to the ability to seek solutions with initiative and creativity.
- Autonomy requires the ability to respond independently.
- Sense of purpose and future is related to the pursuit of a positive approach that develops organizational and planning skills (as cited in Fernández-Romero et al. 2023).

**Figure 1.** Resilience Mandala according to Wolin and Wolin (1993)
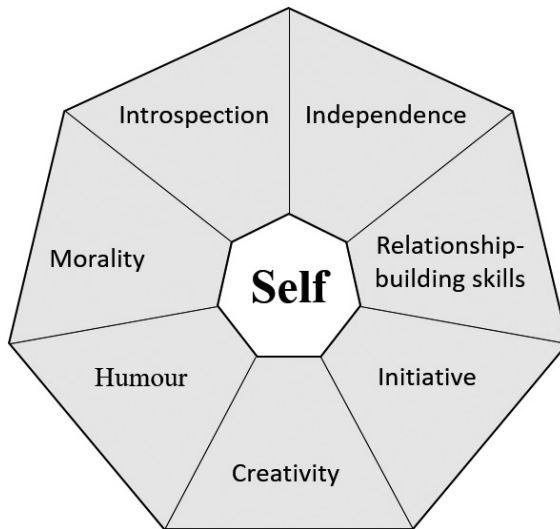
Note: source Wolin and Wolin (1993).

The Vanistendael Model

The concept of resilience proposed by Vanistendael (1994) emphasizes the ability to protect one's identity by responding positively despite difficulties, introducing a moral dimension to the idea of resilience. The author uses the metaphor of a house to explain how to develop the capacity to overcome adversity. In the foundations, we find basic material needs (food, rest, etc.). On the ground floor, there is self-acceptance as a person. Moving up one level, we find daily interactions that give meaning to life (family, friends, etc.), while the top floor hosts three rooms for self-esteem and values, the development of life skills, and a sense of humor and creativity. Finally, in the attic, there are other experiences to discover (Figure 2).

Figure 2. House Model according to Vanistendael (1994)
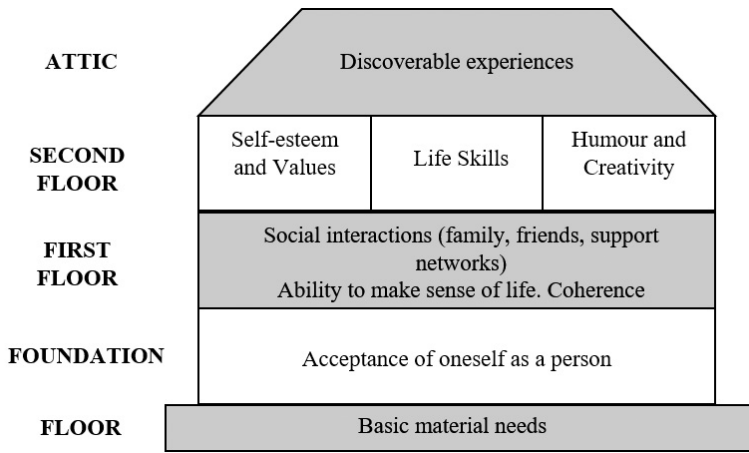
Note: source Vanistendael (1994).

The Grotberg Model

This model outlines the attitudes necessary to promote the development of resilience in an individual. Initially, Grotberg (1995) considered three different aspects of promoting resilience that interacted with each other: I am, I have, and I can. However, later on a fourth aspect was taken into consideration, differentiating between being and being predisposed to something. The interaction of all these aspects and their resilience factors enables the promotion and development of resilience (Figure 3).

Figure 3. Representation of the Grotberg Model (1995)


| I HAVE (social support) | I CAN (abilities) |
| I AM (inner strength to be) | I AM (inner strength to be predisposed) |
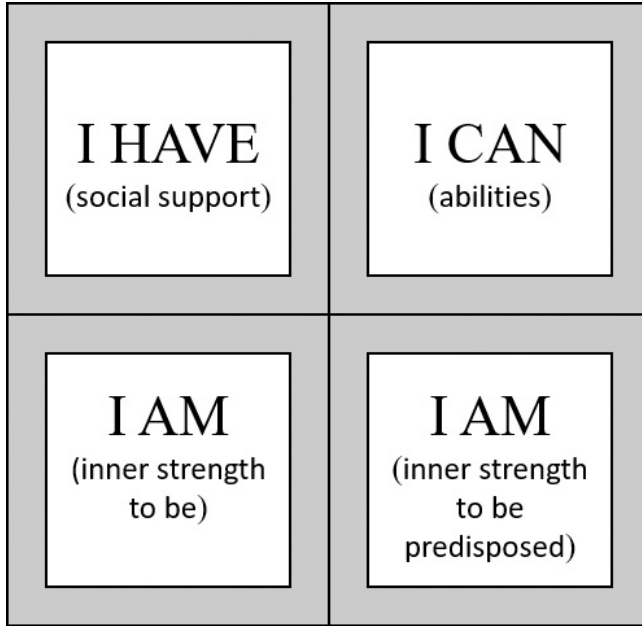
Note: source Grotberg (1995).

The Resilience Wheel

Another model, developed for the school context by Henderson and Milstein (2003), is presented as a wheel with six elements, in which each element reinforces the others to promote resilience development. The model has two dimensions, each with three elements. The first dimension aims to mitigate individual and environmental risks by taking three clear actions: enriching emotional bonds in school, setting clear, firm boundaries (rules), and teaching life skills. The second dimension involves promoting resilience by providing support and affection, setting and conveying realistic expectations of success, and providing opportunities for participation.

These six actions, initially designed to promote resilience among pupils in an educational setting, are also perfectly applicable to teachers. However, according to Werner (2003), the need to complement this intervention model with personalized adaptations that take into account the particularities of each individual and context should be considered (Figure 4).

Figure 4. Representation of the Resilience Wheel
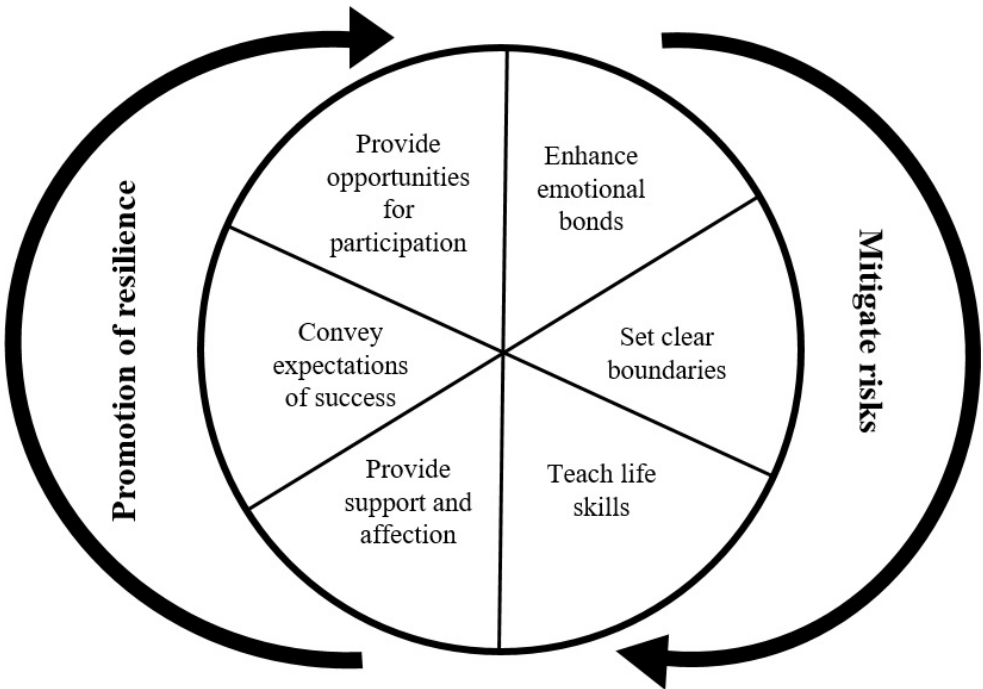
Note: Model developed by Henderson and Milstein (2003).

This model, which focuses on community aspects, allows for the promotion of resilience and aligns with Cyrulnik (1999) in emphasizing the importance of the teacher as a resilience tutor or guide who provides the necessary support to help students overcome traumatic situations.

Finally, it is necessary to mention Aldo Melillo, who advocates for resilience promotion programs that focus on group support and participatory construction of resilience. Melillo (2001) advocates for the promotion of resilience in an educational context and positively emphasizes all relationships that arise among all participants in the process—students, teachers, and families—thereby significantly enriching it (as cited in Gil 2010).

Risk Factors and Protective Factors in Resilience

In previous sections, there was a noticeable shift in the concept of resilience, evolving from the study of individual characteristics of resilient individuals to the dynamic process of constructing resilience, in which it is essential to consider both the individual and their context or environment (Masten 1999). For the development of these processes to be meaningful, there needs to be an interaction between the so-called protective factors and risk factors.

Protective factors refer to circumstances or conditions that enhance an individual's or group's capacity to positively confront adverse situations, promoting effective adaptation and emotional well-being (Masten, Powell 2003; Rutter 1985). However, Rutter also stipulates that neither protective nor risk factors can be generalized, as they are determined by the environment of the individual or group in question. Thus, it becomes necessary to advance the concept of resilience toward that of a process of construction, applying resilience models valid for different fields and, above all, for the one in question: the educational context.

Luthar et al. (2000) state that risk factors are conditions, characteristics, or qualities of an individual or group that can increase the likelihood of experiencing difficulties or negative outcomes when facing adverse situations. Masten and Powell (2003) assert that risk factors can make the individual or group more vulnerable to stress and the negative consequences of adverse situations.

Risk factors can be classified into four categories according to Theis (2003). The first includes what can be considered a disruptive situation for the child, for example, the death of a parent (or both) or a parent's psychological disorder or addiction. The second includes social or environmental factors that can be determined by poverty in the home. The third includes chronic health problems in the child's environment, while the fourth and final category includes natural and social catastrophes (as cited in Mateu et al. 2010).

However, García-Vesga and Domínguez-de la Ossa (2013) state that identifying protective factors and risk factors can be very complex, since they will vary depending on the nature of the event, the individual or group affected, the context or environment, and the timeframe in which it unfolds.

Advances in research and contributions from various authors have led to a shift in the terminology, from protective and risk factors to resilience and non-resilience factors. It is logical to think that if protective factors fulfilled their purpose of protecting a person from risk, the concept of resilience would be redundant (Gil 2010). It is here that Vanistendael (2015) emphasizes the importance of considering that factors—being part of life—can be reversed, transforming a protective or resilience factor into a risk or non-resilience factor, and vice versa.

One of the main contributions is that of Edith Grotberg, who associates different factors with the aspects I Am, I Have and I Can in her model.

I Have…

- people around me whom I can trust and who love me unconditionally
- people who set limits for me to learn to avoid dangers
- people who serve as role models for me to learn the correct way to behave
- people who want me to learn to fend for myself
- people who help me when I am sick or in danger, or when I need to learn

I Am…

- someone whom others appreciate and love
- happy when I do something good for others and show them my affection
- respectful of myself and others

I Am…

- willing to take responsibility for my actions
- confident that everything will be fine

I Can…

- talk about things that scare or worry me
- find ways to solve my problems
- control myself when I feel like doing something dangerous or wrong
- find the right time to talk to someone or take action
- find someone to help me when I need it

Therefore, it can be inferred from these investigations that among the resilience factors, those referring to internal strengths in the "I Am" categories can be distinguished from the abilities and skills that enable conflict resolution in the "I Can" category and external support from people or groups in the "I Have" category.

It should be clarified that a resilient person does not necessarily need to possess all these abilities, but having only one would not be sufficient. For example, having social tools for relationships (I Am) but lacking a supportive environment in which to utilize them (I Have) would hinder the construction of resilience. Therefore, meaningful combinations of these factors are necessary, containing at least one ability from each factor (Grotberg 1995).

Analysis of LOMLOE in Early Childhood Education From the Perspective of Resilience

Organic Law 3/2020 of December 29, which amends Organic Law 2/2006 of May 3 on Education (LOMLOE), is the latest legislation in force in the field of education in Spain. This law is specified in Royal Decree 95/2022 of February 1, which establishes the organization and minimum teaching of early childhood education and includes among its purposes and objectives the enhancement of autonomy, initiative, curiosity, creativity, and conflict resolution in young children. Thus, a close relationship is observed between these objectives and, according to Wolin and Wolin (1993), the qualities that a resilient person should develop.

It is considered appropriate to present a detailed analysis that relates the current Spanish legislation in early childhood education to the pillars of resilience according to Wolin and Wolin. For this purpose, each of the knowledge areas (Area 1: harmonious growth, Area 2: discovery and exploration of the environment, and Area 3: communication and representation of reality) organized in Royal Decree 95/2022 on early childhood education will be analyzed, taking into account the main curricular elements of the law itself. These elements include key competences, specific competences, evaluation criteria, and basic knowledge.

Table 2 shows how the different curricular elements of the three knowledge areas relate to Wolin and Wolin's (1993) seven pillars of resilience, considered to be the main characteristics that a resilient person should possess. The first two columns of Table 2 relate the pillars of resilience to the eight key competences defined in Royal Decree 95/2022 as 'performances considered essential for students to progress with guarantees of success in their educational itinerary, and face the main global and local challenges and demands' (p. 14563):

- linguistic communication competence (LCC)
- plurilingual competence (PC)
- mathematical competence and competence in science, technology, and engineering (STEM)
- digital competence (DC)
- personal, social, and learning to learn competence (PSLLC)
- citizenship competence (CC)
- entrepreneurial competence (EC)
- competence in cultural awareness and expression (CCAE)

It can be observed in Table 2 that there is no defined hierarchy among the key competences, because all of them are considered equally important. This presents a distinctive cross-cutting nature in early childhood education. This is why they are presented in a separate column and not within each knowledge area, as the rest of the curricular elements are.

To further detail the study, specific reference is made to the second cycle of early childhood education, since this is where prior learning is expanded and skills related to learning to be and learning to do are developed, contributing to the overall development of the child. According to Royal Decree 95/2022, the key competences are perceived in both curricular elements and pedagogical principles, specifically those related to promoting the integral development of children. For this process to be meaningful, the individual characteristics of boys and girls, as well as their context, must be known.

Table 2. The relationship between the 7 pillars of resilience Wolin, Wolin 1993 and the main curricular elements of Royal Decree 95/2022

RELATIONSHIP BETWEEN THE PILLARS OF RESILIENCE BY WOLIN AND WOLIN AND THE CURRICULAR ELEMENTS OF THE SECOND CYCLE OF THE ROYAL DECREE 95/2022

7 PILLARS OF RESILIENCE (Wolin & Wolin, 1993)	Key Competences	AREA 1 (Harmonious Growth)			AREA 2 (Discovery and Exploration of the Environment)			AREA 3 (Communication and Representation of Reality)		
		Specific Competences	Assessment Criteria	Basic Knowledge	Specific Competences	Assessment Criteria	Basic Knowledge	Specific Competences	Assessment Criteria	Basic Knowledge
Introspection	EC, PSLLC	SC2		Block B		2.2		SC2		
Independence	PSLLC, EC	SC3, SC1		Block A						
Relationship-building skills	CCAE, CC, PSLLC, LCC, PC, EC	SC4, SC2	3.2, 4.1, 4.2, 4.3	Block D	SC1	1.2, 2.1, 2.6	Block B	SC1, SC2, SC3, SC5,	1.1, 2.1, 2.2, 3.2, 5.2	Block A Block C Block H
Initiative capacity	EC, STEM	SC2	1.2, 3.1, 4.1	Block B	SC2	2.1	Block B	SC4	3.6	
Humour										
Creativity	CCAE, EC, PSLLC	SC2	4.4		SC2	2.2, 2.4	Block A Block B	SC2, SC3, SC5	3.4, 3.7, 5.4	Block F Block I
Morality or personal ideology	CC	SC4			SC3	3.1	Block C	SC5	2.2, 5.1	Block A Block E

Note: source – authors' own elaboration.

In Royal Decree 95/2022, Area 1: Harmonious Growth focuses on the personal and social dimensions of the child, which are considered inseparable and complementary. These dimensions develop progressively, jointly, and harmoniously, acquiring significance through their complementarity with the other two areas of knowledge. This occurs within a specific physical and natural environment and through the use of different languages and representations of reality.

Regarding the specific competences, it can be observed that the first three refer to aspects related to the personal development of the child: the progressive self-control acquired during the construction of their own identity, the beginning of affective relationships with others, and becoming more independent and gaining greater confidence in their abilities while respecting others. The fourth specific competence addresses the relationship between the construction of one's own identity and interactions in the sociocultural environment, emphasizing the importance of healthy, equal, and respectful interactions.

The basic knowledge area is organized into four main blocks, with the first two addressing the identity of children from a physical and emotional perspective. The third block focuses on self-care and caring for the environment, while the fourth block addresses the individual's interaction with the civic and social environment.

Area 2: Discovery and Exploration of the Environment is designed to promote the discovery process of the physical and natural elements of the environment. It aims for children to acquire and develop attitudes of respect and to understand the need to care for and protect it.

On the other hand, the specific competences of this area are aimed at developing thinking and cognitive strategies through discovery of the physical and natural environment. At all times, the intention is to promote in children an attitude of initiative, encouraging them to ask questions and come up with diverse and creative solutions, aspects closely related to problem-solving. Of the three specific competences of Area 2, the second one deserves to be highlighted for its direct relationship with the construction of resilience, as it focuses on fostering critical and creative attitudes to identify different challenges or problems and to propose possible solutions.

According to Royal Decree 95/2022, the development of this area allows for a progression from the individual to the collective,

enabling the child to become aware of the importance of both personal interests and the interests of the group to which they belong.

Taking into account the basic knowledge specific to this area, Block B: Experimentation in the Environment deserves special mention. Curiosity, scientific thinking, logical reasoning, and creativity are particularly relevant due to their close connection to the processes of building resilience.

Finally, Area 3: Communication and Representation of Reality, as described in Royal Decree 95/2022, emphasizes the integral and harmonious development of children. It will be essential to develop the capacity for communication and expression to build their identity, relate to others, and represent their surrounding reality.

The specific competences, five in this case, are primarily related to the ability to communicate meaningfully with others in a respectful, ethical, appropriate, and creative manner—characteristics of resilient individuals as outlined by Wolin and Wolin (1993).

Block C of basic knowledge, Verbal Oral Communication: Expression, Comprehension, Dialogue, gains particular relevance because it addresses content related to the development of early conversations, as well as the expression of experiences and needs, collective discussions, and other aspects.

One fact observed during the analysis of Royal Decree 95/2022 is that one of the resilience pillars is not addressed in any of the three areas of knowledge: humor. Taking into account that the three areas of knowledge must be understood from a global perspective and developed together to make sense and be significant, it is essential to consider the role of the teacher as a necessary element to ensure the development and acquisition of all the skills and competences needed for the formation of resilient individuals. This is where the idea of the resilience tutor becomes meaningful, as stated by Cyrulnik (2002), and is crucial for the development of resilience in childhood. Pino et al. (2020) assert that teachers, along with families, are the main support for children during this educational stage due to the time they spend with them, being fundamental in supporting and fostering resilience in students.

Methodology

After the subject was selected and the objectives to be achieved were established, a literature review was conducted. For this purpose, the process was organized into two main phases, as detailed below.

Phase 1 focused on the literature review of the subject in question, establishing the following points:

1. To ensure a meaningful investigation focused on the literature on the subject, keywords were carefully selected: resilience, early childhood education, resilience models, resilience factors, and LOMLOE. These keywords were searched for in Spanish, French, and English across databases and search engines such as Web of Science, ERIC, Scopus, and Google Scholar.

2. A search strategy was developed by combining the keywords with Boolean operators AND, OR, and NOT to ensure the comprehensiveness and relevance of the results.

3. The titles, abstracts, and keywords of the results were evaluated to determine their applicability to the study's objectives; those that did not meet the inclusion criteria were discarded.

4. The selected documents were reviewed and analyzed in more depth to advance the writing of this study, assessing the quality of the sources, extracting relevant data, and identifying trends and patterns in the literature. Subsequently, the results were synthesized and coherently organized to advance the writing of this research.

Phase 2 focused on the analysis of the current Spanish educational legislation regarding the presence of resilience pillars, considering the ideas reflected in the literature. To achieve this, the elements of the early childhood education curriculum were studied and compared with the main qualities found in resilient individuals according to different researchers.

Finally, clear and coherent conclusions were drawn based on the results of the literature review and the analysis of the current Spanish legislation on early childhood education.

Conclusions

To develop resilience, it is essential to emphasize the importance of socio-emotional, cognitive, relational, and personal skills. These qualities form a broad spectrum that highlights the relevance of emotional self-regulation, the ability to establish meaningful relationships, autonomy, a sense of humor, critical thinking, and the ability to adapt in order to face and overcome adversity creatively.

After studying the contributions of different authors and in relation to the objective—to review the state of the art of the construct of resilience and the individual characteristics of resilient individuals—it can be stated that establishing a universal definition of the term resilience is complex. This complexity arises from both individual factors, such as the personality of each individual and their personal experiences, and external factors, including family, social, and cultural contexts. Therefore, the concept of resilience, initially focused on the personal characteristics of the individual, has evolved over time to understand resilience as a dynamic process with social, cultural, and educational contexts being essential elements of its construction.

As a result of this evolution and to promote resilience in educational contexts, various models have emerged that consider the idea of a dynamic process. These models have been studied in the present research to address the objective: to describe the main models for promoting resilience that are applicable to educational contexts. The models described because of their application in educational settings are the Wolin and Wolin Mandala, the Vanistendael Model, the Grotberg Model, and Henderson and Milstein's Resilience Wheel. These models offer a variety of approaches, ranging from individual to community-oriented, emphasizing the multidimensionality of resilience. Additionally, they highlight the significance of the school environment and the role of the teacher, suggesting that the promotion of resilience makes sense within the educational context. These resilience promotion models provide a solid foundation for understanding resilience from multiple perspectives, considering various resilience factors—individual, social, and contextual—to enable the development of meaningful strategies in its promotion.

Addressing the main objective of this study—to analyze the current Spanish educational legislation, particularly for early childhood education, for the presence of resilience pillars—it can be stated that the term "resilience" is not explicitly mentioned in Royal Decree 95/2022, which establishes the organization and minimum content for early childhood education. However, clear references to almost all the pillars of resilience can be found in various curricular elements. It is noteworthy that one resilience pillar, humor, is not explicitly addressed in the Royal Decree. This aspect should be considered by educators in order to achieve a comprehensive, meaningful development of resilience in children.

The focus on resilience in early childhood education was observed to center around strengthening emotional, social, and cognitive skills in young children. These skills enable them to manage stress, regulate their emotions, build positive relationships, solve problems, and maintain a positive attitude toward life and learning. It is essential to achieve these objectives in order to consider the role of the teacher as a resilience tutor, who, in the educational context, guides and supports pupils in this process of personal development.

In summary, the promotion of resilience in the early education of children is clearly aligned with current educational regulations in Spain for this stage of education. This approach not only promotes the comprehensive development of children, but also supports the principles of equal opportunities and inclusive education, which are considered essential aspects in the legislation. Therefore, the construction of resilience in the early years, in the educational context, is considered a key element for the well-being and success of children in their education and life in general. This perspective, in addition to benefiting children, will contribute to the construction of a much more solid society that is prepared to face the challenges of the future.

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