

The Human Curriculum™ Book List

Updated 2026

Note: Texts are organized using The Human Curriculum™ framework (Five Ms and Five Rs). Many texts span multiple domains; placement reflects a primary pedagogical contribution to the best of my ability (and memory – haha). Texts within each domain are ordered conceptually and pedagogically, rather than alphabetically or chronologically, reflecting a developmental learning arc from foundational ideas to applied and integrative perspectives (in most cases).

Readings are curated and sequenced to support a developmental journey within each Human Curriculum domain. **This is bibliotherapy rather than a traditional bibliography. Enjoy!**

For the most part, the ordering follows this **developmental logic within each M**, moving from:

1. **Foundational/canonical texts**
→ ideas that establish the core concept of the M
2. **Applied meaning-making texts**
→ lived experience, narrative, identity, belonging
3. **Integrative/contemporary voices**
→ collective healing, social context, action, joy

See Appendix A: Thematic and Pedagogical Ordering of the Human Curriculum™ Reading List for a thematic breakdown of these books and a bit more about them. Choosing a book for bibliotherapy or guided learning as a reader/leader can be difficult. Start by selecting your top five. Do a little research / me-search into the books, then let the book choose you!

Lastly, pick up a copy of the **Human Curriculum Journal to support your growth while you read!** The Human Curriculum: My Human Curriculum: A Reflective Journal for Self-Discovery and Growth: <https://www.amazon.ca/Human-Curriculum-Reflective-Journal-Self-Discovery/dp/B0DQG1VVZJ>

Mental Health, Well-being, and Trauma-Responsive Reads Based on the Five M Pathways Through the Human Curriculum™

1. MEANING

Primary Rs: Reflection · Relationships · Resilience

Purpose, values, identity, existential inquiry, belonging

- Frankl, V. E. (1985). *Man's search for meaning*.
- Palmer, P. (2004). *A hidden wholeness*.
- Cain, S. (2022). *Bittersweet*.
- Kalanithi, P. (2016). *When breath becomes air*.
- May, R. (1967). *The meaning of anxiety*.
- Forrest, L. (2011). *Guiding principles for life beyond victim consciousness* (E. Meagher, Ed.).
- Wagamese, R. (2016). *Embers*.

- Kimmerer, R. W. (2015). *Braiding sweetgrass*.
 - Ostaseski, F. (2017). *Five Invitations: Discovering What Death Can Teach Us about Living Fully*.
 - Yeager, C. (2022). *How am I doing?*
 - Brown, B. (2017). *Braving the wilderness*.
 - Walrond, K. (2021). *The lightmaker's manifesto*.
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2. MINDSET

Primary Rs: Reflection · Routines · Resilience

Beliefs, habits, cognitive flexibility, psychological orientation

- Dweck, C. S. (2006). *Mindset*.
 - Clear, J. (2018). *Atomic habits*.
 - Kahneman, D. (2017). *Thinking, fast and slow*.
 - Gebhard, A., McLean, S., & St. Denis, V. (Eds.). (2022). *White benevolence: Racism and colonial violence in the helping professions*.
 - Hanson, R. (2016). *Hardwiring happiness*.
 - Horowitz, D. (2017). *Happier?: The history of a cultural movement that aspired to transform America*. Oxford University Press.
 - Harris, D. (2014). *10% happier*.
 - Kabat-Zinn, J. (2018). *Meditation is not what you think: Mindfulness and why it is so important*.
 - Goldstein, J. (2013). *Mindfulness: A practical guide to awakening*.
 - Macdonald, M., & Shirley, D. (2009). *The Mindful Teacher*.
 - Harris, R. (2008). *The happiness trap*.
 - David, S. (2016). *Emotional agility*.
 - Easter, M. (2021). *The comfort crisis*.
 - Csikszentmihalyi, M. (2008). *Flow: The Psychology of Optimal Experience*.
 - Dispenza, J. (2017). *Becoming supernatural*.
 - Chopra, D. (2019). *Metahuman*.
 - Hoff, B. (1982). *The Tao of Pooh*.
 - Singer, M. A. (2007). *The untethered soul*.
 - Tolle, E. (2006). *A new earth*.
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3. MENTAL HEALTH

Primary Rs: Resources · Resilience · Routines · Relationships

Stress, anxiety, depression, trauma, nervous system literacy

Stress, Burnout, Anxiety, Depression, Grief, Trauma

- Baylis, L. (2021). *Self-compassion for educators*.

- Neff, K. (2011). *Self-compassion: The proven power of being kind to yourself*. Hachette UK.
- Neff, K., & Germer, C. (2018). *The mindful self-compassion workbook: A proven way to accept yourself, build inner strength, and thrive*.
- Maté, G. (2011). *When the body says no*.
- Nagoski, E., & Nagoski, A. (2020). *Burnout*.
- Amen, D. G. (2015). *Change your brain, change your life*.
- Brewer, J. (2021). *Unwinding anxiety*.
- Wang, J. (2022). *Permission to come home: Reclaiming mental health as Asian Americans*.
- Robertson, D. A. (2025). *All the little monsters: How I learned to live with anxiety*.
- Solomon, A. (2014). *The noonday demon*.
- Haidt, J. (2024). *The anxious generation*.
- Moustakas, C. (2016). *Loneliness*.
- Wilson, R., & Lyons, L. (2013). *Anxious kids, anxious parents*.

Trauma & Emotional Healing

- Van der Kolk, B. (2015). *The body keeps the score*.
- Herman, J. L. (2015). *Trauma and recovery*.
- Linklater, R. (2020). *Decolonizing trauma work: Indigenous stories and strategies*.
- Levine, P. (2010). *Healing trauma*.
- Schmelzer, G. L. (2018). *Journey through trauma: A trail guide to the five-phase cycle of healing repeated trauma*.
- Menakem, R. (2017). *My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies*.
- Clayton, I. (2025). *Fawning: Why the need to please makes us lose ourselves—and how to find our way back*.
- Perry, B. D., & Szalavitz, M. (2011). *Born for love: Why empathy is essential—And endangered*.
- Perry, B., & Szalavitz, M. (2017). *The boy who was raised as a dog*.
- Winfrey, O., & Perry, B. (2021). *What happened to you?*
- Goleman, D. (Ed.). (2003). *Healing emotions: Conversations with the Dalai Lama on mindfulness, emotions, and health*.
- Brown, B. (2021). *Atlas of the heart: Mapping meaningful connection and the language of human experience*.
- Brach, T. (2019). *Radical compassion*.
- Chödrön, P. (2016). *When things fall apart*.
- Eger, E. (2020). *The gift*.

Neurodiversity & The Brain

- Maté, G. (2017). *Scattered minds*.
- Maté, G. (2022). *The myth of normal*.
- Greene, J. D., & Seligman, M. E. (Eds.). (2016). *Positive neuroscience*.
- Nerenberg, J. (2020). *Divergent mind*.
- Siegel, D. (2010). *Mindsight*.
- Siegel, D. (2020). *The developing mind*.
- Porges, S. (2011). *The polyvagal theory*.
- Dana, D. (2021). *Anchored*.

- Ratey, J. (2013). *Spark*.
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4. MENTORSHIP

Primary Rs: Relationships · Resources · Reflection

Belonging, cultural identity, guidance, relational repair

Diverse & Culturally Relevant Healing Perspectives

- Archibald, J. (2008). *Indigenous storywork*.
- Burke, T., & Brown, B. (Eds.). (2021). *You are your best thing*.
- Gutierrez, N. (2022). *The pain we carry*.
- Mullan, J. (2023). *Decolonizing therapy: Oppression, historical trauma, and politicizing your practice*.
- Singh, A. A. (2018). *The queer and transgender resilience workbook*.
- Singh, A. A. (2019). *The racial healing handbook*.
- Foo, S. (2022). *What my bones know*.
- Chemaly, S. (2024). *The resilience myth*.

Relational Guidance & Care Ethics

- Brown, B. (2018). *Dare to lead*.
 - Phillips, A. (2023). *The Garden Within: Where the War with Your Emotions Ends and Your Most Powerful Life Begins*.
 - Brendtro, L. K., et al. (2019). *Reclaiming youth at risk*.
 - van Dernoot Lipsky, L. (2010). *Trauma stewardship*.
 - Freire, P. (2021). *Pedagogy of Hope: Reliving pedagogy of the oppressed*.
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5. MANAGEMENT

Primary Rs: Routines · Resources · Resilience

Self-regulation, leadership, discipline, systems, and practice

- Glasser, W. (1986). *Control theory in the classroom*.
- Gossen, D. (1998). *Restitution*.
- Gossen, D. (2004). *It's all about me*.
- Jennings, P. A. (2018). *The trauma-sensitive classroom: Building resilience with compassionate teaching*.
- Weinhold, B. K., & Weinhold, J. B. (2014). *Breaking the drama triangle*.
- Greene, R. W. (2009). *Lost at school: Why our kids with behavioural challenges are falling through the cracks and how we can help them*.
- Southwick, S. M., & Charney, D. S. (2018). *Resilience*.
- Hanson, R., & Hanson, F. (2020). *Resilient*.

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- Souers, K., & Hall, P. (2016). *Fostering resilient learners: Strategies for creating a trauma-sensitive classroom*.
- Souers, K. V. M., & Orchard, K. (2025). *The Fostering Resilience Workbook: Strategies and Steps to Support Our Learners, Elementary Edition*.
- Kimmerer, R. W., & Smith, M. G. (2022). *Braiding Sweetgrass for Young Adults*.

Nature & Nurture

Primary Rs: Relationships · Reflection · Resilience

- Brown, S., & Vaughan, C. (2009). *Play*.
- Haupt, L. L. (2021). *Rooted*.
- Keltner, D. (2023). *Awe*.
- Li, Q. (2018). *Forest bathing*.

See the attached Appendix for thematic and pedagogical ordering, and a brief note on each book's theme.

Appendix A:

Thematic and Pedagogical Ordering of the Human Curriculum™ Reading List

Texts within each section are **intentionally ordered as listed**, reflecting a **developmental learning progression** rather than alphabetical or chronological sorting. The annotations below clarify the **thematic role of each author and text within the sequence**. If you see any errors (as this list is exhaustive), please let me know.

1. MEANING

Primary Rs: Reflection · Relationships · Resilience

Focus: purpose, values, identity, existential inquiry, belonging

Overall arc (as ordered) – Existential to Purposeful: existential anchors → emotional meaning → mortality/vocation → existential anxiety → relational/spiritual meaning → ecological belonging → contemplative integration → reflective practice → belonging/courage → purpose-in-action.

1. **Frankl, V. E. (1985). *Man's search for meaning*.**
Existential foundation: meaning-making under suffering; purpose and responsibility as anchors.
2. **Palmer, P. (2004). *A hidden wholeness*.**
Integrity and vocational identity: meaning as inner coherence and an “undivided life.”
3. **Cain, S. (2022). *Bittersweet*.**
Applied meaning-making through emotion: sorrow/longing as legitimate pathways to wholeness.
4. **Kalanithi, P. (2016). *When breath becomes air*.**
Mortality and professional identity: meaning as vocation/calling under the pressure of illness and time.
5. **May, R. (1967). *The meaning of anxiety*.**
Conceptual deepening: reframes anxiety as existential (not merely symptomatic), strengthening the philosophical base of Meaning.
6. **Forrest, L. (2011). *Guiding Principles for Life Beyond Victim Consciousness*.**
Reframes suffering through agency and responsibility, supporting a meaning-centered shift beyond victim identity.
7. **Wagamese, R. (2016). *Embers*.**
Relational/spiritual meaning: Indigenous reflection and meditations that ground meaning in story, spirit, and relationship.
8. **Kimmerer, R. W. (2015). *Braiding sweetgrass*.**
Ecological belonging: meaning expanded into land, reciprocity, gratitude, and “more-than-human” relationships.
9. **Ostaseski, F. (2017). *Five Invitations: Discovering What Death Can Teach Us about Living Fully*.**
Integrative contemplative practice: mortality translated into presence, compassion, and relational living.

10. **Yeager, C. (2022). *How am I doing?***
Structured reflection: prompts/conversations that operationalize meaning-making in everyday self-inquiry.
 11. **Brown, B. (2017). *Braving the wilderness.***
Belonging and courage: meaning held in tension with disconnection, identity, and standing alone.
 12. **Walrond, K. (2021). *The lightmaker's manifesto.***
Meaning enacted: sustaining joy, purpose, and ethical action in change-making contexts.
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2. MINDSET

Primary Rs: Reflection · Routines · Resilience

Focus: beliefs, habits, cognitive flexibility, psychological orientation

Overall arc (as ordered) – Practical to Philosophical: belief system → habit system → mindfulness entry → psychological flexibility → emotional flexibility → stretch/resilience → expanded possibility → consciousness → philosophical reframing → observer self → presence/ego integration.

1. **Dweck, C. S. (2006). *Mindset.***
Core construct: foundational theory of growth vs. fixed beliefs.
2. **Clear, J. (2018). *Atomic habits.***
Routines/systemization: translates mindset into repeatable behavioural architecture.
3. **Kahneman, D. (2017). *Thinking, fast and slow.***
Examines fast and slow thinking processes and cognitive bias, offering a foundational framework for understanding judgment and decision-making within mindset development.
4. **Gebhard, A., McLean, S., & St. Denis, V. (Eds.). (2022). *White benevolence: Racism and colonial violence in the helping professions.***
A critical Mindset text that exposes how unexamined beliefs, power, and “good intentions” can reproduce colonial harm within helping professions.
5. **Hanson, R. (2016). *Hardwiring happiness.***
Neuropsych “installation”: practices to build durable internal resources.
6. **Horowitz, D. (2017). *Happier?: The history of a cultural movement that aspired to transform America.***
A cultural and historical critique of the happiness movement, inviting reflective engagement with the assumptions underlying positive psychology.
7. **Harris, D. (2014). *10% happier.***
Accessible entry into attention training: mindset through mindfulness in ordinary life.
8. **Kabat-Zinn, J. (2018). *Meditation is not what you think: Mindfulness and why it is so important.***
Reframes mindfulness as an orientation toward awareness and presence, supporting mindset development rather than clinical intervention.
9. **Goldstein, J. (2013). *Mindfulness: A practical guide to awakening.***

Presents foundational mindfulness principles and practices that cultivate sustained attention, insight, and awareness, positioning mindfulness as a core orientation of mindset rather than a clinical intervention.

10. **Macdonald, M., & Shirley, D. (2009). *The Mindful Teacher*.**
Translates mindfulness practice into an embodied professional stance for educators, supporting reflective and relational teaching.
 11. **Harris, R. (2008). *The happiness trap*.**
Psychological flexibility: ACT-oriented stance; stepping back from unhelpful thought patterns.
 12. **David, S. (2016). *Emotional agility*.**
Emotion–mind integration: flexible responding rather than rigid control/avoidance.
 13. **Easter, M. (2021). *The comfort crisis*.**
Capacity-building: mindset strengthened through deliberate discomfort and challenge.
 14. **Csikszentmihalyi, M. (2008). *The Psychology of Optimal Experience*.**
Examines optimal experience and deep engagement as outcomes of attention, motivation, and challenge–skill balance.
 15. **Dispenza, J. (2017). *Becoming supernatural*.**
Expanded mind–body narrative: neuroplasticity/possibility framing (integrative orientation).
 16. **Chopra, D. (2019). *Metahuman*.**
Consciousness lens: self-concept expanded beyond habits/thoughts.
 17. **Hoff, B. (1982). *The Tao of Pooh*.**
Philosophical simplicity: non-striving, perspective-taking, and wisdom traditions.
 18. **Singer, M. A. (2007). *The untethered soul*.**
Metacognition/observer self: loosening identification with thoughts and inner noise.
 19. **Tolle, E. (2006). *A new earth*.**
Integrative capstone: presence-based identity shift; ego awareness and inner peace.
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3. MENTAL HEALTH

Primary Rs: Resources · Resilience · Routines · Relationships

Focus: stress, anxiety, depression, trauma, nervous system literacy

Overall arc (as ordered) – Practical to Applicable self-compassion → embodied stress → stress-cycle science → brain-based framing → anxiety loops → depression depth → modern context → loneliness → family application.

A) Stress, Burnout, Anxiety, Depression, Grief

1. **Baylis, L. (2021). *Self-compassion for educators*.**
Practical self-support: compassion as a protective resource under workload and stress.
2. **Neff (2011). *Self-compassion: The proven power of being kind to yourself*.**
Introduces self-compassion as a foundational mental health resource that supports resilience, emotional regulation, and reduced self-criticism.
3. **Neff & Germer (2018). *The mindful self-compassion workbook*.**

Translates self-compassion theory into practical, repeatable exercises that support daily mental health practice.

4. **Maté, G. (2011). *When the body says no.***
Stress-to-body pathway: hidden stress, boundary erosion, and embodied cost.
5. **Nagoski, E., & Nagoski, A. (2020). *Burnout.***
Stress-cycle completion: physiology of stress and practical completion strategies.
6. **Amen, D. G. (2015). *Change your brain, change your life.***
Brain-based framing: symptoms understood through brain function and patterns.
7. **Brewer, J. (2021). *Unwinding anxiety.***
Habit loops of worry: anxiety as a learnable/unlearnable loop.
8. **Wang, J. (2022). *Permission to come home: Reclaiming mental health as Asian Americans.***
A culturally responsive exploration of mental health, stigma, and belonging within Asian American communities, inviting reflection on identity, intergenerational expectations, and the right to care.
9. **Robertson, D. A. (2025). *All the little monsters: How I learned to live with anxiety.***
A personal and reflective account (Cree author) of living with anxiety that invites compassion, self-understanding, and the normalization of mental health struggles.
10. **Solomon, A. (2014). *The noonday demon.***
Depth and complexity: depression as lived reality + social/emotional terrain.
11. **Haidt, J. (2024). *The anxious generation.***
Contemporary context: systemic contributors shaping modern distress.
12. **Moustakas, C. (2016). *Loneliness.***
Existential/interpersonal distress: loneliness as psychological condition and meaning issue.
13. **Wilson, R., & Lyons, L. (2013). *Anxious kids, anxious parents.***
Applied family systems: practical pathways to interrupt intergenerational worry cycles.

B) Trauma & Emotional Healing

Overall arc (as ordered) – Clinical to Integrative: trauma foundations → clinical recovery → decolonizing critique → somatic healing → developmental trauma → relational translation → compassion practice → resilience under suffering → growth/integration.

1. **Van der Kolk, B. (2015). *The body keeps the score.***
Foundational trauma literacy: trauma stored in brain/body; sets core concepts (clinical).
2. **Herman, J. L. (2015). *Trauma and recovery.***
Canonical clinical framework: safety, remembrance/mourning, reconnection.
3. **Linklater, R. (2020). *Decolonizing trauma work.***
Critical reframing: Indigenous stories/strategies; challenges dominant Western assumptions.
4. **Levine, P. (2010). *Healing trauma.***
Somatic restoration: practical body-based pathways to discharge and regulation.
5. **Schmelzer, G. L. (2018). *Journey through trauma: A trail guide to the five-phase cycle of healing repeated trauma.***
A practical, phased model for understanding and supporting recovery from repeated and complex trauma.
6. **Menakem, R. (2017). *My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies.***

A somatically grounded exploration of how racialized trauma lives in the body and nervous system: emphasizes embodied awareness, collective responsibility, and intergenerational repair.

7. **Clayton, I. (2025). *Fawning: Why the need to please makes us lose ourselves—and how to find our way back.***
An examination of the fawn response as a trauma-based survival strategy, with guidance for restoring boundaries, agency, and a coherent sense of self.
8. **Perry, B., & Szalavitz, M. (2017). *The boy who was raised as a dog.***
Developmental trauma lens: neurosequential understanding; relational repair.
9. **Perry, B. D., & Szalavitz, M. (2011). *Born for love: Why empathy is essential—And endangered***
Explores the development of empathy and attachment through a neurodevelopmental lens, linking early relationships to trauma and emotional health.
10. **Winfrey, O., & Perry, B. (2021). *What happened to you?***
Accessible integration: trauma literacy translated into public-facing relational language.
11. **Goleman, D. (Ed.) (2003). *Healing emotions: Conversations with the Dalai Lama on mindfulness, emotions, and health.***
A contemplative bridge text that connects trauma and emotional understanding to mindfulness- and compassion-based healing practices, positioned between trauma literacy and practice-oriented integration.
12. **Brown, B. (2021). *Atlas of the heart: Mapping meaningful connection and the language of human experience.***
Maps the language of emotion to support emotional literacy, relational understanding, and trauma-responsive healing.
13. **Brach, T. (2019). *Radical compassion.***
Compassion practice: RAIN as a stabilizing and healing protocol.
14. **Chödrön, P. (2016). *When things fall apart.***
Emotional resilience: meeting suffering without collapse; grounded presence.
15. **Eger, E. (2020). *The gift.***
Post-traumatic growth orientation: reclaiming agency, meaning, and inner freedom.

C) Neurodiversity & The Brain

Overall arc (as ordered) – Foundational to Transformational: attention/neurodiversity → cultural critique → lived divergence → awareness/integration → development/relationships → physiology of safety → applied regulation → behavioural resource.

1. **Maté, G. (2017). *Scattered minds.***
ADHD lens: attention, development, and relational context.
2. **Maté, G. (2022). *The myth of normal.***
Culture/illness critique: trauma and “normalization” at societal scale.
3. **Greene, J. D., & Seligman, M. E. (Eds.) (2016). *Positive neuroscience.***
Examines the neural foundations of wellbeing and flourishing, providing a scientific basis for positive psychology and resilience.
4. **Nerenberg, J. (2020). *Divergent mind.***
Neurodivergent lived experience: reframes difference as pattern, not deficit.

5. **Siegel, D. (2010). *Mindsight*.**
Awareness and integration: mind training, insight, interpersonal neurobiology.
 6. **Siegel, D. (2020). *The developing mind*.**
Relational development: how relationships shape brain, self, and regulation.
 7. **Porges, S. (2011). *The polyvagal theory*.**
Nervous system foundations: safety, connection, and physiological states.
 8. **Dana, D. (2021). *Anchored*.**
Applied polyvagal tools: translating theory to regulation practices.
 9. **Ratey, J. (2013). *Spark*.**
Behavioural intervention: exercise as a brain-based resource for mood/attention.
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4. MENTORSHIP

Primary Rs: Relationships · Resources · Reflection

Focus: belonging, cultural identity, guidance, relational repair

A) Diverse & Culturally Relevant Healing Perspectives

Overall arc (as ordered) – Self to Systems: ways of knowing → collective belonging → culturally contextualized trauma → politicized/ethical practice → identity-affirming tools → racial healing practice → narrative integration → systems critique.

1. **Archibald, J. (2008). *Indigenous storywork*.**
Epistemological foundation: story as knowledge; relational accountability.
2. **Burke, T., & Brown, B. (Ed.). (2021). *You are your best thing*.**
Collective resilience: shame/vulnerability through Black experience and communal truth-telling.
3. **Gutierrez, N. (2022). *The pain we carry*.**
Applied healing for BIPOC: complex trauma recovery contextualized in racism.
4. **Mullan, J. (2023). *Decolonizing therapy*.**
Power/ethics: politicizing practice; oppression and historical trauma foregrounded.
5. **Singh, A. A. (2018). *The queer and transgender resilience workbook*.**
Identity-affirming resilience: skills-based navigation of oppression and belonging.
6. **Singh, A. A. (2019). *The racial healing handbook*.**
Practice tools: activities for confronting privilege and engaging collective healing.
7. **Foo, S. (2022). *What my bones know*.**
Memoir integration: complex trauma healing through personal narrative.
8. **Chemaly, S. (2024). *The resilience myth*.**
Contemporary critique: challenges simplistic resilience narratives; returns focus to systems.

B) Relational Guidance & Care Ethics

Overall arc (as ordered) – Leaders to Stewards: leadership relationships → relational practice with youth → sustainability/ethics for caregivers.

1. **Brown, B. (2018). *Dare to lead.***
Relational leadership: courageous conversations, trust, and vulnerability.
 2. **Phillips, A. (2023). *The Garden Within.***
Emotional self-leadership and relational attunement to the inner world, positioning spirituality and emotions as guides serving as a bridge between relational worldviews and applied mentorship practices.
 3. **Brendtro, L. K., et al. (2019). *Reclaiming youth at risk.***
Relationship-based mentorship: protective factors, belonging, developmental supports.
 4. **van Dernoot Lipsky, L. (2010). *Trauma stewardship.***
Sustainability in helping roles: ethics of care for self/others; long-haul stewardship.
 5. **Freire, P. (2021). *Pedagogy of Hope: Reliving pedagogy of the oppressed.***
Foundational work for understanding teaching as healing, dignity-affirming, and emancipatory work.
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5. MANAGEMENT

Primary Rs: Routines · Resources · Resilience

Focus: self-regulation, leadership, discipline, systems, practice

A) Leadership & Practice

Overall arc (as ordered) – Responsibility, Resilience, Relationships: responsibility/choice → repair → community culture → relational conflict patterns → resilience science → internal resource-building → stable resilience core → youth-accessible values-in-action.

1. **Glasser, W. (1986). *Control theory in the classroom.***
Foundational classroom management theory: choice, needs, responsibility.
2. **Gossen, D. (1998). *Restitution.***
Applied discipline reform: accountability and repair rather than punishment.
3. **Gossen, D. (2004). *It's all about we.***
4. **Jennings, P. A. (2018). *The trauma-sensitive classroom.***
Connects trauma-sensitive education to educator mindfulness and emotional regulation, emphasizing compassionate teaching as a foundation for classroom resilience.
Community systems: culture-building and collective responsibility.
5. **Weinhold, B. K., & Weinhold, J. B. (2014). *Breaking the drama triangle.***
Relational conflict systems: shifting roles/patterns that derail teams and classrooms.
6. **Greene, R. W. (2009). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them.***
Presents a collaborative, skills-based approach to behaviour that informs compassionate and effective classroom management practices.
7. **Southwick, S. M., & Charney, D. S. (2018). *Resilience.***
Evidence base: resilience as trainable capacities under stress.
8. **Hanson, R., & Hanson, F. (2020). *Resilient.***
Integrative continuation: deepening resilience into a stable core.

9. **Souers, K., & Hall, P. A. Fostering resilient learners: Strategies for creating a trauma-sensitive classroom.**
Foundational, school-based trauma-sensitive frameworks that inform classroom culture, educator decision-making, and the development of consistent resilience-supportive routines for learners.
10. **Souers, K. V. M., & Orchard, K. (2025). *The Fostering Resilience Workbook*.**
Implementation-focused resilience practices that translate trauma-informed theory into concrete classroom routines and educator decision-making.
11. **Kimmerer, R. W., & Smith, M. G. (2022). *Braiding Sweetgrass for Young Adults*.**
Values-to-practice bridge: accessible, youth-facing reciprocity and relational responsibility (applied in educational leadership contexts).

B) Nature & Nurture

Primary Rs: Relationships · Reflection · Resilience

Overall arc (as ordered) – Attachment & Awe: developmental resource → ecological identity → transformative emotion → applied practice.

1. **Brown, S., & Vaughan, C. (2009). *Play*.**
Foundational developmental resource: play as regulation, learning, and attachment support.
2. **Haupt, L. L. (2021). *Rooted*.**
Nature-connection and meaning: science/spirit integration and ecological identity.
3. **Keltner, D. (2023). *Awe*.**
Positive emotion and transcendence: awe as resilience, prosociality, and perspective shift.
4. **Li, Q. (2018). *Forest bathing*.**
Applied nature-based intervention: practice-oriented well-being benefits.