



# **European Network for Social and Emotional Competence**

*Established December 2007*

<http://www.enseceurope.org/>

<https://www.facebook.com/enseceurope/>

## **SOCIAL AND EMOTIONAL LEARNING MATTERS**

Newsletter of ENSEC (European Network on Social and Emotional Competence)

**Issue 16: JULY 2018**

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### **Honorary chairs**

- **Paul COOPER**, Professor, Brunel University London, UK, [paul.cooper@brunel.ac.uk](mailto:paul.cooper@brunel.ac.uk)
- **Carmel CEFAL**, Director, Centre for Resilience & Socio-Emotional Health, University of Malta, [carmel.cefal@um.edu.mt](mailto:carmel.cefal@um.edu.mt)

## Welcome!

It is a pleasure that on behalf of my four co-chairs, our founding chairs, and myself to welcome you to the 16th issue of the ENSEC newsletter.

We have many interesting information from ENSEC members, from different countries, regarding conferences, actions and publications developed upon generous ideas of social and emotional competence learning and development. Find out more about workshops and conferences held in the Australia, Cyprus, and Hungary!

This issue contains information about next ENSEC Conference, the website for the **ENSEC conference 2019** will be launched in October. The conference organizers are working carefully to deliver you an unforgettable event.

In this issue, you will also find information about postgraduate courses in the area of emotional education in Italy and UK.

A large amount of information about new books and reports on the topic of social and emotional development and education, covering topics such as bullying, resilience in education, wellbeing stories, scientific studies are to be found in this issue.

We would love to hear from your experience so we invite you to share some interesting features, project ideas, and new publications announcements for the next edition. Please send any contributions to me ([adina.colomeischi@usm.ro](mailto:adina.colomeischi@usm.ro)) as a Word document so that it can be cut and pasted – no logos please. The ENSEC Newsletter has started to accept longer features to share richer, detailed knowledge throughout the network, but keep in mind that this is a newsletter so the information should be rather short, specific and relevant.

Thank you!

Enjoy reading!

## NEWS FROM THE ENSEC BOARD OF CHAIRS

Dear ENSEC Colleagues,

As a network, ENSEC's aim is to provide a platform to meet and share knowledge and practices, learn from each other and with each other. Collaborations, dialogue, and working with partners have always been at THE heart of our ambitions – and we hope to promote these as much as possible. We want to support your quests for finding and creating such collaborative teams.

The new chairs will try to meet your expectation so that all of us to be very well informed and connected in our research and education interests.

Also, we would like to thank to all the former chairs who made possible the continuing networking and exchange of ideas and experiences!

## ENSEC NETWORKING

### ENSEC - Special Interest Group

**The Special Interest Group on Assessment** was born from the European project EUROPEAN ASSESSMENT PROTOCOL FOR CHILDREN'S SEL SKILLS "EAP\_SEL" Comenius Multilateral Project- Ref. 527206-LLP-2012-1-IT (2012-2016).

The project – which was based on a RCT (Randomized Control Trials) experimental design, was coordinated by the Department of Philosophy, Social, Human and Education Sciences of the University of Perugia (Italy) and the partnership was made of the following:the Department of Human Sciences of the University of Udine (Italy), the Department of Education and Learning of the University of Applied Sciences and Arts of Southern Switzerland, the Department of Health Sciences and Medicine of the Örebro University (Sweden), the Department of Behavioural Disorders (Faculty of Education and Rehabilitation Sciences) of the University of Zagreb (Croatia) and the Faculty of Education of the University of Ljubljana (Slovenia).

Main aim of the EAP\_SEL project has been the creation and validation of a European assessment protocol in order to provide a set of guidelines and measures for the assessment of socio-emotional competences in primary school children in Europe.

The SIG wishes to target mainly SEL assessment (school programmes, their implementation, etc.) while taking into account cultural and language differences, what it is possible to measure and what is not, what can be or cannot be considered ethical while conducting experimentation and implementation.

The SIG wishes to act as a starting point for a “virtuous circle”, that from research reaches out to schools, headmasters, parents, children, and stakeholders with the aim of touching a wider audience while providing, at the same time, guidance and counselling about SEL, its assessment and measures, keeping research on the topic up to date and share its results.

It is therefore open the call for interest to all members or to all those people involved in the educational work that could be interested in the topics addressed and that would be happy to give their contribution to the SIG by sharing their own research and experiences with the ENSEC community – helping also the Network’s growth, visibility and its liveliness.

**For expressions of interest, please write to [annalisa.morganti@unipg.it](mailto:annalisa.morganti@unipg.it) (ENSEC chair and SIG on Assessment founder).**

## UPCOMING CONFERNCES & EVENTS

### ENSEC Conference 2019

The next ENSEC conference will be held on 29-31 August 2019 in Budapest, Hungary, hosted by Eötvös Loránd University, Faculty of Education and Psychology. Just a walk in the city will reveal why Budapest is often cited as one of the most beautiful cities in Europe. Eötvös Loránd University (ELTE) is a prestigious institution of public higher education in Hungary, operating continuously since its inception in 1635.



The 7th ENSEC conference builds on six previous successful ENSEC conferences in Malta, Turkey, UK, Croatia, Portugal and Sweden.

This conference is dedicated to **Well-being and Social, Emotional Development**.

This study area includes social health, emotional health, and relationships with other people and our environment, including values and attitudes. We expect that our conference will be an opportunity for researchers, and practitioners to discuss and disseminate their work. These collaborations and networks promote the growth and spread of scientific results

**UPDATES: Conference  
The Mental Health in Education**

\*The Mental Health in Education Summit is now a NESA approved conference!



**Date:** 22 - 24th August

**Venue:** The Grace Hotel, Sydney

People from more than 20 different countries and five continents have registered for the conference so far! There is still room for more. Welcome to register [here](#).

The organizers are currently operating at full speed to prepare the timetables for the conference programme, as well as social events, such as a sightseeing tour in Sidney.

More information at: <http://www.konnnectlearning.com.au/conferences/mental-health-education-summit-2018/>

Konnnect Learning is endorsed to provide the NSW Education Standards Authority (NESA) Registered Professional Development for teachers accredited at Lead Teacher.

Completing the [Mental Health in Education Summit](#) will contribute **20 hours** of NSW Education Standards Authority (NESA) Registered PD addressing **4.1.4**, **4.4.4** and **6.3.4** from the Australian Professional Standards for Teachers towards maintaining Lead Teacher Accreditation in NSW.

The Mental Health in Education Summit brings together educators from around the country to discuss how school communities can effectively identify signs of and prevent risks of mental illness. Attendees will gain insight into building flexible and innovative wellbeing programs, protecting the mental health and wellbeing of teachers, and gaining community-wide buy-in for their mental health policies.

## Conference at a Glance

20 Speakers | 3 Days | 2 Workshops

Understand emerging trends in mental health

Provide early intervention and targeted support

Drive student ownership of their own wellbeing

Build inclusive and safe learning environments

Protect teacher wellbeing

Encourage help-seeking behaviours



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## NEWS FROM ENSEC MEMBERS

### Post lauream course



UNIVERSITÀ  
DEGLI STUDI  
DI PALERMO



**Date:** October 2018

**Venue:** Palermo, Italy

The post lauream course will be held at University of Palermo, Italy, concerning Emotional Intelligence for learning and inclusion at school (Italian title "Intelligenza Emotiva per l'Apprendimento e l'inclusione a Scuola").

All information about registration and deadline will be shortly published here: <http://www.unipa.it/amministrazione/direzione generale/servizio speciale post lauream/u.o. master e corsi di perfezionamento/corsi-di-perfezionamento/index.html>

You can also follow the Facebook page [here](#).

**Contact: Antonella D'Amico**



## CASEL

Dear colleagues,

The University of Manchester (on behalf of the Education Endowment Foundation) is currently **conducting a review of evidence on social and emotional learning (SEL) practices**.

We aim to identify a short list of **high-quality evidence-based programmes** in order to derive common effective practices. We hope to identify most relevant programmes via summary review articles, however these vary in aim and may often miss important or less publicised programmes, it is in this regard we are reaching out to colleagues working in this area.

We would be most grateful if you were able to forward any information on SEL programmes (as defined by [CASEL.org](http://CASEL.org)) that you are aware of. *Do please note that we are only including programmes that demonstrate positive outcomes from randomised control trial methodology or similar.* Programmes that fall below the threshold of being able to demonstrate robust evidence for their effectiveness will not be included, however potentially promising they might be. Any details of publications within journals or other references would be very helpful indeed, but even basic information (title of programme, country or origin etc.) would be welcome.

Due to deadlines imposed upon the review, we would need this information by Friday 24<sup>th</sup> August 2018 at the latest. If you have information on any programmes as outlined above, please email details to [michael.wigelsworth@manchester.ac.uk](mailto:michael.wigelsworth@manchester.ac.uk)

If you have information that cannot be sent electronically (for instance, hard copies of manuals or papers), I am more than happy to receive hard-copy correspondence, just drop me a line.

My sincere thanks for your help,

**Dr. Michael Wigelsworth**

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## Network of Experts on Social Dimension of Education and Training (NESET II)



**The Network of Experts on Social Dimension of Education and Training (NESET II)** is an initiative fostered by the Directorate General for Education and Culture (DG EAC). The Network aims to provide reliable, independent and rigorous scientific support, country specific expertise, and advice to the European Commission in relation to the equity and social aspects of all types and levels of education and training. The members are engaged through a variety of research activities: participating in conferences, developing analytical deliverables and maintaining close contact with the European Commission. At the moment, NESET II consists of 52 expert researchers from 31 countries.

The Network's experts produce joint deliverables, such as analytical reports, policy briefings and ad hoc questions. NESET II also organises an annual conference, which facilitates dialogue between policy makers at the EU and national levels and researchers. All of the Network's deliverables are freely available to the general public.

If you are an expert, policy-maker, researcher or other stakeholder fascinated by the social dimension of education and training worldwide – take some time to find out more about the Network's activities! The [official website](#), available in three languages (English, French and German), features an extensive selection of academic resources – deliverables approved by the European Commission and other policy-relevant evidence.

You can also stay up to date with the Network's research ventures on [ResearchGate](#) and get frequent updates on dedicated social media channels – [LinkedIn](#) and [Facebook](#).

## 2018 Psychomotor Therapy Summer School-Body and Emotional Awareness

**The 2018 Psychomotor Therapy Summer School** was taking place at the Faculty of Human Kinetics, Lisbon University, from the 1st to the 7th of July. Psychomotor Therapy Summer Schools started in 2010 involving around 60 students and 12 teachers from five European countries under an Erasmus partnership among six European Universities, including the Institut de Formation en psychomotricité, ISRP, Paris and Marseille, France; HAN University of Applied Sciences, Nijmegen, Netherlands; HfH, University of Applied Sciences of Special Needs Education, Zurich, Switzerland; Lisbon University, Faculty of Human Kinetics, Lisbon, Portugal; VIA University College, Arhus/ Randers, Denmark and Windsheim University of Applied Science, School of Human Movement and Sports, Zwolle, Netherlands.

This cooperation agreement among the above mentioned Universities agreed on organizing one Summer School every year, in order to continue promoting the exchange of knowledge and practices in the field of psychomotor intervention in Europe.

By this cooperation we aim at supporting the development and availability of educational resources, sharing knowledge among teachers and students in order to continuously improve the quality of education provided in psychomotor rehabilitation courses in higher education and exchange psychomotor rehabilitation best practices.

Considering psychomotor therapy based on a holistic view of the human being, drawn from the unity of body and mind, integrating cognitive, emotional, physical aspects and the capacity of being and acting in a psychosocial context, this year Summer School theme, is Body and Emotional awareness.

Thus, this year course, aims to improve the knowledge in relation to emotional and body awareness, discuss how these concepts are currently described and learn about methodological approaches promoting emotional and body awareness in psychomotor professional fields.

Considering that there are several concepts and methods in psychomotor intervention, with some differences across countries, each with its own strengths and different approaches, this summer school will provide a valuable opportunity for students, teachers, researchers and practitioners to share, discuss and disseminate their knowledge

improving the competences of the future psychomotor professionals and the recognition of this profession across Europe.

The structure of the summer school, included 3 workshops: Body and emotional awareness. Mindful Attention, "Feeling yourself, about interoception, proprioception and exteroception, Emotional awareness and emotion control in children.

From prevention to clinical intervention" and a half day program of open classes involving the participation of teachers, coordinators and other Portuguese researchers and professionals experts in the field. The invited teachers were: Brechje Tijssen, HAN University of Applied Sciences, Nijmegen, Netherlands, Karin Lydia Ladeby, VIA University College, Arhus/Randers, Denmark; Dieneke Jol, Windsheim University of Applied Science, School of Human Movement and Sports, Zwolle Netherlands; Eric Pireyre, Institute de Formation en psychomotricité, ISRP Paris and Marseille, France; Ilona Thurnherr, HfH, University of Applied Sciences of Special Needs Education, Zurich, Switzerland and Ana Rodrigues, Lisbon University, Faculty of Human Kinetics, Lisbon, Portugal.

More information is available at:

<http://psychomotorischetherapie.info/website/>

<http://formesp.fmh.ulisboa.pt/pmtss/>

The Coordinator of the Summer School 2018

**Paula Lebre**, Faculdade de Motricidade Humana, Lisbon University

## Final Conference in Malta, July 12-13, 2018



Co-funded by the  
Erasmus+ Programme  
of the European Union



### ***European Conference on Resilience in Education, University of Malta, July 2018,***

The University of Malta, in collaboration with five other European universities organised a two-day European conference on **Resilience in Education** between 12<sup>th</sup>-13<sup>th</sup> July 2018, at the University of Malta Valletta Campus. Professor Michael Ungar and Professor Ilaria Grazzani were the main speakers during the conference. The conference addressed issues related to the mental health, wellbeing and resilience of children and young people, particularly how education may promote the health and resilience of marginalised children and young people. The conference was organised as part of an Erasmus Plus programme Enhancing Resilience Through Teacher Education (ENRETE, 2016-2018) coordinated by the University of Malta together with the University of Rijeka, Croatia, the University of Crete, Greece, the University of Pavia, Italy, the University of Lisbon, Portugal and the University Stefan cel Mare, Suceava, Romania. The project has developed a European Masters in Resilience in Education, consisting of ten face to face and online modules, which was also presented during the conference.

Further details on the project may be found at [www.enrete.eu/conference](http://www.enrete.eu/conference)



## Final Conference in Cyprus, June 6th, 2018



The final conference of the HOPEs project was held on the 6th of June, 2018 at the Cyprus Pedagogical Institute. Approximately 120 people participated in the event along with all partners of the consortium.

The purpose of the event was to present to primary school teachers, educators, policy makers and general public the objectives, methodology, the online platform, the training package and all final outcomes of HOPEs. The partners presented also the benefits of Positive Psychology and Character Education in schools settings.

Practical workshops were held providing participants the opportunity to participate and get to practice selected activities from the training package. Another important outcome of the Final Conference was to communicate to all participants the knowledge and experience gained on European as well as transnational level so as to create a European culture based on positivity and values.

Positive feedback derived from the evaluation questionnaires at the end of the event indicating also that all participants enthusiastically responded to all implemented activities of the workshop.

Participants came from various settings such as: policy makers, educators, schools, parents associations and communities,

Key stakeholders include Teachers' Associations, National representatives of the Ministries of Education, Educational trainers, Trade Unions, Universities, Research and Training centers, Governmental officials, decision makers, Social partners.



Project's Goal: Strengthening teachers' ability to positively interact and influence students' behavior and competences results in more effective and meaningful education in schools. The HOPEs innovative educational program developed during the two years of the project's implementation is based on the theoretical framework of positive psychology and character education. Trained teachers are more motivated to improve their teaching methods and to guide their students in issues related to self-awareness, psychological resilience, happiness and positivity.



HOPEs project is funded by the European Commission under the ERASMUS+ program KA2 - Cooperation for Innovation and the Exchange of Good Practices (Strategic Partnerships for school education).

Duration: 24 months (Sep.2017 – August 2019)

Country implementation: Cyprus, Greece, Ireland, Malta and Portugal.

Coordination: Cyprus Pedagogical Institute

## Postgraduate Study, Social Emotional and Mental Health Difficulties (SEMH)



Oxford Brookes offers two postgraduate courses for professionals working with children and young people who have Social, Emotional or Mental Health difficulties (SEMH). These courses are for those currently working in mainstream schools, special schools, youth clubs, social care settings or pupil referral units.

Applicants should hold a first degree (2.2 or above) and should be working in a relevant setting with children/ young people. Teaching and learning on both courses is predominantly by distance education, private study and web-supported learning. Both courses involve a residential weekend (in September) and a further University-based study day in the spring.

### **Understanding and Managing Social Emotional and Mental Health (SEMH) Difficulties: Postgraduate Certificate (60 Masters credits).**

You will analyse the history of SEMH difficulties and explore a range of psychological perspectives that inform our responses to these needs. You will examine current legislation, SEMH assessment, practical interventions and neuroscientific research. Units will also focus on working with families and the promotion of emotional wellbeing.

### **Advanced Study SEMH: Postgraduate Certificate (60 Masters credits).**

In advanced studies you will undertake a critical exploration of theory and practice around trauma, anger management, self-harm, eating disorders, bereavement, anxiety and depression. In addition, emotional development, attachment theory and emotion coaching techniques will be analysed. This postgraduate certificate also includes a research methods component.



**60 credits can form one third of the MA Education at Oxford Brookes. Take both postgraduate certificates and a dissertation year and you can achieve an MA Education with a specialization in Social Emotional and Mental Health.**

For more information please contact: [pgeducation@brookes.ac.uk](mailto:pgeducation@brookes.ac.uk)

and to join SEBDA please visit: [www.sebda.org](http://www.sebda.org)

*Contact:*

**Dr David Colley**

### **Students Taking Action Together (STAT)**

- project of the Rutgers University Social-Emotional and Character Development (SECD) Lab, in New Jersey, USA, funded through the Helping People Get Along Better Fund ([www.efct.org](http://www.efct.org)).

### **Promoting Civility and Empathic Discourse in Schools**

Maurice J. Elias, Samuel Nayman, Arielle Linsky, Alicia Rose, Crystal Molyneaux, and Will Maier  
Rutgers University, Piscataway, New Jersey, USA

A crisis of civility and empathic discourse has affected a number of countries in the United States, Europe, and elsewhere. A day rarely passes without mention on the news of a hurtful act being committed against people because of their skin color or beliefs. Living in this kind of climate affects our children in ways we are only beginning to see, in part through cynical disengagement from public life. Our schools can provide a forum for teaching students the skills to critically examine issues from multiple perspectives, empathize with people of diverse backgrounds, and effectively solve the problems that plague their communities and the wider world. However, the challenge of how to do this feasibly, effectively, and in a scalable way persists.

Students Taking Action Together (STAT), aims to fill this void. STAT is a project of the Rutgers University Social-Emotional and Character Development (SECD) Lab, in New Jersey, USA, funded through the Helping People Get Along Better Fund ([www.efct.org](http://www.efct.org)). Students are taught to analyze social issues (including historical, current events, and community/school issues) and formulate action plans to address them. They do this by using the PLAN problem solving framework and additional tools, such as Respectful Empathic Debate. PLAN, which stands for **Problem description, List of options, Action plan, and Notice successes**, is applied to a current event example listed below. Note that STAT derives from evidence-based SEL and can be seamlessly integrated into social studies/history classes.

#### **Example of STAT in action: Current Event**

**Topic: An incident of harassment, intimidation, disrespect, or bullying**

**Task:** Consider the problem using the PLAN framework:

#### **Problem Description:**

- Who were the individuals involved?

- What was the problem from their different perspectives?
- What feelings did they have?

**List Options:**

- What options did they consider to be acceptable ways to resolve the problem?
- What did they ultimately decide?

**Action Plan:**

- How did they carry out that plan?
- What obstacles did they encounter?

**Notice Successes:**

- How did it work out?
- What can be learned from their experience?
- What social action can the class take to help prevent the problem in the future?

**STAT provides several strategies that can be linked into the instructional process:**

- Respectful Empathic Debate:** asking students to argue from the perspective of all sides of an issue, especially ones they disagree with, perhaps in this case regarding how a situation was handled, the availability of weapon(s) used, how various groups of individuals involved responded.
- Responsible Listening:** summarizing the positions one just heard
- Collaborative Creativity:** how else could the problem have been viewed? What other solutions might have been considered?
- Audience-Focused Communication:** how can students share what they have learned with others? Revisit school rules with administration? Write a letter to a newspaper? Do something to support the victims? Reach out to an elected official? Conduct a mock debate? Another kind of social action?
- Reflective Improvement:** reflection on what was learned from taking this kind of look at a current event.

We are piloting STAT in over 100 middle schools.

Please contact us for further information at [secdlab@gmail.com](mailto:secdlab@gmail.com) and see updates at [www.secdlab.org](http://www.secdlab.org).

**The need to develop supervision for those who nurture**

Dr. Tina RAE

In June 2015, the National Institute for Health and Care Excellence (NICE) published new guidelines entitled Workplace Policy and Management Practices to Improve the Health and Wellbeing of Employees. The aims are to explore the positive and negative effects an organisation's culture can have on people's health and wellbeing, promote leadership that supports the health and wellbeing of employees and help line managers achieve this and strengthen their role in ensuring the health and wellbeing of employees.

Among the recommendations NICE makes is to have a support base in place for all teaching staff and to make health and wellbeing a core priority for senior management.

It is now recognised that well-being for both students and teachers can no longer be seen as a 'fluffy' concept. Well-being in schools is a fundamental pre-requisite for healthy, constructive and productive quality teaching and learning. Both students and teachers need to be supported, fit and well to be inspired and inspiring. This does not happen without the right support mechanisms and mindsets for all involved in the teaching and learning process.

### **Recognising emotional labour**

Staff teams and individuals who work with vulnerable children and young people perform a worthwhile but very challenging job which clearly involves a great deal of emotional labour. Their ability to do their job effectively relies in large measure on how well they can support themselves and each other. To maintain their resilience, stamina, patience and good humour to keep going in even the most challenging of circumstances, staff must pull together to address each other's practical and emotional needs as caring professionals.

Unfortunately, staff in educational contexts have not been particularly focussed upon supervision support and generally made use of performance management which focuses upon output and target setting and professional development as opposed to staff well-being and their ability to manage the emotional labour and processing necessary to do the job well. This is particularly pertinent for staff who support some of our most vulnerable children and young people in the Nurture Group.

### **Where is the support?**

Who supports them to process the emotional aspects of the work? Who ensures appropriate debriefing for them? Who helps them to develop as reflective practitioners? We are aware of support via network meetings and school-based management teams, but we are concerned that nurturers do not have access to supervision. There also seems to be a sense that understanding the nature and process of supervision itself remains an issue. From our perspective, the supervision process is interactive i.e. a two-way communication based upon trust. This communication may involve the following: solution focused dialogue leading to well-formed outcomes, active listening, pacing and leading, framing and reframing, problem analysis, non-judgemental challenge, positive by-products, association/ disassociation and future pacing. The idea here is to facilitate thinking rather than be directive i.e. the Supervisor as a co-constructor in negotiating solutions and a way forward. The following chart illustrates this process:

- Nurture group
- Staff Team

- Delivery of the intervention
- Specialist knowledge
- Personal issues & emotional aspects
- Practice experiences e.g. ethical, moral, organisational, assessment/communication issues
- Achievements



### PURPOSE OF SUPERVISION

- Emotional support
- Affirmation
- Opportunity to reflect
- Integration & evaluation of experiences & practice in terms of professional judgement, moral & ethical standards, personal belief systems & attitudes.
- Identify strategies & problem solve.
- Plan & target set.
- Knowledge & skills share & development.



### PROCESSES

- Building rapport
- Co-construction of agenda
- Sharing of experience and knowledge
- Interactive communication
- Solution focused dialogue
- Active listening
- Pacing – leading
- Framing – reframing
- Non-judgemental challenge
- Facilitation of thinking rather than directive
- Presentation of other perspectives



### OUTCOMES

- Changed state e.g. reduction in stress, feeling valued
- New understanding(s) and perspectives(s)
- New knowledge
- Increased feelings of confidence and competence
- Strategy and resource generation
- Sense of belonging, empathy and support

We are also keen to promote the use of **peer group supervision for Nurture Practitioners** – one version of which is presented in the Well Being Tool Kit.

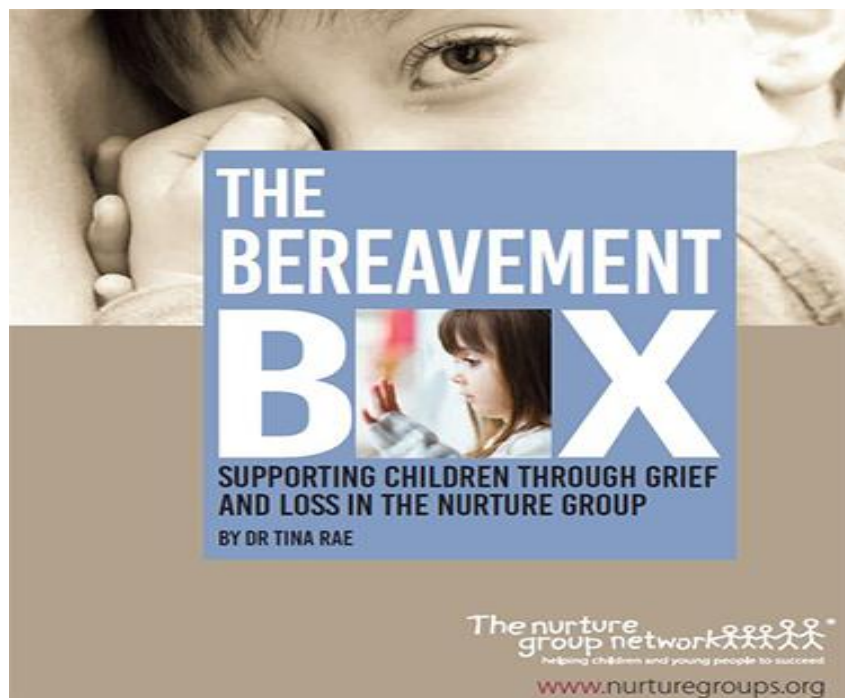
## A new initiative

We are therefore interested in finding out what support is currently being given to Nurture Practitioners and want to identify good practice. Who is receiving 'real' supervision and how is this working? Alongside this, we are going to develop a **model of supervision specifically for Nurture practitioners** and wish to trial this over the next academic year so that we can evaluate the process and begin to develop the evidence base.

If you think you would like to contribute, participate or share your experiences of supervision with us then do please get in touch. This is an exciting project and we are keen that the outcomes benefit those who are delivering nurture.

We know that children grieve from an early age, but not in the same way as adults. They often grieve in bursts and can show their feelings in their behaviour and play. The support they receive at these times will help them to learn how to manage and deal with losses that they will experience throughout their lives.

It is therefore helpful to provide the nurturer/carer/teacher with some key tools strategies and ideas which have been tried and tested and offer a safe means of exploring the loss. This exploration should be led by the child so that he/she can take the lead in talking and identifying where they want to go with any interaction/conversation.



## **Developing the Bereavement Box**

The Bereavement Box has therefore been created specifically for this purpose. The 60 cards aim to promote this authentic and supportive interactions within the nurturing context. They provide opportunities for the child or young person in 3 key areas as follows:

**Understanding** – this includes understanding the nature of death and the fact that it is permanent, the grief process, life cycles and the feelings and behaviours we may have as a result of the death of a loved one and how to manage these using support systems and developing stress and anger management skills

**Remembering** – this includes a range of activities such as journaling, making memory books and mobiles, writing letters, recalling good and sad times, special times collage, memory chains and candles

**Celebrating** – this includes designing memorial gardens, the balloon ceremony, portraits, poems and pictures.

### **Contact**

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**Consultant Psychologist Compass Fostering**

Tristan Middleton [Tmiddleton1@glos.ac.uk](mailto:Tmiddleton1@glos.ac.uk)

**Senior Lecturer School of Education University of Gloucestershire**

## NEW PUBLICATIONS

### **Violent Communication and Bullying in Early Childhood Education**

New collective volume at press by Nova Science Publishers in New York!

The title of the book is **Violent Communication and Bullying in Early Childhood Education** and you can find more information about it on the following URL:

[https://www.novapublishers.com/catalog/product\\_info.php?products\\_id=64988](https://www.novapublishers.com/catalog/product_info.php?products_id=64988)

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**Social Cognition, Language, and Prosocial Behaviors:  
A Multitrait Mixed-Methods Study in Early Childhood**

**Elisabetta Conte, Ilaria Grazzani, and Alessandro Pepe**

The article has been recently published on *Early Education & Development*.

In the study, we investigated associations among social cognition skills (specifically, emotion knowledge and theory of mind), language abilities, and three varieties of prosocial behavior (helping, sharing, and comforting) in early childhood. The effects of age and gender were also taken into account. Participants were 149 Italian children between 24 and 47 months of age ( $M = 35.6$  months,  $SD = 6.77$  months). We adopted a multitrait mixed-methods research design, using direct measures of emotion knowledge, theory of mind, and language as well as naturalistic observations of children's free play with peers to detect the frequency with which they engaged in prosocial behaviours. Ordinal logistic regression analyses showed that helping behaviours were especially accounted for by emotion knowledge and gender, whereas variance in sharing behaviours was mostly explained by theory-of-mind ability and language.

These findings are especially relevant from a practical point of view. Indeed, they encourage those involved in early childhood education to develop training and intervention programs to enhance children's emotional, linguistic, and cognitive skills. Given that these results were obtained with children as young as 2 and 3 years, preventive intervention should be implemented during the earliest years of life.

The full paper is currently available online at the following link:

<https://doi.org/10.1080/10409289.2018.1475820>.

## The Relation Between Emotion Understanding and Theory of Mind in Children Aged 3 to 8: The Key Role of Language

**Ilaria Grazzani, Veronica Ornaghi, Elisabetta Conte, Alessandro Pepe, and Claudia Caprin**

A significant body of research has investigated the relationships among children's emotion understanding, theory of mind, and language abilities so far. Nonetheless, no study to date has been conducted with a sizeable sample of both preschool and school-age children exploring the direct effect of emotion understanding on theory of mind when the role of language is evaluated as a potential exogenous factor in a single comprehensive model.

Ilaria Grazzani, Veronica Ornaghi, Elisabetta Conte, Alessandro Pepe, and Claudia Caprin have examined these relationships in a large sample of children with a broad age range. Participants in the study were 389 children (age range: 37–97 months,  $M = 60.79$  months;  $SD = 12.66$ ), to whom a False-Belief understanding battery, the Test of Emotion Comprehension, and the Peabody Test were administered.

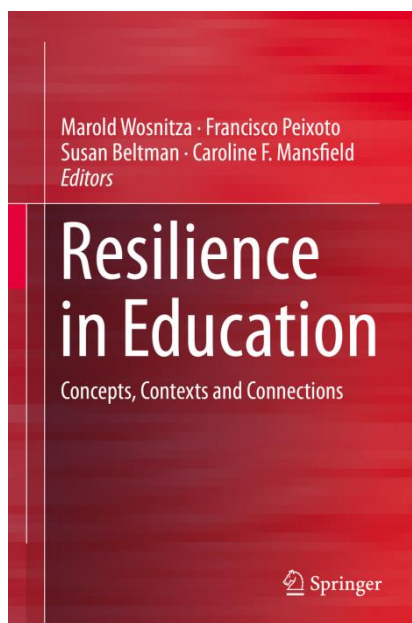
The authors found that children's emotion understanding, theory of mind, and language ability (receptive vocabulary) were positively correlated. Furthermore, emotion understanding scores explained variability in theory of mind scores independently of participants' age and gender. Finally, language was found to play a crucial role in both explaining variance in theory of mind scores and in mediating the relationship between emotion understanding and theory of mind.

The findings have suggested that language is a crucial factor in children's developing social cognition, including their emotion understanding and theory of mind, across different ages. Consequently, both preschools and primary schools should offer social and emotional learning programs that provide children with the opportunity to use language, both oral and written, to discuss emotional-affective and cognitive inner states.

The whole study can be found in the article "**The Relation Between Emotion Understanding and Theory of Mind in Children Aged 3 to 8: The Key Role of Language**", published on *Frontiers in Psychology* in May 2018 (volume 7, issue 724; <https://doi.org/10.3389/fpsyg.2018.00724>).

## Resilience in Education: Concepts, Contexts and Connections. Springer

Wosnitza, M., Peixoto, F., Beltman, S. & Mansfield, C. (2018). (Eds.)



Resilience in educational contexts has emerged as an important field of research, with recent investigation into resilience of school students and staff, and post-secondary students and staff. Current conferences and publications show that research on resilience is not a local phenomenon but a globally evolving research field. Accordingly, there is clearly a need in education to showcase the range of work in a way that recognizes contributions that are “snapshots” and those characterized as presenting a “**global picture**” This volume will be unique in the field, and international in scope. The book consists of 19 chapters in which *the leading researchers from Australia, Canada, Germany, Ireland, Italy, Malta, Portugal, South Africa, and The United Kingdom are presenting their research.*

This book integrates theoretically diverse viewpoints and research advancing relevant theory. It furthermore will present interventions which aim enhancing resilience in the educational context. The interplay between more basic research and actual practice in classroom, university or workplace enriches relevant theory and research. There is neither a specialized journal on resilience nor another book that covers the range of issues, or that includes such a range of education and psychological perspectives.

For further information: <https://www.springer.com/in/book/9783319766898>

**Strengthening Social and Emotional Education in the Curriculum across the EU. A review of the international evidence**

The Network of Experts on Social Aspects of Education and Training (NESET II) at the European Commission has published a detailed research report on the integration of social and emotional education in the school curriculum across the EU. ***Strengthening Social and Emotional Education as a Core Curriculum Area across the EU*** is written by **Carmel Cefai, Paul Bartolo, Valeria Cavioni and Paul Downes**

The report includes a review of the most recent reviews of studies/meta-analyses on the effectiveness of social and emotional education and proposes a multilevel framework on how social and emotional education may be implemented in schools as a whole school approach. It concludes with a set of recommendations for policy makers and school leaders on how schools may strengthen the integration of social and emotional education as a core component of curricula across the EU. The report has been cited in the recent European Commission *Proposal for a COUNCIL RECOMMENDATION on Key Competences for Lifelong Learning* (January 2018).

The report was published under the Luxembourg: Publications Office of the European Union.

The report may be accessed at <http://nesetweb.eu/en/network-publishes-report-on-strengthening-social-and-emotional-education-as-a-core-curricular-area-across-the-eu/>

## The Wellbeing Stories: A Mental Health and Resilience Resource

Dr Sue Roffey, Keith Heggart and illustrator Elizabeth Stanley

As we all know, young people's mental health is a growing concern across the Western world. Although acknowledgement of difficulties and concerted efforts to provide support is laudable, less attention is being paid to what might foster wellbeing in the first place.

These six stories have been written to help 9 – 13 year olds deal with some of the issues they face, so problems are less likely to escalate. This includes test anxiety, loss and transition. The theoretical underpinnings are not only CBT but also positive and narrative psychology.

How people think powerfully influences the ability to cope with challenges so the unique feature of these stories are the ten characters representing different types of positive and negative thinking. Examples are:



- The Worry Wart, who can metamorphose into a Panic Monster
- The two-faced Sprite of Bad Stories (SoBS), who sees the worst in everyone and everything
- The Mindfulness Magician, who helps us stay in the here and now
- The Beautiful Blessings who is thankful rather than resentful

Stories are laced with humour to appeal to the diverse young people they hope to reach and each includes a supportive character.

Most importantly, every story comes with a teacher toolkit containing numerous activities and a family toolkit. Both enable young people to further explore the issues raised in a safe and constructive way. The teacher toolkit contains numerous activities based in the Circle Solutions framework and the ASPIRE principles of Agency, Safety, Positivity, Inclusion, Respect and Equity. The full Education set includes a set of photocopiable materials.

Supported initially by the RSA, the Wellbeing Stories have been written by **Dr Sue Roffey** FRSA, honorary associate professor at Exeter and Western Sydney Universities, with **Keith Heggart** FRSA and inspirational **illustrator Elizabeth Stanley**.

More information from [www.wellbeingstories.com](http://www.wellbeingstories.com) where the Introduction can be downloaded for free.

This gives information about all the characters and each of the stories.

Contact **Dr Sue Roffey** at [s.roffey@exeter.ac.uk](mailto:s.roffey@exeter.ac.uk)

**International Journal of Emotional Education  
Call for Papers, Special Edition April 2019**

***‘Qualitative Research on Children’s Wellbeing Across National and Cultural Contexts’***

Christine Hunner-Kreisel (University of Vechta), Susann Fegter (Technical University Berlin) and Tobia Fattore (Macquarie University) are the Guest Editors of this Special Issue. Topics are related to

- Children's wellbeing and relationships
- Children's wellbeing at school
- Children's wellbeing in relation to security (including bullying)
- Children’s well-being and emotions
- Children’s well-being and resilience

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