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SOCIAL AND EMOTIONAL LEARNING MATTERS

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

Issue 19: AUGUST 2019

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Welcome!

It is a pleasure that on behalf of our four co-chairs and our founding chairs to welcome you to the 19th issue of the ENSEC newsletter.

In this edition, we have information from ENSEC members, from different countries regarding actions and publications in social and emotional learning.

This issue contains information about the publishing opportunities you are invited to participate and to share your expertise, research and practice on social and emotional competence! In this issue, you will also find information about new books and projects on the topic of social and emotional development and education.

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 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!

CONFERENCES & EVENTS

ENSEC Conference 2019, 29-31 August, Budapest



Dear Colleague,

We are delighted to announce that the 7th ENSEC Conference “Well-being and Social, Emotional Development” was held successfully on 29-31 August, 2019 in Budapest, Hungary.

Many thanks to all of the participants, presenters and organizers for three wonderful days in Budapest.

More than 150 delegates attended at the conference and the program comprised 16 paper presentation sessions, poster session, 3 symposiums and 24 workshops.

Three keynote speakers opened each day of the conference, facilitating the reflection on the important issues related to social emotional learning.

You could find more information about the event from the conference website ensec2019.elte.hu



AWARD OF ENSEC LIFETIME ACHIEVEMENT

2019 AWARD



The 2019 ENSEC Lifetime Achievement Award was presented to Professor Helen Cowie for her distinguished international contribution in the areas of bullying and peer support in schools. The award was presented to Professor Cowie during the Conference by Prof Carmel Cefai, Honorary Chair of ENSEC

NEW WEBSITE

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

ENSEC has a new website!

Visit it and keep informed about ENSEC activities, projects, events, resources!

COUNTRY COORDINATORS

ENSEC is looking to cooperate with members from the European countries who are interested in being country coordinators. So, if there are members active within ENSEC, we are inviting them to join voluntarily in collecting information about SEL within their countries or to spread the ENSEC news.

Please send your intention to the ENSEC ensec.europe@gmail.com

NEWS FROM ENSEC MEMBERS

CALL FOR INTEREST: SPECIAL INTEREST GROUP

The ENSEC chairs would like to promote and enhance the ENSEC Special Interest Groups (SIG)

Currently, the SIG on “SEL assessment” is active.

Accordingly to the subthemes of the ENSEC conference in Budapest (August 2019), we would like to activate new SIG to further the research on more topics to which ENSEC members could provide an important contribution with their practices, studies and experiences (e.g. SEL, Technologies, Mindfulness, Resilience and Well-being; School-wide Approach to SEL; SEL and diversity; SEL and Educational Policy, etc.).

If you would like to propose new SIGs or become active members of the SIG on SEL assessment, please get in touch with Annalisa Morganti, as ENSEC Chair responsible for SIGs: annalisa.morganti@unipg.it

ENSEC CALL FOR RESEARCH PROPOSAL

The ENSEC Chairs are glad to announce ENSEC availability to support and be part of all research initiatives carried out by its member, for free.

We would be happy to support the many research projects you are carrying out in your own countries or at international level, to help the network visibility and dissemination of its actions.

We offer to share websites banners, Facebook pages, to write letters of interest/support/endorsement for your projects, to provide advice and support for your research

Currently we are supporting, as Associated Partners, a number of European projects under the Erasmus Plus programme.

We invite therefore all network's members to think about the Chairs' availability in promoting and further developing the many research activities of the network members.

CALL FOR PUBLISHING

A team from Ryeka University, Croatia, currently, are in the process of editing a forthcoming publication entitled ***Supporting Children's Well-Being During the Early Childhood Transition to School***, to be published by IGI Global, an international publisher of progressive academic research. We would like to take this opportunity to cordially invite you to submit your work for consideration in this publication.

The main objective of this book is to promote evidence-based transition practices and approaches gleaned from examining work from a wide range of places around the world. This will help frame further discourse on ways to ensure the highest level of children's well-being during early childhood transitions. The book will be comprehensive, consisting of theoretical approaches, research studies and exemplar transition practices, grounded in the qualitative and/or quantitative research. The intention is for the book to serve as a tool for rethinking contemporary transition theoretical models, research studies and applied practices.

We are familiar with your research interests and expertise in early childhood education, and we are certain that your contribution on this topic and/or other related research areas would make an excellent addition to this publication.

Please visit <https://www.igi-global.com/publish/call-for-papers/call-details/4360> for more details regarding this publication and to submit your proposal. If you are interested to submit your proposal for the chapter in this forthcoming book, please, submit it online following this link.

You can also find detailed manuscript formatting and submission guidelines at <http://www.igi-global.com/publish/contributor-resources/before-you-write/>. If you have any questions or concerns, please do not hesitate to contact us. Thank you very much for your consideration of this invitation, and we hope to hear from you by **October 15th 2019**.

Best wishes,

Sanja Tatalović Vorkapić & Jennifer LoCasale-Crouch

Editor

Supporting Children's Well-Being During the Early Childhood Transition to School

NEW PUBLICATIONS

International Journal of Emotional Education Opportunity for Book Reviews IJEE

If you would like your book to be reviewed in the Journal of Emotional Education, just send a copy of the book to Professor Helen Cowie, book reviews editors, at the following address

Professor Helen Cowie
75 Acacia Grove
New Malden
Surrey KT3 3BU
UK

If you would like to be a book reviewer, please send an email to Prof Cowie at h.cowie@surrey.ac.uk

THE WELL BEING TOOL FOR TEENS

The new publication from Dr Tina Rae and NurtureUK



An issue of prevention

It is also important to remember that a key argument for promoting mental health and preventing mental illness is the paucity of evidence of effectiveness of interventions once mental illness has been diagnosed. This is one of the main drivers in developing this programme of support for young people because the need to prevent the escalation of such difficulties remains paramount.

An approach underpinned by positive psychology

Positive psychology underpins this Wellbeing Tool Kit for Teens. This approach has been described as a scientific study of subjective wellbeing. This is the technical term for what we would call 'happiness' and the factors that enable us as individuals to grow and develop and sustain ourselves in a positive manner. Key to the approach is the focus on what actually works for us as individuals, as opposed to the continual analysing of what has gone wrong or what we are not good at

A skills-based approach

This resource for KS3 and KS4 students uses a skills-based approach to focus on the development of health and emotional wellbeing and the ways in which this can and should be fostered. Students' awareness will also be raised of the many factors that can impact both positively and negatively on wellbeing and specific strategies and techniques will be introduced to foster emotional, physical and sexual health.

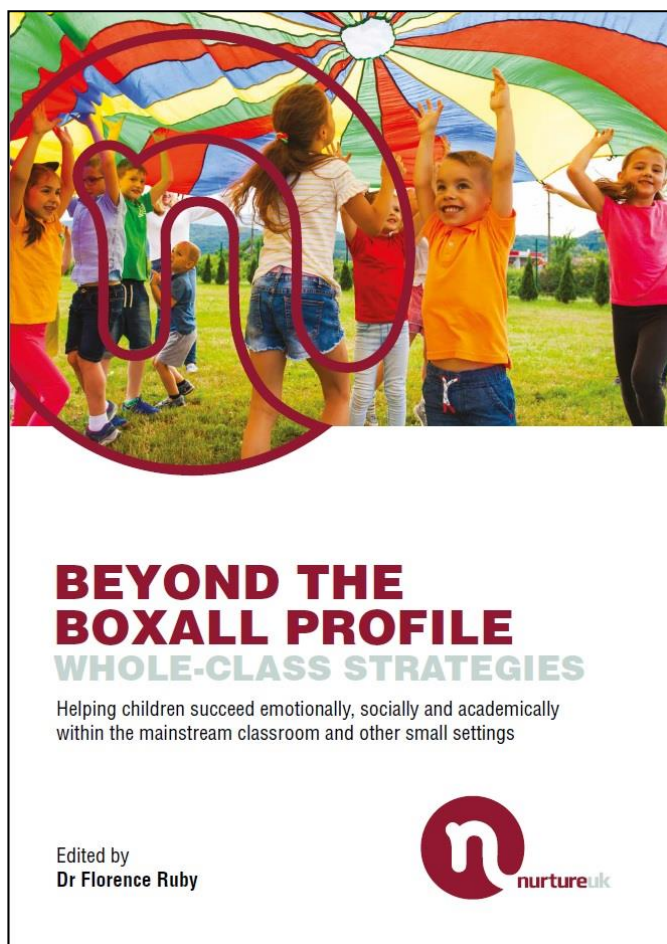
This Tool kit therefore aims to enable students to understand that happiness and wellbeing for all of us is at least in part about how we think of ourselves and our place in the world. It's not about things. Key messages include the importance of being optimistic and to view

ourselves as strong individuals with a sense of purpose. Also, the fact that happiness is at least partly in our heads and some ways of viewing the world make us happier, even if our objective circumstances remain the same. Learning to use key tools of effective thinking supports us in the process of maintaining our wellbeing and these are the life skills that we can continue to use into adulthood. I sincerely hope that this resource will support students in this process and provide them with the basis for a really effective Wellbeing Tool Kit.

Link: <https://www.nutureuk.org/our-services/publications/programmes/wellbeing-toolkit-teen>

BEYOND THE BOXALL PROFILE : WHOLE - CLASS STRATEGIES

The resource *Beyond the Boxall Profile: Whole-Class Strategies* was created to provide simple but effective strategies that can be used throughout the school day (whether in the classroom or in small groups) to help children build the social and emotional skills they need to succeed, allowing them to engage with their own behaviour and learning and make the most of school. More and more schools are keen to support the social emotional wellbeing of all the pupils in their care, and to this end assess every child in their setting using the Boxall Profile. For teaching staff, using the Boxall Profile as a classroom resource allows them to establish where social, emotional and behavioural needs lie and can put in place strategies to target and respond appropriately to those needs. This will not only help the children, but will also help staff to implement what would be helpful and more effective interventions as part of teaching and learning. Staff will be able to access ALL pupils, while ensuring a focus on inclusive practice and removing barriers to learning. The resources included in this book include simple strategies and ideas that teaching staff can use of a daily basis. They have been trialled, tested and specifically selected to be used within a mainstream classroom context to allow teachers to support the wellbeing of every child, while at the same time fitting within the curriculum. This resource is suitable for mainstream primary and special settings.



For more information please contact nutureuk at info@nutureuk.org.

HOW TO CREATE A FLOURISHING CLASSROOM? AN INTERVENTION PROTOCOL FOR ENHANCING TEACHERS' SOCIAL AND EMOTIONAL LEARNING

Talvio M. & Lonka K. (2019). How to Create a Flourishing Classroom? An Intervention Protocol for Enhancing Teachers' Social and Emotional Learning. In: Van Zyl L., Rothmann Sr. S. (eds). *Positive Psychological Intervention Design and Protocols for Multi-Cultural Contexts*. Springer, Cham

Abstract:

The positive psychology movement values good atmosphere and flourishing in the classroom. In order to do this, it is important to develop teachers' social and emotional learning (SEL) as a part of expertise, because teachers are in key position to create supportive and engaging learning environment. Even though promoting SEL as a means to create a flourishing classroom is often recommended in the literature, there is not much multi-national evidence about the development of the teachers' competencies associated with SEL. Previous research indicates that it is difficult to aid students to flourish without teachers having the necessary skills to scaffold them. Focusing merely on cognitive outcomes is not helping, but instead, we need to train the teachers to support autonomy, agency and self-efficacy in classrooms to build sustainable success and happiness among youth. The whole classroom culture should be developed to support positive encounters. This chapter describes studies on SEL interventions on teachers. The participants of the first study were Finnish teachers who attended to Gordon's Teacher Effectiveness Training (TET) workshops, based on humanistic psychology. For assessing teachers' development of SEL, a new method, Dealing with Challenging Interaction (DCI) was developed. DCI helps to capture the real-life challenging situations at teacher's work in various settings. In all, after the TET intervention the teachers really started using the studied skills, and they were more likely to support their students' autonomy and agency than the teachers in the comparison groups. The next step was to carry out global investigations about the Lions Quest teacher workshops. These studies revealed increased readiness to develop teachers' SEL competencies worldwide. Finally, various SEL interventions in nine European countries were looked at. So far, using mixed-method approach in several countries has produced consistent results with satisfactory effect sizes. The research methods appear ecologically valid, yet generalizable in various cultures and contexts. In all, these studies demonstrated that teachers benefit from SEL training. Diverse interventions appeared to increase teachers' readiness to implement SEL. Especially, teachers' sense of competence in teaching SEL increased. As such, the purpose of this chapter is to present an intervention protocol, based on the SEL interventions described above that aims at enhancing teachers' social and emotional learning. The final aim is to develop classroom cultures that promote flourishing in both teachers and students. The present research adds to both theoretical and practical understanding of teachers' continuing professional development worldwide.

Keywords:

Social and emotional learning (SEL), professional development, well-being, non-cognitive, intervention, continuing teacher training, mixed-method approach, classroom, Dealing with Challenging Interaction (DCI)

Author bio:

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Dr. Kirsti Lonka is Professor of Educational Psychology in the Faculty of Educational Sciences at the University of Helsinki, Finland and an extraordinary professor in Optentia Research Focus Area, NWU, South Africa.

PROJECTS

LEARNING TO BE project: MAKING SOCIAL AND EMOTIONAL LEARNING VISIBLE IN EUROPEAN SCHOOLS UPDATES ON THE ERASMUS KA3 PROJECT

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



Started in February 2017, the Learning to Be project has stepped into its third and last year of implementation. The project, co-funded by the Erasmus+ programme of the European Union, involves seven Countries (Lithuania, Latvia, Slovenia, Finland, Italy, Spain, and Portugal) and has a dual goal. Firstly, the partners aim to develop a model for assessing social and emotional competencies at school. This model, based on the SEL framework proposed by CASEL (see casel.org), will define main principles and propose ways to develop school practice and shape education policy around the assessment of social and emotional learning.

Secondly, the project aims to support school practice by proposing a set of educational tools to assist teachers and school managers in embedding SEL elements into school life. During 2018, the project has published a Toolkit for Assessing Social and Emotional Skills at School. This manual provides practical tips and instruments for developing an emotionally safe learning environment at school, integrating SEL into classroom practice and assessing the learning of social and emotional competence on the individual, classroom and whole school levels. The material is published in five languages: English, Italian, Lithuanian, Latvian, Slovenian, and Spanish. Currently, the material is exclusive only to project participants, however, it will be made publicly available at the end of this year.

At the moment, more than 100 schools (about 7100 students and 1000 teachers) are actively involved in the project in the five countries (Lithuania, Latvia, Slovenia, Italy, and Spain). During the ongoing school year, teachers and students in primary and secondary school levels have been taking part in the field study which points to evaluate the effects of the project intervention on their well-being, relationships, social and emotional skills, and teachers' competences. The intervention in schools includes training seminars for teachers and school managers, supervision sessions, and classroom practice using the proposed tools for strengthening SEL.

The results of the study will be analyzed and presented publicly at the beginning of 2020. The outcomes and practices of the project have the potential to be up-scaled at the policy level and applied wider in order to promote school improvement nationally and internationally.

If you are interested to learn more about the project actions and follow the news, please visit the website page <https://learningtobe.net/>

PROMEHS – PROMOTING MENTAL HEALTH AT SCHOOLS



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



The beginning of PROMEHS – Promoting Mental Health at Schools

PROMEHS – Promoting Mental Health at Schools is a European KA3 project, co-funded by the Erasmus+ programme of the European Union. It started in February 2019 and will end in February 2022. The project was born from the recognition of mental health difficulties experienced by a high percentage of students during school years. Mental health can be defined as a state of well-being in which every individual realizes his or her own potential, copes with the normal stresses of life, works productively and fruitfully, and is able to make a contribution to the community (WHO, 2014). Since the phenomenon of mental health difficulties at school has increased over the past decades, the need for effective interventions is compelling.

The main purpose of PROMEHS is the development of a universal evidence-based curriculum to promote positive mental health at school. The curriculum will include differentiated activities for students from kindergarten to secondary school, aimed at strengthening their personal and interpersonal skills (e.g. Social and Emotional Learning skills) and reducing behavioral problems and at-risk behaviors. Also, the project aims at fostering students' and teachers' mental health; sharing good practices and recommendations about mental health, that can be helpful for school staff, parents, policy makers, and stakeholders; embedding PROMEHS curricula into national educational and health policies through tight collaboration with public authorities.

The consortium of PROMEHS consists of 9 partners: University of Milano-Bicocca (Project Coordinator, Italy); University of Malta; University of Latvia; University of Rijeka (Croatia); City of Rijeka (Croatia); Ștefan cel Mare University of Suceava (Romania); Regional School Office of Suceava (Romania); University of Patras (Greece); University of Lisbon (Portugal). Beside them, a number of educational public authorities and associated partners are involved as well.

PROMEHS will adopt a pre-post research design and a training study methodology. Data will be collected in six Countries (Italy, Croatia, Greece, Latvia, Portugal, and Romania) from 6000 students and their teachers, who will be trained about mental health promotion after the pre-test. The experimental and control groups will be compared in order to assess the efficacy of the PROMEHS curriculum.

Contacts and further information:

- Facebook page: <https://www.facebook.com/promehs>
- Website: <https://www.labpse.it/en/progetti/>

**SCIENTIFIC PROJECT IN CROATIA: CHILDREN’S WELL – BEING IN
TRANSITION PERIODS: THE EMPIRICAL VALIDATION OF
ECOLOGICAL – DYNAMIC MODEL**



Sanja Tatalović Vorkapić
Faculty of Teacher Education in Rijeka, Croatia

Transition is defined as an intense process of change and movement from one identity to another, determined by the various factors described in the contemporary Ecological and Dynamic transition model (Rimm-Kaufman & Pianta, 2000). Within transition, the various contexts in which and through which the child passes, and their interrelations over time, are crucial. So, the purpose of the project: *“Children’s well-being in transition periods: The empirical validation of Ecological and dynamic model”* is to empirically test this model in Croatia and to analyze significant correlates of transition from family to kindergarten, as well as of transition from kindergarten to primary school. This research will provide clear guidelines for ensuring the highest levels of children's well-being during transition for children, parents, teachers and associates.

On the representative samples of early aged children (transition from family to kindergarten) and preschool children (transition from kindergarten to primary school), the following variables will be explored: intrapersonal factors of children (temperament, socio-emotional well-being, strength and difficulties, resilience), parents/caregivers (personality, sensitivity, subjective well-being, resilience) and teachers (personality, subjective well-being, resilience); and the interpersonal factors of child-parents-teachers-environment (attachment, adaptation, relationship with parents/teachers, teaching strategies, relationship between family-kindergarten-school-local community-environment, social values). The quantitative methodology will be applied with reliable measures that will objectively present the perspective of children, parents, teachers and associates.

This analysis will contribute to realization of short-term goals by validating the theoretical model and postulating the practical guidelines for achieving optimal transition in the early and preschool period in Croatia, as well as to realization of long-term goals by preventing the mental health problems among children with the aim of enhancing their lifelong psychological well-being. Also, it will provide the framework for creating the life-long programs for educating teachers in providing the quality support during transitions for children and their families.

Since, there is a significant lack of empirical studies related with socio-emotional well-being of children during their first transitions in Croatia, the project named: *“Children’s well-*

being in transition periods: The empirical validation of Ecological and dynamic model” has got funding from the University of Rijeka during period of three years: 2019-2021. The project leader is Sanja Tatalović Vorkapić, Ph.D. Associate Professor, with associates Dunja Anđić, Ph.D. Associate Professor and Vesna Katić, Higher lecturer, all from the Faculty of Teacher Education in Rijeka, Croatia. Project partner from Croatia is University of Pula. Project partners as counsellors from other countries as counsellors: Valeria Cavioni, Ph.D., Psychologist Psychotherapist from University of Milano-Bicocca, Milano (Italy), Ivana Mihić, Ph.D. Associate Professor from University of Novi Sad (Serbia), Marcela Batistič Zorec, Ph.D. Assistant Professor from University of Ljubljana (Slovenia) and Jennifer LoCasale-Crouch, Ph.D., Research Associate Professor from University of Virginia (USA). Even though the project is aimed to explore transition in Croatia, it is also open to other collaboration regarding possible cross-cultural analyses, so all interested colleagues are more than welcome to contact at sanjatv@uniri.hr.