



# European Network for Social and Emotional Competence

Established December 2007

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## SOCIAL AND EMOTIONAL LEARNING MATTERS

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

Issue 27: DECEMBER 2022

### Co-chairs

- **Country coordination and Communication, Membership, Conference and Newsletter:** Sanja Tatalović Vorkapić, PhD., Full professor, Faculty of Teacher Education, University of Rijeka, Rijeka, Croatia, [sanijatv@uniri.hr](mailto:sanijatv@uniri.hr)
- **Research and Fund Raising, Special Interest Groups, Membership, Website and Social Media:** Ana Paula Lebre Dos Santos Branco Melo, Auxiliary Professor at the Faculdade de Motricidade Humana, University of Lisbon, Lisbon, Portugal, [pmelo@fmh.ulisboa.pt](mailto:pmelo@fmh.ulisboa.pt)

### Co-chairs' assistants:

- **Croatia:** Adriana Klarić, psychologist, Croatian Red Cross, [adriana.blanusa@yahoo.com](mailto:adriana.blanusa@yahoo.com)
- **Portugal:** Adriana Frazão, Psychomotor therapist, [adrianafrazao.pm@gmail.com](mailto:adrianafrazao.pm@gmail.com)

### 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.cefai@um.edu.mt](mailto:carmel.cefai@um.edu.mt)

## Welcome!

It is a pleasure that on behalf of our two new co-chairs, new two co-chairs' assistants and our respectful and well-known founding chairs to welcome you to the 27<sup>th</sup> issue of the ENSEC newsletter.

First of all, due to transition period between hard work of previous four co-chairs and the new ones, this issue is prepared for November this year. Regarding this, we want to express our deepest gratitude for the great work of leading the ENSEC in prior three years and for helping us to continue this honourable job. So, dear colleagues: PhD prof. Aniko Zsolnai, PhD prof. Valeria Cavioni, PhD prof. Aurora Adina Colomeischi and PhD prof. Annalisa Morganti, thank you very much on your great contribution to ENSEC, its mission and for the networking so many ENSEC members. You have done so many great things regarding ENSEC, i.e. its visibility and importance regarding the promotion of socio-emotional competencies among children and youth in the field of education, not only in Europe, but all over the world. So, thank you very much! We will doing our best to continue a precious mission of ENSEC.

In this issue you will find a short presentation of new co-chairs and their assistants and our program for the next three years. Furthermore, the issue contains so many interesting information from ENSEC members, from different countries, regarding new projects, conferences, actions and publications developed upon generous ideas of social and emotional competence learning and development. Finally, you will find the information about next SEL day, so you are all invited to participate and share your research, practice and expertise on social and emotional competence learning and development!

One of the main goals of ENSEC is to network and connect SEL-experts in Europe and from all other countries. So, please do continue send us your valuable research work, practice experiences and opinions on SEL and related topics. We invite you to share with us your project ideas, new publications and many other interesting features. Please send any contributions to [sanjatv@uniri.hr](mailto:sanjatv@uniri.hr) as a Word document so that it can be cut and pasted – no logos please. Regarding the structure of the ENSEC Newsletter, the information you sent should be rather short, specific and relevant. We are looking forward for this new journey with all of you, proudly continuing with the ENSEC aims!

Thank you!  
Enjoy reading!

NewsLetter editors:  
Sanja Tatalović Vorkapić & Paula Lebre Melo

## New ENSEC co-chairs

### Sanja Tatalović Vorkapić & Paula Lebre Melo



Sanja Tatalović Vorkapić, PhD  
Full Professor  
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Ana Paula Lebre Dos Santos  
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*Dear Colleagues,*

*As you know, ENSEC has opened the Call for new ENSEC chairs 2022-2025 during March 2022. On 31<sup>st</sup> March 2022 the previous ENSEC co-chairs have decided to choose the two new ENSEC co-chairs for the period of 2022-2025. We, as new ENSEC Chairs were appointed for this role on April 11<sup>th</sup> 2022.*

*The formal appointment as new ENSEC Chairs occurred during the 8<sup>th</sup> ENSEC Conference, held in Suceava, Romania, at Stefan cel Mare University, in Romania, 30<sup>th</sup> June-2<sup>nd</sup> July 2022. At the Opening ceremony of this conference the ENSEC Chair Prof. Carmel Cefai announced the new ENSEC Chairs. During this conference, on July 1<sup>st</sup>, an ENSEC members meeting, held by the honorary chair Prof. Carmel Cefai and the previous ENSEC Chair Prof. Adina Aurora Colomeischi and the new ENSEC Chair Prof. Sanja Tatalović Vorkapić. During this meeting ENSEC members had a chance to meet the new ENSEC Chairs (onsite and online), and a short overview of the three-year working program was presented. With warm greetings to all ENSEC members, all conference participants were invited to join the ENSEC .*

*Also, during a transition period from April to October 2022 several online meetings were held with the honorary ENSEC Chair Prof. Carmel Cefai and the previous ENSEC Chairs: Dr. Zsolnai Anikó, Prof. Annalisa Morganti, Assoc. Prof. Adina Aurora Colomeischi and Dr. Valeria Cavione in order to get acquainted with all the duties and responsibilities of this position.*

*Truly engaged to continue the great work that has been done by the honorary and all previous ENSEC chairs, for this new period the work we will develop we will be supported by two ENSEC co-chairs' assistants: Adriana Klarić and Adriana Frazão.*

*We are very proud and grateful to continue contributing to the recognition of ENSEC main believe that social and emotional education is the key to children's well-being and success!*

*Sanja Tatalović Vorkapić & Paula Lebre*

## Short presentation of new ENSEC chairs and assistants

**Sanja Tatalović Vorkapić**, PhD, Full Professor in the field of psychology, experienced as a researcher and university professor. She has been working at the Faculty of Teacher Education at the University of Rijeka (in Rijeka, Croatia) for 20 years. Before that she worked in the kindergarten, primary school, secondary school and Centre for Prevention and Drug abuse Treatment. She has rich working experience within the mental health problems of children and youth, and psychological needs of diverse children, so her research interests are closely connected with the well-being of children and youth, same as courses. She teaches at undergraduate and graduate level (Developmental Psychology, Psychology of Early Learning and Teaching, Emotional Intelligence, Developmental Psychopathology, Methodology of Quantitative Research, Positive Psychology, Psychology of child well-being), as well as at the Doctoral Pedagogy studies (*Contemporary Research of Personality Psychology in the Educational Context*). She has led several nationally and internationally funded scientific projects dealing with the well-being of children, families and teachers. She has written numerous papers and book chapters (200 in total). She has been awarded as the *Best scientist* in the field of social sciences at the University of Rijeka during 2014, and as the *Best professor* at the Faculty of Teacher Education in Rijeka, during 2017.



**Adriana Klarić** is a psychologist and cognitive-behavioral psychotherapist in supervision. She currently works at the Croatian Red Cross, where she provides psychological counseling and support to elderly people. However, she gained her first work experience at a children's hospital in Rijeka where she worked with children and young adults. Her job included psychodiagnostics, counseling and psychotherapy, monitoring children with chronic diseases, working with hospitalized children etc. The well-being of the most vulnerable groups (which includes our youngest and oldest) is of great importance to her, which is why she decided to engage in precisely these tasks, and also to join European Network for Social and Emotional Competence.

**Ana Paula Lebre Dos Santos Branco Melo**, Auxiliary Professor at Faculdade de Motricidade Humana, University of Lisbon (in Lisbon, Portugal). Conducted her studies in the Faculdade de Motricidade Humana (FMH). Has a BA in Physical Education - Special Education and Rehabilitation Branch (1991); Master in Special Education (1996) and PhD in Human Motricity (2008). Has been teaching at FMH, since 1993, in 1<sup>st</sup> 2<sup>nd</sup> cycle studies in Psychomotor Rehabilitation. Also involved in Phd courses in Human Motricity – speciality Education and Health Promotiton. Is a Member of the Center for Studies of Education and Health Promotion and of the Department of the Education Social Sciences and Humanities. Integrated at the research member of the Institute of Ethnomusicology- Study center of music and dance (INET-md). Participates in research projects and community outreach in the field of health promotion, resilience, psychomotor intervention, dance and expressive therapies. Participates in International projects, such as: MARA-outcomes framework, movement assessment and reporting tool, Promehs- Promoting Mental Health at Schools; Story Makers Project, Rescur-European resilience curriculum, Rescur in Action, Be ready-Life skills and career development helping young people progress into success, Enrete - Enhancing resilience through teachers training.



**Adriana Frazão** is PhD student (research fellow) in Doctoral Program in Education Sciences (Health Education speciality) at Faculdade de Motricidade Humana – Universidade de Lisboa. Master degree (2015) in Psychomotor Rehabilitation. Psychomotor therapist since 2013 working with children and adults with developmental disorders and mental health problems in clinical and educational contexts. Is a member of Portuguese Association of Psychomotricity. She has rich working experience and knowledge within body-oriented interventions (psychomotor intervention, dance, bodily movement) connected with social emotional learning. Her research is focused on the design and evaluation of the effects of an inclusive psychomotor intervention program to preschool children with typical development and autism spectrum disorder, with several papers published.

**SOCIO-EMOTIONAL LEARNING AND POSITIVE DEVELOPMENT**

**30<sup>TH</sup> June – 3<sup>rd</sup> July 2022. Suceava, Romania**

The 8th edition of the ENSEC Conference, held in Suceava, Romania, at Stefan cel Mare University, has finished. It was our great honor to spend the past four days with specialists from different countries. With your participation the conference successfully finished all its sessions. On behalf of Stefan cel Mare University, ENSEC Community I would like to extend our highest respect and most sincere gratitude to the joint efforts of all the participating experts, researchers, teachers and practitioners. It was an extraordinary edition, gathering together brilliant minds, the best keynote speakers a conference on SEL could have.

We are grateful for all those inspiring moments raised by excellent ideas we encounter during the whole conference. This learning empowers us to do more in the direction of enhancing children and adults social and emotional competencies. We express our gratitude to all the presenters, the keynotes Professor Adrian OPRE from Babes Bolyai University, Romania, Dr. Marcelino CABRERA from European Joint Research Centre, prof. Stephanie JONES from Harvard University, Professor Marc BRACKETT from Yale University, Professor Maurice ELIAS from Rutgers University, professor Carmel CEFAL, University of Malta, Professor Helen COWIE from University of Surrey, Professor Ilse DARLUYN from University of Ghent.

Thank you, to all 120 presenters, scholars interested in SEL from all over the world, more exactly from 25 countries. My special thanks to all the people who took their time to travel in these uncertain times, to be here, in presence, in Suceava, exploring all the experiences this conference had to offer. They are from USA, Jamaica, UK, Spain, Estonia, Portugal, Croatia, Israel, Ukraine, Moldavia and from different parts of Romania. All the conference works showed us that we have such a great capital of knowledge, theories, practices and all we need is to commit to our noble purpose of making better world through education and SEL. It is time to express my deeply gratitude to my wonderful colleagues and friends, our USV organizing team, from the Faculty of Sciences of Education. They unconditionally put in action their strengths and gave unconditionally their support, time, energy, enthusiasm, trust and commitment to well done work! I am really proud, that we, together, could develop this 8th edition of ENSEC Conference experience! Thank you to each of you, we made me believe that together we can! Thank you, Gabriel, Petruta, Andreea, Florin, Gabriela, Diana, Doina, Liliana, Nadia, Otilia, Lucian, Dragos, Alina, Lenuta, and all the volunteers. We are grateful for the support from our university management and Ministry of Education. The conference stopped the time, put us in the privileged condition of reflecting on important issues related to SEL and making plans for our future contribution to the wellbeing of children, adults, community and of entire planet.

It is time to say Good Bye and to express our hope that we all could meet again, at the next edition of the ENSEC Conference in 2024.

Adina Aurora Colomeischi

PhD Assoc. Prof. Conference Chair

## UPCOMING CONFERENCES & EVENTS

### SEBDA Conference 2023

**Sebda**

Promoting the social and emotional well being of children and young people



**SEBDA**  
and the  
**University of Birmingham**  
present an  
**International Conference**  
in Birmingham on 7,8,9 September 2023

**'Global solutions to working with vulnerable children and young people'**

- ◆ Sharing international insights into the inclusion of socially and emotionally vulnerable children and young people.
- ◆ Celebrating their resilience in surviving trauma, loss and displacement.

**Save the Date!**

More information <https://www.sebda.org/>



## NEW PUBLICATIONS

### **International Journal of Emotional Education Volume 14, Issue 2 has been published!**

Volume 14 Issue 2 of the International Journal of Emotional Education has been published. It includes various papers on climate change and wellbeing, online learning and social and emotional learning, stress health and coping amongst educators, cyberstanding in young people, assessment of emotional knowledge and skills, and coping with frustrating situations in school, with authors from Canada, Hungary, Israel, Nigeria, South Africa, Spain and Pakistan. It may be accessed at [www.um.edu.mt/ijee](http://www.um.edu.mt/ijee)

### **Special Issue "Inclusive Education, Children's Development, and Health" Call for papers**

A special issue of International Journal of Environmental Research and Public Health (ISSN 1660-4601). This special issue belongs to the section "Children's Health".

Currently, inclusive education is a key international priority. Inclusive education aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, contributing to development. All children within human diversity need quality education to develop their skills and realize their full potential. Education enables students to develop a broad range of skills, competences, traits, values and attitudes, which will also impact health outcomes. Education creates opportunities for an active life based on informed decisions. Education is linked to health through complex links, and it is closely tied to income and to the skills and opportunities that all persons have to lead healthy and fulfilled lives in community settings. Both education and health are at the center of individual and population health and well-being. Although (inclusive) education has a tremendous impact in all children's development and health interventions, multiple context-specific challenges and opportunities remain in every setting. Progress is made slowly. To close the education gap for children with educational support needs, efforts must be made to foster and monitor inclusive education systems, requiring changes at the macro, meso and micro levels. The articles included in this Special Issue are intended to provide the entire education community with new understanding and offer insights informed by sound theoretical frameworks and evidence-based inquiry. Potential topics include, but are not limited to: International, national and local policy; Monitoring the impact of legislation on inclusive education; Early childhood intervention; Teachers' professional development/training; Curriculum; Behavior and classroom management; Assessment (including instruments validation) and placement; The identification of educational variables/predictors on children's development; Science-based and evidence-based practices; Transition and career development; Assistive and augmentative technology and instructional technology.

Deadline for manuscript submissions: 31 August 2023

Manuscript Submission Information

[https://www.mdpi.com/journal/ijerph/special\\_issues/R45R124HP2](https://www.mdpi.com/journal/ijerph/special_issues/R45R124HP2)

## PROJECTS

### Erasmus Mundus Joint Master program in Resilience in Educational Contexts



The Centre for Resilience and Socio-Emotional Health at the University of Malta is the leading partner and coordinator of a new Erasmus Mundus Joint Master Programme in Resilience in Educational Contexts (FLOURISH). This programme is the first international, Joint Master Degree in Resilience in Educational Contexts led by a consortium of nine partners. The University of Malta, University of Lisbon, University of Crete and University Stefan Cel Mare Suceava are the four degree-awarding partners in the consortium together with five associated partners in Canada, Ireland, Sweden, Switzerland and South Africa. The Joint Master Degree is a two-year, full-time programme consisting of taught study-units, a practice placement, a dissertation, and a summer school, spread over four mobility moves. Four cohorts of students will be trained over a six year period.

The project starts in October 2022, with the first cohort starting in October 2023.

For further information: <https://flourishproject.mt/>

Contact [natalie.haber@um.edu.mt](mailto:natalie.haber@um.edu.mt)

## PROMEHS – PROMOTING MENTAL HEALTH AT SCHOOLS



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



### The finish of PROMEHS project– Promoting Mental Health at Schools

PromeHS Project: Promoting Mental Health at Schools – A project Co-funded by the Erasmus+ Programme of the European Union

Website: <https://www.promeHS.org/>

Principal investigator: Ilaria Grazzani, Università degli Studi di Milano Bicocca

Promoting Mental Health at Schools (PROMEHS) is an Erasmus+ Key Action 3 project co-funded by the European Commission (2019-2022) to develop, implement and evaluate a mental health curriculum in schools. It has been developed by researchers, policy-makers, and scientific associations from seven European countries namely Croatia, Greece, Italy, Latvia, Malta, Portugal, and Romania with the purpose of creating a bridge between school programs and educational institutions, thus linking research, practice, and policies. PROMEHS provides a systematic conceptual framework for developing and implementing an evidence-based universal mental health curriculum in schools, including high-quality teacher training, supervision, meetings, handbooks and guidelines for school staff, students, parents, policymakers and stakeholders respectively.

Main results: its implementation in six European countries indicates that it enhances students' social and emotional competence and prosocial behavior. It also has a crucial role in decreasing internalizing and externalizing difficulties. Finally, it improves teachers' self-efficacy, resilience, and social competence. Detailed information on the project and its results can be found in the Seventh Monograph in Resilience and Health, published by Carmel Cefai and colleagues at the Centre for Resilience and Socio-Emotional Health, University of Malta (2022).

<https://www.um.edu.mt/library/oar/bitstream/123456789/100632/1/PromeHS%20report.pdf>

## **Social and Emotional Skills Development in Early Childhood Education and Care in Europe” (2019-1-BG01-KA201-062593), Erasmus+ PROJECT**

We are very happy to share with you the interactive EU-Self Platform and outputs developed within the framework of EU-Self Project “Social and Emotional Skills Development in Early Childhood Education and Care in Europe” (2019-1-BG01-KA201-062593), Erasmus+.project

Link to the platform - <https://euself.nbu.bg>

Project outputs:

- Social and Emotional Learning in Preschool Settings: A Systematic Map of Systematic Reviews-<https://www.frontiersin.org/articles/10.3389/feduc.2021.691670/full>
- Social and Emotional Development for Children aged 0 to 7 years old: European Countries Overviews Compendium
- Programs for Social and Emotional Skills Development for Early and Preschool Children Applied in European Countries. Compendium
- Social and Emotional Skills in Early and Preschool Age Children. EU-Self Project
- Social and Emotional Competences and Development of Children Aged Zero to Seven: European Assessment Measures Compendium

Enjoy reading! You can take the chance to register on the platform and explore further opportunities! You can check out also:

Project Website:<https://eu-self.nbu.bg/en>

Facebook:[https://www.facebook.com/EU\\_SELF](https://www.facebook.com/EU_SELF)

Research Gate:<https://www.researchgate.net/project/EU-SELF>

For more information contact Nadia Koltcheva [nkoltcheva@nbu.bg](mailto:nkoltcheva@nbu.bg)

**Storymakers many voices many lives (2020-2-UK01-KA205-079500)  
Erasmus+ PROJECT)**



*M A N Y V O I C E S , M A N Y L I V E S*

Story Makers: Many Voices Many Lives is an Erasmus+ project aiming at enabling youth workers to use the power of storymaking using the arts in their work with socially excluded young people, equipping young people with resilience, confidence, self-esteem and life skills.

The project has been designed in the context of increasing concern about the growing gap between young people who engage in social, civic and cultural life and those with little hope of leading a fulfilling life, and risk exclusion or marginalization. The ultimate benefit is this portal with free access to resources and training for those working with young people which contains storymaking ideas and techniques to work with young people, as well as a guide which offers the principles of delivering a dedicated 6-week set of sessions, covering different means of making and telling stories, including puppetry & objects, movement, writing & art and narratives through digital means of storymaking.

Project website: <https://www.storymakersportal.com/>

**GIFTED - Game and Inclusion For Teacher Education (Erasmus+ KA220-SCH - Cooperation partnerships in school education)**



Gifted and talented students learn differently, and have unique academic and socio-emotional needs. However, these pupils often do not receive specific support in school. Teachers in Europe do not receive proper education concerning gifted and talented pupils during their education and ongoing in-service training. GIFTED designs and implements an innovative online training programme that can support teachers' skills development in gifted and talented education.

GIFTED - Game and Inclusion For Teacher Education, an Erasmus+ KA220-SCH - Cooperation partnerships in school education involves 7 partners from 5 countries Italy, Croatia, Portugal, Romania, United Arab Emirates, from 1st December 2021 to 30th November 2024.

The project will address the need for training teachers in gifted and talented education. The goal is to design and implement an innovative online training programme that can support pre-service and in-service teachers' skills development in gifted and talented education. This digital game-based learning environment will promote and enhance the experiential learning of teachers, giving them tools to recognize these students, interact with them, and tailor their learning experience in an inclusive classroom context.

Outcome: Open Educational Resources (OER) for teachers on education of young gifted pupils

Project website: <https://gifted-project.com/>

# FREE WEBINAR SERIES ON BEST PRACTICAL PRACTICES IN YOUR SEL/CHARACTER WORK

## THE ACADEMY FOR SEL IN SCHOOLS

Maurise J. Elias, Ph.D., Prof. of Psychology, Rutgers University  
Director, Rutgers Social-Emotional and Character Development Lab ([www.SECDLab.org](http://www.SECDLab.org))

The Academy for SEL in Schools ([SELinSchools.org](http://SELinSchools.org)), a collaboration of Rutgers University and St. Elizabeth University, is hosting a series of free live webinars on Best Practical Practices in Your SEL/Character Work.

You can learn about SEL instruction, school leadership, SEL professional development, SEL and academics, Tier 2 SEL interventions, and SEL and Equity. Every webinar will have time for Q and A. Please see below for the dates and working titles of the webinars.

Save the Dates and share with your colleagues!!

For Registrations: <https://psych.rutgers.edu/webinars-and-other-events>

Please see below the titles and timing of the webinars. You can register for as many of these Academy for SEL in Schools ([SELinSchools.org](http://SELinSchools.org)) webinars as you like! Each will require a separate registration but the process goes quickly after you register for the first one!

Please email [SELAcademy-group@scarletmail.rutgers.edu](mailto:SELAcademy-group@scarletmail.rutgers.edu) with any questions, or if you can't make the time of the webinar you wish and want notification if we run it again.

### WEBINARS:

#### **#4 Principles of Staff Development for Expertise in SEL/Character Instruction**

##### **Principles of Staff Development for Expertise in SEL/Character Instruction**

We invite you to join our webinar and share a brief journey of discovery that describes the SECD instruction and leadership practicum courses as opportunities for candidates to build expertise, putting their knowledge of theories and pedagogy into day-to-day practices. Let's begin!

Live: 12/15/22 at 4:30

Rebroadcast: 2/23/23 at 7:30 p.m., 3/16/23 at 4:00 p.m.

#### **#5 How to Integrate SEL into Social Studies/Civics/History and other Academic Areas and into Tier 2 Interventions via the SEL Lab**

Join us to learn about two short courses that will help you to intentionally integrate SEL skills into your content area instruction, as well as take a preventive approach to academic and behavioural challenges you may face through Tier 2 Interventions. In just 45 short minutes, we will share with you about the content and delivery of two short courses: Students Taking Action Together and The Social-Emotional Learning Lab.

Live: 11/21/22 at 7:30

Rebroadcast: 11/29 at 7:00 p.m., 12/6/22 at 4:00 p.m.

#### **#6 SEL and Equity 101: A Practical Approach**

SEL & Equity 101: A practical approach webinar will aid participants in viewing SEL from an equity perspective. Centring on the self-awareness competency, one will begin to think about comfortability and capability of discussing topics of Diversity, Equity, Inclusion, Justice, and Belonging with students; we will define common language and terms; and determine ways to serve as an anti-racist educator.

Live: 11/2/22 at 7:30

Rebroadcast: 1/12/23 at 7:30 p.m., 2/23/23 at 7:30 p.m.

Maurice J. Elias, Co-Director, Academy for SEL in Schools and Director, Rutgers Social-Emotional and Character Development Lab ([www.SECDLab.org](http://www.SECDLab.org))

Contributing Faculty, The Collaborative Center for Community-Based Research and Service ([engage.rutgers.edu](http://engage.rutgers.edu))

Co-Director, Academy for Social-Emotional Learning in Schools ([SELinSchools.org](http://SELinSchools.org), [sel.rutgers.edu](http://sel.rutgers.edu), @SELinSchools)

*Recent Books:*

*"The Joys and Oys of Parenting,"*

([www.amazon.com/Joys-Oys-Parenting-Maurice-Eliasebook/dp/B01M0XLFS0](http://www.amazon.com/Joys-Oys-Parenting-Maurice-Eliasebook/dp/B01M0XLFS0))

*"Boost Emotional Intelligence in Students: 30 Flexible, Research-Based Activities to Build EQ Skills"*([www.freespirit.com/teaching-strategies-and-professional-development/boost-emotional-intelligence-in-students-maurice-elias-steven-tobias](http://www.freespirit.com/teaching-strategies-and-professional-development/boost-emotional-intelligence-in-students-maurice-elias-steven-tobias))

**SEL DAY 2023!**

**#SELday**

On March 10th 2023, SEL day will be organized as online event titled: UPLIFTING HEARTS, CONNECTING MINDS. The main focus is to showcase SEL in various communities, promote SEL to our personal and professional networks, advocate SEL with policymakers, and support SEL in schools, organizations, and communities. This year, facing the challenges of a global pandemic, will be continued within SEL Day. Attend the SEL Day Summit—individual's registration includes access to free all-day, online event showcasing SEL best practices from states across the U.S. and countries around the globe. Detailed agenda coming soon!

Anyone who is interested to join and participate could do that using this link:

<https://selday.org/sign-up/>

## RESOURCES

### GREATER GOOD IN EDUCATION

[Greater Good in Education](#) is a free, online resource for education professionals created by the team at the [Greater Good Science Center](#) at UC Berkeley. [Greater Good in Education](#) provides educators, school leaders, school mental health providers, and other education professionals with **free, research-based** strategies and practices for the social, emotional, and ethical development of students and the adults who work with them. The platform synthesizes top insights and best practices from science, programs across the world, and practitioners. We created [Greater Good in Education](#) after educators told us that there was no easy way for them to access all of the student (and educator!) well-being strategies that they knew were being developed by programs across the country. [Greater Good in Education](#) includes practices from some of the best social-emotional learning, mindfulness, and character education programs out there, providing a platform to share their work with a wider audience and giving schools who are in the market for curriculum the opportunity to test out a variety of options. Highlights include:

- **Research-based and informed practices for cultivating positive relationships within schools**, including [staff-to-staff](#), [teacher-student](#), [peer-to-peer](#), and [parent-school](#) relationships; for fostering [kindness](#), [empathy](#), [compassion](#), and [gratitude](#) in [students](#) and the [adults](#) who work with them; for integrating SEL, mindfulness, and ethical development into [academic content](#)
- **Research evidence for each practice** that explains how a practice works and why it should be used in classrooms and schools
- **Topic pages** that describe the research behind a variety of educational topics, such as various [school relationships](#); [student emotional development](#); [teachers and mindfulness](#); and [prosocial academic content](#)
- **Personal dashboards** for users to [save, rate, and comment](#) on practices
- **Guidelines** for making a practice [trauma-informed](#), for evaluating a practice through a [diversity, equity, and inclusion lens](#), and for adapting a practice for students with [special needs](#)
- **Suggested collections of practice** for addressing [educator stress](#), [cultivating purpose](#) and [global citizenship](#) in students, and many other topics
- **Monthly [School Challenges](#)** that provide a collection of practices for addressing a specific dilemma faced by schools, such as [student anxiety](#)

For GGIE updates, visit <https://ggie.berkeley.edu/>

Vicki Zakrzewski, Ph.D. Education Director  
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[vzakrzewski@berkeley.edu](mailto:vzakrzewski@berkeley.edu)  
<http://greatergood.berkeley.edu>

## SEASONS GREETINGS TO ALL ENSEC MEMBERS

*We want to express our gratitude to all who contributed to the spreading knowledge and kindness during this 2022 year that is slowly passing.*

*We sincerely hope you will be with ENSEC next year, too!*

*We wish all ENSEC members a joyful, peaceful, healthy and happy the holiday season and the New Year!*

