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SOCIAL AND EMOTIONAL LEARNING MATTERS

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

On behalf of myself, my four co-chairs and our two founding chairs, I would like to welcome you to the 7th ENSEC newsletter.

Lisbon is calling! The final days for submitting your proposed abstracts for the 5th ENSEC conference are reaching closer. The submission deadline has been extended until 30th March 2015. Do not miss the opportunity to present your research and/or practice to an interested audience, to connect with others in your field, and get inspired by everyone's contribution to social emotional education! The conference will also provide opportunities not only to create new networks but to meet old and new friends. In this newsletter, we will present some "mouth-watering" sneak previews on the pre-conference workshops you would want to be part of.

We are still looking for volunteers who wish to work closely with the board of chairs as country representatives to enrich the network's community. Please do not hesitate to contact us, if you are interested to contribute actively to ENSEC by representing your country, or if you have any suggestions and ideas for this role. As a democratic network we rely on your feedback and participation!

We would like to thank all those who contributed to this newsletter. We would appreciate your comments on it, please bearing in mind that the work of ENSEC is being done by chairs who are all volunteers, and on top of very busy schedules.

We would love some interesting features for the next edition of our newsletter. Please send any contributions to me (Carmen_huser@web.de) as a Word document so that it can be cut and pasted – no logos please. We have started to accept longer features to share richer, more detailed knowledge throughout the network. However, this is a newsletter and not a journal – so do not send us long academic papers!

Thank you!

UPDATE
5th ENSEC CONFERENCE 2015



5th ENSEC Conference

Social Emotional Learning and Culture

LAST CALL FOR PAPERS



1 - 4 July 2015

Faculty of Human Kinetics

University of Lisbon, Portugal

The conference organizing team for this year's 5th ENSEC conference has put together four days of inspiring practice and research-based knowledge shared in panels, symposia and poster presentations. Moreover, there is an extra day with a great selection of pre-conference workshops to kick off the conference. There are four morning pre-conference workshops to choose from, starting at 10.30am. In the afternoon, four other workshops may be attended starting at 1.30pm.

Don't forget that joining us this summer. This is also a great opportunity to visit Lisbon this summer!



1. source: www.golisbon.com

Portugal's capital is a city full of life, with an endless list of things to see and to do within an affordable budget. Lisbon combines centuries of history with a contemporary feel. The weather in summer is beautiful and will entice you out for an evening walk after the conference. You can wander along the Tagus River or through the narrow and twisty

streets in the old town, or just relax in an esplanade and sample some of the wonderful Portuguese wines (red, white, green or Porto... you decide). If you want an early dinner, there are many options from local cafes to a Michelin star restaurant, serving delicious fresh fish and seafood, the traditional codfish (bacalhau) prepared in 365 different ways, and delightful deserts.

Lisbon and its warm and friendly people are waiting to welcome you... if we haven't tempted you yet then take a look at the videos available at www.fmh.ulisboa.pt/ensec2015

Pre-conference workshop timetable:

1 st July Morning session Time: 10.30-12.30	1 st July afternoon session Time: 13.30-15.30
<p>1. Nurturing Teacher Mindfulness to Create a Caring Classroom - Dr. Christa Turksma</p>	<p>1. An Introduction to Implementing The PATHS® Curriculum - Mark T. Greenberg, Penn State University; Dorothy Morelli, PATHS Education Worldwide; Mairead Ewart, Barnardos</p>
<p>2. PBS; creating a positive, safe and predictable school environment for all students - Reinder Blok and Margreet van Oudheusden; Windesheim University of Applied Sciences</p>	<p>2. How to increase social emotional competence in school and institutions? An adapted version of Aggression Replacement Training - Professor Knut Gundersen, Diakonhjemmet University College</p>
<p>3. Positive Youth Development in the context of the global recession - Social Adventure Team, University of Lisbon</p>	<p>3. Head and Heart: Using critical enquiry to promote SEL - Dr. Shirley Egley, University of South Wales</p>
<p>4. Stop, Listen, Think and Feel - PAIDEIA, Polytechnic Institute of Bragança</p>	<p>4. Relaxation for children - Rui Martins & Janete Maximiano, University of Lisbon</p>

UPCOMING CONFERNCES & EVENTS

1st INTERNATIONAL CONVENTION ON CHILDREN AND FAMILY



VENUE: La Piazza Convention Center, Legazpi City, Philippines

DATE: 15th-17th October 2015

The 1st International Convention on Children and Family (Promoting Physical, Social, Mental & Behavioral Health) organized by the Children & Youth Wellness Technical & Advocacy Center (CYWTAC), Inc., a DSWD Licensed Community-based non-government organization, will be held on the 15th -17th of October 2015 at La Piazza Convention Centre, Legazpi City, Philippines.

This conference will provide a platform for the sharing of evidenced-based researches and ideas in order to forge stronger connections among child and family workers and thus better serve children and families all over the world. The conference will bring together a wide range of specialists in the field of child and family development. The aim of this conference is to present state-of-the-art overview of this difficult field of expertise in holistic health care and by bringing together an international audience, cross-border cooperation can be established and attendees will form international social and professional relations. Paediatricians are encouraged to present their best practices and researches in this international forum. They can participate either as attendee or as presenter (research or photo-essay). This International Conference is open to Child & Family Health Workers, Educators/Teachers, Psychiatrists, Psychologists, Counsellors, Social Workers, Paediatricians, Medical Doctors, Pastors/Priests, Community Health Workers, Sociologists and other professions working with children and families.

Deadline for the full conference registration payment for all presenters: 30 July 2015!

More information can be found: www.iccfphil2015.bravesites.com

via facebook: ICCFPHIL

secretariat via: (email) iccfphil2015@gmail.com

BUILDING BRIDGES CONFERENCE 2015
A regional Early Years Conference
Resilience, Risk-taking, and Responsibilities
Australia 2015



VENUE: Huon Hill Conference Centre, Wodonga, NSW, Australia
DATE: 30th April – 1st May 2015

Charles Sturt University, Wodonga TAFE, Wodonga City Council, AlburyCity, and Gateway Health are pleased to present the 5th Building Bridges Regional Early Years Conference. “Building Bridges” is an analogy for strengthening partnerships between our early years’ services across the border of New South Wales and Victoria, Australia, and between regions, with the hope that a mutual understanding will be created and networks will be strengthened.

This year’s conference focuses on the theme of Resilience, Risk-Taking, and Responsibilities: The shared responsibilities in supporting calculated, thoughtful risk-taking to foster resilience. This year’s conference will explore a range of topics, including:

- Children managing their own risk-taking;
- Building the resilience of vulnerable children and families;
- Building children’s resilience through risk-taking;
- Risk-taking and resilience: Our responsibilities; and
- Building the resilience of educators.

The conference addresses an audience of all practitioners working in the field of early childhood education.

Find out more on the website and the download flyer:
<http://www.wodonga.vic.gov.au/community-services/children-families/building-bridges.asp>

**CONFERENCE ON RESEARCH ON RESILIENCE:
BILANZ UND PERSPEKTIVEN DER RESILIENZFORSCHUNG**

VENUE: Protestant University of Applied Science Freiburg, Germany

DATE: 1st & 2nd October 2015

The Centre for Child and Youth Research, Zentrum für Kinder- und Jugendforschung (ZfKJ) belongs to a network of research and innovation: FIVE - Forschungs- und Innovationsverbund an der Evangelischen Hochschule Freiburg e.V. The centre has been established ten years ago, and invites to attend the conference meeting to celebrate and to take stock of then years of research on resilience.

Closing date is: 30th June 2015.

The conference language is German. Further information and the programme can be found:

<http://www.eh-freiburg.de/resilienztagung2015>

or via email to the organizing team

Ute Breit and Lisa Klingelhöfer

Email: Resilienztagung2015@eh-freiburg.de

**EMOTIONS 2015:
6TH INTERNATIONAL CONFERENCE ON EMOTIONS; WELLBEING AND
HEALTH**

VENUE: 25 – 27 October 2015

DATE: Tilburg, the Netherlands

Call for papers!!!

The **Emotions 2015** conference is being held on October 25-27 2015 in Tilburg, Netherlands. It is now possible to submit your abstracts for workshops, symposia, oral and poster presentations online for the International conference EMOTIONS 2015 via: www.tilburguniversity.edu/emotions2015

The **deadline** for submission is: **1 April, 2015**.

NEWS FROM ENSEC MEMBERS

THE SANTANDER DECLARATION

The Programme for International Student Assessment (PISA, OECD) has gained an influential role in shaping educational systems and policies across the world, becoming a global 'benchmark of standards' in education. It has been instrumental in the development of an assessment system of fundamental cognitive and reflexive processes to enable young people to face the global economic challenges of our time. However, the narrow focus on cognitive processes, assessment and ranking, and the consequent pressure on countries to improve their ranking and move up the league tables, is driving educational authorities and schools to invest more on what is measured by PISA, rather than an education which balances cognitive with social, emotional, and cultural education.

In April 2014, a group of educationalists and researchers from Denmark, Italy, Malta, Mexico, New Zealand, Spain, Switzerland and the United Kingdom, expressed their concern about the PISA phenomenon by drawing up a declaration on children's growth and wellbeing. The declaration, originally drafted in Santander, Spain, is thus known as the Santander Declaration. It seeks to broaden the educational agenda being promoted by PISA, by underlining the need to address the physical, cognitive, social, emotional, spiritual and artistic development of the learner. It argues for a humanistic, inclusive, culturally responsive, democratic, equitable, and holistic education across the world, underlining the need for school communities to have a meaningful say in shaping and adapting the curriculum according to their culture and needs.

Santander Declaration 2014

We believe that every child and young person has the right to a balanced, meaningful, holistic, creative and arts-rich education. In order to advance the above, we commit ourselves to promote the following:

- 1. That schools and early years settings provide a learning environment where academic, social and emotional education competences are in creative balance;*
- 2. That schools and early years settings operate as learning and caring communities in which all students, teachers and parents have the opportunity to experience sustainability and wellbeing;*
- 3. That educational and learning contexts consciously seek to strengthen students' connectedness with themselves, others and the environment;*
- 4. That social and emotional education be embedded in all initial teacher education and that practicing teachers and educators can access on-going professional education and support to continuously develop their relational and emotional competences;*
- 5. That schools and early years settings have the autonomy and agency to determine their educational and social agenda according to their own respective cultures and contexts.*

Petition

We are organising this petition which will be sent to UNICEF and other similar organisations. If you are in agreement with this declaration we are urging you to sign the petition.

Please sign the petition at:

<http://www.ipetitions.com/petition/the-santander-declaration>

UPDATE ON ENSEC MEMBERSHIP



ENSEC has grown since its foundation in 2007. We are proud to let you know that currently there are 246 full members and 82 associate numbers, a total membership capacity of 328.

European member countries include:

Austria, Belgium, Bulgaria, Croatia, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Ireland, Italy, Kosovo, Latvia, Malta, Northern Cyprus, Norway, Poland, Portugal, Romania, Russia, Slovenia, Spain, Sweden, Switzerland, Netherlands, Turkey, and the United Kingdom.

Associate member countries include:

Argentina, Australia, Barbados, Brazil, Canada, Cayman Islands, Egypt, Hong Kong, India, Israel, Japan, Lebanon, Mexico, New Zealand, Oman, Philippines, Singapore, South Africa, and the United States.

**FLINDERS UNIVERSITY, AUSTRALIA:
WELLBEING AND POSITIVE MENTAL HEALTH COURSES**

Flinders University, in South Australia, is pleased to announce the following new courses commencing in 2015:

- Master of Education (Wellbeing and Positive Mental Health)
- Graduate Certificate in Education (Wellbeing and Positive Mental Health)

The Wellbeing and Positive Mental Health program is designed to provide a mechanism to support policy initiatives in wellbeing and positive mental health promotion to be implemented in schools and communities. It aims to:

- equip teachers, educators and leaders in schools, the community, workplaces, universities and training institutions to specialise and take leadership in promoting wellbeing and positive mental health; and
- enhance cognitive skills, reflective awareness and creativity to facilitate the application of evidence-based knowledge, skills and capacities to the promotion of wellbeing and positive mental health in educational contexts.

The course may be taken full-time/part-time and on-campus/fully online. Advanced entry may be granted for candidates who hold degrees in Education. Credit may be granted for relevant accredited postgraduate study completed at other tertiary institutions. Australian and International students are eligible to apply (minimum English language proficiency standards apply).

For more information please contact:

Associate Professor Helen Askeff-Williams

School of Education, Flinders University

Email: helen.askell-williams@flinders.edu.au

Phone: +61 8 8201 5671

**RESEARCH:
EMOTIONAL HEALTH IN CHILDHOOD AND ADULT SATISFACTION**

“Emotional health in childhood ‘is the key to future happiness’

Success and good grades are less important, Lord Richard Layard, who is emeritus professor of economics at the LSE, and an ENEC member.

After investigating the factors in a person’s life that can best predict whether they will lead satisfied lives, a team headed by one of the UK’s foremost “happiness” experts, Professor Richard Layard, has come up with an answer that may prove controversial.

Layard and his colleagues at the Wellbeing research programme at the London School of Economics’ Centre for Economic Performance conclude that a child’s emotional health is far more important to their satisfaction levels as an adult than other factors, such as if they achieve academic success when young, or wealth when older. The authors explain that evaluating the quality of a child’s emotional health is based on analysing a range of internal factors in a person’s early life, including whether they endured unhappiness, sleeplessness, eating disorders, bedwetting, fearfulness or tiredness.”

For further interest in this study, please contact David Horton:
david.horton9@virginmedia.com

NEW PUBLICATIONS

International Journal of Emotional Education: Special Issue

Volume 7 Issue 1 of the *International Journal of Emotional Education*, due in April 2015, is a special edition on methodologies used to promote mental health in children and young people. It is guest edited by Professor Phillip Slee & Dr Grace Skrzypiec (Flinders University, South Australia) & Dr Donna Cross (University of Western Australia). The edition will be online in April 2015 and may be accessed at:

www.um.edu.mt/cres/ijee

OECD (2015) *Skills for Social Progress: The Power of Social and Emotional Skills*

The OECD has just published a report on the importance of social and emotional skills in such areas as education, labour market, health, family life, and life satisfaction. The report presents an analysis of the role of social and emotional skills in individual wellbeing and social progress, making recommendations for policy makers, schools and families to facilitate social and emotional skills through intervention programmes, teaching and parenting practices. The report may be read at:

http://www.keepeek.com/Digital-Asset-Management/oecd/education/skills-for-social-progress_9789264226159-en#page9

Ornaghi, V., Grazzani, I., Cherubin, E., Conte E., & Piralli, F. (2015). 'Let's talk about emotions!'. The effect of conversational training on preschoolers' emotion comprehension and prosocial orientation. *Social Development*, 24(1), 166-183.

In this training study we investigated whether conversational intervention focused on emotions could promote the development of emotion comprehension (EC), theory of mind (ToM), and prosocial orientation in preschoolers. Seventy-five 4- to 5-year-old children (mean age at pre-test: 5 years and 1 month; standard deviation = 6.83 months), assigned to experimental and control conditions, were pre- and post-tested for verbal ability, EC, false-belief understanding, and prosocial orientation. Over a 6-week intervention, all children were presented with brief illustrated scenarios based on emotional scripts. The training group was then involved in conversations about the nature, causes, and regulation of emotion whereas the control group engaged in free play, where conversation was minimized. The training group outperformed the control group in EC and prosocial orientation, even after controlling for gains in verbal ability

whereas no differences were found for children's false-belief understanding. The positive effect remained stable over time. Practical implications of the findings are discussed.

Weare, K. (2015). 'What works in promoting social and emotional well-being and responding to mental health problems in schools?' Advice for Schools and Framework Document. Partnership for Well-being and Mental Health in Schools. London: National Children's Bureau.

This document provides the most up-to-date and evidence informed advice and guidance for schools on 'what works' in promoting emotional well-being and mental health in schools. The UK's leading academic in this field, Professor Katherine Weare, has developed this new guidance for schools and services. Clear, evidence-informed, straightforward and practical, 'What works in promoting social and emotional well-being and responding to mental health problems in schools?' is the definitive, one-stop advice and framework document to help schools and services improve outcomes. It is available and free to download:

<http://www.ncb.org.uk/areas-of-activity/education-and-learning/partnership-for-well-being-and-mental-health-in-schools/what-works-guidance-for-schools>

Elias, M, J & Ryan, D.P. (2015) *The essential convergence of social-emotional learning, character, and school culture and climate for our students' success.*

The current world poses a challenge for youth. They are constantly exposed to a predominant social chaos which often involves them directly. As a result of the lack of safe environments, and by being spectators of the relationships among others, the relation between climate and learning is indisputable. This relation implies that student learning requires safe, protected, cooperative, and well administered school environments. As a consequence, this paper has the goal of providing conceptual support for the pressing need to educate each student systematically from evidence-based approaches to promote the Social-Emotional and Character Development of all the students and the essential skills to participate in diverse social contexts. In addition to this conceptual framework, general guidelines are provided for intervention for the fostering of Social-Emotional and Character Development, and School Climate.

[La convergencia esencial del aprendizaje socio-emocional, el carácter y el clima y cultura escolar para el éxito de nuestros estudiantes](http://www.tipica.org/index.php?option=com_content&view=article&id=220&Itemid=94)

http://www.tipica.org/index.php?option=com_content&view=article&id=220&Itemid=94

Cooper, P, Chong, S, Poon, P et al. (2015) *Supporting students with emotional and behavioural difficulties: A guide for professionals working with school students in Hong Kong*, Hong Kong, Hong Kong Institute of Education Centre for Inclusive Education and Special Education (in Chinese)

Cooper, P (in press) Building social-emotional resilience in schools, in M. Myhill & R. Maclean (eds.) *International Handbook on Life in Schools and Classrooms: Past, present and future visions*, Springer, Dordrecht, the Netherlands

Cooper, P. (in press) Teacher education, students with diverse needs and emotional education, in J. Lee & C. Day (eds) *Quality and Change in Teacher Education – Western and Chinese Perspectives*, London: Routledge

Cooper, P and Zi, Y (2015) Some possible effects of behaviour management training on teacher confidence and competence: Evidence from a study of primary school teachers in Hong Kong, *Educational Studies*, 41(1-2), 156-70

Cooper, P (2015) Implications of the Marketization of Higher Education for Social Emotional Development in Schools: A Personal View, *International Journal of Emotional Education*, 6(2), 90-94.