



European Network for Social and Emotional Competence

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SOCIAL AND EMOTIONAL LEARNING MATTERS

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

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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 23RD issue of the ENSEC newsletter.

We have interesting information from ENSEC members, from different countries, regarding actions and publications developed upon generous ideas of social and emotional competence learning and development.

This issue contains information about conferences, new publications in the field, books and articles on SEL. Also there are information about European projects on SEL.

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 newsletterensec@gmail.com 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.

We express our gratitude to all who contributed to the spreading knowledge and kindness under difficult times of 2020 and wish you will be safe and healthy, inspired for the year to come!

Thank you!

Enjoy reading and keep safe!

UPCOMING CONFERENCES & EVENTS

8th ENSEC Conference – 30th of June – 3rd of July 2022, Suceava, Romania

www.ensec-conference.eu



Call for Abstracts: 2022 ENSEC Conference on Social Emotional Learning and Positive Development

DUE TO PANDEMIC SITUATION, TAKING INTO CONSIDERATION THAT ENSEC CONFERENCE IS MOSTLY A NETWORKING EVENT FOR EXCHANGING OF IDEAS AND GOOD PRACTICES ON SEL, WE DECIDED TO POSTPONE THE CONFERENCE ORGANIZED IN ROMANIA, FROM 30TH OF JUNE TO 3RD OF JULY 2022

YOU ARE WARMLY INVITED TO BE PART OF A UNIQUE SEL EVENT, IN SUCEAVA, ROMANIA, IN 2022

The second Call for Abstracts is now open for the 2022 ENSEC Conference on Social Emotional Learning and Positive Development to be held on 30th June - 3rd July 2022 at the Ștefan cel Mare University from Suceava, Romania.

The conference will address many of the major issues that face us currently, locate and contextualize theory and practice and provide an opportunity for theoretical discussion and dissemination of research in this field.

The main themes of the conference include Cross Cultural Perspectives on Social and Emotional Learning fostering Positive Development, Mental Health in Schools, Teacher Training in Mental Health and Social – Emotional Learning, Promoting Resilience through Education, Social Emotional Learning for Adults and Inclusive Communities.

Inspiring keynote speakers are to be invited from outstanding universities to share their expertise in social- emotional learning: **Dr. Stephanie Jones** and **Dr. Marc Brackett** from USA, **Dr. Adrian Opre** from Romania, **Dr. Marcelino Cabrera** from EU– Joint Research Centre.

You are warmly invited to submit abstracts for **papers, posters, symposiums or workshops** for the conference.

Please submit abstracts (English language) of not more than 250 words through the online submission system at www.ensec-conference.eu

The closing date for submission of abstracts is 31st of March 2022. More information: adina.colomeischi@usm.ro

Suceava, 1st of December 2020

8th ENSEC CONFERENCE – KEYNOTE SPEAKERS

**Gerald S. Lesser Professor in Early Childhood Development at Harvard
Graduate School of Education**



Stephanie Jones' research, anchored in prevention science, focuses on the effects of poverty and exposure to violence on children and youth's social, emotional, and behavioral development. Over the last ten years her work has focused on both evaluation research addressing the impact of preschool and elementary focused social-emotional learning interventions on behavioral and academic outcomes and classroom practices; as well as new curriculum development, implementation, and testing. Jones is a recipient of the Grawemeyer Award in Education for her work with Zigler and Walter Gilliam on *A Vision for Universal Preschool Education* (Cambridge University Press, 2006) and a recipient of the *Joseph E. Zins Early-Career Distinguished Contribution Award for Action Research in Social and Emotional Learning*

Prof. Marc Brackett – Yale University



Marc Brackett, Ph.D., is the Founder and Director of the [Yale Center for Emotional Intelligence](#) and a Professor in the Child Study Center of Yale University. He is the lead developer of [RULER](#), an evidence-based approach to social and emotional learning that has been adopted by nearly 2,000 pre-K through high schools across the United States and in other countries. He also serves on the Board of Directors for the Collaborative for Academic, Social, and Emotional Learning (CASEL).

Dr. Marcelino CABRERA, European Commission Joint Research Centre



Marcelino Cabrera is a senior researcher at the Human Capital and Employment Unit, Joint Research Centre (European Commission). He is currently in charge of studies on Key Competences for Lifelong Learning, including the Digital (DigComp), and the “Personal, Social and Learning to Learn” competences. He is co-author of the conceptual framework “LifeComp”. He is also leading work on Education for Environmental Sustainability and several studies on Artificial Intelligence in Education. Marcelino has a large research experience on the Cohesion policies, including the Smart Specialization of Regions, eHealth, eGovernment, and digital technologies for social inclusion. He is experienced in communicating European policies and holds degrees in Mathematics, Computer Science, and Psychology.

Contact: European Commission Joint Research Centre (JRC) - Unit Human Capital and Employment. Edificio Expo - Calle Inca Garcilaso 3; E-41092 Sevilla – Spain. Marcelino.Cabrera@ec.europa.eu

Prof. Adrian OPRE, Babes – Bolyai University, Cluj – Napoca, Romania



Dr. Adrian Opre is a tenured professor at the Psychology Department of Babeş-Bolyai University. His competence domains are: cognitive and educational psychology, personality psychology, applications of cognitive sciences in education. Over the past 12 years, dr. Opre’s preoccupations have focused primarily on the socio-emotional development programs for children and young persons. The most relevant outputs are Self kit (www.selfkit.ro) and DASECA Programs. Adrian Opre was director/coordinator or member in over 20 research projects/development-research projects and published as a first author or co-author over 75 studies in scientific journals, ISI indexed – over 30, reviewed in international databases or acknowledged by the scientific community; he published 5 books as a first/primary author, 6 books as co-author and 18 book chapters. (see www.psychology.ro)

PREPSEC INTERNATIONAL ONLINE CONFERENCE SERIES 2021 – LET’S PREPARE OUR TRAINERS

This conference will:

- be held on ZOOM the 3rd Thursday of the month: January 21 through April 15.
- Be recorded so, due to varying schedules and time zones, can be seen “live” or later
- A fee of \$60 USD will provide access to all of the 4 presentations, lasting ~2 hours each
- Cover the following topics:
 - o Guidelines for being a dynamic online trainer
 - o How to Incorporate Motivational Interviewing into your sessions
 - o Integrating activity into PREPARE Curriculum programs
 - o Adapting ART (AART) for specific needs

We would very much appreciate your helping us to market this conference through your national organizations, professional colleagues, team members, and friends.

Contact: prepsecint.info@gmail.com

WEBINAR

CHILDREN LITERATURE AS A FRAMEWORK FOR SEL

This webinar has been created for educators who want to learn more about SEL and who are interested in implementing SEL lessons through the use of children’s literature in their classes. Actually, it presents the course “Literature as a framework for SEL” provided by Up-link.org <https://www.up-link.org/children-s-literature-as-a-framework-for-sel>

Webinar Goals:

To provide webinar participants with a clear understanding of:

- Social-emotional learning (SEL) and its 5 Core Competencies: Self-awareness, Self-management, Social awareness, Relationship skills and Responsible decision making.
- the benefits of SEL
- the impact of children’s literature on children’s social and emotional development
- Bibliotherapy as a method for teaching SEL literacy
- a highly interactive and hands-on learning methodology
- selected quality and award winning children’s books that will be used as the main framework for real implementation scenarios and lesson plans

WEBINAR by Up-link. org <https://www.up-link.org/webinars/webinar-children-s-literature-as-a-framework-for-sel>

Instructor: Anastasia Patera

NEW PUBLICATIONS

International Journal of Emotional Education, November 2020

Volume 12 Issue 2 of the [International Journal of Emotional Education \(IJEE\)](#) has just been published by the Centre for Resilience and Socio-Emotional Health at the University of Malta. It includes a number of thematic papers on School design, climate and safety: strategies for anti-bullying interventions and inclusiveness guest edited by Professors Muthanna Samara and Peter Smith from the University of London, UK. Other papers focus on such topics as decision-making and the role of mood in teacher education, responsible decision making as primary school children move into adolescence, and regulating emotions and learning motivation in higher education students. The edition includes also a books reviews section edited by Prof Helen Cowie. The Journal may be accessed at www.um.edu.mt/ijee

PUBLICATIONS

Nurturing Peer Supervision

Authors: Tristan Middleton, Dr Tina Rae and Dr Jody Walshe

This new publication from NurtureUK highlights the fact that wellbeing 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. This resource provides the practitioner with all the tools and resources necessary to introduce, set up and deliver the Nurturing Peer Supervision system in schools.

Available from: <https://www.nurtureuk.org/our-services/publications/theory-practice/nurturing-peer-supervision#:~:text=This%20new%20publication%20from%20nurtureuk,to%20be%20inspired%20and%20inspiring>

PUBLICATIONS

The impact of the COVID-19 pandemic on the mental health and well-being of children and young people

Cowie, H. & Myers, C-A (2020). The impact of the COVID-19 pandemic on the mental health and well-being of children and young people, *Children & Society*.

The COVID-19 pandemic has had an enormous impact across the world. In this discussion paper, we examine the effect that lockdown has had on the mental health and well-being of children and young people. We write from a UK perspective in the light of the international evidence. Many of the discussion points raised resonate globally. We discuss how these issues can be dealt with and set out potential solutions as we emerge from this global crisis.

<https://doi.org/10.1111/chso.12430>

PUBLICATIONS

Promoting prosocial behavior in toddlerhood: A conversation-based intervention at nursery

Brazzelli, E., Grazzani, I., Pepe, A. (2021). Promoting prosocial behavior in toddlerhood: A conversation-based intervention at nursery. *Journal of Experimental Child Psychology*, 204. DOI:[10.1016/j.jecp.2020.105056](https://doi.org/10.1016/j.jecp.2020.105056)

Abstract:

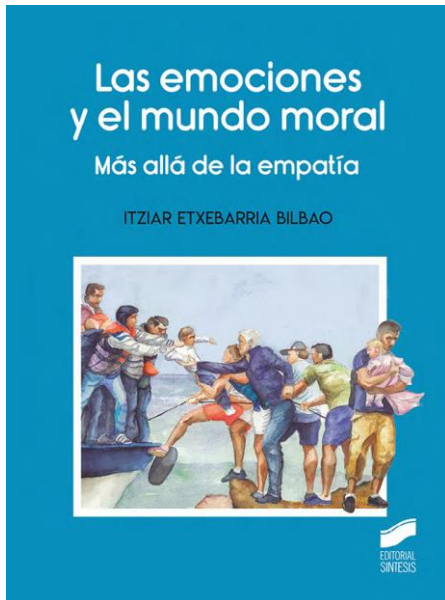
The awareness that prosocial skills begin to develop during the early years, with lasting implications for social lives, underpins increasing efforts to find ways of promoting prosocial behavior in children. Nevertheless, few such intervention studies have been conducted with toddlers in educational settings. Following the line of inquiry that examines the role of conversation about inner states in the early development of socioemotional competence, the current study makes an original contribution by evaluating the efficacy of a conversational intervention (TEPP, Toddlers Empathy Prosociality Program) in fostering prosocial conduct in young children. A total of 142 toddlers ($M_{age} = 29.78$ months, range = 22–36) participated in a 2-month program during which specially trained teachers read prosocial stories to small groups of children and then involved the children in conversations about inner states and prosocial behavior (Condition 1), in conversations about concrete actions and physical states (Condition 2), or in free play activities (Condition 3). Children in Condition 1 were found to outperform their peers in Conditions 2 and 3 on both direct and indirect measures of prosocial behavior. Gender had a further slight influence on the study outcomes. Overall, the results confirmed that intervention based on conversation about inner states and prosocial actions can enhance the development of prosocial skills in toddlers, encouraging the implementation of early education programs targeting prosociality among peers.

Available online at the following link:

<https://www.sciencedirect.com/science/article/pii/S0022096520305105?dgcid=author>

PUBLICATIONS
LAS EMOCIONES Y EL MUNDO MORAL
Más allá de la empatía

A book for the Spanish speakers ENSEC members. The author, Dr. Itziar Etxebarria Bilbao, is a professor at Universidad del País Vasco, UPV/EHU.



Título: *Las emociones y el mundo moral.*
Más allá de la empatía

Autora: Itziar Etxebarria Bilbao

ISBN: 9788413570242

Número de páginas: 180

Fecha de publicación: 28 agosto 2020

PROJECTS ON SEL

PROMEHS

Promoting mental health at schools is an Erasmus + Key Actions 3 project co-funded by the European Commission (2019-2022)



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



Promoting mental health at school: the training is starting

November 2020 – Pre-test evaluation and teachers’ training are starting right now in all 7 European Countries involved in PROMEHS, the Erasmus+ KA3 project intended to Promote Mental Health at Schools. This is a project, co-funded by the European Union, intended to offer teachers, students and parents tools to improve mental health in the school contexts. The University of Milano-Bicocca (Italy) coordinates a network of Public Institutions, Scientific Associations and Researchers across 7 Countries (Italy, Malta, Croatia, Portugal, Greece, Latvia and Romania).

Teachers’ training is only one of the steps of the PROMEHS project, which involves 8400 students from kindergarten to high school, and their families. Teachers will have handbooks with activities to be implemented in their classes; head teachers, parents and caregivers will benefit from online meetings with PROMEHS researchers, handbooks and guidelines to promote mental health.

While always remaining in contact with the schools, the implementation phase had to face serious problems linked to the Covid-19 situation. The PROMEHS team had to rethink how to implement the project in schools, considering that schools are now asked to re-construct their original safe places, which can simultaneously guarantee normal teaching classes and promote the mental wellbeing of all those who inhabit them.

“We aim at improving the socio-emotional learning, the resilience, and the teacher-student relationship. As for students, we also expect an improvement in their performance at school and a reduction in behavioural problems. With respect to teachers, instead, we expect to improve their work satisfaction, while reducing their stress”, says Prof. Ilaria Grazzani, Full Professor in Developmental and Educational Psychology and Director of the Laboratory for Developmental and Educational Studies in Psychology at the University of Milano-Bicocca (Milan, Italy). Prof. Grazzani is also Coordinator of the PROMEHS project and member of the Dissemination team together with Dr. Valeria Cavioni and Dr. Francesca Micol Rossi, researchers.

PROMEHS' project website:

<https://www.promehs.org/>

PROMEHS' Facebook page:

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

PROMEHS' YouTube channel:

<https://www.youtube.com/channel/UCtA4vDd54uavNHaOQRoKuPg?reload=9>

Laboratory for Developmental and Educational Studies in Psychology website:

<https://www.labpse.it/en/>

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PUBLICATION OPPORTUNITY

The International Journal of Nurture In Education

The International Journal of Nurture In Education, Volume 6 was recently published at <https://www.nurtureuk.org/research-evidence/international-journal-nurture-education> with open access.

The call papers for Volume 7 is now open until the end of January 2021. Submission information is available at: <https://www.nurtureuk.org/evidence/international-journal-nurture-education/author-guidelines>

If any members of ENSEC would like to submit and will find the deadline difficult, please do contact Tristan Middleton, Associate Editor at tmiddleton1@glos.ac.uk to discuss an extension to the deadline.



The ENSEC CHAIRS would like to express their best wishes for the New Year to all ENSEC members and hope that the New Year will bring hope, good news, and positive happenings!