



# 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)

**Issue 20: DECEMBER 2019**

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## Welcome!

On behalf of our four co-chairs and our founding chairs it is a pleasure to welcome you to the 20th issue of the ENSEC newsletter.

We have many interesting information from ENSEC members, from different countries, regarding conferences, events and publications related to social emotional learning. Find out more about conferences held in Hungary, Romania and Great Britain!

This issue contains information about the opportunities to publish on the social emotional learning issues, taking into account the special issue of IJEE and a Study Report for European Commission.

A lot of information about new books and reports on social and emotional development and education, covering topics such as social emotional learning in schools and inclusive education are to be found in this issue.

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

Since this is the last issues of 2019 we express our gratitude to all our contributors and those who support our network and wish you will be with ENSEC next year!

We wish you all the best for the New Year!

Thank you!

Enjoy reading!

## UPCOMING CONFERNCES & EVENTS

### Conference on Educational Assessment, 2 – 4 April 2020, Szeged, Hungary



The Institute of Education, the Doctoral School of Education at the University of Szeged and the MTA-SZTE Research Group on The Development of Competencies in Szeged organize the Conference on Educational Assessment for the eighteenth time. The conference offers a forum for educational researchers, experts and innovative teachers to present new results from their research or from their developmental programs. Those who do not want to present but are interested in theoretical and practical issues of educational assessment and in current issues in educational research are also invited. Following the traditions of the conference, keynote lectures from internationally renowned researchers are also featured in the program. The conference primarily welcomes reports of research related to educational assessment or innovative assessment methods; studies of educational assessment in public or higher education; examinations of developmental programs and educational interventions; and theoretical presentations related to these fields. The languages of the conference are English and Hungarian. All proposals will be subject to a peer review process.

Venue: Building of the Szeged Committee of the Hungarian Academy of Sciences (H-6720, Szeged, Somogyi u. 7.)

Contact: the conference website: <http://www.edu.u-szeged.hu/cea2020/>., [pek2020@edu.u-szeged.hu](mailto:pek2020@edu.u-szeged.hu).

**ATEE 2020 Winter Conference, 27 – 29 April 2020, Suceava, Romania**



**The Association for Teacher Education in Europe (ATEE)**

The ATEE Winter Conference

**Teacher Education for Wellbeing in Schools** will be held at Stefan cel Mare University in Suceava (Romania) from 27 to 29 April 2020.

This conference proposes a framework for communication and academic experience sharing in order to facilitate the professional development and the interuniversity cooperation within the European educational area. The topics appeal to all the practitioners (teachers of all grades, school counsellors, researchers, trainers) from pre-university and university education who want to contribute to enhance the quality and well-being in education.

The conference theme will focus on **Teacher Education for Promoting Well-being in School**.

The sub-themes attached to this main theme are:

Pre-service and In-service Teacher Training.

Policies, Practice & Research

Teacher Education in the Context of Migration Process

Equity and Inclusion in Education

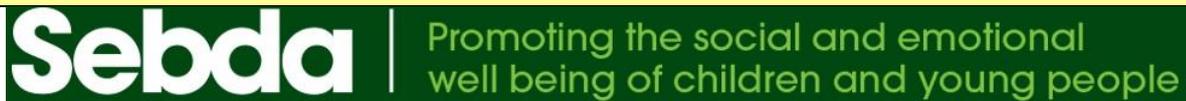
Early Childhood Education

Leadership in Education

You are invited to send an abstract before 10 January 2020 to [atee2020winter@usm.ro](mailto:atee2020winter@usm.ro).

More information: <http://atee2020.education/index.php>

## SEBDA NATIONAL CONFERENCE, 27 March 2020, LONDON



SEBDA is an organisation in the UK that seeks to promote the social, emotional well-being of children – and the adults who work with them. SEBDA's international research journal 'Emotional Behavioural Difficulties' is published four times a year and its national conferences seek to marry research, theory and practice to improve outcomes for all children and young people. This year's conference will be held in London and will feature keynote presentations from Prof Barry Carpenter, Dr Rob Long and Prof Carl Parsons alongside stimulating and thought provoking workshops. For more details see [www.sebda.org](http://www.sebda.org)

## NEWS FROM ENSEC MEMBERS

### SEBDA COURSES

**Masters level training in Social, Emotional and Mental Health needs**

# OXFORD BROOKES UNIVERSITY

Oxford Brookes University, in partnership with the Social Emotional and Behavioural Difficulties Association (SEBDA), offers two postgraduate courses for professionals working with children and/or young people with social, emotional and mental health difficulties.

These Master's-level courses are delivered predominantly online as a flexible distance learning option and will enhance your understanding and skills in working with this vulnerable group. Both courses involve an optional residential weekend in September and a further University-based study day in the spring. Each course lasts 1 year and the courses offer 60 masters level credits each. For more details search 'brookes university sebda mental health'

### Call for Study participation

Dr. Paul Downes is conducting a study for the EU Commission (its Joint Research Centre, JRC) on social and emotional education to inform future EU Commission policy and research in this area. The study covers SEE in a) nonformal settings, b) university settings, c) informal learning settings, that can include parental engagement in formal education settings. If anyone from ENSEC has a project or projects on any of these areas in the past 5 years, they could email details of their project under the following information headings by January 17, 2020:

Name of Project

- Year (Commenced and Time when it took/takes place)
- Objective
- Organisation

- Country/region
- Education type (formal, non-formal, informal)
- Education level (ISCED)
- Presence in the curricula (yes or no, obligatory or optional)
- Targeted population
- Description, content of the programme
- Types of skills that are transmitted and what impact do they have on students.
- Requirement of teachers to transmit those skills.
- Impact assessment (on social, emotional and academic outcomes, efficiency to develop non-cognitive skills)

Contact:

Dr. Paul Downes,  
 Director, Educational Disadvantage Centre,  
 Associate Professor of Education (Psychology),  
 School of Human Development,  
 Institute of Education,  
 St. Patrick's Campus,  
 Drumcondra  
 Dublin City University,  
[https://www.dcu.ie/human\\_development/people/paul-downes.shtml](https://www.dcu.ie/human_development/people/paul-downes.shtml)

Affiliate Professor, University of Malta, Centre for Resilience and Socio-Emotional Health

Member of the EU Commission Post-2020 Strategy European Education and Training Panel Expert Group (2018-19)

Member of the EU Commission Network of Experts on the Social Aspects of Education and Training (NESET) Coordinating Committee (2015-19)

## **Project: Re-engaging Young Offenders in Education and Learning (RENYO)**

The RENYO Erasmus+ project involves the development and implementation of a range of teaching materials and resources for staff working with young offenders in secure custodial settings, and the creation of a 'digital learning infrastructure' which harnesses enterprise grade, learner-centred digital tools to embed the improved pedagogy into educators' day to day practice.

Time in prison represents a vital opportunity to re-engage young offenders with learning, and facilitate onward education and training when back in the community. However, in order to do this effectively, it is important to focus on developing the engagement of young offenders in prison through the education provision, and particularly the skills, tools and resources of and for prison educators.

The aim of this project is to introduce an innovative approach, Authentic Inquiry (AI), for secure setting educators to use in re-engaging young offenders with education and learning as they pass through secure custodial settings. AI is an intervention designed to build personally relevant knowledge which is useful in education. The personally relevant topic is identified by the learner, enabling greater opportunity to connect with the learning process. This is done by taking the learners' interest through their own narratives and stories (personal) and navigate this towards the production of an 'artefact' such as a piece of art, poster or other product that has some external educational value (public). In so doing, there is a connecting of the personal to the public.

Master trainers from the European partners in Spain, Italy, Germany and the UK have received instruction in the use of AI, completing their own inquiry during this process and are currently delivering AI training to education staff in secure settings in their own countries. The next step in the training involves educators in each setting using AI with the young people in their care, with careful analysis of the process and results enabling project partners to evaluate and adapt the training materials for future use.

Further information about the project is available at: [www.renyoproject.eu](http://www.renyoproject.eu)

Project Partners:

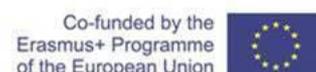
University of Gloucestershire - UK

CESIE - Italy

Fachhochschule Dresden - Germany

Fundacion Diagrama Intervencion Psicosocial - Spair

Jearni Ltd - UK



## NEW PUBLICATIONS

**International Journal of Emotional Education, November 2019**



L-Università  
ta' Malta

International  
Journal of  
Emotional  
Education

ISSN: 2073 7629

Volume 11 Issue 2 of the [International Journal of Emotional Education \(IJEE\)](http://www.um.edu.mt/ijee) has just been published by the Centre for Resilience and Socio-Emotional Health at the University of Malta. It includes six papers focused on different aspects of emotions in education, such as the use of technology in emotional regulation, acts of kindness, and emotional engagement in peer mentoring. The IJEE is a biennial, peer-reviewed, international, electronic journal which is distributed free of charge and supported by an international board of reviewers with high level expertise in the field. It is indexed by various international indices like SCOPUS, PsycINFO, ERIC, ProQuest, Google Scholar and Web of Science amongst others. It may be accessed at [www.um.edu.mt/ijee](http://www.um.edu.mt/ijee)

**International Journal of Emotional Education**  
**Thematic Issue Volume 12, Number 2, November 2020**  
[www.um.edu.mt/ijee](http://www.um.edu.mt/ijee)

**Thematic Issue: 'School design, climate and safety: strategies for anti-bullying interventions and inclusiveness', November 2020.**

### **Call for Papers**

We are pleased to announce a call for papers for a Thematic Issue of the International Journal of Emotional Education on '**School design, climate and safety: strategies for anti-bullying interventions and inclusiveness.**' Consistent with the broad themes of the journal, we are seeking papers that relate to one or several of the following related topics:

- The role of school design in improving school safety, climate and security and their effects on bullying, absence from school and inclusion of children from different backgrounds (e.g., migrants, refugees)
- School ground and playground design and their effects on bullying and marginalisation
- The importance of pupils' participatory on school design and bullying interventions
- School design and relationships and communication among and between pupils and teaching and non-teaching staff
- Innovative anti-bullying interventions and data collection methods based on school design and safety

We would kindly invite anyone interested in submitting a paper to provide a short (approximately 200-250 word) abstract of their paper, including author names and affiliations. Please send your abstracts by 15<sup>th</sup> February 2020, to Professor Samara at [M.Samara@Kingston.ac.uk](mailto:M.Samara@Kingston.ac.uk)

Please note:

Papers included in the Thematic Issue are limited to 7000 words including references and appendices.

The final date for first submission of papers is 30<sup>th</sup> June 2020. All papers will be subject to blind-review by two independent reviewers.

The final date for revised papers, post review is 30<sup>th</sup> September 2020.

Further details on the journal and submission guidelines for authors may be found at [www.um.edu.mt/ijee](http://www.um.edu.mt/ijee).

Professor Muthanna Samara (Kingston University London, UK)  
([M.Samara@Kingston.ac.uk](mailto:M.Samara@Kingston.ac.uk))

Professor Peter Smith (Goldsmiths, University of London, UK)  
([p.smith@gold.ac.uk](mailto:p.smith@gold.ac.uk))

## **Guidance report: Improving Social and Emotional Learning in Primary Schools,**

The Education Endowment Foundation (EEF) is an influential UK body which provides research-based advice to schools on programmes and practices to improve educational outcomes, particularly for disadvantaged children. Last autumn, together with the Early Intervention Foundation, it published a guidance report, **Improving Social and Emotional Learning in Primary Schools**, which reviewed the best available research and offered school leaders six practical recommendations to support good SEL for all children. There is also an interesting [EEF podcast](#) linked the report and an [audit tool](#) for schools. The audit tool provides starting points for useful conversations about where a school is on the path to providing all its children with the social and emotional skills that underpin personal and academic development – from early stages to developed practice.

*Contact:* Jean Gross CBE, Independent consultant and writer  
Associate Fellow, University of Warwick  
Associate, Early Intervention Foundation  
Trustee ICAN  
Director, The SEAL Community [www.sealcommunity.org](http://www.sealcommunity.org)

## **Programmes to Practices: Identifying effective, evidence-based social and emotional learning strategies for teachers and schools**

Researchers from the University of Manchester (led by Dr. Michael Wigelsworth) have recently completed a large-scale and significant review into the evidence underpinning effective practices within social and emotional learning. The work comprises of:

- a) The first (to our knowledge) review of reviews of social and emotional learning, summarising evidence from over 30 meta-analytic and systematic review for the current literature base.
- b) An in-depth examination and distillation of SEL learning *practices*, drawn from over 12,000 individual activities from over a dozen evidenced-based SEL programmes

Recommendations stemming from this review of evidence were subsequently translated into a brief set of actionable recommendations (co-authored by the Education Endowment Foundation and Early Intervention Foundation).

The guide and materials can be accessed here:

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/>

Contact: [Michael.wigelsworth@manchester.ac.uk](mailto:Michael.wigelsworth@manchester.ac.uk)

## Reconstructing agency in developmental and educational psychology: Inclusive Systems as Concentric Space

By Paul Downes, Dublin City University, Ireland  
*Series: Routledge Research in Educational Psychology*

Routledge <https://www.routledge.com/Reconstructing-Agency-in-Developmental-and-Educational-Psychology-Inclusive/Downes/p/book/9781138158856>

This book reconstructs the foundations of developmental and educational psychology and fills an important gap in the field by arguing for a specific spatial turn so that human **growth, experience and development** focus not only on time but space. This regards space not simply as place. Highlighting concrete cross-cultural relational spaces of concentric and diametric spatial systems, the book argues that transition between these systems offers a new paradigm for understanding agency and inclusion in developmental and educational psychology, and for relating experiential dimensions to causal explanations.



# Using an Inclusive Approach to Reduce School Exclusion A Practitioner's Handbook

By Tristan Middleton and Lynda Kay

For more information visit: [www.routledge.com/9781138316911](http://www.routledge.com/9781138316911)

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## USING AN INCLUSIVE APPROACH TO REDUCE SCHOOL EXCLUSION

A Practitioner's Handbook



A David Fulton Book

TRISTAN MIDDLETON AND LYNDAY KAY

This clear and accessible book is an invaluable resource for SENCOs, middle and senior leaders. It supports an inclusive approach to teaching and learning; and helps schools to find ways to reduce exclusion and plan alternative approaches to managing the pathways of learners at risk.

It offers a summary of the contemporary context of DfE and school policy in England, statistics and perspectives from Ofsted, all underpinned by the literature of inclusion and recent research into effective provision for learners with SEN. It provides a toolkit of resources to support the development of inclusive practice and reduce exclusion.

## Towards a Cross-Cultural Conceptual Framework for Researching Social and Emotional Education

Scott Loinaz, E. (2018). Towards a Cross-Cultural Conceptual Framework for Researching Social and Emotional Education. *IAFOR Journal of Education* 6(3) <https://doi.org/10.22492/ije.6.3.07>

The central aim of this study was to investigate how different countries practice social and emotional education (SEE) using a comparative research design to create a cross-cultural conceptual framework. The study used a sequential quantitative-qualitative analysis with a comparative design that included 750 teachers. Cross-cultural differences were found in the research sample regarding teachers' self-perceived role in socialising emotion: specifically, the teachers' openness to emotional expression in the classroom, and what social and emotional aptitudes were more likely to be included as part of SEE provision. More variation was found in these variables internationally compared to intranationally. A conceptual framework using two dimensions was created in order to aid future cross-cultural research regarding SEE provision and the study of emotional rules in the teaching profession: the Ideal Affect (likelihood of suppressing rather than expressing emotion) and the Ideal Self (likelihood of developing skills for independence versus interdependence).

## The Well Being Tool Kit for the Mental Health Lead in schools

By Dr Tina Rae, Dr Amy Such and Dr Jo Wood

The Tool Kit aims to provide the new Mental health leads with a comprehensive programme of training and support which will enable them to fulfil the role and ensure the development of whole school systems and approaches for developing and maintaining the well being of staff and students alike.

**This resource also ensures that they have an appropriate knowledge base, understanding and set of tools to ensure that they can also support the young people in their care in the most effective and ethically safe manner, drawing on a range of evidence based approaches from therapeutic interventions which promote mental and emotional health and well being. The tools and strategies** can be effectively used by professionals who are not therapists but who are seeking to interact in a more therapeutic, nurturing and informed manner.

## **The Well Being Tool Kit for the Mental Health Lead in schools**

**A comprehensive training programme for Professionals in education and social care who support the mental health and well being of children and young people**

**Dr Tina Rae, Dr Amy Such and Dr Jo Wood**

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isbn\\_template.php?isbn=978-1-  
912112-65-4](http://www.hintonpublishers.com/isbn_template.php?isbn=978-1-912112-65-4)

