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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 3rd ENSEC newsletter. This issue is mainly focused on the forthcoming 4th ENSEC conference in July 2013 in Zagreb, and we are pleased to invite you to submit your paper for the conference. We would also like to encourage you to send material for the forthcoming issues of our newsletter. More details of these can be found below.

We would like to thank everyone who contributed to this newsletter. We would appreciate 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 busy jobs.

We would love to have some interesting material for the next edition. Please send any contributions to me, as a word document, and with no logos please. And please stick to about 500 words maximum!

FORTHCOMING ENSEC CONFERENCE



4th ENSEC Conference
*Social and Emotional Competence
in a Changing World*

3rd to 7th July 2013
Faculty of Teacher Education
University of Zagreb, Croatia

We are pleased to provide you with information about the upcoming 4th ENSEC conference in Zagreb, Croatia in 2013.

NOW!!! CALL FOR PAPERS!!! NOW!!! CALL FOR PAPERS!!! NOW!!! CALL FOR PAPERS!!!

Important Dates

1st September 2012	First Call for Papers
15th October 2012	Registration Opens
15th October 2012	Second Call for Papers
15th December 2012	Final Call for Papers
30th December	Confirmation of Acceptance of Papers submitted before the end of October 2012
15th January 2013	Final Date for Submission of Papers
1st March 2013	Confirmation of Acceptance of Papers
2nd April 2013	Programme Finalised
1st June 2013	Registration Closes
3rd - 7th July 2013	Conference
September 2013	Conference Publications



Conference Theme

SOCIAL AND EMOTIONAL COMPETENCE IN A CHANGING WORLD

Children's Rights
Active Participation of Children and Young People
Peer Relationships in Childhood and Adolescence
Supporting Early Years: Education and Social Care
Children and Young people in the Criminal Justice System

Children and Young People in Complex/Changing Families
Looked After Children and Young People
Inter-professional Working

Supporting Children and Young People with Mental Health Difficulties
Promotion of Children and Young People's Mental Health
Risk and Resilience

Children and Young People's Positive Development
Positive Education
Engaging the Heart in Education

Children and Young People from Minority Cultures
Researching Social and Emotional Competence: Measuring its Impact
Evidence Based Social and Emotional Competence Programmes
The Role of the School in Developing Social and Emotional Competence
Children and Young People as Researchers
The Positive and Negative Impact of the New Technologies on Children and Young
People
Bullying and Cyberbullying at School, College and University
Emerging Issues in the 21st Century

Keynote Speakers

David Berridge is Professor of Child and Family Welfare and Head of the Centre for Family Policy and Child Welfare at the School for Policy Studies, University of Bristol. He was formerly Research Director at the National Children's Bureau, Research Fellow at the Dartington Social Research Unit and Director of the Institute of Applied Social Research, University of Bedfordshire. David has been a researcher for over 25 years and is author/co-author of 13 books and numerous other chapters and articles. His latest co-authored book is *Children Behaving Badly: Peer Violence between Children and Young People* (Wiley 2011). His other recent publications with colleagues are: *Partner Exploitation and Violence in Teenage Intimate Relationships* (NSPCC 2009); *Educating Difficult Adolescents: Effective Education for Children in Care or with Emotional and Behavioural Difficulties* (2008, Jessica Kingsley); *Peer Violence in Children's Residential Care* (Palgrave 2004); *Taking Care of Education: An Evaluation of the Education of Looked After Children* (National Children's Bureau 2004); *Where to Turn? Family Support for South Asian Communities* (NCB 2000); and *The Independent Effects of Permanent Exclusion from School on the Offending Careers of Young People* (Home Office 2001). He also wrote *Children's Homes Revisited* (1998) and *Foster Care: A Research Review* (Stationery Office 1997).

David was responsible for the recent evaluation for DfE of the *Virtual School Heads for Looked After Children* (2009) pilots and the evaluation of the *Social Pedagogy Pilot Programme in Residential Children's Homes* (2011). He has also co-authored *Living in Children's Residential Homes* (2012). David currently acts as specialist adviser on children's services to the House of Commons Education Select Committee. He was awarded the OBE in January 2005 for services to children.

Gordana Buljan Flander, assoc. prof., psychologist is a principal of Child Protection Centre in Zagreb, Croatia. She has been working in the field of child psychology for more than thirty years of her carrier. While working in a Children's hospital Zagreb, in early '90s she often encountered abused and neglected children, who at that time in Croatia didn't have needed and adequate adult protection. So she was among first Croatian professionals that recognized this problem back then and dedicated her further carrier to working with those children. She founded "Brave phone", helpline for abused and neglected children and initiated the foundation of Child Protection Centre that has now been working for nine years. Gordana Buljan Flander received mere acknowledgments of her work, among which the most prominent is an ISPCAN Multidisciplinary Team Award received in 2008. She is also continuously working in a scientific field. She has published many scientific papers and actively participated on numerous international conferences related to child psychology in general, as well as specifically related to the issue of child abuse and neglect. In those fields she has also published several books, handbooks and brochures for parents, children and professionals. She is especially devoted to transferring her knowledge and experience on future professionals. At the moment she is an associate professor at the University of Zagreb and University of Osijek. Through her public lectures and collaboration with the media, she continuously keeps on working on raising public awareness of child maltreatment issues. She is also very active as a court expert in the field of child abuse and neglect.

Linda Lantieri: With over 40 years of experience in education as a teacher and director of a middle school in East Harlem, NYC and faculty member at Hunter College in New York City, Linda Lantieri has shown a lifetime of commitment to enriching the daily lives of adults and children alike. Linda is co-founder of the Resolving Conflict Creatively Program (RCCP), a research-based K-8 social and emotional learning program that has been implemented in over 400 schools in the United States with sites in Spain, Brazil, and Puerto Rico. Currently she serves as the Director of The Inner Resilience Program whose mission is to cultivate the inner lives of students, teachers and schools by integrating social and emotional learning with contemplative practice. Linda is also one of the founding board members of the Collaborative for Academic, Social, and Emotional Learning (CASEL). She is the co-author of *Waging Peace in Our Schools* (Beacon Press, 1996) editor of *Schools with Spirit: Nurturing the Inner Lives of Children and Teachers* (Beacon Press, 2001), and author of *Building Emotional Intelligence: Techniques to Cultivate Inner Strength in*

Children (Sounds True, 2008). She has received numerous awards including Educational Innovator by the National Education Association; the Richard R. Green Distinguished Educator Award; the Spirit of Crazy Horse Award for “creating courage in discouraged youth” and the International Education and Resource Network (iEARN) 2001 Making a Difference Award.

Katherine Weare is Emeritus Professor at the University of Exeter and Southampton. Her field is social and emotional learning and mental health and wellbeing in schools: she is known as an international expert on evidence based practice of ‘what works’ in schools in these areas and has conducted several systematic reviews which have informed policy in many countries. She has advised various national and international agencies such as the EU, WHO and the English, Welsh and Scottish education departments in the area of wellbeing and mental health, and has been a key player and writer in the development of the major national programmes, primary and secondary SEAL (social and emotional aspects of learning) as well as developing teacher training for health and wellbeing across Europe, including Russia and former soviet countries. She is currently developing and evaluating work on mindfulness in schools. Katherine is also a co-chair of ENSEC.



Pre-conference Workshops

Zagreb 3rd July, 2013

The pre-conference workshops will be free of charge for the members of the ENSEC Conference! But please be aware of a limit on numbers of 25 participants per workshop

Children as Active Researchers: Carmen Huser and Helen Cowie

This experiential workshop aims to deepen understanding of children as active researchers and to demonstrate that a commitment to viewing children and young people as active participants in the research process entails the employment of a variety of methods of data collection, so that children and young people can make a valid and meaningful contribution to the research. Participants in the workshop will be given an up-to-date reading list and an opportunity to discuss topical issues in this field. Drawing on examples of research, we review a number of practices and procedures that support children's voluntary and active engagement in research. Ethical considerations as informed consent and the right to withdraw will be sensitively discussed. Especially researching with very young children who have not acquired language skills yet, dilemmas and pitfalls can arise. This and other scenarios will be critically reflected in experiential activities. Though the focus in this workshop is on children, the principles that underlie our approach could be adapted for use with other potentially vulnerable groups, for example, very ill people, old people, people with disabilities, people with sensory impairments or people from non-literate cultures.

Carmen Huser has experience in doing research with pre-schoolers using methods adapted from the Clark and Moss Mosaic Approach, including photo-tours and drawings that provide children with opportunities to express their perspectives non-verbally, and videos as stimuli for pair interviews.

Helen Cowie has wide experience of researching children and adolescents using child-friendly methods, including vignettes, cartoons and video-methods such as Interpersonal Process Recall.

The Role of Attachment in the Promotion of Social and Emotional Competence: Milivoj Jovančević and Kathy Evans

This workshop aims to explore the role of attachment theory in the promotion of social and emotional competence. The workshop will start with an exploration of the biology of attachment and the developmental implications of attachment experiences and attachment patterns. The second part of the workshop will look at the implications of secure and insecure attachment for working with children and young people more generally and then focus on how these principles might be applied to the promotion of social and emotional competence. Case studies will be used to stimulate discussion and participants will be encouraged to make connections with their own practice experience. Pre workshop reading materials will be provided to provide participants with a theoretical basis for the presentation.

Milivoj Jovančević has special interest in the relationships of mother and children in refugee conditions and has directed a project of psycho-social assistance to refugee mothers and infants in collective centers in Croatia and Bosnia and Herzegovina since 1995. He is a pediatrician and head of the Primary Health Committee within the Croatian Pediatric Society and Croatian Psychiatric Association in Zagreb, Croatia and is also member of the Committee for Primary Health Care Reform at the Ministry of Health, Croatia.

Kathy Evans has worked with children and young people with attachment difficulties for over twenty years and now runs Masters Programmes and Professional Development Courses relating to Social Emotional and Behavioural Difficulties and Attachment Difficulties.

Important note

There is still potential to add two more pre-conference workshops ideally with similar collaborative presentations. Questions and information or application abstracts can be sent to Kathy



Conference Chairs

Kathy Evans, Faculty of Education and Social Sciences, University of Wales, Newport, UK

Renata Miljević-Riđički, Faculty of Teacher Education, University of Zagreb, Croatia

Scientific Committee

Dejana Bouillet, Faculty of Teacher Education, University of Zagreb, Croatia

Josipa Bašić, Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia

Carmel Cefai, European Centre for Educational Resilience & Socio-Emotional Health, University of Malta

Paul Cooper, Hong Kong Institute of Education University

Helen Cowie, Faculty of Health and Medical Sciences, University of Surrey, UK

Kathy Evans, Faculty of Education and Social Sciences, University of Wales, Newport, UK

Carmen Huser, Lower Saxony Institute for Early Childhood Education & Development, Research Centre for Movement & Psychomotricity, Osnabrueck, Germany

Milivoj Jovančević, Faculty of Teacher Education, University of Zagreb, Croatia

Renata Miljević-Riđički, Faculty of Teacher Education, University of Zagreb, Croatia

Katherine Weare, Southampton Education School, University of Southampton, UK

Local Organising Committee

Chairs:

Milivoj Jovančević, Faculty of Teacher Education, University of Zagreb, Croatia

Renata Miljević-Riđički, Faculty of Teacher Education, University of Zagreb, Croatia

Members:

Josipa Bašić Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia

Dejana Bouillet, Faculty of Teacher Education, University of Zagreb, Croatia

Vesna Hercigonja-Novković, Polyclinic Kocijan/Hercigonja, Zagreb, Croatia

Vatroslav Horvat, Faculty of Teacher Education, University of Zagreb, Croatia

Sonja Jovančević, Centre for Child Health, Zagreb, Croatia

Diana Kopačević, Faculty of Teacher Education, University of Zagreb, Croatia

Tea Pahić, Faculty of Teacher Education, University of Zagreb, Croatia

Ivan Prskalo, Faculty of Teacher Education, University of Zagreb, Croatia

Marija Šarić, Faculty of Teacher Education, University of Zagreb, Croatia

Vladimira Velički, Faculty of Teacher Education, University of Zagreb, Croatia

Venue

Zagreb is the capital and the largest city of the Republic of Croatia, its political, administrative, business and cultural centre. It is situated on the bank of the Sava river and protected by the mountain Medvednica from the north. On declaring independence from Yugoslavia in 1991, Zagreb was officially declared the capital of a newly independent European state. Zagreb is a city of green parks and promenades with numerous resorts in the beautiful surroundings. Zagreb can offer its visitors the Baroque atmosphere of the Upper Town, picturesque open-air markets, diverse shopping facilities, an abundant selection of crafts and a choice vernacular cuisine. Zagreb has been the foundation from which many excellent scientists and artists have ventured out into the world. Zagreb has also proven to be

a great host to many international congresses, corporate meetings, cultural and sporting events, and a place where true professionalism is combined with an honest and open heart.

Zagreb has an international airport which is well connected to the world. Zagreb is also a good central place from which one can visit other parts of the country like Dubrovnik and other parts of the Adriatic Coast.

For more information, you can visit:

<http://www.zagreb-touristinfo.hr>



NEWS FROM ENSEC MEMBERS

Mindfulness is everywhere by *Leigh Burrows*

‘Mindfulness is everywhere’ as Professor Mark Greenberg from Pennsylvania State University recently observed (<http://www.youtube.com/watch?v=brCvPRwfx4I>). He suggests it is beginning to permeate the culture in the US and I can see that this is also occurring in Australia. It is a rare week that I do not receive an inquiry relating to mindfulness research, supervision, teaching or professional development in some form or other.

I resonate with the idea that mindfulness is becoming infused within Western cultures and that we are moving beyond techniques to something deeper. I am familiar with number of innovative mindfulness approaches in Australia that are geared towards children and young people (for example see the work of Janet ETTY-Leal www.meditationcapsules.com and Louise Hayes www.louisehayes.com.au) and teachers (see <http://www.mindfuleducation.com.au/the-mindful-teacher>) . However the investigation of mindfulness is still in its infancy and I share Greenberg’s view that it requires great sensitivity and a range of theoretical and methodological lens to illuminate the richness and complexity of this phenomenon.

Mindfulness can be described as a process of compassionate self-inquiry directed at what is happening in the moment... on how we embody this moment. Mindfulness is

paying awareness to the happening of experience as it is happening without becoming identified with critical commentary, judgment or emotions as they arise.

My own 'holistic relational mindfulness' research with teachers and leaders in South Australia, Canberra, New South Wales and Queensland (see Burrows 2011a & 2011b for previous studies) explores the potential for mindfulness to foster change particularly in terms of relationships and difficult encounters with students, colleagues and parents. In my workshops and online mindfulness courses and research I invite teachers and leaders to stay emotionally present with their difficult thoughts and feelings in relation to a 'disorienting professional dilemma' so as not to become unhelpfully enmeshed with the person or situation. In this way professional practice becomes mindfulness practice.

The dilemmas identified by participants in my research are many and varied. For example one leader has identified as her dilemma her fear of dealing with an underperforming teacher who is well liked by parents, students and staff. A teacher has identified a child who irritates her with his demanding and self-centred behaviour. Another is focusing on bringing mindfulness to her relationship with her principal who:

really gets under my radar. I can't think straight and tend to make mistakes in my work and in my communications with her due to her abrupt and accusatory manner. I need to find a way of handling myself better in her presence.
(participant journal 14/10/2012)

I have found that simple mindfulness grounding practices such as tuning into the feeling of the soles of the feet and sensing into the arms and legs, when practiced regularly (and particularly before teachers and leaders see the child or person with whom they are experiencing difficulties) can have dramatic results. For example one teacher of six year olds emailed recently that after practicing the soles of the feet meditation one morning before class and being more conscious of her interactions with a child that was concerning her that:

It was an 'aha moment' because as I looked within myself I realized I did have negative feelings towards this particular child even though I thought I had none. I was now putting a 'smile on my heart' -even as I thought it I actually had a smile on my face. The day went smoothly there was only once that I had to redirect him...wow. One thing is certain something had shifted!
(participant journal 10/10/2012).

I have been finding the mindfulness work so personally and professionally rewarding that I recently decided to offer a workshop to colleagues from different faculties across Flinders University. All who attended agreed that mindfulness could be an extremely useful antidote for the stresses of academic life! I found that the mindfulness space we entered into quite naturally as a result of doing the soles of

the feet meditation during the morning stayed with me well into the afternoon. One person said upon re-entering the room after a morning tea break that it felt to him as if the whole room was meditating - and it was a rather dark, dull and stuffy room ordinarily! The next day someone else emailed to say:

Indeed upon reflection I suspect I got more from Monday's session than I had originally thought, as I felt particularly good for the rest of the day.
(7/10/2012)

My research so far has indeed found that mindfulness practice can help teachers and leaders (and perhaps now academics as well): increase their wellbeing and resilience; reduce stress; be less reactive in the midst of difficult encounters and more attuned to the needs of students and colleagues under stress. School (and university) communities are certainly challenging and fruitful places to apply the practice!

Burrows, L., 2011a. Practising relational mindfulness in school communities. In *Mental health and wellbeing: Educational perspectives*. Adelaide, SA: Shannon Research Press, pp. 213-223.

Burrows, L., 2011b. Relational Mindfulness in Education. *Encounter: Education for Meaning and Social Justice*, 24(4), 24-29.

Leigh Burrows (PhD) is a lecturer in the School of Education at Flinders University. Her areas for teaching, research and post graduate supervision include: relationships for learning, autism, inclusion, student and teacher wellbeing, Steiner education, mindfulness and holistic leadership. She is a member of the Flinders University Student Wellbeing and Violence Prevention (SWAPv) research centre

Learning and Teaching Expo, Hong Kong Exhibition Centre 22-24 November 2012

The theme for this year's Hong Kong Learning and Teaching Expo, organized by the Hong Education Bureau, was Inclusive Education. The opening key note speakers were Professor Mel Ainscow (University of Manchester), followed by Professor Paul Cooper (Hong Kong Institute of Education and ENSEC). Mel's presentation focused on providing examples of successful inclusive practice in Europe, Africa and Asia. He showed how even schools with the most limited resources can promote inclusive practices. He emphasized the importance of teachers' commitment to inclusion, and the central role of the classroom teacher in including students with diverse needs. Importantly, he argued for the need for inclusion always to be seen in context. He

showed convincingly how this view sometimes produces surprising outcomes, illustrated by disparities in the effectiveness of inclusive practice that are sometimes negatively correlated with high level resources. Paul's presentation considered Inclusive Education from the point of view of students with Social, Emotional and Behavioural Difficulties. Drawing on a range of empirical sources he argued that the conceptual basis for the inclusive education is confused, leading to serious difficulties affecting the development of coherent educational policies and practices. Paul argued for the concept of 'Educational Engagement' which focuses on the need to prioritize maximizing the quality of educational engagement for all students, regardless of the setting in which they are being educated. This view also acknowledges the limitations created by the performativity culture that dominates education systems in so many countries. Paul's presentation concluded with examples of a wide range of empirically supported interventions for promoting social, emotional and behavioural competence and educational engagement.

INTERNATIONAL JOURNAL OF EMOTIONAL EDUCATION

November 2012

The second issue of the fourth volume of the International Journal of Emotional Education is being published in November 2012. The papers include Adolescent Beliefs about Antisocial Behavior: Mediators and Moderators of Links with Parental Monitoring and Attachment by Andrew Dane et al (Canada); Development and Validation of the Social Emotional Competence Questionnaire (SECQ) by Mingming Zhou and Jessie Ee (Singapore); Relating emotional intelligence to academic achievement among university students in Barbados by Grace Fayombo (Barbados); and Children with social and emotional difficulties need support from a range of professionals: Preparing professions for integrated working by Lesley Hughes (UK). This edition introduces also the new book reviews editorial team consisting of Paul Bartolo (Malta), Paul Downes (Ireland) and Maria Poulou (Greece).

The call for paper for the special issue on positive education (to be published in November 2013) is being extended 31st December 2012.

NEW BOOKS BY ENSEC MEMBERS

Morganti, Annalisa (2012) *Intelligenza emotiva e integrazione scolastica*. Roma: Carocci Editore.

The world of emotions is complex and multifaceted. It is particularly complex in the school context where there are many different educators. This book, based upon the most recent international theoretical models of Emotional Intelligence, provides teachers, including those specialized in supporting children with disabilities, practical guidelines to implement social and emotional learning in the classroom daily. The aim of this book is to explain how important the role of emotions in school life is, where "the hour of emotions" cannot and must not exist, but programmed learning paths where social and emotional skills are generalized and take place in a different and wider context and time. All of this has a deep effect on the emotional climate of the class favouring actions oriented towards the social inclusion of children with special educational needs.

To achieve this aim, three different directions are illustrated and described:

- Theoretical knowledge concerning the world of emotions;
- Teaching practice with particular attention to special education oriented towards methodology focused on the individual (i.e. metacognitive, cognitive-behavioral), and those more oriented towards the analysis of contexts (i.e cooperative learning);
- Training "emotionally literate" teachers .

The book provides a series of methodological paths feasible in a primary school context. Emotional literacy helps students to build metacognitive processes and interpersonal problem solving that facilitate the building of prosociality, especially when the "diversity" is perceived as an element of rejection, social exclusion and marginalization.

ANNALISA MORGANTI is a Researcher in Special Education and Teaching at the Faculty of Education University of Perugia, where she teaches in the Special Education Degree in Primary Education. Member of Italian Society of Special Education (SiPes) and European Network for Social-Emotional Competence (ENSEC). She is author of numerous articles, essays and books devoted to disability issues, in particular to specific learning disorders and learning disability.

Christina Krause & Claude-Hélène Mayer (2012). *Gesundheitsressourcen erkennen und fördern. Training für pädagogische Fachkräfte*. (Recognizing and Promoting Health Resources: In-service Teachers' Training.) Göttingen: Vandenhoeck & Ruprecht.

This book encompasses not only theoretical and practical learning but also special exercises in mental health promotion for pre-school teachers and managers in education. Based on the salutogenetic approach developed by Aaron Antonovsky, the book proposes training for the health resources enhancement in order to cope with the stressors which educational professionals are daily exposed to. The training

program helps them to promote their own wellbeing and stay healthy despite all challenges they face every day. It consists of ten modules:

- Module 1. Salutogenesis – How does health originate
- Module 2. Health in educational context
- Module 3. Health resources: Self-worth
- Module 4. Health resources: Sense of Belonging
- Module 5. Health resources: Emotional Intelligence
- Module 6. Health resources: Communication
- Module 7. Health resources: Competence in Conflicts Solution
- Module 8. Health resources: Cross-cultural Competence
- Module 9. Health resources: Stress Management
- Module 10. Health resources: Movement and Nutrition

The training can be used as a self-learning program and applied in the context of supervision and consulting as well as employed as in-service teacher training.

Christina Krause (2011). Developing sense of coherence in educational contexts: Making progress in promoting mental health in children. *International Review of Psychiatry*, 23(6), 525–532.

Claude-Hélène Mayer & Christina Krause (Eds.). *Exploring mental health: Theoretical and empirical discourses on salutogenesis*. Lengerich: Pabst Science Publishers (Will be published in July 2012).