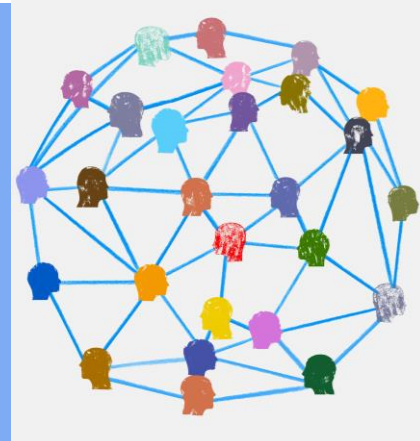




European Network for
Social and Emotional Competence

Newsletter



Issue 30
July 2024

SOCIAL AND EMOTIONAL LEARNING AROUND THE GLOBE

Welcome Note

Greetings!

We are thrilled to welcome you to the 30th issue of the ENSEC Newsletter. This edition continues to emphasize the significant impact of Social and Emotional Learning (SEL) across various educational settings and age groups.

We are particularly excited about the 9th ENSEC Conference, themed "Social Emotional Learning for Lifetime Achievement," which will be held in Chania, Greece, from September 5-7, 2024. This event promises to be a gathering of distinguished scholars and practitioners, who will share research and practical insights into the role of SEL.

In this issue, you can read insightful content, including the latest books and articles on SEL. We highlight innovative projects shared by our ENSEC members.

Despite the challenges we have faced over recent years, our belief in the enduring value of the role that SEL plays in nurturing personal growth, empathy, and resilience.

Through this newsletter, we aim to continue fostering a community dedicated to the exploration, discovery, and advocacy of SEL's benefits.

Thank you for being a part of the ENSEC community. We hope you find this issue both inspiring and informative.

Warm regards,

Sanja Tatalović Vorkapić, Paula Lebre and Adriana Frazão
Editors of the ENSEC Newsletter

<https://www.enseceurope.com/>

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

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UPCOMING 9th ENSEC Conference in Greece - *Social Emotional Learning for Lifetime Achievement*

5-7 September 2024

We are delighted for the upcoming 9th ENSEC Conference in Greece, with the theme *Social Emotional Learning for Lifetime Achievement*.

Citing the words of the conference Chair Maria Poulou:

“It is our honor and pleasure to welcome you to Crete, in Chania. We are very happy to meet you all in September 2024 and spend three days collaborating on our common research interests in promoting Social and Emotional Learning. Scholars from Europe, USA, and Australia will participate in this meeting. Distinguished speakers will address the latest research on SEL and its impact on our lives.

KEYNOTE SPEAKERS:



Stephen Elliott
Professor, Arizona State University,
USA



Eva Oberle
Associate Professor, The University
of British Columbia, Canada



Helen Skouteris
Professor, Monash University,
Australia



Stephanos Vassilopoulos
Professor, University of Patras,
Greece



Kimberly Schonert-Reichl
Professor, University of Illinois Chicago, USA

Presenters will share their projects and guide us in a productive exchange of thoughts and reflective dialogue. We hope that you will be inspired and enrich your ideas and experiences in the field of SEL, resilience, and mental health.

On behalf of the European Network for Social and Emotional Competences, the University of Patras, the International Scientific Committee, the Organizing Committee, and Symvoli, we cordially thank each one of our participants for joining this meeting!”

- 150 scholars from 27 countries will be presenting their work!

- You can still make your registration!

Check the last updates on the conference website:

<https://ensec2024.gr>

Conference Programme is available! <https://ensec2024.gr/programme>

Better Learning in a Better World 2.0 - People Smart Learning Ecosystems beyond 2030

Declaration of Troyes (Timisoara 2.0)

The declaration

Better Learning in a Better World 2.0 - People Smart Learning Ecosystems beyond 2030

has been undersigned

by [ANP](#), [APSCE](#), [ASLERD](#), [ATIEF](#), [CKBG](#), [IAIED](#), [I SLS](#), [SOLAR](#) and translated in [EN](#), [EE](#), [FR](#), [HR](#), [IT](#), [DE](#), [PT](#), [RO](#), [SP](#)

Executive Summary

This declaration should be considered as an update and complement to the Timisoara Declaration (2016). It accepts all the key statements in that document and recognises its importance for the development from 2030 onwards of technologically augmented learning ecosystems centred on individuals who are expecting to become active and aware members of the social groupings to which they belong (1). The hypothetical time horizon identified is 2040.

This new Troyes Declaration takes into consideration changes that have occurred during the last eight years: the role of learning ecosystems as an essential pillar of our societies, demonstrated to us very clearly by the COVID pandemic, and which requires constant attention from politicians and society as a whole, well beyond emergency situations; the burgeoning expansion of generative Artificial Intelligences; a growing awareness of the importance of skills-based learning as a beacon for educational progress, capable of supporting students towards the achievement of their self-realisation, self-awareness and awareness of the finite resource of the world they inhabit; and finally, the emergence of the concept of 'wellbeing' as a reference point and a goal for the design and development of processes, dedicated to supporting individual and collective learning experiences, from which the whole of society will benefit.

The following are the themes included in this updated declaration:

I) the integration of the 'digital' into educational processes in order to exploit the full potential offered by technologies and the political responsibility for achieving such goals; the inalienable right of the individual to have access to technologies to avoid the establishment of new and additional inequalities between human beings;

II) the inevitability of competence-based learning and of 'learning by being' to guarantee students' harmonious development and enable them to consciously and responsibly inhabit the world and their own future;

III) the responsible use of technological and natural resources that must be the outcomes of appropriate educational paths and curricula;

IV) continual awareness of, interaction with, and cooperation with artificial intelligences;

V) 'wellbeing' as an aspiration for students, teachers, and all stakeholders actively involved in educational processes;

VI) social responsibility for the education of new generations and intergenerational integration which is essential to foster the transmission of knowledge, skills, and competences;

VII) the rethinking of physical spaces to adapt them for technologically augmented educational processes aimed at 'learning by being' and the development of appropriate competencies. The declaration concludes with a series of recommendations addressed to practitioners, policy makers and – ultimately – society as a whole, with the aim of inspiring actions and decisions for the years to come.

Please note that the declaration remains open for the underwriting by additional national and international associations and it is considered a document in progress on which we started to collect comments (-> [form to comment the declaration](#))

Carlo Giovannella (ASLERD)

Conference of the International Society for Research on Emotions (ISRE)

17-20 July 2024, Northern Ireland, Belfast

ENSEC members participated in this conference.

Promoting social and emotional learning (SEL) in preschool age: A training study.

Poster 118:

https://www.isre2024.org/program/poster_session_1.html

Abstract of poster: Several studies have shown that early school interventions promote children's development of social and emotional competences. Promoting Mental Health at School (Promehs) is a European, school-based mental health program focused on enhancing social and emotional learning (SEL), a psychological construct made up of five key components which include several skills such as the awareness of the emotions, the ability to manage emotions, perspective taking, and the disposition to show empathy towards others. In the present study, we implemented the Promehs program with female and male preschoolers to innovatively evaluate its effectiveness through a battery of direct evidence instead of questionnaires filled out by adults. Participants were 152 4- and 5- year-olds recruited at school in Northern Italy and randomly assigned to either an experimental group (Promehs intervention) or a control group (no intervention). All children, before and after the intervention phase, were administered validated measures of social, emotional, and cognitive abilities, including emotion understanding and theory-of-mind tasks. A repeated-measures Anova was performed showing significant Time x Group interaction since the experimental group outperformed the control group on emotion and cognitive measures of SEL ($p < .001$). Educational implications of these outcomes are suggested.

Ilaria Grazzani, Valeria Cavioni, Dimitra Drago & Beatrice Carlone

Developing emotional competence in early years education settings: the value of conversing about mental states

Pre-conference: <https://ewalle.wixsite.com/isre-2024-emotional/schedule-1>

Abstract of communication: Against the background of the social constructionist perspective, my presentation will be centred around recent research on early years education interventions designed to foster socio-emotional competence. Specifically, I will delve into training studies conducted by my research group and me, with small groups of children in daycare centres and preschools, on the role of language games and conversations in enhancing emotion development. I will discuss the characteristics and efficacy of validated programs based on conversing about emotions, with a view to drawing out the educational implications of early interventions that leverage the active use of mental state language during group interactions.

<https://www.isre2024.org/>

Ilaria Grazzani

2024 Conference of the
International Society for Research on
Emotion



Greater Good Educators Program: Building Kinder, Happier Schools Where Everyone Belongs

Now accepting applications for Fall 2024

This program from UC Berkeley's Greater Good Science Center provides educators an opportunity to explore the science and practical application of individual and collective well-being, helping to support the development of schools and classrooms.

<https://docs.google.com/forms/d/e/1FAIpQLSdTODxNdZ1Sj2q5DFFs8Vkq3yPiC9H8p2tKdqnmbA5EvxxoVw/viewform>

Winter/Spring 2025: Bridging for Belonging

Join an upcoming program for educators from UC Berkeley's Greater Good Science Center!

Explore the science of **empathy, humility, forgiveness**, and hope to develop skills for bridging differences in schools. You will engage with three self-paced learning modules, implement selected practices in your school setting, and join a small group of educators from around the world in a synchronous online community of practice to discuss the module content, your implementation experiences, learnings, and wonderings with one another.

https://docs.google.com/forms/d/e/1FAIpQLScdctleghEz_Wcl3XPfPoe8q34yXdinEqnszXMXtNulSv4ng/viewform

https://ggsc.berkeley.edu/who_we_serve/educators
<http://ggie.berkeley.edu>



Transformative Educational Leadership

TEL Fourth Cohort

New TEL 2024-25 Fellowship Cohort!

They are an amazing group of educational leaders with breath-taking collective impact. The Fellowship will launch when we come together for our first, 5-day, in-person retreat at the Stony Point Center in July.

<https://www.teleadership.org/fellowship>

15th Annual Mindfulness in Education Conference

New York, July 12 - 14, 2024

Explore how to generate active hope, cultivate a sense of kinship with all beings and the earth, and create action plans to empower all adults and young people in our communities to become climate justice leaders!

<https://bit.ly/climate-ed-conference>

Meena Srinivasan,
Executive Director
Transformative
Educational Leadership (TEL)

SAVE THE DATE

**EMBODYING COURAGE
& RESILIENCE AS WE
EDUCATE FOR
CLIMATE JUSTICE**

Keynote Speakers
Include:



BAYO AKOMOLOFE
WRITER, ACTIVIST, DIRECTOR
EMERGENCE NETWORK

15th Annual
MINDFULNESS IN EDUCATION
CONFERENCE
JULY 12 – 14

 **RHINEBECK, NY**
OMEGA INSTITUTE

www.TELeadership.org

Six Seconds - The Emotional Intelligence Network - SEL Day ENSEC Webinar

Watch the webinar

ENSEC promoted an online webinar celebrating 8th of March – SEL Day.

Joshua Freedman and Ilaria Boffa from Six Seconds The Emotional Intelligence Network spoke from research to the practical and fun side of emotional intelligence.

Six Seconds is a global non-profit organization whose mission is to increase the world's emotional intelligence by researching and teaching EQ, creating evidence-based tools and methods to support transformational change in individuals and organizations, from schools to fortune 500 companies.

This webinar can be rewatched in: <https://fb.watch/tnBNaykj6G/>

FREE WEBINAR LET'S CELEBRATE SEL DAY!

SIX SECONDS THE EMOTIONAL INTELLIGENCE NETWORK: FROM RESEARCH TO THE PRACTICAL AND FUN SIDE OF EMOTIONAL INTELLIGENCE!

DATE 7 March, 2024 **TIME** 7:00 PST | 15:00 WET | 16:00 CET

JOSHUA FREEDMAN **ILARIA BOFFA**

REGISTER NOW

<https://videoconf-colibri.zoom.us/j/97145780755>

Promoted by: **European Network for Social and Emotional Competence**

<https://www.6seconds.org/popup/>

in partnership with **unicef** **WORLD CHILDREN'S DAY** 20 NOVEMBER **sixseconds**

REACHING **3.5M** PEOPLE FROM **212** COUNTRIES & territories TRANSLATED IN **34** LANGUAGES

International Journal of Emotional Education (IJEE) - Assessing Children's Social Emotional Learning to Guide Improvement Programs

New Issue

Volume 16 Issue 1 of the International Journal of Emotional Education (IJEE) has been published by the Centre for Resilience and Socio-Emotional Health ([CRES](#)). This is a special edition on **Assessing Children's Social Emotional Learning to Guide Improvement Programs** guest-edited by Professors Christopher Anthony (University of Florida), Ilaria Grazzani (University of Milano Bicocca), Stephen N. Elliott (Arizona State University) and Valeria Cavioni (University of Foggia).

The issue also includes six other papers and two short research reports on topics such as pro-environmental behaviours, social and emotional learning for students with disability; preschool social and emotional learning programmes; school leaders' views on mental health and wellbeing promotion and support at school; school and life satisfaction and social support; mental health difficulties and health related quality of life amongst adolescents; adolescents' problematic internet use and psychological well-being; and psychosocial support for first year University students.

It may be accessed at <https://www.um.edu.mt/ijee/>

Thematic Papers

- [Bridging the SEL CASEL Framework with European educational policies and assessment approaches](#)
Valeria Cavioni, Luisa Broli and Ilaria Grazzani
<https://doi.org/10.56300/ULTX1565>
- [Examining the Measurement Invariance and Validity of the SSIS SEL Brief + Mental Health Scales – Student Version in Austria and Germany](#)
Christopher J. Anthony, Sepideh Hassani, Susanne Schwabb, Abigail P. Howe, Michayla Yost, Stephen N. Elliott, Marwin Löper, Gamze Görel and Frank Hellmich
<https://doi.org/10.56300/HYOT2284>
- [Measuring Social and Emotional Learning Skills of Preschool Children in Croatia: Initial Validation of the SSIS SEL Brief Scales](#)

- Sanja Tatalović Vorkapić, Christopher J. Anthony, Stephen N. Elliott, Ilaria Grazzani, Valeria Cavioni
<https://doi.org/10.56300/RRMN9191>
- [Assessing teachers' social and emotional competence: The validation of SECTRS in Italy, Latvia, and Portugal](#)
Ilaria Grazzani, Baiba Martinsone, Celeste Simões, Valeria Cavioni, Elisabetta Conte, Veronica Ornaghi and Alessandro Pepe
<https://doi.org/10.56300/QIAN8168>

Other papers

- [The relationship between Emotions, Beliefs, and Pro-Environmental Behaviors in Young Adults through the lens of Self-Determination Theory](#)
Francesca Liga, Marco Cannavò, Federica Papa and Francesca Cuzzocrea
<https://doi.org/10.56300/SRFF1178>
- [Mental Health Difficulties and Health Related Quality of Life amongst Late Adolescents in Vocational Education](#)
Claire Abela, Angela Abela and Liberato Camilleri
<https://doi.org/10.56300/CLDF4068>
- [Primary School Students' Perceptions of Social Support, School Satisfaction and Life Satisfaction](#)
Tomislava Vidić
<https://doi.org/10.56300/QCBN1811>
- [What Psychosocial Support Do First Year University Students Need? A Mixed Creative Methods Study](#)
Timea Seben Zatkova, Miroslava Tokovska & Jana Solcova
<https://doi.org/10.56300/AXLK4968>
- [Promoting social and emotional learning in pupils with disability. Special teachers' perceptions and practices](#)
Maro Doikou
<https://doi.org/10.56300/IYZP5999>
- [Comparative analysis of US and European preschool social and emotional learning programs](#)
Zsófia Winkler, Borbála Bacsá-Károlyi and Anikó Zsolnai
<https://doi.org/10.56300/TOBC7553>
- [Short Research Report: Mental Health and Wellbeing Promotion and Support: Education Leaders' perceptions and experiences](#)
Maria Pace and Claudette Portelli
<https://doi.org/10.56300/UBYY8254>
- [Short Research Report: Adolescents' Problematic Internet Use and Psychological Well-Being: The Mediating Role of Sleep Quality and Self-Regulation](#)
Fatemeh Habibi, Rasool Hamidi Choolabi and Zinat Asgharzadeh Nasr Abadi
<https://doi.org/10.56300/CONT8301>

The International Journal of Nurture in Education

New call for papers

For the 2024/25 edition of the International Journal of Nurture in Education (Volume 10) we are developing a special edition, focusing on nurture as a whole-school approach.

This call is for research articles, literature reviews and thought pieces which both reflect on the current situation and address the future for whole-school approaches to nurture.

We will also be accepting articles on other elements of the graduated approach to nurture, including nurture groups and the Boxall Profile® Online.

This call is open until **1st September 2024**.

Author guidelines are available here:

www.nurtureuk.org/research-evidence/international-journal-of-nurture-in-education/#guidelines

The International Journal of Nurture in Education is an established journal which is registered with the Directory of Open Access Journals. We are a nurturing journal, we take care to support those who contribute articles and process submissions in a timely way, maintaining positive communication with our authors during the publication process.

Tristan Middleton
(tmiddleton1@glos.ac.uk)



Children's well-being in transition periods: The empirical validation of Ecological and dynamic model

New book



The scientific project in Croatia: “*Children’s well-being in transition periods: The empirical validation of Ecological and dynamic model*”, that was funded by the University of Rijeka for five years (2019-2024) has finished. Project resulted with research papers and the main results on children’s socio-emotional well-being during their transition periods from home to kindergarten and from kindergarten to primary school are presented in the recently published book: ***The well-being of children in transitional periods: Empirical validation of the Ecological-Dynamic model, The Psychology of Children’s Well-being vol. 3.***

Sanja Tatalović Vorkapić
(sanjatv@uniri.hr)

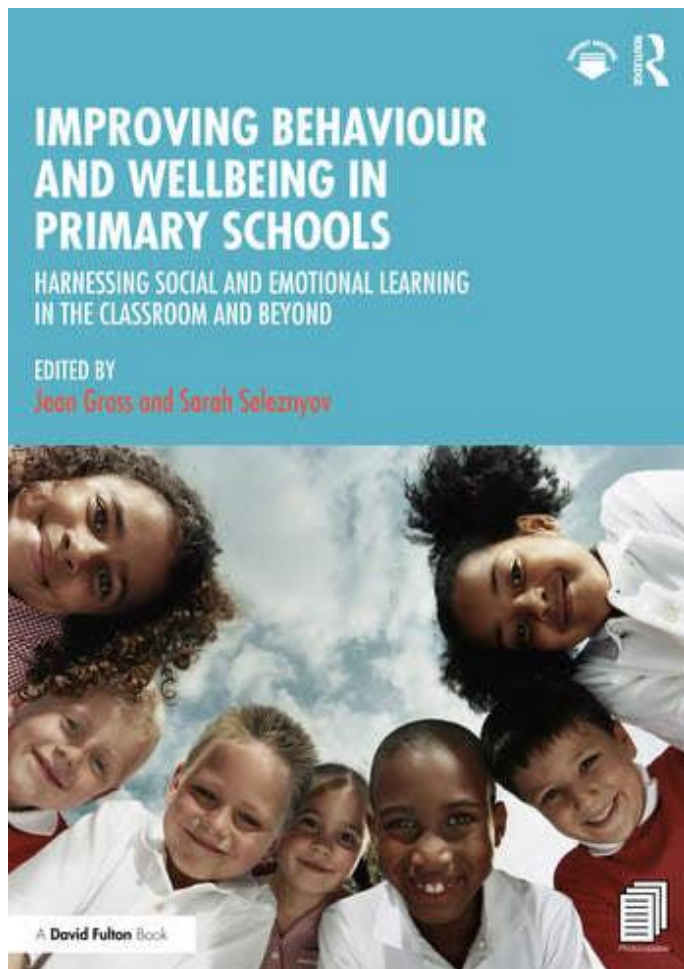
Summary of the book: The scientific monograph *Children’s well-being during transitional periods: Empirical validation of the Ecological-Dynamic Model* is the result of five years of intensive work on the UNIRI scientific project of the similar title. Starting from twelve reasons, which are certainly not the only ones, why research on the quality of transition and adjustment is important and useful, both for science and for educational practice, and in the context of the Croatian educational framework, the main goal of this research project was to scientifically validate the Ecological-Dynamic Model. At the same time, following the theoretical framework of this contemporary model of transition, the focus was on the analysis of the determinants of the quality of the children’s transition from family home to kindergarten and from preschool to primary school. After consent was obtained at all necessary levels, the cluster sample within correlation research design included 77 early childhood educators (1 male) and 14 female primary school teachers from kindergartens and primary schools in the Primorje-Gorski Kotar County, as well as 946 children and 302 parents (247 parents of early and preschool aged children). Early childhood educators participated in self-assessments and assessments of children’s behavior during the transition and adjustment in kindergarten, and they assessed 795 children in the age range from one to five years. Primary school teachers also participated in the same way by evaluating 151 pupils in the age range of seven to nine years. Parents also made self-assessments and evaluated their children’s behavior. Based on the first research aim on the analysis of the quality of children’s transition and adjustment, a moderate level of difficulties during the transition, and increased satisfaction with transitions and the quality of cooperation between parents and educators were determined. On average, children’s perception of kindergarten and primary school is positive. The second research aim was related to the analysis of intra- and inter-personal factors of children during the transition and adjustment, and the findings confirmed previous research on children’s temperament, more prosocial behavior and fewer behavioral difficulties, a higher level of social-emotional well-being and resilience, and high closeness with the educators and parents. Additionally, personality analyses of educators and parents resulted in the expected findings with a positive perception of their mutual cooperation during the transition and adjustment. Finally, in both sub-samples, significant positive correlations were found between high quality of adjustment and transition from family to primary school and from preschool to primary school with a higher level of sociability, strengths, social-emotional well-being and resilience, secure attachment, closeness with parents and educators, with all their personality traits except neuroticism, higher well-being and positive cooperation. In addition to new scientific knowledge that should be understood within the framework of the methodological limitations of this study, the contribution of this monograph lies in a series of interesting findings about gender and age differences, and more than useful implications for practice. A large number of questions remained open, which creates a qualitative basis for future research and a critical analysis of existing educational practices. At the same time, this is the first research in our country, but also more widely, which was based on a holistic approach to the study of transitions and adjustment in kindergartens and primary schools, because it covered all significant factors of children’s transition from family home to kindergarten, and from preschool to primary school.

Improving Behaviour and Wellbeing in Primary Schools – Harnessing Social and Emotional Learning in the Classroom and Beyond

New book

This new book, edited by Jean Gross and Sarah Seleznyov, describes a very successful piece of action research in London schools. Teachers identified particular issues with classes or groups of children, put in place evidence-based SEL strategies, and evaluated the impact. Chapters are written by the teachers themselves, with a theoretical introduction by the editors. The book includes practical resources, including lesson slides, top picture-books for teaching about emotions, 20 simple exercises to help children stay calm, playground conflict resources and a progression in learning emotion vocabulary from age 4 to age 11.

<https://shorturl.at/QLwhE>



Beating Bureaucracy in Special Educational Needs

New Book



<https://routledge.pub/Beating-Bureaucracy-in-Special-Educational-Needs>

Beating Bureaucracy in Special Educational Needs shows how schools can tackle SEND bureaucracy by reducing the need for provision that is 'additional to or different from' that available to all pupils, through developing inclusive environments, curricula and teaching.

New published articles

- Korem, A. (2024). Parental Involvement in Assisting the Student in the Social Domain: The Educators' Perspective. *Social Education Research*, 1–14. <https://doi.org/10.37256/ser.5220244129>

This new article (Open Access) deals with a relatively understudied topic which is parental involvement in the social life of their children at school.

- Jikia, N., Doghonadze, N., & Gkatsa, T. (2023). Can Emotional Intelligence Act as a Weapon (Warrior) Against Bullying? <https://doi.org/10.5220/0011999700003470>

This paper aims to explore the relationship between emotional intelligence and bullying rate, and how an effective bullying prevention program can be organized.

Mapping Social Emotional Learning and School Climate in Italian Lower Secondary Schools

Italian National Project funded by the Ministry of Research and Instruction on SEL and school climate in Secondary schools. Ilaria Grazzani is the principal investigator of the University of Milano-Bicocca Research Unit.

Aim of the project:

The present research proposal aims at empowering schools in a process of self-improvement, with specific attention to two features of the learning environment which are currently leading themes in the international research in educational psychology: social and emotional learning (SEL) and school climate. In particular, the project has the following objectives: a) mapping out the reality of Italian lower secondary schools with a quantitative and qualitative data collection in students and teachers throughout the national territory; b) engage schools in a participatory dialogue to promote self-awareness and change processes, by organizing activities inspired by the Teacher Participatory Action Research approach, in which we will divulge results of the data collection among teachers and we will activate reflective practices and participatory activities for improvement; c) disseminate the products of the data collection and participatory activities to school professionals (teachers, school principals and school psychologists) over the whole national territory through an online platform and online training events.

Info here:

https://www.formazione.unimib.it/it/Mapping_Social_Emoional_Learning

Ilaria Grazzani



European School Education Platform

Schools promoting physical and mental health – December 2023

Articles on the topic include:

- **Expert article:** [The school climate has not been affected by global warming](#)
- **Practice article:** [Fostering mental and physical health in schools](#)
- **Survey results:** [Promoting mental and physical health in schools](#)
- **News:** [Fostering well-being in schools: A comprehensive approach](#)
- **News:** [Creating safe and inclusive schools for LGBTI+ youth](#)
- **News:** [Supporting pupil resilience against global challenges](#)
- **News:** [Preventing teacher burnout: mental health and workplace well-being](#)
- **Teaching material:** [EIT FoodEducators promoting healthy and sustainable food choices among young people](#)
- **Publication:** [Promoting diversity and inclusion in schools in Europe](#)

Survey:

- Survey on [reinforcing the attractiveness of teacher careers](#), open until 29 February

Other resources:

- **Interview:** [Education Talks: Assessing learners' competences](#)
- **Publication:** [OECD policy papers on supporting Ukrainian educators and recognition of prior learning](#)

Professional development opportunities:

- **Podcast:** [A new episode on students' well-being](#)
- **Short course:** [Digital citizenship education and democratic participation](#), starting on 5 February 2024

Giulia Iuppa
info@esep-support.eu



EN English

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European School Education Platform

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Wellbeing and resilience – June 2024

Articles (available in 29 languages) on the topic include:

- **Expert article:** Caring for those who care for our children: the resilience and wellbeing of educators *by Professor Anastassios Matsopoulos, Associate Professor of School Psychology at the University of Crete*
 - **Practice article:** Building emotional resilience and wellbeing in education
 - **Education Talks:** Developing values, worldview and resilience through early childhood education, *interview with Arniika Kuusisto, University of Helsinki*
 - **Tutorial:** Creativity in learning enriches wellbeing
 - **News:** The role of digital education in promoting young people's digital wellbeing and strengthening their resilience
 - **News:** A sense of belonging and safety at school: PISA 2022 insights
 - **News:** Guidelines on wellbeing and mental health at school
 - **News:** Strengthening resilience in inclusive learning
 - **News:** Boosting pupil wellbeing through home-school collaboration
 - **News:** The importance of sport for wellbeing
 - **Publication:** Supporting wellbeing and mental health through education
 - **Publication:** Prevention of violent radicalisation in ECEC
 - **Publication:** The State of Children in the European Union
 - **Teaching material:** Programme STEPS: teaching young people life skills
 - **Webinar recording:** Understanding, preventing and responding to cyberbullying, 24.05.2024
- ### Other content
- **Practice video:** [Enhancing teaching and learning through artificial intelligence](#), *Lycée des Arts et Métiers, Luxembourg*.
 - **Survey on language learning, share your views by 7 July 2024**
 - **Publication:** [Toolkit for teachers - How to spot and fight disinformation](#)
 - **Toolkit resource:** [MUS-E@: promoting social inclusion through the arts](#)
- ### Professional development opportunities
- **MOOC series:** '[Unlocking the power of teachers' digital competence](#)'. Enrollment is open to all six courses. The fourth course [Empowering learners](#) will start on 15 July 2024
 - **Webinar:** [Promoting wellbeing for improved learning outcomes](#), 18.06.2024
 - **Webinar:** [Climate change: tools and activities to prepare and nurture climate active citizens](#), 19.06.2024
 - **Webinar:** [Wellbeing without overload: Integrating self-care in teaching practices](#), 26.06.2024

<https://school-education.ec.europa.eu/en>

EduSkills+SEL: Fostering social and emotional learning in kindergartens

Besides Germany (project leader), Italy and Slovenia, Croatia is also involved with The Faculty of Teacher Education of the University of Rijeka as a partner in the international Erasmus+ KA2 project: EDUSKILLS+SEL: Fostering social and emotional learning in kindergartens (KA220-BE-23-36-157220).

The project started on October 1, 2023 and will last for three years, i.e. until September 30, 2026. Project team of the University of Rijeka are represented by: prof. Ph.D. Sanja Tatalović Vorkapić (project leader of the UNIRI), prof. Ph.D. Renata Čepić (Faculty of Teachers Education), prof. Ph.D. Sanja Smojver-Ažić (Faculty of Humanities & Social Sciences) and Adriana Klarić, mag. psych. (Clinical Hospital Center in Rijeka). As described in previous issue of ENSEC newsletter, the main goal of this project is to **develop an efficient online program and materials for kindergarten educators that will strengthen and improve social-emotional competencies in kindergartens**, and thereby contribute to higher quality preschool education and education that is focused on a holistic approach to children by encouraging all their developmental domains. The project is being implemented according to the planned schedule, and so far two live meetings have been held, in Berlin (Germany) and in Maribor (Slovenia), along with several online meetings. In the first year of the project, which is nearing its end, a pilot study was conducted on the needs and interests of kindergarten educators on the topic of social-emotional learning in kindergartens, relevant theoretical models and practices from the SEL area were presented, and the development of guidelines for an online educational program for educators began.

The main theoretical background for creating **new educational program and materials is LifeComp: An European Framework for the personal, social and learning to learn key competence**. In the second year of the project, it is planned to complete an online program that would involve educators from Slovenia, Croatia and Italy, after which this new program will be implemented with preschool children in kindergartens of the mentioned countries, which are also project partners. In the third year, an objective evaluation will be conducted to examine its effects, and practical implications lead to its improvement.

You can read more about the project on the website: <https://eduskills.plus/sel>

The course of project activities can also be followed on the website of the Faculty of Teacher Education in Rijeka: <https://www.ufri.uniri.hr/hr/znanstvena-i-strucna-djelatnost/znanstveni-projekti/medunarodni-znanstveni-istrzivacki-i-strucni-projekti.html> .

The **next, third meeting of the EduSkills+SEL** project will be held live at the Faculty of Teachers Education in Rijeka, on October 28 and 29, 2024.

Sanja Tatalović Vorkapić
(Project coordinator at University of Rijeka, Croatia)



The Nous Project

SEL program

Literature about SEL highlights the importance of promoting educational programs which are rooted in a clear theoretical framework and whose effectiveness can be evaluated through rigorous research (National Practitioner Advisory Group, 2019; Jones & Doolittle, 2017). Accordingly, the researchers of the Center of Educational and Didactic Research (CRED) of the University of Verona and the Melete – Center of philosophy for care developed **“The Nous Project”, a SEL program addressed to children attending primary and middle school, with the educational aim to encourage the understanding of one’s own and others’ emotions.**

The ancient Greek term “Nous”, which gives the title to the project, means both “thought” and “heart”, accordingly with the project’s conceptual assumption that cognitive and emotional dimension are strictly connected. Indeed, the theory in which the educational program is rooted is the cognitive conception of emotions (Nussbaum, 2001; Ellis, 1993; Oatley, 1992), according to which emotions imply cognitive contents, such as beliefs, evaluations and thoughts in general, that affect the processes of elaboration of the meaning of experience.

Within the educational program, this theoretical suggestion is translated into educational instruments, designed to help students to analyze the thoughts underlying emotions. Since to reason about inner lived experiences, i.e. about objects that may seem too abstract to be conceptualized even if they are central to life, can be a challenging task, metaphors are used to help students to analyze them.

In primary school, the metaphor **“The vegetable garden of emotions”** is used, starting from the consideration that emotions, such as plants, can be “cultivated”, or “cared for”. In order to cultivate and care for emotions, it is important to reflect about them. Therefore, children are invited to analyze one’s own emotion or the emotion of a character in a story by associating the emotion to a vegetable plant, drawing the associated plant and describing:

1) the fact from which the emotion arises, within the ground from which the drawn plant arises, 2) the physical or facial manifestations/displays produced by the emotions, within the fruits produced by the drawn plant, and 3) the thoughts which nourish the emotions, within the stem of the drawn emotion, where the nourishing sap ideally flows (see Figure 1).

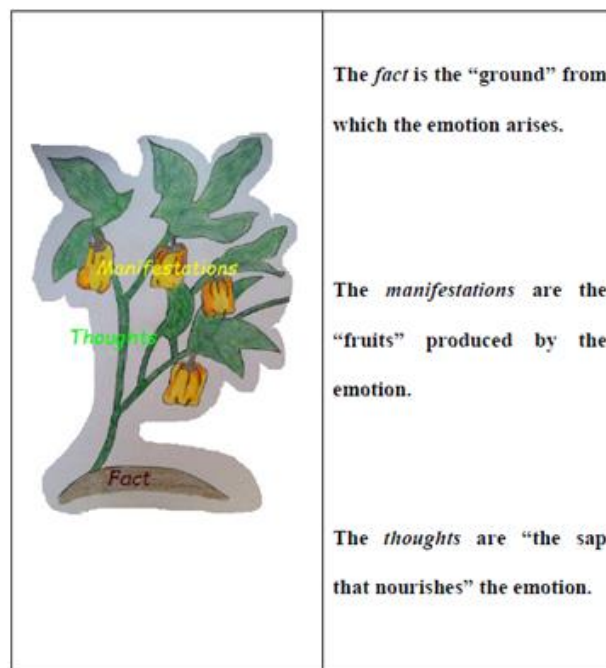


Figure 1. Graphical explanation of the metaphor “The vegetable garden of emotions”.

In middle school, the metaphor **“The geometry of emotions”** is used, starting from the consideration that geometry shapes the world, the same way emotions “shape” our being. Students are invited to analyze one’s own emotion or the emotion of a character in a story by writing the main components of an emotional experience, i.e. the emotion itself, the fact from which it arose, and the thoughts underlying it, within different geometrical figures. One more aspect is proposed to be considered in the analysis of emotional experience, namely what an emotional experience can lead to. In order to do this, students are stimulated to reflect on the different ways of dealing with, externalizing and reacting to emotions and on the possible resulting behaviors (see Figure 2).

The youngsters are free to use their creativity also by using shapes and images that are different from the proposed model (see Figure 2), but which they believe to be more representative of their experience. This proposal is in line with the theory of fractals (Mandelbrot, 1975), which considers new geometric figures compared to traditional ones, more suitable to represent the shapes encountered in daily experience and reflect the complexity of nature (for example, the figure of a cloud, of a rock, of a mountain). This perspective is particularly suitable for allowing students to reflect on the most diverse forms that can represent the particularity of subjective emotional experience.

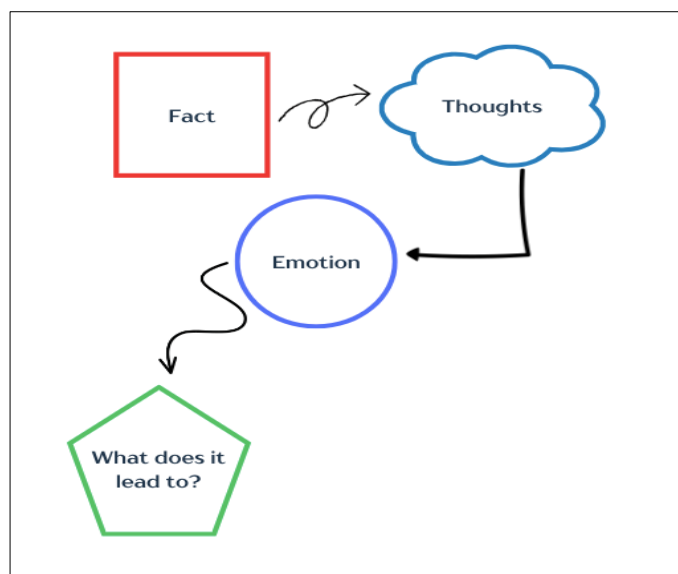


Figure 2. Example of the metaphor “The geometry of emotions”.

Previous research, which used a phenomenological approach to analyze the collected data, confirm the educational effectiveness of the metaphor of “The vegetable garden of emotions” in fostering primary school children’s reflection about emotional experiences (Valbusa & Mortari, 2017). Research on the educational effectiveness of the use of the metaphor “The geometry of emotions” in middle school is currently ongoing; however, findings from previous studies, which required participants to reason about an emotional experience also by analyzing the thoughts underlying it and include studies involving both primary school’s children and university students (Mortari, 2015), suggest to **expect positive outcomes** also from the current implementation.

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2024 Micro-Qualification Program Mental Health and Well-Being in Education

Completed

On Thursday, July 4, 2024, the completion of the Mental Health and Well-being in Education micro-qualification program was marked by the ceremonial handing out of certificates. This program was carried out as part of the UNIRI_CLASS A1 project: Personalized education, which lasted one year and was financed by the University of Rijeka. This is a unique micro-qualification program at the Faculty of Teachers and the University of Rijeka, both in terms of content and organization. The program represents the continuation of the implementation of the PROMEHS curriculum in kindergartens and primary schools and was carried out in three ways: as part of two university study programs (Teaching Studies and Early and Preschool Education) and as a lifelong learning program. **Twelve pre-service and in-service teachers participated in the program**, which was held at the Faculty of Teachers in Rijeka, and the participants, in addition to the achieved learning outcomes, also received free PROMEHS manuals for continuing their work on this important topic in kindergartens and primary schools.

At the ceremonial awarding of certificates to the students and professors of the program, the dean of the Faculty of Teacher Education, assoc. prof. Ph.D. Darko Lončarić delivered a few appropriate words, and the head of the project and program full prof. Ph.D. Sanja Tatalović Vorkapić thanked the University of Rijeka and the Faculty of Teachers for their support of the program, and to all the professors and students for their **excellent cooperation during the performance of the program**, which was followed by the awarding of certificates on the successful completion of the micro-qualification program.

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