



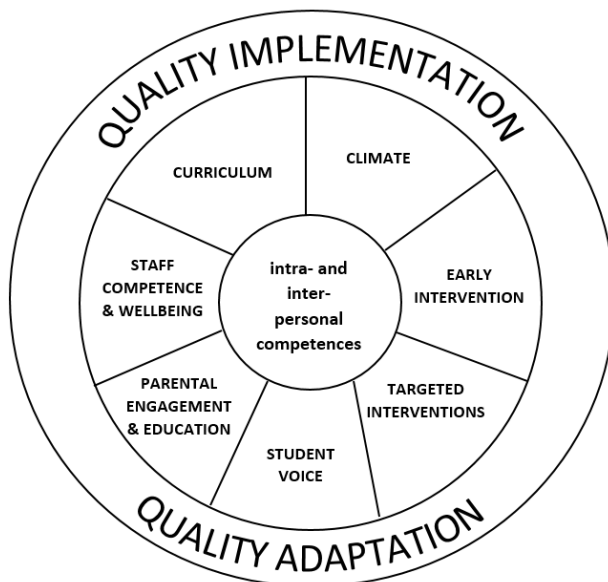
## Emotions Matters: Socio-emotional Learning in Education

23/06 – 29/06 Croatia

Hotel Trakošćan

## BACKGROUND

“Social and emotional skills” refer to the abilities to regulate one’s thoughts, emotions and behaviour. These skills differ from cognitive abilities such as literacy or numeracy because they mainly concern how people manage their emotions, perceive themselves and engage with others, rather than indicating their raw ability to process information. But, like literacy and numeracy, they are dependent on situational factors and responsive to change and development through formal and informal learning experiences. Importantly, social and emotional skills influence a wide range of personal and societal outcomes throughout one’s life. ([Social and Emotional Skills Well-being, connectedness and success](#); OECD, 2015)



The importance of social and emotional skills in education is acknowledged by international curricula and largely demonstrated in relevant researches. The question on how to implement socio-emotional education (SEE) in formal education is unavoidably connected with the education and training of teachers and other school staff. Looking at the framework proposed by the authors of *Strengthening Social*

*and Emotional Education as a core curricular area across the EU. A review of the international evidence*<sup>1</sup>, we can easily conclude that staff wellbeing is a component per se but also a factor in all other components

In NEPC region, teachers have been beneficiaries of a wide range of professional development programs aiming at professional and personal development. Do teachers need to be equipped for developing socio-emotional competences in children or be enhanced to build their own socio-emotional competences? What is (then) the role of professional development for educational staff if we recognize the role of school to be crucial for developing social and emotional skills? Shall we revise the few-days-intense-program

<sup>1</sup> Cefai, C.; Bartolo P. A.; Cavioni, V.; Downes, P.; *Strengthening Social and Emotional Education as a core curricular area across the EU. A review of the international evidence*, NESET II report, Luxembourg: Publications Office of the European Union, 2018. doi: 10.2766/664439

approach in more holistic approach aiming to continuous support for educational staff? If the SEE is covered by curricula, should it be also covered in pre-service teachers education?

In the perspective of whole school approach, this year summer school (*relying on the knowledge acquired in the implementation of the project Hand in Hand Social and Emotional Skills for Tolerant and Non-discriminative Societies (Erasmus+; KA3) lead by Educational Reserach Institute from Slovenia*) will try to connected existing professional development with socio emotional education with accent on managing emotions and relational competences. The program will combine contributions from participants, workshops and lectures as well as reflection sessions

According to scientific evidence **enhanced social and emotional skills of students** result in several positive outcomes: better educational outcomes, better mental health, decreased numbers of early school leavers, improvement in prosocial behaviour, decrease of physical aggression, positive self-image (Bierman, Nix, Greenberg, Blair & Domitrovich, 2008; Durlak et al., 2011; Greenberg, 2006; Sklad et al., 2012; Zins, Weissberg, Wang, & Walberg, 2004). Students with better social skills are more active in the classroom, express their opinions and points of view more clearly, integrate, evaluate and accept other people's opinions, have better relationships with their peers and teachers (Cook et al., 2008; Ragozzino et al., 2003; Elliot, Frey & Davies, 2015, Mallecki & Elliot, 2002). **Teachers' social and emotional skills** have been recognized as vital for the development of social and emotional competences in students (Schonert-Reichl et al., 2015), for students' behavioural and academic achievement (e.g. Hamre & Pianta, 2001; Valiente, Lemery-Chalfant, Swanson, & Reiser, 2008) and also for students' learning and development in general (Jennings & Greenberg, 2009; Jensen, Bengaard Skibsted, & Vedsgaard Christensen, 2015; Jones et al., 2013) as well as for teachers' own well-being (Jennings & Greenberg, 2009). Moreover, in a seven-year study of 400 elementary schools, Bryk and Schneider (2004) found that the quality of social relationships among the school community (principals, teachers and students) is central to student's functioning, and strongly predicts positive student outcomes. These studies indicate teachers need to possess relational, social and emotional competences. Moreover, the Commission's TWG report (2013) on early school leaving emphasizes teachers should be capable of identifying different learning styles and pupils' needs and be equipped with the skills to adopt inclusive and student-focused methods, including conflict resolution skills to promote a positive classroom climate.

## Draft Program

24/06	25/06	26/06	27/06	28/06
Program roadmap & presentations Lana Jurko	Emotional side of education TBC	How mindfulness became part of professional development? NEPC members	Gaps in pre-service education TBC	Developing relational competence: Fostering awareness, empathy, compassion and solidarity in schools Helle Jensen PART 3
Coffee break				
Staff development & well-being Paul Downes	Managing emotions @work TBC	Decennials of teacher trainings – what we can do better? Lana Jurko	Well being and social sustainablilty TBC	Helle Jensen PART 4
Lunch break				
Mapping socio emotional learning in existing teachers training programs Lana Jurko	Manage emotions - workshop Višnja Pavlović & Marija Roth	free afternoon	Developing relational competence: Fostering awareness, empathy, compassion and solidarity in schools Helle Jensen PART 1	Evaluation session
Coffee break				
Country case study	Manage emotions - workshop Višnja Pavlović & Marija Roth	free afternoon	PART 2	Certificate cerimony
Dinner				

## PRACTICAL INFORMATION

Hotel Trakošćan \*\*\*\* is located in a fairytale setting close to one of the most beautiful and most preserved castles of rich Croatian heritage listed on the list of the most beautiful castles of Europe, at only 80 km From Zagreb.

Participants after application will receive the list of preparation readings and logistic details.

Application form: <https://forms.gle/kW6Dm3kRnDvSoRfT9>

Deadline: 15/05/2019.

Summer school fee:

NEPC MEMBERS (one participant)	NEPC MEMBERS (additional participants) – to be paid by invoice by 24/05/2019	NON NEPC MEMBERS - to be paid by invoice by 24/05/2019
covered by NEPC	100,00 Euro	300,00 Euro

Accommodation and food costs to be paid @hotel (per day)

NEPC MEMBERS (one participant in a double room)	NEPC MEMBERS (additional participant)	NON NEPC MEMBERS
covered by NEPC	Single room: 94,00 Euro	Single room: 94,00 euro
single room 15,00 Euro per day	Double room: 79,00 Euro	Double room: 79,00 euro

For any additional information do hesitate to contact NEPC staff at [raffaella@edupolicy.net](mailto:raffaella@edupolicy.net)