Social and Emotional Education. An International Analysis

Fundación Botín Report 2011

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The Botín Foundation is committed to an education that promotes the healthy growth of children and young people, fostering their talent and creativity to help them become autonomous, competent, charitable and happy. It promotes an education that generates development and contributes to society´s progress.

There are three areas of focus for this: **Intervention** (*Responsible Education* Programme), **Training** (scholarships and programmes such as the *Master´s Degree in Social, Emotional and Creative Education*) and **Research** (the *Botín Platform for Innovation in Education*).

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Social and Emotional Education. An International Analysis

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Preface

An educational trip around the world

Three years have gone by since October 2008 when we presented the first Botín Report on Social and Emotional Education[1] –an international study featuring contributions from renowned experts in the field– in October 2008 at the head office of the Botín Foundation in Santander.

This study provided many people in the educational sector interested in the wellbeing of children and teenagers with relevant information about the various contexts in which Social and Emotional Education is initiated and subsequently developed, including case studies of successful trials that have been carried out in different parts of the world. Six countries –Germany, Spain, the USA, the Netherlands, the UK and Sweden– took part in the first report which was accompanied by a final chapter featuring an assessment exploring the scientific literature on the subject, including statistics on the effects of Social and Emotional Education on children and teenagers.

The reaction to the *Fundación Botín Report 2008* has been very positive, and has fulfilled our dual purpose of, on the one hand, contributing practical knowledge and educational expertise to help improve the education and development of children and teenagers, and, on the other hand, setting up a network of experts, institutions and the general public in which skills, procedures and research about emotional, social, cognitive and creative development from infancy onwards can be shared and exchanged.

The Botín Foundation continues to wholehearted support and invest resources in education. We are convinced that now, more than ever, in these difficult times, is when we need to strongly encourage the development of personal and social skills from infancy onwards, so that families, schools and communities may consist of independent, competent, supportive and happy individuals – individuals with creative talents capable of inspiring progress and of contributing to the advancement of society.

Much has changed in these three years. What started off as an international report to inform the public of the progress made in the field of Social and Emotional Intelligence and Creativity around the world and to support the educational programme the Foundation is carrying out in Cantabria (Spain), has been transformed into a fully-fledged applied research project. The *Botín Platform for Innovation in Education*, set up in 2009 and directed by Christopher Clouder, is a meeting place for experts from around the world. The Platform enables research and study to be undertaken by international work groups in order to improve knowledge on the subject. It also encourages and promotes the Foundation's own educational programme. In addition to this, recommendable and successful educational approaches, trials and standards are gathered together and shared via an interactive online social network that is freely accessibly (www.plataformabotin.org).

This new *Fundación Botín Report 2011* is no ordinary report. It is the outcome of a way of working and of a quest that seeks to bring together an increasing number of people who are looking for innovative and creative formulae to change educational systems and provide children and teenagers with training adapted to their needs and to the social changes which are constantly occurring.

On this occasion, we have been joined around the table by researchers from Australia, Canada, Finland, Portugal and Singapore. The variety of different settings, cultures, situations and experiences has helped to enrich this study. The last chapter focuses, as it did in the first report, on evaluating social and emotional education programmes. This year we introduce the results obtained by the Botín Foundation's *Responsible Education* Programme, following its three-year long implementation in one hundred schools in Cantabria.

We would like to express our thanks to all the team members –Christopher Clouder, Luisa Faria, Jennifer Gidley, Belinda Heys, Marja Kokkonen, Dennis Kom, Lucy Le Mare, Arrate Martín and Fátima Sánchez Santiago– for their hard work and effort. We hope you will enjoy perusing this *Fundación Botín Report 2011* and taking another educational trip around the world, which we trust will be a source of inspiration.

Iñigo Sáenz de Miera
General Director of the Botín Foundation

[1] "Social and Emotional Education. An International Analysis. Fundacion Marcelino Botin Report 2008.

“The salvation of this human world lies nowhere else than in the human heart, in the human power to reflect, in human meekness and human responsibility.”

Vaclav Havel

Introduction

I.E.S
NUESTRA SEÑORA
DE LOS REMEDIOS

Looking Afresh

Christopher Clouder

There is always that edge of doubt
Trust it, that's where the new things come from
If you can't live with it, get out, because when it is gone you're on
automatic, repeating something you've learned.
From "The Edge of Doubt" by Albert Huffstickler[1]

In Antoine de Saint-Exupéry's *The Little Prince* the eponymous child travels the universe and visits a series of planets to learn about the vagaries of adult behaviour. The sixth such planet was inhabited by an old gentleman who wrote voluminous books. He declares himself to be a geographer and he defines his occupation as that of *"a learned man who knows where all the seas, rivers, towns, mountains and deserts are located".*[2] (Saint-Exupéry, 2000) The prince is impressed, as he seems to have encountered a real profession at last, having visited the previous planets only to be disappointed. But on asking the geographer more factual questions about the planet that he inhabits the only retort he gets is "*I can't tell*". The boy remarks that this is an odd reply from a geographer and is then told, "*It is not the geographer's job to go around counting off the towns, the rivers, the mountains, the seas, the oceans and the deserts. The geographer is far too important to go sauntering about. He does not leave his desk. There he sits and receives the explorers. He asks them questions, and notes down what they recollect from their travels."* But he also believes that explorers are not be trusted and have to be subject to an enquiry to establish their credentials, as they might be lying or even drunk. If they pass this hurdle they then have to furnish proof of their discoveries. The conversation continues with the prince telling of the flower that lives on his planet and to his astonishment the geographer states "*We do not take note of flowers.* "The prince protests that they are prettier than anything else, but the geographer maintains they are not like mountains that stay established in one place and do not change, thereby making them worthy of mention because they are eternal, whereas a flower is ephemeral and dies.

The writers in this analysis of social and emotional education across our planet, as both explorers and educational geographers, exemplify this dilemma. Whatever happens in the classroom is ephemeral; it can only happen there and then with that particular combination of people and circumstances. We can take note of it and attempt to describe it. We can develop theoretical grounding for its practice and its antecedents, imply the outcomes and then seek to measure them. Other educators can try to replicate that particular lesson, as though it were a mountain, but the streams of time, cultural evolution and diversity declare its ephemeral nature. Our intellectual curiosity needs to preserve the world in aspic in order to dissect it and thus understand, knowing full well it will always be an incompleted task that is ultimately beyond us. "*Look up at the sky…. And you will see how everything changes… And no grown-ups*

will ever understand the significance of this!"[3] (Saint-Exupéry, 2000) The beauty of the flower is in its very transcendence and that is analogous to the satisfying joy of educating and learning "*If someone loves a star of which there is only one example among all the millions and millions of stars, that is enough to make him happy when he looks up at the night*".[4] In the story the flower is threatened by a sheep, the very sheep the child in his wisdom and awareness of transience asked the writer to draw and create on their first encounter. "*Here then is the great mystery. For you who love the little prince, as for me, nothing in the universe can be the same if somewhere –we do not know where– a sheep we have never met has or has not eaten a rose*".[5] (Saint-Exupéry, 2000)

As we study and research social and emotional education we run the risk of either constructing our own inquisitive sheep that destroys the ephemeral beauty that it sees, or, of becoming a geographer, where only what is replicable or tactile can count as having any value. Explorers, too, can be drunk with enthusiasm and find only the products of their wishful thinking. The line between the two is narrow indeed. As educators we need to evaluate and analyse our

In order to find the new connections that are relevant to our contemporary lives we have, in the art of education as well as in the art of being human, to be constantly creative and questioning

practices and outcomes in order to gain a clearer picture, test our theoretical assumptions and to improve our schools. Furthermore what can be learnt in one situation can inform and be adapted for another through exchange of experience and deeper insights. In the research into Social and Emotional Education (SEE) we are touching on fundamental human values and expectations and therefore our enthusiasm for any seemingly effective approach should be tempered with careful consideration and an ethical perspective. Our initial publication, *Social and Emotional Education. An International Analysis*, as does this second one, gave a picture not only of schools, students, parents and teachers but also the cultural context within which they, as learning communities, lived and operated.

However one lesson we have been able to draw from all our work is that there is no recipe and that all our combined perspectives still only lead to a partial picture. "*In the twentieth*

century the specialists gathered around the cradle, and the child became a scientific object. The paediatrician's biological child has nothing to do with the psychologist's scientific child. Psychologists know nothing about children in institutional care and are astounded by the relativity of the historian's child".[6] (Cyrulnic, 2009) We have to categorise in order to conceptualise - putting the world into nineteenth century natural history butterfly specimen drawers in a museum according to their perceived order of species and variations. Yet these distinctions are, in reality, false, as our world is an interconnected and interdependent metamorphosing muddle. In order to find the new connections that are relevant to our contemporary lives we have, in the art of education as well as in the art of being human, to be constantly creative and questioning.

As the world is being transformed around us so we also evolve. Childhood today is not the same experience as it was for previous generations. Implicit in this is that the institutions and facilities which society provides for the education of children should change too. Evolution, whether in the realm of nature around us, or within our species as human beings, progresses by fits and starts and not in a neat and comprehensible straight line, as life adapts itself to the challenges of its environment and reciprocally affects it. For instance a paper was published in the Proceedings of the Royal Society at the beginning of 2011 that reported that because of disturbance caused by the noise in the urban environment songbirds were evolving the techniques of their songs. Silvereyes, which have a wide repertoire and sing in sentences, have heightened the pitch of their tunes in urban settings from 40 decibels to 80, a significant change, and also slowed the pace so they could be more readily understood.[7] (Sydney Morning Herald, 2011) However its country cousins have not needed to adjust in the same way. So the species eventually divides into new communities through their differing method of communicating. In our fast changing world it is not surprising that we can observe such changes in ourselves and in our societies too, and these changes deeply affect our children.

Trends in Education 2010[8] (OECD, 2010) gives some telling insights into the possible ramifications of these changes. The greater urbanisation of humanity has potentially huge social, economic and cultural implications. It is expected that by 2050 around 70% of the world's population will live in cities, whereas in the last few years it has reached a record 50%. Inhabitants in large cities across the world will have more in common with each other than they will have with rural communities in their own country. Alongside this the exponential development in modern technology gives us ease of communication across the globe. We seem to possess the world in our pockets. This allows increasing interaction, collaboration and dissemination of information as well as creating new areas of creativity, but it also speeds up the pace of life. OECD countries find themselves with an ageing population because of an

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increased life expectancy as well as lower birth rates and both have an impact on public expenditure that can lead to constraints on the educational budget due to significant increases in pension and health costs.

In most OECD countries income inequality is on the increase, as is relative poverty and the number of households characterised by child poverty. The negative impact that this has on childhood well-being is well documented. In these 'western' countries the economy is increasingly knowledge-intensive and developing countries with their relatively young and dynamic populations take on more and more of the actual production of goods. Women are much better qualified than a generation ago and have in fact become a majority in completing secondary and tertiary education. With the growth of the norm that both parents are economically active there is less time to spend with children within the family and many children live with one parent or in patchwork families with a consequent effect on the child's social and psychological development. Rates of child obesity are going up. This effect is exemplified in a U.K study of the physical condition of ten year olds conducted by Essex University and carried out over the ten year period of 1998–2008. The results showed that in that period of ten years there was a decline of 27% in the number of sit ups that the ten year olds could do, as well as a fall in arm strength of 26% and a 7% drop in grip strength. Whereas one in 20 could not hold their own weight when hanging from wall bars in 1998, this increased to one in 10 by 2008.[9] (Cohen et al, 2011) There has been an increase in the number of children being treated for mental and behavioural disorders. "*We should wonder why depression has become a disease. It is a disease of society that is looking desperately for happiness, which we cannot catch. And so people collapse into themselves*".[10] (Bruckner, 2011) Simultaneously the expectation placed on children to do well academically has also intensified and educational policies in many countries are geared to achieving this. Niels Bohr, the Danish physicist, famously stated, "*Prediction is very difficult, especially about the future.*" Of course wariness is needed when extrapolating these trends. Nevertheless, some of their implications are with us now.

The present OECD General Secretary, Angel Gurria, pointed out in a speech given to the Educational Round Table at UNESCO headquarters in 2009, that we are currently facing the greatest job crisis of our lives, especially for young people. "*Our economic growth is increasingly driven by innovation, making skills obsolete at a much faster pace than before – The response lies in education. The key to success is no longer simply whether you can reproduce something you have learned, but whether you can extrapolate from what you know and apply your knowledge in a novel and changing setting*".[11] (Gurria, 2009) Conventional education in schools has used methods that break problems down into manageable parts and have taught students how to solve each section individually. Modern economies will require a synthesising of different fields of knowledge and the ability to make connections between ideas that had previously seemed unrelated. The implication is that teachers will have to increasingly collaborate across disciplines, thereby transforming the school, and children and students will require new learning techniques. Through sources such as the Programme for International Student Assessment (PISA) and Teaching and Learning International Survey (TALIS)) "*…we have also learned* that *change is possible …. by moving from uniformity to embrace diversity and individualising learning*".[12] (Gurria, 2009) Although this is a liberal market-economy orientated outlook, based on valuing human beings as producers and consumers as well as individuals, it is nevertheless yet another influential voice added to a growing sense that educational practices have to change. Looking at the uncertain cultural and economic environment into which we are now being plunged it is not surprising that greater consideration is being given to the salutogenetic role of schools. We can see greater bio-distress on the horizon and our children need to be prepared for such times. Yet such changes involve risk, as Gurria also acknowledges "Breaking *the status quo is not easy ….. Overcoming active resistance to change in education policy is one of our central challenges'*.[13] (Gurria, 2009)

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In times of uncertainty we become more aware of human resilience, whether social or individual. Resilience has been used mainly as a term to designate children who have grown up in unpropitious circumstances or have undergone traumatic experiences and who have a set of qualities that have enabled them to find a process of successful adaptation and transformation in the face of such risk and adversity. Nevertheless it is a human propensity that we all have to a greater or lesser degree, "*We are all born with an innate capacity for resilience, by which we are able to develop social competence, problem solving skills, a critical consciousness, autonomy, and a sense of purpose*".[14] (Benard, 1995)

Decades of research have shown that there are common characteristics of family, school and community environments that can provide protective processes or are factors that enable children to manifest resilience

Decades of research have shown that there are common characteristics of family, school and community environments that can provide protective processes or are factors that enable children to manifest resilience. These are: caring and supportive relationships, positive and high expectations and opportunities for meaningful participation in the making of decisions that affect them. Other factors that support resilience play a role in the early years of a child's life, such as having a mother with no long term health problems, positive parental attitudes towards seeking advice and support, an enriching home learning environment, living in a household with at least one adult in full-time work and satisfaction with local services and neighbourhood.[15](Kelly, 2010) Although many of these factors need to be there in the early years when the child should be warmly ensconced in their family, schools can also play a role in building resilience through creating an environment of caring personal relationships. However, "*social and cultural factors that play a deciding role in determining what are good or bad outcomes, make the notion of resilience a contextually specific and culturally biased construct*".[16] (Unger, 2003) To build resilient schools requires that all the teachers make or are given the time to develop professional relationships with other members of the school community as a whole, and a fundamental recognition that each situation is unique.

Resilience refers to personal features that determine how adversity and stressful conditions are dealt with. More resilient individuals are more likely to respond to adversity in ways that

are less damaging to their physical and mental health. Boris Cyrulnik suggests that an apt metaphor for resilience is knitting. "*The ability to knit together a feeling of selfhood appears to be a major factor in the aptitude for resilience*".[17] (Cyrulnic, 2009) and he states categorically, *"Resilience is a mesh not a substance"*.[18](Cyrulnik, 2009) Evidence of how such a fabric can be woven comes from programmes such as 'The Song Room' in Australia, which is a project that has effectively supported the development of resilience in socially and economically disadvantaged children by using the arts within school settings. An evaluation report by the highly respected Professor Brian Caldwell, and launched by the Commonwealth Minster of Education in Canberra, has highlighted the difference that the provision of an arts education can have on student engagement with their studies and schooling, as well as in helping to develop happier, well-rounded students. Students that participated in The Song Room programme longer-term showed significantly higher grades in their academic subjects (English, mathematics, science and technology, and human society) than those who had not participated; achieved significantly higher results in reading and overall literacy; had significantly higher attendance rates; and were more likely to be at the top two levels of the Social-Emotional Wellbeing Index in respect of the indicators of resilience, positive social skills, positive work management and engagement skills. The research also showed that schools participating in Song Room programmes had better school attendance rates than non-participating schools, with a 65% lower rate of absenteeism for students who had participated in The Song Room programmes.[19] (Caldwell et al, 2011) Through using the art of pedagogy as well as the arts themselves children's lives can be transformed. "*The point I am trying to make, the whole point of my hypothesis, is that the work of art is not an analogy – it is the essential act of transformation, not merely the pattern of mental evolution, but the vital process itself*".[20] (Read,

More resilient individuals are more likely to respond to adversity in ways that are less damaging to their physical and mental health

1951). Art is not an extra to be added to a school curriculum, so that the students can either just relax or have a good time between the lessons that "really count". Rather it is a prerequisite to any balanced attitude to life and healthy living. For children it is an essential factor of their experience of growing that enables them to develop and change towards finding the sources of their own well being, physical and mental health and the ability to live harmoniously alongside others.

"*I believe that art can play –and indeed has an ethical responsibility to do so– a more active and critical role in representing and questioning the complexities that are part of the global world and, although it does not have the power to change anything, it has the capacity and the presence to refocus issues and propose reorientations to society".*[21] (Power, 2009) Joseph Beuys once said that *"Creativity is national income*" and in an age of economic turbulence and uncertainty with soaring youth unemployment, job insecurity and blighted career prospects we should be turning our attention to how to prepare children and young people for such a world. "*As the future unfolds, schools will emerge as critical sites for promoting health, environmental vitality, academic growth, student well-being, and connections across communities… Creating resilient schools will require educators, families and other citizens to develop new capacities"*.[22] (KnowledgeWorks, 2008) Schools, too, can be resilient organisations as they acknowledge and develop social and emotional education, for teachers and children alike, and explore the research on which it is based. It underpins the traditional knowledge curriculum "*Learning cognitive and emotional self-regulation helps young children with other activities and is proving a better predictor of later academic success than IQ tests"*[23] (Prince et al, 2009) and it is allied to a respect for the inner life of each individual child. The schools of the future will have to meet the new world challenges of responsive flexibility, enhanced collaboration and transparency through their own methods of innovation, adaption and openness. Health, learning and the environment are converging in our school communities and creating unprecedented challenges for all involved. '*The general conclusion is that education can certainly help improve health behaviours and outcomes. This can be done by raising cognitive, social and emotional skills, and early launching of these competencies would not only be an efficient way of improving health but also an effective way of reducing health inequalities when targeted at disadvantaged groups*".[24] (Miyamoto et al, 2010)

Educational institutions that are based on the industrial or factory model inherited from the 19th century, with their top-down hierarchical structure, will clearly be found wanting as the movement towards a more creative culture in schools gather pace. Most innovations that really meet the needs of today's learners are likely to take place outside traditional institutions. As governments across the world use the financial crisis as a pretext for increasing the focus in education on effectiveness of student outcomes, reduce autonomy and increase privatisation[25] (Douterlunge et al, 2010) it should be apparent that these are only short term measures that mask the fundamental changes in educational practice that are really needed. The ideals of social cohesion then run the risk of becoming empty promises, adding to the general cynicism. "*Unless we can begin to see that our inherent discontent and drive for increasing competence run up against our interdependence or connectedness, we humans may not survive the next millennium"*.[26] (Young-Eisendrath, 1996) The clock cannot be turned back. The realm of education has become com-

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“As the future unfolds, schools will emerge as critical sites for promoting health, environmental vitality, academic growth, student well-being, and connections across communities… Creating resilient schools will require educators, families and other citizens to develop new capacities.” (KnowledgeWorks, 2008)

petitive, especially between nations. This is understandable in a climate of economic turbulence and anxiety. Yet our contention is that this can also be a disservice if we are serious about creating an education that provides sustainability and is primarily concerned with the well being of our future citizens. The opportunity could be used in a more constructive and far-seeing way and our two publications highlight how this could be done

The texts in this second International Analysis survey the situation in a further five countries where educators are seeking new approaches to social and emotional education. This is an area occupied by pioneers who are searching for what is relevant to our times, and who inevitably achieve differing levels of success, due to a variety of cultural factors. But since 2008, when the first Botin Foundation International Analysis was published, there has been a growing body of evidence that strongly supports our common assumption that a creative and integrated approach to social and emotional education can serve the wellbeing of the child more extensively than the traditional models have done. The final chapter in this publication on the evaluation results of the Botin Foundation's Responsible Education programme fully supports this approach and shows remarkable benefits, within only three years of its initial implementation. Worldwide educational research is coming to similar conclusions. These results in Cantabria are in line with the previously mentioned Song Room outcomes and are also to be found in *Reinvesting in Arts Education* (PCAH, 2011)[27] where findings of neuroscience using advanced techniques are cited that show that: music training is closely correlated with the development of phonological awareness, which is an important predictor of reading skills; children who were motivated to practice a specific art form develop improved attention and also improve general intelligence; links have been found between high levels of music training and the ability to manipulate information in both working memory and long-term memory '*Policymakers and civic and business leaders, as reflected in several recent high level task force reports, are increasingly recognizing the potential role of the arts in spurring innovation, providing teachers with more effective classroom strategies, engaging students in learning, and creating a climate of high performance in schools*'.[28]

When Saint-Exupéry was asked how the child-hero had entered his life, he said that he had looked down on what he thought was a blank piece of paper to find a tiny figure. '*I asked him who he was*.' he explained. '*I'm the Little Prince*' came the reply.[29] (Schiff, 1996) When we look at our educational practices do we have the courage to see them as a blank piece of paper and allow our imaginations to work so that we hear what the children and young people of today and of the future actually need in school, rather than living with presupposed and anachronistic models from the past? To do this we have to accept our unfinishedness as teachers, educators and carers, as we live and work with children who experience more fully the unfinishedness of their human nature than we, as adults, do.

> Man's biggest wealth
> is his incompleteness.
> With this I am wealthy.
> Words that accept me the way
> I am – I don't accept.
>
> Forgive me.
> But I need to be others.
> I intend to revitalize man
> By using butterflies.
>
> From "Mist Biography" by Manoel de Barros[30]

For children the joy of exploration, learning, curiosity, wonder and awe are still fresh and pervasive as long as their environment is conducive to their healthy growth and development. Whether we create butterflies or sheep is immaterial as long as when working with and alongside our children we can keep our imaginations alive. Scandalously for such a century as ours,

When we look at our educational practices do we have the courage to see them as a blank piece of paper and allow our imaginations to work so that we hear what the children and young people of today and of the future actually need in school, rather than living with presupposed and anachronistic models from the past?

with all our immense capacities, not all children have anywhere near this level of good fortune and suffer abuse, deprivation and gross exploitation. Yet there are grounds for hope as the adoption of the Millennium Development Goals has shown, by awakening the international community to the fact that improvement is possible through united action. The number of the world's children in primary education has increased from 84% in 1999 to 90% in 2008. The number of children of primary school age who were out of school fell from 106 million in 1999 to 67 million in 2009, which is a net increase of 7 percentage points despite an overall increase in the number of children in this age group. But in the latter part of this period the rate of progress has slowed, making the goal of universal primary education by 2015 a dim prospect.[31] Child mortality for those who are under five years of age has been reduced by 33% in the last ten years, in other words 12,000 fewer children are dying each day.[32] Although the results so far are not all that were originally hoped for this does show we can improve the lot of our children by working across the historical barriers of culture, ethnicity, and prejudice. We cannot expect an ideal world but we can certainly work to make it better. "*What we are awkwardly groping for today is an art of living that includes an acknowledgement of adversity but does not fall into the abyss of renunciation: an art of enduring that allows us to exist with suffering and against it*".[33] (Bruckner, 2010) And the common sense place to start is with childhood. This is not only a matter of health-enhancing and fulfilling education but of human rights - the right to develop human capabilities that encompass the individual power to reflect and be mindful, to make choices, to seek a voice in society and enjoy a better life.

The United Nations officially published general comments on article 29 of the Convention of the Rights of the Child where they state that this article "*insists upon a holistic approach to education… that…. reflect an appropriate balance between promoting the physical, mental, spiritual and emotional aspects of education … The overall objective is to maximise the child's ability and opportunity to participate fully and responsibly in a free society. It should be emphasised that the type of teaching that is focussed primarily on accumulation of knowledge, promoting competition and leading to an excessive burden of work on children, may seriously hamper the harmonious development of the child to the fullest potential of his or her abilities and talents.*" Our work in this publication, as in the former one, is a celebration of the initiative and endeavours of many colleagues and parents who think along these lines and support each other with new questions, challenges and visions. We look forward to working with the growing number of like-minded people with goodwill for all the world's children who are willing to join us in this necessary reformation of educational practice on our own planet.

Christopher Clouder *FRSA is CEO of the European Council for Steiner Waldorf Education, speaking for 670 European Steiner schools in 26 countries. He has had a long teaching career working with adolescents and is a member of the executive group of the Steiner Waldorf Schools Fellowship for the UK and Ireland. In 1997 he co-founded the Alliance for Childhood, a global network of advocates for the quality of childhood. He gives keynote lectures at conferences, universities and teacher education courses internationally on educational matters, play and imagination in childhood, challenging contemporary issues around childhood, creativity and social-emotional education. He has published numerous books and writes articles on education and childhood and works with policy makers. In 2009 he was appointed the founding Director of the Botin Platform for Innovation in Education, based in Santander in Spain, which promotes social and emotional education and creative learning in schools across the world.*

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Portugal

Love

Social and Emotional Education in Portugal: Perspectives and Prospects

Luisa Faria

Abstract

This work begins by presenting a view of social and emotional education in Portugal and highlights the transformations that have taken place within the Portuguese education system. These changes have gone hand in hand with the social and political changes that the country has experienced, especially since the April 1974 Revolution. This revolution restored democracy and pluralism to society and triggered significant change in the roles played by women, the family and the school.

In Portugal, the *personal and social education* approach has been developed and assimilated in the areas of *civic, moral and affective education*, especially as it is defined in the Education Act of 1986 (the law which defines the current Portuguese education system). The Education Act stressed the encouragement of the integrated and harmonious development of students, in several aspects beyond just the cognitive, including bringing into the Portuguese education system the overall *area of personal and social education.*

In this context, two specific examples of schools and their practices are presented: a primary school – the *Escola da Ponte (The Bridge School)* – and a school for young people whose needs have not been met by the regular education system – the *Escola de Segunda Oportunidade de Matosinhos (The Matosinhos Second Chance School)*. Both schools are known for their holistic and comprehensive approach to student development and their regard for personal and social education.

Next I present, within the conceptual framework of social and emotional education, an intervention programme for children developed as part of a university research project.

Lastly, by way of a summary, I stress that both *personal and social education* and *social and emotional education* are based on a belief in the plasticity of human personality and its ability to be positively altered through learning.

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"Changes, however radical they may be, never manage to completely extinguish that which is permanent."

António Barreto (2000, p. 39)

Introduction: between change and permanence

Portugal is an old country, "one of the oldest nation-states in the world", but young in terms of democracy, as democracy only arrived on 25 April 1974 (Barreto, 2000). It is a country full of contradictions. These make up its wealth and feed the hopes of development and renewal.

It is a relatively small (almost 10 million inhabitants) and poor country, but just 37 years ago it was the last multi-continental empire; it is a country which, over the last four decades, has changed more than any other in Europe, but has the greatest gap between rich and poor. It is a country that has changed the most within the Western world, but remains strongly divided between tradition and modernity (Barreto, 2000).

Today Portugal is an open society, which is experiencing a high degree of uncertainty (Barreto, 1995) and which has been undergoing many changes. These changes have affected Portuguese society as a whole, altering beliefs, behaviours, practices and what has been achieved. Portugal broke away from 48 years of authoritarian and conservative dictatorship, and embraced democracy, change, pluralism, the debating of ideas and differing perspectives. This triggered an explosion of religious and ethnic diversity, as well as a diversity of practices and customs, expectations and aspirations, which demanded new ways of being, living and behaving.

The traditional, rural country with a young population, a high rate of emigration, a protectionist economy and bonds and networks of community solidarity and generosity, of church and family, quickly gave way to a tertiary and aging population. It is a country which is similar to other European countries in terms of immigration, it is open to private enterprise and the market economy, with a welfare state that cares for children, the unemployed, the sick and the elderly in a general, universal and standardised way (Barreto, 2000). The great issue that we face is to know whether the balance of such changes is positive and whether these changes have allowed the best in us to prevail.

My intention is thus to reflect on our most promising attainment, namely the constant attempt to educate and develop citizens who are aware, free, responsible, and independent, able to make and keep to commitments, to actively participate in social life, able to identify with the nation to which they belong, and respecting and exchanging views with others.

Social and political changes in Portugal

Education and the role of women within the family and society

The education of the young population of Portugal reached its peak following the April 1974 Revolution, with adult illiteracy amongst the young becoming almost non-existent and, in 2001, illiteracy among the population at large having fallen to rates below 9% (Table 1).

Compulsory education used to last 9 years and has, since 2009, been increased to 12 years: Law No. 85/2009 of 27 August 2009 considers children and young adults from the ages of 6 to 18 to be of school age. Attendance at all levels of education is increasing exponentially: in public secondary education (10th, 11th and 12th grades, that is ages 16, 17 and 18[1]) attendance went from 14,000 at the beginning of the 1960s, to 350,000 pupils in 2008. However, it was in pre-school and in higher education where

Table 1. *Evolution of illiteracy in Portugal*

Year	Situation	Variation
1900	73%	
1911	69%	-4%
1920	65%	-4%
1930	60%	-5%
1940	52%	-8%
1950	42%	-10%
1960	33%	-9%
1970	26%	-7%
1981	21%	-5%
1991	11%	-10%
2001	9%	-2%

Source: http://projectoio.net/archives/tag/estatisticas

the greatest increases were recorded. The number of pre-schoolers grew from 6,000 children registered at the beginning of the 1960s to 266,000 in 2008, with an increase in average duration of attendance from less than 1 year in 1988 to a current average of 2.5 years. Alongside this an "explosion" took place in higher education, with the number of registered students between 1978 and 2009 rising by 290,000. Government investment in education between 1978 and 2008 experienced a threefold increase, from 1.4% to 4.4% of GDP. Between 1997 and 2003 government funds allocated to the education sector accounted for at least 5% of GDP (Valente Rosa & Chitas, 2010).

The increased take-up of education among the Portuguese population in the last few decades has been particularly strengthened by the participation of women. From the end of the 1970s there were more young women than young men in secondary education (10th, 11th and 12th grades, i.e. 16, 17 and 18 years of age). The ratio of female pupils at this educational level reached its highest percentage during the 1991/92 school year (56.1%), and was 52.7% in the 2007/8 school year. In the first decade of the 21st century, women students were in the majority in higher education, with 53.4 women per 100 students registered in higher education in 2008/2009. This same trend has been observed in academic performance: the ratio of graduates per 100 students is favourable to women, who accounted for 67.1% of total graduates at the start of the decade, and who accounted for 59.6% during the 2008/2009 academic year. Along with the increase in the education of the population and of women in particular, from the 1960s onwards we witnessed the progressive and full inclusion of women into the workforce. The rate of female participation in the workforce increased from 15% in the 1960s to 56% in 2009, with the majority of women being employed in Public Administration, especially in the areas of education and health (Valente Rosa & Chitas, 2010). Furthermore, the participation of Portuguese women in the workforce is one of the highest within the European Union. In 2008, the rate of activity of women living in Portugal was only slightly exceeded by the rates in Sweden, Denmark, the Netherlands and Finland.

Portugal is therefore the country in Europe with one of the highest rates of double income households. This has a clear impact on the social and legal status of women, and on the organisation of family life, the care and education of children and teenagers and the support and care of the elderly, with families and society at large having to adapt to the new role of women.

However, despite the family being the first environment in which the child begins to develop as a social being, modern families must resort to institutions and establishments that specialise in the care and education of children. This brings up the issue of the advantages and disadvantages of a child's education during the first few years of life being entrusted to "strangers", as a result of the mother's professional commitments and of the social or support networks beyond the family that have emerged due to social transformations and the new social and professional roles of women.

The role of the school and of formal education is thus becoming increasingly important in terms of the education and overall development of children and young people, given that the family is no longer the fundamental source of socialisation

The role of the school and of formal education is thus becoming increasingly important in terms of the education and overall development of children and young people, given that the family is no longer the fundamental source of socialisation: schools are currently required to share with families the task of educating and socialising children and young people.

The role of the school in educating children and young people

Despite the particular emphasis that schools place on the development of cognitive skills, the focus has more recently shifted to the encouragement of social and emotional, interpersonal and moral aspects in the development of students. In fact, the objectives of school do not remain the same throughout the school years. The first few years of schooling focus on the overall development of pupils, paying attention to the various aspects of psychological development – cognitive, social, emotional, moral and creative. In the years corresponding to pre-adolescence and adolescence, the objectives of school are more focused on the students' cognitive development and skills, with an increase in the formal organisation of teaching-learning structures i.e., several academic subjects, a variety of teachers each using different evaluation criteria, quantitative grades instead of qualitative evaluation, more competitive learning activities and structures instead of mastery-oriented or cooperative ones.

The increase in the number of years spent at school by children and young people makes the school a particularly important social context for development. On the one hand and in the face of the constant technical and scientific development taking place in society, it has become necessary to teach, train and teach how to learn. On the other hand, in the light of the changes in the social and professional roles of women in Portuguese society, the school is increasingly active alongside the family in assuming the care and education of children. However, in addition to collaborating with families, the school, as an integral part of the community and society, cannot distance itself from other organisations in the environment, especially municipal authorities and some civic associations. The relationship between the school and the family tends to be complex: teachers often blame the failure and behaviour problems of pupils on the family environment and parents complain about the school, holding the teachers responsible for the failure and bad behaviour of their children. It is therefore important to establish strategies to encourage parental participation and closer relationships between the school and the family.

The transformation of education in Portugal

The various social and political transformations that have taken place in Portugal over the last few decades have increased the relevance of encouraging non-cognitive development in formal education. In fact,

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the change in the role of women within society and the family, the change in the role and influence of the family in the education and socialisation of children and young people, the increase in drug abuse, violence, young offenders and teenage pregnancy, have rendered the school curricula obsolete in terms of preparing young people to cope with the new challenges and new roles with which they are faced. Urgent reform is thus required.

In Portugal, after the 1974 Revolution which brought down the authoritarian regime, which was based on a social and political organisation that was bureaucratic and Catholic, (Campos & Menezes, 1996), notable changes took place with regard to the role played by the school in preparing young people for the new challenges of democracy.

Under the former regime, education was based on tradition and the love of God, country and family. A stereotypical division in gender roles was emphasized, highlighting the role of women in the family as housewives and of men as breadwinners. Compulsory schooling was for a short period only (lasting for 4 years up to 1964 and for 6 years after 1964) and was marked by high rates of failure and absenteeism. Teachers were poorly trained, especially those in primary education, and used compulsory textbooks that were centrally imposed and based on the values of the regime (Stoer, 1986).

The influence of economic growth in the early 1970s opened up the regime. Several changes were introduced to the education system: the extension of compulsory education from 6 to 8 years, the inclusion of preschool education, the reform of the university and polytechnic system, which became accessible to all social classes, and the reform of teacher training. Nevertheless, many of these changes were not implemented and the dominant school management system, which was non-participative and non-democratic, prevailed.

The periods of unrest which followed the 1974 Revolution were important for the establishment of democracy and pluralism, influencing the democratic management of schools, the development of new curricula for the various subjects, new textbooks, and the emergence of student organisations and teachers' unions.

The new democratic constitution brought with it new objectives for education, which included the *encouragement of personal and social development and the reinforcement of social cohesion and a collective national identity*. In order to fulfil such objectives, new initiatives and disciplines were introduced into the school curricula. These involved the dissemination of concepts relating to democracy through various subjects during the first 6 years of schooling; the creation of extra-curricular areas such as civic education, geared towards the development of

community projects and undertaking civil service prior to going to University; and the creation of a subject known as "Introduction to Politics" in secondary education (Campos & Menezes, 1996). However, these measures were suspended, after being in force for only two years (1974 to 1976), due to the lack of continuity and integration, the lack of proper training of teachers and adaptation to the development levels of the pupils, as well as due to accusations of indoctrination.

The 1980s were marked by the normalisation of democratic life, which reached its peak with the entry of Portugal into the European Community in 1986. These years witnessed (Grácio, 1981):

- the elimination from the curricula of all values relating to the previous regime;
- valuing the pedagogical and social role of teachers;
- the establishment of a democratic form of governance in schools;
- schools and teachers were gradually given greater autonomy;
- the importance given to the bonds that exist between schools and the surrounding community;
- the full democratisation of the school, open to all social groups.

These years also saw the emergence of several studies and research projects in areas such as political socialisation, the psychology of development and education. The overall conclusions of these studies paint a negative picture of Portuguese young people (Campos & Menezes, 1996; Menezes & Campos, 2000) including:

- a lack of participation in political life;
- support for the democratic system but scepticism about its results;
- values focused on the search for immediate gratification instead of progress or the search for mid to long term objectives;
- a lack of cooperative and participatory attitudes among young people;
- a lack of investment in schools in the personal and social development of students, with curricula, teaching methods, practices and organisations that overrate cognitive development.

With the publication in October 1986 of the Education Act which defined the current Portuguese education system, principles such as the democratisation of education and the fact that the State can neither determine nor organise the educational system on the basis of any type of religious, ideological, philosophical or political orientation were established (Campos & Menezes, 1998). Other key principles were the recognition of the right to education and culture, to equal opportunities in terms of educational success, and to the freedom to learn and teach (Medina Carreira, 1996). Article 47 of the Education Act, which deals with curricular development, focuses on the integrated and harmonious encouragement of student development, in several areas beyond the cognitive, and includes an *area of personal and social education*, as shown in Figure 1. In order to fulfil such an objective, schools must operate as democratic institutions and include personal and social education in their curricula.

The teaching system now comprises 9 years of compulsory schooling, with three cycles and a universal curriculum. In addition to the nine years of compulsory schooling there are 3 years of secondary education, which are divided into three main areas – general, technological and vocational. All students who have completed secondary education may continue on to higher education (Table 2).

The establishment of the *personal and social education area* led to discussions about the best way to put this into practice, with regard

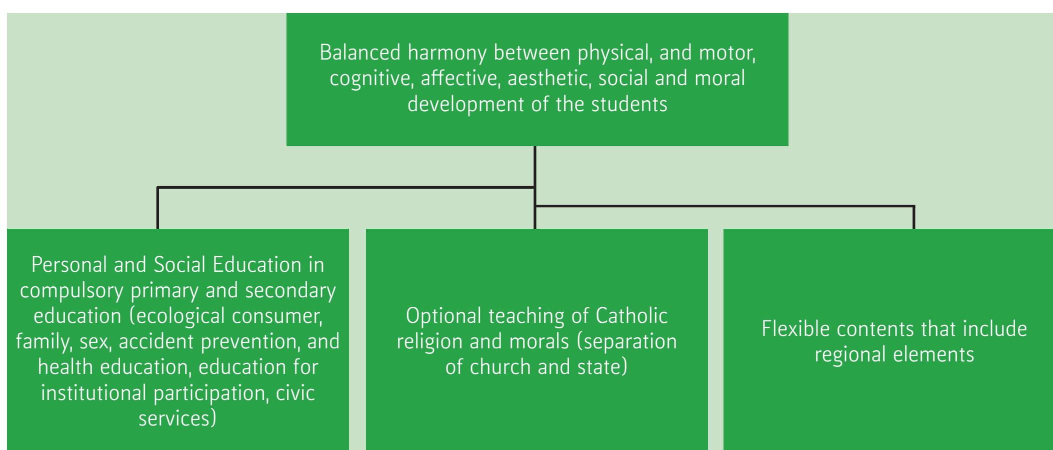

Figure 1. The curricular organisation regarding Personal and Social Education in the Education Act (1986)

Table 2. *The Portuguese education system*

Cycles	Number of Years	Grades	Ages
	Compulsory schooling (9 years)		
1st	4	1st - 4th	6-10
2nd	2	5th - 6th	11-12
3rd	3	7th, 8th and 9th	13-15
Secondary	3	10th, 11th and 12th	16-18
Higher Education	3 - 6	Polytechnic and University	>18

to its format, contents, objectives and methodologies (Menezes, 1993). In 1989 four means of putting it into practice were suggested by the Ministry of Education (Campos & Menezes, 1996, 1998):

- its dissemination throughout the curriculum;
- a non-instructional subject for project development (known as the *Project Area* for the development and implementation of practical activities), of 110 hours per annum;
- specific instruction of 1 hour per week (*Personal and Social Development)*, as an alternative to Moral and Catholic Instruction (agreed to by the Catholic Church);
- extra-curricular activities.

The *Project Area* included a national citizenship education programme during 7th, 8th and 9th grades (13, 14 and 15 years old). The national citizenship education programme addresses areas such as defence of fundamental rights, duties and freedoms, the organisation of the democratic state and participation in democratic life. Teachers were trained to teach these subjects and to develop work with the students in personal and social education, i.e., to help students to participate in the school as a democratic institution by defining and discussing class organization, by discussing school's rules, and by helping them to organize elections to choose the student council representatives.

Project development was an important part of the Project Area. This area was defined as "a project for the development and implementation of practical activities, with a focus on real-life projects, giving students

The introduction of Personal and Social Education on a national level only came into force in 1991

opportunities to take on relevant roles" (Campos & Menezes, 1998, p. 111). The project was designed to be carried throughout the year by the students, which challenged the traditional organisation of schools and the curricula. Specifically, each class in each school had to design a project that the students would develop during the year with the support and assistance of their teachers. One of the goals of this was to enhance the autonomy of the students and the teachers in the learning process (Campos & Menezes, 1996). The *Project Area* was interdisciplinary, aiming to develop an integrated vision of knowledge, to promote cooperative work and to promote the construction of knowledge, connected with the real world, with real problems (social, economic, technological, scientific, environmental, artistic and cultural) in a global perspective. Through this open process, the school could become more open to society and to people, more pluralist, democratic and inclusive.

The introduction of *Personal and Social Education* on a national level only came into force in 1991. It was piloted in 19 schools, and went hand in hand with the national citizenship programme which was implemented in these same 19 schools. The teachers were aware of the difficulties entailed in implementing the objectives of personal and social education across all school subjects due to the fact that the curriculum focused mainly on the cognitive aspects. Nevertheless, the teachers involved in teaching this new subject welcomed the challenge of developing innovative projects that would be different in each school and in each year (Campos & Menezes, 1996).

An evaluation carried out in 1992 by the Institute for Educational Innovation on *Personal and Social Education* showed that teachers, students and parents welcomed the curricular reform, having observed the positive influence of this new subject on teacher-student relationships and the overall development of students (Campos & Menezes, 1996).

The assessment of the national citizenship education programme, carried out by the Institute for Educational Innovation in 1993 with teachers and board members from the schools, showed unanimity in the importance given to the programme, particularly with regard to the encouragement of the active participation of students in society.

The programme was criticized in terms of the difficulty that teachers experienced in including it in the various subject areas in the curriculum, difficulties in accessing course materials such as videos, films and books and the fact that insufficient training was given to teachers to enable them to handle controversial topics. In fact, the implementation experiences of the programme have varied from school to school. Many schools have taken a practical approach which often involved the participation of the whole school community in the discussion and modification of school rules and regulations – based on the rights and obligations of everybody within a democratic school – which were then approved and put into practice by the boards of the various schools (Campos & Menezes, 1996). Some of the projects, conceived locally in each school, included:

- analysing and debating about The Universal Declaration of Human Rights;
- discussing the political organisation of Portugal and understanding the roles of political parties, the parliament, and democratic elections;
- promotion of students' participation in their class as a democratic organization, by promoting and electing student representatives to the school council;
- reflecting on the school's rules and regulations and taking responsibility for the student's voice in the school.

For example, in one school in Porto, after the examination of the school rules, students and teachers agreed that some of the rules were not valid in a democratic organisation, such as the teachers not respecting the queues in the school canteen, and some areas of the school being out of bounds to students. A commission made up of representatives from the teachers, students, other personnel and parents revised the school's regulations, discussed the new proposal for a more democratic school and presented it to the school board, which then approved it (Campos & Menezes, 1996).

These activities and practical approaches allowed the students to actively and responsibly participate in the life of the school and in society at large. They enhanced students' capacities to deal with life's problems and to discuss moral and values-related issues.

The future of personal and social education in Portugal

> *"Knowledge is not useful if it doesn't turn us into better people."*
>
> Miguel Santos Guerra (2011)

In the 1990s the debate about *personal and social education* was characterized by in-depth discussions about its aims and methods. Some discussions revolved around defending its transmission through cultural knowledge and heritage, relating it to an education in morals and values, such as responsibility, justice, goodness and encouraging the socialisation of students through methods such as discussing dilemmas, the introduction of role models representing such values, and leading by example. Others viewed personal and social education within the school milieu as a place of civic participation (the ecological model, centred on context), encouraging the aspect of "doing", that is to say, making the student an active agent in his/her personal and social development and in transforming the social context in which s/he acts and interacts (Menezes, 2007).

In fact, the development of personal and social education in the education system seems to have slowed down in the 1990s, with only one *Personal and Social Development* programme having been approved for the 3rd cycle (7th, 8th and 9th grades, that is 13, 14 and 15 years of age), and one continuing professional development programme for teachers. This has occurred in the context of the increasing emphasis placed on basic skills and evaluation in the curriculum.

In accordance with Decree Law 6/2001 of 18 January, which defined the curricular reorganisation of compulsory education, personal and social education was preserved as a subject area, including three curricular aspects for all students – *Civic Education, the Project Area and Supervised Study Periods.* The 2001 Decree Law seemed, nevertheless, to steer more towards Citizenship Education (building of identity and development of civic awareness among students) than towards Personal and Social Development, following 'to the letter' what is set out in Article 47 of the Education Act, already analysed herein (See Figure 1) (Menezes, 2007).

There are specific textbooks for *Civic Education*, which include goals, suggestions and resources for activities. To give a few examples of the goals outlined in the interpersonal relationships unit (Santos & Silva, 2009):

Examples of goals:

- To get to know your peers in your class;
- To promote self-knowledge;
- To get to know your teachers;
- To understand your rights and duties as a student;
- To create empathy in the classroom;
- To acquire habits of democratic participation and the debating of ideas;
- To agree rules for the optimal functioning of the class and to take responsibility for keeping to the rules;
- To build a self-image according to your personal values;
- To acquire personal capacities that allow you to behave and act coherently in conflict situations;
- To be able to deal with the consequences of poor communication;
- To learn to express and support your opinions;
- To develop skills in the organization and functioning of groups;
- To learn the competencies necessary to be a good and active citizen.

Examples of activities:

- The reading of excerpts from adolescents' published diaries and their discussion in the classroom (small and large groups);
- Definition in small and larger groups of the duties and rights of each individual in the class;
- Organization and supervision of the election of class representatives;
- Discussion of cases of violence and aggression in the school and in society and coming up with the reasons for and solutions to them;
- Writing a letter to a friend in trouble, naming his/her best strengths and qualities;
- Brainstorming about "What is friendship?";
- Discussing moral dilemmas;
- Organization of a debate about aging in the Portuguese population.

Examples of Approaches used:

- Brainstorming;
- Philips 6-6; (the participants are divided into groups of six in order to discuss a subject, a case study or a problem in 6 minutes)
- Role-playing;
- Role-reversal;
- Rotation; (the participants are grouped into groups of 4 or 5 people to discuss a subject. Each group discusses the subject for 10 minutes and the elected secretary makes a summary of the main ideas. After this, one person from each group leaves his/her group and goes to another group, in an anti-clockwise direction. Only the secretary remains in each group in order to inform the newcomers of the main ideas that have so far been discussed. Every 10 minutes one participant in each group rotates to another group and the activity finishes when all the groups return to their initial composition and come to a final conclusion that is presented to everyone)
- Case-study;
- Debate;
- Wall-journal; (A wall-journal is dedicated to a particular theme or to several themes at the same time. It is published on the wall. It includes written texts and graphic elements, drawings, pictures, photos, and images);
- Writing a Prospectus; (This is a flyer that usually accompanies a product, stressing its main characteristics);
- Writing a Biography;
- Interview;
- Exhibition and public presentation of work created by the students at school.

Regarding the future of personal and social education in the Portuguese education system it should be noted that above all "the school

> "...schools can certainly make a difference, but cannot change everything... we cannot rely solely on them to create more democratic, respectful and pluralist societies" (Campos & Menezes)

is a social institution within a larger macrosystem and therefore inevitably reflects the hidden agenda of society i.e. the values transmitted by society at large, which are not explicit goals of the curriculum, but have an impact on schools. This means that schools can certainly make a difference, but cannot change everything. Although schools are involved in the defence of democracy, dignity and diversity, we cannot rely solely on them to create more democratic, respectful and pluralist societies" (Campos & Menezes, 1998, p. 112).

The role played by teachers in personal and social education

The key ingredients for delivering successful personal and social education have been identified in several studies. They are as follows (Lopes & Salovey, 2004; Menezes & Campos, 2000; Puurula et al., 2001):

- interventions need time and continuity. Episodic, short and non-continuous interventions have proved to be ineffective and do not bring about change;
- the interventions must be comprehensive (not episodic or specific) and must be integrated within the school curriculum and/or extra-curricular activities.
- interventions must have a theoretical basis, must be adapted to the culture and to the child or young person's age or stage of development. Interventions should include actual experiences and concrete examples. interventions must include strategies that include participation in and service to the surrounding community, diversifying and transforming the contexts in which personal and social education usually takes place;
- interventions must encourage the involvement of teachers, board members, non-teaching staff and parents, encouraging partnerships between all these stakeholders, as this is the only way to encourage the development of ethical values among the students;
- the interventions must be carried out by trained personnel who continuously support the intervention;
- lastly, they must be subject to systematic monitoring and evaluation.

It is necessary to prepare teachers to achieve all of these challenges. The training should include training in reflecting on their practice in order to make change and excellence possible. In addition to teachers being given the knowledge and skills to teach specific subjects they should be encouraged to develop their own solutions and materials, utilizing and adapting best practice in personal, social and values education as developed by other cultures and countries, carefully choosing those that are most appropriate for their culture and encouraging educational research. The areas that are crying out for further research include the curriculum and organisation of schools, the attitudes and methods of teachers who are attempting to influence the conceptions and development of

**Therefore, the deep political, social, cultural, technological and economic changes that we are experiencing require teachers to be prepared to transform their roles... Students should be equipped to face challenges and transformations during the development of their careers and their lives as citizens, not only in their own country but also in Europe and the world at large
(Campos, 2006)**

students in the social, personal and emotional realms (Menezes & Campos, 2000).

In fact, teachers in several countries in Europe perceive the social and affective dimension of education as a core component of their work and professional responsibilities, and European students, on their part, also consider the performance of teachers in this regard to be a crucial ingredient of the educational process (Puurula et al., 2001).

Therefore, the deep political, social, cultural, technological and economic changes that we are experiencing require teachers to be prepared to transform their roles, to offer skills for life and citizenship education so that their pupils are equipped with the ability to live in multicultural, inclusive and tolerant societies, are aware of environmental concerns, and will encourage gender equality within the family, the workplace and social life. Students should be equipped to face challenges and transformations during the development of their careers and their lives as citizens, not only in their own country but also in Europe and the world at large (Campos, 2006).

It is important that teachers have the skills to deal with ethnic, social and cultural diversity in their classes, encourage inclusion and success for all, create safe learning environments and offer help with learning processes. Instead of merely transmitting content, they must work as a team with other teachers and professionals involved in the learning process, thus making the role of the teacher a less solitary one. Teachers must also extend their work beyond the school gates, and collaborate with parents and other stakeholders in the community, such as municipal authorities, members of civic associations, and local entrepreneurs.

In short, one of the most significant aspects of the educational process is related to the feelings, beliefs, attitudes and emotions of the students, to their "emotional literacy", to interpersonal relationships and social skills, that is, to the non-cognitive aspects of individual development: in fact, in times of curricular transformation, teachers must continue to concern themselves with the personal, social, emotional and moral aspects of the development of their students (Puurula et al., 2001).

The capacity to work with others in a team is a key feature of the school of the future. Students work better in an environment where there is not only discipline, but where the relationships between teachers and students and

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Two schools demonstrating good practice in personal and social development

In my search for specific examples from Portugal that were marked by the quality of their work in the area of personal and social development, including the aspects of morality and values as part of student development, and where such aspects are seen as being an integral part of academic development, I have selected two schools that have developed successful educational projects for children and teenagers.

I shall begin by presenting the older of the two schools, the *Escola da Ponte (The Bridge School)*, a primary school in the municipality of Porto, founded in 1976, which caters for pupils between the ages of 6 and 15 years. Escola da Ponte, due to the importance of its innovative educational programme focused on the student as a whole person, has been the subject of many academic studies and publications. The school has worked in partnership with several universities.

The second school I have selected, the *Escola de Segunda Oportunidade de Matosinhos (The Matosinhos Second Chance School)*, founded in 2008 and the only one of its kind in the country, is part of the European network of "second chance" schools. Second Chance schools are geared towards those young people, older than 15, who have left school without having completed compulsory primary education. These schools attempt to provide these young people with alternative training opportunities and career paths, (re)inserting them into society and positively altering the direction of their lives.

Case Study: Escola da Ponte[2] (The Bridge School)

> *"Educating is like living, it requires consciousness of the unfinished, because the time during which I become who I am along with others (...) is a time of possibilities and not of determinism."*
>
> Paulo Freire (1996)

The *Escola da Ponte* – is located in the municipality of Porto. Catering for First (6 to 10 years old), Second (11 to 12 years old) and Third (13 to 15 years old) cycles, with a total of 220 students, the school uses the following non-traditional educational methods:

- The school is organised in the form of a "team project" in which all students and teachers are engaged;
- there are no class or form teachers;
- pupils are not divided into classes on the basis of their age;

The refuge of the classroom has been eliminated in favour of shared educational spaces

- students work in teams, in mixed groups of students (mixed in terms of age, gender, etc.).

Within each group, the management of time and space allows for opportunities to work in small groups, group participation, "mutual learning and teaching" and individual work. The refuge of the classroom has been eliminated in favour of shared *educational spaces*. The school has thus been designed in an *open-plan* style. Its educational practices are based on the following guiding principles:

- to promote a range of effective learning activities on the basis of a Human Rights strategy (e.g. promoting activities for learning and participation in small groups);
- to guarantee equal opportunities in education and self-realisation to all pupils in the school as citizens with rights and responsibilities;
- to promote active solidarity and responsible participation in all educational processes[3].

The organisational structure of the *Escola da Ponte*, is based on the P3 model. The P3 model is a Scandinavian architectural model from the 1970s, with open areas and multi-use spaces, that facilitate the social integration of students and the use of the school by the community. This model, in terms of space, time and *modus operandi*, requires much greater student participation. Students work with the teachers (who act more as educational counsellors than as traditional teachers by working together with the students as part of the team, on a common educational project) to run the school, plan activities, and to supervise their own learning and assessment. The architecture of the building enables the adoption of *an integrated school day*, allowing the use of every space throughout the day, without breaks occurring in the organisation of the daily work. This takes place within the concept of an open school where the classroom is an workshop where students learn all types of skills, techniques, habits, and are trained to discover the world, also known as a *cooperative (Freinet)* or a *laboratory* (*Dewey)*. This model provides all the spaces needed by pupils to share learning, materials, communications, presentations, etc. throughout the day. The concept of having no walls frees the students and teachers from the rigidity of traditional spaces and helps to demolish *other walls* (Canário, Matos, & Trindade et al., 2003). Finally, the goal of the P3 model, working in the spirit of the Active School (where communication, interaction, discussion and agreement between teachers and students are promoted, where power is shared, and where teachers facilitate learning and students learn to be autonomous), is to favour a variety of ways of learning, both individually or in groups.

In order to provide a learning environment in which pupils are able to increase their knowledge, the work areas are equipped with many resources – such as books, encyclopaedias, text books, dictionaries, books on grammar, the internet, videos and CD ROMs – to encourage pupils to use a variety of sources of information. In order to create a learning environment that facilitates concentration, attention and collaborative work, background music is played in all areas.

Students work with the teachers... to run the school, plan activities, and to supervise their own learning and assessment

In the *Escola da Ponte*, the division into school years or cycles is based on the concept of Core Areas. There are 3 Core Areas:

- *Initiation;*
- *Consolidation;*
- *Deeper Approach.*

For further details, see Figure 2.

The curriculum is made up of 6 subject areas:

- Languages (Portuguese, English, French and German),
- Individual, Local, and Cultural Identity (History, Geography and Environmental Studies),
- Natural Sciences (Physics, Chemistry),
- Logic-Mathematics (Mathematics),
- The Arts (Music Education, Drama, Arts and Crafts, Visual/Technological Education and Physical Education)
- and Personal and Social Development (Personal Skills Training, Psychology and the education of the students with learning difficulties and of students with other special needs, such as gifted students).

The progression of the students throughout the core areas, instead of school years or cycles, depends on the teachers' evaluation of the students in the following areas: how responsible the student is, the quality of his/her relationships and willingness to help others, the degree of persistence shown and concentration on tasks, autonomy, creativity, the degree of participation and pertinence of the student's interventions in the daily activities and discussions, his/her capacity for planning, capacity for self-evaluation, self-discipline, the capacity to do research autonomously, to solve

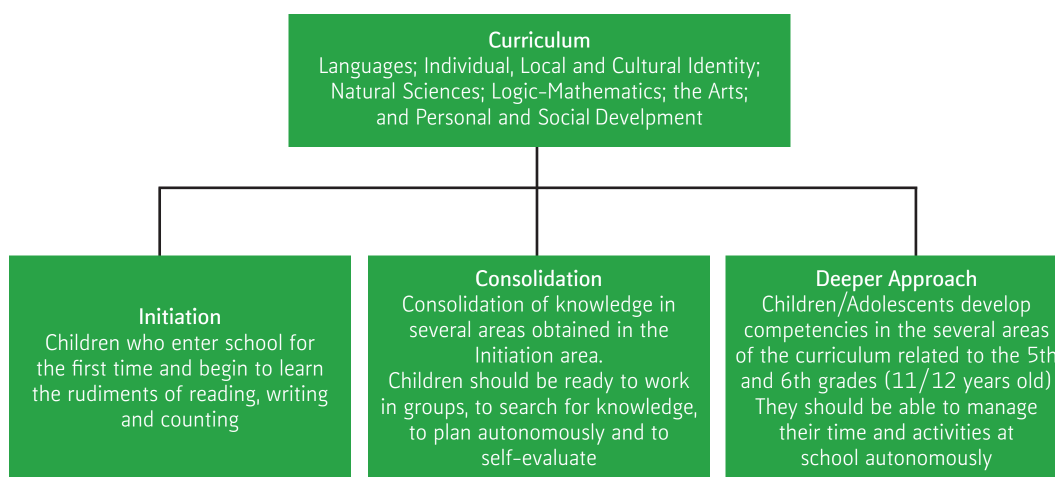

Figure 2. The pedagogical organisation of the curriculum and the core areas in *Escola da Ponte* (The Bridge School)

problems wisely, the capacity to conceive and develop projects, to analyse problems/situations and to make syntheses of the main aspects of these, the capacity to clearly communicate ideas and discoveries, and to use new technologies.

All of these constitute a profile of competencies that is analysed for each student when the decision is being made about his/her transition from the initiation to the consolidation area, and from the consolidation area to the deeper approach area.

The ideal profile of a student ready to leave the *deeper approach core area* includes the attainment and mastery of the following competencies:

- follows and helps to fulfil the responsibilities of the group;
- maintains a good relationship with peers and adults, allowing others to help him/her and is willing to spontaneously help others when they are in need of assistance;
- overcomes difficulties and obstacles without needing help, and contributes to the enhancement of the concentration of his/her peers;
- takes initiatives autonomously, revealing assertiveness in making decisions;
- innovates, is original and coherent;
- participates actively in the school activities, is capable of listening, participating, searching for consensus, and of presenting constructive critiques,
- makes, develops and meets the goals in his/her individual plan of learning;
- corrects his/her failures after analysing the work, searching for solutions and strategies for overcoming difficulties;
- follows the school rules,
- searches for information using different sources and means, collects it critically, and works with it constructively; being capable of communicating about his/her work;
- accepts and uses different points of view, works on solving and preventing problems from occurring, and when problems arise tries to solve them with justice and serenity;
- correctly uses the project work methodology;
- uses complex processes of knowledge and thinking, and analyses what has been produced and the results of interventions;
- is capable of communicating coherently and with clarity;
- uses computer software programmes and resources (Excel, Word, e- mail, internet searches, and can present digital information).

As for the management of *daily life* in the school, this is based on a collective approach where all tasks are divided into several groups of responsibilities, defined on the basis of the needs of the school.

Several pedagogical approaches and instruments for groups have been developed to promote a strong sense of the school as a community and to encourage students to participate in the life of the school and of the community, and as a means of promoting social, personal, and emotional development. As a whole, these approaches support the work taking place in the school and encourage responsible and joint independence, based on the use of one's voice as an instrument of citizenship, in the sense of educating to develop active and participative citizens. Some examples of key approaches are:

- *The School Assembly*. This is a live demonstration of participative democracy, reflecting the involvement of students in the organisation and decision-making processes. The assembly is a fundamental part of the school's mission to develop its students to be active and participative citizens. The students learn how to get on with and work with others. The Assembly committee is made up of ten members

(chair, vice chair, secretaries and board members) and meets weekly with the entire school community. The agenda for the assembly is drawn up by the students and is posted on the school bulletin board. Minutes are taken of every session. Everything that is deemed relevant to school life is subject to discussion and debate: presentations of individual or group projects, decision-making, and conflict resolution;

- *Discussions*. Which serve as opportunities to develop a critical approach, communication skills and the capacity for synthesis – are held whenever necessary. Regular discussions take place every day from 15:00 to 15:30, with the entire core area, or in each work area. These are meetings which include collective reflection and discussions, preparation of Assembly activities, quizzes, presentations of individual or group projects, and educational games;

- *Rights and Responsibilities.* Every year, in the school assembly, the students decide which responsibilities and rights are considered essential. The students prepare a list of responsibilities and rights which is then discussed. The duties and rights which are considered essential to the needs of the school are then chosen by majority vote;

- *The Help Commission*. A group of four students is assigned the task of solving the most difficult problems that are presented to the School Assembly. Two of these students are chosen by the School Assembly and the other two by the teachers;

- *Secrets' Box.* In this box children and young people can leave messages, notes, and requests for help. The purpose of the box is to help the teachers to understand the students' needs and problems, and to help them become happier people. It is a way of helping children and young people to share their needs and emotions with the teaching body in a safe way;

- *Little box of made-up texts.* A place where the children and young people can share things that they have written themselves. The pieces of writing are read by the teachers and may be shared publicly if they are important or if they illustrate something important for the other students.

An extract from a text written by an 8-year old female student:

"Ways of freedom"
As our school tries to be a place where we learn how to become a good citizen, every fortnight, we have a book, which talks about this theme. The name of the book is "How to become a good citizen, explained to young people and others", written by the Portuguese poet José Jorge Letria. He says that, every day, we do things related to being a good citizen .He also says that a good citizen has the capacity to guide him or herself by the responsibilities and rights in the Portuguese Constitution. Solidarity is a way of becoming a good citizen. To sum up, being a good citizen is to respect the others."

- *Pieces of Me.* This is a space and a time where the students can share important things about themselves, writing these on a wall, which has been designated for this purpose or speaking about such topics in the School Assembly. This approach promotes the expression, management and regulation of positive and negative feelings, emotions, and thoughts;

- *Personal, Social and Emotional Development Sessions.* The students volunteer to take part in these sessions at the beginning of the school year. They divide themselves

The school offers a curriculum that values both formal learning and "informal" learning

into small groups and during the year they organize sessions, with the educational counsellor, on subjects such as: drugs, sexuality, love, dating, friendship, relationships with peers or parents, racism, and domestic violence. A variety of resources are used in the sessions, such as: audio and visual media, news clippings, etc. Fictional or true stories and dilemmas are used as the main lens through which the students consider and debate the problems, discuss possible resolutions and the consequences of the decisions, and come to several possible effective and adequate solutions. The ability to share and to trust is developed during the course of the sessions, and in some cases these sessions act as a means of psychological support.

With regard to teaching, the counsellors work alongside the pupils, taking into account the specific needs of each student. The cooperation between educational counsellors and the work of students in mixed age groups becomes common practice. The aim is to get students to create work that values reflection and cooperation, demonstrates the capacity for critical synthesis and investigation and, in addition, also places value on the subjects which are part of the National Primary Education Curriculum (e.g. Mathematics, Portuguese, Natural Sciences). However it goes beyond this. The school offers more than the national curriculum. It offers a curriculum that values both formal learning and "informal" learning (i.e. those learning experiences that happen spontaneously: learning through teamwork, through participating in the school assembly, etc.). In this way, the curriculum is different for each person, as *every student is the author of and the actor in his/her educational path.*

Every fortnight each student meets with his/her educational counsellor (who directs the educational route of his/her pupils and ensures that there is a strong connection between family and school) to plan what they wish to learn in the next fortnight (*Two-weekly Plan*). This plan includes subjects that are common to the whole school and which are undertaken as collective activities (such as the creation of the assembly) and individual subjects that are negotiated with the educational counsellors responsible for that subject or skill area. The *Two-weekly Plan* is the basis for each daily learning plan (*Day Plan*), which is almost always developed on the basis of *research and exploration*, a learning-by-discovery process, where learning to do goes hand in hand with learning to learn. The educational counsellor also observes the attitudes and behaviours of his/her pupils and helps them to master everyday learning management strategies.

The parents are actively involved in supporting the education of the pupils and the management of the school. Parent-school contacts are made whenever necessary via the educational counsellor who works alongside, guides and, in collaboration with the other educational counsellors, carries out a daily assessment of his/her pupils' learning. There is a Parents' Association, which is one of the school's most important partners. In addition to meetings and activities organised by the Parents' Association, monthly meetings

are held between the parents and the teaching body in order to discuss and make decisions that affect school life.

This school is founded on values such as *solidarity*, *a democratic approach*, *autonomy*, *responsibility*, *liberty* and *cooperation*. In short, the mission of the school is to educate to enable reflection, constructive criticism, debate and change. Autonomy is a value that pupils acquire as they advance in their learning. The way that the school is organised is inspired by an inclusive and cooperative philosophy which translates into very simple aspects: *we all need to learn, we can all learn from one another and s/he who learns, learns how to be a good citizen in his/her own way.*

In addition to meetings and activities organised by the Parents' Association, monthly meetings are held between the parents and the teaching body in order to discuss and make decisions that affect school life

Several universities and a number of undergraduate and graduate students have observed and evaluated the Escola da Ponte's approach to education and have given excellent feedback about how it functions and how it is organised. In particular the evaluation reports highlight the school's emphasis on the holistic development of its pupils, the close relationship between learning and holistic personal development (i.e. not only cognitive/academic development), as well as the positive academic results obtained by the students. An external commission appointed by the Ministry of Education, in 2003[4], to evaluate the Escola da Ponte, produced a report in which they concluded that the students of Escola da Ponte were superior in almost all the areas of the national examinations, especially in reading comprehension and writing, in Portuguese, and in mathematical problem solving. Compared to other schools in the region Escola da Ponte had fewer pupils in the fifth and six grades who failed or dropped out of school.

Overall, the different evaluations show that it is possible to obtain favourable results regarding cognitive, personal, social, and emotional capacities by following the Escola da Ponte's approach.

There have been approximately 32 undergraduate, masters and doctoral theses written about this school, as well as many internship theses and projects by universities from across Portugal. In addition, around 30 books, both in Portuguese and Brazilian Portuguese, and articles in a wide range of journals and magazines with an extensive readership have disseminated the school's successful approach and its social relevance to the local community and to society at large.

The Escola da Ponte takes an implicit approach to social and emotional education, through the whole range of educational approaches that make up its ethos, and seeks to promote approaches which enhance students' development as socially and emotionally intelligent citizens.

The Second Chance Schools do not attempt to fit each pupil into predefined categories and processes. Instead they create personalised training plans which are adjusted to the interests, abilities and experience of each student

Case Study: Escola de Segunda Oportunidade de Matosinho[5] (The Matosinhos Second Chance School)

> *"Teaching is not only a way of earning a living, but is fundamentally a way of contributing to the lives of others."*
>
> Miguel Santos Guerra (2011)

Second Chance Education was born out of the awareness, which since 1995 has been growing in the European Union, that we must offer young people who have had negative schooling experiences, the opportunity to attend new schools that work in alternative ways. The Second Chance Schools do not attempt to fit each pupil into predefined categories and processes. Instead they create personalised training plans which are adjusted to the interests, abilities and experience of each student. The strength of the second chance model lies in its flexibility and the fact that the education and training that is offered is adapted to the needs of its target population. The *Escola de Segunda Oportunidade de Matosinhos* was born out of a joint initiative of teachers and other educational professionals who, in 2005 founded the *Association for Second Chance Education*. The aim of the association was to open a second chance school in Matosinhos, in the district of Porto, Portugal, that would form part of the European Association of Cities, Institutions and Second Chance Schools (*E2C Europe*). For approximately four years, the Association for Second Chance Education worked to create the conditions to open the school, promoting the concept among the various players in the educational field. The association developed a number of second chance educational activities with young people, including three years of international young student exchanges as part of the *Arts and Dreams* programme[6]. These activities provided a space for testing some of the approaches and methodologies to be used in the new school. The school was finally opened on 1 September 2008, supported by a partnership between the Association for Second Chance Education, the City Council of Matosinhos and the Regional Office of Education in the North.

The Matosinhos Second Chance School emphasises its belief in the right of everyone to have a second chance to discover that they have the capacities, the dreams and aspirations to make it in the world and that they also have a right to a future. It is not just a school. It is a social and cultural project that attempts to intervene at various levels in the lives of young people. Key aspects of the school are as follows:

- Many other organisations are actively involved in the school, for example, the Institute of Employment and Vocational Training, the local schools, the Centres for New Opportunities (which are units that are responsible for meeting the training need of people older than 18 years, who did not complete compulsory schooling),

the Parish Councils, the Health Centres, the System for Protection of Children and Young People, and Business Associations. The school is part of a more widespread policy of urban regeneration and helping young people back into society.
- The school works closely with local businesses and industry, persuading businesses to incorporate social responsibility issues into their strategies, encouraging them to sponsor school activities, to offer young people training/apprenticeship opportunities while they are at the Second Chance school or even offer them jobs once they have graduated. The school also seeks to work with business associations and trade unions to make them aware of the future employment needs of these young people.

In this way the Matosinhos Second Chance School offers young people between 15 and 25 years of age who have left school without having obtained basic qualifications and skills, an experience of training that is motivating and which is geared towards the development of personal, social, emotional and vocational skills based on the students' aspirations and abilities. Of central importance is vocational training and the creation of life plans. The education offered includes:

- the acquisition of basic skills (literacy, numeracy, and social skills) and practical on-the-job training. The subject areas offered by the school include:

(I) music, theatre, and movement (dance, physical education),
(II) computer software and hardware,
(III) multimedia and web-design,
(IV) arts and wood, ceramic and metal technologies,
(V) cooking, hotels and tourism,
(VI) electronics, and
(VII) building construction.

- the use of artistic education as an instrument for motivation and organisation of learning. In addition to the subject areas outlined above the students can share their skills and knowledge with others outside Portugal, through visits to partner organisations in Europe. In addition, the products that the students create at school are sold in the local community, in order to give social meaning and relevance to the youngsters' work. Artistic education can be used as a space of learning and training, but is also a space where trust and skills in relating to others can be developed, a motivating environment and a more flexible and informal educational offering;
- the education and training is based on the needs and interests of each student. Each pupil develops his/her *Individual Training Plan*, with the support of the school's guidance professionals;
- students' progress is closely supervised by the school tutors, who suggest and negotiate with each pupil any necessary adjustments or reformulations to their training plan.

All young people at the school:

- take accredited vocational and academic courses;
- participate in cultural, sports, and health and safety activities, and go on field trips; take part in international exchanges;
- participate in identical programmes in other countries, mainly those organised by other European Second Chance Schools.

Many young people are interested in attending the Second Chance School. *What attracts these young people to the programme? What makes this school different from other schools?*

(I) The school is a social area, a democratic organisation where the opinions of young

people are taken into account. The school has a relatively flat structure and is not very hierarchical. There is a strong prevalence of horizontal relationships, students are listened to and participate in school decisions;
(II) The school is based on a motivational approach that constantly attempts to meet the needs and motivations of young people, fostering enthusiasm and providing reasons to come to school each day in order to participate in the training activities and live more satisfying lives;
(III) The approach of the school includes a number of different theories and disciplines: *Student-Centred Learning (Carl Rogers), Unconditional Acceptance, Positive Discipline (Jane Nelsen), Non-Use of Punishment, Acknowledgement of Mistakes, Logic and Natural Consequences, Error Correction, Attachment Theory (John Bowlby and Mary Ainsworth), Encouragement of Emotionally Corrective Experiences, Modelling (Bandura), The Importance of the Affective Valence in Behavioural Modelling, Zone of Proximal Development (Vygotsky), Assessment, Diagnosis and Support in Dealing with Special Education Needs, Operant Behavioural Theory, Positive Reinforcement (Skinner);*
(IV) The school offers a space for communication, where relationships based on trust and affection are built day by day;
(V) The school has a team of dedicated, young, and talented professionals that are devoted to the project;
(VI) The school is structured as an integrated project, with interventions taking place on several levels: the individual level – cognitive, social, emotional, health; the family level – identification and solution of problems in the nuclear family; the socio-community – integration and participation in the local community; the labour level – training skills and competencies adapted to the labour market. The school has a good public image and makes a positive impact on the community;
(VII) The school offers a curriculum in which vocational and artistic training plays a central part as do both intercultural and international exchanges;
(VIII) It places key importance on the development of personal, social and emotional skills, and the re-direction of students' life paths away from social exclusion;
(IX) The school staff unconditionally accept young people, in terms of the way that they speak, they dress, their personal styles, what they eat and drink, and their mood swings;
(X) The school staff are prepared to take risks and to work in spheres of exploration and uncertainty;
(XI) The school values the talents of young people, which are often hidden, seeking to discover and recognise their potential.

Some facts and information about the pupils and the school:

(I) Almost 100 young people have attended the school. At the moment approximately 40 students attend the school;
(II) Some students were assisted in obtaining Portuguese citizenship through the Foreign and Borders office;
(III) All young people were enrolled on accredited programmes. About 50 young people (50%) took certificates for courses at the level of the 6th to the 9th grades. All students received vocational training and many found jobs. Other pupils were directed towards other double certification training programmes, and mainly returned to 'regular' schools to take these;
(IV) About 10% of the young people dropped out of the training. Nevertheless, the school still keeps in contact with them;
(V) In the case of a few students attendance was low and irregular, and almost always related to situations of personal vulnerability and the fragility of their support networks, as well as higher

exposure to factors and processes of social exclusion;
(VI) A number of mental health disorders were detected among the group of students – cases of Antisocial Personality Disorder, Depression, Schizophrenia, Learning Disabilities, Dyslexia and General Anxiety. All cases were referred to specialised institutions and were individually handled by the Support and Guidance services;
(VII) For most of the students, excluding the abovementioned extreme cases, the rate of attendance was high, at around 75% to 80%;
(VIII) The Matosinhos Second Chance School develops collaborative initiatives with regular schools, in terms of supporting attendance and progress of pupils at risk of dropping out;
(IX) Young people feel a high level of satisfaction with what is offered by the school, and a strong sense of identification and belonging;
(X) The number of incidents and crises has gradually been reduced, resulting in a normally calm and safe school environment;
(XI) A high level of satisfaction among teachers and other professionals involved in the school was observed which was associated with a strong identification with and connection to the school;
(XII) The school has an excellent public image;
(XIII) The project is growing and shows clear signs of dissemination including the possibility of creating new schools. The school staff have received invitations to participate in seminars, conferences, interviews, to write articles and take part in other forms of dissemination to schools;
(XIV) The school has had a remarkable impact internationally, at the level of the European Second Chance School network (*E2C Europe)* which entrusted the school with the task of organising its main annual activity, the *Youth Event*, in the first year of its membership. The school was active in founding INFACCT – *International Network for Awareness, Creative Citizenship and Transformation* based in Portugal. The school is a partner in many international projects. This provides the young people and their teachers with a wide range of opportunities for travel and cross-cultural exchange.

This school is successful in the community within which it operates. In 2009 it received an excellence award for best practice in vocational training in Portugal from the Portuguese Ministry of Education. Others are keen to replicate what the school is doing. Currently an identical school in Porto is in the process of being founded and other cities in Portugal are interested in creating identical offerings. Several national and European studies have selected this project as a case study. The school has also been recognised on a European level, especially by members of the European networks to which it belongs[7].

The emergence of social and emotional education in Portugal

The focus on personal and social education in Portugal, especially with regard to the national curriculum and its intensification in the 1980s with the publication of the Education Act (1986), strengthened in parallel with the increase in academic and university research, into the area of two of the "new intelligences", the social and emotional. In Portugal the projects which deal with social and emotional education, as opposed to personal and social education, are more clearly identified with CASEL (*the Collaborative for the Advancement of Social and Emotional Learning*)[8] and reflect the principles of many interventions inspired by North American approaches, based on social and emotional learning programmes.

The 1990s witnessed new developments in the fields of intelligence and motivation, which broadened the traditional concepts of what it means to be intelligent and motivated and added new data to the ingredients for success at school and in society

In fact, whether we speak of personal and social education, closer to values education (which is primarily concerned with the transmission of basic values, such as courage, goodness, etc.) and affective education (primarily concerned with the development of psychological processes which facilitate the acquisition of competencies to deal with adult life, such as empathy, social-perspective taking, principled moral reasoning, etc.) (Campos & Menezes, 1998), or of social and emotional education, all share the belief in the plasticity of human personality, which is subject to positive change through learning (Mayer & Cobb, 2000).

The 1990s witnessed new developments in the fields of intelligence and motivation, which broadened the traditional concepts of what it means to be intelligent and motivated and added new data to the ingredients for success at school and in society. Such developments are the natural corollary of the evolution, over recent decades, of the understanding of the concept of *intelligence*, which has moved away from the results of the IQ tests and towards emphasising the development of multifaceted intelligences and specific skills and abilities. Along the same lines, the set of abilities assessed by classic intelligence tests is now perceived to account for only a small proportion of the abilities deemed to be truly relevant to success (Sternberg, 2005). As such, the conventional intelligence tests seem to favour a limited segment of the population, in that they assess specific and limited abilities. The tests assume that the individual operates within a more or less decontextualised environment. However, in different cultural contexts, the abilities required and encouraged are different; from *the practical* and *the creative* through to *the emotional*, well beyond the academic or analytical (Sternberg, 2005).

Likewise, the focus of research with regard to *motivation* has also changed. Whereas the first motivational psychologists focused on the activation of behaviour, i.e. that which initiates behaviour, researchers are currently more interested in the type of activities carried out by individuals. The first researchers, working in the 1920s, were mainly concerned with observable actions, whereas researchers nowadays are concerned with cognitions and emotions.

Nowadays, the concept of intelligence as a heterogeneous and multifaceted concept is understood by laymen, children, young people and adults, who perceive many kinds of intelligence, well beyond a merely cognitive-rational definition. In this way, both the layman and the expert have embraced multifaceted conceptions of intelligence, placing value on attributes considered less traditional, such as social and emotional factors. Intelligence can be conceived in different ways by different cultures (Sternberg, 2004).

Educational practices vary from culture to culture, encouraging different qualities in the

education of children and young people well beyond skills of a mere cognitive-rational nature, advocating much broader concepts of what it means to be intelligent including, among others, interpersonal relationship skills, respect for others, the ability to live in a family and in society, mutual help and co-operation. Individuals, on their part, when observing models and situations of success and failure in different aspects of life, especially in the home and at school, can identify those intelligence models worth emulating and, simultaneously, are able to build implicit theories on the factors leading to success, which will affect their future performance (Sternberg, 2000).

An example of a social and emotional education programme for children

To paraphrase Zimbardo (2004), we have to fight to put "more psychology into our lives and more life into psychology". Nowadays, the results of longstanding studies carried out in the field of psychology and similar sciences enable us to draw conclusions as to what must be encouraged and how to do the right thing in terms of social and emotional education of children and young people. Some of the examples that clearly illustrate the importance of research in psychology, more specifically in the field of education, in improving the emotional wellbeing of children and teenagers, point to the conclusion that team work, which includes the sharing of material in learning groups where each person contributes information that is relevant to the group, has a boosting effect on the capacity of each student to listen to what others have to say. Attention paid to others helps to achieve good results (Zimbardo, 2004).

But how do we choose among the different intervention models in the challenging task of providing social and emotional education? What are the ingredients of a successful intervention? How to benefit the children? How long do such benefits last? How to transfer such effects to other contexts and situations, beyond those for which the original intervention was designed? These are some of the questions that are difficult to answer and that we shall attempt to illustrate by presenting one programme of social and emotional intervention carried out as part of a doctoral thesis in Portugal. This programme was selected because it was evaluated and it included an experimental and a control group, as well as a target population of children.

"*Devagar se vai ao longe*" ("*Slowly but Surely*") Programme in the First Cycle of Primary Education[9] (ages 9 to 10)

This programme, under the name of "*Devagar se vai ao longe – Programa de desenvolvimento de competências sócio-emocionais no 1º ciclo de ensino básico*" *(Slowly but Surely – Programme for the development of socio-emotional competencies in the first cycle of primary education – for students between 6 and 10 years old)* was developed by three researchers, Raquel Raimundo and Alexandra Marques Pinto, from the Faculty of Psychology of the University of Lisbon, and Luísa Lima of the University Institute of Lisbon (Raimundo, Marques Pinto, & Lima, 2010).

This is a universal prevention programme, created within a school environment, aiming at developing social and emotional skills (specifically social and emotional efficacy, understanding, management and expression) among children. It aims to encourage:

- self-knowledge and self-control skills to achieve success at school and in life;
- use of social awareness and interpersonal skills to establish and maintain positive relationships;
- demonstration of decision-making skills and responsible behaviour in personal, school and community contexts.

The programme was implemented during the 2007/8 academic year with 318 pupils from the 4th grade (175 boys and 143 girls) from 6 schools. The average age was of 9.3 years and the children were predominantly middle class. The programme was based not only on the literature in the domain, but also on interviews with teachers and head teachers of schools with regards to the behavioural and social characteristics of the target groups, as well as the general organisation and functioning of the classes and schools. The interviews elicited information about good practice in schools regarding all these topics. The Slowly but Surely programme included a total of 21 sessions, each lasting 45 to 60 minutes, which were incorporated into the school curriculum and delivered by a psychologist, in the presence of a teacher. The techniques and strategies used included:

- reading stories based on real or fictional cases involving social and emotional issues;
- reflection based on the stories discussed in the sessions;
- brainstorming ideas of the most efficient strategies to deal with social and emotional problems;
- modelling and role playing the best attitudes and behaviours;
- feedback (reinforcement of positive behaviour);
- pedagogical games;
- teamwork;
- training of daily skills, by direct instruction, modelling, role-playing and reinforcement of positive behaviours and attitudes.

Of the 16 classes that formed part of the study, 11 comprised the intervention group (N=213 pupils) and 5 comprised the control group (N=105 pupils). The control groups took part in origami activities.

The evaluation of the efficacy of the programme included questionnaires handed to pupils immediately before the implementation of the programme (pre-trial) and after (post-trial), with follow-up to be implemented thereafter. The follow-up consisted of an evaluation using the same questionnaires, which were completed by the pupils 6 months after the post-trial evaluation. Likewise, the teachers also completed pre- and post-test questionnaires, whereas parents only did the post-test. The evaluation of the programme implementation process was also carried out by the researcher who implemented the programme, by means of weekly recordings of the sessions and through qualitative post-test evaluation with the teachers.

Overall, significant benefits were observed in the intervention groups, especially with regard to social and emotional skills and psychological adjustment. The control groups improved very little in terms of emotional awareness and anxiety and their peer relationships worsened. Children with below average social and emotional skills and psychological adjustment benefited more from all aspects of the programme. In terms of gender, boys benefited in terms of self-control and reduced levels of aggression. With regard to the social and economic context, the programme had a similar effect on all groups.

Evaluation of the contribution of the programme

The authors concluded that the programme has the potential to be extended to a larger group of 4th grade pupils, as it proved to be effective in the development of social and emotional skills and psychological adjustment.

My conclusions are that it is important to strictly define the social and emotional dimensions that will be the target of the intervention, to use samples from the normal populations as well as samples from populations at social and emotional risk, and, above all, to question the role of episodic, short and non-continuous interventions, adopting a more

systemic approach, with the involvement of the family and the various school agents, such as teachers, board members and non-teaching staff.

Intervention proposals: The path towards a better education for all

The issue of how best to educate for personal and social transformation poses a challenge with no easy answers. Nevertheless, the results of many studies have shown that, as well as the use of a range of pedagogical methods, the development of learning environments that emphasize the connection between teaching and learning is fundamental. That is, environments in which pupils have the chance to think in an independent and critical manner and to reach their own conclusions, i.e., for each pupil to recognise and listen to their own voice (Tisdell, 1993).

Therefore, teaching strategies must include activities of information research and problem solving, and must diversify the approaches to interaction used in the classroom, creating opportunities for discussion among the pupils and encouraging teamwork and project work.

Teachers must try to use learning situations that associate theory with practice and which involve different contexts, mainly through the use of experiences that directly relate to the reality and the lives of the pupils. In order to achieve this the learning situations and contexts must foster reflection and the involvement of all pupils in the learning process, via the handling of materials and the flexible use of textbooks, as important sources to stimulate self-learning and a critical approach. (Association of Mathematics Teachers – APM, 1998, in Faria, 2004; Tisdell, 1993). Furthermore, the evaluation of knowledge, skills, attitudes and values must be conducted through the use of methods other than traditional tests, and be based more on learning over time, by recording the performance of pupils throughout the year (APM, 1998, in Faria, 2004).

In addition, all material related to minority groups that is included in the curriculum must analyse and consider the inequality in the power of minorities. When we speak of minorities we still cannot avoid including women and individuals from disadvantaged social and economic backgrounds and other groups at risk of social and cultural alienation (Tisdell, 1993).

In addition, it is paramount that we develop and make use of strategies to encourage the involvement of parents, in order to bring school and home life closer together. The role of teachers is critical, as "… like the parents, they act as privileged interpreters of the objective development of children and teenagers, transmitting beliefs and expectations, encouraging and reinforcing behaviours, evaluating skills and helping to develop their personal perceptions of competence, in a more or less coherent and adjusted sense" (Faria, 2002, p. 64).

In fact, the role of the teacher and his/her personal theories of competence, as systems of meaning or theories of self with regard to competence which lead people to think, feel and behave differently in the same situations (Dweck, 1999), acquire special relevance here. A teacher with more dynamic or malleable concepts of competence (as opposed to static concepts) who views competence as something that can be developed through effort, instead of a quality that "dwells within us and that we can't change" (Dweck, 1999, p. 2) will need fewer strategies to defend his/her professional image and will spend less time searching for external explanations for the failure of pupils. Such a teacher will learn from setbacks and make a greater effort to try to resolve problems and challenges that arise. In other words, in light of the fact that the personal theories of teachers affect

Teachers must set high standards for all the students, not only for the high-achievers, and create a nurturing atmosphere for learning, full of genuine affection and concern for the students, believing in improvement for all (Dweck, 2006)

their daily performance at school, those with more dynamic concepts will make use of strategies and practices of interaction with pupils that will encourage the development of their overall abilities through hard work, self-respect and respect for others.

In fact, personal theories with regard to various personal attributes, including competence, form the manner in which individuals perceive themselves and perceive what surrounds them in competence-relevant situations (Dweck & Molden, 2005). Consequently, these conceptions integrate, influence, attract or highlight other personal constructs, such as achievement goals, self-concept, self-esteem, and self-efficacy, all of them meaningful in achievement situations and contexts (Faria, 2006).

The two qualitatively different systems of meaning represent two distinct forms of conceiving the *self* – one static and the other dynamic – so that the static conception conceives the *self* as a group of static traits, a perception which leads the individual to pursuing performance goals in order to protect his/her self-esteem or his/ her feeling of personal competence. In the dynamic conception, the individual perceives the *self* as a collection of characteristics and attributes which can be developed through his/her own actions, which leads to the pursuit of learning goals so as to maintain and promote feelings of personal competence and personal value (Dweck, 1991, in Faria, 2006).

The greatest challenge of all is how to become a dynamic oriented teacher, that is, "a teacher who believes in the growth of competence and talent, being fascinated with the process of learning" (Dweck, 2006, p. 194). Therefore, he/she must set high standards for all the students, not only for the high-achievers, and create a nurturing atmosphere for learning, full of genuine affection and concern for the students, believing in improvement for all, instead of creating an atmosphere of judgement (Dweck, 2006). Besides *challenge and love*, it is important to *work hard* and with *energy* with the students, teaching them to love learning, and to think and learn for themselves. But above all, dynamic-oriented teachers use teaching to grow and to continue to learn along with the students (Dweck, 2006). Therefore, everyone can change towards a path "of valued skills and knowledge accrued over time and put to use for oneself and others … (towards) a life of strong commitments and earnest effort" (Dweck, 1999, p. 155).

Moreover, regarding the way in which teachers understand the external mediators that affect students, if teachers are well informed about the psychosocial mediators (i.e. the role of the social, economic and cultural backgrounds of each pupil, the role of the beliefs that live in each family, and the role of gender differences) through which the environment influences relevant psychological attributes such as competence, it will be possible to expect some degree of positive

intervention by the teacher, mainly by way of encouragement of more dynamic and more flexible concepts and practices. For instance, the teacher's knowledge of the research evidence on gender and socio-economic status differences in psychological attributes such as competence, can pave the way towards the adoption of teaching-learning strategies more suited to these groups.

Finally, education professionals must also challenge their own implicit beliefs, representations and theories with regard to competence, analysing how these affect their actions on a daily basis (Faria, 1998, 2008; Tisdell, 1993). Becoming aware of what makes us act in particular way is the first step towards making the changes required.

Only in this way, will teachers – and the school – be able to offer all pupils, without exception, intellectually stimulating activities, rich and meaningful educational experiences, enabling everybody to decide on their course of action, now and in the future, in an increasingly autonomous, responsible and effective way.

Notes

1 Pupils in Portugal begin their schooling as of the age of 6; children who are 6 before the 15 September of the school year can be registered to start school. Therefore, to know the age pertaining to each grade within the Portuguese education system, you just have to add 6 to the grade in question.

2 I wish to acknowledge the collaboration and welcome offered to me by the principal of the school. In addition, I would like to especially thank Dr[a]. Ana Moreira, teacher and member of the Board of *Escola da Ponte*, who allowed me to visit the school, gave me access to several written documents, and participated in the discussion and compilation of this text about the school.

3 Education Project "*Fazer a Ponte*" ("Making the Bridge").

4 Commission of External Evaluation of the Project "Making the Bridge" (2003). *Report to the State Secretary of Education*. Coimbra. In http://www.escoladaponte.com.pt/document/CAEPonte consulted on the 15th June 2011.

5 I wish to acknowledge the collaboration and welcome offered to me by the principal of the school, Dr. Luís Mesquita, who allowed me to visit the school, gave me access to several written documents, and participated in the discussion and compilation of this text about the school.

6 The Arts and Dreams programme is a European exchange programme for teachers and students from the artistic education domain, promoting and supporting visits of teachers and students to partners in Europe (i.e., Spain, the United Kingdom, Bulgaria, Romania, Poland, Portugal, etc.), for learning, teaching, performing, and innovating in their arts specialism (dance, music, theatre, painting, etc.).

7 Editor's Note: The chapter on Singapore also includes a case study on a second chance school in that country.

8 Editor's note: For further information on CASEL please refer to the chapter on the USA in "Social and Emotional Education, An International Analysis, Volume 1" (published by the Foundation M. Botin, 2008)

9 I wish to thank Prof. Alexandra Marques Pinto of the Faculty of Psychology, University of Lisbon for providing the bibliography of the programme.

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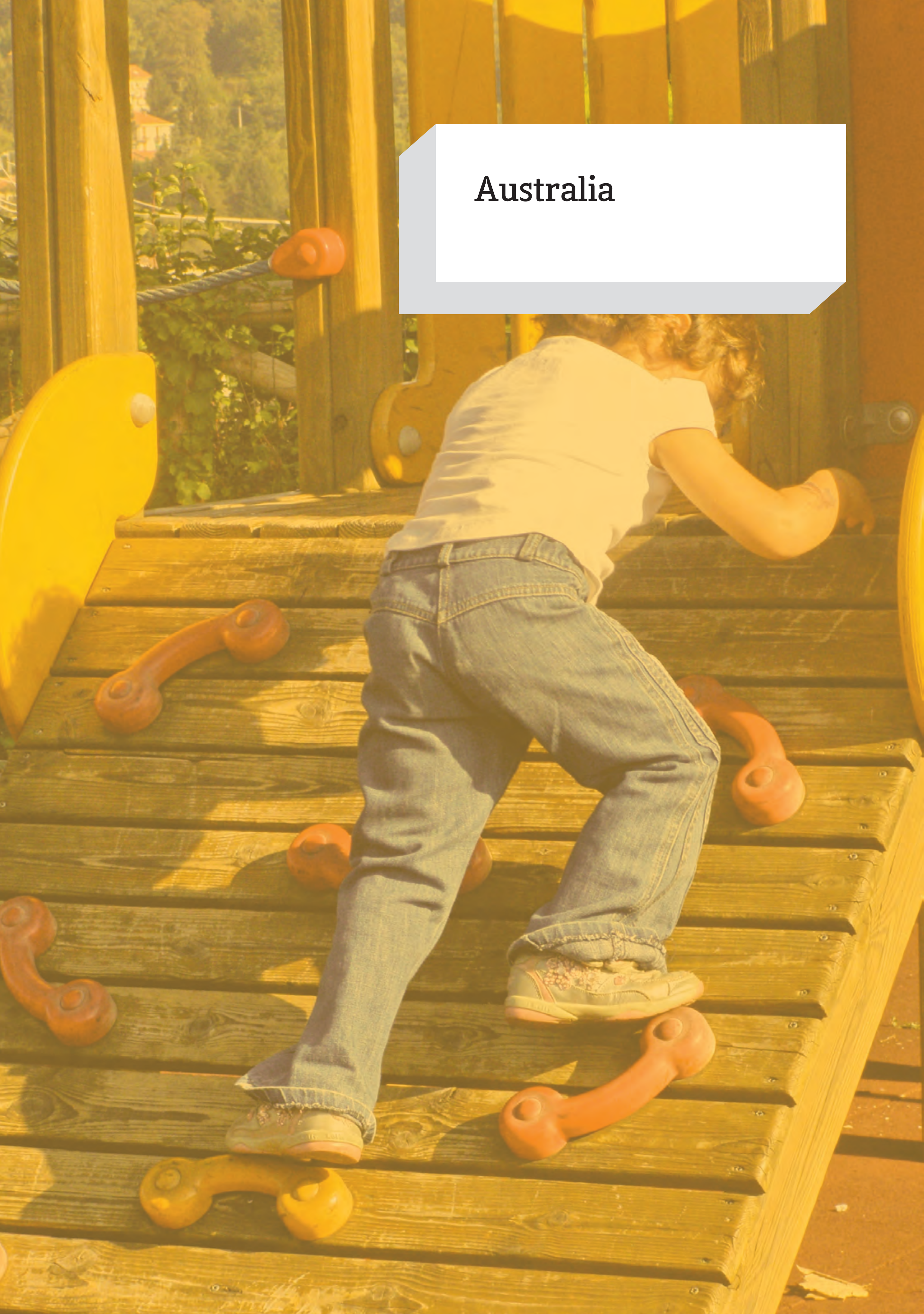

Australia

From Crisis to Confidence:
The Development of Social and Emotional Education in Australia

Jennifer M. Gidley

Abstract

This paper seeks to offer a broad, Australian perspective on innovative approaches to education that may facilitate the social and emotional education of children. The paper begins with a brief overview of the unique history of education in Australia including insights into the strong passion and commitment of Australians for freedom of choice and diversity of educational approaches. This is followed by a discussion of the youth mental health crisis during the 1990s, which it is argued, has precipitated the Australian government's current strong commitment to social and emotional education. The paper then traces several phases of development of social and emotional education in Australia, before providing an overview of many kinds of approaches, including both explicit, curricular programmes and implicit, contextual and whole system approaches. Three case studies are then discussed: a whole system approach (Steiner education system), a whole population approach (all Australian five-year olds) and a targeted programme (for those experiencing grief and loss). The first is a national project to develop an Australian National Steiner Curriculum, which attempts to include the important feature of social and emotional education as part of its broader philosophy within the larger project of the development of the first Australian National Curriculum. The second case is the Australian Early Development Index—a whole population project to monitor the social and emotional wellbeing of all Australian five year old children; Thirdly, *Seasons for Growth* is specifically aimed at children and young people experiencing grief and loss.

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1. Historical Context for Social and Emotional Education in Australia

1.1 Australian Education. A relatively short history of formal schooling

> *If you lived in the country in the 1800s, you might be lucky enough to have a small, one room school house on land donated by a local farmer. In the city, if you could not afford to attend one of the schools set up by the various churches, you would most probably be tutored by the wife of the local doctor, lawyer, magistrate or other professional. No standard for education existed. Education was only available to the wealthier middle and upper classes, who could afford to pay tuition.*
>
> Marion McCreadie (2006)[1]

Australia has a rather unique history, compared to other Anglo-European countries, when it comes to the development of formal schooling. A brief illustration follows because the history provides important background context for understanding the diversity of Australian schooling today. Notwithstanding Australia's long indigenous history of 40,000 years or more, when it comes to the history of formal education, one needs to keep in mind that Australia has only existed as a nation for just over a century. Prior to 1901, when it became the Commonwealth of Australia, the large island/continent was made up of six colonies operating relatively independently of each other. Little formal schooling existed during the first century of European settlement in Australia. As noted in the opening quotation, what did exist was a potted mixture of Church schools and small isolated country schools on donated land with limited resources. The Catholic Church was quite prominent in those early years as an education provider and the ten Catholic schools in Australia by 1833[2] received some government support, as did other church schools. By 1848 government and non-government schools both existed.[3] However, by the 1860s, "legislation was passed in each of the Australian colonies, which effectively abolished State assistance to schools that were not under government control" (Wilkinson, Caldwell, Selleck, Harris, & Dettman, 2007).

In 1901 the six independent colonies became six states and two territories federated under the Commonwealth of Australia.[4] From 1901 until 1964 the only funding non-government schools received came from State and Territory Governments. Until very recently, the states and territories were also largely responsible for establishing and running public schools and determining curricula and policies, albeit with some financial support from the Commonwealth government.[5] In 1964 the Australian government began to also provide some capital funding for non-government schools. This was followed in 1970 by the introduction of additional recurrent funding, which, by 1973, was set at the rate of 20 per cent of the cost of educating a child in a government school.[6] Based on the latest data available (2006): "81.1 per cent of total expenditure on Australian schools was from government sources, compared to the OECD average of 90.3 per cent. Australia ranked the fourth lowest of the 25 OECD countries for which data was available."[7]

1.2 Diversity of Schooling in Australia

Australians have continued to express their strong commitment to freedom of choice in schooling as evidenced by the gradual growth of the (only partially funded) non-government schooling systems in addition to the (fully funded) government schooling system. Furthermore, over the last few decades the non-government schooling system, which previously had largely consisted of Catholic schools and a few other religious schools, began to diversify. The early 1970s was a crucial point in the furthering of these developments. Coincid-

ing with the introduction of some Commonwealth government recurrent funding[8] to non-government schools, the National Council of Independent Schools (NCIS) was established in 1970, significantly changing Australia's educational landscape. This organization, which is now named the Independent Schools Council of Australia (ISCA) has been consistently committed to the core values of "independence, autonomy and the provision of choice and diversity in schooling" for forty years.[9] During that forty year period, the independent sector—that is, schools that were neither government schools nor part of the Catholic schooling system—has grown from "400 schools and 114,000 students, four per cent of total school enrolments" to "1,100 schools and over half a million students... 16 per cent of total school enrolments" in Australia.[10]

In a somewhat parallel development the Australian Bishops Commission for Catholic Education held a conference in 1974 to establish the National Catholic Education Commission (NCEC).[11] At that time, there were 1,730 schools, which made up 18% of all Australian schools. Of interest is that the number of Catholic schools has remained fairly constant in the intervening years. As of 2010, "there are approximately 1,700 Catholic schools in Australia, with an enrolment of almost 704,000 students – that's 20% of all Australian school students."[12]

In summary, the proportion of students attending government schools in Australia has been gradually falling. Even since 1995, the proportion of students attending government schools has fallen from 71% to 66% in 2010. Over the same period independent schools have gradually increased their share of the students. Between 1995 and 2005 "the number of students enrolled in Independent schools has increased by 46% (or 135,300 students) compared with Catholic schools (11% or 65,200 students) and government schools (2% or 38,200 students)."[13]

In terms of overall number of schools, the proportion of government schools has also been steadily falling for almost fifty years. In 1962, government schools made up 79% of all schools in Australia, with Catholic schools making up 18% and other non-government schools less than 4 %. As of writing this chapter, the proportion of students attending the three sectors of Australian schools comprise of government schools (66%), Catholic schools (20%) and independent schools (14%).

The significance of this shift towards greater diversity and philosophical independence will be discussed further below for its relevance to social and emotional education.

2. Why Social and Emotional Education in Australia?

> *While most young people in Australia are doing well, there are areas where further gains in health and wellbeing could be achieved, particularly among young Indigenous Australians, young people in regional and remote areas and young people suffering socioeconomic disadvantage.*
>
> (Australian Institute of Health and Welfare, 2007, p. x)

The most important driver behind the introduction of social and emotional education in Australia has arguably been the revelation a couple of decades ago that a major mental health crisis had arisen among Australian young people. In the intervening period there has been a gradual shift from focusing on the crisis itself to working with protective factors and prevention. This development is described in the next two sections.

2.1 The Crisis of Youth Mental Illness in Australia

Young people who become depressed, suicidal or fatigued in response to the hopeless-

Australians were shocked during the 1990s when national figures were released showing that Australia had one of the highest rates of male youth suicide in the western world

ness that confronts the world are living symbolic lives. Their struggles with meaning are not just personal struggles. They are trying to sort out the problems of society, and their sufferings, deaths and ruptures are not just personal tragedies but contributions to the spiritual dilemmas of the world. (Tacey, 2003, p. 176)

Australians were shocked during the 1990s when national figures were released showing that Australia had one of the highest rates of male youth suicide in the western world. The high and apparently growing rates of youth suicide, particularly affected young males aged 15 to 24. Research began in earnest and numerous interventions were developed across the health, education and community sectors, from help-lines, to professional development of doctors and teachers, to community awareness, to national school programmes. A series of reports have been produced since the late 90s, providing crucial data on the mental health and wellbeing of young Australians to provide a firm base from which to develop policies, interventions, and educational programmes.

The Australian Institute of Health and Welfare (AIHW) has produced a series of national statistical reports on young people aged 12–24 years (1999, 2003 and 2007). In their most recent report *Young Australians: their health and wellbeing 2007* a major area of concern with respect to my interests in this chapter was the finding that:

> Mental disorders were the leading contributor to the burden of disease and injury (49%) among young Australians aged 15–24 years in 2003, with anxiety and depression being the leading specific cause for both males and females. (Australian Institute of Health and Welfare, 2007, p. 23)

Based on levels of psychological distress as measured using the Kessler 10 (K10) scale—"a 10 item questionnaire asking about feelings such as nervousness, hopelessness, restlessness, depression and worthlessness"—it was found:

> In 2004–05, the proportions of young males and females aged 18–24 years reporting high or very high levels of distress were 12% and 19% respectively, an increase from 1997 when the corresponding proportions were 7% and 13% respectively. (Australian Institute of Health and Welfare, 2007, p. 24)

From within this broad picture, the report notes: "Depression, anxiety and substance use disorders are the most common mental disorders, accounting for 75% of the burden generated by all mental disorders" (Australian Institute of Health and Welfare, 2007, p. 25) (citing Andrews & Wilkinson 2002). Unfortunately, there are no current figures for incidence of these or any other of the more specific psychological disorders, the most recent data being from 1997. What the 1997 figures showed was disturbing but also instrumental

in the shift to a more positive focus on promoting social and emotional wellbeing in Australia in more recent years. It is reported:

> In 1997, just over one in four young people aged 18–24 years (an estimated 481,600 young people) experienced anxiety, affective or substance use disorders. Rates were similar for males and females—27% for males and 26% for females. (Australian Institute of Health and Welfare, 2007, p. 26)

Other concerning and interrelated findings included the following:

- Over 47,000 hospital admissions for mental disorders in 2004–05. Over half of these were for psychoactive substance use, schizophrenia and depression;
- Over 7,000 hospital admissions in 2004–05 for an injury caused by assault among young people aged 12–24 years—a rate of 203 per 100,000;
- Injury (including poisoning) continues to be the leading cause of death for young people, accounting for two-thirds of all deaths of young people in 2004. Intentional self-harm (suicide) accounted for 27% of all injury deaths;
- 25% of young people in 2004–05 were overweight or obese;
- Almost one-third (31%) of young people drank alcohol in amounts that put them at risk or high risk of alcohol-related harm in the short term, and 11% at risk of long-term harm;
- Young adults (those aged 18–24 years) accounted for 20% of the total prison population in 2006, and there were over 9,000 12–17 year olds under juvenile justice supervision in 2003–04;
- One in three (34%) clients of agencies... providing assistance to homeless people were aged 12–24 years in 2004–05. (Australian Institute of Health and Welfare, 2007, p. xi-xii, 32)

In 2008, the Australian Research Alliance for Children and Youth (ARACY) Report Card[14] on the wellbeing of young Australians was published. It provided a comprehensive picture of the health and wellbeing of young people, revealing that Australia lags behind many other developed nations. With respect to its broad overall measure of the mental health of young Australians, the ARACY Report found that Australia ranked 13th of 23 OECD countries. However, with respect to young indigenous Australians, the rank dropped to 23rd of 24 OECD countries (Australian Research Alliance for Children and Youth, 2008, p. 4). With respect to a more subtle measure of social and emotional wellbeing, such as sense of belonging, one of the indicators found that nine out of every 100,000 young people "feel awkward and out of place at school" compared with only five out of 100,000 in Sweden—the best international result. Indigenous Australians fared even worse with 17 in 100,00 feeling out of place at school (Australian Research Alliance for Children and Youth, 2008, p. 9).

It is perhaps not surprising that when young Australians were surveyed in 2010 about what they most valued, they placed *family relationships* and *friendships* as the top two items. This was the case for both genders and all age groups. About three quarters of respondents highly valued *family relationships* and about 60% valued *friendships* (Mission Australia, 2010).

Although the rates of youth suicide in Australia have stopped increasing and leveled out, the number of young Australians who "die from intentional self-injury" is still one of the highest among OECD countries. The ARACY Report Card (2008) reported that the "intentional self-injury death rate for young people aged 15-24 years (not counting indigenous young people who are counted separately)" is 10 in 100,000. Of interest, from the perspective of this project, as it is funded

While the likely causative factors and the potential preventative factors for psychological distress, self-harm and violence among young people are complex and multi-faceted, the ARACY Report cites school context as potentially being either a risk factor or a protective factor. It is the recognition of the importance of protective factors that led to the positive turn to social and emotional wellbeing research, policy and practice in Australia

by the Foundation Botin, a Spanish Foundation, is that according to these figures Spain has the lowest rate among OECD countries (4 in 100,000). Given that there is also a contribution from Finland in this volume it is interesting to note that: "Indigenous Australians have a rate of death from self-injury (18 in 100,000) that is second only to Finland."

While the likely causative factors and the potential preventative factors for psychological distress, self-harm and violence among young people are complex and multi-faceted, the ARACY Report cites school context as potentially being either a risk factor or a protective factor. It is the recognition of the importance of protective factors that led to the positive turn to social and emotional wellbeing research, policy and practice in Australia.

2.2 The Positive Turn to Social and Emotional Wellbeing

> *The main (negative) focus of research into (Social and Emotional Wellbeing) SEWB is on mental illness, depression, anxiety, self-esteem, and so on. The development of positive psychology has attempted to remedy this with a focus on personal strengths, and the enhancement of a person's quality of life, given understanding of her social context. (p. viii)*[15]

In 2006 Australian government ministers from several departments concerned with health, education, and community and disability services, undertook a major feat of interdisciplinary and cross-sectoral collaboration. They developed and endorsed what they called a "Headline Indicator[16] priority area for social and emotional wellbeing." The term *wellbeing* has become the new buzzword for a broad based, more holistic conceptualisation of human health, following in the footsteps of the shift in psychology from clinical models to positive psychology approaches. Because of the multi-dimensional nature of social and emotional wellbeing, further work was commissioned. *The Social Policy Research Centre* (The University of New South Wales) was selected to undertake this research "to conceptualise and identify the most important aspects for children's health, development and wellbeing." An extensive research report has been compiled comprising two major parts: the conceptualization of social and emotional wellbeing, and the development of indicators to appropriately monitor its development.[17]

Hamilton and Redmund point out that in addition to the more static notions of wellbeing of applied researchers, there are also the more dynamic theories of well-becoming–which tend to arise from the more philosophical and theoretical literature that regards wellbeing as a culturally defined and ever-changing relational process (Hamilton & Redmund, 2010, pp. 23-24)

While this major social research project attempted to focus on both these aspects, this chapter will primarily draw from the former. The two critical components the authors emphasised with respect to this conceptualization of social and emotional wellbeing were the importance of linking it to wider concepts of wellbeing and the need to address concern that any monitoring will take into account broader issues about society such as creating "the good life."

The researchers and authors of the report, Myra Hamilton and Gerry Redmund, drew from several approaches to "philosophy and social theory (proposed by Martha Nussbaum, Len Doyal and Ian Gough, and Sarah White) to elaborate on the key components of what Aristotle called 'the good life' – the search for human wellbeing" (Hamilton & Redmund, 2010, p. viii). The researchers note that these theories are all consistent with 'whole child' approaches and also point to "the social essence in humanity – that wellbeing is not an individual statement, but is solidly situated in a social context" (p. viii). Furthermore they also prioritise three important issues: the principles of positivity, an aim toward universality, and finding ways to pay attention to the views of children and young people as part of their conceptualisation (Hamilton & Redmund, 2010, p. x). In an attempt to cohere the philosophical and theoretical work they considered, Hamilton and Redmund conclude with the following conceptualisation:

> (W)hereas for younger children issues of competency and dependency raise questions about who is qualified to speak for them, and to what extent their own voices should be heard, for older children and young people, issues of identity through significant transitions can raise questions about how a state of wellbeing can be captured in a fast-moving dynamic environment. For both children and young people, Bronfenbrenner's ecological model speaks to the importance of the whole child, and supports to some extent the interdependence of different dimensions of wellbeing... (Hamilton & Redmund, 2010, p. 18).

With respect to the more applied approach to social and emotional wellbeing, it is noted –as discussed above– that there are both "negative" and "positive" approaches. While the negative approaches focus on mental ill health, risky behaviours and underachievement, they list the positive features of social

and emotional wellbeing in children and young people as including: "resilience, attentiveness, confidence and social skills, and positive affect and self-concept including happiness, self-worth, sense of belonging, and enjoyment of school" (Hamilton & Redmund, 2010, p. 21). They also add that for young people, the following factors may also be seen to contribute: "civic action and engagement, trust in and tolerance of others, social competence, and life satisfaction" (p. 21).

Several issues remain contestable in the conceptualisation of social and emotional wellbeing in children and young people. Notably, Hamilton and Redmund point out that in addition to the more *static* notions of wellbeing of applied researchers, there are also the more *dynamic* theories of well-becoming—which tend to arise from the more philosophical and theoretical literature that regards wellbeing as a culturally defined and ever-changing *relational* process (Hamilton & Redmund, 2010, pp. 23-24).

Finally, in a manoeuvre that places the notion of social and emotional wellbeing within the realms of both developmental psychology and education—when developmentally conceived—they note: "the terms social and emotional wellbeing and social and emotional development are sometimes used interchangeably" (Hamilton & Redmund, 2010, p. 16).

2.3 Current Understanding of Social and Emotional Education in Australia

As Christopher Clouder pointed out in the introduction to the first report in this series, social and emotional education can be viewed as both a curricular intervention or in a broader, more contextual way that involves the whole school and even the parents and wider community (Clouder, 2008, p. 37). With respect to the curricular aspect, the main approach to conceptualization of social and emotional education in Australia has arisen from the Collaborative for Academic, Social and Emotional Learning (CASEL) project, co-founded in 1994 by Daniel Goleman and others (Goleman, 1997). This approach is strongly skills-based with the primary emphasis on children learning and acquiring several core competencies identified by CASEL researchers and practitioners. These core competencies include: self-awareness, self-management, responsible decision-making, relationship skills and social awareness. They have been adopted as essential components in both the Australian government education projects: *MindMatters: Leading Mental Health and Wellbeing*—initiated in 2000 and serving Australia's high schools; and *KidsMatter: Australian Primary Schools Mental Health Initiative*—piloted in 2007 and currently being expanded.[18]

It is important however not to be restricted to the prescriptive, curriculum based approaches to "social and emotional *learning*" of CASEL and other programmes which focus only on learning particular skills. In the broader contextual territory of "social and emotional *education*" that includes family and community enculturation, the work of the Botin Foundation in Santander, Spain, can provide some important guiding parameters.[19]

The development of theories, policies and practices related to social and emotional wellbeing of young Australians appears to have followed several phases. From the late 90s there was a lot of discussion focused on the mental illness and at risk behaviours of young people. Much of this discourse was about ringing alarm bells. This was followed by a gradual shift towards focusing on the positive view—of identifying *protective* factors as well as *risk* factors. This led on to the recognition of the need to conceptualise what social and emotional wellbeing might actually look like. Arising from this positive turn some very significant educational programmes were developed and implemented in schools to deal with

the issues of mental illness—especially by promoting protective factors. Programmes such as *MindMatters* grew out of the realisation that the issues are too complex and multi-faceted to be dealt with only by specific targeted programmes and shifted the emphasis further to more holistic conceptualizations (e.g. whole child, whole school). Very recently, particularly over the last two to three years, various policy documents have emerged from a range of Australian government departments, focusing on the importance of social and emotional wellbeing in whole education systems—not just as curricular add-ons.

New Australian government educational policies focusing on social and emotional wellbeing, include:

- *The Melbourne Declaration on Educational Goals for Young Australians (2008)*, which promotes the idea that children and young people should be successful learners, confident and creative individuals, and active and informed citizens; and also that children's and young people's social, economic, ethnic or indigenous backgrounds should not be seen as determining their future place in society.
- *The National Education Agreement" (Council of Australian Governments 2008)*, which emphasises the importance of social inclusion for all young Australians.
- *Investing in the Early Years* (2009), which prioritises: "a focus on the whole child, across cognitive, learning, physical, social, emotional and cultural dimensions and learning throughout life" (Council of Australian Governments, 2009, p.4). In a surprising and innovative move—given the context of a "high-achievement oriented" society—the new Early Years framework which "has a strong emphasis on play-based learning as play is the best vehicle for young children's learning providing the most appropriate stimulus for brain development." The Framework also recognizes the importance of "social and emotional development."[20]
- The *Australian National Curriculum* is part of the Australian government's national agenda for school reform begun in 2007. This new curriculum from Kindergarten to Year 12 is the responsibility of the Australian Curriculum, Assessment and Reporting Authority (ACARA). It will be discussed in more detail under case studies.

3. Overview of Social and Emotional Education in Australia

This section provides a broad overview of some of the key social and emotional education initiatives that are operating in Australia. The first sub-section describes major curricular and whole school initiatives developed and implemented by the Australian government that explicitly identify and include social and emotional education theories and practice. The remainder of this section offers a broad sample of several other initiatives that are less curriculum-based and prescriptive but nevertheless fall into the broad social and emotional education domain—including some family and community initiatives.

3.1 Explicit SEE Approaches: Curricular and Whole School Interventions

By "explicit SEE approaches" I am referring to the prescriptive, curriculum based approaches to "social and emotional *learning*" of CASEL and other programmes which focus primarily on learning particular skills.

3.1.1 MindMatters: Leading Mental Health and Wellbeing (2000 - current)

As mentioned above the Australian government has developed a number of school-based initiatives in response to the significant mental health issues of young Australians. The most established and probably best known is *MindMatters*, which is funded by the Australian Government Department of Health and Ageing and is in its tenth year of implementation in Australian Secondary Schools.

MindMatters was developed as a primary prevention strategy aimed at promoting and protecting the mental health and wellbeing of all members of the school community. It takes a whole school approach.

MindMatters is a resource package that advocates a comprehensive whole-school approach including professional development of teachers. Throughout Australia, over 80% of schools with secondary enrolments have sent staff to the free *MindMatters* training. *MindMatters* provides curriculum resources for use in the classroom, as well as materials to help schools create a caring and supportive environment and develop productive partnerships with their community, including families and the health sector. One of its aims is to enhance the development of school environments where young people feel safe, valued, engaged and purposeful.

This is extended, where necessary, to help school communities to develop strategies to enable a continuum of support for students with additional needs in relation to mental health and wellbeing.

Among other items, the kit includes modules on bullying, suicide prevention, enhancing resilience, loss and grief, and diversity. Of particular interest to my focus in this chapter is that one of the aims of *MindMatters* is to "develop the social and emotional skills required to meet life's challenges." Drawing from the five core competencies identified by CASEL, *MindMatters* uses a slightly adapted framework of three "social and emotional learnings":

- Self-awareness and self-management;
- Social awareness and relationship skills; and
- Responsible decision-making.

They also note the importance of "spiritual understandings", illustrating the *MindMatters* "whole student approach."

MindMatters Professional Development.

Over 120,000 school-based or school-related participants have attended *MindMatters* professional development sessions since 2000. Sessions have been attended by staff from:

- 86.8% of state schools nationally
- 73.3% of independent schools nationally
- 88.9% of Catholic schools nationally.

MindMatters has been extensively evaluated over ten years since its introduction in 2000.[21] A multi-faceted evaluation over several years showed that *MindMatters* can be a powerful catalyst for positive change in schools.

3.1.2 KidsMatter: Australian Primary Schools Mental Health Initiative (2007 - current)

Following on from the established success of *MindMatters* in Australian secondary schools, the Australian Government Department of Health and Ageing developed a parallel initiative for implementation in Primary Schools around Australia. This second major initiative, *KidsMatter*, was developed in partnership with several other key organizations: *beyondblue*: the national depression initiative, the *Australian Psychological Society* and *Principals Australia* and is supported by the *Australian Rotary Health*. *KidsMatter Primary* began as a pilot project from 2007-2008 with 101 participant schools nationally. Approximately 300 additional schools became involved during the 2010 school year. Partnerships are currently underway with school systems in every state and territory to support the rollout of *KidsMatter Primary* to more schools across the country. The Australian government has recently committed an additional $18 million to enable *KidsMatter Primary* to be expanded to a further 1700 primary schools by June 2014.

The rationale for the development and implementation of *KidsMatter* is firmly based in

There is a solid body of evidence indicating that helping children develop social and emotional skills, including resilience, leads to better mental health. In addition, if children experiencing mental health difficulties are identified early and supported, they will be less likely to have poor mental health outcomes as adults (KidsMatter)

the analysis presented above with respect to the high incidence of mental health issues among young Australians.

> "It is estimated that one in seven children of primary school age have a mental health difficulty, the most common difficulties being depression, anxiety, hyperactivity and aggression. There is a solid body of evidence indicating that helping children develop social and emotional skills, including resilience, leads to better mental health. In addition, if children experiencing mental health difficulties are identified early and supported, they will be less likely to have poor mental health outcomes as adults."[22]

Of particular relevance is that one of the four key components of the programme is social and emotional education. The four core components of *KidsMatter* are:

- Component 1: A positive school community
- Component 2: Social and emotional learning (SEL) for students
- Component 3: Parenting support and education
- Component 4: Early intervention for students experiencing mental health difficulties.

A closer look at Component 2: Social and Emotional Learning indicates that it draws heavily on the five core competencies identified by CASEL.

- Self-awareness,
- Self-management,
- Responsible decision-making,
- Relationship skills, and
- Social awareness.

It has imported the SEL Framework from CASEL as a basis for its programmes.

3.1.3: Social and Emotional Learning[23] in Queensland Government State Schools

The Queensland State Government Department of Education and Training also has a strong focus on social and emotional learning. Unlike the Federal government whole school programmes, *MindMatters* and *KidsMatter*, the Queensland Government does not provide any particular programmes. Rather it offers an introduction on its website to social and emotional learning, again based on the CASEL approach. However, it also makes an additional valuable contribution to the Australian resource pool by providing a guide to social and emotional learning. This document includes a comprehensive listing of commercially available programmes for social and

emotional learning being operated in Australia. In addition to *MindMatters* and *KidsMatter*, there are numerous other commercially available programmes that can be accessed from the Queensland government website.[24]

3.2 Implicit Approaches to Whole School, Family and Community Contexts

By implicit SEE approaches I mean the broader contextual territory of "social and emotional *education*" that includes holistic educational styles, and family and community enculturation.

3.2.1 Broader Cultural Pedagogical practices that facilitate Social and Emotional education in the broader community

***Beyond Blue. National Depression Initiative*:** *beyondblue* is a national, independent, not-for-profit organisation working to address issues associated with depression, anxiety and related substance misuse disorders in Australia. http://www.beyondblue.org.au/index.aspx

The Inspire Foundation: The Inspire Foundation was established in 1996 in direct response to Australia's then escalating rates of youth suicide. It combines technology with the direct involvement of young people to deliver innovative and practical online programmes that prevent youth suicide and improve young people's mental health and wellbeing. Their mission is to help millions of young people lead happier lives. http://www.inspire.org.au/about-inspire.html

Reach Out, Australia: Reach Out is a web-based service that aims to inspire young people to help themselves through tough times, and find ways to boost their own mental health and wellbeing. Their aim is to improve young people's mental health and wellbeing by building skills and providing information, support and referrals in ways that work for young people. Reach Out is run by the Inspire Foundation. http://au.reachout.com/

National Advisory Group on Body Image: The Advisory Group will help to develop a new Voluntary Industry Code of Conduct on Body Image and provide advice to the Government on young Australians' concerns about negative body image and the impact that it has on them, their friends and the community. Seven out of ten high school girls consistently choose an ideal figure that is thinner than their own, and only 16 per cent of young women say they are happy with their body weight. http://www.deewr.gov.au/Youth/Pages/NationalAdvisoryGrouponBodyImage.aspx

Social Inclusion Board: The Australian Social Inclusion Board was established in May 2008. It is the main advisory body to the government on ways to achieve better outcomes for the most disadvantaged in our community and to improve social inclusion in society as a whole. http://www.socialinclusion.gov.au/Partnerships/Board/Pages/default.aspx

Parenting Australia: Parenting Australia is an online support community for pregnant women and families with babies and children under five. http://parentingaustralia.com.au/

Raising Children Network: The Australian parenting website: comprehensive, practical, expert child health and parenting information and activities covering children aged 0-15 years. http://raisingchildren.net.au/

3.2.2 Social and Emotional Education at the Margins of Society

Indigenous Cultural Festivals and Wellbeing[25]

In recognition of the disadvantage and alienation experienced by a high proportion of Indigenous youth, many of whom may aspire to be university students, RMIT University Global Cities Research Institute has initiated a project called "Globalizing Indigeneity: Indigenous

Cultural festivals are one of the few consistently positive spaces for indigenous communities to assert a more constructive view of themselves both intergenerationally, and as part of their struggle for respect as distinct cultures in the broader national community

Cultural Festivals and Wellbeing in Australia and the Asia-Pacific", which aims to work at the deeper levels of empowerment that are often invisible. The project received Australian Research Council linkage grant funding in 2008 to partner with the Telstra Foundation Limited. The project examines the relationship between Indigenous Australian Festivals and the health and wellbeing of indigenous youth and community.

The rationale for such a project is that Indigenous communities in Australia (and elsewhere) suffer from extreme disadvantage. Northern Australia and many other places in the region, face a demographic time bomb of alienated, self destructive and culturally disoriented youth. This manifests as violence in places like Wadeye, Palm Island and Port Moresby. Cultural festivals are one of the few consistently positive spaces for indigenous communities to assert a more constructive view of themselves both intergenerationally, and as part of their struggle for respect as distinct cultures in the broader national community. Cultural festivals also provide a rare space for novel intercultural accommodations to be negotiated on indigenous terrain, for example, the Croc Festival, held in multiple sites around Australia, the Dreaming Festival, held annually in Woodford, Southern Queensland; and the Garma Festival, North East Arnhem Land.

As a brief case example, the Croc Festival "is a sister event of the Rock Eisteddfod Challenge, a subsidiary of the Global Rock Challenge, which engages young people in countries around the world in drug-free performing arts events" (Phipps & Slater, 2010). The first Croc festival, initially called Croc Eisteddfod Festival, was held in Weipa, West Cape York, Far North Queensland, in July 1998, involving 350 students from seventeen schools from across Cape York and the Torres Strait (Croc Festival). By 2007, there were seven sites around the country with an estimated 19,000 students participating. It aimed to inspire and encourage Indigenous and non-Indigenous students and communities to celebrate youth and culture and in particular to celebrate indigenous forms of culture and the diversity among them (Phipps & Slater, 2010). It is claimed that the festival built self-esteem and social skills and a sense of identity and belonging among indigenous young people, thus contributing to their social and emotional development.

This RMIT indigenous festival project thereby goes beyond the neoliberal rationale of providing mere *access* to Indigenous students in order to increase Indigenous participation in the national economy, and beyond mere social justice issues of equity and participation. Rather it has the potential to

empower and indeed transform Indigenous students and their relationship with RMIT University by deeply honouring their particular ways of knowing as expressed in their own cultural festivals. More details of how these festivals operate as a collaborative event between indigenous communities and the university can be found in the full report of this project.[26]

In summary the report found that "Festivals are important to Indigenous communities for their contribution (to) Indigenous community wellbeing, resilience and capacity. They increase individual and community self-esteem and cultural confidence, develop local leadership, social, cultural and economic initiatives, open creative spaces of individual and collective opportunity, and provide a focus for governments and other service providers to better engage community needs and aspirations." (Phipps & Slater, 2010, p. 86).

Refugees and Asylum seekers. Hope Project in South Australia

The project "Doing social sustainability: the utopian imagination of youth on the margins" aimed to find out how young people on the margins of society imagine the future and what hope means to them. The premise of the project was that the utopian imagination of marginalised young people can contribute to the development of two key themes for social sustainability: hope and the future. The project conducted research in alternative education schools in South Australia in late 2006 and early 2007. The schools cater for males and females that may be 'at risk', unable to cope in mainstream education, and have problems with violence, substance abuse or with the juvenile justice system. The young people were aged between 14 and 17. The researchers talked with students in class, encouraged them to draw, interviewed them and gave them a camera to take some photographs of places, people and things that they associate with hopefulness and 'the future'. The results of these activities and interviews were the basis for an exhibition at the Migration Museum, South Australia. The exhibition, entitled Hope, was part of the 2008 Adelaide Festival of Arts. The project was undertaken at the Hawke Research Institute for Sustainable Societies and was an Australian Research Council funded Linkage Project 2006–2008.[27] The importance of hope in the prevention of youth suicide has been well-documented and it is consequently an important key feature to be cultivated in contextual approaches to social and emotional education.

STREAT. Social Enterprise for Homeless Young People, Melbourne

STREAT = Street youth + street food + street culture. Inspired by their concern for the 100 million young people who live or work on the world's streets, STREAT is a social enterprise providing homeless youth with a supported pathway to long-term careers in the hospitality industry. They run street cafes in Melbourne where the young people get their hospitality training. The food is inspired by street hawker food from around the world. STREAT believes large intractable social problems like youth homelessness and disadvantage are not acceptable and work towards a creative, large-scale response. Their food service social enterprise is dedicated to providing a supported pathway to long term employment for young people who have been living on the street or at risk of being on the street. They combine wrap-around social support with industry training and employment opportunities in their street cafes. As a social enterprise all of their commercial activities are dedicated to generating funds to address areas of acute social need. As such, they model a different way of doing business: innovative and responsible market engagement that resolves large-scale issues while meeting a known consumer need.

The importance of hope in the prevention of youth suicide has been well-documented and it is consequently an important key feature to be cultivated in contextual approaches to social and emotional education

STREAT social enterprise[28] is based on the following five values:

- **Discover**. We believe in lifelong learning
- **Create.** We tackle problems with imagination and passion
- **Nourish**. Our meals nourish customers and youth
- **Connect**. We bring ideas, individuals and communities together
- **Sustain**. We strive for sustainability in all our activities

In summary, this project is a very good example of how young people how can be encouraged to learn important social and emotional skills they clearly did not have, through a naturalistic, contextual setting, rather than through the contrivance of social skills programmes, which would be unlikely to be effective in these cases.

3.2.3 Postformal Pedagogies

As noted in the earlier section on the history of education, Australian people have always prized freedom of choice and diversity in education. This has led to the large and growing proportion of independent schools in Australia, many of which operate from a specific philosophy, approach or niche orientation. In addition to the explicit social and emotional education initiatives discussed above, several educational approaches deal implicitly with social and emotional education in a broader, more contextual manner.

Following on from my research on the evolution of consciousness and educational approaches that support it, I have identified a dozen or more postformal educational approaches—or *postformal pedagogies*—which although not explicitly focusing on social and emotional education, are contributing to the broader, more holistic education of the child that is so necessary in the fragmented world of the 21st century. Somewhat paradoxically, many of these alternative approaches to education are quite independent of each other, and often seemingly unaware of other quite similar approaches. My interest is to map these different approaches, explore relationships among them, and reflect this back to them.

In previous research I identified the theoretical relationships between several themes arising from the evolution of consciousness discourse and a diversity of postformal educational discourses (Gidley, 2007, 2009). Four core pedagogical values emerged from the intersection between these two clusters: pedagogies of love, life, wisdom and voice. Although there is considerable overlap and interpenetration between and among the core pedagogical values and the postformal educational approaches, the latter have been clustered under the pedagogical value that they appear to most strongly support (See Table 1). This clustering can be viewed as a type of *delicate theorising*[29] to be distinguished from *formal categorisation* into discrete territories

Table 1. Postformal Pedagogies Supporting four Core Pedagogical Values

Postformal educational approaches supporting the *Pedagogy of Love* (Educational styles that emphasise care, contemplation, empathy, love and reverence)	
Holistic and integral education	Includes broad, eclectic holistic education and also specific integral/integrative approaches (Bronson & Gangadean, 2006; Miller, 2000; Stack, 2006).
Social and emotional education	There are primarily two types: explicit, conceptual, curricular approaches and implicit, contextual, relational (Refer to chapters in this volume).
Spiritual and transformative education	Diversity in spiritual values, non-denominational, and also contemplative and other transformative approaches to learning (Glazer, 1994; Hart, 2001a).

Postformal educational approaches supporting the *Pedagogy of Life* (Educational styles that support shifts from *static* concepts to *living* thinking)	
Imaginative education	Imagination is an important dimension in bringing concepts to life, and thus supporting the development of vitality in thinking (Egan, 1997; Nielsen, 2006).
Ecological education and sustainability	Approaches grounded in ecological perspectives, environmental awareness, respect for natural surroundings and sustainability (Jardine, 1998; Orr, 1994).
Futures and foresight education	Encouraging foresight, long-term thinking, and imaginative visioning of preferred futures, not merely perpetuating the past (Gidley, Bateman, & Smith, 2004; Hicks, 2002).

Postformal educational approaches supporting the *Pedagogy of Wisdom* (Educational styles that stimulate creativity, complexity and multiperspectivality)	
Wisdom in education	There are specific educational theories addressed to the cultivation of wisdom (Hart, 2001b; Sternberg, 2001).
Complexity in education	Educational approaches that draw from and embrace the science and philosophy of complexity (Davis, 2004; Morin, 2001).
Creativity in education	Beyond creativity as an "add-on" in education, and recognizing creativity as a fundamental educational underpinning (Neville, 1989; Sloan, 1992).

Postformal educational approaches supporting the *Pedagogy of Voice/Language* (Encouragement of sensitivity to linguistic, cultural and paradigmatic contexts.)	
Aesthetic and artistic education	Approaches that cultivate aesthetic sensibility through exposure to and participation in a wide range of artistic activities (Abbs, 2003; Read, 1943; Rose & Kincheloe, 2003).
Postmodern and poststructuralist pedagogies	Integrating the contributions of continental, especially French, philosophy in identifying the politics of voice and marginality (Elkind, 1998; Peters, 1998).
Critical, postcolonial and global pedagogies	Further enhancing awareness of dominant political voices and the rights of marginal cultures and sub-cultures to have a voice (Freire, 1970; Giroux, 1992).

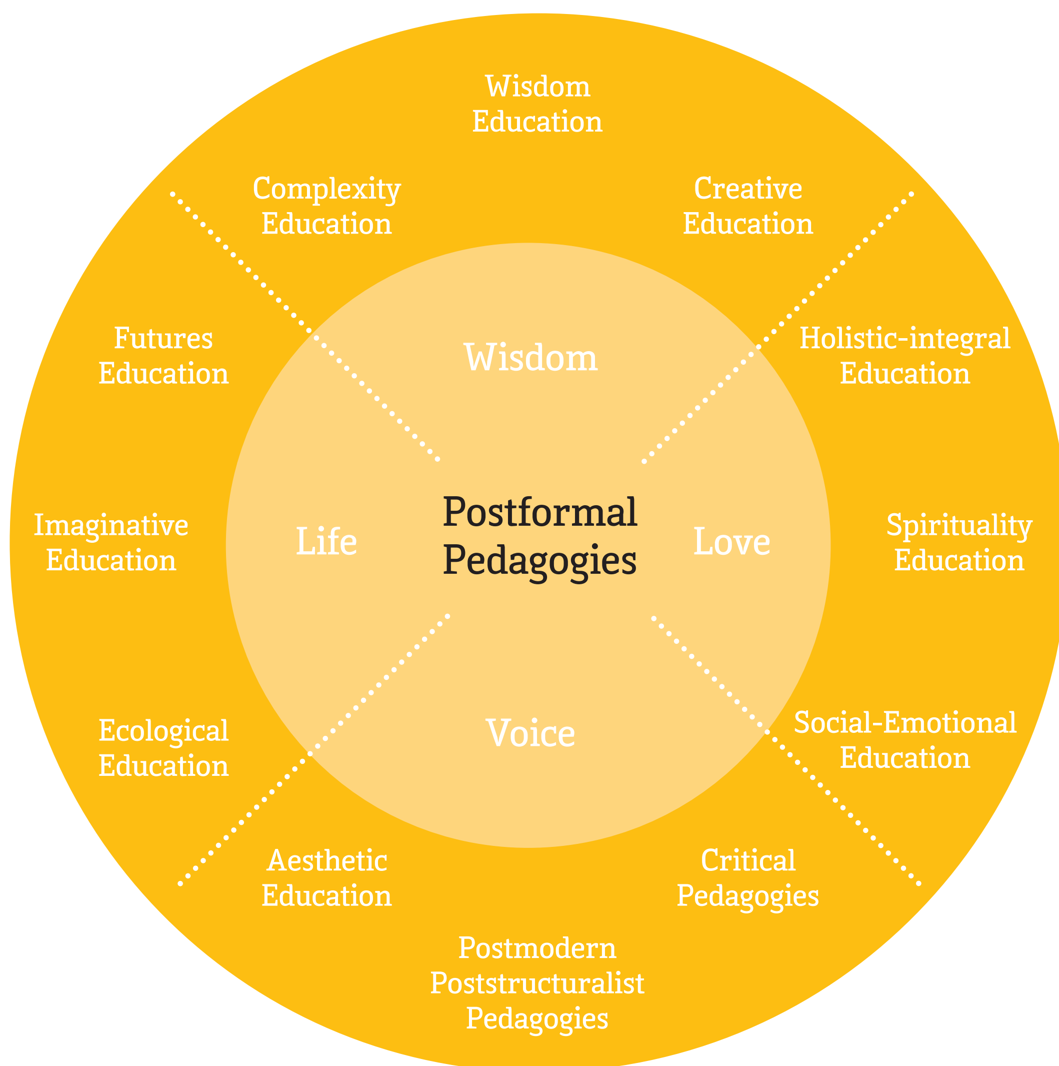

Figure 1. Postformal Pedagogies and the Core Pedagogical Values of Love, Life, Wisdom and Voice

as one might see in formal analysis (See also Figure 1).

More information about these approaches can be found elsewhere (Gidley, 2007a, 2008, 2009). While it is beyond the scope of this paper to discuss these approaches in detail, the first case study below is based on the holistic, integral approach of Steiner education.

4. Case Study 1: Social-Emotional Education within a Whole System

4.1 The Australian National Steiner Curriculum Initiative

The Australian Curriculum recognises the entitlement of each student to knowledge, understanding and skills that provide a foundation for successful and lifelong learning and partici-

pation in the Australian community.[30] *(p. 9)*

As a foundation for the new Australian National Curriculum, recent strategic policy documents emphasise the importance of the whole child. As a major goal for education it has been clearly stated that: "children and young people should be successful learners, confident and creative individuals, and active and informed citizens."[31] The Australian National Curriculum allows for four possible alternatives:

- National Steiner Curriculum
- National Montessori Curriculum
- International Baccalaureate Curriculum
- University of Cambridge International Examinations[32]

The remainder of this sub-section will focus on the recent process of development of the National Steiner Curriculum, in particular how it works within the national curriculum guidelines to bring through the important emphasis on social and emotional education. It should be noted here that information on these alternative curricular approaches is not yet widely available.

4.2 Holistic education integrating social and emotional needs

Originally developed in Germany in the early 20th century by Rudolf Steiner (1861 – 1925), there are now some 1,000 autonomous, non-systemic and non-denominational schools and around 1,600 kindergartens in the world today. In keeping with other holistic approaches Steiner education cultivates and integrates the cognitive-intellectual, physiological, psycho-emotional and ethical-spiritual dimensions of the developing child. The nurturing of each child's individual potential is therefore valued within the 'whole' context of society and in relation to the ever wider local, national and global spheres of activity. It provides an implicit social and emotional education of children through nurturing a sense of reverence for life, feelings of wonder and awe, and a love of learning (Gidley, 2009; Nielsen, 2004).

A social and emotional dimension is implicit across the approach: the students *know* and understand the content, but as their feelings have been touched by the learning process, they also *care* about the phenomenon under observation and are more likely to awaken to the ethical dimension of the learning experience. Guided by the perspectives that Nel Noddings (2003, 2008) emphasizes in her writings on the pedagogies of care and happiness, Steiner education promotes the practice of 'looping' whereby ideally one teacher stays with the same class through the middle period of childhood (7 to 14 years). The continuing relationship between the child and the class teacher, as well as the regular communications with parents, enables the teacher to continuously assess the child's work in a discrete yet accurate way, and to understand individual strengths and weaknesses. The teacher is able to monitor the child's progress along a continuum, covering academic, developmental and social aspects, rather than relying heavily on formal testing. The Steiner approach recognises the spiritual dimension of the child, and draws on the diverse literary traditions associated with the leading religions of the world to inform the festival celebrations and the rich narrative elements of the curriculum. Daily learning experiences also include teamwork, collaboration and conflict resolution to encourage citizenship.

4.3 Relevance of Steiner Pedagogy for the 21st Century

Steiner education in Australia is part of a diverse and active international movement that has an implicit global orientation. Respect for differing linguistic, religious and cultural groupings is embedded in the educational perspectives. In Australia curriculum content includes Indigenous and Asian material as aspects of cultural inclusion, which is an important part of social and emotional education.

Some of the characteristic features of the changing educational landscape that resonate with the Steiner educational approach include attention to creativity, complexity, imagination and spiritual awareness

Building on experiential, phenomenological, and evidence-based research in the areas of imaginative education and social and emotional education Steiner educators are now working alongside mainstream researchers in these and other related fields. Some of the characteristic features of the changing educational landscape that resonate with the Steiner educational approach include attention to creativity, complexity, imagination and spiritual awareness. There is also an expanding interest among educators in theories of holism, pluralism, multiculturalism and humanism (Gidley 2009; Slaughter, 2004).

Over the last twenty years, educational futures researchers have identified key components of a 21st century education that will better prepare young people for the complexities and uncertainties of the future. Australian research with Steiner-educated students demonstrated that many of these features form core aspects of Steiner education (Gidley, 1998, 2002).

The Steiner educational approach identifies developmental change at work in both psychological processes and cultural life. A core feature of the Steiner approach rests on the understanding that the course of growth of each child into adulthood recapitulates aspects of the developmental pathway of humanity through history (Steiner, 1923/1996; Gidley, 2009). This philosophical orientation provides a framework for integrating curriculum content from Kindergarten to Class Twelve (ages 5 to 17 approximately) and also informs the method by which the curriculum is delivered to different age groups. Three main stages of childhood development are identified (Steiner 1907/1996) based on observations and research relating to the physiological, social and emotional and cognitive growth changes that take place in the life of the child. A core aspect of the pedagogy aligns the areas of cognitive (thinking), emotional (feeling-affect) and physical/behavioural (willing) development to the three main stages of childhood: adolescence (14-21 years old), childhood (7-14 years old) and early childhood (0-7 years old).[33] The introduction of skills and knowledge is therefore based on a concept of child-readiness (see Elkind (1981, 1998) and age-appropriate education.

As a pioneering, yet well-established, developmental pedagogical approach Steiner education equips students to meet the complex needs of the 21st century. A range of recent research articles can be found on the websites of the Waldorf Research Educators Network (WREN www.ecswe.org), Steiner Education Australia (SEA www.steineroz.com), and the academic journal Research on Steiner Education (RoSE www.rosejourn.com).[34] The design of the new National Steiner Curriculum incorporates relevant elements of the identified developmental stages of thinking and learning into the educational framework (Mazzone, 1993; Nielsen, 2004, Gidley, 2007, 2008, 2009). In meeting this objective the education

Table 2. Alignment of Australian National Curriculum with Steiner Education

Australian National Curriculum Guidelines	Australian Steiner Curriculum Guidelines	Core Pedagogical Principles of Steiner Education
SKILLS	HANDS -SKILLS, HEART-	LIFE (VITALITY). **Pedagogy of Life**
Translating theory into . practical application	Knowledge transformed into experience.	Process, discovery, movement, ecological awareness. Bringing learning to life imaginatively.
UNDERSTANDING	UNDERSTANDING -HEAD-	LOVE (WARMTH). **Pedagogy of Love**
Confident and creative individuals	Confident and creative individuals	Warmth, care, relationships, community, sense of belonging, reverence, connectedness.
KNOWLEDGE	KNOWLEDGE	WISDOM (LIGHT). **Pedagogy of Wisdom**
Successful Learners	Powerful Learners	Multi-modal learning modes, multiple intelligences, versatility, creativity and complexity.
ACTIVE and INFORMED CITIZENS	MORAL CAPACITY	BALANCE (EMBODIED VOICE) **Pedagogy of Voice**
	Active and Informed Citizens	Students finding their own authentic voice, integration, balance through deep knowing.

encompasses a deep 'understanding and acknowledgment of the changing nature of young people as learners and the challenges and demands that will continue to shape their learning in the future' (*The Shape of the Australian Curriculum*, May 2009, p.6).

4.4 Alignment of Steiner Educational Guidelines with the Australian National Curriculum

Since its origins in the early 20th century Steiner pedagogy continues to strive towards the building of a conceptual bridge to connect the fields of science, art and the humanities, morality and spirituality (1923/2004). Steiner educational philosophy resonates strongly with research in the areas of imaginative education (Egan, 2007; Nielsen, 2004) and social and emotional learning (Clouder, 2008), and with contemporary educational theories that emphasise care and happiness (Noddings, 1992, 2003), the role of the arts in learning (Eisner, 2003; 2008), the importance of spirituality (Glazer, 1999; de Sousa, 2009) and values education (Lovat et al., 2009). My own educational futures research identifies educational approaches that support the development of higher stages of thinking and learning (Gidley, 2009) through four core pedagogical values: love, life, wisdom and voice (See Table 1 and Figure 1). These four core values have been utilised in the framing of the National Steiner Curriculum to provide conceptual bridges between Steiner education and the Australian National Curriculum Guidelines.

The table below illustrates the alignment between the four main categories of the national curriculum guidelines (skills, understanding, knowledge and active and informed citizens) and their application in the context of the Steiner curriculum, via hands (skills), heart (understanding), head (knowledge) and moral capacity (active and informed citizens). These interrelated categories are used in the National Steiner Curriculum design as templates for content description and subject curricula.

5. Case Study 2: Social and Emotional Development within a Whole Population: Australian Early Development Index (AEDI)

The Australian Early Development Index (AEDI) is a whole population measure of young children's development, funded by the Australian Government Department of Education, Employment and Workplace Relations. The AEDI is conducted by the Centre for Community and Child Health, Royal Children's Hospital, Melbourne and a key research centre of the Murdoch Children's Research Institute, in partnership with the Telethon Institute for Child Health Research, Perth.[35]

In 2009, for the first time, the AEDI was completed nationwide, with as many as 98% of five-year olds having been assessed by their teachers, using the index. This has provided a unique snapshot of the early childhood development outcomes of Australian children. Between 1 May and 31 July, information was collected on 261,203 children (97.5 per cent of the estimated national five-year-old population). This involved 15,528 teachers from 7423 Government, Catholic and Independent schools around Australia. Although the development index was first trialled in British Columbia, Canada, Australia is the first nation in the world to undertake such a massive project.

The AEDI involves collecting information to help create a snapshot of children's development in communities across Australia. Teachers complete a 95-item checklist for each child in their first year of full-time schooling (five-year olds). The checklist measures five key areas, or domains, of early childhood development:

- Physical health and wellbeing;
- Social competence;
- Emotional maturity;
- Language and cognitive skills (school-based);
- Communication skills and general knowledge.

It is noteworthy for this research that two of the five measures (*social competence* and *emotional maturity*) relate to social and emotional wellbeing. However, all five domains are regarded as being closely linked to the predictors of good adult health, education and social outcomes.

For the purposes of this chapter, I will briefly expand on the two most relevant domains, how they are measured, and what the overall population sample indicated.

Editor's note: Results of the Canadian EDI (Early Development Index) are discussed in the chapter "Social and Emotional Education in the Canadian Context" in this International Analysis.

5.1 Social Competence Domain

This domain measures children's overall social competence, responsibility and respect, approaches to learning and readiness to explore new things (See Table 3). Bear in mind that these criteria are designed to evaluate five-year-olds.

5.2 Emotional Maturity Domain

This domain measures children's pro-social and helping behaviour, anxious and fearful behaviour, aggressive behaviour and hyperactivity and inattention.

A brief summary of the findings for the overall evaluation suggest that approximately 75% of all Australian five year-olds are 'on track' with their development in these two domains. However, almost 10% are in the developmentally vulnerable range and a further 15% are developmentally at risk (See Table 5).

As a population measure, the AEDI places the focus on all children in the community, examining early childhood development across the whole community. It is argued that

Table 3: Adapted from AEDI Social Competence Domain[36]

	Children developmentally vulnerable	Children on track
Overall social competence	Have average to poor overall social skills, low self-confidence, and are rarely able to play with various children and interact cooperatively.	Have excellent or good overall social development, very good ability to get along with other children and play with various children, usually cooperative and self-confident.
Responsibility and respect	Only sometimes or never accept responsibility for actions, show respect for others and for property, demonstrate self-control, and are rarely able to follow rules and take care of materials.	Always or most of the time show respect for others, and for property, follow rules and take care of materials, accept responsibility for actions, and show self-control.
Approaches to learning	Only sometimes or never work neatly and independently, are rarely able to solve problems, follow class routines and do not easily adjust to changes in routines.	Always or most of the time work neatly, independently, and solve problems, follow instructions and class routines, easily adjust to changes.
Readiness to explore new things	Only sometimes or never show curiosity about the world, and are rarely eager to explore new books, toys or unfamiliar objects and games.	Are curious about the surrounding world, and are eager to explore new books, toys or unfamiliar objects and games.

Table 4: Adapted from AEDI Emotional Maturity Domain

	Children developmentally vulnerable	Children on track
Pro-social and helping behaviour	Never or almost never show most of the helping behaviours including helping someone hurt, sick or upset, offering to help spontaneously, and inviting others to join in.	Often show helping behaviours including helping someone hurt, sick or upset, offering to help spontaneously, and inviting others to join in.
Anxious and fearful behaviour	Often show most of the anxious behaviours; they could be worried, unhappy, nervous, sad or excessively shy, indecisive; and they can be upset when left at school.	Rarely or never show anxious behaviours, are happy, and able to enjoy school, and are comfortable being left at school.
Aggressive behaviour	Often show most of the aggressive behaviours; they get into physical fights, kick or bite others, take other people's things, are disobedient or have temper tantrums.	Rarely or never show aggressive behaviours and do not use aggression as a means of solving a conflict, do not have temper tantrums, and are not mean to others.
Hyperactivity and inattention	Often show most of the hyperactive behaviours; they could be restless, distractible, impulsive; they fidget and have difficulty settling to activities.	Never show hyperactive behaviours and are able to concentrate, settle to chosen activities, wait their turn, and most of the time think before doing something.

Table 5: AEDI Results for Social Competence and Emotional Maturity

	Number of children*	Average score# 0 - 10	Developmentally vulnerable	Developmentally at risk	On track	
			Below the 10th percentile	Between the 10th and 25th percentile	Between the 25th and 50th percentile	Above the 50th percentile
			%	%	%	%
Social Competence	245,356	9.2	9.5	15.2	22.8	52.6
Emotional Maturity	244,363	8.7	8.9	15.5	25.4	50.2

by moving the focus of effort from the individual child to all children in the community a bigger difference can be made in supporting efforts to support optimal early childhood development.

6. Case Study 3: Social and Emotional Education as a Targeted Programme: Seasons for Growth for Children experiencing Grief and Loss[37]

> *Experiences of loss and grief (separation, divorce, death, illness, disability, migration, adoption, etc.) feature significantly in the lives of many children and young people. In Australia, for example, 24% of 18-24 year olds report that their parents had divorced or separated before they turned 18 years of age and 5% experienced the death of a parent during their childhood (Australian Bureau of Statistics, 2008)… Common emotional responses such as sadness, anxiety, anger, resentment, confusion, guilt and loyalty tensions (Graham, 2004; Worden, 1991; Worden, 1996) need to be heard, acknowledged and respected.*

The *Seasons for Growth* (SfG) programme is a research based Kindergarten to Grade 12 curriculum intervention that aims to promote the social and emotional wellbeing of children and young people (aged 6-18 years) who have experienced significant change in their lives, usually as a result of death, separation or divorce. It was developed in response to community concerns about the implications of a burgeoning divorce rate on children in Australia, but also to redress the lack of support available to children adjusting to death in their families (Graham, 1996a; Graham, 1996b; Graham, 2002a; Graham, 2002b). The SfG programme involves small group, like-to-like peer learning processes (facilitated by an adult), creating a space for children to 'have a say' and providing an invitation to learn and practise new ways of thinking and responding to changes in their families. The emphasis is on understanding the effects of change, loss and grief, whilst developing skills in communication, decision-making and problem-solving through a peer support network so as to help restore self confidence and self-esteem.

SfG is an eight-week group programme (usually 4-7 children with an adult 'Companion'), with a ninth 'Celebration' and two subsequent 'Reconnector' sessions (ranging from 40-60 minutes each). There are five SfG 'Levels': three for primary school-aged children (6-8 years, 9-10 years and 11-12 years) and two for secondary school-aged young people (13-15 years and 16-18 years). Each SfG Level has a sound curriculum structure and incorporates a wide range of age-appropriate creative learning activities including art, mime, role-play, stories, discussion, playdough, music and journaling. Children's learning is generated through respectful conversations, facilitated (but not dominated) by an appropriately

As the name of the programme (Seasons for Growth) suggests, it uses the imagery of the four seasons to illustrate that grief is cyclical, and is not a linear journey with a clear end

trained adult 'Companion', whose role requires them to have the skills to listen to children and hear their voices but also to support them to discover and negotiate who they are and their place in the world.

The grief theory underpinning the programme is based on Worden's 'tasks' (Worden, 1991; Worden, 1996), a conceptualisation of grief which is significant in that it signals a shift from passivity to action/responsibility in managing one's experience, hence more closely reflecting notions of children's competence and agency—or self-direction. In acknowledging the complex interplay between children's agency and vulnerability, the programme assists them not only in understanding what happens when significant change and loss occurs in their lives but, importantly, how they might best respond to this.

As the name of the programme suggests, it uses the imagery of the four seasons to illustrate that grief is cyclical, and is not a linear journey with a clear end. Each of the eight weekly sessions explores a concept theme such as "I am Special", "Life Changes like the Seasons" and "My Story is Special". Each theme interweaves the imagery of one of the seasons and one of Worden's four 'tasks' of grief:

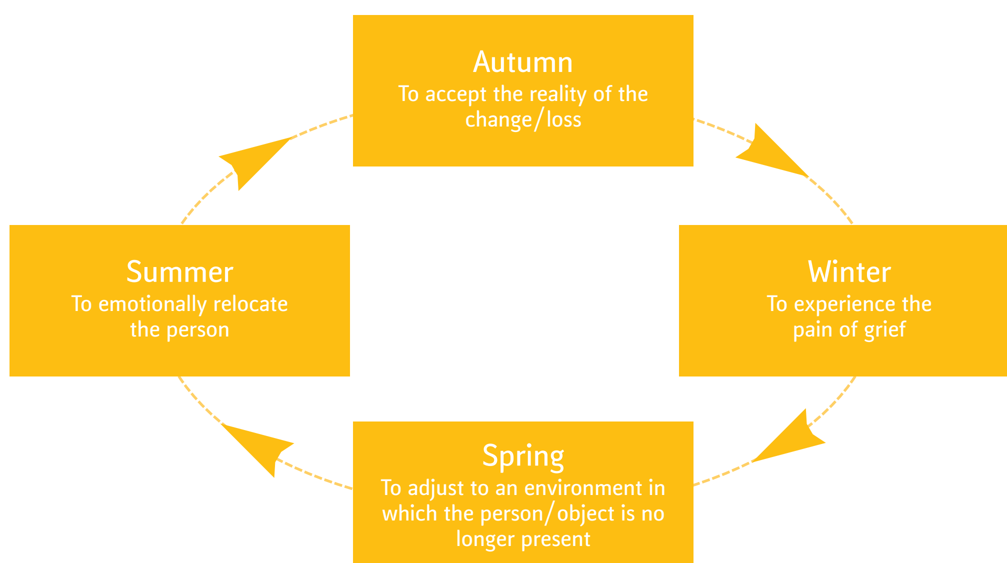

Figure 2. Seasons for Growth and Worden's Four 'Tasks' of Grief

The *Seasons for Growth* programme was designed and first implemented fifteen years ago and has gone through several research-based iterations and developments. Although SfG is primarily used in schools, it can also be used with adults. Since its launch in 1996, the programme has reached over 150, 000 children and young people across five countries.

The core aims of *Seasons for Growth* are the development of resilience and emotional literacy to promote social and emotional wellbeing.[38] However, it should not be regarded as providing (or substituting for) therapy in circumstances of grief and loss. Multiple independent evaluations have consistently concluded that the SfG programme has a strong, positive effect on children and young people.[39]

7. Teacher Education relating to Social and Emotional Education

In addition to the many school-based mental health and wellbeing approaches, the *Response Ability*[40] initiative supports the pre-service education of teachers. *Response Ability* is another initiative of the Australian Government Department of Health and Ageing, and is implemented by the Hunter Institute of Mental Health in partnership with universities and tertiary educators around Australia. *Response Ability* provides free multi-media teacher education resources to higher education institutions and offers ongoing practical support to teacher educators. The project team also distributes information through meetings, conferences and publications. The multi-media *Response Ability* materials use problem-based learning to help teachers develop practical skills. Topics include promoting resilience and identifying young people who need additional support. The existing resources focus on secondary teacher education and are used at around 90% of Australian campuses offering relevant programmes. Evaluation data show that the *Response Ability* materials are effective in raising pre-service teachers' self-reported understanding and confidence. Plans are underway to develop material for primary and early childhood teacher education.

In addition to such pre-packaged professional development it is important to remember our own personal social and emotional development.

8. Concluding Reflections

In conclusion, I would like to briefly draw attention to the big picture context of why it is today that social and emotional education needs to be "added" to most existing educational approaches. Why is it not part of education already? How did education become so fragmented? My research over the last decade has indicated that the initial impulse for mass public education in, for instance, Germany over two hundred years ago was actually quite holistic. It was initiated by Humboldt, in collaboration with German idealists and romantics such as Goethe, Hegel, Schelling and Novalis. These 18th century philosopher-poets were inspired by the notion of the holistic development of the human being and the on-going evolution of consciousness. However, after the deaths of these leading German philosophers, by the middle of the 19th century the idealist-romantic educational project was largely hijacked by the gradual influence of the British Industrial Revolution, so that schools increasingly became training grounds to provide fodder for the factories. While it is acknowledged that England, like Germany, had its share of romantic poets such as Blake, Coleridge, Wordsworth, to name a few, their presence did not seem to influence educational thought in the way that the German romantics influenced the shaping of educational philosophy in continental Europe. The educational thought that developed in England from the 17th century until the late 19th century was dominated by concerns about "practical problems of the curriculum, teaching methods and school or-

ganisation" (Curtis and Boltwood, 1953) in contrast to the more idealistic educational philosophy of German and Swiss educators who were pre-eminently concerned with the development of the whole human being, 'bildung'. The more pragmatic, utilitarian model of school education that developed in England was picked up in the USA. Notwithstanding the different philosophies, theories and methods within mainstream formal education, there is a tacit industrial era template on which most contemporary educational institutions are based that has been the main influence on mass education for at least one hundred and fifty years (Dator, 2000).

The modernist phase of formal school education is trapped within industrial, mechanistic and technicist[41] metaphors. Its entrenchment hinders the development of the whole person and the appropriate development of new ways of thinking suitable for the complexity of our times. Industrial era educational practices limit cultivation of other ways of knowing, such as social and emotional, in several ways:

- They fragment and compartmentalise knowledge in ways that many young people find meaningless (Eckersley, Cahill, Wierenga, & Wyn, 2007; Gidley, 2005).
- They privilege one way of knowing (cognitive) over significant others, such as aesthetic, contemplative, emotional, imaginative, intuitive, kinaesthetic, musical, inter- and intra-personal and social (Egan, 1997; Gardner, 1996; Nielsen, 2006; Noddings, 2005).
- They privilege the neoliberal business model of *education as commodity* over all other orientations (Giroux, 2001; Steinberg & Kincheloe, 2004).
- They encourage the transmission of deadening, stale concepts rather than evoking a process of awakening mobile, living thinking (Deleuze & Conley, 1992; Whitehead, 1916/1967).
- They educate for the past, for forms of understanding that are becoming outmoded and are no longer adequate for the complexity of 21st century life on a fragile planet (Gidley, 2007b; Morin, 2001);
- They support the status quo: valuing science over literature, maths over art, intellect over emotion, materialism over spirituality, order over creativity (Finser, 2001; Glazer, 1994).

Prior to the Industrial Revolution, which embedded these modernist ideas into the socio-cultural fabric of Western society, education for children was not a formal process, even in the Western world. Children were enculturated by their extended families and cultures and only the children of the wealthy—who could afford private tutors—or who wished to become clerics, had any 'formal' education. Thus, education of children has undergone two phases, roughly aligned with macro-phases of socio-cultural development (see Table 6 below):

- An informal phase which lasted from the beginnings of early human culture to the Industrial Revolution,
- A formal phase of mass education of children in schools, modelled on factories.

By contrast, early 20th century educational contributions of Steiner (1909/1965) and Montessori (1916/1964) in Europe, followed by Sri Aurobindo[42] in India, pointed to the educational possibilities that support the development of the whole child. A driving force underlying their educational approaches was the idea of the evolution of consciousness that embraces more spiritual perspectives.

A plurality of educational alternatives to the factory model has arisen since then and has been discussed elsewhere (Gidley, 2007a, 2008). I refer to these as *postformal pedagogies* drawing from 1) the idea of "postformal reasoning" put forward in the

Table 6: Socio-Cultural, Political and Educational Phases

	Prehistory to 18th Century	18th to 20th Century	20th to 21st Century and Beyond
Socio-Cultural Phases	Pre-modern	Modern	Post-modern
Political Phases	City-states	Nation-states	Global-planetary
Education Phases	*In*formal family/tribal enculturation, or elite tutoring	*Formal* schooling, mass education, factory-model	Pluralism of *post*formal pedagogies, integral, planetary sensibility

last few decades by adult developmental psychologists who identify one or more stages of reasoning beyond Piaget's formal operations; 2) the educational research building on critical theory and postmodernism which is referred to as post-formal education or post-formality; and 3) my own transdisciplinary postformal approach in which I bring these two discourses together via the term "post-formal pedagogies." Postformal pedagogies will be further discussed in a later section.

Based on these insights, I suggest that education—at least in much of the Anglophone[43] world—is in a transition from formal to post-formal (see Table 6). Social and emotional education is an essential component of this important transition.

Finally, to speculate on the long-term futures of social and emotional education, I believe that the movement towards more holistic, ecological education approaches will continue, thus reducing the need in the longer term for specific curricular programmes.

9. Acknowledgements

I wish to acknowledge the important contributions of several persons, particularly with respect to the three case studies. For the Steiner National Curriculum initiative, I acknowledge the significant contribution of Bronwyn Haralambous to the draft document on which I relied heavily for this case study. For the Seasons for Growth programme, I acknowledge the originator and developer of the programme, Professor Anne Graham, Director, Centre for Children and Young People, Southern Cross University, and also Sally Newell for the evaluation of the programme from which the text of my case study was largely extracted. For the AEDI initiative, I acknowledge the support and encouragement of Professor Jill Sewell, Paediatrician, Royal Children's Hospital, Melbourne.

Notes

1 *The Evolution of Education in Australia* by Marion McCreadie (2006). http://www.historyaustralia.org.au/ifhaa/schools/evelutio.htm

2 (History of) Catholic schools. http://www.catholicaustralia.com.au/page.php?pg=austchurch-history

3 "Government and Non-government Schooling." Australian Social Trends, 2006. Australian Bureau of Statistics.
http://www.abs.gov.au/AUSSTATS/abs@.nsf/Previousproducts/9FA90AEC587590EDCA2571B000 14B9B3?opendocument

4 The Australian States are Victoria, New South Wales, Queensland, South Australia, Western Australia and Tasmania, while the Territories are Northern Territory and the Australian Capital Territory.

5 This would be similar to what might be referred to as central government funding in other national contexts.

6 Australian Government Funding for Schools Explained. Parliament of Australia. 17th November, 2010. P. 3.
http://www.aph.gov.au/library/pubs/bn/sp/SchoolsFunding.pdf

7 Ibid. p. 24.

8 See note 8 above.

9 "1970-2010: Forty Years in Review." Independent Schools Council of Australia (2010). http://www.isca.edu.au/html/PDF/Year_in_Review/Year%20in%20Review%201970-2010%2040%20Years%20in%20Review.pdf

10 Ibid.

11 National Catholic Education Commission. About NCEC.
http://www.ncec.catholic.edu.au/index.php?option=com_content&view=article&id=64&Itemid=56

12 Ibid. Insight: Catholic Education in Australia, 2010.

13 "Government and Non-government Schooling." Op. cit.

14 The ARACY Report Card was developed with the support of UNICEF Australia and the Allen Consulting Group. ARACY is chaired by child health expert Professor Fiona Stanley. http://www.aracy.org.au/publicationDocuments/REP_report_card_the_wellbeing_of_young_Australians_A5.pdf

15 http://www.aracy.org.au/cmsdocuments/SEWB%2007_071%20(2).pdf

16 Children's Headline Indicators are nationally agreed measures for children's health, development and wellbeing. Australian Institute of Health and Welfare. http://www.aihw.gov.au/childyouth/

17 The report on the 'Conceptualisation of social and emotional wellbeing for children and young people, and policy implications' is available at the following link. http://www.aracy.org.au/index.cfm?pageName=Social_and_emotional_wellbeing_indi

18 For more information about *KidsMatter*, see the following link: http://www.kidsmatter.edu.au/social-and-emotional-learning/

19 More information about these parameters can be found at: http://www.fundacionmbotin.org/educacion-responsable_educacion.htm

20 For more information on the Early Years Learning Framework of the Australian Government Department of Education, Employment and Workplace Relations, see http://www.deewr.gov.au/Earlychildhood/Policy_Agenda/Quality/Pages/EarlyYearsLearningFramework.aspx

21 Reports are available for reading at the *MindMatters* website.
http://www.mindmatters.edu.au/about/evaluation/evaluation_-_landing.html

22 For more information about *KidsMatter*, see the official website:http://www.kidsmatter.edu.au/faqs/

23 By Social and Emotional Learning (SEL) I am specifically referring to skills taught according to the approach developed by the Collaborative for Academic, Social and Emotional Learning (CASEL) project, co-founded in 1994 by Daniel Goleman and others (Goleman, 1997). This is in contrast to what I refer to as Social and Emotional Education (SEE) in this paper, which both includes the teaching of social and emotional learning skills and goes beyond it to include broader, contextual and holistic approaches referred to above as *implicit* approaches.

24 http://education.qld.gov.au/studentservices/protection/sel/commercial-programs.html

25 For more information on the current situation with respect to social and emotional wellbeing of indigenous young people in Australia, please see the following link: http://healthbulletin.org.au/category/topics/health/social-and-emotional-wellbeing/

26 http://mams.rmit.edu.au/ufwg124fk6adz.pdf

27 http://www.unisa.edu.au/hawkeinstitute/research/utopia/default.asp

28 http://www.streat.com.au/about

29 I coin the term *delicate theorising* in reference to Goethe's *delicate empiricism* (Holdrege, 2005; Robbins, 2006).

30 For more information on new Australian National Curriculum, please see:
http://www.acara.edu.au/curriculum/curriculum.html and/or
http://www.deewr.gov.au/Schooling/Programs/SmarterSchools/Pages/_NationalCurriculum.aspx

31 See Melbourne Declaration on Educational Goals for Young Australians. This declaration was launched by the Australian Education Ministers in 2008. http://www.mceecdya.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf

32 For more information, see ACARA, Annual Report 2008-2009.
http://www.acara.edu.au/verve/_resources/ACARA_AnnualReport_08-09.pdf

33 While not regarded as hard and fast rules or categories, these developmental stages are well supported by research.

34 Waldorf Research Educators Network (WREN) research papers on Steiner pedagogy can be found at: http://www.ecswe.org/wren/researchpapers_ped

agogy.html Steiner Education Australia (SEA) research section: http://www.steineroz.com/articles/328 Research on Steiner Education (RoSE) journal:
http://www.rosejourn.com/index.php/rose

35 The AEDI is also endorsed as a national progress measure of early childhood development in Australia by the Council of Australian Governments (COAG).

36 http://video.wch.org.au/aedi/National_Report-March_2011_Reissue_final.pdf

37 This section is largely extracted from a recent evaluation of the programme by researchers at the Centre for Children and Young People (CCYP), Southern Cross University (SCU), Lismore, Australia.
http://ccyp.scu.edu.au/index.php/99/?hl=Seasons+for+Growth

38 More information about the Seasons for Growth programme can be found at *Good Grief*: http://www.goodgrief.org.au/SeasonsforGrowth/ChildrenYoungPeoplesProgram/tabid/65/Default.aspx

39 See Evaluating the Seasons for Growth Program: http://ccyp.scu.edu.au/index.php/99/?hl=Seasons+for+Growth

40 http://www.responseability.org/site/index.cfm?display=183492

41 Technicism is an over reliance or overconfidence in technology as a benefactor of society. Taken to the extreme it is the belief that humanity will ultimately be able to control the entirety of existence using technology.

42 Sri Aurobindo's spiritual philosophy was developed through his spiritual collaborator, *The Mother*.

43 I am not sufficiently informed to comment on the trends in European and other non-Anglo nations, except that in the so-called developing world, there is a strong, modernist, political and economic movement to transplant the formal factory-model of schooling into these diverse cultures. There is also a postcolonial critique of this neo-colonialist agenda (Gidley, 2001; Inayatullah, 2002; Jain & Jain, 2003; Jain, Miller, & Jain, 2001; Visser, 2000).

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Finland

Multi-Level Promotion of Social and Emotional Well-Being in Finland

Marja Kokkonen

Abstract

This chapter introduces the reader to the present academic and psychosocial situation of Finnish children and adolescents, and focuses on the initiatives being taken to improve the social and emotional well-being of the young people of Finland. The chapter starts with describing the Finnish school system and explores the presumed reasons for the high level of academic achievement, taking into account Finnish society's positive attitude towards education, the principles of educational equity, equality, and integration, the national curriculum, and the high level of pre-primary and teacher education which all play a significant role. From governmental, commercial and research-based approaches to social and emotional education, four examples are described in more detail. The initiatives are the following: a physical activity-based intervention in northern Finland to improve kindergarten children's social and emotional skills; the school-based intervention MUKAVA where social and emotional education is provided as part of the integrated school day; a nation-wide school-based anti-bullying programme called KiVa; and a study module on mental well-being for health education in schools. The selected case studies represent both skill-based and more contextual perspectives, and they show how social and emotional education has been found to be important for children of various ages as well as for the adults working with them. To conclude, I discuss the current delights and future concerns of social and emotional education (SEE), and suggest how Finland could move forward towards its social and emotional education (SEE) goals.

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Introduction

What Makes Finnish Kids So Smart?
(*The Wall Street Journal*, February 29, 2008)

Why do Finland's schools get the best results?
(BBC World News America, April 7, 2010)

In Finland's Footsteps – If We're So Rich and Smart, Why Aren't We More Like Them?
(*The Washington Post*, August 7, 2005)

Thoughts for the week: Why Finland is best for education
(*The Times*, August 8, 2009)

These are examples of the headlines from well-known journals and newspapers that have flattered the Finns over the past ten years. Even greater praise was lavished on the Finns in August 2010 by Newsweek which ranked Finland as the world's best country. The headlines and the rankings mostly reflect the findings of the Programme for International Student Assessment (PISA), an internationally standardized comparative survey of academic performance, coordinated by the Paris-based Organisation for Economic Cooperation and Development (OECD). Based on the academic performance of 15-year-olds studied worldwide in 2000, 2003, 2006, and most recently in 2009 Finland has established its place among the top countries/economies in reading, mathematics, and science. Also, the International Civic and Citizenship Education Study (ICCS) by the International Association for the Evaluation of Educational Achievement, exploring the ways in which youngsters are prepared to undertake their roles as citizens, showed that the civic knowledge of 14-year-old Finns is outstanding. Regardless of their minimal interest in politics and societal issues, they received the top score, with Denmark, in the 2009 study of 38 countries (Schulz, Ainley, Fraillon, Kerr, & Losito, 2010).

This chapter aims to offer a general picture of the current status of the social and emotional well-being of Finnish children and adolescents, and of the Social and Emotional Education (SEE) approaches that are designed to make the future of the Finnish youth brighter. After a brief overview of the presumed reasons for the high academic achievement of Finnish children and adolescents, I will turn to their psychosocial well-being (or the lack of it) that clearly speaks to the need for SEE initiatives. Next, I present four research-based case studies covering different age groups (i. e children at kindergarten, school children, and teachers). Finally, I discuss the current delights and future concerns of SEE, and suggest how Finland could move forward with its SEE goals.

The Finnish educational system and other explanations of the high academic success achieved by Finnish students

The academic success of Finnish students has been explained by a number of intertwined cultural and educational factors, such as the Finnish culture, the structure of the educational system and its comprehensive pedagogy, research-based teacher education, and autonomous and inclusive school practises (Välijärvi, 2003). Sometimes Finland is believed to achieve academically due to the geographical, socio-historical and cultural characteristics of the country: i.e. a small number of inhabitants (5.4M), cultural homogeneity (fewer than 156.000 foreigners), a remote location and strange language (Välijärvi, Kupari et al., 2007), harsh natural conditions (Hautamäki et al., 2008), a strong sense of national solidarity (Sahlberg, 2007), people traumatized by the bloody civil war in 1918, an authoritarian, obedient and collectivist mentality (Simola, 2005), a rather secularized society but with a prevailing Lutheran work ethic (Kupiainen, Hautamäki, & Karjalainen, 2009) together with a tendency to appreciate self-reliance, predictability and hard work more than fun or

More often, the high academic achievement of Finnish children and young people is recognized as being due to the general philosophy behind and the everyday practices of the Finnish educational system, which is perceived as being one of the best performing education providers in the world (OECD, 2007)

happiness (Crittenden & Claussen, 2000). More often, though, the high academic achievement of Finnish children and young people is recognized as being due to the general philosophy behind and the everyday practices of the Finnish educational system (see Figure 1), which is perceived as being one of the best performing education providers in the world (OECD, 2007).

In Finland, education is a civic right. The Finnish education system is based on a philosophy of equity and equality. The structure of the education system is as follows: There are over 3 200 basic schools (basic education includes both primary and lower secondary schools for children between the ages of 7 to 16 and lasts for 9 years). In addition there are about 750 upper secondary schools (vocational and general education; which lasts for 3 years, from age 17 to 19). Higher education is provided by 16 universities and numerous polytechnics. In practice, equity and equality mean that basic education, upper secondary education, and universities are publicly funded by both the state and local authorities, and are thus accessible, free of charge, to all pupils and full-time students, irrespective of where they live in Finland, their financial situation, gender, or native language (Education and Science in Finland, 2008). Free hot school lunches served daily and health and dental care are provided in both basic and in upper secondary schools, as is transport to school if the child lives over 5 km from school. In all schools, except in general upper secondary education, text books and other resources are also provided.

The principles of educational equity and equality can also be seen in the low national rate of homeschooling, and the co-educational and inclusive nature of Finnish schools. Although compulsory education does not require pupils to attend school, and can be legally completed by studying at home, the Finnish Home Educators Association estimates that the number of homeschoolers is less than 300. In comparison, the basic schools had 546 400 pupils in 2010 (Statistics Finland). Most pupils attend medium-sized schools of 300-499 pupils, ranging from rural schools with fewer than ten pupils to urban schools with over 900 pupils. According to the Quality criteria for basic education (2010) by the Ministry of Education and Culture, the recommended maximum number of children in each school class is 20–25 but this is not compulsory; for instance there will be 33 first-graders in my son's class this autumn.

In Finland's co-educational and inclusive educational system there are neither schools nor special programmes for gifted children, or single-gender schools. There are only very few private schools (mostly faith-based or Steiner schools). To found a private school

requires a political decision by the Council of State. When founded, they are part of the formal education system, and their activities are closely monitored and strictly regulated: tuition fees cannot be charged and student admissions have to be based on the same criteria as the corresponding municipal schools. Private schools are given a state grant comparable to that given to a munici-

Finland's decision to aim at inclusive education with integrated, heterogeneous teaching groups seems to work

pal school of the same size, and children that attend private schools (fewer than3%; Kumpulainen, 2010) must be given all the social entitlements that are offered to the students of municipal schools.

Finally, every student must be given equal opportunities for learning within the school. In practice this means the integration of special needs education within regular education (Välijärvi, Kupari et al., 2007). Screening of at-risk children for various learning difficulties starts before compulsory schooling in pre-primary education and continues through the lower grades in basic education. A student's right to special needs education and student counselling (e.g. guidance in study skills and planning of post-compulsory studies) is stipulated in Finnish law. Schools are obliged to provide remedial teaching for those students who have difficulty following regular classroom teaching. In autumn 2009, 8.5% of comprehensive school children received special education (Official Statistics of Finland, 2010). Although each student with special learning needs (i.e. a disability, illness, delayed development, or an emotional disorder) has an individual teaching and learning plan, students with minor learning or adjustment problems (e.g. problems with reading, writing, or mathematics) are entitled to remedial teaching alongside regular education in the regular classroom. Teachers are paid for the hours of extra tuition they provide to students with learning difficulties. There are also special education teachers, whose work is partly inclusive, but also entail segregative elements. They attend regular classes to teach students with problems in a certain subject or subjects, or they offer students the possibility of studying in small groups or individually a few times a week (Takala, Pirttimaa, & Törmänen, 2009). If absolutely necessary for the child, he or she may be assigned the status of a special needs student via professional assessment and be placed in a special education class in his/her initial school or in a special school (about 2 % of students attend separate special education institutions; Välijärvi, Kupari et al., 2007).

Finland's decision to aim at inclusive education with integrated, heterogeneous teaching groups seems to work. Firstly, Finnish children in basic education rarely repeat a grade (2% of pupils; Education in Finland, 2008), (although it is arguable that at times repeating a grade would be in the interest of the child). Secondly, there is evidence of a uniform PISA performance. Means for the lowest and highest performing percentiles in PISA have been generally the highest in Finland among all countries participating in PISA, the share of poorly performing students has been small and the effects of the status of students and schools on students' PISA performance have been

Even the weakest Finnish students have excellent relative academic performance compared to the students in many other countries, and students' social and economic background has hardly any impact on their performance

minimal (Hautamäki et al., 2008). This means that even the weakest Finnish students have excellent relative academic performance compared to the students in many other countries, and that students' social and economic background has hardly any impact on their performance. The preliminary results of PISA 2009 show, however, that the differences between schools seem to be growing (Sulkunen et al., 2010).

Another advantage of the Finnish education system is that a Finnish child does not usually start compulsory schooling until the age of 7. It takes 9 years (190 school days per year, 4 - 7 hours per day) for a child to effectively complete compulsory basic education (see Figure 1). Between the ages of 7 and 12 (classes 1- 6), children are taught by a classroom teacher. Typically the class teacher teaches the same class for at least two and sometimes even four consecutive years. Between the ages of 13 and 16 (classes 7 - 9), children are taught by more specialized subject teachers.

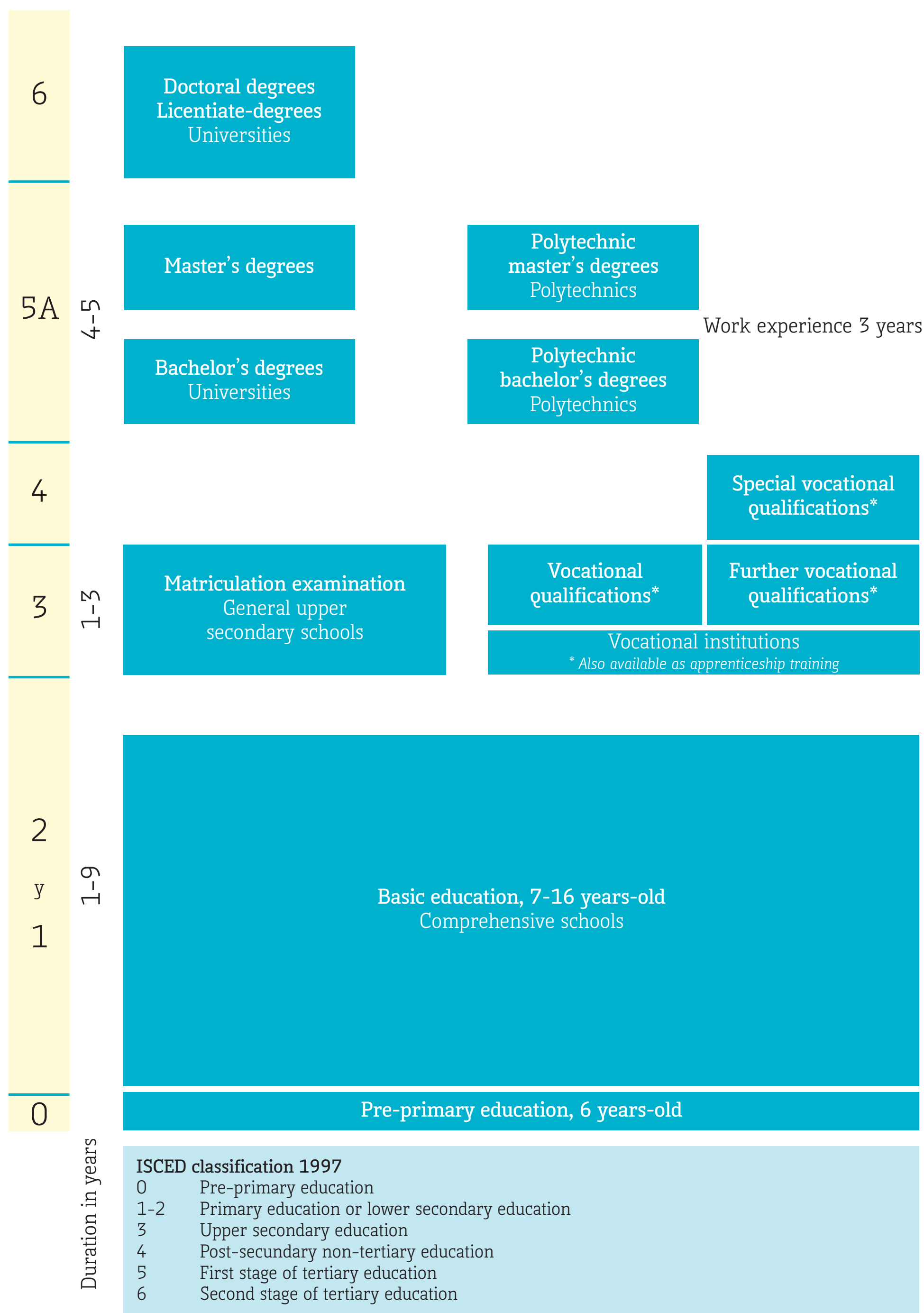
In 2009, fewer than 1% of 9th graders were not awarded the basic education certificate, the admission requirement for general upper secondary education. In 2008, 51% and 42 % of basic school graduates moved on to upper secondary school and vocational education and training, respectively, while 2% continued their studies in voluntary additional basic education (Kumpulainen, 2010). Upper secondary education consists of academically oriented general education and vocational education and training. General upper secondary education is based on courses with no specified year-classes. By choosing their courses the students can differentiate their upper secondary education to some extent, for example, to be more language-oriented or science-oriented. Some upper secondary schools specialise in a certain subject, such as sports, art or music. Other schools may offer special sport and art streams. General upper secondary education commonly takes 3 years to complete, and ends with a matriculation examination consisting of four compulsory tests, which provides eligibility for further practically oriented polytechnic and more research-oriented university studies that are free of charge to full-time students.

Pre-primary Education

However, the current academic achievements of Finnish students rest partially on the education that Finnish children receive

The current academic achievements of Finnish students rest partially on the education that Finnish children receive before they start school

THE FINNISH EDUCATION SYSTEM



Pre-primary education is aimed at preparing children for compulsory primary education, and includes play-based exercises and activities in pairs and small groups that promote children's initiative and positive outlook on life. There is no stress on academics

before they start school. Since 2001, all children have had the right to participate, free of charge, in voluntary pre-primary education during the year preceding compulsory schooling. In 2009, 56 985 children (99.4 % of the entire age group) received pre-primary education provided by schools (12 580) and by day care centres (44 405) (Finnish National Board of Education). (Pre-primary education covers only the year before going to school (ages 6-7), but day care is available from ages 1 to 7). Almost 70% of the children also attended day care in 2009.

Each municipality is obliged to offer pre-primary education. It is aimed at preparing children for compulsory primary education, and includes play-based exercises and activities in pairs and small groups that promote children's initiative and positive outlook on life. There is no stress on academics in pre-primary education. Pre-primary teachers usually have either a kindergarten teacher qualification (Bachelor's degree from a university or a polytechnic) or a class teacher qualification (Master's degree in Education). The fact that pre-primary teachers are well qualified to monitor children's development means that they are able to notice and intervene when there are any early signs of learning difficulties. Pre-primary education usually lasts for a minimum of 700 hours per year and a maximum of 4 hours per day. The Ministry of Culture and Education recommends that a pre-primary teaching group only includes 13 children, but if there is another trained adult in addition to the teacher the class may include up to 20 children (and in practice sometimes even more).

Teacher Education

The high educational level of teachers, one clear explanation for the academic achievements of students in Finland, is not limited to pre-primary education. Important landmarks in Finnish teacher education include the establishment of the first professional chair of education at the University of Helsinki in 1852 and the founding of the first teacher training college for the education of elementary school teachers in Jyväskylä in 1863. In 1974, teacher education for basic schools was reassigned to the universities (Kansanen, 2003). Since then, a qualified class teacher and subject teacher in basic education in Finland must have a Master's degree (300 ECTS) from a university. There are also strong expectations for teachers to model the importance of life-long learning (Innola & Mikkola, 2011), and to undertake continuing professional development throughout their careers (Westbury, Hansen, Kansanen, & Bjorkvist, 2005). Education providers, usually local authorities, have an obligation to provide teachers with a minimum of three days of continuing professional development (free of charge) every year (Education and Science in Finland, 2008).

Figure 2 "My 6-year-old son Joona currently attends pre-primary school at the same kindergarten where my 3-year-old daughter Neela attends day care."

The academic status of teacher education and the possibility of continuing on to doctoral studies have contributed to the popularity of the teaching profession. Stringent admission requirements and demanding entrance examinations send out a message to the potential students of how intellectually stimulating teacher education will be. The acceptance rate for class teacher students was 12 % in 2010 (Karhu & Väistö, 2011), which is the same or even lower than for medicine or law. The aim is to draw into the teacher education programmes the most motivated, committed, and multi-talented students, who are good not only at academic subjects but are strong in the arts, music, and physical education. Most often these students are women; 73% of the teachers in basic education are female (Ojala, 2011). The teaching profession is also very appreciated and respected in Finnish society; primary school teachers used to be called 'the candles of the nation'. Parents trust their children's teachers, and there is a positive attitude towards education in Finnish society, which makes teaching socially rewarding. However, concern has been expressed about the signs that have been observed more recently with regard to the decreasing appreciation of school teaching. The anti-school subcultures that are visible in the media might be having a negative influence on the attractiveness

A qualified class teacher and subject teacher in basic education in Finland must have a Master's degree from a university

The academic status of teacher education and the possibility of continuing on to doctoral studies have contributed to the popularity of the teaching profession

and the image of the teaching profession (Innola & Mikkola, 2010).

The research-based teacher education, including educational theory, subject didactics, educational research, and guided teaching practice in both the university practice schools and in field schools, equip student teachers to deal with everyday life at school (see Välijärvi, Kupari et al., 2007 and Niemi & Jakku-Sihvonen, 2011 for more details about teacher education). Teachers are trusted and given great freedom in teaching. There is no separate school inspectorate and state authority inspection visits to schools have been abandoned. Teachers are not supervised by principals, who typically tend to be administrators rather than pedagogical leaders. Instead, teachers may choose their own teaching methods, textbooks and other teaching materials, and plan their own lessons as long as they adhere to the National Core Curriculum for Basic Education. This curriculum forms the basis for both the municipal curriculum and, ultimately, the school's own curriculum, which includes the teachers' work plans. The teachers even prepare the school curriculum cooperatively with the principal(s) and other school staff, and have a say in the school budgets.

The culture of trust and pedagogical autonomy –and the more general learning philosophy which emphasizes learning– is also reflected in valuing teachers' and 'principals' professionalism in judging the progress of students' learning. Assessment of student achievement is the responsibility of teachers and of schools, but not by means of obligatory and comprehensive national testing during compulsory education. To evaluate how well the students have learned the content of the study unit in question, teachers can, for example, set their own exams based on the learnt content, take advantage of the exam papers included in the teaching materials accompanying most text books, use portfolios and students' self-evaluation - which I see as ill-advised due to the possibility of negative self-evaluation and discouraging experiences. Testing students' intelligence or cognitive capacities is seen as irrelevant to students' learning and motivation. On the contrary, standardized tests would presumably generate undue stress in students, which is partially why the only externally standardized test that is administered is the national matriculation examination, which students take at the end of upper secondary school.

Beyond Academics: The Psychosocial Well-Being of the Finnish Youth

Finnish students have unquestionably been among the best PISA performers for the entire decade, but the whole picture is not as rosy as it seems. In December 2010 the Finnish Minister of Education and Science Henna Virkkunen claimed in an interview for a French news agency Agence France-Presse (AFP) that PISA does not measure the biggest challenges faced by Finnish schools, such as the relatively high number of suicides among young people and the levels of poor mental health. Although the suicide rate has generally decreased, suicide is still the leading cause of death in the age group of 15 to 24 years,

There is no separate school inspectorate and state authority inspection visits to schools have been abandoned

and the suicide rate for that age group is among the highest in the world. A recent study of 901 suicides committed in Finland from 1969 - 2008 by persons under 18 years of age showed, firstly, that the youngest suicide victims were 8 years of age, and secondly, that after the year 1990 the youth suicide rates decreased for males, but increased in females (Lahti, Räsänen, Riala, Keränen, & Hakko, 2011). In 2005, 31 young people in the age range of 10 to19-years-old committed suicide (3.1 % of all suicides in Finland; Uusitalo, 2007), and according to the statistics of the World Health Organisation (WHO), three boys between the ages 5 – 14 committed suicide in 2007 (3% of all the suicides in Finland). A longitudinal study looking at the prevalence of and factors associated with suicidal behaviour among 580 adolescents showed that 14% of girls and 7% of boys reported suicidal thoughts or preoccupations at age 16. Emotional and behavioural problems at age 8 were correlated with suicidal thoughts and behaviour 8 years later (Sourander, Helstelä, Haavisto, & Bergroth, 2001).

The School Health Promotion study, carried out in all secondary schools, upper secondary schools and vocational schools since 1995, also highlights some forms of psychological ill-health in Finnish adolescents that seem to be increasing, especially in girls (Luopa, Lommi, Kinnunen, & Jokela, 2010). In the academic year 2008-2009, 16% (21 % of girls, 11 % of boys) of the 14-16-year-old respondents (8th and 9th graders) suffered from daily tiredness, 13 % (18% of the girls, 8 % of the boys) were moderately or severely depressed, and 13 % experienced school burnout (14% of girls, 12 % of boys). Also, a 16-year population-based time-trend study on 8-year old children's psychiatric problems showed that self-reported depressive symptoms among girls increased from 1989 to 2005 (Sourander, Niemelä, Santalahti, Helenius, & Piha, 2008).

There is also evidence that the social well-being of school-aged Finns might not be as good as it might seem at first sight. The school environments are also an issue. In a sample of 784 adolescents, aged 12-17, there was a 12-month prevalence of 3.2% for social phobia, and 4.6% for sub-clinical social phobia. These adolescents were also impaired in their academic and global functioning. Social phobia was comorbid with other anxiety disorders (41%) and depressive disorders (41%), and 68% of socially phobic adolescents reported having been bullied by peers. The prevalence rose and the gender ratio shifted to female preponderance with an increase in age (Ranta, Kaltiala-Heino, Rantanen, & Marttunen, 2009). In a sample of 985 children emotional and social loneliness seemed to be relatively stable, although 10-year-old boys seem to experience more emotional loneliness than girls of the same age (Junttila & Vauras, 2009). As for the social environment in the schools, the 2003 PISA study showed that 15-year-olds' school engagement and satisfaction were below average (Kupari & Välijärvi, 2005) and that there were groups of students who were strongly disengaged from school, learning, and social relationships. Although teachers are addressed by their first names and unnecessary hierarchy is avoided, problematic peer and teacher relationships and feelings of

There is evidence that the social well-being of school-aged Finns might not be as good as it might seem at first sight

unfairness and of not being accepted were present in Finnish schools (Linnakylä & Malin, 2008). For example, during health education classes almost 20 to 25 % of 15-year-old students do not dare to express their views and feel that teachers are not interested in their opinions (Aira, Välimaa, & Kannas, 2009). The result of the World Health Organization (WHO) collaborative cross-national study called the Health Behaviour in School-Aged Children 2006 revealed that although students' perceptions of their school environment were quite positive, a remarkably large proportion of the students reported negative attitudes towards school (Haapasalo, Välimaa, & Kannas, 2010). Along these lines, the School Health Promotion study in 2008-2009 has shown, in addition, that, regardless of the positive changes that have taken place during the past decade, a substantial proportion of 14 to16-year-old students did not like school at all (6 %; 3 % of girls and 8% of boys), considered their school workload as being too heavy (39%) and that the working climate was problematic (28-28%; Luopa et al., 2010). The negative school climate in Finnish schools is positively related to symptoms suggestive of burnout among both comprehensive and upper secondary school students (Salmela-Aro, Kiuru, Pietikäinen, & Jokela, 2008).

Finally, the results of a study conducted by the National Institute of Health and Welfare (THL) in 2009 in 2865 comprehensive schools, covering 67% of all the pupils in comprehensive schools, revealed serious indicators of violence in 74% of the schools. Teachers had been both threatened (reported by 20% of the schools) and harmed (13%) by students. As for bullying, 4% of the schools reported that a pupil had been bullied by a teacher. Individual cases of bullying between students were recorded by 64% of the schools (7% of the schools had reported the bullying incidents to the police; (Rimpelä, Fröjd, & Peltonen, 2010). Although Finnish students - like students in other Nordic countries - report the lowest prevalence of bullying others (Craig et al., 2009), 8% of 14-16-year-olds (10% of the boys, 7% of the girls) get bullied at least once a week at school (Luopa et al., 2010). For the general public, the homemade bomb which exploded in a shopping centre in 2002 (claiming 7 victims), and the school shootings in 2007 (which claimed 9 victims) and 2008 (11 victims) suggest that Finnish school-aged children are crying out for help. This leads to the conclusion that changes to the school environments also need to be made.

In the light of several comparative studies, the Finnish compulsory education system has proved to be quite a success. Despite the educational glory, a number of Finnish children are experiencing problems in their emotional and social lives. At approximately the same time that the basic education system was established in Finland in the late 1960s, pioneering researchers at the universities became increasingly interested in children's social and emotional behaviour. A decade later, the first battles to address Finnish children's psychosocial ill-health began. In the next section I will describe the angles from which the psychosocial well-being of the Finnish children and youth has been approached.

Promotion of psychosocial well-being among Finnish children and youth: Governmental, commercial, and research-based approaches

The attempts to improve the social and emotional well-being of Finnish children and youth have been threefold: governmental, commercial, and civic-scientific. In Finland, education is generally the responsibility of the Ministry of Education and Culture, with which the Finnish National Board of Education (FNBE) develops educational aims and core contents. Fundamentally, the basis for enhancing children's psychosocial well-being can be found in *the national core curricula* for pre-school and basic education. According to the Core Curriculum for Pre-School Education 2010, pre-primary education aims to monitor and support preschoolers' physical, psychological, social, cognitive, and emotional development and to prevent any conceivable problems. As for basic education, an opportunity for holistic growth, learning, and the development of a healthy sense of self-esteem is emphasized, and the focus is very much on pupil welfare. The National Core Curriculum for Basic Education 2004 states that pupil welfare, including basic learning prerequisites, and children's physical, psychological, and social well-being, is the concern of everyone in the school community. Consequently, the national starting point for SEE in Finland is less the promotion of academic achievement than the well-being of the children and adolescents. The strong argument for feeling better instead of achieving more has recently been reflected in the argument that by enhancing students' social and emotional skills the occupational well-being and job satisfaction of teachers would be increased (Kokkonen, 2005, 2010).

In addition to the general mission and aims that essentially value students' psychosocial well-being and optimal development, the national core curriculum for basic education also specifies more detailed learning objectives and core contents of cross-curricular themes and individual subjects. In basic education, one particular cross-curricular theme that should be implemented in all subjects, namely '*Growth as a person*', shares many objectives and core contents with SEE, such as the identification and management of emotions and the observation and interpretation of aesthetic experiences. More specifically, *health education* (an independent subject since 2001) aims to develop students' cognitive, social, functional and ethical capacities, as well as their ability to regulate their emotions. Psychological and social growth and development (e.g. self-esteem, tolerance) as well as resources and coping skills (e.g. interaction skills, emotions and their expression) are among the core contents of health education. Already student teachers seem to view health education, among other things, as a context for delivering theoretical knowledge (focus on learning facts), a means of promoting students' knowledge with regard to

The national starting point for social and emotional education in Finland is less the promotion of academic achievement than the well-being of the children and adolescents

self-regulation (focusing on critical and conscious reflection on ways of behaving and feeling), and a context for personal growth (Paakkari, Tynjälä, & Kannas, 2010a). When it comes to teaching methods, there is great confidence in both theoretical knowledge (on which the examination questions are based) and practical, functional exercises generating personally meaningful experiences. Along the same lines, in student teachers' understanding, teaching of health education can be seen as transferring both knowledge and skills and supporting holistic personal growth (Paakkari, Tynjälä, & Kannas, 2010b). Creating an encouraging, safe, and accepting atmosphere and a feeling of community in the classroom is also essential. Furthermore, the core subjects of religion/ethics, music, visual arts, crafts, and physical education all include learning objectives that are social and emotional in nature, for example, the appreciation of others, tolerance, being responsible and considerate, cooperation, and emotional expression.

Conceptually, it is noteworthy that the national core curriculum uses words such as '*capacities*' and '*skills*' and defines teachers' tasks as being to *guide* and *help* students, and to *support* their personal growth and development. This choice of words reflects the concept of learning as an individual and mutual process of building knowledge and skills and of individual and collective meaning making that requires each student's own purposeful activity. In my opinion, the general preference in Finland for the concept of *learning* instead of *education*, also in the context of the promotion of social and emotional well-being, is due to the wish to approach things from the students' perspective. In addition to this child-centredness, as a contrast to adult-centredness, the preference for the concept of learning is linked to a strong emphasis on seeing students as active, independent learners, not as passive absorbers of information provided by educators.

The national core curriculum works as a national framework on the basis of which the local curricula – the municipal curriculum and the curriculum of each individual school - are formulated. Local administration of education is the responsibility of the local authorities (municipalities) or joint municipal boards, who give a great deal of autonomy to schools and, ultimately, to their autonomous teachers. Therefore, the implementation of SEE depends largely on the activity and motivation of the local schools and their (teaching) staff. Since the mid- 1980s, Finnish schools have collaborated closely with numerous non-governmental, civic organisations which have provided schools with *commercial tools* for enhancing children's social and emotional skills and capacities. As an example of this skill-based approach, since 1982 the Evangelical Lutheran Association for Youth in Finland (www.nuortenkeskus.fi) have offered teachers, parents, and children various interaction and human relations training imported from the U.S.A, such as Youth, Parent, and Teacher Effectiveness Training based on the work of Dr. Thomas Gordon. The Christian Association of Boys and Girls in Finland (www.ptk.fi) has organised Aggression Replacement Training (ART) developed by Dr. Arnold P. Goldstein. The association Children of the Station (www.asemanlapset.fi) has aimed to develop a personal and living interaction between adults and young people since 1990. One of their activities is to provide training, lectures and teaching materials for the teaching of coping and emotional skills, such as the Australian childhood anxiety and depression prevention programme FRIENDS. Teachers, parents, and other adults working with children and youth have been trained by the Association of Finnish Lions Clubs using the Lions Quest since the beginning of 1990s (www.lions.fi). The Second Step programme, developed by the American organisation, Committee for Children (www.cfchildren.org), has been available in Finnish for kindergarten

In addition to basic research on social and emotional behaviour conducted in Finland as early as the 1960s, the past decade has seen many collaborative applied and intervention studies. The aim of these studies has been to enhance the social and emotional well-being of school-aged children in a more contextual and holistic way, that is, involving the whole school, families, and the wider community

teachers, pre-primary educators, class teachers and the like since 2005 (see www.psykologienkustannus.fi for more information). Kindergarten teachers teach children from 1–6 who attend day care, but pre-primary educators mostly teach children between 5 and 6 (the year before formal schooling).

Following the first written, national SEE programmes (e.g. the book by Pulkkinen, Heikkinen, Markkanen, & Ranta, 1977), more and more original Finnish social and emotional education programmes have been made available, such as Tunnemuksu (Peltonen & Kullberg-Piilola, 2005), a programme for enhancing the identification, acceptance, expression, and regulation of emotions of 4 – 9-year-olds, and Steps of Aggression (Cacciatore, 2008), an age-appropriate, staged set of teaching materials to explore aggression and anger, and to prevent aggressive behaviour in children and young people under the age of 25.

In addition to the utilisation of the skill-based commercial SEE programmes often offered by civic organisations, there has been the third way for kindergartens and schools to enhance the social and emotional well-being of children: active and voluntary *engagement in scientific research*. As a nation, Finland is very 'pro-research', and the Finnish kindergartens and schools are usually delighted to be able to participate in and support various scientific projects. In Finland, scientific studies do not generally have to be approved by school boards, and the projects can be implemented as soon as the principal has given his or her permission, and the parents of the participating students have signed the informed consent. In addition to basic research on social and emotional behaviour conducted in Finland as early as the 1960s, the past decade has seen many collaborative applied and intervention studies. The aim of these studies has been to enhance the social and emotional well-being of school-aged children in a more contextual and holistic way, that is, involving the whole school, families, and the wider community. Very often the studies have been planned and carried out by Finnish universities or other research institutes, such as the National Institute for Health and Welfare operating under the Finnish Ministry of Social Affairs and Health, typically in collaboration with civic organisations. Some of the most important supporters of the SEE projects have been the Ministry of Education and Culture, the Finnish National Board of Education (FNBE), the Academy of Finland, and civic organizations such as the

Finnish Association for Mental Health (FAMH), the Mannerheim League for Child Welfare (the largest child welfare organization in Finland), the Association of Finnish Local and Regional Authorities, and Finland's Slot Machine Association. Many of these organisations have contributed to the four selected case studies that I will now review in more detail. The selected cases are from a wide geographical spread, represent both skill-based and more contextual approaches, and target various age groups from kindergarten children to health educators working with children and adolescents.

Case Study 1: Promoting kindergarten children's social and emotional skills through physical exercise

In Finland, the role of language, artistic activities and experiences, and the possibilities for versatile interaction with different people are considered central to the development of preschoolers' social and emotional skills (Core Curriculum for Pre-School Education 2010). In addition, the recommendations for physical activity in early childhood education (2005) that constitute a part of the National Curriculum Guidelines on Early Childhood Education and Care in Finland (2003) also pay attention to forms of play and physical activity that can enhance children's self-esteem and self-image, offer experiences of joy and opportunities to express feelings, learn to take other children into consideration, and to regulate their own behaviour and emotional expression.

In the 8-month intervention conducted in 2003 – 2004 in the northern towns of Kajaani and Sotkamo, physical activity was chosen as a way to enhance the social and emotional skills of 3 to 4-year-olds. The intervention was inspired by the recommendations of the Collaborative for Academic, Social, and Educational Learning (CASEL; www.casel.org), and thus focused on skills such as connecting with others, cooperation during pair and group work, helping others, apologising spontaneously, waiting one's turn, and listening to instructions, feedback, and the opinions of their playmates. An experimental group of 31 children (15 girls and 16 boys from five kindergartens) and a control group of 10 children (6 girls and 4 boys from three kindergartens) participated in the study. Prior to the intervention the kindergarten teachers received ten hours of training (5 x 2 hours) on how to enhance

Table 1. Timetable and the contents of the physical exercise sessions

TIMING	CONTENT/THEME
September 2003	Become acquainted with others through exercise and play
October 2003	Ball games with different balls, cones, goals, combined with music
November 2003	Different exercise equipment (bean bags, swimming rings, ropes, scarves, skipping ropes etc.)
December 2003	Exercise with music, traditional games
January 2004	Balancing acts and exercise with apparatus and various equipment; rubber bands, ropes, milk canisters, cloths etc.
February 2004	Imagination and creativity with unusual equipment: teddy bears, newspapers etc.
March 2004	Creative exercise, emphasis on rhythms and music
April 2004	Ball games
May 2004	Adventurous exercise in nature, emphasis on endurance, jumping skills, orienteering, and respect for nature; wandering in the woods, outdoor activities
June / August 2004	Swimming and summer sports (e.g. football, the Olympic Games); emphasis on bodily awareness, respect for nature

and observe kindergarten children's social and emotional skills. In 22 physical exercise sessions the kindergarten teachers used, for example, traditional games, ball games, gymnastics, creative exercises, and different exercise equipment once a week in order to enhance the selected skills (see Table 1 on page 17 for the session contents).

Each session included four phases: warming up, actual training of the social or emotional skill(s), cooling down, and closing discussion. For example, during the warming up of the ball games session children were moved around creatively in time to the music. When the music stopped, one child at a time told the others what body part had to touch the floor. In this way the children learned the names of the body parts, to wait their turn, and to listen to instructions. During the actual training phase, the teacher threw different balls onto the floor, and children had to work collaboratively to collect the balls back into a huge bag. In addition, the teacher rolled a ball to each child, one at a time, and the children had to wait their turn. Afterwards the children lay down on the floor, and the teacher rolled a soft ball over the children in a calm way, to relaxing background music. At the end of the ball games session, the whole group discussed their experiences and the importance of the trained skills (waiting one's turn, cooperation) using pictures with animal figures and the children described their own feelings and self-evaluated their own success. The kindergarten teachers evaluated the children's skills during the physical exercise sessions using a four-point observation form at the beginning of the research period and six months later (Takala, Kokkonen, & Liukkonen, 2009).

The kindergarten staff (4 kindergarten teachers and two children's nurses) were 32-52 years old and their working experience ranged between 4 and 26 years. They were interviewed twice during the intervention. The results show that the kindergarten staff considered the following as being important for the development of children's social and emotional skills through physical education sessions: listening to the children and taking their views into account, children's sense of belonging to a group, encouragement and support for children, including personal feedback for each child, and goal-directed activities. Furthermore, preparation of physical education sessions in advance, goal internalisation, the available pre-planned programme, and cooperation between all the adults involved (commitment, shared responsibilities, sticking to the timetables) were regarded as central day care centre activities by the interviewed kindergarten teachers (Takala, Oikarinen, Kokkonen, & Liukkonen, 2011).

For the kindergarten staff, the uppermost discomfort and a factor that might have had a negative impact on the children's learning was the general busyness and lack of time in the kindergarten. Moving the necessary equipment from one building to another, adopting the content of the physical education session and tailoring it to the needs of the educator's own group of children also created extra work. One children's nurse fretted over the fact that following the contents of the pre-planned programme, which was part of an ongoing investigation, made it impossible for the educator to go back to those exercises that the children liked the best. However, she was pleased to see that participating in the study also enriched other kindergarten activities and improved the quality and quantity of the children's observations. In her opinion, children became more helpful outside of the physical exercise sessions (in free play), more accurate at identifying their emotions and giving reasons for their own emotional reactions. For these reasons and others she has kept the programme alive in her kindergarten.

Case Study 2: The Integrated School Day sub-project in the school-based intervention programme MUKAVA

The acronym, MUKAVA, is derived from the Finnish words "*mu*istuttaa *ka*svatus*va*stuusta", which means, "to remind Finnish adults of their responsibility for raising and educating their children". 'Mukava' is also a Finnish adjective meaning 'nice'. The MUKAVA programme which took place from 2002 to 2005 (www.mukavahanke.com) was designed and directed by psychology professor Lea Pulkkinen, an expert on children's social behaviour since the 1960s, from the University of Jyväskylä, in Central Finland. The main objectives of the programme, which was aimed at facilitating the growth of socially competent individuals, were: 1) to decrease the amount of time pupils spend without adult supervision in the mornings and the afternoons; 2) to enhance the personal growth and socio-emotional development of the students, and 3) to strengthen the "social capital" of the school and the students.

The MUKAVA programme was rooted in the ongoing Jyväskylä Longitudinal Study of Personality and Social Development (JYLS), in which the same individuals have been studied from the age of 8 to age 50. The JYLS was initiated at the University of Jyväskylä by Lea Pulkkinen in 1968 as her doctoral dissertation (Pitkänen, 1969; Pulkkinen, 2006, 2009) and has provided evidence on developmental continuity and the accumulative role of emotional and behavioural regulation in individuals' social and psychological functioning. The findings of the JYLS have been applied to school settings through MUKAVA. MUKAVA focused on the students and their social and emotional development at various educational levels, as well as the relationships between the seven experimental schools and the communities around them.

The reorganization of the school day made it possible to offer to school children not only compulsory lessons, but supervised rest periods, free play, and goal-oriented leisure activities in clubs and hobby groups

In the MUKAVA programme, the emphasis was placed in varying degrees on the child, on the school as a learning environment, and on the relationship between the school and the surrounding community, in seven sub-projects. There were two sub-projects that aimed to support children's social and emotional development: 1) A kindergarten project that enhanced the development of kindergarten children's social skills, and 2) A Health Education project that supported the beginnings of health education, a new individual school subject since 2001, by actively commenting on the core contents of the subject and supporting the broader definition of health as a physical, mental, and social state. The project provided teaching materials and teacher training, workshops and further education on the role of emotions, their identification and regulation in health and well-being, and the applicability of social and emotional education to different school subjects. Two other sub-projects focussed on the

school as a learning environment: 3) The Integrated School Day (ISD) implemented various practices for integrating extracurricular activities into the school day, and 4) A Teacher Education project that developed teachers' basic and continuing education with regard to children's social and emotional development. The local community was brought closer to the everyday life of the school through three sub-projects: 5) The Introduction to Working Life Project facilitated the development of students' social skills relevant to working life, offered students the opportunity to work at work places outside the school for a time, and developed information technologies to coordinate activities between schools and employers, 6) A Volunteering project which supported volunteering in the community, and 7) The Home-School project that strengthened cooperation between the home and school (for further details see Pulkkinen, 2004).

Although the MUKAVA project officially ended in 2005, its impact can still be seen in Finnish society. The Integrated School Day (ISD) has been the most visible and influential of all the MUKAVA sub-projects. It was funded by the Finnish Innovation Fund (SITRA), an independent public fund promoting the welfare of Finnish society under the supervision of the Finnish Parliament. The core of the matter in the ISD was the reorganizing of the structure of the school day to provide more scheduling flexibility by giving up the half-day school structure that was inherited from the German and Swiss school models. The reorganization of the school day made it possible to offer to school children not only compulsory lessons, but supervised rest periods, free play, and goal-oriented leisure activities in clubs and hobby groups organized in cooperation with several professions (Table 2; Pulkkinen, 2004). The idea was to provide solutions to the typical situation of each family with working parents; the 7-8-year-old children typically come home from school after four hours of studying, whereas their parents come home 4 to 5 hours later. Alternatively, the children spend several hours alone at home in the mornings before going to school.

In practice, optional, adult-supervised activity groups of self-organised recreation and indoor and outdoor activities as well as clubs with goal-oriented activities (e.g. music, cooking, sports, arts and crafts, movies,

Table 2. A traditionally structured and the Integrated School Day (modified from Pulkkinen & Launonen, 2005, 18)

Typical, non-integrated school day			Integrated School Day	
Hours	1. day	2.day	Grades 1 - 6	Grades 7 - 9
7-8			Activity Groups >> Clubs	
8-9	1. lesson		Studying	Studying >> Clubs
9-10	2. lesson	1.lesson	Studying	Studying
10-11	3. lesson	2.lesson	Studying	
11-12	4. lesson	3. lesson	Lunch	Lunch
12-13		4.lesson	Activity Groups >> Clubs	Studying >> Clubs
13-14			Studying	Studying >> Clubs
14-15			Studying >> Clubs	
15-16			Activity Groups >> Clubs	
16-17				

> **Teachers of the experimental schools reported decreased bullying, increased school enjoyment, and improved collaboration between the school and the home all resulting from the integrated school day (Pulkkinen & Launonen, 2005)**

drama) led by teachers, youth workers, and other qualified instructors were available before school, during lunch break, between lessons and after the end of the regular school day. Teaching at school was delayed for one hour (starting at 9 instead of at 8). In addition to the free lunches, that have been offered to Finnish students for over 60 years, the integrated school day extended the lunch hour from 20 minutes to one hour, and students were offered free snacks in the afternoons. The seven experimental schools which had in total about 2000 students and 160 teachers were advised to be more flexible and creative with their schedules and to try to match their teaching schedule to students' parents' working hours (Pulkkinen, 2004). As a result, school children did not have to remain unsupervised before their parents came back from work. The recent findings of the MUKAVA programme show that the 9- to 10-year-olds who chose not to participate in the programme had more internalizing problem behaviours (social anxiety and depressive symptoms) than those children who had participated in the extracurricular activities (Metsäpelto, Pulkkinen, & Tolvanen, 2010). Teachers of the experimental schools reported decreased bullying, increased school enjoyment, and improved collaboration between the school and the home all resulting from the integrated school day (Pulkkinen & Launonen, 2005).

Feedback from two principals of the MUKAVA experimental schools in Jyväskylä confirms that many of the MUKAVA practices are still alive today. According to the principal of Keljo School, founded in 1896, the morning activities are still available to the schools' 7 to 12-year-old students. Compulsory education starts at 9 o'clock, but the children can come to school an hour beforehand to read, draw, finish their homework, or just socialize with friends under the watchful eye of one staff member. The school has also stuck to the longer break at lunch time, another characteristic of the integrated school day. Unfortunately, financial reasons have forced the school to let the school tutor who had previously been paid by the MUKAVA project, go. She had been able to reach out – mostly because she was not a teacher - to the underachievers, immigrants, and other children at risk. Two of the downsides were that the introduction of the programme begun in May after the school year (due to the late decision of SITRA to support the programme), reporting and data collection were found to be rather burdensome, and at the start, the parents were under the misapprehension that children's attendance at clubs and hobby circles was compulsory. In spite of these challenges, the principal was very empowered by the monthly meeting of the steering group, and appreciated the possibility to share and discuss experiences with the other principals, and the leader and the

Table 3. The best and the most difficult aspects about the Integrated School Day (principals' opinion)

The best things in the ISD	The most difficult things in the ISD
A wide variety of extracurricular activities	Time management and lack of time
Students' loneliness reduced	Providing information and papers to teachers
Versatile school day	Tight schedules in which to return the questionnaires
Physical activities and practical exercises were nice changes in otherwise theoretical school work	Getting in touch with the parent (classes 7-9)
Increased school enjoyment	Another principal was green with envy
Educational possibilities for principals and teachers	Financial administration
Deep discussions and experiences within the school had broadened teachers' views	Learning to collaborate equally with new partners
A challenge for the principal	Problems in building the collaborative network due to the structure and hierarchy of the municipality
The presence of the school tutor	Commitment of the partners outside the school
Networking with the surrounding community, collaboration	Spreading a school-centred operations model in the school's home town

coordinating teacher of the programme. The MUKAVA programme also made it possible for children of different ages to work together in a communal manner, across the grade boundaries and offered theoretical bases for some of the school practices that had been planned or intuitively used before the launch of the programme.

The principal of Kilpinen Comprehensive School, founded in 1960, believes that along with the MUKAVA programme, the teachers started to adopt a more holistic, student-oriented view of learning. In his own words:

"Previously our teachers could have come for a coffee break after a class and sighed 'Oh dear, the students are not learning anything, even though my lesson was great! After the MUKAVA, our teachers began to ask themselves 'What could be done with the class to make the learning easier for them?' "

According to the principal, MUKAVA deepened the co-operation between home and school and led to a more comprehensive approach to students' well-being. For example, students' leisure time activities and health issues were openly discussed in meetings between the form master/mistress and the student's parent. During the MUKAVA programme, there were as many as 50 clubs and hobby circles available to students after the school day. Nowadays, the school has actively looked for other sources of funding to pay for the clubs and hobby circles. Quite a number of the sport and music clubs still function with the help of funds from the local Centre for Economic Development, Transport and the Environment. The principal appreciated the teacher training, workshops and further education concerning social and emotional well-being that was offered, but felt that the role of the principal as a key figure in the implementation of the programme was overemphasised every now and then. Meetings with the programme workers and the principals of the other experimental schools (steering group meetings), together with reporting duties, were occasionally too time consuming for him.

Theoretically, KiVa aims to change both the behaviour of the bully and the behaviour of the onlookers whose changed behaviour (from assisting or encouraging the bullying to objecting to the bullying and supporting the victim) is expected to make bullying less socially rewarding to the perpetrator

Interview and questionnaire data was collected annually from all the principals of the experimental schools. Table 3 brings together some of the best and most difficult aspects of the ISD from the perspective of the principals (modified from Pulkkinen & Launonen 2005, 133).

The ISD turned out to be an initial phase in the reforms to school children's voluntary morning and afternoon activities, and affected the law so that since 2004 it has been mandated that local authorities have to organise supervised, voluntary extracurricular morning and afternoon activities for 7-9-year-olds and for special needs children of any age in basic education. In the spirit of the MUKAVA programme, the purpose of these diverse, supervised activities is to support family life and school education and promote children's well-being and emotional and ethical growth (Education and Science in Finland, 2008, 22).

Case Study 3: KiVa, a school-based anti-bullying programme

KiVa, another Finnish adjective meaning 'nice', is also an acronym of the expression "Kiusaamista vastaan" ("against bullying"; www.kivakoulu.fi). KiVa is an anti-bullying programme originating from psychology professor Christina Salmivalli's pioneering work on bullying as a group phenomenon in the early 1990s (e.g. Salmivalli, Lagerspetz, Björkqvist, Österman, & Kaukiainen, 1996). KiVA was developed at the University of Turku in collaboration with the Department of Psychology and the Centre for Learning Research and with funding from the Ministry of Education and Culture. In the developmental and experimental phase of the programme (2006-2009), 234 basic schools (117 experimental schools, 117 control schools) with 30 000 students participated in the evaluation of KiVa. Currently, around 2500 Finnish comprehensive schools (about 80 % of all comprehensive schools in the country) have started implementing the KiVa programme.

Theoretically, KiVa aims to change both the behaviour of the bully and the behaviour of the onlookers whose changed behaviour (from assisting or encouraging the bullying to objecting to the bullying and supporting the victim) is expected to make bullying less socially rewarding to the perpetrator. Theoretical knowledge about bullying and related issues, exercises, and the reflection of one's own social behaviour are all seen as crucial components in preventing bullying. In practice, the programme has three different developmentally appropriate versions for students between the ages of 7 and 9, 10 and 12, and 13 and15, and a number of universal and what the developer's term '*indicated*

actions' to reach its aim (Salmivalli, Kärnä & Poskiparta, 2010a, b). The *universal actions* of the programme include student lessons, an anti-bullying computer game (which appeared to be popular especially among the girls and the bullied), and a virtual learning environment. There are ten double lessons, consisting of 20 hours in total, given by a class teacher over the course of one school year. The lessons include discussion (e.g. on respect, group communication, group pressure, assertiveness, the mechanisms and consequences of bullying), group work (e.g. practicing different ways to help the victim), short films about bullying, and role-play exercises that are designed to raise awareness of the role that the group plays in maintaining bullying, to increase empathy towards victims, to promote children's strategies to support the victim and their self-efficacy to do so, and to increase children's coping skills when victimized. For the 7-year-olds only, the identification of different emotions, based on facial expressions, voice, or the context of the event, is taught. The programme also includes two modern information technology applications for providing knowledge, skills, and motivation to change one's behaviour: an Anti-Bullying Computer Game for 7 - 12-year-olds, and a virtual learning environment called KiVa Street for 13-15-year-olds. The three components of the computer game, which are called "I Know" , "I Can" and "I Do", mirror the assumption typical of other Finnish social and emotional interventions i.e. that learning facts, learning skills, and making use of the knowledge and skills in real life situations are all needed to achieve good results.

The *indicated actions* take place when acute cases of bullying appear. In each school, there is at least one team of two to three teachers or other staff members that handle each bullying incident by holding discussions. The KiVa team interviews individually both the victim and the bully/bullies twice (a first interview and a follow-up interview). The discussions are meant to be settling and caring in nature, focused on the shared concern for the victim, and aiming at the concrete resolution of the situation. The victims, the bullies, and prosocial, high-status classmates prone to support the victims are also engaged in group conversations. The teaching manuals and instruction provide detailed information (also given in training days and school network meetings concerning the general implementation of the KiVa programme) about how to carry out the discussions.

In addition to a variety of concrete actions and versatile materials for students, teachers, and parents, KiVa also devotes time to the evaluation of the effectiveness and the implementation of the programme, and to the collection of feedback for refining the programme. Consequently, the recent results of the programme have been bright. Already in 2009, at the end of the developmental and experimental period of the programme, KiVa received the first prize in the European Crime Prevention Award (ECPA). The programme is currently being translated into English and a number of research groups in various countries, including the U.S.A and the Netherlands, have shown interest in the KiVa programme, because effectiveness studies of KiVa have consistently revealed positive effects on self-reported bullying and peer-reported victimization (Kärnä el al., 2011).

Regardless of the enthusiasm for the implementation of the programme and its apparent popularity, Professor Salmivalli, one of the creators of the programme and a mother of 10- and 13-year-old children, recalls a few challenges. Firstly, time and effort were needed in the planning phase to ensure that the topics of the student lessons were in accordance with the national core curricula. Secondly, parents and teachers seemed to have their suspicions about the effectiveness of the programme. Parents were additionally

displeased with the fact that they were excluded from the small group discussions when their child had proved to be either the victim or the bully. However, in the Karamzin School consisting of 450 students, aged 7-12, these challenges have not been present. Instead, the special education teacher and a member of one of the KiVa teams in her school reported fearing that they might be overwhelmed with cases of bullying when the programme was first implemented in her school in the autumn of 2008. Additionally, the so-called shared concerns method involving discussions with parties on all sides of the bullying incident was unfamiliar. Her experiences, though, have been solely positive. The estimated number of bullying cases that has been communicated to the KiVa team by either the class teacher, parents, or the school health nurse has been ten per year, and the student discussions have been full of positive surprises; sometimes the bully comes up with his or her own ideas for making the victim feel better, and in some cases the victim has recognized his or her own role in the bullying incident. The special education teacher also appreciated the carefully planned and supervised implementation of the KiVa programme, and the active and supportive involvement of the principal, who has also allocated sufficient working hours for the KiVa team's activities. Most importantly, the number of victim-reported bullying cases has dropped by two-thirds.

Case Study 4: Knowledge about skills for maintaining mental well-being and educational tools for health education

The Finnish Association for Mental Health has compiled, in close cooperation with the Finnish National Board of Education, a resource-oriented comprehensive school course for the enhancement of mental well-being and life skills of children aged 13-16 (see www.mielenhyvinvoinninopetus.fi). The study module, based on the objectives and content of the National Core Curriculum (2004) for health education, is designed to be incorporated into health education lessons and cover both social (e.g. empathy, assertiveness) and emotional skills (e.g. talking about worries, getting familiar with emotions and recognizing and expressing them) among other topics relevant to mental well-being. The central idea in the programme is that mental health is the basis of people's well-being. Well-being, on the other hand, is seen as a resource that can be learned and strengthened through both theoretical knowledge and exercises.

A total of 30 two-day mental well-being teacher training courses for health education teachers in basic education will be held during 2009–2011, in co-operation with the Ministry of Education and Culture. The training course supports and increases teachers' awareness and competence in mental health issues and methodological know-how (individual and group assignments, story- and action-based scenarios, discussions, literary and film assignments, exercise book assignments etc.). It also provides guidance on the use of the teaching materials (folder, picture cards, playing cards, a computer game, lecture DVD, themed lecture series to be used in parents' evenings at school) which are handed out to the participants, free of charge, during the training course. During the pilot phase of the teaching materials, teachers were free to experiment with new exercises and applications. In one of the pilot schools, 13-year-old students were shown a slide about factors promoting mental well-being, and were asked to write a rap about mental well-being, or the lack of it, in relation to everyday life. The following rap, written by three girls, was selected for inclusion in the package of teaching materials (Hannukkala & Törrönen, 2009; see www.mielenhyvinvoinninopetus.fi) as an inspirational example for health education teachers:

" Go to bed early, sleep so tight,
study at school to get it right.

No matter if life treats me so cruel,
I love my friends, 'cause I ain't no fool.
When mom is mad all she does is whine,
I just know I can't take it all the time.
I can count on my friends any time of the day,
they'll always be there for me, come what may.
My life's just beginning, I'm starting to learn
the things that you need to make the tide turn."

Ane, Suvi, and Iiris from class 7F

Feedback from 22 teacher training courses held during 2009-2010 in 11 different towns around the country has been excellent. Based on the comments of 567 teachers (97.3% of the participants), over 95 % of them found that the course increased their own knowledge of mental well-being and gave them applications and ideas for teaching mental well-being at school. One of the teachers had also understood the importance of mental well-being for the teachers themselves:

"This teacher training had very nicely, in its hidden curriculum, paid attention also to the support of teachers' mental well-being. The atmosphere was peaceful, encouraging, and optimistic. It felt good and is important."

Some of the teachers that had taken their course in Helsinki criticised the course organisers for the high number and the long duration of the practical exercises. It was suggested that some of the functional exercises could have just been demonstrated. In the up-dated content of the training course the practical exercises have been compressed, and, as a response to the suggestion of 51 teachers (9% of the participants), the exercises are now backed up with more theory.

One of the participants was a health education and home economics teacher from Lauttasaari Comprehensive and Upper Secondary School. It is a private school founded in 1945, with about 50 teachers educating 700 students (350 in the comprehensive school and 350 in the upper secondary school). This comprehensive school has 16 classes (an average of 22 students per class). The non-graded upper secondary has 13 year groups (an average of 26 students per group). The health education and home economics teacher was very satisfied with the functional exercises of the mental well-being teacher training course, and the fact that the conceptual difference between mental health and mental illness was stressed. She is currently using the ready-made materials in her health education lessons and takes pleasure in the increased discussions and openness among students. It is a relief for the students that they do not always have to discuss their personal issues and come up with examples from their own lives, and that they can, at times, approach difficult issues through the examples introduced in the materials. From the teacher's perspective, she is happy to use the functional exercises, because she trusts the development and pre-testing of the materials. Having everything in one folder is handy, although she hopes to get the materials in electronic form in the future - rushing from one class to another would be easier with a memory stick rather than with a heavy teacher's folder.

In 2009, the project was welcomed by the upper secondary schools and vocational schools when the mental health teaching programme was made available to young adults. In 2010, the project was expanded to include youth work personnel working on the internet. After taking the training course, the youth leaders are expected to apply the knowledge and working methods concerning mental well-being while working with children and youth through social media, for

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example, on Facebook. The project looks forward to deepening their collaboration with universities and teacher education to improve their curricula by incorporating more mental well-being and social and emotional aspects for student teachers.

Concluding thoughts: Current delights and future concerns

From the late 1970s, teachers, parents and other significant adults in the lives of Finnish children and youth have been able to enhance their own social and emotional skills, and learn ways to support children's social and emotional development through various commercial training courses, mostly offered by civic organisations. For about twenty years the enhancement of children's social and emotional well-being was dependent upon the motivation and activity of individuals, who valued the mental well-being of the children and considered social and emotional skills as worthwhile, learnable, and teachable. By the end of the millennium, many of Finnish children's physical health problems, such as accidental deaths, had shown signs of improvement (Rimpelä, 2010), and attention was rightly turned to social and emotional issues. At the national level, the general aims of the new National Core Curriculum (2004), and especially the core contents of health education and a cross-curriculum theme of 'Growth as a person', highlighted students' psychosocial well-being and related skills, alongside academic achievement. In addition to imported programmes, experienced professionals and scholars in the fields of psychology, psychiatry, and education have developed domestic programmes for SEE and produced packs of materials and tools to support the psychosocial well-being of children and young people at school.

Typically, in SEE programmes developed in Finland, at least for school-aged children, evaluation and research are built into the project. Secondly, many of the Finnish programmes are also characterised by the interest in using physical activity, in addition to art and music, as a means of enhancing children's social and emotional well-being. As early as the 1970s, in a programme for developing self-control (the DSC-programme), 4 to 6-year-old kindergarten children's social skills (team work, sharing, taking turns, thinking about others and constructive behaviour), the understanding of one's own and others' feelings and reactions, and physical skills were promoted through physical games, together with music, books (e.g. Pulkkinen et al., 1977), and arts and crafts (Pitkänen-Pulkkinen, 1977). More recently, Finnish kindergarten children's positive social interactions (sharing, helping, working in groups, respecting and appreciating others and their work) have been improved through physical activity in the Early Steps project (2004-2007), financially supported by the

EU Socrates Programme (see Zachopoulou, Liukkonen, Pickup, & Tsangaridou, 2010 and Zachopoulou, Tsangaridou, Pickup, Liukkonen, & Grammatikopoulos, 2007 for more information). Physical activity has also played a central role in a 20-week intervention where Hellison's (2003) Teaching Personal and Social Responsibility model was integrated into the physical education curriculum of 13-year-old boys (Rantala & Heikinaro-Johansson, 2007). These projects are very much needed, not only because decreasing physical activity poses a distinct threat to the health of Finnish children and youth, but also because physical inactivity in 15 to 16-year-old Finnish adolescents has been shown to be associated with emotional, social, concentration and attention problems, and rule-breaking behaviour (Kantomaa, Tammelin, Ebeling, & Taanila, 2010).

There are, however, current and future concerns. First of all, it seems that the existing SEE programmes in Finland are more heavily focused on social skills than on emotional skills. More emotionally oriented programmes are highly welcome, because early emotional competence has been shown to contribute to later social competence (e.g. Denham et al., 2003).

Secondly, there are hardly any current SEE programmes for children and youth from the minority groups in Finland. Linguistically, the instruction in Finnish schools is usually given in one or the other of the two national languages, Finnish (over 90% of all pupils) or Swedish (under 6 %). The two traditional ethnic minorities, the indigenous Sami people (6 000 – 10 000 in total) and the Roma (10 000 in total; Mannila, 2010), as well as the other groups, however, have the right to maintain and develop their own language and culture. Therefore the regional language of Sami (under 0.1% of all pupils), Romany or sign language may be used. More specifically, in the four municipalities located in the areas where the Sami live, pupils speaking the Sami language must primarily be provided with basic education in that language, should their parents so choose. Since 1989, Roma children have been able to learn Romany at evening classes in some comprehensive schools, but an amendment to the Comprehensive School Act in 1995 made it possible for Romany to be taught as a mother tongue. Teaching of Romany may be provided if a group of at least four pupils can be formed.

As for the Sami people, there has been a two-stage, EU-funded research and development project regarding the psychosocial well-being of children and youth in the Arctic called *ArctiChildren* (www.arctichildren.net) in 2002-2008. The project has aimed at developing a supranational network model to improve the psychosocial well-being, social environment and security of school-aged children in the Barents area (in Finland, Russia, Norway, and Sweden). The project supported the development work being done at the social and health sector of the National Forum of the Northern Dimension of the EU. Unfortunately, the next stage of the project, *the Sami ArctiChildren Project*, failed to gain international funding and has not been launched. This third stage of the project was planned to ask how Sami stories/narratives could have been used as psychosocially and culturally supportive learning material to promote psychosocial well-being and cultural identity in educational processes in the Sami communities in Sweden, Norway, Russia and Finland.

These kinds of initiatives do not come a moment too soon; Finnish 13 to 15-year-old schoolchildren living in the Barents region have the fewest friends and like school the least compared to Russian, Swedish, and Norwegian children. Finnish girls, compared to boys, suffered from more psychological health problems and lower self-rated health

(Ahonen, 2007). As for the Sami children in particular, they report being very lonely, despite lower levels of school bullying and a general satisfaction with schooling (Rasmus, 2008). The recent briefings of the Finnish Ombudsman for Children clearly show that there is also a need for research and tailored SEE programmes for the Romany children, because they get bullied at school more frequently than other children (Junkala & Tawah, 2009). They also participate less in basic education than children of the majority population, they have more absences, and they more frequently drop out.

In addition to these two traditional ethnic minorities, other minority groups are made up of refugees (annually around 700 people) and asylum seekers, and those who come to Finland through marriage or family reunion (Mannila, 2010). The objective of immigrant education is to prepare immigrants for integration into the Finnish education system and society, to support their cultural identity and to provide them with as well-functioning bilingualism as possible. It seems that the Finnish educational policy of integration, the great concern about the possible disappearance of the minority languages, and the emphasis on the educational continuity and raising the level of education and future employment in minority children and youth have not left room for the development and implementation of SEE programmes. Although language competence as one of the enculturation factors surely protects minority children from social and emotional problems to some extent, there is a need for SEE programmes that more directly, and in a culturally sensitive manner, promote the social and emotional well-being of immigrant children and youth.

Finally, Finnish policymakers and teacher educators should update their views on the competencies required for modern teaching. The teacher education working group of the Ministry of Education and Culture (2007) that was asked to present their visions for teacher education in 2020 focused on, for example, the need for pedagogical studies in English, multiculturalism, and a stronger research-orientation in the departments for teacher education. It is also seen vital for future teachers to be able to detect learning difficulties even better than before (Innola & Mikkola, 2010), and the purpose of continuing professional education has been argued to be the maintenance and updating of teachers' *pedagogical skills* (Education and Science in Finland, 2008, 19). Given the obvious challenges of social and emotional well-being in Finnish children and adolescents, one might consider questioning the dominant role of the content-knowledge and research-based thinking in teacher education, and that greater focus be given to the emotional and social dimensions in the teaching profession. It is encouraging that there are opportunities for student teachers and teaching staff to receive SEE in both the basic and continuing education in some universities. For example, the curriculum for physical education teachers at the University of Jyväskylä includes a compulsory course entitled "Social and Emotional Skills in Teaching", and for subject teachers there is a course module called "Social and Emotional Learning (SEL) Strategies and Group Processes" (for more details, see Klemola & Heikinaro-Johansson, 2006).

Despite these shortcomings in the domain of SEE in Finland, the near future looks quite promising. There is ongoing reform of the aims of basic education and the allocation of lesson hours. The possibility to increase the minimum number of lesson hours to enhance equality among all children, to decrease the number of children in one class, bringing the class sizes down to a more reasonable level (into which 30 million euros have been just invested recently), and to improve learning and well-being by increasing

A recent evaluation carried out by the Ministry of Education and Culture reveals that school pupils look forward to sensitive, impartial, fair, and supportive treatment by teachers and more opportunities to study arts, crafts, and physical education. For teaching they expect versatility and social interaction

the number of compulsory curriculum hours for art and skills subjects are all currently being debated. Along the same lines, the Development Plan for Education and Research in Finland for 2007–2012 states that schools should better support the development of children's general well-being and their emotional, social, ethical and aesthetic skills. It also announces that the role of schools in developing children's social and emotional skills will be strengthened in the future. Along the same lines, the report to the United Nations committee on the rights of the child by the Finnish Office of the Ombudsman for Children (2011) also favours reducing the emphasis on information content and a stronger emphasis on the schools' role in bringing up children and reinforcing their social skills.

But what do school-aged children and their parents think about what schools should be like in the future? A recent evaluation carried out by the Ministry of Education and Culture reveals that school pupils look forward to sensitive, impartial, fair, and supportive treatment by teachers and more opportunities to study arts, crafts, and physical education. For teaching they expect versatility and social interaction. Parents wish teachers to be less bound to textbooks and to introduce more methods and content that support their children's social and emotional well-being, as part of everyday life and academic learning (Sulonen et al., 2010). One can only hope that a slight fall in the PISA 2009 results of the Finnish adolescents does not drown out the voices of the school children and their parents and lead to an increased pressure on academic achievement – academic alpha adolescents cannot be produced at any cost.

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Singapore

Social and Emotional Education in Singapore

Dennis Kom

Abstract

This chapter provides an overview of Singapore's efforts with regard to the provision of social and emotional education in its national school system. In particular, it will describe the Social and Emotional Learning (SEL) initiative, which is the main strategy for implementing social and emotional education in more than 350 schools in the system. This includes the background to the Social and Emotional Learning (SEL) initiative, the different developmental phases of the SEL journey, and a description of some key features of this process, such as building the foundation for the SEL work, the prototyping approach for SEL implementation and teacher enablement. Some of the significant observations arising from the SEL efforts will be shared, such as the greater focus on building students' competencies rather than just programme delivery and the emphasis will be on customising interventions instead of just using standardised programmes. In addition, six case-studies of different school-based SEL efforts will also be presented to illustrate the different aspects of our SEL endeavour. These include:

- (I) a whole-school approach to building a culture conducive to SEL,
- (II) infusing SEL elements into classroom lessons and environmental education,
- (III) doing SEL through service learning projects,
- (IV) using SEL as a strategy for holistic education at a primary school,
- (V) capitalising on SEL to help students succeed in a second chance school and
- (VI) how to do SEL for children with special needs.

Finally, the future development that is envisaged for SEL in Singapore will be shared.

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Background - Education in Singapore

Singapore is an island city-state with a population of about five million people living in a land area of about 690 square kilometres. Education is a key priority on the national agenda and has evolved with the nation over the last 40 years or more of its history. In the early years, the focus was on providing basic education for every citizen of school-going age in order to enhance their capacity for survival and to build a sense of national identity. Bilingualism was introduced to help build social cohesion. By the 1970s Singapore's economic growth had gained momentum but there was still a high school attrition rate and unemployability[1] among school leavers. The focus shifted to raising the minimum educational levels of the workforce as well as providing a broad-based education to enhance adaptability within Singapore's workforce. In the late 1990s, as Singapore prepared itself for the new millennium, there was a progressive adjustment to the education system to ensure that it continued to remain responsive to the driving forces of globalisation and the technological changes of the new era.

Singapore has come a long way over the past four decades with regard to its efforts in education. Today, there are more than 350 primary and secondary schools and Junior Colleges distributed throughout the island attended by half a million young people between the ages of 7 and 18. Complementing this national school system are the preschools for children from 4 to 6 years old, the Specialised Independent Schools for developing talents in specific areas such as sports, the Arts, Mathematics and Science, and the tertiary institutions, which include the Institute of Technical Education, the Polytechnics and the Universities. The curriculum[2] is rigorous and developed with a strong global and future orientation, with instruction closely aligned to assessment. It seeks to develop the whole child morally, intellectually, physically, socially and aesthetically. These efforts have been affirmed by various international reports on student performance, such as the Programme for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMMS). For example, Singapore has the second highest proportion of students who are top performers in all three domains of Reading, Mathematics and Science in the 2009 PISA, and Singapore students emerged among the top in the different categories in the 2007 TIMMS.

The curriculum is rigorous and developed with a strong global and future orientation, with instruction closely aligned to assessment

The Impetus - Rebalancing our Curriculum for the 21st Century

As we move into the 21st century, our students will be facing an increasingly globalised, fast-changing and highly connected global environment. While Singapore students have done well academically, it is also imperative for us to prepare them to be sufficiently resilient and resourceful to meet the challenges of the future. Since 2001, the Ministry of Education has progressively tuned our education effort to equip our students to be future-ready especially with regard to social and emotional skills. The journey began with the publication

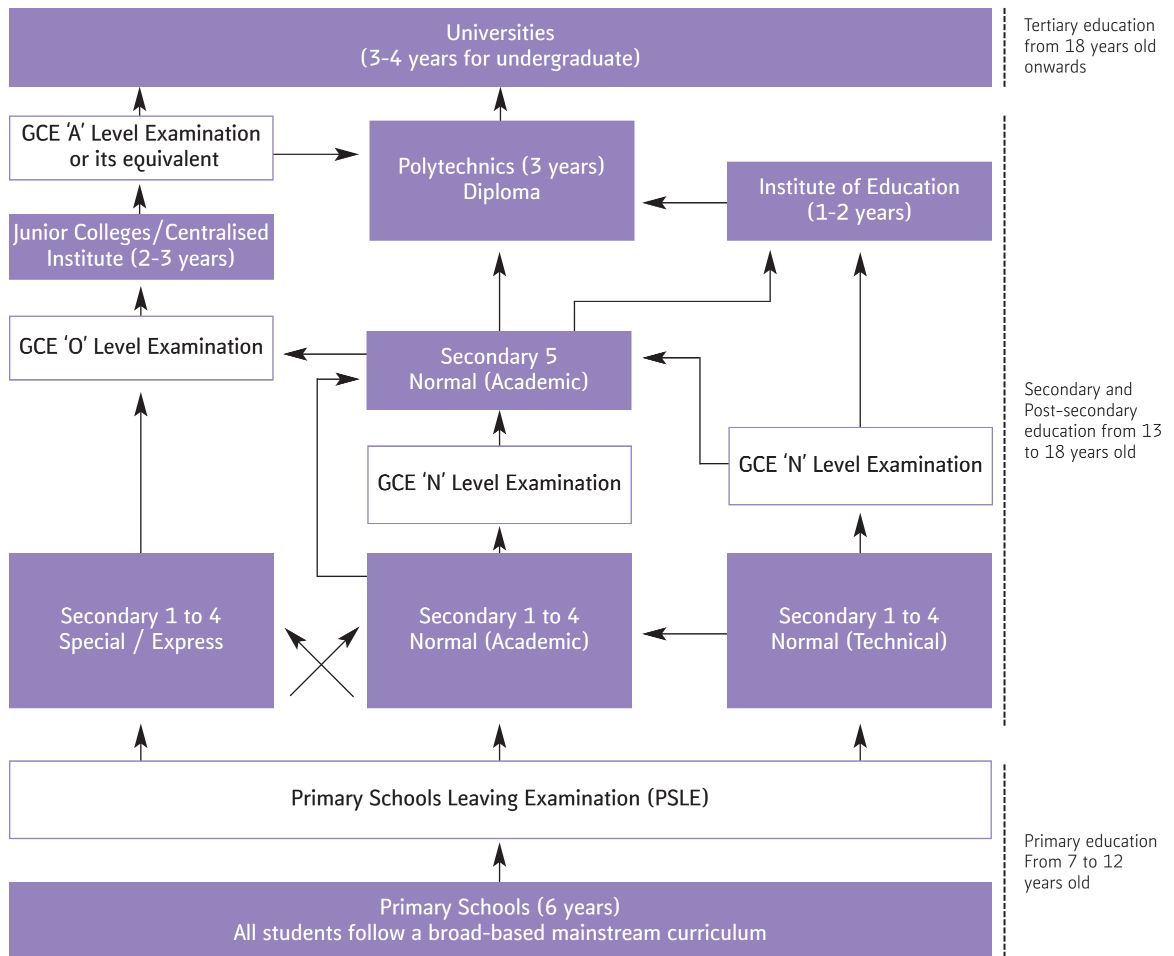

Diagram of the Education System in Singapore

of the Desired Outcomes of Education in 2001 (see http://www.moe.gov.sg/education/desired-outcomes/), a milestone document clarifying for our schools and educators the goals of Singapore's educational endeavour. Many of the outcomes outlined in this vision statement are related to the social and emotional development of students, thus providing the impetus and structure for greater efforts in the social and emotional education of our students.

Prior to the introduction of Social and Emotional Learning (SEL) to Singapore schools, 'life skills' were delivered to enable students to handle and balance the physical, psychological, social and moral spheres of their lives. The view was that life skills would also contribute to the individual's total well-being, and hence to his/her ability to contribute to building the community and nation. The delivery of life skills was enabled through a range of subjects and programmes such as Civics & Moral Education, Health Education, Physical Education, Co-curricular Activities[3], Pastoral Care, and Sexuality Education. As such, the components of life skills were seen as disparate blocks with little or no relationship to one another. Therefore, there was a crucial need to construct structures and mechanisms across the whole curriculum (both formal

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and informal) to help schools see this as an integrated area of learning instead of as separate subjects and programmes.[4]

These situations and developments form the background to the introduction of SEL, a systematic process aimed at bringing about the necessary improvements to existing efforts in social and emotional education in order to better meet the needs of students in Singapore. The key foci of this initiative included:

- progressing from a Pastoral Care paradigm where focus was on meeting students' social and emotional needs to a more proactive paradigm which emphasized building resilience in all students through the systematic development of a set of key social and emotional competencies;
- making our social and emotional development efforts more comprehensive and integrated;
- improving the quality of programmes and the consistency of implementation;
- providing sufficient differentiation in programming to cater to the needs of different students; and
- raising the level of skills and knowledge of the teachers to enable them to facilitate SEL in their students.

The Journey - Systematic Progression

The SEL journey for Singapore first began in 2004, with the setting up of a task force by the Ministry of Education to develop a framework to define and guide SEL. Since then, there have been numerous activities and developments, which can be considered as broadly falling into the four phases of a systematic progression, namely Planning, Development, Implementation and Review (the PDIR cycle).[5]

I) Planning. The goal of the planning which spanned the period from 2004 to mid-2005 was to lay a strong foundation for the entire SEL effort. It involved

- conducting a literature review of major theories on social and emotional development;
- conducting studies on SEL frameworks, programmes and best practice in over 20 countries, such as China, Korea, U.S.A, UK and Australia;
- visiting centres of excellence such as the Collaborative for Academic, Social and Emotional Learning (CASEL) in Chicago, the Centre for Social and Emotional Education (CSEE) in New York, and the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC); as well as
- collecting inputs from numerous consultation sessions with school leaders, teachers, and school counsellors from a number of schools, Ministry of Education staff, teacher trainers from the National Institute of Education,[6] parents, and employers.

II) Development. All the planning efforts culminated in the development of the SEL conceptual framework, a set of SEL Standards and Benchmarks and a set of implementation

plans with accompanying resources, which all formed the foundations for the ensuing SEL efforts.

III) Implementation. With the key elements in place, efforts began in earnest to create awareness of SEL amongst schools. These included

- introducing the SEL Framework to all schools;
- incorporating SEL into Civics & Moral Education and into the English Language and Reading programme;
- getting schools to join the SEL Prototyping approach in batches; and
- offering a training workshop to all school teachers to introduce the SEL Framework and to encourage them to capitalise on teachable moments[7] to develop students' social and emotional competencies.

Through these series of efforts, our purpose was to heighten schools' awareness of the vital role that SEL plays in the holistic development of the child. From late 2006 to 2009, further training was introduced to strengthen teachers' knowledge and pedagogical skills in the delivery of SEL, and new teaching and implementation resources were developed to support schools' efforts in SEL. In addition, SEL was also 'extended' into various domains of education, such as the infusion of SEL into different academic curricula (for example, in English and Chinese language lessons), co-curricular programmes and activities, management of student discipline and outdoor education.

IV) Review. Since the introduction of SEL to schools, our focus has been on supporting schools in building their capacity to deliver SEL. As this capacity was strengthened, our focus gradually shifted to reviewing our efforts to improve their quality and effectiveness. Following an evidence-based approach to improvement, data was collected from the schools to understand the progress that had been made in SEL implementation as well as the issues and challenges that the schools were facing. In 2006, the Ministry of Education had set up the SEL Advisory Panel, comprising invited local and overseas experts in the field, to help us take stock of developments in SEL, and to provide advice on strategic directions. The Panel has convened every two years since 2006 with the last visit taking place in 2010. To help raise the quality of school-based SEL efforts, Guidance Officers from the Ministry of Education also visited schools to provide programme consultation, and relevant resources and training to help school teachers become more effective in their delivery of SEL. In addition, continuous learning about developments in this field is another strategy we have adopted, and officers at the Ministry of Education had embarked on multiple overseas study trips and conferences to learn about the latest and best practices in the field of SEL. Efforts are also underway to develop communities of shared practice among the schools, so that good practice, innovative ideas and new resources are shared.

Key Features - Foundations, Prototyping and Teacher Enablement

The Singapore SEL effort was characterized by three key features, namely: establishing a strong foundation, adopting the prototyping approach to implementation and placing an emphasis on teacher enablement.[8]

Key Feature 1 - Building the Foundation Blocks

I) The SEL Framework provides the conceptual guide to schools in their SEL efforts. It identifies the key social and emotional competency domains for SEL, and provides an integrated perspective of how they work together. In particular, it highlights the relationship between the competencies that schools can teach and student outcomes that can be derived from these efforts. The SEL Framework has four guiding principles:

Social and Emotional Competency Domains	Key Social and Emotional Competencies
Self Awareness	• Identifying and recognising emotions • Accurate self-perception • Recognising strengths, needs, and values • Self-efficacy • Spirituality
Social Awareness	• Perspective taking • Empathy • Appreciating diversity • Respect for others
Self Management	• Impulse control and stress management • Self-motivation and discipline • Goal setting and organisational skills
Relationship Management	• Communication, social engagement and building relationships • Working cooperatively • Negotiation, saying no and conflict management • Seeking and providing help
Responsible Decision Making	• Problem identification and situation analysis • Problem solving • Evaluation and reflection • Personal, moral, and ethical responsibility

Figure 1: Key SEL Competencies

- *Principle 1: Values should guide and provide the purpose for one's behaviours.* Values are at the core because they guide one's actions. However, one needs social and emotional competencies to effectively live out these values.
- *Principle 2: Key Social and Emotional Competencies should be taught to students to ensure that they acquire the skills, knowledge and dispositions that will help them face future challenges.* The five Social and Emotional competency domains are Self Awareness, Social Awareness, Self Management, Relationship Skills, and Responsible Decision Making. The table below (Figure 1) presents the key Social and Emotional competencies in each domain.
- *Principle 3: The school environment is an important enabler in the development of students' social and emotional competencies, and school leaders and teachers are important role models of these competencies.*
- *Principle 4: Children equipped with social and emotional skills will do well academically and those that do well at school will do well in life.*[9]

II) The Multi-pronged Implementation Plan. The Ministry of Education has developed a multi-pronged implementation plan to support schools in achieving their desired SEL outcomes. As shown in Figure 2, the four broad key approaches that have been adopted are:

- Prototyping. An exploratory and iterative process to encourage schools to innovatively develop customised programmes to meet the specific social and emotional needs of their students.
- Training. Efforts to equip both pre-service and in-service teachers with the knowledge and skills to teach and promote SEL in schools.
- Curriculum. Developing resources and strategies for the explicit teaching of Social and Emotional competencies, the infusion of SEL into the formal curriculum (for example, English and Mother Tongue

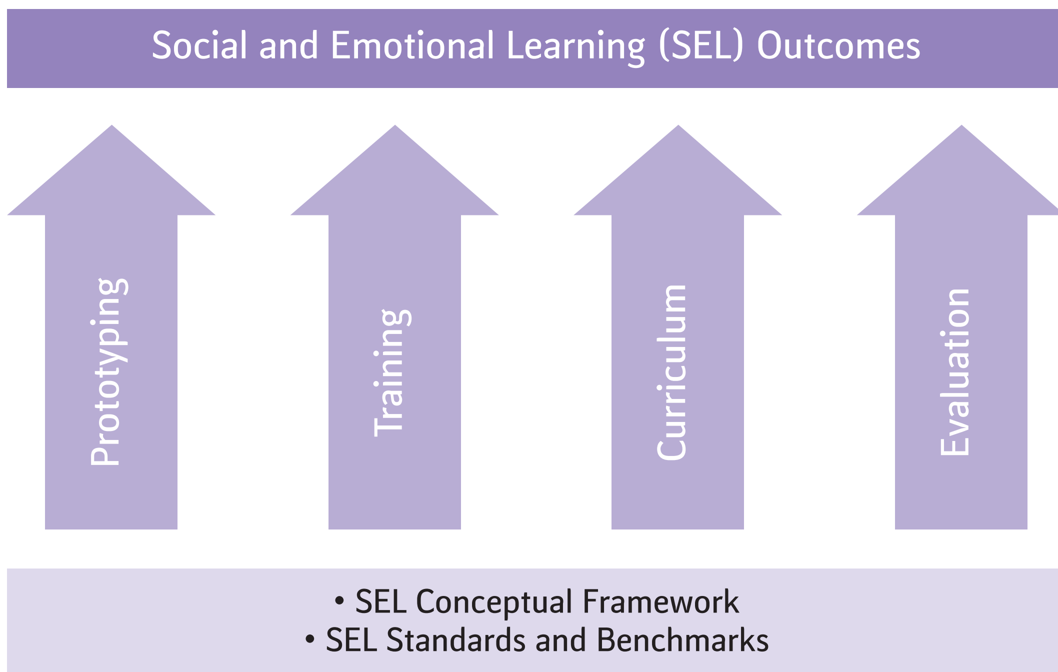

Figure 2: Key Elements of SEL Implementation

lessons and Civics and Moral Education) and informal curriculum (for example, the Co-curricular Activities) and the use of teachable moments

- Evaluation. Developing an evaluation framework for the Ministry of Education and the schools, as well as tools to help schools identify their needs and determine whether they have achieved their standards.

III) The SEL Goals, Standards and Benchmarks are performance or outcome indicators providing explicit definitions of goals and expectations for student learning in SEL at the various key developmental levels. A sample of the statements of Goals, Standards and Benchmarks is given in Figure 3. Schools can use them as reference for formulating learning objectives, designing curricula and for evaluating learning outcomes.

Key Feature 2 – The SEL Prototyping Approach

I) The Prototyping Methodology

Prototyping is a controlled and systematic process, which begins with the spelling out of specific outcomes, followed by going through an iterative process of problem-solving cycles, developing various working 'prototypes', and testing the solution to arrive at an optimal outcome. The aim is to encourage schools to experiment with various programmes and implementation strategies, and to test out these efforts to see if they will really meet the specific needs of the students in their local contexts.

Prototyping was identified as a key approach because it would make SEL efforts relevant to the schools and would facilitate ownership and internalisation. This is in contrast to the traditional top-down "roll-out" approach, whereby the Ministry of Education would design a standard package and then "roll it out" for teachers to implement in schools across the board. More than a quarter of our schools participated in SEL prototyping.

Goal 1: Develop self-awareness and self management skills to achieve personal well-being

	Statement of Standards	Benchmarks				
		Lower Primary (7 to 9 year old)	Upper Primary (10 to 12 year old)	Lower Secondary (13 to 14 year old)	Upper Secondary (15 to 16 year old)	Pre-University (17 to 19 year old)
1.1	Identify one's emotions, strengths, weaknesses and values, and understand how these influence one's actions and behaviours	**1.1.1a.** Recognise and label one's emotions and identify contributing factors to one's emotions	**1.1.2a** Understand the relationship between thoughts, emotions, and behaviours	**1.1.3a** Incorporate constructive feedback from others and personal experiences into the construction of self perception	**1.1.4a** Evaluate accuracy of self perception and analyse implications of self perception on actions and behaviours	**1.1.5a** At ease with oneself, love oneself and appreciate one's worth
		1.1.1b & 1.1.2b Recognise that everyone is unique in his/her own way. Identify one's talents, skills, likes and dislikes		**1.1.3b** Recognise that actions can be taken to cultivate personal talents, skills and interests	**1.1.4b** Apply knowledge of personal talents, skills, and interests to life choices	**1.1.5b** Exercise personal leadership in contributing to self, one's community and society based on one's personal talents, skills and interests

Figure 3: Example of Statements of SEL Goals, Standards and Benchmarks

III) The Effects of Prototyping

Traditionally, school personnel have a tendency to focus on the programme rather than students' social emotional needs or competencies. A good illustration of this was one school that initially chose a particular SEL programme for Primary 3 students (about 9 years old). When the school found that the students were not picking up the competencies, they changed the target group to Primary 4 students (about 10 years old). So they kept the programme and changed the target group, instead of refining the programme to meet the level of development of the initial target group.

Having gone through SEL prototyping, school teachers have reported being challenged to make a shift in focus, from the traditional emphasis on process (programme delivery) to an emphasis on outcome (developing student competencies). Along with this emphasis on outcomes came a shift from that of simply selecting and implementing ready-made packages or 'canned' approaches, to making an effort to understand specific student needs and developing something tailored to meet those needs. As a result of the shift from being programme-focussed to being student-centric, the way school personnel worked also had to change, as teachers found it necessary to work in collaboration and in an integrated manner, across departments, subject areas, or programmes, so as to meet the unique needs of students and to help them develop holistically.

Another consequence of the emphasis on outcome was that teachers' initial ideas of a good SEL programme or approach were often challenged when evaluated against whether it would eventually lead to the desired student outcome. The prototyping spirit of constantly asking the hard question of an idea's effectiveness, discarding unworkable ideas and working out new ones reinforced this shift from being idea-driven to being outcome driven. The prototyping

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experience helped some teachers to re-evaluate the notion that the importance of a programme or intervention was measured by its scale of reach or the number of students on which it had an impact. Instead, the prototyping process helped the teachers to focus on the validity of what they designed, ensured that the programme met the needs of the target group of students, and ensured that the programmes were effective for the students. Finally, the prototyping provided the teachers with the impetus to shift from a mindset of "design once to perfection and then roll-out" mode to a "feed-forward mode," where initial attempts at executing a small scale version of the initiative would generate feedback and new insights that would be used to refine and improve subsequent cycles of the initiative.

Overall, our observations indicate that the prototyping approach produced certain shifts in our schools' paradigm of SEL implementation summarised in the table below (see Figure 4):

Key Feature 3 - Teacher Enablement

Teacher enablement is one of the four key broad approaches under the multi-pronged implementation plan mentioned earlier. It involves building the capacity of our teachers so that each teacher

- is able to able to relate well to others, handle stress and conflict effectively, and as such, become good role models for students;
- has the skills and knowledge to effectively deliver SEL lessons / programmes, integrate the relevant social and emotional competencies into the school's core curricula and facilitate social and emotional learning outside of classroom time;
- is supported by a community of like-minded educators, among whom one can regularly reflect upon one's practice, obtain feedback, share resources, obtain encouragement and guidance to grow and excel as a facilitator of SEL.

Teacher enablement comprises two aspects, namely the preparation of school personnel

Shift From	To
Programme Delivery	*Developing Student Competencies*
Ready-Made Packages	*Tailored Activities (or customized)*
Programme-Based Silos	*Integrated Cross-Functional Teams*
Being Idea-Driven	*Being Outcome-Driven*
Scale of Reach	*Validity of Design*
Roll-Out Mode	*Feed-Forward Mode*

Figure 4: Shifts in Schools' Paradigm

More than just having the knowledge and skills, a teacher teaches who he or she is. As such, the development of personal, social and emotional competencies as well as positive values and attitudes are crucial aspects of teacher preparation

for SEL implementation and long term capacity building. The school personnel preparation programme involved a series of briefings and workshops at the inception of the SEL initiative in 2005/2006 which were designed to engage all teachers in our schools with SEL, and to equip them with a basic understanding and SEL skills. These briefings and training sessions were followed in 2007/2008 by another series of more comprehensive training workshops for all schools to equip teachers with the skills and knowledge to apply the 5 SEL Pedagogical Principles[10] to effectively deliver lessons for SEL. At about the same time, to align our schools' pupil management and disciplinary processes to SEL, we ran a series of workshops for teachers to communicate this approach.

The school personnel preparation programme represents only the beginning in our efforts to enable our teachers, and its focus is on promoting the SEL philosophy as well as equipping teachers with relevant pedagogical knowledge and skills. The need for more comprehensive teacher preparation involves long-term capacity building, which is designed to look beyond knowledge and skills into aspects such as the teacher's own personal effectiveness as well as teacher support. Given the nature of such developmental work, this part of the teacher preparation effort needs to start from the pre-service training of teacher trainees and continue with the on-going professional development of in-service teachers. The pre-service training and development of teachers is undertaken by the National Institute of Education of Singapore. To prepare student teachers in the SEL aspect, the institute has included in their education psychology curriculum relevant theories pertaining to the development of pupils' psychosocial, cognitive, intellectual, moral aspects and self-concept, as well as the understanding of pupil motivation, creative and critical thinking, problem-solving skills and behaviour management strategies. The educational psychology course also helps student teachers understand the characteristics and needs of diverse learners and how to facilitate their learning. All these serve to provide the student teachers with the core content knowledge for understanding and engaging with the social and emotional needs of their students as they start out on their career.

More than just having the knowledge and skills, a teacher teaches who he or she is. As such, the development of personal, social and emotional competencies as well as positive values and attitudes are crucial aspects of teacher preparation. To this end, values such as putting the learner at the centre, being aware of their development and diversity, being caring and responsive to their needs, and believing that all children can learn are consistently communicated to the teachers-in-training through the National Institute of Education's design and delivery of all its courses, programmes and activities. The pre-service training aims to help student

teachers to clarify their own beliefs, perceptions and roles as a teacher, to develop an awareness of their own interpersonal behaviour and to develop a personal pedagogy that will be effective in bringing about the holistic development of their students by the time they complete their training. For in-service teachers, besides being involved in the various training workshops under the school personnel preparation programme, there are also a range of in-service training courses on offer to cater to their needs. These include programmes to enhance their own social and emotional competencies, as well as training in various approaches (such as service-learning, collaborative approaches, strategies for meta-cognition and self-regulation) that enable teachers to be more effective facilitators of their students' social emotional development. These are opt-in courses available to all teachers who want to further develop themselves beyond the standard training provision.

Developing into effective SEL facilitators requires more than just building the knowledge and skills of individual teachers alone. It requires the development of a support network that will facilitate teachers' work in this area, as well as create a stronger recognition of the work that a teacher expends on SEL. Among the various supportive initiatives which the Ministry of Education has undertaken are:

- engaging the school leaders in frequent communications, e.g. through briefing and dialogue sessions, about building a supportive school climate and culture and how they can lead and inspire SEL efforts;
- making available various resources such as lessons packages, implementation guides and toolkits for school personnel to facilitate the implementation of SEL programmes / activities in schools;
- to have Specialist officers from the Ministry of Education provide consultancy services to schools to help them assess needs, advise them on implementation issues, and conduct relevant training when needed;
- promoting the sharing by schools of the experiences, knowledge and resources arising from their SEL efforts and creating platforms for such sharing, mutual support and encouragement.

To help all our teachers become effective in facilitating the social emotional development of their students is an on-going task. There is still much ground to be covered. As we gain in knowledge and experience on how to better equip and enable our teachers, more will be done so that we can achieve the vision of all our teachers as effective SEL facilitators.

Case Studies - A Potpourri of School-Based SEL Efforts

Due to the foundations developed to support the SEL efforts in schools at the national level, many school-based SEL efforts have 'blossomed'. These school-based efforts took on many forms in accordance with the unique needs of students as well as the particular contexts within the schools. Some schools emphasised developing a culture of care and support as a way of promoting social and emotional development in their students, others included the implicit and explicit teaching of social and emotional competencies as part of their overall character development[11] efforts, and there are still others which implemented targeted programmes or strategies to meet the specific social and emotional needs of certain subgroup(s) of their student population. This section provides a few examples of this wide range of approaches to bringing about social and emotional learning.

Case Study 1: Gan Eng Seng Primary - A Whole-School Approach to Growing CHAMPIONS and Building a Culture of SEL

Dear Shawn,

Your colleagues thank you for your helpfulness and insightful advice given to them. One colleague is really thankful to have met such a great friend like you in GESPS for you are always there to lend a helping hand and to share your teaching experiences with me. She thanks you' her PAPAYA Sister! She thanked you for sharing her happiness as well as listen to my complaints and frustrations. Another colleague likes to applaud your efforts in working with him for many areas of our pupils' lives, be it in discipline or life-skills. He is sure that without your support and encouragement, the impact of our programmes with our kids would not be impactful. Your colleagues thank you for going the great lengths to help them with their problems and for always willing to chip in extra time and efforts for the better good of everyone. They thank you for being a great pal. Thank you for sharing so much of yourself with everyone of us in GESPS.

Appreciative,
Mrs Aw & Mr Quah
Nov 2009

Appreciation can make a day, even change a life.
Your willingness to put it into words is all that is necessary

Dear Hazel,

Your colleagues thank you for your commitment, diligence as well as sense of humour. One colleague thank you for sharing your CDs with her as it helps her to relax and she now knows many great songs and albums - its great therapy for her. Your leadership in coordinating the school's CoP this year is crucial for the success that we are experiencing - your efforts and commitment to professional development of our colleagues are truly appreciated. Your commitment to the Band is also worthy of our emulation. You are definitely a role-model to all of us here in GESPS. Our heartiest congratulations on your appointment as Senior Teacher this year

Appreciative,
Mrs Aw & Mr Quah
Nov 2009

Let's be grateful for those who give us happiness;
they are the charming gardeners who make our soul bloom

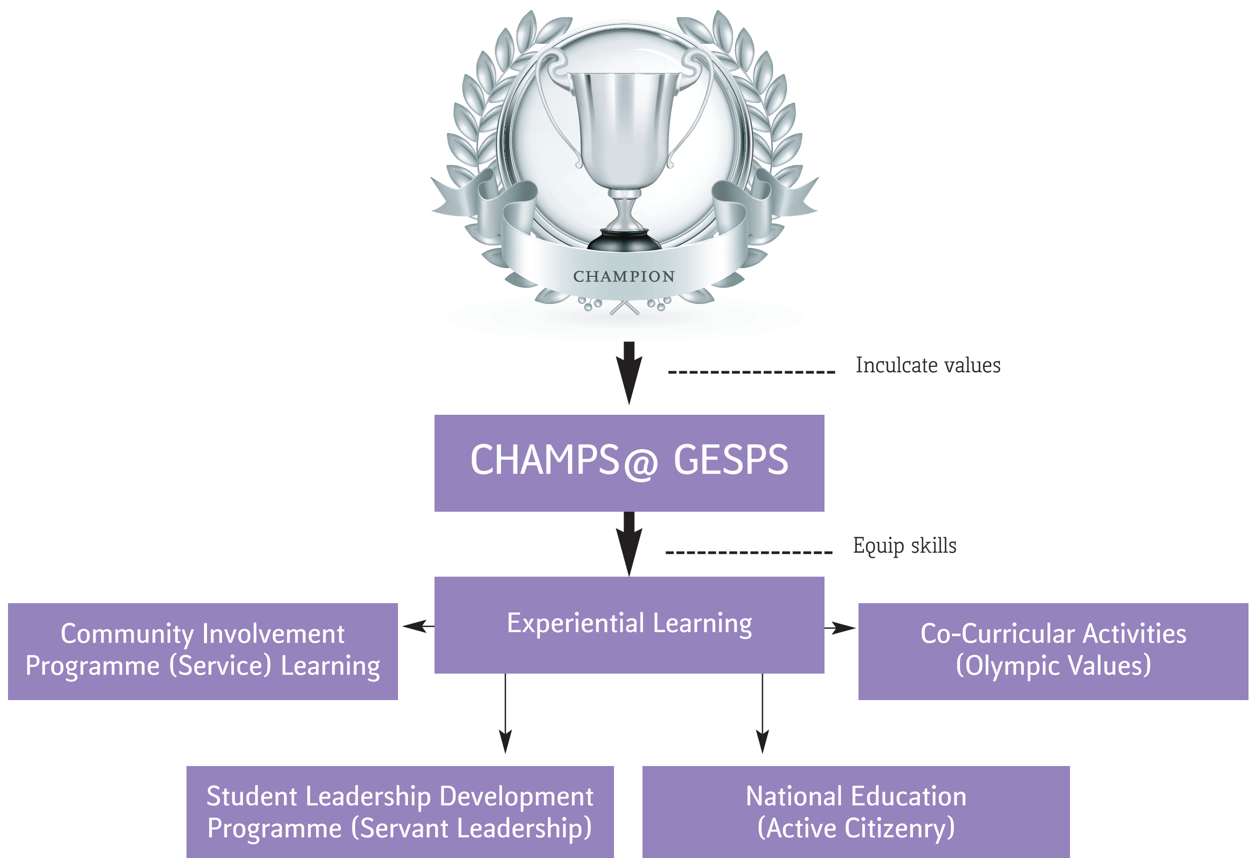
Appreciation Notes for Staff

In Gan Eng Seng Primary School (GESPS), students often receive "Joyful Notes" from their teachers as a form of encouragement and affirmation for their positive behaviour. "*Especially for my Colleagues*" is another initiative in this school whereby teachers write notes of appreciation to one another. All these are a part of Gan Eng Seng Primary's overall effort to create a supportive and caring environment where each of its staff and pupils feel valued. The school firmly believes that having every staff and pupil feel cherished is the first step towards its goal of nurturing its pupils to become persons of sound character. This commitment to building character and social emotional competency through creating a culture that is open, caring and respectful is reflected in the school's mission statement - "*Believing and Nurturing*".

Gan Eng Seng Primary adopts the whole-school approach to its character development and Social Emotional Learning (SEL) efforts. It has developed a robust framework, known as the CHAMP@GESPS Framework, to encapsulate its multi-faceted efforts in this respect. Guided by this framework, the school seeks to develop every child to be a CHAMPION - defined as '*one who does the right things at the right times even when no one is looking*'. The CHAMP@GESPS Framework has its foci in Lifeskills, Service Learning, Leadership Development, National Education, and Careers Education.

The Enhanced Lifeskills Programme is a key component of GESPS's character development and SEL efforts. The programme is a series of lessons based on the Enhanced Lifeskills Package developed in-house by its Pupil Engagement & Discipline department and the various teachers. The package incorporates the CHAMPION values, and the SEL competencies and desired outcomes are all clearly spelt out in the lessons. The lessons are delivered by all form teachers[12] to their class. As teachers were involved in the development of this package and subsequently in the delivery of the materials to the pupils, they bring to the teaching-learning experience an intimate knowledge of their pupils' needs and hence a deeper engagement.

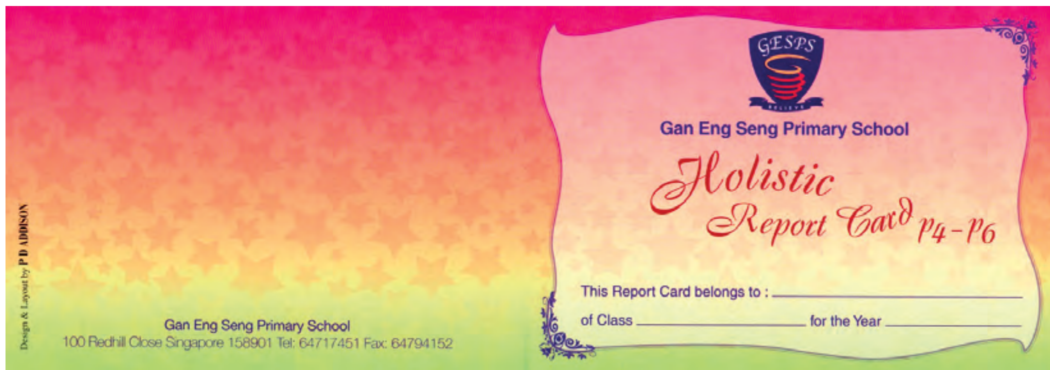
Complementing the teaching of social and emotional skills are the efforts to help pupils develop values-driven behaviour. In this respect, the school adopted the Restorative Practice (RP) approach in managing student

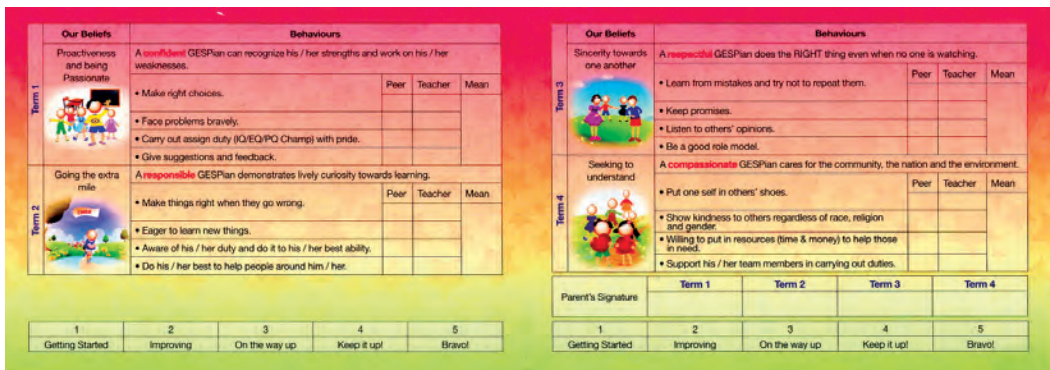


CHAMP@GESPS Framework

misbehaviour. This is a process-based approach which focuses on helping students to reflect on their behaviour in the light of its impact on others as well as on themselves, enabling them to develop a stronger sense of self and social awareness, and understand the value of empathy. It is followed by guiding the students to take the responsible step of making amends or restitution for their inappropriate actions. Every teacher is trained in RP and is provided with a handy RP card which outlines the RP process for easy reference. In this way, teachers can seize every teachable moment which presents itself (e.g. when a student misbehaves) to facilitate the learning process for their student, capitalising on the immediate context. The school counsellor has also developed games and made use of art therapy sessions to help pupils with self-management issues.

Gan Eng Seng Primary School is a community living out a supportive and positive culture. Its character development effort focuses not only on correcting negative behaviour but emphasises the more important aspect of celebrating the success of every pupil. For this, the school has set up a compendium of platforms to encourage and celebrate pupils' positive behaviours, such as the school-based Holistic Report Cards (which reports character and social and emotional development besides academic achievements) and CHAMP Awards (for affirming positive behaviours in pupils). To encourage whole-school participation, a CHAMPS Wall was erected to allow teachers, staff, parents





Term	Our Beliefs	Behaviours	Peer	Teacher	Mean
Term 1	Proactiveness and being Passionate	A confident GESPian can recognize his / her strengths and work on his / her weaknesses.	Peer	Teacher	Mean
		• Make right choices.			
		• Face problems bravely.			
		• Carry out assign duty (IQ/EQ/PQ Champ) with pride.			
		• Give suggestions and feedback.			
Term 2	Going the extra mile	A responsible GESPian demonstrates lively curiosity towards learning.	Peer	Teacher	Mean
		• Make things right when they go wrong.			
		• Eager to learn new things.			
		• Aware of his / her duty and do it to his / her best ability.			
		• Do his / her best to help people around him / her.			

Term	Our Beliefs	Behaviours	Peer	Teacher	Mean
Term 3	Sincerity towards one another	A respectful GESPian does the RIGHT thing even when no one is watching.	Peer	Teacher	Mean
		• Learn from mistakes and try not to repeat them.			
		• Keep promises.			
		• Listen to others' opinions.			
		• Be a good role model.			
Term 4	Seeking to understand	A compassionate GESPian cares for the community, the nation and the environment.	Peer	Teacher	Mean
		• Put one self in others' shoes.			
		• Show kindness to others regardless of race, religion and gender.			
		• Willing to put in resources (time & money) to help those in need.			
		• Support his / her team members in carrying out duties.			

	Term 1	Term 2	Term 3	Term 4
Parent's Signature				

1	2	3	4	5
Getting Started	Improving	On the way up	Keep it up!	Bravo!

Holistic Report Cards (School-Based)

and stakeholders to acknowledge pupils' desired behaviour. Positive peer influence was another important leverage used to encourage positive behaviour. For example, through the Class CHAMP Award, all pupils know that they can contribute to their class winning this award. The idea of bringing a friend to the CHAMP Space as a reward for good behaviour is another powerful means by which pupils can encourage each other to demonstrate good behaviour.

Another integral part of the school's character development and SEL efforts is to develop future leaders for our society. The strategy adopted to develop pupils' leadership qualities is to assign every pupil a leadership role through which he or she can contribute. Every *GESPian* is provided with leadership training and the opportunity to assume various leadership roles in class, in their Co-Curricular Activities and in the school. Examples of leadership roles in the school include being a Prefect, a Sports Leader, an ICT (Information and Communications Technology) Leader, a Library Leader, or a Little Leader (for Primary 1and 2 pupils who are between 7 to 8 years old).

Not forgetting the students who come from a more disadvantaged background, or are struggling with various psycho-social issues, support programmes like the GUSTO Kids Club and the Befrienders Club are implemented to help these at-risk pupils acquire self-discipline, resilience and confidence. GUSTO Kids Club is a discovery arts programme aimed at reaching out to the school's at-risk and latchkey pupils. The school collaborates with the Little Arts Academy, an external agency/partner to use popular art forms such as hip-hop dance, speech and drama and culinary skills to re-engage at-risk or latchkey pupils and positively re-direct

their focus and energies. Through this attempt, the school aims to provide small tastes of success for this group of children to increase their self-esteem, as well as to discover the many arts-related talents amongst them.

Jonas (not his real name) is a wonderful example of how a student has been turned around. The school's first observation of Jonas was that he appeared to be disinterested in school and in academic studies. Jonas comes from socially-disadvantaged home, with minimal role-modelling to emulate. As an attempt to engage Jonas, the school placed him in the GUSTO Kids Programme, where his talents in the performing arts were clearly manifested. He was eventually offered the U.K.-LAMDA Scholarship to further pursue arts education. In Jonas' words, "I feel proud that I can perform for everyone. When others clap for me, I feel happy and I am now more confident about myself and that I can be good at something."

Pupils have responded very positively towards the many SEL-driven initiatives. Many of the pupils came from underprivileged home backgrounds and they displayed signs of inferiority which translated into problems of coping with schooling. Through the SEL programmes, pupils were observed to display an increased sense of self-esteem and confidence. Pupils were also more regular in their attendance and were more attentive and participated more during lessons. The satisfaction felt about this work is clearly reflected in the words of Mr Jackson Seow, Subject Head of Pupil Engagement and Discipline, "My teachers and I are very heartened to see a great improvement in the general disposition of our pupils and the way they interact with their peers."

Case Study 2: Commonwealth Secondary School – SEL in Classroom Lessons and Environmental Education

The lesson started with a video clip on a famous story about Puteri Gunung Ledang (The Princess of Mount Ophir), where the princess faced a dilemma. She had to choose between her family and her true love. In her pursuit of true love, the Princess alienated her brother and angered the Sultan (the ruler) of Malacca who had proposed to her. After viewing the clip, students discussed whether the princess's decision to pursue her true love was right, focusing on the rationale of the decision made. They also discussed the effect of her decision, as she had angered the Sultan, putting her hometown in danger. The Five Responsible Decision Making Steps were then introduced to the students and they applied these steps to the Princess's dilemma. Finally, the students were given the chance to practise their decision making skills in an authentic scenario, e.g. 'You've been awarded a scholarship to further your studies overseas. At the same time, your mother is diagnosed with a chronic disease. What would you do?'

The above was an example of a Malay Language lesson conducted in the Commonwealth Secondary School, but with a twist – it was one of the many examples of a school-wide effort to intentionally infuse Social Emotional Learning (SEL) into academic teaching. The student response was heartening. They were very engaged in the discussion, arguing for and against the princess's decision. They realised the importance of considering alternative solutions to a dilemma, and adopting one that could be a win-win for the different stakeholders. They also realised the importance of keeping calm to better analyse the dilemma and come up with alternative solutions. It was also observed that the use of the video clips has more impact than using a text alone, as the emotions of the various characters were clearly visible and provided the students with more input for the discussion.

In Commonwealth Secondary School, SEL is pervasive and is not limited to only non-instructional programmes (such as Student Leadership programmes, Character Devel-

Staff members mentioned that their greatest satisfaction came from seeing more students engaged in the lesson when SEL infused lessons were used

opment programmes, Service Learning activities). The school's philosophy is that education has to be holistic and the teaching of academic subjects alone will not bring about the desired outcome. Infusing of SEL into academic lessons will enable the students to have an authentic experience and relate to the topic. This in turn will eventually translate into motivation for students to be passionate about independent learning. Hence, in a bold attempt to realize these principles, the school embarked on a progressive effort to infuse SEL into the teaching of core academic subjects to better engage the students. Alongside this went the complementary effort to equip the staff with the skills to use SEL in designing their lessons more effectively, and the push to create an atmosphere where teachers would be willing to experiment and to have their lessons constructively critiqued by peers in order to bring about improvement. A key training programme for the staff was conducted jointly by the Student Development Department with a Guidance Officer from the Ministry of Education. After the first training session, the various SEL pedagogical principles were introduced. Various academic departments in the school were given the task of selecting a topic into which to infuse SEL, and teachers had to design and conduct the lesson, as well as have it video-recorded. During the second training session, a segment was dedicated to lesson critique by all staff on the respective department's lesson. Staff members were encouraged to use the feedback that they had received to refine their lessons. In addition, the Heads of Departments went on to look at how they could infuse SEL into 20% of their Scheme of Work for the following year, together with their department teachers.

Commonwealth Secondary School's path to SEL infusion was not without its challenges. While the teachers understood the rationale behind the move, quite a number struggled at first and had doubts and questions, e.g. how is it possible to infuse SEL into factual or abstract academic subjects such as Science and Mathematics lessons? However, after trying out the lessons with their students and having shared and received supportive lesson critique / feedback from colleagues during the workshop, they indicated that the sharing opened up their minds and they realized the possibilities. Overall, staff members mentioned that their greatest satisfaction came from seeing more students engaged in the lesson when SEL infused lessons were used. At the same time, they also reported learning that context and relevance are key to designing SEL-infused lessons, and that one cannot 'force-fit' SEL into every lesson or topic. The following is a personal account of a Mathematics teacher's experience on this SEL journey.

"I have always found it a challenge to incorporate SEL into Mathematics lessons, as Mathematics concepts tend to be more abstract. I found it helpful to bounce ideas around with my colleagues during the weekly professional development hour. For example, when two cases of road accidents involving Commonwealth students occurred, we hit on the idea of using the topic of travel graphs to reinforce responsible decision-making in ensuring road safety. The students worked in

groups to weave stories based on their interpretation of given travel graphs designed to illustrate accident-based scenarios. They presented their stories to the class for peer critique. As the students had incorporated elements on road accidents into their stories, I facilitated a discussion on the responsibilities of both motorists and pedestrians in ensuring road safety, with careful links to speeding to align with the topic on speed-time graphs. I ended the lesson by showing a video of an accident and pictures of the road accident near the school. In pairs, the students reflected on how they can be responsible for their own road safety. Responses included not using a handphone or mp3 player when crossing the road and not dashing across the road to catch the bus. I noticed that the students were more on-task. Compared to the usual set work of completing practice questions, students put more effort into coming up with stories that would explain the graphs. They enjoyed the exercise in creativity and appreciated the link to an authentic situation, as it made Mathematics concepts come alive. The challenge I faced was how to balance the teaching of mathematical concepts with the teaching of SEL competencies in the short 1-hour lesson. I feel that my responsibility as a Mathematics teacher is towards the subject. Where Mathematics topics can provide the contexts to illustrate SEL competencies and help them better appreciate Mathematics, I would continue to infuse SEL."

Environmental education is another cornerstone of the educational experience provided in Commonwealth Secondary, and is another platform through which its students experience SEL. It nurtures students to develop a keen interest in green issues and empower them to become environmental stewards both in school and in the community. The school's environmental education programme provides a structured and differentiated programme for students at each grade. Students are engaged through various hands-on activities which allow them to translate their energy and enthusiasm into action. From water conservation to climate change and alternative energy, students learn about a myriad of key issues through classroom learning and project work. Field trips to Sungei Buloh Wetland Reserve and river clean-ups at Sungei Pandan and Pandan Reservoir further enhance the learning experience. To augment the development of its environmental education programme, the school converted the school pond into a Constructed Treatment Wetland that recycles grey water and serves as an outdoor classroom. Students are also encouraged to be environmental ambassadors and bring the message of environmental conservation to the community by educating households on mitigating climate change and preventing mosquito-breeding. In addition, students volunteer as guides at Sungei Buloh Wetland Reserve and Singapore Science Centre. Through these various activities, programmes and experiences, Commonwealth Secondary School's students get to apply and develop the social emotional competencies learnt in the classroom to relevant, real-life contexts. For example, in the Air and Alternative Energy Module taught to secondary-two students, they are challenged to tackle the problem of energy and water conservation. The students were taught to analyse their household utilities bill and come up with an action plan to encourage family members to conserve energy and water. In addition, the students were also assigned to work in groups to audit the energy and water usage of the school. Thereafter, they had to report their findings and recommendations for improvements to the school's Operations Manager, who would explore the feasibility of implementing their recommendations. Through working in these authentic contexts where they needed to study behaviour patterns of consumers, students were exposed to problem identification and analysis and were actively involved in designing solutions to the problem. As they

Ecosystems Studies.

Learning journey to a Nature Reserve

worked to encourage family members and peers to change their energy / water consumption behaviour, they also got the opportunity to practise their relationship management competencies, and deepen their sense of personal and ethical responsibility towards taking care of the environment.

At the same time, the school is working towards nurturing a generation of environmentally aware students and grooming future leaders who hopefully possess a firm grasp of the complexities of sustainable development, technologists eager and able to solve environmental challenges and potential industry captains with green consciences.

Case Study 3: Kranji Secondary School - SEL through Service Learning Projects

> "Kranji students demonstrate good values and character... Their behaviours show they understand the needs of others (the intellectually disabled)."

These are the comments from the staff of a day care centre for people with disabilities after a joint community project with students from Kranji Secondary School. When it comes to character and social emotional development, Kranji Secondary thinks in terms of community service. Premised on the rationale that Social Emotional Learning (SEL) and Character Education must go beyond mere discussion in the classroom, the school has embarked on organising Service Learning Projects as a means through which the values and social emotional competencies talked about in class are put into practice. Service Learning requires the students to understand a given community and find out about its specific needs, as well as to develop ways to meet those needs. Hence, it provides an excellent opportunity for developing students' social awareness that is talked about in SEL. At the same time, students get to practise working together in teams, engaging and communicating with others (e.g. the people in the community they are serving). As they get involved in the various demands of the project, they also have a chance to discover something more about themselves and to grow personally. Most of all, the students get to live out the value of 'giving back to the community' which is emphasised in their character education.

All these were seen in one of the Service Learning projects involving a group of 44 secondary-two students (14 year-old) - an outreach activity to a group of people with disabilities from a home for people with

The school has embarked on organising Service Learning Projects as a means through which the values and social emotional competencies talked about in class are put into practice

special needs. This was a collaborative project between the school and the home conducted in 2009, with the twin aims of providing some hands-on and interactive activities for clients of the day care centre, while at the same time creating an awareness of the needs of people with disabilities among Kranji students.

At the planning stage, teacher-mentors facilitated discussions with the students on the purpose and meaning of service learning. Following this, they briefed the students about who they would be working with and the needs of their clients. With this information in mind, the students were invited to brainstorm what the possible activities could be and their pros and cons, before eventually settling on the choice of running a cooking workshop for the clients of the day care centre. After this, the group immediately launched into the next stage of discussing the menu, safety matters, how to run the session etc, hence, applying the important decision-making skills which they had learnt earlier.

In addition, the students also had to raise the funds for purchasing the ingredients required for the cooking workshops. For this, the students formed into groups of five or six to brainstorm on how to raise funds, and discussed the roles and responsibilities for each member in the team with regard to their fund raising project. During this process, the teacher-mentor facilitated the students in applying skills, such as showing respect and displaying responsibility to self and others, taught in the earlier Character Education lessons. The various groups then raised funds by selling snacks during recesses or after school over a two week period, thereby collecting more than twice the required amount. They chose to donate the excess to the day care centre.

After much background work, the students were finally ready for the cooking workshops, which turned out to be a really enriching learning experience for them. Two sessions of the workshop were conducted, and two students were paired with a 'client' with disabilities for the sessions. Together, they whipped up a range of 'delicacies' over the two sessions while enjoying the process and one another's company. Over lunches after each cooking workshop, they all feasted together on the outcomes of their labours, with the accompanying staff. While a few of the students had initially expressed that they did not feel comfortable and had difficulties in communicating with their clients, they managed the hands-on session well and the experience had helped them to relate to the individuals with whom they had been paired.

At the end of the project, every student wrote an individual reflection of their experience and learning. Their reflections were posted on a mobile notice board placed in the school foyer for other students to read. The following are a few samples:

'I learnt how to be patient and treat others with care. I had to make responsible decisions in trying to reach out to them. Really hope I can cook with them again.'
– QYH

'The service learning was great as I get to gain new knowledge during the planning and at the same time get to interact with the disabled during the cooking workshop.'
– SN

'After the project, I learnt to be more patient. It was my first time assisting the disabled in cooking a meal. It was a great and unforgettable experience and it was fun too!'
– WL

As reflected in the students' comments, they have learnt many important social skills such as relating to others with respect, team work and responsible decision making. More importantly, the experience has given them a chance to learn to be sensitive to the disadvantaged in their community and has engendered empathy in them – a crucial aspect of good character. For the teachers who put in the hard work and journeyed with the students, this is perhaps their greatest reward, as expressed by one of them: 'It was most heartwarming to have witnessed the students' excitement and enthusiasm in raising funds for the project... The students were sincere in wanting to impart their (cooking) skills to them (the clients). They were respectful towards their clients. It was very fulfilling for me to see to the fruition of this project and to witness the growth and learning of my students.

Case Study 4: Cedar Primary School – "Learning to Love, Learning to Learn, Learning to Live" – Developing the holistic child

"We are not working together. Come on, stop talking!" Han (not her real name) was trying to get a Primary One (7 year old) group-mate to cooperate with the team. At 8 years old, Han was already a leader, leading the team on a 'Play n Design' project to create a 'playmate'.[13] for the group. The group had to conceptualise a design for a 'playmate' for a friend who was ill in hospital, and apply different art elements to enhance their creation. In choosing the design for the playmate with the group, Han would ask her members, "What do you choose? Okay, then let's decide together." Han showed respect for others' opinions and wanted the group to reach a consensus, and demonstrated a sense of fairness and democracy by asking each member for his/her choice. Besides exercising leadership, Han exhibited genuine concern for peers and was helpful. For example, when a group member had difficulty putting a 'wing' on the cup (the body) when constructing the 'playmate', she offered to help. While making this attempt, her creative side manifested as she tried to make wings with the different types of paper provided and explored different ways of pasting the paper wing onto the cup.

The above are snippets from the observation of a student during a module of the Programme for Active Learning (PAL)[14] in Cedar Primary School. Han is just one of the many primary students who are given broad exposure and rich experiences in Sports and Games, Outdoor Education, the Performing Arts and the Visual Arts at the lower primary level (7 to 8 year olds) through the Programme for Active Learning (PAL) which focuses on the non-academic areas.

Social and Emotional Learning (SEL) for these children is a vital component of the school's overall effort to realise the aspiration of nurturing its Primary 1 and 2 pupils (7 to 8 year olds) to be **C**aring, **E**nthusiastic, **D**etermined, **A**daptable and **R**esponsible Cedarians. PAL, along with the Form Teacher's Guidance Period facilitate the SEL of the bud-

The emphasis on celebrating growth (rather than on comparing achievement), on reflection (rather than on evaluation) and the enhancement of the safe and supportive school environment through the Guidance Periods and PAL, has resulted in greater joy of learning among the pupils

ding Cedarians. The Form Teacher's Guidance Period is a weekly lesson within the curriculum for form teachers to build positive relationships with their pupils. During the Guidance Period, Form Teachers interact with their pupils through play-based activities. In addition, they conduct explicit teaching of Social and Emotional competencies, supported by resource packages developed by the Ministry of Education (Singapore). Placing greater emphasis on the non-academic development of pupils, PAL provides broad exposure to Sports, Outdoor Education, Performing Arts and Visual Arts. PAL modules are rich in self-discovery, experiential learning and collaborative learning opportunities and provide a ready platform for pupils to practise their social and emotional skills learnt during the Guidance Period. In a year, each grade level undergoes three modules, each made up of 7 to 9 two-hour sessions. While the modules can be conducted by external instructors, Form Teachers are present to facilitate pupils' learning and observe pupils' behaviours. One unique PAL module at the school is 'Play n Design' (mentioned earlier), where Primary 1 and 2 pupils work together in mixed-age teams and use the outdoors as a context for learning about art. Pupils learn about the elements of art and work on an authentic task relating to social responsibility, National Education or the Olympic Games and design a solution using paper. Through 'Play n Design', pupils learn about art and design, nurture inventiveness and develop social and emotional competencies.

Pupils have indicated that they enjoyed the Form Teacher Guidance lessons and the PAL modules. Through the SEL sessions taught during the Guidance Periods, pupils acquire knowledge and skills relating to self-awareness, self-management, social awareness, relationship management, and responsible decision-making. In PAL, the exposure to various learning domains enables pupils to learn more about themselves and others; nurture confidence and a sense of pride in their own abilities; share and cooperate with others; cultivate curiosity about the world around them; and develop a zest for life. These were evident in the students' comments when they were queried about their PAL experience:

> "I like going to the garden to look for art things. There are many lines on a leaf. Even the ant's buttocks have lines!" (a comment by a student during a session using the outdoors as a context for learning)

> "I like 'Play n Design' because I can work with my friends to make things." (a reply from a student when he discovered the joy of cooperative learning

> "The 'playmate' must have a smiling face. We need to cheer our friend (who

Students engaged in PAL activities

is in hospital) up." (an expression from another student during the 'Play n Design' session, reflecting his care for others)

"Teacher, when is the next PAL lesson?" (an enthusiastic question by students full of zest for learning)

In addition, the Form Teachers' stewardship and presence in Guidance and PAL sessions have also enabled the Form Teachers to foster greater teacher-pupil rapport with their charges and increase their knowledge of individual children. Thus these sessions have enabled Form Teachers to be more effective as Life Coaches to their students. The emphasis on celebrating growth (rather than on comparing achievement), on reflection (rather than on evaluation) and the enhancement of the safe and supportive school environment through the Guidance Periods and PAL, has resulted in greater joy of learning among the pupils. In Cedar Primary School, it is a community that is truly "Learning to Love, Learning to Learn, Learning to Live".

Case Study 5: NorthLight School – Helping students succeed with a Second Chance

16 year-old Jay (not his real name) is a model student and a student leader at NorthLight School. He is also one of the privileged youths who was chosen to be a torchbearer during the inaugural 2010 Youth Olympics held in Singapore because he was deemed to have displayed the Olympic values of friendship, excellence and respect. However, this was not the Jay of four years ago, before he enrolled at NorthLight School. Jay, then 12, suffered a major setback. He did not make the grade in the Primary

The school adopts an experiential approach in teaching and learning, with an emphasis on nurturing the students' social and emotional development. This is done by helping the students to discover their talents, redefining success, encouraging peer support, and creating conditions which promote self esteem

School Leaving Examination (PSLE), a key national examination in Singapore for progressing from elementary schooling to the next level. He was also addicted to computer gaming, had conflictual relationship with his teachers, and was contemplating dropping out of formal education altogether. He was feeling down, helpless and lost regarding the future. Jay's mother was heart-broken about the state of her son. However, she did not give up. She found out about NorthLight School and tried to get Jay to enrol in the school, but Jay was resistant. It was only after much cajoling that Jay changed his mind, and this proved to be the turning point for him. His life thereafter was intricately linked to his experiences at NorthLight School.

The NorthLight School was set up with the aims of providing an engaging career-oriented and values-focused education for young people who were less academically inclined and to prepare them for lifelong learning and employment. Most of the students which the school takes in have experienced academic failures in their primary school education. Many of them also struggled with social and emotional issues. On entering the school, every student has a personalized Emotional Quotient (EQ) profile done. On the whole, results from the profiling indicate that students are weakest in the aspects of interpersonal skills and general mood (comprising optimism and happiness). In view of such a profile of the student population, the school adopts an experiential approach in teaching and learning, with an emphasis on nurturing the students' social and emotional development. This is done by helping the students to discover their talents, redefining success, encouraging peer support, and creating conditions which promote self esteem. Character Education is key to NorthLight School's curriculum. The other two components of the curriculum are Foundational Education (e.g. Mathematics, English and Information and Communications Technology) and Vocational Education.

Character Education forms 26% of the NorthLight School's curriculum, and its delivery and assessment are aligned to the learning profile of the students, e.g. as the students learn best by doing, 70% of the time is spent on experiential learning or coursework and 30% on theory. NorthLight teachers constantly review and update the character education material to ensure that it remains relevant. The first half hour of each day is the class family time where the form teacher will cover the character trait of the week, focusing on different contexts for different levels, e.g. on 'self' for Year 1, 'family' for Year 2, 'school' for Year 3 and 'community' for Year 4. Students learn to move from receiving to giving, and looking beyond themselves to those who are less fortunate than them. The school's Character Education

One of the student recreation centres.

A talking desk

curriculum has the LiVE components, namely, **Li**feskills, including the Emotional Quotient profile (EQ), thinking skills, personal growth and effectiveness, financial literacy, career guidance, **V**alues that are imparted through service learning activities or projects and **E**veryday Affairs which deal mainly with current affairs. For EQ, the focus is on the individual and on relationship management. Lessons on Thinking Skills promote creative and critical thinking, while Financial Literacy is taught through the "Mind Your Money"[15] game which was developed by the teachers. Career Guidance is an important component as it prepares the students for the mandatory 8-week Industrial Work Placement for every Year 4 student (about 17 to 18 year olds). Service Learning encourages the students to return to the community, while Current Affairs ensures that the students remain abreast with the latest happenings in the world. In addition, there is a school-wide adoption of Art Costa's Habits of Mind (HOMs).[16] The school has adopted 8 out of the 16 Habits of Mind (HOMs) and these are assessed by the individual students as well as their peers and teachers and constitute a substantial percentage of the total score that each student receives for all the Foundational and Vocational subjects.

The school also has structures and strategies to create a conducive learning environment that will enhance the development of good habits and the relevant social and emotional competencies to prepare the students for further studies or the workplace.. These include Class Family Time[17] and the Lunch Interaction Time,[18] the Time-out Box,[19] the Talking Desk,[20] the SHINE Card,[21] the Student Recreation Centres,[22] the Jar of Excellence[23] and the Bowl of Honesty,[24] as well as the Student of the Month[25] awards. Nevertheless, amidst the flurry of activities and programmes at NorthLight School, one thing is constant, that is, the single-mindedness of its staff in the pursuit of their mission to help their students achieve the following before they graduate:

- to have a high level of self awareness, i.e. able to recognise and develop their strengths to achieve their potential;
- to relate to others in a respectful and confident manner and able to work collaboratively in a team; and
- to be developed morally, to care for others, the school and the country, and be willing to give of themselves to serve.

Jay is just one of the many examples of the realisation of these goals. Perhaps his own words best sum up the experiences he had at NorthLight School and the transformation he experienced: "My teachers and my friends

accepted me and helped me to discover my strengths. I was given many opportunities as a student leader and I slowly got back my self-esteem and self-confidence. I tell myself that I need to set a good example and must not disappoint my teachers or confuse my juniors. . . . . All of us were very sad when we failed the PSLE (the Primary School Leaving Examination) but a failure in an exam does not mean that we will fail in life. There were incidents where others look down on or pass unkind remarks about us but we must not allow their remarks to discourage us. We will prove to them and ourselves that we can succeed. We will take every task given to us as an opportunity to challenge ourselves and our ability. The school is the place where we apply the HOMs. I achieved a perfect score of GPA[26] 4.0 and my parents could see the change in me. I would not be here today if not for the teachers. The NorthLight teachers play a big part in my transformation. They worked hard to make sure we understand our lessons. I would like to thank them for helping us to find the joy of learning again."

Editor's Note: The chapter on Portugal in this International Analysis includes a case study on a second chance school in that country.

Case Study 6: Social and Emotional Education for Children with Special Needs

CK was attention seeking and impulsive. He threw tantrums and whined whenever he could not get his way and would shout or scold his friends at the slightest provocation. He also needed constant attention and reminders to complete assigned tasks. CK is a nine year old student with mild learning disabilities.

Children with special needs face greater challenges in various aspects of their lives in comparison to their 'normal' peers. In particular, many of them face great difficulties in the social and emotional domain as a direct result of their special needs. It is therefore imperative that specific attention be given to help them in this area. Such was the impetus for the work of a committee, set up in early 2006, to look into the affective competency development of students with special needs. The committee, comprising members from the Special Education Branch of the Ministry of Education (Singapore) and teachers from the various local special education schools, found that: (i) the teaching and learning of social and emotional skills was done mostly on an ad-hoc basis through teachable moments; (ii) the development of appropriate social skills was conducted during (functional) life-skills lessons and not much emphasis was placed on the emotional development of students. Arising from these findings, it was evident that there was a need for the explicit teaching of social and emotional skills to students with special needs.

To kick start the process, the committee invited Professor Mark Greenberg from Penn State University to Singapore in March 2006 to conduct a series of introductory seminars as well as consulting to schools on the social and emotional development of students with special needs. Professor Greenberg recommended the use of the Promoting Alternative Thinking Strategies (PATHS)[27] curriculum for the special schools. Designed to be used in the early school years (between 6 to 12 years old), the PATHS curriculum includes a wide range of activities that focus on:

- Emotional literacy
- Self-control
- Social competence
- Positive peer relations
- Interpersonal problem-solving skills

The first PATHS curriculum training for a small group of teachers was conducted in 2007. The trained teachers then prototyped the explicit teaching of social and emotional learning in their schools and provided feedback that the programme was benefiting students with special needs.

Self-made PATHS poster

Incorporating PATHS strategies into lesson

After some early exploration in small-scale prototypes, Chaoyang School which serves students with mild intellectual disabilities, Towner Gardens School, serving students with moderate to severe intellectual disabilities, and Spastics Children's Association School, serving students with physical disabilities, came on board in August 2008 and early 2009 for the pilot implementation of the programme. Teachers were trained by PATHS consultants to deliver the curriculum and to build a school culture that supports SEL.

After a year of implementation, the schools reported that the programme had a positive impact on their students. Teachers reported that students had shown greater awareness of their emotions and could manage their own behaviours better than before.

Returning to CK from our earlier story, he is one of the many who has benefited from the programme. CK now no longer engages in negative attention seeking behaviours, he can now work on an assigned task with minimal supervision and is consistent in keeping to appropriate behaviours. However, the success story of CK did not happen overnight. It was not easy getting CK started in managing his emotions and behaviours but his teacher persisted. CK's teacher made him a 'PATHS Kid for Today' badge as a reminder that he should be nice to his friends. Efforts were also made to compliment CK daily and he had to return the compliments by sharing positive things about others. CK's teacher also taught him self-control techniques such as the PATHS "Turtle" technique (a calming down / anger management strategy taught in the PATHS programme). Today, we can see the fruition of all these efforts as the number of CK's temper tantrums are greatly reduced, and he makes an effort to calm himself down whenever he feels frustrated and tries to do the "Turtle" technique instead of whining or crying to get attention. The impact of the SEL efforts has not only been limited to the students. Teachers also reported that the emotional literacy and self management tools introduced during the social and emotional lessons had helped them in their own personal lives.

Overall, several factors contributed to the success of the programme in the schools. These include:

1 Strong leadership: For SEL to be successfully taught in schools, school leaders must provide a clear vision and direction, as well as support in terms of resources and personnel.

2. Strong PATHS teams.[28] PATHS teams provided the anchor for the successful implementation of the programme in the schools.
3. Passionate and enthusiastic teachers: The passion and enthusiasm of teachers who recognized the importance of social and emotional learning for their students. These teachers believed in the programme and carried on despite the challenges they faced in the initial phases of the implementation of the programme.
4. Creativity and flexibility: In order to cater to the diversity of needs in Special Education schools, PATHS teams and teachers showed great originality in their ability to adapt resources to meet the needs of their students. Some examples are the display of "feelings faces" in common spaces such as the school canteen, the creation of attractive PATHS posters as well as the incorporation of PATHS strategies such as the use of stories and problem solving skills into literacy and numeracy lessons.

Currently, the implementation of the programme has been expanded to five other Special Education Schools and teachers from 16 out of 20 schools have been trained to deliver the PATHS programme. With the positive feedback that has been received about the programme and with many other schools expressing keen interest in implementing the programme, the Special Education branch continues in the training and professional development of staff in the teaching of social and emotional competencies through PATHS.

Looking to the future, the Special Education Branch will be putting together a SEL Framework with the intention of extending the teaching of social and emotional skills to older students with special needs and equipping these students with the necessary skills for their successful transition into society and the workplace.

The Next Lap - Preparing Students for Life and Work in the 21st Century

With the constant focus on holistic education and preparing our students well for their future life and work, in March 2010 the Ministry of Education articulated a coherent framework for the development of soft skills. The Framework for 21st Century Competencies and Student Outcomes (see http://www.moe.gov.sg/committee-of-supply-debate/files/nurturing-our-young.pdf) builds on **values** that are taught in Civics and Moral Education, the **social and emotional competencies** as well as the **emerging competencies** that are necessary for living and working in the 21st Century. The three domains of the emerging competencies deemed necessary for life and work in the 21st Century globalised world are:

- Civic literacy, global awareness and cross-cultural skills
- Critical and inventive thinking
- Information and communication skills

Developing the values and competencies in our students will enable them to tap into the rich opportunities in the new economy while keeping a strong Singapore heartbeat, and helping each of them to become:

- a confident person who has a strong sense of right and wrong, is adaptable and resilient, knows him/herself, is discerning in judgement, thinks independently and critically, and communicates effectively.
- a self-directed learner who takes responsibility for his/her own learning, who questions, reflects and perseveres in the pursuit of learning.
- an active contributor who is able to work effectively in teams, exercises initiative, takes calculated risks, is innovative and strives for excellence.
- a concerned citizen who is rooted in Singapore, has a strong civic consciousness, is

informed, and takes an active role to better the lives of others around him/her.

Embedding values and social and emotional competencies within this overarching Framework highlights their importance for facilitating the development of the emerging 21st Century competencies in students. For example, having a broader perspective and appreciating diversity, which are important aspects of social awareness, will enable students to develop a sense of global awareness; whereas growing empathy and consideration of others' feelings, needs and attitudes are essential for the building of civic literacy and cross-cultural skills. In addition, the social and emotional competency of goal-setting and managing time and effort are associated with inventive thinking; while competencies in relationship management will impact on students' learning of communication skills.

With the re-positioning of SEL in the context of the pursuit of a set of new and larger educational goals, SEL has received new impetus. The teaching and learning of the 21st Century competencies will be a system-wide phenomenon and will be delivered through both the academic curriculum as well as the non-academic curriculum. In particular, to achieve a more balanced curriculum, the quality of Physical Education, and Art and Music education will be strengthened, as these subjects are integral to a holistic education experience for our students, enabling them to develop physical robustness, enhance their creative and expressive capacities, and shape their personal, cultural and social identities. Structural changes have also been made to support this new emphasis. At the Primary school levels, the Programme for Active Learning is one such initiative introduced to address the need for greater emphasis on non-academic programmes. It consists of modules of activities in two broad areas: Sports and Outdoor Education, the Performing Arts (Music and Dance) and the Visual Arts, which take place within the curriculum time. Also in the curriculum time the Form Teacher Guidance Period has been put in place to provide quality interaction time for students with their form teachers as well as to equip the students with social and emotional competencies by means of explicit teaching.

Conclusion - The Effects of SEL Efforts

Singapore's SEL initiative represents a system-wide effort to introduce educational change aimed at strengthening the holistic development of our students. In carrying out the initiative, particular emphasis had been placed on building a strong foundation on which to build the ensuing efforts. At the same time, the prototyping approach was adopted to ensure that attention was given to relevance to the local context, meeting the specific needs of the students and programme effectiveness. In addition, recognising that having effective teachers is the key to bringing about all we want to achieve in our efforts to offer holistic development to our students, particular emphasis has been given to teacher enablement. Since SEL was introduced to schools in 2004, the SEL effort has gone through a full cycle characterised by the four phases of a systematic progression, namely Planning, Development, Implementation and Review, and the results are heartening. Looking forward, we are poised to see SEL play a more extensive role in the holistic development of our students, equipping them to be ready for the future world in which they will live.

Notes

1 Unemployability occurred because many school leavers were not deemed adequately equipped for the jobs offered by employers.

2 The primary and secondary schools in Singapore generally adopt the national curriculum (which includes a primary level curriculum and a secondary level curriculum) as the basis for their school programme. However, each school can customize its programme to cater to the unique needs of its student population. At the secondary level, some secondary schools offer the alternative Integrated Programme which provides a seamless secondary and junior college level education to prepare students who are clearly bound for university. The Integrated Programme leads directly to the 'A' Level examinations or other Diplomas (e.g. the International Baccalaureate Diploma). In addition, the Specialised Independent Schools offer specialized programmes for developing talents in specific areas such as sports, the Arts, Mathematics and Science.

3 Co-curricular activities are a range of activities or programmes which students can participate in outside the academic curriculum time, and include cadet uniformed groups, various sports and games, music and dance, clubs and societies for various interests. Students can choose which of these they would like to participate in based on their preference. Participation is voluntary for students at the primary level but is a requirement for students at secondary or higher levels.

4 The SEL initiative not only represents ensuring a supportive school culture and environment to better deliver the existing life skills curriculum, it is also an adjustment in emphasis – a move from just going through the process of developing life skills in our students to one that also focuses on learning outcomes. Hence, under SEL, the relevant social and emotional competencies (essentially learning outcomes for the various life skills) appropriate for the different developmental levels of our students were identified and specified in terms of a set of standards and benchmarks. These standards and benchmarks will be used to guide schools in their design, implementation and evaluation of their SEL efforts.

5 The PDIR cycle is Singapore Ministry of Education's 4-step framework to guide the design, development and implementation of educational policies, programmes and services to support schools in delivering quality education to every child. It is based on a systems approach which involves examining the links across various systems and processes to ensure effective implementation and long term sustainability; involving the different departments of the Ministry of Education working as one and pulling together resources and expertise; consulting and engaging the various stakeholders; conducting an extensive environmental scan and researching best practice; as well as conducting prototyping / piloting and addressing concerns and issues before full-scale roll-out.

6 The National Institute of Education (NIE) is the only teacher training college in Singapore.

7 Teachable moments refer to unplanned authentic opportunities that arise during the course of learning. They can be seized upon by teachers to guide their students in modelling, applying and reflecting on values and relevant social and emotional competencies. For example, in the event of a conflict between students, teachers can help the disputants see the conflict from different perspectives and guide the students towards resolving the situation through the application of negotiation strategies.

8 Teacher enablement refers to the development of the relevant knowledge, skills and attitudes in our teachers so that they can become effective facilitators of social emotional development of their students. It also includes setting up the necessary support systems that will bolster the efforts of our teachers in this aspect.

9 From Zins, J. E., Bloodworth, M. R., Weissberg, & Walberg., H. J. (2004). The scientific base linking social and emotional learning to school success. In Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg., H. J. (Eds). Building Academic Success on Social and Emotional Learning. NY: Teachers College Press.

10 The 5 SEL Pedagogical Principles are a series of principles we have identified from our study of relevant literature as well as feedback from practitioners deemed to be able to help to effectively facilitate the development of social emotional competencies in students. They include **Providing for the Social Dimension** (includes rapport building, peer interaction and perspective taking), **Providing for the Emotional Dimension** (includes eliciting feelings, touching feelings), **Relevance** (i.e. each lesson should be appropriate to age, ability, background & needs and referring to authentic situations whenever possible), **Reflection** (includes reflecting on self and on the perspectives of others), and **Action** (through demonstration and providing opportunities for practice and application).

11 The character development programme, adopted by many schools in Singapore, emphasizes values inculcation and the development of relevant social and emotional competencies which will enable students to be good citizens, to know right from wrong and to act appropriately, to be resilient in the face of difficulty and to demonstrate care for their fellow human beings.

12 A form teacher is the teacher who is mainly responsible for the pastoral care for a particular class.

13 'Playmate' refers to a hand-made figurine or puppet made by the children.

14 The Programme for Active Learning (PAL) is a major initiative, introduced in 2010, to address the need for greater emphasis on non-academic programmes for all Primary 1 and Primary 2 pupils (7 to 8 year olds). It consists of modules of activities in two broad areas: Sports and Outdoor Education, and Performing Arts (Music and Dance) and Visual Arts, which are carried out within the curriculum time for at least 2 hours a week over about 30 weeks in a year.

[15] The 'Mind Your Money' game helps students make smart money decisions (e.g. the difference between a need and a want) that will ensure quality of life in the Singapore context. The game touches on financial literacy concepts relevant to adolescents. It is also a cooperative game in that the winner is the group instead of an individual.

[16] See: http://www.artcostacentre.com/html/habits.htm for more detailed explanation of Habits of Mind (HOMs).

[17] The Class Family Time provides a platform for form teachers to build relationships with their students and for students to start each day in the right way and manage their emotions effectively.

[18] The Lunch Interaction Time is also a platform for relationship building and a time for teachers to do a mid-point check with their students daily.

[19] The Time-out Box is a designated space in the classroom and/or outside the staff room for students who displayed errant behaviour to reflect on their actions and think of ways to put things right. It has also proven to be effective in reducing the tension in that when a child on his own sits at the time –out box, it is his way of telling the class that he has had a bad start or something unpleasant has happened at home. The classmates will then give this friend his personal space.

[20] The Talking Desk provides the very first 'safe place' for students to express their thoughts and feelings. When students first join the school, they are usually alone, with few or no friends and are not confident to talk to each other. They are encouraged to put photos/pictures of people and things that make them feel happy on their desks. Teachers know a lot about the students through the talking desks.

[21] The SHINE Card is a system to catch students doing the right things and to reward them for it. Whenever students behave in ways that reflect the school values, Sincerity, Honesty, Innovation, Network and Excellence, teachers will write positive comments on their SHINE cards. Students could exchange their SHINE cards for tokens to play at the Student Recreation Centres once they have accumulated a certain amount of positive comments. On the SHINE card there are 8 squares in total. Once 4 squares are filled, a token will be given. However, if a child were to wait till the 8th square is filled before he exchange for the tokens, the teacher will give him 3 tokens. This is to teach the importance of delayed gratification.

[22] The Student Recreation Centres are places set up as a safe haven for students to rest and relax. The centres are equipped with youth-friendly recreational facilities where students have to abide by rules on the use and care of the equipment provided.

[23] The Jar of Excellence is to recognize students with 100% attendance and 100% punctuality.

[24] The Bowl of Honesty is to recognize students who demonstrate acts that reflect the values of integrity and honesty. There are Closed-Circuit Televisions (CCTVs) in the school and the notice reads "the CCTV is to record honesty 24 hours daily". Besides honesty, the CCTV also records good manners.

[25] The Student of the Month is nominated by students and endorsed by form teachers for exemplifying the school values. A description of the behavior displayed is written on the certificate.

[26] GPA stands for 'Grade Point Average'. It is calculated based on the points students accumulate with the designated modules in the course they have chosen to take for the ITE Skills Certification course.

[27] See: http://www.prevention.psu.edu/projects/PATHS.html for more details on the PATHS Curriculum.

[28] A PATHS team usually comprises a group of teachers who come together to act as advocates for SEL in the school, adapt the PATHS curriculum to suit the unique context and needs of the students and model the teaching of PATHS lessons for colleagues.

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Canada

Social and Emotional Education in the Canadian Context

Lucy Le Mare

Abstract
This chapter begins with a brief overview of the Canadian educational context including the history of the education system and the population that system serves. This is followed by a short review of the academic and social and emotional status of Canadian students, which, to a certain extent, has informed the direction of Social and Emotional Education (SEE) in Canada. A distinction is made among three approaches to SEE, which include cognitive-behavioural, relational, and Indigenous. A variety of SEE initiatives occurring at a number of levels within the Canadian education system are described. Province-wide SEE initiatives on the part of the British Columbia and Ontario Ministries of Education are examined. Initiatives in teacher education taking place at the University of British Columbia and Simon Fraser University, both of which prepare pre-service teachers to be competent in SEE, are described. Two classroom programs, one designed to combat bullying and the other aimed at supporting children's development of empathy, are reviewed. Finally, two schools that exemplify the relational and Indigenous approaches to SEE are discussed.

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Introduction

Since the last decade of the twentieth century, a new vision of what it means to be an educated person has been taking shape in Canada and internationally. A prominent UNESCO-commissioned review on education (Delors et al., 1996) defined four pillars of learning that are considered to represent the full scope of a comprehensive life-long education. This framework has been adopted by the Canadian Council on Learning, a Canadian non-profit organization with the mission to translate educational research into effective educational practice. The domains of education (pillars of learning) according to the Delors Report (Delors et al., 1996), and adopted by the Canadian Council on Learning include:

- *Learning to be*: Learning that contributes to the development of a person's body, mind and spirit. Skills in this area include personal discovery and creativity;
- *Learning to know*: The development of skills and knowledge needed to function in the world, including literacy, numeracy, critical thinking and general knowledge;
- *Learning to do*: The acquisition of applied skills related to occupational success; and
- *Learning to live together*: Values of respect and concern for others, fostering social and inter-personal skills, and an appreciation of the diversity of Canadians.

As such, in Canada there is a range of valued educational outcomes, such as getting along with others and understanding oneself, that do not fall within the category of academic achievement. It is frequently stated that fostering these social and emotional competencies through the public education process is desirable (e.g., Hymel, Schonert-Reichl, & Miller, 2006; Schonert-Reichl & Hymel, 2007); a view that is reflected in the official documents of the Ministries and Departments of Education across the country. A number of labels, such as moral education, character education, emotional intelligence, respect, citizenship, and social responsibility, have been used to refer to these areas of non-academic learning. In the present chapter, all these areas are seen as falling under the umbrella of Social and Emotional Education (SEE), a mandate of Canadian schools that has widespread acceptance and support.

In Canada there is a range of valued educational outcomes, such as getting along with others and understanding oneself, that do not fall within the category of academic achievement

This chapter begins with a brief overview of the Canadian educational context including the history of the education system and the population that system serves. Next, I provide a short review of the academic and social and emotional status of Canadian students, which, to a certain extent, has informed the direction of SEE in Canada. Following that, I describe a variety of SEE initiatives that are occurring at a number of levels within the Canadian education system, including government, Universities, and schools. This review is necessarily selective. My intent has been to make selections that represent the spectrum of SEE initiatives in Canada.

Historical overview of the Canadian Educational Context

The land that is now called Canada has been inhabited for millennia by various groups of Indigenous[1] peoples and, since the 16th century, by Europeans and others. Beginning in the late 15th century, British and French expeditions explored and later settled in the present day Maritime Provinces on the Atlantic coast and the provinces of Quebec and Ontario. Continued conflict occurred between the British and the French and in 1763 France ceded nearly all of its North American colonies to the British. In 1867, the *British North America Act* established Canada as a country. The creation of Canada began an accretion of provinces and territories and a process of increasing autonomy from the United Kingdom. Today Canada comprises ten provinces and three territories and is the world's second largest country by total area.

Canada now represents a diverse, multicultural society. The 2006 national census counted a total population of 31,612,897. In the five years between the last census enumerations (2001-2006), over a million people made their way to Canada, accounting for two-thirds of the population growth during those years (currently, approximately 20% of the Canadian population is foreign born). These individuals came from over 200 countries and speak almost 150 different languages. Of these newcomers, one in five is under the age of 14, which has significant implications for the education system.

Historically, most immigrants to Canada have been of European origin. For example in 1971, Europeans accounted for just over 60% of new immigrants. Beginning in the 1980s however, people from Asia and the Middle East began to arrive in substantial numbers and as of the 2006 census the proportion of immigrants from these areas surpassed those from Europe. Of the million-plus newcomers who arrived in Canada in the period from 2001 to 2006, 58% were from Asia. China, India, the Philippines and Pakistan topped the list for country of origin. Notably, recent arrivals from Europe accounted for only 16 percent of immigrants to Canada, while those from Central and South America and the Caribbean accounted for approximately a further 11 percent, with the proportion from Africa being just slightly lower.

According to the 2006 census, the largest self-reported ethnic origin in Canada is English (21%), followed by French (15.8%), Scottish (15.2%), Irish (13.9%), German (10.2%), Italian (5%), Chinese (3.9%) and Ukrainian (3.6%). Self-identified Indigenous peoples comprise 3.8% of the population, and represent a group that is growing through births at almost twice the national rate.

Today, Canada remains the only industrialized country with no federal office or central department of education and no national policy regarding education

The Structure of the Education System in Canada

As a reflection of tensions among Canada's early European colonizers that were based primarily on differences in language (French

The partnering of provincial and municipal governments in raising revenues for education helps to maintain a consistent quality of education within provinces, with wealthier communities underwriting less privileged districts. Hence, both within and between provinces, disparities between public schools in access to resources are typically small

and English) and religion (Catholicism and Protestantism), a decentralized model for the administration of education was initiated (Smythe, 2003) and maintained, most recently being reviewed and renewed in *The Constitution Act* of 1982. Today, Canada remains the only industrialized country with no federal office or central department of education and no national policy regarding education (Levin & Young, in Smythe, 2003).

Education in Canada is a public responsibility under provincial jurisdiction. Each of the Provinces shares a similar hierarchical structure in administering education, beginning with a Provincial Ministry or Department of Education. The ministries/departments of education in most provinces have the responsibility of establishing school districts, providing funds to school boards, developing educational goals and curricula, authorizing textbooks, and establishing criteria for teacher education and certification (which are provided by the University Faculties of Education and College of Teachers in each province, respectively). Elected school boards, responsible for the implementation of Ministry/Department policies and procedures, govern school districts, and individual schools are responsible for the delivery of educational services.

In Canada, children typically begin public schooling at age 4/5 when they enter kindergarten and graduate at age 17/18 with the completion of grade 12. Education is compulsory up to the age of 16 in every province, except for Ontario and New Brunswick, where the compulsory age is 18. Canada generally has 190 school days in the year, between early September and the end of June. Public schools are divided into elementary schools (kindergarten to grade 5, 6 or 7; *ages 5 to 13*), middle schools (grade 5 or 6 to grade 8 or 9; *ages 11 to 15*), and secondary schools (grade 8, 9, or 10 to grade 12; *ages 13 to 18*).

The major source of funding for public education in Canada comes from transfer payments to the Provinces derived from federal tax dollars (Dibski, 1995). These federal tax payments make up a significant part of the Provinces' overall budgets and attempt to prevent disparities in the quality of education from developing across the country. With few exceptions, school boards, in partnership with local municipal governments, also fund education through local residential and business taxes. The partnering of provincial and municipal governments in raising revenues for education helps to maintain a consistent quality of education within provinces, with wealthier communities underwriting less

Beginning in the latter half of the 19th century and lasting for over 100 years, Indigenous children were forcibly educated through government-sponsored, church-run residential schools designed to assimilate Indigenous children into European-heritage culture and the Christian faith

privileged districts. Hence, both within and between provinces, disparities between public schools in access to resources are typically small.

The Council of Ministers of Education in Canada (CMEC), comprised of the provincial Education Ministers, oversees areas of cooperation between provinces and the federal government and manages the federal transfer payments that exist to equalize services in each province. The federal government also facilitates education programs relating to bilingualism and multiculturalism, generally in relation to immigrant services, and enacts constitutional reforms relating to education. The *Official Languages Act* (1969), which recognizes both English and French as Canada's official languages, made accessibility to bilingual education a required option in all provinces except Quebec (which did not sign the *Act* and continues to offer instruction overwhelmingly in French). To support French Immersion programs in English speaking provinces, the federal government supplies funding for university-based French language teacher training programs. The federal government also retains control over the education of Indigenous peoples, although that responsibility is gradually being ceded to the Band Councils (Ghosh, 2004), the governing bodies of the various groups of Indigenous peoples in Canada, of which there are over 630.

Education of Indigenous People in Canada

The history of education for Indigenous people in Canada differs substantially from that of European-Canadians. Beginning in the latter half of the 19th century and lasting for over 100 years, Indigenous children were forcibly educated through government-sponsored, church-run residential schools designed to assimilate Indigenous children into European-heritage culture and the Christian faith (Royal Commission on Aboriginal Peoples (RCAP), 1996; Trocme, Knoke, & Blackstock, 2004). By 1930, these institutions housed approximately 75 percent of all First Nations children between the ages of 7 and 15 years (Fournier & Crey, 1997) and a significant proportion of Métis and Inuit children (RCAP, 1996). Children were forbidden to speak their own languages or maintain their spiritual and cultural traditions. Distances between schools and the children's home communities prevented contact with parents and other family members. In residence, siblings were separated, abuse was common, and many children succumbed to disease. Children were traumatized and rarely encountered healthy parental role models.

The residential school system left a tragic legacy as concerns the education and well-

being of Indigenous people. The poor care provided in residential schools resulted in many students reaching adulthood with diminished capacity to care for their own children (Bennett & Blackstock, 2002; Smolewski & Wesley-Esquimaux, 2003), setting up a self-perpetuating cycle of inter-generational trauma. Another legacy of the residential school system was a deep distrust in the education system among Indigenous people, which has been passed from one generation to the next and, to a certain extent, persists today.

The residential school system left a tragic legacy as concerns the education and well-being of Indigenous people. The poor care provided in residential schools resulted in many students reaching adulthood with diminished capacity to care for their own children, setting up a self-perpetuating cycle of inter-generational trauma

Residential schools began to close in the second half of the twentieth century, and in 1969 the federal government released a policy paper mandating the transference of responsibility of Aboriginal education from the federal government to the provinces (Battiste & Barman, 1995). The release of this paper was met with strong opposition from Indigenous groups and in 1972 the National Indian Brotherhood (now called the Assembly of First Nations) released the policy paper, *Indian Control of Indian Education*, which stressed that all decisions regarding Indigenous education must be made by or in consultation with Indigenous people. As a consequence, the responsibility for Indigenous education remained with the federal government, which in principal conceded that, "Indian control of Indian education" would be reflected in national policy (Battiste & Barman, 1995). Since the mid 1970s, and as a result of persistent activism, band-run schools (schools managed by the governing bodies of the various groups of Indigenous peoples in Canada) have emerged (Haig-Brown, 1988). Currently there are approximately 550 band-run schools located on First Nations reserves[2] in Canada. The federal government funds these schools (Mendelson, 2008), although according to some (e.g., Guhn, Gadermann & Zumbo 2010), not to an adequate extent. Across the country only about 25 percent of Indigenous children and youth live on reserves. Of those who do, about 60 percent attend schools operated by their Band, while most of the remaining 40 percent attend off-reserve public schools that are under provincial authority (Mendelson, 2008). The 75 percent of Indigenous children and youth who live off reserve typically attend public schools. Many public school boards with large numbers of Indigenous students enrolled have formal or informal arrangements to involve Indigenous representatives in decision-making (Mendelson, 2008).

How Well are Canadian Students Doing?

Academic indices

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Canada is among the world leaders in terms of student academic performance… An analysis by Province revealed that nine of the ten Canadian provinces performed at or above the OECD average on the combined reading scale

of student academic performance. Results of the 2009 Program for International Assessment (PISA), issued by the Organization for Economic Cooperation and Development (OECD), reveal that Canadian students continue to rank highly in the academic areas measured. PISA measures quality, efficiency, and equity of education in sixty-five countries by assessing students in reading, mathematics, and science. In 2009, Canadian students overall performed very well in reading with only four countries surpassing Canada: Shanghai-China, Korea, Finland and Hong Kong-China. An analysis by Province revealed that nine of the ten Canadian provinces performed at or above the OECD average on the combined reading scale. There was no significant change in Canadian mean performance in reading from 2000 to 2009. However, in 2000 only one country outperformed Canada in reading, while four countries outperformed Canada in 2009 (meaning the relative performance of Canada decreased). The overall performance levels of Canadian students in mathematics and science were also well above the OECD average and remained unchanged from previous PISA results. In 2009, Canada was outperformed by only seven countries in mathematics and six countries in science. Equity, a measure of how well a country can maximize its students' potential, was ranked as extremely high in Canada in 2009. The combination of high PISA scores with high equity demonstrates that there is a small gap between our highest and lowest performing students, which may well reflect policies and practices aimed at ensuring equitable quality of education within and between Provinces.

PISA data do not allow for comparisons between Indigenous and non-Indigenous Canadian students but there is abundant evidence that the academic needs of Indigenous children are not being well met by public schools in Canada. For example, in the Province of British Columbia standardized assessments of reading, writing, and arithmetic, administered to all children in grades 4, 7, and 10 (i.e., at ages 9, 12, and 15 years), reveal across ages and subjects that the proportion of Indigenous children meeting grade level expectations is in the range of 50 to 60 percent, which compares to 80 to 90 percent for non-Indigenous children (Morin, 2004). As teens, Indigenous youth are also more likely than non-Indigenous youth to leave school before graduation, which typically occurs when students are 17 or 18 years old. Again in British Columbia, over the years of 1997 to 2001 high school graduation rates for Indigenous youth ranged from 34 to 42 percent whereas for non-Indigenous youth graduation rates were in the range of 73 to 78 percent (Morin, 2004).

Social and emotional indices

In contrast to the relative strength of Canadian children's academic performance in international comparisons, indices of Canadian children's social and emotional competence and well-being are less encouraging. Although in Canada we pride ourselves on respecting diversity and building community, as

The high proportions of Canadian students who report bullying or being bullied has been interpreted as representing an important social problem in Canada and has influenced the direction of SEE in this country

concerns the prevalence of childhood bullying we are in a dismal position on the international stage. The World Health Organization (WHO), in their 2001/2002 report on the health of children and youth, reported that Canada ranked 26th and 27th out of 35 countries on 13 year-old students' reports of bullying and victimization, respectively (Craig & Harel, 2004). Moreover, Canada's position across all age and gender categories has slipped over time relative to other countries. WHO figures reveal that despite the rates of bullying and victimization among Canadian students remaining relatively stable from 1993/1994 to 2001/2002, Canada's rank relative to other countries dropped during that eight-year period, suggesting that other countries have been addressing bullying problems more effectively than Canada. For example, many of the countries that ranked higher (more positively) than Canada in 2001/2002, such as Norway and England, have had national campaigns to address childhood bullying. The high proportions of Canadian students who report bullying or being bullied has been interpreted as representing an important social problem in Canada and has influenced the direction of SEE in this country.

Within Canada, epidemiological reports on prevalence rates of disorders suggest that approximately one in five Canadian children and adolescents experiences social and emotional problems serious enough to warrant their need for mental health services (Offord Centre for Child Studies; Offord, Boyle & Racine, 1991). Consistent with the WHO statistics on bullying, childhood aggression has been identified as a particular concern by Canadian researchers, clinicians, policy makers, and educators. The Offord Centre for Child Studies reports that about 10 percent of all Canadian children exhibit anti-social behaviours, such as anger and aggression, serious enough to affect their ability to relate to others and to do well in school and that many of these children have parents who also have difficulties with their own anger.

Another index of the social and emotional well-being of Canadian children has been derived from surveys using the Early Development Instrument (EDI; Janus & Offord, 2007). The EDI is a Canadian checklist tool for measuring children's school readiness in five areas including social competence and emotional maturity. Teachers complete the checklist for each child in their classroom when children are in the second half of their kindergarten year (age 5 or 6). Since 2000, EDI data have been collected for over half a million children across Canada. After an initial province-wide administration of the EDI, each province determined the score representing the cut-off for the lowest ten percent of scores in each of the five areas assessed. In subsequent province-wide administrations that cut-off score was used to define the percentage of children considered to be "vulnerable" in each domain. In the six provinces for which EDI data are available (Ontario, Manitoba, Prince Edward Island, New Brunswick, Saskatchewan, and British Columbia), rates of vulnerability in the social competence and emotional maturity domains range from 6 to

13 percent and 7 to 13 percent, respectively (Guhn, personal communication), suggesting that a significant number of Canadian children are starting school without the social and emotional competencies expected for school success.

It is important to point out that these EDI vulnerability rates do not include Indigenous children. While EDI data on Indigenous children have been collected, they are only disseminated in consultation with the community from which the data came or the Aboriginal Steering Committee that provides guidance on EDI assessments in Indigenous communities. This situation stems from a history of educators and researchers characterizing Indigenous children as deficient and reflects the effort on the part of Indigenous communities to regain control of the care of their children and to restore, revitalize, and recreate family and community supports for children's development (Ball & Le Mare, in press; Castellano, 2002). These efforts notwithstanding, there are several other indicators suggesting that relative to non-Indigenous Canadian children, Indigenous children remain at elevated risk for social and emotional problems including delinquency, substance abuse, (Federal Department of Justice) and suicide (Chandler & Lalonde, 1998), especially in communities in which cultural continuity has been most disrupted due to colonial interventions.

Data on the social and emotional well-being of Canadian children and youth provide a compelling rationale for SEE (see also, Hymel, Schonert-Reichl & Miller, 2006) and, as noted, have informed the direction of SEE in Canada. In particular, concerns about bullying and aggression have led to an emphasis on addressing these issues through SEE. Even SEE initiatives aimed at promoting positive social and emotional skills and dispositions are often framed as "anti-bullying" or "anti-violence" programs.

Editor's note: Results of the EDI in Australia, known as the AEDI (Australian Early Development Index) are discussed in the chapter "From Crisis to Confidence: The Development of Social and Emotional Education in Australia" in this International Analysis.

Social and Emotional Education Initiatives in Canada

The cognitive-behavioural approach: Discourse and practice in SEE in Canada can be seen as falling into one of two broad approaches. The dominant, *cognitive-behavioural* approach includes a wide array of resources and programs addressing such things as empathy, bullying, self-esteem, violence prevention and conflict resolution. While differing in both foci and theoretical underpinnings, what is common to these programs is an emphasis on teaching children discrete cognitive and behavioural skills, such as being assertive, understanding the viewpoints of others, using appropriate language to express feelings, and recognizing facial expressions and other displays of emotion, that are believed to mitigate negative social interactions and support positive social interactions. The popularity of the cognitive-behavioural approach stems from a number of factors including how readily it can be translated into "scope and sequence" type curriculum materials (scope refers to the material or skill that is to be taught, for example, empathy, and sequence is the order in which one teaches the necessary sub-skills or information, for example, names for feeling states, recognizing facial expressions, etc.). Such curricula typically have identifiable and measureable learning outcomes and can be implemented by classroom teachers or others according to a relatively standardized script. This approach to SEE has the benefit of requiring minimal teacher preparation and readily lends itself to program evaluation, which has become increasingly important in the current era of accountability within education (Kohn, 2000).

The relational approach: A second approach to SEE that has received less attention in Canada is what I will refer to as the *relational* approach. Rather than focusing on child attributes such as their knowledge and behaviours, within this approach the emphasis

is on the ability of adults (teachers) to provide caring contexts and to develop genuine and supportive relationships with the students in their charge. Put simply, the basic tenet of this approach is that the positive social, emotional, and academic development of children and adolescents depends, to a considerable degree, on whether the contexts in which they develop, including schools, are reliable sources of caring relationships (Noddings, 1992, 2002; Rauner, 2000). This approach does not lend itself to standardized instructional scripts or scope and sequence curricula. Since genuine caring is attuned to individuals and their needs, caring practices are necessarily emergent and variable rather than predetermined and fixed (May, 1992; Noddings, 1992; Prillamen & Eaker, 1994). As stated by Noddings (1992);

> *Caring requires… different behaviours from situation to situation and person to person. It sometimes calls for toughness, sometimes tenderness. With cool, formal people, we respond caringly with deference and respect; with warm, informal people we respond caringly with hugs and overt affection. Some situations require only a few minutes of attentive care; others require continuous effort over long periods of time (p. xii).*

This view is shared by Rauner (2000), who maintains that caring is not a mechanism but rather a context for healthy development, one that promotes social connections, creates possibilities for students, and leads to positive outcomes. In contrast to the cognitive-behavioural approach, it has been argued that programs based on principles of caring should be evaluated not in terms of particular learning outcomes but rather according to whether they have “succeeded in creating caring relationships between young people and positive role models” (Rauner, 2000, p. 89). The non-standardized, non-mechanistic, individually focused nature of the relational approach makes it much more complex both for teachers to practice and for researchers to evaluate, which probably accounts for the lesser attention it has received relative to the cognitive-behavioural approach to SEE in Canada.

The distinction between cognitive-behavioural and relational approaches to SEE is conceptually useful but in practice these approaches are often blended. As will be seen in the discussion of SEE initiatives in Canada that follows, generally it is not a matter of whether a SEE program reflects *either* the cognitive-behavioural *or* the relational approach; rather, it is more meaningful to consider the initiative’s relative emphasis.

Indigenous perspectives: Ball and Le Mare (in press) have identified a number of key principles expressed by members of Indigenous communities for schools to support Indigenous children’s development. These perspectives reveal ideals closely aligned with the relational approach to SEE as discussed above but with significant emphasis on (1) relationships between schools and the community, including parents, extended family members, and elders, and (2) a strong Indigenous identity as the foundation for children’s healthy social and emotional development and school success. As described by Ball and Le Mare, Indigenous participants in their studies stressed the importance of parental involvement in supporting children’s academic and social and emotional education, but also spoke of barriers to meaningful Indigenous parental engagement in public schools. Respondents identified racism, a lack of respect for parents, and the tendency to view Indigenous children from a deficit perspective as factors that negatively affected school-community relationships, parental involvement in education, and children’s wellbeing. Community members’ comments underscored the need for educational policies, programs, and practices to support children

within the context of their families and cultures. All participants voiced the importance of supporting families to recapture and strengthen Indigenous child-rearing skills, drawing on cultural understandings of the holistic nature of children's development and the embeddedness of children's lives within their families, communities, mainstream institutions, and society.

Social and Emotional Education at the Level of Government

The mandate for SEE is evident in the mission and vision statements of the Ministries and Departments of Education across Canada (see Table 1). Nearly all make reference to supporting students in becoming contributing members of a cohesive, just, and democratic society, developing a sense of personal fulfillment, well-being and self-reliance and making positive choices. Although these are among the stated goals of education across the country, only the provinces of British Columbia and Ontario have fully developed SEE initiatives.

British Columbia's Social Responsibility Framework

One prominent example that illustrates both a cognitive-behavioral emphasis in SEE and how SEE has been explicitly integrated into the mandate of the public school system in Canada is the *Social Responsibility Framework* in the province of British Columbia. In British Columbia (BC), the Ministry of Education has included 'social responsibility' as one of the four main standards, alongside reading, writing, and numeracy, on which student development is assessed. According to the Ministry documents, their definition of social responsibility reflects broadly accepted Canadian societal values that in their enactment may vary from one cultural context to another. Within this framework, social responsibility is made up of four components:

I. Contributing to the classroom and school community, which involves students' sharing responsibility for their social and physical environment and participating and contributing to the class and to small groups;
II. solving problems in peaceful ways, which involves managing conflict appropriately, including presenting views and arguments respectfully, and considering others' views and using effective problem-solving steps and strategies;
III. valuing diversity and defending human rights, which involves treating others fairly and respectfully, showing a sense of ethics and recognizing and defending human rights; and
IV. exercising democratic rights and responsibilities, which involves knowing and acting on rights and responsibilities (local, national, global) and articulating and working toward a preferred future for the community, nation, and planet—a sense of idealism.

The BC performance standards for social responsibility have been tailored for specific age groups to accommodate the wide range of behaviours and competencies associated with social responsibility at different ages. There are four clusters: Grades Kindergarten to 3 (ages 5 to 8 years), Grades 4 to 5 (ages 9 to 11 years), Grades 6 to 8 (ages 12 to 14 years), and Grades 8 to 10 (ages 14 to 16 years). Within the framework, teachers can assess students' social responsibility performance as falling within one of four levels that include:

1. NOT YET WITHIN EXPECTATIONS
- there is little evidence of progress toward expected knowledge, skills, and attitudes
- the situation needs intervention

2. MEETS EXPECTATIONS (MINIMAL LEVEL)
- there is evidence of progress toward expected knowledge, skills, and attitudes

Table 1. Visions for Education across the Canadian Provinces and Territories

British Columbia

http://www.bced.gov.bc.ca/primary_program/primary_prog.pdf

"The purpose of the British Columbia School System is to enable all learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy."

In keeping with the stated mission for the school system, the Ministry of Education has identified three goals of education: Intellectual development, Human and social development, and Career development

Alberta

http://education.alberta.ca/media/832568/guidetoed.pdf

"**Vision**: Education inspires and enables students to achieve success and fulfillment as citizens in a changing world.
Mission: Every student has access to educational opportunities needed to develop competencies required to contribute to an enriched society and a sustainable economy."

Saskatchewan

http://www.education.gov.sk.ca/Default.aspx?DN=5b6feeea-7422-4eab-bd16-3694c1318bdb

"The Ministry of Education provides strategic, innovative, and collaborative leadership to the early learning and child care, Prekindergarten through Grade 12 education, literacy, and library sectors. It promotes higher student achievement and well-being for Saskatchewan children and youth, and improved literacy skills for all, as a foundation of the province's social and economic growth."

Manitoba

http://www.edu.gov.mb.ca/ar_ecy_0708/report.pdf

"Manitoba Education Citizenship and Youth's (MECY) vision is that Manitoba's children and youth will have access to relevant, engaging, high quality and responsive education that meets the needs of every learner now and in the future.

The primary responsibilities of MECY are to facilitate the improvement of learning at the K - 12 levels, to enhance citizenship development, and to address transition issues for youth."

Ontario

http://www.edu.gov.on.ca/eng/about/annualreport/#1

"**Vision:** Ontario students will receive the best publicly funded education in the world, measured by high levels of achievement and engagement for all students. Successful learning outcomes will give all students the skills, knowledge and opportunities to attain their potential, to pursue lifelong learning, and to contribute to a prosperous, cohesive society."

Quebec

http://www.meq.gouv.qc.ca/ADMINIST/plan_strategique/PlanStrat0003/Anglais.pdf

"The Ministere de l'Education is the government authority responsible for seeing that Quebec's citizens receive the educational services they need in order to develop as individuals and become active, contributing members of society."

Nova Scotia

http://www.ednet.ns.ca/pdfdocs/businessplan/DOE_2010-11_Statement_of_Mandate.pdf

"The mission of the Department of Education is to provide excellence in education and training for personal fulfillment and for a productive, prosperous society."

New Brunswick

http://www.gnb.ca/0000/about-e.asp

"To have each student develop the attributes needed to be a lifelong learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society."

Newfoundland and Labrador

"The vision of the Department of Education is citizens with the values, knowledge and skills necessary to be productive and contributing members of society."

Prince Edward Island

http://www.gov.pe.ca/eecd/index.php3?number=1028849&lang=E

"Public education in P.E.I. is based on a quality program that respects the intrinsic value of the individual and centres on the development of each child. The development of the child implies providing each student with the basic education required to participate in and contribute to society. It also means preparing students with the knowledge and intellectual training needed to enter the work force or to pursue post-secondary studies."

Yukon Territory

http://www.education.gov.yk.ca/pdf/Education_Annual_Report_2009-10_Academic_Year_-_web_version.pdf

"The Department of Education's mandate is to deliver accessible and quality education to all Yukon learners including children and adults.

To achieve this mandate the Department:
Works with learners in meaningful partnerships with all other users of the public education system to promote and support lifelong learning, and to ensure that Yukon has an inclusive and adaptive labour market; and

Works in cooperation with parents and other partners to develop the intellectual, physical, social, emotional, cultural and aesthetic potential of learners, to the extent of their abilities, so they may become productive, responsive and self-reliant members of society while leading personally rewarding lives in a changing world."

Northwest Territories

http://www.ece.gov.nt.ca/Publications/FINAL_Building%20on%20our%20Successes_Strategic%20Plan%202005-2015.pdf

"To invest in and provide for the development of the people of the Northwest Territories, enabling them to reach their full potential, to lead fulfilled lives and to contribute to a strong and prosperous society."

Nunavut

http://www.edu.gov.nu.ca/apps/authoring/dspPage.aspx?page=2

"**Mission:** The Department of Education works collaboratively to build a seamless learning environment that is accessible to learners of all ages, inspires excellence among learners and educators, and promotes personal and community well-being.
Vision: The people of Nunavut value education and are inspired to be actively involved in life-long learning so they may make positive life choices and contribute to the future of Nunavut."

Kindergarten to Grade 3 Social Responsibility Framework

Aspect	Not yet within expectations	Meets expectations minimally
Contributing to the classroom and school community	Often unfriendly or disrespectful of others. Generally reluctant to participate in and contribute to classroom and group activities.	Usually friendly and if asked will help or include others. May need prompting to participate in classroom and group activities.
Solving problems in peaceful ways	In conflict situations often expresses anger inappropriately; blames or puts down others. Has difficulty recognizing problems; may suggest inappropriate strategies.	In conflict situations tries to state feelings and manage anger appropriately but quickly becomes frustrated; tends to overestimate or underestimate the need for adult help. Can identify simple problems; with help, generates strategies.
Valuing diversity and defending human rights	Sometimes disrespectful; tends to focus on own needs and wants..	Usually respectful; may not notice when others are treated unfairly
Exercising democratic rights and responsibilities	Can often repeat class or school rules, but is unable to think of ways to improve school, community or world.	With support shows an emerging sense of responsibility for the classroom and may be able to describe simple ways to improve school, community or world.

- the student needs support in some areas

3. FULLY MEETS EXPECTATIONS
- there is clear evidence of expected knowledge, skills, and attitudes

4. EXCEEDS EXPECTATIONS
- there is evidence of independent, voluntary application and extension of expected knowledge, skills, and attitudes

The Ministry documents emphasize that any decision about an individual student's level of social responsibility should be based on an accumulation of observations and samples over time. Examples of the kinds of behaviours representing each of the four components of social responsibility at each of the four performance levels for Kindergarten to Grade 3 are found below.

Although the intent of the BC *Social Responsibility Framework* is laudable, this initiative is not without critique. Framing social responsibility in terms of performance standards stresses product or outcome over process and accordingly appears to de-emphasize the role of the teacher/school in providing a context to support children's development in this domain. As such, although the framework makes clear that the social and emotional development of children is central to the mandate of education and that SEE is valued and, indeed, required in the province of British Columbia, it offers minimal guidance for teachers on how to achieve this. Teachers may be exposed to SEE pedagogy and curriculum materials in their own pre-service training (see section below on Canadian University Initiatives), through in-service professional development activities provided by their School Districts, or by seeking out resources from outside organizations. However, there is no mechanism or structure in place to ensure that all teachers are exposed to and competent in SEE.

Ontario's Character Development Initiative

Following the lead of British Columbia, in 2006 the Ontario Ministry of Education introduced a province-wide character development initiative called *Finding Common Ground*, a summary of which can be found in Table 2.

School boards in Ontario began the implementation of this Initiative during the 2007–2008 school year. The following Ministry statement conveys its intent:

Fully meets expectations	Exceeds expectations
Usually welcoming, friendly, kind and helpful. Participates in and contributes to classroom and group activities.	Welcoming, friendly, kind and helpful. Participates in and contributes to classroom and group activities; often takes on extra responsibilities.
In conflict situations, tries to express feelings honestly, manage anger appropriately, and listen politely; most often relies on adult intervention without considering alternatives. Can clarify problems and generate and evaluate strategies.	In conflict situations, usually manages anger and expresses feelings appropriately; often tries to solve problems independently, but knows when to get adult help. Clarifies problems, generates appropriate strategies, and predicts outcomes.
Increasingly interested in fairness; treats others fairly and respectfully	Fair, respectful; may 'stick up' for others when perceiving injustice.
Shows emerging sense of responsibility generally following classroom rules; able to identify simple ways to improve school, community or world.	Shows a clear sense of responsibility in the classroom and emerging sense of idealism – wants to make the world a better place.

This is the time for us to reaffirm our commitment to the potential of our publicly-funded school system to deliver on its promise to educate all students successfully. But it must be recognized that a quality education includes the education of the heart as well as the mind. It includes a focus on the whole person. It means preparing students to be citizens who have empathy and respect for others within our increasingly diverse communities. It also means providing opportunities for students to understand deeply the importance of civic engagement and what it means to be productive citizens in an interdependent world. (http://www.edu.gov.on.ca/eng/document/reports/literacy/booklet2008.pdf)

The documentation provided by the Ontario Ministry on *Finding Common Ground* describes a broad reaching inclusive approach to supporting the social and emotional development of students that shares some similarities with the *Social Responsibility Framework* in British Columbia but differs from it in a number of ways. Both initiatives emphasize similar values such as peaceful conflict resolution, respect for diversity and human rights, inclusion, and the ideal of democratic citizenship. However, the Ontario initiative does not contain the same degree of emphasis on behavioural standards and evaluation as is found in the British Columbia *Social Responsibility Framework*. There is less stress on discrete indicators of character and more emphasis on creating conditions in which character development can flourish. As such, *Finding Common Ground* contains a more explicit endorsement of the relational approach to SEE, as can be seen in the roles and responsibilities it ascribes to teachers, which include the following:

- *Model the character attributes agreed upon in the broad-based community consultation process in their workplace practices and interactions*
- *Continue to engage students in the creation of a classroom learning environment that is collaborative, caring and characterized by high expectations for learning and equity of outcome*
- *Provide the knowledge, skills and leadership development required for students to take on their expanded roles effectively*
- *Assist in creating a school culture that values*

Table 2. Vision for character development found in *Finding Common Ground*

Character Development in Ontario schools...

✔	✘
✔ is about all members of the community sharing the responsibility for supporting students and families in the development of character	✘ is not about schools taking over the responsibility of parents and families
✔ is about critical and analytical thinking, questioning, anticipating problems and contributing to solutions	✘ is not about compliance
✔ is about self-management, self-discipline and the development of interpersonal competencies	✘ is not about behaviour based on a fear of punishment
✔ is about self-awareness, reflection and understanding – doing what's right because it's the right thing to do	✘ is not about behaviours motivated by extrinsic rewards and recognition
✔ is about the development of standards of behaviour against which we hold ourselves accountable	✘ does not seek to indoctrinate
✔ must include the active involvement and engagement of students	✘ cannot be done to students
✔ is a process that develops character in a deliberate and intentional manner through interactions with others and engagement in the wider community	✘ is not found in a textbook, binder or manual
✔ is embedded in all aspects of school life – in its policies, programs, practices, procedures, processes and interactions	✘ is not a new curriculum or an add-on
✔ is about inclusiveness, equity and respect for diversity ✔ is about ensuring that there are opportunities to engage students in general, and disengaged and marginalized students in particular, in the initiative ✔ is about all students and all schools	✘ is not about the "few" or the exclusion of some
✔ is about the universal attributes upon which diverse communities find common ground and is a component of many faith traditions ✔ complements religious and family life education in Catholic schools	✘ is not a form of religious education
✔ is about a process of engagement in which communities come together to build consensus on the values they hold in common	✘ is not about a government imposing a set of moral standards

caring relationships between teachers and students, fosters a sense of belonging, nurtures democratic principles and encourages student voice in decision making

- *Use the attributes identified in Ontario Curriculum and other Ministry documents and by local communities in the development of classroom behavioural expectations in collaboration with students*
- *Embed character development in their subject areas and in all classrooms, extracurricular and school-wide programs.*

The Ontario Ministry of Education outlines ways in which it supports schools in implementing this initiative and teachers in enacting their stated responsibilities. For example, Character Development Resource

Throughout all of their coursework, teacher candidates learn about current research and theory on SEL and are provided with opportunities to learn how to integrate SEL programs and practices across a variety of curricular areas. Practicum placements provide opportunities for teacher candidates to integrate SEL programs and practices into the classroom and curriculum.

Teams comprised of individuals experienced in the implementation and extension of character development programs have been established across the province to support all English and French, Catholic and public school boards. The document entitled Finding Common Ground: Character Development in Ontario Schools, K–12, is located on the Ministry of Education website at www.edu.gov.on.ca. Character development information is posted regularly on this site along with updates on the work and structure of the Character Development Resource Teams. Links to character development electronic resources and event highlights are also provided.

Nevertheless, to engender a shared understanding and valuing of SEE in teachers across the country it is desirable that SEE be central to the curriculum in teacher education programs.

University Initiatives in Teacher Education: Consistent with widely held societal values, teacher education programs within Canadian Universities, at least in principle, prepare teachers to educate "the whole child" (although a relative emphasis on supporting children's academic competence remains). Briefly described here are SEE initiatives in the teacher education programs at two of the major universities in British Columbia, the University of British Columbia (UBC) and Simon Fraser University (SFU).

The Teacher Education programs at both universities group their teacher candidates into learning groups called "cohorts" at UBC and "modules" at Simon Fraser University (SFU). Cohort or module members participate together in courses and in practicum placements in partner schools in given school districts. In each elementary cohort or module, teacher candidates are professionally prepared to teach all subjects in the elementary school curriculum, from Kindergarten to Grade 7 (ages 5 to 13). At each university some cohorts/modules are planned according to specific themes, while others are generalist.

Among the various cohort options available at the University of British Columbia (UBC) is the "Social-Emotional Learning (SEL)" cohort. Within this program, teacher candidates take the regular Teacher Education program with a special emphasis on "Social-Emotional Learning (SEL)". Active learning approaches to and teaching practices for creating safe, caring, and participatory classroom and school environments are emphasized as foundational for the promotion of SEL. Throughout all of their coursework, teacher candidates learn about current research and theory on SEL and are provided with opportunities to learn how to integrate SEL programs and practices across a variety of curricular areas. Practicum placements

provide opportunities for teacher candidates to integrate SEL programs and practices into the classroom and curriculum.

At the graduate level, UBC offers a unique practicum course in SEL for Masters and doctoral level students, many of whom are experienced teachers pursuing advanced education. According to the course syllabus, " students learn about the nature of social-emotional development in education, mental health, and risk prevention; receive training in some of the latest techniques for enhancing social-emotional growth from trainers in the field as well as faculty members; understand the importance of evidence-based practice and gain knowledge and experience in evaluating the effectiveness of SEL programs; and work directly with children and youth in existing programs in community, classroom, and school contexts as part of their field placement under the supervision of faculty and our practicum facilitator/school liaison"

The SEL programs in which students receive training in this practicum course include *Second Step*, *SafeTeen*, *Focus on Bullying*, *Leave Out Violence*, *MindUp* and *Roots of Empathy*. They also learn about the work of attachment and care theorists (e.g., Noddings, 2005) for creating caring classroom and school environments. Hence, as in the UBC teacher education program, students are exposed to established programs with predetermined curricula, evidence-based practice, and program evaluation, all of which are consistent with the cognitive-behavioural approach to SEE, as well as to ideals and practices aligned with the relational approach.

Among the various module options currently available to student teachers at Simon Fraser University (SFU) is the "LifeWork" module that has a specific focus on Social Justice, Social Responsibility and Social and Emotional Education. A previously available module with a similar focus was called "Heart and Mind". While student teachers are introduced to cognitive-behavioural SEE programs in these modules, the primary orientation of the modules stems from care theory and a relational approach. Moreover, while SEE is a specific focus of only some modules, the entire teacher education program at SFU (known as the Professional Development Program or PDP) is premised on its importance. This can be clearly seen in the Program's 12 goals for student teachers, which are printed below with references relevant to SEE highlighted.

12 Goals of the Professional Development Program (Teacher Education) at SFU

1. The development of a clear, coherent and justified view of education that enables one to: **understand the place of education in an open, pluralistic and caring society**; determine the content, methods and institutional arrangements that are relevant, worthwhile and appropriate for the education of children; have a personal vision of what one can achieve as an educator; understand how schooling and other institutions influence students.
2. The development of a clear commitment to**: respect students as persons with varied interests, backgrounds, points of view, plans, goals and aspirations; care about students and their individual development**, uphold standards of excellence inherent in various forms of inquiry; **uphold the principles that ought to govern a civilized, democratic and pluralistic community; establish and maintain ethical working relationships with all members of the educational community**.
3. The development of clear commitment to lifelong learning manifest in: openness to alternatives and possibilities; reflective practice; engagement in dialogue and collaboration with colleagues, students, parents and others in the educational community; ability to form and reform ideas,

methods, techniques; setting an example to students; stimulating students to be continuous learners.

4. The development of ability to create opportunities for learning that are: engaging and imaginative; significant and relevant to pupils' educational development; intellectually challenging; **sensitive to issues of social equity and cultural diversity**; appropriate to building habits of sound thinking; responsive to students' individual learning needs; reflective of growing understanding of what goes on in the classroom; consonant with learning goals.
5. The development of ability to put educationally sound curriculum ideas into practice in well-organized ways.
6. The development of knowledge about: teaching subjects; how individuals and groups of students learn; evaluation practices.
7. The development of ability to **be a thoughtful and sensitive observer of what goes on in the classroom**.
8. The development of ability to use evaluation and assessment practices that: use evaluative data as a means of furthering student learning; appreciate the subjectivity of evaluation; make use of varied practices that are congruent with learning goals; **respect the dignity of each learner; show understanding of the moral implications of evaluation and assessment practices; promote self assessment**.
9. The development of ability to **use classroom interactions that: show caring and respect for every student**; encourage learners to clarify and examine their ideas; **are authentic, unpretentious and honest; communicate openness**, a tolerance for uncertainty, and appreciation of the spirit of inquiry.
10. **The development of appreciation for and skill in organizing harmonious working groups, and interpersonally sound working relationships among students**.
11. The development of ability to observe, understand and **respond respectfully to students** with different learning styles and learning difficulties.
12. The development of appreciation for and ability to be flexible about curriculum – recreating, re-inventing, re-constituting, and discarding practices that have been observed, upon reflection, to be inappropriate to individual and group learning needs.

With these goals in mind, the development of a caring community is an aim of all PDP modules regardless of how the module is named and its explicit emphasis. Student teachers in all modules are exposed to care theory and faculty members who work with student teachers in the PDP enact this approach in their own practice. In the words of one SFU Education professor, *"we try to live out certain values/principles that we espouse....and this informal curriculum is also a powerful teacher"*.

Another teacher educator at SFU stated,

"(SEE) is an area that (my teaching partner) and I are both passionate about. From my perspective, ever so briefly here, we are talking about a way of being in the classroom. This starts with helping student teachers to learn about who they are, and think about how to bring this forward in a classroom in a way that fosters and promotes the same with their students. It's also about modeling and explicitly teaching every day on campus. So, if we want student teachers to community build in classrooms, we have to explicitly do this with them. If we want student teachers to address Social Emotional needs, then we have to give them opportunities to delve further into their understanding of themselves".

The inclusion of SEE in the teacher education curriculum at universities in Canada is a crucial component to ensuring that Ministry visions such as those found in the British Columbia Social Responsibility Framework and the Ontario Finding Common Ground character development initiative are successfully enacted in schools

The inclusion of SEE in the teacher education curriculum at universities in Canada is a crucial component to ensuring that Ministry visions such as those found in the British Columbia *Social Responsibility Framework* and the Ontario *Finding Common Ground* character development initiative are successfully enacted in schools. Currently, across the country a wide variety of SEE programs are being offered in schools. In some instances these offerings are part of a cohesive Province-, school district-, or school-wide SEE plan; in other instances they are initiated by an individual teacher and may comprise a stand-alone curriculum or a more integrated relational approach.

SEE Programs in Schools

There is a plethora of SEE programs available to schools in Canada, many of which originated in the United States. Examples of American programs can be found at the Collaborative for Academic, Social, and Emotional Learning (CASEL) website (http://www.casel.org/programs/index.php) and include character education curricula such as *Lion's Quest*, violence prevention programs such as *PATHS* and *Second Step*, and community building programs such as *TRIBES*. Examples of SEE programs developed in Canada include: *SAFETEEN*, a violence prevention program focused on empowering teens (see www.safeteen.ca), *Leave Out Violence (LOVE;* see www.leaveoutviolence.org*)*, and *Real Restitution*, a program focused on supporting students' development of self-discipline and positive self and other orientations (see www.realrestitution.com). All these SEE programs and many others are regularly put into practice in schools across Canada.

Here I have chosen to highlight two SEE programs. The first is an initiative of the British Columbia Ministry of Education called *Focus on Bullying: A Prevention Program for Elementary School Communities* and the second is a private sector initiative called *Roots of Empathy*. *Focus on Bullying*, to the best of my knowledge, has not been formally evaluated. It is included here as an example of a program provided by the BC Ministry of Education (see http://www.bced.gov.bc.ca/sco/resources.htm for other Ministry resources relevant to SEE) and as such, is universally available to (but not required in) elementary schools in British Columbia and can be seen as part of the province-wide *Social Responsibility* initiative. *Roots of Empathy* is an award-winning program, developed in Canada, which has been widely implemented in schools across the country, and has an evidence base with several well-designed evaluation studies demonstrating its effectiveness.

Focus on Bullying.

Focus on Bullying: A Prevention Program for Elementary School Communities is based on

a project, originally undertaken by BC School District No. 39 (Vancouver), to develop a comprehensive strategy to engage elementary school communities in addressing bullying behaviour. A group of Vancouver School District staff began by examining current research on bullying with the intent of developing a series of lesson plans to complement *Second Step: A Violence Prevention Program*, a cognitive-behavioural SEE program that was being widely used in the school district at the time. As these teachers became familiar with the research on bullying it became apparent to them that classroom lessons alone would not be sufficient to address the issue. Specifically, Canadian research on bullying (e.g., Craig & Pepler, 2007; Craig, Pepler, & Blais, 2007) has led to an awareness of bullying as a problem that resides not only in individuals (i.e., the bully or the victim) but also in the broader social milieu that supports and perpetuates bullying through such things as the active and passive encouragement of peers, adults' attitudes reflecting the belief that it is a "normal" part of childhood, adults' responses to bullying that are punitive and model power imbalances, and societal views and practices that marginalize certain groups (e.g., those that are not heterosexual; see Walton, 2004). A comprehensive approach, in which all members of the school community contributed to the development of a school-wide bullying-prevention plan, was strongly indicated and this became the "focus" of *Focus on Bullying*. During the developmental years of the program, practitioners honed intervention strategies, resources, and training materials through "action research" in nine school sites, conducted a variety of focus-testing activities, and delivered many workshops throughout Vancouver's large urban community. When the British Columbia government's Safe Schools Initiative was introduced in 1997, the program was adapted for broader application to elementary schools across the province.

The BC Ministry of Education offers the following rationale for creating a province-wide bullying prevention program.

> *Incidents of bullying are frequent occurrences for many children at school and in the community. Children struggle with name-calling, with being picked upon, and with exclusion from their peer group. Frequently, children who are bullied do not know how to respond to this aggressive behaviour. Bullied children fear coming to school, and they believe school to be an unsafe and distressing place. Bullying in schools is a serious problem for a critical minority of children. It has a detrimental impact on the overall school climate and, particularly, on the right of students to learn in a safe environment.*

Bullying (is) a problem that resides not only in individuals (i.e., the bully or the victim) but also in the broader social milieu that supports and perpetuates bullying

Focus on Bullying is intended to promote an approach in which all members of the school community contribute to the development of a school-wide bullying prevention plan. It is primarily addressed to educators who want to expand their efforts to create

conditions through which children respect and support one another. The resource document contains material for teachers, school administrators, and support staff including information about the nature of bullying and the common myths and stereotypes associated with it, recommendations for the collaboration of parents, teachers, students, and community members working together to develop a plan for bullying-free school communities, practical ideas and strategies for responding to students who bully and have been bullied, and a series of skill-building lesson plans designed to actively engage students in discussions about bullying and in devising solutions to stop bullying when it occurs in elementary schools. To provide the reader with a better a sense of the program, below I describe one sample lesson aimed at kindergarten children with the goal of teaching them how to stop bullying behaviour at school. For more information, the reader can access the complete resource at www.bced.gov.bc.ca/sco/resourcedocs/bullying.pdf.

Kindergarten lesson: Students Can Help Stop Bullying Behaviour

According to the *Focus on Bullying* resource document, the purpose of this lesson is to encourage in children a sense of shared responsibility for making sure that no one at school is bullied. Teachers are instructed to choose and preview ahead of time an age appropriate children's story with a bullying theme. Several suggestions are provided for teachers to consider including *Chrysanthemum* by Kevin Henkes, *Just a Daydream* by Mercer Mayer, and *King of the Playground* by Phyllis Reynolds Naylor.

The following Lesson Script for teachers is provided:

Everyone wants our school to be a safe and happy place where students can learn, have fun and do their best. That's why we want to make sure that there is no more bullying at our school. All of us can help. You can help! Let's talk about ways we can each help to stop bullying behaviour.

I'm going to read you a story about someone who was bullied. As you listen to the story, imagine that you are in the story and you are watching what happens. I will stop and ask what you could do to stop the bullying that happens in the story.

- **Read the literature selection aloud to the students. Each time there is a situation in which bullying happens, stop and ask students to think of things they could do or say to stop the bullying.**

If you were in this story with (name of character) what are some things you could do to help stop the bullying behaviour in this story?
What could you say? What would you do?

- **Ask several students for examples, and to role play as though they were in the story.**

Now think about the adults in the story. What could they do to stop the bullying or teasing?

- **Seek to see that students understand the school rules and consequences.**
- **At a suitable point in the story, or at the end, stop and reflect with the students on ways of supporting the child who was bullied in the story. Ask these questions:**

How do you think the child who was bullied is feeling?

If you had been in the story, what are some things that you could do to help that child to feel better? Show me or act out what you could do to help.

What would you say to the child who was bullied if you were a teacher or the supervision aide? What would be some good ideas for the grown-ups to say or do to help someone who has been bullied?

- **Seek examples of caring adult behaviour and adults enforcing the rules.**

The recommended assessment strategy to accompany this lesson is to ask students to make up their own story about someone who is bullied and what happened to help stop the bullying behaviour. Teachers are instructed to look for evidence in the stories that students can identify appropriate strategies for dealing with bullying.

Roots of Empathy

The Roots of Empathy (ROE) program was designed and developed in Canada as a primary prevention social and emotional program intended to promote children's emotional and social understanding. According to the program website (http://www.rootsofempathy.org/) ROE was first offered in 1996 as a pilot program in the Toronto Board of Education (Ontario). In 2000, ROE expanded beyond Ontario and by the 2005-06 school year, was running in nine provinces. In the 2009-10 school year over 46,575 Canadian children participated across the country. The program is offered in English, French and French Immersion classrooms. ROE has also been delivered to more than 3,000 Indigenous children across Canada, including 80 programs in on-reserve communities. The program is aimed at elementary school children from Kindergarten to Grade 8, and uses a specialized curriculum designed for children at 4 levels – Kindergarten (age 5), Grades 1-3 (ages 6 to 8), Grades 4-6 (ages 9 to 12), and Grades 7-8 (ages 13 and 14).

Although ROE is delivered in school classrooms during regular school hours, a trained and certified ROE Instructor, rather than the classroom teacher, delivers all aspects of the lessons that take place in 27 sessions over the school year. The ROE Instructor works closely with a participating volunteer family – a parent and an infant who are the cornerstone of the program. This infant and parent join the ROE Instructor in the classroom for nine of the 27 visits (about every three weeks) for about 30 minutes each time.

There are three elements to the Roots of Empathy program: a one-time pre-program visit by the ROE Instructor to the home of the participating parent and infant, monthly classroom family visits from the parent and infant (accompanied by the ROE Instructor), and additional bimonthly classroom visits by the ROE Instructor.

The pre-program home visit

In early September at the beginning of the school year, the Roots of Empathy instructor identifies a local parent with an infant between the ages of 2 and 4 months. The idea behind having such a young infant is to show students the enormous milestones achieved in the first year of life. A key feature of the ROE program is to celebrate the diversity of the community. Parent-infant dyads come from all cultures and socioeconomic levels. The effort to include a diverse range of parents is based on the desire to teach children that loving parent-infant relationships transcend language and financial barriers. Father-infant teams are also sought to show how fathers can be nurturing parents. About one-third of visiting parents are fathers. The Roots of Empathy instructor meets with the parent and infant in their home and prepares the parent for the classroom visits by ensuring that the parent understands the developmental information that will be taught. The instructor takes pictures of the baby in his or her home to use as an introduction to the students before the first visit to the classroom in late September. The parent and instructor also discuss the baby's most recent developments.

The primary goal of all the (Roots of Empathy) program's activities is to enhance children's empathy; that is, children's understanding of their own feelings and the feelings of others. Theoretically, the presence of empathy is believed to reduce the likelihood of engaging in ways that are negative or hurtful to others and to promote pro-social behaviour and responsible citizenship, a position that is supported by research...

Monthly classroom family visits
The monthly family visits to the classroom are scripted in the sense that a lesson plan is prepared to match the age of the baby and the age of the students. For example, if the baby is 9 months old, milestones typical of that stage are taught. Students learn about the unique temperament of 'their' baby in addition to the development and behaviour expected for the age. Even though there is a lesson plan with specific teaching topics for each month, the spontaneous nature of the baby's interactions largely direct the visit. The parent and ROE instructor guide the students' observations of what the baby is doing and explore what the baby is feeling and why. This enables the ROE instructor to discuss the baby's temperament with the parent in front of the students as they observe how the parent responds to the baby's cues. The ROE instructor also guides the children's observations about the baby's drive to explore or to practice a new skill he or she is perfecting, such as rolling over or pulling to stand up. Each stage of development is discussed along with the new safety concerns that accompany it.

Bimonthly classroom visits
The ROE instructor visits the class twice a month without the infant and parent present. The lesson plans for these class visits emphasize the shared observations that took place during the family visit. During these classes, the substantive work of teaching empathy takes place. The ROE instructor revisits the interactions of the family visit and draws comments from students. If the baby cried during the visit, for example, the Instructor might ask the students to try to remember why the baby cried and how the parent comforted the child. This shared experience is then made relevant to the students' own lives. The Roots of Empathy instructor is attentive to all students' comments. She validates their opinions and attempts to foster a safe environment for sharing feelings. Learning to talk about emotions is a focus of every class visit. Drama, visual arts, poetry, journal writing, music, research, problem-solving and mathematics are used to link the messages of the Roots of Empathy class to the curriculum. Examples of student activities include creating presents for their babies, making class books for which each student contributes a page, and making storybooks that include photos of the children and the infant and text composed by the students.

The primary goal of all the program's activities is to enhance children's empathy; that is, children's understanding of their own feel-

ings and the feelings of others. Theoretically, the presence of empathy is believed to reduce the likelihood of engaging in ways that are negative or hurtful to others and to promote pro-social behaviour and responsible citizenship, a position that is supported by research (e.g., Caravita, Di Blasio, & Salmivalli, 2009; Gini, Albiero, Benelli, & Altoè, 2007; Miller & Eisenberg, 1988). The following anecdote, provided by Mary Gordon, the developer of Roots of Empathy, demonstrates this relationship.

> *"There was a boy in Grade 8 at one of our most impoverished inner-city schools. He really didn't have many social skills, was very gruff in his presentation, and had rather poor language skills. He was labelled as 'a difficult child.' After the third baby visit that year, just as the mother and infant were leaving, he approached them and said, 'I've brought this teddy bear for the baby.' This is a child of a single mother living on government support in subsidized housing. The boy had saved all of the change that he was given and gone out and purchased a toy for the baby.*
> *Well, the mother cried on the spot. This child previously hadn't had a forum to display who he was. He had been labelled as a troublemaker and had played the role. Here was a chance for him to show that he is an empathetic human being."* (Caledon Institute of Social Policy, 1999).

To date there have been seven Canadian research studies examining the efficacy of the ROE program (Schonert-Reichl & Scott, 2009). Four of these studies, summarized in Table 2, were conducted in British Columbia by Dr. Kimberly Schonert-Reichl and her colleague Dr. Clyde Hertzman, in collaboration with others at the University of British Columbia.

In each study, a battery of measures assessing children's social and emotional competence (e.g., self-reports of perspective-taking, teacher and peer reports of pro-social and aggressive behaviours) was administered before and after students had participated in the ROE program. With the exception of the randomized controlled trial, in all studies comparison classrooms were chosen to match the ROE program classrooms as closely as possible with respect to grade, gender, and race/ethnicity composition. In the randomized controlled trial, which is considered to be the "gold standard" in evaluation design, randomization took place at the building level, meaning that no intervention or program classrooms were in the same school. The neighborhoods in which the schools were located were considered to be comparable.

Schonert-Reichl and Scott (2009) highlight a number of statistically significant findings (summarized below) that were consistent across the four evaluation studies.

1. Whereas ROE children decreased on all measures of aggression from pretest to post-test, comparison children increased on aggression.
2. Scores for ROE participants were more improved at post-test than were scores

Table 2: Overview of Research Studies Conducted in British Columbia (2000-2007)

Study	Year	Age group	N
National Evaluation	2001 – 2002	Grades 4 – 7	585
Rural/urban Evaluation	2002 – 2003	Grades 4 – 7	419
Randomized Controlled Trial	2003 – 2004	Grades 4 – 7	374
Longitudinal follow-up	2004 – 2007	Grades 3 – 7	374

for comparison children on pro-social behaviours (e.g., helping, sharing, cooperating), pro-social characteristics (e.g., kindness) and peer acceptance.
3. Scores for ROE participants were more improved at post-test than were scores for comparison children on perspective-taking and emotion understanding.
4. ROE participants, in contrast to comparison children, were more likely to attribute infant crying to an emotional state and suggest emotional care strategies (e.g., sing a lullaby, play with him, rock him to sleep) rather than physical care strategies (e.g., change the diaper, give the baby a bottle) to deal with crying,
5. Scores for ROE participants were more improved at post-test than were scores for comparison children on perceptions of classroom supportiveness.

Another evaluation of the ROE program was conducted in the province of Manitoba. As described by Schonert-Reichl and Scott (2009), in this randomized controlled trial, beginning in the 2002-2003 school year, eight school divisions, stratified into three grade levels (kindergarten (age 5), grade 4 (age 9), grade 8 (age 13), were randomly assigned to either a program group that received Roots of Empathy or a wait list control group. At the beginning of the school year, researchers pre-tested both groups on three child behaviour outcomes (physical aggression, indirect aggression, and pro-social behaviour) as rated by teachers and students. Students in the control group participated only in data collection. Using the same three measures, post-test data were collected for both groups at the end of the year and three times annually thereafter. School divisions in the wait-list control group received the program in the subsequent school year and were compared to the control group from the 2002- 2003 cohort, thus serving as a replication sample.

For boys and girls in all grade levels and both cohorts, participation in the ROE program had statistically significant and replicated beneficial effects on all three teacher-rated child-behaviour outcomes at post-test. In both cohorts, these beneficial outcomes were maintained or continued to improve across the three years following completion of the ROE program.

Finally, two outcome evaluations of the ROE program were also undertaken in the province of Alberta during the 2006-2007 school year, both of which yielded results consistent with those obtained in the BC and Manitoba studies. Schonert-Reichl and Scott (2009) report that Alberta children who experienced the ROE program, compared to those who did not, displayed positive changes in social and emotional understanding, enhanced self-efficacy about parenting, and reductions in aggressive behaviours.

Whytecliff Education Centre

While *Focus on Bullying* and *Roots of Empathy* are most consistent with the cognitive-behavioural approach to SEE, programming at the Whytecliff Education Centre provides an example of the relational approach. Whytecliff is a small school (55–60 students) located in a suburb of the city of Vancouver in British Columbia that was established to meet the multiple needs of a highly vulnerable population of youth (Cassidy & Bates, 2005). Take for example, sixteen-year-old student, Anita (not her real name), whose story was reported in a local newspaper (Burnaby NOW). Anita grew up in what she calls the “ slums.” Her mother abused alcohol and drugs and by the time Anita reached secondary school, as she put it, “I was miserable. I was emotionally disturbed and I really, really hated the fact I was going into a school with so many people.” The fact that some of her teachers didn’t seem to care bothered her more. Frustrated, Anita burned down a school portable (outbuilding), which also

Staff members sought to model and practice care with each other and with students, to make care central to their dialogue, and to confirm caring practices when they were observed in others. Staff took time to listen to students, did not overreact when students' behavior was challenging, and worked toward the students' well being, believing that these practices would have a powerful positive influence on the young people in their charge

functioned as an activity centre. "That was my only sanctuary," she says. "The only reason I burned it down was because I hated the school, I hated the teachers and I didn't know how else to show it." She was expelled from school and arrested. Her probation officer recommended she attend Whytecliff and, in her words, "I've been happy and healthy ever since." Her grades have improved and she is now anticipating high school graduation.

Social and emotional well-being was a significant focus of the (Whytecliff Education Centre) but rather than implementing pre-determined programs to address the students' social and emotional needs, the school operated according to a collaboratively constructed ethic of care, which guided every aspect of its operation.

Stories like Anita's caught the attention of Wanda Cassidy, Associate Professor of Education and Director of the Centre for Education, Law and Society at Simon Fraser University, who led a research study of the school. As described by Cassidy and Bates (2005), at the time of their study, most students at Whytecliff were 14 to 17 years of age, many had diagnosed learning difficulties, some had mental health issues, most struggled with substance abuse, and the Ministry of Education had labeled all as having a "severe behavior disorder". Social and emotional well-being was a significant focus of the school but rather than implementing pre-determined programs to address the students' social and emotional needs, the school operated according to a collaboratively constructed ethic of care, which guided every aspect of its operation. In their study of this school, Cassidy and Bates (2005) sought to document administrators' and teachers' conceptions of care and how care was enacted in the school. As well, they asked students how they described care, whether they felt cared for, and the impact the school had on their lives.

Results of the investigation revealed commonalities and differences in perceptions of caring and its enactment across teachers, administrators, and students. At the core of all three groups' perceptions of caring was the importance of building respectful, responsive, and supportive relationships and, through these relationships, meeting the needs of children in flexible and insightful ways. All three groups compared the school to a home or family, where the young and vulnerable felt safe and were nurtured and where the adults worked in partnership to provide positive emotional, social, and academic growth opportunities for each young person.

Teachers and administrators were found to perceive and enact caring at the school in manners that were consistent with the literature (e.g., Beck, 1991; Noddings, 1992, 2002; Prillamen & Eaker, 1994; Rauner, 2000; Witherell, 1991). Caring was seen as embedded in relationships, as needing to be recognized by the receivers of care, as individually focused, and as being responsive to students' needs as whole beings. Staff members sought to model and practice care with each other and with students, to make care central to their dialogue, and to confirm caring practices when they were observed in others. Staff took time to listen to students, did not overreact when students' behavior was challenging, and worked toward the students' well being, believing that these practices would have a powerful positive influence on the young people in their charge.

Cassidy and Bates (2005) noted the staff members' genuine affection and high regard for the students. Despite the fact that the students had been involved in criminal behaviour and had come to the school with files labeling them as highly problematic, the staff held them in high esteem, viewing them as "survivors" with whom they were privileged to spend time. Staff sought to develop students' talents and interests, focusing on the positives in their lives rather than the negatives, gave students a voice in decision making about curriculum, expanded the curriculum beyond the classroom into the community, worked with students' families and their peers, and, as such, provided students with a positive and supportive learning environment that was very different from the marginalization they experienced in previous schools and in the wider society.

According to Rauner (2000) the approach taken by staff at Whytecliff should be evaluated not in terms of particular learning outcomes but rather according to whether it has "succeeded in creating caring relationships between young people and positive role models" (Rauner, 2000, p. 89). According to Cassidy and Bates (2005), students at Whytecliff spoke passionately and unreservedly of the care they received from teachers and administrators, and of the positive difference caring made in their own development, schoolwork, and overall well being. The researchers were surprised by the strength of the positive feelings that each student had for the staff and the school. Not one staff person was singled-out by a student as being a problem, even though the researchers gave the students ample opportunity to be critical and students were assured their answers would remain anonymous.

The staff's high regard for each student and absence of negative judgment was very apparent to students. Accustomed to being treated as "problems" by teachers, students were encouraged by the staff's different view of them at this school. One student summed up this perspective when he talked about how he was treated by the principal: *"He treats me, he treats us like human beings, instead of just a place where he works."* Several students indicated that they had never before felt cared for by a teacher or a school principal, and some not even by their parents. Additional indices of the success of the Whytecliff's program noted by the researchers were the school's high attendance rate and the high rate of course completion (Ministry of Education for British Columbia, 2002), and that it was identified in a national study as an exemplary intervention program for at risk youth (Shariff et al., 2000).

Princess Alexandra School

Another example of a relationally focused approach that specifically accounts for the concerns and aspirations of Indigenous communities is that found at Princess Alexandra School. Princess Alexandra School is located in a low-income, inner city neighborhood in Saskatoon, the capital city of the province of

Saskatchewan. The school is located half a block from the railroad tracks and shares a parking lot with a bingo hall. Princess Alexandra has an enrollment of 200 - 250 students, who are primarily of Indigenous ancestry, from pre- kindergarten (age 4 years) to grade eight (age 13 years). It is a community school with high transience and a high level of poverty.

Consistent with the views expressed by Indigenous participants in the research of Ball and Le Mare (in press), building trust and relationships with the community is at the forefront of efforts at this school to support the social and emotional and academic well-being of students. At this school, the focus is on creating conditions where children and families feel welcome and cared for, and respect and relationships are at the heart of everything they do. As is outlined on the school website:

When you walk through the doors of our school, expect to be warmly greeted by staff members, other parents, and students. We pride ourselves on creating a warm and caring environment for our students, parents, and any guests that enter our school. It is through these types of actions that we build strong relationships with our families so that our students can thrive in an optimal learning environment. You will also notice students' family photos, as well as posters Honouring Our People, when you walk into our school. We are immensely proud of our people and our community. We seize every opportunity we can to honour the wonderful work of our school community. (http://www.spsd.sk.ca/schoolsPrograms/elementaryschools/princessAlexandra/about.html)

Building trust and relationship with the community often involves Indigenous cultural activities – hosting feasts and powwows, including pipe ceremonies and Native drumming, teaching hoop and jingle dancing, and serving soup and bannock at school events. These activities demonstrate an acceptance and honouring of the identity of a majority of the individuals within the school community. They also support families in learning about and strengthening their own cultural traditions and practices, something that participants in Ball and Le Mare's (in press) research also valued in schools.

Consistent with the views expressed by Indigenous participants in the research of Ball and Le Mare (in press), building trust and relationships with the community is at the forefront of efforts at (the Princess Alexandra) school to support the social and emotional and academic well-being of students

The Princess Alexandra School Community shares four main beliefs - developed as a result of a consultative and collaborative process with students, staff, parents, and community members. These beliefs are: Safety, Respect, Self-Esteem, and Connectedness. Research shows that the evaluation standard set by Rauner (2000), stating that the success of

such an approach is demonstrated by the relationships that develop among staff, students, and families, has been met. Specifically, Pushor and Ruitenberg (2005) spent a considerable time in the school observing and talking to members of the school community. The results of their research revealed several themes. The researchers found that the staff at Princess Alexandra consciously worked to live out their positive assumptions about parents, and their beliefs about the engagement of parents within their school, in practice. They found that hospitality at Princess Alexandra was not about teachers and administrators inviting people to their place, but rather, was about creating a place that was owned as much by students, parents, and other community members as it was by the school staff. Finally, they observed and heard about practices at the school that moved "away from the institutionalized, ritualistic, and often public interactions between teachers and parents typical of most school landscapes to an emphasis on building trust and relationships in ways which are much less formal and more intimate" (p. i).

Each of these themes is illustrated in the school principal's decision to include parents and senior students in staff meetings and Professional Development opportunities at Princess Alexandra, activities that are typically reserved for teachers and administrators only. When asked about this decision, the principal explained:

> *A good friend of mine, who is also a principal, once said to me, "Well, parents cannot take part in decisions because parents don't have the same information we do." And I thought, well, that makes sense, and then I thought, that's simple. We have to make sure the parents have the same information as us. So I said to the staff (at Princess) this is why I would like parents to participate in staff meetings, this is why I would like parents to come to Professional Development. It's because then they will have the information and then they can decide with us about things. And I said, "I'm not going to force this." And we revisited it a couple of times and, I think, in December they said to me, "Okay, we will try it once, just once, and then we'll see."* (Pushor & Ruitenberg, 2005, p.32)

Interestingly, the first time parents were invited to an event that had previously been the exclusive domain of teachers it was to a Professional Development workshop on an anti-bullying program that was being considered for implementation at the school. As described by the principal:

> *And so it was something like December 27th, 2000, and it was professional development around bully-proofing the school and it was one of those commercial programs. …And I was not even there. …What happened was the vice principal presented the stuff and all that and half the staff said, "Yeah, I think that would be good" and half the staff said, "I don't know." But they asked the parents and the parents said, "This is not culturally affirming who we are; this isn't appropriate." And they asked the kids and the kids said, "Well, I don't want to walk around with a little button that says I'm a goody two-shoes. This is offensive for me to be treated that way." This was a Friday and I got home and I got phone calls from several persons saying, "Oh, you should have been there because the parents had a voice today and they said no to this (program). This is terrible. If you had been there you could have talked them into it." And I said, "My intent would not have been to try to talk them into it; that's why we had the parents there – to listen to them."* (Pushor & Ruitenberg, 2005, p.32)

This example illustrates not only the re-

The researchers found that the staff at Princess Alexandra consciously worked to live out their positive assumptions about parents, and their beliefs about the engagement of parents within their school, in practice. They found that hospitality at Princess Alexandra was not about teachers and administrators inviting people to their place, but rather, was about creating a place that was owned as much by students, parents, and other community members as it was by the school staff

spect accorded to parents at this school, which is consistent with the school's relationally focused efforts, but more specifically how parents and students responded to a particular SEE initiative that they viewed as culturally inappropriate and offensive. In keeping with the approach adopted by this school, these views were honoured and other resources for SEE continued to be explored. The principal explained what happened next.

> *The interesting thing is that a month later we offered another workshop. This time it was a Saturday/Sunday and it was optional for the staff and it was optional for parents. We had most of the staff there and we had about ten, twelve parents and we had an elder, Mrs. Katie Poundmaker. … The workshop was called Restitution and you could tell the parents seemed to be comfortable with it; lots of people on the staff were comfortable. But everybody was sort of holding their breath. … And then at lunchtime on Sunday I turned to Katie and said, "Well, is this appropriate for us to have?" And her answer to us was, "These are our teachings that we lost because of residential schools." So there was a sigh of relief because the parents loved it and people were coming to me on Saturday and Sunday morning at the coffee break saying, "I like this stuff here. Are we going to do this?" And I said, "I'm not going to make that decision. It's not going to be (me) saying yes we're going to do this or no we're not going to do this." So we did this workshop and the elder said yes and the parents said yes, let's try this. So we came back to the staff, and I said to the staff, "Some of us are going to be working with the kids differently, but we're not going to make everybody work the same way. If you don't want to do this stuff, that's fine. …We would like people to respect the fact that we are using this approach to work with kids, (and we will)respect that (others)are also using their own approach and respect the way they're doing things.* (Pushor & Ruitenberg, 2005, p. 33)

In creating a place where Indigenous culture is honoured, where families are welcomed, and where relationships are genuinely caring, Princess Alexandra School has created the conditions articulated by Indigenous community members (Ball & Le Mare,

in press) that are needed to allow the social and emotional and academic well-being of Indigenous children to flourish. Indeed, data reported in an overview of research on the Restitution approach adopted at Princess Alexandra (see http://www.realrestitution.com/Statistics_and_Surveys_on_Restitution.pdf), show that discipline incidents at Princess Alexandra dropped from 37 incidents per day to less than two incidents per day after this culturally appropriate method was introduced. Moreover, as part of the broader emphasis on positive relationships and respect, during the period of 1999 to 2003, the percentage of students in grade 4 (age 9 years) performing at the 50th percentile or higher on the Canadian Achievement Test jumped from 7% to 55%. By 2003, ninety-eight percent of the parents in the community were involved with the school. With these successes, Princess Alexandra received a fifteen thousand dollar grant from the Saskatchewan Teacher's Federation to study the relationship between Restitution and Aboriginal child rearing practices and was recognized as one of twelve outstanding Aboriginal schools in Canada.

Conclusions

Social and Emotional Education is widely valued in Canada. Provincial and Territorial governments have set the stage for its widespread implementation by acknowledging the social and emotional side of education and its importance in the vision and mission statements of their Ministries/Departments of Education. A few provinces, notably British Columbia and Ontario, have taken the lead by explicitly ascribing SEE importance equal to that of academic education, and developing comprehensive statements and resource documents to support that step. This is something that needs to occur in all Provinces and Territories across the country. To support and encourage such initiatives, Faculties of Education within Canadian universities must include SEE as a central component of the curriculum in teacher education programs, as is happening in British Columbia.

A distinction was made here among cognitive-behavioural, relational and Indigenous approaches to SEE, all of which have contributions to make in supporting the social and emotional well-being of Canadian students. Cognitive-behavioural approaches will no doubt have greater impact when they are delivered in an environment that adheres to the relational approach and within the context of a school-wide (if not Province wide) initiative.

Given the diversity of Canadian society, in order to support all students, practitioners in schools must be sensitive to variations in cultural histories, values and practices. The relational competencies of teachers must include empathy, respect, a non-judgmental approach, and, particularly as concerns Indigenous communities, knowledge of the socio-historical context of Indigenous childhood, along with positive beliefs about parenting capabilities.

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Notes

[1] The terms *Indigenous* and *Aboriginal* are used almost synonymously at this time in Canada to refer to people who identify themselves as descendents of the original inhabitants of the land now called Canada. Section 35 of the Canadian Constitution recognizes *First Nations*, *Inuit*, and *Métis* as Aboriginal people of Canada. The term *Aboriginal* was coined in the 1980s by the Canadian colonial government. *Indian* remains in place as the legal term used in the Canadian Constitution; its usage outside such situations can be considered offensive. The term *Eskimo* has pejorative connotations in Canada and is replaced with *Inuit*. The term *Indigenous* (as used here) is inclusive of First Peoples internationally. Many prefer the term Indigenous as a resistance against imposed colonial naming and because the term Indigenous is more widely used in global advocacy movements to promote Indigenous Peoples' rights, development, and equity.

[2] In Canada, a reserve is specified by the Indian Act as a "tract of land, the legal title to which is vested in Her Majesty, that has been set apart by Her Majesty for the use and benefit of a band".

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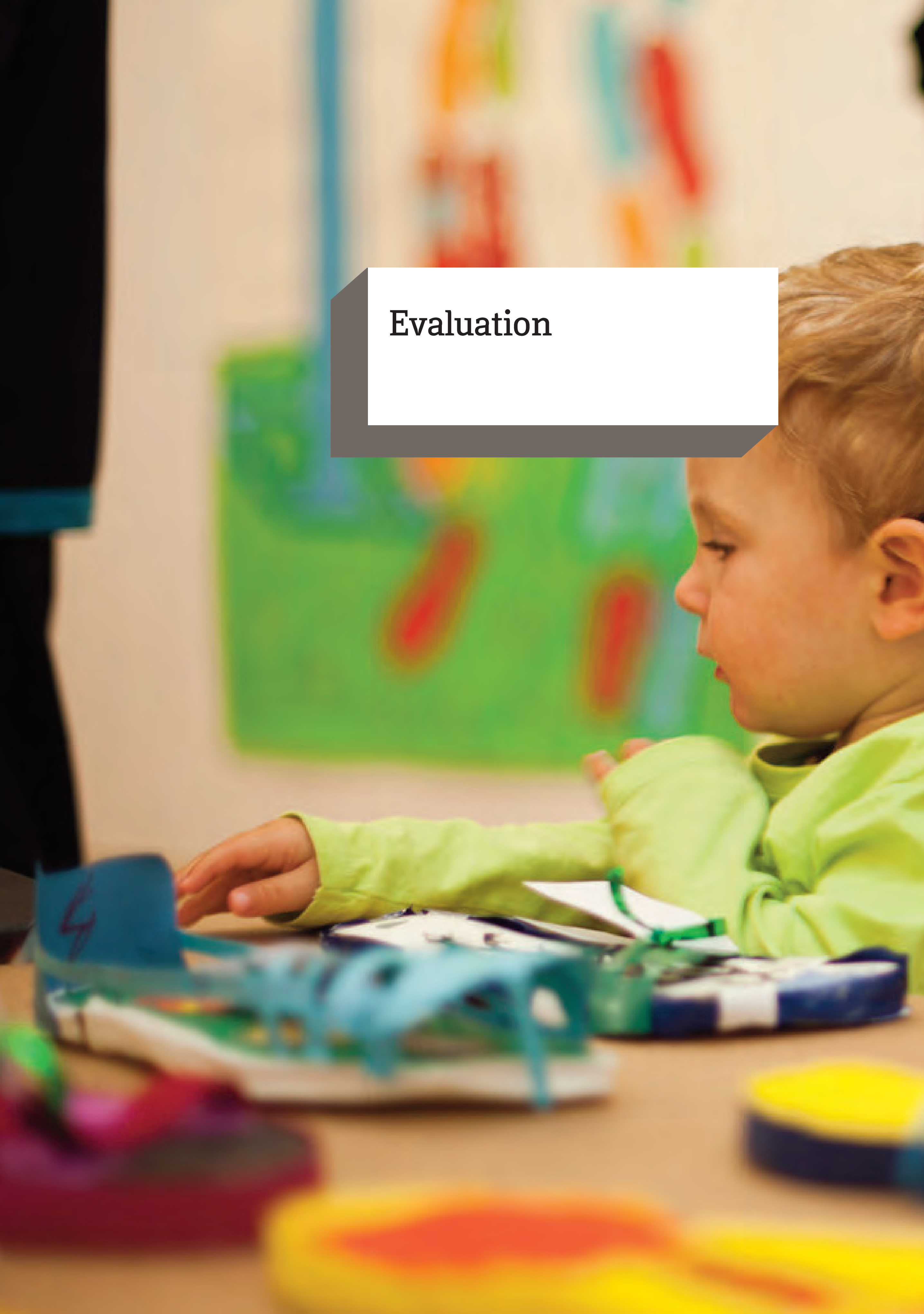

Evaluation

Results of the Botín Foundation's Social and Emotional Educational Programme

Botín Foundation and Cantabria University

Summary

This chapter details the results reached in three of the one hundred schools which took part in the Botín Foundation's educational programme. The University of Cantabria has, over three school years, carried out two external evaluations (one on the programme's psychological impact and the other on pedagogical effects of the programme) in three schools in Cantabria (Spain) with 73 teachers and 1,102 students and their families.

The chapter begins with an explanation of the educational work done by the Botín Foundation and continues with two separate summaries of the research undertaken by the two university teams.

The aim of the psychological evaluation was to verify if changes had come about in the social and emotional competence and/or in the psychosocial adjustment behaviour of students and ascertain to what extent these changes were due to the implementation of the project. A quasi-experimental design of repeated pre-test/intervention/post-test measures was carried out with a control group.

The results express in definite terms significant improvements with respect to the groups of students which took part in the project in the following variables: Emotional intelligence, specifically *clarity* or *emotional comprehension* to identify and differentiate their own emotions and the use of strategies to *repair negative emotional states*; *assertive behaviour* and reduction in the *levels of anxiety* experienced. Furthermore, there was a positive correlation between school atmosphere and academic performance.

The pedagogical evaluation consisted of confirming the efficacy and validity of the project's educational focus. Management teams and teachers took part in this process and the summative evaluation which had a natural-qualitative focus.

The results show the coherence of the entire project with the goals of the school. Despite the effort that they had invested the teaching staff were very satisfied with the results obtained, especially with regard to classroom atmosphere and communication with their students. They rated very positively the organisational and methodological changes brought about in the classroom and the school, as well as the innovative character of the interventions.

Responsible Education

Fátima Sánchez Santiago. *Director of the Botín Foundation's Educational Department (Spain)*

Beginning is the most important part of any search
and without a doubt the most courageous

Plato

On the 15th of October of 2006 I was in San Sebastián with Roger Weissberg and Linda Lantieri, the president and a founding board member of CASEL (Collaborative for Academic, Social and Emotional Learning) respectively. Both were taking part in a workshop on social and emotional learning with Daniel Goleman, author of the best seller *Emotional Intelligence*.

Linda always travels with an envelope filled with pieces of paper with sentences of all kinds jotted down on them, some famous and others not, which she uses in given circumstances as part of the group dynamics.

I had already shared work sessions with Linda on a number of occasions, both in the USA, where we first discovered her work, as well as in meetings held, since 2007, at the Botín Foundation's Santander headquarters. The result was the first 2008 Botín Report on Social and Emotional Education that we had launched in public a few days before and for which Linda had written the chapter on the USA.

That day, at an unexpected moment, she offered me her envelope stuffed with sentences and encouraged me, with a smile and look of complicity, to take one, as if the answer to all the doubts I had raised with her would be resolved with a piece of paper from that envelope. And in a certain way, they were.

Beginning is the most important part of any search and without a doubt the most courageous (Plato). That sentence made me realise and understand, even more, the importance of the process that the Botín Foundation had begun four years ago in the field of education.

The Foundation had started a search: the search for personal and social well-being, for balance, comprehensive development and for happiness, for children and young people in schools. A complex search which included finding and making theoretical contributions. In addition, it had to result in the creation of educational interventions aimed at promoting healthy

The Botín Foundation collaborates closely with the Government of Cantabria's Educational Council in the development and co-ordination of Responsible Education, a programme of innovative education in 100 schools in the region (involving 900 teachers, 20,000 students and families)

growth from childhood onwards, empowering talent and awakening creativity in children and young people to help them be self-sufficient, competent, supportive and happy.

This is the story of an ongoing search for an educational model which generates holistic development and contributes to the progress of our society. Ambitious and complex, it is a long-term quest that, with courage and dedication, will come to some answers, which will spur us on to continue and shape the future direction of the work. But without a doubt, its essential driving force is, and must be, the joint work of all the educational players: from schools (management teams, teachers, etc.) and the support of its community (the regional education department, universities, experts, educational institutions, etc.) to the involvement of families.

The Botín Foundation's educational program

The Botín Foundation collaborates closely with the Government of Cantabria's Educational Council in the development and co-ordination of *Responsible Education*, a programme of innovative education in 100 schools in the region (involving 900 teachers, 20,000 students and families).

The objectives of *Responsible Education* are:

- To further comprehensive development (emotional, cognitive and social) from the age of 3 to 16.
- To increase the quality of the education on offer and to improve the atmosphere of coexistence in the schools.
- To promote communication among educators, students and families.

This programme helps children and young people to:

- Get to know and believe in themselves.

- Understand others.
- Recognise and express their emotions, and their ideas.
- Develop self-control.
- Learn to take responsible decisions.
- Value and care for their health.
- Improve their social skills.
- Resolve problems and manage conflict.

All these personal and social abilities allow children to feel good in themselves and to relate positively to others, achieving well-being, balance, happiness and improved academic performance. In addition, these abilities will serve as preventive strategies to help the children and young people to confront potential difficulties that they may be faced with during their lives (such as drugs, violence, intolerance, failure).

The Foundation offers the schools that participate in the programme training, monitoring, assessment, evaluation, resources and activities for different curricular areas (music, literature, art, environmental awareness, tutorial sessions[i], etc.).

Furthermore, the Foundation develops initiatives aimed at the community such as creative ideas and activities to work on at home; film, music, art and family games sessions; lending of books and public exhibitions of work by local children and young people.

For three school years (September 2006-June 2009) a controlled and evaluated educational intervention was carried out at three of these 100 schools. A comparison of the results with many other control schools has allowed us to see the benefits of our work.

The results of the external evaluations carried out by two teams of researchers from the University of Cantabria, one which focussed on the psychological impact of the intervention on the student body[1] and the other which focussed on the pedagogical process developed in the schools[2], will be explained in the two following summaries. The full evaluation reports can be found at www.fundacionbotin.org. Both studies show the positive repercussions that the *Responsible Education* programme has had on the student body and on the teaching staff, after having been implemented for three years at these schools.

These results can be seen both in the experimental schools which carried out the high intensive intervention, which we have called *Life and Values in Education* (LiVE Project), as well as in the medium intensive programme *Prevent in Order to Live (POL)*. In 2004 the Botín

The results of the external evaluations carried out by two teams of researchers from the University of Cantabria, one which focussed on the psychological impact of the intervention on the student body and the other which focussed on the pedagogical process developed in the schools ... show the positive repercussions that the Responsible Education programme has had on the student body and on the teaching staff

Foundation began its work with the Prevent in Order to Live (POL) programme, created by FAD Fundación de Ayuda contra la Drogadicción, (Foundation for Help against Drug Addiction). , In 2008 the Botin Foundation developed, through working directly with teachers and experts, its own educational programme which was more flexible and better adapted to the educational needs which had been detected: *The Audiovisual Aids Bank to encourage personal and social skills.*

What is Prevent in Order to Live? (POL)

This is a systematic psycho-educational programme designed by FAD (FAD, 2004) that works on developing the following psychological skills (from the age of 3 to 16): Self-esteem, Attitudes to health, Attitudes to drugs, Self-Control, Decision Making Skills, Skills for Social Interaction, the ability to say no, Self-Assertion Skills, Emotional Self-expression and Empathy. The programme consists of work-books for both teachers and students, with paper and pencil flash cards serving as a base for the group dynamics facilitated in each session. Students completed about 7 activities a year. From 2004 and 2008 the Botín Foundation introduced this programme into 80 educational schools in Cantabria (Spain).

What is Life and Values in Education (LiVE)?

LiVE consists of broadening the Prevent in Order to Live (POL) programme in order to strengthen it and essentially embrace three more areas: universal human values, emotional expression and creativity. Teachers, families and students, as well as the management teams of these schools, formed part of this initiative. They worked in different subject areas (languages, PE, music, art, environmental awareness, etc.) and took part in various activities at the Botín Foundation's headquarters using the following resources: book readings, film forums,

When student-teacher relations and communication improved, academic performance also increased

exhibitions and concerts. The total number of sessions per school year for primary and secondary education varied from 8 to10 specific social and emotional development activities and 11 to 13 sessions within the curriculum subjects. This project was piloted at two educational centres over three school years, from September 2006 to June 2009, and its launch and continuation were the motivation for this evaluation.

Although the results of each of the evaluations will be presented later in this chapter, I will now summarise some of the most important data. The students who participated in the intervention showed a marked improvement in the following variables, compared to the group of students who did not participate in the intervention:

1. Their **emotional intelligence**, specifically their clarity or emotional comprehension to identify and differentiate their own emotions, and the use of strategies to repair negative emotional states.
2. Their **assertive behaviour**, in other words the ability to defend their rights and express ideas and feelings while respecting others and avoiding conflict.
3. A decrease in the **levels of anxiety** experienced.

There was also a significant improvement in teacher-student relations and the school's atmosphere, as well as a positive correlation between school atmosphere and academic achievement. When student-teacher relations and communication improved, academic performance also increased.

All these improvements are linked to the appearance of positive behaviour and/or the prevention/absence of bad. Specifically:

- Having positive attitudes towards behaviour involving healthy living, preventing illness and avoiding drug consumption.
- A more pro-social behaviour with other classmates.

- A more permissive or democratic style is perceived, such as the style of education employed by the family, as well as an increased awareness of family affection.
- A more positive and rewarding perception with regard to teacher-student relations.
- The awareness of school as a safe and supportive place and a low negative view of school, studies, learning, etc.
- Fewer symptoms of a psychotic nature.
- A lower incidence of feeling unable to achieve one's own goals.
- Decreased perception of rules within the family. (i.e when children's behaviour improves they will tend to experience the family norms / rules as normal, and not perceive them as rules which they cannot or do not wish to obey.) Fewer symptoms associated with infant-juvenile depression.
- A greater feeling of control over their own lives and their achievements.
- Less somatisation of anxiety, in other words, a decrease in physical malaise from psychogenic causes.
- Less social stress in peer relations.

In general, a lower clinical imbalance (less presence of pathological psychologies) and less emotional imbalance (personal malaise).

The results also revealed important information with regard to the pedagogical process experienced by the teachers at the schools that implemented the LiVE programme:

1. The aspect most highly rated by the teachers was the coherence of the entire project and its different initiatives with the goals of the educational centres.
"The teaching staff and the management teams clearly perceived the integration of each of the elements or programmes of the project as a whole. It is, from a design standpoint, what we call the internal coherence of the project. This aspect is shown by the very positive opinion the teaching staff held with regard to the existing relationship between the methodological procedures, those linked to the evaluation and the activities, and the proposed goals."

2. The teachers were very satisfied with the effort they had invested in terms of the results that were achieved, in particular in terms of improved classroom atmosphere and communication with their students.
"The most striking thing was that the teaching staff, at every stage of the evaluation, showed satisfaction with the effort which they had invested and in each case recorded that it involved an important effort, although perhaps not as much effort was required as they had expected".

On the basis of these results the Botín Foundation (plans to) expand the (LiVE) programme and roll it out to the 100 schools which have so far taken part in the (Responsible Education) programme, with the goal of forming a solid Network of Responsible Education Centres over the next few years

3. The teachers valued very positively the organisational and methodological changes brought about in the classroom and in the school and also appreciated the innovative character of the interventions:

"With regard to some of the peculiarities of the programmes, from the point of view of the methodological strategies, the teachers highlighted the innovative character of a visit to an art gallery or a concert, not only because of the novelty of such a classroom activity, but also because these were things that the children rarely did with their families".

Below are two articles put together by the authors of the research showing some of the findings and results which emerged from the Botín Foundation's quest in the field of Social and Emotional Intelligence and Creativity. Even now, our search for innovative forms of education has not ended, but continues to improve and expand thanks to the collaboration of ever more experts, teachers, families and of course, children and young people.

On the basis of these results, and thanks to all the information gathered over these past few years, the Botín Foundation has designed a specific intervention model to begin a process to expand the programme and roll it out to the 100 schools which have so far taken part in the programme, with the goal of forming a solid Network of Responsible Education Centres over the next few years.

The Effects of a Social and Emotional Educational Programme on infant-juvenile development

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A Psychological Evaluation of the Life and Values in Education Project (LiVE)

The Botín Foundation is conscious of the need to validate its psycho-educational Life and Values in Education Project (LiVE) not only with the main objective of observing the effect it can have on the development of those taking part in this educational experience, but also to evaluate the project itself and to put forward possible improvements arising from this analysis. To do this, it asked the University of Cantabria to design and execute a psychological evaluation plan plus an educational one. We carried out the former.

This evaluation has been done following a quasi-experimental procedure, employing a pre-test and post-test system design, common in this type of study, together with a control group. The goal was to find out if, during the timeframe of three school years, changes were produced in social and emotional skills (attention, clarity and emotional repair, assertiveness, empathy, pro-sociality, self-esteem, self-confidence, positive parental relations), in attitudes or adjustments in indirect psycho-social behaviour (classroom atmosphere, teacher-student relations, performance at school) or in the improvement of dis-adaptive variables (anxiety, depression, social stress, locus of external control, social rejection, feelings of inability, negative attitudes towards school or teachers, somatisation) in the boys and girls who took part in the project. The goal of the evaluation included finding out to what extent the changes were due to the intervention and to the intensity of the intervention. To do this, the results from various educational centres was analysed after applying the LiVE project –a highly intensive intervention– the POL Project –a medium intensive intervention– and the non-intervention in other schools.

2. Method

2.1 Sample schools

The two experimental schools were not selected for this research as they consisted of the only populations available, in other words, they were the only two schools in Cantabria that were using the LiVE programme. These two schools are very different from each other and furthermore constitute the prototypes of the two educational centre profiles common in this country: a very large, urban, state-assisted religious school and a rural, single-stream public school close to the capital. This second type of school is very common in the Autonomous Community of Cantabria (Spain). The choice of control schools was made with the help of the

		POPULATION	PRE-TEST SAMPLE
SUBJECTS	Experimental Centres	340	282 (48,1%)
(Children and adolescents)	Control Centres	332	304 (POL: 28,16%; NoPOL; 23,72%)
	Total Subjects	672	**586**
FAMILIES	Experimental Centres	340	233
	Control Centres	332	267
	Total Families	672	**500**
TEACHERS	Experimental Centres	18	--
	Control Centres	38	--
	Total Teachers	56	--

Table 1. Pre-test and post-test sample by experimental group with indications of the level of participation of the various sectors (children/adolescents, families, teachers). LiVE was applied at the Experimental Centres, POL was applied at the control Centres and NoPOL refers to those schools with no intervention.

technical personnel of the Government of Cantabria's Education Council to make sure that their characteristics were as similar as possible to each of the experimental schools. These schools agreed not to get involved in any other activities which covered the same themes as those included in the programme. Two control schools which did not taking part in the LiVE programme were chosen for each experimental school. One of the two used the POL programme (that is to say, a medium intensive intervention) while the other did not use any form of such intervention. This enabled us to observe differences which emerged between the schools working with the LiVE programme, those using the POL Project and those schools which did not introduce any kind of social and emotional interventions.

The experimental LiVE programme included a higher number of activities throughout these 3 years (between 70 and 100 activities depending on the group) in comparison with the group which only used the POL programme (an average of 22 activities).

2.2 Participant sample

The programme was applied to groups from the 3rd, 4th, 5th and 6th grades at Primary school (8 to 12 years of age) for the pre-test, and to the same subjects two-and-a-half years later, when they were in 5th and 6th grade (10 to 12 years of age), and in the 1st and 2nd years of ESO (Compulsory Secondary Education) (from 12 to 14 years of age) respectively, for the post-test. These grades were chosen because, at that particular moment of the project's design and implementation, they were judged the best prepared to begin the project. In addition,

POST-TEST SAMPLE	SAMPLE LOSS	SAMPLE LOSS (or gain)	SAMPLE LOSS
	Pre-test population (% participating)	Between Pre-test and Post-test (% particip.)	Population Post-test (% participating)
256 (49,32%)	82,94	90,78	75,3
263 (POL: 27,36%; NoPOL: 23,31%)	91,56	86,51	79,2
519	87,2	88,56	77,2
241	68,52	103,43	70,9
206	80,42	77,15	62
447	74,40	89,4	66,5
18	--	--	
38	--	--	
56	--	--	

these grades were composed of children who were mature enough to self reflect, so that they could actively take part as respondents of their own progress and attitudes. The numbers were also even gender-wise (about 50%-50%).

Below is a table showing the number of subjects in the sample participating at the time of the evaluation as well as the category of the school (e.g control or experimental school):

In the post-test the sample was distributed over nine schools, while in the pre-test there were six schools. The reason for this increase was that when the post-test was due a number of subjects (those who attended the public schools) had already left the Primary schools to start at Secondary schools or, in some cases, at state-assisted schools with Secondary level education. The latter refers to a small number of subjects which make up the attrition bias of the sample. Overall, the post-test sample decreased with respect to the pre-test; specifically the post-test sample made up 89.34% of the pre-test sample, and 76.43% of the initial sample.

It should also be pointed out that the sample on which these analyses have been conducted (although in the gathering of data all those who wished to take part did so) was made up of boys and girls with no specific educational needs, with no special learning problems, with an academic level corresponding to the year they were in (especially with regard to reading comprehension), and with a reasonably good knowledge of spoken and written Spanish (even if it was not their mother tongue).

the high participation rate of fathers, mothers and teachers as respondents with regard to their sons/daughters or students should be pointed out. This was around 80% of the total sample

Finally, the high participation rate of fathers, mothers and teachers as respondents with regard to their sons/daughters or students should be pointed out. This was around 80% of the total sample.

2.3 General Procedure

Firstly, a request for written permission was sent both to the schools as well as to the parents of participating students via an explanatory letter. Information meetings were also held with them all. Furthermore, the evaluation was carried out voluntarily and anonymously using a coded system.

The application procedure took place over 2-4 hour-long evaluation sessions depending on the age of the subject. At each stage of the evaluation a series of psychological tests and instruments were applied, mainly self-reported, on various respondents: boys and girls, teachers (only in the post-test) and families (mainly completed by the mothers). There were two aims: on the one hand, to measure the dependent variables on which the LiVE Project could have a positive impact via a 360° evaluation with a number of respondents and, on the other hand, monitor –by measuring them– some of the numerous extraneous variables which might influence a study and process of this kind, namely, the parenting style of the fathers/mothers.

2.4 Instruments used

The instruments used to gather data were as follows:

The indices of reliability are appropriate for all the instruments used for the pre-test and post-test evaluations.

2.5 Measure variables

The dependent variables measured are those shown in the following table (Table 3). Some of them –Family Affection, Family Rules and Parental Educational Style (democratic, permissive and authoritative)– are not considered dependent variables, but co-variables.

Student Body Instruments	Authors
Socio-demographic data questionnaire	Melero and Palomera (2006)
BASC2-S Level 2 (6-11 years of age) BASC3-S Level 3 (12-18 years of age) (Multifactorial instrument of adaptive and non-adaptive behaviour)	Reynolds and Kamphaus (2004)
TMMS-C (Perceived Emotional Intelligence)	Rockhill and Greener (1999)
Empathy	Mestre, Pérez-Delgado, Frías and Samper (1999)
Prosociality	Del Barrio, Moreno and López (2001)
Assertiveness	Gambrill and Richey (1975)
Positive attitudes towards health	F.A.D. (2004)
[1]Parenting Educational Style (children's version)	Bersabé, Fuentes and Motrico (2006)
[2]Questionnaire on School Social Atmosphere	Trianes, Blanca, Morena, Infante and Raya (2006)
Teaching Staff Instruments	
[2]BASC2-T (6-11 years of age) [2]BASC3-T (12-18 years of age)	Reynolds and Kamphaus (2004)
Family Instruments	
[1]Parenting Educational Style (Parents' version)	Bersabé, Fuentes and Motrico (2006)
[2]BASC2-P (6-11 years of age) [2]BASC3-P (12-18 years of age)	Reynolds and Kamphaus (2004)

[1]Due to the lack of significant differences between the children's/-parents' versions, the children's version was used in the post-test and therefore in the analysis.
[2]Only for post-test.

Table 2. Instruments used

Adaptive Variables	Non-Adaptive Variables
Emotional Attention	Anxiety
Emotional Clarity	Depression
Emotional Repair	Social stress
Prosociality	No locus of control
Empathy	Feelings of not being capable
Assertiveness	Social rejection
Self-esteem	Negative attitude towards school
Self-confidence	Negative attitude towards the teacher
Positive health attitudes	Atypical attitudes
Positive relationship with parents	Somatisation
Family affection	Search for feelings
Family Rules-discipline	*General factor: Clinical imbalance*
Parenting educational style	*General factor: School imbalance*
School social atmosphere	*General factor: Emotional imbalance(ISE)*
Teacher-student relationship	
Academic performance	
General factor: Personal adjustment	

Table 3. Variables evaluated in the study

3. Starting point

In this section we show a summary of the descriptive analysis of the pre-test sample with the aim of finding the starting point of the skills and attitudes of the students before being included in the experimental group.

In general terms, the scores presented were medium-high except for empathy, clear rules in the family, or a permissive family educational style where there were low scores. Most of the BASC scales had a low average score except for self-esteem, self-confidence, and positive relations with friends and parents, which were very high. On the other hand the typical deviations did not show a wide dispersion in scores.

In general we can observe the following:

- We hardly found any differences of an evolutionary kind.
- There were clear sexual differences, with girls ahead when it came to adaptive (e.g positive behaviours) aspects and boys having significantly higher scores for non-adaptive (e.g anxiety) aspects.
- In the various comparisons between the experimental schools and the control schools, some variables did not display any variance. These variables were: Emotional Clarity, Emotional Repair, Self-confidence, Pro-sociality, Positive Attitudes towards Health and Social Stress.
- Summarising the results we can highlight that the experimental schools were significantly better with regard to Positive Relations with Parents, while the control schools had significantly higher averages for non-adaptive variables (Negative Attitudes to School, Negative Attitudes to Teachers and Anxiety, Feelings of Inability, No Locus of Control, Depression and Impulsiveness).

4. Results

4.1 Results linked to students' self-reports

We basically obtained two kinds of results:

1 There were no significant effects in the non-adaptive variables, except for the perceived levels of anxiety (less in groups which took part in with medium intensive intervention, POL Project).

1 There were some significant effects indicating a beneficial effect from the application of, or training in, social and emotional skills, which, when they did exist, favoured the schools which underwent interventions and in no case the schools where there had been no intervention.

Thus, the benefit of intervention (the highly intensive LiVE Project, or the medium intensive POL Project) did not consist so much in significantly reducing the non-adaptive variables scores in groups having undergone interventions, but in helping to create positive skills for these groups.

In addition, we obtained post-test data from all the student groups with regard to their perception of school atmosphere, their relationships with teachers as well as their final evaluations. The reason for measuring these aspects was due to the fact that in recent research (Durlak, Weissberg, Dymnicki, Taylor and Schellinger, 2008) a positive increase in these variables has been seen after the application of social and emotional skills programmes. It should be pointed out, however, that the variables studied are very complex, affected by numerous aspects that, moreover, interact with one another. In this comparative analysis between the experimental groups and the remaining schools acting as controls, significant teacher-student and school atmosphere results were obtained, in both cases in favour of the experimental group. For the third variable, academic performance, the effect was close to being significant for the experimental group.

Below we summarise the second type of results, in other words, the variables presenting significant effects:

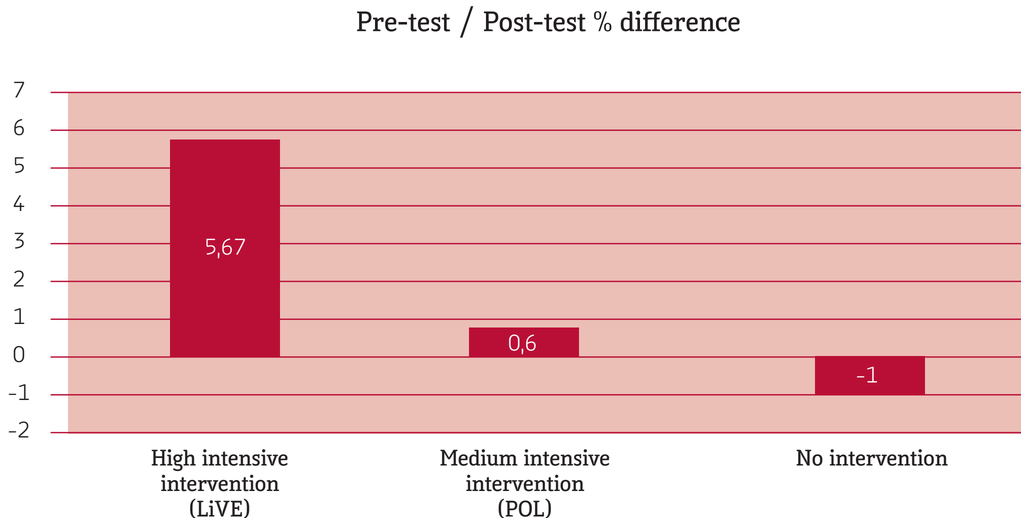
- **Emotional Clarity:** meta-knowledge of the level of comprehension of one's own emotions, the extent to which emotional states can be recognised and distinguished.

For this variable we found significant effects in favour of the LiVE Project.

When this variable was analysed, adding gender as an intersubjective factor, we found that the LiVE cohort was the only group where the boys improved between the pre-test and the post-test.

This significant interaction was maintained even when the effects of the Family Affection variable were controlled.

As can be seen in Graph 1, these significant differences translate into improved percentages for each group. The experimental group which received the highly intensive intervention (LiVE) made a huge improvement in its initial averages (even starting out with a high average), while the group which only took part in the medium intensive programme (POL) hardly altered its capacity for emotional comprehension, while the control group, with no intervention, actually decreased in this skill.



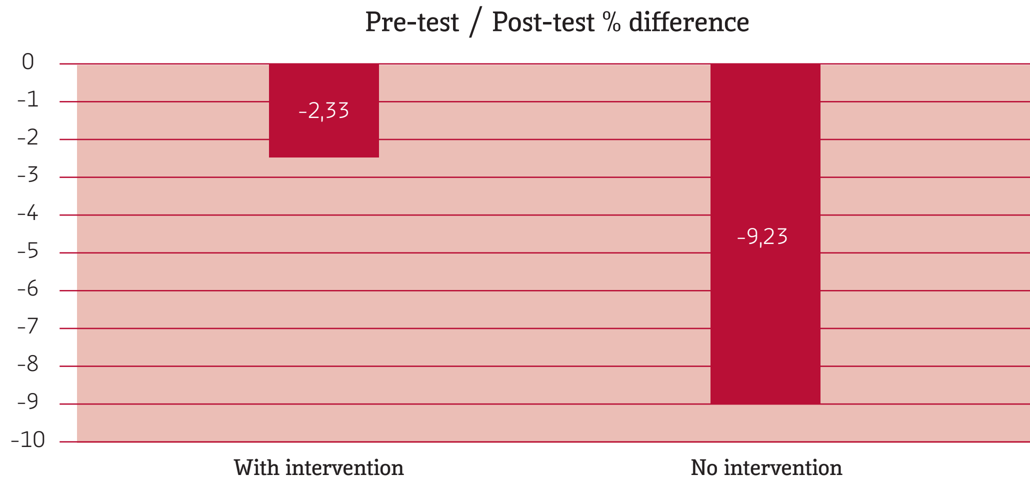
Graph 1. Percentage of improvement: Emotional Clarity

- **Emotional Repair:** meta-knowledge of the extent to which the subject uses strategies to repair negative emotional states and to increase the frequency and length of positive ones.

A significant interaction was obtained in the comparison of groups with interventions (LiVE and POL) as opposed to those with no intervention. Once again, in this case the LiVE programme obtained significant differences in the case of boys, given that while boys from other groups decreased in the ability to emotionally repair in the post-test (should this be between the pre-test and the post-test) (especially those who received no intervention), those receiving the highly intensive intervention (LiVE) increased. Specifically, as can be seen in Graph 2, all the participants decreased in their perception with regard to the extent to which their negative emotional states might be altered on reaching puberty (post-test), though the group which received training in emotional control showed a small fall in percentage, the group without intervention did not. This result is all the more startling if we add the fact that the group without intervention started out with averages which were quite a bit higher in the pre-test but whose level, however, after three years was much lower than the groups which experienced an intervention.

- **Assertiveness:** the skill to properly defend one's own rights and opinions in interaction with others.

For this variable we found significant effects in favour of LiVE. In Graph 3, it can be seen how the LiVE group improved about 5%, the group which received the medium intensive training



Graph 2. Percentage of improvement: Emotional repair

(POL) improved approximately 2% while the levels of the group with no intervention hardly changed. Again, this result is important because the group without intervention started out with higher averages in the pre-test.

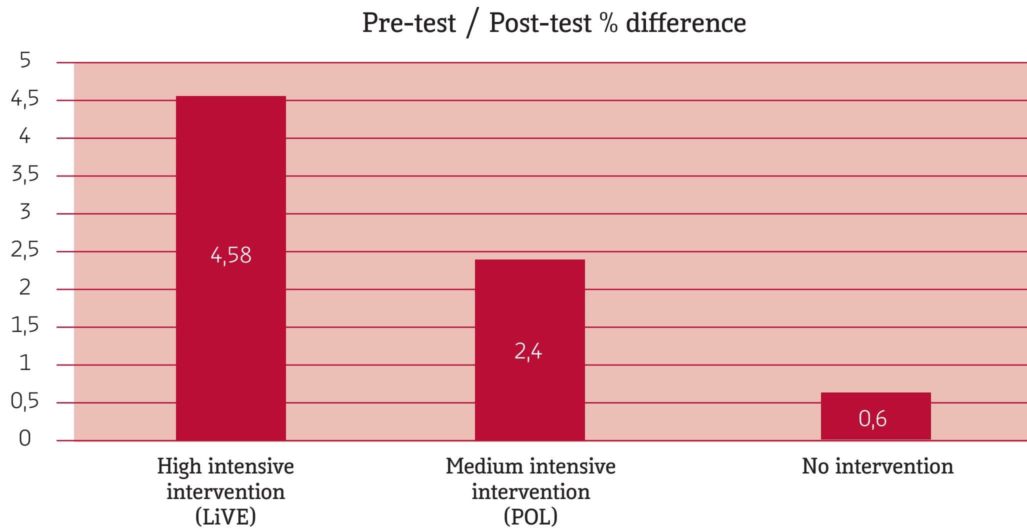
When we analysed this variable including gender as an intersubjective factor, we found that the LiVE stood out ahead of the other two groups given that it was the only group where boys as well as girls improved.

The significant effect was maintained even when the influence of the Family Affection variable was monitored.

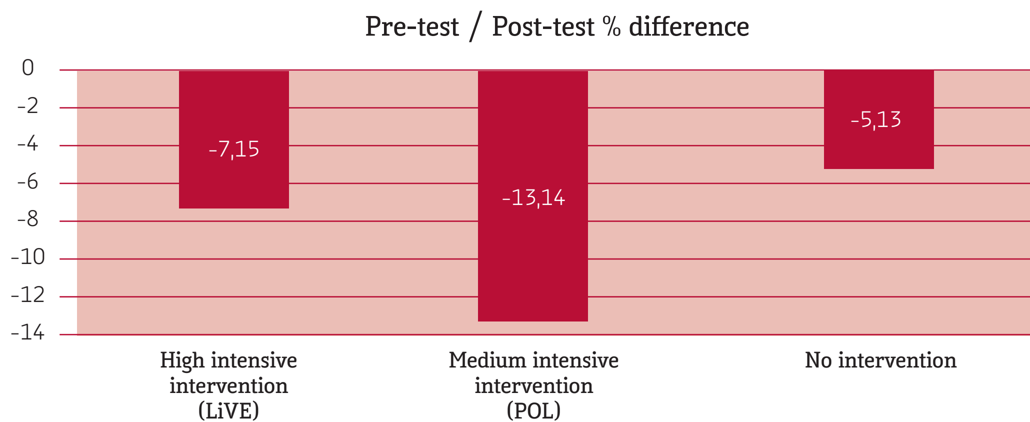
- **Anxiety:** the degree to which the subject suffers psycho-physiological symptoms related to anxiety.

For this variable there was a significant effect in favour of the group which received a medium intensive intervention (POL). This result can be explained given the fact that the POL group started out with a significantly higher average at the moment of the pre-test while the LiVE group had the lowest average of the three groups. The training was therefore most beneficial for to POL group.

When we analysed the data including gender as an intersubjective factor, we found that on this occasion it was the POL girls whose levels of anxiety decreased between the pre-test and the post-test.



Graph 3. Percentage of improvement: Assertiveness



Graph 4. Percentage of improvement: Decrease in Anxiety

The significant effect was maintained even when the influence of the Family Rules variable was monitored.

As we show in Graph 4 below, even though all the groups reduced their levels of anxiety, the POL group showed a significant improvement of about 13%, followed by the LiVE group and finally, with the lowest percentage, the group that had received no intervention.

This result appears to indicate that the programme has had an effect on increasing the processing of emotional information (emotional intelligence) and the ability to work on it. This is coherent with the work done with the LiVE Project on emotional comprehension via the arts

To summarise, the most remarkable thing about the results is that they show the impact that the interventions had, be it via the LiVE programme and/or the medium intensive POL programme, on some of the adaptive variables, by working directly on them, as is the case with emotional clarity and repair or assertiveness. The best effects were seen in boys for variables related to emotional intelligence. However, significant effects on other variables present such as positive attitudes towards health, empathy and self-esteem were not evident.

We think that the skills worked on via this intervention were very different with regard to what we could call the "degree of trainability". Among the most "trainable" abilities would be Assertiveness, seen as a skill, but not as such a universal, basic or fundamental ability as self-esteem. Self-esteem however, is linked to aspects difficult to modify via a programme and to a small number of activities specific to it (the quality of attachment to family figures, for example; or a prior history of successes in various life tasks).

In our understanding, the most interesting result is that a significant interaction in the Emotional Clarity variable was found. This could mean that the entire programme has been able to make the subjects more conscious of their emotionality. More than having an effect on a single emotional skill, this result appears to indicate that the programme has had an effect on increasing the processing of emotional information (emotional intelligence) and the ability to work on it. This is coherent with the work done with the LiVE Project on emotional comprehension via the arts.

Finally, it is important to observe positive trends in the indirect effects of the LiVE programme on school atmosphere and academic performance, although we should view these results with caution, as they were analysed retroactively, with no pre-test data. These results indicate that the project not only affected the social and emotional development of the students themselves,

but that the skills that were addressed could act as more global mediators of effects influencing well-being and school performance.

4.2. Results linked to reports made by others

All the significant differences mentioned up to now were found in the scores of the students' self-reports. With the reports from fathers/mothers we found no significant difference, meaning that with regard to the vision of parents, there was no difference between students from one group or another. It is possible that fathers/mothers tend to over-value their children thus having repercussions on the homogeneity of the scores, and in the absence of differences among them, creates a ceiling effect.

The situation changed however, when we analysed the reports made by teachers, though it should be kept in mind that these analyses were limited. Therefore they should be read with caution as we only had post-test data for the control and experimental groups. In a nutshell, the results that were found are:

- When there was a significant effect in the adaptive variables of the group, these were always in favour of the groups which received interventions and never in favour of those which did not. This was the case for Study Skills, Leadership and Adaptive Skills.
- When there was a significant effect in non-adaptive variables, these were always in favour of the groups which received interventions. They showed the lowest averages in these aspects, while those groups which did not receive interventions obtained the highest averages. This was the case for Somatisation, Aggressiveness, Atypicity, Externalised Problems and Hyperactivity.

Consequently, these results allow us to affirm that in the interventions undertaken, according to what has been perceived/communicated by teachers, be they highly intensive (LiVE) or medium (POL), beneficial psychological effects have been achieved.

5. Discussion

Seen globally, we understand that the results have been beneficial, especially if we take into account that the projects have been implemented by a very diverse range of educational professionals.

The programme has undergone changes and defined/designed itself over these years, especially the activities related to the LiVE programme. Accordingly, it is not easy to monitor to what extent the extension activities in the arts suggested in the LiVE programme formed part

of an intensification of that worked on by the POL Project or, if they have trained or improved children's' sensibility towards the arts or, for example, developed their creativity via the proposed activities. If this is the case, we have not been able to observe the effect in these areas as they did not form part of the project's initial goals.

It is not unusual in many studies of this kind, that activities are designed using the instruments available for measuring results so that the changes can be "observed". In this study, fortunately from an educational standpoint, the opposite process has taken place, although this is not desirable from a research point of view.

On the other hand, it is difficult to ensure the validity of a programme when it has been implemented by a vast range of people with different levels of competence and motivation. Similarly, it is hard to control the way in which the activities have been undertaken with regard to the way the materials have been presented, the way the groups have been managed, etc. For this reason, in this type of study, external monitors are used to analyse how the programme is working, although by taking this approach it loses its ecological validity.We believe, however, that the fact that it was the teachers who were in charge of undertaking the intervention is highly valuable with regard to the implementation of the programme in other schools, given that this increases its ecological validity and thus augments its possible lifespan. That it is the teachers who are in charge of implementing the intervention has obvious advantages, especially with regard to the knowledge that they have of each child and of the group as a whole. It is they, therefore, who can best adapt the activities towards the goals to be reached, although this makes the evaluation of the programme harder. In this respect, Diekstra (2008), in his meta-analysis on the characteristics of the social and emotional educational programmes which produce the best effects, affirms that "teachers appear to be as effective at imparting programmes as psycho-social professionals" (p.297).

We believe that beginning with a project created, for the most part, with groups of students starting out with high averages of competence and using an ecological focus, and by using the schools' own resources, every small improvement is a big achievement. In addition, simply beginning a research-action process, and the analysis which its development entails, has brought learning and ideas that have improved the results in an accumulative way, though this is not easily measured in the short-term.

6. Recommendations

Based on the experience obtained from this project over three years in the specific context of Cantabria, but also bearing in mind the psycho-educational research results on the effective-

ness of these types of social and emotional programmes (Diekstra, 2008), we put forward a number of recommendations for its continuity. Most of these recommendations have been absorbed and developed over these three years in the Botín Foundation's ongoing *Responsible Education* programme, despite the fact that it has not been possible to implement them in the study schools nor therefore to measure them in this evaluation so as not to affect the process itself. Thus, only future research can reveal the effects of these developments.

- *Starting from an early age.*

  Although the evaluation was initially done with the ideal primary school age group for participation in this research, training in social and emotional skills is most effective if begun at an early age and if maintained in a systematic way throughout infant and juvenile development. The Botín Foundation has worked from the onset with all school stages (infant and primary, 3 to 12 years of age), and has incorporated the secondary education stage (12 to 16 years of age) as the participating children have progressed through the school grades.
- *Using more dynamic materials.*

  Experiential education and, in particular, social or emotional skills or the inculcation of values is fundamental to the creation of a significant learning process for children. Flexible resource materials and projects, which need active application and participation and which are contextualised with regard to their motivation, needs and emotions, are essential prerequisites for every type of educational project and more so if we hope to apply and increase their use in real life. To achieve this goal, and in response to the demands of teachers, the Botín Foundation has designed an Audiovisual Aids Bank for the infant, primary and secondary stages. The Audiovisual Aids are more flexible than the resources of the POL programme and have a greater range of materials which are not just limited to pencil and paper.

  Even so, we propose *theatre* as a fundamental medium via which, as an educational project (and in which furthermore, it is easy to involve all educational subjects), training in personal and social skills is achieved. This approach also allows the participation, training and interaction to be simply arranged for the entire school community (including administration and service personnel, teachers and families). We feel this medium is even more fundamental as children get older.
- *Systematic coaching.*

  One of the conditions observed in the effective programmes in this field is that they go hand in hand with follow-up work, support and teachers' (or in some cases monitors') participation in their development. This support is usually given at the school itself in the form of workshops where an expert guides the group towards goals, offers feedback on

actions, gives directions for improvement, and any obstacles encountered are worked through together by looking for solutions.

- *Intensive training and integration in the school organisation and the curriculum.*
  It is advisable that once the goals have been set that skills should be worked on regularly, on a weekly basis. Knowing the reality of education, we understand that it is difficult to achieve intensive training due to the lack of "free" time to work on these topics (especially when there is no weekly tutor session) but this can and should be fulfilled by addressing the theme and training the relevant skills across all the subjects in the curriculum. The workshops referred to above could be a rich context from which to generate one's own pedagogical units wherever necessary, and also to employ or adapt units created by others.
- *Transferral to real life.*
  This has already been done with the LiVE Project in the form of "tasks to work on with the family at home". The aim is, as much as possible, to broaden the possibilities for applying what has been learnt at school. To do this, web 2.0, online forums and blogs can be used where students can keep individual and/or shared "logbooks" in which they can record daily situations when they employ the values and skills they have worked on. Some of these situations put forward by the students themselves can be acted out in the classroom and shaped via role-playing.
- *Teacher training used in the application of the programme as well as training for the management and administration teams.*
  Consequently, those responsible for putting the educational programme into practice within an educational setting – in this work framework it would be the tutors or teachers of the schools themselves – must be well-trained. This implies, for one thing, that they themselves are competent on a social and emotional level, in other words, that they are good and coherent role models. For this reason, at the Faculty of Education of the University of Cantabria we have introduced, as a compulsory part of a new Masters Degree in Teaching, a course for training future teachers in social and emotional skills and in values. This initial training must be complemented with training, offered by Teachers' Training Centres and educational centres, that engages all educational personnel, including management and administration staff.
  In addition, the Botín Foundation and the University of Cantabria have set up a *Master's Degree in Social, Emotional and Creative Education* awarded by the Faculty of Education, done in parallel with a Degree in Teaching, thus providing a double degree, as well as training in excellence for future teachers.
- *Training for parents.*
  To encourage family participation in activities begun by students, and training via Schools for Parents or other methods.

- *Future research.*
  To use a sample with younger subjects to observe the effects without the interference of the sudden evolutionary change from pre-adolescence to adolescence and perform follow-up evaluations throughout life for more than three school years; to use 360° evaluations with external blind judges/observers; choose control schools starting from scratch with regard to the application of social and emotional programmes, and experimental schools where we can be assured that these topics are only tackled through the evaluated programme.

Likewise, it would be recommendable to combine the understanding of the data given here with the results of the pedagogical assessment report (Argos, Ezquerra, Salvador and Osoro, 2010). This would help to shed light on the context of the experimental schools as well as their motivation, initial commitment or obstacles observed by the main subjects during the setting up of the project.

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Pedagogical Evaluation of a Social and Emotional Educational Programme

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As explained previously, the LiVE Project fits, as an educational experience, within the Botín Foundation's working model of *Responsible Education*. Since the school year of 2003-2004 Responsible Education "promotes, supports and facilitates children's development in affective-emotional, cognitive-behavioural and social aspects. It is a model shared with the family, school and the community"[3]. As is pointed out in the document just mentioned, some of the project's most significant characteristics are: close collaboration with Cantabria's Regional Education Council, voluntary participation of all educational partners, commitment, continuous training, a longitudinal approach and ongoing assessments, both internal and external.

The LiVE Project is made up of the implementation of the five following programmes. The goal is to encourage children and young people's emotional, cognitive and social development, foster communication and improve coexistence in schools, through the work of teachers, students and families:

- *Prevent in Order to Live (POL):* an adaptation of the programme of the same name created by the Foundation for Help against Drug Addiction (FAD) and aimed at students between 3 and 12 years of age. It is applied in tutorials and different subjects.
- *Film and education of values*: a FAD programme aimed at students between 6 and 12 years of age. It can be applied in different subject lessons and in tutorials.
- *The value of a story*: also from FAD, for children from 6 to 12 years of age is complemented by *Travelling Chests* created by the Germán Sánchez Ruipérez Foundation for Infant education stage (3 to 5 years of age). The area of language is worked on.
- *ReflejArte*, devised by the Botín Foundation (for students between the ages of 6 and 12). The subject of art is worked on.
- *Music and Comprehensive Development*, has been devised by the Botín Foundation to foster universal values via music (aimed at students between the ages of 6 and 12).

1. Introduction

The evaluation process, which we will now present, was carried out in two schools in the Autonomous Community of Cantabria: a state-assisted school and a public school, in the stages of Infant Education and Primary Education. This process is part of the framework of the collaboration

Some of the (Responsible Education) project's most significant characteristics are: close collaboration with Cantabria's Regional Education Council, voluntary participation of all educational partners, commitment, continuous training, a longitudinal approach and ongoing assessments, both internal and external

agreement signed by the Botín Foundation and the University of Cantabria for the "Pedagogical evaluation of the implementation of the LiVE Project"[4] with the aim of evaluating its efficacy and validity, by assessing its implementation and development as carried out by the main educational-school partners of said schools: the management and teaching staff.

The creation and development of this evaluation process responds to the need to carry out an external evaluation, as a complement to the evaluation that the Foundation and the Government of Cantabria's Education Council have been developing up to now and which was presented in the 2005/06[5] school report.

1.1. Objectives and types of evaluation

The general objective is to effect a progressive and final evaluation of the development of the LiVE Project, and the various programmes it consists of, from the perspective of the teaching and management staff at the schools under study.

The objective is divided into two others of a more specific nature:

- To understand the progress of the teaching staff and the management teams of the schools in relation to their conceptions and the ways of working they have adopted within the areas of social and emotional education and the education of values.
- To detail the perspectives held by the management teams and teaching staff with regard to the various LiVE programmes, analysing in a contrasting way, the evolution taking place with regard to the development of the project.

On a methodological level, although we have not rejected any kinds of ideas for the development of the process, we have essentially used a natural-qualitative focus. This leads to the design and

use of a variety of strategies and tools (questionnaires, in depth interviews, content analysis…) which have allowed us to gather at the greatest levels of depth, relevancy and referential/contextual sensitivity the numerous objects, areas and facets that we hope to evaluate.

This paradigmatic approach entails a certain complexity. Since, together with factors that are part and parcel of any educational process, given the fact that it is "built" from basically interpersonal frameworks generating high levels of unpredictability, another, no less important one is added. This is the intrinsic complexity brought about by a study of an axiological nature, in other words, studying the area of values which, although they have an objective quality, also have a more subjective side - that which gives each value its meaning and, in turn, personalises it.

1.2. Identification of target audiences

This pedagogical evaluation project focussed on two types of audiences. Firstly, one directly linked to the project's development that can provide us with first hand information on the process that was followed (management teams and teaching staff at the schools) and secondly, institutional audiences which were the recipients of the 2005/6 evaluation report (Botín Foundation and the Government of Cantabria's Education Council, see endnote 4).

1.3. Evaluation criteria

The criteria considered for the project's evaluation and the features or indicators of which they, were as follows:

- The *context of the programme*: Previous work on the topic. The decisions to be made. Agreements between teachers. Modifications to the training provided. Resolving initial problems. Initial changes entailed by the project.
- The *training programme*: Clearly defined values and abilities. Programme well integrated into the LiVE Project as a whole. Cohesiveness of the programme with the schools' goals. Enough time for the development of activities. Consequences of the programme on other school activities.
- *Project management*: Coordination arranged by those in charge. Continuous evaluation procedures. Coordination mechanisms among those involved. Promotion of the programme. Difficulties in the programme to be kept in mind for its improvement. Activities carried out with other schools.
- *Human resources*: Subject Specialisation (teachers have the qualifications and experience to teach the subjects they have are teaching). Teacher Training. Teacher involvement. Assessment of the support provided by the Marcelino Botín Foundation.

- *Material resources*: Adaptation of facilities and equipment. Availability of materials. Adaptation of materials to suit the characteristics of the students. Fitting out classrooms, computers, library, etc. Satisfaction of the participants with the resources. Assessment of the Marcelino Botín Foundation and assessment of the Education Council of Cantabria.
- *The training process*: Methodological strategies which facilitate the achievement of the goals. Evaluation methods are consistent with the goals. Satisfaction of the participants with the programme's development.
- *The results*: The analysis of results was considered for the programme's improvement. Student satisfaction with the project's achievements. Satisfaction of the management team/teaching staff with the classroom/school atmosphere. Satisfaction of the management team/teaching staff with the level of student participation. Satisfaction of the management team/teaching staff with the project's achievements. Satisfaction of the teaching staff with the effort invested. The existence of procedures to understand the effects of the programme on others in the student's surroundings (for example, on family members).

1.5. Timetable

The evaluation process was developed in three stages:

- Initial evaluation: from October-December 2006 to June 2007
- Intermediate evaluation: from June 2007 to May 2008
- Final evaluation: from June to November 2008

2. Methodology: procedure and instruments used.

Below we present a summary of the methodological process followed and the main instruments used for the evaluation process.

2.1. Contact with the field: definition of the area of evaluation and approach to audiences

After giving consideration to a number of possibilities, the evaluating team opted to centre the evaluation on the perception held by the main school educational partners in relation to the development of the various programmes that make up the LiVE Project and, more specifically, the management teams at the schools and the teaching staff involved in the project.

On account of this, prior to entering the "field of work", it was necessary to contact all the professionals from the schools to inform them of the Evaluation Plan and its stages and the type of tasks involved both for the members of the management teams and the teaching staff. Accordingly, meetings were held, not only to introduce the research team but also to inform the

stakeholders about the proposed Pedagogical Evaluation Plan as well as to clarify any doubts and suggestions that people might have.

2.2. Development of instruments for the gathering of data

Given the methodology established for the development of the evaluation project, we understood that the interview was the most appropriate instrument for data gathering. The chosen style should respond to a semi-structured format, keeping to a structure that would provide consistency. This would facilitate the later analysis of the interviews and enable comparisons to be made of the different groups and kinds of audiences. The use of semi-structured interviews would permit the inclusion of new elements which would give the interviews a certain flexibility and allow more relational spontaneity between the interviewees and the members of the evaluating team.

The content of the interviews, both for those aimed at the management teams and the teaching staff, covered the same areas, namely, the context of the project, the teaching programme, the management of the programme, the human resources, the material resources, the training process and the results of the project.

For the development of each interview with each of the different types of audience, the evaluating group designed two tools: the interview *Guide* and the interview *Script*.

The Guide is an instrument used by the evaluating team internally and it has four different parts –the aspects to be evaluated, the questions which can be asked, the answers which might contain information and, finally, a semi-quantitative assessment of each of the seven areas previously mentioned. These were summarized into a selection of aspects the evaluating team found relevant and which, therefore, became the main evaluation references or criteria.

The interview Script was given to the audiences prior to the design of the interview in order for them to get acquainted with the issues contained in it and to give them a chance to consider the issues beforehand.

Two kinds of questionnaire were also designed which gathered data, from management teams and teaching staff, on the evaluation criteria at two specific moments (the intermediate stage: June 2007) and the final stage (during 2008). The estimated ratings of each of the items went from 1 (poor) to 4 (excellent).

As a general consideration, it can be clearly seen that the LiVE Project was highly rated by both the management teams and the teaching staff at the schools. Today everyone understands that processes of educational innovation must be set up with the direct, active and enthusiastic involvement of the management teams of the schools

The evaluation criteria that were established were maintained as a connective thread to give coherence to the analysis of the data. Thus, we were able to create a methodological triangulation (the data was gathered from various procedures or instruments both qualitative –interviews– and quantitative –questionnaires– and from a range of subjects –we asked different groups of subjects about the same topics). This triangulation and the intersubjective contrast it brought, lent validity to the study.

3. Results

In this presentation of results, we will give priority to those relative to the final stage of the evaluation and, taking them as a reference point, we will observe the evaluations of the initial and intermediate stages in relation to each of the evaluation criteria contemplated. In the following table and graph we show the global results by evaluation criteria and stages of the project's development as a whole.

As a general consideration, it can be clearly seen that the LiVE Project was highly rated by both the management teams and the teaching staff at the schools.

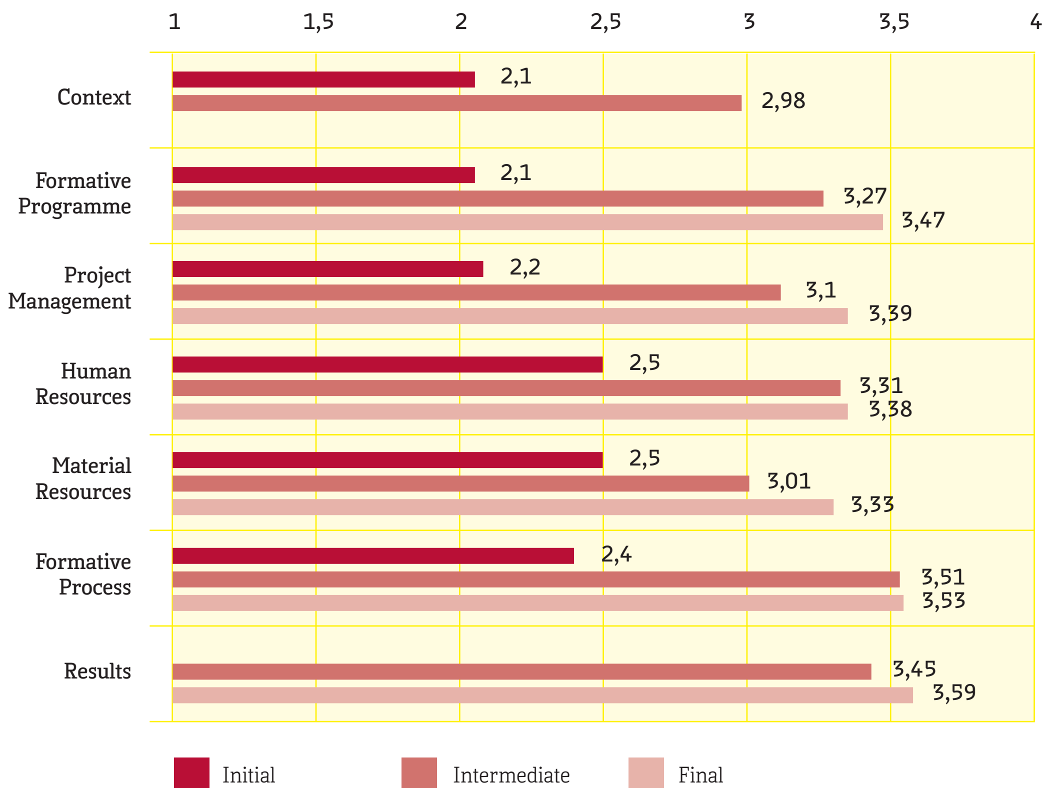
The former usually rated each of the criteria which were being analysed much higher than the teachers. This datum could be explained both by the fact that the management teams, being the most directly "involved", had to take on an institutional commitment to the project, as well as having less data on the difficulties incurred in the day to day development of the LiVE Project. We consider this positive perception very important and it should continue to be so as, together with the project's coordinators, the management team is responsible for taking on the institutional leadership and therefore, the more enthusiastic they are, the better the end results will be.

Today everyone understands that processes of educational innovation must be set up with the direct, active and enthusiastic involvement of the management teams of the schools.

	Average Values			Code (*)		
	Initial	Intermediate	Final	Initial	Intermediate	Final
Project Context	2,1	2,98		-+	+	
Formative Programme	2,1	3,27	3,47	-+	+	+
Project Management	2,2	3,10	3,39	-+	+	+
Human Resources	2,5	3,31	3,38	-+	+	+
Material Resources	2,5	3,01	3,33	-+	+	+
Formative Process	2,4	3,51	3,53	-+	+	+
Results	1,3	3,45	3,59	-	+	++

(*) Code: <=1,5: Bad (-); 1,5-2,5:Acceptable (-+); 2,6-3,5: Good (+); >=3,6: Excellent (++)

Table 1. Average values for criteria and stages



Criterion 1: Project Context

"From a reliable but not very "informed" premise to another more participatory and committed one"

A positive reaction has been perceived, both on the part of the teachers as well as by the schools' management teams, with regard to the evolution of the project. They all consider that the changes its implementation has brought about, as well as the difficulties and problems that emerged initially have been resolved in a satisfactory way. By the final stage they felt themselves fully committed to the project.

The teachers rated positively the project's repercussions on the all-round education of the students in accordance with the development of the social and emotional skills and values which the project had been expected to achieve. They make repeated references to improvements in skills such as self-esteem, empathy, respect and cooperation shown by the students in the various programmes.

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Another detail worthy of note was that the project was coherent, in the opinion of the teachers and management teams, with the education offered at their schools.

The various programmes were gradually integrated into the rhythms of the school day, although not all with the same intensity. *POL*, *Travelling Chests* and *The value of a story*, were the programmes that were the most integrated. The *Film*, *Music* and *Art* programmes, for their part, were less integrated. At times, these last programmes were perceived as additional

activities, as an extra task to be carried out, negatively affecting the time plan and creating some consternation among the teachers.

The amount of time foreseen for the development of most of the activities was considered insufficient at the start of the project, although in the final stage the teachers made a more positive assessment with regard to this aspect. This improvement is due to, for the most part, the fact that the teachers remembered the initial difficulties and the improvements that were needed.

Both the reviewing and the updating of the materials and activities undertaken by those in charge of the project, as well as the teachers' experience in the application of the programmes that form it, enabled an improvement in its application.

Criterion 2: Education Programme

"An interesting project which doesn't take up space…but does take time".

We find ourselves, firstly, with a set of very highly rated elements which are listed in decreasing order: *a programme which is coherent with the schools' goals and with the students' qualities; the effect of the programme on the all-round education of the student and other activities of the school* and, finally, the *successful integration of the specific programmes in the LiVE Project*. The *clear definition of the sought-after social and emotional values and skills* is located at a good, albeit intermediate, level. In our opinion, this last aspect requires attention in that it should be made clear which social and emotional values and skills are being worked on in the activities implemented by the various programmes – either to better clarify the content being worked on through each activity or, to better identify the effects that the use of certain methodological or organisational procedures have with regard to values (cooperative work, for example).

We also observed that one of the worst rated elements in the questionnaires referred to *organizing the foreseen amount of time set aside for carrying out the planned activities of the programme in such a manner that the desired goals may be reached*. The issue of the activities needing more time than was initially stated is one which was highlighted by the teachers and which was addressed by the project's institutional promoters and the teachers involved in the various programmes.

Another interesting aspect, form the standpoint of incorporating the programmes that make up the LiVE Project into the other school activities, relates to the coherence of the programmes with the schools' objectives. In this aspect and according to the audiences, the LiVE Project, by virtue of its intrinsic qualities and educational approach, is perceived as being coherent with the educational goals of the schools.

The teaching staff and the management teams clearly perceive the integration of each of the elements or programmes into the LiVE Project as a whole. This internal coherence of the project can be seen in the very positive opinion the teachers have with regard to the current relationship between the proposed goals and the methodological procedures linked to the evaluation and the activities.

Criterion 3: Project Management

"From the initial lack of definition and confusion to the natural integration of the project"

We can highlight two elements which have had a very positive evolution (from a *poor* evaluation in the initial stage to an *excellent* one in the final stage). We are referring to the *reviewing and updating of activities and materials done on a regular and systematic basis* and the *planning done by those in charge and its coordination with the rest of the programmes*. Thus, the most positive thing is that LiVE's programmes have been gradually integrated into the schools' planning.

The teachers and management teams therefore comment on this fact with a certain relief and satisfaction as they were able to unravel the "mess" which they perceived at the start of the project. "It has been getting better as it has become clearer".

Thus, the most positive thing is that LiVE's programmes have been gradually integrated into the schools' planning

On the other hand, the promotion and information about the programmes *among the various educational partners* (in particular families and teachers who are not involved) has been confirmed as unsatisfactory. Schools should make an effort with regard to an improvement in this aspect. On the one hand, information about it needs to extend to the teaching staff not directly taking part in the programme but who, as members of the school team, should still be informed about it and, on the other hand, information should reach the entire teaching staff participating in the project about what is being done in the various programmes that make up the project.

The involvement of the teaching staff in the programmes requires awareness, the right motivation, etc., and this has to be done in a continuous way, knowing beforehand the nature of

The aim of involving families in the progress of the programmes is one of the most important elements to help the project improve. We believe, as do the teachers, that the programmes' goals need the presence and involvement of families for their proper development

the work being done by other specific groups. All the existing information channels at schools must be used so that the teaching staff is informed and understands the work being done at the school, regardless of each teacher's level of involvement.

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An element, which is key for us, refers to the flexibility seen in each of the programmes in relation to the proposed activities and materials. In each of them, regardless of whether the material used allows greater or less flexibility in its application (for instance with the programmes *Film* or *The Value of a Story*…), changes and adjustments to the characteristics of the specific application are allowed. "At the start we were stricter about what had to be done each day or month, but now it's not a problem (…), before, we were given the exact day". On the one hand, this allows programmes to be adjusted to the schools' timetables, and on the other, we feel that it provides security and allows the teaching staff to make decisions when it comes to running the activities in the classroom.

Criterion 4: Human Resources

"Having good travelling companions is so important!"

If we analyse the various elements comprising this criterion, the one that stands out is the positive evaluation of *the Botín Foundation's collaboration for the support and training of teaching staff* in relation to the specific programme in which each teacher has taken part. We are referring to an evaluation which goes from *good*, during the initial stage, to *excellent* in the intermediate and final stages. The teachers have perceived and clearly valued the support of the Botín Foundation with regard to their training, in the planning and development of the programmes' activities, as well as the Foundation's willingness to introduce any necessary changes

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to adapt the project to the students or to the schools. Without a doubt, and as we have stated in interviews and meetings.... the concern and quick, apt and effective responses of the management team at the Botín Foundation have been, in the opinion of the people involved, a major factor in the project's success.

For all the elements which make up this criterion a noticeable trend of improvement from the start to the end of the process has been observed. There is an exception to this rule in the element which refers to the *adjustment of specific training for teachers in the programme's general content*. Analysing the training needs as a whole, we cannot overlook the fact that teachers need more training. It is true that the teaching staff have many activities and it is hard to find time to carry them all out. In general, they prefer activities that are "well pre-structured", i.e. that require less preparation time, fit better with the time available to carry them out and that come prepared with good materials and simple alternatives... However, we stress the need to develop training processes that provide in-depth and expert knowledge of the theme of each of the programmes.

Criterion 5: Material Resources

"The importance of having good resources"

If we focus on the specific elements which make up this criterion we have to say that the most highly rated are the *availability of materials for the development of the programme* and the *importance of the collaboration with the Marcelino Botín Foundation*. These two aspects in particular have had a very positive evolution going from *poor/good* to *excellent* in the final stage[6]. The most highly rated materials are those related to the *Reflect Your Artself*, *The Value of a Story* and *Travelling Chests*.

Criterion 6: Education Process

"What better reward than the satisfaction of the project's participants!"

The education process is the second most highly valued area of the project's criteria as a whole, maintaining an evolutionary sequence of improvement in all of its elements throughout its initial, intermediate and final stages.

A topic related to satisfaction (*satisfaction of the project's participants with the project itself*) appeared once again as the most highly rated element (excellent) in the intermediate as well as the final stages. We consider that this satisfaction, expressed by the teaching staff as well as the student body, complies with the incorporation of a number of organisational and methodological changes in the classroom and in the schools, which are as follows:

- A change of outlook regarding educational processes that take the teaching staff beyond academic subjects.
- The understanding of and satisfaction with "doing things differently", involving a variety of methodological approaches.
- The link between school work and life.
- A greater concern about connecting learning and personal development.
- Collaborative work between teachers and students.

An active and participatory methodology is very noticeable in a number of activities in all of the LiVE programmes. Although it is true that not all the programmes foster participation and activity with the same level of intensity, this aspect is constantly noted by the teachers.

Likewise, they underline that the strategies used substantially contribute to the strengthening of cooperative learning. This is very interesting for them as it serves as guidance for incorporating this methodology into their daily work in various areas.

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The teachers also point out that, in general, the activities are interesting for the children, making it easier, among other things, to involve them in the activities.

Criterion 7: Results

"The effort was worth it"

In this criterion –the most highly valued of the final stage– all the specific aspects that constitute it have evolved positively, the most relevant being the consideration of the results for improvement, student satisfaction, teacher satisfaction with the effort invested and with the achievements. The most striking thing is that the teaching staff, in all stages of the evaluation, has been satisfied with the effort invested and in each stage has noted that it involved a significant effort, although in the final stage the effort it involved was perhaps a little less. They rate the programme as "fairly demanding", "fully demanding", and "quite demanding".

Teacher satisfaction with *classroom atmosphere* –"great, time flies"– and *student satisfaction* –"they took part fully and thoroughly enjoyed it"– are the most highly rated aspects; from this it can be understood that the methodological procedures and the activities proposed in each of the programmes are appealing and well-suited to the needs of students. This aspect is related to the internal coherence explained previously.

The element which was rated the worst, even in the final stage with respect to the intermediate one, was the existence of *procedures to ascertain the effects of the programme on the students' surroundings (school and family)* which is why an effort to increase family communication should be emphasised. We consider that, in accordance with our earlier remarks concerning promotion and information about the programmes, without the support, prominence and the involvement of families, the effect of the project is diminished and loses strength. A continuous effort should be made from the start to the end of the various programmes with regard to family involvement because, in the opinion of the participating teaching staff, there was a noticeable decrease in the effort which was expended with regard to this aspect.

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4. Conclusions

To conclude, we will try to answer the basic questions that have been posed throughout the evaluation process: on the one hand, the achievements which, according to those involved, were reached during the project's implementation process and, on the other, the aspects of it that need to be improved. The answers to these issues can be summarised as follows:

- **Material resources** were, in general, highly rated by the participants in the project, although not to the same extent for all the programmes. Of them all, *Travelling Chests* and *The Value of a Story*, were the most highly rated, while there was a clear unanimity that the *POL* booklets were not very attractive and should be improved.
- Furthermore, the **availability of the materials and the organisation of the external activities** of the programmes were elements highly rated by the teaching staff.
- The teaching staff also emphasized the **active and participatory methodological** approach to the activities and in particular, the approaches that strengthen cooperative learning.
- **Classroom atmosphere, student participation and the effort made by the teaching staff** during the Programmes were the aspects most highly rated by the teachers.
- With regard to the specific programmes *Travelling Chests* and *The Value of a Story*, both were very highly rated by the teachers in relation to the methodological strategies they suggested. However, given the absence of specific programmes for encouraging reading at the two schools in this study, this rating is based more on its potential to achieve this goal rather than on its real contribution to the teaching of values and social and emotional development. Thus it requires us to be somewhat cautious when considering such a positive rating.

- The **demand for training** by the teachers with regard to the programmes was higher for the intermediate stage than the final one. This could be due to the fact that, once they were fully involved in the project they did not feel the need for training. Furthermore, this demand was only raised in relation to cooperative learning and the *Art* programme. From our viewpoint, and independently of the previous verifications, we regard proper teacher training for each of the programmes as a prerequisite for implementing them with the maximum rigour and for achieving the goals for which they were created.
- Along the same lines, a notable aspect was the positive rating in relation to the support given by the Botín Foundation for the **teacher training** involved in the programmes. For the relevance of the programmes themselves, we believe that training which meets the needs of the teaching staff for the various specific pedagogical techniques used in the programmes, as well as any needs the teachers may have of their own, is necessary.
- The magnificent rating given by the teachers and management teams with regard to the Botín Foundation's **support, accessibility and availability** during the development, adjustment and setting up of the various programmes was outstanding.
- The teaching staff did not give a positive rating to the **work done with families**. In its opinion the need to work collaboratively on the progress of the programmes was not properly explained. Consequently, families delegated much of the work on the education of values to the school. We believe that this element of the programmes must be improved, not only in terms of seeking more active ways to encourage family participation, but also in reviewing how programmes can be developed to include more activities where family collaboration is required.
- In the same area, the **level of promotion and information** about the programmes among teaching staff and families is not particularly satisfactory. We believe that this element is critical in relation to improving the three following areas: promotion and information for teachers not taking part in any programme, for teachers only taking part in specific programmes –to provide them with broader and more comprehensive information about the whole project– and lastly, for families.
- The **internal coherence** perceived in the design of the programmes regarding their goals, methodologies, activities or proposed evaluation procedures should be highlighted, although in some of them (as in the case of *Music*) it was necessary to adjust some elements of the initial design.
- In the area of **evaluation**, the teaching staff do not have reliable data on the level of attainment of values and social and emotional skills of the students although, as we pointed out before, there is a certain perception with regard to the improvement of particular skills (empathy, self-esteem, respect, collaboration…). The results obtained from the project's[7] psychological evaluation give valid data with regard to these achievements.

- The demand for **interconnected work** is one of the aspects to come out of the long evaluation process. Teachers have requested meetings and the opportunity to work with other schools. We believe that the philosophy of the project's own programmes is in tune with, and would allow for, this work methodology.
- With regard to the evaluation process carried out, we believe that the **instruments** used for the gathering of data have been shown to be useful, valid and reliable and thus could be continued to be used with very few adjustments. Perhaps the evaluation criteria established could be reviewed and some aspects grouped together.
- In an extended stage of the project, the instruments used (teacher and management team questionnaires) would be totally valid for the gathering of data for each of the project's programmes.
- With regard to the student body, the opinion of the participating students about the different activities should be ascertained, in particular at the ages where they already possess a certain level of ability when it comes to making considered decisions. The number of items could be reduced to include only the most pertinent and significant ones in order to better reflect the quality of the programmes and the effects on the participating students.
- Another evaluation area which should be discussed is the direct appraisal of the materials designed to be used with planned activities in the various programmes, in particular, the media they employ, the guidelines that accompany them, the amount of time scheduled, etc.

To conclude, the data gathered from this pedagogical evaluation supports –and we wholeheartedly agree– with the observation published in the Botín Foundation's Report (2008, p. 12)[8], which states that:

"Social and Emotional Education is more positive when the following are present:

- ***Willingness:*** *all those involved from the start and for the duration of the process do so voluntarily.*
- ***Involvement:*** *teachers do a great job creating and/or adapting any programme or initiative to its context, are committed to the process and turn it into something of their own. Their ideas and input are vital in this regard.*
- ***Active co-responsibility:*** *schools, families and the community support each other and share goals and tasks.*
- ***Planning:*** *All the actions implemented are rigorous, organised and recorded.*
- ***Close monitoring:*** *All the participants in the process receive training, support, guidance, attention and close monitoring.*

Notes

[1] Melero, M.A. and Palomera, R. (2011). *Efectos de un Proyecto de Educación Emocional y Social sobre el desarrollo infanto-juvenil (The Effects of a Social and Emotional Educational Project on infant-juvenile development).* Available online at www.fundacionbotin.org

[2] Argos,J.; Ezquerra,Mª.P.; Osoro,J.M. and Salvador,L. (2011). *Evaluación pedagógica de un proyecto de Educación Emocional y Social: Proyecto VyVE (Vida y Valores en la Educación). (Pedagogical Evaluation of a Social and Emotional Educational Programme: Life and Values in Education (LiVE))* Available online at www.fundacionbotin.org

[3] Marcelino Botín Foundation (2007). Annual Report 2007, p. 19.

[4] The complete report on this process can be found in Argos,J.; Ezquerra,Mª.P.; Osoro,J.M. and Salvador,L. (2011): *Evaluación pedagógica de un proyecto de Educación Emocional y Social: Proyecto VyVE (Vida y Valores en la Educación)*. Available online at www.fundacionbotin.org

[5] Responsible Education. Report for school year 2005/06. In a number of paragraphs in this document there is explicit reference to the evaluation results carried out, on the one hand by the Regional Education Council and the Marcelino Botín Foundation, and on the other by FAD (Fundación de Ayuda contra la Drogadicción - Foundation for Help against Drug Addiction).

[6] It is worth pointing out that since 2008 *The Audiovisual Aids Bank to encourage personal and social skills for Infant Education* and *The Audiovisual Aids Bank to encourage personal and social skills for Primary Education* have been used – both of which were published by the Botín Foundation.

[7] Melero, M.A. & Palomera, R. (2011): *Efectos de un proyecto de educación emocional, y social sobre el desarrollo infanto-juvenil.* Available online at www.fundacionbotin.org

[8] Marcelino Botín Foundation (2008): Social and Emotional Education. An International Analysis. Marcelino Botín Foundation Report 2008 Available online at www.fundacionbotin.org

[9] A tutor session is a regular weekly class that the teacher, who is responsible for the class on a pastoral level, holds with his/her class.

If we were to summarise this project in just one sentence, we would say that the subtleties and details analysed in this report – combined with the goals and approaches contained in the Botín Foundation's Responsible Education Programme – are the necessary ingredients for its success

- ***Long term:*** *The work should be longitudinal in order to observe contrasting results.*
- ***Evaluation:*** *Continuous, internal and external evaluations should be carried out to assist the analysis and improvement of both the process and the psychological impact produced by the various actions and programmes."*

Thus, if we were to summarise this project in just one sentence, we would say that the subtleties and details analysed in this report – combined with the goals and approaches contained in the Botín Foundation's *Responsible Education* Programme – are the necessary ingredients for its success.

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