

CHURCHILL FELLOWSHIP REPORT 2003

EMOTIONAL INTELLIGENCE/LITERACY AND THE APPLICATION OF STRATEGIES IN PRIMARY EDUCATION

USA AND UK

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Signed:

Dated:

Elizabeth James

15th January 2004

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1.0 Churchill Fellowship 2003- Emotional Intelligence in USA and UK

1.1 Executive Summary

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Project Description:

To study Emotional Intelligence and the application of strategies to develop Emotional Intelligence in primary education.

Fellowship Highlights:

- 3 day Character Education Partnership 10th National Forum in Arlington, Virginia
- Completion of the Character Education Partnership's full day Eleven Principles Sourcebook Workshop in Arlington, Virginia
- Agnes Y. Humphrey School for Leadership and observe a peer support activity
- Patrick F. Daly School, both in the Red Hook district of Brooklyn, New York
- Red Hook Community Justice Centre, Brooklyn, New York
- The School at Columbia University and the opportunity to observe a Grade 3 activity in social and emotional learning
- Joint conference by the Academic Development Institute and the Collaborative for Social and Emotional Learning, at Tinley Park, outside Chicago
- Whole School Emotional Literacy: How to Make it Happen workshop in London, co-hosted by Antidote and the School of Emotional Literacy in Gloucestershire
- Discussions with Principal, School of Emotional Literacy, Elizabeth Morris, her diploma students, and Cathy Sex, Learning Support Unit of Paulsgrove PS, Southampton, which is involved in her programs
- Discussions with Elizabeth Herrick, Principal Educational Psychologist, Southampton Psychology Service, Southampton City Council, and her school support staff
- Attendance at 3 day NASEN conference in London
- Attendance at full day workshop with Peter Sharp, Emotional Literacy and Leadership.

Conclusions:

- Social and emotional learning (SEL) is recognised in the UK and USA as a vital component to effective learning and the development of emotionally literate students who communicate well, and manage peer relations with empathy, calm and self-discipline
- Emotional literacy (also referred to as 'intelligence') is more effectively promoted and implemented in schools when supported by proactive educational authorities
- Educational opportunities to promote social and emotional learning are not reliant on practical resources. It is successful when staff are committed and knowledgeable, when the

school community values its inclusion and the concepts permeate all aspects of the school culture.

1.2 Acknowledgements

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- The Winston Churchill Memorial Trust
- The Northern Districts Education Centre (Sydney) for their sponsorship
- Ms Jo Jones, Nimmitabel PS, a 2001 Fellow, for her enthusiastic support and encouragement
- Referees, Geoff Buckland, Principal Valley View PS, Mr Peter Comino, President Valley View School Council and Ms Karen Maiden, District Guidance Officer, Central Coast District
- Ms Linda Lantieri, co-founder and National Director, Resolving Conflict Creatively Program, New York
- Ms Robyn Stern, Emotional Intelligence Specialist, The School at Columbia University
- Ms Sheila Brown, Project EXSEL, New York
- Mr Nino Nannarone, Senior Program Associate, Educators for Social Responsibility, New York, and Director, Resolving Conflict Creatively Program, New York
- Ms Sara Barnes, Principal, Agnes Y. Humphrey School, Brooklyn
- Ms Lynne Silverstein, Special Education, Agnes Y. Humphrey School for Leadership, Brooklyn
- Ms Kate Leonard, Principal, Patrick Daly School, Brooklyn
- Ms Lauren Hyman, The School at Columbia University, New York
- Mr Mark Myer, Director of Research, The School, Columbia University, New York
- Mr Jeff Posner and Ms Iris Wyatt, Character Education Partnership, Washington DC
- Jennifer Miller, Director, Illinois Initiatives, CASEL, University of Illinois, Chicago

United Kingdom:

- Antidote, London, and Director James Park, Susie King, Membership and Marketing Co-ordinator, Harriet Goodman, Education Director, Researcher Alice Haddon, and Anne Murray, Development Director
- Ms Elizabeth Morris, Principal, School of Emotional Literacy, Buckholdt House, Frampton on Severn, Gloucestershire
- Ms Elizabeth Herrick, Principal Educational Psychologist, Southampton Psychology Service, Directorate of Lifelong Learning and Leisure, Southampton City Council
- Ms Cathy Sex, The Quiet Room, Paulsgrove PS, Portsmouth
- Mr Peter Sharp, former Principal Educational Psychologist, Directorate of Lifelong Learning and Leisure

2.0 Introduction

For the purpose of this report, the terms 'emotional literacy', or 'social and emotional learning (SEL)', will be used, as it more readily relates to the learning environment. The terms are also more widely used in the organizations visited during the Fellowship. Any differences in between these and 'emotional intelligence' are beyond the scope of this report. Suffice to say that the term 'emotional intelligence' is more widely used in the USA, 'emotional literacy' in the UK.)

Emotional literacy refers to:

- recognising and understanding one's own feelings and emotions and those of others
- using this information to decide on an appropriate response or action

in order to develop and maintain healthy interpersonal relationships, effective decision-making, and enhanced behaviour and academic achievement.

Literacy is a skill of decoding, of making sense of something. It is most commonly recognised as the skill of decoding the spoken and written word, to understand what is written and what is read, to make sense of the messages intended by the speaker or author. In the emotional context, literacy is the skill of making sense of one's own feelings and emotions, and those of others, to understand what is behind the messages being sent and received by an individual and another. Sound emotional literacy skills provide for effective communication with others, enhance problem and conflict solving, assist in cooperative activities and enable effective negotiation.

An emotionally literate person is confident (in their abilities), empathic,(in their relations with others) self-managing (in their own emotions) and responsible (in their own actions).

In the 1980's, the concept of various intelligence domains was expounded by Howard Gardner, two of which he called interpersonal intelligence and intrapersonal intelligence. The term 'emotional intelligence' was first coined by Peter Salovey and John Mayer, both university professors and psychologists. In 1995, Daniel Goleman published his book *Emotional Intelligence: Why it can matter more than IQ*. He states that emotional and social skills are better predictors of success and well being than academic intelligence. He outlines the important competencies of social and emotional learning:

- self and other awareness: identifying and understanding feelings, understanding the difference between thinking, feeling and acting
- managing difficult feelings: controlling impulses, managing anger
- self-motivation: set goals, persevere
- empathy: taking another's perspective, showing care for others
- management of relationships: making friends, collaboration, cooperation.

Educators have become aware of the value of holistic education. The cognitive (thinking) and the affective (feeling) domains, developed in tandem from an early age, will lead to more positive outcomes in wellbeing, and emotional and social management. Research has demonstrated that competence in emotional literacy is a strong predictor of academic success. The need for emotional literacy education is clear.

3.0 Emotional Intelligence in the United States

3.1 The School at Columbia University, Upper West Side, Manhattan, New York, USA

Contacts: Mrs Robin Stern, educator, Teachers College, Columbia University; Social/Emotional Specialist, The School at Columbia University, New York

The School was opened on 17th September 2003, just 3 weeks prior to my visit. It began with grades K to 4, catering for the children of the Columbia University faculty, and also local children who are admitted through a random lottery. It will ultimately cater for grades K-8.

The School employs the best that the education fraternity can provide. Teachers possess advanced academic degrees and in some cases, multiple degrees, from around the world. Classes are staffed by an Associate Teacher, though not necessarily with teaching credentials, and a Teacher with accreditation and experience in teaching. State of the art technology is used throughout the school, with digital whiteboards and projection systems connected to computers provided through a partnership with Apple. Laptop and wireless technology are provided throughout the 6 storey building.

The School is a research and development facility for the University, studying a range of topics that impact on teaching and learning. Professors and trainee teachers from the Teachers College will utilise The School in their professional training and research.

The Social/Emotional Learning Specialist at The School is Robin Stern, a practising psychotherapist and consulting psychologist. Ms Stern is currently a teacher and a Research Faculty member at the Institute for Learning Technologies at Columbia University. She has a strong commitment to social and emotional learning and its impact on student performance and well being. Ms Stern also serves on the Board of Education for New York City where her expertise in social and emotional learning (SEL) contributes to the development of programs in SEL for elementary school students.

Mrs Stern introduced me to The School and its staff, including Mark Meyer, Director of Research and Curriculum Design. Mr Meyer is the author of the school's integrated curriculum. He is committed to providing a challenging learning environment for everyone in The School's community.

Following a tour of The School, I was invited to view a social/emotional lesson presented by Lauren Hyman, Social Emotional Education and Violence Prevention Consultant, and her colleague. The class was a Grade 3 group who were presented with a 45minute activity through their lunch break. The stimulus was a video shown via the classroom's integrated computer projection system, controlled either directly at the computer terminal or one of the wall-mounted control panels. The screen was the size of the average classroom whiteboard and the clarity of the image and sound was more than adequate for this learning environment. Most students were engaged and actively participated during the presentation. Ms Hyman was particularly enthusiastic about the potential of SEL programs and her commitment to the implementation of such activities was evident in her delivery. We were accompanied by Ms Sheila Brown, coordinator of Project EXSEL (Excellence in Social and Emotional Literacy). Unfortunately, I was not able to discuss this program with Ms Brown due to time constraints.

3.2 Resolving Conflict Creatively Program (RCCP), a program of Educators for Social Responsibility(ESR), Metropolitan Area, New York

Contacts:

Ms Linda Lantieri, Founding Director, RCCP;

Mr Nino Nannarone, Director RCCP, Senior Program Associate, ESR;

Ms Sara Barnes, Principal, PS 27 Agnes Y. Humphrey School For Leadership, Brooklyn;

Ms Lynne Silverstein, Special Educator, PS 27 Agnes Y. Humphrey School for Leadership, Brooklyn; Ms Kathleen Leonard, Principal, PS 15 Patrick Daly School, Brooklyn.

PS 27 Agnes Y. Humphrey School for Leadership is located in the Red Hook District of Brooklyn, A waterfront neighbourhood, it has one of New York's largest public housing developments. With classes from Pre-Kindergarten to Grade 9. 59% of students are from an African American background and 38% Hispanic. Principal, Sara Barnes, leads a dedicated and professional team of 35 teachers, most of whom possess masters degrees or higher. Average class sizes range from 20 in Kindergarten to 27 in Grade 9. Suspensions and absenteeism rates are dropping, and while the number of students meeting standards in English language arts is below that of similar or city schools, the number is steadily rising. The school provides a large range of special academic, community support, extra-curricular and parent support programs.

One of these is the Resolving Conflict Creatively Program (RCCP), the country's longest running school program focussing on conflict resolution and intergroup relationships. The development of social and emotional skills seeks to reduce violence, promote caring relationships and build healthy lives. The program aims to embed social and emotional skills within the school culture, through modelling and teaching.

The Founding Director of RCCP was Linda Lantieri, who is currently the Director of the New York Satellite office of Collaborative for Academic Social and Emotional Learning (CASEL). RCCP began in New York in 1985 and went nationwide in 1993. It is a program of Educators for Social Responsibility Metropolitan Area(ESR Metro), and, as stated in their flyer, is a not-for-profit group working in public schools and community organizations to help students, teachers, parents and youth activists develop skills, gain knowledge and build community. In a major scientific study of RCCP, involving 5000 students, 300 teachers and conducted over 2 years, it was found that the students demonstrated more positive behaviour, teaching became more effective and classroom climate improved. Standardised tests revealed that academic performance improved.

Components of the RCCP model include: professional development, classroom instruction, peer mediation, administrator, parent and support staff training, and train the trainers. On my visit to PS 27 Agnes Y. Humphrey School for Leadership, I was able to observe a session where a group of Grade 8 students were to become mentors for the new peer mediators. Ms Lynne Silverstein, responsible for this program, and Mr Nino Nannarone from ESR, conducted the session. The students involved were particularly keen to be involved and expressed a wish to have increased input into their roles and responsibilities.

3.2 Character Education Partnership (CEP), 10th National Forum, Arlington, Virginia, USA

This 3 day conference focussed on how communities build character development initiatives, using the strengths of character education, social and emotional learning, safe and drug free schools, service learning and civic education.

The conference was arranged with keynote speakers, optional school visits, and workshops. One special one day workshop, which I attended, was Implementing *Eleven Principles of Effective Character Education*, using CEP's new *Eleven Principles Sourcebook*. This was an especially rewarding day, attended by delegates from Canada and Malaysia. Most were women and many were Principals.

The second of the eleven principles is entitled Understanding Character Development and the sourcebook discusses the cognitive, emotional and behavioural sides of character- the thinking, feeling and acting skills so important in emotional literacy. The day involved frequent small and large group discussion and brainstorming, based on many of the above principles. By the end of the day, participants had a strong understanding of the process involved in developing a school community of character, and the basic premises that guide this understanding.

In addition to this workshop, many short breakout sessions were available. John Payton and Roger Weissberg, of the Collaborative for Social and Emotional Learning (CASEL) presented a session discussing the importance of social and emotional skills in conflict resolution. A new publication, *Safe and Sound*, presents the various programs available that support the development of these skills. The publication is a review of current programs for the guidance of school administrators.

Jonathon Cohen, cofounder and President, Center for Social and Emotional Education (CSEE), spoke of the preconditions necessary for effective implementation of social and emotional education. He spoke of the need for the support of the Principal and other executive staff and the commitment of all staff to developing the whole child. He also emphasised that social and emotional competency development should not be confined to the student body. Teaching staff also need to be developing and modelling appropriate social and emotional skills, within their classrooms and the staffroom. Cohen considers the staffroom, as well as the classroom, to be a community of learners, learning from each other. In this context, questions such as 'where do we want to be?, what are our goals?, what do we want to achieve this year?', are equally relevant to school staff.

Gary Smit, Superintendent, Lombard School District 44 in Illinois, presented a workshop 'Moving Character Education from Words to Action'. He considers that several important elements are essential:

collaboration and shared beliefs of all stakeholders, commitment, an integrated curriculum with experiential opportunities, modelling from home, school and in the community and training of educators. Smit's dynamic presentation provided a plan for developing character education in schools.

Larry Deiringer, Executive Director, Educators for Social Responsibility (ESR Massachusetts) discussed the creation of safe, caring and responsible classrooms. He spoke of win-win situations, teaching strategies, curriculum integration and provided a plan to integrate SEL competencies through class-based instruction. A review of the RCCP program was also provided. Deiringer's workshop was stimulating and thought provoking, with the practical applications being relevant to most learning environments.

The CEP national conference provided an opportunity to develop networks with innovative people and organizations across the United States. One of these was Nancy Reed, Character Education Coordinator, Hamilton County Department of Education, Chattanooga, Tennessee. In 2001, Reed published an Operating Manual for Character Education Programs, a complete plan for establishing a strong, long-term initiative in character education. Our informal chats, and her manual, have given me a sound starting point for developing a character initiative in a school community. Its application to the development of other school initiatives is evident.

Character education has a strong link to social and emotional learning and emotional literacy. Core ethical values, such as respect, responsibility, caring and honesty are demonstrated in classrooms through positive cooperative interactions and behaviour towards peers and staff. These behaviours are reliant on skills such as self-discipline, problem-solving, empathy and conflict resolution, all inherent in school emotional literacy programs, policies and cultures.

3.4 Academic Development Institute, Illinois, 2nd Annual Conference, 'Working Together for Student Success: How families, schools and communities promote academic, social and emotional learning'.

Contact: Sheri Plumier, ADI.

The combined ADI and CASEL conference held in Tinley Park, outside Chicago, provided Illinois and national perspectives on how families, schools and communities are working together. A wide range of groups were represented: Community Organising and Family Issues (COFI), Illinois school counsellors, Parents for Public Schools, principals, superintendents, training directors, Metropolitan Family Services to name a few of those leading the small group discussion sessions. National and state leaders in academic, social and emotional learning, community schools, after-school enrichment and family-school partnerships developed recommendations to move the state of Illinois forward in these areas and to integrate and coordinate their efforts. The enthusiasm and dedication of these leaders to their work and to enhancing their collaborative efforts was particularly evident.

4.0 Emotional Literacy in the United Kingdom

4.1 School of Emotional Literacy, Buckholdt House, Frampton on Severn, Gloucestershire

Contacts:

Ms Elizabeth Morris, Principal

Ms Cathy Sex, Learning Support Unit Coordinator, Paulsgrove Primary School, Southampton

The School of Emotional Literacy provides professional development services to people interested in training as emotional literacy specialists. (The term 'emotional literacy is more commonly used in the UK) Teachers, local education authorities, social and community services etc benefit from this expertise in assessment and development. Principal, Elizabeth Morris is a psychologist and psychotherapist with considerable experience in emotional literacy (EL). She has written extensively on self-esteem and emotional literacy and has recently published a series of titles dealing with emotional literacy indicators for schools, classes and individual students. In conjunction with Bristol University, the School of Emotional Literacy provides a Post Graduate Certificate in Emotional Literacy Development, conducted across the United Kingdom. Training days and workshops are also provided.

I was especially fortunate to have had several opportunities to work with Ms Morris. At Paulsgrove Primary School near Portsmouth, Ms Morris was providing support to Ms Cathy Sex, coordinator of the Learning Support Unit. Paulsgrove Principal, Ms Sue Tunmore, has been especially supportive of this unit. Ms Sex, a qualified teacher, has a background in student behaviour and counsellor qualifications. The students involved in the LSU have learning, emotional, social or behavioural issues and are referred by the administrative staff of the school. According to the 2002 Ofsted report, Paulsgrove serves an area of high deprivation, with above average levels of unemployment and situated in the poorest 12% of areas in the

country. Almost 100% of the enrolment has white UK heritage. The provision for social and moral development and student welfare are considered to be part of the school's strengths and given a high priority. (Reference: www.ofsted.gov.uk)

The heart of the LSU at Paulsgrove Primary School is the Quiet Room. This room is distant from the main class areas and its windows look out on the grassed end of the playground. It is furnished with a variety of seats, beanbags, cushions, lounge chairs etc, and is fully carpeted with deep pile. The colours are soft blues, found in the curtains, drapes and paintwork, where white clouds are scattered across the walls. The ceiling is draped with a light blue fabric to soften the edges and create a sense of 'other world'. In the corner, sits a tent-like construction, with a small entrance hole. Inside is a range of cushions etc to provide a soft area to relax. It is almost womb-like and is very popular with the students. Soft toys, a reading area of suitable titles, finger puppets, a mini-stage, plants and a water-cascade all add to providing a relaxing, calming and nurturing environment rich in sensory stimulation. At Paulsgrove PS, a trained reflexologist provides this therapeutic support. Ms Sex works with a maximum of seven students at a time, each receiving a 1/2 hr session with her three times a week.

The Cheiron Project, a trust aimed at promoting psychotherapeutic support and complimentary therapies for children, initiated the Quiet Room concept. Based on a holistic approach, The Quiet Room concept works to support the whole child: mind, body, spirit and emotions. Parents and teachers are vital components of this program, from the initial referral and an explanation of the program to support the child, through to the exit evaluation some six weeks later. Behavioural data and anticipated outcomes from parents and class teacher at the outset inform the program content. Evaluations will determine the child's exit from the program or continuation.

In September 2002, Fran Renwick and Bob Spalding, then lecturers at Liverpool University Department of Education, conducted a review of the Quiet Room project, which operated in seventeen primary schools in Merseyside and Croydon. They state 'the strength of the results... indicate that A Quiet Place interventions have a significant impact on the short term behaviour of children with emotional and behavioural difficulties.' They conclude that '...longer term follow-up data (is needed) to determine the degree to which gains are maintained over time.' (Renwick F., Spalding B., *A Quiet Place project: an evaluation of early therapeutic intervention within mainstream schools*, British Journal of Special Education, vol. 29, no. 3, Sep 2002, p. 144-149.)

Ten members of Ms Morris' postgraduate course in Emotional Literacy attended Buckholdt House in Gloucestershire for a one day workshop session. At the beginning of the day, a 'checkin' was held where each member was given the opportunity to speak about their work since their last get together. There are about 4 of these held annually. This is an extremely valuable part of the day where sharing and empathising brings the group together, where individual concerns about their work or study can be aired and supported. The main discussion presented by Ms Morris centred on striking a balance

between the known and the unknown. Much is known about alleviating symptoms of mental illness and the interventions to assist those afflicted. What is less known is the science of human strengths, healthy emotional processes and optimum functioning. The issues here are that emotional health is a process and as such, is dynamic, responsive to environments and changing. Further discussion related to the type of assessment tools that could be used for such processes. The breaks during the day allowed all the participants to catch up and strengthen their networks.

4.2 Antidote, Campaign for Emotional Literacy, Aldgate, London

Contacts:

James Park, Founding Director

Susie King, Membership and Marketing Co-ordinator,

Harriet Goodman, Education Director,

Alice Haddon, Researcher

Anne Murray, Development Director

Antidote is a support service for primary and secondary schools, offering training and consultancy in the use of emotional literacy to enhance learning, behaviour and well being. Though I was unable to visit any of their client schools, I was however fortunate to be a participant at their conference in London. Entitled 'Whole-School Emotional Literacy: How to Make it Happen', it had an experienced group of presenters.

Mr James Park, Director of Antidote, spoke about the conditions conducive to an effective emotional literacy initiative in schools, viz. an in depth EL audit to determine the current state of emotional literacy within the school and among its staff and students, and EL facilitator, preferably external to the school who can assist in its sustainability, and time, to learn together and to come to an understanding of EL in the school. Mr Park is on the Department of Education and Skills advisory group on Social and Emotional Skills, a qualified psychotherapist and a writer. He co-authored Antidote's book *The Emotional Literacy Handbook*, which was made available to participants.

Ms Elizabeth Morris, Principal of the School of Emotional Literacy in Gloucestershire, also addressed the conference. Following her introduction on the agents that shaped brain development, viz. an enriched physical environment, an enriched emotional environment and a degree of stress, Ms Morris he spoke of the four foundation beliefs: positive relationships are vital for brain development and therefore learning, behaviour is an expression of emotions, emotions affect both what and how learning takes place and emotions cannot be separated from the body or the mind.

Heather Daulphin, Deputy Head, Hampstead Secondary School in northwest London, has implemented EL at her school through professional development for senior managers, governors, heads of year and members of the schools behaviour support unit. Twelve of her staff have begun the certificate course offered by the School of Emotional Literacy, requiring an action project by each. The school stands to substantially benefit from these twelve focussed interventions. To support this, Ms Daulphin places strong emphasis on a strategic plan, with roles, attitudes, strategies and curriculum of prime importance. Professional development in behaviour management and emotional literacy, combined with tutoring within the school, support the plan.

Annie Hamlaoui, is a trained advanced careers practitioner and has a special interest in sensory learning styles and creating motivational learning environments. Over two years she developed a

program for yr 9 girls at a challenging school where academic attainment was particularly poor, staff did not remain for any length of time, rates of unemployment were high and violence was prevalent in the community. This school was a designated asylum seeker/refugee school. The girls involved stated that they felt rejected, miserable, angry and frightened. The press, the community, families and employers considered that the school had a bad reputation. They felt that it was hard to feel good about themselves, and therefore, hard to learn. They stated that the school was their home for the day, a safe place to be, away from the vendettas of the neighbourhood, where they could talk to their friends. The project, 'Sisters', involved girls of mixed ability in social and academic skills attending a 2hr session each week for 6 weeks. The initial session had a team building focus: session two was a communications workshop where discussions centred on the link between mind and body and how this affected mood and self-image. A visit to a theatre company, drama and body language provided additional stimulus to support this session. Session three was quite an active one with improvisation, scene building and acting out to develop character. Healthy lifestyle was the focus of session four, with outside guests providing positive female role models. Session 5 was a 'looking good on the outside' visit to a college beauty salon for a facial and makeover. Free choice was the final session to conclude the program. Ms Hamlaoui was extremely enthusiastic about the success of this program and the participants progress in developing self-esteem and a feeling of self-worth. Unfortunately, the program was discontinued after her departure.

Yomi Oloko is currently an education personal development worker employed by Hackney Behaviour Improvement Program. He is involved in a 3 term social skills program for Year 6 students, focussing on conflict resolution, developing communication skills and the transition to secondary school. Communicating feelings, assertiveness, hygiene issues, making friends are prime focus areas of his work.

Harriet Goodman, Education Director, Antidote, is especially committed to philosophy for children. The P4C (Philosophy for Children) originated at Columbia University, New York and is especially important for developing specific skills, viz. deductive reasoning, rituals for agreeing and disagreeing, speaking, listening, justifying beliefs, cross-examining etc. In a P4C session, the teacher reads a suitable story, eg. *Where the Forest Meets the Sea*, and then moves into the circle for the enquiry part of the session. In P4C, the students respond to the comments of other students with the teacher playing a less intrusive or dominating role. The skills mentioned above allow the discussion to develop positively with respect given to all participants. This process is considered, says Ms Goodman, less confronting for teachers who do not wish to address EL face on. The students control the tone and content of the discussion, and can contribute voluntarily. Peter John 'PJ' Prince of Gallions Primary School, one of Antidote's client schools, discussed his presentation of P4C in his class.

Anne Murray, Development Director with Antidote, develops and presents workshops for teachers and managers in promoting emotional literacy. Her publications include *Perspectives on Behaviour* and *Developing a Whole School Behaviour Policy*. Unfortunately, I was unable to attend their talk dealing with reflective groups for staff.

This conference was perhaps one of the most valuable for me as a teacher and administrator. Both these perspectives were catered for on this day by particularly experienced and knowledgeable people

in the education service. Their enthusiasm and commitment to their work and their students was especially heartening.

4.3 2003 NASEN Exhibition, Islington, London, UK.

The National Association for Special Education Needs conducted its annual 3 day exhibition at The Business Centre, in north east London. The exhibition presented a wide range of seminars, workshops and demonstrations on all areas of special education. Numerous publicists, both local and international, were there to present their materials. Held in the England's mid term break, the exhibition was extremely well attended and many seminars were booked out in advance.

A surprising aspect of this exhibition was the wealth of published material available to support teachers and schools, not just in special needs education, but also in EL.

4.4 Southampton Psychology Service, Frobisher House, Southampton, UK.

Contacts:

Ms Elizabeth Herrick, Principal Educational Psychologist

The Southampton Psychology Service is a section of the Children and Young People's Services division. The CYPS in turn is a division of the Lifelong Learning and Leisure Directorate of the Southampton City Council. Ms Elizabeth Herrick, Principal Educational Psychologist, provided my introduction to the work of the Southampton Psychology Service. Ms Herrick was not only extremely supportive in providing her valuable time, she also gave me a tour of the section, meeting all of the staff available. The service has a large staff of four Senior Educational Psychologists, and nine Educational Psychologists.

Emotional literacy is one of the top three priorities in the Department of Education and Skills (DfES). One of the initiatives that the service will be pursuing in 2003/2004 is one called EXPRESS- Enhancing and exciting Performance while Reducing Emotional Stress in Schools. This is a collaborative program with Berkeley Douglas Ltd, a strong presence internationally in the area of emotional literacy. This program operates school wide, with coordination meetings, training days, afterschool meetings for staff, training for staff and students in the use of the supportive biofeedback software, and community and parent outreach evenings.

Zippy's Friends is a coping skills program for students in Year 2. also earmarked for promotion in 2003/2004. Diana Holmes is its coordinator and she outlined the program content, viz. feelings, communication, friendships, conflict and coping with change.

A recent development by the Southampton Psychology service is their publication *Emotional Literacy Ages 7 to 11*, published by nferNelson. It is an assessment and intervention program for emotional literacy. The assessment covers self-awareness, empathy, social skills and motivation. The interventions address environmental changes, altered responses and teaching personal competencies.

The Director of Lifelong Learning and Leisure, Mr Ian Sandbrook, in collaboration with the Southampton Emotional Literacy Interest Group (SELIG) has launched *Promoting Emotional Literacy, Guidelines for Schools, Local Authorities and Health Services*. This April 2003 document provides steps in policy development, links with teaching and curriculum, the participation of staff,

parents and governors, and the importance of local education authorities and other supporting organizations in supporting emotional literacy. The document also provides weblinks, useful

addresses, and project development proforma. Short case studies from Southampton schools are included.

The Head of CYPS is Peter Lewis who provided me with some of his valuable time. We were joined by Ms Anne Dyton, Special Educational Needs Inspector who was reporting on the progress of the Vulnerable Children initiative. Provided with a government grant, this initiative addresses the needs of asylum seekers and refugees, chronically ill, young offenders, looked after children and teenage pregnancy.

Mr Weir discussed with me the development of emotional literacy in the Southampton area, which is now firmly embedded in the culture and language of schools.

One of the Educational Psychologists at Southampton Psychology service is Rachael Gass who visits 17 schools, each for about 4 to 8 days a year. The emphasis of her involvement is more on consultation and less on testing, though Ms Gass does conduct tests when a student requires a 'statement'. A statement refers to a student who has been identified as having a DfES recognised condition that will attract support funding.

The Department of Education and Skills has recently piloted a new program in several local education authorities and their selected schools. The Primary National Strategy, entitled 'Developing children's social, emotional and behavioural skills' (SEBS) aims to provide an explicit and structured curriculum in this area of child education. Due to its recent arrival in schools, it is not possible to make any comment about this program.

4.5 Peter Sharp Masterclass, Osiris Educational, Islington, London

Peter Sharp, formerly Principal Educational Psychologist, Southampton Psychology Service, is a principal consultant at Mouchel, a management advisory service in the UK. He is author of *Nurturing Emotional Literacy*. His workshop, entitled Emotional Leadership, focussed on practical approaches to leadership and management, as well as sustainable and ethical work practices. Mr Sharp is a dynamic and challenging speaker whose experiences provided a strong stimulus for discussion and reflection.

5.0 Conclusion

The focus on developing emotional literacy in children has been long standing in both the United States and England. Recent trends of increasing violence and crime in these countries only serves to emphasise the continuing need to promote and further develop programs and policies to support emotional literacy in schools. Additionally, research supports the link between social and emotional learning and academic attainment. The *American Psychologist* July 2003 edition includes an article by members of CASEL who analyse the research, which supports this link.

Schools and organizations visited during the Churchill Fellowship are supported by or offer a range of programs and initiatives to develop social and emotional wellbeing. The Resolving Conflict Creatively Program (RCCP), Collaborative for Academic Social and Emotional Learning (CASEL), Character Education Partnership (CEP), Center for Social and Emotional Education (CSEE), Wisekills, Character Counts, Youth Matters, Promoting Alternative THinking Strategies (PATHS), ABC Feelings, Antidote, School For Emotional Literacy, Educators for Social Responsibility (ESR), Southampton Psychology Service, National Emotional Literacy Interest Group (NELIG), and

numerous publishers - these are just a few of the many supports available to schools and teachers that I encountered during my visit to the United States and the United Kingdom.

Training opportunities in emotional literacy are offered in both countries. At the Lesley University in Cambridge, Massachusetts, an Advanced Professional Certificate in Conflict Resolution and Peaceable Schools includes a unit entitled Creating Just and Caring Communities in Classrooms and Schools, which addresses areas of social behaviour and prosocial attitudes. The School of Emotional Literacy in Gloucestershire runs a postgraduate certificate in Emotional Literacy Development at Bristol University, plus a range of school programs for parents as well as educators.

Numerous training workshops are also available, eg. Antidote, Ei (UK), Osiris Educational in Lincolnshire, Sowelu Associates in North Devon, Educators for Social Responsibility (ESR) in Massachusetts and New York, to name just a few.

Both the United States and the United Kingdom are very active in their efforts to promote social and emotional development, both in primary and secondary education environments. Staff are supported by a wide range of training and networking opportunities, consultation services, structured programs and assessment tools. The field of research into the benefits of social and emotional learning has a strong presence in the United States through the work of CASEL (The Collaborative for Academic, Social and Emotional Learning). CASEL has nationwide participation of academics and teachers supported by its website, regular conferences and workshops and its growing research database. In the United Kingdom, Antidote, the School of Emotional Literacy and the Southampton Emotional Literacy Interest Group work towards developing awareness of social and emotional learning across the nation.

6.0 Recommendations

There is no dispute in the educational and mental health fraternities that the development of social and emotional skills in students leads to more effective learning and behaviour. Continual research is being conducted in the United States and the United Kingdom, in schools and agencies, to further support the existing evidence. This evidence base is still small when compared to more rigorous studies in the scientific area. As new empirical research throws further light on the development of the brain and its relationship to cognition and emotion, the evidence gathered at the ground level, ie. in schools, will add support to the need for continuing development and refinement of classroom efforts in this area.

The field of emotional literacy education is a growing and dynamic one, with influences from society, the environment, governments at all levels, practitioner awareness and commitment, and school leadership. At the school level, the introduction of any educational initiative, including emotional literacy has generally accepted components for development:

- commitment from school leadership
- awareness raising of the value of emotional literacy principles (school and community)
- developing agreed core values, mission statement, and long- and short-term plans
- emotional literacy school audits involving all staff and students (benchmark data)
- training of all staff in implementation (ongoing)
- team creation, key personnel

- assessing and providing support: resources, personnel, budget
- ongoing evaluation related to benchmark data
- review and revision

The key concerns in this process include:

- a) staff resistance to what is perceived as an 'additional' teaching subject
- b) funding for classroom resources, training
- c) sustainability

These concerns can be addressed in a number of ways:

- a) an examination of personal development syllabus documents will show that much of what emotional literacy is trying to achieve is embedded in the content and outcomes of the curricula. Healthy and effective intra- and interpersonal skill development is the anticipated outcome of emotional literacy strategies. Additionally, the language of EL can be found in the ethos of the school and classroom: the verbal interaction between teachers and students, students and students and between teachers themselves, what is said, how it is said, the silent language of the body, the empathic and sensitive communication between students, teachers and parents, etc.
- b) new initiatives require some level of financial support, and appropriate planning enables schools to examine priorities with a view to long term change. Emotional literacy does not embed overnight and may take a few years to exhibit any measurable outcomes. A school that is committed to any initiative that caters for the well being of students, either academically or emotionally, will have budgetary considerations in management plans. Various agencies through grants and sponsorships may also be a source of financial support.
- c) access to external support personnel is a vital part of sustainability. Many initiatives are short lived after the initial passion has died. Participating staff are often too close to the action to be able to objectively view the progress of programs and can become overburdened with their other roles and responsibilities. An outside key support person is able to maintain the level of commitment from practitioners by virtue of their distance from the action. Regular visits to touch base and offer support help to keep projects on track. Enlisting the support of personnel from the local educational authority, such as the Personal Development Consultant, Student Welfare Coordinator etc, or from health agencies, even university personnel with interest in the area, will provide that important external stimulus.

When it comes to implementing initiatives in emotional literacy in particular, other factors come into play:

- Deciding where emotional literacy fits within the school's framework is a matter for the school community to determine- is it an adjunct to behaviour management in the school?, does it align with the pastoral care outcomes?, is it a stand alone or integrated curriculum, or a combination of both? Or is it embedded in the culture, policies and practices that guide the school towards developing the whole child?
- A whole-school approach to EL is widely recommended. All students, beginning in the earliest grades, should be exposed to the skills inherent in developing into emotionally literate adults. Programs need to be developmental in nature, building on previously acquired skills. Students with specific needs should be identified early for intervention, preferably in a climate that eliminates any possibility for labelling or ostracism by peers.

- As a new area in education, awareness raising in EL is a prime consideration for its successful implementation. The benefits are widely accepted, published and available. Much information is available, from the research base through to effective classroom strategies and activities. Websites abound in this area (see appendix for a short list) and many of the family and mental health oriented sites have sections devoted to EL. Universities and their libraries are also sources of information for staff. Daniel Goleman's *Emotional Intelligence Why It Can Matter More Than IQ*, Bloomsbury, 1995) is a good starting point.
- Appropriate professional development and observing EL in action are vital components to raising awareness in the first instance, and competency training in the second. It may be more productive to initiate the awareness raising and training through the application of EL concepts to teachers themselves, prior to training staff in the implementation of EL with students. An understanding of one's own EL status could certainly influence the delivery of classroom activities. This process however needs to be approached with tact and sensitivity. A private psychologist with a commitment to EL could be a suitable presenter.
- To support the growth of EL in schools, and to enhance the development of policies and programs, it behoves schools to establish a sound evidence base. The collection of benchmark data, progressive evaluations and exit outcomes data can be made available to educational authorities, other schools, governments, research agencies etc to inform future action. This is vital if Australia is to develop a unique database of effective policy and practice.

7,0 Personal Contribution to Enhancing Emotional Literacy Education

- 1) Demonstrate emotional literacy skills within my school
- 2) Raise awareness among staff and colleagues
- 3) Be available for inservice opportunities, with teachers and parents
- 4) Establish networks with colleagues, universities, education department personnel, health agencies, etc
- 5) Continue to publish articles in educational magazines
- 6) Further my learning through appropriate external studies
- 7) Study the application of EL principles within the education system
- 8) Develop programs for classroom implementation, initially at the local level
- 9) Establish an Emotional Literacy Interest Group via the world wide web
- 10) Seek funding to establish an action research project with local schools
- 11) Implement an EL program within my school, with a sound evidence base.

8.0 References

- www.antidote.org.uk
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- www.characterfirst.com Character Training Institute, west Main St, Oklahoma City, OK 73102, USA
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- www.eqparenting.com EQ Parenting, USA
- www.incentiveplus.co.uk Incentive Plus Ltd, Milton Keynes, MK17 0YN, UK
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- <http://theschool.columbia.edu> The School, 556 West 110th St, New York 10025, USA