ACTIVITIES ON THE PROJECT:

In the last few months, we conducted focus groups with all relevant stakeholders. Researchers from the three participating EU countries (Slovenia, Croatia, and Sweden) visited altogether 36 schools that are involved in the Hand in Hand project. Interviews were conducted in three separated groups, one with the leadership of the school, second with the teachers that teach the participating class, and the last one with randomly assigned students from the selected class. The databases from the before and after measurement are prepared for the first analysis. In these months, our Danish partner also conducted its own small-scale field trial. Four classes of 8th-grade students in one school and their teachers answered the questionnaire, followed by an intervention with two of the classes and teachers, as for the second part of the students, so far, they served as the control group and will be measured again before their participation in the student programme.

RELEVANT ARTICLES:

Teacher–child relationships, classroom climate, and children’s social-emotional and academic development

Abstract

Previous research has demonstrated that teacher–child relationship quality and classroom emotional climate are each related to children’s social-emotional and academic development, yet work examining interactional quality at both child and classroom levels simultaneously is limited. The current study examines whether teacher–child relationship quality as perceived by both teachers and children is associated with child social-emotional and academic outcomes over one school year and whether these associations are moderated by the quality of classroom emotional climate. Participants included 526 Grade 3–5 students and their 35 teachers from six urban public elementary schools. Higher child-reported relationship quality with teachers predicted lower child-reported depressive symptoms in spring, controlling for fall levels. Higher teacher-reported conflict was related to higher child-reported and teacher-reported aggression and lower ELA achievement. A significant cross-level interaction between classroom-level emotional support and teacher-reported conflict in predicting teacher-reported aggression indicated that higher quality classroom emotional climate may mitigate risk of aggression for children with poor-quality teacher relationships. Yet an overall lack of significant interaction effects indicates that classroom-level emotional support did not compensate for low-quality dyadic relationships, suggesting that
teachers in upper elementary school should be trained and supported in developing and maintaining positive relationships with each of their students.


**Increasing the Buy-In and Effectiveness of a Social and Emotional Learning Class Program in a SingleSex, Urban and Charter High School: Social and Emotional Learning Specialists and Student Perceptions of Its Implementation**

**Abstract**

Social emotional learning has yet to be implemented in many schools in America. Without adequate social and emotional skills, students struggle to navigate their academic and social environments. Students attending a single-sex, urban charter school participated in focus groups and completed surveys about their perceptions of a social emotional learning program that was implemented during the 2015–2016 school year. Social emotional learning facilitators completed surveys and participated in focus groups to ascertain the strengths and weaknesses of the program. Graphs and themes based on the information gathered from the surveys, open-ended questions, and focus groups were used to analyze the data. Both students and SEL specialists reported that class sizes were too large, students should be given a letter grade, and that more buy-in was needed from various stakeholders. This data could be used to help implement SEL programs across the country. Students, parents, communities, and schools should benefit from having high-quality SEL programs implemented in schools. This movement could help bring about social change and equity in a number of schools across the country that struggle to meet student and community needs.


**UPCOMING EVENTS:**

- **5th April 2019; Zagreb, Croatia:** *5th Annual Conference on School Mediation*
  HAND in HAND project will be presented at the 5th Annual Conference on School Mediation, which from the fifth year in a row brings together mediators, practitioners and academia who in one place bring together the latest knowledge in the field of school and peer mediation, the introduction of peer mediation as a preventive program into school facilities and the benefit of using mediation as an alternative method of resolving conflicts by nonviolent.
11th–13th April 2019; Zagreb, Croatia: 24th Days of Ramiro and Zoran Bujas
HAND in HAND project is going to be presented at The Ramiro and Zoran Bujas Days, which is an international, biennial psychological conference that provides a forum for presenting knowledge and findings from fundamental and applied research in all fields of psychology. The conference provides a platform for both Croatian and international psychologists as well as those from related professions to present and discuss recent research, to exchange ideas, to establish new relationships and reaffirm existing ones, and to plan new and ongoing collaboration.

15th May 2019 (at 12am); Webinar: “Discrimination in the School Context – Perspectives from Germany”
This webinar includes a theoretical and practical view on discrimination within the framework of schools in Germany. It is divided into three sections: First, structural conditions are identified that lead to discrimination in the school context. Thereafter, the most frequent categories of discrimination are discussed, through which individuals experience exclusion. Finally, insights and examples from the HAND in HAND project are given as a possible approach to reducing discrimination. Afterwards there will be the possibility to discuss the presented contents.
To register, please write to: nepc@edupolicy.net

In NEPC region, teachers have been beneficiary of wide range of professional development program aiming at professional and personal development. Do teachers need to be equipped for developing socio emotional competences in children or be enhanced to build their own socio emotional competences? What is (then) the role of professional development for educational staff if we recognize the role of school to be crucial for developing social and emotional skills? Shall the few-days-intense-program approach be revised in a more holistic approach aiming to continuous support for educational staff? If socioemotional education is covered by curricula, should it be also covered in pre-service teachers education?
In the perspective of whole school approach, this year NEPC Summer School will try to connect existing professional development with socio emotional education with accent on managing emotions and relational competences. The program will combine contributions from participants, workshops and lectures as well as reflection sessions.
This year Summer School was inspired by the Erasmus + Hand in HAND project and it hosts as keynote speakers and contributors, among other, Paul Downes, Associate Professor of Education at Dublin City University, and Helle Jensen, psychologist and family therapist, chairperson and co-founder of the Danish Society for the Promotion of Life Wisdom in Children.
To register, please fill the form at this link: https://forms.gle/0SUqNxbvFM6TPLVr5

If you wish to receive HAND in HAND news, please SUBSCRIBE HERE.