

Hand in Hand Newsletter - Issue No. 2

April 2018

ACTIVITIES ON THE PROJECT:

In the first half of 2017 the HAND in HAND project focused on the development of: (a) the strategic documents (Management Plan, Evaluation Plan, Quality Assurance Plan, Dissemination Plan), (b) the three catalogues ([HAND in HAND Assessment Catalogue](#); [HAND in HAND Programs for Students Catalogue](#); [HAND in HAND Programs for School Staff Catalogue](#)); and (c) the Policy Questionnaire. In the second half of 2017, the focus was on the assessment development (SEI measures selection and adaptation, cognitive laboratories, pilot study).

The assessment development started with the HAND in HAND assessment catalogue, as a first outcome, followed by the selection of measures and their adaptation and testing through cognitive laboratories in Slovenia, Croatia and Sweden. Based on the national contextualization in cognitive labs, the final measurement battery for pilots has been developed and translated in all languages (altogether, **2 questionnaires for students** (alternative versions A and B) with altogether 47 questionnaire scales covering students' family background, their self-reported SEI competencies as well as their perception of teachers' social competency and their perception of the quality of the classroom climate and **one questionnaire for school staff** with 37 scales covering teachers' professional background, their self-reported SEI competencies as well as their perception of the classroom climate). The translated questionnaires are at this moment being tested in a pilot study (in all countries involved in the field trials; data is being collected from 200 students and 100 members of the school staff, which will amount to altogether 800 students and 400 members of the school staff). Moreover, the HAND in HAND program for school staff (draft manual, training the local trainers) and the HAND in HAND program for students are currently under development.

NEW PROJECT PUBLICATIONS:

- [SEI Programmes for Students: a Review Catalogue](#)

The catalogue presents a collection of evidence-based SEI programmes for students. Through researching the background and practices that have already been used in the consortium countries and worldwide, it was explored what already exists, what works and what can be learnt from previously developed SEI programmes when planning our own programme, with a view to advancing policy, practice and research.

- [SEI Programmes for School Staff: a Review Catalogue](#)

The catalogue presents a collection of evidence-based SEI programmes and research examining implementation and facilitation for school staff. Based on a review of the international research and the practices, that have already been used

in the consortium countries, experiences and recommendations for planning the Hand in Hand SEI-programme with professional development for school staff are condensed.

- [Catalogue for the Assessment of Social, Emotional, and Intercultural Competencies](#)

Catalogue for the Assessment of Social, Emotional, and Intercultural Competencies covers international catalogue of scientific assessment tools (open access and available in peer-reviewed journals) that measure SEI competencies and national catalogues of selected SEI measures from the countries participating in the project (Croatia, Germany, Slovenia, Sweden).

RELEVANT ARTICLES

[***The failures of 'immigrant integration': The gendered racialized production of non-belonging***](#)

Abstract

Anna Korteweg shows "how the notion of immigrant integration produces gendered and racialized non-belonging. In conclusion, [she] argue[s] for a return to a focus on inequalities write largely to analyse the ways in which the problems that become attached to 'immigrants' cross-cut multiple groups in any given society." The Hand-In-Hand project follows exactly this approach. With the focus on social inclusion, inequalities are addressed instead of a differentiation of migrants. Intercultural competences are not used in this project to socially construct a binary division in "we" and "them", but to address racism and discrimination. Moreover, we follow an intersectional approach by perceiving the relationships between different forms of discrimination. This may include discrimination based on gender, religion, appearance, language, weight, population, nationality, age, sexuality, size and more.

The full article: <https://doi.org/10.1093/migration/mnx025>

Source: Korteweg, A. C. (2017). The failures of 'immigrant integration': The gendered racialized production of non-belonging. *Migration Studies*, 5(3), 428-444.

[***Students' emotional and behavioural difficulties: the role of teachers' social and emotional learning and teacher-student relationship***](#)

Abstract

This study investigates how teachers' perceptions of Emotional Intelligence (EI), Social and Emotional Learning (SEL) skills, and teacher-student relationships relate to students' emotional and behavioural difficulties. We examined teachers and students' perceptions of students' emotional and behavioural difficulties and the degree of agreement between them. Ninety-eight elementary teachers from state schools in central Greece completed the Self-Rated Emotional Intelligence Scale (SREIS), the Teacher SEL Beliefs Scale, the Student-Teacher Relationships Scale-Short Form (STRS-SF), and the Strengths and Difficulties Questionnaire (SDQ, teacher version) for 617 students, aged between 6 and 11 years. Three hundred and eight 11-year-old students completed the Strengths and Difficulties Questionnaire (SDQ, student

version). Regression analysis revealed that teachers' perceptions of EI and SEL skills were not related to students' emotional and behavioural difficulties, while teacher-student conflictual relationships were mainly linked to these difficulties. This finding was common both to teachers and students' perceptions. We found low agreement between teachers and students' perceptions of these difficulties. We discuss these findings and their implications for research and practice.

The full publication: <https://www.um.edu.mt/library/oar/bitstream/handle/123456789/24344/v9i2p6.pdf?sequence=1&isAllowed=y>
Source: Poulou, M. S. (2017). Students' emotional and behavioural difficulties: the role of teachers' social and emotional learning and teacher-student relationships. *International Journal of Emotional Education*, 9(2), 72-89.

UPCOMING EVENTS:

- **16.4. – 17.4.2018, Baška (Krk Island, Croatia), NEPC Conference 2018: Primary Colours of Education #3 School Leadership Matters**

A wide body of research indicates that school leaders have a significant impact on creating inclusive school cultures, catalysing teachers' motivation and commitment resulting in better students' achievement (Robinson, Lloyd, & Rowe, 2008; Ryan, 2006; Shields, 2010). School leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school (Leithwood et al., 2006; Louis et al., 2010). NEPC has been exploring school leadership within its two recent studies on school governance (Gabršček, 2016; Lenskaya, 2017) and is organising a conference, where HAND in HAND will be presented during the Floor is yours session.

Website: <http://www.edupolicy.net/nepc-conference-2018-school-leadership-matters/>

- **18.5.2018, VIA University College (Denmark), Networking meeting for schools hosting international students in their school practice periods**

Birgitte Lund Nielsen will make a presentation followed by a discussion about the Hand in Hand project at a networking meeting at VIA University College. This meeting is in particular targeting teachers and school leaders from the schools hosting the international students at VIA University College in their school practice periods, but the meeting is also open for others. The presentation will include a short introduction to the Hand in Hand research project and the work with social, emotional and intercultural (SEI) competencies. There will be a particular focus on the research background in relation to intercultural competencies.

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