

Hand in Hand Newsletter - Issue No. 4

November 2018

ACTIVITIES ON THE PROJECT:

After introductory meetings at all schools that were invited to participate in the field trials, last preparations for the field trials phase of the project took place. In August 2018, the first session of the HAND in HAND programme for school leaders took place in Slovenia, Sweden and Croatia. Furthermore, the first pre-test, assessing the key competencies and connected concepts is taking place at all schools (12 per country), with all the participants involved in the field trials (school leaders, teachers, students). The HAND in HAND program for teachers and the HAND in HAND program for students are also being implemented according to the plan. Moreover, in September 2018, the HAND in HAND project team successfully held a symposium "Social, Emotional and Intercultural Competencies as a Tool for Building Inclusive and Non-Discriminative Societies: The Role of Education" at ECER conference in Bolzano, where four partners presented the first outcomes of the project.

RELEVANT ARTICLES

[How Social Emotional Learning Can Mitigate The Effects Of Trauma](#)

Abstract

Advances in many fields—including neuroscience and psychology—have moved the work in social emotional learning (SEL) forward over the last fifteen years. We know that early experiences shape a child's developing neurological and biological systems for better or worse, and that the types of stressful experiences that are common in families living in poverty can alter children's neurobiology in ways that undermine their ability to succeed in school and in life (Thompson, 2014). While this is very frightening, we also know that the brain has an amazing ability to be rewired. This malleability, known as neuroplasticity, means that we can intervene to repair the damage that trauma has inflicted on many children. SEL can serve as an important tool to address child trauma, as research shows that explicit instruction in meta-cognition, and guided practice with inter- and intrapersonal skills can change how people learn and interact with others.

Source: Ward-Roncalli, S. (2018, January 18). How Social Emotional Learning Can Mitigate The Effects Of Trauma. Retrieved from <https://www.transformingeducation.org/how-social-emotional-learning-can-mitigate-the-effects-of-trauma/>

Promoting Mental Well-Being Through Social-Emotional Learning in Schools: Examples from British Columbia

Abstract

Social and emotional learning is increasingly recognized as playing an important role in the promotion of positive mental health in schools. In 2012, the Mental Health Commission of Canada identified child and youth mental health as a priority for the transformation of mental health systems in Canada. To this end, comprehensive efforts to promote positive social and emotional development in schools and to foster safe and caring school environments are urgently needed. This paper highlights the multi-faceted approach undertaken in British Columbia over the past decade to promote positive mental health through social-emotional learning in schools.

The full publication: <http://www.cjcmh.com.www.nrcresearchpress.com/doi/pdf/10.7870/cjcmh-2017-029>

Source: Hymel, S., Low, A., Starosta, L., Gill, R., & Schonert-Reichl, K. (2017). Promoting Mental Well-Being Through Social-Emotional Learning in Schools: Examples from British Columbia. *Canadian Journal of Community Mental Health*, 36(4), 97–107. doi: 10.7870/cjcmh-2017-029

UPCOMING EVENTS:

- **21.11.2018, Munich (Germany), Teacher's Day at Gymnasium Derksen**
- **3. – 5.12.2018, Aarhus (Denmark), Relational competence and education**
This is a study visit of Norwegian colleagues from Teacher Education and Educational Research to VIA University College. During the study visit also HAND in HAND will be presented by Helle Jensen, Birgitte Lund Nielsen and Lise Andersen Réol. Moreover, the study visit will include also working with exercises lead by Helle Jensen and Katinka Gøtzsche.
- **9.1.2019, Munich (Germany), Master's Program "Research on Teaching and Learning" at TUM School of Education**

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