

Empowering Teachers through Training in Social-Emotional Competencies and Diversity Awareness: An International Research Project

Christina Oswald, Lisa Paleczek, Barbara Gasteiger-Klicpera, Valerie Fredericks, Ana Kozina

Background

In their professional life, teachers need to competently respond to new challenges, such as increasing diversity in classrooms (Nishina et al., 2019). To provide support to teachers and to promote their wellbeing, teacher trainings need to consider teaching in a changing and diverse setting, promote teachers' social and emotional competencies and their collaboration. Further needs identified by teachers include continuing professional development to support teachers' careers (European Commission, 2021). Within the project "HAND IN HAND: Empowering teachers across Europe to deal with social, emotional and diversity related career challenges" (HAND:ET; 03/2021 - 02/2024), eleven partners and thirteen associated partners from seven countries work together to address these aspects. Within the project a training program will be developed that enhances social-emotional competencies and diversity awareness (SEDA) of teachers to empower them for everyday working life. We assume that the development of SEDA competencies using a mindfulness-based approach will also foster teachers' self-care (Ellerbrock et al., 2016; Emerson et al., 2017; Zarate et al., 2019). The programme will be implemented as a whole-school-whole-year support system. It consists of a set of participatory activities, learning experiences focusing on SEDA competencies, continuous supervision, monitoring and support. Although teachers (primary and lower secondary) are the direct target group, principals and school counsellors will also be included. Effects of the programme will be assessed in a longitudinal study with intervention and control groups in five consortium countries (Slovenia, Croatia, Sweden, Austria, Portugal). To consider different perspectives, a multi-method set of instruments (questionnaires, interviews) will be used to capture also subtle effects of the SEDA programmes.

Aims

Increasing SEDA competencies and collaboration among teachers.

Developing the HAND:ET system, that includes:

- HAND: Empowering Teachers programme for teachers, principals and school counsellors
- Supervision
- Monitoring
- Activities for students to be implemented by teachers and monitored by trainers.

Modelling the system-level solutions for support of social, emotional and diversity awareness education across the EU.

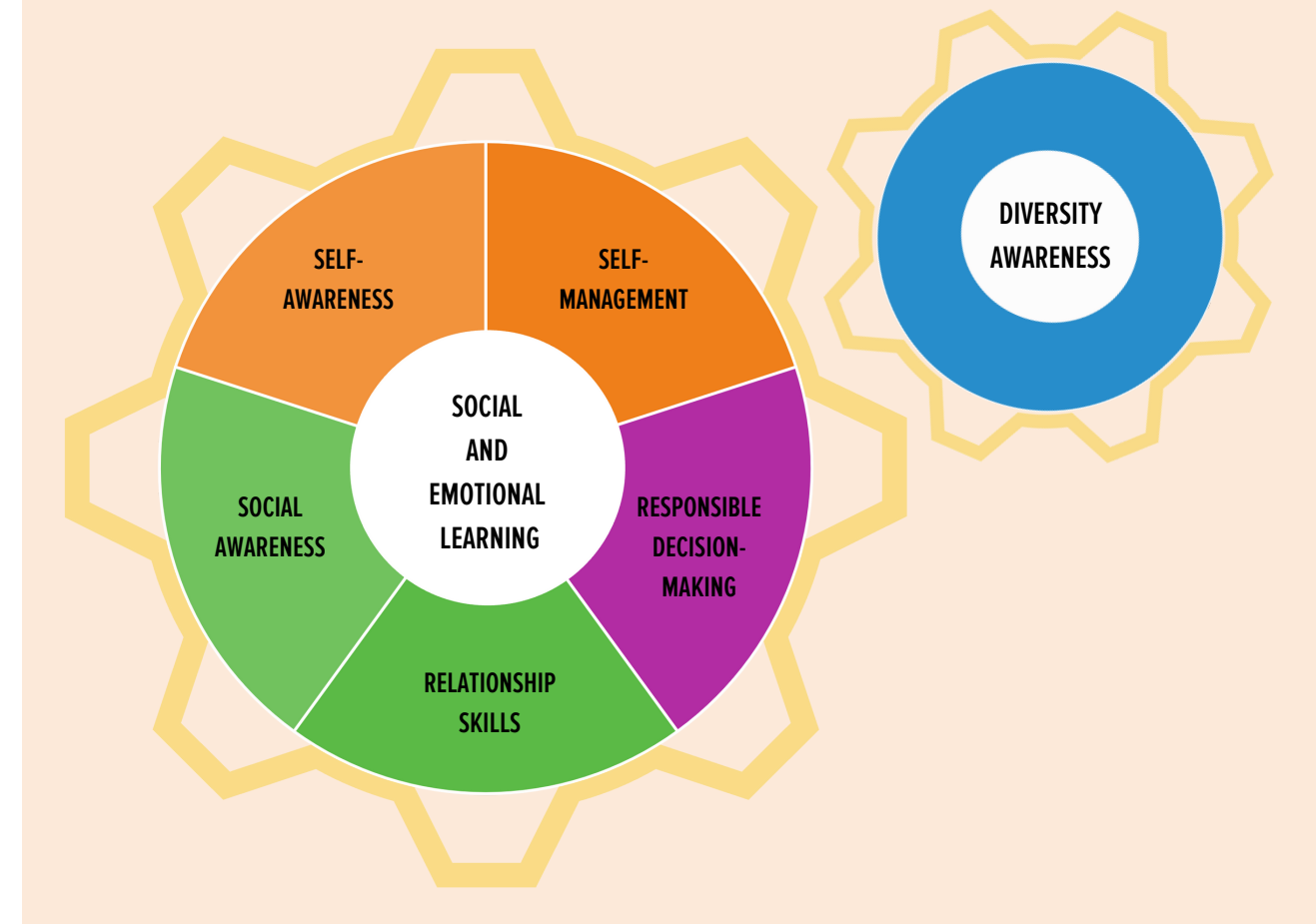
Participating Countries

Slovenia, Croatia, Austria, Germany, Portugal, Denmark, Sweden

References

Ellerbrock, C. R., Cruz, B. C., Vásquez, A., & Howes, E. V. (2016). Preparing Culturally Responsive Teachers: Effective Practices in Teacher Education. *Action in Teacher Education*, 38(3), 226-239. <https://doi.org/10.1080/01626620.2016.1194780>
 Emerson, L. M., Leyland, A., Hudson, K., Rowse, G., Hanley, P., & Hugh-Jones, S. (2017). Teaching Mindfulness to Teachers: a Systematic Review and Narrative Synthesis. *Mindfulness*, 8(5), 1136-1149. <https://doi.org/10.1007/s12671-017-0691-4>
 European Commission (2021). *Teachers in Europe: careers, development and well-being. Eurydice Report*. Publications Office. <https://data.europa.eu/doi/10.2797/915152>
 Nishina, A., Lewis, J. A., Bellmore, A., & Witkow, M. R. (2019). Ethnic Diversity and Inclusive School Environments. *Educational Psychologist*, 54(4), 306-321. <https://www.tandfonline.com/doi/full/10.1080/00461520.2019.1633923>
 Zarate, K., Maggin, D. M., & Passmore, A. (2019). Meta-analysis of mindfulness training on teacher well-being. *Psychology in the Schools*, 56, 1700-1715. <https://doi.org/10.1002/pits.22308>

Core Constructs



Quasi-Experimental Design

