

CHANGE THROUGH DIALOGUE

The news media have been buzzing recently with declarations on how we can transform schools, hospitals and transport services. Tony Blair has pledged that his second term will see the "renewal of our public services for the 21st century consumer age in which we live." Candidates for leadership of the Conservative party claim that they have better ideas for bringing about such a transformation.

The government's policy proposals designed to achieve this objective are summed up in three words – Challenge, Listen, Empower. The emphasis on listening and empowerment shows how attitudes to public service workers have softened from the dark days of "name and shame". Challenge, though, is still strongly emphasised as the starting point.

This focus derives from the political imperative for government to be seen as working tirelessly on the public's behalf. In a "consumer age" some response is required to the public's supposed loss of faith in their local schools, their frustration at having to wait for operations and sense of disgust about conditions in the local nick.

One does not need, though, to be a particularly astute student of human nature to suspect that these verbs are in the wrong order. Challenging people

before listening to them is more likely to provoke resentment than creative strategies for change. And a rhetoric built on the premise that the horror stories are representative of a failing system too easily leads to an attitude that, at best, patronises those who are doing the best job they can in difficult circumstances.

Governments adopt this sometimes self-defeating attitude because they see their role as being to goad people into doing what is necessary. "Change," Blair declared in mid-July, "is seldom popular. Every reason, good or bad, for resisting it will be given. My commitment is that I will not flinch from the decisions and changes to deliver better public services, no matter how much opposition there is. If the changes are right they will be done." When policymakers position themselves outside the problem in this way, they make it more difficult for a real dialogue to take place between themselves and those who have the power to improve things.

THE MISSING ELEMENT

What Blair does not seem to understand is that change *can* be an exhilarating process, one that people will embrace because it holds out the prospect of their being able to do a better job in a more fulfilling way. People who feel they have a real part to

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play in shaping and implementing the changes will embrace them. And they will accept challenges when those issuing them show that they really do understand the difficulties they face. In the case of public service workers, those difficulties include the need to steer a path through pressures from policy-makers, the needs of the public and their own sense of what needs to be done, based on day-to-day experience.

At some level, it seems that the government understands all this very well. The word "dialogue" is frequently on Blair's lips, and he also used his speech in mid-July to speak of the need to "devolve power to frontline professionals", setting them "free to innovate and develop the services needed." Extending this theme, Trade and Industry Secretary Patricia Hewitt wrote an inspiring article for the journal *Renewal* in which she called for a "commitment to pluralism, to recognising and honouring other voices and the legitimacy of other centres of

Endorsing the Antidote Manifesto *"Emotional Literacy will become as vital to personal and national success in the knowledge economy as traditional definitions of 'literacy' were to previous eras. Curious, learning, socialised people are the raw material we need most."* Lord Puttnam of Queensgate

power, and realising that difference is not always threatening.”

But how will such a vision come about? How can we move the discussion beyond red herrings about privatisation into a productive dialogue about how to achieve more flexible and responsive services? A good place to start would be with a reformulation of government’s role. Policy-makers need to see themselves as facilitators rather than ringmasters. No longer the setters of targets and issuers of “challenges”, but rather the agency responsible for guaranteeing that knowledge is dispersed to the places where it is needed, that the barriers between services are dissolved, that the interests of all parties are respected, that those working on the ground can make creative use of the expertise which they develop through grappling with the subtleties and the complexities of delivering services to people.

A government which was able to engage in a truly dialogic relationship with people working in the public services would see the resistance it currently finds so frustrating start to dissolve. Within a climate that generated mutual understanding, people would be motivated to generate the sort of innovative actions most likely to achieve sustainable improvement. Those who still felt cussed and angry would find their attempts to block change swept away by the enthusiasm of everyone else.

What seems to be missing is any comprehension of what it is can make change an exhilarating process that people contribute to because it enables them to do a better job in a more fulfilling way.

Antidote’s two-day conference *Learning to Listen: Transforming Public Services* takes place on 31st January - 1st February at Church House, Westminster. Details on the back page and from the Antidote office.

THE GOOD NEWS

As it happens, there is already much good news to report. The government’s disinclination to devolve power from itself has not stopped it encouraging policymakers at local level from developing real partnerships between the providers and users of services. This has led in many areas to the emergence of participative, consultative, and potentially transformative processes which do promote effective change.

Our conference at the end of January 2002 will look at what has enabled the success of some of these initiatives. We will go on to explore the contribution that emotional literacy can make by strengthening the capacity of public services to tap into the motivation of employees, respond to public need and generate enthusiasm for change. We will also look at how we might develop a strategy for engaging central government fruitfully in this conversation.

We are all users of public services. The more engaged we are in the conversation about how those services can be effectively delivered, the more connected we will be to each other. The debate about our schools and hospitals is also, then, a debate about the health of the communities in which we live, and how the ambitions of our *Manifesto for an Emotionally Literate Society* can be realised



Help us put the Antidote message across. We now have posters for you to put up in your school, workplace or community centre. Call the office and let us know how many you require.

CONFERENCE REPORT

keeping the dialogue going

Our first series of dialogue conferences concludes in early October with an exploration of *Citizenship Education. Taking place in Edinburgh, Information or Transformation?* will build on the five conferences held over the past ten months. These have explored two key questions: How can we most effectively engage young people in processes that engage their thinking and feeling capacities? And how can we ensure that these address the disaffection experienced by many, while enabling all learners to realise more of their potential?

We have explored a wide range of processes that involve creating the conditions for teachers and pupils to share with others what they think and feel, and to use these exchanges to stimulate their curiosity and understanding. The ensuing discussions have shown that dialogue is as relevant to “hard” academic subjects as it is to PSHE and citizenship. Dialogue is also the key to improving the culture of a school in a way that enhances learning.

The processes we have explored include:

PHILOSOPHY FOR CHILDREN

The aim of this approach is to create a “community of enquiry” in the classroom, where children and young people can engage in collaborative

An emotionally literate society is one that seeks to identify the key principles that most of us want to live by, and then seeks to find opportunities to make these the foundation of government policy, irrespective of party allegiance.

Peter Sharp, *Nurturing Emotional Literacy* (David Fulton, 2001) - See p. 7

exploration of subjects that concern them. Stimulus materials such as picture books, poems and works of art are often used to provoke the discussion.

One speaker, Carrie Winstanley, spoke about how the student teachers she works with often start out highly sceptical about whether an approach so different from “traditional” teaching can work. They are then surprised and delighted by the transformations they observe in classroom atmosphere and pupils’ desire to learn. One reported of her experience that:

"Children who had refused to sit next to each other and work in co-operative groups became engaged in animated discussion and were managing to express their disagreement with one another without becoming aggressive or taking criticism personally."

*Rogersutcliffe@compuserve.com
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DIALOGUE IN RE

Julia Ipgrave, from the University of Warwick, talked about the use of dialogue around religious and spiritual issues can help children make discoveries about themselves, their histories and the cultural complexities of the world around them. She showed how students use the process to make sense of what they know, and then to explore the contrasts between their own and others’ belief systems.

She illustrated her theme with an example of dialogue between three Year 6 children from different religious backgrounds. They were preparing questions for their peers to use in thinking about the origin of the world. Towards the end of this dialogue, a boy

known as a troublemaker was inspired to share with his teacher and fellow pupils some of the despair that lay behind his difficult behaviour:

"I wish I was a little baby again – start all over again – start my life again. Start to behave myself again because it is too late now."

mipgrave@leicester.anglican.org

CIRCLE TIME – LUCKY DUCK APPROACH

George Robinson from Lucky Duck told the conference in Manchester how he had come to recognise that working with children in circles can enhance self-image and group acceptance in ways that enable young people to express thoughts, solve problems and engage with new ideas. In a context where differences can be faced and common experiences shared, it becomes possible for perceptions to shift, new possibilities to emerge and significant learning to take place.

www.luckyduck.co.uk

CIRCLE TIME – QCT APPROACH

Marilyn Tew, who has worked with Jenny Mosley on Quality Circle Time, started her session in Belfast by persuading around 70 senior teachers to grunt, moo and hiss at each other. This led to them forming small groups for an experience of how children and young people use circle time. She went on to talk about the research she has done which shows that giving secondary pupils opportunities to explore their personal and social worlds enables them to become much more actively engaged with the learning activities they are offered in their schools.

marilyn.tew@mastersofchange.com

DIALOGUE IN SCIENCE

Brian Matthews, from Goldsmiths’ College, presented findings from the first stage of his research into how the use of collaborative groupwork in science classrooms improves communication between boys and girls and stimulates their interest in science. One girl who had taken part in the research said:

"Groupwork has changed my view of science. It has made it appear more social, more relevant, less distant and not only about knowledge but imagination as well."

pea01bm@gold.ac.uk

THE DIALOGIC SCHOOL

Two students, a teacher and their headteacher came from Brockwood Park School in Berkshire to demonstrate how they use regular dialogue sessions in the school - which was founded by the Indian philosopher Krishnamurti - to assist students in developing the capacity to reflect on their thinking and actions. “Inquiry Time” involves all students and adults.

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ENCOURAGING STUDENT VOICE

Michael Fielding, from the University of Sussex, described his Students as Researchers project in Sharnbrook Upper School. This demonstrated the benefits of involving students significantly in the life of their school. Giving them the power to identify issues that need addressing and to develop strategies for improving their learning, is the most effective way to bring about real improvement.

M.Fielding@sussex.ac.uk



PROJECT REPORT

pioneering initiative in east london schools

Harriet Goodman, Antidote's Education Project Director, describes the first stage of the Emotional Literacy Initiative in Newham.

Antidote's founding hypothesis is that emotional literacy holds the key to effective learning. Being aware of one's own emotions makes it possible to appreciate others' emotional experience. This facilitates the sort of open conversation that allows students to engage with facts, perspectives and ideas of which they were previously unaware. The knowledge developed in such conversations enriches what students already know, leading to fresh thoughts and understanding.

THE QUESTION

How can schools create settings in which the emotional literacy of their teachers and young people can grow? And how can we persuade the sceptical that the development of emotionally literate schools is both desirable and achievable? That is the challenge to which Antidote's Emotional Literacy Initiative is intended to provide an answer.

Three schools in the London Borough of Newham have agreed to take part in this pioneering three-year project. Working collaboratively with staff, students and parents, Antidote will help each school to embed emotional literacy across the organisation in a way

We are collecting stories of people's successes and setbacks establishing emotional literacy in different settings. Send them to Antidote, or go to Storyfinder on the website – www.antidote.org.uk

that leads to growing and sustainable improvement. This work will be evaluated to demonstrate the benefits for learning.

The three schools - two primary and one secondary in Manor Park, Beckton and Plaistow - represent the diversity that is typical of Newham, one of the most socially and ethnically mixed areas of London. One is a long-established primary school that has grown rapidly in recent years to accommodate over 800 pupils, almost 20 per cent of whom turn over during the course of the school year. Another is one of the newest and smallest schools in the borough, serving 200 pupils in a newly-built and not-yet-settled community. The secondary is a mixed comprehensive with over 1500 students aged 11-16. Almost 80 per cent of its students are entitled to free school meals, and almost as many speak English as an additional language.

THE PROCESS

Each year of the initiative will begin with a survey of staff and students to ascertain what factors are affecting their emotional literacy and what strategies are most likely to enhance it. As part of our preparation for the project, we have been piloting in one primary a range of visual and verbal techniques for consulting younger children. Their responses will be fed back in September and used as the basis for developing a participative school council, which will act as a powerhouse for developing emotional literacy across the school community. Consultation with students, staff and parents at the other two schools will take place through the autumn.

To connect with other people who share your interests or need the skills you have to offer, register with Peoplefinder now via our website, or mail your details to us.

What follows will be based on the findings of this survey at each school. We will develop dialogic activities designed to engage people in thinking about how the school can ensure that everyone experiences the sort of inner security that enables them to listen to others and to reflect on what they hear. Our aim is to encourage collaborative learning by creating opportunities for young people to be open with each other, to negotiate their differences and to feel empowered to make a difference in the lives of others.

As the deputy head of one school told us at a recent planning meeting, it takes some courage to plunge a school into an open-ended process that will probe issues often left unspoken and unaddressed. However, senior staff at all three schools are fully committed to the initiative, believing as we do that it will help them realise their potential as learning communities.

The thinking that has gone into the planning of the Initiative will be published in the Emotional Literacy Handbook we are publishing in May 2002. The project will eventually develop model guidelines for schools and other organisations that work with people to use in promoting emotional literacy.



REFLECTIONS

change with people in mind

Antidote consultant Wil Pennycook-Greaves draws on her work in schools and hospitals to cast some light on how change can be managed in an emotionally literate way. She uses her experience to illuminate the principles that underpin Antidote's work in schools and other organisations.

We live in a rapidly changing world where little is certain. We are compelled repeatedly to enter the unknown and leave old certainties behind. While such change can be exciting, it also generates anxiety. A lot of the challenges our society faces involve dealing with unhelpful ways of responding to the uncertainty that results.

One response is our current enthusiasm for measuring and quantifying change by setting targets and evaluating performance. What often gets missed out of measurement criteria is an understanding of how people deal with change.

Too much management literature bases its understanding about change in systems that come from engineering, specifically from cybernetic ideas about how outputs result from inputs. The consequence of applying such thinking is that many people end up feeling that they are being treated as machines. By failing to value people as human beings, the possibility of effective change is blocked. Motivating and developing people requires us to think about how

We are putting together a report on emotional literacy in business. If you have ideas, research or case studies you would like to share with us, please contact Henry Stewart by sending an e-mail to henry@happy.co.uk

people learn and change most effectively. If we do not do this, then all the initiatives that we start will only ever partially succeed.

CONNECTING TO FEELINGS

In a cybernetic system, like the one that operates your central heating, there is always the implication that someone is outside the system, manipulating it, turning the temperature up or down. In human processes, by contrast, nobody is truly outside. Whether you are a leader, a consultant, a worker, or a government official, everyone is connected to everyone else, and everyone has some share of the responsibility for what happens.

To think about change in an emotionally literate way requires us to move away from the machine analogies that have dominated our thinking for so long. People communicate through gestures, words and actions, some known about and some not known. It is who we are: complex beings, existing in a web of communication, constantly co-creating the future in the present.

To understand how change can be achieved requires us to get inside these connections between people and the feelings they evoke. Our anxieties about change are accentuated if our experience is denied and we do not feel that we have any right to our feelings about it. Unacknowledged feelings do not disappear, they surface somewhere else, and often more destructively.

SPACES FOR LISTENING

If, then, we want to manage change in an emotionally literate way, we need to give space to how people are experiencing change, so that we can

The next Real Dialogue Conference takes place in Edinburgh on October 6. Entitled Citizenship Education: Information or Transformation, speakers include Andrew Samuels, Elizabeth Templeton, Elspeth Crawford and Donald Reid

ensure their everyday interactions with each other engage the emotional aspects of experience.

One way of doing this is to set up development groups, where people can engage with the issues that concern them, including their resistance to change. This will happen when people experience the sense of safety that comes from feeling listened to, engaged with, treated fairly and considerately. The consequence will be that they feel able to listen, to engage and to treat others with the same degree of respect.

I was involved in setting up a group for educational professionals who met together with an intention of talking about their work with young people. In the event, the participants decided that before they started to talk about the day-to-day aspects of their work, they wanted to discuss their relationships with other people outside their group. It seemed that there were unresolved issues getting in the way of people both working effectively and feeling good about their work. Although the discussions did not focus on advice-giving or problem-solving, actions emerged, conversations took place and issues were resolved.

In a mental health unit where I work, around 15 to 25 professionals, from inside and outside the unit, meet informally each week to learn about particular aspects of mental illness. We have lunch together and present our ideas. Each week someone talks about some aspect of their work. With participants sitting in a circle, difficult issues are explored and discussed; people agree and disagree. They are also able to talk about how they are affected emotionally by the work.

PRINCIPLES

These groups aim to provide a space where hidden issues can rise to the surface and be discussed, where the difficult feelings that get in the way of clear thinking can be addressed. Thinking and feeling are always linked, but the processes within organisations mean that they are not often experienced or expressed together.

Through working in this way, professionals deepen their relationships with each other and become able to think more holistically about their work. By moving the blocks to relating, people find it easier to move out of dysfunctional patterns. It becomes more difficult for the individuals in these groups to split things and people off. It becomes harder to say, "it was him that did it", or it was the system. People come to realise that they too are involved. They cannot blame and scapegoat other people. The result, if we are very fortunate, is not only to have an emotionally literate society but an ethical one as well!

This kind of change can happen in other ways too. It does not necessarily require the setting up of formal groups or workshops. Schoolchildren can come together in circle time and achieve broadly the same ends. Adults talking together, informally as well as in more formal or sustained conversations, can also change "what goes on around here". One of the aims of the professional development groups is to enable people not only to listen but to be more open and more challenging with each other. It is this, in our ordinary conversations too, that really enables change to happen. Perhaps one of the main messages from emotional literacy is that it does not necessarily require more resources (although they may be necessary from another point of view), nor a guru to tell us what to do. What it does require is being prepared to engage with each other in ways that allow for differences yet value openness.



STORYFINDER

Renewal at Regent

"Successful schools are proud of their distinctive identity and passionate about their mission," according to the recent Government Green Paper *Schools: Building on Success*. But exactly how does a school or college foster a sense of pride and passion, particularly if its students have limited experience of success?

Regent College in Leicester is a sixth-form college serving students from inner city areas with low records of educational achievement. The college saw its A-level pass rate jump 23 percentage points last year, making it the most improved sixth-form college in the country, with the highest "value-added" scores achieved anywhere in law, general studies and photography.

Three years ago, when Barry Hicks took over as Principal, the imposing brick façade - designed in the 1920s for a girls' grammar school - concealed a dispirited institution that had become a poor third choice for most applicants to sixth-form college in Leicester. Now there is a palpable sense that staff and students are working together to achieve something quite special.

I spent a day at Regent College, talking to senior staff about what they had done to rekindle a sense of academic purpose. Barry is keen to emphasise that all the best ideas for improving the school came from staff and students. "Management can set the direction, but to get anywhere you have to listen to people."

The first thing they tackled was the physical environment. Barry showed me photos of the dreary corridors he found when he arrived, surrounding a

central courtyard cluttered with a decrepit temporary building. "We started with the ground floor, getting it painted and carpeted, and bringing in pot plants to soften the effect. Then we tore down that building in the middle to make space for a garden." They also made it more secure, installing a receptionist at a Security Desk just inside the grand front doors. She keeps an eye on the TV monitors tucked beneath the counter, but her main job is welcoming people. She confirmed it had been much quieter this year, with just one incident requiring police attention. That is not counting a recent visit from the new Chief Constable to discuss community relations.

IMPROVING RELATIONSHIPS

Improving the quality of relationships within the college was also a priority. Over lunch in the inner garden I talked to lead tutor Rakesh Naik, an experienced youth and community worker who joined the staff at Regent College a year before Barry arrived. Rakesh explained his role in helping staff to better understand students whose background and aspirations are very different from the grammar school girls some can still remember. Most of their current students come from the South Asian communities who will soon make up the majority population in Leicester. "Regardless of class or educational background, Asian families expect their children to go on to further education. But that expectation is not necessarily linked to achieving qualifications."

One way the college is working to raise expectations has been to forge new relationships across Leicester and around the world. Vice Principal David Nixon, one of the longest-serving members of staff, has led the drive to recruit international students, which in his view has infused a sense of pride right across the student body. A world map bristling with pins on display near the front entrance shows how far the

The challenge is to "get more control for people", so that they can teach and learn through their personalities, rather than through their roles. "We're nowhere near there yet, but that's what we're aiming for."

BOOK REVIEW

college casts its net. "It has had a big impact on our local students," David told me, "having people here from countries many of their parents and grandparents left behind. They can see that they really want to achieve, and it makes them want to do the same."

Sue Rosenbloom, recruited this year to lead an expanded department of Performing and Media Arts, is helping the college develop opportunities for achievement in non-traditional areas. Sue brings with her the award-winning Anima Dance Company, a community arts project that now has a permanent home in the new dance studio at Regent College. Barry has also offered office space to the African Caribbean Community Forum. "Being charitable", as he puts it, not only improves the standing of the college locally, it also brings in people who might never have considered further education.

Shortly after my visit, Regent College staged a celebration for Rob Purdy, Team Leader for Art & Design, who was awarded an M.B.E. in the New Year's Honours List for his services to further education. Like David, Rob is another of the creative and committed teachers Barry found on the staff when he arrived. "Watching Rob and his team work with students is a reminder of how we need to see young people not as pupils but as apprentices. He gets the best out of all his students by letting them do things that don't even feel like work, taking them through the learning so that when they get to their A-level or their GNVQ, it doesn't feel like some enormous obstacle."

It may look effortless, but that sort of facilitative teaching takes real skill, which Barry is determined to encourage in every classroom at Regent College. The challenge, as he sees it, is to "get more control for people", so that they can teach and learn through their personalities, rather than through their roles. "We're nowhere near there yet, but that's what we're aiming for." HG



Nick Barwick, ed, *Clinical Counselling in Schools* London: Routledge, 2000

Peter Sharp, *Nurturing Emotional Literacy: A Practical Guide for Teachers, Parents and those in the Caring Professions* London: David Fulton Publishers, 2001

"Too often in education there is a split between those concerned with children's personal and emotional well-being and those focusing on academic achievement." So says the jacket of *Clinical Counselling in Schools*, a collection of essays by practitioners using a wide range of theoretical frameworks to deal with "disturbed and disturbing" children. What unites them, as Barwick explains in his introduction, is an awareness of the wider school context and a commitment to contributing "not only to the life of the child but also to the life of an effective and affectively oriented school".

Not surprisingly, given the strong links between professionals engaged in this kind of "joined-up" thinking, Peter Sharp also appears among Barwick's contributors, as co-author of a chapter on anger management groups. It was out of this work that Sharp and his colleagues in Southampton developed their commitment to emotional literacy. This is now ranked alongside literacy and numeracy in the city's strategic education plan.

In *Nurturing Emotional Literacy*, Sharp sets out a practical approach to developing the capacity to "recognise, understand, handle and appropriately express emotions". He is very clear that this is not just another lesson for young people: "nurturing emotional literacy," as he says, "begins with you." Whether we are teachers, parents, carers or service managers, we cannot expect to help young people develop emotional and social competence unless we have nurtured such competence in ourselves. Personal development gives rise to a commitment on the group and organisational level.

Sharp argues that emotional literacy is not a new concept. Rather it is one that is currently being re-framed in a contemporary idiom which recognises the present and pressing need for change. He offers models for understanding, as well as techniques for auditing and developing emotional literacy at personal, organisational and policy levels. Practitioners and managers looking for self-assessment questionnaires, group activities and service planning tools will find a good deal to help them here.

The book contains chapters for teachers, learners, parents, carers, and local authorities, each ending with an "action" box suggesting practical ways of moving towards an emotionally literate education system and society. Sharp concludes with a discussion of the emotional literacy initiative in Southampton and the potential of emotional literacy to impact fundamentally and positively upon health, the economy, the workplace, government, leisure and the criminal justice system.

Barwick's collection is more exploratory, setting behavioural, cognitive-behavioural, Gestalt/TA, person-centred, psychodynamic and systemic approaches alongside one another with no attempt to judge between them. Readers will no doubt respond according to their own predispositions and experience: I was particularly struck by Gill Morton's vivid description of group story-telling, and Hilary Hickmore's use of art and play to help young people explore the issues driving their behaviour. Philip Hewitt's insights on confidentiality in school counselling, and Ferelyth Watt on the need for teachers to have individual and collective time to reflect on "the difficulties and pleasures inherent in the learning situation", were also very valuable to me. Barwick concludes the collection with a piece of his own about "adolescent essay anxiety", drawing on his experience as an English teacher to explore the vital links between emotions, creativity, and academic performance. HG



website news

Discussion Forum

From September, our discussion forum will focus on how we can use emotional literacy to transform public services and enhance national well-being. Please share with us your ideas and contribute in the process to shaping a successful conference at the end of January 2002.

Storyfinder

If you look up Storyfinder on the website, you can read Gerda Hanco on collaborative problem-solving; Tim Spafford on working with refugee pupils; Michael Fielding on students as researchers and the people at Artworks on their Quiet Room in Yorkshire. Please use Storyfinder to recount your own stories about attempts to bring emotional literacy into the contexts where you live or work.

Antidote Website www.antidote.org.uk

Peoplefinder

Many of our supporters have now registered their interests and activities on Peoplefinder. This service enables you to network with others who share your interests or have the skills you are looking for. If you have not already done so, please sign up now.

Handbook

Would you like to comment on the final draft of our Emotional Literacy Handbook when it becomes available in January? Bringing together our work over the past six years, it will make a powerful case for emotional literacy in education. We'd love to have your criticisms and suggestions.

Offices for Antidote

Antidote needs to move out of its offices in the Barbican this November. If you know of anyone with 1000 square feet of space available to rent at an economic rate - with easy access to East London - please let us know.

from the press

Antidote featured on a *Newsnight* special the Saturday before the election, with an appearance by our co-founder Susie Orbach.

dates for your diary

6TH OCTOBER

Citizenship Education: Information or Transformation?

The annual conference of the Values Education Council, and the sixth in the Real Dialogue series, will look at how citizenship education can engage us emotionally as well as intellectually.

speakers: Andrew Samuels (U. of Essex), Dr Elspeth Crawford (Edinburgh U.), Donald Reid (Scottish Civic Forum), Elizabeth Templeton (Action for Churches Together in Scotland)

venue: Edinburgh

enquiries to Alice Haddon, Antidote (see below)

10TH OCTOBER

National School-Home Support Conference

How can we give young people and their parents the sort of support they need? Focusing on the work of the East London Schools Fund.

speakers: Gaynor Cashin (NE Islington EAZ), Anthea Lawrence (Pakeman School, Islington); Catherine Shaw (NCB)

venue: UMIST Manchester Conference Centre

enquiries to Manchester Conference Centre, tel: 0161 299 4968, mcc.reg@umist.ac.uk

5TH NOVEMBER

Bullying: Symptoms, Strategies and Solutions that Work

A Childline Conference chaired by Cherie Blair QC

speakers: Professor Helen Cowie (Roehampton, U. of Surrey) Adrienne Katz (Young Voice), Cari Roberts, Lorna Farrington, Esther Rantzen

venue: Royal College of Physicians, London

enquiries to Profile Productions, tel: 020 8832 7311, info@profileproductions.co.uk

31ST JANUARY - 1ST FEBRUARY

Learning to Listen: Transforming Public Services

Antidote's second annual conference will look at how we can achieve a transformation in our public services. How can the public's desire for better provision be achieved without politicians telling those working in services what they have to do?

We will look at a series of innovative approaches designed to generate enthusiasm for change, to ensure services become more responsive to public need and to create real joined-up working across departments.

Feedback will be provided by a cartoonist and a theatre company.

speakers: Victor Gallant (Executive Director of North Tyneside Council) Yve Buckland (Chief Executive of the Health Development Agency) Lin Homer (Chief Executive of Suffolk C.C.); Paul Corrigan (Department of Health)

venue: Church House, Westminster
enquiries to Alice Haddon, Antidote

16-17 MAY

Emotionally Literate Schools

To coincide with the publication of our Emotional Literacy Handbook, this conference will look at how schools are embedding emotional literacy in their curriculum and management processes.

speakers: TBA

venue: Church House, Westminster
enquiries to Alice Haddon, Antidote

5-7 JULY

The Blossoming Brain

The annual conference of SEAL (Society for Effective Affective Learning) will explore practical approaches to holistic learning for teachers, parents and carers of young learners.

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