

## PRISONERS OF MEASUREMENT

Education minister Stephen Twigg started the new year by despatching a letter to primary headteachers which left many of them feeling angry and exasperated.

The letter opened well enough by offering thanks and congratulations to the heads for everything they had done over the past five years to raise standards of numeracy and literacy. Unfortunately, it then qualified these sentiments by telling a quarter of recipients that the poor performance of their schools was causing ‘concern’, and went on to ask everyone to ensure that teachers ‘adapt their teaching’ so as to prepare children effectively for the new Key Stage 2 tests.

Twigg is an intelligent and well-intentioned minister who surely knows that real improvements in young people’s ability to use words and numbers cannot come about through teachers being told they are not up to scratch or that they should teach to the test. How then did he come to adopt such an alienating stance?

### DEVASTATING IMPACT

The likelihood is that he was responding to the anxieties generated by the pressure to ensure ‘significant improvements’. When these are not managed in an emotionally literate way, any of us can become ‘prisoners of

measurement’, to use the words of Canadian management strategist Henry Mintzberg<sup>1</sup>. Caught up in the abstraction of statistics, we forget the realities to which they relate; we start prodding people instead of trying to inspire them.

Government targets and school tests have several things in common. Both use proxy indicators - ability to solve a particular set of problems in physics, say, or reduced hospital waiting lists - to assess whether the change that is being sought - increased understanding of physics or management efficiency in running a hospital - might actually be happening. When deployed in that way, they can do little harm. It is when the indicators start being treated as themselves the change being sought that they render less likely the improvement they were designed only to measure. ‘This has some destructive effects in business,’ Mintzberg says, ‘but in education and health care it’s absolutely devastating.’

### CONSUMER EXPECTATIONS

Targets have become the totem of this government’s commitment to improving public services. But, as the new Archbishop of Canterbury Rowan Williams said in his Dimpleby lecture<sup>2</sup> before Christmas, endlessly trying to ride the wave of rising consumer expectations leads to ‘instability’ and

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‘reactive administration’, rather than a steady pursuit of the conditions that make for the flourishing of individuals and communities.

The archbishop’s point was well illustrated by a recent article from a consultant psychiatrist in a therapeutic community. She wrote about the enormous frustrations involved in being part of an organisation where there was never enough money to do any job properly, but nevertheless from time to time ‘large sums of money appear, apparently out of nowhere, and have to be spent quickly, without any rational process about how they should be spent.’ This left her with the feeling that ‘everything is up for grabs, the goal-posts changing, our sense of agency precarious’. The febrile state of mind that resulted, she observed, was a mirror of the emotional states experienced by many of her more desperate patients<sup>3</sup>.

**Endorsing the Antidote Manifesto** *“We need to lay the foundations for a more emotionally literate society. Antidote is making great strides in this important direction.”*

Cary Cooper, BUPA Professor of Organisational Psychology and Health

Behaviour Education Support Teams, being rolled out to another 27 areas in April, are charged with fostering cultures in schools which 'actively promote all children and staff's emotional well-being.'

#### USING JUDGEMENT INSTEAD

Stories such as this show the urgency of finding more emotionally literate ways to assess performance and generate improvement. Again, Mintzberg puts the issue very clearly: 'What would happen if we started from the premise that we can't measure what matters and go from there? Then instead of measurement we'd have to use something very scary: it's called judgement.'

If this government really wants to bring about an improvement in public services, it needs to adopt a more emotionally literate stance. A good start would be a full acknowledgement that it can never know what needs to happen in a particular classroom or hospital clinic, but that its true responsibility is to find ways of enabling those on the front line to make professionally informed decisions about what will work.

#### EMOTIONALLY LITERATE GOVERNMENT

Standards rise because people feel motivated to improve and are enabled to find ways of doing so. Governments can nurture innovation, aspiration and positive energy by collecting up stories of change, listening to them, learning from them, channelling them to the places where they can raise people's vision of what is possible, and engaging in active reflection about new ways to do the things they suggest. The most important role for the various agencies of government would be to help people

identify their strengths, understand their problems, tackle their difficulties and discover creative ways forward.

Developments such as these would trigger a radical transformation in the relationship between government and everyone else. By letting go of its desire to control, it would communicate that other people can make a real impact on how public services operate. This would boost levels of public participation to the levels that

most commentators believe necessary to transform the quality of delivery.

Twigg is said to be among the ministers who truly do understand the need for greater democratic participation. So, encouragingly, are his Secretary of State Charles

Clarke and the School Standards Minister David Miliband. How exciting it would be to see the Department for Education and Skills take a lead in developing a more emotionally literate way of doing government.

#### REFERENCES

<sup>1</sup> Simon Caulkin, 'The Scary World of Mr Mintzberg', *The Observer*, 26th January 2003

<sup>2</sup> [www.bbc.co.uk/religion/news/indepth.archbishop/lecture.html](http://www.bbc.co.uk/religion/news/indepth.archbishop/lecture.html)

<sup>3</sup> Penelope Campling, 'Connection and Catastrophe, Hope and Despair in our Borderline World', *British Journal of Psychotherapy*, vol. 19, no.2, Winter 2002

*What would happen if we started from the premise that we can't measure what matters and go from there. Then instead of measurement we'd have to use something very scary: it's called judgement.*

Would you like to help us enrol new supporters to Antidote? We can supply copies of this newsletter, and supporting information, for you to distribute to friends and colleagues interested in emotional literacy.

#### ANTIDOTE INTERVIEW

### the emotional literacy standard

Few people are better placed than Katherine Weare to give a view on the progress being made in the UK to encourage the development of more emotionally literate schools. As director of the University of Southampton's Health Education Unit, she has been involved for many years in the European Network for Health-Promoting Schools and wrote, with Gay Gray, the materials that emerged from that work for teachers seeking to promote mental and emotional health.

Much of the work done by the Network was described in her book on *Promoting Mental, Emotional and Social Health* (reviewed in *The Antidote* 9), which may be why it was to her that the DfES turned when they wanted to commission a report on 'What Works in Promoting Emotional and Social Competence'. Having delivered that in November, Weare is now completing a book on *Developing the Emotionally Literate School*, to be published by Sage in the autumn.

When I spoke to her recently, I asked what this new volume adds to the previous one. She described how it uses the new research on whole-brain approaches and the links that can be made with learning styles. It also has sections on the profiling and assessment of emotional literacy, as well as how LEAS can provide effective support for this work in schools.



'No matter how much is said about flexibility and about teachers using their professional judgement, the national strategies represent a clear line from central government about what is regarded as 'best practice', and about how things should be taught. They say little about learning or the learner.' ATL Teaching to Learn Campaign Document

The heart of Weare's argument, though, remains the same: the only really effective way to promote emotional literacy is through a whole-school approach. It is the school environment that most powerfully influences the capacity of young people (and their teachers) to feel good about themselves, to engage with each other, to make a positive contribution to the school community and to get on with the business of studying.

#### TAKING ACCOUNT OF CONTEXT

People do need to do work on their own emotions, she says, but they do so within a context that powerfully influences the way they feel and their capacity to think about what they are feeling. There is an understandable desire on the part of school managers and government officials to come up with an off-the-shelf programme that will deliver the results they seek (better behaved kids getting better results), but no programme can be effective in and of itself. The idea of emotional literacy classes being delivered in an emotionally illiterate school is, Weare adds, 'terrifying'.

So what would she say to a headteacher who rang to ask her what he or she could do to foster emotional literacy in their school? 'Find out,' she suggests, 'what is happening in your area and form alliances with other schools that are doing good work. Ask your LEA what support it can provide. Look at the evidence for what works, but then think about what you are really trying to achieve. Respect your own culture and accept that there is no programme that will be just right for your school.'

#### EMOTIONS AND LEARNING

Weare believes that the argument for taking emotional literacy seriously has been enormously strengthened by new research on the links between emotions and learning, and these are covered in her new book. We have always known, she says, that people learn best when they experience states of emotional well-being. What has happened in recent years, however, is that we have grasped the key role that the emotional side of the brain plays in any learning activity beyond simply absorbing facts. If we are to use our imaginations, intuition and creative hunches, then we really do need to find ways of connecting up the whole brain.

#### MAKING THE LINKS

All of which seems to suggest that a government really committed to improving standards in education would need to engage fully with the challenge of fostering emotionally literate schools. Weare professes herself 'intrigued' by the question of the link between emotional literacy and standards, and argues that there is a need for a lot more work to pin down how the two can work together.

There is, she says, the 'benign' argument that there is simply no conflict between emotional literacy and standards. Emotional literacy simply enables people to realise their targets in a more 'effective' and 'humane' way. On the other hand, there are many teachers who do feel that the current preoccupation with testing and target-setting makes it impossible for them to work in an emotionally literate way. Government ministers and their officials find it difficult to acknowledge

that there is a reality to this, or to work out what they should do about it.

The hesitation at the DfES about whether to publish Weare's report suggests something of the discomfort this issue can generate. She says that, nevertheless, she feels positive about what the government is doing as it develops a strategy for 'social and emotional competence'. She is glad they have abandoned the idea that they might find a programme they could adopt, but have decided to publish 'guidance' instead. 'People do want a steer and the department can provide that. By publicly declaring that it supports this area of work, people are provided with a sanction that they wouldn't otherwise have.'



#### PROJECT REPORT

## the change that comes from within

Few things damage the vitality of organisations so much as the attempts of those who run them to impose change in ways that leave people no option other than defiance or compliance. That is why Antidote's approach to improving the performance of schools and other organisations aims to ensure that change bubbles up from within.

Our model – as it is emerging from our work in schools – tackles the most significant obstacles to people's participation in any change process. These are the lack of early

Do you have a story to tell about trying to establish emotional literacy in an organisation? You can use the Storyfinder facility on our website to tell others about your experiences - [www.antidote.org.uk](http://www.antidote.org.uk)

The Antidote Emotional Literacy Handbook, a comprehensive guide to creating an emotional literacy strategy in schools and classrooms, will be published in the autumn by David Fulton Publishers.

opportunities to explore what is really going on at an emotional level, the consequent difficulty many have in believing it is safe to participate, and their scepticism about whether any views they express will have an impact on the outcome that emerges.

#### EMOTIONAL LITERACY AUDIT

Antidote seeks to generate energy for change by engaging the whole community in a dynamic process of sharing with each other their knowledge of the organisation's inner workings, and using this information to frame ideas on what would improve them.

The sort of knowledge that we believe is most valuable cannot be gleaned from an occasional survey but needs to be generated through reflective activity that engages everyone. The questionnaire we use for our Emotional Literacy Audit (ELA) is designed to provide a stimulus to discussion rather than immediate (but clearly premature) action.

#### SPEAKING WITHOUT FEAR

The audit process gives each individual an opportunity to articulate their point of view without any fear that they are going to be put on the spot because of what they have revealed. The questions we ask invite people to give us their views, in confidence, on how the systems, processes, communication styles and relationships within the organisation are impacting on their emotional experience. The data collected is then brought together to give a picture of what is really going on at an emotional level in the organisation, and what factors are

affecting emotional and social well-being.

As we feed back these findings, people can see that their viewpoint has been heard, but that other people see things in different ways. Our aim is to stimulate people's curiosity about how what is happening to them relates to the experience of others, and to do so in such a way that they become fired up to start investigating what will make things work even better for them and for everyone else. Wherever we go, we find that curiosity is waiting below the surface for an opportunity to be released and that, once such an opportunity has been provided, the consequence is a surge of enthusiasm and creativity.

#### AVOIDING THE CLASSIC RESPONSE

The sort of information that comes out of feedback sessions and focus groups will generate a host of pressing questions. How, for example, can we structure our meetings in a way that enables us to communicate what really matters for us? How can space be better used for encouraging people to share ideas and find a real sense of belonging? And how can different activities be integrated so that there is a more powerful synergy between them?

A classic way of responding to such questions would be to bring in external experts to provide training – in leadership, communication skills, anger management or whatever else. Doing this, however, risks curtailing the curiosity that has begun to develop, and the potential for evolving creative solutions that use, and cultivate, the organisation's existing capacities.

#### CARRYING CONVICTION

What we do instead is to provide teachers and students with opportunities for thinking together about what changes they want to bring about, and what resources they have for making them happen. This makes it more likely that the strategies which evolve will reflect a widely felt need within the organisation, will be informed by what the organisation knows about itself and will carry conviction among those who have to implement them.

None of this is to deny the value of introducing people to different ideas, models and practices. It is to emphasise, however, the importance of introducing these in ways that build on existing resources. This ensures that, when new practices are introduced, people can make what they are being offered truly their own, can assimilate it to their own approach and can reject what they cannot use.

#### ENSURING SUSTAINABILITY

Having set up a process that helps people to become curious about the factors that shape their organisation's emotional climate, to reflect together on how this climate can be improved and then to generate activities that will bring this about, the next challenge is to ensure that the process continues. Ultimately, the key to sustainability is people's growing realisation that paying attention to what is really going on emotionally makes it easier for them to accomplish their core task. What may have seemed initially to be a diversion from teaching, learning or whatever else, comes to be seen as the best guarantor of its quality.

We run Change is Possible workshops with teams in public service organisations looking to see how they can use emotional literacy to achieve change in the communities with which they work.

We provide training and consultancy on how schools can use emotional literacy to promote achievement, positive behaviour and the well-being of staff as well as students. Call us on 0207 247 3355 for more information on what we offer.

#### THE MATRIX OF EMOTIONAL LITERACY

Antidote's Emotional Literacy Audit assesses an organisation's climate against a matrix of different factors.

This framework lays out the three domains where emotional literacy is vital - communication, relationships and organisational systems - and the qualities that need to inform practice in these domains. Emotional literacy is facilitated by qualities such as transparency and warmth in the way people communicate; trust and empathy in the way people relate to each other, reflection and collaboration in the way an organisation supports its members.

These qualities correspond to six important core values - safety, openness, compassion, connection, reflection and growth orientation.

#### EIGHT PRINCIPLES FOR PROMOTING EMOTIONAL LITERACY IN ORGANISATIONS

1. Emotional literacy is a process rather than a goal.
2. Emotional literacy is about releasing our capacity to learn with and from each other.
3. Emotional literacy is generated through dialogue.
4. Dialogue cannot happen without reflection.
5. Emotional literacy is sustained through our continuing curiosity.
6. Small changes across a whole organisation have a bigger impact than a big change in one part of it.
7. Every interaction is an opportunity to facilitate or inhibit emotional literacy.
8. Every organisation has untapped resources for promoting emotional literacy.

#### PROJECT REPORT

### when ELLI met ELA

Research has repeatedly shown the damage that exams can inflict on students' curiosity, self-confidence and motivation to learn. A recent systematic 'review of the impact of summative assessment and tests on students' motivation for learning'<sup>1</sup> found strong evidence that high-stakes tests damaged the self-esteem of low-achieving pupils, encouraged teaching styles which emphasised transmission of knowledge and disadvantaged students who preferred more active and creative learning experiences.

By contrast, there is sound evidence that a greater use of formative assessment helps students and teachers identify ways to improve the quality of teaching and learning. Ruth Deakin-Crick and Wynne Harlen, writers of the review, suggested a range of strategies for 'de-emphasising tests' and preventing 'the content and methods of teaching from being limited by the form and content of tests.'

Antidote has recently joined a collaborative project designed to develop tools that will enable work at the interface between students' learning 'energy', the 'learner-centredness' of their teachers and the emotional literacy of the organisation as a whole.

Underpinning the project is work that has been done in the Graduate School of Education at the University of Bristol on the beliefs, attitudes and values that help young people become effective learners. This research, by Guy Claxton, Patricia Broadfoot and Ruth

Deakin-Crick, has led to the development of an Effective Lifelong Learning Inventory (ELLI) that identifies seven dimensions of 'learning power' and provides scales to assess these. The dimensions are described as growth orientation, meaning making, critical curiosity, creativity, learning relationships, strategic awareness and resilience. These dimensions can be nurtured and developed by learners and teachers, and provide a language for understanding the importance of learning itself.

#### LEARNING RELATIONSHIPS

Learning relationships are a key dimension of learning power. In the ELLI study, teachers identified positive learning relationships as the critical ingredient for a learner-centred classroom.

One type of learner prefers to learn independently. They take in knowledge and develop skills on their own. However, if their independence is actually *isolation*, then their engagement with the learning process is fragile. They cannot cope with significant challenges, experiences of real failure or any change in the rules of the learning game. A second type is dependent, insofar as they prefer learning with others but are not good at doing so independently. Dependent learners in the study were the type of learners who relied on other people or processes for their learning.

But it is the interdependent learners, who score highest on all the positive dimensions of learning power. They know how to work on their own, but also how to be stimulated by the knowledge and thinking of others.

They can collaborate and contribute to the generation of collective ideas. This experience makes them much more resilient, focused and able to make the best of every learning opportunity.

#### AFFIRMING RELATIONSHIPS

'It is,' the Bristol team argue, 'in the context of trust and affirming relationships that the learner can be challenged to take risks, explore, acknowledge uncertainty and confusions and develop self-awareness and resilience as ideas, concepts and feelings are reflected back and forth in the pedagogical relationship.'

The bad news is that our current education system encourages learners to become 'progressively more dependent on the teacher and less creative and self-motivated.' The ELLI team have produced an alarming series of graphs showing the decline in positive qualities for learning through the various stages of education.

They also found significant variation between schools and classrooms, which suggested that teaching and learning styles, the organisational culture of schools and the prevailing values of the education system have an impact on building learning power.

#### COMMUNITIES OF LEARNING

The project currently underway involves bringing ELLI together with two other tools - Antidote's Emotional Literacy Audit (ELA) and the Assessment of Learner-centered Principles (ALCP) developed by Barbara McCombs at the University of Denver. The aim is to develop an integrated resource for teachers, students and managers to use in identifying and addressing the range of factors that affect learning.

The role of ELLI is to find out how people understand themselves as learners, and to support them in getting better at learning. How curious are they? How playful? How good are they at making connections between what they are learning and what they already know? Do they understand that learning is learnable?

ALCP provides teachers with

feedback on how their beliefs and practices impact on their students' capacity to learn. Do they ask questions in a way that encourage students to take responsibility for their own learning? Do they help students engage in independent learning activities? Does their way of speaking help students persist through challenges?

The information from these two tools - about how teachers are seen by students, and how students see themselves - can be used to generate thinking on how teaching and learning might be organised differently. During earlier trials of ELLI in primary and secondary schools, teachers developed a range of strategies and interventions aimed at building students' learning power. Those strategies led to an improved learning profile for their students, while those in matched classes became worse on some dimensions.

#### THE ORGANISATION

The ELA adds another element to this equation. It looks at the factors in the school that support teachers and students in building effective learning relationships. Are

young people getting the support they need if they are to be confident and creative? Do they have opportunities to share their thoughts and feelings with others? Are teachers listened to in a way that helps them listen to their students? How does the physical organisation of the school affect relationships?

Our belief is these combined instruments will help schools to focus on learning rather than exams, and will show policy-makers what will really promote the qualities of resourcefulness and resilience today's students will need if they are to thrive in the 21st century.

<sup>1</sup><http://eppi.ioe.ac.uk/EPPIWeb/home.aspx?page=/reel/reviews.htm>

## BOOK REVIEWS

PSYCHODYNAMIC PRACTICE VOLUME 8  
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FRANCIS LTD

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*Psychodynamic Practice* is a quarterly journal well worth a look by anyone interested in the clinical applications of psychodynamic theory. This special issue on education should intrigue anyone convinced that being educated is about 'much more than the capacity for intellectual performance', as guest editors Ron Best and Heather Geddes put it. 'The cost to society of not acknowledging the emotional aspects of learning and teaching is extremely high.'

Seven very readable articles

explore the theory behind educational therapy and give a number of vivid case studies to illustrate its practice in mainstream schools, pupil referral units, and a variety of other settings. Bettina Davou

opens the collection with a review of recent experimental evidence on 'Unconscious processes influencing learning'. Gerda Hanko closes with a persuasively argued call for 'Making psychodynamic insights accessible to teachers as an integral part of their professional task'. In between are five fascinating articles by teacher-therapists working with a range of techniques to help children unravel the emotional conflicts that block their learning.

Angela Greenwood illuminates the defences deployed by children who feel chronically unsafe: 'Learning difficulties can be an unconscious way of not thinking about anything, for fear that thinking might bring up intolerable anxieties.' Trisha Waters offers hope to mainstream schools

*Without emotional literacy, leaders cannot truly develop the qualities that they need - tenacity with agility, resilience with sensitivity - if they are to meet the challenge of operating in an increasingly volatile environment.*



struggling to meet special educational needs: 'By giving children the space to explore core issues through their story writing, they may become more motivated to engage with the process of writing and develop their writing skills.'

All of these articles reveal the confusion that even experienced clinicians face when working with distressed children. Teachers and other staff in mainstream schools can offer real help, but in a target-driven system, children and adults feel increasing pressure not to think. Dawn Kalu urges us to make that time. 'As the available adults, we are the ready receptacles for the projection of the children's feelings of rejection. Human encounters, ourselves, is what makes the difference.'

ALPHA LEADERSHIP: TOOLS FOR BUSINESS LEADERS WHO WANT MORE FROM LIFE, ANNE DEERING, ROBERT DILTS, JULIAN RUSSELL, PUBLISHED BY JOHN WILEY & SONS LTD, 2002

Although the phrase 'emotional literacy' does not appear in its pages, this book powerfully describes why it is that today's leaders need to embrace the concept. Without it, they cannot truly develop the qualities – tenacity with agility, resilience with sensitivity – that are needed if they are to meet the challenge of operating in an

increasingly volatile and competitive environment.

Change today happens so fast, and requires such high levels of engagement from those who have to deliver it, that there is no place for the sort of leader who simply seeks to drive through his or her vision of the organisation by appeals for loyalty and calls to action.

Leaders need to exercise 'power with' rather than 'power over'; and to find ways of knitting people together in a process for gathering up information, reflecting on what it means for their organisations and responding to what emerges. Leadership ultimately centres on the capacity to manage relationships, to tap into people's 'desire to join up, join in and be part of something'.

#### ANTICIPATE, ALIGN, ACT

Leaders, the authors argue, need to be in a position to anticipate the changes that are on the way, to align their teams behind the achievement of their organisational goals, and then to act in ways that are appropriate to the immediate situation, rather than yesterday's, or that day long ago when planning began.

Leaders can only keep up with the competition if they are able to read the 'weak signals' continuously being picked up by their market-facing people. The crucial factor is not the

efficiency of the systems in place for collecting and channelling information, but whether the people on the ground feel encouraged to communicate what they are picking up, and whether their leaders are emotionally open enough to take in what they are hearing.

The leader who can do this will have a well-developed capacity for picking up multiple and diverse points of view. He or she will work harder at aligning the organisation to the people rather than the people to the organisation. This will involve allowing them to create their own niches, where they operate according to agreed principles but otherwise get on with doing things in their own way.

#### IN-COURSE CORRECTION

Perhaps unfortunately given the current international situation, the authors compare the process of implementing decisions in today's organisations to the firing of missiles. Too many leaders are either so busy aiming that they never get anything going until it is too late, or so busy firing that their missiles land in the wrong place at the wrong time. What they really need to do is to fire and then carry out in-course correction.

The underlying theme of *Alpha Leadership* concerns the need for leaders to take proper care of themselves if they are to look after their organisations. Too many people in today's business world are so overwhelmed by anxiety about surviving that they fail to maximise their own effectiveness or that of their people. Energy is wasted on micro-management rather than the truly important tasks of leadership.

This book puts a complex argument in a compelling way. It is enriched by inspiring narratives, evocative case studies and exercises that provide opportunities for readers to reflect on what its challenging messages really mean for them.



I KNOW HALF OF YOU KNOW WHERE THE FAILINGS ARE  
AND THE OTHER HALF KNOW THE SOLUTIONS. SO IF WE DON'T EXCHANGE INFORMATION  
WE WON'T HAVE TO TAKE ACTION

Tommy

## antidote news

### Training and Consultancy

Antidote's training and consultancy programmes are tailored to the needs of leaders, teachers and support staff as they address the specific needs of their organisations. Current projects include sessions on:

Enhancing teaching and learning - secondary teachers;

Developing an effective emotional literacy policy - senior LEA managers;

Creating emotionally literate classrooms - secondary teachers;

Improving teaching practice - FE lecturers;

Contributing to school development - primary support staff;

Working with a difficult class - secondary students and teachers.

To discuss how we can help you use emotional literacy to promote achievement, positive behaviour and well-being, call Susie King on 0207 247 3355.

### New Team Member

Anne Murray recently joined us to support the development of our training and consultancy activities. She has trained as an Educational Therapist and has recently worked as an independent advisory teacher in Islington, Lewisham, Tower Hamlets, Newham and Barking and Dagenham. From 1993-8, she managed the Tower Hamlets Behaviour Support Service.

### Emotional Literacy Audit

The ELA will be available for use in your school this September. This provides a framework for the development of a whole-school emotional literacy strategy, and a benchmark against which changes in your school can be evaluated.

### The Website

If you want to know what our co-founders Susie Orbach and Andrew Samuels are saying at the moment, go to their areas on the website - [www.antidote.org.uk/html/susie.htm](http://www.antidote.org.uk/html/susie.htm) and [antidote.org.uk/html/andrew.htm](http://antidote.org.uk/html/andrew.htm).

## dates for your diary

### 13TH AND 14TH MARCH

#### Tomorrow's World - The Childcare Revolution and Beyond

Creating a better future for children, families and communities.

**speaker:** Baroness Catherine Ashton (Minister for Sure Start)

**venue:** New Connaught Rooms, London

**enquiries:** Hazel Gomm 0207 324 4331, [hazel.gomm@neilstewartassociates.co.uk](mailto:hazel.gomm@neilstewartassociates.co.uk)

### 17TH MARCH

#### Who Needs Democracy? What is the point of being a citizen?

How the ideas of the Polish educator Janusz Korczak are relevant to questions of citizenship and democracy today.

**speakers:** Zygmunt Bauman, Julia Neuberger, Mohammad Hourani.

**venue:** Institute of Education, Bedford Way, London WC1

**enquiries:** Spiro Ark on 0208 958 6272 or email [Spiroark@aol.com](mailto:Spiroark@aol.com).

### 25TH MARCH

#### Emotional Intelligence: Perspectives for School Improvement

Exploring aspects of the emotional experience of pupils and teachers as they engage with their learning.

**speakers:** Gill Frances (NCB), Andy Hargreaves (Boston College), Penny Bentley (Columbia Primary School)

**venue:** The Institute of Education, Bedford Way, London WC1

**enquiries:** Sittika Nazim on 0207 612 6401 or email: [s.nazim@ioe.ac.uk](mailto:s.nazim@ioe.ac.uk)

### 26TH MARCH 2003

#### Emotional Literacy Conference

A practical guide to ways of developing emotional literacy with young people.

**speakers:** Peter Sharp (Mouchel), Elizabeth Morris (School of Emotional Literacy), Michelle Carter

(LEA Consultant).

**venue:** Columbia Hotel, Lancaster Gate, London

**enquiries:** Osiris, 0152 653678

### 9TH APRIL

#### Creating a Learning to Learn School

How learning to learn approaches can help raise standards, improve pupil motivation and enhance the motivation and morale of teachers. Based around the findings from a two-year project run by the Campaign for Learning.

**speakers:** David Hopkins (DfES), Heather du Quesnay (NCSL), Jenny Mosely (Quality Circle Time)

**venue:** New Connaught Rooms, London

**enquiries:** Elizabeth Currie on 020 7930 1551, [ecurrie@cflearning.org.uk](mailto:ecurrie@cflearning.org.uk)

### 10TH APRIL

#### Mapping the Flow of Response-ability

A one-day workshop on how to use the Temple Index of Functional Fluency (TIFF).

**venue:** Swansea, Wales

**enquiries:** [booking@ita.org.uk](mailto:booking@ita.org.uk)

### 14TH JUNE

#### Making Life a Safe Adventure

Conference on using transactional analysis with children and young people to answer questions such as: How can children learn common sense and yet keep a spirit of adventures?

**venue:** NSPCC, Leicester

**enquiries:** Giles Barrow on 0208 540 8120 or [giles.barrow@virgin.net](mailto:giles.barrow@virgin.net)

### 26TH - 28TH JUNE

#### Education, Spirituality and the Whole Child

Conference on the place of spirituality and the emotions in the search for identity by individuals and communities.

**venue:** University of Surrey, Roehampton

**enquiries:** [eswconference@roehampton.ac.uk](mailto:eswconference@roehampton.ac.uk)

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