

## HUNTING A STRATEGY FOR RESPONSIVENESS

Hidden among this summer's debate and comment on the struggle of Tony Blair's government to rebuild confidence in its capacity to deliver positive change, lay the occasional suggestion that the way forward might lie in ministers developing higher levels of emotional awareness.

Commenting in June on the prime minister's 'needlessly ruthless' presentation of his proposal for a Department of Constitutional Affairs, *Guardian* columnist Martin Kettle asked why he could not say the 'emotionally literate thing'. Politicians, he argued, 'have to be able to say sorry, to admit to uncertainty and to acknowledge mistakes'.

A few months later, culture secretary Tessa Jowell ascribed some of the government's problems to 'poor emotional intelligence'. This, she said, was the reason why ministers found it hard to display the levels of candour, flexibility and kindness that were needed. 'We are,' she wrote, 'the most feminist administration ever but we have not changed this country's outdated, macho political culture.'

### BUILDING TRUST

To rebuild trust, though, it is probably not enough for ministers simply to become more open and honest in what

they say or do. Sustainable trust, as sociologist Richard Sennett has argued, grows through governments shifting from 'candour' to 'responsiveness'. The current regime can only solve its problems, in his view, by taking more account of what the people involved in implementing change might be feeling and saying.

At one level, politicians clearly do understand this. Tony Blair has repeatedly promised 'honest dialogue' with the electorate. Michael Howard announced his candidacy for leadership of the Conservative Party by promising to 'listen'. Too often, though, it seems as if ministers and their officials miss the extent to which the public service improvements they so long to achieve can only come about by taking people and their needs more fully into account.

### PEOPLE MATTER

Take *Every Child Matters*, the recently-published Green Paper outlining the government's strategy for ensuring that all children realise their potential. There is hardly a statement in it with which anyone could seriously quarrel. And yet there is an element that needs to be added if its ambition is to be fulfilled.

The aim of the proposals is to dissolve the boundaries between professions that can lead to people

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ignoring the evidence that a child, or children, are at risk. Someone else, they think, will take responsibility. A radical reshaping of health, education and social services is intended to ensure that information is better shared and responses better co-ordinated. The Green Paper also proposes a programme of training to give those who work with children a basic understanding of how they can be protected and nurtured.

But where is the evidence that such structural reorganisation and training will in themselves ensure that professionals become more responsive to the emotional and other needs of children? Responsiveness, after all, grows out of a state of mind, one that enables people to pick up signals through the surrounding noise and then to devise effective follow-up.

Such responsiveness can only develop in an organisational culture that enables people to feel safe enough to communicate what they think to

**Reviewing Antidote's Emotional Literacy Handbook: 'Emotional literacy is a way of helping students to learn how to deal with their feelings, resolve problems and relate more effectively to others. This book makes a strong case for the positive impact it can have on students' achievement.'**

**Headteacher Geoff Barton, TES, 31st October 2003**

others, where they know that colleagues and managers will listen seriously to what they say, and where they are encouraged to have the confidence to follow up on their intuitive hunches.

The reorganisation of services, therefore, has to be about making it easier for professionals to explore their experiences, to reflect on what they mean and to shape effective strategies through deliberation with others. Moreover, it has to leave people feeling that they have a part to play in how change is implemented, that it is being done in a way that shows *they* matter to the organisation.

#### EMOTIONALLY LITERATE CULTURES

Inside this newsletter, members of the Antidote team describe how they have been helping to foster such cultures in schools. Our researcher Alice Haddon shows the way in which our Emotional Literacy Audit (ELA) is intended to orientate change around the ways in which community members experience their emotional environment. Our Education Director Harriet Goodman writes about how the work she is doing helps schools to 'build on what they are doing already, to draw on the enthusiasm and leadership of the people teaching and learning here.'

These innovative pieces of work have many lessons to offer policymakers as they seek to bring about change in the cultures of education, health and other public services. Emotional literacy must be part of any strategy for change that is going to be effective and sustainable



In September, Education Director Harriet Goodman talked about Antidote's Emotional Literacy Initiative at the Claridges' launch of Work-Life Balance Week and on Radio 4's *You and Yours* programme.

Headteacher Bernadette Thompson told the *Evening Standard* that she was 'delighted with the change in the morale of staff, the vastly better behaviour of children and the marked improvement in learning' from work with Antidote.

### project report

## antidote in schools - the story so far

For the past two years, Antidote has been working with staff and students at three schools in the London Borough of Newham. The aim of this collaboration has been to develop replicable strategies for embedding emotional literacy across school life. As the project moves into its third and final year, the results are both encouraging and exciting. Below, Antidote's Education Director Harriet Goodman describes what has been achieved and what is being learned.

A student teacher asked us recently whether emotional literacy was important to all schools. We replied that paying attention to our emotions and our relationships is essential to learning, whatever our personal circumstances. But what should schools do to foster emotional literacy? And how should they assess their efforts?

Antidote's Emotional Literacy Initiative aims to answer these questions by demonstrating how emotional literacy can enhance learning and well-being, and by generating strategies that can be used across education.

#### IDENTIFYING PARTNERS

The groundwork for the Initiative was laid in conversations with a number of local education authorities. Newham's Director of Education and Senior Educational Psychologist expressed

strong interest. Funding came from a number of charitable trusts: the AIM Foundation, the Tudor Trust, the Bridge House Estates Trust Fund and the Esmée Fairbairn Foundation.

Preliminary work with the headteacher of Avenue Primary School began in autumn 2000, a year before the full launch of the Initiative. When I joined as project director in January 2001, my first job was to identify two further schools which would see the Initiative as a means of focusing and enriching their plans for school improvement.

My first approach was to Martin Buck, head of Lister Community School in Plaistow, an 11-16 mixed comprehensive. A published practitioner-researcher on personal and social development, Martin saw the Initiative as a way of weaving together Lister's work on PSHE and Citizenship, the National Healthy School Standard, Performing Arts Specialist Status, and a range of other efforts to promote learning in the broadest possible sense.

Gallions Primary School in Beckton, one of the newest schools in the borough, shares Lister's interest in the arts. Its headteacher approached Antidote, believing that work on emotional literacy would foster the confidence and curiosity that staff and pupils need to risk creative work.

#### CHARTING THE TERRITORY

The Initiative 'went live' in September 2001. We began by exploring how staff and students experienced each school, using open-ended questionnaires and semi-structured interviews. The ideas that emerged went on to frame the development of our Emotional Literacy

“It would be a historic advance if the success of politics was measured by the rounded well-being of its citizens ...So much of what makes for a good life are common social goods ... We must develop forms of decision-making and accountability that are as sophisticated as the issues we need to address.”

*Compass: A Vision for the Democratic Left, www.compassonline.org.uk*

Audit (ELA), which is described later.

In December 2001, we shared our findings with senior management teams. At Lister, we happened to make our presentation alongside an adviser from Investors in People. Staff commitment to their work at the school came across clearly in both reports, but people had been more open with us about their more difficult feelings. As the then deputy head Lesley Day suggested, ‘It’s as if people were talking to IIP as professionals, and to Antidote as persons.’ Martin replied: ‘What we need to do is to help people fuse the personal and the professional.’

Staff issues were also the initial focus at Gallions, whose smaller size allowed us to discuss the results with teams across the school. At a follow-up meeting for all staff, a new organisational structure was proposed to improve communication and systems of support. Headteacher Bernadette Thompson and her deputy Emma McCarthy are convinced that these discussions gave staff ‘permission’ to discuss things more openly. This has improved working relationships and encouraged people to come forward with their own ideas.

Lister had selected year 8 as a target year group, and we started by piloting work with two of the most troubled tutor groups from this year. After a week spent following each group through the school day, we suggested strategies for helping tutors to think

about young people’s capacity to learn with and from each other. Response from colleagues was disappointing at first, and we resolved to pay more attention in our second year to helping teachers create opportunities for reflection within the constraints of the timetable.

Gallions appreciated our efforts to ‘work with the rhythm of the school’, allowing decisions to emerge over time. By July 2002 we had agreed two key interventions for the following year: Philosophy for Children, a classroom method known to develop thinking skills which also has strong potential for increasing emotional and social awareness; and peer mediation, which we offered as a way of encouraging pupils to take more responsibility for improving behaviour and developing relationships.

*Our approach is eclectic because we aim to help schools build on what they are doing already, to draw on the enthusiasm and leadership of the people teaching and learning there.*

#### DEVELOPING THE TOOLS

Our work in all three schools built momentum from September 2002. We realise now that staff and students needed time to develop trust in us, and in more reflective ways of working. Many of the more innovative strategies have evolved from open-ended discussion about what is going on for people, rather than from any preconceived model.

The reflective staff group we facilitated at Lister in the spring and summer terms of 2003 came about almost accidentally, after we had run two short sessions about the emotions

of learning on an all-staff training day. We were moved by the stories that colleagues shared of acknowledging students’ feelings and providing opportunities to talk. But we noticed a sense of apology, as if any effort to work with students’ lived experience was a distraction from the curriculum. We went back to the head and asked for his support in bringing together a working group of twelve volunteers.

At the meetings, there were some hefty debates about student attitudes to learning, inconsistent messages from management, and the constraints of the wider system. Gradually the opportunity to vent difficult feelings led to creative discussion about alternative approaches in the classroom, which participants then tested out in their own teaching. We produced a report which participants will share with their departments. Perhaps more importantly, the group has agreed to continue meeting this year, and to encourage others to join. In an interim evaluation conducted in June 2003 by a University of Bristol researcher, one staff member reported that participating in the group was a ‘personal joy’.

Anne Murray, Antidote’s Development Director, has worked closely this year with Naomi Bourne, Director of Studies for our target year group at Lister. Below, Anne describes the model they developed for a particularly challenging tutor group. Conceived as a ‘last-ditch’ approach to managing a difficult class, the model will be reframed next year as a community-building opportunity for all new students in year 7.

Anne and Naomi are also working to

transform the Behaviour Group, an elected group of students that came together to challenge disruptive behaviour, into a more inclusive group researching their students' experience of school. Once the reconstituted group is confident of its role and purpose, they will join the staff group to discuss how to improve their collective experience. Martin Buck sees this as part of a more strategic approach, fusing attention to emotional health with efforts to improve teaching and learning.

At Gallions and Avenue we have relied more on imported models, while always encouraging colleagues to adapt them to their own needs, and to reflect with us on their effectiveness. Gallions staff and pupils spoke enthusiastically to our evaluator about Philosophy for Children, which is now practised weekly by most classes in years 1 to 6. They described how it has deepened their thinking, encouraged more reticent pupils to take a more active part in learning, and improved pupils' relationships with teachers and with each other. The less explicit link to emotional literacy may have made the method more enticing to those who shy away from direct work on emotions. Next autumn we plan a joint enquiry with colleagues at Gallions, analysing the video footage we recorded in July this year to investigate the impact of 'doing philosophy' on emotional and social development. We are in the process of producing a training video on how the method can be used to enhance learning and personal growth.

Our key intervention at Avenue has been to support the new PSHE coordinator in establishing a school

*The Emotional Literacy Handbook* is now available from publishers David Fulton and other suppliers. Described by the *TES* as "a model of responsible and useful educational publishing", it costs just £18.

council. In the evaluation he said he 'would have struggled with the additional responsibility' without our help, which involved ongoing encouragement, practical ideas, and commissioning of expert agencies to provide relevant training for pupils and staff. Council members reported that their work is important because 'pupils get to talk about things that matter to them, and adults listen'. The link teacher had been surprised by the maturity of thinking demonstrated in council meetings, and says that he now sees pupils as genuine 'citizens of the school'. The governors and senior management seem keen to back up this new view: for this year they have approved a budget to be controlled by the council.

#### TESTING THE MODELS

Our approach is eclectic because we aim to help schools build on what they are doing already, to draw on the enthusiasm and leadership of people in place. In the final year of the project, we intend to weave these emergent strategies into a coherent model that explicitly links emotional literacy with the core school tasks of teaching and learning.

*Harriet will talk about some of the approaches developed with Lister and Gallions at the Whole-School Emotional Literacy conferences (see back page for details).*

*For more information on Philosophy for Children contact SAPERE via [www.sapere.net](http://www.sapere.net). For more information on peer mediation, contact the Peer Support Forum via [www.ncb.org.uk/psf](http://www.ncb.org.uk/psf)*



One of the most common causes of secondary school dropout is pupils feeling that there is not one adult who really knows or cares for them." Andy Hargreaves, *Teaching in the Knowledge Society*

#### storyfinder

## an emotional literacy approach to supporting a difficult class

Antidote's Development Director Anne Murray describes below one of the approaches developed with staff and students at Lister Community School as part of the Emotional Literacy Initiative described above.

We were asked to help the school think about a class of Year 9 students who had a reputation for being exhausting and unmanageable. The specific behaviours which teachers complained of were a seeming inability to want to listen to the teacher or each other for that matter, and the way the girls had evolved a passive stance which was clearly impeding their achievement in many areas. Teachers said that it was not possible to engage with the students in a meaningful way.

#### CHOOSING NOT TO LISTEN

We could have decided to do some work around listening skills. However, we felt that the class had the skills but that there was something in the whole situation which meant that the students were choosing not to apply them! We felt that it might be more productive to explore together what might be preventing them from being able to listen.

This led us to try and think about what the emotional experience of being a student in this class might be. We felt

If you want the latest news on emotional literacy in schools every month, subscribe to *Emotional Literacy Update*. There's a special rate for Antidote members. Details on the back page or from Optimus Publishing, 020 7251 9034, [www.optimus.co.uk](http://www.optimus.co.uk)

If you cannot make the London Whole-School Emotional Literacy conference on the 20th November, there are places available for the events in Manchester on the 10th and Birmingham on the 26th February 2004.

that the level of difficulty the students had with listening to, and engaging with, their teachers and each other could be thought about as a communication, as something which carried valuable information about the students' experience of the class and how this might be impacting on their learning. Our hypothesis was that if we tried to pay attention to what the students might be communicating through these behaviours, then perhaps we could devise ways of addressing the underlying issues.

#### WORKING TOGETHER

This resulted in a day at the end of the autumn term where the whole class, their head of year, their tutor, two of their subject teachers and two consultants from Antidote went out of school to a local community learning venue. The aim of the day was to explore the emotional experience of being a student in the class.

Given Lister's Performing Arts status, the use of drama seemed a good vehicle for our exploration. We devised an exercise for the morning where students (balanced for gender and ability) had to imagine themselves as a group of strangers who had survived a plane crash in the rain forest. We told the students that they would earn points for demonstrating qualities of team work which we defined beforehand (e.g. treating each other with respect; being able to stick with it when things get difficult; being able to back down from conflict; being able to stick up for people who are being bullied or left out; being able to listen to and follow instructions).

Two teachers observed each student

group and were responsible for awarding the team points when they saw evidence of students using the skills. The metaphor of survival as a team working well together symbolised just the kind of social, emotional and learning challenges which the class encountered on a daily basis in school.

#### MAKING THE LINKS

In the afternoon, students were invited to think about links between the drama situations and their school experience – in particular the difficulties they experienced working together as a good 'learning team' and finding ways to include all their peers respectfully in the process. This gave rise to a passionate dialogue between the students about the mutual distrust and suspicion which existed across the genders in the class. It was, of course, not possible to reach a resolution of this highly charged emotional issue in the time we had available. However, there was a sense of relief among the students that they had been enabled to express some of their very complex and difficult feelings about their group dynamic.

Over the course of the following term we evaluated the teachers' perceptions of the behaviour of the class. There were definite areas which had improved. In particular, it was easier for teachers to be heard. Also, the girls developed enough confidence to achieve excellent work in drama, working on and delivering monologues, which the boys respected (listened to) and in were in fact quite 'awed' by!

We believe it was extremely significant that the students were able to express their concerns to each other

in the presence of their teachers. We wondered if it was the very fact of being given the opportunity to be listened to by their teachers which was the key factor in enabling the students to feel they could listen in turn to their teachers.

#### STAYING WITH IT

Establishing safe opportunities to listen to students who are 'stuck' in negative social dynamics in the here and now of their schooling is important. We need to give ourselves permission to acknowledge the issues that arise without necessarily having an immediate solution. Life is not like that! Our confidence that this in itself is 'OK' gives the message to students that their teachers can hear what they are saying and stay with it, even when it is difficult to know what to do.

The teachers did return to the issues raised by the students during the course of their lessons in the following term. Whenever the old habits of anger and hostility between boys and girls came to the fore, the drama teacher reminded the students that they had expressed a desire to make things different between them. This kind of experience teaches the students a great deal about emotional literacy. It models for them the importance of paying attention to each other and to what is going on between them. As one of the teachers said, 'The students felt as if we cared enough about them to do this with them.'



# The Emotional Literacy Audit

One of the major outputs from the Emotional Literacy Initiative is the Emotional Literacy Audit (ELA). This is a tool for helping school staff and students to work out how they can improve their emotional environment of the school in ways that will enhance the quality of learning as well as their communal life together. Below Antidote's Researcher Alice Haddon describes how the tool was developed.

The Emotional Literacy Audit (ELA) can be used to diagnose the factors in a school that facilitate or inhibit people's ability to engage with each other in an emotionally literate way and to develop a strategy for building on areas of strength and addressing gaps. It is also likely to be effective at monitoring what changes have taken place in the school's capacity to engage with emotional literacy.

The instrument looks at a school as a whole organisation. Emotional literacy is not seen as a capacity that is either present or absent in the individual, but rather as a potential in all of us that reflects the contexts in which we operate.

The research that Antidote has carried out over the past few years has enriched our understanding of how organisational culture and values can affect the way we process our emotions, and how this in turn affects our thinking, our learning and actions. Emotional literacy is not only related to teaching and learning, it is central to it.

## WHAT IS REALLY GOING ON

The first step for any organisation wanting to develop a more emotionally literate culture is to look at what is really going on, emotionally, for those who work and learn there. Asking this question within the Emotional Literacy Initiative (see above) was also the first stage in the development of the ELA. The kinds of questions we posed were:

How are people feeling? What is the source of their feelings? How are they able to process those feelings within this organisation?

In the project schools, we used open-ended questionnaires and in-depth interviews to explore these questions with both students and staff. Thanks to the willingness of participants to engage in this process, we began to gain a greater understanding of what factors in school life enable people to operate in a way that maximises their potential to teach, learn and work together.

## WHAT MATTERS

It soon became clear that what really mattered to people was the relationships they formed in school, and the way they communicated within those relationships. What's more, there are certain organisational factors that either facilitate or inhibit the quality of people's interactions. Where people receive the message from others that they are valued, trusted, respected and understood, they have an enhanced capacity to engage in the central purpose of the organisation.

## CORE FRAMEWORK

These findings underpin the theoretical framework behind the ELA. We call this the CORE framework, because what affects people's capacity for emotional literacy is a subtle interaction between Communication, Organisational factors, Relationships and Emotional experience.

The key research question in the development of the ELA then became: what is it about these factors that facilitates or inhibits emotional literacy?

Through in-depth interviews, we found that, to facilitate emotional literacy, communication needs to be characterised by: transparency, accessibility, warmth, engagement and dialogue. Also, it must be essentially developmental (in the sense that it

develops people's capacity to learn about themselves). Organisational factors need to be characterised by: cohesion (as opposed to fragmentation), alignment (between the personal and the professional), support, collaboration, reflection and empowerment. Relationships need to be characterised by: trust, openness, empathy, connection, respect and value. The presence of these qualities maximises the likelihood that people feel safe to think about and communicate their experiences in a way that allows for emotions to be processed and understood.

## USING THE FINDINGS

Our initial survey in the project schools helped staff and students to identify and address questions such as: how can teachers and managers create time and space for more reflective conversations?

How can they negotiate the tensions between the prescribed education agenda and what they intuitively know about the education process? How can the senior management team communicate with staff and pupils in a way that is perceived as empowering? How can staff

help students to think about the social and emotional issues that surround peer relations in a way that enhances learning rather than blocking it?

## TRIALLING ELA

The ELA that evolved out of the more open-ended survey takes the form of a closed questionnaire (with opportunities for people to elaborate their views) based around the CORE framework. It has been designed to investigate the extent to which people experience these qualities in their lives at the school. The aim is to inform a whole-school policy which has emotional literacy at its heart.

The next stage in the development of the ELA was to look further afield and

*It soon became clear that what really mattered to people was the relationships they formed in school, and the way they communicated within those relationships.*

to see if what we had learnt in our three project schools was applicable elsewhere. We worked with six schools in and around Bristol, four primary and two secondary, identified by our research advisers at the University of Bristol. These six schools all agreed to take part in a joint trial of our ELA with two related research instruments: Bristol's Effective Learning Profile (ELLI), which investigates learning power in individual learners, and the Assessment of Learner-Centred Practice (ALCP), developed by Barbara McCombs at the University of Denver.

The trial took place between April and July 2003. The findings have confirmed ELA's potential not only as a diagnostic tool but also as a stimulus for individual and organisational development. The questionnaire itself acts as a catalyst for reflection across a school. As one year 6 student said, 'It helped me to think about all the problems I've had and how I feel about them.' A teacher remarked that it was 'very interesting to reflect on whether certain school members value and respect me... not things I might have considered before'.

#### FEEDBACK TO HEADTEACHERS

The feedback we were able to give to headteachers brought to light the more subtle workings of organisational life. The CORE matrix also provided a coherent framework with which to look at some of these factors. The philosophy behind the ELA is to celebrate strengths as much as to identify areas of concern. As one head put it, 'It's not often we get the pat on the back we deserve.' The audit also provided concrete data to inform school improvement plans and to justify the allocation of resources to encouraging emotionally literate practice.

Some of the questions we found ourselves exploring with many of the Bristol trial schools were:

1. Why is it that colleagues feel less valued by each other than by other members of the school community? And how do we communicate value?
2. What can schools do to ensure that

people feel safe enough to communicate their feelings? What choices do people have about whom they communicate to?

3. Why do pupils think that there is less time spent in class on thinking about emotional and social issues than teachers do?

#### FINAL STAGE

The ELA is now entering the final stage of its development. As we think about how to enable as many schools as possible to benefit from this tool, an important question is at the forefront of our minds: how can we ensure that the audit is used to inform and develop rather than to judge and criticise?

Some safeguards can be built into the audit. Confidentiality, for example, goes some way to ensuring that those who take part feel safe enough to say what is really going on for them. We have also designed a feedback process that focuses on patterns rather than on scores, and that confirms areas of strength as well as highlighting points of weakness. But there is only so much that can be built into the ELA itself; the rest depends on researchers and users ensuring that purpose and process are properly aligned. In other words, an Emotional Literacy Audit must be carried out in an emotionally literate way.

This means thinking of the audit as part of an ongoing process, as the beginning of a conversation that is truly reflective. We need to listen to each other without pre-judging, encourage the exploration of all possibilities, and commit ourselves to finding out what is really going on. We need to learn to tolerate uncertainty. Most importantly, we need to keep in mind that we are doing this because we truly care about improving the experiences of those we are working with and teaching.

*If you are interested in running the Emotional Literacy Audit in your school, let us know and we will keep you informed of future developments.*



## support antidote

Antidote develops innovative strategies for improving the emotional environment in organisations, so that people can operate more happily and effectively within them. These strategies are shared with others through conferences and publications as well as training and consultancy.

Support Antidote and you will be part of an organisation that generates fresh thinking about how to improve the effectiveness of our organisations and the quality of life in society.

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You will be offered reduced rates for:

Antidote conferences, workshops and events

Subscriptions to the monthly newsletter *Emotional Literacy Update*

## read the handbook

The *Emotional Literacy Handbook* costs just £18 and can be ordered from Smallwood Publishing (01304 226900) or Incentive Plus (01908 526120). 'The great virtue of this book,' writes Maureen Freely in *Emotional Literacy Update*, 'is that it shows how dialogue can feed into action that feeds back into dialogue, and how this very process regenerates a school.'

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# becoming an antidote supporter

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# dates for your diary

22-23 NOVEMBER

**Walk your talk - talk your walk**  
Using drama, creative writing, bodywork, voice work and movement to develop communication skills  
**speakers:** Indigo Brave  
**venue:** Nottingham  
**enquiries to:** 0115 9112171

24 NOVEMBER /1 DECEMBER

**Men's business**  
Emotional literacy workshop for men  
**speakers:** Alex Dixon, Tahir Akram  
**venue:** Riverside Studios, Hammersmith  
**enquiries to:** 020 8741 8813

24-28 NOVEMBER

**Promoting emotional literacy in secondary schools**  
Train the trainers residential course  
**speakers:** Jenny Mosley  
**venue:** Bath  
**enquiries to:** 01225 767157

3 DECEMBER

**Bullying - new policy and practice**  
One-day conference designed to help participants develop an effective policy.  
**speakers:** George Robinson (Lucky Duck)  
**venue:** Dublin  
**enquiries to:** Osiris, 01526 353678

6 DECEMBER

**Alternative Approaches to Education**  
A one-day seminar on new initiatives..  
**speakers:** Fiona Carnie (HSE)  
**Venue:** Bath  
**enquiries to:** info@alternativesineducation.co.uk

9 DECEMBER

**Citizenship in action**  
Updates on national developments in secondary schools and colleges  
**venue:** Cambridge  
**enquiries to:** 01480 468885

9 DECEMBER

**Developing emotional literacy through circle time practice**  
One-day course  
**speakers:** Penny Vine  
**venue:** Harrogate, N. Yorkshire  
**enquiries to:** N. Yorks Schools Learning Network, 01609 780780

10TH/26TH FEBRUARY

**Whole-school emotional literacy - making it happen**  
How emotional literacy can become embedded at a whole-school level.  
**speakers:** James Park, Anne Murray & Harriet Goodman (Antidote), Philip Mather (Heath School), Alison Grimshaw (Family Works programme), Liz Tew (PRU)  
**venue:** Manchester Town Hall (10th), Austin Court, Birmingham (26th)  
**enquiries to:** Antidote, 0207 247 3355

20-21 FEBRUARY

**Communication in the age of suspicion**  
A conference on trust, communication and culture  
**venue:** Bournemouth  
**enquiries to:** cpcr@bournemouth.ac.uk

22/26 MARCH

**Anger management**  
Developing an understanding of anger - our own and other people's.  
**speakers:** Peter Sharp  
**venue:** Birmingham (22nd), Manchester (26th)  
**enquiries to:** Osiris, 01526 353678

2 APRIL

**The emotions, the heart and the information age**  
An evening with Claude Steiner, author of *Achieving Emotional Literacy*  
**speakers:** Claude Steiner  
**venue:** Diorama, London  
**enquiries to:** elizabethdemauk@hotmail.com, www.emotional-literacy.com

**Antidote** 3rd Floor, Cityside House, 40 Adler Street, Aldgate E1 1EE  
telephone 020 7247 3355 fax 020 7247 7992  
e-mail emotional.literacy@antidote.org.uk website www.antidote.org.uk