

SHAPING THE CONDITIONS FOR LEARNING

For those who believe that that children and young people are more likely to learn and grow when attention is giving to the emotional environment in their schools, recent moves from the Department for Education and Skills (DfES) give grounds for cheer as well as for concern.

FIVE REASONS TO BE CHEERFUL

Among the reasons for optimism are the following:

1. The Children Bill acknowledges that children's capacity to achieve cannot be separated from their overall well-being. Upon reaching the statute books, it will require local education authorities to share with other services the responsibility for fostering each child's capacity to grow. This has the potential to promote a better understanding of the links between intellectual and emotional development.
2. Ministers have been talking about the need to end a trust-free culture of centralised control and technical accountability. The promises being made about devolving budgets, lightening inspections and cultivating professional responsibility should give schools more opportunities for responding sensitively to the emotional needs of individuals and groups.
3. The refreshing recognition given in

the National Primary Strategy launched last year that 'excellence' and 'enjoyment' go hand in hand has given rise to a programme for developing Social, Emotional and Behavioural Skills (SEBS). This has led to the development of a curriculum which aims to foster children's capacity for collaborating with others and achieving personal autonomy.

4. The SEBS strategy also acknowledges the importance of creating school environments that foster warm relationships and promote participation. Going along with this is a fresh understanding about how the quality of learning relationships across a school affect the capacity of students to learn and grow.

5. The need to apply these ideas in secondary schools is acknowledged in the *Five Year Strategy for Children and Learners*, published by the Department for Education and Skills in July. Too many young people, it argues, are 'bored' and 'frustrated'. The lack of 'choice' within the curriculum means that 'not every young person is excited by school and builds the confidence and skills that they need.' Large secondary schools, the strategy declares, need to feel 'more personal and intimate' so as to ease the entry of new students. As a result, it says, we need to establish the 'conditions for learning'.

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REASONS FOR CONCERN

The problem is that the *Strategy* fails to propose any measures that are likely to improve the 'conditions for learning' in our schools.

There is talk of 'personalised learning', which is seen to involve teachers 'diagnosing' the individual learning needs of each student through the use of data and dialogue. This involves 'taking the time to get to know each student, 'really knowing their strengths and weaknesses' and 'accommodating their 'different styles of learning'

These are fine sentiments, with which few would want to argue. The difficulty is that they leave the teacher in the position of classroom ringmaster rather than the facilitator of its learning processes. There is nothing in the document about enabling young people to work out together how to shape those 'conditions for learning'; to talk in ways that enable them to stimulate and challenge each other, to

Endorsing emotional literacy: 'Emotional literacy is about understanding - and managing - our emotional states and those of others. At heart, it is about the ordinary, but its implications for how children are thought about and dealt with by all who care for them are extraordinary.'

Peter Wilson, *YoungMinds Magazine*, July/August 2004

shape ideas and make meaning collaboratively in the classroom. All this despite the document's recognition of the importance of 'teamwork' in the world outside our schools.

What there is instead are a series of reactive ideas for improving behaviour and attendance. These include putting students in school uniform, setting up a 'house' system, requiring clear codes of conduct and using Ofsted inspections and performance tables of all things 'to improve attendance'. This hardly represents an adequate response to the challenges so clearly identified.

IMPORTANT LESSONS

What policy-makers apparently have difficulty grasping is that:

1. A class is a community with a history that shapes how they are with each other, and how far each individual is able to learn.
2. Students are more likely to realise their individual potential if the class learns to work collaboratively together.
3. Facilitating that process has the potential to be as liberating for teachers as it is energising for their students.
4. Social, emotional and intellectual skills grow in environments where young people are able to evolve ways of living and learning together.
5. If young people are messing about and refusing to learn, it may be because their curiosity about social interactions and the way the world works is not being allowed to shape their learning.



Antidote offers training and consultancy on how schools can develop an emotional literacy strategy, with a positive impact on the quality of teaching and learning. Contact the Antidote office for more information.

By becoming an Antidote supporter, you not only help the organisation develop its strategies for fostering emotional literacy in schools, you also receive reduced prices for our conferences and *Emotional Literacy Update*.

news story

Antidote to chair EHA

Antidote's James Park has taken over from outgoing National Pyramid Trust director Allan Watson as chair of the Emotional Health Alliance (EHA).

The EHA currently consists of twelve organisations whose purpose is to 'promote the emotional health and well-being of children and young people' through the provision of school-based services.

These organisations have a track record of effectiveness in promoting innovative strategies for addressing the wide range of emotional needs experienced by young people. Some work with children, some with school or LEA staff and others at the interface between parents and schools.

The EHA was launched at the Labour Party Conference in 2002. More recently, EHA members met with Margaret Hodge, the Minister for Children, Young People and Families, to discuss the contribution that members of the Alliance might make to addressing the challenges identified in the *Every Child Matters* Green Paper.

The Alliance aims to find ways of propagating across the UK the models of good practice developed by member organisations, so that all children and young people can find help to address their emotional needs as those needs arise. A further aim is to develop an integrated strategy for drawing together the various strands currently represented in the Alliance (and other organisations which we hope will join us) so as to maximise their cumulative

impact.

Member organisations of the Alliance have particular expertise in providing early identification of children and young people's emotional needs, responding effectively to those needs when they have been identified and sustaining the benefits achieved. The EHA sees these as vital components in any strategy for breaking the cycles of deprivation, criminality and despair that still blight so many of our communities.

EHA MEMBERS ARE:

Antidote – www.antidote.org.uk
 Chance UK – www.chanceuk.com
 Coram Family – www.coram.org.uk
 Family Links – www.familylinks.org.uk
 Mental Health Foundation – www.mentalhealth.org.uk
 Kids Company – www.kidsco.org.uk
 Postive Play – pswanick@ukonline.co.uk
 School-Home Support – www.schoolhomesupport.org.uk
 The National Pyramid Trust www.nptrust.org.uk
 School Home Liaison - schoolhome@btconnect.com
 Total Learning Challenge – www.total-learning.org.uk
 YoungMinds – www.youngminds.org.uk

If you think that your organisation, or an organisation you know about, should be a member of the Emotional Health Alliance, please contact James Park at Antidote, 020 7247 3355 or emotional.literacy@antidote.org.uk



'Philosophy for Children has made a huge difference to Gallions. The staff now know that it's okay to talk with the children. They used to say: "We have a problem and we'll leave it with you." Now they say: "We have a problem here but we've thought of a couple of solutions that might work."

Bernadette Thompson, headteacher of Gallions Primary School

resource report

Thinking together

Antidote's *Thinking Together* video on how Philosophy for Children (P4C) can contribute to the development of whole-school emotional literacy is now available from Smallwood Publishing.

The video shows teachers at Gallions Primary School in east London using Philosophy for Children to shape 'communities of enquiry' in year 2 and 3 classrooms. The work was part of a three-year project, led by Antidote's Harriet Goodman. Its overall aim was to foster participation, well-being and achievement through whole-school emotional literacy.

THE APPROACH

In a P4C session, teachers use a story or a picture as a stimulus to children's thinking and imagination. They then encourage children to express their thoughts and emotions and to ask questions that intrigue them.

P4C consultant Sara Liptai – who worked with Harriet at Gallions – explains, in the booklet that accompanies the video, how the approach makes an impact through the way it encourage the development of knowledge through dialogue.

'Children's choices,' she says, 'dominate the entire process: it is they who construct the questions they consider interesting; who choose which question they wish to debate; as well as whether, when and how to contribute to the discussion. This places the onus for the content of the discussion on the

the children.' It also shifts the responsibility for how the group behaves on to the whole class.

LEARNING TO LEARN

Nathalie Allexant, one of the teachers featured in the video, describes how the approach helped to strengthen and deepen the relationship she had with her class. 'In philosophy,' she says, 'we all come as equals and with an understanding that what we say will be listened to and valued.'

She describes how children gained from finding that their ideas were supported and encouraged by other children. One pupil who had difficulties with reading reported that 'philosophy helps me join up the jigsaw in my head.' Nathalie comments that 'it is for children like this that philosophy has had the most dramatic effect. Their self-esteem rockets sky high and you can see them becoming more confident across the whole curriculum.'

LEARNING TO LISTEN

Another teacher, Lisa Naylor, describes the impact of the approach on her class as 'almost unbelievable.' They were, she says, an 'incredibly difficult' group when she started with them. 'The children found it virtually impossible to listen to what other children were saying or to respond appropriately and non-aggressively. There were a significant number of children regularly displaying difficult and

challenging behaviour, as well as a large number of children engaging in low-level disruption.

'Within a few weeks,' she recalls, 'the group's ability to listen and respond appropriately improved significantly. The children were able to challenge and question each other's ideas in an assertive and non-aggressive way. They showed respect for each other's contributions. There was a co-operative feel to the class and empathy was regularly displayed in the classroom as well as the playground.'

They were a really difficult class when I took them on. Now everybody comments on how different they are. They are really able to respond to each other, to listen, to work together and to cooperate.

CONTINUING EXPLORATION

Harriet hopes that the *Thinking Together* video and booklet will inspire teachers and learners elsewhere to explore new ways of thinking and learning together. 'There is no reason to confine this work to the primary classroom,' she says. 'Antidote has been exploring the use of philosophical enquiry within the PSHCE programme at a secondary school. Other teachers in the school are considering how to apply the approach in a range of different subjects. Doing philosophy is a wonderful way for staff to reflect on what it means to be an educator.'

Antidote would like to thank Sue Howes of halovine for producing the Thinking Together video. It is available, with booklet, from Smallwood Publishing – 01304 226900, orders@smallwood.co.uk, www.smallwood.co.uk

resource report

SEELS going on-line

Antidote's School Emotional Environment for Learning Survey (SEELS) is currently being put on-line. The survey was developed (as the Emotional Literacy Audit) through work with our partner schools in the London Borough of Newham. Its availability on-line will increase the opportunity for its use by other schools interested in working with Antidote to develop their emotional literacy strategy.

EVALUATING EMOTIONAL LITERACY

SEELS asks staff and students for information about how far they experience the school environment as encouraging emotionally literate communication and relationships.

Whereas the audit tools provided through the National Primary Strategy and the National Healthy School Scheme ask about the school's systems and structures for improving emotional experience, SEELS focuses on understanding the quality of that experience and what shapes it.

Antidote's trial of SEELS showed that it provided constructive support to leaders in helping them understand and evaluate their school's emotional climate. Its findings made sense to teachers, and provided an important stimulus to engaging people in dialogue across the school. This helped in the evolution of strategies for change.

REPORTS

The online tool will generate graphic reports about the extent to which staff

Antidote's Emotional Literacy Handbook was described by Peter Wilson, the former director of YoungMinds, as 'visionary', 'filled with positive possibilities' and 'well worth reading'. It costs just £18.

and students experience their school as providing a positive emotional environment for learning. This is indicated by how far they feel:

Safe - that the organisation acknowledges they have emotions which have an impact on their capacity to think and learn;

Accepted - that they are allowed to explore ways of being 'themselves' rather than simply complying with the expectations of teachers or peers;

Included - that they are encouraged to find a distinctive role for themselves, which gives them a sense of being valuable to their class and school;

Listened to - that they can say what they think or feel it in the knowledge that their words will have an impact on others and may stimulate change;

Competent - that there is a genuine interest in enabling them to realise their potential in whatever field they choose.

SEELS looks at how these five factors reflect and impact upon the way people communicate with each other, the sort of relationships they have with each other as well such organisational factors as teaching and learning, space and place, atmosphere, systems and time.

USES

One function of SEELS is to provide schools with a benchmark for whole-school emotional literacy, against which they can monitor subsequent change and identify what new factors need to be addressed.

Its main purpose, though, is to stimulate conversations across the school about the emotional factors that may get in the way of learning. It seeks to set in motion a dynamic process of

'This really has been a stimulating and satisfying day, with a lovely atmosphere that promoted involvement.'

*Participant in Manchester's Whole-School Emotional Literacy conference
ConferenceManchester*

sharing experience to frame ideas on what would improve communication and relationships. Out of this creative energy we believe schools will be able to identify areas of strength and develop strategies to address gaps.

We would like to thank global management consultancy ATKearney for putting SEELS online, and the Esmée Fairbairn Foundation for funding its development. The latest information on how you can make use of SEELS can be found on the Antidote website - www.antidote.org.uk

research report

The EL-learning link

There is new evidence to support claims for a link between the level of emotional literacy in a school and the quality of its teaching and learning. This arose through Antidote's collaboration with the universities of Bristol and Denver that was first described in *The Antidote 12*. The project was funded by the Lifelong Learning Foundation.

FOUR FACTORS

The project involved collecting data from primary and secondary schools about four factors:

1. How far staff and students experienced their school environment as emotionally literate;
2. Students' effectiveness as learners;
3. The extent to which teachers' practice was learner-centred;
4. Achievement data for the groups involved.

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 from Optimus Publishing, 020 7251 9034, www.optimus.co.uk

Our conferences on *Environments for Learning: Releasing the Power of Emotional Literacy* are taking place in Birmingham (20th October), Leeds (3rd November) and London (16th November). More information on the back.

LOOKING AT LINKS

The opportunity to look at the links between these factors came about through the development of three instruments – Antidote's SEELS (School Emotional Environment for Learning Survey), Bristol's ELLI (Effective Lifelong Learning Inventory) and Denver's ALCP (Assessment of Learner-centred principles). The attainment measures used were standardised scores for English, maths and science that had been derived from teacher assessment of student national curriculum level point scores.

The five factors assessed by SEELS (see facing page) were compared to data from ELLI, which looks at whether people are able to be:

Curious – ask questions and delve beneath the surface;

Growing – have a sense of themselves as able to become stronger learners;

Make meaning – see how things fit together;

Resilient – give it a go and stick at it;

Creative – play with ideas;

Strategic – demonstrate awareness of how they learn best;

Interdependent – able to work with others as well as on their own.

ALCP adds to this picture an assessment of the extent to which students perceive their teachers as being able to:

Create *positive relationships*;

Honour *student voice*;

Encourage *higher order thinking*;

Cater for *individual differences*.

THEORETICAL LINKS

There are strong theoretical reasons for seeing these concepts as linked.

It is well established that *curiosity*

thrives in conditions of *emotional safety*, and that people feel *safe* when they experience a *positive relationship* with an individual or individuals who are strong enough to provide protection and support. Our research showed that emotional safety was the most significant indicator of whether staff and students experienced their schools as emotionally literate places.

Human beings are continuously seeking to satisfy two emotional needs – for relationship and for autonomy. Emotional literacy enables them to bridge the potential tension between them so that they have the opportunity to become *interdependent* – seeking to fulfil their individual potential through their connectedness to others.

It is the discovery that you can be *accepted* as an individual human being – who learns by making mistakes, trying things out, being stuck, getting angry and upset from time to time – that fosters *resilience*: the capacity to negotiate uncertainty and deal with setbacks.

Knowing that whatever you say will be *listened to* removes the anxieties that can get in the way of *creativity* – the ability to take the risks involved in playing with ideas and developing new ones.

When the classroom is *including* of people with range of attitudes, and teachers can cater for these *individual differences*, then it becomes much easier for people to collaborate in the process of *making meaning*. Opportunities to engage in emotionally literate dialogue also encourage *higher order thinking*.

A school that is committed to discovering where people are *competent* encourages them to see themselves as

growing and to become *strategic* in their approach to learning.

CONFIRMATORY FINDINGS

These theoretical hypotheses were confirmed through analysis of data collected from three primary and two secondary schools.

Students who perceived their teachers as being learner-centred (on ALCP measures) also demonstrated high levels of learning power (according to ELLI) and perceived their school as an emotionally safe place to be (according to SEELS).

Teachers who had high levels of learner-centred beliefs were associated with students who had high levels of learning power and a positive sense of their school as an emotionally literate place in which to learn.

Learning power was highest in schools that were perceived as emotionally literate, and there was a link between learning power and achievement.

INEXTRICABLE CONNECTION

Clearly such a small study cannot untangle all the links between such a complex set of variables. It does show, however, that there is an inextricable connection between the quality of relationships in a school and young people's capacity to learn. Enabling schools to foster individual capacity to learn through attending to the school's environment for learning has been shown to be an effective way of improving our schools.



Releasing energy for teaching and learning

It was clear from the information provided by the 230 delegates to Antidote's latest series of three conferences - in London, Manchester and Birmingham - that a growing number of people are involved in working out how to shape more emotionally literate environments for learning.

Participants told us about the working parties they had recently joined or established; the research projects they were bringing to completion; the approaches they were trying out in their schools; the training courses they had provided to teachers in their authorities as well as the efforts they were making to promote emotional literacy programmes across different counties.

PERSONAL AND ORGANISATIONAL

The conferences had been billed as an opportunity to compare two approaches to developing an effective emotional literacy strategy. Was it more effective to send staff on the sort of training offered the School of Emotional Literacy training, which aims to equip individuals with a range of personal and professional skills that they can apply in their organisations? Or should managers adopt Antidote's approach of working across a school on the development of models that enable staff and students to transform the ways they communicate with each other?

Most concluded that these approaches were complementary. Evolving emotional literacy within a school might well involve training for individuals. However, work needed to happen at the organisational level as well if the lessons learned were to become consolidated.

The potential weakness of training in isolation was illustrated by a delegate from an EAZ in the north-east. She

described how the teachers, school nurses and learning mentors who took part in her training had all committed to hold whole-school well-being meetings. A few months later, however, only two out of ten such meetings were actually happening.

By contrast, Heather Daulphin, deputy head of Hampstead School in west London, described how a commitment to training might be part of an organisational strategy. Hampstead put twelve members of staff through the certificate programme at the School of EL as part of its strategy to boost respect for the tutor's role across the school, and ensure that 'pastoral work was seen as an integral part of work to raise achievement'.

WHAT TO DO ABOUT BLOCKS

Some conference participants talked about the blocks they had encountered to developing an effective emotional literacy strategy. Prominent among these was the hunger for quick fixes.

A delegate from Tameside, for example, described a conversation with a headteacher who dismissed the Social Emotional and Behavioural Skills (SEBS) Curriculum from the DfES as not providing 'solutions' to situations where children were behaving disruptively. 'The challenge,' the delegate commented, 'is to convince people that, if children are emotionally literate, then you won't need so many "solutions".'

Others talked about how targets can get in the way of moving things forward. 'Emotional literacy,' said an educational psychologist at the Manchester conference, 'is a process. When you are working in a job where you have been asked to come up with answers and strategies, and you're looking at objectives and targets, then this is a difficult area to get over.'

Several other participants described their frustration at how slowly emotional literacy took hold. A

behaviour consultant in Birmingham spoke of the difficulty she faced in getting staff to recognise 'just how much the way they react can either calm or inflame a situation'.

GOING WHOLE-SCHOOL

Linked to these concerns were anxieties about how to get schools to take on the whole-school dimension of emotional literacy. 'There seem,' said one LEA adviser, 'to be lots of people doing lots of really good things at quite a low level, hands-on work with children or with certain groups of staff.' However, she went on, 'we've yet to see it work its way through the school and become part of the whole-school system.'

But what did people mean by 'whole-school' anyway. Did it involve offering lessons in emotional literacy to every child? Or training in emotional literacy for every teacher? Or opportunities for all young people to engage in activities that might promote emotional literacy? Or a

combination of all three - like the 'whole-service' approach described by Elizabeth Tew as the strategy for Dudley's Learning Centre? This included emotional literacy games, circle time, assemblies, focus weeks, opportunities for review and guidance,

breakfast clubs as well as parent support groups. Or was it actually necessary to work across an even broader front? Many thought so.

TEACHERS AND MANAGERS

Several speakers spoke of the need to provide opportunities for school staff to reflect on how they can support young people to become more effective learners.

'We need to find ways,' said Geoffrey Court from the Circle Works in east London, 'of clearing some space in which people can talk about what matters to them, now, in their working lives. This will be a feeling space, a thinking space, and above all a learning

We need to find ways of clearing some space in which people can talk about what matters to them, now, in their working lives. This will be a thinking space, a learning space and a feeling space.

space.’ Such spaces allow people the opportunity to ‘construct meaning, to put the pieces of the jigsaw together for themselves, and to make better sense of their experience.’ It a space in which ‘new perspectives can emerge’, and ‘new possibilities can emerge.’

Martin Buck, from Lister Community School in east London, talked about the role of the leader in shaping a more emotionally literate school culture through a process of democratisation. ‘We are,’ he said, ‘human beings who live in social groups and communicate in social networks. If you want to get people to participate, you need to build a sense of shared vision. You need to be prepared to flatten the structures and open up communication.’

Another speaker – Alison Grimshaw from Wirral LEA - talked about the importance of the school securing the participation of parents in any emotional literacy programme. The inspiration for the Family Works programme she had set up was, she said, ‘the desire to have parents to come into the school to have fun with their children, to have fun with us and to explore ways in which we could work proactively together so as to ensure that children were happy and successful in school.’

MULTI-DIMENSIONAL APPROACHES

As the scale of what some people were talking about became apparent, some began to feel a bit daunted. Elizabeth Morris, principal of the School of Emotional Literacy, responded by suggesting that it was important not to push people and organisations faster than they were ready to go. An effective strategy can grow from small beginnings. Several of her students, she said, had set up tiny projects with clear objectives, then used their success to promote the idea of a bigger project later. She described how one teacher had started a self-esteem building programme for her foundation year. The headteacher took no interest at all for three years. But when a new head came in, things began to happen.

But speakers also emphasised the

need for a responsive and multi-dimensional approach, if a project was to shift the way teachers or students through of themselves or engaged with others. Annie Hamlaoui, for example, spoke at the London conference about how the SISTERS project she had set up in Kent tried to raise the shattered self-confidence of teenage girls by giving them ‘a whole host of opportunities and activities which would allow them to explore and challenge, where appropriate, their perception of what they were capable of achieving and what they had a right to expect from others. The overall aim was to provide a welcoming environment that offered ‘unconditional friendship, engaging activities, opportunities to learn new skills as well as chances to meet new people and experience the feelgood factor which was the very foundation of building a long-term intrinsic motivation for life and for learning.’

HOLDING IT TOGETHER

To some it seemed easier to look at the school less as a series of parts needing separate attention that as a whole system trying to shift towards more emotionally literate ways of operating. The challenge was to find ways of paying attention to how the different parts affected each other. Did the environment of the school and the different opportunities available within it combine to give people opportunities to communicate in a more emotionally literate way?

Viewing the question in this way moved the discussion away from what people should do to promote emotional literacy and towards what they were trying to achieve. It also raised the possibility that this might be more about refining and developing systems or activities that were already in place than doing anything particularly new.

This was very much the approach that Harriet Goodman and Anne Murray presented as the model for their work with Gallions Primary School and Lister Community School in Newham. They highlighted factors such as the importance of attending to the

experience that a class was having. What did it feel like to be with this particular group of people at this time? What had happened to them in the past and how did that influence how they were together, and how they learned? How could they work collaboratively to understand the forces shaping these elements and work through to better ways of living and learning together?

GENERATING ENERGY

Ultimately, it seemed, it was the opportunity to think with others about how collectively you can improve the quality of teaching and learning in your school that was likely to be the most potent element in the development of any effective emotional literacy strategy.

Nathalie Alexant described how the experience of using Philosophy for Children across Gallions had contributed to a new climate of mutual learning in the staffroom. ‘Because we’ve all had the training, we all understand the process and we enjoy sharing little anecdotes from different children. It’s created a real buzz around the school. Those of us who have had additional training have formed a little network where we discuss what is working. We have a philosophy box in our staff room where we can put anything interesting we have found so that others can use it.’

We hope that the *Environment for Learning* conferences we are running this autumn will provide an exciting new opportunity to discover how to stimulate this sort of teaching and learning energy.

Antidote would like to thank everyone who made the Whole-school Emotional Literacy conferences so richly interesting – the speakers Nathalie Alexant, Martin Buck, Heather Daulphin, Alison Grimshaw, Harriet Goodman, Annie Hamloui, PJ Prince, Heather Jenkins, Philip Mather, Elizabeth Morris, Anne Murray, Yomi Oloko and Elizabeth Tew as well as all those who took part in the discussions.



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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.

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We keep you informed and involved through:

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Subscriptions to the monthly newsletter *Emotional Literacy Update*

For a limited period, corporate members of Antidote can join the SEELS research group. This gives your school, or a school designated by you, free access to our on-line School Emotional Environment for Learning Survey (SEELS) and the information it provides on emotional literacy across the organisation.

dates for your diary

20 OCTOBER - BIRMINGHAM

3 NOVEMBER - LEEDS

16 NOVEMBER - LONDON

Environments for learning: releasing the power of emotional literacy

Antidote brings you three exciting conferences on how you can improve teaching and learning by paying attention to the emotional environment in your school or classroom.

The conferences will bring together together the latest ideas about how to:

- assess a school's emotional environment
- use this information to enhance the quality of teaching and learning
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The conferences have been designed to offer participants an experience of emotional literacy that encourages them to explore their own thoughts and generate new learning through collaboration with others.

As well as hearing from leading emotional literacy practitioners, you will:

- experience for yourself some of the approaches that are transforming the environment for learning in a range of different schools
- make a contribution to conference learning through dialogue with colleagues who work in settings similar to your own
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enquiries to: Karen Farrell at Optimus Conferences, 020 7251 6099 or karen@optimuspub.co.uk

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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