

The Antidote

Inside
Issue 19
October 2006

Principles
Improving the environment
for learning *Page 2*

Approach
Making it happen *Page 3*

Leadership
An emotionally literate
approach to change *Page 5*

Policy
Connecting for a change
Page 6

So learning can happen

The education and inspections bill currently passing through its final parliamentary stages was designed to increase the likelihood of schools being able to engage more effectively with those children and young people who feel uninspired by the learning opportunities on offer.

Fine words

Many aspects of current policy are directed at this group. They include targets for promoting 'well-being', so as to ensure that all children feel 'safe', can 'achieve' and 'make a positive contribution'. And young people being offered a 'personalised' experience of education that will provide them with the support they need if they are to reach their full potential.

Such policies address the evident need to ensure that young people are ready to learn – stimulated by curiosity about the world and their place in it, resilient in dealing with the challenges inherent in learning, able to grasp what makes it possible for them to learn well – before expecting them to absorb particular information or attain specific targets.

Elusive consensus

The apparently common-sense nature of this proposition might lead one to assume that most people would agree with it. That this is not the case became clear during the committee stage of the bill, when shadow schools minister Nick Gibb proposed an amendment that would have placed upon local authorities a duty to 'promote the transfer of knowledge from the current generation to the next'.

Gibb argued that our schools are currently underperforming because they are in thrall to one of the 'dogmas of the current educational

orthodoxy' – the 'learning-how-to-learn' approach. It was ridiculous, he argued, to try and learn before you have learned something. 'Surely,' he declared, 'the best way to learn how to learn is actually to learn and acquire knowledge – lots of it – while young and able to absorb it. Thinking is about processing information and knowledge. Creative thinking is about people discovering new thoughts and concepts from the knowledge they have. Thinking in a vacuum is just vacuous.'

Dangerous contradiction

The absurdity of suggesting that any child has a 'vacuum' for a mind might lead one simply to ignore Gibb's statement. This would risk ignoring how far the thinking behind it accounts for a more widespread preoccupation with 'what' is learned, and how this tends to get in the way of ensuring that all young people are 'able' to learn.

People seem to find it difficult to fully accept that a focus on shaping the conditions for learning will necessarily lead to better learning, and therefore higher levels of achievement. This explains the way that 'personalised learning' is so often talked about as if it means nothing more than 'catch-up' classes in numeracy and literacy, rather than a serious attempt to engage with the social, emotional and attitudinal issues that get in the way of learning.

Unbalanced system

It is a common finding of Antidote's work in schools that 30 to 40 per cent of students do not feel they are important to the life of their class or school. It generally emerges that these are also the young people who are not considered likely to perform well in examinations. As a result, they feel that their teachers are not

interested in them and that they have no value to the school.

These disaffected students are not going to be reached by simply trying to drive them towards particular learning outcomes. Far better to find new ways of engaging their desire to learn by opening up the question of what they want to learn and how they want to learn it. To do this would mean moving from a preoccupation with whether young people have absorbed a certain amount of information towards taking an interest in the conditions that enable teachers and students to shape together the most inspiring experience of learning they can have.

Antidote's role

In this newsletter, we describe the strategies Antidote is evolving to help schools focus on strategies that improve everyone's ability to learn. These are based on the principles distilled from our Emotional Literacy Initiative, (*page 2*), and involve a process built around SEELS, our School Emotional Environment for Learning Survey (*page 3*). The aim is to get staff and students working together to shape teaching and learning strategies that deliver improvements in attainment, behaviour and well-being.

As Martin Buck describes, (*page 5*), following such a course requires school leaders to own up to their vulnerabilities. Trying to govern an education system according to these principles is bound to make politicians aware of the limitations on their ability to 'deliver' results. Antidote's aim in working with schools is to help build such a strong case for the importance of a learner-centred approach that politicians and school leaders will be able to overcome these discomforts.

A recent Ofsted inspection at Gallions Primary School, which took part in Antidote's Emotional Literacy Initiative, rated the school as 'outstanding' in every category except attendance, which was rated as good.

'Behaviour is outstanding. Pupils show respect for each other and listen sensitively to the opinion of others. They are polite and friendly and relationships with adults are extremely positive.'
Ofsted inspection number 285354

'We were able to notice and bring to attention places where creative things were happening across the school community, so that we could ensure they were celebrated and then shared.'
Harriet Goodman

By noticing what is going on, managers can help the school community become more attentive and responsive to itself.

ELLI helps learners work to become increasingly:

- creative
- curious
- resilient
- connective
- interdependent.

SEELS helps staff and students to become increasingly:

- capable
- listened to
- accepted
- safe
- included.

Principles

Improving the environment for learning

Our current work with schools applies the findings of our Emotional Literacy Initiative, a four-year project with primary and secondary schools in the London Borough of Newham, which sought to find out how schools can shape emotional environments that support the development of better learning. Here Harriet Goodman, who ran the Initiative, describes some of the key lessons learned from that work.

Thinking aloud

One of our most important contributions to the schools where we worked may have been carving out time, space and permission for staff to engage in reflection and dialogue. Recognising the importance of providing opportunities to talk in a reflective way seems difficult in the current climate. 'This space to dialogue,' commented Roz Sunley in her evaluation of the project, 'is often the first victim in pressurised organisations where no-one has responsibility for its safeguarding.'

We found that success in keeping such a space open was more likely when someone took on the role of group organiser and facilitator. This person needs to be to be acknowledged in some way by the senior management team as having a key role to play in the process. He or she may also need some form of coaching if they are to lead a reflective meeting where participants feel able to innovate for themselves, rather than simply going through a process that has no meaning for them.

We found that many adults resisted the idea of team meetings 'without an agenda', finding them unfamiliar, uncomfortable and a distraction from the pressure of other

work. One way of reducing this resistance was to bring in an external facilitator who either had backing from respected authorities or the capacity to win credibility. Where resources do not allow for this possibility, there may be a way of drawing on potential facilitators from other schools.

Tools to talk

The students also needed spaces for reflection and dialogue. 'Tools to talk' is a helpful catch-all phrase for any number of approaches that enable young people to have open conversations with each other. They may include Philosophy for Children (P4C), circle time, peer mediation or conversations stimulated by findings from the Effective Lifelong Learning Inventory (ELLI), the School Emotional Environment for Learning Survey (SEELS) or TalkIT.

Part of our learning was that even experienced teachers did not always know how to facilitate an open conversation, as distinct from a 'normal' lesson. Many have difficulty in stimulating and sustaining the kind of conversation between students that really engages their hearts and minds.

Time to talk

There is a timetabling implication if young people are to learn how to 'think aloud'. Philosophy for Children (P4C) proved so successful at Gallions Primary School because the head-teacher encouraged every class teacher to plan an hour of enquiry every week. Even so, it took over a year before this had been fully implemented. Teachers needed varying amounts of time to build their confidence in doing this, as well as their belief that it was worth finding the time for it.

Time to remember

One of the roles Antidote played was as a 'living archive' of critical moments in the evolving story of each school's story. Sometimes we did this in a structured way, by making detailed notes of reflective discussions and helping participants shape these into something they could share with their colleagues.

Often we just noticed things, not always sure at the time what they actually meant. In later conversations, those memories sometimes helped to show things had shifted, or shed light on where things had come from, and what might be going on now. We were able to notice and bring to attention places where creative things were happening across the school community, so that we could ensure they were celebrated and then shared.

Maureen Smyth, head of New Rush Hall in Hainault (an EBD special school), talks about the need to 'chart the unconscious life of the school'. She has been exploring ways of enabling senior managers to do this on a regular basis, perhaps by preserving some time in each month to share what they are noticing around the school: tracing common patterns and issues that might need to be addressed. She suggests schools might even keep a wall chart or a communal diary, using post-its or jottings and drawings to record what strikes them over the year. By noticing what is going on, managers can help the school community become more attentive and responsive to itself.

Relationships

As the project developed, we found ourselves repeatedly revisiting the idea that 'in the end, it's all about relationships'. We continually asked the question, 'If we do this, what

impact will it have on how people relate to each other?' We discovered that when leaders ask this question as they adopt new ideas and initiatives, they not only show everyone how much they value their connections to each other, they also model fallibility and reflective learning in an explicit and helpful way. Another question that preoccupied us was how to bring a whole staff group to realise that each interaction with each child is an opportunity for change. The best answer we came up with was that leaders need repeatedly to model a calm, kind and thoughtful approach so as to help others shift away from a blaming culture. And everyone in the school needs to be on the receiving end of such an approach, so that they understand what they are being asked to give from their experience or it.

Guiding principles

A summary of the principles we discovered in the project are:

- Start by exploring what things really feel like for the people in place, taking time to understand what is working well, and what seems to be causing difficulty
- Seek out the empathy and creativity within the school, and find ways to build on existing work, rather than diverting energy to an entirely new initiative
- Collaborate with staff and students to develop new ways of working in response to their interests and needs
- Use every possible opportunity for ongoing reflection with leadership, staff and students, evaluating and celebrating the work as it evolves
- Ask and keep asking the question, 'What's really going on here? What does it feel like? What might make it feel better?'

Approach

Turning the keys

The most important output from the Emotional Literacy Initiative was the School Emotional Environment for Learning Survey (SEELS). The survey is designed to expand staff and student capacity to communicate and relate in a way that enhances the quality of learning. It does this by measuring to what extent staff and students feel Capable, Listened to, Accepted, Safe and Included (CLASI).

Starting the conversation

A growing number of primary and secondary schools are using SEELS to help them shape an emotional environment that gives children and young people the best possible opportunity to learn and grow. The survey findings are used to stimulate conversations that enable the whole school community to think about what is shaping their emotional experience.

It is important that the conversation is managed in a way that does not put anybody on the spot, or cause defences to go up. Most people have some interest in talking about their emotional experience of the school. Too often, though, they have become accustomed to thinking that it is too risky to do so.

Charting role

The charts produced by the survey are designed to help people feel safe. The process of collecting up their experiences, and fitting them into a bigger picture, detaches people's expressions of discomfort with the current situation – which might easily be dismissed if they were raised by a brave staff member – from any individual or group. They are turned into 'objective' facts, issues that need to be collectively addressed.

If, for example, a significant

proportion of staff are shown to feel that they do not have a voice in meetings, that has to be addressed even by those whose experience is that they can say whatever comes to mind.

The process enables staff and students to start paying attention to other people's point of view. As people become more aware of each other, issues that people are used to putting at the back of their minds can begin to emerge. As more perspectives are taken into account, creative ideas start to emerge.

All aboard

One of the biggest challenges is to ensure that everyone plays some part in the emerging conversation, even though necessarily there will be different levels of willingness to participate. Our experience is that some will be impatient for change, some non-committal and others resistant.

What we are dealing with, though, is not a resistance to change in itself. People are usually expressing their concerns about whether they can trust the process being offered to deliver an outcome that actually makes things better.

Avoiding bristles

We try to focus people's attention on building an agreed picture of what is going on, rather than coming forward prematurely with solutions to the emerging issues. Part of the intention is to communicate to people that we value their insights, and want them to be involved in the strategies that emerge.

What this also achieves is to prevent a situation where people start bristling furiously at each other over competing solutions before they have worked out what

Come to our *Everyone Wants to Learn* conference on Friday 2 February 2007 and take part in an exciting exploration of how we can give young people in our secondary schools the best possible opportunity to learn and grow.

'We need to listen better to the voice of young people as we shape our schools, and provide "discursive space" where they can tell the story of their schooling.'

James Wetz, conference speaker

they are trying to change. It may be obvious to a headteacher that making a social event compulsory for all staff is the best possible solution to strained staff relationships. Equally a member of his staff may be convinced that putting lots of students' work up on the walls will ensure they feel valued. But locking horns on these sort of issues before people have started to understand why these things are happening is futile.

Generating questions

To get the conversation going, we use the findings from SEELS to generate a set of questions for people to explore. Why, we might ask staff, do 20 per cent of your answers say that you almost never feel included? Why, we might ask students, do 40 per cent of your answers say that you almost never feel connected to fellow students? And why do girls feel particularly disconnected from adults in the wider community?

Second survey

The answers that emerge from these discussions help to shape a follow-up survey which explores the extent to which comments made in the first survey are felt to have more general validity. It also asks for more explanation of the findings from SEELS.

Generally, people are much more revealing at this stage than they were when filling in the first survey. Having seen how we used the findings from SEELS to paint a picture of their experience that made partial sense to them, they feel they can trust us with a more in-depth account of their experience. They also want to play their part in filling out the story. Some at least sense

that we may be genuine in our offer to make things even better.

Valuing resistance

There is always a danger that continuing the exploration of what is happening – rather than moving quickly to solutions – will lead to people thinking that the process is going nowhere, and that we don't know what we are doing. We have to engage with the enthusiasts in a way that ensures they don't get too frustrated at the slow pace of change, and with the resisters to ensure they don't feel we are trying to steamroller them into taking part.

We used to think that the best way of working was to align ourselves with the enthusiasts, developing with them project and strategies whose benefits would be self-evident. The problem with this was that it didn't sufficiently value the perspectives of the resisters. We needed to ask ourselves instead: What do they see that others don't? What insights do they have that we can use?

Deeper picture

As people become more open, and a richer picture starts to evolve, another challenge arises: enabling senior managers to move on from feeling criticised for failing to listen properly or to act courageously, to seeing that they now have a much stronger basis for making things even better.

In this way, we try to help people move to a position where it becomes possible to take collective responsibility for what is happening and for improving things. We want people to see themselves not only as responsible for the particular job they have been assigned, but as having a role to play in addressing

the collective challenges that confront them.

Emerging strategies

As people come to see themselves less as individuals fighting to get their ideas accepted, or as groups which need to protect their interests, it becomes easier to talk creatively about what needs to happen next. A firm basis of shared understanding makes it more likely that the ideas which emerge will have significant buy-in.

It also becomes possible to see how the staff picture relates to that drawn by students – how when staff would like to be even more listened to by senior management, this will have an impact on the extent to which students feel respected by adults. Finding strategies which have an impact simultaneously on the experience of staff and students is one way to ensure that the benefits will be sustained.

For information on Antidote's SEELS packages, see back page.

You can request a CD explaining how these work by emailing: emotional.literacy@antidote.org.uk or calling us on 020 7247 3355.

'The problem lies in the government's obsession with pre-specified educational targets and over-assessment of pupils. The solution lies in reforming the government's basic philosophical approach to education.'

Financial Times, 17 August 2007

Leadership

An emotionally literate approach to change

Towards the end of last year, Martin Buck – head of Lister Community School which took part in the Emotional Literacy Initiative – led a workshop to explore the challenges of leading an emotionally literate school. This is a summary of the key points that emerged from the discussion.

1: Show that you are a learning leader

If you want your school to be committed to learning, then you need to show that you are a leader who learns. Leadership needs to be seen less as a role and more as a process of change. You are trying to influence others to take the initiative and make things happen.

You cannot do this if your stance is one that says 'I know what needs to happen, and I will control how it happens.' You need instead to be saying 'I don't know' and asking questions such as 'How can we find out?', 'Who can help us?'

It follows that you also need to model complete acceptance of the fact that you make mistakes, and that the institution as a whole makes mistakes. We may not like that, but we are human and it is inevitable.

Obviously, you need to get the balance right between owning up to mistakes often enough for other people to feel that they can contribute to shaping a better environment for learning in the school, and doing it so often that they lose faith in your capacity to lead.

2: Devolve responsibility wherever you can

The learning leader recognises that the skills and qualities required to take a school forward are dispersed through the school; they are not

concentrated in his or her person. Therefore, the whole school community needs to be engaged in what is happening, and thinking about what needs to change.

This isn't, of course, just about devolving responsibility to staff. Children and young people need to be involved as well. What messages can we learn from the school's latest exam results? How should we respond to the latest behaviour audit or Ofsted inspection? By engaging students in these discussions, we show them that we are all learners.

3: Share the thinking behind your decisions

When there is significant conflict within the staff group and you have to make the final decision about where the interests of the organisation lie, you need to allow people to talk about their reasons for disagreeing with you. They need to really understand why the decision went the way it did, if you are to regroup around a shared understanding of the organisation's core purpose.

This highlights the general need to create time with colleagues to think about your thinking. We travel faster as an organisation if we slow up sufficiently to process thoughts. If we just keep on going, we risk ending up in a situation where everybody is confused.

4: Engage with resistance to change

A key part of the leaders' responsibility is to get as many people as possible behind the mission of creating an emotionally literate organisation. You want all staff to know that they belong to a team which subscribes to a particular ethos about how people communicate, and relate with, each other.

Sometimes people's intellectual

acceptance of these ideas is not matched by their capacity to live them in the way they are with students and colleagues. You need to be patient with them, to keep chipping away at it, looking for ways of enabling people to find their own reasons for changing, and ways of bringing change about.

Honesty is crucial. You need to be able to tell people that they are not delivering on what is expected of them in ways that make it possible for them to hear the message and reflect upon it. You have to deliver the hard messages without taking away the other person's room for manoeuvre.

5: Bring in outside perspectives

You need outside observers to come in and look at what is happening emotionally within the organisation so that they can feed back a fuller picture than you could ever build on your own. What are you missing? What are people trying to tell you that you cannot hear? What are people unable to think because of the values you have communicated? This is often described as the 'critical friend' role, but it might be better described as the 'honest' friend.

6: Build relationships for learning

The heart of a leader's job is to ensure that all the relationships in the school embody an emotionally literate approach, and that they mesh together in a way that fosters learning.



Photo: Philip Wornath

Policy Connecting for a change

Antidote's strategies are designed to ensure that schools can identify, and respond to, people's emotional needs as they arise so that they can engage more fully in learning.

While everyone has emotional needs, some will have more complex issues that need addressing, whether through one-to-one work, small group work or attention to the school-home divide.

In February, the Emotional Health Alliance, which we chair, launched a manifesto entitled *Connecting for a Change*, which seeks to ensure that the strategies which evolve in response to the *Every Child Matters* agenda are underpinned by a full understanding of what needs to happen if children and young people are to develop as healthy individuals who are able to participate and achieve.

The Emotional Health Alliance believes that all services working with children and young people have a responsibility to promote their emotional health and well-being.

This is because all children and young people have emotional needs, that must be addressed if they are to develop a positive identity and reach their full potential. Doing this will provide benefits not only in childhood, but throughout life.

Our experience over many years confirms the importance of:

- rooting targeted interventions in truly holistic approaches
- implementing prevention that is early enough to minimise the emergence of 'problems'
- ensuring all adults act in ways that support the work of 'experts' in emotional health and well-being
- paying attention to the emotional environment of organisations

- enabling all agencies to work collaboratively, as part of an integrated system.

Promoting the emotional health and well-being of children and young people

If young people have opportunities to:

- make sense of their experiences and how these have shaped the way they respond to difficult situations
- enjoy supportive relationships where they can learn to listen and be heard
- explore different versions of who they are and might become, through formal as well as informal learning and play
- experience themselves as making things happen and having an impact on others...

...they will develop their capacities to:

- understand their responses and manage how they behave, even when they are experiencing strong and uncomfortable emotions
- appreciate what others are feeling, and take account of this in how they relate to them
- handle a range of social situations in ways that help to ensure positive outcomes
- make responsible choices that empower them to be empathic to others and express constructive opinions about things that matter to them
- recognise when they are at risk and take appropriate action.

Service principles for promoting the emotional health and well-being of children and young people

In order that these opportunities to develop their emotional health and well-being be available to all children and young people, the Emotional

Health Alliance advocates that service providers should observe the following principles:

1: Address the needs of all

Attending to the emotional needs of all children and young people as they arise will prevent some from developing more complex needs and help to maintain the rest in a healthy state.

It will also strengthen the impact of intense forms of provision for people with more intractable problems, since the peer group will become able to develop effective ways of responding to their behaviour.

2: Focus on the fundamental importance of emotional health and well-being

Addressing the emotional needs of children and young people creates the optimum conditions for their learning and development.

3: Sustain follow-through

To continue developing their emotional health and well-being, children and young people need ongoing access to the full spectrum of different experiences that can address their evolving needs.

4: Ensure that adults practise what they promote

Adults providing services will be more effective in their work with children and young people if they:

- attend to their own emotional well-being
- model respectful relationships
- ensure their organisations are emotionally healthy.

This will enable them to engage in a more open dialogue with children and young people, and become more emotionally available themselves.

The full spectrum of opportunities for developing emotional health and well-being comprises:

'I was impressed by the Antidote team, who were able to develop discussion yet ensure focus on topics.'

'The approach was invaluable – with a good balance between leading and letting go.'

Teachers on working with Antidote

'Progressive, child-centered education is fighting back under a new banner, after a decade in which it has become de rigueur for people to admit ruefully that educating the "whole child" was a sweet, though impractical Sixties idea.' TES, February 1997

Ten years ago...

Antidote's first conference – on emotional development and the school curriculum – was attended by over 140 delegates. They came to discuss how schools can prepare our children and young people for a time of rapid change and help equip them with the emotional and social skills that they need if they are to meet the challenges that they will face.

Tony Blair has promised that his priority while in office will be 'education, education, education'. To that one can only say 'three cheers'. But what sort of education will the new government encourage teachers to offer our children and young people?

Is it to be an education that recognises and seeks to enhance the wide range of different skills needed by a complex modern society, or one that focuses only on a narrow range of measurable competencies? Is it to be an education that enables young people to become increasingly adaptable and resourceful in responding to the social and technological changes that are happening all around them, or one that leaves them unable to make the necessary shifts?

Delegates to the Antidote conference testified to a growing awareness of how recent developments in education had geared schools up to achieve better exam results, but without necessarily enhancing their ability to deliver to children the capacities they need if they are to thrive in the contemporary world and make an active contribution to society.

Schools, it was argued, need to develop policies for enhancing the emotional and social skills of young people so as to foster their motivation to learn, to think flexibly

and creatively about problems, and to acquire the capacity for continuous self-development that is likely to be required of them. Emotional literacy is also the basis for developing a set of values that will work both for themselves and for the rest of society. Delegates recognised that strategies to develop emotional literacy called for attention to be given not only to what is taught and how it is taught, but also to what sort of organisations our schools are – to what extent they encourage the participation of children in the development of the curriculum and the running of the school, and how far they foster links with the wider community in which they are set.

Conference participants concluded that we need to:

- create space within schools for activities that will encourage the development of emotional literacy
- assist teachers to develop the capacity for understanding why children and young people behave as they do, and how they can respond appropriately
- give teachers the sort of support that will increase their capacity to do this
- provide pupils with opportunities to reflect upon their experiences of school life
- consult pupils about what they learn, how they learn, and how their schools are being run
- involve parents and others in the running of schools, so that they are not isolated islands in the midst of our communities
- recognise that children and young people have a diverse range of talents that need to be nurtured and developed.

The Antidote 1, 1997



Colophon

The Antidote

the newsletter of Antidote.
© 2006 Antidote.
Reproduction without prior
permission is prohibited.

Production

Editor James Park
Design Brawne Rotem Designs
Printer Aldgate Press

Antidote

Third Floor
Cityside House
40 Adler Street
Aldgate
London E1 1EE

telephone 020 7247 3355

facsimile 020 7247 7992

email emotional.literacy@antidote.org.uk

website www.antidote.org.uk

Information Connect with Antidote

Antidote works with schools to use the data from SEELS – the School Emotional Environment for Learning Survey to get everyone on board to shape an even better environment for learning in their school.

We offer the following four packages:

■ SEELS Illumination

We work with staff to help them understand what the survey is about, and how to share this information with students. After the survey has been completed, we then explore what the results are saying and think through how to move forward.

■ SEELS Exploration

We work with staff and students to make sense of the original survey, then use a follow-up survey and focus groups to build a deeper picture of what is really going on, leading to a strategy that has real buy in across the school community.

■ SEELS Development

We work to implement a strategy designed to address four levels of the school:

- emotionally literate leadership
- a reflective staff group
- the class as reflective learners
- the class as a community.

■ SEELS Cascade

We train and provide ongoing support to staff in a local community or cluster of schools to work in the same way as we do with their schools that are using SEELS.

To book one of these packages for your school or schools, or just find out more about what we can offer, call us on **020 7247 3355** or email emotional.literacy@antidote.org.uk

Find out more about the Antidote model at the following events:

■ Introducing emotional literacy for learning

10 November 2006, London

What is emotional literacy all about?
What sort of activities promote it?
How does it impact on learning?

■ Everyone wants to learn

**Tenth anniversary conference
2 February 2007, London**

A highly participative day exploring how secondary schools can shape an even better learning environment.

■ Using SEELS to shape a better environment for learning

2 March 2007, London

A hands-on workshop where you will discover how you can use SEELS to enhance the quality of young people's learning and well-being.

■ Get real: positive classroom and school leadership

9 March 2007, London

How the principles of Transactional Analysis (TA) can help to build the sort of authentic relationships with colleagues and students that make teaching and learning a richer and more fulfilling experience.

■ Developing emotional literacy with learning power

12 March 2007, London

Discover how the Effective Lifelong Learning Inventory (ELLI) is being used as part of Antidote's work in schools to improve the emotional environment so as to enhance young people's learning.

More information about these events can be found at: www.antidote.org.uk/offer/courses.html