

CHALLENGING THE QUICK-FIX CULTURE

Some weeks ago, it was announced that England and Wales had one of the 'worst' crime rates in the industrialised world. This was written up as a 'blow' to the government's record. Commentators came forward to suggest that we would have to build extra prisons and lock up more criminals.

In the same week, another cause of national shame was 'revealed'. Our teenagers, one survey reported, are at the top of the international league in binge drinking. The response proposed was to clamp down on those retailers who sell alcohol to the young, and to allocate more lesson time in our schools to the perils of booze.

Every day there is evidence such as this about how our quick-fix culture distorts national debate. Repeated calls go out for government to come up with some sort of answer to reports which show that things are not as we would like them to be, although mostly we knew this already. Ministers feel called upon to generate instant strategies for the achievement of targets aimed at improving the situation.

There is a graffiti artist in West Hampstead who takes a longer perspective. 'You Paid the Tax. Where are the Trains?' were the words spread across a billboard put up by the Conservative Party. 'Running on

Thatcher's Tracks' this was replied. Actually, he was only saying what the leader writers of *The Times* and the *Daily Telegraph* had already acknowledged, that the only sensible place to put the blame for the desperate state of our railways was on a culture of cost-cutting and gerry-building that goes back decades.

Similarly, if some of today's teenagers find that the only way to assuage difficult and painful emotions is to drown them in Bacardi Breezers, or to steal mobile phones and cars, they are responding to messages absorbed through their short lifetimes about who they are, how they are valued and what is expected of them. It will be many years before we can truly assess the effectiveness of any government-led strategy to direct young people away from self-destructive or socially-damaging behaviour.

As it happens, the present regime is channelling a lot of money into schemes designed to give young people an experience of supportive relationship as a way of helping them find their way towards a positive life. The flagship New Deal programme, for example, provides the long-term unemployed with an adviser to guide them back towards work. Sure Start for pre-schoolers, Connexions for teenagers, and whatever programmes emerge from the new Children's Fund,

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DATES FOR YOUR DIARY

all spring from a philosophy which recognises that anti-social behaviour springs from feeling un-noticed, un-valued and undeserving of respect. Recently announced is a ten-year crime plan which aims to lure young people away from offending behaviour by offering them community sentences or early release if they are willing to undertake job training or to take part in literacy classes.

There is an obvious question to ask about the latter approach. If rehabilitative programmes are what young offenders need, why go to the counter-productive expense of sending them to prison in the first place? Wherever you look, the same question applies. It is all very well trying to balance quick-fix responsiveness with a long-term strategy. What, though, if the negative impact of the first has the effect of cancelling out the benefits that might flow from the second? This is likely to be the case if the messages that politicians and others communicate

Endorsing the Antidote Manifesto: "A society where everyone is able to make the most of themselves in every part of life, is the sort of society, and the only sort of society, that I would be proud to live in. Currently I am ashamed."

Charles Handy

If you know someone who would be interested in Antidote's *Manifesto for an Emotionally Literate Society*, let us know. We will send them a copy. Antidote's contact details are on the back page.

To connect with other people who share your interests or need the skills you have to offer register with Peoplefinder now. Send your personal profile to Antidote or go to www.antidote.org.uk

subvert the lessons that the long-term programmes aim to instil.

We argue in our Manifesto, published this January, that an emotionally literate society would 'value people for who they are'. If our public responses to crime and alcohol abuse among young people focus predominantly on control and constraint, we convey that we are not interested in the messages they are seeking to communicate through their behaviour. Giving the impression that the care being lavished upon them is designed to help someone else achieve their targets is a sure way to sabotage any improvement.

This is all part of the way in which apparently long-term strategies get caught up in the short-termist culture. Initiatives are set up without sufficient preparation and thought in the hope that they will deliver results within a politically convenient timespan. Organisations are unable to plan for the long term because they have to deliver short-term targets. And unsurprisingly, programmes that were originally well-conceived become, as a result, distorted by this pressure for quick wins.

There are a number of paradoxes here. One is that simplistic solutions have a tendency, over time, to worsen the problems they are designed to address. The other is that their apparent simplicity ignores a simple truth: People contribute more to society when they feel valued, listened to and heard.

Simplistic solutions have a tendency over time to worsen the situations they are designed to address. That is because they ignore a simple truth: people contribute more to society when they feel valued.

The question that the Manifesto sought to address is how we can find a way to break out of the dysfunctional cycles that result from riding roughshod over these facts.

The articles in this edition of our newsletter take forward this debate. We report upon the discussions that took place at the first of our Annual Conferences on how we can create a more emotionally literate society. We also explore what we have been learning about the value of dialogue to make the necessary connections happen.

We need to find a way in which politicians, journalists and all the rest of us can be honest about what it is possible to achieve, and what it takes to bring that about. We need to put a stop to the frenzied search for fixes when what is needed is for us to work out together what it is we value and what it would take to achieve it.

As several people pointed out at the February conference, there is an increasingly desperate need to tackle our short-termism. After all, if every problem needs a solution tomorrow, how do we even begin to think about the challenges that will only have their more serious implications in several decade's time? As animal carcasses are burned around the country, it is hard to continue being complacent about the environmental catastrophes being planted today for tomorrow's generations to reap.



strategies for an emotionally literate society

Antidote's first Annual Conference in early February brought 150 people to the School of Oriental and African Studies in London for a day-long exploration of how to start shaping the culture shift argued for in our *Manifesto for an Emotionally Literate Society*.

There was widespread interest in how we can bring emotional literacy in from the margins where it often thrives at the moment – in our education system, prison service, businesses and elsewhere – and make it a vital part of mainstream approaches to tackling the challenges that face our society.

MAKING THE CONNECTIONS

Following keynote speeches from Bea Campbell and Richard Wilkinson, participants met in groups to consider strategies for creating more emotionally literate cultures in our businesses, schools, health service, criminal justice system, government, communities and in our attitudes to the environment.

The theme that emerged most strongly from these sessions was the need to think holistically across different sectors. As Tom Bentley, Director of Demos, observed in his closing address, 'joined-up government is still largely a myth, an aspiration rather than a reality.' Large amounts of energy, though, are wasted by trying to move forward in one area without looking at how it connects to others.

Great claims have been made for emotional literacy. Some claim that it can civilise society and political culture; others even maintain it could make the English talk about subjects other than the weather. Schools, on the other hand, take a more utilitarian approach and use it as a way to manage pupils' behaviour.

The Economist, 17th February 2001

In one room, for example, the Criminal Justice Group discussed how young people who have experienced violence in the home need help to process their distress and confusion if they are to avoid going down a path that leads to poor educational achievement, anti-social behaviour and criminality. Meanwhile, the Families group down the corridor looked at how parents might be supported in finding non-violent solutions to their difficulties, and how schools and community organisations could act as their allies in this.

Richard Wilkinson's opening talk illustrated the need for this sort of connected thinking. He described longitudinal research studies which demonstrate that the humiliation experienced by people with low status in society creates the conditions for low educational achievement and poor health. One could develop from this an argument about the economic causes and financial costs of emotional illiteracy. Economic inequality creates stress, resulting in costs for the health service that soak up expenditure. The budgetary strain makes it more difficult to tackle the inequality that caused the problem in the first place. (For more on this, you can read Richard Wilkinson's article in the Health section of our new website - www.antidote.org.uk).

LANGUAGE, SPACE AND STORY

There was a hunger among all participants for success stories – of restorative justice schemes that genuinely enabled young men to break away from cycles of offending; of family support schemes that facilitated parents hearing what their children were

attempting to communicate, and of emotional literacy programme in schools that genuinely enhanced young people's learning, sense of belonging and well-being.

The success of such schemes was seen to lie in their ability to give those who took part in them a language in which they could talk about what was going on for them emotionally. Once people in organisations can clearly articulate what promotes, or blocks, their capacity to live positively or work effectively, and that message can be taken in by others, then the way becomes open for real change, or at least acceptance (for the moment) of why change cannot be achieved (yet).

The group exploring issues around communities looked at how it might be possible to create social spaces where people, young and old, could meet to explore a language of emotional literacy and to tell stories in ways that might enable them to make sense of their lives. The fresh understanding that emerges from such processes was seen as the key to moving forward.

RECOGNISING THE BLOCKS

Many felt, though, that the Manifesto underestimated the difficulties in the way of developing and practising emotional literacy. People are driven to violence, non-communication and bullying behaviour by cumulative experiences of emotional pain. The challenge of engaging with that pain so as to get beyond it is often experienced as unendurable. Some saw this as one of the paradoxes of emotional literacy. People dismiss as soft and indulgent that which they cannot contemplate because of its difficulty and rigour.

Prison, on this analysis, is an easy option for everybody involved. The criminal experiences some sort of containment within the institution; society can close the door; neither party has to engage with complex roots of criminal activity. Attempts at *compelling* people to adopt any strategy for change – whether it is for healing them, educating them or boosting their academic attainment – can be seen as springing from the same terror at the prospect of human engagement. Tom Bentley described how culture change will never come about as long as public services adopt formulaic approaches that involve 'making a decision, standardising it and then imposing it on people.'

THE CHALLENGE FOR ANTIDOTE

Many participants argued that Antidote should gather up accounts of successful strategies for creating more emotionally literate organisations, while also making the argument for the the counter-productive consequences (in the medium-to-long-term) of developing approaches without emotional literacy. The new storyfinder facility on our website (www.antidote.org.uk) enables people to find stories that generate ideas about what might work in their own context, and with which they can build arguments they can use to persuade others. The thinking that emerges from these stories, and the various other activities we are planning this year, will be explored at our next annual conference - on 31st January to 2nd February 2002.



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

Don't forget to put 31st January - 2 February in your 2002 diary. Antidote's next annual conference will be participative, informative and good fun.

CONFERENCE QUOTES

"Every school staffroom I have ever been in looks to me like an emotional graveyard. The number of people going mad, surrounded by other people going through the same experience but not realising it, is a collective tragedy. Especially because they then have to go and face children who are also suffering, and do not have any place where they can talk to someone about it."

Roger Graef, Conference Chair

"The research that people have been doing on the social determinants of health is suddenly beginning to make sense. The results show that the causes of stress in society are the major risk factors for health. It feels as if the work going on in this field has the potential to create the same sort of transformation in the quality of our lives that the Victorian public health movement did for the material environment in our cities."

Professor Richard Wilkinson,
University of Sussex

"One of the things I have learned from working with and listening to young men who are deemed mad or bad is that they are often very eloquent about what it is they are up to. It becomes clear that, if you respond to their behaviour by naming and shaming, you are wasting your time. What men are doing, whether it is in the street, the neighbour's garden or the school, is displaying their challenge to the sort of authority that seeks to send them to courts, puts them in front of judges and imprisons them. It becomes obvious that the discipline, the hierarchy, the mania for authority, the sexual segregation is not so very different, whether you are

talking to a bunch of lads hanging around a bus shelter or to men in the army, the Cabinet or the great insititutions."

Bea Campbell, Author and Journalist

"People's primary public interaction nowadays is shopping. They are not going to church, trade union meetings or political meetings. They are consuming a whole range of leisure and entertainment. That colours and influences their attitudes towards every other form of public interaction. One of the real hooks of consumer capitalism is that it gives you, for a brief moment, a sense of powerfulness. Clearly, this is very exclusive because some can choose and some cannot. But that is the whole dynamic of consumer capitalism. That is one of the main rationales for it."

Madeleine Bunting, *The Guardian*

"Formal politics and the public life of institutions increasingly leave us feeling angry, depressed and disempowered. The challenge is to take that as a starting point and to achieve some kind of bridge to an agenda that is not only positive in the way it is conceived, but does actually lead to practical change in the way our organisations and political institutions work and the way that most people experience their lives."

Tom Bentley, Demos



finding a way to start the dialogue

Over 200 people have taken part in the first three Real Dialogue Conferences, organised by Antidote in association with SAPERE (Society for the Advancement of Philosophical Enquiry and Reflection in Education) and the Values Education Council. These have taken place in London, Belfast and Manchester.

The aim of the conferences has been to look at how dialogue can enhance young people's learning, creativity and sense of belonging. Participants at all three events have shared a sense that dialogue has the capacity to inject meaning and excitement into young people's learning. "It throws up new possibilities," one said, "and it helps people to connect." The specific discussions of each conference reflected the different make-up of participants.

Those attending the London conference came from a wide variety of backgrounds. They included teachers from primary and secondary schools, management consultants, charity officers, teacher educators, theatre specialists, psychotherapists and several others. Unsurprisingly, the discussion ranged broadly.

Various definitions of dialogue were considered. Most of these built on the idea that it was a process that involved the mutual development of understanding through shared enquiry into the perspectives of others.

Dialogue was seen as being a particularly effective way to learn because it engages young people

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

The Next Real Dialogue Conference takes place in Bristol on May 11. This provides an exciting opportunity to discover how emotional literacy and philosophy for children can enhance learning and community.

REASONS FOR BEING INTERESTED IN DIALOGUE

“Young people need to learn how to talk to each other, and to negotiate without violence.”

Dr Kathleen Hinds, Dumragh Integrated College

“I would consider emotional intelligence to be a key factor in promoting citizenship and PSHE. It can be promoted through ‘Real Dialogue.’”

Alastair MacKay, Finaghy Primary School

“It is a good forum for gaining a wider perspective on values and value positions.”

Marilyn Tew, Quality Circle Time

“It throws up new possibilities, and it helps people to connect.”

Geoffrey Court, The Circle Works

“Without it, the whole process of making meaning becomes so unnecessarily difficult.”

Ros Bayley, Educational Consultant

“Teachers will have to teach youngsters how to live and to behave in a globalised and multicultural world.”

Jan Geens, Flemish Council of Institutions of Higher Education

“It helps clarify thoughts, so that young people can develop their knowledge, skills and attitudes.”

Michelle Roe, Life Education Centres

emotionally at the same time as it stimulates their thinking. Dialogue promotes self-confidence and well-being in pupils, as well as their teachers. Schools can become happier communities, better able to enjoy the diversity within them.

There was, in the view of the London participants, no area of the curriculum, or school activity, where dialogue was irrelevant. It can enrich those elements in every subject that are concerned with interactions between people - how language shapes interpersonal communication, how social processes result in historical events and how scientists collaborate to formulate theories about natural process.

The Belfast Conference, organised jointly with the Regional Training Unit, brought together a group of Principals and Vice-Principals whose interest was in finding ways to overcome the organisational and community blocks to the development of more dialogic approaches in schools. Factors identified as blocks to dialogue ranged from the competitive transfer system that many hoped would be abolished soon, and the cultural sanction given to the bantering putdown.

“The key” one Principal argued, “is enabling teachers to be open and trusting with each other. This will lead to the transmission of this practice to the good management of their classes.” There was talk about ways to facilitate dialogue in the staffroom, and to allow for experiential learning to take place during meetings. Participants recognised that such a process needed to start with those who were ‘willing’. Others would come on board as the benefits became apparent.

Strategies for persuading parents of the merits in this approach focused on presenting them with strong research, engaging them in dialogue and enlisting employers to support the case. This would help to create contexts in which it would be possible to give students more of a voice in planning of learning and running their schools.

The bulk of participants at the Manchester conference worked in multi-disciplinary contexts with the disaffected. Their primary concern was to challenge the ways in which our education system leads some to internalise a poor self concept. Parents, teachers and pupils all needed support to develop the social confidence that would enable them to value their own knowledge and expertise.

Practical ideas discussed included providing young people with opportunities to try out different roles, setting up small-scale action-research projects to give young people a voice and using every interaction as a way of communicating to young people the message that adults are genuinely listening to them.

The *Real Dialogue* conference series moves on to Rugby (30th March), Bristol (11th May) and Edinburgh (6 October). Further events will be planned for the winter. Our eventual aim is to develop a package of multi-media tools designed to generate understanding of the ways in which people learn and develop through dialogue, and encourage young people to explore different ways of communicating with each other.



emotional literacy at the mill

Jean Bond of Atlow Mill in Derbyshire describes how she and her colleagues try to develop the emotional literacy of young people who are having trouble at school.

CAROLE'S STORY

Atlow Mill is located in a secluded valley at the gateway to the Derbyshire Dales. It provides tailor-made courses to anyone who feels they can benefit from learning about Emotional Literacy. These include residential programmes for pupils and for staff.

Twelve-year-old Carole was one of ten students from her school who attended a five-day emotional literacy programme at the Mill, because of behaviour which put them at risk of exclusion. Carole was persistently causing trouble: fighting, shouting out and disrupting the work of other pupils. She seemed locked into herself and very isolated. She was unable to make eye-contact with others and could not concentrate at all.

We tried to help Carole and her fellow students to unmask the defensive layer they had constructed to protect their vulnerability, and to start exercising some choice over how they behaved with other people. The residential experience, followed-up by 16 two-hour sessions in school, led to a profound transformation in Carole's appearance, behaviour and attitude.

"I don't shout any more," says Carole. "I ignore people a lot more if they call me names and pick on me. I don't retaliate as much. I work harder in lessons and I listen to teachers. I sit and get on with my work. I don't pick on people and I have got more friends."

Carole had been involved in nineteen serious incidents in the period between September 1999 and March 2000. Over the subsequent four months, there was only one. The number of serious incidents involving other pupils on the

programme went down from 110 in the same period to eighteen.

The result of the programme was that pupils, even those whose behaviour changed little, were willing to own up to misbehaviour, to stop applying the "it wasn't me, it was 'im" tactic. Teachers were taken aback by their new honesty and willingness to accept the consequences of their actions.

The project was about more than simply addressing the emotional problems of one group of young people. It also involved twelve pupils being selected to work as mentors to the younger ones. Training consisted of one two-day residential, and six two-hour sessions after school.

One reason for the success of the programme was the willingness of parents to take part in support groups. The children of those parents who regularly attended the meetings were those who benefited most from the programme. Another factor was the level of staff involvement. Three staff members and a Deputy Head attended the mentor training sessions and the five day residential. This gave the project high status in the school. The school went on to request training for staff so that they could carry out much of the follow-through and train mentors themselves.

EXPERIENCE OF FAILURE

The same programme was taken up with much less success by another school. This time, instead of selecting pupils who were at the beginning of a road towards permanent exclusion, those chosen were well on their way. The pupils were involved in many more serious incidents. The pupils selected to be mentors were relatively immature pupils from Year Ten. There was little staff involvement in the programme, with only one member of the Special

Needs Support Staff being involved throughout the project. Many parents were hostile to the programme.

One young person who had allowed himself to show his more vulnerable side during the residential reverted on the final day to his more usual behaviour. When we pointed this out to him, he simply said, "Well, I'm going home aren't I?" He was arming himself for the expected onslaught.

THE COVENTRY CHALLENGE

In co-operation with a Family Centre, we have been working with a group of young people from Coventry, aged thirteen – sixteen, who are in imminent danger of being excluded from their three schools. We offered training to the project workers, who then came on a three day-residential programme.

This aspect of our work is proving challenging and exhausting. The young people are extremely resistant to the emotional element of the programme. They keep telling us it is 'boring' and threaten to absent themselves from the sessions we deliver. So far not many of them have done so. They seem to find it fascinating in spite of themselves. Some of them are beginning to respond, even though they 'can't see the point'.

In one-to-one sessions, they felt free to discuss with us the changes they had become aware of in themselves as a result of this work. They were unwilling, though, to share this information with the wider group. One said it was 'embarrassing.' Everyone there agreed with him, but nobody could say why it felt that way.

"Do you think," I asked, "you have a reputation to protect?"

"Yes," they replied as one.

"And," I went on, "at school that reputation is not helpful. You get labelled. Give a dog a bad name and it sticks. So it means that you sometimes get blamed unfairly for things."

There were lots of nods. I continued. "But do you also have a reputation

They are beginning to share their hopes, fears, disappointments, failures and achievements. They are starting to enjoy our openness, our ability to listen to their criticisms and meet their challenges

somewhere else where that reputation is useful?"

Derek came on. "On the street, 'cause you need people to think you're hard."

"And," I suggested, "if you start to change the way you are, what do you think might happen?"

"Get problems," Derek said. "Get hassle from people."

"So," I said, "in a way there is part of you that thinks it is not in your interest to change. Better stay as you are."

Derek nodded agreement. "You might," I went on, "have to give up your friends. Nobody else would want to be your friend."

It is currently too risky for this group of young people to express their emotions. We are attempting to develop trusting relationships with them, so that they will feel safe enough to express themselves. Currently, their fear is that someone will find the chinks in their armour and finish them off.

Our work is designed to help them find a different kind of power within themselves, one that will give them the confidence to be authentic and true to themselves. We encourage them to utilise their masks in a consciously self-protective way. This enables them to develop a more positive self-image by recognising that their mask is only a part of them.

A recent session with the group left us feeling hopeful. They are beginning to share their hopes, fears, disappointments, failures and achievements. They are starting to enjoy and appreciate our openness and ability to listen to their criticisms and meet their challenges. They are recognising that we are people too and that we are vulnerable and are willing to let them see that.

Jean Bond
centre@atlowmill.ndo.co.uk

These and other stories are on Storyfinder at www.antidote.org.uk. Please use this service to tell us about your own attempts - however successful or otherwise they were - to develop emotional literacy in the contexts where you live and work.

BOOK REVIEW

Harriet Goodman, Antidote's Education Project Director, reviews Katherine Weare's book, *Promoting Mental, Emotional and Social Health: A Whole School Approach* (Routledge)

"This book" Katherine Weare explains, "explores the evidence for the importance of social and emotional education, and the principles and practices that are starting to make its promotion a reality in our schools." In five lucid chapters, she goes on to demonstrate why and how a whole-school approach to mental, emotional and social health can improve morale and well-being, while also raising academic attainment.

For Weare, promoting mental health involves much more than preventing and reducing mental illness; the positive approach she advocates includes the promotion of "happiness, vitality, sense of self-worth, sense of achievement and concern for each other". She singles out the "health promoting schools" idea promoted by WHO as the most comprehensive and adaptable framework, and draws extensively on experience over the past eight years within the European Network of Health Promoting Schools (ENHPS). The ENHPS has been less of a success in the UK than in other parts of Europe, and there is a need to make the concept clearly relevant to schools in this country.

This is what Weare proceeds to do. Chapter two puts the case for a whole-school approach that involves teachers, pupils and parents in co-ordinated efforts to promote mental, emotional and social health. She identifies four key features consistently shown to be crucial to school effectiveness: "supportive relationships; a high degree of participation by staff and pupils; the encouragement of autonomy; and clarity about rules, boundaries and expectations". The chapter examines an impressive array of evidence demonstrating how each of these elements leads to higher academic achievement and greater interest in learning, better teaching, improved

morale and lower absenteeism in both staff and pupils.

Chapters three and four look at how schools can help learners develop the emotional and social "competences" which they need to understand themselves and relate effectively to others. Helping pupils develop an accurate self-concept and acquire self-esteem is crucial, but schools can do much more if they encourage pupils and teachers to be aware of bodily signals; to develop the language they need to think and talk about their feelings; and to find effective and non-destructive ways of expressing anger, fear and sorrow.

There is a fascinating section on motivating young people by "teaching them to tap into a sense of flow, found through doing what they love and do well." Weare identifies empathy, respect and genuineness as the necessary fundamentals, and looks at how these attributes can be developed through a systematic approach to active listening.

Weare concludes with a chapter on classroom and curriculum issues. She sets out a process for implementing change, starting with a review of where people are starting from. Using that information, schools can design a learning programme that builds up in small steps, deploying a wide range of methods of teaching and learning, and involving pupils and teachers in designing their own programmes. There are useful sections on the effectiveness of peer education and of behavioural approaches including skills coaching and step-by-step problem-solving. She also looks at fostering emotional and social competence through innovative teaching of traditional subjects, from English to drama, the visual arts, physical education, biology and history.

Weare ends with a section on the importance of teacher education, citing research to demonstrate that when teachers are supported in improving their own emotional and social skills, there is a dramatic improvement in pupils' learning and behaviour, and in teachers' own sense of fulfillment.

website news

Discussion Forum

Starting in April, we will host a monthly discussion on our website. Each discussion will be launched with a short article. Please think about sharing with us your ideas on how we can develop a more emotionally literate society. The highlights from each discussion forum will be published in our newsletters.

The topics for the first three months are laid out below.

April—Can we measure emotional well-being?

May—Creating spaces for dialogue

June—Politics as an activity that engages us all

Storyfinder

Please use the Storyfinder facility on the website to tell us about your attempts to bring emotional literacy to contexts where you live or work - whether successful, disastrous or somewhere in-between.

Peoplefinder

If you have not already registered your interests and activities on our Peoplefinder service, this service enables you to network with others who share your interests or have the skills you are looking for.

Antidote Website www.antidote.org.uk

from the press

“An audacious bid will be made this week by many of New Labour’s leading lights to put emotional literacy at the heart of the political agenda. The aim is no less than to wipe away generations of stiff upper lips, clenched jaws, explosive tempers, football hooliganism, and sons who call their dad ‘sir’”

Anthony Browne, The Observer
21st January

“Patricia Hewitt, a minister at the Department of Trade and Industry, said that emotional literacy should be given as much time and importance in schools as reading and writing. Mrs Hewitt is one of the leaders of Antidote, a new campaign group whose manifesto proposes that every government policy should take account of people’s feelings.”

Helen Rumbelow, The Times
25th January

dates for your diary

11TH MAY

Real Dialogue – the 5th conference

speakers: James Park, Roger Sutcliffe (SAPERE) Eileen Francis (Vector), Carole Attrill (The Unfolding Centre), Carrie Winstanley (U. of Surrey)

venue: CREATE Centre, Bristol
9.30am – 4.30pm

enquiries to Carole Taylor, Antidote (see below)

12TH MAY

Intuitively Inclusive; Creating supportive classroom contexts by considering the range of children’s social, emotional and learning needs

speakers: Jill McWilliam (Newham Language & Literacy Development Service), Penny Travers (Adviser for Ethnic Minority Achievement)

enquiries to: The Caspari Foundation,
Tel: 020 7704 1977; Fax: 020 7704 1783

25TH MAY

Head Meets Heart: Reconciling Research and Practice in Health-Promoting Schools

venue: Institute of Health Sciences, Oxford

enquiries to yvonne.bertram-jones@dphpc.oc.ac.uk

1ST JUNE

Emotional Learning in Higher Education

speakers: Professor Barry Richards (UEL), Dr Isca Wittenberg (Tavistock), Professor Erica Burman (Manchester Metropolitan U.), Professor Nod Miller (UEL), Dr Amal Treacher (UEL), Paul Thompson (UEL), Dr Margot Waddell (Tavistock)

enquiries to: Festival of Lifelong

Learning, UEL, University Way,
London E16 2RD; Tel: 020 8223 4488;
e-mail: a.ducker@uel.ac.uk

21ST-23RD JUNE

Empathy, Experience and Spirituality Eighth Annual International Conference on Education, Spirituality and the Whole Child

speakers: James Park, Professor Tricia David, Dr Stephen Smith, Dr Liam Gearon

venue: University of Surrey,
Roehampton

enquiries to CPD Office, Tel: 020 8392 3383; e-mail: CPD@roehampton.ac.uk; website: www.roehampton.ac.uk/education/cpd/conferences/

12TH – 17TH JULY

Citizenship, Thinking and Philosophy for Children

10th International Conference of the International Society for the Advancement of Philosophy for Children

venue: Winchester

Enquiries to Sara Liptai, 7 Cloister Way, Leamington Spa, CV32 6QE, e-mail sara.liptai@altergo.co.uk

6TH OCTOBER

Citizenship Education: Information or Transformation

Annual Conference of the Values Education Council, sixth in the Real Dialogue Series

speakers: Andrew Samuels, Dr Elspeth Crawford (Edinburgh U.), Donald Reid (Scottish Civic Forum), Elizabeth Templeton

venue: Edinburgh

enquiries to Carole Taylor, Antidote (see below)

31ST JANUARY - 2ND FEBRUARY

Strategies for an Emotionally Literate Society

Antidote’s Second Annual Conference

venue: TBA

enquiries to Carole Taylor, Antidote

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