



Empowering Teachers across Europe to deal with Social, Emotional and Diversity related Career Challenges

HAND IN HAND

Empowering Teachers Across Europe to Deal with Social, Emotional and Diversity Related Career Challenges

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BACKGROUND: CHALLENGES OF TEACHING PROFESSION & EXPERIENCES FROM PREVIOUS PROJECT

Challenges are reflected in increases in:

- A) Emotional difficulties – stress, burnout (e.g. Collie, 2012, Donahue-Keegan et al., 2019, Oliveira et al., 2021)
- B) Behavior – leaving the profession (e.g. Carstensen & Klusmann, 2021, Roeser et al., 2012).

TALIS: across EU countries over 50% of teachers report high levels of stress (OECD, 2019)

STRESS impacts:

- attention (MacKenzie et al., 2007...);
- decision making (Shanefelt et al., 2002...);
- communication and **relationships** (Enochs & Etzbach, 2004...).

Partnership

11 partners

3 public bodies



REPUBLIKA SLOVENIJA
MINISTRSTVO ZA IZOBRAŽEVANJE,
ZNANOST IN ŠPORT



REPU
Mini
obraz

Bildungsdirektion
Steiermark



3 research institutes

PEDAGOŠKI INŠTITUT



IDIZ



DIPF

Educational Research and Educational Information

4 universities



Mittuniversitetet
MID SWEDEN UNIVERSITY



U LISBOA
UNIVERSIDADE
DE LISBOA

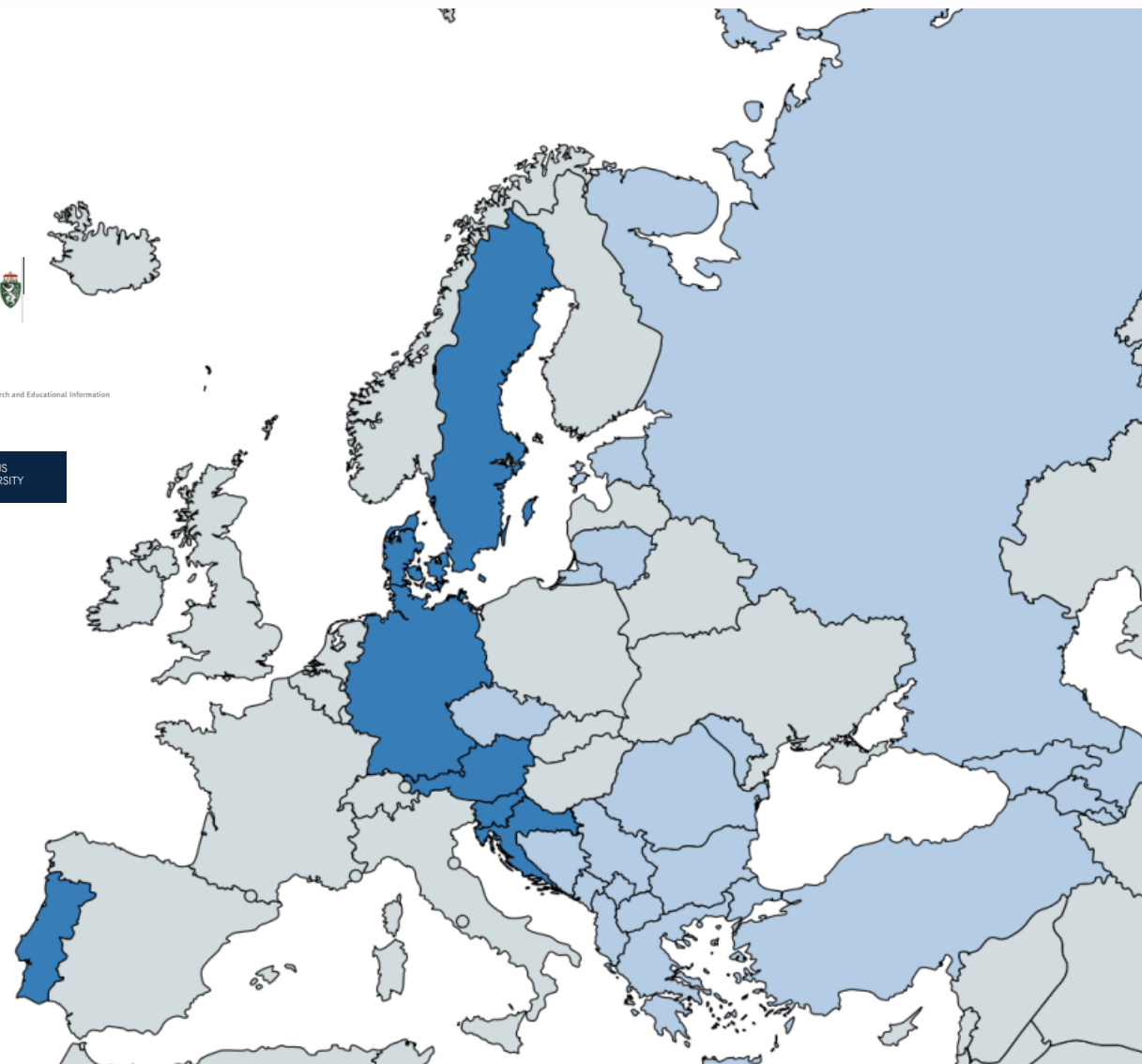
AARHUS
UNIVERSITY

1 international policy network

nepc
Network of Education Policy Experts

7 countries

(+ 21 NEPC countries)



Erasmus K3 project: HAND IN HAND (2021-2024):

Empowering Teachers Across Europe to Deal with Social, Emotional and Diversity Related Career Challenges

- Support **for social and emotional competencies and diversity awareness (SEDA)** of **teachers** across Europe by developing, testing and evaluating
- HAND: Empowering Teachers system as **a whole-school-whole-year** process to inform
- EU level **policies** on teacher and teachers education with HAND: Empowering teachers Guidelines for Policy.



**RESEARCH EVIDENCE
ON THE IMPORTANCE OF SEDA**

POLICY



**Hand
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HAND: Empowering Teachers System

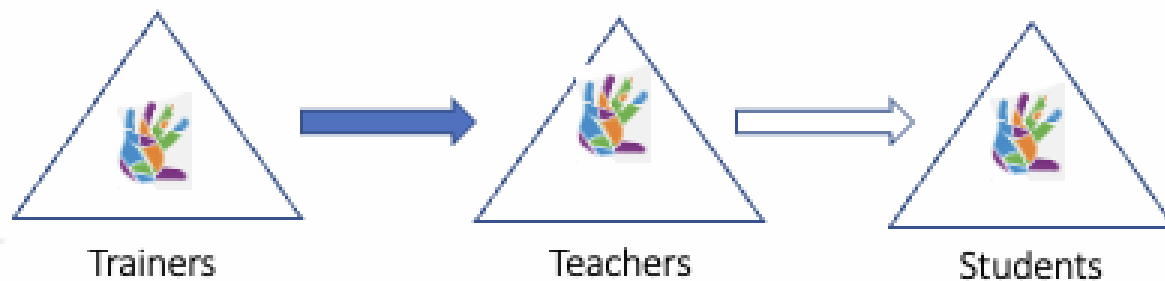
THE CORE COMPETENCIES:

- Relational competence
 - Social and emotional competencies
 - Self-awareness
 - Self-management
 - Social-awareness
 - Relationship skills
 - Responsible decision making
- Diversity awareness

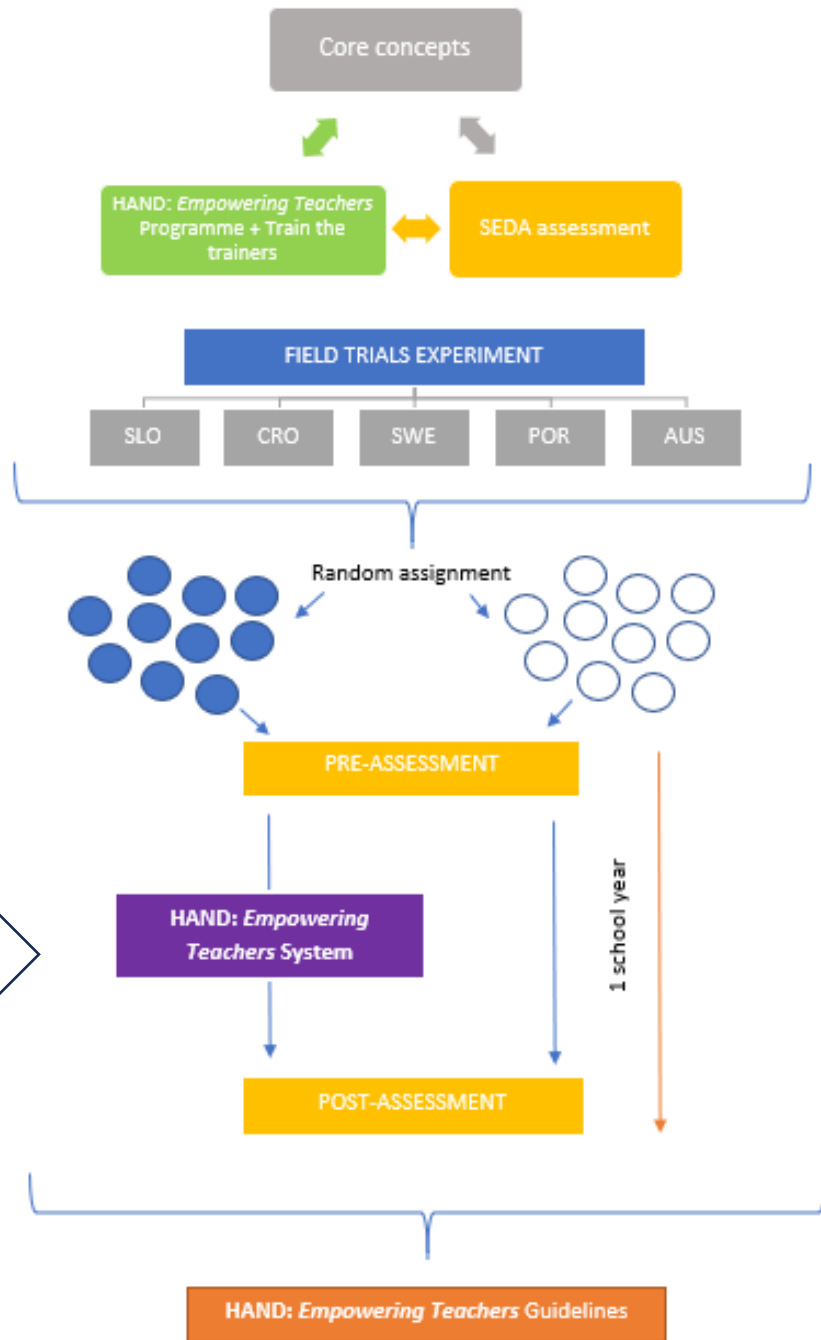
THE TOOLS:

- Mindfulness
- Empathic Curiosity
- Reflections

THE OUTCOMES:



6 full days + 5 online meetings
in groups (up to 25
participants + 2 trainers)



1st year
2nd year
3rd year

Train-the-Trainers



EVALUATION: SUMMATIVE & FORMATIVE

SUMMATIVE EVALUATION: Has the HAND:ET System led to changes in expected outcomes?

FORMATIVE EVALUATION: How can we improve HAND:ET System?

TARGET GROUP: Teachers, principals, school counselors and other school staff

INSTRUMENTS: Questionnaires & focus group interviews

SAMPLE	AUSTRIA	CROATIA	PORTUGAL	SLOVENIA	SWEDEN
CONTROL GROUP	87	140	105	128	121
EXPERIMENTAL GROUP	78	123	169	131	146
TOTAL	165	263	274	259	267

QUESTIONNAIRES SCALES

SELF AWARENESS

- Mindfulness (Kentucky Inventory of Mindfulness Skills - Observe, Baer, et al, 2004);
- Mindfulness (Mindful Attention Awareness Scale, Brown & Ryan, 2003);
- Mindfulness in teaching (Mindfulness in Teaching Scale, Rank, et al, 2016).

SELF-MANAGEMENT

- Well being(WHO-5 Well-Being Index, Topp et al., 2015);
- Emotional Self-Efficacy (Self-Efficacy Questionnaire for Children, Emotional Self-Efficacy, Muris, 2001);
- Burnout (Shirom-Melamed Burnout Questionnaire, Shirom & Melamed, 2006);
- Psychological work-strain (Psychological Strain in Work Contexts Scale, Mohr et al., 2006).

RELATIONSHIP SKILLS

- Relational competence (Teacher's Relational Competence Scale, Vidmar & Kerman, 2016);
- Teachers' cooperation (OECD, 2017)

SOCIAL AWARENESS

- Empathy (Empathy Assessment Inventory, Gerdes, et al., 2010).

DIVERSITY AWARENESS

- Teacher Self-Efficacy for Classroom Diversity (OECD, 2019);
- Beliefs regarding Dealing with Classroom Diversity (OECD, 2019a; Adapted from Hachfeld et al., 2011);
- Flexibility/Openess for diversity (Denson et al., 2017).

& additional questions for formative evaluation

(evaluation & perceived changes & improvement)

FOCUS GROUP INTERVIEWS

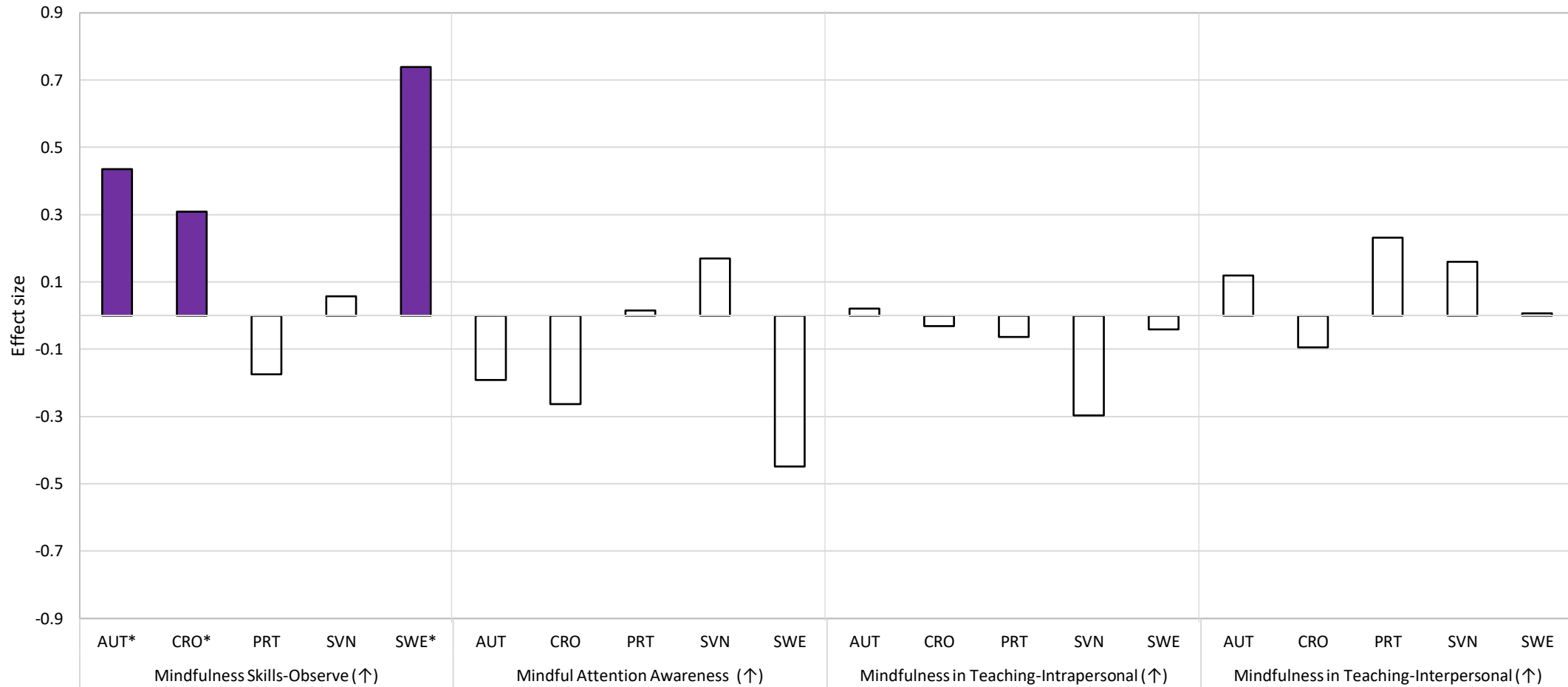
7 questions + subquestions
3-5 focus groups



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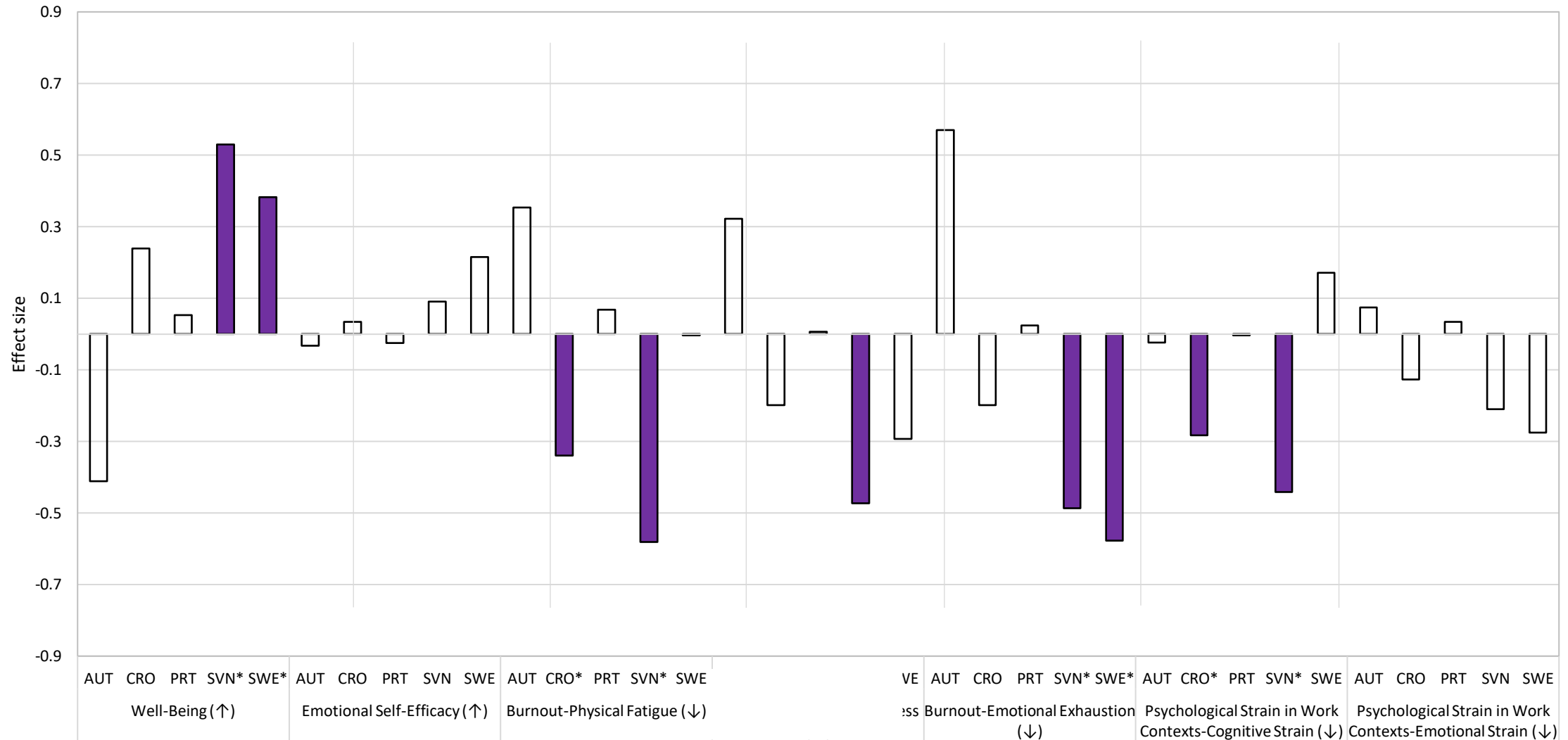
(Roczen et al , 2024)

SELF-AWARENESS

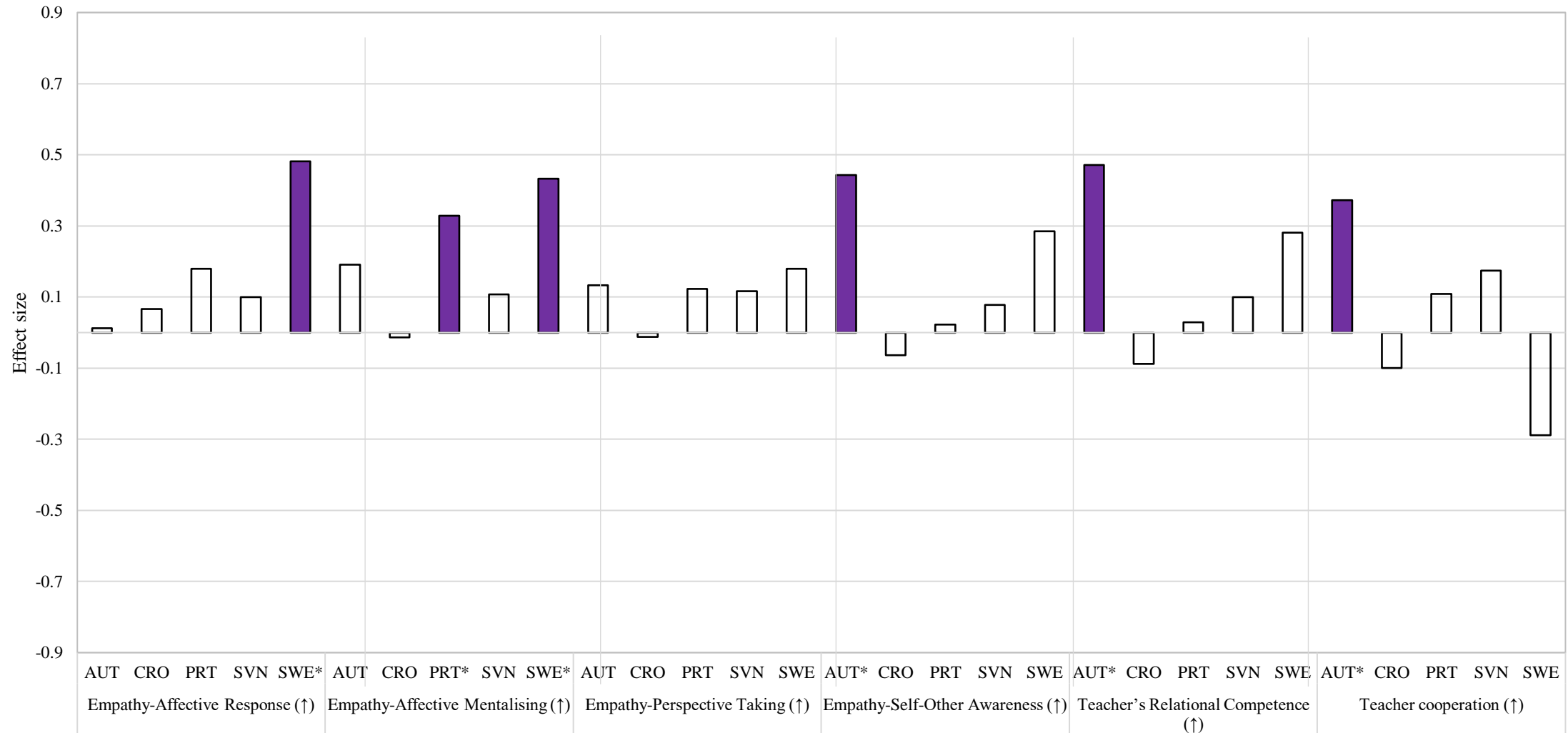


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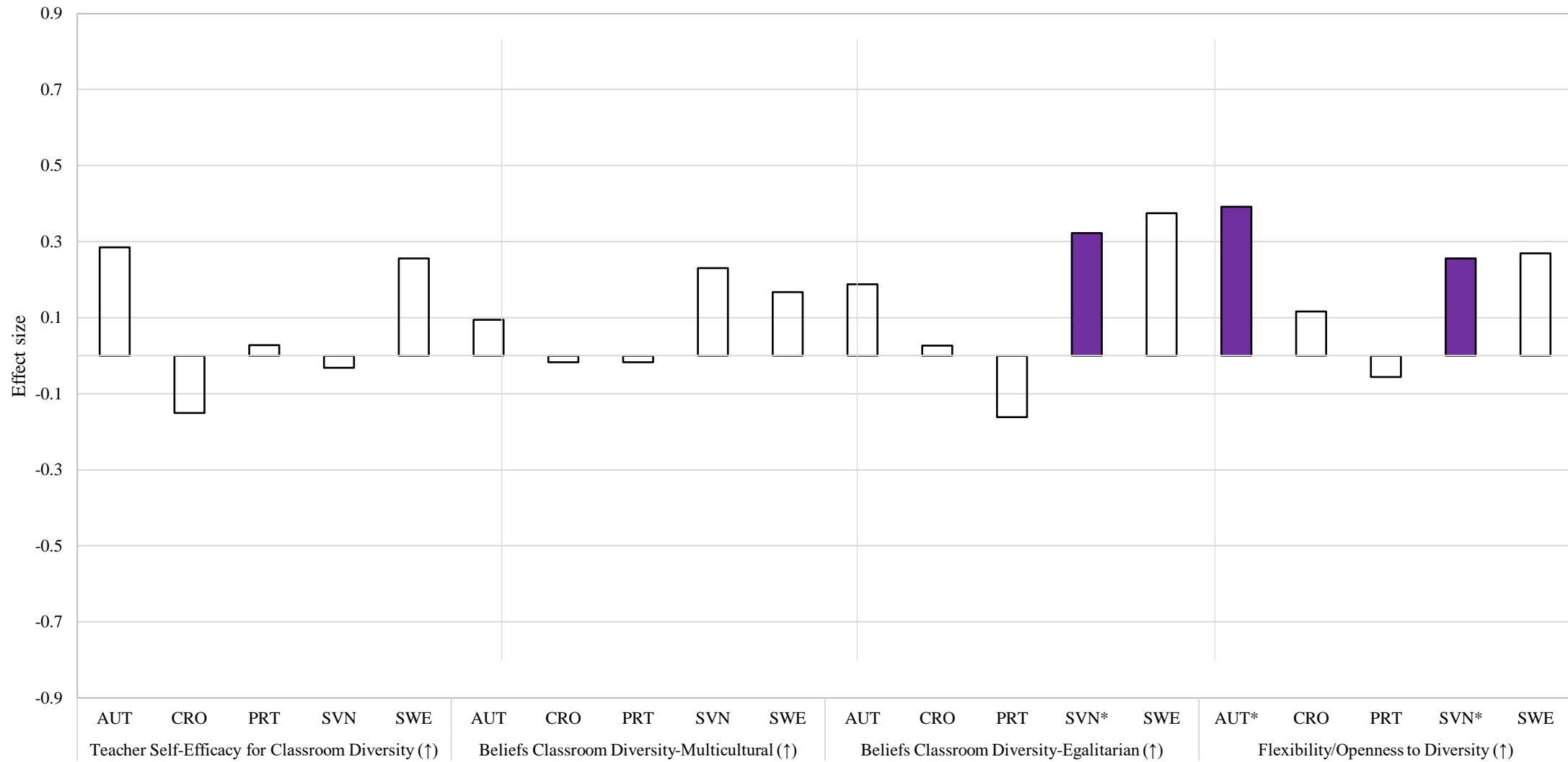
SELF-MANAGEMENT



SOCIAL AWARENESS & RELATIONSHIP SKILLS



DIVERSITY AWARENESS



SUMMATIVE EVALUATION: Key Findings

ON THE SCALE LEVEL: the most effects were observed in self-awareness in Austria, Croatia and Sweden

ON THE COMPETENCE LEVEL: the most effects were observed in emotional competencies (self-management)

ON A COUNTRY LEVEL:

- **Austria:** the most effects in **social competencies**
- **Croatia:** the most effects in **emotional competencies**
- **Portugal:** only one effect in **social competencies**
- **Slovenia:** the most effects in **emotional competencies** & **diversity awareness**
- **Sweden:** effects spread **across all three** domains



FORMATIVE EVALUATION

Closed question in post-questionnaire:

- **Overall evaluation:** 74 % very good or good, 83 % very or quite useful.
- **Evaluation of individual segments of the programme:** 73 to 94% positive (especially: *The trainers' ability to positively relate to participants, to lead the practical activities, to lead the discussion and reflection, and The atmosphere during the programme*).
- **Perceived changes during the programme:** Participants mostly did not report of the changes in their life, there was however tendency detected to spent more time with people they care about (40%), invest more in self-care (38%), feeling cheerful (37 percent) and helping others (33%).
 - **About 45 % of participants reported the programme changed the way they interact with colleagues and 46 % reported the programme changed the way they interact with students.**

FORMATIVE EVALUATION

Open questions in post-questionnaires:

POSITIVE ASPECTS

- Focus on SEDA (especially SE)
- Mindfulness
- Exercises and techniques
- Practical applicability
- Atmosphere
- Organisational issues and trainers
- Connectedness and exchange

POSSIBLE IMPROVEMENTS

- More practical activities & more variety in activities
- More support in the transfer to everyday teaching life
- Longer programme
- Schedule and modality

LEARNING OUTCOMES

- 80 % SEDA (mostly SE)
- 20 % activities

"I actually feel stronger in certain situations, when I encounter some new situations or problems, I feel as if I can face them more calmly".

"In those moments when I need it, I can quickly use techniques to ease the situation, not requiring three days to relax, but rather using techniques that I have learned to help me in that moment" or to stay calm in challenging situations".

I have become more alert to situations within the classroom, observing my students and trying to understand the motive of some behaviours and go beyond academic teaching

"Previously, I wanted to achieve that they tell me what I wanted to hear, but now I was a bit disappointed when they didn't say exactly that. However, I managed to lead them to talk and express what they wanted to say. Listening has been the most significant improvement for me"

Innovation of the HAND: Empowering Teachers System

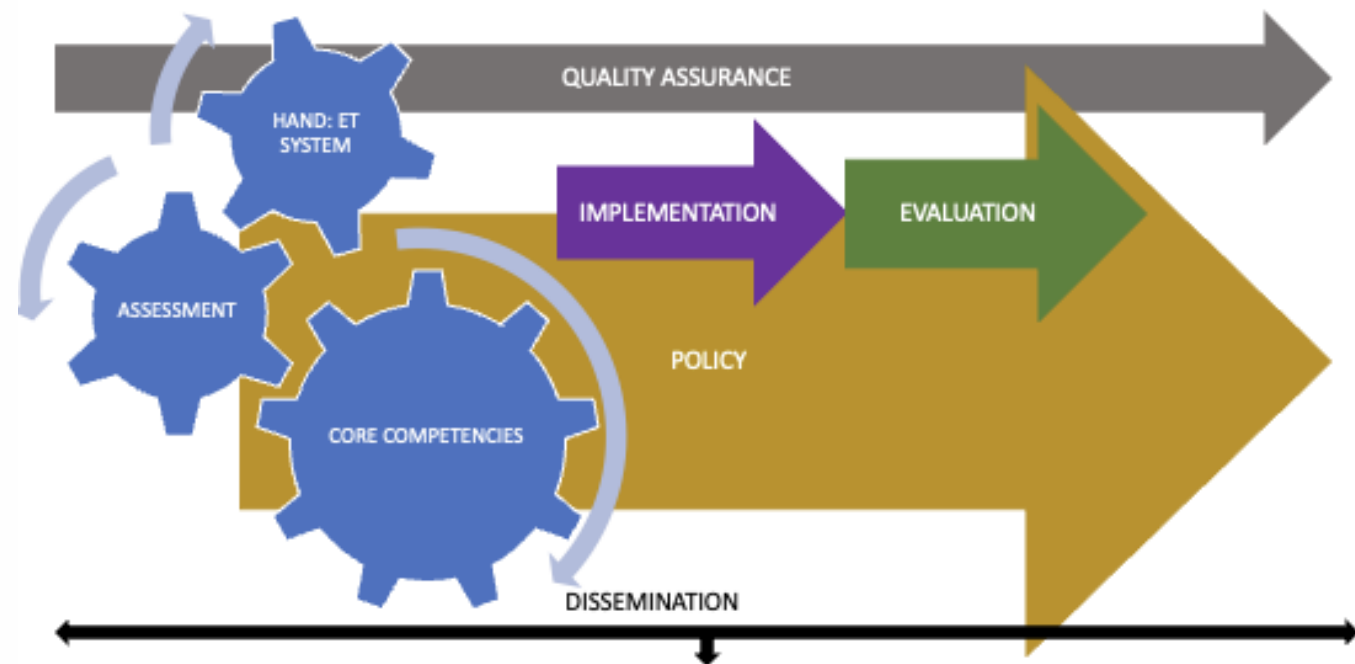
The content: social and emotional competencies and diversity awareness

The process: ongoing support in the form of supervision and monitoring spanning the entire school year

The **whole-team** approach

Humanistic approach

Policy experiment





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For more information, please follow us on our web page and social media profiles

www.handinhand.si

