



Editorial:

This Issue

Welcome to this edition of *the International Journal of Emotional Education* which is focused on the promotion of mental health and social and emotional learning in schools. We present five papers dealing with these issues in the diverse international contexts of Australia, Japan, Malta and the United Kingdom. The first paper by Helen Cowie (UK) presents a comparative study of the contemporary phenomenon of cyberbullying amongst young people in the UK and Japan. The paper underlines the need to address the multidimensionality of cyberbullying in seeking to prevent and reduce this problem, and presents various strategies in how this may be effected. In the second paper, Helen Askill-Williams and her colleagues (Australia) write about *KidsMatter*, a mental health promotion, prevention and early intervention initiative in Australian primary schools. The authors explore ways in which mental health promotion initiatives are implemented in schools, and emphasize the ways in which the effective delivery of such interventions take account of the contextual features of the schools where they are being implemented. These issues include the characteristics not only of the students themselves but of all members of the school and its community. Neil Humphrey and his colleagues (United Kingdom) present an evaluation of the *Social and Emotional Aspects of Learning* (SEAL) programme, which is a major social and emotional health initiative in UK schools. The authors examine the factors affecting the implementation of the SEAL small group interventions in primary schools, particularly the role of support from the Local Educational Authorities, and propose a model of the relationship amongst the nature of support, the factors affecting implementation and the perceived barriers to success. Felicieenne Mallia Borg (Malta) reports on a case study of a secondary school in Malta. She describes the way in which a whole school approach was implemented in order to respond more effectively to its diverse community of learners. The author takes the reader through the developmental processes through which the school sought to restructure its culture, policies and practices in order to become a more inclusive community. In the last paper, Wasyl Cajkler and Geoff Tennant (United Kingdom) present the results of

three systematic literature reviews on various aspects of the work of teaching assistants (TAs) in mainstream schools. The reviews highlights evidence of the contribution made by TAs' in mainstream classrooms, particularly for the students, and emphasises the benefits of professional training for TAs.

Together, these papers represent a small but high quality contribution to the field of emotional educational. They indicate something of the wide range of the factors that are significant in the development and implementation of strategies for the promotion of mental health in schools, and demonstrate the importance of sound empirical studies in this area.

Read IJEE to Find Out What's New

We would also like to take this opportunity to welcome Neil Humphrey (University of Manchester, UK) in his new role as book reviews editor for *the International Journal of Emotional Education*. Neil's job is to keep us up to date with the latest academic and practitioner-oriented publications in the broad field of emotional education. Readers will be able to help Neil in this challenging task by (a) offering their services book reviewers, and (b) suggesting new titles for review. Neil can be contacted on neil.humphrey@manchester.ac.uk.

We Want to Know What You Think

The International Journal of Emotional Education is a focus for research, discussion and debate about all issues connected with the promotion of social and emotional competence in young people of school age. We welcome scholarly articles from practitioners of all kinds, researchers and informed commentators of all kinds. In common with all other serious, international, refereed journals, we are committed to delivering to our readers the highest quality research and scholarship in our field. However, we do not wish to stop there. We also want to hear from readers about their reactions to individual papers, book reviews, editorials, and the journal as a whole. Even if you do not wish to write an article or a book review, you are welcome to write to us with your views and make your contribution to the debates surrounding the interface between emotion and education.

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