Editorial

The Covid-19 pandemic has provided a window of opportunity for education and schools to become more caring and compassionate, with wellbeing and social and emotional education becoming more established as a primary goal of post-covid education. Such a process, however, needs to start with the adults themselves, with initial teacher education becoming a transformative personal and social process where teachers develop the requisite competences to become caring, responsive and inclusive educators and mentors through an experiential, reflective and collaborative approach. In the first paper in this edition, Falcón-Linares (Spain) evaluates an affective pedagogy action research programme aimed at arousing positive emotions such as kindness and tenderness amongst preservice teachers through an integrated explicit and vicarious learning. The narratives of over 360 student teachers highlight the role of affective teacher education in fostering the growth of their professional identity and of an ethic of care in the classroom.

In another study with pre-service teachers, Cavioni and colleagues (Italy) explored the wellbeing of preservice teacher educators and its relationship to their self-efficacy and work commitment. Making use of cluster analysis, they identified three distinct profiles of wellbeing based on mental health, perceived stress, and resilience, and how they are related to self-efficacy and work motivation, with implications for teacher education and educational policy and practice. In another study on university students' education and learning, Owusu-Agyeman and Moroeroe (South Africa) examined the relationship between university students' engagement and their relationship with their teachers, underlining such processes as teacher relational competences, a relational pedagogy, and teacher demonstration of care.

Jakobsson and colleagues (Finland) examined the impact of a positive psychology programme on the emotional wellbeing of school teachers and other members of staff, utilising an experience sampling study. They found a positive effect for both state- and trait- like emotions, including decreased stress and enhanced engagement, whilst calling for more studies examining the experienced emotions of school teachers. Ming Wu (Taiwan) explored the relationship between the emotional intelligence of school principals, the school's psychological climate and teacher motivation in a variety of educational sectors. The findings of the study

suggest that school principals' emotional intelligence and positive school climate are a determining factor in promoting teachers' motivation.

In a study with 470 university students, Crnković and colleagues (Croatia) examined the role resilience plays in the relationship between personality traits and anxiety and life satisfaction. Their results highlight the protective and resilience-enhancing qualities of personality factors like extraversion, agreeableness, conscientiousness, and emotional stability, and how these may be tapped to enhance life satisfaction and mental health. In another study on resilience with university students, Atkins (UK) and Muscat-Inglott (Malta) investigated the relationship between mindfulness and resilience. They report that mindfulness is significantly related to enhanced affective wellbeing, as well as increased resilience, recommending mindfulness to become more integrated into higher education programmes. In another study on the wellbeing of university students, Sahin and Duy (Turkey) examined the relationship between attachment and social connectedness and how this is mediated by inferiority and perfectionism (adaptive/maladaptive), with implications on how social connectedness may be fostered amongst university students. In the last full-length paper in this edition, Patti-Signorelli (Italy) and Romero-Díaz de la Guardia (Spain) evaluated the psychometric properties of the Trait-Meta-Mood-Scale, a measure of emotional intelligence, with secondary school music students in Italy.

In this edition we have also four short research reports. In the first report, Tyler-Binfet and colleagues (Canada) carried out a qualitative analysis on how school teachers sought to create learning opportunities for students to enhance their social and emotional competences. Daly-Palinkas and colleagues (Hungary) undertook a cross sectional study with 385 high school students to investigate the role of team-based activities in physical education in improving cooperative conflict management and enhancing socio-emotional wellbeing. Berastegui-Martínez and colleagues (Spain) present the findings of a preliminary study to evaluate the impact of two emotional education programmes on the students' emotional competence and the classroom climate in a late primary and early secondary school. The final short research report by Calero and colleagues (Argentina) investigated the relationship between perceived emotional intelligence and general and emotional vocabulary amongst undergraduate students.

In this edition we have also a book reviews section edited by Helen Cowie, book reviews editor.

Carmel Cefai, Editor