



Editorial

One of the main factors which has led to the rise of children's and young persons' voice has been the drive towards a rights based approach to children's education, development and well-being. As children's rights became increasingly recognized, the rights-based approach as a conceptual framework for children's development has become more frequently recognized in policy, practice and research. This movement has been supported by evidence from developmental sciences, clearly showing that as 'unique insiders', children and adolescents possess knowledge and experiences which differ from those of adults, and that their perspectives on their learning, behaviour, and well-being provide a more adequate understanding of their development and needs to be taken actively into consideration. In the first paper in this edition, Pound and Sime-Schoutenb (UK) undertake a systematic review of co-production in relation to the mental health and wellbeing of care leavers. This is an under researched area with scarce research on the experiences of care leavers and their mental health and well-being needs. The authors reported that co-production can have a positive impact on care leavers' mental health and well-being, but that it needs to take account of various considerations for it to be effective.

In a study with over 1000 adolescents from five urban middle schools in the US Middle Atlantic States (New York, New Jersey, Pennsylvania, Delaware, Maryland, Columbia), Hatchimonji and colleagues (USA) explored the relationship between character virtue, social and emotional learning and positive purpose. The authors argue that young people need both social and emotional learning and character education in order to be successful in school and in life, and in this paper they set out to provide empirical evidence to their Social-emotional and Character Development framework integrating social and emotional skills, character virtues and positive purpose. They reported that character virtues were positively associated with positive purpose and social and emotional learning, suggesting further lines of research to investigate these relationships in more depth.

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In the third paper, Alberth (Indonesia) examined the role of emotions and classroom community in language learning with 402 high school students. He investigated the relationship between sense of classroom community and foreign language enjoyment and anxiety in an English as a Foreign Language classroom. Both enjoyment and anxiety were found to predict sense of classroom community, with enjoyment being a stronger positive predictor, whereas anxiety was a negative predictor. Thus language learners will develop a stronger sense of classroom community if they enjoy their learning and do not experience a high degree of anxiety. Learners' enjoyment itself serves also to reduce the negative impact of anxiety on both learning and the learning community.

In the final paper in this edition, Soo and Kutsar (Estonia) analyse 70 retrospective narratives of young adults about their previous school experience, and how these experiences impacted their lives as young adults. They identified various positive and negative school experiences related to common themes such as relationships with teachers and peers, ethical aspects of behaviour, opportunity to express one's opinion, safety and support. They reported that a cohesive and safe school climate was a source of high self-esteem, well-being and a sense of belonging to the school, whilst problematic relationships with peers and teachers' lack of support reduced self-confidence and self-esteem, and negatively affected academic success and sense of belonging.

In addition to the Book Reviews in this edition, we are also issuing the second call for papers on the theme of Climate Change and Social-Emotional Wellbeing in Children and Young People. This is intended to be the focus of a special issue of IJEE November 2022.

Paul Cooper and Carmel Cefai, Editors
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