

SUZANNA (Sue) ROFFEY: Curriculum Vitae 2024

32 Ellington Road, Muswell Hill, London N10 3DG

Tel: + 44 (0) 7757 608 170

Email : sue@sueroffey.com and s.roffey@ucl.ac.uk

Websites sueroffey.com and growinggreatschoolsworldwide.com

Joint British and Australian citizenship: Returned permanently to the UK April 2017

Educational Qualifications

Doctor of Educational Psychology: University of East London

MSc. Educational Psychology: Institute of Education, London University

MSc. Psychology and Education of Children with Special Needs: Institute of Education, London University

Post Graduate Certificate of Education: Leicester University

BSc (Hons) Human Relations: University of Surrey

Current Positions

Honorary Associate Professor, University College London

Director, Growing Great Schools Worldwide

Professional affiliations

Chartered psychologist (UK)

Fellow of the British Psychological Society: (BPS)

Affiliate of the Wellbeing Institute at the University of Cambridge

Current Community affiliations.

Advisory Board member for the [Carnegie Centre of Excellence for Mental Health in Schools.](#)
[Fellow of the Royal Society of Arts](#)

Current / Recent Projects

Researching and writing the two *ASPIRE to Wellbeing and Learning for All* books, including liaison with many case-study contributors. Primary and Early Years delivered to Routledge September 2023 for publication May 2024. Secondary version January 2024.

Developing and delivering Circle Solutions and the ASPIRE principles of Agency, Safety, Positivity, Inclusion, Respect and Equity for effective social and emotional learning and a framework for whole school wellbeing

On-going project on wellbeing and SEL with EIM Schools in Xian, Beijing and Shanghai, China

Work with Brainwaves on SEL: Lessons plus webinars

Research, writing and collaboration with 6 colleagues for *Creating the World We Want to Live In: How Positive Psychology Can Build a Brighter Future*. Now published

2019 TEDx speaker Norwich, UK. [School as Family: An education system aligned with healthy child development](#)

Circle Solutions research – a) Survey with teachers and b) study in Essex with 6 experiential primary schools and 3 control schools in Essex – teachers and pupils. Pre-post mixed method Results published in *Educational and Child Psychology* 2019

The Wellbeing Stories: Six stories with imaginary characters to represent positive and negative thinking. The stories, aimed at 8-11 year olds deal with issues such as transition, test anxiety, perfectionism. Each story is accompanied by a teacher and a family toolkit.

2021 Co-editor for issue of *Educational and Child Psychology on Social Justice in Education*

2019 Lead editor for issue of *Educational and Child Psychology* entitled *School Belonging*.

Completed. Co-editor for second – published December 2019

2018 Lead editor for an issue for *Educational and Child Psychology* entitled *Educational Psychologists Influencing Policy and Practice*.

Invited keynote speaker for international conferences:

- International Conference on Transformative Education Nov 2023 (on-line)
- Dublin October 2023 International Baccalaureate Conference
- London September 2023
- Kazakhstan October 2022 – delivered on-line
- Iceland June 2022
- Malta 2021 (on-line)
- The following were Covid cancelled/postponed
- New Zealand (Christchurch and Auckland) April 2020.
- Canada May 2020.
- Iceland, June 2020

Topics include Whole School Wellbeing, Teacher Wellbeing, Behaviour, Belonging and Relationships, Social and Emotional Learning and the ASPIRE principles.

For about 8 years I have provided a session for 2nd Year educational psychology students at University College London on *Being an Agent of Change for Student and School Wellbeing*.

South Africa 2016 consultant on whole school wellbeing project with Prof Ansie Kitching

I have been interviewed for several radio programs and podcasts, specifically MyPOVonline and the Stress Less Summit for International Schools. Also regularly asked for comment by Radio Bristol.

In 2013 I was invited as one of 13 speakers on the [Fulfilling Lives summit](#).

2010 – 2017 Professional development for the Association of Independent Schools NSW on Beyond Behaviour Management, Leading School Wellbeing, Social and Emotional Learning and Working with Parents.

Origin Foundation in 2016 to work with staff across four states on Surviving and Thriving in the Teenage Years

External Examiner for doctoral theses:

- Portsmouth University
- University College London (X2)
- Institute of Education – now UCL
- Melbourne University (x2)
- Newcastle University, UK (x2)

Publications

Books and book chapters

One of 18 international experts interviewed and quoted in Mette Marie Ledertoug and Nanna Paarup (2023) *Quest for Optimal Learning*

Roffey, S. (2022) Positive psychology in primary schools in Burke, J. and Giraldez-Hayes, A. (eds) *Applied Positive School Psychology*. Routledge

Roffey, S. (2021) Chapters: Relationships and Social Capital: Circle Solutions and the ASPIRE principles in Evans, K, Hoyle, T, Roberts, F and Yusuf, B (eds) (2021) *The Big Book of Whole School Wellbeing*. London and Thousand Oaks, CA: Corwin.

Godmundsdottir, D., Grenville- Cleaves, B., Huppert, F., King, V., Roffey, D., Roffey, S. and De Vries, M. *Creating the World we Want to Live In: Positive Psychology for the Future* (2021) Routledge.

Roffey, S. & Quinlan, D. (2021) Positive Education for Disadvantaged Students in Kern, P and Wehmeyer, M.L. (eds) *The Palgrave Handbook of Positive Education*

Allen, K-A., Slaten, C.D., Arslan, G., Roffey, S., Cragin, H. and Vella- Brodrick, D.A. (2021) School Belonging: The importance of Student and Teacher Relationships in Kern, M.L. and Wehmeyer, M. (eds) *The Palgrave Handbook of Positive Education*

Circle Solutions for Student Wellbeing 3rd Edition (2020) Sage Publication. Earlier editions 2006, 2014.

Roffey, S. (2019) *The Secondary Behaviour Cookbook: Strategies at your Fingertips* Routledge

Roffey, S. (2019) *The Primary Behaviour Cookbook: Strategies at your Fingertips* Routledge

Boyle, C, & Roffey, S. (2018) Belief, belonging and the role of schools in reducing the risk of home-grown extremism in Allen, K & Boyle, C. (eds) *Pathways to School Belonging* Sense publishers

Dobia, B. & Roffey, S. (2017) Respect for culture: Social and emotional learning with Aboriginal and Torres Strait Islander youth in R.Collie, E. Freydenberg, and A. Martin, (eds) *Social and Emotional Learning in Australia and the Asia Pacific*. Springer

Roffey, S. (2017) Learning positive relationships in C. Proctor (ed) *Positive Psychology Interventions in Practice* Springer

Roffey, S. (2017) Positive Relationships at Work in L. Oades, M. Steger, A. DellaFave & J. Passmore *Wiley-Blackwell Handbook of The Psychology of Positivity and Strengths Based Approaches at Work* Wiley Blackwell

Roffey, S. (2017) Young people's wellbeing in schools: student voice and agency in J. Hardy and C. Hobbs (eds) *Using Qualitative Research to Hear the Voice of Children and Young People* BPS Division of Educational and Child Psychology

Roffey S. (2016) Behaviour in S. Rogers & D. Wyse (eds) *Handbook of Early Years and Primary Teaching* Sage Education

Roffey, S. (2016) 'Circle Solutions og understøttet læring', i Kristensen, René & Szulevicz, Thomas (red): *Understøttende undervisning og læringsmiljøer*. Forlaget Dafolo

Roffey, S. (2016) Circle Solutions in P. Robinson (ed) *A Guide to Improving Wellbeing Literary In Schools*. Positive Psychology Institute

Roffey, S. and Deal, R. (2015) *Strengths in Circles* (set of cards with accompanying booklet) St Lukes Innovative Resources

Roffey, S. (2014) *Growing Great Kids and Learning to Live Together* in Street, H, & Porter, N. (eds) *Better than OK: Helping Young People to Flourish in School and Beyond*. Fremantle Press.

Barnes, J. & Roffey, S. (2014) Community change: the complex nature of interventions to promote positive connections in F. Huppert and P. Cooper (eds) *Wellbeing: A Complete Reference Guide volume 6* Wiley Blackwell

Roffey, S & Parry, J, (2013) *Special Needs in the Early Years: Promoting Collaboration, Communication and Co-ordination*. 3rd edition Routledge

Roffey, S. (2012) (ed) *Positive Relationships: Evidence-based practice around the world*. Amsterdam: Springer

Roffey, S. (2011) *Changing Behaviour in Schools: Promoting Positive Relationships and Wellbeing*. London: Sage Publications. (Danish translation)

Roffey, S. (2011) *New Teachers Survival Guide to Behaviour*. 2nd Edition. Sage Publications Polish translation

Roffey, S. (2010) *Classroom Support for Including Students with Challenging Behaviour* in Rose (ed) *Confronting Obstacles to Inclusion – International Responses to Developing Inclusive Schools*. Routledge

Roffey, S. (2009) 2 Invited chapters in M. Bhatnagar (ed) *Emotional Literacy: Concept, Application and Experiences*. Hyderabad, India: Icfai University Press

Roffey, S. (2008) *Whole Child: Promoting Social and Emotional Wellbeing. Teachers Resource Books (x3)*. Melbourne: Pearson Rigby Publishers (now out of print)

Roffey, S. (2006) *Circle Time for Emotional Literacy*. London: Sage Publications.

Roffey, S. (2006) *Helping with Behaviour in the Early Years: Establishing the Positive and Addressing the Difficult*. London: Routledge Falmer

Roffey, S. & O'Reirdan, T. (2003) *Plans for Better Behaviour in the Primary School: Management and Intervention*. London: David Fulton Publishers (now Routledge)

Roffey, S. (ed) (2002) *School Behaviour and Families: Frameworks for Working Together*. London: David Fulton Publishers.

Roffey, S. & O'Reirdan, T. (2001) *Young Children and Classroom Behaviour: Needs, Perspectives and Strategies*. London, David Fulton Publishers (Spanish translation 2004)

Roffey, S. Tarrant, T. & Majors, K. (1994) *Young Friends: Schools and Friendship*. London: Cassell Education (published in Danish in 2000)

Academic Articles / Research reports/ Conference Proceedings

Santini, Z.I. Pisinger, V.S.C., Neilsen, L., Madsen, K.R., Nelausen, M.R., Koyanagi, A. Koushede, V., Roffey, S., THygesen, L.C. Mellstrup, C. (2021) Social Disconnectedness, Loneliness, and Mental Health Among Adolescents in Danish High Schools: A Nationwide Cross-Sectional Study *Frontiers in Behavioral Neuroscience* 15

Dobia, B., Parada, R., Roffey, S., & Smith, M. (2019) Social and Emotional Learning: From Individual Skills to Group Cohesion *Educational and Child Psychology* 36 (2) 79-90

Roffey, S. (2019) Relationships and social capital in school (2019) in *Wellbeing in Education Systems*: SUPSI conference abstract book Locarno 2019

Roffey, S. C. Boyle & Allen, K. (2019) Why our students are longing to belong to school. Editorial in *Educational and Child Psychology* 36(2) on School Belonging (2019)

Roffey, S. (2017) The ASPIRE principles and pedagogy for the implementation of social and emotional learning and the development of whole school wellbeing. *International Journal of Emotional Education* Volume 9, Number 2, November 2017 54 -70

Roffey, S. (2017) Ordinary magic' needs ordinary magicians: The power and practice of positive relationships for building youth resilience and wellbeing *Kognition und Paedagogik* 103 March *Social Resiliens* 38-57

Roffey, S. (2016) Building a case for whole-child, whole-school wellbeing in challenging contexts. *Educational and Child Psychology* 33(2) 30-42

Greig, A., McKay, T., Roffey, S. and Williams, A. (2016) Editorial in Mental Health and Behaviour Vol 1. *Educational and Child Psychology* 33 (2) 6-10

Roffey, S. (2015) Becoming an agent of change for school and student wellbeing in *Educational and Child Psychology* 32 (1) 21-30

C. Hobbs, Greig. A., Roffey. S. (2014) Editorial in Empowering Young People *Educational and Child Psychology* 31(1) 6-12.

Dobia, B., Bodkin-Andrews, G., Parada, R. O'Rourke, V., Gilbert, S., Daley. A. and Roffey.S (2014) [Aboriginal Girls Circle: enhancing connectedness and promoting resilience for Aboriginal girls: Final Pilot Report.](#)

McCarthy F. & Roffey.S. (2013) Circle Solutions: a philosophy and pedagogy for learning positive relationships. What promotes and inhibits sustainable outcomes? *International Journal for Emotional Education* 5 (1) 36-55

Roffey, S. (2013) Inclusive and Exclusive Belonging: The impact on individual and community wellbeing. *Educational and Child Psychology* 30 (1) 38-49

2013 Co-editor of *Educational and Child Psychology* on Citizenship, Community and Cohesion

Roffey, S. (2012) Pupil wellbeing: Teacher wellbeing: Two sides of the same coin? *Educational and Child Psychology* 29 (4) 817

Roffey, S. (2011) Enhancing connectedness in Australian children and young people *Asian Journal of School Counselling* (18) 1 and 2 15-39

Roffey, S. (2010) Content and context for learning relationships: A cohesive framework for individual and whole school development. *Educational and Child Psychology* 27 (1) 156-167

2010 co-editor of *Educational and Child Psychology* on *In-School Relationships and their Outcomes*

Roffey, S. & Hromek, R. (2009) Games as a pedagogy to promote social and emotional learning: 'It's fun and we learn things'. *Simulation and Gaming* 40.1.

Roffey, S. (2008) Emotional Literacy and the Ecology of School Wellbeing. *Educational and Child Psychology* 25 (2) 29-39

Noble,T., Mcgrath, H., Roffey. S. and Rowling, L. (2008) *Scoping Study on Approaches to Student Wellbeing*. Department of Education, Employment and Workplace Relations, Australian Federal Government.

2008 co-editor of *Educational and Child Psychology* on *Psychological Wellbeing*

Roffey, S. (2007) Transformation and emotional literacy: the role of school leaders in developing a caring community. *Leading and Managing* 13 (1) 16-30

Roffey, S; (2005) *Respect in Practice: the challenge of emotional literacy in education*. Peer reviewed paper for AARE conference (Australian Association for Research in Education)

Nemec,M. & Roffey.S. (2005) *Emotional Literacy and the case for a whole-school approach to promote sustainable educational change*. Peer reviewed paper for AARE conference

Roffey, S. (2004) The home-school interface for behaviour: A conceptual framework for co-constructing reality. *Educational and Child Psychology* 21 (4)

Roffey, S. (2000) Addressing bullying: Organisational factors from policy to practice. *Educational and Child Psychology* 17 (1)

Roffey, S. Tarrant, T. and Majors, K. (1997) Friends, who needs them? What do we know and what can we do? *Educational and Child Psychology* 14

I have contributed to two educational psychology text books as well as those above.

I also contribute to various on-line / printed journals/ magazines, such as Education Canada, the Conversation, Connected Leader, Education Connect, Teacher Matters. Nursery World.

Past Research

2019/2020 Re-submission to Horizon 2020 of project below. Exeter Lead on this.

2017/18 Application for a collaborative education project to pilot and develop materials for use across Europe on promoting tolerance. (both the above were unsuccessful in a strongly competitive field)

2014 - UWS Industry Partnership Research Program with NAPCAN for the evaluation of the Dubbo AGC pilot and the efficacy of the Circle framework and process. Dr Brenda Dobia was CI and I was associate researcher.

2009: Invited consultant on the Federal Scoping Study on Social and Emotional Learning. Insight Consultants. Funded by DEEWR (Department of Education, Employment and Workplace Relations)

2008: *Circle Time in Greater Western Sydney Schools*, funded by the NSW Department of Education. In conjunction with Professor Florence McCarthy

2008: Consultant on the Federal Scoping Study into Approaches into Student Wellbeing. Joint proposal between EREBUS (independent research consultancy) and Australian Catholic University. Funded by DEEWR

2006: Proposal for partnership project with NAPCAN/UWS/Kindergarden Union "*Communities Can*" looking at preventing abuse by building the foundations for social and emotional capital in three early years centres in Western Sydney. Funding eventually not secured from UBS as did not meet the criteria for 'child protection'.

2004: UWS Seed Grant for qualitative study on emotional literacy in Australian Schools - several published papers

2003: Student group and personal research:

New Teachers and Behaviour: Constructs of relationships. Findings contributed to the *New Teacher's Survival Guide to Behaviour*

Circle interventions to promote self-esteem and a supportive classroom ethos (Bullying, belonging and bystanders) - findings contributed to *Circle Time for Emotional Literacy*

1999: Doctoral thesis: *The home-school interface for behaviour: the views and constructs of parents*. Qualitative study using QSR NU-DIST data analysis system: Findings contributed to *School Behaviour and Families: A Framework for Working Together*.

In-house research-related projects

1997: Factors in the transition to secondary school
Behaviour in the secondary classroom:

1996: Behaviour in the primary classroom - findings contributed to the *Primary Behaviour Guidelines* recommended as good practice by the UK Department of Education and was later published as *Plans for Better Behaviour in the Primary Classroom*

1994: Evaluation of behaviour policy in a secondary school: Exploration of good practice in settling children into school to limit initial behavioural difficulties - findings contributed to an in-house publication *Settling In and Getting Along in the Infant Classroom*. This was developed into a book *Infant Classroom Behaviour*, later revised as *Young Children and Classroom Behaviour*

1992: Views of Year 6 pupils on the social curriculum in school: findings contributed to *Young Friends: Schools and friendship*

Evaluation of an appraisal scheme for educational psychologists -

1987: MSc. *Making Sense of Staying Away*. Personal construct/case study methodology exploring mediating and exacerbating factors in school attendance

1986: MSc. *Social and Emotional Adjustment of Children after Separation and Divorce*. Predominantly qualitative study with a specific focus on shared care arrangements

Have worked as a teacher of young children and of students with emotional, social and behavioural difficulties, an educational psychologist, including senior, then Principal, an academic and an independent education consultant.