

## **SUZANNA (Sue) ROFFEY: Curriculum Vitae 2024**

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Websites [sueroffey.com](http://sueroffey.com) and [growinggreatschoolsworldwide.com](http://growinggreatschoolsworldwide.com)

Joint British and Australian citizenship: lived in Sydney from 2000 to 2017,  
returned permanently to the UK April 2017

I have two grown children and three small grandchildren, currently aged 3,2 and 1. This has increased my passion for revitalising education so that it is a joyful, respectful, creative and collaborative experience for all children and young people.  
I see myself as a social activist and campaigner for social justice in education.

### **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)

### **Community affiliations.**

Advisory Board member for the [Carnegie Centre of Excellence for Mental Health in Schools.](#)  
[Fellow of the Royal Society of Arts](#)  
Member of the Education Policy Alliance  
Member of the School Mental Health Alliance  
On Governing Body of the Global Citizenship Foundation  
UK Ambassador for Positive Schools (Australia)

### Current / Recent Projects

2024: Commissioned by Edward Elgar Publishers to co-edit the *Handbook on Wellbeing in Education: Research Transforming Practice*, for publication in 2016. The ASPIRE principles (Agency, Safety, Positivity, Inclusion, Respect and Equity) are providing a framework for this initiative.

2024: Work with schools in Salzburg, Warsaw, Finland around vision, values, and the ASPIRE principles

For 12 years (2012-2024) I have offered a session for 2<sup>nd</sup> Year educational psychologists in training at UCL on *Being an Agent of Change for Student and School Wellbeing*.

2023: Researching and writing the two *ASPIRE to Wellbeing and Learning for All* books, including liaison with many contributors of case-studies of the principles in practice across the world.

2023: Interviewed as one of 18 'international education experts' on their visions for future education for Ledertoug & Paarup (2023) *The Quest for Optimal Learning*

2020–2024: Teaching Relationships and SEL on the Education module for the Masters of Applied Positive Psychology (MAPP) at University of Iceland

2023: Developing and teaching the Childhood Mini-module on the MAPP at University of East London

2023: Developing and teaching the Positive Education Module on the MAPP at Anglia Ruskin University, Cambridge.

Keynote speaker for international conferences:

- *International Conference on Transformative Education* Nov 2023 (on-line)
- Dublin October 2023 *International Baccalaureate Conference*
- London *Revisiting Education*, September 2023
- Kazakhstan October 2022 – on-line
- Iceland *European Conference on Positive Psychology*, June 2022
- New Zealand, 2022 (on-line)
- Malta 2021 (on-line)
- Switzerland 2019

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

Keynote speaker for UK national and regional conferences, including several for Emotional Literacy Support Assistants (ELSAs), educational psychologists and trainees, mental health advocates, headteachers, teachers and those promoting wellbeing generally, including teacher wellbeing. Behaviour, belonging and relationships are frequent themes.

I have been interviewed for several radio programs and podcasts, including MyPOVonline, the Stress Less Summit for International Schools, and with Professor Isaac Prilleltensky on the Education and Childhood chapters of *Creating the World we Want to Live in*. I have participated in numerous webinars and on panels related to various aspects of wellbeing in education, including trauma and responses to misogyny in schools.

Since 2010 I have been developing and delivering Circle Solutions for safe, strengths-based and solution focused Social and Emotional Learning (SEL) along with the ASPIRE principles as a framework for whole school wellbeing. There are several hundred accredited trainers across the world.

2019-2024: On-going project on Circle Solutions, wellbeing and SEL with EIM Schools in Xian, Beijing and Shanghai, China

2021-23: Circle Solutions training in several jurisdictions in Wales.

2017-2019: 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 were published in *Educational and Child Psychology* in 2019

2022-2023: Work with Brainwaves on SEL, developing lessons plus webinars

2021-2022: On-line presentations in Singapore on working with families, behaviour and teacher wellbeing

2021: On Advisory Board for the UPRIGHT project on resilience.

2019-2021: Research, writing and collaboration with 6 colleagues for *Creating the World We Want to Live In: How Positive Psychology Can Build a Brighter Future*.

2005-2020: On Editorial Board of *Educational and Child Psychology* – lead editor for several themed issues including Mental Health, Relationships and Behaviour.

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*.

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

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

2016: Origin Foundation (Australia) to work with staff across four states on *Surviving and Thriving in the Teenage Years*

In 2015 I set up Growing Great Schools Worldwide to share international good practice via a website and newsletters. Membership is free and we send out 3-4 newsletters a year with links to conferences, research, books and training. Approximately 3,000 subscribers.

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.

In 2010 I was the founder of Wellbeing Australia, an organisation I am no longer associated with but which is still active.

In 2008 I initiated a project in regional Australia with Aboriginal Girls which is still on-going. I was on the NSW Board of the National Association for the Prevention of Child Abuse and Neglect (NAPCAN), who sponsored this.

External Examiner for doctoral theses:

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

I have also supervised a PhD student to completion

## Publications

### Books and book chapters

Roffey, S. (2024) *ASPIRE to Wellbeing and Learning for All in Early Years and Primary Schools: The principles underpinning positive education*. Routledge

Roffey, S. (2024) *ASPIRE to Wellbeing and Learning for All in Secondary Settings: The principles underpinning positive education*. Routledge.

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

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

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

Godmundsdottir, D., Grenville- Cleaves, B., Huppert, F., King, V., Roffey, D., Roffey, S. & 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 M.L. Kern & M.L. Wehmeyer, (eds) *The Palgrave Handbook of Positive Education*. Palgrave Macmillan

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

Dobia, B., Arthur, L., Jennings, P., Khlentzos, D.S., Parado, R.H., Roffey, S. & Sheinman, N. (2020) The Implementation of Social-Emotional Learning, in N.C. Singh & A. Duraipappah (Eds.), *Rethinking Learning: A Review of Social and Emotional Learning for Education Systems* (157-186) Unicef/Mgiep.

Roffey, S. (2020) *Circle Solutions for Student Wellbeing* 3<sup>rd</sup> Edition. 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 K. Allen & C. Boyle (eds) *Pathways to School Belonging*. Sense publishers

Roffey, S. & Heggart, K. (2018) *The Wellbeing Stories*. Growing Great Schools. 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.

Dobia, B. & Roffey, S. (2017) Respect for culture: Social and emotional learning with Aboriginal and Torres Strait Islander youth, in R. Collie, E. Freydenberg & 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, (eds) *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 & 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, in Kristensen, René & Szulevicz, Thomas (eds): *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. & 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 H. Street & N. Porter. (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 & 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*. 3<sup>rd</sup> edition Routledge

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

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

Roffey, S. (2011) *New Teachers Survival Guide to Behaviour. 2<sup>nd</sup> 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*. Icfai University Press

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

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

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

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

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

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

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

### **Academic Articles / Research reports/ Conference Proceedings**

Roffey, S. (2023) ASPIRE to a better future. The impact of the pandemic on young people and options for schools post Covid-19. *Education Sciences*, 13, 623

Roffey, S. & Speight, A. (2023) Promoting Wellbeing: An holistic approach to Mental Health and Education. *Local Government Association*

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., Boyle, C. & 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. (2019) Relationships and social capital in school, in *Wellbeing in Education Systems: SUPSI conference abstract book*, Locarno 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*, 9(2), 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. & 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

Hobbs, C., 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. & 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), 8-17

Roffey, S. (2011) Enhancing connectedness in Australian children and young people. *Asian Journal of School Counselling*, 18(1&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*, 27(1) 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. & 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. & 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 and often written various on-line / printed journals/ magazines, such as *Education Canada, the Conversation, Connected Leader, Education Connect, Teacher Matters, Nursery World*.

## 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)

**2018** Circle Solutions– a) Survey with teachers and b) study in Essex with 6 experiential primary schools and 3 control schools in Essex – teachers and pupils (see publications)

**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*.

### Summary of Employment

**Current:** Self-employed independent education consultant, speaker, writer and presenter.

**2016-2025:** Honorary Associate Professor, University College, London

**2017:** Honorary Associate Professor Exeter University

**2011:** Adjunct Associate Professor, School of Education, Western Sydney University

**2007;** Adjunct Research Fellow. Centre for Educational Research, UWS

**2004:** Senior Lecturer, University of Western Sydney: Affiliated to SELF research centre

**August 2002:** Lecturer in the School of Psychology, UWS.

**February 2002:** Temporary contract with UWS to co-ordinate / teach on school counselling course.

**2001:** Casual tutor at UWS

**2000:** Appointed honorary research fellow at the Centre for Critical Psychology, UWS.

**2000:** Casual tutor for Relationships Australia, Independent consultant, Registered psychologist working independently with children and families

**October 1999:** Arrived in Australia

**1998-1999:** Completion of doctorate, home care of parent, freelance work with schools, a social services adoption agency and with Antidote, the campaign for emotional literacy.

**1997-1998:** Principal Educational Psychologist: London Borough of Haringey. Managing 25 professional and support staff.

**1994-1997:** Senior educational psychologist, London Borough of Haringey. Team leader for 5 and responsibility for co-ordinating LEA attendance project, including anti-bullying initiatives.

**1990 -1994:** Educational psychologist, London Borough of Haringey - highly diverse inner city area. Consultation to schools and early years centres, liaison with parents and other professionals. Focus on early intervention and inclusion.

**1988-1990:** Educational psychologist Essex County Council. Consultation to schools in rural and urban areas

**1985-1987:** Full time Masters student, Institute of Education, London University

### **Teaching Experience**

Acting Director: Camden and Westminster Educational Guidance Centre, Inner London Education Authority (ILEA)

Teacher-in-charge: Lyndhurst Hall School Support Unit, ILEA:

Scale 2 teacher: Page Green Unit for Disruptive Pupils, LB Haringey

Part-time lecturer in adult literacy and sociology, Haringey:

ILEA Scale 2 teacher with responsibility for learning and literacy difficulties, Colebrooke School for Children with Emotional and Behavioural Difficulty

Basic scale teacher: Beckford Infant School, ILEA