Social and emotional learning for students

Action Team Portal Guide
Acknowledgement

KidsMatter Australian Primary Schools Mental Health Initiative has been developed in collaboration with beyondblue, the Australian Psychological Society, the Principals Australia Institute and, with funding from the Australian Government Department of Health and beyondblue.

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While the resources are available freely for these purposes, to realise the full potential of KidsMatter Primary, it is recommended that the resources be used with the appropriate training and support under the KidsMatter Initiative.

Last updated October 2014
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Session 1: Introduction to social and emotional learning  09

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Session 3: Embedding social and emotional learning within your school community  45

https://primary.portal.kidsmatter.edu.au
Welcome to the KidsMatter Primary Portal Guides

Inside these guides, you will find information to help your Action Team prepare and deliver KidsMatter Primary professional learning for other staff at your school.

These guides are designed to be used alongside existing KidsMatter Primary resources.

We hope you enjoy your KidsMatter Primary Portal journey!

Preparing to facilitate this session

Before you begin facilitating professional learning for your whole-school staff, it is important to undertake the following steps:

1. Speak with your KidsMatter staff member about delivering KidsMatter online professional learning

2. Ensure your school’s KidsMatter Action Team reads the following resources:
   - KidsMatter Primary Facilitator Guides (pages 7–10)
     - Whole-school staff professional learning in KidsMatter Primary
     - Getting ready for delivery
     - Role of the Action Team

3. Access KidsMatter Information Sheets for school staff, parents and carers (see Resources)

4. Print or purchase a copy of the Component 2 Participant Workbook for each staff member

5. Organise copies of the relevant component Summary of Literature for all staff as pre-reading. These documents include a range of texts and links that relate to the themes in the sessions.

Symbols used on screens

When a question mark appears on the screen, it gives you access to further information that is relevant to the topic. For example, you can access Information sheets, How-to sheets, videos and screens.

The Resources symbol at the top of the menu provides interesting links to video interviews, articles and screens.

The eNote symbol appears on some screens. An eNote is an electronic note-taking tool that the Action Team can use to record and save essential notes for its planning.
Portal tips

Before facilitating professional learning in your school we recommend taking the following steps:

- **Log in** – check that you can log in to the Portal
- **Prepare** – have you previewed the session?
- **Resources** – collate resources for each participant
- **Room preparation** – test your equipment works
- **Time** – *indicative* times are listed in the Portal Guides.

Supplementary resources

Throughout this guide, you will see references to a range of KidsMatter Primary resources:

- *Action Team Handbook*
- *Facilitator Guides (for Components 1-4)*
- *Participant Workbooks (for Components 1-4)*
- *Information Sheets*
- *Summary of Literature (for Components 1-4)*
- *KidsMatter Component Plan.*

To access these resources, go to [www.kidsmatter.edu.au/primary/resources-your-journey](http://www.kidsmatter.edu.au/primary/resources-your-journey)

Some resources can also be purchased from the KidsMatter Online Shop at: [www.kidsmatteronlineshop.com.au](http://www.kidsmatteronlineshop.com.au)

For more information

Contact KidsMatter Primary if you have any questions or need help accessing the Portal.

**Phone:** 1800 543 767 (1800 KIDSMP)
**Email:** portalhelp@pai.edu.au

[https://primary.portal.kidsmatter.edu.au](https://primary.portal.kidsmatter.edu.au)
Facilitating whole-school online training

We highly recommend that you view and practise using the Portal before you deliver training in your school. You will need to familiarise yourself with different sections of the site.

As a facilitator or Action Team member, you will:

• navigate through the session using arrows at the bottom right-hand of the screen
• click to move forwards or backwards through the screens
• follow the instructions of the iMentor+ as well as content in this guide
• designate one Action Team member to manage the eNote feature of the Portal.

+The iMentor is your online instructor. They will guide you through each session.

Creating a positive learning environment

We suggest that you observe participants as the sessions develop. Participants will have a range of experiences of mental health. They may face mental health difficulties themselves, through family members or work colleagues. Early on in the session, it will be helpful to acknowledge that one in five adults experience mental health difficulties. We recommend that you emphasise the need for a safe and respectful space to discuss issues.

It could be useful here to point out that it is critical for participants to look after themselves throughout the training. Creating the group’s Working Agreement and promoting self care is essential (see page 5 of the Participant Workbooks). Please circulate copies of the contact details for your school’s Employee Assistance Program.

Beginning each session

Introductions

• Welcome staff
• Introduce members of the Action Team, other guests and parents.

Explain the Action Team’s role

Action Team members will:

• guide school staff and guests through the sessions of this component
• record and collect feedback using eNote to inform and refine the school KidsMatter Component Plan.

Purpose of the session

At the start of the session:

• explain that KidsMatter professional learning contributes to the KidsMatter journey of school culture change
• clarify the duration of the professional learning session
• remind participants of the group Working Agreement. Display this at every session.
About the Portal

How-to and Information sheets

The How-to and Information sheets add to the content on screens. The How-to sheets guide you to debrief videos, run activities or lead discussions. The Information sheets provide additional details about some of the content raised in the sessions.

The How-to and Information sheets are located in the Resources section of this Portal Guide.

Suggested times

There are suggested session times within this Portal Guide. These are indicative times only and do not reflect any rigorous discussion your colleagues may engage in.

Connectivity: About connecting to the Portal

It is essential for Action Team members to trial the Portal ‘Learn’ section before conducting professional learning. This is important to check if your school’s connectivity is adequate to run the Portal.

The Portal will work best with these minimum computer specifications:

- Core i3 processor
- 4GB RAM
- USB 2.0 or above
- PDF reader installed.

We recommend using the following internet browsers, with pop-up blockers turned off:

- Microsoft Internet Explorer 8.0 and above
- Mozilla Firefox 22.0 and above
- Opera 18 and above
- Safari 5.1.5 and above
- Chrome 31.0.1650.63 m and above.

Using alternative browsers is an option. However, the functionality of the site may be compromised with some functions.

If you are experiencing accessibility problems, we suggest that you contact your web administrator to install the latest browser version, and have pop-up blockers turned off.

Videos – buffering

The Portal has a collection of high-quality videos. If your internet connectivity is low, these videos will ‘buffer’ before they play.

Before facilitating professional learning, open the session and let the videos run through. This will ‘cache’ the videos into your computer’s memory and may make them run more smoothly.

NOTE: Do not do this and then close the Portal, as this will clear the computer’s memory.
Your checklist of resources for this session

<table>
<thead>
<tr>
<th>ITEM</th>
<th>✔️</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Team Portal Guide</strong> – Action Team has printed a copy and used it to prepare for the session</td>
<td>✔️</td>
</tr>
<tr>
<td>Connectivity – Action Team has read about connectivity information</td>
<td>✔️</td>
</tr>
<tr>
<td><strong>Facilitator Guide</strong> for the relevant component*</td>
<td>✔️</td>
</tr>
<tr>
<td>One <strong>Participant Workbook</strong>* and <strong>Summary of Literature</strong>* for each participant</td>
<td>✔️</td>
</tr>
<tr>
<td>Relevant component <strong>Information Sheets</strong> for staff, parents and carers* – copies for each staff member</td>
<td>✔️</td>
</tr>
<tr>
<td><strong>Action Team Handbook</strong>, Tool 2 diagram, “How does KidsMatter build on what we are doing?” – a completed copy for each staff member</td>
<td>✔️</td>
</tr>
<tr>
<td>Computer and projector</td>
<td>✔️</td>
</tr>
<tr>
<td>Set of speakers tested for volume</td>
<td>✔️</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ITEM</th>
<th>✔️</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sticky notes for each table</td>
<td>✔️</td>
</tr>
<tr>
<td>Spare pens and paper</td>
<td>✔️</td>
</tr>
<tr>
<td>Existing social and emotional resources available in the school</td>
<td>✔️</td>
</tr>
<tr>
<td>An Action Team report – see ‘How to present an Action Team report’ in Session 1 Resources</td>
<td>✔️</td>
</tr>
<tr>
<td>Adequate space for facilitating group activities</td>
<td>✔️</td>
</tr>
<tr>
<td>Whiteboard</td>
<td>✔️</td>
</tr>
<tr>
<td>Interactive whiteboard (optional)</td>
<td>✔️</td>
</tr>
</tbody>
</table>

Action Team Portal Guide

Introduction to social and emotional learning

Estimated length of session: 1 hr 3 mins
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[https://primary.portal.kidsmatter.edu.au](https://primary.portal.kidsmatter.edu.au)
Facilitating this session
<table>
<thead>
<tr>
<th>SCREEN # and DURATION</th>
<th>DESCRIPTION Screen + time of video and activity</th>
<th>FACILITATOR Action Team preparation</th>
<th>FACILITATOR Guide Slide Reference #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 of 35 (0:00)</td>
<td>Introducing iMentor, Vanna</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 of 35 (0:15)</td>
<td>Acknowledgement of Country</td>
<td>Optional – Information sheet Customise ‘Acknowledgement of Country’ for your school</td>
<td>3</td>
</tr>
<tr>
<td>3 of 35 (1:04)</td>
<td>About KidsMatter Primary The purpose of the professional learning</td>
<td>Optional video, ‘About the KidsMatter Primary Portal’</td>
<td>1, 2, 8, 10</td>
</tr>
<tr>
<td>5 of 35</td>
<td>eNote – Working Agreement (3 mins)</td>
<td>Action Team records feedback using eNote as well as on whiteboard Working Agreement is displayed during the session</td>
<td></td>
</tr>
<tr>
<td>6 of 35 (0:45)</td>
<td>Self care and Employee Assistance Program (EAP)</td>
<td>Information sheet – ‘Self care’ Refer to p 5 of the Participant Workbook Action Team displays contact details of the school’s Employee Assistance Program</td>
<td>9</td>
</tr>
<tr>
<td>8-15 of 35 (0:08)</td>
<td>Introduction of Action Team Recap quiz (3 mins)</td>
<td>Action Team completes the interactive quiz about Component 1 on screen with participants</td>
<td>6</td>
</tr>
<tr>
<td>16 of 35 (0:10)</td>
<td>Action Team report and KidsMatter survey results (3 mins)</td>
<td>Information sheet – ‘How to present an Action Team report’</td>
<td>7</td>
</tr>
<tr>
<td>17 of 35 (0:34)</td>
<td>Overview of first video, ‘Introduction to Component 2’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 of 35</td>
<td>View video ‘Introduction to Component 2’ (1:47 mins)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Facilitating this session

<table>
<thead>
<tr>
<th>SCREEN # and DURATION</th>
<th>DESCRIPTION Screen + time of video and activity</th>
<th>FACILITATOR Action Team preparation</th>
<th>FACILITATOR Guide Slide Reference #</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 of 35 (0:13)</td>
<td>iMentor introduces Action Team Debrief</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>20 of 35</td>
<td>eNote – Debrief of video ‘Introduction to Component 2’ (3 mins)</td>
<td>How-to sheet – Debrief video: ‘Introduction to Component 2’ Optional – Action Team records feedback using eNote</td>
<td>?</td>
</tr>
<tr>
<td>22 of 35 (1:16)</td>
<td>School as a protective factor – protective and risk factors</td>
<td>Information sheet – ‘School as a protective factor’</td>
<td>?</td>
</tr>
<tr>
<td>23 of 35</td>
<td>Time to reflect and share (3 mins)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 of 35</td>
<td>View video, ‘Social and emotional learning’ – Links to educational policies and curriculum (1:17 mins)</td>
<td>Optional video, ‘KidsMatter Primary and MindMatters. Making the connections: Links to national educational priorities’ (8 mins) Viewing this video is highly recommended</td>
<td>14</td>
</tr>
<tr>
<td>25 of 35 (0:25)</td>
<td>iMentor introduces next video</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>26 of 35</td>
<td>View video, ‘Introducing social and emotional learning’ (5:16 mins)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28 of 35 (1:32)</td>
<td>ABC series – ‘Life at Seven’ based on Growing up in Australia: Longitudinal Study of Australian Children (LSAC) iMentor reflects on video, ‘Introducing social and emotional learning’ and links to academic results – improved NAPLAN results</td>
<td>Link to ABC website – <a href="http://www.abc.net.au/tv/life/">www.abc.net.au/tv/life/</a> See the NAPLAN article at <a href="http://www.kidsmatter.edu.au/primary/research">www.kidsmatter.edu.au/primary/research</a></td>
<td>16</td>
</tr>
<tr>
<td>SCREEN # and DURATION</td>
<td>DESCRIPTION Screen + time of video and activity</td>
<td>FACILITATOR Action Team preparation</td>
<td>FACILITATOR Guide Slide Reference #</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>29 of 35 (0:33)</td>
<td>iMentor gives instructions for discussion, ‘Social and emotional learning stocktake’ (5 mins)</td>
<td>How-to sheet – ‘Social and emotional learning stocktake’ Refer to ‘Social and emotional learning stocktake’, p 15 of the Participant Workbook Record group feedback on eNote</td>
<td>17</td>
</tr>
<tr>
<td>30 of 35 (0:53)</td>
<td>Group discussion, ‘Social and emotional learning stocktake’</td>
<td>As per Screen 29</td>
<td>17</td>
</tr>
<tr>
<td>31 of 35</td>
<td>eNote – Social and emotional learning stocktake (10 mins)</td>
<td>As per Screen 29</td>
<td></td>
</tr>
<tr>
<td>32 of 35 (0:27)</td>
<td>KidsMatter Primary approach to social and emotional learning Video interview – Bob Bellhouse discusses a whole-school approach</td>
<td>Refer to p 16 of the Participant Workbook for whole-school approach</td>
<td></td>
</tr>
<tr>
<td>33 of 35 (0:46)</td>
<td>Reflect on your school’s approach to social and emotional learning Planning whole-of-school action</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>34 of 35 (1:13)</td>
<td>Session 1 summary</td>
<td>Refer to ‘Activity: Taking action’ pp 32 and 33 of the Participant Workbook Explain – Action Team will collect ideas for school-wide action to contribute to planning after completion of Component 2</td>
<td>19</td>
</tr>
<tr>
<td>35 of 35</td>
<td>Session sign-off Return to menu</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Resources
Acknowledgement of Country

Information Sheet – Screen 2

Acknowledgement of Country is a way that the wider community can demonstrate respect for Aboriginal people where the gathering is being conducted.

It can be performed by any individual; Aboriginal or non-Aboriginal. We do this at the beginning of each KidsMatter Primary professional learning session. We have recorded an Acknowledgement of Country for you to play at the beginning of each component professional learning session.

Your Action Team might choose not to play the pre-recorded Acknowledgement of Country and have one of your Action Team members deliver the acknowledgement. Feel free to personalise the standard wording based on your own experiences or preferences. Consider using state and territory-specific language to help make the welcome authentic.

Alternative Acknowledgement of Country

I would like to acknowledge the traditional custodians of this land upon which we now meet, and acknowledge our gratitude that we share this land today, our sorrow for some of the costs of that sharing and our hope and belief that we can move to a place of equity, justice and partnership together.

National Reconciliation Week

Recognition. Think about how much you value it. You feel proud, validated and connected when you are sincerely recognised for who you are and what you contribute. Being valued is good for your self-esteem. It energises you and encourages you to acknowledge the best in others.

Click here to have a look at the National Reconciliation Week website:

www.reconciliation.org.au/nrw

“I acknowledge the traditional owners (insert name of traditional owners if known) and their continuing connection to the land and community.

I pay my respects to them and their cultures and to the Elders both past and present.”
Developing a Working Agreement

How-to Sheet – Screens 4, 5

2 minutes

This professional learning encourages all participants to contribute their views and ideas, so it’s important they feel safe doing so. We recommend you ask participants how they wish to work so all staff can contribute to the session in a respectful space.

If you’re presenting to a group you know well and there is an existing Working Agreement, it might be sufficient to remind participants of the agreement and display it throughout the session.

When staff changes occur it is essential that the Working Agreement is revised so that everyone feels safe and expectations are clear.

Here are some common items for Working Agreements/ground rules for a successful session:

- listen to each other
- respect different perspectives
- share only what you are comfortable sharing
- respect confidentiality
- engage in one conversation at a time.

Examples of two Working Agreements are included here. The first is an example from a KidsMatter school.

The Participant Workbook (page 5), includes a list of support services in the event that any personal issues arise for participants. Also see the following Self care information sheet. The school Employee Assistance Program (EAP) may also be a useful source of support to mention. The Action Team is encouraged to display the EAP contact details during the training and afterwards in the staff room.

Sample Working Agreement – Coolangatta State School, September 2013

<table>
<thead>
<tr>
<th>RESPECT</th>
<th>PARTICIPATION</th>
<th>SAFETY</th>
<th>LEARNING</th>
<th>MISCELLANEOUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listen to the speaker</td>
<td>• Confidentiality</td>
<td>• Be encouraging of one another</td>
<td>• Clear purpose to discussions and training</td>
<td>• Have a staff meeting agenda that is transparent</td>
</tr>
<tr>
<td>• Be on time – finish on time</td>
<td>• Sharing of opinions and ideas</td>
<td>• Be affirming and supportive</td>
<td>• Clear outcomes</td>
<td>• Every speaker should have their time</td>
</tr>
<tr>
<td>• Consider other people’s perspectives</td>
<td>• People work cooperatively</td>
<td>• Be sensitive to other people’s feelings</td>
<td>• Continuity</td>
<td></td>
</tr>
<tr>
<td>• Give all people opportunities</td>
<td>• Ensure equal airspace</td>
<td>• Offer positive and respectful comments</td>
<td>• Freedom to brainstorm ideas that might be random/silly after extra thought is put in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Active engagement</td>
<td>• Voice opinions without interruption or judgement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Sample Working Agreement

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHAT DOES THIS LOOK LIKE? SOUND LIKE?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Solution-focused</strong></td>
<td>I offer a solution if I state that I am unhappy with something.</td>
</tr>
<tr>
<td><strong>Constructive</strong></td>
<td>If I provide feedback it is clear and relevant to the topic and helpful to the discussion.</td>
</tr>
<tr>
<td><strong>Equality</strong></td>
<td>I am mindful of ensuring all people are provided with an opportunity to speak.</td>
</tr>
<tr>
<td><strong>Right to pass and participate</strong></td>
<td>In my professional role, I am open to taking risks, and try to participate in most situations.</td>
</tr>
<tr>
<td><strong>Appreciative of diversity</strong></td>
<td>I am open to different points of view, as we all have different experiences, values and beliefs.</td>
</tr>
<tr>
<td><strong>Conscious of time</strong></td>
<td>I take responsibility for arriving on time before each session. I need to make sure I keep to time if presenting.</td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td>I am professional in my manner and have empathy and regard for others.</td>
</tr>
<tr>
<td><strong>Confidentiality – no names</strong></td>
<td>I am aware of keeping conversations within groups, contained in that context and not discussing the names of students and families.</td>
</tr>
<tr>
<td><strong>Non-judgemental</strong></td>
<td>I make sure I gather all the relevant information before making assumptions.</td>
</tr>
<tr>
<td><strong>Minimise side conversations</strong></td>
<td>I am mindful that if I have a side conversation it may stop others hearing what the presenter is saying.</td>
</tr>
</tbody>
</table>
Self care
Information Sheet – Screen 6

We would like you to participate in this professional learning at the level in which you feel comfortable. Your school’s Employee Assistance Program is there to help in the event that something arises for you on a personal level.

Useful contacts

**Australian Psychological Society (APS)**
www.psychology.org.au
Find a Psychologist service

**beyondblue**
Tel: 1300 224 636
www.beyondblue.org.au
Information and referral line

**SANE Australia**
Tel: 1800 187 263
www.sane.org
Information line
9:00am – 5:00pm weekdays
Online helpline, factsheets, resources

**Lifeline**
Tel: 13 11 14
www.lifeline.org.au
24-hour telephone counselling
Instructions for ‘Line-up’ activity

How-to Sheet – Screen 7

10 minutes

**Purpose**

To establish a safe professional learning environment.

To highlight the role of social and emotional skills and the way they can influence success in adult life.

To develop a shared understanding of social and emotional learning.

**Preparation**

As the facilitator/s it is important to keep in mind the following aspects for setting up the ‘Line-Up’ activity:

**Cultural sensitivity:** This needs to be taken into account especially if Aboriginal and Torres Strait Islander staff are present and may experience discomfort facing each other in the line-up.

Remind participants of the Working Agreement they have developed. The questions below to staff may generate emotions and it is important to remind staff of self care before this activity. If a participant does get upset then give them the option to leave the room and have a short break.

**Instructions**

Say to participants:

1. Organise yourselves in a line from longest serving to newest staff member.

2. Can the person at the bottom end of the line please walk and lead those behind you to join up with the person at the top end of the line? You’ll see two rows are formed and each participant now faces a partner. (Fig 1.)

3. I am about to ask you some questions. After each question, I would like to ask one line only to move two places to their right so that you face a new partner. People now left without a partner at the top will join the bottom of their line to face their new partner.

As I ask questions Action Team, please record the responses to the last three questions.

Here are the questions:

- **What is the best thing that has happened today?**

- There are two parts to this next question about meeting yourself as a child.

- **What social and emotional skills help people to be successful and meet challenges of adult life?**

- **What advice would you give the ‘child you’ that would benefit your adult life now?**

Take some time to reflect on your experience as an adult. Over the years of adulthood you have developed social and emotional skills since you were a child.

- **What are you hoping to get from this session?**

*Prompt:* Give staff the opportunity to think about their existing skills and knowledge and what they want from the session. It is important you clarify assumptions and the purpose of this session to build a shared understanding in the group.

*Important:* The Action Team needs to record and display the responses to this final question. At the end of the session the Action Team can then check in with the group.
How to present an Action Team report

Information Sheet – Screen 16

1. Introduce members of the Action Team and explain their role

Introduce all members of the Action Team, including any who may be absent.

Briefly outline:

The role of the Action Team as the key coordinators and drivers of implementing KidsMatter and the critical role they will be taking in consulting with staff, families and students and facilitating whole-school professional learning.

Refer to pages 8 and 9 of the Action Team Handbook for more information.

2. Update about ongoing KidsMatter work

Provide a very brief update on work that has happened so far.

Being open to receiving and valuing feedback is critical.

3. Briefly summarise your school’s starting point for this component

Copy and distribute ‘Tool 2: How does KidsMatter build on what we are doing?’ if this has not already been done earlier in the session.

If Tool 2 has not been completed in the past, do this now.

If Tool 2 has been completed, explain that all staff have contributed to this document. Ask the group to take note of all the current school practices listed under this component. Invite participants to provide details to fill in any gaps.

Explain that this list will be used during today’s session.

Share a brief report on the results of the KidsMatter surveys and any items related to this component. Highlight the strengths and challenges and report only on the main themes, as the topics will be explored during the sessions.

4. Thank staff

Thank staff for their contributions so far and let them know that their ideas and feedback will contribute to the Action Team’s planning.

Information they have provided will help to refine strategies to improve school policies and practices around mental health and wellbeing.
Debrief video: Introduction to Component 2
How-to Sheet – Screens 19, 20

3 minutes

Background - Why do we debrief?

The purpose of the debrief of the video is for the group to reflect on the content of the video and to ask questions related to the ideas or experiences expressed in it.

A debrief is a semi-structured group process that is run by a facilitator. In KidsMatter it provides the following:

• a safe place for school staff to share and hear a variety of perspectives about the school community, including those of students, parents and carers

• time as individuals and as a group to reflect on, discuss, clarify and further understand what contributes to children’s mental health and wellbeing and the important role staff play

• opportunities to discuss adapting concepts or identifying new strategies to enhance the school’s practices. The Action Team records these and they contribute to the planning and implementation of KidsMatter in the school.

Questions to ask about Video 1: ‘Introduction to Component 2’

After the video, the facilitator or Action Team member could ask the following questions to assist participants to debrief:

Any questions, comments, likes or concerns that the video has raised?

Optional questions

• How does social and emotional learning fit with mental health?

• What does the Principal of Leighton Christian School say about the difference that explicitly teaching social and emotional learning has made in the school?

• How does the ongoing work of promoting a positive school community undertaken in Component 1 support teaching social and emotional learning?

• What connections can you make with what you have observed in the video, and supporting wellbeing in our school?
Bronfenbrenner’s socio-ecological model

Information Sheet – Screen 21

What is the Bronfenbrenner model?

The Bronfenbrenner diagram was featured in Component 1. In Component 2 it is re-introduced in the context of the development of social and emotional skills in children. It is also a way to understand the many influences on how a child develops social and emotional competencies.

The model helps to explain the interactions between a child and the environment in which she/he operates. It is important to remember that each student we teach is unique and the environment and circumstances in which she or he lives is different.

The child is at the centre of the diagram. The intersecting circles represent the context of the relationships with family, school and community in which the child develops. The family has the most significant influence on the child. After family, the school is recognised as the most significant developmental context for a primary school-aged child. Home-school collaboration supports the social and emotional development of the child and also assists with the learning in the classroom.

The closest relationships that a child develops will usually be with family members, peers and school staff. They work as major protective factors for a child when all relationships are supportive.

In the outer circle are the broader environmental and societal factors that influence the lives of individuals including: social, workplace, political, cultural and economic forces.

The role of school staff in the development of children’s social and emotional development is very important.

Questions for discussing the relevance of the model

1. What factors influence a student when she/he learns social and emotional skills within and outside the classroom?

2. How does the model help to understand the development of students you teach?

Additional learning

In the Resources section of the Portal there is an article, ‘Into the mystery of the adolescent mind’ by Andrew Fuller. This article (six pages) looks at stages of adolescent development and behaviours linked to brain development. It assists staff and parents to understand more about child behaviour and development.
School as a protective factor

Information Sheet – Screen 22

(Refer to the Participant Workbook pages 10 and 13)

What are the influences on social and emotional learning?

There are many protective and risk factors that impact on a child’s social and emotional learning. Understanding the Bronfenbrenner socio-ecological model is one way to understand some of these influences. Developing social and emotional competencies are protective factors for children and they contribute to improved academic and educational outcomes for students.

As represented in the diagram, the roles of family, relationships within the school, neighbourhood, characteristics of the individual, and society conventions contribute to the development of children’s social and emotional competence. Students who experience and build social and emotional competence are more likely to achieve academic success, as is demonstrated in research and evaluation studies.

An overview – what does a protective school environment offer students?

- The experience of safety and security
- A sense of belonging to a community where they are valued and connected
- Opportunities for success and recognition of achievement
- Involvement with caring adults
- Support at critical times
- Clarity about behavioural expectations and norms.

How does our school offer protective factors for students?

- What does our school do to create a safe environment for students?
- How do students experience a sense of belonging? Let's think about age groups such as early primary school students, middle primary students, and senior primary students.
- How do we know if students feel a sense of belonging?
- How do we offer opportunities for students to experience success and recognition?
- What supports do we offer students for times that are difficult?
Optional questions to ask about Video 2: Introducing social and emotional learning.

After the video, the facilitator or Action Team member could ask the following questions to assist participants to think more about Component 2 and the importance of teaching social and emotional learning (SEL) skills.

Any comments, questions or concerns about social and emotional learning after watching the video?

Optional questions

1. What activities and programs in our school could be defined as ‘social and emotional learning’?

2. What other language might a school use to talk about social and emotional learning? (for example, ‘resilience’)

3. Why is it important to explicitly teach social and emotional skills in schools?

4. What do you think is the value of a whole-school approach to teaching social and emotional learning?

5. What connections can you make with what you have observed in the video and supporting wellbeing in our school?
15 minutes

Purpose
To explore current approaches to social and emotional skills development in the school.

To investigate areas for improvement and identify any gaps. (This is consistent with the KidsMatter processes of reflection and growth.)

Materials

Inclusivity
It is useful to think about the diversity of students and how everyone is included.

Remember to include non-teaching staff in the groups.

Instructions
Say to participants:
1. Please divide yourselves into three groups based on whether you work in lower, middle or upper primary.

   *Prompt: Participants who work across year levels can choose their own group. Larger schools may need to break into smaller groups again (approximately 3-4 staff per group).*

2. Let’s hear the instructions from the iMentor on Screen 30, and please turn to page 15 of the Participant Workbook. Can each group work together to answer the questions on this worksheet?

   How do we currently teach social and emotional learning?
   - In programs, teaching practices and in relationships?

   How do we know if it’s working?
   - What processes do we use to measure the outcomes of social and emotional learning in our school? Observations, data or feedback?

   What are our strengths in social and emotional learning as a school?

3. Would each group report back to the whole group on each of these questions? Action Team, please record this feedback using eNote on Screen 31.

4. As a whole group, what are our strengths in social and emotional learning as a school?

Reflection: Developing social and emotional learning for the future

Ask participants:
What do I need? What does our school need?

Please write your responses on page 15 of the Participant Workbook.
Component 2
Information Sheets

Making friends
- Everyone needs a friend
- Helping children learn positive friendship skills
- Friendship skills: Suggestions for families
- Friendship skills: Suggestions for school staff

Fears and worries
- Everyone gets scared
- About fears and worries
- Coping with fears and worries
- Fears and helpful self-talk
- Fears and worries: Other resources (Available online only)

Making decisions
- Helping children to choose wisely
- About good decision making
- Decision-making: Suggestions for families
- Decision-making: Suggestions for school staff

Anger
- Everyone gets mad
- About anger
- Talking through angry feelings
- Helping children to cool down and stay calm
- Helping children learn to manage anger: Other resources (Available online only)

Resolving conflict
- Sorting out conflict together
- Learning to value others
- About conflict resolution
- Helping resolve conflict: Suggestions for families
- Helping resolve conflict: Suggestions for school staff

Getting along
- What is social and emotional learning?
- Helping children to manage feelings
- Supporting children’s confidence
- About social and emotional learning
- Social and emotional learning: Suggestions for families
- Social and emotional learning: Suggestions for school staff

Available from: www.kidsmatter.edu.au/primary/resources-your-journey
Teaching social and emotional skills

Estimated length of session: 1 hr
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https://primary.portal.kidsmatter.edu.au
Facilitating this session
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<th>SCREEN # and DURATION</th>
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<th>FACILITATOR Action Team preparation</th>
<th>FACILITATOR Guide Slide Reference #</th>
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<td>1 of 29 (0:00)</td>
<td>Introducing iMentors, Vanna and Michael</td>
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<tr>
<td>2 of 29 (0:25)</td>
<td>Recap Session 1</td>
<td></td>
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<td>3 of 29 (0:35)</td>
<td>Aims of Session 2, ‘Teaching social and emotional skills’ Five social and emotional competencies</td>
<td>Invites participants to make notes about skills, p 19 of the Participant Workbook</td>
<td>20</td>
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<tr>
<td>4 of 29 (0:45)</td>
<td>Spotlight on social and emotional learning iMentor introduces next video</td>
<td>How-to sheet – Debrief video: ‘SEL competencies in action’</td>
<td>21, 22</td>
</tr>
<tr>
<td>5 of 29</td>
<td>View video, ‘SEL competencies in action’ (1.09 mins)</td>
<td>How-to sheet – Debrief video: ‘SEL competencies in action’</td>
<td></td>
</tr>
<tr>
<td>6 of 29 (0:19)</td>
<td>iMentor invites personal reflection on video (3 mins)</td>
<td>Optional for Action Team to record feedback on discussion using eNote</td>
<td></td>
</tr>
<tr>
<td>7 of 29 (0:41)</td>
<td>iMentor summarises social and emotional skills and invites Action Team to lead discussion</td>
<td>Information sheet – ‘The funnel diagram and five competencies’</td>
<td>22</td>
</tr>
<tr>
<td>8 of 29</td>
<td>eNote – Spotlight on social and emotional learning (3 mins)</td>
<td>Optional for Action Team to record feedback on discussion using eNote</td>
<td></td>
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<tr>
<td>9 of 29 (0:20)</td>
<td>Making sense of social and emotional skills – diagram and discussion of questions on screen (2 mins)</td>
<td>Information sheet – ‘The funnel diagram and five competencies’</td>
<td>23</td>
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<tr>
<td>10 of 29 (0:55)</td>
<td>iMentor introduces Collaborative for Academic Social and Emotional Learning (CASEL) Some skills Introduction to next video</td>
<td><a href="http://www.casel.org">www.casel.org</a></td>
<td>24</td>
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<tr>
<td>11 of 29</td>
<td>View video, ‘The five social and emotional competencies’ (8:57 mins)</td>
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## Facilitating this session

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<tr>
<td>12 of 29 (1:57)</td>
<td>Explanation of the five key social and emotional competencies (CASEL) and links to issues in previous video</td>
<td>Refer to ‘The five social and emotional competencies’, p 20 of the Participant Workbook</td>
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<td>13 of 29</td>
<td>eNote – What stood out for you in the video, ‘The five social and emotional competencies’? (4 mins)</td>
<td>How-to sheet – Debrief video, ‘The five social and emotional competencies’ Optional for Action Team to use eNote to record feedback</td>
<td></td>
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<tr>
<td>14 of 29 (0:55)</td>
<td>iMentor summarises four key messages to date</td>
<td></td>
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<tr>
<td>15 of 29</td>
<td>Video interview – ‘Influences on social and emotional learning’ with Bob Bellhouse, Educational consultant (5:46 mins)</td>
<td></td>
<td>26</td>
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<tr>
<td>16 of 29 (1:41)</td>
<td>The journey of social and emotional development in children iMentor introduces activity, ‘Micro-skill sort’</td>
<td>Refer to ‘How friendships develop and change’, p 21 of the Participant Workbook Information sheet – ‘The journey of social and emotional development’</td>
<td></td>
</tr>
<tr>
<td>18 of 29 (0:24)</td>
<td>Micro-skill activity continues Group discussion – matching micro-skills with competencies Questions on screen (5 mins)</td>
<td>As per Screen 16</td>
<td>27</td>
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<tr>
<td>19 of 29 (1:12)</td>
<td>iMentor unpacks skills and competencies in social and emotional learning</td>
<td>Refer to ‘Activity: Micro-skill sort’ pp 22 and 23 of the Participant Workbook</td>
<td>27</td>
</tr>
<tr>
<td>SCREEN # and DURATION</td>
<td>DESCRIPTION Screen + time of video and activity</td>
<td>FACILITATOR Action Team preparation</td>
<td>FACILITATOR Guide Slide Reference #</td>
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<tr>
<td>20 of 29 (0:20)</td>
<td>Quote from Donna Cross, Edith Cowan University, WA</td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>21 of 29 (0:42)</td>
<td>iMentor asks how schools can support students with social and emotional learning difficulties (3 mins)</td>
<td>Reference to further exploration of questions at a staff meeting</td>
<td>28</td>
</tr>
<tr>
<td>22 of 29 (0:13)</td>
<td>iMentor introduces next video</td>
<td></td>
<td></td>
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<tr>
<td>23 of 29</td>
<td>Video, ‘SEL teaching strategies’ (3:59 minutes)</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>24 of 29 (1:33)</td>
<td>iMentor introduces ‘My best practice’ activity to reflect on video about teaching strategies</td>
<td>How-to sheet – ‘My best practice’ Invite participants to read p 25 and complete table on p 26 of the Participant Workbook</td>
<td>30</td>
</tr>
<tr>
<td>25 of 29</td>
<td>eNote – My best practice Groups record skills and competencies (3 mins)</td>
<td>Action Team records feedback using eNote</td>
<td></td>
</tr>
<tr>
<td>26 of 29 (1:03)</td>
<td>Overview of three levels of effective teaching of social and emotional learning</td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>27 of 29 (0:20)</td>
<td>Quote from Helen Cahill, University of Melbourne – ‘Teaching social and emotional learning’</td>
<td></td>
<td></td>
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<tr>
<td>28 of 29 (2:14)</td>
<td>Summary of Session 2 Effective social and emotional learning About Component 2 Programs Guide</td>
<td>Refer to Programs Guide page on the KidsMatter Primary website</td>
<td>32 – 36</td>
</tr>
<tr>
<td>29 of 29 (0:00)</td>
<td>Session sign-off Return to menu</td>
<td></td>
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</tbody>
</table>
Debrief video: SEL competencies in action
How-to Sheet – Screens 5, 6

3 minutes

Purpose
The purpose of this debrief of the video is for the group to reflect on the content of the video and to ask questions related to the ideas or experiences expressed in it.

Video: SEL competencies in action
It provides a snapshot of students playing a handball game during a typical school day. We see a parent who participates in the game. Use the table on page 19 in the Participant Workbook to write notes.

Instructions
Ask participants:

What stood out for you?
Which skills are important in the snapshot?

Optional questions for a deeper discussion
- What does this scenario tell us about relationships? Between students? Between students and adults?
- How did the parent model social and emotional skills?
- What might be the same if this were a group of girls? What might be the different?
- What might take place if the group were mixed?
- What would work in this kind of snapshot with students of mixed ages; from different cultural backgrounds; different physical abilities? What would help them to participate?
- What was missing from the interactions? What might have made them even more successful?

Some examples are:
- articulating the rules at the beginning
- making sure that everyone wants to be included
- affirmations when players get out

This session leads to the discussion of the diagram, ‘Making sense of social and emotional skills’ on Screen 9.
The funnel diagram and five competencies

The funnel diagram and five competencies, based on the work of CASEL (Collaborative for Academic, Social and Emotional Learning) shows that there are many different social and emotional skills, which can be grouped into five interrelated sets of competencies.

In the diagram we see 12 different social and emotional skills in the top of the funnel which are in the process of moving to the tray at the bottom. The five competencies are represented by the five balls (or competencies) in the tray:

1. **Self-awareness**
   Recognising one’s emotions and values as well as one’s strengths and limitations

2. **Self-management**
   Managing emotions and behaviours to achieve one’s goals

3. **Social awareness**
   Showing understanding and empathy for others

4. **Relationship skills**
   Forming positive relationships, working in teams, dealing effectively with conflict

5. **Responsible decision-making**
   Managing ethical, constructive choices about personal and social behaviour

Teaching social and emotional skills and competencies

KidsMatter advocates the need for a consistent and structured approach to teaching social and emotional learning within a school environment, and uses CASEL research.

The funnel diagram assists us to understand and analyse the social and emotional skills. We see that:

- some skills are able to be taught and learned
- particular skills are more relevant to the experience of some individuals, and not others
- some can be described as ‘dispositions’ eg ‘happy’, ‘confident’
- specific skills are particularly relevant to individuals in group contexts eg ‘flexible’; ‘stands up for themselves’.

For more information

Read the explanation of the five competencies on the CASEL website:

http://casel.org/why-it-matters/what-is-sel/
Debrief video: The five social and emotional competencies

How-to Sheet – Screens 11 – 13

4 minutes

Purpose

The purpose of this debrief is for the group to reflect on the content of the video and to ask questions related to the ideas or experiences expressed in it.

Video: ‘The five social and emotional competencies’

This video introduces each of the five social and emotional competencies identified in research by CASEL (Collaborative for Academic, Social and Emotional Learning):

1. Self-awareness
2. Self-management
3. Social awareness
4. Relationship skills
5. Responsible decision-making

Emphasise that the skills are interrelated.

Instructions

Say to participants:

‘What stood out for you?’

Optional questions

- How do the five competencies help you to understand the behaviour of students in new ways?
- What information from the experts was most powerful?
- How do the competencies relate to students achieving academic success? Personal wellbeing?
The journey of social and emotional development

Information Sheet – Screen 16

Component 2 enables us to look at the social and emotional skills of students. Children move from one developmental stage to another, and build competencies through accumulating confidence and practice. This is not a linear process for all children.

The social and emotional development of children is individual, and is influenced by many factors which can include:

- the abilities and predispositions of the individual child
- the immediate environment of the child
- the range of the child’s interactions with parents or carers and school staff
- transactions between adults about the child in the child’s immediate environment
- factors outside the child’s immediate environment eg demands on the time of parents, the mental health of parents or carers, language ability and cultural experience.

Student and staff relationships in the journey of development

Younger children need more scaffolding through explicit teaching of social and emotional skills and competencies. School staff, as well as parents and carers, teach these skills. The relationship between school staff and students involves a two-way dynamic. The experience, culture and abilities of the adults impact on students who have a particular set of circumstances that affect their learning and development. Over time, students accumulate social and emotional skills and learn to manage their emotions and social interactions more independently, especially in their interactions with their peers.

It is clear that school staff need to understand social and emotional skills and the journey of development that their students experience as individuals.

Resources

Andrew Fuller’s article, ‘Into the mystery of the adolescent mind’, outlines the stages of brain development, particularly in children and adolescents.

Here is the link shown on the screen for the article:


For information about students and their interactions with peers, see ‘How friendships develop and change’ and descriptions of friendship skills relevant to different ages, page 21 of the Participant Workbook.
Instructions for ‘Micro-skill sort’ activity

How-to Sheet – Screen 17

10 minutes

Purpose

• To understand a range of social and emotional skills and the five core competencies.
• To demonstrate that the five core social and emotional competencies are made up of specific and teachable micro-skills.
• To recognise the micro-skills are interrelated and cumulative.

Resources

Participant Workbook:
• ‘Activity – Micro-skill sort’, page 22
• ‘Core social and emotional competencies’, page 23

Instructions

Micro-skill sort
Say to participants:
1. Divide into groups of four or five.
2. Look at page 22 of the Participant Workbook.
3. Match micro social and emotional skills to competencies.
4. Draw a line from each of the 16 micro-skills on the left-hand side of the page to one of the five appropriate competencies on the right-hand side.
5. Do we have a challenge to see who will be first to finish?

After the first group completes the task:
6. Please stop and let’s listen to the ‘answers’ from this group about which micro-skills they matched with the competencies.
7. We’ll hear different perspectives as the point is not about ‘right answers’.

Understanding the core social and emotional competencies

Look at page 23 of the Participant Workbook, ‘Core social and emotional competencies’.

Let’s consider these questions:
8. Which micro-skills might assist a student to become emotionally healthy and thriving?
9. Which micro-skills might build a healthy, thriving classroom?

Summary message

• Emotional skills and competencies are interrelated and build on each other
• Learning about these competencies and skills supports students to have a comprehensive basis for their social and emotional health.
My best practice
How-to sheet – Screens 24, 25

3 minutes

Purpose
To practice and stimulate discussion on the planning of social and emotional learning teaching strategies.

Background
In Session 2, we have looked at social and emotional skills and we will put into action our plans for implementing a whole-school approach to supporting students in their social and emotional learning.

CASEL (Collaborative for Academic, Social and Emotional Learning) highlights the importance of educating the whole child – socially, emotionally and academically.

Social and emotional learning involves the processes of developing competencies that help students stay focused on learning, engage in pro-social behavior, prevent problem behavior, and relieve stress and anxiety. These skills include self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

http://casel.org/themissingpiece/

We understand that there are three levels to consider in the way we teach social and emotional learning. These levels provide students with:

- explicit information about each of the five competencies
- opportunities to practise and receive feedback on the development of skills
- time for applying the skills and knowledge to real-life situations beyond the classroom.

Materials
‘Example teaching strategies’, page 25 of the Participant Workbook.


Instructions
Say to participants:

1. Consider the skills and competencies a student might need if she/he wanted to join a group.

2. Choose one skill and use the ‘Example teaching strategies’ on page 25 and ‘Activity: My best practice’ on page 26 of the Participant Workbook to detail how you would teach the skill to a student in your grade level.

Planning our best practice – an example

Use the following questions to help plan:

- What kinds of skills will you teach explicitly?
- How will you adapt the teaching to suit the age-group of the student?
- How would you teach the skills?
- What kind of feedback might you give the student?
- How will you make sure that the student will have learned the skills?
- How will you know if the student can apply the skills in a situation outside the classroom?

Summary
Highlight the creative and innovative teaching strategies reported by participants that align with the three effective teaching levels of social and emotional learning within a whole-school approach.
Component 2
Information Sheets

Making friends
- Everyone needs a friend
- Helping children learn positive friendship skills
- Friendship skills: Suggestions for families
- Friendship skills: Suggestions for school staff

Fears and worries
- Everyone gets scared
- About fears and worries
- Coping with fears and worries
- Fears and helpful self-talk
- Fears and worries: Other resources (Available online only)

Making decisions
- Helping children to choose wisely
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- About anger
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- Helping children to cool down and stay calm
- Helping children learn to manage anger: Other resources (Available online only)

Resolving conflict
- Sorting out conflict together
- Learning to value others
- About conflict resolution
- Helping resolve conflict: Suggestions for families
- Helping resolve conflict: Suggestions for school staff

Getting along
- What is social and emotional learning?
- Helping children to manage feelings
- Supporting children’s confidence
- About social and emotional learning
- Social and emotional learning: Suggestions for families
- Social and emotional learning: Suggestions for school staff

Available from: www.kidsmatter.edu.au/primary/resources-your-journey
Action Team Portal Guide

Embedding social and emotional learning within your school community

Estimated length of session: 1 hr 45 mins
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<td>Other ideas for embedding a whole-school approach to social and emotional learning (SEL)</td>
<td>57</td>
</tr>
<tr>
<td>Component 2 Information Sheets</td>
<td>58</td>
</tr>
</tbody>
</table>

[https://primary.portal.kidsmatter.edu.au](https://primary.portal.kidsmatter.edu.au)
Facilitating this session
<table>
<thead>
<tr>
<th>SCREEN # and DURATION</th>
<th>DESCRIPTION</th>
<th>FACILITATOR</th>
<th>FACILITATOR Guide Slide Reference #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 of 24 (0:00)</td>
<td>Introducing iMentor, Michael</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 of 24 (0:54)</td>
<td>Review of Session 2 Introduction to Session 3, ‘Embedding social and emotional learning within your school community’</td>
<td></td>
<td>37</td>
</tr>
<tr>
<td>4 of 24 (0:17)</td>
<td>Introduction to next video</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 of 24</td>
<td>View video, ‘SEL and staff-student relationships’ (3.43 mins)</td>
<td></td>
<td>38</td>
</tr>
<tr>
<td>6 of 24 (0:35)</td>
<td>Reflection – Being ‘in and out of tune’ (4 mins)</td>
<td>How-to sheet – Reflection: ‘In and out of tune’ Participants to complete worksheet, p 29 of the Participant Workbook Covers Screens 6 – 10</td>
<td>39</td>
</tr>
<tr>
<td>7 of 24 (0:22)</td>
<td>iMentor invites Action Team to lead group discussion, being ‘in and out of tune’ (5 mins)</td>
<td>As per Screen 6</td>
<td>39</td>
</tr>
<tr>
<td>8 of 24</td>
<td>eNote – What was it like being ‘in tune/out of tune’? (3 mins)</td>
<td>Action Team uses eNote to record responses to group discussion</td>
<td>39</td>
</tr>
<tr>
<td>9 of 24 (1:09)</td>
<td>Research by CASEL – (Collaborative for Academic, Social, and Emotional Learning) Concerns about children Group reflection on current social and emotional programs’ impact on staff student relationships (3 mins)</td>
<td>Action Team leads group discussion CASEL – <a href="http://www.casel.org">www.casel.org</a></td>
<td></td>
</tr>
</tbody>
</table>
### Facilitating this session

<table>
<thead>
<tr>
<th>SCREEN # and DURATION</th>
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<th>FACILITATOR</th>
<th>FACILITATOR Guide Slide Reference #</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 of 24 (4 mins)</td>
<td>eNote – How do your current social and emotional learning programs support teacher-student relationships?</td>
<td>Action Team records group feedback using eNote</td>
<td></td>
</tr>
<tr>
<td>11 of 24 (1:08)</td>
<td>iMentor summarises ‘in and out of tune’ Introduction to next video</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 of 24 (4:41 mins)</td>
<td>View video, ‘Taking a whole-school approach’</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>13 of 24 (0:22)</td>
<td>iMentor invites Action Team to facilitate debrief of video, ‘Taking a whole-school approach’</td>
<td>How-to sheet – Debrief video, ‘Taking a whole-school approach’ Covers screens 13 – 16</td>
<td>40</td>
</tr>
<tr>
<td>14 of 24 (2 mins)</td>
<td>eNote – What stood out for you?</td>
<td>Optional for Action Team to record feedback using eNote</td>
<td>40</td>
</tr>
<tr>
<td>15 of 24 (0:42)</td>
<td>The importance of embedding a whole-school approach to social and emotional learning Action Team coordinates group discussion using questions on screen (6 mins)</td>
<td>As per Screen 13</td>
<td></td>
</tr>
<tr>
<td>16 of 24 (1:23)</td>
<td>eNote – How consistent are your school’s social and emotional learning programs, processes and practices? Six questions (6 mins)</td>
<td>Action Team records group feedback using eNote</td>
<td></td>
</tr>
<tr>
<td>17 of 24 (1:51)</td>
<td>‘Our next steps’ – whole-school approach to social and emotional learning Diagram of Bronfenbrenner and importance of family and peers</td>
<td>Refer to ‘Our next steps’, pp 30 and 31 of the <em>Participant Workbook</em> Ask participants to make notes as they watch the next video</td>
<td>41</td>
</tr>
<tr>
<td>SCREEN # and DURATION</td>
<td>DESCRIPTION Screen + time of video and activity</td>
<td>FACILITATOR Action Team preparation</td>
<td>FACILITATOR Guide Slide Reference #</td>
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</tr>
<tr>
<td>18 of 24 (2:46)</td>
<td>View video of Bob Bellhouse, 'A whole-school approach to embedding social and emotional learning'</td>
<td>Participants make notes on pp 30 and 31 of the Participant Workbook, as they watch video</td>
<td>42 – 44</td>
</tr>
<tr>
<td>19 of 24 (1:08)</td>
<td>iMentor summarises ideas in video Action Team to lead discussion on 'Our next steps'</td>
<td>How-to sheet – Discussion: 'Our next steps' Refer 'Our next steps', pp 30 and 31, and 'Social and emotional learning stocktake', p 15 of the Participant Workbook</td>
<td>41 – 44</td>
</tr>
<tr>
<td>20 of 24 (10 mins)</td>
<td>eNote – How do we take a whole-school approach to social and emotional learning for students?</td>
<td>Action Team records group feedback using eNote</td>
<td></td>
</tr>
<tr>
<td>21 of 24 (1:27)</td>
<td>iMentor explains KidsMatter Primary resources: Component 2 Information sheets ‘Taking action’ – planning personal and school-wide action (3 mins)</td>
<td>Participants complete ‘My personal action plan’ and ‘Planning school-wide action’, pp 32 and 33 of the Participant Workbook Action Team distributes Component 2 Information sheets for parents, carers and staff. See list at the end of the Resources section</td>
<td>45, 46</td>
</tr>
<tr>
<td>22 of 24 (0:39)</td>
<td>iMentor explains process for ‘Taking action’ in Component 2 school-wide planning</td>
<td>Participants tear out ‘Planning school-wide action’, p 33 of the Participant Workbook Action Team collects sheet from each participant</td>
<td></td>
</tr>
<tr>
<td>23 of 24 (1:23)</td>
<td>Session 3 summary ‘Tell us what you think’ Feedback to KidsMatter Primary</td>
<td>Invite participants to provide feedback at <a href="http://www.kidsmatter.edu.au/primary/componentfeedback">www.kidsmatter.edu.au/primary/componentfeedback</a> Action Team members/facilitators can mark off the session completion and provide feedback on the last slide</td>
<td>48 – 50</td>
</tr>
<tr>
<td>24 of 24</td>
<td>Sign off for Component 2 Return to menu</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Summary of KidsMatter evaluation 2009

Information Sheet – Screen 3

Pilot phase
Between 2006 and 2008, KidsMatter Primary was piloted with almost 5000 children in 100 schools across Australia. These schools achieved representation across metropolitan, rural and remote locations, and the three different education sectors: state, Catholic and independent.

Processes used to evaluate KidsMatter
The 2009 Flinders University evaluation of this trial clearly demonstrated the positive impact of KidsMatter on schools, staff, children, parents and carers.

The pilot schools took part in the evaluation, and teachers completed questionnaires at four different periods. The questions asked about school engagement and implementation and the effects of KidsMatter on teachers and parents. In addition, there were questions about the impact on students’ social-emotional competence and mental health. Parents filled in questionnaires on three occasions.

Other findings of the evaluation related to social and emotional learning
- 14% more teachers strongly agreed they knew how to assist students with their social and emotional competence
- 16% more teachers strongly agreed that their teaching programs assisted students to develop social and emotional competencies including optimism and coping skills
- Parents and carers reported improvements in children’s social and emotional development.

Resources

The evaluation findings can be found at: www.kidsmatter.edu.au/primary/research
**Reflection: ‘In and out of tune’**

**How-to Sheet – Screens 6 – 10**

**10 minutes**

**Purpose**

- To explore the development of children’s social and emotional skills in the context of their relationship with their teacher.
- To reflect on the idea of being ‘in and out of tune’.

**Resources**

- ‘Reflection: In and out of tune’ on page 29 of the *Participant Workbook*
- The school’s *Mandatory Reporting* procedures

**Instructions**

Say to participants:

1. Think about your own experiences with students and reflect on the following questions using the worksheet:

   - When am I ‘in tune’?
   - What helps me be ‘in tune’?
   - How do I know I’m ‘in tune’?
   - What is happening when I’m ‘out of tune’?
   - What gets me ‘out of tune’?
   - What do I already do to ‘tune up’?
   - What else could I do to ‘tune up’?

2. Would any volunteers like to share their thoughts with the group about what it is like to be ‘in tune’?

   I’ll ask you two questions:

   - What was it like being ‘in tune/out of tune’?
   - What might it feel like (if you put yourself in a child’s shoes) to interact with an adult such as a staff member, parent or carer?

**Summary**

Here are two questions we can use to summarise the reflection:

- What can you take from this experience to use in your relationships with students?
- What are some implications for relationships between students and school staff members?

**At the end of the activity**

Being out of tune for prolonged periods might also indicate a more serious underlying issue. Action Team members, please distribute our school’s *Mandatory Reporting* procedures. This highlights the approach we use to respond to our students’ concerns.
Debrief video:
‘Taking a whole-school approach’

How-to Sheet – Screens 13 – 16

Why do we debrief?
The purpose of debriefing is for the group to reflect on the content of the video and to ask questions about the ideas or experiences expressed in it.

Focus of video ‘Taking a whole-school approach’
The video, ‘Taking a whole-school approach’, explores the way that two schools embed social and emotional learning (SEL) programs across the whole school environment.

Instructions
Ask participants:

‘What key points stood out after you watched the video?’

Let’s look at the further questions about embedding social and emotional learning which appear on screen.

Action Team, please use eNote on Screen 16 to record group feedback to six questions.
Discussion:
‘Our next steps’ - for embedding social and emotional learning
How-to Sheet – Screens 19, 20

10 minutes

Purpose
To reflect on the ideas raised in the Bob Bellhouse video.
To plan steps to embed a whole-school approach to teaching and reinforcing social and emotional skills for students.
To include all school staff, families and carers and the broader community in the processes of embedding these skills.

Resources required
• A laptop or paper and pens for eight small groups
• Participant Workbook:
  • copies of the eight strategies ‘Discussion: Our next steps’ on page 30
  (Cut these up to distribute to eight groups)
  • ‘Discussion: Social and emotional learning stocktake’ (last two questions on page 15)
  • Copies of the information sheet, ‘Other ideas for embedding social and emotional learning’, from this guide
• eNote on Screen 20

Instructions
Say to participants:
1. Please form eight small groups.
2. I will allocate a strategy for your group to discuss along with a copy of the information sheet, ‘Other ideas for embedding a whole-school approach to social and emotional learning’.
3. In your group consider this strategy in the context of ‘How does our school take a whole-school approach to social and emotional learning for students? In particular, what do you need as individual staff members to embed SEL into your own practice and those of the school?’
   This is on page 15 of the Participant Workbook.
4. Appoint a timekeeper in your group. You have five minutes to record comments using either a laptop or paper and pens.
   (If more time is needed, this activity could be extended at a staff meeting.)
5. Could a spokesperson from each group report back with their top three ideas to the whole group? Action Team, please record each group’s top three ideas on Screen 20 using eNote. Then, please collect written responses from each of the groups.

Summary
What do you see as the next steps in our school for involving the community in social and emotional learning?
The Action Team will take note of these priorities for future planning.
Other ideas for embedding a whole-school approach to social and emotional learning (SEL)

How-to Sheet – Screens 17 – 20

Purpose
To provide additional ideas for school staff to take steps to build a whole-school approach to integrating social and emotional learning.

Instructions
The Action Team may consider undertaking a discussion at a staff meeting and initiating ideas or suggestions for strategies to embed social and emotional learning in the school community. It could:

• ask for leadership support
• encourage positive role modelling by staff
• focus on the health of relationships across the organisation – collegiality of staff, student voice, voice of families
• offer ongoing professional learning for staff and/or families – development of five core competencies and skills
• promote a positive school and classroom culture – inclusive, values oriented, sense of purpose
• focus on pedagogy – student-centred, democratic
• review existing programs and resources regularly against five SEL competencies and school community needs
• speak to other KidsMatter schools
• review school policies and student management practices to reinforce a learning approach in the development of social and emotional competencies

• share information about SEL with the whole-school community including parents and carers
• schedule staff meeting time to discuss SEL
• organise an interactive, fun event that introduces students to SEL and uses social and emotional skills
• identify community (business, cultural) and health agency support to assist with running programs in school
• discuss SEL competency integration at year-level and/or curriculum meetings.
Component 2
Information Sheets

Making friends
- Everyone needs a friend
- Helping children learn positive friendship skills
- Friendship skills: Suggestions for families
- Friendship skills: Suggestions for school staff

Fears and worries
- Everyone gets scared
- About fears and worries
- Coping with fears and worries
- Fears and helpful self-talk
- Fears and worries: Other resources (Available online only)

Making decisions
- Helping children to choose wisely
- About good decision making
- Decision-making: Suggestions for families
- Decision-making: Suggestions for school staff

Anger
- Everyone gets mad
- About anger
- Talking through angry feelings
- Helping children to cool down and stay calm
- Helping children learn to manage anger: Other resources (Available online only)

Resolving conflict
- Sorting out conflict together
- Learning to value others
- About conflict resolution
- Helping resolve conflict: Suggestions for families
- Helping resolve conflict: Suggestions for school staff

Getting along
- What is social and emotional learning?
- Helping children to manage feelings
- Supporting children’s confidence
- About social and emotional learning
- Social and emotional learning: Suggestions for families
- Social and emotional learning: Suggestions for school staff