Social and emotional learning for students
Facilitator Guide

component 2
Acknowledgement

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Last updated in December 2012
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The Component 2 Participant Workbook is at the back of this Guide.
What is KidsMatter Primary?

KidsMatter Primary is a flexible, whole-school approach to children's mental health and wellbeing for primary schools. It works both on its own and as an umbrella under which a school’s existing programs can comfortably fit. KidsMatter Primary provides the proven methods, tools and support to help schools, parents and carers, health services and the wider community nurture happy, balanced kids.

KidsMatter Primary was developed in collaboration with beyondblue, the Australian Psychological Society, and the Principals Australia Institute, with funding from the Australian Government Department of Health and Ageing and beyondblue.

KidsMatter Primary fosters partnerships between the education and health sectors.

KidsMatter Primary takes schools through a two-to-three year cyclical process in which they plan and take action using a comprehensive whole-school approach to mental health promotion, prevention and early intervention. It allows for flexibility and can be tailored to schools' local needs. In this way, KidsMatter Primary builds on the work schools are already doing to address the mental health and wellbeing of their students through national, state, territory and sector-based mental health initiatives and policies. KidsMatter Primary provides a range of resources and support throughout the implementation journey.

To read more about KidsMatter Primary, see the Participant Workbook and website: www.kidsmatter.edu.au.

Four components

Schools take action across four areas, known as ‘components’. Research has identified that these are the areas where schools can make a real difference in supporting their students’ mental health and wellbeing. These make up the core content of KidsMatter Primary.

Dividing KidsMatter Primary into the four components is a way of making the task of improving students’ mental health and wellbeing in schools more manageable. It also allows schools to focus their efforts more effectively, and include all the significant people and contexts in children’s lives that may impact on their mental health.

The four components of KidsMatter Primary are interrelated. Each is important for supporting student mental health and wellbeing.

Component 1: Positive school community
Component 2: Social and emotional learning for students
Component 3: Working with parents and carers
Component 4: Helping children with mental health difficulties

Component 2: Social and emotional learning for students

Component 3: Working with parents and carers

Component 4: Helping children with mental health difficulties

To read more about KidsMatter Primary, see the Participant Workbook and website: www.kidsmatter.edu.au.
Component 2:
Social and emotional learning for students

Social and emotional learning is about developing the ability to care for others, make responsible decisions, establish positive relationships, and handle challenging situations (Collaborative for Academic, Social, and Emotional Learning, 2003).

Five social and emotional skill areas have been identified as being essential for good mental health and wellbeing: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL). KidsMatter Primary has adopted this model due to its sound theoretical and practical basis.

Research shows that children benefit most from social and emotional learning when it is taught in regular school lessons and matched to children’s learning stages. When implemented well, social and emotional learning can achieve significant, positive results, and even improve academic and educational outcomes.

Effective implementation requires the involvement of entire school communities in order to support staff and families to develop children’s social and emotional competence, and to enable children to practise their skills both at and away from school.

All national, state and territory curricula include personal and social development as a major learning area for primary school children. The KidsMatter Primary framework assists schools to examine what social and emotional learning is being taught, and how it is embedded into the curriculum and reinforced throughout the school environment.

Two specific target areas have been identified for Component 2, with goals for each target area that assist schools to provide effective social and emotional learning for students.

Target areas

1. Effective social and emotional learning curriculum for all students

- School staff understand the interrelationship between social, emotional and academic learning.
- Teachers understand the core social and emotional competencies of:
  - self-awareness
  - self-management
  - social awareness
  - relationship skills
  - responsible decision-making.
- Social and emotional learning curriculum is taught:
  - that covers the core social and emotional competencies
  - that has research evidence of effectiveness or is underpinned by a sound theoretical framework
  - effectively, formally and regularly in a co-ordinated and supported way throughout the school.

2. Opportunities for students to practise and transfer their social and emotional skills

- School staff use their daily interactions with students to support the development of students’ social and emotional learning skills, in and out of the classroom.
- Students are provided with regular opportunities to practise and adapt their social and emotional skills to new situations in the classroom, school and wider community.
- School staff provide information to parents about the school’s social and emotional curriculum and work collaboratively with parents to assist students’ development of social and emotional skills.

To read more, see the Component 2 literature summary in the ‘Additional reading’ section of the CD presentation.
Component 2 professional learning

Key learning outcomes

Component 2 professional learning helps participants understand the rationale behind social and emotional learning for students and why it is part of the KidsMatter Primary initiative. Specifically, participants should be able to understand:

1. The relevance of social and emotional learning in a school.

2. The skills students need to develop social and emotional competence and how these can be taught.

3. The factors that can support social and emotional learning programming in their school.
What it covers

Component 2 professional learning is conducted over three sessions and can be delivered as a one three-hour session, or as three one-hour sessions.

This session enables participants to...

SESSION 1
Introduction to social and emotional learning

• develop a shared understanding of social and emotional learning and why it is important to mental health, wellbeing and educational outcomes
• increase awareness of the factors influencing the development of social and emotional skills
• understand that social and emotional skills can be taught and learnt using a whole-school approach
• develop a shared understanding of how social and emotional learning is currently occurring in the school and an awareness of any areas for improvement

SESSION 2
Teaching social and emotional skills

• further understand the five social and emotional competencies and relevant micro-skills
• further understand the ways children learn social and emotional skills at school
• recognise the effectiveness of teaching social and emotional learning explicitly, and evaluating methods and outcomes for continuous improvement
• recognise the benefits of evidence-based programs as part of an effective social and emotional learning curriculum

SESSION 3
Embedding social and emotional learning within your school community

• further understand how the school culture (Component 1: Positive School Community) and the teacher-student relationship impact on the development of social and emotional skills
• increase their knowledge of how to embed a whole-school approach to social and emotional learning across the school community.
Whole-school staff professional learning in KidsMatter Primary

Implementing KidsMatter Primary successfully requires the active participation of the whole-school community. Each of the four KidsMatter Primary components has a professional learning package designed to be delivered to all school staff by you, the facilitator.

Whole-school professional learning can help staff to:
- develop a shared understanding of children’s mental health and wellbeing and recognise the important role that staff play
- understand different school community perspectives, including those of parents, carers and students
- further understand what contributes to children’s mental health and wellbeing
- view examples of good practice and have the opportunity to practise specific skills
- identify avenues or opportunities to enhance their school’s practices relevant to each component
- contribute to the planning for implementation of KidsMatter Primary at their school.

During a typical professional learning session, it’s the job of the facilitator to:
- understand the mental health, wellbeing, and educational concepts
- explain the concepts to the participants
- ask participants to make sense of the concepts, based on their own experiences, by facilitating discussions
- highlight key points for each concept, as noted in the Facilitator Guide
- answer any questions that may be raised by participants (or take questions on notice and respond at a later time)
- invite staff to complete the online feedback form at the completion of the training session.

The presentation process requires facilitators to:
- play video footage of health and education experts explaining key mental health concepts and illustrative school case studies
- lead participants in activities and discussions that relate to concepts presented in the videos and slides.

Each component package contains three-to-four hours of content relating to the KidsMatter Primary target areas, and includes:
- a Facilitator Guide
- a CD presentation (including videos and slides)
- a Participant Workbook
- additional reading.
The professional learning component package supports facilitators to:

- provide consistent ‘gold standard’ presentation of complex mental health and wellbeing concepts
- provide consistent timing of delivery throughout sessions
- engage participants through activities and discussion
- accommodate multiple learning styles through the use of case studies, interviews, animated graphics as well as text-based resources
- offer actual (‘real world’) case studies of KidsMatter Primary to inspire and model implementation in schools.

The professional learning packages have been developed according to a number of adult learning principles. There are a range of models and theories that describe how adults learn best, but a common set of key principles proposed by Bryan, Kreuter and Brownson (2009) is that adults:

- are goal-oriented and need to know why they are learning
- are motivated to learn by the need to solve problems – they are practical and tend to focus on aspects of training that will be most useful to them in their work
- have life experiences and knowledge that they bring to a learning environment – this should be respected and built upon in training
- are relevancy-oriented and need learning approaches to match their needs
- are self-directed and autonomous – they need to be involved in the learning process in a collaborative manner and have the opportunity to shape their learning process.

These sessions have also been based on the following learning and training principles:

- Content must be evidence-based (Mitchell, 1999).
- A combination of didactic and interactive training is most effective for learning (Forsetlund et al., 2009).
- A range of primary and secondary learning strategies and media should be used to cater for different learning styles and to provide opportunities to reinforce learning (Davis, Thomson, Oxman, & Haynes, 1995).
- Practical activities are most effective in leading to change in practice (Hodges, Inch, & Silver, 2001).
- New learning should be explicitly linked to prior knowledge and opportunities should be provided for broader application (Dewey, 1938; Loucks-Horsely, Hewson, Love, & Stiles, 2003).
- Learning should be evaluated (Deane, Crowe, King, Kavanagh, & Oades, 2006).
Getting ready for delivery

You have been identified as a facilitator (or co-facilitator). You may be a member of the Action Team or an external support person or critical friend with relevant expertise. You will also have attended training to deliver the Component 2 professional learning to all school staff.
Role of the Action Team

The Action Team is made up of representatives of the school community and is responsible for planning and driving the implementation of KidsMatter Primary.

The Action Team plays a central role during the professional learning event. Members will need forewarning that there is an opportunity for them to report on Component 2 during Session 1. This report will include work commenced to date, such as the ‘How might KidsMatter Primary build on what we are already doing?’ activity from the Getting Started event, and initial results of the KidsMatter Primary surveys. They may also provide an update of ongoing Component 1 work.

The Action Team can also assist you in the delivery of the professional learning, and can:

• provide a context to understand the school community so you can tailor the session if necessary – the information must be meaningful to participants
• write down and collate ideas generated during the session for further action
• take away the suggestions, ideas and questions from the session to inform their planning – specific gaps may require further discussion or action at a staff meeting
• help with logistics – eg scheduling school staff and session times
• provide administrative support – eg photocopying materials, identifying space for physical activities
• email to staff the Component 2 literature summary (found in the ‘Additional reading’ section of the CD presentation) for pre-reading ahead of the training session.

Some general topics to help you and the Action Team reflect on the school are provided below.

Points for discussion prior to session delivery:

• What is the current knowledge of staff about KidsMatter Primary?
  • Has the school staff briefing presentation been conducted yet (available on the website)?
• What is the current attitude of staff towards KidsMatter Primary?
• Are there any particular staff wellbeing issues that need to be considered?
• Who will be present and/or invited to the whole-school professional learning sessions (teaching staff, administration staff, support staff, parents and carers, community members)?
• Where is the school up to in its KidsMatter Primary implementation?
  • Has the school completed the KidsMatter Primary surveys?
• Have staff completed the ‘How might KidsMatter Primary build on what we are already doing?’ activity from the Getting Started training?
• In what other ways has the school community been consulted about the issue of mental health and wellbeing?
• Has the Action Team started its component planning?
• How will the Action Team incorporate ideas from the professional learning?
• To allow more time for the Action Team report in Session 1, consider providing all staff with a general recap on KidsMatter Primary at the staff meeting prior to the training session.
• If you will be including parents and carers in the training session, be especially mindful of the need for student/family privacy and confidentiality.

Additional points for the delivery of Component 2:

• What are the links between this component and any specific educational policy or curriculum documents that could be made?
• What social and emotional learning programs are currently operating at the school?
  • Do staff support the use of the program – is it embedded in the curriculum and operating across all year levels for all students?
• Have there been any key achievements or areas of difficulty with this program?
• What instigated the implementation of this program? For example, behaviour management issues.
• How relevant is the program to the current needs of teachers and students?
• Is it evaluated regularly to ensure it continues to address the needs in your school?
• Can the librarian supply copies of all social and emotional learning programs for the professional learning session for staff to look at?
• How many staff have attended training for social and emotional learning programs or other relevant areas?
• What whole-school supports are currently in place to support staff in teaching social and emotional learning?
• What understanding do staff members have of social and emotional learning, such as what to teach and how to teach it?
• What is the attitude of staff in relation to the relevance of social and emotional learning in their role in the classroom?
• What role do all staff take in reinforcing social and emotional learning outside the classroom?

The responses to the KidsMatter Primary surveys are particularly useful for establishing relevant contextual factors for this component.
# Your checklist

<table>
<thead>
<tr>
<th>ITEM</th>
<th>QUANTITY</th>
<th>CHECK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FACILITATOR MATERIALS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD presentation*</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Facilitator Guide</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Participant Workbook</td>
<td>1 per participant</td>
<td></td>
</tr>
<tr>
<td><strong>GENERAL MATERIALS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sticky notes</td>
<td>For each table</td>
<td></td>
</tr>
<tr>
<td>Butcher’s paper or a whiteboard</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Markers</td>
<td>1 set</td>
<td></td>
</tr>
<tr>
<td>Pens</td>
<td>1 per participant</td>
<td></td>
</tr>
<tr>
<td><strong>OTHER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Component 2 information sheets for school staff,</td>
<td>1 set</td>
<td></td>
</tr>
<tr>
<td>parents and carers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing social and emotional learning resources</td>
<td>As available</td>
<td></td>
</tr>
<tr>
<td>Web access for viewing the Programs Guide or printed</td>
<td>1 per participant</td>
<td></td>
</tr>
<tr>
<td>alternatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Details of the Employee Assistance Program (see page 12)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The CD presentation can be played on a computer. Ensure that the video can be heard easily by all participants.*
Self care and personal disclosures

Talking about childhood and school experiences can sometimes trigger unpleasant memories for people – even facilitators. This often occurs when people discuss feelings of exclusion.

It’s important to remind participants at the beginning of each session that the KidsMatter Primary materials focus on the children they work with and their families. Although sharing thoughts and ideas is important, the disclosure of personal stories is not advised.

Participants should also avoid using the names of students or families during group discussions.

It’s a good idea to have a list of contacts available for participants (either school or community-based agencies) in the event that personal feelings arise that they would like to address further. Include the contact details of any employee assistance programs (EAPs) available to school staff. Again, the school Action Team and external support or critical friend can help to identify the relevant personnel within the school.

Some useful contacts for adults

<table>
<thead>
<tr>
<th></th>
<th>TELEPHONE</th>
<th>WEBSITE</th>
<th>SERVICE PROVIDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lifeline</td>
<td>13 11 14</td>
<td><a href="http://www.lifeline.org.au">www.lifeline.org.au</a></td>
<td>24-hour telephone counselling</td>
</tr>
<tr>
<td>beyondblue</td>
<td>1300 224 636</td>
<td><a href="http://www.beyondblue.org.au">www.beyondblue.org.au</a></td>
<td>Information and referral line</td>
</tr>
<tr>
<td>SANE Australia</td>
<td>1800 187 263</td>
<td><a href="http://www.sane.org">www.sane.org</a></td>
<td>Information line – 9.00am-5.00pm weekdays, Online helpline, factsheets, resources</td>
</tr>
<tr>
<td>Australian Psychological Society (APS)</td>
<td><a href="http://www.psychology.org.au/FindaPsychologist">www.psychology.org.au/FindaPsychologist</a></td>
<td></td>
<td>Find a Psychologist service</td>
</tr>
</tbody>
</table>

Symbols used in this guide

- Group discussion
- Reflection
- Activity
- Video
Introduction to social and emotional learning

session 1
Session 1:
Introduction to social and emotional learning

What it covers

This session enables participants to:

• develop a shared understanding of social and emotional learning and why it is important to mental health, wellbeing and educational outcomes
• increase awareness of the factors influencing the development of social and emotional skills
• understand that social and emotional skills can be taught and learnt using a whole-school approach
• develop a shared understanding of how social and emotional learning is currently occurring in the school and an awareness of any areas for improvement.

Session outline

<table>
<thead>
<tr>
<th>TIME (minutes)</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>SESSION 1</td>
<td>Introduction to social and emotional learning</td>
</tr>
</tbody>
</table>

Start

10

Introductory activity: Carousel

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KidsMatter Primary recap
Report from the Action Team

30

Introduction to Component 2
Video 1: Introduction to Component 2

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Video 2: Introducing social and emotional learning

55

Discussion: Social and emotional learning stocktake

Summary
Component 2: Social and emotional learning for students

Session 1: Introduction to social and emotional learning

WHAT’S NEXT?

I would like to acknowledge the traditional custodians of this land and pay my respects to Elders past, present and future, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander Australians.
### SLIDE 1
**Component 2: Social and emotional learning for students**

**Notes**
- Welcome participants to the KidsMatter Primary professional learning session for their school.

### SLIDE 2
**KidsMatter Primary collaborating organisations**

**Notes**
- KidsMatter Primary is a national initiative, and has been developed by the Department of Health and Ageing, *beyondblue*, the Principals Australia Institute and the Australian Psychological Society.

### SLIDE 3
**Acknowledgement of Country**

**Notes**
- Acknowledge the traditional owners of the land you’re gathered on. Personalise this as you wish.
- Acknowledgement of Country is a way for the wider community to demonstrate respect for Aboriginal and Torres Strait Islander people.
COMPONENT 2: SESSION 1

SLIDE 4

Session 1
Introduction to social and emotional learning

SLIDE 5

Activity

Introductory activity

WHAT’S NEXT?

KidsMatter Primary recap

Session Overview

SLIDE ORDER

1
2
3
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5
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9
### Introductory activity: Carousel

**Purpose**
To begin to establish a safe professional learning environment, to orient participants to the content of the session, and to highlight the significance social and emotional skills have on success in adult life.

**Instructions**
1. Number participants off as ‘ones’ and ‘twos’.
2. Ask participants to form two circles (‘ones’ on the inside, ‘twos’ on the outside) so they are facing a partner.
3. Ask the following questions (after each question, ask the outside circle to move two people to their right so that they are discussing their answer with a different person each time):
   - **What is the best thing that has happened today?**
     This question helps participants make the transition into the session and contain any outstanding issues from the day.
   - **Imagine that you could meet yourself as a child. Think about the most important skill/s that help people to be successful and meet the challenges of adult life. What advice would you give the ‘child you’ that would be helpful for your adult life now?**
     Try to identify examples of social and emotional skills. Occasionally, responses might require more probing to identify the skill — for example, where someone tells their child self to make more money, probe for the underlying skills needed to be economically successful.
   - **What are you expecting from this session?**
     This is an opportunity to gain insight into any expectations and assumptions participants hold about the session, which you can address in your introduction and throughout the professional learning.

**Conclusion**
Invite volunteers to share their answers to each question. Draw on themes in participants’ responses that allow you to introduce the content of this professional learning – social and emotional learning for students. Clarify that your role as facilitator is not to provide all the answers, but to help participants develop their own ideas for what will work in their school setting.

**Notes**
- You may choose to present this activity differently with the dynamics of your school group in mind. Options could include:
  - asking school staff to organise themselves into a line from longest-serving to newest. Have one end walk around to the other end so the group ends up facing each other.
  - adding more questions if you have time.
- Facilitators may choose an alternative introductory activity if desired.
Component 2: Social and emotional learning for students

WHAT’S NEXT?

Purpose of the professional learning
- To increase awareness and understanding as a staff group of what contributes to student mental health and wellbeing.
- To encourage all staff to have a voice in contributing to planning for improving students’ mental health and wellbeing.
KidsMatter Primary recap

Key messages

- KidsMatter Primary is a whole-school framework for supporting students’ mental health and wellbeing. It is informed by current evidence about children’s mental health and wellbeing.
- KidsMatter Primary enables schools to systematically plan actions for mental health promotion, prevention and early intervention.
- The framework allows schools to tailor their actions to their local needs – rather than a single, prescriptive program – and is supported by an implementation process and a range of evidence-based resources.
- Schools take action across four areas – known as ‘components’ – that research shows can make a real difference to student’s mental health and wellbeing. Schools audit what they are doing well and what they could do better across each component. Strategies are developed for implementation within and beyond the classroom that become part of the schools’ broader strategic plan.
- The Action Team drives KidsMatter Primary in schools, and is responsible for representing and incorporating the views of all school community members into the planning for each component.
- KidsMatter Primary was successfully piloted in 100 schools nationally during 2007 and 2008, and was shown to be effective in achieving mental health and wellbeing outcomes for students, as well as significant academic and educational benefits.

Notes

- Refer to the Participant Workbook for more information about the theory underpinning KidsMatter Primary:
  - whole-school approach to promotion, prevention and early intervention
  - socio-ecological model
  - risk and protective factors framework.
- Mention that the KidsMatter website is also a helpful resource for further information, tool and resources.

Report from the Action Team

Key messages

- Ask the Action Team to introduce themselves to participants.
- This is an important opportunity for the Action Team to provide a brief summary of the school’s starting point in Component 2 using the:
  - ‘How might KidsMatter Primary build on what we are already doing?’ activity from the Getting Started event (and later provided to all staff), outlining the strategies already in place to teach students social and emotional skills
  - results of the KidsMatter Primary surveys (and any other available data) which highlights the strengths and challenges in the school community. Report on only the main themes arising as the topics will be explored together during the session.
- The Action Team may also provide an update of ongoing Component 1 work.
Component 2: Social and emotional learning for students

Session Overview

Component 2: Session 1

Slide Order

Slide 8
Purpose of the professional learning
- To increase awareness and understanding as a staff group of what contributes to student mental health and wellbeing.
- To encourage ALL staff to have a voice in contributing to planning for improving students’ mental health and wellbeing.

Slide 9
A positive learning community
What do we need from each other to get the most out of today?

What’s Next?

Why and what?

Why are we here?  What are we going to do?
**Slide 8**

**Purpose of the professional learning**

- KidsMatter Primary professional learning serves two purposes (outlined on slide).
- The professional learning:
  - is a forum for your opinions and ideas
  - marks the beginning of an ongoing conversation about mental health and wellbeing in the school
  - enables the Action Team to incorporate all staff views and suggested approaches into their strategic planning for each component.

**Slide 9**

**A positive learning community**

- It can be useful to name mental health and wellbeing as the area of focus for the professional learning.
- This professional learning encourages all participants to contribute their views and ideas, so it’s important that they feel safe doing so.
- It is recommended you ask participants how they wish to work so as to ensure the session promotes the voice of all staff in a respectful space.
- If you’re presenting to a group you know well, reminding them of your existing working agreement may be sufficient – it’s strongly suggested that you discuss this, however, so that expectations are clear.
- It can be helpful to record and display suggested rules and refer to them as needed throughout the session.
- It is important to remind participants that they will have various experiences themselves (or with families) that may be triggered during discussions. This prompt can ensure that participants are aware and mindful of each other’s needs during the session.
- KidsMatter materials focus on the children they work with and their families. Although sharing thoughts and ideas is important, the disclosure of personal stories is not advised. Participants should also avoid using the names of students or families during group discussions.

**Background information**

Common working agreements 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

The Participant Workbook includes a list of support services in the event that any issues arise for participants on a personal level. The school’s Employee Assistance Program (EAP) may also be a useful source of support to mention. The Action Team may like to display the EAP phone number in the staff room.
Why and what?

Key messages

- **Why are we here?**
  - Component 2 continues the journey of reflection and growth about supporting students’ mental health and wellbeing.
  - We want to raise awareness of the important role schools have to play in the teaching of social and emotional skills.

- **What are we going to do?**
  - Build a shared understanding of:
    - the multiple influences on social and emotional competence
    - effective social and emotional teaching and learning practices.
  - Build a strong foundation for our school to further address the big issues relating to mental health and wellbeing.

Notes

- Narrow the focus from introducing KidsMatter Primary in general, to beginning Component 2.
- Explicitly communicate the objectives of the professional learning as well as the process to be undertaken.

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**Video 1: Introduction to Component 2**

Purpose

To introduce the content of Component 2 to participants.

Instructions

1. **Play Video 1** (1:47).
2. Clarify understandings of Component 2 by inviting any comments, questions or concerns, and then summarise in line with the video’s key messages.

Key messages

- Component 2 is about teaching students the social and emotional skills they need to be effective in life.
- The ongoing work to promote a positive school community undertaken in Component 1 underpins and supports effective teaching of social and emotional skills.
- Component 2 professional learning enables schools to reflect, and plan strategically, for teaching social and emotional skills effectively.
- Component 2 helped Leighland Christian School understand the importance of social and emotional learning, and develop a determined and focused approach to explicitly teach social and emotional learning.

Notes

- An important part of this professional learning is to invite staff to test the assumptions they hold about social and emotional learning in their school, and enquire into whether the perceptions of staff are shared by all members of the school community.
Component 2: Session 1

Slide 12
Influences on social and emotional learning

Slide 13
School as a protective factor

Slide 14
Links to educational policy and curriculum
- Melbourne Declaration - Educational Goals for Young Australians (MCEETYA, 2008).
- Australian Curriculum (ACARA, 2012).
- Values Education.
- States and territories have their own policies and links to curriculum.

What’s next?
Influences on social and emotional learning

Key messages

- Bronfenbrenner's socio-ecological model is one way of thinking about the many influences on children's development of social and emotional competence.
- Family, peers and school are the contexts and relationships closest to the child and those which may therefore have the greatest potential influence. When all three contexts are working together in the best interests of children they are strong protective factors in a child's life.
- While there are many risk and protective factors identified for children's mental health, not all have the same impact on any one child.

Notes

- Ask participants:
  What are the factors that influence social and emotional learning in your school classroom or yard?
- Refer the group to the list of risk and protective factors in the Participant Workbook (page 13).

School as a protective factor

Key messages

- Social and emotional competencies are protective factors for children.
- Teachers and other school staff are role models and have an important role in the development of the students they teach – even in terms of social and emotional learning. Students learn and observe from adults' behaviour.
- We can reinforce social and emotional skills through our own behaviour.
- We can reflect on social and emotional learning strategies in our school policies and practices.

Links to educational policy and curriculum

Key messages

- Social and emotional learning is part of the core business of schools as highlighted in these national educational policies and initiatives.
- There are many opportunities to teach social and emotional learning within the current curriculum, with direct and indirect links across subject areas. Schools may already be providing social and emotional learning.
- The Melbourne Declaration on Educational Goals for Young Australians by the Ministerial Council on Education, Employment, Training and Youth Affairs: The goals in this document were developed by Education Ministers in collaboration with the Catholic and Independent school sectors, following public consultation. The goals set the direction for Australian schooling for the next 10 years.
- The Australian Government’s Values Education Program assists in implementing Values Education across the whole school. Values Education specifically emphasises care and compassion; responsibility; understanding; tolerance and inclusion; respect; doing your best and integrity.
- The National Safe Schools Framework: Key Element 3 encourages the provision of education and training that reinforces relationship skills.
Component 2: Social and emotional learning for students

Video 2: Introducing Social & Emotional Learning

Slide 16: Social and emotional skills are integral to learning

- Positive school culture (Component 1)
- Embedding SEL into the curriculum

= 11% improvement in academic achievement

(Durlak et al., 2011)

What's next?

Social and emotional learning stocktake
### SLIDE 15

**Purpose**
To introduce and define social and emotional learning, explaining how it benefits students’ mental health, wellbeing and educational outcomes.

**Instructions**
1. **Play Video 2** (5:16).
2. Clarify understandings of social and emotional learning by inviting any comments, questions, or concerns.
3. Summarise in line with the video’s key messages.

**Key messages**
- Social and emotional learning is the ongoing process of developing fundamental skills needed to lead a healthy and fulfilling life:
  - **Social**: Understanding other people. It also includes being able to step into their shoes, get along with them, and the ability to make good decisions in life.
  - **Emotional**: Knowing yourself, and learning how to manage your emotions and behaviour in ways that help you reach your goals.
  - **Learning**: Social and emotional skills can be taught and learnt, just like any other skill.
- Social and emotional skills are at the heart of mental health and wellbeing maintenance.
- The social and emotional skills students learn create calmer and more productive classrooms, promote positive interactions between students, and support academic achievement.

### SLIDE 16

**Key messages**
- If we want students to care about learning, we must first create safe and supportive school environments. Students need to learn the social and emotional skills on which effective interactions depend, and be offered frequent opportunities to use these skills to benefit optimally from such environments (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2006; Durlak et al., 2011).
- Children who succeed in school are:
  - engaged in active social and intellectual interactions with their peers and teachers
  - active participants in learning rather than passive recipients of knowledge
  - able to communicate effectively and ask for help when needed
  - able to work well in cooperative learning groups.

**Notes**
- Ask participants:  
  *How would improving social and emotional skills help students learn?*
Component 2: Social and emotional learning for students

SLIDE ORDER

WHAT’S NEXT?

Social and emotional learning stocktake
**Purpose**
To further inform the Action Team’s planning by examining the school’s current approaches to social and emotional skills development for both strengths and gaps.

**Materials**
- ‘Social and emotional learning stocktake’ worksheet in the *Participant Workbook* (page 15)

**Instructions**
1. Ask a member of the Action Team to write up notes on any issues raised during this activity to use in their Component 2 planning.
2. Divide participants into three groups based on whether they work in lower, middle and upper primary. Participants who work across year levels can choose their own group. Larger schools may need to break into smaller groups again.
3. Invite each group to work together to complete the first two questions in the ‘Social and emotional learning stocktake’ worksheet:
   - *How do we currently teach social and emotional learning?*
   - *How do we know if it’s working?*
4. Ask each group to report back to the whole group on each of the worksheet questions. Conduct a large group discussion by asking the following questions:
   - *What are our strengths in social and emotional learning as a school?*

**Conclusion**
Summarise the reports from each group, noting where there are differences in understandings and needs amongst staff and across different year levels. Mention that this worksheet will be revisited at the end of Session 3 to assist with next steps for whole-school planning of social and emotional learning.

**Notes**
- When reflecting on the school’s current social and emotional learning curriculum, highlight that this is not only about social and emotional learning programs but a range of other strategies the school is engaged in – for example, teaching practices and positive relationship-building.
Component 2: Session 1

Slide 18

KidsMatter Primary approach to social and emotional learning

- SEL competencies
- Whole-school approach
- Practise and transfer
- Collaboration with families
- Explicit teaching

Slide 19

Session 1 summary

- Social and emotional learning is integral to mental health, wellbeing, and educational outcomes.
- Social and emotional skills are influenced by many factors, and can be taught using a whole-school approach.
- We need to know how social and emotional learning occurs in our school and what needs to be developed.

End of Session
KidsMatter Primary approach to social and emotional learning

Key messages

- The KidsMatter Primary approach to social and emotional learning promotes:
  - **Social and emotional learning competencies**: School staff understand the core social and emotional competencies for students, and how these relate to academic learning.
  - **Explicit teaching**: An effective curriculum that addresses these competencies is taught formally and regularly in a coordinated and supported way throughout the school.
  - **Practise and transfer**: School staff promote social and emotional learning in day-to-day interactions with other adults and students to provide opportunities for them to observe, practise and transfer their skills in and out of the classroom.
  - **Collaboration with families**: The school collaborates with parents and carers to further assist the development of students’ social and emotional skills.

- In keeping with the KidsMatter Primary model, these approaches are undertaken across the whole school.

Notes

- Refer to the ‘KidsMatter Primary approach to social and emotional learning’ diagram in the Participant Workbook (page 16) for more detail on this slide and to guide discussion.

Session 1 summary

Notes

- Summary messages for this session are on the slide.
- Completion of this session will depend on whether this professional learning is being run as a single session or multiple sessions. At this stage, it may be helpful to give a brief overview of the session to come.
- Encourage participants to take a moment to reflect on the session, and make a note of any new learnings or ideas on the summary page of their Participant Workbook (page 17).
Teaching social and emotional skills

session 2
Session 2: Teaching social and emotional skills

What it covers

This session enables participants to:

- further understand the five social and emotional competencies and relevant micro-skills
- further understand the ways children learn social and emotional skills at school
- recognise the effectiveness of teaching social and emotional learning explicitly, and evaluating methods and outcomes for continuous improvement
- recognise the benefits of evidence-based programs as part of an effective social and emotional learning curriculum.

Session outline

<table>
<thead>
<tr>
<th>TIME (minutes)</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td></td>
<td>Recap previous session, if necessary</td>
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<tr>
<td>Start</td>
<td>Activity: Spotlight on social and emotional learning</td>
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<tr>
<td></td>
<td>Video 3: SEL competencies in action</td>
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<td></td>
<td>Making sense of social and emotional skills</td>
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<tr>
<td>10</td>
<td>Video 4: The five social and emotional competencies</td>
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<tr>
<td></td>
<td>Influences</td>
</tr>
<tr>
<td>20</td>
<td>Activity: Micro-skill sort</td>
</tr>
<tr>
<td>30</td>
<td>Teaching social and emotional learning</td>
</tr>
<tr>
<td></td>
<td>Video 5: SEL teaching strategies</td>
</tr>
<tr>
<td></td>
<td>Activity: My best practice</td>
</tr>
<tr>
<td>50</td>
<td>Effective social and emotional learning</td>
</tr>
<tr>
<td></td>
<td>KidsMatter Programs Guide</td>
</tr>
<tr>
<td>55</td>
<td>Summary</td>
</tr>
<tr>
<td>60</td>
<td></td>
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</tbody>
</table>
Component 2: Social and emotional learning for students
SLIDE 20

Session 2: Teaching social and emotional skills

Notes

• If necessary, repeat the summary slide from the first session.
• This may be important if you are running three one-hour sessions.
### Purpose
To introduce participants to social and emotional skills.

### Materials
- ‘SEL competencies in action’ worksheet in the *Participant Workbook* (page 19)
- Whiteboard or butcher’s paper

### Instructions
1. Explain to participants that Video 3 shows a group of students playing handball with a parent. They all demonstrate numerous social and emotional skills.
2. Ask participants:
   - *What are the social and emotional skills these students and the parent are demonstrating?*
   - *What other skills might these students need in order to interact collaboratively and pro-socially, to follow the rules, and to avoid significant disruption or conflict?*
3. Prepare participants to identify and make note of these skills in their workbook as they watch the video.
4. Play Video 3 (1:10).
5. Allow some brief discussion time and then ask a scribe from each table to write down the skills identified on butcher’s paper or report back to the facilitator to write on a whiteboard.
6. Ask the following questions, writing responses on the whiteboard or butcher’s paper:
   - *What stood out for you?*
   - *What skills are important?*
7. Refer to Slide 23, which demonstrates that there are many types of social and emotional skills. Ask participants which of these skills they would group together. Explain, through research the Collaborative for Academic, Social, and Emotional Learning (CASEL) has grouped skills into five categories which will be explored further in the next video.

### Conclusion
Draw attention to the many different types of social and emotional skills that have been identified and that are important for children to learn. Suggest that it is much easier for school staff to teach students to be socially and emotionally competent if they have knowledge about the skills students need to develop.

### Reference
Collaborative for Academic, Social, and Emotional Learning (CASEL), 2006.
Component 2: Social and emotional learning for students

Component 2: Session 2

Sliding Order

Slide 24

Video 4

The Five Social & Emotional Competencies

Slide 25

The five social and emotional competencies

What's Next?

Influences

Teaching social and emotional learning is influenced by our expectations.
- Culture and language
- Individual ability
- Age/developmental norms
### SLIDE 24

**Video 4: The five social and emotional competencies**

### SLIDE 25

**The five social and emotional competencies**

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>To introduce participants to social and emotional competencies.</td>
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</table>

<table>
<thead>
<tr>
<th>Instructions</th>
</tr>
</thead>
</table>
2. Introduce the competencies diagram in Slide 25.  
3. Ask participants: *What stood out for you?* |

<table>
<thead>
<tr>
<th>Key messages</th>
</tr>
</thead>
</table>
| • Every child needs social and emotional skills. Being able to make and build relationships with others and being able to manage their own emotions can help every child both to feel better and to learn better.  
• The Collaborative for Academic, Social, and Emotional Learning (CASEL) leads research into ways for children to achieve better academic success and personal wellbeing and has identified five key social and emotional competencies.  
• Core competencies develop from intra-personal skills to inter-personal skills. The sequence of the core competencies begins with the individual – for example, self-awareness enables the skills to self-manage – through to higher order social and relationship skills with others.  
• Developing social and emotional skills is very much an ongoing, dynamic process of life-long learning. |

<table>
<thead>
<tr>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There is an option to pause Video 4 at 3:28 minutes. If you have time you may choose to check participants’ understanding of the first two competencies at this point.</td>
</tr>
</tbody>
</table>
SLIDE 26

Influences

Teaching social and emotional learning is influenced by our expectations.
- Culture and language
- Individual ability
- Age/developmental norms

WHAT’S NEXT?

Micro-skill sort
<table>
<thead>
<tr>
<th>Key messages</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The expectations of teachers and school staff regarding student social</td>
<td>• Refer to the information on friendship development in the <em>Participant Workbook</em> (page 21)</td>
</tr>
<tr>
<td>and emotional learning are influenced by several factors:</td>
<td>to demonstrate how developmental age can influence teaching social and emotional skills.</td>
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<tr>
<td>• Our understanding of ‘appropriate’ social and emotional skills is</td>
<td></td>
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<tr>
<td>influenced by our background and culture.</td>
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<tr>
<td>• How values and beliefs influence what skills we learn and how we are</td>
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<tr>
<td>expected to behave in different contexts.</td>
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<tr>
<td>• Interpretations of many social and emotional skills are largely</td>
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<tr>
<td>culturally determined, such as level of eye contact, personal space,</td>
<td></td>
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<tr>
<td>physical touch, assertiveness, and disclosure of personal information.</td>
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<tr>
<td>• Social and emotional skills don’t necessarily develop in a linear way</td>
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<tr>
<td>(unlike areas of physical development):</td>
<td></td>
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<tr>
<td>• There may be periods of rapid development followed by slower periods.</td>
<td></td>
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<tr>
<td>• An acquired skill may regress temporarily as children adjust in</td>
<td></td>
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<tr>
<td>encountering more complex social situations with age.</td>
<td></td>
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<tr>
<td>• Just like other areas of learning, children will have various</td>
<td></td>
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<tr>
<td>strengths and opportunities for development.</td>
<td></td>
</tr>
<tr>
<td>• Social and emotional skills become more sophisticated with age. Younger</td>
<td></td>
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<tr>
<td>children require greater external support and scaffolding of these</td>
<td></td>
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<tr>
<td>skills from adults. Over time, they manage their emotions and social</td>
<td></td>
</tr>
<tr>
<td>interactions more independently.</td>
<td></td>
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</tbody>
</table>
Component 2: Social and emotional learning for students

WHAT'S NEXT?

"We do not discipline a student who cannot read, write, or count. We put in place supports to help them gain mastery. Why then do we discipline students who have not yet developed appropriate social or emotional skills? They too need the support to learn these skills."

Professor Donna Evertz
CEO Creative Learning Institute
### Activity: Micro-skill sort

**Purpose**
To demonstrate that the five core competencies of social and emotional learning are comprised of specific and teachable micro-skills that are interrelated and cumulative.

**Materials**
- ‘Micro-skill sort’ worksheet in the Participant Workbook (page 22)
- ‘Core social and emotional competencies’ diagram in the Participant Workbook (page 23)
- Whiteboard or butcher’s paper

**Instructions**

1. Divide participants into groups of four or five people.
2. Refer each group to the ‘Micro-skill sort’ worksheet. Explain that their task is to draw a matching line from each micro-skill (on left side of page) to the appropriate competency (right side of page). Create a sense of competition by challenging each group to be the first to finish.
3. When the first group finishes, ask all the groups to stop. Invite the first group to read out each match between the micro-skill and the competency. Encourage the other groups to challenge their responses, and engage in friendly debate about what other competencies the micro-skill could connect with.

   Provide the ‘answers’ as necessary, while acknowledging that many of the micro-skills can be seen to connect with multiple competencies:
   - Self-awareness: 1, 5, 10
   - Self-management: 2, 7, 15
   - Social-awareness: 3, 9, 14, 16
   - Relationship skills: 4, 6, 13
   - Responsible decision-making: 8, 11, 12

   This activity is not necessarily about getting the ‘right answers’, but having a discussion which unpacks the competencies and micro-skills can increase participants’ familiarity.

4. Refer participants to the competencies diagram in the workbook. Ask the whole group to consider which of the micro-skills are most important to help develop a:
   - healthy, thriving student?
   - healthy, thriving classroom?

**Conclusion**
Emphasise that these skills and competencies build on and interrelate with each other. Each skill is as important as the other. By covering these core social and emotional skills in the social and emotional learning curriculum, students are equipped with a broad and comprehensive skill base. Importantly for teachers, the research is clear on the best ways to effectively teach these skills – which is outlined in the following video.

**Notes**
- You may choose to present this activity differently with the dynamics of your school group in mind. Options could include:
  - enlarging the worksheet to A3 so groups can work together
  - cutting out the competencies and micro-skills for each group to sort together
  - time permitting, you may choose to sort groups of participants in innovative ways – for example, have participants select from a deck of cards and form groups of the same card number or suit.
Facilitator Guide
Component 2: Social and emotional learning for students

COMPONENT 2: SESSION 2
SLIDE ORDER

SLIDE 28
Teaching social and emotional learning

“We do not discipline a student who cannot read, write or count. We put in place supports to help them gain mastery. Why then do we discipline students who have not yet developed appropriate social or emotional skills? They too need the support to learn these skills.”
Professor Bonnie Cress
Edith Cowan University

SLIDE 29
Video 5

SEL Teaching Strategies

SLIDE 30
Activity

WHAT’S NEXT?
Effective social and emotional learning

- Social and emotional learning is most effective when it is delivered:
  - formally
  - regularly
  - in a coordinated and supported way.
- Social and emotional learning programs help achieve this standard.

- My best practice
### Purpose

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

### Materials

- ‘Example teaching strategies’ in the Participant Workbook (page 25)
- ‘My best practice’ worksheet in the Participant Workbook (page 26)
- Whiteboard or butcher’s paper

### Instructions

1. Ask participants to consider the statement on Slide 28, and play Video 5 (3:59).
   - Following the video:
     - say to participants: **children learn in many ways**
     - ask them: **what does the video suggest are the most effective ways?**

2. Divide participants into small groups of four or five based on the grade they most commonly work with (e.g., lower, middle, or upper primary).

3. Ask groups to consider the skills and competencies a student might need in order to join a group. Invite them to choose one skill and, using the worksheet, flesh out how they would teach the skill to a student in their grade level. Example teaching strategies have been provided in the workbook to aid discussion.

4. Encourage each group to share their teaching strategies. You may like to probe for ways participants adapted their approach to the different ages and needs of their students.

### Conclusion

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.

### Key messages

- There are three levels to the effective teaching of social and emotional learning:
  1. **Explicit**: Providing explicit information about each competency.
  2. **Practise and feedback**: Providing opportunities for students to practise these skills in the lesson while teachers provide feedback on performance and skill development.
  3. **Application**: Providing students with opportunities to apply their skills and knowledge to ‘real-world’ situations beyond the classroom lesson.

- Cooperative learning approaches can also help generalise the development of social and emotional skills across the curriculum.

- Proactive teaching equips students with skills before they need them. Teaching reactively can provide skills for future use, but students can be less receptive at these times.

### Notes

- Professor Donna Cross is from the Child Health Promotion Research Centre at Edith Cowan University. The statement on Slide 28 is reprinted with her permission.
SLIDE ORDER

SLIDE 31
Effective social and emotional learning

- Social and emotional learning is most effective when it is delivered:
  - formally
  - regularly
  - in a coordinated and supported way.
- Social and emotional learning programs help achieve this standard.

SLIDE 32
KidsMatter Primary Programs Guide

- Can help schools make informed decisions.
- Contains over 80 school-based programs.
- Contains over 30 specific social and emotional learning programs.

SLIDE 33
KidsMatter Primary Programs Guide

- Categorises each program according to certain criteria.
- Provides detailed information on each program.

WHAT’S NEXT?

Things to keep in mind

- Adhere to program guidelines for best outcomes.
- Plan and monitor any changes to maintain integrity.
- Review and evaluate regularly.
Effective social and emotional learning

Key messages

• Like any area of skill development, social and emotional learning is enhanced when it is taught formally, regularly, and in a coordinated and supported way throughout the school.

• A social and emotional learning program is an integral part of a school-wide approach to social and emotional learning. Programs that align with best practice provide a structured way for all school staff to teach social and emotional learning explicitly, consistently and as part of the curriculum.

KidsMatter Primary Programs Guide

Key messages

• The KidsMatter Primary Programs Guide is an online searchable database which presents detailed information on many programs available to Australian schools.

• The Programs Guide aims to help schools make informed decisions about the right social and emotional learning program for their school setting by providing detailed information on the program. The guide identifies the aims of the program; the target group/s; evidence of effectiveness; how it addresses the five core competencies; professional development opportunities; costs of materials; and contact information.

• The Programs Guide is available at: www.kidsmatter.edu.au.
SLIDE 34

**Things to keep in mind**

- Adhere to program guidelines for best outcomes.
- Plan and monitor any changes to maintain integrity.
- Review and evaluate regularly.

SLIDE 35

**Session 2 summary**

- There are five social and emotional competencies (with relevant micro-skills).
- Students benefit most from explicit, embedded teaching of social and emotional learning, in and out of the classroom.

SLIDE 36

**Session 2 summary**

- Evidence-based programs are an important part of an effective social and emotional learning curriculum.
- Social and emotional learning teaching practices and outcomes should be regularly evaluated.

END OF SESSION
### SLIDE 34

**Things to keep in mind**

**Key messages**

- Fidelity to program guidelines while delivering the program has been shown to lead to better outcomes.
- Implementing a program will almost always involve making adaptations, even with highly structured programs, but it is important to be mindful of the quality and nature of the changes.
- Modifications to any program content should be planned for by teachers and support staff, to ensure that the core program elements are maintained. It is important for staff in subsequent year levels to extend learning and keep track of what has and has not been taught.
- Program effectiveness should be reviewed regularly to take account of changes in the school community and to identify additional professional development needs of staff. In this way any adaptations can be monitored at a whole school level and maintain the quality of the program as far as possible.

### SLIDE 35

**Session 2 summary**

### SLIDE 36

**Notes**

- Summary messages for this session are on the slides.
- The way you wrap up this session will depend on whether this professional learning is being run as a single session or multiple sessions. At this stage, it may be helpful to give a brief overview of the session to come.
- Encourage participants to take a moment to reflect on the session, and make a note of any new learnings or ideas on the summary page of their Participant Workbook (page 27).
Embedding social and emotional learning within your school community
Session 3:
Embedding social and emotional learning within your school community

What it covers
This session enables participants to:

• further understand how the school culture (Component 1: Positive School Community) and the teacher-student relationship impact on the development of social and emotional skills

• increase their knowledge of how to embed a whole-school approach to social and emotional learning across the school community.

Session outline

<table>
<thead>
<tr>
<th>TIME (minutes)</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td></td>
<td>Embedding social and emotional learning within your school community</td>
</tr>
</tbody>
</table>

Recap previous session, if necessary

Start

Video 6: SEL and staff-student relationships
Reflection: In and out of tune

Video 7: Taking a whole-school approach

Discussion: Our next steps

KidsMatter Primary supporting resources

Activity: Taking action

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

Notes

- If necessary, repeat the summary slides from the second session.
- This may be important if you are running three one-hour sessions.
To explore the development of children’s social and emotional skills in the context of their relationship with their teacher.

Materials

- ‘In and out of tune’ worksheet in the Participant Workbook (page 29)

Instructions

1. Play Video 6 (3:44).
2. Begin the reflection by referring to the video in which we saw Carol, the teacher, talking about being ‘in tune’ and ‘out of tune’ with her students. Reiterate that relationships with children naturally fluctuate in this way.
3. Explain that being:
   - ‘in tune’ is the ability to engage in coordinated interactions with another. It’s about responding in a way that is a ‘fit’ with a particular person.
   - ‘out of tune’ is like being out of step with someone; missing each other’s cues and stepping on toes.
4. Ask the participants to think about their 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’s 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’?
5. Ask for volunteers to offer their thoughts, and lead a group discussion about what it is like to be ‘in tune’ using the following questions:
   - What was it like being ‘in tune/out of tune’?
   - Putting yourself in a child’s shoes, what might it feel like interacting with an adult (eg school staff member, parent or carer)?
   - What can you take from this experience to use in your relationships with children?
   - What might be some implications for student/school staff member relationships?

Conclusion

Outline the fact that periods of being ‘in’ and ‘out of tune’ provide learning opportunities for children’s social understanding and sense of self (Tronick, 1989). Being ‘out of tune’ at times is a normal, even valuable part of relationships, helping us learn to manage emotions and how to reconnect.

Key messages

- When referring to the school staff with whom they have good relationships, students talked about getting help with social and emotional skills development (eg help with friendships; being able to express themselves) rather than academic skills or knowledge.
- Trust and respect on both sides are fundamental to the student-staff relationship, with school staff better able to foster self-esteem, motivation, interest and exploration in students.
Video 7: Taking a whole-school approach

Purpose
To demonstrate a real-life application of teaching social and emotional learning in an entire school environment.

Instructions
1. Play Video 7 (4:18).
2. Ask participants:
   What stood out for you?

Key messages
- To sustain social and emotional learning, it is best to embed it within the whole-school community. This means embedding a social and emotional learning curriculum into the timetable at every level, so that:
  - teachers will actually plan it
  - students will take it more seriously
  - the effectiveness of how social and emotional skills are taught and learnt can be evaluated.
- It helps to communicate the specific skills being taught to others within the school community (e.g., other school staff members, families). This ensures everyone speaks the same language, the skills are reinforced in a variety of settings, and the learning and consolidation of the skills is maximised.
- It's important to look at the school culture (Component 1: Positive School Community) to ensure that this is congruent with the social and emotional learning approach.
COMPONENT 2: SESSION 3
SLIDE ORDER

SLIDE 41
Discussion
Our next steps

SLIDE 42
A whole-school approach
- Are we teaching social and emotional learning explicitly, regularly and in a coordinated way?
- Do we have an effective program?
- Does it cover the five core competencies?
- What infrastructure and support do we have to sustain our approach?

SLIDE 43
A whole-school approach
- How are we:
  - evaluating our practices and outcomes
  - supporting social and emotional learning through our daily interactions
  - working with our families and the broader community
  - getting new staff up to speed?
- What are our ongoing professional learning needs?

SLIDE 44
Partnerships with families

WHAT'S NEXT?
Discussion: Our next steps

A whole-school approach

A whole-school approach

Partnerships with families

Materials

- ‘Our next steps’ worksheet in the Participant Workbook (page 30-31)
- ‘Social and emotional learning stocktake’ worksheet in the Participant Workbook (page 15)

Instructions

1. Use the following questions to start a whole-group discussion and have an Action Team member record feedback to contribute to strategic planning:
   - What practices and approaches in the video for whole-school social and emotional learning stood out to you?
   - Given what was shown in the video, and the content covered in this professional learning, what’s the next step for our school for a coordinated whole-school approach to social and emotional learning?

2. Return to the ‘Social and emotional learning stocktake’ worksheet in the Participant Workbook and complete the bottom section.

3. To extend this discussion, consider the issues raised in slides 42-44 and use the ‘Our next steps’ worksheet to record thoughts.

Conclusion

Conclude the activity by summarising what participants see as the next steps for their school in social and emotional learning, including involving families. Reinforce how views for their school may align with the KidsMatter Primary approach to effective whole-school social and emotional learning.

Acknowledge that schools are likely already taking many of these steps, but that this process helps assess current efforts within a common framework. Additionally, it helps determine next steps and a model for continuous improvement.
Component 2: Session 3

Slide 45

KidsMatter Primary supporting resources

- School stories
- Implementation tools
- Enewsletters
- Website for families

Component 2 Information sheets
- About social and emotional learning
- Learning to manage anger
- Children and friendship
- Learning to resolve conflict
- Helping children make decisions and solve problems
- Helping children cope with fears and worries

What's next?

Activity

Taking action
**KidsMatter Primary supporting resources**

**Key messages**

- The KidsMatter website contains many resources to support a school’s journey through all components, including:
  - school stories
  - implementation tools
  - enewsletters
  - information sheets.

- Information sheets can be used to communicate with families about social and emotional learning and contain practical suggestions for families and teachers.

- Information sheets can be photocopied or printed from the website and made available (e.g., in every classroom, family display areas, and school newsletters).

**Notes**

- Facilitators may like to have a selection of KidsMatter Primary materials on display during the professional learning.
COMPONENT 2: SESSION 3

SLIDE ORDER

WHAT'S NEXT?

KidsMatter Primary evaluation

"High-Implementing" KidsMatter schools...
- adhered to KidsMatter’s prescribed steps
- had active involvement of leadership and whole staff in planning
- encouraged parental involvement
- and for Component 2...
- significantly improved the social and emotional competence of their students.
### Purpose
To ensure the key messages from the professional learning are incorporated into personal and school-wide action plans for future development.

### Materials
- ‘My personal action plan’ worksheet in the *Participant Workbook* (page 32)
- ‘Planning school-wide action’ worksheet in the *Participant Workbook* (page 33)

### Instructions
1. Invite participants to complete the personal action plan.
2. Ask participants to complete the plan for school-wide action – this is a tear-off worksheet so participants may share their ideas with the Action Team.

### Conclusion
Remind participants that the opinions and ideas developed in this professional learning will be incorporated into the Action Team’s whole-school planning for Component 2. This is an essential part of KidsMatter Primary, and the way in which the professional learning feeds into whole-school improvement.

### Key messages
- Individuals can take action immediately to start enhancing their practice in social and emotional learning.
- The personal action plan can help goals become achievable, and assists participants to:
  - outline a specific, measurable and attainable goal
  - consider the obstacles to progress, and plan in advance how to overcome them
  - make a public commitment (to the group, or a partner) to keep them motivated
  - set a review date to monitor progress.
- It can take time to develop, so participants may need to continue planning outside of the session.
- Some participants may benefit from hearing the ideas of others to stimulate their own thinking.
COMPONENT 2: SESSION 3

SLIDE ORDER

SLIDE 47

KidsMatter Primary evaluation

‘High-implementing’ KidsMatter schools...
- adhered to KidsMatter’s prescribed steps
- had active involvement of leadership and whole staff in planning
- encouraged parental involvement

...and for Component 2...
- significantly improved the social and emotional competence of their students.

SLIDE 48

Session 3 summary

Social and emotional learning:
- can be taught and learnt using a whole-school approach
- covers the five social and emotional competencies
- benefits students most when taught explicitly and embedded in daily interactions

SLIDE 49

Session 3 summary

✓ involves monitoring teaching practices and outcomes, and, ultimately...
✓ benefits students’ mental health, wellbeing and educational outcomes.

WHAT’S NEXT?

Tell us what you think!

- Did you find this training session useful?
- Do you have any thoughts on the KidsMatter Primary resources provided?
- Please take a minute to provide your anonymous feedback at: www.kidsmatter.edu.au/primary/componentfeedback
**KidsMatter Primary evaluation**

- ‘High implementing’ schools are those which:
  - adhered to the prescribed KidsMatter Primary steps
  - had the active involvement of the school leadership team and whole-staff in planning
  - involved parents and carers.
- High-implementing KidsMatter schools found that their students’ social and emotional competencies:
  - significantly improved over time (two years), as reported by teachers and parents and carers
  - shifted by 13.1 percent from low/average competence to high competence categories. (Askell-Williams, Dix, Lawson, & Slee, 2012)
- KidsMatter Primary can help schools maximise successful outcomes because it:
  - is supported by KidsMatter Primary staff in each state and territory
  - is led by the Action Team
  - is evidence-based
  - provides all school staff with professional learning
  - equips schools with high quality resources
  - requires school leaders to commit to whole-school change
  - has a step-by-step planning process
  - assists schools to connect with external support.
- Go to [www.kidsmatter.edu.au](http://www.kidsmatter.edu.au) for the evaluation summary and article.

**Session 3 summary**

**Notes**

- These slides review the content of all three sessions of the professional learning.
- The next step for the Action Team is to continue planning for Component 2 informed by the ideas generated in these sessions.
- It is likely that the sessions will have encouraged participants to reflect and, in so doing, begin an awareness-raising process for themselves as individuals and as a whole-staff group.
- This session is the beginning of the work of the Action Team who will regularly include staff in planning and update them of their progress.
- Encourage participants to use their *Participant Workbook* as an ongoing record of ideas and reflections, and to refer to the KidsMatter website for further resources and updates.
Tell us what you think!

- Did you find this training session useful?
- Do you have any thoughts on the KidsMatter Primary resources provided?
- Please take a minute to provide your anonymous feedback at:
  www.kidsmatter.edu.au/primary/componentfeedback
Tell us what you think!

Key messages

- KidsMatter Primary would like to hear what you think of their resources and whether you have found this session useful.
- Every participant, including the facilitator, is invited to give feedback.
- Individual responses are confidential and go direct to the KidsMatter Primary national team for quality assurance purposes – they will not be seen by the school Action Team.
- Feedback is also an important step in helping us move towards formal recognition as a KidsMatter Primary school.
- The link to the online feedback form is in the Participant Workbook: [www.kidsmatter.edu.au/primary/componentfeedback](http://www.kidsmatter.edu.au/primary/componentfeedback)
- You may also be sent a reminder email after the session.

Notes

- Invite participants to complete the online feedback form (they will be commenting on the content of the session, not your presentation).
- Thank the group for their participation and conclude the session.
- After the session, send out a follow-up thank you email to participants (suggested wording):

  Dear staff,

  Thank you for your participation in the recent KidsMatter Primary Component 2 professional learning session/s.

  Your feedback is very important to KidsMatter Primary and will help ensure that these sessions are effective and meet your learning needs. We would appreciate your assistance in completing this short survey.

  1. Your responses are anonymous.
  2. It is important that you give your honest views.
  3. Responses are viewed only by the KidsMatter Primary National team for quality assurance purposes.

  [Click here to give your feedback](http://www.kidsmatter.edu.au/primary/componentfeedback)
References


This disc can be played using both Windows and Macintosh computers.

Insert the disc into your computer’s CD drive – if you are on a Windows machine the disc will play automatically unless you have adjusted your settings to specify otherwise. Windows 7 users may be prompted to ‘Run KMP_C2_WIN.exe’ and will experience this dialogue box every time the disc is inserted until the ‘Always do this for software and games’ option is checked.

To open the application manually, follow these instructions:

**WINDOWS**: Go to My Computer, right-click on CD Drive and select open.
Double-click KMP_C2_WIN.exe file to open.

**MAC**: Double-click KMP_C2 icon on the desktop to bring up a new Finder window.
Double-click KMP_C2_MAC.app to open.