
Social and Emotional Learning

Lance Holt School



Social and Emotional Learning

We believe that school is a place for learning, for playing, making friends and working together. It is a place where children can safely take risks, try different things and make mistakes, all significant parts of learning and growing. School plays a very important role in the wellbeing of children and their families. We seek to provide a place where children feel safe, secure and supported in all aspects of their learning. For us, learning encompasses the social, emotional and educational development of children.

At Lance Holt School we believe that children learn social and emotional skills just as they learn to read and write, through modelling, practice, making mistakes and through supportive relationships with teachers. The importance of Social and Emotional learning is recognised at Lance Holt School by dedicating weekly instructional time to teach the skills needed to establish and maintain friendships, resolve conflict, recognise our emotions and develop self-management and self-control skills. This development is further supported by educators throughout the day by scaffolding children's social and emotional development, being readily available to support children in solving problems and resolving conflicts and through our commitment to guiding children's behaviour.

We provide an environment where young children are supported in their social and emotional learning. Our classroom environments are warm, welcoming and supportive. Children have a sense of ownership over their classroom space and are encouraged to take responsibility for the care of the resources and space.

Educators at Lance Holt School adopt a guidance approach to children's behaviour that centers on the teaching of democratic life skills. A guidance approach to behaviour is a 'working with' approach that brings children to the forefront of decision making (Kohn, 2011). We trust that children are inherently eager to do right by themselves and to others and take the stance that all children are capable of being successful members of a democratic community.

Guidance is an encouraging, supportive and proactive approach to children's behaviour that is holistic and focuses on using moments of conflict and disruption as teachable moments that equip children with the necessary skills to be a member of a democratic community. We are guided and inspired by educators such as Lori Petro, John Dewey, Dan Gartrell, Ross W. Greene, Louise Porter, Alfie Kohn and Loris Malaguzzi.

We have a buddies program throughout the school and spend time with our buddies on a weekly basis developing peer supported relationships with a member of another class.

Outdoor play, park visits, morning tea and lunch times are always supported by staff who help the children to work through their friendship problems and model the learning from the social and emotional learning program.

Social Emotional Learning programs at Lance Holt School are underpinned by the Core Values of the school, Educational Goals of Schooling for Young Australians and the Western Australian Values for Schooling and Curriculum.

SEL @ Lance Holt School

Social and Emotional Learning for students at Lance Holt School

Lance Holt School has a strong and long history of commitment to the teaching of Social and Emotional Learning. Our social and emotional learning programs aim to teach the children the skills to manage their emotions and to develop their conflict resolution and problem-solving skills.

Every class is engaged in the explicit teaching of Social and Emotional Learning through the use of evidence-based strategies and programs (see Resources).

Our Staff abide by the Staff Code of Conduct and model pro-social behaviour and assist students both in and out of the classroom to use their social and emotional skills to interact and support each other.

Be You: Whole School Approach

Lance Holt School is a Be You School and we have adopted a Whole School Approach to Social and Emotional Learning.

Be You is a national initiative that promotes mental health and wellbeing for children and young people and provides educators and learning communities evidence-based online professional learning, complemented by a range of tools and resources to turn learning into action. Be You empowers educators, helping them to develop valuable mental health skills and knowledge, while also providing an effective model for implementing a whole-learning community approach to mental health and wellbeing. Be You provides educators with knowledge, resources and strategies for helping children and young people achieve their best possible mental health.

At Lance Holt School we have a Be You Action Team that meets regularly to plan initiatives for the embedding of a strong focus on positive mental health wellbeing for students, families and staff.

Lance Holt School Initiatives 2019 -2021:

- Introduction to Be You at Whole Staff Meeting
- Be You Staff Commitment and display
- All Staff at Lance Holt School have undertaken the Be You online training
- Supporting Pre-service teachers to undertake Be You training
- Wellbeing Resources added to the school website
- Positive Education Day – Colour your Threads
- Resources updates for Families in Educa and Newsletters
- Staff Relationship Building
- Regular staff meeting breakfast to build and strengthen relationships
- Regular updates at staff and teacher meetings
- Developed Onboarding process for beginning of school year
- Opportunities to volunteer and give back to the community as a staff body or school body

Be you is a whole learning community approach to supporting mental health and wellbeing. As well as promoting the mental health of children and families, a learning community working together can support educators to achieve their best possible mental health and find ways of reducing and responding to stressors for yourself and others.

The online Be You Professional Learning is structured into 5 Domains with 13 Modules which staff can work through at their own pace. Evidence-based tools and resources can be easily access through the website.



Whole School Core Values

We are committed to developing a wonder of the natural world and encouraging a care of the environment that reflects a global stewardship.

We recognise the importance of learning as a life-long process.

We actively pursue cooperation and the peaceful resolution of conflict.

We recognise the special vulnerability of children and their need for a safe and healthy environment.

We see the education of children encompassing their social, emotional, academic and physical development.

We promote shared responsibility with regard to the relationship between self and community.

We understand the diversity and uniqueness of the Fremantle community and respect the special relationship between ourselves and that community.

We affirm the equal worth and basic right of all persons. In doing so we recognise individual differences and the uniqueness of the individual.

Educational Goals for Young Australians

Goal 1:

Australian schooling promotes equity and excellence

Goal 2:

All young Australians become:
successful learners
confident and creative individuals
active and informed citizens

Values of Schooling

The **Western Australian Values of Schooling** articulate what educators in Western Australia believe all students should value as a result of the programs they undertake.

Respect and concern for others and their rights - sensitivity to and concern for the wellbeing of other people and respect for life and property. Each student is encouraged to be caring and compassionate, to be respectful of the rights of others and to find constructive ways of managing conflict. This includes the right to learn in a friendly and non-coercive environment.

Pursuit of knowledge and commitment to achievement of potential - the lifelong disposition toward the quest for knowledge as each student strives to understand the social and natural worlds and how best to make a contribution to these worlds. Each student is encouraged to achieve his or her potential in all respects and, through critical and creative thinking, to develop a broad understanding of his or her own values and world views.

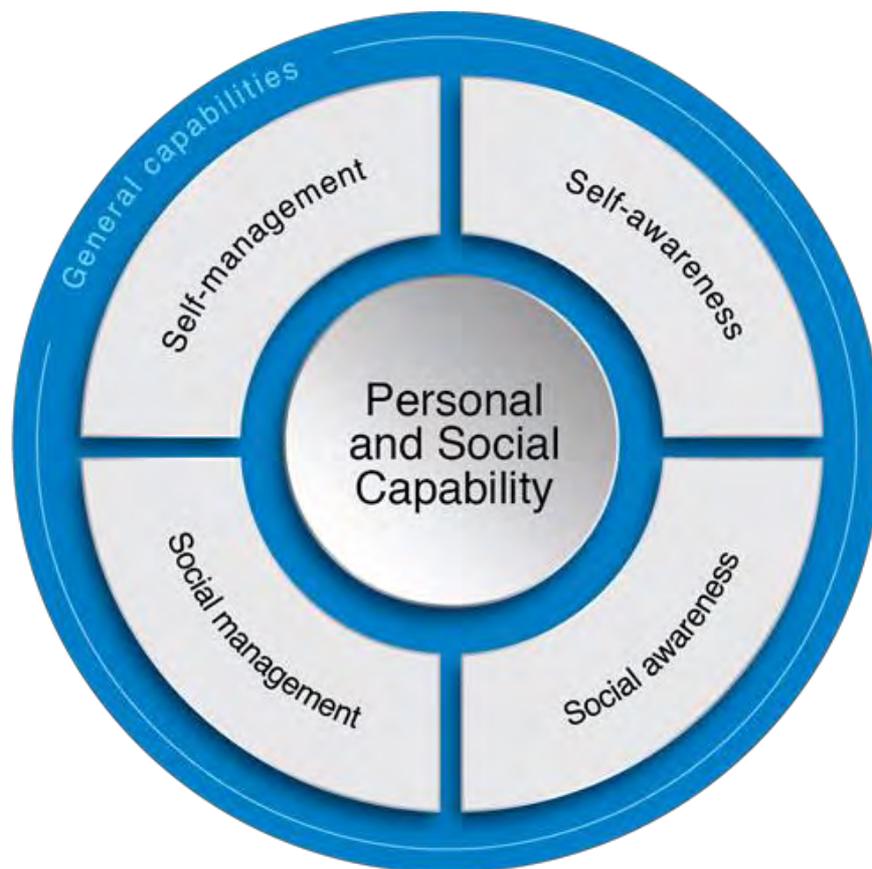
Self-acceptance and respect of self - the acceptance and respect of self, resulting in attitudes and actions that develop each student's unique potential - physical, emotional, aesthetic, spiritual, intellectual, moral and social. Encouragement is given to developing initiative, responsibility, ethical discernment, openness to learning and a sense of personal meaning and identity.

Social and civic responsibility - the commitment to exploring and promoting the common good and meeting individual needs without infringing the basic rights of others. This includes encouraging each student to participate in democratic processes, to value diversity of cultural expression, to respect legitimate authority, to promote social justice and to support the use of research for the improvement of the quality of life.

Environmental responsibility - the commitment to developing an appreciative awareness of the interdependence of all elements of the environment, including humans and human systems, encouraging a respect and concern for Australia's natural and cultural heritage and for forms of resource use that are regenerative and sustainable.

Personal and Social Capability

In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills



Early Years Learning Framework

Early Years Learning Framework

OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

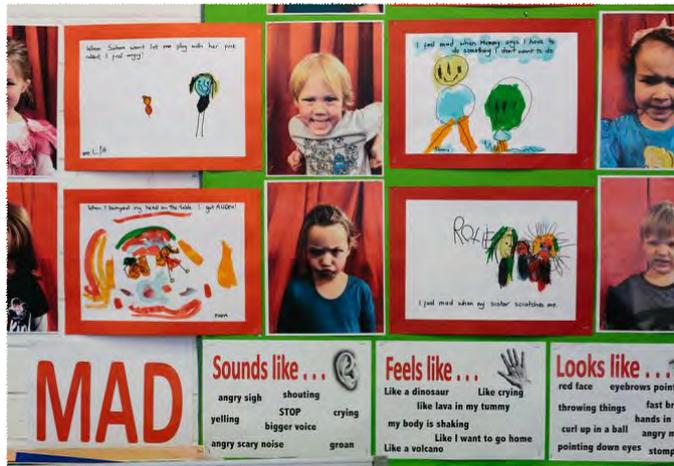
- Children feel safe, secure and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self-identities
- Children learn to interact in relation to others with care, empathy and respect.

OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

- Children become strong in their social and emotional wellbeing
 - Children take increasing responsibility for their own health and physical wellbeing.
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Programs & Resources

Promoting Alternative Thinking Strategies (Paths) Pre-School

To lay the foundation for lifelong social-emotional understanding.

PATHS Preschool aims to prevent future adjustment problems in children through the development and integration of essential skills in emotional literacy, behavioural self-control and problem-solving, as well as to improve the social and academic climate of preschool programs.

Promoting Alternative Thinking Strategies (Paths) Program

PATHS is a research-based classroom curriculum that has been proven effective in reducing violence and teaching emotional literacy, interpersonal competence and social problem-solving skills to children in pre-primary to year five.

The major goals of PATHS include

- promotion of social and emotional competence
- prevention of violence, aggression and other behaviour problems
- improvement of critical thinking skills
- enhancement of classroom climate

The 5 Paths Domains

- Self-Control
- Emotional Understanding
- Building Self-Esteem
- Relationships
- Problem solving skills

<http://www.prevention.psu.edu/projects/PATHS.html>

Early Years Learning Framework

Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments.

<https://www.education.gov.au/early-years-learning-framework>

Be You

Be You provides educators with knowledge, resources and strategies for helping children and young people achieve their best possible mental health.

www.beyou.edu.au

Positive Education

Positive Education fosters positive emotions and relationships in order to strengthen overall wellbeing. Through a Positive Education lens the school works within a framework to teach skills and harness character strengths to improve student wellbeing and foster flourishing learners. By combining the principles of positive psychology with best-practice teaching, Positive Education fosters both traditional academic skills and skills for happiness and wellbeing. Positive Education could also be thought of as a 'wellbeing curriculum' that can explicitly teach skills to students to build positive emotions and use their character strengths. Research has shown that high levels of student wellbeing lead to better academic performance. Positive Education builds wellbeing and strengths to live a meaningful and thriving life.

www.pesa.edu.au

Keeping Safe: Child Protection Curriculum

The Keeping Safe: Child Protection Curriculum teaches children and young people (age 3 to year 12) to recognise abuse, tell a trusted adult, understand what is appropriate and inappropriate touching and ways to keep themselves safe.

<https://kscpc.kineoport.com.au>

Friendly Schools and Families

Edith Cowan University

<http://friendlyschools.com.au/fsp/>

National Safe Schools Framework

Australian Government - Department of Education and Training

<https://www.education.gov.au/national-safe-schools-framework-0>

Student Wellbeing Hub

Resources and teaching strategies for schools including the Australian Student Wellbeing Framework and the School Wellbeing Check.

<https://studentwellbeinghub.edu.au>

Bounce Back

A Classroom Resiliency Program

Helen McGrath & Toni Noble

BOUNCE BACK! is based on the principle that it is important to start as early as possible to teach children and young people to cope with life.

The program teaches the personal skills of resilience through the key learning areas. There is a special emphasis on Literacy, Science and Technology and Social Studies. The parent program shows parents how to reinforce the teaching of the same skills at home.

<http://www.bounceback.com.au>

Aussie Optimism

Aussie Optimism provides teachers, practitioners and parents with practical strategies for developing children's social competence, self-management, and positive thinking. Aussie Optimism is comprised of three classroom-based programs, Positive Thinking Skills, Social Life Skills and Optimistic Thinking Skills, and a program for Parents and Families. Each of the classroom-based programs last for 10 weeks, and come with teacher, student and parent resources.

<http://healthsciences.curtin.edu.au/schools-and-departments/psychology-and-speech-pathology/aussie-optimism/>

Zones of Regulation

The Zones is a systematic, cognitive behavior approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete zones. The Zones curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

By addressing underlying deficits in emotional and sensory regulation, executive functions, and social cognition, the curriculum is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking® (www.socialthinking.com) concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behavior impacts those around them, and learn what tools they can use to manage their feelings and states. <http://www.zonesofregulation.com/index.html>
