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Resilience in Schools Programme

Session Two: Curriculum, teaching and learning

Lucy Baker and Samantha
Rothwell

Inclusion Advisory Team (IAT)

Resilience in Schools Principles

Today's session will focus on one of the underlying eight principles:

Curriculum teaching and learning to promote resilience and support social and emotional learning



Focus for the session

- To consider the importance of promoting social and emotional learning in the curriculum
- To explore whole school approaches that can support social and emotional learning

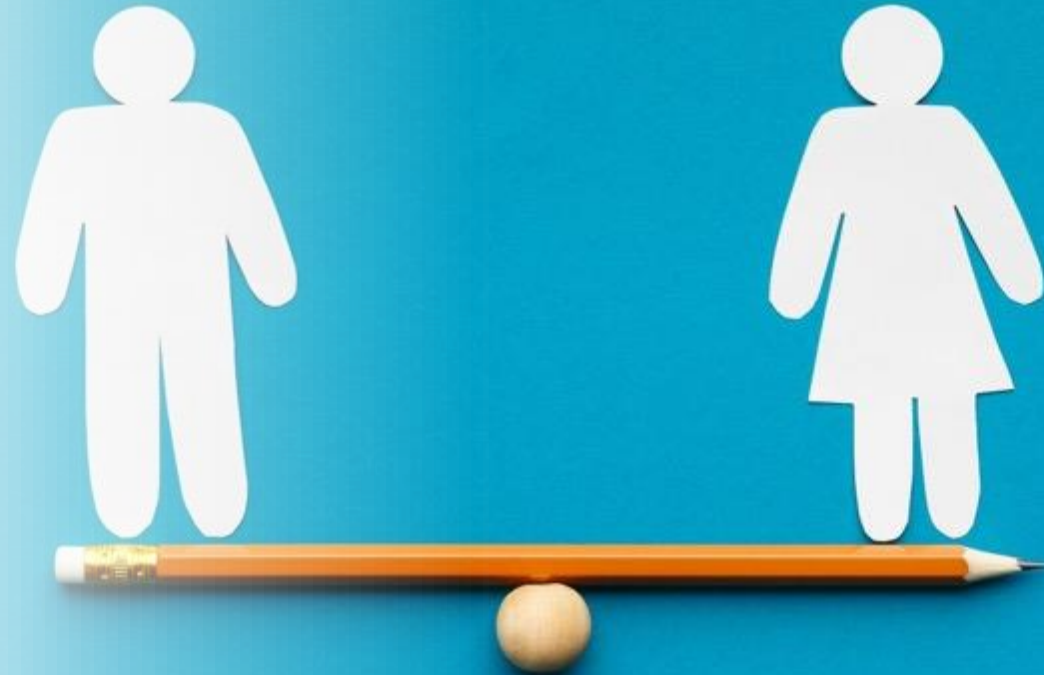


An illustration depicting social and emotional learning. A large, light pink silhouette of a human head is the central focus, filled with various green plants and flowers. To the left, a woman in a blue long-sleeved shirt and dark pants stands on a black ladder, holding a large red watering can with a white heart on it, watering the plants inside the head. To the right, a man in a blue t-shirt and dark shorts holds a small potted plant with a red flower. The background is white with scattered elements: blue clouds, pink hearts, grey scribbles, and green foliage at the bottom corners. The text 'Social and emotional learning' is centered in the lower half of the image.

**Social and
emotional
learning**

What is social emotional learning?

Social-emotional learning is a process where children and adults develop and successfully apply the skills and knowledge to understand and control emotions, show empathy to others, develop healthy relationships, set positive and realistic goals, and make sound decisions.





Self – awareness

The ability to identify and understand one's own emotions, thoughts, personal and social identities, goals and values, and how they influence behaviour across contexts. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and self-efficacy.

- Identifying emotions
- Understanding of personal and sociocultural identities
- Recognizing strengths and cultural assets
- Awareness of beliefs, mindsets and biases
- Self-confidence
- Self-efficacy



Self – Management

The ability to regulate emotions and behaviours. This includes the ability to delay gratification, manage stress and control impulses through coping. It includes managing expressiveness, perseverance and agency in addressing personal and group level challenges to achieve self- and collectively defined goals and objectives.


- Agency
- Stress management and coping skills
- Self-discipline and impulse control
- Self-motivation
- Goal setting
- Organizational skills





Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand broader historical and social contexts and norms for behaviour in different settings, and to recognize family, school, and community supports for self and others.

- Perspective-taking
 - Empathy
 - Appreciating diversity
 - Respect for others
 - Understanding social norms
 - Recognizing cultural demands and opportunities
 - Recognizing issues of inequity
- 

Responsible decision making

The ability to make caring, constructive choices about personal behaviour and social interactions across settings. Critically examining ethical standards, safety concerns, behavioural norms, and making realistic evaluations of benefits and consequences of various actions, and to consider collective health and well-being.

- Identifying problems and inequities
- Analysing impact of individual and institutional decisions and actions
- Co-creating inclusive solutions
- Evaluating
- Reflecting
- Ethical responsibility



Relationship Skills

The ability to establish and maintain healthy and rewarding relationships, and to effectively navigate settings with different social and cultural norms and demands. The ability to communicate clearly, listening actively, seek collective well-being, negotiate conflict constructively, seek help and offer leadership when needed and working collaboratively to problem solve across differences.

- Communication
- Social engagement
- Relationship building
- Teamwork
- Cultural competency
- Collaborative problem-solving



IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS

Summary of
Recommendations

This report provides 5 helpful recommendations for supporting social and emotional learning in your school:

- Teaching strategies
- Curriculum
- Whole School
- Implementation

You could use this to audit what you currently offer and shape next steps



Education
Endowment
Foundation

Teaching strategies

1

Teach SEL skills explicitly



- Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.
- Self-awareness: expand children's emotional vocabulary and support them to express emotions.
- Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions.
- Social awareness: use stories to discuss others' emotions and perspectives.
- Relationship skills: role play good communication and listening skills.
- Responsible decision-making: teach and practise problem-solving strategies.

2

Integrate and model SEL skills through everyday teaching



- Model the social and emotional behaviours you want children to adopt.
- Give specific and focused praise when children display SEL skills.
- Do not rely on 'crisis moments' for teaching skills.
- Embed SEL teaching across a range of subject areas: literacy, history, drama and PE all provide good opportunities to link to SEL.
- Use simple ground-rules in groupwork and classroom discussion to reinforce SEL skills.

Curriculum

3

Plan carefully for adopting a SEL programme



- Use a planned series of lessons to teach skills in dedicated time.
- Adopting an evidence-based programme is likely to be a better bet than developing your own from scratch.
- Explore and prepare carefully before adopting a programme—review what is required to deliver it, and whether it is suitable for your needs and context.
- Use evidence summaries (such as those from EIF and EEF) as a quick way of assessing the evidence for programmes.
- Once underway, regularly review progress, and adapt with care.

4

Use a SAFE curriculum: Sequential, Active, Focused and Explicit



- Ensure your curriculum builds skills sequentially across lessons and year groups. Start early and think long term.
- Balance teacher-led activities with active forms of learning, such as: role-play, discussion and small group work, to practise skills.
- Focus your time: quality matters more than quantity. Brief regular instruction appears more effective than infrequent long sessions.
- Be explicit: clearly identify the skills that are being taught and why they are important.

Whole-school

5

Reinforce SEL skills through whole-school ethos and activities



- Establish schoolwide norms, expectations and routines that support children's social and emotional development.
- Align your school's behaviour and anti-bullying policies with SEL.
- Seek ideas and support from staff and pupils in how the school environment can be improved.
- Actively engage with parents to reinforce skills in the home environment.

Implementation

6

Plan, support, and monitor SEL implementation



- Establish a shared vision for SEL: ensure it is *connected to* rather than *competing with* other school priorities.
- Involve teachers and school staff in planning for SEL.
- Provide training and support to all school staff, covering: readiness for change; development of skills and knowledge; and support for embedding change.
- Prioritise implementation quality: teacher preparedness and enthusiasm for SEL are associated with better outcomes.
- Monitor implementation and evaluate the impact of your approaches.

Breakout Discussion Activity 1

Curriculum, teaching and learning:

What focus is given within the curriculum to social and emotional learning and promoting personal resilience, and how is learning assessed?

Think about what you currently offer and how this is tracked and monitored

(Key question taken from Resilience in Schools Audit 2021/22)



Audit and identify Where are you now?

- Audit and identify – where are you now?
- Prioritising
- Raising awareness

Source: Lambeth Case Study (Carroll & Cameron 2017 p 58)



EEF Audit Tool for SEL in your school

IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS

An audit and discussion tool for SEL in your school

Introduction

This tool accompanies the Education Endowment Foundation's Primary Social and Emotional Learning Guidance Report, which sets out five recommendations for teachers and school leaders to support primary school pupils' social and emotional development. The guidance draws on a recent review of the evidence funded by the Education Endowment Foundation (EEF) and the Early Intervention Foundation (EIF).

The self-audit review and discussion questions below aim to prompt a 'dialogic' approach to development, providing starting points for useful conversations. The conversations will shape your view on where your school is on the path to providing all your children with the social and emotional skills that underpin personal and academic development – from early stages to developed practice.

The tool represents a different way of thinking about an audit. We know that schools are under intense scrutiny, so this is not another 'tick box' process. The aim is to get you talking about your practice in ways that genuinely support you to understand what you are doing that is working, as well as promoting some new thinking and ideas.

This tool is for: teachers, leaders and governors

Use it: in a staff meeting, SLT session, peer review with external colleagues, or in a conversation between the headteacher and, for example, chair of governors, school improvement partner or MAT colleagues



A helpful tool to support the audit and discussion of SEL in your school under 4 key areas:

- Leadership self-audit
- Curriculum self-audit
- Everyday teaching self-audit
- Whole school ethos and activities self-audit

An audit and discussion tool for SEL in your school

LEADERSHIP SELF-AUDIT

Big questions for discussion

- What do we want our SEL provision to achieve?
- What relative importance do we as a school place on SEL? How do we communicate this through our vision, values and practice?
- To what extent do we model and live the values underpinning our SEL approach as the adults in the organisation? Where is this strong or less strong? How can we develop this further?

The school is interested in SEL development as a way of improving children's behaviour, or their mental health and wellbeing

Any work on SEL sits within pastoral leadership structures

Staff working with targeted individuals or groups have had some training on SEL

The school vision refers to the importance of personal/ SEL development alongside academic achievement

There is a clear management structure, locating responsibility for SEL development

CPD opportunities are provided to some staff to develop, sustain and enhance SEL work

Leaders monitor the quality of SEL teaching and learning

The school's vision clearly integrates personal/ SEL and academic development. Pupils, parents, staff and governors have been involved in developing and renewing the vision

Leaders consciously model SEL competencies themselves

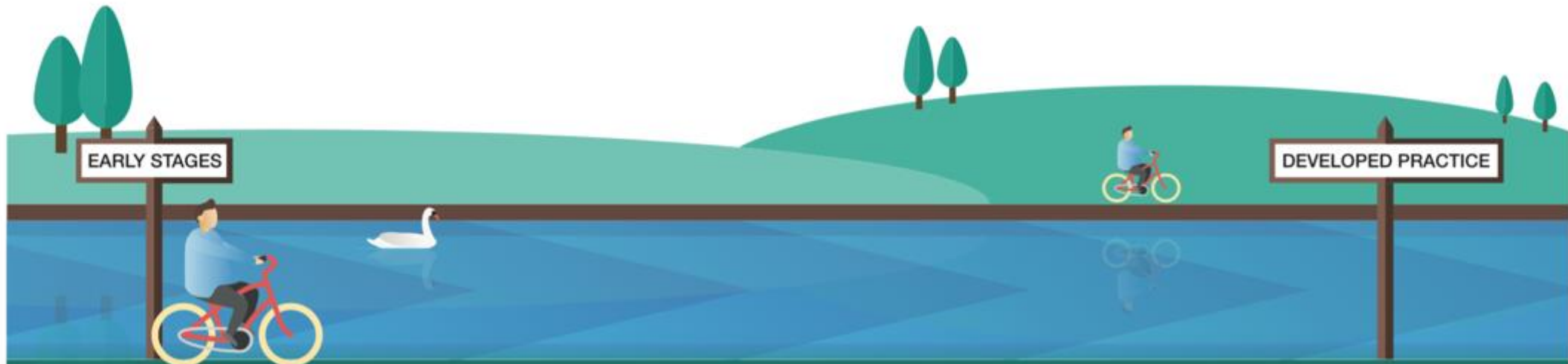
A team has been established with responsibility for SEL development... whilst all school staff contribute to planning how SEL will be taught and promoted in school

Regular CPD opportunities are provided to all staff to sustain and enhance SEL work, including opportunities for staff collaboration, mentoring and peer learning

Staff reflect on the quality of their SEL teaching and strive to enhance it, with support from leaders

Leaders evaluate the impact of SEL opportunities on children's behaviour and attendance, personal and academic development. They use impact data to refine and enhance the school's approach to SEL

Leaders plan for sustainability through for example curriculum reviews which build in opportunities for developing SEL across subjects, and through recruitment and induction arrangements for new staff



An audit and discussion tool for SEL in your school

CURRICULUM SELF-AUDIT

Big questions for discussion:

- How are we ensuring a basic entitlement to social and emotional learning for all children in all classes over time?
- To what extent do we understand the progression and cycle of SEL learning through the school?
- How are teachers making decisions about what to teach, and when?

Social and emotional competencies are taught to targeted children in 1-1 or small group work delivered by staff such as learning mentors or teaching assistants

Social and emotional competencies are taught 'on the hoof' to classes as and when needed

Some teachers allocate dedicated curriculum time to teach one or more of the core SEL competencies (self-awareness, self-management, social awareness, relationship skills, responsible decision making) to their class

Most teachers allocate dedicated curriculum time to teach several of the core SEL competencies (self-awareness, self-management, social awareness, relationship skills, responsible decision making) to their class

SEL core competencies are regularly and explicitly taught by all teachers in all classrooms, all year round. All the core SEL competencies are taught

Appropriately chosen, effective learning methods are used and there is a clear, coordinated sequence/progression in children's learning from the EYFS through Year 6



An audit and discussion tool for SEL in your school

EVERYDAY TEACHING SELF-AUDIT

Big questions for discussion:

- Where do staff use everyday situations well to teach SEL skills? Who is great at it and what can we learn from them?
- How do we balance the needs of the academic curriculum with being able to respond to situations as they arise? How are we supporting and empowering teachers to use their professional judgement in this area?
- To what extent are all staff able to manage their own emotions in order to provide learning within crisis moments?

Crisis moments are used to teach children to be aware of their emotions and those of others, and to manage their emotions

Real-life classroom and playground situations are used outside of the context of the immediate event to teach children SEL skills

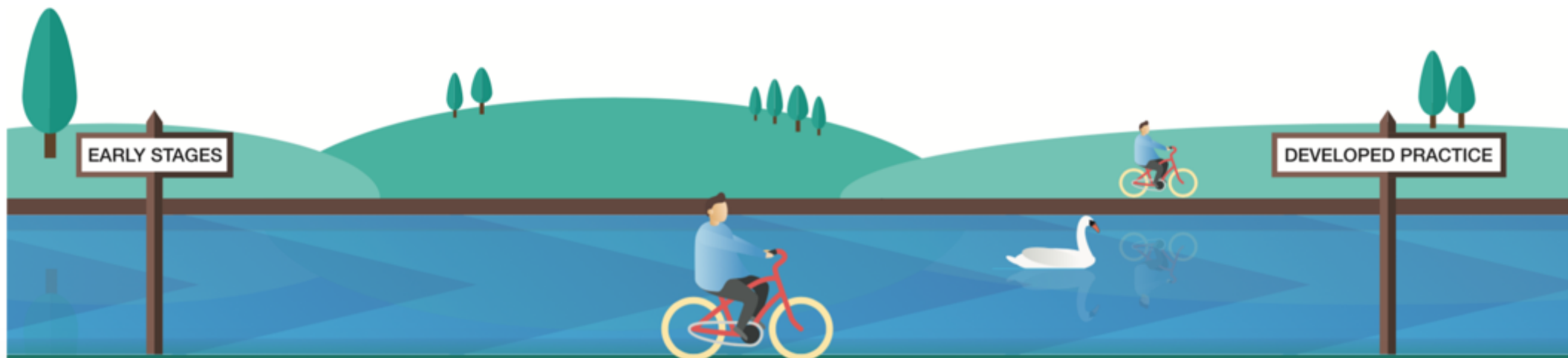
Most teachers model the SEL skills they want children to adopt

All teachers consistently and explicitly model basic SEL skills they want children to adopt - such as articulating and regulating emotions

SEL is embedded across a range of subject areas, and in some classrooms, children are regularly engaged in collaborative learning

All staff consistently and explicitly model the SEL skills they want children to adopt – such as articulating and regulating their emotions, and using a structured problem-solving approach to decisions or conflicts

SEL is embedded across the curriculum and opportunities for collaborative learning are frequent in every class



An audit and discussion tool for SEL in your school

WHOLE-SCHOOL ETHOS AND ACTIVITIES SELF-AUDIT

Big questions for discussion

- To what extent do we have a shared language for SEL learning?
- How does this connect with our behaviour and anti-bullying policies?
- How do we ensure that referring to SEL is a normal part of many routines and practices?
How can we make it the easy and automatic thing to do?
- To what extent are we clear that SEL is something we need to learn and that, just like every subject, there are things we all find easier and harder?

Children are praised for using SEL skills such as being aware of and managing their feelings, or showing empathy to others

Assemblies promote some SEL skills

School systems for noticing and celebrating children's successes are used by most staff to promote SEL

Assemblies are often planned to promote SEL

Adults generally use SEL skills in their interaction with each other and with children

School behaviour and anti-bullying policies are mostly consistent with SEL principles

Schoolwide norms/rules are based on agreement about how everyone will use SEL skills in the way they behave and treat one another

School systems for noticing and celebrating children's successes have been planned to support SEL development and are used by most staff

Assemblies regularly and explicitly support children's SEL development

Some work has been done to engage parents with the school's approach to SEL

Children are given opportunities to apply SEL skills to contribute to the local community

Children and families have helped shape SEL-based schoolwide norms/rules

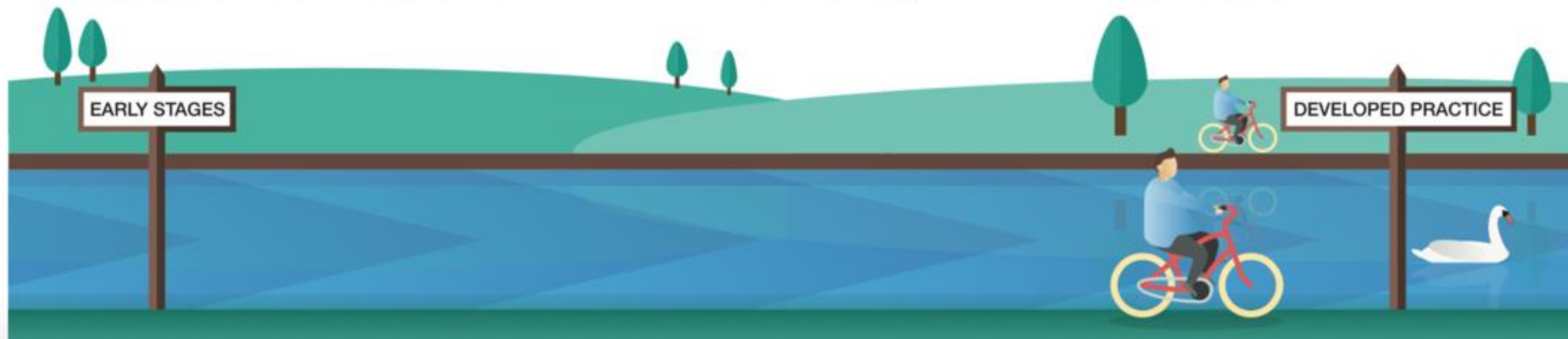
School behaviour and anti-bullying policies are based on the principle that poor behaviour indicates a need for extra help with SEL, in the same way that children struggling with academic learning receive extra help with reading, writing or maths

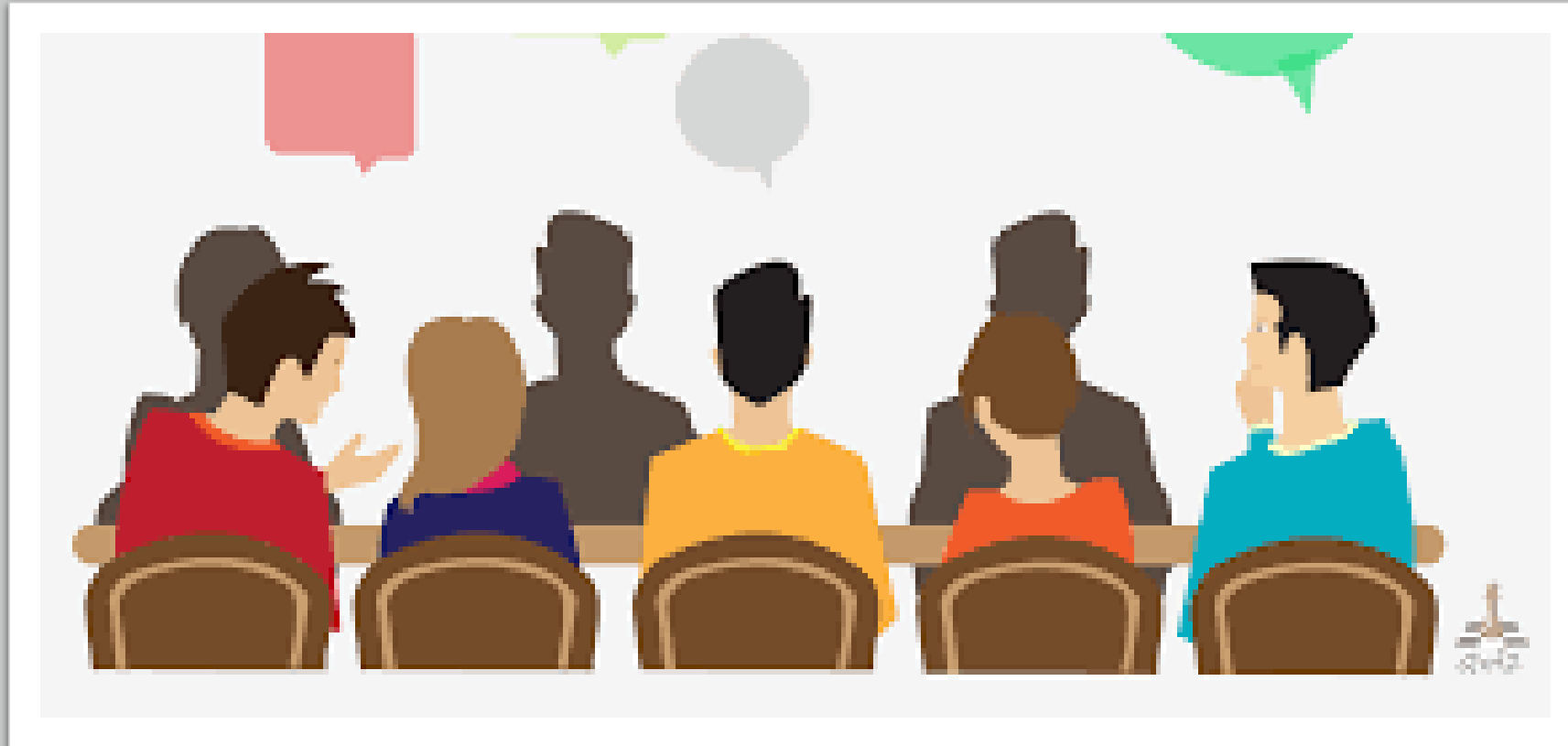
School systems for noticing and celebrating children's successes have been planned to support SEL development and are used by all staff

Assemblies regularly and explicitly link a whole-school SEL focus with children's classroom work on SEL

Parents and the wider community understand how the school approaches SEL, and are supported in reinforcing SEL development at home

The school physical environment has been carefully planned to support SEL development, for example through calm-down corners/worry boxes/playground friendship stops





Reflection and discussion

How could you use this tool to support the audit and discussion of SEL in your setting?



Sample Teaching Activities to Support Core Competencies of Social and Emotional Learning

Four Strategies that Promote SEL

CASEL's program reviews have observed that evidence-based SEL programs use one or more of the following four approaches to promoting social and emotional competence across the five core competency clusters:

1. *Free-standing lessons that provide explicit, step-by step instructions to teach students social and emotional competencies across the five core competency clusters.*
2. *General teaching practices that create classroom and schoolwide conditions that facilitate and support social and emotional development in students.*
3. *Integration of skill instruction and practices that support SEL within the context of an academic curriculum.*
4. *Guidance to administrators and school leaders on how to create policies and organizational structures within a school or school system that support students' social and emotional development as a schoolwide initiative.*

Self-Awareness

Accurately Recognizing One's Own Feelings and Thoughts and Their Influence on Behaviors	
<i>Students will be able to...</i>	Correctly label their own emotions.
	Recognize that emotions are temporary and can and will change.
	Recognize that emotions can affect their behavior.
	Recognize that behavior can affect emotions (including that it is possible to improve how one feels).
	Recognize that emotions have physical effects.
<i>What teachers can do in Lessons and Instruction</i>	Provide age-appropriate vocabulary words. (e.g., happy, sad, hurt, mad for young children. elated, blue/down, rejected/disappointed, angry/irate for older children).
	Have older students generate age-appropriate vocabulary words that extend their emotions vocabulary.
	Lead class activity that asks student to identify feelings they might have in different situations using age-appropriate vocabulary (e.g., lead age-appropriate discussions using questions such as, "How would you feel if you got all As on your report card?" "How would you feel if a favorite relative took you out for ice cream?" "How would you feel if your pet was very sick?" "How would you feel if your friend...).
	Use a literature selection to have older students identify with a time they had the same feelings and how they handled them.
	Have students make age-appropriate face to depict feeling/emotion.
	Provide scenarios and ask students how each situation or experience might make them feel.
	Discuss age-appropriate physical and emotional cues of a certain feeling/emotion (i.e. the physical cues that help them know when they're feeling angry, happy, sad, etc.).
	Ask students to discuss a time when they felt ____ (expect age-appropriate examples – "I was sad when I couldn't get a puppy". "I was mad when my brother broke my trophy". "I was disappointed when I didn't get the summer job I wanted").
	Ask students to brainstorm age-appropriate things they can do to improve the way they feel. (e.g., "ask my mommy for a hug," "play with my dog," "talk to my friend," "listen to happy music").

	Set up small-group discussions that allow students to discuss how and why emotions can influence our behaviors (e.g., what happens when we get angry?).
	Use an age-appropriate book to discuss the characters' feelings and how those feelings affected others and the outcome of the story.
	Lead age-appropriate class discussion about how emotions can improve by changing our behavior (e.g., "What can we do to make ourselves feel better when we're feeling sad?" Younger children may respond, "Play with our sister or brother," "Go to mom for a hug," "Sing a happy song." Older children or teens may say, "Dance to up music," "Speak to a friend about the situation," "Do something nice for someone else").
<i>What teachers can do through Ongoing Teaching Practices</i>	Set up a peace corner where kids can go and reflect on their feelings.
	Listen deeply to what students say and reflect what you heard about their feelings, e.g., "It sounds like you're feeling very frustrated right now...."
	Routinely talk about physical and emotional cues that tell us how we're feeling in different situations in age-appropriate ways. E.g., with younger children, "You're feeling really excited right now, I can tell by the big smile on your face. How can you tell on the inside you're feeling happy?" With older children, "I can tell by the way you're fidgeting right now that you might be a little nervous. How can you tell on the inside that you're feeling nervous?"
	Talk about one's own feelings in an age-appropriate way and how you knew what you were feeling, how it influenced behavior....
	Routinely encourage middle and high school students to reflect and analyze in journals or in pair shares how their thoughts and emotions affect decision-making and responsible behavior.
	Routinely ask questions in age-appropriate ways when students are experiencing different feelings to help them identify and express those feelings.
	When students are experiencing negative emotions, routinely ask, "Would you like to change the way you feel? What are some things you might be able to do right now to change the way you feel?"
	Routinely encourage students to write in journals or share with partners in pair shares to reflect on their feelings and how their feelings affected their own behavior as well as the impact of their feelings and actions on others.
	Younger children can role play the feelings of characters or their own feelings and talk about the way they look and feel. As feelings become more complex, routinely acting or role playing can be a powerful way to express those emotions.

10 Growth Mindset Statements

FIXED MINDSET



What can I say to myself?

INSTEAD OF:

I'm not good at this.

I'm awesome at this.

I give up.

This is too hard.

I can't make this any better.

I just can't do Math.

I made a mistake.

She's so smart. I will never be that smart.

It's good enough.

Plan "A" didn't work.

TRY THINKING:

1 What am I missing?

2 I'm on the right track.

3 I'll use some of the strategies we've learned.

4 This may take some time and effort.

5 I can always improve so I'll keep trying.

6 I'm going to train my brain in Math.

7 Mistakes help me to learn better.

8 I'm going to figure out how she does it.

9 Is it really my best work?

10 Good thing the alphabet has 25 more letters!

GROWTH MINDSET



(Original source unknown)

@sylvia duckworth

PROBLEM FOCUSED

SOLUTION FOCUSED

bossy	natural leader, visionary
defiant	holds strong beliefs, bold, determined
demanding	knows what they want, outspoken
dramatic	expressive, passionate
fearful	cautious, careful
fussy	has strong preferences
hyperactive	energetic, enthusiastic, on the go
impulsive	spontaneous, instinctive
oppositional	advocates for a different perspective
rebellious	is finding their way
stubborn	persistent, determined, steadfast
talkative	enjoys communicating
tattletale	seeks justice, respects rules
unfocused	multitasks, pays attention to many things
wants attention	advocates for needs, seeks connection

MINDFULNESS CALENDAR

For the next 28 days incorporate one act of mindfulness each day into your life and watch your life **CHANGE** in beautiful ways. *Parents: It can be helpful to encourage participation in this challenge by offering a fun privilege or reward at the end of the month, or even at the end of each week.*



MON	TUE	WED	THU	FRI	SAT	SUN
Take 10 deep breaths three different times today	Go for a walk outside and pay attention to what's around you	 You decide	Say this three times: <i>I can choose to be happy</i>	Eat a piece of fruit mindfully, slowly, & thoughtfully	Do three of your favourite stretches before bed today	Choose an object and examine it closely
Balance on one foot for 20 seconds	Close your eyes and go to your happy place	Squeeze your muscles in various body parts then relax	Listen to calming music	Draw a picture of something happy today	 You decide	Write a letter to a friend
Jump up and down then feel your heart beating	Focus on your breathe for 5 minutes	Close your eyes and sit in silence for 2 minutes	 You decide	Breathe in the color blue, breathe out the color red	Express 5 things you are grateful for	Write down 10 things you like about YOU!

Universal Support Mindfulness Calendar

Plan Mindfulness activities as a whole school which can be used in class or identified parts of the school day / curriculum


ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
Sad Sick Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control A Head, Hand, and Spout

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The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control

Zones of Regulation

Blue	Green	Yellow	Red
			
Low Running Slow	Happy Good to Go	Wobbly Caution	Angry STOP
unhappy tired withdrawn tearful	positive proud calm focused	excited nervous frustrated annoyed	mad furious yelling aggressive

Zones of Regulation

Emotion coaching





Curriculum Planning

- Build in planning for SEL within your curriculum – make it part of what you do



Breakout Discussion Activity 2

Curriculum, teaching and learning:

What approaches do you think you could consider as a realistic next step?

What will you need to support you to achieve this?



Next steps

- Reflect on one area you'd like to drive forward in your setting
- Remember to set out small steps which can help you work towards this
- Small steps = big impact!

