

**ALDINGA BEACH R-7 SCHOOL
SOCIAL AND EMOTIONAL TEACHING AND LEARNING FRAMEWORK 2013**

DRAFT

PREMISE

Developing social and emotional competencies needs to be at the heart of our work.

“Behavior is the most important thing in our lives. If you only educate intellectually you narrow the students life potential”

Wilson McCaskill

Students with positive well being and social and emotional competencies achieve greater success with all other learning.

| PRIORITY | WHAT..... | STRATEGIES...<i>teachers to fill in</i> |
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| Plan, document and teach a social and emotional learning program | Cover the four core social and emotional competencies of the AC. SELF AWARENESS (recognizing emotions, self-knowledge, self-perception, self-worth, reflective practice) SELF MANAGEMENT (appropriate expressions of emotion, self discipline, goal setting and tracking, working independently and showing initiative, confidence, resilience and adaptability) SOCIAL AWARENESS (empathy, appreciating diverse perspectives, contributing to civil society, advocacy for and service to others, understanding relationships) SOCIAL MANAGEMENT (communication, working collaboratively, decision making, conflict resolution and negotiation, building and maintaining relationships, leadership) | Develop a scope and sequence aligned to year levels : use as a rubric for self assessment and as a teaching tool. *Provide weekly lessons/ explicit teaching of skills. *Build on student’s prior learning. *Include effective evidence based teaching practices. *Enable judgments about the quality of student learning to be made. |

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| Develop CLASS CODE OF BEHAVIOUR | Determine: How the class is going to work together, treatment of each other, share and learn together. | Document and display |
| Build identity | Every students identity is researched, shared and acknowledged as being unique Each students culture is recognized and celebrated | Sign for the door – with class or individual photo, student names etc. Label the class with a team name THIS IS US wall – photos of each student and adult with creative and arty name signs. Labels – labels for kids on lockers, trays, tables, chairs etc – made by the kids Clearly displayed and team oriented, negotiated rules and expectations. Design and publish personal flags or crests, shields, coat of arms etc and formulate one for the whole group. |
| Develop the class as a community | Embedding the five following qualities: <u>Cooperation</u> : students learn to work together and trust, help and share with each other <u>Communication</u> : students learn to observe carefully, communicate accurately and listen sensitively <u>Tolerance</u> : Students learn to respect and appreciate difference and to understand prejudice and how it works <u>Positive emotional expression</u> : students learn to express feelings, particularly anger and frustration, in ways that are not aggressive, and students learn self-control <u>Conflict resolution</u> : students learn the skills of responding creatively to conflict in the context of a supportive and caring community. | Catastrophe Scale The Zones Five finger test POOCH: A strategy for problem solving |

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| Implement Grievance procedures-High Five | What to do when you have a problem? Where to go? | |
| Teach positive self-talk/affirmations | Acknowledge and catch kids doing the right thing. Looking at the glass half full. The power of positive thinking. Feelings...thoughts...actions...outcomes | |
| Self care | For students and staff | |
| Teach Restorative questions | Solve grievances using a restorative process with all stakeholders together. What happened? What harm was caused? What do you need to do to repair the harm? | |
| Implement system for managing inappropriate behavior "The more empathic control, the less aggression". Wilson McCaskill | Define expectations of interventions for levels of behavior <u>For low level:</u> <ul style="list-style-type: none"> • Avoid confrontation • Use humor • Redirect, ignore, restorative • Intervention by line manager • Use of the step system: value reminders, class time out, support class (for rethinking and intervention), office referral/focus room <u>For highly defiant, aggressive and violent behavior</u> <ul style="list-style-type: none"> • Line manager support, Office/focus room | |
| Develop a class incentive program | That recognizes and rewards achievement. | |
| Implement a BUDDY class system | | |

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| Track and monitor students social and emotional learning | Against the personal and social capability continuum in AC. | |
| Monitor each student's behavior | *Set regular behavior goals *Regular reflection in meeting goals | |
| Embed the school's values/Virtues | We value: respect, responsibility, and relationships. Respect for self, for others, for property and environment. Responsibility for self, for others, for the school and for the community. Positive relationships and friendships. Five keys of success (confidence, persistence, organization, getting along, resilience) from Program Achieve | |
| Make manners a focus | Have a weekly manner that the class focuses on and practices | |
| Identify qualities of a good student | A good student..... | |
| Identify five star quality work | Five star quality work is..... | |
| Identify qualities of a good friend | A good friend..... | |
| Implement bully busters program | 10 week program: *different types of bullying *consequences of bullying for the target *assertive strategies *pro-active bystander behavior *the importance of reporting bullying | |

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| Implement Child Protection Curriculum | <ul style="list-style-type: none"> *The right to be safe *Relationships *Recording and reporting abuse *Protective strategies | |
| Play cooperation games | Build up a repertoire of cooperation games and play regularly | |
| Implement circle time | Use circle time to recognize strengths, problem solving, sharing expectations | |
| Use collaborative group work | Students working in groups with a common goal and purpose. | |
| Provide for student voice | <ul style="list-style-type: none"> *Open agenda and rotating chairperson *Establish group norms, agenda setting processes. *Establish the process for class meetings, taking turns, listening, sharing ideas, responding | |
| Establish class routines | <ul style="list-style-type: none"> *Weekly timetable *Lesson plan for day *Morning and end of day routine *Lining up *Movement between classes *Use of shared areas *Use of diaries, collecting and checking *Communication between home and school | |
| Establish system for class monitors | <ul style="list-style-type: none"> *yard clean up area *banking *collection of tray * | |

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| Develop organizational skills | <ul style="list-style-type: none"> *Time management *Goal setting *Being organized for the day *Following routines and systems | |
| Yard Behavior | <ul style="list-style-type: none"> *Develop around the three R's of respect, responsibility and relationships *Zero tolerance for fighting and bad language *Instruction on Hat Policy *The school values signs around the yard which promote living the values | <ul style="list-style-type: none"> *Determine expectations *Use yard code of Behavior as a framework *Establish procedures for managing conflict *Grievance procedures *Identify physical boundaries and out of bound areas |
| Policies to cover | <p>MUNCH AND CRUNCH</p> <p>NUT POLICY:</p> <p>HAT POLICY :</p> <p>ICT POLICY-</p> | <p>Students have a dedicated time for eating fruit and veg (focus is on fresh food-(no pre packaged or processed) Students are encouraged to drink water throughout the day Explain policy to students. Discuss implications.</p> <p>Terms 1 and 4 – No Hat=No Play! And sit in the shade. Discuss dedicated shade areas.</p> <p>Appropriate use of and issues relating to Cyber harassment and digital bullying. – Please note the recent changes to the Education Act re cyber bullying.</p> |
| Undertake PD to develop skills | <ul style="list-style-type: none"> SMART-ER Training (cognitive development of students with trauma related issues) Brain development Social and emotional learning programs Strength based approach | |

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| | Positive Psychology: Seligman Neuroscience Restorative Practices Collaborative learning Bully Busters Online modules | |
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OTHER

- Growth and Personal development
- Drug Education