

How important is the role of adults?

SEL isn't only about young people. There is a strong link between the learning lives and emotional lives of young people and that of the key adults (eg. parents, staff, other community members) in their lives. Young people learn adults. In other words, the beliefs, values, attitudes and actions of adults are what most strongly influence the beliefs, values, attitudes and actions of young people.

Home, school and the community each contribute to, and share responsibility for, the development of young people. Furthermore, the relationships and collaboration between adults have been validated by research as producing the richest insights, biggest impacts, and best outcomes in work on behalf of young people.

The SEL Strategy regards the promotion of adults as 'living models', and the nurturing of quality relationships between adults, as imperatives.

What can parents do?

Over thirty years of research has proven without dispute the positive connection between parent involvement and student success and resiliency.

Caring adults in children's lives can create a loving and safe environment that encourages children to develop at their best. This secure base is strengthened when parents help children to handle their inner world and relationships. This in turn helps young people to become better learners.

SEL provides a means for school communities to support parents in strengthening family practices to positively influence their children.

Family practices that contribute to the learning and wellbeing of young people include:

- Positive parent-child relationships
- Communicating high expectations for achievement and behaviour
- Providing children with special responsibilities and involvement in decision making
- Providing children with activities that accommodate their interests
- Parents being interested and involved in education
- Parents utilising motivational methods
- Communicating and modelling positive attitudes, values and social-emotional-motivational capabilities

The SEL Strategy in Catholic Schools

A process for helping individuals and communities develop the fundamental knowledge, skills and values that are necessary for learner wellbeing and life effectiveness has developed within the Cairns Diocese into a comprehensive SEL strategy involving and impacting students, staff and parents.

The SEL Strategy is a direct, intentional and systemic approach to invigorating learning, nurturing wellbeing, building relationship quality and connectivity, and strengthening the effectiveness of the processes, procedures and practices of the systems within which people work, learn and live.

The SEL strategy is preventative and interventional in nature and guides school communities to effectively influence achievement and wellbeing.

Acknowledgement

Catholic Education Services wishes to acknowledge the creative, generous and visionary spirit of parents, staff, leadership and students who have contributed to the development of the SEL Strategy. This publication draws on the extensive research and recommendations of contemporary leading scholarship in the SEL field, namely CASEL, Prof Michael E. Bernard and Dr Sue Roffey.

Where can I find out more?

Your school's SEL Coordinator can provide you with further information and assistance.

You can also visit Catholic Education's website at: www.cns.catholic.edu.au or phone Catholic Education Services' SEL Education Officer on 07533 2222.

Related National and State Initiatives

The SEL Strategy responds to initiatives at National and State level. For a list of related National and State Initiatives, please refer to the above Catholic Education website link.

References and further reading

For a list of related reading on Social Emotional Learning and Wellbeing, please refer to the above Catholic Education website link.

Emotional Literacy for Wellbeing



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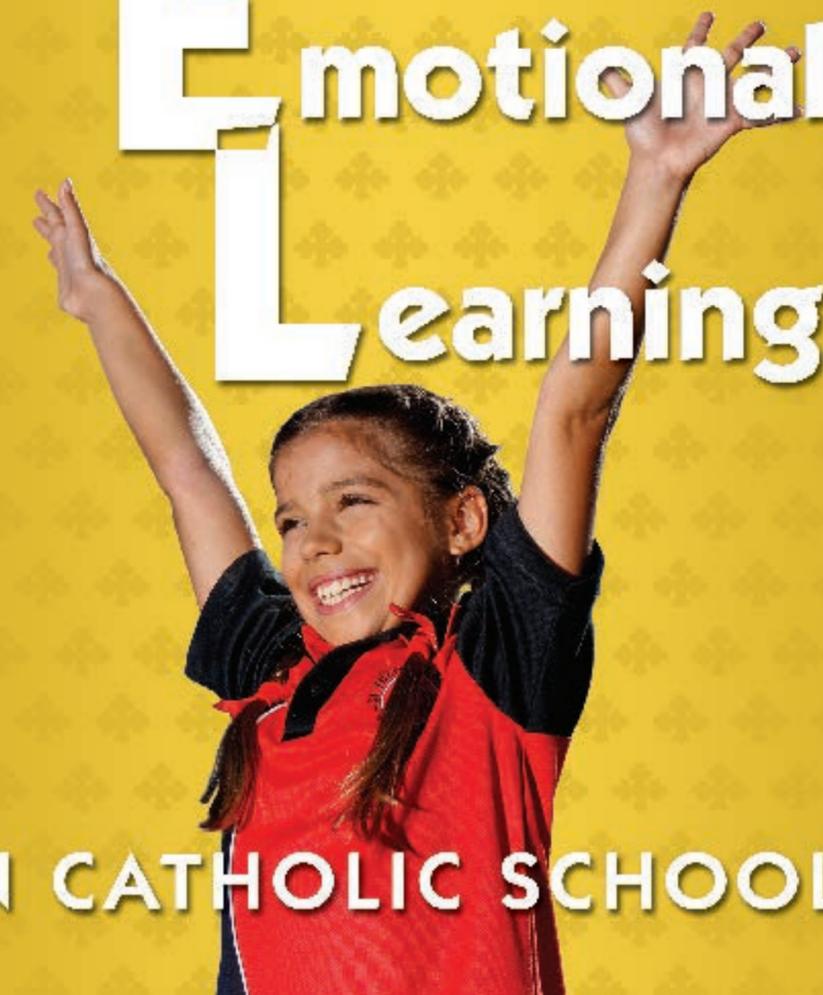
"I have come that they may have life and have it to the full."

John 10:10



Catholic Education - Diocese of Cairns
Learning with Faith and Vision

Social and Emotional Learning



IN CATHOLIC SCHOOLS

"This program and the way it was introduced to our diocese have empowered me.

It has meant that I have taken more responsibility for being all I can be.

As a parent and as a person."

(Parent)



A Catholic school is not simply a place where lessons are taught; it is a centre that has an operative educational philosophy, attentive to the needs of today's youth and illuminated by the Gospel message

The Religious Dimension of Education in a Catholic School n.22

Educational settings have the potential to engage young people in ways that help them define who they are, how and why they are important, how they should act and what they can become. At the heart of our Catholic school communities is a Christ centred ethos and worldview that is committed to personal and social transformation.

Central to the identity of Catholic Education is a belief and meaning system that gives priority to authentic relationships.

From this basis, Catholic Education advocates the promotion of human growth in its every dimension and possibility, for individual and community wellbeing. This is in keeping with the vision of God, shared with us by Jesus.

For the Diocese of Cairns the SEL Strategy seeks to influence educational landscapes to support human development and learning more holistically.

What is SEL?

Social Emotional Learning is a process for helping people develop the fundamental skills that are necessary for wellbeing and therefore, for life effectiveness.

SEL develops the skills to recognise and manage emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively.

These skills develop the emotional literacy of individuals and school communities. Emotional literacy provides the foundation for academic achievement, maintenance of good mental and physical health, quality relationships and responsible participation in a democratic society.

To be effective, these skills need to be developed within the context of caring, engaged, participatory learning environments.

What does SEL do?

Satisfying the social and emotional needs of students does more than prepare them to learn. It actually increases their capacity for learning for school, work, play, life. SEL provides schools with a framework for preventing problems and promoting students wellbeing and success. It does so by improving the social and emotional climate of schools and the social and emotional competence of students.

Positive outcomes of Social Emotional Learning:

- Academically successful
- Mentally and physically healthy
- Positive social relationships
- Prepared to join the workforce
- Responsible social engagement

SEL CAPABILITIES Emotional Literacy



Acknowledgement: Collaborative for Academic, Social and Emotional Learning

Why is SEL part of a Catholic school?

Catholic education holistically promotes the growth and development of the human person as an individual in relationship with others and within community. It strives to convince members of their inherent goodness, nurture their dignity and self-worth, treat them with respect and help them develop their every good gift and talent.

SEL promotes a sacred awareness of the dignity of God's presence in self, others and creation. It is therefore inherently Catholic in philosophy, powerfully congruent with Catholic Education's vision, mission, beliefs and values, and is central to Catholic school activity.

How does SEL work in schools?

SEL enhances the capacity of school communities to increase engagement and achievement, decrease incidence of problem behaviours, promote resilience, improve relationships and enhance the culture of classrooms and schools.

Schools contribute to the learning and wellbeing of young people by good practices such as:

- Ensuring positive teacher student parent leadership staff relationships
- Communicating high expectations for achievement and behaviour
- School/classes providing activities that accommodate interests of young people
- Providing young people with special responsibilities and involving them in decision making
- Cultural gender sensitivity and accommodation
- Provisions for safety of young people
- Communication and modelling of positive attitudes, values and social emotional motivational capabilities
- Quality curriculum with explicit teaching of academic standards, inclusive of Social and Emotional competencies, that provides students with multiple opportunities for success
- Providing opportunities for meaningful participation

Social and Emotional Learning



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How does it do it?

SEL develops young people's capabilities:

- Emotional resilience (emotional awareness, empathy, emotion regulation, behaviour control)
- Positive mindset for achievement (academic confidence, work persistence, work organisation)
- Getting along (social confidence, friendship making, conflict resolution, rule following, collaboration)
- Social responsibility (honesty, respect, fairness, caring, citizenship)

These capabilities in turn benefit all learning and impact the capacity for wellbeing and happiness of individuals and communities



*"Being involved in this program has made me a better person and a better teacher."
(Teacher)*

In a nutshell, Social Emotional Learning is about teaching kids to take responsibility for their lives. We do that by teaching them to take responsibility for their learning, and they can only do that by taking responsibility for their thinking.

Their thoughts, attitudes and values determine how they feel and see life which in turn determines their behaviour and performance academic, personal and social. They can be an A student and still fail at life