

Developing opportunities for learning social and emotional skills

**The National Programme for Specialist Leaders of Behaviour and
Attendance**



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Note: For the sake of brevity, 'child' and 'children' will be used to refer to both children and young people in this topic.

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INTRODUCTION

Session leader information

Aims

- To be clear about what is meant by social and emotional skills, how they can be categorised and which skills are relevant to own settings, and to be able to disseminate this knowledge and understanding to others
- To be familiar with a range of tools for assessment of social and emotional skills at a range of different levels, and to have considered the issues involved in undertaking assessments
- To be familiar with the key principles of emotionally literate leadership and to build on these to improve practice
- To be familiar with the benefits and characteristics of effective taught learning programmes for developing social and emotional skills and to be able to evaluate a range of such programmes against good practice
- To understand the key role of the environment (including adult role-modelling) in supporting and developing children's and young people's social and emotional skills

Aspects of leadership

The study of this topic will help you consider how you:

- support staff in developing the shared values, principles, beliefs and skills that promote positive behaviour and full attendance;
- establish effective teamwork and a dynamic learning environment;
- produce and use relevant and up-to-date information to inform the development of systems, procedures and practice that result in successful change that is embedded in whole-setting policy and practice;
- disseminate learning, research, key concepts and underlying principles;
- work with other staff to enhance their ability to make use of the information to promote good practice;
- communicate clearly, valuing the opinions of others and striving for mutual understanding;
- model the use of positive social and emotional skills.

You will want to share this information with the group.

Session outline

Previous session	Review of work-based activities	10 minutes
Overview	Developing opportunities for learning social and emotional skills	10 minutes
Discussion of reading and preparatory activity		
Aims		
Activities		1 hour 45 minutes
	1. Going for goals	
	2. Ways for promoting social and emotional skills in learning	
	3. Focusing on SEAL learning outcomes	
Session review		
Selecting work-based activities		20 minutes
Forward look		5 minutes
	Total time	2 hours 30 minutes

You might wish to adapt these activities or use alternative materials to help you meet the particular needs of the group.

Overview

One of the key elements of social and emotional aspects of learning (SEAL) is the belief that all aspects of school life provide learning opportunities in which a child, young person or adult can learn social and emotional skills. SEAL suggests that where possible these should be planned and learning made explicit.

Secondary SEAL outlines an approach that combines curriculum and staff development. The following activities provide a structured opportunity to follow the process. It is important to have an understanding and overview of the process, hence participants should complete the preparatory reading, which provides an outline of the four-step process.

This session follows the four-step process outlined in the introductory booklet for the [Curriculum resource in Secondary SEAL](#). Any one of the five aspects of learning might be used; for this example we have chosen motivation as the area for exploration.

The Primary and Secondary SEAL materials provide a wealth of activities to support the development of materials to be used with children. The activities in this session should be seen as examples of how these materials can be used. It is important to understand that other activities taken from the SEAL materials can replace those chosen, should different needs be identified within the group.

As a result of this session participants will have:

- developed a learning opportunity for use with pupils or parents/carers (possibly for use within subject teaching, an assembly, small group, individual support etc.)

- experienced a process of personal and curricula planning and development that can be used by themselves or with colleagues back in the work place.

To understand this model fully, you need to consider all four steps and *complete the first three activities* (steps 1, 2 and 3) within a cluster session. At the end of these activities you will have produced a learning opportunity that can be used as part of your work-based activity, which is step 4.

On page 32 a **recommended work-based activity** is provided which builds directly on the activities to be completed in the session. This is included in addition to the usual set of six work-based activities, *any one of which can be completed instead of the recommended activity*, as an example of step 4: Reviewing and reflecting.

You could use **slide 3** to introduce the session.

Preparatory reading and reflection

Suggestions

Study the preparatory reading text, the four-step process, and make notes based on the questions included in it.

This can also be found on the Secondary SEAL website, [Curriculum resource, Introductory booklet](#) (pages 7–10).

Any notes you make should be brought to the session.

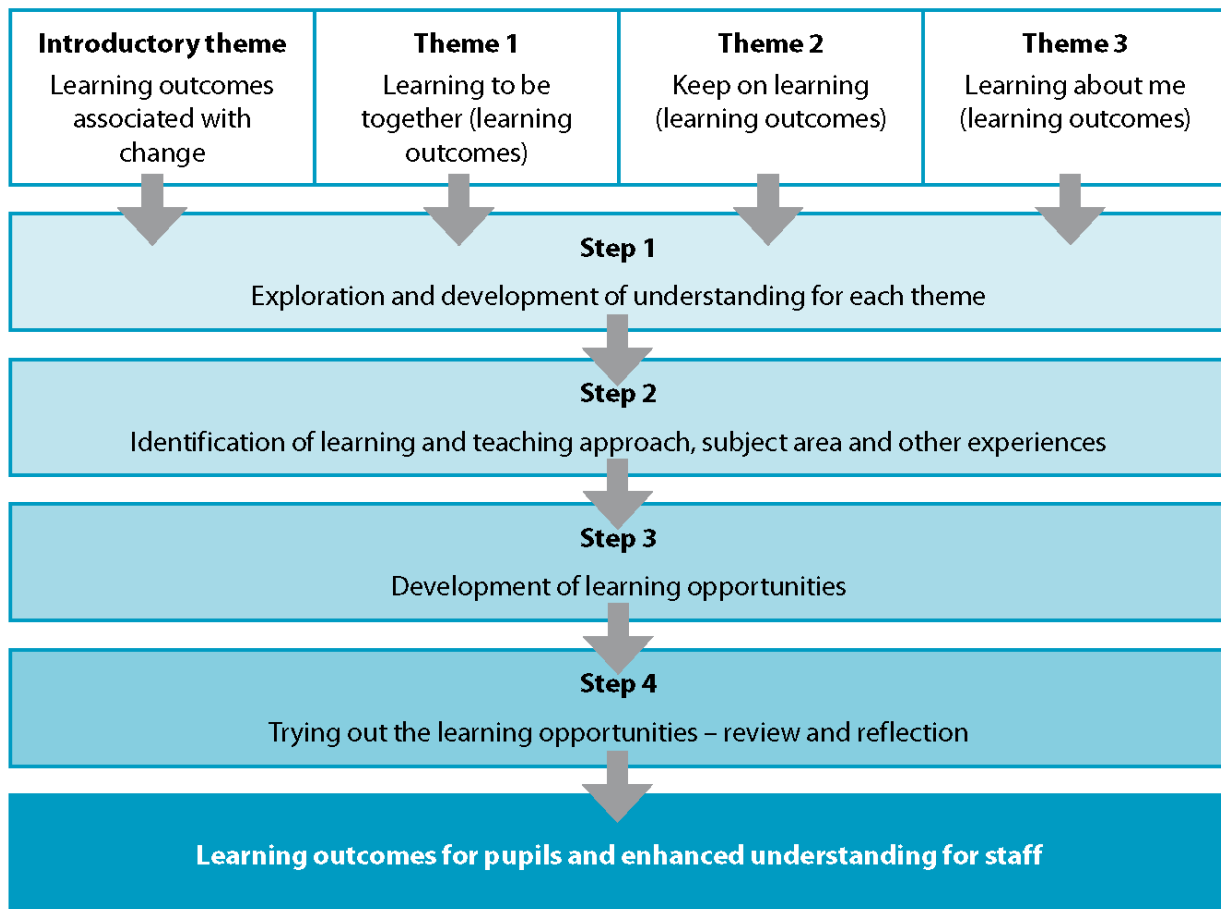
Preparatory reading: the four-step process

Developing learning opportunities through the use of the Four Step Process for staff development

Staff development is an essential part of all aspects of SEAL implementation, including the Curriculum resource. It enables all teaching staff to gain a deeper understanding of social and emotional skills and effective ways to promote them. Staff are encouraged to learn collaboratively using the Four Step Process outlined below. It is designed to extend their understanding of social and emotional skills and develop their own approach to learning and teaching of social and emotional skills while developing learning opportunities.

The Four Step Process supports staff development and whole-school implementation by:

- a) enhancing staff knowledge and understanding;
- b) providing opportunities for staff to jointly plan learning opportunities that promote social and emotional skills alongside subject learning;
- c) helping staff to develop a greater understanding of social and emotional skills and social and emotional development of their pupils;
- d) providing opportunities for staff to support each other in developing a whole-school approach to SEAL;
- e) building on what is already going well in school especially in terms of developing a progressive approach to delivery of SEAL across the school;
- f) generating a climate that supports the development of social and emotional skills.



All schools that intend to implement SEAL and are starting to use the Curriculum resource will have been involved in raising awareness about SEAL and considered some of the whole-school elements relating to the development of climate and ethos or be planning to do so. The Four Step Process is designed to support staff development as the school focuses on the curriculum element of SEAL.

Step 1: Exploration and development of understanding for each theme

This key part of the process is made up from two elements.

- a) **Exploring the theme.** This offers an opportunity to explore current understandings about the social and emotional skills that are promoted in the theme as well as exploring new concepts and ideas. It involves the use of specific staff development activities within the theme, together with the process staff development activities.
- b) **Exploring the pupil context.** We all experience a great deal of change as we get older; indeed it is part of the growth process itself. This means that the way that we experience the world is constantly changing depending upon the context and our environment. Pupils reach adolescence during their time at secondary school and this prompts rapid growth and change in all aspects of their development, including social and emotional. All people who work with pupils need to be aware of and respond to these changes. The better the understanding the more effective any form of intervention and support, including teaching, can be. When developing the school's curriculum element of SEAL, it will be helpful to consider the following:
 - Physical and psychological growth and development takes place at significantly different rates among individuals. Although we may be able to develop a suggested learning sequence, it would be unwise to link this precisely with chronological age.
 - Recent research into brain function and growth has added considerably to our understanding of how children and young people develop social and emotional skills during adolescence. It is important to recognise that these provide generalisations, models and patterns and that each young person is an individual developing in their own way.
 - As well as internal changes, a young person experiences considerable external change. It is important to realise that the impact of these changes will vary between individuals.
 - In looking to support young people, it is important for the school staff to recognise when they can influence and support young people and when factors are outside their influence.

(See Further reading 3.5.2 in [Further reading booklet](#) 00043-2007DWO-EN-01, page 71.)

Step 2: Identification of learning and teaching approach and subject area

An important part of the process is to consider the learning and teaching approach that is most effective in promoting social and emotional skills. It is recommended that staff explore effective approaches together, for example by using staff development activity 5.12 Methodologies for promoting social and emotional skills. (See Further readings 5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.5 in Further reading booklet 00043-2007DWO-EN-01, pages 98–116.)

SEAL is designed as a whole-school approach and as such there is an expectation that all subjects will be involved in actively promoting social and emotional skills. Activity 5.1.3 in Further reading booklet provides a useful starting point for whole-school discussion. If you are using this, it is important to make sure that the thinking is captured from discussion during this activity to feed into the collaborative planning process. However, it may be useful to consider the following:

- all SEAL skills can be practised in all subjects, for example listening skills;
- most SEAL skills can be actively promoted in most subjects, for example goal setting;
- some SEAL skills can be promoted more easily in some subjects than others, for example exploring empathy;
- some SEAL skills are a core part of subject learning in some subjects, for example exploring the expression of emotions.

When developing learning opportunities, it is recommended that subject teachers use the Programme of Study for their subject and identify where SEAL skills fit most easily.

It is important for wider school development that there is coordination among the subjects in terms of deciding which SEAL learning outcomes can be explicitly promoted in which subjects.

Step 3: Development of learning opportunities

The collaborative development of learning opportunities provides a structured way for staff to explore how they might apply their knowledge and understanding of key concepts and skills to their teaching. The approach means that they will be learning while developing useful resources. The example learning opportunities and other published materials can be used as a starting point for the planning and development of their own lessons and learning opportunities.

Example learning opportunities

The SEAL Curriculum resource contains a number of example learning opportunities that might be used in discrete sessions or adapted for use in subject lessons. In addition a number of subject-specific examples have been developed by groups of teachers when exploring the Four Step Process described below. They are included as a starting point for staff who might develop and adapt the ideas to their own specific situation and incorporate the ideas into their lesson planning. These are located on a development site and it is anticipated will be added to by teachers and practitioners in schools. 'Visit [SEAL: Subject-specific learning opportunities](#) for further information.'

Published materials

In addition to the example learning opportunities provided, there is a considerable range of published materials that might support the development of the curriculum aspect of SEAL. These can offer real benefits as they save time and extend the staff's repertoire of approaches. However, it is important that they are used wisely so as to encourage rather than inhibit staff learning and creativity. Published materials might also be used as part of the staff development process.

When reviewing published materials, it is useful to consider:

- Do the learning opportunities have clear learning outcomes?
- Do the learning outcomes take into account developmental progression of social and emotional skills, building upon past learning? How do they link to those suggested in SEAL?
- What is the level of staff understanding and skills required to deliver the materials? Do staff in school have these skills?
- What is the cost, over time, of engaging with these materials?
- Do the materials link with other curriculum areas taking into account the requirements of the secondary framework and the National Curriculum?

Step 4: Opportunities for reflection after delivering a SEAL learning opportunity

Once staff have developed SEAL learning opportunities, they will need to try them with their pupils. An essential part of the staff development process is to provide an opportunity for reflection about the learning opportunity and the effectiveness of the learning that took place. Following the delivery of a SEAL learning opportunity, it may be useful to consider the following:

- What did the pupils learn? What evidence do I have?
- Will they be able to apply their learning in different contexts? What evidence do I have?
- How have I actively involved pupils in planning and assessing learning?
- Which parts of the lesson went well? How did my teaching influence the fact that these areas went well?
- Could I have used a different learning and teaching approach in order to improve the learning?
- Are there barriers to me doing this? How will I overcome them?
- How might I change this learning opportunity to make it more effective?
- How was the teaching of my subject area enhanced by developing social and emotional skills?
- What social and emotional skills did I employ and how did I model them?
- Do I need to find out more about any aspect of SEAL?

Activity 1

Step 1 – Going for goals

(20 minutes)

Purpose

These activities are step 1 of the four-step process. In this step the theme, in this case motivation, is explored in order to develop the participants' understanding around the theme.

Note: Choose either Activity 1a or Activity 1b.

Activity 1a: Types of motivation

Resources

- Flipchart paper divided into three parts labelled: intrinsic motivation, external motivation, internal motivation
- Pens
- Sticky notes

Suggestions

List all the different activities that the children in your settings did today. Write them on sticky notes, with one activity on each.

Read out the definitions of the three types of motivation.

Intrinsic motivation: When we are motivated by the experience of doing an activity which is in itself engaging, interesting and enjoyable for us.

External motivation: When we do something to obtain a reward or avoid a punishment.

Internal motivation: When we do something because the outcome in itself is valued.

Take turns to read out the activities on your sticky notes and place them on the flipchart, according to which of the three types of motivation were involved, and how you encouraged the children to complete the activity.

When the activity is complete, you might consider the following questions.

- What type of motivation are we trying to encourage in the children?
- How do we ensure that the children are becoming more self-motivated?

Applying learning

It is likely that internal and intrinsic motivation will emerge as most valued. Choose one or two things that you are going to try out to encourage internal and intrinsic motivation in children.

Activity 1b: Qualities of teaching that enhance internal motivation

Resources

- Resource A: *Qualities of teaching that enhance internal motivation*

Suggestions

There are some teaching strategies that are thought to encourage internal motivation in learners. Some of these are included in the table in Resource A. Consider the use of these strategies in a variety of environments, not just the classroom.

What to do

Rate yourself according to how frequently you use the strategies in the table.

Talk to a partner and give examples to show why you have rated yourself in the way you have.

Applying learning

In pairs, choose one or two of the aspects and identify a practical step that you might take to move one step towards the right-hand side of the scale and use more strategies to encourage internal motivation. With your partner, discuss how you are going to support, encourage and motivate each other as you try out your ideas.

Activity 1b Resource A

Qualities of teaching that enhance internal motivation

Strategy	seldom	often
Show a personal enjoyment, interest and enjoyment in the content of the lesson.	1 2 3 4 5 6 7 8 9 10	
Place an emphasis on how children learn rather than their performance.	1 2 3 4 5 6 7 8 9 10	
Encourage autonomy in the children.	1 2 3 4 5 6 7 8 9 10	
Focus on individual improvement and what has been learned rather than making judgements or comparisons.	1 2 3 4 5 6 7 8 9 10	
Emphasise progress over time rather than grades or marks.	1 2 3 4 5 6 7 8 9 10	
Provide informative feedback that helps the child feel responsible for their success and helps them improve.	1 2 3 4 5 6 7 8 9 10	
Attribute failure to the nature of the task, quality of teaching or some changeable aspect of the child.	1 2 3 4 5 6 7 8 9 10	
Make it clear that mistakes are a valuable part of learning.	1 2 3 4 5 6 7 8 9 10	

Activity 2

Step 2: Identification of learning and teaching approaches within a learning context

Ways to promote social and emotional skills in learning

(35 minutes)

Purpose

This activity is step 2 of the four-step process. In this step, the participants consider ways of working with young people that support learning and teaching in a school or setting and identify which of these ways lend themselves to the development of social and emotional skills.

Resources

- Resource A: Learning and teaching strategies and approaches that promote SEAL
- Resource B: Additional reading – social and emotional skills and learning
- Flipchart and pens

Suggestions

You might like to complete this activity in role groups.

- Before starting, participants should put a heading on a sheet of flipchart paper to identify the group.
- On the flipchart, brainstorm all methods of how you interact with young people to support learning. This may include whole- or small-group work, one-to-one or whole-class teaching, for example.
- After five minutes, each group should pass their sheet on to the next group. Allow them two minutes to add any additional methods. At this point, groups should also place a question mark next to a method if they are unsure of the description given. Repeat this process twice.
- Return the flipcharts to the original groups. Ask each group to review their feedback and answer any questions that have arisen.
- Each group should now consider which of these methods would lend themselves most effectively to the teaching of SEAL and why. They could highlight or annotate their flipcharts.
- Display all flipcharts for the whole group to consider.
- Allow participants time to read and digest Resource A. Then allow time for group reflection, in order to explore how the information contained within this resource may add to the previous discussions.

Applying learning

- The SEAL working group in a school or setting may decide to collate a list of appropriate ways of applying SEAL with young people and distribute it to all staff for discussion and as an aid to further staff development. Identify skilled practitioners in these methodologies who can act as buddies, mentors and coaches.
- What ways of working with young people could be developed or introduced? How?

- Who could investigate new methods such as Philosophy For Children (P4C), collaborative group work or circle time?

Optional activity

- Allow participants to read and digest Resource B: Additional reading.
- Facilitate discussion among the group, based on these questions.
 - What are the implications of this research for your own personal work with children and young people?
 - What are the implications of this research for schools?
 - Would you see it as important to share this information with the children that you work with, and how would you do this?

Activity 2: Resource A

[Link to Activity 2 Resource A.](#)

Learning and teaching strategies and approaches that promote SEAL

The nature of social and emotional skills taken within SEAL is extensive and involves developing:

- knowledge and understanding;
- beliefs, attitudes, feelings and values;
- routines, habits, behaviours and skills.

If pupils are to learn social and emotional skills effectively they will need to experience consistency in all aspects of school life and it will be necessary for SEAL to be learnt throughout the life of school, in particular through:

- a climate and conditions that implicitly promote the skills and allow these to be practised and consolidated;
- direct and focused learning opportunities (during tutor time, across the curriculum, in focus groups and outside formal lessons);
- learning and teaching approaches that support pupils to learn social and emotional skills and consolidate those already learnt;
- continuing professional development for the whole staff of a school.

The choice of learning and teaching approaches in a 'SEAL school' will be of particular importance and will be determined, in part, by whether the learning and teaching approach will help the pupil to learn and practise their social and emotional skills alongside other learning. Fortunately, the school is likely to have already engaged in developing quality learning and teaching approaches that can be further developed to ensure they promote social and emotional skills. These include their work on *Assessment in Learning, Pedagogy and Practice* and approaches to personalised learning. The National Strategies materials, *Leading in Learning: developing thinking skills at Key Stage 3 (LiL)* provides a very useful model for integrating SEAL across the curriculum. Its emphasis on joint planning, focused plenaries and developing key teaching strategies make a very valuable contribution to the school's work to promote social and emotional skills in subjects as well as during discrete lessons. The ten strategies it suggests to promote the five National Curriculum thinking skills can all be used when designing learning opportunities for promoting the social and emotional skills from SEAL. These strategies are explained below.

Advance organisers

Advance organisers are devices used to enable pupils to orientate themselves to a topic through what they already know. They are organisational frameworks that teachers present to pupils before teaching a topic to prepare them for what they are about to learn. It could be:

- *A handout outlining what will be covered in the topic;*
- *concept map;*

- *spider diagram;*
- *flowchart;*
- *story or anecdote;*
- *or study guide.*

The chosen advance organiser should help pupils access what they already know about a topic and focus them on the new information.

Analogies

An analogy, in this context, is being used to describe a teaching device that helps pupils understand an unfamiliar concept or process by comparing it with familiar objects or processes. Analogies can be:

- *Structural (e.g. the structure of the atom is like a solar system) – these analogies support the way that something is described or explained so that pupils can understand it better.*
- *Functional (e.g. creating a piece of writing is like pegging washing on a washing line) – these analogies help pupils to understand a process that they have to use.*

Audience and purpose

In life, we spend a lot of time either making things or constructing messages (communicating with people) – both can be regarded as products. These products are usually designed for a particular audience with a particular purpose, although these are not always clearly defined. This strategy enables pupils to give consideration to audience and purpose. The audience could be people of a particular age, from a particular region or with a common interest. The purpose could be to entertain, inform, explain, persuade, serve a practical need or a decorative function.

Classifying

Classifying is a thinking skill we use naturally to organise information and ideas. It is a vital skill for processing information and for the ability to use and apply information in new ways. A common way of setting up a classification task is by means of a card sort, although it can also be carried out using objects rather than cards. Pupils work together to sort these into groups that have shared characteristics, which establish criteria for a classification group. Having to consider and justify their criteria helps them to develop their skills and understanding.

Collective memory

In this strategy pupils work in small teams to recreate a map, picture, diagram, photograph, advertisement, poem, sheet of music or other item that has some obvious physical structure. Each team sends one member at a time to look at the image for 10 seconds. They return to their group and start to reproduce the original. After a short period of time, the next representative from the group looks at the map for 10 seconds. After each turn, groups reflect and plan the next visit. After a few turns each, pupils are asked to compare their versions with the original.

Living graphs and fortune lines

Living graphs and fortune lines are strategies that relate to graphical representation. Both strategies require pupils to consider how one variable relates to another, such as the heart rate of a football player over the period of a match or the mood of Hamlet during different episodes of the play.

In 'living graphs' a line graph is presented, together with a set of related statements. Pupils have to position the statements on the graph and give reasons to justify their decisions. In 'fortune lines' pupils are asked to suggest a scale and then to plot the fortunes or emotions of one or more individuals over a sequence of episodes in time, and then to justify their decisions.

Mysteries

In a mystery pupils are presented with between 15 and 20 items of data on slips of paper about a situation where there is a single open question or problem for them to resolve. The statements can be general or background information, specific details and sometimes 'red herrings' or irrelevant information, but always there is an element of uncertainty or ambiguity. Pupils work in groups to read and sort the statements, link information on different cards and come up with a solution to the mystery question. Later they are asked to explain their answer.

Reading images

This very basic but powerful technique involves providing pupils with a photograph or other visual image (reproduced with a white border) as a source of information and asking them to annotate or label it. They are asked to make links to what they already know, whether from previous work or general knowledge, and should suggest a title or overall heading for the image. There are variations around this basic approach. As with other thinking strategies, it is important for pupils to be able to explain their thinking to others.

Relational diagrams

Relational diagrams provide a clear and accurate medium through which pupils can communicate their thinking. They illustrate the meaning that pupils give to terms that stand for classes of objects or concepts. Pupils are able to use overlapping, separate or subsumed shapes to show whether all, some or none of the terms of a particular class belong to another class. The visual simplicity of relational diagrams makes the explanation of the relationships easy to understand and more likely to be remembered.

Summarising

We use summarising naturally, for example when recounting an event. But effective summarising, selecting salient points and presenting them in a concise and ordered manner, is a skill that needs to be developed. Pupils who tend to give narrative accounts when they summarise need to make the step to sifting out themes and main messages. The basic idea is for pupils to find the main threads in the information and make connections between these threads. Summarising usually involves:

- making inferences to fill in things that are not stated;
- *synthesising information to give the main gist.*

There are many other strategies that teachers might find useful when promoting social and emotional skills in subjects and within discrete learning opportunities that are summarised below.

To help learners acquire new knowledge and increase understanding

- Teacher/pupil questioning/ talk/presentation
- Observation
- Structured reading
- DVD/video/ICT
- Case studies/live examples
- Quizzes
- Class/group reflection – opportunities to:
 - enquire and question
 - visualize situations
 - form analogies
 - sort/classify/prioritise
 - distil learning and apply
 - problem solve/find solutions/re-frame

To help learners examine and develop their beliefs, attitudes, feelings and values

- Discussion – pairs, groups, class
- Collaborative group work (see reading 5.4.2. These readings can be found in the *Further readings booklet*)
- Circle time (see reading 5.4.4)
- Community of enquiry (see reading 5.4.3)
- Games and simulations – with reflection
- Writing
- Story
- Self-reflection/reflective diaries
- Class/group reflection with opportunities to:
 - share reflections
 - mediate/negotiate
 - problem solve/find solutions/re-frame

To help people learn routines, habits, behaviours and skills

identify the skill

- Case studies
- Using the teacher or another pupil example to model the skill

practise the skill

- Real life activity e.g. problem solving, discussion (pairs, groups, circle time), conflict resolution, field work
- Simulation – role-play, hot seating, forum theatre, freeze frame
- Games

sustain improvement

- Coaching
- Feedback
- Mentoring
- Peer review
- Video playback

Reflect/consolidate/internalise the skill

- Pupil talk – individually/pairs/groups
- Writing e.g. reflective diary
- Video playback
- Class/group reflection – opportunities to:
 - share reflections
 - give feedback
 - distil learning and apply
 - set goals and review progress

Activity 2 Resource B: Additional reading

[Link to Activity 2 Resource B.](#)

Social and emotional skills and learning

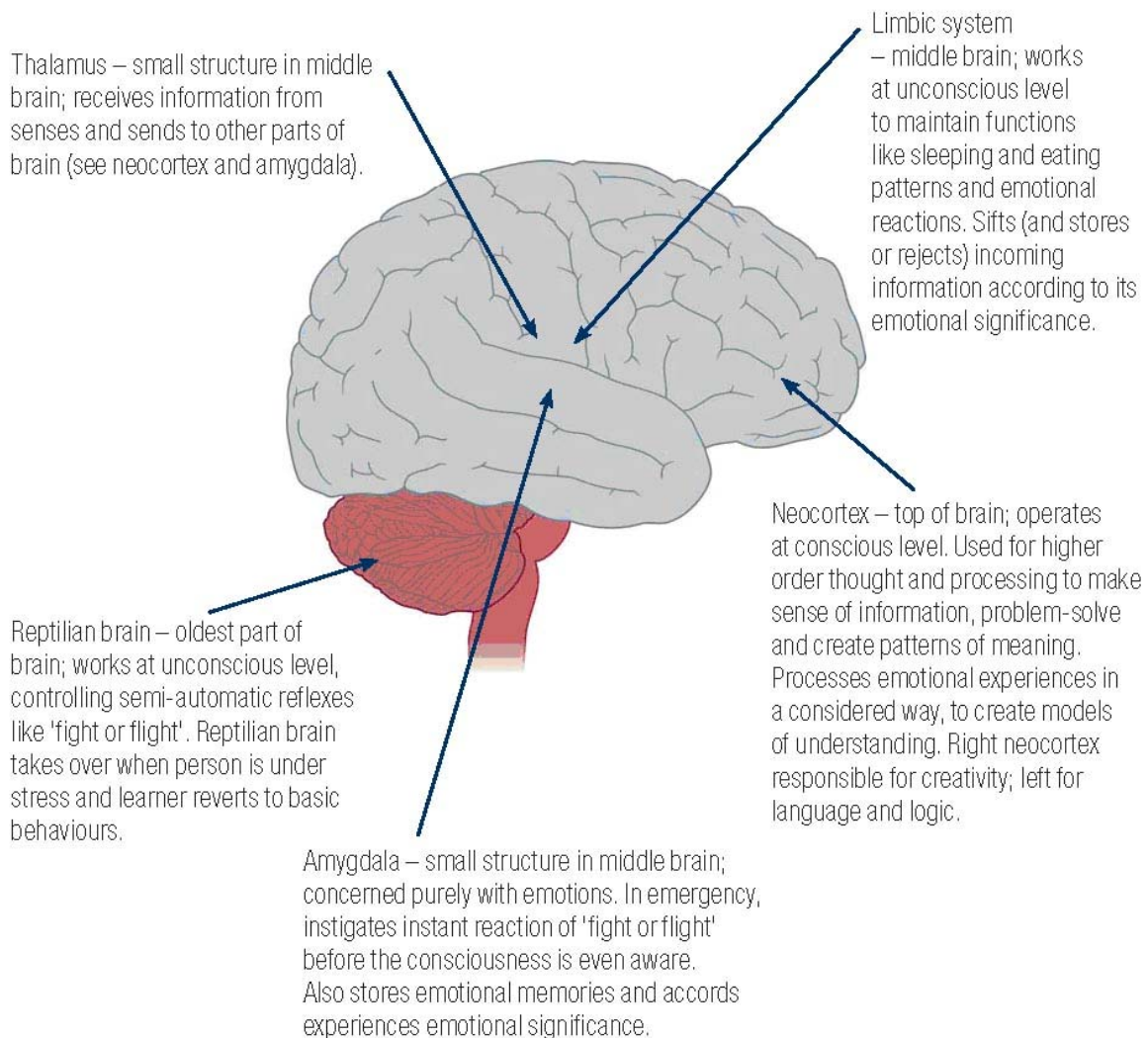
Social and emotional skills lie at the heart of the learning process, and have a pivotal role to play in supporting efforts to help all pupils learn more effectively. This may be reassuring to parents, especially those of more able pupils, who may be concerned that time spent on social and emotional skills is detracting from academic learning.

Some schools have already begun to shift their focus from the content of learning to the process of learning. This shift involves the central skill of self-awareness – knowing how we learn, what our learning styles are, and the skills of self-reflection. Some schools are taking this even further using accelerated and dynamic learning, and whole brain and body learning – which involves helping learners use their whole brain and body to make new associations of ideas and finding new ways to look at problems and solutions. Work on accelerated learning has not always linked with work on social and emotional skills or given due recognition to the central role of emotion, but it will not be fully effective until it does, for reasons outlined below.

The brain can be considered as being divided into three main parts (MacLean, 1990) which have different functions in the thinking and learning process. New developments in neuroscience are showing that emotion is fundamentally linked with how each of these three parts processes information, and bringing about a new recognition of the central role emotion plays in the process of learning.

When the more basic and primitive parts of the brain are engaged with processing a powerful emotion the other parts that engage in reflection and higher order thinking shut down. Even half an hour of stress can affect the functioning of the brain for up to two weeks. So the old fashioned punitive idea that stress and pressure can help learning is erroneous – strong emotions (such as sadness, stress and anger) block learning and the ability to think clearly. It is clear that attempting to frighten or humiliate learners to help them learn is counterproductive. People learn best when they are interested, receptive and relaxed, but certainly not when they are stressed.

We now know that the middle part of the brain, the limbic system, is the gatekeeper through which information has to pass before it gets to the higher parts of the brain to be processed. This part only lets in information that is associated with strong emotions, and ideally pleasurable ones. The neuroscientist Antonio Damasio has shown that this means that learning needs to have emotional content and emotional connotations, or it will be ignored or rejected as valueless. The common sense belief in the importance of intuition, hunches and just believing something is right turns out to have a great deal of validity – we have to *feel* that something is true and important before we let it in to our minds, believe it, and certainly before we are likely to act on it (Damasio, 1994, 2000). For learners to respond to an experience, to remember it, and to change as a result, their learning needs to be made personally compelling, emotionally deeply felt and vividly real.



Recent research on the workings of the cerebral cortex – the part of the brain that is concerned with higher order thinking, has shown that emotional responses are an integral part of the highest order of thinking, and can be every bit as complex, thoughtful, and reflective as any other cognitive process. People have the ability to do far more than respond blindly to feelings, they can think about them, organise them, modulate them, moderate them, and shape them through reflection and learning (LeDoux, 1998). Emotions are in fact central to rationality – people need them to think clearly, prioritise and plan (Mayer and Salovey, 1997). The value that emotion attaches to outcomes is necessary in helping people decide between them, otherwise all decisions can seem equally valid and ultimately meaningless (Damasio, 1994).

These findings have important implications for schools, namely that any attempt to improve learning will need to recognise the central role of emotion, view learners as whole people – with feelings, relationships, and social lives as well as intellectual capacities – and link work on improving learning skills with work on social and emotional skills. These skills are at the heart of new directions in helping people learn to meet the challenges of the twenty-first century.

References

Jensen, E. (1995) *The Learning Brain* The Brain Store: San Diego, California.

Damasio, A. (1994) *Descartes' Error: Emotion, Reason and the Human Brain*. Grosset/ Putnam: New York.

Damasio. A. (2000) *The Feeling of What Happens*. Vintage: London.

MacLean, P. (1990) *The Triune Brain in Education*. Plenum: New York.

LeDoux, J. (1998) *The Emotional Brain*. Phoenix: London.

Activity 3

Focusing on SEAL learning outcomes

(50 minutes)

Step 3 – Development of learning opportunities

Purpose

This activity is step 3 of the four-step process. In this step the participants explore the skills and understanding behind the learning outcomes and then produce learning opportunities to develop the social and emotional skills that meet the learning outcomes.

Resources

- Resource A: Theme overviews, Social and Emotional Aspects of Learning (SEAL) Curriculum resource introductory booklet, Appendix (pages for the appropriate year group)
- Resource B: Deepening understanding
- Resource C: Developing learning opportunities
- Resource D: Criteria for opportunities
- Resource E: Example learning opportunities

These resources can also be found on the Secondary SEAL website, [Curriculum resource, Introductory booklet](#).

Suggestions

Explain that the purpose of the activity is to work collaboratively, to develop learning opportunities that can be included in lessons and other contexts. This process is designed to be useful, not only in terms of planning but also to help adults develop an enhanced understanding of the social and emotional skills they are trying to develop.

Task 1: Focusing in on learning outcomes

By using the theme overviews contained within the Appendix pages of the Curriculum resource, Introductory booklet (Resource A), participants identify one or more learning outcomes that they intend to promote through their context.

They should discuss with a partner: *'How would you determine if the pupils have met the learning outcome?'* They should aim to form a consensus. Ideas might include activities, conversations, and questions. They should record their conclusions on Resource B.

Task 2: Skimming and sharing

Participants should jot down as many ideas as they can about how they might promote the identified learning outcome in their subject (or other opportunity for learning social and emotional skills).

In pairs, they should take turns to describe their different ideas. The listener should offer comments and add any additional ideas of their own.

Task 3: Developing the learning opportunities

Participants should work individually, using the writing template (Resource C or their school's own format) to write a learning opportunity for use in their subjects explicitly to promote the SEAL learning outcomes they have identified. They should always start with the chosen learning outcomes and complete the rest of the sections of the planning sheet in whatever order they think most appropriate.

Task 4: Reviewing and improving

The participants should work in pairs to review each other's learning opportunity, using Resource D: *Criteria for opportunities*. Participants should make any improvements they think are necessary in the light of the discussions.

Participants may find it useful to explore some of the exemplar learning opportunities contained within the Secondary SEAL materials, referring to Resource E.

Plenary

Towards the end of this activity, draw the participants together.

Explain that they should now have plans for a piece of work that they have developed, which they could take forward with the children with whom they work.

- Encourage some reflection about the process and how it could be enhanced and modified for them or for their school or setting.
- Discuss with the participants that they have only completed three steps of the four-step process and that the final step is the delivery of the learning opportunity and the review of that delivery. This is included within this session but participants should be encouraged to explore how this would help with their own professional development and the further refinement and development of learning opportunities.

Should the participants wish to continue the process they could then deliver the learning opportunity and review it as a work-based activity.

Guidance on how this work-based activity may be structured follows.

Activity 3 Resource A

Curriculum resource, Introductory booklet Appendix

(Use the pages for the appropriate year group.)

This resource is made up from a number of pages from the Secondary SEAL resource.

Secondary SEAL resource.

You will see that these 'theme overviews' are divided up into different tables depending on the theme and the year group.

Participants will need to:

- identify the theme that they wish to cover
- choose the year group with which they are going to work
- identify, from the table, the potential learning outcomes with which they can work.

Alternatively, participants may wish to continue with the motivation theme covered so far in this session, in which case they should go to page 121 in the Curriculum resource introductory booklet where they will find the table for Theme 2 Keep on learning Year 8; the learning outcomes can be extracted from here.

Activity 3 Resource B

[Link to Activity 3 Resource B.](#)

Deepening understanding

Learning outcomes	How will I know that pupils have achieved the outcomes? What will I see and/or do?
1.	
2.	
3.	
4.	

Activity 3 Resource C

[Link to Activity 3 Resource C.](#)

Developing learning opportunities

Theme:
SEAL learning outcomes to be covered:
Subject context including subject objectives:
Resources:
Introduction/background/starter:
Activity:
Plenary:
Review and reflections following use with pupils (include how you might adopt the learning opportunity if necessary):
Progression opportunities:

Activity 3 Resource D

[Link to Activity 3 Resource D.](#)

Criteria for opportunities

Criteria for a learning opportunity	Present
One or two SEAL learning outcomes identified.	
Clear identification of the subject context within the National Curriculum, including subject objective(s) when appropriate.	
Clarity of how SEAL learning is integrated with subject learning.	
Explicit ideas to develop social and emotional skills/SEAL learning outcomes.	
Identification of the keywords for SEAL.	
Detailed description of learning and teaching approaches to be used with description of experiential activities for pupils.	
Specific ideas for plenaries – that help pupils to consolidate and apply SEAL learning alongside subject learning.	
Identification of resources needed.	
Identification of possible teaching challenges and how these might be overcome.	
Ideas to ensure the needs of all pupils are met including those with additional needs.	

Activity 3 Resource E

Curriculum resource, Introductory booklet, Example learning opportunities

[Link to Curriculum resource, Introductory booklet.](#) See page 35 if you wish to continue with the theme of motivation for learning.

Recommended Work-based activity

This recommended work-based activity builds directly on the activities completed in the session. It is included in addition to the usual set of six work-based activities, *any one of which can be completed instead of the recommended activity*, as an example of step 4: Reviewing and reflecting.

Step 4: Reviewing and reflecting

Participants should try out the learning opportunities they have planned and review their effectiveness against the questions on Activity 3 Resource E.

The process of learning about opportunity development is an on-going one of adaptation, modification and improvement. It is an element of the whole-school approach to SEAL. It will feed into and be enhanced by the school's curriculum development process, monitoring and evaluation approach to SEAL and the work that is on-going to enhance learning and teaching. It is anticipated that the improvement in the learning and teaching of social and emotional skills within the curriculum will include:

- observation
- mentoring
- scaffolding
- coaching
- enquiry and development with department and pastoral meetings
- pupil feedback
- Assessment for Learning.

Reporting

Complete Recommended work-based activity Resource A: *Reviewing and reflecting* to review the learning opportunities developed and their application in the workplace. This should support the completion of your reflective log.

Recommended work-based activity Resource A

[Link to recommended work-based activity Resource A.](#)

Reviewing and reflecting

After the delivery of a SEAL learning opportunity it may be useful to consider the following.

Question	Reflections – learning	Actions and applying learning
What did the pupils learn? What evidence do I have? Will they be able to apply their learning in different contexts? What evidence do I have?		
Which parts of the lesson went well? How did my teaching influence the fact that these areas went well?		
Could I have used a different learning and teaching approach in order to improve the learning? Are there barriers to me doing this? How will I overcome them?		
How might I change this learning opportunity to make it more effective?		
How was the teaching of my subject area enhanced by including the SEAL learning?		
What social and emotional skills did I employ and how did I model them?		
Do I need to find out more about any aspect of SEAL learning?		

Signposts to National Strategy Behaviour and Attendance Core Day materials and the Behaviour and Attendance Toolkit

If you have a particular interest in this topic and would like to explore further reading or opportunities for work-based activities, you may find the [link to National Strategy Behaviour and Attendance Core Day materials](#) and the Behaviour and Attendance Toolkit helpful.

NS Behaviour and Attendance study and training materials – key points

There are a range of activities available within the primary and secondary SEAL materials to support work based activities at all levels. This includes whole school activity, opportunities for staff development and activities for working with individual and groups of you people. These materials can be accessed on the websites below

www.standards.dcsf.gov.uk/nationalstrategies/inclusion/behaviourattendanceandseal

NS Behaviour and Attendance study and training materials – support for work-based activities

More substantial coverage of the teaching of social and emotional skills can be found in the following sections.

Core Day 4, Session 4: Leading an emotionally healthy school

This session covers ways in which school leaders can, with a particular approach, encourage whole-school engagement.

Core Day 1, Session 1: Reviewing a behaviour and attendance policy

The Core Day 1 materials establish the underpinning values upon which all policy and practice should be founded. Session 1 will provide useful ideas and activities for participants undertaking work-based activities.

All primary and secondary SEAL materials can be found on:

<http://www.standards.dcsf.gov.uk/nationalstrategies/inclusion/behaviourattendanceandseal/primaryseal>

and

www.standards.dcsf.gov.uk/nationalstrategies/secondary/behaviourattendanceandseal

Work-based activities

The following activities are examples of work-based activities you could undertake if you don't choose to complete the recommended work-based activity above. You may choose to use existing work to consolidate impact, or extend activities you are already being asked to do. You may undertake your own activity if it is relevant to the topics and your context.

Work-based activity 1

The assessment of social and emotional aspects of learning and emotional health and well-being

Purpose

- To enable group members to carry out the processes of using and evaluating an assessment tool in the area of social and emotional aspects of learning or emotional health and well-being

Audience

Any group member

Use of expert

You do not need to involve an expert, although personnel within the local authority who manage the national healthy schools standard (NHSS) could support you in choosing and administering an audit tool.

Links to the learning process

Practical application
Feedback and reflection
Embedding the experience

Links to other study topics

Your completed portfolio will need to meet the portfolio evaluation criteria that are introduced in Study Day 2. To help in presenting your evidence make sure that, when planning, completing and writing up your work-based activity, you refer to any other relevant NPSLBA topics you have studied. For example, even if your cluster group didn't choose to work through a particular topic, you may have read the materials associated with that topic yourself. You can use the theory in those materials to inform your practice when undertaking a work-based activity and record your reflections as you go along.

Suggestions

The collation and analysis of the results of the assessment offer opportunities to reflect on the outcomes, the process and the task of feeding back to staff. This enables you to draw out key learning and to share the frameworks with colleagues in an accessible and meaningful way.

Before you begin this activity you should meet with senior colleagues to agree protocols.

Consider the need for assessment in the area of social and emotional aspects of learning, emotional health and well-being within your organisation. List a range of outcomes that you would value from assessment and what purposes they would serve.

Investigate a range of assessment tools according to the needs of your organisation and your own interest at the level of one of the following:

- the individual child or young person
- the whole organisation
- the adult.

Ensure that the tool will support the outcomes that you are hoping to achieve.

Having chosen your tool, carry out the assessment and record and analyse the outcomes.

Construct a report detailing:

- a rationale for the need for assessment, including the range of outcomes required in relation to the skills and sub-skills that underpin the concept of social and emotional aspects of learning;
- how the activity relates to other aspects of your role as leader of social and emotional aspects of learning;
- an account of the tools explored and reasons for choosing the tool used;
- a summary of the information yielded from the assessment process;
- an account of how the information will be used to inform the management of systems and practices to improve outcomes and how you would work with other staff to enhance their ability to make use of the information to promote good practice;
- how the information could be kept relevant and up to date;
- how the assessment process could be improved (what you have learned from the process).

The information should be fed back to staff, emphasising the importance of environmental factors in fostering social and emotional aspects of learning (particularly relevant if adult skills or the whole-setting level of assessment have been chosen as the focus).

The staff session should lead to a sharing of ideas of how you can support staff in improving practice, based on the findings of the assessment you carried out.

At the end of this work-based activity you should meet with senior colleagues to discuss any impact this has had within your workplace. You should record the key points from this conversation.

Outcomes

This activity offers opportunities for you to put into practice the following aspects of leadership:

- considering leadership styles and understanding the qualities and skills required for effective leadership of behaviour and attendance in a range of roles and contexts;
- reflecting on own leadership styles, skills, behaviours and values;

- reflecting on how the learning process is affected by group and peer learning;
- evaluating and providing evidence for the outcomes of work-based activities;
- developing a theoretical understanding and knowledge of leadership in behaviour and attendance and how it influences practice;
- reflecting on how the application of the ideas explored in this programme can act as a driver for change.

Reporting

Make a summary of the outcomes of the assessment and the report produced (in particular what you have learned from the process) to share with other group members. The report and your notes and supporting materials for the staff feedback session can be used for accreditation, using the learning outcomes listed below as a guide.

Useful reading

- A useful self-review tool for primary settings that includes a section on 'whole-setting ethos' (Key Area 2) is easily accessible and could be adapted for other settings. The reference is: *Behaviour and Attendance: an initial review for primary schools*, DfES Primary National Strategy 0758-2003 (see references).
- If you are interested in auditing the whole organisation, the electronic version of the primary behaviour and attendance in-depth audit for Key Stage 1 and Key Stage 2 offers primary settings an audit that focuses on 'emotional health and well-being' (EHWB). It includes surveys for children, young people, parents and adults and can be customised by settings. The information is analysed electronically and a range of outputs in graphical form aids interpretation. The audit could be customised for use in other settings.
- There is an example of a useful checklist for individual child or young persons in K. Weare, *Developing the Emotionally Literate School*, 2004, Paul Chapman Publishing. This book contains a lot of interesting and accessible information about the issue of assessing social, emotional and behaviour skills (SEBS).
- National Foundation for Educational Research (NFER) have produced a tool for assessing the SEBS of primary and secondary pupils. It also suggests many ideas for improving the environment to promote SEBS and strategies for helping to develop key SEBS in pupils of different ages. The book is by Adrian Faupel, 2003.
- The National Healthy School Standard supports schools and settings with auditing their environment. Promoting emotional health and well-being through the National Healthy School Standard, 2004, DH and DfES www.wiredforhealth.gov.uk.
- Both Antidote and the School of Emotional Literacy have a range of assessment tools, the latter including self-assessment for adults. Contact the organisations directly to find out more about them (see references).
- Behaviour and Attendance Training Materials: Core Day 4 – Developing emotional health and well-being – a whole-school approach to improving behaviour and attendance

Work-based activity 2

An exploration of current practice

Purposes

- To carry out a comprehensive review of what is happening for all groups of children within and outside the organisation in terms of developing their social and emotional skills
- To produce a 'provision map' that indicates any gaps or areas of duplication within the organisation
- To produce an action plan that aims to streamline and coordinate a continuum of provision that ensures that all groups of children (waves 1, 2 and 3) have access to a range of appropriate opportunities

Audience

Any group member

Use of expert

None is required.

Links to the learning process

Practical application
Feedback and reflection
Embedding the experience

Links to other study topics

Your completed portfolio will need to meet the portfolio evaluation criteria that are introduced in Study Day 2. To help in presenting your evidence, make sure that, when planning, completing and writing up your work-based activity, you refer to any other relevant NPSLBA topics you have studied. For example, even if your cluster group didn't choose to work through a particular topic, you may have read the materials associated with that topic yourself. You can use the theory in those materials to inform your practice when undertaking a work-based activity and record your reflections as you go along.

Suggestions

This activity will enable you to explore the different ways of categorising social, emotional and behavioural skills and the 'wave model' for conceptualising children's needs in this area and relate them to your own context for a practical purpose, embedding the knowledge in a practical, meaningful context. It will offer opportunities for individual and group reflection on current practice and how it can be improved.

Before you begin this activity you should meet with senior colleagues to agree protocols.

Use the wave model from the preliminary reading (or similar) as a starting point and aim to construct a comprehensive provision map of what support is available for children (from staff within the organisation or those linked to it). Ensure that there is a broad range of social and emotional skills covered in the mapping exercise.

Devise a process that ensures that you engage with a range of different stakeholders, including the recipients themselves. You will need to investigate what each agency or organisation linked

to the setting actually does, in relation to developing children's social and emotional development.

Consider the provision map with an appropriate group (which may be inter-agency) and identify any areas of duplication, gaps or groups of children who may not be provided for at an appropriate level. Evaluate the provision listed in terms of:

- what key knowledge, skills and understanding children will develop through these activities
- how effective these interventions are in achieving such development
- how suitable the methods we use in developing children's social and emotional skills are
- how progress is measured
- how children are involved in the process of measuring progress
- what we do really well
- where the gaps are
- what we could do differently.

Use this information as the basis for an action plan that aims to streamline and coordinate a continuum of provision to ensure that all groups of children have access to a range of appropriate opportunities.

Share the map, and the framework underlying it, with colleagues.

Put in place a system for ensuring that the provision map is regularly reviewed and updated and that it is disseminated to all for whom it might be useful.

At the end of this work-based activity you should meet with senior colleagues to discuss any impact this has had within your workplace. You should record the key points from this conversation.

Outcomes

This activity offers opportunities for you to put into practice the following aspects of leadership:

- considering leadership styles and understanding the qualities and skills required for effective leadership of behaviour and attendance in a range of roles and contexts;
- reflecting on how the learning process is affected by group and peer learning;
- evaluating and providing evidence for the outcomes of work-based activities;
- developing theoretical understanding and knowledge of leadership in behaviour and attendance and how it influences practice;
- reflecting on how the application of the ideas explored in this programme can act as a force for change.

Reporting

You could display outcomes, using presentation slides or other form of presentation and sharing key learning points.

You should write up notes on the various stages of the process and what you learned from it - including reflection on how providing information contributes to the role of leader in the teaching of social, emotional and behavioural skills, and on your own leadership skills in this area.

For accreditation purposes, you should use the learning outcomes as a basis for what to include as evidence. The account should include what you, as a leader, have learnt from the process. Alternatively, you could show evidence of some of the learning outcomes by videoing the staff feedback session.

Work-based activity 3

Researching resources

Purposes

- To evaluate a range of resources offering a SEAL curriculum or similar
- To ensure that, in choosing a resource for the organisation, the decision is based on an analysis of effective practice

Audience

All group members

Use of expert

None is required.

Links to the learning process

Practical application
Feedback and reflection
Embedding the experience

Links to other study topics

Your completed portfolio will need to meet the portfolio evaluation criteria that are introduced in Study Day 2. To help in presenting your evidence, make sure that, when planning, completing and writing up your work-based activity, you refer to any other relevant NPSLBA topics you have studied. For example, even if your cluster group didn't choose to work through a particular topic, you may have read the materials associated with that topic yourself. You can use the theory in those materials to inform your practice when undertaking a work-based activity and record your reflections as you go along.

Suggestions

This activity offers the opportunity to reflect upon, apply and embed the learning through using it in comparing a range of resources, and through sharing it with other staff.

Before you begin this activity you should meet with senior colleagues to agree protocols.

Analyse the needs of the organisation in terms of a SEAL programme or curriculum.

List the practical issues involved (price, content, organisation of materials, time available, curriculum planning required) by talking to staff who will be using a taught curriculum or be affected by its introduction.

Use this information to explore what makes a programme effective, as a basis for producing an evaluation pro-forma for the different options available. This should include a consideration of how well different learning and teaching styles are used, how skills will be generalised and the range of social and emotional skills covered.

Using the comprehensive appendix of resources in the National Healthy Schools publication *Promoting emotional health and well-being* (see references) and, if possible, the analysis of

programmes in K. Weare's *Developing the emotionally literate school*¹ research a range of programmes that might be suitable.

Produce evidence comparing the various options and, if possible, producing a recommendation for your organisation.

Try to find at least one other similar organisation that is using the resource or resources and arrange a visit to discuss the issues informally.

Share the information with staff, explaining the key benefits of a setting-wide programme for developing children's social and emotional skills, within the context of the setting. Describe how the programme covers the five domains and how the teaching and learning styles used reflect current knowledge about the development of these skills. You could use this session to explain the importance of having whole-setting policies and practices that support a whole-organisational approach to developing social and emotional skills, and how this can support and contribute to the promotion of equality of opportunity and race, of diversity and of practice that addresses the reduction of violence within the setting.

Note: It would be anticipated that an action plan for implementing, embedding and evaluating the impact of the chosen resource would follow on from this activity. A range of information in this process, that does not form part of the work-based activity, is available to support settings. Local authorities with experience of implementing the primary and secondary behaviour and attendance strategies are one source of support; the standards website (see references) is another. The SAGE publications *Developing emotionally literate staff* (Morris and Casey 2005) and *Developing an emotionally literate school*² also provide practical information and strategies for implementing and embedding a social, emotional and behavioural skills development programme.

At the end of the work-based activity you should meet with senior colleagues to discuss any impact this has had within your workplace. You should record the key points from this conversation.

Outcomes

This activity offers opportunities for you to put into practice the following aspects of leadership:

- considering leadership styles and understanding the qualities and skills required for effective leadership of behaviour and attendance in a range of roles and contexts;
- reflecting on own leadership styles, skills, behaviours and values;
- reflecting on how the learning process is affected by group and peer learning;
- evaluating and providing evidence for the outcomes of work-based activities;

¹ Weare, K. 2004 *Developing the Emotionally Literate School*, Paul Chapman Publishing (SAGE)

² Morris, E & Casey, *Developing Emotionally Literate Staff: A Practical Guide* (2005) Paul Chapman Educational Publishing

- developing theoretical understanding and knowledge of leadership in behaviour and attendance and how it influences practice;
- reflecting on how the application of the ideas explored in this programme can act as a driver for change.

Reporting

The report produced can be summarised for sharing information, and for the purposes of accreditation. Other evidence for accreditation could include an account of the staff feedback session (or video evidence) and any action plan produced as a result of the activity. You could provide an account of how the activity contributes to your overall role as leader of the teaching of social and emotional skills and how the outcomes of the activity will inform organisational policy and practice.

Useful reading

Weare, K. (2004) *Developing the Emotionally Literate School* (see references); Paul Chapman Publishing

The DfES PNS *Social and emotional aspects of learning* (SEAL) Curriculum materials (see references)

Promoting emotional health and well-being through the National Healthy School Standard, DH and DfES, 2004 www.wiredforhealth.gov.uk

Materials for the taught curriculum have been produced in collaboration with schools, by Hilary Waite and Peter Galvin at Education Leeds as part of the work of the LSU strand of EIC. Contact Hilary.Waite@educationleeds.co.uk or Peter.Galvin@educationleeds.co.uk

Materials have also been developed by the Zacchaeus Centre in Birmingham. Contact john_manion@birmingham.gov.uk

Work-based activity 4

Supporting the development of social and emotional aspects of learning through teaching

Purpose

- To investigate and develop teaching styles that are supportive towards children in developing social and emotional skills, throughout the setting

Audience

Group members with a teaching role

Use of expert

None is required.

Links to the learning process

Practical application
Feedback and reflection
Embedding the experience

Links to other study topics

Your completed portfolio will need to meet the portfolio evaluation criteria that are introduced in Study Day 2. To help in presenting your evidence, make sure that, when planning, completing and writing up your work-based activity, you refer to any other relevant NPSLBA topics you have studied. For example, even if your cluster group didn't choose to work through a particular topic, you may have read the materials associated with that topic yourself. You can use the theory in those materials to inform your practice when undertaking a work-based activity and record your reflections as you go along.

Suggestions

This activity enables you to apply your knowledge about the sort of teaching and learning styles that are particularly helpful for the development of social and emotional aspects of learning, and to embed the experience by using it in your practice on a regular basis. The opportunity to deliver a staff development opportunity in this area will offer a chance for reflection; the sharing of expertise with other staff will provide feedback.

Before you begin this activity you should meet with senior colleagues to agree protocols.

Investigate appropriate teaching styles and learning activities for developing children's social and emotional skills and engaging all learners (through meeting their learning style needs). This could take the form of:

- reading
- researching key texts
- visiting leading practitioners in this area.

Develop your own skills in this area and set up an opportunity to share practice within your setting, through team-teaching, demonstration lessons or a training session.

Seek and analyse feedback both on staff responses to the effectiveness of the development opportunity chosen, and, at a later stage, on whether it has continued to affect their practice. Evaluation should include the effectiveness of the practice in developing children's social, emotional and behavioural skills (and any impact on behaviour and attendance that result). Include questions about the effectiveness of your leadership in this area and any issues that arise for staff for personal reflection and development. Record your reflections as part of a leadership profile.

If staff responses are positive, devise a system to embed the practice of supporting staff in developing their skills (in consultation with practitioners and senior managers). This might take the form of a regular staff session in which staff can try out new ideas or share practice on what works. They might benefit from regularised opportunities to team-teach or to observe each other teaching a session. Build in opportunities to monitor and evaluate the system.

Ensure that all staff (including new staff) are aware of the principles and systems that you put in place, and that you have communicated these clearly and transparently, facilitating a staff development session and/or documentation.

At the end of this work-based activity you should meet with senior colleagues to discuss any impact this has had within your workplace. You should record the key points from this conversation.

Outcomes

This activity offers opportunities for you to put into practice the following aspects of leadership:

- considering leadership styles and understanding the qualities and skills required for effective leadership of behaviour and attendance in a range of roles and contexts;
- reflecting on own leadership styles, skills, behaviours and values;
- reflecting on how the learning process is affected by group and peer learning;
- evaluating and providing evidence for the outcomes of work-based activities;
- developing theoretical understanding and knowledge of leadership in behaviour and attendance and how it influences practice;
- reflecting on how the application of the ideas explored in this programme can act as a force for change.

Reporting

Refer to and use the learning outcomes listed above. You could supply video evidence of a team-teaching, demonstration or staff training session.

Useful reading

NPSLBA study session materials: *Applying learning theories to behaviour and attendance teaching programmes*

Antidote publishes a very useful appendix of specialist distributors of books and resources relating to emotional literacy in *The Emotional Literacy Handbook – Promoting Whole-School Strategies* (see references).

The DfES secondary strategy professional development materials: *Pedagogy and practice*,
Unit 11: Active engagement techniques
Unit 19: Learning styles
Unit 18 Improving the learning climate
are also relevant to this activity (see references)

Other relevant DfES materials include the Primary National Strategy professional development materials
Effective lessons and behaviour for learning

Developing children's social, emotional and behaviour skills (see references)

Excellence and enjoyment, social and emotional aspects of learning: Improving behaviour, improving learning: guidance (see references)

Work-based activity 5

Developing consistency in adult approaches

Purpose

- To improve consistency of adult behaviour and responses in the setting

Audience

Any group member

Resources

A problem-solving and a conflict-resolution model appropriate for primary-aged children can be found in the DfES Primary National Strategy (PNS) SEAL Curriculum resource, which could be used as a basis for developing consistent practice across a primary setting.

NPSLBA study session materials: *Leading staff development in social, emotional and behavioural skills*

Use of expert

None is required.

Links to the learning process

Practical application
Feedback and reflection
Embedding the experience

Links to other study topics

Your completed portfolio will need to meet the portfolio evaluation criteria that are introduced in Study Day 2. To help in presenting your evidence, make sure that, when planning, completing and writing up your work-based activity, you refer to any other relevant NPSLBA topics you have studied. For example, even if your cluster group didn't choose to work through a particular topic, you may have read the materials associated with that topic yourself. You can use the theory in those materials to inform your practice when undertaking a work-based activity and record your reflections as you go along.

Suggestions

This activity focuses on emotionally literate leadership. The embedding and development of leadership skills in practice requires you to try different ways of translating principles into practice, which this activity allows you to do. It produces feedback from those you are leading, and opportunities for personal reflection and learning from the process.

Before you begin this activity you should meet with senior colleagues to agree protocols.

The aim of this activity is to put into practice and evaluate the principles of emotionally literate leadership through involving all staff in improving consistency in adult expectations, behaviour and responses.

Decide first, in consultation with colleagues, on an aspect of practice that is likely to be noticeably improved by a small intervention of this type – people are encouraged to do more when they see early success. One such aspect might be ways of greeting children, making them

feel welcomed and valued, or of responding when they fall out with each other or become challenging. In these consultations, explore the role that our beliefs and practices have in determining our responses and behaviour. Emphasise the importance of having shared beliefs and practices in relation to achieving consistency.

Observe and record how different adults deal with your chosen issue, for a specified length of time. Make sure that staff understand the purpose and nature of the observation and are comfortable with being observed.

Share your observations with staff and work out a plan with them to change this aspect of the environment, drawing on your observations from discussions. Ensure that the process of drawing up the plan takes into account what you know about emotionally literate leadership. It is likely, for example, that your plan will enable stakeholders to explore the issue, offer their own opinions and strategies and feel involved and listened to. The agreed actions need to be clear to all, and the importance of consistency and joint responsibility for implementing it understood.

Encourage staff to consider ways in which the environment can support the embedding of the change in practice by, for example, displaying posters on the wall, giving praise and reward for putting the new way into practice. Ensure that you consider your success criteria – how will you know if your plan is working?

Approximately three to four weeks after the implementation of the agreed action plan, observe and record practice as before, taking note of any changes. When practice is established, ask for stakeholders' views on any effects it has had, in particular on behaviour and attendance.

Ask staff for feedback – either written or verbal – about the impact of the measures agreed. Ensure that they have sufficient opportunity to comment on the process and, in particular, on your leadership style and skills; for example, ask for views on what worked well for them and what could be done differently to make the process more effective.

Formalise any accepted new practices by ensuring that they are added to relevant policy documents.

For your own purposes, and as evidence for accreditation, it would be helpful to consider and record the process you used, how it translated the principles of emotionally literate leadership into practice, and the key learning points for your own professional development.

At the end of this work-based activity you should meet with senior colleagues to discuss any impact this has had within your workplace. You should record the key points from this conversation.

Outcomes

This activity offers opportunities for you to put into practice the following aspects of leadership:

- considering leadership styles and understanding the qualities and skills required for effective leadership of behaviour and attendance in a range of roles and contexts;
- reflecting on own leadership styles, skills, behaviours and values;
- reflecting on how the learning process is affected by group and peer learning;
- evaluating and providing evidence for the outcomes of work-based activities;

- developing theoretical understanding and knowledge of leadership in behaviour and attendance and how it influences practice;
- reflecting on how the application of the ideas explored in this programme can act as a force for change.

Reporting

Use the learning outcomes listed above. You could supply video evidence of 'before and after' observations or record feedback from staff (with permission) as an alternative to aspects of the written work.

Work-based activity 6

Reviewing and developing the role of leader in promoting social and emotional aspects of learning

Purposes

- To develop leadership practice in the promotion of social and emotional aspects of learning which embodies the principles of emotional literacy
- To review the role of the leader of social and emotional aspects of learning
- To develop a personal action plan for professional development based on individual reflection and feedback

Audience

Any member of the group

Use of expert

None is required.

Links to the learning process

Practical application
Feedback and reflection
Embedding the experience

Links to other study topics

Your completed portfolio will need to meet the portfolio evaluation criteria that are introduced in Study Day 2. To help in presenting your evidence, make sure that, when planning, completing and writing up your work-based activity, you refer to any other relevant NPSLBA topics you have studied. For example, even if your cluster group didn't choose to work through a particular topic, you may have read the materials associated with that topic yourself. You can use the theory in those materials to inform your practice when undertaking a work-based activity and record your reflections as you go along.

Suggestions

This activity enables you to take time to consider your role as leader in the area of social and emotional aspects of learning, and to apply learning about emotionally literate management to your own leadership style and qualities. It involves analysing and thinking about feedback from others, and forms part of the continuous plan–do–review cycle of continuous improvement and development.

Self-awareness and reflection are fundamental to all leadership activities, particularly those involved with developing the social and emotional skills of others.

Before you begin this activity you should meet with senior colleagues to agree protocols.

Revisit the key features of emotionally literate leadership. Develop your knowledge and understanding of this area by researching other sources of information (some suggestions are given in the resources section).

Construct a summary of the key aspects of emotionally literate leadership from the study materials and further reading.

List the different tasks with which you have been involved in your role as leader of the teaching of social and emotional skills. Next to each task, list the processes and leadership skills that you have used to fulfil the task.

Consider, for each task or aspect of your role, whether the processes you have used have conformed to the principles of emotionally literate leadership and, for each one, record what you think went well (and why) and what you would do differently in the light of new learning. Consider how your beliefs and values have affected both the nature of the tasks in which you have invested time and energy, and the processes that you have used. List the key beliefs and values that underpin your work and evaluate the consistency of what you believe and what you do. What have been the barriers and what factors have promoted success?

Following this individual reflection, devise a way of obtaining feedback from other team members or colleagues about how your leadership skills, and the processes you have used for some or all of the activities from your list, are perceived. This feedback might take the form of an (anonymous) questionnaire, a face-to-face discussion or a group feedback session. You might like to use the 'aspects of leadership' statements from these session materials as a guide to the sort of information to seek. Ensure colleagues have the opportunity to say what they found helpful and what they would change. You may like to research and use a '360 degree' approach.

Analyse the feedback you receive and compare it with your own perceptions. Use the information to devise a personal action plan, focusing on the leadership areas you would like to develop over an appropriate length of time, including success criteria and an evaluation strategy.

The action plan may identify your own and the organisational professional development needs, and additional activities or opportunities that you would like your role to include. If organisational policy is not conducive to the use of emotionally literate practice, meet with senior managers to discuss the outcomes of this activity, with a view to reviewing practices that block the use of an emotionally literate approach.

At the end of this work-based activity you should meet with senior colleagues to discuss any impact this has had within your workplace. You should record the key points from this conversation.

Outcomes

This activity offers opportunities for you to put into practice the following aspects of leadership:

- considering leadership styles and understanding the qualities and skills required for effective leadership of behaviour and attendance in a range of roles and contexts;
- reflecting on own leadership styles, skills, behaviours and values;
- reflecting on how the learning process is affected by group and peer learning;
- evaluating and providing evidence for the outcomes of work-based activities;
- developing theoretical understanding and knowledge of leadership in behaviour and attendance and how it influences practice;

- reflecting on how the application of the ideas explored in this programme can act as a driver for change.

Reporting

Use the learning outcomes listed above. You may choose not to share the personal learning with others but, if you do choose to do so, it will provide opportunities for you to explain to others how your beliefs and values impact on the nature and process of what you do within your role as leader of the teaching of social and emotional skills and support others in doing the same.

Useful reading

Promoting emotional health and well-being through the National Healthy School Standard, (2004) DH and DfES (see references)

P. Sharp, *Nurturing Emotional Literacy* (2003) (see references)

K. Weare, *Developing the Emotionally Literate School* (2004), Paul Chapman Publishing (see references)

Primary National Strategy – behaviour and attendance strand

Behaviour and attendance: an initial review for primary schools and in-depth audit

Booklet 1 Leadership and management (see references)

Secondary National Strategy – behaviour and attendance strand

Auditing behaviour and attendance in secondary and middle schools

Booklet 1 Leadership and management (see references)

The Emotional Literacy Handbook – Promoting Whole-School Strategies (2003), Antidote (see references)

National Healthy School Standard: Staff Health and Well-being (2003), DfES. This contains case-studies and some clear guidelines for use in schools. www.wiredforhealth.gov.uk

360 degree approach www.ncsl.org.uk

References

- A problem-solving and a conflict-resolution model appropriate for primary-aged children can be found in the DfES Primary National Strategy SEAL Curriculum resource, which could be used as a basis for developing consistent practice across a primary setting.
- NPSLBA study session materials: *Leading staff development in social, emotional and behavioural skills*
- A useful self-review tool for primary settings that includes a section on 'whole-setting ethos' (Key Area 2) is easily accessible and could be adapted for other settings. The reference is: *Behaviour and Attendance: an initial review for primary schools*, DfES Primary National Strategy 0758-2003.
- If you are interested in auditing the whole organisation, the electronic version of the primary behaviour and attendance in-depth audit for Key Stage 1 and Key Stage 2 offers primary settings an audit that focuses on 'emotional health and well-being' (EHWB). It includes surveys for children, young people, parents and adults and can be customised by settings. The information is analysed electronically and a range of outputs in graphical form aids interpretation. The audit could be customised for use in other settings.
- There is an example of a useful checklist for individual child or young persons in K. Weare, *Developing the Emotionally Literate School*, 2004, Paul Chapman Publishing. This book contains a lot of interesting and accessible information about the issue of assessing social, emotional and behaviour skills (SEBS).
- National Foundation for Educational Research (NFER) have produced a tool for assessing the SEBS of primary and secondary pupils. It also suggests many ideas for improving the environment to promote SEBS and strategies for helping to develop key SEBS in pupils of different ages. The book is by Adrian Faupel, 2003.
- The National Healthy School Standard supports schools and settings with auditing their environment. Promoting emotional health and well-being through the National Healthy School Standard, 2004, DH and DfES www.wiredforhealth.gov.uk.

Both Antidote and the School of Emotional Literacy have a range of assessment tools, the latter including self-assessment for adults, as well as a very useful appendix of specialist distributors of books and resources relating to emotional literacy in *The Emotional Literacy Handbook – Promoting Whole-School Strategies*. Contact the organisations directly to find out more about them.

- Behaviour and Attendance Training Materials: Core Day 4 – Developing emotional health and well-being – a whole-school approach to improving behaviour and attendance

The DfES *Social and emotional aspects of learning (SEAL) Curriculum materials*.

NPSLBA study session materials: *Applying learning theories to behaviour and attendance teaching programmes*

Sharp P. (2001) *Nurturing Emotional Literacy, A practical guide for teachers, parents and those in the caring professions*. London, UK: David Fulton Publishers Ltd