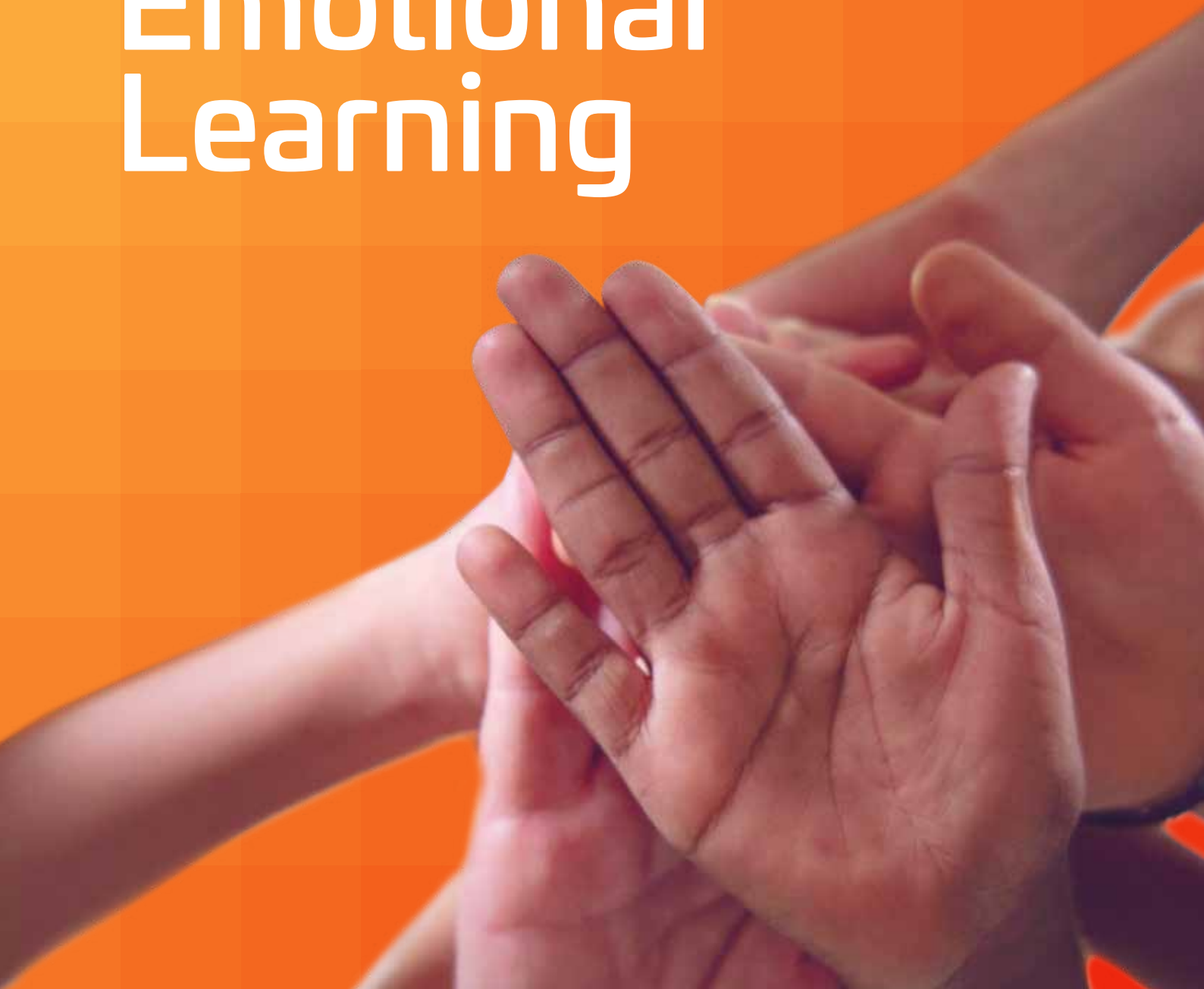


Implementation guide for schools



NORTHERN TERRITORY

Social and Emotional Learning



Acknowledgement of Country

The Northern Territory Department of Education respectfully acknowledges the Aboriginal people as the traditional owners of the land now known as the Northern Territory.

Aboriginal and Torres Strait Islander people are advised that this material may contain images or names of people who have since died.

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Introduction

Social and Emotional Learning (SEL) can help students learn the competencies and skills they need to build resilience and effectively manage their emotions, behaviours and relationships with others¹. SEL is most effective when it is evidence based and is taught by school staff in a way that is age appropriate and has sequenced progressions².

Northern Territory Social and Emotional Learning (NT SEL) refers to the combined use of:

- **Resilience, Rights and Respectful Relationships** learning materials produced by the Victorian Department of Education and Training. This is the core teaching resource.
- **NT SEL Supplementary Resources.** These are support resources that are used in conjunction with the Resilience, Rights and Respectful Relationships learning materials.

Together, the two resources support the social and emotional learning of senior years, middle years, primary years and early years students. Educators may differentiate and adapt the activities in the resources to suit the school and the learning needs of the students.

The resources provide all students with opportunities to identify and rehearse the skills involved in self-awareness, self-management, social awareness and social management, alongside skills in intercultural understanding. The resources embed a proactive approach to wellbeing, integrated with curriculum and behaviour strategies to support students to thrive in the Northern Territory's uniquely multicultural context. These skills help students to build connections with each other, their school and their communities.

Aboriginal and Torres Strait Islander education workers, assistant teachers and teachers are encouraged to work alongside classroom teachers to implement NT SEL.

The Resilience, Rights and Respectful Relationships learning materials can be downloaded at

<http://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=2JZX4R>

The NT SEL Implementation Guide and Supplementary Resources can be accessed at

<https://education.nt.gov.au/education/support-for-teachers>

¹ Department of Education and Training, Victoria (2018)

² Durlak et al. (2011)

Linking Resilience, Rights and Respectful Relationships learning materials and the NT SEL Supplementary Resources

Educators may follow the sequential lessons of the core resource, Resilience, Rights and Respectful Relationships learning materials, and adapt these resources as appropriate to extend student learning. The key topic areas of emotional literacy, personal strengths, positive coping, problem-solving, stress management, help-seeking, gender and identity, and positive gender relations.

The table below outlines how the two resources are used together.

Resilience, Rights and Respectful Relationships learning materials	NT SEL Supplementary Resources
Foundation Level 1–2	NT SEL Supplementary Resources, Early Years
Level 3–4 Level 5–6	NT SEL Supplementary Resources, Primary Years
Level 7–8 Level 9–10	NT SEL Supplementary Resources, Middle Years
Level 9–10 Level 11–12	NT SEL Supplementary Resources, Senior Years

NT SEL Supplementary Resources contain a guide that identifies where the activities can be taught alongside the Resilience, Rights and Respectful Relationships learning materials. These can be selected by educators to suit the social and emotional needs of their students. Links to further resources are in the back of this guide.

Schools are encouraged to further contextualise Resilience, Rights and Respectful Relationships and NT SEL to meet the needs of their respective students and communities.



Support when using NT SEL

The Department of Education Student Wellbeing and Inclusion is available to support schools in the implementation and contextualisation of NT SEL into the school's current approach to wellbeing through consultation and professional learning opportunities. The team can be contacted by email at wellbeing.doe@nt.gov.au

Australian Curriculum Links

General Capabilities

The Resilience, Rights and Respectful Relationships learning materials are linked to the Victorian Curriculum. The NT SEL Supplementary Resources align to the Australian Curriculum's general capabilities (personal and social capability, intercultural understanding, ethical understanding, and critical and creative thinking). These targeted activities enhance and develop skills at age-appropriate year levels.

General capabilities link with learning areas and cross-curriculum priorities to encompass knowledge, skills, behaviours and dispositions that assist students to live and work successfully in the 21st century.

The development of personal and social capability is a foundation for learning and citizenship. It is informed by students' experiences and expressions of various connections, including connection with self, other

students and school. It also relates to a student's ability to participate effectively within their school community.

Intercultural understanding combines skills in personal, interpersonal and social knowledge. Students enhance their own cultural perspectives, learning to value and view culture critically while considering others through their interactions with people, texts and contexts across the curriculum. Intercultural understanding encourages connections, builds on shared interests and develops abilities to negotiate or mediate differences, while developing students' abilities to communicate, empathise and analyse experiences critically with people of different cultures and backgrounds.

Intercultural understanding stimulates a student's interest in the lives of others. It cultivates values and dispositions such as curiosity, care, empathy, reciprocity, respect, responsibility, open-mindedness and critical awareness. These skills support new and positive intercultural behaviours.

The three dispositions—expressing empathy, demonstrating respect and taking responsibility—have been identified as critical to the development of intercultural understanding in the Australian Curriculum.

Health and Physical Education (HPE) curriculum

The resources link to the Australian Curriculum HPE units within the personal, social and community health strands. Educators can use the activities to inform planning and assessment of health. However, the resources should not reduce the explicit teaching of health education at any year level.



Trauma-informed practice

Trauma-informed practice understands the personal, family, community, intergenerational and historical dimensions of trauma; its impact on cognitive and emotional development and social functioning, and the potential for growth. It includes the understanding that student behaviours can be reactions to trauma or coping strategies rather than defiance or lack of respect.

Trauma-informed schools do not focus on individual students, they embed principles of choice and safety such that any student who is experiencing the effects of trauma (interpersonal, intergenerational, singular event or from the past or the present) is supported.

Trauma-sensitive teaching practices understand the developmental differences, lowered capacity and vulnerability students with trauma experience. Educators use this lens to make decisions relating to curriculum and pedagogical design to support all learners' needs.

Establishing clear communication lines with families, keeping staff turnover to a minimum and including families in the school community is found to support trauma-informed practices.³

In practice, this includes:

- understanding the impact of trauma on learning and development, including cognitive functioning, emotional regulation and interpersonal relationships
- understanding behaviours as physiological reactions to trauma are often well-utilised coping strategies; for example, behaviours seemingly defiant or demonstrating lack of respect may be a response to trauma
- establishing within the classroom context a shared understanding of the concept of confidentiality when sharing stories with peers, however, teachers should monitor group discussions to support students in alignment with any mandatory notification requirements
- consistent classroom routines, expectations and responses, collaboration and transparency
- establishing a right to pass during classroom conversations
- providing alternative roles that are still participatory; for example, observer or judge for students who require additional support
- using the activities provided as a guide and inviting students to generate their own
- providing opportunities for multi-sensory learning
- staff modelling self-regulation by verbally self-talking or demonstrating coping strategies, such as deep breathing
- collaborating with students/families on positive coping strategies.

³ Dwyer, J, O'Keefe, Scott, P and Wilson, L (2012). Trauma and young children – a caring approach project.

Relationship-centred practice

Relationship-centred practices establish collaborative relationships and safe school environments that prioritise student voice and seek to equalise power imbalances. This practice requires knowing the experiences, interests and needs of each student in order to plan together ways to achieve the changes that will lead towards the outcomes to which students aspire.

In practice, this includes:

- developing mutually respectful relationships where there is a shared understanding of roles and responsibilities and an emphasis on respectful communication and trust
- ensuring Educators understand and develop the skills each student needs to succeed at school
- being student centred and encouraging student voice (student perspectives and input), which empowers students to develop skills in responsibility, agency and self-directed learning
- providing students with an opportunity to give feedback on what activities they enjoyed, why and, equally, which activities they didn't enjoy and why
- reinforcing with students that they know themselves best and therefore will know better than anyone how they feel and how they would prefer to be treated
- being aware of the explicit and implicit messages students are giving.

Strengths-based practice

Strengths-based practice acknowledges and builds on the existing strengths and abilities of students, families and communities. It is an approach that looks for opportunities to complement and support existing strengths and capacities.

In practice, this includes:

- valuing everyone equally, focussing on what students can do and building on students' abilities
- describing learning and development respectfully and honestly; not only focussing on positives but acknowledging that people experience difficulties and challenges that require particular attention or assistance
- identifying what is taking place when learning is going well, and not so well, so that pedagogy can be developed, improved and strengthened
- establishing a classroom and whole-school culture where students have opportunities to recognise their own strengths and appreciate the strengths of others
- establishing a classroom culture where there is an understanding that students may experience difficulties and that these challenges are not opportunities for their peers to tease or put them down but rather provide support and encouragement.



Culturally and linguistically responsive practice

Culturally and linguistically responsive practice recognises and values all cultural groups; respects diversity, life experiences and strengths, and encourages pride. Cultural groups may identify themselves by country of origin, faith, belief, age, ability, gender or sexuality.

A consistent message from research is that cultural identity and intercultural understanding should not be separated. Culture, is a starting point for social and emotional wellbeing. For this reason, NT SEL combines personal and social capability with intercultural understanding to respect community feedback and support students to thrive in the uniquely multicultural context of the Northern Territory.

Gender and kinship dynamics should be considered before asking students to participate in group discussion or activities. Educators can ask their principal about who is best placed to help collaborate in culturally responsive planning ahead of time.

In practice, this includes:

- being aware, respectfully inquisitive and becoming educated in cultural beliefs and practices of the people around you
- seeking advice from local staff or community members about language, body language and social and emotional skills that are learned by students outside the classroom

- having awareness and understanding that the environment and setting may be influenced by many different cultures
- being aware of one's own cultural influences and how these are similar and different from another person's culture
- understanding that different cultures recognise different skills as strengths, and therefore students are likely to have strong skills in a variety of areas. These skills should be acknowledged as important strengths
- critically reflecting on practice to limit the influence of one's own cultural bias
- sharing power relationships between home, school and community
- being connected to the experiences of students, incorporating local environments and community knowledge
- seeking advice from local staff or community members to ensure all information is available to appropriately meet students' needs
- encouraging student-centred practice; integrating the principles and practices of two-way or both-ways learning into planning.

Links to other resources

Kids Matter – <https://www.kidsmatter.edu.au/primary/resources-schools>

– mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children.

Kids Matter Primary provides the methods, tools and support to help schools work with parents and carers, health services and the wider community to nurture happy, balanced kids.

Mind Matters – <https://www.mindmatters.edu.au/>

– mental health initiative for secondary schools that aims to improve the mental health and wellbeing of young people. It is a framework in that it provides structure, guidance and support while enabling schools to build their own mental health strategy to suit their unique circumstances. Mind Matters provides school staff with blended professional learning that includes online resources, face-to-face events, webinars and support.

St. Luke's Innovative Resources – <https://innovativeresources.org/>

– strengths-based conversation building resources.

Play Is The Way® – <https://playistheway.com.au/>

– practical methodology for teaching social and emotional skills using guided play, classroom activities and an empowering language.

Brain Gym – <https://braingym.org.au/>

– lifelong educational, movement-based program that uses simple movements to integrate the whole brain, senses and body, preparing the participant with the physical skills they need to live and learn more effectively.

Rhythm2Recovery – <https://rhythm2recovery.com/>

– therapeutic programs and professional development that utilise fun and engaging rhythmic musical activities to support social and emotional development. Based on the latest neuro-science, this approach has been shown to support increased emotional regulation, improved social connection and reduced levels of anxiety and other elements of psychological distress.

You Can Do It! – <https://youcandoiteducation.com.au/>

– resources and training programs designed to strengthen the personal, social and performance capabilities of people of all ages.

SenseAbility – <https://www.beyondblue.org.au/healthy-places/secondary-schools-and-tertiary/senseability/download-sensibility>

– strengths-based resilience program designed for those working with young Australians aged 12–18 years. It consists of a suite of modules developed to enhance and maintain emotional and psychological resilience.

The Resilience Project – <https://theresilienceproject.com.au>

– combines personal storytelling, events, programs, and academic skills coaching to motivate and support students as they experience the setbacks that are a normal part of a rigorous education. The project helps students learn from failure and hope to instil a sense of belonging and bravery. The goal is to help change the perception of failure from something to be avoided at all costs to something that has meaning, purpose and value.

headspace – <https://www.headspace.org.au/>

– is the National Youth Mental Health Foundation providing early intervention mental health services to 12-25 year olds, along with assistance in promoting young peoples' wellbeing.

Beyond Blue – <https://www.beyondblue.org.au/>

– is an Australian independent non-profit organisation working to address issues associated with depression, suicide, anxiety disorders and other related mental disorders.

Smiling Mind – <https://www.smilingmind.com.au/>

– a non for profit web and application based meditation program developed by psychologists and educators to help build healthy minds, engaged classrooms and mindful learning environments.

Reach Out – <https://au.reachout.com/articles/how-to-practise-mindfulness>

– instructions on how to practice mindfulness.

Interoception 101 – <http://web.seru.sa.edu.au/pdfs/Interoception.pdf>

– resource to help develop the internal sensory system to improve self-regulation and social interactions.

Playworks – <https://www.playworks.org/resource/twelve-games-to-teach-students-social-emotional-learning/>

– 12 games to teach students social-emotional learning.



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 - Cahill, H., Beadle, S., Higham, L., Meakin, C., Farrelly, A., Crofts, J. and Smith, K. (2016). *Resilience, Rights and Respectful Relationships: Levels 7-8, 9-10*. <http://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=2JZX4R>
 - Cahill, H., Meakin, C., Smith, K., Beadle, S., Farrelly, A., Higham, L. and Crofts, J. (2016). *Resilience, Rights and Respectful Relationships: Foundation, Levels 1-2, 3-4, 5-6*. <http://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=2JZX4R>
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- Alyangula Area School
- Ampilatwatja School
- Anula Primary School
- Batchelor Area School
- Braitling Primary School
- Bulla Camp School (Gudabijin)
- Centralian Middle School
- Clyde Fenton Primary School
- Dripstone Middle School
- Forrest Parade School
- Gillen Primary School
- Girraween Primary School
- Howard Springs Primary School
- Jilkminggan School
- Jingili Primary School
- Kalkaringi School
- Karama Primary School
- Katherine School of the Air
- Katherine South Primary School
- Kintore Street School
- Lajamanu School
- Lake Evella School
- Larapinta Primary School
- MacFarlane Primary School
- Manunda Terrace Primary School
- Manyallaluk School
- Milikapiti School
- Milyakburra School
- Minyerri School
- Moulden Primary School
- Nhulunbuy High School
- Nhulunbuy Primary School
- Nightcliff Middle School
- Nightcliff Primary School
- Numbulwar School
- Parap Primary School
- Pine Creek School
- Ramingining School
- Robinson River School (Mungoorbada)
- Palmerston College (formerly Rosebery Middle School)
- Ross Park Primary School
- Sadadeen Primary School
- Sanderson Middle School
- Shepherdson College (Galiwin'ku)
- Taminmin College
- Tennant Creek High School
- Tennant Creek Primary School
- Ti Tree School
- Alyarrmandumanja Umbakumba School
- Urapunga School
- Wanguri Primary School
- Wulagi Primary School
- Yirrkala School
- Yirrkala Homelands School
- Yuendumu School

