

SETTING UP FOR SUCCESS

2025



Purpose

As we prepare to welcome students into another exciting school year, I want to emphasise the importance of **prioritising social-emotional learning (SEL) in our classrooms** and throughout our school community.

Starting the year with a **strong focus on SEL** – including social intelligence, routines and expectations, understanding personal strengths, developing self-regulation strategies, collaborative learning, dispositions and strategies for thinking and reflecting – **lays the foundation for a positive and productive year**. These skills are not just valuable for students' academic success; they are essential for their wellbeing and developing and maintaining healthy relationships.

When we invest time in helping students understand themselves and others, we:

- **Foster a sense of belonging:** Students feel seen, valued, and supported, which builds trust and engagement.
- **Build emotional resilience:** By teaching regulation strategies, students are better equipped to manage challenges constructively.
- **Encourage collaboration:** Understanding each other and valuing differences enhances teamwork and problem-solving. As collaborative learning is considered to be a High Impact Teaching Strategy...explicitly teach your young learners how to do this well.
- **Set clear expectations:** Creating a shared understanding of behaviour and learning goals to reduce disruptions and creates consistency.

When the groundwork is strong, the rest of the year becomes more manageable and more rewarding ...

This package is about encouraging you to incorporate SEL activities, discussions, planning and collaborations into your daily routines and set the foundations for positive interactions and structures throughout 2025. .

This package is jam-packed with ideas and resources (links). Pick the ones that you think will work for your cohort and if you find ones that work better, **be sure to share them and tell your colleagues**.

The MS TEAMS Channel in the HAPS Whole School Team, are where resources are located so they can be accessed from anywhere at any time.

The Folder colour matches the heading colour for each section in the CONTENTS (E.g. BSEM related content in green folders)

If you require support or advice, please don't hesitate to reach out.

Your Leadership Team

Mel, Lisa and Robyn

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SEL FOR ALL

2025



Suggestions for the first 2 weeks of 2025

Week 1:

B01 – Routines! Routines! Routines!

B02 – Mindful Learning

ZoR Lessons 1 = Wall Posters

ZoR Lesson 3 – Zones in Video

ZoR Lesson 4 – Zones in me

Share **school / class expectations** aligned with our school values and be explicit about what they mean in your classroom.

Talk about Berry Street Routines / Learning Routines and Entry-Exit routines

Talk about the importance of talking about their leaning and thinking

Unpack **personal strengths and values**

Activities about me – Get Big and visual...own that identity!

Week 2:

B03 – Are you in the room?

Attendance Awareness

Raven's test – Whole class

STROOP TEST (SSOs)

Left or Right brain thinker activity

Start Playberry (EDI) routines

Set goals for the term – Reading and Writing

Who are we collectively as a group – embracing diversity

Talk about Equity – we are not all treated the same

Talk about bullying and cyber safety

ZoR Lesson 5 – Understanding different perspectives

Growth Mindset

SEL FOR ALL

2025



Berry Street Education Model, Child Protection Curriculum and Zones of Regulation (planned over a whole year)

What will the year look like...

Our work in 2024, in collaboration with MOPS and LSPS, has been to connect mandatory SEL instruction (KS:CPC) with BSEM and ZoR Instruction – and come up with a plan for the year. We are nearly there...but we are not quite there yet...

Term 1 will have a ZoR and BSEM Focus until we can work out how to best connect KS:CPC in the plan as well.

The lessons have all been pre-designed (JP and Primary) so they will be ready to go for you for Term 1.

We welcome your ideas and feedback.

This is what the plan looks like:

The plans are attached and are broken into: Reception to Year 2, Year 3-4 and Year 5-6

Tier 1 Wellbeing for Learning 2025 (REC – Year 2)												
Be Respectful				Be Responsible				Be Your Best				
BERRY STREET EDUCATION MODEL (BSEM) – Social Emotional Learning across the year												
BODY	Regulation, Routines & Ready to learn plans			STAMINA	Growth mind-set and Emotional Intelligence			CHARACTER	Values, Strengths, Gratitude and Hope			
RELATIONSHIPS	Unconditional Positive Regard and strategies			ENGAGEMENT	Flow, Fun and Wonder							
CHILD PROTECTION CURRICULUM – mandatory curriculum												
FOCUS AREA 1	The Right to be Safe				FOCUS AREA 3	Recognising and Reporting Abuse						
FOCUS AREA 2	Relationships				FOCUS AREA 4	Protective Strategies						
ZONES OF REGULATION (ZoR)												
The ZoR lessons help our students set up for success. ZoR provides them purposeful prompts, tools and posters and a common language for us all to use in regards to regulation.												
SOCIAL EMOTIONAL LEARNING (SEL)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
TERM 1	SETTING UP FOR SUCCESS Values to Set Expectations and Matrices BO1- Routines, Routines, Routines! BO2 – Mindful Learning BO3 – Are You in the Room? ZoR lessons 1,3 (Posters & Zones in Video)		BO4 What is your Body telling you? ZoR 4 (Zones in me) CPC: FA1 / Top 1 Feelings	BO5 Checking in: Are you Ready to learn? ZoR 6 (Me in my Zones)	BO6 Ready to Learn Plans ZoR 7 (How do I feel?)	BO7 Escalation ZoR 9 (Caution Triggers) CPC: FA1 / Top 2 Being Safe	BO8 De-escalation ZoR 10-11 (Optional: Exploring tools for calming)	BO9 Stress in the Body CPC: FA1 / Top 3 Warning signs	B10 Regulating Movement	B11 Breathing	B12 Mandalas and De-escalating Regulating Movement	
SEL	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
TERM 2	RO1 Responding vs Reacting CPC: FA2 / Top 1 Needs & Wants	RO2 Personal Power CPC: FA2 / Top 2 Exploring Identity & Relationships	RO3 Supporting friends by Responding to Good News CPC: FA2 / Top 3 Trust & Networks	B13 Update Ready to Learn Plans B14 Mindfulness RO4 Looking after Yourself	S01 Mindsets	S02 Filling Your Bucket	S03 Turning Down the Volume	S04 Stamina Thermometer CPC: FA4 / Top 2 Persistence	S05 Emotions	S06 Communication	S07 Resilience	S08 Letting Go of Negative Thoughts
SEL	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
TERM 3	CPC: FA3 / Top 1 Privacy & The Body CPC: FA3 / Top 1 Recognising Abuse	B16 Escalation / De-escalation	E01 Positive Emotions	Bullying No way: National Week of Action 2025 E02 Flow	E03 Savouring	E04 Positive Movement and Rhythm	B17 Present. Centered. Grounded B18 Ready to learn Plans. Revision	CPC: FA4 / Top 1 Strategies for keeping safe	C01 Character Strengths	C02 School values		
SEL	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
TERM 4	C03 Hope Mapping CO4 Values	C05 Seeing Strengths in Others CO6 Gratitude	B19 Body Recap	B19 Mindfulness and Music	RO4 Relationship Recap: Power / Micro-Moments	S09 Stamina Recap CPC: FA4 / Top 2 Persistence	E05 Engagement Recap	B21 What Went Well in 2025	C07 Goals for 2026	Bring on 2026!		

SEL FOR ALL

2025

Weekly Theme across the school (and community)

What will the theme look like...?

Term 1, Week 1			
What is your body telling you?	<p>Learning Intention: I understand that my body gives me signals when I am feeling stressed</p>	<p>Success Criteria: I can recognise my stress signals</p> <p>I know some good strategies to help me regulate when I am stressed</p> <p>I don't take my stress out on other people</p> <p>I notice that sometimes my heart beats faster and I feel hotter.</p>	<p>Resources: Canva lessons (50 mins each week) BSEM Diaries Heart monitors Body thermometers</p>
	<p>Emotional Intention: I understand a 'Feelings thermometer' can help me identify these signals</p>		
	<p>Social Intention: When I am stressed I am not always the best friend and may need to take a short break to help me regulate.</p>		
	<p>Executive Function: I can pay attention to how my body is feeling and reacting during a school day</p>		

Why? Purpose?

This is about community building and reinforcing SEL intentions in a variety of ways to **strengthen this learning**

How?

- The theme for the week is communicated in student friendly language...
- The theme is **on the walls in classrooms** (We will include A3 versions with pictures for younger children)
- The theme is **on our doors and Facebook** for the community
- **Focus on this theme in Relational time, play breaks, movement breaks and other opportunities as they arise during the week.**
- **Incorporate into positive primers and brain breaks throughout the week**
- NIT teachers will be able to reinforce this learning through HPE, Art and Technologies

To support this work, let's develop a shared bank of resources that align with the theme each week. If every teacher shares one activity, clip, book...this library will grow for all to share and access.

HINCKSY POINTS

2025

Building a community...

Why?

As Humans we seek relationships and connections through community
We are better when we are part of something bigger than ourselves



How?

This initiative will enhance our existing Sports Day teams and the use of DOJO as a reward system. It serves as a behaviour and community-building strategy where students and staff are organised into teams, known as Houses.

Within each House, students collaborate to earn points for positive behaviour—social, emotional, and academic—support one another, and compete against other Houses to earn rewards.

Key Objectives:

- Foster a thriving school culture that promotes healing and a vibrant, healthy environment.
- Cultivate trust and belief in our community.
- Align with SA Public Education strategies, focusing on community and relationships.
- Prioritise wellbeing as a foundational element.
- Ensure every individual is seen, heard, understood, valued, and affirmed.
- **Be intentional and critical in developing relationships within the school community.**
- Promote self-esteem, self-identity, teamwork, leadership skills, and pride in oneself and the school.
- Align with SEL by **fostering a sense of belonging, emotional resilience, collaboration, and expectations in behaviour, teamwork, and academics.**



Talk with your class about them being part of a team outside their classroom. Every positive action for them individually also benefits their team collectively...

BERRY STREET ROUTINES...

Our agreed routines and expectations...

MORNING CIRCLE

The power of welcoming each other with positive intention each and every day...



UNCONDITIONAL POSITIVE REGARD

Unconditional positive regard is a term used by humanist psychologist Carl Rogers to describe a technique used in his non-directive, client-centered therapy.

According to Rogers, *unconditional positive regard involves showing complete support and acceptance of a person no matter what that person says or does.*

This impacts how we speak about and to students.



POSITIVE PRIMERS

Read the mood and set the mood throughout the day...

A well placed good feeling video or activity will lift the spirits...for everyone 😊



Possible ideas:

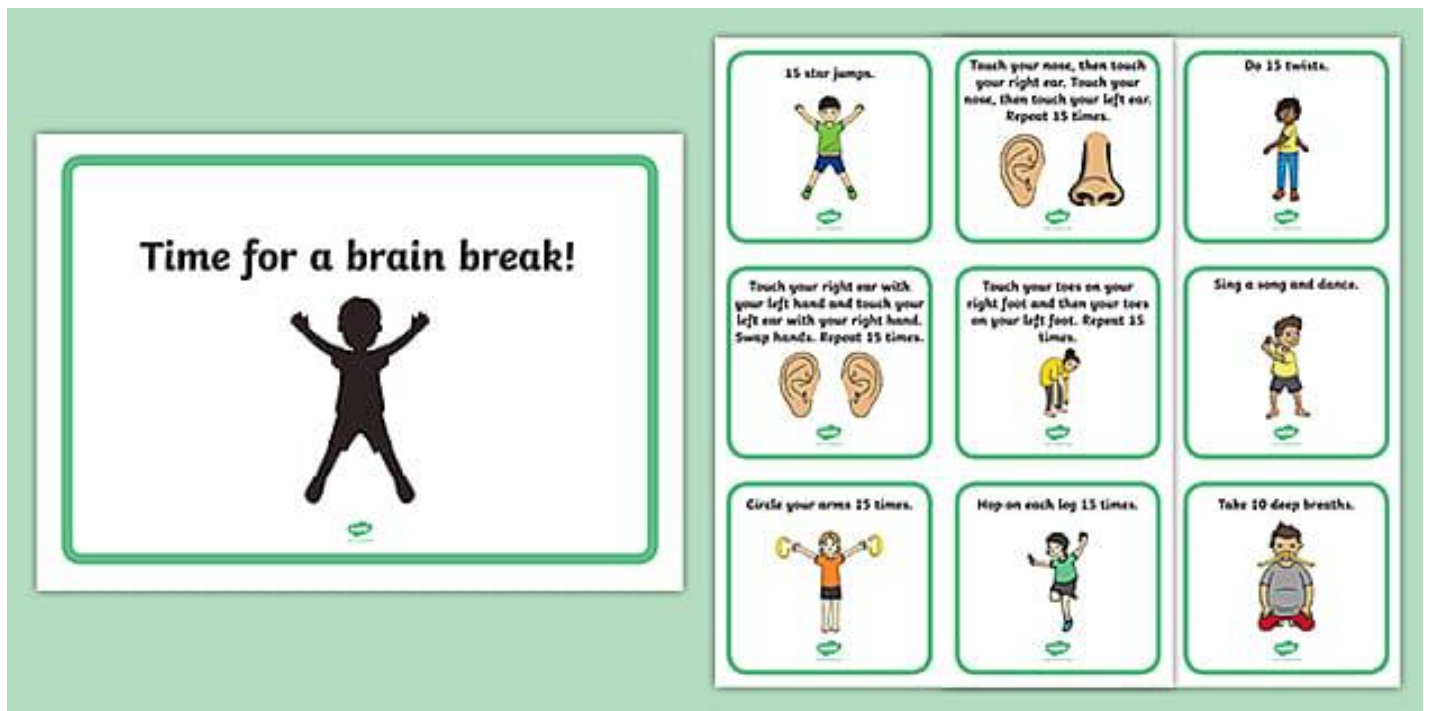
- funny animals
- laughing children
- energiser games
- landscape art
- music, songs, read along books
- dancing
- movement activities

Did you know...Citrus air freshener makes people want to clean up after themselves...the power of Priming...

BRAIN BREAKS

Roughly 4 minutes

Designed to easily get back on track with learning



Share examples of Positive Primers & Brain Breaks: (Particularly that relate to the theme for the week)

MS TEAMS / HAPS Whole School Team / Social Emotional learning / Positive Primers / Brain Breaks

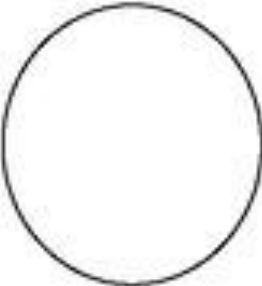
WHOLE CLASS READY TO LEARN PLAN

Create a structure as a class community

How they can help each other to be Ready to Learn ?
to meet the class expectations, collectively...

READY TO LEARN PLAN
Name: _____ Date: _____

Are YOU...?
PRESENT,
CENTRED and
GROUNDED



Self-Regulation Strategies

Stress Triggers







Escalation Signs

De-escalation Strategies

INDIVIDUAL READY TO LEARN PLANS

For those students that require a personal approach

Examples are included on the Common Drive

Ricky's READY TO LEARN PLAN	
<p style="font-size: 0.7em;">When I am feeling frustrated or angry and I need to REFOCUS I can...</p> <div style="display: flex; justify-content: space-around;">   </div>	<p style="font-size: 0.8em;">Do a puzzle</p>
	<p style="font-size: 0.8em;">Have some computer or iPad Time (15 mins max)</p>
	<p style="font-size: 0.8em;">Visit the large bear in Ms Robyn's office</p>
	<p style="font-size: 0.8em;">Go to Gym and kick / throw ball against the wall <small>(only if Gym is free. If not use outside wall)</small></p>
	<p style="font-size: 0.8em;">Gardening <small>(Bush/foods or STEM garden if ok with my teacher and other staff)</small></p>

Each of these activities is designed to 'switch my brain' so that I am **Ready to Learn** with my classmates.
Take control. Be Responsible. Use your breaks wisely.
Your class has regular breaks.
You can have 3 more each day of your choice.



ZEN ZONES IN CLASSES

This helps to keep our students connected with their classes
And connected with learning

But gives them a place to regulate when needed (and according to your RTL Plan)

Feel free to set rules / group expectations around this

How do you know what your kids need to effectively regulate?

Big muscle movement on the Playground for 5 minutes?

Or switching their brain by doing a puzzle?

Or a quiet snuggle with a cushion?

Interoception activities: *MS TEAMS / HAPS Whole School Team / Social Emotional learning / Interoception*



ZEN DEN

Rules

1. Set a timer.
2. Try a calming strategy.
3. If you are still feeling uncomfortable, try another strategy.
4. Return to your seat.



ENTRY ROUTINES

Display this scale in your class

Ask students to indicate their readiness

At the start of lesson times and check in with children accordingly.

Are you Ready to Learn?
Use your thumb to indicate your readiness...

EXIT ROUTINES

Display this scale in your class

Ask students to indicate how they felt about their learning...

At the end of the lesson / end of the day

How did the lesson / day go?
Use your thumb to indicate how you are feeling...

WHAT WENT WELL (WWW)...

At the end of the lesson / End of the day / End of the week
Leave the lesson focusing on the positive aspects

Foster an optimistic thinking style in children, given that all of our brains naturally have a negativity bias...

What Went Well – You can ask children to write down 1-3 good things that went well for them, and why they were good things. They can share them with their friends and family to celebrate the **positive week / term they've had**...it's great to find out what really makes them happy. And it's often the little things like "I had a tasty lunch today with my friends". This teaches children to **savour** the small things that make their lives enjoyable.

Some links and Ideas:

<https://www.teachstarter.com/au/blog/8-fun-effective-lesson-closures/>

<https://happynesshub.com/www-what-went-well/>

EVEN BETTER IF (EBI)...

Encourage children to reflect on the lesson, their learning, their participation and their CURIOSITY (what more do they want to know?)

Get students talking about what could be improved - *not focus on what went wrong*...

Feedback to themselves
Feedback to their peers
Feedback to the teacher

This can be as easy as a *Quick rating* (show of fingers)

Other ideas:

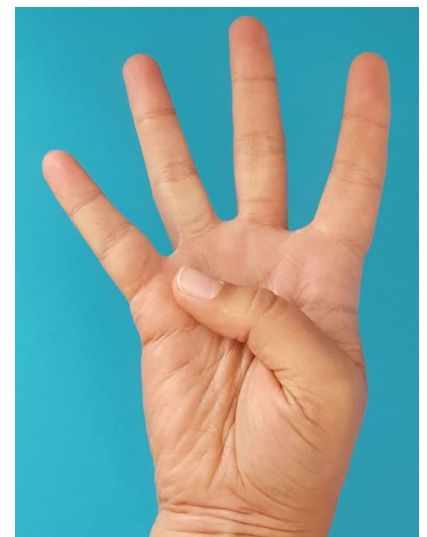
Exit tickets: Dylan Wiliam

BiTL resources (Bringing the Curriculum to life) - placemats

TfEL Think Cards

These resources can be found: [MS TEAMS](#) / [HAPS Whole School Team](#) / [Social Emotional learning](#) / [WWW and EBI](#)

Get them talking about **connections**...to previous learning...to other areas of knowledge...to **being curious** about wanting to know more...**to the world**...



ZONES OF REGULATION

Zones of Regulation is considered Tier 1 Instruction for all students. It gives us all a common language and visual reference to use to identify feelings with students, discuss how they are showing their feelings, and tools they can use to get to where they need to be in order to learn.

The Zones of Regulation

SOME FEELINGS IN THE BLUE ZONE

Bored, Hurt, Sad, Sick, Tired, Exhausted

POSSIBLE BODY SIGNALS: Low Energy, Heavy Muscles, Slow Heartbeat, Foggy Thinking

TOOLS

SOME FEELINGS IN THE GREEN ZONE

Focused, Happy, Proud, Okay, Calm, Relaxed

POSSIBLE BODY SIGNALS: Medium Energy, Reduced Breath, Focused Thinking, Calm Movement

TOOLS

SOME FEELINGS IN THE YELLOW ZONE

Frustrated, Worried, Excited, Overwhelmed, Silly, Annoyed

POSSIBLE BODY SIGNALS: Higher Energy, Fidgety Muscles, Faster Thinking, Quicker Breath

TOOLS

SOME FEELINGS IN THE RED ZONE

Overjoyed, Angry, Wild, Furious, Out of Control, Terrified

POSSIBLE BODY SIGNALS: Highest Energy, Tense Muscles, Fast Heartbeat, Powerful Movement

TOOLS



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Poster published by Think Social Publishing, Inc. Available at www.socialthinking.com



Lesson 1 includes designing the posters for your classroom.

Consider using the faces of the children in your room.

Get them to make the expressions and capture that for your wall.

Otherwise there are faces you can use in:

[MS TEAMS / HAPS Whole School Team / Social Emotional learning / Zones of Regulation](#)

There are small cards (lanyard size) which children might like for their desk that say *All Zones are Ok* on one side and *What Zone are you in?* on other side. Remember to let students know...**They can learn in any Zone...**



EMOTIONAL THERMOMETERS

We often have children who need that extra helping hand in helping to regulate.






A couple of OT tricks include:


- Making an emotional thermometer based on the individual child's interests.
- Using the child's language
- Explicitly representing emotions so children start to recognise them and use this tool to access the strategies in their RTL plans.

Here are some examples we have made. They can be found:

[MS TEAMS / HAPS Whole School Team / Social Emotional learning / Zones of Regulation](#)

5	I think I might hurt someone I need to get away	
4	I need to get out of here, use my muscles and release my built-up energy	
3	I'm starting to lose focus I need a quick break	
2	I'm happy I want to learn	
1	I'm a bit sleepy I don't want to learn	

5		I need to get away
4		I need to get out of here, use my muscles and release my built up energy
3		I'm starting to get a bit angry I think I need to go for a run Or use my big muscles
2		I'm starting to get distracted I'm ok but I'm losing focus
1		I'm happy I'm learning I'm ok

Really mad	
Losing control	
Getting annoyed	
Feeling funny	
O.K.	

I think I might hurt someone I need to get away	
I need to get out of here, use my muscles and release my built-up energy	
I'm starting to get a bit angry I think I need to use my big muscles	
I'm ok but I'm losing focus	
I'm happy I'm learning I'm ok	

SCHOOL EXPECTATIONS

Based on staff discussions, we have generated expectations across the school for **Always, Learning Time and Break Time**.

An example template is attached. **This template / matrix is designed to encourage consistent routines / practices across the whole school...wherever our students may be...**

This is a **DRAFT**

In the first 2 weeks of school we will **ask students what they think of these expectations** and tweak as required.

Most class rules are very similar. We want our children to know that no matter where they are in the school, the same rules / expectations apply. *E.g. NIT Subjects, library, toilets, online activities, excursions, etc...*

We will also **share this with families and ask for their feedback.**

We will also decide on a school MASCOT...

I have used **magpies** in the current example, but I am keen to hear the ideas of our whole school community before finally deciding on a Mascot.

A well-crafted Mascot is more than just a tool for promoting school spirit and values, it can also be used as a role model to demonstrate what good behaviour looks like in our school setting.

Some keys to a well-crafted Mascot. Ideally we want our Mascot to:

- Be a thinker / learner
- Show endearing struggle (*It is human nature to pull for the underdog...*)
- Be our common thread through all Positive behaviour messaging

KINDNESS IS A QUALITY THAT IS INNATE IN ALL CHILDREN BUT WE MUST GIVE CHILDREN LOTS OF OPPORTUNITIES TO BE KIND AND ALSO MODEL IT FOR THEM. KNOWING THAT BULLYING COMES FROM A PLACE OF UNHAPPINESS...

Hincks Avenue Primary School		
Always	Learning Time	Break Time
<ul style="list-style-type: none"> • Listen to adults • Be accepting of others & include them • Move around sensibly • Take care of school & personal property • Keep self & others safe 	<ul style="list-style-type: none"> • let other learn • Gain attention appropriately • Wait patiently • Follow expectations of the learning areas • Be a good learning partner • Ask permission to leave the class 	<ul style="list-style-type: none"> • Show good friendship • Invite others to play • Play fairly • Place rubbish in the bin • Give others privacy to use the toilets • Wash hands with soap before eating & after toilets
<ul style="list-style-type: none"> • Follow school expectations • Be a good role model • Encourage others • Help others and ourselves • Wear school uniform • Make responsible decisions • Tell the truth 	<ul style="list-style-type: none"> • Use strategies to be Ready to learn • Be organised & on-time • Keep learning areas tidy • Complete work on time • Try your very best • Follow ICT Guidelines 	<ul style="list-style-type: none"> • Avoid conflict by walking away and seeking an adult • Help others when they are hurt or upset • Go to the toilet and get a drink at the first bell • Stay in yard boundaries
<ul style="list-style-type: none"> • Attend school regularly • Show pride in all that you do • Solve problems • Ask for help if you need it • Support your house team 	<ul style="list-style-type: none"> • Actively participate • Understand Instructions • Accept feedback and use this to grow • Challenge yourself • Be Curious! 	<ul style="list-style-type: none"> • Be SunSmart (wear a hat) • Agree on rules when you start a new game • Make healthy eating choices • Follow road safety rules and wear a helmet (to and from school)

BE RESPECTFUL...

Teaching your class about being Respectful
What does it mean...?

Video and activities...for all ages

[Sesame Street: Respect | Word on the Street - YouTube](#)

[ALL ABOUT RESPECT! \(song for kids about showing respect\) - YouTube](#)

[Sesame Street: How to Show Respect with Zazie Beetz | #ComingTogether Word of the Day](#)

[Sesame Street: Kindness | Elmo's World](#)

[Sesame Street: Respect World](#)

[Do unto Otters - Books Alive! Read Aloud! - YouTube](#)

[READ ALOUD: You get what you get By Julie Gassman - YouTube](#)

[What If Everybody Did That? | Social Skills for Kids | Read Aloud - YouTube](#)

[Be Kind | A Children's Story about things that matter](#)

[Classroom Rules - YouTube](#)

[Kid President Kindness](#)

[BOOKENDS with Julia Cook: Baditude - YouTube](#)

Class Dojo

[Respect \(1 of 3\) | Social Emotional Learning for kids](#)

[Respect \(2 of 3\) | Social Emotional Learning for kids](#)

[Respect \(3 of 3\) | Social Emotional Learning for kids](#)

Create a respect song...Here are some examples

[Respect Rap Only - YouTube](#)

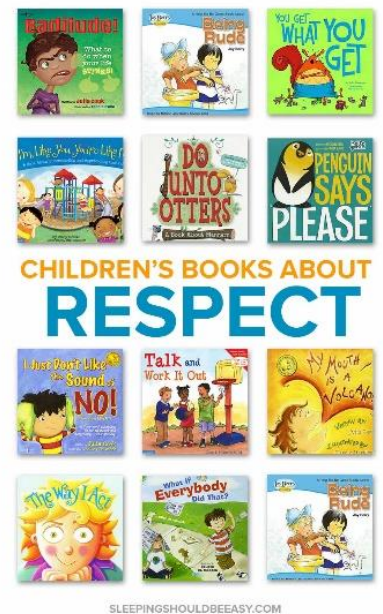
[Respect Song \(Classroom Mix Version\) - YouTube](#)

[ALL ABOUT RESPECT! \(song for kids about showing respect\) - YouTube](#)

[Aretha Franklin - Respect \[1967\] \(Aretha's Original Version\) - YouTube](#)

Create a Random Act of Kindness Calendar or club for your class / school

<https://www.randomactsofkindness.org>



BE RESPONSIBLE...

Teaching your class about being Respectful
What does it mean...?

Video and activities...for all ages

Stop Making Excuses & Own your Actions: <https://www.youtube.com/watch?v=RGJpO2qHUbQ>

Taking Responsibility for your Actions: <https://www.youtube.com/watch?v=gGRqIm1Q00M>

I am Responsible for me / SEL for Kids: <https://www.youtube.com/watch?v=gGRqIm1Q00M>

Build Character Build Success: <https://www.youtube.com/watch?v=OxW6hCnISjE>

Responsibility for Kids / Character Education: <https://www.youtube.com/watch?v=7ew6herS7Gg>

School Culture: be Safe, Be Respectful, be Responsible: [Bing Videos](#)

Why Do We Lose Control of Our Emotions? - Bing video

Stories:

Putting things off & Procrastinating and lazy? Time travel story / small actions today for a bright future

<https://www.youtube.com/watch?v=0mLNDsQ2n2A>

The Girl who never made mistakes:

<https://www.youtube.com/watch?v=3gAUhGmDAig>

Henry's Big Angry Feelings- Anger management for kids – Read Aloud:

https://www.youtube.com/watch?v=bB1f_x6Gekk

Behaviour Buddies: The Responsible Rabbit / Children's Read Aloud / Building Responsibility

<https://www.youtube.com/watch?v=OxW6hCnISjE>

Social Emotional Learning – Responsibility, Respect / EQ Skills

<https://www.youtube.com/watch?v=Y-FkYwGbJpw>

Songs:

Bounce Back - the resilience song - Bing video

Let's be Responsible Song: [Bing Videos](#)

Pete the Cat: I Love My White Shoes - YouTube

books to help kids be more RESPONSIBLE



PRAGMATICMOM.COM

BE YOUR BEST...

Teaching your class about being Respectful
What does it mean...?

Video and activities...for all ages

Wellbeing for children: Confidence and Self-Esteem: <https://www.youtube.com/watch?v=pdjaxS4ME2A>

Sesame Street: Bruno Mars: Don't give up

<https://www.youtube.com/watch?v=pWp6kkz-pnQ&list=PLDHWyNDXAfCXqG54Up1N00twBTvyOoCDD>

Sesame Street: Will.i.am Sings "What I Am"

<https://www.youtube.com/watch?v=cyVzjoj96vs&list=PLDHWyNDXAfCXqG54Up1N00twBTvyOoCDD&index=4>

A Pep-Talk from Kid President to You: <https://www.youtube.com/watch?v=l-gQLqv9f4o>

Kid President 20 Things we should Say More Often: <https://www.youtube.com/watch?v=m5yCOSHeYn4>

What is Self-Awareness + 5 Reasons it's important: <https://www.youtube.com/watch?v=k-J2Tcqhd0>

How to find your Happy: <https://www.youtube.com/watch?v=4BvMobx3rjw>

CURIOSITY: <https://www.youtube.com/watch?v=UjEngEpiJKo>


Roald Dahl's Marvellous Children's Charity's Phizz-whizzing Workshops: Resilience - Bing video

Resilience: What Is It And How Can It Help Us? - Bing video

Building Resilience - Bing video

Stories

The Dot by Peter H. Reynolds | Read aloud Book for kids | Educational Video - YouTube

 The Most Magnificent Thing (Read Aloud books for children) | STEAM Miss Jill - YouTube

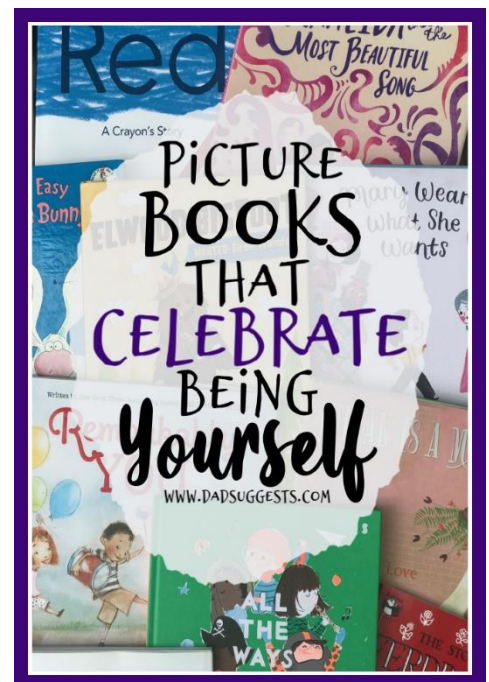
Appreciating others...so they can Be Their Best too...

Amazing Things Happen! (Autism)

<https://www.youtube.com/watch?v=Ezv85LMFx2E>

What is ADHD? <https://www.youtube.com/watch?v=1t9UHQgtDfU>

She Persisted - Around the World - YouTube



If you find a great video to support our values, send a link to your colleagues via email
(Please copy me in so I can add it to this list)

UNDERSTANDING EQUITY & FAIRNESS

Equity is recognizing that people have different needs and we make adjustments to address those differences. It is the **idea that everyone should be treated fairly and provided with what they need for success, even though people have different needs and start from different places.**

Helping children understand fairness is **an important part of growing up and practicing empathy.**

When we understand what others need and perhaps what we don't, we recognize our differences and think a little beyond ourselves. We get to **step into someone else's shoes for a moment and consider their life.**

Video: Australian Human Rights Commission – Let's talk about equality and equity



https://www.google.com/search?q=explaining+equity+to+children&rlz=1C1CHBF_enAU838AU838&oq=explaining+equity+to+children&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIICAEQABgWGB4yCAgCEAAyFhgeMg0IAxAAGIYDGI AEGIoFMg0IBBAAGIYDGI AEGIoFMg0IBRAAGIAEGKIE MgoIBhAAGIAEGKIE0gEKMTA4NzZqMGoxNagCCLAC AQ&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:73a45105,vid:9isVHRDeGis,st:0

Example Activity:

Launch this lesson by asking for volunteers.

Place something high up on the board or a shelf and call on two students to reach for it. *Specifically call on a taller and smaller volunteer.*

When the taller student reaches for the object, they'll get it. Hurray!

But when the smaller student makes the attempt, the object will be just out of their reach.

Ask the class for ideas - **How can we help them?**

"Give them a chair!"

"I can help them because I'm taller!"

"_____ can't be put up that high because the shorter kids can't get them."

This nicely leads into a discussion of **fair vs. equal.**

The two volunteers cannot have equal treatment, because that truly isn't fair or even necessary.

What are other adjustments that may be required in your given cohort? Talk about it with the class.

This is **an exercise in actively practicing empathy.**

There are some additional resources in: [MS TEAMS / HAPS Whole School Team / Social Emotional learning / Appreciating Diversity](#)

Including Lessons / Activities and Stories from the Australian Childhood Foundation that are great for your whole class in getting to know each other better.

ATTENDANCE MATTERS...

- **Have discussions with your class about the importance of regular school attendance**
- Provide the student a copy of their attendance history since beginning school. *(Ask Alicia to help with this if you would like to do this)*
- Students can calculate the amount of time they have had off from their entire schooling.
- Break down the DfE Attendance target (95% optimal / 90% satisfactory), how many days does this mean students can have off in a year? *(90% of 193 = 173 days = 20 days off during the year and still maintain 90% attendance target)*
- **Brainstorm when it is ok to have a day off**
- **Set an attendance goal to work towards.**
- Discuss how you would like to be awarded / recognised for improved or great attendance
- Link these with Class Dojo and Hincky values
- **We can also bring back the class trophy that is awarded each fortnight at assembly**



Discussion Topics

- What are the pro's of having a high attendance rate and attending school regularly?
- What are the implications of not attending school regularly?
- **What are the reasons that people may not attend school regularly? Students create a list.**
- Then they try to **flip the reasons to provide alternatives.**
- For example: had a dentist appointment – book it after school or in holidays.
- There are 365 days in a year, how many are school days in 2025? (About 193)
- Which leaves how many days not at school? (Answer: 172)
- **Students can write on post-it notes what they do whilst at school and the benefits, and what they can do on their days off.** Example ideas below.

• 193 Days at school	• 172 Days not at school
<ul style="list-style-type: none"> • Build social skills • Learning • Making friends • New experiences • Expanding knowledge • Developing as a person... • Therapy if needed 	<ul style="list-style-type: none"> • Dentist appointments • Family holidays • Gaming • Exercise • Hair appointments • Hanging out with friends • Sleep ins • Late nights • No homework

DISPOSITIONS FOR LEARNING...

GROWTH MINDSET...

Growth Mindset Videos...some ideas ☺

[I Can't Do That...YET! A Growth Mindset Book for Kids read aloud - Bing video](#)

[The Girl Who Never Made Mistakes a Growth Mindset Book for Kids - Bing video](#)

[Mindset Matters- Growth Mindset Read Aloud - Bing video](#)

[Fixed vs. Growth Mindset - Bing video](#)

[Growth Mindset for students - Episode 1/5 - Bing video](#)

[Class Dojo's Growth Mindset Series - Episode 2 - Bing video](#)

[Class Dojo's Growth Mindset Series - Episode 3 - Bing video](#)

[Big Ideas for the classroom Growth Mindset - Episode 4 - Bing video](#)

[Big Ideas for the classroom Growth Mindset - Episode 5 - Bing video](#)

[Yoda & growth mindset - Bing video](#)

[Jordan Growth Mindset - Bing video](#)

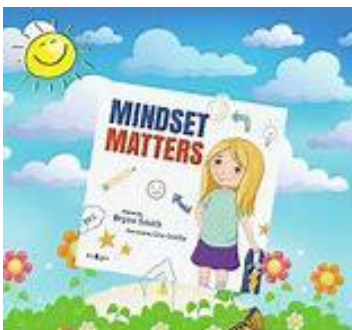
[Famous Failures before Success - Motivational Video by Jay Shetty - Bing video](#)

Growth Mindset Animation [Bing Videos](#)

The Superpower of Yet: Growth Mindset For Kids | Growth Mindset Education | Twinkl USA [Bing Videos](#)

Supporting a Growth Mindset for Kids! [Bing Videos](#) (Maths Focus using Batman!)

Growth Mindset For Kids - 3 Steps To Help Kids With Mindset | Choices & Self-Awareness For Kids [Bing Videos](#)



Use these videos as discussion starters

Think Pair Share ☺

THE LEARNING PIT...

The work of James Nottingham ☺

This is the idea of getting to students **TO QUESTION, TO CHALLENGE** and **TO WONDER**

Creating that sense of '*Cognitive wobble*' / Intellectual Dilemma so that children think more
Through the metaphor of **The Learning Pit**.

The Learning Pit uses **ideas in conflict** with each other to get children to go deeper in their thinking
(*important life skills...*)

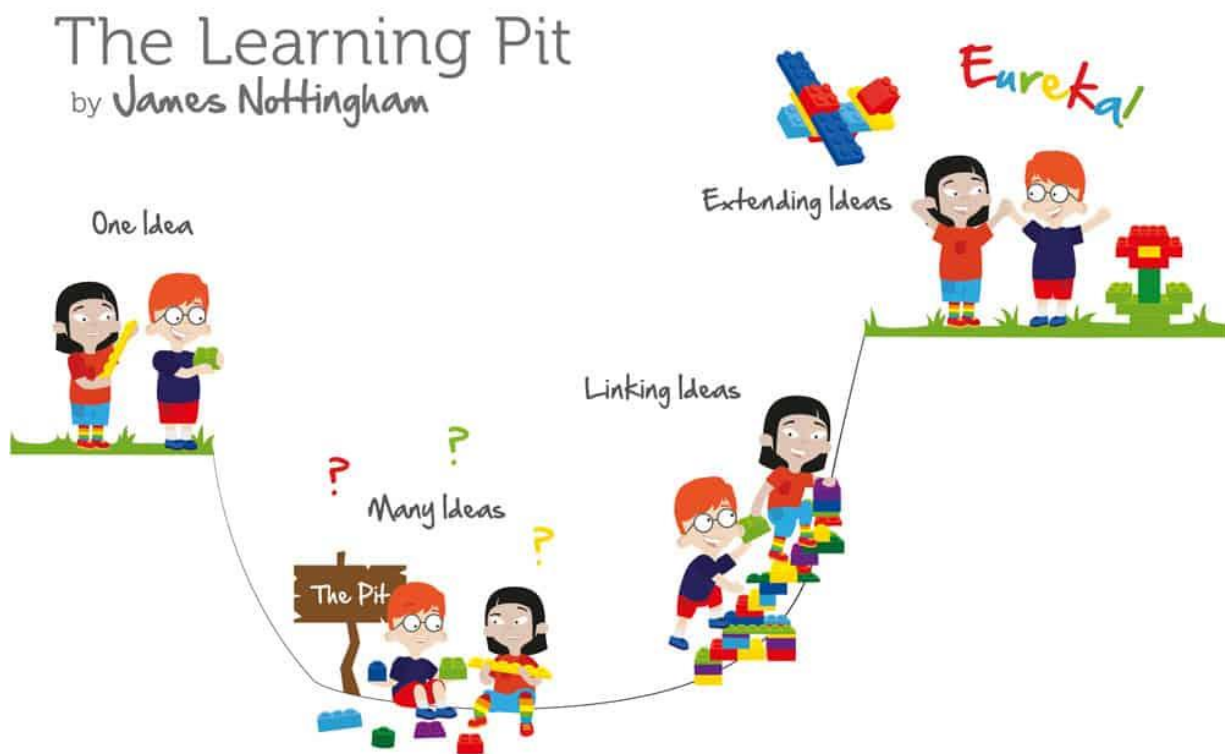
Stage 1: Determine the concept (Surface level knowledge)

Stage 2: Cognitive conflict of ideas within the concept

Stage 3: Explore deep thoughtful ideas to get to The Eureka moment!

The metaphor of **The Learning Pit** provides opportunity for students to struggle with their ideas to FIND a Eureka moment, develop a deeper level of concepts and then want to share that learning with everyone around them.

The Learning Pit helps children to build resilience, perseverance, and better support each other to work collaboratively and talk about their thinking (meta-cognition)



A good Video to support teachers in this work is here:

<https://www.youtube.com/watch?v=3IMUA0hu078>

DISCOVERING PERSONAL STRENGTHS...

Strengths are the innate qualities that energise us, while **Values are the things that matter most to us**. When we use our strengths in line with our values, we are more likely to be happy and fulfilled.

Our character strengths are the behaviours that allow us to bring our values to life...

The Tree Analogy: One way to understand the connection between strengths and values is to think of a tree.

The Way I Act ~ a Kids Books about Reacting to Emotions (a Common Core selection!) - YouTube

This book explores being:

Curious, Responsible, Compassionate, Trustworthy, Brave, Friendly, Persistent, Respectful, Cooperative, Active, Considerate, Imaginative,

Read the book and find out...

What behaviours / character strengths do they value most?

And other values?

Create individual trees

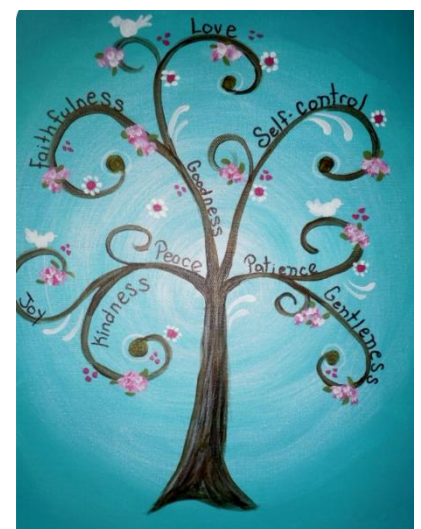
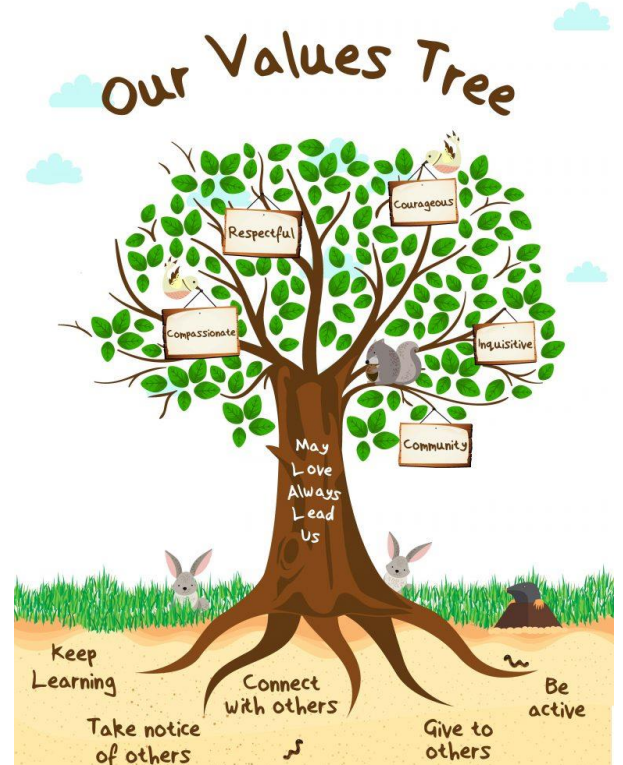
Maybe use this collective information to make a class tree

Create connections by finding others with the same values & character strengths

Understanding their own values and personal character strengths is **crucial for students as they navigate their educational journey**.

By recognising and embracing these qualities, children can develop a **strong sense of self-awareness and confidence**. This foundation not only enhances their ability to make informed decisions but also **fosters resilience and empathy**.

Encouraging students to **explore and articulate their values and strengths** empowers them to contribute positively to their communities and equips them with the skills necessary for lifelong success.



DISCOVERING LEARNING STRENGTHS...

Identifying their unique learning strengths allows students to approach challenges with strategies that suit their individual styles, enhancing their ability to absorb and apply knowledge effectively. It also enables you to group and differentiate more effectively.

We are good at determining learning abilities, such as literacy and numeracy skills, but what about other capabilities such as abstract thinking and critical and Creative thinking skills?

Knowing your students and how they learn...some ideas:

Raven's Test

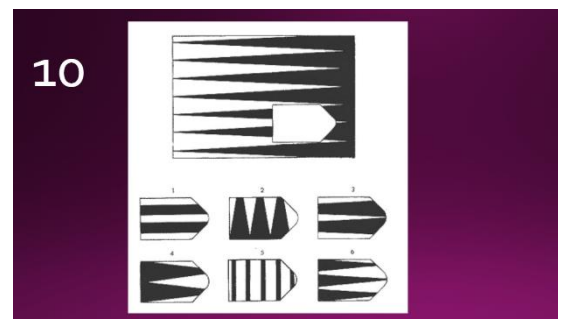
Raven's is a non-verbal assessment tool designed to measure a child's ability to think laterally, solve unfamiliar problems, make meaning out of confusion, and the speed with which they learn or grasp new things.

This is set up as a PPT and is easy to do with the whole class

And doesn't need to be done all at once

Students pick the missing piece that they think is the best match. It gets increasingly difficult as they progress.

Keep track of their answers, we will put them in the class profile.



Left or Right Brain Thinker?

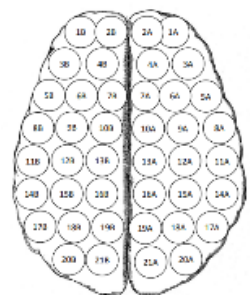
This activity is a series of questions that you can do with the whole class.

It gets children thinking about how they use their brain and provides you with a deeper understanding of their creative vs analytical abilities.

The activity also gives suggestions for how students can strengthen the other side of their brain.

Display and celebrate them.

Color in the answer to each question as you answer it.



STROOP EFFECT GAME

Part 2 - card C

Duration: 45 seconds
Purpose: Name and read the color of each rectangle by following the lines, and this as quickly as possible. When you reach the end of the page, start again from the beginning.



Stroop Effect Game

This is a 3 part screener / game that could potentially be completed by SSO staff in the first couple of weeks (each part takes 45 seconds)

The Stroop Effect is an interference between a main task and an interfering cognitive process.

It provides us with information about the child's selective attention capacity, as well as their processing speed and executive processing.

These resources can be found: [MS TEAMS / HAPS Whole School Team / Social Emotional learning / Discovering Learning Strengths](#)

ALL ABOUT ME ART...

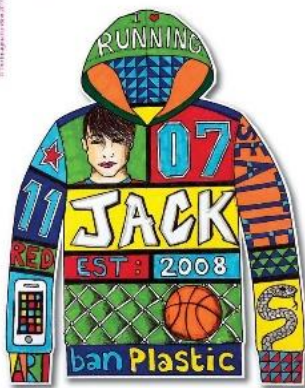
Celebrating students' identities through Art is a powerful way to embrace and showcase their unique strengths and interests.

As well as representing what they have learnt about themselves during the first week of school: **Their values, strengths, strategies for being Ready to Learn, brain preferences and learning styles...**

By encouraging students to be bold and visual in their artistic expressions, we provide them with the opportunity to explore and articulate their personal values. This creative process not only helps them understand what guides and motivates them but also keeps them on track in their personal growth.

Displaying these artworks allows us to **celebrate the rich diversity within our school community, fostering an environment of inclusivity and understanding.** Through art, we gain deeper insights into our learners, appreciating the distinct perspectives they bring to our shared educational journey.

A HOODIE ALL ABOUT ME



The ImaginationBox
National Foundation for Learning



There are loads of resources and ideas out there...
Including templates on TeachStarter and Twinkl.

EXECUTIVE FUNCTIONING

There are three basic dimensions of EF Skills - that are highly Interrelated to Self-Regulation Skills

Working memory – The ability to hold information in mind and use it.

Inhibitory control – enables us to set priorities and resist impulsive actions or responses.

Cognitive / Mental flexibility – The capacity to switch gears and adjust to changing demands, priorities, or perspectives.

Although we aren't born with EF skills, we are born with the potential to develop them.

The process is shaped by our experiences, particularly between the ages of 2 and 12. Children build their skills through engagement in meaningful **social** interactions and **enjoyable** activities that draw on self-regulatory skills at **increasingly demanding levels**.

Lap Games

First Stage Activities for promoting EF / SR

These activities encourage infants to focus attention, use working memory, and practice basic self-control skills.



Hiding Games



Imitation & copying Games



Finger Plays



Simple role play



Second Stage of EF / SR Development

The rapid development of language plays an important role in the development of EF/SR, as it helps children identify their thoughts and actions.

Active Games



Imitative Play



Storytelling



Matching / Sorting Games



Stage 3 Activities for developing EF/SR Skills

Ways to support high-level

Imaginary play:

- Read **books**, go on **field trips**, and use **videos** to improve general knowledge to **support pretend play**.
- Provide a varied set of **props** (both realistic and inventive)
- **Reusing familiar objects** in new ways practices cognitive flexibility.
- Allow children to **make their own play props**.
- **Play plans** - "Tools of the Mind"




Stage 3 Activities for EF / SR Skills

Matching and sorting by different rules



Cooking



Storytelling



Increasingly complicated puzzles



Movement Songs Children Love



Stage 4 Executive Function Activities

Card games and board games:

Remembering the location of particular cards (memory)

Games in which the child can match cards, by suit, number, category (promotes cognitive flexibility)

Games that require fast responses and monitoring (challenging attention and inhibition)

Any board game that involves some strategy (strategising, working memory, inhibitory control, flexibility and having to work together to support plan-based, effective play)

Physical activities/games

Games that require **attention and quick responses** help children practice attention and inhibition, quick responses and decision making.





Be prepared with some skills for negotiating conflict



Stage 4 Executive Function Activities

Movement/Song Games

Copy games (work on memory)

Songs that repeat and add on (also challenge working memory)

Singing in rounds (memory & inhibition)

Complicated clapping rhythms (cognitive flexibility)

Quiet Activities – Strategy & Reflection

Mazes, simple word finds & matching games (attention and problem-solving skills)

Logic and reasoning games (working memory & cognitive flexibility)

Guessing games (working memory and flexible thinking)

Spy and the books derived from this game (categorisation & selective attention)






TALKING ABOUT BULLYING...

This also fits in with school expectations and how your class works together to prevent bullying. Build a bully-free cohort where everyone takes responsibility.

By taking this opportunity at the **start of the year to talk about bullying (before it happens)** your children can recognise it, support each other and know what to do. By opening this communication and keeping it open, the children in your class are more likely to seek advice when it does occur.

We also have an opportunity to provide kids with *skills for life* if we teach them how to react to being bullied. Resilience and self-confidence have a big part to play here. Kids Helpline (below) has some great strategies for older children (year 3+)

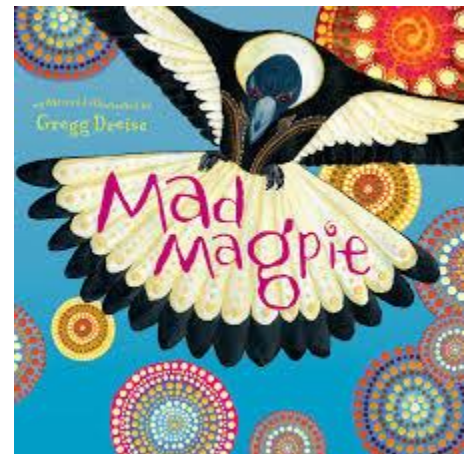
One of my favourites for everyone is **The Mad Magpie** by Greg Dreise. We have the book in our library and there are also a couple of readings online

[Mad Magpie by Gregg Dreise on Vimeo](#)

And this one <https://www.youtube.com/watch?v=Uuw-WMCxz7g> (in front of a waterfall)

The story is about **being strong on the inside, being calm like the waters and working together** to stop bullying.

It can be used as a good starting point for class conversations about bullying.



For all students

<https://bullyingnoway.gov.au/teaching-about-bullying/talking-about-bullying>

<https://bullyingnoway.gov.au/teaching-about-bullying/working-in-the-classroom>

Primary Students: a good website to explore and familiarise students with

<https://kidshelpline.com.au/teens/issues/bullying>

What is bullying?

Types of Bullying

Bullying suck. And it's wrong – so why do people do it?

Help! Why am I being targeted by bullying?

Handy Guide to help you learn the social skills you need to respond like a pro

Dealing with different types of Bullying – with examples and tips

How do I cope with being bullied?

Reporting bullying: when and how to get help



kidshelpline
Anytime | Any Reason

CYBER SAFETY...

This one is often super important for us after the holiday period.

Our kids are interacting online...and it causes issues in school.

They don't always have parent supervision and they are potentially learning skills that are harmful to them and others in the future.

This is also a good opportunity to set your expectations for TEAMS, Dojo and other school communication platforms that can also be used outside of school.

Take the opportunity to address responsible use of technology, staying safe online and maintaining respectful relationships at this starting point for the year.

Responsible use of technology for kids – First Mobile – Cyberbullying – Fake News – Online Privacy:

https://www.youtube.com/watch?v=JkkTN0pQ_Ug

It is quite long. Maybe break it into parts and discuss each section as a class.

For older children, the aspect of **Critical thinking** about 'Fake news' also sets the foundation for double checking information on the internet and not always believing everything, including when researching and investigating information for school.



Online safety Song (Be safe online) Lyric Video:

<https://www.youtube.com/watch?v=-Kq3nvC8La0>

This is a fun one for middle primary



Lessons, activities and resources for all year levels:

They have packages for lower, middle and upper primary that can be used throughout the year.

<https://www.esafety.gov.au/educators/classroom-resources>



LEARNING ROUTINES...

THE POWER OF EXPLICIT DIRECT INSTRUCTION (EDI)

During EDI lessons, teachers use 'engagement norms' (TAPPLE) to motivate students and hold them accountable for their learning. TAPPLE ensures children are doing something every minute, whether it be discussion with a partner, reading text aloud, showing responses on a whiteboard or gesturing.

Display this in your class

Let your students know how you are going to teach, what they can expect and why we use them.

TAPPLE **LESSON DELIVERY**
Verify students are learning while you're teaching!

T **Teach First**
before you ask the question so students are equipped to respond.

A **Ask a Question**
specific to what you just taught.

P **Pair-Share**
with a partner so students practice their response to the question.

P **Pick a Non-Volunteer**
randomly to verify that everyone is learning.

L **Listen**
to student responses so you can make real-time instructional decisions.

E **Effective Feedback**
Elaborate, explain or reteach based on student responses.

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ENGAGEMENT NORMS

Engagement norms are used in EDI to keep students engaged and accountable for their learning.

They are a set of tools that teachers can use to improve ANY lesson.

Display this in your class

Let your students know what these routines are and why we use them.

TAPPLE Creating Academic
STUDENT ENGAGEMENT

- **Pronounce With Me**
- **Track With Me**
- **Read With Me**
- **Gesture With Me**
- **Pair-Share**
A → B, B → A
- **Attention Signal**
Eyes Front, Back Straight
- **Whiteboards**
Chin-it
- **Complete Sentences**
Public Voice, Academic Vocabulary

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RETRIEVAL IS HARD!

Explain this to students in a simple way so that they know why you're teaching literacy the way you are.

This open and honest approach builds credibility with your young learners. They know they can learn from you and you understand what they need. Having this trust empowers sustainability and builds resilience in our young learners.

Working memory is very limited.

Once overloaded it struggles to function properly and makes processing new information very hard.

As such, we, as teachers, must be conscientious of what we are asking our students to take on board. By organising our lessons thoughtfully we are aiming to help students prevent cognitive overload in the classroom.

Here are some simple ways we prevent cognitive overload in our classrooms:

1. Make sure to include information that's already in students' long term memory. Working memory allows for limited interaction with new elements. However, long-term memory is unlimited. This means that the more elements your students have in their long-term memory the easier it is to keep learning.

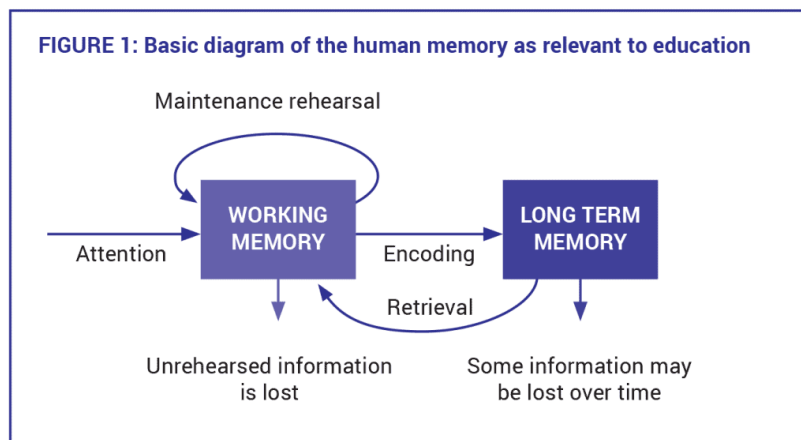
2. Only include information directed at the learning goal. We will try to limit unnecessary details, such as irrelevant anecdotes or animations, it can easily overload students' capacity to learn.

3. Encourage students to combine new information with the concepts and ideas they've already learned. If a student can relate a piece of knowledge to something they've already understood then it makes getting the information across much easier.

4. Provide visual learning techniques / images to help students learn and recall.

Here are some cognitive learning strategies that we might ask students to use in the classroom.

- Reflect and discuss their learning experiences.
- Look for new solutions to a problem.
- Engage in class discussions about the subject material.
- Explore ideas and work out how they are connected.
- Openly explain reasoning and thinking about the subject material.



EDCHAT...AS A TOOL FOR LEARNING

Some points from Martin Westwell re EdCHAT Trial in 2023 and moving forward.

These thoughts are provided for your consideration as we move into 2025.

The Department has full control over how EdChat is trained to detect, moderate and block potentially harmful content.

*We wanted teachers to understand what generative AI can do and **how they can leverage it to improve students' learning** while introducing efficiency and ease into their teaching process.*

*There are always going to be ways to use AI to just generate a bunch of answers. But what we are failing to acknowledge when we assume that's all students will use it for is their inherent curiosity. **Imagine being able to ask any question at any time and get an answer perfectly suited to your needs.** And imagine being able to interrogate that answer further, ask your source where it gets its information from and debate different sides of an argument with it. **Imagine being able to bounce off your ideas for a story or poem and getting suggestions to make it better,** or references to other famous works that can inspire you. That's what students can do with EdChat*



*Having this level of easy access has encouraged students to **expand their metacognition**, or their own understanding of how they learn and think. **They are learning to ask different kinds of questions to get different kinds of answers.** EdChat can help them brainstorm ideas drawing from other cultures they otherwise may lack exposure to.*

*It also makes students more confident in directing their own learning and asking questions that they may be embarrassed to ask out loud. **The technology gives them a safe space to take risks, challenge themselves and explore their thoughts and ideas.***

*Before the trial there was a misconception that generative AI would mean students never have to struggle over an assignment again. **But now they're thinking harder, questioning ideas and learning crucial critical thinking skills that will set them apart in the real world.***

Now that the first trial is complete, we have confidence in EdChat's underlying infrastructure and the safety measures and controls we put in place. We know that it works and that it's safe and appropriate. Our next steps are to keep trialling it in different schools, especially those with a lower level of digital maturity and those in rural or remote areas so we better understand what they need EdChat to be able to do. And our focus remains on what we can learn from the trials, not what we can achieve"

I am keen to hear your thoughts and ideas about using EdCHAT to develop metacognition and differentiate learning for our students (particularly primary students)

COLLABORATIVE LEARNING...

Collaborative Learning is described as a skill for the 21st Century

Collaborative learning is an intentional model of pairing and grouping children that builds their skills as **effective listeners, clear communicators and team players**

By working together, students learn to appreciate diverse perspectives, build empathy and develop a sense of community. This approach prepares them for future workplaces where teamwork and collaboration are often key to success.

To maximise the benefits of collaborative learning, it is important to implement intentional strategies when grouping and pairing students. **Consider the following approaches:**

- **Diverse Grouping:** Create groups with a mix of abilities, backgrounds, and learning styles. This diversity encourages students to learn from each other and develop a broader understanding of the subject matter.
- **Clear Objectives:** Ensure that each group task has clear, achievable objectives. This helps students stay focused and understand the purpose of their collaboration.
- **Defined Roles:** Assign specific roles within each group, such as a leader, recorder, or presenter. This structure ensures that all students are actively engaged and accountable for their contributions.
- **Reflective Practice:** Encourage students to reflect on their group work experiences. This can be done through discussions or written reflections, helping them to identify strengths and areas for improvement

Through collaborative practices, children:

- Share knowledge and ideas to grow their own ideas and opinions
- Learn how to take turns
- Learn to be caring, helpful and responsible
- Learn how to solve problems collectively and develop critical thinking skills

Which is the Odd One Out and why?



Some additional tips for teachers:

- Make sure the directions are clear and visual so that students can refer back to them
- Consider using discussion / recording graphic organisers – venn diagram, mind map, etc
- Move around classrooms listening to each group
- Make sure the problems are big enough to engage and challenge your groups
- Collaborative tasks can be fun – games, debates, role plays, etc
- **Try to keep your groups consistent for at least a term** (*this reduces the social anxiety, builds the intentional skill-set over several practices and enables you to intervene with interactions that are not being optimal*)
- Consider using the **Learning Pit** to build cognitive wobble and resilience (*and James Nottingham discussion ideas – ranking / odd one out*)

MS TEAMS / HAPS Whole School Team / Social Emotional learning / Learning Routines

SEL AS A CONTINUUM...

SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

In *MS TEAMS / HAPS Whole School Team / Social Emotional learning / SEL as a Continuum* there are SEL ideas and resources that support with this work.

What we know is IDENTITY is Key
(Self-Awareness)

Students need a strong understanding of themselves to be able to self-manage.

If we are expecting students to be responsible decision makers, we need to do the ground-work first.

Which is what this package is about 😊

Supporting resources / links:

Australian Curriculum: Personal and Social Capability Learning Continuum

CASEL Framework (USA)

EEF – Social and Emotional Learning

<https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/restorative-practices/social-emotional-learning>

These documents can be used to keep track of young people's SEL development and support teacher planning over the school year.

Your leadership team are here to support with this work in any way you would like them to. Please come and have a chat and seek advice if needed.

