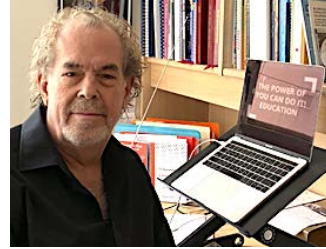




NEWS FROM MICHAEL BERNARD May 2023

Hi

As you sail into the massive headwinds of Term 2, including unrelenting teacher shortages, meeting students' diverse individual learning and mental health needs, and dealing with highly anxious and, at times, demanding and negative parents ... the list is lengthy! There are two points I want to make.



1. It is important to continue on a regular and as-needed basis to instil in all members of your school community the self-belief that they are not passive pieces of plasticine. By taking their time to strengthen their personal and social capabilities, they can gradually become more proactive and effective in managing current-day pressures and the resultant stress,

2. Experience has shown that when members of your school community are provided with regular, ongoing opportunities to strengthen their personal and social capabilities (e.g., emotional regulation, relaxation, self-acceptance, optimism) through social-emotional learning programs for teachers, parents, and students, they become more empowered, confident, and less stressed.

I sincerely hope that you find yourself during each day and a week sailing in less troubled waters and that you experience plenty of blue sky and sunshine.

I am very excited to be hosting a forthcoming webinar on ACARA's Personal and Social Capability (PSC) learning framework - which is, as stated, a social-emotional learning framework (8 June, 4-5.30 pm) where I will share what I have learnt about how to maximise the benefit of PSC. Full details are below.

Michael E. Bernard, PhD
Founder, YCDI! Education
Emeritus Professor, California State University
Former Professor, University of Melbourne
Doctorate, Education Psychology

Trauma-Informed Social and Emotional Learning Practice

I was privileged recently to be invited to present a professional development all-day workshop on ACARA's Personal and Social Capability Framework to over 100 staff from the different campuses of the Hester Hornbrook Academy (HHA). HHA is an alternative education setting for many trauma-affected adolescents and young adults. HHA is a tremendous learning and wellbeing environment providing positive relationships, mental health support and various trauma-informed teaching practices. School leadership recognised an additional need for their students: equipping them with the personal strengths necessary for a successful transition to further education and to work when HHA's support is no longer available.

Here's my view. Many young people who experience trauma are under-developed in their

personal-emotional and social capabilities. As a result, they are not well-equipped to cope with current-day, non-catastrophic, stressful events. This results in various social-emotional difficulties (e.g., anxiety, depression, anger, procrastination). Most are unaware of these critical personal capabilities, and fewer actively develop self-management. Examples of these capabilities, frequently referred to as (SELs), include Positive Attitudes (high frustration tolerance, growth mindset), Behaviours for Learning (work confidence, persistence, time management, teamwork) and Social Skills (teamwork, collaboration, conflict resolution, friendship-making). The Personal and Social Capability Learning Framework and practice is a game changer for these students.



TAKEAWAYS

1. Social and emotional learning helps educators focus on the strengths trauma-affected students need to grow and achieve their potential.
2. An explicit SEL curriculum like YCDI! 's Program Achieve with a clear scope and sequence should be employed to help educators increase young people's awareness and management of social and emotional capabilities – especially for the "at-risk" and trauma-affected.

Social and Emotional Learning Skills in Younger Children



While there is little question that strong parent-child relationships are crucial for the healthy adjustment and thriving of young children, it is also clear that developing social and emotional learning skills (SELs) is an essential foundation for young children's later academic success and wellbeing.

Several years ago, I convened a team of early childhood educators

consisting of teachers from Australia and the United States. The task was to translate the findings from early childhood research concerning SELs into attitudes and concrete behaviours that the teachers and parents of young children could readily teach. This team helped develop an early childhood curriculum and social-emotional learning program, [**Program Achieve Early Childhood. A Social-Emotional Learning Curriculum**](#) (ages 3 – 6 and first year of school) The program contains lessons with lesson plans that guide teachers in how to explicitly teach young children the five SELs fundamental to learning and wellbeing.

You Can Do It! Education Links to the Australian National Quality Standard for Early Childhood Education

As you likely know, the **National Quality Standard** (NQS) sets a national benchmark for early childhood education and outside school hours care services in Australia. The various components of our Program Achieve Early Childhood Program underpin and provide supporting evidence for aspects of the National Quality Standards (NQS), particularly for **Quality Area 1, Educational Program and Practice**, **Quality Area 5, Relationships with Children** and **Quality Area 6, Collaborative Partnerships with Families and Communities**.

Components of Program Achieve Early Childhood include a Teacher Guide, the curricula

(lessons), a Parent Education Program, a Survey of Young Children's Social and Emotional Skills, and supporting resources (songs, posters).



The latest **fifth edition of Program Achieve Early Childhood** includes:

- New, brain-based, social-emotional learning activities incorporated into existing lessons
- Suggestions for teaching younger children (ages 3-4) in each lesson.
- New role-play activities that have children practising their social-emotional skills.
- Booklist provides books with characters who do/do not portray each of the five social-emotional skills. A total of 215 books are listed.
- Downloadable *YCDI! Quick Reference Cards: Teaching Social-Emotional Skills in Early Childhood*.
- Complimentary downloadable classroom poster.

[READ MORE ABOUT PROGRAM ACHIEVE EARLY CHILDHOOD](#)

Professional Development Webinar

ACARA's Personal and Social Capability Learning Framework What to Know and Do



Hosted by
Dr Michael E. Bernard
Thursday 8 June 2023
4.00 - 5.30 PM (AEST)

**REGISTER
NOW**



I will be presenting ways in which to both implement ACARA's Personal and Social Capability Learning Framework and the specific SEL building blocks that, when taught, help strengthen the various elements and sub-elements of the framework.

Who should attend:

Primary and secondary school Leaders (Curriculum Coordinators, Principals) who have responsibility for supporting teachers and support staff in implementing Personal and Social Capabilities; those providing 1:1 coaching for 'at risk' students.

[REGISTER HERE](#)

Strengthening Staff Personal and Social Capabilities

As I mentioned in my opening, experience has shown that when members of your school community are provided with regular, ongoing opportunities to strengthen their personal and social capabilities. Our online eLearning course, *The Resilient Educator*, is designed to:

1. strengthen participants' social-emotional capabilities, and
2. 'acquaint' and personalise participants with the attitudes and social-emotional skills that teachers present to students as they employ social-emotional programs like Program Achieve.

This four-module program takes approximately 30 minutes per module to complete, and participants receive an accompanying 35-page digital guidebook.

Participants completing the course have shown increased self-awareness and self-acceptance, increased confidence, deepened understanding or resilience and a calmer, less stressed outlook.



[READ MORE ABOUT THE RESILIENT EDUCATOR](#)

That's a wrap

Feel free to communicate with me (michaelebernard@gmail.com) about what's happening at your school with YCDI! including photos and success stories - and difficulties.

Onwards! Michael

Thank you for being part of the YCDI! community. If you know someone who will also enjoy this newsletter please share an invitation to [subscribe here](#).

Have questions? Get in touch

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