

NEWS FROM MICHAEL BERNARD February 2024

Hello

As the new school year begins, I want to extend a heartfelt welcome. We are embarking on a journey together, one that holds the promise of growth, achievement, and fulfilment for everyone in our school communities.

At the heart of our mission lies a clarity of purpose, achievable goals, and the wellbeing of everyone. Through these pillars, we will cultivate a positive and productive learning environment for educators and students alike.



All over Australia, education is in a state of flux, especially the curriculum that likely impacts you directly. In Victoria, Version 2.0 of the Victorian Curriculum F-10 is being developed to focus on a world of increasing change and rapid technological advancement. Changes to curricula are being foreshadowed in NSW and South Australia, where new Mathematics curricula are being implemented. Queensland is mulling over a four-day school week to "reduce stress and add flexibility" in education. Now, that's a WOW! While WA is adjusting its English curricula concerning phonics and word knowledge. Similar curriculum initiatives are being implemented in all states.

While the quality of the academic curriculum is necessary, the personal and social capability (SEL) curriculum matters a lot – especially for those students in greatest need.

To successfully teach personal and social capabilities, a school needs a research-based, evaluated program that is presented throughout each year level of school. Somehow, time needs to be identified in the busy school week to do so. Beyond Blue- Be You Student Wellbeing Programs Directory is an excellent place to start (You Can Do It! Education's Program Achieve and Bullying: The Power to Cope is recognised as best practice).

My professional moral purpose continues to be making a difference in the lives of all young people, ranging from the disadvantaged, languishing as a result of lack of support, under-stimulation and a lack of resources to the advantaged currently experiencing extraordinarily high levels of anxiety and stress (see the infographic below).

As we embark on this journey together, I am hopeful and optimistic about the possibilities. Together, we will inspire, innovate, and elevate the educational experience.

ONWARDS!

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



ANXIOUS, STRESSED, DOWN AND ANGRY

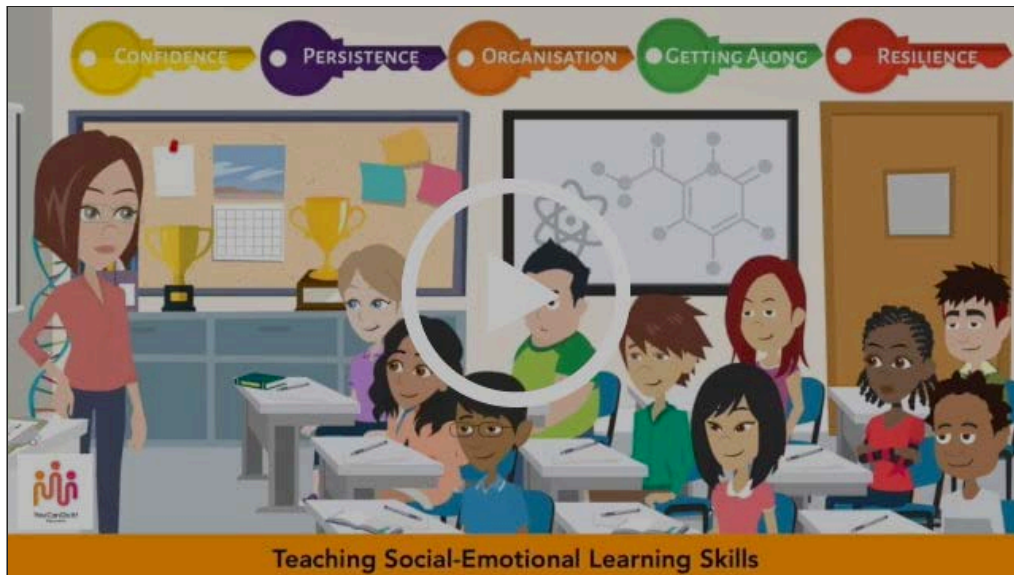
AUSTRALIAN STUDENTS ARE STRUGGLING

Australian Council for
Educational Research +
Michael E. Bernard, PhD

Findings from Survey of
Student Wellbeing (2018-2023)

480,000+
primary + secondary
students

[Click the image above to read and download the infographic](#)



An important social-emotional learning practice is for teachers to be able to explain different positive attitudes and social-emotional skills that support students' self-awareness, self-management, social awareness and social management (ACARA). These SEL practices are illustrated in this animated video.

Being Authentic Primes Social-Emotional Learning



Authentic teachers create a dynamic and nurturing learning environment where students feel valued, empowered, and inspired to reach their full potential. As a result, students are less likely to be resistant to social-emotional learning and more likely to engage with and benefit from SEL.

For educators to be successful in the presentation of social-emotional learning programs and convincing in their communications and conversations, professional learning time

should be devoted to what it means to be an authentic educator and how authenticity can be encouraged in participating staff.

Here are some ideas to aid this enterprise, which can be shared with staff involved in social-emotional learning. Click below to learn how authentic teachers demonstrate authenticity through their words and actions.

READ THE ARTICLE

10 Steps for Implementing Social-Emotional Learning

It is helpful for teachers to have a roadmap of steps to take that indicates how social-emotional learning skills can be taught. We have developed these steps based on our many years of successful implementation of You Can Do It! Education in individual classrooms and on a school-wide basis.



Foundation/Early Childhood
[READ ARTICLE](#)



Primary School
[READ ARTICLE](#)

Social-Emotional Learning Curricula for Foundation Year and Primary Students



01. Program Achieve Early Childhood. A Social-Emotional Learning Curriculum (Ages 3-6+ years)



02. Program Achieve Primary. A Social-Emotional Learning Curriculum (years 1 - 6)

[Program Achieve Early Childhood](#) is a fabulous set of 32 lessons introducing younger children to five classmates (puppets, songs, posters) demonstrating each of the five SELs: Connie Confidence, Pete Persistence, Oscar Organisation, Gabby Get Along and Ricky Resilience.

[Program Achieve Primary](#) contains 32 lessons for each of the six year levels organised into four themes: Achievement, Relationships, Wellbeing (Resilience+Happiness) and Social-Emotional Blockers (worry, feeling down, anger, procrastination, not paying attention).

Now in its 5th edition, Program Achieve (Early Childhood and Primary) incorporates brain-

based, social-emotional learning activities. For further information on brain-based social-emotional learning activities, see Tammy-Anne Caldwell's review, [*The Brain Works Better when the Mind is Right.*](#)

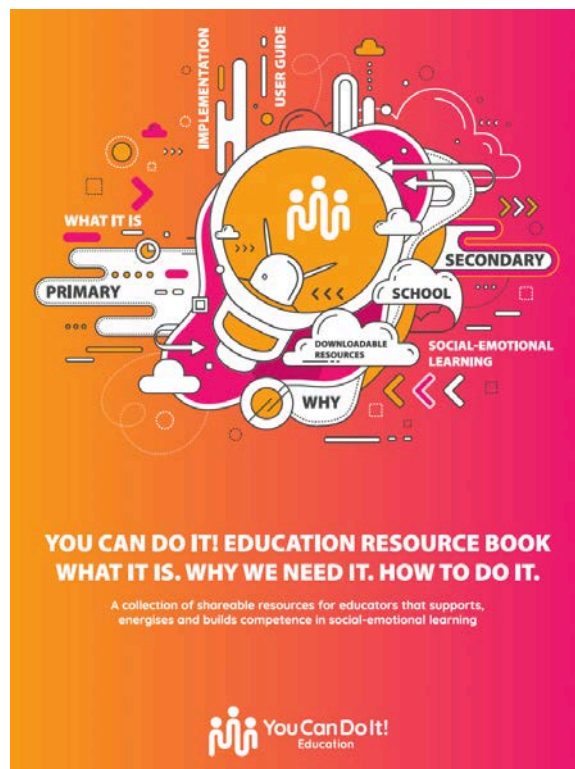
You Can Do It! Education Resource Book

What it is. Why we need it. How to do it.

This is a must-have collection of downloadable, shareable resources for educators that support, energise and build competence in social-emotional learning.

A comprehensive collection of 80+ YCDI! Insights include brief articles on how to use YCDI!s Program Achieve curriculum, best classroom and school-wide practices, surveys, posters, award certificates, parent education, overcoming student social-emotional difficulties, implementation guidelines and much more!

This resource is designed to support staff who are designated YCDI! Coordinators, educators and mental health practitioners who are implementing YCDI! Education programs at their school or organisation. The digital resources can be easily shared with colleagues to encourage successful school-wide implementation.



I would like to take this opportunity to thank you most sincerely for the time that you spent with Perth Modern School. As one of the top schools in Australia, we only work with external agencies that are also the very best in Australia. You certainly met and exceeded our expectations and needs. Your presentations to our staff, students and parents were all outstanding, and each one was tailored to the specific needs of the audience. You had a profound impact on contributing to the culture at the beginning of the year. I do believe that the conversations that you had and the professional way that you delivered these, led to positive change in our organisation. You set a lovely tone for rich and professional conversations to occur. Thank you so much for your outstanding work.

Mitchell Mackay

Principal



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Exceptional schooling. Exceptional students.

Have MICHAEL BERNARD present your next school's professional learning session. For more information, please contact:
1-800-155-603 or enquiries@youcandoiteducation.com.au

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 too!

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

enquiries@youcandoiteducation.com.au

Toll-Free 1800 155 603



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