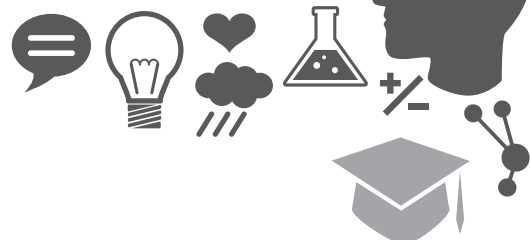




Innovate!

Educate!

Inspire!



ERIN ERCEG

Monday 26 May

Building a Friendly School Culture

Session 2



ERIN ERCEG



Erin is currently working as the lead trainer for Friendly Schools Plus initiative with Hawker Brownlow Professional Learning Solutions. Having spent 12 years with the Child Health Promotion Research Centre at Edith Cowan University in Western Australia Erin's most significant roles relate to her work on research around aggression and bullying among young people. Other areas of research Erin has been involved include capacity building for interventions in schools; secondary school transition factors; cyberbullying and it's effects, reducing the effects of bullying among Aboriginal children; children's connectedness factors and mental health, building school capacity to engage parents and increase their connectedness to the whole school environment and self esteem and resilience of young people.

Previous to this work Erin has worked as a teacher in both primary and secondary school classes for 13 years, as a development officer for rural health and wellbeing programs and as a consultant with community builders and suicide prevention.

Erin is one of the lead authors of the Friendly Schools Plus Resources and has been directly involved in the research supporting this initiative since it began in 1999. She has also been the lead trainer for the Friendly Schools Research projects throughout this time and has worked extensively with primary and secondary schools.

A message from Hawker Brownlow Education

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FRIENDLY SCHOOLS^{PLUS}

Building a Friendly School Culture – Enhancing Social and Emotional Learning

Bullying occurs in a social context. The most effective means to reduce bullying among young people is to enhance their social and emotional understandings and competencies, utilising the Friendly Schools Plus whole-school approach. In this session we will address the social and emotional learning of young people, through explicit classroom teaching and informally through whole school culture, organisation and structures that reinforce and uphold these essential understandings, skills and competencies.



Friendly Schools Plus

Building a Friendly School Culture: Enhancing Social and Emotional Learning

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Icons



Friendly Schools Plus
Workbook



Key Message



Reflection



Reference



Activity



Discussion

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FRIENDLY SCHOOLS PLUS

Whole-school approach to support your journey towards increasing social and emotional wellbeing and preventing bullying

What is Friendly Schools Whole-school Approach?

Friendly Schools Whole-school Approach is a multi-component, evidence-based whole-school initiative involving the whole-school school community to build social and emotional wellbeing, supportive environments and significantly reduce bullying and social aggression.

Why is the Friendly Schools Approach important for schools?

Multi-component whole-school initiatives involving all the school community are more likely to reduce bullying behaviour than single-component programs, such as those involving only classroom curriculum. While it is well known that healthy students learn better, student wellbeing is seldom given the same priority as literacy and numeracy. When schools take on initiatives such as Friendly Schools Plus, they are not only achieving objectives that aim to enhance student wellbeing but also student learning in educational areas

How was Friendly Schools developed?

Friendly Schools draws on thirteen major research projects conducted over 15 years involving 27,000 Australian school students.

How does Friendly Schools link to the National Safe Schools Framework?

Professor Donna Cross the Director of the Friendly Schools Research was a key consultant for the scoping study to develop the National Safe Schools Framework.

How is the Friendly Schools Approach Implemented?

This initiative includes processes, strategies and resources to help schools to engage in an action determine their current strengths and needs and strategically build their school's capacity to address these gaps using widely tested strategies to support them build social and emotional learning and prevent bullying. The social and emotional wellbeing of students in the school community is promoted through a whole-school community learning approach, with an emphasis on school organisation, ethos and environment, family and community partnerships, and curriculum teaching and learning.

Is Friendly Schools a program?

Friendly Schools is more than a program it is a whole-school approach. In partnership with schools, this comprehensive range of resources, strategies, toolkits and supports have been developed to support a collaborative approach that engages all members of the community in building the school's capacity to provide a friendly and supportive environment to maximise learning.

**How does Friendly Schools support schools?**

Friendly Schools support in the following ways:

- Promotes in whole-school community learning (educators, students and families)
- Demonstrates quality applied prevention research - Evidence based – developed and tested with Australian schools including 15 years of research with 27,000 students
- Links current evidence (Australian and international) into real world practice
- Engages school community in a journey of school improvement to strengthen student wellbeing and learning outcomes
- Supports schools through a quality improvement process to assess, plan, implement and evaluate actions
- Supports schools to align school vision with evidence-based practice
- Provides step-by-step process to identify, develop and sustain those components of a friendly and supportive school climate for student achievement
- Reduces bullying behaviours through whole school social and emotional skill building
- Empowers students to manage their own learning and behaviours
- Positively changes attitudes towards bullying and social relationships

Five Social and Emotional Learning Skills



Social and Emotional Competencies

Reflection: Reflect on the needs of your students in each social and emotional competency

Self awareness	Needs
Students need to: <ul style="list-style-type: none">• Recognise, identify and express emotions appropriately• Understand how emotions can affect the way we think and behave• Recognise personal interests, strengths and limitations	
Self management	Needs
Students need to: <ul style="list-style-type: none">• Express emotions appropriately• Regulate emotions to handle stress and control impulses• Learn to manage own behaviours and decisions• Develop and maintain a well-grounded sense optimism and resilience	
Social awareness	Needs
Students need to: <ul style="list-style-type: none">• Recognise and appreciate individual and group similarities and differences• Be open to the perspective of others• Be able to empathise with others and show compassion for others	
Relationship skills	Needs
Students need to: <ul style="list-style-type: none">• Learn to form and maintain positive relationships• Understand the difference between healthy and unhealthy relationships• Develop skills for negotiation, refusal, and conflict management• Recognise, avoid and deal effectively with bullying behaviour• Work effectively and cooperatively with others in pairs and groups• Be able to seek and provide help when needed	
Social decision-making	Needs
<ul style="list-style-type: none">• Use problem solving and decision making strategies• Make ethical, constructive choices about personal and social behaviour• Make decisions based on a consideration of all relevant factors, including personal, moral, and ethical responsibility plus safety considerations• Be able to identify and evaluate the likely consequences of taking alternative courses of action• Monitor and evaluate effectiveness of choices and decisions	




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Primary Schools –

Social and Emotional Competencies





Reflection: Teachers should be encouraged to regularly reflect on their own social and emotional competencies.



Notes:

<p>Self-awareness:</p> <ul style="list-style-type: none"> Identify and understand own emotions and understand how they affect thoughts and behaviours Recognise and understand own strengths and limitations Recognise and understand own feelings and emotions 	
<p>Self-management:</p> <ul style="list-style-type: none"> Recognise and understand own feelings and emotions Recognise and understand own strengths and limitations Recognise and understand own feelings and emotions 	
<p>Relationships:</p> <ul style="list-style-type: none"> Establish and maintain positive relationships with others Recognise and understand own feelings and emotions Recognise and understand own strengths and limitations 	
<p>Responsible decision-making:</p> <ul style="list-style-type: none"> Establish and maintain positive relationships with others Recognise and understand own feelings and emotions Recognise and understand own strengths and limitations 	



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We all need to recognise and express our emotions



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We need to learn to understand and control



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We need to learn how to stop and think before responding to our feelings



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We need to learn how to make friends and get along with other people



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How to work and play together



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How to care about others and the way they feel



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...and how to make good choices and responsible

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Looking at the links between Social & Emotional Development and Learning

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Brain Development

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Synapses and Pruning

- The brain grows in cycles of synaptic growth and pruning (elimination).
- Growth involves very complex and continuing interaction of genes, the environment.

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Pruning

These early peaks in synaptic density are followed by a period of synaptic elimination (or pruning) in which frequently used connections are strengthened and infrequently used connections are eliminated.

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Early development – Synaptic density

Enrichment Changes the Structure of the Brain

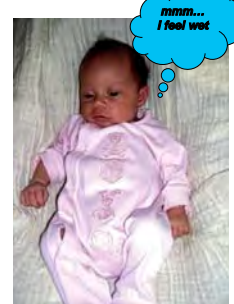
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When babies are born they are quite helpless.



They begin to develop their social skills almost immediately in order to get their needs met to survive



Social and Emotional Networks

Sometimes these old networks are so powerful that they become a barrier to new knowledge.

Thus, we often carry childhood beliefs with us for a lifetime, even when we know that they are technically incorrect.

Powerful Networks

Bad social experiences can be a barrier to positive relationships in the future.



Let's take a closer look

Key Messages



I don't get involved in bullying because:

- I know myself*
- I am comfortable with who I am*
- I feel good about myself*
- I understand that I have emotions and they can affect the way I feel*
- I have strategies to help me cope when I am feeling things are difficult*

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Self Awareness

Activity – How do you feel?

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Deeper understanding of a range of different feelings

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Let's take a closer look

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I don't get involved in bullying because:

- I can express my emotions appropriately*
- I can manage difficult emotions without impacting on others*
- I can manage my own behaviour and decisions*
- I know that sometimes I might make behavioural mistakes, but I know to say sorry and work to improve my behaviour*

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THE FEELING THERMOMETER

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Behavioural mistakes

- Treat behavioural mistakes in the same way that we treat other learning errors...
- Behavioural 'mistakes' will be inevitable, and offer an opportunity for us to teach children and young people skills and understandings.



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Self Management

Internal moral compass



All children/young people need support to develop their moral compass to identify what is right and wrong so they can make responsible and healthy decisions

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Optimistic thinking

- **Looking on the bright side**
- **Bring a little sunshine into our day**
- **Light up my life**
- **Add a splash of colour to your day**
- **Colours of my life**
- **Brighten up your day**

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Let's take a closer look



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I don't get involved in bullying because:

- I understand and appreciate that everyone is different**
- I am open to the perspectives of others**
- I try to empathise with other people**
- I realise that I have a social responsibility to care about and support others**




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Empathy

Being **empathetic** about means being able to identify with, understand and care about how another person feels in a certain situation.



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Social awareness



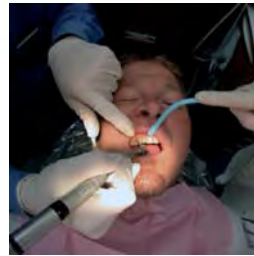
Empathy begins with recognising another person's feelings about a certain situation.

If you have never felt a certain feeling then it will be difficult for you to understand how another person might feel in this same situation.



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Empathy



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Social awareness



Perspective taking is the ability to see things from a point of view other than one's own.



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Perspective taking



The ability to take another's perspective is crucial for successful social interaction



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Social Responsibility



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Let's take a closer look



Education: Professional Development 2013 /

I don't get involved in bullying because:

I can recognise healthy and unhealthy relationships

I have good relationships that I appreciate and maintain

I know how to try to resolve conflicts and say "no" when I need to

I know how to ask for help and seek help for others who need it.

I can work and play in teams and groups

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Relationships

Healthy and unhealthy relationships

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Key messages for learning

- Most young people agree they don't like bullying and don't want it in their school.
- What is bullying?
- What do I do if I am bullied?
- How do I get help if I am bullied?
- What do I do if I am a bystander to bullying?
- How do I make sure I don't get involved in bullying others

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Let's take a closer look

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I don't get involved in bullying because:

I can make ethical and responsible decisions

I know how to use problem solving and decision making strategies

I can take responsibility for my decisions and their consequences

I am aware that my decisions have consequences

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The Moral Compass

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The Moral Compass

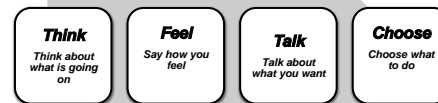


- **Scenario**
- You are online and a website pops up that you know you shouldn't enter, but you are in your room alone and no one will know.
- **Check with your moral compass**
- What are the factors you think about in this particular case?
- How do these factors influence your decision?
- What is your ultimate decision? What would you do?



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Making choices



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Choices and Consequences

PLAN – What could I do?	What might happen?
	+
	-
	+
	-
	+
	-

DECISION



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Activity - Student Contexts



1. What are the big issues around SEL in your classroom?
2. What are the big issues around SEL in the playground?



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Why do most children not bully others?



- They have good social skills so they can make friends and have healthy relationships without bullying.
- They think bullying is wrong and think their parents would be really upset with them if they bullied.
- They feel good about themselves and don't feel the need to have power over other people.



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Why do most children not bully others?



- They wouldn't like someone to treat them that way so wouldn't bully someone for fear it might happen to them one day
- They are too busy to think about it. They are involved in activities, so they don't have time and are usually not interested in bullying.



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How do you feel? “Most students don’t bully” – Why? Why not?



Text Reference: Refer to Evidence for Practice page 27

Why do *some* students bully others?



Discussion- Discuss with your group the following question:

Why do *most* students *not* bully others?

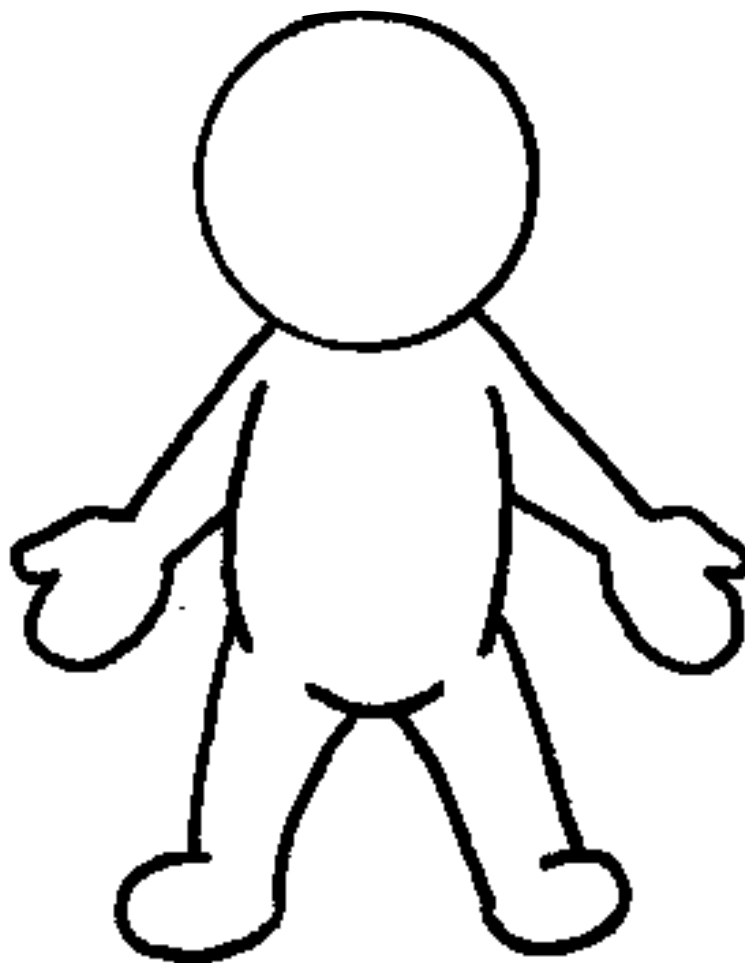


Discussion- Discuss with your group the following question:

What does this information tell us about reducing bullying?

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How do you feel?



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Expressing Feelings

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Evidence – Social and Emotional Learning



Key Messages- Consider the information you have seen about social and emotional learning and summarise what you think are the key messages and common language that should be promoted at school level

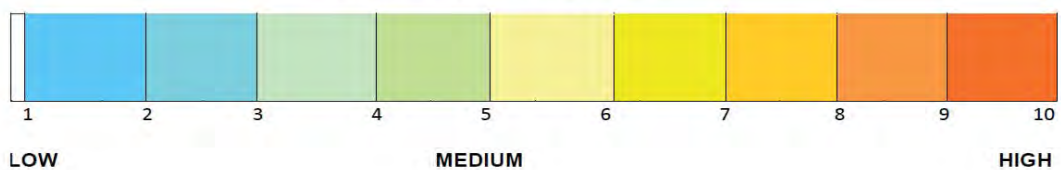
Key messages

Common Language



To what extent do you think your whole-school is currently promoting these messages

Critical Thinking Line





Self Awareness. Overview

Teacher Resource Book 4-6	Teacher Resource Book 6-8	Teacher Resource Book 8-10	Teacher Resource Book 10-11
Ages 4-5	Ages 6-7	Ages 8-9	Age 10
Focus 1: Special Me Focus 2: Feeling Happy Focus 3: Sad Feelings Focus 4: Scary Feelings Focus 5: Angry Feelings	Focus 1: We are all Similar and Different in Some Way Focus 2: Experiencing Different Feelings Focus 3: We All Feel Worried Sometimes	Focus 1: My Self Esteem Focus 2: Physical and Emotional Health Focus 3: When My Feelings are Hurt	Focus 1: Understanding Emotional Responses Focus 2: Understanding Human Needs Focus 3: Cool Friend, Good Friend
Ages 5-6	Ages 7-8	Ages 9-10	Age 11
Focus 1: We are Special Kids Focus 2: Our Feelings and Emotions Focus 3: Feeling Angry Focus 4: Feeling Excited	Focus 1: Diversity of My World Focus 2: Seeing the Bright Side Focus 3: The Power of a Smile	Focus 1: Exploring My Values Focus 2: Values and Manners Online and Offline Focus 3: Values and Social Rules	Focus 1: Getting What We Want Focus 2: Aggressive or Assertive?

Teacher Resource Book 11-14		
Ages 11-12	Ages 12-13	Ages 13-14
Unit 1: Letting Go and Hanging On Unit 4: The Moral Compass	Unit 5: Your Digital Footprint	Unit 2: Mapping My Life Online Unit 4: The Law's Claw Unit 7: Savvy Networking

**FRIENDLY SCHOOLS**
PLUS**Self Management. Overview**

Teacher Resource Book 4-6	Teacher Resource Book 6-8	Teacher Resource Book 8-10	Teacher Resource Book 10-11
Ages 4-5	Ages 6-7	Ages 8-9	Age 10
Focus 1: When You're Having a Bad Day Focus 2: Social Mistakes – Being Bossy Focus 3: Social Mistakes – When You Can't Get What You Want	Focus 1: Hurt Feelings Focus 2: Feeling Shy Focus 3: Feeling Left Out and Lonely	Focus 1: Managing our Feelings Focus 2: Positive Thinking Focus 3: Perseverance	Focus 1: Relinquishing Myself In Focus 2: Being Responsible for Myself Focus 3: Saying Sorry
Ages 5-6	Ages 7-8	Ages 9-10	Age 11
Focus 1: Knowing How I Feel Focus 2: Controlling Grumpy and Angry Feelings Focus 3: Feeling Brave When You Are Scared	Focus 1: Different Feelings, Different Days Focus 2: Helping Myself When I'm Feeling Blue Focus 3: Responding to Feelings of Frustration and Anger Focus 4: Dealing with Frustrating and Angry Situations	Focus 1: Resolving Conflict Focus 2: When It Is Ok To Say "No" Focus 3: Standing Up For What You Believe In and Value	Focus 1: Making It Happen Focus 2: Self-Talk Focus 3: Challenging Myself

Teacher Resource Book 11-14			
Ages 11-12	Ages 12-13	Ages 13-14	
Unit 1: Letting Go and Hanging On	Unit 5: Your Digital Footprint	Unit 1: Engaging in Cyberspace-The Four Cs Unit 7: Savvy Networking	Unit 8: Respect, Respond, Reconcile (Part 1)



Social Awareness. Overview

Teacher Resource Book 4-6	Teacher Resource Book 6-8	Teacher Resource Book 8-10	Teacher Resource Book 10-11
Ages 4-5	Ages 6-7	Ages 8-9	Age 10
Focus 1: Using Manners – Please, May I and Thank You Focus 2: Saying Sorry Focus 3: Excuse Me	Focus 1: Being Thoughtful, Caring and Polite Focus 2: Using Friendly Behaviours to Make Friends	Focus 1: Giving – Making Deposits Focus 2: Making things better	Focus 1: Friendship Groups Focus 2: Friendship and Tricky Situations Focus 3: Social Responsibility
Ages 5-6	Ages 7-8	Ages 9-10	Age 11
Focus 1: Caring, Sharing and Friendship Focus 2: Sharing and Taking Turns Focus 3: Working Through a Problem Focus 4: Including Others	Focus 1: Bringing Colour into Other People's Lives Focus 2: Friends Colour Our Lives Focus 3: Meeting New People Focus 4: When It Is Hard to Join In Focus 5: When Friendship Makes you Feel Blue	Focus 1: Friends and Friendship Groups Focus 2: Equality and Exclusion in Groups Focus 3: Empathy – Understanding How Others Feel	Focus 1: Peer Groups Focus 2: Responding to Negative Peer Pressure

Teacher Resource Book 11-14	
Ages 11-12	Ages 12-13
Unit 2: Trying New Friendships Unit 3: Choices and Consequences Unit 6: Advocacy Action	Unit 1: Bullying Exposed Unit 2: Responding to Bullying Unit 4: Power and Pressure Unit 6: Cyber Etiquette when Emailing and Texting Unit 7: Managing My Mobile
	Ages 13-14
	Unit 1: Engaging in Cyberspace-The Four Cs Unit 3: Traffic Lights Unit 4: The Law's Claw Unit 5: Communication Technology and Bullying Unit 6: Knowledge is Power Unit 8: Respect, Respond, Reconcile (Part 1)

**FRIENDLY SCHOOLS** plus**Relationship Skills – Overview**

Teacher Resource Book 4-6	Teacher Resource Book 6-8	Teacher Resource Book 8-10	Teacher Resource Book 10-11
Ages 4-5	Ages 6-7	Ages 8-9	Age 10
Focus 1 : Sharing and Taking Turns	Focus 1 : Working Cooperatively	Focus 1 : Bullying Behaviours	Focus 1 : The Truth About Bullying
Focus 2 : Helping Each Other	Focus 2 : What Can I Contribute?	Focus 2 : Bullying – Keeping Safe	Focus 2 : Types of Bullying
Focus 3 : Listening to Each Other	Focus 3 : Working Cooperatively: Mini Projects	Focus 3 : How Does it Feel to be Bullied?	Focus 3 : Is This Bullying?
Ages 5-6	Ages 7-8	Ages 9-10	Age 11
Focus 1 : Class Rules About Being Friendly	Focus 1 : Problems with Friends	Focus 1 : Behaviours That Are Bullying	Focus 1 : Bystanders to Bullying, Antisocial and Inappropriate Behaviours
Focus 2 : Dealing with Unfriendly Behaviours	Focus 2 : The Benefit of the Doubt	Focus 2 : Who is Involved in Bullying?	Focus 2 : Conflict Resolution as a Bystander
Focus 3 : Asking for Help	Focus 3 : How We Think	Focus 3 : Why some People Bully and Most People Don't	Focus 3 : Bystanders Online
Focus 4 : Saying Sorry if I am Unfriendly	Focus 4 : What is Bullying?		
	Focus 5 : Who is Involved in Bullying?		
Teacher Resource Book 11-14			
Ages 11-12	Ages 12-13	Ages 13-14	
Unit 2: Trying New Friendships Unit 5: Bullying Uncut	Unit 3: Bystanders to Bullying – Choices We Make Unit 4: Power and Pressure Unit 6: Cyber Etiquette When Emailing and Texting	Unit 3: Traffic Lights Unit 5: Communication Technology and Bullying Unit 7: Savvy Networking Unit 9: Respect, Respond, Reconciliate	



Social Decision Making. Overview

Teacher Resource Book 4-6	Teacher Resource Book 6-8	Teacher Resource Book 8-10	Teacher Resource Book 10-11
Ages 4-5	Ages 6-7	Ages 8-9	Age 10
Focus 1: Saying How We Feel Focus 2: Sorting Out a Problem	Focus 1: We All Have Choices Focus 2: Working Out Ways to Respond	Focus 1: Choices and Consequences Focus 2: Responding Safely to Bullying Situations	Focus 1: More Steps to Help Solve Social Problems
Ages 5-6	Ages 7-8	Ages 9-10	Age 11
Focus 1: Making Choices	Focus 1: How I Feel in Social Situations Focus 2: What Can I Do if I'm Bullied? Focus 3: Asking for Help Focus 4: What Should I Do if I'm a Bystander to Bullying?	Focus 1: Taking Steps to Help Solve Social Problems	Focus 1: Decision Making Skills Focus 2: Decision Making Model Focus 3: Possibilities

Teacher Resource Book 11-14	
Ages 11-12	Ages 13-14
Unit 3: Choices and Consequences Unit 4: The Moral Compass Unit 6: Advocacy Action Unit 7: Creating a Bullying Prevention Campaign Online and Offline	Unit 1: Engaging in Cyberspace – The Four Cs Unit 2: Mapping My Life Online Unit 3: The Traffic Lights Unit 4: The Law's Claw Unit 5: Communication Technology and Bullying Unit 9: Respect, Respond, Reconcile (Part 2)

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Australian Curriculum

Personal and social capability

Introduction

'In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.'

2013: <http://www.australiancurriculum.edu.au/GeneralCapabilities/Personal-and-social-capability/Introduction/Introduction>

The *Melbourne Declaration on the Educational Goals for Young Australians* (MCEETYA 2008) recognises that personal and social capability assists students to become successful learners, helping to improve their academic learning and enhancing their motivation to reach their full potential. Personal and social capability supports students in becoming creative and confident individuals with 'a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing', with a sense of hope and 'optimism about their lives and the future'. On a social level, it helps students to 'form and maintain healthy relationships' and prepares them 'for their potential life roles as family, community and workforce members' (MCEETYA, p. 9).

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.

Scope of Personal and social capability

Personal and social capability encompasses students' personal/emotional and social/relational dispositions, intelligences, sensibilities and learning. It develops effective life skills for students, including understanding and handling themselves, their relationships, learning and work. Although it is named 'Personal and social capability', the words 'personal/emotional' and 'social/relational' are used interchangeably throughout the literature and within educational organisations. The term 'Social and Emotional Learning' is also often used, as is the SEL acronym.

When students develop their skills in any one of these elements, it leads to greater overall personal and social capability, and also enhances their skills in the other elements. In particular, the more students learn about their own emotions, values, strengths and capacities, the more they are able to manage their own emotions and behaviours, and to understand others and establish and maintain positive relationships.



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Examples of social and emotional skills that particular subjects are well suited to cover

ENGLISH
<ul style="list-style-type: none"> Learn how language enables people to interact effectively, to build and maintain their relationships, and to express and exchange their knowledge, skills, attitudes, feelings, and opinions
English language
<ul style="list-style-type: none"> Developing an emotional vocabulary. Developing an social vocabulary to express oneself appropriately and clearly. Developing communication skills for relationships
English Literature
<ul style="list-style-type: none"> Understanding, appreciating, responding to, analysing and creating literature: An enjoyment in, and informed appreciation of, how English language can convey and evoke social and emotional awareness and understanding. Encouraging empathy through seeing the world through another's eyes. Broadening and deepening emotional experience, vicarious emotion, anticipatory experience. Sense of coherence and resilience through experiencing others making sense of their lives. Understanding the causes of emotions through exploring why people do what they do.
English Literacy
<ul style="list-style-type: none"> Using social and emotional skills and understandings to produce the English language in a range of modes, and digital and print settings, in texts designed for a range of purposes and audiences. Exploring emotions and social skills and behaviours through different modes using the English language
MATHEMATICS
<ul style="list-style-type: none"> Generating alternative ways to overcome problems. Choosing and monitoring the effectiveness of problem-solving strategies. Critically examine social and scientific issues by using and interpreting mathematical perspective Using algebraic perspective to represent relationships and outcomes in a variety of settings Constructing, interpreting, representing and analysing data related to social and emotional issues. Recognising the value of assumption when deducing results. Drawing on quantitative and spatial information to derive meaning from certain types of texts.
SCIENCE
<ul style="list-style-type: none"> Examining emotional changes in adolescence. Understanding how the brain works, centrality of emotion to how we think, learn, behave and experience the world. Emotion and social bonding in animals. Debating the benefits and drawbacks of scientific developments including those linked to environment, health and quality of life. Understand that decisions concerning science applications involve constraints, consequences and risks. Such decision-making is influenced by particular values in attempting to balance these issues.
HISTORY
<ul style="list-style-type: none"> Developing tolerance, understanding and empathy through exploration of past experiences. Understanding relative impact of individual action versus social forces in shaping events. Sense of personal coherence through study of family and local history. Exploring role of emotion as part of the causes that shape major events. Positive influence of emotions, e.g. desire for peace, justice, humanitarianism. Understanding change and continuity of the social structure in major world civilisations Exploring the impact of beliefs and values in human history Exploring cultural contact and conflict throughout history Exploring global conflict and collective peace Exploring rights and freedoms
GEOGRAPHY
<ul style="list-style-type: none"> Exploring the world and its diversity to enables students to relate to other places and people, and to appreciate the cultures and perspectives of others. Gaining knowledge of the world, as the foundation for understanding international events and trends and ways in which they can positively influence their world. Investigating issues and to evaluating alternative, more sustainable futures to develop an informed view of their responsibilities towards the environment and to people throughout the world. Exploring how people perceive places, the meanings they attach to places, how they experience places, and how their identities and cultures are formed by the places in which they have grown up. Investigating their own place and its significance to them to further develop a personal sense of identity. Investigating current geographical events evaluate their findings against the criteria of environmental sustainability, economic viability, and social justice.

FRIENDLY SCHOOLS^{PLUS}

- Exploring ethical questions about human rights and citizenship, such as who bears the costs and who gains the benefits, and about group and personal responsibilities.

PHYSICAL EDUCATION

- Expressing self through movement.
- Social cooperation through teamwork.
- Exploration of the mind and body link: importance of motivation, optimism, positive belief.
- Identification of strengths and weakness and goal setting for improvement
- Religious education
- Recognising how values are demonstrated through social and global issues.
- Examining causes of suffering and how they might be overcome.

PERSONAL, SOCIAL AND HEALTH EDUCATION

- Comprehensive work on social and emotional skills, through the focus on, positive self-concept; self-protection; making relationships; resisting pressure; decision making; stress management; communication skills; negotiation.
- Sex and relationships education focuses on loving and respecting others, empathy, assertion, making decisions and taking responsibility.
- Drugs education focuses on self-care and social skills including resisting pressure; assertion; making decisions; taking responsibility; finding alternative ways to meet emotional need to let go and have a good time.

THE ARTS

- Using the arts to understand themselves, their relationships and the world around them, enabling them to recognise and name the emotions to develop empathy and nurture an appreciation of the perspectives of others.
- Direct emotional experience – through seeing, listening and taking part.
- Expressing own emotions – through movement, facial expression, sound and pictures.

Music

- Exploring and expressing emotions through music.
- Explore cultural aspects of music and appreciate diversity in music creation and production

Dance

- Evaluating the emotional meaning in dance works
- Exploring social situations and perspectives through dance
- Collaboration, teamwork and social management to create a performance or production

Visual Arts

- Understanding how art and design works operate in the world to make, reflect and interrogate social and cultural meanings.
- Understanding cultural diversity and being sensitive

Drama

- Understanding the cultural, ethical, social and economic roles of theatre in society,
- Imagining themselves as others, actively step into role and explore beliefs, feelings, relationships and behaviours in diverse human situations.
- Conveying emotions in performances to specified audiences
- Demonstrating skills directly, e.g. assertiveness, negotiation, problems solving

Media Arts

- Communicating social and emotional awareness through a range of media arts.
- Explore the cultural, social and ethical implications of their own, and others' media productions.
- Engaging with questions about how media and popular culture operates.
- Explore media and marketing influences

ICT

- Creating good presentations suited to the needs of others.
- Sharing experiences and opinions of use and potential of ICT.
- Solving problems and making sense of information.

DESIGN TECHNOLOGY

- Developing skills of motivation, including goal setting and evaluation and review.
- Developing autonomy, having an appropriate level of independence from others.
- Being aware of their own learning styles and strategies, and strengths and limitations as learners.

MODERN FOREIGN LANGUAGES

- Developing language and listening skills.
- Developing cultural awareness.
- Expressing and discussing feelings and opinions.

CITIZENSHIP

- Focusing on preparing pupils to participate and take responsible action, for example autonomy, empathy and social skills – such as conflict resolution, tolerance, anti-bullying, anti-racism, cooperation, negotiation and assertiveness.

FRIENDLY SCHOOLS^{PLUS}

Where to from here?



Reflection: In reflecting on the workshop consider the following

What are the questions foremost in my mind?		
What will I do when I get back to school?		
What could we address first?		
Collect data	Survey the scene- Students	
	Survey the scene- Staff	
Map the Gap	Capacity	
	Whole-school policies and practices	
Review current classroom practice	Social and emotional learning	
	Common understandings to reduce bullying	
Staff development	Content?	
More information	Needs	



A series of horizontal lines for writing, consisting of 20 lines.



In-School Support

We can provide customised professional learning support throughout your journey.

Examples of the Friendly Schools concepts we cover include:

- Leading a whole-school approach to develop social and emotional learning and to reduce and prevent bullying
- Implementing a classroom curriculum to address social and emotional learning and reduce bullying
- Strategies to address bullying behaviours and support student self management
- Embedding the Personal and Social Capabilities into the curriculum
- Building capacity for whole-school improvement
- Family and school partnerships
- School environments that support wellbeing and learning
- Students as leaders for social change

You can customise your training or try one of our suggested courses

In-School Coaching Support:

Leadership Team Meeting

A HBPLS associate works with the leadership team to determine priorities. This work might entail reflections, planning, problem resolving or a Q&A session. The context and needs of the group will dictate the nature of discussion had at this point in time.

Intensive Coaching Support

The HBPLS associate will work with a designated staff member or group and coach them through the work that they are involved in. This work is seen as directly impacting on the successful implementation of FSP concepts.

Leadership Team Meeting

The HBPLS associate discusses reflections of progress and plans for the future with the leadership team. This may also be a time when the leadership team is engaged in a coaching conversation with the HBPLS associate.

There may as a result of the day be the need to provide all staff with a sharing of recommendations including explicit PD within an area of need that has surfaced through the day. Often this happens at the conclusion of the day or often a whole day for staff on a subsequent visit.

Please Note:

This is inclusive of travel in metropolitan cities only. Additional travel fees will be incurred for organisations deemed rural or regional. Packages can be arranged with Hawker Brownlow Professional Learning Solutions for individual schools to organise an individual school schedule.



RELATED RESOURCES



Available from Hawker Brownlow Education

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	FSP2519	Friendly Schools Plus: Foundation (5 Year Old)	\$29.95
	FSP2526	Friendly Schools Plus: Year 1 (6 Year Old)	\$29.95
	FSP2533	Friendly Schools Plus: Year 2 (7 Year Old)	\$29.95
	FSP2540	Friendly Schools Plus: Year 3 (8 Year Old)	\$29.95
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	FSP2595	Friendly Schools Plus: Year 8 (13 Year Old)	\$29.95
	FSP2601	Friendly Schools Plus: Year 9 (14 Year Old)	\$29.95
	FSP7656	Evidence for Practice: Whole-School Approach Program Leader's Guide	\$65.00
	FSP1444	Friendly Schools: Cyber Leaders Student Handbook (High School)	\$10.00
	FSP1445	Friendly Schools: Cyber Leaders Student Handbook (High School) (set of 5)	\$40.00
	FSP1446	Friendly Schools: Cyber Leaders Student Handbook (High School) (set of 10)	\$75.00
	FSP2618	Friendly Schools: School Staff Handbook for Cyber Leaders (High School)	\$19.00
	FSP2000	Friendly Schools Plus: Early Years (Set of 4)	\$110.00
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Total (plus freight) \$			



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