



**Australian Government**

**Department of Education, Science and Training**

# An implementation guide for the All REDI Project



**Module 5**

*All REDI for the Early Years of Schooling*



# Contents

---

---

	Page
1. An overview	1
2. Where are we now?	7
3. Where do we want to go?	17
4. How will we get there?	23
5. How will we know we are moving forward?	27
6. How will we know we have been successful?	31
7. A flow chart to summarise	37



*Insight Consulting Partners Pty Ltd*



April 2007

*Insight Consulting Partners  
Australian Catholic University National*

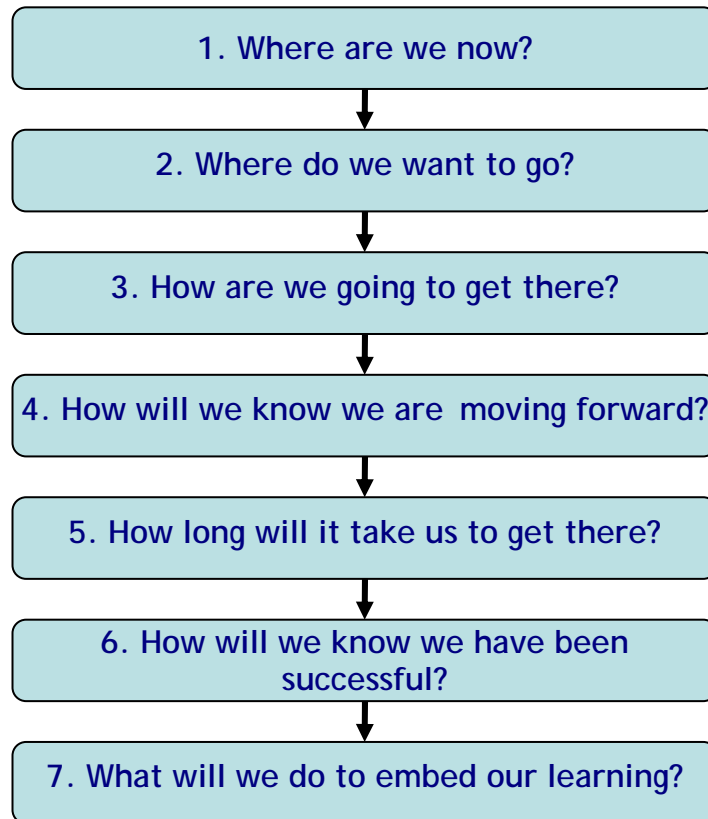
1

# An overview



### A possible model for the project

The following model provides an overview of an approach to implementing the *All REDI for the Early Years of Schooling* project in your school. It is designed to offer suggestions and is not intended to be prescriptive. It can be adapted or modified to suit your school's particular circumstances.



Each of these phases is developed further below.

### 1. Where are we now?

#### Sub questions

- Is the culture of our school and classrooms conducive to the development of SEL (social and emotional learnings) for early years' students?
- What are we already doing well in the areas of REDI (resilience education and drug information) and SEL for our early years' students?
- What do we need to develop further?
- What do we really believe we should be doing in REDI and SEL?

This phase is designed to provide opportunities for staff to critically examine how well the school addresses the social and emotional learning (SEL) of early years' students.

The most effective way of doing this is for the staff to discuss with each other the current situation regarding SEL in the early years. The use of some checklist or guide would be advantageous. (See the next chapter in this guide.)

### 2. Where do we want to go?

#### Sub questions

- What are we trying to achieve in this project?
- What can we realistically achieve in a 12 month period?

This phase allows the staff to establish clear understandings of the scope of the project. It also provides opportunities to focus the project and develop consensus about the directions that have to be taken.

This phase builds on the discussions from the previous phase.

### 3. How will we get there?

#### Sub questions

- What are the actual intended outcomes of the project?
- What strategies will we employ to achieve our goals?
- What professional development will staff require?

- How will we ensure that the other staff and the parents are supportive of what we are doing?
- How will we document what we are trying to do?
- How will we fit our project into existing curriculum structures?

This phase formalises the discussions and directions that have formed phase 1 and phase 2. A concise and easy to read project plan should be developed as a result of phase 3.

#### 4. How will we know we are moving forward?

##### Sub questions

- What will be the key milestones where we will check our progress?
- What data or information will we need to gather as we move along?
- How will we record and share that data or information?

This phase allows the staff to set times when they will have the opportunity to reflect at regular points along the way. As the data is analysed and information discussed, staff are able to either celebrate their successes or adjust their planning to address any concerns.

#### 5. How long will it take us to get there?

A project such as SEL for early years' students can be quite daunting as there is the potential to do so much. The staff members need to identify reasonable time allocations for the specific priorities that have been set.

These timelines would be a guide and should be shown on the project plan to remind staff of the intended target dates.

#### 6. How will we know we have been successful??

##### Sub questions

- How well have we followed our plan?
- Have we met our projected timelines?
- Have we achieved our intended outcomes?

- What final data will help us be convinced our ideas are working?
- What can we really celebrate?
- What do we need to do better?

This phase will allow a final check on the project.

7. How can we embed our learning?

The success of any project can be gauged by how well the strategies and activities become a regular feature of the school. That is, do we automatically include SEL in our early years' programmes and use that as part of a healthy lifestyle/healthy choices approach to drug education and the building of students' resilience?

This phase allows the staff time to consider whether they have established SEL as a part of the mainstream of the school. It also allows them the scope to share and extend SEL across all primary years - possibly by adopting the Kids Matter programme.





# 2

# Where are we now?

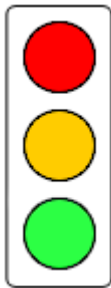


### A self analysis

The staff may like to consider an approach that uses a checklist to assess the culture of the school and how teachers are approaching SEL in the early years. There needs to be some caution exercised.

Evaluating school culture asks for people's honest feelings and opinions. A school, and its leadership team in particular, need to be open to hearing what may at times be uncomfortable messages.

So, before embarking on such an activity, consider which of the following traffic lights applies to your school.



Do not proceed. The school needs help and support before embarking on such an activity.

Proceed with caution. Tackle difficult issues more gradually. Enlist the support of a critical friend to work with you.

Go for it. You have a resilient staff and leadership team.

### School culture

The success of the programme will depend heavily on the nature of the school culture. Module 2 explained the nature of culture and the components of it. This self analysis tool is an example of how to examine and dialogue about the prevailing culture of your school.

### Components of school culture

School culture can be broken down into a variety of subsections. The following components are regularly mentioned in the literature:

- human interactions;
- safety and security;
- teaching and learning;
- attitude, behaviour and values;
- school-community relationships;

- the environment (including buildings and grounds); and
- leadership and management.

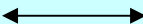
A series of questions for staff analysis

Below are some questions that staff may reflect upon to gain a better understanding of how well the culture of the school supports students and their social and emotional development and contributes to their resilience.

These questions could be used as a survey to all staff, as discussion starters or as a survey to parents/community. The results could be used to address some fundamental problems that might inhibit the development of resilient students who are socially and emotionally competent.

<u>Area</u>	<u>Ratings</u>
	Low ← → High
<b>Teacher-Student Relations:</b>	<p>Are students treated individually?</p> <p>Do teachers greet students around buildings and grounds?</p> <p>Are students willing to go to teachers with personal and/or academic problems?</p> <p>Do teachers in this school like their students?</p> <p>Do teachers help students to be friendly and kind to each other?</p> <p>Are teachers patient when students have trouble learning?</p> <p>Do teachers make extra efforts to help students?</p> <p>Do teachers understand and meet the needs of each student?</p> <p>Do students receive praise more than they are reprimanded by their teachers?</p> <p>Are teachers fair to students?</p> <p>Do teachers explain carefully so that students can get their work done</p>

successfully?

		Low  High
<b>Students Relationships:</b>	Do students care about each other?	
	Do students respect each other?	
	Do students want to be friends with each other?	
	Do students have a sense of belonging in this school?	
<b>Security and Maintenance:</b>	Do students usually feel safe in the school building?	
	Do teachers and other staff feel safe in the building before and after school?	
	Are classrooms usually clean and neat?	
	Is the school building kept clean and neat?	
	Is the school building kept in good repair?	
	Are the school grounds neat and attractive?	
	Is the school free of litter and graffiti?	
<b>Leadership and Administration:</b>	Do administrators in this school listen to student ideas, opinions and complaints?	
	Do the administrators in this school often talk with teachers and parents?	
	Do the administrators set high standards and let teachers, students and parents know what these standards are?	
	Do administrators set good examples by working hard themselves?	
	Do teachers and students help to decide what happens in this school?	
	Are decisions based on consultation and evidence?	

<p><b>Student Academic Orientation:</b></p>	<p>Do students in this school understand why they are in school?</p> <p>Are students in this school interested in learning new things?</p> <p>Do students in this school have fun but also work hard on their studies?</p> <p>Do students work hard to complete their class activities?</p>	<p>Low <math>\longleftrightarrow</math> High</p>
<p><b>Student Behavioural Values:</b></p>	<p>If one student makes fun of someone, do other students join in?</p> <p>Are students in this school well-behaved even when the teachers are not watching them?</p> <p>Would most students stay focused even if the teachers were not in direct contact with them?</p>	<p>Low <math>\longleftrightarrow</math> High</p>
<p><b>Support:</b></p>	<p>Do teachers or counsellors encourage students to help each other?</p> <p>Do teachers or counsellors help students with special needs?</p> <p>Do teachers or counsellors help students with personal problems?</p> <p>Can students in this school get help and advice from teachers or counsellors?</p> <p>Do students with learning needs receive help?</p>	<p>Low <math>\longleftrightarrow</math> High</p>
<p><b>Parent and Community-School Relationships:</b></p>	<p>Do parents and members of the community attend school meetings and other activities?</p> <p>Do most people in the community help the</p>	<p>Low <math>\longleftrightarrow</math> High</p>

	<p>school in one way or another?</p> <p>Do community groups acknowledge student achievement in learning, music, drama, and sports?</p> <p>Does the school maintain strong communication with the community?</p>	
		<p>Low ←→ High</p>
<p><b>Learning Environment:</b></p>	<p>Is there a clear set of rules for students in this school to follow?</p> <p>Do admin tasks interfere with classroom teaching?</p> <p>Do teachers spend almost all classroom time in learning activities?</p> <p>Do students in this school usually have assigned schoolwork to do?</p> <p>Is most classroom time spent talking about class work or assignments?</p> <p>Do teachers use class time to help students complete assigned work?</p> <p>Are there a lot of outside interruptions during class time?</p>	<p>Low ←→ High</p>
<p><b>Extra Curricular Activities:</b></p>	<p>Are students able to take part in school activities in which they are interested?</p> <p>Can students be in sports, music and plays even if they are not very talented?</p> <p>Are students comfortable staying after school for activities such as sports and music?</p> <p>Can students take part in sports and other school activities even if their families cannot afford it?</p>	<p>Low ←→ High</p>

**Social and emotional learning**

The following analysis tool might assist a school to identify the key priorities they want to address in teaching students about social and emotional competencies.

It could be useful to ask each teacher of an early years' class to complete this checklist and then have them discuss their observations and reach consensus about the ratings for each area.

A School Self Assessment Tool for Social and Emotional Competencies  
Early Years' Students

RATING					
<p><u>Intentionally Taught</u>: teachers know this skill needs to be taught and have various activities or programs that guide them. <u>Incidentally Taught</u>: teachers use incidents in the classroom to remind students of this skill.</p>		<p><u>Staff Awareness</u>: staff members have some (or very little) knowledge of this competence and how it assists students' growth. They do not teach the skills.</p>			
<u>Major Area</u>	<u>Competencies</u> Our students ....	<u>Intentionally Taught</u>	<u>Incidentally Taught</u>	<u>Some Staff Awareness</u>	<u>No Staff Awareness</u>
Self Awareness	• identify their own emotions				
	• label their emotions accurately				
	• identify their positive qualities				
	• cultivate their positive qualities				
Social Awareness	• identify the thoughts of others				
	• understand or interpret the thoughts of others				
	• identify the feelings of others				
	• understand or interpret the feelings of others				
	• understand value of individual differences				
	• understand value of group differences				
	• know that differences complement each other				
Self Management	• monitor their own feelings				
	• regulate their own feelings				
	• establish short term goals				
	• establish long term goals				
	• work to achieve short term goals				
	• work to achieve long term goals				
	• set goals that match				

	society's values				
<b>Major Area</b>	<b>Competencies</b>	<b>Intentionally Taught</b>	<b>Incidentally Taught</b>	<b>Some Staff Awareness</b>	<b>No Staff Awareness</b>
	Our students ....				
<b>Decision Making</b>	• know when a decision has to be made				
	• assess factors that impact on a decision				
	• recognise need to act in a safe and legal way				
	• know why decisions have to be safe & legal				
	• believe others should be treated kindly				
	• desire to contribute to a common good				
	• generate possible solutions to problems				
	• implement solutions to problems				
	• evaluate possible solutions to problems				
<b>Relationship Skills</b>	• use verbal skills to express themselves				
	• use non verbal skills to express themselves				
	• use communication to build positive exchanges				
	• have positive connections with individuals				
	• have positive connections with groups				
	• achieve positive conflict resolutions				
	• address the needs of others in conflicts				
	• convey the ability to say 'no'.				
	• follow through with decisions to say 'no'.				
<b>Summary</b>	Major Areas of Strength in competence building				
	Major areas where a focus is needed				
	Areas where we need to start working				

### Gathering and analysing your results

After discussing staff observations, high priority areas for further work would be those where staff members agree there is *some* or *no staff awareness*. When competencies are *incidentally taught*, there may be a need to also include these areas in the project plan. Where staff members agree competencies are *intentionally taught* this provides an area for celebration and commendation.

### SEL programmes in our school

If your school has already set up some programmes to build students' resilience and develop social and emotional learning, the following checklist may help to identify areas where enhancements could be made to the programme.

Programme components		Yes	No
Programme design	<ol style="list-style-type: none"> <li>1. there is a clear conceptual framework to the programme</li> <li>2. the programme identifies and defines key terminology</li> <li>3. the programme is based on evidence/research</li> <li>4. the programme offers specific advice to teachers about lessons and learning</li> <li>5. there is scope to incorporate social and emotional learning in all curriculum areas</li> <li>6. lessons have clear intended outcomes and a consistent format</li> <li>7. there is support in the programme for assessing students' progress</li> <li>8. data is collected to improve programme delivery</li> </ol>		
Programme coordination	<ol style="list-style-type: none"> <li>9. the programme emphasises the importance of social and emotional learning beyond the classroom and throughout the school</li> <li>10. families are involved in social and emotional learning at home and school</li> <li>11. there is a partnership approach to social and emotional learning</li> </ol>		
Staff support	<ol style="list-style-type: none"> <li>12. the programme provides teachers with formal training to enable them to successfully deliver the programme</li> <li>13. the programme provides ongoing technical support for teachers to build their capacity</li> <li>14. the programme provides opportunities for staff dialogue and the resolution of any issues</li> <li>15. the programme has time available to identify and celebrate successes</li> </ol>		
Programme evaluation	<ol style="list-style-type: none"> <li>16. the programme gathers evidence of the positive effects of social and emotional learning</li> <li>17. the programme schedules regular reviews of implementation</li> </ol>		

	18. the programme relies on data and evidence from a range of sources		
--	---	--	--



3

## Where do we want to go?



What do we believe we should do?

As mentioned in Module 2 (pages 8 and 9), it is valuable for a staff to consider what they jointly believe about social and emotional learning, resilience building and drug information for early years' students.

This is a valuable first step towards clarifying what the project is about and its importance in the lives of early years' students.

A process for this appears below.

Examining core beliefs

Core beliefs about building students' resilience, focusing on drug education and developing social and emotional competence:

1. *What should we teach in this area?*

2. *An early years student with strong social and emotional competence will be able to:*

3. *An early years classroom that develops well-being has the following characteristics:*

4. *Positive relationships in the early years classroom are characterised by:*

5. *Resilience in early years' students will be evidenced by:*

**Activity 1**

Each teacher would fill in some thoughts in each of the boxes in the sheet above. There are no right and wrong answers. The sheet simply provides an opportunity for each team member to reflect on their beliefs about social and emotional competence for early years' students.

**Activity 2**

At a meeting, two staff members (depending on numbers) sit together and share their ideas. They combine their thoughts, reach agreement and develop a combined sheet.

Any serious disagreements should be noted.

**Activity 3**

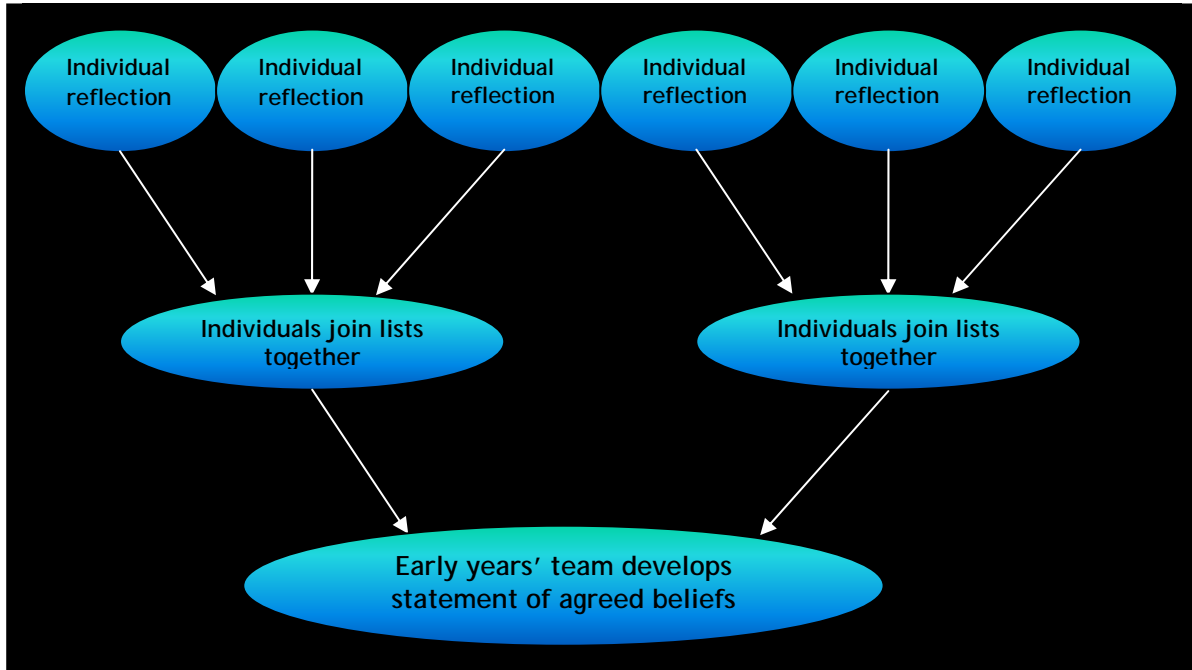
Each pair then meets with another pair (if numbers permit) and they discuss and share their ideas from the sheets developed in activity 2.

Once again, the four people share their ideas, debate their beliefs and then develop a combined sheet that reflects their agreed positions.

Work with another pair and again reach consensus on your

findings.

In diagram form



Disagreements

Throughout this activity it is most important to note and discuss major disagreements as these could provide problems later on. The aim should be to find ways to accommodate alternative views without compromising the overall beliefs.

Establishing priorities

The main purpose in looking at the first question (*Where are we now?*) is to identify the priority areas that this project will address.

It is critical that all staff members who are involved consider the data from various surveys, observations and discussions before the school decides on its priorities.

It is also important that they do not try to cover too many priority areas in teaching social and emotional competencies as they may become frustrated and overloaded.

A useful way of establishing priorities is to categorise each

identified area as in need of attention either:

- Now (N)
- Soon (S)
- Later (L)

By way of example, the school's self analysis might have identified that students need additional support and instruction in *social relationship competencies*. They then might have applied the N, S, L approach to identify their immediate goals. This might look like this:

attend to others both verbally and non-verbally	N
demonstrate to others that their messages have been understood	S
initiate and maintain conversations	L
clearly express their thoughts both verbally and non verbally	N
take turns and share in pairs or groups	N
consider others' views in a conflict	S
make and follow through with 'NO' statements to avoid being pressured	N
delay acting until adequately prepared	L
identify the need for support and assistance	L
seek support and assistance when required	S

This would show the team that in developing students' social interaction skills they need to, as top priorities, specifically show children how to:

- use verbal and non verbal cues to show they are listening to others;
- clearly express their views;

## Where do we want to go?

- take turns in social or learning situations; and
- say “NO” in uncomfortable situations.

These would become part of the project action plan.

### The product

At the completion of the above activities, the school should have two statements:

1. a list of core beliefs about social and emotional learning for the early years’ classes; and
2. a list of priorities that need to be addressed in the first year of the project.

In other words, the team should now know where they want to go with the project.

### Keeping the project realistic

As mentioned earlier, the project has to be kept in perspective so staff and the school do not become overloaded.

To do this, the following tool may be of use. It allows the team to consider the implications for their current workloads and the various components of their roles.

Project Focus	Implications for...			
	curriculum	teaching and learning	planning	professional development
<u>Social awareness training:</u> verbal & non verbal cues; expressing views; taking turns; saying “NO”.				
	monitoring & assessment	special support	leadership	home/school

By going through this activity for each of the major priority areas, the team would gain a sense of the challenges ahead from such an exercise. By examining each of their priorities and their core beliefs about the early years, they would be able to decide whether or not they were attempting too much.

4

# How will we get there?



## Action planning

This phase is where the early years' team prepares an action plan to guide the project over a specified period of time (usually a year but sometimes two).

The action plan lists the strategies and approaches that will be used to drive the project forward. It includes timelines, names of staff with certain responsibilities and some success indicators that will allow for stronger evaluation of progress.

The follow pro-forma (others included on the resources CD) may prove useful. Some exemplars are also shown.

Strand	Focus	Achievement Strategies	Staff	Success Indicator	Timeline
Staff awareness and training	The All REDI for the Early Years of Schooling Project	<p>Early years' staff shown All REDI PowerPoint from the Resources CD</p> <p>Whole staff shown the 'other staff PPT' from the CD</p> <p>Community shown the relevant PPT</p> <p>Staff undertake training via the project modules</p>	<p>John</p> <p>Principal</p> <p>Principal</p> <p>Executive early years</p>	<p>Staff knows the intent of the project</p> <p>Parent groups informed of the project</p> <p>Staff evaluations show confidence to move forward with the project</p>	Term 1
Social awareness skill building	<p>1. Verbal and non-verbal cues</p> <p>2. Expressing views</p> <p>3. Taking turns</p> <p>4. Saying 'NO'</p>	<p>Determine content areas to be taught</p> <p>Identify scope and sequence</p> <p>Map curriculum areas</p>	<p>Joan and Mary</p> <p>Joan</p> <p>Mary</p>	<p>Content lists available for the four main areas</p> <p>Scope and sequence written for 3 grades</p> <p>Staff knows where the activities fit</p>	End of Term 2

		Locate resources	Mary	Resources slotted into programme	
		Develop strategies and plans for first 3 years of schooling	All staff	Staff aware of plans and expectations	
		Develop monitoring and assessment strategies Implement in all classes	Mary	Monitoring and assessment strategies are clear to all staff Data gathering is formalised	
		Implement	All staff		Term 3
Other priority areas		Staff develop a plan for the implementation of other priority areas			

### Developing the plan

All staff members that are part of the implementation of the project should be involved in the planning phase. This planning should not be onerous or overly time-consuming as the outcome will be a succinct (3 or 4 page) document that describes how the project will occur.

### Following the plan

The successful implementation of the plan depends on several actions. These are:

- all staff who are involved are given a copy of the plan;
- the achievement indicators are regularly visited so that staff and students can identify progress made;
- regular staff dialogue occurs about the implementation of the planning document;
- the plan is seen as flexible and subject to change at any time;

The importance of dialogue

- timelines are met; and
- assessment and monitoring data is gathered and collated.

Staff members will be reassured and encouraged if time is taken to discuss the project on a regular basis. Such dialogue allows staff to express concerns, provide anecdotal feedback and sharpen the focus of the project.

This need not be a comprehensive or time consuming activity. A focused 15 minute discussion at each weekly or fortnightly meeting would suffice.





5

# How will we know we are moving forward?



## How do we know we are moving forward?

### Evidence based monitoring

The key to a successful project is the use of evidence based decision-making. Credible evidence can provide encouragement and support for the people responsible for implementing the programme and reassure personnel that the project is on track and achieving the desired outcomes.

The evidence can come from a variety of sources. These may include:

- internal sources that use qualitative information (interviews, observations, etc);
- internal sources that use quantitative information (data, surveys, assessments); or
- external sources (state attendance patterns).

### Set milestones

It is valuable for the project team to set specific times when they will examine progress against the plan. This may be each term or perhaps at the end of each semester. These formal monitoring phases will be supported by the more informal discussions that occur at regular staff meetings.

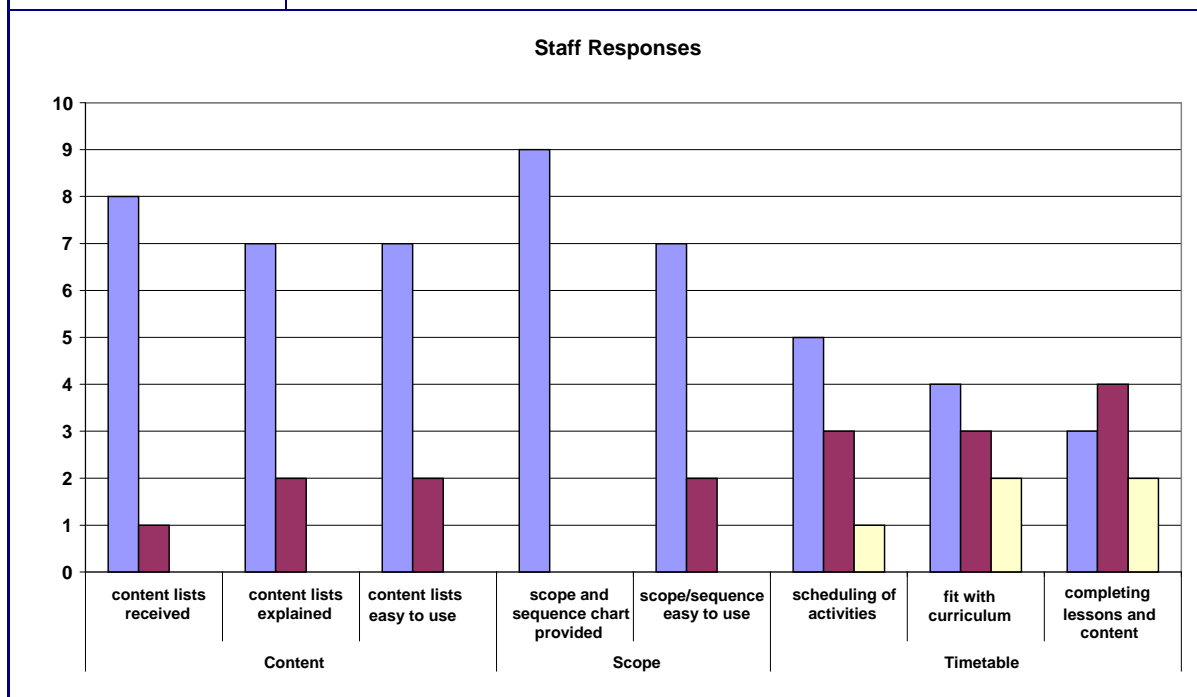
The milestones (or timelines) should be included in the action plan as shown in the example on page 22 of this document.

It is also important to use the achievement indicators of the action plan to gather evidence to show that the project is progressing satisfactorily. The evidence gathered need not be onerous or overly time consuming.

An example of the evidence gathered against the achievement indicators is shown below - using the sample plan on page 22.

Achievement indicators from action plan	Monitoring Information
	<i>Programme content for the 5 core competency areas has been compiled and distributed in a folder to all staff. This occurred by the end of term 1.</i>
Scope and sequence written for 3 grades	<i>The core content has been organized into 2 week time blocks so staff members have ample time to cover the agreed content. Checklists have been included so teachers can note the activities they have finalised. Checklists</i>

	<i>show that all teachers are meeting agreed timelines for teaching the various components of the programme although this is creating some stress. (See graph below.)</i>
Teachers know where the activities fit	<i>A curriculum mapping exercise has been completed and teachers have identified areas where the All REDI learning can be incorporated into regular curriculum areas. Where no specific fit is possible, additional times have been identified in the schedule.</i>
Resources slotted into programme	<i>Mary has been through the All REDI CD and other sources to identify teaching resources that support the programme. These resources have been printed out, placed in a folder and distributed to relevant teachers. They have been linked to the 5 core competencies.</i>
Staff aware of plans and expectations	<i>A survey of staff has shown that all teachers have either high or medium levels of confidence in the areas associated with content and scope/sequence of learning.  However, as shown in the graph below, they are not as confident with the area of timetabling suggesting some are having trouble fitting the requirements of the programme into a busy schedule. This needs further examination.</i>



Monitoring and assessment strategies are clear to all staff	<p><i>Staff members are using the assessment practices and processes agreed to at our Term 1 meeting.</i></p> <p><i>Assessment activities completed by staff suggest that the programme is having a positive impact. The areas most mentioned by staff include:</i></p> <ul style="list-style-type: none"> <li>▪ <i>the positive feelings students have towards the programme;</i></li> <li>▪ <i>their observations that students are trying to use the social</i></li> </ul>
---	---

## How do we know we are moving forward?

	<p><i>competencies in day-to-day interactions;</i></p> <ul style="list-style-type: none"><li>▪ <i>the benefits of having the stimulus materials/reminders around the room as students refer to them often; and</i></li><li>▪ <i>a reduction in incidents of conflict between students in classrooms.</i></li></ul>
Data gathering is formalised	<p><i>Data is being collated centrally. The use of a data base has allowed for flexibility in the analysis of data. The issue of entering the data has caused some concern and resources are being sought to allow for the use of a casual clerical person to enter the data. Parents cannot be co-opted because of the confidential nature of the material.</i></p>



6

How will we know we have been successful?



### Major evaluation

There is a point in the action planning and project implementation where it is advisable to have a major review of progress. This is a more formal process than the ongoing discussions and data analysis that form part of the ongoing evaluations and adjustments.

Ideally, a formal review of the project would involve an objective person. This could be a person from another part of the school or an outsider who would be a *critical friend*.

There are a number of approaches that could be used in this evaluation. Some techniques and suggestions appear below.

### Step 1

A most important, first step is to obtain **staff approval** for the review or formal evaluation. Staff will need to provide information, opinions and ideas to the review and they may also have people conducting observations in their classrooms. Therefore they will need to be fully informed and agreeable.

### Step 2

Deciding on the **terms of reference** will clarify the purposes of the evaluation. Choosing focus areas for the terms of reference should involve all the relevant staff members. As a general rule, 3 or 4 focus areas would be adequate as any more makes it difficult to focus the evaluation.

### Step 3

The next step is to decide who will actually form the **evaluation team**. Two or three people should be responsible for gathering and analysing the information that will lead to conclusions about the programme.

As mentioned above, ideally someone on the team would be an objective person who is not aligned with the programme. The team must be committed to acting in a transparent manner and sharing all gathered information with the early years' teachers.

### Step 4

The team, in conjunction with the staff, should then unpack each focus area and decide on the specific areas that will be examined.

This should be placed on a sheet (such as that shown below).

Focus Areas	Areas to be Examined
1. SEL and the Curriculum	<ol style="list-style-type: none"> <li>1. Resources and support for SEL in the classrooms</li> <li>2. Staff knowledge and skills with SEL</li> <li>3. Impact of SEL on students and classrooms</li> <li>4. Time spent on SEL</li> </ol>
2. School Culture	<ol style="list-style-type: none"> <li>1. School policies that support SEL</li> <li>2. Relationships in the school</li> <li>3. The school environment</li> <li>4. Early years' classroom environments</li> </ol>
3. Parent Education and Communication	<ol style="list-style-type: none"> <li>1. Parent information approach</li> <li>2. Parental support for the programme</li> <li>3. Parental awareness/knowledge</li> <li>4. Transferring skills to the home</li> </ol>

It is important that this sheet is given (in advance) to all people who will be interviewed. It is also important to identify those areas where students may be able to provide some information.

**Step 5**

The team also has to identify the **information sources** that will be used during the evaluation. Some ideas are shown on the model below.



**Step 6**

The next step is to gather the **data and information**. This has to follow an agreed schedule so that the time available is used to best advantage.

Interviews with parents are best done in a small group (4-6 people) and the same applies to students. Staff members should be interviewed individually.

**Step 7**

Analysing the information is the next important step. Some people find that the use of a data base such as Excel facilitates the analysis, but this depends on individual preferences.

What is most valuable is the dialogue that accompanies the

Step 8

analysis. Staff members should discuss the findings and reach conclusions about the success or otherwise of their programme.

It is useful to draw some conclusions about the programme. This can be done by writing up a brief report showing *areas of strength* and *areas for further development*.

The areas for development could be accompanied by a series of recommendations that will guide desired changes.





# 7

## A flow chart to summarise



