



Australian Government

Department of Education, Employment and Workplace Relations

Addressing the implementation of the All REDI project in a school



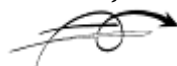
Professional Development Package 4

All REDI for the Early Years of Schooling

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This module will:

- propose a rationale for the All REDI project;
- develop knowledge about the various roles and functions of people associated with the project;
- increase familiarity with a range of information seeking instruments;
- propose some possible stages for the implementation of the All REDI project; and
- identify some monitoring or evaluation tools that could be used.

Specific Learning Outcomes:

In completing this module you will be able to:

- i. explain the importance of All REDI as a school programme;
- ii. identify what factors contribute to a successful team;
- iii. list some key questions that need to be addressed in a successful implementation process;
- iv. describe a way to identify priorities in the development of students' social and emotional competencies;
- v. identify a model of classifying data that would assist in monitoring the All REDI project; and
- vi. list eight steps for a process that would review the success of the All REDI project.

Your role in implementing the All REDI project



Project Rationale

The All REDI Project focuses on the early development of resilience through the explicit teaching of social and emotional competencies. Some people in the school community may well question why this is necessary. It is helpful if the school leader or project coordinator can clearly articulate two things:

1. why such an approach is necessary; and
2. how the teaching and learning programme will accommodate the approach.

Student Social and Emotional Health

A study conducted in Australia over recent years ¹ provides a sound foundation for the All REDI approach. This study was led by Dr Michael Bernard from the University of Melbourne supported by researchers from the Australian Council for Educational Research. (See Appendix.)

The research was conducted over 4 years and focused on students enrolled in Years 2 to 12 in 81 schools across Australia. Almost 12000 students were involved in the data gathering.

Important findings in the study were:

- 40% of students believe they worry too much;
- 30% of students say they are very nervous or stressed;
- 20% of students say they are hopeless and depressed and have stopped regular activities;
- 33% of students say they lose their temper a lot and are sometimes quite mean to (bully) other people;
- 66% of students say they are under-performing in their school work; and
- 40% say they have difficulty calming down (poor resilience).

Of particular interest is the finding that the percentage of students with higher levels of social and emotional well-being actually decreases with the years of schooling, whereas the number in the lower years increases with schooling.

¹ Bernard, M.E., Stephanou, A. and Urbach, D. 2007. *ASG Student Social and Emotional Health Report*. ACER Melbourne.

ACTIVITY 1

Read the following executive summary from the *Student Social and Emotional Health Report*. Then complete the Activity (2) that follows the summary.

Executive Summary

The social and emotional well-being (SEWB) of young people is establishing itself as a permanent fixture rather than transitory blip on the radar screen of education. At federal, state and school levels, student well-being policies are being formulated and funding is being provided to eradicate anti-social behaviour and other mental health problems of young people, as well as to promote positive affective and social outcomes for all students. Schools are increasingly being held responsible for ensuring that they have in place plans, programs and practices to promote positive student SEWB and to prevent problems of poor mental health.

Students with lower levels of SEWB are likely to experience many negative emotions and behaviours (e.g. feeling down, stress, under-achievement, bullying), as well as few positive emotions and behaviours (e.g. getting along with teachers, volunteering). They are likely to demonstrate few social and emotional capabilities (low resilience, learning capabilities and social skills and values) as well as to perceive few positive actions of adults, peers and youth-oriented programs in their schools, homes and communities.

Students with higher levels of SEWB are likely to experience fewer negative emotions and behaviours and a greater number of positive emotions and behaviours. They are likely to demonstrate many social and emotional capabilities as well as to perceive many positive actions of adults, peers and youth-oriented programs in their schools, homes and communities.

Students at all levels of SEWB do, however, demonstrate different childhood problems (bullying, getting into trouble, feeling stressed, feeling down, under-achievement). Social and emotional characteristics that tend to accompany different childhood problems are reported. For example, students who bully tend to have difficulty in thinking before they act when angry. Also approximately half of the students who bully have high self-esteem.

Consistent differences are found in the ways that students view their social and emotional characteristics in comparison with the ways in which teachers perceive them. Teachers may be unaware of the extent of the emotional difficulties of students (anxiety, stress, anger) rating students as possessing lower levels while students say they possess higher levels.

Additionally, in contrast with teacher perceptions, students with different childhood problems (bullying, getting into trouble, stress, depressed, under-achievement) say they possess higher amounts of resilience (self-coping skills and rational attitudes for

regulating emotions and controlling behaviour), a positive social orientation (social skills and values), and a positive work orientation (learning capabilities, confidence, persistence, organisation and work cooperation).

Analyses indicate that different social and emotional characteristics correspond to different amounts of student SEWB. A set of social and emotional characteristics that contribute to higher levels of student social and emotional well-being has been identified. (e.g. 'Does not become easily distressed when he/she makes mistakes or when others are negative.' 'Does not become easily frustrated and does not give up when attempting a new task he/she finds difficult.').

In student and teacher surveys, girls display, in comparison with boys, significantly higher levels of SEWB. Significant gender differences were obtained on individual social and emotional characteristics (e.g. boys higher in getting into trouble a lot, not being able to stand following rules; girls higher in helping classmates who seem unhappy, finding someone to talk with to calm down, organisation, having friends who try to do their best in schoolwork).

According to the results obtained from teacher perceptions of students' social and emotional characteristics, students from the highest 10% socio-economic level were rated significantly higher than students from the lowest 25% socio-economic level on a number of characteristics (e.g. raises hand to answer a difficult question, does not require an adult present to calm down, participates in many activities, achieves to potential in schoolwork).

The data clearly indicate that the social and emotional competence of students is a very important contributor to student SEWB with students at higher levels of SEWB displaying well-developed social and emotional capabilities in three domains: resilience (coping skills and rational attitudes leading to self-management of emotions and behaviours), positive social orientation (social skills and values leading to positive relationships and adaptive behaviour) and positive work orientation (learning capabilities supporting academic success including work confidence, persistence, organisation and cooperation). Students at lower levels of SEWB demonstrate delays across the three domains.

It is clear from the data that parenting is a crucial contributor to children's social and emotional well-being and that the parents of children with higher levels of SEWB are, according to their children, doing a good job. Children with higher levels of SEWB are likely to perceive that they have parents who accept who they are, are interested in their education, provide activities that accommodate their interests, and who make time for them and listen. Higher levels of children's SEWB also appear supported by parent conversations with their children concerning how to make friends and solve problems, the importance of confidence, persistence and organisation to school success, as well as different social values such as respect, honesty, fairness, caring, responsibility and being a good citizen. The parenting action that contributes most to children's SEWB is when parents talk with their children about feelings and how to cope with them.

For children with lower levels of SEWB, the parent report card is not as good, with children reporting that their parents less frequently engage in positive parenting practices.

It is also clear from the data that teacher actions are important contributors to student social and emotional well-being, and that teachers of students with higher levels of SEWB are receiving good grades from students for their relationships with students, the motivation they provide, and the conversations and discussions they have in class or individually about making friends and about important learning skills as well as 'feelings' and how to cope with stress. Students with lower levels of SEWB perceive the absence of many positive actions of teachers that the research indicates contribute to student success and well-being.

It is also evident that the actions of adults, peers and the existence of youth-oriented programs in the community is an additional context for understanding student SEWB. In comparison with students with higher SEWB levels, students with lower levels of SEWB perceive fewer opportunities to do things to make their community a better place, fewer activities that interest them, and fewer adults they can go to if they have a problem, who care about them and who praise them for appropriate behaviour. Additionally, students with lower levels of SEWB are much less likely to say that they have friends who work hard and behave well.

The social and emotional well-being of young people can be represented by an ecological model where students' environmental context (positive adults, peers and programs in schools, homes and communities) and social and emotional strengths (resilience skills and attitudes supporting emotional regulation and behavioural control; learning capabilities such as confidence, persistence, organisation and cooperation; social skills and values) jointly contribute to emotional, behavioural, social and achievement outcomes.

ACTIVITY 2

Having read the executive summary from the research by Bernard (2007), let us assume you have to talk to either the school staff or the parent body. Identify 5 or 6 key points you would want to get across to either audience in your address.

These points should be just key ideas you would want the participants to have in their heads when they leave the meeting with you.

Project rationale

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

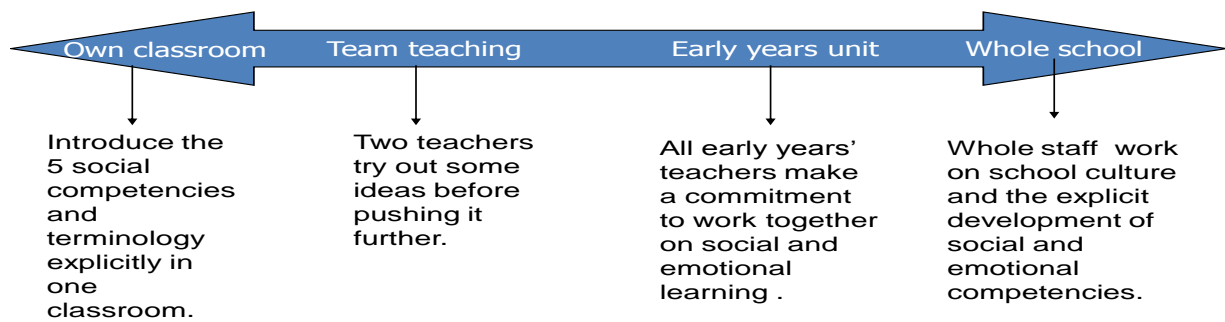
Compare your list with the report recommendations shown in the Appendix - page 28.

The All REDI project is designed as a programme for the early years’ part of the school. It can, however, be adopted and extended to be a whole school project.

Though it is ideal if all the early years’ teachers adopt the approach and pursue the explicit teaching of social and emotional competencies, a teacher working independently can also make a difference. Other teachers may gain confidence and knowledge from a single successful activity in another classroom.

The model below shows the various adoption approaches that may be considered.

An entry level continuum



ACTIVITY 4 Where to start?

Given your interest in the All REDI project, which would be the best place to start in your school?

Your own classroom	yes	no
In a team teaching arrangement	yes	no
With all early years’ teachers	yes	no

ACTIVITY 5
Roles and responsibilities

For a project to succeed, it needs a leader. This person needs to mobilize others, take responsibility for skilling others that are involved, develop an action plan and monitor progress. This requires a planned and organized approach to implementing a project in the school.

Complete the table below. You would realize that you would have to check with people regarding their involvement and their roles.

People you would utilize.	How they might be involved.

Characteristics of a successful team

A successful team leader would build the following characteristics:

Open communication through:

- climate of trust;
- exchange of feedback; and
- working through misunderstandings or conflict.

Congruence through:

- keeping project purpose and direction at the forefront of decisions; and
- helping each other to maintain focus and direction.

Shared responsibility through:

- team all feel responsible for outcomes; and
- individuals all have primary roles.

Resources and talents through:

- all members' talents are utilised; and
- open sharing of skills and knowledge.

Self-evaluation through:

- team stops to look at progress regularly;
- identifying blockages to progress; and
- using data and evidence to inform decisions.

Participation through:

- all team involved in decision making;
- team helps set goals and achieve strategies; and
- team identify tasks and milestones.

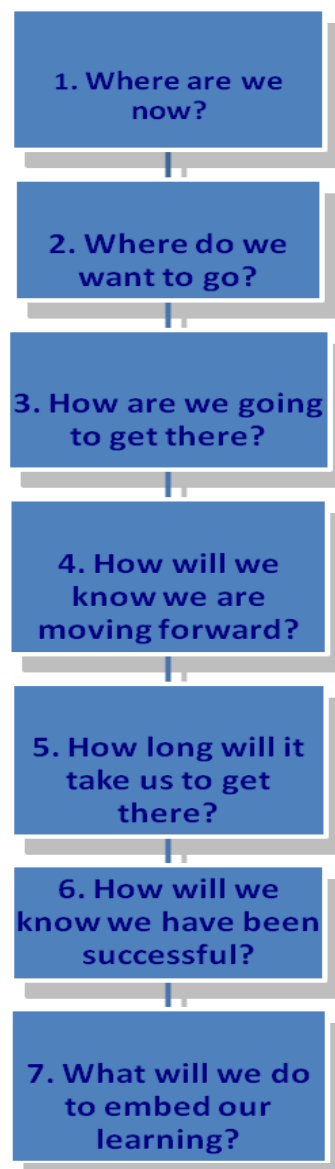
Effective team members have the following characteristics:

- contribute ideas and solutions;
- recognise and respect differences;
- value the ideas and contributions of others;
- listen and share information;
- ask questions and seek clarification;
- keep to commitments; and
- participate fully in the project.

ACTIVITY 6
Key questions

There are a number of critical questions that need to be addressed in the implementation process. These need addressing even if a staff member is starting the project just in their own classroom.

The key questions are outlined below. These questions would only be addressed after consideration of the rationale - that is, *'Why would we do this?'*



Where are we now?

This involves a self analysis to decide whether the project is seen as necessary. It may use such questions as these.

- Is the culture of our school and classrooms conducive to the development of SEL (social and emotional learning) 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 currently addresses the social and emotional learning (SEL) of early years' students.

The most effective way of answering this first question 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.

ACTIVITY 7

Use the audit tool on the following two pages to examine:

- areas where the school is achieving strong outcomes; and
- areas where the school needs to focus in this project.

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

RATINGS:

Explicitly Taught: teachers know this skill needs to be taught and have various activities or programs that guide them.

Incidentally Taught: teachers use incidents in the classroom to remind students of this skill.

Staff Awareness: staff has some (or very little) knowledge of this competence and how it assists students' growth. They do not teach the skills.

<u>Major Area</u>	<u>Competencies</u> Our students	<u>Explicitly 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				

Decision Making	<ul style="list-style-type: none"> • know when a decision has to be made 				
	<ul style="list-style-type: none"> • assess factors that impact on a decision 				
	<ul style="list-style-type: none"> • recognise need to act in a safe and legal way 				
	<ul style="list-style-type: none"> • know why decisions have to be safe & legal 				
	<ul style="list-style-type: none"> • believe others should be treated kindly 				
	<ul style="list-style-type: none"> • desire to contribute to a common good 				
	<ul style="list-style-type: none"> • generate possible solutions to problems 				
	<ul style="list-style-type: none"> • implement solutions to problems 				
	<ul style="list-style-type: none"> • evaluate possible solutions to problems 				
Relationship Skills	<ul style="list-style-type: none"> • use verbal skills to express themselves 				
	<ul style="list-style-type: none"> • use non verbal skills to express themselves 				
	<ul style="list-style-type: none"> • use communication to build positive exchanges 				
	<ul style="list-style-type: none"> • have positive connections with individuals 				
	<ul style="list-style-type: none"> • have positive connections with groups 				
	<ul style="list-style-type: none"> • achieve positive conflict resolutions 				
	<ul style="list-style-type: none"> • address the needs of others in conflicts 				
	<ul style="list-style-type: none"> • convey the ability to say 'no' 				
	<ul style="list-style-type: none"> • follow through with decisions to say 'no' 				
Summary	Major areas of strength in competence building				
	Major areas where a focus is needed				
	Areas where we need to start working				

Where do we want to go?

This question allows you establish clear understandings of the scope of the project. It also provides opportunities to focus the project and develop the directions that need to be taken.

This builds on the audit from the previous phase.

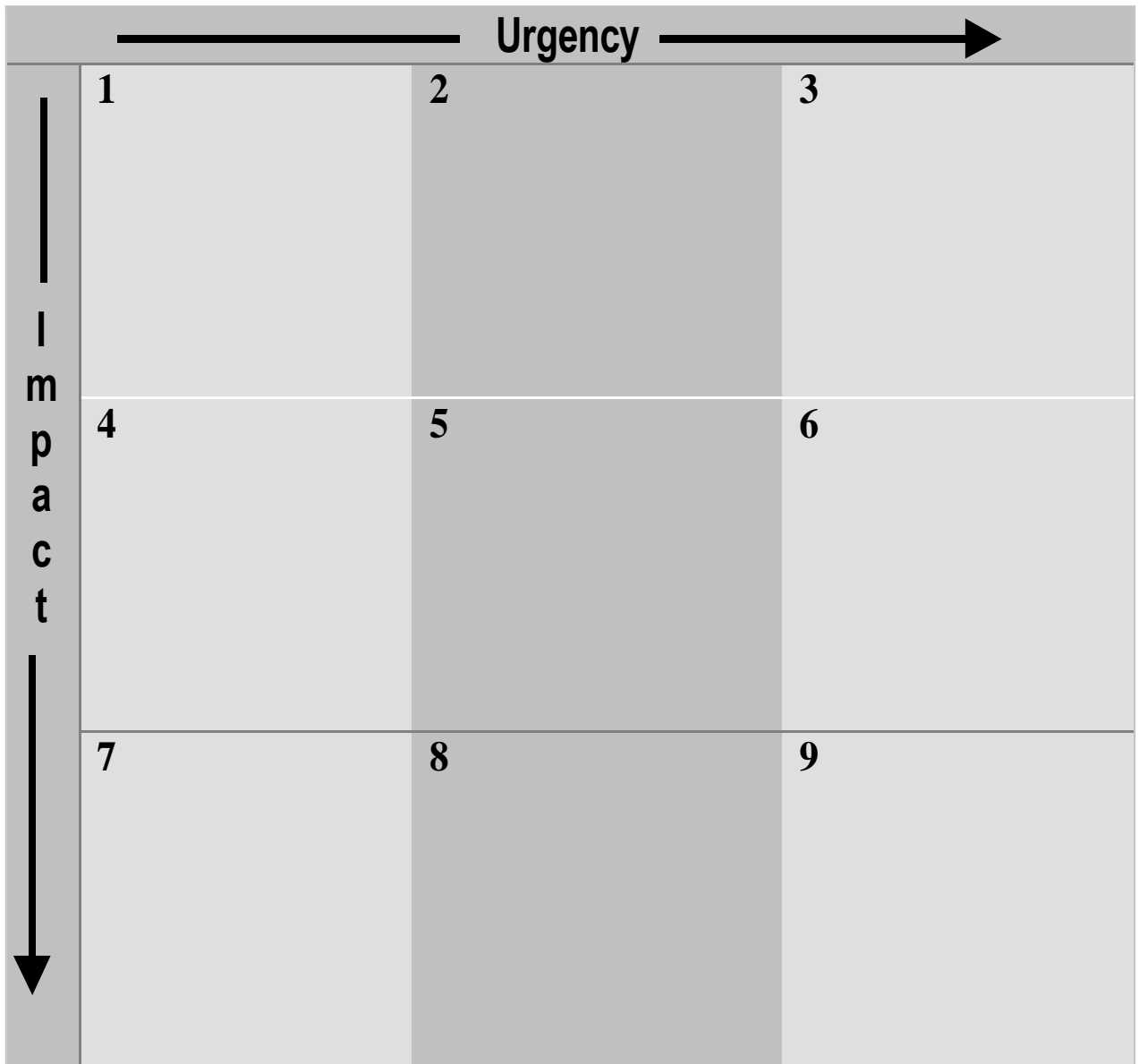
ACTIVITY 8

Examine the audit tool on the previous page and consider the **boxes at the bottom** of it '*where a focus is needed*' and the box that identifies '*where we need to start working*'.

Transfer these to the grid on page 18. The grid asks you to consider two main areas - impact and urgency.

High impact areas are those that will create significant change in the school.

High urgency areas are those that need to be done as soon as possible.



Note that:

- the things you want to do that are both **high urgency** and will have a **major impact** will appear in Box 9 on the grid.
- things that are **urgent** but will **not have a huge impact** are in Box 3.
- things that have a **large impact** but are **not very urgent** are in Box 7.
- Other boxes may be used as you see fit.

How will we get there?

This phase formalises the discussions and directions that have formed phase 1 and phase 2 and addresses the following questions.

- What are the actual intended outcomes of the project?
- What strategies will we use to achieve our goals?
- How will we fit our project into existing curriculum structures?

ACTIVITY 9

Put some detail into the blank action plan on page 20. Address the 4 or 5 main things you want to do in the All REDI Project.

An example is shown for you here.

Strand	Focus	Achievement Strategies	Staff	Success Indicator	Timeline
Focus 1 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>Early years leader</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

A planning template

Strand	Focus	Achievement Strategies	Staff	Success Indicator	Timeline

How will we know we are moving forward?

This question allows the staff to reflect on progress at regular points along the way. Staff can collect data, discuss it and then they may either celebrate their successes or adjust their planning to address any concerns.

Key things to address are:

- what will be the key milestones we will use to 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?

ACTIVITY 10

Look at your draft action plan in Activity 9. List (on the table below) the key milestones that you have set and the time of the year when you would examine whether you have reached them.

Milestones	Timelines
1.	
2.	
3.	
4.	
5.	

List some possible sources of data you could use to assess whether the project is making a difference.

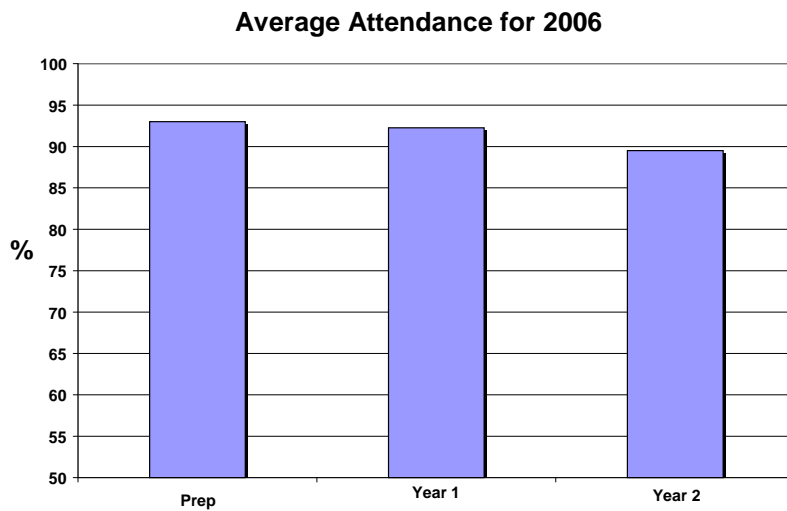
Check your list of possible data sources against the suggestions below.

<u>Hard Data</u>		<u>Soft Data</u>	
Internal sources	External sources	Internal Source	External Sources
Attendance data by class and by early years grades	External testing or assessments by systems or others	Observations of classroom culture	Feedback from visitors to the early years' classrooms (such as visiting speakers)
Merit & disciplinary records	Comparison of student progress with external benchmarks such as Reading Recovery levels	Anecdotal information from staff and students	Informal feedback from parents
Formal assessments of learning or academic progress		Case studies of selected early years' students	Involvement of community in the school
Data on parental feedback or complaints		Monitoring of students social and emotional competencies against criteria	
Surveys and other quantitative data gathering conducted by the school		Sociometric surveys of early years classes	

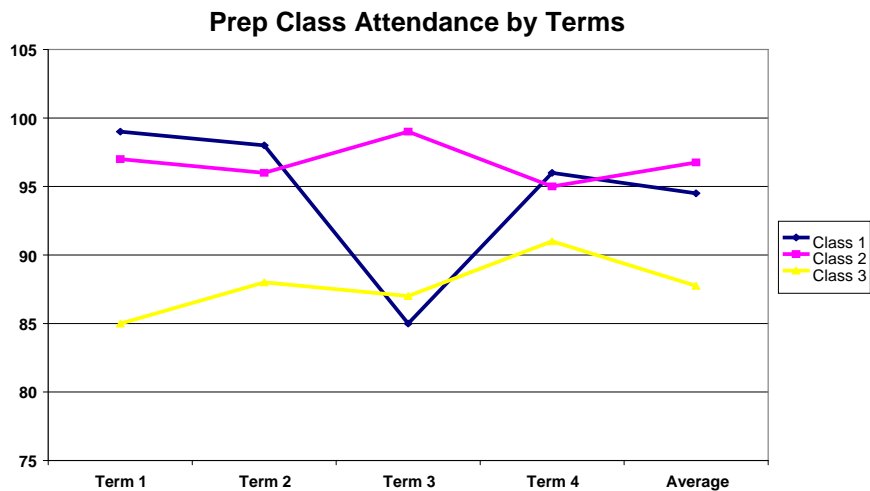
Note: Hard data usually involves some statistical information while soft data sources are based on opinions, anecdotes, case studies and observations.

Storing and accessing your data

There is no doubt that software programs such as Excel provide the useful means of storing and analysing data. For example, the graph below that monitors student attendances comes from Excel and it readily shows that one class has some attendance issues.



Other information can be derived by comparing class attendances within a grade as shown below.



Activity 11

Connectedness to peers is a key protective factor for young children.

Write down how you might find out if some students in your class were not 'connected to their peers'. Think also about how you might capture data that would confirm your beliefs about certain students.

I would find out by:

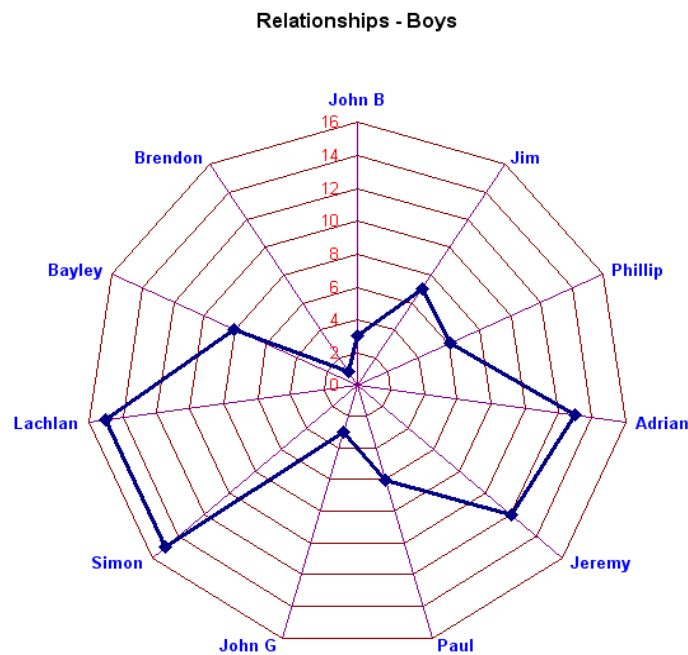
I would store and use data this way:

Now think about how you would deal with the issue of students that were not connected to their peers but rather were rejected or isolated.

Look at the following case study to see how a school dealt with this kind of issue.

A case study

- A school was dealing with a number of younger boys who were misbehaving in both the classrooms and playground areas. They decided to address the issue through an *evidence based approach*.
- Each student in the immediate grade/s was asked a simple question:
 - *'Who are the two students you would most like to sit with in class?'*
- The results of this survey were then entered into a data base. The child who was a 'first choice' was allocated 2 points and the 'second choice' students were allocated 1 point.
- Using Excel, the school generated a *radar graph* as shown on the next page.



- The radar graph identified a number of students in the inner circles. These students (Brendon, John and John) were those that had little connectedness to other peers. Coincidentally, almost all of them were the students that were behaving inappropriately.
- The school introduced a programme where these identified students were given special responsibilities and they turned around their behaviour within a few months. A subsequent survey found that all students had a circle of friends and were connected. The judicious use of data had been very beneficial. The data had allowed the school to celebrate its successes.

Appendix

A summary of the recommendations from the research: *ASG² Student Social and Emotional Health Report*.

Recommendation 1: Priority for Making Social and Emotional Well-Being as Important to the Mission of Education as Academic Achievement

The social and emotional well-being of young people has within recent years become more explicit in curriculum standards and frameworks (what teachers are expected to teach and students to know). However, for many schools, academic achievement still remains at the core of school mission statements with social and emotional learning and well-being relegated to student welfare and in the present sample of students, almost 50% of students reported they are not learning about their feelings and how to manage stress, while 40% say they are not learning about how to make friends or how to solve interpersonal problems.

Recommendation 2: Preventative Social and Emotional Learning Curricula Need to Be Introduced at All Levels of Schooling for All Students

It is clear that positive emotional, behavioural and learning outcomes of all students are supported by a range of social and emotional capabilities that students utilise to manage their emotions and behaviour (resilience), their learning (learning capabilities) and their social behaviour (social skills and values). All three social and emotional domains of capabilities need to be planned for in national and state curriculum frameworks as well as within schools themselves. Additionally, a variety of learning experiences needs to be planned for students to enhance the positive character traits and positive emotional experiences associated with the very highest levels of social and emotional intelligence.

Recommendation 3: Schools Need Support to Develop the Capacity to Deliver Social and Emotional Learning

The following is a list of best practices for integrating social and emotional learning through the school community.

Practice 1. Use of Social and Emotional Learning Capability Curricula.

Practice 2. Integration of Social and Emotional Learning Capabilities throughout Classroom.

Practice 3. School-Wide Programming of Social and Emotional Capabilities.

Practice 4. Early Identification and Intervention.

Practice 5. Incorporation of Social and Emotional Capabilities in Behaviour Management Policy and Practice.

Practice 6. Staff Development and Training in How to Teach Learner Capabilities.

Practice 7. Parent and Family Involvement in Teaching Social and Emotional Capabilities.

Practice 8. Assessment and Accountability. Systems need to be in place to assess and report on students' social and emotional capabilities as well as the extent to which school

² ASG = Australian Scholarships Group

culture, classroom climate and teachers support student learning capabilities.

Practice 9. Community Partnerships. Partnerships need to be established with community agencies (recreational, city council, business, religious, social service, police) that promote community-wide understanding of ways in which adults support improvement of students' learning capabilities.

Practice 10. Treatment. Referral mechanisms need to be built for providing effective personal, and social and emotional learning experiences for students with psychosocial and mental health issues that target strengthening of learning capabilities.

Recommendation 4: Ongoing Professional Learning for Teachers that Support the Social and Emotional Development and Well-Being of Students at Lower Levels of SEWB

There is now a collection of evidence-based good teaching practices that support student social and emotional well-being. It is vitally important that teachers of students with lower levels of SEWB make maximum use of these practices, especially with students who have behaviour problems.

Recommendation 5: Ongoing Assessment of Student Social and Emotional Learning and Well-Being

It is vital that baseline collection be initiated at every school to determine the social and emotional needs and strengths of the student population. While state governments are employing questionnaires that survey student attitudes, such efforts generally do not comprehensively measure the internal and external social and emotional characteristics that comprise student overall social and emotional well-being. It is recommended that on an annual basis, data be collected on the various domains of student social and emotional well-being, and state as well as school planning and decision making be guided by the results.

Recommendation 6: The Staffing and Design of Student Welfare Services Should Cater for the Distribution of Levels of SEWB in Their Student Population (Families, Community)

Schools with high percentages of students at lower levels of SEWB require strong student welfare representation in order to cater for individual needs of students and their families.

Recommendation 7: Parent Education in Children's Social and Emotional Well-Being

It is clear from the data contained in this report that the actions of parents have a significant impact on the social and emotional well-being of their children. When students perceive the relative absence of positive parenting actions, students are likely to display many negative and few positive indicators of SEWB.

Recommendation 8: Social and Emotional Learning for Boys

Extra attention needs to be given to boys to help them acquire the social and emotional capabilities they need to manage their own learning and behaviour.