

# Embed evidence-based social and emotional learning strategies

Social and emotional development involves learning the values, knowledge and skills that enable children and young people to regulate their emotions, relate to others effectively and contribute in positive ways to their family and education.

## How can you embed SEL skills development in your learning community?

In this module, you will learn about strategies for embedding social and emotional learning (SEL) in your early learning service or school and the broader learning community. The module looks at children and young people's developing identities, ability to regulate emotions, social awareness, and capacity to form relationships and make decisions.

The module also outlines specific strategies you can use to embed opportunities to support the development of these skills in your practice and across the learning community.

You can embed SEL through:

- **incidental learning**, such as unplanned learning that occurs during other activities when you respond to spontaneous opportunities
- **intentional learning**, which is the persistent, proactive process of acquiring, understanding, and applying knowledge; the formal teaching of skills and providing opportunities to practise them.

A strengths-based approach incorporates the underlying assumption that skills can be taught, practised, developed and mastered.

## Developing social awareness and forming relationships

Social awareness is the ability to take the perspective of and empathise with others and recognise, interpret and respond to social situations in ways society sees as appropriate.

Healthy relationships are built on trust, communication, mutual respect and empathy. You can teach this by intentionally teaching children and young people about respectful and healthy relationships, role-modelling how and when to use a skill and using formal SEL programs.



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## Decision-making

The skills for making good decisions are learnt gradually and guided by values.

Children and young people learn these skills when taught the steps and given opportunities to practise using them. You can view children and young people as capable contributors to their world (for example, by providing tasks that require a meaningful contribution, letting them make decisions and experience consequences), while also helping them learn from mistakes, teaching values and using the curriculum.

## Modelling resilience

As an educator, you can model resilience while working with children, young people, families and communities.

Healthy thinking, problem-solving, talking about adversity and developing positive relationships are all helpful in building a picture of what resilience can look like. This can be a great starting point for conversations and continuing learning at home for children, young people and their families.

## By completing the Embed module, you will be able to:

- appreciate the role you play in embedding social and emotional learning in your daily practice and your whole learning community
- understand how to embed social and emotional learning in your setting
- create opportunities to embed social and emotional learning
- seek opportunities to further embed social and emotional learning in your daily practice.