

Principal Sabbatical Report

Social and Emotional Learning Programme (SEL) - You Can Do It! Education (YCDI)

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Term 2 – 2011

Purpose

1. To extend my knowledge and practical application of the Social and Emotional Learning Programme (SEL) – ‘You Can Do it! (YCDI) Education’ by training as a YCDI Education Trainer through the Australian Scholarship Group in Melbourne.
2. To read and reflect on Social and Emotional Learning, ‘You Can Do It! Education’ and the latest research associated with both.
3. To visit schools in Australia and New Zealand where ‘You Can Do It! Education’ is integrated across learning programmes and embedded in school culture.
4. To reflect on where Palmerston North Intermediate Normal is currently at in its implementation of this programme and identify a pathway forward to fully integrate and embed ‘You Can Do It! Education’ into the culture of this school.

Background Information

In 2005 I was one of a number of New Zealand Primary / Intermediate School Principals’ who attended the International Principals’ Federation Conference in Melbourne. An afternoon visit to a primary school on the outskirts of Melbourne drew my attention to the social and emotional learning programme ‘You Can Do It! Education’ and the 5 keys to School Success.

What impressed me most about this school in the short time I was present, was the ‘You can Do It!’ Education culture that was inter woven into all areas of learning. Student learning, classroom displays, school outdoor displays, student / teacher interactions, the quality and depth in student learning and reflections, their knowledge and application of the five foundations or keys that this programme is based on, highlighted for me the impact that this programme has on student confidence, achievement, and good citizenship.

A short time after this conference and a coincidence in some ways, the latest Australian Scholarship Group ‘Horizons Education’ Magazine arrived and featured an article on ‘You Can Do It! Education’ as well as an A2 chart on the ‘5 Keys to School Success’. This marked the start of a wonderful journey in our school.

In 2006, and in consultation with the Board of Trustees, Staff and school community we introduced and implemented the ‘5 Keys to School Success’, the foundations on which YCDI Education is based.

Whilst I am delighted with the impact that this programme has had on student achievement and citizenship at Palmerston North Intermediate Normal School there is much more to this

social and emotional learning programme from which our students, staff, parents and the school community can benefit from.

This sabbatical has provided quality time for me to read and reflect on the latest research associated with this social and emotional learning programme; to train as a 'You Can Do it! Education Trainer' that will further develop and grow this programme in our school so that students, teachers and parents all benefit from YCDI and the lifelong impact that mastery of the '5 Keys to School Success' can have on student achievement, well-being, school culture and lifelong success and fulfilment.

Introduction to Social and Emotional Learning Programmes

There is growing international concern throughout the western world, including Australia, New Zealand and the United States, about the extent of mental health problems in children and youth. The concern centres on the growing number of young people are having difficulty managing developmental demands and exhibiting psychological problems.

In his interim report on the project 'Improving the transition: reducing social and psychological morbidity during adolescence' (1 July 2010) Professor Sir Peter Gluckman, Chief Science Adviser to the Office of the Prime Minister, states 'our task is to explore the causes of adolescent behaviour and to indicate where there may be opportunities for changes to policy and practices that might help to mitigate negative outcomes for New Zealand's young people. We are taking a multidisciplinary and lifespan approach to understanding adolescent behaviour.'

Professor Gluckman goes on to say that the project is also examining the biological roots of some behaviours including 'age-related changes in the maturation of the sex hormones and the brain, the social, familial, cultural, educational, and psychological causes of adolescent behaviours and some specific risk factors that might predispose particular individuals to experience negative outcomes.'

In Australia, similar high levels of mental health problems have been reported (Bernard, 2008a) with young people aged 7 to 17 reporting to experience high amounts of anxiety (41 per cent), anger (32 per cent) and feelings of hopelessness (21 per cent) with approximately 30 per cent of young people displaying low levels of overall social and emotional well-being.

Policy and practice for the treatment of mental health problems of young people has moved over the past two decades to the prevention and promotion of mental health and positive development.

In the United States and Australia, schools are now seen as appropriate settings to implement preventive, mental health and wellness-promotion programmes with promising research findings influencing local, state and federal policy (e.g., Elias, Zins, Graczyk & Weissberg, 2003).

Most common of school-based prevention efforts are ones that target the teaching of all students a range of social and emotional skills in safe and caring learning environments.

This field of education and pedagogy is called "social and emotional learning" (SEL). It consists of different curriculum programmes and practices introduced throughout the school-

home community that strengthen the individual, psychological capabilities of young people (e.g., self-awareness, social awareness, responsible decision making, self-management, relationship management) which have been shown to moderate their behaviour, emotional health and achievement as well as reduce adolescent health and social development risks (Collaborative for Academic, Social and Emotional Learning -CASEL, 2008).

What is Social and Emotional Learning (SEL)?

(definition by Collaborative for Academic, Social and Emotional Learning, CASEL, 2008)

SEL Defining Attribute No. 1: “SEL is a process for helping children and even adults develop the fundamental skills for life effectiveness.”

SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically. CASEL has identified five core groups of social and emotional competencies:

- **Self-awareness**—accurately assessing one’s feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence.
- **Self-management**—regulating one’s emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately.
- **Social awareness**—being able to take the perspective of and empathize with others; recognising and appreciating individual and group similarities and differences; recognising and using family, school, and community resources.
- **Relationship skills**—establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed.

SEL Defining Attribute No. 2: “In addition to focusing on instruction in social-emotional skills, SEL is a process of creating a school community that is caring, supportive, and responsive to student’s needs.”

SEL helps schools (teachers, school leaders, all staff) reflect on the extent to which all students and all members of the school community experience their school as a caring and supportive place where they feel they belong.

SEL helps adults in schools understand and engage in a variety of practices that communicate to students and all members of the school community that they are respected and valued including **but not limited to:**

- **Positive relationship-building skills** - demonstrating you are interested and care about individual students and helping develop mutual respect and support amongst students.
- **Positive discipline skills** - being kind yet firm ways.
- **Involvement in decision-making** - discussing with students classroom expectations, consequences for misbehaviour and giving instructional choices.
- **Providing multiple opportunities for success** – catering for differences in student learning styles and the ways they demonstrate what they learn.

- **Modelling of social and emotional skills and values** – displaying resilience in responding to challenging situations and difficult people and behaving with care and respect when interacting with others.

International Research Continues to Show Vital Importance of Social and Emotional Learning in Schools

The leading international scientific authority on social and emotional learning, the Collaborative for Academic, Social and Emotional Learning (CASEL), and many researchers continue to provide irrefutable evidence that:

1. young people with delays in their social and emotional developmental competencies are likely to present with social, emotional and behavioural problems (e.g., bullying) including under-achievement.
2. effective implementation of SEL programmes leads to a variety of improvements in educational outcomes.

Research findings show:

- SEL improves students' positive behaviour and reduces negative behaviour.
- SEL is also associated with significant improvements in students' academic performance and attitudes toward school.
- SEL prepares young people for success in adulthood.

A major new, meta-analysis conducted by CASEL (2007a) revealed that students who participate in school-based programmes focused on social and emotional learning profit in multiple ways.

The combined findings of 207 studies of SEL programmes involving a broadly representative group of more than 288,000 students from urban, suburban, and rural elementary and secondary schools found that compared to students who do not experience SEL programming, **students who do participate in SEL programmes improve significantly with respect to:**

- social and emotional skills,
- attitudes about themselves, others and school,
- social and classroom behaviour,
- conduct problems such as classroom misbehaviour and aggression,
- emotional distress such as stress and depression, and
- achievement test scores and school grades.

These positive results do not come at the expense of performance in core academic skills, but rather enhance academic achievement.

Moreover, among those studies that collected follow-up data in each of the above categories, the positive benefits to students were found to persist over time.

Examples of Available Social and Emotional Learning (SEL) Programmes in Australia and New Zealand

The SEL programmes below have published evidence of effectiveness, can be implemented on a whole school basis, and professional development is offered to support the implementation and use of the social and emotional programme.

Aussie Optimism Program. (Roberts, Bishop, Kane, Rooney, Pintabona, Nesa, Drake-Brockman & Cross, 2000).

Provides teachers, practitioners and parents with practical strategies and resources for developing children's social competence, self-management, and positive thinking in everyday life, during times of stress, and across transitions, like the move to high school. The programmes are developmentally appropriate for children in middle and upper primary, and lower secondary school.

You Can Do It! Education* (YCDI). (Bernard, 2006, 2008).

A school-home collaborative approach for developing the social and emotional capabilities of students of all ages. The five core social and emotional skills taught in a variety of ways in YCDI are: confidence, persistence, organisation, getting along and resilience. YCDI helps students develop 12 positive Habits of the Mind (e.g., self-acceptance, high frustration tolerance, acceptance of others) and eliminate negative Habits of the Mind (e.g., self-depreciation, low frustration tolerance, lack of other acceptance) as well as teaches students how by changing their thinking, they can influence their emotions and behaviours. YCDI consists of p-Year 12 social and emotional learning curricula ("YCDI Early Childhood Program"; "Program Achieve ") and classroom, school-wide and home practices for teaching and integrating the SELs taught in YCDI throughout the environment of young people.

Skills for Adolescence* (Lions Club International, 2006).

A positive youth development and prevention programme. SFA has a five-component structure for addressing protective factors that promote health, safe and drug-free behaviours and risk factors for substance abuse, violence and other high-risk behaviours. The 5 components are: classroom curriculum, parents and family participate through shared homework assignments, a parent book, and direct involvement in school activities, positive school climate, community involvement - participate in training workshops, school climate events panel discussions, service projects and parent meetings. To implement the program it is necessary to attend an introductory 2-3 day workshop.

Skills for Growing.* (Lions Club International, 2003).

This programme helps create the kind of classroom environment essential for academic success and social and emotional well-being. Curriculum Resources 6 comprehensive teaching kits (P-5), 5 unit topics: Building a School Community, Growing as a Group, Making Positive Decisions, Growing Up Healthy and Celebrating You and Me.

Friendly Schools and Families Program (Cross & Erceg, 2005).

This programme can be aimed at the individual, group, family and/or school community level. It aims to prevent bullying in its social context. The programme assists with the design, development, implementation, dissemination and evaluation of a social skill building and comprehensive anti-bullying program. The programme provides strategies for a whole-school program (including ethos, policy and practice, physical environment, social environment,

engaging families, learning environments and behaviour management) and tools to assist with their implementation. It also provides case studies to demonstrate how other schools have tailored and used these strategies.

FRIENDS for Life - FRIENDS for Children (Barrett, 2005).

A programme designed for use in schools as an anxiety prevention programme and resiliency building tool. It is aimed at young people aged 7-11 years. FRIENDS for Children helps children cope with feelings of fear, worry, and depression by building resilience and self-esteem and teaching cognitive and emotional skills. FRIENDS for Children do not require specialist staff and can be run by teachers in normal class time. It does not involve any clinical assessment or diagnosis of children. FRIENDS for Children promote important self-development concepts such as self-esteem, problem-solving, self-expression, and building positive relationships with peers and adults.

***Programmes that can also be found in New Zealand Schools**

Those of us who work with young people in schools today are faced with the challenge of positively influencing them to be successful in school and beyond, to experience well-being, and to develop positive relationships with others, including becoming socially responsible and good citizens.

In light of the evidence of an increasing number of under-achieving students, violence and behaviour problems, bullying and high dropout rates in schools across New Zealand, there is a need to explore programmes and approaches to reduce and prevent such problems from occurring.

I fully endorse the focus on the academic, physical and cultural dimension in schools today and the raising of student achievement in literacy and numeracy, however a cohesive and on-going social and emotional programme dimension is not given the level of importance it deserves given that research (CASEL) provides irrefutable evidence that 'effective implementation of SEL programmes lead to a variety of improvements in educational outcomes.

Whilst the implementation of 'You Can Do It! Education' at Palmerston North Intermediate Normal School was initially based on the outcomes of what I observed in a school I visited in Melbourne and on published articles on this social and emotional programme, there is on-going published research demonstrating the effectiveness of this programme in schools (Years 1 – Years 13).

This, together with quality age related resources to support the implementation of YCDI in schools; an annual 'Train the Trainers' Programme in Sydney each year; trainers available to work in schools to provide on-going professional development for teachers; the programmes impact on student attitudes and achievement across all areas of learning as well as a programme specifically aimed at parents / parenting skills - are the reasons that I highlight this SEL programme above those listed above.

You Can Do It! Education – ‘Train-the-Trainer’ Professional Learning Workshops 2011 Sydney

An intensive and highly motivating training programme that in hindsight would have been a huge advantage to have undertaken before we introduced YCDI! Education 5 keys to School Success in 2006.

The training programme involves commitment to two training workshops – one in April and a follow-up one in August.

The 2011 ‘Train the Trainer’ Workshops that I attended this year were both delivered by the founder of the YCDI Programme by Professor Michael Bernard.

The course outline and content focussed on the following:

April

- Social and Emotional learning: The New Pathway to Student Success, Positive relationships and Emotional Well-Being
- Introduction to You Can Do it! Education
- Leadership and Management Practices
- YCDI’s Social and Emotional learning Curricula practices
- Sharing of Best practices in Implementing YCDI Education
- The Resilient Educator
- YCDI Classroom Teaching Practices
- School – Wide practices
- Developing a School Action Plan for Student Health and Well-being
- The “Nuts and Bolts” of training back at your school / ongoing professional learning at school sites

August

- Group Discussion of Experiences in the implementing of YCDI – sharing good practices
- YCDI Parent Education
- Working with ‘At Risk’ Students (behavioural, Social, Emotional Learning Challenges)
- Fine Tuning School Action Plan for Student Health and Well – Being
- Further Suggestions for Increasing Trainer’s Effectiveness.

Participation in both the April and August workshops provided an excellent insight to quality and depth to the YCDI! Education Programme; the research that sits beside this programme that reinforces the value and level of positive social, emotional, and academic outcomes of all young people; the excellent practical resources that have been developed for use at all year levels, pre-school to upper secondary, by students, teachers, parents and the school and its environment.

Having seen the impact that the teaching of the ‘5 keys to School Success’ has had on our students since its introduction into our school in 2006 (without training) I am excited and more aware (post training) at the huge potential that the YCDI! Education programme has to further develop and advance the social, emotional, and academic outcomes of all young people. This is a programme that supports communities, schools and parents in a collective effort to build this potential in every student.

Involvement in 'Train the Trainer' at the outset of implementing YCDI! Education must be a high priority if a school is to implement this programme effectively and ultimately embed it into the daily school culture.

You Can Do It! Education – The 5 Keys to School Success

'You Can Do It! (YCDI) Educations' main purpose is to provide all children the foundations for achievement and social / emotional well-being in school, in work and the world tomorrow.

It is an approach to schooling that has as its goal for all children to realise their potential and to achieve to the best of their ability.

YCDI Education Pedagogy involves teachers, parents and the community working together to instil in children a belief in the value of education, and a belief in the importance of their own efforts in their achievements.

No matter how effective a teacher is, research indicates that the level of achievement of students and their rate of learning is largely governed by personal characteristics students bring with them - 'positive mindset for achievement'.

Research also indicates that the 5 keys to success provide students with a positive mindset that helps them cope with frustrations they experience in learning, as well as the pressures of growing up.

YCDI identifies five foundations that support the success of achieving students. They are the '**5 Keys to School Success**':

- **CONFIDENCE**
- **PERSISTENCE**
- **ORGANISATION**
- **RESILIENCE**
- **GETTING ALONG**

Central to the development of these 5 Foundations '5 Keys To School Success' is explicit instructions in 'Eleven Habits of the Mind'.

Habits of the Mind are automatic tendencies that guide the way young people construct meaning and think about experiences which, in turn, largely determine how they feel and behave.

The 5 Keys to School Success:

Confidence means knowing that you will likely be successful at many things you study. It means not being afraid to make mistakes or to try something new. Examples of confident behaviour are raising your hand in class to answer a hard question, attempting hard work first before asking for help, or sharing a new idea with a teacher or the class.

Positive Habits of the Mind that help develop a young person's Confidence include:

- **Accepting Myself** - not thinking badly about myself when I make a mistake.
- **Taking Risks** - thinking that it's good to try something new even though I might not be able to do it.
- **Being Independent** - thinking that it's important to try new activities and to speak up even if my classmates think I'm silly or stupid.
- **I Can Do It** - thinking that I'm more likely to be successful than I am to fail.

Persistence means trying hard and not giving up when schoolwork feels like it's too difficult or boring. Examples of persistent behaviour are continuing to try even when school work is hard, not being distracted by others and checking work when it's finished to make sure it's correct.

Positive Habits of the Mind that help develop a young person's Persistence include:

- **I Can Do It** - thinking that I'm more likely to be successful than I am to fail.
- **Giving Effort** - thinking that the harder I try, the more successful I will be, and knowing that success is not caused by external factors (luck, ease of task), but by internal factors (effort).
- **Working Tough** - thinking that in order to be successful in the future, I sometimes have to do things that are not easy or fun in the present.

Organisation means setting a goal to do your best in your school work, planning your time so that you are not rushed, having all your supplies ready, and keeping track of your assignments' due dates. Examples of organised behaviour include making sure you understand the teacher's instructions before you begin work, having all your school supplies ready at a neat desk, recording your assignments and their due dates, and planning when you're going to do your homework so that you have enough time.

Positive Habits of the Mind that help develop a young person's Organisation include:

- **Setting Goals** - thinking that setting a goal can help me be more successful at a task.
- **Planning My Time** - thinking about how long it will take me to do my schoolwork and planning enough time to get it done.

Resilience means when faced with difficult and challenging situations and people, being able to:

- (1) stop getting extremely angry, down, or worried,
- (2) controlling behaviour when very upset (not fighting, not running away),
- (3) calming down within a reasonable period of time, and
- (4) bouncing back to work and play.

Positive Habits of Mind that Develop a Young Person's Resilience include:

- **It's Not the End of the World** - thinking it's not the worst thing that could happen to me.
- **I Can Stand It** – means thinking while I don't like it, I can stand it.
- **Accepting Myself** - not thinking badly about myself when I make a mistake.
- **Taking Risks** - thinking that it's good to try something new even though I might not be able to do it.
- **Being Independent** - thinking that it's important to try new activities and to speak up even if my classmates think I'm silly or stupid.
- **I Can Do It** - thinking that I'm more likely to be successful than I am to fail.
- **Working Tough** - thinking that in order to be successful in the future, I sometimes have to do things that are not easy or fun in the present.
- **Being Tolerant of Others** - accepting that everyone acts unfairly towards others some of the time, and not making overall judgments of people's character ("good person," "bad person") based on their differences or behaviour.

Getting Along means working well with teachers and classmates, solving problems without getting too angry, following the rules of the classroom and making positive contributions to school, home and the community including protecting the rights of others and looking after the environment. Examples of getting along behaviour are being helpful when working in a group, listening and not interrupting when someone else is speaking, talking rather than fighting when someone acts unfairly, following classroom rules, helping others in need and cleaning up the environment.

Positive Habits of the Mind that help develop Getting Along behaviour in a young person include:

- **Being Tolerant of Others** - accepting that everyone acts unfairly towards other some of the time, and not making overall judgments of people's character ("good person," "bad person") based on their differences or behaviour.
- **Thinking First** - thinking that when someone treats me badly I need to think about different ways I can react, the consequences of each, and the impact of my actions on the other person's feelings.
- **Playing by the Rules** - thinking that by following important school and home rules, I will live in a better world where everyone's rights are protected.
- **Social Responsibility** - thinking that it is important to care for yourself and others, to do your best, to give everyone a fair go, to protect everyone's rights to be free, to be honest, to do what you say you are going to do, to treat others with respect, to act responsibly and to understand, include and be tolerant of others.

Note: The above is a brief description of the YCDI 'Keys to School Success' and the positive habits of mind (ways of thinking) that reinforce mastery for each key. **YCDI also identifies 5 Blockers which are negative habits of mind that lead to young people's poor relationships, under achievement and ultimately poor mental health.**

Programme Achieve (YCDI) is a comprehensive well-resourced package and includes actual lessons and resources at each level. This report is an outline only and does not do justice to each of the programmes, resources available to school, teachers, parents and communities.

Visits to Schools who are implementing You Can Do It! Education

As part of this sabbatical I had the pleasure of visiting New Zealand and Australian primary and secondary schools who are implementing You Can Do it! Education.

New Zealand Schools - Rhode Street School (Yrs. 1-6) – Hamilton; Owairaki District School (Yrs. 1-8) Auckland

Australia – Windsor State School (Yrs. 1-7) - Brisbane; Trinity Lutheran Community High School Yrs. 1-12) - Gold Coast; Balwyn Primary School (Yrs. 1-7) - Melbourne; Overnewton Anglican Community College (Yrs. 1-12) Middle School (Yrs. 6-8) – Melbourne.

Other schools visited (unrelated to YCDI schools) Cambridge Middle School – New Zealand; Kenmore State High School (Yr 7 -12) – Brisbane.

In all the primary schools visited You Can Do it! Education and the 5 keys to School Success had a real presence in all classrooms, and students across all year groups were familiar with the keys and their meaning.

In junior rooms excellent use is made of the puppets and songs to teach students the meaning behind each key. Ricky Resilience and Connie Confidence are two of the five popular characters that children were keen to tell me about. These young people had a good knowledge of each key and were eager to share their knowledge with me. Stimulating and colourful displays of posters, charts and children's work were a feature in most schools.

In senior primary school rooms the children's work was a little more sophisticated and reflected a high level of understanding of the keys, positive habits of mind that support mastery of the keys and the blockers that can prevent mastery of the keys.

Schools where YCDI! Education was observed at its best had Principal's and Deputy Principals who were passionate about this programme and could clearly identify the impact that this programme has on improving learning outcomes for students; improving school wide behaviour and school culture.

In some schools the stimulating classroom environment featuring YCDI Education was also reflected in the school's playground environment with giant keys, quotes, signage, and murals - all visuals interacting with children at play and with groups of children stopping to view, read, and discuss a key of interest.

Schools differed in how long they had been implementing the programme with some in their first or second year of implementation and others up to ten years. From what I observed though the key to the programmes over all success was not the length of time a school has been running this programme but leadership from the top; classroom and playground environment; organisation - the programme had its own regular teaching slot to begin with; effective teaching and use of YCDI education resources; a lesson structure in place for each key and a parent education programme that reinforces school implementation.

In addition to the above, the two New Zealand Schools visited were also enviro schools.

From the research I have looked at, there are a large numbers of schools in Australia, United Kingdom and the United States of America implementing this social and emotional learning programme in pre-schools through to upper secondary schools, but very few schools in New Zealand.

In discussion with many New Zealand Principals, a number had not heard of this programme mainly because it has not been promoted in New Zealand and there is no professional trainer or organisation based in this country.

The Australian Scholarship Group (ASG), Professor Michael Bernard, University of Melbourne and founder of YCDI Education; Train the Trainers Workshops; YCDI Education Resources are all Australian based, however the ASG and Professor Bernard are keen to make this programme available to New Zealand schools in the future.

You Can Do It! Education – 10 Reasons why we chose to implement this social and emotional learning programme.

The attraction to this social and emotional programme 'You Can Do It! Education initially was based on my brief visit to a primary school in Melbourne as highlighted earlier in this report,

and by an article that appeared in an issue of Horizon Education Magazine, an Australian magazine published by the Australian Scholarships Group.

The resolve to implement this programme throughout the school was based on a number of key strengths that are evident when you begin to research into and unpack this programme.

1. The extensive research that Professor Michael Bernard, University of Melbourne and his team have carried out on social and emotional learning and You can Do it! Education.
2. The amount of international research on social and emotional learning and outcomes that reinforce the YCDI focus on building social, emotional and motivational capacity of young people.
3. YCDI is a programme that encourages prevention, promotion and intervention efforts (school, home and community) in order to build the social and emotional strengths of young people.
4. YCDI supports communities, schools and parents in a collective effort to optimise the social, emotional, and academic outcomes of all young people.
5. YCDI identifies the social and emotional capabilities that all young people need to acquire in order to be successful in school, experience well-being, and have positive relationships including making contributions to others and the community (good citizenship).
6. YCDI education fits well with the four dimensions to education at Palmerston North Intermediate Normal School – ACADEMIC, SPORT, PERFORMING ARTS, CITIZENSHIP.
7. YCDI focus is on 'I CAN' not I CAN'T; on building capability of young people rather than on their problems and deficits.
8. Program Achieve, the YCDI social and emotional curriculum programme, is designed to teach students from 6 year olds to 16 years+ a positive mind set for academic achievement, positive relationships and emotional well-being and to eliminate the negative mind-set leading to poor social and emotional development and school performance.
9. The continuity of Program Achieve (YCDI) curriculums throughout the student's years at school, each aimed at a specific age range:
 - The You Can Do It! Education Early Childhood Program (Kindergarten-Year 1")
 - Program Achieve (Volumes 1 through 3 for students in Years 1–6, and Volumes 4 through 6 for students in Years 7-12)
 - Program Achieve (Volumes 1 through 3 for students in Years 1–6, and Volumes 4 through 6 for students in Years 7-12)
10. The extensive range of quality and well researched resources that are available to support the implementation YCDI Education - schools, teachers, students and parents including:

You Can Do It! for Parents

 - YCDI Reference Cards
 - The You Can Do It! Little Book for Busy Students
 - The You Can Do it! Little Book for Parents
 - You Can Do It! What Every Student Should Know About Success in School and Life.

You Can Do It! Education. Building Critical Mass in Schools

The goal for school communities involved in social and emotional learning is to engage in a diverse range of practices to achieve the critical mass needed to shape student thinking, feeling and behaving. If critical mass is not achieved, the impact of social and emotional learning programmes will be uneven and the effort of participating staff un-rewarded.

Part of my training was to complete an audit of Palmerston North Intermediate Normal School in relation to where we are at towards achieving 'critical mass'.

The following are actions that Palmerston North Intermediate Normal School has implemented in order to work towards building the critical mass needed for SEL to become an intrinsic part of our school's culture.

1. **Valuable Person Awards (VP Awards)** - students "are caught" and acknowledged by their Teachers for displaying confidence, persistence, organisation, getting along and resilience. These are instant awards given in the classroom or playground. Students keep the top paper certificate and the duplicate copy goes into a weekly assembly draw. Ten VP Awards are drawn out and each student drawn receives a special school certificate and a VP pen. '
2. **Keno Box Awards** – for every three VP Award received the student is entitled to a coupon that goes into the KENO BOX. Coupons stay in the box the whole year. At our final assembly each term 10 coupons are drawn and the recipients receive a Keno Award Certificate and gift e.g. movie vouchers; CD vouchers; Christmas present etc.

The award is named after a former school caretaker who worked in the school in the 1970s and who had all the qualities reflecting good citizenship.

3. **Assemblies.** – Throughout the year each of the 5 Keys to School Success are woven into the fabric of the schools Monday and Wednesday morning assemblies. Whether they are the theme of the Principal's address or through student voice they feature or are referred to in some way at each assembly. At these assemblies students are also typically acknowledged for their achievement, behaviour or citizenship - all reflective of the '5 Keys to School Success'.
4. **Blue Badge Assemblies** – six special assemblies per year where Blue Badge Awards or Blue Badge Star Awards are presented to students by their peers – members of the student council. There are four Blue Badge / Star Awards - ACADEMIC, CITIZENSHIP, SPORT, and PERFORMING ARTS. Student presenters in their introduction to each award highlight the 'keys to success' that are required to achieve each Blue Badge / Star. Student Council representatives take an active role in planning and presenting these school assemblies that have SELs as a focus.

A former student who has gone on to achieve to a high level in one or more badges is invited back to school to be guest speaker. These speakers are now recalling the '5 Keys to School Success' and the impact they have had in their achievements.

These assemblies are celebrations of success, feature a performance by one of our performing arts groups and are well attended by parents and family members.

5. **Student Goal Setting and Self Evaluation-** student set goals that reflect the 5 Keys to School Success. Students also identify the strategies they will use in order to achieve these goals. Self-evaluation of each goal and teacher feedback is also a feature.
6. **Feedback to Students.** Students hear from their teachers when they are engaged in SEL-related behaviour. Specific verbal and written feedback is given to students on a daily basis and reinforces student mastery towards the '5 Keys to School Success'.

7. **Ultimate Challenge Series – 5 keys to School Success.** This year students were required to research and select a quote for each of the 5 keys and explain in their own words its meaning. Students presented these in video, power point or in poster form. The quotes and meanings are used on our daily school notice sheet and read and discussed in class, feature throughout the year in school newsletters with student acknowledgement and used as visuals at assemblies when looking at the keys.
8. **'5 Keys to School Success' Parent Pamphlet** – a pamphlet has been designed to educate parents on 'You Can Do it! Education.
9. **Team Camps / Class Excursions.** Teachers who take students on camp or class excursions prepare students for successful outings by reviewing in advance the '5 keys to School Success'. Additionally, teachers acknowledge students when they have on camp or class excursions displayed one or more of the 5 keys e.g. "You showed you are a real team player."
10. **School End of Year Reports** – the end of year written reports report to parents the level of student mastery towards the 5 keys to School Success. The level is determined by overall teacher judgement and a school designed matric of the '5 Keys to School Success'.
11. **School/Classroom Signage.** Students engaged in the design of the school prospectus cover that must feature the '5 Keys to School Success'; the school has designed its own '5Keys to School Success' poster that is featured in all rooms throughout the school; two pop up banners are displayed in the school foyer – one a large version of the poster the other reflecting the 5 keys as a crucial puzzle piece completing the jigsaw design of the four dimensions to learning at this school.
12. **Exterior School Signage** – these have been designed and should be in place in our inner courtyard for all students and visitors to view early next year. The idea behind this is that students relate and apply the keys not only in the classroom context but also in the playground. They initiate discussions amongst students in an informal way.
13. **Student Voice** – the '5 keys to School Success' are very much part of student voice and are frequently referred to by students in their writing, speeches, learning conversations.
14. **Involve Sporting Coaches** – coaches and sports managers frequently refer to the keys to school success during coaching sessions or when presenting sports awards at assembly.
15. **Performing Arts Specialists** - frequently refer to the keys to school success during performing arts sessions or when presenting performing awards at assembly.
16. **Displays** in the library, reception area and corridors.
17. **Helping Students Begin the Day with a Positive Mind-set.** At the beginning of the day frequently teachers take opportunities to remind students to employ different keys throughout the day. These beginning "teachable" moments are used by teachers to emphasize to students different positive and negative ways of thinking (Habits of the Mind) that contribute to an overall positive (or negative) mind-set.
18. **Getting Along Survey** – a school wide student survey twice per year that focuses on the key 'Getting Along'. Analysis provides a class and school 'picture' of getting along as well as the level of safety in our classrooms and in our playground.
19. **End of year Awards-** two awards (cups) awarded to a girl and a boy at our end of year Prize giving Assembly **'for mastery of the 5 keys to School Success'**.
20. **School publications** – namely school strategic plan, school prospectus, pamphlet, school newsletters, school feature advertisements all include articles or details of You can Do It! Education and the '5 Keys to School Success'.

Where to from Here?

To further build on and infuse YCDI through school culture and school – home practices we need to continue or look to introduce the following:.

LEADERSHIP

- Greater reference to 'You Can Do it! Education' as the programme on which the 5 keys to School Success are based.
- Establish a 'You Can Do it! Education' Curriculum Team.
- A regular timetable slot for each class to teach YCDI.
- Make one of the YCDI Foundations a focus for a term.

PROFESSIONAL DEVELOPMENT

- Use the lessons established as the basis for delivering the YCDI Programme to students.
- More focus given to the 'blockers' for each foundation.
- Share good practices at staff meetings
- Up skill new staff at the beginning of the year.
- Professional reading on SEL research and new resources associated with YCDI.
- In teams plan YCDI Education! lessons.

CLASSROOM PRACTICES

- Continue student goal setting and self-assessment.
- Invite classes to put a YCDI ! Article in the newsletter.
- Continue to integrate YCDI across the four dimensions at PNINS.
- Ensure that existing awards reflect YCDI education.

SCHOOL –WIDE PROGRAMMING

- External display that features 'The 5 Keys to School Success'
- School signage 'PNINS 'You can Do It Education School''
- Regular articles on YCDI in school newsletters
- YCDI education section on school website; School Prospectus.
- Student Log Book to have the YCDI triangle and the 5 keys.

PARENT EDUCATION

- Newsletters home helping parents to support YCDI at home.
- Design a new school pamphlet for parents on 'YCDI' Education.
- Parents Education Evening on YCDI Education
- Regular spots in the newsletter with reference to YCDI and the keys.

BEHAVIOUR MANAGEMENT

- Continue to review our School wide Behaviour Management Plan to ensure it reflects YCDI Education and the 5 Keys to School Success.
- Continue regular reference to the '5 keys to School Success' at assemblies and school events.
- Continue school wide 'Getting Along Survey' twice per year.
- Analyse Getting Along Survey 'class, team and school level.
- Review survey content each year

Conclusion

There is growing international research showing that the personal learning and development (e.g. social and emotional learning capabilities) of young people lead to engagement in school work and achievement to the best of student ability, positive behaviour and relationships and positive mental health and emotional wellbeing.

The Collaborative for Academic, Social and Emotional Learning (CASEL) research provides evidence that effective implementation of SEL programmes leads to a variety of improvements in educational outcomes.

You Can Do it! Education is one such programme that is well researched and employed in over 5000 schools throughout Australia, England, North America and to a lesser extent in New Zealand.

You Can Do it! Education's main purpose is to support communities, schools and homes in a collective effort to optimise the social, emotional and academic outcomes of young people. Its unique contribution is in identifying the social and emotional capabilities that all young people need to acquire in order to be successful in school, experience wellbeing, and have positive relationships including making contributions to others and community (good citizenship).

A core purpose is the development of young people's social and emotional capabilities, including: Confidence (academic, social), Persistence, Organisation, Resilience and Getting Along. Central to the development of these 5 foundations (keys to success) is instilling in young people 12 Habits of Mind that support and nourish the 5 foundations.

Another core purpose is also the elimination of social and emotional difficulties and disabilities ('Blockers') that constitute barriers to young people's learning and wellbeing, including Feeling Very Worried, Feeling Very Down, Procrastination, Not paying Attention – Disturbing Others, and Feeling Very Angry – Misbehaving.

YCDI is deliberate in restructuring negative Habits of Mind that gives rise to these Blockers and in explicit teaching of alternative positive Habits of Mind.

You can Do it! Education resources are published and distributed by the Australian Scholarship Group as part of its commitment to the development of the nation's youth. The support for the development of quality material on You Can Do It! Education for teachers and parents is part of ASG's philosophy of assisting students to develop their potential.

Little did I know that a visit to a school in Melbourne in 2005 would influence my approach to social and emotional learning or the impact that You can Do it! Education would have on student wellbeing, student achievement, school culture, citizenship and the level of mastery of the 5 keys to School Success that many students attain at the end of year 8.

Having seen the impact that the teaching of the '5 Keys to School Success' has had on our students since its introduction into our school in 2006 (without training) I am excited and more aware (post training) at the huge potential that the YCDI! Education programme has to further develop and advance the social, emotional, and academic outcomes of all young people. This is a programme that supports communities, schools and parents in a collective effort to build this potential in every student.

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'Quality Assurance in You Can Do It! Education: Audit of Your School's Implementation' Michael E. Bernard, Ph.D. Founder, You Can Do It! Education, Professor, University of Melbourne.

'Resilience! A Guide for Educators 'Michael E, Bernard, Ph.D. Professor, Faculty of Education, University of Melbourne, Founder and Executive Director, You Can Do It! Education

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