Asia-Pacific Early Childhood Care and Education

Teacher Training Handbook for Social and Emotional Learning

UNESCO – a global leader in education

Education is UNESCO's top priority because it is a basic human right and the foundation for peace and sustainable development. UNESCO is the United Nations' specialized agency for education, providing global and regional leadership to drive progress, strengthening the resilience and capacity of national systems to serve all learners. UNESCO also leads efforts to respond to contemporary global challenges through transformative learning, with special focus on gender equality and Africa across all actions.

The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to **"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."** The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.
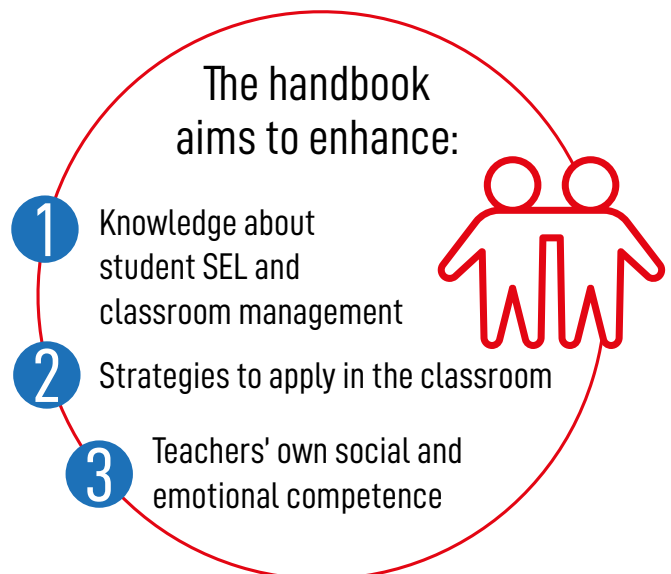
S h o r t   S u m m a r y

Asia-Pacific Early Childhood Care and Education:
Teacher Training Handbook for Social and Emotional Learning (APETT-SEL)

The handbook was initiated by UNESCO Bangkok. This effort is in response to the widespread recognition of social and emotional learning (SEL)'s importance and the lack of robust and more contextually relevant and culturally sensitive SEL programme for teachers to effectively deliver SEL. With this, UNESCO Bangkok aims to support the Member States in the Asia-Pacific to equip their early childhood care and education (ECCE) teachers with SEL knowledge and skills, and to ensure that children develop pro-social and emotional skills and positive relationships within the early stage of the learning process, particularly in enhancing (1) knowledge about student SEL and classroom management; (2) strategies to apply in the classroom; and (3) teachers' own social and emotional competence.

The handbook provides the context and foundation for the programme. The background of the initiative that led to the regional handbook and training modules (Chapter 1), the introduction of the purpose and use of the handbook (Chapter 2), an overview of ECCE (Chapter 3), SEL (Chapter 4), teachers' professional education, learning and development (Chapter 5), and APETT-SEL conceptual framework followed by an overview of the four themes and ten modules (Chapter 6). The Glossary provides definitions and/or explanations of key educational terminologies used to provide greater clarity.

The ten comprehensive training modules aim to build capacity of pre-primary and early primary teachers, both pre- and in-service, across four themes. The first theme focuses on teachers and their well-being; the second equips teachers in building pro-social and responsive classrooms; the third focuses on diversity, inclusion, cultural responsiveness, and equity; and the fourth focuses on SEL measurement and assessment. Each training module consists of scripted sessions and activities, as well as reference materials included as handouts and additional readings.

The handbook aims to enhance:

1. Knowledge about student SEL and classroom management
2. Strategies to apply in the classroom
3. Teachers' own social and emotional competence

Asia-Pacific
Early Childhood Care
and Education

Teacher Training Handbook
for Social and Emotional Learning

UNESCO unesco

Foreword

Social and Emotional Learning (SEL) is a long-established educational methodology designed to teach children new skills in understanding and managing their emotions. Advocating SEL since 1994, the Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as a practice that helps students acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals. In addition, SEL is intended to enhance children's empathy for others; to foster their ability to maintain supportive relationships; and to strengthen their capacities for responsible decision-making at an early stage of their emotional and intellectual development. In this regard, SEL aims to offer a constructive foundation whereby children are able to learn about themselves and others in a distinctly safe and nurturing educational environment.

The abilities to foster positive relationships, to possess and demonstrate empathy for others, and to make informed decisions with emotional intelligence are all invaluable life skills, indeed crucial ones for anyone's long-term success in life. These social skills are transferable to a wide range of situations, from families to schools to communities, and in later life to the workplace. By being taught social skills and emotional intelligence from an early age, children develop skills that can be carried throughout their childhood, adolescence, and adulthood.

In today's rapidly changing world, there is more need than ever for creativity in education to support young children and transform their learning increasingly towards addressing the challenges of their day-to-day lives. It is also important to note that SEL does not only benefit children; in employing SEL in their curriculums, teachers and educators themselves can reflect upon their own social and emotional competencies, thereby improving their own mental health and well-being both inside and outside of educational settings. Teachers equipped with social and emotional skills can better cope with the high demands and pressures of their work, which is critical to effective SEL programme implementation.

Positive behavioral change is at the core of SEL. Hence, SEL is a significant contributor to the UN's Sustainable Development Goal 4 (SDG 4), especially Target 4.7, which is expressly related to the fostering of peaceful and sustainable societies by 'ensuring all learners acquire knowledge and skills needed to promote sustainable development'. Putting young children at the centre of the overall SDGs is a matter of rights, well-being, and long-term development starting from children's earliest years, all of which can help us realise the enormous potential of sustainable development in securing a successful future for everyone.

The present Asia-Pacific Early Childhood Care and Education: Teacher Training Handbook for Social and Emotional Learning (APETT-SEL) was designed expressly in an inclusive manner, comprising 10 comprehensive modules that prepare and support both pre-service and in-service teachers in building their SEL competencies. Although teachers play a vital role in effective SEL programme implementation, namely in supporting young learners to reach their full potential, this handbook not only applies to teacher educators, but also to the ECCE workforce, education leaders, and related policy-makers. The capacity-building modules and activities are relevant in assisting Member States in strengthening their knowledge about student SEL and classroom management, and their development of potential strategies for SEL's use within the classroom, as well as defining its relevance to the development of teachers' own social and emotional competencies for coping with the general stress commonly borne by the profession.

With the COVID-19 post-pandemic recovery era now upon us, it is more critical than ever to build and skillfully apply SEL competencies. The pandemic's disruption to students' learning, and the difficulties encountered by both students and teachers during online instruction have doubtless led to the need for all ECCE stakeholders to embed SEL into teaching and learning practices for young learners in the Asia-Pacific. With this handbook, it is hoped that SEL concepts and principles will be thoroughly incorporated into curricula and teaching practices, and that countries will accelerate the adoption of SEL into educational institutions and systems all across Asia and the Pacific.

Shigeru Aoyagi
Director
Asia and Pacific Regional Bureau for Education
UNESCO Bangkok

Acknowledgements

We are grateful for the many sources of activities, handouts and resources collected in this handbook and modules. Where known, we have attributed to our source. Many of these activities, are available in different variations practiced by the ECCE community and general educational community. Any given activity may be found in multiple sources; we recognize and appreciate that people can have an original idea without it being unique. All online sources and links are valid at the time of print.

Table of Contents

List of Figures

List of Tables

Executive summary

The **Asia-Pacific Early Childhood Care and Education: Teacher Training Handbook for Social and Emotional Learning (APETT-SEL)** was initiated by UNESCO Bangkok. This effort is in response to the widespread recognition of SEL's importance and the lack of robust and more contextually relevant and culturally sensitive SEL programme for teachers to effectively deliver SEL. With this, UNESCO Bangkok aims to support the Member States in Asia-Pacific to equip their ECCE teachers with SEL knowledge and skills, to ensure that children develop pro-social and emotional skills and positive relationships within the early stage of the learning process.

SEL is the bedrock of Education for Sustainable Development (ESD 2030) and Global Citizenship Education (GCED), empowering learners to make informed decisions and take responsible actions for peace, sustainable development, environmental integrity, economic viability and a just, equitable, and inclusive society for present and future generations. It is also believed that the early childhood years offer a great opportunity for learning and development with strong minds and healthy bodies for building SEL competencies critical for lifelong learning in the 21st century. The cognitive, social and emotional skills that children develop in these early years have long-lasting impacts on their later outcomes throughout schooling and adulthood; and children with strong pro-social skills scored higher in other learning areas than children without these skills [Organisation for Economic Cooperation and Development (OECD, 2020)].

SEL-infused ECCE programmes can contribute to peaceful societal interactions in the long-term by teaching young children critical emotional skills that will help shape future behaviours and foster more peaceful communities. With a strong social, emotional and ethical foundation, children can thrive in a highly dynamic and skills-driven future. To make this a reality, teachers are pivotal in creating opportunities for learners to build these skills that have been shown to have direct positive impacts on student engagement with learning, positive feelings towards school, and academic performance. A teacher who is aware, prepared and empowered to implement SEL programmes in ECCE centres, schools and classrooms, can create the needed opportunities for children to build SEL competencies.

However, SEL programming can be hampered by the lack of an effective SEL curriculum, clear policy, strong leadership and adequate teacher education. With teaching being identified as a highly stressful and demanding profession, building teachers' social-emotional competencies have added benefits to teachers and schools by providing teachers with coping skills in managing the demands of teaching, thereby helping reduce and preventing burnout.

The APETT-SEL handbook, accompanied by a comprehensive training toolkit in a modular format, hopes to prepare teachers in developing SEL competencies. There are ten comprehensive modules for building capacity of teachers, both pre-service and in-service, spread across four themes. The first theme focuses on teachers and their well-being; the second equips teachers in building pro-social and responsive classrooms; the third focuses on diversity, inclusion, cultural responsiveness, and equity; and the fourth focuses on SEL measurement and assessment.

Interest in SEL is growing in the Asia-Pacific as several countries recognise the need to transform traditional academic-focused education systems to better meet the challenges of the 21st century. SEL is an important avenue for helping transform learners to become resilient. This has become even more palpable through the pandemic experience as the need for SEL has emerged stronger than ever before.

UNESCO Bangkok implemented a 3-phased development project. Phase 1 produced the conceptual framework that informed the development of the SEL programme. Phase 2 focused on developing the handbook and modules. Phase 3 was devoted to enhancing the said handbook and modules after a series of national consultations and workshops in four countries in the region. The handbook and modules are intended for wider distribution in the Asia-Pacific region to benefit children, teachers, ECCE centres, and schools, among others.

1

Background

Quality early childhood care and education (ECCE) prepares children to begin their lifelong journey of learning and development with strong minds, healthy bodies, and a greater sense of confidence. Unlike traditionally prioritised academic skills, such as literacy or numeracy, social and emotional learning (SEL) is a process of learning a variety of other competencies critical to a successful life. Also referred to as soft skills, life skills, transversal skills or 21st-century skills, social and emotional competencies (SEC), such as managing emotions, building resilience, setting goals, and caring for others are essential for a child's holistic development. Just as literacy and numeracy can be taught, social and emotional skills can also be taught, learnt and developed right from the early years.

Brain research attests to the fact that the first five years of the child's life are critical for learning and development. During these years, brain development supports the capacity to develop the social and emotional competencies, which get strengthened through social engagement and positive interactions with others. Right from early childhood, developing minds can learn to deal with stress and anxiety and be able to regulate themselves better for their own well-being. SEL in the context of the early years is defined as the emerging ability of young children to form close and secure adult and peer relationships; experience, regulate, and express emotions in socially and culturally appropriate ways; and explore their environment and learn all in the context of family, community and culture (Center on the Social and Emotional Foundations for Early Learning, 2016a). Brain research shows that regions in the brain involved in emotion processing and social learning are directly connected to the brain areas involved in both academic learning and decision-making. Social cognition research has also shown that emotional development is directly associated with social learning and that learning is critically affected when children are socially and emotionally distressed.[1]

SEL is the bedrock of Education for Sustainable Development (ESD 2030),[2] and Global Citizenship Education (GCED).[3] It empowers learners to make informed decisions and take responsible actions for peace, sustainable development, environmental integrity, economic viability[4] and a just, equitable and inclusive society for present and future generations. SEL-infused ECCE programmes can contribute, in the long-term, to peaceful societal interactions by teaching young children's critical emotional skills that will impact their future behaviour and foster more peaceful communities. With a strong social, emotional and ethical foundation, children can thrive in a highly dynamic and skill-driven future (Durlak et al., 2011). Since social and emotional skills play a major role in the development of self and of relationships, it is imperative that these be integrated into mainstream education for holistic development of all learners. Research on SEL programmes has not only demonstrated significantly improved social and emotional skills, attitudes, pro-social behaviour, but also an 11-percentile-point gain in academic achievement (Durlak et al., 2011). Teachers are pivotal in creating opportunities for learners to build these skills that have been shown to have direct positive impacts on learners' engagement with learning, positive feelings towards school, and academic performance (Chatterjee Singh and Duraiappah, 2021).

---

1   Blog from UNESCO MGIEP on why SEL needs to be mainstreamed in education. See Pathak, A., Srivastva, A. and Singh, N.C. (n.d.). Social and Emotional Learning – Why it needs to be mainstreamed in education. [online] UNESCO MGIEP. Available at: https://mgiep.unesco.org/article/social-and-emotional-learning-why-it-needs-to-be-mainstreamed-in-education.

2   Education for sustainable development sought to mobilize the educational resources of the world to help create a more sustainable future. In November 2019, the 40th session of UNESCO General Conference adopted a new global framework on ESD called 'Education for Sustainable Development: Towards achieving the SDGs' or 'ESD for 2030'. For more information, see Byun, W.J. (2020). Education for Sustainable Development : Towards achieving the SDGs (ESD for 2030) Won-Jung Byun, Senior project officer, Section of ESD, UNESCO HQs. [online] UNESCO. Available at: https://unece.org/fileadmin/DAM/env/esd/15th_Meeting_SC/Doc/Presentations/Item_10_ESDfor2030_UNECE_201020.pdf [Accessed 10 Sep. 2022].

3   Global Citizenship Education (GCED) is an approach of the United Nations Educational, Scientific and Cultural Organization (UNESCO) to overcome the obstacles and challenges on the way towards global peace and sustainability. It aims to instill in learners the values, attitudes and behaviours that support responsible global citizenship, creativity, innovation, and commitment to peace, human rights and sustainable development. Unesco (2018). *Global Citizenship in Education*. [Online] UNESCO. Available at: https://en.unesco.org/themes/gced

4   Examining the economic value of social emotional skills within a benefit-cost analysis framework. See Belfield, C., Bowden, A.B., Klapp, A., Levin, H., Shand, R. and Zander, S. (2015). The Economic Value of Social and Emotional Learning. Journal of Benefit-Cost Analysis, [online] 6(3), pp.508–544. doi:10.1017/bca.2015.55.

However, teachers themselves need strong social and emotional competencies (SEC) to examine their biases and recognise how their praxis is impacted by their own SEC. When teaching and designing SEL programmes, they need to be cognizant of the cultural values and beliefs about emotional expression and social interaction that both they and the children carry with them from their homes and communities, along with exposure to racism, prejudice and violence, all of which affect whether and how a child will use SEL skills (Zakrzewski, 2016). This helps teachers ensure greater inclusivity in the classroom. Teachers need to recognise that children learn at different rates and in different ways, and their brains, too, are not the same. They also need to model the behaviours and attitudes they want children to acquire as well. In fact, research also tells us that stress is contagious and it is equally important that the teachers work on their own emotional well-being and manage their own stress levels. This SEC dimension in teachers is often overlooked because it involves asking teachers to change their attitudes and enhance their ways of being.

The classroom teacher being aware and prepared, with the supporting system and strong school leadership, can implement SEL programmes and create the needed opportunities for children to build these competencies. However, without the above-mentioned conditions, the effectiveness of the SEL programme will be hampered.

Despite widespread recognition of SEL's importance and many pilot programmes globally, there are few existing ECCE teacher training curricula on SEL, especially from the Asia-Pacific region. Hence, there is a need to develop more contextually relevant and culturally sensitive SEL programming, with appropriate training provisions for teachers to effectively deliver SEL in their own environment. Through this project, UNESCO Bangkok aims to support and equip the Member States in Asia-Pacific with SEL knowledge and skills, to ensure that children develop pro-social and emotional skills and positive relationships from the early stage of the learning process.

The project features three phases of development. The first phase completed in the first half of 2020 involved a 'SEL in ECCE' desktop review and mapping, along with the development of a guiding conceptual framework for SEL in teacher education. The second phase, which continued until mid-2021, resulted in the development of the APETT-SEL handbook and modules. Asia-Pacific is a diverse region and the development and applicability of the handbook and modules have taken into account the ethnic, cultural, religious and geographic diversity, and have benefitted from the inputs received from the advisory and peer review group, many of whom contribute to the Asia-Pacific region. The handbook and modules were further enhanced through national consultations and workshops in four countries in the Asia-Pacific and subsequently finalised and eventually shared for wider regional dissemination.

2

Introduction

A STORY FOR THOUGHT
'I MADE A DIFFERENCE ON THAT ONE!'

One day, an old man was walking along a beach that was littered with thousands of starfish that had been washed ashore by the high tide. As he walked he came upon a young boy who was eagerly throwing the starfish back into the ocean, one by one. Puzzled, the man looked at the boy and asked what he was doing. Without looking up from his task, the boy simply replied, 'I'm saving these starfish, Sir.' The old man chuckled aloud, 'Son, there are thousands of starfish and only one of you. What difference can you make? 'The boy picked up a starfish, gently tossed it into the water and turning to the man, said, 'I made a difference on that one!'

— Loren Eiseley 1969

2.1 Purpose

Welcome to the Asia-Pacific Early Childhood Care and Education:
Teacher Training Handbook for Social and Emotional Learning
(hereon referred to as the APETT-SEL handbook or handbook)!

If you're reading this handbook, you are committing to making a difference in the lives of children in their early years and of those who teach them. So, thank you for this commitment to the most significant years of the human life!

This handbook, along with its ten modules, aims to empower you in supporting young people to reach their full potential. It is also important that you practice the SEL strategies for your own well-being and development. Whilst globally there's an ever-growing body of research suggesting that SEL is invaluable for promoting healthy child development and school engagement, in the Asia-Pacific region it is still new. Furthermore, there are few programmes worldwide that focus on the teachers' own social and emotional competencies required for effective student-teacher interactions, classroom management, and effective SEL programme implementation (Jennings and Greenberg, 2009). Aristotle's words come to mind, 'Educating the mind without educating the heart is no education at all.'

The teacher plays such a critical role in effective SEL programme implementation because children learn SEL skills by observing and interacting with adults and other children and through the multitude of experiences, routines and events that teachers direct. To do this effectively, teachers themselves need to recognise the value of SEL for their own well-being, understand SEL principles, and continue developing their own social and emotional competencies/skills as they focus on applying SEL in their classrooms. They need to be able to demonstrate their own social and emotional skills so that they can teach and model them appropriately to children, parents and communities of influence. It is calm, clear and kind teachers who scaffold and intentionally create calm, clear and kind learning communities. That goal foregrounds the need for more social cohesion and peaceful living embedded in the moment-to-moment choices we make. SEL for teachers and children has the potential to transform teaching and learning in a way that will prepare learners for the dynamic world of the future and lead happier, productive, connected and meaningful lives.

You are likely reading this handbook because you are, or soon will be, an early childhood teacher or a teacher educator. The handbook provides you with a systematic framework to support the SEL development of both learner and teacher. The four programmatic themes and ten modules explicitly build on **'CBCZ' (Table 1)**, which is a moniker for the SEL training themes for ECCE teacher training.

Table 1: 'CBCZ' APETT-SEL training themes

Calm, clear and kind teachers
(Self-care for teachers)

Building a pro-social and responsive classroom
(Children's SEL)

Celebrating similarities and differences
(Diversity, inclusion, cultural responsiveness and equity)

Zones of knowing and doing
(Measurement and assessment)

CBCZ THEME
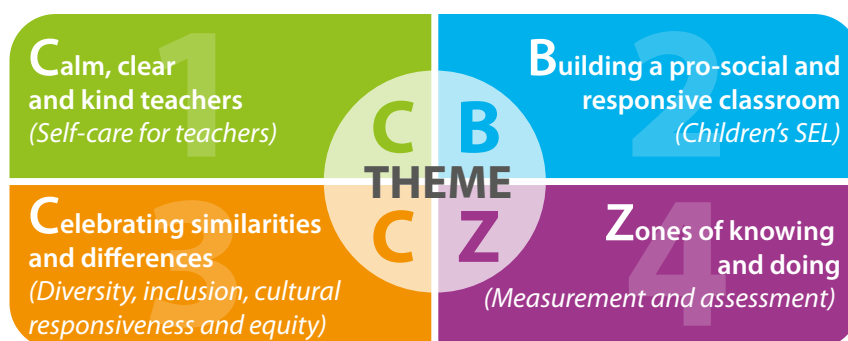
Source: Author

You are invited to embark on and progress in your SEL journey to benefit your students' growth and development and your own personal and professional growth as well. When we understand SEL concepts, principles and practices, we can effectively integrate SEL concepts and principles into the curricula and our teaching practices.

So just breathe, read on, and use the handbook and modules

for and with teachers to make teaching and learning more meaningful and joyous.

2.2 Intended users

Depending on the need, stage of decision-making, and who is facilitating, the users of the professional learning handbook may include (but are not limited to):

- Teacher educators/mentors/coaches/leaders/trainers/master trainers

- The pre-service early childhood student teachers

- In-service early childhood educators

- The early grade primary school workforce

- Professional learning communities, including those in the school and broader community, who are part of early childhood education, health and mental health as well

- State or private universities and teacher training institutes

- INGOs/NGOs for training their ECE workforce

- Leaders from provincial, district, and local early childhood education agencies, including principals, teacher leaders, teacher association representatives, and other sub-national decision-makers

- Policy-makers and decision-makers at the country level (not a primary audience)

Although the handbook and training modules are designed for use in group training of teachers, they can be a useful resource for individual teachers in self-training, exploratory study, coaching and reference.

2.3 How to use the handbook

2.3.1 Engagement

You can read the handbook and the companion modules from cover-to-cover or skim through specific sections depending on your interest and need. We suggest that you first read the executive summary and then focus attention on the parts of the handbook and/or modules that address your immediate needs. Eventually, you should explore all resources to get a full sense of the purpose, content, and flow of the activities. For programme facilitators especially, it is important to engage with the handbook as a prerequisite before using the training modules. For the teachers participating in the training, the handbook can be a key reference to understand the genesis of the programme, the four themes, and ten modules.

The handbook proceeds across six chapters:
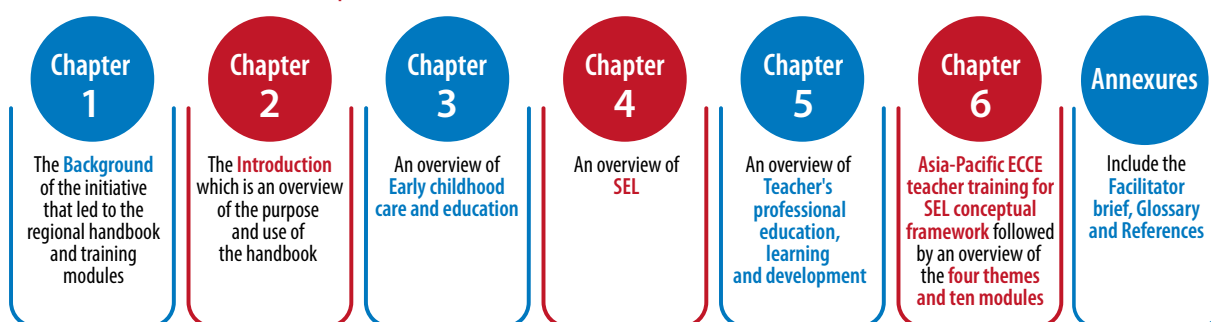
Each of the ten modules' training sessions has a set of activities, and each activity could be a 10 to 90 minute activity designed for use with a group of participants (25–30 ideally). If the facilitating team is working with more than 30 participants, additional facilitators and a space for small group work in break-out sessions should be considered to facilitate better conversations and sharing.

Each training session follows the same pattern for ease of use. The activity resources used in the development of the handbook and modules are referenced throughout where applicable. The content of the training modules includes strategies for experiential learning activities. The SEL programme can be delivered at one time through an intensive 4–6 weeks programme covering all four themes, or, deliver by themes based on learners' needs.

The activities within the modules are sequenced to build upon one another providing for additional practice and opportunities to understand the inter-linkages from one module to the next. The activities have been labelled as essential and should be a must when using the programme for training. Some activities are labelled desirable or good to have and may be considered in the initial training if there is enough time to run these. The training curriculum utilises an interactive and experiential approach that promotes active learning. This approach seeks to provide a supportive environment for people to learn in their own way and at their own pace with a focus on real-life applications. The content is spread across four themes with ten modules (detailed in Chapter 6), and each module has focused sessions following the SAFER (Sequenced, Active, Focused, Explicit and Reflection) Model (Table 3 in Section 2.8.1).

The ten modules provide suggestions for structuring each session, including notes on how to implement suggested activities and essential points. They are designed to support implementation and adaptation to linguistically and culturally diverse contexts.

2.3.2 Adaptation

As the handbook and modules are intended for a wide audience and end users in the Asia-Pacific region, they will need to be translated into the language of use. Cultural and structural adaptations may also be required to apply the principles of the handbook and modules effectively in different contexts. Adaptation of the handbook and modules is an iterative process based on feedback from experts, stakeholders, and users, and a system for continuous improvement. Underpinning this process is the understanding of the core constructs of the four themes and ten modules. It is important to be mindful that the adaptation of the APETT-SEL handbook should not fundamentally alter the programme.

To begin, we recommend that facilitators analyse the local needs and priorities, identify potential barriers and facilitating factors, determine available resources, and design implementation strategies to encourage the adoption of the SEL programme. Also, paying attention to language is important, as in many contexts, the term 'SEL' may not be used. Alternative terms, such as life skills, soft skills or transversal skills, might be the equivalent term for SEL in other jurisdictions.

Recognising well-established practices that are actually SEL, but have never been labelled as such, is also important to make clear that SEL is not necessarily adding on a new task. The process of adaptation may require guidance from a technical team at the country level (e.g. SEL in Early Years Technical Working Group) comprising universities/academic institutions, national ECD networks, development partners focusing on ECD/early learning, ARNEC national representatives, and representatives from UNESCO at the country level. This team can lead the iterative adaptation process, including getting inputs from various stakeholders and providing expertise in structural, cultural, and linguistic adaptation.

- **Structural Adaptation:** The structural adaptations address the varying lengths of the programmes within which APETT-SEL must be integrated, the frequency and duration of the professional development programmes, and the diversity of participants and their needs, especially with respect to language and culture. Programme duration may be examined from the lens of feasibility; however, condensing content should not dilute the core constructs. The activities in the modules have been designated as essential and desirable and can be reviewed to affirm or modify.

- **Language Adaptation:** All components for adaptation need to be translated into the chosen language, including the handbook, modules, handouts, etc. Translation is a critical component of the adaptation process, as many countries in the Asia-Pacific are non-English speaking countries. Reverse translation is recommended to maintain the fidelity of the process. Where appropriate, names used in exemplars could be changed to country-specific names.

- **Cultural Adaptation:** Sensitivity to cultural fit is essential when facilitating in multi-lingual and multi-cultural settings. While facilitators and teachers might have ways to overcome language barriers and cultural differences, it is preferable to use at least one facilitator whose language and cultural background matches those of the population served.

The core work in the adaptation process involves the following:

- Reviewing APETT-SEL handbook
- Supporting adaptation of materials to country context and undertaking several iterations (structure, language, culture), as necessary
- Organising a technical team/working group to guide the adaptation process
- Initiating adjustments in the handbook
- Collecting and reviewing adapted material against original material
- Field testing and monitoring field testing
- Collecting and reviewing field test reports
- Overseeing final adaptation
- Technical team/Working group endorsing the final adaptation
- Sharing among countries in the region and beyond through knowledge management systems and mechanisms

Integration into pre-service training will require a formal process, including stakeholder consultations, to identify who will support implementation, do content analysis of the existing curriculum, determine the modules and session that will be included in the revised curriculum,

plan the adaptation and introduction of the new content, prepare teaching personnel, and develop monitoring, evaluation and learning plans.

Integration into in-service training may require assessing participants' training needs and the use of training segments to meet those needs. Adaptations may involve modification of timing and specific activities and examples to be contextually and culturally relevant. Modifications should be field-tested for understanding so that ambiguities and errors can be addressed, including the cultural and language adaptations. This process, lasting about six months to a year, will include, but not be limited to, initial meetings with stakeholders, active adaptation by a designated technical team, and time for translation of materials from English to the chosen language.

2.4 Integrating SEL throughout the learning process

To support SEL programme effectiveness, improving and reinforcing SEL teaching practices are needed, but it is also necessary for teachers to build their own social and emotional competencies more intentionally (e.g. not just provide a few methods and activities).

Developing SEL skills should not be seen as an additional requirement in teaching but a fundamental approach in all learning processes. SEL can be integrated into government initiatives, such as national teacher training policies, standards and evaluations, and teacher and teaching-focused programmes and processes, such as pre-service education training and continuing professional development initiatives, to promote positive outcomes for both children and teachers (Figure 1) (Yoder, 2014). For example, the handbook and modules are aligned to the ECCE competencies (UNESCO Bangkok, 2018a; (UNESCO Bangkok, 2018b), developed for the Asia-Pacific region.

A holistic approach to SEL involves integrating it into the daily routine of a learner, across stages of child development and in positive, supportive environments. Rather than solely focusing on explicit curricular lessons, SEL involves multiple dimensions of learning, including how the whole school environment is arranged and used to reinforce social-emotional skills and vocabulary (Zins & Elias, 2006), adults' social-emotional competencies shaping child's behaviour and SEL (Grusec, 1992), deep rootedness in positive relationships that support learning (Osher et al., 2018), academic integration and reinforcement throughout the day (Mahoney et al., 2020),

Figure 1: Integrating SEL throughout the learning process

Government initiatives
- Pro-social teaching practices
- Teacher social and emotional competencies development

Teacher processes
- Professional learning (pre-service education/learning)
- Teacher evaluation
- Early learning development standards
- Continuing professional development
- Integration into national/provincial curricula for early childhood education

Child outcomes
- Children's learning
- Holistic development of children (integrating social and emotional skills explicitly)

Source: Author

and opportunities to practice and apply learning to a range of contexts and situations (Aspen Institute, 2019). Integrating SEL this way provides learners with multiple opportunities to learn about, observe, practice, and continuously develop social-emotional skills.

2.5 Barriers to SEL integration

Next we address some of the barriers to successful implementation of SEL programmes in early childhood settings.

- **SEL viewed as 'soft skills' which are not being prioritised:** The Asia-Pacific region has placed a strong emphasis on numeracy and literacy and SEL may be viewed as an extra-curricular activity.

- **SEL viewed as 'extra workload' for teachers:** Since the ECCE workforce is usually involved in many other responsibilites in many countries in the Asia-Pacific region and has limited understanding of pedagogy and instructional designs, integrating SEL into the curriculum is often seen as 'extra workload for teachers' or 'one more thing to do'.

- **SEL may be almost non-existent in the current teacher training content:** One of the main challenges is that current ECE curricula in countries may focus very little or not at all on SEL, which means teacher training content may also not have SEL integrated in it.

- **Concerns about cost-effectiveness:** In other areas of the world, there has been some research examining the economic value of social-emotional skills within a benefit-cost analysis framework that points us to substantial gains in the short term and long term (Belfield et al., 2015). However, it is premature to assume the same results in the Asia-Pacific.

- **Challenges in measuring SEL:** Cultural sensitivity, for example, pertaining to gender norms, ethnic diversity or linguistic realities, may not be considered when selecting constructs and instruments to identify and measure SEL.

- **Challenges for teachers:** SEL is not included in most pre-service and in-service training programmes. In programmes where SEL is explicitly mentioned, the focus is on the 'what' and 'why' without much attention to the 'how' of effective implementation.

- **Challenges for SEL infusion in all early childhood practices with and for children:** Whether SEL programmes are standalone or SEL is integrated into the early childhood activities, there are numerous limitations including insufficient implementation intensity, duration, and effectiveness; disjointed or piecemeal implementation; limited staff training; inadequate parental engagement; limited understanding of how to include children with varying needs - culturally, contextually, linguistically, developmentally - as well as children experiencing forms of oppression or injustice.

- **Challenges in adaptation:** Adaptation of existing programmes and curricula to different cultural contexts poses challenges. Adaptations need to ensure content is culturally and contextually relevant and usable by considering language, duration and intensity.

2.6 Sustainability – supporting SEL through the education system

For SEL to work well, it has to be well established and integrated as a natural and permanent part of an ECCE setting. However, allocating resources to understand and develop sustainability in a dynamic and demanding school environment is challenging. Budget allocation is affected by many factors such as responding to unforeseen crises and frequent changes in school administrators and requirements.

As stated by Roger Weissberg,[5] founding director of the Collaborative for Academic, Social and Emotional Learning (CASEL) in the USA: 'Policy-makers need to understand what researchers and educators already know. Social-emotional learning helps create more engaging schools and prepares students for the challenges of the world'. While SEL has been widely recognised and accepted as an important and integral part of education globally, embedding SEL in teacher training, curricula and professional development more explicitly is needed. Numerous advanced school systems across the globe in countries such as Japan, Estonia, New Zealand, Australia, Finland and Canada, to name a few, explicitly call out the importance of developing the whole child within policy documents (Brotto, 2018). In many of these systems, however, there is still much work to be done to provide resources, support and training to assist teachers and even the system itself to transition from a subject-based curriculum to a competency-based curriculum essential for promoting SEL. Due to a lack of training and the fact that many teachers today were educated in a system that did not recognise and promote the importance of SEL, some teachers may not understand how best to foster these skills in their students while staying on track with their content lessons (Brotto, 2018).

> ## A QUOTE FOR THOUGHT
>
> 'Education policies are often introduced but then thrown out on the changing of administrations, political or otherwise. To avoid this, SEL needs to be adopted at a systems level. As experts from India, the USA, New Zealand and Kenya explained, integrating SEL at a systems level needs buy-in from all actors in the education system. In schools, SEL should be encouraged, not only for students but also for teachers and for all other staff throughout the school. Outside of individual schools, buy-in is needed from school districts and the local education administration, such as having someone within the school district who is responsible and can advocate for SEL.'
>
> — Dominic Regester and Faye Hobson

Interest in SEL is growing in the Asia-Pacific as several countries recognise the need to transform traditional academic-focused education systems, to better meet the challenges of the 21st century. SEL is seen as an important avenue for helping to make this transformation and for supporting students to become resilient citizens (Hartas, 2014). For example, Singapore uses the CASEL framework in their educational policies towards SEL (Liem et al., 2017). Contemporary Japanese school education focuses on the balanced development of the social, emotional and academic aspects of the child, and the cultivation of cooperative and interpersonal skills, etc. targeted by tokkatsu.[6] In the Pacific, different approaches are evident, most well entrenched in the Traditional Knowledge Approach (TKA)[7] framework; hence, directly integrating SEL theories and

---

5 Former president and CEO of CASEL and also Professor Emeritus of Psychology at the University of Illinois at Chicago.

6 *Tokubetsu katsudo* or *tokkatsu* for short, is the concept of learning in Japan which means whole child education. These activities characterise the cooperative style of Japanese education and contribute to the formation of individual character and to the social development of each child are integrated through the child's entire schooling experience. See Tsuneyoshi, R. ed., (2012). The World of TOKKATSU: The Japanese Approach to Whole Child Education (A Guidebook for Teachers). [online] Educating the Whole Child: Tokkatsu, Tokyo, Japan: Ryoko Tsuneyoshi, pp.1–52. Available at: https://www.p.u-tokyo.ac.jp/~tsunelab/tokkatsu/cms/wp-content/uploads/2016/03/the_world_of_tokkatsu.pdf.

7 *The Traditional Knowledge Approach (TKA)* allows for social interaction that contributes to the learning of appropriate values that promote the development of the indigenous child's social and emotional skills. In the Pacific, learning is not conducted individually; rather, it is conducted communally such that the cooperation of all of community members is vital for the successful learning and survival of a child.

practices within this framework as both share an understanding of social and emotional learning as being centrally concerned with the idea of relationships (Lagi and Armstrong, 2017, pp.253–271).

SEL also tends to be addressed via citizenship and values education in many Asian countries. For example, in China, moral and character education has been integrated into the national curricula; in the national policy of Republic of Korea, character education has also been integrated, which has relevance to SEL; and several countries broadly appear to promote skills and competencies relevant to SEL. However, the extent to which this is backed up with practical recommendations and procedures remains unclear (Torrente, Alimchandani and Aber, 2015). Regional and unique contextual characteristics and diversity are important to consider when adapting SEL (Collie, Martin and Frydenberg, 2017).

Key levers for the sustainability of SEL in education systems are:

- Motivation and readiness to sustain the programme from school leaders, staff, parents, and the community

- An implementation support system: to assist the delivery of a SEL programme and practices to sustain it, including ongoing professional development of staff; access to experts in implementing the intervention; and resources, goals, and policies of schools/institutions that support continuation of the SEL programme.

- Ongoing validation mechanisms: ongoing activities to foster improvement, adaptability and continued motivation to use the SEL programme and/or practices, including both objective (celebrations, salary increments, media recognition and evaluation feedback) and subjective (satisfaction at learners' responses to lessons/activities, belief that one is doing the right thing) elements (Elias, 2010).

- Systematic inclusion of SEL in education policies: including policies and frameworks to guide pre-school education, pre-service and in-service teacher education, and school-wide reforms.

Emerging from the review of the literature conducted for APETT-SEL, the key guidance and implications for sustainable SEL in policies and in pre-service and in-service teacher education programmes and in schools in the Asia-Pacific region, can be summarized as follows:

Implications for policy

- National teacher performance standards should include the knowledge and skills that teachers need to support learners' SEL.

- Policy-makers at different levels should invest in university partnerships for SEL research.

- Policy-makers should recognise the need for system capacity in SEL and provide teacher education institutions and schools with resources and technical assistance to build this capacity.

- Policy-makers should engage in advocacy and awareness raising on the risks of overly academic instruction and punitive discipline, especially in the early years, in favour of SEL and positive discipline.

- Identifying harmonies between SEL and existing educational policies (i.e. GCED and ESD described in Chapter 1), and therefore how SEL can support and augment existing work.

Implications for pre-service and in-service teacher education programmes

- The biggest implication is the need for regulating and accrediting teacher education programmes which presents a big gap in the Asia-Pacific region.

- Institutions of higher education should adopt performance assessments that require teacher candidates to demonstrate SEL-focused skills and knowledge as a condition towards teacher licensure and ongoing in-service professional learning.

- Teacher education programmes should include SEL training for teachers.

- Clear focus should be given to developing social and emotional competence of teachers, teacher candidates, and teacher mentors, particularly in the classroom context.

- Supportive supervision should be provided to teachers and teacher candidates to advance in their journey to be calmer, clearer and kinder and in setting the stage for SEL by teaching them to develop safe, inclusive and supportive classroom environments.

- Intentional integration of SEL into courses and workshops on academic subjects.

- Strong university-government partnerships should be developed to promote a focus on the social and emotional dimensions of teaching and learning throughout the teacher preparation and in-service professional development processes.

- The role of veteran teachers, who provide student teaching environments, where SEL is embraced and new teacher candidates can observe implementation, is also critical. If a student teacher is placed in a classroom where SEL is not integrated, they may find it challenging to move from theory to practice.

- Time should be provided for faculty to integrate practices that support effective SEL in their coursework.

- Teacher resources, reference materials and technical information on SEL should be available in multiple languages, both national and local.

Implications for schools

- SEL should be intentionally and explicitly taught through scripted lessons, stories, games and other experiences, and integrated into ongoing classroom teaching and learning activities and with attention to diverse learners.

- The process of implementing SEL should begin with the cultivation of social and emotional skills of teachers and caregivers, among other stakeholders who interact with children.

- Explicit opportunities should be created to generate buy-in for SEL and engage teachers and non-teaching staff in making decisions about SEL programming.

- Advocacy and communication with parents should focus on creating opportunities for intentional dialogues with parents and communities so that schools learn from parents about SEL practices and challenges at home, and subsequently work together to guide robust SEL at home and school.

- Professional development should include SEL in an explicit, sustained, and job-embedded manner.

- Ongoing support should be provided to educators using high quality SEL assessments for instructional purposes.

2.7 Facilitator

The facilitator of the teacher training sessions is a key mentor and critical for the success of the training, acting as a scaffold/facilitator who sees the learner as an active co-constructor of their learning and thus, empowers the learner. Facilitators also need to model and scaffold adult learners, and this guides them to what is expected from them in modeling a nurturing environment for children. Facilitators need to provide space to the learners for learning – by listening, watching, experiencing, gathering feedback and sharing in a learning community. The concept of 'learning in a community' is critical as a teaching and learning approach, especially when working with diverse groups. In the learning community, the facilitator facilitates interactions among participants that support learning from one another. The facilitator recognises that each learner brings to the community knowledge and beliefs, which are uniquely theirs. Through the learning community, learners are empowered to contextualise their learning for themselves.

> **A QUOTE FOR THOUGHT** 💬
>
> 'What we do speak so loudly to children that when we talk they cannot hear us.'
>
> *– Mohandas Karamchand Gandhi*

A facilitator needs to build rapport, ask questions, listen and reflect in order to help the learners cultivate their own wisdom and awareness through their personal journeys. But in doing so, facilitators need to be mindful of not forcing their opinions or views or trying to force change. Everyone's opinions and values are important, as long as these do not violate basic principles of equality and human rights. For example, what if participants feel strongly about using corporal punishment when children misbehave? Or, what about if participants feel strongly that girl children should be considered inferior to boy children? Or, that boy children should not be expressing emotions?

Facilitators promote a process that enables learners to seek answers to their own questions. Specialised knowledge in both early childhood learning and adult learning is essential, and while experience and skills in SEL are ideal, such experience though slowly growing, may still be limited in the region. Therefore, this handbook is intended to serve as a general resource for SEL professional development. One opportunity to explore is training and building a group of master facilitators at the regional level, who could be mobilised to train national facilitators. In turn, the group of trained national facilitators may be tapped to replicate the same training for cohorts of SEL facilitators at the subnational level, thereby creating a movement for capacity rollout from regional to subnational levels. This would ensure a minimum level of quality in training.

The core competencies/skills of a facilitator/mentor should be aligned with the core SEL competencies, though the following elements are especially critical and should be highlighted:

- **Respect:** Respect can be demonstrated by actively attending and listening, being open to learning, with the acceptance and celebration of diversity of practices, views, understandings and cultural traditions and values, especially as they relate to social and emotional experience.

- **Warmth:** The communication of warmth can be non-verbal – smiling, eye contact, positive head nods and body movements. It can also be verbal in the form of acknowledgement and reinforcement of learning, openness to questions, and interactions to confirm understanding.

- **Openness:** Facilitators should never attempt to control or manipulate the opinions or views of the learners even if at times they are at conflict with their own views, but rather use such opportunities as hooks for further discussion.

- **Acceptance:** Facilitators must aim to accept all learners and be careful not to stereotype the learner on the basis of any kind of generalization.

- **Coaching and scaffolding learning:** Facilitators need to enhance the learners' thinking process through targeted questions, discussions and other constructive learning techniques following a differentiated process that supports each learner's needs and background.

- **Flexibility:** Facilitators should respect the diversity in experience and understanding of learners and use this knowledge as tools to enhance learning. This may help the learners to accept new ideas and views even if they contradict their own paradigms.

2.8 Key strategies in facilitation

The APETT-SEL handbook is for facilitators to use while training ECCE teachers and engage them in infusing SEL into their teaching-learning practices in their classrooms, as well as explicitly integrating SEL for children in the curricula. Taking that into cognizance, the modules are planned to inspire in participants, a more experiential, real and personal connection with content to build ownership for SEL for their own selves and children in their care. Facilitators are the catalysts to infuse energy into the content with their high engagement, plethora of life experiences, cultural knowledge and observational astuteness when connecting with participants. The strategies in Annexure 1 - Facilitator training brief provide guidance and structure for delivering the APETT-SEL programme content. Some of the key strategies that are recommended for use while facilitating SEL are discussed hereafter.

2.8.1 SAFER model for SEL facilitation

The SAFER (Sequenced, Active, Focused, Explicit, Reflection) model[8] lays out criteria for effective curriculum delivery. It is a highly effective approach to professional learning and SEL programme delivery.

The model's five elements are described below in Table 3:

Table 3: SAFER model for SEL facilitation

Sequenced	**A**ctive	**F**ocused	**E**xplicit	**R**eflection
Clear series of steps, connected and coordinated	SEL activities are experiential and opportunities to practice skills	SEL activities are calendared, resources are allotted and a plan exists	Intentional and planned practice for SEL	Taking time to reflect on how SEL is connecting to other parts of one's lives

Source: Blyth, D., Olson, B. and Walker, K. (2017)

Sequenced: SEL programme has a clear series of steps; connected and coordinated skill development

- Make teaching explicit and intentional for learners.

- Don't skip steps or details.

---

8 SAFER Model-Blyth, D., Olson, B. and Walker, K. (2017). Intentional Practices to Support Social & Emotional Learning. [online] Handle.net. Minnesota: University of Minnesota Extension Center for Youth Development. Available at: http://hdl.handle.net/11299/195178.

- Go slow – take your time and approach the skills you are teaching step by step as not all learners will be starting at the same place or learning at the same pace.

- There is a planned set of activities to develop skills in a step-by-step fashion. For example, practitioners can create simple planning tools like a scope and sequence chart indicating what learning goals are planned, what activities will support them, and when they will occur during the programme.

Active: Offer opportunities to experience SEL concepts and to practice and model SEL skills

- Activities need to be experiential, hands-on, engaging and provide learners with multiple opportunities to experience SEL concepts and practice SEL skills.

- It is critical to model for the learners what the skills look like in typical classroom interactions, what you expect, and what others expect these skills to look and sound like.

- Being a genuinely good role model inside and outside of the classroom requires self-awareness and self-monitoring and can be professionally rewarding as you witness your learners learn these skills through both instruction and observational learning.

- Use active forms of learning, such as role-plays and behavioural rehearsal with feedback. Use process questions such as: What did you see me doing? What did you hear me saying? What did it feel like to be my friend in this situation? What emotions can you identify? For others in the class that were observers, what did you see, hear and feel?

Focused: Plan for adequate time and resources

- Target a specific SEL skill; have clear and specific learning goals; know which specific SEL gaps or challenges to address.

- Continually measure and review student SEL skills/knowledge.

- Ensure teaching practices, classroom management strategies, behaviour support policy/procedures, and the SEL programme modules, which include discussions about cultural responsiveness and sensitivity, respect for diversity, and provide support(s) for any vulnerable and/or marginalised populations.

- Share with learners what you are teaching and why it is important. If the lesson is on communication skills, then be explicit in both the 'what' and the 'why' of the lesson.

Explicit: Clearly articulate the rationale for learning goals

- A SEL programme requires a clear plan with dedicated time, allocated resources and educators who are intentional about developing their SEL teaching and learning.

- Take advantage of 'teachable moments' that occur throughout the day, not only during the time allocated to SEL.

- Resources need to be dedicated for SEL programming. These resources include most importantly time, dedicated staff support, programme evaluation support, professional development, consultations, etc.

- Have a plan with clearly stated desired SEL outcomes.

- Practising SEL skills throughout the day is very important for deep entrenchment.

- Encourage peer-to-peer support and feedback, so you are not the only person learners are relying on.

Reflection: Engage students in making meaning and transformative practice

- Reflections can help learners see how SEL knowledge and skills connect to all parts of one's life.

- Provide time for learners to make connections between what they are learning and their feelings, relationships and experiences. Just as for the other components, time needs to be dedicated for reflective practice and processing.

2.8.2 Experiential learning cycle

The following session plans are based on experiential learning, a well-recognised learning theory based on constructivism. The session plans broadly apply Kolb's experiential learning model (Figure 2) focusing on the teachers' experience as they develop their skills: experimenting, reflecting and adapting new theories, practices and content they have been introduced to in their own personal and professional context.

Figure 2: Kolb's cycle of experiential learning

Concrete experience

Doing
Engaging directly in an authentic experience

Active experimentation (consolidation)

Planning
Trying out what you have learned; honing skills in a new experience

Reflective observation

Reviewing the experience
Noticing what happened and relating to past experience and conceptual understandings

Abstract conceptualisation (application)

Learning from the experience
Distilling perceptions into abstract concepts from the experience

Source: Kolb, D.A. (1984)

The experiential learning process involves the integration of:

- **Knowledge:** the concepts, facts and information acquired through formal learning and past experience;

- **Activity:** the application of knowledge to a 'real world' setting; and

- **Reflection:** the analysis and synthesis of knowledge and activity to create new knowledge.

The learning cycle involves four stages:

- **Concrete experience:** The learner encounters a new experience or engages in the reinterpretation of a previous experience. The facilitator creates a context or learning situation where learners/participants engage in an experience that promotes learning, such as activities,

games, simulations, demonstrations, discussions and debates, observation, group tasks, role playing, reading and so on.

- **Reflective observation:** The learner reviews and reflects on the experience and identifies any inconsistencies between experience and understanding. This can involve making comparisons to previous experiences in other situations/contexts.

- **Abstract conceptualisation (Application):** The learner integrates the knowledge into their existing knowledge base so they can apply it to new situations in the future. This can involve, considering the implications of the learning, working out how they might apply it and having a chance to practice this during the session.

- **Active experimentation (Consolidation):** Through trial and error, the learner applies what was learned during the session to other situations in the classroom context (rather than the training context). Recognising one's own learning and how it builds on previous learning is an important part of the experiential learning process.

When learning progresses through the stages of experience-reflection-application-consolidation, we can say that learning is complete. If any of these stages is missing, then the learning cycle may not be considered complete. Thus, facilitators/mentors must ensure that each stage is included in each session.

2.8.3 Professional learning communities

The importance of professional learning communities

The Center on the Developing Child Harvard University (n.d.) recognizes the importance of communities of learning and practice to explore ways of addressing complex problems and transforming early childhood development, not necessarily by replicating good practices but by learning from evidence what has worked for different groups of children and families through results and measures and valuing the importance contextualization in scaling.

Specifically, professional learning communities (PLCs) refer to teams or communities of educators who organize themselves to share and learn from effective practices for teaching and conducive learning environments for students. PLCs provide a structure for learners to collaborate toward a shared goal. They connect people within organizations and systems who wish to learn and work together while holding members accountable to an agenda, metrics and outcomes. Learning communities enable participants to learn from each other by sharing results of their individual learning; thereby, accelerating their progress. Learning communities build shared understandings and agreements for high-quality learning and teaching and for the well-being of their members.

How to create and sustain effective professional learning communities

Here are some tips for creating and sustaining PLCs:

- **Have a clear purpose:** Without a clearly defined purpose, PLCs can't thrive.

- **Define and align goals of members:** The purpose of PLCs should be clearly defined and goals outlined for each of their members. Consistency is key.

- **Provide structure and guidance as well as a shared set of norms:** For the PLCs to achieve their goals, structure and guidance as well as a set of norms are important for members to keep on track and focus on objectives positively.

- **Create a culture of collaboration and empowerment:** Everyone in the PLC should be encouraged to share their viewpoints and experiences so other members can relate to each other and share strategies.

- **Create a culture of growth:** A PLC team should have a mindset of wanting to constantly improve and become more efficient and effective from learning from each other as well as sharing good practices and research.

- **Make sure it is reflective:** Reflection is an important part of any learning process and it is very important for professionals in a learning community. The PLC can select a component to be studied, whether it is a practice or specific problem as a group reflection.

- **Focus on results for members:** Ensuring a learning community is learner-centred and other stakeholders can help maximise return on investment of time, resources, etc.

- **Use convenient platforms to build an online PLC for regular connection (if it works):** Building an online learning community allows leaders of the group to restrict membership, so it can be open or private, and the interface provides an easy-to-use place for group interactions and sharing useful information and resources. Facebook groups or LinkedIn groups are some examples of online PLCs.

Ways that PLCs enhance teaching and learning (Serviss, 2019)

- **PLCs offer teachers opportunities to directly improve teaching and learning:** This is through sharing best practices, brainstorming innovative ways to improve learning, and enhancing the teacher as a reflective practitioner. It builds greater ownership collectively and individually.

- **PLCs build stronger relationships between team members:** PLCs are focused on and committed to learning and development - their own and for the child. They create a bond and build a team of learners and leaders within the school, district or region, and even globally.

- **PLCs help teachers stay on top of new research and emerging technology tools:** Collaboration is essential in order for educators to have ongoing and regular opportunities to learn from each other. A PLC designed for ongoing professional development informs teachers about new research and emerging tools for the classroom and learning, and it gives educators a look at what other schools, cities, states and countries are doing.

- **PLCs help teachers reflect on ideas:** Learning from others allows teachers to reflect on ways to enhance their teaching and to adjust their practice. The more minds that come together from different backgrounds, the more likely one can add value and purpose to the field of education. When PLCs come together, they must focus their efforts on questions related to learning, and child's well-being. Learning and development must be the focus of PLC work.

3

Early childhood care and education (ECCE)

3.1 Importance of ECCE

Research indicates that the nature and quality of early childhood care and education (ECCE) is one of the strongest predictors of lifelong success and of the successful development of societies in which children grow and live. Some of the many compelling reasons for ECCE access and quality are as follows:

- **Investing in ECCE:** Investing in ECCE is good for everyone – governments, businesses, communities, parents and caregivers, and most of all, babies and young children. It is also the right thing to do, helping every child realise the right to thrive. Investing in ECCE is also cost effective: For every $1 spent on early childhood development interventions, the return on investment can be as high as $13.[9] These significant gains are realised through better outcomes in education, health, social behaviours and employment throughout the life span (World Health Organization, United Nations Children's Fund, World Bank Group, 2018). So, these high-quality early childhood experiences, as demonstrated by research, build the foundation for a skilled workforce, a responsible community and a thriving economy (Black et al., 2017).

- **Quality in ECCE:** ECCE can break the vicious cycles of poverty, inequality and social exclusion by preparing children to begin their lifelong journey of learning and development with strong minds and bodies, skills, and confidence (Samuelsson and Kaga, 2008).

- **Neuroscience and Development Science:** During the first eight years of life, brain architecture is developing at its most rapid rate, habits are formed, and children learn how to understand themselves and relate to others through daily interactions in their homes and communities (UNICEF Thailand: For Every Child, 2014). Basic principles of neuroscience clearly indicate that early preventive intervention is more effective than treatment for problems later in life. Young children need nurturing care (World Health Organization, United Nations Children's Fund, World Bank Group, 2018)[10] from the start. Young children's most formative experiences come from the nurturing care they receive from parents, other family members, caregivers and community-based services. Nurturing care is characterised by a stable environment that promotes children's health and nutrition, protects children from threats, and gives them opportunities for early learning, through warm interactions and relationships (Black et al., 2017). For children exposed to trauma and toxic stress, early intervention is key. The architecture of the young brain involves the cumulative layering of foundational skills, influenced by relationships, experiences and environments. Thus, building a strong foundation for healthy development in the early years of life is a prerequisite for individual well-being, economic productivity and harmonious societies around the world (Shonkoff et al., 2012).

3.2 Importance of SEL in ECCE

High-quality ECCE promotes children's holistic development. In this section, we will explore how high-quality ECCE relates to SEL as well as the importance of SEL in ECCE.

---

9   Professor Heckman's research, "The Lifecycle Benefits of an Influential Early Childhood Program." where Professor Heckman and colleagues find 13% ROI for comprehensive, high-quality, birth-to-five early education for disadvantaged children. García, J.L., Heckman, J.J., Leaf, D.E. and Prados, M.J. (2017). The Life-cycle Benefits of an Influential Early Childhood Program. [online] www.nber.org. Available at: https://www.nber.org/papers/w22993.

10 Children to develop to their full potential need nurturing care — the conditions that promote health, nutrition, security, safety, responsive caregiving and opportunities for early learning. World Health Organization, United Nations Children's Fund, World Bank Group (2018). Nurturing Care for Early Childhood Development: A Framework for Helping Children Survive and Thrive to Transform Health and Human Potential. [online] https://apps.who.int/iris/bitstream/handle/10665/272603/9789241514064-eng.pdf. Geneva: World Health Organization. Available at: https://apps.who.int/iris/bitstream/handle/10665/272603/9789241514064-eng.pdf.

Findings from the famous Perry Pre-school Study[11] demonstrate one link between ECCE and SEL outcomes. It showed long-lasting benefits from the school's early education programme intervention and how high-quality pre-school programmes for young children living in poverty can contribute to their intellectual and social development in childhood and their school success, economic performance and success in adulthood. Cognitive skills, such as self-control, curiosity and social fluidity contributed to the children's success as a result of the pre-school experience.

SEL is also important to nurture individuals who respect and value diversity and equal rights of people, are commited to social justice, sustainable development and inclusion, are concerned with the environment, have a sense of identity and self-esteem and are curious to learn about the world. For example, if we look at gender, incorporating a gender perspective in ECCE builds the foundation for a sustainable approach to gender equality and unlocks the child's potential. However, even new ECCE policies in the region overlook the need for gender-sensitive pedagogies or to challenge gender stereotypes in class or at home. SEL can play a gender transformative[12] role by recognising the cognitive and affective formation of gender identity that develops in early childhood and the types of skills, personality traits and career aspirations learnt through teacher-child interactions and adult role modelling in childhood play, and can make or break gender stereotypes.

SEL in ECCE also contributes to social cohesion and peacebuilding by building human and social capital for peace.[13] Fostering SEL becomes crucial in increasing children's effectiveness in entering and managing interpersonal relationships, and in strengthening their ability to cope with stress and manoeuvre themselves in difficult environments, thus, making them better equipped to become more active participants and change agents in societies affected by conflict. Providing quality ECCE services to young children can also promote peace amongst adults. Playing with children can improve caregivers' well-being. Research has shown that caregiver depression, isolation and stress can be elevated by engaging in warm, responsive interactions with children (Husain et al., 2021). Additionally, ECCE can contribute to social cohesion and peacebuilding by investing in the future peace builders of the world. There is evidence that integrating social-emotional learning into early childhood education has had a positive impact on a child's development and reduced behavioural problems later in life.

SEL can also support the inculcation of internal mechanisms to acquire inner peace skills (self-management, self-awareness & responsible decision-making) and intra-individual peace skills (social awareness & relationship skills) to allow peace to flourish. Thus, SEL-infused ECCE programmes can contribute, in the long-term, to peaceful societal interactions by teaching young children critical emotional skills that will impact their future behaviour and foster more peaceful communities (Britto et al., 2014).

It is important to also focus on a compelling reality regarding SEL in ECCE.

Today's early learners will be entering the workforce around 2040. We have no idea what the world will look like in five years, much less in twenty. What we do know for a fact is that a number of rapid changes are shaping the future and education will need to respond. The 2017 WHO report

---

11 The Perry Project is the longest-running longitudinal study in early education, and continues to prove that investing in high-quality early education yields positive results for children and families. See HighScope (2018). Perry Pre-school Project - HighScope. [online] highscope.org. Available at: https://highscope.org/perry-pre-school-project/.

12 A gender-transformative approach tackles the root causes of gender inequality and reshapes unequal power relations by working at individual, familial, and institutional levels. Taking a gender-transformative approach to early childhood by engaging girls, boys, teachers and parents now, can cut the roots of gender-based violence and discrimination before the next generation comes of age.

13 The note explores the significance of potential associations between early childhood development and peace building. Britto, P.R. and Leckman, J.F. (n.d.). The 'Ecology of Peace' conceptual framework | Early Childhood Peace Consortium. [online] ecdpeace.org. Available at: https://ecdpeace.org/work-content/ecology-peace-conceptual-framework. Yale University and AÇEV Partnership Leckman, J.F., Panter-Brick, C. and Salah, R. (2014). Peace Is a Lifelong Process. Pathways to Peace, pp.3–18. doi:10.7551/mitpress/9780262027984.003.0001.

on increase in stress and anxiety emphasizes the need for SEL emphatically. The World Bank report on developing social-emotional skills for the labour market highlights early childhood as foundational for the development of many critical skills (Guerra, Modecki and Cunningham, 2014). Social and emotional skills can be taught in classrooms or at home, but SEL is most potent if reinforced in both settings (Guerra, Modecki and Cunningham, 2014).

Key research findings that link ECCE quality and SEL:

- The quality of early childhood programmes is influenced by the social, emotional and instructional aspects of children's interactions with educators and peers (process quality) (Slot, 2018).

- Quality is influenced by the physical classroom/learning environment/classroom climate both indoors and outdoors, teacher-child ratios, group size and staff training, and qualifications and teachers' own social-emotional competencies. For example, teachers' self-awareness and sense of efficacy are associated with ECCE quality (Slot, 2018).

- Educators' own social and emotional competence and well-being can support their capacity to build strong relationships and facilitate positive outcomes for children. In contrast, teacher stress is associated with less consistent emotional support, lower quality teaching practices and less positive outcomes for children.

Research shows that high-quality teacher-child interactions are vital to children acquiring the social-emotional skills necessary to form pro-social relationships and engage in learning activities that support optimal development. Improving learners' relationships with teachers has important, positive and long-lasting implications for both learners' academic and social development. Learners who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those learners with more conflict in their relationships (Rimm-Kaufman and Sandilos, 2010).

- In the long run, social and emotional skills can increase the likelihood of high school graduation, readiness for post-secondary education, career success, positive family and work relationships, better mental health, reduced criminal behaviour and engaged citizenship, hence, more positive contributions for self, others and the environment.

4

Social and emotional learning (SEL)

4.1 Definition

An integral part of education and human development, social and emotional learning (SEL) helps learners acquire and apply the knowledge, skills and attitudes they need to develop healthy identities, to manage emotions and to achieve personal and collective goals. SEL fosters children's capacity to feel and show empathy for others, to maintain supportive relationships and to make responsible decisions. Responsible decisions emphasize the ethical dimensions of decision-making, to make decisions that are both personally and socially responsible. SEL frameworks recognise distinct but interconnected domains of learning-cognitive, socio-emotional and behavioural (CASEL, 2020).

> **A QUOTE FOR THOUGHT**
>
> 'Educating your mind without educating your heart is no education at all.'
>
> – Aristotle: Ancient Greek philosopher

Social and emotional development during the early years (birth to age 5) is the emerging ability of young children to form close and secure adult and peer relationships; experience, regulate and express emotions in socially and culturally appropriate ways; and explore the environment and learn – all within the context of family, community and culture (Center on the Social and Emotional Foundations for Early Learning, 2016b).

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and regular assessment of learning.

Key takeaways from the literature review of SEL frameworks and definitions as a precursor to the APETT-SEL handbook (UNESCO Asia and Pacific, n.d.):

- SEL programmes and practices can promote greater acceptance of diversity, greater inclusion and increased cultural responsiveness, and in this way build greater equity in educational settings.

- SEL embedded well in the learning system can support the development of positive identities, greater confidence and agency that contribute to a sense of belonging for both adults and children.

- For SEL to achieve these goals it must be integrated into the broader curriculum across all the years of schooling and included in teacher development systems and education sector plans.

4.2 Benefits of SEL for children

There is evidence that integrating SEL into early childhood education has positive impacts on children's development including fewer behavioural problems later in life. Evidence shows that well-designed and well-implemented programmes can support children's willingness to play with others (including those different from themselves), their ability to understand how being excluded makes someone feel, and their ability to recognise instances of exclusion. SEL can also help learners from disadvantaged backgrounds strengthen the cognitive confidence and emotional resilience required to successfully transition from home/ECCE into primary education. Some of the many significant studies to bring in the benefits of SEL for children are:

- A review of research at the elementary school level showed that SEL programmes can promote academic achievement and positive behaviour and reduce conduct problems, substance abuse and emotional distress (Dusenbury and Weissberg, 2017).

- A 20-year retrospective study that examined data for 753 students across a 19-year span, from kindergarten to adulthood showed that kindergarten teachers' ratings of children's pro-social skills, such as kindness, sharing and empathy, predicted adult outcomes, such as higher educational attainment, stronger employment and better mental health, in addition to reduced criminal activity and substance abuse (Jones, Greenberg and Crowley, 2015) (also verified by OECD) (Chernyshenko, Kankaraš and Drasgow, 2018).

- A study of a mindfulness-based SEL programme involving first, second and third graders found improvements in children's attention and social skills and decreased anxiety in children who received training, as compared to children randomly assigned to a control group (Napoli, Krech and Holley, 2005).

- The latest research indicates that well-planned and well-implemented SEL programming can positively affect a broad range of student social, health, behavioural and academic outcomes (Collaborative for Academic, Social, and Emotional Learning, 2008).

- Also, social-emotional competencies support one another during pre-school, building the foundation for positive peer relationships and academic achievement when children move on to higher grades (Nakamichi, Nakamichi and Nakazawa, 2019).

> **APETT-SEL 'CBCZ' Theme 2: Building a pro-social and responsive classroom, focuses on building a pro-social classroom, one that prioritises caring for oneself, others and the environment. Teacher's social and emotional competence (SEC) and well-being, which are the focus for Theme 1, leads to teachers' improved ability to develop and maintain pro-social classrooms. Teachers wield a strong influence on children by what and how they teach and how they relate and respond to children and others, teach and model social and emotional skills, and manage and nurture their classroom.**

4.3 Benefits of SEL for teachers

Teachers' social and emotional competencies are critical to effective SEL programme implementation as reiterated in the previous sections. With teaching being identified as a highly stressful and demanding profession, building teachers' SEC has added benefits to teachers and schools because it may help reduce and prevent burnout by providing teachers with the coping skills they need to manage the demands of teaching and the classroom. Some of the significant studies to support the benefits of SEL for teachers are:

- As per a study on teacher burnout and student stress, the two were seen as linked. The study is the first of its kind to examine the connection between teacher burnout and students' cortisol levels, which are a biological indicator of stress. It was found that in classrooms in which teachers experienced more burnout, or feelings of emotional exhaustion, students' cortisol levels were dysregulated, which is associated with higher levels of stress (Oberle and Schonert-Reichl, 2016).

- Teachers play a central role in establishing a positive and responsive classroom environment that is conducive to social, emotional and academic growth (Jennings and Greenberg, 2009). There is evidence that engaging in SEL programme instruction alone may promote teachers' SEC; however, a mindfulness-based programme for teachers designed to promote SEC has been found to significantly reduce teacher psychological distress and promote emotion regulation. The programme also improved the observed quality of the teachers' classroom interactions. The emotional classroom climate was more positive, and the teachers were more sensitive to the

needs of the students (Jennings et al., 2017). With teacher burnout and attrition rates on the rise, building teachers' SEC may prevent burnout and promote greater enjoyment of teaching (Sharp and Jennings, 2015).

- A survey done by EdWeek Research Center[14] revealed that teachers' morale declined drastically during the COVID-19 pandemic. The survey has been conducted since August 2020 and about 826 teachers, principals and district-level administrators have responded to the survey. As per the results of the survey, thirty-one percent of teachers and district leaders say that teacher morale is 'much lower' than it was prior to the pandemic. In fact, thirty-two per cent of teachers said they were likely to leave their jobs in 2020.

- Other research has found that teachers who believe in the importance of SEL can understand, label, express and regulate their own emotions, demonstrate higher levels of patience and empathy, encourage healthy communication, create safe learning environments, more effectively teach and model social emotional competence for their students (Rivers, Brackett and Salovey, 2008), and are less likely to report burnout (Brackett et al., 2010).

> **APETT-SEL's 'CBCZ' Theme 1: Calm, clear, and kind teachers, focuses on teachers' self-care and developing key social emotional competencies in teachers to support their well-being.**

4.4 SEL in diverse cultures and communities

Human beings develop within diverse cultural settings. Our social interactions, behaviours, belief systems and emotions are complex, dynamic and heavily influenced by cultural factors. The United Nations Convention on the Rights of the Child (CRC) states that all children have the right to feel accepted and respected. To this end it is important that all young children have an opportunity to develop an appreciation and respect for the diversity found in their communities and the larger world.

4.4.1 Intersection of culture and SEL

ECCE teachers and leaders are encouraged to adopt a holistic approach to diversity, equity and inclusion. In addition to culture, different equity aspects need to be considered like gender, race, culture, ability, socio-economic and refugee/migrant status, ethnicity, language and geography. SEL can help ECCE professionals to address various forms of inequity and exclusion and empower young people and staff to co-create thriving schools contributing to safe, healthy, inclusive and just communities. A simple example of how this may look in an educational setting is how we greet one another. In many cultures there is an expectation that a greeting includes eye contact. However, in many cultures around the world, eye contact while greeting would be considered disrespectful rather than friendly or polite. Some cultures have totally unique greeting strategies. For example, in Tibet, it is appropriate to extend one's tongue to say hello. However, in many other parts of Asia, a greeting begins with a bow and folded hands. With so much diversity in the simple act of greeting, how do we know what to teach? To be inclusive, we need to recognise and value all the different ways people greet one another and give our students the opportunity to learn about them and choose the way that makes them most comfortable.

---

14 See Kurtz, H. (2020). Teacher Morale and Student Enrollment Declining Under COVID-19, Survey Shows. [online] Education Week. Available at: https://www.edweek.org/leadership/teacher-morale-and-student-enrollment-declining-under-covid-19-survey-shows/2020/09.

The intersection of culture and SEL is such an important one, since school settings are very often meeting grounds for learners and educators from a rich and diverse variety of cultural backgrounds. Adapting established models from one cultural context to the other requires cultural responsiveness that situates and celebrates learning within the students' rich cultural contexts. This approach may be key to bridging gaps to ensure that all students can reap the full benefits of SEL instruction (Brown-Jeffy and Cooper, 2011). Research on cultural differences have identified two important dimensions of culture: collectivism[15] and individualism.[16] In general, individualistic cultures view the individual goals, achievements, and rights as the prominent focus. In contrast, collectivist cultures prioritise group harmony. Thus, cooperation and interdependence are highly valued, and success is viewed in terms of the family or community rather than the individual. Perhaps the most important takeaway to understand about these differences is that they both have strengths and limitations (Zakrzewski, 2016). Not all cultures are entirely individualistic or collectivist. Children may experience a blend of both dimensions.

Table 4 highlights some of the key differences between the two types of cultures. While it is important to understand the differences across these dimensions, many cultures include both to various degrees. A balance of both approaches can be applied in culturally and contextually relevant ways to benefit the whole child.

Table 4: The individualism/collectivism framework[17]

S.No.	Individualism	Collectivism
1	Respresentative of mainstream United States, Western Europe, Australia and Canada	Respresentative of world cultures like many Asian, Latin American, Russian, African and Pacific Island cultures
2	'I'' identity	'We' identity
3	Purpose of education is learning how to learn	Purpose of education is learning how to learn
4	Well-being of individual is important and one is responsible for self	Well-being of group is important and one is mainly responsible for group
5	Freedom of speech – it's healthy to speak your mind	Freedom of silence - you should always promote harmony
6	Independence/self-reliance is valued	Interdependence/cooperation is valued
7	Individual achievement	Family/group success
8	Self-expression	Respect
9	Self-esteem	Modesty
10	Task orientation	Social orientation
11	Cognitive intelligence	Social intelligence
12	Behaviours outside the norm bring guilt	Behaviours outside the norm bring shame

Source: Trumbull, E. and Rothstein-Fisch, C. (2008)

The iceberg metaphor helps clarify the complex concept of culture and SEL. Like an iceberg, only the 'tip' of culture is visible (observable) to the eye while the bulk of what makes up cultural identity is submerged (unobservable) (Figure 3). Many of the unobservable dimensions of culture are involved in SEL, such as etiquette, approaches to problem-solving, the nature of friendships and notions of self.

Culture is central to how we think, live and see the world. SEL programmes are often viewed as culture neutral; values and strategies are purported to be universally relevant for all children.

---

15 Collectivist societies emphasise the rights of families and communities above those of the individual. Most Asian, Latin American, Russian, African and Pacific Island cultures are guided by collectivism. Japan and China are also influenced by the Confucian philosophy, which values respect for parents, loyalty, patriotism and the value of education.

16 Individualistic societies emphasise the needs of the individual rather than the group. New Zealand, Australia, the United States, the United Kingdom and many European countries are considered individualistic societies.

17 Adapted from Trumbull, E. and Rothstein-Fisch, C. (2008). Managing Diverse Classrooms: How to Build on Students' Cultural Strengths. Thoughtful Education Press

However, this assumption may result in overlooking important cultural differences. For example, individual self-control is at the heart of many SEL programmes. While self-control is valued in many cultures, it may be understood differently. Inadvertently, the values of the dominant culture may be prioritised in SEL programmes (Hoffman, 2009). For efficiency's sake, most SEL programmes are delivered in a whole classroom format, which makes cultural adaptations particularly challenging. SEL interventions have the potential to reduce disparities but they are unlikely to do so until they recognise the value of diverse types of cultural capital, address cultural differences and meaningfully incorporate these understandings into the content and delivery of SEL programmes (Yosso, 2005).

As culturally responsive educators, the goal is to learn about and respect students' cultural identities and support their sense of belonging to the class and school community. Culture affects everything we do as humans and SEL can be a major platform for how we knowingly and unknowingly share values and norms with our students (Torres, 2019). For example, by welcoming the whole child in a multi-lingual, multi-cultural and multi-ethnic class, we send a powerful message that children from diverse linguistic and cultural backgrounds contribute to the vibrancy of our early childhood programmes. Language is one of the most important cultural tools that a child has for understanding the world in which they live.

Figure 3: Cultural iceberg – visible and not so visible aspects

Source: Penston, J. (n.d.).

If we look at some country-specific examples in the Asia-Pacific region, there is a natural affinity to SEL embedded in the traditional knowledge approach. The evidence from studies in the Fiji for example suggests that where integration does take place, students tend to be more engaged with their learning. Moreover, there is evidence that teachers who adopt an integrated SEL/TKA approach into their classroom practice find that the purposeful use of TKA, informed by SEL enables them to achieve better learning outcomes (Lagi and Armstrong, 2017, pp.253–271).

Some cultures found in Asian countries including Singapore, Hong Kong SAR, China, Republic of Korea and Japan partly reflect the 'examination-driven and achievement-oriented' learning environments stemming from traditional Confucian philosophy as evidenced by their high performance on achievement tests such as PISA, TIMMs, etc. However, these examination-driven countries have also embraced SEL (Kyllonen, 2017).

- **Singapore's Ministry of Education** (MOE) developed a 'total curriculum' framework in 2010 that emphasized nurturing and assessing 21st century competencies (21CC). The framework identified four desired student outcomes – a confident person, a self-directed learner, an active contributor and a concerned citizen – and attendant core values (respect, responsibility, integrity, care, resilience and harmony). Their framework highlights the skills of communication, collaboration and information; civic literacy, global awareness and cross-cultural skills; and critical and inventive thinking. The framework is aligned with the CASEL framework,
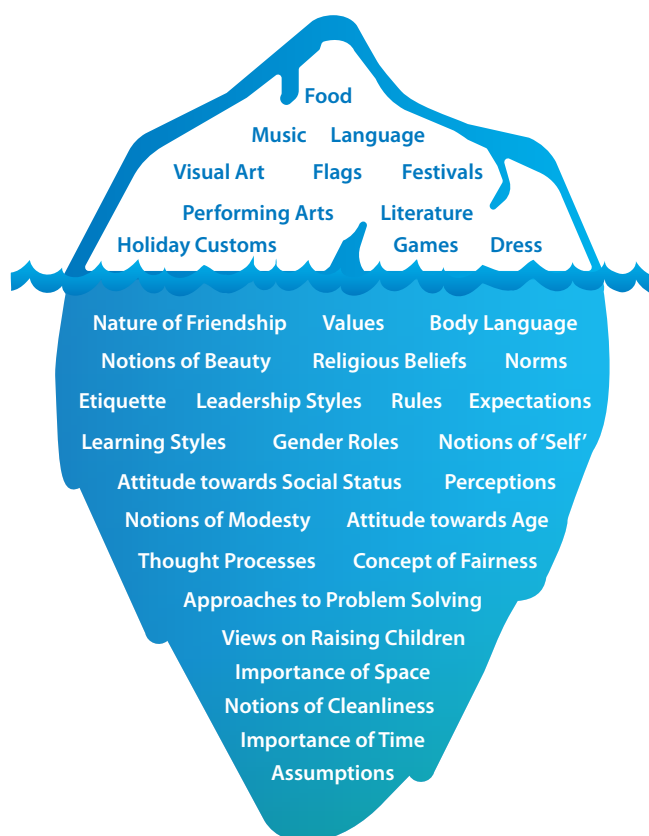
emphasizing the SEL competencies of self-awareness, self-management, social awareness, relationship management and responsible decision-making and has been adapted to match cultural sensibilities (Ee and Cheng, 2013).

- **Hong Kong SAR, China** too, through its Moral, Civic and National Education curriculum emphasizes 'whole-person education' focusing on seven priority values and attitudes: perseverance, respect for others, responsibility, national identity, commitment, integrity and care for others and is aligned with the CASEL framework. National identity is an important focus which is unique to this curriculum (Wu and Mok, 2017, pp.219–231).

- In **Japan,** the Ministry of Education, Culture, Sports, Science and Technology (MEXT) emphasizes socio-emotional skills through their K-12 Courses of Study (curriculum standards), revised in 2008 to foster a 'zest for life', balancing academic abilities, richness in humanity, health and physical strength. Let's look at the Japan Programme for Pre-school Children as a cultural case study. The norm in Japanese pre-school is ' free' or 'relaxed' education, an approach that emphasizes giving young children abundant opportunities to play freely and engage spontaneously in interactions with each other and the physical world. The pre-school curriculum is focused on play and on the development of the whole child, as it emphasizes the importance of valuing the 'childlikeness' of children. It differs from western curricula in that it does not individualize instruction, nor does it rush children through stages of cognitive development (Oda and Mori, 2006). A key pedagogical goal of Japanese pre-school teachers is to provide young children with opportunities to experience feelings, especially Sabishii (translated as ' lonely sadness'), which is seen to provoke responses of Omoiyari (empathy) and to promote sociality, which is a core curricular goal of the Japanese pre-school. This approach works because being a member of the group is so highly valued in Japanese culture and experiencing loneliness may demonstrate the value of group ties (Hayashi et al., 2009).

4.4.2 Secularity of content for diverse cultures

The APETT-SEL handbook content is inclusive and secular. Mindfulness or contemplative practices are an integral foundation of APETT-SEL. Mindfulness is a practice that has a rich history steeped in various world religions and hence, can be misconstrued as having religious leanings.

What is religion? Religion has been defined as a set of beliefs concerning the cause, nature and purpose of the universe, especially when considered as the creation of a superhuman agency or agencies, usually involving devotional and ritual observances and often containing a moral code governing the conduct of human affairs. What is secular? The term secular, by definition, means not pertaining to or connected with religion (Jennings, 2015).

Mindfulness simply means paying attention to the present moment, on purpose, non-judgmentally. A secular exploration of mindfulness involves nothing other than what is directly observable through our sensory, emotional and mental awareness with the objective to support the well-being of students and educators by sharing simple awareness practices and to develop an attitude of curiosity and kindness around how the mind and the body work. With roots in ancient religious and spiritual traditions, contemplative practices developed across human history to promote the three primary dimensions of spiritual development, as outlined by Benson and Roehlkepartain:[18] belonging and connecting, awareness and awakening, and a way of living. Included are practices to promote love, compassion and connection; to promote powers of concentration and enhanced awareness of self and other; and to bring awareness into the activities of daily living to promote a wholesome lifestyle. Contemplative practices can involve sitting quietly (such as in meditation), movement (such as yoga and tai chi), and the contemplation of nature or the arts (Jennings, 2015).

---

18 See Benson, P.L. and Roehlkepartain, E.C. (2008). Spiritual development: A missing priority in youth development. New Directions for Youth Development, 2008(118), pp.13–28. doi:10.1002/yd.253.

Given the diversity in the region, any connection to religion can be sensitive. Focusing attention during practice on names, words or sounds that come from a religious or spiritual tradition (that are associated with spiritual and/or religious belief) is inappropriate in the secular school context. However, there are practices in use in our educational settings derived from religious practices. For example, choral reading of prayer is a common practice in religious settings. Choral reading is also used in educational settings; however, the content is secular (e.g. poetry and dramatic reading). Therefore, it is the content that determines the religious or secular nature of any given practice, not necessarily the practice itself (Jennings, 2008).

> **APETT-SEL 'CBCZ' Theme 3: Celebrating similarities and differences, grounds SEL by focusing on diversity, inclusion, cultural responsiveness and equity (DICE) so that teachers can intentionally promote conditions that enable all children to build on their unique assets and abilities and reach their full potential and also support cohesive, just and peaceful (learning) communities.**

4.5 SEL in emergencies and crisis situations

Emergencies – whether arising from conflict and violence or natural and human-made disasters – and the resulting trauma seriously impact children's developmental processes. This kind of exposure to adversity, particularly in early childhood, can lead to lifelong impairment of learning, behaviour and physical and mental health (Shonkoff, Boyce and McEwen, 2009).

The Asia-Pacific region is one of the most disaster-prone in the world, with 10 of the world's 15 most at-risk countries. Countries in East Asia and the Pacific especially bear the brunt of disasters triggered by natural hazards worldwide, add to that the internal and cross-border violence and conflict in many countries and public health emergencies. This is a region requiring a robust focus on emergency response and resilience building. Maintaining familiar daily routines are key to reducing the negative impacts of trauma in children. National emergency response plans emphasize the importance of returning children to school and normal routines as soon as possible after emergencies occur because it greatly reduces the long-term negative impacts of stress and trauma. Across Asia-Pacific, early learning efforts after disasters and displacement apply psycho-social approaches and SEL to support children, their families and ECCE providers to mitigate this stress and trauma. For example, play-based models supported by the Lego Foundation and others have been introduced across South Asia, East Asia and the Pacific to strengthen children's resilience in post-emergency contexts.

The COVID-19 pandemic is an example of a global emergency that highlighted the critical importance of SEL in the face of crisis. As a result of the pandemic, the world was forced to recognise the critical roles that teachers and caregivers play in ensuring that children are self-aware and behave safely to reduce risks of becoming infected and then transmitting this infection to other family members. The COVID era involved lockdowns, physical distancing, school closures/reopening and parents staying home – all of which have impacted learning opportunities and created uncertainties, anxiety and fear. These changes will hopefully result in a system-wide response involving support for SEL and developing SECs in teachers and students to help school communities recover. Cornelia Janke, director of Education in Crisis & Conflict Network (ECCN), a USAID initiative notes:[19]

19 Cornelia Janke, Director of Education in Crisis & Conflict Network (ECCN) at the Salzburg Global Seminar 2019 laying emphasis on SEL's power to help children in adverse contexts. Browett, L. (2019). Social and Emotional Learning: Time for Action: A Global Alliance for Social Emotional Learning. Salzburg Global Seminar, [online] 15 Mar., pp.1–4. Available at: https://www.salzburgglobal.org/fileadmin/user_upload/Documents/2010-2019/2019/Session_633/Issue3_SalzburgGlobal_633_Newsletter.pdf [Accessed 10 Sep. 2022].

In contexts where children have experienced very adverse or violent situations, it's helpful to have a little toolbox that includes social skills, emotional skills, and cognitive skills all working together to help them make sense of that experience at whatever life stage, whether they're children or youth or even adults. Without those tools, it's just that much harder to be resilient, bounce back, move on and grow. If we help children build those skill-sets in one setting, and help them learn to transfer skills into other settings, they'll be able to continue building relationships in their community. Positive relationships with a range of people, connected in different ways, are a key ingredient for supporting resilient individuals and creating a cohesive social environment for creating community.

In emergency settings the ties between social, emotional and academic skills grow stronger as learners of all ages struggle to cope and survive in unstable and often life-threatening environments. Key guidelines for SEL in emergencies and crisis situations are:

- SEL programmes may be needed outside the classroom for children who have directly been exposed to trauma caused by war, conflict, forced migration, ecological disasters, or individual trauma causing toxic stress for the child. At the same time, a quick return to a formalised school environment immediately following a crisis can hasten the healing process, especially if SEL is delivered by teachers and volunteers who are equipped to provide psychosocial support.

- SEL in emergencies needs to also ensure that teachers have professional development to recognise when learners are in distress, depressed, affected by trauma, etc. and provide trauma informed care. For example, the findings from COVID-19 studies indicate the increased need for teachers to support learners who may be experiencing difficulties and to learn how to recognise and support or refer these learners. The economic, social and learning challenges that are brought on as a result of emergencies and crises, such as the COVID-19 pandemic reinforce knowledge about how important it is to ensure that all children experience belonging, safety and support in order to learn. SEL can be viewed as a method for bridging the short-term goals of emergency response and the long-term goals of resilience and sustainable development.

- Strategic partnerships between SEL programme implementers and multi-level stakeholders are crucial to support the delivery of an integrated, context specific, and culturally relevant SEL programme that is inclusive, sustainable and measurable.

- SEL programmes need to consider dynamics of power and oppression in the context of schooling, and address the needs of marginalized and/or historically under-resourced students. Cultural contexts play a crucial role here in social interactions and in SEL work and frameworks. It is advised to adopt an interdisciplinary lens to integrate culturally relevant pedagogy into SEL programmes to promote children's well-being across contexts and counter systemic marginalization (Mahfouz and Anthony-Stevens, 2020).

5

Teacher professional education, learning and development

A QUOTE FOR THOUGHT

'Teachers don't just need to know how to explicitly teach social and emotional skills; they also need the knowledge, dispositions, and skills for creating a safe, caring, supportive, and responsive school and classroom community.'

— Kimberly A. Schonert-Reichl

Every teacher is the best teacher they know how to be. However, early childhood teachers' qualifications and training play a role in children's learning outcomes (Rao et al., 2014). There is also a need for teachers to develop their own sense of wholeness.

Ralph Waldo Emerson (1864) emphasized this in his guidance to teachers:

> *By your own act you teach the beholder how to do the practicable. According to the depth from which you draw your life, such is the depth not only of your strenuous effort, but of your manners and presence. The beautiful nature of the world has here blended your happiness with your power.*

Figure 4: Pattern of teacher burnout – Jennings & Greenberg (2009) – extrapolated

When teachers lack the SEC to manage occupational demands and their workplace, they may become **emotionally exhausted.**

Often this can occur because they do not have the skills to effectively manage emotions and are resorting to **suppression of emotion expression,** which is not good for one's health.

Over time this exhaustion leads to an **erosion of the quality** of their work performance.

They can develop a **cynical attitude** towards their students and management which results in more classroom disruption and even more emotional exhaustion – a negative spiral.

Finally teachers feel like they just can't do the job anymore and **give up.**

Those who stay **in the system may cause more damage** (e.g. many resort to **punitive practices in classrooms** more frequently).

Source: Jennings and Greenberg (2009)

The important presence Emerson mentioned is the crucial missing link in pre-service and in-service teacher education. Teachers need to be supported with professional education and learning opportunities to build this 'presence'. If this is not an integral part of teacher education, learning and development, they will continue to act in isolation of the wider knowledge available and which could greatly enhance their effectiveness and impact.

Teachers play such a critical role in SEL because children learn SEL skills through observing and interacting with adults and peers through the multitude of experiences, interactions and routines, which teachers orchestrate. However, to deliver SEL effectively, teachers themselves need high degrees of social and emotional competence (SEC) and a desire to intentionally focus on SEL in their classrooms. Children learn SEL skills from teachers as role models by observing their words and actions and responses to conflict and problems. If the teachers' actions do not match their instruction, it gives children a mixed message. For example, a teacher asking the class to speak softly but shouting out their request or a teacher instructing students not to exclude their classmates; but, using exclusionary discipline like time out or hurtful words can be confusing. Such examples are evidence of a gap in the teachers' SEC.

However, teachers do not work in a vacuum. Although their role is critical, the systemic support they receive from school leadership, parents and the broader school ecosystem is also critical to successful SEL implementation. School ecosystems can even create working environments where teachers themselves are suffering due to heavy workloads, unreasonable accountability demands, a lack of administrative and financial support, and low job status. These demands create stress and burnout that can negatively impact teachers' SEC

and their capacity to engage in effective SEL modelling and instruction. In their review of the teacher burnout literature, Jennings and Greenberg (2009) discovered a pattern they identified as the 'burnout cascade', which is depicted in Figure 4.

If teachers enter the profession and haven't had opportunities to build their own social and emotional competence or learn how to help their students acquire these competencies, they may find it difficult to create the optimal conditions for learning, which adds to the stress of teaching (Aspen Institute National Commission on Social, Emotional, and Academic Development, 2019).

Systemic support for SEL can effectively address these issues and teachers' SEC may also prevent burnout. With a focus on contributing to the professionalization and capacity development of ECCE teachers, UNESCO supported the development of the Southeast Asia ECCE Teacher Competency Framework in 2018 and the Pacific ECCE Teacher Competency Framework in 2018 contextualized from the earlier work. These two frameworks also place SEL as a core competency within the learning environment and pedagogic practice. In these frameworks SEL is included within the four competency themes[20], and establishing a learning environment based on SEL principles is presented as essential for addressing the developmental needs of young children. Consequently, whatever the setting may be, ECCE teachers should design and provide a learning environment that considers both the socio-emotional and physical needs of children and that allows children to feel nurtured, safe and protected while learning and growing. An ECCE supportive learning environment for SEL embodies inclusive values, policies and practices that promote a sense of belonging, positive social relationships, and development and learning that help all children reach their potential.

Research suggests that high-quality training and technical assistance for teachers implementing social and emotional learning, such as APETT-SEL, should include high-quality materials (organised and adapted manuals, and lesson plans), training (organised, replicable, addressing theory, design, activities, and expected outcomes), well-qualified and capable trainers, a coherent and systematic approach (based on a framework or theoretical model), grounding in research-based best practices (considering contextual needs, providing opportunities for modifications and feedback), support for capacity building (reflection, broadening of social and cultural perspectives), data for measuring and assessment for continuous improvement and varied practical experiences in the training space and where possible, in a variety of early learning settings as well (O'Conner et al., 2017). This provides a guidance and check in for the development as well as the implementation planning and execution.

> **APETT-SEL 'CBCZ' Theme 4: Zones of knowing and doing, focuses on measurement and assessment. Since what is measured gets treasured and provides data for continuous improvement processes, this theme is a crucial fourth pillar for SEL.**

---

20 'CBCZ' Framework- Calm, clear and kind teachers; Building pro-social and responsive classrooms; Celebrating similarities and differences; and Zones of knowing and doing

6

Asia-Pacific ECCE teacher training for SEL

A QUOTE FOR THOUGHT

'I hold that true education of the intellect can only come through a proper exercise and training of the bodily organs, For example, hands, feet, eyes, ears, nose, etc. In other words an intelligent use of the bodily organs in a child provides the best and quickest way of developing his intellect. But unless the development of the mind and body goes hand in hand with a corresponding awakening of the soul, the former alone would prove to be a poor lopsided affair. By spiritual training I mean education of the heart. A proper and all round development of the mind, therefore, can take place only when it proceeds pari passu[21] with the education of the physical and spiritual faculties of the child. They constitute an indivisible whole.'

— Mahatma Gandhi's definition of holistic education

---

21 Side-by-side

6.1 APETT-SEL conceptual framework

Figure 5: APETT-SEL conceptual framework adapted from the Care Research Model
(Jennings et al., 2017)

Asia–Pacific ECCE Teacher Training for SEL Conceptual Framework

'Whole' Teacher for the 'Whole' Child

TARGET

Pre-K - Grade 2
Pre-service and in-service teachers

Teachers' SEL
Knowledge, attitude, skills and competencies

FOUNDATION

Programme: 'CBCZ'

Theme 1:
Calm, clear and kind teachers
(Self-care for teachers)

- **Module 1.1**: Emotional awareness and regulation
- **Module 1.2**: Mindfulness and stress reduction
- **Module 1.3**: Caring, empathy and compassion

Theme 2:
Building a pro-social and responsive classroom
(Children's SEL)

- **Module 2.1:** SEL science
- **Module 2.2:** SEL pro-social environment
- **Module 2.3:** SEL integration with routines and academic areas
- **Module 2.4:** SEL competencies for young children

Theme 3:
Celebrating similarities and differences
(Diversity, inclusion, cultural responsiveness and equity)

- **Module 3.1:** SEL and DICE

Theme 4:
Zones of knowing and doing
(Measurement and assessment)

- **Module 4.1:** SEL and programme quality monitoring, assessment and evaluation
- **Module 4.2:** Teacher and child SEL assessments

OUTCOMES   Proximal

Teacher improvement
- Well-being
- Efficacy
- Mindfulness
- Self-regulation
- Confidence and joy in teaching and learning

Classroom improvement
- Organisation
- Instructional support
- Emotional support
- Caring communities for teaching learning

OUTCOMES   Distal

Young learner improvement
- Relationships
- Resilience
- Academic achievement
- Behaviour
- Happiness in learning

Source: Jennings et al., (2017)

To educate the whole child, we need to start with SEL; to educate all children, we need to start with SEL as well. There is a need to claim the human wholeness in education as articulated in Mahatma Gandhi's definition of holistic education, an education which looks at teaching the 'whole child' through developing the head, heart and hands together. The Asia-Pacific ECCE Teacher Training for SEL (APETT-SEL) framework looks at the whole child and the whole teacher in harmony to make the school a happier and more effective place for learning.

Whole school concepts in Asia-Pacific date back to EFA in the 1990s and the child-friendly school approaches advocated and popularized by UNICEF and UNESCO. This holistic approach for children depends on whole teacher development which brings in teachers' own development of SEC and to support them becoming more resilient and their classrooms becoming more emotionally positive, resulting in calm, clear and kind teachers and students (Taylor, Jennings, Harris, Schussler and Roeser, 2019). To support teacher effectiveness, hence, reinforcing not only their social and emotional teaching practices is needed, but also their own social and emotional competencies.

As discussed earlier, teachers alone cannot implement SEL without support from school leadership, parents and the school community. At the heart of the framework is the teachers' capacity and skills to deliver SEL. However, successful implementation is dependent upon whole-school ownership and support. The programmatic themes explicitly promote teachers' self-care as the starting point for successful SEL implementation. The APETT-SEL conceptual framework (Figure 5) guides the development of the APETT-SEL handbook. It focuses on building teachers' knowledge, attitude and skills necessary for positive classroom environments and effective instruction in both academic courses and in SEL.

6.2 'CBCZ' APETT-SEL programme – themes and modules

As shared in chapter 2.1, **'CBCZ' APETT-SEL programme** (Table 1) stands strong on four thematic pillars which also guided its moniker **'CBCZ'**, an acronym for the four themes. These four themes are further divided across ten modules. An overview of four themes and ten modules are provided in the subsequent sections.

Table 5: 'CBCZ' APETT-SEL training themes and modules

Number	Theme	Modules
Theme 1	**C**alm, clear and kind teachers *(Self-care for teachers)*	**Module 1.1:** Emotional awareness and regulation
		Module 1.2: Mindfulness and stress reduction
		Module 1.3: Caring, empathy and compassion
Theme 2	**B**uilding a pro-social and responsive classroom *(Children's SEL)*	**Module 2.1:** SEL science
		Module 2.2: SEL pro-social environment
		Module 2.3: SEL integration with routines and academic areas
		Module 2.4: SEL competencies for young children
Theme 3	**C**elebrating similarities and differences *(Diversity, inclusion, cultural responsiveness and equity)*	**Module 3.1:** SEL and DICE
Theme 4	**Z**ones of knowing and doing *(Measurement and assessment)*	**Module 4.1:** SEL and programme quality monitoring, assessment and evaluation
		Module 4.2: Teacher and child SEL assessments

Source: Author

6.3 'CBCZ' Theme 1: Calm, clear and kind teachers

Calm, clear and kind teachers (Self-care for teachers) **Theme 1**	**B**uilding a pro-social and responsive classroom (Children's SEL) **Theme 2**	**C**elebrating similarities and differences (Diversity, inclusion, cultural responsiveness and equity) **Theme 3**	**Z**ones of knowing and doing (Measurement and assessment) **Theme 4**

Theme 1: overview	**The first theme focuses on the teacher's self-care.** The teacher is envisioned as someone who embodies clarity, calmness and kindness. This requires an intentional focus on self-care and developing key social emotional competencies to support their well-being.

What is self-care?
To engage in self-care requires the awareness of one's needs, prioritizing those needs and developing the capacity to fill them. This requires intentional effort and the commitment to take care of oneself first. Self-care involves the daily routines one engages in to reduce stress and enhance one's well-being.

Why self-care for teachers?
Self-care activities are critical to support the teachers' ability to maintain clarity, calmness and kindness. When teachers attend to their well-being, they are better able to support the children in their care, while connecting with and supporting families, colleagues and the community.

How do we make this happen?
Balancing personal and professional lives is important. Self-care activities can involve caring for the physical (Body), emotional (Feelings), social (Relationships), intellectual (Mind) and spiritual (Soul) dimensions of ourselves.

There are three modules that focus on building teachers' social and emotional competence (SEC) and well-being and encompass self-awareness, self-care, educator stress and burnout, emotional intelligence, emotional self-care and mindfulness, self-care strategies, and self-care assessment and planning.

- Module 1.1: Emotional awareness and regulation

- Module 1.2: Mindfulness and stress management

- Module 1.3: Caring, empathy and compassion

Anchoring questions	• What individual and contextual factors influence teacher well-being? • What are the trigger points which hamper teacher well-being? • What individual and contextual factors might prevent teachers from implementing SEL strategies and programmes in their classrooms/learning spaces? • What activities and practices might support teachers implementing SEL strategies and programmes in their classrooms/learning spaces?
Overarching goal	Understanding the need for self-care, learning some of the wide range of self-care strategies they may need to support their well-being, selecting what works for them at that point in time and begining to apply lessons learnt to improve their well-being and work as early childhood professionals
Module 1.1 / Module 1 of 10	
Module title	Emotional awareness and regulation
Module description	Emotional awareness and regulation are acquired skills. And since emotional exhaustion is a major contributor to teacher burnout and often interferes with teachers' functioning, instruction in emotional skills, drawing from the neuroscience of emotion, is the core focus of the module.
Module learning objectives	• To guide teachers on being more aware of their own emotional state and its impact on the classroom's emotional climate • To enable teachers to be better able to regulate their emotions while managing challenging behaviour • To support teachers to be more sensitive to learners' needs
Module 1.2 / Module 2 of 10	
Module title	Mindfulness and stress reduction
Module description	Mindfulness is effective in reducing stress and preventing illness, and improving psychological functioning and health. Mindful awareness practices involve cultivating a non-judgmental, present-centred awareness in which each thought, feeling or sensation attended to is acknowledged and accepted as it is. It is a powerful practice to help teachers and children maintain balance even if in the middle of chaos due to the uncertainties, impermanence and volatility of the external world.
Module learning objectives	• To help teachers be mindful of their stress and stress triggers and use appropriate coping strategies in order to gain a sense of calm • To understand and mitigate the effects of empathy-based stress on teachers • To support teachers in making more proactive appraisals of student behaviour, thus, developing greater mindful awareness and supporting both effective classroom management and more compassionate caring
Module 1.3 / Module 3 of 10	

Module title	Caring, empathy and compassion
Module description	Caring practice involves reflection focused on generating feelings of care for oneself and others by offering well-being, happiness and calmness – first to oneself, then to a loved one, then to a neutral colleague or acquaintance, and finally to a person whom one finds challenging, such as a difficult child, parent or colleague. Practiced over time, this activity produces an increase in positive emotions and a decrease in illness and depressive symptoms. Mindful listening exercises develop the skill to simply listen to another and notice (without acting upon) emotional reactions such as urges to interrupt, offer advice or judge. These exercises help teachers to listen more effectively to learners and to be more sensitive to their needs, especially during conflict in which a calm, supportive presence can support conflict resolution.
Module learning objectives	• To understand caring, empathy and compassion (CEC) • To understand how SEL and CEC are connected • To understand how CEC leads to positive outcomes for teachers and children • To promote empathy and compassion through introducing 'caring practice' and 'mindful listening', thus, supporting both effective classroom management and caring

Figure 6: 'CBCZ' Theme 1: Calm, clear and kind teachers – Self-care for teachers

Source: Author

6.4 'CBCZ' Theme 2: Building a pro-social and responsive classroom

Calm, clear and kind teachers (Self-care for teachers)	Building a pro-social and responsive classroom (Children's SEL)	Celebrating similarities and differences (Diversity, inclusion, cultural responsiveness and equity)	Zones of knowing and doing (Measurement and assessment)
Theme 1	Theme 2	Theme 3	Theme 4

Theme 2: overview

The second theme focuses on building a pro-social classroom, one that prioritises caring for oneself, others and the environment. Teachers' social and emotional competence (SEC) and well-being which we focused on in Theme 1, leads to teachers' improved ability to develop and maintain pro-social classrooms. Teachers wield a strong influence on children by what and how they teach, how they relate and respond to children and others, how they teach and model social and emotional skills and how they manage and nurture their classroom.

What is a pro-social classroom?
A pro-social classroom is responsive to learners and their needs so that they are safe, engaged, supported, challenged and cared for. The pro-social classroom is dynamic, and the teacher is a facilitator of children's SEL by using their SEC and understanding of SEL.

Why is a pro-social classroom important for SEL?
There is a reciprocal relationship between SEL and a pro-social classroom. A pro-social classroom has SEL well embedded in teacher intention and action as well. Children in such a space are engaged in learning, have warm relationships with their teacher(s) and peers, and can work in groups; conflicts are resolved and behavioural challenges crop up less frequently. Adults and children in such a learning environment are happy, learn more, meet their goals and experience school as a happy place. This kind of productive and peaceful learning space promotes SEL for all its members, which in turn contributes to creating and maintaining a healthy classroom climate.

Overview (continued)	How can a teacher build a pro-social classroom? When teachers are well-cared-for by themselves and the school community, they have the resources to maintain a clear, calm and kind presence, even in the midst of a busy classroom. Teachers modelling this presence set the tone of the classroom. Young children are expert observers and model adult behaviours quickly. The teachers' SEC supports their capacity to build supportive relationships with their learners, effectively manage behaviours, and implements SEL programmes effectively. Together these factors support the healthy classroom climate, which contributes to student social, emotional, behavioural and academic outcomes (Jennings and Greenberg, 2009). There are four modules that focus on building a responsive and pro-social classroom to support SAFER teaching for children's social and emotional learning: • Module 2.1: SEL science • Module 2.2: SEL pro-social environment • Module 2.3: SEL integration with routines and academic areas • Module 2.4: SEL competencies for young children
Anchoring questions	• What constitutes a pro-social classroom? • What does a responsive classroom entail? • How can a teacher build and nurture SEC in children? • How is SEL integrated and embedded in already existing programmes? • What instructional methods/practices are generally used in SEL? • What can leadership do to promote SEL? • How can teachers build on what they already know about SEL? • How does SEL add value to teachers' current practice? • How can teachers develop positive relationships with parents and promote SEL at home?
Overarching goal	Being able to describe the importance of SEL and how it can be integrated into daily instructional practices to create a pro-social classroom

Module 2.1 / Module 4 of 10	
Module title	SEL science
Module description	This module focuses on the what and why of SEL and how to apply the principles of brain-based learning. It introduces how brain development varies across individuals and accommodates environmental demands. This knowledge helps educators recognise differences in development so they can choose appropriate interventions.
Module learning objectives	• To understand how brain development relates to social and emotional learning • To understand and apply brain-based learning principles to enhance learning and development

Module 2.2 / Module 5 of 10

Module title	SEL pro-social environment
Module description	High quality, inclusive and safe learning environments promote effective SEL and prevent and reduce challenging behaviour. While teachers continue focusing on developing SEL competencies as discussed in Theme 1, they catalyse and nurture pro-social learning environments and enrich positive, nurturing and responsive relationships with children, other colleagues, parents and the community to promote SEL for children.
Module learning objectives	• To enrich teachers' understanding of nurturing SEL in children through enabling pro-social learning environments • To support teachers' improvement of positive, nurturing and responsive relationships with children, co-workers and families • To learn pro-social and responsive classroom strategies that reflect active listening, respectful speaking and conflict resolution • To describe how environments and activities support social-emotional development

Module 2.3 / Module 6 of 10

Module title	SEL integration with routines and academic areas
Module description	Effective interventions embed direct instruction and practice of targeted skills into daily activities, giving children repeated opportunities to practice SEL skills in different contexts.
Module learning objectives	• To enable teachers to embed SEL in all learning experiences and caregiving activities • To integrate SEL at the start, middle and end of activities intentionally

Module 2.4 / Module 7 of 10

Module title	SEL competencies for young children
Module description	There are many different social and emotional competencies. The emotional, social and cognitive domains work in coordination, and ECCE programming must promote them together to be effective.
Module learning objectives	• To support teachers' understanding of SEL competencies and how to promote them using direct and explicit instruction, practice and transfer of targeted skills in different contexts • To enable the effective planning and implementation of SAFER learning experiences

Figure 7: 'CBCZ' Theme 2: Building a pro-social and responsive classroom – children's SEL

Theme 2

Building
a pro-social
and responsive
classroom
(Focus – Children's SEL)

Develop child's SEC

**Teacher coaching and
facilitating child's SEL**

Teacher modelling SEC

Teacher SEC

SEL of Teacher
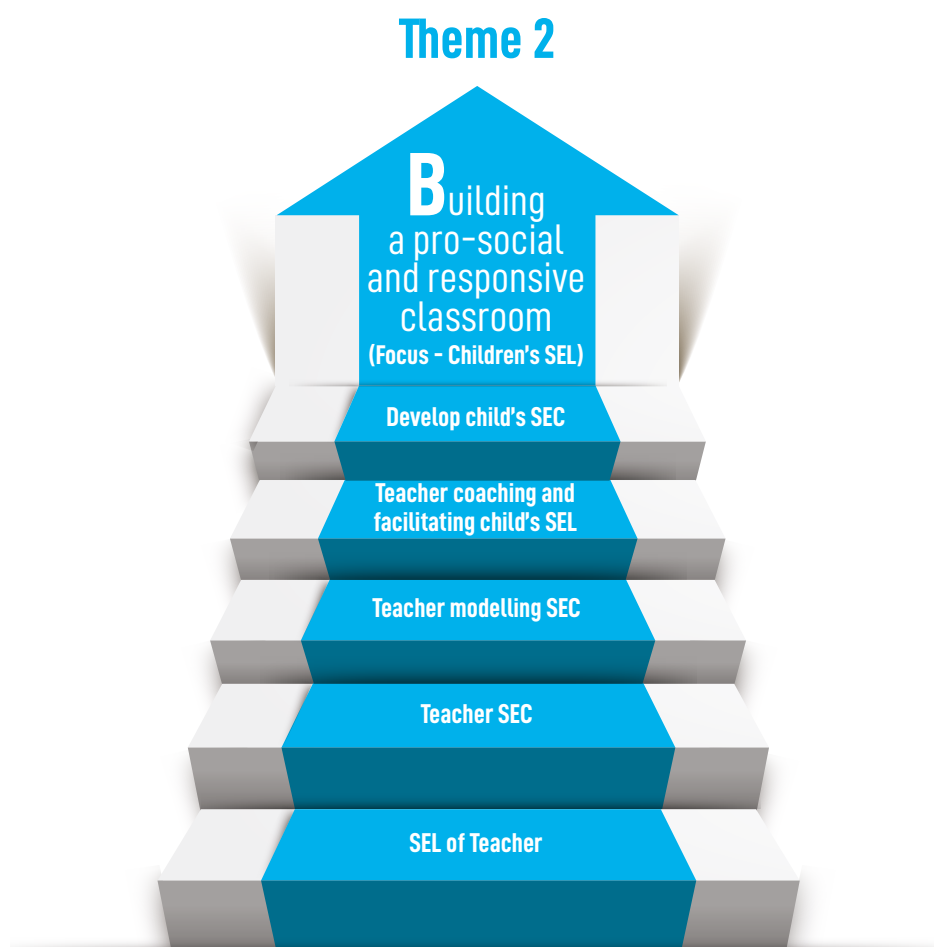
Source: Author

6.5 'CBCZ' Theme 3: Celebrating similarities and differences

A QUOTE FOR THOUGHT

'It is not our differences that divide us. It is our inability to accept, recognise and celebrate the differences.'

— *Audrey Lorde (an internationally recognised activist and artist)*

Calm, clear and kind teachers (Self-care for teachers) Theme 1	**B**uilding a pro-social and responsive classroom (Children's SEL) Theme 2	**C**elebrating similarities and differences (Diversity, inclusion, cultural responsiveness and equity) Theme 3	**Z**ones of knowing and doing (Measurement and assessment) Theme 4

Theme 3: overview

Theme 1 supports teachers' self-care by providing a holistic approach to their SEL and well-being. They emerge as calmer, clearer and kinder beings day by day with better emotional awareness and regulation, more mindfulness and care and compassion, along with needed know-how to take better care of themselves.

Theme 2 provides the tools, techniques, and principal strategies to build a pro-social classroom, focusing on explicitly building the child's SEL, integrating SEL in routines and as an integral part of the learning environment, and engaging in intentional and responsive teaching by being an effective SEL role model.

Teachers embrace SEL to support the whole child and equip children for thriving. Children's experiences and backgrounds, including gender, ethnicity and language, culture, ability, socio-economic status and class, shape how they express and develop social and emotional skills. For this reason, differences and inequities, such as disabilities, poverty, and discrimination, can pose barriers to children's social and emotional development.[22] [23]

Theme 3 grounds SEL by focusing on celebrating similarities and differences by focusing on diversity, inclusion, cultural responsiveness, and equity (DICE) so that teachers can intentionally promote conditions that enable all children to build on their unique assets and abilities and reach their full potential and also support cohesive, just and peaceful (learning) communities.

What is celebrating similarities and differences and DICE?
It's theme 3's focus on building strong, respectful relationships founded on an appreciation of similarities and differences. It introduces how to examine root causes of inequity, bias and discrimination critically. We feel comfortable with people who are like us and we have to make some effort to engage with people who are not like us.

This means we want to learn ourselves about celebrating similarities as well as differences continually and teach children, as young as possible, to learn as well that it is exciting to engage with those who are different than us as well as similar. Differences and diversity, in other words, should not only be tolerated or even respected, but actually celebrated and used to create a more effective and open learning environment.

22 See CASEL District Resource Center (2018). Equity Resources for School Districts | CASEL District Resource Center. [online] CASEL District Resource Center. Available at: https://drc.casel.org/sel-as-a-lever-for-equity/equity-resources/#:~:text=Webinar%3A%20Leveraging%20SEL%20to%20Promote%20 Equity%E2%80%94What%20 Educators%20Need [Accessed 25 Jul. 2021]. Watch it on https://www.youtube. com/watch?v=o2bB-08hikM

23 See Simmons, D.N., Brackett, M.A. and Adler, N. (2018). Applying an Equity Lens to Social, Emotional, and Academic Development. [online] RWJF. Available at: https://www.rwjf.org/en/library/research/2018/06/applying-an-equity-lens-to-social-emotional-and-academic-development.html.

Overview (continued)	**Why is celebrating similarities and differences through DICE important?** The United Nations Convention on the Rights of the Child sets out the principle that all children have the right to feel accepted and respected. The intersection of culture and SEL is an important one since school settings are often meeting grounds for learners and educators from a rich and diverse range of cultures, languages, and behaviours and norms. Furthermore, SEL should be a means to help all grow and thrive and not to be 'improved' or 'fixed' through cultural assimilation. DICE also links up to social cohesion and peaceful societies and SDG 4.7.[24] Also, building these traits early in life builds foundation for later and leads to a society more able to celebrate difference and diversity. **How will celebrating similarities and differences through DICE happen?** It shall happen by ensuring that all children can access and fully participate in learning, alongside their peers, supported by modifications where and when needed and teaching strategies that meet their individual needs. Access and participation are inclusion 'in' education. It shall also be catalysed by encouraging children to ask questions about similarities and differences and we have to be comfortable answering them. This means that we have to be comfortable with difference and if there are differences with which we are not comfortable then we have to be professional, acknowledge that and work with others in our teaching teams to ensure our own personal biases do not impact children. Inclusion 'through' education means explicit teaching and learning content and approaches – already covered in this theme through module 3.1 – on how we can build learners' knowledge, skills, values and attitudes for equitable and respectful relationships. Inclusion should be embedded in all aspects of school life and supported by the culture of the classroom and everyday practices. **SEL, by its very nature, brings greater ICE in DICE!** There is one core module in this theme: • Module 3.1: SEL and DICE (diversity, inclusion, cultural responsiveness, equity)
Anchoring questions	• How can we meaningfully embed SEL within the institutional and community culture of teacher preparation? • What are the unique needs and considerations in SEL for teachers working in low-resource, crisis and conflict-affected contexts as well as more socially conservative or political contexts where human-rights based approaches, including in education, may be challenging to implement? • What can teachers do to create inclusive early childhood contexts that provide children and families with the opportunity to develop an understanding of diversity, inclusion, cultural responsiveness and equity?

24 See Sustainable Development Solutions Network (SDSN) (n.d.). 4.7 by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development – Indicators and a Monitoring Framework. indicators.report. Available at: https://indicators.report/targets/4-7/.

Overarching goal	Building SEL as a life-long and reflection-driven process wherein teachers understand SEL as a process that is complex, dynamic, ongoing, inclusive, equitable, culturally responsive, celebrating similarities and differences that need to be modeled in all their interactions
Module 3.1 / Module 8 of 10	
Module title	SEL and DICE (diversity, inclusion, cultural responsiveness, equity)
Module description	Rethinking and reimagining SEL as a transformative process is essential to build strong, respectful relationships founded on the appreciation of similarities and the celebration of differences. Teachers should learn to critically examine root causes of inequity and discrimination and reflect on their misperceptions or implicit bias that can affect children and influence the classroom environment, resulting in inequality and lack of inclusion in society.
	The intersection of culture and SEL is an important one since school settings are often meeting grounds for learners and educators from a rich and diverse range of social-economic backgrounds, cultures, languages, abilities and behavioural norms. In this context, SEL should be a means to help all grow and thrive to their full and individual potential and not to be 'improved' or 'fixed' towards some universal norms of values and behaviours through cultural assimilation.
Module learning objectives	• To guide the process where equitable and inclusive learning opportunities are created and nurtured across the school, family and community partnerships
	• To catalyse participants; understanding of the importance of – and the ability to promote – diversity, inclusion, cultural responsiveness and equity in their role as early years teachers

Figure 8: 'CBCZ' Theme 3: Celebrating similarities and differences

Source: Author

6.6 'CBCZ' Theme 4: Zones of knowing and doing

A QUOTE FOR THOUGHT 💬

'All students can learn and succeed, but not on the same day, or in the same way.'

— William G. Spady, Academic and the father of Outcome-Based Education

Calm, clear and kind teachers (Self-care for teachers)	**Building a pro-social and responsive classroom** (Children's SEL)	**Celebrating similarities and differences** (Diversity, inclusion, cultural responsiveness and equity)	**Zones of knowing and doing** (Measurement and assessment)
Theme 1	**Theme 2**	**Theme 3**	**Theme 4**

| **Theme 4: overview** | The fourth theme - Zones of knowing and doing, focuses on measurement and assessment. Since what is measured gets treasured and provides data for continuous improvement processes, this theme is a crucial fourth pillar for SEL.

What are the zones of knowing and doing for SEL?
Social and emotional skills are seen as 'hard to measure' skills; they aren't skills that we acquire at one given time but rather are the product of a lifelong journey. SEL assessments should therefore be used to further improve and nurture SEL rather than to determine whether one has gained the desired SEL skills or not. Monitoring and feedback mechanisms that are embedded in practice, aid continuous improvement and evolution of programmes. So, the zones of knowing and doing are the what and how for SEL.

Why are the zones of knowing and doing important?
Measurement and assessments continuously improve SEL planning and programme implementation. Data collected through measurements and assessments can help communicate SEL as a priority. It can deepen our understanding of 'knowing' how SEL competencies develop in children over time to refine our programming. Evaluating the effectiveness of SEL programming and approaches, strengthens the programmes. Also, it supports equitable outcomes as we can gauge where more support is needed and where we need to challenge. What is actually meant to be known and done – i.e. what is meant to be measured and assessed is important. It is important to focus on tools as well as relevant indicators to proceed further. |

Overview (continued)	How will the zones of knowing and doing happen? SEL measurement and assessment will benefit teaching and learning most if they are coordinated with policy, practice and professional learning. A combination of teacher self-assessments, programme quality assessments, standardised tools for child screening and assessments, formative assessment tools, anecdotal records, portfolios, observation checklists and journaling are just some of the many tools and strategies. More importantly, we need to be clear on how we intend to use the information we collect: to improve, enhance, strengthen, advocate and grow. Large scale studies can also be undertaken to gauge the impact of an innovation/programme across or within countries. There are two core modules in this theme: • Module 4.1: SEL and programme quality monitoring and evaluation • Module 4.2: Teacher and child SEL assessments
Anchoring questions	• What are the most effective indicators, tools and processes for assessing the quality of SEL programmes and the SEL outcomes of teachers and children? • What are some well-used formative tools and strategies for teachers to assess their SEL, their learners' SEL, and the effectiveness of their programming? • How does measurement and assessment encourage strengthening learning communities?
Overarching goal	Enabling the teacher to use discerning skills, objective observation and documentation, and generating SEL linked data using different tools and strategies that would inform and guide her/him to grow as a reflective practitioner and hence, be able to improve ECCE programme quality continuously

Module 4.1 / Module 9 of 10

Module Title	SEL and programme quality monitoring and evaluation
Module description	When educators are purposeful in implementing evidence-based SEL programmes and practices, research has demonstrated that a variety of school and student outcomes improve.
Module learning objectives	• To understand how to assess and improve SEL-related programming and instruction with the support of appropriate indicators, tools, and processes

Module 4.2 / Module 10 of 10

Module Title	Teacher and child SEL assessments
Module description	Social and emotional skills are seen as 'hard to measure' skills, and understood as a lifelong journey. Hence, SEL evaluation/assessments should improve and nurture SEL further, not as a be-all and end-all. It is important to look at indicators, tools and processes that assess different levels of teacher and student SEC, to inform various stakeholders on building a more SEL-supportive ecosystem.

Module learning objectives	• To understand the monitoring, assessment and evaluation process necessary to inform practice
	• To understand the development of teachers' and learners' social and emotional competencies and improve SEL-related instruction and programming
	• To build teachers' understanding of their social and emotional competence
	• To understand SEL as an overarching focus and assess programme quality from an SEL lens

Figure 9: 'CBCZ' Theme 4: Zones of knowing and doing – measurement and assessment
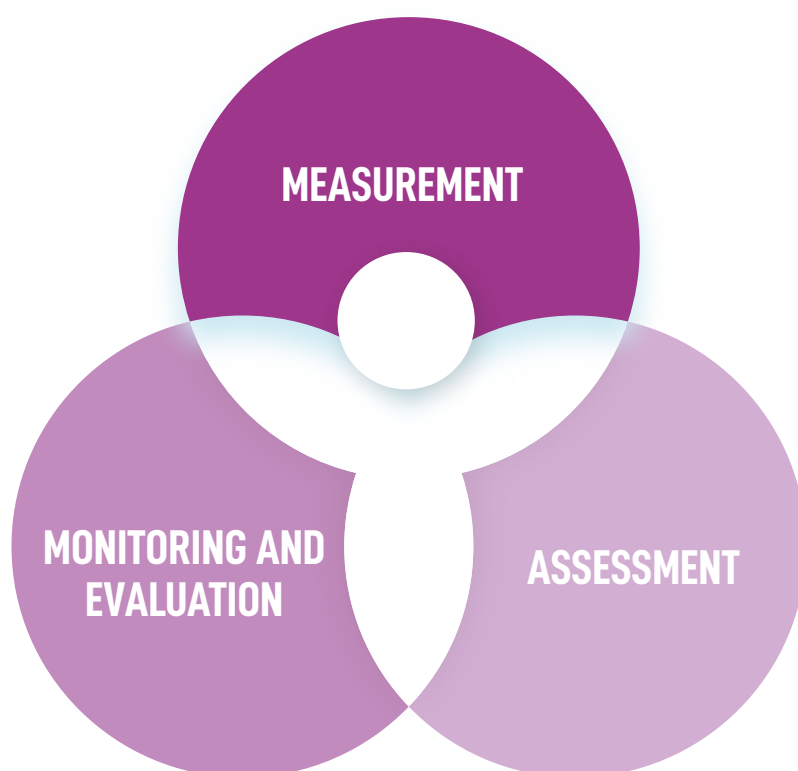
Source: Author

Annexures

Annexure 1: Facilitator training brief

Introduction

If you are engaging with Annexure 1 – facilitator training brief – you would have already read the handbook, the essential preceding document. The handbook provides the context and foundation for the programme. Please read the facilitator training brief with the handbook to understand the background of the initiative that led to the regional handbook and training modules (Chapter 1), the introduction which is an overview on the purpose and use of the handbook (Chapter 2), an overview of ECCE (Chapter 3), SEL (Chapter 4), teachers' professional education, learning and development (Chapter 5), and APETT-SEL conceptual framework followed by an overview of the four themes and ten modules (Chapter 6). The glossary provides definitions and/or explanations of key educational terminologies used to provide greater clarity. The references are available for you to engage with research reports in the field of ECCE and SEL globally and regionally as you embark or continue in your journey with SEL.

Along with the handbook, the modules toolkit leads you through the complete programme enriched with its four thematic pillars, ten training modules, sessions and activities. The toolkit is a training companion to facilitators building capacity in pre-service and in-service teachers for SEL, guided by the APETT-SEL conceptual framework (Figure 5).

It's also important to take cognizance of much of the content being relevant to teachers at higher levels of experience as well to improve their professional learning. Hence, for more experienced classroom practitioners, it would be important to consider an exploratory approach rather than a 'facilitator - learner model'. Since the content is experiential and dialogic, it can be robustly used at different levels too.

The APETT-SEL conceptual framework targets building the teacher's knowledge, attitude and skills for inclusive, child-friendly classrooms and effective teaching and learning. The model references the Pro-social Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes[1] (Jennings and Greenberg, 2009) and Cultivating Awareness and Resilience in Education (CARE) (Jennings, P. A. (2016).[2]

The SEL programme toolkit with the APETT-SEL conceptual framework, the comprehensive handbook and ten modules is structured to facilitate integration into existing coursework for teacher candidates to be taught explicitly in a modular form and for in-service teachers for their continuing professional development as well. The programme provides teachers and teacher educators with resource materials and skills for their SEL development and for teaching children in their care. It facilitates a self-learning process for teachers, teacher educators, school heads or other institutional leaders to integrate SEL into their programmes. The programme catalyses the teacher's journey as an SEL aware, responsive and reflective practitioner. The expectation is

---

1 The model of the pro-social classroom highlights the importance of teachers' social and emotional competence (SEC) and well-being in the development and maintenance of supportive teacher–student relationships, effective classroom management, and successful social and emotional learning programme implementation. Jennings, P.A. and Greenberg, M.T. (2009). The Pro-social Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes. Review of Educational Research, [online] 79(1), pp.491–525. doi:10.3102/0034654308325693.

2 Jennings, P.A. (2016). CARE for Teachers: A Mindfulness-Based Approach to Promoting Teachers' Social and Emotional Competence and Well-Being. Mindfulness in Behavioral Health, pp.133–148. doi:10.1007/978-1-4939-3506-2_9.

that when teacher educators and teachers increase their understanding and knowledge about SEL concepts, principles and practices, they will be able to integrate SEL into the curricula and their teaching practices effectively. The toolkit has the ten modules with sequenced and scripted sessions and activities in each module, as well as several reference materials included as handouts and links.

Training Philosophy

The training philosophy is participatory and includes learning-by-doing activities focusing on methods that require participation through paired and small group exercises, large group discussions, brainstorming, role-play practice and reflective journaling. The training follows the experiential learning cycle broadly, brings in SAFER strategies for facilitation and building learning communities (Refer to Chapter 2.6 and 2.7 in the handbook).

Training Goals

1. Teachers will understand the need for self-care, learn some of the self-care strategies they need to support their well-being, select what works for them now, and begin applying lessons learnt to improve their well-being and work as early childhood professionals.

2. Teachers will describe the importance of SEL and how it can be integrated into daily instructional practices to create a pro-social classroom.

3. Teachers will accept SEL as a life-long and reflection-driven process that is complex, dynamic, ongoing and culturally adaptive.

4. Teachers will use observation, documentation, and data generation by utilising different tools and strategies that will inform and guide them to evolve as a reflective practitioner and engage in continuous improvement of ECCE SEL programmes for children in their care.

5. Teachers will gain the perspective that all deserve respect, empathy, equitable service, and to be heard, regardless of religion, ethnicity, national origin, gender, education, race, ability or socioeconomic status.

6. Teachers will understand that they play a crucial role in advocating for and enabling children's SEL.

Layout/Content of the modules toolkit

The toolkit is divided into modules and individual sessions, which include sequenced steps, scripted notes and reflection prompts to help guide the facilitator to effectively and efficiently facilitate each session, including the:

- Objectives of the session

- Time required for the session

- Materials/preparation needed for the session

- Session content

- Reflective journaling

- Facilitator notes

- Resource material including reference readings and visuals, participant handouts and key links

Preparation for the training

To make the best use of this toolkit and conduct effective trainings, facilitators should:

- Read the toolkit carefully before engaging with the training agenda noting the objectives, methodology, materials and time allocated for sessions

- Plan the schedule including intermittent breaks based on the timing

- Practice activities before conducting them, setting aside adequate time to plan and seek assistance from co-facilitators and/or translators

- Review each activity and gather or develop the necessary materials

- Know the characteristics of the training participants and prepare to accommodate different education levels, professional backgrounds, languages, cultural norms and customs, and learning styles

- Adhere to the suggested timing and try to conduct training sessions with 25-40 participants ideally

Pre-service training

- Integration of the training toolkit into pre-service training will require a formal process that includes a stakeholder consultation to identify individuals or groups interested in supporting implementation, decide which modules should be added to the existing curriculum, analyse the programme content and training resources, plan to adapt and prepare facilitators, and develop monitoring, evaluation, and learning plans.

- Chapter 2 and specifically Chapter 2.8 in the handbook also provides guidance on this.

In-service training/continuing professional development

- Before providing in-service training, assess participants' training needs in line with existing in-service training mechanisms (which varies from country to country) and modify the content of the training package to meet those needs.

- Consider adapting objectives, sessions, steps, timing, activities, role-play scenarios, role-play vocabulary and any other elements to make the training aligned with the existing programme, needs of the participants and barriers within the community.

- Add local examples to enhance content and country data for better contextualization.

- Content can be modified according to available time and aligning with learners' needs.

- In some places, it may be necessary to spread content over several mini workshops of one to two days each or reduce the content to fit in a single workshop of one to three days.

- If these changes are necessary, make every effort to maintain the workshop's highly participatory, practice-oriented nature as outlined.

- For in-service training, it is crucial to have systematic feedback mechanisms.

- You will likely achieve the best result by covering a limited number of topics and sessions deeply.

Administration of the training

1. Who can use the toolkit

Users:

- This toolkit is helpful for facilitators, in-service teachers and teacher candidates as a training guide, companion toolkit or reference source.

- Facilitators can use its content to train trainers and teachers; secondly, a small group of teachers like a Professional Learning Community can study and apply the tools provided for themselves and in their respective settings as well.

2. Planning for training

The programme will need to be organised and materials will need to be prepared beforehand. Some of the critical pointers for planning are:

Facilitator:

- The facilitator should ideally be a professional with high degree of commitment and ability in high quality ECCE and a practical understanding of best practices in ECCE. They should understand the importance of SEL methodology and principles and demonstrate their usage of SEL in their teaching learning processes for themselves and their learners. They should have the experience of effective adult facilitation as well. They should themselves demonstrate critical social and emotional competencies and be cognizant of the culture and context they need to train in.

- It is most likely that every facilitator will have different levels of knowledge, skills and awareness about the complexities of SEL. Facilitators should relate their own experiences as examples when facilitating this programme.

- Feel free to adapt any activities to be more meaningful to the cultural contexts and participants' prior learning, as long as the objectives are met.

Co-Facilitator:

- It is recommended that two facilitators conduct the programme if conducted consecutively in one workshop.

- If the course is delivered in a modular format, one facilitator is adequate. For optimal engagement, an ideal number of participants is between 25 and 40.

Venue:

- You will require a space that can accommodate 40 participants, with room for small group activities and active games.

- The venue should have adequate ventilation, lighting, necessary technology, tea and coffee facilities, and toilets.

Computer:

- If you are using PowerPoint slides to deliver the training, you will require a computer and projection equipment.

Timing:

- The toolkit provides information on the time allocated for each theme/module/session/activity. The time indicated is only an approximation.

- The actual time to complete each activity will depend on the participants' prior knowledge/experience/needs and the facilitator's readiness.

3. Registration

Pre-registration:

- You will need to collect email addresses from all participants and send pre-reading materials.

- Additionally, you may wish to collect other information from participants such as their education level, current job title, contact details, prior experience and food preferences.

Post-registration:

- Send participants pre-reading material at least one week (preferably two weeks) before the programme starts.

Printing course materials:

- The manual provides the modules, sessions and activities that can also be converted into PowerPoint slides.

- Modules can be accessed online or the pdf file can be printed double-sided and bound by theme or module.

- If printed and bound, place a coloured piece of paper/divider at the end of each module to distinguish between modules.

- You may put the programme content, handbook and toolkit on a pen drive for easy access and reference.

- You will need to print the feedback sheets, participant handouts and pre- and post-test readings, for participants.

4. Start of training

A generic list of supplies required for facilitation (creative alternatives can be utilized in case of non-availability):

- Flipchart paper

- Flipchart stand or easel

- Markers: black, blue, green and red

- Tape

- Scissors

- A4 paper (for photocopying and training)

- Several boxes of different sized binder clips (to keep worksheets and handouts organized)

- Several colours of Post-its

- 12 transparent files (for facilitators to keep papers organized for handbook and 10 modules)

- Photocopied sets

- Hole punch, if needed for files

- Name tags for each participant and facilitators

- Box with lid for feedback and questions

- Bag, hat, bowl or other containers

- Highlighters for facilitators

- Speakers attached to computer/laptop

- Playlists of music and guided meditations/reflections

Supplies for participants (one per participants and a few extras):

- Journal/diary

- Pens

- Binder file (for them to secure the handouts)

Documents needed:

- Facilitator's toolkit for each facilitator

- Participant workbook (or photocopies of worksheets and handouts) for each participant

- Registration form

- Daily sign-in sheets

- Training programme agenda for each participant

- Evaluation forms for each day, plus final evaluation

- Pre-tests and post-tests for each participant

- Signed certificates

Participants bring from home:

- A yoga mat or a durrie/small mat if they wish to sit on the floor for meditations and/or activities

- Personal belongings which help them concentrate better

- A water bottle which they can refill through the day and keep sipping on

- Positive energy and keenness to learn and contribute

Annexure 2: Ten module agenda and essential/desirable activity list

Theme 1: Module 1.1 / Module 1 of 10			
Number	Session and Activity Title	Essential (E)/ Desirable (D)	Duration (minutes)
Session 1.1.1	Opening and overview of SEL training course		150
Activity 1.1.1.1	Opening programme	E	30
Activity 1.1.1.2	Greetings	E	10
Activity 1.1.1.3	Name tags	E	10
Activity 1.1.1.4	Expectations	E	10
Activity 1.1.1.5	Setting group agreements	E	15
Activity 1.1.1.6	Introduction to the training course	E	25
Activity 1.1.1.7	SEL course flow	E	30
Activity 1.1.1.8	Reflective journal, assessments and pre-post surveys	E	20
Session 1.1.2	Introduction to SEL and emotional awareness and regulation (EAR)		160
Activity 1.1.2.1	How are you feeling today?	E	40
Activity 1.1.2.2	Introduction to SEL and EAR	E	60
Activity 1.1.2.3	What are emotions and why do they matter?	D	60
Session 1.1.3	Neuroscience of emotions		100
Activity 1.1.3.1	Emotions as information	E	30
Activity 1.1.3.2	Emotion scientists	E	30
Activity 1.1.3.3	Connect between body, brain, emotions	D	40
Session 1.1.4	Identification of emotions in yourself and others		90
Activity 1.1.4.1	Seeing eye to eye	E	30
Activity 1.1.4.2	RULER – an organised approach to EAR	D	60
Session 1.1.5	Healthy emotion management of your own and others' emotions		145
Activity 1.1.5.1	Healthy emotion management	E	45
Activity 1.1.5.2	Five wells for well-being	E	40
Activity 1.1.5.3	Strategies for emotion management	D	30
Activity 1.1.5.4	Emotional expression influences	D	30
Session 1.1.6	Classroom strategies and activities with children		75
Activity 1.1.6.1	Emotional awareness and regulation (EAR) with children	E	75
Total		E=16 D=5	720

E=Essential activities[3] (Must do)   **D= Desirable activities (Good to include)**

Total number of Sessions: 6   **Total number of Activities: 21 (E=16)**

Total Duration: 720 minutes or 12 hours

---

3   Essential activities are the important or necessary to do activities while desirable activities are the 'good to include'. The decision to do all activities or the 'E' activities only will be dependent on needs of the learner as well as time allocation for the programme.

Theme 1: Module 1.2./ Module 2 of 10

Number	Session and Activity Title	Essential (E)/ Desirable (D)	Duration (minutes)
Session 1.2.1	SEL and mindfulness/ contemplative practices		120
Activity 1.2.1.1	Recapitulate module 1.1	E	20
Activity 1.2.1.2	What is mindfulness and why is it important?	E	50
Activity 1.2.1.3	Foundations of mindfulness practice	E	50
Session 1.2.2	Mindful awareness practices (MAPs) - intrapersonal		120
Activity 1.2.2.1	Informal MAPs	E	60
Activity 1.2.2.2	Formal MAPs	D	60
Session 1.2.3	Mindful awareness practices (MAPs) - interpersonal		60
Activity 1.2.3.1	Caring practices - Interpersonal mindfulness	D	60
Session 1.2.4	Mindful awareness practices (MAPs) and teacher stress		60
Activity 1.2.4.1	MAPs and teacher stress	E	60
Total		E=5 D=2	360

E=Essential activities (Must do)   **D= Desirable activities (Good to include)**

Total number of sessions: 4   **Total number of activities: 7 (E=5)**

Total duration: 360 minutes or 6 hours

Theme 1 : Module 1.3 / Module 3 of 10

Number	Session and Activity Title	Essential (E)/ Desirable (D)	Duration (minutes)
Session 1.3.1	SEL and care, empathy and compassion		90
Activity 1.3.1.1	Recapitulate module 1.2	E	20
Activity 1.3.1.2	What is caring, empathy and compassion?	E	30
Activity 1.3.1.3	CEC why and how	E	40
Session 1.3.2	Care and compassion for self - Intrapersonal		120
Activity 1.3.2.1	Introducing self	E	60
Activity 1.3.2.2	Self-care	D	60
Session 1.3.3	Care and compassion for others - Interpersonal		150
Activity 1.3.3.1	Feeling connected	E	60
Activity 1.3.3.2	Gratitude	E	60
Activity 1.3.3.3	Mindful listening, questioning, observation	E	30
Total		E=7 D=1	360

E=Essential activities (Must do)   **D= Desirable activities (Good to include)**

Total number of sessions: 3   **Total number of activities: 8 (E=7)**

Total duration: 360 minutes or 6 hours

Theme 2: Module 2.1 / Module 4 of 10

Number	Session and Activity Title	Essential (E)/ Desirable (D)	Duration (minutes)
Session 2.1.1	Introduction to the science of SEL		150
Activity 2.1.1.1	Recapitulate Theme 1 – Calm, clear and kind teachers	E	30
Activity 2.1.1.2	Brain connection	E	60
Activity 2.1.1.3	Brain building	D	60
Session 2.1.2	Brain and SEL		120
Activity 2.1.2.1	Neuroscience and three core concepts	E	60
Activity 2.1.2.2	Brain based principles for learning	E	60
Session 2.1.3	Classroom strategies and activities with children		90
Activity 2.1.3.1	Brain based learning with children	E	90
Total		E=5 D=1	360

E=Essential activities (Must do)   **D= Desirable activities (Good to include)**

Total number of sessions: 3   **Total number of activities: 6 (E=5)**

Total duration: 360 minutes or 6 hours

Theme 2: Module 2.2 / Module 5 of 10

Number	Session and Activity Title	Essential (E)/ Desirable (D)	Duration (minutes)
Session 2.2.1	Introduction to SEL core competencies		150
Activity 2.2.1.1	Recapitulate module 2.1	E	30
Activity 2.2.1.2	SEL - core competencies	E	60
Activity 2.2.1.3	SEL competencies - children	E	60
Session 2.2.2	SEL teaching pyramid, relationships and environment		150
Activity 2.2.2.1	SEL teaching pyramid	E	30
Activity 2.2.2.2	SEL - relationships	E	60
Activity 2.2.2.3	SEL - environment	E	60
Session 2.2.3	Power of words		60
Activity 2.2.3.1	Responsive classroom – reinforcing, reminding, redirecting	D	60
Total		E=6 D=1	360

E=Essential activities (Must do)   **D= Desirable activities (Good to include)**

Total number of sessions: 3   **Total number of activities: 7 (E=6)**

Total duration: 360 minutes or 6 hours

Theme 2: Module 2.3 / Module 6 of 10

Number	Session and Activity Title	Essential (E)/ Desirable (D)	Duration (minutes)
Session 2.3.1	Introduction to integrating SEL		180
Activity 2.3.1.1	Recapitulate module 2.2	E	30
Activity 2.3.1.2	Integrating SEL - introduction	E	60
Activity 2.3.1.3	SEL beginnings, middles and ends	E	90
Session 2.3.2	SEL integration in routines and transitions		90
Activity 2.3.2.1	SEL integration - routines, transitions, visual cues	E	90
Session 2.3.3	SEL in explicit academic areas		150
Activity 2.3.3.1	Integrating SEL with academics	D	30
Activity 2.3.3.2	Integrating SEL with numeracy	D	30
Activity 2.3.3.3	Integrating SEL with literacy	D	90
Session 2.3.4	SEL SAFER teaching		60
Activity 2.3.4.1	SAFER SEL	E	60
Total		E=5 D=3	480

E=Essential activities (Must do)   **D= Desirable activities (Good to include)**

Total number of sessions: 4   **Total number of activities: 8 (E=5)**

Total duration: 480 minutes or 8 hours

Theme 2: Module 2.4 / Module 7 of 10

Number	Session and Activity Title	Essential (E)/ Desirable (D)	Duration (minutes)
Session 2.4.1	Introduction to SEL competencies with young children		90
Activity 2.4.1.1	Recapitulate module 2.3	E	30
Activity 2.4.1.2	SEL ten competencies	E	30
Activity 2.4.1.3	SEL milestones	E	30
Session 2.4.2	Unpacking and packaging SEL social competencies and classroom strategies		90
Activity 2.4.2.1	SEL social competencies and support	E	30
Activity 2.4.2.2	SEL social competency focused games	E	60
Session 2.4.3	Unpacking and packaging SEL emotional competencies and classroom strategies		90
Activity 2.4.3.1	SEL emotional competencies and support	E	30
Activity 2.4.3.2	SEL emotional competency focused games	E	60
Session 2.4.4	Unpacking and packaging cognitive competencies and classroom strategies		90
Activity 2.4.4.1	SEL cognitive competencies and support	E	60
Activity 2.4.4.2	SEL cognitive competency focused games	E	30

Theme 2: Module 2.4 / Module 7 of 10			
Total		E=9 D=0	360

E=Essential activities (Must do) **D= Desirable activities (Good to include)**

Total number of sessions: 4 **Total number of activities: 9 (E=9)**

Total duration: 360 minutes or 6 hours

Theme 3: Module 3.1. / Module 8 of 10			
Number	Session and Activity Title	Essential (E)/ Desirable (D)	Duration (minutes)
Session 3.1.1	View of self, children and childhood		285
Activity 3.1.1.1	Recapitulate Theme 2 - building a pro-social classroom	E	30
Activity 3.1.1.2	Who I am	E	45
Activity 3.1.1.3	Who are we	E	75
Activity 3.1.1.4	What is community	E	45
Activity 3.1.1.5	Child's ecosystem	D	60
Activity 3.1.1.6	Every child needs a champion	D	30
Session 3.1.2	Diversity, inclusion, cultural responsiveness and equity (DICE)		300
Activity 3.1.2.1	Diversity (D of DICE)	E	60
Activity 3.1.2.2	Inclusion (I of DICE)	E	60
Activity 3.1.2.3	Cultural responsiveness (C of DICE)	E	60
Activity 3.1.2.4	Equity (E of DICE)	E	60
Activity 3.1.2.5	Ladder of inference	D	60
Session 3.1.3	Gender equality		150
Activity 3.1.3.1	Gender stereotyping	E	40
Activity 3.1.3.2	Rethinking gender stereotypes	E	40
Activity 3.1.3.3	Gender stereotypes in children's literature	E	40
Activity 3.1.3.4	Gender language	D	30
Session 3.1.4	Classroom strategies and activities with children		105
Activity 3.1.4.1	Diversity - same and different	E	45
Activity 3.1.4.2	Inclusion for all children	E	60
Total		E=13 D=4	840

E=Essential activities (Must do) **D= Desirable activities (Good to include)**

Total number of sessions: 4 **Total number of activities: 17 (E=13)**

Total duration: 840 minutes or 14 hours

Theme 4: Module 4.1 / Module 9 of 10

Number	Session and Activity Title	Essential (E)/ Desirable (D)	Duration (minutes)
Session 4.1.1	Introduction to monitoring, assessment and evaluation of SEL		180
Activity 4.1.1.1	Recapitulate Theme 3 – celebrating differences	E	30
Activity 4.1.1.2	Assessment - challenges, joy, need	E	30
Activity 4.1.1.3	Monitoring, assessment, evaluation (MAE) - what is it?	D	60
Activity 4.1.1.4	MAE - what are the opportunities and barriers?	D	30
Activity 4.1.1.5	Beliefs about SEL assessments	D	30
Session 4.1.2	Frameworks, observation and tools		180
Activity 4.1.2.1	M&E - comprehensive frameworks	E	60
Activity 4.1.2.2	Programme quality	E	30
Activity 4.1.2.3	Global guidelines assessment - an example of a programmatic assessment tool	D	90
Total		E=4 D=4	360

E=Essential activities (Must do)　　**D= Desirable activities (Good to include)**

Total number of sessions: 2　　**Total number of activities: 8 (E=4)**

Total duration: 360 minutes or 6 hours

Theme 4: Module 4.2 / Module 10 of 10

Number	Session and Activity Title	Essential (E)/ Desirable (D)	Duration (minutes)
Session 4.2.1	Teacher SEL and assessments		60
Activity 4.2.1.1	Teacher SEL tools and techniques	E	60
Session 4.2.2	Child's SEL and assessments		120
Activity 4.2.2.1	Observation and documentation	E	40
Activity 4.2.2.2	Child's SEL	E	80
Total		E=3 D=0	180

E=Essential activities (Must do)　　**D= Desirable activities (Good to include)**

Total number of sessions: 2　　**Total number of activities: 3 (E=3)**

Total duration: 180 minutes or 3 hours

Total 73 hours

Theme 1 - 24 hours • Theme 2 - 26 hours • Theme 3 - 14 hours • Theme 4 - 9 hours

Annexure 3: Programme glossary – handbook and modules

No.	Word	Meaning
1.	Approaches to learning	The ways children respond to learning situations; curiosity about the world, initiative and problem solving, and focused attention and persistence are just a few approaches to learning that children can develop
2.	Assessment	A systemic process of documenting to evaluate and measure student's progress and refine programme to improve student's learning
3.	Attachment	A lasting psychological connectedness, particularly between a child and parent or other meaningful adult
4.	Best practices	A term used to denote the 'best' ways of delivering services, supports or information to achieve desired outcomes as determined by research or experience
5.	Care	The provision of what is necessary for the health, welfare, maintenance, and protection of someone; that someone starts with you
6.	Child development	The process by which children acquire skills in the areas of social, emotional, intellectual, speech and language, and physical development, including fine and gross motor skills. Developmental stages describe the expected, sequential order of gaining skills and competencies that children typically acquire
7.	Classroom	Refers to the actual place in which children come together to learn with the help of a teacher. It may include, for example, formal classrooms in public schools, informal learning classes for child workers held under trees, classes at youth centres for children living on the street, or even home-based learning sessions for those children who cannot attend any other learning environment, either temporarily or permanently
8.	Cognitive development	Also known as intellectual development. The word 'cognitive' is about the intellectual mind and how it works – how knowledge is learnt and the way knowledge is used
9.	Collaboration	Working towards the same goal with the same agenda/common purpose in mind
10.	Community	The wider social group to which the child and family belong
11.	Compassion	The ability to recognise the suffering of others and be motivated to take action to help and embodies the expression of love and care for those who are suffering
12.	Conflict resolution	A set of ideas and ways to reduce sources of conflict; processes of conflict resolution generally include negotiation, mediation and diplomacy

No.	Word	Meaning
13.	Continuous quality improvement	An ongoing process that ensures programmes are systematically and intentionally improving services and increasing positive outcomes
14.	Cooperation	An act or instance of working or acting together for a common purpose or benefit; joint action
15.	Culture	Culture consists of the historically accumulated knowledge, tools and attitudes that pervade the child's environment, including the cultural 'practices' of immediate family members and other kin. These enculturated members of society are themselves subject to a variety of forces in both the natural ecology and society as they carry out their roles, such as care giving and earning a living
16.	Cultural responsiveness	The ability to learn from and relate respectfully with people of your own culture as well as those from other cultures
17.	Curriculum	This is defined in early childhood education as 'the sum total of the experiences, activities, and events, whether direct or indirect, which occur within an environment designed to foster children's learning and development'
18.	Developmentally appropriate	Practices, behaviours, activities and settings that are adapted to match the age, characteristics and developmental progress of a specific group of children. Developmentally Appropriate Practice (DAP) in early learning settings reflects knowledge of Child Development and an understanding of the unique personality, learning style and family background of each child
19.	Developmentally appropriate practice (DAP)	DAP is an approach to teaching grounded in the research on how young children develop and learn and in what is known about effective early education. It's a guideline for working with children from birth to age 8. The key tenets of developmentally appropriate practice are: meeting children where they are, matching teaching to age and individual development, creating meaningful and challenging learning experiences, and using research to inform practice
20.	Developmental delay	When a child is not meeting developmental milestones at the expected times; delays can occur in any area of development
21.	Developmental domains	Refers to the five domains of Child Development: Physical, the development and growth of the child's body, muscles, and senses; Social, how the child relates, plays and talks to others; Emotional, the child's awareness of self, how the child feels about himself, expression of feelings and how he helps care for himself; Cognitive, the way children think, reason, solve problems, and understand and use language and; Adaptive/Self-help, how children adapt to their environments. Developmental domains are interrelated; what happens in one domain influences development in the other domains
22.	Developmental milestones	A set of skills or behaviours that most children within a certain age range can complete
23.	Developmental screening	A tool used to help identify children who are not developing as expected and who may need support; screening can be completed by paediatricians, teachers or others who know both the child and the child's development well

No.	Word	Meaning
24.	Diversity	Taking account of the differences between people and groups of people, and placing a positive value on those differences
25.	Early childhood	The period from birth through age 8 during which children grow, learn and develop more rapidly than at any other time in their lives
26.	Early childhood care and education (ECCE)	Holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and well-being
27.	Early childhood development (ECD)	ECD refers to the holistic and multidimensional development of a child from prenatal stage to age 8. The essential elements for healthy ECD include health care, adequate nutrition, protection, responsive caregiving and early learning opportunities
28.	Early childhood education (ECE)	All forms of organized and sustained activities, often centre- or school- based, designed to foster learning and emotional and social development in children such as pre-schools, kindergartens and child-care centres
29.	ECE settings	This document focuses on early childhood education (ECE) settings, including pre-schools, kindergartens and other early childhood development centres, which are designed to include educational content for children aged 3 years up to the start of primary education, often around age 6. With some adaptations, the principles and suggested measures described can also be applied to reopening childcare centres and crèches serving children aged 0–3 years
30.	Emotional intelligence	The capacity to be aware of, control, and express one's emotions and to handle interpersonal relationships judiciously and empathetically
31.	Emotional literacy	The ability of children to label and talk about their own emotions or feelings or the emotions and feelings of others
32.	Emotional self-regulation	Emotional self-regulation is the ability to monitor and manage our own emotional state and behaviour. It is developmental in nature, just like learning to walk, talk, and read
33.	Empathy	It means that you recognise what a person is feeling and understand their perspective. It is a broad concept that refers to the cognitive and emotional reactions of an individual to the observed experiences of another. Having empathy increases the likelihood of helping others and showing compassion
34.	Equality	Ensuring everybody has an equal opportunity, and is not treated differently or discriminated against because of their characteristics
35.	Equity	The extent to which access and opportunities for children and adults are just and fair. This implies reduction of disparities based on gender, poverty, residence, ethnicity, language, and other characteristics
36.	Ethics	Ethics are moral values in action
37.	Ethnicity	A large group of people who have the same national, racial, or cultural origins, or the state of belonging to such a group
38.	Evaluation	A process of working out the value or worth of something – how good it is – whether it has value – what value it has – what is going wrong and what is going right. Evaluation is often included as the last step in carrying out an assessment

No.	Word	Meaning
39.	Evidence-based practices	Practices that are informed by research, in which the characteristics and consequences of environmental variables are empirically established and the relationship directly informs what a practitioner can do to produce a desired outcomes
40.	Executive function	The coordinated abilities to stay on task in attending and thinking, to plan and organize thoughts as in problem solving, and to utilise short- and long-term memory to facilitate thought processing
41.	Family	The main social unit within which a child is raised
42.	Feedback	Information a coach gives to a staff member about his or her performance. Feedback can be supportive (recognizing strengths and accomplishments) and corrective (offering suggestions for improvement)
43.	Fight or flight response	Fear reaction evoked under stressful circumstance
44.	Gender	Refers to the socially learnt roles, behaviours, activities and attributes that any given society considers appropriate for men and women. Gender defines masculinity and femininity
45.	Gender inequality	Although many of us are told we can achieve anything and be anything we want, being male or female affects many of the choices we are offered and decisions we take about our lives
46.	Gendered norms	Consist of a set of dominant beliefs and rules of conduct, which are determined by a society or social group in relation to the types of roles, interests, behaviours and contributions expected from boys and girls, men and women
47.	Gender roles	The functions and responsibilities expected to be fulfilled by women and men, girls and boys in a given society, for example, 'men as breadwinners' or 'women as child caregivers'. Gender roles are created by a society and are learned from one generation to the next as part of a society's culture
48.	Gratitude	The state of being grateful; thankfulness; expressing appreciation is one technique that helps reduce stress and increase resilience
49.	Guidance	How you help children learn the expectations for behaviour in a variety of settings
50.	Inclusion	The principle of enabling all children, regardless of their diverse backgrounds or abilities, to participate actively in natural settings within their learning environments and larger communities
51.	Inclusive education or inclusive learning	Refers to the inclusion and teaching of ALL children in formal or non-formal learning environments without regard to gender, physical, intellectual, social, emotional, linguistic, cultural, religious, or other characteristics
52.	In-service training	Refers to professional development that occurs outside of a credentialing programme that early childhood providers take to enhance their skills and remain current regarding knowledge and practices in the field. A certain number of in-service training hours are typically required for early childhood professionals to maintain early childhood-related certifications

No.	Word	Meaning
53.	Kindness	It is the sincere and voluntary use of one's time, talent, and resources to better the lives of others, one's own life, and the world through genuine acts of love, compassion, generosity, and service
54.	Knowledge	Awareness or familiarity of facts
55.	Learning	As a result of influences in the environment, through experiences and people, a child's behaviour, language, and knowledge change
56.	Measurement	Using various forms of reporting and mechanisms to collect data
57.	Mindfulness	It is a state of compassionate and intentional awareness and a practice. It involves attending to the present moment and cultivating an attitude of curiosity, openness and acceptance of one's experience
58.	Model	A supervisor, trainer, or coach models when he or she demonstrates a particular skill or strategy for a staff member
59.	Multi-cultural education	It is the process that challenges and rejects racism and any other form of discrimination in schools and society and accepts and affirms the pluralism (ethnic, racial, linguistic, religious, economic, gender, among others) that students, their communities and teachers represent
60.	Neuroplasticity	Ability of the brain to adapt to the environment and be shaped
61.	Observational tools	Refers to instruments that are used to observe aspects of the quality of a learning setting or environment. Quality Rating and Improvement Systems (QRIS) commonly use the Environment Rating Scales i.e. ECERS (Early Childhood Environment Rating Scale), ITERS (Infant/Toddler Environment Rating Scale), FCCERS (Family Child Care Environment Rating Scale), SACERS (The School-Aged Care Environment Rating Scale) and CLASS (Classroom Assessment Scoring System), to measure and improve the quality of the learning environment and teacher effectiveness, respectively
62.	Outcomes – child outcomes	Changes in a child's skills, ability, attitudes, behaviour, understanding and knowledge that are expected as a result of attending an early childhood programme or receiving services, or being exposed to particular experiences or equipment/toys
63.	Parasympathetic nervous system	Subsystem of the autonomic nervous system which functions to conserve resources and energy during periods of relaxation
64.	Pedagogy	It is all that is involved in teaching and in learning. Therefore it's about more than just teaching or what the teacher does. The term includes the processes through which the child's learning is facilitated and the adults' assumptions about the nature of the child's learning
65.	Play	Voluntary, intrinsically motivated activities commonly associated with pleasure and enjoyment, not for the purpose of meeting specific learning outcomes. Through play, young children engage and interact in the world around them, developing new competencies across developmental domains. Types of play include dramatic/fantasy play, rough and tumble, and parallel and cooperative play, among others
66.	Positive self-statements	Non-vocalized statements made to the self that help to emphasize one's resiliency and strength
67.	Practice	Use of an idea, belief, or method

No.	Word	Meaning
68.	Pre-service education/ training	The education, training and/or professional experiences that a child care staff member may undergo prior to assuming a particular role or position within a child care programme
69.	Prefrontal cortex	The portion of the brain where reasoning occurs
70.	Pre-school	Programmes that provide early education and care to children before they enter kindergarten, typically from ages 2.5-5 years. Pre-schools may be publicly or privately operated and may receive public funds
71.	Professional development (PD)	This refers to the variety of training activities, formal education, or advanced professional learning, which can help teachers, administrators, and other educators improve their professional knowledge, competence, skill, and effectiveness
72.	Professional learning community (PLC)	A professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential
73.	Pro-social classroom	A pro-social classroom is responsive to learners and their needs so that they are safe, engaged, supported, challenged, and cared for. The pro-social classroom is dynamic, and the teacher is a facilitator of children's SEL by using their SEC and understanding of SEL
74.	Quality	The characteristics of learning environments that promote the physical, social, emotional and cognitive development of young children
75.	Relationships	Sustained interactions with emotional connections with particular, important meaning between the individuals involved
76.	Resilience	Refers to children's ability to cope and develop in positive ways when faced with setbacks, hardships or adversity. Resilience in children can be fostered at the individual, family and community level
77.	Responsive classroom	Responsive classroom is a student-centred, social and emotional learning approach to teaching and discipline. It focuses on creating safe, joyful, and engaging classrooms and school communities for both students and teachers
78.	Scaffolding	Refers to a method of teaching new concepts that typically involves leveraging skills and knowledge that children already have. An example of scaffolding might involve asking leading questions to allow a child to come to the correct conclusion or outcome on his or her own
79.	Self-regulation	The ability to control one's emotions, behaviours, and thought processes in order to plan, focus attention, remember instructions, and juggle multiple tasks successfully. Examples of self-regulation in children include being able to wait a short time for something they want and calming themselves down after becoming upset
80.	Self-concept	The set of attributes, abilities, attitudes, and values that an individual believes defines who she or he is
81.	Self-statements	Non-vocalized statements made to the self

No.	Word	Meaning
82.	Social cohesion	It refers to the elements that bring and hold people together in society. In a socially cohesive society all individuals and groups have a sense of belonging, participation, inclusion, recognition and legitimacy. Socially cohesive societies are not necessarily demographically homogenous. Rather, by respecting diversity, they harness the potential residing in their societal diversity (in terms of ideas, opinions, skills, etc.). Therefore, they are less prone to slip into destructive patterns of tension and conflict when different interests collide
83.	Social emotional competence	The achievement of healthy relationships with caregivers and friends, a positive self-awareness and ability to control emotions, and the ability to independently participate in daily routines and play across a variety of environments
84.	Social stories or scripts	Short stories that describe social activities and behaviours used to support children in learning and using appropriate social skills
85.	Social and emotional development	Refers to the development process whereby children learn to identify and understand their own feelings, accurately read and comprehend emotional states in others, manage and express strong emotions in constructive manners, regulate their behaviour, develop empathy for others, and establish and maintain relationships
86.	Stereotype	To stereotype is to categorise individuals/ groups according to a standardised image or idea. It refers to a widely held but fixed and oversimplified image or idea of a particular type of person or thing
87.	Strength-based	An approach to equity in early childhood education that focuses on, and is responsive to, children's and families' unique strengths, diverse learning styles, interests, linguistic and cultural backgrounds, etc.
88.	Stress	An emotional experience accompanied by changes in a person's physiology and behaviour
89.	Stressor	Thoughts or situations and events that lead to uncomfortable emotions accompanied by physiological or behavioural changes
90.	Sympathetic nervous system	Subsystem of the autonomic nervous system which activates during periods of stress and arousal
91.	Toxic stress	A term to describe the kinds of negative experiences that can affect brain architecture and brain chemistry, particularly in a developing child. Examples include strong, frequent/chronic, and/or prolonged exposure to adversity such as physical or emotional abuse, neglect, violence, and/or the accumulated burdens of family economic hardship, without adequate adult support
92.	Trauma informed care (TIC)	Refers to an approach used in working with children exposed to traumatic events or conditions. Children exposed to trauma may display heightened aggression, poor social skills and impulsivity; and may struggle academically or engage in risk-taking or other challenging behaviours. Service providers and family members that are trained in TIC learn effective ways to interact with these children, such as by helping them cope with traumatic 'triggers', supporting their emotion regulation skills, maintaining predictable routines, and using effective behaviour management strategies

No.	Word	Meaning
93.	Typically developing child	Refers to a child whose development follows a predictable or 'normal' course. The acquisition of certain Developmental Milestones is often used to gauge such development. Typical development is the most appropriate way to describe a child who does not have special needs
94.	Well-being	Well-being is defined as a condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social, and cognitive health
95.	Whole child	The whole-child approach supports and nurtures all areas of children's development and learning from social-emotional and cognitive skills to literacy, math, and science understanding
96.	Whole teacher	This approach to professional development promotes all aspects of a teacher's development, including attitudes, knowledge and skills, and classroom practices. The approach is developmental where the teachers need to be in the journey of transforming themselves before attempting to transform children on their care. In the absence of wholeness, there will be fragmentation on the way teachers think, feel and act. It takes a whole teacher to nurture a whole child
97.	Whole teaching	Focuses on a balance between the whole and the part in curriculum. It foregrounds a vision and larger intention for each unit of learning, It explores the relationship between linear thinking and intuition, between mind and body, relationships among academic subjects, the relationship between individual and community, the relationship between human beings and the earth, and each person's relationship to his or her deeper sense of self, or soul
98.	Whole school	Schools that operate as sanctuaries where teachers and students look forward to being there because they are nourished by the environment of respect, caring, and even reverence. Love, rather than fear, predominates. People feel validated as human beings and can speak authentically from their hearts. Most of all, they experience a deep sense of community
99.	Workforce	The broad range of individuals engaged in the care and education of young children. Members of the early childhood workforce may include teaching, caregiving and administrative staff, as well as consultants, learning specialists, and others that provide training and Technical Assistance to programmes
100.	Zone of proximal development	The difference between what a child can do by him- /her- self and what the child can do with guidance or help from a more expert child or adult

Acronyms and abbreviations

APETT-SEL	Asia-Pacific Early Childhood Care and Education: Teacher Training Handbook for Social and Emotional Learning
ARNEC	Asia-Pacific Regional Network for Early Childhood
CASEL	Collaborative for Academic, Social, and Emotional Learning
COVID-19	Corona Virus Disease-2019
CRC	Convention on the Rights of the Child
DICE	Diversity, Inclusion, Cultural Responsiveness, Equity
ECCE	Early Childhood Care and Education
ECCN	Education in Crisis & Conflict Network
ECD	Early Childhood Development
ECE	Early Childhood Education
EFA	Education for All
ESD	Education for Sustainable Development
GCED	Global Citizenship Education
INGOs	International non-governmental organizations
JFIT	Japanese Funds-In-Trust
LMICs	Lower Middle Income Countries
MAE	Monitoring, Assessment and Evaluation
MGIEP	Mahatma Gandhi Institute of Education for Peace and Sustainable Development
NGOs	Non-governmental organizations
OECD	Organization for Economic Cooperation and Development
Pacific SIDS	Pacific Small Island Developing States
PISA	Programme for International Student Assessment
PPE	Pre-primary education
SAFER	Sequenced. Active. Focused. Explicit. Reflection.
SDGs	Sustainable Development Goals
SEAMEO	Southeast Asian Ministers of Education Organization
SEC	Social Emotional Competencies
SEL	Social and Emotional Learning
TIMSS	Trends in International Mathematics and Science Study
TKA	Traditional Knowledge Approach
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

Note:

* The handbook is designed to be a reference guide along with 'CBCZ' – the ten training modules spread across four themes standing for:

Calm, clear and kind teachers – Self-Care for Teachers

Building pro-social and responsive classrooms – Children's SEL

Celebrating similarities and differences – Diversity, Inclusion, Cultural Responsiveness and Equity

Zones of knowing and doing – Measurement and Assessment

These abbreviations and acronyms may be reintroduced where they occur to avoid any possible confusion.

** Through the document 'children' is used to refer to children in the early years, specifically children ages 3 to 8 years after they generally start accessing pre-school. Some places students may be used when research references are made, learners will be used when referring to children as well as teachers in training.

*** Gender-neutral language has been used in the document using plural pronouns like them, they, and theirs and occasionally using dual pronouns she/he or her/his.

References

Aspen Institute National Commission on Social, Emotional, and Academic Development (2019). *From a Nation at Risk to a Nation at Hope: Recommendations from the National Commission on Social, Emotional, & Academic Development*. [online] Available at: http://nationathope.org/wp-content/uploads/2018_aspen_final-report_full_webversion.pdf.

Belfield, C., Bowden, A.B., Klapp, A., Levin, H., Shand, R. and Zander, S. (2015). The Economic Value of Social and Emotional Learning. *Journal of Benefit-Cost Analysis,* [online] 6(3), pp.508–544. doi:10.1017/bca.2015.55.

Benson, P.L. and Roehlkepartain, E.C. (2008). Spiritual development: A missing priority in youth development. *New Directions for Youth Development,* 2008(118), pp.13–28. doi:10.1002/yd.253.

Black, M.M., Walker, S.P., Fernald, L.C.H., Andersen, C.T., DiGirolamo, A.M., Lu, C., McCoy, D.C., Fink, G., Shawar, Y.R., Shiffman, J., Devercelli, A.E., Wodon, Q.T., Vargas-Barón, E. and Grantham-McGregor, S. (2017). Early childhood development coming of age: science through the life course. *The Lancet*, [online] 389(10064), pp.77–90. doi:10.1016/s0140-6736(16)31389-7.

Blyth, D., Olson, B. and Walker, K. (2017). *Intentional Practices to Support Social & Emotional Learning.* [online] *Handle.net*, University of Minnesota Extension Center for Youth Development, pp.1–8. doi:http://hdl.handle.net/11299/195178.

Brackett, M.A., Palomera, R., Mojsa-Kaja, J., Reyes, M.R. and Salovey, P. (2010). Emotion-regulation ability, burnout, and job satisfaction among British secondary-school teachers. *Psychology in the Schools,* 47(4), pp.406–417. doi:10.1002/pits.20478.

Britto, P.R., Gordon, I., Hodges, W., Sunar, D., Kağıtçıbaşı, C. and Leckman, J.F. (2014). Ecology of Peace. In: J.F. Leckman, C. Panter-Brick and R. Salah, eds., *Pathways to peace : the transformative power of children and families*. Cambridge, MA: MIT Press, pp.27–42.

Brotto, G. (2018). *Social Emotional Learning and the Future of Education | Getting Smart*. [online] Getting Smart. Available at: https://www.gettingsmart.com/2018/05/social-emotional-learning-and-the-future-of-education/.

Browett, L. (2019). Social and Emotional Learning: Time for Action: A Global Alliance for Social Emotional Learning. *Salzburg Global Seminar,* [online] 15 Mar., pp.1–4. Available at: https://www.salzburgglobal.org/fileadmin/user_upload/Documents/2010-2019/2019/Session_633/Issue3_SalzburgGlobal_633_Newsletter.pdf [Accessed 10 Sep. 2022].

Brown-Jeffy, S. and Cooper, J.E. (2011). Toward a Conceptual Framework of Culturally Relevant Pedagogy: An Overview of the Conceptual and Theoretical Literature. *Teacher Education Quarterly,* [online] 38(1), pp.65–84. Available at: https://eric.ed.gov/?id=EJ914924.

Buckle, J. (n.d.). *A Comprehensive Guide to 21st Century Skills.* [online] www.panoramaed.com. Available at: https://www.panoramaed.com/blog/comprehensive-guide-21st-century-skills.

Byun, W.-J. (2020). *Education for Sustainable Development : Towards achieving the SDGs (ESD for 2030) Won-Jung Byun, Senior project officer, Section of ESD, UNESCO HQs.* [online] UNESCO. Available at: https://unece.org/fileadmin/DAM/env/esd/15th_Meeting_SC/Doc/Presentations/Item_10_ESDfor2030_UNECE_201020.pdf [Accessed 10 Sep. 2022].

CASEL (2018). *Equity and SEL - What Educators Need to Know and Do. YouTube.* Available at: https://www.youtube.com/watch?v=o2bB-08hikM [Accessed 13 Feb. 2022].

CASEL (2020). *A Reintroduction to SEL: CASEL's Definition and Framework. YouTube.* Available at: https://www.youtube.com/watch?v=0N_Y34tjQm8.

Center on the Developing Child Harvard University. (n.d.). *Key Concept: Learning Communities.* Retrieved February 12, 2023, from https://developingchild.harvard.edu/collective-change/key-concepts/learning-communities/

Center on the Social and Emotional Foundations for Early Learning (2016a). *Handout 1.2: CSEFEL Definition of Social Emotional Development.* [online] vanderbilt.edu/csefel. Available at: http://csefel.vanderbilt.edu/resources/trainings/1.2.pdf (Adapted with permission from ZERO to THREE's definition of infant mental health, 2001.).

Center on the Social and Emotional Foundations for Early Learning (2016b). *Handout 1.7: CSEFEL Definition of Social Emotional Development Module 1.* [online] Available at: http://csefel.vanderbilt.edu/resources/inftodd/mod1/1.7.pdf [Accessed 24 Jul. 2021].

Chatterjee Singh, N. and Duraiappah, A. (2021). *Rethinking learning: A review of social and emotional learning for education systeMs* [online] *Unesco.org.* New Delhi: Mahatma Gandhi Institute of Education for Peace and Sustainable Development,. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000373890?locale=en.

Chernyshenko, O.S., Kankaraš, M. and Drasgow, F. (2018). *Social and emotional skills for student success and well-being. OECD Education Working Papers, No. 173.* [online] *OECD Education Working Papers.* Paris: OECD Publishing. doi:10.1787/db1d8e59-en.

Collaborative for Academic, Social, and Emotional Learning (2008). *Social and Emotional Learning (SEL) and Student Benefits: Implications for the Safe Schools/Healthy Students Core Elements.* [online] *ERIC*. Chicago: Collaborative for Academic, Social, and Emotional Learning. Available at: https://eric.ed.gov/?id=ED505369 [Accessed 25 Jul. 2021].

Collie, R.J., Martin, A.J. and Frydenberg, E. (2017). Social and Emotional Learning: A Brief Overview and Issues Relevant to Australia and the Asia-Pacific. In: E. Frydenberg, A.J. Martin and R.J. Collie, eds., *Social and Emotional Learning in Australia and the Asia-Pacific.* [online] Singapore: Springer, Singapore, pp.1–13. doi:10.1007/978-981-10-3394-0_1.

District Resource Center (2018). *Equity Resources.* [online] CASEL District Resource Guide. Available at: https://drc.casel.org/sel-as-a-lever-for-equity/equity-resources/#:~:text=Webinar%3A%20Leveraging%20SEL%20to%20Promote%20 [Accessed 10 Sep. 2022].

Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D. and Schellinger, K.B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development,* 82(1), pp.405–432. doi:10.1111/j.1467-8624.2010.01564.x.

Dusenbury, L. and Weissberg, R. (2017). *Social Emotional Learning in Elementary School.* [online] *Robert Wood Johnson Foundation*. Pennsylvania State University. Available at: https://www.rwjf.org/en/library/research/2017/04/social-emotional-learning-in-elementary-school.html.

Ee, J. and Cheng, Q.L. (2013). Teachers' Perceptions of Students' Social Emotional Learning and Their Infusion of SEL. *Journal of Teaching and Teacher Education*, 1(2), pp.59–72. doi:10.12785/jtte/010201.

Elias, M.J. (2010). Sustainability of social-emotional learning and related programs : lessons from a field study. *International Journal of Emotional Education,* [online] 2(1), pp.17–33. doi:10.1111/1471-3802.12064.

García, J.L., Heckman, J.J., Leaf, D.E. and Prados, M.J. (2017). *The Life-cycle Benefits of an Influential Early Childhood Program.* [online] www.nber.org. Available at: https://www.nber.org/papers/w22993.

Grusec, J.E. (1992). Social learning theory and developmental psychology: The legacies of Robert Sears and Albert Bandura. *Developmental Psychology,* [online] 28(5), pp.776–786. doi:10.1037/0012-1649.28.5.776.

Gueron, J.M., Holzer, H.J., Hymowitz, K., William E Simon Fellow and Manhattan (2015). *OPPORTUNITY, RESPONSIBILITY, AND SECURITY A CONSENSUS PLAN FOR REDUCING POVERTY AND RESTORING THE AMERICAN DREAM AEI/Brookings Working Group on Poverty and Opportunity.* [online] Available at: https://www.brookings.edu/wp-content/uploads/2016/07/Full-Report.pdf.

Guerra, N., Modecki, K. and Cunningham, W. (2014). *Developing Social-Emotional Skills for the Labor Market: The Practice Model. World Bank Policy Research Working Paper No. 7123.* [online] *papers.ssrn.com.* Rochester, NY: SSRN. Available at: https://ssrn.com/abstract=2530772 [Accessed 25 Jul. 2021].

Hartas, D. (2014). Social and Emotional Learning: A Critical Appraisal by Humphrey, Neil. *Journal of Research in Special Educational Needs,* [online] 14(2), pp.141–142. doi:10.1111/1471-3802.12064.

Hayashi, A., Karasawa, M. and Tobin, J. (2009). The Japanese Pre-school's Pedagogy of Feeling: Cultural Strategies for Supporting Young Children's Emotional Development. *Ethos,* [online] 37(1), pp.32–49. Available at: http://www.jstor.org/stable/20486598.

Haydon, T., Alter, P., Hawkins, R. and Kendall Theado, C. (2019). 'Check Yourself': Mindfulness-Based Stress Reduction for Teachers of Students With Challenging Behaviors. *Beyond Behavior,* 28(1), pp.55–60. doi:10.1177/1074295619831620.

HighScope (2018). *Perry Pre-school Project - HighScope.* [online] highscope.org. Available at: https://highscope.org/perry-pre-school-project/.

Hoffman, D.M. (2009). Reflecting on Social Emotional Learning: A Critical Perspective on Trends in the United States. *Review of Educational Research,* 79(2), pp.533–556. doi:10.3102/0034654308325184.

Husain, N., Kiran, T., Fatima, B., Chaudhry, I. B., Shah, S., Bassett, P., Cohen, N., Jafri, F., Naeem, S., Zadeh, Z., Roberts, C., Rahman, A., Naeem, F., & Husain, M. I., & (2021). *An integrated parenting intervention for maternal depression and child development in a low-resource setting: Cluster randomized controlled trial. Depression Anxiety*, 38, 925– 939. https://doi.org/10.1002/da.23169

Immordino-Yang, M.H. (2015). *Emotions, Learning, and the Brain: Exploring the Educational Implications of Affective Neuroscience (The Norton Series on the Social Neuroscience of Education). books.apple.com.* New York: W.W. Norton & Co.

Institute of Education Sciences, US Department of Education and REL Mid-Atlantic (2013). A review of the literature on social and emotional learning for students ages 3–8: Characteristics of effective social and emotional learning programs (part 1 of 4). *Ed.gov.* [online] doi:http://ies.ed.gov/ncee/.

Jennings, P.A. (2008). Contemplative education and youth development. *New Directions for Youth Development,* 2008(118), pp.101–105. doi:10.1002/yd.262.

Jennings, P.A. (2015). Mindfulness-Based Programs and the American Public School System: Recommendations for Best Practices to Ensure Secularity. *Mindfulness,* [online] 7(1), pp.176–178. doi:10.1007/s12671-015-0477-5.

Jennings, P.A. (2016). CARE for Teachers: A Mindfulness-Based Approach to Promoting Teachers' Social and Emotional Competence and Well-Being. *Mindfulness in Behavioral Health,* pp.133–148. doi:10.1007/978-1-4939-3506-2_9.

Jennings, P.A., Brown, J.L., Frank, J.L., Doyle, S., Oh, Y., Davis, R., Rasheed, D., DeWeese, A., DeMauro, A.A., Cham, H. and Greenberg, M.T. (2017). Impacts of the CARE for Teachers program on teachers' social and emotional competence and classroom interactions. *Journal of Educational Psychology*, 109(7), pp.1010–1028. doi:10.1037/edu0000187.

Jennings, P.A. and Greenberg, M.T. (2009). The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes. *Review of Educational Research,* [online] 79(1), pp.491–525. doi:10.3102/0034654308325693.

Jones, D.E., Greenberg, M. and Crowley, M. (2015). Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness. *American Journal of Public Health,* 105(11), pp.2283–2290. doi:10.2105/ajph.2015.302630.

Jones, L. (2012). *Integrating Early Childhood Development (ECD) activities into Nutrition Programmes in Emergencies. Why, What and How.* [online] United Nations Children's Fund (UNICEF) and World Health Organization (WHO). Available at: http://www.who.int/mental_health/emergencies/ecd_note.pdf [Accessed 25 Jul. 2021].

Kurtz, H. (2020). *Teacher Morale and Student Enrollment Declining Under COVID-19, Survey Shows.* [online] Education Week. Available at: https://www.edweek.org/leadership/teacher-morale-and-student-enrollment-declining-under-covid-19-survey-shows/2020/09.

Kyllonen, P. (2017). *Social-emotional Learning and Competency Assessment in East Asia, Part 1.* [online] AWG. Available at: https://measuringsel.casel.org/social-emotional-learning-competency-assessment-east-asia-part-1/#_ftn1.

Lagi, R. and Armstrong, D. (2017). *The Integration of Social and Emotional Learning and Traditional Knowledge Approaches to Learning and Education in the Pacific.* [online] *Social and Emotional Learning in Australia and the Asia-Pacific,* Singapore: Springer, pp.253–271. doi:10.1007/978-981-10-3394-0_14.

Leckman, J.F., Panter-Brick, C. and Salah, R. (2014). Peace Is a Lifelong Process. *Pathways to Peace,* pp.3–18. doi:10.7551/mitpress/9780262027984.003.0001.

Liem, G.A.D., Chua, B.L., Seng, Y.B.G., Kamarolzaman, K. and Cai, E.Y.L. (2017). Social and Emotional Learning in Singapore's Schools: Framework, Practice, Research, and Future Directions. In: *Social and Emotional Learning in Australia and the Asia-Pacific.* [online] Switzerland AG: Springer Nature, pp.187–203. Available at: https://link.springer.com/chapter/10.1007/978-981-10-3394-0_10.

Mahfouz, J. and Anthony-Stevens, V. (2020). *Why Trouble SEL? The Need for Cultural Relevance in SEL.* [online] Educate. Available at: https://educate.bankstreet.edu/occasional-paper-series/vol2020/iss43/6.

Mahoney, J.L., Weissberg, R.P., Greenberg, M.T., Dusenbury, L., Jagers, R.J., Niemi, K., Schlinger, M., Schlund, J., Shriver, T.P., VanAusdal, K. and Yoder, N. (2020). Systemic social and emotional learning: Promoting educational success for all pre-school to high school students. *American Psychologist.* doi:10.1037/amp0000701.

Marope, P.T.M. and Kaga, Y. (2019). *Investing against evidence: the global state of early childhood care and education.* [online] *Unesco.org.* Paris: UNESCO. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000233558.

Melhuish, E., Ereky-Stevens, K., Petrogiannis, K., Ariescu, A., Penderi, E., Rentzou, K., Tawell, A., Leseman, P. and Broekhuisen, M. (n.d.). *A Review of Research on the Effects of Early Childhood Education and Care (ECEC) on Child Development.* [online] Available at: https://ecec-care.org/fileadmin/careproject/Publications/reports/CARE_WP4_D4__1_review_of_effects_of_ecec.pdf.

Nakamichi, K., Nakamichi, N. and Nakazawa, J. (2019). Pre-school social-emotional competencies predict school adjustment in Grade 1. *Early Child Development and Care,* [online] 191(2), pp.159–172. doi:https://doi.org/10.1080/03004430.2019.1608978.

Napoli, M., Krech, P.R. and Holley, L.C. (2005). Mindfulness Training for Elementary School Students. *Journal of Applied School Psychology,* [online] 21(1), pp.99–125. doi:10.1300/j370v21n01_05.

National Research Council (US) and Institute of Medicine (US) Committee on Integrating the Science of Early Childhood Development (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development.* [online] Washington, D.C.: National Academies Press. doi:10.17226/9824.

O'Conner, R., De Feyter, J., Carr, A., Luo, J.L. and Romm, H. (2017). *A review of the literature on social and emotional learning for students ages 3–8: Characteristics of effective social and emotional learning programs (part 1 of 4). Ed.gov.* doi:http://ies.ed.gov/ncee/edlabs/.

Oberle, E. and Schonert-Reichl, K.A. (2016). Stress contagion in the classroom? The link between classroom teacher burnout and morning cortisol in elementary school students. *Social Science & Medicine,* 159, pp.30–37. doi:10.1016/j.socscimed.2016.04.031.

Oda, Y. and Mori, M. (2006). Current Challenges of Kindergarten (Yochien) Education in Japan: toward Balancing Children's Autonomy and Teachers' Intention. *Childhood Education,* 82(6), pp.369–373. doi:10.1080/00094056.2006.10522864.

Organisation for Economic Cooperation and Development (OECD) (2020). *Early Learning and Child Well-being: A Study of Five-year-olds in England, Estonia, and the United States.* [online] Paris: OECD. doi:10.1787/3990407f-en.

Osher, D., Cantor, P., Berg, J., Steyer, L. and Rose, T. (2018). Drivers of human development: How relationships and context shape learning and development1. *Applied Developmental Science,* [online] 24(1), pp.6–36. doi:10.1080/10888691.2017.139 8650.

Pathak, A., Srivastva, A. and Singh, N.C. (n.d.). *Social and Emotional Learning – Why it needs to be mainstreamed in education.* [online] UNESCO MGIEP. Available at: https://mgiep.unesco.org/article/social-and-emotional-learning-why-it-needs-to-be-mainstreamed-in-education.

Penston, J. (n.d.). *Visualising the iceberg model of culture.* Retrieved from http://opengecko.com/interculturalism/ visualising-the-iceberg-model-of-culture. James Penstone / CC BY-NC-SA 2.0

Rao, N., Sun, J., Wong, J., Weekes, B., Ip, P., Shaeffer, S., Young, M., Bray, M., Chen, E. and Lee, D. (2014). *Early childhood development and cognitive development in developing countries Education Rigorous Literature Review.* [online] Available at: https://cerc.edu.hku.hk/wp-content/uploads/ECD-review.pdf.

Regester, D. and Hobson, F. (2018). Social and Emotional Learning: A Global Synthesis, Session 603. In: *www.salzburgglobal. org.* [online] EDUCATION FOR TOMORROW'S WORLD. Salzburg Global Seminar. Available at: https://www.salzburgglobal. org/multi-year-series/education/pageId/8403.

Rimm-Kaufman, S. and Sandilos, L. (2010). *Improving Students' Relationships with Teachers to Provide Essential Supports for Learning.* [online] *Apa.org.* American Psychological Association. Available at: http://www.apa.org/education/k12/relationships.

Rivers, S.E., Brackett, M.A. and Salovey, P. (2008). *Measuring emotional intelligence as a mental ability in adults and children.* [online] SAGE Knowledge. Available at: https://sk.sagepub.com/reference/hdbk_personalitytheory2/n21.xml.

Rothstein-Fisch, C. and Trumbull, E. (2008). *Managing Diverse Classrooms: How to Build on Students' Cultural Strengths.* Association for Supervision and Curriculum Development (ASCD), pp.1–199.

Samuelsson, I. and Kaga, Y. (2008). *The contribution of early childhood education to a sustainable society | childcarecanada. org.* [online] *childcarecanada.org.* Canada: Child Care Resource and Research Unit. Available at: https://childcarecanada.org/documents/research-policy-practice/08/05/contribution-early-childhood-education-sustainable-society [Accessed 24 Jul. 2021].

Serviss, J. (2019). 4 benefits of an active professional learning community | ISTE. *Iste.org.* Available at: https://www.iste.org/explore/professional-development/4-benefits-active-professional-learning-community.

Sharp, J.E. and Jennings, P.A. (2015). Strengthening Teacher Presence Through Mindfulness: What Educators Say About the Cultivating Awareness and Resilience in Education (CARE) Program. *Mindfulness,* 7(1), pp.209–218. doi:10.1007/s12671-015-0474-8.

Shonkoff, J.P., Boyce, W.T. and McEwen, B.S. (2009). Neuroscience, Molecular Biology, and the Childhood Roots of Health Disparities. *JAMA,* 301(21), p.2252. doi:10.1001/jama.2009.754.

Shonkoff, J.P., Richter, L., van der Gaag, J. and Bhutta, Z.A. (2012). An Integrated Scientific Framework for Child Survival and Early Childhood Development. *PEDIATRICS,* [online] 129(2), pp.e460–e472. doi:10.1542/peds.2011-0366.

Simmons, D.N., Brackett, M.A. and Adler, N. (2018). *Applying an Equity Lens to Social, Emotional, and Academic Development.* [online] RWJF. Available at: https://www.rwjf.org/en/library/research/2018/06/applying-an-equity-lens-to-social-emotional-and-academic-development.html.

Slot, P. (2018). *Structural characteristics and process quality in early childhood education and care: A literature review OECD Education Working Paper No. 176.* [online] *Organisation for Economic Co-operation and Development (OECD) Directorate for Education and Skills.* Available at: https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP(2018)12&docLanguage=En.

Sustainable Development Solutions Network (SDSN) (n.d.). *4.7 by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development – Indicators and a Monitoring Framework.* [online] indicators.report. Available at: https://indicators.report/targets/4-7/ [Accessed 10 Sep. 2022].

Taylor, C., Jennings, P. A., Harris, A., Schussler, D. & Roeser, R. W. (2019). Embodied teacher mindfulness in the classroom: The Calm, Clear, Kind Framework. In P. A. Jennings, A. A. DeMauro*, & P. Mischenko* (Eds.), *The Mindful School: Transforming School Culture with Mindfulness and Compassion* (pp. 107-134). New York, NY: Guilford.

Torrente, C., Alimchandani, A. and Aber, J.L. (2015). International perspectives on social and emotional learning. In: J. Durlak, C. Domitrovich, R. Weissberg and T. Gullotta, eds., *Handbook on social and emotional learning: Research and practice.* [online] New York: Elsevier B.V, p.In press. Available at: https://nyuscholars.nyu.edu/en/publications/international-perspectives-on-social-and-emotional-learning.

Torres, C. (2019). *Social-Emotional Learning Won't Happen Without a Culturally Relevant Start.* [online] Education Week – The Intersection: Culture and Race in Schools. Available at: https://blogs.edweek.org/teachers/intersection-culture-and-race-in-education/2019/02/social_emotional_learning_wont_withouth_culturally_relevant_pedagogy.html.

Tsuneyoshi, R. ed., (2012). *The World of TOKKATSU: The Japanese Approach to Whole Child Education (A Guidebook for Teachers).* [online] *Educating the Whole Child: Tokkatsu,* Tokyo, Japan: Ryoko Tsuneyoshi, pp.1–52. Available at: https://www.p.u-tokyo.ac.jp/~tsunelab/tokkatsu/cms/wp-content/uploads/2016/03/the_world_of_tokkatsu.pdf.

UNESCO (2018). *Global citizenship education.* [online] UNESCO. Available at: https://en.unesco.org/themes/gced.

UNESCO (2021). *Educational content up close: examining the learning dimensions of Education for Sustainable Development and Global Citizenship Education.* [online] Unesco.org. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000372327?posInSet=1&queryId=c22af3a8-df4c-4253-a0d0-ca1a8fe2fdc7.

UNESCO (2022a). *Education for sustainable development: a roadmap.* [online] Unesco.org. Available at: https://unesdoc.unesco.org/search/ddcaab00-ca56-417b-b270-a5c5f5fcf692 [Accessed 5 Sep. 2022].

UNESCO (2022b). *Global citizenship education for the rule of law: doing the right thing.* [online] Unesco.org. Available at: https://unesdoc.unesco.org/search/cd8d01a0-ceb5-4a92-be1b-d851412f31c8.

UNESCO Asia and Pacific (n.d.). *Empowering Early Childhood Care and Education (ECCE) Teachers with a Transformative Vision of Education: A Project Brief.* [online] Available at: https://bangkok.unesco.org/sites/default/files/assets/article/Early%20Childhood%20Care%20and%20Education/files/ECCE%20SEL%20Project%20Brief.pdf.

UNESCO Bangkok (2018a). *Early Childhood Care and Education (ECCE) - Teacher Competency Framework for Pacific Small Island Developing States (Pacific SIDS) (Pursuing Quality in Early Learning Vol. 2).* [online] U*NESCO Bangkok Asia and Pacific Regional Bureau for Education,* Bangkok: UNESCO Bangkok. Available at: https://bangkok.unesco.org/content/early-childhood-care-and-education-ecce-teacher-competency-framework-pacific-small-island.

UNESCO Bangkok (2018b). *Early Childhood Care and Education (ECCE) - Teacher Competency Framework for Southeast Asia (SEA) (Pursuing Quality in Early Learning Vol. 1).* [online] UNESCO Bangkok. Available at: https://bangkok.unesco.org/content/early-childhood-care-and-education-ecce-teacher-competency-framework-southeast-asia-sea [Accessed 2 Dec. 2020].

UNICEF Thailand: For Every Child (2014). *Building Better Brains : New Frontiers in Early Childhood Development.* [online] *www.unicef.org.* Thailand: UNICEF Thailand. Available at: https://www.unicef.org/thailand/reports/building-better-brains-new-frontiers-early-childhood-development.

World Health Organization, United Nations Children's Fund, World Bank Group (2018). *Nurturing Care for Early Childhood Development: A Framework for Helping Children Survive and Thrive to Transform Health and Human Potential.* [online] *https://apps.who.int/iris/bitstream/handle/10665/272603/9789241514064-eng.pdf.* Geneva: World Health Organization. Available at: https://apps.who.int/iris/bitstream/handle/10665/272603/9789241514064-eng.pdf.

Wu, G.K.Y. and Mok, M.M.C. (2017). *Social and Emotional Learning and Personal Best Goals in Hong Kong.* [online] *Social and Emotional Learning in Australia and the Asia-Pacific,* Singapore: Springer, pp.219–231. doi:10.1007/978-981-10-3394-0_12.

Yates, T., Ostrosky, M.M., Cheatham, G.A., Fettig, A., Shaffer, L. and Rosa Milagros Santos (2008). *Center on the Social Emotional Foundations for Early Learning.* [online] Available at: http://csefel.vanderbilt.edu/documents/rs_screening_assessment.pdf.

Yoder, N. (2014). *Research-to-Practice Brief: Teaching the Whole Child Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks Revised Edition.* [online] Center on Great Teachers & Leaders. Available at: https://gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf.

Yosso, T.J. (2005). *Whose culture has capital? A critical race theory discussion of community cultural wealth. Race Ethnicity and Education,* 8(1), pp.69–91. doi:10.1080/1361332052000341006.

Zakrzewski, V. (2016). *Why Don't Students Take Social-Emotional Learning Home?* [online] Greater Good. Available at: https://greatergood.berkeley.edu/article/item/why_dont_students_take_social_emotional_learning_home.

Zins, J.E. and Elias, M.J. (2006). Social and Emotional Learning. In: G.G. Bear and K.M. Minke, eds., *Children's needs III: Development, prevention, and intervention.* [online] Washington, D.C.: American Psychological Association, pp.1–13. Available at: https://psycnet.apa.org/record/2006-03571-001.

Asia-Pacific Early Childhood Care and Education

Teacher Training Handbook for Social and Emotional Learning (APETT-SEL)

The handbook was initiated by UNESCO Bangkok. This effort is in response to the widespread recognition of social and emotional learning (SEL)'s importance and the lack of robust and more contextually relevant and culturally sensitive SEL programme for teachers to effectively deliver SEL. With this, UNESCO Bangkok aims to support the Member States in Asia-Pacific to equip their early childhood care and education (ECCE) teachers with SEL knowledge and skills, to ensure that children develop pro-social and emotional skills and positive relationships within the early stage of the learning process, particularly in enhancing (1) knowledge about student SEL and classroom management; (2) strategies to apply in the classroom; and (3) teachers' own social and emotional competence.

The handbook provides the context and foundation for the programme. The background of the initiative that led to the regional handbook and training modules (Chapter 1), the introduction of the purpose and use of the handbook (Chapter 2), an overview of ECCE (Chapter 3), SEL (Chapter 4), teachers' professional education, learning and development (Chapter 5), and APETT-SEL conceptual framework followed by an overview of the four themes and ten modules (Chapter 6). The Glossary provides definitions and/or explanations of key educational terminologies used to provide greater clarity.

The ten comprehensive training modules aim to build capacity of pre-primary and early primary teachers, both pre-service and in-service, across four themes. The first theme focuses on teachers and their well-being; the second equips teachers in building pro-social and responsive classrooms; the third focuses on diversity, inclusion, cultural responsiveness and equity; and the fourth focuses on SEL measurement and assessment. Each training module consists of scripted sessions and activities, as well as reference materials included as handouts and additional readings.

Stay in touch

Supported by

**From
the People of Japan**

4 QUALITY EDUCATION

Sustainable
Development
Goals