

Course title	Social and Emotional Learning in the classroom
Course code	029
Course category	Methodologies and practices
Course purpose and overview	<p>Social and emotional learning (SEL) is a critical component of education, as it not only helps students to develop important life skills, but also improves academic performance, reduces negative behaviours, and contributes to positive classroom environments. Throughout this course, teachers will learn about the key components of SEL, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Participants will gain the skills and strategies needed to incorporate socio-emotional learning into their existing curriculum and build a learning environment that supports emotional well-being. They will explore evidence-based practices for teaching these skills, such as mindfulness exercises, reflective journaling, and role-playing activities.</p> <p>Through workshops, hands-on activities, and collaboration, participants will develop their competencies in socio-emotional learning and learn effective techniques to support their students' overall growth and development. By the end of this course, educators will be better prepared to support their students' social and emotional growth, and to create more effective and engaging learning environments.</p>
Course structure and content	The course will be delivered over a week, with a mix of workshops and collaborative activities. Each day will begin with a group activity to promote networking and build positive group dynamics. Workshops will include discussion and practical exercises to build skills and awareness of socio-emotional learning. Participants will also have an opportunity to hear from guest speakers on the topic. Throughout the week, participants will work together on case studies and planning units, culminating in a presentation of their work towards the end of the week.
Duration	One week
Daily programme example	<p>Here is an example of the programme:</p> <p><i>Day 0</i> (usually Sunday) Arrival date</p> <p><i>Day 1</i> Welcome Competences ex-ante evaluation Introduction: SEL theory and evidence-based practices Reflection and self-awareness activities for teachers Case study: exploring socio-emotional challenges in the classroom Creating an inclusive learning environment Feedback day 1</p> <p><i>Day 2</i> Social awareness and empathy: how to foster students' perspectives and collaboration Facilitating conversations, restorative practices, and mindfulness strategies Building meaningful relationships and developing positive classroom culture Cultural and social activities</p> <p><i>Day 3</i> Developing responsible decision-making skills among students</p>

	<p>Classroom management strategies that promote SEL, including positive discipline and behavior management</p> <p>Supporting students' social, emotional and behavioral needs in academic contexts</p> <p><i>Day 4</i></p> <p>Guest speaker session: sharing experience and innovation in SEL interventions</p> <p>Collaborative planning and preparation of curriculum-based SEL units</p> <p>Instructional media and materials development</p> <p>Cultural and social activities</p> <p><i>Day 5</i></p> <p>Collaborative presentation of curriculum-based SEL units</p> <p>Assessing SEL competencies in the classroom</p> <p>Course conclusion and evaluation</p> <p>Discussion of future cooperation and planning follow-up activities / Brainstorming dissemination ideas</p> <p>Final feedback</p> <p>Validation of learning outcomes and a certification ceremony</p> <p>Cultural and social activities</p> <p><i>Day 6</i></p> <p>Full-day trip</p> <p><i>Day 7</i></p> <p>Departure date</p> <p>Programme details may be subject to amendment based on trainer, participant needs and other factors such public holidays. Changes might be needed to make up for time lost due to unforeseen or changing circumstances which might be out of the reasonable control of the hosting organisation.</p>
Learning objectives	<p>To develop educators' knowledge and understanding of SEL theory and evidence-based practices in the classroom.</p> <p>To develop educators' practical skills and strategies to foster socio-emotional competencies among learners.</p> <p>To enable educators to develop an inclusive learning environment that promotes socio-emotional development.</p> <p>To equip educators with techniques for developing meaningful relationships with learners and creating a positive classroom culture.</p> <p>To empower educators to incorporate SEL into their curriculum and pedagogical approach.</p>
Learning outcomes	<p>Participants will gain a comprehensive understanding of the role of SEL in the classroom and its considerable benefits.</p> <p>Participants will learn innovative and effective techniques to foster socio-emotional development among students.</p> <p>Participants will acquire practical strategies and a focus on prevention and early intervention.</p> <p>Participants will develop their pedagogy and methodology, and acquire evaluation and self-reflection techniques.</p> <p>Participants will form a network of educators that can support one another in their work towards developing socio-emotional learning.</p>
Assessment and validation of learning outcomes	<p>Participants will be assessed through a combination of entrance and final tests, along with practical case studies and project presentations. These methods will enable trainers to gauge the extent of learning outcomes achieved and provide ongoing feedback and support for course participants.</p>

Target audience	This course is designed for those working in all levels of education, from pre-primary to adult. Participants are essentially professionals in education who wish to empower themselves with strategies to foster socio-emotional growth within their learners.
Admission requirements for participants	Participants must be experienced or aspiring educators interested in promoting SEL development within their classrooms. Participants must have at least a level B1 in English or be capable of communicating to this level, as well as the ability to actively participate within a learning community.
Language of delivery	English
Language level requirements for participants	B1 or more
Maximum number of participants	15

Please note that the course outlined is intended as an example only and may not necessarily be fully executed in accordance with all its details. Our need analysis is primarily based on enrolment information, information shared at kick-off meetings, and pre-evaluation of competencies. As such, it is possible that the programme may be adjusted to better accommodate the diverse needs of participants.