

Report

Report to:	Education Resources Committee
Date of Meeting:	31 August 2010
Report by:	Executive Director (Education Resources)

Subject:	My SELF and Others (South Lanarkshire Council's Emotional Literacy Framework)
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide details on the development of an emotional literacy framework and resource pack to support staff to work on emotional literacy with children. A binder of resources and calendar has been produced to support children aged 3-12 years.

2. Recommendation(s)

2.1 The Committee is asked to approve the following recommendation(s):-

- (1) that the new resource entitled 'My SELF and Others' (South Lanarkshire Council's Emotional Literacy Framework) to support those working with children aged 3 to 12 years be approved; and
- (2) that agreement be given for 'My SELF and Others' to be available for purchase by other local authorities and interest groups.

3. Background

3.1. 'My SELF and Others', South Lanarkshire Council's Emotional Literacy Framework, is a toolkit of ideas and suggestions that will enable all professionals working with children to support and develop emotional literacy.

3.2. The growing emphasis on emotional literacy comes from the recognition that a significant factor in a child's capacity to learn is their emotional state. Emotionally literate children are able to cope and thrive socially, emotionally and academically. The ethos created within a nursery, school, community setting has a major impact on the development of emotional literacy in children. Offering emotional literacy is a key strand in the development of health and well being.

3.3. Emotional literacy is a practice of:

- recognising emotions in ourselves and others
- expressing and managing our own emotions
- responding to emotions of others in ways that are helpful to ourselves and others

3.4. Emotional literacy within an education establishment is not a series of formal structured lessons, a topic, or curricular area. Rather, it is the philosophy which should be embedded in a whole school approach with consistency and shared practice across the school/organisation.

- 3.5. The aim of the South Lanarkshire Council emotional literacy framework is to raise awareness of emotional literacy and provide a tool to assist with the development of emotional literacy skills in children. It can also be used to help foster resilience. The themes of the SLC Psychological Services, Framework of Assessment and Intervention for Resilience (FAIR) resource, which is based on the concept of 'educational resilience', has been used as a foundation for the development of this emotional literacy framework. The implementation of the Framework of Assessment and Intervention for Resilience was approved by the Education Resources Committee on 19 February 2008.
- 3.6. Emotional literacy is a major contributing factor to the development of resilience. Resilience means the ability to thrive and to do well socially, emotionally and academically despite major difficulties and challenges posed by life experiences.
- 3.7. Research indicates that the factors strongly associated with resilience include:
- the ability to express emotions
 - the ability to manage difficult emotions
 - the ability to see things from another persons perspective
 - having plans for the future
 - reading for pleasure
 - sustaining friendships
 - having a special talent/interests and opportunity to spend time engaged in it
- 3.8. The first three items are commonly referred to as "emotional literacy. Being emotionally literate is a core contributing factor to resilience in individuals, in addition to more external, environmental factors and skills such as literacy.

4. Development of the framework and resource pack – My Self

- 4.1. The framework and resource pack was developed by a working group whose membership included Head Teachers, Integrated Children's Services, NHS Lanarkshire, Social Work and other representatives from Education Resources. Pupils from Robert Smillie Memorial Primary School also contributed to the development of the framework and resources pack.
- 4.2. In addition, appendix 1 lists establishments involved in piloting the materials and showcasing the good practice to support emotional literacy.
- 4.3. The toolkit consists of a calendar and a resource binder containing guidelines and additional resources that can be used in a variety of settings. It is very much child centred and the mapping of themes in a calendar format provides a very clear and straight forward model for addressing emotional literacy learning intentions throughout the year. In addition, the calendar can also be used in family/youth centres, social work venues to facilitate discussion and activities in relation to emotional literacy.
- 4.4. The emotional literacy framework is closely linked to getting it right for every child (GIRFEC), Curriculum for Excellence, early years framework (0–8 years) and Towards a Mentally Flourishing Lanarkshire. The aim is to support and encourage all children in South Lanarkshire to develop knowledge, understanding and skills of how emotions shape their actions – within a safe, caring and supportive environment.

- 4.5. A launch event of 'My SELF and Others' for partners from education, social work and NHS will take place on Monday, 20 September between 1pm and 3pm in the Council's Banqueting Hall and members of the Education Resources Committee are welcome to attend.

5. Employee Implications

- 5.1. None

6. Financial Implications

- 6.1. There are no financial implications arising from this development, however, acknowledgement is given to the financial support and commitment provided by Integrated Children's Services and through the Choose Life Strategy. It is proposed that 'My SELF and Others' be made available for purchase by other local authorities and interest groups.

7. Other Implications

- 7.1. There are no risk implications associated with the development of the emotional literacy framework and resources.
- 7.2. The design of the calendar takes account of the sustainability agenda by reducing the need to report it annually.

8. Equality Impact Assessment and Consultation Arrangements

- 8.1. An equality impact assessment has been undertaken and appropriate stakeholders, including young people, have been involved in the development of the framework and the resource pack.
- 8.2. Consultation has taken place with nursery schools, NHS Lanarkshire, Integrated Children's Services on the development of the framework and resource pack and the involvement of young people is acknowledged.

Larry Forde
Executive Director (Education Resources)

6 August 2010

Link(s) to Council Objectives

- Raise educational attainment for all
- Improve lives of vulnerable children, young people and adults

Previous References

- Education Resources Committee – 19 February 2008

List of Background Papers

- Myself and Others resource pack and calendar.

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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My S.E.L.F. and Others

The group of schools and nurseries involved in helping to pilot the resources based on the work they were doing on emotional literacy is as follows:

Auchinraith Primary School

Burnside Primary School

Calderside Nursery

Castlefield Primary School

Cathkin Primary School

Glenlee Primary School

Larkhall Children's Centre

Mossneuk Primary School

Netherburn Primary School

Robert Smillie Memorial Primary School and Nursery Class

St Elizabeth's Primary School

Woodpark Primary School

Woodside Primary School