Webinar: Supporting teachers’ self-care and social and emotional learning in young children

Date: 25 Jan 2023, Wed

Time: (10am Singapore time, 9pm-previous day in Virginia)

Registration is free and required in advance. Kindly register at: https://us02web.zoom.us/webinar/register/WN_hIvQ3tmPRGC2mwHx8Ndt5A

Background

In response to the widespread recognition of the importance of Social and Emotional Learning (SEL) and the lack of robust and comprehensive Early Childhood Care and Education (ECCE) teacher training curricula on SEL in the Asia-Pacific region, UNESCO Asia-Pacific Regional Bureau for Education (UNESCO Bangkok) with the financial support of the Japanese Funds-in-Trust (JFIT) and in partnership with The Asia-Pacific Regional Network for Early Childhood (ARNEC), have developed the Asia-Pacific ECCE Teacher Training Handbook for Social and Emotional Learning (APETT SEL). This directly responds to the need for contextually relevant and culturally sensitive SEL programming for the Asia-Pacific region, with appropriate teacher training provisions for teachers to effectively deliver SEL in their own environment.

The Handbook is part of the project on ‘Empowering ECCE Teachers with a Transformative Vision of Education’, which aims to empower ECCE teachers to assume active roles in promoting positive social behaviors through social and emotional learning. It is also part of the on-going advocacy and technical assistance effort of UNESCO Bangkok, to strengthen the capacities of education stakeholders in promoting the equity and quality of ECCE across the Asia-Pacific region.

With a three-phased development project that UNESCO Bangkok is leading, the Handbook and 10 corresponding modules were a product of phase 2. Phase 1 culminated in the development of the APETT-SEL conceptual framework which forms the basis of the SEL programme. In phase 3, the Handbook and 10 modules were further enhanced through national consultations and workshops in four countries in the region, namely, Cambodia, Fiji, Vanuatu, and Viet Nam.

The Asia-Pacific ECCE Teacher Training Handbook for Social and Emotional Learning (APETT-SEL) content is spread across four themes labelled as “CBCZ”:

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

Each theme builds on the learning from previous themes; Self-care for teacher develop teachers’ social, emotional competencies and equipped them with skills to develop children’s pro-social skills and support their social-emotional development. The handbook and accompanying modules aim to create a whole-school approach in integrating SEL as a natural and permanent part of an ECCE setting, starting from the teachers to students and classroom and the whole school community. With a strong social, emotional, and ethical foundation, children can thrive in a highly dynamic and
skill-driven future and teachers are pivotal in creating opportunities for learners to build these skills. Studies have shown that SEL skills 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. Furthermore, as teaching has been identified as a highly stressful and demanding profession, building teachers’ social and emotional competence (SEC) benefits teachers and schools in terms of contributing to the reduction and prevention of burnout by providing teachers with the coping skills, they need to manage the demands of teaching and the classroom.

Following the launch of the Asia-Pacific ECCE Teacher Training Handbook for Social and Emotional Learning (APETT-SEL) as a side event to the World Conference on ECCE in Tashkent, Uzbekistan, this webinar will introduce the highlighting its key contents of the APETT-SEL, and discuss main issues in relation to SEL in ECCE at the Asia and the Pacific level. The focus of the webinar will be on the importance of teachers’ self-care and wellbeing, how to support teachers in building their own SEC and how an aware, prepared, and empowered teacher can create opportunities for children to build SEL competencies.

The target audience of the webinar include diverse stakeholders involved in ECCE including:

- Officials from Ministries in charge of ECCE in Asia-Pacific region
- The pre-service and in-service early childhood educators and workforce
- State or private universities and teacher training institutes
- INGOs/NGOs for training their ECCE workforce
- Leaders from early childhood education agencies, including principals, teacher leaders, teacher association representatives

**Webinar objectives**

The objectives of this webinar are as follows:

- **To raise awareness** of the importance of SEL to a wide range of ECCE stakeholders
- Discuss the **importance of social-emotional learning** for the teachers and children and even more so in the road of COVID-19 recovery, especially self-care for teachers
- **Highlight the key role that teachers play in children’s SEL journey** and supporting teacher’s self-care is essential to successfully implement SEL programming and methodology
- **Present the Asia-Pacific ECCE Teachers Training Handbook and Modules for Social and Emotional Learning**, including its components, significance, target group and context of using the package.
- **Share countries experiences** in promoting SEL and how the resources can be used in their country context

**Discussion focus and speakers**

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<tr>
<th>Speaker</th>
<th>Mode / Time</th>
<th>Reminders/Suggested focus of the presentation</th>
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<tbody>
<tr>
<td>Evelyn Santiago</td>
<td>Speaking 2 minutes</td>
<td>Welcomes everyone on behalf of the webinar organizers (ARNEC / UNESCO) Share ARNEC’s thoughts on the SEL resources and its importance for Asia-Pacific region. Welcome Margaret to share her opening remarks on behalf of UNESCO Bangkok</td>
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<td>Margarete Sachs-Israel, UNESCO Bangkok</td>
<td>Speaking 5 minutes</td>
<td>Opening remarks</td>
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<td>Evelyn</td>
<td>3 mins</td>
<td>Runs through the webinar objectives and programme Introduces moderator Neelima Chopra</td>
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<td>Moderator – Neelima Chopra</td>
<td>Speaking 7 minutes</td>
<td>Setting the stage and start the topic discussion. Engagement activity: checking in on your feeling.</td>
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<td><strong>Keynote presentation</strong>&lt;br&gt;Tish Jennings</td>
<td>15 minutes</td>
<td>The importance of SEL in ECCE and self-care for teachers and relating to Theme 1 of APETT-SEL.</td>
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<td><strong>Q&amp;A (live)</strong></td>
<td>10 minutes</td>
<td>Moderated Q&amp;A</td>
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<td><strong>UNESCO</strong>&lt;br&gt;Kristy Bang</td>
<td>10 minutes (7–8-minute presentation and taking 1-2 questions)</td>
<td>Introduction of APETT-SEL&lt;br&gt;○ What is it?&lt;br&gt;○ Why was there a need to develop the APETT-SEL?&lt;br&gt;○ Who and how to use this resource?&lt;br&gt;○ Samples of activities</td>
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<td><strong>Panelists</strong></td>
<td>35 minutes</td>
<td>Moderator introduce panelist and each panelist are given (3 - max.5min) to respond to the questions. Ask the following questions to each of the panelists (first round of questions)&lt;br&gt;- ECCD Council of the Philippines [TBC]&lt;br&gt;  ○ How does the ECCD Council support social and emotional learning in the context of ECCD? What are some insights that you can share following the Early Years Fair you organized in November which focused on the caregivers’ well-being?&lt;br&gt;- Ms. Thong Chanchhada, Early Childhood Education Department, MoEYS Cambodia&lt;br&gt;  ○ SEL has been integrated into the Cambodia Preschool curriculum since 2017, what are some of the milestones or positive outcomes you have observed? What more needs to be done?&lt;br&gt;- Rohitesh Chand, Executive Support Unit, Ministry of Education, Heritage and Arts, Fiji&lt;br&gt;  ○ How important is SEL in the context of ECCE in Fiji? Can you share next steps or plans to adopt the SEL Handbook and modules in Fiji and what support is needed?&lt;br&gt;- Ms Lixie Joe, Early Childhood Lecturer, National University of Vanuatu (School of Education), Vanuatu&lt;br&gt;  ○ How do you see the APETT-SEL Handbook and Modules being used in Vanuatu? How can universities support in disseminating the SEL resource and in building capacity of ECCE teachers on SEL?&lt;br&gt;- Dr. Christine Chen (Singapore)&lt;br&gt;  ○ How does AECES support teachers in self-care, which is a key component in building social and emotional competencies in teachers? We understand that AECES initiated COP for EC Professionals during/post pandemic, can you share some of the learnings?&lt;br&gt;<strong>Second round of questions (ask participants and/or call 2-3 panelists to respond)</strong>&lt;br&gt;- What do you think is the best way to build capacity of ECCE teachers in social-emotional learning (SEL)? What support is needed to make this happen?</td>
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<td><strong>Moderator – Neelima Chopra</strong></td>
<td>Wrap up, and close, 3 mins</td>
<td>○ Moderator to give brief summary of the discussion.&lt;br&gt;○ Thank the participants and requests them to do the webinar evaluation</td>
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### Keynote speaker

Patricia (Tish) Jennings is a professor of education and internationally recognized leader in the fields of social and emotional learning and mindfulness. Jennings led the team that developed CARE, a mindfulness-based professional development program shown to significantly improve teacher well-being, classroom interactions and student engagement in the largest randomized controlled trial of a mindfulness-based intervention designed specifically to address teacher occupational stress.

A member of the National Academy of Sciences Committee on Fostering Healthy Mental, Emotional, and Behavioral Development among Children and Youth, she was awarded the Cathy Kerr Award for Courageous and Compassionate Science by the Mind & Life Institute in 2018 and recently recognized by Mindful Magazine as one of "Ten Mindfulness Researchers You Should Know." Jennings spent more than 22 years as a teacher, school director and teacher educator, and is the author of numerous peer-reviewed journal articles and chapters and several books.

Professor Jennings is the senior advisor that supports the development of APETT-SEL handbook and modules.

### Speaker/ panelists

**Evelyn D. Santiago** is the current Executive Director of ARNEC. She has more than 25 years of professional experience in development work encompassing child development, investment programming, strategic planning, project planning and design, programme management, grants development and partnership building. Prior to joining ARNEC, she spent 10 years working for ChildFund International in various management positions at Country Offices in the Philippines, Timor Leste and at the Asia Regional Office in Bangkok. She also worked previously with the German Technical Cooperation (now called GIZ) and with the Central Economic Planning Ministry of the Philippine Government. Evelyn has a Master of Arts degree in Economics of Development from the International Institute of Social Studies (ISS), The Hague, The Netherlands.

**Ms Sachs-Israel** is the Chief of Section for Inclusive Quality Education, UNESCO Bangkok, Asia and Pacific Regional Bureau for Education since June 2021. Ms. Sachs-Israel has over 30 years of experience in education and international development. Before joining UNESCO Bangkok, she was the UNICEF Regional Education Advisor for Latin American and Caribbean. Prior to that, she held the position of Chief Programme Coordinator, UNESCO Institute for Lifelong Learning; and was the UNESCO focal point for the development of the United Nations Education 2030 Agenda at UNESCO Headquarters. In her capacity as Chief of Section for Inclusive Quality Education, Ms. Sachs-Israel oversees major work of the Section, which includes the SDG4-Education 2030 regional coordination, education policy, planning and management, quality of education, inclusive education, multi-lingual and mother tongue education, ECCE, as well as health education and well-being. In addition, she serves as the UNESCO co-chair of the newly established UN networking group, “Learning and Education 2030+”, co-led by UNESCO Bangkok and UNICEF EAPRO and ROSA.

**Kyungah Kristy Bang** is a programme officer responsible for UNESCO Bangkok’s regional programmes on early childhood care and education and inclusive education including children with disabilities and mother tongue-based multilingual education. She is also the coordinator of the Asia-Pacific Multilingual Education Working Group (MLE WG). She holds a M.Sc. from the National University of Singapore.
Mr. Rohitesh Chand is the Acting Head of Executive Support Unit, Ministry of Education Fiji. He has more than 18 years of teaching experiences and had previously served as assistant teacher, executive teacher, assistant head teacher, head teacher, education advisor to Minister for Education and senior education officer. He has also represented Fiji in many regional and world conference, including ARNEC Conference in Cambodia (2017) and Nepal (2018).

Thong Chanchhada, a vice chief office of Early childhood education office of Early Childhood Education Department, Ministry of Education youth and sport (MoEYS) Cambodia. She has been working for MoEYS for 12 years including 9 years of experience working in Early Childhood Care and Development. During in her services in ECCD, she has been join as the technical team public school, community preschool, day care, homebased education/ parental education. As for her education background, she has received extensive professional development programs from well-known institutions around the globe; for example, Participated in Early Childhood Development-Asia in collaboration with Hiroshima University. Advanced International Diploma on Child Rights, Classroom and School Management in Lund University, Sweden; Advanced in Trends, Issues, and Opportunities in Early Childhood Education under the Singapore Cooperation Programme Training Award, completed the course on Building Effective Early Learning System by the world bank.

Dr Christine Chen joined ARNEC as a member of the Board of Directors in January 2014. Dr. Chen is founder and current President of the Association for Early Childhood Educators (AECES). She received her BA in Social Work from the University of Singapore, continued with her Masters of Science in Early Childhood Education from Bank Street College of Education, New York City and the Doctor of Education from the George Washington University.

Dr Chen has been advocating for professional development, continuous learning and career pathways for the early childhood educators for more than 25 years. In Singapore, she served as a Member of the Child Care Personnel Accreditation Committee with the then Ministry of Community Development to look into accreditation matters as well as professional development for the childcare profession. She sits on the Early Childhood Care and Education Manpower, Skills and Training Council and she served as a member of the Policy Study Workgroup on Education and Human Capital Excellence (2007-2009).

During the COVID-19 pandemic, she started a Community of Practice (CoP) in Singapore to provide a platform for EC professionals to connect and share. The CoP is running in its third year and an upcoming session is on the theme on “Building Resilience – Values, social emotional competencies, and dispositions.”

Ms. Lixie Joe has a Bachelor’s degree in Early Childhood Education and Masters in Education with more than 20 years of experience in the field of Early Childhood Care and Education. She had joined Vanuatu Institute of Teacher Training (VITE) in 2017 and from 2021 to 2023 transitioning into the National University of Vanuatu (NUV).

A post graduate in Child Development and PhD in Education, Dr Neelima Chopra has more than 15 years of experience in the field of ECCD. Dr Chopra has recently joined HCL Foundation as the Lead- ECCD where she is responsible for planning, strategizing and monitoring of the ECCD projects of HCL Foundation under HCL Foundation’s urban flagship programme – HCL Uday across locations.
Prior to joining HCL Foundation, she was working with UNESCO MGIEP and Jamia Millia Islamia. Having worked with young children, families & communities; government departments, NGOs & INGOs and ECCD networks across geographies, Dr Chopra has accumulated a vast experience and understanding of ECD landscape nationally and globally. She has also published her work extensively in reputed journals. Being the National Rep-India for ARNEC and Working Group Member of Play at World Forum Foundation, Dr Chopra is actively involved with many professional bodies. Recently she was also selected for the prestigious Global Leader Program for Young Children by World Forum Foundation.