



ARNEC

Asia-Pacific Regional Network
for Early Childhood

#ARNEClearning

ARNEC holds webinars to connect the ECD community in the Asia-Pacific region and beyond on early childhood development

Supporting Teachers' Self-Care and Social and Emotional Learning in Young Children

25 January 2023, 10:00-11:30 AM Singapore time

Building social, emotional competencies essential to teacher well-being, young children's learning

UNESCO presents social and emotional learning handbook for Asia-Pacific region

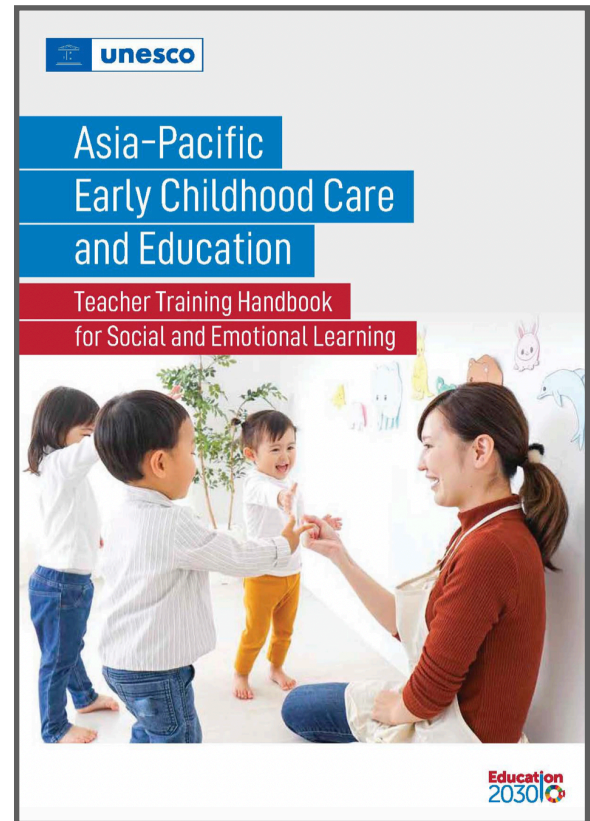
Margarete Sachs-Israel, Chief of Section for Inclusive Quality Education, UNESCO Asia-Pacific Regional Bureau for Education, stressed the importance of social and emotional learning (SEL) and early childhood care and education in building positive societal interactions by teaching children's critical emotional skills that shape their future behaviors and foster more peaceful communities in the long term during the webinar hosted by ARNEC on 25 January 2023.

Margarete also pointed out the need to empower ECCE teachers to assume active roles in promoting positive social behaviors through self-care strategies and support.

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), has developed the Asia-Pacific ECCE Teacher Training Handbook for Social and Emotional Learning (APETT-SEL) in response to the need for contextually relevant and culturally sensitive SEL programming for the Asia-Pacific region, with appropriate training opportunities for teachers to deliver SEL effectively.

The APETT-SEL was launched earlier as a side event to the World Conference on ECCE in Tashkent, Uzbekistan.

In the webinar, UNESCO Bangkok Programme Officer Kyungah Kristy Bang presented the framework of the APETT-SEL and the key contents, modules and activities under each of the four themes, namely, (1) self-care for teachers; (2) children's SEL; (3) SEL and diversity, inclusion,



cultural responsiveness, and equity; and (4) measurement and assessment. The said Handbook is now in the final stages of review, prior to its full release.

Evelyn Santiago, ARNEC Executive Director, welcomed all participants to the webinar with a commitment to support SEL for young learners and their teachers. Dr. Neelima Chopra of HCL Foundation, one of ARNEC's National Representatives for India, moderated the webinar.

Available soon

Visit the website of UNESCO Bangkok at <https://bangkok.unesco.org> for updates on the release of the Asia-Pacific Early Childhood Care and Education Teacher Training Handbook for Social and Emotional Learning.

At a glance

Key points from the presentation by Professor Patricia Jennings



Professor of Education Patricia Jennings of the University of Virginia gave a keynote presentation on self-care as stewardship during the webinar. Professor Jennings is an internationally recognised leader in the fields of SEL and mindfulness. She 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 randomised controlled trial of a mindfulness-based intervention designed specifically to address teacher occupational stress.

Importance of Adult Self Care

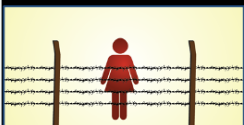


"Self-care is never a selfish act - it is simply good stewardship of the only gift I have, the gift I was put on earth to offer others. Anytime we can listen to true self and give the care it requires, we do it not only for ourselves, but for the many others whose lives we touch."
— Parker Palmer, *Let Your Life Speak: Listening for the Voice of Vocation*

1

There are cultural meanings associated with adult self-care, but it is important to recognise it as a form of stewardship for one's self. It is practical to look after your own well-being first before helping others—and this is not considered 'selfishness'.

Barriers to Self-Care



- A way of life, not just a "spa day"
- Awareness and acceptance of our needs
- Prioritizing our needs
- Recognizing we deserve to be well-cared for
 - Difficult for people with trauma histories who were not cared for well as children
- How mindfulness and compassion can help

2

Recognising barriers to self-care requires self-awareness and sensitivity to personal needs. This requires more conscious effort to develop mindful habits for self-care than others.

3

"Between stimulus and response, there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom."

Viktor E. Frankl

It is healthy to give ourselves 'space'. Mindfulness is a habit that directs attention to the present. Breathing exercises help the mind (and body) focus on the present.

Panel shares insights on SEL practices in Cambodia, Vanuatu, Singapore



THONG CHANCHHADA, MINISTRY OF EDUCATION, YOUTH AND SPORT, CAMBODIA

SEL was adopted in Cambodia starting 2017. Chanchhada said there were significant scores for learners with SEL in the intervention group compared with the control group based on the SEL tool. She also mentioned about the use of group chat platforms by teachers where they share what they learned or liked from the SEL activities and the support they get from the Ministry. She also mentioned other stakeholders (e.g. parents and principals) taking photos of SEL activities by children and posting the same on social media. Peer learning and mindfulness activities for teachers were also considered important in Cambodia.



LIXIE JOE, NATIONAL UNIVERSITY OF VANUATU

Based on the workshops on the SEL Handbook, we find this resource very useful for Vanuatu. The country is exposed to natural disasters and families, schools, teachers, and children are under stress and SEL is very helpful to make them resilient. This resource is also helpful to the School of Education in the University of Vanuatu to support our Certificate Program for Early Childhood.



DR CHRISTINE CHEN, ASSOCIATION FOR EARLY CHILDHOOD EDUCATORS, SINGAPORE

AECES provides opportunities for professional development for early childhood teachers. Teacher self-care and well-being have become important in response to the pandemic and we created a community of practice (COP) bringing schools to the home. However, when the pandemic was over, the COP had to be sustained given the high interest and support of the members; this time focusing on mindfulness, well-being and self-care of early childhood teachers.



The SEL Handbook will be released soon. Updates will be made available in the websites of UNESCO Bangkok and ARNEC.



Participants rate webinar, provide feedback



Participants speak

Taken from the webinar evaluation

Please share 1-2 key priority steps to support teachers' self-care:

- Resources are available to support SEL training for teachers
- Building resilience
- Regular check in by supervisors
- Mindfulness strategies
- Raise awareness of the need for self-care among teachers
- Raise awareness of the need for teachers' self-care with Management
- Address barriers to self-care
- Practice the value of adult self-care
- Policy support for SEL at the national and local government levels
- Adopt SEL as part of the curriculum

Background - UNESCO's support on ECCE educators

A total of 66 respondents participated in the webinar evaluation out of 170 webinar participants.

Results of the webinar evaluation are provided below (selected qualitative responses are provided on the left).

