

Kimberley SPACE

Social Competence and Emotional Regulation
Program for Kimberley Schools

**The Australian Childhood Foundation
acknowledges Aboriginal and Torres Strait
Islander peoples as the traditional
custodians and owners of this land.**

We pay our respects to their elders past and present
and to the children who are their leaders of tomorrow.
We acknowledge their history and living culture and the
many thousands of years in which they have raised
their children to be safe and strong.



Kimberley SPACE

- Kimberley SPACE has its origins in a training program developed by ACF for educators, known as Making Space for Learning. This program aimed to support schools to better understand and meet the needs of children who had experienced trauma, significant disruption or disadvantage
- MSFL translated neurobiological evidence related to trauma, and considered principles and strategies to support students manage social/ emotional relationships at school
- Kimberley SPACE has been adapted from this and developed for primary school aged children. It is based around children learning more about their social and emotional selves with the central concepts of social competence and emotional regulation explored throughout the weeks.
- Kimberley SPACE is a hands on, creative based program encouraging children to explore their needs through predominantly art based and kinesthetic processes.



Children helping us know about their needs



- Kimberley SPACE invites educators to create a daily space for children to learn about their developing brains and selves and to communicate more about their social and emotional needs.
- **The program provides opportunities for educators and other adults around children to learn more about what children believe is important in their lives.**
- When children are able to explore their needs in ways adults can be present with, it can result in children's enhanced social and emotional wellbeing.

Social Competence & Emotional Regulation



Social Competence is about having the people skills, awareness and confidence to get along well with others.

Children need to feel like they are connected with those around them and can manage in social environments. When we support children to learn more about navigating social situations, to understand how they fit, and to influence their emotional shifts in social settings, they grow in social competence.

Emotional Regulation is about having an awareness of our emotions and how they impact us, along with the ability to tune in and influence our emotions in a positive way.

Emotions signal to us that something is meaningful. Children need to know that everyone has a range of emotions that can be experienced at different levels of intensity. They need to know that all emotions are ok and to be encouraged to be curious about how emotions inform our bodies, our minds and our behaviour.



Social and Emotional Wellbeing from an Aboriginal and Torres Strait Islander perspective (SEWB)

This idea of "who you are" comes from a way of thinking that sees you as deeply connected to your family and community—you're not separate from them, but part of them.

The term 'connection' means the different ways in which we experience (are a part of) and express (how we show) these areas.

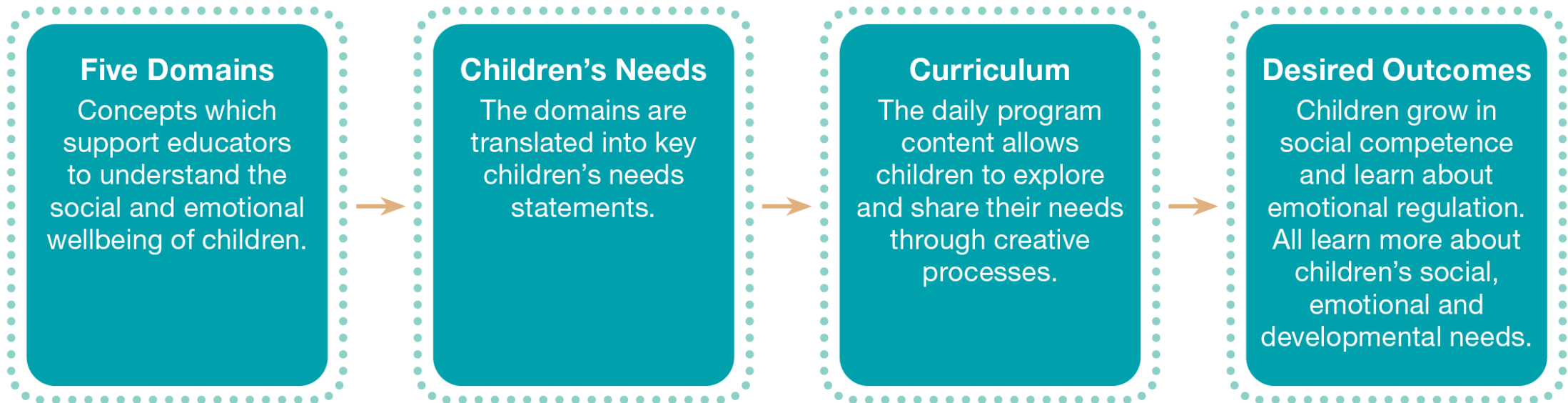
We may have lots of examples in one area and none or not many in another. That is ok.

Our connections change over months and years.



Program Overview

The aim of this program is to enrich social competence and strengthen emotional regulation in children. The program is designed around learning together about a range of social and emotional needs identified and displayed by children.



Key Program Concepts

Domains	Domain Explanation	Translated into needs statements
Staged	The brain develops sequentially. We should resource children in line with what their developing brain's need.	Children's brains need support to grow and learn My brain grows upwards step by step
Predictable	Uncertainty and unpredictability can disrupt emotional wellbeing and threaten social competence. Strategies which promote stability and familiarity enhance social and emotional wellbeing.	Children need to know what they can count on I feel better when I know what is coming next.
Adaptive	Familiar behavioural routines are more likely to be enacted in response to life challenges than new ones. Familiar routines may not always be constructive. Strategies which promote adaptability in children's behavioural routines are ones that meet children creatively with multiple options for intervention.	Children need support to grow up healthy and strong There are things I need to grow up healthy and strong.
Connected	Children's internal maps for forming, maintaining and being in relationships are affected by their experiences of relationships throughout their lives. Negotiating relationships at school can be a source of stress when children have found them hard or unsafe in the past. Relationship with safe and consistent adults and peers form the foundation for change.	Children need to feel like they are connected. I need to feel like I am connected.
		Children need to feel safe and know about what makes a safe connection. I need to feel safe. I need safe connections in my life.
Enabled	All children can benefit from engaging in the process of understanding themselves more deeply. Learning to communicate feelings with each other enriches social cohesion. Making sense of our stories helps us to build coherent identities over time.	Children need to know more about what makes them who they are. I grow stronger as I learn more about what makes me, me.

Week by Week Delivery Summary

Week	Needs Statements	Week by week
1 Staged	Children's brains need support to grow and learn My brain grows upwards step by step	The brain week
2 Adaptive	Children need support to grow up healthy and strong There are things I need to grow up healthy and strong	The healthy body, mind, heart and spirit week
3 Predictable	Children need to know what they can count on I feel better when I know what is coming next.	The things we can count on hand week
4 Connected	Children need to feel like they are connected- I need to feel like I am connected	The connection week
5 Connected	Children need to feel safe- I need to feel safe What makes a safe connection? – I need safe connections in my life	The feeling safe week
6 Enabled	Children need to know more about what makes them who they are I grow stronger as I learn more about what makes me, me.	The feelings week with special guest Morty Monster
7 Enabled	Children need to know more about what makes them who they are I grow stronger as I learn more about what makes me, me.	The 'Me' week
8 Bringing things together and Sharing	A week to reflect and consolidate learnings, culminating in a sharing session on the final day of the program	The Reflective week

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This is what we really appreciated about the SPACE program- there is a lot of self-regulation, self-perception focus and the way that builds is quite holistic and organic.

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The students are very engaged as there are a lot of hands-on tasks and opportunities to be creative.

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The lesson plans - they were simple yet so effective! It seems like these will be easy to implement into the classroom!

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With a busy time report writing, it was great to have lessons planned that were high quality and relevant to the emotional growth of the students

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In term of Social and Emotional Learning it is all encompassing, it covers everything that we would want.

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