

## Frequently Asked Questions (FAQ)

### Northern Territory Social and Emotional Learning (NT SEL)

#### 1. What is NT SEL?

NT SEL refers to the combined use of two documents:

- **Resilience, Rights and Respectful Relationships** learning materials produced by the Victorian Department of Education and Training. This is the core teaching resource.
- **NT SEL Supplementary Resources**. These are contextualised support resources that are used in conjunction with the Resilience, Rights and Respectful Relationships learning materials.

#### 2. Where can I access the resources?

The suite of NT SEL resources can be accessed at:

<https://education.nt.gov.au/education/support-for-teachers>.

Resilience, Rights and Respectful Relationships (RRRR) learning materials can be accessed at:

<http://fuse.education.vic.gov.au>.

#### 3. Why should I teach social and emotional learning in my school?

Evidence shows that social and emotional learning:

- supports wellbeing
- increases connectedness
- reduces stress for students and staff
- increases prosocial behaviour.

Gains can be seen in improved behaviour, higher levels of attendance and engagement in learning, which can bridge gaps in learning acquisition and improve academic outcomes, all of which have positive effect in schools.

NT SEL provides students with opportunities to:

- identify and rehears skills necessary to understand and manage emotions
- feel and show empathy for others
- where and how to seek help
- develop strength in identity
- develop intercultural understanding
- establish and maintain relationships
- make reflective decisions.

These skills help students build connections with each other, their school and their communities.

#### **4. What do I do if the lessons/activities do not suit my cohort?**

It is recommended that Resilience, Rights and Respectful Relationships is taught in sequence. Within each NT SEL Supplementary Resource is a table mapping where the NT SEL activities best link to the Resilience, Rights and Respectful Relationships topics.

School leaders and educators are encouraged to utilise current knowledge of their cohort and collaborate with their wider school community to contextualise the resources. The NT SEL Implementation Guide for Schools also has a 'Link to other resources' section that can be used to adapt and enhance NT SEL.

#### **5. Can anyone in my school teach NT SEL?**

Yes, noting some concepts introduced in NT SEL can be challenging and an understanding of what adjustments best suit your cohort is essential. For this reason, schools are advised to be mindful of relief and short term staff.

NT SEL is best taught by a trusted adult that knows the students well. It is strongly recommended that assistant teachers and school support staff are involved in the implementation of NT SEL.

#### **6. Our school was involved in the trial of NT SEL. How are the final products different?**

You may notice some changes. The final products were refined through feedback provided by the trial schools.

#### **7. My school already has a social and emotional learning program. Do we need to change?**

There is no mandated expectation for schools to adopt NT SEL if they are confident that their current program is meeting the needs of their students.

However, schools are encouraged to familiarise themselves with NT SEL and ensure their school's program covers key topic areas of emotional literacy, personal strengths, positive coping, problem-solving, stress management, help-seeking, gender and identity, and positive gender relations.

#### **8. I have questions about NT SEL. Who do I contact?**

Student Wellbeing and Inclusion on (08) 8944 9257 or email [wellbeing.doe@nt.gov.au](mailto:wellbeing.doe@nt.gov.au).

Assistance is available to NT Government schools to contextualise the resources.