



Resources for home-supported learning

Supporting social and emotional learning as onsite learning returns

Students may feel disconnected from peers and teachers after a period of home-supported learning, and may benefit from additional SEL support in order to successfully transition back to onsite learning.

Approach summary

'Relationship skills' are one of five core competencies at the heart of social and emotional learning (SEL). These skills are the ability of students to interact positively with peers and adults, and to effectively navigate social settings.

Strong relationship skills are associated with capabilities such as the ability to:

- Communicate effectively
- Develop positive relationships
- Demonstrate cultural competency
- Practise teamwork and collaborative problem solving
- Seek or offer support when needed
- Negotiate and resolve conflicts constructively.

Students who have spent extended periods of time at home may have had fewer opportunities to utilise these skills and teachers may need to reinforce these skills when students return to the physical classroom environment.

Tips

- Brainstorm, demonstrate, role play and discuss good and poor communication techniques (e.g. eye contact, body language, active listening).
- Revisit and revise class norms or rules by having students generate ideas, discuss the pros and cons of different rules and why they are important (creating these with students is likely to build ownership and increase responsibility).
- Provide specific and focused feedback when students are demonstrating effective relationship skills to reinforce positive behaviours (e.g. 'I noticed that you helped Alex when he was stuck. Well done for asking if he wanted help').
- Find opportunities in learning tasks to reinforce relationship skills that have been the focus of explicit teaching, such as using reading comprehension tasks to prompt questions about the relationship of two characters.

What should I consider?

- Should you consider a brief transition phase to give students time to build their confidence and skills when they first return to onsite learning?
- Are there specific students that require additional or more targeted support?
- Are there particular relationship skills you want to develop in the classroom in preparation for any blended learning initiatives or further interruptions to onsite learning?

This resource has been developed from our Guidance Report [Social and emotional learning in primary school](#).