***The Power of Social and Emotional Learning: How Jenny Mosley’s Golden Model Promotes Skills and Competencies Necessary for PYP.***

The International Baccalaureate (IB) Primary Years Programme (PYP) has ambitious and essential aims for the welfare and success of all its students:

“The PYP prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child.”

A whole school approach which involves all students and adults is the best way to raise levels of social and emotional competencies and encourage positive behaviour for learning which then helps to bring different areas of the curriculum together and provide a continuum of experience for students and staff. Jenny Mosley’s Golden Model operates throughout classrooms, assembly halls, dining halls, playgrounds and staffrooms and is a tried and tested proven model that can meet many needs.

There are several key aspects to the model that support the aims of the PYP:

**Listening Systems and Student Voice – Promotion of Self-esteem**

“At the heart of happy, calm and successful schools are students who feel valued and respected for their social, emotional, creative and academic qualities.” (Jenny Mosley TES May 2015)

Central to this is listening - as genuine listening nourishes children’s sense of self and helps teach the fundamental values of respect and empathy. Jenny Mosley’s big passion is the listening system, Quality Circle Time (QCT), a specially-structured Circle Time session. During a QCT session, students practice speaking, listening, team work, discussions, negotiation, having fun, playing games and enjoying each other’s company. Improving social and emotional competencies works towards improving self-esteem and developing empathy and respect for each other, thus supporting the PYP aim of preparing students to have the capacity to participate in the world around them.

**Promoting Self-esteem and Self-confidence**

To promote self-esteem in others we do need to develop a strong sense of our own self. Children’s self-esteem develops through finding their own voice and QCT is ideal for this. Self-esteem and self-confidence cannot be learnt but, through good experiential opportunities such as Circle Time, can grow and develop. Activities are chosen to help children develop social, negotiation and teamwork skills – all great for promoting self-esteem and self-confidence, supporting the aims of the PYP and in particular focussing on the development of the whole child.

**Sharing Strong Moral Values and Promoting Positive Behaviour for Learning**

In the Golden Model, shared moral values are discussed and developed by the learning communities – they are called the Golden Rules. These usually focus upon respect, kindness, honesty, trust and hard work and they help children feel safe within emotionally secure guidelines – which is key for social and emotional development. Learning to live by a set of moral values can help build emotional resilience in children. The Golden Rules can be promoted through Circle Time discussions, games, assemblies, stories, by motivating, positive feedback to students. Most importantly, introducing and embedding the Golden Rules helps to create positive behaviour for learning which is central to accessing fully the PYP curricula and to inspiring active, caring, lifelong learners.

**Developing Emotional Intelligence**

Recognising emotions, learning about ourselves, setting goals, managing change, self-discovery, keeping things in perspective, learning about self-regulation and behaviour are all important skills for learning and for accessing the PYP. Through Quality Circle Time and the Golden Rules, the Golden Model provides opportunities for social interaction, speaking, listening and thinking to practice these competencies experientially. This will help with the development of the whole child and help students demonstrate respect for themselves and others.

**Enjoying Calm, Respectful and Fun Lunchtimes and Playtimes**

Lunchtimes and playtimes are important times in a child’s day. Teachers are usually absent and children may experience the freedom of being outdoors and leaving classroom rules behind. Happy, calm, active lunchtimes and playtimes can help children develop emotional resilience through physical activity and by using their social skills and having lots of fun. The QCT lunchtimes and playtimes module works on every aspect of this important time of the day and helps create calmness and efficiency in the dining halls and playgrounds. Students actively learn to participate in the world around themselves which is an aim of the PYP. Central to time in the playground is the empowerment of midday supervisors through training and resources and encouraging children to actively use their playtimes in constructive ways.

**Looking After Yourself and Your Team as a Practitioner**

To promote self-esteem in others we need to develop a strong sense of our own self so staff are also encouraged to work in circles with each other. Tired teachers are less inspiring - all too often teachers put others first. Yet to release excellence in others we need self-awareness and self-knowledge – and also oceans of energy! Staff energy is a top priority and to find this energy we need to tap into the wellsprings of our own humanity. I have developed the ‘Five Wells of Wellbeing’ and I encourage staff to create their own personal energy care plan based on balance and perspective.

Jenny and her team work individually with schools to create training programmes and to recommend resources to implement all the aspects of the Golden Model.

Jenny Mosley

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**About Jenny**

Jenny Mosley is a national and international author and trainer and acclaimed founder of the Quality Circle Time model. Jenny’s work and motivation has had an impact in thousands of schools in the UK and overseas. She wrote, for the DfE, the circle-time guidance for Early Years, Primary and Secondary SEAL. She also wrote the Happier Lunchtimes and Playtimes Guidance for the Primary National Strategy. She has published the first ever book on ‘How to Create Calm Dining Halls’.