

Khulisa's Social and Emotional Learning (SEL) Curriculum: Creating a high quality SEL Curriculum for delivery with KS3 Students in Secondary Schools in England.

About Khulisa

Inspired by our South African sister charity (founded in 1997), Khulisa means 'to nurture' in Zulu. We have been working in the UK for over 10 years, making prisons and schools safer and more nurturing environments. More information can be found [here](#) on our website.

Background and Rationale

During the ongoing Covid-19 pandemic, Khulisa rapidly diversified its service offerings to continue supporting the communities it exists to serve. As part of this, Khulisa developed and piloted a new digital Social and Emotional Learning (SEL) Curriculum. This SEL Curriculum was designed by Khulisa and delivered by 14 teachers to 500 students in Key Stage 3 in one partner school.

As we emerge from the crisis period, we have reflected on how much of our Covid-19 experience we want to leave behind and how much to take with us into the future. Based on the promising results of our first pilot SEL Curriculum, we plan to review, improve and formalise our offer in this area. We are seeking a SEL specialist to lead on this, supported by Khulisa's internal Head of Programme Design.

Why is Khulisa developing a SEL Curriculum?

Social and emotional skills play a crucial role in children and young people's development, enabling them to achieve positive outcomes in school, work and life in general¹. Social and emotional skills are not routinely taught on the school curriculum in England, yet research shows that they are important for academic

¹ Goodman, A., Joshi, H., Nasim, B., & Tyler, C. (2015) Social and emotional skills in childhood and their long-term effects on adult life. Early Intervention Foundation, London, UK.

attainment, and can lay the foundation for later skills development². Evidence also shows that teaching SEL can improve relationships between students and teachers, and that teachers can also enhance their own social and emotional learning³.

Khulisa aims to provide the training and materials needed for teachers and other relevant school professionals to be able to develop these crucial skills alongside their students as part of the school curriculum.

Target groups

- **School year groups 7-9 (KS3)** since this is an intense period of transition and adjustment. There is also relatively more flexibility for schools to fit an SEL Curriculum into timetables for these year groups.
- **Teachers working with students in years 7-9** to build their knowledge and skills, supporting them to enhance social and emotional learning through classroom-based approaches and lesson plans.

What is the Khulisa Social and Emotional Learning (SEL) Curriculum:

- A digital series of lessons and accompanying guides/materials on social and emotional competence, designed to be delivered by teachers in secondary schools.
- Based on the [CASEL](#) SEL framework.
- The design will be modular, with modules dedicated to specific Social and Emotional Skills (SES).
- The SEL Curriculum will be sequential, aligning with the neuro-sequential model which cuts across all of Khulisa's programmes – see Bruce Perry's Regulate, Relate, Reason model.
- The design of the SEL Curriculum will adhere to the highest possible safeguarding standards.

² Jones, S.M., & Bouffard, S.M. (2012). 'Social and emotional learning in schools: from programs to strategies: social policy report'. Society for Research in Child Development, 26(4), 3-22.

³ [CASEL](#) Guide to Schoolwide SEL

- Each lesson will be accompanied by clear guidance materials for teachers, inc. comprehensive lesson plans, activity guides, and general guidance for effective delivery, safeguarding and further referrals.
- Wherever possible and relevant, learning objectives will align to OFSTED standards/requirements.
- The curriculum design will be inclusive and culturally responsive, incorporating a wide range of students' lived experiences and cultural backgrounds.
- Design will be SAFE (Sequenced, Active, Focused, Explicit).

Anticipated Outputs of this consultancy

We are seeking a SEL Specialist to lead on the following areas of work:

1. **Inception and final agreement on Design Brief** – Upon project inception, the successful candidate will be presented with a clear, detailed Design Brief, outlining all overall outcomes targeted by the SEL Curriculum, alongside all practical considerations, such as Curriculum length and mode of delivery etc. This will be backed up by a Theory of Change.
2. **Review of external guidance on safeguarding and quality standards for SEL Curriculums** – The Consultant is asked to produce a short report, outlining all considerations and recommendations in this area. Please note, Khulisa has already conducted research into promising practice in SEL Curriculum design and will share this with the successful candidate at the start of this project.
3. **Review of Khulisa's existing pilot SEL Curriculum** to determine which materials we should reuse, and whether new content is required.
4. **Inclusivity review** to ensure that materials and content are culturally responsive, incorporating a wide range of students' lived experiences and cultural backgrounds. The Consultant is asked to produce a short report, outlining all considerations and recommendations in this area.
5. **Creation of all content**, activities and supporting materials for teachers, inc. lesson plans and guides.
6. **Creation of one pre-implementation training module for teachers** – A maximum 90 minute session to introduce the SEL Curriculum, accompanied by an implementation guide for facilitators (this is likely to be delivered by the internal Khulisa delivery team).

7. **Visual design and digital platform set-up** – please note that we are ideally looking for someone with the ability to complete these tasks. However, we are willing to recruit additional capacity to support this if needed, depending on the focus area of the successful candidate – please see the section on **‘Who are we looking for?’** below.

Anticipated Process and Timeframes

This is an indicative process, but we are aiming to deliver the completed design by September, 2023.

- **June – July 2022: Step 1 – Review of Khulisa’s existing pilot SEL Curriculum** to gather all materials that will be re-used as well as carry out research into Safeguarding, quality standards and inclusivity for SEL.
- **July – August 2022: Step 2 – Define & Design** – Consultant develops the materials for the SEL Curriculum, with some support from Khulisa’s Head of Programme Design.
- **July–August 2022: Step 3 – Feedback loop 1** – Content is reviewed by Khulisa team members and any revisions are made with a swift turnaround time.
- **August–September 2022: Step 4 – Visual Design** – (*desirable*) Upload the material into our digital platform and finalise the graphic design and images, using our brand themes and colours. – Note: Khulisa can recruit a separate graphic designer for this if needed.
- **September 2022: Step 5 – Creation of pre implementation training for teachers** – this is expected to be a session of 90 minutes (maximum) to introduce the SEL Curriculum to teachers. It will be delivered either by a Khulisa member of staff, or will be made available to schools via video.
- **Presentation of materials to Khulisa** – When the materials are ready to be delivered, the consultant will deliver a final in-house training session to go through the materials with the internal Khulisa team.

Budget

We have a total budget of **£5,000** available for this project, inclusive of consultancy fees, any taxes and consultant expenses.

Who are we looking for?

Khulisa is looking for an experienced SEL Specialist to work in partnership with us on this project, expertly guiding us through this process. The ideal partner will have the following skills and experience:

Education:

- Bachelor's degree in a relevant field, for example Education, Social Work, Psychology, Counselling, Dramatherapy, Psychotherapy or a related subject;
- Master's degree in a relevant field – for example, Education, Social Work, Psychology, Counselling, Dramatherapy, Psychotherapy or a related subject – preferred but not essential;

Experience Required:

- Minimum of five (5) years of relevant professional experience is required – ideally including the following:
- Experience developing and facilitating professional learning
- Experience providing coaching and technical assistance within the education sector
- Experience planning, implementing, and progress-monitoring complex projects
- Experience with developing programmes using the [CASEL framework](#)
- Experience developing Social and Emotional Learning interventions for young people
- Experience developing Train-the-Trainer interventions
- Experience in a classroom teaching position, and/or working in or with teachers/ in a secondary education system with a focus on social, emotional, and behavioural supports strongly preferred.

Knowledge, Skills, and Abilities:

- Deep knowledge of evidence-based and promising equity-focused, trauma-engaged practices for developing students' social and emotional competencies, building relationships between school stakeholders, and increasing student engagement;

- Solid experience or understanding of the UK education sector – expert understanding of the UK youth and criminal justice sectors is a significant bonus;
- Strong communication skills (speaking – including presentations – listening, and writing);
- Passion and urgency for the critical role of SEL in improving the lives of young people;
- A commitment to ethics and a passion for the highest possible quality of safeguarding;
- Ability to distil and summarise complex information in a way that is clear, accessible and concise;
- Solid project management skills.
- Ability to use graphic design programmes like Canva or Adobe (desirable)
- Ability to upload and set up materials in online platforms, such as [EdApp](#) (desirable)

To Apply

Please share a short proposal of no more than 4 pages with Khulisa’s Head of Programme Design at deepti@khulisa.co.uk by **10AM UK-time on Monday June 27th, 2022**.

We are looking for proposals including the following information:

- Names, roles and CVs of all consultants to be involved (CVs can be added as an appendix but we appreciate if these are kept to a maximum of 2 pages per CV);
- A short overview of your anticipated approach;
- A brief summary of your skills, suitability and experience for this project;
- Your proposed fees and budget;
- Details of two referees (to be contacted only for successful candidates).

We welcome the relevant addition of any work samples for similar projects you have undertaken, if you have permission to share.

Feel free to contact deepti@khulisa.co.uk if you have any questions in advance of the deadline. Thank you for your interest in supporting Khulisa to develop our SEL curriculum.