

DIVERSITY

Defined.

Y

for Youth

Understanding and developing socio-emotional skills

We must ensure all young people have an equitable opportunity to develop socio-emotional skills as these are evidenced to have positive life-long effects.

“ At the College, we focus on specific, intentional, and measurable staff and volunteer practices that support young people’s socio-emotional skills - skills such as teamwork, responsibility, or empathy. ”

YMCA
GEORGE WILLIAMS
COLLEGE

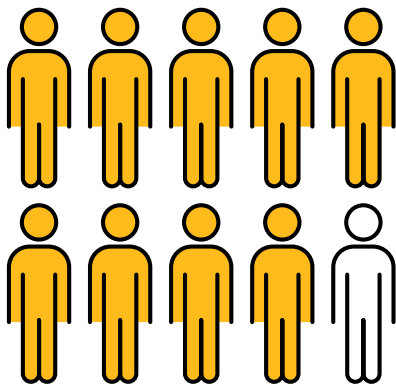
Written by, **YMCA**
George Williams College

By nature, these practices can also promote inclusivity, young people’s agency and voice, and cultivating understanding of and respect for cultural differences that exist in the world around us.

This focus on socio-emotional skill development is grounded in a belief that consistently measuring (and improving) quality practice helps to create more equitable environments for young people; supporting the growth and development of all young people in environments that feel consistently safe, supportive, inclusive, and engaging, and that meet young people ‘where they are at’.

We know from our own research that providing quality environments for youth development correlates to gains in positive outcomes (YIF, 2020)

and we prioritise socio-emotional skills in our work because we believe they are vitally important for young people to develop; centring young people's experiences and voice to support them to thrive in their lives today, alongside successful transitions to adulthood and positive life outcomes.



Almost 9 in 10 teachers

think all children would benefit from a greater curriculum focus on emotional and social skills*

*Pearson School Report - April 2022.

When these quality staff and volunteer practices are measured against a common set of standards, and analysed alongside other data types such as user, engagement, feedback, and outcomes data, it supports us all to maintain a focus on who is and is not accessing and experiencing high quality provision and positive change in their lives. By designing programmes that all young people engage in and benefit from, and measuring how well we do that for all young people, we start to build the equitable youth development eco-system (Akiva and Robinson, 2022) needed for societal change.

This helps us to see evaluation as a dynamic and reflective practice that supports continuous quality improvement, as well as outcomes and equity for young people – aligning strongly with the core principles of reflective youth work practice and youth provision.

Get involved by sharing your thoughts on what diversity in education means to you.

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#DiversityDefined