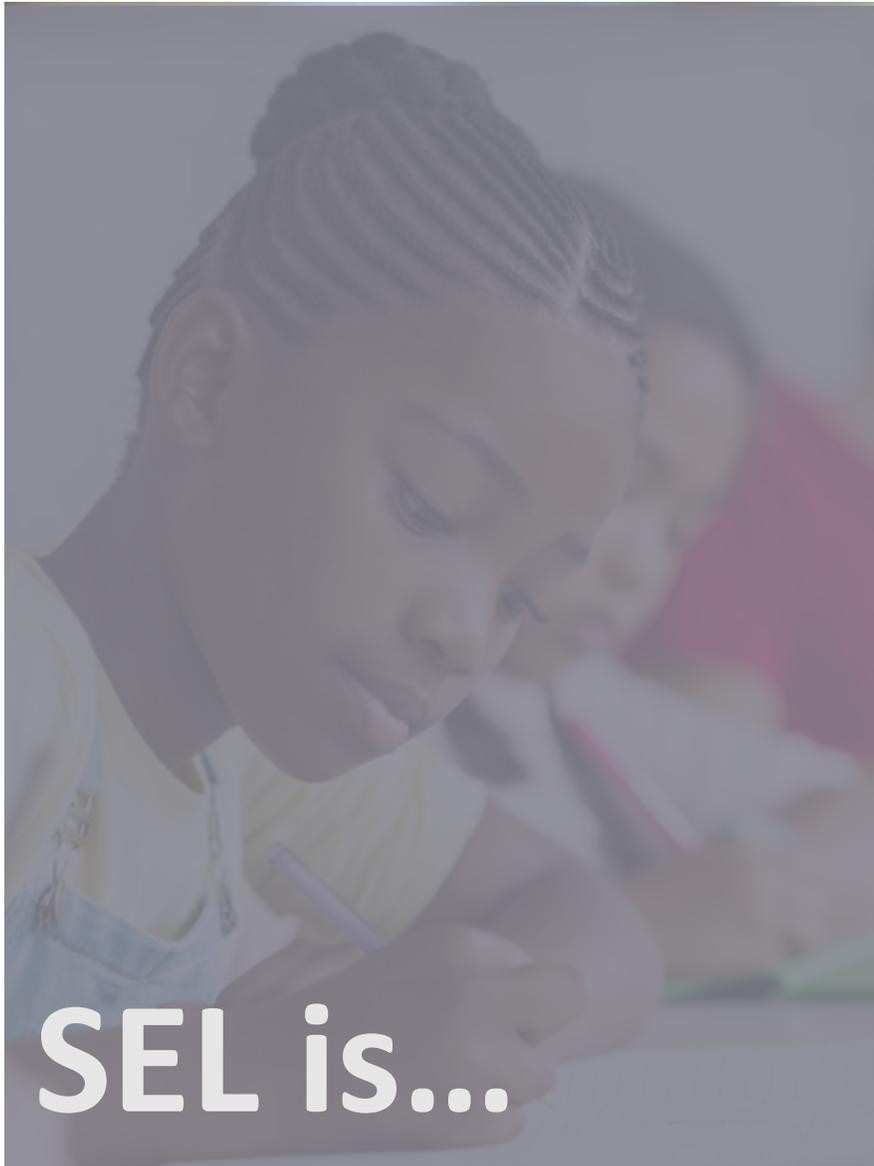


Social Emotional Learning

Ministry Of Education Mental Health in Schools Strategy

<u>Key Principles</u>	<u>Cultural Responsiveness and Humility</u> <u>Proportionate Responses and Supports</u> <u>Trauma Informed Practices</u> <u>Strengths Based Approaches</u>		
<u>MENTAL HEALTH IN SCHOOLS STRATEGY</u>			
<u>Strategies</u>	<u>Compassionate Systems Leadership</u>	<u>Capacity Building</u>	<u>Mental Health in the Classroom</u>
	<ul style="list-style-type: none">• <u>Compassionate Systems Leadership</u>• <u>Adult Well-Being</u>	<ul style="list-style-type: none">• <u>Mental Health Literacy</u>• <u>Social and Emotional Learning</u>• <u>Resilience</u>• <u>School Connectedness</u>• <u>Play</u>	<ul style="list-style-type: none">• <u>Comprehensive School Health</u>• <u>Core Competencies</u>• <u>First Peoples Principles of Learning</u>• <u>Physical and Health Education Curriculum</u>



SEL is...

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

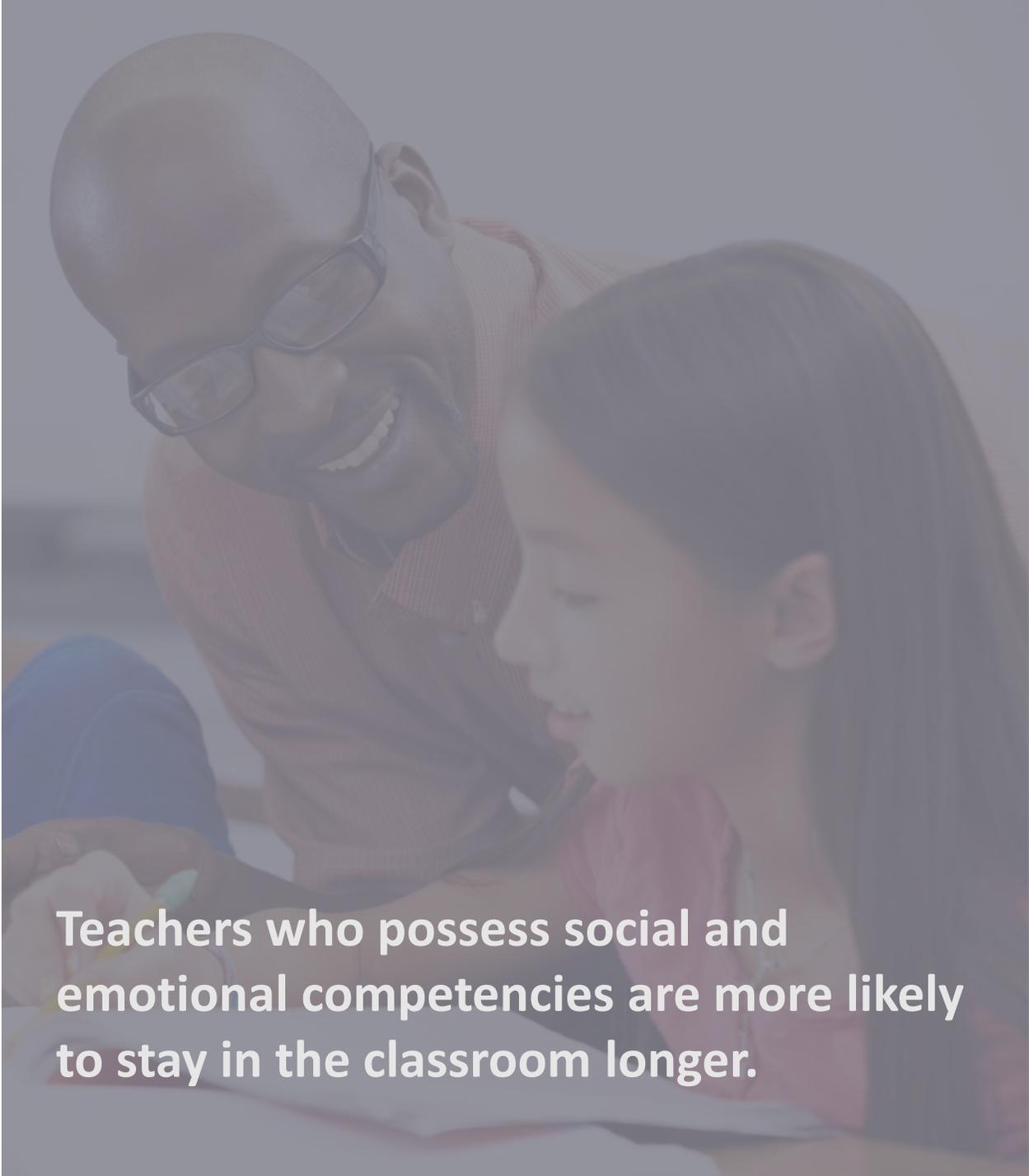
Why SEL.....

- improved academic outcomes on both classroom and standardized test
- Reduced classroom “behavioural” problems
- Increases the feeling of safety and belonging in school
- Reduction of bullying reported by students
- Increase in attendance
- Social and emotional skills help with improved lifetime outcomes (increase stable employment in youth)
- Improved attitudes about self, others and school
- Reduce in drug use
- Reduction in mental health issues including later in life
- Our SEL competencies contribute more to our life success than our IQ

SEL benefits for adults

- Teachers with high levels of social competence are better able to protect themselves from burnout
- School leaders with strong SEL build and maintain positive and trusting relationships
- Adults who can recognize, understand, label, express and regulate their emotions are more likely to demonstrate patience and empathy
- Emotional skills of educator's influence student conduct, engagement, attachment to school and academic performance

Source: Jennings, P.A. & Greenberg, M.T. (2009) *The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes*. American Educational Research Association.

A photograph of a male teacher with glasses and a female student sitting at a desk. The teacher is leaning over the desk, smiling warmly at the student. The student is looking down at a book or paper on the desk. The background is slightly blurred, showing other people in the classroom.

Teachers who possess social and emotional competencies are more likely to stay in the classroom longer.

THE CASEL 5

Five broad, interrelated areas: pillars



self-awareness



self-management



social awareness



relationship skills



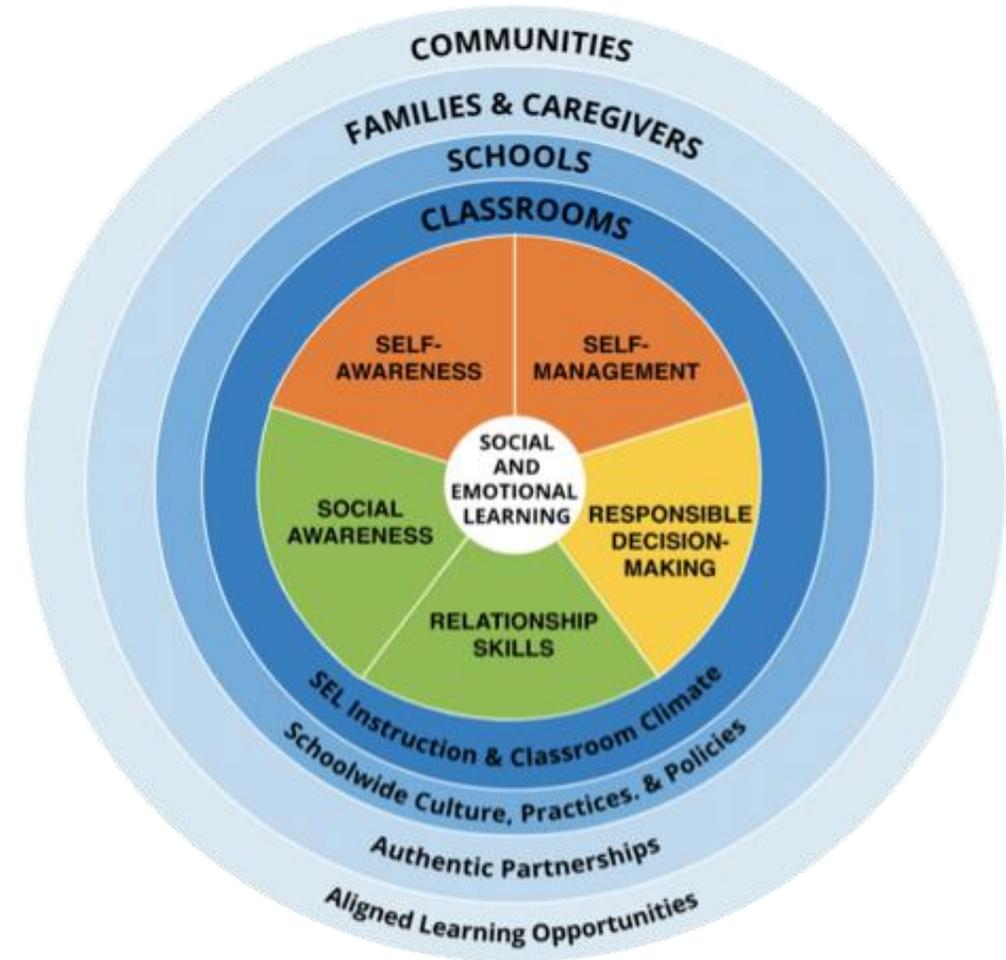
**responsible
decision-making**

SELF-AWARENESS

The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

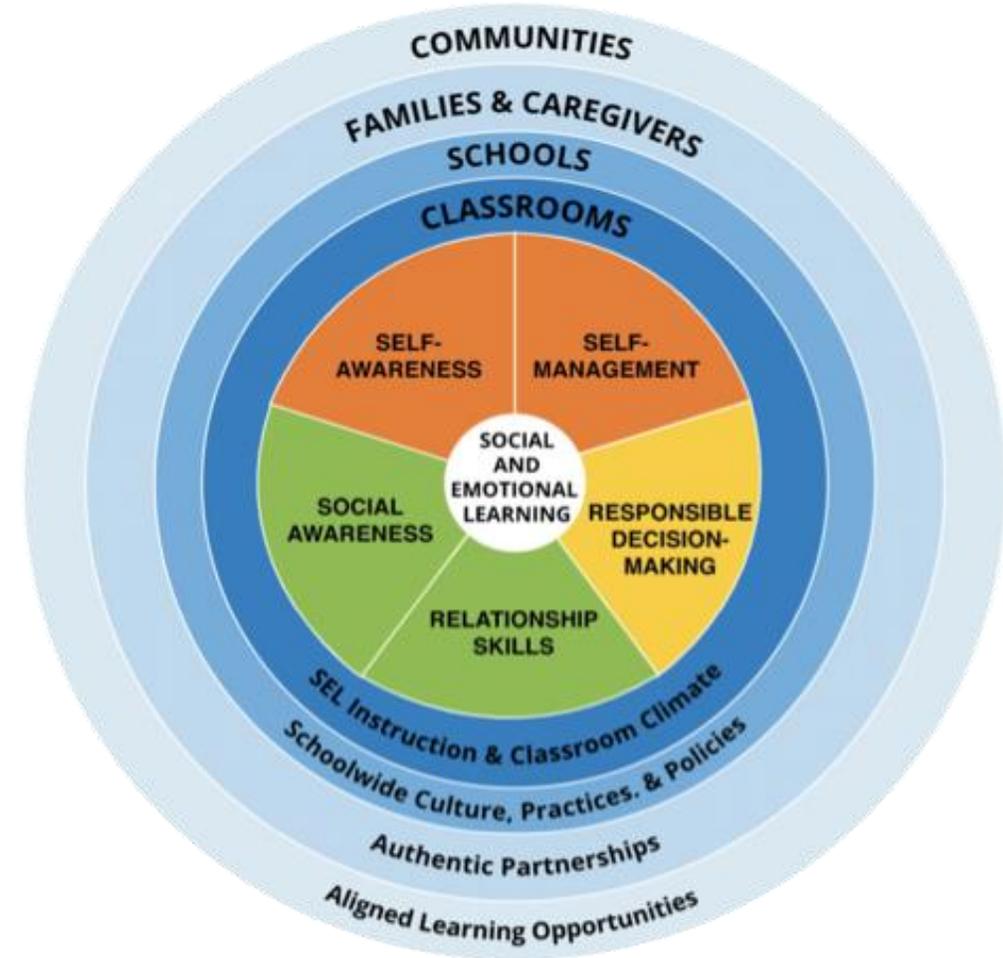


SELF-MANAGEMENT

The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

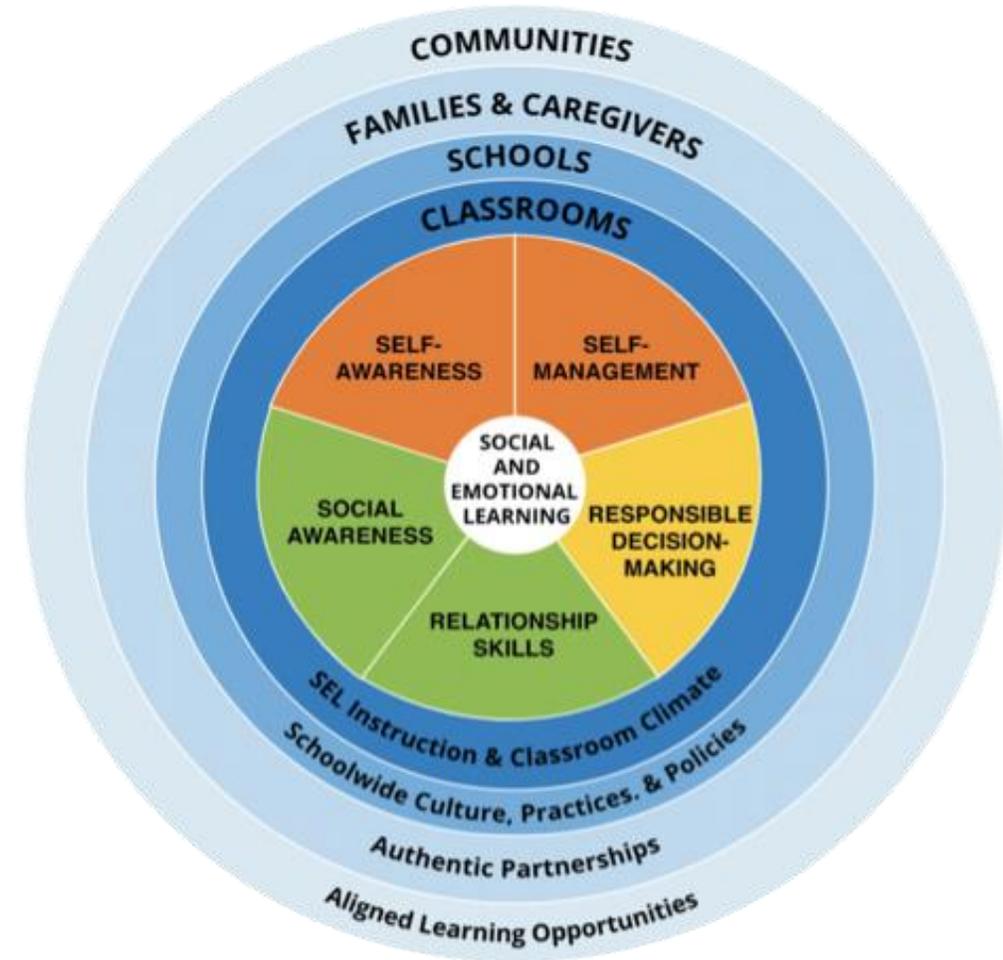


SOCIAL AWARENESS

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.

Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations and systems on behavior

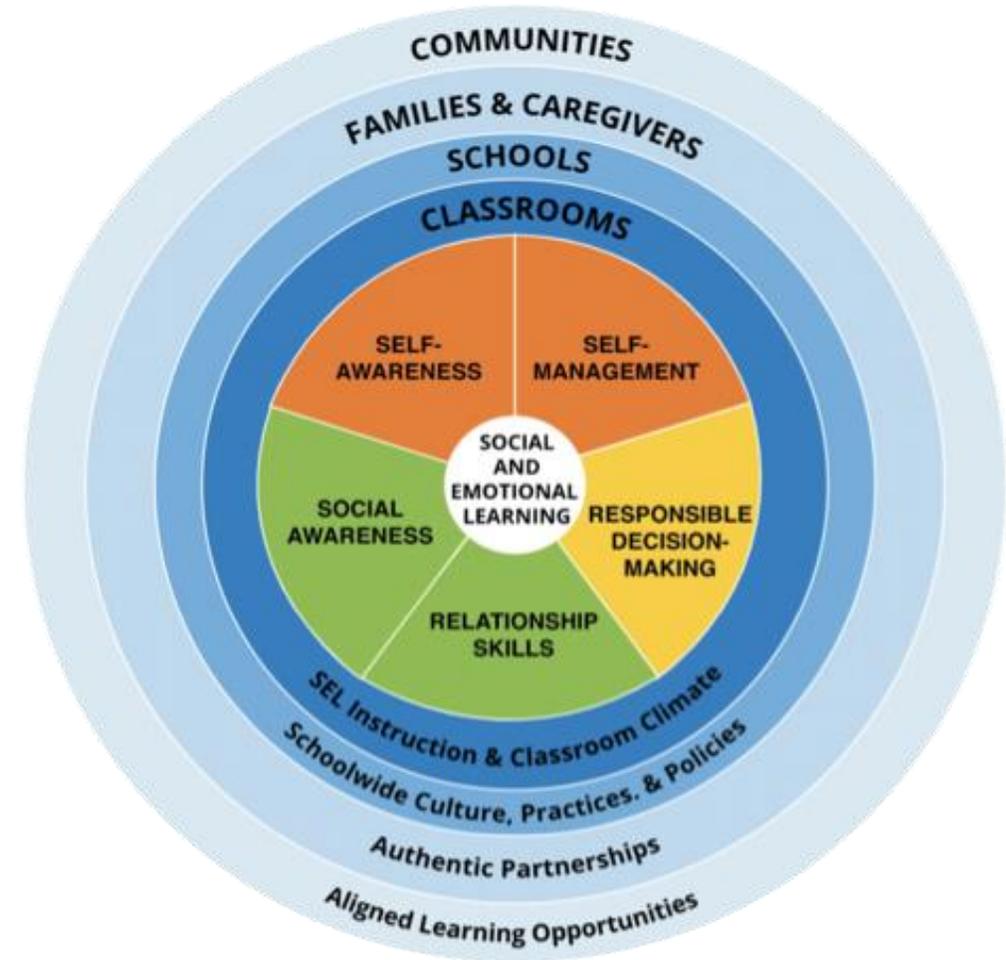


RELATIONSHIP SKILLS

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

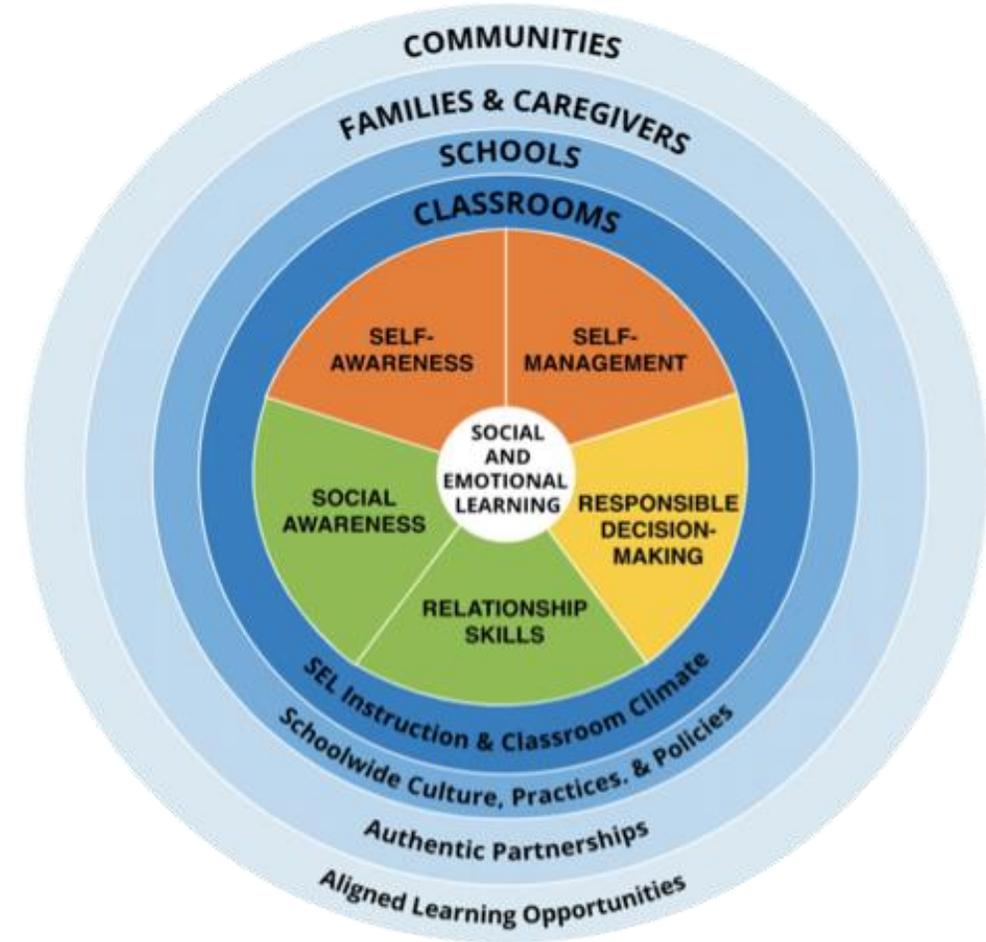


RESPONSIBLE DECISION-MAKING

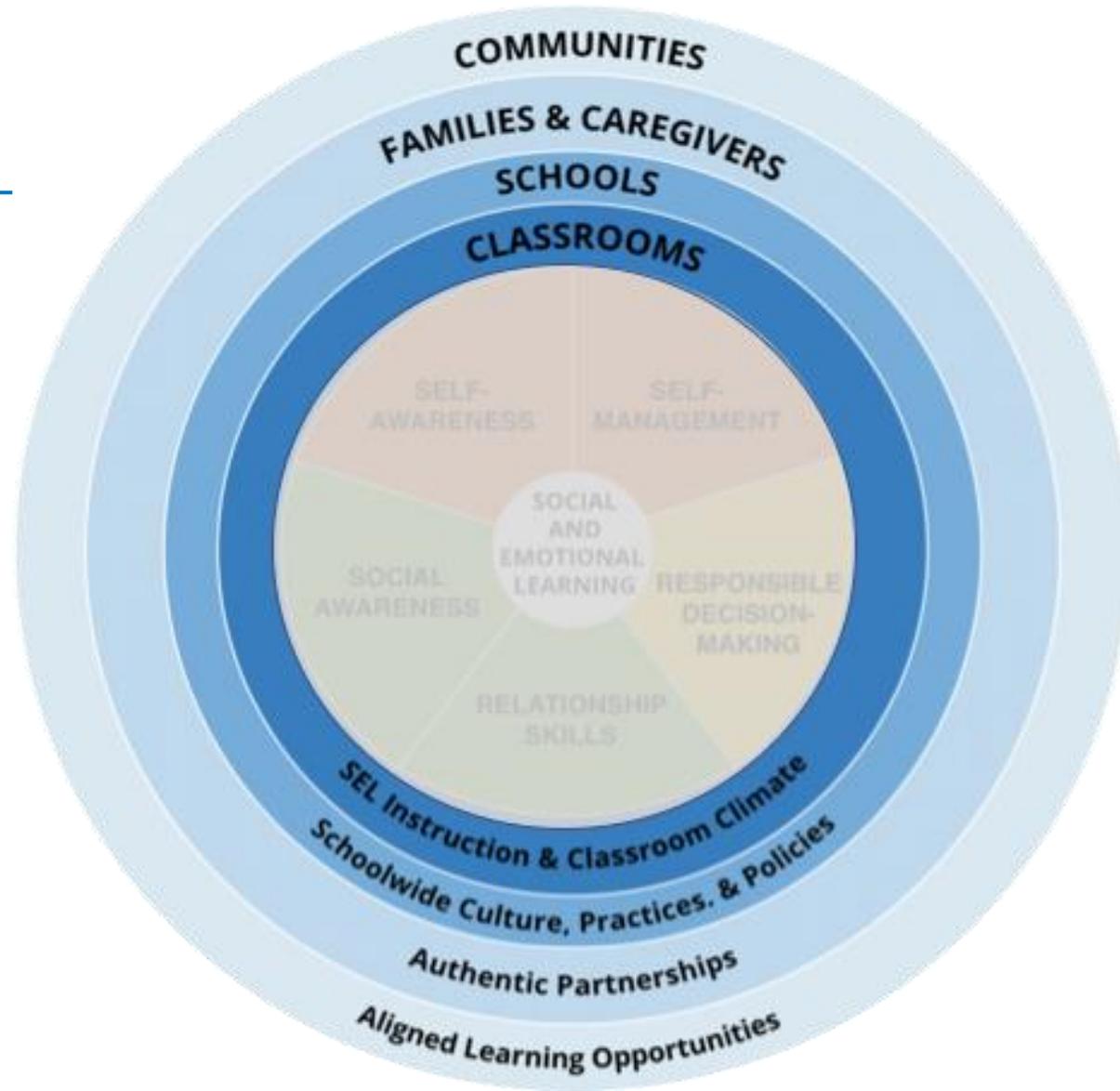
The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

Such as:

- Demonstrating curiosity and open-mindedness
- Learning how to make a reasoned judgment after analyzing information, data, and facts
- Identifying solutions for personal and social problems
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside and outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts



The Key Settings...



Indicators of Schoolwide SEL...



CLASSROOM

-  Explicit SEL instruction
-  SEL integrated with academic instruction
-  Youth voice and engagement

SCHOOL

-  Supportive school and classroom climates
-  Focus on adult SEL

FAMILY

-  Supportive discipline
-  A continuum of integrated supports

COMMUNITY

-  Authentic family partnerships
-  Aligned community partnerships
-  Systems for continuous improvement

SEL leads

- SEL leads in Elementary-Highschool
- We are meeting ~every 4 weeks
- Each SEL lead has chosen a pillar they would like to work on in their class
- They each completed a survey to begin the data collection of where we are now
- SEL is on the agenda for schools with the SEL leads leading the discussion
- The journey is approximately 2-5 years; beginning in the classroom and moving to a broader schoolwide, parent community and community partner approach

Next Years Focus



Continue with SEL Leads and add an additional “pillar” to their portfolio



At the school level, have SEL be part of the school goals where the school focuses on a pillar



Have schools complete the survey for their pillar and begin data collection

Journey Ahead

Implementation of SEL alongside Trauma Informed Practice is a “lens” shift for education

The journey is 2-5 years for implementation (according to research)

A study out of Columbia University showed an 11:1 (dollar return) with the implementation of SEL programs

Core Competencies in BC curriculum



Overlap between SEL and Core Competencies

