

CONNECTING THE DOTS: SOCIAL EMOTIONAL LEARNING



Connecting the dots of the various Social Emotional Learning (**SEL**) frameworks, programs, methods and strategies that support educators in the teaching of **SEL** will help us to implement it in a holistic and meaningful way. This video was created to highlight the significance of **SEL** as a curricular umbrella under which the big work of mental health and wellness lives.

KEY UNDERSTANDINGS ABOUT SEL:

SEL is an area of focus in our District Strategic Plan

SEL is a protective factor for positive mental health

SEL fosters knowledge, skills, and attitudes across the 5 domains of: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. (CASEL Model)

SEL helps to establish equitable learning environments and coordinate practices across the settings of classroom, school, family, and community to support students' social, emotional, and academic development.

SEL occurs through everyday activities and interactions, as well as through structured programs and resources.

VIDEO: CONNECTING THE DOTS: SOCIAL EMOTIONAL LEARNING

- Please use this video to initiate conversations, networking and sharing to unpack the “WHY” that drives our teaching of **social emotional learning**. [ACCESS VIDEO HERE](#)

PRE-VIEWING QUESTION:

As you watch the video, think about what stands out to you?

POST-VIEWING QUESTIONS:

- Did the video affirm what you already know about SEL?
- Did you learn anything new? What were your “a-ha” moments?
- How does SEL live in your school? (examples may be in the context of school goal(s), daily implementation, specific programs, explicit vs implicit instruction/strategies, BC Curriculum, school culture and values, First Peoples Principles of Learning, etc.)
- Considering your own SEL practice, what is one thing you can start doing right away? In partners, share your SEL intentions; plan a follow up 1 week’s time to see how it’s going. Reflect on your SEL progress at the next staff meeting.

NEXT STEPS:

In an effort to continue your SEL work it is suggested that 10-15 minutes of your monthly staff meetings be committed to engaging in purposeful **SEL** conversations and exploration. You may also consider a half-day school-wide Pro-D focusing on **SEL**. Below are some ideas and resources to support these initiatives.

Article

[What Does Social Emotional Learning Really Mean?](#)

by Justina Schlund - This is a resource to review and connect to previous SEL conversations



Slide Deck and Discussion Questions

[Social Emotional Learning: Connecting the Dots](#)

Use the SEL slides and accompanying questions/prompts to continue your SEL conversations; review 1 slide per staff meeting or use the whole deck to support SEL dialogue at a school-wide Pro-D.



SEL Data

For elementary and middle levels: Refer to your EDI, CHEQ or MDI data to develop and implement *data driven SEL interventions*

For secondary: [Access the Adolescent Health Survey \(AHS\) South Vancouver Island](#) data or your own internal data (e.g. school survey) to develop and implement *data driven SEL interventions*

Questions for all levels:

1. Do you have an SEL school goal? What is it? If not, what questions do you have about SEL in your school community? Consider generating an inquiry question on which to focus your SEL work.
2. Can you connect data collection to your school goal or inquiry question?
3. How might you use your data to move SEL forward in your school?



SD61 SEL RESOURCES AND LEARNING OPPORTUNITIES 2021-2022

A wide range of SEL resources, programs, and professional learning opportunities are available in our district. Below are some examples for you to access:



K-12 Resources



- [SEL Webpage with Resources](#)
- [List of 25 Easy Ways to Embed Social Emotional Learning \(K-12\)](#)
A list of simple strategies to support building SEL opportunities into our day-to-day instruction and interactions in a meaningful way.
- [2x10 Video \(K-12\)](#)
The 2 x 10 intervention helps to build staff-student relationships, reinforce positive behaviours, convey genuine support, and improve the broader climate and culture of the school community.
- [Spirit of Alliances \(K-12\)](#)
A quadrant model that uses animals to signify four essential components of education
- [Early Learning Framework](#)
The Framework provides a focal point for dialogue and creates a common language and greater understanding of the vital importance of early learning for all young children (pages 67-74 -Well being and belonging)

District Supported Resources

- [Second Step \(K-8\)](#)
- [Ease\(K-7\)](#)
- [Mental Health Literacy \(Grades 8-12\)](#)
- [Y Mind Teen \(Grades 8-12\)](#)
- [Physical Literacy](#)



Professional Learning Opportunities

- [Engaging all learners in secondary school webinar series](#) (2020-2021)
- [Engaging all learners in the middle years: equity, diversity and inclusion series](#) (2021-2022)
- [Engaging all learners in the middle years webinar series](#) (2020-2021)
- SD 61 Early Learning and Elementary Conference
Jan 28. 2022 (more information to come)

