

## SOCIAL and EMOTIONAL LEARNING

The heart of SWPBS

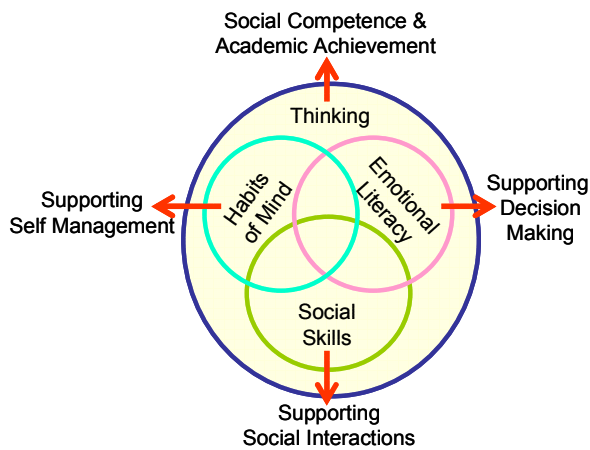
### Social & Emotional Experience

We are fundamentally social and emotional beings:

- Most (all?) actions and experiences have social and emotional aspects
- All interactions have social and emotional aspects, thus
- All interactions are opportunities for social and emotional (teaching and) learning

**Explicit** knowledge requires **tacit** knowledge  
Tacit knowledge is derived from **experience**

### The Four Dimensions of SEL



### Social & Emotional Learning

1. **Thinking** – understanding key factors contributing to success & well-being for all
2. **Emotional literacy** – informing decision making based on recognising and responding to significant emotional experiences in self & others
3. **Social skills** – enabling successful social interactions
4. **Habits of Mind** – successful self management  
Long term sustainable approaches to life's challenges and achievements

### Mapping SEL at Our School

We have the following explicit (or tacit)

- Expectations:
- Rules:
- Programs (SEL):
- Pedagogies:
- Practices, e.g., *active supervision...*
- Problem solving methods

### Indicators of social and emotional learning

- **Fewer** incidents/issues
- **Faster resolution** / recovery
- Incidents/issues are **less serious**
- **Transference** of learning into new situations

## 1. Thinking

Thinking that is consistent with the shared expectations derived from **community and society**

### **Three basic social/school rules:**

- No harm (care) – self, others, property
- No disruptions (consideration) – work and play
- No offense (courtesy) – other community members

### **School Expectations**

Example: *“Be safe, Be your best, Care for the rest”*

## 2. Emotional literacy

- **Awareness** of “experience → thoughts → feelings”
- **Recognising** emotions/feelings and intensity
  - In self
  - In others: friends, story characters...
- **Naming** feelings – *“happy, sad, fear, anger, shame...”*
- Naming the **intensity** of feelings – vocab & awareness
- **Expressing** feelings
  - **Verbal:** *“I feel....”*
  - **Non-verbal** – using body language
- **Matching** feelings to experience – thinking about...
- **Predictions** how feelings may change
- **Mistakes** we often make about feelings

## 3. Social Skills

### **Categories of social skills**

- Self awareness
- Social awareness
- Self management
- Relationship skills
- Responsible decision making

### **Examples of Social Skills**

- Cooperation
- Assertion
- Responsibility
- Empathy
- Self-control
- Dealing with conflict
- Showing respect
- Staying relaxed
- Attentive listening
- Making conversation
- Empathy
- Self disclosure
- Eye contact
- Building friendships
- Keeping friendships
- ...

**Note the link between social skills & values!!**

#### 4. Habits of Mind (from [YouCanDoIt!!](#))

- Accepting Myself
- Taking Risks
- Being Independent
- I Can Do It
- Giving Effort
- Working Tough
- Setting Goals
- Planning My Time
- Being Tolerant of Others
- Thinking First
- Playing by the Rules
- Social Responsibility

#### Intended outcomes of HoM?

- **Confidence: academic & social**
- **Persistence**
- **Organisation**
- **Getting Along**
- **Resilience**

#### 5. Pedagogies for SEL

Common SEL pedagogies include

- **Quality teaching** - supporting learning as a social and emotional endeavour
- **Literature studies** - all good literature includes social and emotional content
- **Active supervision** - engaging with students in a range of contexts
- **SEL programs** - using some of the many available programs to specifically address social and emotional learning
- **Topics and themes** - structured learning sequences focusing on chosen social and emotional matters
- **Mentoring, coaching, supporting...**
- **Meetings, circles & conferences** - engaging collaboratively around social and emotional matters
- **Expectations** - embedding explicit social and emotional expectations in the life and work of the school
- **Values, rules, regulations** – guiding actions
- **Structures, organisation, policies** – enabling action and interaction
- **Problem solving**, responses and consequences
- **Discussion, negotiation, mediation, arbitration...** to resolve issues
- **Restorative processes** – inquiry, circles...
- **Counselling, therapy** and other support services
- **Acknowledgements** greetings, feedback, tokens, celebrations...
- Home and community **collaboration**
- ...

#### 6. The future of SEL in our school

**Our goal** is to integrate social and emotional learning into

- all activities, working relationships and interactions
- the school's acknowledged curriculum
- all teaching and learning experiences
- all aspects of the life and work of the school
- and its engagement with its families and community

#### Intended outcomes

- Success and well-being for, all now and in the future
- The school as a rich, strong purposeful and supportive community in its own right

#### SEL ACTION PLAN

##### Governance group (including the **Principal**)

- develop shared school-wide **expectations**
- make **data** available to decision makers
- promote and endorse good **practices**
- develop school **systems** to enable SEL

1. Identify a working group to take initiative.
2. Provide resources & support
3. Monitor needs and progress
4. Keep staff, students and the school community informed of purposes, progress and achievements

##### The **SEL working group** – using Solution Focus

1. **Reach a shared understanding** of SEL
  - What brought us here?
  - What SEL could mean in our school
2. **Consider the ideal** SEL school
  - Rate the school's current SEL provision on a scale of 1 to 10
3. **If this ideal was achieved** (10/10)
  - What differences would we notice
4. **Review** the current situation
  - Map: What is in place? For whom?
  - What things are working well?
  - What things are working but could be improved?
5. **Next steps**
  - How might you raise the SEL provision by one or two rating points
  - What resources do we have at hand
6. **Do it**
  - **Learn** from the difficulties encountered, **celebrate** and continuously **improve** on what is achieved
  - **Plan** your next steps: who will do what, why, when, how, how you will know the outcomes...
  - **Do it**
  - With the help of the stakeholders, **study** your actions and the outcomes achieved, the constraints encountered...
  - Improve on what is achieved – goto to 1.