Social-Emotional Learning

Social-emotional learning is a process for learning life skills, including how to manage emotions, develop healthy relationships and make wise decisions.

Key understandings

According to the Collaborative for Academic, Social and Emotional Learning (CASEL), students gain vital skills through social-emotional learning, including the ability to:

- set and achieve goals
- recognize and manage emotions
- form and maintain relationships
- show concern and care for others
- make responsible decisions
- prepare for, handle and recover from challenging situations.

Social-emotional learning:

- enhances academic performance
- strengthens healthy relationships
- can help schools address important challenges, such as reducing bullying behaviour, social isolation and peer aggression
- can build protective factors and enhance the mental health of all students.

"Developing the capacity for healthy relationships is essential to healthy development. Building this capacity depends upon positive relationship experiences which create positive expectations, and in turn, skills, competencies and abilities.

Dr. Danielle Quigley, PREVNet"

Questions for discussion

- What do you consider the most important skills needed to form healthy relationships?
- How can school staff create a common language for talking about and teaching social-emotional skills? Why is this important?
- What opportunities are there for explicitly teaching social-emotional competencies in the program of studies at your grade level?
- What are some untapped opportunities throughout the school day that could be used to promote social-emotional learning?
- What school-wide approaches are currently being implemented that could be leveraged to better support social-emotional learning?

Research

The CASEL website (www.casel.org) highlights current social-emotional learning research and offers an online library of related resources.
Building a Shared Understanding

Social-Emotional Learning

**Taking the Pulse**

*at the school and authority level...*

**Assessing system readiness**

- How is data being used to help inform planning for social-emotional learning at the classroom, school and jurisdictional level?
- What expertise and resources are available to support implementation of social-emotional learning at the school and jurisdictional level? What expertise and resources are available in the community?
- How is your school authority supporting professional development related to social-emotional learning?

*(Adapted from *A Guide to Support Implementation: Essential Conditions*, [www.essentialconditions.ca](http://www.essentialconditions.ca))*

**Curriculum Links**

The current K-9 *Health and Life Skills* and senior high *Career and Life Management (CALM)* programs of study directly address many aspects of social-emotional learning.

**For more information**


> Learning how to get along with others and maintain healthy relationships is as critical as learning how to read and do math. It is only through strong, healthy relationships that children and youth will be prepared to be the partners, parents, employees, and leaders of tomorrow.

*Dr. Debra Peplar, Scientific Director, PREVNet*

**Alberta Examples**

The Society for Safe and Caring Schools & Communities is a centre for knowledge that fosters effective networks and partnerships to improve the quality of life for all Alberta children. This non-profit society has developed a *Toolkit for Social-Emotional Learning* that includes information on:

- Choosing Literature to Support Social-Emotional Learning
- Choosing Student Materials to Support Social-Emotional Learning
- Choosing School-based Programming Intervention.

Also, check out the Blog tab ([http://safeandcaring.ca/blog/](http://safeandcaring.ca/blog/)) on The Society for Safe and Caring Schools & Communities’ website ([http://safeandcaring.ca/](http://safeandcaring.ca/)) for a number of informative posts on different aspects of social-emotional learning.

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