Adult Social Emotional Learning & Cultural Competence

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Emotional Check-In

- Before we begin, we must STOP!

- How are you feeling right now?
  - Be specific "good" and "bad" are not descriptive

- Take a Slow, Deep, Breath

Amazed	Foolish	Joy
Hurt	Sad	Loving
Annoyed	Insecure	Irritated
Confused	Silly	Excited
Happy	Shocked	Foolish
Nervous	Proud	Worried
Depressed	Energetic	Terrified
Satisfied	Motivated	Ashamed

Emotions & Learning

- Educators are one of the key socializers of children's emotional development
  - Direct impact on development of children's social & emotional abilities

  - Manage the emotional climate of the classroom & school environment

Educators Social Emotional Competence

- Educators with appropriate social emotional competence abilities:
  - Less likely to experience teacher burnout
  - Create positive learning environments
  - Promotes positive educator-student relationships

- **How can educators do SEL work, if they are not aware of their own emotions?**

Educators' Emotionality

- Educator stress and burn-out impacts
  - Educator mental health

  - Quality of the classroom environment

  - Reduces students learning

Educators' Emotionality

- How do you handle stress?

- First, **Identify** your stress

- Next, Identify how best to **Manage** your stress

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SEL as the Foundation

INTENTIONALITY!

- SEL should be the center of schools
  - Effective SEL teacher training, pre-service & professional development,
  - Faculty & School Meetings
  - Interactions & Communications

- Normalize emotional & social lives of **educators**

Supporting Adult SEL

- Creating structures that support collaboration & relationship building
  - Establishing norms for interactions

- Promotion of educator **reflection** thru discussion
  - Modeling, feedback, suggestions

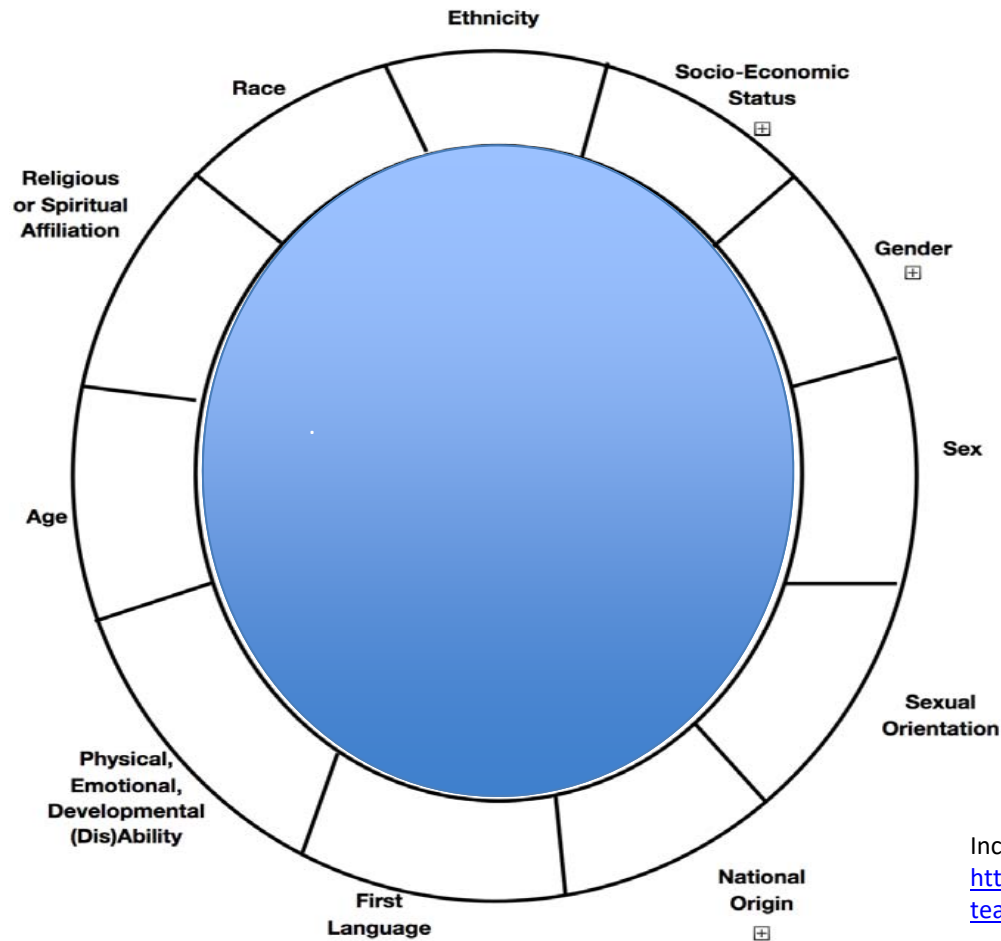- Equity work requires self-reflection

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Self-Reflection: SEL Self-Awareness

- Issues of sameness, difference, and power affect our interactions with colleagues, students and families

Who are you?
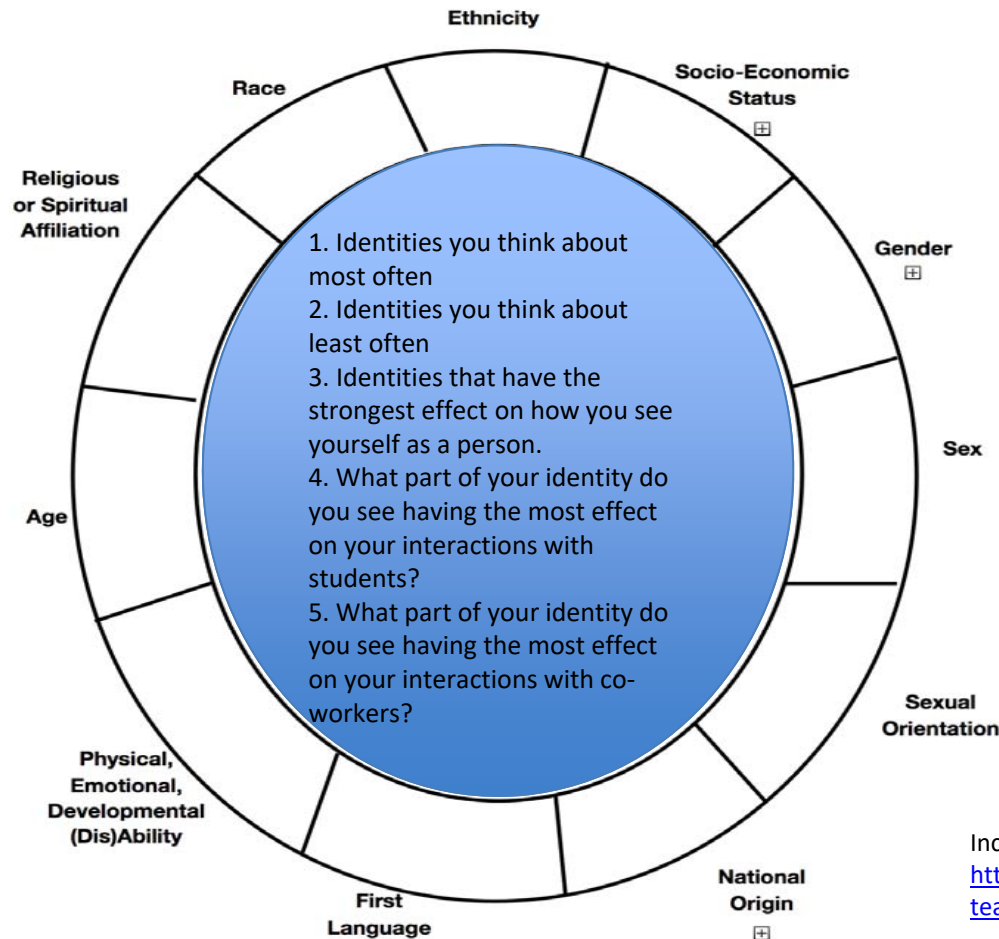
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Social Identity Wheel

Inclusive Teaching, University of Michigan
http://sites.lsa.umich.edu/inclusive-teaching/

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Social Identity Wheel

Ethnicity

Race

Socio-Economic Status ⊞

Religious or Spiritual Affiliation

Gender ⊞

Sex

Age

Sexual Orientation

Physical, Emotional, Developmental (Dis)Ability

National Origin ⊞

First Language

1. Identities you think about most often
2. Identities you think about least often
3. Identities that have the strongest effect on how you see yourself as a person.
4. What part of your identity do you see having the most effect on your interactions with students?
5. What part of your identity do you see having the most effect on your interactions with co-workers?

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Identity & Teaching

- How does your identities impact your work in schools or on behalf of children?

What Do You See?

- What lenses do you wear?

- How does your identity lenses impact how you see & experience the world?

Equity: Culture & Social Emotional Competence (SEC)

- Emotional expressions & social behaviors are influenced by one's culture

- Knowledgeable about culturally informed emotional expressions & social behaviors

- Educators' race/ethnicity can affect how they view:
  - The self in relation to others
  - The world
  - How they are viewed by their students and their parents

Cultural Competence & SEL

- Pervasive racial inequalities impact children's social emotional competence & learning

- Educators are often aware of issues of diversity, however many do not understand how it impacts children's learning & development
  - Ignoring issues of race undermines racial & ethnic minority children's emotional & social development

- Cultural Competence is needed to engage in equitable SEL practices

What & How Do You Feel?

- How do you express emotions?

  – Which emotions are you comfortable sharing with others?

  – Which emotions do you keep private?

  – How does this impact how you view others emotional expressions?

Teachers' Role & SEL

- Teachers are expected to manage the emotional lives of their students

- Many teachers are often faced with multiple demands which can impede their promotion of SEL

SEL Programs & Educators

- Teachers often charged with SEL implementation

- Few SEL programs have attempted to directly address educators SEL abilities

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Supporting Adult SEL

- Principals must exhibit genuine care for their staff & BW7
students by modeling SEL skills

- Promoting Professional Growth
  - Educator choice, risk taking, focus on improving instruction
  - Coaching (including peer), Staff development or PD that focused on educator needs
  - Skill Development

Supporting Adult SEL

- Building Trust among School Staff

  – **Trust facilitates**

    - Difficult conversations
    - Creates a climate to share with colleagues
    - Collaboration
    - Facilitates conflict resolution

                                                          (Cosner, 2009)

Promoting Children's Social & Emotional Competence

- Effective SEL training, pre-service & professional development, includes issues:
  - Race/ethnicity
  - Culture

- Integrate social emotional learning into all aspects of education for adults & students

Q&A

Resources

- Teaching Tolerance - https://www.tolerance.org/

- EdChange - http://www.edchange.org/index.html

- Inclusive Teaching (University of Michigan) - https://sites.lsa.umich.edu/inclusive-teaching/

Thank You

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