



GLOBAL  
SCHOOLS  
FORUM



# Evolving Needs of Teachers Helping Teachers Deliver SEL and Re-engage Students in Learning

15 July, 2021

## In Attendance Today: 22 GSF-Member organisations



## To-do's:

- Keep the video on, if possible
- Stay on mute when not speaking
- If you have a clarifying question during a presentation/talk, you can type 'I have a question' in the chatbox or type the question itself

# Session Norms

<b>Take care of yourself</b>	<b>Engage fully</b> (as fully as you can)
<b>Take risks</b> (be a vulnerable learner)	<b>Be mindful of other learners</b> (confidentiality, timeliness, talk time)

# Objectives

- Understand the link between SEL and learning
- Explore strategies for integrating SEL and student well-being into classroom and school structure
- Review SEL tools and resources



# Introduction to SEL and Student Well-Being

[HundrED Article](#)

[Luminos Fund Article](#)

*Why is SEL important?*

*How does student well-being link to learning?*



- It all starts with us, adults
- Let's change the way we speak about social-emotional learning
- Understand that teaching social-emotional skills is NOT optional
- We need to get more ambitious (and explicit)!

*(HundrED)*





# Introduction to SEL and Student Well-Being: Is School the Right Place?

*(INEE)*

## Advocating for the inclusion of PSS in education settings

- Education can offer a stable routine and structure and support a sense of normality, all factors that can support children and youth in healing and developing resilience.
- Learning spaces provide opportunities for friendship, as well as peer and adult support. These interpersonal skills and relational supports are essential for a healthy social ecology, psychosocial wellbeing, and longer-term resilience.
- Learning spaces unite the wider community and strengthen the relational supports available for vulnerable children. Activities that engage parents, community leaders, and education authorities are critical in this regard and may also enhance social cohesion.
- Education settings are ideal for structured play activities that help children learn, recover from distressing experiences, and develop social and emotional skills.
- SEL supports the development of social and emotional competencies that strengthen academic performance and improve children's ability to navigate adversity.



# Introduction to SEL and Student Well-Being: Minimum Standards

*(INEE)*



# Panel Discussion

Let's hear from  
the experts!

Please use the  
chat box to raise  
comments and  
questions.



**Mercy Munialo**  
Dignitas Project,  
Kenya



**Anagha Padhye**  
iTeach Schools,  
India

## Define your approach

- Create a conducive learning environment at home that is safe and healthy
- Our student need to experience spaces of vulnerability, problem-solving, peer learning and togetherness

## Make it a part of your design

- Balance of scheduled programs and one-off initiatives
- Define clear ownership of the staff members

## Drive alignment and quality

- Model the vision of excellence for the routines
- Set up monitoring and evaluation systems
- Create spaces for problem solving



## Impact of COVID-19 on SEL

- Exposure to long periods of school closure has resulted in **cases of abuse, neglect and general distress for the learners.**
- The need for schools and parents to work together to ensure student wellbeing has become urgent.
- The need to collect and use data on student wellbeing periodically. The data is used to inform wider school discussions on SEL.

## Re-engagement strategies

- **Daily check-in on home environment**  
Class-teachers start the day with a brief check-in which enables identifying learners who may need extra support. It also encourages sharing and listening.
- **Weekly meetings**  
These are essential for older boys and girls. It has allowed for reflective practice on their behaviour both in school and at home. This is led by student leads.



## Use the Chat Box:

1. What is one highlight from the discussion?
2. What is one lingering question that you have?



# Tools to support SEL and student well-being



# SEL Tools and Resources

1. *SEL Template*
2. *SEL Well-being activities*
3. *Ways to integrate SEL*



Activity	Description
<b>#1 Unpacking Memories</b>	<b>Who can do it:</b> Everyone  Let's revisit some memories today? Here's a fun and simple activity that you can do with everyone at home and make new memories while revisiting old ones
<b>#2 Explore Your Imagination</b>	<b>Who can do it:</b> Everyone  If you're feeling stressed, you can try this activity that asks you to explore your imagination to feel calmer.
<b>#3 Gratitude Exercise</b>	<b>Who can do it:</b> Everyone  If you're feeling overwhelmed or are in a situation where you need centering, try this simple gratitude exercise to feel better.
<b>#4 Burn Your Anxiety</b>	<b>Who can do it:</b> Adults and learner 8 years + (with supervision)  Have you been feeling anxious off late? We understand that times like these can seem overwhelming with too much on our plate and little in our control. Here's a simple activity that will help you burn your anxiety and feel calmer.
	<b>Who can do it:</b> Everyone

**iTeach ADH**  
**Virtual Student Learning Week - 2021-22**



<b>Subject</b>	<b>Grade 8</b>	<b>Grade 9</b>	<b>Grade 10</b>
English	6	6	4
Languages (Hindi and Marathi)	4	3	6
Maths	5	4	5
Science	3	4	3
Social Studies	3	4	3
Multi Skill Foundation Course	0	0	0
<b>Total (Academic)</b>	<b>21</b>	<b>21</b>	<b>21</b>
Advisory	1	1	1
Design Thinking Competitions	2	2	2
Socio Emotional Learning	1	1	1
Student Interest Societies	2	2	2
Choice Reading	1	1	1
Career Awareness	1	1	1
<b>Total (Holistic)</b>	<b>8</b>	<b>8</b>	<b>8</b>
<b>TOTAL</b>	<b>29</b>	<b>29</b>	<b>29</b>

\*Other common spaces include the one-on-one check-ins, School Assembly, Friday Celebration, Special Events etc.



# Risk Evaluation Parameters



Family health and vaccination status

Financial stability of the family

Data and device accessibility

Academic investment: Regularity with attendance and submission

Holistic investment: Regularity with attendance and submission

Parental investment

## Low Risk

- Common group spaces
- Fortnightly check-ins

## Medium Risk

- Common group spaces
- Weekly check-ins with parents and student
- Seek help from School Social Worker or School Counsellor, if needed

## High Risk

- Common group spaces
- Weekly check-ins
- Escalated to School Social Worker for a home visit
- Escalated to School Counsellor
- Escalated to manager for intervention

		Risk (24-06-21 /25-06-21)	Rationale
4	B	Yellow	<p>1- Device not collected, will be collecting today afternoon 26th June.</p> <p>2- Invested Sibling (sister)</p> <p>3- Both Parents are working; No issue with data recharge though need assistance with ration</p> <p>4- Stable family, though as both parents are working the student is alone at home which could lead to poor attendance</p>

# Breakout Rooms

1. Do you see yourself using these tools or strategies in your context?
2. Which one tool or strategy do you think you can try immediately?

*Please select one person to take notes, and one person to report back to the wider group.*



Remember to...

Check your inbox for the tools.

Put the next session in your calendar.

Reach out with your feedback.

**Thank you!**