

We all have Mental Health



When you think of Social-Emotional Learning (SEL), what comes to mind?

(please add your comments to the chat box)



As participants are logging in, an invitation is extended to answer the question on the slide.

Suggested Activity Time - 5 minutes

Welcome to all participants!

We invite you to add your ideas to our chat box.

Our question for you is...When you think of Social-Emotional Learning (SEL), what comes to mind?

[Graphic](#)

Supporting Student Mental Health

for Administrators - Webinar #2 of 3

Understanding a Whole School Approach to Culturally Responsive Social Emotional Learning



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CP CATHOLIC
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Welcome to the second of three webinars designed to support principals and vice-principals in creating Mentally Healthy schools in Ontario. These webinars are hosted by ADFO, CPCO and OPC, in partnership with School Mental Health Ontario.

This webinar has been designed to be interactive. There will be opportunities for self reflection - and there will be opportunities for sharing practices. It is our hope over the next hour we spend together to build a community of lead learners who are open and reflective to build knowledge, skills and practices together.

The tools and resources featured in this webinar are relevant to all schools, including bricks and mortar as well as virtual contexts.

[graphic](#)

Land Acknowledgement (Toronto)

I acknowledge that I am on the traditional territory of nations within nations including the Anishnabe, the Ojibwe and the Michi Saagiig. This land has been, and continues to be home to many diverse First Nations, Inuit and Métis peoples.

I would like to acknowledge the enduring presence of Indigenous peoples on the lands on which I gather with you today across Ontario and I thank the past, present and future caretakers of this land. I am grateful to have the opportunity to work and learn on these lands in a community of sharing.

As users of the land, be it for pleasure or utility, we must continue to work to keep it clean and use it with care so that generations to come can also continue to benefit from the land.



Suggested Activity Time for the personal story from facilitator -3 minutes

Each presenter in the webinar needs to share a sentence(s) acknowledging how they connect to the land they are on - personal connection.

(brief)

A Mental Health Check In You Matter.

Lets gauge how we are all **feeling**
today?

Please use the image scale from 1-9.



Suggested Activity Time- 2 minutes Mentimeter

Welcome again - and please join us in a Mental Health check in
For this feelings check in - we are asking you to look at the photos here #1- #9 and
see what FEELING you identify with right now.

How are you feeling? Choose ONE. Once you have chosen an image that best fits
with as a check in on your feelings - please add that number to the mentimeter

(<https://www.menti.com/gxj3fnhny5>).

Link is on the slide/title

So....Why Do we do Feelings Check Ins?

A key SEL competency is **self-awareness** and it starts with students being able to
identify how they feel.

A **daily feelings check-in** helps all of us learn to recognize different emotions and also the intensity of our emotions. We can't manage a feeling if we can't recognize it.

Checking in normalizes feelings. When we do check-ins with students, we help teach students to recognize that all feelings are okay.

It then opens up the conversation that how we handle those feelings makes all the difference. Identification and management of emotions is a component in social emotional learning as we help students to gauge emotions.

Encouraging your staff to implement regular “Check ins” with students - communicates that how everyone feels is important. It is a simple daily task to do that shows students that we care, you matter, we want to listen, and we are here to support individual needs.

Learning Goals

Gain a deeper understanding of...

- Benefits of culturally responsive Social-Emotional Learning (SEL)
- Creating the conditions for culturally responsive SEL in daily practice
- Rationale for using common elements approach rather than a SEL programs - and understanding the 6 categories of SEL
- Building staff capacity and ownership for a whole school approach to culturally responsive SEL practices

This is our road map for today. Please take a moment to read the 4 learning goals listed on the slide.

This is very important work. We have been teaching social emotional learning for decades in Ontario schools. Now, we must ensure that our SEL practices are enacted in ways that are culturally responsive to and equitable for youth from historically marginalized groups.

Culturally responsive social and emotional skills help students to be successful at home, school, and work. They are the sorts of abilities that are needed to start and keep friendships, complete tasks, and stay positive in the face of stress or adversity.

It is important to consider not only a students' developmental stage, but also the way in which skills are expressed across culture, gender and other diversities. These considerations help Ontario students to see themselves, acknowledge their strengths and make use of the skills.

Social and emotional skills are foundational to ensuring that we maintain respectful and inclusive schools and nurture communities where everyone feels they belong.

Today's Webinar = Active Learning

SHARE an idea/thought



TEXT a friend



JOURNAL your ideas



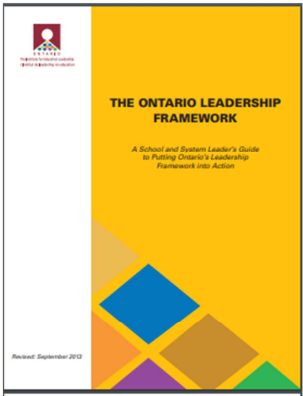
Throughout our webinar, please take note of these icons as cues to action.

When you see the icon on the left on a slide, we encourage you to **SHARE** an idea or thought to our discussion

When you see the icon in the centre of the slide, we encourage you to **TEXT** a friend that is currently participating in this webinar too and share your thoughts with them.

When you see the icon on the right side of the slide, we encourage you to take a brief moment to privately **WRITE DOWN OR JOURNAL** notes/key ideas/questions for reflection at a later time.

As leaders, a tool that helps us refine our leadership skills is The Ontario Leadership Framework. Next up we will take a look at the leadership tools and their connection to the work we do to lead mentally healthy schools.

 <p>The Ontario Leadership Framework</p> <ul style="list-style-type: none"> • Setting Directions • Building Relationships and Developing People 	Personal Leadership Resources		
	Cognitive Resources	Social Resources	Psychological Resources
<p>Problem-solving expertise</p> <ul style="list-style-type: none"> • understanding/interpreting problems • identifying goals • articulating principles and values • identifying constraints • developing solution processes • maintaining calm/confidence in the face of challenging problems <p>Knowledge about school and classroom conditions with direct effects on student learning</p> <ul style="list-style-type: none"> • technical/rational conditions • emotional conditions • organizational conditions • family conditions <p>Systems Thinking (NEW!)</p> <ul style="list-style-type: none"> • being able to understand the dense, complex, and reciprocal connections among different elements of the organization • having foresight to engage the organization in likely futures and consequences for action 	<p>Including the ability to:</p> <p>perceive emotions</p> <ul style="list-style-type: none"> • recognizing our own emotional responses • discerning emotional responses in others through verbal and non-verbal cues <p>manage emotions</p> <ul style="list-style-type: none"> • reflecting on our own emotional responses and their potential consequences • persuading others to likewise reflect on their responses <p>act in emotionally appropriate ways</p> <ul style="list-style-type: none"> • being able to exercise control over which emotions guide our actions • being able to help others act on emotions that serve their best interests 	<p>Optimism</p> <ul style="list-style-type: none"> • habitually expecting positive results from our efforts • recognizing where we have, and do not have, opportunities for direct influence and control • taking positive risks <p>Self-efficacy</p> <ul style="list-style-type: none"> • believing in our own ability to perform a task or achieve a goal • as a result of positive self-efficacy, taking responsible risks, expending substantial effort, and persisting in the face of initial failure <p>Resilience</p> <ul style="list-style-type: none"> • being able to recover from, or adjust easily to, change or misfortune • being able to thrive in challenging circumstances <p>Proactivity (NEW!)</p> <ul style="list-style-type: none"> • being able to stimulate and effectively manage change on a large scale under complex circumstances • showing initiative and perseverance in bringing about meaningful change 	

Culturally responsive practice integrates a students background and prior home and community experiences into the curriculum and teaching that takes place in the classroom.

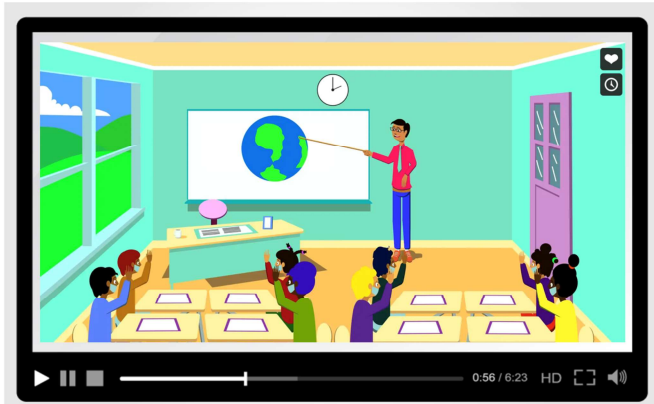
Strong and consistent evidence shows that student participation in high quality, culturally responsive social emotional learning at school is associated with good emotional health and enhanced academic achievement. As the lead learners, we must promote a commitment to share responsibility both personally and collectively for the emotional well-being of our students. Part of this commitment involves leaders providing teachers with supports to deepen their understanding and professional practice related to mental health and culturally responsive pedagogy. Building teacher capacity is critical to developing a whole school approach to mental health.

The support we give to teachers in improving the instructional program is key. Understanding student strengths, where they are at on the mental health continuum (at any given time) and giving priority to identifying those students in need of additional support becomes a major part of our leadership role and our

collective responsibility. Getting to know staff, students, parents and families and their lived experiences can help deepen our understanding, build trusting relationships and program relevantly for our students.

As a school leader, our own Personal Leadership Resources support us in achieving these goals. Our cognitive resources and knowledge of effective school and classroom practices help us support teachers. Our psychological resources and ability to be proactive enables us to put the necessary supports in place for students.

What is Social-Emotional Learning (SEL)? Video



TEXT a friend



Suggested Activity Time - 4:53 minutes

The SEL in Action Video is a resource that you can use with your staff.

While you are watching this video, text a friend – or add an idea to the chat box that really resonates with you.

Reflection on the SEL in Action Video

What opportunities are there for explicitly teaching social-emotional skills in your school and classrooms?



Let's take some time to think about the information in this video.

What opportunities are there for explicitly teaching social-emotional skills in your school and classrooms?

Please add your ideas to our chat box.

There is a conversation and reflection guide available - to help support your conversations with staff - that can be found on our resource page at the end of this webinar.



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



Social-Emotional Learning is part of human development. SEL is a process for learning life skills including how to manage emotions, develop healthy relationships and make wise decisions.

Culturally responsive social emotional learning helps students to develop the intra- and interpersonal skills they need to flourish throughout life.

Through systematic social-emotional learning, from the early years to secondary school graduation, students can build knowledge and skills in the 6 categories that are shown on the graphic:

- self-awareness and sense of identity
- stress management and coping
- positive motivation and perseverance
- healthy relationship skills

- critical and creative thinking
- identification and management of emotions

To begin, Social-emotional learning is only effective when introduced within safe, welcoming and inclusive classrooms and schools. A culturally-responsive approach to SEL demonstrates awareness of and respect for the social and cultural identities of all students. Understand that racism, oppression and disparity exist, and students' experiences with racism and oppression at school can affect the way social-emotional learning is perceived.

Each of the 6 SEL categories do have sub categories and related activities by grade level that can be implemented in the classroom. There is an elementary and a secondary resource available to all staff. At the end of the webinar you will find a Resource slide with all the links to the resources highlighted in this webinar.

Culturally Responsive Educators seek to -

BUILD...	EXPLORE...	ENGAGE...	CONNECT...
<ul style="list-style-type: none"> -cultural awareness and cultural literacy -key relationships to consult about cultural norms, traditions, protocols; -on students strengths 	<ul style="list-style-type: none"> -your own identity, culture, beliefs, values, attitudes -potential barriers & microaggressions that students may be experiencing due to discrimination. 	<ul style="list-style-type: none"> -students and their families to learn about their identities, cultures, beliefs, traditions, and values -a circle of support 	<ul style="list-style-type: none"> -students to culturally relevant school and community supports

<https://smho-smsso.ca/smh-professionals/learn-more/equity-and-mental-health/>.

As a culturally responsive educator, you must **be a learner first**.

Take a moment to read this slide and think about ways that you can **build, explore, engage** and **connect** with the students and families in your school community.

While there's evidence that social-emotional learning has the most significant benefits when introduced early in a child's development, the learning doesn't stop. We develop our social and emotional skills throughout life, and so, you're both a learner and a guide.

There's potential for social-emotional learning to help us dismantle oppressive structures and create a more equitable school system and society.

It is important to remember to be gentle with yourself (and your staff) as you acquire knowledge and skills. Remain humble and curious and remember to examine your biases along the way. Look for opportunities to learn from and build on the strengths of students and families, peers and other professionals in your

system, including the equity team and members of your mental health leadership team.

Considerations to help impactful, supportive, anti-racist, and anti-oppressive social-emotional learning

- Understand that there are nuances across & within cultural groups.
- Make sure your examples are inclusive.
- Be careful not to blame or place the onus on students to navigate oppressive, racist and discriminatory spaces.
- Take a strengths-based, co-learning approach.



As school leaders, here are a few factors to help implement impactful, supportive, anti-racist and anti-oppressive social-emotional learning:

- **Understand that there are nuances across and within cultural groups;** one statement or idea does not apply to everyone. Allow opportunities for cultural self-expression and ways of knowing.
- **Make sure your examples are inclusive.** For instance, avoid taking a heteronormative stance (e.g. referring to families as having a mom and a dad).
- **Be careful not to blame or place the onus on students to navigate oppressive, racist and discriminatory spaces.** For example, research shows using positive thoughts can influence our emotions and behaviours in helpful ways and can support reframing negative events. While it's helpful to learn about positive thinking and reframing, they are not the solutions to oppressive practices and shouldn't be presented to students in that way. Be sure to provide students with support and tools to challenge oppression.
- **Take a strengths-based, co-learning approach.** Social-emotional learning is not about educators telling students how to cope and behave. It's a co-

learning process where student ideas and strengths are honoured, and new ideas are explored together.

Activity - Take a minute to think about these 4 considerations on the slide.

Please consider what might be the area that is a priority for you to work on in your school, use the chat box for your responses.



As a reminder from our Webinar 1 - we can all learn from each other.

Culturally responsive educators know that black, Indigenous and other marginalized communities are impacted by systemic racism and colonial structures in education, healthcare and other areas of society. We can support mental health and well-being of our students by looking at cultural teachings and taking care of ourselves and each other holistically.

Please keep these facts in mind when welcoming various communities.

The Benefits of SEL

INCREASED

Social and emotional skills

Improved attitudes about self and school

Positive classroom behaviour

Increased academic performance



DECREASED

Fewer conduct problems

Less emotional stress

Reduced problematic substance abuse



The research documenting the impact of SEL is compelling.

More than two decades of international research demonstrates that education promoting social and emotional learning (SEL) gets results.

The findings come from multiple fields and sources, including student achievement, neuroscience, health, employment, psychology, classroom management, learning theory, economics, and the prevention of youth problem behaviors.

The Benefits of SEL comes from the Collaborative for Academic, Social and Emotional Learning (CASEL).

Research

Current research suggests that SEL is most effective when embedded in daily instruction by classroom teachers.



Current research suggests that SEL is most effective when embedded in daily instruction by classroom teachers.

Studies have shown that classroom educators are extremely well-positioned to deliver SEL instruction, given their relationship with students. In fact, better outcomes are achieved when SEL is taught by a regular classroom educator than when delivered by a mental health professional. Being able to reinforce skills authentically as part of daily classroom practice likely contributes to this positive finding.

Think of the many educators you work with who choose to teach with a big idea around Social Justice. Exploring social justice topics is one example of a strategic way for all classroom teachers to reinforce critical social emotional learning skills.

Let's take a closer look at the 6 SEL categories in Ontario....(next slide)



The 6 Categories of SEL

1. Stress management & coping
2. Self-awareness & sense of identity
3. Healthy relationship skills
4. Positive motivation & perseverance
5. Critical & creative thinking
6. Identification & management of emotions



Suggested Activity Time - 2 minutes

As a school leader, it is sometimes difficult to know which programs are best to use within the context of local school needs and resources. In Ontario we have use a ‘common elements approach’ to optimize the benefits of SEL. Rather than promoting one or two specific programs, drawing key components or “active ingredients” common to most SEL approaches offers a more scalable and sustainable alternative. The 6 categories of SEL are highlighted on the slide

Much of the work that your school will do to implement SEL will help lay a strong Tier 1 foundation for all students to succeed. This includes:

- Dedicated time for high-quality evidenced-based SEL instruction
- High-quality academic instruction that integrates SEL principles and practices
- Supportive school and classroom learning climates

- Opportunities for positive relationships between students, their peers, and adults

In reviewing the 6 SEL categories - we invite you to journal your thoughts on the 2 question prompts on the slide.

- 1) What SEL category are you confident that, together with staff, you could use intentionally and systematically?
- 2) What SEL category together with staff, would you **like to learn more about** or improve on as you support school leaders and students?



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Resources to Support SEL

1. **Social-Emotional Learning in Action
A Conversation and Reflection Guide
for School Leaders**

2.



Video Time- 1 minute

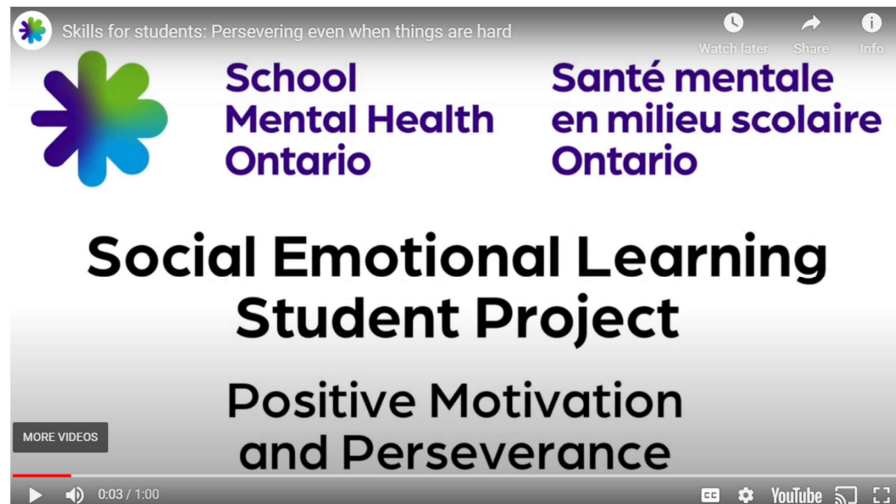
As school leaders, it is important for us to know the resources that are available to support our school plans.

Thanks to School Mental Health Ontario - there are many resources currently available to support the work at our schools - for all educators. We would like to highlight 5 School Mental Health Ontario resources that support school wide SEL.

1. SEL in Action Guide - is intended to support principals, vice principals, and leadership teams to engage in school-wide discussions about social-emotional learning. It provides a school-reflection tool to support you as you begin this work with your school community. Specifically, at the end of the guide you will see 7 ideas to support school-wide SEL implementation.
2. Everyday Mental Health in the Classroom - is comprised of

practices that are anchored in evidence-based SEL programs. This classroom resource is free for Ontario schools. The practices are presented in a brief, educator-friendly, easy to use format to support daily classroom integration. There is an elementary resource and a secondary resource, and a faith and wellness resource.

3.



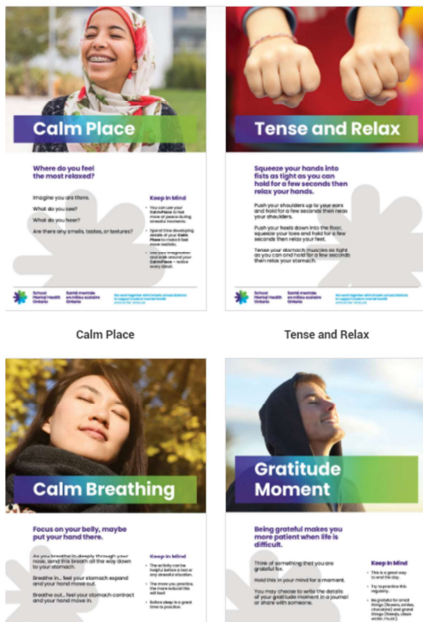
3. SMHO has 8 brief videos posted online from the SEL student project that will help learners find out more about SEL skills and discover why they are helpful in everyday life.

We will share the one minute student video clip on positive motivation and perseverance as an example.

As you are watching the clip, consider how you might use these video clips in your school?

Facilitator Note: Play Video - Positive Motivation and Perseverance (3rd one down - Persevering even when things are hard)

4.



5.



4. You will see a snapshot of the **social-emotional learning posters** that highlight everyday mental health classroom practices that support social-emotional learning - there is an elementary and a secondary set that your staff can download and use as SEL teaching tools in your school community.

5. Key to note is the **SMH-ON Mental Health Literacy Online course** is designed to provide educators with basic knowledge and information related to mental health, strategies to enhance student mental health, and everyday practices for use in the classroom. There are 6 learning on-line modules. The course is self-paced.

We invite you to think about what resources you may choose to share with your school team and the resources you will use yourself.

Let's take a close look at resource #1 shown here - Social Emotional Learning in Action - a conversation and reflection guide for school leaders



Social-Emotional Learning in Action A Conversation and Reflection Guide for School Leaders

Taking the Pulse

The following reflection tool provides guidance for collecting information about school readiness, and planning for implementation, in a school wide approach to social-emotional learning.

Suggested Activity Time - 3 minutes

As school leaders, you know that monitoring is an important ongoing process. The monitoring process begins with you as a school leader and extends itself to the practices within your school community.

This new resource developed by SMH-ON called Social Emotional Learning in Action is a tool that helps school leaders to reflect on practices. This resource provides a reflection guide that helps you take the pulse of what's going on in your school.

This tool also helps to assess school readiness...please consider...how you may use the information you collect to help inform school planning.

To familiarize yourself with the tool, we will be leading you through the first of 4 reflections - as we invite you to take a few minutes to “Take the Pulse of Your School”.

The first section is specific to us as school leaders. Let’s begin.

School-wide SEL

In the classroom educators:		Not at all	Partially	Mostly	Fully
1.	co-create a comfortable space for sharing feelings and opinions				
2.	ensure classroom materials and resources reflect and reinforce SEL skills and practices (Example: SEL posters , use of practices from the EMH resource)				
3.	integrate SEL practices into everyday routines of the classroom in ways that are developmentally appropriate				
4.	integrate SEL practices into everyday routines of the classroom in ways that are culturally responsive				
5.	know their learners and ensure learning objectives and resources reflect various identities of students				



We invite you to consider the following prompts and answer accordingly on your own - by answering not all, partially, mostly and fully.

School-wide SEL

In the classroom educators:		Not at all	Partially	Mostly	Fully
6.	honour student voice in the use of SEL practices (Example: students have the opportunity to share what practices they find to be effective)				
7.	provide regular opportunities for peer collaboration				
8.	provide opportunities for students to engage in reflection and introspection relating to their identity and the identity of others				
9.	coach and model healthy coping strategies in guiding students to develop resilience and manage feelings				
10.	explicitly teach and model effective communication and conflict resolution skills (e.g., perspective taking, listening, respect, empathy development).				



Continued

We hope that these questions have started you thinking about next steps in your school wide SEL planning.

This guide provides a school-reflection tool to support you as you begin this work with your school community.

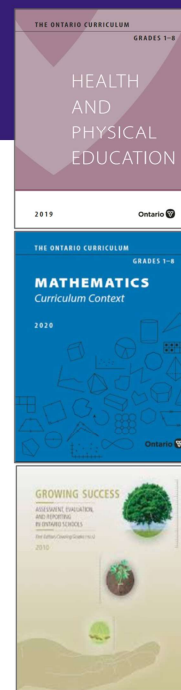
Now let's take a close look at where SEL exists in our current Ontario curriculum...

Curriculum Connections to SEL

SOCIAL-EMOTIONAL LEARNING SKILLS AT A GLANCE

Students will learn skills to:	So that they can:
<ul style="list-style-type: none">• identify and manage emotions	<ul style="list-style-type: none">• express their feelings and understand the feelings of others
<ul style="list-style-type: none">• recognize sources of stress and cope with challenges	<ul style="list-style-type: none">• develop personal resilience
<ul style="list-style-type: none">• maintain positive motivation and perseverance	<ul style="list-style-type: none">• foster a sense of optimism and hope
<ul style="list-style-type: none">• build relationships and communicate effectively	<ul style="list-style-type: none">• support healthy relationships and respect diversity
<ul style="list-style-type: none">• develop self-awareness and self-confidence	<ul style="list-style-type: none">• develop a sense of identity and belonging
<ul style="list-style-type: none">• think critically and creatively	<ul style="list-style-type: none">• make informed decisions and solve problems

(Source: Health and Physical Education, K-8, 2019)



SEL is now a distinct part of our Ontario curriculum.

On the right hand side of the slide you will see the newly revised elementary curriculum documents for Health and Phys Ed, Mathematics and the K -12 Growing Success document.

In each of these documents there is a section that identifies and connects to Social Emotional learning.

The chart on the the slide reflects the specific connections between social emotional skills and student learning skills.

As school leaders, it is important to note that these newly revised documents clearly state that students' application of the social-emotional learning skills must be assessed and evaluated as a part of their achievement of the overall expectations in each of the strands for every grade.

Ongoing professional learning on bias free assessment practices will help educators as they evaluate social emotional learning skills.

Mathematics Curriculum 2020

Social-Emotional Learning Skills

- Identify and manage emotions
- Recognize sources of stress and cope with challenges
- Maintain positive motivation and perseverance
- Build relationships and communicate effectively
- Develop self-awareness and sense of identity
- Think critically and creatively

Mathematical Processes

- Problem solving
- Reasoning and proving
- Reflecting
- Connecting
- Communicating
- Representing
- Selecting tools and strategies

TEXT a friend



To give you an example of the SEL component in the Ontario curriculum we will use the new Math Curriculum as an example.

In the Ontario Math Curriculum, you will now find Strand A which addresses social-emotional learning skills.

Strand A clearly identifies how we can incorporate social -emotional learning into teaching mathematics.

The “how we teach” is important.

For instance,

le. Problem solving can be taught with building relationships and communicating effectively in mind. When students problem solve they must be able to explain their thinking clearly to others.

le. Reasoning and proving requires positive motivation and perseverance. Answers take time to arrive at, mistakes invite perseverance. A growth mindset is necessary,

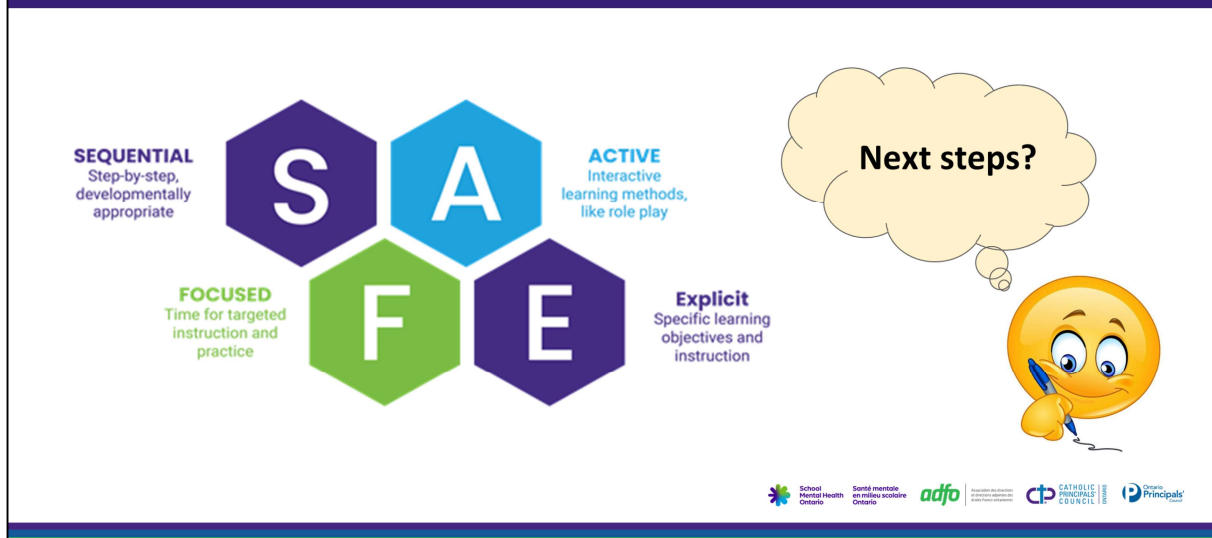
le. Reflecting requires students to think critically and creatively. It also helps students develop self-awareness.

In 2005 SEL skills were not addressed and now in 2020, SEL is an explicit

overall expectation in every grade.

Text a friend - or add an idea to the chat box – your thoughts on how as a school leader, you support the teaching of learning skills on the report card.

How Do We Teach Social-Emotional Learning?



The way SEL is incorporated into instruction is important. It should be taught in a way that is **SAFE: Sequential – Action-Oriented – Focused – Explicit.**

This is how we teach academic subjects as well! SEL benefits from the same sound approach. Research suggests that students learn best when instruction is step-by-step and scaffolded over time. Interactive learning techniques along with clearly articulated learning goals and success criteria - help students achieve success.

Ideally schools will use SAFE approaches to support the social and emotional development of their students.

As we share some examples, please do take your own jot notes to help reflect on possible next steps for your school -

For example:

- Students can be taught through modeling and coaching to recognize how they feel or how someone else might be feeling - again, this can be implemented on a daily basis through mental health check ins
- Prompting the use of a conflict-resolution skill and using dialoguing to guide students through the steps can be an effective approach to helping students apply a skill in a new situation.
- Students can deepen their understanding of a current or historical event by analyzing it through a set of questions based on a problem-solving model.

Whole School SEL in practice – What does it look like?



What SEL practices are evident in your school community?



Suggested Activity Time- 5 minutes Mentimeter Activity

What does a whole school approach to SEL look like?

An initial step is establishing your school well-being team, or your school based SEL team.

On the slide you will see the 6 categories of SEL listed - Take a moment to think about... What SEL practices are evident in your school community?

We invite you to share what is happening in your school.
PAUSE for participants to add in ideas to the menti.

For example, under stress management and coping - you might mention take 5 breathing as a strategy **to provide students with a tool to calm their anxious feelings and manage stress** - this specific activity comes from the SMH-ON resource Everyday mental health practices and the link is in our chat box for your reference.

Facilitator - please add link to chat box <https://smho-smsso.ca/emhc/stress-management-and-coping/deep-breathing/take-five-breathing/>

Our menti here today is for all participants to reflect and add in your ideas of the SEL practices that are evident in your school. If you need suggestions or want to reflect on the subcategories of each of the SEL categories - you can click on the activities/subcategories link here in the chat box

Facilitator - please add link to chat box <https://smho-smsso.ca/emhc/filter/>
Practices at a Glance - <https://smho-smsso.ca/emhc/practices-at-a-glance/>

Thank you for your reflections on school wide SEL - and your contributions.

School-wide COMMITMENT to SEL



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- SEL in Action - a conversation and reflection guide for school leaders
- [Learn More](#)
 - Mentally Healthy Schools and Classrooms;
 - Classroom Reflection Tool;
 - School and classroom strategies that support student mental health (Tier 1);
 - Everyday Mental Health Practices
 - How to tell if a student is thriving
- Your Role as a School Leader to model and practice

Let's pause for a brief re-cap...

- we have looked at key points to consider for being a culturally responsive educator,
- we have shared what we have in Ontario adopted as the 'common elements approach' to optimize the benefits of SEL
- we have shared SMH-ON resources specific to School wide SEL,
- we have looked at the curriculum connections specifically through the new elementary mathematics curriculum and the H and PED curriculum -
- and we have examined HOW to teach SEL - using a way that is SAFE: Sequential – Action-Oriented – Focused – Explicit.

SMH-ON resources provide school leaders with the supports needed to better understand school mental health practices and can be used to

help develop staff capacity, the use of common language and understanding of culturally responsive SEL practices. We encourage you to check out these resources after the webinar - the links are available on the resource page.

Principals and vice-principals are well positioned to model and consistently use social-emotional learning practices that are reflective of student identities, cultural assets and strengths in schools and classrooms. Practicing your own social and emotional skills – self-awareness and cultural competencies – can strengthen relationships with students, staff and parents/families and influence a positive sense of self and belonging in the school, classroom and school community

Monitoring

Develop shared understandings

Here's What – analyzing evidence

So What – interpreting and making sense of evidence

Now What – determining next steps - for the teacher and for the school leader(s)

Based on the SEL practices evidenced in your school...
what areas do you need to monitor more closely?



Add in conversation and reflection guide

It is important to find time to monitor initiatives in your school.

Quality monitoring is part of leadership.

It holds us all accountable for the goals we set.

When we monitor, we begin by looking at the "Here's what" which is really all about analyzing the evidence of our actions.

Then we engage in the "So what?" which focuses in on interpreting and making sense of the evidence. The "so what" is a concentrated look at what the evidence is telling us.

Then we enter into the "Now what?" stage, which is all about determining action and next steps.

The "Now what" is best described as the dialogue that takes place to generate the next steps.

We now ask you to take the time now to answer a monitoring question about your school.

Based on the SEL practices evidenced in your school...what areas do you need to monitor more closely?

We invite you to take a minute and contribute your ideas into the chat box.

Facilitator team to give a verbal example (if needed). I.e. Are all your teachers using daily feeling check ins?

Thank you for your participation today in this Webinar.

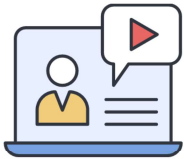
The information and resources provided to you today are supports you can use in your school to promote positive mental health.

We thank you for completing the Principal section of the reflection tool - and we hope that you continue on with the reflection tool to ignite your thinking about next steps.

We would also like to remind you of the Resources page at the end of this webinar. Please do visit this slide and bookmark resources that you may consider for future sharing with your school teams.

Thank you for making SEL a priority in your school.

Supporting Student Mental Health Project Deliverables

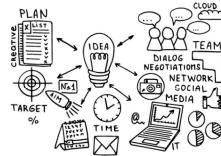


3 Webinars

- Mental Health and the Tiered Approach to Support All Students
- Understanding a Whole School Approach to Culturally Responsive Social Emotional Learning
- Supporting Students Experiencing Mental Health Concerns: Noticing and Responding



2 Podcasts



1 Whiteboard Animation



Thank you all for participating today.

We hope that you leave here with a deeper understanding of -

- the role schools play in supporting mental health
- creating conditions for MH and well-being
- mental health as a dual continuum
- the AIM Model
- and resources to support school improvement planning

Our next webinar will be held in March.

We encourage you to visit the SMHO website and to take time to familiarize yourself with the multitude of resources SMHO has created to support Ontario school leaders in this work.

Thank you for learning on behalf of yourself, each other and the students in your school.

Together we are better.

Resources



Supporting Resources List

School Mental Health Ontario Online Courses

- [MH LIT – Mental Health in Action](#)
- [MH LIT – Mental Health In Action for School Leaders](#)

Contact Us

School Mental Health Ontario (SMH-ON)

www.smho-smso.ca

 @SMHO_SMSO

l'Association des directions et des
directions adjointes des
écoles franco-ontariennes (ADFO)

www.adfo.org

 @adfo

Catholic Principals' Council | Ontario (CPCO)

www.cpco.on.ca

 @CPCOofficial

Ontario Principals' Council (OPC)

www.principals.ca

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écoles franco-ontariennes



To be provided by team.