

## CONVERSATION GUIDE

### **Social-Emotional Learning**

#### **Part 3: Lessons learned from Chinook's Edge School Division**

(with Wanda Christensen, Associate Superintendent)

*Chinook's Edge School Division, a large rural school authority of 43 schools and 11,000 students, share their lessons learned through a multi-year district-wide approach to social-emotional learning.*

#### **Key understandings:**

- To improve learning for all students, all school staff need to work toward supporting and enhancing quality learning environments.
- Creating positive learning environments takes a team approach—including teachers, administrators, school wellness workers and division office staff.
- It is important to begin a new priority by gathering baseline data and asking students, staff and parents: what's working? what's not working? what needs to be considered?
- When taking a district-wide approach to enhancing social-emotional learning, key areas to focus on include:
  - policies and procedures
  - learning resources and instructional programming
  - social media.
- Examples of related actions include:
  - implementing policies and procedures related to welcoming, caring, respectful, safe and inclusive schools
  - implementing policy and procedures related to supporting diverse sexual orientations and gender identity.
  - identifying evidence-informed practices for schools.
- Social-emotional learning needs to be embedded in all classrooms.
- In order to measure student growth in this area, this school authority identified essential outcomes related to social-emotional learning for each grade division. To do this they used the Alberta program of students and key competencies developing by the Collaborative for Academic, Social, and Emotional Learning (CASEL).
- They identified general outcomes that align with the five CASEL competency areas: self-management, self-awareness, responsible decision-making, relationship skills and social awareness.
- An important part of the process is for participating schools to share their journey with other schools. This also includes sharing essential outcomes, screening tools, results, student progress, successes and challenges.
- Staff will continue to need ongoing professional learning opportunities related to social-emotional learning and evidence-informed practice.

*Supporting Every Student Learning Series*

Lessons learned from Chinook's Edge School Division (cont.):

**Questions for reflection and discussion:**

- What did you find intriguing about this school authority's multi-year approach to implementing social-emotional learning? What surprised you?
- How does this approach to social-emotional learning compare to work done in your school or school division? What can be learned from this?
- How might schools and school divisions more effectively share their knowledge, understanding and experience regarding social-emotional learning?

**For more information:**

- Alberta Government [information on social-emotional learning](#), including a [video](#), related [conversation guide](#), and a [fact sheet to help choose resources](#) and [links](#) for further information.