Surrey School's Social and Emotional Learning for Educators

A Pilot Initiative

May 2020

Surrey Schools
LEADERSHIP IN LEARNING

A MESSAGE FROM SURREY SCHOOLS

Surrey Schools is located on the traditional, ancestral, and unceded territory of the Katzie, Kwan-tlen, Semiahmoo and other Coast Salish Peoples. It is B.C.'s largest school district where close to 12,000 employees serve almost 75,000 children in our diverse multicultural city. We have over 130 educational sites from early learning to adult education.

The District is committed to continuous improvement and success of all students through implementation of evidence-informed practices that enhance student learning, inclusivity and equity of outcomes. We welcome and honour diversity while supporting students' holistic growth —mind, body and heart—a commitment captured in our welcome video, Éy swayel / Bienvenue / Welcome to Surrey Schools.

Click to watch our welcome video, **Éy swayel / Bienvenue / Welcome to Surrey Schools**.

TITLE: Surrey School's Social and Emotional Learning for Educators: A Pilot Initiative

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1.0. Overview of Surrey School District Education Services

1.1. EDUCATION SERVICES DEPARTMENTAL PHILOSOPHY

Surrey School District is dedicated to the promotion of inclusive, equitable and meaningful educational experiences for all students. To this end, the Surrey School District's Education Services team works collaboratively with school teams to create supportive, inclusive, and caring learning communities where all children can reach their full potential. Education Services endeavours to provide support to schools with programs and services spanning early learning through Grade 12. This support includes both direct and indirect support to school personnel and students, professional learning, and the provision of a wide-range of human and learning resources in schools.

Education Services believe: 1) embracing diversity as a fundamental value must be supported throughout public schooling; 2) all school district actions must support the primacy of the classroom environment; 3) quality professional learning is multi-faceted and is fundamental to improving student learning; 4) there is a broad-based need for the organization of public schooling to evolve in ways that are aligned, sustainable, and coherent; 5) resources can be used most effectively to enhance capacity when they are applied in response to analysis and understanding of school needs a systems analysis; 6) in a context where diversity is the norm, professional collaboration and shared responsibility is key; 7) developing professional capacity is critical in order to embrace diversity in public schooling; and, 8) focused priority should be placed on the earliest and least intrusive intervention that is embedded in a systems approach to educational design.

Some of the ways Education Services provide services and supports include: 1) Supporting and providing robust professional learning experiences to individuals and school teams; 2) focus on research-based teaching, learning and assessment in support of District Priority Practices; 3) assist administrators in supporting quality learning experiences in classrooms; and 6) review, provide, and support the implementation of quality learning resources.

1.2. SOCIAL EMOTIONAL LEARNING AS A PRIORITY PRACTICE

Surrey School District combines research, innovation, and collaboration to support ongoing professional learning of staff throughout its schools. The district supports inquiry-focused school planning with a view to identifying one or more areas for focus based on student learning and align with its four interrelated Priority Practices: 1) Curriculum Design; 2) Quality Assessment; 3) Instructional Strategies; and 4) Social and Emotional Learning (SEL).

SOCIAL-EMOTIONAL LEARNING

The process through which young people and adults acquire and effectively apply knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Surrey School District knows that improving student' social and emotional competencies, well-being, overall achievement, and positive life outcomes requires the implementation and support of quality social and emotional learning through research-based processes and practices. It includes a number of competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

The District knows that the educators responsible for facilitating student' learning and development will also benefit from opportunities to engage activities that aim to enhance SEL skills and competencies. To that end, the District is committed to supporting the social and emotional development of our educators.

2.0. The SEL-4E Pilot Initiative

An overview of the SEL for Educators (SEL-4E) Pilot initiative is provided below, along with the initiative's goals, activities, and expected outcomes of the initiative.

2.1. OVERVIEW OF THE SEL-4E PILOT INITIATIVE

The District's SEL-4E initiative offered opportunities for educators to participate in three workshops between December 2019 and March 2020. The vision of the initiative articulated by the SEL-4E workshop coordinator is to provide educators with tools to increase specific SEL skills by developing:

1. A greater sense of self-awareness and teacher efficacy;

2. Mindfulness practices that support teacher well-being;

3. Increased emotional resilience; and

4. Self-compassion in teaching and learning (to thwart teacher burnout)

The Learning Intentions for the SEL-4E Pilot initiative is to build the confidence of educators to identify foundational skills to increase educator resiliency, assess and define strategies that support educator social and emotional learning and development, and nurture aspects of both educator psychological and physiological well-being for personal and professional growth.

To support the SEL-4E Pilot initiative, workshop activities and materials drew upon resources and protocols produced by the Collaborative for Academic, Social, and Emotional Learning (CASEL).[1]

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[1]CASEL was founded in 1994 with the goal of supporting the delivery and integration of SEL within school curricula and policy from preschool through secondary school. URL: https://casel.org/

2.1. DATA COLLECTION TOOLS FOR EVALUATION THE SEL-4E PILOT INITIATIVE

Data collection tools were developed to evaluate the impacts on educators participating in the workshops. When the **first workshop** concluded, educators were provided a three-item reflection form, which included two sentence starters and one question for participants to complete:

1. What worked for me was…

2. For next time, please consider…

3. How do you feel our session today would "fit" for other educators?

When the **second workshop** concluded, educators were provided a six-item reflection form (see Appendix A) that asked them to read a series of statements and indicate their confidence related to understanding, identifying, and using SEL strategies. Educators could select their level of confidence based on a four-point Likert scale (Not at all confident, somewhat confident, mostly confident, and completely confident). The reflectionnaire items included the following statements:

1. I am confident in my ability to rebound/overcome if I have a bad day at work;

2. I am confident I can implement SEL strategies that are grounded in research-informed teaching practices;

3. I am confident the mindfulness practices I use will make a positive difference in my teaching practice;

4. I am confident I can identify and use skills that will support me to overcome challenges in my career;

5. I am confident I can select appropriate strategies that will support my social and emotional learning and development; and

6. I am confident I have the skills and strategies to nurture/support my mental health.

When the **third workshop** concluded, educators were provided a six-item reflection form (see Appendix B) that asked them five open-ended questions and one question that asked whether educators had used or were using strategies introduced to them during the sessions. Educators could select their level of use based on a six-point Likert scale (never, about once a month, about once a week, almost daily, daily, and not sure). The reflectionnaire items included the following questions:

1. What purpose has the SEL for Educators initiative served you?

2. What concepts discussed during the SEL for Educators initiative have you found useful in learning about SEL for Educators;

3. What strategies and/or resources, if any, have resonated with you the most and that you continue to use over time;

4. To what extent have you integrated what you have learned at these sessions into your daily or weekly life;

5. Please Describe what you feel could be improved for others in future sessions; and

6. Have you used any of the strategies and/or resources listed below since participating in the SEL for Educators initiative:
   a. Headspace App
   b. Deep Breaths
   c. Mindful Walking
   d. Mindful Eating
   e. Mindful Listening
   f. Visualization
   g. Yoga or Seated Practice
   h. 3-Minute Breaking Space
   i. Guided Imagery (The Beach)
   j. Other Strategy #1
   k. Other Strategy #2
   l. Other Strategy #3

3.0. Results of the SEL-4E Workshops

The following sections provide the qualitative and quantitative results from the SEL-4E workshops.

3.1. RESULTS FROM THE FIRST SEL-4E WORKSHOP

Theme 1: What Worked For Educators

Approximately 12 educators participated in the first SEL-4E workshop and provided their responses to a three-item reflection form. Educators were given the following sentence starter: _What worked for me was…_

Approximately two-thirds (n = 62) of the mentions were related to educators finding the workshop content, resources, and activities working well for them. The remaining one-third (n = 33) of the mentions were related to the instructional style and classroom climate working well for the educators.

An infographic was developed to visualize the data along with a sample of an educator's comment and is provided in Figure 1.

Figure 1. Number of Mentions Across Themes Related to What Worked for Educators

Theme 2: What Educators Want Considered for the Next Workshop

Educators were given the following sentence starter: *For next time, please consider…*

Approximately four in ten mentions (n = 17) were related to educators wanting to consider having time to reflect and strategize around implementing SEL strategies. About one in five mentions (n = 9) were related to educators wanting to continue what had been developed from the first workshop.

An infographic was developed to visualize the data along with a sample of an educator's comment and is provided in Figure 2.

Figure 2. Number of Mentions Across Themes Related to What Educators Would Like to Have Considered for the Next Workshop

Theme 3: How the Workshop Fits For Other Educators

Educators were given the following sentence starter: _How do you feel the session would fit for other educators?_

Nearly six in ten mentions (_n_ = 36) were related to educators feeling the SEL learning opportunities are needed and valued. Almost four in ten mentions (_n_ = 9) were related to educators feeling that other educators would appreciate the connecting, sharing, and support provided in the workshops.

An infographic was developed to visualize the data along with a sample of an educator's comment and is provided in Figure 3.
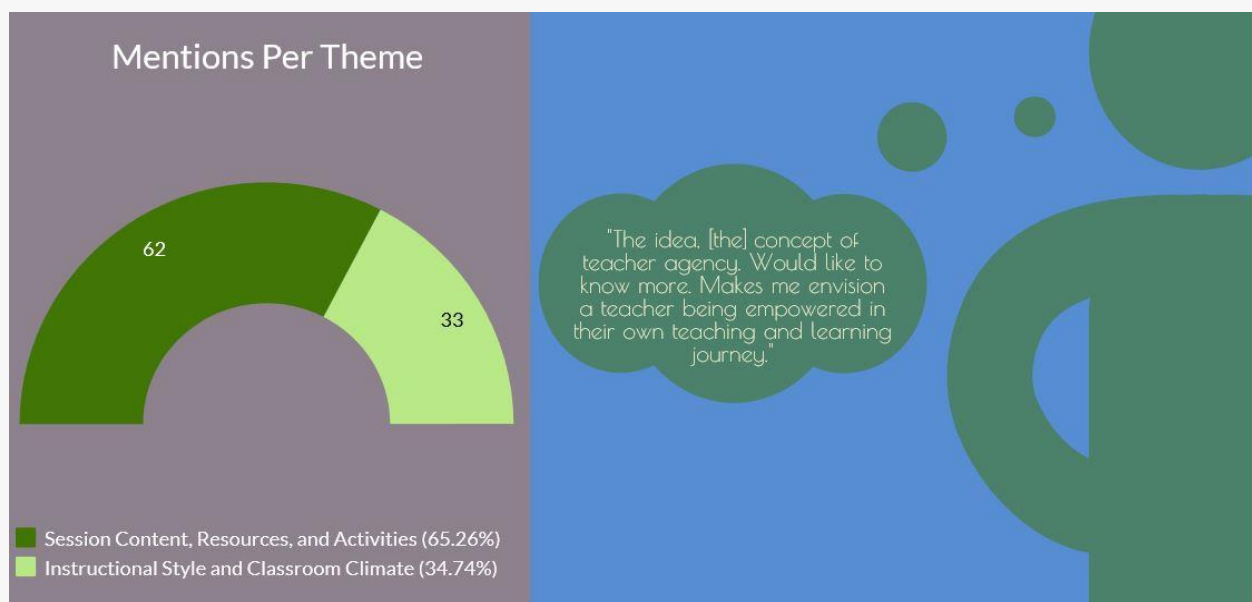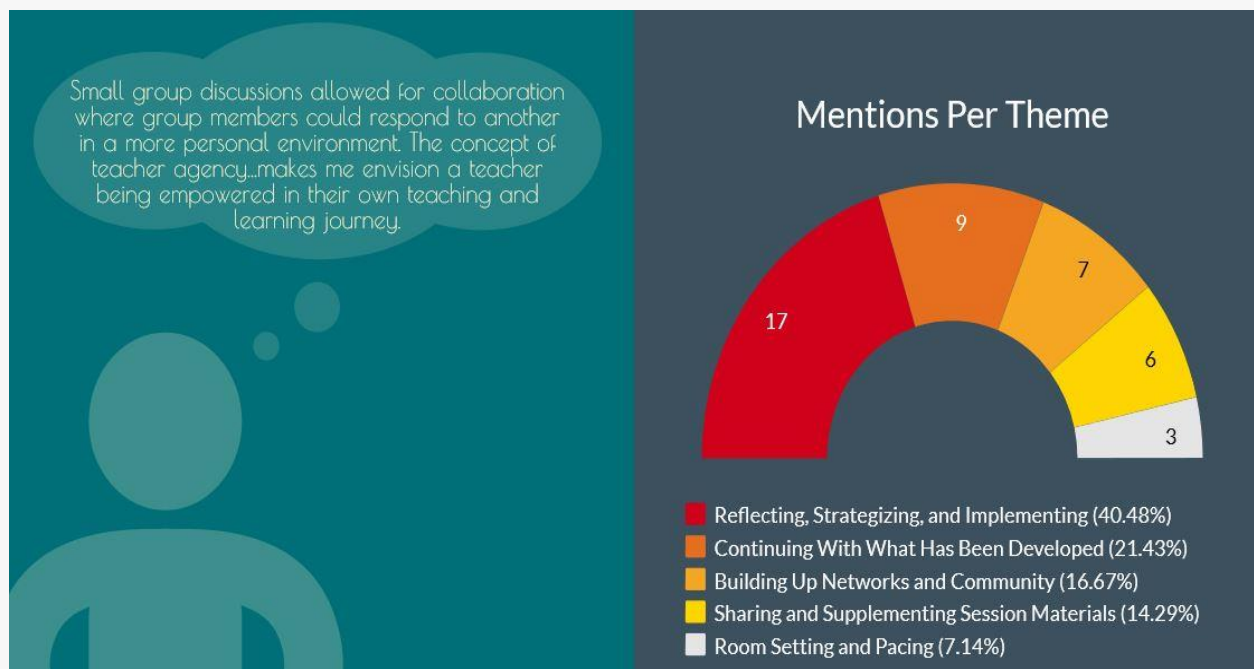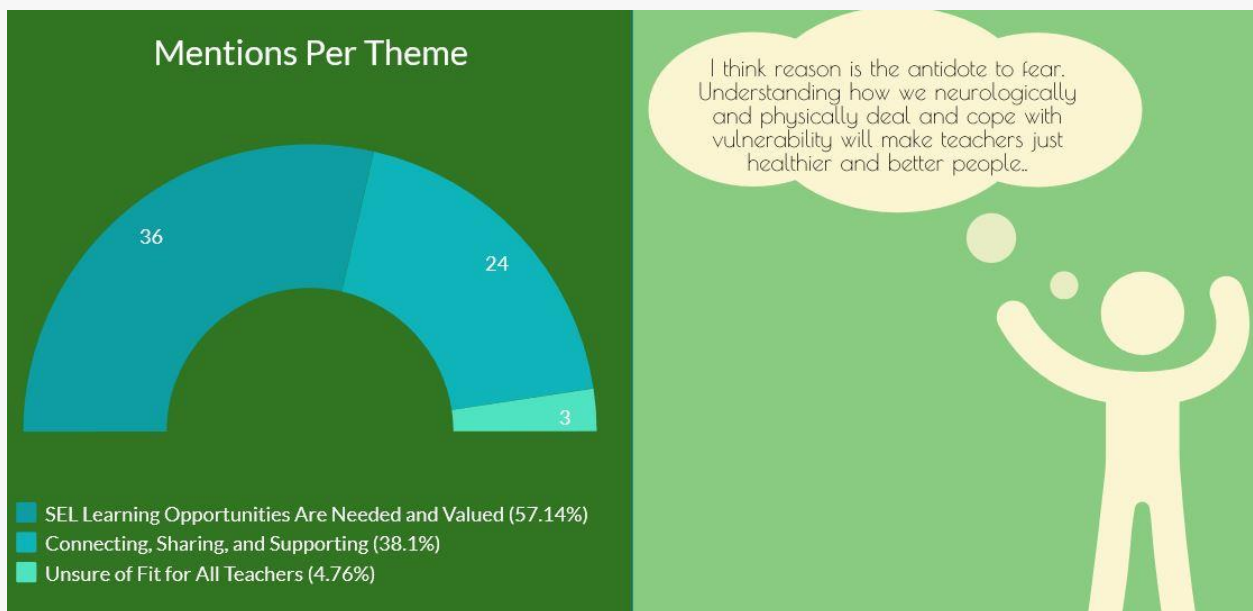

Figure 3. Number of Mentions Across Themes Related to How Educators Feel the Workshop Would Fit for Other Educators

3.2. RESULTS FROM THE SECOND SEL-4E WORKSHOP

Approximately 12 educators were asked to rate their confidence levels to six statements related to understanding, identifying, and using SEL strategies. Themes for each question are provided in the following sub-sections.

Confidence to Overcome a Challenging Day

Educators were asked *how confident they are in their ability to rebound/overcome if they have a bad day at work*

Approximately two-thirds of the mentions were related to educators having a better understanding of SEL practices to bounce back from a challenging day in identifying and using skills to overcome challenges. A breakdown of the sub-themes and number of mentions along with a sample of teacher comments is provided in Table 1.

Table 1. Confidence in Rebounding from a Bad Day

Sub-themes	Sample of Teacher Comments		Mentions (*N* = 51)
1. Better Understanding of SEL Practices to Bounce Back	*"I have learned I can incorporate mindful practices into my work (everyday) so the 'bad days' aren't as bad."*	*"I now understand that I am not alone in the feelings I share."*	*n = 34 (66%)*
2. Difficulty Implementing Rebound Strategies	*"Rarely used them as they felt like a band-aid."*	*"I tend to hang on to negative emotions for too long."*	*n = 7 (14%)*
3. Gained Skill to Bounce Back	*"I will be using these skills out of work as well."*	*"Confidence to reach out more."*	*n = 6 (12%)*
4. Prior Understanding of How to Bounce Back	*"I felt I had good knowledge of healthy coping strategies for myself from prior reading."*	*"I understood the principles of SEL."*	*n = 4 (8%)*

Confidence SEL Strategies Implemented are Research-Informed

Educators were asked _how confident they are in implementing SEL strategies that are grounded in research-informed teaching practices._

Approximately one-third of the mentions were related to educators having confidence in identifying and using skills to overcome challenges. Around one-quarter of the mentions were related to implementing skills to overcome challenges. A breakdown of the sub-themes and number of mentions along with a sample of teacher comments is provided in Table 4.

Table 2. Implement Strategies on Research-Informed Practices

Sub-themes	Sample of Teacher Comments		Mentions (N = 58)
1. Confidence in Implementing SEL Strategies	_"I feel more confident in speaking to my colleagues about my experiences."_	_"Today inspires me to utilize mindfulness practices on a more daily schedule."_	_n = 21 (36%)_
2. Better Understanding and Framing of SEL Strategies	_"Explicitly going through scenarios with this in mind brings legitimacy."_	_"I am becoming more familiar with the SEL core competencies in terms of language."_	_n = 16 (28%)_
3. Had Prior Understanding and Focus of SEL Strategies	_"I understand fully that behaviour is a product of emotion."_	_"It (SEL Strategies) is a personal focus in my professional [life]..."_	_n = 11 (19%)_
4. Still Learning About SEL and its Implementation	_"I have yet not determined a system for assisting students."_	_"I would like to explore more in CBT strategies."_	_n = 10 (17%)_

Confidence the SEL Practices Will Make a Difference in Their Teaching Practices

Educators were asked *how confident they are in that the mindfulness practices they use will make a difference in their teaching practices*.

Approximately half of the mentions were related to educators having confidence that the mindfulness strategies they will use will make a difference in their teaching practices. Around one-quarter of the mentions were related to educators being confident that they have a better understanding of mindful teaching practices. A breakdown of the sub-themes and number of mentions along with a sample of teacher comments is provided in Table 3.

Table 3. Mindful Practices Will Make a Positive Difference

Sub-themes	Sample of Teacher Comments		Mentions (*N* = 70)
1. Strategies Impact Teaching Practices	"I have learned to be more 'present' in the way I'm thinking."	"Seeing the details versus running through the day almost mindlessly."	*n = 36 (51%)*
2. Better Understanding of Mindful Teaching Practices	"Metacognition of my strategies as a teacher will allow me to be an observer in the classroom."	"Mindful practices I've us wisdom."	*n = 17 (24%)*
3. Had Prior Understanding of SEL Strategies	"I had a good base of knowledge of the mindful techniques."	"I taught mindful practices to my students."	*n = 9 (13%)*
4. Difficulty in Adopting SEL Strategies	"I believe this because I have recently depleted in my position."	"I find it hard to practice all of the activities."	*n = 8 (11%)*

Confidence in Using Skills to Support Overcoming Career Challenges

Educators were asked _to identify how confident they are in using skills that will support them in overcoming challenges in their career._ A total of 61 mentions were categorized across four sub-themes.

Approximately one-third of the mentions were related to educators having confidence in identifying and using skills to overcome challenges. Around one-quarter of the mentions were related to implementing skills to overcome challenges. A breakdown of the sub-themes and number of mentions along with a sample of teacher comments is provided in Table 4.

Table 4. Confidence in Identifying and Using Skills to Overcome Career Challenges

Sub-themes	Sample of Teacher Comments		Mentions (N = 61)
1. Identifying and Using Skills to Overcome Challenges	_"I have learned new skills to support me in challenging situations."_	_"I take so much from all the well-planned activities shared in these sessions."_	_n = 20 (33%)_
2. Implementing Skills to Overcome Challenges	_"I will present it to the staff to create a culture in school where every staff member belongs and feels supported."_	_"Visualizing a calm serene place very much helps me."_	_n = 14 (23%)_
3. Still Learning to Find Confidence in Identifying and Using Skill	_"This is something I'm working on."_	_"This also gives me a vision of where to go next."_	_n = 14 (23%)_
4. Valued and Appreciated Practice	_"Encouraging to see the district valuing these practices."_	_"I just wish more educators could participate in these rich learning sessions."_	_n = 13 (21%)_

Confidence in Selecting Appropriate SEL Strategies to Support SEL Development

Educators were asked *if they are confident in selecting appropriate strategies that will support their social and emotional learning and development.*

Approximately half of the mentions were related to educators valuing the continued learning of SEL Strategies. Over one-thirds of the mentions were related to confidence in selecting appropriate strategies to support development. A breakdown of the sub-themes and number of mentions along with a sample of teacher comments is provided in Table 5.

Table 5. Confidence in Selecting Appropriate Strategies to Support SEL Development

Sub-themes	Sample of Teacher Comments		Mentions (*N* = 58)
1. Valued Continued Learning of Strategies"	*"The skills around understanding thoughts is going to really help me."*	*"This group provided me practical strategies modelled well."*	*n = 30 (52%)*
2. Confidence in Selecting Appropriate Strategies to Support Learning and Development	*"I am confident I can select appropriate strategies."*	*"I have really been able to narrow down what works best for who I am right now."*	*n = 22 (38%)*
3. Prior Understanding of Selecting Strategies"	*"I am confident in myself."*	*"I have more 'tools' in the toolkit now that add to the versatility of mindfulness strategies."*	*n = 6 (10%)*

Confidence the SEL Practices Will Make a Difference in Their Teaching Practices

Educators were asked _if they are confident they have the skills and strategies to nurture/support their mental health_

Approximately half of the mentions were related to educators still learning strategies to nurture mental health. One-third of the mentions were related to having the skills to nurture mental health. A breakdown of the sub-themes and number of mentions along with a sample of teacher comments is provided in Table 6.

Table 6. Confidence in Skills and Strategies to Nurture Mental Health

Sub-themes	Sample of Teacher Comments		Mentions (N = 66)
1. Still Learning Strategies to Nurture Mental Health	"I will use time I have to further develop ways I can switch off."	"These workshops have so far given me permission to explore more deeply."	n = 31 (47%)
2. Has Skills to Nurture Mental Health	"I no longer have the barriers of asking for support."	"I feel confident about this."	n = 21 (32%)
3. Understanding of Strategies to Nurture Mental Health	"Coming to these sessions is a nice reminder of mindfulness."	"After last session I felt so much happier."	n = 12 (18%)
4. Prior Understanding of Strategies to Support Mental Health	"I have always been aware of how I'm feeling."	"Have not been shy to ask for help when needed."	n = 2 (3%)

Quantitative Findings: Descriptive Statistics

It was expected that confidence scores on reflectionnaires would increase from where educators placed themselves on the continuum pre-workshops and where the educators would place themselves post-workshops. Before the first SEL-4E workshop, results indicated that educators were closer to being *Somewhat Confident* (*M* = 2.42, *Md* = 3.0) on a range of statements related to understanding, identifying, and using SEL strategies.

After the second SEL-4E workshop concluded, results indicated that educators had progressed in their confidence and were closer to *Mostly Confident* (*M* = 3.28, *Md* = 3.0) on a range of statements related to understanding, identifying, and using SEL strategies. Overall, the difference in Mean and Median scores were .86 and 1 confidence level respectively,

As Figure 4 indicates, all educators increased their confidence scores from pre-workshops to post-workshops.

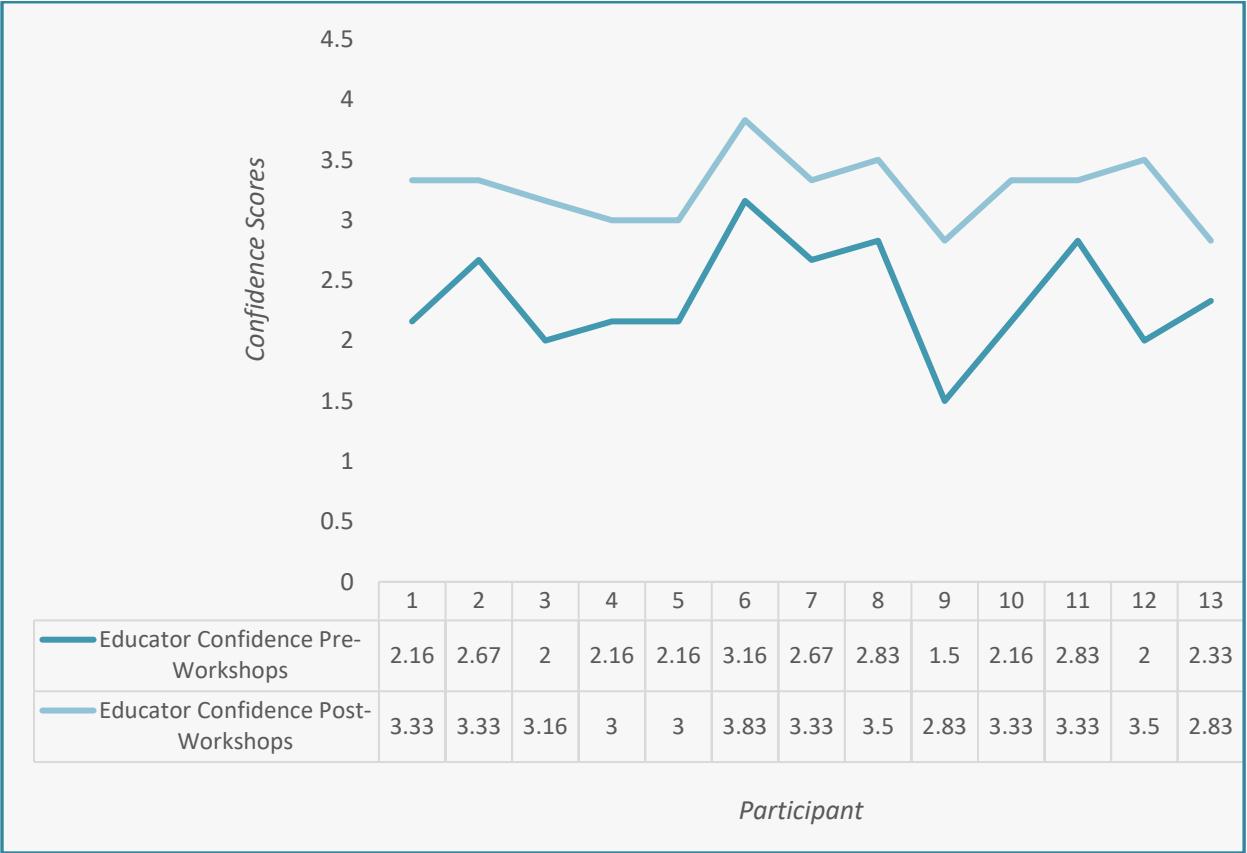|	1	2	3	4	5	6	7	8	9	10	11	12	13
Educator Confidence Pre-Workshops	2.16	2.67	2	2.16	2.16	3.16	2.67	2.83	1.5	2.16	2.83	2	2.33
Educator Confidence Post-Workshops	3.33	3.33	3.16	3	3	3.83	3.33	3.5	2.83	3.33	3.33	3.5	2.83

Participant

Figure 4. Participant's Confidence Scores

Descriptive statistics of the total number of responses, mean, median, standard deviations and variance scores for each question of the reflectionnaire are presented in Table 7.

Table 7. Descriptive Statistics for Educator Confidence by SEL-4E Reflectionnaire Question

Question Item		Mean	Median	Std. Dev.	Var.	Min.	Max.
Q1. I am confident in my ability to rebound/overcome if I have a bad day at work.	Pre	2.58	2.5	.669	.447	2	4
	Post	3.42	3	.515	.265	3	4
Q2. I am confident I can implement SEL strategies that are grounded in research-informed practices.	Pre	2.33	2	.651	.424	1	3
	Post	3.13	3	.528	.278	2	4
Q3. I am confident the mindfulness practices I use will make a positive difference in my teaching practices.	Pre	2.50	2	.798	.636	1	4
	Post	3.50	3	.522	.273	3	4
Q4. I am confident I can identify and use skills that will support me to overcome challenges in my career.	Pre	2.08	2	.900	.811	1	4
	Post	3.08	3	.669	.447	2	4
Q5. I am confident I can select appropriate strategies that will support my social and emotional learning and development.	Pre	2.50	2.5	.522	.273	2	3
	Post	3.33	3	.492	.242	3	4
Q6. I am confident I have the skills and strategies to nurture/support my mental health.	Pre	2.50	2	.905	.818	1	4
	Post	3.25	3	.622	.386	2	4
Total	**Pre**	**2.42**	**2**	**.746**	**.556**	**1**	**4**
	Post	**3.28**	**3**	**.562**	**.316**	**2**	**4**

Statistical Significance Testing

Due to the small sample size of educators who completed the SEL-4E Reflectionnaire, a Wilcoxon Signed Test was used to measure the change in pre-workshop reflectionnaire scores to post-workshop reflectionnaire scores.[2]

The Wilcoxon Signed Test revealed a statistically significant improvement in confidence scores following participation in the SEL-4E initiative, z = -6.832, p < 0.005, with a large effect size (r = .57). The median and mean scores on the SEL-4E reflectionnaire from before the first SEL-4E workshop (*Md* = 2.00; *M* = 2.42) to after the second SEL-4E workshop (*Md* = 3.00; *M* = 3.3). Results from the test, including calculated effect sizes are presented in Table 8.

Table 8. Wilcoxon Signed Rank Test Results and Effect Sizes for Educator Confidence by SEL-4E Reflectionnaire Question

	Q1	Q2	Q3	Q4	Q5	Q6	**Total**
Z	-3.162[a]	-2.588[a]	-3.207[a]	-2.762[a]	-2.640[a]	-2.714[a]	**-.6.864**
Asymp. Sig. (2-tailed)	.002	.010	.001	.006	.008	.007	**.000**
Effect Size[b]	.64	.53	.65	.56	.54	.55	**.57**

[a]*Based on negative ranks*

[b]*Effect sizes were calculated by dividing the z value by the square root of N (pre + post); .1 to .29 = small; .3 to .49 = medium; .5 to 1.0 = large*

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[2] Howell, D. C. (2012). *Fundamental Statistics for the Behavioral Sciences* (6th edition). Belmont, CA: Thomson Higher Education.

3.3. RESULTS FROM THE THIRD WORKSHOP

Approximately 10 educators took part in a third SEL for Educators workshop. Educators were asked to rate their confidence levels to six statements related to understanding, identifying, and using SEL strategies.

The Purpose the SEL for Educators Initiative Served

Educators were asked *what purpose the SEL for Educators initiative has served them.*

About half (52%) of the mentions regarding the purpose of the SEL for Educators initiative were related to educators valuing and prioritizing self-care (29%) and being self-aware and mindful in their daily lives (22%). A breakdown of the sub-themes, number of mentions, and a sample of educator comments are provided in Table 9.

Table 9. The Purpose the SEL for Educators Initiative Served

Sub-themes	Sample of Teacher Comments		Mentions (*N* = 77)
1. To Value and Prioritize Self-Care	*"It made me feel that it's OK to think about whether I'm OK."*	*"I really take the time to prioritize and reflect!"*	*n* = 23 (30%)
2. To Be Self-Aware and Mindful	*"Brought mindfulness to my day-to-day and improved my awareness and responsibility."*	*"Being more aware of my self emotions, self psyche, self identity."*	*n* = 17 (22%)
3. To Learn to Be a More Effective Educator	*"Practical exercises…so that I can be more effective in my work."*	*"It makes us better people for our jobs."*	*n* = 16 (21%)
4. To Connect With and Support Students, Families, and Colleagues	*"Increased my knowledge to share with my colleagues, families and students."*	*"Amplified connection with both peers and the profession."*	*n* = 15 (19%)
5. For the District to Promote the Wellbeing of Educators	*"Feelings of gratitude and relief that finally something like this is being provided for educators to learn strategies."*	*"It made me feel that the district cares about the welfare and the workload and the well-being of teachers."*	*n* = 6 (8%)

Concepts Found Useful During the SEL for Educators Initiative

Educators were asked *what concepts discussed during the SEL for Educators initiative they found useful.*

About seven in ten (69%) mentions regarding which concepts discussed during the SEL for Educators initiative were found useful were related to core emotions and wellness (28%), psychological safety (21%), and mindfulness (20%). A breakdown of the sub-themes, number of mentions, and a sample of educator comments are provided in Table 10.

Table 10. Concepts Found Useful During the SEL for Educators Initiative

Sub-themes	Sample of Teacher Comments		Mentions (N = 75)
1. Core Emotions and Wellness	*"Emotion/Thought/Behavior triad has been incredibly useful in deciphering uncomfortable feelings or thought patterns."*	*"Core emotions – ingredients to increase our ability."*	*n = 21 (28%)*
2. Psychological Safety	*"Psychological safety, work stresses and understanding more about psyche 101 were all things I didn't have depth of knowledge for or language to discuss."*	*"Discussion of safety and security in both mind and practice."*	*n = 16 (21%)*
3. Mindfulness	*"Mindful listening (they have been the most useful to me)."*	*"All mindful practices taught throughout the three days."*	*n = 15 (20%)*
4. SEL Competencies and Self-Care	*"Practical resources to use with our own SEL."*	*"Self care…teacher empowerment."*	*n = 10 (13%)*
5. Collaboration and School Culture	*"How to increase this collaboratively as a staff to benefit school culture."*	*"The concept of collaboration and how it affects our mental creativity."*	*n = 8 (11%)*
6. Socio-Political Identity	*" Sociopolitical landscape helped bring awareness to how we relate to other."*	*"The useful concepts have been the influence of socio-political identity."*	*n = 5 (7%)*

Strategies and Resources That Resonate and Continue to Be Used Over Time

Educators were asked *which strategies and/or resources resonated with them and continue to be used over time.*

About seven in ten (69%) of the mentions regarding which strategies and/or resources resonated with educators and will continue to be used over time included books, phone apps, and websites (35%) and mindfulness activities and practical strategies (34%). A breakdown of the sub-themes, number of mentions, and a sample of educator comments are provided in Table 11.

Table 11. Strategies and Resources That Resonate and Continue to Be Used Over Time

Sub-themes	Sample of Teacher Comments		Mentions (*N* = 74)
1. Books, Phone Apps, and Websites	*"Headspace APP – I use this daily for myself and my family and a couple times a week with my class."*	*"Books. Many discussed (Grit, Onward, Brené Brown, The Growth Mindset Coach, etc…)."*	*n* = 26 (35%)
2. Mindfulness Activities and Practical Strategies	*"Everything! (Ok, not helpful…). Mindful practices – tasting, walking, listening. Mediation and breath exercises, body scans."*	*"Mindfulness activities for myself and for my students."*	*n* = 25 (34%)
3. Behavioural Instructional Strategies	*"Emotions – ability to manage our emotions. Subjective / physiological / behavioral responses."*	*"Emotion / Thought / Behavior breakdown. Help give me pause to make more healthy decisions / cope better."*	*n* = 23 (31%)

The Learning That Has Been Integrated Into Daily and Weekly Lives

Educators were asked _to what extent they have integrated what they learned during the sessions into their daily or weekly lives._

About three-quarters (77%) of the mentions regarding the extent to which the learnings from the SEL for Educators workshops have been integrated into the daily or weekly lives of educators were related to the integration of self-care strategies in their daily lives (42%) and work lives (35%). A breakdown of the sub-themes, number of mentions, and a sample of educator comments are provided in Table 12.

Table 12. The Learning That Has Been Integrated Into Daily and Weekly Lives

Sub-themes	Sample of Teacher Comments		Mentions $(N = 43)$[a]
1. Integration of Self-Care Strategies in Daily Life	_"I have been slowly integrating what I have learned into my daily life and will continue to do so with intent."_	_"I have given myself permission to put myself first sometimes."_	_n_ = 18 (42%)
2. Integration of SEL Practices in Work Life	_"It helps me de-stress myself as a new teacher. I am all about SEL, but I have to practice it and model it to my students!"_	_"To a large extent my practices have been influenced by these sessions."_	_n_ = 15 (35%)
3. Integration of Mindfulness Practices and SEL Competencies in Personal Relationships	_"Personal life – sharing it with my family; new mindfulness exercises with my kids; after work rituals to be better balanced."_	_"I use the SEL competencies with my partner when we talk about our relationship."_	_n_ = 9 (21%)

[a]An additional mention (2%) indicated there had yet to be integration of strategies into their daily and weekly life.

What Can Be Improved for Future SEL for Educators Workshops

Educators were asked to <u>describe what they feel could be improved for future SEL for Educators sessions.</u>

About six in ten (58%) of the mentions regarding what improvements can be made to improve the SEL for Educators initiative were related to more sessions and opportunities for additional educators to participate (37%) and having deeper discussions and explorations of topics (21%). A breakdown of the sub-themes, number of mentions, and a sample of educator comments are provided in Table 13.

Table 13. What Can Be Improved for Future SEL-4E Workshops

Sub-themes	Sample of Teacher Comments		Mentions (*N* = 43)
1. More Sessions and Opportunities for Additional Educators to Participate	*"More time (1 beginning of year, 2 in between, 1 at the end to reflect, wrap up + set goals)."*	*"I only hope other educators have an opportunity like this."*	*n* = 16 (37%)
2. Grateful for Professional Development Opportunity	*"So grateful to have had this opportunity."*	*"This was beyond my expectations."*	*n* = 15 (35%)
3. Deeper Discussion and Exploration of Topics	*"Psychological safety could have been talked about more in depth and how you can better achieve it at the work place."*	*"More time to go deeper with the concepts."*	*n* = 9 (21%)
4. Connecting With Each Other Outside of the Workshops	*"Creating a mailing list for participants to connect with one another outside of sessions."*	*"Ideally, to start "cohorts" that could meet every second month."*	*n* = 3 (7%)

Strategies and Resources Used Since Participating in the SEL-4E

Educators were provided a list of SEL strategies and/or resources and were asked *if they had used any of the strategies and/or resources since participating in the SEL for Educators initiative?*

More educators selected 3-Deep Breaths and Visualization as SEL strategies they would use daily or almost daily. Approximately six educators provided one additional strategy and/or resource to the list, while two of those educators provided two additional strategies and/or resources. Square breathing and mindful writing were identified SEL strategies that have been used daily since participating in the SEL-4E initiative. Table 14 provides a breakdown of strategies and resources ranked in order of having been most used almost daily or daily.

Table 14. Strategies and Resources Used Since Participating in SEL-4E Workshops

SEL-4E Strategies	Never	About once a month	About once a week	Almost Daily	Daily	Not Sure
1. 3 Deep Breaths	0	0	1	7	2	0
2. Visualization	0	2	4	2	2	0
3. Mindful Listening	2	1	1	1	2	3
4. Mindful Walking	2	2	1	1	2	2
5. 3-Minute Breaking Space	2	1	2	0	2	2
6. Headspace APP	5	0	2	1	2	0
7. Mindful Eating	3	2	2	3	0	0
8. Guided Imagery (The Beach)	2	5	1	0	1	0
9. Yoga or Seated Practice	3	3	4	0	0	0
10. Strategy One[a]	0	0	2	1	2	1
11. Strategy Two[b]	0	0	2	0	0	0
Total	**19**	**16**	**22**	**16**	**15**	**8**

[a]*Mindful writing (daily; about once a week); mindful breathing (about once a week; just learned); square breathing (daily); reading SEL books/research (almost daily).*

[b]*Emotion/Thought/Behaviour (about once a week); "Let Go" of thoughts (about once a week).*

All educators (100%) identified at least one strategy and/or resource they have used daily since participating in the SEL-4E workshops, while nine educators (90%) identified at least two SEL strategies and/or resources, six educators (60%) identified at least three SEL strategies and/or resources, and four educators (40%) identified at least four SEL strategies and/or resources they have used daily.

Approximately seven educators identified at least one strategy and/or resources they have used almost daily since participating in the SEL-4E workshops, four educators identified at least two strategies and/or resources, three educators identified at least three strategies and/or resources, and one educator identified at least four strategies and/or resources.

4.0. Conclusions and Recommendations

Conclusions

Results from the second workshop reflectionnaire revealed that educators overwhelmingly felt confidence in the mindfulness strategies they learned from the SEL-4E initiative will make a difference in their teaching practices. Educators who participated in the workshops place value on the continued learning of SEL strategies and the majority indicated they have the confidence to select appropriate strategies to support their SEL development. Educators identified a need for other educators to learn SEL strategies to nurture mental health. Additionally, educators participating in this initiative felt they have the confidence to bounce back from a challenging day due to a better understanding of SEL practices. Finally, educators left this initiative with greater confidence in identifying and using skills to overcome challenges in implementing research-informed methods and overcoming challenges in their career.

Taken altogether – the difference in Mean and Median scores, the significance value resulting from the Wilcoxin Signed Test and the effect size calculations revealing the magnitude of the differences between pre- and post-workshop responses were large – evidences the impacts of the SEL-4E Pilot initiative to promote the confidence in educators to understand, identify, and use SEL strategies.

Recommendations

The following is a list of recommendations for building upon current efforts and results of the SEL-4E initiative. Recommendations are based on a combination of participant-provided recommendations and the analysis of reflection forms gathered from participants concluding both.

Recommendation #1: Continue to Build on the Effective Supports Offered

Continue providing and building off the effective SEL supports and materials delivered through the SEL for Educators workshops, which could include: 1) developing and delivering a standardized SEL for Educators curriculum based on evidence-based adult learning principles; 2) collating best-evidence, best practices in SEL-4E to distribute to participants; and 3) inviting guest speakers with expertise, unique experiences, and/or success stories implementing strategies relevant to a given SEL-4E topic (i.e., showcasing what works and doesn't work to reduce adoption of SEL programs that lack evidence as to its efficacy).

Recommendation #2: Explore Opportunities to Maintain or Increase the Number of Workshops

Explore opportunities to maintain or increase the number of SEL-4E workshops through strategic planning, which could include: 1) gauging the interest levels of educators and school administrators to participate in future workshops; 2) surveying educators around topics they would prefer to explore deeper (e.g., SEL-4E workshops framed through a neurological, gendered, Indigenous, and administrator lens); and 3) leveraging growing interest for participating in this initiative to ensure appropriate staffing and resource levels.

Recommendation #3: Identify Activities That Would Promote SEL-4E in Schools

Identify activities and resources that would promote the presence of SEL-4E in schools, which could include: 1) integrating initiative activities into staff meetings; 2) working with interested participants to establish school-based SEL Teams or resource groups to form, exchange emails, network, and become an extended community; and 3) building capacity for school teams to deliver SEL-4E activities through a Train the Trainer method.

Recommendation #4: Determine the Need for SEL-4E Activities and Resources to Address Population-Specific Experiences

Determine the extent to which there is a need for SEL-4E activities and resources to address the unique experiences of a growing diverse educator population, which could include, but are not limited to: 1) educators who identify as part of the LGBTQ communities; 2) educators of ethnic/racialized minority background; 3) educators with mental health issues; 4) educators with disabilities; 5) first year educators; and 6) veteran educators.

Recommendation #5: Continue to Embed Program Evaluation Activities within the SEL-4E Initiative

Continue to embed periodic data collection activities as part of the delivery of SEL-4E activities, which could include: 1) integrating data collection activities at multiple time points or key junctures to enhance data reliability (e.g., baseline before the first workshop and at the end of workshops or selected workshops); 2) increasing the number of data sources (i.e., triangulation)

to better validate impacts of the initiative on educators (e.g., Data collected from an increased number of educators participating across differently-themed SEL-4E workshops and holding group discussions or recording individual testimonies from a sample of participants using SEL-4E strategies); and 3) continuing to ensure appropriate analysis and reporting of results for planning and knowledge translation and exchange purposes (e.g., sharing results with educators and promoting the initiative on the Surrey School District website which would require gaining consent).

SEL for Educators Workshop Two Reflectionnaire

_____

DIRECTIONS: We would like to ask you a few questions about your experiences from participating in SEL for Educators sessions. Your answers will be confidential. Thank you for helping us!

_____

Q1. I am confident in my ability to rebound/overcome if I have a bad day at work.

Before the first SEL for Educators session	_Not at all Confident_ 1	_Somewhat Confident_ 2	_Mostly Confident_ 3	_Completely Confident_ 4
After two SEL for Educators sessions	_Not at all Confident_ 1	_Somewhat Confident_ 2	_Mostly Confident_ 3	_Completely Confident_ 4
Why do you think this?				

Q2. I am confident I can implement SEL strategies that are grounded in research-informed practices.

Before the first SEL for Educators session	_Not at all Confident_ 1	_Somewhat Confident_ 2	_Mostly Confident_ 3	_Completely Confident_ 4
After two SEL for Educators sessions	_Not at all Confident_ 1	_Somewhat Confident_ 2	_Mostly Confident_ 3	_Completely Confident_ 4
Why do you think this?				

Q3. I am confident the mindfulness practices I use will make a positive difference in my teaching practices.

Before the first SEL for Educators session	*Not at all Confident* 1	*Somewhat Confident* 2	*Mostly Confident* 3	*Completely Confident* 4
After two SEL for Educators sessions	*Not at all Confident* 1	*Somewhat Confident* 2	*Mostly Confident* 3	*Completely Confident* 4
Why do you think this?				

Q4. I am confident I can identify and use skills that will support me to overcome challenges in my career.

Before the first SEL for Educators session	*Not at all Confident* 1	*Somewhat Confident* 2	*Mostly Confident* 3	*Completely Confident* 4
After two SEL for Educators sessions	*Not at all Confident* 1	*Somewhat Confident* 2	*Mostly Confident* 3	*Completely Confident* 4
Why do you think this?				

Q5. I am confident I can select appropriate strategies that will support my social and emotional learning and development.

Before the first SEL for Educators session	*Not at all Confident* 1	*Somewhat Confident* 2	*Mostly Confident* 3	*Completely Confident* 4
After two SEL for Educators sessions	*Not at all Confident* 1	*Somewhat Confident* 2	*Mostly Confident* 3	*Completely Confident* 4
Why do you think this?				

Q6. I am confident I have the skills and strategies to nurture/support my mental health.

Before the first SEL for Educators session	*Not at all Confident* 1	*Somewhat Confident* 2	*Mostly Confident* 3	*Completely Confident* 4
After two SEL for Educators sessions	*Not at all Confident* 1	*Somewhat Confident* 2	*Mostly Confident* 3	*Completely Confident* 4
Why do you think this?				

THANK YOU FOR YOUR TIME

Social Emotional Learning for Educators

Workshop Three Reflectionnaire

_____

DIRECTIONS: We would like to ask you a few questions about your experiences from participating in SEL for Educators sessions. No one else will know your answers. Thank you for helping us!

_____

Q1. What purpose has the SEL for Educators initiative served you?

Q2. What concepts discussed during the SEL for Educators initiative have you found useful in learning about SEL for Educators?

Q3. What <u>strategies and/or resources</u>, if any, have resonated with you the most and that you continue to use over time?

Q4. To what extent have you integrated what you have learned at these sessions into your daily or weekly life?

Q5. Please describe what you feel could be improved for others in future sessions.

Q6. Have you used any of the strategies and/or resources listed below since participating in the SEL for Educators initiative?

	Never	About once a month	About once a week	Almost Daily	Daily	Not Sure
Headspace APP	☐	☐	☐	☐	☐	☐
3 Deep Breaths	☐	☐	☐	☐	☐	☐
Mindful Walking	☐	☐	☐	☐	☐	☐
Mindful Eating	☐	☐	☐	☐	☐	☐
Mindful Listening	☐	☐	☐	☐	☐	☐
Visualization	☐	☐	☐	☐	☐	☐
Yoga or Seated Practice	☐	☐	☐	☐	☐	☐
3-Minute Breaking Space	☐	☐	☐	☐	☐	☐
Guided Imagery (The Beach)	☐	☐	☐	☐	☐	☐
Other Strategy #1_____	☐	☐	☐	☐	☐	☐
Other Strategy #2_____	☐	☐	☐	☐	☐	☐
Other Strategy #3_____	☐	☐	☐	☐	☐	☐

THANK YOU FOR YOUR TIME