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While there has been considerable research and attention focused on the positive impact of social-emotional learning (SEL) skills for students, equal consideration must be given to the social-emotional development of the educators responsible for teaching, coaching, and modeling these skills. Educators who have strong SEL skills show an ability to cultivate strong relationships, model SEL competencies, manage stress, and reduce burnout. Implementing your own self-care strategies is a critical component to safeguarding the mental health of students.

• Emotional management in teachers is extremely important. It prevents stress and helps them deal with complicated situations in the classroom without affecting the students. Research shows that emotions drive effective teaching and learning, the decisions educators make, classroom and school climate, and educator well-being (Brackett, Cipriano, April, 2020).

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- Establishing routines, setting manageable expectations, and creating opportunities for socialization are keys to building a sense of physical and emotional safety (<u>Darling-Hammond</u>, <u>Flook, Cook-Harvey, Barron & David Osher</u>, 2020).
- As human beings, all educators have both unintentional and intentional biases that contribute to how they interact with their students, student's families, and colleagues. Recognizing these biases and working to counteract them is essential in examining one's own identity (What is Anti-Bias Education?).
- Students with teachers who exhibit lower levels of stress achieve higher test scores and fewer behavior infractions (Herman, K. C., Hickmon-Rosa, J., & Reinke, W. M., 2018).
- Adults who are aware of their own negativity bias are more able to counteract it by elevating moments of positivity and joy for themselves as well as for their students, colleagues, and families (<u>Vaish, A., Grossmann, T., & Woodward, A.</u> <u>2008</u>).
- Practicing gratitude can foster physical, psychological, and social benefits. It is associated with increased happiness, strengthened relationships, decreased anxiety and depression, and increased motivation (Allen, S. 2018).

Five High-Leverage Practices

To address the overall well-being and emotional state of adults in school settings, there are five high-leverage practices to streamline learning, practice, and application (Transforming Education).

EXAMINE IDENTITY:

Define Values and Pursue Purpose, Investigate Privilege and Power, Uncover Bias, and Reflect on Work Style.

EXPLORE EMOTIONS:

Label Emotions, Recognize Physical Reactions, and Respond Rather Than React.

CULTIVATE COMPASSIONATE CURIOSITY:

Acknowledge There is A Lot You Don't Know, Ask Caring Questions, Listen and Observe, and Imagine the Student's Experience.

ORIENT TOWARDS OPTIMISM:

Recognize Negativity Bias, Reframe and Retrain the Brain, and Practice Gratitude.

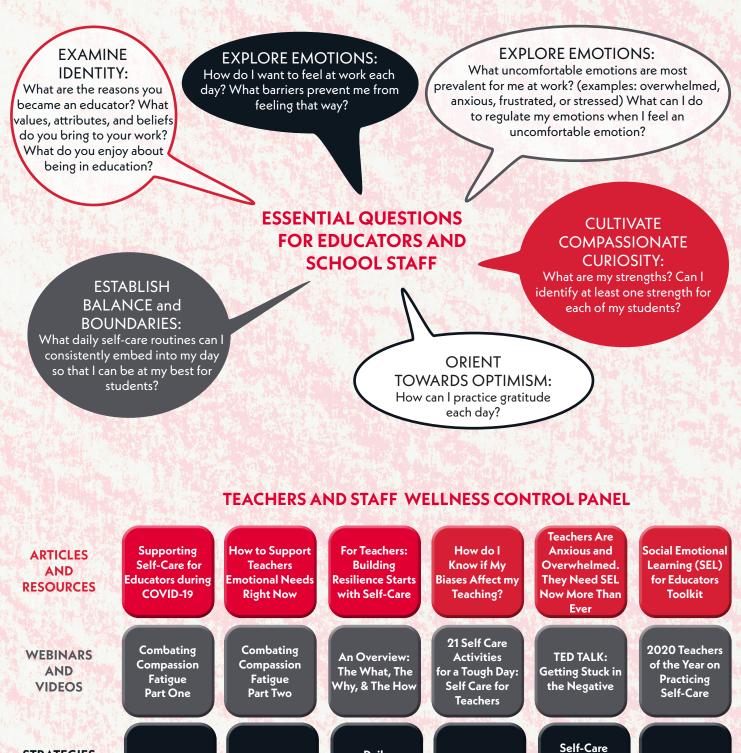
ESTABLISH BALANCE AND BOUNDARIES:

Understand the "Cost of Caring," Form Healthy Habits, and Ask for Help and Learn to Say No.

WE CANNOT CONTROL WHAT IS HAPPENING TO US AND AROUND US, BUT WE CAN CONTROL HOW WE RESPOND TO IT.

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STRATEGIES OR TOOLS

Want to explore more? Take a look at this collection of SEL Resources.

Daily

Affirmations

for Educators

Empathy

Self

Assessment

Gratitude

Journal

Guiding

Questions for

Educators:

Promote

Equity Using SEL

Self-Compassion

Break

Headspace

Strengths

Survey

(for adults

and youth)

During COVID

for Support

Professionals

Taking Care

of Yourself