وزارة التربية والتـعـليم

إدارة الإشراف والتدريب التربوي

مديرية الإشراف والإسناد التربوي

نشرة تربوية بعنوان :

Cultivating Social-Emotional Learning and Well-being in the Classroom

إعــــــداد :

علياء الجلاد / أخصائي مبحث مركزي (اللغة الإنجليزية)

الفئـة المستهدفـة:

أخصائيّو مبحث اللغة الإنجليـزية

معلمو ومعلمات مبحث اللغة الإنجليزية

منشـــــــورات

قســـم إدارة أداء الإسنــــاد التربوي/ ٢٠٢٥

Introduction

This educational leaflet is designed to support English language teachers and educational supervisors in integrating Social and Emotional Learning (SEL) into classroom practice. It outlines the key SEL competencies and presents practical strategies for fostering emotional intelligence, academic engagement, and student well-being. Rooted in international research and aligned with global frameworks, this resource promotes inclusive and student-centred learning environments that enhance both language acquisition and socio-emotional development.

Understanding Social and Emotional Learning (SEL)

As defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL), SEL is the process through which learners develop essential life skills to understand and manage emotions, build positive relationships, and make responsible decisions. Effective SEL supports students in becoming more empathetic, confident, and resilient—traits that are fundamental for success in school and beyond.

The Five Core SEL Competencies:

1. **Self-Awareness**
   Recognizing one's emotions, thoughts, and values and understanding how they influence behaviour. This competency nurtures self-confidence and reflective thinking.
2. **Self-Management**
   Regulating emotions, thoughts, and behaviours in diverse situations and setting and working toward personal and academic goals.
3. **Social Awareness**
   Demonstrating empathy, understanding diverse perspectives, and appreciating social and cultural differences.
4. **Relationship Skills**
   Building and maintaining healthy relationships through active listening, cooperation, and respectful conflict resolution.
5. **Responsible Decision-Making**
   Making ethical, constructive choices and evaluating consequences for personal and social behaviour.

The Importance of SEL in the English Language Classroom

- Boosts academic performance through improved focus and motivation
- Enhances classroom behaviour and reduces emotional distress
- Fosters empathy, communication, and teamwork
- Builds a positive, respectful classroom culture
- Supports both student and teacher well-being

Effective Strategies for Promoting SEL in the Classroom

To support the systematic development of SEL competencies, the following practices are recommended:

1. Embedding SEL in Daily Instruction

- Begin the school day with structured check-ins or mood meters.
- Incorporate reflective journaling or exit slips focused on emotional awareness.

  Practical Example: Begin each lesson with a "word of the day" that reflects an emotion (e.g., "resilient," "grateful," "anxious") and ask students to describe a time they felt this way using a short paragraph or journal entry.

- Use group reflection questions like: *"What helped you feel confident while speaking today?"*

2. Creating an Emotionally Safe Learning Environment

- Establish classroom norms that prioritize respect, inclusion, and empathy.
- Use inclusive language and practices that respect diversity.
- Foster a climate of trust where students feel secure expressing their thoughts and emotions.

  Practical Example: Establish classroom agreements such as "Everyone's ideas are respected" and display them visibly.

- Use anonymous question or suggestion boxes where students can safely express concerns or thoughts.

3. Integrating SEL into Curriculum Content

- Utilize literature, history, and social studies to explore emotional themes, moral dilemmas, and interpersonal dynamics.
- Engage students in discussions and role-plays to examine empathy, fairness, and decision-making.
- Model and reinforce positive behaviours and self-regulation.

  Practical Example: Analyse characters' emotions and motivations in literature texts.

- Assign writing prompts such as: *"Write a letter of advice to a friend who is feeling nervous about giving a presentation."*

4. Modelling Social-Emotional Competencies

- Demonstrate positive behaviours such as active listening, respectful dialogue, and emotional regulation.
- Address and resolve conflicts in ways that model accountability and constructive communication.

  <u>Practical Example:</u> During class discussions, model respectful disagreement by using sentence starters like "I see your point, but I'd like to add…" or "That's interesting. What if we consider…?"

- Share personal experiences related to learning English and how perseverance helped you.

5. Encouraging Student Collaboration and Voice

- Promote cooperative learning through group projects and peer mentoring.
- Provide opportunities for students to take on leadership roles and contribute to class decisions.

  <u>Practical Example:</u> In speaking tasks, assign roles (e.g., timekeeper, encourager, summarizer) that promote teamwork and communication.

  Allow students to co-create rubrics for peer feedback to increase ownership and responsibility.

6. Incorporating Mindfulness and Well-being Practices

- Introduce brief mindfulness exercises, deep breathing techniques, or movement breaks to support emotional regulation and focus.
- Provide tools like emotion charts.
- Encourage problem-solving and positive coping strategies.

  <u>Practical Example:</u> Begin class with a 2-minute guided breathing exercise or quiet reflection in English: *"Breathe in... think of a word that makes you calm. Breathe out... let go of stress."*

- Use English-language affirmations posted around the classroom (e.g., "I am capable," "I learn from my mistakes").

7. Monitoring and Assessing SEL Development

- Use formative assessments such as checklists, student self-assessments, and teacher observations.
- Reflect regularly on classroom practices and adjust strategies to better support student needs.

- **Practical Example:** Implement SEL exit slips with prompts such as: *"One thing I learned today about myself…"* or *"Today, I helped a classmate by…"*
- Use self-assessment rubrics for group projects that include SEL skills such as cooperation, listening, and flexibility.

Conclusion

Integrating Social-Emotional Learning within the classroom is a foundational element of quality education. By intentionally cultivating SEL competencies, educators can foster a holistic learning environment that not only improves academic performance but also supports students' long-term personal and social development. For education supervisors and teachers alike, the promotion of SEL is a strategic and ethical imperative that contributes to both individual student success and overall school well-being.

References:

Hoskins, B., & Schweig, J. (2024). *Social awareness and cultural empathy in education: New approaches to equity and engagement*. Routledge.

OECD. (2021). *Beyond academic learning: First results from the survey on social and emotional skills*. OECD Publishing. https://doi.org/10.1787/92a11084-en

Schoon, I. (2021). Promoting positive youth development through ethical decision-making. *Journal of Youth Studies, 24*(1), 1–18.

Ahmed, S., Rawat, N., & Choudhury, M. (2020). Fostering healthy interpersonal relationships: A social-emotional perspective. *Journal of Educational Development, 12*(4), 67–78.

Jones, S. M., & Kahn, J. (2017). *The evidence base for how we learn: Supporting students' social, emotional, and academic development*. The Aspen Institute. https://www.aspeninstitute.org/publications/evidence-base-learn/

Zhou, M., & Ee, J. (2012). Development and validation of the Social Emotional Competence Questionnaire (SECQ). *The International Journal of Emotional Education, 4*(2), 27–42.

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2003). *Safe and sound: An educational leader's guide to evidence-based social and emotional learning programs*. https://casel.org