

Remote Learning Task Force Expert Advisory Panel 2: Support to Address the Whole Child Experience, 8/4/20
Socioemotional Learning and Wellness, 6-12: Key Points & Recommendations

Reinstating the wellness coordinator is essential. Only with this district level position can a cohesive vision of socioemotional learning (SEL) be implemented in Brookline schools. This position is needed for a comprehensive commitment to SEL/SEW, which is more critical than ever at this time.

Developing a universal SEL curriculum with dedicated teaching time, and training all teachers in mindfulness and SEL are critical steps. OT and PT teachers who have already been trained in mindfulness are a great resource to help bring content teachers into the loop.

SEL in 6-12 students should include identifying stressors, understanding cognitive distortion, positive psychology, strategies for adapting in the face of adversity, and learning about resilience and underlying physiology of stress and coping. SEL builds resilience.

Support for teacher wellness is essential to prevent burnout. It would be helpful for the district to offer weekend workshops for teachers and opportunities for yoga, guided mindfulness, community action events, and clubs or virtual potlucks for bonding and mutual support. Teachers need to regularly check in on their own well being, not just their students.'

PTO's can help promote socioemotional wellness by organizing meetings to bridge school-home gaps, funding socioemotional wellness trainings and events for staff and students, and hosting activities to foster connection like weekly zoom playdates.