

# Social Emotional and Mental Health Continuum

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District Principal

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## Sakihiwewin

“How do I weave love into  
my actions?”

## PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples classroom resources visit: [www.fnesc.ca](http://www.fnesc.ca)

## Pillars of Educational Practice

Curriculum

Instruction

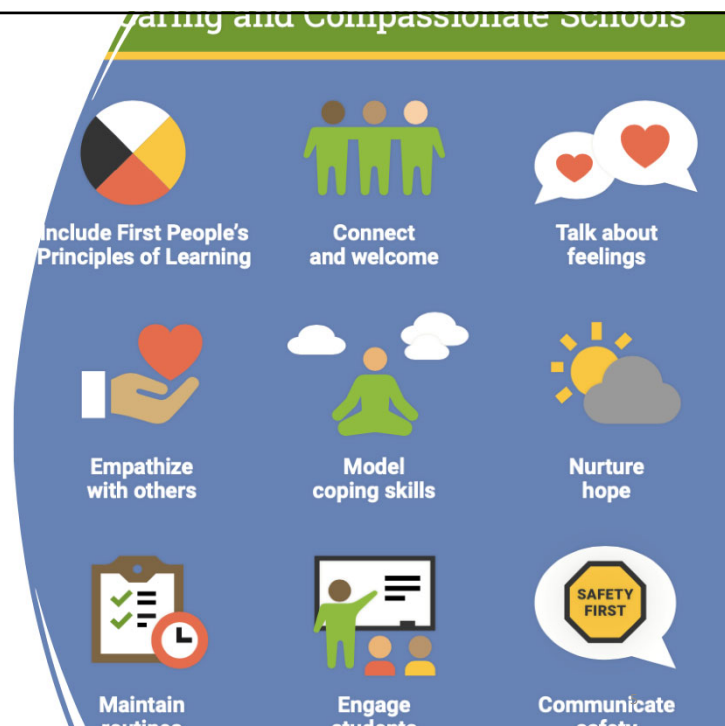
Assessment

Social Emotional Learning

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# Highlights from 2020/21

- SEL Team – 1.0 Elementary and Secondary
- Second Step – 22 schools
- Trauma Informed Practice
- Secondary Wellness Network
- Adaptive PD offerings
- Compassionate Schools Poster



## SEL Team - Targeted Actions for 2021/22

- Secondary Wellness Network
- Universal Implementation of Open Parachute (Grade 8) and Mental Health Literacy (Grade 9)
- All 25 Elementary School Using Second Step
- Improve Universal Understanding of Trauma, and Trauma Informed Practice
- Fostering Conversations Regarding Adult Wellness and Resilience
- Youth Engagement and Voice
- Youth Development Instrument (YDI)



## Assessments That Inform Practice

MDI

YDI (2022-23)

Student  
Learning  
Survey

McCreary  
Adolescent  
Health Survey

DSLCL – Youth  
Voice

Qualitative

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## Secondary Wellness Network

- Representation from each school
- Focus on Adult Wellness and Whole Staff Connections
- Mental Health Literacy
  - HPE 8-10 scope and sequence
  - Building capacity with all staff
- Intersections with all curricular areas (ex. English, Science, etc.)



# Second Step

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- District Wide Implementation
- Traditional and Online Access Supported
- Continued discussions regarding French materials
- Recommendation for Grade 7 to use Grade 8
- Open Parachute to complement



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## openparachute®



**Educator Well-being**

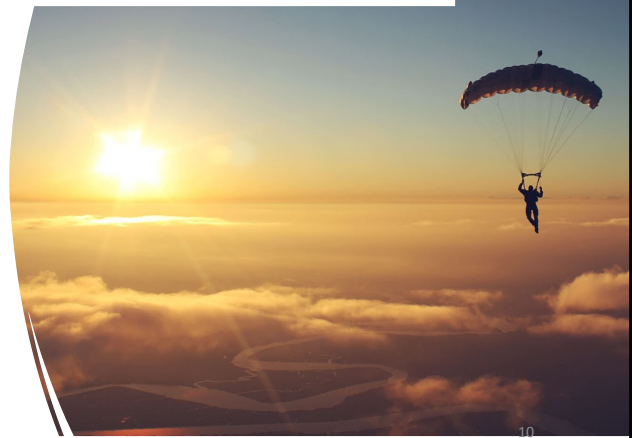


**Parent Resources**



**Teaching Resources**

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- K-12 Mental Health Program
  - Online
  - District Wide Grade 8 License
  - Other Pilot Grades/Classes?



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# Trauma Informed Practice

- Goal is Improved Universal Understanding
- TIP 101 – Available now
- TIP 201
  - A – Understanding Trauma (Nov. 5)
  - B – Importance of Relationship and Community (Nov. 5)
  - C – Building our Capacity (Nov. 19)
- TIP and Neurodiverse Learners



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## EASE (K-12)

- Free
- Online and self-paced
- EASE at Home
- K-7 and 8-12
- Intended Audiences
  - Teachers
  - Support Staff
  - Admin
  - Families
- <https://healthymindsbc.gov.bc.ca/ease-online/>



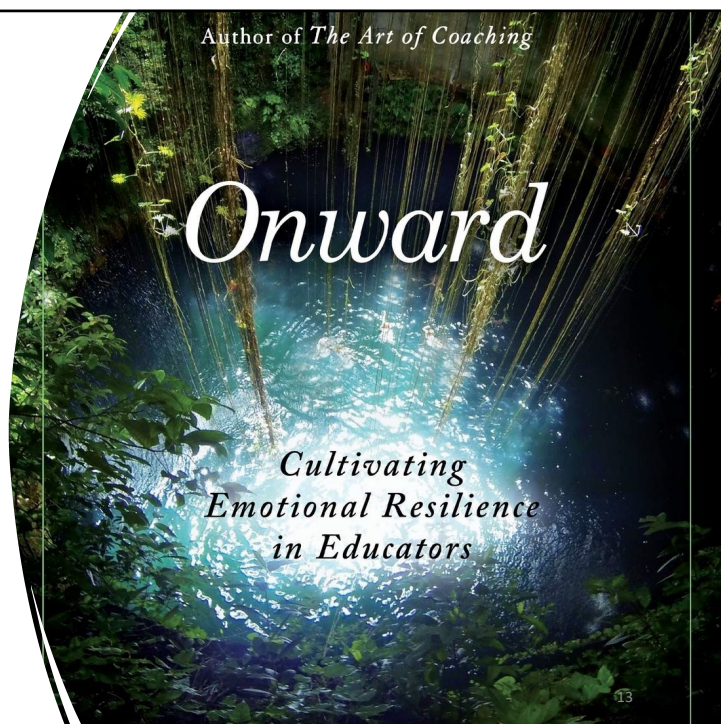
Everyday  
Anxiety  
Strategies for  
Educators

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## Adult Wellness and Resilience

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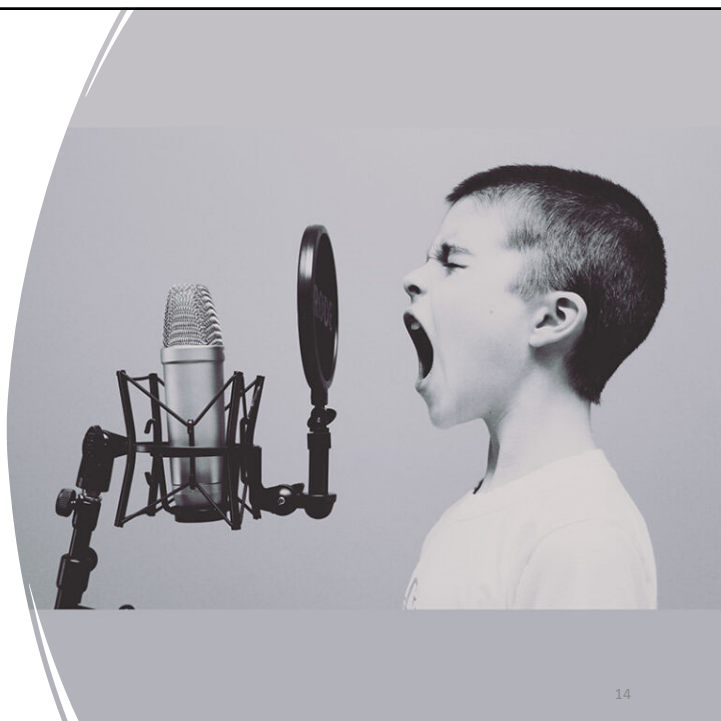
- Adult SEL and Wellness
- Community Building
- Year Long – Workbook Available
- Book clubs and schools currently exploring
  - Mountainside Staff
  - Elementary and Secondary Counselling
  - Primary Network



## Children/Youth Engagement and Voice


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- Power and Passion
- Social Activism
- Intended Audience
- Wellness – hot topic





## Potential Areas of High Yield

1. Continued Focus on Universal Implementation
    - Increased Capacity and Resourcing
  2. Focused Investment on Well-Being
    - Healthy Relationships
    - Sexual Health
    - Substance Use/Misuse
  3. Integrated Mental Health
    - Focused connection/intersection
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## Questions

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- Send them my way!
- SEL Team:
  - Marnie Bates
  - Meaghan Stoker
  - Jane Pike
  - Mary Sparks

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