



To: Subject Advisors

: Teachers

: Parents and Caregivers of NS Tech Learners

Topic: Socio-emotional learning (SEL) as a building back better strategy in the post Covid era

Objectives

To discuss pillars of socio-emotional learning (SEL)

To explore ways of enhancing SEL in a Science learning

Developing educational trends in the first world are putting emphasis on socio-emotional learning as well as on cognitive development learning. The unpredictable and sudden shifts in world order due to pandemics, conflicts, natural disasters, ailing economies, hunger and poverty are attributable to this.

To promote innovativeness and problem solving skills young science learners should be exposed to such realities in the world around them. While it is essential for learners to have a cognitive grasp on the real causes behind these calamities, dealing with them in a socio-emotive perspective is even more crucial. This is where socio-emotional learning fits into the picture.

The SEL ideology is founded on five pillars:

1. **Self-awareness** - Knowledge and consciousness of one's emotions and building a positive personal identity
2. **Self-management**- Being in control or self-regulating one's emotions and putting in check their behaviours and attitudes.
3. **Social awareness**-Awareness of emotions and social situations of others
4. **Relationship skills**-Building and maintaining relationships with others
5. **Responsible decision making**- Problem solving skills, accountability and ability to deal with consequences

SEL driven teaching and learning practices should be tailored in such a way that they find use in communities and spaces out of the classroom.

While some think there is a gulf between science learning and SEL, various activities can be used in a science classroom to anchor socio-emotional learning. These will be discussed in the next article.

Thank you

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References:

www.nect.org.za/materials