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03/28/2019

Social Emotional Learning in Student Teaching

Recently in my student teaching experience, I have encountered behavioral issues with a few students when asked to participate in class or remove distractions from their area. This is to be expected in teaching and one particular instance provided an opportunity to develop social emotional awareness in a struggling student.

After a student had a particularly disruptive class period and left class early, we later had private discussion of how to move forward in future classes. Most of our discussion analyzed the student’s self-awareness and self-management skills highlighted in my findings from my social-emotional learning project. My knowledge and experience with these concepts allowed me to serve as a facilitator of reflection to heighten a student’s awareness of themselves and how conducting a “…nonreactive and nonjudgemental attention to [their] inner states” (Goleman, 47) could help them in future classes and emotionally stressful situations. After this discussion, the student showed improved participation in class and an improved relationship with me and their group members.

The integration of my work with students and the social emotional learning investigation I conducted allowed me to facilitate growth in an individual student in a positive manner. The student has demonstrated growth in the self-awareness and self-management areas of social emotional learning and I further developed my relationship skills when interacting with students in a professional manner. SEL is a continuous process and my knowledge in this area will allow me to better support students in my classroom.

Works Cited

Goleman, Daniel. *Emotional Intelligence*. New York: Bantam, 2005. Print.