

Reflection on learning:

During the workshops, the teachers learned the importance of social and emotional learning (SEL) and how it can be incorporated into their arts classrooms/Arts Hive through the use of arts-based activities. They were also exposed to various wellness strategies that can be integrated into their teaching practices, such as mindfulness exercises and self-reflection activities.

As a result of these workshops, the teachers have grown professionally by developing a deeper understanding of the role that SEL plays in supporting students' overall well-being and academic success. They have also gained a repertoire of arts-based activities and wellness strategies that they can use to create a more inclusive and supportive learning environment for their students.

In the upcoming year, teachers can apply SEL Wellness through the arts in their classrooms/Arts Hive by incorporating various mindfulness exercises and self-reflection activities in their lesson plans. They can also integrate various arts-based activities, such as visual art, music, dance, and drama, to support students' social and emotional learning.

In addition, teachers can collaborate with other arts educators, educators, support staff in the Arts Hive to share best practices, resources, and ideas on how to effectively integrate SEL and wellness strategies into their teaching practices. By doing so, they can create a more holistic and student-centered learning experience that supports students' overall well-being and academic success.

Overview of the course:

The SEL Wellness Through the Arts workshops with the Laval Junior and Laval Senior Academy arts educators provided a comprehensive overview of the role that social and emotional learning (SEL) can play in the arts classroom. Throughout the course, we covered a range of topics (SEL Competencies, Growth/Fixed mindsets, SMART Goals, Value/triggers, classroom scenarios...), completed assignments, and acquired several new skills.

Firstly, we explored the concept of SEL and why it is important in supporting students' overall well-being and academic success. We discussed the core competencies of SEL, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

We also learned how the arts can be used as a powerful tool for promoting SEL. We explored various arts-based activities, such as music, dance, drama, and visual art, that can help students develop the core SEL competencies. We learned how to design and facilitate these activities in a way that supports students' social and emotional learning.

Throughout the course, we completed several assignments that helped us apply what we learned to real-world situations. For example, we designed lesson plans and activities that integrated SEL and the arts, and we reflected on our own social and emotional competencies and how they relate to our teaching practice.

In terms of skills acquired, we developed a range of new skills related to SEL and the arts, such as designing and facilitating arts-based activities, fostering a positive and inclusive classroom culture, and supporting students' social and emotional learning.

Overall, the course provided a comprehensive overview of SEL and the arts and equipped us with practical skills and knowledge that we can apply in our teaching practice to support students' overall well-being and academic success, as well as the teacher's well-being.

Evaluation of the course:

Overall, the SEL Wellness Through the Arts workshop was a valuable experience for me as an arts educator and presenter. I appreciated the opportunity to share my knowledge of social and emotional learning and how it can be integrated into the arts classroom.

One of the strengths of the course was the emphasis on arts-based activities and strategies for supporting students' and teachers' social and emotional learning. I found these activities to be engaging and creative.

Additionally, the opportunity to connect and share with other educators was valuable. It was helpful to hear about other educators' experiences and perspectives on SEL and the arts, and it created a sense of community and support.

However, there were a few areas where I feel the course could be improved. Firstly, I found that sometimes the discussions would veer slightly off-topic and it was difficult to bring the focus back to the main course material. While it was valuable to have space for sharing emotions, support and frustrations, as a presenter I feel I would have sometimes needed to add more structure to my presentation to keep the discussions on track.

Furthermore, I feel that the course could benefit from more dedicated time for learning the core competencies of SEL and for creating arts-based projects that integrate these competencies. I found that the time for these activities went by too quickly, and I would have appreciated more time and guidance to develop my skills in these areas.

Goals:

As the presenter for the SEL Wellness through the Arts/Arts Hive workshop, my goals for professional development were to provide arts educators with practical strategies for integrating social and emotional learning into their teaching practice, and to foster a community of support and collaboration among educators.

Throughout the workshops, I was able to achieve these goals by providing educators with a range of arts-based activities and strategies for supporting students' social and emotional learning. By using the arts as a vehicle for SEL, educators were able to see the potential for creativity and self-expression in promoting students' overall well-being and academic success.

Additionally, by creating a space for educators to connect and share their experiences, I was able to foster a sense of community and support. The Arts Hive component of the workshop provided a platform for educators to collaborate and learn from each other, which is crucial for ongoing professional development and growth.

Overall, the SEL Wellness through the Arts/Arts Hive workshop was successful in achieving my goals for professional development. I was able to provide educators with practical strategies for integrating SEL into the arts classroom, their lives and to foster a community of support and collaboration among educators.

Final meeting in April:

After meeting with the administration, both schools have established a location for their Arts Hive and have included it as a supervised space during recess and lunch, rather than simply an extracurricular activity. This marks a significant step in integrating the Arts Hive into the school culture. The official Arts Hive program is set to begin in September.

During the workshops, the arts educators were able to learn about and explore Social-Emotional Learning (SEL) and slowly integrate it into their classrooms, in preparation for its incorporation into the Arts Hive program