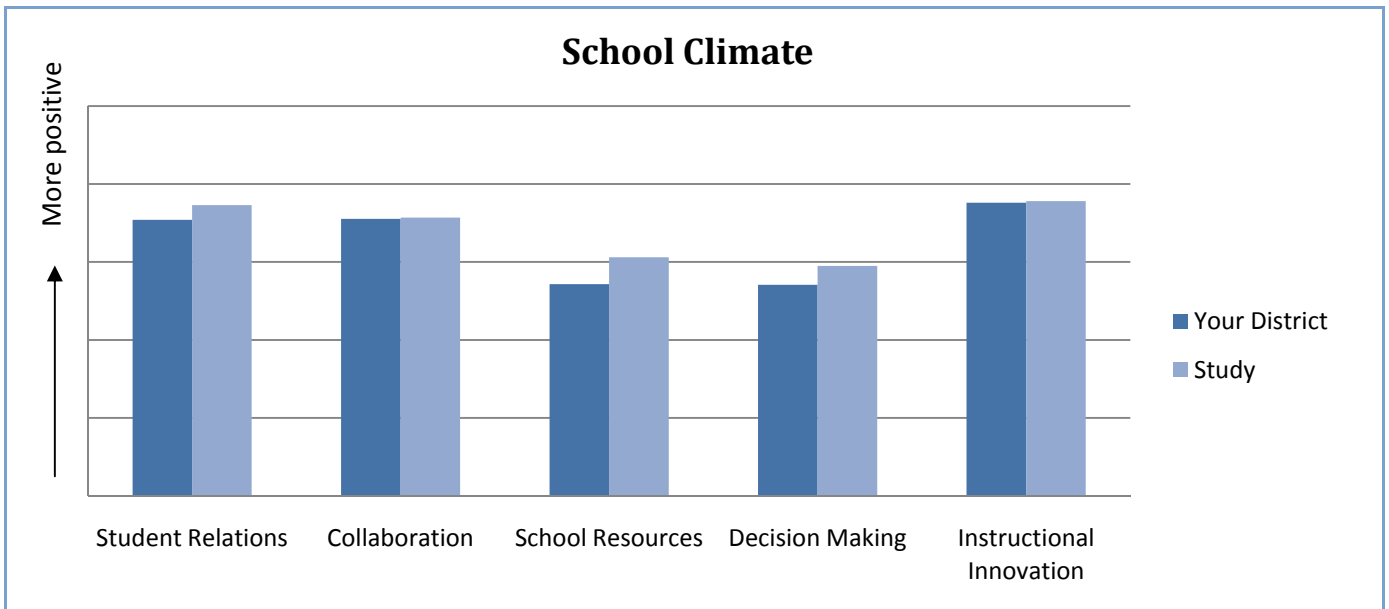
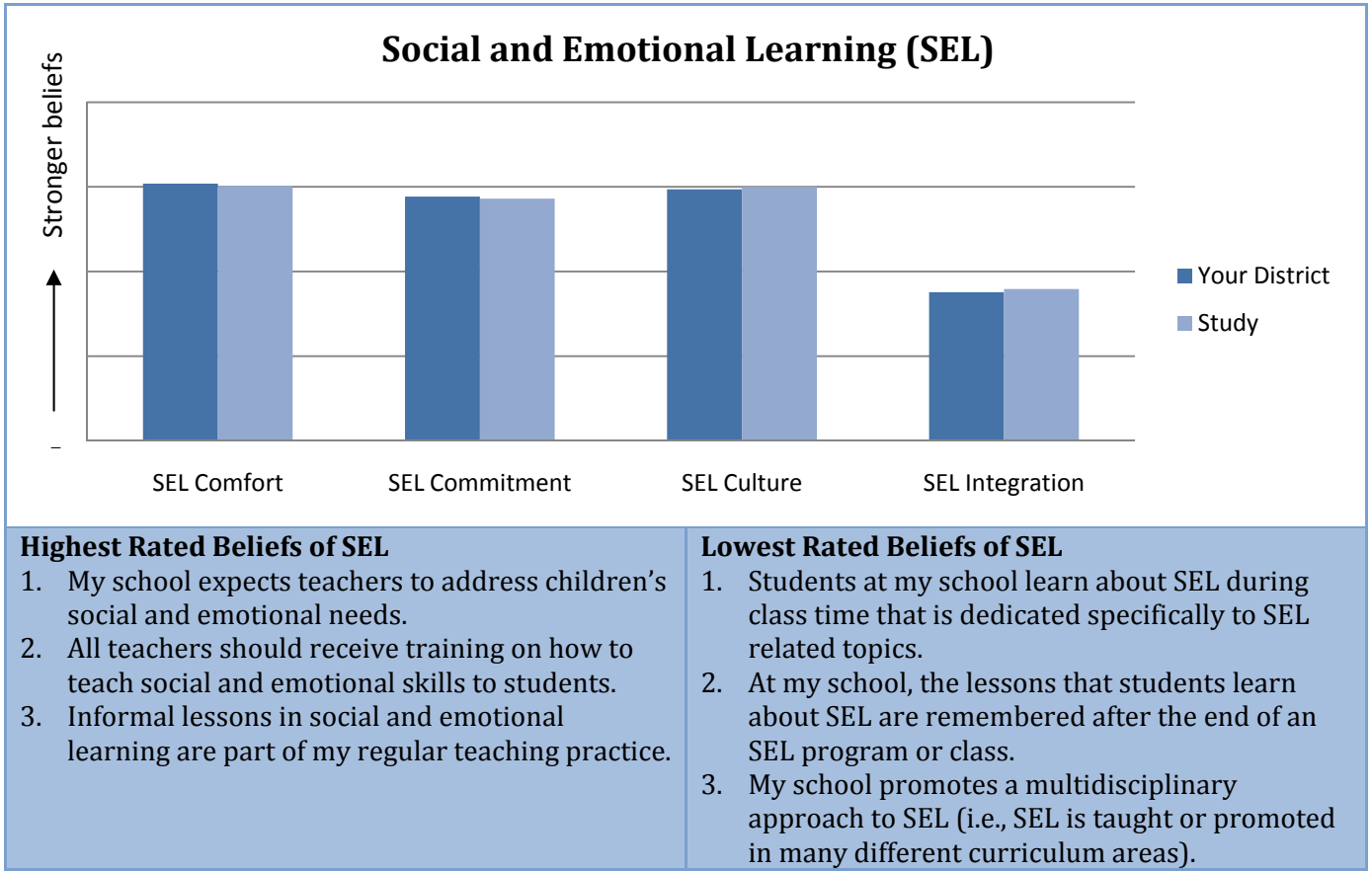


Areas of Greatest Sense of Efficacy	Areas of Least Sense of Efficacy
<ol style="list-style-type: none"> Providing an alternative explanation or example when students are confused. Establishing a classroom management system with each group of students. Getting children to follow classroom rules. 	<ol style="list-style-type: none"> Assisting families in helping their children do well in school. Motivating students who show low interest in school work. Calming a student who is disruptive or noisy.

Teachers also answered questions about their perception of the school climate in their schools and their beliefs about social and emotional learning. Social and Emotional Learning (SEL) (also known as Social Responsibility) involves students learning about concepts and skills that help them to become socially and emotionally competent and responsible. Results and the highest and lowest rated items are shown below.

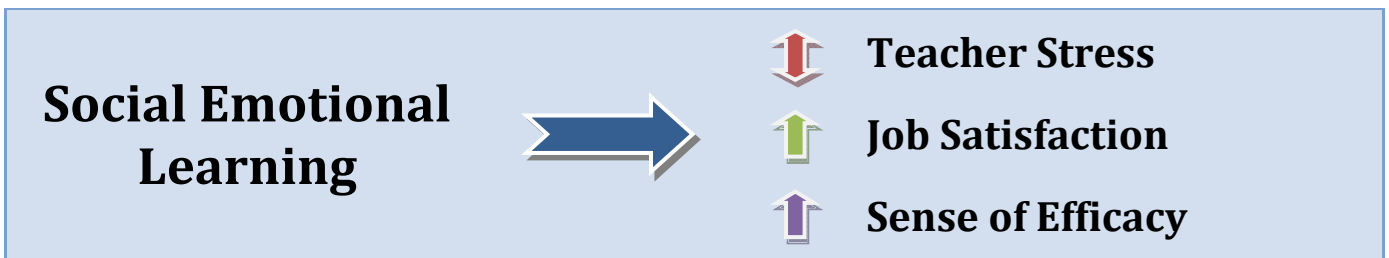
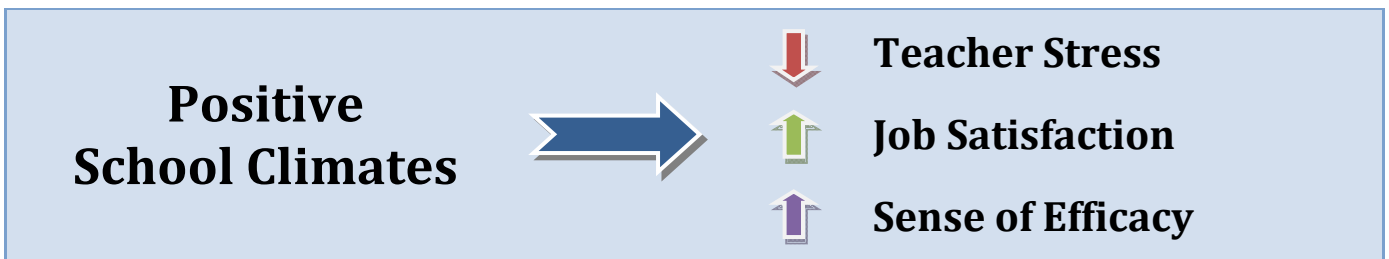


Most Positive Aspects of School Climate	Least Positive Aspects of School Climate
<ol style="list-style-type: none"> I regularly discuss the needs of individual students with other teachers. Students are helpful and cooperative with teachers. Teachers in this school are innovative. 	<ol style="list-style-type: none"> Decisions about the school are made by the principal. The supply of equipment and resources is not adequate. Instructional equipment is not consistently accessible.










Results of the Overall Study

School climate and SEL both play a significant role in teacher well-being and sense of efficacy. The results of the study showed that positive school climates predicted better outcomes for teachers, and that SEL predicted better outcomes for job satisfaction and sense of efficacy; however, the results for teacher stress were mixed, with some aspects of SEL associated with lower stress, but others associated with greater stress.



Below is a diagram showing the two most powerful factors of school climate and SEL in the study, as well as a factor of SEL that provide mixed findings.

	Teacher Stress	Job Satisfaction	Sense of Efficacy
Student Relations —a teacher’s perception of student behaviour and motivation			
SEL Comfort —a teacher’s comfort with and regular implementation of SEL in their classroom			
SEL Commitment —a teacher’s commitment to improving their SEL skills			

Implications: What Can Schools Do?

- 1

Promote positive school climates

Positive school climate provided very good outcomes for teachers. By ensuring that your school climate is positive, your school can help to ensure happier teachers who are more confident in their teaching ability.
- 2

Promote whole-school SEL cultures and SEL integration

The promotion and support of a whole-school SEL culture and the integration of SEL across the curriculum may help to improve teacher job satisfaction.
- 3

Provide skills and training in SEL for teachers for three reasons:

 - **to increase SEL Comfort;**
Comfort with and regular implementation was found to relate to lower stress and greater sense of efficacy. Giving teachers the opportunities to become comfortable with SEL may lead to increased job satisfaction.
 - **to increase appropriate SEL skills; and**
Teachers may become stressed by the extra work they perceive that needs to improve their SEL skills. Providing teachers with professional development about SEL may help to reduce this.
 - **to increase strategies for implementing SEL.**
Teachers may become stressed by the need to implement SEL in their classroom if they do not know how this can be achieved. Providing teachers training about SEL implementation may help to reduce this.

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