

# **BOOST Policy brief**

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# What is the purpose regarding the BOOST policy brief?

The purpose is to put focus on this message:

**While the findings show that social and emotional wellbeing and learning is addressed by educational policies, there is a lack of consistency in policy formulation and implementation across policy levels, leading to insufficient resources and capacities to integrate and deliver high quality Social and Emotional Learning (SEL) programmes in schools, in a sustainable way.**

**13 recommendations based on findings from the formative study**



## Recommendation 1: Work with policies needs to be done systematically at all policy levels.

There is a need to put more effort in systematically working with SEL at European, national, regional and local levels.

This is to ensure that policies on SEL align across the relevant levels of government, enabling schools to deliver good quality, sustainable SEL programmes.



## Recommendation 2: There is a need for a set of obligatory goals and plans with measurable indicators in national policies.

- At national level, policies should include a set of goals and mandatory plans so that school owners and school staff feel obligated to work actively with SEL.
- Having a mandatory plan with measurable indicators or checks, can make implementation goals verifiable even though implementation itself might be done differently at school level or if schools use different tools.

GOALS

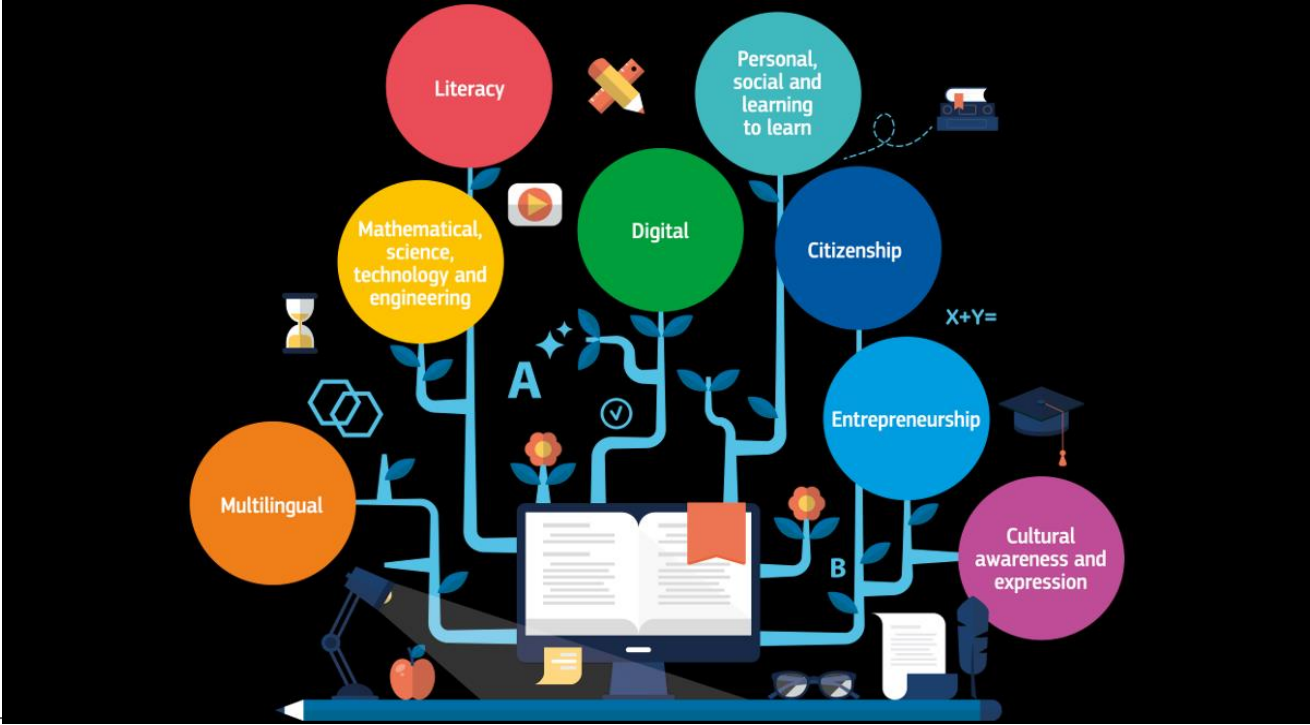


### Recommendation 3: SEL skills should be incorporated in teacher's education programmes and prioritised equally with other core learning skills required in teacher's education programmes.

SEL skills should also be incorporated in teacher's education on equal footing with other core competencies like language, mathematics, science and third languages.



**Recommendation 4: EU countries should find inspiration in EUs 8 key competences for life-long learning.**



## **Recommendation 5: School owners must ensure that there is continuity and agreement between their SEL policies and the SEL policies in school.**

School owners must also work with SEL in a more systematic way. School owners must take responsibility to ensure that a common thread runs from their policies to what school management and school staff are doing locally in order to avoid SEL work from being an individual decision left up to individual school staff.

## **Recommendation 6: School owner policies must also develop clear plans and measurable indicators.**

School owners must develop robust SEL policies to ensure that schools work systematically with SEL as well. Just like with national policies, policies affecting schools should also come with mandatory plans and measurable indicators.



## Recommendation 7: School owners must ensure that policies on action and quality regarding working with SEL are being developed in schools.

School owners must mandate their schools to develop policies where quality and action regarding work with SEL in their schools are encouraged and are in line with school owner policies.





## Recommendation 8: School owners should put into place non-bureaucratic systems for reporting on defined goals.

Furthermore, school owners must have systems for reporting the clearly defined goals. The reporting must be easy to follow up and not be bureaucratic or burdensome to the already administratively burdened schools.



## Recommendation 9: School owners must ensure that there are available resources for working with SEL at school level.

School owners must make resources available which schools can use to follow up this type of work in their schools.



## Recommendation 10: SEL must be included in all school strategies and policies.

- School leaders should have the responsibility to ensure that teachers practice and develop their SEL skills to work effectively with SEL in school. On the one hand, there must be clear expectations to school personnel about working with SEL and about capacity building, on the other hand, school staff need knowledge and support to work with SEL.
- Working with SEL is part of academic teaching and not separate from academic teaching. Development of SEL competencies must happen during every interpersonal encounter in various situational contexts.



## **Recommendation 11: School strategies must include time for capacity building of school staff.**

At school level, strategies must also ensure that teachers have time for capacity building and individual SEL practice.

**Recommendation 12: School strategies must emphasize preventive and promotive SEL work.**



## Recommendation 13: School strategies should be based on previous strategies which have been shown to work.

- A whole school
- Create a collective responsibility
- Build SEL expertise from within schools
- Concrete tools for working with SEL.
- Coordinate with partners outside of schools, including parents.



# Conclusion

- The BOOST project is currently developing an approach which aims to build SEL capacity of school staff and providing schools with a model for service delivery to ensure a whole-school-approach
- We hope that the results of the implementation of the approach in our test schools will confirm that the BOOST approach is a good way of working with SEL in schools.
- However, creating an approach for schools to use is not enough if necessary policies are not in place. **With the recommendations listed above we hope to draw attention to the need for policy implementation at all levels in order to promote SEL at school level.**





# **boost**

Thank you for your attention

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