



GUIDED TEACHER REFLECTION
ENGLISH TEACHERS NETWORKS

TOPIC 2: BUILDING TRUST TO SUPPORT SOCIOEMOTIONAL LEARNING

MINISTRY OF EDUCATION
ENGLISH OPENS DOORS PROGRAM



INTRODUCTION

This guide aims to support your pedagogical and disciplinary work in your ETN monthly meetings and is part of a series of six guides for group discussions. Each guide outlines a topic for reflection which is aligned with the “MBE framework and curricular prioritization 2023-2025”. The guided topics were developed by considering the academic and professional interests of ETN teachers collected through a survey applied in September 2024. These guides cover relevant topics of academic and professional interest through a range of activities promoting the integration of learning objectives, the development of professional practices, and the promotion of collaborative and reflective work.

Pedagogical reflection and its connection with the [MBE](#). (Table 1)

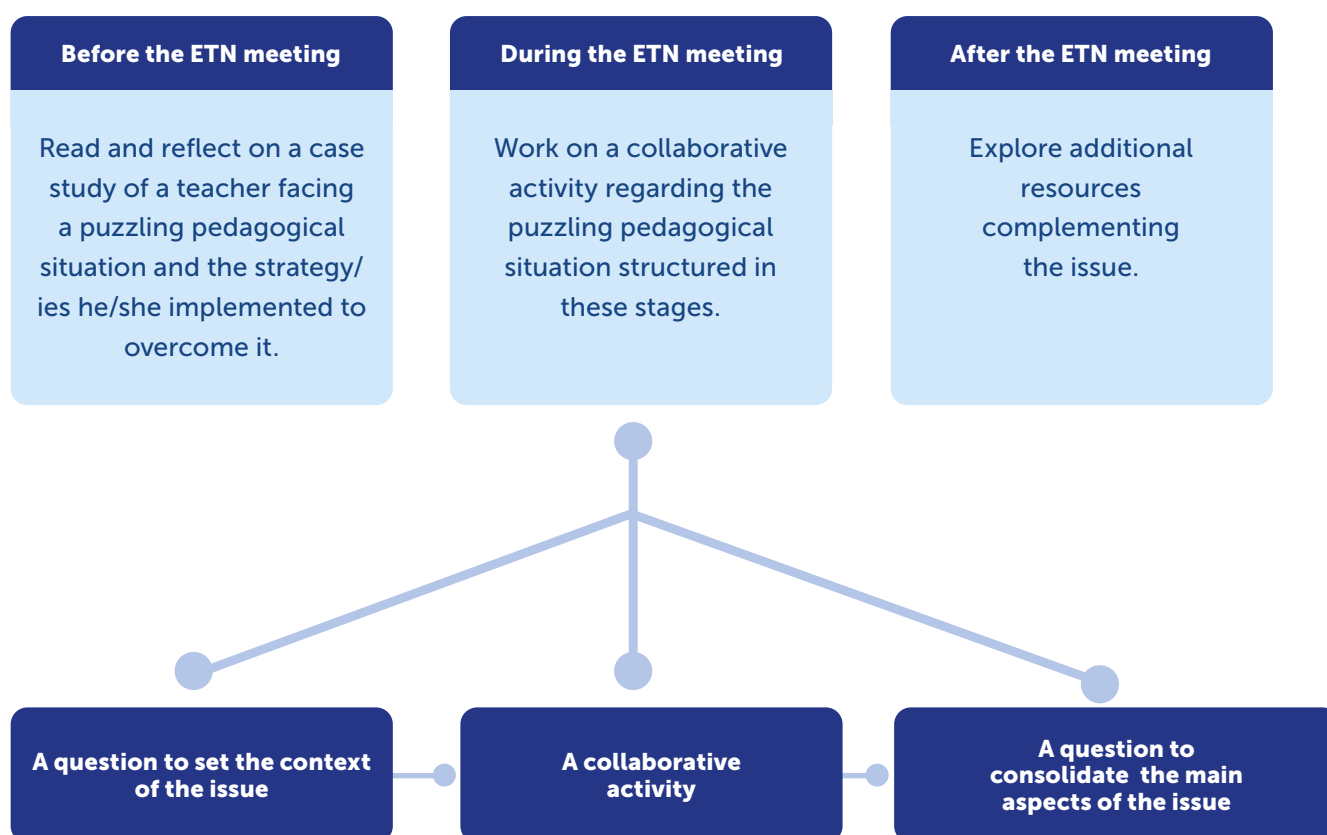
This guide follows competency descriptors presented in the MBE framework and curricular prioritization 2023-2025.

Tema	Dimensión MBE	Estándar	Objetivo priorizado transversal
Building trust to support socioemotional learning	A B	2 y 7	Trabajar en equipo de manera responsable, construyendo relaciones basadas en la confianza mutua

How do these guides work?

Each guide outlines a comprehensive structure to support your ETN work. It is advisable to work with the guides in a progressive way, as Figure 1 suggests.

Figure 1: How do these guides work?



For the ETN meeting’s facilitator:

This suggested structure (table 6) aims to support the organization of your pedagogical reflection session within your monthly ETN meeting. The three stages support the understanding of the topic by addressing collaborative actions. Table 6 highlights the time allocated, the stage name and detailed considerations to remember.

Table 2

Time	Stage	CONSIDERATIONS
5	Setting the context of the issue	ETN facilitator introduces the topic with the support of a reflective question.
20	Collaborative activity	ETN facilitator works collaboratively with the teachers in the collaborative activity presented.
5	Consolidation	ETN facilitator wraps up the key aspects of the issue with the support of a reflective question.

Action Symbols

STRATEGY	COLLABORATION	TO WATCH	REFLECTION	INTERNET SEARCH
				

TOPIC: BUILDING TRUST TO SUPPORT SOCIOEMOTIONAL LEARNING

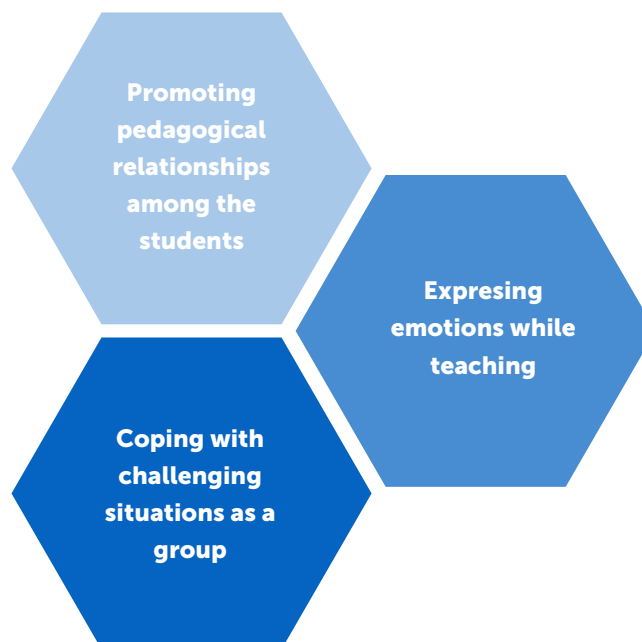
Before the ETN meeting (15 minutes reading)

Read Carmen's case and strategies before the ETN meeting and reflect on her situation

Carmen teaches English in one of the most renowned vocational bicentenary schools in Iquique. The school aims to provide students with the skills and abilities for employability, and students are expected to be respectful, resilient and empathetic. She teaches English to students in grades 10 to 12 (16-to 18-year-olds). Her class sizes are average (25–30 students), and most students come from diverse socioeconomic backgrounds. Before the COVID-19 pandemic, most of her students were energetic and very social and enjoyed interacting in English class. However, after the pandemic, some of them showed feelings of anxiety or were reluctant to interact with their peers during her class. This was when Carmen began to realize the importance of considering socioemotional aspects in her classroom practices; however, she soon realized that socioemotional aspects were a weakness in her practice.

Based on this, she decided to find a way to capture the socioemotional features she conveys to her students. Thus, she enrolled in an online course about socioemotional learning through the PIAP program.

Figure 2. Ways to establish trusting relationships



She learnt that socioemotional learning acknowledges the process of language acquisition and development of abilities, attitudes and knowledge, with a clear connection to experiences (Kolb, 1984). She also noted that in classroom environments, students can be capable of establishing more trusting relationships with their teachers and peers if the teacher contributes positively with three actions: a) Promoting pedagogical relationships among students, b) Expressing emotions while teaching, and c) Coping with challenging situations as a group. According to Carmen, these are the key tools for learning in socioemotional dimensions (Goleman, 1996; CASEL, 2019).

STRATEGY: Capturing my students' understanding for building trust



As we can see, Carmen identified three dimensions for building trusting relationships inside her classroom and now wants to capture her students' perceptions of her socioemotional actions while teaching. She is positive that her teaching can be closer to their socioemotional needs by identifying the students' perceptions of these dimensions.

Table 3. Dimensions for building trusting relationships in the classroom while teaching.

Indicators	4	3	2	1
How often do I ...?	Always	Sometimes	Rarely	Never
Promote teamwork to solve complex classroom issues				
Accept your contributions, opinions and ideas in class				
Ask about your stories and anecdotes about a topic				
Ask for a volunteer to exemplify a classroom situation				
Explain a conflicting pedagogical situation for team solutions				
Show honesty in my pedagogical actions (evaluation, permissions, teaching, etc.)				
Tell how I feel before and after the class				

After reading Carmen's survey.

- What do you think about the seven indicators she included?



During the ETN meeting

Setting the context of the issue

Carmen's survey to capture her students' socioemotional understanding while building trust in teaching and learning stands as her strategy to facilitate language acquisition and development of her students' abilities, attitudes and knowledge in the English class. Considering Carmen's survey, please discuss it in your ETN.



- What do you think are the main benefits of Carmen's survey?

Collaborative activity

For this week's collaborative activity, please create 3 more indicators for one of these dimensions: (a) Promoting pedagogical relationships among students, (b) expressing emotions while teaching, and (c) Coping with challenging situations as a group.



Table 4. ETN collaborative activity

Indicators	4	3	2	1
How often do I ...?	Always	Sometimes	Rarely	Never

Please complete table 4 and keep a record of your answers to be shared with PIAP later.



Consolidation

- Would this survey be applicable in your context?



After the ETN meeting

Complementary resources:

- Why don't you answer an adapted survey to self-assess your levels of trust at work? (Read page 10 in [this document](#) and complete the survey)
- To find out more about socioemotional learning in a learning community in Temuco watch this [video](#).



You are invited to share your search's outcomes with your ETN colleagues.

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