

IB ASIA PACIFIC CONFERENCE 2016

Friday Morning Keynote – March 18, 2016

Educating the Heart:

Implementing Social and Emotional Learning in Education

Linda Lantieri Senior Program Advisor, The Collaborative for Academic, Social and Emotional Learning (CASEL)



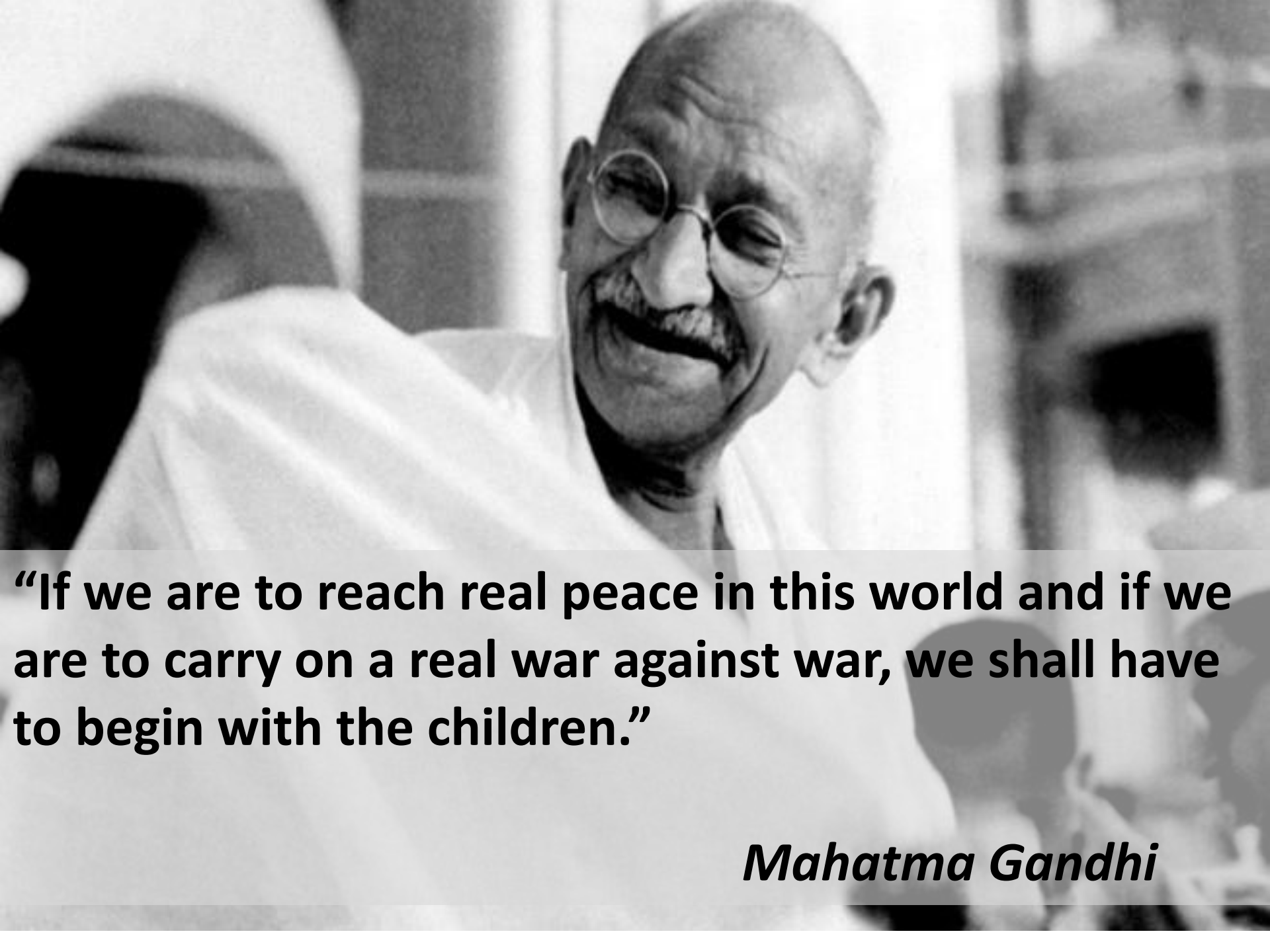
Where we are going in the next hour...

- Share my own story of educating the heart along with the mind with children, parents and educators in a variety of places and situations over a number of years
- Identify the unique value that Social and Emotional Learning can play in k-12 education and what the research says
- Explore some ways in which Social and Emotional Learning can be incorporated into the IB curriculum and what it would look like
- Inspire us to be recommitted to a wider vision of education that includes intentionally educating the heart and well as the mind

Who is in the Audience?

- Have been to the IB conference before?
- Have been in the field of education for over 10 years?
- Were happy at school most of the time in elementary school?
- Have met someone for the first time who you think you will probably have more connection with after this conference?
- Feel that the current system of k-12 education in your country is preparing children well for the complex and uncertain future they will inherit?
- Have heard of the term Social and Emotional Learning and have some idea of what it is about?
- Are actively incorporating the implementation of Social and Emotional Learning within the IB curriculum?





“If we are to reach real peace in this world and if we are to carry on a real war against war, we shall have to begin with the children.”

Mahatma Gandhi

[illegible]A person is seen from behind, standing in a dark field and looking towards a bright, complex background. The background is filled with various white symbols and text on a dark grey gradient. These include a lightbulb at the top center, a bar chart with four bars of increasing height to the right, a world map on the left, a hierarchical tree diagram on the right, and several plus signs scattered throughout. Two large, white, semi-transparent arrows point outwards from the center. The overall scene suggests a young person contemplating a complex and challenging world.

Young people face a **complex** and **challenging** world.

Too many young people are **not achieving** their potential.

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[illegible]

- **LOSS OF SUPPORT**



EXPOSURE TO THE MEDIA, TECHNOLOGY and MATERIALISM





**A future that is
unpredictable
and uncertain**

“Well Intentioned” Prevention Programming that presents a which highlights the various risks children and young people face

- **AIDS Education**
- **Career Education**
- **Character Education**
- **Civic Education**
- **Delinquency Prevention**
- **Dropout Prevention**
- **Drug Education**
- **Family-life Education**
- **Health Education**
- **Mental Health Promotion**
- **Multicultural Education**
- **Nutrition Education**
- **Physical Injury Prevention**
- **Sex Education**
- **Suicide Prevention**
- **Truancy Prevention**
- **Violence Prevention**

A close-up photograph of a person's hand gently cupping a small, vibrant green seedling. The seedling has several leaves and is growing out of a mound of dark, rich soil. The background is a bright blue sky filled with soft, white clouds. The lighting is natural, suggesting a sunny day.

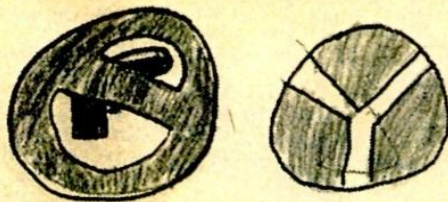
To prevent problems, we
must **promote strengths.**



Science Times

Pioneering Schools Teach Lessons of Emotional Life

This is my pledge for peace:



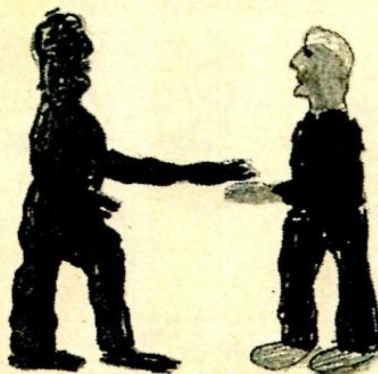
Please, no guns.
PEACE TO ALL

Early Steps Toward Peace

Students in a conflict-resolution program of the New York City Public Schools drew their own pledges of non-violence. Pupils were asked to illustrate one realistic step they might take in a situation of conflict to create peace. Scientific data on effects of such programs are lacking, but users report positive results.

My message of peace: is that all men, women, and children, can associate together, understand each other freely, and never be scared of uncontrollable things.

*This is my pledge for peace: I Promise to
Stop fights and help people*



Students learn to handle emotion, settle disputes and avoid violence.

By DANIEL GOLEMAN

WHILE the lagging test scores of American schoolchildren in mathematics and reading have troubled educators, a new kind of deficit, in many ways equally alarming, is becoming all too apparent: emotional illiteracy.

America's children seem desperately in need of lessons in how to handle their emotions, how to settle disagreements, in caring and just plain getting along. The signs of this deficiency are perhaps most obvious in incidents like the shooting deaths of two students at Thomas Jefferson High School in Brooklyn last week. But they can also be read in statistics showing sharp rises in the numbers of teen-age suicides, homicides and pregnancies in the last decade.

Partly in response, a handful of pioneering educators have begun to design and teach courses in what some call "emotional literacy," a basic curriculum that teaches lessons in life that ideally are taught at home. The educators see these courses as an antidote, the kind of instruction that might have led to a different outcome in the Brooklyn school, had those involved had its benefit.

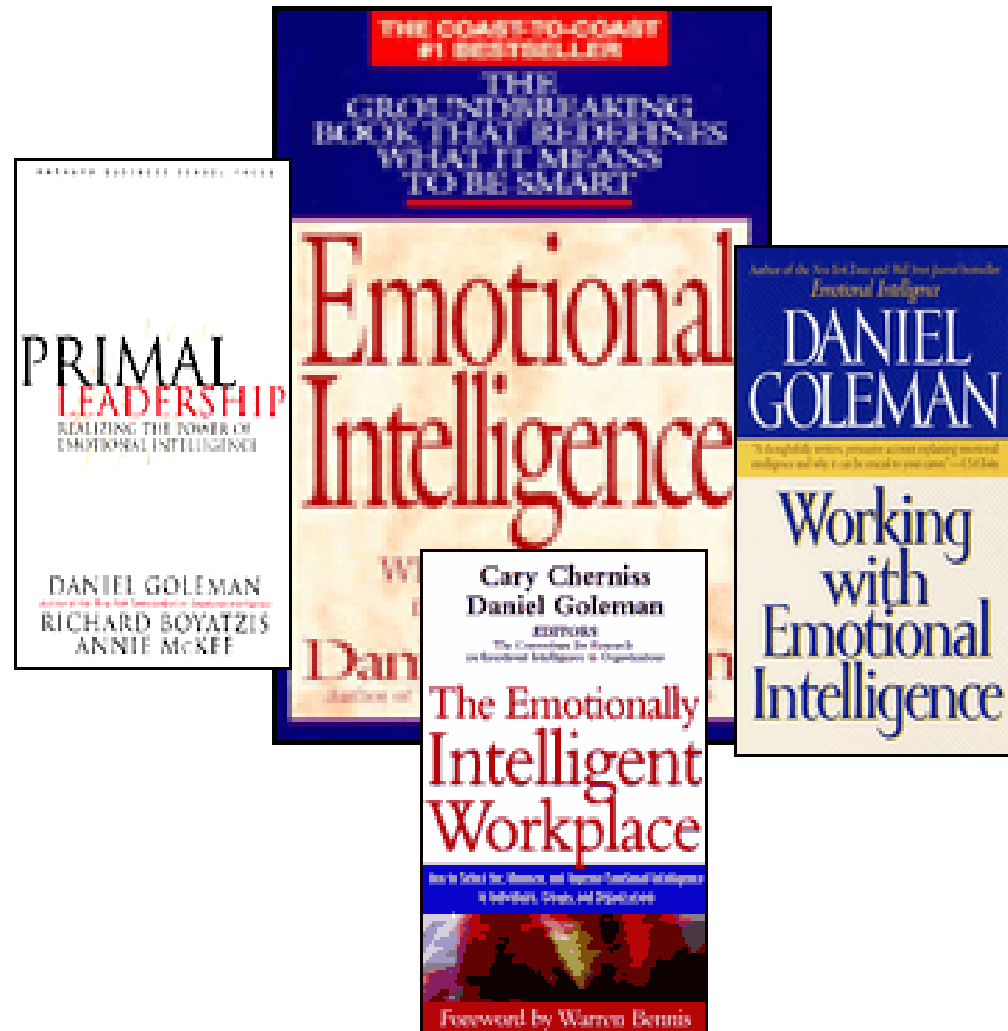
"To commit that kind of violence you have to have reached a kind of emotional deadness or desperation," said Shelly Kessler, a leader of the new movement who directs a program in emotional education at the Crossroads School in Santa Monica, Calif. "This kind of education is the preventive measure."

Children have always needed this kind of emotional education, and the assumption has long been that they got it from their families. But, just as with sex education, it is becoming clear that few families do a complete job.

Continued on Page C7

Daniel Goleman

Daniel Goleman's
best seller in 1995
gave us permission
to talk about the
power of emotions.



Emotional Intelligence Defined

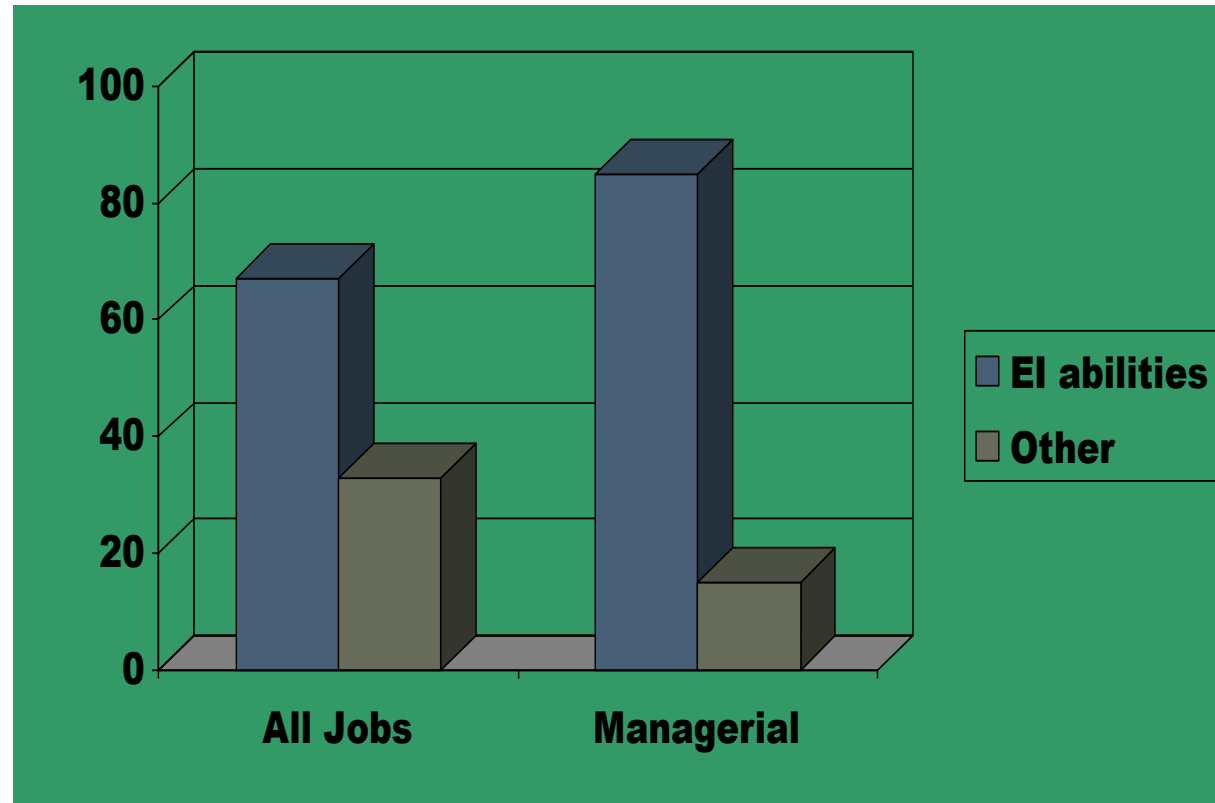
“The capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships.”

Daniel Goleman

Why Does EI Matter?

- A study of 286 different kinds of jobs at dozens of organizations worldwide found that 21 competencies distinguished stars from average performers.
- 18 were based on emotional intelligence.

- Spencer & Spencer, 1993



C ollaborative for

A cademic,

S ocial, and

E motional

L earning



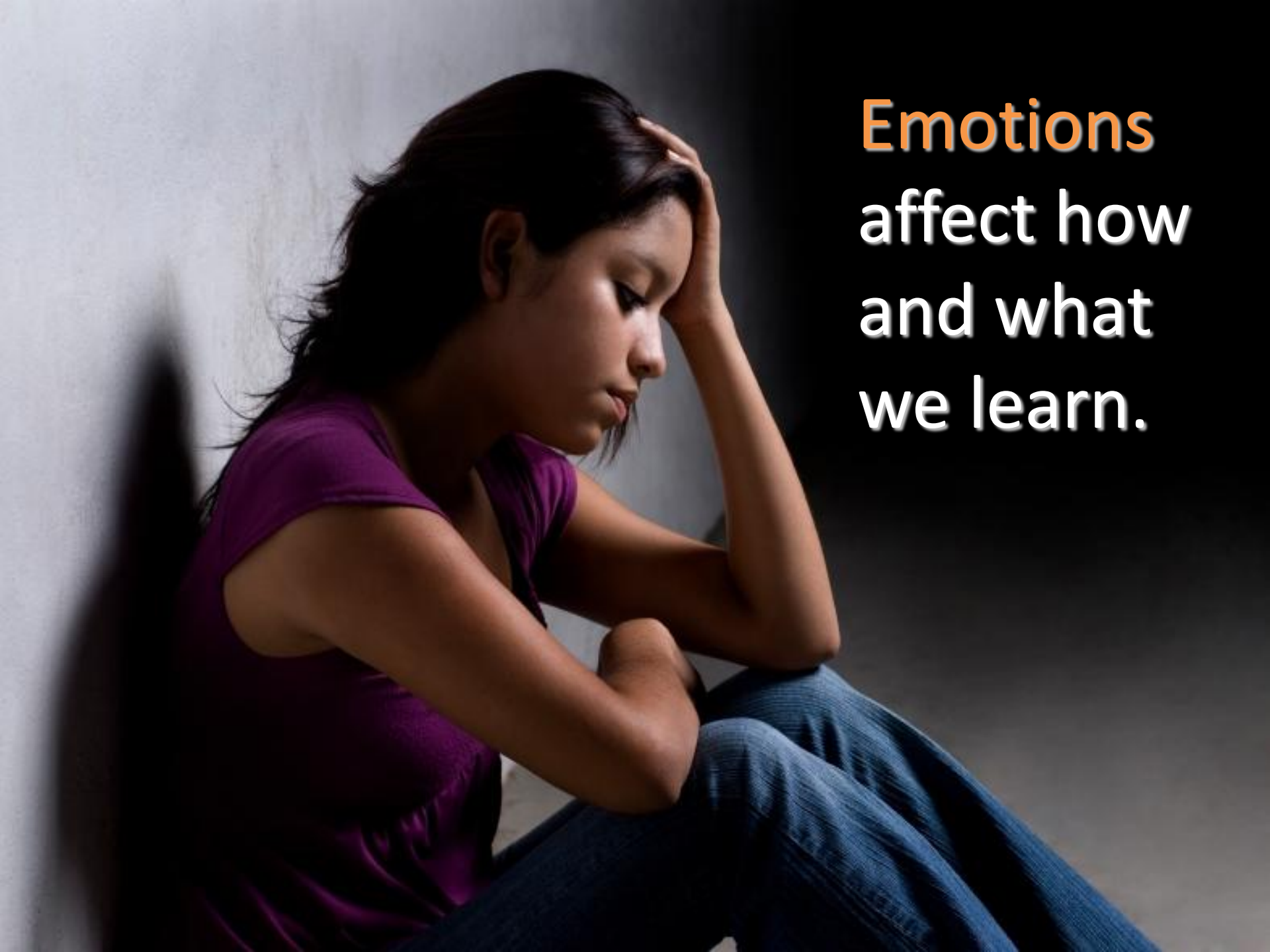
casel.org

Social and
Emotional
Skills are
essential for
personal and
societal well
being



Relationships
are the
foundation for
learning



A woman with dark hair, wearing a purple t-shirt and blue jeans, is sitting on the floor against a light-colored wall. She is looking down with a sad or distressed expression, and her right hand is resting on her forehead. The lighting is dramatic, with strong shadows.

Emotions
affect how
and what
we learn.



Social and emotional skills are
required by employers

Teamwork and
Collaboration

Communication

Social responsibility

Problem-solving



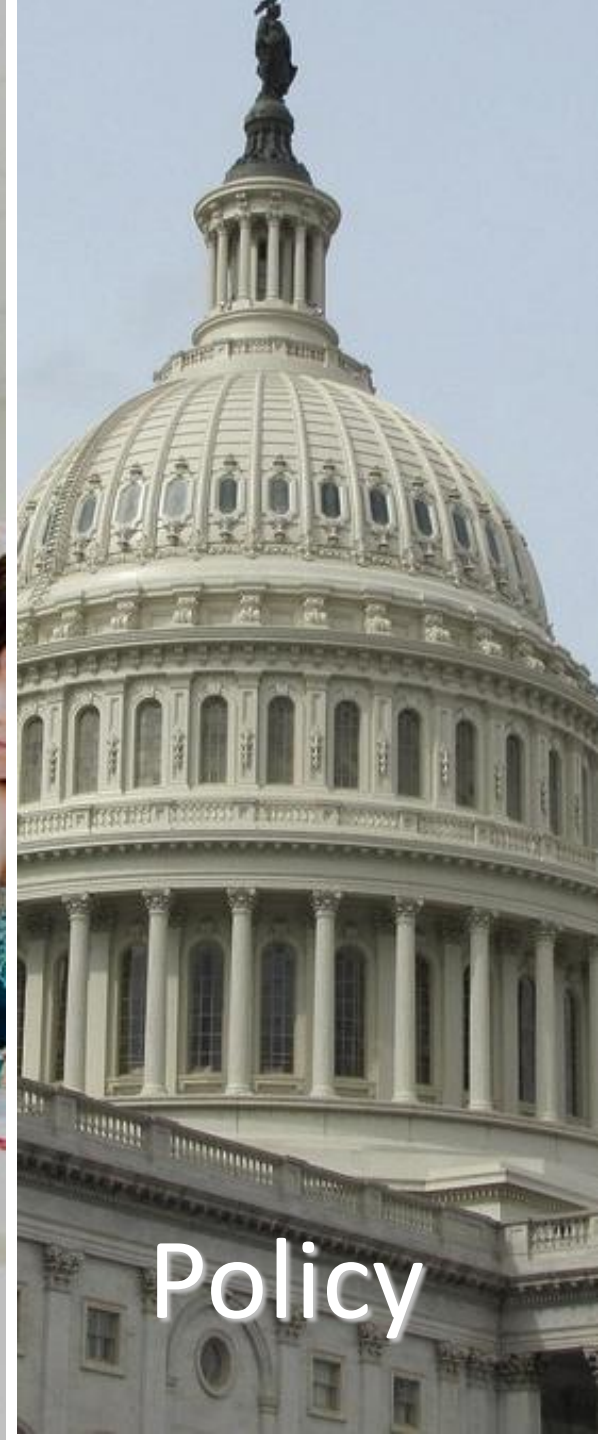
Social and emotional skills can be taught.



Research

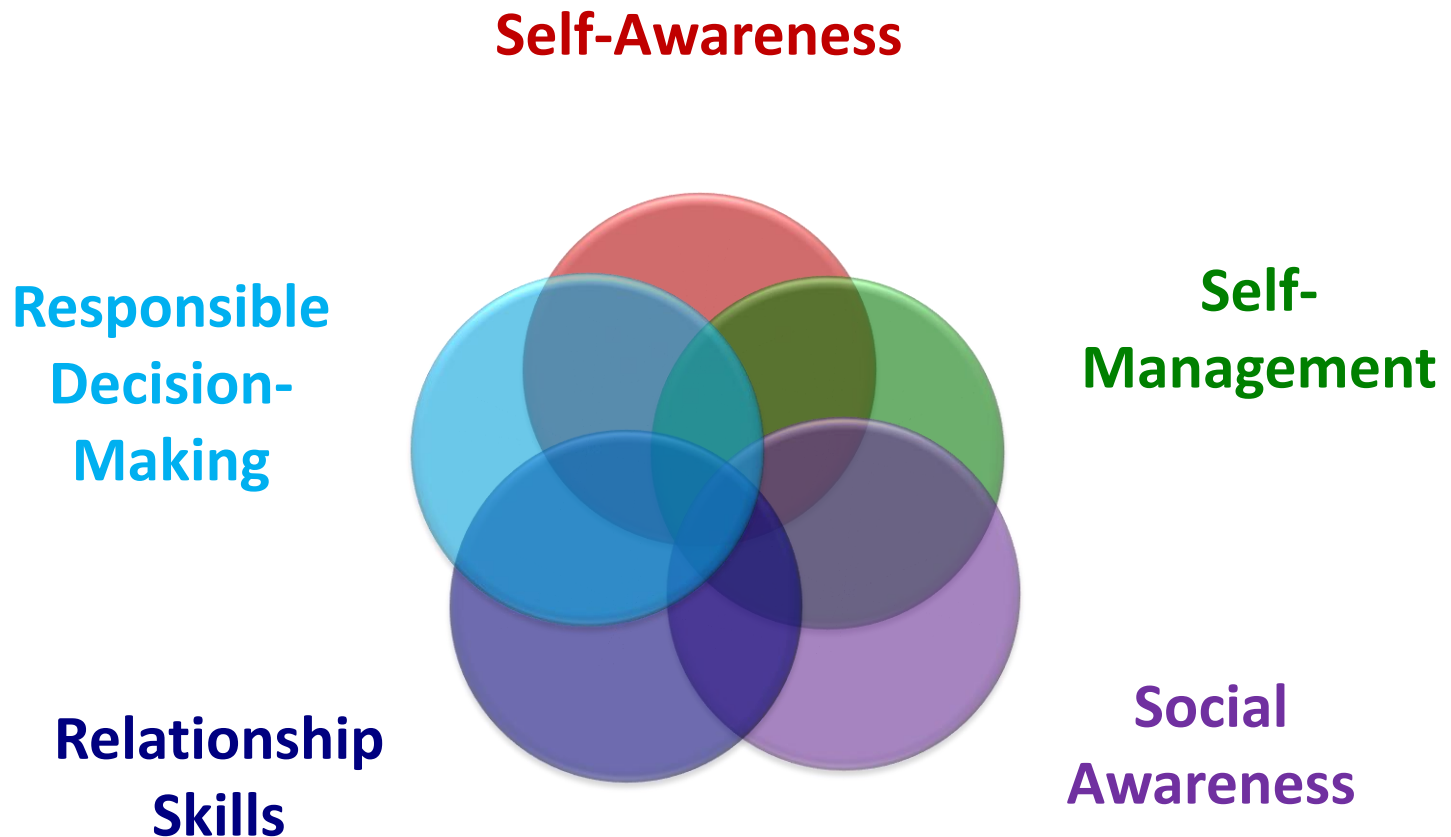


Practice



Policy

Social and Emotional Learning is a process whereby children and adults acquire knowledge, skills, and dispositions related to five core competencies:



CASEL'S Theory of Action



6-19-07

Writing
Gym
Lunch
Social Studies
Science
Dismissal

We Have Been in School

days

Months of the Year

[illegible]



CASEL meta-analysis:
A review of 213 rigorous
studies of SEL programs

SEL Improves Student Outcomes

Science Links SEL to Student Gains:

- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests



And Reduced Risks for Failure:

- Conduct problems
- Emotional distress



Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. .The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*.

Long-Term Impact

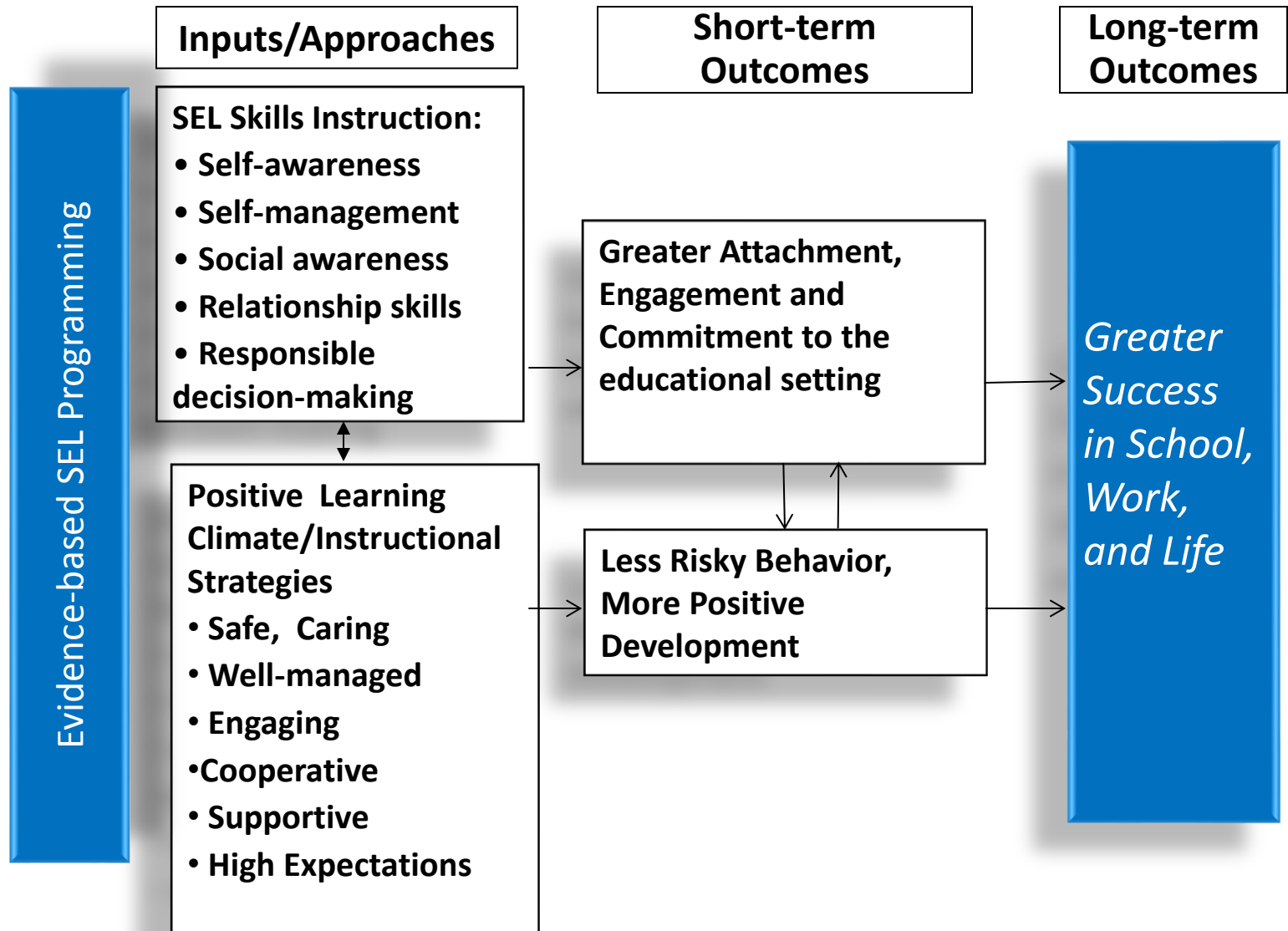
- ↑ High school graduation
- ↑ College attendance
- ↑ Employment
- ↑ Emotional and mental health

- ↓ Criminal activity
- ↓ Drug involvement

\$2.11 return for every \$1.00 spent

Hawkins et al., 2005

Theory of Action for Integrating Social and Emotional Learning into the Education Agenda



SEL Instructional Practices Promote Autonomy, Belonging, Competence **More**

Less

Teacher lecture

Disconnected subject areas

Competition

Rote learning

Independent seatwork

Teacher-directed

Rewards

Inquiry/project based learning

Integrated learning

Cooperation

Critical thinking & problem solving

Collaborative structures

Student-centered

Self-assessment

Evidence-based SEL Skills Instruction

- Evidence-based SEL programs
- Delivered with fidelity to the program design
- High-quality SEL skills instruction is **S.A.F.E.**
 - **S** equenced activities to develop skills.
 - **A** ctive forms of learning.
 - **F** ocused attention on SEL in the curriculum.
 - **E** xplicit target of particular SEL skills for development.



Schools with Spirit

Nurturing the Inner Lives of Children and Teachers

Angeles Arrien

Edited by Linda LANTIERI

Larry Brendtro

Foreword by Daniel GOLEMAN

Martin Brokenleg

Geoffrey Canada

Nancy Carlsson-Paige

Zephyryn Conte

Marcy Jackson

Rick Jackson

Rachael Kessler

Jacob Needleman

Parker J. Palmer

Laura Parker Roerden

David Sluyter

"These essays show what wonderful transformations can happen when teachers are able to nurture spiritual and emotional understanding as part of the lessons they teach."

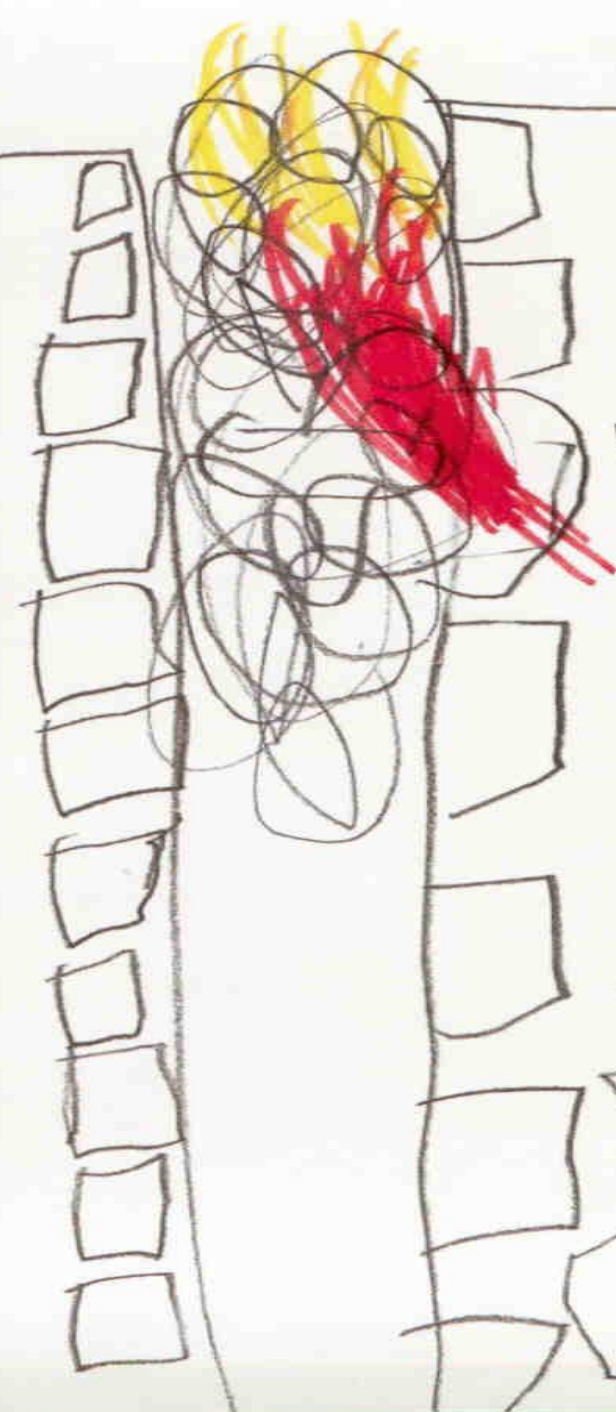
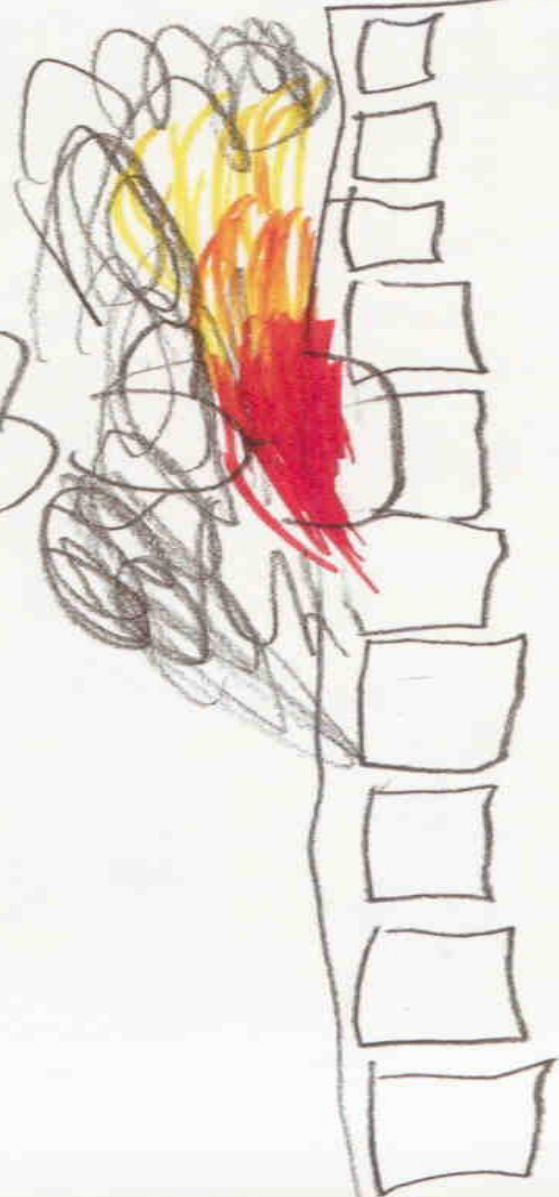
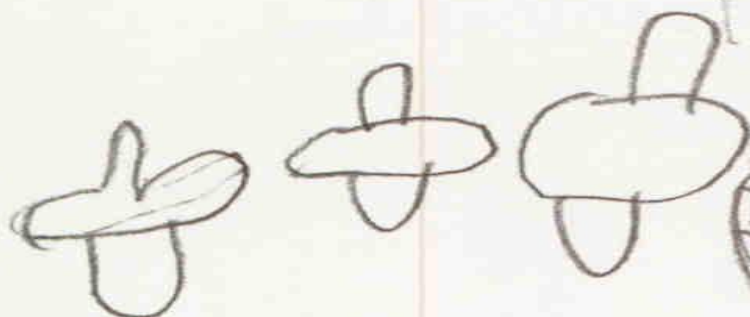
—Marian Wright Edelman, president, Children's Defense Fund



Schools with Spirit : Nurturing the Inner Life of Children and Teachers was exploring the question.....

What would happen if the field of education acted as if the inner life of teachers and children mattered ?

How could we familiarize teachers and students with themselves in such a way that they would experience the value of training their minds in certain ways?





“ In that instant I felt like I understood what it means to be a teacher, because I could run no faster than this little kindergarten girl could run.”

Public School 234 Teacher, NYC

**The big question that many educators
were asking after 9-11 was:**

**How can I develop more authentic ways to live and
act in the classroom that is balanced for myself and
also supports meaningful, and significant healing
and recovery for the children in my care?**



**When we start to help so many
people in some many ways....**

**We can begin to
“do good badly”**

**Wayne Muller from
*Sabbath***

**Those who
were
helping
others
need lots
of support
themselves**

**personally
and
professionally
at the
deepest levels
of their lives .**



How important is adult *emotional intelligence* in terms of outcomes for students?



Adult SEL Competence and Learning

Emotional skills of teachers influence student conduct, engagement, attachment to school, and academic performance.

Baker, 1999; Hawkins, 1999; Schaps, Battistich, Solomon, 1997; Sutton & Wheatley, 2003; Wentzel, 2002

Adult SEL Competence and Learning

School leaders with strong SEL competencies build and maintain positive and trusting relationships among members of the school community.

Patti and Tobin, 2006

Adult SEL Competence and Learning

- **Schools that are high in relational trust among the adults on staff are more likely to make improvements in student achievement (Bryk and Schneider, 2002).**

In January of 2002, we began.....



The mission of *The Inner Resilience Program* is to cultivate the inner lives of students, teachers and schools by integrating social and emotional learning with contemplative practice.



Communities that “hear each other into speech”
Parker Palmer

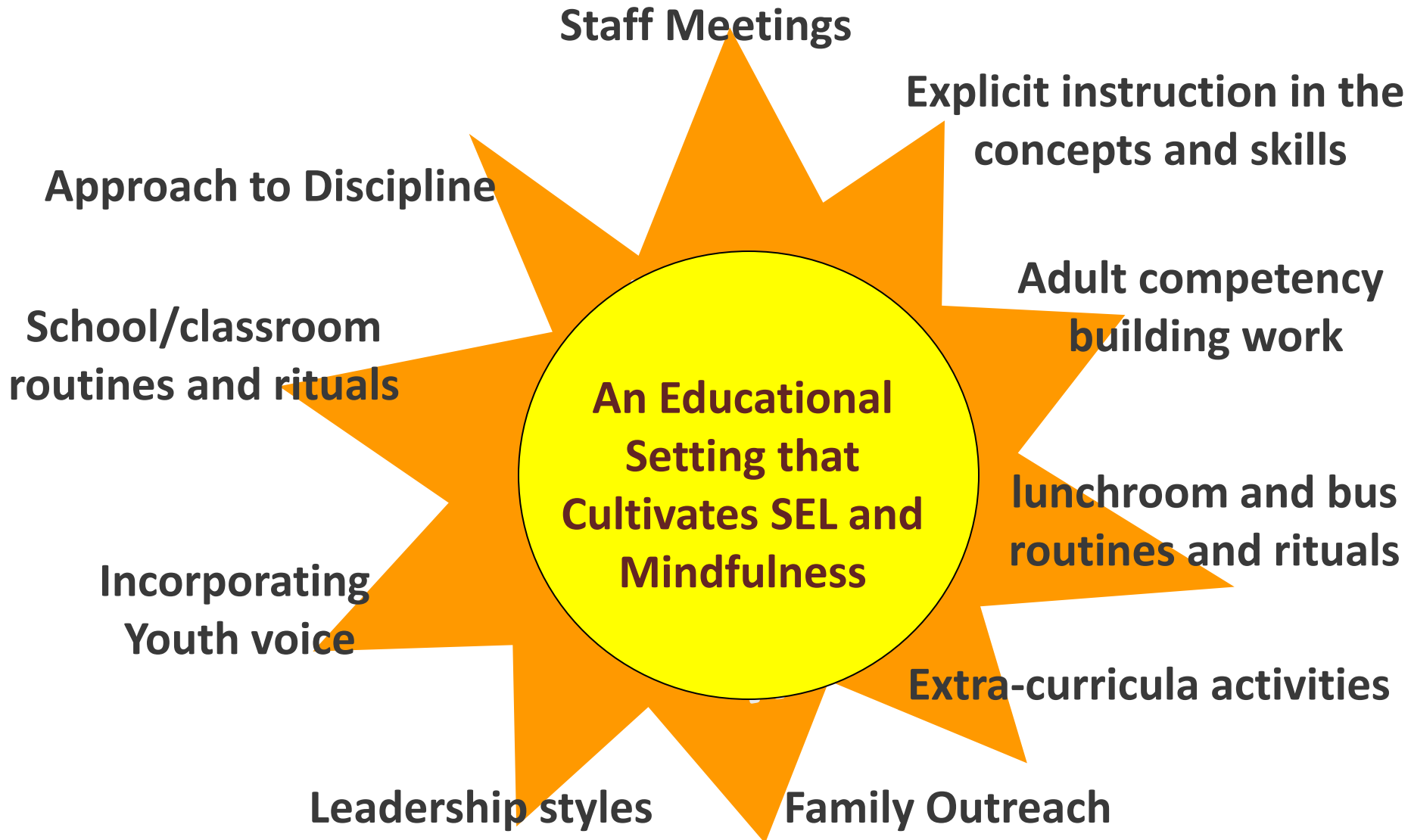




What is Mindfulness?

- Mindfulness is awareness, cultivated by
- paying attention in a sustained and particular way by systemically regulating our attention
- on purpose, in the present moment thereby influencing and possibly transforming the quality of the experience
- and doing it non-judgmentally *Jon-Kabat-Zinn*

Integrating Social and Emotional Learning and Mindfulness into a School Setting



50 Years From Now....

Uncertainties

Where will education take place?
How will education be delivered?
How will technology impact our lives?

Certainties

Relationships matter for personal and societal well-being.
Emotions influence learning and the kind of job we do at what we do.

Social and emotional skills can be learned

This requires attention and intentional support on many levels to be successful.