

Building a Worldwide Capacity to Promote SEL: The Academy for SEL in Schools

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SEL: Sunrise or Sunset?



What Must Our Students Be Prepared For?



www.youtube.com/watch?v=QpEFjWbXog0&t=10s

One constant will be the importance of caring interpersonal relationships, civil discourse, and a commitment to participatory citizenship and the skills to enact it.

We cannot learn without caring relationships:

<https://www.nytimes.com/2019/01/17/opinion/learning-emotion-education.html>

Students Learn from People They Love David
Brooks, *NY Times*, 1/17/19

- The work of neuroscientists like Damasio, Kuhl, and Immordino-Yang, and those in the SEL field yield a clear message:
- Put relationship quality at the center of education***

David Brooks *NY Times* 1/17/19

- Even when conditions are ideal, think of all the emotions that are involved in mastering a hard subject like algebra: curiosity, excitement, frustration, confusion, dread, delight, worry and, hopefully, perseverance and joy. You've got to have an educated emotional vocabulary to maneuver through all those stages.
- <https://www.nytimes.com/2019/01/17/opinion/learning-emotion-education.html>

NATIONAL COMMISSION ON SOCIAL, EMOTIONAL, AND ACADEMIC DEVELOPMENT



Start Thinking of SEL 2.0 As Inclusive: The Unity of Social-Emotional and Character Development in Context

“SEL” is best seen as an umbrella term that includes systematic efforts to promote any or all of the following areas:

- social and emotional development
- social and emotional education
- character development education
- mental and physical health
- bullying prevention
- positive youth development
- substance use prevention
- moral and performance virtues
- emotional education
- education of the heart
- caring schools and communities
- positive school climate and culture
- whole child/whole school approaches
- prosocial education
- educational equity
- an appropriately challenging academic experience
- other terms????

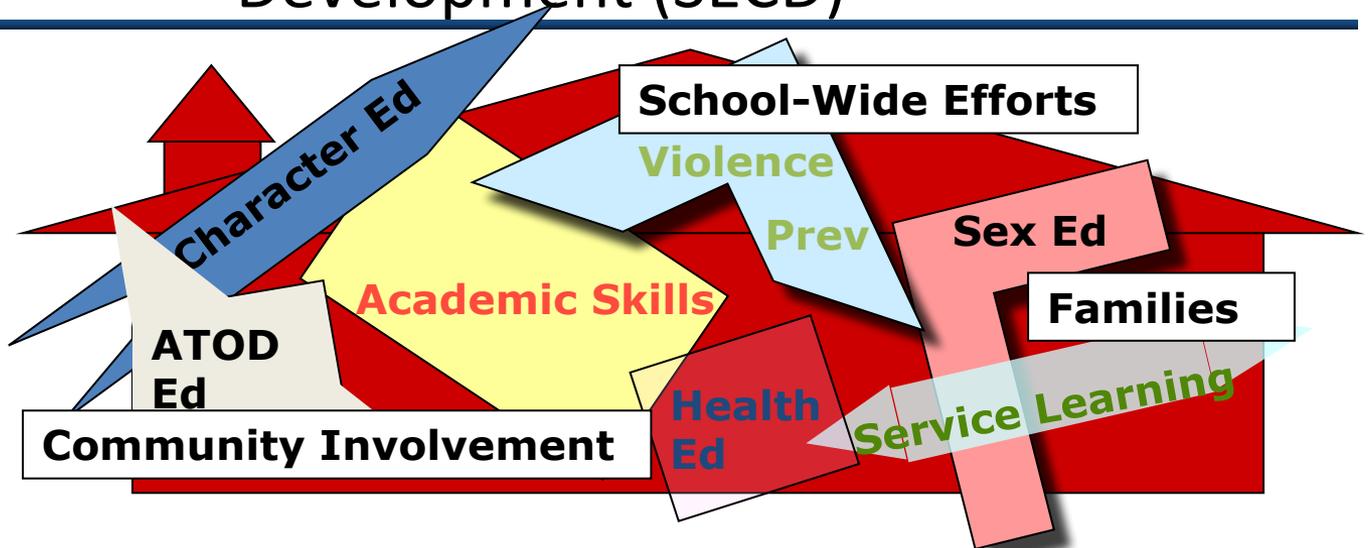
- *To thrive in the 21st century, students need more than traditional academic learning. They must be adept at collaboration, communication and problem-solving, which are some of the skills developed through social and emotional learning (SEL). Coupled with mastery of traditional skills, social and emotional proficiency will equip students to succeed in the swiftly evolving digital economy.*
- Report of the World Economic Forum, 2016, p. 4
- <https://www.weforum.org/reports/new-vision-for-education-fostering-social-and-emotional-learning-through-technology>

Redirect our Priorities Toward Preparation for College Completion “+” and Career Continuity

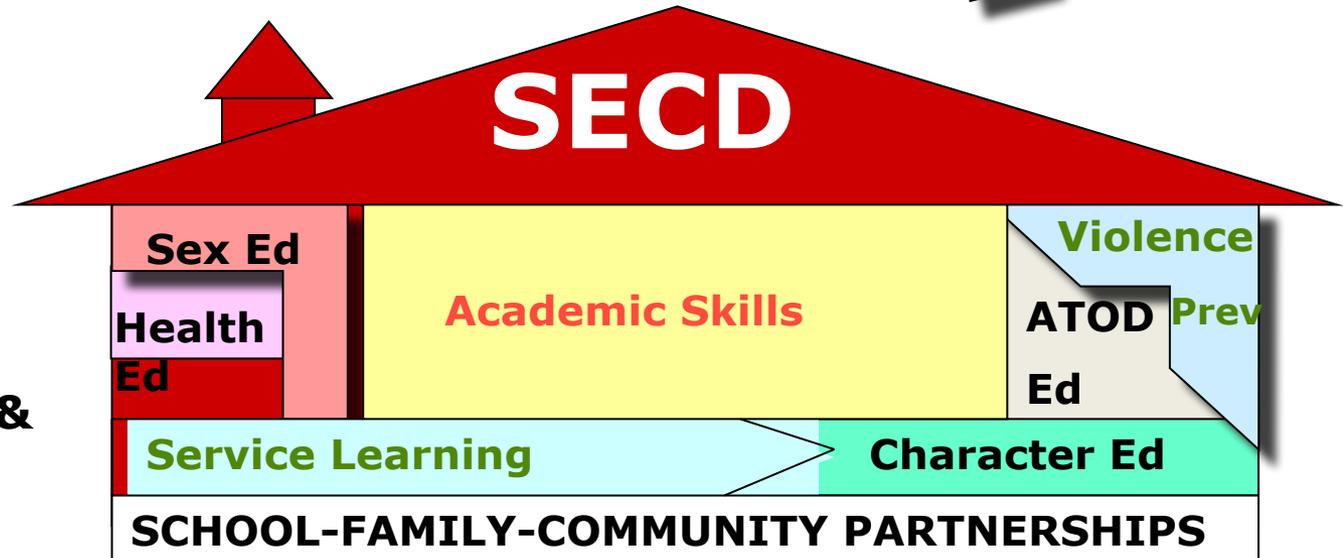
College and Career success are mediated by
EQ at least as much as IQ.

We Must Turn our Jumbled Schoolhouses into Places that Synergistically Promote Social-Emotional and Character Development (SECD)

A Jumbled and Fragmented Schoolhouse



A School of Social-Emotional Competence & Character



How Would You Like *Your* Children to be
Treated in School?

What Kind of Schools Do
you Want for YOUR
Grandchildren?



How Students Can Truly Succeed: Climate, Character, and SEL Competencies

True academic and life success integrates the intellectual, emotional, and social facets of learning. These are inextricably interconnected.

Positive,
Character-Building
School
Climate

+

Explicit
Instruction
in SEL Skills

+

Habits of mind and patterns of thinking that include curiosity, explaining their reasoning, feedback process, asking questions, and defining and solving problems, and striving to communicate clearly and proudly.

Reference: Aspen SEAD Commission Best Practice Guidelines

Integration of CASEL and CCE Frameworks: Singapore Model of SECD



Skills Are Essential, But Not Enough

From Rabbi Abraham Twersky: “Let our children see that we are forever trying, that we continue to try throughout our lives, and that we do not condemn ourselves if we have not reached our goal. We try harder.”

From Albert Schweitzer: “At times, our own light goes out and is rekindled by a spark from another person. Each of us has cause to think with deep gratitude of those who have lighted the flame within us.”

Can we see ourselves as the igniters of our children’s flames of character, contribution, compassion, and citizenship?

***Inspiration Precedes
Remediation***

The Power of Purpose

Stanford University psychologist William Damon (2003, p. 9) defines noble purpose:

“stable and generalized intention to accomplish something that is at once meaningful to the self and of positive consequence to the world beyond the self”

Reflection:

What are the implications of a greater educator focus on Purpose?

Human Dignity is the Guide on the Path to Positive Purpose

It did not really matter what we expected from life, but rather what life expected of us.

Viktor Frankl

If you believe you are here for a purpose, your energies will be focused. A sense of mission will give you strength. You will do remarkable things.

Rabbi Lord Jonathan Sacks

The two most important days of your life are the day you were born and the day you know why.

Mark Twain

The SECD Lab Takes a MOSAIC Approach

MOSAIC

***Mastering Our Skills And Inspiring
Character***

If skills are the propellers,

Virtues are the rudder.

The Journey of Life

requires both.



What is the MOSAIC Approach to Building SECD?

1. Skill Mastery
2. Character Inspiration
3. Purposeful Action

Principal Kafele

<https://www.youtube.com/watch?v=U98d6CQbz4s>

Help Youth Understand Their Purpose



Schools Must Stand for Something to Promote Positive Purpose



SECD, Purpose, Mindset, & Social Action

- *Social-emotional and character development (SECD) competencies are as basic, foundational, and essential to academic achievement as reading competence.*

SECD, Purpose, Mindset, & Social Action

- *Schools have a responsibility to foster SECD in schools of character that focus on supporting and actualizing students' sense of positive purpose.*

SECD, Purpose, Mindset, & Social Action

- *When students have a positive purpose and a mindset of contribution, they are willing to learn and cooperate for social action and civic participation. Their SEL skills open them to listening with empathy and respect and acting with compassion.*

Small Steps Toward a Great Journey:

How Shall We Proceed to Get to Where We
Know We Must Go?



No one [wise] tests the depth of a river
with both feet.- Ashanti





GETTING SERIOUS ABOUT SECD

Tips for developing policy, teacher training and instructional practices around social-emotional character development.

THIS IS OUR TIME," asserts Tim Shriver, an educator, advocate and [Collaborative for Academic, Social, and Emotional Learning](#) board chairman. "When you look at what's going to make the country stronger, restore or rebuild the fabric of citizenship and service, reduce anxiety and fear, and promote competition and creativity and the entrepreneurial spirit — it's not politics or business or entertainment. It's education."

Social and emotional learning and character development have been on the education priority list for decades but are getting a new attention thanks to:

1 Increasing business demand for interpersonal skills. Employers want people who can communicate and interact well with others, but many US workers lack these skills, according

to [research from LinkedIn](#). "Communications is the No. 1 skills gap across those major cities in the United States," says LinkedIn CEO Jeff Weiner in an [interview with CNBC's "SquawkBox."](#)

2 Mounting scientific evidence that suggests success in school and life is dependent on healthy social and emotional development, including the ability to understand and manage emotions, according a report by [The Aspen Institute](#).

3 Growing realization that this is not a minority or low socioeconomic status issue. "Today, the most elite independent private schools are looking for social and emotional learning programs in the same way most challenged urban high schools are," Shriver says. SEL is not relegated to class or status; it impacts students from all walks of life.

Activities for Comprehensive School-Wide SECD Programming: A Non—Sequential Sequential Guide



- Build a school infrastructure that can support SEL 2.0/SECD.
- Assess how well-coordinated your school's SECD activities are.
- Assess and improve your school's culture and climate.
- Articulate shared values, themes, and essential life habits and the focal SECD skills to be instructed.

- Based on : Elias, Zins, Weissberg, and CASEL Associates, ASCD, 1997; Novick, Kress, & Elias, ASCD, 2002; Handbook of SEL, 2015

Activities for Comprehensive School-Wide SECD Programming



- Plan for Tier 2 alignment--set up systems to enhance coping skills and social support for transitions, crises, resolving conflicts that match your Tier 1 SECD
- *Provide consistent and ongoing opportunities for students to practice SECD skills– promote youth engagement in school.*
- *Improve faculty readiness to engage in all aspects of SECD.*
- *Connect to those who are walking the walk-- support networks matter.*

- Based on : Elias, Zins, Weissberg, and CASEL Associates, ASCD, 1997; Novick, Kress, & Elias, ASCD, 2002; Handbook of SEL, 2015

Citizenship Development and Civil Discourse Are Linked to Youth Action



Students Taking Action Together (STAT): The Civility Project

- One of the purposes of STAT is to build students' SECD to create dialogue and civility among diverse students, and a sense of empowerment and civic engagement.
- Another purpose is to foster deeper thinking and engagement about issues in the classroom, school, community, and world.

Instructional Strategies Linked to Existing School Curricula and School Issues to Promote Critical Thinking and Being Civil and Civically Engaged

- **(a) Peer Opinion Sharing:** Yes-No-Maybe
- **(b) Respectful Empathic Debate:** asking students to argue from the perspective of all sides of an issue, especially ones they disagree with, perhaps regarding specifics of how a situation was handled, or the specific actions taken
- **(c) PLAN Problem Solving:** an overall framework for analyzing all issue, to provide a repeated strategy that can become internalized

Students Taking Action Together (STAT): Partners for Civility

- The STAT approach is ideal for partnerships between **school support personnel** and those teaching social studies and related classes, as well as language arts
- **How:** Co-teaching; supporting instruction; using STAT approaches in disciplinary and Tier 2 contexts to conduct respectful debates and build communication, problem solving, and SECD skills students need for humane interpersonal effectiveness.

Example of STAT in Action

- **Example #1: Current Problem in the School**
 - **Note:** We recommend using this topic to introduce STAT to students
 - **Topic:** Cafeteria food
- Start with a Yes-No-Maybe or debate, and then have students consider the problem from different perspectives, using the PLAN framework

Example #1 of STAT in Action

- Consider a debate, or a Yes-No-Maybe discussion, based on this statement:

There is nothing students can do to change the food that is served in the cafeteria. These are adult decisions only.

- P: What are the problems related to the food in the cafeteria? What are the issues from the perspective of teachers, administrators, those involved in food preparation and serving? What feelings do they have? What are the perspectives and feelings of different student groups?
- L: What options do different groups consider to be acceptable ways to resolve the problem? What are the pros and cons of these ideas? What seem most/least realistic?
-

Example #1 of STAT in Action

- A: How can the idea be carried out? Who has to do what? When? Where? What obstacles to the plan might be faced? How can these be addressed? How will we know if the plan is being successful? How can we use feedback to improve the plan?
- N: (after the plan is tried:) How did it work out? What consequences were considered that could have been anticipated? What can be learned from these experiences that can be used in the future, for this or other kinds of school issues?
- ***This framework can be used for other school issues, such as bullying, drugs, gangs, cheating, discipline— as well as historic and current events***

Examples of STAT in Action

- **Example #2: Social Studies/History class**
 - **Topic: The United States' Civil War**
 - **(Note: Topics should be linked to whatever is being covered in your curriculum; PLAN can be used to orient students or to deepen/integrate their understanding while or after they are reading/viewing/ listening to your assigned materials.)**

Example #2 of STAT in Action

- Consider beginning with a debate, or a Yes-No-Maybe discussion on this question, based on this statement:

All through history, many countries have had slaves. What the South was doing was no different.

- Then, with background reading from your current curriculum, consider the problem from different perspectives, using the PLAN framework

Example #2 of STAT in Action

- **P:** How did the North and the South define the problem in the country? What were the issues, from each perspective? Who were the key people involved in making important decisions?
- **L:** What were their goals? What options did they consider to be acceptable ways to resolve the problem? What did they ultimately decide?
- **A:** How did they carry out their plan? What obstacles did they encounter? How did they deal with them?
- **N:** How did it work out? What can be learned from their experiences that are relevant to the present?

A Well-Prepared the Crew is the Most Essential Asset in the Journey



**A Fair Wind (Breezing Up), 1876, National Gallery of Art, Washington, D.C.
In Memory and Honor of Tom Schuyler**

Building the Capacity for SECD Excellence in All Schools, Worldwide

Tony Bryk:

Networked Improvement Communities:
The Creation of Support Structures to
Advance Optimal Feasible Practice

Academy for Social-Emotional Learning in Schools: SELinSchools.org

- Overarching goals are to address the gap in professional development of school leaders and teachers that exists today and to create a community for on-going mentoring, resource support, and sharing of experiences from walking the talk!
- The Academy offers a virtual Professional Learning Community and two certificate programs.
- Certificate for School Leadership in Social-Emotional Learning and Character Development.
- Certificate for Instruction of Social-Emotional Learning and Character Development. (sel.rutgers.edu)
- Academy Overview Video: <http://sel.cse.edu/>

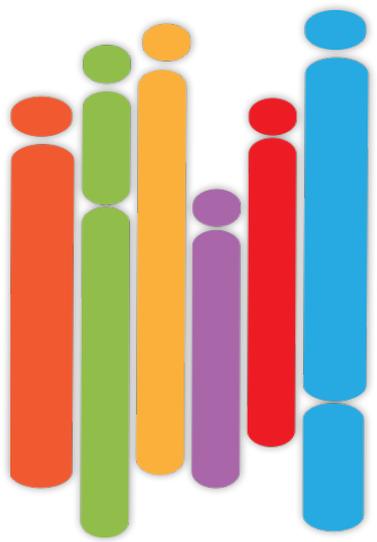


Academy for
SOCIAL-EMOTIONAL
Learning in Schools



What is the Online Professional Development Community?

- A unique feature of the courses and the certificate is participants' involvement in a virtual Professional Learning Community (vPLC). Beginning with participation in one's classes and practicum, there is an emphasis on being part of a community of learners who support and assist one-another during the courses— and beyond— in making applications of SEL/SECD and academics for prek-12.



SEL4 ENSEC?

Social Emotional Lear
for New Jersey

THE INSPIRATION TO OVERCOME THE CHALLENGES

- Our children cannot learn, and our teachers cannot teach, in schools that are unsafe, unsupportive, uncaring, uncivil or lacking in intellectual challenge. Students who are smart but not healthy, caring, or ethical are dangers to society, not cherished sources of high test scores.

- We must prepare children for the tests of life, not just a life of tests.

THE INSPIRATION TO OVERCOME THE CHALLENGES

- When we open our doors for children to come into our schools, we have a special responsibility to educate them in mind, heart, body, and spirit/ethics. We have no choice but to do all four of these.
- Failure to do ANY of these four is educational malpractice.
- There no one to wait for. We are the leaders we seek, and the change we wish to see.

Questions/Reflections



Intellect Without Compassion = Danger
Social-Emotional, Character and Citizenship Development
are not Optional.

Our Practices Today are Shaping Our Societies Tomorrow.

*“Don’t let what you cannot
do interfere with what you
can do.”*

John Wooden

“The children are waiting.”

Ted Sizer

*“If not you as catalyst, who?
If not now, when?” -- Hillel*



For Further Information on SECD

- www.secdlab.org/STAT www.secdlab.org/MOSAIC
- Academy for SEL in Schools– Certificate Programs and Resource Center at SELinSchools.org
- For Support or Questions about Implementation:
 - SECDLab@gmail.com

Please follow the lab @SECDLab for updates and information on the latest projects and events.

<https://twitter.com/SECDLab>

- For ongoing information about SECD:
 - www.edutopia.org/profile/maurice-j-elias