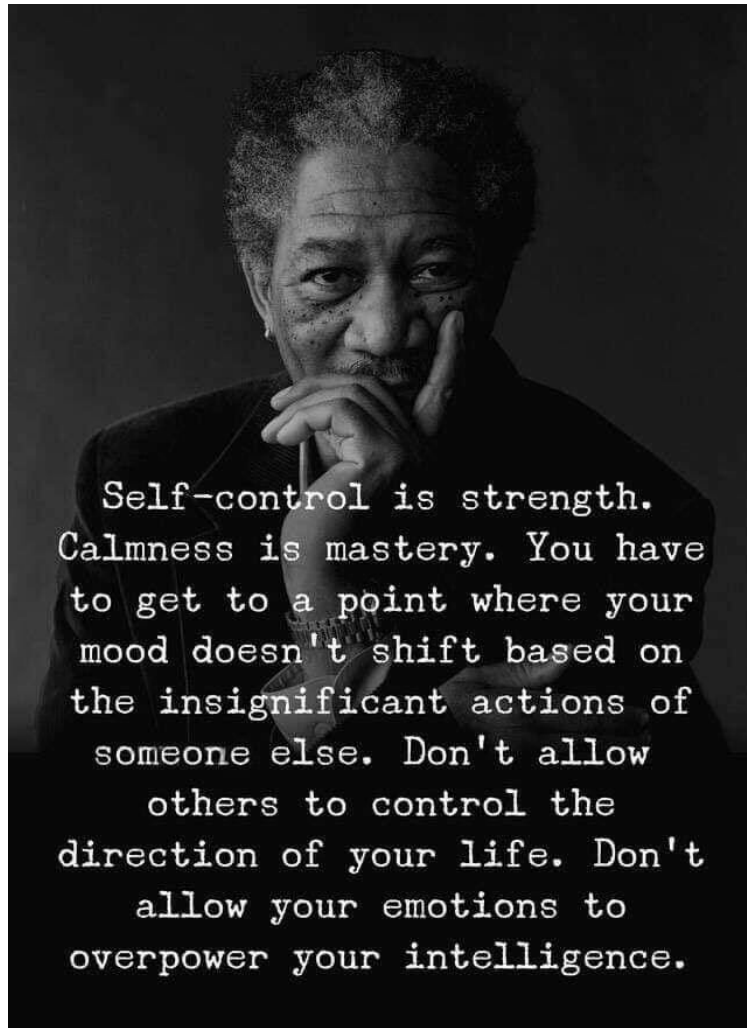

Social-Emotional Learning & Mindset

Maslow Before Bloom

October 7, 2020

Why Revisit Mindset & Focus on SEL?



What is Social Emotional Learning?

Social and emotional learning is the process of developing students' and adults' social and emotional competencies--the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices. SEL helps make individuals understand and regulate their emotions, successfully complete goals, take others' perspective or point of view, develop positive relationships, and make responsible decisions.

What are the goals and primary student outcomes of Social and Emotional Learning (SEL)?

CASEL (Collaborative for Academic, Social, and Emotional Learning) identifies five social and emotional competencies, which are composed of multiple skills and abilities:

- **Self-awareness** is the ability to recognize one's own feelings, interests, strengths, and limitations
- **Self-management** refers to when individuals regulate emotions and manage daily stressors
- **Social awareness** refers to perspective taking and to appreciate similarities and differences
- **Relationship skills** are when individuals exhibit prosocial behavior and demonstrate positive social skills in order to develop meaningful relationships
- **Responsible decision making** refers to when individuals make ethical decisions, and strengthen the ability to develop appropriate solutions to identified problems

Note: Daniel Goleman co-founder of CASEL (author of Emotional Intelligence, 1995)

Thinking, Fast & Slow (Kahneman)

We need to teach our students about the brain's Two Thinking Systems and how understanding the two systems can help them learn and achieve at higher levels, become masters of emotion, develop growth mindset, build meaningful relationships, and be more successful:

System 1 = fast, automatic, emotional, and unconscious (think lower brain stem, reptilian brain, limbic system, gut response, fight-or-flight, reacting without thinking).

System 2 = slow, effortful, and conscious (think higher brain functions, reasoning, reflection, frontal lobe (prefrontal cortex) - (side note: dangers of substance abuse)

Ask students: "Are you checking System 2 or is System 1 in charge?"

What is observed in a school with a strong SEL culture? What are educators doing?

- Educators strive to learn “the story” for each student. Everyone has a story!
- Teachers are supporting students--academically, socially, and emotionally
- Teachers are paying attention to students' needs and responding to them appropriately
- Teachers provide students feedback
- Teachers demonstrate that they care for and respect their students
- Teachers model appropriate social and emotional skills to their students
- Positive relationships are being cultivated between students and staff, and between students
- Students feel more connected to the school, and perceive to have better relationships with teachers, staff, and other students

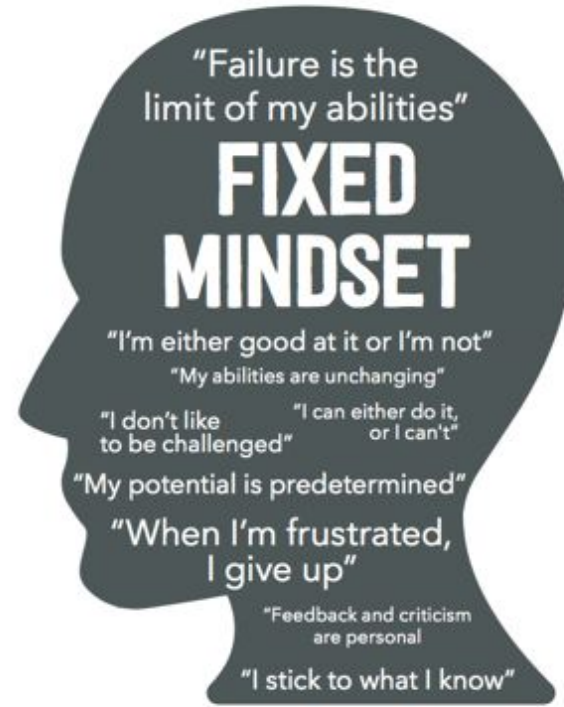
What is the definition of Mindset?

*“mindset” (noun)
a set of beliefs or a way of
thinking that determines one's
behaviour, outlook and
mental attitude.*

To that definition what could we add?

1. ?
2. ?
3. ?
4. ?

Two Mindsets!



Mindset Questions to Ponder:

1. Do I operate from a Growth or Fixed mindset?
2. Does my mindset influence or promote the Growth mindset in others?
3. As an educator do my regular daily words and actions promote/teach the Growth mindset to my students and to my peers?
4. Does the mindsets of our students' parents influence student learning? If so, what do we do about it?

Marzano Focused Teacher Evaluation Model

Element 19: Establishing & Maintaining Effective Relationships in a Student-Centered Classroom

Focus Statement: Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student.

Desired Effect: Evidence/student action shows students feel valued and part of the classroom community.

Example Teacher Instructional Techniques (16 total): Use students' personal interests to reinforce conative skills (feelings & emotions) to cultivate a "growth mindset".

Key Takeaways

1. Now more than ever our students need us to help them learn to think carefully and consciously and develop a Growth Mindset by recognizing, and controlling feelings and emotions so that the higher brain is engaged in decision making. (Empathy leads to compassion)
2. Every child has a story. We need to get to know the stories of our students. Trust reduces fear and enables others to connect, build relationships and and use System 2 for thinking and learning. (Think Maslow before Bloom).
3. Don't let emotion drive the bus! If emotion is driving, logic and thought are in the back seat or worse yet, locked in the trunk.
4. The higher the level of EQ of students and staff the more successful we will all be. Research shows that schools with strong SEL get 11% boost.

Questions?

Suggestions?