

SOCIAL EMOTIONAL AND ETHICAL LEARNING AND TEACHER'S TRAINING

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Abstract:

In today's interconnected world it is imperative that we work together to better understand one another and develop skills and strategies for problem-solving and instigating change that can work across cultures and generations. SEE Learning is the framework through which we can help our students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEE Learning provides educators with the tools they need to foster the development of emotional, social, and ethical intelligence for students and themselves. Research also suggests that service-learning programs can enhance a range of competencies pertinent to academic and mental health functioning.

Keywords: *Social Emotional & Ethical Learning, Teachers Training, Competences, Relationship etc.*

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Introduction:

The word “education” finds one root in the Latin “Educere”, which means to lead out. In other words, bring out what is within us, beyond acquiring knowledge. Regretfully, foundational learning has remained confined to basic literacy and numeracy. To enable children to navigate the world, it is vital to build their social emotional skills to tap their latent capacities – intellectual, social, physical, and emotional, and help them develop into well-rounded individuals. Individuals with critical capacities fit for the 21st century, who can steer through relationships, decision-making, aspirations and intentions.

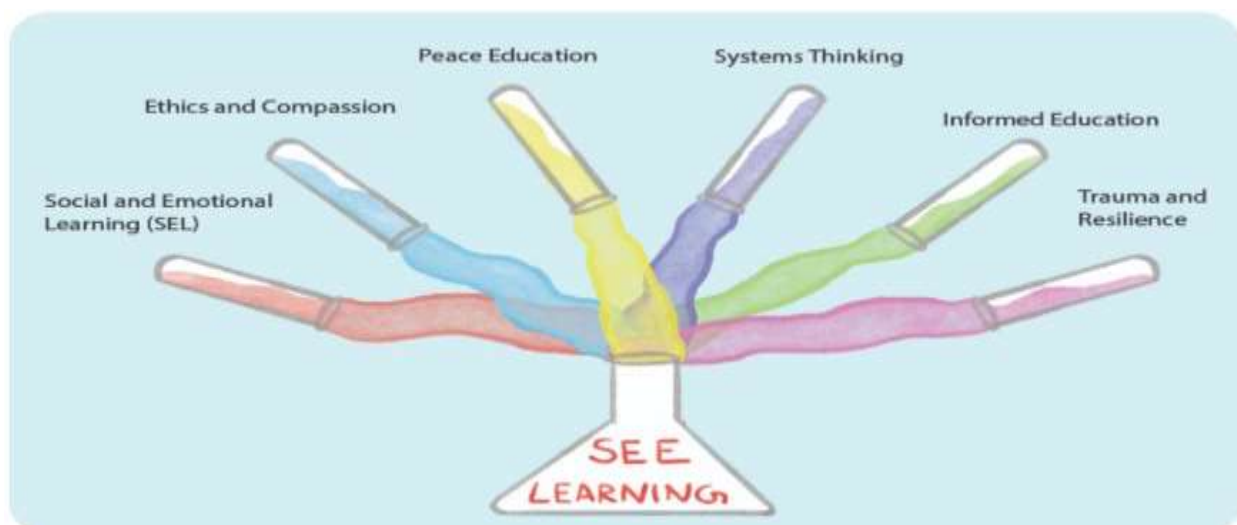
SEE is based around five competencies that are important for adults as well as children:

- Self-awareness,
- Self-management,
- Social awareness,
- Relationship skills, and
- Responsible decision-making.

The SEL movement remains dynamic, however, and is learning things all the time. In recent years, some of the founders of this movement, such as Daniel Goleman, author of Emotional Intelligence, and Linda Lantieri, have called for additional components to be added to the traditional SEL approach. In their book The Triple Focus, Daniel Goleman and Peter Senge, call for “an education that inculcates compassion, as well as one that sharpens attention on the one hand, and opens students’ focus to understand the larger systems, from economics to earth

science, that shape our lives.” SEE Learning provides educators with a comprehensive framework for the cultivation of social, emotional, and ethical competencies that can be used in Kindergarten-12 education as well as higher education and professional education. It also provides an age-specific curriculum for K–12 schools, comprised of easy to implement lessons, as well as an in-person and online support structure for educator preparation, facilitator certification, and ongoing professional development.

“The time for social, emotional, and ethical learning has come,” the Dalai Lama writes in the foreword to the SEE Learning Companion. Indeed, we cannot afford to wait any longer. A Wealth of data shows that children and youth today are facing unprecedented challenges—on a personal level, with rising rates of depression, suicide and addiction; on a social level with struggles related to social anxiety, self-worth, and how to handle social media; and on a systems level, with widespread conflict, entrenched economic and social inequity, and environmental changes that could endanger the future of humanity itself. As much as we may not want it, the children of today will face the threat of “forest fires,” both personal and collective. Our job must be to prepare them to face such challenges with wisdom and compassion for themselves and one another. Nothing less than their own happiness and survival may be at stake.



SEE Learning represents the state of the art in education by enhancing SEL programming with key additional components, including:

- Attention training
- Compassion and ethical discernment
- Systems thinking
- Resilience and trauma-informed practice

This program provides educators with a developmentally-staged curriculum consisting of easy-to-implement lessons, the conceptual framework used to design the curriculum, and resources for educator preparation and development. SEE Learning empowers students to engage ethically as part of a global community and provides educators with the tools to support student well-being.

Social Emotional & Ethical Learning and Teacher's Training:

Educators and researchers have increasingly acknowledged the imperative for creating a positive school climate, both to promote social and emotional competencies and optimize students' learning; teachers hold the key to such a learning environment. Strong and supportive relationships provided by teachers are fundamental to the healthy development of all students in schools. Positive student-teacher relationships serve as a resource for students at risk of school failure, whereas conflict or disconnection between students and adults may compound that risk. Although the nature of these relationships changes as students mature, the need for connection between students and adults in the school setting remains strong from preschool to high school. Even as schools place increasing attention on standardized testing and accountability, the social and emotional quality of student-teacher relationships contributes to both academic and social-emotional development. As such, student-teacher relationships provide a unique entry point for educators and others working toward improving the SEL environments of schools and classrooms.

In light of the above, it would be important for school practitioners to offer training programs to families so as to heighten their confidence in their abilities to support learning. Moreover, given that some families may be more resistant to forming a coalition with schools, it is imperative that school psychologists provide teachers with assistance and guidance to develop individualized approaches. Furthermore, training workshops that are tailored toward instilling teachers with a comprehensive understanding on different cultures and traditions are needed. Schools should also be prepared to include bilingual school personnel into the picture, who can help as an interpreter, or in preparing for bilingual signage and materials.

A plausible way to enhance more positive peer relationships, student-teacher relationships, and home-school partnerships is to provide relevant training opportunities to teachers and school personnel. First, given that some teachers may hold unfavorable views toward families who rarely participate in school events or whose child demonstrates academic and behavioral problems, intervention efforts are needed to challenge these beliefs. Second, professional training workshops should aim to enhance teachers' efficacy in facilitating positive peer relationships, student-teacher relationships, and home-school partnerships in a welcoming manner. Third, educators, researchers, or other relevant providers should consider implementing intervention programs that target teachers' own social-emotional competence. Indeed, when teachers are socially and emotionally competent themselves, they are more effective in fostering and maintaining healthy teacher-student relationship, managing a safe classroom, and implementing quality SEL interventions. Moreover, when teachers are comfortable with implementing SEL programs (i.e., an implicit indicator of their own social-emotional competence), they experience greater sense of teaching efficacy and job satisfaction, both of which are functional to more positive teacher-student relationships.

Conclusion:

It is clear that Social, emotional and ethical learning (SEEL) builds indispensable skills in children to understand emotions, apply this knowledge to comprehend how others feel, understand their perspective, demonstrate universal values of compassion and empathy, and contribute effectively to society. SEEL needs to become the building block for a life of learning, unlocking the inherent potential of our children, helping them lead an

empowered, self-determined life. Foundational skills need to integrate study of academic content along with strengthening critical thinking skills, collaboration, compassion, empathy, and creativity. Investing in SEEL should be a national priority as it can go a long way in making our children more compassionate, capable of managing grave challenges, and secular community members who play an active role in building the India of the future.

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