PEDAGOGICAL PRACTICE and CURRICULUM INTEGRATION

Salzburg Global Seminar Session 603

6th December, 2018
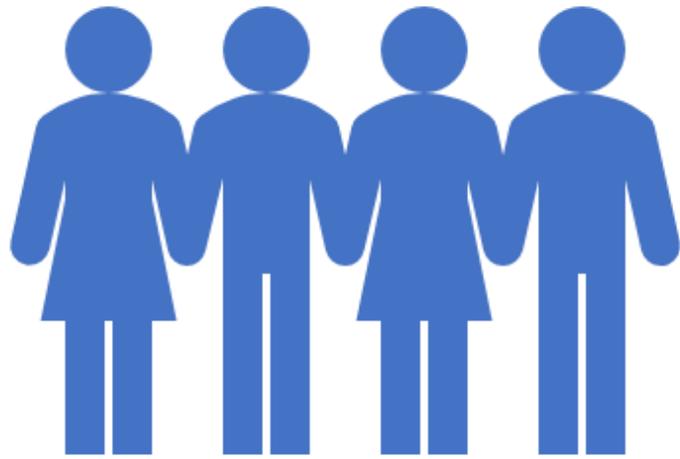
EVERY EDUCATION SYSTEM WILL EXPLICITLY INCLUDE **SEL** IN THEIR CURRICULUM AND PEDAGOGICAL PRACTICE

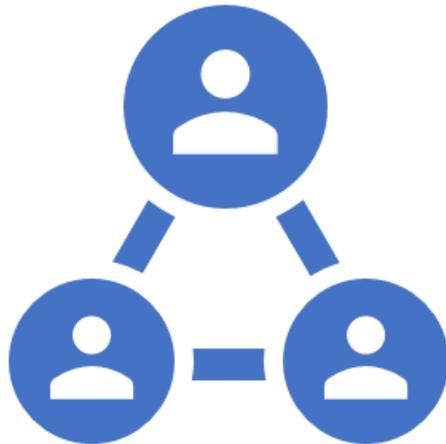**Non-Negotiable Objective**

Call to Action: Why is this Important?

☐ So that **Learners** will:

- Contribute positively to society, their individual and others well-being

Context Matters

The Salzburg Global Seminar statement developed in 2016 established the global need and relevance for SEL.

SEL curriculum development and pedagogical practices should aim to fit within the relevant context of the society and benefit all stakeholders. The context also influences the content (i.e., the skills and/ or "the what"), the approach (i.e., "the how") and the intended outcomes when implementing SEL curriculum.

Curriculum ("The What")

Dimensions	Strategies
Student Centered	Embed SEL lessons that are student driven, student voice agency, experiential knowledge development and student interaction
Curriculum Approaches	Implement stand-Alone and embedded content within and across subject areas; integration of content within curricular, co-curricular and extra curricular programmes (i.e., the life of the student)
Age Appropriateness	Develop and design developmentally appropriate SEL curricula for various stages of children, adolescents and adults using scaffolding techniques
SEL Competencies (for Salzburg to fill in)	Identify the following: Characteristics Cognitive, Non-Cognitive and Compound Skills Desired Behaviours Outcomes
Cultural-Relevance	Develop common language, culturally-responsive curriculum that is contextual to the needs of the cultural in developing national and global citizens
Curriculum Support	Provide resources for teachers and learners, leadership capacity building, professional learning for the teachers, including community of practice and parental/ family engagement and reinforcement in the home
Policies	Provide guidelines for whole-school approach to enhance school and classroom climates; develop inclusive learning environments; use evidenced-based approaches and continue to develop new evidence
Life-Long Learning	Develop opportunities for intrapersonal (self), interpersonal (others), community (us) learning (i.e., Early Childhood Education>Primary>Secondary>post-secondary>workplace); develop transformational agents of change

Pedagogical Practice ("The How")

Dimensions	Strategies
Student-Centered Methodology	Embed SEL lessons that are student driven; create student voice and agency; use experiential knowledge development, gaming, play-based, inquiry-based, story-based and student engagement tools
Approaches	Develop school-Wide (all teaching and non-teaching staff involved) approaches to develop safe and trusting learning environments to encourage students to take risks; use peer to peer teaching and guidance approaches; use scaffolding techniques to understand the stages of skills development in children and adults from awareness to integration; Encourage model-for-learning techniques: modeling concepts of SEL by the teacher
Role of Technology	Use appropriate technology to enhance the teaching and learning of SEL
Assessment for Teaching and Learning	Implement continuous student-teacher feedback; use student profiles and continuous self-assessment; provide necessary interventions for all learners especially those most at-risk; create individual learner pathways for development of SEL; use formative assessment
Professional Learning Support for Teachers and Leaders	Provide mentorship, coaching, professional learning communities, and the necessary pedagogical resources

Incidental	Basic	Intermediate	Advanced
• No specific mention of SEL in the education system • SEL occurs in non-formal education contexts without explicit awareness. • No time and space available to educators in the curriculum for SEL	• Some characteristics / behaviours / skills of SEL can be found in education system e.g. resilience, wellbeing/ mental health • Inconsistent and isolated practise • Some time and space available to educators – but not specifically for SEL • No evaluation, limited evidence	• SEL is recognised as the need for SEL across the system • Curriculum guidance and recommended practise and resources available to educators • Priority is placed on SEL and the best approach to implementation is carefully considered – **and acted on** • Investment in evaluation / measurement and teacher education, CPD	• SEL is publicly recognised as a national priority • SEL curriculum responds to context e.g. age, gender, ethnicity, developmental stages, community differences. • SEL effective practise is known about and used across the system in structured matter • SEL curriculum is continually improved via rapid-cycle evaluation including local, district and system. Including educator CPD. • Context-specific impact measurement e.g. social behaviours problems

SEL in the Curriculum – Draft Maturity Model

Funding & Resources

Global Networks: eg. UN, European Commission

National Level: eg. Ministries of Education

State Level/ Municipalities

Private Donors

Foundations

Business Partnerships

#SELTweetMeet

HOW CAN SEL BE TAUGHT TO **ALL** LEARNERS?

Thank You