CARL JACKMAN, LMSW (He, Him, His)

- **The Leadership Program**
  - Facilitator
- **P2L : Pathways 2 Leadership**
  - Director of Clinical Services - Supporting School Based Social Work Team
- School Based Social Worker
- NYS Licensed Social Worker
- CUNY Adjunct Professor
- Psychotherapist

Community Practice

Creating a Safe Space

- Take Care of Yourself as Needed
- What is said here stays here AND...
- What is learned here leaves here

Creating a Brave Space

- Controversy with Civility
- Own Your Own Intentions & Impact
- Challenge by Choice
- Respect
- No Attacks

(Arao and Clemens, 2013) The Art of Effective Facilitation: Reflectionsfrom Social Justice Educators, 2013

Agenda

- **Introductions**
- Community Practice
- Our Foundation: SEL Competency Reflections
- Our Foundation: Social Emotional Learning
- Transformative Social Emotional Learning
- How to Make SEL Transformative
- Transformative SEL in Practice
- Transformative SEL Tools
- T-SEL Group Practice Activity
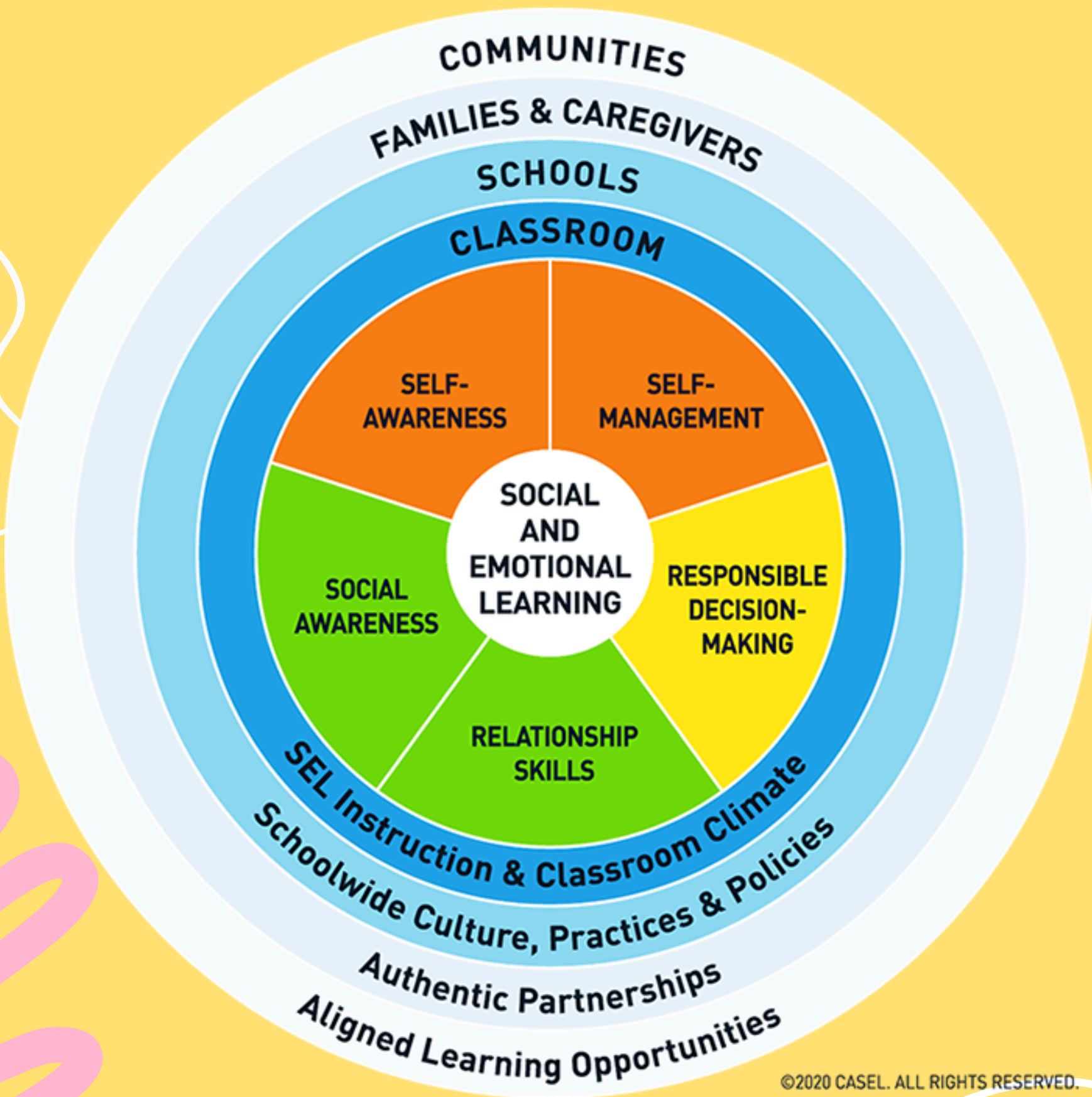- Closing

Our Foundation: SEL Competency Reflections

- **Activity Instructions**
  - Scan the QR code to access the link to the <u>Padlet</u>
  - In the Padlet, you will see all five SEL Competencies with space to add comments undeneath
  - Under each SEL Compentency, click on **"+"** and write an example of how you are using this competency in your school community currently.
  - For example - RBT or Sanctuary Model
    - Self Awareness - Before we begin our after school club, my students do a daily check in thinking using "Rose, Bud and Thorn".
      - The "Rose" is something positive that happened today.
      - The "Bud" is something they are looking forward to tomorrow or this week
      - The "Thorn" is something they need help with tomorrow or next week
      - *Bonus* – What can you do to turn your thorn into a rose tomorrow or this week?
  - Impressions of Padlet responses

Our Foundation: Social Emotional Learning

COMMUNITIES

FAMILIES & CAREGIVERS

SCHOOLS

CLASSROOM

SELF-AWARENESS

SELF-MANAGEMENT

SOCIAL AWARENESS

SOCIAL AND EMOTIONAL LEARNING

RESPONSIBLE DECISION-MAKING

RELATIONSHIP SKILLS

SEL Instruction & Classroom Climate

Schoolwide Culture, Practices & Policies

Authentic Partnerships

Aligned Learning Opportunities

CASEL SEL FRAMEWORK

- **Self-Awareness:** The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

- **Self-Management:** The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

- **Social Awareness:** The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

- **Relationship Skills:** The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

- **Responsible Decision-Making:** The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

Transformative Social Emotional Learning

Overview of Transformative Social Emotional Learning Program at Urban Teachers

Share

Watch on YouTube

Video Link

How to Make SEL Transformative

Transformative SEL focuses on skills for individual success, interpersonal relations, and community-building, as well as skills needed to ensure democratic, fair, and inclusive communities.

- **Identity**, a core part of self-awareness, which refers to how students (and adults) view themselves as individuals and as part of the world around them. Having a healthy sense of identity buffers against negative or traumatic experiences and contributes to positive academic, social, and emotional outcomes.
- **Agency**, part of self-management, or feeling empowered to make choices and take actions that produce a positive difference. Agency helps young people make choices about learning and career goals, overcome personal challenges, and shape the course of their lives.
- **Belonging**, part of social awareness, the experience of acceptance, respect, and inclusion within a group or community. Having a sense of belonging is critical to well-being, motivation, and achievement.
- **Collaborative Problem-Solving**, part of relationship skills, the ability to build shared understanding and work together to come to solutions by pooling knowledge, skills, and efforts.
- **Curiosity**, part of responsible decision-making, which leads to the pursuit of knowledge and different perspectives and contributes to attention, engagement, and learning.

Transformative SEL in Practice

What Does It Look Like in our School Communities

- Opportunities for adults and young people to practice curiosity by teaching and learning from one another.
- Instruction that honors and makes connections to students' lived experiences and identities and scaffolds learning to build an understanding of others' lived experiences.
- Culturally responsive education and youth-guided approaches, such as project-based learning and youth participatory action research.
- Developmentally appropriate learning opportunities that engage students and adults in examining current and historical events; social norms; prejudices and biases; and how issues of race, class, and culture impact our society.
- Opportunities for youth to use their voice and skills to examine inequities and create solutions for social change.
- Authentic partnering among families, schools, and communities to share power and decision-making.
- Individual and collective analysis, reflection, and sense-making around relevant data.
- Professional learning and collaboration opportunities that prioritize adult well-being and build capacity to partner and co-create with students, caregivers, and colleagues.

**Turn & Talk:** Looking at the list above, do you recognize T-SEL happening in your school community currently? If not, what opportunies at your school could be adaptable to T-SEL?

Transformative SEL Tools

The tools below are examples of integrated, systemic approaches to SEL that allow students, families, etc. to be authors and co-designers in their own learning.

- **Project Based Learning (PBL)**
- **Youth Participatory Action Research (YPAR)**

Project Based Learning (PBL) - Project-based learning (PBL) can range from packaged curricula to teacher-designed approaches (giving educators opportunities to be agentic). The goal is to help students work together to develop knowledge and understanding that can be applied to solve real-world problems. Essential design elements include:

- A challenging problem or question that is important to students;
- Sustained inquiry that is active, in-depth, and iterative;
- Authentic relevance for students;
- Student ownership reflected in their voice and choice;
- Student and teacher reflection on what, how, and why they are learning throughout the project;
- Critique and revision such that students are taught how to give and receive constructive feedback on processes and products; and
- A public product that demonstrates learning and offers a solution to a problem or an answer to a driving question. (Jagers et al., 2023)
  - Facilitator Example - Student led change project in Hollis, Queens

Transformative SEL Tools

Youth Participatory Action Research (YPAR)

- YPAR is a youth-centered form of community-based participatory research, which includes engaging youth in learning and practicing action research skills, thinking strategically, and developing strategies for influencing change on a youth-identified topic.
- The approach has been valuable with young people in elementary, middle, and high schools and in out-of-school-time settings.
- Young people and adults develop group cohesion and collaborate to conduct iterative cycles of problem identification, analysis, design, action, and reflection.
- This relies heavily on adults (teachers, youth workers) engaging as co-learners and facilitators rather than experts or primary decision makers" (Jagers et al., 2023).
- Facilitator Example -Youth Internship in Museum, tiers, surveys
- YPAR offers an alternative perspective to Youth as Objects or Recipients

YPAR & Youth as Objects, Recipients, Resources

YOUNG PEOPLE VIEWED AS OBJECTS
- Adults know what is best for young people and control situations in which they allow them to be involved.
- Adults feel that young people have little to contribute and may work to keep young people in relatively powerless positions.
- Youth are not included in the design of the program or opportunity.
- Adults believe that the responsibility of the young person is to take advantage of the program or opportunity designed by the adult.

YOUNG PEOPLE VIEWED AS RECIPIENTS
- Adults allow young people to be valued in the design of the opportunity but the primary emphasis of this adult attitude is on how the young person will benefit from participation, not on what the young person has to offer to the design process.
- Adults are still well in control of the conditions under which the young person participates.
- Adults allow youth participation because of the value of the experience to the young person.
- Adults want to prepare young people for the future as responsible decision makers.

YPAR = YOUNG PEOPLE VIEWED AS RESOURCES
- Adults view young people as resources and respect the contribution young people can make to planning, operation, and evaluation.
- Leadership and decision-making roles involved can be shared by adults and young people.
- Both young people and adults may need to learn skills and attitudes necessary for shared decision making.
- Youth and adults both have strengths to contribute.

T-SEL Group Practice Activity

- Step 1) In groups, select an SEL service area that one group member offers their school community.

- Step 2) Reflect & Ideate on the youth adult relationships

- Step 3) Discuss a Change Project

- Step 4) Which Transformative SEL components would be increased as a result of your Change Project?

- Group Activity Sheet

- Group Share Out

Closing

- Questions and Observations
- Exit Reflection
  - Briefly name one thing you will take back with you from our time together?
- Thank You!