

# A Leadership Approach to Social-Emotional Learning in Schools

Leader in Me Schools teach Social-Emotional Learning (SEL) by developing the personal and interpersonal leadership capacity of students, staff, and families throughout the world.

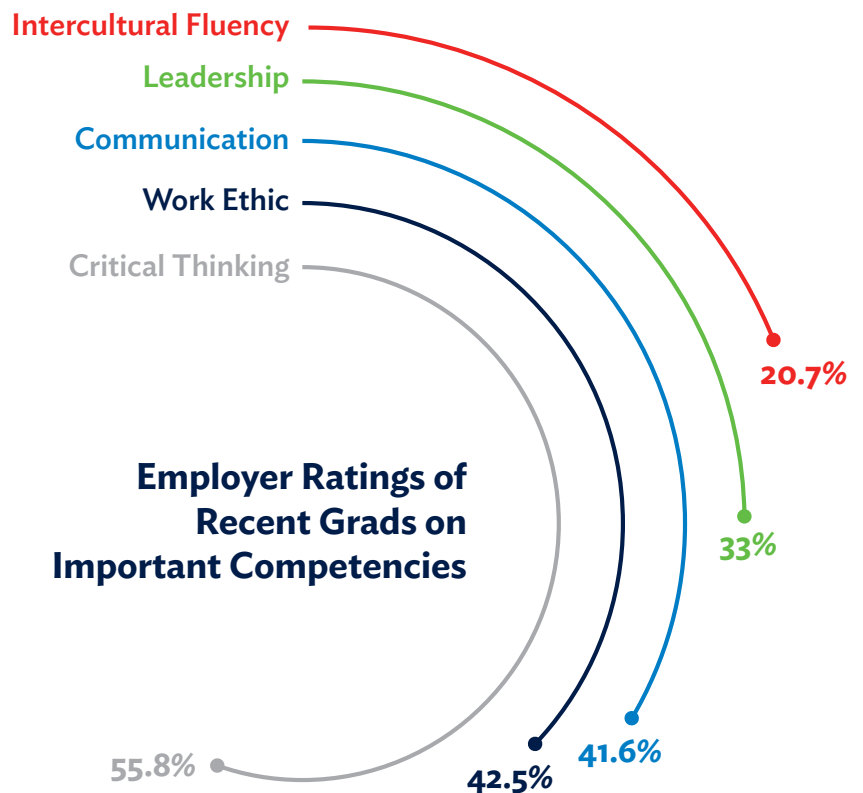
Current educational approaches focus so heavily on academic performance that many students will enter the global workforce without the life skills needed to navigate an increasingly complex and globally interconnected world.<sup>1,2</sup>

## STUDENTS FEEL UNPREPARED



of secondary students feel that what they're learning in class helps them outside of school.<sup>3</sup>

## EMPLOYERS SAY GRADS AREN'T PREPARED



Job Outlook Report on 2017 Graduates: National Association of Colleges and Employers

# Social-Emotional Learning

Integrating SEL into our schools is  
“foundational to the success of our young people, and therefore  
to the success of our education system and society at large.”

—The Aspen institute

Through social-emotional development, “people acquire and apply the knowledge, attitudes, and skills to:



*Understand and manage emotions*



*Set and achieve positive goals*



*Feel and show empathy for others*



*Establish and maintain positive relationships*



*Make responsible decisions.”<sup>4</sup>*

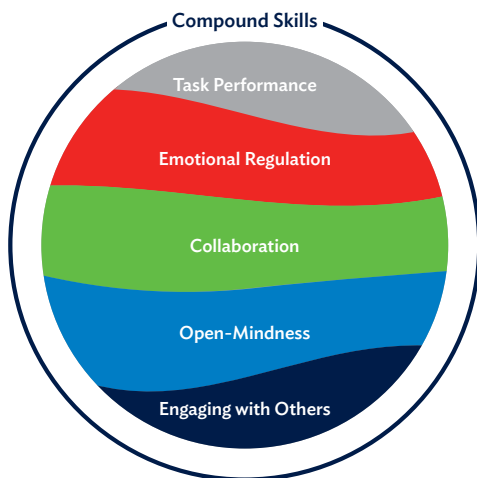
When SEL is meaningfully integrated into a broader educational approach, it **enhances academic learning and builds the broader skills** needed for life and career success.

# Growing Recognition of the Need for SEL in Education

## SEL Importance Accepted Worldwide

The importance of SEL in schools has been recognized on a global scale. Major international organizations like OECD and UNESCO have active initiatives promoting greater social and emotional development in students, teachers, and communities.

The “Big Five” Domains



The Organisation for Economic Co-operation and Development is an intergovernmental organisation with 34 member countries.

SEL for Global Citizenship



The International Bureau of Education is a leading UNESCO Institute, supporting the 193 United Nations Member States.

## Uniting Around Core SEL Competencies

**CASEL:** The Collaborative for Academic, Social, and Emotional Learning is the leading authority in the advancement of SEL in education. Through their collaborative work with researchers and educators, CASEL has identified five core Social-Emotional Learning competencies that have been embraced by programs and organizations across the U.S. and abroad.



**COMPETENCIES:** Highly effective SEL programs develop students' competency in Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

**ENDORSEMENTS:** CASEL works to identify highly effective SEL programs using an increasingly rigorous evidence-based review process. The select schools that meet this criteria receive CASEL's endorsement.

# Developing Core SEL Competencies Through a Leadership Lens

*Leader in Me (LiM)* is a CASEL-endorsed SEL process where students learn personal and interpersonal effectiveness by applying *The 7 Habits of Highly Effective People*® to their academic and personal goals.

The **Student Leadership Portrait**<sup>10</sup>  represents the continuum of competencies developed through the integrated application of leadership principles.

**At its center are the foundational SEL competencies, each rooted in a Highly Effective Habit.**




**HABIT 1**  
BE PROACTIVE®  
**SELF-DISCIPLINE**



**HABIT 2**  
BEGIN WITH THE  
END IN MIND®  
**VISION**




**HABIT 3**  
PUT FIRST  
THINGS FIRST®  
**INITIATIVE**



**HABIT 7**  
SHARPEN THE  
SAW®



**HABIT 4**  
THINK WIN-WIN®  
**RELATIONSHIP  
BUILDING**



**HABIT 5**  
SEEK FIRST TO  
UNDERSTAND,  
THEN TO BE  
UNDERSTOOD®  
**COMMUNICATION**



**HABIT 6**  
SYNERGIZE®  
**COLLABORATION**

This is the habit of personal renewal and continuous improvement and it is essential to the effectiveness of **all competencies and skills** represented on the Student Leadership Portrait.

The core competencies found in the **CASEL** and **LiM** models emphasize the need for students to develop regulation and management of self, and to cultivate skills that foster successful relationships with others.

# CASEL and *Leader in Me* Competency Alignment

While *LiM* and CASEL Competencies have different names, their underlying outcomes are so closely related that as *LiM* students develop leadership competencies, they are also developing CASEL's competencies. This aligned development provides students with the skills needed to be lifelong learners and Life-Ready Leaders.



## SELF-MANAGEMENT

*“The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations—effectively managing stress, controlling impulses, and motivating oneself; the ability to set and work toward personal and academic goals.”*



## SELF-DISCIPLINE

Students are able to:

- Develop responsibility for their actions, emotions, attitudes, choices, and behaviors.
- Understand and apply the concept “Choose Your Own Weather” (choose your feelings, and responses).
- Focus thinking and behaviors on things they can control vs. things they can’t control.

## RESPONSIBLE DECISION MAKING

*“The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms; the realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.”*



## INITIATIVE

Students are able to:

- Identify their most/least important priorities at school and at home.
- Do weekly planning based on their priorities to ensure important things are done first.
- Understand how planning and prioritizing helps to create balance and meaning.



**CASEL**



**Leader in Me®**

## RELATIONSHIP SKILLS

*“The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups; the ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.”*



## RELATIONSHIP BUILDING

Students are able to:

- Understand the meaning of growth and fixed mindsets and related behaviors.
- Build high-trust relationships that enable mutually beneficial problem solving.
- Appreciate differences and respect others.

## SOCIAL-AWARENESS

*“The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures; the ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.”*



## COMMUNICATION

Students are able to:

- Practice empathic listening by using the eyes, ears, and heart to understand others.
- Build high trust with others by communicating honestly.
- Use “I” messages to effectively express thoughts and feelings.



## COLLABORATION

Students are able to:

- Celebrate differences as strengths and optimize those strengths to accomplish group goals.
- Work well in teams by listening, brainstorming ideas, and learning from each team member.
- Overcome behaviors that get in the way of teamwork and creative collaboration.

## SELF-AWARENESS

*“The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior; the ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset.’”*



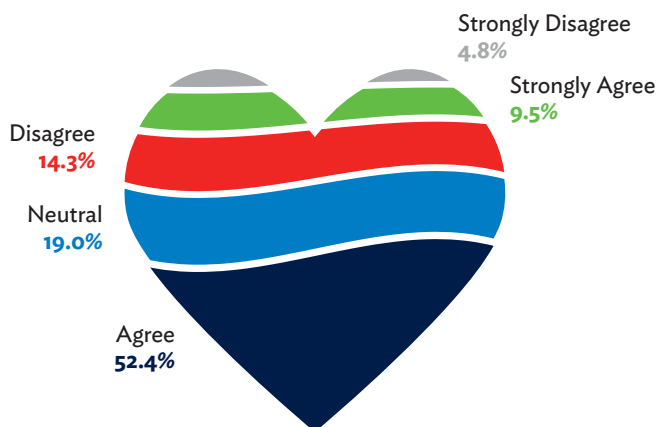
## VISION

Students are able to:

- Think ahead about consequences of actions/choices before acting.
- Understand how goal setting applies at school and in one’s personal life.
- Set clear expectations for themselves and others.

# Research Evidence of the Effectiveness of *LiM* Student Social-Emotional Leadership Approach

Since implementing *LiM*, students get along better with each other.



J. TUCCINARDI, M.A. (2018) CALIFORNIA STATE UNIVERSITY

“The positive influence of [Leader in Me] is evident in the **confidence and leadership** skills demonstrated by students.... By providing students and parents with these types of life skills, we can **build resilience in children** at a young age.”

DR. A. CARREON (2017) CALIFORNIA POLYTECHNIC UNIVERSITY, P. 123

Collaboration was **"IDENTIFIED AS AN OBSERVABLE LEADERSHIP TRAIT AS A RESULT OF THE LIM PROGRAM"** and "further explains" the changes in students' behaviors.

CARACELO (2012) WALDEN UNIVERSITY

“There was a clear progression in *LiM* schools based on the level of *LiM* implementation, with more advanced schools identifying student **self-regulation and cooperation as integral parts** of *LiM* that improve student engagement and academic performance.”

DETHLEFS, ET AL. (2017) UNIVERSITY OF NORTHERN IOWA

After 7 weeks of *Leader in Me* training pre-K students receive...

**33%**  
increase in **INDEPENDENT** social/emotional behaviors

**41%**  
increase in **INTERDEPENDENT** social/emotional behaviors

ANDERSEN (2011) ST. JOHN'S UNIVERSITY



“The *Leader in Me* has **positively impacted peer relationships.**”

TIDD (2016) WALDEN UNIVERSITY

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Leader in Me®