



New Pedagogies for
Deep Learning[™]
A GLOBAL PARTNERSHIP

**Socio-Emotional Learning, Well-being,
and the Global Competencies:**
Five things we know.



This five-point brief outlines how the New Pedagogies for Deep Learning Framework comprehensively addresses the key components of well-being.

1 Comparing Frameworks

Harvard University has developed a tool¹ that allows us to explore, connect and investigate up to 40 of the most well utilized and recognized Socio Emotional Learning (SEL) Frameworks.

Harvard identified six domains common across these 40 frameworks: Cognitive, Emotion, Social, Values, Perspectives and Identity. Their tool allows us to compare the extent to which each framework addresses these domains, providing a common platform for analysis.

The NPDL Six Global Competencies (6Cs) describe in detail the skills and attributes needed for learners to flourish as citizens of the world. In our definition, Deep Learning is the process of acquiring these six Competencies: Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking. When learners are immersed in the 6Cs, they learn more than content, and this learning contributes to their own futures and often to the betterment of their communities and beyond. Descriptive Learning Progressions for each of the competencies provide a clarity that then allows teachers to design learning experiences explicitly focused on developing those competencies.



Character

- Proactive stance toward life and learning to learn
- Grit, tenacity, perseverance and resilience
- Empathy, compassion and integrity in action



Citizenship

- A global perspective
- Commitment to human equity and well-being through empathy and compassion for diverse values and world views
- Genuine interest in human and environmental sustainability
- Solving ambiguous and complex problems in the real world to benefit citizens



Collaboration

- Working interdependently as a team
- Interpersonal and team-related skills
- Social, emotional, and intercultural skills
- Managing team dynamics and challenges



Communication

- Communication designed for audience and impact
- Message advocates a purpose and makes an impact
- Reflection to further develop and improve communication
- Voice and identity expressed to advance humanity



Creativity

- Economic and social entrepreneurialism
- Asking the right inquiry questions
- Pursuing and expressing novel ideas and solutions
- Leadership to turn ideas into action

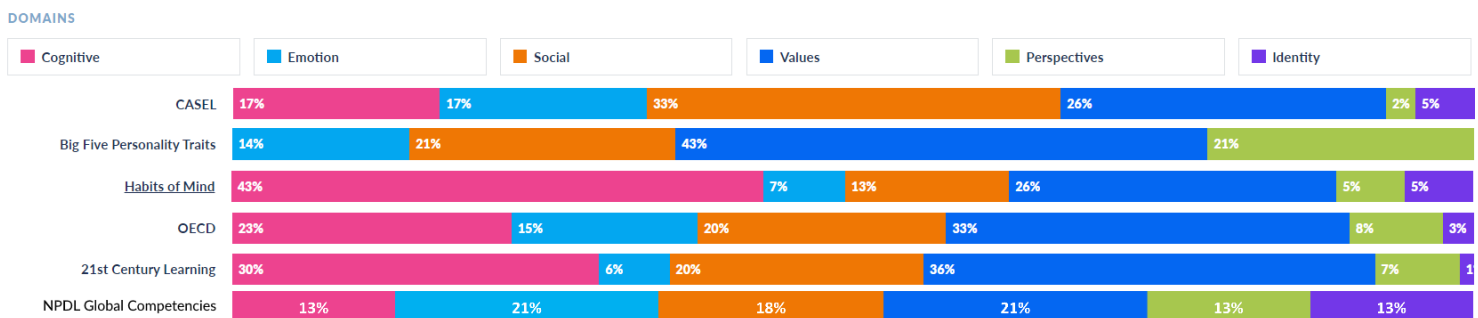


Critical Thinking

- Evaluating information and arguments
- Making connections and identifying patterns
- Meaningful knowledge construction
- Experimenting, reflecting and taking action on ideas in the real world

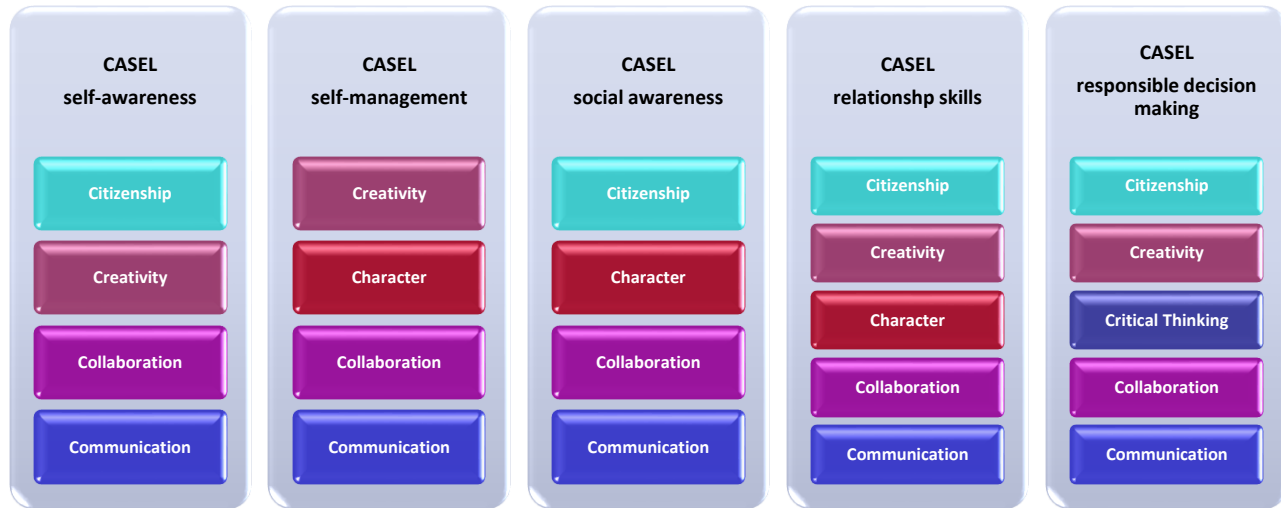
The Global Competencies cover ALL Harvard domains thoroughly, without the gaps noted in many of the 40 models analyzed.

NPDL coverage across the 6 Harvard domains – a snapshot



2 CASEL and the Global Competencies

There is a strong connection between the NPDL Global Competencies and dimensions and the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies. For each of the five CASEL competencies there are direct correlations with at least four of the NPDL Global Competencies via their sub-dimensions. This indicates that the Global Competencies cover, in an integrated manner, the CASEL competencies. When we explicitly design to attend to and develop the Global Competencies, we are in fact enacting SEL in the classroom.



OECD's Study on Social and Emotional Skills² is based on CASEL and the Big 5 skills: we can extrapolate that the Global Competencies therefore cover thoroughly the OECD's SEL model.

3 SEL and Pedagogy

The NPDL **Teacher Self-Assessment tool** allows teachers to self-assess (and then by application, build) capacity in each of these four areas. The tool contains 23 behaviors, 10 of which (43%) directly relate to developing SEL/wellbeing in a classroom using the Harvard Explore SEL domains.

Teacher Self-Assessment Tool		Don't Feel Confident	Emerging Confidence	Very Confident	Able to Develop in Others
Learning Partnerships	Create explicit learning goals and expectations in partnership with students				
	Facilitate opportunities for students to learn from a range of learning partners				
	Use collaborative processes to include partners in student learning ★				
Learning Environments	Build and facilitate relationships that develop self-regulation, perseverance, belonging ★				
	Create a learning environment that is interactive, student centered, productive ★				
	Use a range of tools and processes to assess student interests, talents and academic needs				
	Build a climate and culture to promote well-being and equity for all students ★				
	Intentionally build collaborative work processes and social skills ★				
	Use student voice as a driver for learning design and improvement				
Pedagogical Practices	Use physical and virtual environments within and beyond the classroom as rich contexts for learning				
	Design learning tasks and processes using evidence-based practices and authentic experiences				
	Design deep learning tasks that scaffold thinking and levels of complexity				
	Use a broad repertoire of strategies to develop the deep learning competencies				
	Use strategies to engage, motivate and enable all students to contribute to the common good ★				
	Use a variety of learning and assessment strategies to scaffold and personalize the learning process ★				
Leveraging Digital	Provide student choice to increase engagement and motivation ★				
	Engage students in rapid cycles of self and peer feedback to promote metacognition				
	Foster student innovation to use digital to deepen learning, create knowledge and apply digital in innovative ways				
	Use digital to increase engagement and motivation and amplify learning ★				
	Scaffold learning processes using digital				
	Enable connecting and collaborating locally and globally				
	Foster digital citizenship and personal safety ★				
	Facilitate student access to digital that enables timely and accurate feedback for learning				

4 Teachers create the conditions for well-being in the classroom

NPDL addresses teaching through the lens of four areas: Learning Partnerships, Learning Environments, Pedagogical Practices and Leveraging Digital.

In the field, we work with teachers to explicitly develop their capacity as Activators, Culture Builders and Collaborators.



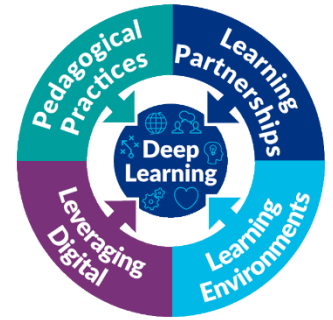
Culture Builder

- Establish norms of trust & risk-taking to foster innovation and creativity
- Engage student voice as co-designers
- Cultivate learning environments to support perseverance, self control and belonging

The role of Culture Builder is particularly connected to SEL and Wellbeing and provides insights and practical strategies to foster SEL in the classroom. As we noted

in *What we know about Well-being: Connections to Deep Learning*³: “Teachers facilitate rich learning experiences that engage students in relevant topics and problems that have ignited their curiosity. Deep Learning teachers combine choice, authenticity and wonder to engage student interest. Deep Learning design invites students to engage in authentic tasks that serve a purpose beyond themselves.”

At the core of the ‘HOW’ pedagogy builds SEL is relationships. Dramatically new learning relationships that shift voice, control, and interactions are emerging and are at the heart of Deep Learning. Students and teachers are partnering with one another and finding creative ways to partner with others across classes, schools, and countries, and with parents, experts, and the community. The new relationships have the potential to reframe learning by connecting learners to authentic opportunities locally, nationally, and globally.

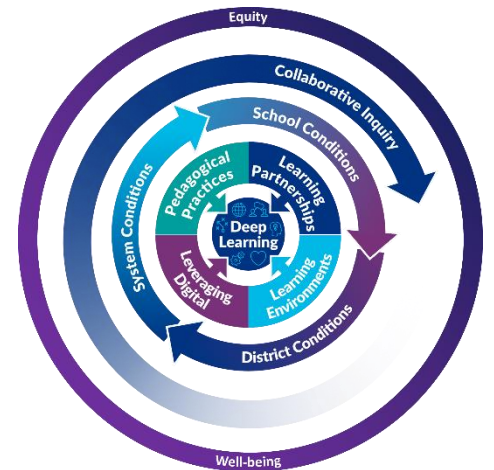


5 A Systems Approach

A powerful differentiator of the NPDL work is that SEL competencies are inherent to **all layers of the NPDL framework** – they are incorporated as part of the *system*; the language, thinking and actions from within the earliest classroom, through teaching practice and school and system leadership.

Our School Conditions Rubric, and in particular the Collaborative Cultures dimension, elaborates on the conditions that combine to support SEL; reflective practice, collaboration, developing collective capacity, transparency, needs-focused action and powerful, purposeful relationships. The Leadership dimension of the Rubric also highlights the need for the intentional development of others as leaders, and student, family and community engagement in and influence on learning.

At a district level, our rubric again captures the importance of leaders serving as culture builders, developing shared purpose, understanding, and belonging, as well as distributed leadership. Districts use challenges as opportunities to grow capacity. High quality District level Collaborative Cultures showcase collaborative learning as the norm, seek to build collective capacity, and foster strong vertical and horizontal relationships that support innovation and risk taking.



¹ <http://exploresel.gse.harvard.edu/>

² <http://www.oecd.org/education/cei/social-emotional-skills-study/about/>

³ <https://www.npdl.global/wp-content/uploads/2019/01/What-we-know-about-Wellbeing-connections-to-Deep-Learning-1.pdf>