THE ASPEN INSTITUTE

NATIONAL COMMISSION ON SOCIAL, EMOTIONAL, & ACADEMIC DEVELOPMENT

# How We Learn:
Redesigning Teaching & Learning for the Next Generation

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PRACTICE RECOMMENDATIONS

II. SOCIAL, EMOTIONAL, AND ACADEMIC LEARNING FOR STUDENTS STARTS WITH ADULTS (RON)

Student culture in a school is never ahead of faculty culture in its Social, Emotional and Academic skills. This is because the most important way that students learn to understand, prioritize and develop SEAD skills is the modeling of those skills by adults. The words on the posters on the school walls are less important than the way that staff members bring those words to life in their actions. Because not all staff members feel equipped to model SEAD skills for students and to explicitly cultivate them in students, the professional learning community of the school must be organized to support and empower all staff to be leaders in this work.

1. **Schools maintain a respectful, inclusive staff professional culture with explicit focus on positive character for all staff members**
   a. School-wide adoption of a shared SEAD framework—external or internally created—that holds all adults accountable as models of positive behaviors (in addition to guiding student behaviors)
   b. The SEAD framework and its related work is shared and discussed regularly with families as part of a broader school community with a common vision
   c. The SEAD framework is used to build norms for considerate, collaborative, and productive staff behaviors in all settings, including staff and team meetings, and shared spaces (e.g., hallways, cafeteria)
   d. Staff hold each other accountable for norms throughout the building
      i. Transgressions in positive staff behavior are addressed clearly, respectfully and productively—used as opportunities for growth
   e. Explicit focus on making sure that all staff members in all positions from all backgrounds and orientations feel welcome, included and respected on staff, and are pushed to be their best selves.
2. **Schools provide ongoing professional learning structures focused on SEAD for all staff**
   a. Hiring process explicitly includes focus on SEAD skills
   b. SEAD framework orientation built into onboarding process for all new staff
   c. Regular focus for ongoing professional learning for existing staff
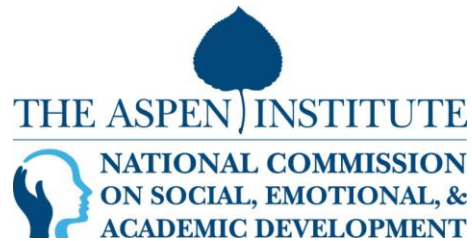
d. SEAD professional learning based on understanding of adult learning process
e. SEAD professional learning focuses on:
    i. Cultivating continuous adult learning for staff in their personal SEAD skills
    ii. Equipping staff to lead student SEAD learning
f. SEAD professional learning includes an ongoing range of formats (e.g., workshops, team meeting reflection, coaching cycles)
g. SEAD professional learning Includes focus on equity, diversity and cultural competence
h. For teaching faculty, SEAD professional learning includes focus on integrating SEAD framework and school norms into daily instruction
    i. Building positive SEAD into all classes (e.g., growth mindset, academic courage, respectful collaboration, valuing other perspectives)