



Center for Contemplative Science  
and Compassion-Based Ethics

EMORY UNIVERSITY

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SEE Educating the  
Heart & Mind

# LEARNING PROSPECTUS

Social, Emotional, and Ethical Learning (SEE Learning) is a new education program developed at Emory University for international use with the vision of "a compassionate and ethical world for all."



# WHAT IS SEE LEARNING?

SEE Learning provides educators with a comprehensive framework for the cultivation of social, emotional, and ethical competencies that are crafted into a digestible, spiraled curriculum for kindergarten through high school education as well as higher education and professional education. SEE Learning provides a clear pathway for grade-level curriculum for schools, comprised of easy to implement lessons, as well as a support structure for educator preparation, facilitator certification, school leader implementation, coaching and on-going professional development.

SEE Learning builds upon evidence-based best practices in Social and Emotional Learning (SEL) programs, but also expands on them by including important new topics such as attention training, the cultivation of compassion for self and others, resilience skills grounded in trauma-informed care, systems thinking, and ethical discernment.

It has been developed with the help of a team of experts in developmental psychology, education, neuroscience, and trauma-informed care. It is the culmination of over two decades of academic collaboration between Emory University and the Dalai Lama, who has long called for the education of both heart and mind. Designed for teachers and administrators, the program provides a universal, non-sectarian and science-based approach to fostering the ethical development of the whole child. Dr. Daniel Goleman, one of the founders of the SEL movement and an important advisor for the SEE Learning program, views the program as a critical advancement in the field and has hailed it as "SEL 2.0." The curriculum development was also expertly overseen by Linda Lantieri, co-founder of the SEL movement and developer of numerous leading education programs.

The SEE Learning framework is both innovative and comprehensive. It includes three domains (Personal, Social, and Systems) and three dimensions (Awareness, Compassion, and Engagement). The instructional model leads students from received knowledge to critical insight, and then to embodied understanding. It does this by employing four key learning approaches: engaged learning, scientific perspectives, critical thinking, and reflective practices.

## **SEE Learning includes several innovative features not found in most education programs:**

1. A focus on the cultivation of compassion and other basic human values and "ethical intelligence".
2. Methods for attention training.
3. The inclusion of "systems thinking" at all levels.
4. A resilience and trauma-informed approach.
5. A constructivist, student-focused pedagogy.



# WHAT EDUCATORS ARE SAYING ABOUT SEE LEARNING

We believe in educating the whole child. The SEE curriculum has helped create experiences for students to learn about themselves, their relationships with others, and their impact on the world around them. Our hope is to send these students out into the world with the tools they will need to be kind, compassionate, and resilient in all that they do."

- **Megan Noonan, Teacher, Aspen High School, Aspen, Colorado**

"It has been a privilege for Paideia to be part of the development of the SEE Learning curriculum from the beginning. Starting in Kindergarten, students learn and practice being engaged, connected, and present. Their ethical thinking becomes both expansive and inclusive as we reflect on how our actions impact others in our increasingly interconnected world."

- **Barbara Dunbar, Consulting School Psychologist, The Paideia School, Atlanta, Georgia**

"Reflecting on how interconnected we all are changes the way our students think about the consequences of their actions. I think this is increasingly necessary in a world where we don't interact with all the people involved in even the most fundamental human activities, like growing our food or creating our garments and shelters. I love that the program invites kids to wonder and discover through personal and shared insights. It never feels like we are 'telling kids what to do' as much as discovering together what is best of all of us."

- **José Cordero, Elementary School Teacher, The Paideia School, Atlanta, Georgia**

"In only a short period of time implementing SEE Learning with teachers and students, I have witnessed gains in positive school climate and personal insights. It has helped to foster a change in the mindset of educators that not only leads to a more caring and globally minded classroom but also an increase in teacher well-being and collaborative work environment."

- **Ben Knaebel, School Psychologist, City Schools of Decatur, Decatur, Georgia**

"Raising students awareness of the neurological and emotional connection is very unique and beneficial in fostering compassion and restorative practices for conflicts. We now use the language of resilience, feelings, and needs when we talk about conflicts."

- **Inez Tiger, Director of Wellness K-8, The Pressman Academy, Los Angeles, California**

"I have seen students experience profound insights and growth working through the SEE Learning curriculum. SEE Learning gives me hope for the future."

- **Tally Johnson, High School Teacher, The Paideia School, Atlanta, Georgia**

"When I was a third-grade teacher, the SEE Learning program gave me the language to cultivate emotional intelligence within myself and scholars. When classroom conflict would arise scholars would use the language of the curriculum to restore the community back to our core values of love and compassion."

- **Rosalynne Duff, Equity Coordinator, CREATE Teacher Residency Program, Atlanta, GA**

"I am in awe of the impact of SEE learning on my students. They view historical, current, and personal events so differently than students I've had in the past. They identify the feelings and points of view of others, recognize the humanity in people of different cultures and times, and seek balance and peace in their classroom community. SEE Learning is a light for the future."

- **Jillian Minarich, Elementary School Teacher, Friends School of Atlanta, Atlanta, Georgia**

"SEE Learning has transformed the way I teach and how I derive meaning in my work with students. There is nothing more important than exploring the value of basic human values and to invite all young people into partnership as engaged compassionate citizens of the world."

- **Jennifer Knox, Director of Character Education and Ethical Leadership, Woodward Academy, Atlanta, Georgia**

"I feel that in my classroom we have more learning time overall because of the more compassionate, respectful, and resilient classroom we have created together. The 30-45 minutes I take per week to teach SEE Learning is worth every precious moment. My students drink the lessons in like water to quench their thirsts. I believe in SEE Learning."

-- **Tyson Deal, Exceptional Children Teacher, Haywood County Schools, Waynesville, North Carolina**

"In an ever-changing world, students need to be adaptable and attain competencies beyond mastery of academic content. SEE Learning is a curriculum that provides skills students need to become resilient, compassionate, and engaged citizens."

- **Lindsay Wyczalkowski, SEL Coordinator (K-5), Atlanta Public Schools, Atlanta, Georgia**



# INITIATIVES TAKING SHAPE

Over **5,000** educators have already undergone training in SEE Learning through in-person workshops and the free online portal [seelearning.emory.edu](https://seelearning.emory.edu).

Within the United States, numerous initiatives have taken and implement SEE Learning, including:

- > **The Association of California School Administrators**, the largest body of its kind in the country, has committed to helping raise awareness about SEE Learning and to bringing SEE Learning to schools across the state.
- > **Atlanta Public Schools** utilizes SEE Learning in multiple schools as an added layer of SEL support for struggling students in grades K-8.
- > **The Paideia School** has collaborated with Emory University since 2009 to introduce compassion to its educators and students. Paideia teachers integrate SEE Learning into classes at the elementary, middle, and high school levels.
- > **The Kindezi Schools**, a charter school network in Atlanta, is piloting SEE Learning in grades 3-8 in Spring 2020 as a supplement to its established SEL programming.
- > **Denny International Middle School** in Seattle, through a program called "Youth Ambassadors," is infusing SEE Learning into its civics curriculum with the aim to establish a model for social studies classes throughout Washington state.
- > **Aspen High School** in Aspen, Colorado has embedded SEE Learning into its advisory curriculum for all students with remarkable success.
- > **Woodward Academy**, in Atlanta, Georgia, the largest independent school in the US, has begun implementing SEE Learning systemically by training school counselors and teachers, as well as offering SEE Learning electives for middle and high schoolers.

**SEE Learning is also taking off in over a dozen other countries since its international launch in April 2019. Highlights include:**

The Ukrainian Ministry of Education has officially sponsored a pedagogical experiment to bring SEE Learning to schools across the entire country in partnership with SEE Learning's Ukrainian affiliate, EdCamp Ukraine.

SEE Learning is the only K-12 education program endorsed by the Charter for Compassion International, a global organization fostering compassionate communities and institutions.

The Piramal Foundation for Educational Leadership has joined SEE Learning to bring the program to India, aiming to reach 5 million children in 5 years with a focus on underserved areas.

The City of Tulua, Colombia, has committed to implement SEE Learning in every school in the city and has introduced social and emotional competency metrics into its city-wide surveys.



# SEE LEARNING'S EXPERT ADVISORS

The SEE Learning program has benefited from the expert advice and guidance of some of the leaders of the world of Social and Emotional Learning, as well as experts in trauma-informed care, psychology and neuroscience. These include:

- ➔ **Daniel Goleman, Ph.D.**, author of *Emotional Intelligence*, *Social Intelligence*, and *A Force for Good*
- ➔ **Mark Greenberg, Ph.D.**, Professor of Human Development and Family Studies, Penn State University
- ➔ **Thupten Jinpa, Ph.D.**, Chairman of the Mind and Life Institute and author of *Fearless Heart: How the Courage to Be Compassionate Can Transform Our Lives*
- ➔ **Linda Lantieri, M.A.**, Senior Program Advisor, Collaborative for Academic, Social, and Emotional Learning (CASEL), Adjunct Assistant Professor at Columbia University Teachers College, author of *Building Emotional Intelligence*
- ➔ **Elaine Miller-Karas, MSW, LCSW**, Executive Director and Co-Founder of the Trauma Resource Institute, author of *Building Resilience to Trauma*
- ➔ **Robert Roeser, Ph.D.**, Professor of Human Development and Family Studies, Penn State University
- ➔ **Kimberly Schonert-Reichl, Ph.D.**, Professor, Faculty of Education, University of British Columbia





# FEEDBACK FROM SEE LEARNING TEACHERS AND ADMINISTRATORS

The SEE Learning program includes a research arm to assess and evaluate the program and its impact. Preliminary data show that educators experience a high level of satisfaction with the program.

## Highlights include:

More than **86%** of educator respondents are likely or very likely to use SEE Learning curriculum and resources during the next academic year.

### Educator Satisfaction with SEE Learning

- > **93%** were satisfied or very satisfied with the **curriculum and learning experiences**.
- > **87%** were satisfied or very satisfied with the **ease of application** of activities to the classroom setting.
- > **84%** were satisfied or very satisfied with the **developmental appropriateness** of the material.
- > **80%** were satisfied or very satisfied with the **ease of following educator instructions** in the curriculum.



### Educator Beliefs about SEE Learning

- > **96%** believe that SEE is likely or very likely to help students increase their **cooperation & prosocial relationship skills**.
- > **91%** believe that SEE is likely or very likely to help support **educators' personal growth**.
- > **91%** believe that SEE is likely or very likely to help create a **calmer classroom environment**.
- > **89%** believe that SEE is likely or very likely to help improve students' **focus and attention**.
- > **87%** believe that SEE is likely or very likely to help build **resilience** in students.
- > **82%** believe that SEE is likely or very likely to help increase **kindness & compassion** among students.
- > **82%** believe that SEE is likely or very likely to help increase **ethical engagement or actions**.
- > **71%** believe that SEE is likely or very likely to help increase student **academic achievement**.





# WHERE WE ARE GOING



SEE Learning is one of the few K-12 SEL programs to be developed by a research university with expert advice from leaders in the field, and the only such program to include a focus on care and non-sectarian ethics, systems thinking, attention training, and trauma-informed practice. Materials are free and open-access, as is the high-quality online educator preparation platform. The program aligns perfectly with the International Baccalaureate, the United Nations Sustainable Development Goals, and many other international frameworks and educational initiatives. Already, over 5,000 educators have undergone training in SEE Learning, and the first cohort of 140 facilitators are nearing completion of their certification process in SEE Learning, whereupon they will be able to offer coaching, support, and training to educators worldwide.

Given this, SEE Learning is poised to become one of the leading education programs within the United States and worldwide. The program needs support in the areas of ensuring sustainable implementation and raising awareness about the importance and value of introducing the teaching of social, emotional, and ethical competencies at all levels of education.

Researchers at Penn State University and the Robert Wood Foundation found that for every \$1 spent on social emotional learning initiatives, there is an \$11 return on investment. While some states have established policies and benchmarks for SEL programs, many states have yet to do so. There remains incredible potential to reap far greater benefits through policies and policy recommendations that support the integration of social, emotional, and ethical learning into teacher education and all levels of K-12 and higher education.