



# Social and Emotional Learning



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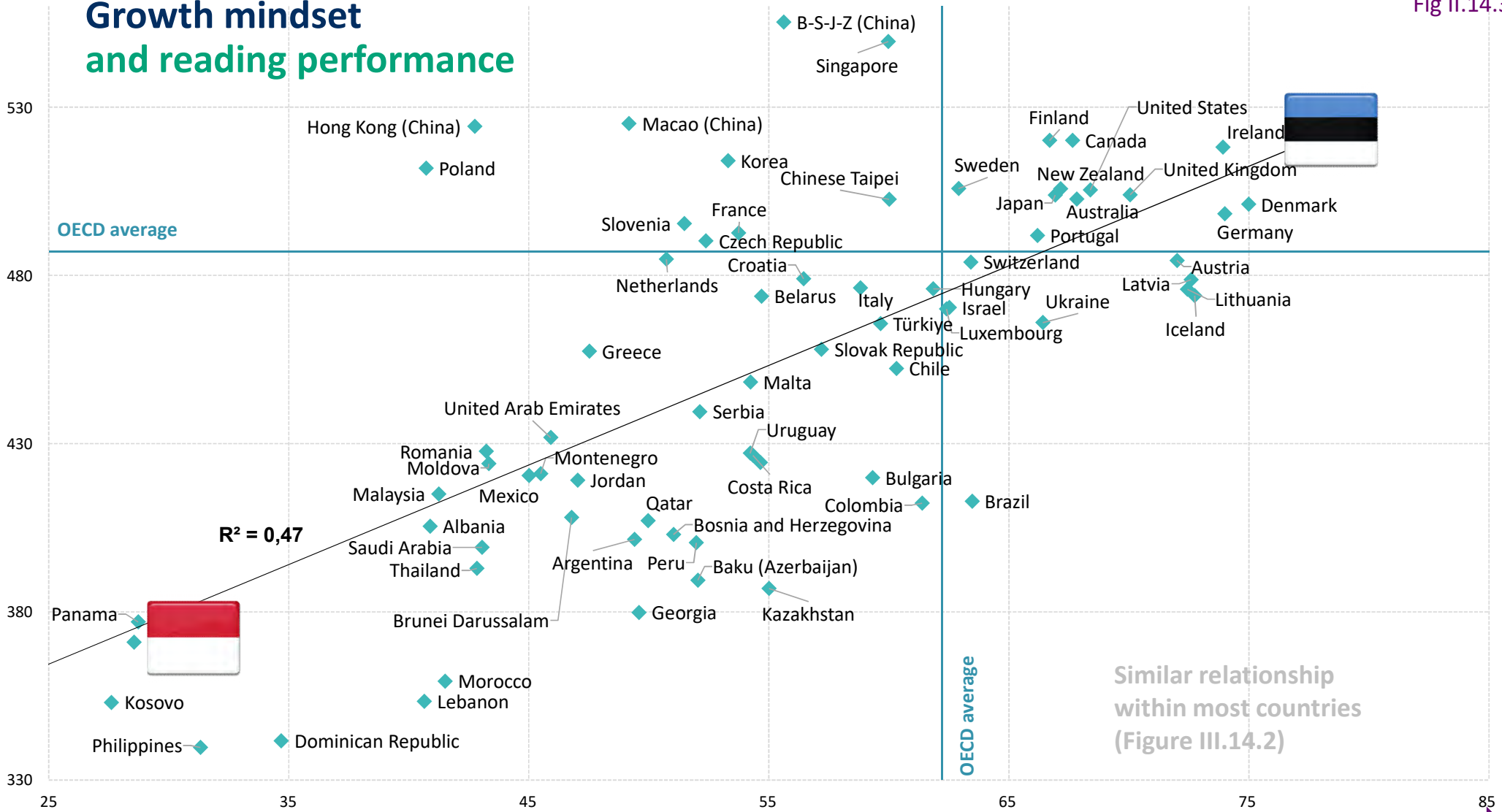
# The future will always surprise us



Fig II.14.3

# Growth mindset and reading performance

Higher performance

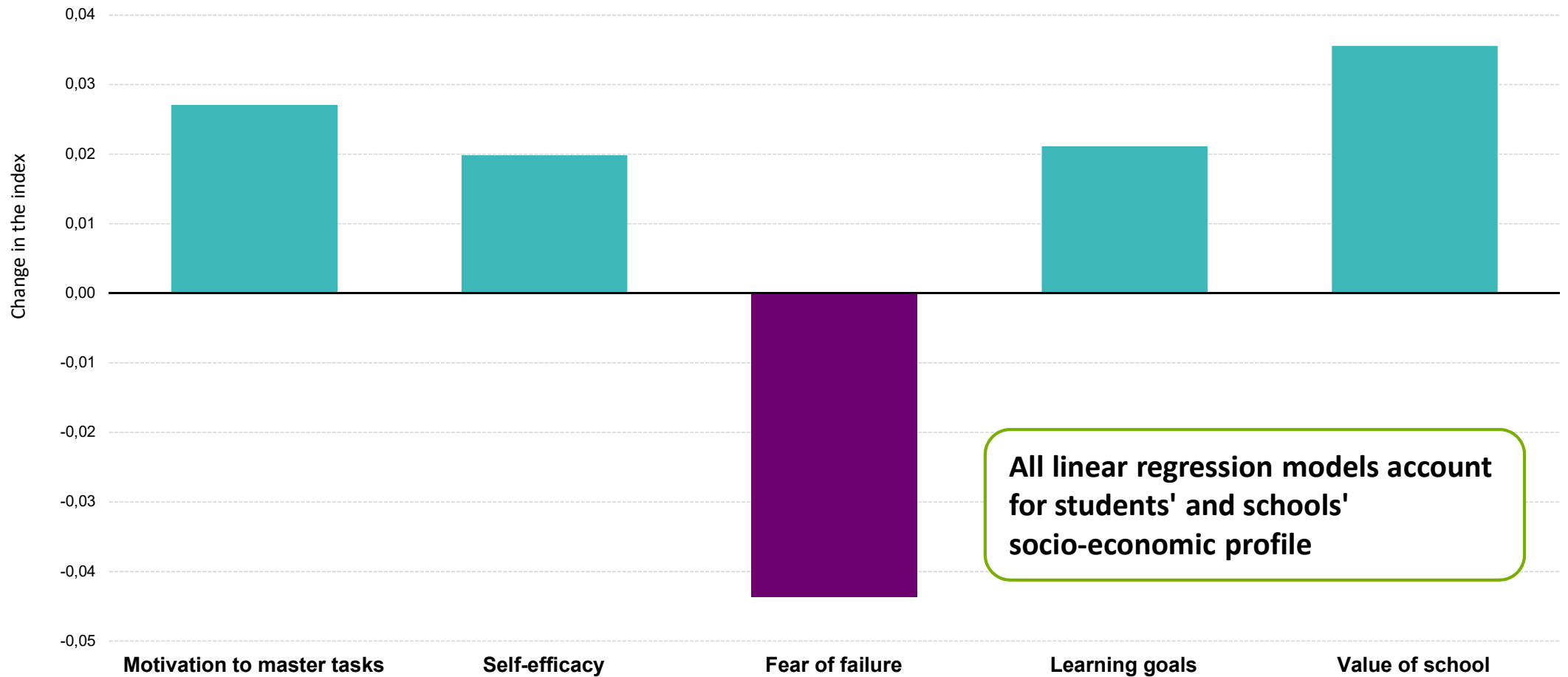


More students holding a growth mindset

Percentage of students who disagreed or strongly disagreed that their intelligence cannot change very much (%)

# Growth mindset and student attitudes

Change in the following indices when students disagreed or strongly disagreed that Fig III.14.5



# 15-year-olds report lower creativity than 10-year-olds

## Age gaps in creativity

mean scale difference (students and parents)

mean scale difference (teachers)

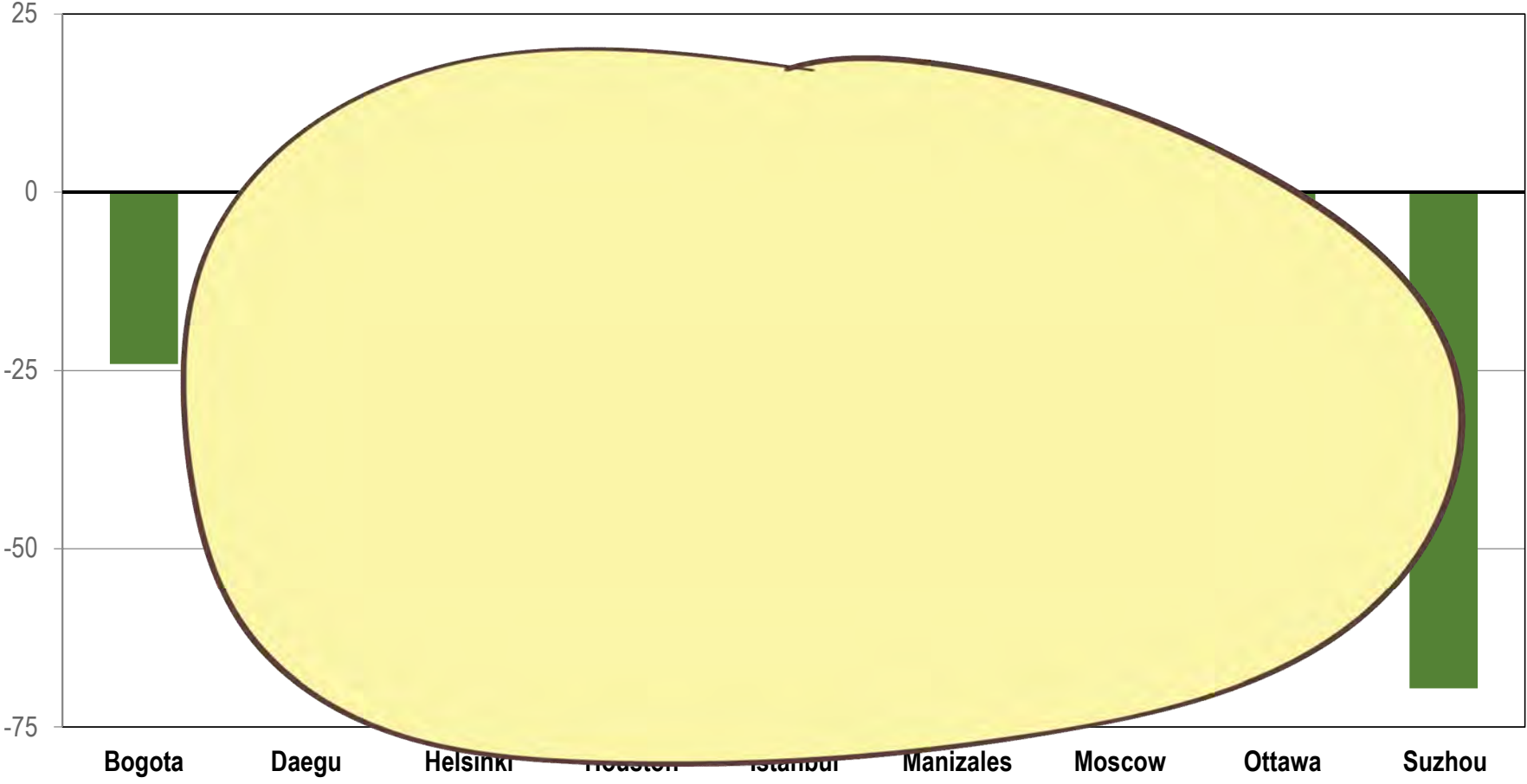
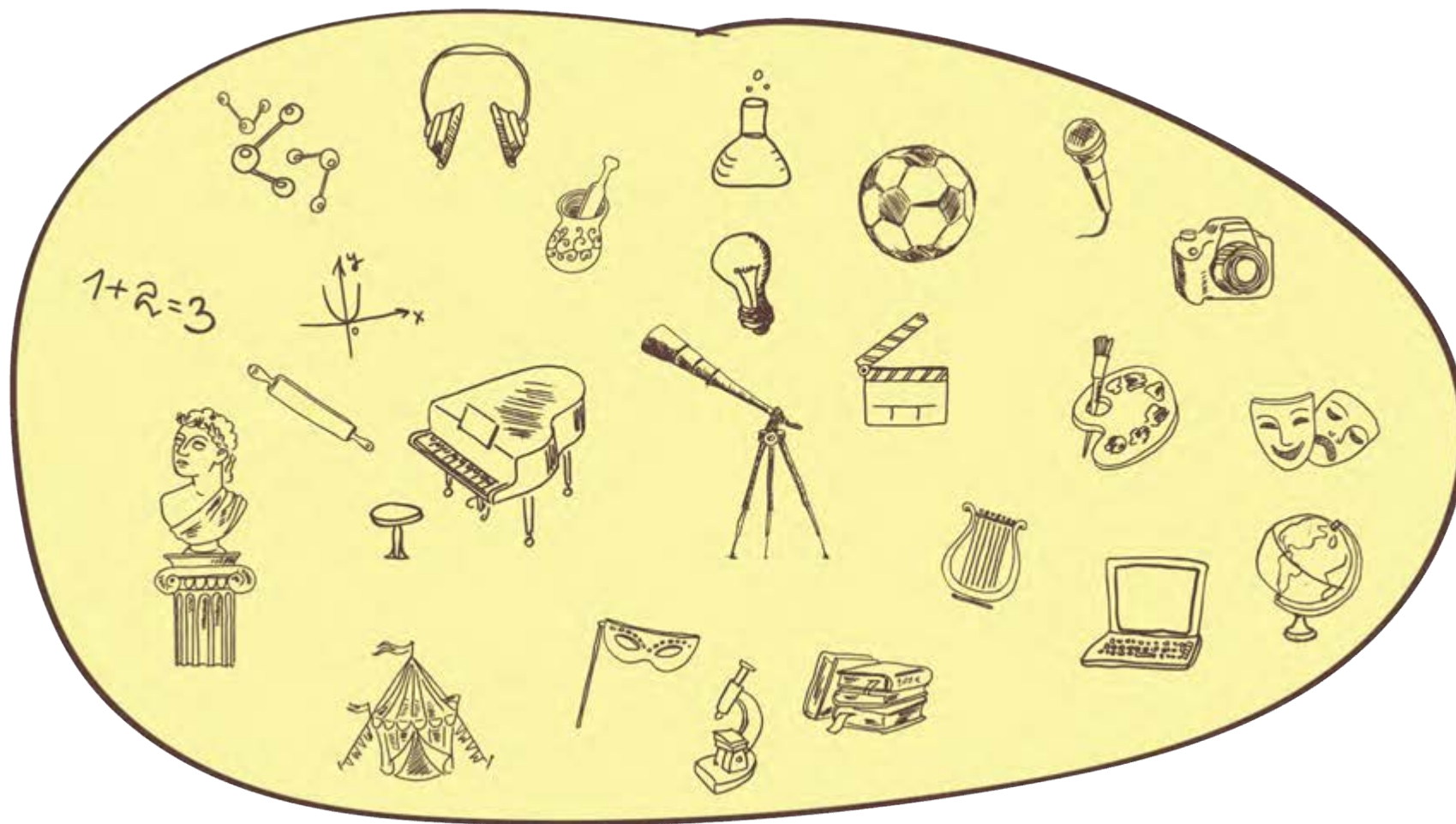


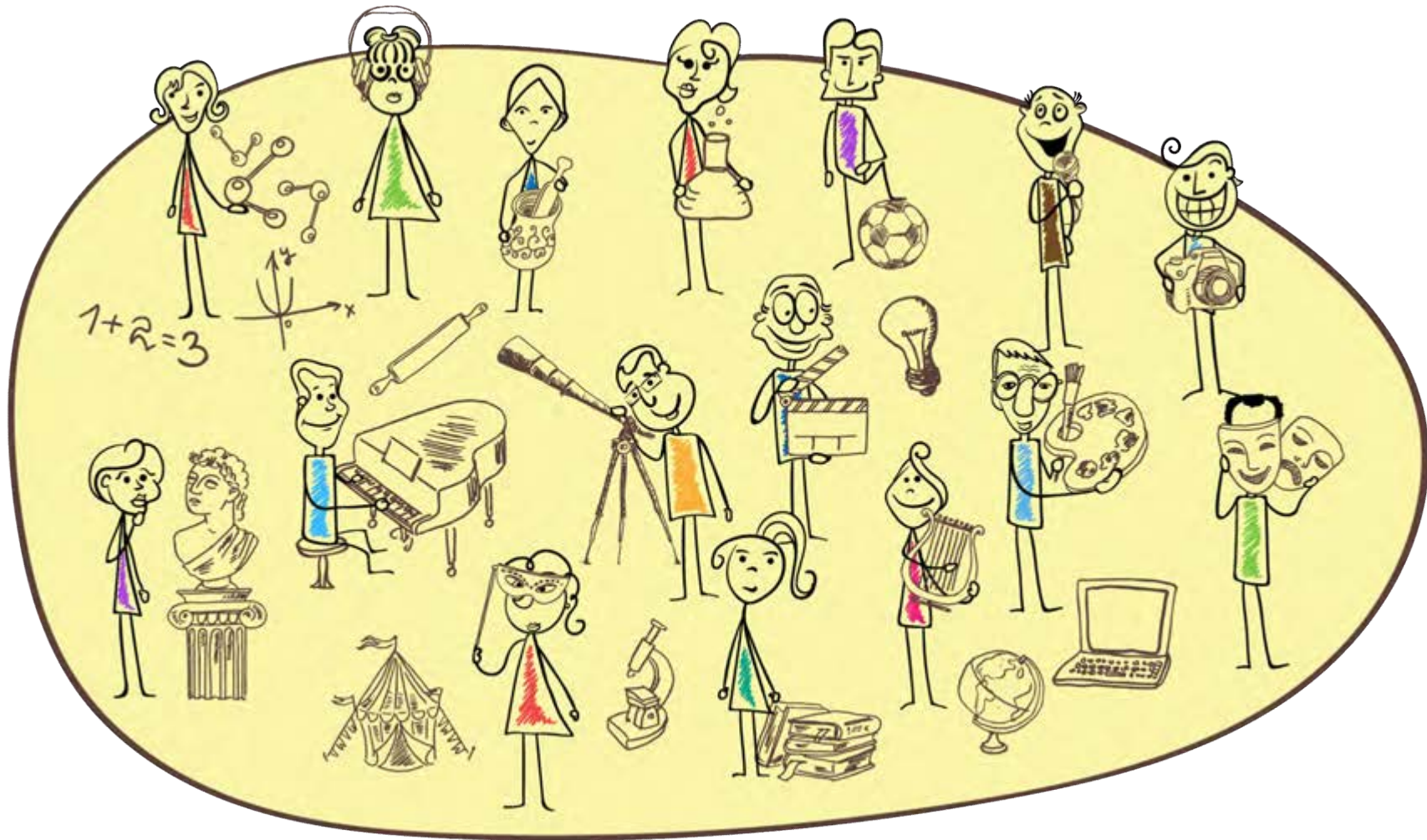
Figure 4.3

# The multi-faceted world of knowledge



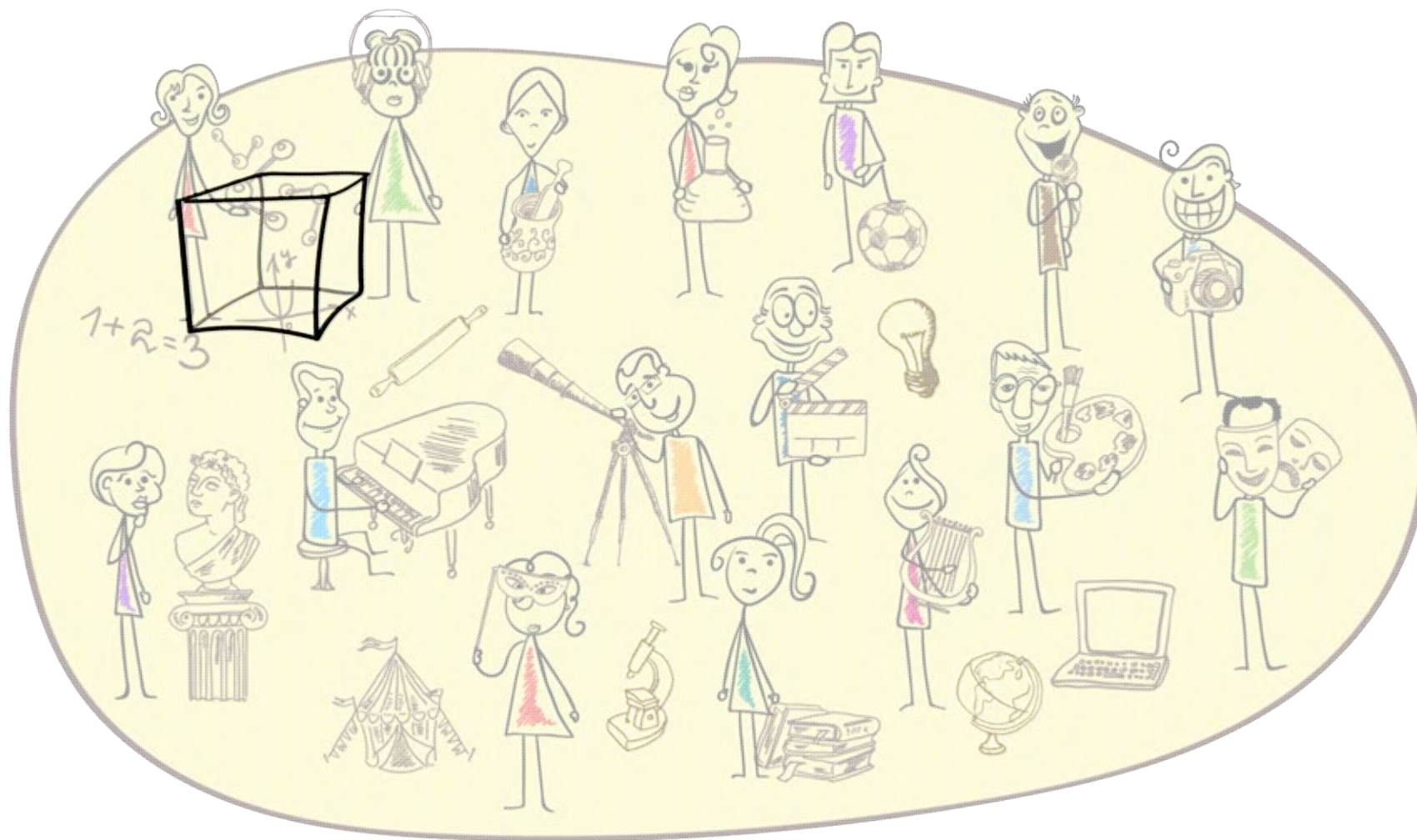


# The human world of knowledge





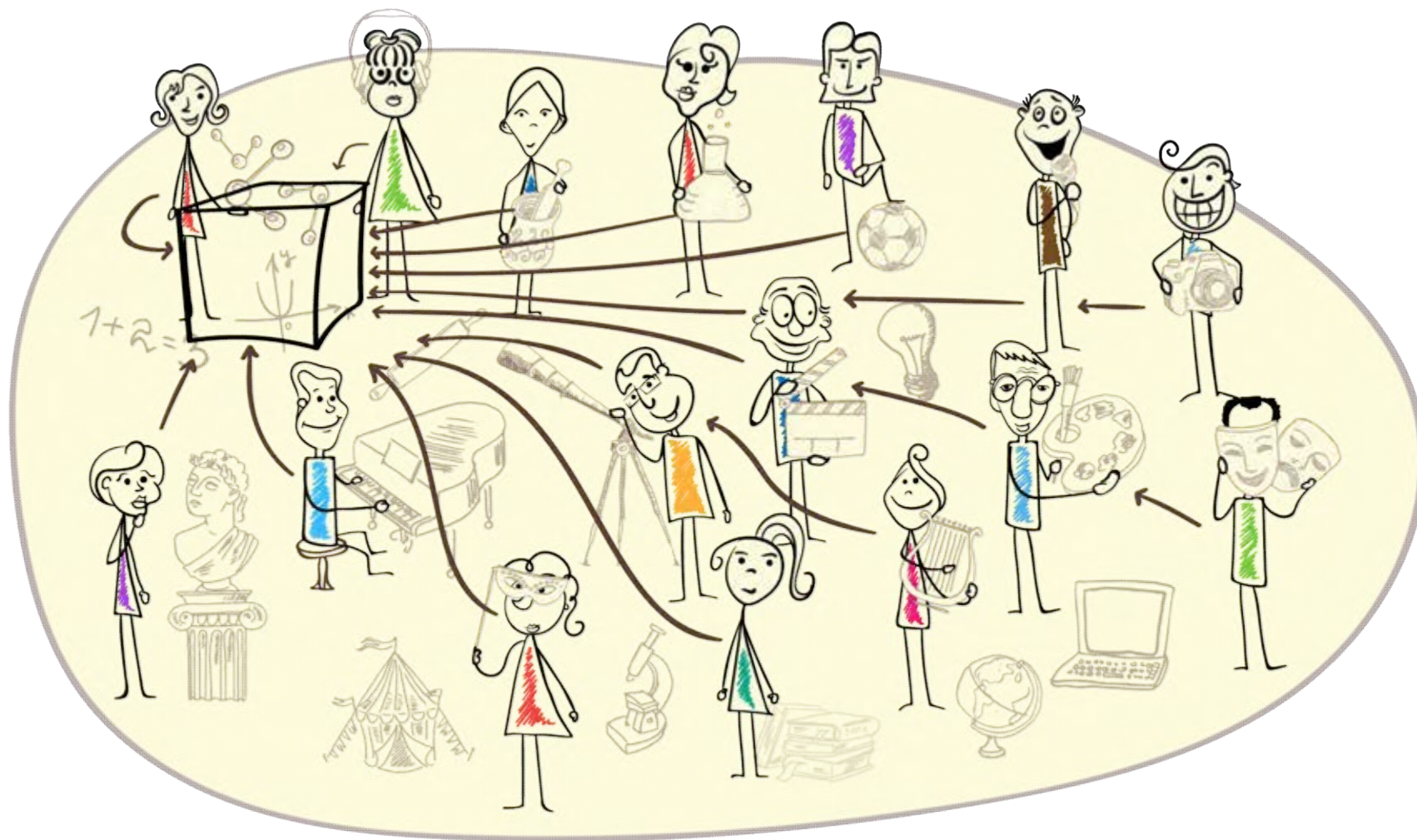
# The small world of the curriculum





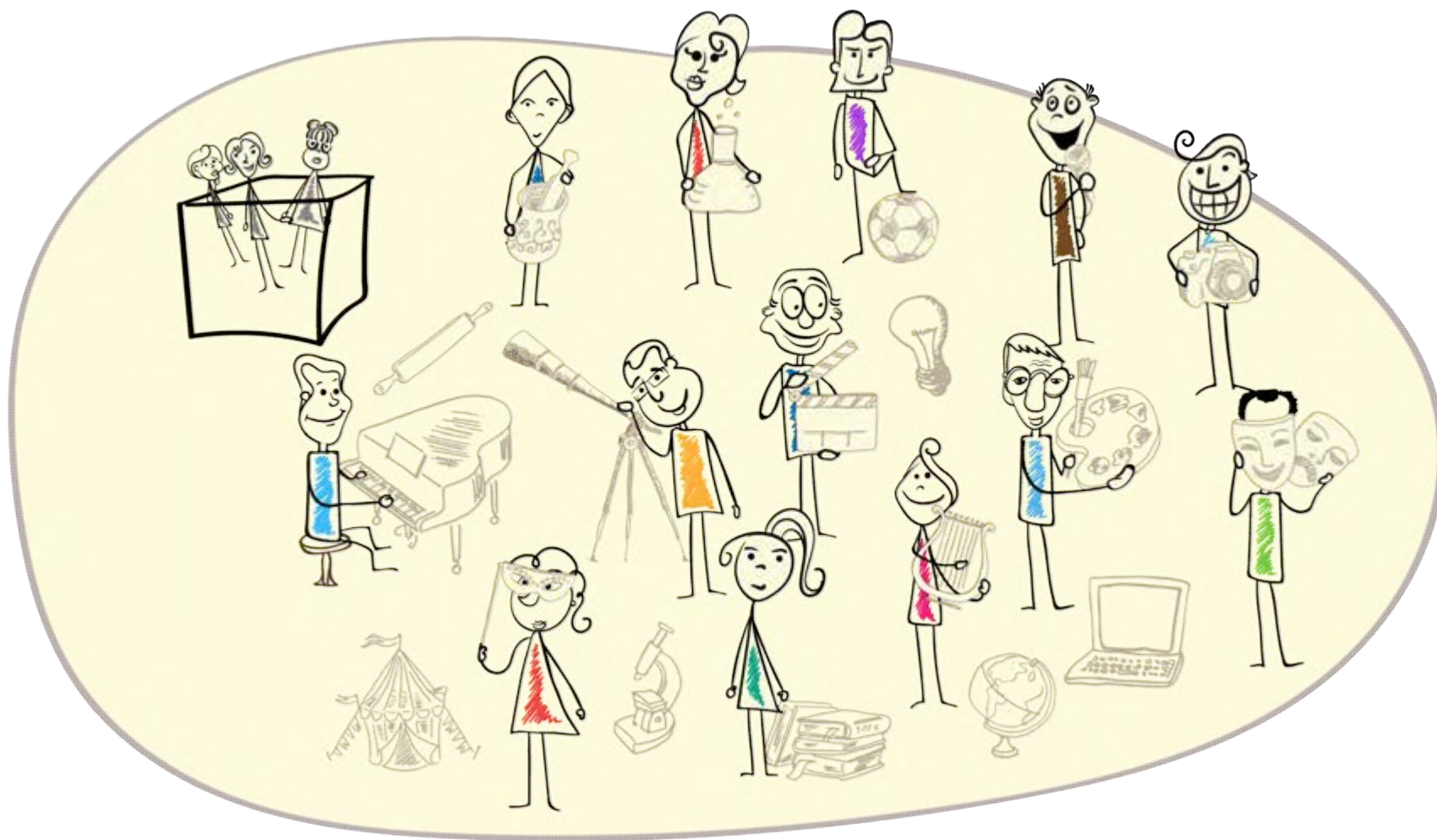


# The small world of the curriculum



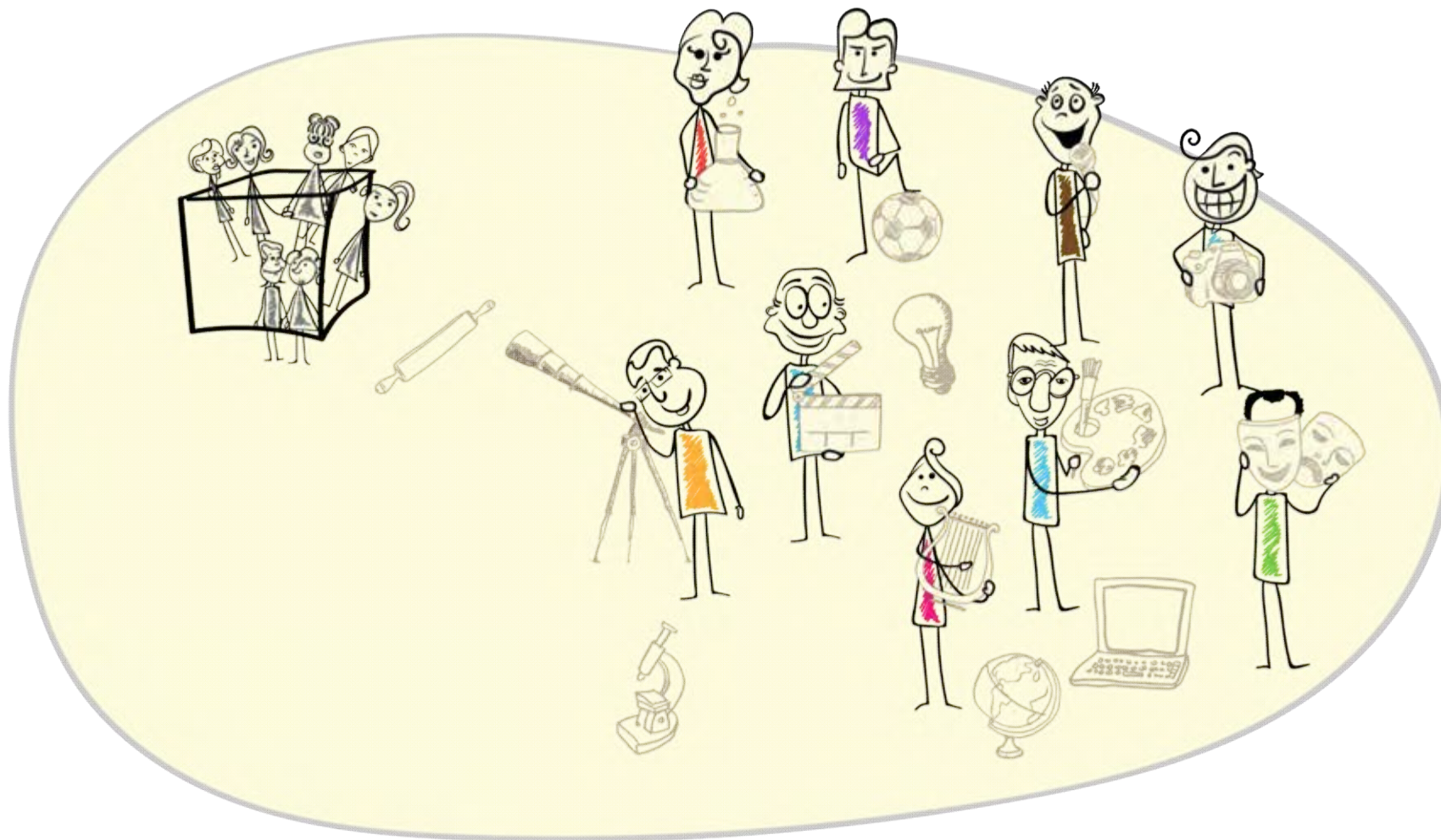


# The small world of the curriculum



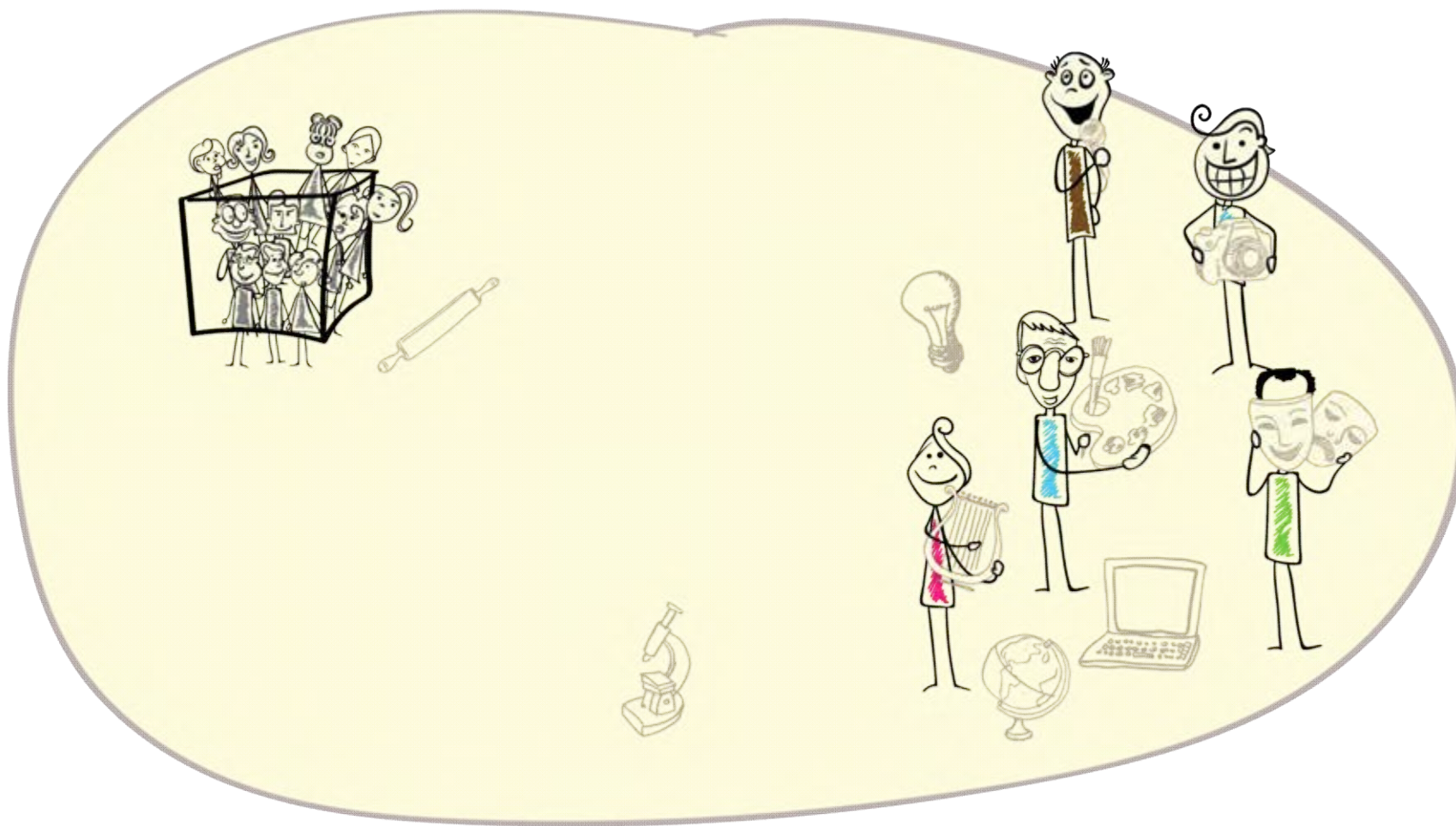


# The small world of the curriculum





# The small world of the curriculum





## The small world of the curriculum





## The big world

### **The True**

The realm of human knowledge

### **The Good**

The realm of ethics and judgement

### **The Just and Well-Ordered**

The realm of political and civic life,  
binding social capital

### **The Beautiful**

The realm of creativity,  
esthetics and design

### **The Sustainable**

The realm of natural  
and physical health

### **The Prosperous**

The realm of economic life



## Empowered learners, adaptive pedagogies and sustained supports

They have the knowledge, skills and attitudes required to **adapt to the different worlds** they inhabit

They are learning to have a **positive impact** on the environment around them.

They **articulate their experiences** and views well and are listened to.



They are **supported to overcome their challenges** and supports are adjusted to need.

They connect experiences from their different worlds to **create new opportunities** for learning – alone or with their peers.

They see **change as an opportunity** for learning and growth.



## Strategic networks - empowered staff

Institutions have positioned themselves at the heart of a **dynamic and collaborative local network** for education

**Hotbeds of innovation,** drivers of systemic change

An institutional culture that **values people and processes** over classrooms and devices.



Staff look to **build partnerships** with colleagues, families, or with the private and non-profit sectors

**Collaborative professionals** with the confidence, support and space to innovate and benefit from quality learning opportunities

Staff are **empowered to lead** rich learning processes united around a shared vision of ongoing improvement



# STUDENTS' WELL-BEING

Students' social and emotional skills are closely related to students' psychological well-being after accounting for socio-economic status and gender. This is particularly the case for stress resistance, optimism and emotional control





## Psychological well-being of 10-year-olds

Percentage of 10-year-old students who reported feeling like this “most of the time” or “all of the time” (international average)

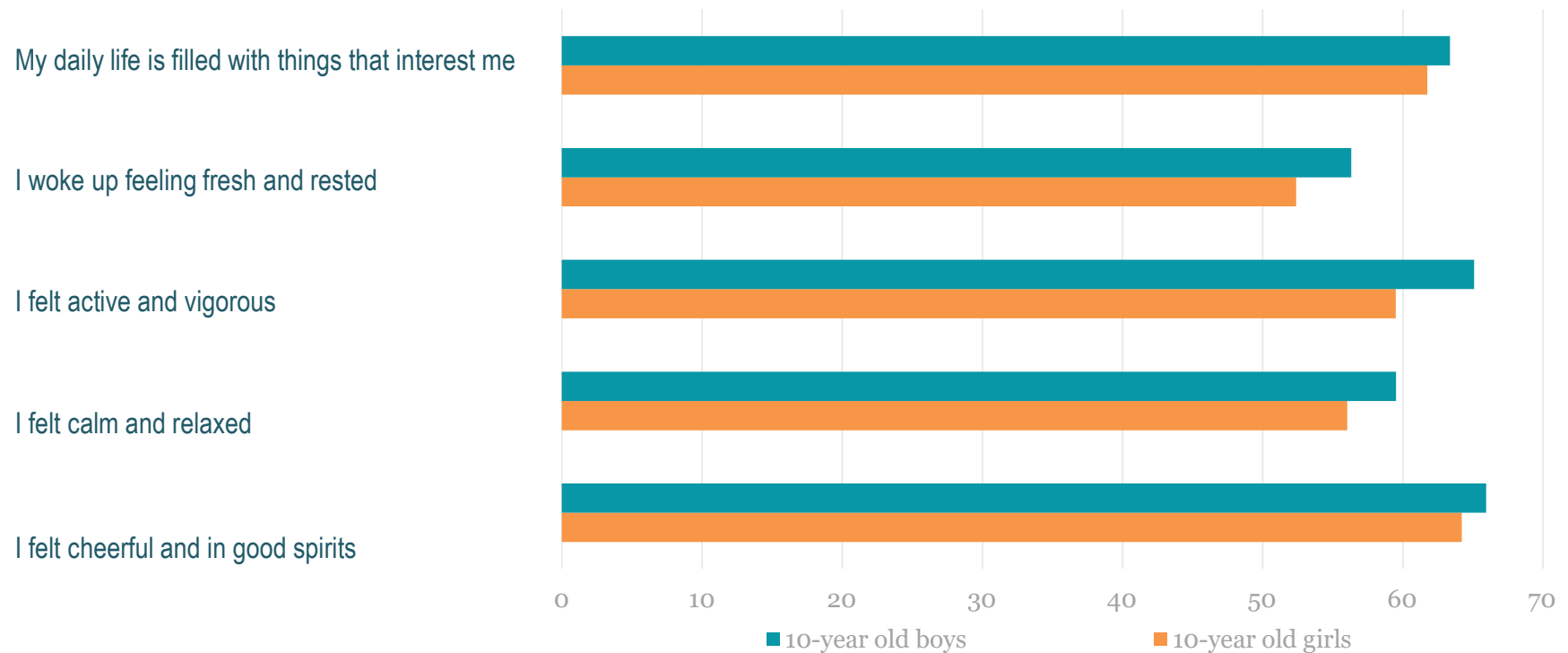


Figure 3.2



## Psychological well-being dips in adolescence, especially for girls

Percentage of 15-year-old students who reported feeling like this “most of the time” or “all of the time” (international average)

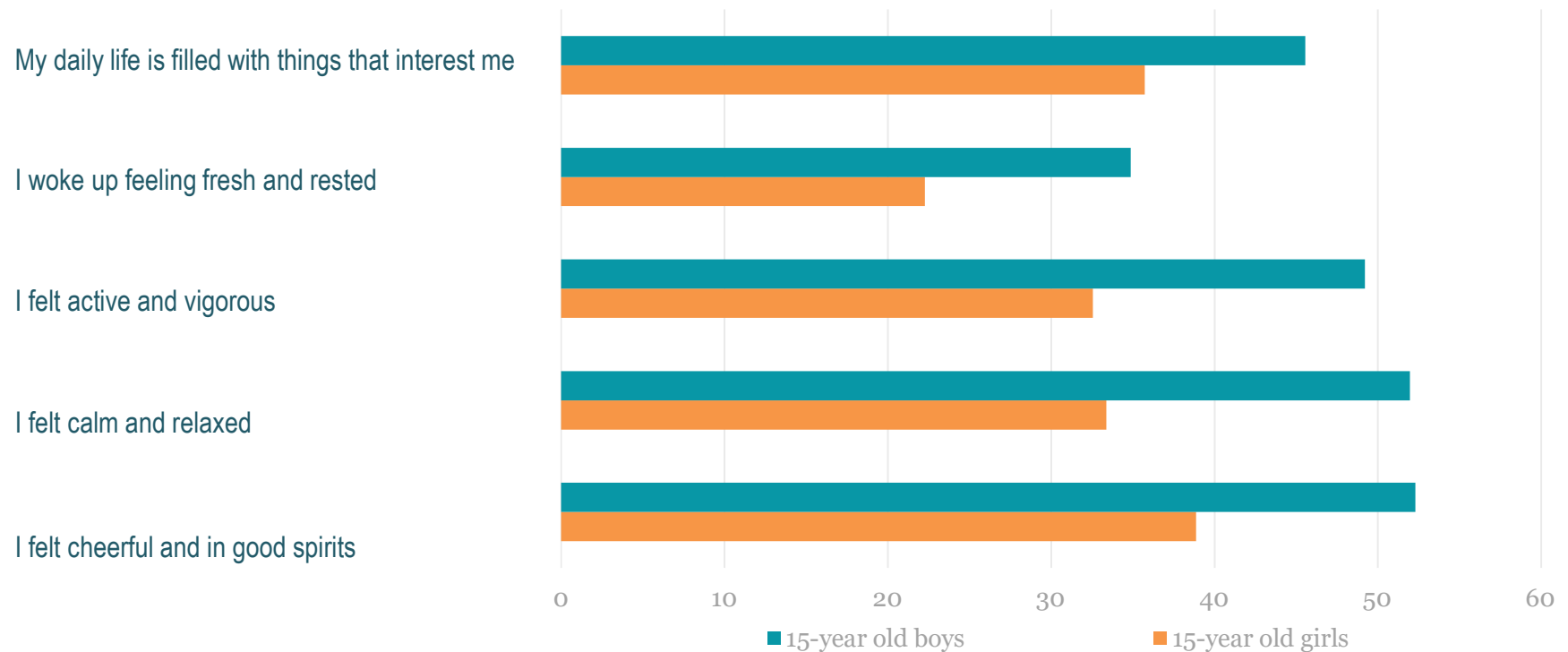


Figure 3.2

# Students who are more stress resistant, optimistic and energetic indicated higher current psychological well-being amongst 15-year-olds

Social and emotional skills most strongly associated with current psychological well-being, by city

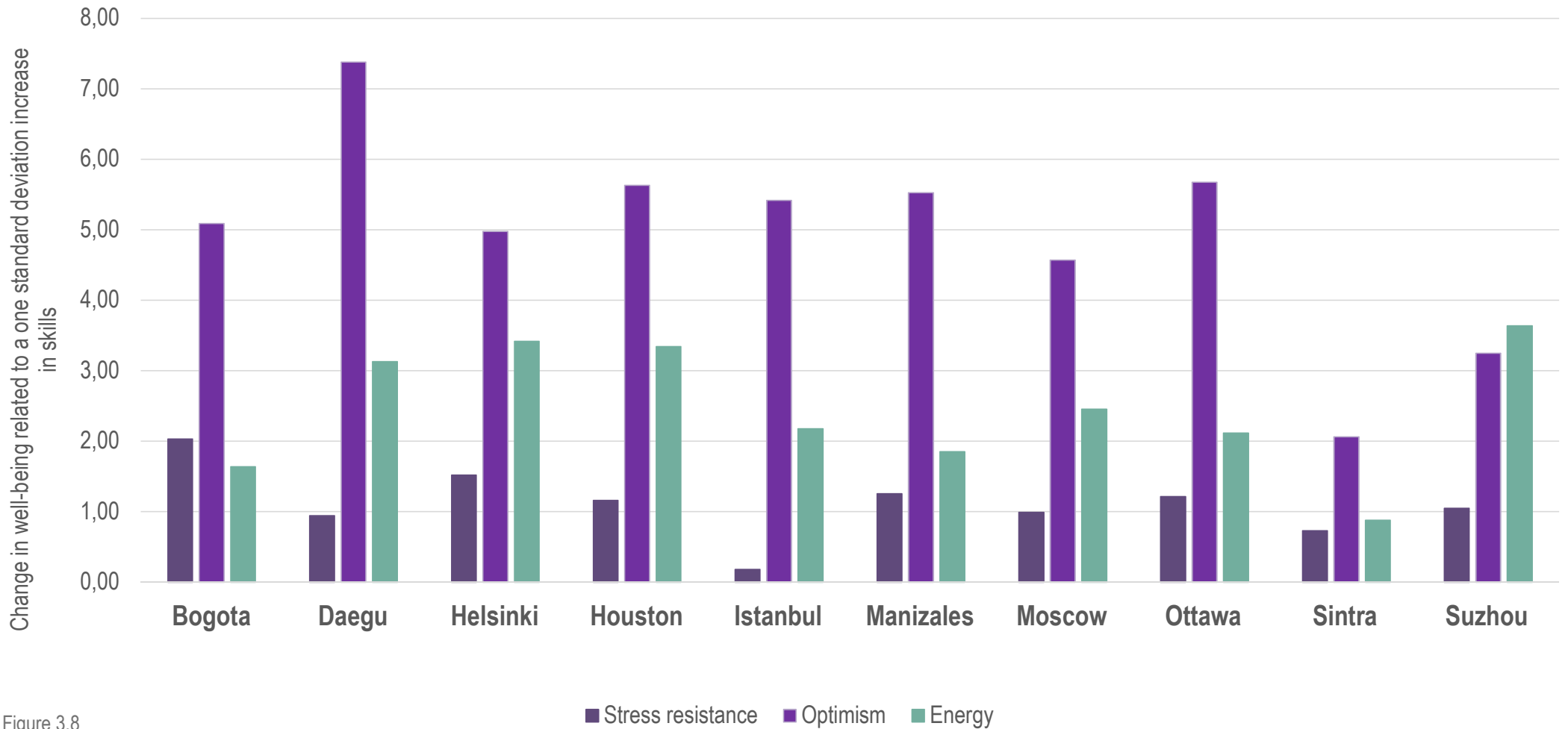


Figure 3.8

# Students learn best from teachers they love

## better **student-teacher relations** are linked with improved social and emotional skills

Relations between student-teacher relations and social and emotional skills, 15-year-olds

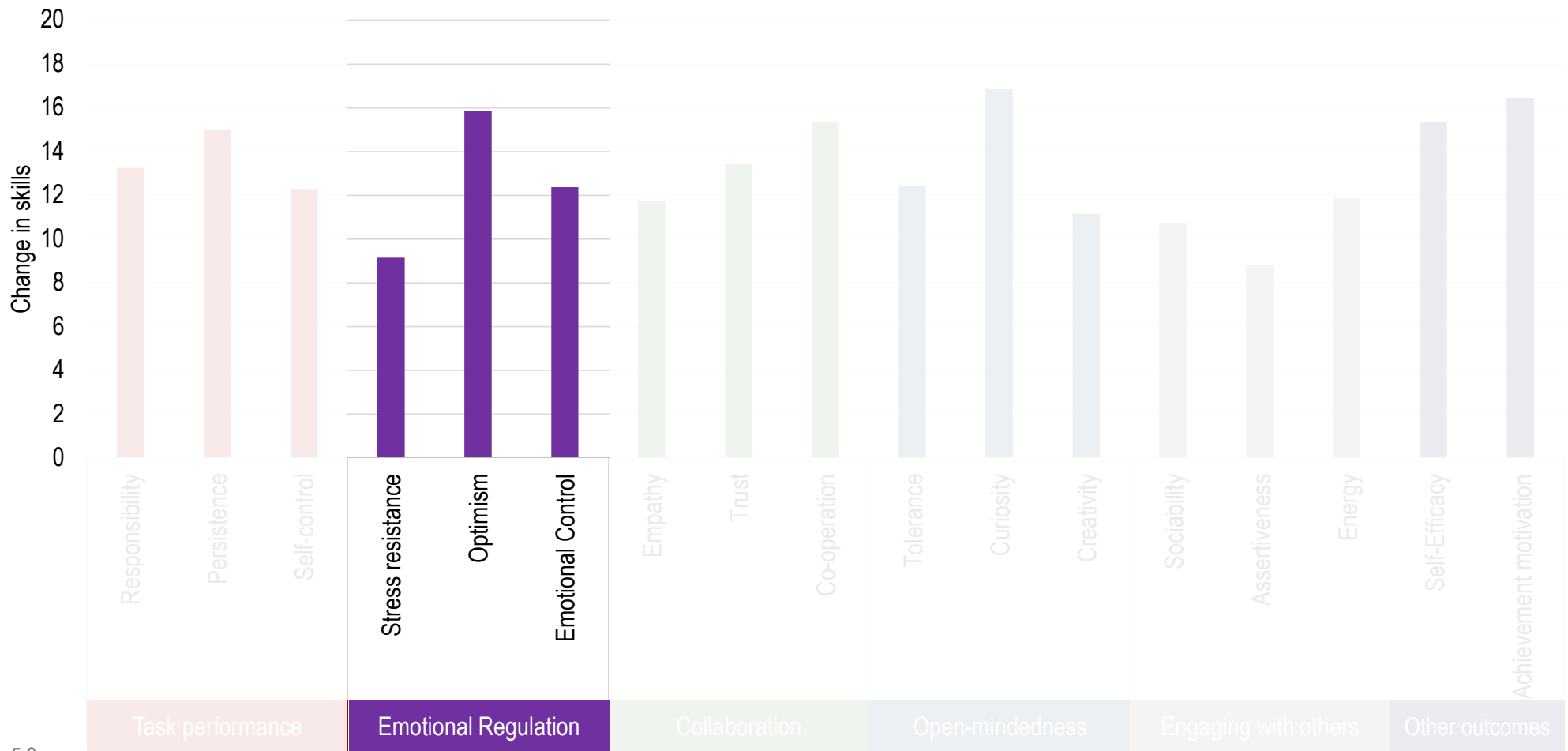


Figure 5.9



**Boys and girls  
evaluate their strengths differently**



# Boys and girls evaluate their strengths in social and emotional skills differently

Standardised gender differences (e.g. 15-year-old girls – 15-year-old boys) (international average)



Figure 1.3



# The decline in social and emotional skills seems higher for girls than boys as they grow older

Standardised differences (e.g. 15-year-old girls – 10-year-old girls) (international average)

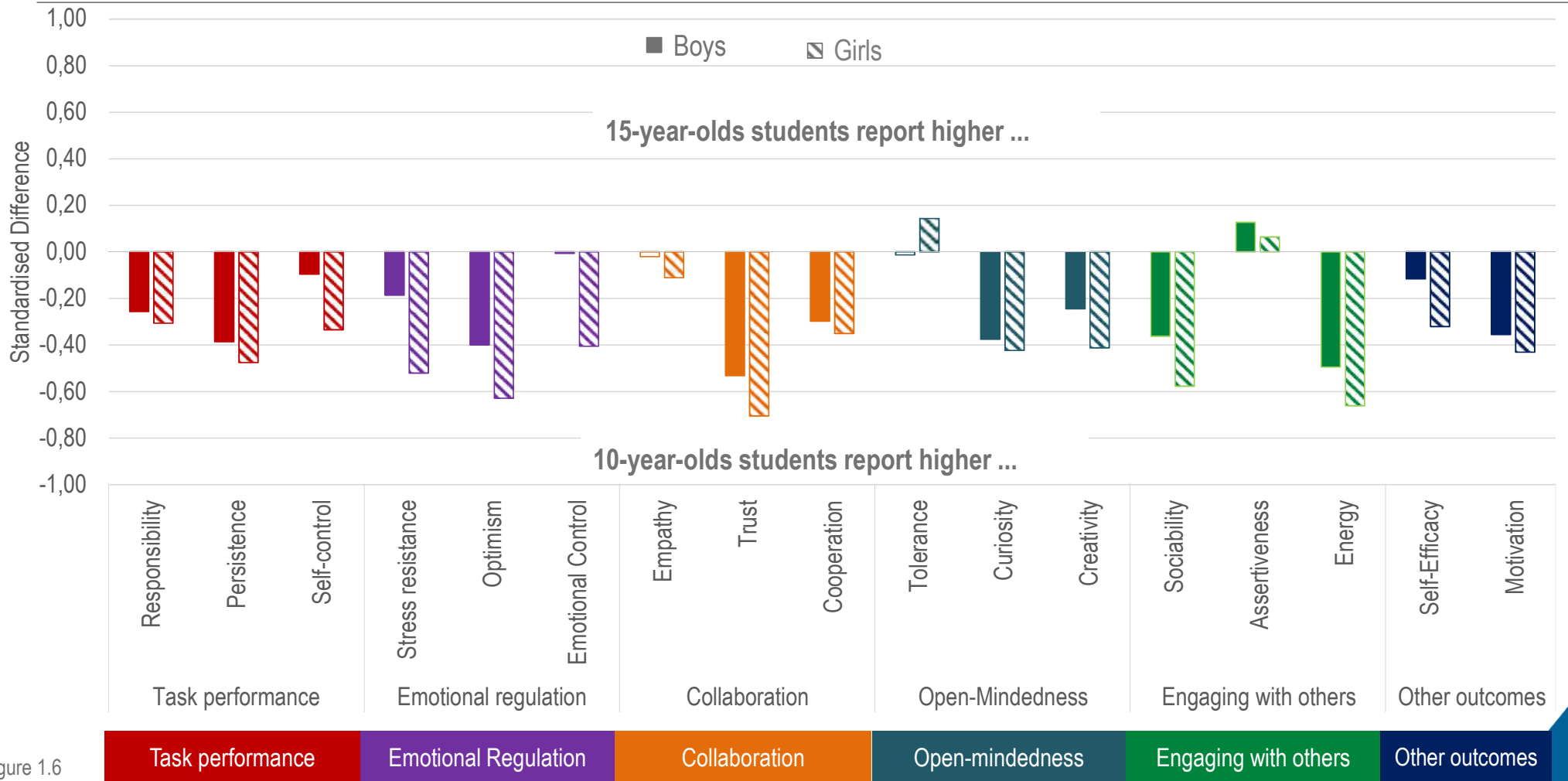


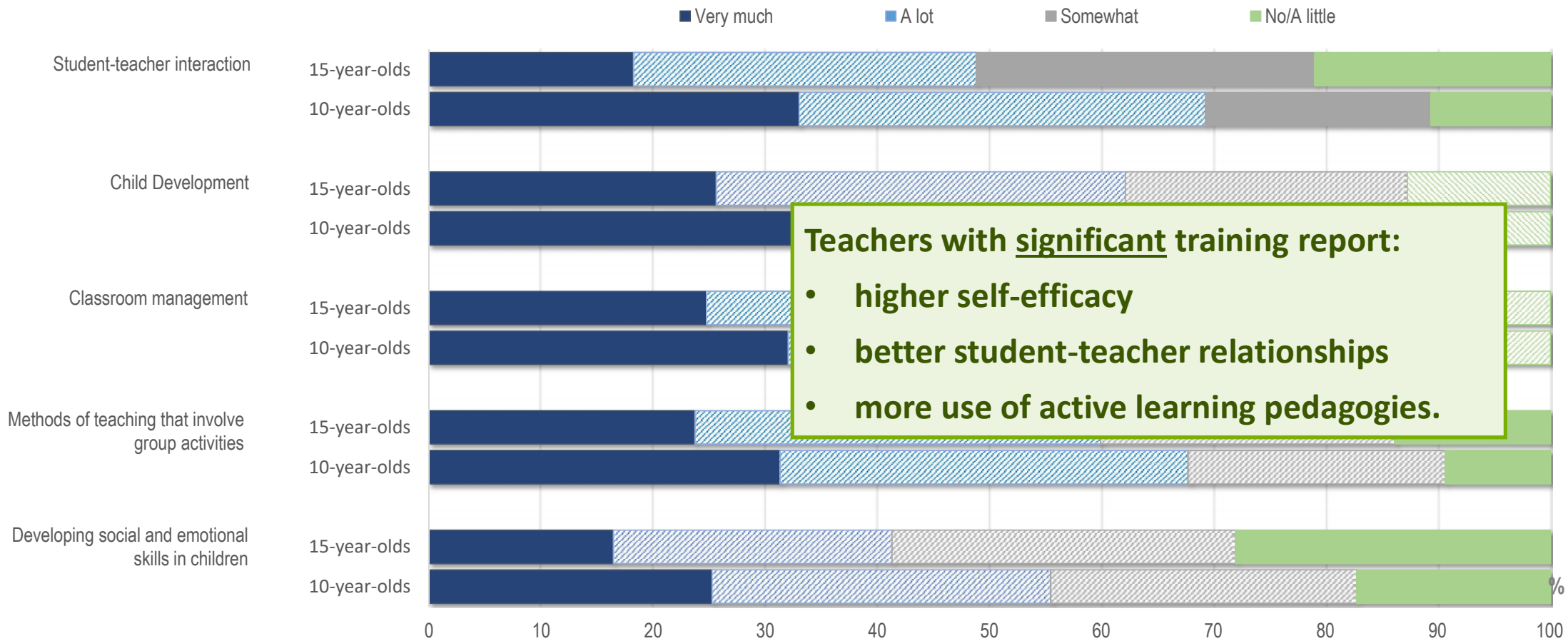
Figure 1.6





## Teachers of 10-year-olds are more intensively trained for social and emotional education

Percentage of students whose teachers reported having had opportunities to deal with the following topics during in- and pre-service training and professional development (international average)



**Teachers with significant training report:**

- higher self-efficacy
- better student-teacher relationships
- more use of active learning pedagogies.

**Note:** Non-significant differences between 10- and 15-year-old students are textured diagonally.

## Key outputs

- National and International Datasets
- International Report
- Individual Site Reports
- Technical Report



DATASET

