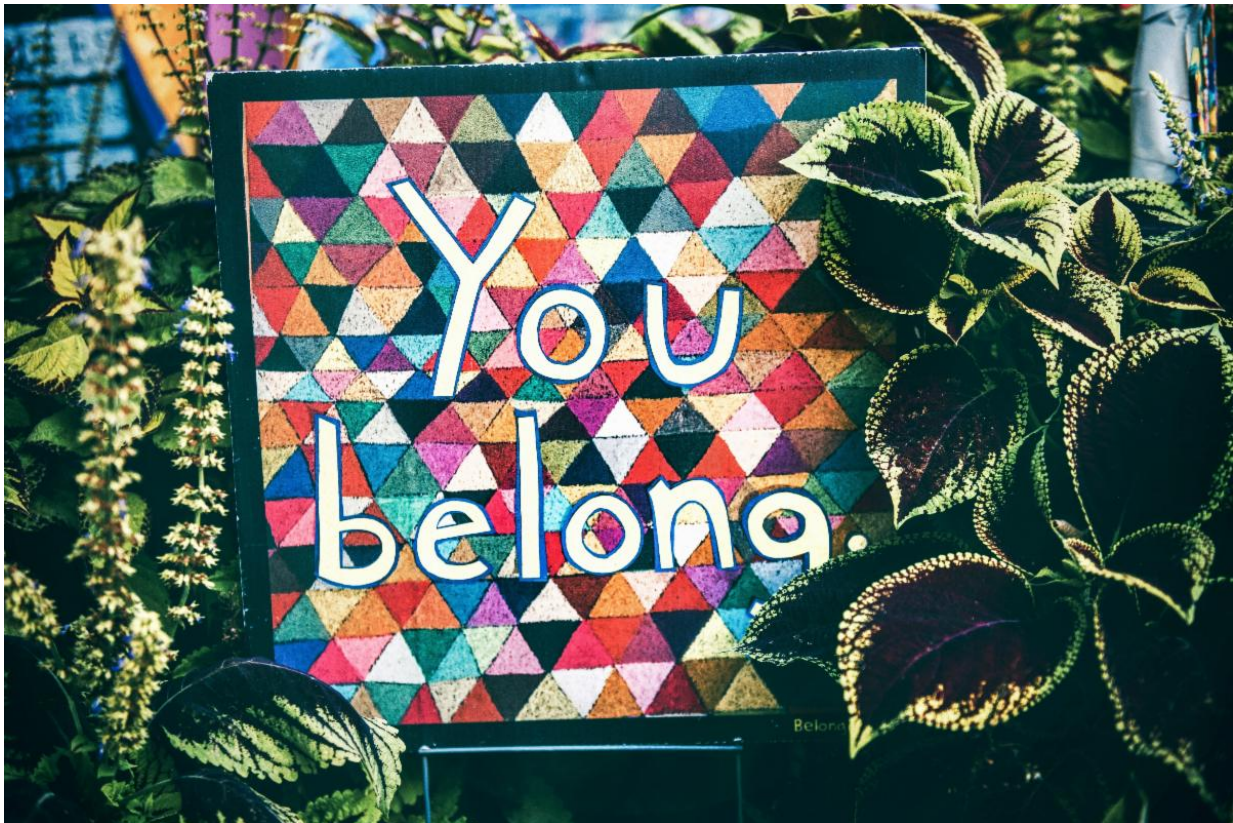


POWER *of* PLACE

LEARNING COMMUNITIES



Dear Colleagues and Friends,

Last week, I joined more than 1,800 educators, leaders, researchers, and champions in Chicago for the SEL Exchange, the nation's largest forum on SEL. The Exchange is an opportunity for those who are "committed to creating caring, productive, and equitable schools and communities that develop the whole child and ensure that all students can thrive."

The sponsoring organization, the Collaborative for Academic, Social, and Emotional Learning, was the first to define SEL more than two decades ago. No doubt many of you are familiar with the **CASEL wheel** and have integrated their research and practices into your own schools and classrooms. **More than 8 out of 10 U.S. schools implement SEL, and nearly all states - including Massachusetts - have supportive policies.**

On opening day, I presented my research on white teachers and students of color in Massachusetts to a group of more than 50 educators from around the country. In that room and in many others over the next two days, I was struck by the deep commitment of

educators, non-profit leaders, and funders to ensuring that young people - and the adults around them - feel a sense of belonging inside and outside of school. They understand that a sense of belonging is the soil in which learning takes root. In other words, belonging is a pre-condition for learning - whether the environment is a pre-school classroom or a high school seminar.

The conference sessions, which you can see listed [here](#), demonstrated the multi-dimensional nature of the conference, and the field. My favorite session focused on SEL and climate change, marking the first time the topic appeared on the SEL Exchange agenda. “SEL in Climate Education and Justice: The Time is Now,” was moderated by researcher Mark Greenberg, and featured guest presenters including educator and social and emotional learning expert Tom Roderick, whose book **Teach for Climate Justice** was just published. The session focused on the anxiety and hopelessness many young people feel about the Earth’s future, prompting discussion about how to deploy SEL to reduce climate anxiety and move students toward action.

I had a chance to talk with Roderick at dinner one night. He retired in 2019 after 36 years as the Founding Executive Director of **Morningside Center for Teaching Social Responsibility**, which is committed to making schools more caring and equitable through restorative practices and brave conversations about race. The missions and values of our two organizations are aligned in a multitude of ways, and he has agreed to talk with our community about his work, his personal story, and his new book soon. Stay tuned! And if you have any ideas about learning experiences related to the climate conversation, feel free to reach out to me at jfeinberg@powerofplacec.org.

As Thanksgiving approaches, we extend our heartfelt gratitude to all of the educators and staff in schools across our region who are committed to helping our children feel a sense of belonging in their school and in their community. We are so grateful to each of you for the incredible work you do each day. Best wishes to all of you for a happy, restful, and delicious Thanksgiving holiday with your family and friends.

In connection,

Jane

Call for Presenters!
ECLC 2025 Winter Gathering



CALL FOR **PRESENTERS**



We want to hear from you!

All educators are welcome to submit a proposal to present at ECLC's Feb. 6 Winter Gathering.

All sessions should be:

- 75 minutes in length
- Engaging, memorable and fun!
- Connected to the core theme of our 2024-25 Learning Agenda, "Teaching, Learning and Leading Across Difference."

We can't wait to see you take the stage!

Submit your proposal **here** by Dec. 13

Questions? Reach out to Laura at ltota@powerofplaceclc.org



Upcoming Opportunities



Democracy in Dialogue

An ECLC Exploratory Mini-Grant Experience

As the nation nears its 250th anniversary it is vital for young people to break down barriers and build bridges to better understand the people around them.

This professional development series will:

- **Empower and prepare educators** to facilitate conversations between students within their classrooms, schools, and communities.
- **Leverage the power of objects and place in learning**, and help educators learn to build partnerships between local community organizations and their classrooms.
- **Partner and utilize resources and materials** from Essex National Heritage and the Smithsonian to provide a dynamic and meaningful professional development with tangible takeaways and resources.
- **Prompt meaningful dialogue** amongst young people across our communities.

Participants will unlock access 3-4 online modules with readings and videos that dive deeper into some of the themes of this professional learning. There will be an in person session (date TBD) in which we will bring all of these themes together, share some strategies, and then map out a way to engage in some of these activities and dialogues across communities with our students.

CLICK TO REGISTER

*This experience is being led by Brian Sheehy,
History Department Coordinator at North Andover High School*



PLEASE JOIN THE CURRICULUM AND STAFF
DEVELOPMENT NETWORK & ECLC FOR

The Human Side of Changing Education

FEATURING RESEARCHER
JULIE JUNGALALWALA



FRIDAY, JANUARY 10, 11 AM TO 2 PM

ESSEX NORTH SHORE AGRICULTURAL AND TECHNICAL SCHOOL
A wonderful lunch will be served and books will be provided for all

**FOR ASSISTANT SUPERINTENDENTS, CURRICULUM DIRECTORS AND OTHERS
LEADING DISTRICT CHANGE. (MAXIMUM THREE PARTICIPANTS PER DISTRICT)**



REGISTER TODAY!



ICYMI: here's what's been happening at PoP

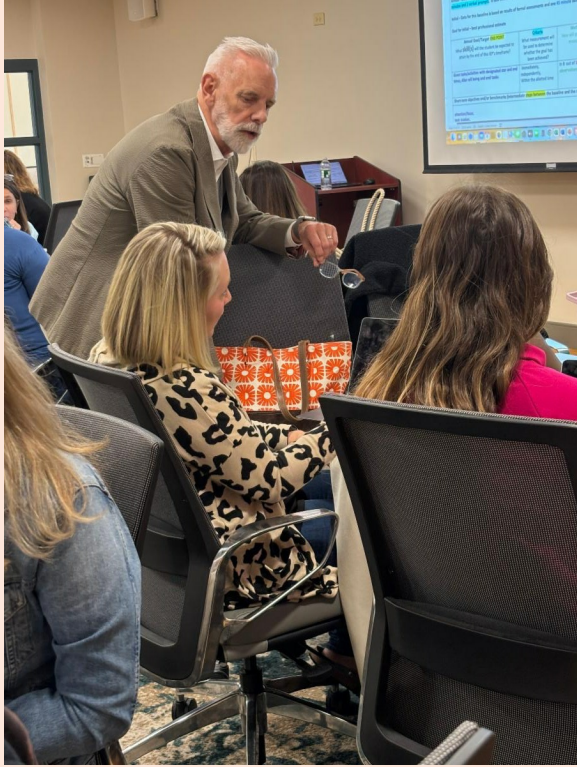
The Fall Gathering is behind us, but the memories - and images - endure. Take a look at the full gallery of photos from the ECLC Fall Gathering. Thanks again to Tracey Westgate for capturing the energy of the day.



[CLICK HERE TO ACCESS THE FULL GALLERY](#)

Embracing the New IEP for All Stakeholders

On Friday, November 8, about 60 educators gathered at the Wylie Inn and Conference Center for a day of learning - "The New MA IEP: How can we use the state's new IEP to better support student success?" The morning featured IEP guru Allan Blume (<https://allansblume.weebly.com>) who walked educators through the new IEP to help make the process of IEP writing easier by providing formulas and sentence starters that individuals can embed in their practice. The afternoon session, led by Essential Partners (<https://whatisessential.org>), was devoted to identifying and interrupting escalating patterns of unhelpful communication in and around IEP



meetings, and to learn and practice frameworks for de-escalating and redirecting the conversation.

Participants described the day as "engaging, helpful, well-planned," "enlightening, transformative, exhausting," "validating", and "worth being out of the building for the day." A first year teacher told us: "This was my first out-of-district PD and the bar has been set very high. Thank you for such a wonderful day of learning and collaboration!"



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Follow us for photos, links to resources, upcoming opportunities, and more.



Resources



Making Math Accessible and



Educator Roles as a Catalyst for

Engaging for All: UDL Takeaways for K-5

Today, math is often still taught the same way it was decades ago, but our students' needs have evolved, and their performance on standardized tests shows it. We now recognize that learners vary in countless ways, and the idea that "there's only one way to teach math" no longer holds up. Kate Novak shares concrete strategies for effective K-5 math instruction, including how to incorporate inquiry-based learning, building clarity around learning goals, providing options and choices, incorporating visual representations, and promoting self-reflection.

Listen to the podcast **here**.

Transformation

America's education system was a groundbreaking effort to help a growing nation thrive in the 19th century. Now, 200 years later, the world has changed; the horizon looks drastically different. Collectively, we need to redesign our education system to enable all of our children and how they will thrive today and tomorrow. "Horizon Three" or "H3" names the future-ready system we need, one that is grounded in equity, serving learners' individual strengths and needs as well as the common good. This series provides a glimpse of where H3 is already being designed and built.

Read more about Horizon 3 schools **here**.



Greater Good Magazine
SCIENCE-BASED INSIGHTS FOR A MEANINGFUL LIFE

How Films Can Expand Our Circle of Empathy

A new study has found that after watching a docudrama about the efforts to free a wrongly convicted prisoner on death row, people were more empathic toward formerly incarcerated people and supportive of criminal justice reform. The research, led by a team of Stanford psychologists, was published October in Proceedings of the National Academy of Sciences. The paper incorporates author Jamil Saki's earlier research on empathy with the scholarship of his coauthor, Stanford psychologist Jennifer Eberhardt, who has studied the role of racial bias and prejudice in society for over three decades.

Read the full study **here**.



A Systems Leadership Approach to Reverse Chronic Absenteeism

School attendance, and the problem of chronic absenteeism is a community-based problem that requires coherent solutions and action across stakeholder groups. When children do not attend school regularly, there is a cascade of problems caused in the near- and long-term. Assigning the blame to schools would be misplaced; asking schools to solve the problem unilaterally fails to understand the scope of the problem, so we need local solutions that match the particular set of needs. Systems Thinking Habits and tools can serve as a method to help school communities develop solutions.

Access the toolkit **here**.

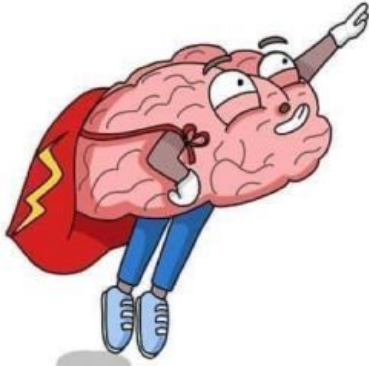
Food for Thought

A Look Inside Your Brain

Thanks to Michael McKnight of 4 Directions Seminars for sharing this resource.

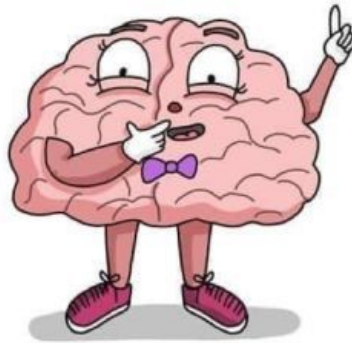
INSIDE YOUR BRAIN

@journey-to-wellness_



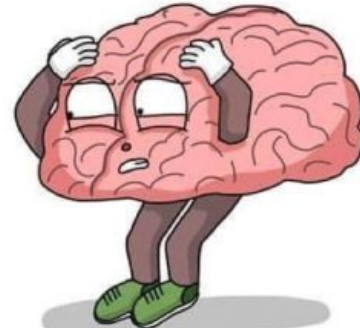
SENSORY CORTEX

SENSATIONS,
MOVEMENT PLANNING



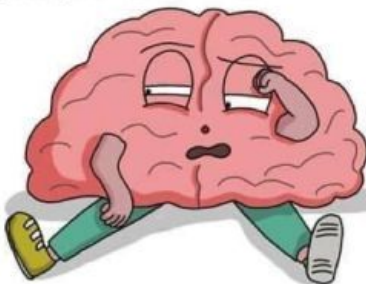
PRE-FRONTAL CORTEX

LOGIC, RATIONAL THOUGHT,
DECISIONS, PLANNING



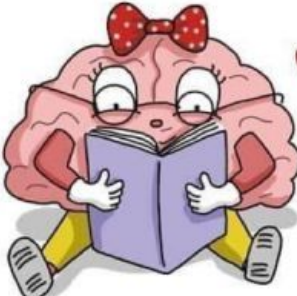
AMYGDALA

FIGHT, FLIGHT, FREEZE.
THREAT DETECTOR



HYPOTHALAMUS

EMOTIONAL REGULATION,
SLEEP, APPETITE, SEX
DRIVE, TEMPERATURE



HIPPOCAMPUS

MEMORY &
LEARNING



BRAIN STEM

BREATHING, SWALLOWING,
HEART RATE, BLOOD
CIRCULATION

*Do you have something to share with your fellow educators?
Send it to us at info@powerofplacec.org.*

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