



Workgroup Event: What Can SEL and UDL Look Like in Primary and Secondary Math Classes? Integrating SEL, UDL in Math During Changing Contexts

EVENT SUMMARY

Online via Zoom

Friday, September 10, 2021 | 9:30 AM- 11:00 AM

Moderator

Dr. Colin Ackerman | *Research Associate, Collaborative for Academic, Social, and Emotional Learning*

Speaker

Ocansey Winifred Korkor | *Classroom Teacher, Ada West District, Ghana*

Fernanda Soares | *Technical Advisor, Global Education, Employment and Engagement Business Unit, FHI360*

Dr. Garene Kaloustian | *Social and Emotional Learning Specialist, World Learning Lebanon*

Rola Bayram | *Math Specialist, World Learning Lebanon*

Hayley Niad | *Researcher and Program Manager, Inclusive Development Partners (IDP)*

Event Description

Recently there has been a greater understanding of the importance of integrating social and emotional learning (SEL) and universal design for learning (UDL) into children's schooling. This integration has become more common in education projects worldwide, and it is frequently associated particularly with language arts classes. In this interactive webinar, panelists will share the work that they have done in Lebanon, Ghana, and Guatemala in teaching numeracy and math at primary and secondary levels with SEL and UDL integrated. Questions that will be addressed during the event include:

- Where and when during a math class are there opportunities to implicitly practice SEL skills?
- How can SEL or UDL integrate into all parts of the instructional day?
- How can you frame SEL or UDL to convince a skeptical stakeholder of its importance





Key Takeaways

1

Adapting UDL in the Classroom

Hayley Niad (*Inclusive Development Partners*) began the presentation by explaining the work IDP has completed in Ghana to pilot a UDL approach to childhood literacy and other instruction. The overall objective of IDP's presence in Ghana was to make early grade instruction more inclusive to those with special needs. **Ocansey Winifred Korkor** (*Classroom Teacher, Ghana*) explained that her strategies put a strong emphasis on co-learning between adults and children as that strong understanding and relationship is what allows for SEL strategies to flourish. Korkor also explained that by allowing multiple acts of expression and action in the classroom, students with and without disabilities were able to interpret deeper and learn quicker. By implementing inclusive action and expression strategies such as, student choice, speaking, writing, drawing, or object representation, the lessons were deeper ingrained in their memories.

2

Implementing SEL in Difficult Circumstances

Garene Kaloustian (*World Learning Lebanon*) provided context on Lebanon's deteriorating educator sector which was caused by political unrest and the Beirut Blast in 2020. **Rola Bayram** (*World Learning Lebanon*) also described the struggle of transitioning to online learning and how the traditional math learning strategies such as textbook learning did not translate well online. Preconceived notions and gender stereotypes surrounding mathematics also made the journey to implement it even more difficult. As a solution, Lebanon's SEL Framework was implemented and even endorsed by Lebanon's Minister of Education. The two types of SEL implemented are implicit (embed and relate to math concepts already taught) and explicit (skill-based target objectives through an emotional aspect). This was said to create sustainability and promoted engagement in the classroom in a short period of time.

3

Integrating SEL in Pre-Service Teacher Education in Guatemala

Fernanda Soares (*FHI360*) explained the three core pillars of the pre-service course included: building teachers' emotional competencies, promoting an inclusive environment for students, and the integration of SEL into math classes. By integrating SEL cues, short activities, and weaving SEL tactics into math classrooms, a deeper understanding of the subject was reached. FHI360 used qualitative and quantitative methods to discover that a whole-school approach for effective implementation was necessary. The importance of the teachers' own social and emotional competencies, as well as their comfortability to adapt the curriculum was found to make the greatest difference. Overall, teacher's education and trust in the process is just as important as the implementation of SEL in classrooms.