

Andrea Saveri
“Making sense of opportunities for Independent schools”

MS. SAVERI: Thank you so much, Tim. I really appreciate being asked to come back. It is quite a task before me. And not just before me, but before us. I just want to get that clear. I am not going to be the only one tying this together. We are all going to do that. In fact, Tim, you started the process, which is great, and starting to pull some threads together. We have got amazing collective intelligence in this room.

And the way that this conference works, how you organize them with these free afternoons, and at a pace that I think really allows you all to think and soak in, and kind of marinate in the ideas that have come out. I'm really looking forward to having you all contribute. Let's see what we can create together.

So you do have some flip chart templates at your table, a couple of marker pens and some Post-its. I'll tell you what those are for later. That said, as I go through my talk as ideas, insights pop up in your head, instead of just writing it in your own notebook or computer, grab a sticky and write it on the sticky and that will help you all later on.

So those are the operating rules for the next hour or so. The next thing I want to say is that the content and the presentations that we have had yesterday and today have just been incredible. I haven't been to an education conference recently that has really covered this topic of education from so many different angles and really allowed us to dig into it. I'm so excited to be here and to put this center stage.

What I want to do is try to zoom out and provide a bigger context for everything that we have heard, so we can see where it fits in the big picture of education, and try to provide a framework for us all so that as we leave and we get more insights and ideas, as always happens, you can place it in a framework and carry it with you and maybe act on it. So that is what I would like to do.

I have a quote from the beginning of an Emily Dickinson poem that I recently read, and it just popped up in my head as Jon Isham was talking about social entrepreneurship. I think it is a quote that for me really links everything together. I just want to throw it out to start with, and it is Emily Dickinson poem on hope that many of you might know.

“Hope” is the thing with feathers -
That perches in the soul -
And sings the tune without words -
And never stops - at all -

And it goes on. But those first four lines when I hear those, to me, it suggests that hope is this constant kind of inner drive and this deep awareness and connection with the emotional core, what is inside us. But it also is about looking out. It's about this kind of on-going search for possibility. And I think that is what Jon Isham was talking about with social entrepreneurship. And also what we heard this morning about this emotional core that we have that is incredibly powerful. And I think that education is a hope creation system. It is what you are creating, and the way we organize teaching and learning. It is about linking those two things – emotional core and possibility. It is about saying there is a future and I'm going to get there. And I'm going to do what I need to do and learn what I need to learn to get there.

And so for me that is a very kind of exciting thread to pull through and remember: Thinking about the bigger context that our students are moving into - the world that they're going to inherit. It really is a world of 'edge' work – the work of getting control in a context that is thrilling and maybe unknown and exciting. One thing I think that we do know is our students are moving into a world of edge work. Our society is really a society where the problems that we are facing and the challenges that we are facing are big and complex.

Just thinking about by 2025, your graduates are going to be going into college and leaving college and starting their first jobs, and two-thirds of the global population will live in cities. Medium cities will have exploded. The food supply will have to increase two times. It will have to double to feed everybody. 2.3 billion people will be suffering from water needs and won't have their basic water needs met.

The reserves in oil supply available to us will be decreased. And the rain forest, if we continue at current rates, will be at about half. This is the source of oxygen, plants, animals, bacteria, medicinal compounds. This isn't edge work on a massive scale.

So that is the future. That is what we are moving towards. And it really requires a mindset of provocation: that the way we approach and teach and learn and problem solve can't be the same. It can't be business as usual. And this is a diagram that is popular in the design-thinking world. This one is developed by ISKME, The Institute of Study Knowledge Management and Education. They work in schools and with educators to bring the prototyping and a design thinking mindset to schools, so they can innovate and solve their own problems and students can learn how to do this.

This is a core idea that is relevant to how we think about the future of what is possible in our schools and how we respond to challenges. We typically think of questions or challenges and we go to an answer. There is a best practice. And it is very comfortable for to us to move to that answer and want to move to a quick solution. But for the challenges that I just showed you, that best practice approach is not robust enough. For the world that we are moving into, we really need to generate novel solutions.

You've heard of wicked problems and black swans and complex nested problems. Best practice won't be very effective, because cause and effect aren't linked. We don't really know what is causing and affecting different things in complex challenges. We have to jump in there and probe and experiment and pilot and then learn from those and integrate. The last time I talked about democratized entrepreneurship and lean start up and how companies now are getting the minimum product available and putting it out there and learning and coming back again.

This whole way of being provocative and pushing and being crazy with your possibilities: We need to go all the way out to possibilities so we can back into a solution that is relevant but innovative and truly moves us forward. I think that this is where schools are right now. We know that, like as Tim was saying, technology is creating a lot of challenges and a lot of opportunities. But are we going to use technology just to do the traditional things in education? Or are we as educators really going to go out there and push for possibility and take risks.

And this is a mindset of an innovator and of a prototyper, and it's the kind of mindset that we really need. But getting back to what we were hearing yesterday about social entrepreneurship, it means we have to be in a discovery mode, feel comfortable learning from mistakes, take risks. We need to be stimulated by awe, have those feelings that propel us toward solutions possibilities we haven't yet imagined and not shy away from being wrong. We need to tap our emotional core. We need to understand how that works so that we can move ourselves along that curve of provocation.

So what's been happening in education? You know education has been changing. You all have been a part of this. We have been seeing and experiencing right now a big shift from mastering content to thinking and doing. And I think this is a change in organizing principle.

If you look around at mission statements, the mission statements of a lot of foundations in education, at any kind of standards work... a lot of what we are seeing is that these are really the outcomes. This is really what we should be shooting for in education: not just mastering content, but thinking critically and solving complex

problems, having collaborative work and collaborative experiences, being a self director, learner, doing meaningful and purposeful work.

This is really how we need to organize education. To support these kind of cognitive processes and collaborative processes that will help us do the social entrepreneurship work and help us get at those big challenges. You can think of these as waves of organizing principle. And under each of these curves, if you think back, a whole ecology of tools and curriculum and processes and strategies have been developed to organize teaching and learning to support each one of these curves.

I think we are kind of right in the middle of that thinking and doing right now. And as we move from one curve to the next the performance of the system increases. We get to a new level of what the education system can do. And Tim mentioned some of the things that I mentioned last year, that the range of innovations has just exploded in the last decade, and proliferated in tools, products, and approaches for creating a learning ecosystem that can achieve those objectives of critical thinking and collaboration. We can spend a day talking about each one of these (innovations) and of course we don't have time. But innovations range from game base learning and open education resources and project based learning, flexible classroom design, the big data, learning analytics, and assessment. New ways to personalize education.

The whole device revolution of mobiles, tablets, iPad, computer. Cloud computing is enabling a new collaboration, sharing, app, and process infrastructure. We can access and grab from the Cloud what we need to create value webs applications, of process functions and experiences to create customized teaching and learning experiences. This is an amazing ecology that is developing. But I still think it is an incomplete education system. It is learner focused. It is learner centered. But it is missing something that we really need if we are going to have that mindset to reach for possibilities.

It's missing something that if we really want to create novel solutions and be the social entrepreneurs that we need to be, we are not going to get there. Aristotle said that “educating the mind without educating the heart is no education at all.” And I think that is what we are doing right now. We’re focusing on cognition. The system is being designed to focus on learning as just a cognitive process. And it is leaving out the heart. It is leaving out emotion.

And I think that everything we have been hearing today are the little seeds and the beginnings of this next curve, which is the next big organizing principle in education which is around “feeling and relating.” And I think we are going to see a whole new ecology of applications and tools and programs and processes and strategies and rules that are going to support that. We are not there yet.

We are at the little tip of the blue curve. And a lot of what has been driving this, Vicki did an amazing job so I can just breeze through these slides, she showed how the neuroscience and science of emotion and the understanding of how emotion and cognition are related is what is driving this. We know more now. We know about the Limbic system and how that relates to the prefrontal cortex and how these systems in our body relate. Sometimes they're at odds with each other. Sometimes one takes over the other one. Sometimes we can use one to control another one. But we are just beginning to understand how that affects learning.

And I think that as we deepen that understanding, we are going to know what is on that curve. Many of the talks that we heard here are some of our first understandings of that curve and pointing us to where do we need to go. What can we all do as educators? What can you all do in your schools to re-organize, structure, and prioritize your schools and what you do so that you can take advantage of this new “feeling and relating” curve?

And I should also say these curves don't replace the prior one. There is accretion. You're extracting more value out of content when you're thinking and doing. And you're extracting more value out of thinking and doing if you're including feeling and relating. So these enhance the value and increase the performance of your education system.

We have to do this if we are going to address those big challenges that I mentioned at the beginning. And we have to do that if we are going to develop education systems that connect the “looking inward and looking outward” that Jon spoke of and that enable students, young people, to find out how they can live that meaningful life.

I want to take a break. I want everybody just sit up tall in their seats for a minute and just take a deep breath. In through your nose and just blow out. And do it one more time. In through your nose and just let it out through your mouth.

And this is the MoodMeter that has been developed by Marc Brackett at the Yale Center for Emotional Intelligence. I want to use it just to ask you all how you're feeling right now? I want you to think about your subjective experience right now. Looking at the X-axis is this the most wonderful experience, a plus five? Or is it absolutely the worst experience, minus five? I hope it is not. Minus five to plus five. Your subjective experience right now. Find a number.

And then I want you to think about your body and how activated are you? Are you just so zapped of energy that you can barely even breathe? That is a negative five. Or do you have so much excitement that it is just rippling through your body, you're going to jump out of your skin right now. That is the plus five. Think about where you are, how you feel and find a coordinate.

Everybody have one? Now, what I would like for you to do is I would like you to find the most accurate word that can describe that feeling. And freeze. What I'm going to ask you is how many of you had a little bit trouble finding the best word to describe how you were feeling? Put your hands up. I want you all to look around. Keep them up. Look around. That is a lot of you. Emotions are hard. I know I never got training in emotions. I never really was taught how do I feel, what is causing that feeling. Is this the way I need to feel to get what I want? You're all a bunch of amazing educators, brilliant people and I asked you how you are feeling, gave you two axes, You found it, but you couldn't find a word. I think as Vicki was showing, emotions are complex, we have tons of them and there is a huge language of emotions.

That MoodMeter exercise was done at TedxCompassion. Several hundred people in the room all experts in emotions or very interested in emotions, compassion, and education. I would say three quarters of the room raised their hand. The point is that we have very rich emotional lives. A vast emotion vocabulary. But we don't really know how to use these words to reach our goal, how to identify our emotions and deal with them productively in our lives. This is just a few of the words. There are more than two thousand words probably.

So I think what we have been seeing today, what Vicki showed, what Emily was talking to us about bullying yesterday and even Jon Isham, emotions underlie everything. They shape how we are motivated, engaged and really shape our behaviors.

Bottom line, emotions are information. And I like to think of them as our superpower. It's our sensing information and communication system. It is how we interface to the world. It is how we interpret what is going on out there in the world, with other people. How we make sense of it. And again how we express and communicate to other people. It affects our decision-making. It affects our attention, our memory, our relationships, our physical and mental health and our learning.

The studies are showing that students who do some kind of emotion work, who are exposed to some kind of social emotional literacy that are skills based programs end up doing better. They have more positive social experiences. The classroom climate is better. Relationships with teachers are better. And their academic achievement goes up. This is important because emotions are short-lived responses to stimuli that are either internal or external, real or imagined. They come really quickly and they go away. That means that we can learn to manage them and deal with them better and have them help us support our goals.

Emotions change our physiology, our facial expression, and our vocal tones. That upper left. That is me: Someone cuts in front of me, bang the horn. Talk about impulse control. We heard that yesterday - about impulse control being something that is really challenging. Well, if we can't identify and name our emotions, we can't tame them. If you can name it, you can tame it. When we know what it is then we can engage our prefrontal cortex and come up with strategies to regulate.

Emotions motivate our behaviors. Really coming from the fight or flight approach or back away. These are instinctive. They serve a purpose. And they are still serving a purpose. But what we need are opportunities to train and design. We really need to become kind of Jedi knights in emotions in our inner core and how we can use that to support the cognitive and to be able to create learning environments and emotional climates that really support learning and relationships.

And I love this Oscar Wilde quote: "I don't want to be at the mercy of my emotions. I want to use them, to enjoy them, and to dominate them." **All of them. They all have a purpose.**

This isn't just for students, it's for teachers. It's not just teachers, it is the whole staff and faculty and administrators. And it is not just faculty, staff and administrators, it's parents. What we really need is 360-degree emotion training and skills development in our learning environments.

If you think about just the roller coaster, if emotions are short lived and responses to stimuli internally and externally, just think about everyone in your family or in your little world that you deal with on a day-to-day basis. And you get up in the morning and think about your process, getting up, getting ready, getting your kids ready, they're getting up, waking up having breakfast, getting ready to go to school, you get to school, you see your colleagues, maybe you say how are you feeling. Okay, fine. Right.

Your kids going to school, maybe their hair is not quite right but they still get in the car and you take them to school. They have got their hair sticking up, someone looks at them and laughs, they sit down for a math quiz, they go to recess, someone else points at the kid with the funky hair - and that's my daughter. We are in a roller coaster of emotions throughout the day. And it does take a toll on us.

Emotion work is hard work. And that is why I think the whole school community needs the tools and training to better manage them. So I think that there are three areas that are important for developing training and these are three areas that schools can start to do some design work about how they can make this a part of their learning community.

The first is around individual and social awareness. It is all about teaching people how to recognize and understand emotions, identify what they are, naming them, so that they can tame them, so that they can regulate. So that they can decide 'is this how I want to feel?' 'Is this going to get me to where I need to be? Is this going to help me achieve my goal?'

This is just a screen shot of the MoodMeter app the Yale Center of Emotional Intelligence is going to launch in a couple of weeks. You can see it reflects the MoodMeter that I showed earlier. It is a little app that let's you click where you think you feel, the word that is associated with it and you write in why you're feeling that way. So it's like oh, I've been traveling a lot and I miss my family - that is why I feel so bad. So then you ask yourself, 'do I need to stay here or move somewhere else? I want to be calm not sad.'

You can clinic on that and strategies come up and tell you maybe call your family, look at a picture of your family. It suggests some kind of strategies and you can customize strategies you know work for you to move yourself into a better emotional state. This is just a little app. But there are all sorts of processes, programs, curriculum and techniques that we can use to teach teachers, the whole community, kids, classrooms, how to

recognize understand, identify and regulate. This awareness of emotion and social awareness of emotion and regulation is so important in bullying.

Emily said being an up-stander is a big ask. And it is. One of the things I'm concerned about: it's a big ask but are we really providing the training and the skills development to really support kids being the up-stander? Can they really navigate the range of emotion and do they have the regulation tools and the perspective talking tools to really do that? And that is why I think that this area is a huge opportunity for schools to really go deep on and to integrate across the day-to-day experience in the school.

Emotional intelligence tools and processes, like the MoodMeter, offer a way to check in with students in the morning and throughout the day. You know, how is everyone feeling? And right away, whatever way you do that, if you're getting kids to identify where they are emotionally, they can use it to regulate. Well, I need you all to be a little bit in the yellow today. Let's get some strategies to move there. You might see some are having trouble. Right away you know that there might be some kids whose attention and engagement and memory and learning is going to be compromised so you can deal with that.

The other opportunity is to design emotional climates. How do you create classrooms and schools where everybody is reminded to act in ways that support the emotional needs of the community? And I just want to play this. This is like a two and a half minute clip from Prospect Sierra School.

This is an example of a fourth grade class that is creating a charter - an emotional charter that is saying this is the way we as fourth graders in this class want to feel everyday when we come into this classroom. And we are going to act in ways that create these feelings. So they're not telling people how to act. But they're saying you need to act in ways that allow yourself and your colleagues and teachers to feel this way. So hopefully my video will play.

(Played video.)

MS. SAVERI: So this is just one class creating a charter. The thing that strikes me about this is the teacher is saying how seriously the students took it. That this really mattered to them. That they really went for it, and that they needed this and that they wanted to do this. Every grade in the school is doing this process and creating their charter. And that charter will go with them as they progress through the years.

But it can change. It's not something set in stone. Six months in, we all are feeling pretty safe. We can move "safe" off our charter. We're all acting in ways that make us feel safe. And we have internalized it. Is there some kind of other feeling that we need to feel and they can put it on there?

In fact, the seventh graders this year revised their charter by switching out a word from sixth grade and in seventh grade they put in the word chill. And because they're starting to feel the pressures of eighth grade, high school is around the corner, the stakes are getting higher, you know what? As a class we want to chill. And we want to hold ourselves accountable and responsible with each other for acting in ways where we can have that feeling of chill. It is important to us in our learning. So the teachers are doing this. And the lower school and the upper school are also creating charters. So this is one way of creating an emotional climate that is supportive of the people who are part of the community.

We have had a couple of family chart nights. Families create a charter. The kids create a charter with their parents. This has been a really good way to bring in the concept of technology. Often I've seen on refrigerators rules for technology: you can't use it after 8pm, you have to do your homework first, only twenty minutes. By incorporating it as part of a charter - which isn't a bunch of rules - it asks us to think about how technology use is making us feel, what kind of behavior it is creating and how that is supporting how we want to feel as a family.

It's a way to talk about the impacts and the consequences of using technology. So, if your family decides it wants to feel loved or connected or intimate, and you're always looking at your mobile phone and not making

me feel connected, that's not what we agreed we want to feel. That doesn't make me feel intimate, close and connected or whatever. The family charter is a nice way of addressing technology and saying you know what, when you use these things there are impacts. It creates emotions, it causes behavior, it has certain consequences. And that is not what we agreed to as an emotional climate that we want in this household.

The other aspect of training and design with emotion is in creating an emotionally relevant and infused curriculum. It's in using emotion to create emotional climates or emotional states that support particular learning objectives and cognitive processes. And I think Vicki's video of awe was great. Imagine you're going to do a brainstorming activity. Imagine that provocation curve, and you show that awe video. Are you going to get the traditional old answer? No way. You're going to get people saying 'hot air balloon with a video camera attached'. You're going to get these answers that is just like you're connected to something bigger. You're open, you are in a way humbled, but you're willing to just to be creative.

So using emotion as a design pallet for curriculum is another huge opportunity. If you're doing social justice or debate, maybe you want to get people a little riled up, a little to the negative side, raise their energy, get them a little angry, if you're talking about civil rights movement. If you want them to collaborate or prototype, you don't want them in an angry emotional state, but maybe you want them excited, happy, the emotions that are in that top right corner. You want people to affirm and build on each other ideas. You can't do that if you are angry and in the red. Or for that matter if you're more serious and have lower energy in the blue.

But that is the good zone actually for analysis, error checking, or critical review. For planning, personal reflection, peer support you need to be positive but not so high energy that you cannot focus. You need to be in the appropriate emotional kind of state. But we can do that, if we train and develop the skills to do that. This is a huge opportunity to design experience, interactions and curriculum.

Just to wrap up here: I think that this relationship-centered ecosystem, that curve that we are getting onto right now - around feeling and relating, that we are going to see another explosion of innovation around the tools and the processes and the supports and the curriculum that is going to push us along that curve.

And already I think that the Ashoka Changemakers, for example, that's a good example of the social entrepreneurship. I think that is a piece of that curve. Service learning, organizations like DoSomething or the Imagine Better Project, which started out from the Harry Potter Alliance. Kids use the principles from Harry Potter to do better in the real world. So - service learning.

Design thinking. Again, you've got to tap your emotional core and empathy and creativity to really do that well. Long-term thinking. I'm working on a project out at CSU, Cal State University East Bay. We are trying to develop curriculum in long-term thinking so that when students are working on problem like the environment, climate change, energy, finite resources they really think about long term solutions that aim toward a more "just equilibrium". You can't solve those or improve on those challenges by thinking ten years. These are long-term problems. Our graduates are moving into a world where we need long-term perspective and solutions. I think that emotional intelligence contributes to long term perspective taking. There are social-emotional skill development programs that are coming out, mood apps and quantified self-tools. Tools that are allowing to us track our emotions, track what is happening in our body, get feedback and say, 'is this where I need to be and how can I change?' It is giving us feedback so we can reflect and make changes. And there are other bubbles. Who knows what is going to come up?

This is a huge area of innovation and opportunity. It is also important when you consider 21st century skills. Organizations like McKinsey are identifying what kind of skills are important for the future workplace. They mention skills ranging from virtual collaboration and ad hoc teaming, to cognitive optimization. This world is more data intensive, automated. More data streams, more analytics. We are going to need to be very sophisticated as an effective successful worker in optimizing our cognition, not burning out, knowing which

tools to use, knowing which work to do when and knowing how to leverage our emotions to really support cognition.

Sense-making, innovation, creativity, that whole provocation mindset is an example of that. All of these skills rely heavily on a deep sense of emotional intelligence. So when we talk about 21st century skills, they all rely on this foundation. And that is why I think this next curve is so important to really getting the full impact of all of that thinking, and doing work that we have been doing and high level critical thinking, all that cognitive work, we just accelerate it even more and be happier, more productive, have more positive social relationships and move towards developing lives that are more meaningful.

And what really excites me is that getting to that place where we can really strive towards a society where having a meaningful life and work and valuing that meaningful life, it starts in our schools. I think it starts with all of you. So if we have emotionally intelligent schools and families, we can build the emotional intelligent institutions and get towards a place where we have healthy and productive emotionally intelligent societies and create lives that are worth living.

So I think there are few insights that I'll leave you with. First as independent schools, you have an incredible market advantage by bridging that thinking and doing curve with the feeling and relating curve. You guys are independent and free and liberated. I've heard John Chubb say this, that, you know, there is tremendous opportunity to be innovative and be creative in what the form and structure of schooling can be. And so it is going to pay off to experiment. There are also opportunities to innovate teaching and learning approaches with emotion at the center.

I think that this also creates huge opportunities and benefits to be gained by putting emotion at the center and the whole area of meta-cognition and reflection skills. This is really important. Our students, my kids and all of your students, we are going to have to be able, if we think 10, 20, 30 years out, they're going to have to be able to learn anywhere in any technological environment, in any cross culture environment.

Anywhere. They're going to have to continue to learn. And by having that meta-cognitive and reflection skills, they're going to be more supported and more able to do that. I think parent education and engagement needs to be redefined and rethought. All of these innovations we are experiencing and that we're trying to experiment with and implement, parents have to be made more aware and educated about why they're important. I think the case for why this is education, some parents are like, "I have to talk about emotions with my kids?" You know what, for some parents this is really hard.

But I think making the case that this is essential for their kids' success not only academic and work life, but personal development and health and even their own success. But that really has to happen. The feeling and relating curve aligns really well with changing world of work and higher Ed. Higher Ed is imploding. And in the next 10, 20 years I think we'll see many different options how you can do higher Ed - post secondary education.

And it is going to require a lot of independence, self-initiation and agency, meta-cognition and reflection and a strong emotional core to explore that world to be successful. So before we get to the table work, I'll take a couple of questions because we have about a half an hour. There is one there?

SPEAKER FROM THE FLOOR: Having just read an article in the Time Magazine cover story this week about quantum computing and how it is going transform the speed of big data, and then if you add to that, Nano-technology, things will be built into fabrics, perhaps embedded - contact lens. The students just growing right now, preschool and kindergarten will graduate with all of that coming into play. Do you have a sense how that is going embed all of this in what you're talking about, availability and won't be something that is actually part of DNA? Do you feel that is?

MS. SPEERS: What would you instantly be available?

SPEAKER FROM THE FLOOR: All the cognition you're talking about, the analysis of data will be constantly available, just contents?

MS. SAVERI: Right. I'm glad you brought up the technology question because I think that as we are experiencing these changes, and whether it means we are not seeing people as much, there is more virtual interaction or more instantaneous information. We can get feedback right away, all the more reason that we need to bring a more sophisticated emotional intelligence to this world.

In some ways, the technological solutions I think, are short lived. Because there is always going to be a next generation of technology. The Facebook we were talking about yesterday, I think Emily was showing some of the work Facebook is doing. Actually I went to that Facebook meeting that she was talking about. And it is very interesting work, because it's helping people ask the questions of, you know, is this post really making me upset or is it just kind of, is it really offensive or just making me upset, and then what kind of strategies should I do to take care of it.

I think the message is that we need to bring our emotional self and our emotional skills to the world of technology. So I would rather see no technological solutions, but have healthy, emotionally healthy and emotionally skilled students going into the world of Facebook where they can manage and regulate, than a technology solution. Because they never will learn if the technology does the work for them.

If you keep automating and gating people out by the technical solution, there is never an opportunity to learn. I think she showed that in the drunk driving. It was behavior change. They didn't put a Breathalyzer in every car that shut it off. That prevents. But how do you learn not to drink and drive? I think with technology even more so the emotional skills are important to know what to do with that data.

SPEAKER FROM THE FLOOR: Andrea, I'm not sure if you can help me with this. But I had a strange feeling when you talked about that app that you could kind of punch in and tell me what to do, and there was something old fashioned, everything you're saying is fabulous, but what is it? I thought part of the struggling, growing and learning is figuring out how you feel. And great if there is an app that can help our students, you know, put in exactly what they need so they learn more.

MS. SAVERI: Tell you what to do exactly. I think in going quickly through that, I may have given the wrong impression of how that works. And I think what it is doing is prompting you to kind of come up with a strategy that it's not telling you what to do. And some of those apps I've seen - not that one, but another one - that you actually put in things that you like to do that - you know - work for you. But that when you're in that emotion and you click on that it comes up. So something you already identified is one of your strategies.

So it doesn't tell you what to do. It is supporting you for coming up and in fact, the whole practice that led to that app is one of training people to come up with their own strategies and learning. So it's not doing what you're doing. I think the way I showed it gives that impression.

SPEAKER FROM THE FLOOR: My question is a bit about the unlearned in the shadows, darker side of scale. Young boys and girls in place to learn, need to be removed from school, the moods are overtaking, yet losing the creativity in the anger or fear or whatever, as an artist tend to really blossom in those faces of the darker side, the shadow.

So I'm wondering if the app thinking or studies around when it is a negative attribute regarding emotions rather than self medicating or removing from the educational institution, if we as educators are learning how to sort of bring out from that negative place and use that as a place from which we can gain creativity and solutions et cetera?

MS. SAVERI: Absolutely. I think it gets to a point that has come up. Emotions have been the hard difficult things and remove that from the classroom because it is just too hard to deal with. I think that is what some of those skill-based programs are doing in the training. That it's first understanding what that emotion is. Is it adaptive or maladaptive? Is it helping the student or the teacher or whomever achieve what they need to achieve?

And if it isn't, then what is the strategy to get that person to the state that they need to be at. So you're right, sometimes you do want to be in that place. And all emotions can either help you where you need to be or not help you achieve where you need to be. So maybe instead of the awe video - maybe there is a video that shows

despair. And then you're asked to paint. A savvy teacher at the end of the class will show something to get students back up.

Emotions are short lived. They go away. So I think that is the kind of yeah, don't remove it, deal with it, you know. And that is this whole field of SEL and programs are doing are getting the strategies and techniques and programs to really help us create adaptive strategies and really leverage emotions for all of them for what they are worth and what they can do.

I was going to move to the table activity. What I would like you to do is you all have, let's take about ten minutes maybe a little less, and you all have a rolled up chart on your table. I would like you to unroll it and have a discussion at your table for about maybe seven minutes. And reflect on all the presentations that you've heard. It is a very simple exercise.

I'd just like you to start identifying what are some big insights that have come out. And you can put them on stickies if like to kind of keep track or cluster them. I would love for everybody to share an insight. At the end of about ten minutes, write down, I'll give you a prompting on the time, write down what you think your three biggest insights were from the day. And then I would like you to write some kind of actionable opportunity statement. Which is how might we dot, dot, dot. And simply as how might we leverage steam to develop stronger emotional skills in our students? Right. So take about ten minutes and share some insights and develop your 'opportunity how might we' statement. And then we have a quick share of what people have come up with. This is also something that we can share after the meeting. This is your chance to really put together ideas. Okay. So go for it.

I'M looking for three insights and one how might we. All right. We are going to start bringing everyone together. Hopefully we have some stuff to share. I want to try to end on time. I think we are going to go to 12:15 if that is okay. So let's start with some insights. What are some insights that people want to share?

MR. LYMAN: One insight is how do we convince our boards and our parents to take this leap of faith when in fact they're very, very conservative and afraid of what the future holds?

MS. SAVERI: Did other people mention something like that? We were just talking at this other table - parents as well. Making the case that this work matters. I think that is a really important thing to do. A question over here about, you know, do Harvard and Yale care about this?

That is something that parents really care about. I think that those schools are coming to the same conclusions, some of them, because a lot of schools like Jon Isham was saying, they are starting social entrepreneurship problems, lean start up innovations center, they're doing design thinking. The world of work and that world it thrives off of the emotions and being able to be empathetic and use emotions well. How about another one?

SPEAKER FROM THE FLOOR: Maybe your schools are different than ours. We talked about maybe faculty our school 40 percent has been teaching over 20 years. And for us when we look at this I feel inspiration and awe every time I hear you speak. What we talked about was how do we professionally develop teachers who have not been living in this world and who do not necessarily and have a certain degree in comfort and certainty in what they are doing which is exciting, but how do we move them into this mindset? We need professional development for our teachers.

MS. SAVERI: I think part of that too is not only for their teaching but also for their own well being, health and well-being. Another insight?

SPEAKER FROM THE FLOOR: We had the same one.

MS. SAVERI: Great. How about a new one?

SPEAKER FROM THE FLOOR: Given that our schools are becoming much more diverse in so many different ways, is there a danger or is there a step of unconsciously creating a culturally dominant emotional standard where all people can't enter into it?

MS. SAVERI: Like everybody has to be happy. I worked in a place like that. And it was horrible. I was very unhappy because what that does is, you can't be critical, you can't feel sad. I mean, emotions are contagious in some sense. But I think that is, I mean, that is certainly a down side. But I think that is a poor implementation

of what this is really getting at, which is like Vicki showed the complexity across different emotions. You see how many emotions there really are and people experience throughout a day. That is not the point, is that we all need to be happy and productive.

No, it's we need to be human and interact. It is our sensing and information communication system. It is our superpower. It just means using the full range of it. And I think you're right that has to be kept front and center. Great point. What are some of the how might we statements?

SPEAKER FROM THE FLOOR: We talked about the following up on the social entrepreneurship talk. We identified the millennials as a challenging group. And that we want to really co-op open the millennial generation whose daily living and need for speed results can be very challenging to some of us in the boomer generation or generation X. I think without identifying, that millennial needs to make a difference in the world. I think that certainly was in the social entrepreneurship conversation. And that is what we talked about as a goal.

MS. SAVERI: Great. How about another, how might we?

SPEAKER FROM THE FLOOR: Well, we just thought that we have to start measuring things, measuring market, market the measurements. I think some excitement about the scientific research behind this that allows us to do some measuring, but if we don't start measuring it, it's going to be harder to work it.

MS. SAVERI: Right. And I think a lot of the programs that are out there - social emotional tools and programs - do have data gathering and metric components to it. Because you have to know what kind of impact this is having. Another one?

SPEAKER FROM THE FLOOR: We talked about a lot of stuff in our group, but one of the things that came to mind was how language can limit us. The semantics that we use are so important. So this idea of cognition and emotion, the word emotion comes with so much baggage in our society, that I think it can shut people down before it can open them up. How do we leverage language more effectively and internally with our students but also with parents who are a very vulnerable audience in all this?

MS. SAVERI: Right. That is a great point. Something we were talking about at the breakfast table too, parents who might turn off on that and how to position it. You could position it as an academic enhancement program. Who wouldn't sign up for that?

SPEAKER FROM THE FLOOR: We were considering how we might package and market this agenda so that it takes roots and creates interest, educates our communities internally and draws people to us.

MS. SAVERI: Great. Did you come up with any ideas there?

SPEAKER FROM THE FLOOR: Not yet. Just on the verge.

MS. SAVERI: I think one of the things that I'm hearing across the tables and overhearing to, this isn't just an add-on. This isn't just one other thing. You know part of what I was hoping to show with those curves, these are organizing principles and the components of the earlier curves don't really go away. Content is not going away. Critical thinking is not going to go away. Collaborative work on the second curve. And on the feeling and relating, is it like what is in that ecology. And I think talking about how they enhance the other ones and increase the performance, that there is something in there about that narrative that isn't like we are all going to be just about emotion. It's like, no, that's really not what this is about. It is centering it. Putting it at the center so everything else can be enhanced too and people's experience.

SPEAKER FROM THE FLOOR: Every time I hear you speak, Andrea, I think there is some excitement that gets generated and you're extraordinarily intelligent but you're so believable and you're so with us. So, having you speak a couple of times and working with you, I think one of the things that is actionable on all of our parts as Heads of school, is we have to create the space in our head in order to do the stuff that you're telling us or even just a piece of it. My personal experience is that unless you get out of the weeds and really step away and allow yourself, what the conference offers us plus what you have to do on a day-to-day basis, you can't actually create the space to think deeply about these things and begin the implementation and more importantly have the courage to take the risks which is really our job as Heads to make these things come to reality. That is our job.

Forget the teachers, the board, all of that. That is our job. But you have to have courage. You have to have time and space, you have to be rested. You have to be happy. Thank you. I love hearing you.

MS. SAVERI: That's a great point. Should we take one more?

MS. GROESBECK: Sue Groesbeck. Our insights were that on structured time used to be Saturdays and that is into our time. Another insight is the camp, the perfect camp as metaphor for us, investigative canoeing camp where kids come back more resilient and actually done something like when my kids went to camp they got taken to the north of Canada and had to canoe back with a compass. No connection and pictures and video every night. No contact with them. Survivors.

We talked about getting to the core of the unhappy. That is how do we deal with the messy stuff, the children and the adults who on your pie graph and they're in our schools. So it's not just getting to the happy.

We did exit three people at our table so we were a little nervous about that. We talked about creative for the survival in the coming and new culture. Creative for survival. Not creative because it is lovely and we are mindful. I go to 'if mama ain't happy, ain't nobody happy'. We have to train the teachers in mindfulness and those skills. But I was worried on your four quadrants. I was thinking of Meyers Briggs. I like to be in the agitation side and I don't want a whole staff of that. So the complementary skills. We got into it, the three.

MS. SAVERI: Right. The point of that and then we'll close, is that we are not, we don't stay our whole lives in any one spot. Like I did that exercise, 'how you feeling right now at this moment?' We have many, many moments across the day, the weeks and months. So we are moving all around that space.

I think it is developing our sophistication to know where we are and where we need to be and how do we move? It is not healthy to be in any one place the whole time. And we are human. And we are going to be all over that place. I think these are great, great insights. If you can leave the templates and stickies or whatever on your table, and we'll figure out something we are going to do with them. But I thank you all for your work.