

TELL ME HOW YOU FEEL, EMOTIONS ARE ALSO PRESENT IN EDUCATION. THEORETICAL FRAMEWORK

Inclusive education means taking students in, welcoming them. Inclusive education means creating safe and welcoming spaces¹ for all students - environments that don't segregate, don't exclude, and promote integrated development among students, allowing them all to develop their capabilities to the full - not just intellectual capabilities but emotional, individual and social.

Inclusive education removes barriers - visible and invisible, conscious and unconscious: barriers to participation, learning, progress, attendance; intellectual, social, emotional and linguistic barriers as well as physical and mental barriers.

Inclusive education promotes values such as community, justice, equality, respect, cooperation, acceptance and freedom. Inclusive education is based on a humanistic concept of education that stands up for people, for knowing how to be, for emotion, for the development of all human potential in each and every person, putting the emphasis therefore on emotional, affective and motivational aspects. And it's here that inclusive education and emotional education converge, thus demonstrating the importance of learning or education on emotion in the classroom within an inclusive school.

In his book *Emotional Education and Well-Being*² (2000) Bisquerra defines emotional education as an "ongoing, permanent process of education that seeks to foster emotional development as an indispensable complement to cognitive development, both of which are essential elements of the development of an integrated personality" thus corroborating all the above.

It therefore means focusing in the classroom on all students developing and strengthening their social and emotional knowledge and skills, to help them adopt a positive attitude towards life, improve interpersonal relationships, have appropriate self-image and develop life skills for personal and social well-being.

Competence-based learning promotes personal and social skills in regard to emotional education - such that we see the need to include competences as an essential element of the curriculum. Let's look at each of these competences separately and their role within the topic being developed.

- *The skill of learning to learn*³. Relates to the person, intrapersonal intelligence, self-knowledge and self-awareness. It implies the ability to initiate, organise and persist in learning, being able to work autonomously, reflecting, and managing their own learning.

¹ To find out more suggestions for creating spaces, see the theoretical framework in *Pedagogical Use of Spaces*.

² Bisquerra, R. (2000). *Emotional Education and Wellbeing*. Barcelona: Praxis

³To learn more, see MECD's website on key competences. <https://www.mecd.gob.es/educacion-mecd/mc/lomce/el-curriculo/curriculo-primaria-eso-bachillerato/competencias-clave/aprende.html>

It relates to persistence, controlling impulses, flexible thinking, metacognition, the desire to do things well, looking for accuracy, questioning and posing problems. But it also relates to taking responsible risks, with a desire for lifelong learning, and with imagination and creativity. All these characteristics are habits of mind⁴ that Arthur Costa investigated in 1991 and which he called attributes of intelligent behaviour.

Working suggestions: Always include spaces and moments for individual reflection within your teaching plan; spend time working on a culture of thinking within the classroom in a systematic way; awaken and maintain students' motivation to learn; create opportunities for metacognition in the classroom; provide options for self-management; work on the areas of persistence, planning and effort; develop executive functions in the classroom in a regular and systematic manner.

- *Social and civic competences* These are to do with personal relationships, personal and collective well-being, interpersonal intelligence and understanding society. They involve skills in the areas of communication, understanding codes of conduct, demonstrating tolerance, empathy, honesty and respect.

They relate to active listening, listening with understanding and empathy, thinking and communicating with clarity and precision, and teamwork - all of which are Arthur Costa's habits of mind.

Working suggestions: Always schedule spaces and moments for group work and group reflection in your teaching plan; use active and collaborative methods based around respect and mutual support; develop pedagogical models based on dialogic learning; develop group exercises that foster interpersonal relationships.

By way of intervention strategies, or educational proposals, we suggest the following:

- Work on competences in a multi-faceted and systematic way. Build into your daily teaching plan *active methods* and *change of assessment culture* in order to help develop these two competences in a natural and integrated way.
- Plan activities that encourage students to think deeply. Change the school's *culture of thinking*.

⁴ To find out more about habits of mind, please refer to the pedagogical concept description.

- Create a programme or project for the school that develops Arthur Costa's habits of mind in an organised, structured way; this means working on individuals' personal and social aspects.
- Plan classroom exercises to systematically develop all students' cognitive functions.

To learn more about the suggestions made on this topic, you'll find supplementary information about interactive online training on our competition website.