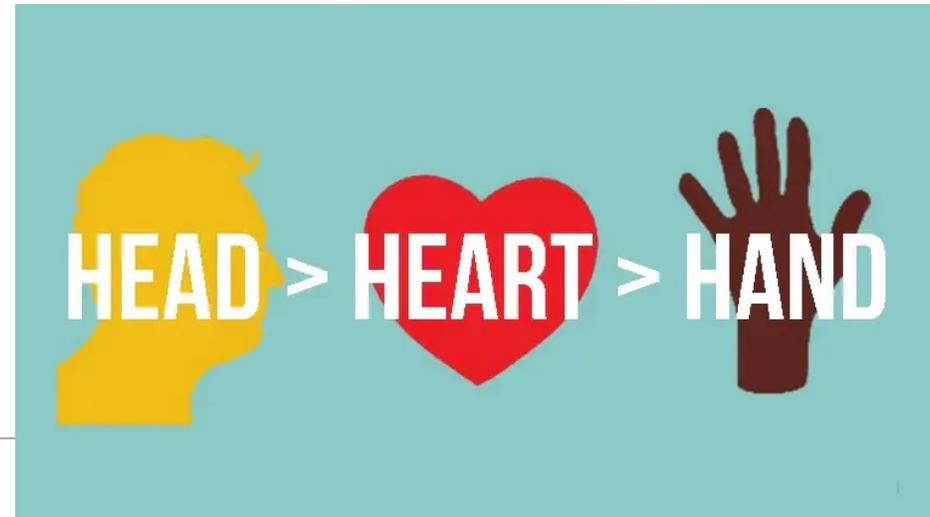


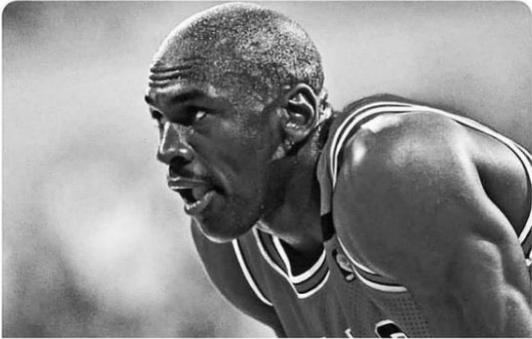
Leading with the heart, head and hands: Social emotional learning in rural primary schools



Mariska van Reenen

"If you quit once it becomes a habit.
Never quit!"

- Michael Jordan



Introduction

- * Mariska van Reenen
- * Mom of two boys
- * Operational Head of a combined Primary and High School in Johannesburg
- * Experience with the South African curriculum
- * Taught in London, UK for 2 years
- * Currently following the Cambridge curriculum
- * Passion for helping people grow and to assist in guiding them to fulfil their full potential, as this will create future game-changers.



Finish the sentence

Every school leader
deserves.....

Overview of Research Project



Main Question:

In what ways does a Social Emotional Learning (SEL) approach to leadership positively impact the culture of learning in low quintile Limpopo Schools?

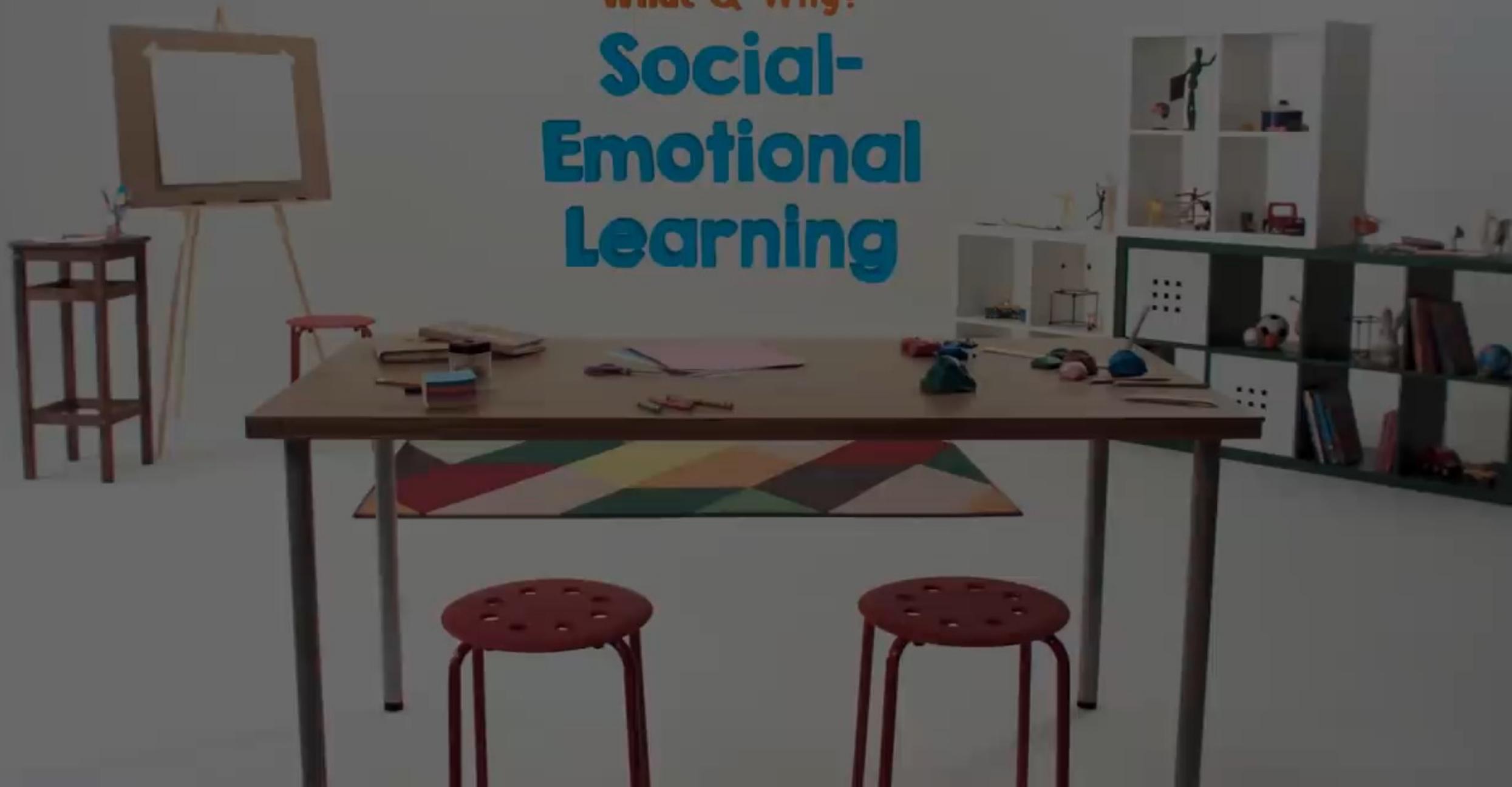


* Head, heart, and hands model to explore SEL



* Transformation in culture of learning

What & Why?
**Social-
Emotional
Learning**



South African schools

**TEACHERS
WHO ARE TIRED
WORN OUT, AND
UTTERLY EXHAUSTED
ARE MOST LIKELY
MAKING A BIGGER
DIFFERENCE
THAN THEY WILL EVER KNOW.**

- * Lockdown due to Covid-19 challenges
- * Poor infrastructure, insufficient resources, and a shortage of trained or qualified teachers and/or overworked and tired teachers
- * This is significant in my research because I'm interested in learning how principals can apply SEL methods through the head, heart and head model, in low quintile schools to address the problems posed by South Africa's persistent inequalities. This will facilitate long-term changes on the culture of learning in South African schools.

Research Overview

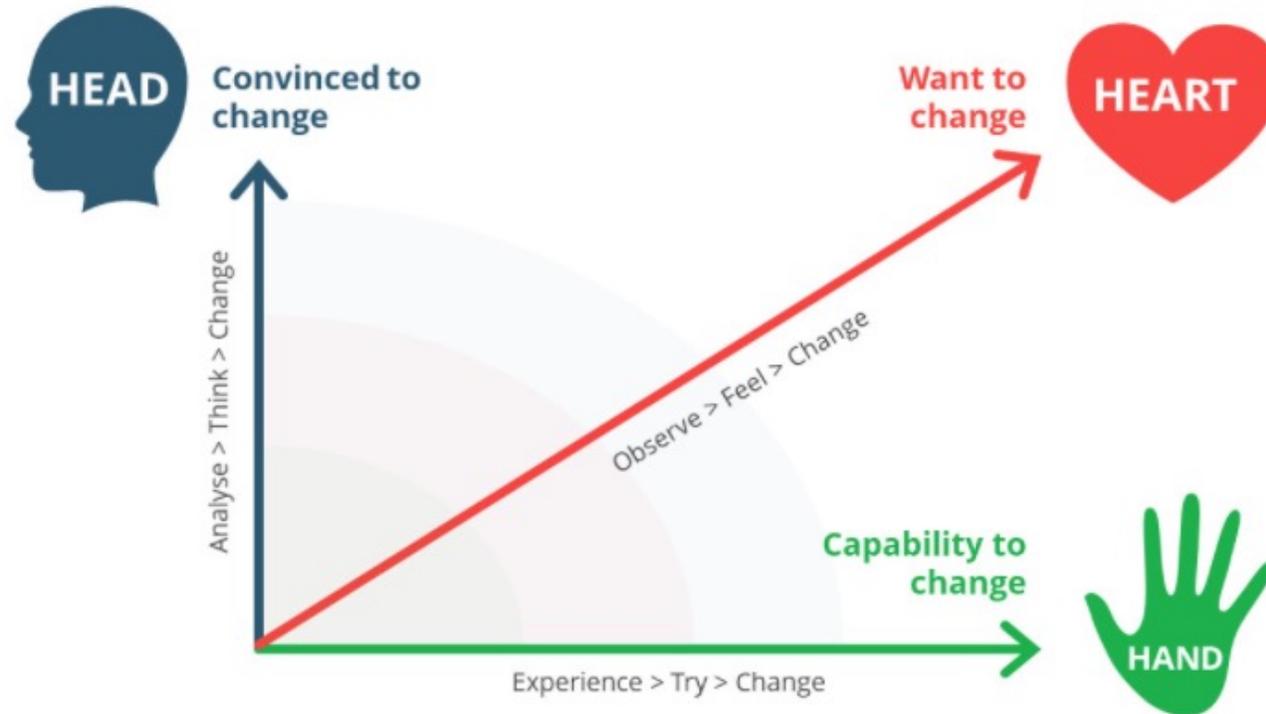
Head 	The logic about why changes are needed in certain aspects of school operations.	Explore how SEL approaches are used by principals at Limpopo schools.
Heart 	The emotions about why the changes are needed and important to sustain a positive influence in future.	To ascertain how effective the SEL approaches are on maintaining a positive culture of learning.
Hand 	Knowledge of what to do to support and maintain changes required for long-term influences.	To derive recommendations on how SEL approaches can sustain the changes required for a positive culture of learning.

Research Overview

Topics explored in the research include:

Different Leadership Approaches to Social Emotional Learning	The importance of educational / school leadership Transformational leadership Distributive leadership Vision setting
Social Emotional Learning Leadership's Effect on Creating a Positive Culture of learning	Social emotional learning Effective culture of learning Staff well-being
The Changing World's Impact on Social Emotional Leadership in Rural Primary Schools	Effects of COVID-19 on school leadership approaches Sustaining a culture of learning during and after COVID-19 Conditions required for the implementation of social emotional learning in low quintile schools

Research Overview



JEREMY ANDERSON

Reflection

Every school leader deserves....

To be equipped
with skills to
lead change

Self-regulation

Safety

**A CHECKUP
FROM THE
NECK UP**



Mental Health

Support

To grow and
transform