

# Unbounded nature of learning

Group 4

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# Survey of playing outside experiences when you were young

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# Define Unbounded Nature of Learning

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- What do we mean by unbounded? What we mean is that in leading the design of early education settings, we often think of skills and competencies in the major areas of development, such as language and literacy or social emotional as separate or independent.
- But actually, today's science reminds us, and sharpens our understanding, that the major areas of development are deeply intertwined in the brain and in behavior. And they grow in tandem and influence each other in profound ways.



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# The Science Behind the Principles

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- Scientists have discovered that the experiences children have early in life—and the environments in which they have them—not only shape their brain architecture, but also affect whether, how, and when the developmental instructions carried in their genes are expressed. This is how the environment of relationships young children experience with adult caregivers, as well as early nutrition and the physical, chemical, and built environments, all get “under the skin” and influence lifelong learning, behavior, and both physical and mental health—for better or for worse.
- Students who participated in evidence-based social and emotional learning (SEL) programs showed significant improvements in social and emotional learning skills, behavior, attitudes, and academic performance, as well as reduced emotional distress and conduct problems.



# The Science Behind the Principles

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- A young child's brain is biologically hardwired to engage with adults through warm and responsive interactions, and these interactions become the fuel for brain development. Early in life, this looks like back-and-forth interactions between an infant and caregiver as she responds to the infant's verbal or visual cues. These interactions support the healthy development of synapses or electrical pathways in the brain. And as little brains continue to create synapses, these pathways establish the brain's architecture.
- Responsive relationships early in life are the most important factor in building sturdy brain architecture. Think of building a house. Relationships are like the foundation, the base on which everything else is built.



# SCHOOLS PLAY A CENTRAL ROLE IN SOCIAL, EMOTIONAL, AND ACADEMIC DEVELOPMENT

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- Schools can have a significant influence on social, emotional, and academic development. The wider community (families, community institutions, etc.) must be engaged to enhance the strength, depth, and pace of acquisition of these competencies.
- As described above, the integration of social, emotional, and academic development is imperative to effective learning environments and for adequately preparing children and youth for success in today's world. It is becoming even clearer that this integrated set of competencies is essential for the increasingly complex, global, and rapidly changing environment in which our students will function as adults. The impact of development in these areas reaches far beyond individual or school success. Making social and emotional development a priority has significant benefits for the well-being of our society, including implications for public health and economic growth.