

## Key Findings



**Curriculum Links** – the Educating the Heart Pupil Programme can be taught through any primary and post-primary curriculum areas/subjects and in particular those related to social and personal development and citizenship.



**Whole School Approach** – there was strong teacher support for a whole school approach. This could be achieved by integrating the programme within the curriculum and developing it through current educational initiatives. (In Northern Ireland The Educating the Heart Programme could be developed through the Shared Education Programme). Teachers cited a range of benefits to the pupils, school and wider community and outlined a range of practical strategies to implement a whole school approach.



**Sharing Practice** – teachers valued opportunities to share practice. This enabled teachers to build relationships and networks.



**Inquiry-based Active Teaching and Learning Methods** – teachers developed and used a range of inquiry based methods.



**Knowledge and Understanding** – teachers developed a deeper understanding of Compassion, Compassionate Global Citizenship and a range of social injustice and social inequality issues.



**Promoted Pupil Voice** – teachers actively encouraged pupil voice in Educating the Heart lessons and in all aspects of their practice. Pupils were motivated and more involved in their learning and developed confidence.



**Developed Pupils' Metacognitive Abilities** – understanding the thinking process encouraged pupils to self-reflect and to better understand themselves, their thinking and emotions and those of others.



**Developing Pupils' Critical Thinking and Critical Literacy Skills** – enabled pupils to question their beliefs, values and views and to become more discerning and critical of information. Enabled pupils to think more deeply about the underlying causes and consequences of social injustice and social inequality issues.



**Developing Pupils' Emotional Literacy** – contributed to pupils' mental wellbeing, healthy mind and being happy. Provided pupils with a vocabulary and language to express their emotions. Pupils were better able to understand and manage their emotions and those of others.



**Developing Pupils' Resilience** – many teachers used grounding, tracking and resourcing techniques to develop resilience in their personal and professional life. Pupils used these techniques as coping strategies to help them deal with difficult situations. Encouraged pupils to overcome challenges.



**Developing Pupils' Growth Mindset** – enabled pupils to realise how their attitude could affect motivation and their ability to achieve success. Having a growth mindset supported pupils to be more resilient by giving pupils confidence in their ability to overcome challenges.



**Developing Pupils Knowledge, Understanding, Skills and Values** – pupils developed knowledge and understanding of Compassionate Global Citizenship and a range of social injustice and social inequality issues. Pupils developed skills such as, critical thinking critical literacy and working with others and values such as, Cooperation, Empathy, Compassion, Fairness and Trust.



**Teaching Controversial Issues** – teachers were more confident to teach controversial issues



**Educating the Heart Pupil Programme** – teachers were very positive about the programme. Teachers said the lessons and pedagogy placed students and the centre of learning process and engaged them cognitively, emotionally and physically.



**Reconciliation and Peacebuilding** – Compassionate Global Citizenship can contribute to reconciliation and peacebuilding.