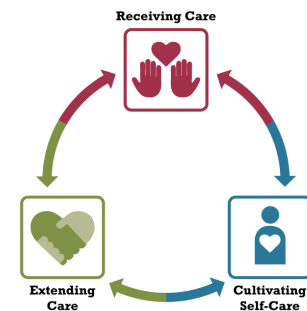


Call to Care Executive Summary 2012-2015

In 2012 Mind & Life Institute launched its Ethics, Education, and Human Development Initiative, inspired in part by the Dalai Lama's call to design a curriculum and pedagogy in "secular ethics." In launching this initiative, MLI joined a growing movement of educators, scientists, and contemplatives interested in fostering ethics and compassion in education.

During the 2013 planning year, guided by an interdisciplinary advisory group of nearly 50 experts in education, developmental science, and contemplative scholarship, MLI performed a needs assessment based on a survey of social emotional learning (SEL) programs and contemplative-based educational programs. The goals of this assessment were to assess the state of the field and identify gaps in research and programs in which MLI could offer a contribution. The assessment revealed that despite the numerous strengths of many SEL and contemplative-based programs, the field was missing a comprehensive, interdisciplinary framework for fostering compassion and ethics in education. We thus began to develop a theoretical framework, entitled *Call to Care* (C2C).

The framework is organized around three *integrated* modes of care (receiving care, cultivating self-care, and extending care). The Call to Care framework is imbued with MLI's core principles of honoring local values, respecting and empowering educators and students, and supporting community. The design of the Call to Care framework for educators and students reflects a developmental, culturally aware, systems-based approach.



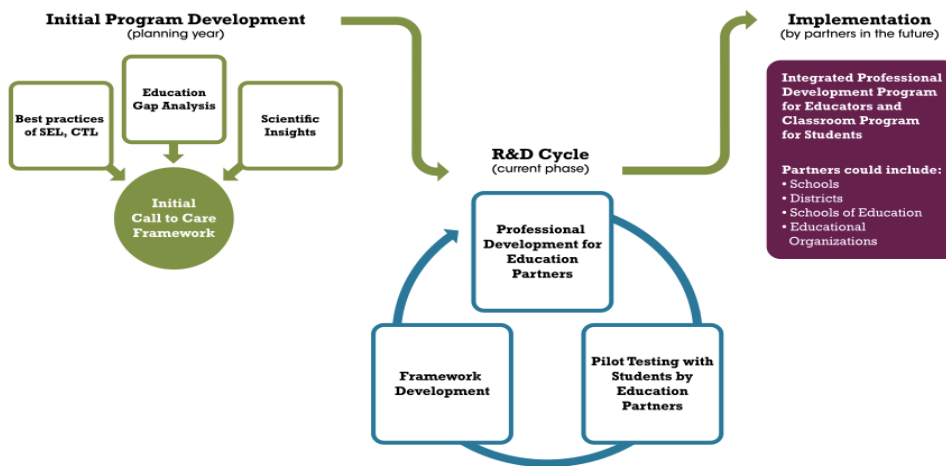
The core skills and practices in the receiving care mode are designed to help educators students learn to recognize and re-experience moments of connection, warmth, affection, and inner safety with others, including parents, educators, close relatives, friends, animals or places. These feelings of being worthy, welcomed, delighted in, and secure provide the safe base from which educators and students are better able to welcome and see others in their potential. In the absence of a fundamental sense of self-respect or appreciation of one's own self-worth, any care extended to others is built on a fragile, unsustainable, and potentially unhealthy base.

The cultivating self-care mode offers strategies to 1) become attuned to the wisdom of the body, 2) manage stress and difficult emotions, 3) hold thoughts and feelings in an accepting mode of awareness, 4) promote cognitive flexibility and openness to experience, and 5) take better care of needs. We learn how to see our inner life more clearly by facing all of our physical sensations, thoughts and emotions as they arise and noticing as they recede with openness and reserving judgment. As we become less averse to our own negative experiences and less grasping of positive experiences we are able to cultivate a deeper capacity for empathic connection to others who experience similar feelings.

In the extending care mode, care towards others flows from humans' natural capacity for compassion and empathy, which requires cultivation. Compassion extends from empathy to a feeling of love, warmth and concern for the feelings of another person. These positive feelings can lead to a strong and practical motivation to relieve suffering and support well-being. (Singer & Bolz, 2013, pp. 272-284) By learning to see others more deeply and connect with their potential, beyond our limited thoughts of them, educators and students are able to explore deeper connections to other people, thereby enhancing our capacity for compassionate action.

The C2C project is being pursued as a translational research network facilitated by MLI, with broad inclusive interaction with organizations and individuals with shared aspirations to cultivate ethical and prosocial behavior.

FIGURE 1. MLI C2C TRANSLATIONAL RESEARCH NETWORK STRUCTURE AND PHASES



In collaboration with a core advisory group, we developed a year-long professional development program for educators. Between 2013-2014, we implemented this program with a team of educators from the Smith College Campus School who also began work on a supporting classroom guide targeting grades K-8. In July 2014, nearly 80 educators from around the world gathered together in Amherst, Massachusetts for intensive days of exchange, practice, and movement building. The workshops included an introduction to the *Call to Care* framework for educators and immersion training in skills and practices designed to cultivate three modes of care (receiving, extending and cultivating self-care), as well as strategies for overcoming common obstacles to care.

Partnerships were formed with seven schools in the United States and seven global sites (Bhutan, Central Tibet Authority, India, Israel, Mexico, Scandinavia, and Vietnam) which attended the 2014 summer institute. The US-based teams were invited to participate in our first distance-based, online course, which launched in September 2014. Global teams from Bhutan, Israel, Norway and Vietnam began to pilot *Call to Care* with educators and students. The diverse sites offer an exploration of the care framework's universality across and unique applications within social and cultural contexts.





As informed by this first year of implementation, the design of C2C has evolved to better meet the needs of educators and now includes the following phases, occurring in the following sequence:

1. *Intensive 3-5 day Institute in Summer 1*

2-5 colleagues from the same school attend and form the leadership team for a community of care at their school site. The institute introduces the three modes of care framework, creates opportunities for skill-based, experiential learning experiences, and builds a cohort of educators enhancing their capacities for care.

2. *9-week Distance Learning Course in Fall 1*
Teams engage in (1) weekly, one-hour, online, video calls with C2C faculty, (2) weekly site-based team meetings, and (3) monthly one-hour coaching calls with faculty. The course continues the exploration from the summer institute and initiates a care-based learning community in the school.
3. *9-week Community of Care in Spring 1*
Team members facilitate or co-facilitate a self-led investigation continuing to explore the modes of care and connect the framework to classrooms and students. Educators may offer a short course or workshops introducing parents to the framework. The experience of facilitation serves as preparation for implementing this work with students.
4. *Intensive 3-5 day Institute in Summer 2*
2-5 colleagues from the same school attend and form the leadership team for the implementation of C2C with students in classrooms the following school year. The institute focuses on the sample investigations designed by educators, ways to assess the effectiveness of implementing the framework with students, and challenges to offering a developmentally-appropriate, context-specific, systems-based approach to building caring communities in schools.
5. *Year-long Implementation with Students in Fall 2 & Spring 2*
School-wide classroom implementation of the C2C framework and sample investigations with students. Educators contribute to continued evolution of the classroom guide through structured observations and feedback.

The year-long implementation with students is informed by a Classroom Guide designed in collaboration with K-8 educators and professional development experts. The guide consists of two introductory background chapters and four units following the four seasons.

	EARLY FALL (SEPTEMBER- OCTOBER)	UNIT 1: WHY CARE ABOUT CARE	What conditions increase our capacity as individuals and as a community to learn?
	LATE FALL (NOVEMBER- DECEMBER)	UNIT 2: RECEIVING CARE	Why are living things dependent on care?
	WINTER (JANUARY- FEBRUARY)	UNIT 3: CULTIVATING SELF-CARE	How do we see clearly, accept, and address our own need for care?
	SPRING (MARCH-MAY)	UNIT 4: EXTENDING CARE	Does "thinking globally, acting locally" enhance individual and community well-being?

The C2C Professional Development framework emphasizes the relational co- development of caring capacities at both the intra- and inter-personal levels. Providing opportunities for educators to create and develop adult communities of care, helps lay the foundation for this work with students through responsible, caring, and creative methods. It also provides socio-emotional- and contemplative-based learning experiences for educators, and cooperative learning strategies to foster a “community of care” among school-based teams.

The program provides materials and courses for educators to explore the C2C framework with the aim of:

- Enriching their own capacity and skill for nurturing care in themselves and their classrooms.
- Providing feedback to our team to improve the C2C framework and professional development program
- Potentially becoming participants in pilot testing at their school