HAMBURG AREA SCHOOL DISTRICT

PREPARED FOR THE BOARD OF SCHOOL DIRECTORS,
FACULTY AND STAFF, COMMUNITY, PARENTS AND STUDENTS
AT HAMBURG AREA SCHOOL DISTRICT

DR. RICHARD J. MEXTORF
SUPERINTENDENT OF SCHOOLS

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My analysis showed that **emotional intelligence** *played an increasingly important role at the highest levels of the company, where*

TABLE OF CONTENTS

Public education is a public good. At its best, it is a sacred trust between schools and the communities they serve. At its worst, it is a bureaucracy mired in top-down mandates, political agendas, multiple priorities, and various constituent groups all expecting different outcomes. In order to stay the course and fulfill their intended mission, organizations must focus on their "true north," or their unique function. They must know why their "organizational feet hit the floor" each morning. To say it another way, they must have a clear and compelling purpose.

A Compelling Purpose is not a slogan, a jingle, or a feel-good statement. A Compelling Purpose identifies the work that is "so important, we can't not do it." In an age of increasing complexity, we need a Compelling Purpose to remind us, and those we serve, why we exist. Our Compelling Purpose identifies our "true north" and inspires us to contribute to a collective cause that is greater than our individual interests.

The Compelling Purpose at Hamburg Area School District is **Uniting Talent and Passion!** This is based on the common sense notion that there are lots of ways to be smart; that all learners have different talents and different interests, which must be fully developed so that Every Child, Without Exception, stands the greatest chance of making a difference in the world. It is also based on the belief that learners' developing a sense of humanity is a game-changer in the world today; the secret sauce in our Compelling Purpose recipe.

We believe that by helping learners develop their talents (TQ), their passions (PQ), and their sense of connection with others on a human level, referred to hereafter as Emotional Intelligence (EI), we are giving them their best chance to make a difference in the world. We represent the ingredients in our recipe with the following formula: TQ (talent quotient) + PQ (passion quotient) + EI (emotional intelligence) is greater than IQ (Intelligence Quotient).

While Uniting Talent and Passion! is based on common sense principles, it is also rooted in scholarly research, brain research, and neuroscience. This essay discusses the literature and explains how the components of the formula work together to provide our learners with the tools necessary to live lives of significance and meaning. Through Uniting Talent and Passion, we are giving our kids the gift of helping them find their purpose!

INTRODUCTION

I always look forward to opening day in the National Football League. This year was no different. Watching with friends, I looked forward to seeing my beloved Steelers open the season. If you have watched as much football as I have, you certainly have noticed that the television coverage of NFL games is very formulaic; commercials are placed strategically and at regular intervals during the games. Consequently, there are lots of commercials during a typical three-hour broadcast.

During one such time out, the Subway "five-dollar foot long"

is the formula that will empower learners with the adaptability, flexibility, and resiliency to meet the challenges of the future.

> "... IN THE AGE OF ABUNDANCE, IT IS HARDER AND HARDER TO FIND PRODUCTS AND SERVICES THAT STAND OUT BECAUSE OF THEIR UNIQUE FUNCTION, OR COMPELLING PURPOSE."

commercial aired. One member of our group said she was sick of seeing the commercial run again and again during the frequent time outs. Another member of our group agreed, but said, "I get sick of seeing it, but the tune does stick in your head." You know the tune… "Five…five…five-dollar foot long…any, any, any…" etc. Of course, these are known as jingles, and have been around for many, many years. They are designed to "stick in your head," as my friend said, so you will buy their product or service.

Advertisers also use characters to "stick in the heads" of consumers. Insurance companies are famous for doing this. Progressive has Flo and the Name Your Price Tool (customization and low cost), GEICO has the Gecko, the "easier than" (so easy, even a caveman could do it), and the "happier than" (happier than a camel on Wednesday) to promote low cost, ease of use, and how "happy" using the product makes one feel.

While these approaches to advertising try to differentiate products from competitors, none of them truly describes why the product or service exists. Whether it's Subway (healthier fast food alternative) or insurance (customizable, easier, happier, more accessible, cheaper, etc.), these companies are advertising for one reason, to increase sales and, therefore, profits.

Companies exist to make a profit, and they use advertising to show the consumer how they are different from other companies that provide the same product or service. Often times this ends up being what Seth Godin calls a "race to the bottom," where companies use price and gimmickry as a way to entice consumers to choose one ordinary, abundant product over another. Perhaps the most ridiculous example of advertising the ordinary is the burger chain that put french fries on a hamburger and offered it as an innovation! Not surprisingly, it was offered on the dollar menu (the price angle).

Then there are icons: the Nike swoosh; Chevrolet; Mercedes Benz; and the slogans: Just do it; We do Chicken Right; etc., that link us to a product or service. While they connect a thought, feeling, or emotion to a brand, they do not identify why the product or service exists.

It stands to reason that companies must make a profit in order to exist, but the onslaught of jingles, slogans, and advertisements and the race to the bottom regarding cost make it hard to decipher what unique function companies serve. The fact of the matter is, in the age of abundance, it is harder and harder to find products and services that stand out because of their unique function, or Compelling Purpose.

Some icons and statements serve as excellent examples of Compelling Purpose. The Red Cross, The Armed Forces, and The United Way use icons and statements that describe exactly why they exist as organizations. They represent a noble purpose; a higher calling, to be more precise. Statements of Compelling Purpose are clear, inspiring, and transcendent. They elicit emotions that inspire people to serve a purpose that is more important than them. Quite simply, a Compelling Purpose can inspire an organization to greatness in the service of an important cause or higher calling.

COMPELLING PURPOSE: UNITING TALENT + PASSION

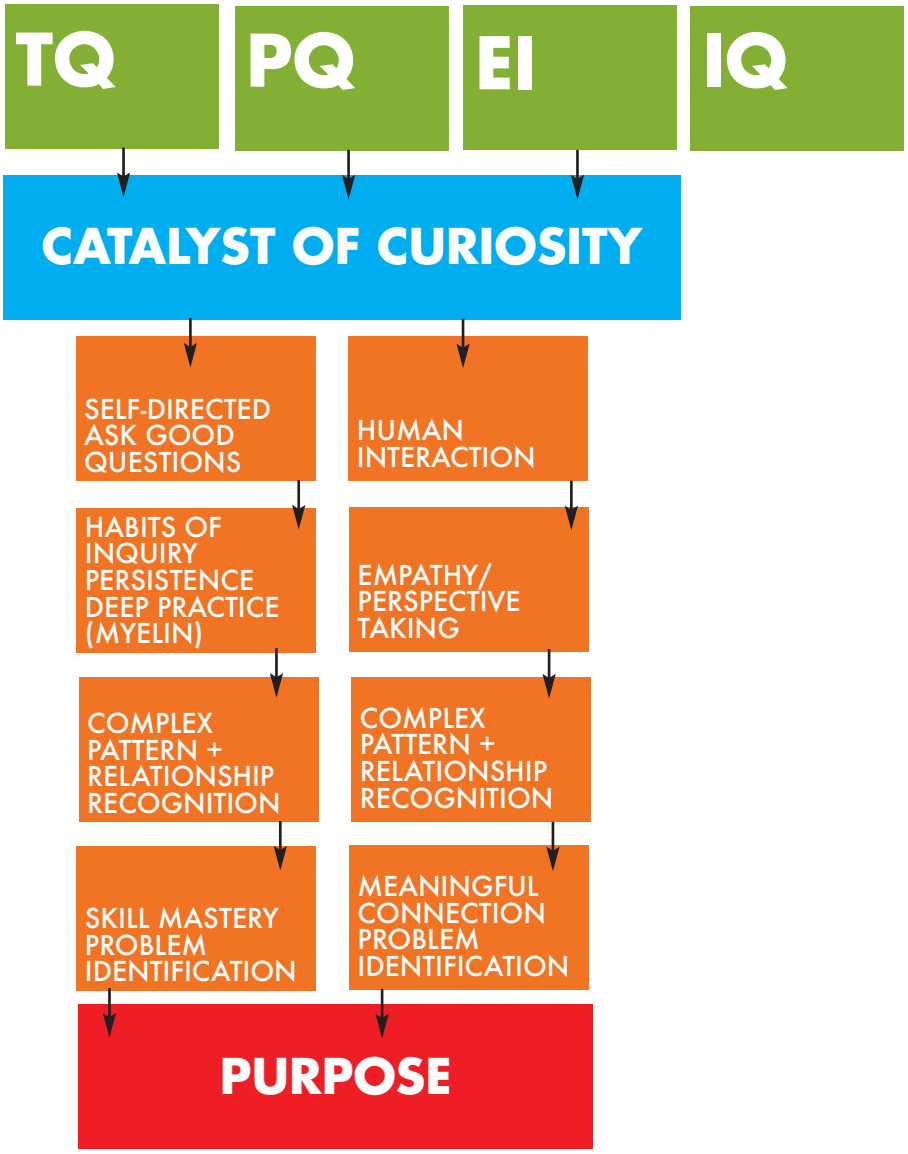
A statement of compelling purpose cannot be manufactured; it must be derived. In our case, Uniting Talent and Passion is derived from our

mission statement: Preparing learners to live lives of significance and meaning. While this is a quality mission statement, the term "significance and meaning" requires greater explanation. "Significance and meaning" means different things to different people. What we must do is provide learners with the tools necessary to create their own definitions of "significance and meaning."

Our current reality suggests that the "same job for 35 years" formula is no longer the way the world of work operates (*Mextorf, 2012*). Changing jobs, and possibly careers, several times throughout their working lives will be the rule, rather than the exception for today's learners. Additionally, because of digitization, outsourcing, and automation, today's learners will need to learn continually throughout their working lives to remain employable. If we can't teach them all they will need to know, and we can't predict the future of work, then what can we do to prepare learners for "significance and meaning"? We can help them discover for themselves: the things they are great at doing (Talent Quotient/TQ), the things they love to do (Passion Quotient/PQ), and how to connect with others on a human level (Emotional Intelligence/EI). This is how TQ + PQ + EI > IQ, the formula for Uniting Talent and Passion, was derived.

Uniting Talent and Passion means that knowing the things you are good at doing, the things you love to do, and understanding the "secret sauce" of human connection is more important than the traditional notion of intelligence. TQ + PQ + EI > IQ is the formula that will empower learners with the adaptability, flexibility, and resiliency to meet the challenges of the future.

TABLE 1: COMPELLING PURPOSE FLOWCHART



Knowing these things, adopting a growth mindset, and committing to work toward continuous improvement gives learners the greatest chance to do meaningful work and make a difference in the world. We represent our commitment to our Compelling Purpose with an icon and with the statement, **Uniting Talent and Passion!**

"CURIOSITY ACTS AS A TURBO BOOSTER FOR TQ PQ EI IQ"

DISCUSSION

The concept of Uniting Talent and Passion is rooted in common sense and practical application. As humans, we all have things we are good at doing (talents), and have a variety of things we are interested in (passions). Additionally, we have heard since kindergarten how important it is to "play well with others." A deeper dive into talent, passion, and emotional intelligence reveals a close connection to brain research and neuroscience.

THE CATALYST OF CURIOSITY

Before we investigate the neuroscience behind talent, passion, and emotional intelligence, let's take a look at the filter described in *Table I* (page 5) as the *Catalyst of Curiosity*. Clark Aldrich, author of *Unschooling Rules*, suggests that "childhood passion based on curiosity and real interest is one of the most powerful forces" (*Aldrich, 2011, pg. 622*).

I first became interested in the notion of curiosity when reading *The World is Flat*, by Thomas Friedman. Friedman stressed the importance of adaptability and flexibility in meeting the needs of work in the twenty-first century. He advises young people to take classes with the best teachers, regardless of the subject matter, because great teachers inspire kids to pursue learning with a burning curiosity. This is what he means when he says students need to learn how to learn. Friedman instructed that, regardless of the subject matter, being a curious learner is a powerful tool for success in work and in life. Friedman tells the reader that there is nothing more powerful than a curious kid (Friedman, 2006).

SELF-DIRECTED/ASKING GOOD QUESTIONS

Curiosity acts as a turbo booster for TQ + PQ + EI. The things you are good at doing, the things you love, and how to connect on a human level are magnified when curiosity acts as a catalyst for action. It is common sense to know that, as humans, we will be more self-directed when pursuing something we are good at doing and/or love to do. However, literature points to the value of asking good questions in the bigger picture.

In *Unschooling Rules*, Clark Aldrich writes, "I've learned that most American Inventions and advances haven't come from studying traditional academic theory but from the curiosity and tinkering of mavericks – Galileo, Newton, Einstein, Curie, Edison, and thousands of others" (*Aldrich, 2011, pg. 62*). Sir Ken Robinson, in the book *Out of Our Minds*, suggests the power of curiosity, "Copernicus, Galileo, and Kepler did not solve an old problem: they asked a new question" (*Robinson, 2011, pg. 88*).

The philosopher Susan Langer discussed the power and importance of generative thinking in opening up whole new ways of seeing things and finding meaning. Langer instructs that the most important characteristic of an intellectual age is the questions it asks – the problems it identifies (*Langer, 1951*).

HABITS OF INQUIRY/ PERSISTENCE/DEEP PRACTICE

We've all heard the axiom Practice Makes Perfect. It turns out to be almost true. Actually, deep practice makes excellence. Deep practice is built on a paradox, struggling in certain targeted ways, operating at the edges of your ability where you make mistakes – makes you smarter. Targeted, mistake focused practice is effective because the best way to build a good circuit is to fire it, attend to the mistakes, then fire it again, over and over. Author Dan Coyle describes deep practice:

Deep practice feels a bit like exploring a dark and unfamiliar room. You start slowly; you bump into furniture, stop, think, and start again. Slowly, a little painfully, you explore the space over and over, attending to errors, extending your reach into the room a bit farther each time, building a mental map until you can move through it quickly and intuitively (2009, pg. 1018).

Struggle is not an option; it's a biological requirement (Coyle, 2009). The biology consists of two humble ingredients, glial cells and myelin. Glial cells make up the myelin layer that insulates the brain's axons, speeding up communication between the neurons (Brafman, 2013, pg. 508). Coyle (2009) explains how it works:

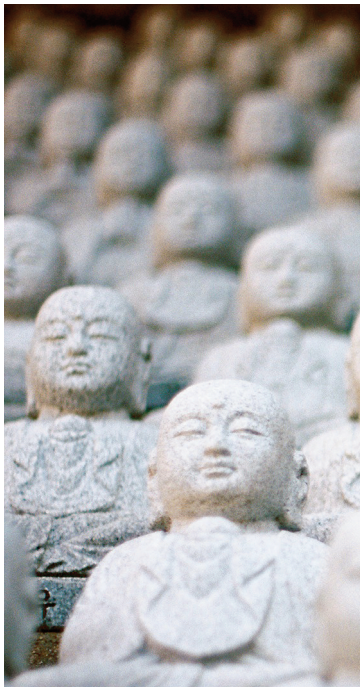
Every human skill, whether it's playing baseball or playing Bach, is created by chains of nerve fibers carrying tiny electrical impulses – basically a signal traveling through a circuit. Myelin's vital role is to wrap those nerve fibers the same way that rubber insulation wraps a copper wire, making the signal stronger and faster by preventing the electrical impulse from leaking out (*pg. 87*). Within the infrastructure of the brain, myelin quietly transforms narrow alleys into broad lightning-fast super highways. Neural traffic that once trundled along at two miles an hour can, with myelin's help, accelerate to two hundred miles an hour (*pg. 502*). Skill is myelin insulation that wraps neural circuits and that grows according to certain signals. The story of skill and talent is the story of myelin (*pg. 413*).

Myelin is critical for developing skill circuits, which are essential for developing automaticity, or the brain's ability to make a task automatic, not requiring intentional thought. Coyle suggests that humans are built to make skills automatic for evolutionary reasons and that automaticity creates a powerful illusion, "a skill, once gained feels utterly natural, as if it's something we've always possessed" (*Coyle, 2009, pg. 462*). Author Dan Goleman suggest that "the height of cognitive performance occurs where motivation and focus peak, at the intersection of a task's difficulty and our ability to match it's demand" (*Goleman, 2006, pg. 270*).

THE ROLE OF PASSION

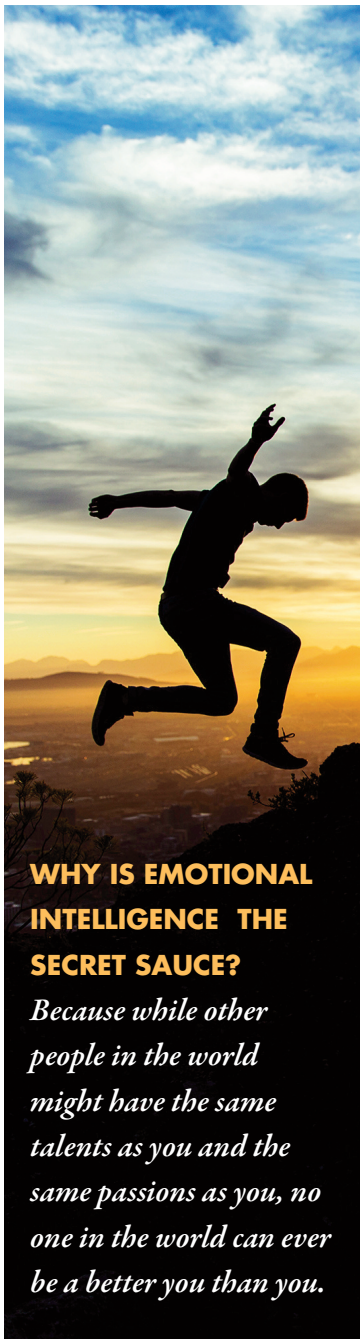
Ken Robinson describes passion as the things that feed your spiritual energy rather than consume it (2011). Robinson also instructs, "Whatever your aptitudes, the greatest source of achievement is passion. Aptitude matters, but passion often matters more… If you love something, you'll be constantly drawn to get better at it" (*2011, pg. 101*).

Dan Coyle emphasizes the role of passion in skill development, "The truth is, skill circuits are not easy to build; deep practice requires serious effort and passionate work" (*Coyle,*



"THE GREATEST SOURCE OF ACHIEVEMENT IS PASSION. APTITUDE MATTERS, BUT PASSION OFTEN MATTERS MORE… IF YOU LOVE SOMETHING, YOU'LL BE CONSTANTLY DRAWN TO GET BETTER AT IT."

KEN ROBINSON



2009, pg. 1786). Coyle further explains, "Why are passion and persistence key ingredients of talent? Because wrapping myelin around a big circuit requires immense energy and time. If you don't love it, you'll never work hard enough to be great" (pg. 423).

A BRAIN DIVIDED

Scientist Robert Sperry (1913-1994) conducted research on the brain in the 1950s and concluded that the left side and the right side of the brain fulfilled different but complimentary functions. The left hemisphere is responsible for logical procedures including language, mathematics and the scientific method. The right hemisphere controls holistic operations such as recognition of faces, orientation in physical space, beauty, intuition, and spirituality.

The right brain is powered by several important components. The Somatosensory Cortex drives the ability to understand and feel our own emotions, which is critical for understanding and empathizing with others. The Insula is the node of the brain circuitry that senses our entire body state and tells us how we are feeling. Tuning in to how we are feeling ourselves plays a central role in how we sense and understand what someone else is feeling (Goleman, 2011).

The Anterior Cingulated Cortex (ACC) directs our attention and coordinates our thoughts, our emotions, and the body's response to our feelings. Brain imaging studies find enhanced functioning in the ACC in people who are interpersonally aware; those who can not only assess a social situation accurately but also sense how others in the situation would perceive it (Goleman, 2006).

EI – THE SECRET SAUCE

EI – or Emotional Intelligence – is the secret sauce of TQ + PQ + EI > IQ. Why is EI the secret sauce? Because while other people in the world might have the same talents as you and the same passions as you, no one in the world can ever be a better you than you.

The ingredients to the secret sauce are human interaction, empathy, and perspective taking. Dan Goleman (2011, 2006), the leading researcher on Emotional Intelligence, categorizes the components of EI accordingly:

- Self-Awareness
- Social Awareness
- Self-Management
- Relationship Management

Emotional Intelligence (EI) gets a bad rap. Because it resides in the right hemisphere of the brain, it is associated with soft, touchy-feely things that people think don't really matter in the tough world of business. In reality, EI has its roots in brain research and neurobiology and could be considered more important for overall success in work and in life than any other brain function. Dan Goleman (2011) conducted a study comparing superb leaders with mediocre ones. Goleman found that the competencies that distinguish the best from the worst have little to do with content knowledge or technical skill and everything to do with social and emotional intelligence. Goleman describes his findings,

I analyzed competency models from 188 companies, most of which were large and global, as well as government agencies. When I analyzed all this data, I found dramatic results. To be sure, intellect was a driver of outstanding performance. Cognitive skills such as big-picture

thinking and long-term vision were particularly important. But when I calculated the ratio of technical skills and IQ to emotional intelligence as ingredients of excellent performance, emotional intelligence proved to be twice as important as the others for jobs at all levels. Moreover, my analysis showed that emotional intelligence played an increasingly important role at the highest levels of the company, where differences in technical skills were of negligible importance.

In other words, the higher the rank of a person considered to be a star performer, the more emotional intelligence capabilities showed up as the reason for his or her effectiveness. When I compared star performers with average ones in senior leadership positions, nearly 90 percent of the competencies that distinguished outstanding performers was attributable to emotional intelligence factors rather than purely cognitive abilities. Other researchers have confirmed that emotional intelligence not only distinguishes outstanding leaders but can also be linked to strong performance (pp. 26-27).

EMPATHY AND PERSPECTIVE TAKING

Empathy is the powerful ability to imagine what motivates someone else and to act; it is about feeling with someone, not for someone. You often hear the phrase, "walk a mile in their shoes before you judge," to evoke empathic emotions.

Empathy is built on sharing the inner state of another person and operates on mirror neurons. These circuits become more active when empathy becomes intentional. The more active your mirror neurons, the stronger the empathy. What is required is a persistent effort to understand how another person sees the world, and to care about it (Godin).

Goleman (2011) divides empathy into three categories:

1. Cognitive Empathy –
I know how you see things

2. Emotional Empathy –
I feel with you

3. Empathic Concern –
I sense you need help
(and I am ready to provide it)

Cognitive Empathy is based on the interpersonal neurobiological concept of *Mindsight*, pioneered by Dan Siegel (2007). Mindsight is the ability to apprehend what seems to be going on in someone' else's mind through Perspective Taking. It is about peering into a person's mind to sense their feelings and figure out what they are thinking. We can't actually read another person's mind, but we can pick up facial and vocal cues and read between the lines of what they say and do to make very accurate inferences about what's really on their mind. Effective Perspective Taking, attuning yourself with others, is a cognitive capacity. Goleman identifies this as one of our most invaluable human skills.

Mirror neurons play a vital role in Emotional Empathy and Empathic Concern. They provide the richness to empathy. Empathic Resonance, the brain-to-brain connection between people or groups of people, is sparked by the cerebellum, which keeps us focused on the other person to pick up facial and verbal cues. As we engage in empathy the brain makes connections between the sensory cortices, thalamus and amygdala, which triggers our response. We see this process all the time in groups. In collective contagion, a common emotion can lead a

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>
> SETH GODIN

crowd of people to common action. This happens in political movements, rebellions, benefits such as a 5k run for cancer research, and within crowds at major sporting events (the whole stadium screaming first down at a Steelers game).

Another way Emotional Empathy and Empathic Concern plays out in groups is through plays and movies. This is known as coordinating mirror neurons writ large. This is where everyone in the theater is moved to a collective emotion. I experienced this when I went to see the movie *The Butler*. The personal story of the butler told within the larger story of segregation and discrimination in America evoked powerful emotions among us in the audience. We might not have all felt the exact same emotions (subjective reality), but we all felt something powerful.

Goleman (2006) describes Emotional Empathy and Empathic Concern as low-road empathy and Cognitive Empathy as high-road empathy. We experience an emotion through the sensory cortices of the thalamus and amygdala (low-road), and then we process that emotion through the neocortex (high-road) and generate a thoughtful response. In other words, Emotional Empathy and Empathic Concern are feelingful. Cognitive Empathy is thoughtful. Goleman describes these processes as fraternal twins, meaning they are both crucial for Emotional Intelligence.

COMPLEX PATTERN AND RELATIONSHIP RECOGNITION

I first became interested in the concept of Complex Pattern and Relationship Recognition after reading *A Whole New Mind*, by Dan Pink. In the book, Pink describes how Asia, abundance, and automation have created a world where any work that can be digitized, outsourced, off-shored, or automated has been or will be in the future. This global phenomenon has created a new reality for the world of work from one structured around an algorithmic approach (think IBM or assembly line) to one structured around a heuristic approach (think Google or Apple).

In *Out of Our Minds*, Sir Ken Robinson (2011) explains that more complex economies demand more sophisticated talent, with global acumen, knowledge of different cultures, technology literacy, entrepreneurial skills, and the ability to manage increasingly complex organizations. Employers say they want people who can think creatively, who can innovate, who can communicate well, work in teams, and are dependable and self-confident. This doesn't jibe well with our industrial solution for education, which has seduced itself into believing that the most important thing to be taught is how to get high SAT scores (*Godin*).

While Pink brought this concept to the masses in the early 21st century, scholars and researchers have been forecasting this reality since at least the 1970s. Carl Sagan (1934-1996) explained the need for complex pattern and relationship recognition in the 1978 publication *The Dragons of Eden*:

Mere critical thinking without creative and intuitive insight, without the search for new patterns is sterile and doomed. To solve complex problems in changing circumstances requires the activity of both cerebral hemispheres. The pattern to the future lies through the corpus callosum (the broad band of nerve fibers that joins the two hemispheres of the brain).

> “THE SPECIALIST WHO CANNOT TAKE THE HOLISTIC VIEW... IS NO USE AT ALL. ”
>
> SIR JOHN HARVEY JONES

Robinson (2011) quotes Sir John Harvey Jones, former leader of ICI, Imperial Chemical Industries, to highlight the need for complex pattern and relationship recognition in our new reality:

Every single person in business needs to acquire the ability to change, the self-confidence to learn new things and the capacity for helicopter vision. The idea that we can win with brilliant scientists and technologists alone is absolute non-sense. It's breadth of vision, the ability to understand all the influences at work, to flex between them and not be frightened of totally different experiences and view-points that hold the key. We need every single pressure from business at the mo-ment to make it clear that the specialist who cannot take a holistic view of the whole scene is no use at all (pg. 240).

When learners understand their talents and their passions, fuel them with curiosity, become self-directed, develop skills through deep practice and understand how to connect with others on a human level, they have built the framework to identify complex patterns and relationships. This is the process of taking seemingly disparate pieces of information – things that seem like they don't fit together – and “connecting the dots” to create novel solutions. In short, learners now have what they need to make the magic happen.

Ken Robinson (2011) instructs that complex pattern and relationship recognition occurs by making unusual connections, seeing analogies between ideas that have not previously been related. Robinson says that these insights occur when they are com-bined in unexpected ways or applied to questions or issues with which they are not normally associated. He goes on to describe creative thought as the process of breaching boundaries between different frames of reference.

The best real-life example I can think of to describe this is the creation of the first iPhone. The iPhone did not contain one new piece of technology. The world already had telephones, cameras, mp3 players, digital recorders, and processors. The

> NOW, MORE THAN EVER, WE NEED TALENTED, PASSIONATE, CONNECTED PEOPLE TO NOT JUST REACT TO THE CRISIS OF THE DAY, BUT TO IDENTIFY THE RIGHT PROBLEM(S) TO SOLVE AND THEN SUMMON THE WILL TO MAKE A DIFFERENCE.
>
> CLARK ALDRICH

folks at Apple put these items together (using a new collaborative process) and created a truly innovative product that changed the way we live and work. It also spawned a new competitive marketplace for mobile devices. The iPhone is an example of a true innovation that emerged through complex pattern and relationship recognition.

PROBLEM IDENTIFICATION

We've developed our skills, can connect emotionally and intellectually with others, can recognize complex patterns and relationships; now we move to the highest level of our Compelling Purpose: Problem Identification.

Dan Pink (2012) describes problem identification as having the capacity to help others see their situations in fresh and more revealing ways, the clarity to tackle customer's problems on the spot, and to identify problems they didn't realize they had (1637).

Problem identification has its roots in asking good questions. As I illustrated earlier, those who came up with truly innovative, creative and novel ideas were doing less problem solving and more problem finding. In the mid 1960s, Jacob Getzels and Mihaly Csikszentmihalyi found that the people most disposed to creative breakthroughs in art, science, or any endeavor, tend to be problem finders. These people sort through vast amounts of information and inputs, often from multiple disciplines; experiment with a variety of different approaches; are willing to switch directions in the course of a project; and often take longer than their counterparts to complete their work (*Pink, 2012, pg. 1667*).

Clark Aldrich (2011) describes how that trend will continue:

The next generation of engineers and scientists are not going to be the ones who are the best "students," who memorize a given week's list of tables and equations before heading off to history class where they do the same thing with historical figures and dates. In fact, it will be a failing graduate school that draws from this lot. The next generation of engineers and scientists will be the ones who are skipping the class but painfully and meticulously gathering the building blocks in their secret workshop and putting together something unprecedented (pg. 398).

We live in a world that is more complex than in any time in human history. Things like climate change, fuel sources, the world's food supply, natural disasters, cultural conflicts, famine, and human rights are just some of the challenges facing mankind. Now, more than ever, we need talented, passionate, connected people to not just react to the crisis of the day, but to identify the right problem(s) to solve and then summon the will to make a difference. We must ensure that our young people have the tools they need to identify and solve the problems of their future, which requires a different approach than we used to solve the problems of our past.

CONCLUSION

Public education is a noble idea that serves the public good. At its best, it is a sacred trust between schools and the communities they serve to prepare our young people to lead us into a future of prosperity. At its worst, it is a bureaucracy wrought with top-down mandates, political agendas, multiple priorities, and various constituent groups all expecting different outcomes. We need a higher calling; we need a Compelling Purpose to guide us through the rubble of the day-to-day and keep us focused on our reason for existence. Without a compelling purpose, we are merely "floating about aimlessly on the sea of cluelessness."

Uniting Talent and Passion is not a slogan, or a bumper sticker, or an advertisement. It is our anchor in the turbulence of the worst of times. It allows us to transcend the mundane day-to-day tasks by reminding us of our higher calling in the best of times. To put it simply, Uniting Talent and Passion is our Compelling Purpose!

> "STRUGGLE IS NOT AN OPTION, IT'S A BIOLOGICAL REQUIREMENT."
>
> DAN COYLE

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This is the second in a series of essays designed to provide a framework for dialogue as, together, we craft the future of public education in Hamburg. Each essay is designed to highlight a particular aspect of education, and discuss how we can move forward to provide a future-focused, personalized learning plan for **every child, without exception**. We are fully committed to helping our kids become the best version of themselves, so that they may make their contributions to the world and live lives of significance and meaning.

HAMBURG AREA SCHOOL DISTRICT
701 WINDSOR STREET
HAMBURG, PA 19526
PHONE: 610–562–2241
FAX: 610–562–2634