



How do we develop our student’s Social & Emotional Learning?

Mark Twain’s IB PYP curriculum toolkit includes skills and strategies to address and develop our student’s **Social and Emotional Learning**. Here at Mark Twain, we develop 5 transdisciplinary skills that IB identifies as **Approaches to Learning**:

- **Thinking skills** – critical and creative thinking, transfer of knowledge from diverse disciplines, reflection and metacognition.
- **Research skills** – information literacy, media-literacy, and ethical use of information
- **Communication skills** – reading, writing, listening, interpreting, speaking; using language and technology to investigate and communicate
- **Social skills** – positive interpersonal relationships and collaboration skills with social-emotional intelligence
- **Self-management skills** – perseverance, resilience, initiative, and organization skills

These **Approaches to Learning** correlate to research over the past 20 years:

Positive Psychology 5 pillars of well-being	CASEL Core Competencies	IB’s Approaches to Learning
Positive Emotions	Self-Awareness	Communication
Engagement	Self-Management	Self-Management
Relationships	Relationship Skills	Social
Meaning	Social Awareness	Thinking
Accomplishment	Decision-Making	Research

Martin Seligman and colleagues at the University of Pennsylvania developed the field of Positive Psychology in 1998. <https://ppc.sas.upenn.edu/our-mission>

CASEL is the acronym for the Collaboration for Academic, Social and Emotional Learning, who formally defined the field of Social and Emotional Learning in 1998 by publishing *Promoting Social and Emotional Learning: Guidelines for Educators*. <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/#social-emotional-learning>

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