Principal Parent Chat

Social Emotional Learning in FWES SIP

Positivity Project- P2

Wednesday, February 27, 2019

Social Emotional Learning (SEL)

School Improvement Plan Indicators

A1.07

ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)

A2.04

Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (5094)

A4.01

The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5117)

A4.06

ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)

E1.06

The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). (5182)

Social Emotional Learning (SEL)

The Why?

SEL Core Competencies

SIP Ideal State:

All school staff access and implement a comprehensive system of social-emotional learning programs that is linked to the IB learner profile. Staff members build relationships with students that affirm who they are and support their access to learning. All students receive the necessary level of support through use of a screening process, data collection, whole-class instruction, and (if needed) small group or individual intervention.

SEL Core Competencies

Self-Management

- · Regulating one's emotions
- Managing stress
- Self-control
- Self-motivation
- Stress management
- Setting and achieving goals

SOCIAL AWARENESS Social & Emotional Learning RESPONSIBLE DECISION-MAKING RELATIONSHIP SKILLS

Self- Awareness

- Labeling one's feelings
- Relating feelings and thoughts to behavior
- Accurate self-assessment of strengths and challenges
- Self-efficacy
- Optimism

Social Awareness

- Perspectivetaking
- Empathy
- · Respecting diversity
- Understanding social and ethical noms of behavior
- Recognizing family, school, and community supports

Responsible Decision-Making

- Considering the wellbeing of self and others
- Recognizing one's responsibility to behave ethically
- Basing decisions on safety, social and ethical considerations
- Evaluating realistic consequences of various actions
- Making constructive, safe choices for self, relationships and school

Sources CASEL, Acknowledge Alliance

Relationship Skills

- Building relationships with diverse individuals and groups
- Communicating clearly
- Working cooperatively
- Resolving conflicts
- Seekinghelp



Social & Emotional Learning

Social Emotional Learning

SIP Action Steps through 2020:

- Positivity Project Implementation School Wide Daily
- Classroom Essential Agreements
- Professional Development on SEL Competencies
 - Align with PYP Principles and Embedded in IB Units of Inquiry
- Develop core instructional strategies to teach competencies
- Develop Tier 2 supports for students who struggle with SEL
- Develop Tier 3 supports for students who struggle with SEL

Positivity Project-P2

Purpose of the Positivity Project Introduction to Positivity Project from Mike Irwin

Character Strengths and Virtues- 24 Positive Character Strengths

"Character strengths are the positive parts of your personality that impact how you think, feel and behave and are the keys to you being your best self. When applied effectively, they are beneficial to you and society as a whole"

Positivity Resources

Positivity Resources