

Self Across the Curriculum*Henry G. Brzycki, Self Across the Curriculum, Abstract*

Abstract

We are in an education revolution where children are learning about life through their schooling and people are spending much more of their lives in school, and little is known about the complex development that occurs through schooling. The Brzycki Group's *Self Across the Curriculum* (SAC) is a pedagogy of the self at the intersection of education and adolescent development. As educators and psychologists have become aware of the self in cognitive developmental psychology has taken on heightened importance due to the increasing awareness of the central, functional role that the self plays in development across the life-span. SAC implements teacher beliefs and practices for imparting self system and positive psychology attributes because of the critical link between the construction of the self and happier, healthier, more successful children. This pedagogy considers the beliefs that teachers hold about the importance of their role in the development of the selves of their students, and classroom practices used to impart self system and positive psychology attributes. SAC represent industry best teacher practices among K-12 schooling level incorporating subjective happiness, satisfaction with life, and psychological well-being lesson activities and attributes, researched by the *Positive Psychology Center*. I argue that teachers can do much more to impact the human development of students. Most curricula within a school context consider academic achievement as the dependent variable or outcome of a child's schooling. Teachers are important in the life of a child not merely for imparting academic content knowledge, but additionally, and more directly than is known, their cognitive and human development in terms of an integrated, whole view of children, or a self system. SAC includes the differing teacher intervention and instructional strategies used to impart happy, healthy and whole children.

Keywords: teacher beliefs and effectiveness; cognitive and positive psychology; self theory; purpose of schooling; self in teaching and learning.