

SEL Competency	SEL skills related to each competency	Key competency	Skills related to each competency
Self-awareness	<ul style="list-style-type: none"> • Label and recognise own and others' emotions • Identify what triggers own emotions • Analyse emotions and how they affect others • Accurately recognise own strengths and limitations • Identify own needs and values • Possess self-efficacy and self-esteem 	<u>Managing self</u>	<p>This competency is associated with self-motivation, a “can-do” attitude, and with students seeing themselves as capable learners. It is integral to self-assessment.</p>
Self-management	<ul style="list-style-type: none"> • Set plans and work toward goals • Overcome obstacles and create strategies for more long-term goals • Monitor progress toward personal and academic short- and long-term goals • Regulate emotions such as impulses, aggression, and self-destructive behavior • Manage personal and interpersonal stress • Attention control (maintain optimal work performance) • Use feedback constructively • Exhibit positive motivation, hope, and optimism • Seek help when needed • Display grit, determination, or perseverance • Advocate for oneself 	<u>Managing self</u>	<p>This competency is associated with self-motivation, a “can-do” attitude, and with students seeing themselves as capable learners. It is integral to self-assessment.</p> <p>Students are:</p> <ul style="list-style-type: none"> • enterprising • resourceful • reliable • resilient <p>Students can:</p> <ul style="list-style-type: none"> • establish personal goals • make plans • manage projects • set high standards. <p>Students have strategies for meeting challenges.</p> <p>Students know:</p> <ul style="list-style-type: none"> • when to lead • when to follow • when and how to act independently.

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Responsible decision making	<ul style="list-style-type: none"> Identify decisions one makes at school Discuss strategies used to resist peer pressure Reflect on how current choices affect future Identify problems when making decisions, and generate alternatives Implement problem-solving skills when making decisions, when appropriate Become self-reflective and self-evaluative Make decisions based on moral, personal, and ethical standards Make responsible decisions that affect the individual, school, and community Negotiate fairly 	<u>Thinking</u>	<p>Thinking is about using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas.</p> <p>Students can:</p> <ul style="list-style-type: none"> problem-solve reflect on their own learning, ask questions challenge the basis of assumptions and perceptions develop understanding make decisions.

Information sourced from:

- [Teaching the whole child: Instructional practices that support social-emotional learning in three teacher evaluation frameworks](#)
- [NZC Online – Key Competencies](#)

Senior leaders: Process for implementing SEL

1. Senior leadership understand SEL
2. Provide teachers with professional learning on SEL
3. Identify how to integrate SEL into your school curriculum
4. Look for instructional practices that promote or support SEL
5. Connect SEL to other school policies and procedures such as, school vision, behaviour, selecting wellbeing programmes, planning wellbeing teaching across the curriculum

Teacher actions: Implementing SEL into your teaching practice

1. use specific instructional strategies and classroom management techniques, including those that foster a supportive, caring classroom environment
2. Assess your use of instructional strategies that support SEL in the classroom
3. Assess students' social-emotional competencies in the classroom
4. Ask for feedback from evaluators, or peers on SEL implementation

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- [Teaching the whole child: Instructional practices that support social-emotional learning in three teacher evaluation frameworks](#)