SEL Competency	SEL skills related to each competency	Key competency	Skills related to each competency
Self-awareness	 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 	Managing self	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.
Self-management	 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 	Managing self	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. Students are:

SEL Competency	SEL skills related to each competency	Key competency	Skills related to each competency
Social awareness	 Identify social cues (verbal, physical) to determine how others feel Predict others' feelings and reactions Evaluate others' emotional reactions Respect others (e.g., listen carefully and accurately) Understand other points of view and perspectives Appreciate diversity (recognize individual and group similarities and differences) Identify and use resources of family, school, and community 	Relating to others Participating and contributing	Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. This competency is about being actively involved in communities. Students can: • contribute appropriately as a group member • make connections with others • create opportunities for others in the group.
Relationship management	 Demonstrate capacity to make friends Exhibit cooperative learning and working toward group goals Evaluate own skills to communicate with others Manage and express emotions in relationships, respecting diverse viewpoints Communicate effectively Cultivate relationships with those who can be resources when help is needed Provide help to those who need it Demonstrate leadership skills when necessary, being assertive and persuasive Prevent interpersonal conflict, but manage and resolve it when it does occur Resist inappropriate social pressures 	Relating to others	Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. Students can: listen actively recognise different points of view negotiate share ideas work together effectively

SEL Competency	SEL skills related to each competency	Key competency	Skills related to each competency
Responsible decision making	 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 	Thinking	Thinking is about using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas. Students can: • 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

Information sourced from:

• Teaching the whole child: Instructional practices that support social-emotional learning in three teacher evaluation frameworks