

A School Self Assessment Tool for Social and Emotional Competencies Early Years' Students

RATINGS:

Explicitly Taught: teachers know this skill needs to be taught and have various activities or programs that guide them.

Incidentally Taught: teachers use incidents in the classroom to remind students of this skill.

Staff Awareness: staff has some (or very little) knowledge of this competence and how it assists students' growth. They do not teach the skills.

<u>Major Area</u>	<u>Competencies</u> Our students	Explicitly Taught	Incidentally taught	Some Staff Awareness	No Staff Awareness
Self Awareness	• identify their own emotions				
	• label their emotions accurately				
	• identify their positive qualities				
	• cultivate their positive qualities				
Social Awareness	• identify the thoughts of others				
	• understand or interpret the thoughts of others				
	• identify the feelings of others				
	• understand or interpret the feelings of others				
	• understand value of individual differences				
	• understand value of group differences				
	• know that differences complement each other				
Self Management	• monitor their own feelings				
	• regulate their own feelings				
	• establish short term goals				
	• establish long term goals				
	• work to achieve short term goals				
	• work to achieve long term goals				
	• set goals that match society's values				

<u>Major Area</u>	<u>Competencies</u> Our students	Explicitly Taught	Incidentally taught	Some Staff Awareness	No Staff Awareness
Decision Making	• know when a decision has to be made				
	• assess factors that impact on a decision				
	• recognise need to act in a safe and legal way				
	• know why decisions have to be safe & legal				
	• believe others should be treated kindly				
	• desire to contribute to a common good				
	• generate possible solutions to problems				
	• implement solutions to problems				
	• evaluate possible solutions to problems				
Relationship Skills	• use verbal skills to express themselves				
	• use non verbal skills to express themselves				
	• use communication to build positive exchanges				
	• have positive connections with individuals				
	• have positive connections with groups				
	• achieve positive conflict resolutions				
	• address the needs of others in conflicts				
	• convey the ability to say 'no'.				
	• follow through with decisions to say 'no'.				
Summary	Major Areas of Strength in competence building				
	Major areas where a focus is Needed				
	Areas where we need to start working				