## Competencies, capacities, and skills at the heart of SEL

This document has been adapted from CASEL and ACARA and supports Evidence for Learning’s Guidance Report Improving Social and emotional learning in primary schools

<table>
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<tr>
<th>Core competency</th>
<th>Definition</th>
<th>Associated Capacities and Skills</th>
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</table>
| Self-awareness           | The ability to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognise one’s strengths and limitations with a well-grounded sense of confidence and purpose. | • Demonstrate honesty, integrity and values  
• Examine prejudices and biases  
• Develop a growth mindset  
• Hold interests and a sense of purpose  
• Identify personal characteristics  
• Recognise emotions  
• Recognise personal qualities and achievements  
• Understand themselves as learners  
• Develop reflective practice. |
| Self-management          | The ability to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal/collective goals. | • Manage one’s emotions and express them appropriately  
• Identify and use stress-management strategies  
• Develop self-discipline and self-motivation  
• Set personal and collective goals  
• Use planning and organisational skills  
• Demonstrate personal and collective agency  
• Work independently and show initiative  
• Become confident, resilient and adaptable. |
| Social awareness         | The abilities to understand the perspectives of and empathise with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognise family, school, and community resources and supports. | • Take others’ perspectives  
• Recognise strengths in others  
• Demonstrate empathy and compassion  
• Show concern for the feelings of others  
• Understand and expressing gratitude  
• Appreciate diverse social perspectives, including unjust ones  
• Recognise situational demands and opportunities  
• Understand the influences of organisations/systems on behaviour  
• Contribute to civil society  
• Understand relationships. |
| Relationship skills      | The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. | • Communicate effectively  
• Develop positive relationships  
• Demonstrate cultural competency  
• Practice teamwork and collaborative problem-solving  
• Negotiate and resolve conflicts constructively  
• Resist negative social pressure  
• Show leadership in groups  
• Seek or offer support and help when needed  
• Stand up for the rights of others. |
| Responsible decision-making | The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. | • Demonstrate curiosity and open-mindedness  
• Identify solutions for personal and social problems  
• Learn to make a reasoned judgment after analysing information, data, evidence and facts  
• Anticipate and evaluate the consequences of actions  
• Recognise how critical thinking skills are useful both inside and outside of school  
• Reflect on one’s role to promote personal, family, and community well-being  
• Evaluate personal, interpersonal and community impacts  
• Make ethical decisions. |