MOV-UP

D.2.3. Joint and comparative curriculum analysis

Early Childhood Education – building sustainable motivation and value paradigm for life
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Joint and comparative curriculum analysis

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1. Introduction

This document is a summary of the analysis carried out by partner organisations on their respective national curricula, focusing on the social and emotional aspects of learning (SEL) in pre-primary and primary education. In order to keep the analysis manageable whilst providing a meaningful, in-depth review, a straight forward template was designed (Annex 1), based on the SEL core competencies described by the Collaborative for Academic, Social, and Emotional Learning (CASEL, see also Annex 2)[1]. By focusing more deeply on a pre-defined number of core competencies, the participating partners are able to conduct in depth reviews with greater reliability in a reasonable time frame.

1.1 <u>Aims and scope of the analysis</u>

The present summary aims to identify best-known methods and perceived gaps which, together with the development and experimentation activities set out in WP3, will inform the teacher training course described in WP4. The course will provide a set of tools that will assist teachers in identifying and delivering curriculum resources that support implementation of SEL standards. The tools will be designed to provide teachers with objective measures and information to guide their selection of SEL materials.

In order to achieve the stated aim, the present analysis had the following scope:

a) to determine the extent to which the core competencies described by CASEL are included in the national curricula;
b) to describe the main SEL characteristics of each national curriculum and, by doing so, to identify idiosyncrasies and best-known methods, and to formulate brief recommendations for curriculum writers.
c) to identify potential gaps, and to set out recommendations on how to appropriately incorporate SEL materials and practices across subjects.

The following aims were not within scope of this analysis, mainly due to time constraints; these may however provide useful recommendations for further research:

d) the extent to which the core competencies are embedded and integrated in the curriculum materials;
e) the extent to which the curricula involve students in SEL;
f) any aspects of formative or summative assessments surrounding SEL core competencies.

1.2 <u>Definitions</u>

a) Curriculum
From the onset of the project, it became quickly apparent that the word 'curriculum' has different interpretations in every country, especially for countries where there is no actual national curriculum (e.g. Italy, where schools have been given full autonomy in pedagogical matters). This wide variety of interpretations is reflected in the various descriptions given by educational experts over time of what actually constitutes a curriculum (Wiles).
For the purpose of this analysis, the term is considered in its explicit and, perhaps, most simplistic form: the list of subjects and syllabi that will be taught in schools over

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[1] http://www.casel.org/core-competencies/

a set period of time.

b) Competencies
Various definitions are being used to refer to the quantifiable results of curriculum provision in schools. Not all of them are interchangeable, which makes any summarising and comparison trickier (e.g. standards, indications, etc.).
For the purpose of this analysis, competencies are the knowledge and skills that the education system expects students to acquire.

c) Social and Emotional Learning (SEL)
Social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.[2]

d) Core Competencies for SEL
For the purpose of this analysis, it was decided to use the framework produced by CASEL which identifies five core competencies, split across intrapersonal (i), interpersonal (ii) and cognitive (iii) competences:
i) Self-Awareness, Self-Management
ii) Social Awareness, Relationship Skills
iii) Responsible Decision-Making

e) Pre-Primary and Primary Education
According to the Organisation for Economic Cooperation and Development (OECD), pre-primary education is the initial stage of organised instruction, designed primarily to introduce very young children to a school-type environment, in order to provide a bridge between home and a school-based atmosphere[3].
As shown in our analysis, although it is not always included in compulsory education, it is nonetheless structured in curricular activities.

Primary education usually begins at ages five, six or seven and lasts for four to six years. Programmes at the primary level generally require no previous formal education, although it is becoming increasingly common for children to have attended a pre-primary programme before entering primary education.

The boundary between pre-primary and primary education is typically the beginning of systematic studies characteristic of primary education, e.g., reading, writing and mathematics. It is common, however, for children to begin learning basic literacy and numeracy skills at the pre-primary level[4].

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[2] http://www.casel.org/what-is-sel/
[3] https://stats.oecd.org/glossary/detail.asp?ID=5409
[4] https://stats.oecd.org/glossary/detail.asp?ID=5411

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2. Overview of the National Curricula, with emphasis on SEL

2.1. Pre-Primary Education

2.1.1. Introductory overview

The definition and age groups for pre-primary education in the partner countries varies, but remains within the median age values indicated by the OECD

In two countries, Bulgaria and Lithuania, pre-primary education is a compulsory one-year course, aimed at preparing the pupils for primary education. This is targeted at 6-year olds, although in Bulgaria is it not uncommon for children to start compulsory education one year early.

In the remaining countries, pre-primary education is not compulsory, and is adjunct to the public education system rather than being an integral part of it. The way it is structured also varies greatly. In Italy, around 95% of pupils are believed to be enrolled on structured, pre-primary courses, even though there is no nationally sanctioned curriculum, but a set of recommendations issued by the Ministry of Education. Pre-primary teachers in Greece, on the other hand, have to contend with a nationally sanctioned curriculum launched in 2003 (DEPPS), and by a second, complementary curriculum published in 2015. The two curricula share values and approaches, although the complementary one does have a strong focus on the affective domain of learning, and is structured around eight subject areas (compared to the five included in DEPPS). It is left at the teachers' discretion to try to merge the two. In Turkey, pre-primary curriculum covers the period between the 48th and 66th month of age, in which the children's development is particularly fast.

The Malta education structure sets itself apart in this respect, as it does not consider a pre-primary education cycle, but an Early Years Cycle instead, which covers the education for ages from 0 to 7.

COUNTRY	COMPULSORY	AGE RANGE
Bulgaria	YES	6-7
Greece	NO	3-6
Italy	NO	3-6
Lithuania	YES	6-7
Malta	NO	0-7
Turkey	NO	3-5

Table 1: Overview of Pre-Primary Education structure in partner countries

Overall, a holistic approach is embedded in pre-primary education, in order to promote the development of the children's personality. Although the terminology varies across countries, it points towards a fundamentally similar approach, imbued with SEL concepts (e.g. *social intelligence, cultural awareness, tolerance and resilience, social care, health care, understanding of the world, environmental awareness, ability to express and recognise emotions, ability to recognise and establish relationships, communication skills, etc.*). Pre-primary education is also considered to be the necessary foundation to prepare children for formal school education. In Bulgaria, this concept is taken a step further, as it is expected to lay foundations for lifelong learning.

The focus is placed on learning by doing and through meaningful experiences. Collaborative learning is of particular importance in the Greek curriculum, where the use of ICT is also

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highly recommended. Similarly, the Turkish curriculum places an emphasis on developmental approaches and activity-based teaching.

Where assessment takes place, it is used in a formative process and as a tool for learning, enabling teachers to address the specific needs of individuals. In Malta, this concept is taken even further, as assessments need to consider both, children's voices and parents' perspectives. Generally, assessment is also used to provide directions, rather than to impose measures. As an example, in Greece there are no levels of attainment, just a set of goals for each subject.

2.1.2. Goals and expectations

The goals and expectations of the national curricula have been analysed according to the core competencies included in the CASEL framework.

Self-management contains mainly expectations around the ability to recognise, express and manage emotions; this also covers anger management, self-control and resilience. The Greek curriculum adds a realistic dimension, by looking at how to deal with life events such as births, deaths, divorces, etc. The pedagogical approach taken in Italy is based around the concept of autonomy, which is very wide but presumably includes the above.
Generally speaking, the national curricula analysed look to instil a positive attitude in the young learners.

Self-awareness seems to be split along two lines. On one hand, general aspects such as cultural awareness, national identity, sense of belonging etc. are highlighted. The Bulgarian curriculum appears to be particularly explicit, as it talks about national pride, the beauty of the native language, recognising the national anthem, etc.
On the other hand, it contains personal skills, such as the children's ability to recognise their own strengths and weaknesses and their personal traits, to realise how they are unique but at the same time similar to their peers. Developing a positive self-esteem are also expressed in Greece and Lithuania. In Turkey, this is perhaps pushed even further as children are expected to recognise the importance of learning, to develop a positive attitude towards it and to strive for self-development. The Bulgarian curriculum makes an explicit reference to the development of free thinkers; this is covered in other curricula too, albeit in less explicit terms.

Some of the previous elements are expanded in **social awareness**. They include cultural, linguistic and environmental awareness, and the need to show empathy, acceptance, tolerance and respect. References to local and national customs are made throughout; in Greece, they include references to religious customs. The importance of instilling a sense of national pride is a recurring theme in the Bulgarian curriculum.
Across all curricula, there is an insistence on the importance of understanding the social environment, and on the ability to inter-act and to contribute to it. The Turkish curriculum in particular makes a clear and strong connection to the importance of the family structure. It then goes further indicating that children should be aware of the role of society and its many facets, incl. the learning environments and the role played by mass media.

With regards to **relationship skills**, the ability to display good behaviour is also frequently called out and, although what constitutes 'good behaviour' is not further described, it is most likely closely linked to the ability to recognise and follow rules.
There is widespread agreement on the need to develop social skills and to form positive relationships, though the details are described to various degrees. The Lithuanian curriculum, for instance, talks about the ability to make at least one friend during pre-school, about the ability to talk to peers and adults alike, and about the ability to listen and to talk about own experiences.

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All aspects of communication skills are also called out, though the emphasis varies. Both the Greek and Maltese curricula make explicit references to conflict management skills. In Turkey, there is an emphasis on respecting personal spaces and on knowing when to say 'no'.
Further importance is given throughout to the ability to share, to exchange ideas, to work in teams, to recognise the importance to work in teams, and to the ability to follow rules.
The Italian approach is based on the citizenship concept, whereby teaching is considered in the context of learning relationships.

The same concept of citizenship is also used in Italy to promote **responsible decision making**. Overall, there is a drive to enable children to make positive choices and, as for other competencies, the degree to which this is described varies greatly. While there was no discernible evidence in the Bulgarian curriculum, the Lithuanian curriculum talks about identifying and expressing a problem, searching for solutions and overcoming failures. There is a very similar approach in the Turkish curriculum, with the addition of the ability to take responsibility. Very interestingly, Turkish children are also expected to learn who to call in case of an emergency, thereby giving this particular competency a very direct reference to their real world.

2.1.3. Topics and themes covered

A quick comparison of the national curricula analysed reveals that there are, in fact, two ways in which SEL core competencies are embedded in topics and themes.
The first, perhaps more traditional way, is a vertical structure in subjects. For instance, in Bulgaria SEL core competencies are mainly conveyed through Arts and Bulgarian language and literature. These are subjects that facilitate the recurring theme of *instilling national values and traditions in order to preserve and strengthen the national identity*. Similarly, the Greek curriculum uses arts, drama, music, ICT (e.g. play games, communicate, etc.) and physical education (incl. Olympic spirit, team play and healthy competition).

In Italy, although there is no curriculum, there is an appreciation that the complexity of knowledge cannot be structured in strictly separate disciplines, and therefore a horizontal approach is taken across learning areas. The Italian curriculum refers to them as 'areas of experience' (e.g. body and movement; images, sounds and colours; world knowledge). The SEL competencies are therefore conveyed in a multi-disciplinary fashion. This is very similar to Malta, where the topics are encapsulated in various learning outcomes (e.g. develop a strong sense of identity; have a positive self-image; be effective communicators; etc.), and Turkey, where areas of competence are structured in a honeycomb model (e.g. adapting to the school environment; educational development; self-acceptance; interpersonal skills; etc.).

In reality, the horizontal and vertical approaches may well be merged in the classroom since factual and subject knowledge tends to facilitate the learning of more abstract concepts. This is highlighted by the complementary set of the Greek curriculum, which defines areas such as personal and social development in order to refer to history, geography, economics, etc.

When comparing all curricula from a vertical approach, it appears that humanities are more widely used to convey SEL competencies. At the same time, kinaesthetic approaches to learning also seem to be favoured (e.g. drama, music, physical education).

2.1.4. Recommendations

The importance of an unequivocal, compulsory curriculum in conveying SEL competencies cannot be overstated. SEL competencies cannot be taught in isolation, but need to be included across all subjects (vertical approach) and learning areas (horizontal approach). Values such as empathy, tolerance, respect, human rights, democracy, freedom of speech, etc need to be explicitly mentioned in the curriculum, and tied to specific goals. Whilst

promoting self-identity and connection to cultural and national values is important, it is equally important to promote a sympathetic attitude between people.

Of the five SEL core competencies described in the CASEL framework, four appear to be adequately addressed, even though more emphasis may be placed on emotional expression, emotional regulation and resilience. The one competency that would benefit from a stronger representation is responsible decision-making.

Overall, curricular support in the form of teacher training and sample resources would be a more than welcome addition.

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2.2. Primary Education

2.2.1. Introductory overview

The age groups and duration for pre-primary education in the partner countries varies, but remains well within the median age values indicated by the OECD

COUNTRY	DURATION IN YEARS	STARTING AGE
Bulgaria	4	7
Greece	6	6
Italy	5	6
Lithuania	4	7
Malta	6	5
Turkey	4	6

Table 2: Overview of Primary Education structure in partner countries

Common approaches include the focus on developing independent and resilient learners, in a, at least nominally, student-centred approach.

Not all of the participating countries have a compulsory national curriculum. As is the case for pre-primary education, Italy does not have a national curriculum regulating primary education. Instead, the system places value on the autonomy of schools and wishes to empower teachers. Therefore, curriculum design is carried out by each school, within the framework of national recommendations, aiming to provide continuity between pre-primary and primary education. The approach is competency-oriented but with sufficient space for individualisation, personalisation and contextualisation. Primary school builds on the concept of life-long learning stated in the national guidelines and taken from the EU life-long learning key competences[5], although organised by subject, it is explicitly presented as a way to organise learning outcomes and not as a differentiating method.

In Malta, the Learning Outcomes Framework (LOF) aims to free schools and learners from centrally-imposed knowledge-centric syllabi, and to give them the freedom to develop programmes based on the framework of knowledge, attitudes and skills-based outcomes.

In Bulgaria, there are in fact two documents addressing the taught at schools: the state education standards (SES) and the educational programmes. SES deal with the content in a more general way, in terms of cultural and educational domains, and defining what learners are expected to achieve at each educational stage. By contrast, the educational programmes cover the content for each separate school grade. Since both these documents answer to the definition of curriculum, and since they are complementary, they were both considered for the purposes of this analysis. They are both focused on learning outcomes.

Both curricula in Greece (the compulsory DEPPS and the new, complementary one) promote an interdisciplinary approach to knowledge, places emphasis on critical thinking, imagination, collaborative work and creativity. The primary teaching approaches are inquiry-based and holistic learning, while at the same time promoting differentiated learning. The SEL competencies are mainly delivered through the subject called Social Education and Citizenship, and through the learning area in the complementary curriculum called School and Social life.

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[5] See also http://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32006H0962&from=EN

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The Lithuanian curriculum aims to educate active and creative children with basic literacy, social, cognitive and informational skills; the curriculum also covers basic values. Assessment results are not expressed with grades, but are based on the idiographic principle, i.e. the individual child's progress made with regard to their personality is assessed Traditionally, the Turkish curriculum in public schools was based on memorisation of knowledge, and summative assessment by examination. However, reforms are successfully being delivered, including the inclusion of 'Values Education' launched in 2017. Learners should therefore be able to recognise how moral values positively affect individual and social life, and to distinguish positive values from the negative ones.

2.2.2. Goals and expectations

All five core competencies are described in a very detailed fashioned across the curricula analysed. They present some basic similarities, and are an ideal continuation of the core competencies described in the pre-primary curricula.

The **self-management** competency places great emphasis on the independent learner. This includes the promotion of curiosity and experimentation, as well as self-discipline. There is still a need to be able to identify and deal with emotions, and to develop resilience.
The Greek curriculum looks at the individual development in terms of personal interests, social interactions and physical growth. The understanding and acceptance of one self is also covered by the Maltese curriculum, which also specifies the need for reflective behaviour. Developing confident learners is a peculiarity of the Turkish curriculum.
Concepts of preventative curriculum, which appears to very topical in current news, are not reflected yet in the curricula analysed; however, such concepts will be a mandatory inclusion in Lithuania starting with the academic year 2017/18.

Self-awareness is also informed by the fact that learners are growing individuals who are developing their own values and visions. There is an emphasis on developing a positive image of one-self, to recognise both the uniqueness of the individual and the belonging to a wider group. Motivation to learn, promotion of self-regulation and self-learning habits are also included.
The Greek curriculum uses humanities to express preferences and to describe identities. In Turkey, a particular emphasis is placed on the development of a sense of justice and of a democratic attitude.

Cultural and national awareness are central to **social awareness**. Whilst the Bulgarian curriculum continues the theme of national identity, with references to the role of Christianity, to local and national holidays and heroes, the Turkish curriculum has an explicit reference to patriotism, but also to tolerance. By contrast, the Greek curriculum seems to cultivate the conscience of European citizens, whilst still striving to maintain a national identity. It promotes the awareness of the emergence of a multi-cultural society and its inter-dependencies, as well as the need for solidarity and democracy. Again, it makes good use of humanities to achieve this.
Other important aspects of this category, shared across curricula, are the need to develop empathy, respect and tolerance, as well as fairness and a sense of justice. The Bulgarian curriculum aims to prepare children to fit in society by developing an adequate social behaviour.
The Italian guidelines point to a humanistic approach, and in Lithuania the focus is placed on social roles, norms and responsibility. In Turkey, the importance of the unity of the family is explicitly called out.

Communication, collaboration and developing healthy relationships are the main aspects of the **relationship skills** across the curricula of the participating countries. In Italy, this is included in the wider concept of citizenship.

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Responsible decision-making covers responsibility for own actions, as well as environmental responsibilities. Both Italy and Malta include this in the wider concept of citizenship, which includes awareness of politics, social change, etc. The Greek curriculum promotes a critical approach to new Information and Communication Technologies. It also focuses on the need to develop and maintain a healthy lifestyle, and on the ability to make informed decisions as consumers. By learning to plan, control, provide feedback and to take corrective action, Greek pupils will effectively learn a life-long template on responsible decision-making.

2.2.3. Topics and themes covered

As for pre-primary education, the national curricula analysed tackle SEL with a vertical (by subject) or horizontal approach (by learning areas, across all subjects), even though the classroom experience is likely to show a mesh approach. And as was the case for pre-primary, humanities seem to be favoured as a vehicle for SEL.
As was to be expected, all pre-primary and primary curricula analysed point in the same direction as far as learning outcomes are concerned, though logically the primary curricula do go increasingly in depth in terms of knowledge, attitudes and skills. The Maltese curriculum in particular breaks down the learning outcomes along subject lines, and then in great detail along various subject focus (e.g. in Art, Art in context: appreciate visual arts a means to address moral, ethical, social and political issues; in Physical Education, becoming an independent learner: engage and learn effectively in a number of contexts; in Social Studies, Culture: empathise and keep an open mind in situations of controversy). This provides an excellent base to identify, quantify and convey SEL competencies,

In Bulgaria, the study of the national language and literature at school aims to convey socio-cultural competences, which should lead to socially responsible person. It also has the role to build a clear awareness of national identity.

The Greek curriculum continues to use arts, drama, music, physical education and other humanities subjects to promote SEL competencies. It also introduces foreign languages, to allow exchanges with other cultures. Religious education takes a firmer look at Christianity as a cultural expression and as quest for truth, no doubt strengthening the national identity. The complementary curriculum however also a distinct drive to develop both, a national and a European cultural identity, linked with the acceptance of diversity and pluralism. It also focuses on the development of resilience, empathy, self-awareness and healthy life styles.

The national recommendations in Italy introduce the concept of Cultural Literacies, as a means to observe other cultures and to build relationships and knowledge; to this end, ICT becomes a supporting tool. Based on the idea that knowledge cannot be reduced into subject silos, there is a strong move towards Reflective Citizenship, critical thinking, self-awareness and responsibility. Humanities are given a particularly strong role, e.g. history and historical conscience to convey an awareness of heritage and to promote intercultural approaches; music offering a symbolic space to enable socialisation, cooperation, sense of belonging and intercultural exchanges. STEM subjects are used to convey inquisitive thinking and collaboration skills.

The peculiarity of the Lithuanian curriculum is the sub-division into 4 learning areas: self-development and self-preservation (who am I, what do I like, what can I do, what are my dreams, etc.; how do I relate to others, how to react to life situations, etc.), communication and dialogues (communication skills, dangers of miscommunication, active listening, being polite, taking turns, verbal vs non-verbal communication skills, etc.), social relations (I vs we, family life, respect, support, responsibilities, common values, sense of belonging, etc.; social

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awareness, appreciation of other nationalities, etc.), relating to the world (wonders of the world, believes, philosophies, etc.; incl. focus on Lithuania and native town).

Within lessons in Turkey, the core values of SEL are conveyed through writing activities around the various themes and topics. This makes it easier to identify those values within the primary education programme, under the heading of Themes and Topics. Examples of themes are Moralities (e.g. friendship, loyalty, compassion, confidence, respect, love, tolerance, patience, sharing, unity, cooperation, etc.), Citizenship (equality, freedom, responsibility, sense of mission, justice, law, study, sharing, value of labour, consumer awareness, etc.). Other themes, taught as part of social studies lessons, include Life at School, Life at Home, the Individual and Society Active Citizenship.

2.2.4. Recommendations

As for pre-primary education, it is important to create one, strong curricular voice to convey SEL competencies and to create a robust corpus of learning outcomes. The message around SEL competencies is definitely stronger if they are included implicitly as well as implicitly in the curriculum.
Teachers would greatly benefit advantage from a detailed description of learning outcomes, and from completing methodological training on how to deliver the curriculum through interdisciplinary approaches. This is especially true where schools have a great deal of independence in terms of curricular choices, and for the learning areas pertaining to the core values of self-management and relationship skills.

There may be a case to further explore the impact of conveying core SEL competencies through a classroom teacher or a specialist teacher, e.g. social studies, personal and social development, etc.
The social and emotional development aspect is sometimes considered to be the missing link in the chain, which connects academic development with success in life in general (at school, work, within the family, community, etc.)

Where schools have significant, perceived freedom of choice regarding the curriculum, the reality still is that then national Ministry of Education still exercises significant control (e.g. by setting the standards for teacher training, by issuing guidelines, by endorsing resources etc.). Whereas this may be perceived as a threat in some cases, it also represents an opportunity to strengthen the provision of core SEL competencies.

Where requirements focus on cultural and national awareness, it is preferable to link them to the concept of civil society and shared values. To this end, it is also important that the curricula speak to diverse ethnic, national and other identities, promoting coexistence.

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ANNEX 1 – Curriculum Analysis template

Curriculum Analysis – [*country name*]

[*please note: the complete analysis should ideally be 1,500-2,000 words long, to provide enough information to allow for a deeper comparative analysis of the various curricula, while ensuring it remains concise*]

Pre-primary	
Introductory overview of the curriculum (e.g. what is the focus, what are the approaches, how is it delivered, etc.)	*Free text*
Goals and expectations, level of attainment, statutory requirements, etc. which are connected to the affective domain of learning; please provide information against the core competencies indicated (based on the attached CASEL segmentation; more information can be found on http://www.casel.org/core-competencies/) Please note that information is needed only for the categories actually addressed by the curriculum.	SELF-MANAGEMENT: SELF-AWARENESS: SOCIAL AWARENESS: RELATIONSHIP SKILLS: RESPONSIBLE DECISION-MAKING:
Topics and themes covered, incl. any domains and issues addressed	*Bullet points, with brief explanation, e.g.* ● *Geometrical shapes* *Learners recognise and create repeating patterns with objects and with shapes.*
Recommendations	*Free text*

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Curriculum Analysis – [*country name*]

[*please note: the complete analysis should ideally be 1,500-2,000 words long, to provide enough information to allow for a deeper comparative analysis of the various curricula, while ensuring it remains concise*]

Primary	
Introductory overview of the curriculum (e.g. what is the focus, what are the approaches, how is it delivered, etc.)	*Free text*
Goals and expectations, level of attainment, statutory requirements, etc. which are connected to the affective domain of learning; please provide information against the core competencies indicated (based on the attached CASEL segmentation; more information can be found on http://www.casel.org/core-competencies/) Please note that information is needed only for the categories actually addressed by the curriculum.	SELF-MANAGEMENT: SELF-AWARENESS: SOCIAL AWARENESS: RELATIONSHIP SKILLS: RESPONSIBLE DECISION-MAKING:
Topics and themes covered, incl. any domains and issues addressed	*Bullet points, with brief explanation, e.g.* ● *Geometrical shapes* *Learners recognise and create repeating patterns with objects and with shapes.*
Recommendations	*Free text*

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ANNEX 2 – CASEL Core Competencies

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY

Early Childhood Education – building sustainable motivation and value paradigm for life

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