

<h1>The Emotional Competence Framework</h1> <p>Adapted from www.eiconsortium.org</p>		No Yes				
		1	2	3	4	5
Pupil's name	Date					
1) Self awareness Pupil is able to:						
Describe emotions they are feeling and why.						
Describe links between their feelings and what they think, say and do.						
Identify how their feelings influence outcomes for them.						
Verbalise their own values and justify them.						
Identify their strengths and weaknesses.						
Describe how their experiences have influenced their views.						
Show insight into their ability to change outcomes.						
Describe realistic and achievable personal goals.						
Present themselves with self assurance.						
Voice opinions that may be different to their peers.						
Make positive choices relating to actions.						
2) Self regulation Pupil is able to						
Manage feelings and react with age appropriate emotions.						
Demonstrate behaviour that suggests they are under control						
Act responsibly towards others.						
Build trust through reliability and consistency.						
Admit mistakes and make retribution if required.						
Meet personal commitments.						
Hold themselves accountable for the completion of tasks.						
Organise themselves and their work.						
Respond to multiple demands.						
Adapt their responses to changing circumstances.						
Demonstrate flexibility in their expectations of others.						
3) Self motivation: Pupil is able to:						
Identify personal targets and work towards meeting them.						
Independently locate and put into place, ways to improve outcomes.						
Reject short term gains in order to meet longer term goals.						
Empathise with the values of others when making choices.						
Demonstrate a willingness to try the unfamiliar.						

Pursue goals beyond what is required or expected of them.					
Empower and enable others to achieve their goals.					
Persist in achieving goals despite setbacks and failure.					
Approach all tasks with the certainty of eventual success.					
See failure as the result of circumstances rather than personal flaws.					
4) Social awareness: Pupil is able to:					
Demonstrate effective listening skills.					
Respond in a way that indicates attention to emotional cues from others.					
Show sensitivity and understanding.					
Provide support based upon empathy.					
Promote situations that allow others to demonstrate skills and abilities.					
Celebrate the strengths and accomplishments of others.					
Relate well to pupils from all backgrounds.					
Demonstrate that differences are not seen as a threat.					
Reject the marginalisation of any other pupil.					
Demonstrate and bring about compromise.					
Seek to establish mutual understanding.					
5) Social Skills: Pupil is able to					
Bring personal disagreements into the open in a positive manner.					
Be assertive without aggression or withdrawal.					
Demonstrate skills in reasoned and open discussion.					
Maintain and extend supportive peer networks.					
Accept with equanimity having desires thwarted or delayed.					
Build rapport with peers and adults.					
Balance completing tasks with supporting relationships.					
Collaborate, share and contribute to joint outcomes.					
Encourage and contribute to an ethos of enthusiasm.					
Value and respect the differing views of others.					
Share credit with others for successful outcomes.					
Total <u>Targets</u>					