



## Social-Emotional Wellbeing Survey (SEW)

### *Descriptors – Early Years Teacher Survey*

#### **Indicators of SEW Descriptors – Early Years Teacher Survey**

##### **HIGH**

Students are highly likely to demonstrate a full range of positive indicators of SEW in different areas of their lives. They are unlikely to experience behavioural, emotional or interpersonal difficulties and are likely to achieve to the best of their ability. Socially, students are likely to volunteer and to go out of their way to help someone who is unhappy. They are also likely to frequently experience a range of positive emotions (e.g., enthusiasm and energy, curiosity in the way things are, hopeful about future, love of learning).

##### **MODERATE**

Students are likely to display a wider range of positive emotions and behaviours and a more restricted range of negative emotions and behaviours. Emotionally, they now are likely to feel happy, they do not lose their temper and they are not highly stressed. They are less likely to worry excessively and will likely experience positive self-esteem. Behaviourally, students are less likely to disrupt classes or argue about having to do things they don't want to do. Socially, students are likely to participate in many activities inside and outside of school. They are not likely, however, to volunteer nor to go out of their way to help someone who is unhappy. Educationally, students are likely to under-achieve.

##### **LOW**

Students are likely to display very few positive emotions and behaviours and a wide range of negative emotions and behaviours. They are likely to exhibit many extreme, negative emotions (e.g., anger, worry, depression), negative behaviours (e.g., not going along with expected routines, disrupting class lessons, getting into trouble a lot, drinking alcohol a lot, using drugs), negative social interactions (e.g., not getting along with people, fighting, bullying), and negative educational outcomes (e.g., under-achievement). They may also be likely to display other negative indicators of poor mental health not surveyed (e.g., suicidal ideation, sleep difficulties, eating disorders).

## ***Emotional Skills Descriptors – Early Years Teacher Survey***

### **HIGH**

Students are highly likely to possess a full range of emotional competencies that support resilience and are likely to be able to apply them consistently across a variety of extremely demanding and difficult situations and with very difficult people. They are likely to display advanced emotional literacy skills as well as emotional self-management skills associated with highest levels of emotional intelligence. They are now likely to be able to express what they are feeling in words, to settle down after exciting or physical activities and not to become overly frustrated or distressed when they make mistakes or attempt new tasks that are difficult. They no longer believe that peer criticism is the worst thing in the world.

### **MODERATE**

Students are likely to possess some emotional competencies that support resilience that they apply in some challenging situations and when interacting with difficult people. They are likely to control their emotions when angry or feeling overwhelmed and to seek out adults to confide in when very upset. They are increasingly likely to think before they act. Students are not likely to endorse a major irrational belief associated with high levels of emotional upset commonly referred to as self-depreciation or self-downing. However, they are likely to become distressed when making mistakes and believe that criticism by peers is the worst thing in the world. They are likely not to communicate clearly about their feelings and require assistance from adults to calm down when upset.

### **LOW**

Students are not likely to display resilience in most challenging situations and when interacting with difficult people (e.g., little ability to calm down when angry, nervous or down when bad things happen). They are not likely to display resilience skills (they do not find someone to talk with, they do not use relaxation, they require an adult to help them calm down). They are likely to hold negative, irrational attitudes that lead to high levels of emotional upset such as self-depreciation, blowing peer group criticism out of proportion, condemning others for perceived injustice and low frustration tolerance for having to do things at school that are not fun and exciting. They may also display negative ways to cope with stress (excessive eating, timing out for extended periods of time, aggression)..

## ***Social Skills Descriptors – Early Years Teacher Survey***

### **HIGH**

Students are highly likely to display a full range of social skills and values across different settings and people. They are likely to display advanced communication, leadership skills and other forms of behaviour associated with highest levels of social intelligence. They are also likely to display different positive character traits (e.g., open-mindedness, bravery, forgiveness). Students are likely to demonstrate good conflict resolution skills.

### **MODERATE**

Students are likely to display a fair range of social skills and values in many situations. They are likely to display behaviour that reflects social values such as following rules, responsibility, caring about other people, integrity by doing what they say they are going to do and doing things to make their school and community a safer and better place. They are likely to display good friendship-making skills, to be empathic, to listen to other people's opinions, respect others from different backgrounds and to try hard not to say things to hurt other people's feelings. They are likely to be motivated to follow rules. Consistent use of conflict resolution skills are not, however, likely to be displayed and they are not likely to show social confidence or speak loudly enough so that everyone can hear (younger students).

### **LOW**

Students are likely to display a very limited number of social skills (e.g., friendship making, conflict resolution) and values (e.g., do not use bad language, appear honest). They are not likely to respect others from different cultural backgrounds. They are likely to hold many anti-social irrational attitudes. They are likely to think that rules are stupid and shouldn't have to be obeyed as well as to condemn people for slights and believe in retaliation.

## ***Learning Skills Descriptors – Early Years Teacher Survey***

### **HIGH**

Students are highly likely to possess the full range of learning capabilities (e.g., confidence, persistence, organisation, team work) that enable them to manage their own learning including being engaged and to perform to the best of their ability in all areas of study. They are also likely to display a full range of positive character traits (curiosity, creativity, love of learning) that enable them to fulfil their potential. They are not likely to lose concentration when faced with demanding learning tasks. They are likely to display confidence when learning something new or difficult. They are likely to put in extra effort in their schoolwork including checking their work when completed to make sure it's correct. They are likely to plan their time so that their work gets done when due. They are also likely to show good tolerance of learning frustration.

### **MODERATE**

Students display some but not all types of learning skills they need to be highly competent and successful learners. Students are increasingly likely to display confidence in schoolwork and organisation. They are likely to be more optimistic than students at lower levels about being successful, display confidence when trying new activities, understand that mistakes are a natural part of learning and to not get overwhelmed when they do not understand something. They are likely to make sure they understand and write down the teacher's instructions before beginning an assignment and are no longer likely to be messy. They are not likely to show extra effort, time management and they still lose their concentration when faced with demanding learning tasks.

### **LOW**

Students are not likely to display age-expected behaviours for learning (e.g., confidence, persistence, organisation, work cooperation) and are very likely to display poor work skills and values (e.g., they do not want to do their best in school, do not work cooperatively, extreme disorganisation, do not persist in trying to complete schoolwork). They are likely to under-value the importance of education.