

01 Early Identification and Prevention

Definition

The ability of education professionals to recognise early signs of emotional, behavioural, developmental and social difficulties, respond appropriately within the educational setting, and initiate timely support and referral pathways that promote children's mental well-being.

Competence	Definition
Observation and early recognition	Ability to identify early behavioural, emotional and developmental
Documentation and monitoring	Ability to record, monitor and interpret children's behaviour over
Initial response	Ability to provide immediate classroom-based support while
Referral and multidisciplinary	Ability to recognise referral thresholds and collaborate with

02 Emotional Well-being and Social-Emotional Learning

Definition

The ability to foster children's emotional development, resilience and social competence through supportive relationships, emotionally safe environments and evidence-informed educational practices.

Competence	Definition
Emotional literacy	Ability to help children recognise, understand and appropriately
Emotional regulation	Ability to guide children in developing self-regulation strategies and
Resilience promotion	Ability to strengthen children's confidence, persistence, coping skills
Supportive relationships	Ability to establish emotionally safe, trusting and caring relationships

03. Positive Behaviour Support

Definition

The ability to promote positive behaviour through preventive, strengths-based and restorative approaches that support children's development while maintaining safe, inclusive and respectful learning environments.

Competence	Definition
Classroom behaviour management	Ability to establish structured, predictable and supportive classroom
Positive reinforcement	Ability to promote desirable behaviours through constructive
De-escalation	Ability to respond calmly and effectively to challenging behaviour
Restorative approaches	Ability to repair relationships, resolve conflicts and promote

04. Inclusive Learning Environments

Definition

The ability to create equitable, participatory and culturally responsive learning environments in which every child experiences belonging, participation and equal opportunities to learn and develop

Competence	Definition
Inclusion and participation	Ability to ensure that every child actively participates regardless of background, ability or individual needs.
Building belonging	Ability to foster positive peer relationships and a strong sense of
Diversity and cultural responsiveness	Ability to recognise, respect and value cultural, linguistic and
Peer relationship facilitation	Ability to support cooperation, friendship, empathy and positive peer

05. Family and Community Partnership

Definition

The ability to establish collaborative partnerships with families and relevant community stakeholders to ensure consistent, child-centred support for children's mental health, learning and development.

Competence	Definition
Parent communication	Ability to communicate openly, respectfully and constructively with
Family engagement	Ability to actively involve families as partners in children's learning
Collaborative decision-making	Ability to work jointly with families and professionals in planning

06. Safeguarding and Trauma-informed Practice

Definition

The ability to recognise indicators of trauma, abuse and neglect, respond appropriately within professional responsibilities, and ensure children's safety through ethical, trauma-informed and multidisciplinary practice.

Competence	Definition
Safeguarding awareness	Ability to recognise potential risks to children's safety and well-being.
Trauma-informed response	Ability to understand how trauma affects children's behaviour,
Child protection procedures	Ability to follow safeguarding procedures, documentation
Ethical and professional practice	Ability to make decisions that prioritise children's rights, dignity,

07. Professional Well-being and Reflective Practice

Definition

The ability to sustain high-quality professional practice through continuous reflection, collaboration, lifelong learning and effective self-care while supporting children's mental health and well-being.

Competence	Definition
Reflective practice	Ability to critically evaluate one's own professional practice and
Professional resilience	Ability to maintain personal well-being, adaptability and professional
Collaborative practice	Ability to work effectively with colleagues and multidisciplinary
Continuous professional learning	Ability to identify learning needs and engage in ongoing professional



Co-funded by
the European Union

Co-Funded by the European Union. Views and opinions expressed are but those of the author(s) only and do not necessarily reflect those of the European Union or the Foundation for the Development of the Education System (FRSE). Neither the European Union nor FRSE can be held responsible for them.