

1. Clarify the Purpose

- Present SAQs as **tools for growth, not evaluation**.
- Emphasize that the goal is to **build self-awareness and improve soft skills**, not to assign grades.
- Reinforce that honest reflection is more valuable than “high scores.”

Across all SAQs, students are asked to rate themselves on a progression (from “in need of improvement” to “exceeding expectations”), which supports **developmental thinking rather than judgment** .

SAQs are flexible tools that can be integrated into any unit of the course. They are not tied to specific content, but to the development of transferable skills, and can therefore be used repeatedly across different units, topics, projects, and learning contexts.”

2. Introduce the Skill Explicitly

- Before administering an SAQ, ensure students understand the **target skill** (e.g., active listening, collaboration, creativity).
- Use examples, role-play, or modeling to illustrate what the skill looks like in practice.
- Connect the skill to **real classroom tasks or projects**.

For instance, skills such as task sharing, responsibility, and teamwork are framed in real project contexts in the collaboration SAQs .

3. Create a Safe and Reflective Environment

- Encourage honesty by ensuring:
 - No penalties for low self-ratings
 - Respect for privacy (individual reflections can remain confidential if needed)
- Normalize that **everyone is developing these skills**.

Reflection questions across SAQs invite students to think about challenges, not just strengths, which requires psychological safety .

4. Guide Students Through the Self-Assessment

- Do not assume students can self-assess effectively without support.
- Model how to:
 - Interpret descriptors
 - Compare behaviors with criteria
 - Avoid overrating or underrating themselves
- Consider doing the first SAQ as a **guided activity**.

5. Use Reflection as the Core Learning Moment

- Give time for students to answer reflective questions thoughtfully.
- Encourage:
 - Specific examples
 - Honest identification of challenges
- Facilitate short discussions (pairs or small groups) to deepen reflection.

Reflection prompts (e.g., “When do I find it hardest...?” or “What holds me back...?”) are central to all SAQs and drive metacognition .

6. Support Goal Setting (SMART Goals)

- Help students translate insights into **clear, actionable goals**:
 - Specific
 - Measurable
 - Achievable
 - Relevant
 - Time-bound
- Provide examples and, if needed, co-create goals with students.

Each SAQ includes structured goal-setting guidance, reinforcing this as a key step in the process .

7. Connect SAQs to Ongoing Classroom Practice

- Integrate the assessed skills into:
 - Group work
 - Projects
 - Discussions
- Refer back to students' goals during activities:
 - “How are you applying your listening goal today?”
 - “What strategy are you trying in this group task?”

8. Encourage Continuous Monitoring

- Build routines for **weekly or periodic reflection**:
 - Journals
 - Quick check-ins
 - Exit tickets
- Help students track progress over time.

Monitoring progress is a recurring step across all SAQs and is essential for skill development .

9. Incorporate Feedback Loops

- Encourage students to seek feedback from:
 - Peers
 - Teachers
 - Mentors
- Provide structured opportunities for feedback (e.g., peer review, short conferences).

Feedback is explicitly recommended in every SAQ as a way to validate and refine self-perception .

10. Reassess and Celebrate Growth

- Re-administer SAQs after a set period (e.g., 6–8 weeks).
- Guide students to:
 - Compare results
 - Identify improvements
 - Set new goals

- Celebrate progress, not perfection.

The cyclical structure (assess → act → reflect → reassess) is embedded in all the SAQs .

11. Adapt to Student Needs

- Differentiate support based on:
 - Age
 - Maturity
 - Language level
- Simplify language or provide examples where needed.
- Allow alternative formats (discussion instead of written reflection, if appropriate).

12. Use SAQs as Part of a Broader Learning Strategy

- Combine SAQs with:
 - Teacher observation
 - Peer assessment
 - Performance tasks
- Avoid using them in isolation.

In Summary

These SAQs are most effective when used as part of a **continuous learning cycle**:

Awareness → Reflection → Goal Setting → Practice → Feedback → Reassessment

When implemented thoughtfully, they help students develop not only soft skills but also **metacognition, responsibility, and ownership of their learning**.
