**TOOL: Key Responsibilities of a Student Member of an SEL Team**

**Summary of Position:**

Student members of the SEL team work to ensure that the perspectives of their peers are represented and elevated to contribute to a more equitable learning environment. As a member of the school’s SEL team, students will model SEL throughout the school community and work to advance the school’s shared vision for SEL. For more guidance, see Tool: Supporting Student Members of the SEL Team.

**Primary Functions**

* Co-develop a shared vision for SEL.
* Co-develop norms and agreements that provide a foundation for equitable participation of all team members and mutual safety and trust.
* Gather input and perspectives from peers and student groups and share back with the SEL team.
* Identify and advocate for ways to engage students and elevate their voice in school decision-making.
* Regularly communicate the importance of social and emotional learning with a specific focus on students.
* Identify obstacles or challenges with SEL implementation among students and raise these to the SEL team for problem solving.
* Gather best practices and success stories related to SEL implementation to lift up for the larger school community to learn from and build upon.
* Assist the team lead in developing and delivering presentations about schoolwide SEL for the school community.
* Model a commitment to personal social and emotional growth with fellow students, families, and staff.

**Qualifications:**

A highly qualified student SEL team member will have:

* A passion for social and emotional learning, student voice, and improving school climate.
* An interest in challenging the inequities they see and an interest in making a meaningful contribution to building a more equitable learning environment.
* Willingness to collaboratively lead SEL implementation throughout the school.
* Ability to attend team meetings regularly.
* A commitment to practicing and modeling SEL.
* Skills in communicating, relationship-building, and listening to understand the perspectives of students from different ages and social groups.
* Self and social awareness to recognize adult perspectives and potential biases, and respectfully yet assertively challenge adults' assumptions and blind spots when appropriate.

Student SEL team members do not need to be traditional “model students”, “straight-A students”, or have “clean” disciplinary records.