

TEACHER'S SOCIO-EMOTIONAL COMPETENCE IN CONTINUOUS PROFESSIONAL DEVELOPMENT:

A Systematic Literature Review

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INTRODUCTION & AIM

Teacher socio-emotional competence (SEC) is critical for wellbeing and professional effectiveness.

- Explores SEC conceptualization in in-service CPD.
- Synthesizes SEC dimensions and delivery formats.
- Evaluates professional outcomes and evidence gaps.

METHOD

SYSTEMATIC LITERATURE REVIEW

Focus
In-service teachers in CPD contexts.

Sources
Peer-reviewed global databases.

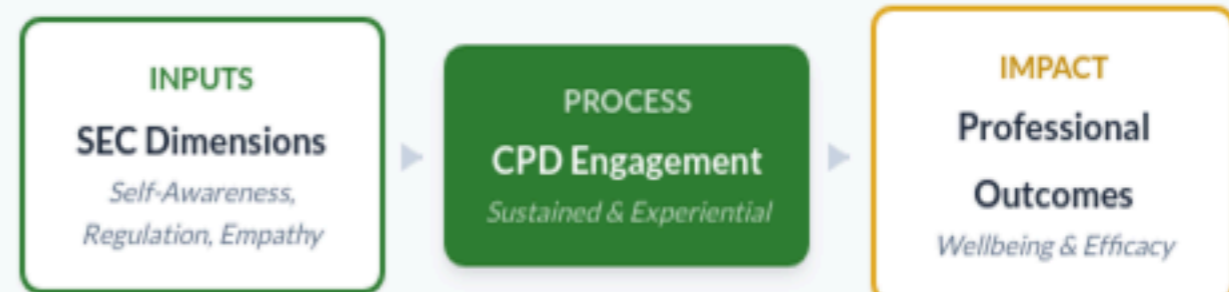
Final Sample
8 high-robustness studies.

FUTURE WORK

- ➔ Longitudinal tracking of multi-year impact.
- ➔ Cross-cultural and cross-sectoral samples.
- ➔ Mixed-methods & experimental designs.

Results & Discussion

SEC-TO-OUTCOMES CONCEPTUAL PATHWAY



1. Multidimensional SEC

Framed via SEL and Mindfulness. SEC acts as a professional capacity, not just an individual trait.

2. Effective Formats

Sustained, iterative cycles outperform one-off workshops, requiring authentic classroom embedding.

3. Key Outcomes

- ♥ Enhanced Wellbeing
- ⚡ Higher Self-Efficacy
- 🛡️ Reduced Burnout

💡 Synthesis & Interpretation

SEC serves as a protective mechanism requiring reflection and feedback to mature. This developmental nature explains why sustained, long-term CPD is significantly more effective than isolated interventions for professional growth.

CONCLUSION

SEC is a core pillar of professional development. In-service pathways require urgent empirical attention to sustain classroom resilience and teaching effectiveness.