

Social and Emotional Learning (SEL) Competencies for the MKA Community

Taking Care of Myself

Self-Awareness



I KNOW how I feel and can communicate it clearly.

I know my strengths and challenges.

I know when to seek help and how to find it.

I know there are many parts of myself that make me who I am.

I identify and understand how my emotions, values, strengths, challenges, and personal and social identities*—and their interconnections—develop an accurate self perception.

I examine my own prejudices and biases.

I embrace a growth mindset.

I develop my sense of purpose.

Self-Management



I MANAGE my emotions, stress, and actions.

I make good choices and act with integrity.

I set and achieve goals.

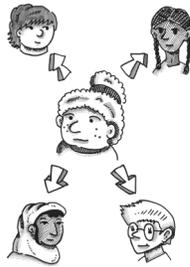
I organize and motivate myself.

I control impulses that cause harm, and I exercise self-discipline.

I work with my community to set and achieve collective goals.

And Others

Social Awareness



I RESPECT other people's feelings and perspectives.

I empathize with other people and demonstrate compassion.

I strive to be a positive influence in my school and community.

I read social cues in a variety of contexts.

I acknowledge, value, and honor everyone's perspectives, cultures, and humanity.

I understand the influences of organizations and systems on an individual's experience.

I stand up against actions and structures that cause harm.

Relationship Skills



I BUILD positive and healthy relationships.

I listen actively, communicate clearly, and collaborate effectively.

I respect and strive to understand the uniqueness of all individuals.

I help to resolve conflicts that cause harm.

I provide positive leadership in groups.

I interact with individuals in ways that demonstrate understanding of and honor their multiple identities*.

I negotiate disagreements constructively.

I seek and offer help (when needed).

I resist negative peer pressure.

And my Community

Responsible Decision-Making



I MAKE safe, responsible, respectful, and constructive choices.

I work to understand and solve personal and community problems with an open mind.

I stand up for the rights of others.

I analyze situations and information.

I take personal, social, and ethical responsibility.

I reflect on my role in promoting personal and collective well-being and evaluate the impact of my actions.

*The National Association of Independent Schools (NAIS) identifies 17 sample cultural identifiers, including race, ethnicity, gender, sexual orientation, socioeconomic status, religion, and ability.

Artwork by Katie Chung '24

Social and Emotional Learning (SEL) Competencies for the MKA Community

Social and Emotional Learning at MKA helps students to build an essential foundation for academic and personal success by developing the self-awareness, empathy, and good character needed to make responsible decisions and create positive relationships with others. All members of the MKA community commit to developing the skills identified here and modeling them for others.

Self-Awareness



The ability to identify and understand your emotions, thoughts, and multiple identities* (e.g., race, ethnicity, gender, sexual orientation, socioeconomic status, religion, ability) and how they influence behavior in different situations—and how different situations influence your behavior. The ability to understand your values, strengths, challenges, and areas for growth with a well-grounded sense of confidence and purpose.

Self-Management



The ability to regulate your emotions, thoughts, and behaviors effectively in different situations. This includes developing the capacities to manage stress, create balance, delay gratification, and feel motivation and agency to accomplish personal/collective goals.

Social Awareness



The ability to understand multiple perspectives and to act with empathy and compassion for one another. This includes understanding how your words and actions—and historical and current social structures—impact you and others.

Relationship Skills



The abilities to establish and maintain healthy and supportive friendships and other relationships and to effectively navigate situations with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, work collaboratively, negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek and/or offer help when needed.

Responsible Decision-Making



The abilities to make caring, respectful, and constructive choices about personal behavior and social interactions in different situations and to recognize family, school, and community resources and supports. This includes the capacities to consider ethical standards (such as honesty and fairness), cultural norms, and safety, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

*The National Association of Independent Schools (NAIS) identifies 17 sample cultural identifiers.

MKA acknowledges the following as inspiration for its development of this SEL Competencies document:

- Collaborative for Academic, Social, and Emotional Learning (CASEL). We used their five SEL core competencies and adapted their definitions and skills.
- Anchorage, AK School District's *K-12 Social and Emotional Learning Standards and Indicators* (as viewed in 2017)
- Illinois State Board of Education's *Illinois Learning Standards: Social/Emotional Learning* (as viewed in 2017)
- Responsive Classroom

MKA also thanks Lauren Hyman Kaplan, M.A. for her insights and guidance. | Artwork by Katie Chung '24.