

**OREGON'S TRANSFORMATIVE  
SOCIAL AND EMOTIONAL  
LEARNING FRAMEWORK  
GUIDING PRINCIPLES**

Culturally Responsive

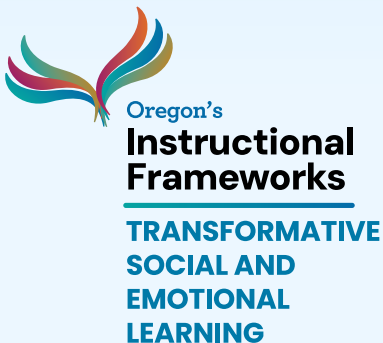
Community Responsive

Strengths-Based

Trauma-Informed

**Grounded in Neuroscience  
and the Science of Learning**

[Oregon's Transformative Social and Emotional Learning Framework](#) provides a vision for how education ecosystems can support everyone to feel a sense of belonging, develop agency and collaborative problem-solving skills and grow their abilities to create positive change.



**OREGON'S TRANSFORMATIVE SOCIAL AND EMOTIONAL LEARNING**

# Prioritizing Adult Transformative Social and Emotional Learning

**“** The number one thing we need to do is model social-emotional learning.” —Oregon Education Leader

Transformative SEL creates a culture of well-being by providing structures for adult connection, collaboration, co-learning, co-creation, self-care and community care. All levels of the educational system—including the district, school, and policy levels—can be engaged to support adult Transformative SEL.

## Why is adult Transformative SEL important?

Focusing on adults' social and emotional capacities improves their well-being, creates positive work environments and increases feelings of competence. Adults who feel supported in their own SEL journeys can positively model, coach and nurture Transformative SEL competencies in students.

## What does this look like?

### Promote adult connection

**WHEN ADULTS ...**  
are attuned to each other's experiences, needs and hopes and feel a strong connection with each other

**THEY ARE ABLE TO ...**  
build healthy relationships and deepen their sense of community and collaboration

**AND MODEL HOW STUDENTS CAN ...**  
engage in healthy relationship-building and develop a sense of belonging.

## Promote opportunities for adult collaboration

### WHEN ADULTS ...

are given time to co-create positive learning environments and to collaboratively solve problems

### THEY ARE ABLE TO ...

experience feelings of connection, competence and agency, while contributing to equitable learning environments

### AND MODEL HOW STUDENTS CAN ...

work in groups and develop strong collaboration and inquiry skills.

## Encourage self-care and community-care

### WHEN ADULTS ...

feel supported to prioritize their own needs and to take action to address the needs of their communities

### THEY ARE ABLE TO ...

stay regulated, reflect on their actions and how they impact others, and cultivate a thriving community

### AND MODEL HOW STUDENTS CAN ...

consider their own needs and goals while developing a sense of agency in their community.



## Pause and Reflect

- Consider your ideal day at work. What structures that support adult well-being might help make this day possible?
- Consider the collective social and emotional skills of your students or teams. What is working well, and where are there opportunities for improvement?



## Try It Out

- Implement a community-building ritual, like a check-in question that everyone responds to, at the beginning of each meeting or professional learning session.
- Choose a colleague to intentionally connect with. Prepare a few questions to get to know them better in the next few weeks.

**LEARN MORE & SHARE** The new [Transformative SEL resources](https://oregoninstructionalframeworks.org/TSEL) on the Oregon Instructional Frameworks website provide tools and guidance for educators, instructional coaches, school and district leaders, and community members to integrate Transformative SEL into everyday education. Please share these resources with your community!



Access resources and get more information:  
[oregoninstructionalframeworks.org/TSEL](https://oregoninstructionalframeworks.org/TSEL)