

Culturally Responsive

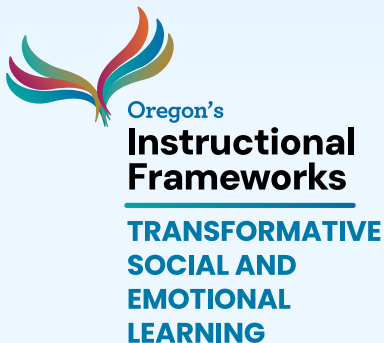
Community Responsive

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.



Conditions for Learning & Thriving

“ [We need to] create a culture where people see that Transformative SEL isn't something separate—that it fosters and facilitates key elements of learning and teaching.
—Oregon Education Leader

Transformative SEL shifts focus away from individual behaviors and deficits and toward changes that need to happen across social contexts, systems and learning environments. Creating equitable environments where all students and adults can learn and thrive requires intentional alignment across partnerships, policies and practices and the strengths of everyone in the system.

Oregon's [Transformative SEL Framework & Standards](#) offer guidance for leaders and educators to create the conditions for learning and thriving where every student's social, emotional and academic needs can be met.

Why are conditions for learning and thriving important?

Conditions for learning and thriving are critical to education, human connection and creating caring, just, inclusive and healthy schools. Conditions within schools can also contribute to or exacerbate trauma and harm. A Transformative SEL approach creates the conditions for individuals and groups to engage in ongoing reflection and continuous improvement to ensure that the needs and interests of all students and community members are addressed.

What does this look like?

Practices

Cultivate authentic partnerships that prioritize relational trust, address power dynamics, foster shared decision-making and invite two-way communication, allowing everyone to learn together.

Examples

An elementary school leader works with a family committee to establish synchronous and asynchronous check-ins for positive communication with families about their needs, perceptions of school culture and ideas for improving school-family partnerships.

Practices

Adopt equitable policies that prioritize student, adult and community safety, belonging, healing, agency and well-being.

Examples

A high school discipline referral policy directly addresses how students of color may be disproportionately impacted and provides guidance to prevent bias-based practices.

Create thriving learning environments that represent and affirm everyone's personal, cultural, racial and academic identities with opportunities for routines and rituals that promote healing and belonging.

Members of a professional learning community engage in empathy interviews with students to learn about their strengths, interests, learning goals and needs. They reconvene to brainstorm opportunities to incorporate students' insights into instructional planning.



Pause and Reflect

- What communication channels are available to involve students, families and the broader community in decision-making around creating learning environments that support everyone's strengths and needs?
- How are students' cultures, races, languages and other identities reflected in and outside the classroom? What opportunities can you create to learn more about your students?



Try It Out

- Collaborate with colleagues and school leaders to periodically review policies and ensure equitable implementation by reviewing relevant data and reflecting on its impact for student and adult safety, belonging, healing, agency and well-being.
- Design activities that require students to work together in diverse groups and learn more about one another.

LEARN MORE & SHARE The new [Transformative SEL resources](#) 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