

Culturally Responsive

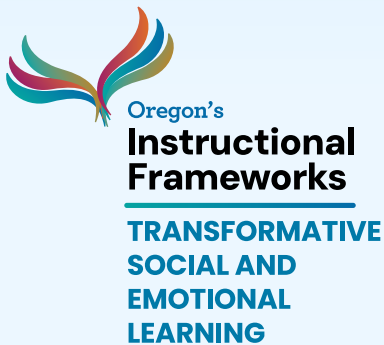
Community Responsive

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
STANDARD 4:

Relationship Skills & Collaborative Problem-Solving

“ I think it’s really about community care and collective efficacy. —Oregon Education Leader

Relationship skills and collaborative problem-solving refer to one’s abilities to display cultural awareness and empathy, affirm the perspectives of others and restoratively respond to harm when conflict occurs.

Why are relationship skills and collaborative problem-solving important?

Relationship skills and collaborative problem-solving are essential for maintaining healthy and supportive relationships and effectively navigating settings with diverse individuals and groups. Collaborative problem-solving acknowledges and helps realize the collective rights and responsibilities of being a full community member.

By cultivating strong relationships and collaborative problem-solving abilities, students and educators are better equipped to navigate differences, promote well-being, and contribute to a supportive, respectful learning community.

What does this look like?

Practices

Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.

Examples

A third grade teacher takes time to learn about students’ backgrounds through conversations with students and their families. They use this information to incorporate culturally relevant texts and activities into their classroom, allowing students to share their unique experiences and perspectives.

Practices

Demonstrate empathy and affirm others' perspectives during teamwork and collaborative problem-solving.

Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.

Restore relationships through actively engaging with others, working collaboratively and affirming cultural and social perspectives.

Examples

A fifth grade class is working together to solve a community problem. The teacher models empathy by encouraging the group to consider all perspectives.

After a conflict between two teachers, a department leader notices that the tension is affecting the entire team. The leader acknowledges the situation by checking in with each teacher individually: "Let's talk about how we can repair the situation in a way that makes sure you both feel supported in this process."

In a group activity, a teacher notices that a student feels left out. The teacher models for the group how to actively include and value the unique perspective that the student brings to the task.



Pause and Reflect

- What strategies do I draw on to develop trust between students? Between colleagues?
- When students or teachers work in teams, how can I ensure everyone's voice is heard? What strategies can I implement to promote inclusion and collaboration?



Try It Out

- Think about a recent positive experience of collaborative problem-solving. Consider how each individual's differences enhanced the collaboration.
- After a disagreement, consider checking in with each person involved to understand their perspectives and offer support. How did this help restore trust and encourage open communication?

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