**Navigating Turnover**

One thing we can count on as we build the vision of community-wide, systemic SEL is that, at some point, there will be turnover among staff. The question then becomes: **How can we sustain SEL implementation amid turnover?**

**In the interim:**

If someone is vacating their role, be intentional about bringing the full team along in the process. First, consider holding a staff meeting to share the news publicly or send a timely, appropriate email to the team. To the extent you are able, anticipate questions and come up with a plan for hiring a replacement and filling in the gaps in the interim. Ensure that there is open communication and space to ask questions. People feel most comfortable with change when they feel like they are in the know.

**In the hiring process:**

In hiring a replacement, ensure that SEL is infused throughout the process. Consider the attributes, mindsets and competencies that the role requires and ensure those are articulated in the job description itself. Ask the full team, including those who will be collaborating with the new employee, what would be most helpful or what they are hoping the new team member can contribute to the work.

It is critical that SEL is emphasized as a priority from the beginning. Then, when interviewing candidates, express the importance of SEL to the role, the team they will be serving on, and the overall work. In the questions posed and conversation, consider both the candidate’s skills as well as their mindset. It may be helpful to ask practice-based questions to get a sense of their thought process.

**Developing relationships:**

Under the best of circumstances, starting a new job is both exciting and intimidating. Rather than flooding a new employee with work from the get-go, be intentional about carving out time for that person to develop relationships. Encourage veteran staff members to invite the new employee out for coffee or lunch, bring the new employee to different team or cross-functional meetings, and seek out conversation and connection.

If the school is working closely with a partner organization that supports SEL, intentionally coordinate tours or visits for new employees so they can see how SEL is aligned throughout school and partner programming. It is critical that school staff get to know key school partner organizations and program staff, see the spaces where their programs operate, and learn their SEL vision. Likewise, new staff of partner organizations will need to develop strong working relationships with their school counterparts.

**Building a foundational understanding of SEL:**

As part of training for new staff, seek opportunities to build a foundational understanding of SEL. It is important that all adults, including newly hired staff, understand and can articulate the community’s vision for SEL.

In the first days on the job, share with new staff any presentations, resources or articles that have been used in professional learning around SEL. It will be helpful for new employees to see what work has already been done and begin to adopt the language the community has already started to use.

It may also be helpful to share a few generalized resources around social and emotional learning. The tool [Planning Foundational Learning for the School Community](https://schoolguide.casel.org/resource/plan-sel-foundational-learning-for-the-school-community/) and the accompanying resources on the CASEL School Guide found [here](https://schoolguide.casel.org/focus-area-1a/foundational-learning/) are a good starting point for preparing onboarding material.

**Adult SEL: It’s for everyone**

First, ensure that SEL - including adult social-emotional competence development - is communicated as a team, office and community priority. Share that it is important to the work that each person on the team is engaged in his or her own SEL work.

Encourage new staff to complete the CASEL [Adult SEL Self-Assessment.](https://schoolguide.casel.org/resource/adult-sel-self-assessment/) The front page of this tool includes framing and instructions around how to complete the self-assessment. Encourage new staff to engage in self-reflection on how these competencies may show up in their new role and how they hope to grow professionally with regards to social-emotional competence.

It may also be helpful to use this self-assessment tool as a way to establish rapport within a team as new members join. Consider different ways of facilitating small group conversation about the self-assessment to help new team members and veterans learn more about one another and the work styles of the collective.

Other resources around adult SEL can be found on the [CASEL Guide to Schoolwide SEL](https://schoolguide.casel.org/focus-area-2/overview/). Many of these resources have already been adapted to fit the needs of broader SEL efforts beyond the school context and others have linked OST-enhanced versions.