



Yours, Mine, Our- Care:

Educator Wellness + Self- Care Redesign Tips

March 8, 2022

WELCOME | Introductions



IN THE CHAT:
Share your name,
district, and role



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Our Reach

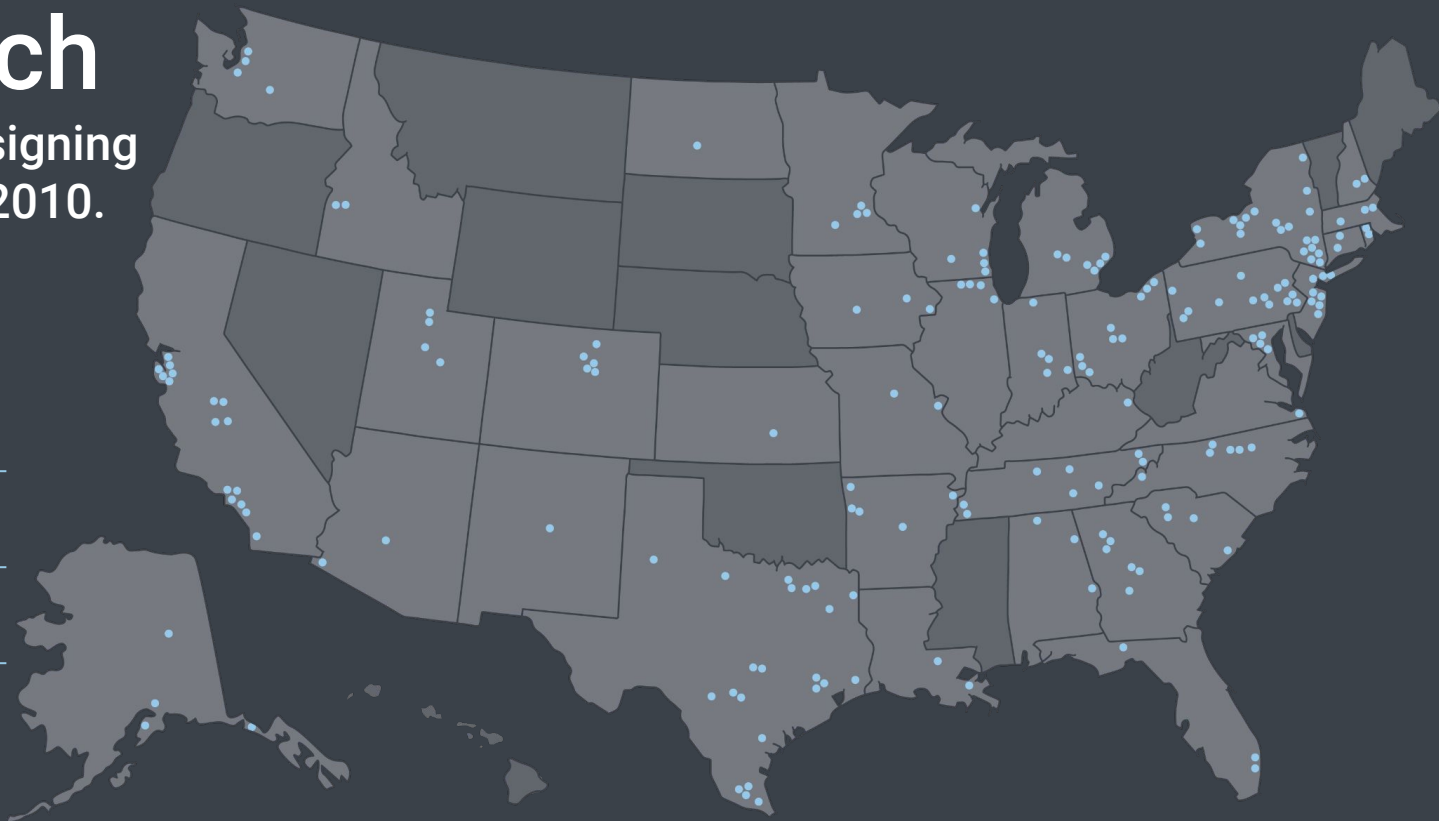
We've been redesigning
education since 2010.

We've reached:

1.5M students

1700+ schools

320+ districts



We **believe** that **schools grow** when **people grow**.

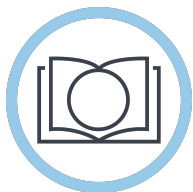
Founded in
2010

1700+
Schools

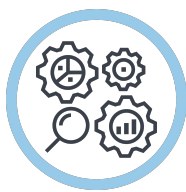
320+
Districts

37
States

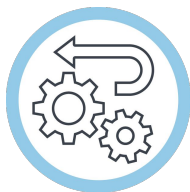
Blended &
Personalized
Learning



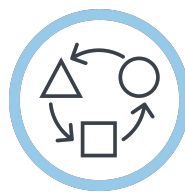
Strategic
Planning



Data
Culture



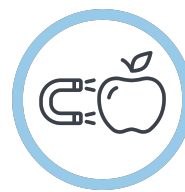
Equity



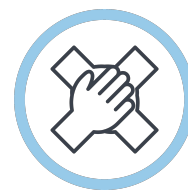
Leadership
Development
& Coaching



Retention &
Recruitment



Responsive
Practices



Overview

- **Current State** of Educator Wellness
 - Data
 - Implications
- **Tip 1:** Listen + Adjust
- **Tip 2:** Reflect, Review, Respond
- **Tip 3:** Capitalize on Creative Spaces
- Q + A/ Discussion

Objectives

*Name
Organizational
Considerations
and offer three
tips to influence
redesign*

*Reflect on current
systems +
practices to
pinpoint
opportunities to
prioritize
wellness*

*Share practices,
barriers, and
ideas*

Essential Questions

Your Takeaways for Today

How does wellness look
in my organization's
current systems +
practices?

How can I prioritize
wellness within my
organization?

Where do I start?

Grounding Ourselves in the Why

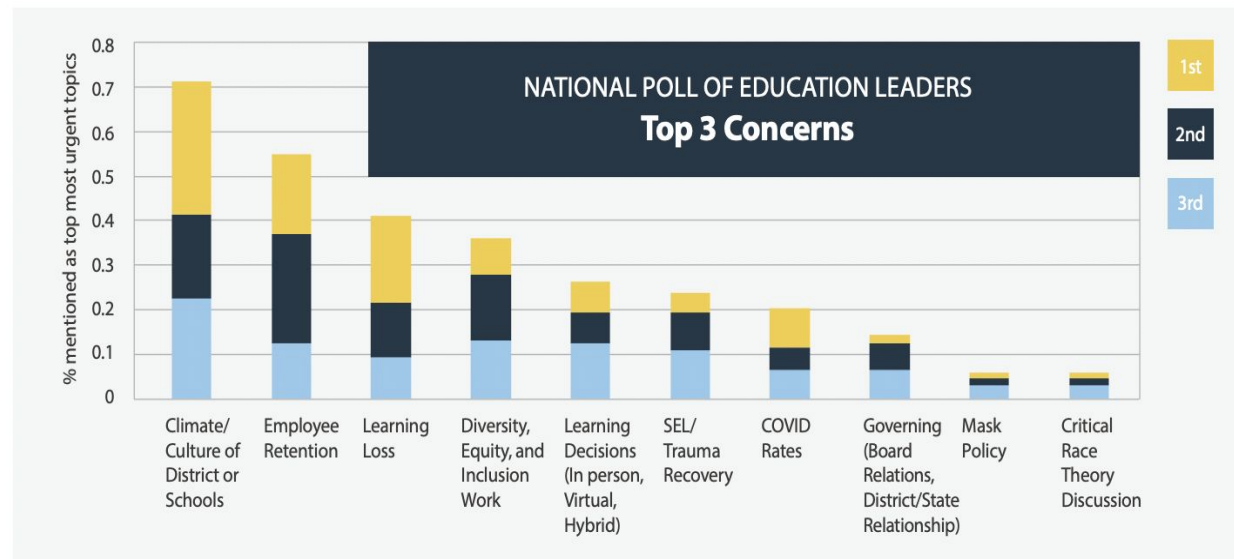
What is Wellness?

- **Physical** - wellness of the body
- **Psychological** - wellness through processing and mindfulness
- **Emotional** - wellness through affirmations, connections, and feelings
- **Professional** - wellness regarding work/life balance and in our career
- **Spiritual** - wellness through community and inspiration
- **Spatial** - wellness connected to surroundings



Source: National Alliance on Mental Health

XanEdu + EE Pulse Survey



48%

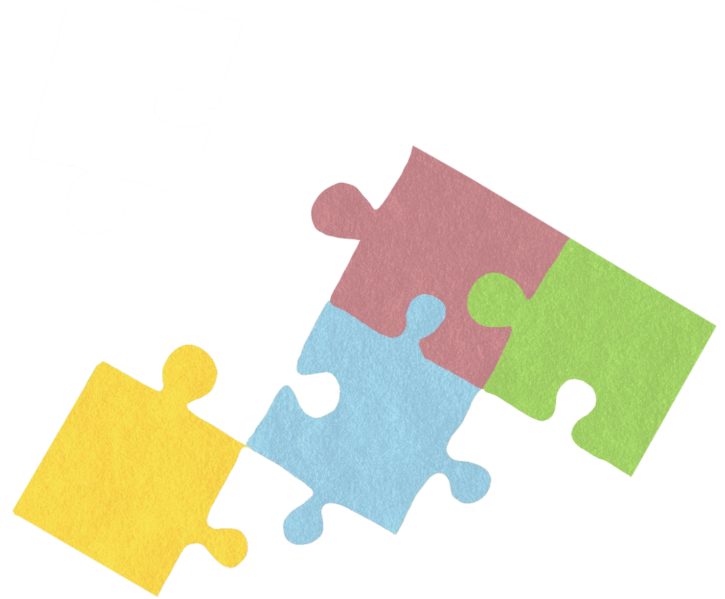
of 6,000 teachers surveyed by Teachers Pay Teachers last November said they had considered changing jobs in the past month.

K-12 LEADER PULSE SURVEY

CURRENT STATE | Teacher's Wellness

“The problem is not that activities like orchestrated gift exchanges and happy hours—or even self-indulgent Netflix binges and spa days taken by teachers—are bad. It is that none of these practices provide true recovery and, as a result, they don’t lead to sustainable practice.”

“You can’t deep-breathe your way out of a pandemic; you cannot stretch your way out of terrible class sizes; you cannot ‘individual behavior’ your way out of structural problems,” said Chelsea Prax. “Those are effective coping measures, but they don’t change the problem.”



Source: [Practice What You Teach](#), Aspen Institute

Tip 1: Listen To Teachers + Adjust

Livestream Chat→ How does a Culture of Care look?

What does it take to build a culture of care?

- Listen
- Invest
- Demonstrate Care

‘A Culture of Care’: How Schools Can Alleviate Educator Stress This Year

By Sean Slade & Alyssa Gallagher — September 23, 2021 ⌚ 6 min read

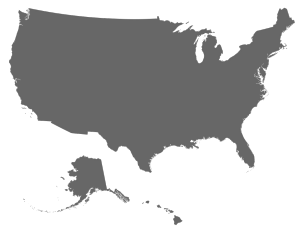


Source: EdWeek: “A Culture of Care”

Listen

Ways of Listening

National + Regional
Surveys + Research



*Gain a broad perspective,
understand trends*

District +
School Surveys



*Listen to the needs of the
community*

Small Group + Individual
Conversations



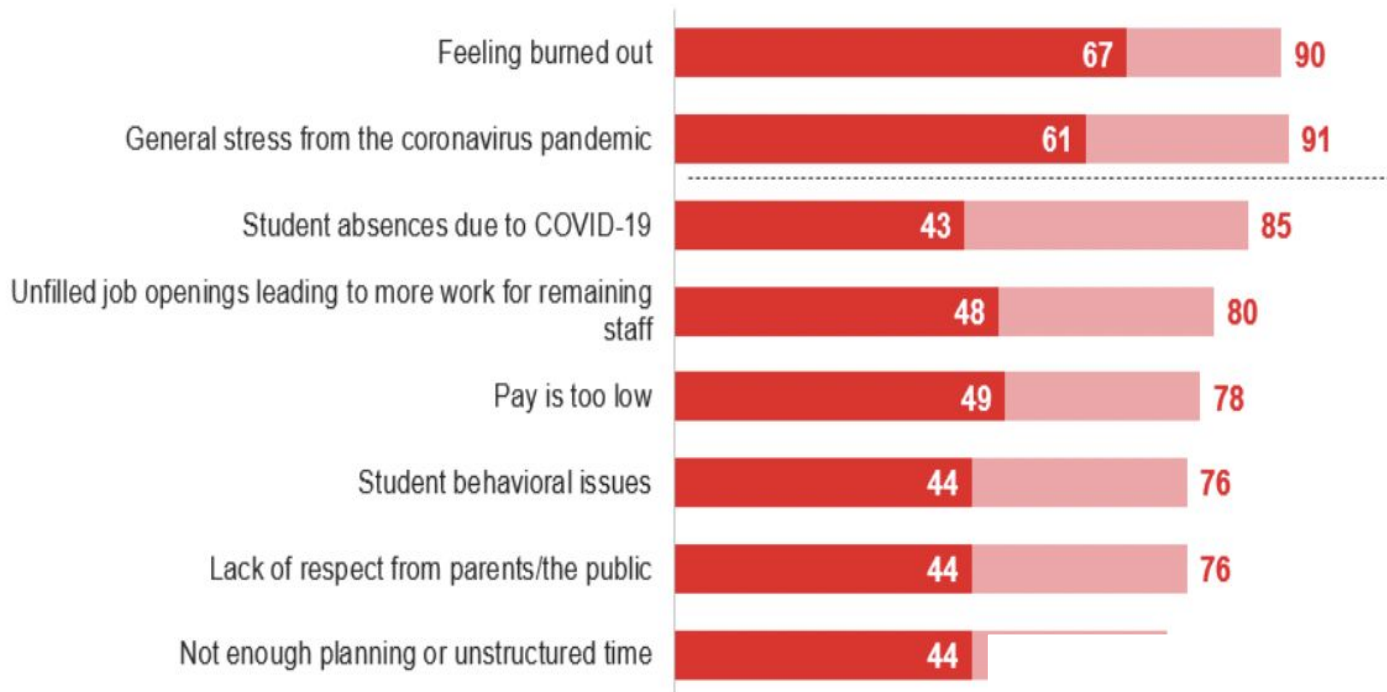
*Connect to build empathy
and co-design change*

CURRENT STATE | Issues Facing Educators

Issues Facing Educators

Below is a list of issues or problems some school employees have experienced during the coronavirus pandemic. For each one, please indicate how serious of a problem this is for you

● Very Serious ● Total Serious

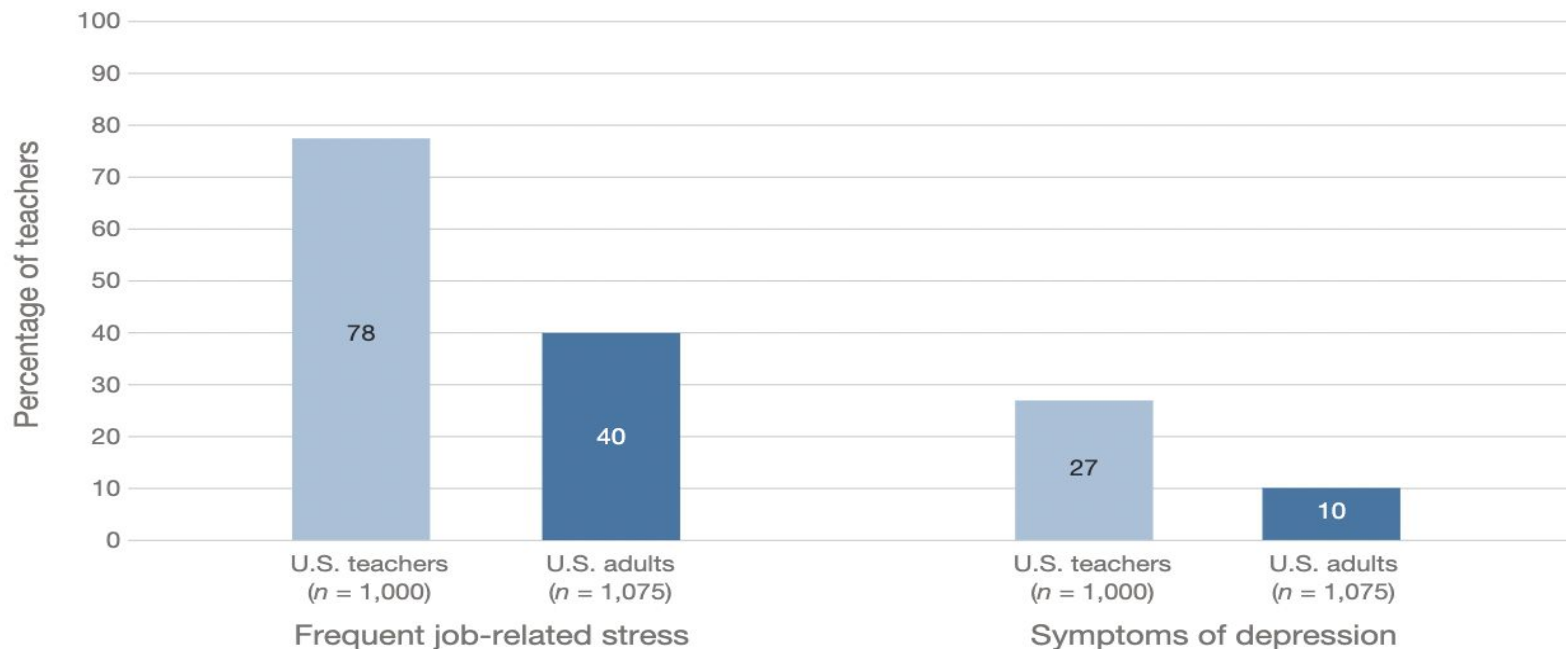


Source: [NEA Survey](#)

What teachers are saying...

FIGURE 1

Job-Related Stress and Symptoms of Depression Among Teachers and Among the General U.S. Adult Population



SOURCES: Data for U.S. teachers are from our ATP survey. Data for frequent job-related stress among U.S. adults are from our ALP survey. Data for symptoms of depression among U.S. adults are from the Understanding America Study (University of Southern California Dornsife Center for Economic and Social Research, undated-a).

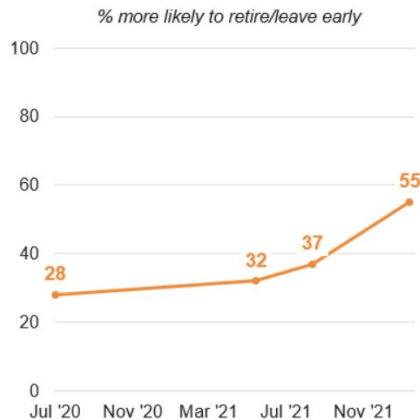
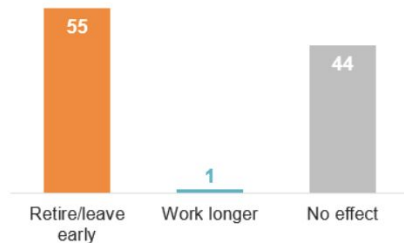
Other Implications

More than half (55%) of members say they are more likely to leave or retire from education sooner than planned because of the pandemic, almost double the number saying the same in July 2020. Black and Hispanic educators are more likely to say they are more likely to retire or leave early, which could leave the teaching profession less diverse.

Retirement/Leaving Plans

Has the COVID-19 pandemic made you more likely to retire or leave education earlier than you'd planned, more likely to work longer than you'd planned, or made no difference in your plans?

Hispanic/Latino: 59%
Black: 62%



Teachers of color and teachers who are parents of children who need learning support or care might experience different job-related stressors and working conditions—and thus have different needs—than their teacher peers.

Ways that you can listen

Listen - District and School	<i>Conduct (and repeat) surveys that include teachers, students, and families</i>
Listen - Small Groups and Individuals	Conduct interviews and focus groups to understand survey data
Accept Findings and Respond	acknowledge needs, and let people know
Act	Take action and co-design

Invest

Cost to Value of an Employee

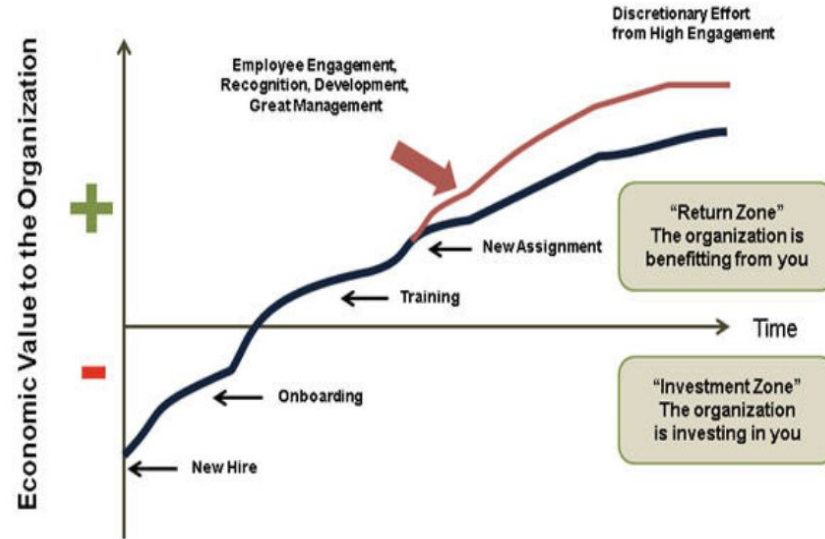


Fig 1: Economic Value of an Employee to the Organization over Time (C) Bersin by Deloitte

Ways that you can invest

- Review Retention and Recruitment Practices
- Reserve funds for teachers' personal PD requests
- Reserve time to critically consume current website content



Demonstrate Care

Demonstrate Care



Ways that you can demonstrate care

- Make personal connections
- Ask questions
- Admit vulnerability (**including when you made mistakes*)
- Listen

Tip 2: Reflect + Review + Be Responsive

Livestream Chat→
**What are some things your
organization does to prioritize
wellness for staff?**

ORGANIZATION/ DISTRICT CONSIDERATIONS:

- *How are our systems and structures inclusive of multiple perspectives?*
- *How is feedback collected and leveraged from attracting talent and recruitment to retention and an employee's exit and beyond?*
- *What org/district changes have we made to retain teachers? To attract/recruit teachers?*



ORGANIZATIONAL
WELLNESS
EXPERIENCE
TRACKER

01

Attract

02

Recruit

03

Immerse

04

Retain

05

Empower

06

Exit

07

Network

TOUCHPOINTS

Job Descriptions
Salary Transparency
Roles and Responsibilities
Recruiting Events
Employee Referrals
Career Page
GlassDoor
Employer Social Media
Company's Mission + Vision
Company's Product

Career Page
Job Application
Virtual Tours
Hiring Manager
Opportunity to Connect/Shadow Current Employees

Welcome Packet
Benefits Enrollment
Training
Onboarding Checklist/FAQ
Intro to Culture
Tour
Employee Ambassadors
Goal Setting
Flex Time/ Virtual Options

Performance (30-60-90 Day Reflections vs. Reviews)
Conversations
Compensation Changes
Learning & Development
Career Path Counseling
Employee Committees
Weekly Wellness Sessions/Monthly Connection Opportunities

Succession Planning
Mentor Program
Manager Training

Exit Interview
Offboarding

Alumni Events
Focus Groups/Advisors

MEASUREMENTS OF
SUCCESS

of Referrals
of Qualified Candidates
Increase in Applications

Time to Fill
of Qualified Candidates

Onboarding Survey
30-60-90 Day 1:1s

Employee Surveys
Town Halls
Individual Performance
Retention Rates
Registrations for Optional + Extended Learning

Employee Surveys
Town Halls
Individual Performance
Retention Rates

Exit Interview
GlassDoor Reviews
of Referrals from Alumni

GlassDoor
Referrals from Alumni
Attendance at Alumni Events

ENGAGEMENT
TRACKER

Considerations:

1. INCLUSIVE +
REFLECTIVE OF
MULTIPLE
PERSPECTIVES?

2. OPPORTUNITIES
FOR FORMAL +
INFORMAL
FEEDBACK?



CAMPUS CONSIDERATIONS:

- *How do we consider diverse forms of data, including teacher/student interests?*
- *How do we include and acknowledge how our outside lives impact our inside of the building needs?*
- *What's within our locus of control to impact, influence, or change?*



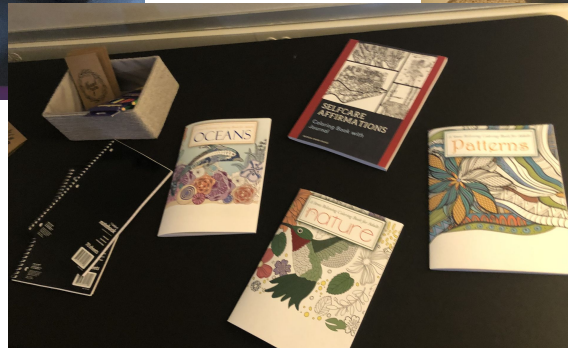
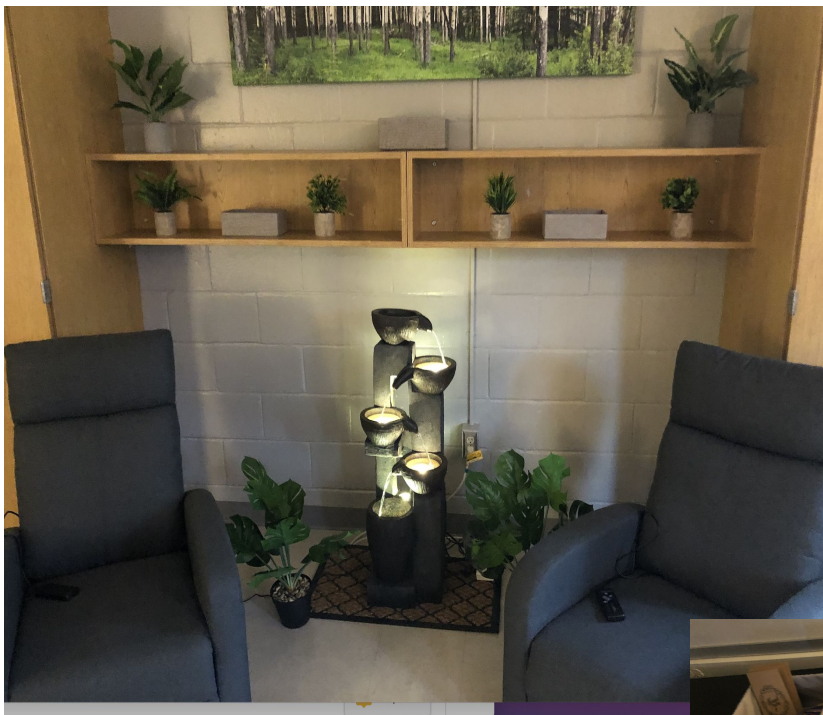
CLASSROOM CONSIDERATIONS:

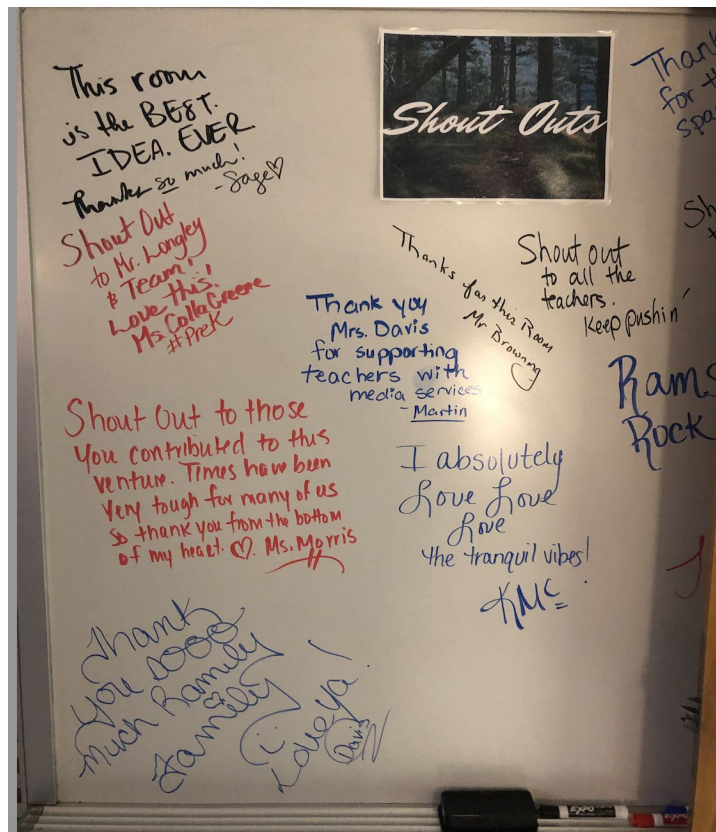
- *Where are moments of internal reflection and “listening to my inner voice” promoted in our daily habits?*
- *What could be done to promote dialogue among students?*
- *Are multiple POVs read?*
- *How might components of our current structure of instruction create anxiety and stress? Reduce Stress?*


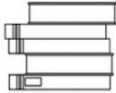
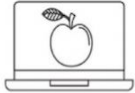


Tip 3: Capitalize on Creative Spaces

Livestream Chat→
What are some things that your organization is doing to prioritize physical *and/or* psychological wellness spaces for *staff*?





<p>You are in charge of your own PD</p> 	<p>Explore your own interests, needs, and passions</p> 	<p>Connect when it suits you -- 24/7</p> 
<p>Brainstorm or fine tune your ideas</p> 	<p>Why educators should build a PLN</p>	<p>There can be light and shade</p> 
<p>Stay current on research and best practice</p> 	<p>Students need globally connected teachers</p> 	<p>Learn and connect in a way you enjoy</p> 

edublogs teacherchallenge.edublogs.org

CC BY NC ND

How Creative Spaces Influence Staff Wellness

- Staff feels seen
- Staff feels affirmed
- Staff feels celebrated
- Staff feels that their “whole” selves can enter the workspace and feel embraced
- Staff reciprocates and reproduces activities/actions with students

38 PROMPTS MERGING REFLECTIVE THINKING WITH BLOOM'S TAXONOMY

DOMAIN: ANALYZE

1. Do I see patterns in what I did?

STUDENT

2. Were the strategies, skills, and procedures I used effective for this assignment?
3. Do I see any patterns in how I approached my work – such as following an outline, keeping to deadlines?

TEACHER

4. What background knowledge and skills did I assume students were bringing to the lesson?
5. Were the instructional strategies I used the right ones for this assignment?
6. Do I see patterns in my teaching style—for example do I comment after every student reply?

PRINCIPAL

7. Were the implementation strategies I used effective for this situation?
8. Do I see any patterns in how I approached the initiative – such as timetable, communications, input from stakeholders?
9. Do I see patterns in my leadership style? Do I over-promise, stall when I need to make a tough decision?

DOMAIN: EVALUATE

10. How well did I do?

STUDENT

11. Did I do an effective job of communicating my learning to others?
12. What have I learned about my strengths and my areas in need of improvement?
13. How am I progressing as a learner?

TEACHER

14. What are we learning and why is it important?
15. Were any elements of the lesson more effective than others?
16. What have I learned about my strengths and my areas in need of improvement?
17. How am I progressing as a teacher?

PRINCIPAL

18. Does the data show that some aspects of the program are more effective than others?
19. What corrective measures might we take?
20. In a larger context, is the organization improving its capacity for improvement?
21. Were some aspects of my leadership approach more effective than others?
22. What have I learned about my strengths and my areas in need of improvement?
23. How am I progressing as a leader?

DOMAIN: CREATE

24. What should I do next?

STUDENT

25. How can I best use my strengths to improve?
26. What steps should I take or resources should I use to meet my challenges?
27. What suggestions do I have for my teacher or my peers to improve our learning environment?

TEACHER

28. How would I incorporate the best aspects of this lesson in the future?
29. What changes would I make to correct areas in need of improvement?
30. How can I best use my strengths to improve?
31. What steps should I take or resources should I use to meet my challenges?

PRINCIPAL

32. What did I learn from this initiative and how would I incorporate the best aspects of my experience in the future?
33. Have I effectively helped our school forge a shared vision of teaching and learning?
34. And has it served as the foundation of this plan?
35. How can I best use my strengths to improve?
36. What steps should I take or resources should I use to meet my challenges?
37. Is there training or networking that would help me meet my professional goals?
38. What suggestions do I have for my stakeholders, supervisors or peers to foster greater collaboration?



Livestream Chat→
What are some things that your organization is doing to prioritize physical/psychological wellness spaces for *students*?

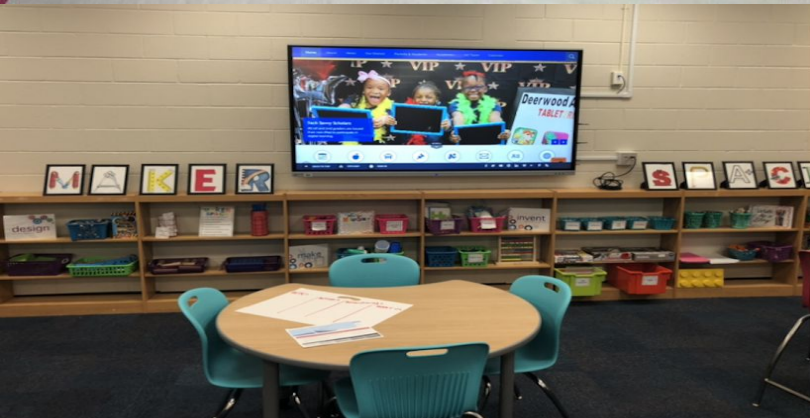
HRL Curriculum Framework Assessment



Identity	Skills	Intellectualism	Criticality	Joy
How does the curriculum (including texts and exercises) help students to learn something about themselves and/or about others?	How does the curriculum (including texts and exercises) respond to or build students' skills and standards?	How does the curriculum (including texts and exercises) respond to or build students' knowledge and mental powers? What are they becoming smarter about?	How does the curriculum (including texts and exercises) engage students' thinking about <i>power</i> and <i>equity</i> and the disruption of oppression?	How does the curriculum (including texts and exercises) impart happiness in learning something new?



Muhammad, pg 150



How Creative Spaces Influence Student Wellness

- Students feel safe
- Students feel celebrated + affirmed
- Students see themselves in curriculum, literature, media, art, and announcements
- Students see their own interests and strengths represented
- Students begin to affirm others

Livestream Chat→
**What are some new ideas or
considerations that you may have?**

Livestream Q + A

Ask us anything!

Closing

Where do I start?

Step 1: Conduct an Initial Assessment

Step 2: Assemble influencers

Step 3: Calendar Wellness Redesign

Step 4: Listen, Ask What if, and Act



WEBINAR SERIES

TACTICS TO TACKLE 2022

- ~~January 25th - Survey Results~~
- ~~February 1st - Customizing Curriculum~~
- ~~February 8th - Personalized Learning & Curriculum~~
- ~~February 17th - Virtual Courses & Coaching~~
- ~~February 24th - Teacher Retention~~
- ~~March 1st - Equity in Education~~
- March 8th - Teacher Self-Care

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