Daring leaders create cultures of belonging.



Pam Ryan Mejia & Pete Morse



Certified Global Dare to LeadTM
Facilitator, Educator, Coach, Author,
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Principal, Leader of Courage and Connection, Cancer Survivor, Father of 3

Building Safe, Brave, Soft Spaces

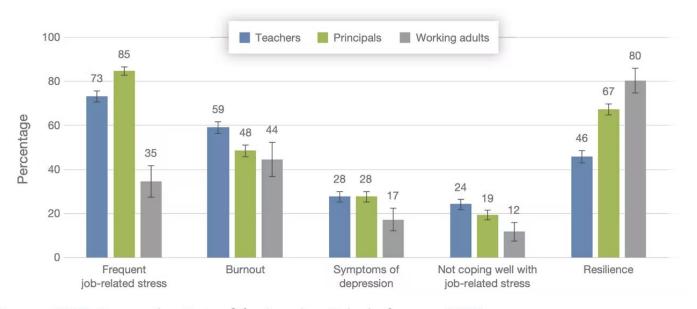


What we are ethically called to do is create a <u>safe</u>, (brave, soft) space in our schools and classrooms where all students(and adults) can walk in and, for that day or hour, take off the crushing weight of their armor, hang it on a rack, and open their heart to truly be seen.

Brené Brown (Sonya Renee Taylor)

The State of Education Right Now

FIGURE 1
Well-Being of Teachers, Principals, and Working Adults in January 2022



Source: RAND Corporation State of the American Principal survey (2022)



Design Opportunities for Adults to Connect, Heal, and Cultivate Their Own SEL Competencies

- Allow space for connection and healing
- Provide professional learning
- Maximize staff connections

The pandemic has underscored social and emotional learning as an essential part of high-quality education—highlighting our relationships, resiliency and collective problem-solving as fundamental to teaching and learning.



#caselcares



Building a Supported School Community

□ Building a Structure for Staff to Connect and Experience SEL

☐ Focusing on Student SEL & Well-Being within Current Structures: No Add On!

Engaging Parents and Caregivers



Building Safe, Soft Spaces for Staff to Connect and Experience SEL

- Belonging and Identity
- Building Psychological Safety
- Boundaries and Balance
- Vulnerability
- Empathy
- Self Care
- Managing Stress and Overwhelm
- Mindfulness
- Emotional Literacy
- □ Trust







What is your story? Go way back.

- What parts feel important?
- **■** What experiences have shaped you?
- What positive and challenging relationships shaped how you connect with others?
- What setbacks and successes belong in your story?



DESIRED DAILY EXPERIENCE



Families

- My child is seen, heard, valued, trusted and respected for who they are and who they want to be
- My child's education helps them grow as a person, not just academically, and prepares them for whatever path they choose after high school
- I am seen, heard, valued, trusted and respected for who I am and my hopes for my child
- I have the resources I need to support my child's learning



Students

- I am seen, heard, valued, trusted and respected for who I am and who I want to be
- My classes are engaging, the content is relevant, and the instruction and feedback are helpful and meaningful
- I like being at school, have time to be with my friends, and can talk openly with my teachers



Staff

- I am seen, heard, valued, trusted and respected for who I am and my knowledge, skills, and ambitions
- I have access to resources, time, and professional development to help me grow
- I am heard, encouraged, supported, and inspired by leadership
- I have timely communication, direction, and clear goals to be successful

Not new or more, just improved



Our goal:
Build Common Language and Tools
Consistent Use
Restorative Accountability



Focusing on Student SEL & Well-Being within Current Structures:

No Add On!





Questions?

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