Daring leaders create cultures of belonging.

Brené Brown
Pam Ryan Mejia & Pete Morse

Certified Global Dare to Lead™ Facilitator, Educator, Coach, Author, Mom of 5

Principal, Leader of Courage and Connection, Cancer Survivor, Father of 3
What we are ethically called to do is create a safe, (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)
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?
**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

**DESIRED DAILY EXPERIENCE**
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!

- **Student SEL**
  - Morning Meetings
  - BT3
  - TAB In Calm Rooms

- **Family and Caregiver SEL**
  - Family Education
  - Newsletter
  - Training and tools

- **Student Response to Behavior**
  - PBIS
  - Restorative Practices
  - Room Service
Questions?

Pete Morse
morsep@district112.org

Pam Ryan Mejia
pam@bettertogethercubed.com