



NEW ENGLAND ASSOCIATION  
OF SCHOOLS AND COLLEGES

# TRANSCRIPT

## Taking Care of Teachers: SEL Starts with Adults

*a NEASC Virtual Global Forum webinar*

Broadcast: Tuesday, September 21, 2021; 9:00-10:00 a.m. ET

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00:01:21.360 --> 00:01:22.320

Jim Mooney - NEASC: Hello everyone.

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00:01:26.130 --> 00:01:30.960

Jim Mooney - NEASC: it's great to see the conversation, starting in the chat thanks for involving yourself that way.

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00:01:57.990 --> 00:02:01.290

Jim Mooney - NEASC: Welcome to today's me ask virtual global forum.

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00:02:09.450 --> 00:02:17.400

Jim Mooney - NEASC: My name is Jim moni i'm the deputy director for accreditation and school improvement at me ask my co host today will be allison Gary.

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00:02:18.930 --> 00:02:22.440

Jim Mooney - NEASC: director of accreditation and school improvement.

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00:02:25.380 --> 00:02:40.680

Jim Mooney - NEASC: It should be noted that today's webinar is being recorded and it's available at the NASA website on demand, usually about one day after we're done bear in mind that the Q amp a is also included as a transcript.

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00:02:55.170 --> 00:03:03.270

Jim Mooney - NEASC: Today you'll hear from a group of panelists who have joined us to share and discuss some steps they've taken to assist adults in their communities.

8

00:03:05.340 --> 00:03:20.910

Jim Mooney - NEASC: in helping them to build social emotional understanding and capacity to better support students, as the adage goes, we have to put on our oxygen mask first before we can in fact be truly useful to our students.

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00:03:22.380 --> 00:03:26.700

Jim Mooney - NEASC: i'd like to hand things over, at this point to allison to get the conversation started.

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00:03:30.060 --> 00:03:38.310

Alyson Geary - NEASC: Thank you, Jim and thanks to everyone who's joining us today to talk about this important topic as we thought about what would be important, the best.

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00:03:38.670 --> 00:03:52.590

Alyson Geary - NEASC: topic to start this year off of with we decided that, looking at the ways that we can help support teachers and staff in our classrooms would be an important topic start with so that's what we're going to talk about today.

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00:03:53.640 --> 00:03:59.670

Alyson Geary - NEASC: We go in today's conversation understanding that social and emotional learning is a complex issue with many approaches.

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00:04:00.090 --> 00:04:06.870

Alyson Geary - NEASC: But our hope is to bring you some real world insight share experiences and provide lots of good ideas and resources.

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00:04:07.650 --> 00:04:20.730

Alyson Geary - NEASC: We have a panel, representing a spectrum of associations and schools that will help us understand these issues from a variety of perspectives and hopefully give you some great insights that you can take back to your own schools.

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00:04:21.300 --> 00:04:29.040

Alyson Geary - NEASC: So i'd like to start with, asking our participants to introduce themselves and we'll start with Jim chanel and Paul.

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00:04:32.280 --> 00:04:43.080

Jim Grout - High5Adventure: My name is Jim grout i'm the executive director at high five adventure learning Center in brattleboro Vermont we are a nonprofit organization organ educational organization.

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00:04:43.980 --> 00:05:02.640

Jim Grout - High5Adventure: We service schools throughout the Northeast as well as nationally and internationally, teachers, come to us for various training workshops, we have an online program that we started called rebuilding after coven and we've been working for almost 20 years with with various students and.

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00:05:04.290 --> 00:05:08.700

Jim Grout - High5Adventure: faculty and throughout the Northeast Thank you wonderful Thank you.

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00:05:12.870 --> 00:05:24.600

Chanel Worsteling - AISA: hi everyone i'm chanel westerly and i'm speaking to you from Brisbane Australia, that I actually work for ACER the Association of an international schools in Africa.

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00:05:25.410 --> 00:05:50.820

Chanel Worsteling - AISA: Where a regional association that supports around 80 Member schools across 36 countries in Africa, all our schools internationally accredited schools and the curriculum is taught in English i'm the ACC char protection and well being program manager so it's lovely to be here with you.

21

00:05:51.510 --> 00:05:52.890

Alyson Geary - NEASC: Thank you so much, Paul.

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00:05:54.420 --> 00:06:07.830

Paul Smith - East Hampton Public Schools: Good morning i'm Paul Smith superintendent of schools in East Hampton Connecticut we have four schools in our Community total of about 2000 students and we're fairly traditional public school in Connecticut.

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00:06:09.690 --> 00:06:12.690

Alyson Geary - NEASC: terrific then let's hear from Reginald and deanna.

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00:06:14.340 --> 00:06:25.650

Reginald Roberts - Norwalk High School: morning and Reginald Roberts from know a high school and what Connecticut we are a traditional four year high school with about 2000 students in fairfield county.

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00:06:27.270 --> 00:06:27.930

Alyson Geary - NEASC: Thank you.

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00:06:28.860 --> 00:06:36.000

Deanna Zilske - Keene Middle School: Hello i'm deanna celski principal at kean middle school Keane is a small city in South Western new Hampshire.

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00:06:36.390 --> 00:06:48.510

Deanna Zilske - Keene Middle School: And we work with high five, and so I look forward to exploring that with everybody, today we have approximately 700 students that are school and we're regional middle school, which means that we work with students from five sending just.

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00:06:49.770 --> 00:07:05.220

Alyson Geary - NEASC: terrific Thank you so for the first question today i'd like to ask how have the pressures of the pandemic manifested themselves on the educators, that you work with Paul let's start with you and then we'll go to chanel and Reginald.

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00:07:06.600 --> 00:07:21.210

Paul Smith - East Hampton Public Schools: Sure, I think, as building leaders or district leaders program leaders, I think you have to recognize the situation for what it is and deal with it appropriately.

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00:07:21.630 --> 00:07:32.970

Paul Smith - East Hampton Public Schools: This is not an issue of morale and this is not an issue of culture and we are all trained to build morale and we all trained to build culture.

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00:07:33.480 --> 00:07:50.850

Paul Smith - East Hampton Public Schools: And if you focus on that you're missing the real problem it's something else, and unfortunately it's different for everyone involved, I know, when I gather, with my administrators about this time last year.

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00:07:52.050 --> 00:08:03.870

Paul Smith - East Hampton Public Schools: We those who we thought were going to handle the pandemic well often did not and those we may have predicted would have struggled were actually being very successful.

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00:08:04.530 --> 00:08:12.300

Paul Smith - East Hampton Public Schools: And so we quickly found out that there was no rhyme or reason and it required a different type of leadership.

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00:08:12.600 --> 00:08:22.620

Paul Smith - East Hampton Public Schools: Like I said earlier, we can build culture, we can build morale, but we all got very versed at keeping our programs just intact, sometimes.

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00:08:23.190 --> 00:08:43.020

Paul Smith - East Hampton Public Schools: During the pandemic and we've started using the word for our adults, targeted and individual social and emotional learning it's not a program that you can put on all people, because people need very different things, and so I love the word targeted social emotional support for our staff.

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00:08:44.610 --> 00:08:46.050

Alyson Geary - NEASC: Great Thank you chanel.

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00:08:50.010 --> 00:08:51.690

Chanel Worsteling - AISA: Oh just making sure i'm unmuted.

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00:08:53.340 --> 00:08:59.970

Chanel Worsteling - AISA: I think, from from from what I observed and i'm not in a school so i'm just sort of supporting.

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00:09:00.630 --> 00:09:13.020

Chanel Worsteling - AISA: School educators and leaders from afar, but obviously high levels of stress and just exhaustion particularly teachers in the region that i'm working with were.

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00:09:13.620 --> 00:09:27.390

Chanel Worsteling - AISA: You know very quickly thrown into online learning, we had students that we're all around the world, some perhaps who ended up beings, you know, maybe stuck in their home countries or couldn't travel home and so.

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00:09:28.860 --> 00:09:38.100

Chanel Worsteling - AISA: Your teachers were stuck in their home countries and couldn't travel so having to you know get up in the middle of the night to take classes or.

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00:09:38.670 --> 00:09:53.280

Chanel Worsteling - AISA: You know just just working really long hours, I think, just you know that that quick sort of pivot to online learning was a massive learning curve for everyone, which was again just exhausting.

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00:09:53.850 --> 00:10:05.130

Chanel Worsteling - AISA: Just that high levels of uncertainty, create a lot of stress in people so and just just I guess that underlying fear to have of what.

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00:10:06.030 --> 00:10:20.490

Chanel Worsteling - AISA: You know what what's going to happen, what will you will this impact our school, how will this impact our jobs, is it viable for us to stay in this country, do we need to consider moving there were just so many unknowns and I think.

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00:10:22.770 --> 00:10:38.310

Chanel Worsteling - AISA: To a large extent, some of those issues are still you know ongoing in the schools that were supporting now it's not like these problems have gone away, unfortunately, so yeah I think it's been quite a while and track Community official.

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00:10:39.390 --> 00:10:52.560

Alyson Geary - NEASC: Thank you, I think that really articulate the international perspective, which is somewhat different, I mean teachers around the world are experiencing many of the same things that those things that you mentioned are unique, I think, too many international student teachers regional.

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00:10:53.970 --> 00:11:00.960

Reginald Roberts - Norwalk High School: I would say that I think there's an undercurrent of I would call it a concern, maybe not fear, but concerned about.

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00:11:01.800 --> 00:11:11.610

Reginald Roberts - Norwalk High School: I live with people who I don't want to affect, or I don't want to be affected, that would make me vulnerable and so there's a suspicion people have of each other.

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00:11:12.120 --> 00:11:18.810

Reginald Roberts - Norwalk High School: But they never had before so it's a fear of how close, can I get to the student I don't really understand if you understand what i'm saying.

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00:11:19.230 --> 00:11:30.000

Reginald Roberts - Norwalk High School: As a teacher and student I can't read the queue behind a mask or, I would like to be able to say to you a call home, but I can't because your parents might be impacted by the virus itself.

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00:11:30.480 --> 00:11:39.390

Reginald Roberts - Norwalk High School: And so the pressure of not being able to read our kids if you will it's been very great, and I also say that people don't know how to teach.

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00:11:39.840 --> 00:11:49.590

Reginald Roberts - Norwalk High School: kids who didn't learn the content from the year before so i'll tell my French teachers French to, for example, they'll say I don't know how to teach French to light I don't know how to teach French to.

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00:11:50.010 --> 00:11:57.390

Reginald Roberts - Norwalk High School: So how do I scaffold for all the things they don't know and still get them ready so they're began to feel the efficacy of their own craft.

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00:11:57.720 --> 00:12:10.200

Reginald Roberts - Norwalk High School: They wondering, am I really doing well as a teacher, because I don't know how to teach these students, so I think the pressure of fear and then the pressure of how do I reach all my kids are really are up most of my teachers minds.

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00:12:10.920 --> 00:12:13.770

Alyson Geary - NEASC: Thank you so much deanna and then we'll end with Jim.

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00:12:15.000 --> 00:12:25.530

Deanna Zilske - Keene Middle School: I would echo what regional just shared that idea of being able to read and engage with our students in the ways that we have been taught and trained and felt successful in doing.

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00:12:26.820 --> 00:12:35.610

Deanna Zilske - Keene Middle School: It really has helped us, I think, remember the human centered approach that we are so.

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00:12:36.150 --> 00:12:44.100

Deanna Zilske - Keene Middle School: engaged with, and what that looks like behind masks what that looks like behind a computer screen what that looks like in dialogue with our families.

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00:12:44.400 --> 00:12:51.480

Deanna Zilske - Keene Middle School: And so there is this layer of concern original I like to use the word concern instead of fear, I think that that is a really.

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00:12:52.080 --> 00:12:59.910

Deanna Zilske - Keene Middle School: Powerful word to use here, because it is that idea of if you go home to a family member or you care for a family member.

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00:13:00.450 --> 00:13:10.230

Deanna Zilske - Keene Middle School: What you are placing them in the way of if you are going back and forth to school and so it's not just about content, and this is really.

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00:13:10.980 --> 00:13:21.450

Deanna Zilske - Keene Middle School: shone a light on the fact that we are teaching children before content we're teaching the human before the content and what does that look like now within the construct of our new normal.

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00:13:22.140 --> 00:13:28.530

Deanna Zilske - Keene Middle School: And so that has created that layer for our teachers, where we are relearning how to do something that.

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00:13:29.130 --> 00:13:35.820

Deanna Zilske - Keene Middle School: We really felt that we had been strong and how do you build Community when you can't see faces, how do you build that.

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00:13:36.180 --> 00:13:46.650

Deanna Zilske - Keene Middle School: That strong construct of Community as we're doing that work and so that would be I think how it has greatly affected our teachers that exhaustion that concern.

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00:13:46.980 --> 00:13:56.610

Deanna Zilske - Keene Middle School: But also it's kind of catapulted us into this idea of questioning what we're doing and what's best practice for our students, so there has been some good that's come out of it.

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00:13:56.850 --> 00:14:06.750

Deanna Zilske - Keene Middle School: The way that we've altered our advisory time the way that we have explored our one to one practice, and what that looks like because as Paul said it, it has become very individual.

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00:14:07.290 --> 00:14:18.450

Deanna Zilske - Keene Middle School: there's no longer that one size fits all there never was for social emotional learning, but we would often do one professional development for everybody, learn to breathe in and breathe out learn meditation or mindfulness.

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00:14:18.720 --> 00:14:20.430

Deanna Zilske - Keene Middle School: And this is really reminded us that.

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00:14:20.430 --> 00:14:25.800

Deanna Zilske - Keene Middle School: Just as our students need individual care so do our teaching staff.

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00:14:27.150 --> 00:14:27.450

Deanna Zilske - Keene Middle School: Great.

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00:14:27.540 --> 00:14:29.790

Alyson Geary - NEASC: Thank you, Jim last words on that.

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00:14:30.750 --> 00:14:40.680

Jim Grout - High5Adventure: I would echo a lot of the comments that folks have said, I think, as we've encountered faculty and staff these last few weeks there's the starting point has shifted somewhat in terms of.

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00:14:41.340 --> 00:14:48.630

Jim Grout - High5Adventure: Get being with them and helping them reconnect in positive ways as as the innocence almost to to bring out the humaneness.

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00:14:49.260 --> 00:15:00.600

Jim Grout - High5Adventure: In in the five day program that we were doing with keen, we were not there one day and was interesting and talking with one of the principles after on the Friday, which we hadn't done there and Thursday.

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00:15:01.260 --> 00:15:07.530

Jim Grout - High5Adventure: I said how did it go yesterday says it was very stressful it was anxiety producing we had very challenging conversations about.

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00:15:08.100 --> 00:15:17.040

Jim Grout - High5Adventure: You know coven protocols and everything we're trying to doing, but he said what was helping us was being human with one another, I know that sounds overly simplistic but.

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00:15:17.430 --> 00:15:25.560

Jim Grout - High5Adventure: He said, trying to rediscover how we reconnect us humans and it's not just the task in front of us, or the agenda of the zoom call but.

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00:15:25.890 --> 00:15:29.820

Jim Grout - High5Adventure: What does it feel like to really reconnect as human beings, and then use those skills.

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00:15:30.150 --> 00:15:41.370

Jim Grout - High5Adventure: In in very effective ways to tackle the very, very real, you know challenges that everybody continues to face and Rebecca chanel it's not over yet, I mean it's it's continuing it's it's it is exhausting.

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00:15:42.030 --> 00:15:49.680

Jim Grout - High5Adventure: Yet at the same time, I think people are finding and even use the word joy, sometimes I think there's a certain joy that is emerged.

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00:15:50.610 --> 00:15:56.280

Jim Grout - High5Adventure: At various times that carries people and it's a moment of joy it's not it's probably not a whole day of joy.

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00:15:56.580 --> 00:16:08.910

Jim Grout - High5Adventure: That that's pretty challenging these days, but there'll be a moment of something that really they can claim to and build upon that I think that it first and foremost always becomes that human that human connection and strong.

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00:16:09.690 --> 00:16:21.840

Alyson Geary - NEASC: yeah Thank you so much, so we've unearthed all the problems which we knew were there, but thank you for articulating those so let's let's turn to solutions, because I know that is what people have come to the webinar today to hear.

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00:16:22.200 --> 00:16:27.060

Alyson Geary - NEASC: So Reginald i'd like to start with, you can you talk a little bit about some of the.

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00:16:28.560 --> 00:16:38.280

Alyson Geary - NEASC: How you've provided social and emotional support for the Faculty and staff in your organization, some of the strategies that you've used and, specifically, some of the ways that that.

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00:16:38.610 --> 00:16:52.500

Alyson Geary - NEASC: And as Paul talked about sort of differentiating giving people what they need for all of you, how do you differentiate so big question but we'll give everybody a chance to answer it and talk a bit about how you're providing that support Reginald.

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00:16:53.700 --> 00:17:02.220

Reginald Roberts - Norwalk High School: So we instituted something called a mood meters and so people can do that individually in their classrooms as well as with their students.

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00:17:02.550 --> 00:17:13.590

Reginald Roberts - Norwalk High School: And they sort of checking every day, so how am I feeling literally Am I am I happy, am I said, am I anxious and then we gave them a list of things as possible resources that you can do with that emotion.

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00:17:14.040 --> 00:17:20.070

Reginald Roberts - Norwalk High School: And some of that includes speaking to our social workers counselors speaking with me, every day, through my chat and choose.

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00:17:20.490 --> 00:17:26.460

Reginald Roberts - Norwalk High School: And also speaking with your colleagues and department members and our institutionalized advisory.

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00:17:26.760 --> 00:17:35.670

Reginald Roberts - Norwalk High School: Which is a once a week program and also in every other day team meetings, and so, even though the original purpose was to talk about student data and just talk about lesson planning.

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00:17:35.910 --> 00:17:45.630

Reginald Roberts - Norwalk High School: we've sort of retool them so that you can talk about this is how i'm feeling, and this is what I need, and then they come to me for my weekly chat and she will talk about how can you help me, Mr Robert.

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00:17:46.200 --> 00:17:57.660

Reginald Roberts - Norwalk High School: How can you help me Reginald the other piece, though, is that we have allow teachers to sort of used outside as crazy as it sounds just going outside for your class going outside and having your.

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00:17:58.140 --> 00:18:07.500

Reginald Roberts - Norwalk High School: lunch, we never had lunch outside before ever it was always inside sitting outside in the sun, allowing students to sort of breed in cincy the fresh air and talk.

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00:18:07.890 --> 00:18:16.680

Reginald Roberts - Norwalk High School: Having our assemblies in the bleachers we have these huge stands their kids can sit down and listen to you speak has been sort of a.

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00:18:17.160 --> 00:18:22.920

Reginald Roberts - Norwalk High School: godsend in some ways, because people never realize how much it feels great used to be outside and feeling the sun.

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00:18:23.550 --> 00:18:30.060

Reginald Roberts - Norwalk High School: Also, our district office has been very helpful they've created a curriculum for us and we've implemented something called with main crew.

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00:18:30.420 --> 00:18:37.500

Reginald Roberts - Norwalk High School: Which is a way of students checking in each week with underclassmen so our seniors and juniors check in every Thursday with the freshman.

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00:18:37.890 --> 00:18:42.690

Reginald Roberts - Norwalk High School: And we have ambassadors who actually are bilingual ambassadors who check in with students who are.

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00:18:43.290 --> 00:18:49.590

Reginald Roberts - Norwalk High School: We, and I speak English about how they're doing and what support they need, and then the third thing I guess is a national honor society.

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00:18:50.010 --> 00:18:56.430

Reginald Roberts - Norwalk High School: actually has a student assigned to each person, and so they check in with that person once a week, just to see how they're doing.

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00:18:56.940 --> 00:19:06.990

Reginald Roberts - Norwalk High School: And so, our students support base I think it's there, but for staff it's really been about re tooling or re emerging the structure that already exists to have conversations that are necessary.

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00:19:08.400 --> 00:19:09.840

Alyson Geary - NEASC: Right, yes, thank you.

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00:19:11.160 --> 00:19:13.620

Alyson Geary - NEASC: deanna do you want to share a little about where you've been doing.

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00:19:14.880 --> 00:19:26.670

Deanna Zilske - Keene Middle School: we've really been exploring and utilizing restorative practices we've integrated listening circles and teacher Community circles so every other week one day a week after school I facilitate a listening circle.

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00:19:27.660 --> 00:19:38.820

Deanna Zilske - Keene Middle School: And that has really helped our teachers feel heard sometimes it's just the power and in feeling like you're speaking and someone is authentically listening and so providing opportunity for that listening has helped.

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00:19:39.750 --> 00:19:47.280

Deanna Zilske - Keene Middle School: We have extended our advisory so that our Community building time for our student base is extended and that's also helping our teachers.

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00:19:47.940 --> 00:19:58.530

Deanna Zilske - Keene Middle School: As we spoke earlier about humanizing everybody our our teachers have had to access their their ability to connect with themselves during their school day in a way differently than they have previously.

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00:19:58.860 --> 00:20:07.680

Deanna Zilske - Keene Middle School: And so, when they sit in circle with students, they are with them they're not different they're not apart, but they are with them, and that has actually been really powerful.

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00:20:08.400 --> 00:20:18.000

Deanna Zilske - Keene Middle School: We are using conferencing, we are integrating various after school restorative work with our with our staff are teaching and utilizing effective statements.

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00:20:18.750 --> 00:20:27.930

Deanna Zilske - Keene Middle School: And we have mindfulness work that happens with our staff really strongly that we're trying to adhere to with fidelity.

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00:20:28.380 --> 00:20:37.260

Deanna Zilske - Keene Middle School: And we work with high five who comes in, and last year they started to work with us regarding having challenging conversations and.

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00:20:37.680 --> 00:20:47.670

Deanna Zilske - Keene Middle School: How to utilize those so that they move us forward instead of stunt, so that we don't get stuck in the hard in the negatives, we have to explore that part of ourselves.

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00:20:48.000 --> 00:20:54.930

Deanna Zilske - Keene Middle School: And we have to explore that part of what we're going through as a Community, but it's about how do we move through it and how do we support each other through it.

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00:20:55.260 --> 00:21:04.980

Deanna Zilske - Keene Middle School: And so high five has been really helpful in us doing that, we also our central office has been helpful, there is a lot of Community services that are provided.

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00:21:05.310 --> 00:21:11.640

Deanna Zilske - Keene Middle School: And it may sound, really simplistic, but we talk a lot about just having fun and allowing that time for it every day.

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00:21:12.030 --> 00:21:17.910

Deanna Zilske - Keene Middle School: And sometimes we get so caught, we have an eight period day and those are really short periods and there's a lot of movement.

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00:21:18.270 --> 00:21:26.340

Deanna Zilske - Keene Middle School: And so to just say to our staff take time within that 42 minutes to be mindful at the beginning, do a mindful minute or two breathe.

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00:21:26.640 --> 00:21:35.040

Deanna Zilske - Keene Middle School: And then go outside for part of it, integrate game and play into your day has provided teachers, the opportunity to take a breath and then.

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00:21:35.790 --> 00:21:42.600

Deanna Zilske - Keene Middle School: I would say the other really important thing is that our teachers have buddy classrooms so if they just need to take a breath or to step away, they have a.

122

00:21:43.170 --> 00:21:49.890

Deanna Zilske - Keene Middle School: Peer in the in the school, it could be an administrator or a tutor or para or another teacher.

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00:21:50.340 --> 00:21:56.370

Deanna Zilske - Keene Middle School: Who can step in for them so that they can just step out for a few minutes and take the breath that they need to really be present, with our students.

124

00:21:56.640 --> 00:22:00.150

Deanna Zilske - Keene Middle School: So it's just kind of providing that space and letting the teachers know.

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00:22:00.510 --> 00:22:11.880

Deanna Zilske - Keene Middle School: That they are important and that they as humans are really essential they're our greatest resource our students and our staff our greatest resource and we need them to sustain so just letting them know that it's okay.

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00:22:12.270 --> 00:22:18.810

Deanna Zilske - Keene Middle School: And that it's actually courageous to say I need help and then finding the way to get help for them and support them.

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00:22:19.560 --> 00:22:23.100

Alyson Geary - NEASC: terrific Thank you, I just want to, I just want to say, Sarah.

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00:22:23.610 --> 00:22:31.140

Alyson Geary - NEASC: elphick just posted a really great comment to host and panelists Sarah if you want to share that with everyone then everyone can see it, but she said.

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00:22:31.500 --> 00:22:35.670

Alyson Geary - NEASC: Every morning, our teachers meet in small interdisciplinary faculty clusters.

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00:22:36.270 --> 00:22:43.080

Alyson Geary - NEASC: Where they share wins and stocks from the previous day and their priorities for that day and it's been an absolute game changer for our team.

131

00:22:43.410 --> 00:22:51.360

Alyson Geary - NEASC: People feel safe and hurt there we go she shared it with everyone, so you can all see that just want to make sure when you're sharing your comments, please make sure you share with everyone Jim did you have a thought.

132

00:22:51.600 --> 00:23:02.400

Jim Mooney - NEASC: yeah Thank you um one of the things that's come up Jim alluded to it and then deanna followed up and said, the word again so Jim you would have been working with.

133

00:23:03.600 --> 00:23:17.280

Jim Mooney - NEASC: In this case, King high school for five days and that's just a lot of time and and then deanna you talked about time to do the work that's necessary, how do you all find the time to do the work that needs to happen.

134

00:23:18.420 --> 00:23:23.430

Jim Mooney - NEASC: I would think there's tremendous pressure and the time really is the most valuable resource.

135

00:23:25.410 --> 00:23:30.960

Alyson Geary - NEASC: Do you want to Jim do you want to talk a little bit about that and then we'll go back to show and tell and Paul for their responses for.

136

00:23:31.470 --> 00:23:38.460

Jim Grout - High5Adventure: me when in actually in it was with the ball, the administrative leadership team for the whole district, so it wasn't the high school but.

137

00:23:39.060 --> 00:23:50.790

Jim Grout - High5Adventure: About 40 people and then, when the superintendent requested that Rabelais it actually set us back a little bit, I was surprised that they were going to devote that much time it's typically a three day retreat.

138

00:23:51.210 --> 00:23:53.220

Jim Grout - High5Adventure: And this became a five day retreat.

139

00:23:54.120 --> 00:24:03.000

Jim Grout - High5Adventure: And I know his thoughts on that or simply that and I think we we think of this a lot, and we think of our work with students mean we're just trying to strengthen the Community of learners on the classroom.

140

00:24:03.390 --> 00:24:07.710

Jim Grout - High5Adventure: And the nature of our work is using activities and the initial Problem Solving initiatives.

141

00:24:08.070 --> 00:24:21.120

Jim Grout - High5Adventure: As a learning tool to illustrate some of the things, perhaps a little bit more quickly than if it were done in a more traditional way and approaching those days with the with the Faculty was really an opportunity to.

142

00:24:22.140 --> 00:24:33.510

Jim Grout - High5Adventure: Get the culture, ready to do the work that they needed to do and in his point was Jim at the time was that we have to take the time for this sal takes time it can't be rushed.

143

00:24:33.900 --> 00:24:41.040

Jim Grout - High5Adventure: And it was surprising that he was taking it on in that way and that you know our own role in that was was expanded.

144

00:24:41.670 --> 00:24:56.790

Jim Grout - High5Adventure: we've also implemented some pieces called dialogue forums and we've done this long before covert yet, but they're very structured dialogue with challenging questions that are created by the teams of people and did this with the administrative team some years ago and it's a very structured.

145

00:24:58.230 --> 00:25:09.870

Jim Grout - High5Adventure: Protected way for a discussion to take place with some guidelines and things but virtually any any topic could be part of that, but I think it's always the slowing things down a little bit, which is very challenged and do well.

146

00:25:10.290 --> 00:25:23.940

Jim Grout - High5Adventure: In school settings nothing slows down even even here at high five, we have a staff of 23 and and have faced, all the same challenge as anyone else we we had 23 when Kobe started, we have 23 today which i'm thrilled about.

147

00:25:24.480 --> 00:25:30.930

Jim Grout - High5Adventure: But a lot of it was trying to find out how we were changing and how we reconnecting and I think every time we gave ourselves time.

148

00:25:31.380 --> 00:25:38.220

Jim Grout - High5Adventure: Even painful zoom meetings which was very challenging with 23 or 24 people which i'm sure you've all done.

149

00:25:38.520 --> 00:25:47.550

Jim Grout - High5Adventure: But it seemed to become crucial that that was happening in ways that were just forming connections, but it did always seemed like it went back to creating time to make sure it could happen.

150

00:25:49.290 --> 00:25:53.280

Alyson Geary - NEASC: Thank you chanel do you want to talk a little about your that the.

151

00:25:54.360 --> 00:25:58.320

Alyson Geary - NEASC: Measures that you've taken any within your organization to support staff.

152

00:25:59.730 --> 00:26:00.630

Chanel Worsteling - AISA: yeah sure sure.

153

00:26:01.890 --> 00:26:03.810

Chanel Worsteling - AISA: So actually prior to.

154

00:26:04.320 --> 00:26:04.710

Jim Mooney - NEASC: turn.

155

00:26:04.830 --> 00:26:05.670

To comin.

156

00:26:08.010 --> 00:26:20.250

Chanel Worsteling - AISA: had really prioritize well being and supporting schools in in seeing them supporting the well being of their students and teachers and current sort of I guess.

157

00:26:21.660 --> 00:26:31.350

Chanel Worsteling - AISA: The speed up that process really wanting to to develop a program to support staff, so the way that we did that is we've developed.

158

00:26:32.100 --> 00:26:46.740

Chanel Worsteling - AISA: A an online toolkit with in partnership with nestle and it's there an Australian organization that national excellence in school leadership and they've developed an online module it's a five.

159

00:26:47.850 --> 00:26:54.360

Chanel Worsteling - AISA: Five part module program that schools can implement in their in their schools with their staff.

160

00:26:55.290 --> 00:27:06.780

Chanel Worsteling - AISA: So this is an opt in program this was available for all Member schools to participate if if they wanted to, and we had 10 schools that have decided to take part in the Program.

161

00:27:07.380 --> 00:27:18.840

Chanel Worsteling - AISA: And it was a program that they they made available to staff so it's not something that star had to do it was just something that the staff could opt in to do and basically.

162

00:27:20.400 --> 00:27:27.780

Chanel Worsteling - AISA: Someone in that school that could have been a school counselor or a school leader or just someone who's really passionate about well being.

163

00:27:28.620 --> 00:27:44.940

Chanel Worsteling - AISA: put up their hand to lead to lead the staff, it could have been 10 staff, a couple of schools had a couple of groups and maybe it was you know, two or three groups of 10 and they will meet maybe once or twice a month.

164

00:27:46.170 --> 00:28:06.450

Chanel Worsteling - AISA: To cover these five modules on well being and going back to what you were saying Jim about connection these conversations really enabled staff to connect and have conversations about their well being and maybe come together and explore topics and issues, how they were.

165

00:28:07.650 --> 00:28:09.750

Chanel Worsteling - AISA: experiencing the pandemic.

166

00:28:11.070 --> 00:28:22.620

Chanel Worsteling - AISA: in ways that they might not have had a chance to do so, how I supported that is that I ran a practice group of the toolkit facilitators so.

167

00:28:23.280 --> 00:28:30.480

Chanel Worsteling - AISA: The 10 schools that were implementing the program we would meet every couple of weeks to.

168

00:28:31.440 --> 00:28:47.250

Chanel Worsteling - AISA: To debrief the module that that we're about to implement we really wanted a program that was like zero heavy lifting from schools, because schools were already overburdened and had so you know we didn't want this to be.

169

00:28:47.940 --> 00:29:01.410

Chanel Worsteling - AISA: just another task, particularly because it is totally about people's well being so read one and another burden onto staff so so by providing that that scaffold that support.

170

00:29:02.160 --> 00:29:09.840

Chanel Worsteling - AISA: The toolkit facilitators could come, and that was also a place for them to look after their own well being.

171

00:29:10.380 --> 00:29:22.950

Chanel Worsteling - AISA: To be formed a look community, which is really lovely and and and sort of gave them the experience of implementing the program so that they could go and implement it in their school so.

172

00:29:24.720 --> 00:29:45.150

Chanel Worsteling - AISA: Yes, so I think it was a really successful program but finding time Jim back to back to your earlier comment was really difficult, how do you find time in really busy timetables, first for staff to get together and that was certainly one of the challenges, you know school but.

173

00:29:46.320 --> 00:29:55.110

Alyson Geary - NEASC: Can you can you are going to share that resource in the chat too, and we had a couple questions about that so yeah please put that in there and folks can check that out, thank you, Paul.

174

00:29:56.310 --> 00:29:57.210

Chanel Worsteling - AISA: Thank you okay.

175

00:29:57.270 --> 00:30:00.690

Alyson Geary - NEASC: Perfect Thank you Paul do you want to share some of the things that you've done.

176

00:30:01.290 --> 00:30:19.020

Paul Smith - East Hampton Public Schools: So I think what we've tried to do is call attention to their to the fact that there's there's really two shifts or two paradigm shifts in education, right now, and one of them is a shift in in the learning paradigm, and I noticed some comments in the chat.

177

00:30:20.550 --> 00:30:29.460

Paul Smith - East Hampton Public Schools: They have addressed, how do we focus on on learning and social emotional, which is the priority, are we prioritizing one or the other.

178

00:30:30.000 --> 00:30:42.240

Paul Smith - East Hampton Public Schools: one over the other, and I think that the the wise teacher and what we've tried to call attention to is that learning and social emotional growth can be done in tandem in the in the classroom.

179

00:30:42.660 --> 00:30:49.380

Paul Smith - East Hampton Public Schools: And you know we all recognize that we have four streams of learners and Reginald this addresses your concern of the teacher who said.

180

00:30:49.620 --> 00:30:55.800

Paul Smith - East Hampton Public Schools: I don't know how to teach the students in my classroom this year and that's that's a valid concern we have students who.

181

00:30:56.010 --> 00:31:10.380

Paul Smith - East Hampton Public Schools: You know, were in person with us, we have students who were remote, we have students who did homeschooling and we have students who bounced around from from one model to the other and they're all back for the most part in in our classrooms right now.

182

00:31:11.430 --> 00:31:19.740

Paul Smith - East Hampton Public Schools: and making sure that we address social emotional with in the content, it shouldn't be a separate here's a social emotional lesson and I.

183

00:31:20.130 --> 00:31:33.480

Paul Smith - East Hampton Public Schools: completely support advisory activities and supplemental programs like that, but our best teachers are building the social emotional support right in the the academic content on a daily basis.

184

00:31:33.810 --> 00:31:47.550

Paul Smith - East Hampton Public Schools: The other shifts and I mentioned to paradigm shift the other shift is, it is a shift in equity, we have a new equity paradigm in our in our schools just beginning with with what our learners situation are.

185

00:31:48.270 --> 00:31:56.310

Paul Smith - East Hampton Public Schools: Based on the fact, with a remote last year, where they completely isolated and now they're back and do they feel like like they belong.

186

00:31:56.610 --> 00:32:04.050

Paul Smith - East Hampton Public Schools: I think one of our priorities this year is just getting our teachers to understand and our school communities to understand.

187

00:32:05.040 --> 00:32:11.310

Paul Smith - East Hampton Public Schools: That our students need to know that they are welcome, as they are and that they belong.

188

00:32:11.760 --> 00:32:26.550

Paul Smith - East Hampton Public Schools: and getting teachers, especially middle school and high school teachers to focus away from content and welcoming the students into the classroom as they are and that they belong or two of the most important things that that we can stress this year.

189

00:32:29.280 --> 00:32:34.800

Alyson Geary - NEASC: Thank you so much, I just wanted to, I wanted to circle back there's been a couple questions for.

190

00:32:37.050 --> 00:32:45.330

Alyson Geary - NEASC: For deanna about that listening circles, could you just explain the listening circles, so that folks know what that is and how I could access that resource.

191

00:32:45.990 --> 00:32:51.630

Deanna Zilske - Keene Middle School: So I cannot speak highly enough of the utilization of restorative practices and schools and communities.

192

00:32:52.500 --> 00:33:01.020

Deanna Zilske - Keene Middle School: And so, one thing that we use is listening circles, and if you do research with the responsive classroom or developmental designs.

193

00:33:01.500 --> 00:33:07.110

Deanna Zilske - Keene Middle School: circles are embedded in your morning meetings or circle of power and respect, which is what we do with students.

194

00:33:07.560 --> 00:33:15.330

Deanna Zilske - Keene Middle School: And then, a listening circle is a circle that you can do with students or faculty or the Community where there's often a theme and.

195

00:33:15.660 --> 00:33:27.150

Deanna Zilske - Keene Middle School: The role of the listening circle is not to formulate solutions which is really hard, I think, with educators and administrators, we want to solve it, we want to fix it we want to make it better.

196

00:33:27.570 --> 00:33:34.260

Deanna Zilske - Keene Middle School: And a listening circle is about really being present and really, really hearing each other authentically.

197

00:33:34.890 --> 00:33:40.650

Deanna Zilske - Keene Middle School: Some resources for how to do it there's someone I see some people are sharing the edutopia work that was done.

198

00:33:41.190 --> 00:33:46.560

Deanna Zilske - Keene Middle School: The International Institute for restorative practices is an organization that I would highly recommend.

199

00:33:47.160 --> 00:33:51.180

Deanna Zilske - Keene Middle School: They have a lot of professional development, they do a lot of work on listening circles.

200

00:33:51.750 --> 00:34:02.640

Deanna Zilske - Keene Middle School: If you go to their website, and I can put it in the chat there's a lot of foundational information on it there's also a lot of books on circles K practice is a really powerful circle leader.

201

00:34:03.000 --> 00:34:11.310

Deanna Zilske - Keene Middle School: And so there's a lot of circle work that happens, but it's really taking what we know as best practice for our students and holding it for each other.

202

00:34:11.730 --> 00:34:19.560

Deanna Zilske - Keene Middle School: We are really good at best practice for our students and saying oh that's best practice, we need to do it and prioritizing it but we're not as good about doing it for ourselves.

203

00:34:19.950 --> 00:34:27.630

Deanna Zilske - Keene Middle School: And so listening circle allows that it also removes the administrator or whoever's facilitating the circle as a.

204

00:34:28.080 --> 00:34:33.660

Deanna Zilske - Keene Middle School: administrator and provides that person, the opportunity to be equal in the circle.

205

00:34:34.230 --> 00:34:40.620

Deanna Zilske - Keene Middle School: And so the circle is really important, and I can provide resources that I would say I rp developmental designs.

206

00:34:41.070 --> 00:34:56.610

Deanna Zilske - Keene Middle School: responsive classroom and any work by K prentice is work that I would recommend educators, to read and work on, but I hope that that was enough information I can talk about it for hours and so i'm happy to continue but i'll stop now.

207

00:34:57.270 --> 00:35:01.080

Alyson Geary - NEASC: that's perfect I need a lot of resources and just to just to.

208

00:35:02.520 --> 00:35:09.360

Alyson Geary - NEASC: Just to say that all the resources in the chat will be collected on our website so I know many of you are trying trying to copy and paste as they're coming out but.

209

00:35:10.050 --> 00:35:16.710

Alyson Geary - NEASC: Our facilitator, will help us get those on the website, so thank you for that original there's a question in the chat.

210

00:35:17.310 --> 00:35:25.080

Alyson Geary - NEASC: That says, how do you empathize with family members or dear ones where we've actually lost a staff member during the second wave of our pandemic and I know.

211

00:35:25.380 --> 00:35:37.500

Alyson Geary - NEASC: Prior to our conversation, you were talking a little bit about losses that have happened within your community do you want to speak to that in terms of how you've been able to support staff through losses in their own lives or in students lives.

212

00:35:38.610 --> 00:35:43.140

Reginald Roberts - Norwalk High School: Yes, so we were fortunate enough in our district, to be able to hire staff.

213

00:35:43.830 --> 00:35:50.910

Reginald Roberts - Norwalk High School: To help students and teachers, so we had an additional social worker and additional counselor it kids in crisis counselor.

214

00:35:51.330 --> 00:35:57.210

Reginald Roberts - Norwalk High School: As well as attendance officers and their only role is to call every epon student every day.

215

00:35:57.810 --> 00:36:05.790

Reginald Roberts - Norwalk High School: And so, if you miss second period you're getting a call and most of the times we find out things like I was absent because this happened in my life.

216

00:36:06.120 --> 00:36:14.400

Reginald Roberts - Norwalk High School: Then we began hooking them up with people in our building and outside the building to help provide support, it could be financial it could be mental it could be social.

217

00:36:14.760 --> 00:36:23.130

Reginald Roberts - Norwalk High School: It can be physical so one of the things which the district allowed us to do, because we had the budget to do it it's simply hire more people to do more of the work.

218

00:36:23.610 --> 00:36:32.490

Reginald Roberts - Norwalk High School: And the other piece, though, is that we actually do more home visits and we've ever done and virtual conversations, so I have these virtual chat with parents on topics.

219

00:36:32.910 --> 00:36:37.140

Reginald Roberts - Norwalk High School: How do I deal with my resistant child I can't get my kids turn on the screen.

220

00:36:37.740 --> 00:36:50.220

Reginald Roberts - Norwalk High School: How do I work with the teacher who isn't quite understanding my whole self i'm coming to the classroom as not just rational but Reginald column brother coming son come up all the other things immigrant, whatever else I am.

221

00:36:50.820 --> 00:36:59.730

Reginald Roberts - Norwalk High School: How are you going to teach me not the content but me, and so we have in the spiritual chats with parents and we're also having chest with teachers, so they have a forum to.

222

00:37:00.120 --> 00:37:03.480

Reginald Roberts - Norwalk High School: To say this is what i'm feeling, and this is how I feel we can be helped.

223

00:37:03.810 --> 00:37:15.090

Reginald Roberts - Norwalk High School: And I find teachers are helping each other in very powerful ways they're allowing teachers to come into their classrooms they're allowing teachers to come into the virtual classrooms and have conversations about how we can better move students.

224

00:37:16.110 --> 00:37:22.020

Reginald Roberts - Norwalk High School: we've had students who passed facilities parents who passed grandparents who passed uncles who passed.

225

00:37:22.860 --> 00:37:29.820

Reginald Roberts - Norwalk High School: We are more present now at those Community events those Community functions, where we can show up and be a physical presence for those students.

226

00:37:30.090 --> 00:37:36.990

Reginald Roberts - Norwalk High School: And then offer them support so that test was due Friday it's not still do Friday, I think, allowing students to have the flexibility.

227

00:37:37.470 --> 00:37:48.000

Reginald Roberts - Norwalk High School: away from this has to happen today, otherwise you get an F having teachers rethink what it means, if you don't get that content today at the end of the day, if you don't learn.

228

00:37:49.050 --> 00:37:59.820

Reginald Roberts - Norwalk High School: What the subjective tense means does it really matter what really matters, I think we having teachers have those conversations with their students and themselves what really matters in my classroom.

229

00:38:01.650 --> 00:38:02.940

Alyson Geary - NEASC: Thank you so much.

230

00:38:04.020 --> 00:38:15.390

Alyson Geary - NEASC: So in thinking about specifically teachers let's talk about some specific strategies, what are the things and fran had posted a an article from npr up above here.

231

00:38:16.350 --> 00:38:20.970

Alyson Geary - NEASC: How we can help with students and teachers and their mental health, but what specifically are we.

232

00:38:21.420 --> 00:38:27.120

Alyson Geary - NEASC: saying the teachers are giving teachers time to do that is supporting their mental health and, like, for example.

233

00:38:27.390 --> 00:38:35.610

Alyson Geary - NEASC: Originally, you talked about going outside right just having some time during the day to go outside talk about having circles or we're talking about how people are feeling.

234

00:38:36.270 --> 00:38:48.120

Alyson Geary - NEASC: So, are there any other other strategies specific strategies that you have used within your district, or you know, are being used within your school or organization that are helping teachers prioritize their own mental health.

235

00:38:50.460 --> 00:38:51.960

Alyson Geary - NEASC: Anyone can go whoever.

236

00:38:55.860 --> 00:38:57.030

Alyson Geary - NEASC: Paul, are you going OK.

237

00:38:58.080 --> 00:38:58.800

And then deanna.

238

00:38:59.970 --> 00:39:10.860

Paul Smith - East Hampton Public Schools: And I want to make sure that, for our two principles on the panel this superintendent of schools also understands that the principles also need emotional support.

239

00:39:11.340 --> 00:39:18.570

Paul Smith - East Hampton Public Schools: as well, so that does not go unnoticed in this so anybody who's who's listening, who is also a school administrator.

240

00:39:19.380 --> 00:39:27.690

Paul Smith - East Hampton Public Schools: know that that you are appreciated and we know that you need support as as much as as our teachers any adults in our building.

241

00:39:28.080 --> 00:39:39.390

Paul Smith - East Hampton Public Schools: And you know it's it's it's from the formal to the informal and don't underestimate the power of of informal so i'll start there, I have a wide open.

242

00:39:40.020 --> 00:39:52.680

Paul Smith - East Hampton Public Schools: Coffee with the superintendent in the morning stopping on your way to work grab a cup of coffee, you can say hello to me and have a chat if you want to just grab a cup of coffee and and run to your class and i'll wave to you.

243

00:39:53.220 --> 00:40:02.790

Paul Smith - East Hampton Public Schools: As you making the coffee or sit down with me for a few minutes and just tell me what's what's going on, I love hearing Their stories I also love hearing their frustrations.

244

00:40:03.390 --> 00:40:09.780

Paul Smith - East Hampton Public Schools: As you can imagine our teachers are are getting beat up from parents, sometimes.

245

00:40:10.440 --> 00:40:22.230

Paul Smith - East Hampton Public Schools: they're getting beat up from from kids who are just just regulated or have other concerns, so I think any chance for them to unburden themselves in a very unformed informal.

246

00:40:22.800 --> 00:40:33.720

Paul Smith - East Hampton Public Schools: way is important, I know, with our own professional development and a more formal area we are shifting this year away from academic.

247

00:40:34.290 --> 00:40:41.940

Paul Smith - East Hampton Public Schools: professional development, and much more into emotional support for teachers, whether it's it's mindfulness whether it's skills on.

248

00:40:42.570 --> 00:41:01.350

Paul Smith - East Hampton Public Schools: Addressing suicide ideation and students anything we can do to give them the training they need to support students and opportunities like I mentioned mindfulness and other activities to support themselves, this is the year to say we will take care of the adults in our in our system.

249

00:41:02.730 --> 00:41:04.290

Alyson Geary - NEASC: Great Thank you.

250

00:41:05.370 --> 00:41:05.850

Alyson Geary - NEASC: deanna.

251

00:41:08.550 --> 00:41:10.170

Deanna Zilske - Keene Middle School: I was just going to share that.

252

00:41:11.190 --> 00:41:21.360

Deanna Zilske - Keene Middle School: We don't have the full answer to that question yet we're just now 18 months, almost two years after the start of this.

253

00:41:22.080 --> 00:41:28.020

Deanna Zilske - Keene Middle School: learning what we need for ourselves, I think it takes a while for people to recognize what they need, and I think.

254

00:41:28.320 --> 00:41:34.920

Deanna Zilske - Keene Middle School: Call just providing that space for teachers has been really powerful I appreciate that you do that, for your staff and administrators.

255

00:41:35.910 --> 00:41:49.500

Deanna Zilske - Keene Middle School: Allowing that space The other thing that we do it is that we work with organizations like high five and by bringing in organizations like high five and prioritizing joy as silly as that sounds but prioritizing joy.

256

00:41:50.310 --> 00:41:57.150

Deanna Zilske - Keene Middle School: While not ignoring the hard stuff because that is a huge element has been powerful for our staff.

257

00:41:57.600 --> 00:42:09.570

Deanna Zilske - Keene Middle School: And so I think that it's those partnerships and the recognition that we can't do it all ourselves and relying on the experts to come in and help us provide that space is really important for for our staff.

258

00:42:10.920 --> 00:42:19.410

Alyson Geary - NEASC: Right, thank you, Jim do you want to just share, I mean what are some of the strategies that you promote in your professional development for educators.

259

00:42:20.340 --> 00:42:26.520

Jim Grout - High5Adventure: During a quota dear old friend who passed away sometimes oh David mallory used to be the director of.

260

00:42:27.600 --> 00:42:34.170

Jim Grout - High5Adventure: Development for any is and he ran the West town conference that the West town school, for I believe it was 46 years.

261

00:42:34.830 --> 00:42:41.790

Jim Grout - High5Adventure: And about 100 people that attend that workshop every year, and it was about seven days, I believe, and it was mostly about teacher rejuvenation.

262

00:42:42.240 --> 00:42:51.480

Jim Grout - High5Adventure: That was basically the agenda and we were fortunately were part of that for the first day for many, many years and then after that David would send out a note to people.

263

00:42:51.720 --> 00:42:58.650

Jim Grout - High5Adventure: So periodically throughout the year, you would get a handwritten note the simplest of notes, how are you thinking of you hope you're having a good school year whatever it might be.

264

00:42:59.040 --> 00:43:04.260

Jim Grout - High5Adventure: And it always stuck with me as being this incredibly important, he said it's the most valuable time I spend.

265

00:43:04.800 --> 00:43:13.410

Jim Grout - High5Adventure: And i'm trying to carry that forward even you know our staff here, sometimes they're out in their schools, but the most valuable part of my day and I think it's a little bit of what Paul was saying.

266

00:43:13.740 --> 00:43:16.260

Jim Grout - High5Adventure: The first 30 minutes I kind of roaming the hallways here.

267

00:43:17.160 --> 00:43:25.170

Jim Grout - High5Adventure: before they get ready to go where they're going and just to connect with them and it's not about their work per se it's it's, just as you said, Paul a little bit of a.

268

00:43:25.530 --> 00:43:36.150

Jim Grout - High5Adventure: Of a connecting and what's going on and casually and then bring that into the work that we're doing with with with teachers and staff as well, so trying to slow down time a little bit for them.

269

00:43:36.720 --> 00:43:44.160

Jim Grout - High5Adventure: We find ourselves in a very odd position last year we've never done anything digitally before our work is people to people face to face.

270

00:43:44.460 --> 00:43:48.900

Jim Grout - High5Adventure: And yet here we were with teachers saying we need something different, so we.

271

00:43:49.260 --> 00:43:57.630

Jim Grout - High5Adventure: Created brought in some people to get help us credit program called rebuilding after coven which is really trying to replicate parts of things that are going on.

272

00:43:57.960 --> 00:44:06.090

Jim Grout - High5Adventure: In keene are an expression of some of that work is no way to really replicate the depth with which we dig into the lab school mentality, so to speak.

273

00:44:06.570 --> 00:44:17.550

Jim Grout - High5Adventure: But that too was trying to recapture for people given opportunity to reconnect deal with emotions and help a teacher do that with with his or her own students in the classroom.

274

00:44:18.120 --> 00:44:25.530

Jim Grout - High5Adventure: in ways that it seemed to model or express some of what I said I felt like I learned from David mallory you know 30 years ago.

275

00:44:27.240 --> 00:44:30.300

Alyson Geary - NEASC: Okay, thank you chanel any other thoughts on that.

276

00:44:31.200 --> 00:44:38.550

Chanel Worsteling - AISA: And it just took just a couple of things that really just I guess pick out from the things that we've just been spoken about.

277

00:44:39.960 --> 00:44:55.200

Chanel Worsteling - AISA: I think one one of the findings from from the program that we implemented was just the how valuable the modules were in giving people language, even talk about their well being and so.

278

00:44:56.580 --> 00:45:11.310

Chanel Worsteling - AISA: In going through those exercises and discussions it enabled people to really think about their well being in ways that perhaps they had in the past and then giving them language to have those discussions and.

279

00:45:11.310 --> 00:45:19.740

Chanel Worsteling - AISA: I think just even giving permission that it's okay to talk about your own well being in a school context with your colleagues.

280

00:45:21.210 --> 00:45:32.760

Chanel Worsteling - AISA: At you know we've all talked about the the importance of connecting and and providing spaces for staff to get together in a meaningful way and have these deep conversations.

281

00:45:33.000 --> 00:45:41.730

Chanel Worsteling - AISA: Connecting staff from different parts of the school I think we're also really important and really valuable because people were able to.

282

00:45:42.180 --> 00:45:53.010

Chanel Worsteling - AISA: connect with teachers, maybe in in in a different part of the school that they've never had you know anything to do with normally and so those things became really important, I think.

283

00:45:53.700 --> 00:46:07.500

Chanel Worsteling - AISA: Also, providing avenues of support to people so that whoever was leading that the the the talk in their school became someone that the people who go into that they knew that they could.

284

00:46:08.220 --> 00:46:16.440

Chanel Worsteling - AISA: connect with and have any discussions that when needed, and I know a lot of the groups continue on meeting after the.

285

00:46:17.100 --> 00:46:36.510

Chanel Worsteling - AISA: After the program even finished, because that sense of connection and feeling heard feeling understood feeling valued feeling that they belong really feeling that sense of belonging to the school and today Community really increased as a result of being you know part of the Program.

286

00:46:37.890 --> 00:46:48.390

Chanel Worsteling - AISA: I just also want to pick up on something called said about school heads, I think you know we all recognize that the critical role that heads of schools play and.

287

00:46:49.020 --> 00:47:02.070

Chanel Worsteling - AISA: You know so aces implemented another program to support school heads and and that's forming like consultation groups with small groups of school heads or meet with a.

288

00:47:02.520 --> 00:47:21.060

Chanel Worsteling - AISA: Clinical psychologist from them from the term and groups of it, then the group psychology group that we're partnering with and again just having that peer support that peer network, where they can connect talk freely in a safe space about any issues challenges.

289

00:47:22.320 --> 00:47:26.040

Chanel Worsteling - AISA: Your wins and losses what you know what whatever it is, but having that.

290

00:47:26.580 --> 00:47:35.940

Chanel Worsteling - AISA: That that space where people can connect and and share what's going on, I think it's just so critical and feel really supportive and feel that they have a space.

291

00:47:36.240 --> 00:47:43.140

Chanel Worsteling - AISA: That they can go for their own mental well being I think is is really critical So there are a couple of things that we're doing it in a.

292

00:47:44.130 --> 00:47:45.660

Alyson Geary - NEASC: Thank you so much Reginald.

293

00:47:47.160 --> 00:48:06.240

Reginald Roberts - Norwalk High School: Yes, you know, I just wanted to understand everything that i've heard and from porn deanna in terms of seeing the person and figuring out what is most important, I went to a wedding a few years ago and the bride was 25 minutes late and she said to me after if Kenneth start without me.

294

00:48:07.710 --> 00:48:14.490

Reginald Roberts - Norwalk High School: Can it really start without me and I realized in that moment, what are we doing if we get to the end of the unit, but the kid didn't get there.

295

00:48:15.150 --> 00:48:24.180

Reginald Roberts - Norwalk High School: What are we doing if the teachers come, but they burned out so our faculty meeting last week was the art department is going to introduce themselves.

296

00:48:24.600 --> 00:48:30.030

Reginald Roberts - Norwalk High School: that's it they got up and talked about who I am i'm a mother, I have two kids it's already said.

297

00:48:30.930 --> 00:48:37.980

Reginald Roberts - Norwalk High School: We begin to humanize our own staff so they could start seeing each other, not as a math teacher as an rpg but as Carol but as Johnny.

298

00:48:38.520 --> 00:48:42.900

Reginald Roberts - Norwalk High School: And so I said to them do the same thing with your kids who are you teaching.

299

00:48:43.710 --> 00:48:53.160

Reginald Roberts - Norwalk High School: get to know your students and that has made such a big difference and it's all of it it's the word walls it's the restorative circles it's the hiring of new staff it's the.

300

00:48:53.520 --> 00:49:02.610

Reginald Roberts - Norwalk High School: advisory programs it's the mentorship programs it's not just one thing it's all of it is to chat and choose it's the virtual conversations it's the conversation with parents.

301

00:49:03.060 --> 00:49:15.390

Reginald Roberts - Norwalk High School: I think that trying to find one thing in saying that one thing will work may work, but for me it's been all of it all the time and the phone calls and then realizing at the end of the day I didn't miss some of it.

302

00:49:15.810 --> 00:49:21.600

Reginald Roberts - Norwalk High School: But i'm going to try again tomorrow, and so I think we just have to realize what is most important, and why.

303

00:49:23.460 --> 00:49:29.280

Alyson Geary - NEASC: Thank you so much, and i'm seeing different people posting in the chat and I know you know we just.

304

00:49:29.760 --> 00:49:37.770

Alyson Geary - NEASC: Someone posted about feeling just feeling like they have nothing to give that they feel sort of useless right now that they've kept themselves out and I.

305

00:49:38.160 --> 00:49:49.440

Alyson Geary - NEASC: You know I think everyone is here today saying we hear you and we see you, and you know we're all in this together, and I think that so much of the conversation has been about getting people to talk to each other and to.

306

00:49:49.890 --> 00:49:58.590

Alyson Geary - NEASC: be able to share how they're feeling and and be supported there's a really quick question regional it says what is chat and chew do you want to just tell.

307

00:49:58.710 --> 00:49:58.950

Reginald Roberts - Norwalk High School: Oh.

308

00:49:58.980 --> 00:50:00.930

Alyson Geary - NEASC: I think it's pretty simple what it is.

309

00:50:02.040 --> 00:50:13.020

Reginald Roberts - Norwalk High School: How much people love food, so we just have a menu of food in the big room and I sit there for one period of day people come in, they pick up a donut and they ask me, whatever they want to say.

310

00:50:13.440 --> 00:50:27.300

Reginald Roberts - Norwalk High School: So what are the cover rules today, so one of the Rules my business today how are you going to communicate this today and I just answered the question and they keep moving so it's just an opportunity to say I see you and I hear you and i'm here to hear you.

311

00:50:28.440 --> 00:50:33.690

Alyson Geary - NEASC: Great Thank you Jim I looks like really we have about 10 minutes left you want to ask your question you.

312

00:50:33.870 --> 00:50:34.560

Jim Mooney - NEASC: know what.

313

00:50:34.800 --> 00:50:49.710

Jim Mooney - NEASC: What absolutely fascinating to me and incredibly touching is what's going on in the chat and in the questions and answers right now and we've done a lot of these webinars it's incredibly active and what I see is an unbelievable outreach at every level.

314

00:50:50.790 --> 00:50:56.910

Jim Mooney - NEASC: Whether it be suggesting programs or validating the comments that our panelists have shared.

315

00:50:58.350 --> 00:51:02.340

Jim Mooney - NEASC: I think the transcript to this particular webinar is going to be a goldmine.

316

00:51:03.600 --> 00:51:05.190

Jim Mooney - NEASC: of resources for.

317

00:51:06.210 --> 00:51:09.780

Jim Mooney - NEASC: All of us out in the in the schools, this may sound like a.

318

00:51:11.100 --> 00:51:14.610

Jim Mooney - NEASC: bizarre question to ask, in light of all of the incredible positives that we've heard.

319

00:51:14.910 --> 00:51:26.130

Jim Mooney - NEASC: But is there anything that you could share with us that just didn't work at all, in other words advice back to the rest of us about initiatives that just oh boy, if I could have done that over I never would have done it.

320

00:51:27.690 --> 00:51:34.740

Jim Mooney - NEASC: Is there are there any flops of note I guess that you could share, if not let's get back to the positive.

321

00:51:38.790 --> 00:51:44.850

Reginald Roberts - Norwalk High School: I can, I can answer that I think referring to something that Paul said earlier, making it something you do.

322

00:51:45.420 --> 00:51:50.280

Reginald Roberts - Norwalk High School: once a week or twice a week, as opposed to something that you created the part of who you are.

323

00:51:51.180 --> 00:52:05.940

Reginald Roberts - Norwalk High School: That was the flop for us saying you're going to teach social emotional learning on Thursdays at eight that's not how it works you're going to buy this curriculum and you're going to do it, just like you teach your class that's not gonna work, how do you change you to impact the content.

324

00:52:08.040 --> 00:52:08.550

Jim Mooney - NEASC: Excellent.

325

00:52:10.020 --> 00:52:21.270

Deanna Zilske - Keene Middle School: It needs to be not something else that they have to do it needs to be embedded in who we are and so that requires us to ask ourselves who are we.

326

00:52:21.630 --> 00:52:32.280

Deanna Zilske - Keene Middle School: and live our mission statement every day and really believe in it and have it be a living document and create structures that are embedded in who we are.

327

00:52:32.670 --> 00:52:38.130

Deanna Zilske - Keene Middle School: and have the reflection conversation, so it didn't work for us was me telling staff.

328

00:52:38.460 --> 00:52:49.170

Deanna Zilske - Keene Middle School: Exactly what regional said, we are going to do circles that are focused on this topic at this time, and you are going to lead this that doesn't work it's about who are we.

329

00:52:49.770 --> 00:53:06.450

Deanna Zilske - Keene Middle School: What do we want to be, and who do we want to become and so then creating structures that look at where we want to be, and have the students tell us who they want to be, and have the staff tell us who they want to be instead of us telling them who they should be.

330

00:53:09.840 --> 00:53:16.260

Chanel Worsteling - AISA: If I can just jump in which, which is why I think social emotional learning for for staff.

331

00:53:16.620 --> 00:53:28.710

Chanel Worsteling - AISA: is so important because they need that lived experience, if we want them to integrate sell into their curriculum, they need to have lived it and experienced it and believe in it.

332

00:53:29.100 --> 00:53:33.150

Chanel Worsteling - AISA: To be able to to do that effectively, which is what.

333

00:53:33.660 --> 00:53:51.720

Chanel Worsteling - AISA: i'm guessing when an organization like high five comes in, is to is to give staff that opportunities to really experience getting in touch with their own know us getting in touch with their own emotions getting in touch with you know how do we have those hard conversations, how do we.

334

00:53:54.150 --> 00:53:54.750

Chanel Worsteling - AISA: You know.

335

00:53:55.800 --> 00:54:02.280

Chanel Worsteling - AISA: Foster good relationships all those those cell qualities that we tried to provide enough students.

336

00:54:03.390 --> 00:54:07.260

Chanel Worsteling - AISA: yeah stop have to live it and breathe it first yeah.

337

00:54:11.580 --> 00:54:12.150

Alyson Geary - NEASC: Jim yeah.

338

00:54:12.660 --> 00:54:20.520

Jim Grout - High5Adventure: It seems like a favorite superintendents at this year they've taken a centuries old model of education and turn it on its head overnight.

339

00:54:21.180 --> 00:54:25.800

Jim Grout - High5Adventure: And it wasn't necessarily a perfect educational model before they took before Kobe.

340

00:54:26.370 --> 00:54:36.150

Jim Grout - High5Adventure: And I think of two things that the the i've often said to our staff here or teacher working with I said folks you can't remember everything you're trying to do with your students when in doubt give them your heart.

341

00:54:36.690 --> 00:54:45.840

Jim Grout - High5Adventure: And all they ever meant by that was formed the connection form the relationship and good things will happen and flow and I think during covert it's particularly important to just.

342

00:54:46.260 --> 00:54:57.810

Jim Grout - High5Adventure: You know, keep saying it, you will be patient with yourself and be patient with others if people have used the word exhaustion so many times and it is exhausting and it's trying to be good in the moment that is as good as we can be and.

343

00:54:58.140 --> 00:55:05.160

Jim Grout - High5Adventure: there's enough times when we can't be that good at the moment, but you know being patient with ourselves and not over expecting and then being patient with others and.

344

00:55:06.300 --> 00:55:10.380

Jim Grout - High5Adventure: when in doubt getting your heart, I know that sounds corny but it's there's something about it that works.

345

00:55:13.260 --> 00:55:21.450

Paul Smith - East Hampton Public Schools: In general, Jim to your point we've learned from every mistake, you know we closed our doors in March 2020 and it was like Okay, what are we going to do and.

346

00:55:21.660 --> 00:55:31.830

Paul Smith - East Hampton Public Schools: You know, we did nothing for a week and then we found a model that worked, and then we revised it and you know, every time the situation change we revised our model so we've.

347

00:55:32.160 --> 00:55:41.280

Paul Smith - East Hampton Public Schools: we've learned from every error that we made but I guess you know my my my last suggestion is you know help people find the humor in the situation to.

348

00:55:41.640 --> 00:55:56.520

Paul Smith - East Hampton Public Schools: If the end of the day, if you can still laugh about one thing I know we tried to make our Back to School convocation a we did it outdoors it was where would have you want dress casual it was an outdoor breakfast I wore a bright.

349

00:55:56.940 --> 00:56:06.150

Paul Smith - East Hampton Public Schools: pink jacket the nantucket red jacket and just went out there and we we played music and we celebrated the achievements of our staff.

350

00:56:06.720 --> 00:56:16.320

Paul Smith - East Hampton Public Schools: In a party like atmosphere to start the school year and I think you know the superintendent always wants to begin the year with a very serious message and here's our goals for the year.

351

00:56:16.560 --> 00:56:28.890

Paul Smith - East Hampton Public Schools: And I just do all that out the window, it was like welcome back and the adventure continues on year, three of a pandemic that has impacted basically three years of education at this point.

352

00:56:31.920 --> 00:56:33.150

Alyson Geary - NEASC: Thank you so much.

353

00:56:35.010 --> 00:56:41.760

Alyson Geary - NEASC: So when just one last thing we have about three minutes left, can you share one thing that each of you are doing to keep your own.

354

00:56:42.060 --> 00:56:52.110

Alyson Geary - NEASC: Social emotional health strong during this pandemic so maybe a personal thing that you do every day that helps you to be able to lead others and support them in their work.

355

00:56:53.850 --> 00:56:56.550

Alyson Geary - NEASC: Paul let's start with you then we'll do deanna and chanel.

356

00:56:58.650 --> 00:57:04.260

Paul Smith - East Hampton Public Schools: i'm going to go right back to the point I made and i'm going to talk about the importance of Laughter

357

00:57:05.550 --> 00:57:18.660

Paul Smith - East Hampton Public Schools: All of the central office staff is in one building and which is nice, because I can get together with everybody four o'clock five o'clock in the afternoon as the day is somewhat winding down.

358

00:57:19.740 --> 00:57:28.200

Paul Smith - East Hampton Public Schools: And just share a story, and you know, try to make each other feel like Okay, we did our best today and tomorrow we'll come back in and we'll do it all over again.

359

00:57:29.190 --> 00:57:30.240

Alyson Geary - NEASC: Great thanks Diana.

360

00:57:33.000 --> 00:57:45.780

Deanna Zilske - Keene Middle School: politic mine I believe in laughter forever and ever and I guess the thing that i'm doing for myself, besides laughter is teaching myself how to breathe, which is something.

361

00:57:46.530 --> 00:57:57.540

Deanna Zilske - Keene Middle School: Jim grout may laugh at that because i'm still not very good at it, but i'm learning how to just breathe and how to model that for the people in my life.

362

00:57:58.770 --> 00:58:00.480

Alyson Geary - NEASC: Thank you chanel and then gym.

363

00:58:02.160 --> 00:58:07.770

Chanel Worsteling - AISA: So I do a number of things, but the one i'm going to keep today is to talk about beauty.

364

00:58:08.460 --> 00:58:22.590

Chanel Worsteling - AISA: For me i'm lucky to live in a beautiful part of the world, and I just try and get out into nature as much as they can walk up we're gonna we're going to the Bush more grand the streets, but just really appreciate the beauty around me.

365

00:58:23.850 --> 00:58:25.290

Alyson Geary - NEASC: Great Thank you Jim.

366

00:58:26.220 --> 00:58:31.500

Jim Grout - High5Adventure: I think it's just buying something once a day I found the software in them in the real middle of carpet.

367

00:58:31.980 --> 00:58:43.080

Jim Grout - High5Adventure: Where I couldn't feel our mission our mission is to serve educators who then serve students and live through that and so there's seventh graders arrived here yesterday, for the first time in over a year and a half.

368

00:58:43.710 --> 00:58:50.430

Jim Grout - High5Adventure: From from keene because they're not too far from us and go up and have lunch with them spend some time and it just reminds me as opposed to.

369

00:58:50.670 --> 00:58:58.110

Jim Grout - High5Adventure: being locked in the Office what the heck we're doing and who were trying to serve and why we're trying to serve them just feel feels crucial make that happen.

370

00:58:58.800 --> 00:59:01.350

Alyson Geary - NEASC: Thank you and Reginald last word for you.

371

00:59:02.250 --> 00:59:09.960

Reginald Roberts - Norwalk High School: You know what I find that we are all experiencing a common problem there's comfort in that we are accomplishing something.

372

00:59:10.470 --> 00:59:21.900

Reginald Roberts - Norwalk High School: As a common enemy and i'm very happy to every day, I say to myself i'm not alone there are thousands of people across the real experiencing the same thing and we'll get through it we will get through it, thank you.

373

00:59:22.620 --> 00:59:30.030

Alyson Geary - NEASC: And so, so much grace and so much support and just as an organization, we want you to know that we ask supports you that we're thinking about you.

374

00:59:30.420 --> 00:59:42.900

Alyson Geary - NEASC: That we're trying to figure out any way that we can to help and so please if there's anything we can do for you reach out to us, I know all of the staff and all three commission's are willing to help in any way that we can Jim do you want to wrap it up for us.

375

00:59:43.680 --> 00:59:54.180

Jim Mooney - NEASC: yeah I saw, by the way, something that escaped me, initially, but the importance of music and and where that plays out in our respective lives.

376

00:59:55.530 --> 01:00:03.420

Jim Mooney - NEASC: Again, looking back to the chat and looking back to the the feedback we're getting this has been a very powerful webinar and I want to thank.

377

01:00:03.870 --> 01:00:13.500

Jim Mooney - NEASC: Each of the panelists for their willingness and ability to be here for this hour in this crazy schedule that you have, and you took the time and we very, very much appreciate it.

378

01:00:16.680 --> 01:00:27.120

Alyson Geary - NEASC: All right, well, our next session is scheduled for October 5 and we'll continue the discussion on seo for this time we'll be focusing even more directly on the experience of the students.

379

01:00:27.480 --> 01:00:33.990

Alyson Geary - NEASC: So for our panelists my co host Jim and everyone at me ask Thank you and we'll see you on October fifth.