

Chalk Talk

Poster notes from Journey to Wellness 9 – Oct. 19, 2017

Where does it hurt?

- How can I reach them?
- 5 whys
- Feeling helpless about my student's personal situation outside of school
- Everywhere
- Outside world
- When you internalize and blame yourself for things out of your control (and in our control, too)
- Budget cuts and doing more with less
- District → community
- In my human heart (our hearts)
- My heart when I know we can do/be better together
- Unsaid/unrealistic expectations
- Students
- Teachers
- Community
- Unable to cut off "errors in thinking habits"
- Physical

How is our school system prepared for crises?

- Collectively, we have a crisis team, but once the dust settles we aren't equipped
- Crisis and emergency response teams, district leaders
- Remain flexible
- Assigned mentors
- Flight team of counselors
- Training
- Crisis response team and practice and application as needed
- First 24-48 hours – no follow up
- Local chaplain assists the school
- Crisis team, plans in place
- Practice drills, uniform systems
- Care Team
- ALICE, monthly drills

- ALICE training, workshops on trauma
- Getting familiar with each other's strengths and weaknesses so we can work together
- Needs work! Don't have a plan!
- System, school, or individual/family?
- In what ways do we prepare/what do we consider crises?

School policies that ensure wellness and mental health

- Stop with the notion that piling more on our "plates" is helpful
- Healthy food choices
- Board level work
- Collaboration
- Work from home on grade days
- Instructions/practices
- E-mail cut off time
- Eye to aesthetics of spaces used
- Accountability
- Support of admin for wellness
- Professional goals that include personal wellness
- Acceptance
- Respect
- Staff wellness room
- Sometimes less is more – trust staff to know what is best
- District wellness policy and admin buy-in
- Wellness woven in mission and goals – school building, leadership, schools
- Personal days
- Need to provide space and early release for events
- Put school employee wellness into local wellness policy
- Class size limits that take into account needs of student population and impact on teacher
- Facility space use by SEW

School employee mental health

- Too many demands
- Starts at state level
- Caring for each other's well-being
- A genuine care
- Where the funds are going to come from

- Change culture/narrative
- Make time
- We can't give what we don't have
- Shift mindset collectively on values
- No time
- Talk about it
- No resources
- How might current resources be repurposed?
- What community partnerships do we have?
- Needs to be recognized by admin as a priority
- Lack of respect for time
- Denial
- Being present
- Not enough
- Needs orchestration by leadership and access/integrate into priorities and work
- Job – teacher expectations not neurobiologically respectful
- Massage chair in wellness room
- Phone-in mindfulness training
- Need funding and cultural buy-in
- Awareness is increasing
- Nurture
- Hurts kids if teachers are hurting
- Education is a natural choice for people who want to help others – we are not good at asking for help ourselves

School employee wellness and equitable student outcomes

- Leaning into a partnership (with whom?)
- Yes – a key variable in SEL
- Lead by example
- The connection needs to be recognized and addressed
- When the teachers are “cool” the students are “cool” - my wellness dictates my ability to answer the same question 40 times
- Collaboration and dialogue
- Both need to be in place for positive outcome
- We create it
- Achievement gap
- Bridge building and communication
- Sane and healthy teachers serve students better
- Feeling good helps us have emotional energy

School employee wellness – for whom? By whom?

- For current and retired staff (and spouses and partners)
- Students
- Starts at the top
- Can start with me
- Any staff
- For staff by staff
- Start with yourself and share with others
- For all, by all
- For all of us, by all of us
- Don't forget support staff
- Entire community
- Relationships between all
- EVERYONE matters
- By self, among friends
- ALL

What are examples of teacher self-determination?

- Leaving work at work
- Saying “no” because you're getting spread too thin
- Knowing when it's ok to say no
- Not taking on too much
- I am determined to help every child feel valued
- Doing what some say can't be done
- Setting clear and healthy boundaries
- Don't always say yes; if there is a better way, speak up and share ideas
- It's ok and healthy to be selfish (self-centered)
- Asking for help to better meet the needs of children/students
- Individuals being bold and speaking up
- Figuring out what is truly needed

Trauma informed leadership and management

- Seems to be noticed, administration getting trainings started
- Evolving
- Inclusive?
- Stigma
- Necessary and very much needed

- Getting better
- Just beginning
- Too little, too slow
- Whole child importance, not just academic
- Build capacity
- Very flexible
- Not a fad
- Communication is key
- Confidentiality, skill building
- Lack of information
- Need training for admin/leadership
- Need training for all teachers
- Currently student focused, not teacher focused
- Understanding
- Creating eye-contact and goals toward this end
- Good listening
- Share/be vulnerable too

How does your school culture heal?

- Educate, inspire, decrease in screen time
- Intentional talk
- Honest and intentional talk for growth
- Community
- Support
- Staff/student healing projects (art, movement, etc.)
- Support, love, and nurture each other
- Leadership
- Talking, get-togethers
- Slow process
- Celebrate small changes
- Time together
- Communicate together
- One person at a time
- Food
- By creating an empowering and safe space
- Employee wellness room and collaboration efforts
- Team Shape plan
- Employee Assistance Program
- More skills

- Communication
- Togetherness in joy and grief
- Together, open communication across staff
- Depends on situation; kids – counsel, adult – sweep it under the rug