



Care & Connection For Adults



Oregon City School District
March 2022



**Joy is a power,
cultivate it.**

The Dalai Lama

NEW YORK TIMES BESTSELLER

LASTING HAPPINESS IN A CHANGING WORLD

The Book of **JOY**

His Holiness the
DALAI LAMA
Archbishop
DESMOND TUTU
with
DOUGLAS ABRAMS

“Discovering more joy does not, I’m sorry to say, save us from the inevitability of hardships and heartbreaks. In fact, we may cry more easily, but we will laugh more easily, too. Perhaps we are just more alive. Yet as we discover more joy, we can face suffering in a way that ennobles rather than embitters. We have hardship without becoming hard. We have heartbreak without being broken.”

Strengthen Adult SEL competencies and capacity

In order to create conditions for students to engage in SEL, adults need to feel empowered, supported, and valued. This calls on districts to foster a supportive staff community that promotes adults' own SEL. This focus area helps districts strengthen staff expertise and skills to lead SEL initiatives, as well as cultivate adults' social, emotional and cultural competencies.



KEY ACTIVITY

Central Office Expertise

When central office leaders understand SEL research and practices, they are able to promote and sustain systemic implementation.



KEY ACTIVITY

Professional Learning

Effective professional learning ensures that district staff understands SEL and how to support systemic implementation.



KEY ACTIVITY

Adult SEL and Cultural Competence

Successful districtwide SEL implementation is more effective when districts also cultivate adults' SEL and cultural competencies.



KEY ACTIVITY

Staff Trust, Community, and Efficacy

When staff feel a sense of community and shared purpose, they can engage more deeply in SEL.



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Central Office Expertise

When central office leaders understand SEL research and practices, they are able to promote and sustain systemic implementation.

District Level Expertise

Cabinet Summit

Personal Check Ins

Communication



TODAY'S AGENDA

01

GROUNDING AND
GRATEFULNESS

02

INNOVATIVE
EDUCATIONAL
LEADERSHIP

03

RESPONSIVE
STRATEGIC
PLANNING

04

DEEP DIVE & NEXT
STEPS

THREE COMPETENCIES TO START

1. Knowing yourself: Understand how personal experiences, values, and strengths impact practices and interactions.

Knowledge of self is powerful because it can lead to genuine respect and appreciation of other people's values. Additionally, knowing what you stand for can help you identify when and why the behaviors, actions, or beliefs of others clash with your own. This work encourages you to dig deep within yourself, a process that can bring up pain while uncovering inner strength. Knowing yourself is the key ingredient to creating a space where others can do the same.

2. Nurturing trust: Build deep trust by creating a space where people feel safe to share feedback and ask questions.

Creating a space where individuals can explore their identities inevitably leads to a place where difficult questions and conversations emerge, ones that foster greater trust. Trusting environments lead to strong teams, and strong teams lead to innovation. Imagine what could be accomplished by intentionally building school cultures that nurture trust: trust to explore, experiment, fail, and learn. Consider the ripple effects this could have on teaching, learning, and problem-solving. When you commit to the challenging work of trust-building, you spark possibility and innovation.

Check out what our board member, Howard Behard - former president of Starbucks Coffee Company, advisor, and author - says about investing in people and nurturing trust, on his guest post [Putting People First - The Path to True Success](#)

3. Cultivating curiosity: Seek out ways for self and others to constantly ask questions, learn, and share. Some of the best accomplishments are spurred by individuals who explore a particular interest and push the team to expand their perspectives. In districts where significant growth is achieved, communities of learning emerge. Creating a culture of curiosity has immense benefits, such as fewer decision-making errors, more innovation and positive change, reduced conflict, and more open communication.





KEY ACTIVITY

Professional Learning

Effective professional learning ensures that district staff understands SEL and how to support systemic implementation.

Leadership Summit

Leadership Academy

Curriculum Trainings

Equity Conference

My Intent

2021.22

Setting intentions is the act of stating what you intend to accomplish through your actions. It's a commitment to what you want the journey to be about as you move on, move through or move up. When you are intentional about something, your focus is in the moment: who you are, what you do, why you do it. . .





KEY ACTIVITY

Adult SEL and Cultural Competence

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Grounding

Strengths Based

Intention Setting

Circles

100





KEY ACTIVITY

Staff Trust, Community, and Efficacy

When staff feel a sense of community and shared purpose, they can engage more deeply in SEL.

B.A.T. Principle

Equity Lens

Meeting Schedules

Site Visits

Leadership/Admin Meetings and Cabinet Site Visit Schedule

Week	Monday	Tuesday	Wednesday	Thursday	Friday
First	Cabinet (AM)			Leadership Team	
Second	Cabinet (AM)		Office Hours	Site Visits	
Third	Cabinet (AM)			Principal Team (Levels)	
Fourth	Cabinet (AM)		Office Hours	Site Visits/PD	
Fifth	Cabinet (AM)			PD	

Believe in Best Intentions
Ask for Clarity
Test for Understanding



Circle Forward

BUILDING A RESTORATIVE
SCHOOL COMMUNITY

Carolyn Boyes-Watson & Kay Pranis
Foreword by Nancy Krestenberg

Leading Schools Forward
Institute for Restorative Practices

How the “Circle” will go

1. We'll start with a *mindfulness moment*
2. I'll offer an *opening* (usually a quote to get us thinking)
3. I'll give our *prompt* (a question to answer)
4. I'll offer my own answer, then “hand off the talking piece,” mute myself for the first person on the list in the chat to pick up the talking piece, unmute, and answer the prompt, then pass the talking piece to the next person on the list
5. A “round” is complete once everyone is given the opportunity to speak and there will be another prompt

*It is OK to *pass*: either unmute and say “pass” or give the “clapping” reaction