



## Developing Leaders Notes

Date: October 13th, 2021

Session Title: Taking Care of People who Take Care of Kids (Extension of SEL)

Focus Area: Skilled Staff

### MAASE Focus Areas:

*We will align and organize the strategic priorities and work of MAASE to focus on the following elements:*

<i>High Quality Student Evaluations</i>	<i>Specially Designed Instruction</i>	<i>Skilled Staff</i>	<i>Program Evaluation</i>
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Through the platforms of:

Association Partnerships	Legislative Action and Advocacy	Professional Learning	Membership Services
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EdCamp is an open format where group members share thoughts to help one another in implementation of "real life" practice. These notes reflect the thinking of someone in the group but do not represent an official position on behalf of MAASE. Anyone using this as a resource is encouraged to use their best judgement in interpreting the suggestions.

MAASE EdCamp Format:

1. Clarify the Problem of Practice to Solve
2. Collaborate around the Problem of Practice by offering suggestions and resources
3. Give feedback to the committee on how to improve next time

#### Notes:

##### **Clarifying the Problem of Practice:**

- When? How is there time to do this?
- We need a new term for self-care
- Extension of last session about staff shortage. How do I help the people that are doing so much already? Prevention of burnout.
- Onboarding of new teachers-letting them know that it's ok to do things like taking their lunch, make sure you get planning time.
- 'Toxic Positivity'- being real but building resilience
- Hard for administrators to admit that they are not ok

##### **Solutions:**

- Give permission to teachers to spend time building relationships
- Build scheme for kids of what their school/grade level looks like. Many kids don't have the knowledge of what "normal" looks like. Need to teach them this. Staff need time to build this scheme as well. Many came in during the Pandemic and do not know any other way.
- Administrators as subs is good but creates issues with being needed in other areas
- Schedule emails to be delivered later during work hours
- Be vulnerable with staff
- Move from term 'self-care' to more of a holistic approach.
- Love language work-so address staffs' needs in the way that they respond to
- "Self-Care Selfie" challenge to be entered to win a massage
- Be deliberate about reaching out to all staff on a regular basis
- "I See" notes of very specific feedback to staff, opens up conversation
- Start out with "what went well" this week with staff, sets the tone for more positive mindset
- "Break Card" 5-10 min card so the teacher can get a drink, go to the bathroom, or just breathe
- Remind staff to schedule lunch breaks, then follow up more of a directive/expectation, we need to model this!

- It is not the training that will get you through this, it is your team! Help staff carve out this time to get to know their team. Colleagues need to see us as people. Stay away from cliches, make it real. Build the community because it hasn't been a possibility because we've been remote for so long.
- Go back to the basics of what we need to be collaborative
- Be respectful of people's time, where can we be 'Lean'? Examine procedures and see what we can take off people's plates?
- Paperwork can be done from home, take the drive out for people when possible, flex their hours a bit more, signed agreement with their supervisor about remote work, anything that is taking place in person is expected they are expected to be there
- "Welcome Back" fun activities, people need to be together, good to hear laughter again
- ½ hour before meeting to meet for coffee as an option, gives a chance to connect, get to know each other better and be ready to work in meeting
- Use the Everyman, Hero, Sage, and Caregiver language with staff
- "Am I Listening or Am I Leading?" Ask staff before the conversation starts what it is that they need from you
- Give staff a surprise little break as possible, build in early release time for students to PL can take place
- Q-Interactive for an option to help reduce the amount of time for scoring
- When-find things you can do in the moment. Be Strategic for how we ask people to use time. Routine helps but reduce what you can strategically. Focus on the things where you get the most impact. High Leverage Practices connected with Evidence Based Practices
- CopyCenter set up to support ancillary staff/teachers
- Medicaid \$ put back in directly to the classroom supply budget
- Resource: [Midland County Education](#)  
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