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INSPIRING PROGRESS
ADVANCING EXCELLENCE



NOW WHAT?: Recovering from Spring 2020 and preparing for what's next

RE-SET School

www.re-setschool.com



When the pandemic forced schools to close, teachers moved quickly to learn new technology, revise lesson plans and adapt their teaching strategies. Students and parents moved to virtual platforms and did their best to turn home into school. And administrators acted quickly to help the community adjust. Everyone did their jobs, fully committed to making the best of this unprecedented disruption.

Eight weeks later and still counting, many students, teachers, parents and administrators are fully depleted.

Yet, with barely a moment to take a breath, everyone is also thinking (and worrying!) about the 20-21 school year. You may have strategies, models and innovative tools to use for planning for the fall, but our research suggests that many people are not psychologically or even physically ready to use them.

This webinar offers a framework to help communities engage with their emotional experiences of emergency online schooling. Creating an opportunity for telling the stories of your struggles/achievements, and bearing witness to one another's losses/gains, is a way of reaffirming the values that *make* you a community. Attending to (1) wellness and connection, (2) equity and inclusion, and (3) teaching and learning is essential, as you prepare to re-set school for the fall.

In the chat box:

Please introduce yourself.

What made you choose this webinar today?

Was there something in the description that motivated you to attend?

**RE-SET School provides training,
development, and support to school
communities as they as they move
from emergency on-line schooling to
building what's next.**

OUR TEAM



JENNIFER BRYAN, PHD



KEITH HINDERLIE, PHD



LAUREN POROSOFF



SALLY MIXSELL



RICCO SIASOCO



LIZA A. TALUSAN, PHD

Our Research

Participants

- Heads of School (private, charter, k-12, k-8, day and boarding)
- Teachers and administrators

Methodology

- Survey online
- Focus groups



Re-Set School Questionnaire

The coronavirus pandemic has disrupted school as we know it. This survey is designed to be an opportunity for you to reflect upon and share some of your experiences as an educator during the pandemic. Your responses will allow us to understand what has and has not been working, at brick-and-mortar school and during emergency remote learning.

The survey itself, and all questions within it, are optional.

Your answers may be shared with your school community in part or in whole, but all comments will remain anonymous. We will be using the data in aggregate to look for themes and patterns. The personal information captured as part of this survey allows us to see if there are trends based on social and professional identifiers.

The survey should take you less than 20 minutes to complete.

No compensation will be provided for your responses.

If you have any questions, please contact Lauren Porosoff: Lauren <at> empowerforwards <dot> com.

Do you agree with the above terms and wish to proceed?

- I agree and wish to complete the survey.
- I disagree and wish to exit the survey.

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**LEADERSHIP
IN CRISIS**

**WELLNESS
AND
CONNECTION**



**EQUITY AND
INCLUSION**

**TEACHING
AND
LEARNING**

LEADERSHIP IN CRISIS

Almost every head of school talked about the impact of not being able to walk around school and take the pulse of the community. Without seeing kids, faculty, staff, even parents, they are at a loss to know, “How is the community really doing?”

CHALLENGES

- Making sure that all teachers are abiding by the policies related to distance learning that we've outlined.
- At this point, it feels like we are truly catering to parents rather than focusing on children's needs.
- Many reported having compassionate leaders but few systems or structures that ensure that everyone in the community gets the care and resources they need.

HELPFUL

- “It has helped that we have a supportive, experienced, and optimistic head of school, strong leadership team with a broad set of skills, and teacher leaders to help with decision making and communication.”
- “Being reminded by leadership that anything we are feeling is OK. Being reminded by leadership that if we are less productive than usual, that is OK and normal.”

Financial health

Staffing and support

Satisfaction

Enrollment

Physical capacity

Mission and values

LEADERSHIP IN CRISIS

USE THE CHAT BOX TO ANSWER THESE QUESTIONS:

- How important was leadership during the transition to crisis-schooling?
- What do you believe are some of the challenges leaders faced during the decision-making process?

Financial health
Staffing and support

Satisfaction
Enrollment

Physical capacity
Mission and values

WELLNESS

AND

CONNECTION

Almost everyone said they feel sadness and loss because they can't see their students and participate in community rituals together.

- Many people shared that they struggle to take care of their own family members while trying to plan and deliver lessons, attend meetings, respond to angry parents, and manage unclear expectations.
- “We do not get to walk the paths of our school campus and wave hello, make eye contact and give high fives during recess. We have moved our assemblies online, and they are a wonderful community connection point, but the online version feels different and can bring about a sense of sadness as well.”
- “This is my last year at my school. (It's been difficult) coming to terms with the fact that I won't see the kids or faculty in person again, and wish I had been more present on what ended up being my last day in the building.”
- “We get the, ‘We know this is so much for you right now,’ and ‘We appreciate you so much,’ but there isn't any systemic changes that would ensure that teacher wellness is a priority.”

WELLNESS AND CONNECTION

We will be engaging in small discussion groups for a few minutes

Please accept the invitation to enter the discussion group

Introduce yourself and you'll see the questions appear in the discussion room

- What aspects of wellness were possible during this shift to emergency online schooling?
- What felt impossible?
- How was wellness expressed for students? For faculty? For administrators? For staff?
- What barriers existed to wellness and connection during the time of emergency online schooling?
- What opportunities existed for wellness and connection during this time?

EQUITY AND INCLUSION

- What structures related to equity and inclusion felt most vulnerable during this time period?
- How, if at all, did schools address inequities in the student community?
- How, if at all, did schools address inequities in the adult (e.g., faculty, staff, parent/caregiver) community?

EQUITY AND INCLUSION

Emergency schooling
amplified inequities
that already existed in
our schools.

Educators expressed concern for students who:

- come from working class or low socioeconomic status
- lack access to technology and/or reliable internet
- identify as LGBTQ+ and for whom school is a “safe space”
- have learning differences that make online education difficult
- experience racism
- navigate mental illnesses without support from predictable structures from school

“(I worry about) queer kids in our school who are not out at home and struggling with emotional safety. I worry about our students who don't have spaces in their home conducive to learning (space, quiet, reliable electronics), and our hard of hearing students who have to rely to zoom for school.”

“I've been frustrated that some of our students from more privileged backgrounds with significant financial resources seem to be complaining about how this situation has inconvenienced them (ie. bored), with little compassion or appreciation for how many people have died or been significantly impacted.”

EQUITY AND INCLUSION

**FEEL FREE TO
SHARE A
TAKEAWAY IN
CHAT BOX**

1. What DEI issues have emerged—or increased—during crisis schooling/learning?
2. How have student support professionals at your school (e.g. counselors, diversity coordinators, learning specialists) responded?

- “Faculty are lecturing rather than engaging students in a teaching moment. The priority is content over anything else.”
- “Three times in the last week, I have been asked to cancel a meeting with a kid to attend a ridiculous meeting telling me that we need to sustain our relationships with kids.”
- There have been some students who really thrived . . . and took the opportunity they had to push themselves and work with each other in some pretty exciting ways.

TEACHING AND LEARNING

Many teachers worry that they lack the expertise and tools to make remote learning as meaningful as in-person learning, but they notice and celebrate moments of student creativity and collaboration.

*When you transitioned to online learning, what was most important for you to PRESERVE?

*After going through online learning, what was something important you feel you LOST?

*What did you do differently that has suggested SOMETHING NEW to integrate into your practice?

TEACHING & LEARNING

**Feel free to
respond in the
chat box.**

They [adaptive leaders] use the turbulence of the present to build on and bring closure to the past. In the process, they change key rules of the game, reshape parts of the organization, and redefine the work people do.

-Heifitz, Grashow, and Linsky

WHY IT MATTERS

HBR, Summer 2020

Leadership in a (Permanent) Crisis

--Ronald Heifitz,
Alexander Grashow,
and Marty Linsky

What process will get you from here to there?

- Sharing the Stories that Heal
- Restoring Ourselves & Reconnecting with Each Other
- Reconnecting with Common Values
- Enacting Community Values
- Staying Committed

What process will get you from here to there?

- Sharing the Stories that Heal
- Restoring Ourselves & Reconnecting with Each Other
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Comprehensive Assessment

Senior Leadership Retreat

Faculty & Staff Retreat

Opening of School Facilitation & Support

Ongoing Coaching & Professional Learning



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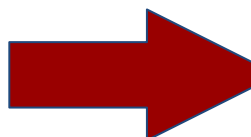


LIZA A. TALUSAN, PHD



WANT TO KNOW MORE?

Go to re-setschool.com and click on **Join Us** at the top right of the Home page.

- **Online Summer Institute** for PreK-12 Educators **July 14-16**
 - Experiential, Reflective, Generative
 - *Leadership; Wellness & Connection*
 - *Diversity, Equity & Inclusion; Teaching & Learning*
 - Building What's Next: *Values, Strategies, Capacities, Community*
- **Leadership Team Retreat, 1 - 2 days** **June, July, August** 
 - Provide professional and emotional restoration
 - Re-define roles and collaborative strategies
 - Identify new skills and capacities
 - Create leadership plan, tailored to your community, for these times



**Let's plan a way
forward together**

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