

Beyond Donuts:

The SEL Principled Principal

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Social Emotional Learning

Practices

Anxiety, Depression

Societal

Situational Stress

Hindering School
Readiness/Potential

Schoolwide Practices

Mindfulness

Emotion Labeling

Explicitly Taught Skills

Restorative Justice

Positive Mindset

Positive Discourse

Trauma Informed

Trauma, PTSD

Individual, Family

Cognitive function

Multigenerational

Chronic stress and
hypervigilance

Targeted

Social Environmental Context

- Inattentive/permissive parenting
- Culture of distraction
- Era of underaged role models
- Social media
- Adolescents are peer oriented vs. family oriented
- racial tension, decline in social order,
- Exposure to traumatizing images



What We See In Our Schools

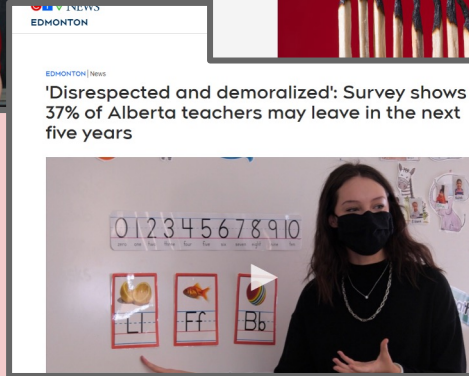
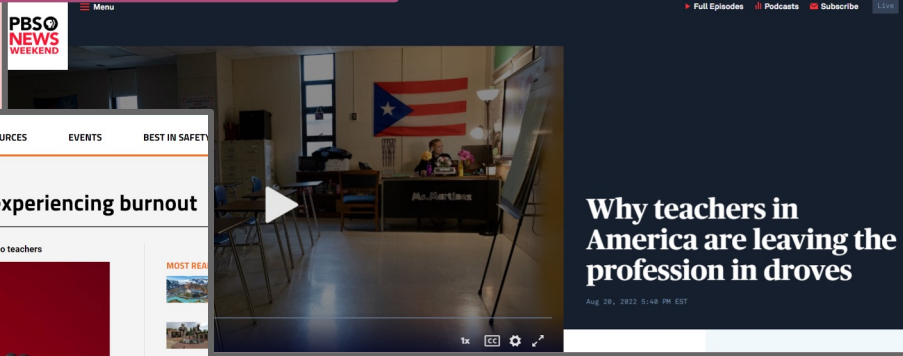
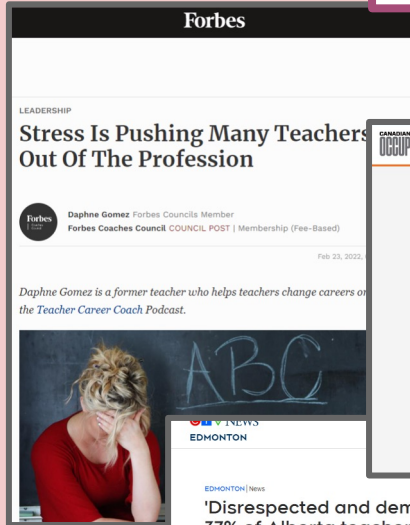
- Anxiety
- Negative self-talk
- Negative discourse
- Impulsivity
- Distractibility
- Inflexibility
- Pessimism
- Declining motivation



YOU CAN PRESENT THE
MATERIAL, BUT YOU CAN'T
MAKE ME CARE.



Teachers In Crisis



Inflexibility
Isolationism
Absenteeism
False Assumptions
Objectification of
students

Implications For School Administrators

- Canadian principals work 59 hours per week (More for principals of economically disadvantaged schools)
- Canadian vice-principals work 54.5 hours per week
- Canadian average for all occupations in 2021 = 35.7 hours
- Canadian average for senior/mid management in 2021 = 39.6 hours
- Canadian average for professionals in social/gov't services in 2021 = 36.5 hours



Relationships As Agents of Change

Competence

Efficiency

Credentials

Decisiveness

Intelligence

Experience

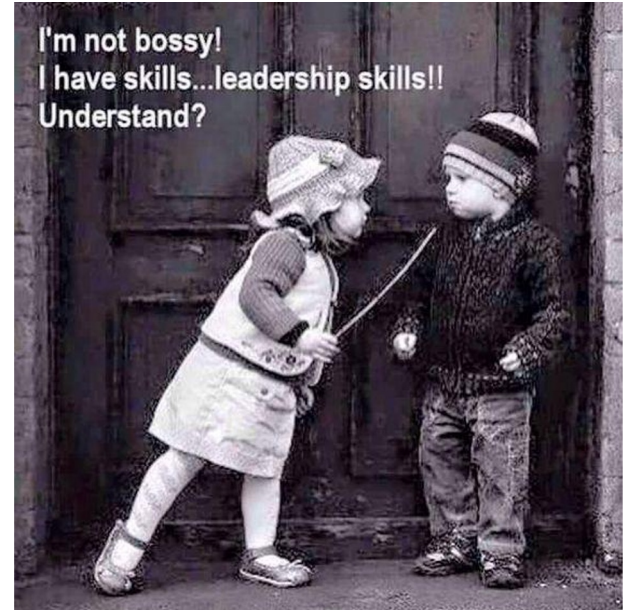
VS.

Trust

Relationship Relationship Relationship

Person Before Professional: Building Trust

- Meet with every team member
- Give time and space to tell their story
- Interact with everyone
- Recognise that some need more of your time
- Listen more than you talk
- Daily Check-in
- Find the door that leads to connection
- Lead vs. manage



Presence

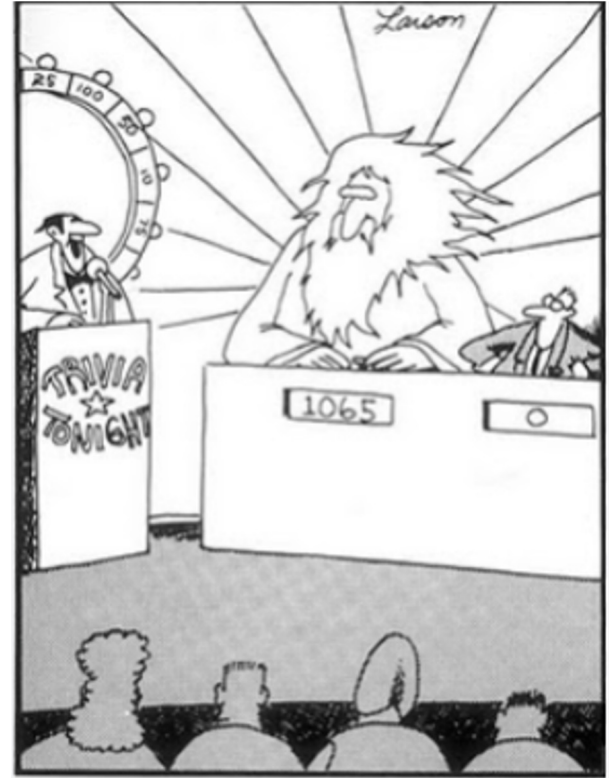
- Active listening
- Visibility indoors/outdoors
- Model respect
- Modeling appropriate phone use
- Greeting everyone by name



"It keeps me from looking at my phone every two seconds."

Distribute Leadership

- Followship skills
- Share, responsibilities vs “delegating” i.e. Sharing authority
- Management vs Leadership



"Yes! That's right! The answer is 'Wisconsin'! Another 50 points for God, and . . . uh-oh, looks like Norman, our current champion, hasn't even scored yet."

Meetings

- Connecting, give voice
- Small is better than large
- Hard start / hard finish
- Housekeeping? Emails, docs, personal visit
- Feed them
- 1 hour

Strategy:

Put chairs in a circle and start a conversation. Staff will remember sharing their opinions in a talking circle long after a conventional meeting



"Now this end is called the thagomizer . . . after the late Thag Simmons."

Difficult Situations, Difficult Conversations

- Step 1 – Build Trust
- Check your emotions
- Saying difficult things with caring and respect
- Assume everyone is doing their best
- Make your decision, then make it the right one

"There comes a point where we need to stop just pulling people out of the river. We need to go upstream and find out why they're falling in.

Desmond Tutu



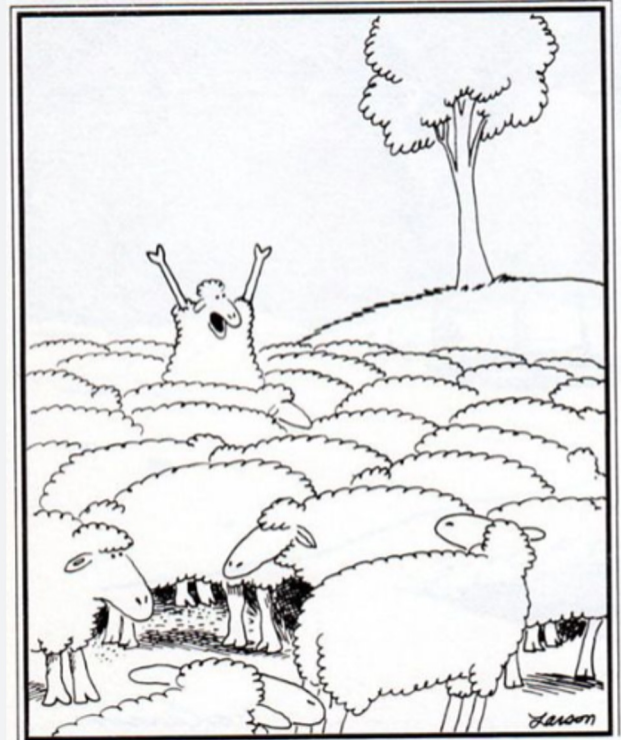
Tragedy struck when Conroy, his mind preoccupied with work, stepped into the elevator—directly between a female grizzly and her cub.

Do You

- Trust your instincts. Trust Your skills.
- Positive self - talk
- Be clear about your purpose as principal
- Leadership as art form
- Stop comparing yourself to others

I have never listened to anyone who criticized my taste in space travel, sideshows or gorillas. When this occurs, I pack up my dinosaurs and leave the room."

Ray Bradbury



"Wait! Wait! Listen to me! . . . We don't HAVE to be just sheep!"

Survey of Administrators

What is the trait that serves you best?

- Empathy and kindness. Being helpful and supportive. Really listening to staff. It is important that they feel heard and seen. Being able to prioritize and make decisions quickly.
- problem solving and supportive
- Being a great listener and empathetic
- Listening skills and walking the school

Role of Principal: Teachers' Responses

Help create a community atmosphere (activities, birthdays, special events), get to know students by name and build a relationship with them, get to know your staff and their interests and needs, be a good listener to all staff and remain open minded (all points of your are valid), support your staff especially with difficult parents, ensure there are adequate resources for special needs (creative accounting).

Bringing staff and community together
Generating and implementing ideas
Being open to comments and suggestions of others
Providing a safe space for students
Being flexible and present within the building

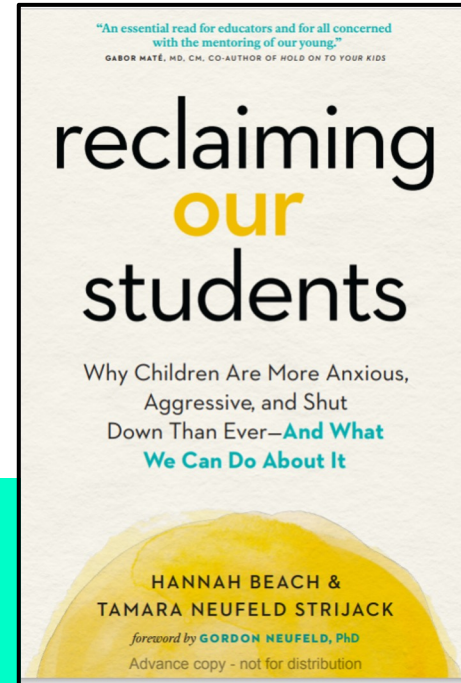
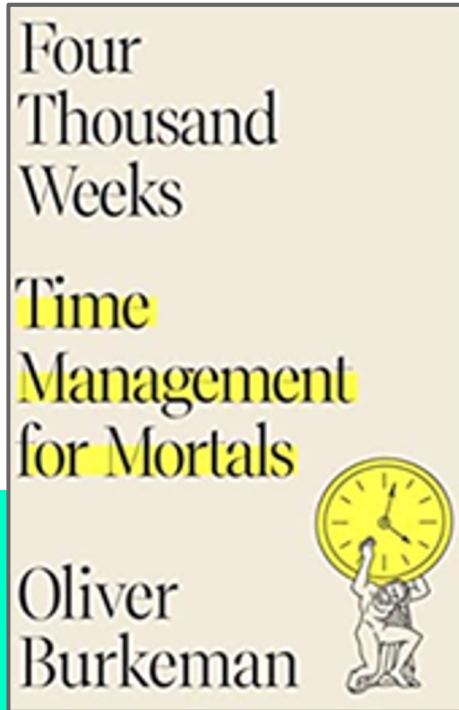
empathetic, good listener, dreams big, loves kids (like really does), kind

Approachable, organized, relationship building with teachers, respectful, great listener

Honesty, authenticity, empathy, strong leadership abilities, kindness, adaptability, observant, humble, organized, understanding

Developing meaningful connections with staff and students. Being present. Being available . Having a vision for the school.
Providing PD to support that vision

It's always nice when principals take time to work or help difficult students. One principal would play chess with one student once a week. Its nice when principals learn our names and the students names. Talk to them, get to know them. Read them a book. I love when principals ask: What do you need? How can I make your job easier.



Thank you to our colleagues at the Lester B. Pearson School Board, Dr. Liz Roberts, Dr. Andrew Bennett and Tina Newton who provided some of the data and inspiration for parts of this presentation.

Feel free to contact Colleen Galley or myself at any time should require more information.

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