



curriculum allow adults and students to have the space to develop responsibility and lean into self-discovery to help with emotional regulation.

## Unfinished Learning

Ever present is the work of unfinished learning and how to address that within the school systems. ***These conversations aligned with my Goal 3: To instill consistent principles so students can work in their own cognitive, affective and behavioral learning domains.*** Self-discovery, creativity, and innovation fall under this category. Not only are educators working within inherited school structures and culture this school year, we are also working through a global pandemic and being asked to reconstruct our professional identities as we all move forward. Administrators and teachers went from being community heroes to being negatively yelled and screamed at by neighbors calling them on the best days “sheep,” “lazy,” to being physically and personally attacked about mandates and laws beyond their control. The pandemic for many integrated the educators personal and professional lives more than another professional. I know from teaching social science last year, my middle schoolers experienced my many pets, adult children accidentally disrupting my teaching, and even experienced sitting in my backyard with me— these experiences blurred and complicated the professional landscape in which I worked. The student and their families were now daily guests into my home, as I was in theirs. Distractions and an integration into familiarity that is now and the unangling is messy at best.

You need to learn how to  
select your thoughts  
just the same way you  
select your clothes  
every day. This is a  
power you can cultivate.

Elizabeth Gilbert, Eat, Pray, Love

@themerrymakersisters

For students and educators alike, self-reflection on past practice and planning for the future is dependent solely on pandemic experiences. Like when educators experienced contradictory values during the advent of high-stakes accountability policies such as No Child Left Behind or Every Student Succeeds Act, we moved into new roles and subjectivities in our profession. Currently education is undergoing a more passive reform model dependent on existing systems that converted the Response to Intervention model to the Multi-Tiered Systems of Support initiatives of 2012, that further raised the affect of how educators interact with colleagues, students, and communities. Like our students, educators are re-assimilating to post pandemic education leaning into our existing Multi-Tiered System of Support Model.

While at the heart of all educator’s roles, which can be truly exhausting on a normal day, professional fatigue and social media controlled narratives have exasperated the mental and physical health of educators. Unfortunately we can’t go backwards, and must move forward to connect the academic needs of individual students, the growing demand of academic output of students, and meeting students where they are at and growing them to where they can be. As in my 100 Day Reflection, **Goal 2: Embrace and create innovative spaces for adult and student learning**, we now have to create a new narrative as educators, to establish a new ecosystem of support that encompasses the social, emotional, academic, and

behavioral health of our student population. This is a tall order for educators and it is forcing us to change our professional identity and the way we have to address student support, teaching, and learning.



## How does this apply to my work at Waverly?

- The alignment of these conversations reaffirmed we are headed in the right direction.
- That self-care begins with adult ownership
- Resilient mindsets are not just for students
- Post pandemic education means to re-establish public school's purpose and meaning

Conference Attended

Principal's to Flourish Through Traumatic Seasons, AASA, 2021

Joint Annual Conference, Triple I, 2021