

PROFESSIONAL LEARNING TEAM REPORT

School Year: 2015-2016

PLT Title

Happy staff, happy students: Ideas for fostering a resilient learning community

Blurb for PLT Conference Brochure

Did you know that building resilience in staff members simultaneously builds resilience in students? Come join us for a lively exchange of ideas and inspiration for supporting the educators in your school. Don't underestimate the power of positivity!

Contact Information (*Write * next to facilitator's name.*)

Name	School	Grade Level or Subject
Lisa Dobey*	Wellington	School Psychologist
Sheila Walsh	Wellington	Guidance Counselor
Briana Wall	Preschool	Preschool Teacher
Sarah Forrey-Pettit	Wellington	Assistant Principal
Sheila Powley	Preschool	Preschool Director
Amy Spangler	Wellington	Principal

PLT SMART Goal

We will increase our knowledge and understanding of social and emotional learning by researching the three protective factors related to resilience.

This PLT Goal is also

A Professional Practice Goal

A Student Learning Goal

Neither

Key Actions

1. Completed a literature review and discussion of *Fostering Resilience* by Martin Krovetz.
2. Continued to build skills among educators in our school regarding the three protective factors related to resilience (as outlined in Martin Krovetz's book).
3. Provided opportunities for staff to share successful/effective strategies for building these protective factors.
4. Began to shape school-wide practices related to resilience.

Findings

- Resilient communities are those that are focused on the protective factors of: caring, high expectations and purposeful support, and ongoing opportunities for meaningful participation (Krovetz, 2008).
- In addition to fostering these protective factors for students, it is equally important to foster these protective factors for school staff.
- There is a large body of research that highlights the connection between having a happy/resilient staff and positive outcomes for students.
- Supporting staff resilience is beneficial from a financial perspective, as teacher turnover due to burnout costs districts money in the long run when new teachers must be continuously hired and trained (Roffey, 2012).
- At Wellington, we planned resilience building activities that focused on the protective factors, especially **caring** and providing **ongoing opportunities for meaningful participation**. In planning these activities, we learned that it appears to be beneficial to find activities for staff that have low time/effort barriers.
- Our survey data indicated that 90% of respondents reported feeling positive after participating in staff resilience building activities.

Recommendations / Next Steps

- Continue to explore resources in the community to support staff resilience (e.g., yoga, personal training).
- Explore other, cost neutral ways to support staff resilience.
- Consider systemic changes to support teacher and staff well-being.
- Reach out to PTO and other schools for ideas for building staff resilience.
- Re-inform staff of the Employee Assistance Program as a resource for staff members who may be struggling with burnout.
- Launch the 2016-2017 school year with a resilience building, ongoing activity, such as a coffee club or staff tea.