



## SEL for School Leaders

Wayfinder's SEL for School Administrators consists of 3 workshops facilitated by experienced Wayfinder staff members. Each workshop will be 180 minutes (3 Hours).

Our curriculum was developed in partnership with Aneel Chima, Director of Health and Human Performance at the Stanford Flourishing Project at Stanford University. The curriculum began as a college course and has been taught at Stanford University, University of California Berkeley, and Brown University. At the time, the curriculum was focused on the art and science of purpose-creation and how living with purpose can help students live more flourishing lives. It has since been adapted by our world-class team of curriculum designers to focus explicitly on supporting K-12 educators and administrators. Based on extensive research by [Dr. Bill Damon](#), [Dr. Kendall Cotton Bronk](#), and [Dr. Heather Malin](#) (among others), our curriculum draws from disciplines as diverse as art, storytelling, design, and positive psychology to create and utilize tools that promote educator well-being. This curricula has also been taught in part to the [Distinguished Careers Institute](#) at Stanford.

## Support Morale and Efficacy through Wayfinder's SEL for School Administrators

Through our blend of thoughtful activities and live touchpoints with Wayfinder staff, our goal is to provide administrators with the resources and space to build community, reconnect to their sense of purpose, and improve morale and well-being, while also generating ideas and actions to take with them between sessions, and after the course, to apply in their work.

At the heart of our program is the idea that by helping educators reconnect to their "why" as educators, they will be able to manage stress more effectively, enhance overall well-being, improve their ability to support their staff morale, and navigate complexity of leadership in uncertain times with purpose and agency.

## Implementation Summary

Wayfinder's SEL for School Administrators consists of 3 workshops facilitated by experienced Wayfinder staff members. Each workshop will be 180 minutes (3 Hours). These workshops combine the absolute best research on purpose development with practical action steps developed by education practitioners into a world-class professional development experience that supports administrators to feel purposeful and motivated in their careers, even when dealing with the adversity that will inevitably occur throughout the year.

All sessions will be facilitated by expert facilitators. Please see *the Speaker Overview* for more detail on our facilitators.



## **Learning Outcomes**

Upon completion of this course, participants will:

1. Understand the key emotional, psychological, social, and contemplative factors that support purpose finding and wellbeing, which form the basis for living a meaningful life and career.
2. Apply the tools and skills presented in service of increasing a sense of lived purpose, managing stress more effectively, and enhancing overall wellbeing, while support their staff culture
3. Analyze and reflect on the core components of constructing meaning and purpose in one's career and develop actionable tools and strategies to enhance overall wellbeing and culture at one's respective school

## **Methodology**

Wayfinder's SEL for School Administrators combines live professional development sessions with on-demand access to digital resources that support administrators in connecting to their work in a deep and sustainable manner. We are sensitive to the fact that many administrators are already spread quite thin and, as such, all work associated with our program will be completed within the workshop. However, we will provide administrators with additional resources in the form of "deeper dives" should they choose to dig into a topic more deeply on their own.

The course mixes storytelling, design explorations, experiential learning, intrapersonal + interpersonal reflection, and contemplation alongside traditional didactic methods. We promote integrative, contemplative learning experiences focusing on frameworks, tools, and experiences that facilitate working more meaningfully and purposefully within the context of K12 education.



## Wayfinder Workshop Overview

Workshop Title	Workshop Overview	Content
The Power of Joy and Self-Care in navigating uncertainty	<p>In this workshop we explore how practicing joy and connection through play and self-care can help leaders explore the correlation of self-compassion to wellbeing, resilience, and compassion toward others.</p> <p>This workshop will include experiential learning opportunities and examples that spark and spread joy.</p>	<p>Participants Will:</p> <ul style="list-style-type: none"> <li>- Have opportunities to connect with fellow administrators to build SEL competencies that help navigate stress and disruption.</li> <li>- Identify challenges and goals related to SEL in education during times of uncertainty and disruption</li> <li>- Practice activities that promote wellbeing, play and self-care.</li> <li>- Discuss the definition of self-compassion, and the three components of self-compassion</li> <li>- Understand the correlation of self-compassion to wellbeing, resilience, and compassion toward others</li> <li>- Design daily practices that will support them in navigating uncertainty</li> </ul> <p><b>WB* Activity:</b> Grounding in Joy  <b>WB* Activity:</b> Toast to Myself</p>
Strength & Values: Your Path in Education	<p>In this workshop we use storytelling to derive meaning and help us to examine our own strengths and beliefs and understand how they influence the way we interact with ourselves, others and the world at large.</p> <p>This workshop will create space for Educators to take a deep dive into their own values to reconnect to their “why” and build on SEL competencies that inform the way they animate their lives.</p>	<p>Participants Will:</p> <ul style="list-style-type: none"> <li>- Explore cognitive distortions and identify some of the most common ones that show up for leaders?</li> <li>- Identify what psychology tell us about the power of storytelling and narratives?</li> <li>- Identify the values that animate their lives and connect them to their decision to become an educator?</li> <li>- Use their values to determine how they are uniquely situated to make an impact in the field of education?</li> <li>- Explore why connecting to purpose is so important for leaders specifically?</li> </ul> <p><b>WB* Activity:</b> Unearthing Values  <b>WB* Activity:</b> Capturing Strengths</p>
Designing and Sustaining environments that promote Belonging	In this workshop we explore the research behind and importance of belonging + purpose. We leverage empathy and compassion to	<p>Participants Will</p> <ul style="list-style-type: none"> <li>- Explore cutting edge research behind the benefits of imbedding belonging + purpose into a personal practice and organizational</li> </ul>



and Purpose	<p>support school culture.</p> <p>This workshop will explore activities and strategies to improve the state of belonging in the school community.</p>	<p>culture</p> <ul style="list-style-type: none"><li>- Draw the through-line from empathy (how we associate our feelings with others) to compassion (how we support or take action to support others)</li><li>- Identify opportunities to leverage empathy + compassion to support school culture</li><li>- Determine how Human Centered Design can help us take purposeful action?</li></ul> <p><b>WB* Activity:</b> Belonging Maps</p> <p><b>WB* Activity:</b> Purpose Compass</p>
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*\*WB = Workbook (Wayfinder's toolkit pages given to each participant)*

## Reimagining How We Work with Purpose

In the words of Dr. Aneel Chima, co-creator of our staff development program: “A vibrant sense of purpose is foundational to our wellbeing and flourishing—particularly in our current cultural moment.” According to the research, purposeful individuals have long-term aspirations, demonstrate sustained engagement in the pursuit of that aspiration, and exhibit a desire to contribute to the world beyond oneself (Damon, Menon, & Bronk, 2003). Having the skills to cultivate and connect to one’s purpose is important for any profession – but in education, it is vital. Administrators will leave these courses with practical insights and strategies to apply to their work and infuse their schools, classrooms and the lives of their staff and students with increased purpose.

## Speaker Overview

Among the facilitators slated to lead these sessions, there is a wealth of experience in relation to education, mental health, leadership, and purpose development. Please see below for an overview of the biographies below of the key individuals who will be involved in this partnership.



## Appendix: Bios



**Quinae Jackson, Director of Training & Learning :** Quinae has worked in the education industry for more than 12 years. Quinae specializes in complex problem solving, implementing innovative ideas around instructional content, connecting social emotional learning with academic objectives, and facilitating dynamic discussions in the education space. She is passionate about creating learning journeys that allow individuals to discover the greatness within.

Before joining Wayfinder Quinae was Senior Brand Ambassador at Nearpod, an Ed-Tech company. At Nearpod Quinae used her classroom experiences to champion community building and enhance the ways educators around the world designed teaching and learning experiences.

Quinae grew up on the southside of Atlanta, Georgia and attributes her passion for education to her experiences of being bussed across town to school. Quinae understood that a student's zip code had no business zipping up their exposure, potential, and opportunities. Quinae joined Teach for America and went on to spend seven years teaching at schools that faced "zipcode barriers". From elementary school to middle school, she took her passion for transformative learning journeys and created powerful and impactful spaces.

Prior to her time at Nearpod, Quinae was an academic coach. In this role, she created protocols and procedures to foster a collaborative environment in individual classrooms, and worked with district and school personnel to increase student and staff retention and motivation. Quinae also spent time as an Educational Technology Specialist with Kennesaw State University, where she managed the implementation of personalized learning and instructional technology at multiple school sites.

Quinae is active in her community, including serving as the administrative coordinator at Silverleaf Baptist Church, a board member of the PTO at her daughter's school and the STEAM committee chairperson with the National Council of Negro Women. She has earned many awards and accolades including Teacher of the Year. Quinae earned her Bachelor's Degree at Miles College, her experience attending a Historically Black College was monumental to her foundational belief that content without connection is of little service to the world. Quinae also earned her M.Ed. from The University of West Georgia.



**TRISTAN LOVE, Director of Learning + Engagement:** Tristan is passionate about making school a safe and supportive place to learn, grow and develop. This passion is rooted in Tristan's experience as an "at-risk" student and his experiences in a nurturing school while he experienced several traumatic events.

Tristan obtained his Bachelor of Science from Wiley College in Biology with a Chemistry minor on a scholarship from Denzel Washington. After college, Tristan began his educational journey as a high school science teacher and Teach for America Corps member in Houston. Tristan's "whole student" approach to teaching played an instrumental role in increasing student achievement, student morale, and appreciation for science. As an administrator at the same school, Tristan assisted the school in breaking a long streak of underperformance, as well as a decrease in severe discipline infractions, and recidivism in alternative school placements. Afterward, Tristan helped the district create and oversee a districtwide Disciplinary Alternative Educational Program (DAEP) that supported more than 50 high schools.

Before joining Wayfinder, Tristan was a principal of a middle school in Colorado Springs. As a principal, Tristan continued his work in making school a safe and supportive place for students to learn, grow, and develop.

Tristan's journey and work has been featured in *The Wall Street Journal*, *RoadTrip Nation*, and several other news outlets.



**DIANA CURTAZ, District Partner Success Manager** Diana is a former educator with a passion for supporting others in education to assist students in getting the best educational experience possible. She believes that learning and growing as individuals continues throughout life and does not stop when schooling ends.

Diana began her career as an elementary school teacher in Sacramento, California. In order to become a well-rounded educator, she experienced teaching different grade levels, welcomed student teachers into her classroom, and became the lead teacher in supporting colleagues with curriculum development



and instruction. After many years in the classroom, Diana moved onto administrative roles at both the school and district level. This included middle school Assistant Principal, K-8 Site Instruction Coordinator, elementary school Principal, and Executive Director of Elementary Education where she oversaw and supervised both preschool and elementary programs, school administrators, and other special projects. Throughout her career in public education, Diana was an accomplished trainer, coach, and mentor. Her strengths include creating and implementing professional development for teachers and administrators.

Diana received a Bachelor of Arts in Liberal Studies and a Masters of Arts in Educational Leadership and Policy Studies from California State University, Sacramento. In her free time, you can find Diana with her dogs, friends, and family enjoying all that life has to offer.

"My purpose is to support all students regardless of their circumstances by empowering them with the tools to understand their value to themselves, their communities, and the broader world."



**MARK WILLIAMS, Curriculum + Training Designer** Mark Williams (he/him) is a father, an elementary educator, a mindfulness student-practitioner-teacher, musician, and community gardener. He uses classroom teaching, storytelling, music making, and food growing as his way to work toward his goal of being a kinder neighbor.

He has spent his career learning from and teaching children—in classrooms, on playgrounds, in afterschool programs, at summer camps, on wilderness trips, in urban gardens, and in a Haitian orphanage. He finds the greatest joy in creating and protecting equitable and empathetic spaces for children to have the safety, freedom, and joy to explore and learn from the world in the fullest expression of who they are. And he knows that sometimes the safest space a child needs help creating and protecting is the landscape of their mind.

He holds an M.Ed. in Mindfulness Education from Antioch University New England and a B.A. in Elementary Education from Wheaton College.

"My purpose is to cultivate creativity, curiosity, and kindness in the hearts and minds of children—the young and the young at heart."