

The background is a dark space filled with numerous small white stars. A large, glowing blue planet with horizontal bands is positioned in the lower-left quadrant. A bright blue star is visible in the upper-right quadrant.

ADVENTURES IN EDUCATION:

LAUNCHPAD TO YOUR NEXT

BY KAELIN E. LEE, MA &
JENNIFER L. GROMAN, PHD

What you will do this morning

Did you complete the Pre-Test?

1. Meet and get to know one another;
2. Set your personal goals for this seminar;
3. Hear research on teacher stress, crisis/critical incidents and teacher growth;
4. Revisit your teaching roots, and what mattered to you when you began teaching;
5. Sketch out your career pathway and main events, and how those events have grown you;
6. Learn ways to practice mindfulness.

Seminar and Workbook Introduction

- Workbook
- Website
- Padlet
- Blackboard

What you will do this afternoon

- Learn and practice some mindfulness and de-stressing techniques;
- Reconsider your beliefs about your current and future place in the profession;
- Revisit your hopes and goals for the seminar;
- Final thoughts and next steps.

Who are you?

- In your workbook on p. 10, consider and write your goals for this session.
- Type in chat:
 - Name
 - What & where you teach
 - Your goals for this session
- Share out and Pre-Test

Crisis and Critical Incidents and Kaelin's Research

Jen's dissertation

From Calling to Crisis: The Growth Process of Teachers Through Crisis-Like Incidents

Purpose: To discover through veteran teacher narratives, descriptions of **crisis-like incidents, growth, and transformation** they may have experienced in the context of the profession.

Rationale

- My Story*
- Study by NCTQ of 40 urban districts (Konz, 2014):
 - \$400 Million lost to teacher absences in those 40 urban districts.*
- Multiple studies link teacher absences to job-related stress (Miller, 2012).

Crisis & Critical Incidents

- **Existential crisis** is a pivotal point where we question the very purpose of our existence.
- **Critical incidents** are existential discomfort in interactions with certain people and events which challenge prior knowledge and ways of behaving.
 - Teachers must rethink previous ideas and ways of being and come to new understandings about teaching and learning.
- **The Dragon Lady, parts 1 and 2***

*Piaget (1952)

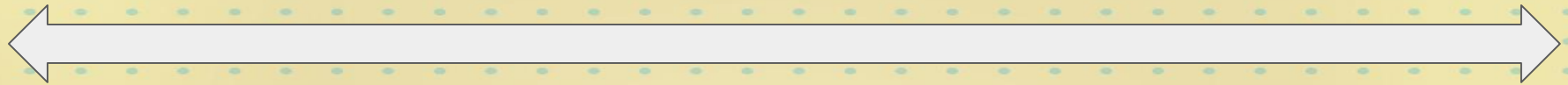
Three types of learning applicable to adult learning:

1. Cumulative Learning
2. Assimilative Learning
3. Accommodative Learning

To which Mezirow (1990) added:

4. Transformative Learning (identity shifts)
(transpersonal or depth psychology)

The scale of crisis and critical incidents



"Normal"

Stress

Critical
Incident

Crisis



Crisis-like Incidents

Can range from crisis to critical incident
and anywhere in between.

Crisis-like incidents act as turning points
in the lives and actions of teachers and
encompass a shift in identity in
teachers.

Mindfulness: What Is It?

- Focus, monotasking, quieting the “monkey mind”
- Meditation, stress management/stress reduction and wellbeing/wellness
- A “tool for intentionality” (Yeganeh & Good, 2016, p. 27)
- Personal/individual vs. organizational mindfulness

Mindfulness: How Can It Work For You?

By pinpointing and joys and challenges, and determining areas of stress, previous positive techniques and strategies for success, we are adding to our “toolbox” for additional ways to handle stresses that particularly impact us as educators.



Organizational Mindfulness

- Mindfulness within an organization is threefold: disposition, skill, and process. “[Orienting] the school toward cultural change that is embodied in a collective attention that orients the work of its members” (Kruse & Johnson, 2017, p. 591).
- Karl Weick and his five features of mindful, or “highly reliable organizations”

**Does your
organization fit this
description?**

Highly Reliable Organizations

1. Exhibit a healthy preoccupation with failure. This focus is expressed in substantive and ongoing discussions of threats to organizational performance and how these can be eliminated or their effects minimized.
2. Characterized by a reluctance to simplify interpretations of these threats to performance. A culture exists that promotes a healthy skepticism of operating assumptions and of existing organizational structures and processes.

**Does your
organization fit this
description?**

Highly Reliable Organizations

3. Distinguished by a heightened sensitivity to the link between organizational processes and outcome. What processes in what combination can produce desired outcomes? How can these be sustained at quality levels through time?
4. Marked by a resilience that assumes the inevitability of failure, yet at the same time is tenaciously committed to learning from failure. This defining commitment promotes a robust culture of learning.

Highly Reliable Organizations

5. Finally, mindful organizations embrace approaches to problem-solving that defer to expertise rather than formal authority. Mindful organizations not only promote team approaches to learning but flatten coordinating structures as well. (Kruse & Johnson, 2017, p. 592).

Does your organization fit this description?

Individual Barriers to Mindfulness/Mindful Leadership

- Time limitations
- Fixed identities (“meditation isn’t my thing”)
- Perceived susceptibility levels (“it never works for me”)
- Negative associations (“another new age fad”)

(Yeganeh & Good, 2016, p. 26)

Questions to Ponder

- In the absence of a mindful, unreliable organization, what is the benefit for individual mindfulness?
- Without the support from the organization, what is the incentive for the individual to be mindful?
- What does this look like for *you*?

Think/Jot

In your Launchpad Workbook (p. 48)

How does stress affect you?

Mind?

Body?

Spirit?

Crisis-like incidents arise with:

- Feelings of hopelessness;
- Deterioration of school relationships;
- An inability to express feelings contrary to dominant school policies;
- No longer find job interesting or enjoyable;
- Dissatisfaction;
- Resentment.

Cognitive effects

. . . Stemming from exhaustion and anxiety:

- Loss in cognitive responsiveness;
- Loss of memory;
- Weakening of decision making abilities;
- Lower information processing ability;
- Social isolation.

Physical effects

- Loss of energy;
- Loss of body sensations and emotions;
- Headaches;
- Digestive problems;
- High blood pressure.

Fatigue and stress cause teachers to tend toward rote activities and lose the ability to respond and teach creatively (Blazer, 2010).

This makes good teachers feel even more isolated and guilty.

Name Those Stressors Activity (p. 11)

**What are your
thoughts?**

Independent Activity from Padlet

- View the Finding your Why video
- View the Timeline and Cups video
- Return at 11:15

End of morning session.

Beginning of afternoon session.

The Annotated Lifeline

Debriefing

Share as you are comfortable:

Are there recurring themes or ideas in your Lifeline?

In what ways did your crises and critical incidents grow you?

What crises or critical incidents are you still dealing with, or need support with?

What have you learned about yourself? Your teaching life? Your resilience?

Questions to Ponder

- In the absence of a mindful, unreliable organization, what is the benefit for individual mindfulness?
- Without the support from the organization, what is the incentive for the individual to be mindful?
- What does this look like for *you*?

Mindfulness Techniques for Your Well-Being Toolbox

- Prayer
- Meditation*
- Monotasking*
- Yoga*
- Tai-chi
- Exercise (Jogging, Walking, Weightlifting, Swimming, etc.)
- Journaling/writing (free-writing, poetry)*
- Art*
- Breathing Exercises*
- Emotional Freedom Technique (EFT)
- Tapping
- Visualization/Guided Imagery*
- Collaging/Vision Boarding
- Mindfulness based stress reduction (MBSR) programs
- Body scan*





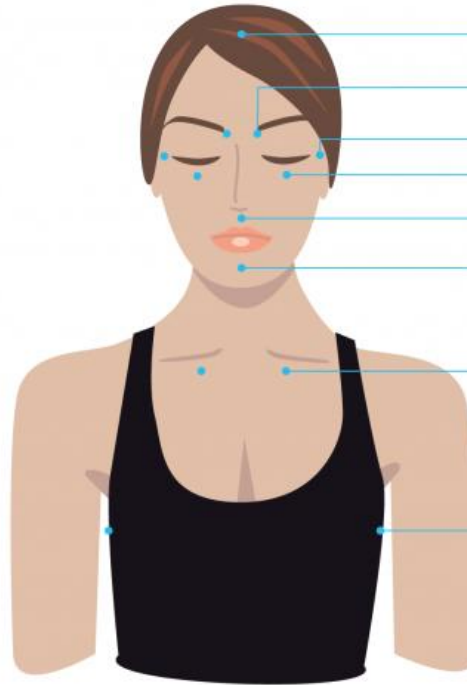
Chair Yoga

Another tool for your toolbox!

EFT Tapping Points



● KC: karate chop



● TH: top of head

● EB: eyebrow

● SE: side of eye

● UE: under eye

● UN: under nose

● CH: chin

● CB: collarbone

● UA: under arm

EFT Tapping

Introduction & Activity

Review the Padlet

The various toolbox activities they can try and journal

Choose from the *starred activities

Work time until 1:00

Debriefing Slide

What activities did you choose (List in chat)?

What did you enjoy about them?

- Revisit today's work and techniques
 - Revisit goals from first hour
 - Revisit activities you did
 - Think/jots
 - Stressors
 - LifeLine and Cups
 - Chair Yoga and EFT Tapping
 - Your chosen mindfulness activities

Debriefing

What did you learn/do today that will help to ameliorate workplace stress in the future?

How do you feel more equipped to handle workplace stress after this session?

Cultivating Relationships and Mindful Organizations

- Watch for isolated colleagues.
- Identify your support system and check in often.

Our Final Words

We cannot wait any longer for the institutions
to give us what we need.

We need to talk to one another.

We need to listen. We need to care without
fixing.

God has no other hands than ours.

~Dorothee Solle

jgroman@ashland.edu and
klee11@ashland.edu

The Post-Test Survey

Information here about the post-test link on Padlet and Kaelin's email address for more information

Do the post-test within 48 hours

klee11@ashland.edu

For Grad Credit

If you enrolled for one (1) grad credit.
See the Padlet for suggestions.

Email Jennifer for more information and
approval of your proposal
jgroman@ashland.edu