

Educator Wellbeing: 10 Wins for School Leaders

This document supports school leaders in upholding the [Professional Standards of Educational Leadership \(PSEL\)](#), especially: standards 2 Ethics and Professional Norms; 5(d) Community of Care and Support for Students; 6 Professional Capacity of School Personnel; 7 Professional Community for Teachers and Staff; 9(g)(j) Operations and Management; and 10(a)(h)(j) School Improvement. The strategies listed are suggestions that may support standards implementation alongside other strategies.

To support student wellbeing, educators must be well themselves. Rather than providing resources for educator self-care that may feel like another item on educators' to-do list, this document aims to provide quick hit **strategies and structures** school leaders can use **to create an environment that supports well-being** for educators. **This list may serve as a checklist for school leaders to return to throughout the school year that can reaffirm and amplify the great work they are already doing to support educators as well as serve as a reminder of wins they may want to add.**

Celebrating/Recognizing Educators

1. **Shoutouts:** Share daily/weekly shoutouts from colleagues or administrators by word of mouth, written notes, or email/ texts. Post kind words from students about their teachers. Shoutouts can be collected through an ongoing google form and shared more personally via notes or email/texts at various times throughout the month. Shoutouts can be tied to school values or evaluation metrics.
Standards 5(d), 6 and 7(e)
2. **Leadership Rounding:** Leaders intentionally and consistently check in with all staff a few times per year to build relationships and trust. This can be done more frequently via text.
Standards 2(a)(b)(d)(e), 6, 7(e) and 10(a)(h)
3. **Practice Empathy as a Team:** Incorporate an activity to show gratitude at each meeting.
Standards 2(e), 5(d), 6(h) and 7(e)
4. **Tap-In/Tap-Out:** Provide emotional support by encouraging educators to acknowledge their emotions and recharge with a five- to 10-minute support structure at times when most needed.
Standards 2(e), 5(d), 6(h) and 7(e)
5. **Amplify Success Stories:** Share educator success stories at board of education and chamber of commerce meetings, on the school webpage, in the school newsletter and/or in local newspapers to amplify recognition and boost morale. **Standards 6, 7(c)(e) and 9(j)**

Elevating Educator Voice

1. **Toolkit for Equity-Minded Decisions and Policies:** Use protocols that help acknowledge all individuals involved when making decisions and take special care to consider the resources and sustainability of each

decision and the impact of the decision on educators' workload.

Standards 2(a)(b)(d)(e), 6(g), 7(c)(d)(g)(h), 9(g) and 10(a)(h)(j)

2. **Leadership Meetings:** Intentionally invite educators from different roles, content areas, grade levels, halls and experience levels each week to a portion of leadership meetings regardless of their performance to get fair representation in feedback and to create leader-staff collaboration.
Standards 2(b)(d)(e), 6(g)(i), 7(b)(c)(d)(e)(g)(h) and 10(a)(j)
3. **Office Hours:** Set aside an hour each week where educators can drop in or schedule a conversation to voice ideas, questions and concerns. **Standards 2(b)(d)(e), 6, 7(g)(h) and 10(a)(j)**
4. **Newsletters:** Create a consistent newsletter schedule (weekly, bi-weekly, monthly) to create transparency, share news with educators, collect feedback and provide opportunities for teammates to submit information to share with colleagues. **Standards 2(b)(d)(e), 6 and 9(g)**
5. **Professional Learning Time:** Create space and flexibility within professional learning for educator requested topics or volunteer teammate-led topics (submit in newsletter google form) creating leader-staff collaboration. **Standards 2(a)(b)(d), 6(c)(g)(i), 7(a)(b)(c)(d)(f)(g)(h) and 10(a)(j)**

School leaders may use this document to support: Any individual who works in or supports pre-K-12 schools: teachers; paraprofessionals; school counselors; social workers; school psychologists; speech pathologists; staff who support multilingual learners, and students with Individualized Education Programs; instructional and athletic coaches; classified staff such as front desk employees, janitorial staff, cafeteria staff and bus drivers, and any other school personnel.

References

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