



# Resilient Educator Retreat

## *Growing Your Best Self*

**When:** October 5, 2021 - 8:30 a.m. to 3:30 p.m.

**Where:** Roaring Camp, 5401 Graham Hill Road,  
Felton, CA 95018

*Highly engaging, memorable, and meaningful!*

### Objectives:

- To bolster educators' relationship-building skills that increase trust and efficacy in their students' learning
- To teach educators responsive skills that elicit change
- To align educators with a restorative mindset
- To show educators how to create and maintain a positive learning environment
- To give educators a social-emotional structure that is easy to implement in all classes and throughout their school
- To build a congruent communication system within a positive school environment
- To develop personal energy and wellness strategies for teaching longevity

Educators frequently think about student engagement and resilience, but don't often receive the time and support to focus on their own. In this retreat, educators get that opportunity!

Research shows there is a correlation between a school's support and job performance and satisfaction. This retreat will advance educator resiliency, both personally and professionally. You will reflect on your own Web of Support inside and outside of school, and discover the dynamic balancing act between those two Webs.

You will walk away feeling rejuvenated, appreciating your own strengths, and equipped with strategies for growing your Web of Support.

*See the reverse side  
for a partial list of  
Protective Factors for  
educators.*



### Teams are highly encouraged to attend!

- Bring a team of 3 or more from the same school and receive a **15% discount** on an advanced Resilient Educator retreat.

**Don't Miss this Exceptional Event!**



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# Web of Support Factors for Educators

## Orange — Tangible Strings



1. **COMMUNICATION** — I receive emails and information from staff meetings and pertinent immediate information.
2. **MEETING TIME** — I participate in scheduled regular time for paras and teachers to meet.
3. **CULTURALLY RESPONSIVE TEACHING** — I feel a commitment to the community (understanding and participation).
4. **RELEVANT PROFESSIONAL DEVELOPMENT** — I have time to implement the professional development I am given and it is valuable to my classroom.
5. **PERSONALIZED PROFESSIONAL DEVELOPMENT & COACHING** — I am provided personalized professional development and ongoing coaching.
6. **EARNING A LIVING WAGE** — I am paid a living wage that reflects my position as a professional.
7. **FEEDBACK** — I get regular feedback on my performance from my administration.
8. **CULTURALLY RESPECTFUL** — I notice understanding and acceptance of all race, gender, and lifestyles.
9. **SAFE ENVIRONMENT** — I recognize and appreciate the routine cleanliness, maintenance, and emergency procedures in place at my school.
10. **VENTING AREA** — I can find a safe person in a quiet/private place for verbal processing.
11. **SHOWING GRATITUDE** — I say thank you in meaningful ways that matter to me.
12. **VALUING SUPPORT STAFF** — I know that our school's support staff is well-trained and valued.
13. **HAVING A VOICE AT THE TABLE** — I recognize that my colleagues at least hear me, even if they don't always agree with me.
14. **INTENTIONALLY CONNECT WITH THE COMMUNITY** — I can connect and others help me connect with individuals in the community.
15. **POSITIVE SCHOOL CLIMATE** — I have a positive learning environment where students can learn to be safe.
16. **OPEN COMMUNICATION** — Among staff and students, I have scheduled meetings and varied opportunities for communication.
17. **STUDENT-LED CONFERENCES** — I participate in, and the school promotes, student-led conferences to communicate progress toward goals.
18. **TECHNOLOGY** — I have functional equipment and support/training to use it well.
19. **NUTRITIOUS FOOD** — I fuel my brain (and student brains) for learning, demonstrate youth are cared for.
20. **CURRICULUM MATERIALS** — The curriculum materials I am given to use are both current and available.

## Yellow — Intangible Strings



- A. **FORGIVENESS** — I extend grace when others make human mistakes, and I acknowledge my own mistakes.
- B. **VALUED** — I value the ideas, experience, skills and knowledge of my peers and administration.
- C. **COMPASSION** — I understand that we are all human with flaws, failures, and families.
- D. **FOLLOW THROUGH** — If I say I will, I do. No lip service or dropped balls.
- E. **JOY** — I enjoy being at school.
- F. **COLLABORATIVE** — I can work well with others and commonly seek to include others.
- G. **TRUST** — I share mutual trust with staff, students, parents, and all stakeholders.
- H. **FREEDOM** — I have intellectual freedom in how I teach lessons in my classroom.
- I. **CARING** — My peers know about my life and offer caring support when my personal life impacts my job.
- J. **ACTIVE LISTENING** — I work in an environment where people take care to understand what I'm saying.
- K. **SENSE OF BELONGING** — I have caring people to connect with during healthy activities.
- L. **INTEGRITY** — I can trust that what I am told, and what I tell others, is the truth that is known at the time.
- M. **TEAMWORK** — I have skilled people (and who have a "team" mindset) to work with on projects that impact us all.
- N. **GROWTH MINDSET** — I feel safe to fail and fail again better.
- O. **RESPECT** — I treat others how I want to be treated.
- P. **OPENNESS** — I value and solicit diverse viewpoints.
- Q. **HONEST FEEDBACK** — I give feedback to (and get feedback from) peers and administration on job performance. No going behind people's backs.
- R. **ASKING FOR HELP** — I know who I can turn to for support in my job and have access to them.
- S. **EQUITY** — I appreciate the equity between positions; we are in this together.
- T. **POSITIVE ATTITUDE** — I help make a place where others want to be.



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