

---

# Para Educator Training Series

[NAME]

[EMAIL]

September 30, 2022



# Logistics

- ❖ Tend to your food, water and bathroom needs
- ❖ Be fully present – resist the need to check the screens
- ❖ Advocate for your own learning
- ❖ Parking Lot Questions
- ❖ Give yourself permission to learn



*“It is impossible to get better and look good at the same time”*

*-Julia Cameron in The Artist's Way*

# Learning Targets:

- ❖ Understand the complex role of an active supervisor: what it looks like and sounds like
- ❖ Identify effective strategies that promote connections and are grounded in a preventative and proactive approach that supports students across diverse populations, experiences, and circumstances.
- ❖ Discuss effective approaches and strategies that we as educators can utilize to effectively support each of our students.

# Agenda

- ❖ The Pillars of Active Supervision:
  - ❖ Building Relationships
  - ❖ Active Supervision – Across the School
  - ❖ Adjusting Our Language

# Part 1 Learning

- Identify effective strategies that promote connections and are grounded in a preventative and proactive approach that supports students across diverse populations, experiences, and circumstances
- Identify common missteps that may create bigger problems and disconnect students from positive relationships and community.
- Discuss effective approaches and strategies that we as educators can utilize to effectively support each of our students.

# Building relationships



Why do you think having strong relationships with adults is important to student learning?

# Building Relationships



# Building relationships

But **HOW** do I build relationships while I'm supervising students?!

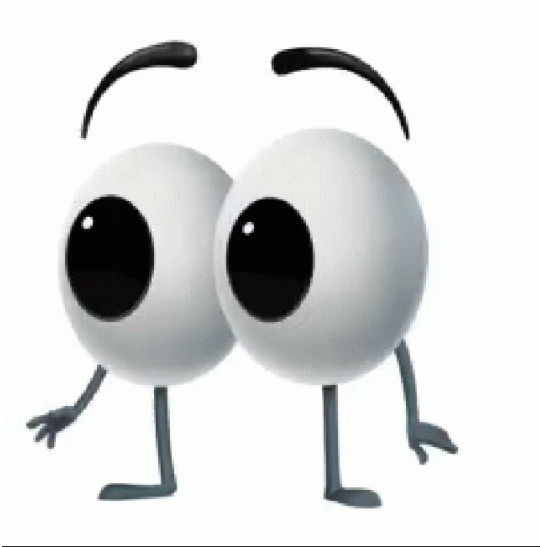




# Active Supervision



Move  
Around



Look  
Around



Interact  
with the  
Kids



Reinforce  
Positive  
Behaviors

# The Facts

“The brain grows to about 80% of adult size by age 3 and 90% by age 5”

- [Firstthingsfirst.org](http://Firstthingsfirst.org)

“Chronic stressors in early childhood, such as poverty, can have cumulative lifetime effects on learning”

- [CDC.org](http://CDC.org)

“As a result of prolonged stress responses, research shows that childhood trauma can change the structure of the brain in two main areas: Hippocampus (learning, memory, spatial relationship), and Prefrontal Cortex (attention, emotional regulation, problem-solving)

- [PsychCentral.com](http://PsychCentral.com)

# Adjusting our Language

**WHAT** + **HOW** =  
**we say** **we say it**

**WHAT STUDENTS HEAR**

# Adjusting Our Language

You got to work this morning having not eaten breakfast because, well, you forgot. You're starving, so you grab a snack in the middle of your morning assignment when your supervisor sees you and responds with, "You know you're supposed to eat your food right now. We talked about it yesterday! Put your food away or I'm going to throw it away"

You've had a rough morning – your daughter refused to wear pants, you spilled your coffee in the car, and when you got to daycare, there was a major meltdown that took an extra 10 min to navigate. You walk in the front door to the school utterly exhausted and are greeted by a staff person who says, "You're late to work. Let's go, hurry up and get inside. Hustle, hustle"

You're at a staff meeting and the presenter yells to a group in the back chatting, "Quiet! Quiet! Be quiet! No more talking!"

# Adjusting Our Language

**Instead of:** Don't do that! That can't be used here!

**Try:** The bat is for the field area, if you want to use it, please head over there. Thank you!

**Instead of:** Be quiet right now!

**Try:** The classroom is a voice level 1, let's make sure to whisper

**Instead of:** Walk!

**Try:** Let's use our walking feet, friends

**Instead of:** Go to the end of the line, there's no cutting

**Try:** Waiting is hard isn't it? Please get back in line and wait your turn.

**Instead of:** James! Don't do that!

**Try:** Can I show you how to use that safely?

# Adjusting Our Language

"Don't balance your laptop on your knees, it might break"

"If the conversations don't stop, we're not going to get through all the material"

"Get in line now! I don't want to have to ask you again"

"Put the toys away or you won't get choice time"

"Keep your hands to yourself! No one likes getting poked in the back"

# Reflect and connect

- ❖ How are you going to commit to building relationships, active supervision, and adjusting your language? What will you do to support the learning of the students in our building?