

Connected & Wholehearted

Shame, Vulnerability, and Courage

*It is not the critic who counts: not the man who points out how the strong man stumbles or where the doer of deeds could have done better. The credit belongs to **the man who is actually in the arena**, whose face is marred by dust and sweat and blood, who strives valiantly, who errs and comes up short again and again, because there is no effort without error or shortcoming, but who knows the great enthusiasms, the great devotions, who spends himself for a worthy cause; who, at the best, knows, in the end, the triumph of high achievement, and who, at the worst, if he fails, at least he fails while **daring greatly**, so that his place shall never be with those cold and timid souls who knew neither victory nor defeat.*

21st Century Accreditation

Relationships

Relevance

Responsive
Culture

Results

Rigor

	Relationships				
	College & Career Ready	Leadershi p (including school board)	Teacher s	Partnership s & Community	Family Engagemen t
Implementin g	All Student s with ICPS				
Transitioning			State Average		
Modeling	Strong Growth		100 % HET		
Points	1		3		5
Weights					

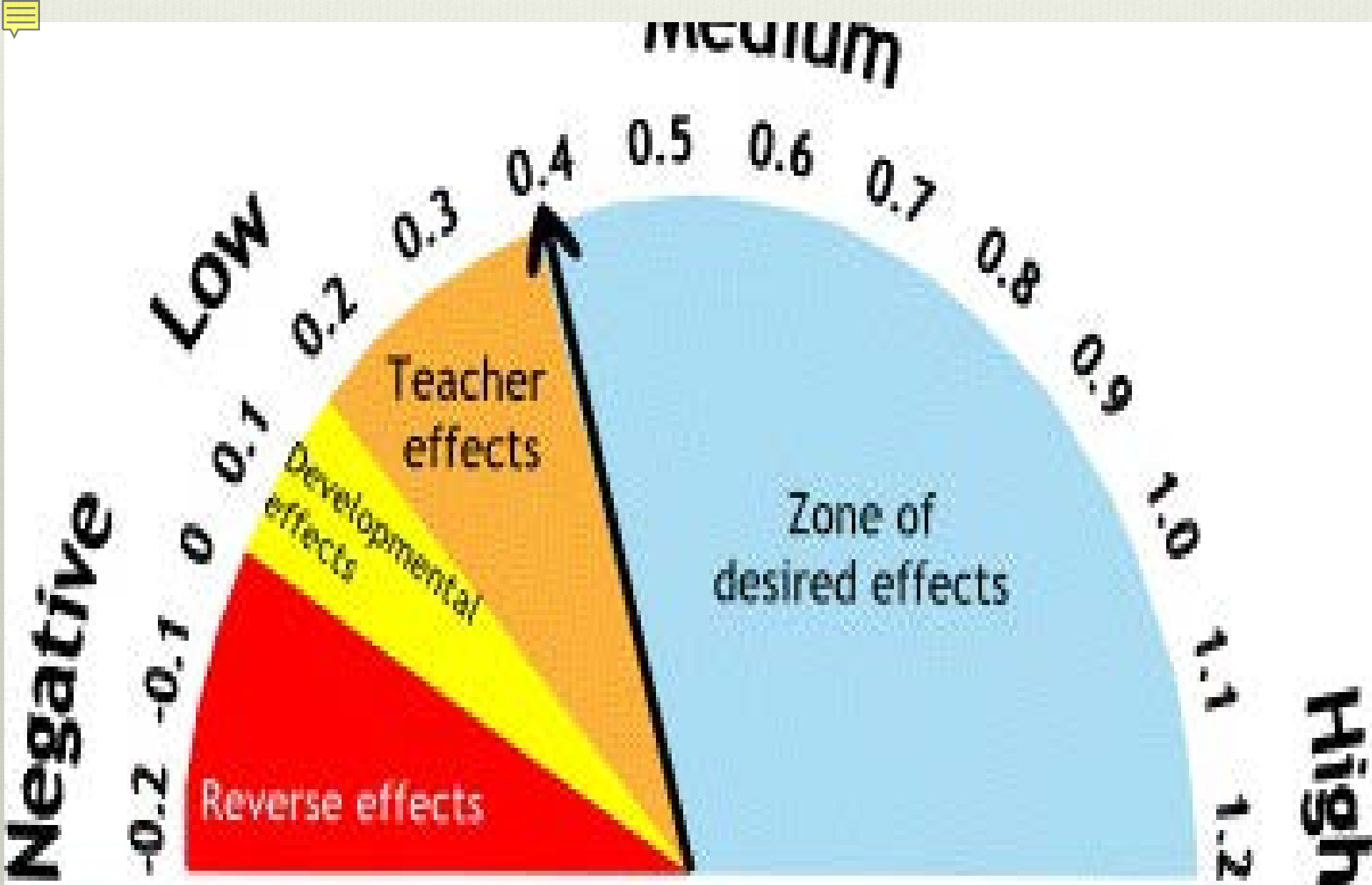
Responsive Culture

Student Inclusion and Involvement	Early Childhood Education & Care (ECEC)	Nutrition & Health	Innovation
		Project-based learning	
1	1	5	



What students want to know...

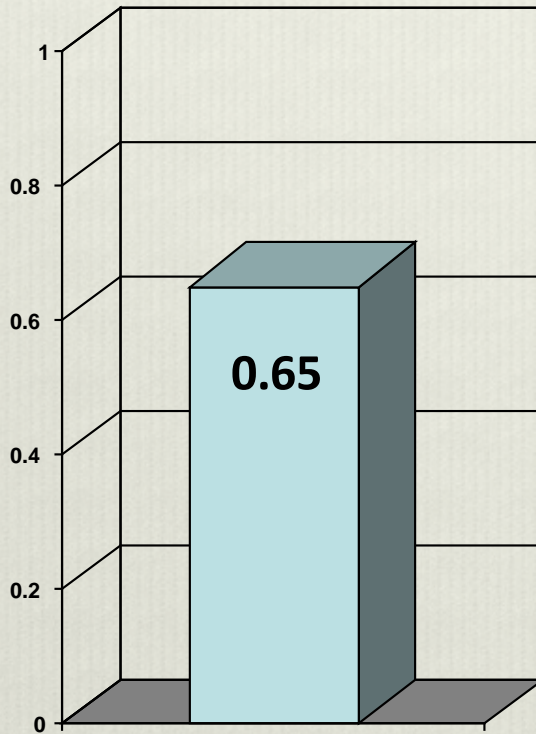
- ❖ 1. Am I in the right room?
- ❖ 2. Where am I supposed to sit?
- ❖ 3. What are the rules in this classroom?
- ❖ 4. What will I be doing this year?
- ❖ 5. How will I be graded?
- ❖ 6. Who is the teacher as a person?
- ❖ 7. Will you treat me as a human being?



The hinge-point; average effect-size 0.4

Application of Knowledge

Effective



.65 SD = 1.30 Years

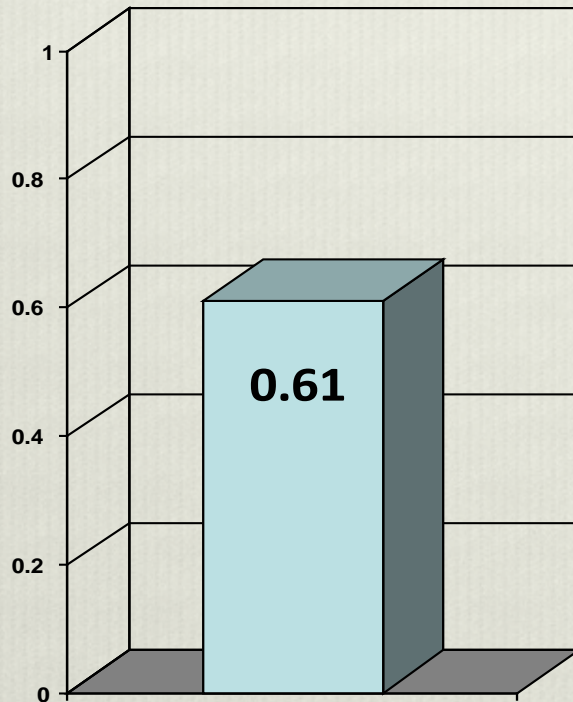
Growth per Year

Literacy Strategies

Effective

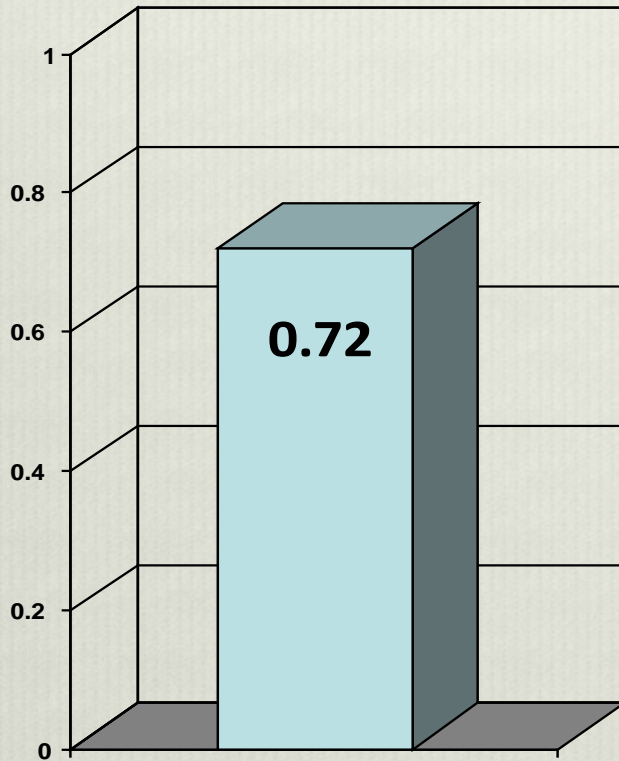
.61 SD = 1.22 Years

Growth per Year



Student-Teacher Relationship

Effective



.72 SD = 1.44 Years

Growth per Year

CONNECTION

- ❖ IT'S WHY WE ARE HERE!
- ❖ IT GIVES PURPOSE AND MEANING TO OUR LIVES
- ❖ NEUROBIOLOGICALLY IT IS HOW WE ARE WIRED...



When you ask people about...

❖ Love

❖ Belonging

❖ Connection

Shawn



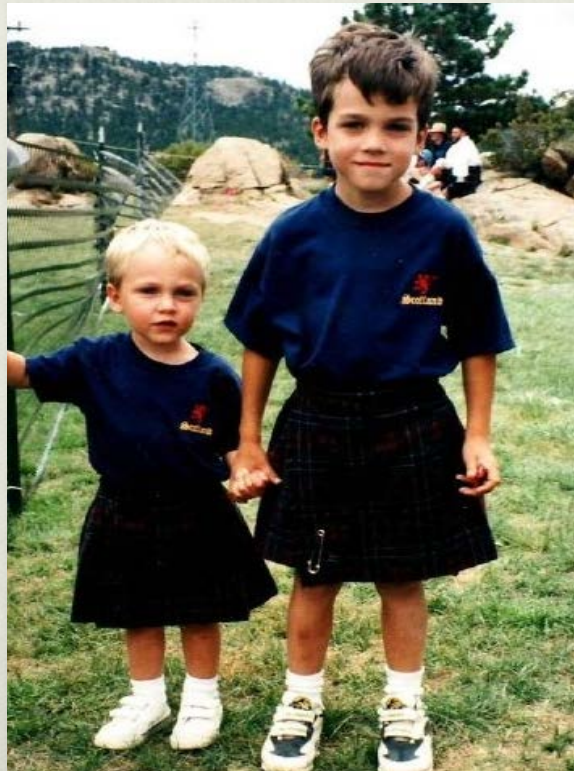
SHAME

The fear of disconnection.

*Shame is the intensely painful
feeling or experience of
believing we are flawed and
therefore unworthy of
acceptance and belonging*

Truman

For connection to really happen,
we have to allow ourselves to be
seen... really seen.





In the research people were falling into 1 of 2 groups...

- ❖ People who have a sense of love and belonging.
- ❖ And...
- ❖ Those who do not

What did those who felt
they were “worthy” have in
common?



COURAGE

Courage – to tell the story of whom
you are with your whole heart.

They had the courage to be
Imperfect.



They had the
COMPASSION to be kind
to themselves first. ... and
then to others.



They had CONNECTION
as a result of authenticity.



They fully embraced
vulnerability.

They believed that what made them
vulnerable made them beautiful.



Vulnerability

The birthplace of innovation, creativity, and change.



Wholehearted



We numb vulnerability.



We make everything that is
uncertain to certain.

...there's just blame
...a way to discharge pain and
discomfort



We perfect...

....what are we doing to our
kids???



We pretend...

...our indifference or
misbehavior doesn't matter.



LET OURSELVES BE
SEEN...

...deeply
seen...vulnerably seen.



...me, too.

EARN IT...



BELIEVE THAT WE
ARE ENOUGH

...help our students do the same.



“I’m full.”

-Tanner

What about **your**
students... all your
students?

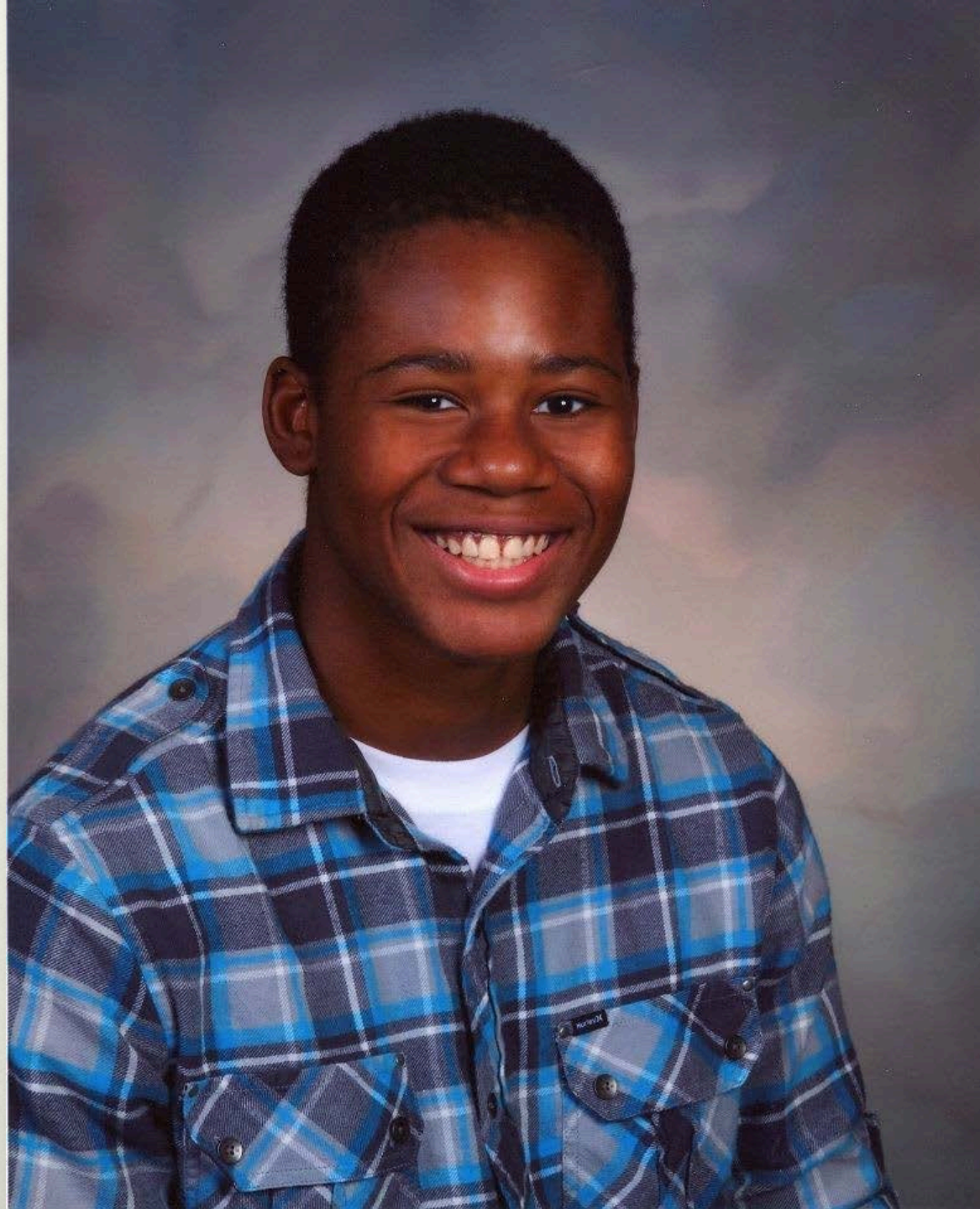
Who are you missing?

Get A Plan...

FIX IT!!!!!!

FIX IT!!!

- ❖ GET A PLAN
- ❖ TEACH KIDS FIRST... CURRICULUM SECOND
- ❖ SIGNIFICANT LEARNING CAN ONLY TAKE PLACE WITH SIGNIFICANT RELATIONSHIP
- ❖ MAKE YOURSELF VULNERABLE
- ❖ EARN THE RIGHT TO HEAR THEIR STORY...



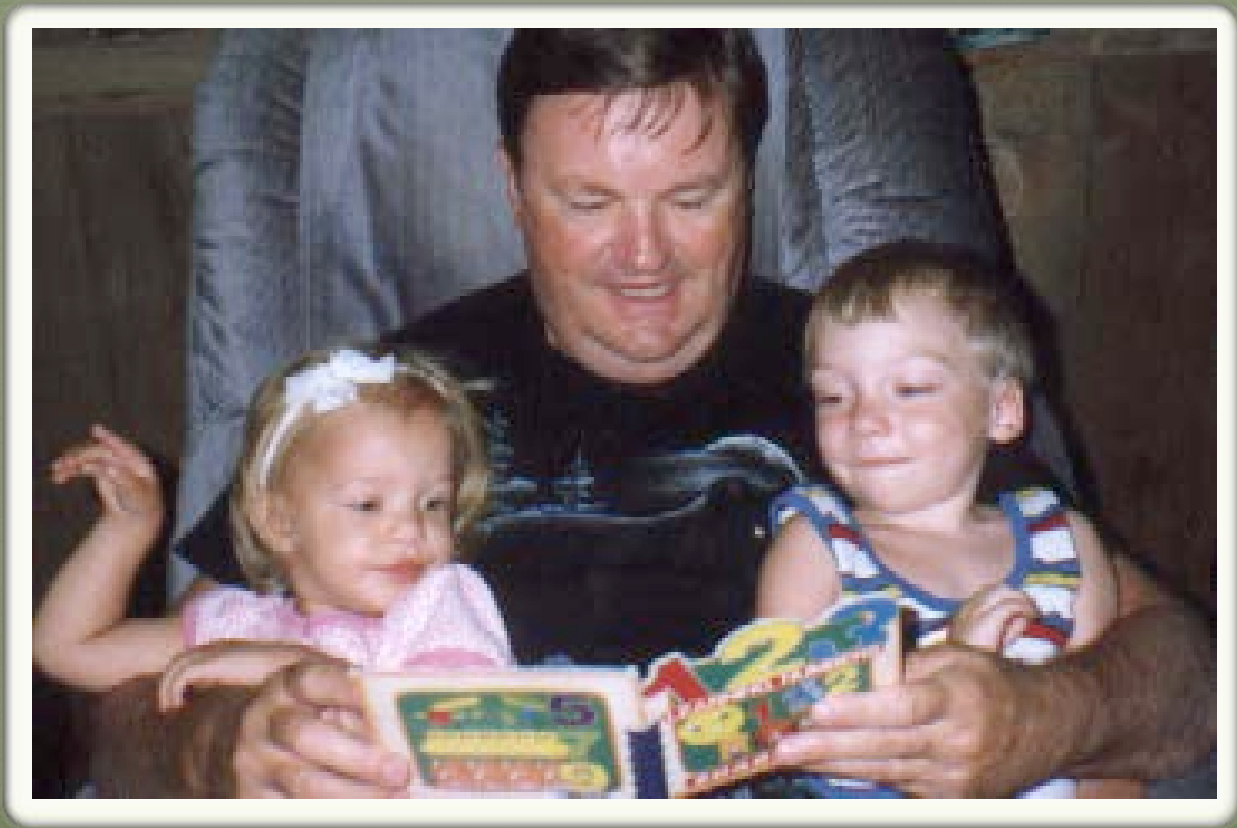








Cottonwood Falls Grade School



Stories...