

# goo.gl/aaes8b

## Helping Teachers Find Job Satisfaction.



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**notes:** [goo.gl/BP62Jx](https://goo.gl/BP62Jx)

Include your thoughts  
in our  
COLLABORATIVE  
NOTES Google Doc



- This presentation doesn't EXACTLY follow Sue's.
- That's ok, because this one has more stuff in it.

- Think back to when you were a little kid.
- What did you want to be when you grew up?

# Am I in a Toxic Culture?

- Complete the following questionnaire by putting “YES” or “NO” next to the questions.
- When you are finished, discuss your questionnaire with a shoulder partner.

# Performance Objectives

Upon completion of this session, participants will:

- Use coaching and **reframing techniques** effectively to help administrators and teachers find joy and satisfaction in the day-to-day work of holding students to high expectations.
- Address dysfunctional beliefs and **get "unstuck."**
- Help teachers see the actions they can take right now to get **moving toward more fulfilling work in the career they already have** and improve the culture of their school and the achievement of their students.

# How to be HERE.

- Do you see your life as something you create? Or do you see your life as something that is happening to you?
- Ex nihilo (out of nothing)
- Boredom is lethal
- What cynicism REALLY is.
- Craft vs. success



# How to be HERE.

“What would it look like for you to **approach tomorrow** with a sense of **honor and privilege**, believing that **you have work to do in the world, that it matters, that it's needed**, that you have a path and you're working on your craft?”



# Your “ikigai” or “raison d’être”

- A web of work and family and play and how you spend your time
  - What you give your energies to,
  - What you say “yes” to,
  - What you say “no” to,
  - What new challenges you take on,
  - Things that come your way that you never wanted or planned for or know what to do with.
  - It is a work in progress because you are a work in progress
  - You explore the possibilities because you can’t steer a parked car.
  - Your “reason to be”

WHAT IS YOUR IKIGAI?

Well, you’re constantly figuring it out. It could change over time. It’s a JOURNEY

# Designing Your Life

- “I should know where I’m going!”
- This is a dysfunctional belief.
- Reframe: “I WON’T always know where I’m going-
- but I **CAN** always know whether I’m going in the right direction.

# Why are we here? (No, really. Why?)

What creation IS	What creation ISN'T
<ul style="list-style-type: none"><li>• Moving things forward</li><li>• Helping others thrive</li><li>• Contributing to the flourishing of others.</li><li>• Life-giving</li></ul>	<ul style="list-style-type: none"><li>• Boredom (staying in one place)</li><li>• Cynicism (breaking others down)</li><li>• Degrading or dehumanizing others</li><li>• Destruction</li></ul>

All work is creative work because we are participating in the ongoing creation of the world.

**Where do your views on work and life compliment one another?**  
**Where do they clash?**  
**Does one drive the other? How?**

### **Liferview Reflection**

- Why are we here?
- What is the meaning and purpose of life?
- What is the relationship between the individual and others?
- Where do family, country, and the rest of the world fit in?
- What is good and what is evil?
- Is there a higher power, God, or something transcendent, and if so, what impact does this have on your life?
- What is the role of joy, sorrow, justice, injustice, love, peace, and strife in life?

### **Workview Reflection**

- Why work?
- What's work for?
- What does work mean?
- How does it relate to the individual, others, society?
- What defines good and worthwhile work?
- What does money have to do with it?
- What do experience, growth, and fulfillment have to do with it?

# Improving Dialogue about Teacher Job Satisfaction

- “I am a teacher.”
- Less Complaining more DOING
  - Design Thinking
- Boundary setting.
  - Happier and Healthier
- Aligning personal values with school values.
  - Lifeview and Workview coherency

# Discussion Questions

Discuss these questions with your tablemates:

- What are some shared values that you believe your school or district holds?
- How do you see these values manifested in your school or district?
- What do you see happening in your school or district that runs counter to or is at odds with these shared values?
- Identify one thing that needs to change for actions to be better aligned with the school or district's values.



Coaches help create healthy,  
supportive environments.

At the end of the day, we don't just  
want resilient adults working in  
unhealthy environments. We want  
healthy, resilient adults working in  
healthy, supportive environments

-Eklund



# SHIFTING FROM BURNOUT AND FUTILITY TO HEALTHY BOUNDARIES AND HOPE

An exercise in better communication.

# Addressing the underlying causes of teacher burnout:

“If you want powerful ongoing changes in teaching or leadership, you have to get at the underlying beliefs and conceptions that give rise to behaviors.”

-Liz Wizeman

# Shifting from Burnout to Boundaries

## BURNING OUT

I always have to put students' needs first.

If I don't do something, it won't get done at all.

I don't have energy left for others in my life after leaving work.

I can't give to my work the same way I did earlier in my career.

I no longer feel motivated or effective in fulfilling my personal mission in teaching.

# Shifting from Burnout to Boundaries

BURNING OUT	SETTING HEALTHY BOUNDARIES
I always have to put students' needs first.	If I put my needs first, I'll sustain myself to be a better educator
If I don't do something, it won't get done at all.	I can actively ask my peers for help to avoid overburdening myself with responsibilities.
I don't have energy left for others in my life after leaving work.	I will protect and save my energy and time in order to remain present in all areas of my life.
I can't give to my work the same way I did earlier in my career.	By choosing my roles carefully and setting more reasonable boundaries, I will have more energy and enthusiasm for the parts of my job that matter most.
I no longer feel motivated or effective in fulfilling my personal mission in teaching.	I can recognize and enhance the parts of my job that energize me and actively seek solutions for the things that overwhelm me.

# Shifting from Futility to Hope

## FEELING STUCK AND HOPELESS

I can no longer reach my students the way I used to.

I'm bored with teaching.

No matter how hard I work, every year comes with the same challenges and disappointments.

I have no friends at work.

Teaching has completely taken over my life.

# Shifting from Futility to Hope

FEELING STUCK AND HOPELESS	PLANNING FOR A POSITIVE, SUSTAINABLE CAREER IN EDUCATION
I can no longer reach my students the way I used to.	I need to revisit the core values I held when I entered the profession and seek active ways to live out these values in the workplace.
I'm bored with teaching.	I need to seek new professional, social, and intellectual opportunities in order to sustain my interest.
No matter how hard I work, every year comes with the same challenges and disappointments.	I need to work continually to not only seek short-term solutions to challenges, but also create ongoing means of improvement.
I have no friends at work.	I need to seek out relationships that offer me happiness and camaraderie in the workplace.
Teaching has completely taken over my life.	Teaching is a balanced and rewarding piece of my larger sense of identity.

# Reframing

- Witness the struggle.
- Listen and paraphrase until you are certain of the issue.  
(The thing is never the thing)
- Move the person toward action” “You’re thinking about moving on to a more productive place...”
- Offering advice is waste of time. People hate advice.
- If you just can’t help yourself, then ask permission to give advice first.



# Reframing

- Administrator: What's on your mind?
- Teacher: I work so hard but these students and administrators don't appreciate me."
- Administrator: You're feeling frustrated that your efforts aren't noticed.
- Teacher: "Yeah!"
- Administrator: "What did you do last year that you were proud of?"
- Teacher: "My students didn't do very well on their STAAR test, but we did a lot of fun activities and some parents said I did a good job."
- Administrator: "It sounds like you had some great successes last year."

# Reframing

- Teacher: “Yeah. I did!”
- Administrator: “So you’re thinking about how to get your principal to notice what you do and you’re also thinking about how to continue fun activities in your class while also making sure students are ready to do well on their STAAR test?”
- Teacher: “Yeah, I guess.”
- Administrator: “Which one is more important to you right now? Thinking about how to communicate with your principal or planning how to help students get ready for STAAR and still have fun?”

# Implementation

- “Gravity Problems”
- Goal Partner
- Protocol for moving ideas into action

# Resources

- Allen, L., Foster, E., Wizenman, L., (2013). *The multiplier effect: tapping the genius inside our schools*. Thousand Oaks, CA: Corwin Press.
- Aguilar, E. (2016). *The art of coaching teams: building resilient communities that transform schools*. San Francisco, CA: Jossey-Bass, A Wiley Brand.
- Bell, R. (2016). *How to be here: a guide to creating a life worth living*. New York, NY: HarperOne, an imprint of HarperCollins.
- Burnett, W., & Evans, D. J. (2016). *Designing your life: build a life that works for you*. London: Chatto & Windus.
- Eklund, N. (2009). *How was your day at school?: improving dialogue about teacher job satisfaction*. Minneapolis, MN: Search Institute.
- Kee, K. (2010). *RESULTS coaching: the new essential for school leaders*. Thousand Oaks, CA: Corwin Press.

# Thank you!

Please complete the  
evaluation:

[goo.gl/FvqfJt](https://goo.gl/FvqfJt)

The link is case-sensitive

