



In It for the Long Haul

How your relationships sustain you in your teaching career


Stages of Teaching




Novice

Mid-Career

Later Career

- 
- Novice Stage:
Survival
 - Approaching the
task of teaching
 - Gauging the
effect of
teaching on
students




Value of Relationships in the Novice Stage

- ▶ Finding supportive peers
- ▶ Continue learning
- ▶ Finding your mentors
- ▶ Learning to connect with students



“No significant learning occurs without a significant relationship.” Comer 1995

- ▶ Define relationship. With a neighbor discuss your definitions and what they mean to you. What do your definitions have in common?
- ▶ Discuss a couple of examples of relationships that were beneficial to you in your early career.



If we can provide consistency, positivity, and integrity in all our interactions, we will develop a relationship that is “safe enough”. Souers, Hall 2016

- ▶ We sustain ourselves by realizing our limits as educators and sharing responsibility for our students' well-being with others. Especially in the early stages of our careers, students' hardships are hard to bear alone.

Mid-Career Teachers



- Stabilization—Experienced teachers feel more confident about professional skills, knowledge and predictable pattern of teaching.
- Experimentation—look for ways to spice up teaching, experiment with new approaches and activities in their classrooms, professional development
- Taking Stock—decade or more of teaching –is it worth it? Have I made a difference?

What can you say Yes to?

Find a person you haven't yet talked with.

What new things are happening in your district, work setting that challenge you?

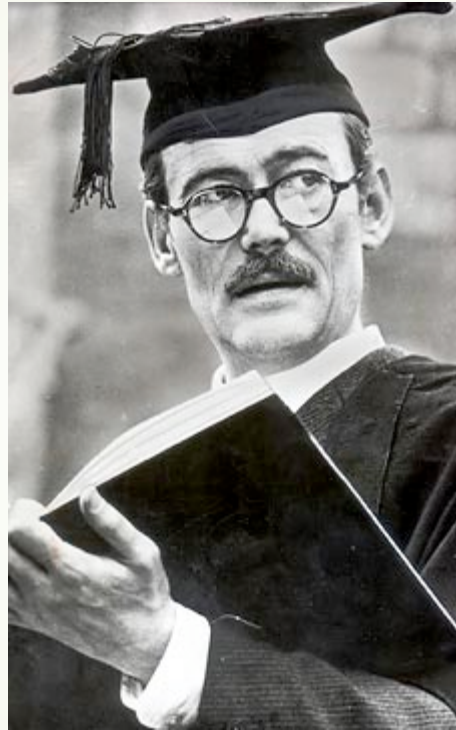




Discuss with a nearby person

- ▶ Value of relationships for a Mid-Career Teacher
- ▶ What has made you reflect on your efficacy and your career progress?
What keeps you going?
- ▶ New learning—who has helped you focus on who you're becoming as a professional?
- ▶ What are your students still teaching you?

Late Career Teachers





Characteristics of Late-Career Educators

- Serenity
- Comfortable with classroom life and their role in it.
- Have become formal or informal mentors for new teachers
- Easy, comfortable relationships with students and peers
- RENEWAL: NEW OPPORTUNITIES, POST RETIREMENT POSITIONS
- School or district leadership
- Disengaged
- Bitter
- Toxic relationships

Self-Determination Theory (Deci, Ryan 2000)



Autonomy

Belongingness

Competence



Autonomy

Determine what you can control

Work on that

- “You can’t make children learn or behave, but you can create environments where students will want to learn and behave.”
- Wisdom of Tim Lewis



Competence

- ▶ Continue to be a learner
- ▶ Look for opportunities to share your professional expertise with others
- ▶ Reflect upon and enjoy the successes of your students



Belongingness

- ▶ **Enjoy** the community you've created to sustain you

Family, friends, students, former students,

Your peers you meet at MSLBD every year

- ▶ **Contribute** by being an active supporter to family, co-workers, students, former students and the peers you meet at MSLBD every year.

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- Thank you!!! For sharing, for being here.
 - Contact : Cathy.DeSalvo@ops.org
 - Catherine DeSalvo, Supervisor
 - Multi-Tiered Systems of Support for Behavior
 - Omaha Public Schools