Principal Supervisors’ Twitter Chat
Topic: Stories of Caring School Leadership: What Principal Supervisors Are Learning from Principals

Thursday, November 19, 2020
7:00-7:30 PM ET
#AASAPrincipalSupervisor
Welcome to #AASAPrincipalSupervisor Twitter Chat

Tonight’s topic is:

*Stories of Caring School Leadership: What Principal Supervisors Are Learning from Principals*

• Introduce Yourself

• Next, respond to the question prompt. Include the hashtag #AASAPrincipalSupervisor and answer associated with the question such as A1, A2, ....

Hello, I am Jackie Wilson
Welcoming our guest expert this evening

Amy M. Grundy Ed.D
Director of Elementary School Operations
Red Clay Consolidated School District
Why Care about Caring in Schools?

“We should care because caring is a worthy human endeavor. “

“We should care about caring in schools because there is substantial empirical evidence that the social and academic support that may arise from caring is good for students and their success.” Such support increases the odds of students performing well academically and caring support in schools seems particularly powerful for students at risk.”

“We should attend to caring because the social and academic support that derives from it is highly variable in schools today.”

“We are experiencing a long-term crisis of caring. Caring has been made irrelevant to the public sphere, that care no longer has a voice in discussions of how we act as workers, or what we expect of our peers or leaders.”

https://www.journals.uchicago.edu/doi/10.1086/688166
If school leaders are to work in caring ways, if they are to cultivate caring communities in their schools, and if they are to influence external contexts toward caring, they must:

- be attentive to learn about and understand persons around them and their needs, conditions, and concerns.
- inquire into the sociocultural issues pertaining to others, human development, and the efficacy of particular methods to employ in aspects of caring leadership.
- engage in continuous reflection and learning about one’s self, one’s personal and occupational identities, one’s assumptions and predispositions, and one’s interactive behavior.
- attend to self-regulation of needs and interests to keep from diminishing the motivation for and attention to addressing the needs, interests, and concerns of others.
- engage in continuous self-monitoring to respect the boundaries of caring presented by the vocation of school leadership.

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"We should care because caring is a worthy human endeavor."

Q1: Share a story about how you demonstrated caring to a Principal you support.
“We should care about caring in schools because there is substantial empirical evidence that the social and academic support that may arise from caring is good for students and their success.”

Q2: Share a story about one of the Principals you supervise who demonstrated caring to support a student’s social or academic success in school.
“We should attend to caring because the social and academic support that derives from it is highly variable in schools today.”

Q3: The Professional Standards for Educational Leaders (PSEL) Standard 5 is **Community of Care and Support for Students**. The standard states: *Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.* Share a story about a Principal who is promoting adult-student, student-peer, and school-community relationships.
“We are experiencing a long-term crisis of caring. Caring has been made irrelevant to the public sphere, that care no longer has a voice in discussions of how we act as workers, or what we expect of our peers or leaders.”

**Q4**: As the Principal Supervisor, how do you establish the expectation and appreciation for caring leadership as it relates to the social, emotional, and academic well being of teachers, students and families you serve? Tell a story of your success in doing this.
“We are experiencing a long-term crisis of caring. Caring has been made irrelevant to the public sphere, that care no longer has a voice in discussions of how we act as workers, or what we expect of our peers or leaders.”

Q5: The disruption of schooling has created conditions that have isolated students, communities and educators. Some believe that caring is no long valued or expected among colleagues and leaders. **Tell a story that demonstrates how Principals are creating and sustaining positive, collaborative, and caring relationships with families and the community for the benefit of students.**
Thank you to the Wallace Foundation for supporting educational leaders and their growth.

Thank you to Executive Director Dr. Jackie Wilson  
National Policy Board for Educational Administration  
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AASA is proud to partner with these great organizations to advance professional learning for educational leaders

Dr. Valerie Truesdale  
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