

POWER *of* PLACE

LEARNING COMMUNITIES



Dear Colleagues and Friends,

There is a lot going well in our communities, but today, on the 23rd anniversary of 9/11, I want to take a moment to recognize that this time feels deeply unsettling for many of us. September 11, 2001 forever altered our society when 19 terrorists hijacked four planes, crashing two into the Twin Towers in New York City, one into the Pentagon, and the fourth in a Pennsylvania field. In total, 2,977 lives were lost that day—the greatest loss of life from a foreign attack on American soil.

For many of us, September 11th was a defining moment. We can still recall where we were, the disbelief, the pain, and the overwhelming sense that life as we knew it had changed forever. For our children, however, this day is simply an event they learn about in school, distant and removed from their personal experience.

In another sense, I understand how this disconnect feels. Growing up, I never experienced lockdown drills or lived with the constant threat of school shootings. But for our children, this fear is all too real. Just a few days ago, a 14-year-old opened fire in a Georgia high school, tragically taking four lives. It was at least the 45th school shooting in the U.S. in 2024—the deadliest one so far this year.

Our turbulent political climate makes matters even worse as we inch closer to Election Day, adding even more weight to what we are already carrying.

We are all shouldering a lot right now—and none of us should have to do it alone. I encourage you to take the time to pause, reflect on what this week means to you, and lean on one another for support. Together, we can share the burden of these difficult moments, and draw strength from our community. Let's lean on each other, share what's on our minds, and keep showing up for one another.

Take care of yourselves, and each other today, and every day.

With warmth and appreciation,

Jane

A graphic titled "Essex County Learning Community FALL 2024 UPCOMING EVENTS". It features a list of five events in rounded rectangular boxes: 9/26: SCIENCE OF LEARNING & DEVELOPMENT, 9/30: DEADLINE FOR MINI-GRANT APPLICATIONS, 10/9: WHITE EDUCATOR ACCOUNTABILITY GROUP, 10/17: PROMISING PRACTICES SHOWCASE, and 11/5: FALL GATHERING. Below the list is a call to action: "LEARN MORE BELOW & CLICK HERE TO SEE OUR FULL SCHEDULE ON THE 2024-25 LEARNING AGENDA". The graphic is decorated with colorful leaf and flower shapes in red, orange, purple, green, and yellow.

POP Essex County
LEARNING COMMUNITY
FALL 2024

UPCOMING EVENTS

- 9/26: SCIENCE OF LEARNING & DEVELOPMENT
- 9/30: DEADLINE FOR MINI-GRANT APPLICATIONS
- 10/9: WHITE EDUCATOR ACCOUNTABILITY GROUP
- 10/17: PROMISING PRACTICES SHOWCASE
- 11/5: FALL GATHERING

LEARN MORE BELOW & CLICK HERE TO SEE
OUR FULL SCHEDULE ON THE
2024-25 LEARNING AGENDA

Upcoming Opportunity - Register Now!

MAKE YOUR LEARNING ENVIRONMENTS EXTRAORDINARY BY LEVERAGING *Science of Learning & Development*

Join this foundational learning experience with *Transcend* to discuss the four key factors that help us understand how learning happens:



COGNITION



MOTIVATION



IDENTITY



INDIVIDUAL
VARIABILITY

September 26, 3:30-5:30 pm on Zoom

Participants who attend and complete related assignments are eligible to receive PDPs.

[REGISTER NOW](#)

**Apply Now for a 2024-2025
Exploratory Mini-Grant**

2024-25 ECLC Exploratory Mini-Grant for Educators

Do you have a **great idea** that you want to explore that could inspire your peers and help to build relationships across the ECLC community?

Tell us more.

Apply for a **\$2,000**
ECLC Exploratory Mini-Grant today!

Learn
more!
→



←
Apply
today!

Application Deadline: Monday, September 30th

Looking Ahead at ECLC

White Educator Accountability Group

One Wednesday/Month (Oct 9, Nov 13, Dec 11, Jan 8, Feb 12, Mar 12, Apr 9, May 14) - 3:30 PM to 5:00 PM
Zoom



The White Educator Accountability Group will analyze, interrogate, and unlearn individual and systemic practices and policies toward pursuit of anti-racist teaching and school culture. Each seminar will feature a new artifact/resource to inspire conversation— video, book chapter, article, etc.—toward fostering wholeness, wellness, and just relationship for everyone. In order to create a meaningful, safe, and impactful space, participants are asked to commit to participating in every session.

Facilitators: Jane Feinberg & Laura Tota (Power of Place Learning Communities)

Who Should Participate

This experience is open to any white-identifying staff person.
Note: There is a three-day SEED for Administrator experience in the spring that will be facilitated by the National SEED Project.

Participants are eligible for 10 PDPs. [CLICK](#) to learn more.

Agenda Preview

- Welcome & Opening Circle
- Shared Learning Experience
- Conversation Rounds (Whole Group, Small Group)
- Closing Circle
- Go Forth To Do Good Work!

REGISTER HERE

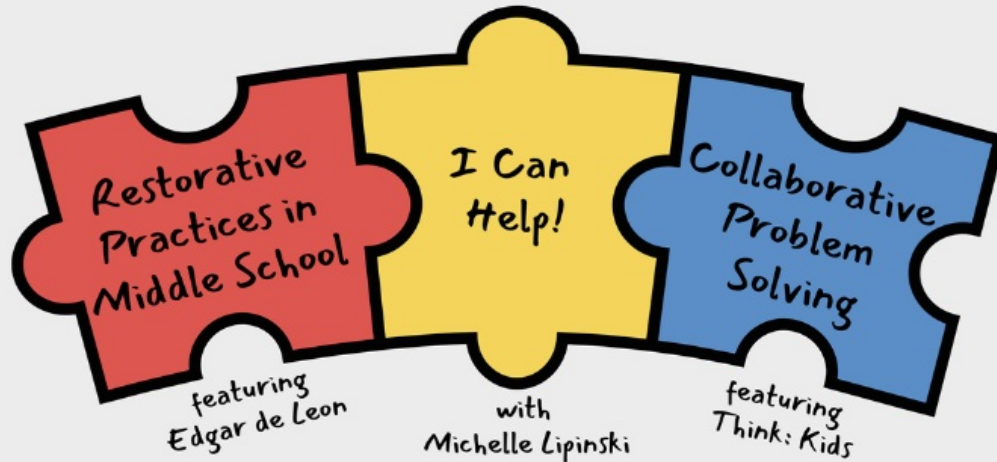


Learning Outcomes

1. Participants will have conversations in a supportive and justice-seeking space about their individual experiences of teaching, learning, and practices at work, and see how putting people at the center of their own professional development can more effectively nurture the growth and development of others.
2. Participants will connect personal experiences of culture, diversity, oppression, and privilege with the systems of which they are a part, using challenging and transformative interactive exercises and conversations.

Mental Health and Restorative Practices Series:

Promising Practices
Showcase



Thursday, October 17th
12:00 PM to 4:00 PM
Wylie Inn & Conference Center

Register Now!



Calling all:

Guidance Counselors ~ Social Workers
Adjustment Counselors ~ Special Educators
School Resource Officers ~ Assistant Principals
School Nurses ~ Family/Community Liaisons
...everyone who cares
deeply about youth wellness!

Bring a team of 3+
people from your school
and/or district!

ECLC Fall Gathering: *Conversations We Need to Have
(But Often Avoid)*

Join us for the 2024 Fall Gathering:
**Conversations We Need
to Have (but often avoid)**

Featuring:



[Register Now!](#)



Open to all ECLC educators!

November 5, 8 am to 4 pm
Essex North Shore
Agricultural Technical School
565 Maple Street
Danvers, MA 01937

Calling all ECLC Members!

JOIN THE ECLC ADVISORY CABINET!

The ECLC Advisory Cabinet is a cross-district representative group of educators who gather quarterly to share district updates, provide feedback on and input to the annual learning agenda, and advise on topics of interest to inform future learning experiences.

[Learn more and sign up here.](#)



Follow Power of Place on Social Media

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LinkedIn and Facebook!**

Follow us for photos, links to resources, upcoming opportunities, and more.



Resources



Feeling Alone In Leadership: The

HISTORY CO:LAB

Humanity-Centered Learning: Co-Designing the Future of Learning With and For Young People

Hidden Struggle of School District Leaders

School leadership is one of the most challenging and rewarding roles within the education system. However, the position often comes with unique pressures, leaving even the most dedicated leaders feeling isolated, unsupported, and under-resourced. Leadership retreats, professional development sessions, and district meetings are common tools intended to provide support and guidance. Still, many school leaders return to their districts feeling the weight of the challenges they face, with little changed.

Read the full article [here](#).

The History Co-Lab shares their 2023-2024 Annual Report, “Humanity-Centered Learning: Co-Designing the Future of Learning With and For Young People,” with you. This comprehensive overview highlights the progress we've made together in advancing our mission toward designing and accelerating humanity-centered learning. Showcased in it are updates about milestones this year, key achievements, exciting new collaborations, and heartwarming stories of the young people and communities we've impacted.

Read the full report [here](#).



Envisioning Educator Roles for Transformation

As educators and education constituents work to make education systems equitable and learner-centered, we must take a fresh look at what education systems are asking the people working in them to do. Without periodically revisiting the design of the education workforce, we risk continuing to do things as we have always done them. This publication looks ahead ten years to imagine future educator roles that promise to help education systems support students of all races and ethnicities, incomes and identities in pursuing the kinds of learning experiences that enable them to uncover their passions and thrive in an evolving world.

Read the full publication [here](#).



2024 Election School Lesson Package

The coming election is poised to be the most divisive in living memory. The purpose of this curriculum is to help students build a strong collective resilience against polarizing forces through deep reflection, intentional listening, and authentic relationships. As a result of this mini-curriculum, your class will be better equipped to discuss difficult, divisive, or explosive political topics with dignity, curiosity, and care. This curriculum guide from Essential Partners is broken down into four lessons to guide you and your students towards better listening, conversation, and understanding practices.

Access the full curriculum [here](#).

Food for Thought: Indicators of Trust in Schools

Indicators of Trust in Schools

Rate the statement on a scale of 1 to 5, with 1 being lowest (strongly disagree) and 5 being highest (strongly agree).

Indicator	Score (1-5)
Related to Colleagues	
1. My colleagues are willing to go beyond their formal roles and responsibilities for the sake of our school and students.	
2. My colleagues put the best interests of students ahead of their own, especially when difficult decisions are made.	
3. I can be vulnerable with my colleagues.	
4. I feel comfortable telling my colleagues that I don't understand something that we're working on.	
5. I hear colleagues say they don't know or understand something.	
6. I can challenge a colleague on an idea, and we can have a healthy debate.	
7. My colleagues listen to me.	
8. My colleagues care about me personally. I can share personal thoughts, feelings, and experiences with them.	
9. My colleagues care about me professionally. I believe they want to see me be successful.	
10. I know that if I ask a colleague to do something, they will do it.	
11. I know that if I ask a colleague to do something, they will do it and do it well.	
12. My colleagues appreciate me and share their appreciation regularly.	
13. I hear colleagues apologizing for their actions or behavior.	
14. I can disagree with a colleague about an idea or something that happened, and I know that our personal and collegial relationship won't be damaged.	
15. I feel comfortable apologizing to colleagues and taking responsibility for something I didn't do well.	

Exhibit 1.3.3 © Elena Aguilar, *The Art of Coaching Teams: Building Resilient Communities that Transform Schools*, Jossey-Bass, 2016.



*Do you have something to share with your fellow educators?
Send it to us at info@powerofplacelc.org.*

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