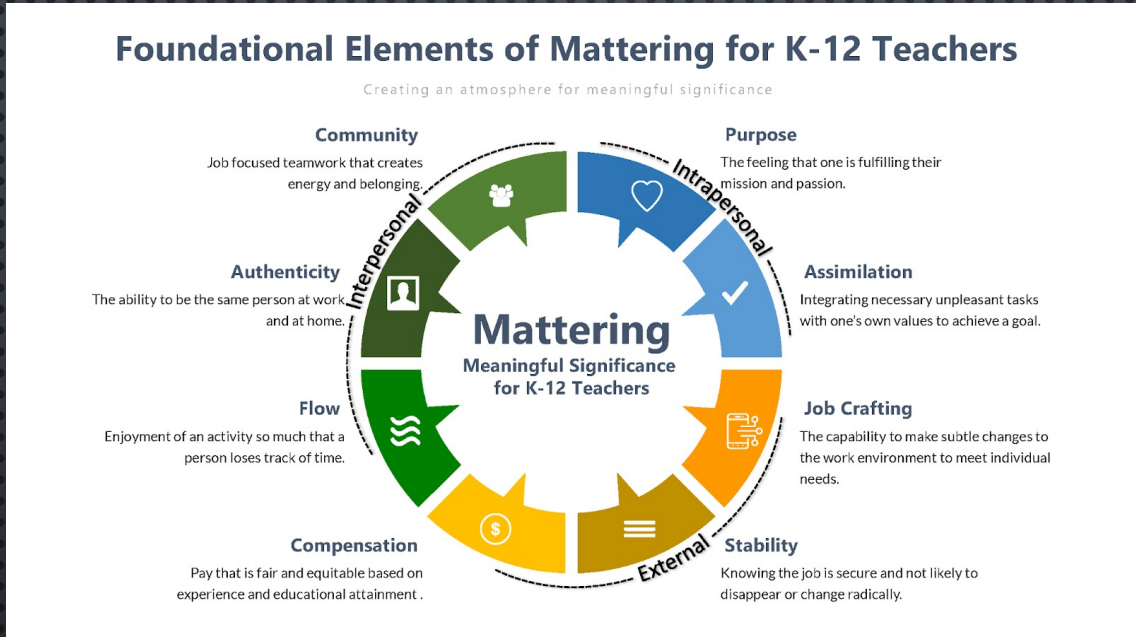


Making the Case for Matterring

A MUST FOR SUCCESSFUL SCHOOLS AND ORGANIZATIONS

Dr. Shelly Wilfong
Dr. Ryan Donlan

SHELLY WILFONG



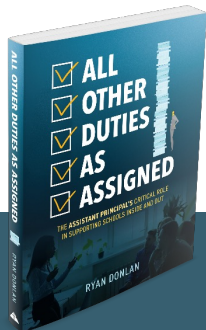
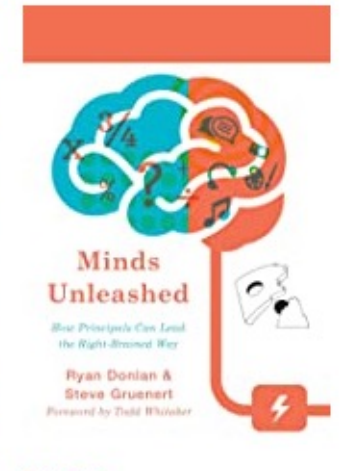
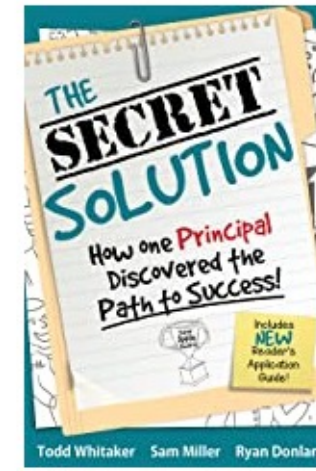
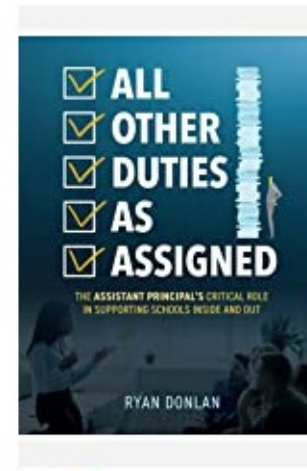
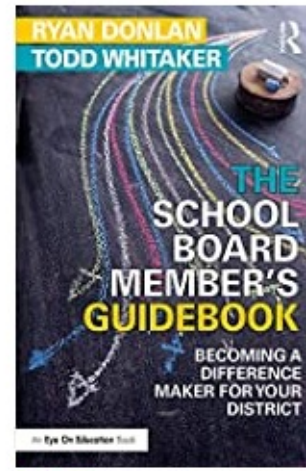
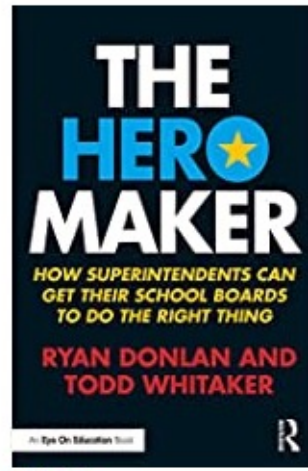
www.matteringk12.com



@shellywilfong



Ryan Donlan



Free Resources Available
SolutionTree.com/AP

WHAT WE ENCOURAGE YOU TO CONSIDER . . .

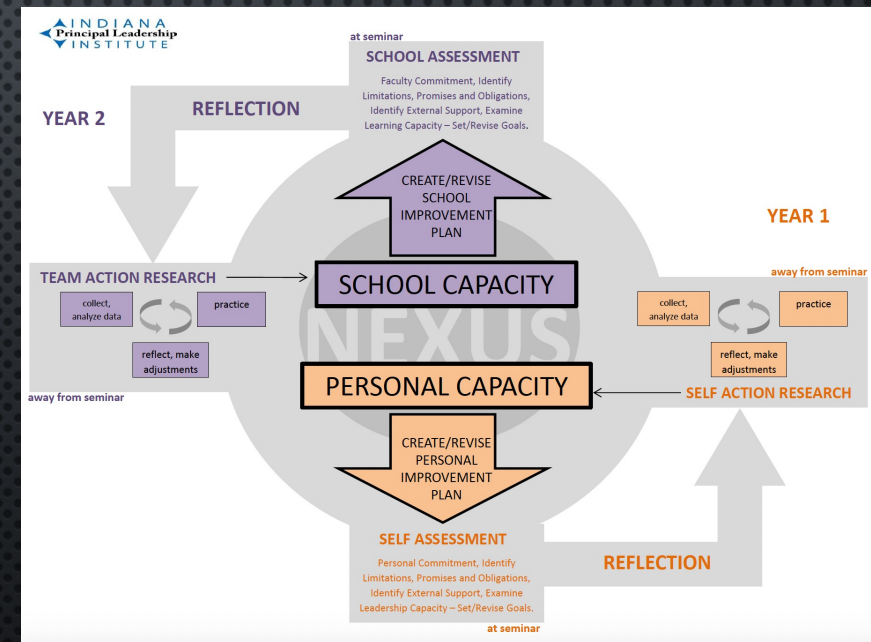
- AN UNDERSTANDING OF “THE CEILING OF SCHOOL PERFORMANCE”
- ESTABLISHMENT OF CLEAR PRIORITIES AND THEIR CONFIDENT COMMUNICATION
- A NEWFOUND LOOK AT MANAGEMENT IN OUR PROFESSION

A Prelude to “Mattering” . . .

CEILING OF SCHOOL PERFORMANCE

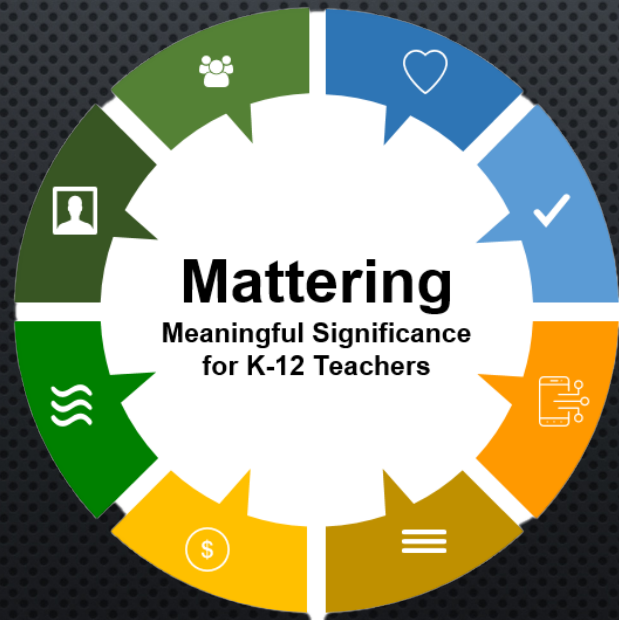
CLEAR PRIORITIES

A NEWFOUND LOOK AT MANAGEMENT



Used with permission from Dr. Steve Gruenert, Creator and Conceptual Model Author, Indiana Principal Leadership Institute

Mattering



What is *matter*ing?

- IT IS THE BELIEF THAT ANOTHER PERSON CARES ABOUT WHAT WE WANT, THINK, AND DO, AND IS CONCERNED WITH OUR FATE (ROSENBERG & MCCULLOUGH, 1981)
- THE PERCEPTION THAT WE ARE SIGNIFICANT TO OTHERS (RAYLE, 2006)
- THE “PERCEPTION THAT, TO SOME DEGREE AND IN A VARIETY OF WAYS, WE ARE A SIGNIFICANT PART OF THE WORLD AROUND US” (ELLIOTT ET AL. (2004, P. 339).

MATTERING IS MEANINGFUL SIGNIFICANCE (WILTONG, 2021)

Foundational Elements of Matterring for K-12 Teachers

Creating an atmosphere for meaningful significance



WHAT DOES A HIGHER SENSE OF MATTERING DO FOR TEACHERS?

- INCREASED FEELING OF COLLECTIVE TEACHER EFFICACY
- INCREASED FEELING OF SELF-EFFICACY
- INCREASED OPENNESS TO CHANGE
- INCREASED ORGANIZATIONAL HEALTH
- INCREASED POSITIVE SCHOOL CULTURE

Wilfong & Donlan (2022, in development)

----- Interpersonal -----

Community

Job-focused teamwork that creates energy and belonging.



- Enjoy being around colleagues;
- Colleagues look out for each other;
- Can rely on colleagues to help;
- Feel a sense of synergy working with colleagues.

Authenticity

The ability to be the same person at work and at home.



- Don't have to pretend to be a different person at work;
- Don't need a different "image" at work;
- Can be the same person at home and work.

Flow

Enjoyment of an activity so much that a person loses track of time.

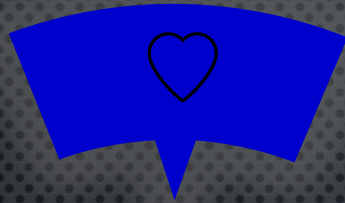


- Time seems to "fly by" during the day;
- Totally immersed in planning and teaching;
- Often wonder where the time went because of enjoyment of an activity (teaching).

----- Intrapersonal -----

Purpose

The feeling that one is fulfilling their mission and passion.



- Know their “why”;
- Believe they were called to do the job;
- Feel a “pull” toward teaching;
- Feel teaching is their “reason for being”;
- When they feel work has meaning.

Assimilation

Integrating necessary unpleasant tasks with one’s own values to achieve a goal.

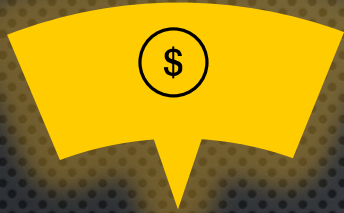


- Doing tasks they don’t like because they know it will serve a higher;
- Don’t mind doing tasks they normally wouldn’t like doing because there is a goal behind it;
- Complete tasks that they don’t like because it will help;
- “Embrace What Sucks”.

----- External -----

Compensation

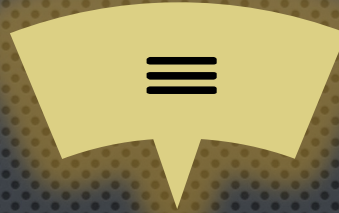
Pay that is fair and equitable based on experience and educational attainment.



- More pay = more they matter (teacher pay gap);
- Regular raises;
- Social value = willingness to pay teachers more.

Stability

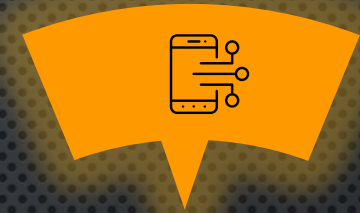
Knowing the job is secure and not likely to disappear or change radically.



- Job security;
- Stable job;
- Steady paycheck;
- Protection from arbitrary termination.

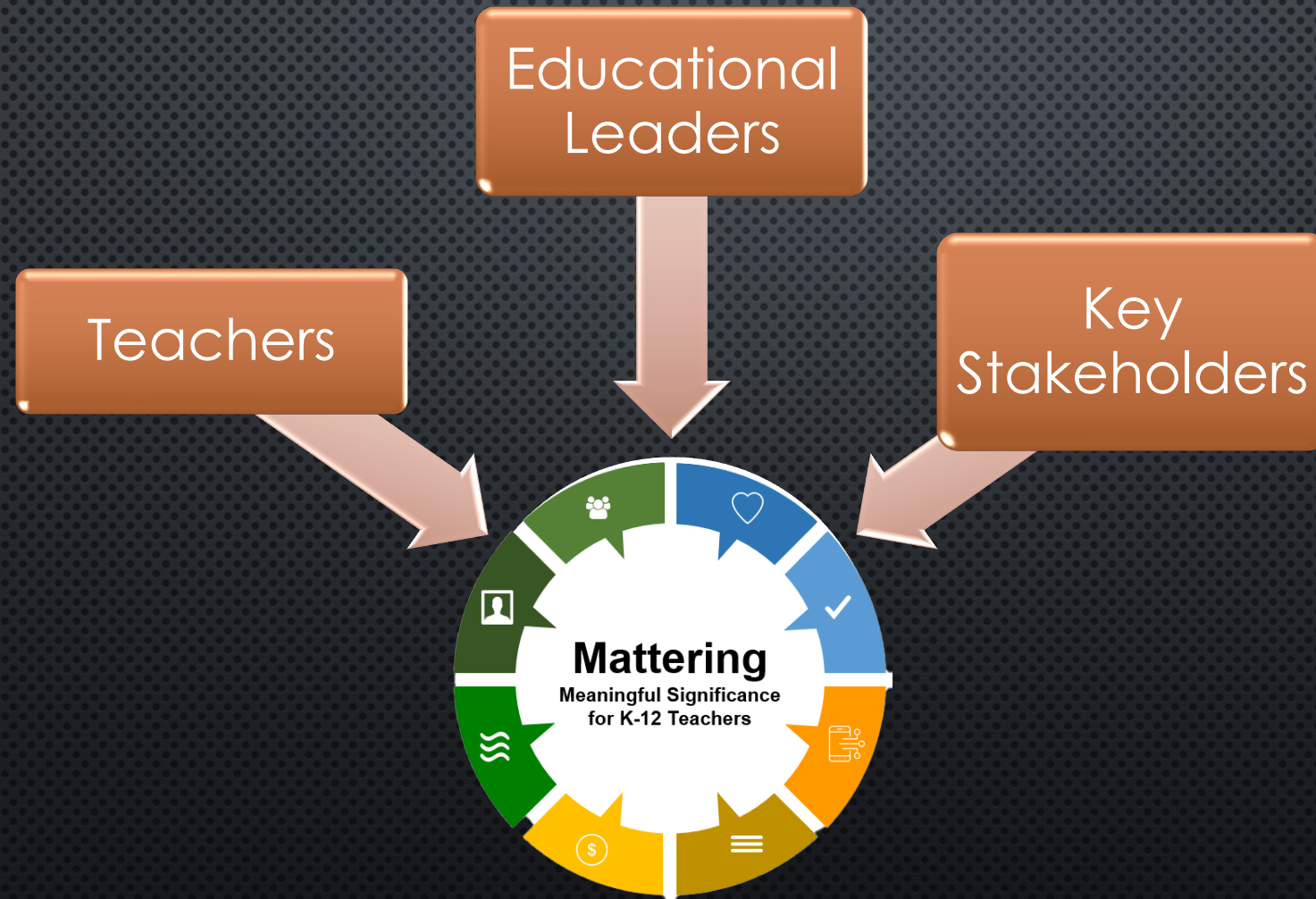
Job Crafting

The capability to make subtle changes to the work environment to meet individual needs.

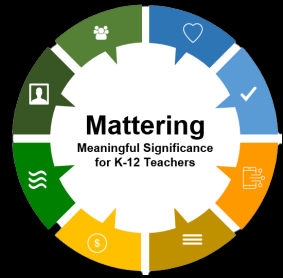


- Make adjustments to the work to be more productive;
- Make changes to the job to make things run smoother;
- Empowered to change daily routines to meet needs as a teacher.

IMPLICATIONS



IMPLICATIONS FOR EDUCATIONAL LEADERS



INTERPERSONAL

Community

- The “community” in PLCs
- Hiring practices

Authenticity

- Clear mission that is lived by
- Stated core values

Flow

- Help balance challenges with skill levels through PD

INTRAPERSONAL

Purpose

- Willing to have difficult conversations

Assimilation

- Discuss undesirable tasks and connect it to how it helps the individual directly and indirectly

EXTERNAL

Compensation

- Identify potential efficiencies that can lead to more funds for teacher salary
- Invest in other benefits (free health clinics, mental health services, wellness programs...)

Stability

- Proactive planning to prevent RIFs
- Fair and transparent evaluation system

Job Crafting

- Create conditions to allow it to occur

IMPLICATIONS FOR KEY STAKEHOLDERS



INTERPERSONAL

Community

- Reduce / consolidate training mandates that take way from community building

Authenticity

- Support and fund diversity training (gender, generational, ethnicity)

Flow

- Additional support and training for increasing challenges in the classroom.

INTRAPERSONAL

Purpose

- Create rejuvenation programs
- Financial support for further studies

Assimilation

- Ensure that required mandates do have a connection to the overall goals

EXTERNAL

Compensation

- Reduce the teacher pay penalty

Stability

- Adequately fund school budgets
- Fair and equitable evaluation systems

Job Crafting

- Local control of policy to the largest extent possible

IMPLICATIONS FOR TEACHERS



EXTERNAL

INTERPERSONAL

Community

- Identify what they need in a community

Authenticity

- Find environments where a limited amount of code-switching is necessary

Flow

- Pursue opportunities to close the skill – challenge gap
- Seek out people they enjoy working with

INTRAPERSONAL

Purpose

- Must be able to identify their mission and passion.

Assimilation

- Seek to understand how certain activities (that may seem disconnected) have an impact on the overall goals
- Work on a paradigm shift around those activities

Compensation

- Advocate for fair compensation

Stability

- Advocate for fair and equitable evaluation systems

Job Crafting

- Identify areas for job crafting
- Work with leaders to create opportunities for job crafting

NOT ALL AREAS ARE CREATED EQUAL FOR EVERYONE!

Foundational Elements of Mattering for K-12 Teachers

Creating an atmosphere for meaningful significance



WHAT
AREA(S) DO
YOU VALUE
THE MOST?

FOUNDATIONAL ELEMENTS OF MATTERING SCALE

Foundational Elements of Mattering Scale for Teachers

Score each statement from 1 (never) to 10 (always)

I feel that my colleagues really care about me.

I lose track of time teaching or preparing because I am so involved in the activity.

I do not mind doing tasks that I don't like when I know it helps the overall goal.

I feel I am paid adequately for the job I do.

I am empowered to change daily routines to meet my needs as a teacher.

I feel teachers have a fairly stable job compared to the rest of society.

I believe I was called to do this job.

I can be the same per

I feel I "I

When I am teaching, time s

Overview

Community	19
Authenticity	18
Flow	15
Purpose	17
Assimilation	22
Compensation	23
Stability	21
Job Crafting	26

Use the informaton above to determine what areas you need to focus on.
The lower the score the more that area is lacking. You need to view the scores in relation to one another.

- Score color key:
- greater than 20
 - greater than 15
 - equal to 15
 - less than 15
 - less than 10
 - less than 5

Results

Details

Interpersonal

- Community
- I feel that my colleagues really care about me.
 - I feel I "belong" among my colleagues.
 - I can rely on my colleagues to help me.

- Authenticity
- I can be the same person at home that I am at work.
 - I don't have to have a different "image" at work.
 - I don't have to compromise my feelings at work.

- Flow
- I lose track of time teaching or preparing because I am so involved in the activity.
 - When I am teaching, time seems to "fly by" during the day.
 - When I am teaching, I get totally immersed in what I am doing.

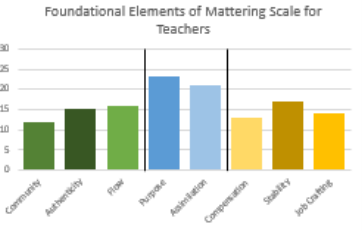
Final Results for the Foundational Elements of Mattering Scale for Teachers

Interpersonal	
Community	12
Authenticity	15
Flow	16
Intrapersonal	
Purpose	23
Assimilation	21
External	
Compensation	13
Stability	17
Job Crafting	14

Use the informaton above to determine what areas you need to focus on.
The lower the score the more that area is lacking. You need to view the scores in relation to one another.

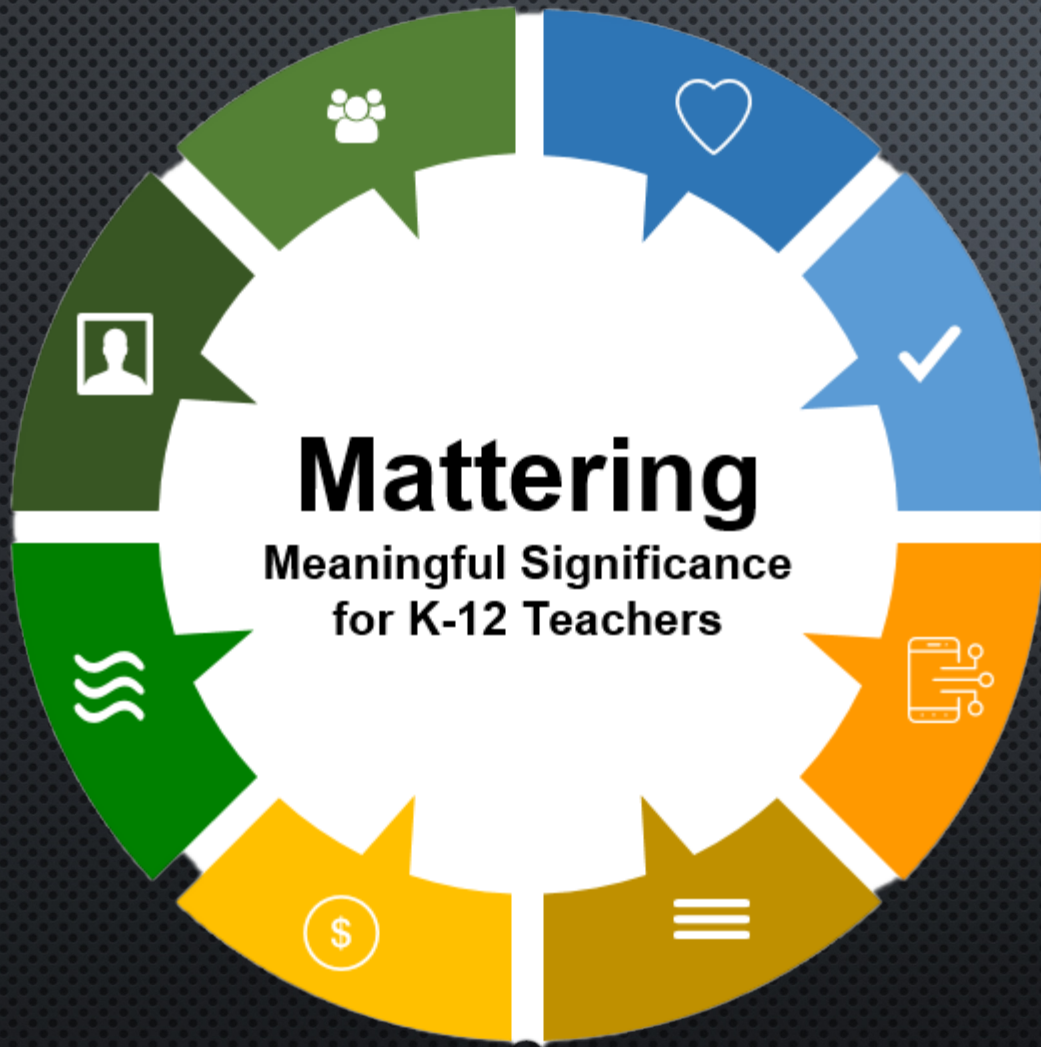
Interpersonal	
Community	4
Authenticity	3
Flow	5
Total Community Score	12
Authenticity	
I can be the same person at home that I am at work.	5
I don't have to have a different "image" a work.	5
I don't have to compromise my feelings at work	5
Total Authenticity Score	15
Flow	
I lose track of time teaching or preparing because I am so involved in the activity.	5
When I am teaching, time seems to "fly by" during the day.	5
When I am teaching, I get totally immersed in what I am doing	6
Total Flow Score	16

[More Information](#)



Foundational Elements of Mattering for K-12 Teachers





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