


## The CalSAC Trainer Network

Deepening Skills, Growing Leaders

### A CDE School-Age Training Project

*This project is made possible through the generous funding from the California Department of Education Early Education and Support Division.*



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## The Role of the Site Leader

### Module 2.12

A CalSAC Module  
Presented by:  
Lorraine Banford and Ulisses Curiel



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## The California School-Age Consortium

The California School-Age Consortium (CalSAC) **provides training and advocacy** for afterschool, school-age care and out-of-school time professionals throughout California.

**Since 1982**, CalSAC has been working to advance the needs of professionals. Through our focus on **Connections, Competence and Community**, CalSAC can meet the needs of programs and professionals in the out-of-school time field.



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## Getting Started

- Training Agenda
- Bike Rack
- Group Introductions

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## Group Agreements

- Choose to be present and engaged in learning
- Phone off or on vibrate
- Avoid side bar conversations
- Agree to disagree
- Be aware of diversity in the group  
(culture, age, sexual orientation, privileges, gender and experience)

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## Today's Objectives

**By the end of this module, participants will:**

- identify the four roles of the site leader/supervision
- learn strategies that they will use to get staff all on the "same page"

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## Key Concepts

- The role of the site leader/supervisor can be **hard to define**, although job descriptions list many of the duties
- Site leaders/supervisors **affect the entire population** of staff and children/youth in their programs
- It is essential that the site leader/supervisor **give the same level of respect** which staff give to children/youth

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## Activity: Think, Pair and Share

### Think:

- What are the responsibilities of a site leader/supervisor?



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## Activity: Think, Pair and Share

### Pair:

- Combine items on the two lists as appropriate
- Table group make one list by combining the work of each of the partner pairs



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## Activity: Think, Pair and Share

### Share:

- Each table group shares their list



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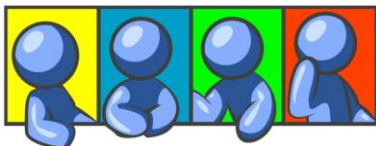
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## The Roles of a Site Leader/ Supervisor

- Pathfinder
- Manager
- Coach
- Steward



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## The Roles of a Site Leader/ Supervisor

### Pathfinder:

- it is important that you **embrace your program's vision** as your own, and work every day to translate this vision into a reality.
- **role model** to staff
- **hold staff accountable**

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## The Roles of a Site Leader/ Supervisor

### Manager:

- is about **removing the barriers** that keep your staff from doing their best work
- creating a culture that will **support staff** in doing their best work.
  - schedules
  - distribution of supplies
  - materials
  - program space
  - discipline procedures
  - any other procedure or systems

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## The Roles of a Site Leader/ Supervisor

### Coach:

- continuing to hold your staff in unconditional, **positive regard** as people
- encourage staff to **improve step by step**
- **release new skills** to them as they practice strategies
- understand staff must **be clear** about what performance will be required of them

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## The Roles of a Site Leader/ Supervisor

### Steward:

- is **the conscience** that asks if the program and staff are doing right things right
- is **always analyzing, making suggestions for change**, and being certain that the program is on track to meet its goals and accomplish its vision

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## Activity: The Roles of a Site Leader/ Supervisor

Identify the roles from the list you created:

- Pathfinder
- Manager
- Coach
- Steward




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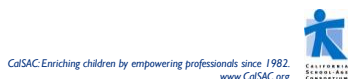
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## Having Staff on the Same Page

- Critical to have staff and other afterschool stakeholders on the same page.
  - Having a shared vision
  - Continuously build relationships
  - Communicate, communicate, communicate




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## Activity: Amoeba

In groups of Four:

- Strive to **find something unusual that connects you** rather than selecting the first thing that comes to mind.
- Share your common bond with the larger group.
- Groups of four **combine with other groups** of four and repeat the process.
- Continue to **repeat this process until you are a single group** with something that unites you.




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## Activity: This is My Friend

- Name
- Something you enjoy doing
- Your favorite childhood toy growing up
- Something most people would be surprised to know about yourself



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## Communication

Communication is a critical skill for a site leader/supervisor to develop.

### Variety of strategies:

- Email
- Bulletins,
- Newsletters,
- Praise Boards
- I: I Conversations,
- Small Group Discussions
- Others?

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## Communication

### Three tools that we all have:

- Your Voice
- Your Body Language
- Your Ability to Connect

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## Communication

### You can control your voice:

- The volume
- The rate
- The intensity
- The tone
- The pitch
- Its expressiveness




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## Communication

### You can control your Body Language:

- Your facial expressions
- Your gestures
- Your eye contact




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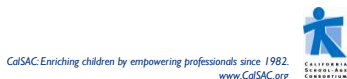
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## Communication

### Your ability to connect:

- Plays itself out as you draw the person(s) you are talking with **into your story**
- The communication has some **relevance to the person(s)** you are speaking with.




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## Activity: Communication

Roles include:

- **Speaker** - shares something they are passionate about in the working with children and youth
- **Listener** - listening to voice (volume, rate, intensity, tone, pitch, and expressiveness)
- **Observer** - on the body language, facial expressions, gestures, and eye contact
- **Connector** - Listen to see if they were included in the story or if related to their own experience

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## Get Involved with CalSAC:

- **Join a Chapter** in your area!
- **Attend CalSAC's Afterschool and Summer Challenge** at the State Capitol - May 12-13, 2014!
- **Apply to be a CalSAC Trainer!**
- **Join us online:**  Twitter,  Facebook

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## Thank You and Evaluations

Please take a few minutes to complete the evaluation for this module. Your feedback is greatly appreciated.



**Thank you for your participation!**

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2.1.2a

## Tell Me About Yourself, Grades K-5 Handout

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*The children will need staff assistance for this activity. It is definitely worth the time and energy to help children get to know each other. This is especially helpful for children that seem to be at odds with each other. When children have personal details about each other, they begin to realize they have many things in common.*

### Questions:

1. How old are you?
2. Do you know when your birthday is?
3. Do you know the name of the city where you were born? What is it?
4. What is your middle name?
5. Who are the adults living with you?
6. Are you right or left handed?
7. Do you have any brothers or sisters? What are their names?
8. What is your mom's first name?
9. What is your dad's first name?
10. Do you know your grandparents' first names? What are they?
11. What is the color of your bedroom?
12. Do you have any pets?
13. What kind of animals are they and what are their names?
14. What is your favorite thing to do at school?
15. What is your favorite toy?
16. What is your favorite thing to eat for dinner?
17. What is your favorite ice cream flavor?
18. If you could be any animal what would it be?

*Ask the students if they want to share what they learned about each other with the group. Ask them if they learned some things they had in common with each other.*



2.1.2b

## Tell Me About Yourself, Grades 6-8 Handout

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*Pair youth and instruct them that they are going to be investigative reporters. Tell the youth they can have as much time to complete this investigation.*

### **Questions:**

1. How old are you in years and months?
2. What is the name of city where you were born?
3. Who are the adults living with you?
4. Do you have any brothers or sisters? What are their names?
5. Did you choose the color of your bedroom?
6. What is the color of your bedroom?
7. How long have you lived where you live now?
8. Do you have any pets?
9. What kind of animals are they and what are their names?
10. Do you have a favorite television show? What?
11. Do you have a favorite movie? What?
12. The two classes that you enjoy the most are:
13. What is the subject at school that you dislike?
14. What is your favorite thing to eat for dinner?
15. What is your favorite dessert?
16. Name three really good friends.
17. If you could be any animal what would it be?
18. Do you have a favorite video game? What?
19. What is your favorite sport to play?
20. If you could be in the Olympics, what sport would it be?
21. If you could have a professional from any sports team come to help you, who would it be?
22. What do you want to be when you finish school?
23. If you could travel anywhere in the world, where would you go?
24. If you suddenly had two super powers, what would they be?
25. What is something you think you are really good at doing?
26. Is there anything else about you that you would like to share?

*Ask the students if they want to share what they learned about each other with the group. Ask them if they learned some things they had in common with each other.*



2.1.2c

## Tell Me About Yourself, Grades 9-12 Handout

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*Pair youth and instruct them that they are going to be investigative reporters. Tell the youth they can have as much time to complete this investigation.*

### **Questions:**

1. How old are you in years and months?
2. What is the name of city where you were born?
3. Who are the adults living with you?
4. Do you have any brothers or sisters?
5. What are their names?
6. Did you choose the color of your bedroom?
7. Do you have any pictures of celebrities hanging in your bedroom? Who?
8. How long have you lived where you live now?
9. Do you have any pets?
10. What kind of animals are they and what are their names?
11. Do you have a favorite television show? What?
12. Do you have a favorite movie? What?
13. What two classes do you enjoy the most?
14. What is the subject at school that you dislike?
15. What is weirdest thing you have ever eaten?
16. What is your favorite dessert?
17. Name three really good friends.
18. If you could be any animal what would it be?
19. Do you have a favorite video game? What?
20. What is your favorite sport to watch?
21. If you could be in the Olympics, what sport would it be?
22. What do you want to be when you finish school?
23. If you could travel anywhere in the world, where would you go?
24. If you suddenly had two super powers, what would they be?
25. What is something you think you are really good at doing?
26. Is there anything else about you that you would like to share?

*Ask the students if they want to share what they learned about each other with the group. Ask them if they learned some things they had in common with each other.*



2.1.2d

## Making Group Role Hats Handout

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Children create hats to depict the different roles.

***Materials:***

Paper Bags  
Markers, Crayons  
Paints  
Tape  
Construction paper  
Scissors  
Glue

***Set the Scene:***

You can start off with the roles discussed in the module, Pathfinder, Manager, Coach, Steward. You can then add some of the other hats you wear: Cook, Teacher, plumber, seamstress, art director, librarian, custodian, accountant, interior decorator, jester, counselor, etc. Tell the children/youth that they need to decorate the hats to illustrate the category of the job. Silly hats will help understand the many aspects of the job.

***Suggested Procedure:***

Break students into work groups of three or four. You may decide to have the children to work in groups where everyone in the group is creating a hat for the same role. . This way they can collectively brainstorm words, symbols, and designs that fit a certain role.



## Building Community Handout

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This activity allows team members to distinguish between "Me" and "We" as they work toward building their Best Community. A Community requires teamwork to function well and help them to recognize self-centered behavior.

### Human Spider Web

**Objective:**

To build upon the idea that community takes teamwork. This exercise is fun, and it provides an opportunity to work as a team to explore the dimensions of a compassionate community.

**Procedure:**

This exercise works best with small teams. If you have a larger group, divide it into groups of 6 to 8 individuals. Have each group move to a location that allows them to stand in a small circle.

Instruct members of each group to extend their left hands across the circle and grasp the right hands of another member who is approximately opposite them.

Then have them extend their right hands across the circle and grasp the left hands of one of the other individuals.

Tell them that their task is to unravel the spider webs of interlocking arms without letting go of anyone's hands. If you have one team, inform them that they will be timed (as a way to place pressure on them); if you have several groups, tell them they will be competing with other groups to see who finishes the task first.

**Discussion:**

- ✓ What was the most difficult part of this exercise?
- ✓ What did you learn about yourself in this activity?
- ✓ Were you a leader or a follower?
- ✓ What does this say about how you like to learn?

**Conclusion:**

There are different ways to accomplish the same goals and objectives. By failing to honor differences, we often make other people "wrong" or "bad" because they don't see things or do things in the same way we do. To build a successful community, requires everyone's participation.

### The "I's" Have It!

**Objective:**

There is no "I" in TEAM ... or "ME" in community. This activity shows that we all may tend to be more self-centered than we might realize. It demonstrates the importance of focusing on others.

**Procedure:**

After a discussion about the Human Spider Web, bring up the subject of focusing on ourselves, and how "put off" we may be by our own feelings, rather than focusing on what was going on for others.

Pair each team member up with another team member. Their assignment is to talk for the next two minutes about anything in the world they want to discuss. There is, however, one rule: They may not use the word "I." They can talk about any topic they like, but they just must not say "I."

**Discussion:**

- ✓ How many of you were able to talk for the two minutes without using the pronoun "I?"
- ✓ Why do so many of us have difficulty avoiding the (over)use of "I" in conversation?
- ✓ How do you feel when talking to (or listening to) someone who starts every sentence with "I"?

<sup>1</sup>Mary Robinson Reynolds Educator Companion Guide book for Make A Difference with the Power of Connection

*Excerpt from 9-Weeks to a Make A Difference Year Training Manual, Week 3*