

THE BOLD LINE

TEACHER EDITION

BELONGING • OPENNESS • LOVE • DIRECTION

Stay yourself in the work.

A six month practice companion

THERESA STALEY

Life Touch Education

WHAT THIS IS

A private practice for the person inside the classroom.

The Teacher Edition helps educators notice what is sustaining them, what is draining them, and what they want to protect or change. It begins with a baseline, moves through twelve cycles of practice, and returns to the four pillars at three and six months.

BASELINE

See where you are
starting without grading
yourself.

PRACTICE

Choose one pillar and
one small move at a
time.

REVISIT

Return later and notice
what actually shifted.

THE FOUR PILLARS

Belonging • whether people feel wanted and known

Openness • whether truth can be spoken without penalty

Love • protective regard before performance and despite imperfection

Direction • a clear answer to what the work is actually for

A glimpse of the baseline

The full journal begins by helping the reader see where things are now. These are selected examples, not the complete assessment.

BELONGING	I have at least one person in this building I can tell the truth to.
OPENNESS	I let my students tell me when something is not working.
LOVE	I have boundaries about when work ends.
DIRECTION	I can name what I am trying to do in this classroom in one sentence.

Inside a practice cycle

The journal is meant to be used while the work is happening. Each cycle moves from noticing to one intentional action and then back to reflection.

PLAN	Which pillar needs your attention right now, and why?
MOVE	What will you practice this cycle?
EVIDENCE	By Friday, how will you know the move landed?
REFLECT	What did you notice in your classroom? What did you notice in yourself?
KEEP	What is one thing worth carrying forward?

Questions worth carrying

A few examples of the kinds of questions woven throughout the journal:

**What truth am I avoiding telling about my classroom,
my team, or myself?**

**Whose imperfection have I stopped seeing, including
my own?**

**What good thing am I saying yes to that is pulling me
away from what matters?**

**The goal is not to become a different teacher. It is to see clearly
enough to choose what comes next.**

This preview intentionally shows only a small portion of the complete journal.