

The FuelEd Fellowship

Developing Relationship-Driven Educators

What is the FuelEd Fellowship?

The FuelEd Fellowship is a year-long program that provides underrepresented, under-resourced, and underserved educators with free access to FuelEd's flagship curriculum, community support sessions, and professional development. Two cohorts of ten to twelve educators will be selected for this opportunity to develop the interpersonal skills, self-awareness, and emotional well-being necessary to transform their classrooms, schools, and the education system at large. The Fellowship empowers on-the-ground practitioners to reimagine and redesign their classrooms, schools, and districts into workplaces where whole educators can develop whole children.

Who should apply for the FuelEd Fellowship?

2022 Scholars will be educators selected from the fields of Early Childhood Education (ECE) and Early Childhood Special Education (EI/ECSE). Applicants should be educators who work directly with children or serve in leadership roles at their care center/school. Ideal candidates have a passion for personal development and adult Social Emotional Learning (SEL), are excited about innovation, and willing to take risks. They also have the time and capacity to devote their attention to the entirety of the experience.

Apply by March 7th, 2022: fueledschools.org/fueled-fellowship

What does the FuelEd Fellowship include?

Whole Educator Collective Flagship Training / July 15-18, 2022

Through a three-day online training, fellows will engage in both knowledge building and self-reflection to enhance their own emotional intelligence, mental well-being, and interpersonal skills

Continued Development & Applied Learning / July - Nov 2022

Fellows meet monthly in facilitated groups to deepen their self-reflection and practice new skills, and weekly in pairs for one-hour conversations to provide and receive support and encourage growth.

Capstone Project & Celebration / Nov 2022 - May 2023

Fellows will spend time in reflection, application, and planning as they engage in a process of bringing core learning and innovative relationship practices to their spheres of influence.

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