

THRIVING

MATTERS FOR GLOBAL LEADERS

WHY BOTHER ASSESSING YOUR EMOTIONAL INTELLIGENCE?

By Dr Ben Palmer

TECHNOLOGY

What Queen Elizabeth 1 can Teach us - by Brett Salakas

THRIVING PODCAST

by Phillip Heath, AM
Principal
Barker College

THE MYRIAD OF LEADERSHIP CONVERSATIONS - PART FOUR

Student/Client
Conversations by
Nick Burnett

EDUCATION

Mathematical Expertise
& Excellence by
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by Katherine
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The Thriving Leader

A Wellbeing
Program for
Leaders using
a Global
Mindset



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EMOTIONAL INTELLIGENCE?

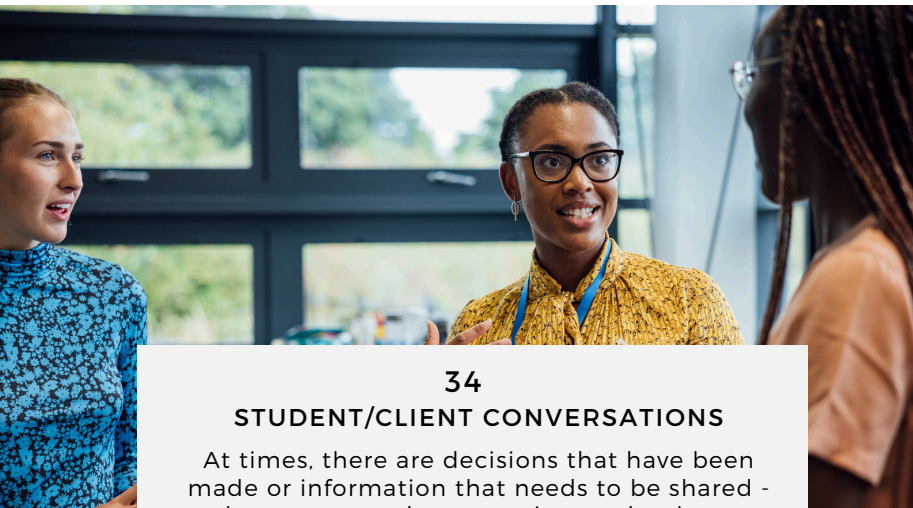
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EDITORS LETTER

Dear Readers,

Welcome to our final Thriving Matters for Global Leaders e-magazine for 2024, where we delve into the critical intersection of wellbeing and educational leadership that essentially links education, business and culture. In an era where the pressures of leadership are evolving rapidly, the call to prioritise wellness and foster resilient, thriving relationships and communities has never been more essential.

As educators and leaders, you hold the power to shape workplace environments that are not only academically enriching but also holistically supportive. This year, we have focused on pioneering strategies that support mental health, embrace diversity, and encourage lifelong learning for both educators, leaders, students and families. Our vision is clear: a global education landscape where leaders are empowered, wellness is woven into the fabric of daily routines, and innovation drives us forward.

Join us this issue as we explore stories, insights, and actionable practices to help you lead with purpose, inspire wellbeing, and set a standard of thriving for the generations to come. As 2024 comes to a close, we would encourage you to share this with your colleagues and peers, and across your professional networks and associations. There is something for everyone!

Wishing you and your precious ones a joy-filled and peace-filled Christmas and New Year wherever you are in the world. Blessings on you and yours. You are precious and your thriving matters.

Here's to a 2025 filled with growth, wellness, and transformative leadership!

Carrie Benedet



Editor

CARRIE BENEDET

Founder & Global Leadership Coach
Emotional Intelligence Expert,
Podcast Host & Speaker

Carrie Benedet Leadership Coaching is dedicated to giving today's educators the edge on their leadership skills. Whether you work in education, a corporate business or you are an entrepreneur looking to thrive, global leadership is how to be future fit.

Carrie Benedet works with individuals and teams to help them take that next step in their career. You can work with Carrie with her one-on-one coaching or join her immersive workshops. Experiencing her Global Leaders Thrive Masterclasses will change how you see leadership and answer the question 'Does culture lead leadership or leadership lead culture?'

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THRIVING PODCAST

Hosted by Carrie Benedet

Editor & Founder of Global Leaders Thrive

Global Leaders Thrive



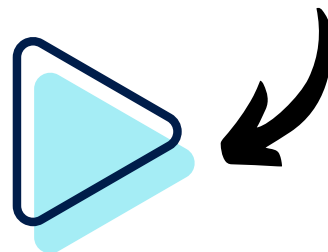
GUEST: PHILLIP HEATH | PRINCIPAL BARKER COLLEGE

Phillip and I recently had a frank and open conversation about finding the 'joy' in being a leader of a complex K-12 College in Hornsby in a time of rapid social and cultural global change. Phillip believes in the 'human experience' where deep down we all want to find love, grace and peace. I cherish any opportunity to listen, learn and discuss with one of the world's leading educators - this podcast is definitely worth sharing with your connection.

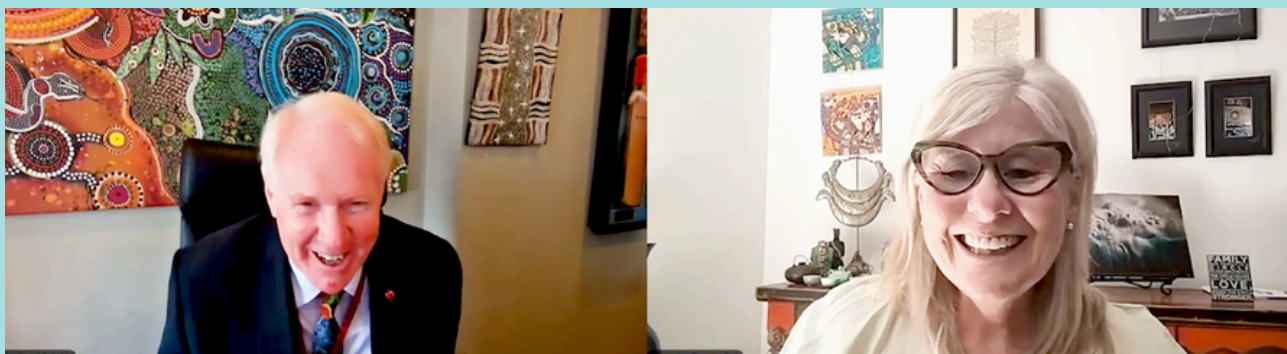
Phillip Heath, the head of Barker College, is a prominent advocate for leadership and well-being in education. His philosophy emphasises a holistic approach to school leadership, where community engagement and student well-being are at the core. Heath believes that leadership is not just about administrative efficiency but about creating meaningful connections with students and staff. One of his practices is writing personalised birthday cards to students, fostering personal relationships and ensuring he stays in touch with the school's culture on a daily basis.

Heath also champions the idea of schools being agents of social change, particularly through initiatives that support Indigenous students. He founded Indigenous-focused campuses like Gawura School and Darkinjung Barker, providing educational opportunities to underrepresented communities. His approach is rooted in social justice, ensuring that schools extend their impact beyond academic achievement to fostering diversity and inclusion.

**PRESS PLAY
TO WATCH!**



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PRINCIPAL

INSIGHTS

GUEST CONTRIBUTOR
MICHAEL HOLLIS





PRINCIPAL INSIGHTS

By MICHAEL HOLLIS

Principal at De La Salle College, Revesby Heights

De La Salle College, Revesby Heights is an all-boys' secondary school in south-western Sydney with a current enrolment of 635 students. The school is part of a broader system of 147 primary and secondary schools operating across the Archdiocese of Sydney under the direction of Sydney Catholic Schools. The College was founded in 1960 and named after St John Baptist De La Salle, a French priest and the patron saint for teachers of youth. The Lasallian charism remains a key part of the College to this day with the notion of service strongly promoted throughout the community. While the College motto is "Christo Regente" (Christ Reigns), a common phrase used is "Enter to learn; leave to serve". The intention behind this is to promote the importance of education and taking learning seriously, as well as the notion of giving something back to the broader community each day.

I started as the Principal of De La Salle College at the beginning of 2022 when schools were navigating our way out of two COVID-affected years. Various restrictions were still in place, including face masks in classrooms and staffrooms, reporting of positive COVID cases and limits on whole-school gatherings. Recruitment had been difficult for the College at the end of 2021 and four teaching positions still needed to be filled when I commenced. Needless to say, I hit the ground running! When reflecting upon my first year at Revesby during a gathering of new Sydney Catholic Schools' leaders in January of 2023, I was asked to share my insights in response to a few pertinent questions. Perhaps there is something worthwhile in the reflections below.

What did you wish you knew on your first day as a principal?

I wish I'd realised that I didn't have to know everything and have all of the answers! I was very quickly reassured and reminded that I had a team of people around me for support - from the members of my Leadership Team to experienced teachers on staff to Sydney Catholic Schools' personnel. All of these people were able to answer questions, share stories, offer advice and listen. Very importantly, I quickly knew that I wasn't alone in my leadership role.

What have been your greatest leadership challenges?

In recent years, coping with staff shortages and improving recruitment strategies has been a significant cause of angst. While there are many problems you can solve and things you can influence as a principal, recruitment can often feel like an area where you have limited control.

Another challenge of leadership is dealing with errors of judgement or mistakes made by other people. While this is inevitable when working with young people, sometimes it's the adults who get it wrong, e.g. parents who have rushed to judgement or staff members whose emotions have got the better of them. Matters like these can be quite complex and we need to acknowledge that schools don't get everything right.

What brought a smile to your face?

The best part of my role is undoubtedly the many positive interactions I get to enjoy with students, colleagues and parents. The boys at De La Salle have a cheeky and playful sense of humour, and it's wonderful to see this emerge when they get to know you. Working with a supportive and welcoming staff simply makes coming to school easier, and some colleagues have a unique way of lightening the mood even on tough days.

The beauty of being a teacher and principal also occurs in the unexpected moments. For instance, I can recall our end-of-year awards presentation in December, 2022 when a small group of Year 10 students played a musical item; it was the song 'Never Tear Us Apart' by INXS. Seeing and hearing the lead singer, a very quiet and unassuming young man, do his best Michael Hutchence impersonation was an absolute highlight of an eventful first year at the school. The most special part was hearing the genuinely positive reception the boys received from their peers and teachers.

What are your key recommendations for beginning leaders?

There are a few pieces of advice that I would pass on, including the need to:

- Remember that every day is a "first day" if and when you begin at a new school. In other words, everything you experience will be a "first", so enjoy each event and learn about how things are done.
- Ask questions, listen and observe; that's how you learn.
- Be present and seen by members of your community. You can't get to know your school by being stuck in an office, so visit classrooms, spend time in the yard, support your students' endeavours and make sure you walk through the staffroom to say hello to everyone.
- Be patient and delay your judgement. Colleagues, students and parents look to you for calmness and consistency. Sometimes problems will be brought to you only after they have occurred; the only thing you can control at that point is your response. You can't change what happened, but you can guide the way forward.

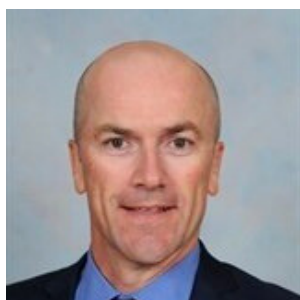
How do you develop other leaders?

It's important to be observant of middle and senior leaders' needs and give them the chance to develop. This starts with professional trust and not hovering over their every move. At the same time, you need to be available to colleagues for advice, help and support. Principals are not experts in everything, so giving senior and middle leaders autonomy in their area of responsibility is necessary.

Investing in professional learning can also be invaluable. At De La Salle, we have been particularly working with our middle leaders to develop a coaching habit and to consider the difference between management and leadership. The value of emotional intelligence has also been explored. Across the last three years, we have had our curriculum and wellbeing leaders working together in small groups under the guidance of Educational Leadership Coach, Carrie Benedet. This has generally occurred twice per year in half-day blocks. With limited opportunities available in this domain, the professional learning has been well received and will be unpacked further in the next edition of Thriving Matters.

How do you look after yourself?

There are some long, tough days as a principal, but there are many rewarding ones too. There are a few staples that help me balance out my workload. Beyond trying to spend time with my wife and our daughters, I exercise regularly. My dog gets a lengthy walk every day and I run regularly. I discovered [parkrun](#) (a free 5 kilometre run/walk on Saturday mornings) back in 2016 and I'm still going with it - 239 runs later! I play Oztag on a weekly basis and I spent years coaching one of my daughters at a representative level. I love playing golf and find that my mind is completely clear during a round; the only thing I focus on is the next shot or the frustration of the one I just played! Lastly, I try to maintain important friendships and the school holidays provide a great opportunity to catch up with people over lunch, dinner or a drink.



By MICHAEL HOLLIS

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WELLBEING

GUEST CONTRIBUTOR
DR BEN PALMER





WHY BOTHER ASSESSING YOUR EMOTIONAL INTELLIGENCE?

By Dr Ben Palmer
CEO, Genos International

Why bother assessing your emotional intelligence? Put simply, because emotional intelligence suffers from a well-known psychological phenomenon called the Dunning-Kruger Effect. First described by psychologists David Dunning and Justin Kruger in 1999, the Dunning-Kruger effect is a cognitive bias where people with low ability or knowledge in a particular area tend to overestimate their competence, while those with high ability tend to underestimate their competence. This cognitive bias has been shown to extend to emotional intelligence. In a study in 2014 titled “Emotionally Unskilled, Unaware, and Uninterested in Learning More”, Oliver Sheldon, David Dunning and Daniel Ames found that people with low levels of emotional intelligence did not have the self-awareness to recognize their limitations in perceiving, understand or managing emotions overestimating. This overestimation of how well we perceive, understand and manage emotions can lead to several significant issues, socially, romantically and at work, all of which can be addressed with the use of a good emotional intelligence assessment and intervention to improve emotional intelligence.

The capacity to perceive and understand one's own emotions or 'emotional self-awareness', is an important skill of emotional intelligence because emotions influence the way we think, behave and perform. People overestimating their emotional self-awareness, may not realise the role their mood, feelings and emotions are playing in their decisions and behaviour. Consequently, they lack the self-insight to make effective responses to their emotions (such as frustration or anger), to improve the quality of their decisions and behaviour when necessary. The capacity to perceive and understand the emotions of others, helps us pick up on the way others are feeling, demonstrate empathetic responses when necessary, and connect with diverse personalities. People who overestimate their ability to perceive and understand the emotions of others often misjudge how well they handle interpersonal situations. This can lead to conflict and misunderstandings, whereby they believe they are handling issues sensitively when they are not. They may talk at people (or for too long), or say things that are quite hurtful without realising it. At work this can make it harder to foster relational trust and collaboration with colleagues. People who overestimate their capacity to manage emotions often react poorly under stress without realising it, doing things they later regret. They also have difficulty navigating and resolving conflict.

How prevalent is this issue and the consequences of doing so (i.e., overestimating our emotional intelligence)? The research suggests around half of us suffer from this phenomenon. A good deal of us move around thinking we are doing ok, if not great at emotional intelligence, when in-fact we aren't. And this lack of insight is often at the heart of issues in our relationships at home and at work, we just can't see it.

Obviously undertaking a good emotional intelligence assessment is the first key to countering the Dunning-Kruger effect. The second key is believing the result and taking action to improve your emotional intelligence in the areas you need to improve in. In the previously mentioned study, Sheldon and colleagues found that people with low emotional intelligence (who overestimated it as higher than it was), often disparaged the accuracy or relevancy of the test result and expressed more reluctance to pursue various paths to improving their EI (such as professional coaching). What this tells us is that selecting the right test of emotional intelligence is paramount to getting people to buy-in to their test results and act accordingly.

There are three main types of emotional intelligence assessments available, ability-based assessments, trait-based assessments, and behaviour-based assessments. Each assessment has distinct methods and focuses on evaluating different aspects of emotional intelligence

1. **Ability-Based Assessments:** These assessments measure emotional intelligence as a cognitive ability, similar to traditional intelligence tests. They typically involve problem-solving tasks and scenarios where individuals demonstrate their skill in recognizing, understanding, and managing emotions. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is a well-known example, focusing on assessing EI objectively rather than through self-perception.
2. **Trait-based Assessments:** These assessments involve answering questions about one's emotional tendencies, behaviours, and competencies. Popular trait-based assessments include the Emotional Quotient Inventory (EQ-I and revised EQ-I 2.0), and the Trait Emotional Intelligence Questionnaire (TEIQue). While accessible and quick to administer, self-report trait-based assessments may be influenced by the Dunning-Kruger bias, as they depend on an individual's self-awareness and honesty. While there are 360-degree or multi-rater versions of trait-based assessments available (whereby you can ask others to provide feedback), they are often difficult for others to complete because a number of the questions concern inner tendencies, beliefs and views of one's self (for e.g., "finds it easy to express how they feel").
3. **Behaviour-based Assessments:** Behaviour-based assessments measure how well a person demonstrates emotionally intelligent behaviour and are typically completed in a Multi-rater or 360-degree format. The Genos Social and Emotional Competency Survey (SECS) and the Emotional and Social Competence Inventory (ESCI), developed by Daniel Goleman and Richard Boyatzis, are two of the most well known examples.



Each type of emotional intelligence assessment provides unique insights, and selecting the right one depends on the context, purpose, and depth of assessment required. In the context we are exploring here the results are intended to motivate a participant to improve their emotional intelligence and to meaningfully inform development plans and actions (e.g. target training or coaching) that could be taken to improve. At Genos International we believe behaviour-based assessments are best. Behavioural measures of emotional intelligence have high face, and predictive validity. This helps motivate participants to engage with their feedback and take development actions, because the link between demonstrating the behaviours well and success outcomes, such as improved relationships, are self-evident and evidence-based. We also believe that emotionally intelligent behaviours are far easier to improve than more fundamental characteristics of oneself such as personality and cognitive abilities.

The SECS has been professionally constructed specifically for use in talent management and development. The behavioural items of the SECS are emotionally intelligent workplace behaviours pertaining to six key competencies of social-emotional functioning: 1) Emotional Self-Awareness – the skill of being aware of the way you feel and the impact your feelings can have on decisions, behaviour and performance; 2) Awareness of Others – the skill perceiving, understanding and acknowledging the way others feel; 3) Authenticity – the skill of effectively expressing one's own emotions and encouraging this behaviour in others; 4) Emotional Reasoning – the skill of using the information in feelings (from oneself and others), and combining it with other facts and information when decision-making; 5) Self-Management – the skill of effectively regulating and managing one's own mood, emotions and related behaviour; and 6) Positive Influence – the skill of positively influencing the way others feel through problem solving, and recognising and supporting others' work..

Uniquely (i.e., it is the only 360 Behaviour-Based Assessment to do so), utilises dual 5-point rating scales. Raters are firstly asked to rate how Important it is to them personally that the behaviour in question is demonstrated (where 1 = not at all important, 2 = slightly important, 3 = fairly important, 4 = important, and 5 = highly important), and then secondly, how well the subject demonstrates the behaviour in question in comparison to others on a 5-point social comparison scale where 1 = significantly less than others, 2 = less than others, 3 = about average/typical; 4 = more than others and 5 = significantly more than others. The approach of comparing rater expectations that the emotionally intelligent behaviours in question are demonstrated (as measured by Importance), with how well the behaviours are actually demonstrated serves to more deeply engage the subject in their data and motivate them to address gaps between Importance and Demonstration ratings. This approach brings more of the context of the situation a person finds themselves into an understanding of the results and what to do about them.

In summary, the assessment of emotional intelligence is an important first step in any development intervention to improve one's emotional intelligence. People low in emotional intelligence lack awareness of the deficit and tend to overestimate how well they perceive, understand and manage emotions. Conversely people high in emotional intelligence tend to underestimate their competence in the area leading them to downplay their own strengths and potentially not put them to use in times that call for high emotional intelligence. A good emotional intelligence assessment provides a individual with a realistic view of how well someone perceives, understands and manages emotions. It helps professional coaches and learning and development professionals tailor interventions to their needs and measure the efficacy of such interventions. While it can be a difficult feedback for some to accept, acceptance of an issue is a necessary first step to solving it. Importantly emotional intelligence can be developed (by on average around 17 percentile points accordingly to the latest research) and doing so leads to improve wellbeing, relationships and success at work.



By Dr Ben Palmer
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The Thriving Leader



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- 01 An understanding of the unique potential in Wellbeing in Leadership that will take you from legacy thinking to **unlimited leadership potential**
- 02 Meeting reality where it's at - An audit of **current leadership in your organisation**
- 03 **Global Leadership Frameworks** - A reframe exercise that teaches you a new approach and how to apply it individually or in a team



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LEADERSHIP

EDITOR & CONTRIBUTOR
CILC GLOBAL LEADERS





CELEBRATING A LEGACY OF ACCESS: A MILESTONE YEAR FOR CILC GLOBAL LEADERS DIGITAL EDUCATION

As the Center for Interactive Learning and Collaboration (CILC) closes the chapter on its 30th anniversary, it proudly reflects on a year filled with dynamic learning experiences and global community engagement. Throughout this milestone year, CILC hosted a series of monthly events that brought together educators, students, aging adults, and families worldwide, fostering curiosity and connection.

The celebrations began with a series of impressive programs. Highlights included an inspiring session with the Pro Football Hall of Fame, celebrating athleticism and creativity, and a tribute to Women's History Month, featuring influential women photographers. February's Read Around the Planet Virtual Exchange marked a significant moment, where students connected with a children's book author and a field specialist from the Mote Marine Laboratory & Aquarium, kicking off a week of global collaborations and creative projects.

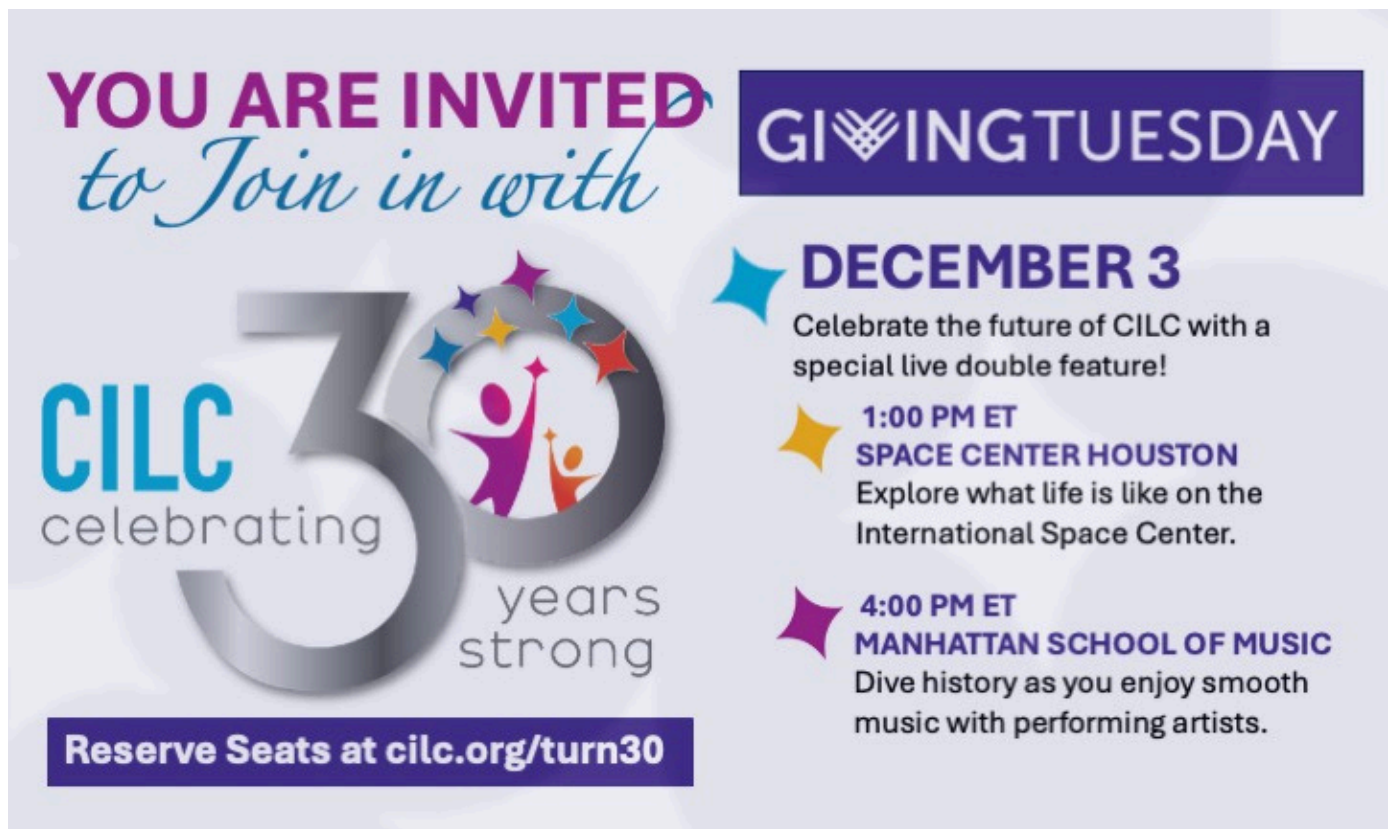
CILC's Virtual Summer Camp was a standout success, engaging participants from the U.S., Italy, Canada, Aruba, Australia, and more. Weekly themes, such as Backyard Science and Animal Adventure, provided interactive, hands-on learning experiences that transcended borders. Families and educators also enjoyed an immersive Open House, which showcased CILC's innovative virtual field trips, spotlighting partnerships with esteemed institutions like the Jamestown-Yorktown Foundation and the Smithsonian's National Museum of Asian Art.

The year continued with the annual Connecting for a Cause fundraiser in October. Attendees enjoyed a Mystery Night featuring the International Spy Museum and The Mob Museum, raising funds to support accessibility.



The American Society for Deaf Children played a meaningful role as Partners, highlighting the importance of language inclusion and access to dynamic learning experiences. The fundraiser was a tremendous success, with all proceeds supporting CILC's mission to keep memberships and access to live series free for all.

CILC's 30th anniversary will culminate in November with a special Community of Learning event during National Distance Learning Week. In partnership with Oiada International, the celebration will feature a live connection with performers in Ghana, Africa, for a series of modern dance experiences.



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GIVINGTUESDAY

DECEMBER 3
Celebrate the future of CILC with a special live double feature!

1:00 PM ET
SPACE CENTER HOUSTON
Explore what life is like on the International Space Center.

4:00 PM ET
MANHATTAN SCHOOL OF MUSIC
Dive history as you enjoy smooth music with performing artists.

CILC celebrating **30** years strong

Reserve Seats at cilc.org/turn30

The festivities continue on December 3, during a special #GivingTuesday event, with a double feature: a glimpse into life aboard the International Space Station with Space Center Houston and a soothing musical journey through history with performing artists from the Manhattan School of Music. These initiatives not only celebrate the achievements of CILC but also ensure the continuation of free membership and programming for children and aging adults.

As CILC celebrates 30 years of groundbreaking learning and embarks upon another 30 more, you are invited to be part of this journey. Help support the CILC's mission of keeping individuals connected and expanding access to museums, science centers, zoos, aquariums, historic sites, and more.

Stay updated and explore future events, visit cilc.org.

EDUCATION

GUEST CONTRIBUTOR
ANDREA DE CARVALHO





MATHEMATICAL EXPERTISE AND EXCELLENCE

By ANDREA DE CARVALHO

Mathematics, Numeracy and School Improvement Specialist

Come together right now: In what ways can specific professional learning structures and processes be effective in developing collective teacher efficacy?

While there's a wealth of research on the environmental conditions that enhance professional learning (PL) in mathematics, the impact of PL structures and processes on building collective teacher efficacy remains a bit of a mystery. This four-part series of articles dives into how these elements can transform not just individual teachers, but entire teaching communities. In the first article, I delved into the "maths wars" and championed a balanced approach to teaching and learning mathematics. The second article shifted focus to collective teacher efficacy, emphasising its crucial role in boosting student achievement and the necessity for a deeper understanding of how it develops. Now, in this third article, I'll explore an Australian professional learning (PL) program for mathematics teachers, showcasing how its structures and processes have the potential to cultivate collective teacher efficacy. Finally, the series will conclude with a case study from a participating school, demonstrating how the PL program may have enhanced collective teacher efficacy within that community.

As explored in Article 2, four key sources shape efficacy beliefs: mastery experience, vicarious experience, social persuasion, and affective states (Bandura, 1997). In this article, I'll describe the Mathematical Expertise and Excellence (MEE) program through these four lenses to evaluate its potential impact on collective teacher efficacy. MEE was designed to elevate mathematics education across a broad network of schools in Sydney, Australia (Mae, 2020), with two main goals: boosting students' numeracy levels and increasing the number of students engaging in higher-level mathematics and related subjects. From 2018 to 2022, over 100 primary schools took part in MEE. My doctoral research aims to uncover whether MEE successfully fostered collective teacher efficacy in these schools by tapping into Bandura's four sources. MEE PL had a multi-layered structure of three annual courses, with workshops and in-situ each term. Each course was accredited by the state teaching authority at Proficient, Highly Accomplished, and Lead levels (NESA, 2024).

A course spanned four terms, and each term featured two main components: workshops for centralised content delivery and in-situ sessions where theory was applied in individual school contexts. These PL structures consistently employed powerful learning processes for teachers that included them gaining new knowledge of the mathematics syllabus, observing model lessons, and participating in pre- and post-lesson discussions. By reflecting on Bandura's four sources of efficacy information in relation to MEE's structures and processes, I'll demonstrate the program's potential to develop collective teacher efficacy.

To teach mathematics effectively, teachers need a strong understanding of the subject (Ball, 2017). Building both content and pedagogical knowledge are crucial mastery experiences that can boost confidence and effectiveness. The MEE workshops helped in several ways. Each term, teachers worked together to review and discuss the progression of math content from Kindergarten to Year 8 in a "knowledge package." They co-wrote tasks during workshops and reflected on them during in-situ sessions, which helped them focus on the math content and think carefully about how to teach it. Collaborative problem-solving also encouraged deep thinking about math concepts and the best ways to teach them.

Mastery experiences are also strengthened when persistent effort overcomes challenges (Bandura, 1997). The MEE program's step-by-step approach broke down complex skills into manageable parts, making it easier for teachers to grasp and apply theoretical information. Its long-term structure gave teachers multiple chances to practice and overcome difficulties with new teaching strategies. Research shows that cycles of learning, experimenting, and reflecting lead to the adoption of new teaching practices (Hilton et al., 2016). By consistently applying modern teaching methods between PL sessions, teachers gradually mastered these skills. Further, through MEE, teachers likely gained insights into their peers' growing knowledge and teaching expertise, boosting their own sense of efficacy.

The MEE program provided valuable vicarious experiences. Workshops and in-situ sessions regularly showcased skilled modelling of recommended teaching methods. Seeing effective strategies in action and comparing them to their own and their peers' performances can boost collective teacher efficacy (Loughland & Ryan, 2022; Mather & Visone, 2024). Experienced PL leaders demonstrated these strategies with teachers as learners in workshops and for teachers with their students in their classrooms during in-situ sessions. At the end of each term, teachers also shared their practices with each other. Watching peers successfully implement challenging instructional strategies and seeing the resulting student success can enhance collective teacher efficacy (Bruce & Flynn, 2013).



Beyond modelling, the MEE program offered other effective vicarious experiences. During pre-lesson discussions, groups of teachers evaluated the challenging task to be taught, discussed focused syllabus content, and planned teaching strategies. In post-lesson discussions, teachers shared their classroom experiences with colleagues and analysed the success of their strategies on student learning (Ross & Bruce, 2007). Additionally, co-writing tasks and engaging in mathematical problem-solving allowed teachers to observe their peers' competencies. This variety of vicarious experiences likely provided participants with insights that contributed to collective teacher efficacy.

The MEE program also used social persuasion to boost teacher efficacy (de Carvalho et al., 2023). Workshops and in-situ sessions were designed to be interactive, requiring engaged participation rather than passive listening. During workshops, activities like the knowledge package, pre- and post-lesson discussions, problem-solving, professional reading, and co-creating tasks encouraged teachers to share ideas, challenge each other's thinking, and build common understandings. During in-situ sessions, pre- and post-lesson discussions were key, allowing teachers to collaboratively analyse their practices and reflect on their teaching performance with peers.

Research has found that social networks of mathematics teachers could predict collective efficacy (Berebitsky & Salloum, 2017). The knowledge package had teachers questioning their own mathematical understanding, challenging each other, and cross-checking the syllabus together. Designing tasks with colleagues led to deeper discussions about content and teaching methods, helping to reveal and develop peer knowledge about teaching mathematics. Unpacking contemporary research together pushed participants to rethink their strategies and understand new ideas. Through these socially interactive PL processes, MEE had potential to contribute to collective teacher efficacy beliefs.

The fourth of Bandura's efficacy sources, affective states gain information from emotions, physical reactions, and coping mechanisms like persistence and resilience (Hoogsteen, 2024). The MEE program likely improved participant attitude, confidence, and disposition toward the teaching and learning of mathematics. The annual and term structures reduced the pressure for immediate results by allowing time to process new ideas and integrate them into teaching practices. The repeated workshops and in-situ sessions allowed steady building and refining of mathematical understanding and pedagogies. Workshops, attended by teams of school colleagues, promoted shared learning and change, and celebrated effort and perseverance.

Trust among teachers directly impacts collective efficacy (Ninković et al., 2022). MEE's in-situ processes aimed to create a supportive environment where teachers shared practices and collaborated on improvement ideas without judgment. Pre- and post-lesson discussions focused on student learning outcomes from enhanced content and pedagogical knowledge, rather than assessing teacher competence. Addressing mathematics anxiety, linked to low teacher efficacy (Rademacher, 2024), involved building confidence in content knowledge and teaching skills. Teacher beliefs significantly influence teaching behaviour, and PL facilitators can help teachers navigate cognitive conflict. As Ludecke et al. (2022) report, ongoing support from external experts can be transformative if they carefully handle issues of power, choice, and agency. Although Bandura considered affective states the weakest source of efficacy, this area needs more research (Hannula et al., 2019; Hoogsteen, 2024).

In this article, I've discussed how specific professional learning (PL) structures and processes can help develop collective teacher efficacy by tapping into Bandura's four sources of efficacy. The final article in this series will explore this relationship in practice, featuring a case study of one school. We'll hear directly from the PL participants about the impact MEE had on students, teachers, and the entire school community.



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TECHNOLOGY

GUEST CONTRIBUTOR
BRETT SALAKAS





WHAT CAN ELIZABETH I TEACH US ABOUT AI IN EDUCATION?

By BRETT SALAKAS

HP Education Ambassador, Australia's Most Influential Educator 2024.

As we dive into the world of artificial intelligence, it's pretty cool to think about how the days of antiquity can shed some light on today's tech wonders. History isn't just about dusty books and ancient stories; it's like a treasure chest of wisdom waiting for us to crack it open and learn. Those who have read my book, *A MAMMOTH Lesson: Teaching in the Digital Age* know I enjoy extracting lessons from our past and seeing how they apply into teaching and learning. For example, we can explore the Industrial Revolution and Mary Shelley's *Frankenstein*—both concepts are chock full of lessons for this AI era we're stepping into. But it's Elizabeth I, with her sharp leadership during a time of huge change, who's got some real gems for us in my opinion, especially when it comes to weaving AI into education.

Let's begin with *Frankenstein*. Challenged by Lord Byron (one of my favourite poets) to write a ghost story, Shelley imagined *Frankenstein* when the world was just getting a taste of massive industrial changes. It's a story that hits home about the big "what-ifs" of tech gone wild. Victor Frankenstein whipped up his creation with a mix of brilliance and recklessness, and it's a bit of a cautionary tale for us with AI: powerful, promising, but also a Pandora's box that needs some serious handling.

So, what can good ol' Elizabeth I teach us about running the show with AI in schools? Her time was all about smart moves in governance and sparking a cultural and scientific boom. There's a plethora we can learn from her playbook about managing new tech so that it makes our educational spaces smarter, fairer, and more effective, without tossing out the human touch.



Image created by Ideogram

Prompt used: A fascinating depiction of Queen Elizabeth I in a futuristic classroom, surrounded by advanced artificial intelligence robots. The Queen, adorned in her iconic regal attire, stands confidently in the center, her eyes filled with curiosity. The futuristic classroom features state-of-the-art technology, with holographic displays and sleek furniture. The AI robots, with their complex designs and glowing eyes, are attentively watching both the Queen and each other. The overall atmosphere of the image is a blend of historical and futuristic elements, with a touch of mystery and wonder.



Elizabeth I:

Lessons from the Past to Guide Our Future in AI and Education

The Virgin Queen, Elizabeth I, was far more than a mere monarch; she was a visionary leader who adeptly steered England through the Renaissance and a particularly gruesome period marked by deep-seated religious and political upheaval. Her reign, spanning from 1558 to 1603, heralded a golden age of cultural, scientific, and intellectual flourishing. This era saw significant advancements, including the burgeoning of English literature, with luminaries such as Shakespeare enriching the world's literary heritage.

Today, as we grapple with the integration of artificial intelligence in education, Elizabeth's era offers more than just historical curiosity—it provides profound lessons that can guide us through our own period of technological transformation.

1. Steadfast Goals with "Semper Eadem"

Elizabeth I's motto, "Semper Eadem" (Always the Same), underscores the importance of a consistent vision in times of change. Her reign, marked by shifts in politics, religion, and societal norms, remained anchored by her steadfast dedication to the welfare of her realm. She had to balance the push/pull of Catholic and Protestant religions following the upheaval started by her father King Henry VIII. England was pulling itself apart when she took the throne. It was up to her to provide conference and stability in a time of significant change!

In modern educational contexts, amidst the swift changes brought by AI, this reminder is crucial. Maintaining clear, unchanging goals ensures that technological advancements enhance the educational mission, focusing on student development and knowledge acquisition.

As AI technologies evolve, they bring new capabilities and possibilities into classrooms. However, without a clear understanding of educational objectives, these tools could shift focus away from critical thinking and personal interaction, which are fundamental to learning. By adhering to the principle of "Semper Eadem," educators can utilise AI to supplement traditional teaching methods, ensuring that the technology serves as a bridge to deeper understanding rather than as a replacement for foundational educational values.

2. Adaptability and Innovation:

Elizabeth faced numerous challenges during her reign, from internal plots to external threats (the Spanish Armada being one!). Her ability to adapt, reflected in her diplomatic maneuvers and policy adjustments, was key to her success. For educators today, the integration of AI presents a similar need for adaptability. The landscape of AI in education is rapidly changing, offering new tools for personalised learning, assessment, and engagement. Educators must remain flexible, learning to integrate these tools while also responding to the evolving educational needs of their students.

This adaptability goes beyond merely adopting new technologies. It involves a willingness to continually assess and refine teaching practices in light of AI's impacts. As AI applications become more pervasive in educational settings, teachers need to develop new skills and approaches. This might include data literacy to better understand AI-driven insights or new pedagogical strategies that leverage AI to enhance learning outcomes.

3. Ethical Vigilance:

Elizabeth's reign was not devoid of ethical dilemmas, which she navigated with a blend of pragmatism and principle. This mirrors the ethical landscape of AI in education today, where issues like data privacy, surveillance, and bias in algorithms pose significant challenges. Educators and policymakers must be vigilant, ensuring that AI tools are used in ways that are ethical and just, protecting students' rights and promoting equity.

The responsibility does not end with choosing the right tools; it also involves setting guidelines for their use. This includes developing clear policies on data use, consent, and transparency, ensuring that all stakeholders, including students and parents, understand how AI technologies impact the educational process. By prioritising ethical considerations, educators can prevent potential harm and foster a trust-based environment where AI serves as a supportive tool rather than a surveillance mechanism.

4. Strategic Alliances:

Elizabeth's ability to maintain and leverage alliances was pivotal to her successful rule. She engaged with various European powers, navigating complex diplomatic relationships to England's advantage. Similarly, the successful integration of AI in education depends on effective partnerships between various stakeholders, including technology providers, educational institutions, and government agencies.

These alliances can facilitate the sharing of resources, expertise, and best practices, ensuring that AI tools are effectively tailored to educational needs.

Moreover, these collaborations can also help in setting industry standards and ethical guidelines for AI in education. By working together, stakeholders can address broader challenges such as digital equity and the digital divide, ensuring that AI benefits are accessible to all students regardless of their socioeconomic background. These strategic partnerships, therefore, not only enhance the technological capabilities of educational institutions but also ensure that these advancements are equitable and inclusive.

5. Empowering Educators and Students:

Under Elizabeth's patronage, the arts and education flourished, leading to what is often termed the 'Elizabethan Renaissance'. She understood the power of education and culture in enriching her people's lives. Today, AI offers the potential to similarly transform educational landscapes, providing tools that can personalise learning and adapt to the unique needs of each student. Educators can use AI to gain insights into students' learning patterns, tailor educational content, and identify areas where students may need additional support.

This empowerment extends to educators as well. With AI handling routine tasks such as grading and administrative work, teachers can focus more on creative teaching methods and individual student engagement. AI can thus be seen not as a replacement for teachers but as a powerful assistant that enhances their capabilities. By harnessing AI thoughtfully, the educational community can initiate a new era of creativity and innovation, akin to the vibrant cultural explosion of Elizabeth's reign.

*This article was inspired by the podcast The Rest is History and the episode Elizabeth I: The Virgin Queen. The majority of my knowledge about the Queen stems from that podcast.



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GLOBAL NEWS

GUEST CONTRIBUTOR
BY KELLEY ASHBY & JEN KUHN





EMOTIONS AND TEAM PERFORMANCE: HOW LEADERS CAN MEASURE EMPLOYEES' EMOTIONS TO CREATE HIGH-PERFORMING TEAMS

BY KELLEY ASHBY OF KELLEY ASHBY CONSULTING &
JEN KUHN OF THE PIVOTAL LINK

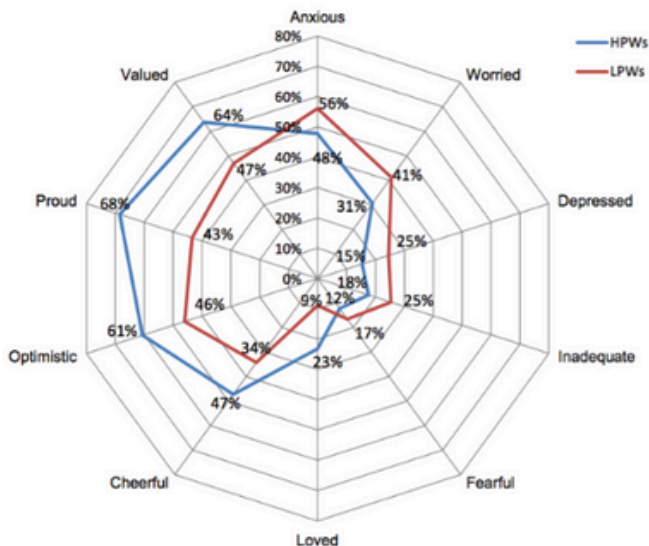
In September 2024, nearly 100 certified Genos International emotional intelligence (EI) practitioners from 23 different countries gathered in Bangkok, Thailand for the Genos 2024 Global Conference. Jennifer Kuhn of The Pivotal Link and Kelley Ashby of Kelley Ashby Consulting were two of the twelve expert speakers who presented at the conference. Jen and Kelley shared their experience of utilizing a robust, yet quick and easy assessment to examine the health of a group's workplace culture. The attendees of this conference are considered leaders and experts in the emotional intelligence training community. One of the outcomes from this engaging session was a list of innovative ways EI practitioners can use the data from the assessment to improve the emotional culture and employees' work experience of organizations, schools, and businesses.

Consider how much it may cost your organization if you ignore the importance of the health of your organization's emotional climate—especially in a post-COVID world:

- How difficult is it to attract and retain top talent?
- How resilient are your team members and how quickly can they rebound when they face challenging set-backs?
- Can you confidently say that you are providing your employees the psychological safety that is critical to high-performing and authentic teams?
- Are your team members being as innovative as possible? Are your employees 'quiet quitting' - doing the bare minimum and nothing more?

In the workplace, we all experience a range of positive and negative emotions as we interact with colleagues, clients, suppliers, and other stakeholders. These emotions significantly influence our decision-making ability, behaviors, and overall performance. Positive emotions tend to "broaden and build," encouraging open-minded thinking, deeper engagement, appropriate interpersonal interactions, and more robust performance. On the other hand, negative emotions often "narrow and limit," leading to more closed thinking, less engagement, poorer behaviors, and reduced effectiveness. These emotional patterns impact organizational success—ultimately, the organization's bottom line through talent retention, growth, and profits. High-performing organizations tend to foster positive and minimize negative emotions, creating an environment where people thrive. So, how can leaders find out how frequently their employees are experiencing positive and negative emotions?

C. Boedker et al. (2011) developed "The High-Performance Workplace Index," an example of the data from this index is shown in the diagram below.



HPWs = High Performing Workplaces (blue)

LPWs = Low Performing Workplaces (red)

Boedker, C. et al. (2011). Leadership, culture and management practices of high-performing workplaces in Australia: The high performance workplace index.

Dr. Ben Palmer of Genos International has used this research to design “The Emotional Culture Index (ECI)” to measure:

- How often employees experience certain feelings at work,
- How often employees think it is fair and reasonable to experience these feelings at work given the nature and context of your workplace, and
- How often employees think they should ideally experience these feelings in your workplace in order to be effective? (Genos International)

The ECI is a user-friendly tool that can be customized to your organization's unique needs. It is straightforward to administer and takes participants about ten minutes to complete. This index gathers quantitative and qualitative data by prompting participants to share details about the emotions most and least beneficial to them and the reasons behind these feelings.

How to use the data from an ECI to enhance team performance: The first step is to analyze the quantitative data. Understanding how often employees are currently experiencing positive and negative emotions is crucial, and scrutinizing the gaps is crucial. Specifically, the size of the gaps between “current” and “expected” and “current” and “ideal.” These gaps indicate areas of success and opportunities for improvement within the organization. The qualitative data can provide insights into the reasons behind employees' emotional experiences. Suppose a leader desires a more in-depth understanding of the changes needed to enhance employees' work experience. A neutral party can facilitate a “Stop, Start, or Continue” discussion with the employees. This approach can help leaders pinpoint the specific areas that need attention to increase the frequency of positive emotions and decrease the frequency of negative emotions at work.

I know what needs to change; now what? Once leaders have examined the data, they can more confidently address what needs to change and how. This review may lead to:

- Refining a process or procedure
- Training and development workshops and/or courses
- Coaching individuals on emotional intelligent behavior improvement
- Eliminating redundant or irrelevant tasks
- Enhancing communication (what kind of information is desired and how it is communicated)
- Identifying significant voids

Conclusion: Most leaders aspire to enhance their employees' work experience to retain top talent and boost employee engagement and performance. However, they often struggle to take the first step. With the data from an ECI, leaders can confidently identify what is working well in their organization to foster positive emotions in their team, leading to increased productivity. They also learn what is not working well, which can lead to negative emotions in the team and reduced performance and engagement. The ECI is a powerful tool that can be tailored to each organization, is easy for leaders to administer, and is quick for employees to complete. The data collected can directly point to the specific areas leaders can address to improve employees' workplace experience. If such a tool exists, why wouldn't you want to explore it? How much is it costing your organization to postpone taking a hard look at the health of your culture any longer?



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LEADERSHIP COACH

GUEST CONTRIBUTOR
NICK BURNETT



The Myriad of Leadership Conversations – Part Four: Student/Client Conversations by NICK BURNETT

For this final article in a series of 4, I am exploring both leader to student conversational positions and leader to client conversational positions.

My original work was just in the education space, so the original Myriad included students shown in diagram 1.



Diagram 1: Burnett 2017

More recently I have been collaborating with a colleague Graham Thompsett, who has over 35 years' experience in the HR sector working for organisations in insurance, the car industry in the UK and in China, and more recently with billion-pound companies in the logistics space, and we have developed a leader to client conversational position that will also have relevance in many sectors.



Diagram 2: Burnett and Thompsett 2024

I will now unpack both conversational positions.

The Myriad of Leadership Conversations – Student Conversational Positions Students

School Leaders will (hopefully) have many conversations with students in their daily work. It is suggested that the continuum for these interactions is similar in structure to that of the conversations with staff; Leader – Facilitator – Mentor. Whilst there are some similarities with the 1:1 conversational positions with staff, there is likely to be a different interactional dynamic at play as the conversation is between adult and child/young person.

LEADER – STAKEHOLDER CONVERSATIONAL POSITIONS



Telling

Appropriate conversational position is dependent on:

- CONTEXT
- KNOWLEDGE/SKILLS/ATTITUDE/AGE OF STUDENT

Diagram 3 Burnett 2018

Mentoring

As students become more independent in their learning, more of the conversational interactions between leaders and students are likely to be in the mentoring conversational position. As a leader, it's good to be mindful and deliberate about the position you are adopting in the conversation with students as there is a different interactional dynamic at play given the age and positional power difference held by teacher and student. As a general rule, the older and more independent the student is in their learning the more the leader should be to the right-hand side of the continuum, but opportunities to mentor even very young students should be taken whenever possible as they are potentially significant learning opportunities.

Facilitating

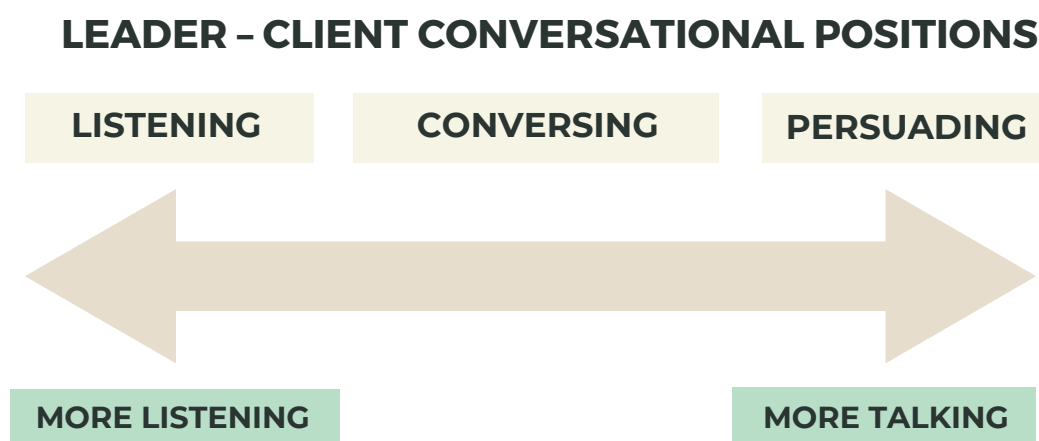
Most students will get to a stage in their development and understanding where the leader/teacher is likely to be adopting a facilitating position in terms of the conversation. This is where there is the provision of facilitated learning opportunities, some of which are deliberate, and some are as the moment arises. For example, the deliberate position may be the Student Council, and the in-the-moment opportunity is when there is a disagreement between students or student and teachers. An excellent example of this is Restorative Practice conferencing. The focus is to encourage ownership of the learning by the student as opposed to just telling them.

Teaching

Throughout the student's time in school, it is highly appropriate that leaders, on occasions, adopt the conversational position of teacher. There is knowledge and skills that students will need to be taught. Leaders need to be mindful of not defaulting to this position, which given they are teachers, is not an easy task but an important one. This conversational position includes the range of conversations leaders have with students that range from; the leading of assemblies' type conversations; to the reminding to follow school rules; to the hopefully infrequent, formal disciplinary conversations.

The Myriad of Leadership Conversations – Client Conversational Positions written with Graham Thompsett

Whilst there will potentially be significant differences as to how the following conversational positions will be implemented depending on the context of the conversation and the knowledge, skills and aptitude of the client the leader is having the conversation with we do believe the three conversational positions of Listening – Conversing – Persuading are relevant to all clients across sectors.



Appropriate conversational position is dependent on:

- CONTEXT
- KNOWLEDGE/SKILLS/ATTITUDE/AGE OF STUDENT

Diagram 3 Burnett 2018

Listening

In our opinion, listening is a foundational skill that all leaders would benefit from improving across all conversational positions in the Myriad, but we have deliberately identified this position in the leader – client conversational position as this is where it can often be used the least if the leader is not very mindful. The reasons for this are multi-faceted but a major factor is the knowledge/power dynamics can be very lop-sided in these interactions with the leader potentially having more knowledge and ‘power’ than the client particularly in the Human Services sector but can also be true in other sectors.

Conversing

Whilst there may be several similarities between co-creating and conversing, we believe the identification of this different conversational position in the leader to client interaction is important.

Conversing could perhaps more accurately be described as dialogue but in wanting to keep the model accessible to as many people as possible we’ve stayed with conversing rather than dialoguing as dialoguing is not a common phrase.

The key differentiator between what people often think of as a conversation and what it means in the Myriad of Leadership Conversations is that this is a discovery process. Its purpose is to surface ideas, perceptions and understanding that people do not already have. This not the norm; we typically try to come to important conversations well prepared with a clear outcome of what we want from the interaction. Whilst there will be outcomes the leader would like from the discussion with the client, if the client feels something is being forced on them, they are unlikely to have felt heard and therefore more likely to push back.

Conversing is a crucial conversational position because it facilitates the leaders’ learning about the client and their needs, and ultimately enhances communication. It is not only a useful conversational practice, but also an essential one because it is so different from our usual habits of thought and communication. It allows us to seek out alternative and broader views that enables us to progress the conversation and relationship with our clients.

As William Isaacs points out in his book “Dialogue and the Art of Thinking,” (1999) we must shift from:

- certainty to **uncertainty**
- arrogance to **humility**
- competence to **vulnerability**
- knower to **learner**
- hearing to **listening**

In Conversing we slow down the action with a process of noticing, enquiry, and reflection:

- What are the assumptions from which we're operating?
- Are we thinking in the moment or from memory?
- What is the quality of our listening – to ourselves and to each other?
- How can we slow down the action with our customers so we are having dialogue that is not based on assumptions and the mental models that we have built up over time?
- We enquire together to make our thinking processes visible to ourselves and others, rather than assuming that we automatically know what is meant or intended.
- We enquire to learn, rather than to make points or to confirm our own assumptions.
- We enquire from a place of genuine curiosity and wondering.
- Focusing on probing questions opens the way for seeing things with new eyes.
- We step back and look again at what is happening, how we think about it, and what it means to us now.
- We learn to work with silence and slow down the conversation so we can pay attention to our internal processes and patterns. Reflection allows us to turn things over in creative ways and improve the quality of our thinking together.

When Conversing is done well, we begin to see others' points of view and become more open to new ways to think about the situation. We can begin to explore our differences with others and discover where there is common ground. Conversing allows you to uncover what is truly important to your client. This puts you in a powerful position to better sell your products and services.

Persuading

We have included both negotiating and influencing under the conversational position of Persuading as we think they are both important elements of what a leader may need to do to move the conversation forward with the client. We believe that a key element to the successful implementation of the persuading conversational position is that it is only likely to be successful if built on the 2 previous positions of Listening and Conversing. Without these having been undertaken the client is highly likely to feel sold to rather than a partner in finding a solution and therefore less likely to purchase your products and services.

The following are a number of approaches within the persuading conversational position with some being more in the negotiating space and some in the influencing space. However, the one thing they all have in common is that if they are not done with authenticity, they are unlikely to land well with the client.

1. Liking - People respond better to people or organisations that have some similarities with them -find things you have in common with your client.
2. Reciprocity/Favours - The power of reciprocity is afforded to the person who gives first! To influence people to feel obligated to give back, be the first to give:
 - a. Information
 - b. Service
 - c. Concessions
3. Social Proof - People are generally motivated to behave in line with perceived social norms. Informing people that many others do something makes them more likely to do it. Testimonials are a powerful tool.
4. Commitments and Consistency - A written commitment is stronger than a verbal one. Commitments should be voluntary, active & publicly declared. Do what you say you will do – this is strongly linked to authenticity as well.
5. Scarcity - People will pay more for a product/service they perceive to be scarce.
6. Authority - People will follow credible, knowledgeable, experts. Testimonials are a powerful tool.

Navigating The Myriad of Leadership Conversations

As a quick overview/review of the four articles and the conversational positions undertaken in 1:1 Colleague; Collective Colleague; Stakeholder; Student/Client conversations, it is likely that the more 'formal' ends of each of the conversational positions explored may well operate in isolation. However, it is highly likely that in many conversational interactions the leader may not only move within the continuum of any of the conversational positions but across the different positions, and it is highly appropriate to do so. I would suggest though that leaders would have greater positive impact when they are deliberately moving both within and across 'conversational positions' as opposed to it happening by accident.

This is in no way meant to demean the quality and skills of leaders. It is an observation as to the complexity of interactions in the complex adaptive systems organisations are, as identified in the first article, and the often time-poor situations within which the conversations are held. In these situations, leaders are likely to default to those approaches they know best and are well developed. Whilst training in coaching and coaching approaches has significantly increased in recent years, the leaders' default is still more likely to be in the Leader and Mentor area than the Coaching conversational position, and in the more formal ends of the continuum. I would suggest that when under pressure, time, compliance or performance driven, leaders are more likely to adopt these more directive positions.

So far in the four articles, I have covered the WHAT of the Myriad of Leadership Conversations, and so for the final section I am going to briefly explore the HOW. How might we get better at having all of the Myriad of Leadership Conversations.

I am a strong believer that there is rarely, if ever, THE answer, as much as people want and hope but I do believe the following are all useful possible answers:

1. Everyday Conversations That Count
2. Next Level Conversations
3. Comfortable Uncomfortable Conversations

I will now share some background to each of these with particular reference to workshops I have developed to increase knowledge, skills and attitudes around these, and please get in touch if you'd like to know more.

Everyday Conversations That Count with Graham Thompsett

- PL Community – join a community of practice to help you grow your ASK – attitude, skills and knowledge on how to have better Everyday Conversations That Count.
- Workshops
- Metrics Based Performance
- Metrics Based Conversations
- Metrics Based L&D

Next Level Conversations

This is based on developing knowledge, skills, and attitudes to enable participants to Change Conversations.



Diagram 5 Burnett 2017

The experiences are based around the Framework in Diagram 5 which enables further development of a range of skills and introduces a number of practical coaching type Tools for use back in the workplace:

1. Suspending Judgement
 - a. Increasing Compassion
 - b. Listening to Connect
2. Clarifying Direction
 - a. The Best Questions
 - b. Know-How Continuum
3. Committing to Action
 - a. The Triple O Coaching Approach
 - b. Small Steps
4. Reflect and Refine
 - a. Curious Feedback
 - b. ACE Conversations

This has successfully been delivered over both a 1-day workshop or a series of 2-hour modules.

Comfortable Uncomfortable Conversations

This is a professional learning experience that draws on the previously mentioned Conversational Intelligence C-IQ™ as well as key messages and reflections from the work of Kim Scott in Radical Candor™.

Conversations are uncomfortable in our minds because we think they will be ‘harmful to a relationship’, and most of us want to avoid harming others. C-IQ and Radical Candor, when combined with curious feedback give participants an opportunity to become (slightly) more comfortable with these uncomfortable conversations.

A range of models, tools and processes are shared to explore how we might ‘do’ these conversations better:

- Radical Candor™ Model – care personally and challenge directly
- Guidance Feedback Process

References:

- ¹ Judith Glaser’s work on Conversational Intelligence - <https://creatingwe.com/>
- ² Radical Candor is a trademark of <https://www.radicalcandor.com/>

- The Drama Triangle
- Transforming Uncomfortable Conversations
 - Priming self
 - Priming the conversation
 - Set the context for caring, courage and candor
 - Explore desired outcomes
 - Share perspectives with caring, courage and candor
 - Discover what's important for both of you
 - Contract for success
- Performance Management 2.0 - Professional Learning Conversations

This is only a brief exploration of a range of ways that can help leaders, experienced, new or aspiring better navigate the myriad of leadership conversations that they undertake on a minute by minute basis. By developing these skills and approaches, and adding to their toolbox, I do believe the number of conversations that 'hit the mark' will be greatly improved.

I hope this, and the other articles, have proved useful for leaders in all settings to ponder on their conversational positions in order to ensure they choose these deliberately as opposed to whatever their default is.

The conversational position we adopt will impact the quality of the conversation, and subsequently the quality of the relationship, and to paraphrase Judith Glaser: "the quality of the conversation, impacts the quality of the relationship, which impacts the quality of the organisation."

Please do get in touch if you have any questions or would like to provide feedback.



By Nick Burnett

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THRIVING STORIES

GUEST CONTRIBUTOR
CARRIE BENEDET





SONGLINES

Ancient Stories

Written by Carrie Benedet

The ancient songlines of Australia's Aboriginal heritage are much more than cultural symbols—they're living threads that bind people to land, ancestors, and an intricate knowledge of the natural world. These songlines, sometimes stretching across vast landscapes, carry stories sung through generations, weaving together myth and memory to map out journeys, water sources, and seasonal cues essential for survival.

For educators and leaders across business, culture and education, experiencing songlines through a retreat or immersion "on Country" is transformative. By stepping into these timeless landscapes, leaders are invited to slow down, listen deeply, and witness a culture of resilience and connection. Here, you're not just observing; you're participating in a journey that brings the heart and spirit of Australia's oldest heritage to life.

In education, these experiences broaden perspectives. They provide a model for learning that's grounded in place, experience, and respect—values that resonate with young learners seeking meaning in the world around them. Imagine curricula that include the wisdom of custodians, offering students lessons on history and geography as a lived experience, not merely concepts in books. In business, on-Country immersion opens leaders' eyes to a holistic approach to sustainability and community, encouraging decisions that respect the environment and acknowledge the interconnectedness of all things—a leadership shift from short-term goals to long-term vision.

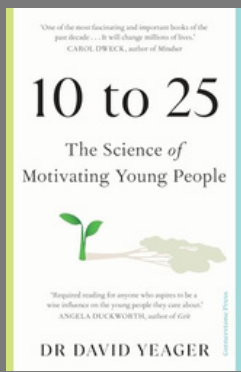
By taking part in an immersion, leaders learn to lead with both courage and care. The songlines teach patience, adaptability, and the power of storytelling. The insight gained isn't just about understanding Aboriginal culture; it's about adopting a new lens for leadership that's grounded in respect for the land, people, and the wisdom of time itself. This is an experience that leaves a lasting imprint, encouraging leaders to honor what has come before and to shape a future built on unity, understanding, and sustainability. Imagine the ripple effect in schools and workplaces when leaders return with this enriched worldview—a deeper understanding of cultural connection and an inspired approach to leading with empathy and purpose.

If you would like to learn more about the amazing Immersions we hold please get in touch carrie@carriebenedet.com.

PUBLICATION REVIEWS

GUEST CONTRIBUTORS





10 TO 25: The Science of Motivating Young People.

By David Yeager (2024). London: Cornerstone Press”

A BOOK REVIEW BY
KATHERINE HOEKMAN

MOTIVATION, ADAPTIVE LEADERSHIP, DISCIPLINED DESIGN AND SYSTEM THINKING.

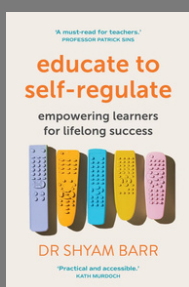
Much may be gleaned from an author's acknowledgements, and insights gained about intellectual humility, learner mindset and gratitude have often helped me identify and adopt many inspiring books as mentors. Discovering that Dr David Yeager is a former middle school teacher, whose 18 years as a developmental scientist researching motivation have led him to become an ardent advocate for adopting a mentor mindset, instantly prompted a deep dive into his rather lengthy justification.

The author boldly advocates rejecting the prevalent neurobiological-incompetence view of adolescence, upon which many unsuccessful wellbeing programs in the past were based. Yeager meticulously outlines the evidence for his case for replacing it with a mentor mindset based on a developmental need for status and respect hypothesis. Inspired by initial experiments with wise feedback strategies, Yeager's elaboration on the definition of mentorship positions this world view (rather than style) as an 'alliance' that assumes future growth with appropriate guidance, coaching and psychological support.

Yeager (the parent and former teacher) doesn't only dare to imagine "a world in which older adults interact with young people, aged ten to twenty-five, in ways that reliably leave the next generation feeling inspired, enthusiastic, and ready to contribute – rather than disengaged, outraged, worried, or overwhelmed". Yeager (the scientist) underpins this call to action with a substantial evidence base, including an abundance of case studies from diverse sources and contexts. Given the relatively steady stream of 'Science of Learning' publications focusing attention on essential cognitive variables, it is refreshing to finally spot a new publication balancing and humanising this emphasis with an understanding of the 'Science of Motivation' and other affective variables such as purpose and belonging that impact learning as well.

Evidence surfaced over the past twenty years is cited to reject the deficit view of adolescents as "flawed, deficient and unable to comprehend the future consequence of their actions". The shortcomings of both enforcer mindset (imposing excessively high standards), as well as the excessive care and concern associated with the protector mindset based on deficit thinking are exposed. According to Yeager the mentor mindset is informed by a focus on young people's strengths and not their deficits. It is characterised by an ability to adopt a world view based on a neurobiological-competence belief that flows naturally into interpretations and behaviours that ultimately inform the desired

combination of high expectations with high support. It is a lengthy read that is probably best tackled over a break. The author's close association with Carol Dweck (his former PhD advisor), Angela Duckworth and Paul Tough is acknowledged and certainly becomes evident throughout this call to action. Chapters on the 'New Science of Stress', 'The Generational Divide' and 'Inclusive Excellence' may be confronting for some well-intentioned educators as Yaeger identifies 'what we get wrong'. To help busy readers 'get it right' there is a practical "Putting It into Practice" guide designed helps readers readily implement and reflect on 63 pages of evidence-based practical strategies. Fans of Rosalind Wiseman (author of Queen Bees and Wannabees upon which the film Means Girls was based) will be pleased to see evidence of her practical wisdom throughout this guide.



Educate to Self-Regulate.

By Shyam Barr (2024) Melbourne, Amba.

A BOOK REVIEW BY
KATHERINE HOEKMAN
MOTIVATION, ADAPTIVE LEADERSHIP, DISCIPLINED DESIGN AND SYSTEM THINKING.

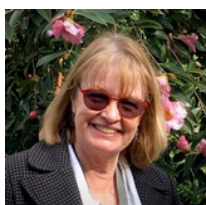
Reading about the commendable contributions from Australian schools mentioned in the acknowledgments section of Dr Shyam Barr's new guide to nurturing self-regulated learners prompted some reflection on the hard lessons learnt as a Director of Teaching and Learning helping my school community weather the Covid lockdowns in Melbourne. We had only just begun to induct new staff when the world started changing around us. Our coaching network had recently been trained to implement evidence-informed curriculum design support, and we had also just initiated PL familiarising all staff with the basics of Self-Determination Theory (SDT) to focus attention on autonomy-supportive practices to increase student self-regulation. Little did we know at the time that multiple waves of remote learning would rapidly plunge our learning community into an immersive experience that tested our strategic priorities – particularly those critical autonomy-nurturing pedagogical principles.

Hindsight is a wonderful thing! While our experiences during six lockdowns provided a valuable mirror to practice surfacing the strengths and values informing our teaching and learning framework – it also highlighted a rather urgent need for a practical and accessible resource to continue to expand our sorely tested self-regulated learning (SRL) strategies. Since then, most educators have had to deal with the resultant shifts in learner mindsets, as well as challenges surfacing as subsequent waves of technological advancement (including AI) continue to impact our learners and their future. Being able to self-regulate as a learner at school and beyond has risen to the top of many 'skills in demand' lists.

Fortunately, as Barr explains, researchers have accumulated robust evidence over the past two decades about how SRL strategies (an umbrella term encompassing metacognition, cognition and motivation) can positively impact learning behaviours, high achievement, meaningful curriculum design and lifelong learning. Unfortunately, practical guides for educators applying this research to promote and develop students' SRL strategies in the classroom and monitor school-wide SRL practice are still rare – and it is a great relief to see Barr's comprehensive and user-friendly resource address this conspicuous gap.

Barr's guide covers the 'Foundations of SRL', 'Instructional Approaches' and invaluable insights for 'Leading a SRL school improvement initiative'. Like so many of the recent Amba Press publications, there is a comfortable rhythm that develops as evidence-based concepts are clarified, actionable steps are articulated and opportunities for practical applications identified. The 'chapter summary', 'take action' and 'delve deeper' format (including convenient QR codes for a quick link to the author's website) will have strong appeal for busy educators, and hopefully encourage further exploration. For example, the section dealing with the four stages of the conscious competence framework applied to SRL was particularly thought provoking. It left me pondering the significance of all the factors that impact an authentic 'sense of earned competence' that is the bedrock of the authentic autonomy we hope to instil in all learners. The two pages Barr devotes to the commonsense strategy of 'finding a front runner', observing the skill they are modelling, then applying and reflecting on strategies implemented should be compulsory reading for all PL leaders aspiring to bring changes in pedagogy to scale!

Both reviews included here were chosen as they inspire hope for the future, address timely issues for time poor educators, and strive to inspire evidence-based action in our current context. Barr's 'SRL toolbox' of explicit as well as implicit strategies that can be thoughtfully and gradually accumulated is a welcome contribution to our profession. As Barr himself concludes, the ability to model and nurture a learning system (rather than just a school system) that students can ultimately master and adapt to different contexts, can help us achieve the long-term benefits for young people that we desire. Current debates about social media policies and ethical use of AI could certainly benefit from timely application of the elegant blending of the worlds of theory and practice embodied in the work of both authors.



By Katherine Hoekman
Motivation, Adaptive Leadership,
Disciplined Design System Thinking



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GREAT CAUSE PODCAST

Banishing Bullying - is it Possible?
Podcast | Published 25 Oct, 2024

A PODCAST REVIEW BY
CARRIE BENEDET
CEO THE THRIVING LEADER & THRIVING MATTERS



The Great Cause is a podcast produced by Barker College in Australia, hosted by Phillip Heath AM, a prominent educator and the Head of Barker College and a regular contributor! The show addresses impactful topics in education, from shaping school culture to fostering leadership and innovation. Each episode features guests from various fields, including educators, students, psychologists, and notable alumni like international cricketer Alyssa Healy. Themes include "What Makes a Good School," tackling bullying, and the evolving role of artificial intelligence in education.

Check out Episode 5 where Phillip chats to renowned psychologist Andrew Fuller about the complex and painful topic of bullying. They discuss what bullying is, how to support the silent victim of bullying, how we create positive cultures in school communities and how do we strengthen relationships? Lisa Chalmers and Dr Agnes Ko from Barker College join the conversation as well.

Designed for both educators and parents, the podcast aims to create dialogue around pressing issues in schools and broader educational communities. For more information or to listen, you can find The Great Cause on platforms like Apple Podcasts and Spotify.

[https://open.spotify.com/episode/3Hqo3zJBcd0JJMEKWwPpC7?
si=fVEnm5QvRaCeo0I7WnCNkg](https://open.spotify.com/episode/3Hqo3zJBcd0JJMEKWwPpC7?si=fVEnm5QvRaCeo0I7WnCNkg)



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