Chapter 14
Leadership and Teacher Emotions

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This chapter presents a discussion of theoretical and practical implications from the author's research into the emotions of teaching, leading and learning. Discussed are explorations of impact from programmatic approaches to leadership development that have been grounded in the author's theoretical framework of emotional epistemologies. This framework was derived from empirical studies with 50 Ontario teachers and 35 school principals in six western nation states (Beatty 2002a, b). Impact studies from applications of this framework in Masters level school leader preparation courses in the United States and Australia reveal the transformational power of breaking the silence on emotion and positioning inner leadership as foundational to educational professionalism. In a collaborative project 3,000 secondary school student survey responses allowed co-researchers to validate an instrument to measure student sense of connectedness with school (Beatty and Brew 2005). Structural equation modelling with these data provided plausible evidence of linkages among student trust in leaders, trust in teachers, sense of belonging with peers, academic engagement, confidence in self at school and academic performance. These findings echo linkages between student performance and trust factors identified by Bryk and Schneider (2002) who focused on trust among adults in schools. Leadership preparation programmes grounded in leaders' emotional preparedness, personal resilience and well-being, fostered by transcending the normative professional silence on emotion, are providing evidence of impact from this approach. Challenging traditions of isolation and self-denial, emerging evidence confirms that leaders who learn how to do the inner work of emotional meaning making (Beatty 2002a) for emotional understanding (Denzin 1984) are able to create school cultures that revitalise their own, as well as teachers' and students' learning. Conclusions reflect the position that reconnecting with the power of emotions benefits all concerned, including and especially the students.

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Social Emotional Factors in Learning, Teaching and Leading[1]

In his argument for developing leaders for their future not our past, Dean Fink reminds us,

> Learning for understanding is not just a cognitive and psychological matter…It involves more than constructivism, multiple intelligences, metacognition, or problem-based learning. Deep learning and teaching are also cultural and emotional processes. (Fink 2005, p. 1)

We know about the power of social interaction in learning (Vygotsky 1978); and the importance of the "gift of confidence" when teachers provide support and guidance for learners who are entering the zone of their proximal development (Mahn and John-Steiner 2002, p. 46). We also know that for adults especially, there is an important impact upon epistemological perspectives from interactive learning with peers (e.g. Perry 1970; Belenky et al. 1986, 1997; Baxter Magolda 1992). The shift from external to internal knowledge authority is catalysed through meaningful collaboration with one's learning peers. Thus it should not surprise us that among the most important conditions for school success are the qualities of relationships; that is, whether they create or fail to engender a sense of safety and belonging that supports genuine inquiry and willingness to risk.

The presence or absence of social protective factors is well known to be predictive of pro or anti-social behaviours and learning outcomes (Dean et al. 2007). However, we are just beginning to understand how intertwined are the relationships among adults in schools with the social emotional conditions for student learning. There is empirical evidence that trust among adults in schools is predictive of student performance (Bryk and Schneider 2002). In a study in which co-researchers developed and validated an instrument to measure student sense of connectedness with school (Beatty and Brew 2005), structural equation modelling provided evidence of plausible connections among student trust in leaders, trust in teachers, sense of belonging with peers, academic engagement, confidence in self at school and academic expectations.

Leaders influence the relative sense of safety and openness to collaboration in the cultures of their schools and correspondingly, the learning conditions of their students (Silins and Mulford 2002) and teachers (Leithwood and Beatty 2008). The need for a secure foundation from which to experiment and take learning risks is as important for adults as it is for children. School leaders figure largely in the picture of teacher learning in this respect. When leaders model ways of being that acknowledge vulnerability and earn trust, all adults in schools can have a constructive impact upon each other, as well as the children and their parents, through flow-on effects that are most accurately envisioned in exponential terms. Correspondingly, the all too common distance and disconnection among adults, among children and between adults and children, especially in secondary schools (Brady 2008), can

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[1] Much of the early part of this chapter has appeared in Leading & Managing, Vol. 13, No. 2, 2007, pp. 44–65.

create conditions far from ideal for learning, with proportionally similar ramifications.

Leading Edge Leadership Development

The agenda for learning in schools has shifted dramatically. It is no longer enough to teach and learn only the things that are already known. Schools of today need to promote an ethic of learning to learn, of embracing the unknown with curiosity and confidence. By re-culturing for conditions of social and emotion safety, schools can encourage creativity, bold self-critique, rigorous reflective practice and genuine collaborative inquiry, so as to release powerful potential for transformation at all levels. Correspondingly, leading edge principles for leadership development programming, wisely involve the creation of learning communities, enquiry into real issues, familiarity with research, theory and practice, focus on improved pedagogy and renewed interest in ongoing professional learning (e.g. Paterson and West-Burnham 2005).

In their thorough review of the literature on successful school leadership, Leithwood et al. (2007) present "seven strong claims" supported by empirical evidence both qualitative and quantitative from small and large-scale studies. These authors echo others' findings that classroom teaching has the greatest influence on pupil learning. They link leader practices to classroom practices through their influence on school culture, noting that it is the ways in which leaders demonstrate responsiveness to their contexts more than the practices themselves that powerfully influence teacher motivation, commitment and working conditions. Their review notes that different models of distributed leadership abound, some more effective than others. Finally, they feature a small handful of leaders' personal traits that seem to explain most of the variation in leader effectiveness:

> The most successful school leaders are open-minded and ready to learn from others. They are also flexible rather than dogmatic in their thinking within a system of core values, persistent (e.g. in pursuit of high expectations of staff motivation, commitment, learning and achievement for all), resilient and optimistic. Such traits help explain why successful leaders facing daunting conditions are then able to push forward when there is little reason to expect progress. (Leithwood et al. 2007, p. 14)

The persistent leader who pushes forward despite resistance, to establish dynamic collaborative inquiry, action learning and integrated interdisciplinary thinking has experienced border crossings. The insistence upon new ways of learning and teaching can be confronting and emotionally discomforting. School leaders who promote change in their schools inevitably traverse this terrain, and are regularly wounded in the process (Ackerman and Maslin-Ostrowski 2002, 2004). Without support systems to assist with the healing, wounded leaders can become discouraged, scarred and thus compromised in their overall capabilities. This is especially likely if they remain unsupported with the inner work required to remain personally and professionally whole (Beatty 2005, 2006). Ackerman and Maslin-Ostrowski (2002)

suggest the real wound is the loss of the feeling function. Untreated woundings of children, parents, teachers and leaders alike, and the attendant symptoms of emotional numbness can undermine the best laid plans for improvement.

Conversely, the embrace of a "pedagogy of discomfort" (Boler 1999) is a place to begin so that silent suffering is acknowledged and worked through, rather than denied and buried. The openness to exploring one's inner emotional world helps to build resilience. Persons maintain their recuperative powers through the emotional preparedness to explore and learn from the pain.

Persistence in the face of setbacks and disappointments is particularly critical to leadership success which ideally involves facing into and working through these emotional challenges. While the normative administrative culture may tend to deny or dismiss emotions as pesky interlopers (Beatty 2000a), emotions are not optional. They are influential regardless of our consciousness of them. School Leadership preparation program designs that address this social/emotional territory help to develop resilient leaders who will not only survive but also thrive in the role. In leading edge programs cohort structures that emphasise collaborative reflection are creating places within which inner leadership and emotional meaning making (Beatty 2002b) for emotional understanding (Denzin 1984) can help to reframe successful school leadership for the future.

Facing the Future by Understanding and Challenging the Status Quo

"Persistent" is also as good a word as any to describe school cultures especially in high schools, which tend to remain highly bureaucratic with all of the usual fragmentation, compartmentalisation and hegemony that regularly resist well-intended efforts to develop dynamic learning communities. According to Max Weber, there is inertia in bureaucracies whose iron cage qualities can be attributed to depersonalisation.

> …the more fully realized the more bureaucracy "depersonalizes" itself, i.e., the more completely it succeeds in achieving the exclusion of love, hatred, and every purely personal, especially irrational and incalculable, feeling from the execution of official tasks. In the place of the old-type ruler who is moved by sympathy, favor, grace, and gratitude, modern culture requires for its sustaining external apparatus the emotionally detached, and hence rigorously "professional" expert. (Max Weber as cited in Coser 1977, p. 230)

A reinforcing spiral of cause and effect appears: depersonalisation through the exclusion of emotion ensures the endurance of the bureaucratic culture, which in turn ensures continued exclusion of emotion and further depersonalisation. By co-maintaining the silence on emotion, teachers and leaders become part of this self-replicating mechanism of bureaucratic hierarchy. The key is to interrupt the cycle. Successful emotionally grounded school leadership does just that, by transcending the cultural imperative for depersonalisation.

In the educational discourse the call for a departure from traditional bureaucratic hierarchies has been heard for some time; for instance, in the advocacy for teacher empowerment in shared decision-making (e.g. Malen and Ogawa 1988; Blase and Blase 1994; Peterson et al. 1995; Short and Greer 1997) and the associated necessity of different, more collaborative relationships (e.g. Dunlap and Goldman 1991). However, the focus on the emotional dimension of leader–teacher relationships is a relatively recent arrival. Blase and Blase (1994, 2001) note some of the emotional effects on teachers from the process of being empowered. Desirable qualities of leaders who employ transformative, facilitative styles that involve engaging in 'power with' their teachers are reflected in positive emotional indicators, conceptualised as micro-political phenomena (Blase and Anderson 1995).

Instructionally focused leadership implicitly involves acknowledging expertise and establishing developmental processes for teachers and leaders (Glickman et al. 1998). The professional domain of the classroom is emotionally sensitive territory for teachers. Understandably, sensitivity to these emotion matters is foundational to effective instructionally focused leadership.

The need to build a more humane and interpersonally connected professional culture in schools has been well argued (see, for example, Nias et al. 1989; Lieberman 1996; Hargreaves 1998a, b; Fullan 1999). When such collaborative cultures are developed, they are enjoyed and celebrated in their effectiveness for teaching and learning. Such cultures are also reportedly more emotionally comfortable (Nias et al. 1989).

Yet, despite the encouraging evidence from a minority of exemplary collaborative schools, in the main, the teacher–leader relationship remains problematic (Blase and Anderson 1995; Blase and Blase 2003). While we may be able to envision that school cultures need to evolve as the teachers and leaders within them become energised by the spirit of creative cooperation in dynamic learning communities, if depersonalisation persists, the envisioned evolution is unlikely.

What Is It About the Teacher–Leader Relationship?

Starratt (1991) characterises the traditional teacher–principal relationship as one of antagonism. By contrast, he describes a constructive teacher–principal relationship as open and trusting. The gap between the normative pattern and that described below represents a gap in emotional understanding.

> The administrator who is concerned with nurturing the growth of teachers will have to ensure that teachers experience the relationship with the administrator as one of regard, mutual respect, and honest contact between two persons. Even though their traditional organisational roles have conditioned administrators and teachers to an antagonistic relationship, in a school intentionally restructuring itself and concerned about issues of empowerment, it is possible to move toward a relationship based on caring. For relationships of caring to develop, administrators will initially explore with their teachers those

conditions necessary to initiate and maintain trust, honesty, and open communication (Starratt 1991, p. 196).

The capacity for organisational change is defined by the extent to which emotionally significant matters can be openly addressed (Fineman 1996). With current pressures for educational change and accountability regimes that threaten principals' and teachers' very jobs, Starratt's statements become even more loaded with emotional implications for leaders and for teachers. If they are to accomplish a change in the nature of their relationship—from antagonistic to collaborative—likely to be a prerequisite of survival—trust, so hard won and easily lost, will be the deciding factor.

Trust is reflected in "an individual's or group's willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest, and open" (Hoy and Tschannen-Moran 1999, p. 189). There is no room for antagonism in one who would be nurturing and open, respectful, and trustworthy, honest and caring. All of these actions and qualities on the part of an educational leader involve shifts into a praxis that is philosophically and emotionally different from the status quo in most schools.

To re-culture our schools for the future, we need to understand the patterns of the past. The silencing of individual emotion happens in the midst of an insidious social emotional phenomenon—the adherence to organisational feeling rules (Hochschild 1983), such that "…the altruist is more susceptible to being used—not because her sense of self is weaker but because her 'true self' is bonded more securely to the group and its welfare" (Hochschild 1983, p. 196). This has a disturbingly familiar ring to it for teachers and school leaders, who are professional altruists in the end, using their inner resources for professional service. If emotions are treated as organisational assets, such that "the company offers the worker's true self for sale, the more that self risks seeming false to the individual worker, and the more difficult it becomes for him or her to know which territory of self to claim" (Hochschild 1983, p. 196). The cultural norms that drive emotions underground by exchanging silence for membership can, ironically, rob the entire organisation of any chance at authenticity.

It is one thing to call for the re-culturing of schools (Fullan and Hargreaves 1996) and the repositioning of priorities in leader praxis. It is another to provide workable ways of helping leaders to redefine their professional selves and begin to practice with new priorities. What would it take? And how might whatever it takes be applied in leadership preparation? These questions have formed the impetus for a research agenda that has held me in its grip for over a decade.

To understand the existing patterns in teacher–leader relationships, it has been helpful to explore the lived experiences of teachers and leaders to learn more about the spaces they occupy together, in schools and in each other's minds. Given that emotional silence is taken to be synonymous with professionalism (Beatty 2000a), the first step was to break the silence by creating opportunities for teachers and leaders to take us into their inner worlds. This research agenda has assisted me in discovering the role of emotional understanding in healthy relationships and those characterised by disconnection and antagonism.

This challenging territory calls for the development of a legitimate place for the language of emotion. The studies discussed in the remainder of this chapter have contributed to a growing number of efforts to explore the meaning of emotions in education and to contribute to our developing understanding of emotion's place in the lexicon of leadership.

Teachers Talk About Their Emotional Memories of School Leaders

As one of a team of researchers,[2] I was privileged to have responsibility for the analysis of a powerful data base drawn from a project on *The Emotions of Teaching and Educational Change* funded by the Social Science and Humanities Research Council of Canada which provided transcribed interviews with 50 teachers in Ontario from 15 schools of various sizes, at primary and secondary levels within rural, urban and suburban communities. Principals were asked to identify up to four teachers including oldest and youngest, a gender mix, a range of subject specialist areas and at least one person from an ethno-cultural minority. Interviews were one to one-and-one-half hours in duration and considered a range of aspects of teachers' work. Within these interviews, teachers recounted their personal stories of both an emotionally positive and an emotionally negative experience with school administrators. This method of emotional recall is a procedure used by Hochschild (1983) in her foundational work on the subject, entitled, *The Managed Heart: The Commercialization of Human Feeling.* Although one-time interviews that focus on critical episodes cannot provide definitive evidence of overall frequencies of occurrences, they do provide a window upon the things that teachers find emotionally significant and memorable. Data were coded in a series of iterations that yielded three levels of analysis with theorisable patterns. Inferential statistical explorations provided evidence from which it was possible to conceptualise unique relationships among the various teacher emotional ways of knowing their leaders. All data were accounted for in these grounded theoretical processes. Featured here are results and conclusions from leader-related accounts within interviews from the larger study.[3]

In the first level of analysis the domains of convergence and associated concerns over which teachers had recalled their leaders were represented in the following categories: career, students, and associations between leadership type/style and emotional climate, with matters concerning colleagues, organisational procedures and parents appearing far less frequently. According to the frequency distribution of the

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[2] In Beatty's doctoral thesis (winner of the CASEA Thomas B. Greenfield Dissertation of the Year in Canada award), the teacher interview data that related to their experience with leaders were provided by a project entitled *The Emotions of Teaching and Educational Change*, funded by the Social Science and Humanities Research Council of Canada as Grant No. 418699; the online leader data were collected with the support of the University of Waikato, New Zealand.

[3] For other detailed discussions of this study, see also Hargreaves (2000), Schmidt (2000), Lasky (2000).

categories, leaders matter most to teachers in terms of how they can and do affect their careers. For some, just being hired or rehired was the most emotionally positive recollection they could muster, and in some accounts it was clear that the principal had gone to great lengths to keep them on. Being allowed to move schools without recrimination was a great relief to one teacher, and being encouraged to grow professionally was highly valued by others. On the other hand, damaging job references, the blocking of a transfer and interference with professional plans, along with non-consultative decisions about timetable and other responsibilities, damaged teachers' trust and led them to feel anger, frustration and fear. Distrust of their leaders' intentions and the threat of potential danger in teachers' professional lives were clear.

Those teachers who felt supported by their administrator with respect to their career aspirations appreciated the extra effort that leaders made to assist them in maintaining or upgrading their positions. This reportedly made them feel valued and acknowledged for their professional worth. This level of analysis allowed me to see the connections among occasions of leader teacher convergence, the kinds of concern and qualities and frequencies of emotions. The concerns teachers had about their careers and their students as well as their overall sense of the emotional climate associated with demonstrations of openness and honesty, or the lack thereof, were strongly represented.

While the first level of analysis allowed me to discover the intersubjective patterns in their interactions, the second level of analysis allowed me to explore in more detail, the intrasubjective territory of emotional meanings that their leaders had acquired in these teachers' memories, and how they had come to matter to the teacher's self. Indications of different emotional needs, and different kinds of leader effects relative to these needs were apparent. Each positive and negative story was coded for teacher inferences about their leaders' predispositions toward them. Across the positive and negative stories inferences of respect/disrespect, care/lack of care and professional support/lack of professional support were apparent.

Leaders emerged as emotionally significant to teachers for their ability (1) to *affirm* or *invalidate* their professional self by conferring thanks, praise or recognition and thus *respect* upon them or by withholding thanks, praise or being overtly disrespectful—with female administrators more often associated than male administrators with affirmation and respect; (2) to *create* or *destroy* the sense of *care* in relationship, with the teacher's self experiencing a sense of safety and welcome from leaders' openness to teachers' personal needs and intellectual ideas or undermining the sense of safety by disregarding teachers. Male administrators more often than female administrators were remembered for creating an ethic of care. This departure from the reported associations between males and bureaucratic controlling styles (Collard 2001) is noteworthy; (3) to *provide* or *neglect* to provide professional support with student discipline, colleague conflicts, timetabled responsibilities and opportunities for professional growth. For this area of concern, there was no evidence to suggest that male and female administrators were remembered as tending to deal with these issues differently.

An examination of distribution patterns among the respect/disrespect, care/lack of care and professional support/lack of professional support categories, suggested
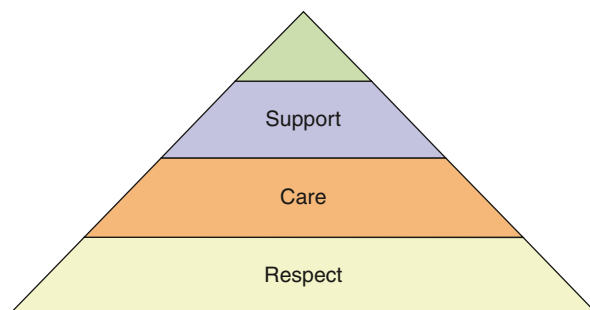
a relationship among these categories. While stories of respect and disrespect were fairly evenly distributed, stories of care were overrepresented in the positive with notably low frequencies for lack of care. To interpret this pattern I wondered, could it be that there are low expectations of leaders to demonstrate care for teachers? It would seem that a Maslovian (Maslow 1954) hierarchical relationship exists among the three categories, as illustrated in Fig. 14.1. Respect is essential; care and support are revered.

The third level of analysis involved the assessment of communication type, according to medium and quality. Among the positive stories there was a definite preference for face-to-face as opposed to written communication, with *engaged* two-way communication being held as the ideal. The teachers' positive emotional stories about their leaders stood out for their association with teacher satisfaction and sense of security and optimism. From these stories, it was clear that teachers valued the opportunity for meaningful mutual engagement and learning reciprocity (Little 1982) with their leaders. Correspondingly, among the negative stories, while face-to-face interactions predominated here too, a full 20% of these accounts had involved no communication at all and a range of relationship-damaging interpretations of leaders' "silence".

Among the negative interaction subset, a pattern of discontinuous emotional meanings and emotional misunderstandings suggested that these teachers and their leaders may have had parallel, but non-intersecting perspectives on matters of career, students, school climate, organisational procedures and colleagues. Long-standing career effects such as the loss of confidence for stepping up to leadership and alienation from professional self-efficacy had resulted from unresolved issues. Prolonged distress had been exacerbated by the professional blackout on discussing how these teachers were really feeling. Emotionally wounding experiences revealed a sense of teachers feeling trapped behind a barrier of emotional silence which had isolated them from these influential professional colleagues.

Relationship Requires Interaction

The results of the teacher study affirmed the positive power of an emotional connection between teachers and their leaders. Indeed, the potential for what Beattie

(1995) calls interacting narratives, deserves attention in strategic restructuring so as to provide encouragement and regular opportunities for teachers and leaders to reconstruct and reconstitute their relationships.

The collaborative schools in particular were emotionally comfortable places, but they were also tough-minded. Their staff could confront and attempt to resolve differences, not least because they were able to deal constructively with the personal and professional aftermath of any disagreements that might occur (Nias et al. 1989, p. 182).

The emotional implications of facing fears and moving toward emotionally challenging, even professionally dangerous (Maurer 1996) terrain point to a need for courage and counter-intuition (Beatty 2002b) on the part of both teachers and leaders if they are to challenge the normative feeling rules (Hochschild 1983) that keep them apart. But leaders need to go first. Most of the teachers who had ventured uninvited into contentious emotional terrain had suffered additional shame. Only one teacher's daring had reaped the reward of a better relationship. Apologies from leaders and the ongoing sense of their openness to consultation and critique were respected and celebrated. Such leaders had engendered longstanding loyalty among staff members, some of whom would be happy to follow leaders to their new schools when they were reassigned.

In the context of policy reform toward greater accountability, the issue of mutual *emotional accountability* in the teacher–administrator relationship emerges as worthy of further consideration. The relationship among respect, care, support and the teacher's professional self, returns to the ability to hope, to remain optimistic. Leaders figured prominently in these teachers' ability to remain resourceful and effective.

> Remember the metaphorical lost cause, or Csikszentmihalyi's (1990) observation that "frustration is deeply woven into the fabric of life" (p. 7). This is the lot of teachers. The more they care, the more anxious they get. The more that they become emotionally detached, the poorer the decisions they make. Understanding the intimate two-way link between emotion and hope is a powerful insight. Hope is not a native, sunny view of life. It is the capacity not to panic in tight situations, to find ways and resources to address difficult problems…. Finding a way to reconcile positive and negative emotion is the key to releasing energy for change. The initiator or leader of change who combines hope and empathy, even in the face of seemingly lost causes, has a much greater chance for breakthrough (Fullan (in Hargreaves) 1997, pp. 221–223).

If the successful re-culturing to collaboration and connection is to be effectively addressed, the examination of assumptions about emotion's place is needed.

All of these stories from teachers who wanted to connect with their leaders, those who thrived in connection and those who feared contact and lived in a state of anxiety, made me wonder what their leaders were feeling too. How and why were the precious few of these leaders so open and connected and others so distant and threatening?

Giving voice to silenced selves was meaningful to the teachers who participated in the interviews. When they experienced a sense of having a supportive relationship with their leaders, as they explained, for example, "that's why you do more!" Cre-

ativity in their classroom endeavours had naturally followed. However, within their stories, there were further silences, which in the end spoke volumes. Hearing their stories was meaningful to me as I struggled to piece together this puzzle of emotions and leadership. This study of teachers' emotions primed my interest to know more about the emotions of the leaders. In the next section, I address this part of the puzzle. As you will see, we have only heard one side of the story.

Principals Explore the Emotions of Leadership

With a very good idea of some of teachers' emotional understandings of leaders, I turned to the leaders themselves for further insights. In an online forum conducted over seven months (the International Leadership Conversation or ILC), 35 principals and head teachers from England, Ireland, Canada, the United States, New Zealand and Australia convened to consider the emotions of school leadership. Topics ranged from policy pressures and the highly managed self, to issues of parental power, the joys and agonies around students and their own well-being, and of course, the teachers. Detailed discussions of these data appear elsewhere (Beatty 2002b, 2005). The following is a brief summary of some of the highlights from their discussions.

The online forum, far from the culture of isolation and loneliness to which these leaders were accustomed, was intensely personal and even intimate. For one principal, despite many good friends and close family ties, the ILC "virtual world" was "more powerful than the real version". Their references to "feeling known" by receiving a "response to me personally" online were held in stark contrast to not experiencing being responded to personally in the "real" world. For school principals, the personal self is "buried" under other roles and expectations. As well, emotional honesty was a "luxury" that most leaders had found they simply could not afford, not even with themselves. Online this was beginning to change.

Clear evidence of shifts in perspective and deepening of capacities for emotional meaning making processes or emotional epistemologies, as I call them, was evident from the leaders' retrospective comments. To explore this newly discovered potential for connection between them was decidedly counter-cultural at first. They noted that by sharing their emotional selves they were extending the definition of "professional". Reflections on the experience follow:

> It has made me reflect more on practice as a leader. My effects on other people….I am far more reflective as a leader now as a result of this conversation…than I was before having this kind of access to so many other colleagues. Headship is such a lonely position at times, it is also so busy that you don't necessarily have time to talk to colleagues down the road, but this makes that in-depth discussion accessible and possible away from the work place giving you time to reflect on issues. I realise now I need to give myself more breathing space before resolving issues, to stop jumping in and dealing with things in a "fire-fighting" way. I'm thinking much more about the emotional aspects of leadership— mainly the effects of my decisions on other people working with me. Before doing this I

tended to think of headship in the U.K. in isolation. This has widened my perspective not just of leadership, but of education in general. It has been so valuable to be in conversation with other heads/principals in other parts of the world and to realise that their day-to-day issues are no different to my own. The context may be slightly different and the education system operated slightly differently but at the end of the day we are all dealing with young people's lives and our effects on them—that's the most awesome and powerful part of leadership.

I was privileged to be part of just seeing and knowing how much we all react to the emotional dimension about our jobs and our lives…so often we don't see that when we are talking in groups/at meetings etc. I guess in those situations we tend to want to show that we are on top of all the situations thrown at us and we don't let people see how we really feel.

The "emotions of leadership" has played an important part in my consciousness. …just knowing how angry, upset, happy, etc. other people get has allowed me to feel OK about the way I feel. I guess the privilege of being part of the conversations has been to legitimize MY feelings, and to go with them, rather than try to block them out. …We work with people and their emotions and their "emotional baggage" all day every day. Being able to talk on line about feelings was not only cathartic, it has helped me acknowledge the emotions of my staff members more openly.

In order to become and stay connected to their inner selves, school leaders need more than the usually efficient admin team relationships they have with their deputies and assistant principals. These data illustrate how, in the face of the isolation and emotional constrictions on their patterned interactions with others and themselves, there is tremendous value in the emotional support of a candid collaborative connection with other leaders. Emotionally grounded reflection in action began to affect both their inner and outer work, by assisting them in deepening their awareness of the emotional context in which they and others dwell.

I know when I replay key emotional scenes with staff, and find myself wanting, it's often because I haven't allowed myself time to deal with the issues myself so my responses are borne more out of my needs, perceptions and immediate emotion rather than out of that empathy that develops with reflection and thought.

I concluded that the provision of support for leaders to consider themselves and others in such fully dimensional terms was a process that deserves serious attention in leadership preparation for a better future in schools.

Emotional Control and the Teacher–Leader Relationship

Like the problems noted by Starratt (1991) above, these leaders noted a definite distance between themselves and their teachers. They were keenly aware of the professional imperative to remain emotionally hidden, calm and rational at all times. Loath to appear weak or out of control, they could not afford to show or even to speak about their own fears to the faculty. While they tried always to take time to cool down when anger threatened to reveal them and harm others, when they had succumbed to the urge to burst out in anger, they were ashamed and regretful for having broken the smooth surface of their purely rational and detached personas.

In conversation online with their peers, they began to consider how teachers' emotional baggage presented challenges to them in their roles as authority figures: "Staff do forget you're human, and argue with the position not the person." Other colleagues echoed this experience.

> I sometimes feel that leaders are in a no win situation because no matter what your style, personality and knowledge of "the craft" people respond to you from their experiences of leadership in the last educational setting they were in, and this is often trapped in their emotions of how they interacted with the school principal when they were at school! I believe they take this emotional fear and weave it around an image of power, which many perceived as a child and often dump this on the educational leader they meet as a staff member.

These leaders were gatekeepers for the policies they had to get teachers to implement, a role which was taking an emotional toll.

> Confusion, exhaustion, exhilaration, the need to rebuild trust, realization that expectations must be realistic, identifying where individuals are and moving from there, building in personal time, empathy for others, designing support systems within your own building because that is where it is truly happening and the difference can be made. …As principal I feel I am somewhat of the gatekeeper, I have the responsibility to implement policy, however, I also have the power to manage and ensure that we don't totally drown in the policy shift.

After sharing some of the teacher study results with the online leaders, they began to consider the teachers' perspectives in their discussions. As they were recalling their own pleasure in seeing teachers thrive, they began making the connections between their treatment of teachers and teacher performance.

> Teachers are marvellous creatures. With my staff I feel the same. They achieve terrific things, especially if they are treated as trained, sensible adults who want to do a good job. It's important to let them get on with it. Giving a responsibility to a budding young teacher, and seeing him or her thrive and grow is just as satisfying and good fun as seeing students learn.

> I believe that creating an environment where teachers feel free to expand, take risks initiate projects is so important. The full issue of trust is front and centre. Knowing that they are valued, able to initiate the project or activity (always discussed prior to) inviting feedback is a powerful way to encourage teachers to grow.

However, these leaders seemed always to be giving something, whether their masked frustration and generated enthusiasm, or their encouragement, their concern, their patience. The giving was continuous and unrelenting. Along with caveats about the demands on teachers, the need to get out into the classrooms and the emotional rewards for leaders of enjoying teachers' successes, it was clear that teachers' needs can tax the already overloaded principal who sometimes finds it altogether too much to have to consider them too. For example,

> I respond with all my heart to the need for the principal to commend teachers for the daily job well done…and you can't do that if you don't know what is going on! All the rhetoric in the world about the importance of what is going on in classrooms is negated if no-one (i.e., the principal in particular) takes notice of what is going on in classrooms. The comment about why couldn't she do that every day? (I think in relation to feedback) made me mad. It is so easy for classroom teachers to say that. They want everything else done too. …Right now I feel that there is nothing left of me for anything else.

In the main, however, the online principals expressed a sense of duty to remain positive and cheerful to make up for the emotional baggage of teachers. If their own emotional needs deserved attention, they got none. Turning to teachers for support or companionship was considered unprofessional. Instead, their own emotional struggles would be waiting for them on the trip home.

The Leader's Self

One place to begin to understand the implicit and explicit emotional dimensions of the relationship between leaders and teachers is with the emotionality of leaders themselves. The capacity for connection with others depends heavily on the quality of connection one has with oneself as Ken Leithwood and I discuss in the last chapter of our book, *Leading with Teacher Emotions in Mind* (Leithwood and Beatty 2008). To extend trust and openness in communication, the leaders' own sense of inner security is essential (Blase and Blase 1997; Palmer 1998).

> Becoming a leader of that sort—one who opens, rather than occupies space—requires the same inner journey…beyond fear and into authentic selfhood,…toward respecting otherness and understanding how connected and resourceful we all are. As those inner qualities deepen, the leader becomes better able to open spaces in which people feel invited to create communities of mutual support,…of collegial discourse…more than support….—they could offer healing for the pain of disconnection from which many faculty suffer these days. (Palmer 1998, pp. 160–161)

The leader's relationship with her/himself will ultimately be involved in the in-depth exploration of relationships he or she may experience with others. All human relationships involve emotions. Echoing and reinforcing sentiments in earlier work by others (e.g. Noddings 1984, 1992; Sergiovanni 1992; Regan and Brooks 1995; Fullan 2001) we can see the connection between the ethics of caring, moral leadership and relationships. The ethical self is an emotionally connected self (Margolis 1998) and emotional understanding is critical to maintaining healthy relationships that engender trust in moral connection with one another.

> …leaders must be consummate relationship builders with diverse people and groups—especially with people different than themselves. Effective leaders constantly foster purposeful interaction and problem solving, and are wary of easy consensus. (Fullan 2001, p. 5)

Applying Emotional Ways of Knowing in Leadership Preparation

It has been exciting and rewarding to have had the opportunity in the United States and Australia to apply the implications of these prior studies in Masters level leadership preparation programming design and delivery. The emotional epistemologies framework (Beatty 2002a), which emerged from the reanalysis of all data from the teachers and leaders studies referenced above, reflects a progression of four

stances. The first is a root position of literal and figurative "emotional silence" from which there is denial of emotions and their importance. The second stance reflects judgement of self and others from an "emotional absolutism" perspective, whereby emotions are considered right and wrong and rewarded or punished according to externally defined feeling rules and internal emotional knowledge authority is denied. The third stance, "transitional emotional relativism" sees emotions temporarily taking a position on the agenda. It is experienced when a deepening of emotional connectedness with self and other begins to occur. The proposed fourth stance, "resilient emotional relativity" depicts a deepened and integrated use of emotional knowledge as emotional meaning making is seamlessly integrated in the daily round. Problem solving and relationship building are enhanced as people learn to interpret and remain non-anxious yet fully present to others (Friedman 1985).

In the U.S. context, the framework was used as an advance organiser for part of a Masters level school leadership preparation course about understanding self. Students who participated in the study of the framework's utility indicated its powerful impact upon their reconceptualisation of their professional selves and leadership work (for a full report see Beatty and Brew 2004).

In Australia, first at Monash University and now at the University of Melbourne, I have been able to design Masters degrees with emotional meaning making and collaborative reflection positioned as foundational to the development of all educational leadership capabilities. The "Master in School Leadership" curriculum progresses through ever widening lenses, from a focus on *inner leadership* to *leading learning communities, understanding environments* and *leading change through professional action research.* Within this sequence of individual units, the concepts of the framework are embedded in the pedagogical, participatory and assessment protocols and thereby are applied more implicitly than explicitly. Discovery, challenge and explorations from the various emotional epistemological perspectives (Beatty 2002a) are inherent in this inductive design.

Breaking the silence on emotion occurs from the very first day when students who are aspirant and incumbent leaders and their mentors attend an orientation day on campus. Critical to the success of the course is the role of collaborative reflective practice which continues throughout the two years of part-time study. From the outset, students learn to embrace the pedagogy of discomfort (Boler 1999) by addressing the power of emotional wounding in their professional experience. The transformational effects of posting to an online reflection centre and giving feedback on these focused reflections are attributable to the deliberate and explicit integration of personal, professional, organisational and scholarly dimensions (Beatty 2000b). As budding scholars, their gleanings from the literature are considered in terms of personal and professional experience. This process helps to establish a practice for making sense of the tensions associated with increasing responsibilities in their school settings. Their engagement in collaborative reflection becomes a source of strength and protects them from the normative tendencies toward emotional numbness and interpersonal detachment. This collaboration with cohort colleagues continues beyond graduation providing ongoing support for long-term success in leading change in their schools. In addition to their intra-cohort collaborations, action research projects

grounded in collaborative learning community building in their home schools, extends the application of these processes. Early results from studies of the efficacy of this approach indicated that it is highly successful in promoting leader preparedness for building collaborative cultures and accomplishing successful change agency along with maintaining leader well-being and resilience (Beatty 2006). Recently, I have been exploring the evidence of observable sustained impact—on leaders, colleagues and students—from these leaders' experiences in the course.

With ethics approval from the masters in school leadership (MSL) scholarship sponsoring government department, potential principal participants who were also graduates of the Monash masters course (grounded in the author's theoretical framework) were invited to participate in this follow-up study. In response to the initial call, from among a potential sample of 30 qualified participants, at the time of this writing 10 had consented to participate by granting an interview, and supporting the invitation to participate for their assistant principals, teachers and regional network leaders. All participants also granted access to school-level data through either direct provision or summaries. This study is in its earliest phase of data collection and preliminary analysis. A brief description of emerging patterns follows.

Looking Back on the MSL

Operationalising the author's theoretical framework of emotional epistemologies has informed the design of these purpose-built MSL courses, an intervention to promote a dramatic culture shift from traditionally distant hierarchical, command and control modalities, to more distributed and collaborative professional learning and leading cultures in Victoria's state school system. The MSL at Monash was in its seventh year at the time of writing. The new redesigned University of Melbourne MSL was in its first year. An earlier study, of student reflections, and interviews and surveys conducted upon completion of the MSL course, provided insights into a working set of "key elements" that reportedly had had a positive impact on their understanding of leadership and their preparedness to practice as collaborative culture builders (Beatty 2006).

Presently, I am exploring the lasting and flow-on effects from the course into the school system. Of interest to me are several research questions: What memories of the course experience might persist as having been significant and worthwhile, and of a high and lasting impact upon their personal and professional growth, their well-being, and their present leadership practices? What evidence of impact from this programmatic approach to leadership development might they be able to provide? How well might self-reported impacts be corroborated through interviews with subordinates, and super-ordinates? How might school-level data both formal and informal reflect these impacts? Of what lasting significance if any, have they found emotional meaning making or "em²" in their practice?

The current impetus to reform school cultures and transform professional leadership practices includes the requirement to foster genuine inquiry into teaching

and learning through ongoing collaboration in dynamic learning partnerships of various configurations. Empirically grounded programmatic approaches to leadership development that can support such a reform initiative are worth knowing. The identified course elements, the perceived impacts, and the flow-on effects into practice along with the potential triangulation of evidence of impact are all of interest in this large ongoing research project. Full results of this research will be reported on in detail in forthcoming publications. In this chapter, it is possible to report on some emerging themes in principal participants' self-report interview data. Interviews consider cutting edge culture reform-congruent leadership practices and the links participants have made between these practices and what I am calling "key elements" in the course.

Of particular note in this study's context are practices that participants report they would not have incorporated into their ways of leading had they not experienced them in the MSL. While this is not actually knowable, as other opportunities for similar learning could certainly have intervened and had similar effects, what these participants are reporting is that these elements did have these impacts upon them and that these practices are outside the traditional norms within the standard culture of leadership practices that they have observed or had implemented themselves, up to the point in their careers when they entered the course.

Preliminary Findings

From across a subsample of nine principal participants, emerging from the analysis of transcribed one-hour interviews is evidence of a definite departure from the standard fare. This notion of a "departure from the norm" has acted as a filter for inclusion in these preliminary data analysis stage.

Among the kinds of "course elements" that emerged in these initial interviews about participants' recollections of their key leadership-transforming learning experiences in the course are (1) readings; (2) pedagogy of discomfort; (3) modelling; (4) application of new learning:

1. Key readings acted as triggers to redefining leadership professionalism: broadening and deepening the definition to include the human, cultural, and symbolic along with the more traditional technical and educational domains (Sergiovanni 1984).
2. The requirement to move out of comfort zones, engage with discomfort in new ways, that involves reframing the discomfort itself as a catalyst for openness to new learning as well as a source of new understandings and ways of seeing and being.
3. Modelling of new leadership for learning practices by instructors.
4. The experience of applying the same concepts in collaborative reflective practices throughout the course—with cohort peers—and in professional action research "leading change" projects that were grounded in collaborative leadership principles applied in their schools.

All participants indicated the course had been personally and professionally transformational in a variety of ways, in particular in its influence upon their leadership style. Participants refer to the experience as (for example) "life changing". They consider themselves to be principals who have become far more:

- *Self-aware:* e.g. "more aware of how I operate particularly when under pressure [and] more aware of the impact I'm having on other people. [from] that first unit, 'Understanding yourself'… [In contrast to some of my principal colleagues] I treat everyone as equals and speak to everyone with the same amount of respect".
- *Courageous, open and willing to acknowledge their vulnerabilities:* finding this process freeing and strengthening, through the inner rebalancing effect this has on their own confidence, willingness to take risks, innovate and have the difficult conversations that honour their commitment to relational connectedness.
- *Collaboratively reflective:* new kinds of conversations occur in these principals' schools, conversations that illustrate the power of being able to reflect in action, with others, using emotional meaning making as a way of understanding and working with others.
- *Consciously and deliberately innovative and influential* upon others both subordinate and super-ordinate to their positions, within a vision of whole system reform.

Among the course elements to which they attribute some of these effects are those discussed in more detail below.

The Power of Print

Across the initial sub-sample of nine principal participants, all refer to key readings to which they attribute transformational impacts, including the following repeatedly mentioned: *The Wounded Leader* (Ackerman and Maslin-Ostrowski 2002), *Learning by Heart* (Barth 2004), *Leading with Teacher Emotions in Mind* (Leithwood and Beatty 2008). The reportedly transformational influence from these readings occurs by creating access to and legitimating the exploration of inner reflective spaces, including emotions, that were considered off limits in their prior professional perspectives on leadership in particular and education in general. In their principal roles, they were applying their learning, at their own schools and with their colleagues. One participant had shared *The Wounded Leader* with a fellow principal who was struggling.

> I gave her the wounded leader and said, "You've got to read this." She still says, "I wouldn't have made it had it not been for that."
> …the one that I'll always get is a thing that always comes to my mind and that is Leading with Teacher Emotions in Mind. That is a throw away line. I think about that maybe once every couple of days or three days. Because we make a lot of decisions, and you'll hear, principals say it all the time, "It's about the kids." And that's a good way to justify anything. But I always now try and balance that against—think about the teacher—teacher emotions—and to me that's everything.

Embracing a Pedagogy of Discomfort—Working Through the Emotions

After an introductory day to acquaint mentors and mentorees, the course commences with a keynote lecture by one of the authors of a required text, *The Wounded Leader* (Ackerman and Maslin-Ostrowski 2002). Pat Maslin-Ostrowski invites her audience to consider their inner lived experiences, especially painful ones, as potential openings to new learning. Students then write and share their wounding stories, crafting them in final form as written reflections, which they post online for feedback from lecturers and peers. This is a confronting way to begin, deliberately so, and the desired effect is apparently quite memorable. Years after the experience, participants in this study still attribute this element with having promoted their openness to new learning and triggered a life altering journey of discovery.

> Pushing us out of our comfort zone from the very beginning got you over that big hurdle that you've got to get over—to then be able to be more open to learning…. Having that hurdle to jump at the beginning meant you're into that deep dip really quickly. Then you come out the other side and things start to feel good.
>
> The fact that we had to face up to the emotional side of this. And that there was one, and that was okay…just was the perfect beginning. And I think I've heard nearly all of them say that.
>
> The emotions stuff: I found that wounding, I think we might have touched down 5 times on the wounding. For me that was the best process. I've been through [pause] ever. I'm trying to think of something that would be remotely, other than some kind of physical challenge, like climbing a mountain somewhere or whatever, but looking at who you are as a…to go forward you need to really go back and look at our baggage and look at the things that did get us…for me it was certainly, it created a platform where I could go forward.

Seeing Is Believing

All participants noted in one way or another that they had had distinctive collaborative emotionally grounded leadership practices modelled for them in the course. This reportedly had led to their experiencing first hand, the feasibility of these practices, a kind of "seeing is believing" phenomenon. While readings, a traditional vehicle for knowledge transfer, were used to signal topics such as the relevance of emotions in leadership and learning, modelled by the instructors' in interactions with students, were ways of actually practising emotional meaning making (Beatty 2002b).

Applying Collaborative Reflective Practice: Creating Safe Spaces and Promoting Emotional and Cognitive Epistemological Shifts

Peer and connected knowing occurred regularly through the course, in face-to-face class discussions, preparation of group projects, virtual classroom and reflection centre online discussions.

> One of the things I probably didn't know going in to the MSL when I started it was that I learn through questioning and talking but need a safe space in which to do that because I haven't always had the confidence.
>
> Even if you didn't write that much into them, [the online forums] I just read everything I could get my hands on. I just felt that you just got this really great rounded picture of an idea.
>
> You had us [post online] our own [reflections] and reflect on three more? That's pretty simple but it made me really think about my own, and it made me think about other people's perspectives and other people's experiences. When you're doing it and are involved in that process, it was a pretty powerful process. I found that really outstanding. And to me, I was at a distance. I was a long way away most of the time, but that made me feel that it didn't matter where you were. You could have been in Siberia, but you were still getting a lot out of that. It was fantastic.

During the course students created collaborative teams in their schools to accomplish their action research projects, and participated in and initiated networks in ever-widening circles of potential influence on themselves and others. Implementation of emotional meaning making approaches were used to develop trust and foster relationships. These approaches were consistently aiding their pursuit of professional collaborative inquiry in the course, and change agency on the job.

> Really, the focus for the whole project for me has been the emotional side. The technical side is,…it's work, but it's not hard, or what I consider hard work.

Subsequent to the course, and in their capacity as leaders in the system, these principals are using readings to signal significance and model the integration of personal professional and organisational with scholarly dimensions of self (Beatty 2000b). Across the sample, it is apparent that they generate distinctly different kinds of conversations. Their use of these techniques is fostering the openness to collaborative inquiry and deeper professional learning in their schools and regions.

> I think what's happened in my principal group—there are nine of us—and our discussions are going through the roof. We met yesterday for three hours, and they get deeper and deeper and deeper and there are two of us on there that have completed your course which is probably a pretty high ratio for remote Victoria, and I reckon it has a real impact. And we had a person from Region there yesterday and they said they'd never seen a principals group discuss teaching and learning from the point of view of how it will affect their staff to such a degree. And I would—we sort of don't see it now, but I think on reflection that we would agree. It's pretty deep how we look at this stuff now, and I think that a lot of it's to do with what I experienced with you. Only yesterday, the topic was the ultranet which is basically an online portal…. Someone said, "We've got to support the teachers professionally" and someone else said "And personally because this stuff is 24/7 you know?"
>
> I let the conversation go longer now, with the staff. I let it go a bit longer than I would have and let it do its thing and often you get the good stuff—sometimes you don't there's no set rule for everything in the world….if you can keep that as a practice, people feel a bit safer, the next time a bit safer. I would imagine that if you had a principal that had done your course at a school, I reckon the staff there are going to get a better deal than a person that had not, quite simply. There you go.

Isolation, a perennial problem for principals, is less of a factor for these leaders, as they have been proactive in creating support groups of trusted colleagues with whom they can reflect and review their dilemmas and difficulties. The feeling of not being alone was assisting them in maintaining their well-being.

I felt at the end of it that I didn't need to be isolated and that it was up to me whether I was or wasn't but it was a matter of finding people that could actually co-operate. And being able to be empathetic towards people is what allowed me to make that move.

There is evidence of a shift in perspective on knowledge and knowledge authority such that leadership was becoming synonymous with fostering adult learning.

And it's really hard to find out where they're at so that then you can start to develop this understanding of partnership.
Interviewer: So do you see that as a leader's role to try to find out where they're at and help them move along?
And try **for them** to find out where they're at. Because…it's shifted now. It's all about how I can develop others. So I used to ask questions because I wanted the knowledge. Now I have to ask the questions because I want them to articulate where they think they're at. To actually build their own understanding of where they are. And even though I'm curious and I want to know, I don't really want to know for me anymore. I really want to know for them. [Emphatically] I want **them** to know **for them!**

Leading Change

In the course, students were required to lead whole school change in professional action research projects, developed and implemented over their two years of part-time study with a culminating assessment task in the final unit of writing a publish-able research progress reporting article. Now, in their roles as principals and even further up the positional ladder, all participants have become focused and deliberate persons of influence. Self-efficacy to innovate, collaborate, network and reach out, challenge the system, do credible research, write and report, publish and present and assist others in achieving similar shifts in their knowledge authority indicate that these are learning leaders whose identities as change agents in the system are emerging strongly.

The way I've learned to work is to be inclusive of people and say "We're all in this together and so let's design something that allows that partnership" and that whole sense…[getting] those connections between people in the best way that you can so that it will foster their learning.
…the other thing I think that's happened to me is I've got much more patient since your course. I reckon I'm just more patient. And you know your journey was quite long, and I know it seems like two years were quite short at times, but for me it was a long journey. I mean I went quite a long way.
The biggest thing was that "leadership starts from within". The other thing was the building of networks and communities. That just gave me the confidence to be a systems thinker. And the other thing that I so value is the linking and triangulating of data and being able to have rigorous conversations with policy makers and people that look at my…and show that really my kids are doing really well. But having the confidence and not just accepting at face value what somebody says.

Further analysis will explore these themes and others that emerge from these and additional data to be gathered in the longitudinal project. Triangulation of evidence of impacts reported on by principal participants involves interviews with principals' super and subordinates, and system and school-level data both formal and informal.

At this first level of analysis, however, these principals have provided clear evidence of a turnaround leadership phenomenon, distinctive across the group. Extremely impressive school-level data; state-level learning team awards; high means in student performance, staff, student and parent opinion data; community engagement approaches; high-performing principal designations and successful innovative grant-funded initiatives: all signal that these are very effective leaders who are working in new ways.

Still, there are also emerging signs of a system in transition with some bothersome teething problems; for instance, between the departmental and regional levels of governance in hiring practices. Reportedly, the merits of learning-focused scholarly leadership that have been consistently promoted and scholarship-supported by the central department (and achieving impressive results) are not yet being acknowledged consistently at the regional level, especially in rural areas. There are signs that surveys, designed to confirm that performance and development cultures are in place, may not be fine tuned enough to capture what on the ground is clearly (according to an independent inspection team) a successful achievement of that objective. Even so, the leadership culture is shifting. Initial discomfort and corresponding push-back in opposition to a more professional learning-focused approach to leadership are gradually giving way to an increasingly enthusiastic embrace of collaborative learning among teachers in Victoria's schools. In response to initiatives of people like the principals interviewed in this study, outmoded hierarchical and even bullying ways of managing conflict are gradually being replaced by respectful, caring and supportive ways of working and learning together.

Conclusions

This chapter has provided a presentation and discussion of key findings from a decade of research into leadership practices, inner leader and teacher experiences, and the development of efficacious programmatic approaches to leadership development that supports leaders to become more confident and capable as supportive and facilitative change agents in their settings. Considered together, the findings from these studies suggest that the way *forward* and *out* into educational cultural reform, begins by journeying *back* and *in* to the dwelling places of personhood. The value of explicitly, consciously and consistently working through the integration of personal with professional, organisational and scholarly dimensions, and using emotional meaning making as professional practice, are emerging clearly as catalysts for this kind of system wide change. Cascading effects upon fellow principals and other leaders' colleagues through their new ways of working, are making a difference in teacher practices, parent involvement, and student engagement and performance. Principals in the most recent study report being highly engaged and even in flow (Csikszentmihalyi 1990) in their work. In these leaders, the signs of the highest level of commitment are clear. At the same time, they have learned not to be so hard on themselves.

> I think [before, I was leaning] more toward self-punishment. I'm a lot less harsh. I think I'm more reflective, but I think its' more beneficial because I'm trying to learn from it instead of beat myself up over it.

They don't hesitate to apologise, admit mistakes and forgive themselves and others. Able to stay the course in a purposeful direction, as they remain open and learning, these leaders have become more patient and yet they are still striving. A fine balance is their goal.

> No we don't get it right 100% of the time but you know, we're moving in the right direction.

Still there are indications of lingering threats to their well-being, with high blood pressure, exhaustion, and stress management issues emerging. The courage to act upon their commendable commitment to address others' needs and to influence a system to change is in evidence in these leaders' stories. However, the attention to their own needs continues to be an important part of their learning, something that every one of them is aware of and taking steps to address, some more successfully than others.

Is working through the lens of emotion a panacea to principal well-being and effectiveness? No. But from the early signs in these data, preparation programs that do open the door to these new kinds of socially and emotionally grounded learning, foster new perspectives on knowledge and knowing, the development of a broader and yet more relationally focused set of capabilities, as well as capacity building within individuals and across the system. As the job of school leader becomes more and more complex, just to survive, these principals need something practical. And there is nothing more practical than a good theory, not just espoused, but put to good use.

The theories and practices that these principals are employing need to become part of a global standard for leadership and leadership preparation. Without them, the work is too personally daunting and culturally prohibitive. With them the culture can change, one principal, one teacher, one parent, one student, and one school at a time.

In Victoria, the critical mass of people who are working in this way is building. The kinds of conversations that are occurring in classrooms, staff rooms, parent councils, principal networks, regional networks, and central offices are definitely different. Perhaps this phenomenon, of which this course is but one of many contributing factors, helps to explain some of the attention the Victoria state school system is currently receiving from the global community.[4] According to the principals, teachers, graduate students and Victoria state school principals who have been part of this decade of research, there is transformational power in reconsidering the role of emotions for its influence upon learning at all levels. The evidence is mounting that going through the emotions, can help school leaders get to the heart and soul of education.

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[4] In 2007, the Victoria State School System became a case of note for educational leadership development according to the OECD. http://www.oecd.org/dataoecd/27/22/39883476.pdf. Accessed on June 18, 2010.

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