

Coached UPDATE

APRIL 2022

Enhancing the quality of conversations in education communities

TIME TO READ: 4MINS

LEADING, TEACHING, EMOTIONAL LABOUR, AND HOW WE MANAGE IT WELL

[The Australian Principal Occupational Health Safety and Wellbeing Survey 2020](#) was released a few weeks back. It makes for both inspiring and sobering reading. It's inspiring to read of the extraordinary ways educators responded to the challenges in the last few years. There was a lot of 'going above and beyond'. However, the findings also highlight that leading a school has become increasingly challenging. Other international studies report similar negative impacts on teacher well-being due to pandemic pressures (Pressley, Ha, Learn, 2021; Hascher, Beltman & Mansfield, 2021).

While we acknowledge how the pandemic, with its associated stresses and uncertainties, has intensified these challenges, teaching, and leading teachers, has always been emotionally demanding. However, there is little doubt that educator work got tougher in the last couple of years.

A crucial component of leading and teaching is the 'emotional labour' involved. 'Emotional labour' (EL) has been defined as "...the effort, planning and control needed to express organisationally desired emotion during interpersonal transactions" (Morris & Feldman, as cited in Kinman, Wray & Strange, 2011, p.844). EL is one of the factors that makes leading (and teaching) particularly challenging and contributes to stress and burnout. Educators who have led and taught through the last couple of years will not likely dispute this.

What's encouraging, though, is that it is becoming more apparent that there are things that can help educators manage some of the challenges and stresses of more intensive 'emotional labour'. In particular, two positive influences contributing to the management of EL have emerged in one teacher-focused study from the UK (Kinman, Wray & Strange, 2011).

Providing Social Support

Increasingly, it is being recognised that **social support** is one key way of helping to mitigate the negative impact of 'emotional labour'. Common sense suggests that this might be the case but it is helpful that an evidence base is emerging to support 'hunches' around this. We can conceive of social support on a continuum exploring less formal to more formal forms of support. We recognise that informal and incidental interactions with others can be cathartic and helpful. This form of social support can be most beneficial when it is intentional and constructive in its orientation. Having a chat can be beneficial, but it is also worth noting that sometimes it can make things worse. Not every conversation is life-giving. Conversations are a more helpful form of social support when they are **curated and oriented towards learning, progress, and positive energy**.

So what can help in these more informal social support interactions?

- Listening well can be enormously helpful (and very under-rated practice) and participating in a good 'listening workout' might be all that is needed.
- In addition to listening well, a conversational partner can help bring about more powerful social support when there is a focus on exploring a couple of crucial areas. It can be helpful to explore,

- o what is wanted instead of the current experience,
- o what is already working in the situation,
- o what might be tiny next steps.

When skillfully integrated within informal conversations, this approach can bring positive energy and a sense of progress to what potentially can be 'heavy', de-energising interaction. Even short conversations thoughtfully conceived can help provide significant social support.

Of course, it can also be helpful to engage in more formal social support. This can occur in professional learning communities, intentional reflective practice sessions, or various forms of peer coaching. These more formal interactions suggest that they are likely to be more intrinsically intentional with more clearly identified purpose, outcomes, and processes.

Growing Emotional Intelligence

Two concepts are central to 'emotional intelligence' (EQ), the term popularised by Daniel Goleman (2005). The first is concerned with an awareness of the emotions that oneself and others might be experiencing; the second is the ability to manage those noticed emotions. It's not hard to see how this fits with better navigating the challenges of 'emotional labour'. Experiencing individual coaching or learning coaching skills are both helpful ways to enhance EQ. And it is worth doing, not only from a managing emotional labour perspective but also for all the other leadership benefits that flow from growing in this area.

So, social support and growing EQ turn out to be useful ways to help manage the challenges that increasing levels of emotional labour bring. It's not hard to see the connection with coaching, being coached, and developing coaching skills in all of this. Fortunately, many additional complimentary resources across the GCI website can help. So, if you have not visited for a while it might be time to take a look!

Reference

Australian Principal Occupational Health Safety and Wellbeing Survey 2020: Executive Summary. Retrieved from https://www.healthandwellbeing.org/reports/AUJ2021_ACU_Principals_HWB_Executive_Summary.pdf.

Goleman, D. (2005). Emotional intelligence: Why it can matter more than IQ. Random House Publishing.

Kinman, G., Wray, S., & Strange, C. (2011). Emotional labour burnout and job satisfaction in UK teachers: The role of workplace social support. *Educational Psychology*, 31(7), 843-856.

Hascher, T., Beltman, S., & Mansfield, C. (2021). Swiss Primary Teachers' Professional Well-Being During School Closure Due to the COVID-19 Pandemic. *Frontiers in psychology*, 12, 687512. <https://doi.org/10.3389/fpsyg.2021.687512>

Pressley T, Ha C, Learn E. (2021). Teacher stress and anxiety during COVID-19: An empirical study. *School Psychologist*.36(5):367-376.



What Role Does Voice Play in Coaching?

We might think of "voice" as the instrument of coaching, the tool with which the coach navigates the GROWTH framework. Yet we are often unconscious of this tool, its impact, its potential and how it might be more strategically used in an authentic and genuine way to achieve the purpose of coaching, which is self-directed learning. So, what is it that your voice conveys? What do you want it to convey in order to be an effective coach? What is within your control to modify and how might it enhance the coaching process?

[Read the full article here](#)



7TH COACHING IN EDUCATION CONFERENCE

GOING GLOBAL: CELEBRATING INTERNATIONAL PERSPECTIVES

1 & 2 March 2022



POST-CONFERENCE ON-DEMAND PACKAGE OFFER EXTENDED: 2ND MAY 2022

Our recent 7th Coaching in Education Conference was an overwhelming success. With presenters and participants from all over the world it was a truly global event that delivered on the conference theme – "Celebrating International Perspectives."

Plans are already underway for the 2023 event so watch for details about this soon.

Meanwhile, if you missed this one you might want to take advantage of this post-conference package...

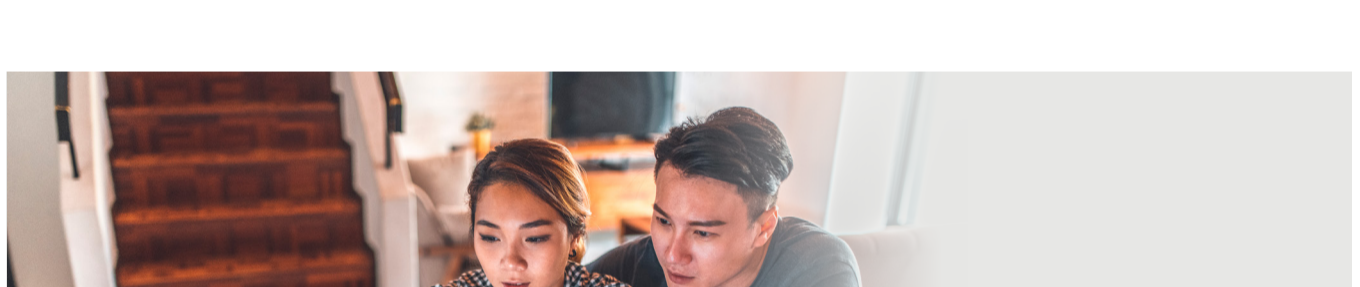
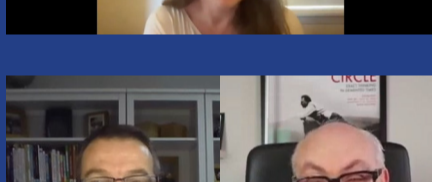
POST-CONFERENCE ON-DEMAND PACKAGE

Missed the live conference? Fear not, for just \$75 AUD you can have access to the following conference recordings, available to anyone worldwide:

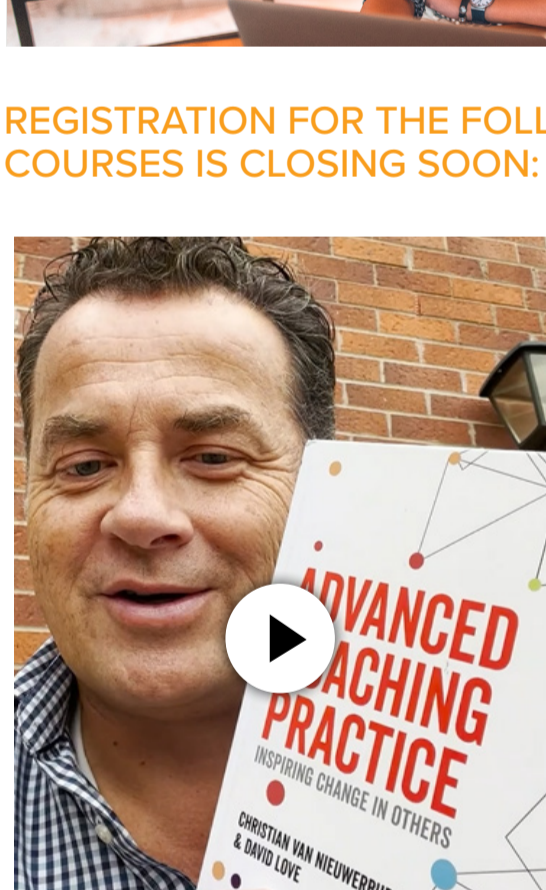
- **FOUR 75-minute** Keynote Presentations by internationally renowned thought leaders
- **TWELVE 60-minute** implementation case studies
- **FOUR 60-minute** research stories
- Recordings will be available until **2nd May 2022**

[Visit this link to access our Post-Conference On-Demand Package](#)

*Price does not include GST.



REGISTRATION FOR THE FOLLOWING ONLINE AND FACE-TO-FACE COURSES IS CLOSING SOON:



• Advanced Coaching Practice with Prof. Christian van Nieuwerburgh

Want to know more about GCI's Advanced Coaching Practice program? Prof. Christian van Nieuwerburgh has made the following short [video](#) explaining the program.

This course is for experienced coaches who are interested in taking their practice to the next level. It is designed to support active reflection on your current coaching practice leading to new insight and awareness. The course, based on the book *Advanced Coaching Practice* co-authored by Professor Christian van Nieuwerburgh and David Love, will support you to address the question "how can I be of even better service to those around me?"

For more information and to register visit the link [here](#)

• Online Coaching Accreditation Program

Our flagship coach training course with Prof. Christian van Nieuwerburgh, delivered fully ONLINE over 6 months with a GLOBAL cohort and a pathway to individual European Mentoring and Coaching Council (EMCC) credentials. Our next cohort commences in September. For more information and to register visit the link [here](#)

Online:	Advanced Coaching Practice
Introduction to Leadership Coaching 2 x 1 day workshop - 4 & 5 May 2022	3 x 2hr fortnightly workshops Commencing 3 May 2022
Introduction to Leadership Coaching Intensive 6 x 2hr workshops 8am to 10am and 11am - 1pm daily Online Intensive AEST Commencing 13 - 15 July 2022	Coaching and Supervision Scheduled to suit you

[Click here for NZ courses](#)

In-person:

Coaching Accreditation Program Phase 1-3 (4-days)	Introduction to Leadership Coaching 2-day
Perth - Commencing Thursday 19 May 2022	May 24/25 Sydney
Brisbane - Commencing Thursday 19 May 2022	May 24/25 Geelong
Sydney - Commencing Thursday 23 June 2022	May 24/25 Melbourne
Hobart - Commencing Thursday 21 July 2022	May 26/27 Brisbane
The Impact Cycle Program 2-day	Video Peer Coaching
Brisbane - Commencing Thursday 5 May 2022	Sydney - Commencing Thursday 5 May 2022
Busselton - Commencing Thursday 26 May 2022	Melbourne - Commencing Thursday 5 May 2022
Melbourne - Commencing Wednesday 1 June 2022	
Sydney - Commencing Wednesday 1 June 2022	
Perth - Commencing Thursday 2 June 2022	

Be sure to **click on the dates** to visit the registration pages!



Sustaining Growth as a Coach

Date & time: Wed 25th May 7pm-8pm AEST

The process of becoming a coach, or 'coach-like' leader, is a journey. Our colleague Prof. Christian van Nieuwerburgh has written about 'becoming' a coach as opposed to just doing coaching (van Nieuwerburgh & Love, 2019) and there is a body of literature that describes the developmental stages that we see people go through as they grow into this new way of acting and being in conversations. This Curious Convos webinar will explore what we know about how coaches develop and what helps to sustain this growth towards becoming advanced practitioners over time.

Confirmed panellists:

Di Henning is GCI's expert in this area, with a particular responsibility for supporting the development of our coaches. Di has a deep knowledge and understanding of coach development gained over almost two decades of work in educational leadership and coaching. Di is an EMCC Accredited Coaching Supervisor and Senior Practitioner.

Chris Munro, GCI Executive Director, will host this conversation.

[Click here to register](#)