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# ***Educational Leadership through Positive education:***

**REIGNITING IMAGINATIVE CURIOSITY IN LANGUAGE TEACHER  
TRAINING**



# 1. Themes

- ▶ Education, socialization and engagement
- ▶ Schools and learning systems
- ▶ The impact of rapid change
- ▶ Leadership
- ▶ Power
- ▶ Charting the challenges and opportunities ahead
- ▶ Positive Education

# Rivers of connection



- ▶ Origins – context, need, direction
- ▶ Leaders – navigators, academics, practitioners, policymakers
- ▶ Landmarks - laws, standards, labor market, access, design
- ▶ Meandering – direction, clarity, opposition, change, linkage, burnout
- ▶ Delta questions – Where are we? How? What are we? Why?
- ▶ The sea beyond.....

## 2. Learning systems in today's world

- ▶ Imperatives of pervasive change
- ▶ Locating education in new contexts
- ▶ Uncertainty and challenges
- ▶ A wider world: international, global citizenship, engagement
- ▶ Triumph of cost over value

# Contexts of modern language learning in schools

- ▶ Developing a sense of shared destiny through identification with social, cultural, and political environments.
- ▶ Becoming aware of challenges posed to communities through an understanding of issues related to patterns of social, economic and environmental change.
- ▶ Engaging in civic and social action through positive societal participation and/or transformation based on a sense of individual responsibility towards their communities.
- ▶ Technology and instant total communications
- ▶ Globalized realities and the link to competence

# Shaping leadership and motivation

- ▶ Capacity of leadership to improve organization
- ▶ Improvement to managed change
- ▶ Understanding motivation
- ▶ Key issues in creating the schools we need:
  - ▶ Power
  - ▶ Community
  - ▶ Migration
  - ▶ Technology

# Trajectories of inclusion

- ▶ Youth and mass unemployment
- ▶ Demographics: ageing and life expectancy
- ▶ Women and labor market participation
- ▶ Immigration, cultural and religious difference
- ▶ Disability
- ▶ Conflict, stress, anomie
- ▶ Urbanization, dissent and democratic deficits



# Policy imperatives in changing schools

- ▶ Uncertainty regarding the school mission and values
- ▶ Restricted government financial support, coupled with increased oversight
- ▶ Lack of meaningful strategic planning
- ▶ Weakened linkage with expected outcomes, especially in terms of employability
- ▶ Uncertainty manifested in disruptive behavior and absenteeism.



# Dimensions for engagement

- ▶ Education
- ▶ Economy
- ▶ Law
- ▶ Environment
- ▶ Creative arts
- ▶ Language



# Emancipatory learning

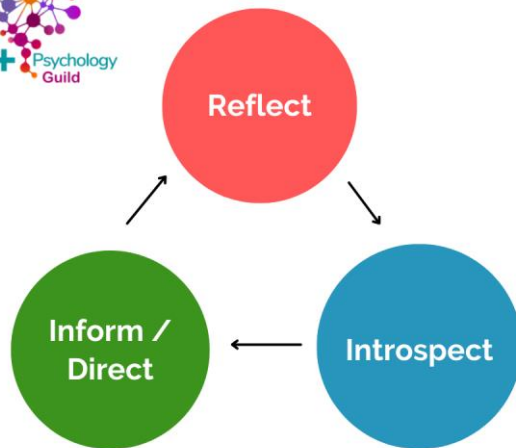
- ▶ Do we achieve or block transformative change?
- ▶ Are we visible in fields that matter?
- ▶ Human Rights must be central to everything we say and do.
- ▶ We must learn, un-learn and re-learn everything
- ▶ Learning sets people free and freedom supports learning

# Choices

- ▶ Champions of participative engagement **or** Administrators of bureaucratic regulations
- ▶ Working in the world that exists **or** struggling to achieve what can be
- ▶ Fighting yesterday's wars **or** engaging with unfamiliar innovations
- ▶ Making assumptions about others' needs **or** re-shaping ourselves as critical advocates informed by a common focus on human rights
- ▶ Expert gatekeepers **or** architects of human potential who accept no barriers

# PRE-CONDITIONS FOR Positive Education

## SELF-REFLECTION



- Keep your own course journal
- Keep the notes you find useful
- Reflect on them after creating the ideal context/time/environment for this reflection

# PRE-CONDITIONS FOR Positive Education

## SELF-INTERVENTION



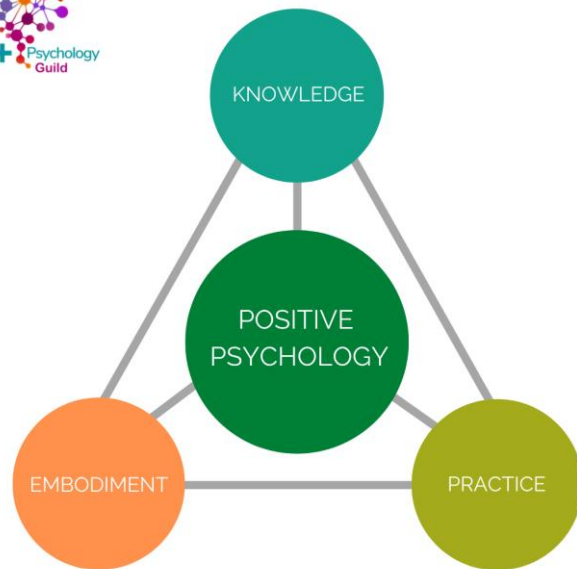
Put on your own  
oxygen mask  
before helping  
those around you.

**If you don't feel positive yourself as a teacher, you can't make your students feel positive.**

**First help yourself, then others.**

# PRE-CONDITIONS FOR Positive Education

## TAKE ACTION

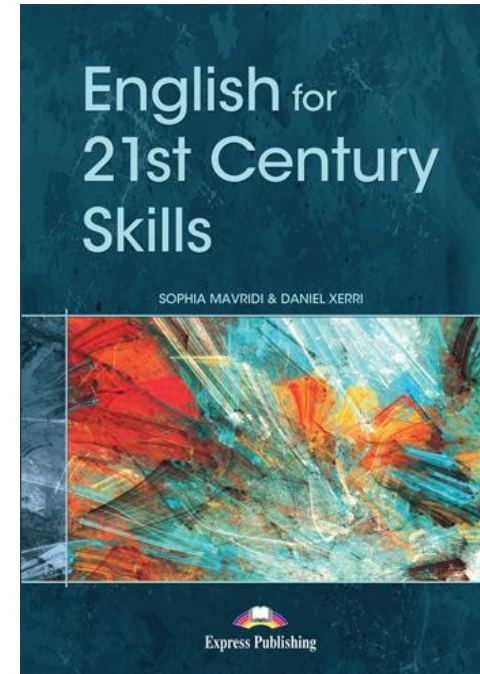


- Embodiment
- Positive Educators cannot be rude, non-empathetic, fearsome.

# Implementing Positive Education

- Language classes are the perfect place to integrate an emphasis on wellbeing and language learning, given that we typically focus on other educational goals beyond narrowly defined linguistic ones”
- “We often foster aspects of wellbeing to facilitate the long-haul needed for language learning...”

*Sarah Mercer*



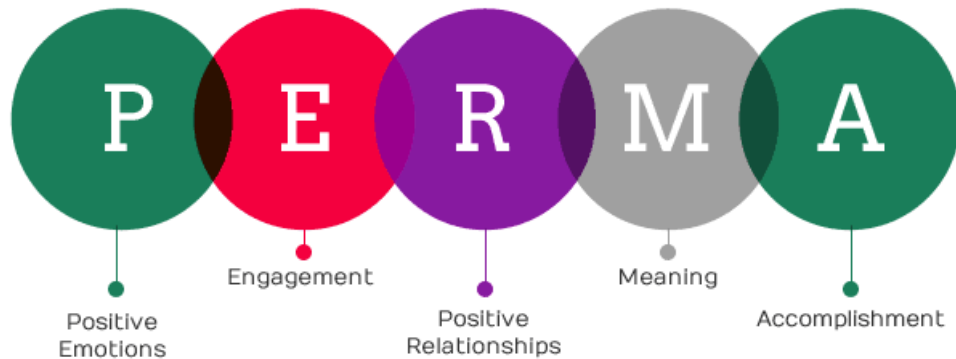
# Implementing Positive Education

- **Focus on today**
- **Savoring**
- **Helping students find their own values**
- **Encouragement and Motivation**



# Models for Positive Education Practices

## Introducing a New Theory of Well-Being



*Martin Seligman*



Character Strengths (Peterson & Seligman, 2004)

# Thank you

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