

BRAIN GYM

Top skills to perfect in advance of a leadership role

Key Takeways

1. Leadership requires continuous learning
2. Agility enables adaptation
3. Emotional intelligence builds trust and cohesion
4. Transparency strengthens school culture
5. Strategic thinking shapes the future

AITSL Standards: 4,5,7.

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Why some teachers are loved but not respected in schools.

Key Takeways

1. Relationships vs integrity
2. Connection with students must never come at the expense of professional boundaries.
3. The danger lies in confusing popularity with effectiveness.
4. Boundaries are not barriers; they are enablers of healthy relationships.

AITSL Standards: 3 and 4

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A Drop of Wisdom

IN THE
BOOK OF
LIFE,
THE
ANSWERS
AREN'T
IN THE
BACK.



This Week's Mini PD

The Wellbeing Power of Dual Confidence Pedagogical and Social-Emotional

Pedagogical confidence and social-emotional confidence work together but support wellbeing in slightly different ways.

1. Pedagogical confidence drives satisfaction and resilience

2. When teachers feel capable in planning, instruction, assessment, and differentiation, they are more likely to:

- Experience lessons as successful and purposeful.
- Feel a sense of mastery rather than inadequacy.
- Bounce back more quickly from setbacks because they trust they can adjust practice.
- This sense of "I can teach well" feeds job satisfaction and professional resilience.

3. Social-emotional confidence preserves energy and prevents depletion

4. When teachers feel confident managing emotions and relationships, they are better able to:

- Regulate their own emotional responses in tense moments.
- Maintain constructive relationships with students, colleagues, and parents.
- Set and communicate boundaries without guilt or fear.
- This reduces emotional drain and preserves the energy needed to stay engaged, rather than simply surviving the day.

5. Together they create vitality and engagement

6. When both are present, teachers typically:

- Enjoy teaching (satisfaction from pedagogical success).
- Have the emotional bandwidth to stay present, curious, and warm (energy from social-emotional competence).
- This combination underpins a sense of vitality, sustained engagement in the classroom, and openness to professional learning.

7. They support ongoing professional growth

8. Pedagogical confidence encourages teachers to try new strategies because they trust their core skill base; social-emotional confidence helps them tolerate the vulnerability and uncertainty that come with change. Together, they make experimentation and feedback feel safe rather than threatening.

9. If one is low, it strains the other

- High pedagogical confidence without social-emotional confidence can lead to "technically good but exhausted" teachers who deliver strong lessons but feel worn down by conflict, behaviour, or staff dynamics.
- High social-emotional confidence without pedagogical confidence can lead to highly relational teachers who still feel ineffective or anxious about their impact.
- A wellbeing strategy, therefore, needs to deliberately nurture both domains, not just one.

Student Spotlight

As educators, we are challenged to look beyond surface behaviours to the deep well of sympathy, kindness, and generosity within every child. Often masked by frustration or immaturity, these qualities emerge when schools create safe, trusting spaces. Recognising this hidden potential transforms discipline into connection, fostering emotional growth and mutual respect in the classroom and in the wider school community.

Disclaimer: This information is not intended to replace the advice of appropriate relevant qualified practitioners.

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