

# Excerpts From *HEART! Fully Forming Your Professional Life as a Teacher and Leader*

The following passages are excerpted from Timothy D. Kanold's *HEART! Fully Forming Your Professional Life as a Teacher and Leader*, 2017.

One focus of the book *HEART!* is about achieving *eudaimonia*.

Eudaimonia? What is that?

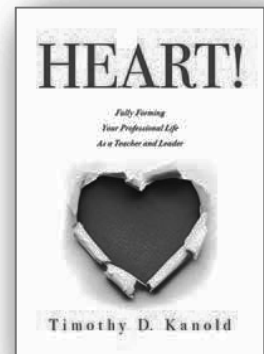
Persons who are emotionally more positive and thus happier, who generally have more satisfying lives, and who live in happier communities, are more likely both now and later to be healthy, productive, and socially connected.

The 2013 *World Happiness Report* reveals:

In the great pre-modern traditions concerning happiness, whether Buddhism in the East, Aristotelianism in the West, or the great religious traditions, happiness is determined not by an individual's material conditions (wealth, poverty, health, illness) but by the individual's moral character. Aristotle spoke of virtue as the key to *eudaimonia*, loosely translated as "thriving." Yet that tradition was almost lost in the modern era after 1800, when happiness became associated with material conditions, especially income and consumption. This chapter explores that transition in thinking, and what has been lost as a result. It advocates a return to "virtue ethics" as one part of the strategy to raise (evaluative) happiness in society.\*

Happiness is a positive emotional state of being, a state your students and colleagues need you to be in every day. But it is not Nirvana. And it is not free. It comes with a price. It is a tax on your energy, engagement, and ability to respond when all you really want to do is rest and, sometimes, weep.

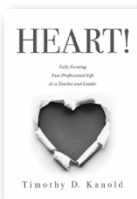
Passion, love, compassion, hope, joy, gratitude, and stability—these are all elements of a better present. There becomes a balance of emotions, perseverance, and purpose for finding happiness and achievement in our work and in connecting or reconnecting to our calling as a teacher and leader of others—students, parents, and colleagues.



\* Helliwell, J., Layard, R., & Sachs, J. (Eds.). World Happiness Report 2013, (2013), p. 5. Accessed at [http://unsdsn.org/wpcontent/uploads/2014/02/WorldHappinessReport2013\\_online.pdf](http://unsdsn.org/wpcontent/uploads/2014/02/WorldHappinessReport2013_online.pdf) on May 1, 2016.

## **Your PLC HEARTPRINT: Living a Fully Engaged, High-Energy, and Well-Balanced Professional Life!**

"I define your heartprint as the *distinctive impression and marked impact your heart leaves on others*—your students and your colleagues, as your career and your school seasons unfold."



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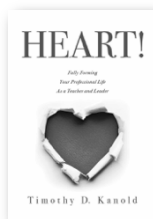
## **R U Available for a Quick Call?**



## **My Heartprint! The H and E of Our Work!**



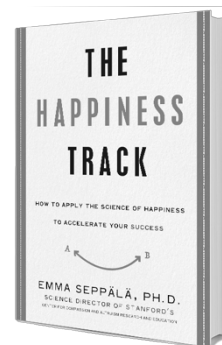
- Examine cultural elements of professional **Happiness**.
- Consider data about professional **Engagement**.
- Choose a balanced Quadrant II life!



## **H Is for Happiness The Science of Happiness**

**Happiness is a state of heightened positive emotion.**

"[Happiness] increases our emotional and social intelligence, boosts our productivity, and heightens our influence over peers."



**Who is the most joyful person  
you know at work?**

**Then, List three one word characteristics  
of this person!**



**Use the Post Card  
Name and 3 words...**



**Complete the  
top part only!**

A postcard form titled "MY HEARTPRINT" with a heart icon. It contains several sections with prompts: "NAME:", "3 Positive Heartprint words:", "Who needs your positive Heartprint right now?", and "What are 1-2 PLC commitments to action you will take? Start with I will:". There are lines for writing in each section.

**Who is the most joyful person  
you know?**

**Stability is about strength—  
We can do this!**

**Stability is about support—  
I will be there when you fail.**

**Stability is about peace—  
I will demonstrate joy  
and gratitude toward you.**

**There is a joy–gratitude–stability connection.**



**Happiness and ...**

**Hope**  
Change Everything!

**Hope is about direction—  
Where are you taking me?**

**Hope is about faith—  
You know where to take me.**

**Hope is about guidance—  
You will help me own how to get there.**

## Happiness and ...



**Compassion** is about **caring**—  
**You mourn the setbacks of others.**

**Compassion** is about **support**—  
**You cheer on their victories.**

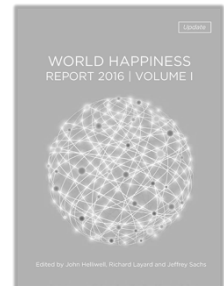
**Compassion** is about **love**—  
**You do not withhold it.**

## World Happiness Report

### eudaimonia

(n.) lit. “human flourishing;”  
a contented state of being  
happy and healthy and  
prosperous

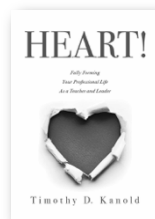
**pronunciation:** U-de-'mOn-E-a  
**English / Origin:** Greek



## My Heartprint! The H & E of Our Work!



- Examine cultural elements of professional **Happiness**.
- **Consider data about professional Engagement.**
- Choose a balanced Quadrant II life!



## Engaged Teachers Enjoy Personal, Professional Edge

by Matt Hastings and Sangeeta Agrawal

### STORY HIGHLIGHTS

- Engaged teachers report higher levels of purpose well-being
- Engaged teachers report higher personal and professional satisfaction

**Left to our  
own devices,  
we are most  
likely not to  
fully engage  
in our work  
life.**

## 2016 Gallup Research

What percent of U.S. K-12 teachers do you think are fully engaged in their daily work?



## 2005–2018 Gallup Research

**Engaged teachers:** constantly look for new and better ways to achieve outcomes



(Kanold, *HEART! Fully Forming Your Professional Life as a Teacher and Leader*, 2017)

### Engaged Workers Most Common in U.S. and Canada, Actively Disengaged in MENA

As in Gallup's previous employee study, engagement levels among employees vary across different regions and among countries within those regions. At the regional level, North America (that is, the U.S. and Canada) have the highest proportion of engaged workers, followed by Australia and New Zealand, at 24%.

#### Regionally, Engaged Employees Most Common in the U.S. and Canada

More than one in three workers in the Middle East and North Africa region are actively disengaged

Region	Engaged	Not Engaged	Actively Disengaged
United States and Canada	29%	54%	18%
Australia and New Zealand	24%	60%	16%
Latin America	21%	60%	19%
Commonwealth of Independent States and nearby countries	18%	62%	21%
Western Europe	14%	66%	20%
Southeast Asia	12%	73%	14%
Central and Eastern Europe	11%	63%	26%
Middle East and North Africa	10%	55%	35%
South Asia	10%	61%	29%
Sub-Saharan Africa	10%	57%	33%
East Asia	6%	68%	26%

2011-2012

## 2005–2018 Gallup Research

**Not engaged teachers:** satisfied with their jobs, not emotionally connected, and unlikely to devote much **discretionary** effort to their work



(Kanold, *HEART!*, 2017)

**Actively disengaged teachers:** unhappy, and act out their unhappiness in ways that undermine what their coworkers accomplish



**What do you believe is a primary cause for the lack of full engagement by educators at work?**



**For volunteers, work will not be satisfying unless they can answer “yes” to three critical questions:**

1. Is the work meaningful to me personally?
2. Is my emotional energy high or low?  
Do I feel energized or drained?
3. Do I enjoy the people  
with whom I am serving  
or volunteering?



**When you know your *why*, your *what* has more impact, because you are walking in and toward your *purpose*.**



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## Who Do You Really Want to Hang Out With?

Nobel Prize-winning economist Daniel Kahneman's list of people we most desire to socialize with in a more *mutually nourishing* way:

1. Friends, then relatives
2. Spouse or partner, then children
3. Students or parents, then coworkers or colleagues
4. Then ... your boss

(Goleman, *Social Intelligence: The New Science of Human Relationships*, 2006, pp. 311–313)

## The PLC Process Is Served by Effective Knowledge Sharing

“We believe a broad acceptance of the emotional lives of others is crucial for establishing good working relationships—and good relations, in turn, lead to effective knowledge creation.”

(Von Krogh et al., 2000,  
in Fullan, 2001, p. 51)



## Embracing the Emotional Lives of Our Colleagues

Collaborating with colleagues expects  
transparency in our practice!



## "What Are Those Black Boxes?"

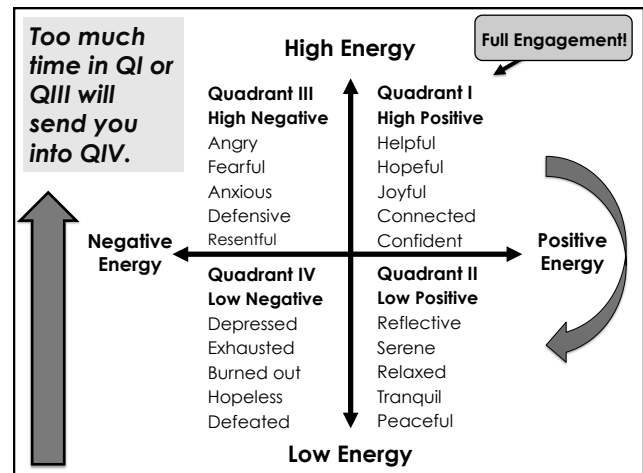
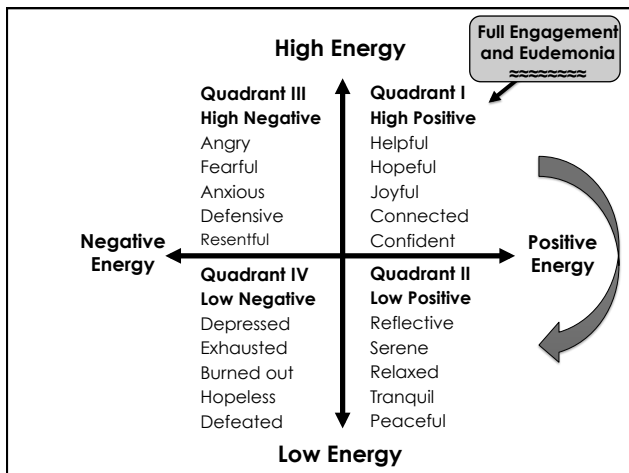


Ch. 20

## My Heartprint! The H, E, and A of Our Work!



- Examine cultural elements of professional *Happiness*.
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- **Choose a balanced Quadrant II life!**





## Your PLC Heartprint Pursuit

If your fundamental goal is to seek external balance then you have aimed too low.

INTERNAL BALANCE  
IS THE KEY  
TO WELL BEING.



## Quadrant II Time Required!

Becoming fully engaged in Quadrant I while strategically engaging in Quadrant II activity ...



Only you can  
know what this is  
for you.

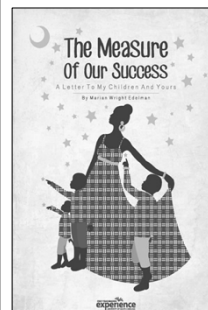
## Pursuing Internal Balance

What is your Quadrant II activity?

I'd rather be in  
**QUADRANT II**



## Yours, Mine, and Ours!



"So much of America's tragic and costly failure for all of its children stems from our tendency to distinguish between our own children and other people's children ...

... as if justice were divisible."

## Is Your Professional Life in a State of Unbalance?

Do you hear complaints from colleagues, students, parents, friends, and family regarding your “out of balance” life? I cannot remember a year when the issue of balancing or juggling all the pressures of school wasn’t either a major or minor concern for teachers and students or their parents—and for me too.

We live in an era in which students and adults are bound by a fast-paced life, tied together by their schedules, text messages, iCalendars, computers, and smartphone apps. The demands of our schedules eat into the very essence of our existence. So, what we most seek is a balanced life—time for work, play, family, friends, travel, academic study, faith, hobbies, reflection time, and sleep.

Thus, we make a choice. We can either pursue *external balance* or *internal balance* and the question is, Which balance solution is best? Before I define these two different approaches to seeking balance in your life, first reflect on your current patterns of behavior.

External balance assumes that outside circumstances need to change, circumstances beyond your control as you fall prey to the plague of *if only*: *If only* the Internet didn’t exist (eliminating blogs, email, Twitter, Snapchat, Google Hangouts, parent portals into your gradebook, and more); *if only* the board of education, community, and faculty didn’t have such high expectations; *if only* the local press would just leave you alone; *if only* your teacher teams would be more fully functioning on their own; *if only* parents would just stop complaining and be more helpful; *if only* students would work harder; *if only* students would show up for school; *if only* we had more services for EL students.

*Then*, you think, you could lead a more balanced work life. *Not so.*

The answer to living a fully formed professional life—a life that honors the expectation of being your quadrant I best for your students and colleagues every day—lies not in eliminating external disorder but in seeking out the requisite quadrant II low positive energy time that helps you to face the *internal disorder* of your life.

Dwell on that thought for just a minute: *the internal disorder*?

It lies in creating an internal order that allows you to focus on a few actions in your job and your life really well—and doing them at a deep, reflective, and meaningful level. No superficiality in that lesson preparation and design or those discussions with colleagues and faculty members.

*Too much time in either quadrant I or quadrant III will send us deep into quadrant IV.*

In other words, we discipline ourselves to *strategically disengage* from quadrant I and intentionally engage in meaningful quadrant II time—every day. The stakes are high. By pursuing daily quadrant II time, you become more able to mobilize, focus, inspire, and regularly take action that renews the energy of students and colleagues. You become more of a professional, as you are more able to *fully engage* with others.

Solitude is a required aspect for quadrant II, as it is in solitude that you slow down enough to allow introspection into your professional and personal life. There are, of course, other daily routine actions you can take to slow down for some low energy, meaningful, and reflective quadrant II time.

- During the week, plan windows of time with nothing on your schedule except reflective brainstorming.
- Purposely stand in a longer line at the store, and do not look at your smartphone.
- Take off your watch and shut down your email on the weekends. Leave an emergency contact number if needed.
- Plan to deliberately show up early while you are waiting to meet someone. While waiting, give yourself permission to do nothing but notice your surroundings.
- Most important, however, find brief periods of time for solitude and reflection—no inputs, no noise, and no voices from colleagues (unless invited in), family, or friends coming at you.

Solitude comes in many forms and not always at the same time each day. Maybe you like the quiet stillness of the early morning. Maybe you like to run, jog, or walk. Maybe you prefer to write in a journal or to just let your mind decompress as you do household chores. The *key* is that whatever you do to quiet your mind, do it in real solitude. Just you, your thoughts, and low positive energy. Use solitude as an opportunity to become aware of your own personal attitudes, mindsets, and beliefs about your students or colleagues and your work life in general.

*Try to get comfortable with the quiet.*

Simply ask yourself, “How am I doing? Who did I forget to notice today? What are my priorities? Am I spending quality time with my family? What did I learn from that crisis today? How will or should I respond differently next time? Am I treating my students or colleagues of my faculty with respect and appreciation? Am I willing to at least listen to their perspective even if I disagree with them?”

Spend time reflecting on the past to impact a better future. Examine how well you are engaging others in difficult decisions without being condescending or judgmental. Use this time to become clear on the type of deliberate practice you can engage in so other most benefit from your growth as a professional educator.