

WATCH OUR WORDS THEY BECOME OUR WORLD



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- e) Clear benchmarks are set and published for students to know how they are able to progress from one level to another e.g. spelling and number facts levels etc.

Feedback to students

- a) Dedicated sessions each week for students to check their assessment data and have feedback meetings with teachers.
- b) Establishment and measurement of student goals each term.
- c) Term assessment planners that show students and parents the assessment items and associated timelines.
- d) Students are able to input their own data into certain sections of their student data profiles, promoting ownership of the data.

Data sharing

We regularly publish various sets of data in newsletters, website, letters to parents, Principal reports at P&C Association meetings.

These may include; attendance rates, NAPLAN, competitions (curriculum, cultural and sporting), School Opinion Surveys, Student awards, Yr.7 graduate satisfaction survey data, etc.

As Principals, we have no control over our raw materials – students or staff.

Our job as Principals is to use the resources we are given to use and provide the best possible outcomes for those children with whom we work – as **smart leaders** in **smart schools** to create **smart children**.

Have you ever known a very negative person? Those who, no matter what may happen, interpret the event in the worst possible way; or someone who can talk for hours about how they are a victim of a work relationship or situation, a parent or their childhood – individuals who are lost in their personal life story. As a consequence, their story occupies their mental focus because it occupies their language, and their future simply repeats their past.

Most of us have been temporarily stuck in a situation like this at some time. A situation where part of us knows that the way we are thinking about the situation is unresourceful and we just wish we could think differently about it. This is often easier said than done. Have you ever attempted to shift the way you think by just thinking differently? While it is possible to do so, often this is a lesson in futility. The easiest method of changing the way we think is by changing our language.

When we say negative thoughts aloud we embed them more firmly into our habitual thinking patterns. If we are constantly expecting the worst, talking about our fears, imagining the future cloaked in possible failure, we draw those experiences toward us.

Alternatively when we constantly think about, and speak about, success, possibility and abundance we direct our subconscious mind towards that goal. The thoughts that we dwell on, feel to be real and our language accordingly, are the principal programming agents that guide our life's successes and our life's failures.

Our subconscious mind takes our language literally and personally. Language is one of the principal ways we program this power within us:

- Thoughts become words.
- Words become feelings.
- Feelings become actions.
- Actions become results.
- Results create reality.

What we think, speak and feel about we bring about through the actions we take. By being alert to the language that we use we can interrupt the reflexive thinking and feeling patterns that give rise to unresourceful patterns of behavior. Here are a few examples of language upgrades for when we catch ourselves saying negative thoughts aloud.

Instead of choosing words that focus on the negative and limit choice such as:

- I can't.
- I want to.
- I'm not.
- I should.
- I have to.
- I need.
- I must.
- I hope.
- I'll try.
- I don't know.

Upgrade to alternatives that focus on the positive and extend choice such as:

- I can.
- I am.
- I commit to.
- I am able to.
- The alternatives are.
- I choose to.
- I'll think about that.
- My choice is to.
- One option is to.

These are just a few upgrades to words that place the power outside of our personal choice. Disempowering language choices keep our attention falsely fixated on the perspective that other people and external circumstances direct our lives.

Be alert to the words we use and upgrade limiting language. By upgrading our language we automatically shift our thinking and the emotional states which develop from that thinking. Our behaviour and results follow the emotional states we sustain.

In this way we word our world.

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