01 • RECONNECT

What Is Mine to Carry?

Flourishing Leadership in a Role That Asks So Much • Enabling Every Child to Thrive

What might become possible if I could flourish a little more in my leadership?

Who or what first inspired me to become a teacher? What difference did I hope to make?

What drew me towards school leadership — or what helped me discover meaning in the role?

What do I notice about my energy and purpose as I reconnect with that inspiration?

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02 • FLOURISH & NOTICE

My experience of flourishing

Flourishing is not constant happiness or an absence of challenge. Start with your lived experience.

When did I feel I was flourishing as a teacher or leader? What made that moment possible?

My private flourishing check-in

On my own 1–10 scale, where am I today? _____ / 10 What would one point higher look and feel like?

What conditions could help me move towards that?

Beliefs that can obscure — or enable — flourishing

Beliefs that may constrain me	More empowering possibility
Good leaders sacrifice themselves.	Sustainable leadership includes caring for the leader.
Everyone else's needs come first.	My wellbeing matters alongside those I serve.
Asking for help is weakness.	Seeking support is responsible leadership.
If I don't do it, it won't get done.	Leading includes developing others' ownership.
I don't have time.	Space to discern is part of using time wisely.

Which belief might I loosen or practise differently — and what could become possible?

This scale is a private reflection prompt, not a clinical or validated measure. A higher number is not a seven-day performance target.

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03 • DISCERN

What is mine to carry?

Choose one ordinary, non-identifying leadership situation using more of your energy than you would like. Do not record sensitive pupil, staff or family details.

If I flourished more often, where would I want my time, attention and energy to go?

MINE TO OWN

What is genuinely my responsibility? What is uniquely mine to lead?

OURS TO SHARE

Where could I enable others' appropriate ownership or contribution?

NOT MINE TO CARRY ALONE

What support, resources or collective action would help?

Additional lens: What can I control? Influence with others? Adapt to while seeking change?

Delegating a task does not remove safeguarding, statutory or governance accountability. Personal mindset alone cannot resolve structural under-resourcing.

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04 • EXPERIMENT & LOOK AHEAD

My flourishing leadership experiment

One meaningful direction. One small seven-day experiment. One source of support. One moment to learn.

RECONNECT | What matters most? What would one point closer to flourishing mean to me?

REIMAGINE | What one small, safe, observable experiment will I try within seven days?

REACH OUT | Who or what could support me? What conversation will I initiate?

My experiment begins on: _____ I will review what I notice on: _____

How will I recognise useful learning? What might I continue, adapt or stop?

A longer view

Fifteen years from now, how would I love to have lived, loved and led?

What could I choose differently today to begin living and leading as that person?

Your experiment may reveal a need for systemic support. That is valuable learning, not a personal failure.

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