

**2019 Teaching and Learning Conference**

**INSPIRE | TRUST | EDUCATE**

Thursday 16 & Friday 17 May | RACV Torquay Resort



11.00am – 12.00pm

# Educating for the 21<sup>st</sup> Century: How?

Martin Probst



#VDCTL19



/VETDevelopmentCentre

# EDUCATING FOR THE 21<sup>ST</sup> CENTURY – HOW?



Why we need to create a  
classroom of inspiration and trust



What it takes for our learners to  
put their best self forward



How we can evoke inspiration and  
build trust

DO YOU HAVE A  
PROBLEM IN LIFE?

YES

OKAY, CAN YOU  
DO SOMETHING  
ABOUT IT?

YES

NO

THEN WHY  
WORRY? 😊

NO



A hand-drawn maze on graph paper. A red path is drawn, starting from a red dot on the left and ending with an arrow pointing right. The maze is surrounded by crumpled white paper.

## Skills to thrive in the 21<sup>st</sup> century

- Problem Solving
- Critical Thinking
- Creativity
- People Management
- Coordination with others
- Emotional Intelligence
- Judgement and Decision Making
- Etc.



# THE RULE BOOK

## THE RULE BOOK

says:

If you want to do something,  
you have to ask someone else  
for **permission**.



THE  
RULE

**I'M ALLOWED...!**  
**(TO CHALLENGE THE STATUS QUO)**

to do something,  
you have to ask someone else  
for **permission**.



I wish I'd had the courage  
to live a life true to myself,  
not the life others  
expected of me.

“Regrets of the dying”  
by Bronnie Ware



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*Every action gives you a feeling.  
Motion >>> Emotion*



*People don't want the action,  
they want to experience  
the feeling from it.*



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**Secondary gain  
(Hidden Value)**  
i.e. rebelliousness

10  
9  
8  
7  
6  
5  
4  
3  
2  
1

Direct replacement  
of hidden value

New Action ->  
**Innovative  
problem-solving  
in class**

Old Action ->  
**Interrupting  
class**

**DISEMPOWERED**  
(UNRESOURCEFUL)

**EMPOWERED**  
(RESOURCEFUL)

**We only defend the things  
we pretend, we are not!**

**Once we have  
nothing to defend  
about ourselves anymore,  
*WE ARE FREE!***







***WE ARE VALUE-FULFILLING MACHINES***

*...and always jump at the chance to do more of what we love, without logic.*







## Let's practise

In groups of 3-4 people share what you've learned about **hidden values.**

How will you apply your new perspective in our 21<sup>st</sup> century education model?



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# Reflection Time

- ☐ Please share your findings...
  - ☐ What are your key learnings?
  - ☐ What will you implement right now?
  - ☐ What difference will it make?
  
- ☐ What questions remain?

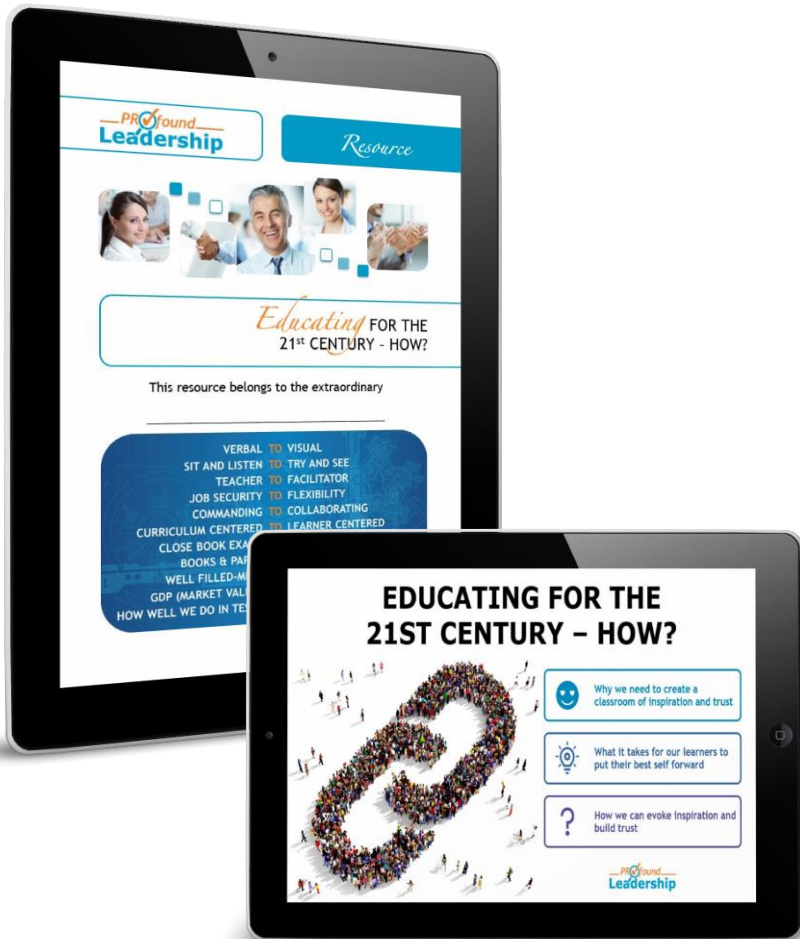


Download

# YOUR WORKSHOP SUMMARY & POWERPOINT

To reflect on your learnings,  
so you can implement your new strategies  
with ease and confidence.

<https://www.profoundleadership.com.au/vdcconference/>





My time is up - *Thank you*

Please *connect* on Linked 

*Dare to make a difference!*

**Martin Probst**

CEO - Chief Education Officer

[www.profoundleadership.com.au](http://www.profoundleadership.com.au)





## *Educating* FOR THE 21<sup>st</sup> CENTURY - HOW?

This resource belongs to the extraordinary

VERBAL **TO** VISUAL  
SIT AND LISTEN **TO** TRY AND SEE  
TEACHER **TO** FACILITATOR  
JOB SECURITY **TO** FLEXIBILITY  
COMMANDING **TO** COLLABORATING  
CURRICULUM CENTERED **TO** LEARNER CENTERED  
CLOSE BOOK EXAMS **TO** OPEN BOOK WORLD  
BOOKS & PAPER **TO** FIBRE & TECHNOLOGY  
WELL FILLED-MIND **TO** WELL-FORMED MIND  
GDP (MARKET VALUE) **TO** WELL-BEING (LIFE-STYLE)  
HOW WELL WE DO IN TESTS **TO** HOW WELL WE DO IN LIFE

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## Today's Focus

### Educating for the 21<sup>st</sup> century: HOW?

It's not about how well learners do in assessments - it's about how well they do in life. In an era of technology and Google with information at our fingertips in a single click, we no longer need well-filled minds. What we need today are minds shaped by original thinking, able to solve complex problems and successfully respond to the bigger exams called life. Minds that don't just ask the teacher "why", but rather "why not".

In this workshop, we focus on how we can create a learning environment of inspiration and trust and educate beyond performance criteria. Let's find out what it takes for learners to put their best self forward and explore how we can teach skills that will benefit learners and add value to their lives so they can confidently and successfully navigate today's busy and ever-changing environment.

This session will cover:

-  Why we need to create a classroom of inspiration and trust
-  What it takes for our learners to put their best self forward
-  How we can evoke inspiration and build trust, not only in our learners but also in ourselves

### A mercifully short overview about myself

Because that's not why you are reading this resource

My mission to maximise human potential and achieve peak performance in a supportive environment has led me to:

- ☒ Teach over 10 years in a classroom setting
- ☒ Conduct over 1,000 hours of one-on-one coaching sessions
- ☒ Present at over 100 workshops and speaking engagements
- ☒ Author 6 Australian and international books and audio books
- ☒ Be an adviser and member on various committees & boards
- ☒ Travel the world and work on 6 continents
- ☒ Be recognised as...



*Martin Probst*  
CEO – Chief Education Officer

2018 Australian Learning Impact Award Finalist  
**LEARNING PROFESSIONAL OF THE YEAR**



The Morning Herald



### Tips for the reader

Please check our website [www.profoundleadership.com.au](http://www.profoundleadership.com.au) for additional tools (including free downloads), online training, resources, educational blogs, forums, workshops and many more valuable products and services that we offer to our industry.

### Reflect on your learnings

Please keep an eye out for mobile phone symbols, indicating that there is a short, sharp and powerful Online Training Video available for this topic.





<https://pixabay.com/photos/thought-idea-innovation-imagination-2123971/>

*“Education*  
*...is about the positive impact*  
*we teachers have on our learners.”*

Martin Probst

## Introduction

### Why we need to create a classroom of inspiration and trust

Education can no longer be about training students to sit still long enough to become obedient factory workers to perform repetitive tasks. What we need are people who can solve problems and lead with critical, independent and innovative thinking.

In today's open-book-world, learners don't need their heads filled with facts, textbook materials and teacher's lectures. Frankly, that simply provides us with a well-filled mind, when in the era of the internet we don't need a well-filled mind. We've got Google and Siri to provide us with any information at any given time.

What we need is a well-educated and well-formed mind that reacts to unfamiliar facts and details and can synthesize information that it hasn't studied before. A mind that can think outside the box and react to the biggest exam called life which in most cases doesn't merely hold in store what we prepared ourselves for. To be successful beyond the classroom, we need a mind shaped by original thinking.

**WHAT IF** we would prepare our learners more for life, rather than just standardised assessments?

Where they would learn how to:

- ☑ Apply multiple intelligence
- ☑ Trust themselves again
- ☑ Listen to their intuition
- ☑ Inspire themselves
- ☑ Be their own best coach
- ☑ Manage their thoughts, emotions and interactions with others
- ☑ Live a meaningful and fulfilling life on their own terms

Today, it is about innovation, problem solving, critical thinking, creativity, people management, emotional intelligence, decision making and many other 'skills of the future'. Therefore, we must prepare our learners for a future that is fundamentally different in nature, where disruption and change is the norm.

Below are a few changes that we need to adapt to, so that we can provide cutting edge education and make a positive impact in the 21<sup>st</sup> century.



<https://pixabay.com/illustrations/geometric-design-computer-1732847/>

*"Not everything that matters can be assessed on paper."*



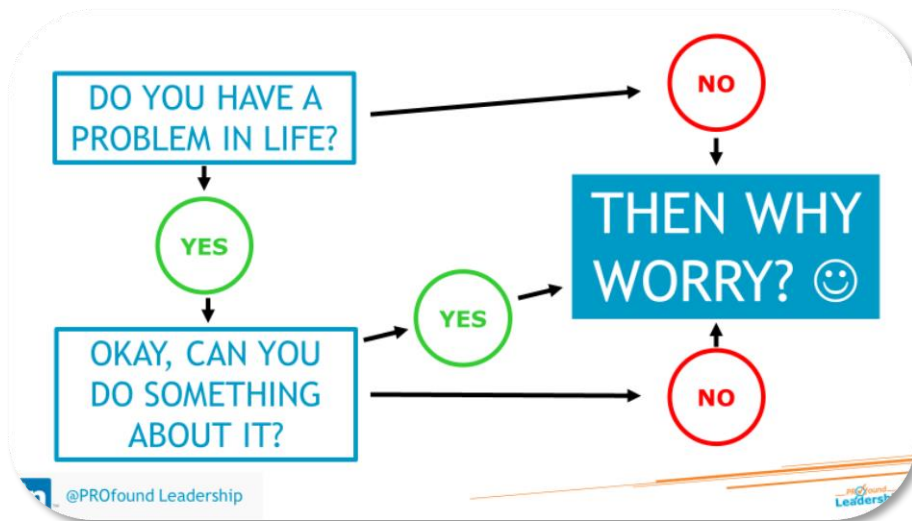


## WHAT needs to change?

... for our learners to put their best self forward

Although much of people's time is spent in an educational environment, we rarely take the time to learn how to be our best friend, how to trust and listen to ourselves and how to become our own best coach to overcome our problems and challenges.

When we or our students experience a great and amazing life, it is generally based on how well we can overcome certain problems, how independent we are and how much confidence we have in ourselves. We can overcome many problems in our lives simply by trusting ourselves more and taking the required actions to do something about them.



Partly responsible for the lack of self-trust is the strict, permission oriented 'Rule Book' that our students have been conditioned to obey. It dictates how the world operates and creates dependent learners:

- ✗ *"If you want to do something, you have to ask someone else for permission."*

In classrooms of the 21<sup>st</sup> century, we should be able to challenge the status quo and explore new ways by asking:

- ✓ *"Are there different/better ways of doing things, rather than holding on to what we already know."*



<https://pixabay.com/photos/book-isolated-book-cover-empty-3088777/>

Because absolutely NOTHING new comes out of the comfort zone, and our learners won't be able to live to their full potential and become the independent people they need to be in today's very fast moving and ever-changing environment.

For our students to put their best self forward, we must assist them to learn about themselves and create an amazing relationship with themselves, so they can trust and inspire themselves and live their life on their own terms. The better they know who they are, the better decisions they can make, and the more they can position themselves for success rather than being conditioned by the system.

We can start by practising this short sentence every day in our classroom:

*"I'm allowed!"*

*Note: This sentence of course must be used and applied with moral ethics; whatever we allow ourselves has a good outcome for us, the people around us and the greater good.*

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## HOW to educate for the 21<sup>st</sup> century?

... to evoke inspiration and build trust in our learners and in ourselves

*"The illiterate of the 21<sup>st</sup> century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."*

Alvin Toffler

A PROfound concept and what I believe to be the holy grail of student empowerment, are 'Hidden Values'. It teaches our learners to inspire and trust themselves in the 21<sup>st</sup> century. Hidden Values are an amazing tool to help individuals better understand what makes them tick and establish inspiration and trust within to excel in and beyond the classroom.



## Hidden Values<sup>1</sup>

### Introduction

All of us have at least once in our life set a goal. You might be someone who has NOT yet come up with a life vision and written up goals supporting that vision. But at the very least think of past New Year's Resolutions that you all too quickly abandoned because they were too hard to keep up. You failed because you stopped doing something that gave you satisfaction of some sort - even if it was destructive to your wellbeing, to your relationships or other areas of your life.

A goal, explained in simple terms, is a desired result, envisioned by somebody and accompanied by an effort aimed at achieving that result. We then need to perform actions that get us to the results we are seeking. Quite often, people unfortunately mistake actions for results. You can only smash your goals, if you have actions that support that goal and get you all the way to the end. Running around on the soccer field being in ball possession 100% of the time will not win you the game - you need to actually kick the ball and score.

Every second of every single day, you do an action (sleeping, watching television, sitting in a bus, standing in a queue, brushing your teeth etc.).

#### You cannot not be doing an action.

In other words, time cannot be empty. So, you better make sure that those actions support you in a positive way and help you kick your goals. (A word of wisdom: procrastination is NOT an action; to procrastinate, you need to do an action, like watching television instead of weeding the backyard).

As mentioned earlier, there is a reason why so many people fail with their New Year's Resolutions (or other goals, but the New Year's ones are a classic). Human beings cannot just remove an action. By removing something, you create a vacuum and something else is being sucked in. For example: Anybody that tried to quit smoking and did not replace the smoking with something else, will know that you start smoking again sooner or later. Therefore:

#### Never remove, always replace!

At the core of changing your current actions to **Result Focused Actions** is to know what you want, in other words the goals or results you are seeking. In the earlier example of the smoker, the goal might be to test in the normal lung function range within 12 months of quitting. (See how the goal does not say: stop smoking? That would be an action. A goal needs to be SMART - specific, measurable, achievable, realistic and timely.)

Once you clearly defined your aim, look at what you do every single day and replace the actions that move you away from your goals with new, focused actions that get the results you are looking for. **If you want different results, you need to change your actions.**



### Result Focused Actions

<https://www.profoundleadership.com.au/result-focused-actions/>

<sup>1</sup> "Result Focused Action" - Martin Probst, PROfound Leadership 2018,  
<https://www.profoundleadership.com.au/leadership-skills-store/result-focused-action-ebook/>



Here is an example to give you an idea about the concept:

STOP	START
<ul style="list-style-type: none"> <li>- Smoking first thing in the morning when getting out of bed</li> <li>- Social smoking with friends (i.e. backyard BBQ)</li> <li>- Smoking instead of eating</li> <li>- Smoking to keep the hands busy</li> </ul>	<ul style="list-style-type: none"> <li>- Jump in the shower and brush your teeth</li> <li>- Meet your friends in a different surrounding (i.e outdoor pool)</li> <li>- Eat a fruit, some nuts or chew gum</li> <li>- Play a game on the phone</li> </ul>
<div> <b>Result:</b> Test in the normal lung function range within 12 months of quitting         </div>	
<ul style="list-style-type: none"> <li>- Finding excuses</li> <li>- Smoking</li> <li>- Same routine</li> <li>- Stress</li> </ul>	<ul style="list-style-type: none"> <li>- Calculating the cost of smoking</li> <li>- Go for a walk</li> <li>- Shaking up the routine</li> <li>- Mindfulness</li> </ul>
LESS	MORE

The following quadrant might serve you as a tool to becoming clearer on what you need to do to move you closer to achieving your goals. In the “Results” box, state your goal in positive terms (i.e. Creating Team Harmony). Then write down which actions you need to stop and which ones you need to start doing, and what you need to do less and more of to get to your chosen result.

STOP	START
<div> <b>Result:</b> </div>	
LESS	MORE

Replacing an old action with a new action is not always easy, like for example swapping smoking a cigarette with going on a bike ride. But having said that - it is only difficult if you don't know what you are doing - it is very easy if you KNOW what you are doing. Let me further elaborate on this statement.

**Every action you take gives you a feeling or a secondary gain of which you might not be aware of.**

For example, from smoking a cigarette, you get a feeling of 'smoking a cigarette', which might in fact be feelings of belonging, rebelliousness, smoker community, relaxation, comfort, etc. But from going on a bike ride, you might get feelings of satisfaction, accomplishment, achievement, power, pride, etc.

This is a mismatch of feelings, or comparing apples with oranges, and the reason why so many people fail to achieve their goals or follow through with their New Year's Resolutions.

**People don't necessarily want to perform a certain action; they want to get the feeling from it.**

Like smoking to feel rebellious; moving to the richest suburb to feel superior; spending their weekends on the bike to feel proud; etc.



## Secondary Gain (Hidden Values)

Have you ever been doing something that you knew was not helpful for your career and life, but you still kept doing it? It could manifest as self-sabotage even, for example you keep getting angry and yell at people, even though you know that it creates a rift and is the opposite of what you want. If you have these patterns that don't work for you, then we need to talk about the payoff for this negative thought or action, whichever it may be for you. Because on some level your self-sabotage strategy has a benefit.

We only do what works for us. In other words, if we didn't get anything out of it, we wouldn't do it any more. Now, you're probably telling yourself that you are an exception to the rule, but you're not; there are no exceptions. Think about a habit you would like to change; you might express a total commitment to changing your behaviour, yet within a short while you are back to your old patterns. This is, because on some level, staying with the old choice was working for you. If you want something and find yourself falling short at the last moment or justify why you can't do it, then you are in the grasp of hidden values.

Often, our hidden values are based on one of the 3 universal fears: **Fear of not being loved, fear of not being enough, or fear of not belonging.** Or perhaps all three of them. I would like to mention that hidden values are not necessarily something bad, but we need to recognise them, release bad strategies, and use the hidden values in our favour. But more on that later.

Human beings will always get their needs met. Preferably, they get them met positively - but if they can't do that, they get them met negatively. We are value-fulfilling machines, and always jump at the chance to do more of what we love, without logic. One very important point to make: if we can find a better, more positive and resourceful way to fulfil our hidden value, we will go for it.



<https://pixabay.com/photos/balance-height-dangerous-courageous-2034239/> | <https://pixabay.com/photos/hammock-height-courageous-courage-2036336/> | <https://pixabay.com/photos/base-jump-jump-base-jumper-leaping-1600668/> | <https://pixabay.com/photos/biker-motorcycle-dirt-extreme-bike-384178/>

A hidden value is nothing else but the fear of going outside of our comfort zone. We fear the unknown, and the ability to control every step that lies ahead of us. We want to have certainty before we act. Or so we think. Can you imagine a life where you knew every little detail in advance? Even though we think we want to know everything there is to know about our day, and life, and health etc., human beings even more want to be challenged so we can find out what we are capable of.

The most common hidden values that we've identified by working with people over the years are:

HIDDEN VALUE	CORE NEED
1) Attention	(Significance)
2) Authority	(Certainty)
3) Belonging	(Connection)
4) Control (Power)	(Certainty)
5) Rebelliousness (Fun, Playfulness)	(Variety)
6) Superiority (Learning)	(Growth)
7) Validation	(Significance)

There is no need to be afraid of your Secondary Gains. For example, a new-born baby owns all the above, and yet is an adorable, pure, innocent human being! It is only the hidden values that are fulfilled in a disempowering way that get us in trouble.

When we think about our values, we might think that they are fun activities like rock-climbing or bungee jumping, but the real, underlying value might be rebelliousness, superiority and danger. On a side note: never judge somebody's action. Rather, look closely at what this person is seeking in order to fulfil their secondary gain or hidden value. You might be able to assist them in finding more empowering ways to fulfill this hidden value...









*dreamstime\_xxl\_30003389.jpg (purchased by PROfound Leadership)*

The second we admit our secondary gain, we do not need to perform that action again, because it is liberating. When we release and own our hidden values and they are out in the open, we stop projecting them onto other people.

Don't get rid of your hidden values, but use them for yourself. Don't ask anybody else to give it to you - give yourself attention, learn for yourself to gain superiority, have fun to gain rebelliousness, belong to yourself, give yourself control, validate yourself, etc. The most empowering human being is the person that fulfils their own values -the power within. Stop the mediocrity, and fully appreciate yourself. For example: I personally am thankful for my superiority (it is a GOOD thing), because I can give value and teachings to the people around me. *It is intellect, not attitude!*

*"May your choices reflect your hopes, not your fears."  
~ Nelson Mandela*



### Training Video | Hidden Values

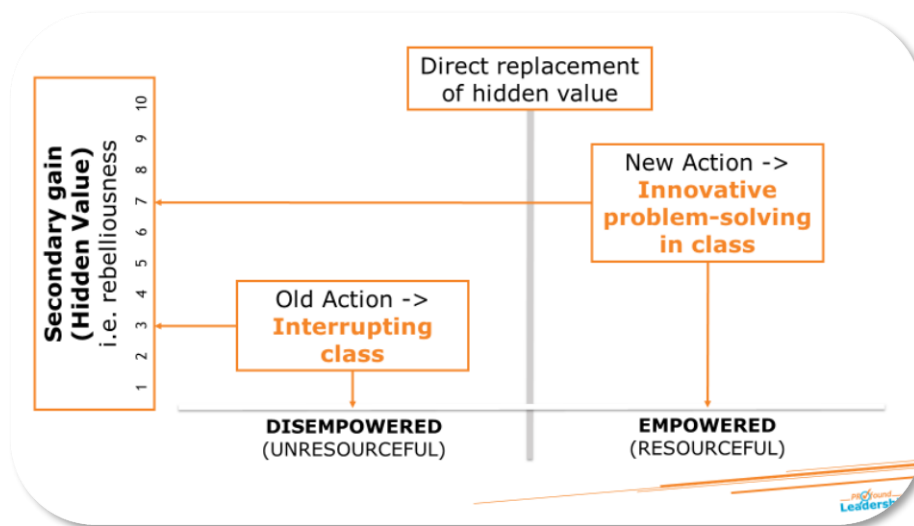
<https://www.profoundleadership.com.au/hidden-values/>



## Empowering Values

It is in our power to flip the rules, to move from disempowering fulfilment to empowering fulfilment of our hidden values. So, figure out what benefit you have from the things that are ultimately holding you back and find other, more productive, ways to get the same advantages. Once you do that it is like adding the last missing secret ingredient to complete your own signature dish for success.

The following diagram shows the disempowering path on the left, the direct replacement of the secondary gain, and the new, more empowering, action on the right. The old action of 'interrupting class' is directly replaced with a more empowering action of 'being an innovative problem-solver in class' who asks WHY and WHY NOT', providing the same feeling of rebelliousness.



If the new action gives you a more empowering feeling, you never go back to a previous action - why would you? But if an empowering action is taken away or a person is forced into a previous action, they will go back to the lower level, and eventually cross back over to disempowering actions and up the ladder there.

So, now it's your turn. Think of a disempowering activity you regularly do, that does not at all serve you.

### Disempowering action:

First, you need to consider why you would like to change this action into a more positive one, and what your ultimate result, or goal, is. Remember that the goal needs to be SMART (specific, measurable, achievable, realistic and timely.)

### Result (Goal):

Now, have a think about the feeling, or hidden value, behind this activity. As mentioned earlier, the four basic rules to get to the root of your hidden values are: no shame; no guilt; no fear; no judgement.

### Feeling (Hidden Value):

Next, ask yourself what action would be more empowering and provide you with more of the feeling you are seeking, than the old action has given you. Remember: If you do not swap an action with an action and link the feeling between the actions, this strategy does not work!

Question to ask: What is a more empowering activity and provides more (hidden value)

\_\_\_\_\_ than (disempowering activity)









## Space for notes





## About PROfound Leadership

PROfound Leadership is a dynamic Melbourne based business that operates throughout Australia and internationally. Our Learning & Development programs have been successful in promoting **greater confidence** and heightened leadership skills in individuals and teams, enabling them to make **smarter choices** and achieve significantly and measurably **better outcomes**. Our elite and proven strategies include skills of the future and empower managers and team leaders to positively impact the people around them and reap tangible results from their actions and authentic leadership style. Three key factors make us unique:

1. All our professional development content is developed and delivered by our experienced director and Chief Education Officer Martin Probst. We design our training with the learner in mind, cater for a variety of learning preferences, and are happy to share all our knowledge.
2. We are famous for instant and profound results. We proudly follow our own PROfound Leadership Methodology, the blueprint for successful and confident leaders. This ground-breaking method is your compass to overcome the toughest challenges in today's busy and ever-changing environment and has been specifically designed to elevate you to a whole new level of success.
3. We know that one approach won't suit everyone, so it's part of our philosophy to tailor all our services to our clients' needs. Therefore, we offer a range of services to create flexibility and cater for different learning styles with our user-friendly online courses, in-house workshops and one-on-one coaching & mentoring sessions.

Find out about our services and products at [www.profoundleadership.com.au](http://www.profoundleadership.com.au)



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