

# THE CONVERSATION

B Y M S B

THE NEW PUBLICATION FOR EDUCATOR-COACHES

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*coaching / cosmopolitanism/ camaraderie*



EDITORIAL: THE CONVERSATION

# BECAUSE SCHOOLS SHAPE THE FUTURE



At MSB we believe in the transformative power of a good conversation. Let's have one together, every now and then, in a place that intentionally gathers minds from across the world of international education, coaching and leadership to support you in your crucial work in building future worlds.



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## MSB'S SIX GUIDING PRINCIPLES

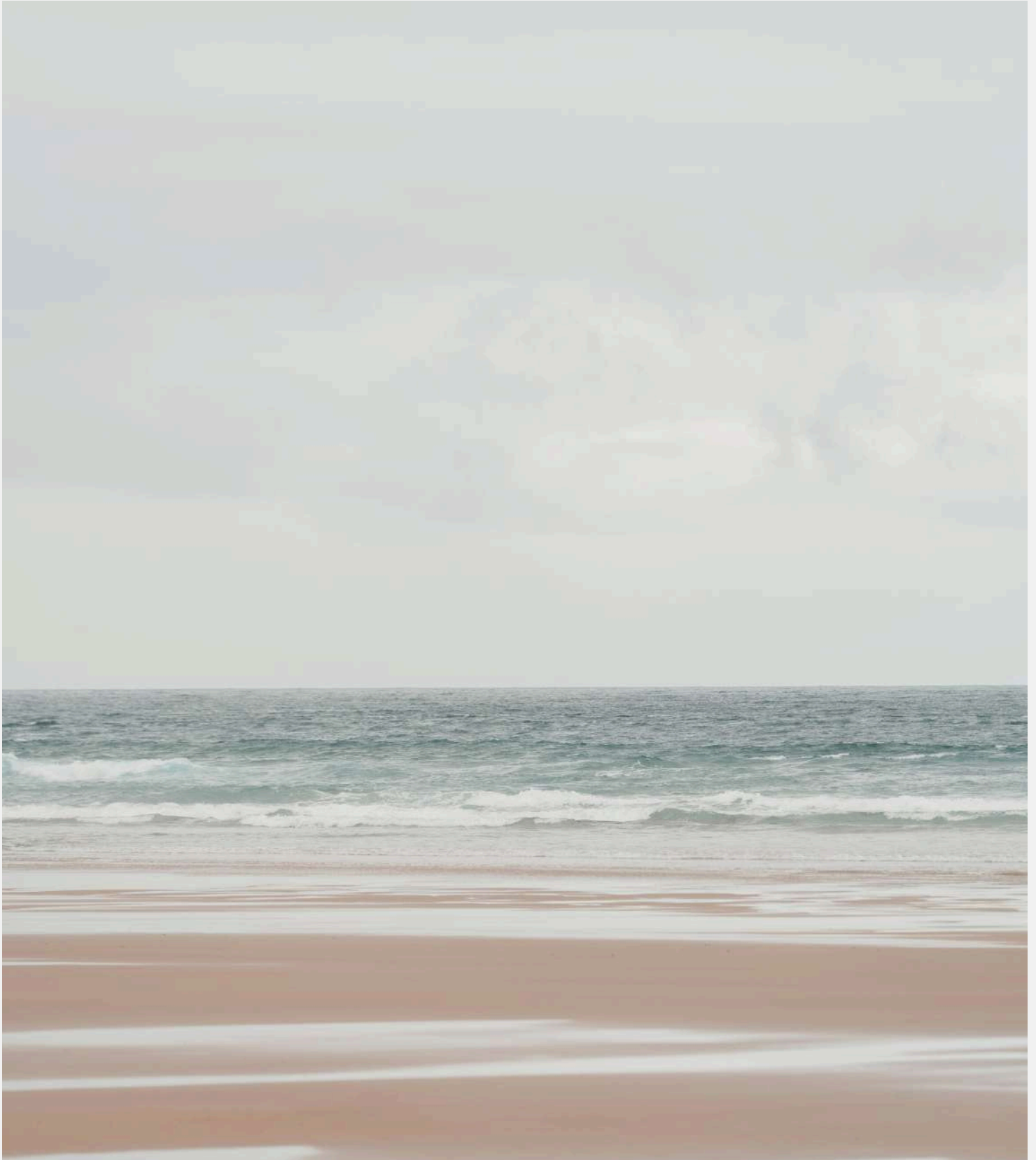
1. Be Like Water.
2. Less Prep, More Presence.
3. Small is Good, Small is All.
4. See The People, Trust the People.
5. What You Pay Attention To Grows.
6. Never a Failure, Always a Lesson.



We've found that these principles can be trusted to weave a different kind of conversation that fosters connection, joy and sustainable change. Try recalling them in your next coaching conversation, keep them pinned to your wall, and see if they make a difference to the quality of your next interaction.

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OUR PRINCIPLES



*“Water is fluid, soft, and yielding. But water will wear away rock, which is rigid and cannot yield. As a rule, whatever is fluid, soft, and yielding will overcome whatever is rigid and hard. This is another paradox: what is soft is strong.”*

*-Lao Tzu*



# THE MSB WAY: MAKING SPACE FOR OUR COACHING PHILOSOPHY

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*BY BERNICE HEWSON, KYRA  
KELLAWAN AND NAOMI WARD*

In a truly reflective dialogue between coaches or coach-like leaders, a profound discussion usually emerges.

This was our intention, anyway, in our conversation this month with Bernice Hewson, a leading accredited coach (European Mentoring and Coaching Council) and emotional intelligence practitioner with an MA in 'Race', Empire and Postcoloniality, who we have been collaborating with since last year at MSB around developing a coaching philosophy on noticing, naming, and creating spaces of authentic belonging.

The conversation that ensued illuminated our pathway and our organisational approach to providing a coaching education that transcends traditional frameworks by embracing plurality, relationality, and a deep commitment to honouring diverse ways of knowing.

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*Bernice Hewson is the Founder of Raising Racial Consciousness and a trusted partner of MSB in our self-study on Diversity, Equity and Inclusion*

At MSB, our work is influenced by coaching experts like Claire Pedrick, whose emphasis on simplicity creates effective coaching conversations that move people forward. Although simplicity and ease is part of our way of approaching complexity, our approach is deliberately eclectic, drawing from various knowledge frameworks including Owen Eastwood's work on belonging, Nancy Klein's thinking environment, and Adrienne Maree Brown's facilitation methods. This epistemic plurality forms the foundation of the MSB coaching philosophy.

Central to our philosophy is the concept of **Resourcing**. We delight in helping our coachees and programme participants identify and map their sources of stability and strength. As our Head of Learning, Naomi Ward puts it: "We're going to incorporate that into all our coaching curriculum that you map the sites of your resources. Your body, your mind, your spirit, your emotions, your world, what is it that keeps you okay?" This approach recognises the importance of self-care not as a luxury but as essential preparation for meaningful work.

Our wider coaching philosophy challenges the traditional professional development model that simply adds more tasks and responsibilities. Instead, we advocate for stopping and really thinking about what keeps you in equilibrium and a good enough place to do the work that the world needs you to do. This emphasis on kindness, slowing down, and compassion reflects our belief that the truest, most mission-led work (is anything more mission-driven in the world than education?) comes from first being properly resourced.

With Bernice, we reconnected to earlier work we had done as a team on conceptualising our core coaching philosophy and added in a few key pieces. We first captured our 'acts of refusal' with regards to the philosophy - what are we *not* willing to do as an organisation?



*Bernice Hewson reads Maya Angelou, 2025*

Bernice then offered a Mind/Heart/Body framework she uses as a litmus test for any newly forming philosophy. What Stretches the Mind, What Stirs the Heart, What Grounds the Body, and What Shapes Our Identity. What naturally flowed from that provocation is below.

***What Stretches the Mind:***

*We can challenge systems and name their complexity*

***What Stirs the Heart:***

*We want to evoke emotion, and connect to purpose*

***What Grounds the Body:***

*We work rooted in presence, practice, and human relationship*

***What Shapes our Identity:***

*We know who we are as coaches and leaders and we notice and make space for difference to create real belonging*

*The MSB Way, 2025*



Finally, we also spent time reflecting on epistemologies and the worldview of our curriculum to ask ourselves critical questions about whose work we hold up as important, and to challenge ourselves to ensure there are all kinds of voices and perspectives in our literature, teaching materials and -crucially - in our organisation itself.

At MSB we position ourselves as **critical friends within a very traditional space**. That means sometimes living in acknowledging the tension between what our coachees want and what they need. We recognise their unique access to leadership spaces, and our own privilege in the world of school leadership that we also occupy.

We therefore view it as our responsibility to "open doors" and bring marginalised voices and references in from "the corridors" into the "meeting rooms of power." This tension is embraced rather than avoided, reflecting our commitment to authentic engagement even when it is a more complex conversation.

The MSB approach rejects surface-level conversations prevalent in educational spaces, instead creating room for deeper dialogue about grief, overwhelm, and systemic challenges. In thinking about this, we were able to articulate a vision for coaching that embraces "messy learning and constant adaptation," prioritises "human connections in the room," and celebrates "the coexistence of lightness and darkness."

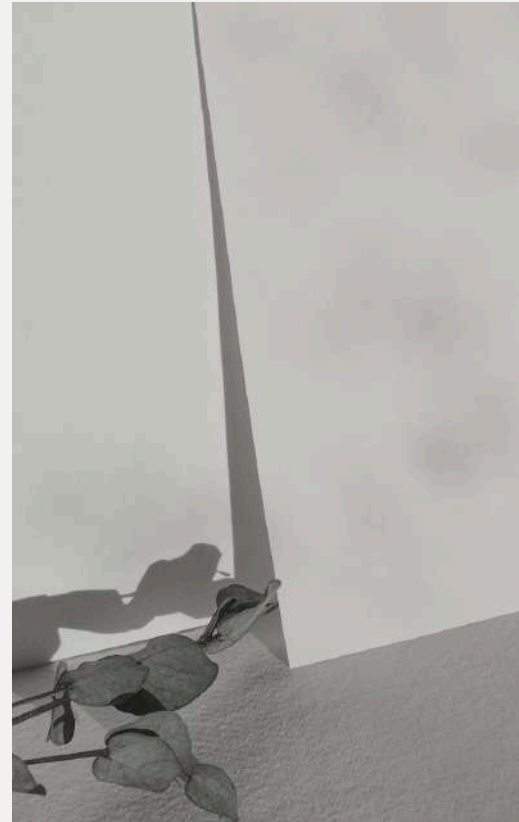
Bernice shared that while a philosophy can sometimes feel abstract or static, "your words already have movement. It's present in your rebranding conversation, in how you show up, and in the work you are doing. Perhaps "actively" becomes a thread at MSB."

From her guidance and gentle reflection on our work, we notice that **the MSB Way is rooted in being active - in dialogue, in disruption, and in learning**.

By centring freedom, liberation, and relational wisdom, we craft a coaching philosophy that feels both appropriate and responsive to our complex times -one that makes space for both joy and grief, acknowledges complexity, and honours more diverse ways of knowing and being. The philosophy serves not only as an aspirational vision but as a practical blueprint for our coaching that will nurture genuine adaptability and growth through conscious, responsible connection with all aspects of one's being.

# OUR COACHING PHILOSOPHY

BY NAOMI WARD, HEAD OF LEARNING  
AT MSB



We value coaching as an opportunity to create extraordinary spaces where learning and unlearning become possible. We foreground a duty of care to each other, our organisations, our communities and our shared future. As we evolve our philosophy, these emergent thoughts guide us.

Here are some of our **Mentors / Elders** whose work shapes our being at MSB.

**adrienne maree brown** - we have adopted the principles of emergent strategy born from the wisdom of the natural world. Emergent strategy is a ‘strategy for building complex patterns and systems of change through relatively small interactions’ and ‘an adaptive, relational way of being.’

**Nancy Kline** - it’s the environment that makes transformation possible. Begin with ease, and pay attention.

**Nicholas Janni** - invite the body, intuition, spirit, emotion - invoking the insight attributed to Einstein: “the intuitive mind is a sacred gift and the rational mind is a faithful servant. We have created a society that honors the servant and has forgotten the gift.”

**Claire Pedrick** - keep it simple. Do the least possible work in service of fresh thinking and a step forward. Be human.

**Improv** - courage, not knowing, play, messiness, let go, keep moving, everything’s an offer.

**Owen Eastwood** - we share our stories; everything and everyone has a place. This is our time in the sun.

# ANDY JENKINS

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*IN CONVERSATION WITH MSB*



*Andy Jenkins is the newly-appointed Principal/CEO of GEMS Wellington International School, Dubai.*

In the fast-paced world of international education, establishing a culture of authentic coaching can be transformative yet challenging. Andy Jenkins' journey offers valuable insights into this process and its remarkable impacts on organisational culture, leadership development, and educational outcomes. We sat down with him to find out more...

## **The Coaching Awakening**

Andy's interest in coaching ignited during his Masters in Educational Leadership at UCL's Institute of Education, where he witnessed a powerful demonstration that challenged his understanding of effective coaching. "We watched a powerful coaching session led by an accredited coach, which demonstrated the power of silence, questioning, and genuine listening," Andy explains. This formative experience reshaped his understanding that effective coaching isn't about providing quick answers but creating space for reflection and growth.

# ANDY JENKINS



Implementing coaching practices in Dubai's results-driven educational market presented significant obstacles. Time pressures created resistance to coaching's perceived lengthy process, and staff often expected leaders to act as “rescuers” rather than facilitators. The competitive landscape of education in the UAE created tensions between business imperatives and educational values.

The misconception that coaching is a lengthy process and the need for immediate results in a high-stakes environment represented a significant barrier to implementation, Andy shared.

Perhaps one of the most nuanced challenges was maintaining appropriate boundaries between coaching and line management responsibilities. “I discussed the challenges of maintaining a coaching identity within a leadership role and the need for vulnerability and openness,” Andy notes, highlighting the delicate balance between providing guidance and empowering others to find their own solutions.

Central to Andy's approach was establishing psychological safety—an essential foundation for authentic coaching conversations.

This involved intentionally separating coaching from operational discussions, creating physical and temporal boundaries for coaching sessions, and establishing explicit non-judgmental frameworks for dialogue. Throughout his implementation, Andy continued to emphasise the importance of creating a safe and non-judgmental space for coaching conversations as fundamental to their success.

Andy developed a nuanced risk assessment framework to determine when coaching was appropriate versus when more directive approaches might be necessary. “I explained the importance of assessing risk and allowing individuals to make mistakes as part of the coaching process,” he states, acknowledging that in high-risk situations requiring immediate expertise, coaching might not always be the right intervention.

## **Leadership Vulnerability as Catalyst**

Perhaps most significantly, Andy recognised that establishing a coaching culture required demonstrating vulnerability at the leadership level. By sharing his own struggles and growth areas, he created permission for others to engage authentically in coaching relationships.

# ANDY JENKINS



The implementation of coaching practices has been showing significant results across multiple domains at WIS. Andy noted advanced self-awareness among the leadership team, greater clarity around individual and collective values, and improved ability to articulate leadership identity and philosophy. WIS made plans to dedicate time in Term 3 to work with the leadership team on understanding themselves further as leaders and individuals.

Andy shared that organisational culture transformed with increased staff retention, more open communication across hierarchical levels, and a stronger sense of belonging within the diverse, expatriate community.

"The importance of authenticity and genuine investment in coaching for long-term success" emerged as a key factor in these cultural transformations. Interestingly, the coaching methodology extended to influence student and parent relationships, resulting in enhanced student agency and self-direction, stronger parent partnerships, and more effective conflict resolution processes.

*"We emphasised the role of leadership in role-modelling vulnerability and creating a culture of openness and trust."*

## **Lessons from Professional Sport**

Drawing his inspiration from sports psychology, particularly the All Blacks rugby team's concept of maintaining a "blue head" in high-pressure situations, Andy has helped his leadership team develop greater emotional regulation.

"I reference the All Blacks philosophy of having a 'blue head' for calm, rational thinking in high-pressure situations," Andy explained. This approach has been instrumental in helping the leadership team navigate the pressures of the international education landscape.

*"We measure success not just in individual transformations, but in how people interact differently across the organisation. "When you hear coaching language being used spontaneously in meetings, when you see people genuinely listening to understand rather than to respond—that's when you know the culture is shifting."*

# ANDY JENKINS

IN CONVERSATION WITH MSB



By © Marie-Lan Nguyen / Wikimedia Commons, CC BY 2.5, <https://commons.wikimedia.org/w/index.php?curid=25670157>

Quantifying coaching's impact presents challenges, but the empowerment of the school's leadership team has led to several innovative approaches, such as "stay interviews" that focus on why staff remain committed to the school rather than focusing solely on exit interviews; and gathering positive parent feedback centered on why families choose to continue their relationship with the school.

Staff retention metrics demonstrate tangible outcomes of coaching initiatives. "The impact on leadership effectiveness" was emphasized as the most significant return on investment, though difficult to quantify in purely financial terms, Andy admits.

Andy continues to deepen the coaching culture by exploring resources on positive psychology, further developing values-based leadership, and creating stronger mechanisms for belonging in his diverse community.

*"When you help someone discover their own capacity for growth and then witness them helping others do the same—that's when you truly understand the power of creating a coaching culture."*

Andy's journey reflects a fundamental transformation in leadership perspective: "I've shifted from being the person doing things to developing others."

This evolution represents the essence of coaching's potential in international educational settings—moving from directive management to empowered, values-driven leadership that benefits the entire educational community.



# VICKY JUETT

IN CONVERSATION WITH MSB



One of our favourite things to do is sit down with a cup of tea with our leaders and explore their remarkable journeys of transformation. This led us to an inspiring conversation with Vicky Juett, Teaching and Learning Lead at the British International School, Abu Dhabi. She is a passionate advocate and coach herself, who has been instrumental in developing a thriving coaching culture within BISAD. Vicky's story reveals how dedicated leadership and persistent vision can transform not just individuals, but entire organisations.

Vicky's coaching journey began in 1997 with a trans-cultural coaching course in Leeds—a significant departure from her roots in a small village in Devon, UK. Having experienced the enriching diversity of a multicultural university environment, she was naturally drawn to the inclusive and empowering nature of coaching.

*"My background gave me a unique perspective on the value of diverse thinking. Coming from a small village and then being exposed to different cultures at university prepared me for understanding how coaching needs to adapt to different cultural contexts."*

# VICKY JUETT



The real proving ground came during her tenure at SGI in Singapore, where she worked alongside Dan Brown. There, they established a practice of coaching three individuals annually—a seemingly modest number that belied the profound impact of these relationships.

One particularly poignant success story involved a colleague in the school administration facing significant personal challenges. Through consistent coaching sessions, this individual not only overcame personal obstacles but flourished professionally.

"Creating a space for people to be truly heard is transformative," Vicky emphasises. "Sometimes people just need someone to listen without judgment, to ask the right questions that help them discover their own solutions."

This philosophy underscores a fundamental truth about effective coaching: it's not about providing answers, but rather creating the conditions for self-discovery and growth. The admissions officer's journey exemplifies how coaching can help individuals reconnect with their intrinsic capabilities and confidence.

## **The Grassroots Approach**

Implementing a coaching culture across an organisation presents unique challenges, particularly when seeking leadership buy-in. Vicky candidly shared her approach of starting from the ground up—a strategy born of necessity rather than design.

"We faced initial resistance at the leadership level," she admits. "So we began with those who were receptive, demonstrating the value through tangible results rather than theoretical benefits."

This grassroots approach proved effective, gradually winning over skeptics as positive outcomes became increasingly visible throughout the school. Improved communication, enhanced problem-solving capabilities, and notably increased discretionary effort among staff members served as compelling evidence of coaching's value.

The trans-cultural aspect of coaching emerged as a particularly relevant theme in this international educational setting. Understanding different ways of thinking and cultivating tolerance proved essential to effective coaching across cultural boundaries.

# VICKY JUETT



*Our goal is to make coaching skills an inherent part of line management," they share. "When coaching becomes how we communicate and solve problems daily, rather than a special event, that's when cultural transformation truly happens."*

## **Coaching in Diversity**

"In a diverse environment, coaching must honour cultural perspectives while still challenging limiting beliefs," Vicky explains. "This delicate balance requires genuine curiosity and respect for different worldviews."

Vicky's experience highlighted another crucial insight: coaching sometimes helps people realise when they're not aligned with an organisation's values. While potentially uncomfortable in the short term, this clarity ultimately benefits both the individual and the institution.

*"Having the right people in the right place is fundamental to organisational health," she reflected. "Sometimes the most compassionate outcome of coaching is helping someone recognise they might thrive elsewhere."*

The school's approach to embedding coaching throughout the organisation reveals sophisticated strategic thinking. Rather than treating coaching as a separate initiative, Vicky worked to integrate it into existing structures and processes.

"This integration extends beyond staff interactions to include the entire school community—parents and children included. By creating a cohesive environment where coaching principles inform all relationships, Vicky has fostered a uniquely supportive and inclusive culture.

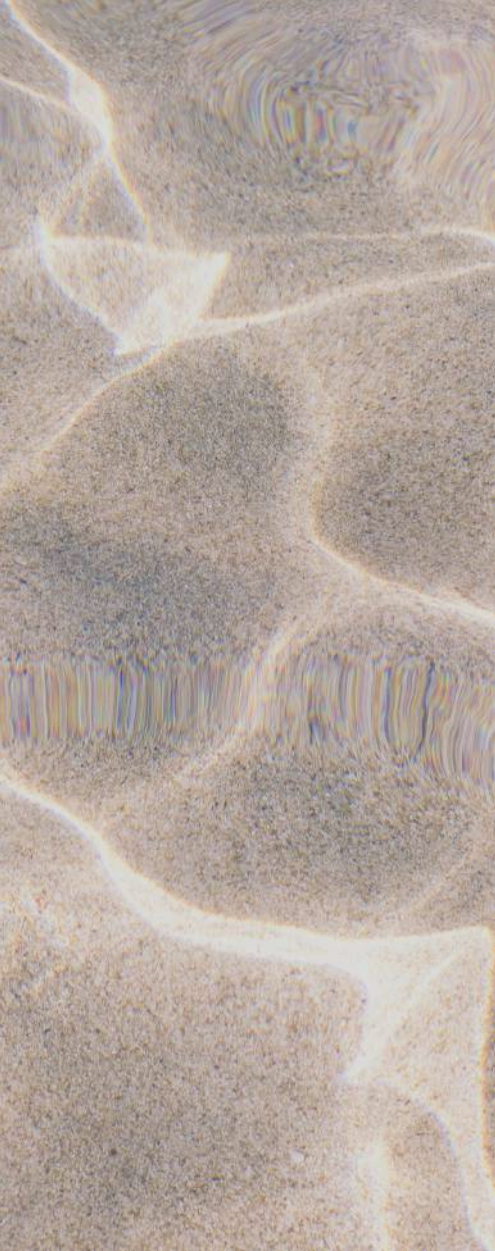
The journey hasn't been without challenges. Limited resources, competing priorities, and occasional resistance have all occasionally tested her resolve. Yet, her persistence has yielded remarkable progress.

"We measure success not just in individual transformations, but in how people interact differently across the organisation," she notes. "When you hear coaching language being used spontaneously in meetings, when you see people genuinely listening to understand rather than to respond—that's when you know the culture is shifting."

BISAD's partnership with MSB has provided crucial support throughout this journey. The bespoke relationship and coach-lead network have offered both practical resources and moral encouragement during challenging periods.

# VICKY JUETT

IN CONVERSATION WITH MSB



Perhaps most inspiring is the ripple effect extending beyond the school itself. As students and parents carry these coaching skills into their broader communities, the impact multiplies exponentially.

"What begins as professional development becomes life development," Vicky concludes. "When you help someone discover their own capacity for growth and then witness them helping others do the same—that's when you truly understand the power of creating a coaching culture."

Her story reminds us that building such a culture requires vision, patience, and unwavering commitment. The rewards, however, extend far beyond the professional to touch the very heart of how we connect with and support one another as human beings.

*"When you help someone discover their own capacity for growth and then witness them helping others do the same—that's when you truly understand the power of creating a coaching culture."*



# EFTY KATSAREAS

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## *SPREADING ROOTS AND GROWING BRANCHES: A JOURNEY ACROSS THE WORLD THAT LED TO PROFESSIONAL COACHING*

Having called eight countries home, and with her roots in a dual Greek and American heritage, Efty Katsareas, Associate MSB Coach, writer, and mother, brings a uniquely global perspective to her work.

In a recent conversation with us, Efty shared insights from her remarkable journey from international journalism to coaching across continents. We guarantee that her story will pull you in, just as it did with us.

Soon after becoming a mother, Efty stepped away from her journalism career covering the Greek financial crisis for the Associated Press in Athens, Greece, to begin a new chapter with her husband and newborn son in Dubai.

Motherhood, she discovered, was physically demanding and isolating— with women being met with a flood of expectations and stifling labels. While in a career pause, Efty signed up to a coaching experience with Tony Robbins.

# EFTY KATSAREAS



*“Very few people in my close circle or in the media discussed the exhaustion and all-consuming nature of motherhood when I had my son in 2013.”*

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“I’ll never forget a visualisation that took me thirty years into the future. I realised that if I didn’t fulfil my potential beyond motherhood, I would live a life filled with regrets. I uncovered a belief I was unknowingly holding onto that I couldn’t be a good mother and have a career simultaneously,” she says.

This internal conflict became a catalyst for personal growth and eventually led Efty to coaching. Her transition to coaching wasn’t linear but rather a series of what she calls “Trojan horses” – one experience that led to another, and to another, always in the guise of something else.

A writing class for people who wanted to publish their work online helped her dig deep and explore her layered expat identity; her co-active coach training to support others through professional coaching led her to an “explosive” growth that felt like shedding old skin; a mindful parenting course during the pandemic led her to befriend her own emotions and find more calm in different areas of life. All of these experiences now influence her day-to-day work in different ways.

Before coaching, Efty had built an impressive résumé in broadcast journalism working with CNN International, the Associated Press and the government body responsible for the Athens Olympic Games. These experiences all honed skills that now serve her coaching practice: “Interviewing people from all walks of life-in multiple languages- was great research and preparation for coaching,” she shares.

During our conversation, Efty reflected on how she sees mindfulness as an essential tool for “navigating transitions with clarity and confidence,” based on her own experiences balancing the need for roots with her appetite for new experiences as a lifelong expat who’s lived in Milan, Ankara, Nairobi, Paris, London and Northampton, Massachusetts. Her approach also encourages clients to “get comfortable with the uncomfortable”.

Efty’s coaching philosophy deeply aligns with our own holistic approach, which she praises for integrating all aspects of a person’s identity. “Clients feel relief and empowerment when they bring their full selves to their work and personal lives,” she observes.

# EFTY KATSAREAS

*“Whether it's a book, a podcast or a YouTube or training video I'm learning from or my regular meditation practice, I try to walk the talk. I don't think that you can be a good coach if you're not walking the talk; if you're not invested in your personal and professional growth”.*



A key belief for her as a coach is that the “journey is more important than the destination”, something that means she can help to relieve the pressure on her clients of having to “arrive anywhere”.

Committed to continuous growth, Efty constantly expands her knowledge through writing, research, and reading. "How we evolve as individuals directly shapes how we show up as coaches," she shares.

This dedication to personal development enriches the personalised resources she curates for clients navigating career shifts after motherhood, perfectionism, imposter syndrome, and cross-cultural leadership challenges. She calls her ability to source and share highly personalised resources for her clients her “coaching superpower”.

In our chat, Efty elaborated on the transformative impact of her coaching methodology. She emphasised creating spaces where clients can forward their thinking, noting the profound relief many experience when they stop acting as rescuers and allow others to take responsibility for their actions.

Drawing from feedback received from Prologue cohorts, she shared stories of participants who experienced significant improvements in their listening and communication skills, which positively affected their personal relationships. She used the example of sharing the Karpman Drama Triangle with educators and the immediate realisation of how much it chimed with those in the caring profession of teaching:

*“Educators have found it hugely important, because they also see themselves many times through the prism of the rescuer, whether it's with a child or a colleague or a parent, which comes from a place of good intention. But unfortunately, it becomes about us and not the people we are supporting; instead we let go of power over others and let them take responsibility for how they show up and make decisions.”*

# EFTY KATSAREAS

*“I’m searching for belonging, spreading my roots as far as I can, but I also feel an expansion of branches, of new leaves, birds, new things to nourish me at my core. My value of life-long learning and coaching great clients supports me in this.”*



Efty’s training formed a part of her own search for belonging, in her fusion of cultures and lived experiences. Strongly advocating for linking personal and professional development, she believes this integration reduces pressure and allows individuals to be authentic in all domains of life.

Efty delivers *Story*, MSB’s in- depth coach training, to international school leaders, noting that it highlights both the systemic aspect of coaching and that cultural intelligence is not a nice- to- have but a necessary element of coaching.

*“Coaching is about the individual and it’s also about understanding the broader systems that shape an individual’s experience. We’ve seen that by deepening our awareness of diversity in international schools, we’re fostering a culture of empathy and supporting conflict resolution.”*

Today, Efty specialises in working with expat mothers, leaders, and international educators, both in-person in Dubai, the GCC, and globally online. She is particularly passionate about supporting mothers in transitional phases who feel caught between previous careers and new aspirations.

Efty’s facilitation work with MSB brings in all of the richness of her experiences and voracious appetite for learning and applying a host of coaching tools and methodologies, whilst pulling focus on highlighting everyone’s responsibility to show up for themselves and others in a safe, and fun learning environment.

You can meet Efty as facilitator on our core coaching programme, [Story](#), or as an executive coach for one-to-one sessions.

*“I feel like MSB is fantastic at supporting people to bring all the parts of their identities to the table and to hold them within themselves as one. And I love that, especially as a serial expat. I love the idea that my identity is not many little disparate pieces, but rather all of these things belong and make sense for me, and I can hold them all at the same time. “*

# ON THE MSB BOOKSHELF



*We read to know we are not alone.*  
—C.S. Lewis

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Every second month, the MSB bookclub meets to discuss what we have read that has had a profound impact on us, on our work as coaches, and as educators and facilitators. The global nature of our team of Associate Coaches means that these meetings are a rich tapestry of ideas, cultures, learnings and reflections.

Our latest read, ***Positive Provocation*** by Robert Biswas-Deiner (Berrett-Koehler Publishers 2023), focused on questioning our habits and practices around coaching such as:

*Observe your clients right after they have an insight. What changes do you notice?*

*Can we trust Eureka moments?*

*Track your own flashes of insight and when they come to you. What do you notice?*



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You can follow our bookclub's reads or join in at: [www.makingstuffbetter.com/journal](http://www.makingstuffbetter.com/journal)

# POETRY CORNER

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## *TO BE GREAT, TO BE WHOLE*



To be great, be whole; don't  
exaggerate

Or leave out any part of you

Be complete in each thing. Put all  
you are

Into the least of your acts

So too in each lake, with its lofty  
life

The whole moon shines.

*Fernando Pessoa*



# WHAT'S COMING UP

## JOIN IN WITH FORTHCOMING MSB ACTIVITIES AND MEETUPS



### *June 5<sup>th</sup>: Online Summer Conference*

MSB are hosting our first-ever online summer conference, *Re:Sourcing Yourself in Uncertain Times*, on Thursday June 5<sup>th</sup> 2025.

This half-day conference is a chance to catch your breath, right now. It's not another strategy sprint. It's a moment to feel grounded, clear, and connected, with permission to let go and do less because others are empowered.

Expect presence, trust, and meaningful conversations that actually change things.

### *Save The Date: The Conversation in Dubai, 17-18th January 2026*

Early next year we will also host our first-ever coaching gathering, in person, in the incredible setting of Zaya Early Learning Center, in Dubai, UAE.

Our two-day programme will be a celebration of all things MSB: a chance to connect with programme alumni, to watch live coaching demos, to try out new courses and techniques, and as always: to feel grounded, clear, connected, and supported as part of our MSB family.

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THANK YOU WHOLEHEARTEDLY FOR  
BEING HERE WITH US.

OUR NEXT EDITION WILL BE OUT IN  
THE LATTER HALF OF AUTUMN 2025,  
STAY TUNED...

*thank you for being a part of*

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