1. This chapter addressed improving communication skills of teacher leaders by encouraging them to engaging in mindfulness approaches. The authors suggested that one’s effective communication skills are directly influenced by their emotions and thoughts, therefore, the more he or she becomes aware of this complex correlation, the more likely he or she becomes a better communicator and vice versa . To illustrate, those who are overwhelmed by their workload –related stress tend to have a poor communication style. Therefore, it is recommend that when experiencing such thing, teacher leaders should indulge in mindfulness to acquirer mindful speaking and listening skills. This means that when engaging in a constructive conservation, teacher leaders must be fully present and aware of their body and feelings to clearly articulate their ideas. As result, trust, understanding and connection will be established between colleagues in the workplace. To do so, the authors suggested several approaches, such as open questions. In this practice, the listener asks question so that he or she would fully understand what the speaker just has said. In other word, re- state the other person’s idea, and then ask “is that what you mean? This approach will send a message to the speaker that his or her voice is being heard, which eventually will establish accountability, respect between both communicators. Moreover, the authors added that being present, articulate and genuine speaker and listener are the key to mindful communication. In chapter five also the authors emphasized the importance of mindfulness practice in our daily life by giving a detailed stores of school leaders who have incorporated mindfulness approaches in their work and daily life activities.

2- Having read and fathomed the great potentials of mindfulness practices, I would state that interpersonal communication skills are deeply affected by our state of mind. Therefore, when conducting a staff meeting, I must have a very effective speaking and listening skills. To do so, I, as a teacher leader first have to know what it means to be an effective speaker and listener, and also ways to improve these skills through mindfulness practices.

First, to be an articulate speaker, I have to: a) be precise instead of General. This means that I must get straight to the point so that I would not lose my listeners, and b) be more articulate. This requires me to make sure that the listeners have understood what I have just said. Therefore, speaking mindfully will not be fully developed, unless I constantly engage in ongoing mindfulness practices, such as attending ***Touchstones*** courses, which encourage the abovementioned personal traits. In addition to being an effective speaker, I must work on my listening skill as well. Thus, there are some factors that might impair it, such as assumptions, stress, daydreaming, and so on. Thereby, I have to be certain that these factors will not be present when I meet with my staff. To tackle these issues, I must practice the Pause***-Attentive Listening***. This will enable me to: a) avoid making assumptions be) release stress, and c) refocus my attention.

 To sum up, it is evident that mindfulness practices play significant role in building effective communication skills. As such, I would say that I must indulge in one or more kinds of mindfulness practices in order for me to successfully handle my workload.

 3- There is no doubt that effective communication skills are one of the primary elements in my professional development plan. Therefore, to fully develop these skills I have to incorporate mindfulness practices in my everyday interaction with students, parents, colleagues, and so on. For example, when implementing a new teaching strategy, the instructions must be straight forward so that the students would not feel lost or overwhelmed. This requires a great deal of practicing mindful speaking and listening. Another benefit of developing communication skills through the use of mindful practice, and its impact on my professional development is that it would enable me to build a strong relationship with my colleagues. What I mean by that is , when my colleagues and I discuss ways to improve students’ performance , for instance, and he or she feels that I am attentively listening to him or her , trust and connection will be established , which eventually will lead to a great deal of collaboration and concrete school leadership foundations.

**Reference:**

1. Brown, V. & Olson, K. (2015). *The Mindful School Leader: Practices to Transform Your Leadership and School.* CORWIN Sage Company.