

A TIME TO THRIVE

# Successful Student Transitions

**Series 2 Episode 16  
Voices in Transition**

**Transcript and Resources**

# Welcome to Successful Student Transitions – A Time to Thrive

This podcast series is for you if you are:

- A student leaving full-time education and moving into the world of work
- A student moving to university or some form of higher education
- An educator, parent or counsellor supporting students as they take the next steps in their journey from school/college/sixth form into the world of further education or work.

**For many students this represents the first big life transition. It can be an exciting and challenging time.**

This podcast series provides strategies that develop self-awareness, understanding and the ability to thrive through times of transition.

**This episode is part of Series Two: Voices in Transition**, where we share peoples personal stories. You will here the voices of students and their reflections on their experience of transition and also of professionals who work to support students in transition.

This is the full transcript with links to associated episodes.

You can also access the show notes, resources and worksheets mentioned in the podcast by registering [HERE](#).

## About Your Hosts

### Elizabeth Gillies

**Elizabeth is an Education Psychologist based in London who has worked in schools as a psychologist at the individual, group and systems level for over 30 years.**

She has been fortunate to live, work and raise her family in America, Japan, and Australia so, unsurprisingly, she is interested in the challenges and opportunities of transitions.



Elizabeth is a CBT (Cognitive Behaviour Therapy) and ACT (Acceptance and Commitment Therapy) specialist. She works in schools, on-line and, near her home base in South London, incorporating walking with talking therapy in green spaces.

At the crunch points at the beginning and end of the school year, Elizabeth runs workshops for young people, teachers, and parents to help them understand common patterns of transition and how to use this knowledge to help themselves during this time and future changes.

Together with a great group of professionals in London, Elizabeth is growing a multi professional support service called Special Networks and can be found [HERE](#)

Elizabeth is a member of FIGT (Families in Global Transition) and with Louise and another FIGT member, is a co-chair of the FIGT UK affiliate. Link to FIGT. Connect via LinkedIn [HERE](#)

## About Louise Wiles

**Louise Wiles is a well-being, change and transition consultant, trainer and coach and the parent of two teens.**

Alarmed by the recent explosion of well-being challenges amongst children and teens, especially during exam years and through times of change and transition. Louise believes we should be better preparing young people for life beyond school and university so that they can thrive through the natural highs and lows of life.



Louise combines her professional background in organisational psychology (MSc) and coaching, with her expertise as a wellbeing, positive change and strengths practitioner and her personal experience of life on the move, to develop training courses and coaching programmes that help her clients prepare for, and thrive, through the challenge of change and transition.

You can connect with Louise on LinkedIn [HERE](#)

Website [HERE](#) and contact Louise [HERE](#)

Louise is also the author of ***Thriving Abroad: The Definitive Guide to Professional and Personal Relocation Success***

## About Our Guests:

### Jane Barron

Jane Barron (MEd) is an educational consultant specialising in student cross-cultural transitions. Her professional hats include educator, researcher, and writer. Jane's work is informed by a lifetime of mobility, parenting two Cross-Cultural Kids and 30 years of teaching and consulting in both international and local schools. Committed to healthy cross-cultural transitions and attachment security, she has been a part of the [Safe Passage Across Networks \(SPAN\)](#) leadership since its inception in 2016 and is currently serving as their Director of Training and Consulting. Founder of [Globally Grounded](#),



Jane consults to schools, families and students crossing cultures, developing their understanding of the impact of cross-cultural mobility, creating programs and implementing support mechanisms to enhance learning and life. She is the lead researcher of [Surveying the Landscape: Common Practices, Challenges and Opportunities in International School Transitions-Care \(2020\)](#). Currently based on Garigal land in Sydney, Australia, Jane's writing has been published in numerous international education publications.

## Valerie Besanceney

Valérie Besanceney is an international education and transition consultant, passionate about helping families thrive through transitions. Author of two children's books, *B at Home: Emma Moves Again* and *My Moving Booklet* and founder of *Roots with Boots*, she currently consults for families, schools, and organizations. She is Dutch by birth, Swiss by nationality, and well-versed in cross cultural awareness.



Having moved often as a child, Valérie understands the challenges and impact of early transitions on your sense of identity and belonging as an adult. Valérie has been an international educator for the past 18 years in international schools and organizations across four continents. Valérie serves as the Executive Director of *Safe Passage Across Networks' (SPAN)* and is the co-creator and co-facilitator of the SPAN certificate course on the Laws of Transitions. Together with her husband and their two daughters, she lives in a Gryon, Switzerland.

## Transcript

### Welcome to Successful Student Transitions – A Time to Thrive

Life is full of change and resulting periods of transition.

And some of life's big transitions begin as students as they move through the educational process and then on to the world of work or further education, university, and independent living.

If students can learn how to thrive through these transitions, they will acquire invaluable skills that will support them through a lifetime of change and transition.

If you're a student facing some life transitions, or educators or parents supporting students through times of change then this podcast is for you.

We share insights and suggestions to help students thrive in a world where change is the only constant.

This content is also for you if you are an educator or parent supporting students through times of change and transition.

### Welcome to Episode 16 with Elizabeth Gillies, Jane Barron and Valérie Besanceney

In this episode you will meet Jane Barron and Valérie Besanceney from a non-profit organisation called SPAN - Safe Passage Across Networks.

Listen as they describe the work they do at SPAN - offering a home to anyone committed to healthy cross-cultural transitions and attachment security.

There is much to learn from their work that can be applied to many life transitions and it is fascinating to learn how Jane and Valérie's life experiences have lead them to be doing the work they are doing with empathy and passion.

And as you listen it may be helpful to reflect on why this topic of transition is of interest to you including your personal experience of change and transition.

Jane shares how transition education empowers educators to create healthy social, emotional partnerships with their students, parents and colleagues leading to deeper learning and more fulfilled lives.

Valérie talks about attachment security and how important it is to feel safe, comforted and supported through times of transition.

The transition cycle, which we outlined in episode one and two, is revisited. Listen as Jane and Valérie share their perspective about the importance of intentional progress through the transition process, the value that well managed transitions can bring, and how skills acquired can be real assets for future life transitions.

The importance of good transition care is highlighted by Jane as she shares social research into the range and number of transitions that will be experienced by Gen Z during their lifetime.

Jane and Valérie finish by sharing the top learning points from the work they do and finish with some of their surprises.

A deep and rich conversation, we hope you enjoy it.

### **Elizabeth Gillies 3:32**

In our voice series, I'm delighted to welcome two colleagues from the Families in Global Transition/SPAN network. Jane Barron and Valerie Besanceney. Have I pronounced that correctly? I will get that one that one. We're all learners. And today, we're going to really take just a toe tip into this amazing world of how this organisation of SPAN is helping people globally to manage transitions to help manage adults and children and families manage transitions. Do you want to kind of say a little bit more about that? I don't know who wants to go first? Who wants to say something?

### **Jane Barron 04:24**

Yes. So, Thanks, Elizabeth, so much. How about I introduce myself, and then we'll talk a little bit about SPAN. And then Valerie can introduce herself, as well. So, Valerie, so good to see you here. And also, of course, a big hello to all of the listeners of the Successful Student Transition podcast. Great to be with you. My name is Jane Barron. And I'm so happy that we are in conversation today about a topic that is very close to my heart, successful student transitions. So, I have been that student transitioning within and between schools. In fact, I experienced seven different school moves, and no two were the same. I've been that parent waving goodbye to my child at the school gate in a new land, and also, waving goodbye to them as they graduate from school to college and tertiary education. And I've also been that teacher welcoming students into my school, and into my classroom, and farewelling others, all the while observing the impact of those hellos, and those goodbyes on those who stay. So, these experiences led me to complete a Master's degree which included studying International and Intercultural Perspectives on education, and they propelled me from the classroom into the world of consultancy. So, you can hear that I bring experience and expertise. But most importantly, I feel I bring empathy to my work. And I love what I do. And I love working with a team of SPAN, at SPAN. And a big part of that work is around SPAN, which stands for Safe Passage Across Networks. So, we're a not for profit organisation, and we are based in the Netherlands. But our team is global. I think actually, Valerie, correct me if I'm wrong, that our cultural representation spans, pardon the pun, across every continent. So, SPAN offers a home to anyone committed to healthy cross-cultural transitions and attachment security. So, leaders in supporting and connecting school-based programmes addressing international mobility, SPAN is transforming transition care within and between school communities. And I think a big point of difference is that we are working to connect schools across the globe. So, we connect, equip, and refresh transition care practitioners and supporters through a number of different services and initiatives. And I think we're going to talk a bit more about that later in our conversation. But can I introduce my colleague and my friend Valerie Besanceney

### **Valérie Besanceney 07:14**

Thank you, Jane. And good morning and thank you for having us here Elizabeth. So, my name is Valerie Besanceney and it's such a pleasure to join you today from Switzerland. I am Dutch by birth but Swiss by nationality now and lost my Dutch citizenship while becoming Swiss, which is another story for

another time, but very much feel Dutch still as well. I started moving when I was five years old and switched schools six times before the age of 18, attending both local Dutch schools in Holland and international schools within Europe. And I was always a bit of that poster child in terms of adapting easily to new situations and schools and cultures. Like that typical chameleon, cultural chameleon that we often hear about and easily adapting wherever I went. Doing alright academically, doing okay, socially, actually enjoying moving between countries in and between schools, but by the time I was 18, I really realised I'd mastered fitting in everywhere, but that I didn't belong anywhere. And so many questions that I struggled with at the time. And that kind of continued into my early 20s, where I was really, you know, asking myself all those questions of where's home? Where do I belong? Where do I go to now? And it wasn't until my mid 20s, that I learned about third culture kids, and read the book and had many aha moments that I think a lot of listeners who have read the book possibly have as well. And at that time, I also just started my teaching career and I was really eager to learn about how mobility impacts learning, and what I could do to better support my students. And so, as I learned, there was a lot of research available, there was starting to be a lot of research available to adults at the time, but I couldn't find any literature available to children. So, this is when I started writing my children's book *Be At Home, Emma Moves Again*, and then created the accompanying workbook, *My Moving Booklet*. And during this time, I also became member of families and global transitions, and then learned about Doug Ota's, book, *Safe Passage: How Mobility Affects People and What International Schools Should Do About It*. And then in 2017, I joined the SPAN Board. And in 2021, after a sabbatical from teaching, I made the full-time switch to working for SPAN. And I'm also a very, I feel very privileged to say I absolutely love what I do. And I love the team that I'm working with. And I'm passionate about supporting students and staff and families in their transitions, so that they really can reap the benefits of this globally mobile life.

**Elizabeth Gillies 10:06**

Wow, you know, when people are listening to this, they're going to be saying, my goodness, what a wealth of experience you bring to this work that you do. So, thank you for sharing that with, I think with such passion. Can you tell us a little bit more about some of the things that you do in SPAN? So, tell us a little bit about the training or the how you bring this community together?

**Jane Barron 10:35**

Yeah. So would you like me to start by just explaining what my role is because I'm the Director of Training and Consulting at SPAN and why I think it's important, and then because that kind of lays the foundation for that conversation around training and what we're doing so. Excellent. So my role as the Director of Training and Consulting at SPAN is to lead the development and implementation of our professional and our personal learning opportunities. And I've been in the education field for 30 years. And my educational philosophy is really underpinned by the belief that the teacher student relationship is one of the most important and powerful elements within the learning environment. And never was this more evident than when I taught in the international school sector. So, by nature, the international school environment is one in which students and the school community are in this constant and continuous state of transition yet, my experience was that for many students, their teacher was the one constant in their lives, these students trusted, and they relied on their teacher for social, emotional support as much if not more than what they would for their academic learning. The problem was, though, that none of my colleagues were equipped with understanding around the impact of

unmanaged mobility on learning, nor were they equipped with the skills to support and empower their students to effectively navigate all those triumphs and trials across cultural transition. So, armed with the research, a bit like Valerie said before, in her own journey, and also my own experience of seeing the positive impact of facilitating learning experiences around mobility for my own students learning, I began conversations with my colleagues. And this very quickly, as you can imagine, turned to you need to educate us about this. So, I started hosting workshops on positive transition care. And the number of light bulb moments I've witnessed in educators since then is immeasurable. But what I've realised is that by building capacity in our staff, to firstly understand how unmanaged mobility impacts learning and life, and secondly, equip them with practical strategies for building those robust transition toolkits throughout their school career we empower them to create a healthy, social emotional partnership with their students, the parents, and their colleagues for deeper learning and fulfilled lives. I'm a big believer that educators learn to help students learn at the highest level possible. And so, my role enables individuals and school teams to do just that. So that's how my role underpins our training. I'm just wondering, Elizabeth, if it would be good for Valerie to just talk a little bit about her role, because that also helps inform what we do.

**Elizabeth Gillies 13:56**

Okay. Okay, cool. Valerie.

**Valérie Besanceney 13:58**

Yes. So, I am the Executive Director for a Safe Passage Across Networks. And I work very closely together with the SPAN leadership team on a daily basis. But I should also mention that we're supported by a fabulous Governing Board, who are always there to guide and support us. And, of course, there's also Doug Ota who founded Safe Passage Across Networks, who is our advisor and founder. And well, firstly, research really proves that mobility negatively affects learning. But at SPAN, what we're really trying to do is to flip that script. So, we aim to help people, students, staff and families to manage transitions, well, the challenges and so that they can enjoy all the benefits. And we also put a lot of emphasis on attachment security. And so, attachment theory is a belief that argues that children, but also adults who develop strong attachments, and feel safe and supported by those around them, family, friends, peers, and school communities will achieve better in all aspects of their lives. And by teaching students especially to manage transitions well, we're teaching them life skills that outweigh a lot of the academic skills, because in reality, a child cannot even learn well and improve their academic skills to the best of their ability if they cannot manage mobility well. So ultimately the students who grow up in an international school environment have so many opportunities to truly make a really positive difference in the world. So as educators, it's our responsibility to support them, I think, in those transitions, so that they can learn well and become the best possible version of themselves. And we're also there to support the staff so that they can teach well, and the parents so that they can parent well.

**Elizabeth Gillies 15:58**

Such a broad and fundamental thing that you're working in, and when we go on to talk about then the training, about what you do. Could you give me like, suppose the teacher said to you, so how do I, how



do I increase my attachment security? What would you what would you say to what's, what's one thing that you'd say?

**Valérie Besanceney 16:22**

I think, I think the best advice that I was ever given, that I often quote was by Ruth van Reken the author of Third Culture Kids, Growing Up Among Worlds. So, she always says, comfort, before encouragement. And I think this is such an important mantra to keep in mind, so to speak, because I think as parents, and as teachers, we're very quick to want to encourage, because we want them to feel better about things. But to acknowledge the grief that comes with transitions early on, really helps us to process it so that we're not left with unresolved grief. And I think, from experience, and from what I've seen in many others as well, is that that kind of grief will sneak up on you later in life and then manifests itself in ways that that are unhealthy. And it's really so encouraging to see that students and staff and families are given more opportunities to give language to transitions, to acknowledge the trials and tribulations, and to have the tools and the strategies to cope with the cycle, with a transition cycle. And I think this is something I really missed growing up and something my parents really wished they would have known about as I started moving around with me because I do believe all parents, you know, when they move with their children, they do it with the best of intentions and with the tools and knowledge at hand at the time. And, I think there's a lot to be gained though for the entire family when transition is handled with intentionality and care that enables all of the members of the family to tackle the challenges and reap the benefits together but also individually, we all go through transitions at our own pace, and I think you are also really offering your children life skills, like we mentioned before that they will undoubtedly apply in many areas of their life as they grow up. But yes, I think comfort before encouragement is definitely

**Elizabeth Gillies 18:33**

Lovely. Yeah. A good one to hold on to. What about other things that you do too, as part of SPAN to kind of help people understand, you know, you, you talked a little bit there. And we have talked about it before in a previous podcast episode, about the transition cycle, would, somebody explain that, because this might be a new thing for people.

**Valérie Besanceney 19:00**

Jane, would you like me to explain a little bit about the NEST and our membership community? And then you can go on to talk more about training and consulting? So, the NEST is our award winning monthly online gathering. And it aims to equip transitions care professionals with information on timely transition themes, and also, connect with other participants virtually in breakout rooms, and then feel refreshed to continue their vital work in their school situation or other areas. And we welcome you to join us. It's always the first Thursday of the month at 12pm UTC. And secondly, we also provide communities specifically a membership community. And the aim of our membership programme is to build a network of people on the frontline of transitions care in schools, small businesses, and organisations. And as part of this network a SPAN member finds a home where like-minded people connect, support and encourage one another. And with access to expert training and resources, membership is available for individuals, small businesses and organisations.

**Elizabeth Gillies 20:07**

Cool so covering many bases there.

**Jane Barron 20:10**

Yeah, that's right. And so, Elizabeth, to your question around the transition cycle, we really do hone in on this in our training and consulting opportunities. So, I'll explain what they are. And then if you'd like I can briefly explain or Valerie and I can explain about the transition cycle itself? So, so at SPAN are really leading the way in providing online and in person, professional and personal learning opportunities focused on positive transition care. And as Valerie mentioned, you know, research tells us that moving schools, often referred to as mobility is one of the most detrimental factors to learning. But at SPAN we believe that unmanaged mobility is detrimental to learning and well managed mobility can add a significant value to life and also to a learning journey. So, whether you're arriving or leaving, or the one being left behind transition affects every single one of us. So, what we do is we equip schools to support and empower their community members to effectively navigate these cross-cultural transitions. And these acquired skills and understanding that learners receive through our learning opportunities provide stepping stones for navigating not just that cross cultural transition, but all of life's transitions. So, Valerie and I welcomed our first cohort of online learners in 2021. And since then, positive transition care seeds have been planted and nurtured in every continent, and 22 countries across the globe and counting. So, we are now taking enrollments for our fifth cohort beginning in April, and our Laws of Transition Certificate Course guides, individuals, school groups and organisations towards effective and sustainable positive transition care policies and practices. And I think that's a key word sustainable, because so often this kind of work is done in silos. And so, our course is very much so geared to equipping individuals, as well as schools and by the way, individuals are not just limited to school staff, parents, relocation agents, consultants, and even government department staff have all learned with us. And equally we do find that learning as part of a team is very effective for creating that sustainability and that positive change that we've been talking about across schools and organisations. We've seen teams with representatives from a variety of different roles, implement very innovative practices and programmes and policies through learning with us. In addition to our online certificate course, we also offer a suite of virtual and in person customised workshops for students, parents, or staff along with consultancy services aimed at helping schools cultivate a positive transition care culture. And of course, a big part of that is understanding the transition cycle that you were referring to earlier, Elizabeth, and that whole sort of the transition cycle, firstly, the word is cycle. It's a process transition is not an event. And I know you've spoken about this quite a lot, Elizabeth, in your previous podcasts. But transition begins, the minute you know that you are leaving. So, the minute you, as a student receive your letter of offer at university or your confirmation of enrollment. If you're a staff member, the moment that you open that email, and it says, Congratulations, you've been given the new role, whatever it may be, the employee who finds out that they are being relocated to a new country, or a new location. So, the minute that you find out the process begins, the emotional process begins. And it is a roller coaster, there are highs and lows, and then you have the, once you've been through the leaving process, then you arrive in the new location. But that is just a significant period of transition as you are adjusting to the amazing new experiences. But that's exhausting also right, because you are just being bombarded the whole time with new information, trying to process it and make it fit in amongst everything that you already know. But things are all new. And so that can be very tiring, particularly if you are away from home, if you are living on campus in you know, in college facilities, residential facilities, not having that support base around you can also be quite challenging. But if you

have been equipped with understanding the process of transition, then you understand that those days when you are just really missing home so much, and you're got this brain fog thing happening where you're just like, I can't concentrate, the lecturer might be standing right in front of me, but I cannot engage, you know, my brain is everywhere. It's okay, because you've been equipped to know that's going to happen during those early days. And it just helps to regulate your emotions and helps you to navigate that period of transition. And then there's the entering part of the transition cycle, Valerie, I'm doing a lot of talking, would you like to continue

**Elizabeth Gillies 26:23**

No, you're doing really well, you're doing great. Because I was thinking there, that's a fantastic kind of bringing together the things that you've already talked about acknowledging this process that people go through. And that once you kind of know this vocabulary and processes, that things happen, that becomes a managed transition rather than an unmanaged one. So, I think you've done brilliantly in, in, in giving us a great overview of what that transition cycle is, and it's happening all the time isn't it, it's happening the first time you go to a class, or the first time you meet people or the first time these things happen. And then you get into as you were saying that entering phase of becoming more adaptable and getting to know how to do things in this new place. So, I think when I've been working in doing transition stuff, I think it's one of the biggest tools that I have and use I don't know about you? What is one of the things that you use a lot?

**Jane Barron 27:28**

Yes, we do, don't we Valerie, the transition cycle is just so central, I just think if you can grasp the emotional side of transitions, it really helps you to be able to deal with the logistics so much better and and the day-to-day organisation and all of that kind of thing. I think one of the key elements is being able to leave well and those goodbyes are so important in order to be able to navigate that transition phase, then the entering phase and then moving eventually to that re-involvement phase where you feel comfortable, your life is set up. You are committed to and embracing and enjoying that new life, wherever you may be around the world, but really key is that leaving well, leaving well so that you can really be able to embrace everything that is on offer.

**Elizabeth Gillies 28:39**

So, how do you leave well then? Tell me three things that you need to do to leave well, so I guess some people will be listening to this will be thinking about leaving school behind, or something like that. How would you leave well from school?

**Valérie Besanceney 28:50**

I think a big part of leaving well is you know, we talk about good goodbyes, but also grateful goodbyes. And to really, and that's where, you know, we start touching upon the work, Dave Pollock, and the RAFT and all of that, but where you really think about, okay, you know, who are the people that I really want to acknowledge, and let them know that I care about them, how much they mean to me, and there's so many different ways to do that. I mean, people can be really creative about that. And you know, every personality type is different, and has a different way of showing how much they care about someone. But I think that that process is a really meaningful process for the person leaving, but also for

the person staying. So, I think to reflect on the grateful goodbyes, and how to demonstrate that, is really important.

**Elizabeth Gillies 29:46**

Anything else that you'd say to someone leaving school?

**Jane Barron 29:48**

No, actually, Elizabeth I, I love how you describe the importance of taking time to look at yourself, in that process of goodbye. And you will be able to say this much better than I can, but my brief take is, is the importance of being kind to yourself in this process and repair your own relationship, focus on your own relationship with yourself and give yourself the opportunity to repair anything that you know, you may have regrets about, or your disappointments. And I and I really do think that that is such a central part of the process so that you can leave well, in order that you can enter well. So maybe if you do want to talk a little bit more about that. Because I think that that's such a key part of being able to leave Well, yeah.

**Elizabeth Gillies 30:49**

I think it's a little bit about, we have things between people and things within ourselves. So, it's inter and intra personal things. And I think we've talked, people will know, we've talked about the RAFT about the, you know, I talked about Repair, you know, Affirmation, Farewells, and Think Destination. So, I think it's really important to be grateful to other people and acknowledge other people. And equally important to do within yourself, to know, how did I help myself? Or if I was going to do that, again - How would I do it differently this next time? Because there are points of learning, which I know we're going to be talking about next, really about your learning on the course. But I think there are points of learning for ourselves when we're going through transitions. You know, what have I done well? you know, there'll be things that you've done great. All of us, you know, have that inner critic that tells us all the stuff that we're not doing well, so it's good to be able to be compassionate with ourselves, and to say, these were the things that I actually, you know, I achieved. So, thanks, Jane, I do think it's a really important thing. And when working with people I do around those transition things, I think it's something that maybe people don't necessarily think for themselves to do that.

**Jane Barron 32:20**

Yeah, I think that is so true. And interestingly, you know, I'm a transition care specialist about my eldest son who is 23, just recently moved into State. And he has moved with us a lot in life, but I was able to share with him exactly what you've just described on a personal level on an individual level. And he said that he found it so incredibly helpful, in that process of transition of leaving Melbourne, moving to Brisbane is where he is now and yes, so I fully endorse your thinking there and thank you so much for sharing it. It's it was such a helpful tool for him.

**Elizabeth Gillies 33:06**

It's good, isn't it? You know, we are compassionate to other people and not to so much to ourselves, that's the bottom line.

**Valérie Besanceney 33:15**

That's so true and so important that you make that point, absolutely.

**Elizabeth Gillies 33:21**

Let's just, times marching on. And we did say before we started recording, we could be here for days talking. But tell us a couple of things, what are the biggest learning points for people that you've been working with? You know, globally like this. And, and just to say, I think one of the reasons why Louise and I wanted to talk to you both was that you are really working around the world on this systemically, you know, working and connecting up people so well, so you must have the most amazing kind of like this umbrella view of what's happening and where. And we're so what are your big learning points from the stuff that you're doing?

**Jane Barron 34:07**

Yeah, what a great question. I love this question, thanks Elizabeth. And you've suggested that we give you three, which was a little tricky but I know time is matching away. So I think probably one of the main learning points for people we work with is around engaging in that process of transition, which we've which we've been talking about, you know, COVID really taught us that change is our constant companion, didn't it, and social researchers predict that our current students and Gen Z will have 18 different jobs, six different careers, and live in 16 different homes across their lifetimes. So, proactively engaging in the process of transition is not an optional extra. It's a vital skill for success in 21st century living. So, I think that is probably the main take home point or the learning point for people we work with. Then the next one is one, which I think just fits perfectly with everything you're doing on the podcast, because you are focusing on student voice, hearing the importance of hearing the perspectives of others. And one of the key learning points for people we work with is that by reframing transitions, so that we're looking from the perspective of those who are actually making the transition, important insights into our practices, and our policies can be gained. So thank you so much for creating a platform where we can really hear the perspectives of others. And that's certainly something we value in our courses. And also in our SPAN symposium, which I didn't really get to talk about. But our SPAN symposium, it is very important that we have student voice and we learn from them from students, and parents and stuff as they are actually, you know, going through that transition. And the third learning point for people we work with, actually, I think it's best summed up by Mona Stewart, who was a board member with us until just quite recently. And she said, no matter how great our learning results, or how impressive our other metrics, our schools are only success stories if the people inside them flourish.

**Elizabeth Gillies 36:48**

Lovely. Yeah. Amazing points. Can you say that first one again, because it kind of blew my mind a little bit. I know a lot about Gen Z and stuff, but what was it again, 18 jobs say it again for me.

**Jane Barron 37:04**

Yes. So, this is work done by social researchers. And in particular, Mark McCrindle, who's quite a well known social researcher. He says that our current students, Gen Z will have 18 different jobs, six different careers, and live in 16 different homes across their lifetime.

**Elizabeth Gillies 37:25**

Sounds like a third culture kid, doesn't it?

**Jane Barron 37:28**

Well, it does a little bit doesn't it. Yeah. So, change is their constant companion? So that's why it's such a vital skill. And so, we, whilst our focus is on cross cultural transitions, really what we're doing is upskilling staff, parents, students, organisations for, you know, effectively managing transitions across across a lifetime. And actually, Valerie, I think you were going to speak to this exact point.

**Valérie Besanceney 38:04**

Well, that yeah, there was a point for me that we are always in transitions. I mean, from the moment we're born really, but effectively navigating transitions is a skill, a lifelong skill, that will benefit us in all areas of our life. And I think we've learned that students who feel validated, educated, and empowered, are more able to take action to improve their unique situation and prepare for future transitions, whatever the context. So, I think, you know, knowledge is power. And I think, is just as true for anything in transitions care. And the second point for me was that you can, and I think many of us have learned this the hard way, in some ways, but that you can only do this work well, if you do the work yourself. And you have to lean into it, and dig a little deeper, and go beyond your comfort zone. But that's where the learning truly takes place. And I think what I've learned as well is that if you never stopped doing that, every time even, you know, when we're working together with our learners on the laws of transition certificate course, I'm learning every time again, as well, because I'm moving through some other type of transition at that point in my life as well. And I think there's a there's beauty in that, that we never do stop learning. And the last one is, we've mentioned it before, but that well managed transitions can add significant value to a life and a learning journey. And it's that simple, and it's that hard.

**Elizabeth Gillies 39:44**

I love those points, you know, I think it is change is our only constant really isn't it and giving somebody, especially when they're young, a blueprint for knowing about what transition is, and how they are in it, is really, really important. And you're doing it, you're doing it on a global scale, which is I, thank you both and, and SPAN for doing those things, because I think, listening to you Jane, just saying about this change coming up for young people, you know, they're not going to be in that job all their life, that there's going to be all these changes, just as they're all the other changes that will normally going on through their life. But this is an added on - on top of that, isn't it? So, it's a complicated world for them isn't it? Any surprises in your work? Anything that's really surprised you and you went, 'Oh, I didn't know that!'

**Valérie Besanceney 40:48**

Actually, it ties into what you just said about the students itself, the most recent pleasant surprise for us was that we got approached by a student who is looking for support in transitions. A 16 year old and that really, and we followed up on it. And we were able to provide workshop at that school and there appears to be a real shift in the demand for more information in terms of well-being. And not just from the adults, but also from the younger generation and they're not afraid, or at least less afraid to ask for support. And to kind of ensure that the adults around them offer the resources to equip them in their mental health and managing transitions well, you know, is I think something that they're all looking for a little bit. And they don't quite have the language yet. And they don't quite have the resources yet. But

they know it's something that they need to be equipped in. And so I think that was a really lovely surprise and, and that they also know that you know, they learn and develop better when they can address transitions well as SPAN'S founder Doug Ota always says, people learn and develop best when they feel safe, supported and seen.

**Elizabeth Gillies 42:08**

I mean, isn't that great that young people can say, 'hey, I need a bit of help' like this. Rather than saying we need to do we need to, you know, that bottom up rather than a top down?

**Valérie Besanceney 42:21**

Exactly.

**Elizabeth Gillies 42:22**

Surprise for you Jane? Have you got any surprises or was that...

**Jane Barron 42:27**

Well, very much along the same lines, as Valerie, you know, I'm so impressed with this generation of students, they feel that they need they need the support, and so what the other, the counter sign of that is, we as educators and parents are accountable to that, right. And they have said, the students have said, you need to help us. And so we need to therefore clearly equip our educators and our parents to provide that support and so that they can empower their students and, and so that has, I just love our students so much and this current generation and for any Students whose listening, I encourage you to, to continue to speak up, and continue to ask the questions, and continue to keep the adults in your world accountable. Very much so in equipping you to navigate transitions, whether it's a cross cultural transition, whether it's a within school transition, whether it is a life transition, such as starting a new, you know, your first job, or getting married, or birth of a child, or whatever it might be, you know, these are skills for life. And if you don't have someone in your immediate sphere of influence then, contact us, we will help you and we will either put you in touch with someone in your immediate sphere of influence, or nearby, or we will help you ourselves. And you know, we are here to serve. Absolutely.

**Elizabeth Gillies 44:15**

So, we will be putting all of Jane and Valerie's details, information about SPAN on the website, so you will be able to contact them easily. I'm going to close now, what a discussion we've had, I want to say thank you for being so generous with your time with sharing what you're doing and sharing your insights into how to manage transitions, because that's what we want. We can't stop these things happening. So, we have to be intentional, like you were saying, Valerie, in managing and thinking about them. And maybe the last word should be, comfort before encourage, as you're doing. So, thank you again, I really enjoyed you talking with you both today, hearing some of the things that you're doing and, you know, as both excellent learners as you are, I'm sure whatever you're doing won't be the end of it. There'll be other things going on to follow. So, looking out for what's happening next in SPAN. Thank you.

## Further Listening

Thank you for listening. Please do reach out to Jane and Valerie if you wish to learn more about their work. See their bios at the front of this transcript.

To learn about all the other episodes, access transcripts for free and buy the Think Sheets associated with episodes 1 – 10 go [HERE](#)

You might want to listen to all the past podcasts, but the following ones are particularly pertinent to this conversation:

**Podcast One – Beat the Transition Blues** where we talk in depth about the nature of change, transition, and adjustment and why struggle can be part of the journey to grow knowledge and resilience.

**Podcast Two - Successfully riding the waves of change** where we share strategies and approaches to ride the waves of change successfully.

**Podcast Five - Nurturing Self-Compassion** – helping students to nurture self-compassion.

Please check out all the podcasts, transcripts and Think Sheets that you can purchase to dig deeper into the topics of transition and where we share more resources. For all these resources go [HERE](#)

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