Our vision

Teaching Leaders’ vision is of a better society: one where life chances are not predetermined by social class, nor shackled by educational disadvantage. In the belief that children’s success at school can be driven by social background but by the quality and kind of education they receive, we want to strengthen the capacity of those who lead teaching and learning closest to the action on the front line of challenging schools: middle leaders.

About Teaching Leaders

Teaching Leaders is an education charity with a mission to address educational disadvantage in schools in challenging contexts. We do this by developing the leadership skills of middle leaders in these schools, thereby growing a movement of outstanding middle leaders across the country.

Middle leaders have a direct and lasting impact on pupil outcomes. They are the engine room of the school, leading and developing their teams to drive a high quality of teaching and learning in every classroom.

We develop and deliver leadership development programmes for current and aspiring middle leaders working in schools in challenging contexts. Over 2,500 middle leaders from across the country have participated in our programmes, from Carlisle to the Isle of Wight and from Bristol to Norwich. Our programmes are designed by a team of leadership development experts and former school leaders. Coaching is at the core of our selective programmes (TL Fellows and TL Primary). All our development coaches have experience of leading in schools in challenging contexts and the facilitators delivering our programmes are rigorously assessed and trained before working with our Fellows and Associates.
Welcome to the first edition of CoachEd. Within each publication we aim to present a variety of accessible topics from a range of contributors, ensuring you are kept informed about what’s happening within the Teaching Leaders community, educational landscape and the latest views on coaching and mentoring. In addition to this, we hope that it will also inspire you, stimulate debate and provide a forum to share good practice. In this edition, for example, we get a glimpse of Christian van Nieuwerbergh and John Campbell’s Global Framework for Coaching and Mentoring. 2014 North Coach Patricia Penny tells us why ‘TED Talks’ are brain food for coaches, 2014 South Coach Mary Crampsie reviews ‘The Complete Handbook of Coaching,’ and Andy Poulton shares with us American philosopher and educationalist John Dewey’s six keys to reflective thinking. We also get to walk a mile in 2014 North Fellow Peter Richardson’s shoes as he shares his coaching journey with us. Finally we hear from you, about what you think has been great about coaching for Teaching Leaders this term.

As ever, we look forward to your feedback, future contributions and thank you for reading.

Warmest regards,

Darren, Christine and Andrew

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In recent years, the application of coaching and mentoring in educational organisations has flourished in the United Kingdom, the United States and Australia (van Nieuwerburgh, 2012). Coaching and mentoring are becoming central in the way that many schools support school improvement initiatives, enhance the quality of teaching and learning, develop leadership skills and improve the wellbeing and performance of staff and students.

The increased interest in coaching in education has been most notable since the beginning of the 21st century. Since then, schools, colleges and universities have been introducing a wide range of coaching initiatives alongside pre-existing mentoring programmes. Many innovative coaching interventions were developed and a handful of these were followed up with research studies (see www.growthcoachingonline.com for a list of references relating to coaching in schools).

Despite remarkable successes, in most cases educators and coaches in different parts of the world were tending to work in isolation. Of more concern, there has been some confusion with the terms “coaching” and “mentoring” (for a discussion on this, see “Coaching in Education: An Overview” in Coaching in Education: Getting Better Results for Students, Educators and Parents).

To capitalise on the positive interest in coaching interventions and to minimise the confusion about terminology, we have collaboratively developed a Global Framework for Coaching and Mentoring in Education. It has three main purposes. Firstly, we want to develop a framework that brings together best practice. There is excellent practice taking place in schools, colleges and universities all over the world and we believe that sharing these initiatives more broadly will support the continued growth and development of coaching and mentoring in educational settings. Secondly, we believe that such a framework will support the field of academic research into the experience and effectiveness of coaching and mentoring interventions in educational institutions. As you we outline overleaf, some areas of coaching and mentoring practice are better supported by research.
than others. Finally, we hope to provide a framework that is of practical use to educational leaders, educators and learners.

The framework proposes a number of ‘portals’ or entry points through which coaching and mentoring can be implemented in educational settings.

A Global Framework for Coaching and Mentoring in Education

The Global Framework currently has four quadrants that cover the range of coaching and mentoring interventions in educational settings: educational leadership; professional practice; student success and wellbeing; and community engagement. Each of these quadrants will be considered in turn. We propose that there are a number of entry points (‘portals’) in each of the quadrants.

Educational Leadership

This quadrant includes any coaching or mentoring intervention that aims to enhance the quality of educational leadership. In 2005, the National College for School Leadership in the UK proposed that coaching was an essential skill for school leaders (Creasy & Paterson). Many school, college and university leaders have been benefitting from mentoring support as they undertake their new leadership roles. New principals and headteachers often have access to a mentor (usually a more experienced school leader). Newly qualified teachers and early career academics also often have access to more experienced professionals who provide mentor support, traditionally for a period of one or two years. The purpose of this support is often to allow the new members of staff to “find their feet” within an organisation.

Coaching has been proposed as being important in succession planning for school systems (Creasy & Paterson, 2005). We believe that offering coaching to aspiring school leaders can support educators to make well-considered decisions about their professional futures. Often, this can lead to aspiring leaders becoming more engaged and intentional about their career progression. Increasingly, it is being recognised that coaching skills may be an integral part of the leadership repertoire of principals and headteachers (see, for example, the website of the Australian Institute for Teaching and School Leadership, www.aitsl.edu.au). Development programmes for school leaders are now much more likely to include coaching skills training.

Finally, it has been suggested that training school leaders to become coaches can make them better leaders (Centre for the Use of Research and Evidence in Education, 2005). We are seeing an increase in school leaders embracing a “coaching approach” in the way that they interact with staff, students and members of the school community.

Professional practice

This quadrant includes any coaching or mentoring intervention that aims to improve the professional practice of educators. There is currently a surge of interest in this quadrant. To some extent this has been encouraged by recent research (Hattie, 2003; 2012) highlighting the importance of teacher quality and its influence on student learning outcomes. As a result there has been renewed focus on observing teachers teaching and providing feedback as a way to enhance teaching practice. It is not surprising that this has led to an interest in how coaching approaches might inform
“Instructional coaches typically observe teachers in their classroom and work in partnership with them to help develop each teacher’s pedagogical effectiveness through feedback and goal setting.”

this observation and feedback process.

One such approach is Instructional Coaching that has been strongly influenced by the work of Jim Knight (2007). Instructional coaches typically observe teachers in their classroom and work in partnership with them to help develop each teacher’s pedagogical effectiveness through feedback and goal setting. The approach here tends towards mentoring since the instructional coach is often expected to bring, and share, subject specific and general pedagogical knowledge and experience to their interactions with teachers.

Others have developed approaches designed to equip teachers to work in collaborative ways with fellow teachers as coaches. Various kinds of peer-based coaching approaches have been in use for some time (Showers & Joyce, 1996). These initiatives have usually involved some classroom observation followed by exploration of the emerging data and subsequent coaching conversations that lead to goal setting and action planning. Follow up sessions allow for ongoing mutually agreed accountability without any supervisory element. Proponents of peer coaching approaches typically hold to the belief that peers working collaboratively in a high trust relationship provides one of the most effective professional learning environments for educators. Increasingly video feedback is playing more significant role in these peer coaching conversations.

There have also been a number of studies that have shown that teachers benefit from being coached (benefitting personally, Grant, Green & Rynsaardt, 2010; with benefits to student achievement, Shidler, 2009). Clearly, there are a range of opportunities to use coaching and mentoring approaches to improve the wellbeing and performance of teachers in our schools and colleges.

**Student success and wellbeing**

This quadrant includes any coaching or mentoring intervention that aims to support the success of students and their wellbeing. We would argue that this should be a key focus for schools, whether of not the interventions are directly targeted at students. In other words any coaching and mentoring activities in educational contexts should ultimately lead to student success and wellbeing,

Traditionally, there have been many mentoring or “buddying” programmes established in schools. Older students are matched with younger students to provide them with advice and guidance about their early years in school. Sometimes, this can be quite a formal arrangement and at other times it is fairly casual. We recommend that the older students (mentors or buddies) should be given some foundational training in coaching and mentoring skills. In other scenarios, members of staff (of schools and colleges) can provide coaching or mentoring directly to students. This can be delivered as part of a pastoral support system or independently, with a particular focus on academic achievement, for example.

“...any coaching and mentoring activities in educational contexts should ultimately lead to student success and wellbeing.”

More recently, it has been shown that training secondary school pupils to undertake coaching of younger pupils can have a positive effect on both coach and coachee (van Nieuwerburgh & Tong, 2013). Doing this can create a valuable coaching resource within the school. It has also been suggested that it is possible to train primary or elementary school children to use coaching-related skills, such as “giving feedback” (Briggs & van Nieuwerburgh, 2012; Dorrington & van Nieuwerburgh, 2015). Finally, an important piece of research conducted in the UK showed that the provision of external coaches for students has been shown to improve examination results (Passmore & Brown, 2009).
Community engagement

This quadrant includes any coaching or mentoring intervention that aims to improve relationships with members of the community and other stakeholders. The interventions in this area are relatively under-researched and require further study.

To create positive learning environments for their learners, schools and colleges require the support of the communities they serve. Coaching and mentoring initiatives may provide practical ways of building links with members of the community. In a piece of research currently being undertaken in the South West of England, a secondary school has enlisted the support of members of the community to provide coaches and mentors for students throughout their time at the school. Volunteers from the community are trained in coaching skills and then attached to individual students at the start of their secondary education. This has significantly strengthened relationships between the school and its immediate community.

Another area of interest is ways of connecting with parents. Bamford, Mackew and Golawski, for example, discuss the range of ways in which coaching can be used with parents who can, in turn, support the development of their children (2012). Questions are now being raised about ways of involving those with roles in governing bodies and community leaders. Both of these areas are worthy of further study.

Begin anywhere

The Global Framework for Coaching and Mentoring is emerging as a flexible framework designed to support educators, drive forward the research agenda and bring together best practice from across the world. For practitioners, the framework proposes a number of different ways of using new and existing approaches to coaching and mentoring to support the work that they do. For researchers, we hope that the categorisation of the various initiatives and interventions can lead to more focused research and the consistent use of terminology. For students, our aspiration is that coaching and mentoring are used to best effect to create the most effective and empowering learning environments.

The skilled and intentional use of coaching in schools, colleges and universities may significantly influence the learning experience of young people in the 21st century.

“The skilled and intentional use of coaching in schools, colleges and universities may significantly influence the learning experience of young people in the 21st century.”

deliver some of the learning experiences that have been essential over the previous century there is also a strong imperative for us to turn our attention to the pressing need to create independent-minded, self-confident lifelong learners who are excited about engaging with and influencing a rapidly changing world.

Perspectives

The thing that strikes me so strongly is the increased confidence and self esteem of my Fellows. They have all been asked to take on extra responsibilities in their schools which they are doing well. I believe their successes are due to being on the TL Fellows programme, their training, being in well-led schools and my coaching visits. I am very proud of all my fellows, their enthusiasm, energy and resilience.

Maureen Laycock, 2013 North Coach
Making the most of your EMCC membership

by Jeremy Gomm

We are delighted at the European Mentoring and Coaching Council (EMCC UK) that Teaching Leaders is one of our partner organisations. One of the benefits for TL Coaches is that they are all enrolled each year as individual members of EMCC. So it would be great to know that you are all making the most of your membership.

As an EMCC member, you are able to attend CPD events – including conferences, seminars, master classes and evening workshops – at member rates, which are very low as all our events are run on a not-for-profit basis. This includes international conferences and events, if you’re feeling like a trip to Warsaw or Istanbul in 2015. You can keep up to date with these events at https://emccuk.org/news-events/events-calendar/.

Our Regional Networks operate around the country and while they don’t cover every corner yet, there may be one close enough to you. You can find more information and their contact details at https://emccuk.org/news-events/regional-networks/.

We encourage our members to aim high with the standard of their practice and offer huge discounts to members on the costs of EMCC accreditation, through EIA (European Individual Accreditation). You will find information on EIA at https://emccuk.org/eia/ and some useful downloads, including our excellent Reflective Practice Pack, Professional Charter, Guidelines on Supervision, Competence Framework and other resources at https://emccuk.org/news-events/downloads/.

A great way to make the most of your membership is to get involved as a volunteer. EMCC in Education may be one area that attracts you. Last year we held our first national conference and in 2015 we have three: in Hatfield (focused on HE), in Bristol (on schools) and in Manchester (on FE and CPD for practising coaches and mentors in the education field). Dates and details are yet to be fixed and volunteers are needed to help organise and deliver the events.

There are many other volunteering opportunities too and EMCC welcomes your help, whether it is for a few hours in a year or a day a month. Volunteering brings you into contact with other EMCC people, including some of the best known in the profession.

If you would like to know more about any of this, please feel free to contact Jeremy Gomm at jeremy.gomm@emccuk.org.

EMCC is Europe’s leading coaching and mentoring organisation, with around 5,000 members in 25+ countries, most of which have their own national bodies, like EMCC UK, where our membership is now around 1,500. We are now expanding beyond Europe and have established a national body in Morocco. We are also in discussions with Coaches and Mentors in India, Australia, Canada and other countries on the African continent.

“Our purpose is to raise the profile of coaching and mentoring and to raise the standard of practice, wherever it takes place. We are inclusive and collaborative and continuously seeking ways to expand our influence and champion the benefits of high quality practice.”
TED talks are brain food. To quote Tony Robbins, “I’m a learning machine and this [Ted talks] is the place to learn”.

TED talks present ideas delivered by some of the world’s greatest communicators. Not only are the ideas in themselves inspirational, sometimes intriguing, but it is a pleasure to listen to the speakers, and the talks are short, an average of 18 minutes in length, so just short enough to listen to during a break. Each talk focuses on one key idea with which you sometimes find yourself nodding in agreement, or sometimes you learn something totally new that you hadn’t even thought of.

TED speakers are passionate experts who speak from the head and the heart, often including personal anecdotes or humour. TED speakers particularly use pauses to great effect; I remember learning during my Teaching Leaders coaching training that sometimes silence is powerful and pauses emphatic.

“Whether you teach, are a Head of Department, Senior Leader, coach or someone who just loves learning and loves brain food, TED talks are inspirational.”

There are many TED talks relevant to education. I know that at least a couple of the leaders I work with have used them to inspire their teams. Whether you teach, are a Head of Department, Senior Leader, coach or someone who just loves brain food, TED talks are inspirational.

My favourite talk is particularly relevant for teachers and pupils in the schools we work with in Teaching Leaders. Angela Lee Duckworth’s speech “The Key to Success? Grit.” links eventual success with long term goals, perseverance and resilience.

If you haven’t seen them already, here are a few more particularly interesting talks having education relevance:

Rita Pierson: ‘Every Kid Needs a Champion’
A passionate educator, the late Rita Pierson delivered a heart-felt talk in which she said “Every kid deserves someone who understands the power of connection and insists they become the best they can be.”

Carol Dweck: ‘The Power of Believing You Can Improve’
As part of his self-development objective, one of the Fellows I coach has researched the work of Dweck and growth mind-set. “It is a basic human right for children to live in places that create growth.”
Simon Sinek: ‘Why Good Leaders Make You Feel Safe’
Although he advises in a military context, Sinek talks about how leaders inspire co-operation. He says "leadership is a choice".

Dan Gilbert: ‘The Psychology of Your Future Self’
This particular talk shares a link with Dweck in his idea that we are not the person we will always be. In his book, Stumbling on Happiness, he explains that willpower is a battle between the present and future self. The key to achieving goals is hard work now for later rewards, for example, my future self wants to be slim, but my present self wants cake; who will win?

Mihaly Csikszentmihalyi: ‘Flow, The Secret to Happiness’
The talk gives a flavour of the book in which Csikzentmihalyi explains the motivation and happiness we get when really immersed in something. He talks of motivational tasks as being those where we find high challenge but have a high level of skill. The book also urges us to help young people spend their leisure time effectively.

Above all, to place emphasis on our collective mission to address educational disadvantage, every teacher should be encouraged to watch Richard Lavoie’s YouTube clip ‘When the Chips are Down’. Lavoie uses winning poker chips as a metaphor for self-esteem. Disadvantaged children have fewer poker chips as life offers fewer opportunities and good things happen less often. He uses the analogy that people with fewer poker chips are more reluctant to play and therefore children with lower opportunities are more reluctant to take up opportunities. This talk will encourage your Fellows to reflect on how they and others speak to young people or, as Lavoie says, “our job is to ensure that every child who crosses our path has more poker chips at the end of the day”. For me, this is a powerful talk on how disadvantage lowers self-esteem, hence opportunities, and to be true to the Teaching Leaders mission, we must address this.

The best thing this term has been meeting my fourth cohort of Fellows, learning about all of their contexts and beginning to establish a rapport which hopefully will lead to a productive two years, where they will all thrive and blossom into outstanding leaders.

David Radomsky
South Coach
This is a weighty book in every sense of the word and, as Prof. David Megginson suggests in the Foreword, ‘is a great resource for Coaches of all persuasions’. It is divided into three main sections. The first explores different theoretical approaches to coaching. Each chapter begins with an introduction to the main concepts and explains the assumptions about human nature made by that tradition, followed by a brief account of its history and view on conditions for human development. It then sets out:

- The tasks & goals of the tradition
- The essential processes & dynamics involved
- The role of the Coach & their relationship with the client
- The methods & techniques for the facilitation of change & development
- The application to specific coaching genres and contexts - which are presented in section 2 of the book, with examples.
- An evaluation of the tradition
- Suggested further reading with annotation, and
- References

Section two looks at applied contexts, referred to in the book as genres and contexts. Genres are defined as forms of coaching that identify the purpose of coaching in their title e.g. Performance Coaching, Developmental Coaching or Transformational Coaching. Contexts refer to settings or subject matter e.g. the manager as a coach, life coaching or team coaching etc.

The last section looks at the expansion of coaching as a practice and its developing professionalism. It looks at the future of coaching and explores aspects such as ethics and the importance of supervision.

One way to read the book might be to use the helpful matrix provided by the editors on page ten, which cross-references theoretical approaches with genres and contexts, by choosing those approaches and ideas that currently interest you.

It really is a useful resource and one that most readers are likely to dip in and out of, rather than read from beginning to end. Inevitably with such a range of contributors, some sections are more or less readable, but the common framework allows the reader to compare disciplines and quickly see differences and similarities in various approaches. The book provides the most comprehensive overview of current influences and approaches to coaching that I’m aware of and is pretty expensive at £28. Perhaps this is one for a TL library of resources if one were to be established!

The approaches explored are:

- The Psychodynamic approach
- Cognitive-Behavioural coaching
- The Solutions-Focused approach
- The Person-Centred approach
- The Gestalt approach
- Existential coaching
- Ontological coaching
- Narrative coaching
- The Cognitive-Developmental approach
- The Transpersonal approach
- The Positive Psychology approach
- Transactional Analysis, and
John Dewey on Reflection

by Andrew Poulton
Head of Coaching, Midlands

“We do not learn from experience... we learn from reflecting on experience.”

John Dewey, American philosopher and educationalist, thought deeply about how we learn to live so that we prosper and lead stimulating and valuable lives.

He thought that too often we simply fall back on old or self-defeating habits of thinking and that we really need to work to ensure that how we understand ourselves and our lives is based on evidence and sound thinking. This may sound a little dry but all of the evidence of psychological research since he wrote way back in the thirties backs him up. When faced with difficult patches in our lives our thinking can easily become hijacked by unhelpful emotion that drags us down.

The answer for Dewey was to have a method of reflection which organised a person’s thinking about what was happening to them and what they were learning from it. This way he believed that all experience could be beneficial - even the bad stuff:

“Failure is instructive. The person who really thinks learns quite as much from his failures as from his successes.”

Dewey identified six key strategies to great reflective thinking. These processes of reflection require:

1. Wholeheartedness – passion, belief that we can improve, belief that we can make a difference - that we have the power to choose.

2. Open-mindedness - an active desire to listen to more sides than just one, independence to challenge one’s own views and prejudices and comfort zones and to continually examine underlying rationales and beliefs to guard against drifting from effectiveness.

3. Directness – being honest with ourselves and others (see definition of “critical friend” below).

4. Responsibility – to consider the consequences of our actions or inactions in applying the lessons of reflection – commitment to act, practice, to hone our thinking and embed our learning so that we can best serve the values we believe in.

5. Readiness - having the professional and personal capacity, the emotional and intellectual security, the confidence to be open to the risks necessary for progress.

6. Community – we need to engage with others in our reflection and trust their perspective as a form of evidence.

“We do not learn from experience... we learn from reflecting on experience.”
Dewey defines reflection as active, persistent and careful consideration of any principle, belief or behaviour in the light of evidence and of consequences.

“The coach has been trained to listen, to identify with the client unhelpful thinking patterns and then to help them identify strategies which they can commit to, moving forward.

Reflection involves reason, emotion, creativity - it requires us to take action. It is rigorous – it is not a set of tasks or techniques - it is a holistic approach a mind-set, a way of being, a process - a commitment to developing productive habits for our own benefit.

Reflection then is the basis of true, deep learning and one of the cornerstones of the coaching approach. And it is hard, especially alone. Good friends, critical friends who "tell us it like it is" are invaluable - as is the professional Coach. The coach has been trained to listen, to identify with the client unhelpful thinking patterns and then to help them identify strategies which they can commit to, moving forward.

Each of the six requirements of reflection has its weight, but in my opinion, point five on readiness is crucial, and too often overlooked. Good coaching enables the client to develop the resilience to cast off self-serving, self-protecting and biased thinking in favour of the clear sighted logic and excitement we need to be our best and realise our goals.

The best thing about coaching from my experience this term has been finding small islands of calm in the turbulent seas of the working lives of Fellows, and being inspired by their resilience, their stamina and their motivation to use our coaching time purposefully.

Russ Law
South Coach

"It is such a privilege to work with highly motivated young leaders who want to learn so much and who are so reflective and inspiring. I learn something from every coaching visit I undertake!"

Paul Roberts
2014 North Coach
Coaching: A Fellow’s Journey

by Peter Richardson

Head of Year 11
The Dearne Advanced Learning Centre
Barnsley

‘Coaching, you say? Get in! As a PE teacher I’ll be great at coaching.’

‘No, you’re not coaching; you’re being coached.’

‘Ok, I’ll go and get my boots.’

How wrong could I be? This type of coaching has nothing to do with sport. This is about developing a person, developing a team and making visions become reality.

During February 2014, the Principal from my school asked middle leaders aspiring to become senior leaders if they would be interested in the Teaching Leaders Fellows programme. I knew that I eventually wanted to become a member of SLT so I applied. After a rigorous application process in school and from Teaching Leaders I was delighted when I was accepted on to the course.

For those who don’t know, the Fellows programme is a two-year programme consisting of a selection of Saturday Challenge Days, evening seminars and a one-week Residential at Warwick University.

It was on our first day that the Fellows were told that we would have a Coach who would be assigned to us for the duration of the programme. After we were introduced to our Coach, we participated in some interesting group work. Straight away it was clear that the Coach was incredibly good at what he was doing. Asking probing questions and making us think on our feet are two of the things he did that particularly spring to mind.

During the Residential at Warwick University that we started to have one-to-ones with our Coaches. The Coach I have been assigned to work with is genuinely superb. The level of knowledge, understanding and past experience is simply stunning. Speaking to other Fellows on the programme it is evident that this is the case with all the coaches working with us.

My Coach worked at a school near mine for over twenty years, starting as a classroom teacher and only leaving after many years as head teacher. He is the sort of person whom, when he speaks, people actively listen.

‘This is about developing a person, developing a team and making visions become reality.’

During the first one-to-one I felt challenged immediately; I remember vividly calculating that the piece of work I had taken with me was what would be expected of a ‘G

“The level of knowledge, understanding and past experience is simply stunning.”
grade GCSE pupil’ due to the conversations we had! This was brutal but also very refreshing. It was all done in a friendly way but a clear tone had been set. I knew I’d have to up my game.

I understand that the aim of a coach is to help develop the coachee, not to tell them how to do things but to help them work out solutions for themselves. My Coach has clearly got this ability and is helping develop my ability to lead in so many ways. These also link to my personal life, not just my work life.

My coaching sessions all take place at the school I work in. The first one of these lasted over two hours. When I finished the session I honestly thought I had been in a boxing ring for twelve rounds. So many thoughts were going round my head and I had so many ideas which I had not thought of before. My Coach had also guided me to a potentially life-changing way of prioritising tasks and since then I use this both at work and at home. It is simple and something which I guess is used by many people. It is the simple thought process of asking the question ‘Is it urgent or important?’ when given any task. Urgent here means it must be done now and important means you can do it later, but give a timescale. As I said, simple but so effective.

“I finish every single coaching session feeling challenged and raring to go again.”

This theme has continued in all of our coaching sessions. I get challenged, I work out possible solutions and I then go and try to implement them. Some work, some don’t. I live and learn from the ones that don’t. I finish every single coaching session feeling challenged and raring to go again.

When I was successful in achieving a place on the Fellows programme nearly a year ago, I was informed that the programme would be truly transformational and open up avenues that I had never considered. I can safely say that this is already the case and we aren’t even half way through the journey. A massive part of this is down to my Coach with whom I already have the utmost respect and enjoy a great working relationship.

Whatever he has been through professionally and as a Coach has clearly led to him being able to direct, challenge and motivate me in a very clever way. Where this will end who knows, but I am excited to find out.

“I finish every single coaching session feeling challenged and raring to go again.”

The best thing this term in my coaching was when a Fellow whose school is closing in August succeeded in getting a new job for next year after interview practice with me (obviously not ALL my own work!)

Rowie Shaw
South Coach

I came to the last coach development supervision with an issue that was bothering me. I gained clarity and reassurance during my coaching triad and enjoyed the Christmas meal and drinks afterwards. The Karpma Drama Triangle has been a significant and useful addition to my coaching toolkit!

Penny Todd
South Coach
What’s been great about coaching for Teaching Leaders this term?

“Being kept on my toes by very bright Fellows.”
Richard Townsend
South Coach

“Primary colleagues have engaged with the ‘group coaching’ model and this has required them to exercise many of the important leadership skills. Colleagues have motivated and inspired each other, worked as a team to generate ideas and solutions to each other’s problems. They have provided effective support and encouragement as well as challenge for each other and had to work to deadlines, this has required them to prioritise and manage their time wisely and effectively.”
Wendy Garrard
South Coach

“Fellows have recognised areas where they have more capacity to develop than they currently demonstrate. As they have progressed they have developed coaching partnerships built upon trust and respect and are now focussing more directly upon their own agenda and accept responsibility for the actions identified that will move them forward. These actions result from ‘images held up to them by the ‘coaching mirror’.
Fellows are more confident as they express their opinions, ideas, beliefs and values even when these ideas cut across or contradict positions held by others.
Coaching has been of such value to many Fellows that they themselves are keen to secure a clear understanding of how they can develop coaching competencies and build coaching relationships within their teams. Fellows find that it is helpful to agree joint ownership of planning and progress, important to have a clear structure and focus for each meeting and adopt a client-centred approach with members of their team. They find it helpful to regularly check out mutual understanding and clarify any areas of uncertainty.”
Alan Wayment
Midlands Coach

“There have been numerous high points pertaining to individual Fellows over the last term. For me, a significant improvement compared to 2012 arrangements has been the usefulness, relevance (to them) and timing of the Fellows’ training opportunities. Often without prompting they choose to share with me their reflections regarding the training and also examples of how they have incorporated their subsequent learning into their routines. Examples include the preparedness for Challenging conversations and their utilisation of tools to improve their time management. For me, coaching sessions containing “Even Better If”s and “What next?” are much more enjoyable than “I can’t, because…” sessions.”
Anthony Loveday
North Coach
Our mission

To address educational disadvantage by growing a movement of outstanding middle leaders in schools in challenging contexts.

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Give us some feedback: Complete our CoachEd evaluation