



CoachED UPDATE

OCTOBER 2023

Enhancing the quality of conversations in education communities

Short Read

WHY 'TYPES' OF COACHING MISSES THE POINT

By Chris Munro

Recently, I have noticed a debate around 'types' of coaching being done in schools. Most of this is in the context of **Instructional Coaching** and the terms facilitative, dialogic and facilitative are being used to describe **types** of coaching that are clearly distinct from each other. An unhelpful consequence of this is that it can lead to schools picking a 'type' of coaching that they think is needed. I've read statements like "we do directive coaching", for example, and some approaches described as Instructional Coaching appear to be **heavily weighted towards the judgement of the coach** (as expert diagnostician and prescriber). These look more like feedback models or **direct instruction for teachers** than what would conventionally be considered coaching. This approach raises issues of **power and status** and calls us to examine the **beliefs** that such approaches might be grounded in. Who decides which 'type' is needed for each teacher? Helping professional adults get even better at doing what they do requires a **deep understanding of human motivation, identity, change and complexity**.

Coaching? Instructional Coaching? Mentoring?

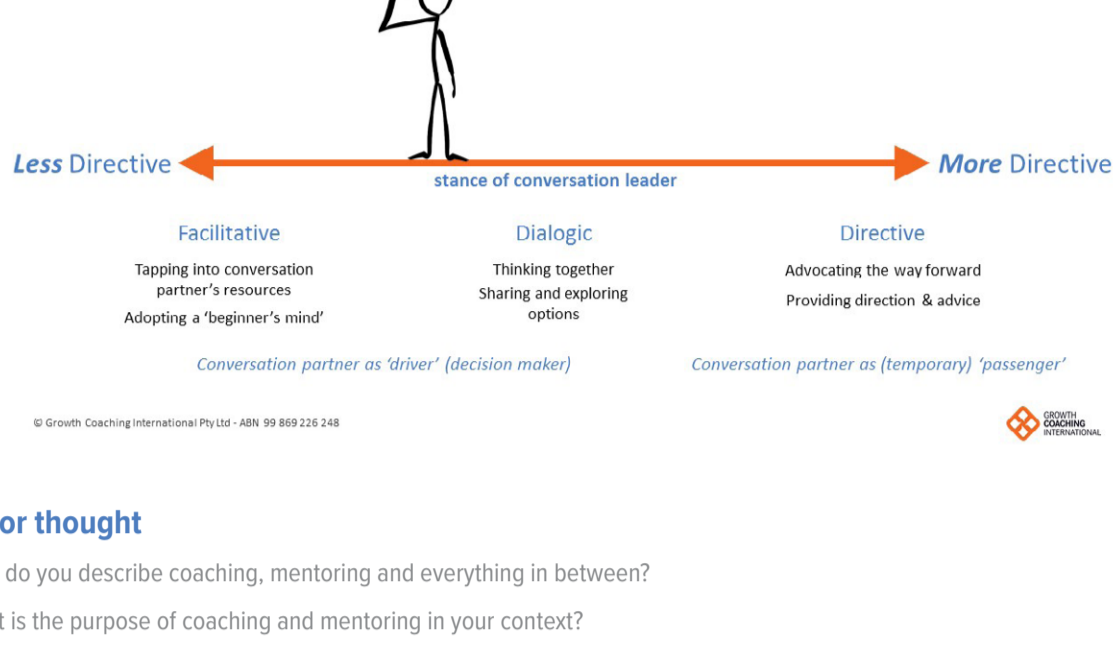
The 'types' question is not new - now we just have more nuanced labels to apply. Probably the most common question we are asked when working with educators is **"what is the difference between coaching and mentoring?"** Answers to this question may cite the length or formality of the relationship, typical coaching or mentoring topics and goals, e.g. career transition, and expectations on either side of the relationship. There are always commonalities and differences depending on the source or experience cited. In short, the answer (in education contexts at least) is not as clear as we might expect. **A key point of difference that does tend to be clear is the place of the expertise, knowledge, and perspective in the relationship.** This is often a key distinction between mentoring and coaching. On the other hand, "ask don't tell" is a common mantra associated with being a coach. The typical representation of coaching and mentoring on a continuum running from non-directive to directive respectively can suggest a **false dichotomy** between the two (see Munro, 2020). Then we have the question "so what's Instructional Coaching?" closely followed by "it sounds a lot like mentoring."

According to Jim Knight (2018, p12), **instructional coaches** balance advocacy with inquiry. This means they can offer **expertise, knowledge and perspective** and **temper this with sufficient inquiry** to ensure that the teacher is positioned as a genuine thinking partner.

As Instructional Coaching has become more prevalent in contexts beyond North America, the first clarification required has often been that the word **'instruction'** signifies the **topic of the conversation and not the mode of discourse**.

A more holistic view

In A Continuum of Professional Learning Conversations: Coaching, Mentoring and Everything in Between (Munro, 2020), I proposed a **more nuanced view of how we lead 'professional learning conversations'**. This view was about the need to adopt a **range of stances as a coach or mentor** rather than be constrained by role titles. The 'continuum' concept has continued to evolve as shown below. This iteration uses the terms 'conversation leader' and 'conversation partner' to indicate that what matters is not whether you are 'doing' coaching or mentoring, but that you are effectively **leading the conversation** from your partner's point of need. This means that the conversation continuum concept can be **applied to any leader of learning conversations** (see **Munro, 2022**, for further elaboration).



Pause for thought

- How do you describe coaching, mentoring and everything in between?
- What is the purpose of coaching and mentoring in your context?
- What is your default position on the continuum?
- What dictates this?
- Where would you like to spend more time?

[Continue reading the full article here](#)

Special Event

In partnership with

A Recap of the Australian Instructional Coaching Institute

Last month, we welcomed more than 60 educators to the Australian Instructional Coaching Institute with Jim Knight - the first in Australia in more than 3 years.

Participants deepened their understanding of instructional coaching across an intensive 5-days of learning, connection and conversations.

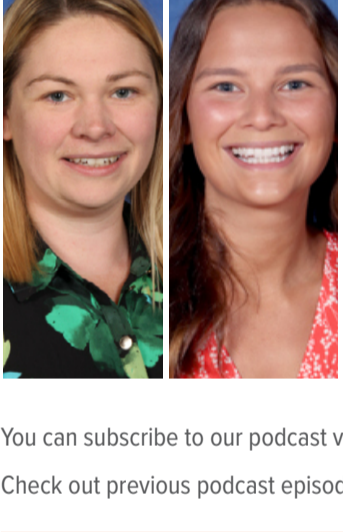
We'd like to extend a special thanks to everyone who attended, and to Jim Knight for his skilful facilitation. Thank you also to the team at the Victorian Academy of Teaching and Leadership for their support in hosting this special event at their exceptional East Melbourne venue.

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Resources



COACHING AT SALESIAN COLLEGE



In this latest episode of the Coaching in Education Podcast, host Richard Reid is joined by three members of the team at Salesian College Sunbury in Victoria, Australia. Listen in as we learn about the early stages of their coaching journey where staff shared a vision of wanting to have 'better conversations'.

Find out how the team, led by Ammie Franklin (Director of Staff Learning), took courageous steps through a consultative approach to introducing coaching at Salesian College. Listen to pedagogy coach Jade West share the benefits of coaching across a school of 140 teachers. Check out how the team turned the challenges of the pandemic into opportunities for growth, as coaching provided the perfect tool to focus on wellbeing through a difficult time. Hear directly from teacher Melanie Jurcic, from the perspective of a coachee, how coaching at Salesian has benefited her both personally and professionally. Another episode that's well worth a listen.

Coming Soon! Be sure to follow us on social media to be notified when this episode launches.

You can subscribe to our podcast via [Apple Podcasts](#) and [Spotify](#).

Check out previous podcast episodes [here](#).

CREATING A CULTURE OF PROFESSIONAL IMPROVEMENT, FEEDBACK AND GROWTH

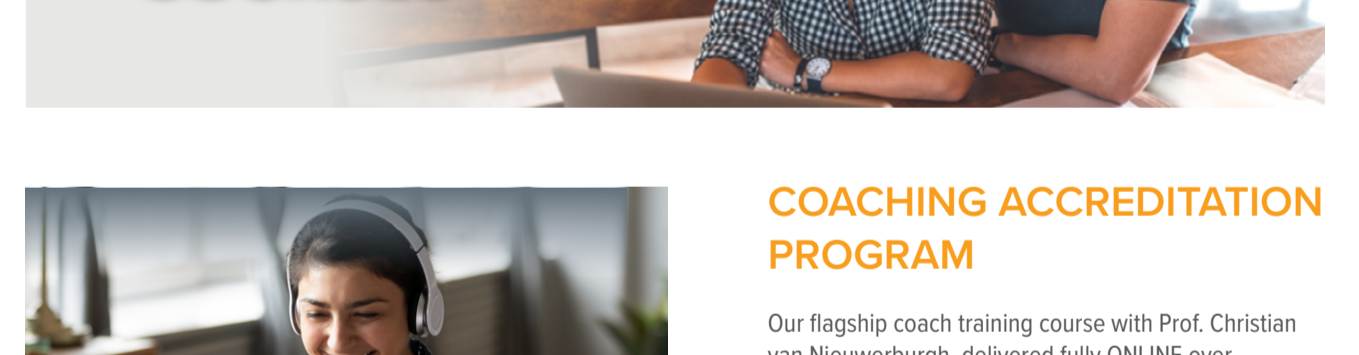
Written by Di Henning, Lead Consultant Coach Development

Have you ever talked with committed and effective teachers about why they do what they do? Why they are curious about their work; why they are inquiring and reflective practitioners? A common response is that teachers want to do their best for their students – to get better.

How can we ensure that this is the experience for all of our teachers?

[Read the full article here](#)

Upcoming Courses



COACHING ACCREDITATION PROGRAM

Our flagship coach training offered with Prof. Christian van Nieuwerburgh, delivered fully ONLINE over 6 months with a GLOBAL cohort and a pathway to individual European Mentoring and Coaching Council (EMCC) credentials. Our next cohort commences in February 2024.

[Click here to secure your place now](#)

COACHING IN LEADERSHIP

Coaching in Leadership is a practical evidence-based course providing in-depth learning and experience of the application of coaching approaches as a highly effective way of leading in schools and other education settings. Coaching in Leadership is fundamentally about how to best support and grow the capacity, motivation and wellbeing of others through more intentional conversations that lead to better relationships and, ultimately, better outcomes for students.

Designed specifically for current and aspiring leaders in educational settings, this course offers an extended cohort learning experience aligned with internationally recognized coaching and mentoring credentials.

Be sure to **click on the dates** to visit the registration pages!

"An amazing opportunity that I believe will be a game changer for me as a leader."

Kristi Cromer, School Improvement Leader, Clonard College VIC

UPCOMING COHORTS:

2 x 2 Day Cohorts - commencement dates below

- Perth** - 22nd January 2024
- Melbourne** - 28th February 2024
- Sydney** - 6th March 2024

INTRODUCTION TO LEADERSHIP COACHING

The **Introduction to Leadership Coaching** Course provides an exceptional entry level to coaching in education. It's the course for leaders and teams wanting to amplify and cascade a positive, strengths-based, student-centred learning culture at every level in their school or educational organisation. Not through just one conversation at a time, but many conversations at a time. Conversations that inspire joy, teamwork, purpose and self-belief.

Be sure to **click on the dates** to visit the registration pages!

"Excellent sessions with implementable strategies for whole school improvement."

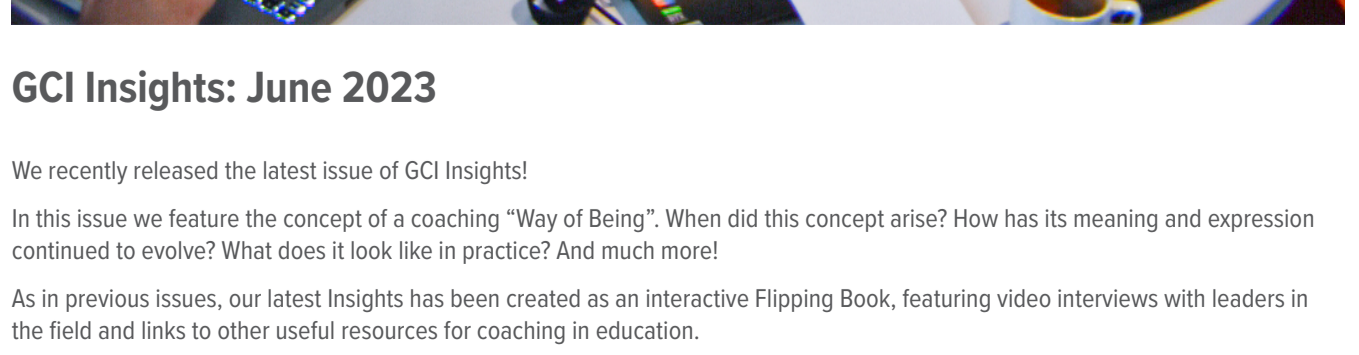
Richard Fisher, Principal, Nambour Special School QLD

UPCOMING COHORTS:

- Sydney** - 8th & 9th November 2023
- Online Intensive** - 16th to 18th January 2024
- Sydney** - 20th & 21st February 2024
- Melbourne** - 21st & 22nd February 2024
- Perth** - 14th & 15th March 2024

FIND ALL OTHER OPEN-ENROLMENT COURSES ON OFFER BY CLICKING HERE

Complimentary Professional Learning



GCI Insights: June 2023

We recently released the latest issue of GCI Insights!

In this issue we feature the concept of a coaching "Way of Being". When did this concept arise? How has its meaning and expression continued to evolve? What does it look like in practice? And much more!

As in previous issues, our latest Insights has been created as an interactive Flipping Book, featuring video interviews with leaders in the field and links to other useful resources for coaching in education.

We hope you enjoy this issue of GCI Insights as a companion to your coaching journey.

[Click here to read our full issue of GCI Insights](#)