

CoachED UPDATE

NOVEMBER 2022

Enhancing the quality of conversations in education communities

Short Read

TIME TO READ: 4MINS

COACHING FOR SCHOOL IMPROVEMENT

WHY COACHING? WHY NOW?

As we stumble from the global pandemic haze, much is being said of the changed landscape that we find in our work and personal lives. This might be expressed as a readiness for renewal and change, desire to connect and make a positive contribution, gain life balance or having a voice in what happens next.

COVID-19 impacts

A 2020 PwC report states, "... the COVID-19 pandemic will have lasting effects on our schools and students ... It will not be possible to simply return to how things were prior to the outbreak." Given a historical resistance to change, the pandemic has provided significant disruption for schools now and in the future. The report asks how Australian schools can capitalise on opportunities and address the challenges presented by COVID-19 and also ensure the teacher workforce is empowered and supported to leverage presented opportunities.

Why coaching?

Coaching is one way for schools to manage and respond to these opportunities and challenges. It creates the space for school teams and individuals to slow down, take stock and reflect, and provides the environment (time, safety, people, place, conversations) for learning and growth to deepen awareness of context and take responsibility to act to move the school forward. "Coaching is a powerful way of facilitating the reflective process ... supporting the inevitable call to action arising from true critical reflection" (Munro, 2018).

I'm currently reading Macklin & Zbar's (2020) text, *Driving School Improvement: Practical strategies and tools*, 2nd Ed., a must read for those engaged in whole school improvement and change. They describe school leadership coaching as

... a strategy to support leaders in their efforts to become more effective, to develop colleagues and to improve student learning. It builds leadership and staff capacity, and uses research, theory, practice and feedback for improvement ... (It) leads to challenge, new thinking and action. It is particularly important, when leaders are ... busily responding to the many demands of their role, that the time for self-reflection and leadership growth is made so a key source of school improvement is not lost (Macklin & Zbar, 2020, 42-3).

Coaching can be a whole school approach, described as the majority of people using coaching techniques and principles, underpinned by strong and trusting relationships, high expectations and a desire to learn, improve and bring out the best in individuals and teams (Ashdown, 2010). Developing a school wide coaching culture and enacting Knight's (2011) seven partnership principles (equality, choice, dialogue, praxis, voice, reciprocity and reflection) gives leadership teams the purpose and process to listen to and work with staff, families and students, empathise and understand their COVID experiences, and engage with them in planning a shared way forward that draws out the best of what they have to offer. **"The lived experience of a coaching culture is fundamentally one of better conversations that lead to an improved learning environment for everyone in the school community"**. (Barr, Munro & van Nieuwerburgh, 2020).

What's in it for me/my school?

Too often in the past coaching has been doomed to heartache and failure when used by school leaders to address a person's perceived deficit. Macklin & Zbar (2020) clearly state, "Leadership coaching is not about fixing people ... It's about maximising potential and the performance of the individual starting from where they currently are". Through attentive listening, powerful questioning, setting goals and clear actions, support and challenge, paraphrasing and reframing, good

coaching explores what the person would like to achieve, their current reality and some steps they will take to close the gap.

While contexts vary, Macklin and Zbar (2020) offer some typical outcomes of effective coaching:

- Improved team leadership
- More effective change management
- Improved strategic planning and implementation for school improvement
- Increased ability to prioritise, set goals and manage time effectively
- Increased self-awareness and self-management
- Increased awareness of their school and options available
- More advanced communication skills, including listening and questioning
- More effective management of challenging conversations and giving feedback for positive impact (p. 43).

Getting started ...

Coaching is intrinsic to collaborative learning and problem solving which is at the heart of all school improvement (Macklin & Zbar, 2020). This could take the form of leadership coaches, instructional coaches partnering with teachers, a whole school coaching culture or coaching informed school processes e.g., feedback conversations. Where you start depends on your context and readiness for genuine self-reflection and change, but importantly just start: good planning and regular review will guide your steps.

Coaching is not something we are innately good at, rather something we need to practise and learn. It supports people to deeply examine and reflect on their practice through perspectives other than their own; a necessary step to inspire and lead others out of the post COVID funk that seems to be prevalent in many organisations today. Macklin & Zbar (2020) challenge us, "If you don't think you need a leadership coach, then you probably do".

So, what are you waiting for?

Written by Anne Tonkin

References

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Resources



COACHING WAY OF LEADING SCHOOLS

In 2022, school leaders from around the globe can reflect on a two year period which saw the most significant changes and challenges they have ever had to embrace. There were no guidebooks nor case studies to refer to. So, when faced with both significant changes and challenges, how do school leaders best support and grow the capacity, motivation and wellbeing of their team? How do they improve relationships and ultimately how do they improve outcomes for students? What is the most effective way of leading schools?

Richard Reid is joined by Chris Munro, Claudia Owad and Roma McKinnon to discuss the concept of 'A Coaching Way of Leading Schools.'

[Listen to the latest podcast now:](#)

3 WAYS TO HELP SUSTAIN COMMITMENT TOWARDS GOALS

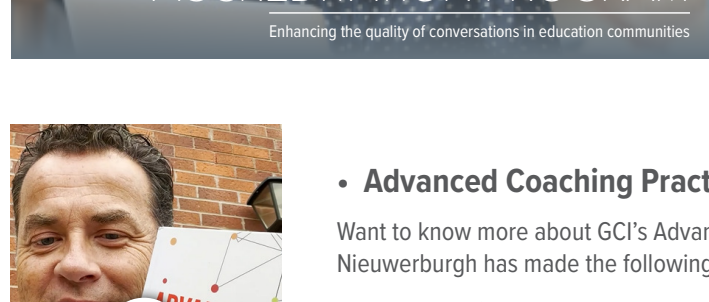
By this time of the year most people's New Year resolutions are a distant memory. It is a sad commentary on our lack of ability to follow through on our good intentions. Most of us can start well but sustaining commitment and progress on new goals is a difficult challenge. Old habits are hard to break; our general busyness becomes just too much of a pressing need to deal with so that anything not urgent just goes to the bottom of the list. Life just gets in the way.

[Read the full article here.](#)

Upcoming Courses



REGISTRATION FOR THE FOLLOWING ONLINE AND FACE-TO-FACE COURSES IS CLOSING SOON:



• Online Coaching Accreditation Program

Our flagship coach training course 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 January 2023. For more information and to register visit the link [here](#)



• Advanced Coaching Practice with Prof. Christian van Nieuwerburgh

Want to know more about GCI's Advanced Coaching Practice program? Prof. Christian van Nieuwerburgh has made the following short [video](#) explaining the program.

This course is for experienced coaches who are interested in taking their practice to the next level. It is designed to support active reflection on your current coaching practice leading to new insight and awareness. The course, based on the book *Advanced Coaching Practice* co-authored by Professor Christian van Nieuwerburgh and David Love, will support you to address the question "how can I be of even better service to those around me?"

Our next cohort commences on 9th May 2023 - click [here](#) to register.

REGISTRATIONS FOR 2023 NOW OPEN!

Coaching in Leadership: Energising Every Conversation

Announcing a new leadership development course from GCI that builds the confidence and skills to develop coaching as a way of leading.

Learn how to use a coaching approach to build engagement, make progress and strengthen relationships, in every conversation. Designed specifically for current and aspiring leaders in educational settings, this new course offers an extended cohort learning experience with a pathway to internationally recognised coaching and mentoring industry credentials.

[Register Now!](#)

Online:

Introduction to Leadership Coaching Intensive

6 x 2hr online workshops - 8:00am - 10:00am and 11:00am - 1:00pm over 3 days (AEDT) 11-13 January 2023

FEATURED

Coaching and Supervision

Scheduled to suit you

Introduction to Leadership Coaching

UK - Introduction to Leadership Coaching 4:00pm - 6:00pm Weekly workshops (GMT) Commencing 11 January 2023

Online Coaching Accreditation Program

Commencing 18 January 2023 - 6 Month Program

FEATURED

Reflective Practice for Coaches and Leaders

Commencing 6 March 2023 - Please see website for details

*This course has pre-requisite requirements

SPECIAL OFFER ON 2023 ONLINE COURSES!

Receive 10% off any 2023 online course using the code **EARLYBIRDONLINE10**

*applies to 2023 online courses only. Offer ends 30th November 2022

[Click here for NZ courses](#)

In-person:

The Impact Cycle Program 2-day

Sydney - Commencing 1 March 2023
Melbourne - Commencing 1 March 2023
Perth - Commencing 2 March 2023

2023

Managing Challenging Conversations 1-day

Sydney - Commencing 30 November 2022

Coaching In Leadership

Perth - Commencing 23 January 2023
Sydney - Commencing 15 February 2023
Melbourne - Commencing 15 February 2023
Geelong - Commencing 15 February 2023

2023

Introduction to Leadership Coaching 2-day

Melbourne - Commencing 9 November 2022

2023

Sydney - Commencing 22 February 2023
Melbourne - Commencing 22 February 2023
Geelong - Commencing 22 February 2023
Canberra - Commencing 27 February 2023
Hobart - Commencing 27 February 2023
Brisbane - Commencing 13 March 2023

Be sure to [click on the dates](#) to visit the registration pages!

*Please ensure you meet eligibility requirements of the course prior to registering.

Complimentary Professional Learning



Curious Convos Webinar: Integrating Positive Psychology into Coaching and Professional Practice

When: Tuesday 8th November 2022, 7:30am (AEDT) / Monday 7th November 2022, 8:30pm (GMT) / 12:30pm (PST)

This Curious Conversation will feature **Dr Robert Biswas-Diener**, a leading positive psychology researcher and a pioneering thinker about the integration of coaching and positive psychology. He is known as the "Indiana Jones of Positive Psychology" because of his adventurous spirit, globe-trotting experiences and out-of-the-box thinking. He is an acclaimed speaker, storyteller, educator and executive coach.

In this Curious Conversation, Robert will be talking with our Global Director, Prof. Christian van Nieuwerburgh, about how educators can integrate **positive psychology** into their coaching and professional practice to support their own wellbeing and the wellbeing of those around them.

[Click here to register.](#)

Coming Soon



Where great minds inspire the world of education

The 8th coaching in education conference

#COACHED2023

Registrations for the **8th Coaching in Education Conference** will be opening very soon!

We invite you to register to **attend this global online event on 7-9 March 2023.**

In the meantime, meet our **5 exciting keynote presenters:**

SARAH MCKAY

Dr Sarah McKay is a neuroscientist and science communicator who specialises in translating brain science research into simple, actionable strategies for peak performance, creativity, health and well-being. Sarah grew up in Christchurch, New Zealand. She was awarded a BSc (Hons) 1st class in Neuroscience at Otago University and an MSc and PhD training in neuroscience at Oxford University. Sarah is the author of *The Women's Brain Book: The Neuroscience of Health, Hormones and Happiness*, which explores the female lifespan through the lens of neurobiology. Her second book, *Baby Brain* (rebranded), is due in 2023.

HAESUN MOON

Haesun Moon, Ph.D., is a communication scientist, an educator, and author of *Coaching A to Z: The Extraordinary Use of Ordinary Words* and several collaborative books. She cares about people experiencing better conversations at home and at work - and she does that by training, coaching, and consulting. She believes that conversation can change the world, and she defines this process as hosting dialogic conditions in which people participate to imagine and perform their preferred change.

JIM KNIGHT

Jim Knight, Senior Partner of the Instructional Coaching Group, is a research associate at the University of Kansas Center for Research on Learning. He has spent more than two decades studying professional learning and instructional coaching, and written several books on the instructional coaching including *Instructional Coaching: A Partnership Approach to Improving Instruction* (2007), *Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction* (2011), *High-Impact Instruction* (2013), *Focus on Teaching* (2014), *Better Conversations* (2015), and *The Impact Cycle* (2018).

MICHAEL BUNGAY STANIER

Michael Bungay Stanier is at the forefront of coaching how organisations around the world make being coach-like an essential leadership competency. His book *The Coaching Habit* is the best-selling coaching book of this century, with over a million copies sold and thousands of five-star reviews on Amazon. In 2019, he was named the #1 thought leader in coaching.

PROF. CHRISTIAN VAN NIEUWERBURGH

Christian is a leading academic and thought-leader in the field of coaching, as well as a practising executive coach. Regarded as an international authority in the field, Christian regularly speaks at conferences, facilitates training, and consults in the UK, Europe, the Middle East and Australia. Through his role at Growth Coaching International, Christian continues to enjoy delivering training and professional learning opportunities in schools, colleges and universities. Christian holds a PhD from the University of Birmingham (UK), an MSc from the University of East London (UK) and an MA and BA from the American University of Beirut (Lebanon).

Express your interest via our site www.coachedconference.com