

Coached UPDATE

NOVEMBER 2021

Enhancing the quality of conversations in education communities

TIME TO READ: 3MINS+

A WHOLE-SCHOOL COACHING CULTURE FOR LEARNING

In their review of the literature on coaching cultures in organisations, Gormley and van Nieuwerburgh (2014) concluded that the development of such cultures promises to create more positive and supportive climates for personal and organisational growth. Building on this concept in relation to education contexts, Munro, Barr and van Nieuwerburgh (2020) offer the following definition:

"A whole-school coaching culture for learning exists when education leaders, teachers, support staff, students, parents and other partners, intentionally use coaching and coaching approaches in a range of conversational contexts. For this to happen, coaching approaches should be widely understood and skilfully utilised across the school community. In such a culture, a coaching approach to conversations about learning will need to become part of an organisation's "way of being" with appropriate resourcing and explicit integration into the school's strategic plans." (p. 229)

What might this look like?

The Global Framework for Coaching and Mentoring in Education (van Nieuwerburgh, Knight & Campbell, 2019) provides a useful framework to describe four contexts where coaching and more 'coach like' interactions can make a positive difference.



Some examples of what we might expect to see in each of the four contexts is provided here:

To support students directly

- Teachers with coaching skills are able to have more **positive and solution-focused conversations** with students.
- Teachers can use coaching to help students to build on their **strengths**, set inspiring **goals**, and increase their **agency**.
- Student coaching conversations elevate **student voice and choice**, enhancing student motivation and **well-being**.

To support educational leadership

- Educational leaders who receive coaching benefit from having a **safe space to reflect and plan**, leading to greater strategic **clarity, confidence and agency**.
- Educational leaders who adopt coaching as a **way of leading** are able to better **support and engage** their colleagues in a way that promotes **ownership, responsibility and professionalism**.

To improve the professional practice of educators

- Teachers and other educators who receive coaching in relation to their **professional practice** experience increased **self-efficacy** and are able to sustain the **implementation of new practices** to meet the needs of their **students**.
- Teachers and other educators can use coaching skills to improve the quality of **dialogue**, including providing **feedback**, with their **peers** that leads to increased levels of **collegiality, collaboration and trust**.

To connect educational institutions to their communities

- Teachers and leaders can deploy their coaching skills with **parents, carers** and other **members of the**

school community

to increase levels of authentic engagement and collaboration.

- Teachers and leaders talking a coaching approach to communication with **multiple stakeholders** in their school community can increase their sense of **commitment and support** for the aims and **aspirations** of the institution.

Of course, all of this does not emerge at once and our experience working with schools tells us that the establishment of a coaching culture should be viewed as a journey with the starting points and evolution of an organisational way of being influenced by various contextual factors. Some of these factors and considerations are:

- Who initiates the journey?
- What are the starting points?
- Positioning coaching authentically within the professional learning architecture of the school
- The influence of accountability processes and management hierarchies
- The antecedent conditions relating to school culture and past experiences of staff
- Advocacy and leadership of coaching
- Development and maintenance of coaching skills
- Anticipated signs of progress and growth over time
- Strategic planning and resourcing to embed and sustain new ways of working

Implementation of a coaching culture?

'Implementation' does not feel like the most appropriate way to describe what happens when we are trying to develop coaching cultures. Terms such as 'emergence' and 'evolution' seem to more accurately reflect what happens. This is most likely due to the fact that we are dealing with complex relational systems where there is no 'one size fits all' approach that guarantees success.

Having said this, there are some indicators of organisational alignment and normalisation of coaching interventions (van Nieuwerburgh, 2016, p. 232) that we'd expect to see when a coaching culture starts to become the school culture:

- Coaching is no longer viewed as an initiative – it's just how we do things now
- Common coaching language and principles are apparent in a wide range of conversational contexts
- The intent of different forms of coaching, from formal coaching through to coaching infused leadership approaches, is understood and there is procedural clarity around these
- Policies, strategic plans and role descriptions reflect a common language and understanding of coaching approaches
- Sustainable resourcing is in place to support internal coaching
- Coaching and coaching approaches are apparent across all four contexts

(Munro et al, 2020, p. 244)

This short article is based on the cited book chapter by Chris Munro, Margaret Barr and Christian van Nieuwerburgh.

You can access a pre-publication copy of the chapter [here](#).

References

Gormley, H. & van Nieuwerburgh, C. (2014). Developing coaching cultures: A review of the literature. *Coaching: An International Journal of Theory, Research and Practice*, 7, 90-101.

Munro, C., Barr, M., & van Nieuwerburgh, C. (2020). "Creating coaching cultures in schools". In Emil Jackson and Andrea Berkeley (Eds.) *Sustaining Depth and Meaning in School Leadership: Keeping Your Head*. Routledge.

van Nieuwerburgh, C., Knight, J. & Campbell, J. (2019). "Coaching in education". In S. English, J. M. Sabatine, & P. Brownell (Eds.) *Professional coaching: Principles and practice*. Springer.

van Nieuwerburgh, C. (2016). "Towards a coaching culture". In C. van Nieuwerburgh (Ed.) *Coaching in professional contexts*. (pp. 227-234). Sage.



Short Read

This month's Short Read article is based on the book chapter by GCI senior leaders Chris Munro, Margaret Barr and Christian van Nieuwerburgh. The chapter appears in the highly recommended book edited by Emil Jackson and Andrea Berkeley (2020), *Sustaining Depth and Meaning in School Leadership: Keeping Your Head* published by Routledge [here](#).

You can now access a free pre-publication copy of the full chapter [here](#).



Three new online courses coming up to kick off 2022!

- Introduction to Leadership Coaching Online Intensive**

We offered this intensive online format in January 2021, and it was so successful that we are offering it again in 2022, at the same time, and in the same intensive format. For more information and to register visit the link [here](#)

- Online Coaching Accreditation Program with Professor Christian van Nieuwerburgh**

Our flagship course, first offered in 2005, was made available in an online format in 2021. We were delighted with how educators from more than seven countries came together to create a rich learning environment. Read about what they said about their experience [here](#)

Our next cohort commences in January 2022. For more information and to register visit the link [here](#)

- Advanced Coaching Practice**

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. For more information and to register visit the link [here](#)

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

Online:

Introduction to Leadership Coaching 2 x 1 day workshop, 25 November 2021 & 26 November 2021	Introduction to Leadership Coaching Intensive 6 sessions over 3 half-days during school vacation + implementation session - 12-14 January 2022
Solutions Focus Coaching Masterclass 2 x 1 day online workshop, 3 x 2hr sessions each day 10 March 2022 & Day 2: 17 March 2022	Coaching and Supervision Scheduled to suit you
Coaching Accreditation Program 6 month course, Commencing 19 January 2022	

[Click here for NZ courses](#)

In-person:

Coaching Accreditation Program Phase 1-3 (4-days) Perth - Commencing Thursday 20 January 2022 Melbourne - Commencing Wednesday 16 February 2022 Sydney - Commencing Wednesday 16 February 2022 Hobart - Commencing Thursday 24 March 2022 Adelaide - Commencing Monday 28 March 2022 Brisbane - Commencing Monday 21 March 2022	Introduction to Leadership Coaching 2-day Nov 8/9 Perth Nov 25/26 Geelong Feb 23/24 Melbourne Feb 23/24 Sydney Mar 3/4 Darwin Mar 14/15 Perth
Video Peer Coaching Sydney - Commencing Thursday 5 May 2022 Melbourne - Commencing Thursday 5 May 2022	The Impact Cycle Program 2-day Perth - Commencing Monday 28 February Melbourne - Commencing Wednesday 9 March Sydney - Commencing Wednesday 9 March Brisbane - Commencing Thursday 10 March

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



Instructional Coaching: Balancing Inquiry and Advocacy

Tuesday 16th November, 2021

For educators in North America:
1:30pm (US CST)

For educators in the UK:
7:30pm (GMT)

For educators in Australia:
Wednesday 17th November 6:30am (AEDT)

OUR FINAL CURIOUS CONVO FOR 2021

Instructional Coaching: Balancing Inquiry and Advocacy

This Curious Convos webinar will discuss Instructional Coaching: what it is and is not; the research underpinning it; what it looks like when it's done well; and some of the contextual considerations when implementing Instructional Coaching in schools and other education settings.

We are delighted to bring together four global leaders in coaching in education for this conversation:

- Dr Jim Knight, Senior Partner of the Instructional Coaching Group, Kansas, USA;
- Professor Christian van Nieuwerburgh, GCI Global Director;
- Professor Rachel Lofthouse, Director of CollectivEd The Centre for Mentoring, Coaching and Professional Learning at Leeds Beckett University, UK; and
- Chris Munro, GCI Executive Director.

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[Register here.](#)



7TH COACHING
IN EDUCATION
CONFERENCE

Connect with us on social media
#Coached2022



GOING GLOBAL: CELEBRATING
INTERNATIONAL PERSPECTIVES

1 & 2 March 2022

Next year will see our 7th Coaching in Education Conference go online for the first time!

The conference has as its theme *Going Global: Celebrating International Perspectives*, and it is this global perspective that is one of the big pluses of hosting an event of this kind virtually.

We are genuinely excited by the possibilities that this format offers. Building on the quality and reputation of our previous face-to-face conferences, next year you will have the opportunity to:

- Learn from practitioners making an impact in different systems and different educational settings all over the world
- Hear the latest thinking from some global thought leaders from the US, UK and Australia
- Avoid the dreaded conference "FOMO" feeling. All keynotes and presentations will be recorded and available to view both during and after the event so you don't need to miss anything
- Experience a conference program designed to enable access across international timezones with recurring live workshops
- Network internationally with colleagues you would normally never get to meet
- Experience a professional virtual conference environment custom-built for this event

Keynote Speakers

Professor Dianne Vella-Brodrick
Gerry Higgins Chair in Positive Psychology, Deputy Director and Head of Research at the Centre for Wellbeing Science, University of Melbourne (Australia)

Professor Ellie Drago-Severson
Professor of Educational Leadership and Adult Learning & Leadership, Teachers College, Columbia University (USA)

Dr Jim Knight
Senior Partner, Instructional Coaching Group and Research Associate, University of Kansas Center for Research on Learning (USA)

Dr Mark McKergow
Co-Director of The Centre for Solutions Focus at Work (UK)

Indicative Program

The conference program will be delivered in four three-hour blocks and will include:

- Opening Address: Prof. Christian van Nieuwerburgh and John Campbell
- Keynote Speakers: Dr Jim Knight, Prof. Dianne Vella-Brodrick, Prof. Ellie Drago-Severson, Dr Mark McKergow
- Stories from the Field (Implementation)
- Stories from the Field (Research)
- Concurrent Live Workshop Sessions (Repeated once) to suit varying levels of expertise, role and interest. More details coming very soon.
- Scheduled networking discussions
- Closing Address: Prof. Christian van Nieuwerburgh and Prof. Rachel Lofthouse

Conference Website & Full Agenda
Now Available

[\(click here\)](#)

Register here for early bird rates

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