Paul Simmons presents

Developing a coaching culture in schools

Also in this issue

Coaching in primary schools

Mindfulness

Review of ‘The Coach’s Casebook: Mastering the Twelve Traits That Trap Us’
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 current and aspiring middle leaders in these schools, thereby growing a movement of outstanding middle leaders across the country.

Over 2,750 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.

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 not 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.
It gives me great pleasure to write the introduction to this second edition of CoachEd, the journal for Teaching Leaders’ Development Coaches, designed to share good practice and to stimulate debate.

Paul Simmons and Linda Dorrington bring perspectives on the role of coaching in schools with Kevin Browne, a Teaching Leaders Alumnus, writing about his experience of being coached. As ever, the Fellows Residential and Primary Induction weekend were full of inspirational speakers. We have given an overview of these presentations and embedded links so that you can watch some of these sessions on Youtube. Amanda Bailey has written about what mindfulness can bring to coaching. Mindfulness is very much in the news these days with the recent launch of the Mindful Nation UK report by the Mindfulness All-Party Parliamentary Group to which Amanda contributed. It’s interesting to consider this report and the recommendations for education in the light of the Residential presentation by Sir Harry Burns, former Chief Medical Officer for Scotland.

In the Praxis section Andy Poulton looks at why some Fellows may be resistant to change, and what the implications are for us as coaches, and John Wootton reviews The Coach’s Casebook. His review certainly prompted me to order what seems to be a thought-provoking book.

All that remains is for me to thank Anna Quire, North Programme Delivery Associate, for her hard work editing the first two editions of CoachEd, and to say goodbye and good luck as she leaves Teaching Leaders to travel to New Zealand.

Warmest Regards,
Christine
National Head of Coaching

Perspectives
2 Developing a coaching culture in schools
Paul Simmons

7 Coaching in primary schools
Linda Dorrington

10 Teaching Leaders Residential & Primary Induction Weekend 2015

Newsworthy
13 Mindfulness
Amanda Bailey

Praxis
17 Immunity to Change
Andrew Poulton

20 The Coach’s Casebook: Mastering the Twelve Traits That Trap Us
reviewed by John Wootton

Impact
21 Alumni reflections on coaching
Kevin Browne

22 Learning from supervision
Developing a coaching culture in schools

by Dr Paul Simmons

Paul Simmons is an experienced Executive Coach and member of the European Mentoring and Coaching Council (EMCC). Most of his work now is with schools and colleges, helping to develop coaching expertise and culture. Paul has worked as a teacher, governor, examiner, County Advisor and Registered Inspector of Schools.

Two important messages that stick in the mind from Mel Ainscow (2015) talking about the Greater Manchester Challenge are firstly that school improvement is technically quite simple, but socially complex, and secondly that the potential for improvement is in the system, in the schools. Coaching may well have something to offer here, both with the concept of unlocking potential - system potential and individual potential - and in working with social complexity, particularly the social complexity of performance.

We engage with what we help to create

Given this social complexity, there are questions for leaders as to how heavily organisations, especially people organisations as in education, can rely on structures and systems, on inputs and outputs and on control devices as if the whole was one large factory. ‘Now the language is not that of engineering, but of politics with talk of cultures, networks, teams, influence rather than control, leadership rather than management.’ (Handy, 2002). Utilitarian models of education are beginning to lose their credibility. Intelligent individuals can only be governed by consent and shared understanding, not by simple command. Coaching is particularly powerful as a strategy for helping us to work with the complex realities of this culture.

At the same time as this social dimension of leadership is being fully recognized, the individuality of experience is also becoming increasingly important. Work is becoming less and less a requirement to step into someone else’s shoes, following previous patterns of practice. People are more likely to be seeking personal meaning and fulfilment (Whyte 2009). We can also look to the United Nations to see that the same principles of coaching are attuned to more formal, global visions of growth and learning: ‘Education must enable every person to solve his or her own problems, make his or her own decisions and shoulder his or her responsibilities’ (UNESCO, 1972). My view is that coaching with its attention to individual need and learning is ideally suited to these emerging social trends and to the social complexity of the workplace.

A group of Manchester headteachers I was working with at the university were trying to understand the power of a coaching culture through their own personal experience of coaching. These leaders between themselves were saying:

It feels good, I enjoy it. This feels intuitively like the way we should be working. I’ve been surprised what I’ve learnt about myself. It’s given me a more informed confidence. It really makes you think. We are seeing results in improvements in teaching. It helps to develop a non-threatening culture for lesson observations. It is crucial that people learn to find their own way through problems. I’ve recognized the limiting effect of being directive as a leader. People have commented on how their views have been heard. This is not an initiative but a way of working. It’s all about developing leaders through developing their coaching skills. This has given us a common language and approach across the SLT – it’s a coherent way of working across the whole school.

Not an initiative, but a way of working. This is what moves us into talking of culture. Experience of working with leaders in schools suggests that being coached well invariably provides a powerful and liberating experience for people. Why should this be? What is this
phenomenon of conversation that differs so radically from the way we normally talk?

Learning about coaching also appears to generate energy, emotional awareness and positive relationships. How is it that people who have just been introduced to each other quite randomly can, after little more than a couple of hours, be working together with extraordinary levels of empathy, trust and mutual understanding; the kind of productive, creative relationships that represent the holy grail of organisational development?

From coaching, people report a greater clarity in their thinking, a sharper focus for their work, a sense of control and renewed energy. There seems to be a latent power that helps people to be themselves and think for themselves.

The culture of work

For many, ‘no time’ seems to be the norm: no time to talk, no time to listen, perhaps even no time to think. Speed, pace and urgency are cultural icons, ‘work fast’ its compulsory ideology. What kind of scrutiny do we bring to these processes? How can we include in our work the human processes of growth, learning and relationships?

Perhaps one of the most persistent anomalies in the current culture is that, in my experience, it is the leaders, highly committed leaders, leading teams of dedicated, hard-working people, who report a lack of time. Many highly experienced leaders talk frequently as if they are working against their own professional wisdom. Few people in schools are looking for more work. Most have quite enough to fill their week, if not their weekends. Action tends to dominate as the main mode of working, almost to the extent of work, even at high professional levels, becoming a series of actions, lists, jobs and tasks. What space is there for genuine thinking, creativity and reflection? Much as the apocryphal child, asked by the teacher what they were doing, said ‘I’m thinking’, and was told “Well stop that and get on with your work”.

Coaching is about time and space for our thinking. In team coaching for example, members of senior leadership teams report ‘a luxury of time’: A luxury of time to refine and develop our thinking around ‘our’ idea. They recognize the importance of both time itself and time together:

The quality time is very important.. the time to reflect.. the importance of collaborative reflection/coaching as a tool to solving problems /situations/ behaviours etc. The time to think things through clearly is essential to break from the loop of knee-jerk solutions. time to reflect and think widely and then bring things down to the tangible level.

Also taking one perspective of leadership as deciding what do we spend our time on, people repeatedly confirm for themselves that: the time spent coaching is minimal in comparison with the outcomes.

This is culture, and these voices testify to the sheer power of the cultural norms and habits that organisations acquire. Teams working on the ‘right thing’ has always been a hallmark of successful leadership. In fact, doing the simple economics of teams, highly intelligent and devoted teams, working very hard for hundreds of hours on the ‘wrong thing’ soon highlights the human and financial costs of not finding the proper time to think.

However, although the dominant theme is time, time is actually not the issue. The actual insight seems to be the quality of conversation: what is the quality of the conversations we have in any typical week? How in the busyness of the work context and crowded agendas do we really talk, and listen, to each other? How do we learn together?

The culture of learning

The value of coaching to education is really quite special. Both coaching and leadership are learning processes and without learning, change is hard. Such learning has its roots in the Socratic tradition: individuals learn best when they have ownership of a situation and take some form of personal responsibility for the outcome (Fielden, 2005; Parsloe and Roph, 2004). The central belief is that people have within
themselves the capacity to develop in a healthy and creative way. Research (Boyatzis, 2005) has shown that there appears to be a common experience of those being coached that coaching taps into a deeper level of learning.

Good conversations often focus on learning, rather than work. Meetings and agendas that continuously focus on work, tasks, procedures, previous minutes, deadlines and targets are mysteriously hard, despite the best efforts of chairs. Learning is where we find energy and ownership.

“From coaching, people report a greater clarity in their thinking, a sharper focus for their work, a sense of control and renewed energy. There seems to be a latent power that helps people to be themselves and think for themselves.”

How do we talk to each other on a daily basis? What kind of time do we give to listening to others? And this means what kind of time, rather than how much. What characterizes the good conversations we have? Who do we have the good conversations with?

Coaching connects learning to lived experience, an approach underpinned by experiential learning theory (Kolb, 1984). Coaching, like learning, is best conceived of as a continuous, holistic process rather than an outcome. It has to be grounded in experience and involves active resolution of the inherent conflicts and uncertainties of such experience. It is a process of creating knowledge, where passive reception of learning no longer holds.

The culture of help

There is the innate, generous, often spontaneous capacity of people to help another. Yet how is it, when every major spiritual, religious and moral creed advocates that it is good to help each other, that there is a taboo around help? Does this confound the essentially western notion of individual, independent self-sufficiency? In professional and cultural terms, we can come close to stigmatizing the helping role. Help is provided to those in need: it still carries for many a hint of weakness. In a culture of strength and initiative, help is for those who cannot manage. Help, almost like aid, often triggers a surprisingly negative response.

The development of coaching is founded on relationships, trusting relationships: the decisive factor as to whether or not help will occur in human situations involving personality, group dynamics and culture is the relationship (Schein, 1999). Yet a key dimension of coaching is that it combines the philosophy and instinct of helping with the assertion of individual capacity and potential. Coaching bridges the divide.

Given this bridging of the notions of being helped and individual autonomy, it is worth focusing more precisely on the meaning of help. We need to have an eye for what can be called too eager nurturing (Zohar, 2000):

these helpers help too much.. by not sufficiently trusting the resources and growing processes of those whom they wish to help.

Help may be premised too strongly on therapy, on the ‘sick’ client. Help may be ‘over-scaffolded’, over-structured, taking away power and creativity from the helped. Help may not in fact help.

A further dimension of help is in how trust creates a quite astonishing shift in emotion. Coaches and clients report a sense of well-being from coaching. Coaching appears to lift spirit and energy. The cultural connections with work and overload jump out here, meaning that a continued focus on weakness, fear, criticism, being ‘realistic’, dwelling on the past and what went wrong leads to feeling nervous, anxious, depressed, pessimistic or even filled with despair (Boyatzis, 2005).

Yet the sustainability of leaders depends on this capacity for restoration and self renewal. People who are able to sustain themselves don’t do it by avoiding stress. You can’t do that. You do it by periodically renewing. Boyatzis maintains that the renewal effect happens through the experience of compassion and hope, which generates a feeling of physical well-being through the parasympathetic nervous system. Literally the pulse rate drops, breathing slows down and the mind opens up. People feel more ‘open-minded’ as their cognitive processing rockets. People feel elated, uplifted, excited and optimistic. Through coaching, leaders enter this renewal zone.

The search for impact

In education, as in all other sectors, the evaluation of coaching is at an early stage of development. And in the field of culture, evaluation is in any case problematic given the difficulties of separating out multiple factors and influences. A healthy culture, much like institutional
value and reputation, requires close attention to values, integrity and coherence over the longer term.

Yet the search for impact continues, quite rightly, and throws up sharply the question of what kind of evidence do we believe in. Part of us ‘reasons by stories as often as with good data’. ‘What feels ‘right’ counts for more than ‘Does it add up?’ or ‘Can I prove it?’ (Peters and Waterman, 1982). We may have to consider the place of some dominant scientific approaches of measurement, proof, objectivity and universal principle and consider what kind of evidence is appropriate for a coaching culture, a culture of trust, relationships and renewal.

For the time being, some belief in evidence from the experience of those in schools seems essential. The experience of those involved in developing such a culture in schools is well worth listening to, simply because if this emerging picture holds true, the potential implications for the cultures of work, learning and the ways in which we help each other are enormous.

“We are in the field of art and individuality, personal relationships and trust - all of which tell us to guard against over-systematisation.”

Coaching and the stimulation of professional inquiry was at the heart of the Reflective Inquiry Project, led by Gary Handforth with schools in the Bright Futures Educational Trust, and has led to some remarkable results. Stanley Grove Primary Academy describe Reflective Inquiry as a "Coaching-based Teaching Improvement Model". In the first six months the school saw teaching improve from 50% good or better to 90% good or better. The main focus of the Reflective Inquiry Project is on the research-informed school, developing learning and teaching practices through effective dialogic feedback and self-reflection skills. The teacher becomes their own researcher, supported by a coach. The point here is that coaching is not a stand-alone initiative; it has been closely integrated into a key strategy for school improvement, into a way of working.

Some schools take the view that coaching should be kept separate from performance management, yet some other schools are recognising that developing personal ownership of performance is very much in the domain of coaching. Evidence from Altrincham Girls Grammar School illustrates how a school can foster a coaching culture, which can include performance management:

As part of the Quality Assurance process it is evident that colleagues who have accessed a high-quality coaching programme adopt a more open-ended, challenging approach and the conversations during the appraisal meeting therefore generate much deeper thinking. Ultimately there is more time and thought given to the possible approaches taken for their targets and the potential solutions, which are adopted. This gives a much richer target, which has been explored in depth.

Other experience from teachers and leaders in schools shows a broader picture around cultural change.

‘What changes have you noticed in yourself and the way you work?’

- A calmer and more ‘effortlessly professional’ approach to managing personnel and workload – better relationships
- More emotionally resilient and able to slow down and make more effective decisions
- The need to really listen and hear what others are saying.

‘What changes have you seen as a result in the people you work with?’

- People are more open to talk about issues that lead to an end result rather than just talk about it in the staffroom and the issues just escalate
- Staff being able to come up with their own solutions
- Increased confidence
- Staff are not always expecting SLT to be the font of all knowledge
- Higher levels of motivation
- People feel valued, empowered
- The level of trust and honesty has increased dramatically
- Increased self-awareness and more positive attitudes to school policy and teamwork.

These shifts in some of the ‘harder to reach’ areas of culture – creating confidence, motivation, trust, empowerment and emotional resilience, for example – were personal experiences of teachers within the relatively short timeframe of half a term.
The group of Manchester headteachers, mentioned earlier, albeit in a lighter moment during a coffee break, came up with a wry but memorable take on ‘Those who don’t coach.’:

‘Those who don’t coach.’

- Start with the wrong question
- Set the wrong scene
- Don’t allow people to talk
- Have no structure or purpose to the conversation
- Give judgements
- Interrupt
- Talk over
- Talk fast

Does anything sound familiar here?

There’s no blueprint

Experience from helping schools to develop coaching does not immediately reveal a magic blueprint. My view at the moment is that coaching is too complex, too personalised and too quality-sensitive to be easily captured for any standardized implementation. Coaching has to be in tune with the values, culture and aspirations of the school. As with one-to-one coaching, there is no recipe and no recipe book; no certain formula or approach. We are in the field of art and individuality, personal relationships and trust – all of which tell us to guard against over-systematisation. A great system is one which fosters high quality coaching that people are eager to be part of. Coaching, based on a ‘client-centred’ philosophy of learning, has to be demand-led with the client having some real say in their choice of coach. Coaching is defined, recognized and sustained by its relationships and quality, rather than by its system and infrastructure.

So, in your typical week, who do you have the good conversations with?

References


Coaching in primary schools

by Linda Dorrington
Primary Coach, South

Linda has worked for many years in the field of education and psychology at a senior leadership level. She currently works as a Coaching Lead for a large primary school as well as being an Achievement Coach for Achievement for All (3AS).

“All kids need a little help, a little hope and somebody who believes in them”.

Magic Johnson

Before writing this article, I was curious to see how much was available on the internet on coaching in primary schools. I found many results, virtually all of them relating to sports coaching, which is great for sport but I would like to think these days that there is a deeper understanding and use of coaching beyond the sports field. Coming from an environment of being ‘immersed’ in coaching, it is hard to believe that many schools are still in very early stages with coaching, some having only a vague idea of what it is about. But how exciting for us…and what a lot we still have to do!

In those schools which are building coaching cultures, coaching can be seen as a powerful and inspirational tool and a ‘way of being’. Coaching can bring about lasting change, creating staff who are empowered, forward thinking and confident in their work; staff who work collaboratively as a team with a clear vision for the future.

What makes coaching so powerful in primary schools?

Coaching is about ‘unlocking potential’; empowering staff to become more reflective and bringing clarity to their practice. It is about having goals and finding ways to overcome barriers towards achieving those. Coaching is ‘solution focused’ as opposed to being ‘problem based’. Coaching is used effectively for pupil progress meetings to ensure a clear structure and effective use of data, followed by focused interventions which follow through to the classroom. Coaching conversations are used for staff development with specific outcomes.

For pupils, coaching can help them become more resilient, being able to give and receive feedback on their learning. Given in a positive, supportive environment, coaching can help pupils generate new learning behaviours and increase their wellbeing. The impact may be that pupils actively seek out challenge, risk and effort, encouraging development of a growth mindset (Dweck, C. 2006). Most importantly, it can help raise aspirations and attainment.

For parents, coaching helps to build stronger and better relationships which enable staff and parents to work together to create better outcomes for their children. It empowers parents to take responsibility for their children’s learning.

“We cannot solve our problems with the same thinking we used when we created them”.

Albert Einstein

What works?

A coaching culture is reflexive: What is the impact? How do we know? What is the evidence? What else could we do? What could we learn from our other successes? The Sutton Trust EEF Teaching & Learning Toolkit summarises what current research tells us about a wide range of resources in terms of impact on attainment. Those which show most impact are Feedback, Collaborative Learning, Mastery Lessons, Meta Cognition & Self-Regulation, Oral Language Intervention & Peer Tutoring.

Common themes across all of these include working together, collaborative learning, structured approaches, talk, interaction, supporting each other, thinking about and taking responsibility for learning, setting explicit learning goals and giving and receiving feedback.

All the above have strong links to coaching where
listening, asking ‘open questions’, providing challenge, building rapport, empathy and providing feedback are core skills.

“Coaching can bring about lasting change, creating staff who are empowered, forward thinking and confident in their work; staff who work collaboratively as a team with a clear vision for the future.”

Coaching and feedback

The generic stages of coaching (Dingman, 2004) consist of contracting, relationship building, assessment, feedback and reflection, goal setting and implementation. Hattie (2009) suggests feedback is one of the most significant factors in determining what impacts upon learning, with the potential for a profound effect. However, not all feedback is effective. Feedback needs to be timely; address the current task; specify next steps and how to get there; provide accurate feedback and be given in an atmosphere of trust.

In his research on ‘visible learning’, Hattie suggested that teachers need to provide direction and re-direction to ensure that content is understood, thereby maximizing the power of feedback as well as a commitment to further challenge. This is of particular importance when considering the effectiveness of peer coaching in the classroom.

Evidence suggests that one of the key factors which contributes to the success of coaching is the quality of the relationship between the coach and the coachee, namely the rapport and trust which is built between the two.

This became very clear to me when researching how primary school children respond to feedback as part of coaching (Dorrington; van Nieuwerburgh, 2012). Overall, children perceived feedback as helpful and linked to learning and improvement. Uptake of feedback was strongly influenced by the relationship they have with the person giving feedback, how sensitively the feedback is delivered and when the focus is on strengths. There was a clear relationship between the themes with references to ‘understanding’, ‘improvement’, ‘learning’, ‘sensitivity’, ‘relationships’ and ‘reflection’ throughout.

Pupil’s responses to feedback (pupils quotes in italics)

“Feeling valued and building on my strengths helps me accept feedback”

Children have strong feelings about needing to feel comfortable with the person giving feedback, with references to sensitivity and feelings. “If you don’t know them, and you don’t feel so comfortable with them, you might not want to take it on board”.

References to the relationship with the person giving feedback indicate the need for trust and rapport. Children are more likely to accept feedback when the focus is on positives elements.

“Verbal feedback is more useful than written feedback”

Children report verbal feedback is more useful than written feedback, when given sensitively and discreetly with clear techniques for improvement. Many references to ‘understanding’ and verbal feedback suggest children find it helpful to improve their work. Written feedback is considered less easy to understand but gives time for reflection which is important for future use of feedback.

“Specific feedback is most helpful when it is clear what to improve and how it should be done”

Children respond better to feedback which is specific and constructive with clear indicators on ‘what to improve’, next steps and ‘how to get there’. Children’s perceptions were that specific feedback leads to a higher level of understanding and improvements in learning. Specific feedback indicates what should be improved and techniques given as to how to improve it: “If you get general feedback, you won’t know exactly what to do”.

“Being able to understand and apply feedback”

Children’s perceptions of feedback and what influences them in taking it on board appears to be determined by several aspects. Having the capability to understand feedback before they can apply it has implications for the teacher to ensure the feedback is clear and relevant. Reflection on feedback and opportunities to put it into practice is considered important: “I used to read (feedback) and carry on, now I read it and then Mr P gives us time to write back. Guidance on peer feedback is considered essential for it to be effective: ‘We use a

Perspectives

Coaching can bring about lasting change, creating staff who are empowered, forward thinking and confident in their work; staff who work collaboratively as a team with a clear vision for the future”.

CoachEd / November 2015
toolkit on the whiteboard”. This supports the need for teachers to provide direction and re-direction to ensure that content is understood.

“Disseminate practice through to leadership and staff in all our schools to ensure children have the best possible opportunities to develop not just academically, but emotionally and socially”.

Conclusions

So what are the implications for us as coaches and leaders in all this? Ensuring we are excellent role models in our coaching practice, ready and willing to reflect on our own skills. Disseminate practice through to leadership and staff in all our schools to ensure children have the best possible opportunities to develop not just academically, but emotionally and socially.

Lastly, it is incredibly important to remember, that even in the most challenging of circumstances, no matter how difficult the situation, we can always make a difference.

References


**Teaching Leaders Residential 2015**

On 17 August 2015 over 460 Fellows, primary and secondary teachers embarking on our selective programmes, from across the country arrived at the University of Warwick for an intense week of learning and challenge. Over the week the Fellows were introduced to the programmes, and heard from inspiring keynote speakers, met their coaches and Teaching Leaders Alumni, attended sessions on Strategies for Change and the Leadership Case Study, and planned their Impact Initiative. Additionally, all Fellows participated in a powerful experiential activity in a specially built dark room with facilitators from Dialogue Social Enterprise. The very busy days were rounded off with social events each evening including a drinks reception, a sports and games evening, two quizzes, and a celebration evening on the final night which featured a dinner followed by live music.

**Baroness Sue Campbell**  
*Chair, UK Sport*

In an inspiring talk that spanned the early days of her teaching career to leading UK Sport, Sue Campbell spoke of the potential impact that middle leaders can have in young people’s lives. “You’ve got to drive real change, not just within your own area, but you’ve got to influence that wider one,” she said, comparing her task of uniting 26 separate governing bodies of sport under one mission to middle leaders’ responsibility in their own schools: sharing a sense of purpose with all colleagues. Lady Campbell urged Fellows to drive change, and, when it is resisted, to find out why and build trust. “I believe every one of you is a coach, not just a teacher,” she said, and that great leaders coach the people around them. In closing, she paraphrased American football coach Vince Lombardi, and asked Fellows to chase perfection. It isn’t attainable, she said, but in the search for perfection, you will achieve excellence.

**Sir Harry Burns**  
*Professor of Global Public Health, University of Strathclyde formerly Chief Medical Officer for Scotland*

In a fascinating talk that ranged from the neuroscience of a hug to experiments with monkeys, Sir Harry spoke about his work not in terms of treating illness, but in creating wellness. He used powerful research to impress upon Fellows that change is needed at a societal level. Teachers, he said, are at the front line of leading that change, because lifelong health can be determined at a very young age.

Sir Harry informed Fellows that babies who experience unpredictable environments, due to stress or danger, are unable to manage stress, and are less able to learn and behave in new circumstances. They become more aggressive, more fearful. He asked if anyone recognised this behaviour. They become violent, or addicts, or criminals, he said. Then they have children and the cycle repeats.
Sir Harry spoke of his involvement with the Early Years Collaborative, an initiative bringing together over 800 teachers, social workers, health workers and other professionals from every local authority with the goal of making Scotland the best place in the world in which to grow up. In two years, the stillbirth and infant mortality rates have decreased by 15%. He assured Fellows that with bravery and compassion, “You will transform lives. You will save lives. You will transform society.”

Watch in full here.

Steve Radcliffe
Leadership Expert

In his extensive career, Steve Radcliffe has coached the heads of some of the world’s biggest companies and organisations, but insisted there is only one feature common to all leaders: ambition. This is key, he said, to his model ‘Future Engage Deliver’ which breaks down leadership into these three areas or ‘muscles’. Future is asking ‘What do we want?’ – everyone has this ability, Radcliffe said, what he calls the ‘imagining muscle’; Engage is sharing this idea with others so they are inspired to go on the journey with you; and Deliver is physically doing it. Radcliffe said every organisation can base their mission statement on the phrase ‘We are up to something together’, encapsulating the three muscles.

Watch in full here.

Geoff Barton
Headteacher and Author

Geoff Barton began his entertaining and informative address by warning Fellows that they would, by the end of his speech, receive the secret of literacy. Because 30% of households in the UK have three or fewer books, he said, it is the duty of all teachers to model speaking and listening, reading and writing. He gave some practical suggestions for doing this, such as implementing reading communities - followed by structured questions and conversation - rather than silent reading, and showing pupils how to do research properly - a necessary skill for navigating the potentially dangerous virtual world - rather than leaving them to do so alone.

So, what is the secret of literacy? “It’s not literacy. It’s making the implicit explicit, and modelling it. Or we could just call it teaching.”

Watch in full here.
Immediately after the Residential, 360 new Associates descended on Warwick to mark the start of their journey on the first year of the Teaching Leaders Primary programme. The theme of the weekend was ‘Collaborating for Impact’. This theme was chosen because it encapsulates what Associates do during their first year on the programme: working together with other middle leaders in their own schools and beyond in their drive to raise achievement and attainment, and improve outcomes for all pupils in their areas of responsibility.

Over the weekend, Associates heard from energising keynote speakers, met with their coaches and learning groups, attended a seminar on Motivating Others and had three sessions to help with their Delivery Plans.

Ian Rose
Paralympian

Ian Rose’s entertaining and very moving address covered his journey to success in Judo at the World Championships and Paralympics, and all of the struggles he encountered on the way. He inspired Associates with his talk of overcoming barriers through hard work, gathering a strong collaborative team and never giving up.

Russell Hobby
General Secretary, National Association of Head Teachers

Russell Hobby began by addressing the Teaching Leaders mission of raising life chances for all pupils, and how Associates can work towards this. He spoke of the challenges presented by the achievement gap, as well as other challenges currently faced by schools with reference to the current educational landscape both before and after the general election. Hobby discussed the opportunities inherent in the role of primary middle leaders, and the role Associates can play in closing the achievement gap in their own teams and schools. He also talked about his work with organisations within the education sector, and, in particular, what great leadership can achieve at all levels.

Dame Alison Peacock
Executive Headteacher and Author

Dame Alison’s energising presentation focused on how whole school improvement is possible through effective middle leadership, as well as the challenges this leadership can overcome. She discussed her own leadership journey, and the role her middle leaders have played in raising attainment and aspirations. She drew on the difference middle leadership can make and the moral purpose of leadership, and shared leadership lessons with the Associates, including the challenges they may face and how they may look to overcome these.
There has been considerable interest in mindfulness in the media in recent times; in fact it would be fair to say that mindfulness is now in the mainstream. There is an increasing proliferation of mindfulness-based courses both face-to-face and online and increasingly large companies and organisations are introducing it to their employees to boost well-being. Evidence for the efficacy of mindfulness-based approaches is growing and it has been recommended twice by the National Institute of Clinical Excellence as an effective treatment for depression (2004; 2009). However, we should also remember that secular mindfulness has its roots in Buddhist traditions going back 2,500 years and that it is certainly not a panacea for everything. For all the current flurry of media attention there is still widespread confusion about what mindfulness is and how it can be practised.

The aim of this article is to introduce the reader to the concepts of mindfulness, discuss potential benefits and start to show how they can relate to coaching.

“Albert Einstein once said “I never worry about the future, it comes soon enough”, and this sums up the fact that our minds are often busy shuttling between past and future that we rarely have time for our experience as it unfolds in the present.”

What is mindfulness?
Mindfulness can be simply described as deliberately paying attention to our experience as it actually happens with curiosity and kindness.

Albert Einstein once said “I never worry about the future, it comes soon enough” and this sums up the fact that our minds are often busy shuttling between past and future that we rarely have time for our experience as it unfolds in the present.

Mindfulness is easier to understand through practical experience than reading about it, so the invitation for you the next time you undertake a routine activity is to try giving it your full awareness, placing all your attention simply on the task itself rather than rushing through it to get to the next one. For example, try sipping your next cup of tea giving it your full attention and seeing what you notice. Perhaps your mind wanders away from the taste of the tea towards what you are having for dinner or something someone said to you yesterday. When you notice this naturally wandering mind then bring your awareness back to the cup of tea once again. You may need to do this rather a lot; it's perfectly normal, after all, minds do wander.

Mindfulness supports us in developing attitudes of curiosity and kindness for our experience which can help us see our lives from a different perspective; appreciating the good and developing an ability to deal more skilfully in time of difficulty. For a large part of any day we may find that we are not present for it. There is research to suggest this might be up to around half of the time!

You will have experienced moments of mindfulness at some point in your life. Perhaps it is when you listen to music or are completely in the zone when playing a sport. It could be when you are coaching; those times when you are completely present for the whole conversation; using all of your senses to focus on what is happening in each and every moment.
Benefits of mindfulness

There is research to suggest that, although we do not yet know the exact ingredients or activities that support us in being present for more of the time, the time spent practising correlates with the benefits gained.

There are a wide range of reported benefits including:

- Increasing self-awareness and awareness of others
- Improving attention, concentration and focus
- Reduction in anxiety, stress and depression
- Enhanced immune function
- An increased sense of calm and well-being; an upward shift in life satisfaction levels
- Improved sleep
- Reductions in behavioural reactivity allowing us to make wiser choices in difficult situations
- Increased working memory

How is mindfulness learnt and practised?

Typically mindfulness courses are run in groups over an eight week period for around 90-150 minutes per weekly session. These courses are generally based on a model developed by Jon Kabat-Zinn a professor working at the University of Massachusetts, USA. In 1979 Jon was working with patients suffering from chronic pain and developed the eight week course to support them in alleviating their conditions. He called this course ‘Mindfulness Based Stress Reduction (MBSR)’, albeit the course goes further than this in offering an opportunity to see life from a different perspective. In 1996 Professor Mark Williams developed a Mindfulness Based Cognitive Therapy (MBCT) course to treat patients with recurrent depression whilst working in the clinical psychology department of Bangor University. MBCT is recommended by the National institute of Clinical Excellence as being at least as effective treatment for recurrent depression as medication.

The MBSR course is highly experiential and encourages participants to spend 45 minutes to one hour per day between sessions in the formal meditation practices taught as part of the training. These are varied from lying down body scans to movement and sitting practices. There are opportunities as part of each session to discuss the direct experience of each practice.

Newsworthy

“There is growing and substantial interest in mindfulness for schools to support both staff and pupil wellbeing and support the development of executive function and resilience.”

In 2011 Professor Mark Williams and Dr Danny Penman published a book called Mindfulness; Finding Peace in a Frantic World. This book is aimed at the general population; any one of us who may experience stress or anxiety at points of difficulty in our lives or who simply need to find a bit of calm in a busy life. This has led to the development of mindfulness courses which include shorter practices (20-30 minutes) to support participants in being able to dedicate daily time and foster their own practice.

There are a number of mindfulness curricular which have been specifically developed for use in education. For example, those developed by Mindfulness in Schools Project, Mind with Heart, MindUp and Mindful Scotland. The Mindfulness in Schools Project has also developed an adult mindfulness course contextualised for those working in education. There is growing and substantial interest in mindfulness for schools to support both staff and pupil wellbeing and support the development of executive function and resilience.

There is growing interest from schools in providing mindfulness lessons for children and the staff in schools who care for them. There is also now a growing research base around the efficacy of mindfulness improving the resilience, concentration and well-being of young people. The Wellcome Trust recently awarded £5.4 million to a major randomised control trial at Oxford University of nearly 6,000 students over a five year longitudinal study into the effects of mindfulness on adolescents. There is an All Party Parliamentary Group for mindfulness and their report was launched in Parliament on 20 October 2015. This includes specific recommendations across four sectors; health, workplace, criminal justice and education.

Why might coaches consider developing a mindfulness practice?

We all recognise the importance of being present for our coaching and placing our full attention on our client.
Mindfulness can support us in feeling grounded prior to our coaching meetings. A short practice to try prior to a coaching visit which is simple to do is known as a three step breathing space. The steps can be performed within a minute or two or extended into a longer practice.

**Step 1:** Asking yourself the question; what’s going on with me right now? What thoughts are in my mind and are there any emotions or body sensations coming alongside these. Maybe there are some impulses or urges to act in a certain way? This is simply a way of checking in with yourself and acknowledging what comes up.

**Step 2:** When you are ready, gently shifting the focus of attention to your breath. Literally, simply following the breath on the inhale and exhale and allowing your awareness to settle here as best as you can for a few moments.

**Step 3:** Now expanding awareness out again to include the whole body and simply being aware of whatever you find here; breathing, body sensations, tensions.

This simple technique may help you in being more present for your coaching session and support your awareness of what you are bringing to the session. There are other short techniques which may help you before, during or after a session. During a session mindfulness can be used to bring back a wandering mind and re-engage your focus. This may be as simple as bringing attention to the soles of your feet and feeling the sensation of contact you are making with the floor. Anchoring attention like this, whether it be a single point of focus on the breath or in the body, can be a powerful way to maintain our focus and concentration.

**“Mindfulness can help us ‘wake up’ to what is happening both in our coaching session and in supervision, and allow us a shift in mental gear to see the experience from different angles through which we can learn.”**

Regular and sustained practice of mindfulness can also help us become more aware of our own reactivity and therefore if we are feeling emotionally involved with the client story. This may enable us to notice this and put a little space between us and our reactions, allowing us to respond from a perspective of choice rather than following our habitual behaviour patterns in an automatic way.

Mindfulness can also help us be more empathic to our clients and therefore creating the right conditions for any change or transformation required. It may help us resist the temptation we have to share our own stories and apply ourselves more skilfully to listening. This is not to say that in some situations involving a more mentoring approach that we can’t consciously shift into a more advisory role.

After a coaching session some form of contemplative practice may help us in our reflection of this coaching experience. We can bring the attitudes we are cultivating through a mindfulness practice to reflection. For example, mindfulness encourages us to bring a kindly curiosity to our reflections; a spirit of self-kindness rather than self-judgement and a sense of allowing all our experience rather than any tendency to deny or avoid. We may be able to look at our coaching from a new or different perspective through seeing things as they really are. We can train ourselves to observe our thoughts and behaviour patterns and appreciate that they do not define us and that although we have deeply engrained habits that these can change and we can give ourselves more choice on how to respond in any given situation.

Another area of coaching where mindfulness can be applied is supervision and personal reflection. Hawkins and Smith (2006) define supervision as “the process by which a coach, with the help of a supervisor, can attend to understanding better both the client and their wider system and themselves a part of the client-coach system, and by doing so, transform their work and develop their craft”.

Passmore and Marianetti (2007) concluded that mindfulness training can help coaches in four areas:

- Preparation for coaching
- Maintaining focus during a coaching session
- Remaining emotionally detached
- Teaching mindfulness techniques to clients
Newsworthy

Hawkins goes on to say that supervision has a restorative function in supporting the coach to be ‘in good shape’ for the client. In the seven-eyed model of supervision (Hawkins and Smith, 2006), eye five is the parallel process where we are using our insight and our ‘here and now’ experience, i.e. tuning into the present, the very essence of mindfulness to support the exploration for what happened in the coaching session. Mindfulness attitudes of curiosity and kindness will also play into supervision practice through allowing all experience and encouraging self-kindness rather than any harsher self-judgment, and cultivating an understanding that the experience was not isolated and common to the context coaches are working in. Mindfulness can help us ‘wake up’ to what is happening both in our coaching session and in supervision, and may allow us a shift in mental gear to see the experience from different angles through which we can learn.

There are many great mindfulness books on the market but the best way to sample mindfulness is to experience it for yourself. A good introduction and audio downloads can be found in Mindfulness; A Practical Guide to Finding Peace in a Frantic World by Professor Mark Williams and Doctor Danny Penman. There are excellent courses on offer and good information is available from the websites of Universities involved in mindfulness research (see reference section).

References


The University of Bangor Centre for Mindfulness Research and Practice; http://www.bangor.ac.uk/mindfulness/

University of Oxford Mindfulness Centre; http://www.oxfordmindfulness.org/

University of Exeter Mindfulness; http://cedar.exeter.ac.uk/programmes/pgmindfulness/

Mindfulness in Schools Project; http://mindfulnessinschools.org/

The Mindfulness Initiative is an advocacy project, aimed at increasing awareness of how mindfulness can benefit society.

The Mindfulness All-Party Parliamentary Group (MAPPG) report, Mindful Nation UK, was launched at an event in parliament on October 20th after 18 months of hard work by dozens of parliamentarians, experts and volunteers. You can download the report here and find a selection of media coverage below:

BBC News
The Guardian
Huffington Post
The Telegraph

Here is a Guardian comment piece by Jon Kabat-Zinn, adapted from his report foreword, dispelling a few misconceptions about mindfulness.
“What do you think you’re doing?” I asked.

“I’m making some toast.” I replied. I had a surly look on my face and was clearly challenging my authority and I didn’t like it.

“But, I thought you wanted to lose some weight,” I chided.

“Don’t act all high and mighty with me. You’re exactly the same as me, so don’t pretend you’re better than me. I don’t care what you think. I just fancy eating some toast,” and I laughed openly as I said it.

Well you can imagine that I didn’t like that. I pushed the bread away from myself and told me that I couldn’t have any. But no one tells me what to do. I’m a rebel. I hate all kinds of authority. Even when the authority is me.

… So I made the toast and I ate it in front of my own stupid face. And I loved it. And hated it.

… And when I stepped on the scales to see I had gained another pound, I saw that I had been right all along. And wrong of course. And I was both unhappy.”

Bye Bye Balham
Richard Herring, (Go faster Stripe, 2008)

In their much admired book “Immunity to Change” Kegan and Laskow Lahey argue that barriers to change are misunderstood and that we can think of ourselves as lazy or poorly motivated when faced with a desired change which we struggle to achieve. They make a compelling case for a psychological analysis in which paralysis or non-achievement of desired goals results from hidden competing commitments. In other words our barriers to change result from something which has a positive benefit for us psychologically (Richard Herring in the passage above, for example, feels positive value in seeing himself as an authority-rejecting rebel.).

Only when these competing commitments are identified and explored can reframing occur which will align the desired commitment - our goal - with those hidden commitments which we derive psychological benefit from. As a result of this understanding, they argue that a common issue for leaders is the failure to acknowledge the correct category of personal change required to meet their goals.

They argue that the need for adaptive change – a change in mindset and behaviours which acknowledges the hidden commitments is often not recognized by clients (and coaches) because it is easier to assume that what is needed is a technical change, simply the development of skills or knowledge.

Case Study: “David”

What follows is adapted from a discussion of “David” by Kegan and Laskow Lahey and is necessarily a brief example of how they use their X-ray Tool to identify hidden commitments and their Continuum of Progress tool to map and aid the work needed for successful realisation of goals.
David is committed to improving his delegation skills and has honestly assessed his unhelpful behaviours (see ‘Commitment’ and ‘Doing/not doing instead’ in table 1 below).

Working with his coach, David explores what he gets from his unhelpful behaviours and how he has strong motivations for them located in his desires and needs (see ‘Hidden competing commitments’ in the table 1 below). Finally, to produce the whole X-ray, David explores the big assumptions which drive the commitments (see ‘Big Assumptions’ in table 1 below).

The role of the coach now is to explore with David how these assumptions might be tested through SMART assumption testing activities with his team. What are David’s assumptions about leadership, themselves implicit in his big assumptions here? Has he tested out his assumptions with his team? How might the reframing of David’s big assumptions about good leadership help him commit to delegation without compromising his deepest values?

Moving forward:

David does some survey work with his team on how effectively they feel he currently delegates and how they feel about that. He then maps out a Continuum of Progress which he commits to and will map progress against (see table 2 on next page). Through sharing his goal with his team, David has created buy-in and accountability. The coach encourages David to reflect as often as he can on each day’s activity; has he been true to the mindset and the behaviours which will keep him on track?

Ultimately the coach asks David to reflect upon and express his feelings about how he experiences his leadership as progress is made. He will reflect that his big assumptions and hidden commitments were connected to his beliefs and values but that his new mindset and behaviours allow him to honour these beliefs and values with more productive behaviours, reducing and even eliminating the competition between commitments.

Table 1:

<table>
<thead>
<tr>
<th>Commitment (Improvement Goal)</th>
<th>Doing/not doing instead</th>
<th>Hidden competing commitments</th>
<th>Big assumptions</th>
</tr>
</thead>
</table>
| Delegate more and more effectively. | - Just keep adding things to my own personal list  
- Sacrifice non-work-related stuff  
- I don’t ask people to help me. | - I am committed to being capable of everything – an example to my team  
- I fear letting anyone down. I am committed to being selfless. I feel guilty when I give a job to someone else  
- I don’t like not being in control. I want boxes ticked off, lists of tasks completed. I am committed to finding a way to get it done. | - If I am dependent on others I will lose my self-respect and their respect  
- Asking others to do things means I am putting me first - which is selfish, bossy behaviour. I don’t respect this kind of authority  
- If I don’t ensure things are done I will stop being valuable. |
Table 2:

<table>
<thead>
<tr>
<th>Commitment (Improvement Goal)</th>
<th>First steps forward</th>
<th>Significant progress</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I want to be better at increasing the number of things I delegate to people in order to have fewer things on my plate.</td>
<td>• Meet with team and let them know the behaviour I’m trying to change and how</td>
<td>• My team would notice the change in the work I do and in their work</td>
<td>• I would be able to clearly identify every item that comes up as something I should do or delegate</td>
</tr>
<tr>
<td></td>
<td>• Role play some examples, integrating them into what types of tasks or responsibilities should go to whom, how they’d like it to happen</td>
<td>• They would empower each other more, delegating themselves so that they can better absorb workload. I believe they will feel more important and trusted</td>
<td>• I will know how to delegate effectively and to whom</td>
</tr>
<tr>
<td></td>
<td>• Review monthly at meetings how I’m doing, how they’re doing. Adjust plan as appropriate</td>
<td>• Team would see my contribution as more strategic, giving them more confidence that we have a direction of travel towards our overarching goals.</td>
<td>• My team will become proactive in taking on responsibilities, obviating the need for me to delegate at all on some tasks</td>
</tr>
<tr>
<td></td>
<td>• Review in 6 months to evaluate longer term impact on team and self.</td>
<td></td>
<td>• I would be in control of the indicators for our performance and our progress against our strategic goals.</td>
</tr>
</tbody>
</table>

References


The Coach’s Casebook:
Mastering The Twelve Traits That Trap Us

Geoff Watts and Kim Morgan, foreword by Julie Starr
published by Inspect & Adapt Ltd. (2015)

reviewed by John Wootton
2014 South Coach

You know those times when you read a book and it fundamentally changes the way you think about something? Well, this is one of those times and one of those books. Geoff Watts and Kim Morgan have written ‘The Coach’s Casebook’ which at first glance you might consider to be simplistic, reducing coaching down to a formulaic approach. Nothing could be further from the truth.

As a relatively new coach I was looking to expand my thinking and challenge myself; I wanted to make sure my second year of coaching Fellows in the Midlands was not simply more of the same. I was attracted to the approach the authors took, which was to take 12 traps into which coaches and their clients might fall. I can identify times in the past when I have fallen into the traps myself and I can’t imagine a coach out there who hasn’t at some time or another.

The traps/traits can be described as repeated behaviours that inhibit performance and ability to change:

- Imposter syndrome
- People pleasing
- Going to excess
- Fierce independence
- Cynicism
- Driven by fear
- Ostrich syndrome
- Perfectionism
- Procrastination
- Performance anxiety
- Searching for fulfilment
- Coping with loss

Each chapter covers one trait and adheres to the same format: a case study including coach supervision, tools and techniques, an interview with a successful person and powerful coaching questions. Interestingly all of the chapters are set against the backcloth of a coach’s true objectives which are namely:
1. Understand and identify the root cause of the behaviours
2. Enable the client to acknowledge behaviour overuse and its impact
3. What traits are being underused?

A useful addition at the end of the book is a matrix of 46 techniques and tools used in the chapters which makes this book a future reference tool too. It will certainly remain in my briefcase for all coaching visits this year and would be a useful addition to any coach’s library.
Meeting my coach for the first time on my own, I really wasn’t sure what to expect and what they would want me to do. Would they focus on what was going wrong and offer solutions? My coach started by asking me one of the simplest questions: “What’s been happening?” The flood gates started to open, and in a short space of time I had talked about the pressure of retaining students in the sixth form, managing difficult members of staff and getting the best out of my team whilst developing them. I found the process of just being listened to in a protected time and space very cathartic. It was like ‘therapy for teachers’.

It was then I came across the term ‘CIA’, standing for Control, Influence and Accept. My coach asked me, “What can you control? Who can you influence to help you achieve your vision and goals for the department? What do you have to just accept?” There are always observations that I will have to conduct, improvement plans to write and certain meetings that I will have to attend. At this moment these things won’t change and I just have to accept them.

Using these three simple questions put a new perspective on challenges for me within my department and this was something that I would regularly use to help reflect and meet my goals. It really helped me to become self-aware and construct a plan of how to move forward. Over the two years it was clear that coaching had such a big impact on the way that I managed and developed the team that I was in charge of. I was able to create a culture that challenged and got the best of each other but most importantly got the best out of the students that we were responsible for.

I found coaching so powerful and its ability to unlock my blind spots has been so effective to my overall progress. I embraced the concept of coaching so much that I have continued to have a coach even after I had completed the Teaching Leaders Fellows programme. My current coach works in the financial sector and has little knowledge of the education system. The beauty of being a coach is that you don’t need industry knowledge, just the ability to ask powerful questions which help create alternatives and encourage discovery.

“I was able to create a culture that challenged and got the best out of the students that we were responsible for.”

When the opportunity came up to train as a coach in my previous school I jumped at the chance and then gained my level 5 qualification through the Teaching Leaders Fellows programme and studying for my Level 7 Coaching Supervision. I am the Lead Professional for Coaching at my current school where I deliver professional ILM Coaching qualifications to a range of staff members which include SLT members and Heads of Departments. In fact 80% of staff have attained a basic Coaching qualification. The school has really embraced coaching and there has been a real culture shift. As part of our coaching journey we were successfully awarded Gold Mark for Coaching in Education and were the first secondary school to achieve this.

Having a coach whilst on the Teaching Leaders Fellows programme was so beneficial to my development and progress. I feel that I am now in a position to help other teachers have access to this valuable tool and help increase capacity and unlock capabilities.
Learning from supervision

In each edition of CoachEd we ask a Teaching Leaders development coach to reflect on what supervision has given them

The Coaching situation

In a recent coaching session a Fellow was readily acknowledging significant development areas in their leadership skills – in particular their urge to please people by providing answers, doing tasks and taking things away from others when they found it difficult.

I let the Fellow talk about the issue, initially noting positively their self-critical honesty, but gradually becoming concerned that they were almost masochistic in acknowledging fault, weakness and what they saw as characteristics in their nature.

I thanked the Fellow for being so honest and self-critical and acknowledged their empathy with others as a real virtue. However, I questioned their emphasis on self-punishing thinking patterns and tried to suggest that concentrating on more positive work habits in the first instance, rather than deeper personal reflection, was a good step forward. Internalizing the mantra “Caring for others means I want to develop them” was my suggestion and I recommended developing phrases and conversational strategies which would (caringly) throw the onus for activity back on the person they were leading.

The Fellow was intensely grateful and wanted my help in developing the phrases, which I provided.

In supervision

My supervisor asked me if the solution here had been generated by the Fellow or by me and I had to acknowledge that I had been the driver of the session, drawn by a desire to rescue the Fellow from their self-laceration. Though I continue to believe my ideas were good ones, they remain mine. I told my supervisor that I have a natural rescuer tendency and the Fellow’s gratitude to me was indeed gratifying. I believe that the Fellow will try the strategies and can be held to account, but there is a danger of falling in to a pattern of mentoring here. Without necessarily consciously intending it, the Fellow’s expressions of inadequacy are designed to create sympathy rather than sharper holding to account and emphasis on independent development.

My supervisor questioned my description of myself as a natural rescuer; “Don’t you just need to concentrate on positive work habits?”

After we stopped laughing at the irony, we agreed that the mantra I gave to the Fellow – “caring for others means I want to develop them” - is one that I need to internalize in my coaching practice.
The joy of coaching . . .
and how to experience it
How coaching and mentoring can support and accelerate the development of pupils, teachers and leaders at early years, primary and secondary schools

Thursday 21st January 2016
Novotel, BRISTOL

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uk.events@emccuk.org

The symposium will be held at the Novotel in Bristol city centre – Victoria Street, Bristol BS1 6HY – a short walk from Temple Meads railway station.

Coffee & refreshments will be available from 9.15am, with registration and networking until 10am. The event runs from 10am to 4.15pm and lunch will be provided.

EMCC UK conferences and events are open to everyone working or interested in the field of coaching and mentoring so please pass this email on to your colleagues.
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