



16th Annual
Hawker Brownlow
**Thinking &
Learning**
Conference

the teacher's conference

TONY SWAINSTON

SATURDAY 18 MAY

Session 1, 2 & 3

Outstanding Coaching in Schools

MELBOURNE



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Tony Swainston is a trainer and writer from the UK. Following on from a 20-year career in teaching, he has delivered training, in both business and education, in over 15 countries around the world. Tony has a passion for developing individuals as leaders and coaches, working with people across a broad range of levels in organisations. He is a sought-after keynote speaker with clients that include Shell, the British Council and the Ministry of Education in Saudi Arabia. He has, so far, taken over 20 UK schools through his 12-month “Mindset of Success” programme.



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Outstanding Coaching in Schools



Tony Swainston



**Hawker Brownlow Education
16th Annual Thinking & Learning Conference**


Melbourne Saturday May 18th 2019





Personal Objectives

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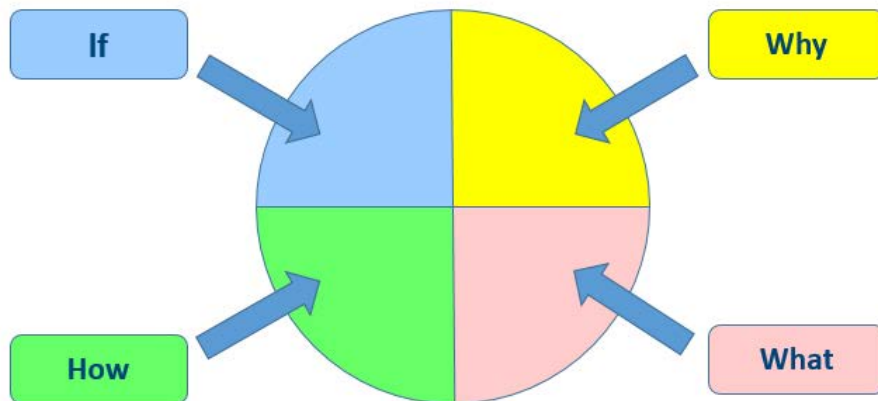


1.

2.

3.

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4MAT

The 4MAT model is a useful way of designing lessons. Why do you think it works so well?

K =

A =

S =

H =

KASH is a useful acronym to remind us about 4 things that we are affecting when we are working on the mindsets of pupils. What other things do you think we are also impacting upon?

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Exercise 1

Coaching or mentoring or both

Advice is not given	Belief that individuals hold the answers
The support person has expert knowledge/ experience	Deficit model
Commitment to specific actions	Can promote dependence upon the support person
Direction given	Solutions focused
Non-judgemental	Goal set by support person

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Coaching	Both coaching & mentoring	Mentoring

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Exercise 2

Silent coaching

Topic

Goal

Reality

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Options

Will

Learning from the silent coaching exercise.

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T _____

G _____

R _____

O _____

W _____

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Exercise 3

Generic GROW questions

G=	
R=	
O=	
W=	

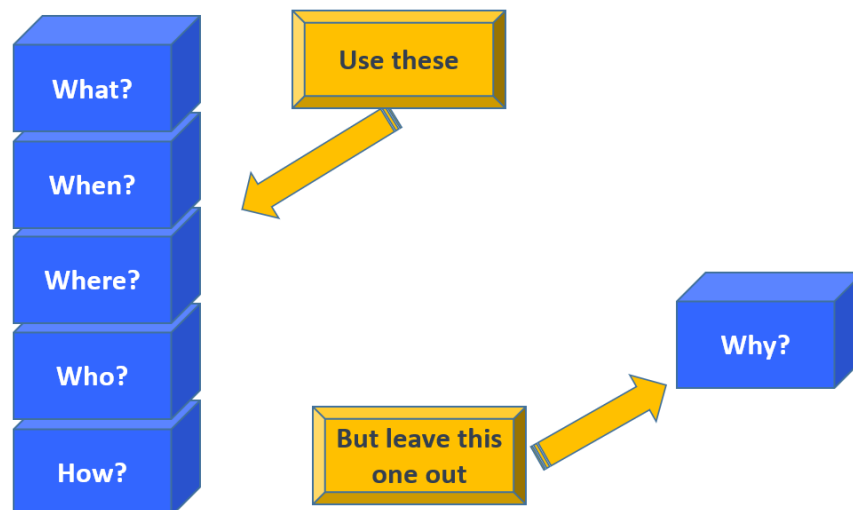
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Exercise 4**Great coaching questions**

Take a look at the set of coaching questions given to you in appendix A. These fit with the structure of the TGROW (or GROW) model.

Do you see any patterns?

Which do you particularly like?



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Exercise 5

Coaching practice

Coaching practice

You will now have the opportunity to coach another person and be coached by another person.

You will exchange sheets so that:

- When you coach the other person you will write down their comments in their booklet.
- When you are coached by the other person they will write down your comments in your booklet.

The topic (The broad area of discussion.)

Goal

How would like this to be? By when? What will you be doing, saying and feeling when you achieve this goal? How important is it for you?

Reality

What's happening now?

What's working? What could be working better? What's missing? What obstacles do you see? What have you done so far with respect to this goal?

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**Options**

What is the first thing that you will do?

Option 1:

If there were no barriers what would you then do?

Option 2:

What will be the next thing you will do?

Option 3:

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Exercise 6

Attitudinal shift

Please rate yourself on the following areas. Try to think of yourself in general terms ...overall ... on balance!
 Mark on the dotted line with a **X** towards which end of the spectrum you think you fall.
 The blank spaces are in case you want to create your own categories.

Empathetic	.....	Judgemental
Considerate	.....	Indifferent
Energetic	.....	Demotivated
Relaxed	.....	On guard
Open minded	.....	Cynical
Flexible	.....	Rigid
Sense of humour	.....	Humourless
Consultative	.....	Dismissive
Persuasive	.....	Dictatorial
Conciliatory	.....	Confrontational
Optimistic	.....	Pessimistic
	
	
	

X = **O** =

What did you learn from this?
 Would it be useful to use with a colleague?
 Could it be adapted for use with pupils?

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Exercise 7

Requirements for coaching to work

Reflect on the 9 requirements for coaching to work in your school.

What is your present situation with regard to each of these using this scale?

1	2	3	4	5	6
Not even considered	Initial thoughts on this	Planning undertaken	Initial steps taken	Well on the way	Fully implemented

What is your assessment of the likelihood of success for each of these using this scale?

1	2	3	4	5	6
No chance	Highly unlikely	Unlikely	Possible	Probable	Certain of success

		Present situation	Likelihood of success
1	A clear understanding of how benefits will be assessed		
2	A coherent plan for how coaching is to operate is created		
3	A developmental culture is adopted		
4	Confidentiality maintained		
5	Internal coaches fully trained and/or external coaches carefully chosen		
6	Rooms allocated to coaching sessions		
7	Senior leaders carrying out coaching and being coached themselves		
8	Senior leaders themselves being trained in coaching		
9	Time allocated for coaching		

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Exercise 8

Benefits of coaching

Benefits to adults from being coached

Encourages solution-focused goal setting	Supports a constructive approach to dealing with challenges
Encourages a reflective approach to work	Improves job satisfaction
Improves personal motivation	Encourages creative thinking and risk taking
Enhances the understanding of how to motivate others	Supports the understanding of others
Supports effective team working	Encourages accountability

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Benefits to adults from being coaches

Understanding of colleagues is enhanced	An understanding of challenges that others face breeds empathy
Trust in the organisation develops	Ideas that coachees present can provide a great source of learning
The motivation drivers of others are far more greatly understood	Reciprocal respect between the coach and coachee improves relationships
The essential leadership skill of coaching is developed	Self-knowledge is enhanced
Personal and professional intrinsic satisfaction is experienced	Communication skills are improved

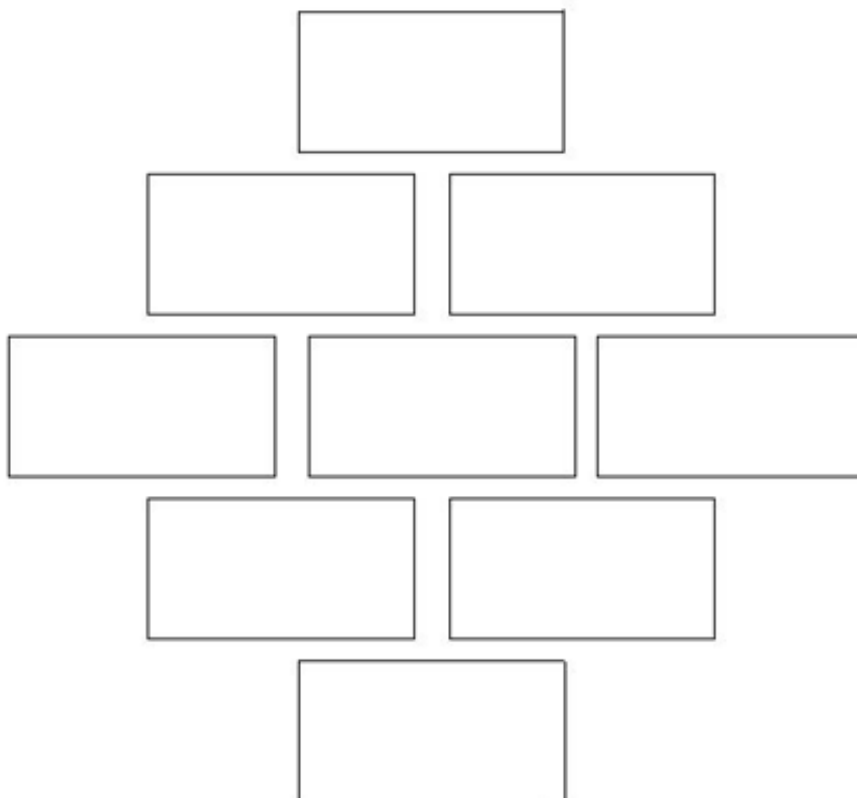
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Benefits to students from being coached

Develops effective goal setting for success	Nurtures constructive relationships with peers and adults
Creates a resilient attitude	Builds a growth mindset that links success with effort
Supports decision making	Improves self-knowledge and an appreciation of personal potential
Improves intrinsic motivation	Supports the development of effective beliefs
Makes clear effective learning strategies	Enables setbacks to be seen as temporary and a real source of learning

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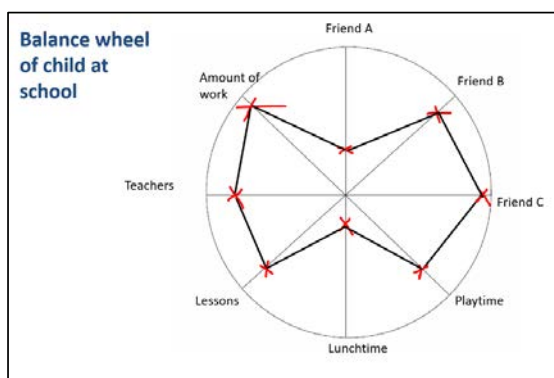
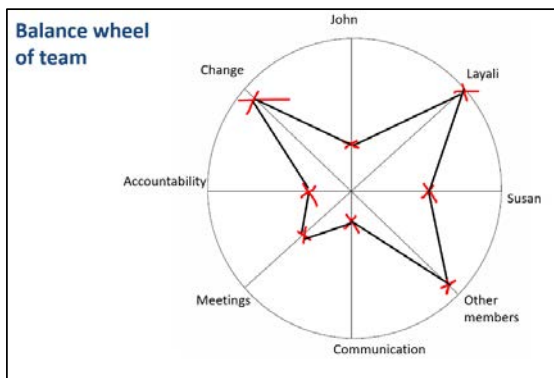
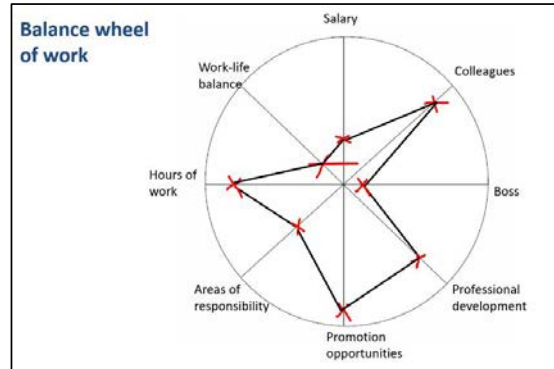
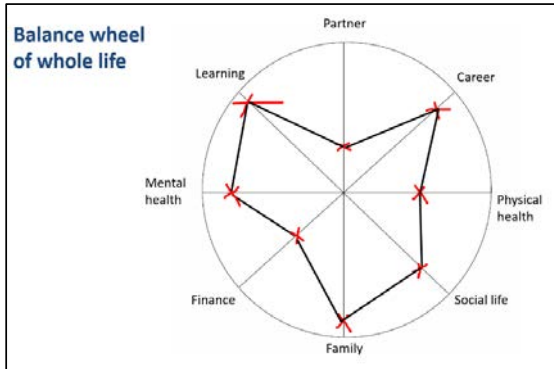


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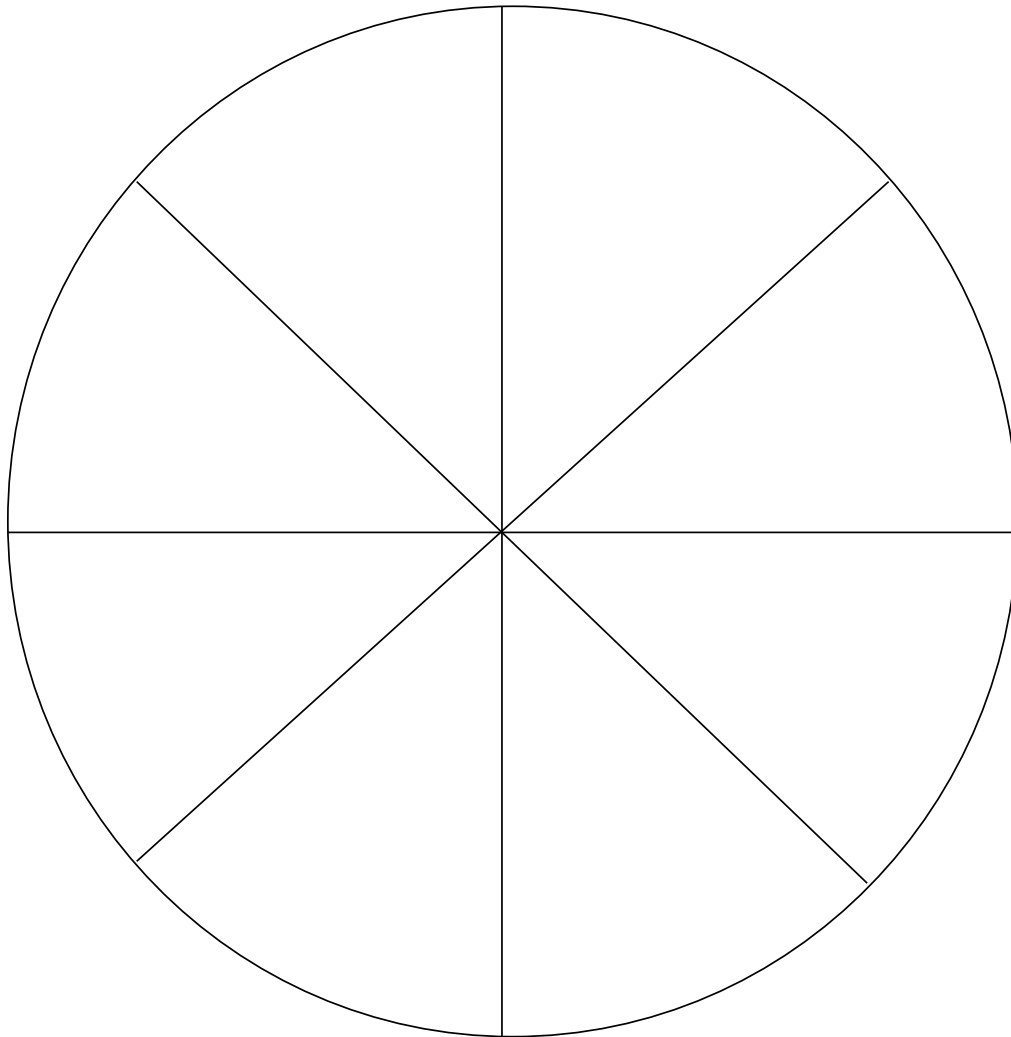


Exercise 9

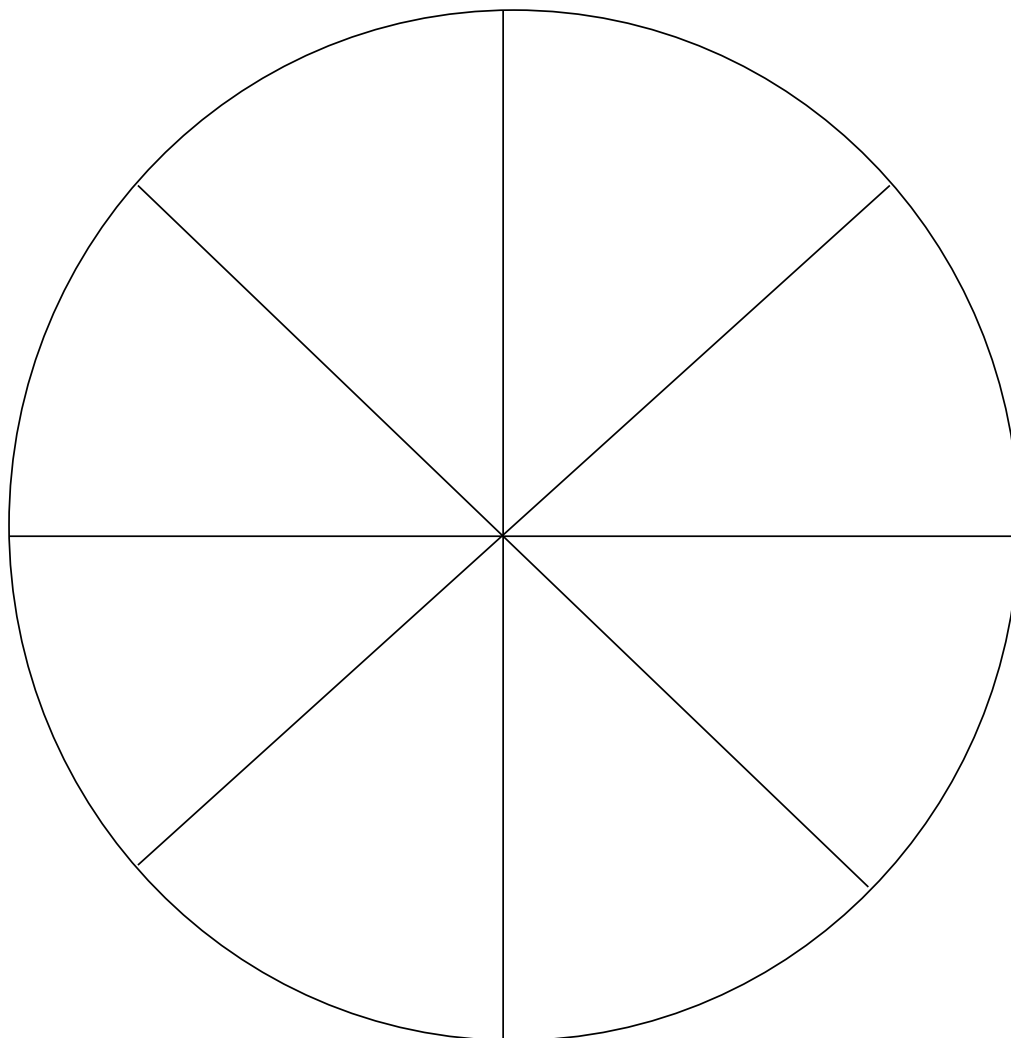
The balance wheel



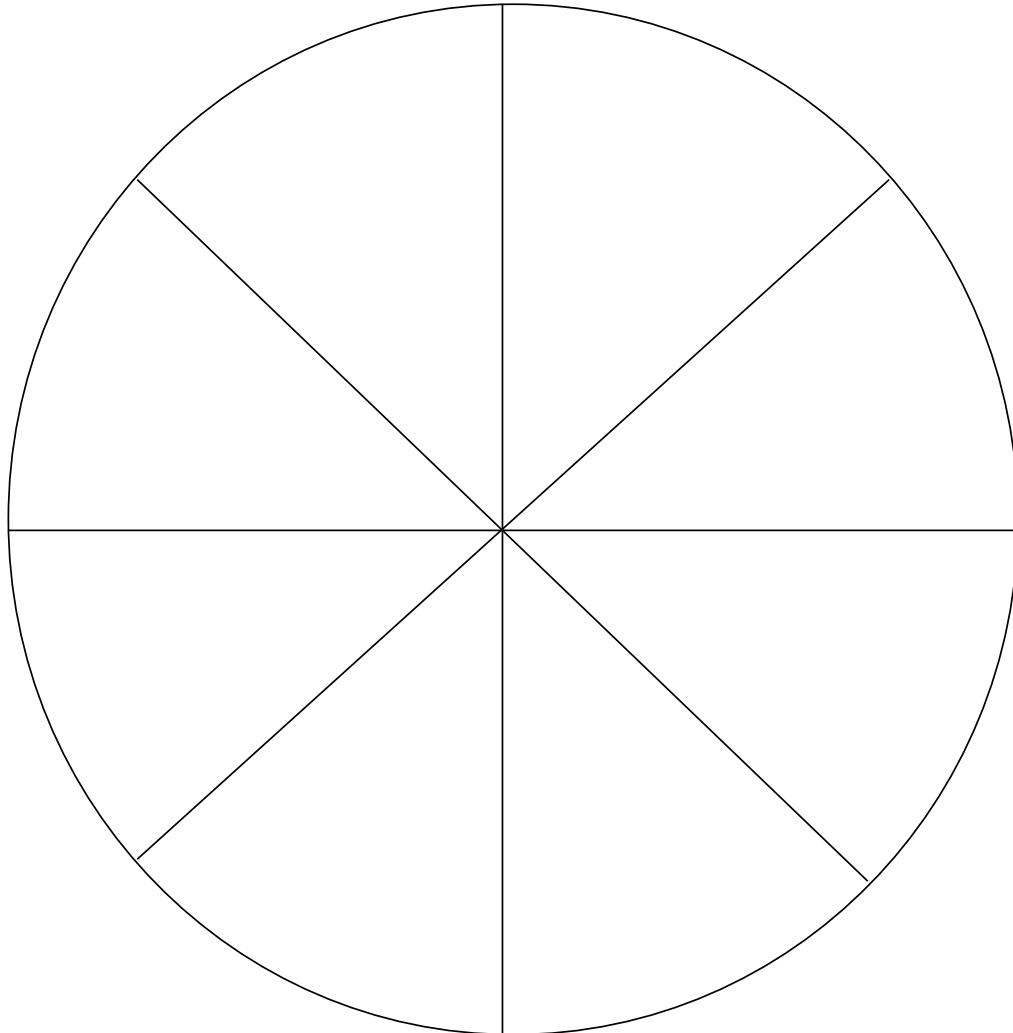
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Action Planning

Identify 5 things you are going to do differently, as a result of this training.

1.

2.

3.

4.

5.

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Appendix A

Coaching Question Bank

The GROW Model Questions

Goal

- What exactly do you want to achieve both short and long term?
- Where does this goal fit into your personal priorities in your life at present?
- What would you like to achieve by the end of this coaching session?
- Can we achieve what you want today in the time available?
- How is this related to your long-term goal?
- Is any part of it measurable? How will you measure it?
- How will you know if you reach your goal?
- What will you be seeing when you achieve your goal?
- What will you be hearing when you achieve your goal?
- What will you be feeling when you achieve your goal?
- By when do you want to achieve it?
- How much of this is within your own control?
- Is the goal positive, desirable, challenging, achievable for you?
- Do you want to break down the overall goal into more manageable sub-goals?
- What do you really want?
- How important is the goal for you?
- Are you sure you have now defined your goal for this session?

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Reality

What actions have you already taken (if any) to try to reach this goal?

What have you learnt from that?

How would you rate your achievements so far, in this respect?

Who else do you need in order for you to reach this goal?

Who else will be affected if you reach this goal? Will there be 'winners' and 'losers'?

Who knows about your desire to do something about it?

Do you know anybody else who seems to be successful in achieving this sort of goal? If so, what can you learn from them?

What constraints inside yourself are holding you back from this goal? (or, What, if any, internal obstacles or personal resistance do you have to taking action?)

What constraints outside yourself are holding you back from this goal? (or, What obstacles will need to be overcome on the way?)

How might you overcome these?

What is really stopping you?

What might you do to sabotage your own efforts to reach this goal?

What is happening at the moment?

How sure are you that this is an accurate representation of the situation?

What and how great is your concern about it?

Who, other than yourself, is affected by this issue?

How much control do you personally have over the outcome? Who else has some control over it and how much?

What stopped you from doing more?

What resources do you already have - skill, time, enthusiasm, money, support, etc?

What other resources will you need? Where will you get them from? If I could grant you one wish related to the issue what would it be?

Do you need to redefine your immediate or your longer-term goal? (If the answer is 'yes', you will need to start the process again - this may happen at any stage!)

Do you have other priorities which will take your energy and motivation?

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Options

What could you do as the next step (or perhaps the first step) to meeting your goal?

What else could you do? And what else? (keep repeating this!)

If time was not a factor - what could you do?

If resources (money) were not a factor - what could you do?

If there was no 'history' and no 'politics' - what could you do?

What would happen if you did nothing?

Is there anybody whom you admire or respect who does this really well? What do they do which you could try?

What are the different ways in which you could approach this issue? What are the alternatives, large or small, open to you? What else could you do?

What would you do if you could start again with a clean sheet, with a new team?

Imagine that you had more energy and confidence, what could you do then?

If you were someone else giving yourself advice what would you say?

If you had total power, what might you try then?

What are the advantages and disadvantages of each of these in turn? Which would give the best result?

Which of these solutions appeals to you most, or feels best to you?

Which would give you the most satisfaction?

Do you need to redefine your immediate or your longer-term goal? (If the answer is 'yes', you will need to start the process again – this may happen at any stage!)

What should you do?

What are the costs and benefits of each of your suggestions?

If the constraints you identified earlier were removed – what could you do then?

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Will

Which of all the options will you choose? (Maybe several)

How will that help you to achieve your goal?

Who else needs to know about your plan? How will you inform them?

What obstacles do you expect to meet? How will you overcome them?

How would you score your own level of commitment to achieving this goal, on a scale of 0 to 10?

(0 being "absolutely not committed!" and 10 being "totally committed!")

If your commitment score is less than 8 - will you actually get started? Would it not be better to drop the idea and find something which you really want? Do you need to feel guilty if you drop it?

Should you break it down into smaller steps?

What are your criteria and measurements for success?

When precisely are you going to start and finish each action step?

What could arise to hinder you in taking these steps or meeting the goal?

What personal resistance do you have, if any, to taking these steps?

What will you do to overcome these resistances?

Who needs to know what your plans are?

What support do you need and from whom?

What will you do to obtain that support and when?

What commitment on a 1-10 scale do you have to taking these agreed actions?

What is it that prevents this from being a 10?

What could you do or alter to raise your commitment closer to 10?

Is there anything else you want to talk about now or are we finished?

When would you like to meet again?

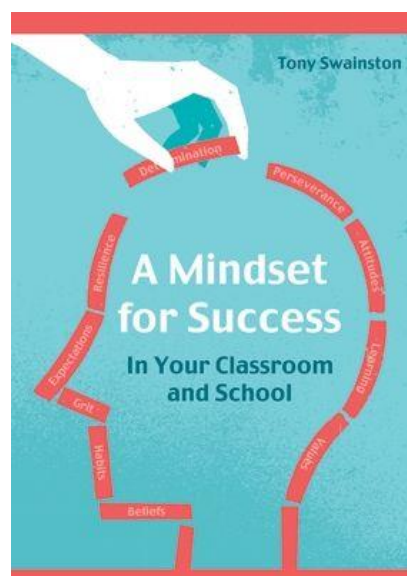
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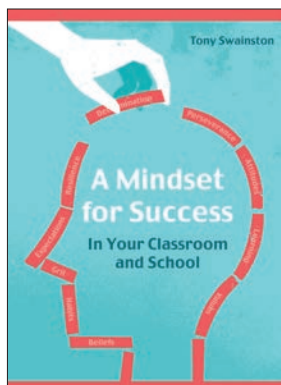
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