Strengths Based Coaching

Darren Cox
St Philip’s Christian College Cessnock

• Located in Cessnock St Philip’s Christian College is in a low socio economic demographic regional area

• Established in 2005 SPCC has grown
  • 2005 K – 6 = 28 students
  • 2013 P – 12 = 390 students
  • 2016 P – 12 = 970 students

• Cessnock – Lowest SES Category

• With such impressive growth comes both unique opportunities and a few challenges

• During 2015 leadership development, we recognised a need for positive, individual development
St Philip’s Strengths Journey

Staff Teaching Experience

- 47.5% teaching 1 – 5 years
- 21.25% teaching 6 – 10 years
- 31.25% teaching 10+ years

- Majority of newly appointed leaders
- Identified ongoing need to bring the best out of our team
- Creating a culture of collaboration and professional development
Professional Learning

Strengths Profiling
- Assessment
- Group Workshops
- Individual Consultations

Dedicated Approach
- Multifaceted across whole school
- Individual School or Faculty
- Departmental strategies

Leadership Development
- Alignment to strategic plan, mission and values
- Group focus on language and expectations
- Dedicated reflection & coaching for development

29 & 30 May 2017, MCG Melbourne, Australia
Professional Learning Model

- Emotional Intelligence
- Pedagogy
- Collegial Work Practice
- Observation & Feedback
- Reflection & Growth
- Formalised Coaching

Improved teaching & learning outcomes

29 & 30 May 2017, MCG Melbourne, Australia
As a new leader, the Gallup survey has allowed me to recognise my identity as a leader. Not only has it developed my confidence, but it has also affirmed me of the qualities that I bring to our College Leadership Team. It has also helped me recognise the strengths and qualities that my fellow colleagues bring to our team and how we can work well with each other based on that.

I’ve never considered my personal strengths in such a structured way. It’s enabled me to see value in my skill set and be more intentional as a leader in those other areas.

Allocating groups according to strengths allows students to take responsibility for the particular role that they play in each group. It has opened students up to the capacity for contribution that each brings to a task, and I have seen a very positive change in attitude since introducing students’ strengths.

With my Year 11 class I have utilised the strengths of students to head up small group learning tasks.

Many educational articles say that you should ‘know your strengths and work in them’. But how do you actually know what your strengths are? Our Strengths learnings clearly identifies strengths and allows you to maximise the strengths of your team.

Great opportunity to reflect on professional practice. Incredibly practical. Expertly delivered in bite size and manageable chunks.
Staff Coaching

• Coaching in the school is collegial
• Professional practice and support
• Professional growth and learning
• Professional Reflection
• Solution focused using strengths
Inspiring Hope in our Students

- High unemployment in the area
- High proportion of students leaving in Year 10
- Focus on attendance patterns
- Engage students in their visions for their future
- Changing demographic of post school pathway choices