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Welcome to the May 2018 issue of *Coaching in Education News*.

Wordcount 1110, Time to Read 2.5 mins



Dear Subscriber

In this newsletter we encourage you to think about **ways to generate more thinking** within coaching or whilst using a coaching approach in professional conversations. In our feature article on this topic, Margaret Barr explores the components that need to be present to ensure that your coachee is able to do their best thinking.

Also catch up on... a follow up **podcast** with science teacher Elena Joli who is now back from Antarctica, along with news of upcoming seminar events in Perth and Auckland and our thoughts on a book about an 'ecological' view of teacher agency.

We trust you will find this a useful read.



Best wishes,
John Campbell
GCI Executive
Director

John with Neil McDonald, CEO of the Queensland Educational Leadership Institute (QELi), at the recent launch of our joint partnership in Queensland.

Ten Ways to Generate More Thinking

by Margaret Barr, Lead Associate (Scotland)



In her seminal text '*Time to Think*', Nancy Kline (1999) notices:

'The quality of everything we do depends on the quality of the thinking we do first. The quality of

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our thinking depends on the way we treat each other while we are thinking.'

She describes ten behaviours that generate our best independent thinking, known as the **Ten Components of a Thinking Environment**:

How can we use the ten components to generate thinking?

[Read Article](#)

Impactful Transformation Begins with Small Steps

Podcast Interview 18 minutes



She's back! This is a follow-up interview with Elena Joli, an Italian science teacher who went

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to Antarctica to help make an impact on climate change and in the process discovered authentic new meanings to the words 'leader' and 'leadership'.

Working with a GCI coach, and using the language of the LSI tools (LifeStyles Inventory), you will hear how Elena dared to step out of her comfort zone, taking her own transformation beyond the experience of the journey itself.

Listen

News & Events

The CoachEd. Seminar Series will be held in August this year in Perth and Auckland.

This exciting event welcomes keynote speaker, global thought-leader and academic, Professor Christian van Nieuwerburgh (UK) to the Australasian region to share the latest learning in the field of *coaching in education*.

The one-day seminar event will not only inspire, but will share best practice, research and

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practical knowledge on the topic of coaching in education.



The program will include:

- Keynote address
- Practical breakout sessions
- Advanced Masterclass
- Local case study sessions

CoachEd. Seminar Perth

Perth

10 August 2018

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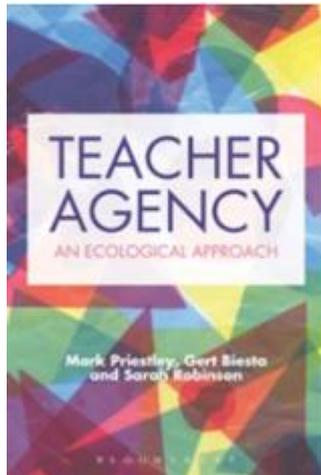
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What We Are Reading

Chris Munro, Director VIC/TAS



Agency is one of those much-used terms in education, but how well do we understand this concept and how does it relate to our efforts to support teacher development, and to coaching in particular?

I was introduced to the 'ecological' view of teacher agency in this [very helpful blog](#) by Mark Priestley. In their book [***Teacher Agency: An Ecological Approach***](#), Priestley, Biesta and Robinson (2015) expand on this concept in detail and argue that agency is not something

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"Leadership is communicating to people their worth and potential so clearly that they come to see it in

that people *possess* but something that they *achieve*.

According to the 'ecological' view, agency emerges dependent on the quality of the engagement of individuals with "temporal-relational contexts-for-action" (ibid, p.23) rather than as a quality of the individuals themselves. It struck me that effective coaching can enable the achievement of agency for teachers by facilitating thoughtful and deliberate engagement with their own contexts-for-action. This way of thinking about agency appeals to me because it acknowledges the background experiences that shape us as educators *and* the immediate contextual influences that are the backdrop to teachers' professional work, as well as our desire to be self-directed learners. The 'ecology' in this definition of agency is summarised as "a configuration of influences from the past, orientations towards the future and engagement with the present" (ibid, p.25).

Reading this book has prompted me to consider my own understanding and experience of the related concepts of autonomy and self-efficacy, two terms often cited as key outcomes of coaching. I have now come to the conclusion that what we are really striving for when we coach teachers and school leaders is to enable them to *exercise agency*. Where autonomy could be seen as an attractive and

themselves"

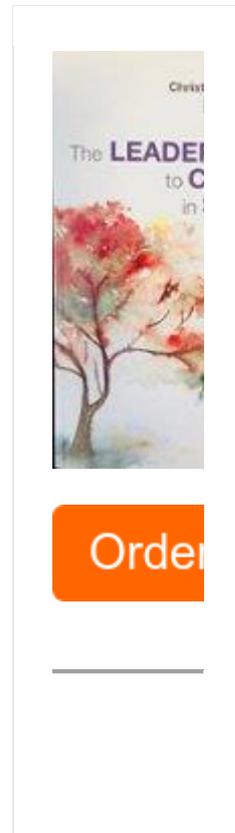
Dr Stephen
R. Covey

**The
Leader's
Guide To
Coaching
in
Schools: Creating
Conditions for
Effective
Learning**

Dr Christian
van
Nieuwerburgh
& John
Campbell

empowering goal of coaching, the term can also suggest independence and freedom from external influence or constraint. This is never the case in education – instead we more often have ‘freedom within form’. Similarly, self-efficacy – the *belief* in one’s capacity to act on challenges - is undoubtedly a worthy goal of coaching. However, there is a difference between *belief* in our own capacity and the degree to which contextual conditions enable us to take this action. This is where agency is a helpful term because it draws our attention to our ‘contexts for action’. A skilful coach will help a coachee to build a greater sense of self-efficacy, through strengths-based and solutions focussed approaches, *and* to exercise agency by helping them to identify ways forward and next steps that are within their control.

Recently, Jon Andrews and I completed the final draft of our chapter entitled “*Coaching for Agency: the power of professionally respectful dialogue*” for the forthcoming [Flip the System Australia book](#). In this chapter we propose that the goal of teacher coaching should be teacher *agency*. Drawing on the ecological approach to agency proposed by Priestley et al, we consider how coaching can facilitate and sustain teacher agency over time, ultimately resulting in a critically engaged profession able to respond to the complex needs of our



students and school communities. Watch this space...

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