

mindmap based on conversations between
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Sticky Stories

Stories that I heard, the one about...

- ...Leaders' making themselves vulnerable in coaching demos; is powerful for others watching.
- ...How the coaching 'training' is being shaped by experience and the journey.
- ...E - coaching over the internet in Inverness!
- ...Using GROW model with primary pupils to design and plan environmental studies plan. This led to significant engagement by the children, they were enthused & motivated to self directed learning
- ...As a powerful way of valuing people and giving quality time.

Rigorous powerful qualitative measurement

- ...Renfrewshire Council allowing and funding coaching sessions during the school day. Coach and coachee meet at a neutral location.
- ...The coaching development officer who has been re-energised by his work on coaching - its rekindled interest in how people learn.
- ...The importance of treating people well - making them feel special with a residential training session.
- ...P.T. using coaching with staff. Word of mouth.
- ...Allowed time, space and support to do this (S. Lanarkshire).
- ...Leadership opportunities for pupils.

The end of the Beginning

*** Sustainability**

- great width
- uncertain depth
- ability to deeper inquiry around the evaluation/impact of the work

*** Stories Emerging**

- learning
- instructive
- fascinating/illuminating

ATTRACTORS

- not trivialising
- compelling stories
- power of stories
- a natural & desired outcome
- important to embrace fully
- potential phenomenal
- "to change an organisation you have to change its stories..."

*** Hook ***



- ...The primary head teacher who used the coaching approach with a parent and found smiling for the first time.
- ...The teacher using coaching conversations with pupils.
- ...Coaching the teacher who had 'hit the wall' - and helping her find motivation again.
- ...The school where 56 are coaching staff and primary pupils.
- ...Coaching a farm manager who hadn't had a day off for wife's life.
- ...The probationer coaching the head teacher.
- ...Pupils coaching the head teacher.

METRICS

- * 30 projects/local Authorities across Scotland
- * 1000+ professionals involved
- * varying degrees of development
- Introductory → Advanced
- * School Based cohorts
- * Whole school involvement
- * Coaching pairs beginning to form
- * Action learning beginning to form
- * Investment of outside partners

MOSAIC of projects

- * very diverse
- * multiple learning in teachers taking place
- * questions multiplied
- number of questions
- nature of questions
- * Growth is the outcome of growth: sowing metaphor
- scatter grain
- abundance
- enabling



* optimistic, confident people not being dragged down by negative climates!!!

- * Work with concept of evaluation for Learning
- * "Not everything that counts can be counted, and not everything that can be counted counts" (Sign hanging in Einstein's office, Princeton)
- * Context: gravitational pull towards existence/measure
- * enabling ongoing coaching conversations
- reframing success/failure/learning

- * noticed - conditions/dimale
- VITAL "weather fronts" "take the weather with you"
- * Cultural factors that prevail
- expert based model
- conducive/not conducive to reflection/learning?

Key questions

- What have we tried to do?
- What's been the impact?
- What are we learning?
- How are we learning it?

- * forming collective identity
- * noticing differing levels of engagement
- * Space for people to think (in a pre-occupied professional life!!)

- TAG**
- * take time to find out
- * there is always something going on!!

Individuals group to work, separate & regroup
QUESTION - how to develop a community of practice/learning/inquiry?

making contact

- how are people engaging?
- what sense are they making of this work?
- how can the conditions be made/sustained to enable ongoing & deep inquiry?

Trajectory of an idea

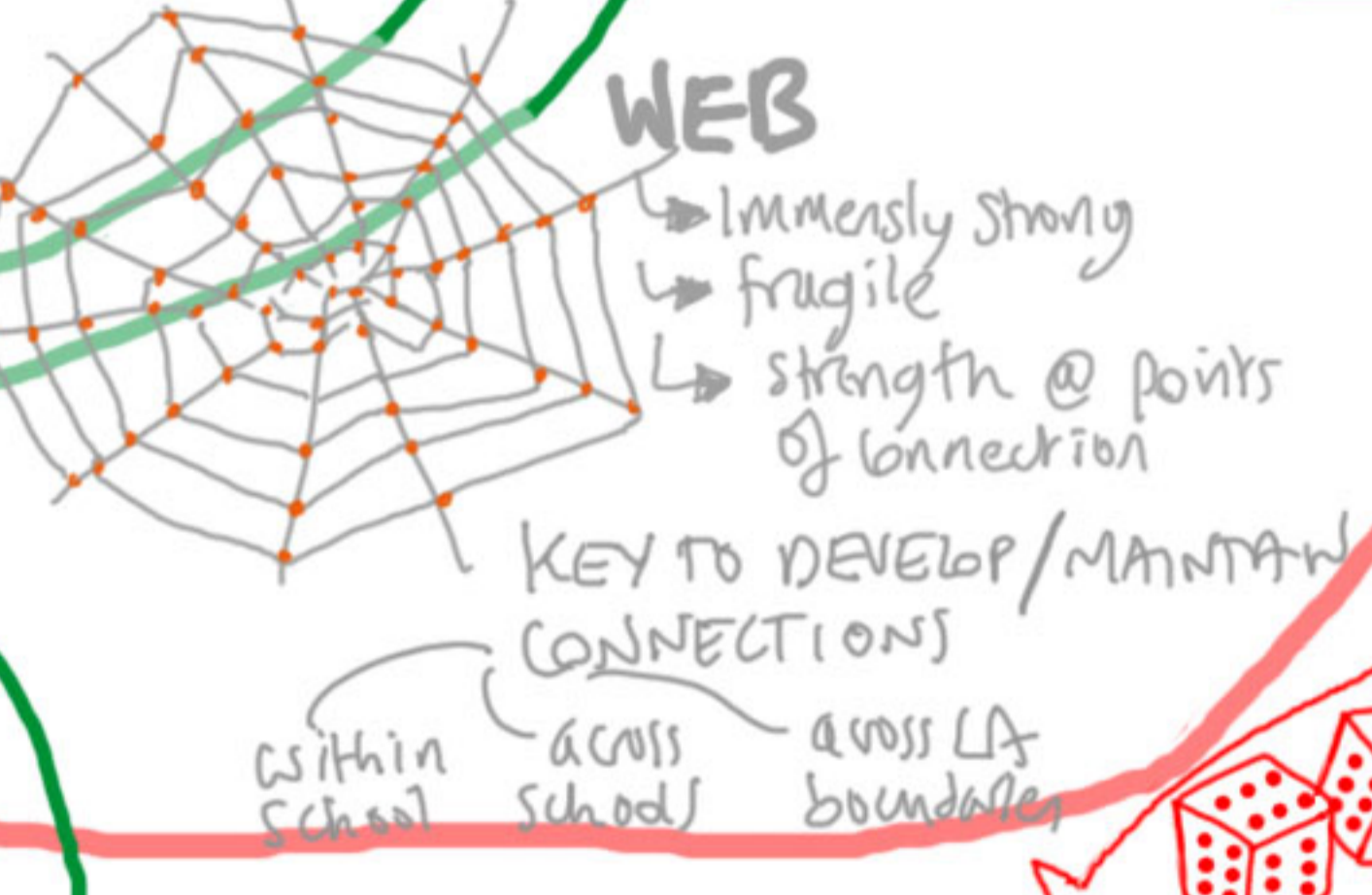
- angle of approach
- pick up the gravitational "name"

*** CHOICE ***
*** TRUST ***
*** AWARENESS ***

Burn up / burn out

Engaging

- * gathering
- * initiating
- * refreshing
- Conversations
- connections
- relationships
- reflecting/thinking/planning
- * Context
- little opportunity for inquiry



You could start here

Initiating

Invitation to build capacity

- * No "hard" defined outcomes
- * LIA proposals → 1-2 eggs A4
- they define work & outcomes
- Coaching ethos @ start

Not in isolation

- family of methods
- NSCL network learning community initiative
- groundbreaking thinking on coaching in schools
- researched developing leadership
- Introduced coaching
- Coaching emergent as a key for learning & teaching/developing learning culture/communities
- linking with multiple new approaches to learning & teaching
- Cooperative learning
- restorative practices
- Collaborative inquiry
- Key policy statements
- Coaching enables, links, overlaps with
- Climate/backdrop: systems/complexity nothing happens in isolation
- Growth is a natural process
- up with & out with
- enriching
- creating

Development/expansion of Culture

new approaches further principles & practices NATURAL → key to continuation

Culture of Learning & Inquiry

has to work for them in their context

"you might think that schools are in the business of learning - you'd be wrong"

Fullan Quote

ETHOS

- working learning doing
- Coaching method
- high credibility
- way of leading
- DIABLOCS
- Conversation ~ the way work gets done
- Personal & professional
- tapping into developing field
- Belief
- This is a good thing
- This will help