2019 PROGRAM PROSPECTUS
Enhancing the quality of conversations in education communities
Growth Coaching International is an approved coaching services provider with several educational leadership professional development organisations both in Australia and internationally, including:

US & Canada

New Zealand

UK

Scotland

Ibero-America

Middle East

Industry-endorsed coaching professional learning

Growth Coaching International is a member of the European Mentoring and Coaching Council (EMCC), an international peak body for coaching which develops, promotes and sets the expectation of best practice in mentoring and coaching across Europe and beyond. All involved in our organisation abide by the EMCC Code of Ethics. The European Quality Award has been conferred by the European Mentoring and Coaching Council to Growth Coaching International’s Coaching Accreditation Program.

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Coaching in education continues to make an impact and at Growth Coaching International we are really pleased to have the opportunity to work alongside committed educators implementing coaching initiatives in a whole range of different contexts.

As we head into our 18th year we are aware that this new field continues to grow and evolve and we are keen to respond to these emerging trends. As a result you will find some new initiatives in this 2019 Program Prospectus...

- With our colleague, Dr Jim Knight, we have revised the Global Framework for Coaching and Mentoring in Education for the Foundation of Coaching in Education Online program as part of our move to provide more programs in online and blended formats

- As part of our new partnership with Jim Knight’s Instructional Coaching Group, we are delighted to offer the Impact Cycle program

- We are really pleased to offer our Coaching Accreditation Program as a European Mentoring and Coaching Council (EMCC) endorsed program

- Additional new programs: A Coaching Approach to Students Coaching Students and A Coaching Approach to Mentoring are now available

- Our new one-to-one Coaching on Demand program provides individual coaching in a shorter format, just when you might need it most

Growth Coaching International’s professional learning programs offer proven, accessible tools and frameworks to increase leadership effectiveness through a coaching approach. We look forward to welcoming you at one of our professional learning events soon!

Best wishes

John Campbell
Founding Director

Prof. Christian van Nieuwerburgh
Executive Director
FINDING THE RIGHT CONTEXT

COACHING IS A WAY OF LEADING AND LEARNING

*The Global Framework for Coaching and Mentoring in Education* (van Nieuwerburgh, Knight and Campbell, In press) helps provide a coherent framework to assist in the implementation of coaching initiatives in schools. It acknowledges that schools are conversational communities and that formal coaching, as well as less formal ‘coaching approach’ conversations can impact effectiveness, build engagement and enhance well-being in several areas of school life.

Exploring these various ‘portals’ with colleagues and what they might mean for your own school context will help determine where to start, and how to develop longer term plans for coaching in your context.

GCI's popular programs include:

- Introduction to Leadership Coaching
- Coaching Accreditation Program
- Advanced Coaching: Solutions Focus Masterclass
- A Coaching Approach to Managing Challenging Conversations
- Students Coaching Students
- A Coaching Approach to Peer Observation (formerly Peer Coaching)

“Coaching and mentoring are becoming central in the way that schools support school improvement initiatives, enhance the quality of teaching and learning, develop leadership skills and improve the well-being and performance of staff and students.”

van Nieuwerburgh and Campbell 2015
FUNDAMENTALS OF COACHING PRACTICE

1 DAY PROGRAM
FOR PRINCIPALS, HEADS OF DEPARTMENTS, TEAM LEADERS AND ANYONE IN A SCHOOL OR SYSTEM LEADERSHIP ROLE

This introductory program is designed to provide an overview of key concepts and skills in coaching so that, upon completion, participants can begin to use a coaching approach when having conversations with team members and colleagues.

This program is designed to:
- Provide a clear understanding of what coaching is
- Build confidence to use the GROWTH coaching framework immediately
- Demonstrate practical ways of setting and achieving professional goals
- Provide an opportunity for direct experience of the impact of coaching conversations applied to real education topics

OTHERS SAY...
“A very worthwhile day. Members of the team have gone away empowered to work better with their teams.”
Lorraine Ramchandra
Curriculum Coordinator
John Therry Catholic High School
NSW

Completion of the one-day Fundamentals of Coaching Practice program addresses the following domains and standards for Lead teacher from the Australian Professional Standards for Teachers as published by the Australian Institute for Teaching and School Leadership (AITSL): 1.3.4, 2.2.4, 2.3.4, 3.1.4, 3.5.4, 4.3.4, 6.1.4, 6.3.4.
For further information visit: www.aitsl.edu.au/teach/standards.

Growth Coaching International is endorsed to provide NSW Education Standards Authority (NESA) Registered Professional Development for Teachers at Lead Teacher, Highly Accomplished & Proficient levels.
Please visit www.growthcoaching.com.au for specific standard descriptions.
Completion of this program addresses the following domains and standards for Lead teacher from the Australian Professional Standards for Teachers as published by the Australian Institute for Teaching and School Leadership (AITSL): 1.3.4, 2.2.4, 2.3.4, 3.1.4, 3.5.4, 4.3.4, 6.1.4, 6.3.4, 7.1.4

For further information on the Teacher Standards, visit: www.aitsl.edu.au/teach/standards

Growth Coaching International is endorsed to provide NSW Education Standards Authority (NESA) Registered Professional Development for Teachers at Lead Teacher, Highly Accomplished & Proficient levels.

Please visit www.growthcoaching.com.au for specific standard descriptions.

2 DAY PROGRAM
FOR PRINCIPALS, HEADS OF DEPARTMENTS, TEAM LEADERS AND ANYONE IN A SCHOOL OR SYSTEM LEADERSHIP ROLE

This program introduces Growth Coaching International’s proven GROWTH model for leading coaching conversations with team members. This practical program introduces school leaders to the ways in which coaching skills and concepts can be integrated into a way of leading, focusing on the opportunities and challenges of leadership coaching.

This program is designed to:

☐ Provide a clear understanding of what coaching is
☐ Build confidence to use the GROWTH coaching framework immediately
☐ Build familiarity with all elements of the GROWTH coaching system
☐ Provide a practical way of setting and achieving professional goals
☐ Develop an understanding of the difference between formal coaching and ‘a coaching approach’
☐ Provide an opportunity for direct experience of the impact of coaching conversations applied to real education topics
☐ Develop greater confidence and skill in giving feedback

OTHERS SAY...
“Excellent sessions with implementable strategies for whole school improvement.”
Richard Fisher Principal Nambour Special School QLD
“Very useful professional learning, I would highly recommend!”
Janelle Evans Assistant Principal Newport Gardens Primary School VIC
Coaching is now well established as an effective methodology for helping educators learn and grow. Indeed, coaching skills are increasingly recognised as important skills for educational leaders at all levels. (GCI’s Introduction to Leadership Coaching helps develop these skills.)

It can be helpful however for some to take their knowledge and skills of coaching to a deeper and broader level. GCI’s Coaching Accreditation Program (CAP) is designed to achieve this purpose. The CAP approach, now endorsed by the European Mentoring and Coaching Council is a highly practical evidence based three (or four) Phase program.

This program is designed to:

- Build confidence and deep knowledge in the application of the GROWTH Coaching System in a range of coaching contexts
- Offer access to GROWTH coaching system resources, tools and techniques
- Offer an opportunity to proceed smoothly to full accreditation status in Phase 4
- Provide a pathway to certain post-graduate university study in coaching

Completion of Phases 1-3 of the CAP program addresses the following domains and standards for Lead teacher from the Australian Professional Standards for Teachers as published by the Australian Institute for Teaching and School Leadership (AITSL): 1.3.4, 2.2.4, 2.3.4, 3.1.4, 3.5.4, 4.3.4, 5.2.4, 6.1.4, 6.2.4, 6.3.4, 6.4.4, 7.1.4, 7.3.4, 7.4.4

Completion of Phases 1-3 of the CAP program is also acknowledged by the Australian Institute of Teaching and School Leadership (AITSL) to contribute to the Australian Professional Standards for Teachers as published by the Australian Institute for Teaching and School Leadership (AITSL).

Growth Coaching International is endorsed to provide NSW Education Standards Authority (NESA) Registered Professional Development for Teachers at Lead Teacher, Highly Accomplished & Proficient levels.

Please visit www.growthcoaching.com.au for specific standard descriptions.

The European Quality Award conferred by the European Mentoring and Coaching Council to Coaching Accreditation Program Phases 1-3 – EQA Foundation Level Awarded EQA20170163 valid to 2022. (Optional) Phase 4 – Additional EQA Practitioner Level Modular Awarded EQA20170164

OTHERS SAY...

"I have gained so much from completing Phases 1-3. It has changed the way I work with our teams for the better - I have stopped trying to fix everybody!"
Marilyn Gwilliam
Papatoetoe Central School, NZ

"This was a very powerful learning experience. Balanced with practice and feedback. Confronting yet safe! This was the best leadership experience I've had. Absolutely fabulous!"
Terry Brown
Nyanganjerjara College, NT
THE IMPACT CYCLE

NEW PROGRAM

2 DAY PROGRAM

FOR INSTRUCTIONAL COACHES, PEDAGOGICAL COACHES LEARNING SPECIALISTS, PROFESSIONAL LEARNING LEADERS AND THOSE WHO HELP TEACHERS DEVELOP THEIR PRACTICE

Based on the renowned work of Dr Jim Knight and in partnership with the US-based Instructional Coaching Group, GCI is delighted to offer this 2-day program to Australian and New Zealand educators.

This program has been designed around the key themes of the book and aims to support educators in establishing coaching cycles that lead to improved teaching, and student learning.

This program is designed to:
- Introduce the Partnership Principles for coaching practice
- Clarify your approach to instructional coaching
- Identify ways to assist instructional coaches to share and model teaching strategies
- Develop an approach to help teachers sustain commitment towards goal attainment

Completion of The Impact Cycle 2-day program addresses the following domains and standards for Lead teacher from the Australian Professional Standards for Teachers as published by the Australian Institute for Teaching and School Leadership (AITSL): 1.1.4, 2.1.4, 2.3.4, 2.3.4, 3.6.4, 5.4.4, 6.3.4

Completing The Impact Cycle 2-day program will contribute 12 hours of NESA Registered PD addressing 1.1.4, 2.1.4, 2.3.4, 3.2.4, 3.3.4, 3.6.4, 5.4.4, 6.3.4 from the Australian Professional Standards for Teachers towards maintaining Lead Teacher Accreditation.
LEADERS COACHING LEADERS

OTHERS SAY...

“This program deepened my understanding of the Growth Coaching model through developing a coaching focus that was based on rich data, then engaging in a collegial coaching relationship with an experienced principal colleague...

Aaron Wolaniuk
Principal
Keilor Primary School

... a great opportunity to refine and strengthen my coaching skills by analysing my impact as a coach and receiving feedback from a similar skilled colleague...

Jason Smallwood
Senior Education Improvement Leader
SW Region, DET Vic

1 + 1 DAY ADVANCED PROGRAM
FOR PRINCIPALS AND DEPUTY/ASSISTANT PRINCIPALS REGISTERING AS A PAIR WHO HAVE COMPLETED THE AITSL 360 ILEAD SURVEY PRIOR TO DAY 1

This program provides a practical approach for participants to use their coaching knowledge and skill with a partner to inquire about an aspect of leadership practice, collect data and then create a goal, develop strategies for action and reflect on both leadership and coaching. The workshop cohort provides a learning community to support reflection and insight.

A fieldwork component follows the first workshop. The partners visit each other’s school/college with further conversation about inquiry focus, support each other’s data collection (determined by the inquiry focus) and hold data for the other until Day 2.

This program is designed to:

- Create a learning partnership
- Incorporate the AITSL Principal Standards into professional learning goals
- Extend coaching understanding and skills
- Enhance skills in giving and receiving feedback about leadership practice
- Enhance understanding of, and enable, insightful reflection on coaching practice
- Demonstrate practical ways of setting and achieving professional goals
- Provide an opportunity for direct experience of the impact of coaching conversations applied to real education topics

MINIMUM PREREQUISITE:
INTRODUCTION TO LEADERSHIP COACHING OR COACHING ACCREDITATION PROGRAM

Completion of Leaders Coaching Leaders 2-day program addresses the following domains and standards for Lead teacher from the Australian Professional Standards for Teachers as published by the Australian Institute for Teaching and School Leadership (AITSL): 3.1.4, 5.2.4, 6.4.4, 7.4.4

Completing Leaders Coaching Leaders 2-day program will contribute 12 hours of NESA Registered PD addressing 3.1.4, 5.2.4, 6.4.4, 7.4.4 from the Australian Professional Standards for Teachers towards maintaining Lead Teacher Accreditation.
Coaching is a valuable social-emotional skill which students can draw upon not just in the classroom but in all aspects of their lives and future careers. Coaching offers students a way to collaborate with each other and support their own social and emotional growth and that of their peers.

An exciting addition to our coaching programs, Students Coaching Students, is proving to be a very successful way for schools to equip students with the skills to work together; to reflect on their learning goals, expand, refine, and build new skills; share ideas; teach one another and solve problems in their school community.

This program is designed to:

- Build knowledge, skills and confidence
- Enable school leaders to successfully implement a Students Coaching Students program within their school through a comprehensive eight stage process:
  - Stage 1: Building the Relationship and Champion Group
  - Stage 2: Raising Awareness
  - Stage 3: Train the Trainer
  - Stage 4: Student Recruitment
  - Stage 5: Training of the Student Coaches
  - Stage 6: Student Coaching
  - Stage 7: Reflective Practice
  - Stage 8: Celebrating Success

Includes:
- Teacher trainer resources
- Student resources

Outcomes:
- Students learn and practice the GROWTH Coaching System
  - including a student-friendly version of the GROWTH Model
  - 8 Key coaching skills are shared
  - A Coaching Way of Being

**MINIMUM PREREQUISITE:**
INTRODUCTION TO LEADERSHIP COACHING OR COACHING ACCREDITATION PROGRAM

Completion of Students Coaching Students 2-day program addresses the following domains and standards for Lead teacher from the Australian Professional Standards for Teachers as published by the Australian Institute for Teaching and School Leadership (AITSL): 3.1.4, 3.3.4, 3.5.2, 4.1.4

Completing the Students Coaching Students 2-day program will contribute 12 hours of NESA Registered PD addressing 3.1.4, 3.3.4, 3.5.2, 4.1.4 from the Australian Professional Standards for Teachers towards maintaining Lead Teacher Accreditation.
ADVANCED COACHING: SOLUTION FOCUS MASTERCLASS

The Solution Focus (SF) Masterclass refines coaching skills by integrating pragmatic and proven SF methods, more intentionally, into coaching.

This methodology will change the direction of your conversations, enabling your school to move easily to a creative and enabling mindset in which there is a positive progress towards broader organisational goals.

The Solution Focus Masterclass is designed to:

- Provide a greater understanding of the Solution Focus (SF) theory that underpins the GCI coaching approach
- Develop confidence and skills in using specific SF coaching tools
- Enhance your ability to work with greater flexibility within a wide range of coaching contexts

PREREQUISITE: INTRODUCTION TO LEADERSHIP COACHING OR COACHING ACCREDITATION PROGRAM (CAP) PHASE 1-3

OTHERS SAY...

“...I loved these two days. The Masterclass was a great opportunity to step up and re-focus on myself as a coach and improve my coaching skills.”

Linda Makin
Learning Consultant
Catholic Education Melbourne, VIC

DEVELOPING SELF AND OTHERS

Developing Self and Others uses the DiSC™ profile system to help leaders and teams explore the interpersonal style of self and others.

The system, based around the completion of an online questionnaire and a comprehensive report, provides helpful insights into an individual’s preferred behavioural style and how to bring greater interpersonal agility to one-to-one interactions and team relationships.

The profile is completed online and then reports are debriefed and incorporated into an interactive and practical workshop.

Two profile options are available:

- **DiSC Management Profile** is for Principals, Heads of Department, Team Leaders and anyone in a school or system leadership role
- **DiSC Workplace Profile** is an alternative report for members of intact teams without formal leadership responsibilities

1 DAY PROGRAM
A COACHING APPROACH TO MENTORING

1 DAY PROGRAM
FOR PRINCIPALS, HEADS OF DEPARTMENTS, TEAM LEADERS AND ANYONE IN A SCHOOL OR SYSTEM LEADERSHIP ROLE

Knowing when and how to share your expertise is an important skill in building positive relationships. Encouraging people you mentor to become more self-aware and responsible in achieving their goals, is an important outcome to foster independence and sustainable results for your mentees.

A Coaching Approach to Mentoring utilises the skills and tools of Coaching such as: the GROWTH Model, Actively Listening and Asking Best Questions to support colleagues in a more self-directed way. These tools will enhance your mentoring through an introduction to a conversation continuum, so that mentors can be flexible, purposeful and agile in their relationships with their mentees.

This program is designed to:
- Develop relational and coaching skills necessary for effective and impactful mentoring conversations
- Highlight the similarities and differences between mentoring and coaching
- Clarify the different intentions between advocacy and inquiry
- Understand the role of power dynamics in mentoring relationships
- Develop ways of sharing know-how and relevant professional experiences

This program can be run in-house for schools or groups

Completion of A Coaching Approach to Mentoring 1-day program addresses the following strategies for leaders and supervisors to mentor classroom teachers from the Australian Professional Standards for Teachers as published by the Australian Institute for Teaching and School Leadership (AITSL): 1.1.4, 1.5.4, 2.3.4, 3.3.4, 4.3.4, 6.3.4

Completing the A Coaching Approach to Mentoring 1-day program will contribute 12 hours of NESA Registered PD addressing 1.1.4, 1.5.4, 2.3.4, 3.3.4, 4.3.4, 6.3.4 from the Australian Professional Standards for Teachers towards maintaining Lead Teacher Accreditation.
A COACHING APPROACH TO MANAGING CHALLENGING CONVERSATIONS

Giving open, honest, timely feedback is one of the most important roles a leader plays. It’s also possibly the number one area where a leader can get derailed.

This program is designed to enhance confidence and skills in leading challenging conversations in a range of school contexts by providing a practical, conversational structure for achieving constructive solutions where all parties feel heard and respected. It is for those seeking to effectively lead with teams, peers and more senior school and system leaders.

OTHERS SAY...
"Thank you for a very practical and useful day.
Peter Green
Principal
St Patrick’s Primary School, NSW"

PREREQUISITE: INTRODUCTION TO LEADERSHIP COACHING OR COACHING ACCREDITATION PROGRAM (CAP) PHASE 1-3

A COACHING APPROACH TO PEER OBSERVATION

This program is designed to help teachers to have more supportive, rigorous and agency-enabling conversations about teaching and learning through a coaching approach to peer observation.

The program, offered in two modes, introduces a reciprocal collaborative process based on fundamental principles of partnership and mutual trust.

This program is designed to:
- Provide clarity about how to set up a coaching approach to peer observation
- Develop skills in the use of the GROWTH model
- Develop skills in giving and receiving feedback
- Establishing an observation focus for the fieldwork component

OTHERS SAY...
"It was a great course. I particularly enjoyed the fact that we could try out the GROWTH process on the day with our peers.
Justine Clark
North Kalgoorlie Primary School, WA"
Interested in how coaching can work in your school or college but not sure where to start?

Like to get a broad overview of key ‘coaching in education’ concepts and applications before you get too involved?

If these questions resonate with your current situation you will find useful ideas, resources and strategies within the Online Foundations Coaching in Education program now being offered by GCI.

This new internet based program developed specifically for educators and staff in schools and colleges, provides a broad-based foundation for educators interested in introducing or embedding coaching within their school, college or university.

CONSULTING SERVICES

In addition to our coaching programs GCI also offers a range of consulting services designed to assist school leadership teams in their planning and implementing of coaching within their specific context.

GCI consulting projects are highly customised and may include, some or all of the following:

- gathering of data facilitated meetings, online check-ins and other web based support components.

GCI’s professional consultancy services also includes working with teams and individuals, in a coaching capacity, in order to support them within their strategic development.
Taking things from concept to implementation is challenging. School leaders are faced with many priorities and many worthwhile new initiatives related to school improvement, but it can be difficult to sustain commitment and progress on even the most important projects given competing time commitments and the busyness of school life.

The Strategy Canvas process brings a coaching approach to team strategy development, goal setting and strategy implementation that enables school leaders to lead school improvement initiatives in a collaborative, engaging and most importantly, sustained way.

A Strategy Canvas project typically involves initial scoping, a one day meeting and follow up check-ins. It can be tailored to suit the needs of your context.
ONE-TO-ONE COACHING EXECUTIVE OR BESPOKE

EXECUTIVE COACHING
Individual executive coaching offers leaders the opportunity to work with a coach to focus on enhancing performance, wellbeing and success over an extended period to progress medium to longer term development goals.

One-to-one coaching works because it is customised, flexible and time efficient – more so than any other form of professional development. Typically, individual coaching takes place live or via internet through six sessions scheduled across several months. It provides an extended opportunity to work with an experienced GCI coach providing the best mix of support, challenge and external perspective to help you achieve your goals by taking the direct path to change.

BESPOKE
Bespoke sessions are brief, focused and flexibly scheduled coaching sessions.

Whether it’s a challenge or an opportunity, connecting with a coach can provide clarity, focus and momentum.

By having two (or more) coaching conversations at pre-arranged, mutually convenient times, you will be able to make better decisions and progress more quickly towards important objectives.

Bespoke coaching sessions can be requested as stand-alone sessions or they can be added to broader consultancy projects.

At GCI we understand the difference one-to-one coaching can make and are committed to making coaching available to as many educators as possible. Whether focusing on medium to longer term development topics or more immediate and pressing issues, we are now able to offer two different ways to access individual coaching.

AS REQUIRED FOR EDUCATIONAL LEADERS

OTHERS SAY...
“...I highly recommend every leader is offered this opportunity as the positive impact on working relationships and school culture is immeasurable.

Hailey Joubert
Independent School, VIC

Register your interest at
info@growthcoaching.com.au
The National Coaching in Education Conference promises to be the leading coaching event for Australian, New Zealand and Asia-based educators and leaders in 2019.

The conference program is designed for school and system leaders, teachers and parents interested in identifying how coaching can positively impact student learning outcomes and wellbeing.

Confirmed speakers include:
- Dr Jim Knight, Instructional Coaching Group, USA
- Prof. Rachel Lofthouse, Leeds Beckett University, UK
- Prof. Tony Grant, University of Sydney, NSW
- Dr Deborah Netolicky, Wesley College, Perth, WA

Additionally, GCI’s own Executive Director, Dr Christian van Nieuwerburgh, will lead various sessions as well.

The theme of the 2019 conference is *New Insights in Coaching Practice: Creating Conditions for Effective Learning*.

Keynotes and concurrent case study sessions will explore new knowledge, build collaboration and share progress in the field of coaching and all its applications in educational settings.
ADDITIONAL GCI SERVICES

CONFERENCES AND EVENTS
GCI regularly hosts conferences, seminars and special events featuring national and international thought-leaders in the field of coaching in education. These include:
- Biennial National Coaching in Education Conference
- CoachED Seminar Series
- Complimentary Twilight Workshops

RESEARCH
GCI supports various research initiatives into coaching in education including:
- Coaching in Education Research Network
- Coaching in Education Research Seminars in Australia, UK and the US
- Annual Coaching in Education Survey

KEYNOTES
GCI consultants offer a unique blend of education, coaching and academic experience. Some recent presentations include:
- AITSL Highly Accomplished and Lead Teacher (HALT) Summit, Sydney, 2017
- Coaching in Education Conference, Spain, 2017
- Coaching in Education Conference, Hong Kong, 2017
- 4th Coaching Conference, Kuwait, 2018

PUBLICATIONS
Several GCI coaches and facilitators are active authors publishing papers, chapters and books with leading industry publishers.

NEWSLETTERS AND PODCASTS
Our highly popular GCI Insights is now published once per term and includes articles and podcasts featuring leading thinkers in the field along with in-school stories about the implementation of coaching initiatives in a range of contexts.
ENHANCING THE QUALITY OF CONVERSATIONS

Providing coaching and coaching focused professional learning programs in education communities for educators since 2002

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