

Coached UPDATE

JUNE 2023

Enhancing the quality of conversations in education communities

TIME TO READ: 3MINS

IS "BUSY" REALLY THE BADGE OF HONOUR I WANT TO WEAR?

In a coaching session recently, my coachee reflected on how often she responded with "busy!" when asked how she was. She stated that while it was definitely true, it wasn't the totality of how she was, nor was it the message she wanted to send out to those around her. She was conscious that as a leader, having people think or know how busy she was, can have consequences. Yes, it might show others that we are getting stuff done, however it could also leave them hesitant to approach us for connection or information.

I resonated strongly with what my coachee shared. A couple of years ago, I too began to pay attention to my propensity to respond with "busy!" when asked how I was. In addition to the above, I wondered why that was my go-to and as I reflected on this with curiosity, I realised it was just the quickest and easiest thing to say! I was always busy, running from one thing to another, putting out spot fires and reacting to the demands of my role as Head of Wellbeing in a school. Schools are relentless, dynamic and often hectic places to work in after-all. The constant monitoring of timetables, student's behaviour, learning outcomes, admin tasks and not to mention the many "x" factors during a day that we need to address. The environment can be stressful, as by definition it can leave us feeling that we don't have the resources to manage what is required of us. We are often trying to keep our head above water. The irony here is that many teachers feel this stress and often internalise those feelings of pressure as being due to some inadequacy on their part, rather than it being a normal part of our stress response and an opportunity to make change. We tend to keep pushing ourselves out of fear that we might not be good enough, whilst all around us others are doing the same.

As part of my Doctoral research, I have been researching ways teachers can better manage stress and have found some interesting things:

- We generally view stress as a negative thing that saps our energy, causes sickness and is something to avoid. In fact, stress can be optimized to increase our energy, improve problem solving and lead to growth. Both outcomes can be true, it all depends on how we approach stress and what we do when we notice we are feeling stressed.
- One of the biggest obstacles to noticing the symptoms of stress, is busyness and not taking the time to stop and reflect. When we are focused on trying to survive (when busy becomes our catchphrase), we limit our capacity to notice the tension in our bodies and miss the opportunity to make adjustments to what we are doing, to give ourselves time to recalibrate. Having time to stop and reflect, supports this noticing. Moments of reflection allow greater insight and awareness to our teaching practices and interactions with others, in addition to helping us moderate the impact of our stressful environments.

"We reflect on the past, in the present, for the sake of the future"

Donald Schön.

Stopping to wonder about my tendency to respond with "busy", allowed me to check in with those levels of stress and choose to make an adjustment, which led me to changing my response and being more intentional about both my words and my responses to things around me. This practice is known as reflective inquiry and as Marcia Reynolds says in her book, *Coach the Person not the Problem*,

"those committed to using reflective inquiry are change agents who actively recharge the human spirit".

Making reflection an intentional practice is one way we can actively and intentionally buffer against the stress we experience in our workplaces. Noticing the benefits of reflection have led many educators to engage with a coach who can support the reflective inquiry process and many have found,

"solutions emerge when thoughts are rearranged and expanded" (Reynolds, 2020),

Time for reflection allows us to break free from doing the same things that are no longer working for us.

If you find yourself caught in the "busy" response, and it's not your preferred way of being; here are a few things you might consider doing:

- Stop, even if it is for a couple of minutes to take a breath and refocus
- Do a "grounding exercise", to help you get back into the present moment and out of the busyness of your mind (what can you see, hear, feel around you?)
- Have a short break outside, connecting with nature (sunlight, tuning in to the sound of the birds etc) is a great way to flip the switch on the stress response
- Talk to a colleague; sharing and connection with others can be restorative, normalising and help to lower the stress response

You will likely find these actions will enable you to respond and act more in line with the authentic you, rather than reacting out of character. You will feel better and so will those around you!

Written by Sharon Garro

Consultant Coach, Growth Coaching International

References:

Reynolds, (2020). *Coach the Person, Not the Problem: A Guide to Using Reflective Inquiry*. Berrett-Koehler Publishers.

McGonigal, K. (2015). *The Upside of Stress: why stress is good for you, and how to get good at it*. Penguin: New York

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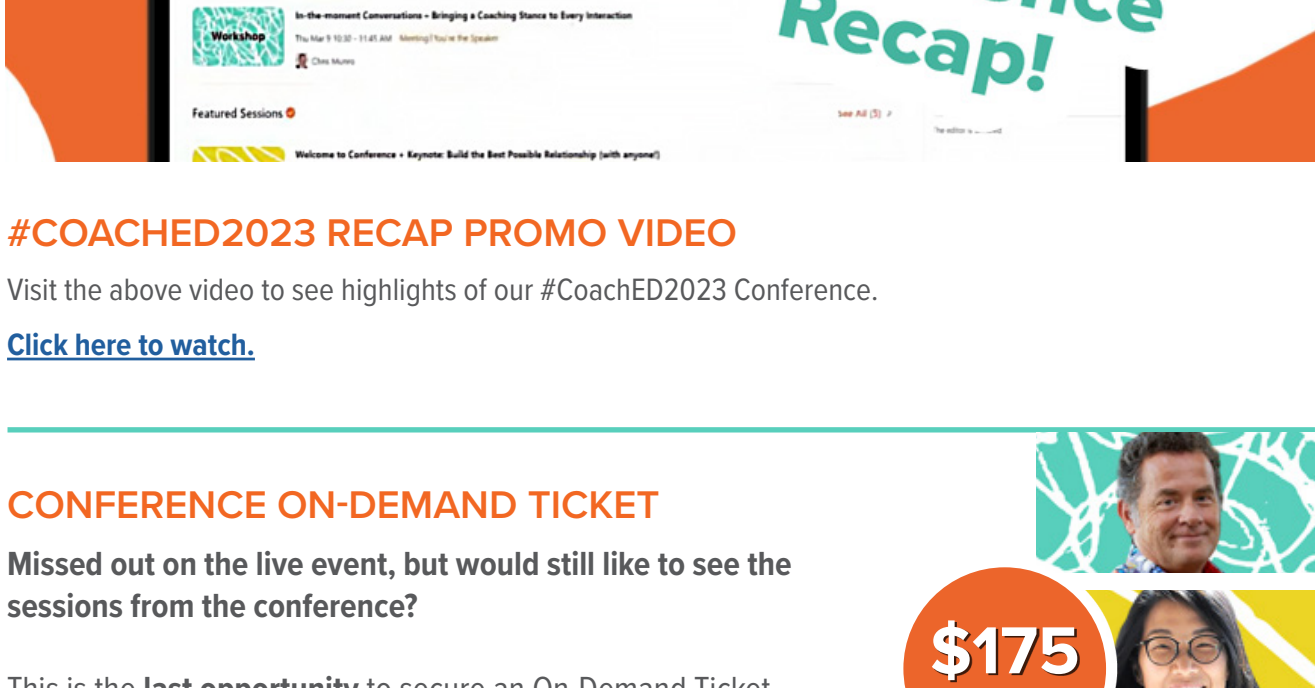
CoachED UPDATE - JUNE 2023



Where great minds inspire the world of education

The 8th coaching in education conference

#COACHED2023



#COACHED2023 RECAP PROMO VIDEO

Visit the above video to see highlights of our #CoachED2023 Conference.

[Click here to watch.](#)

CONFERENCE ON-DEMAND TICKET

Missed out on the live event, but would still like to see the sessions from the conference?

This is the **last opportunity** to secure an On-Demand Ticket, comprising access to recordings of ALL conference sessions!

The On-Demand Ticket includes more than 36 hours of content, including recordings of:

- 5 Keynote presentations, including inspiring sessions from **Haesun Moon** and **Michael Bungay Stanier**
- 15 workshops, led by **expert facilitators**
- 12 stories from fellow educators **making an impact** in their contexts
- 4 Research case studies, led by the team at **CollectiVED**

SECURE YOUR TICKET NOW!

On-Demand Tickets are on sale until **9th June 2023**

Access to recordings will be available from the time of purchase until the Event Lobby closes on 10th September 2023. *no live content included.

HEAR FROM OUR DELEGATES

Thank you to all presenters. It was incredible to be 'surrounded' by so many dedicated, experienced, and master coaches!

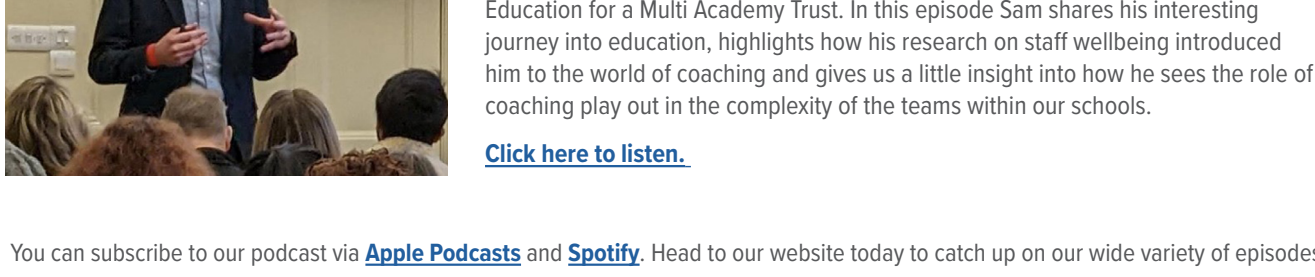
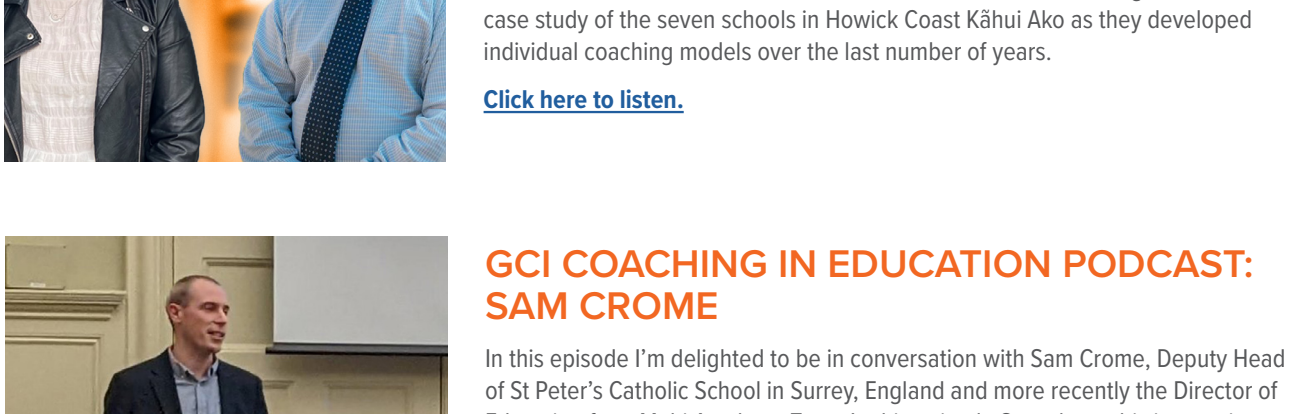
- Sarah Hodgson, PYP Digital Learning Coach, American International School of Bucharest, Romania

This is seriously one of the best conferences I have attended, it helped me to embed my ways of being and the humbleness of highly skilled presenters allowed me to feel more confident of my own coaching journey which is always an evolving learning through reflection and practice.

- Michelle Gujer, Early Learning Manager, Gowrie Victoria

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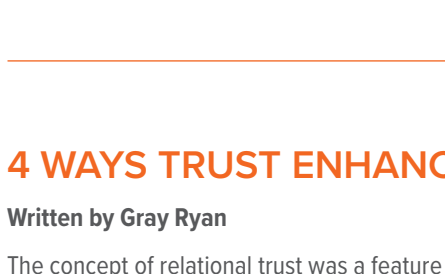
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GCI COACHING IN EDUCATION PODCAST: HOWICK COAST KĀHUI AKO

In this episode of the Coaching in Education podcast I'm in conversation with Mark Keenan and Jane Ginders from New Zealand who share the findings from a recent case study of the seven schools in Howick Coast Kāhui Ako as they developed individual coaching models over the last number of years.

[Click here to listen.](#)



GCI COACHING IN EDUCATION PODCAST: SAM CROME

In this episode I'm delighted to be in conversation with Sam Crome, Deputy Head of St Peter's Catholic School in Surrey, England and more recently the Director of Education for a Multi Academy Trust. In this episode Sam shares his interesting journey into education, highlights how his research on staff wellbeing introduced him to the world of coaching and gives us a little insight into how he sees the role of coaching play out in the complexity of the teams within our schools.

[Click here to listen.](#)

You can subscribe to our podcast via [Apple Podcasts](#) and [Spotify](#). Head to our website today to catch up on our wide variety of episodes!

4 WAYS TRUST ENHANCES PERFORMANCE IN SCHOOLS

Written by Gray Ryan

The concept of relational trust was a feature of the study undertaken by Anthony Bryk and colleagues in Chicago schools during the 1990's. That study found a strong association between the level of trust in a school and the extent of improvement. Trust, in and of itself, is not the cause of improvement, but "it creates the basic social fabric within which the members of school communities can initiate and sustain efforts at building the essential supports for school improvement."

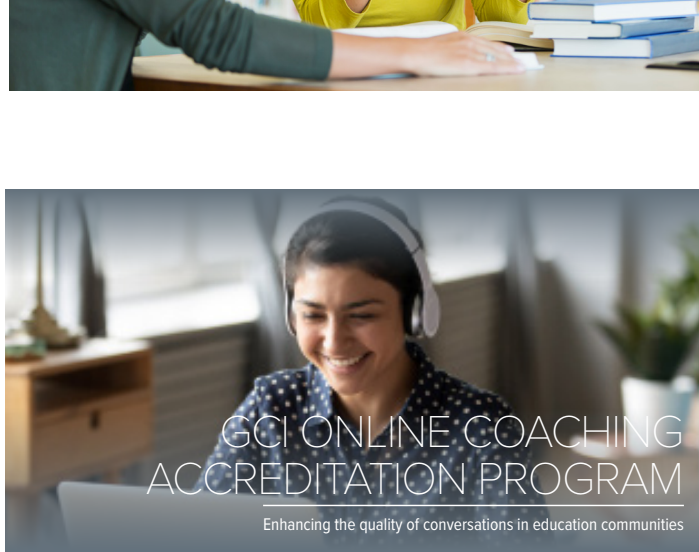
[Read the full article here.](#)

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REGISTER NOW FOR UPCOMING OPEN-ENROLMENT COURSES:



• A Coaching Approach to Managing Challenging Conversations

This course develops skills and confidence to effectively lead the different types of difficult conversations such as managing under-performance, giving sensitive feedback and change management.

It is particularly suitable for those in leadership and managerial roles seeking to develop skills to effectively manage challenging workplace conversations.

[Click here to secure a place at an upcoming cohort in your area!](#)



• Online Coaching Accreditation Program

Our flagship coach training course with Prof. Christian van Nieuwerburgh, delivered fully ONLINE over 6 months with a GLOBAL cohort and a pathway to individual European Mentoring and Coaching Council (EMCC) credentials. Hurry! Our next cohort commences in September 2023. [Secure your place now.](#)

NEW COURSE FOR CURRENT & ASPIRING LEADERS

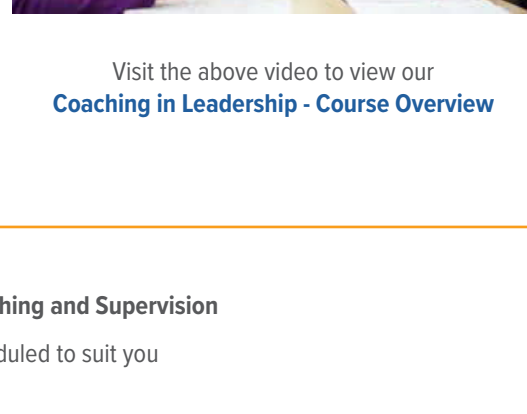
Coaching in Leadership: Energising Every Conversation

Coaching in Leadership is a new leadership development course that builds the confidence and skills to develop coaching as a way of leading.

Learn how to use a coaching approach to build engagement, make progress and strengthen relationships, in every conversation.

Designed specifically for current and aspiring leaders in educational settings, this new course offers an extended cohort learning experience in three phases over 3-4 months.

Register Now!



Visit the above video to view our [Coaching in Leadership - Course Overview](#)

ONLINE:

A Coaching Approach to Mentoring

FEATURED

Commencing 15 August 2023
1 day online workshop - 3 x 2hr sessions

Advanced Coaching Practice

FEATURED

Commencing 10 Oct 2023 - AEST
3 x 2hr fortnightly online workshops

Students Coaching Students

Commencing 15 Aug 2023 - AEST
3 x 2 hour online workshops
***This course has pre-requisite requirements**

Coaching and Supervision

Scheduled to suit you

Introduction to Leadership Coaching Intensive

Commencing 12 July 2023 - AEST
3 day online workshops

Introduction to Leadership Coaching

Commencing 12 Sep 2023 - AEST
2 day online workshops

Solutions Focus Coaching Masterclass

Commencing 12 Oct 2023 - AEST
2 x 1 day online workshop - 3 x 2hr sessions each day

[Click here for NZ courses](#)

IN-PERSON:

The Impact Cycle Program 2-day

Brisbane - Commencing 24 July 2023
Melbourne - Commencing 9 Aug 2023
Newcastle - Commencing 9 Aug 2023
Perth - Commencing 21 Aug 2023

Introduction to Leadership Coaching 2-day

Melbourne - Commencing 2 Aug 2023
Sydney - Commencing 2 Aug 2023
Albury - Commencing 9 Aug 2023 **NEW REGION**
Hobart - Commencing 10 Aug 2023
Canberra - Commencing 17 Aug 2023
Perth - Commencing 24 Aug 2023

Coaching In Leadership

Melbourne - Commencing 21 June 2023
Sydney - Commencing 21 June 2023
Canberra - Commencing 3 Aug 2023
Perth - Commencing 14 Aug 2023
Brisbane - Commencing 21 Aug 2023
Sydney - Commencing 22 Aug 2023
Melbourne - Commencing 22 Aug 2023

Managing Challenging Conversations

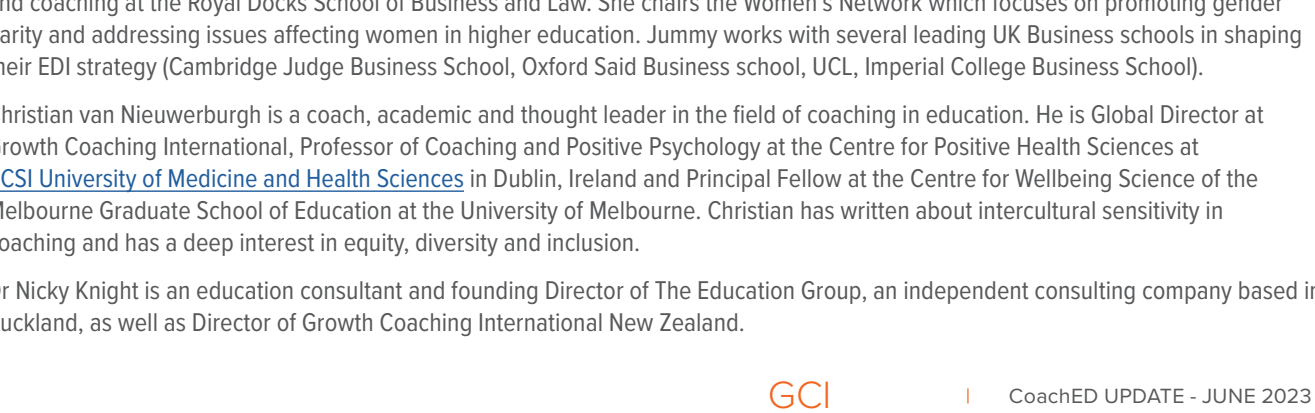
Melbourne - Commencing 26 July 2023
Brisbane - Commencing 28 July 2023
Sydney - Commencing 17 Oct 2023

Be sure to [click on the dates](#) to visit the registration pages!

*Please ensure you meet eligibility requirements of the course prior to registering.

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Allyship: Taking a Stand for Fairer and More Equal Societies

We would like to thank everyone who participated in our latest Curious Conversation hosted by Jummy Okoya, Christian van Nieuwerburgh and Nicky Knight who discussed the importance of the role of allies in working towards fairer and more inclusive organisations and societies. The full webinar is available for free via our [YouTube Channel](#).

Watch here.

About the Speakers

Jummy Okoya is an inspiring educator, academic and consultant. She is Academic Director for Inclusive Practices at the University of East London in the UK. Jummy is a Senior Lecturer at the University where she specialises in diversity and inclusion and employee wellbeing and coaching at the Royal Docks School of Business and Law. She chairs the Women's Network which focuses on promoting gender parity and addressing issues affecting women in higher education. Jummy works with several leading UK Business schools in shaping their EDI strategy (Cambridge Judge Business School, Oxford Said Business school, UCL, Imperial College Business School).

Christian van Nieuwerburgh is a coach, academic and thought leader in the field of coaching in education. He is Global Director at Growth Coaching International, Professor of Coaching and Positive Psychology at the Centre for Positive Health Sciences at [RCSI University of Medicine and Health Sciences](#) in Dublin, Ireland and Principal Fellow at the Centre for Wellbeing Science of the Melbourne Graduate School of Education at the University of Melbourne. Christian has written about intercultural sensitivity in coaching and has a deep interest in equity, diversity and inclusion.

Dr Nicky Knight is an education consultant and founding Director of The Education Group, an independent consulting company based in Auckland, as well as Director of Growth Coaching International New Zealand.

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