

CoachED UPDATE

FEBRUARY 2024

Enhancing the quality of conversations in education communities

GOOD INTENTIONS ARE NOT ENOUGH: HOW MOTIVATING ARE YOUR GOALS?

At GCI, our original (and still very relevant) strapline was **“transforming good intentions into great results”**. In essence, this is what effective coaching does! As humans, change is hard and, as educators, the nature of our work adds layers of complexity to this process. Working with a coach is a proven way of bringing clarity, momentum, and supportive accountability to the change process. The first critically important role of the coach is to help their coachee clarify and define their goal(s). When guided by the GROWTH framework, this involves looping around the Goal and Reality and Resources stages of the acronym.

As we begin February there is a good chance that those well-intentioned New Year resolutions have already fallen by the wayside. If you read this and think that you are bucking the (very human) trend of not sticking with those good intentions then the chances are that the way you defined your goals (most likely on your own) is part of the reason. So, what sorts of goals lead to higher levels of motivation and sustained engagement? Rather than blindly tethering ourselves to a popular goal setting acronym, a look at the research and literature can help point us in the right direction by deepening our understanding of the motivational effects of goals.

The late Professor Anthony Grant was a leading academic in the world of coaching psychology and his influence far-reaching. According to Grant (2012), **we need a deeper and more nuanced understanding of goals** as coaches so that we can help our coachees formulate goals that they really strive for. He summarises four broad types of goal:

Avoidance and Approach

Avoidance goals are expressed as movement away from an undesirable state. Approach goals are expressed as a movement **towards** a specific (positive) state or outcome. Approach goals have been shown to increase performance and well-being. The opposite has been shown for long-term pursuit of avoidance goals. In short, goals should define **what's wanted** rather than what's not. Solutions Focused coaching literature would describe this as our 'preferred future', or as Jackson and McKergow (2007) put it, our 'future perfect'.

Performance and Learning

Performance goals tend to focus on **task execution** and measurable performance. These can be very motivating (Locke, 1996) when early success is possible. However, they can be demotivating and impede performance when the task is highly complex, the stakes are high, or the necessary skills, resources or self-efficacy are limited. We don't need to look beyond the work of a classroom teacher to recognise this complexity!

Learning or mastery goals focus on the **learning associated with the task** rather than the performance of the task itself. These types of goals are associated with more positive cognitive and emotional processes, enhanced memory and wellbeing, and enhanced individual performance in complex or challenging situations.

Proximal and Distal

This is about the time-framing of goals and perceptions of attainability. Distal goals are longer-term big picture or over-arching vision type statements. Proximal goals are shorter-term and tend to stimulate more detailed action planning. According to Grant, a **combination** of both types of goal can aid performance over time.

Self-concordant

This crucial factor is about the **alignment** of our stated goals and our intrinsic interests, motivations and values. In the words of Jim Knight, it is a simple truth that "people aren't motivated by other people's goals" (Knight, 2011, p27). This last factor presents a tension stemming from the coachee's perception of the degree to which their goals are self or externally directed. This is something that needs to be acknowledged and addressed when there is a whole-school approach to goal setting.

Reflection

Looking at the goals you have set for the coming term, semester or year:

- Are they broad 'goal areas' – general aspects of your work that you'd like to make progress on – or do they describe a **clear attractive endpoint**?
- What are the **'so thats'** of your goal? What will **success** look like? What will hitting the goal do for you? For your students? For your team?
- Does the language used describe **what's wanted** rather than what's not wanted?
- Is your language **future-focused** – imagining yourself already there? For example, "I am" or "I have". Or, have you defaulted to the present with a pledge or good intention? For example, "I will" or "I hope to".
- What **resources** do you have within and around you to make progress? It is important that we can see some **pathway** towards hitting the goal and do you feel that you have the capacity to make progress towards it.
- When you read your goal statements, what makes them **inspiring** and **emotionally compelling** to you? Do you have **energy** around pursuing your goals?
- And, finally, **who can you work with to help you transform these (now well defined) good intentions into great results?**

GCI has an amazing team of accredited coaches ready to work with you. You can find more details of ways they can help [here](#).

By **Chris Munro**,
Executive Director,
Growth Coaching International.

References:

Grant, A. M. (2012). An integrated model of goal-focused coaching: An evidence-based framework for teaching and practice. International Coaching Psychology Review, 7(2), 146-165.

Jackson, P. & McKergow, M. (2007). The Solutions Focus: Making Coaching & Change Simple. London: Nicholas Brealey International.

Knight, J. (2011). Unmistakable Impact: A Partnership Approach to Dramatically Improving Instruction. Thousand Oaks, CA: Corwin.

Locke, E. A. (1996). Motivation through conscious goal setting. Applied and Preventative Psychology, 5(2), 117-124.



THE IMPACT CYCLE IN ACTION

Real coaches, real teachers and real classrooms = real coaching

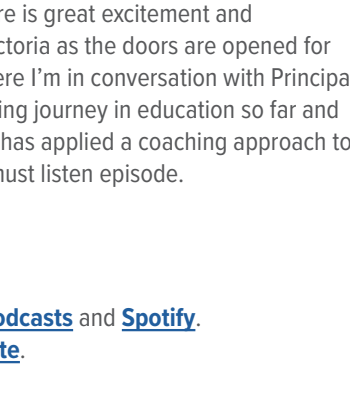
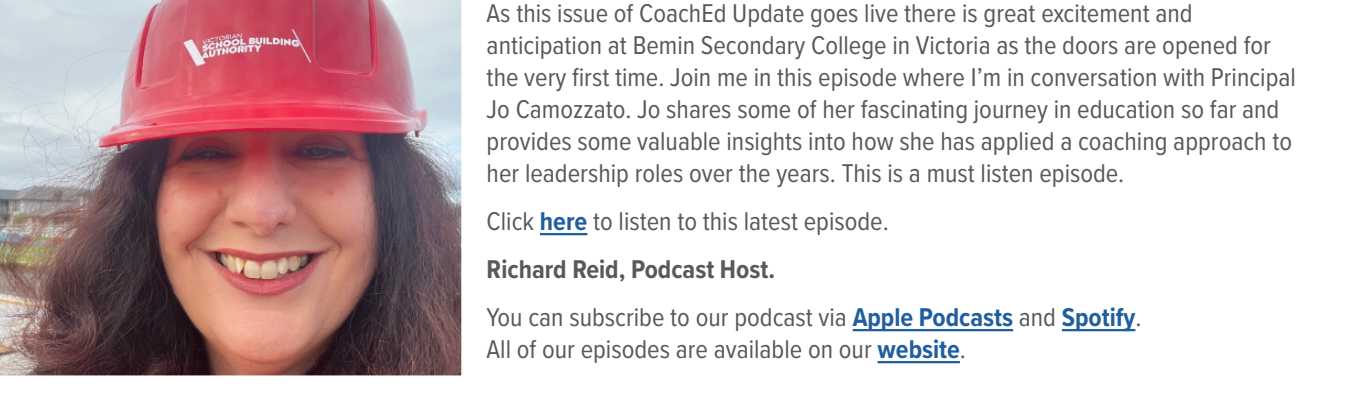
When:
20 - 22 March 2024

Where:
The Crowther Centre for Applied Educational Research, Brighton Grammar School VIC

This is the **only** coaching course where you can experience the reality of coaching in a **real school environment**. The instructional coaching course is delivered by Growth Coaching International (GCI) under our partnership agreement with Instructional Coaching Group (ICG), in collaboration with *The Crowther Centre for Applied Educational Research* at Brighton Grammar.

This **practical course** is designed for leaders, teachers, and instructional coaches who want to explore The Impact Cycle and see it in action over the course of three days. Each day will incorporate a variety of classroom visits, coaching demonstrations, coaching practice, strategies to implement coaching and 'Ask Me Anything' sessions with current instructional coaches and leaders.

[FIND OUT MORE & REGISTER](#)



JO CAMOZZATO - COACHING THROUGH GROWTH



As this issue of CoachEd Update goes live there is great excitement and anticipation at Bemin Secondary College in Victoria as the doors are opened for the very first time. Join me in this episode where I'm in conversation with Principal Jo Camozzato. Jo shares some of her fascinating journey in education so far and provides some valuable insights into how she has applied a coaching approach to her leadership roles over the years. This is a must listen episode.

Click [here](#) to listen to this latest episode.

Richard Reid, Podcast Host.

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WHAT IS THE VALUE OF A COACH?

Written by Dr Jim Knight.

A lower administrator in her district told me that her district was facing "tough financial decisions" that are naturally causing lower morale. Everyone in her district feels under attack. And "the coaches are naturally questioning their value."

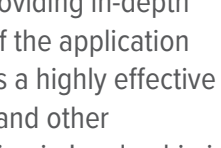
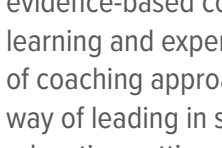
All of us experience dark times when we wonder if we are making a difference, and coaches are no different. So I thought I would do my best to answer the coaches' question.

[Read the full article here](#)



UPCOMING COURSES

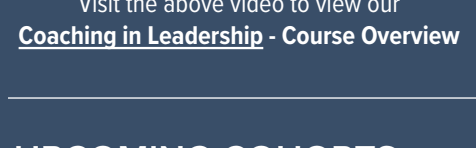
COACHING IN LEADERSHIP



We are delighted to partner with ACEL to bring the Coaching in Leadership course to educators across Australia in 2024.

Coaching in Leadership is a practical evidence-based course providing in-depth learning and experience of the application of coaching approaches as a highly effective way of leading in schools and other education settings. Coaching in Leadership is fundamentally about how to best support and grow the capacity, motivation and wellbeing of others through more intentional conversations that lead to better relationships and, ultimately, better outcomes for students.

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



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

UPCOMING COHORTS:

2 x 2 Day Cohorts - commencement dates below

Melbourne - [28th February 2024](#)

Brisbane - [4th March 2024](#)

Sydney - [6th March 2024](#)

Perth - [16th May 2024](#)

Hobart - [29th May 2024](#)

THE IMPACT CYCLE

The Impact Cycle course is delivered by GCI under our partnership with Instructional Coaching Group, this course aims to support educators in establishing instructional coaching cycles that lead to improved teaching and student learning. The course is for anyone who works alongside teachers to help them develop their practice.

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

"Thank you so much for an amazing 2 days. Thank you for your care and authenticity. I have learnt so much and feel much more confident as a leader and to begin engaging in the coaching process with my peers."

Sanja Ivetic, River Gum Primary School, VIC

UPCOMING COHORTS:

Melbourne - [26th & 27th February 2024](#)

Perth - [29th February & 1st March 2024](#)

Brisbane - [18th & 19th March 2024](#)

Sydney - [15th & 16th May 2024](#)

INTRODUCTION TO LEADERSHIP COACHING

The **Introduction to Leadership Coaching** course provides an exceptional entry level to coaching in education. It's the course for leaders and teams wanting to amplify and cascade a positive, strengths-based, student-centred learning culture at every level in their school or educational organisation. Not through just one conversation at a time, but many conversations at a time. Conversations that inspire joy, teamwork, purpose and self-belief.

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

"Thank you - I learned so much. This course has been life-changing in terms of my professional life. I wish I had done it years ago. It should be mandatory for all emerging leaders."

Lisa Wilson, ACT Education Directorate

UPCOMING COHORTS:

Sydney - [20th & 21st February 2024](#)

Melbourne - [21st & 22nd February 2024](#)

Perth - [14th & 15th March 2024](#)

Hobart - [15th & 16th May 2024](#)

New Zealand - [Multiple cohorts](#)

COACHING ACCREDITATION PROGRAM



GO ONLINE COACHING ACCREDITATION PROGRAM
Enhancing the quality of conversations in education communities

Our flagship new 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. Our next cohort commences in February 2024.

[Click here to secure your place now](#)

[FIND ALL OTHER OPEN-ENROLMENT COURSES ON OFFER BY CLICKING HERE](#)



READ OUR LATEST ISSUE OF GCI INSIGHTS

Enhancing the quality of conversations in education communities

DOWNLOAD **FREE PDF!**

Have you seen the latest issue of GCI Insights?

The November 2023 issue of GCI Insights was our biggest issue yet! Featuring over 30 pages of thought provoking articles from a wide variety of voices in our education space.

As in previous issues, it has been created as an interactive Flipping Book, featuring video interviews with leaders in the field and links to other useful resources for coaching in education.

We hope you enjoy this issue of GCI Insights as a companion to your coaching journey.

[Click here to read our latest GCI Insights](#)

