

Coached UPDATE

JULY 2022

Enhancing the quality of conversations in education communities

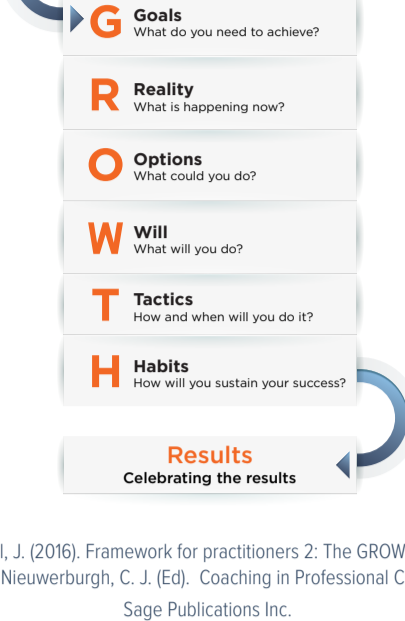
Short Read

TIME TO READ: 4MINS

IT'S ALL ABOUT THE RELATIONSHIP

If you work in a school, you are working in 'human-intensive organisation'. As such you enter into a range of interconnected relationships. Each day is filled with various conversations that fuel these relationships. Some of these conversations go well – progress happens, and the relationships are enhanced; sometimes, they will go less well. *The quality of the relationship will likely be a key factor influencing in which direction those conversations will head.*

Ever since we developed the use of GROWTH framework (see below), we have always highlighted the importance of that first step – **Relationships: Building the Trust**, but in the rush to get moving on the topic, it can sometimes be overlooked.



Campbell, J. (2016). Framework for practitioners 2: The GROWTH model. In van Nieuwerburgh, C. J. (Ed). Coaching in Professional Contexts. Sage Publications Inc.

The quality of the relationship is critical, however, to whatever follows.

I was reminded of this in re-reading Michael Bungay Stanier's book, *The Coaching Habit: Say less, ask more and change the way you lead forever*. Amidst a whole host of coaching gems scattered throughout the book the author introduces the TERA framework. It's an acronym that highlights some key factors that influence the level of psychological safety in any relationship

In this TERA framework:

T stands for **Tribe**, **E** for **Expectations**, **R** for **Rank** and **A** for **Autonomy**. It is these four dimensions that influence the perceived level of safety or danger in the relationship. If danger is sensed, some form of retreat will begin; if the environment is seen as safe higher levels of engagement are likely to result.

In relation to **T-Tribe**, the key question is about whether you are with me or against me. Are you likely to get my perspective on this or not? This 'Tribe' factor helps to explain how a fellow principal can often quickly build rapport and connection with another

principal. A common shared experience often addresses the 'are you part of my tribe' question clearly and quickly.

In relation to **E-Expectations**, the question to resolve is around 'do I know what's coming?' If I have some sense about what might happen next and how things might play out, I am more likely to feel safer and willing to engage in the process. [This factor highlights the value of contracting and clarifying how any coaching process will proceed.]

In relation to **R-Rank**, issues of power and hierarchy come into play. If my status in the relationship is reduced I am likely to feel less safe, less likely to engage and take risks. This is important when leaders coach those for whom they have direct management responsibility. Unless carefully and explicitly managed, the difference in power can create a significant barrier to effective coaching. For this reason, highlighting confidentiality, clarifying the purpose of any notetaking, and clarifying if the conversation is purely for learning and growth (or not) are particularly critical.

In relation to **A-Autonomy**, this aspect of TERA highlights the importance of 'choice and voice' in the interaction. Will I have a say in how this proceeds or not? Do I have some control as to the direction this takes? These are important questions helping to define the level of autonomy that will be part of the relationship. Higher levels of autonomy help drive engagement in the interaction and ownership of the actions that flow from it. (Autonomy has been highlighted as one of motivation's core, universal drivers (Ryan & Deci, 2000).

So what's your TERA Quotient?

- What can you **start doing** more of to raise it?
- What might you **do a little less** of so that rapport and trust and engagement are not undermined?
- What do you want to make sure you **continue doing** in the light of the TERA framework?

References:

Bungay Stanier, Michael (2016). *The coaching habit: Say less, ask more and change the way you lead forever*. Box of Crayons Press.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78.

John Campbell, Founding Director, GCI

NB: We have just confirmed that Michael Bungay Stanier will be a keynote presenter at the **8th Coaching in Education Conference** scheduled for **March 7-9 2023**.

Michael will be speaking on the topic: **Build the Best Possible Relationship (with anyone!)**

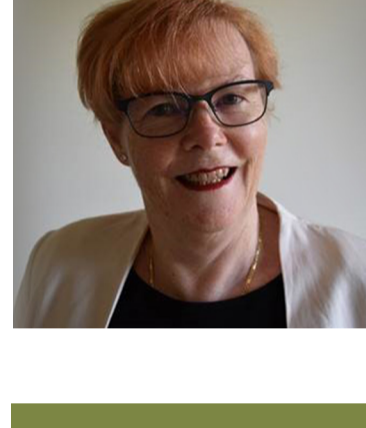
More details coming very soon.

Resources



Coaching in Education Podcast

Our featured resource is the latest episodes of our GCI Coaching in Education podcast.



RIVER GUM PRIMARY SCHOOL: ROMA MCKINNON

Building a high performing team using a coaching approach to leadership. With over 40 years of experience in education, 20 of those as a Principal, Roma McKinnon is no stranger to developing school leadership teams. In this first of two episodes, Roma shares with us the 'How' of developing the capacity of senior leaders using a coaching approach. Learn about the wins and the challenges of Roma's experience in both her role as Principal of River Gum PS in Melbourne as well as her school improvement work with the Department of Education across Victoria. Some excellent examples of what happens when theory and good intentions meet reality.

[Listen to the Podcast here.](#)



RIVER GUM PRIMARY SCHOOL: ROBYN TRZECIAK, AMY PARSONS & JORDAN WARREN

'True leaders don't create followers they create more leaders'. In the previous episode we heard from Roma McKinnon, how as Principal at River Gum PS she used a coaching approach to re-culture a school in crisis. Now working for the Department of Education Roma, as the opening quotes states – didn't just create followers in her time at River Gum PS, she created more leaders. Join me in this episode where I'm in conversation with Robyn Trzeciak, Amy Parsons and Jordan Warren. A group of young educational leaders who have a proven track record of empowering teachers to improve student outcomes. Through a collective, coaching approach, they have been able to build upon the well-established coaching culture at River Gum Primary School and have pushed the school's learning growth even further, to some of the highest levels in the state of Victoria. This is a great example of how a strong coaching culture can not only survive but actually thrive through a period of leadership change.

[Listen to the Podcast here.](#)

ARE YOU A GIVER, A TAKER OR A MATCHER?

Who makes it to the top, 'givers' or 'takers'? Surprisingly, even in cutthroat business environments, it is givers – those who help and support others with their time, mentorship, resources or network; and do so regardless of whether they would benefit from it.

[Read the full article here.](#)

Upcoming Courses



REGISTRATION FOR THE FOLLOWING ONLINE AND FACE-TO-FACE COURSES IS CLOSING SOON:



• The Impact Cycle

Delivered by GCI in partnership with the Instructional Coaching Group (ICG), this 2 day 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. The Impact Cycle also provides educational leaders with a model of instructional leadership that enables teacher agency.

Hear about the course from ICG's Senior Partner [Jim Knight](#)

For course dates and to register, click [here](#)

• 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. Our next cohort commences in September. For more information and to register visit the link [here](#)

Online:

A Coaching Approach to Mentoring
Commencing 7 September 2022 - 1 Day workshop*

Coaching and Supervision
Scheduled to suit you

Online Coaching Accreditation Program
Commencing 28 September 2022 - 6 Month Program

Solutions Focus Coaching Masterclass
13 & 20 October 2022

Introduction to Leadership Coaching Intensive
6 x 2hr online workshops - 8:00am - 10:00am and 11:00am - 1:00pm over 3 days (AEDT) 5 - 7 October 2022

Introduction to Leadership Coaching
6 x 2hr workshops - Wednesdays 4:00pm - 6:00pm (AEST) Commencing 10 August 2022

A Coaching Approach to Managing Challenging Conversations
30 August 2022

UK - Introduction to Leadership Coaching
4:00pm - 6:00pm Weekly workshops (BST/GMT)

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

[Click here for NZ courses](#)

In-person:

Coaching Accreditation Program Phase 1-3 (4-days)
Hobart - Commencing 28 July 2022 **FEATURED**
Perth - Commencing 18 August 2022
Geelong - Commencing 22 August 2022 **FEATURED**
Brisbane - Commencing 29 August 2022
Sydney & Melbourne - Commencing 31 August 2022

Introduction to Leadership Coaching 2-day
Geelong - Commencing 25 July 2022
Sydney & Melbourne - Commencing 3 August 2022
Alice Springs - Commencing 18 August 2022
Perth - Commencing 22 August 2022
Northern Ireland - Commencing 29 September 2022

The Impact Cycle Program 2-day
Sydney - Commencing 11 August 2022 **FEATURED**
Adelaide - Commencing 18 August 2022
Brisbane - Commencing 18 August 2022
Perth - Commencing 8 September 2022

A Coaching Approach to Managing Challenging Conversations
Perth - Commencing 8 August 2022
Brisbane - Commencing 12 August 2022

Better Conversations
Melbourne - Commencing 25 August 2022
Sydney - Commencing 25 August 2022

Solutions Focus Coaching Masterclass
Brisbane - Commencing 22 August 2022

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

Complimentary Professional Learning



Curious Convos

Keep an eye out for our latest Curious Convos webinar which will be announced shortly.

In the meantime, visit our website to watch our previous Curious Convos, each of which unique in its topic featuring a variety of guests.

[Click here to view previous Curious Convos webinars.](#)

Coming Soon

8TH COACHING IN EDUCATION CONFERENCE
EXPLORING GLOBAL PERSPECTIVES

#CoachED2023 | coachedconference.com

7TH - 9TH MARCH 2023

An **online event** bringing together **global education communities**

Connect with us on social media

GCI is pleased to announce the Coaching in Education Conference is returning on **7-9 March 2023**. This will be a completely **online, global** event running across multiple time zones!

Further to this, we are also thrilled to confirm our first two keynote speakers of **#CoachED2023**:

MICHAEL BUNGAY STANIER

Michael Bungay Stanier is at the forefront of shaping how organisations around the world make being coach-like an essential leadership competency. His book *The Coaching Habit* is the best-selling coaching book of this century, with over a million copies sold and thousands of five-star reviews on Amazon. In 2019, he was named the #1 thought leader in coaching.



HAESUN MOON

Haesun Moon, Ph.D., is a communication scientist, an educator, and author of *Coaching A to Z: The Extraordinary Use of Ordinary Words* and several collaborative books. She cares about people experiencing better conversations at home and at work - and she does that by training, coaching, and consulting. She believes that conversations can change the world, and she defines this process as hosting dialogic conditions in which people participate to imagineer and perform their preferred change.



Stay tuned for further information and event announcements!

Express your interest via our site www.coachedconference.com