Complimentary Professional Learning



CoachED UPDATE SEPTEMBER 2022

Enhancing the quality of conversations in education communities

TIME TO READ: 4MINS

This paper is the result of a collaborative writing process by our Two years ago, we sought permission from Christian van partners at Growth Coaching New Zealand in association with The

STRENGTHENING COACHING THROUGH AN UNDERSTANDING OF CULTURAL CAPABILITY

Education Group - Dr Nicky Knight, Roween Higgie, Jan Hill, Dr Kay Hawk and Julie Shumacher. Ehara taku toa i te toa takitahi,

engari he toa takitini.

I come not with my own strengths but bring with me the gifts, talents and strengths of my family, tribe and ancestors.

This whakataukī 1 reflects on success being not the work of an

individual, but the work of many. As well as the contributions from our Education Group team, we acknowledge the support and lessons we have learned from and with our colleagues and students in the schools, kura and whanau with which we work. **Our Context**

We know learners of all ages can flourish in a culturally responsive

environment. This article describes our uniquely Aotearoa New Zealand journey of discovery for our team at The Education Group to enrich coaching conversations through an understanding of cultural capability. We want to acknowledge that this is work in progress and we still have a lot to learn and understand. We have each had our own journeys to get to this point. We have needed to be open, curious, patient, and respectful of things we haven't fully understood. Other people will find their own paths. In recent times, the New Zealand Ministry of Education has put considerable focus on providers of professional learning and development to schools being culturally capable. New Zealand is

an ethnically, culturally and linguistically diverse country, however there is, first and foremost, a strong focus on biculturalism, acknowledging Māori as tangata whenua - our people of the land. Our context is also framed by Te Tiriti o Waitangi, a founding document signed in 1840 that has helped the treaty partners - tangata whenua (Māori) and the Crown - understand their obligations and rights as equal partners. This partnership hasn't always been an easy one and for decades Te Tiriti o Waitangi was not honoured. There are Māori concepts/values/uara that, we believe, reflect the essence of being culturally capable in a coaching conversation which include:

• Ako: Sense-making is dialogic, interactive and engaging • Whakapapa: Culture counts- learners' understandings

- form the basis of their identify and learning • Whanaungatanga: Belonging-relationships of
- care and connectedness are fundamental. Building relationships first is the key to being successful. "People self-actualise in relationships." Spiller et al,
- (2015, p. 87) • Wānanga: A 'safe place' to have conversations based on problem solving and innovation Manaakitanga: The process of showing respect, generosity and care for others, also acknowledgment
 - and practice of tikanga and kawa • Hūmārietanga: Humility- Kāore te kumara e kōrero
- ana mo tōna ake reka the kūmara doesn't speak of its own sweetness. This is an encouragement to be modest and show humility. It speaks of the contributions/mana of others. · Pono: Integrity

Nieuwerburgh to change one of the components of a coaching way of being from 'interculturally sensitive' to 'cultural capability' as shown in the diagram below. We know there are many similarities between the two concepts, however, we hope this article helps explain why we wanted to make this change for us in Aotearoa New Zealand and how an understanding of cultural capability adds considerable depth and value to any coaching conversation.



cultural capability through its dimensions of global competence.

"Global Competence is a multi-dimensional construct that requires a combination of knowledge, skills, attitudes and values successfully applied to global issues or intercultural situations. Global issues refer to those that affect all people and have deep implications for current and future generations. Intercultural situations refer to face-to-face, virtual or mediated encounters with people who are perceived to be from a different cultural background" (OECD, 2018, p. 1)

CONTINUE READING via our website

Footnotes:

²Kawa= Māori protocol

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¹Whakataukī = a Māori proverb or wise saying



KNIGHT AND TOMAZ LASIC Over the last dozen or more episodes we have heard terrific stories of how teachers, having



impact coaching has had on them. But what if you are just fresh out of teacher training? What if the ink on your teaching certificate is still drying? What happens when you realise you have joined one of the most challenging professions out there? What happens when theory and good intentions meet reality? In this episode Richard Reid is excited to be joined

served for 30 or 40 years, have found renewed enthusiasm for the profession through the

by two inspiring educators - Tomaz Lasic and Sue Knight. Listen to the Podcast here. COACHING ORIENTATION IN EVERY INTERACTION: 3 KEY QUESTIONS

support for the establishment of a coaching culture. Indeed, without this orientation permeating informal conversations, more formal coaching initiatives are likely to be subtly undermined.

Just what might this 'coaching orientation' in each conversation look like? From the burgeoning coaching in education literature, together with important insights emerging from the fields of Positive Psychology, Appreciative Inquiry and Solutions Focus it seems that 3 key questions can contribute to this: 1. What's wanted?

More is being written about coaching cultures in recent times as school leaders seek to bring a more coherent and strategic perspective to various coaching initiatives. Bringing a 'coaching orientation' to each conversation in which we participate provides critical, incidental

2. What's working? 3. What's next? Read the full article here.

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individual European Mentoring and Coaching Council (EMCC) credentials. Our next cohort commences in September. For more information and to register visit the link here Enhancing the quality of conversations in education commu



This course is for experienced coaches who are interested in taking their practice to the next level. It is designed to support active reflection on your current coaching practice leading to new

Our next cohort commences on 1st November 2022 - click **here** to register.

Advanced Coaching Practice with Prof. Christian van Nieuwerburgh

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 with a pathway to internationally recognised coaching and mentoring industry credentials. More information coming soon.

Advanced Coaching Practice Introduction to Leadership Coaching Intensive FEATURED 6 x 2hr online workshops - 8:00am - 10:00am and 3 x 2 hour fortnightly online workshops 1, 15 & 29 November 2022* 11:00am - 1:00pm over 3 days (AEDT) 5 - 7 October 2022

Students Coaching Students 5 x 2 hour online workshops over 2 days 22 November & 23 November 2022*

In-person:

CLOSING SOON

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A Coaching Approach to Mentoring

(Last day to register 5th of September)

Online Coaching Accreditation Program

Commencing 7 September 2022 - 1 Day workshop*

Commencing 28 September 2022 - 6 Month Program

The Impact Cycle Program 2-day

Melbourne - Commencing 26 October 2022

Brisbane - Commencing 27 October 2022 Sydney - Commencing 2 November 2022 Perth - Commencing 10 November 2022

Click here for NZ courses

of the course prior to registering.

Introduction to Leadership Coaching

Coaching and Supervision

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UK - Introduction to Leadership Coaching

4:00pm - 6:00pm Weekly workshops (BST/GMT)

*Please ensure you meet eligibility requirements

FEATURED

Be sure to **click on the dates** to visit the registration pages!

Introduction to Leadership Coaching 2-day

Brisbane - Commencing 3 November 2022

Melbourne - Commencing 9 November 2022 Sydney - Commencing 9 November 2022

Northern Ireland - Commencing 29 September 2022

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Missed the latest webinar? Ben Calleja, Director of Growth Coaching International in WA, SA & NT, is joined by Nancy McNally, principal of

This will be a completely **online**, **global** event running across multiple time zones!

Read more about the keynote speakers presenting at #CoachED2023:

TH COACHING IN EDUCATION

CONFERENCE

EXPLORING GLOBAL PERSPECTIVES

Alkimos College in Perth, discussing how embedding coaching across all levels of an organisation can create lasting change.

Nancy has worked with GCI for many years, leading the establishment of coaching in three schools.

Curious Convos Webinar: True Transformation with Ben Calleja

Watch the full webinar here.

#CoachED2023 | coachedconference.com 7TH - 9TH MARCH 2023 An **online event** bringing together

global education communities

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GCI is looking forward to welcoming you to the 8th Coaching in Education Conference, taking place 7-9 March 2023.

(in)

ith us on social media

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consulting. She believes that conversations can change the world, and she defines this process as hosting

Jim Knight, Senior Partner of the Instructional Coaching Group, is a research associate at the University of Kansas Center for Research on Learning. He has spent more than two decades studying professional learning and instructional coaching, and written several books on the instructional coaching including Instructional Coaching: A Partnership Approach to Improving Instruction (2007), Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction (2011), High-Impact Instruction (2013), Focus on Teaching (2014), Better Conversations (2015), and The Impact Cycle (2018).

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Stay tuned for further information and event announcements! Express your interest via our site

www.coachedconference.com

JIM KNIGHT

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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 dialogic conditions in which people participate to imagineer and perform their preferred change.