



# DEVELOPING A SCHOOL CULTURE OF COACHING

## COURSE OVERVIEW:

We recognize the challenges of living in today's world and understand how stress and anxiety impact our day-to-day interactions and job performance. Many of us have experienced the relief and support that can be offered by individuals who serve us as coaches: not people who tell us what to do or not to do; nor people who judge our thoughts and actions, but by those who truly listen and support our thinking. We feel stronger and more capable as a result.

The stresses and challenges faced by adults are mirrored in our students, many of whom have moved to a new school without opportunities to put closure on previous experiences in a way they would have wished. Other students feel keenly the stress their own parents are experiencing. All students would benefit from working with adults who truly listen to them with hearts and minds, so they feel dignified and valued and ready to learn.

**Coaching skills serve all members of a community** and can enhance the resourcefulness of individuals during uncertain times.

## COURSE INSTRUCTORS

### Ochan Kusuma Powell

Ochan Kusuma Powell is an international educator and consultant to schools around the world. She presents in the areas of coaching, special education, inclusion and collaboration. She is a founding member of the Design Team for the Next Frontier Inclusion, a not-for-profit organization that supports international schools in becoming increasingly inclusive at a systems level. Ochan has taught across all levels of school and is co-author of several books: on personalizing instruction, developing inclusive schools, organizational intelligence, emotional intelligence and teacher self-supervision.

### Stephen Dare

In his 13th year as Head of School at Hong Kong Academy, Stephen believes that everyone in an organisation has the capacity to contribute to the co-construction of learning experiences that both elevate thinking and promote action in support of broader educational initiatives. He is the treasurer of the ACAMIS Board and is on the Next Frontier: Inclusion Design Team. Stephen is an Agency Trainer for the Thinking Collaborative and has embedded the work of Cognitive Coaching and Adaptive Schools into the professional learning culture of HKA.

### Jennifer Swinehart

Jennifer is the Research, Development, and Communications Director at Hong Kong Academy. As an advocate for nurturing diverse and inclusive communities, Jennifer believes that all learners should be empowered to pursue their passions as inquirers, collaborators and innovators. In addition to working within her own school community, Jennifer is a trainer at the Principals' Training Center; is an Adaptive Schools Agency Trainer for the Thinking Collaborative and regularly presents on a range of educational topics both virtually and at face-to-face conferences.

## LEARNING OUTCOMES

As a result of this course, participants will:

CONCEPTUAL LEARNING	COMPETENCY LEARNING	CHARACTER LEARNING
(know/understand that)	(be able to)	(feel)
<ul style="list-style-type: none"> <li>Supporting another person requires us to be clear in our roles and align our behaviors</li> <li>Being fully present for another person requires listening with heart and mind</li> <li>The coach can orchestrate the environment to maximise opportunities for self-planning and self-reflection</li> <li>The job of the coach is to support another person's thinking</li> </ul>	<ul style="list-style-type: none"> <li>Develop safety within the environment</li> <li>Use the planning and reflecting conversations with fluency</li> <li>Apply the verbal and nonverbal skills of coaching (paraphrasing, pausing and probing)</li> <li>Respond non-judgmentally to the thoughts of others</li> </ul>	<ul style="list-style-type: none"> <li>Capable in applying the tools and skills of coaching</li> <li>Confident when offering support to another person</li> <li>Compassionate in listening to others</li> </ul>

This course is for those who are interested in learning how to coach and serve others through listening and crafting questions to extend their thinking. The table below offers an outline of topics and concepts that will be taught in the program:

### COACHING FUNDAMENTALS

Purposes of coaching  
 Building relationships of trust  
 Rapport  
 States of Mind & Holonomy  
 Listening with the intention to understand

### ESSENTIAL COMMUNICATION SKILLS

Verbal and nonverbal communication  
 Nonjudgmental response behaviors  
 Listening with heart and mind

### THE COACHING PROCESS

Clarity in our roles: coach, consultant, collaborator, evaluator  
 A planning conversation  
 A reflecting conversation

### CRAFTING QUESTIONS FOR GREATER RESOURCEFULNESS

What makes a good question? Whose agenda are we following?

## ESSENTIAL QUESTIONS:

1. What is coaching, and how is it different from other forms of support?
2. How do you know when to coach?
3. What are the skills and behaviors of a coach?
4. In what ways do judgments influence the thinking of others?
5. How will you know that you've been successful in your coaching?

The course will be taught synchronously and asynchronously over four weeks, with readings and practice assigned outside of class time. Participants will meet as a cohort twice a week for 90 minutes each time, and are expected to come prepared. You will need to commit to the course in its entirety and should plan to spend an average of six additional hours per week outside of class time. The course dates / times are as follows:

- Tuesday 10 January 4:30pm-6:00pm
- Saturday 14 January 9:00am-12:15pm
- Tuesday 17 January 4:30pm-6:00pm
- Tuesday 31 January 4:30pm-6:00pm
- Tuesday 7 February 4:30pm-6:00pm
- Saturday 11 February 9:00am-10:30am
- Tuesday 14 February 4:30pm-6:00pm

Cost: USD \$400 per person for eight sessions



**SIGN UP NOW**  
 by scanning the QR Code.  
 Availability is limited.

