

Big Picture Education Australia The School Coach Course

In 2018, Big Picture Education Australia (BPEA) is conducting training for becoming a BPE School Coach. The comprehensive program includes two live-in workshops located in NSW (each of 2 days duration), a series of 6 webinars, and includes an action-learning process. Participants will be supported online between the face-to-face live-in sessions.

Irrespective of either prior or current involvement in BPEA, this is an opportunity for anyone seeking to:

- develop their capacities in school coaching/consulting
- become an accredited BPEA School Coach
- deepen their understanding of the complex skill sets required for effective school leadership
- become a stronger leader within their school.

For those wanting to become a BPEA School Coach please refer to the flyer *On Becoming a BPEA School Coach*

Events	Term	2018 Dates
Workshop 1	3	12 noon August 6th – 12 noon 8th August
Webinars 1 and 2	3	TBD with participants
Webinars 3 and 4	4	TBD with participants
Workshop 2	4	12 noon November 19th – 12 noon 21st November

For viability and manageability, group numbers for each course component will be between 6 and 16 people.



one student at a time...

Big Picture Education Australia

School Coaching

While the term *Coach* has become popular in many organisations and systems, it means different things to different people. These variations are often accompanied by changes in context (eg individuals, teams, organisations), and with particular labels (eg instructional, literacy, cognitive, life). One key element for BPEA is that the BPE School Coach always works with the 'school' in mind – even when working with individuals within the school. Another is that the BPE School Coach uses the BPE design to inform action. This means keeping a clear focus on *One student at a time* . . . but not losing sight of the whole school. The BPE School Coach also works with schools in ways that are common to other coaching and consultative frameworks. This course includes exploring the linked but different 'helping' roles such as that of consultant, advisor, supervisor, facilitator and so on.

A Coach becomes closely connected to the work of a school over a period of years – a trusted partner who has accumulated knowledge of the school's people, plans and problems and is one whose questions, insights and solutions are highly valued. In the 'getting started' phase of re-design, the Coach may work primarily in a *consultative role*, providing direction, information, facilitation for planning and decision-making, and advice in setting up action-learning and research/monitoring strategies. As teachers and leaders begin to implement their changes, the Coach moves into a *critical helper* role – working alongside individuals and teams as they do their work, offering feedback, guidance, ideas and connections to other resources. As the work proceeds, the Coach must be effective in engaging leaders and teachers in useful, routine, collaborative reflection on their progress in order to yield and confirm, on the basis of examined experience and results, new practices and structures which better enable students to learn.

To be an effective partner, the Coach must be highly skillful in moving between various roles some of which might be described as facilitator, mentor, advisor, commentator and 'critical friend.' This ability is honed through practice, reflection and feedback over time, and so requires a program of action-learning and structured reflection, mirroring the processes of school development.

The School Coach plays a key coordinating role in helping link other available supports and encourages schools to take them up as they undertake this complex work. Other elements of the coordination role, play out with education department key leaders, assessment authorities, funding bodies and university researchers.

The School Coach works over time to ensure the school does not become dependent on them. They support the school to keep their primary purpose in mind, to develop coherence to their work, to integrate the changes into 'how things are done here' and to encourage the development of leadership through the school. The School Coach neither seeks nor desires to be the 'star' of the work. Their role may loom large early but reduces over time – occasionally re-emerging as school staff change and/or move on, or the context changes.

The School Coach works authoritatively but not with formal authority. They are not the school Principal. They are not inspectors. They work side-by-side to support and facilitate, challenge and consult and yet be a consistent and persistent presence over time. They seek to build and sustain shared leadership through the school.

in a community of learners . . .

Big Picture Education Australia

2018 Program

Our Program includes a combination of two, 2-day face-to-face workshops, 4 webinar sessions, and an action-learning component as well as some online support, between workshops.

The Program focuses on the development of the group participating in the courses and learning from how the group itself is evolving, helping participants develop a reflective practice and learning about self, and in particular, learning more deeply about the BPE design.

PROGRAM OVERVIEW

ONE: Application

Please refer to application, attached.

TWO: Face to face 2-day workshops and 4 webinar sessions.

Workshop 1: Understanding Frameworks

Participants will explore different interpretations of the role of Coach, look at a number of different frameworks and approaches to bring to their work as a School Coach, practice helping others explore issues, practice observation of school and classroom action, and look at *a day in the life* of a BPE School Coach.

But there is much more to do.

An indicative list of things to be addressed during the course include:

- the early stages of consulting and coaching in a school
- the school as organisation and living system
- understanding groups, group development and group leadership
- observing, diagnosing and intervening in a school
- understanding teacher and school change
- identifying, taking up and acting out key roles
- having consulting and coaching conversations
- leadership and leadership development
- working in, and with, difficult situations
- the final stages of a contract
- bringing it all together

Between the workshops

At the first workshop participants will begin to plan their action-learning project, the product they will create for themselves and for BPEA.

The series of 4 Webinars will focus on getting into the action. While the above list will continue to act as a guide for content, we will take a closer look at schools, organisation and systems. The Webinars will involve a more specific school context, an exploration of different experiences (short case studies), linking back to the topics listed above and practice of useful tools to be used in the coaching work.

Workshop 2: Reflecting on our work and learning

Participants will Exhibit their learning, share their product and their experiences as they seek peer review and make plans for their future. The group will debrief the course – the content, the process and the group experience. Participants will write about their experiences and how the Program has changed them.

The understanding that real learning comes slowly, through the construction of meaning, the recognition of patterns and the creation of relationships.

Stephanie Pace Marshall¹

1. Pace Marshall, S (1999) A possible new story for learning and schooling – Enabling a 'new mind' for the new millennium in *The School Administrator* December 1999, USA.

THREE: Online coaching, mentoring and peer support between workshops

The group will be encouraged to keep connected with each other between workshops and use each other as 'critical friends.' The Course Facilitator(s) will make contact with each participant at least three times between the workshops to provide support, challenge and advice when and where required. The work will include problem solving around particular issues from each participant's practice and with a focus on **Learning from Experience**.

Participants will – by now - have richer information from their own experiences. We will continue to explore the role of BPE School Coach through sharing and giving and getting feedback on work. There will be more reflection of 'self in action' and the consulting/coaching role. We will explore together the different contexts in which we are working and seek to understand better what is happening, and why. Participants will have made progress on their product/project. They will give and get feedback on these. An ongoing confidential blog site will be set up for participants to seek support and feedback from each other.

FOUR: Action learning/research project and product development

Big Picture Education is a dynamic design for learning. We constantly seek to create new products and engage in action-research. Participants will identify an area of their interest in this work and seek to develop a project that will result in a product that will be of benefit both to themselves and BPEA. This project will expand on but work in parallel to the course learning.

*Change is a journey, not a blueprint.
Change is non-linear, dynamic
and loaded with uncertainty and
excitement, sometimes travelling
through unexpected places.*

Michael Fullan²

FIVE: Assessment and Accreditation

a. Portfolio

Because the BPE design for learning is utilized in our own work, we will document our work as we go – keeping a Journal, framing a Project, creating a Project Plan, maintaining Records of our work as a Coach, keeping a record of our Reading, creating an Exhibition, producing eventually, a Portfolio of our work which will be available as part of the Exhibition.

b. Exhibition

The final workshop will involve each participant doing an Exhibition to be assessed by their peers using criteria developed by the group. Everyone will get constructive feedback. In addition accreditation as a BPEA School Coach will require a One-on-One interview with the Course Leader and the completion of the writing task at the final Workshop.

c. Coaching Product

Successful completion of the course requires each participant to have developed a product for all other BPEA Coaches and school leaders to use in their work, and to demonstrate it at Exhibition. In addition and most importantly, development of this Coaching Product is a mandatory for accreditation as a BPEA School Coach.

d. Post-Graduate Qualification

Accreditation for a unit towards a Post-graduate qualification is also available. We can help link interested parties to any of the Australian universities with which BPEA is working.

e. The BP School Coach Alumni

We intend to create an Alumni group the members of which will stay connected and continue to develop the role of the BPEA School Coach. It is anticipated that some Alumni will take the opportunity to lead this development work into the future, with all taking part in debriefing the training work, talking about their own work, working on issues, creating new ideas, and developing products for the work of a School Coach and for the work of a school.

Overview of program

Training Program	Accreditation	Post-Graduate Qualification
Face-to-face, 2 x 2 days 4 Webinar workshops Online supervision b/n workshops Shadow Days with existing BPE Coach Action-Learning Reflective Practice	Readings Action Research Project Peer Support Exhibition Product for BPEA Coaching	Extra Readings Portfolio Action Research Project Supporting Essay

Costs:

Members of BPLIN

\$1000 plus GST *

Non-members of BPLIN

\$1500 plus GST *

Post Grad Qualification

Costs as per respective University Handbook

NOTE

All materials are supplied.

* Additional costs will accrue for travel, accommodation and living expenses for live-in component.



One essential requirement of the coach is to be present:

- * Present - to the other person and to their context.*
- * Available - to the other person.*
- * Ready to help - the other person.*

The coach needs to think about them, their situation, their work, their issue, and help them reflect on their actions and thinking.

*This requires a second essential requirement for the coach:
To learn to manage their own response to what is going on.*

John Hogan and Geoff Stewart

2001

Enrolment

Online or forward to john.hogan@bigpond.com

Please contact John if you require further information.

Name:

Institution:

Address:

Email:

Phone:

Statement of intent:

Everyone a learner. Everyone a leader.

Big Picture Education Australia

Ring or email for more information.

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