

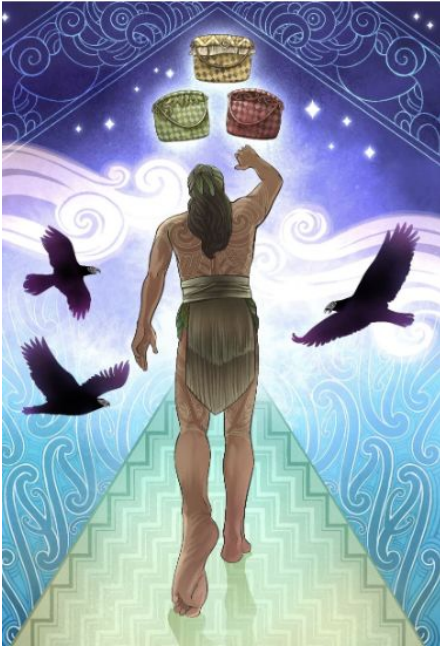
Executive Retreat Two 2024

Nau mai, haere mai!



**Growth
Culture**

Karakia Timatanga



Whaia, whaia, whaia te uru tapu nui a Tāne,

Tāne te waiora,

Tāne te pūkenga,

Tāne te wānanga,

Tāne whakaputa te ki whaiao, ki te ao mārama!

Tū te ngana, tū te maranga, tū te rārama, tū te tuhinga.

Tēnei mātau e noho mataara nei.

E Rongo whakairia ake ki runga, haumi e, hui e, taiki e!!

Waiata Tautoko – E toru ngā mea

E toru ngā mea

Ngā mea nui

E kī ana

Te Paipera

Whakapono

Tūmanako

Ko te mea nui

Ko te aroha

Orientation

Day 1

What's New? With Grant

Leading Change with Marshall

Leading Excellence with Roger

Downtime in CBD

Leading Through Crisis with
Murray Burton

Day 2

Leading Excellence with Roger

Leading Through Coaching with
Grant and Emma.

Te Reo with Sacha

Leading Excellence with Roger

AI and Your Kura with Bex

Queenstown Adventure!

Day 3

Leading Through Coaching with
Grant and Emma.

Your Wellbeing with Aaron

Te Reo with Sacha

Reflection with Grant

What's your biggest
current challenge?



Grant Lander

Karakia mō te kai

Nau mai e ngā hua

O Papatūānuku

O Ranginui kete kai

Whītiki kia ora

Hāumi e, hui e, tāiki e

Translation: Welcome the gifts of food, from earth mother and sky father, the bearer of food baskets, gifts to sustain us, united and connected as one.

Leading Change



Marshall Diggs

Leadership Excellence



Roger Moses

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Leading Through Crisis

Murray Burton

Welcome Back to Day 2

Leading Excellence with Roger

Leading Through Coaching with Grant and Emma.

Te Reo with Sacha

Leading Excellence with Roger

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Queenstown Adventure!

Leadership Excellence



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Leading Through Coaching, Part 1



Grant Lander and Emma Kingston

What is coaching?

Discuss:

What is the difference between a coach and a mentor? A manager? A consultant?

- Coaching is a partnership between a coach and a coachee, focused on the coachee's development and performance improvement.
- Unlike mentoring, which often involves advice-giving based on the mentor's experience, coaching centres on asking questions and guiding the coachee to find their own solutions.
- Coaching is distinct from managing, as it doesn't involve directing or evaluating performance.
- Consulting provides expert advice and solutions, whereas coaching empowers the individual to generate their own answers.

Why coach in education?

Discuss:

- Why do you want to implement a coaching strategy in your kura?
- What benefits do you foresee?
- What have you done already and what benefits and challenges have you experienced?

Some benefits we see:

- Coaching fosters a growth mindset, encouraging continuous learning and improvement.
- It enhances problem-solving skills, as staff members learn to analyse situations and develop solutions independently.
- Effective coaching builds stronger relationships and trust within the school community.
- It leads to improved performance and job satisfaction among staff, contributing to a positive school culture.

What might be the biggest challenges?

Discuss:

There can be problems with adopting a coaching culture, too. What have you experienced or what could you foresee as potential challenges of adopting a coaching culture at your kura?

Here are some we can foresee:

Time Commitment: Implementing a coaching culture requires significant time investment from both coaches and coachees.

Resource Intensive: Providing adequate training and support for coaches can be costly.

Resistance to Change: Some staff may resist the new approach and prefer traditional methods of professional development.

Inconsistency: Without proper structure and support, coaching quality can vary widely.

Overemphasis on Process: Focusing too much on the coaching process itself can detract from the ultimate goal of improving student outcomes.

Ineffective Coaches: If coaches lack the necessary skills or training, the process can be unproductive.

Measurement Challenges: Assessing the impact of coaching on student achievement can be difficult.

Increased Workload: Coaches may feel overwhelmed by their additional responsibilities.

Potential for Misuse: Coaching can be used inappropriately as a performance management tool.

Lack of Buy-in: If the school community doesn't fully understand the benefits of coaching, it may be difficult to sustain the initiative.

Key Techniques: Active Listening

Definition:

Fully concentrating, understanding, responding, and remembering what the coachee says.

- Maintain eye contact.
- Nod and provide verbal acknowledgements.
- Avoid interrupting.
- Summarise or paraphrase to confirm understanding.

Exercise:

In partners, one person shares an issue at school, the other practices active listening. Swap and give feedback.

Key Techniques: Questioning



Key Techniques: Questioning

Definition:

Asking open-ended questions that provoke thought and insight.

- Use “What” and “How” questions instead of “Why” questions, which can feel accusatory.
- Ask questions that encourage exploration of ideas and options.
- Avoid leading questions that suggest a particular answer.

Exercise:

In partners, take turns asking follow up questions based on the issue shared earlier. Use the handout to help frame your questions. Practice ‘staying curious a little bit longer’ and ‘taming your advice monster’!

Introducing the GROW Model

G – Goal:

Define the goal of the coaching session and the long-term goal of the coachee.

Example questions: “What do you want to achieve?” “What would success look like?”

R – Reality:

Explore the current situation and identify obstacles.

Example questions: “What is happening now?” “What are the key challenges?”

O – Options:

Generate multiple strategies and options to move forward.

Example questions: “What could you do?” “What are the pros and cons of each option?”

W – Way Forward:

Determine the next steps and create an action plan.

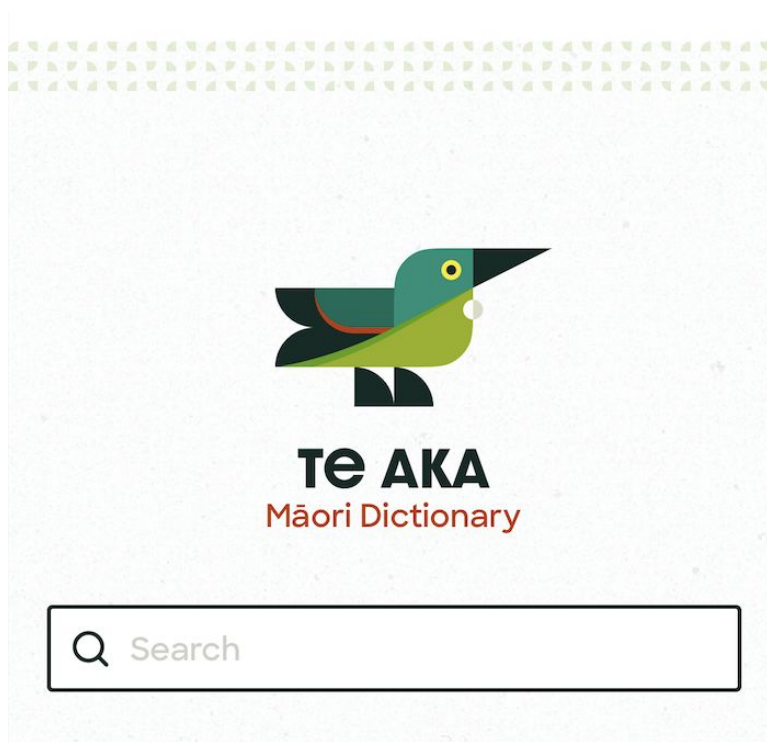
Example questions: “What will you do next?” “When will you do it?”

Te Reo Mini Learning Session 1



Sacha Garrity

Kēmu o ngā kupu!



Waiata – Tuku Mana, Tuku Ora, Tūi e

Kōkō ana mai taku manu tūi

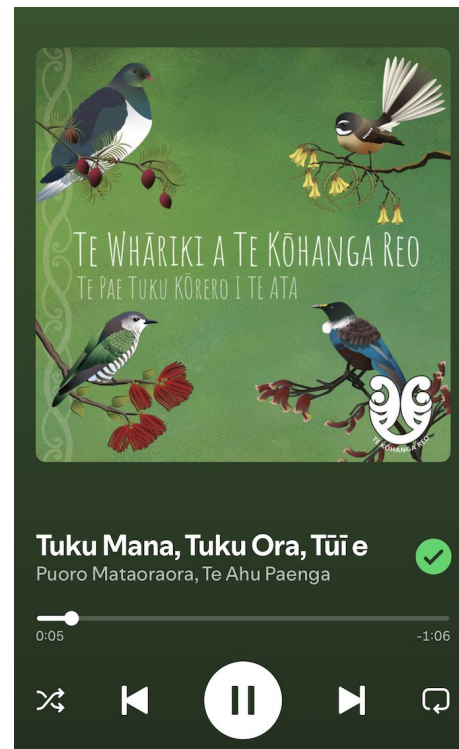
Te manu tūwhera e

Te kiri ko ki ko ka e

Kōkō, Kōkō,

Tuku mana, tuku ora, tūi e

Tuku mana, tuku ora tūi e



Leadership Excellence



Roger Moses

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AI and Your Kura



Bex Rose

Welcome Back to Day 3

Leading Through Coaching with Grant and Emma.

Your Wellbeing with Aaron

Te Reo with Sacha

Reflection with Grant

Leading Through Coaching, Part 2



Grant Lander and Emma Kingston

Instructional Coaching, Growth Conversations and Team Building

High Performing Teams

Q 1 The highest performing teams receive 2 pieces of acknowledgement or positive feedback for every 1 piece of constructive feedback received:

A. True

B False

Receiving messages

- Q 2 If a person is not initially curious and /or fully open to receiving a message at the outset, then the message may need to be given up to twenty times before it is received
- a. True
 - b. False

Values and Beliefs

- Q 3** Which of the following statements is false
- a** Our values are “what’s important to us’
 - b.** Values in action inform decision making
 - c.** Values in action enable a fixed mindset
 - d.** The terms ‘values’ and ‘beliefs’ cannot be used interchangeably

Responding to messages

Q 4 When we find ourselves triggered by something someone else says or does our brain can send us flawed messages.

a. True

b. False

Growth (Difficult) Conversations

Q 5 **The most useful skill or mindset for having important growth conversations, is:**

- a. listening**
- b. curiosity**
- c. empathy**
- d. neutral body language and tone**
- e. combo of reframing and reflecting back**

Timing Difficult Conversations

- Q 6** The golden rule, timing-wise, for letting someone know you would like to have an important, difficult conversation with them is:
- a. Immediately
 - b. Within a few hours
 - c. Within 2 days
 - d. Within 5 days
 - e. Within 2 weeks

The importance of feedback- the breakfast of champions

- Q 7** **The % of workers who strongly believe “The feedback I receive at work improves my performance” is nearest to:**
- a. 20%**
 - b. 40%**
 - c. 60%**
 - d. 80%**

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Practical Coaching Session

Groups of 3:

- Coach
- Coachee
- Observer

You will get a turn to hold each of these roles.

Real, coachable issue.

3x 15 minute coaching sessions.

5 minute feedback from observer in between.

Remember:

- Active listening
- Powerful questions
- GROW:
 - Goal
 - Reality
 - Options
 - Way Forward

Reflection

What worked well?

What would you do differently next time?

What did you find interesting or surprising?

How do I Create a Coaching Culture in my Kura?

Discuss:

What have you done already?

What would you like to do?

What barriers do you foresee getting in the way?

How could you overcome these barriers?

Some Thoughts That Could be Useful:

Leadership and Vision

- Clearly define the school's coaching goals.
- Model coaching behaviors.
- Allocate resources for coaching.

Building a Coaching Infrastructure

- Identify and train effective coaches.
- Establish clear coaching roles and processes.
- Develop a coaching framework.

Fostering a Coaching Culture

- Create a supportive environment for coaching.
- Provide ongoing coach training and support.
- Celebrate coaching successes and involve the whole school.
- Build a coaching community.
- Connect coaching to improved student outcomes.

Measuring and Evaluating

- Collect data on coaching impact.
- Use data to refine the coaching program.

Case Study: Kristin School

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Keeping Your Wellbeing Intact Whilst Driving Your School Forward



Aaron Ironside

Te Reo Mini Learning Session 2



Sacha Garrity

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Reflection



Grant Lander

Close and Farewell



Sacha Garrity