

Gulf Islands School District Leadership Coaching Initiative: Executive Summary 2015-16

This is the seventh year that Gulf Islands School District has offered principals/ vice principals and senior management staff an opportunity to participate in individual, small group and team coaching opportunities.

Our coaching survey, completed in June of 2016, asked participants to provide feedback on their coaching experiences.

- 42% of survey respondents indicated that they were involved in 1:1 coaching with an external coach
- 25% of survey respondents indicated that they were involved in team coaching with an external coach
- 33% of survey respondents indicated that they were involved with group coaching with external coach
- 33% of survey respondents indicated that they were involved in group peer support

A sample of responses from the June 2016 survey follows:

In response to the prompt ***“Please describe how your involvement in individual coaching has impacted how you perform your role in the district.”*** participants noted:

“...I am a more effective and confident leader as a result of individual coaching...a coaching session helps me to focus on my strength and resiliency”

“...it forced me to the edge in a good way-kept me focused-held me accountable to have the difficult conversations”

“...individual coaching grounded me in my values, guided my decisions, helped shape problem solving and have challenging/important conversations. It gave me confidence and clarity.”

“...assisted me to...develop ideas and plan...determine areas of influence...what was working...work with others in their learning and capacity building...establish boundaries and realistic expectations for self for work-life balance”

In response to the prompt ***“Please describe how your involvement in team coaching has impacted how you perform your role in the district”*** participants noted:

“...helped me to grow and foster my coaching skills which has translated into coach-like conversations with staff, community and parents”

“...served to build trust with the team, create a focused intention...provide coaching strategies that I can employ elsewhere”

“...team coaching honours differing perspectives. We can learn from each other.”

“...developed greater communication skills (which include listening)...felt more connected to the group and trusting after the coaching processes”

In response to the prompt ***“Please make any additional comments related to the impact of peer support or small group coaching opportunities”*** participants noted:

“...small groups of naturally fit teams could come together and support each other through coaching...”

“...the greatest impact of peer/small group coaching is the increased likeliness that we will reach out to one another in difficult times”

“...connected me at a deeper more authentic way with colleagues...helped to create a safe space to receive support and honesty in trusting relationships”

In response to the prompt ***“In the future what opportunities would you like to retain or initiate related to the district coaching initiative?”***

“...retain the opportunity for individual coaching... take advantage of team and group activities to build capacity...discuss how to use a coach approach in our daily work...”

“...rekindle the triads...”

“...use a coach as a whole team within the GIPVPA, ELT and with Trustees...”

“...the ideal next step for coaching would involve, in a slow, systematic, focused way the broader school community...”

“...appreciate accessing individual coaching...value the group coaching processes...”

“...get back into regular triad (group peer) coaching...also enjoyed the coaching we do in ELT with an external coach...”

Based on survey results, discussions with the Board and Educational Leadership Team and feedback from district personnel and our external coaches, the following recommendations are proposed for the district’s Coaching Initiative 2016-17

- Continue to provide flexibility of choice regards coaching models, timing and duration
- Continue to offer individual and team coaching as well as group peer (triad) training opportunities for educational leaders as a part of their professional development
- Continue to support 1:1 and group coaching opportunities for newly hired principals
- Continue to monitor and evaluate the success of the coaching initiative