



Advanced Workshops

13th December, 2008

Issues of Learning

In a 'first' for Coaching Development, six of our gifted alumni present a day of four seminars / workshops arising from their work in the field of learning and education.

Dyslexia – from the inside out

With Nichola Farnum

It's estimated that 10% of the population is dyslexic – and this is thought to be a conservative figure. The incidence of 'hidden' dyslexia, particularly in adults, is much greater and frequently casts a permanent shadow over people's lives. Interestingly, dyslexia is often found among physicists, artists, inventors, architects, those in IT and construction, and in the creative professions. Recent research shows that successful entrepreneurs are highly likely to be dyslexic.

So when we hear that someone is dyslexic, what do we think is actually happening in that person's experience? What is the cause of their difficulties? How does dyslexia happen? And how do most parents and teachers tend to respond to a child who is struggling at school? What kind of help do they receive? Are there more effective ways to resolve these difficulties and play to the strengths of this particular thinking style?

More importantly to us as coaches, how do individuals with dyslexia come to see themselves? What beliefs and survival strategies have they taken on at school and in the wider world? How does this affect the way they run their lives, and what are the costs to themselves, to their families, colleagues, and society?

This workshop/seminar aims to foster greater understanding of the 'dyslexic' thinking style and greater appreciation of its innate creativity and originality. Understanding the wider implications of the dyslexic experience, following the ripples from the child's to the adult's world, how can we as coaches work more effectively with clients who have this often misunderstood and often gifted thinking style?

Nichola Farnum trained with Coaching Development in 2003. She has worked for many years with dyslexic adults and children using a transformational alternative approach.

Performance equals potential minus interference:

Coaching young people at risk of exclusion: what works and what doesn't work?

With Judith Bodenham

In 2004 Judith Bodenham, a teacher, joined the Educational Inclusion Service (Local Educational Authority) to work with students who are *'unable to attend school because of medical reasons, emotional vulnerability or as a result of exclusion'*. The service also provides support within schools for pupils who are at risk of permanent exclusion.

In 2006 Judith, with the support of her employers, trained as a coach with Coaching Development and made the shift from mentoring her students to coaching them. The difference this made both to her work and to the young people was immediate and powerful; the results apparent. But equally powerful are the questions that doing such work raises. Coaching fosters self-responsibility. And whilst that's quantifiable in human terms, does it fit the hierarchical

accountability required by our educational system? So, whose agenda: client-child, parent, employer, school? And is there a clash in values?

For those of us who wish to work in this area there is valuable work to do and plenty of it. This workshop is an opportunity for us to explore the questions her work raises and find a professional way forward.

Changing Perspectives in Education

With Sara Milne Rowe, Lizzie Bentley Bowers and Roz Caught

Sara, Lizzie and Roz worked in education before training as coaches. This session is based around their experiences in schools prior to their coaching training and the impact that coaching has had on their subsequent work in education.

We will explore case studies from three areas:

1. Training newly qualified teachers and working with practicing teachers who wish to improve their impact in the classroom.
2. Working with leadership teams, establishing and promoting a coaching culture.
3. Working with challenging students and their families.

And explore the questions:

- What do we do differently, knowing what we now understand about coaching?
- What are the challenges for coaching in education?
- What is the potential impact of coaching in education?
- What happens when doing becomes being in a school context?

This session will be of interest to anyone working in or considering working in schools, as a coach or a teacher.

Adult Learning – or simply Learning?

With Deryn Holland

Deryn Holland, coach, teacher and adult educator, presents some of the key theoretical underpinnings of adult learning and self-directed learning. Deryn will share the work of Malcolm Knowles and Alan Tough – two pioneers who opened up debate and research that challenged traditional beliefs about teacher-based education. How can the ‘can of worms’ they opened up in the theory and practice of education help support our work as coaches? How does self-directed learning theory relate to best coaching practice? Is this familiar territory or something new?

When: Saturday 13th December (10:00 am to 5:30 pm)

Where: The Window, Enlighten Next Building, 13 Windsor St., London N1 8QG.

Cost: £145 + VAT (total: £170.38)

To Book: Tel: 020 8977 8884, or email:sarah@coachingdevelopment.com

Participants will receive **Continuing Coach Education units** from Coaching Development attesting to 6 hours of formal professional development. These certificates are valuable when applying for an ICF credential or renewal of a credential.