

# Dutch International Primary Schools

The Science of Wellbeing meets the Art of  
Coaching





# Welcome

30 years experience in schools

Teacher from 5-18+

Primary and Secondary School Leadership

Certified Level 2 coaching

Gallup Strengths Coach

Accredited ACC (International Coaching Academy)



# Agenda



# Outline of the day

## Part 1

### The Science of Wellbeing

- Exploring the definitions
- The responsibility of the workplace in individual wellbeing - what do I bring to and need from my work
- What is working well in schools and what are the challenges
- Positive psychology and the PERMA model
- Using the PERMA model for action planning
- 

## Part 2

### The Art of Coaching

- Linking the use of coaching in schools as part of wellbeing
- What coaching is (and what it is not)
- Making every conversation count - active listening
- Making every conversation count - powerful questions
- Making every conversation count - the coaching agreement
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## Part 3

### The leader as a coach

- 8 trends
- Coaching models
- Coaching Practice
- Reflections and Next Steps

# Part 1 – The Science of Wellbeing

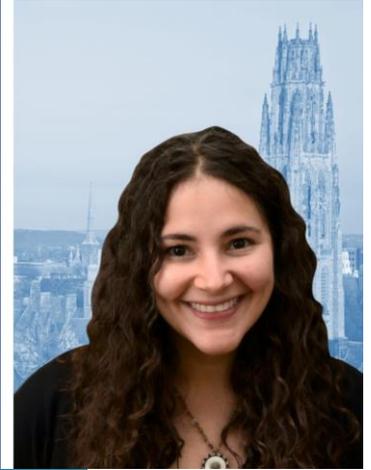


Yale



LAURA HAMILL, PH.D.

It isn't fluff:  
The science of well-being



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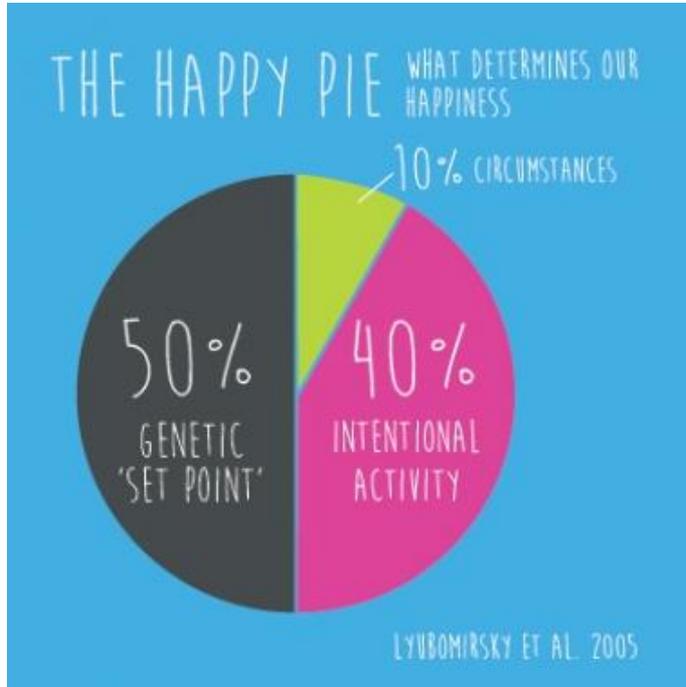


**What do you think of when  
you hear the word  
'wellbeing'?**

① Start presenting to display the poll results on this slide.

**Wellbeing refers to a state of being in good health, both physically and mentally. It is a multi-dimensional concept that encompasses a person's physical, emotional, social, and spiritual well-being. The World Health Organization defines well-being as "a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity."**

# How much impact can we have?



# Why is the subject of wellbeing so important in school?





# Let's start positively....

What works well?



Challenges?

# Measuring wellbeing



slido



**Where do you stand at this time?**

ⓘ Start presenting to display the poll results on this slide.

## Life Evaluations

### Present Life



### Future Life



Based on the Cantril Self-Anchoring Striving Scale

GALLUP

# Positive Psychology and Education



Building  
Grit  
Behavior  
Coaching  
Support  
Learning  
Wellness  
Positive  
Social Emotional  
Mindset Character  
Growth  
Student Centered  
Mindfulness



# Positive Emotions



Positive emotion is about observing what makes a an individual feel uplifted and at ease from within.

This is most closely linked to happiness.

Document the things you are grateful for by creating a daily gratitude list in a notebook, gratitude jar or an app.

Build a life/work balance of activities into your weekly schedule.

Spend time with people you care about.

Listen to uplifting music and move your body.



# Engagement



Seligman describes engagement in PERMA as 'being one with the music'.

It's about becoming so engrossed in an activity that you lose sense of time.

Do a strengths audit and find ways to use these strengths doing what you enjoy.

Practise creative mindfulness e.g., mindful art, dancing, breathwork.

Spend time in nature and notice the things you can see, hear, feel and smell.

Keep track of the things you enjoy doing and how this makes you feel.



# Relationship Building



The relationships formed inside and outside school are key, particularly when celebrating achievements or expressing the need for emotional support.

The sense of connectedness and need for belonging in relationships increases intimacy and wellbeing.

Participate in peer-to-peer mentoring to find support in each other.

Attend teach meets, education festivals and similar events to connect with the education community.

Contact people you may not have connected with in a while.

Make an effort to be involved in your family and friends lives.

Be open to connecting with new people and making new friends.



# Meaning and Purpose



Seligman notes having a sense of meaning is about aligning with personal values to serve something greater than ourselves.

People who report having meaning, or a purpose in life, tend to live longer, and have greater life satisfaction and fewer health problems (Breen et al., 2009).

Read Simon Sinek's book [Find Your Why](#) to help bring more meaning in your life

Write the responses to the following questions in a journal:

- 'Why did I become a teacher?'
- 'What's the most important thing in my life right now and why?'
- 'Am I making a difference to others?'
- 'Where do I feel the happiest, connected and fulfilled?'
- 'Who am I with when I am most fulfilled?'



# Accomplishment



The last element of PERMA is accomplishment, also known as achievement, mastery or competence.

Seeing the outcome of a completed goal or project into which you've invested your time, energy and motivation can bring about a sense of happiness and fulfilment.

Set goals using the EXACT model (explicit, exciting, assessable, challenging, and time-bound). (or SMART!)

Celebrate your achievements (big and small) with people you care about.

Encourage your students, colleagues, family members and friends to also reflect upon their proud moments (be sure to celebrate with them).

Practise positive self-talk



# What else?

PERMA +

PERMAV

PERMAH

PERMA +4

PERMA +ME

PEP- Positive Education Programme



# Part 2 – The Art of Coaching



## Coaching and Mentoring



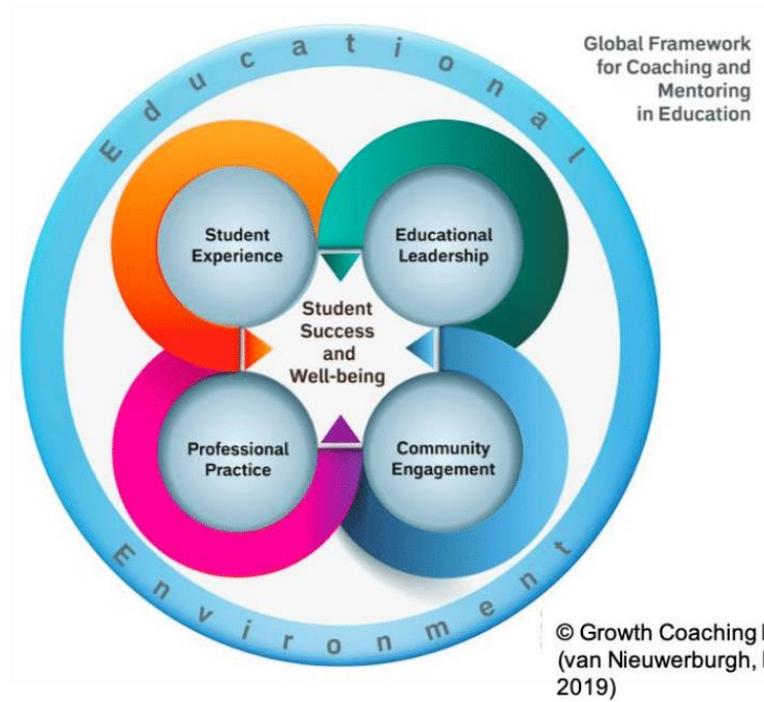
# Coaching and mentoring



# Where can coaching be used in schools?



# Towards a framework



van Nieuwerburgh, C., Knight, J., & Campbell, J. (2019). Coaching in education, in S. English, J. M. Sabatine & P. Brownell (Eds.). *Professional coaching: Principles and practice* (pp. 411-426). Springer Publishing Company LLC.



# Making every conversation count

Active Listening

Powerful Questioning

Clear agreement on the goals



# Active Listening



# Powerful Questions

What if it works out exactly as you want it to?



[www.growingagile.co.za/PowerfulQuestionCards](http://www.growingagile.co.za/PowerfulQuestionCards)

How can you contribute more?



[www.growingagile.co.za/PowerfulQuestionCards](http://www.growingagile.co.za/PowerfulQuestionCards)

What is it we're not seeing?



[www.growingagile.co.za/PowerfulQuestionCards](http://www.growingagile.co.za/PowerfulQuestionCards)

What does that cost you?



[www.growingagile.co.za/PowerfulQuestionCards](http://www.growingagile.co.za/PowerfulQuestionCards)

What skills can you use?



[www.growingagile.co.za/PowerfulQuestionCards](http://www.growingagile.co.za/PowerfulQuestionCards)

Can you speak more to that?



[www.growingagile.co.za/PowerfulQuestionCards](http://www.growingagile.co.za/PowerfulQuestionCards)

How do you know?



[www.growingagile.co.za/PowerfulQuestionCards](http://www.growingagile.co.za/PowerfulQuestionCards)

Can you try it for a week?



[www.growingagile.co.za/PowerfulQuestionCards](http://www.growingagile.co.za/PowerfulQuestionCards)

What is the challenge?



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# Relationships





# The Coaching Agreement

## Competency 2: Creating the Coaching Agreement

2.1: Coach helps the client identify, or reconfirm, what s/he wants to accomplish in the session.

2.2: Coach helps the client to define or reconfirm measures of success for what s/he wants to accomplish in the session.

2.3: Coach explores what is important or meaningful to the client about what s/he wants to accomplish in the session.

2.4: Coach helps the client define what the client believes he/she needs to address or resolve in order to achieve what s/he wants to accomplish in the session.

2.5: Coach continues conversation in direction of client's desired outcome unless client indicates otherwise.

# Part 3 – The leader as a coach



## Boss

- Talks a lot
- Tells
- Presume
- Seeks control
- Orders
- Works on
- Assign blame
- Keeps distant

## Coach

- Listens a lot
- Asks
- Explores
- Seeks commitment
- Challenges
- Work with
- Takes responsibility
- Makes contact



# Models of coaching

1. establishing a desired goal
2. understanding where they are
3. exploring options for where they are headed
4. determining what may be obstacles
5. establishing a plan of action

## Coaching Models

GROW

CLEAR

SOLVE

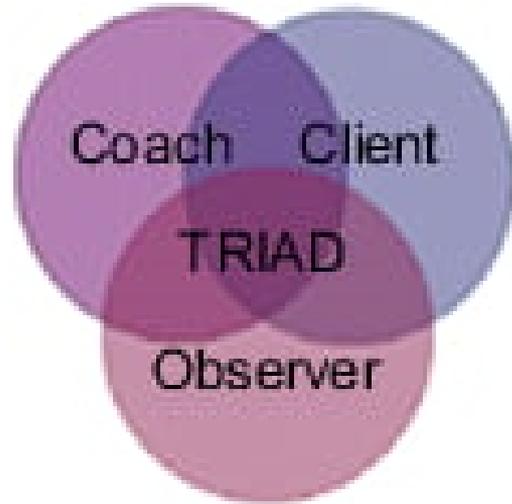
FUEL

ACHIEVE

OSKAR



# Coaching practice



Active Listening

Powerful Questioning

Clear agreement on the goals



# Final thoughts

3 actions

New learning

Strategy session



A Coaching Culture

Grow Your Limits

[Home](#) [About](#) [Coaching Services](#) [Testimonials](#) [Blog](#) [Contact](#)

## DIPS Resources

I trust you found the workshops useful. All of the resources can be found below. Here you will be able to find a digital copy of the workbook, additional tools for using with your staff and students, slide decks and links to additional reading and research. You can also contact me by clicking this button if you have any questions.

Email