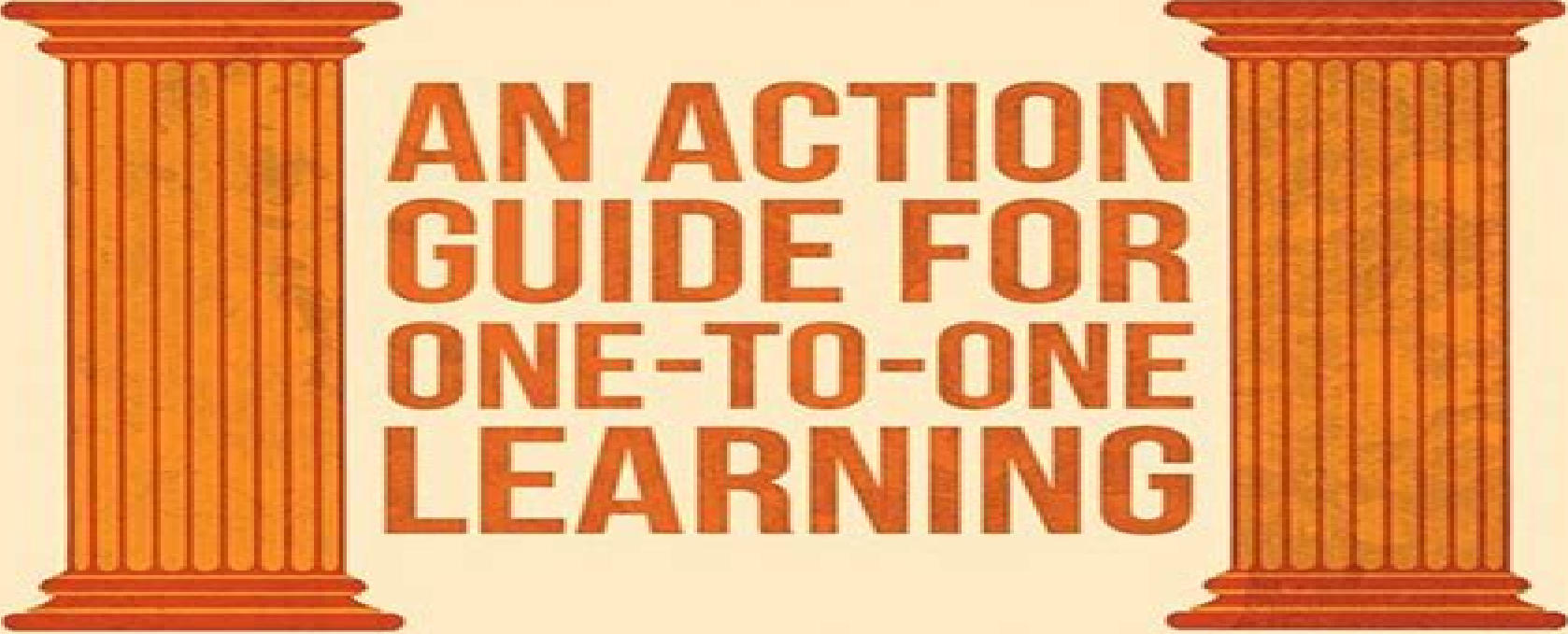


COACHING WITH COLLEAGUES



AN ACTION
GUIDE FOR
ONE-TO-ONE
LEARNING

ERIK DE HAAN and
YVONNE BURGER

Coaching With Colleagues An Action To One To One Learning

Ronald S. Brandt



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Coaching with Colleagues Erik de Haan,2004-10-27 This is the first serious rigorous book about coaching which is deeply rooted in a long and varied therapeutical tradition and at the same time translates insights from that tradition into clear and crisp models for practical application in modern coaching practice The book refers to well known coaching approaches in business and devotes more attention than usual to internal coaching practices It is a distinct rigorous yet accessible guide to coaching approaches and practice *Coaching with Colleagues 2nd Edition* Erik de Haan,2013-11-27 A new up to date overview of coaching effectiveness with practical case studies to demonstrate how these techniques are applied in real businesses Using well known coaching approaches in business and devoting additional attention to internal coaching practices this is a distinct rigorous yet accessible guide to coaching approaches and practice **Instructional Coaching in Action** Ellen B. Eisenberg,Bruce P. Eisenberg,Elliott A. Medrich,Ivan Charner,2017-05-22 Unlike fix it strategies that targeted teachers are likely to resist educator centered instructional coaching ECIC offers respectful coaching for professionals within their schoolwide community Evidence based results across all content areas authentic practices for data collection and analysis along with nonevaluative confidential collaboration offer a productive and promising path to teacher development Coaches and teachers implement ECIC through a before during after BDA cycle that includes comprehensive planning between coach and teacher classroom visitation and data collection and debriefing and reflection Drawing on their extensive experience with ECIC authors Ellen B Eisenberg Bruce P Eisenberg Elliott A Medrich and Ivan Charner offer this detailed guidance for coaches and school leaders on how you and your school can create the conditions for an effective ECIC program get buy in from teachers clearly define the role of coach roll out a coaching initiative and ensure ongoing success with coaching Filled with authentic advice from coaches Instructional Coaching in Action provides valuable insight and demonstrates how educator centered instructional coaching can make a difference in teacher learning instructional practice and student outcomes *Executive Coaching* T. Chapman,B. Best,P. van Casteren,2003-04-07 The best performing organisations recognise that effective executive coaching is a key factor in developing successful leaders and teams Having worked directly with more than 40% of the Fortune top 100 global corporations for more than fifteen years the authors have accumulated a practical insight for delivering enduring executive development This book steps beyond the notion of a prescriptive formula that can be applied to deliver successful development every time It presents unabridged accounts reflecting both success and failure from a range of diverse international executive coaching assignments It will develop your coaching ability and provide an insight into the contemporary personal and organisational challenges that define the context for coaching This is a truly comprehensive account of executive coaching across the world *Gestalt Coaching: Right Here, Right Now* Peter Bluckert,2016-03-16 In Gestalt Coaching Peter Bluckert draws on thirty years of experience as an organization development consultant executive coach and leadership trainer to present a unique

perspective on how to become a better coach using Gestalt techniques This practical guide sets out an accessible yet critical examination of the Gestalt approach and its application to the executive coaching practice Through the use of case studies from a wide range of organizational settings Bluckert shows you how to apply the principles of Gestalt practice to both one to one and team coaching The result is a rare opportunity to appreciate the power depth subtlety and impact of an approach that offers much to both novice and experienced coaches On Becoming a Leadership Coach Clarice Scriber,2016-03-21 This book focuses on coaching leaders in the context of the organizational systems within which they lead drawing on the curriculum of the Georgetown University Leadership Coaching Certificate Program one of the premier coach training programs in the world and the only one with this particular focus *The Literacy Coach* Enrique A. Puig,Kathy S. Froelich,2007 Expert coaches and anyone coaching for the first time will love The Literacy Coach Reviewers Sum it up The framework in which this book is embedded is one of the more elegant ones in existence Donna Alvermann The University of Georgia I found this book to be helpful to not only literacy coaches but to classroom teachers who may want to become coaches or merely better understand their roles I also believe building principals would find the book extremely useful I only wish I had been given such access to all of this information five years ago Amy Ely Brush Middle School Take a peek inside Supports the professional development of literacy coaches by a giving a comprehensive look at how learners learn vs just learning to read b implementing the idea of categorizing coaching points into three broad categories to economize on time and attention and c including three levels of observations primary secondary and tertiary Includes a description of the four cornerstones of any successful school reform model students teachers administrators and the literacy coach Considers the NRP report and IRA s Standards for Literacy Coaches Meet the Authors Enrique A Puig is the Director of the Florida Literacy and Reading Excellence Center at the University of Central Florida He is a certified Reading Recovery teacher and Literacy Collaborative trainer In addition to being president of the Orange County Reading Council Florida Enrique serves as an elected board member of the American Reading Forum and continues to work with students He is author of Guided Reading and Spanish Speaking Students Scholastic Kathy S Froelich received her Ph D from Fordham University in New York and has provided professional development opportunities to teachers and literacy coaches at the national level In addition to her years of classroom teaching experience Kathy has taught at Agnes Scott College and Thomas University She is currently teaching at Florida State University and is an independent consultant *The British National Bibliography* Arthur James Wells,2006 *Coaching Families and Colleagues in Early Childhood* Barbara E. Hanft,Dathan D. Rush,M'Lisa L. Shelden,2004 In this work early intervention professionals will find a model for supporting those who support families with young children in natural settings coaching It shows professionals how to help colleagues acquire new knowledge and skills and support families and other caregivers as they take an active role in promoting a child s development and participation in home and community activities Using the five steps of coaching initiation observation action reflection and evaluation

readers will learn to support colleagues or caregivers so they can successfully handle situations in a wide variety of settings from homes and communities to preschools and child care programmes It covers essential qualities such as observing listening and planning

Evidence-Based Coaching Volume 1 Michael Cavanagh,Anthony M. Grant,Travis Kemp,2005
Presents key papers from from the first Evidence Based Coaching Conference held at the University of Sydney July 2003
Addresses the concerns of the emerging profession of coaching giving an overview of the field developing coaching theory and its evidence based practice and reporting on empirical and qualitative studies

Harvard Business Review ,2002

Human Resource Planning ,2007 **The Coaching at Work Toolkit** Perry Zeus,Suzanne Skiffington,2002-02-28

Recent studies show that life skills coaching executive coaching and business coaching are all effective ways of achieving sustainable growth change and development in an individual group or organisation The Coaching at Work Toolkit is the first comprehensive practical resource for coaches in the use of the theories tools techniques and practices that affect learning and change This book offers coaching tools and psychology based techniques and is a much needed guide to understanding the practice of coaching and applying the theories and language associated with it The employment of life skills coaching executive coaching and business coaching is being heralded as the way to create organisations of the future Anyone interested in achieving their best and staying ahead of the competition should read this book Through the use of case studies practical instructions and application guidelines the authors have provided models principles and techniques that enable professional coaches to achieve breakthrough results For the past ten years the authors first as practitioners and then as educators have worked closely with colleagues across the globe to develop coaching techniques that produce positive measurable lasting change This book builds upon the success of the authors first general coaching reference The Complete Guide to Coaching at Work This title focused on the nature of coaching coaching models and frameworks and the competencies for successful coaches Suzanne Skiffington and Perry Zeus have trained hundreds of coaches around the world Through their internationally renowned coach training school 1 to 1 Coaching School they have worked with established and new coaches professionals and managers leaders of organisations consultants groups and the academic community

Systems for Change in Literacy Education Carol A. Lyons,Gay Su Pinnell,2001 Systems for Change offers specific and quite often unique suggestions for planning and implementing a literacy professional development course

Proceedings Lifelong Learning Research Conference Lifelong Learning Research Conference,1980 **The Journal of Health and Physical Education** ,1947 **Improving Social Competence** Pam Campbell,Gary N. Siperstein,1994 Written in an easy to implement format this important resource provides teachers with an opportunity to develop the knowledge and skills necessary to improve children s social functioning in the classroom All the activities are based on the notion that children can become more socially competent with classrooms that are rich in social opportunities The book opens with basic information as well as assessments activities and guidelines for use Materials for assessment before during and after interventions have

been provided The authors incorporate the three components of informed assessment multiple instruments multiple sources and multiple occasions to enable teachers to make appropriate effective and efficient decisions The activities enable teachers to put the information gained from assessments directly into practice Charts are provided as aids in organizing information and solidifying plans All of the activities are easily modified according to specific classrooms grade levels or student populations

Truth ,1885 *Journal of Health, Physical Education, Recreation* ,1939 *Cooperative Learning and the Collaborative School* Ronald S. Brandt,1991 Cooperation in the classroom counteracts well established routines and values that nearly all adults and many educators take for granted Education remains a fiercely competitive enterprise and individualistic notions of professionalism predominate Despite the continued importance of independence initiative and personal achievement today s schools are experimenting with consideration sharing collegiality and commitment to group goals This volume contains readings from recent editions of Educational Leadership on cooperative learning and collaborative schools beginning with Robert Slavin s introduction and Ronald Brandt s insistence that cooperation is not un American The articles in the second section discuss various cooperative learning models including Team Assisted Individuation Cooperative integrated Reading and Composition and Group Investigation The third section is devoted to implementation of cooperative learning and the fourth section highlights the idea of schools as caring communities developed through group work The sixth section provides ideas on how to get started and the seventh section summarizes controversies among various researchers The final section presents articles on the collaborative school focusing on developing teacher collegiality cooperative professional development and school improvement efforts The volume ends with an extensive annotated bibliography divided into nine parts MLH

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