Coaching Accreditation Program

A highly practical evidence based and well proven coach training experience. Many thousands of Australian school leaders, including NT leaders, rate this program as one of the most profound and relevant leadership programs they have ever undertaken. Northern Territory school leaders have two opportunities to participate in this program in 2016…but you need to act now as the first workshop component is in February 2016.

Who is it for?

The GCI Coaching Accreditation Program is for any educational leader who wishes to develop a solid platform of practical skills, knowledge, models and tools for effective coaching. Over 2500 educational leaders from across Australia have participated in this program in recent years.

What are the benefits?

- Confidence to coach using evidence based tools and Approaches
- Confidence and skills in using the Solutions Focused infused GROWTH coaching approach in a range of coaching contexts
- Access to GROWTH coaching system resources
- Membership of growing network of like-minded coaches
- Access to GCI’s group supervision process
- This program is mapped to AITSL Principal Standards and attracts certified professional learning hours for registration with a number of education systems, including the NSW state system. (see below)
- A pathway with Advanced Standing Credit towards post graduate qualifications through a range of Australian and UK universities.

QTC Registered Professional Development

Completing Phase 1 to 3 of Coaching Accreditation Program will contribute 30 hours of QTC Registered PD addressing 1.3.4, 2.2.4, 2.3.4, 3.1.4, 3.5.4, 4.3.4, 5.2.4, 6.1.4, 6.2.4, 6.3.4, 6.4.4, 7.1.4, 7.3.4 and 7.4.4 from the Australian Professional Standards for Teachers towards maintaining Lead Teacher Accreditation in NSW.

For more information or to download a Prospectus:  Click here

OR

P: (08) 9381 5212
E: wasant@growthcoaching.com.au
Other Public Programs coming up in Adelaide

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<th>Program</th>
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<tr>
<td>Coaching Accreditation Program – 2016</td>
<td>Phase 1 – 3 &amp; 4 March 2016</td>
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<td>Phase 2 – Non contact activities</td>
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<td>Phase 3 – 19 &amp; 20 May 2016</td>
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<td>Peer Coaching:</td>
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<td>Positive Conversations About Teaching Practice - (1 Day)</td>
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<tr>
<td>Introduction to Leadership Coaching</td>
<td>17 &amp; 18 May 2016</td>
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<td>Focussing on the Performance Conversations and Managing</td>
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<td>the Hard Feedback using a Coaching Approach</td>
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What people say about our programs!

“The introduction of coaching through gci has been one of the most powerful and effective professional development programmes undertaken at Presbyterian Ladies College. The programme has not only provided members of the Senior Leadership with a personal insight into their perceived and real individual leadership styles but has also been a catalyst for team building and effective distributive leadership. It has significantly raised our awareness of, and responsibility, for the professional growth and work satisfaction of those we work with”.

“We have moved to the second phase that has included training for all Heads of Department and other staff with leadership responsibilities. We now have a common language, practice and understanding that has already supported the building of a culture of respect, responsibility and shared leadership”.

“GCI offers a professional development opportunity that is practical and relevant to both personal and professional worlds”.

**Beth Blackwood**, Principal, Presbyterian Ladies College WA

“I have been fortunate enough to have been offered a whole heap of PL in my career and the Coaching Accreditation Program offered by GCI is by far the best I have undertaken. In addition to the material (which is fantastic for personal development too) the organisation and follow up was fantastic”.

**Lindsay Fuhrman-Luck**, Principal – Sacred Heart Catholic PS
Palmerston, NT

Undertaking CGI Coaching Accreditation Program has been a highly valued professional learning experience. I feel more skilled in scaffolding coaching conversations that support others identify and action important professional goals to enhance work satisfaction and effectiveness. At all times course facilitators have tailored the program and sessions to suit the needs of the group and individuals within it. The level of resourcing and organization has been exemplary

**Roger Nottage**, Assistant Director
Department of Education & Children Services SA

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