



Coaching Leadership: A Transformative Approach to The Growth and Development of Leaders for The Future

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Leadership development in schools can be a murky business, at best. In education, we understand the need to work with others in ways that will grow and develop their leadership capacity, but we tend to throw a range of learning opportunities at them and hope that something will stick. A two year, school-led, professional learning project at Amesbury School, Wellington, New Zealand, funded by the country's Ministry of Education, which focused on developing the capacity of leaders to work with teachers in transformative ways to improve outcomes for students, showed that it is possible to be more targeted and deliberate in our approach to the growth and development of leaders.

This Coaching Leadership project showed significantly improved outcomes for students, teachers, the learning culture of the school and considerable growth and development in the leaders themselves. A further significant outcome of this multifaceted, multi-layered Coaching Leadership approach was the emergence (through the analysis of key narratives collected through six-monthly, semi-structured interviews-as-conversations with the project's participants) of a framework of characteristics across four phases which was then used to identify, measure and facilitate each participants' ongoing leadership growth and development – enabling a more targeted and deliberate approach to leadership development; but also enabling the leaders themselves to become insiders in, and agents of, their own leadership development.

Amesbury School Principal, Dr Lesley Murrphy, and Associate Principal, Urs Cunningham, will share their findings from the project but will also describe how the project has expanded, strengthened, diversified and personalised leadership development pathways in the school. Now every teacher is a leader and every person in the school can grow and develop as a leader for the future.