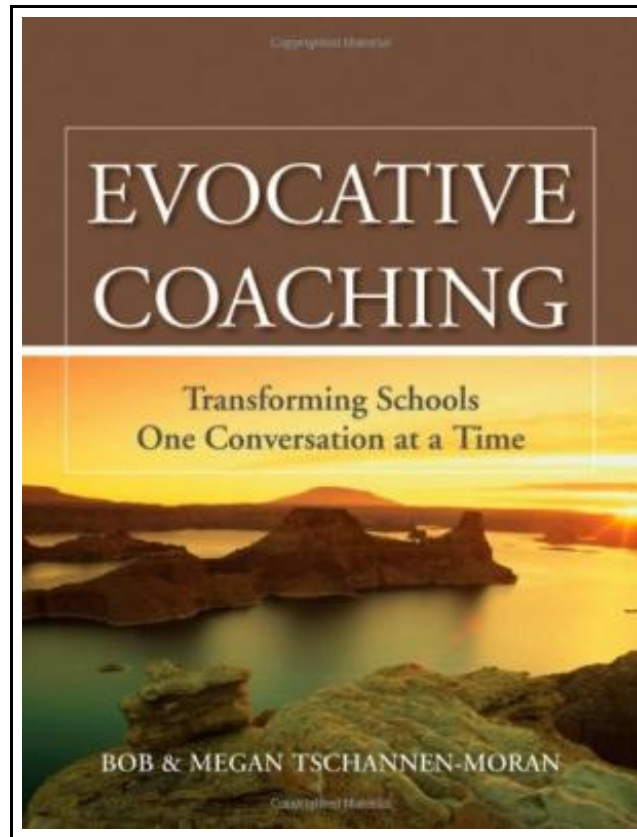


## Evocative Coaching: Transforming Schools One Conversation at a Time



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### ***Reviews***

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## EVOCATIVE COACHING: TRANSFORMING SCHOOLS ONE CONVERSATION AT A TIME



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John Wiley and Sons Ltd, United Kingdom, 2010. Paperback. Book Condition: New. 234 x 180 mm. Language: English . Brand New Book. There?s a lot of conversation about how to make schools better. Unfortunately, the nature of those conversations often makes things worse. Evocative Coaching: Transforming Schools One Conversation at a Time maps out a way to change that. By taking a teacher-centered, no-fault, strengths-based approach to performance improvement, the Evocative Coaching model generates the motivation and movement that enables teachers and schools to achieve desired outcomes and enhance quality of life. Viewed as a dynamic dance, the model is choreographed in four steps ? Story, Empathy, Inquiry, Design ? which are each laid out in its own chapter with powerful illustrative materials and end-of-chapter discussion questions to prompt further reflection. Bringing together the best research and wisdom in educational leadership and professional coaching, authors Bob and Megan Tschannen-Moran have developed a simple yet profound way of facilitating new conversations in schools through Story Listening, Expressing Empathy, Appreciative Inquiry, and Design Thinking. It?s an iterative process that moves beyond old ways of thinking, doing, and being. It?s an inspirational process that reinvigorates the passion for making schools better, one conversation at a time. This happens when coaches: \* give teachers our full, undivided attention; \* accept and meet teachers where they are right now, without making them wrong; \* ask and trust teachers to take charge of their own learning and growth; \* make sure teachers are talking more than we are; \* enable teachers to appreciate the positive value of their own experiences; \* harness the strengths teachers have to meet challenges and overcome obstacles; \* reframe difficulties and challenges as opportunities to learn and grow; \* invite teachers to discover possibilities and find answers for themselves; \* dialogue...



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