

Conducting One to One Meetings with your Middle Leaders

Centre for School Leadership 2018 ACCS Conference

Make Time for the Meeting

Listening

To do	Not to do
Stay Quiet	Completing Sentences
Maintain Eye contact	Guessing difficult words
Watch your body language	Comparing/Competing with the teacher
Encouraging nods and sounds	Doodling /Fidgeting
Manage silence	Looking at other things

Questioning

Types of Questions

Open V Closed Questions: Go for Open Questions to promote dialogue

Miracle Questions e.g. "If you could wave a magic wand, what would you change?" Use infrequently

Leading Questions Avoid Leading questions ... e.g. Would it be helpful if you spoke to other year heads about that?

Multiple Questions: Avoid multiple questions. How could you improve attendance rates? What is the actually absenteeism rate in 5th year? Any class worse than another?

Why: Think before asking a "why" question

Thought Provoking Questions

- How could you....?
- How would you describe...?
- How might this situation be resolved?
- What other options....?
- What would you....?
- Tell me more
- Please describe
- I would like to hear your perspective on ...

Powerful Questions

- If you knew you could not fail, what would you do?
- How could you enlist the help of others?
- Are you confident that you will be able to follow through with this?
- If you were starting the year over again, would you do things in exactly the same way?
- How does that link to your objective (to bring people back to the point)?
- What systems can you put in place, that will channel your energy and time more efficiently?
- In what ways might doing less achieve more?

Some Time Management Questions:

- What are the most important parts of your job?
- What time and energy goes into the most important parts of your job?
- How much time do you spend doing other people's jobs?
- How do you prioritise between calls on your time?
- How do you divide your time between planning, doing and firefighting?
- How could you develop a better balance between these?
- Where could you look for support?
- How could you work smarter, instead of harder?

Paraphrase and summarise to demonstrate listening and to check for understanding

- Okay – If I have understood correctly -you have identified two options: You could speak to your tutors about or you could hold a series of assemblies?
- So look at all you have told me that you have done
- I wonder would it be helpful to summarise what you have said....
- What I have understood so far is.....
- I may be wrong but.....
- So it seems to me that there are a few key issues.....
- It would be helpful for me if you could summarise the key points
- Would you say that was a fair summary?
- Was that an accurate representation?

Don't interpret what they said – replay what they said and check that you have got it right

Feedback

- The person's acceptance of feedback is strongly influenced by the relationship you have with them
- Focus on the strengths – but don't sandwich the negative between two positives.
- Always stick to facts. Avoid making judgements unless they are fully backed up by factual information
- Demonstrate your openness to feedback from the teacher. This helps to evaluate your practise and models a positive approach to receiving feedback

The 4 Is

- Issues (what did we discuss?)
- Ideas (what new perspectives did we generate?)
- Insights (what do you now see differently?)
- Intentions (what are you going to do?)

Use a Coaching approach:

- Listen to others
- Allow people choice
- Show an interest in others
- Provide helpful feedback
- Believe in others
- Encourage others to identify meaningful goals

Books that can help:

An Introduction to Coaching Skills: Christian Van Nieuwerburgh.

Powerful Questions for Coaches and Mentors: David Clutterbuck.
(www.davidclutterbuckpartnership.com)

Try to avoid Advice Giving-If you tell them what to do, they will always expect to be told what to do!

