

**Constructing Worlds
Workshop**

Part one: Family Coaching

Part two: Collegial Response

21st of August 2009

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Family Coaching



- **Why Family Coaching?**
- **Why coaching approach?**
- **Why systemic and social constructionist approach?**
- **Why appreciative approach?**
- **How to rebuild life-giving relations with the family?**
- **When not to use FC?**
- **What are the experiences so far?**
- **Questions and reflections**



Why Family Coaching?



- *“Whenever do we sit down and listen to each other and another?”*
- Stay a “normal” family with a disabled child and not become a disabled family
- The professional system focus mainly on the disabled child and physical help
- The professionals are missing the (coaching) competences to help these families



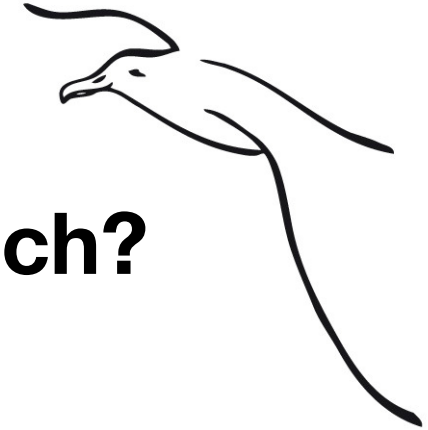
Why coaching approach?



- Some core coaching principles and coach competences:
 - Focus on the family's goals, hopes and desires - build a new future
 - Explore possibilities and ways to release these possibilities and potentials
 - Align these with their goals and their style in the world
 - Translate family's desires into regular actions for success
 - A curious, facilitating and challenging coaching position



Why systemic and social constructionist approach?



- **Systemic**
 - the entire family system, father, mother, brothers and sisters - and not solely on the disabled child
- **Social constructionist**
 - relations
 - the use of language
 - patterns of communication
 - reflections
 - the appreciative approach

“You cannot change the past - but you can change the way you talk about it.”

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Why appreciative approach?



- Create a picture of the desired future
- Reveal the potentials of the family
- Reveal their previous successes
- The family alone sets the context





How to rebuild life-giving relations with the family?

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When not to use Family Coaching?

- Family coaching versus family therapy
- The family's resources



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What are the experiences so far?

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The training programme



- 10 days – 6 sessions
- Training groups
- Family coaching training
- Participant requirements
- "Exam"

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Questions?

Reflections?

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Part two: Collegial Response

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What do we hear?



- Not sufficient time
- What is supervision - the role as supervisor?
- Power relations?
- Performance-anxiety?
- Learning from each other?
- Challenge each other enough?
- Communicative competences and practice?



Different definitions of supervision



- A (middle) manager surveying staff
- A senior and more experienced professional educating and training a younger professional
- A more educated professional surveying and supporting a less educated professional
- A trained pedagogically oriented helper, in a professionals inquiry of own professional practice
- A ... in collegial supervision?

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Hypoteses



- Unbalanced power relations?
- Can we learn from each other?
- Sharing and acting knowledge?
- Acknowledgement as a supervisor?
- The role as supervisor needs adequate training and practice
- How to succeed?



Differences



Collegial Supervision

- Supervisor
- In charge of processes
- Supervisee
- Focus on individual and group learning

Collegial Response

- Process leader
- Facilitator of processes
- Focus Person
- Focus on individual and group learning, group communication and interaction

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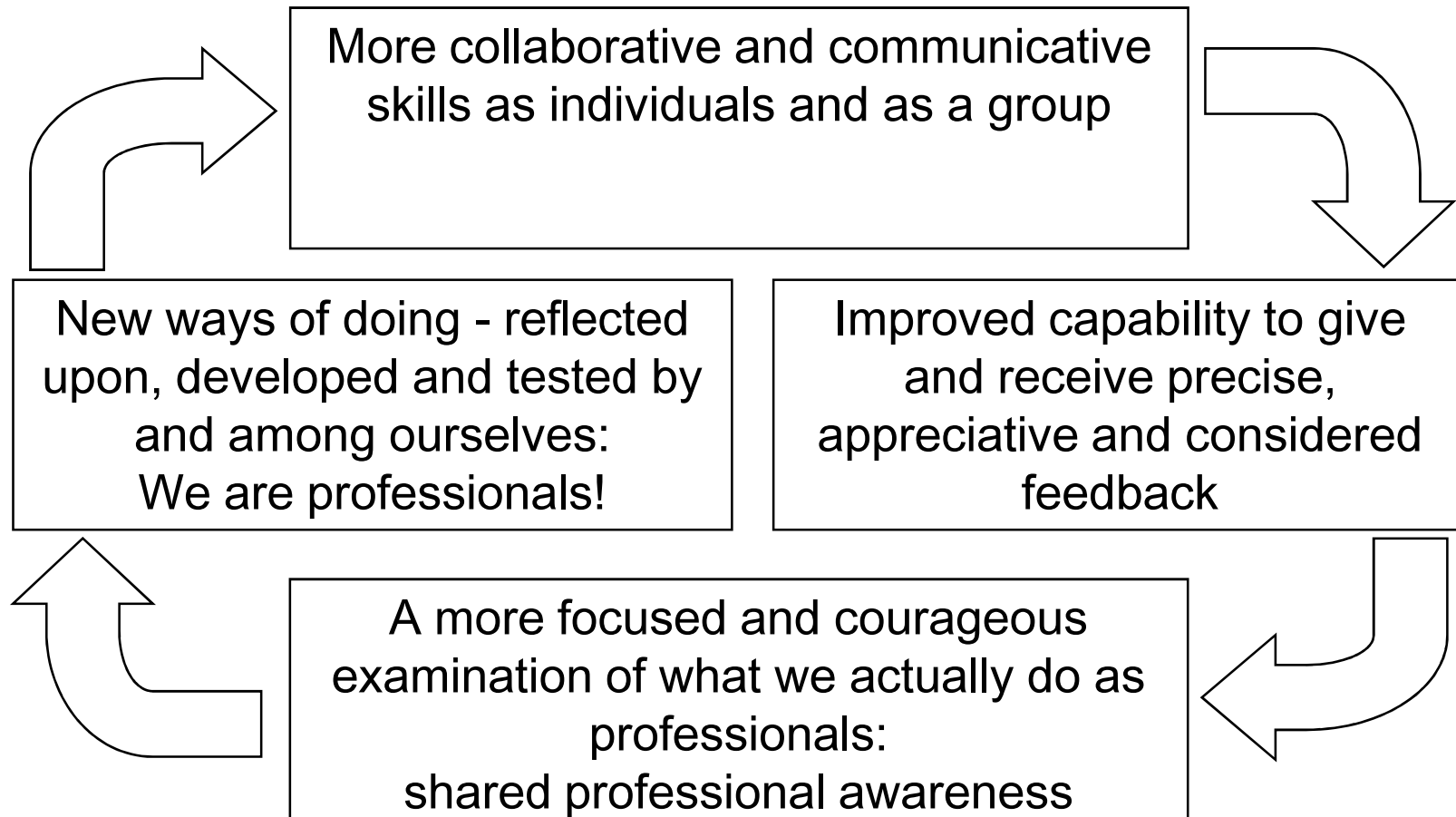
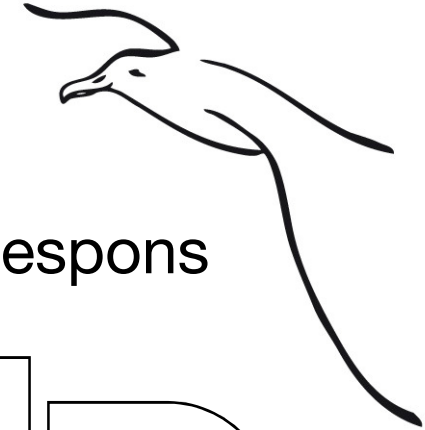


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A “Kolbian” circle

What may be generated through Collegial Respons



Achieved team-competences

Collegial Response



- Less professional isolation
- Higher common clarity and understanding of professional roles
- Challenging professional methods
- New insights in professional methods
- More eyes and perspectives on different cases
- Professional witnesses for each other



Achieved team-competences

Collegial Response



- A culture characterized by:
 - Common exploration and challenge of presumptions
 - Ventilation of doubts and pros and cons in decision-making
 - Sharing and exploration of both positive and difficult experiences
 - Ventilation of emotional strains and experiences