

Ethos of Empowerment program

Creating a whole school coaching ethos where teachers, students and parents are working together to create a learning environment they own

"You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete."

Richard Buckminster Fuller

A Summary

A personal development program for teachers, students and parents to create a whole school ethos of empowerment engendering a learning environment of co-engagement.

Our innovative, evidence based personal development program, Discover Your Genius Within, has been co-created by today's teachers, students and parents to empower them to manage today's challenges.

It uses a powerful combination of advanced life coaching, emotional literacy and "mindfulness techniques" (stress relief for the mind), underpinned by neuroscience, to create profound and sustainable change.

The main purpose is for participants, teachers, students and parents to feel congruent, which is feeling comfortable in their own skin, be open to new possibilities, whilst building resilience and acceptance to live in the now.

A DYC Coach/Trainer is not a counsellor, mentor or teacher; a coach believes we all have the answers we need inside and will ONLY ask powerful questions to connect a client to their unique innate abilities and wisdom to trust themselves.

Discover Your Genius Within

Ethos of Empowerment program - 2

For Parents/Carers (see Appendix 1)

- Empower the whole family
- Break the cycle of reactive behaviours
- Learn life and pro-social skills
- Improve emotional resilience
- Increase motivation and aspiration
- More involvement in supporting children
- Happier children, young people and families
- Better relationships with teachers/school
- Better able to undertake training or employment

For Children and Young People (see Appendix 2)

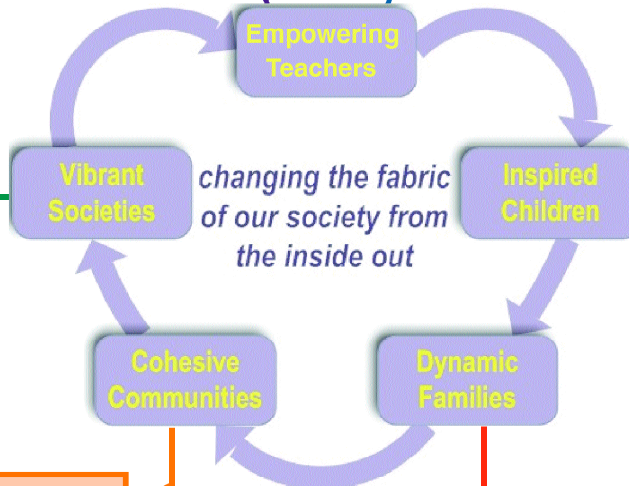
- Empower them to achieve their full potential
- Learn life and pro-social skills
- Improve emotional resilience
- Increase motivation and aspiration
- Improve self-esteem
- Greater confidence
- Improve communication and self-management skills
- Improve anger management and conflict resolution

For the Local Authority

- Reduce involvement of social workers, health visitors, doctors and specialist services
- Better communication between all parties/agencies
- Delivery on National strategies
- Children and young people meeting DfE and Ofsted outcomes
- Impact on SAT/GCSE targets
- Involving children and young people in planning
- Improving the life chances of children and young people

For the Community (see Appendix 4)

- More empowered citizens
- More cohesion and volunteering
- Less anti-social behaviour
- Less Police involvement
- Increased awareness of community structure
- Improving school and community links
- Possible employment on Parent Champion pathways
- Introducing children and young people to participate in democracy
- Improved image of children and young people
- Children and young people valued as a resource for community development



... leading to ...

- Less classroom disruption
- Improved self-responsibility
- Improved engagement with schools and learning
- Improved behaviour towards others
- Removal of personal barriers to learning
- Greater involvement and participation in school
- Better ability to visualise 'future self'

... resulting in ...

- Less truancy, sick days and exclusions
- Greater achievement in a wide range of areas
- Higher attainment in school
- Less children labelled as SEN
- Improved life chances

For Schools and Staff (see Appendix 3)

- More parental involvement - better communications and improved relationships
- Learners are better prepared for formal learning
- Reduction in incidence of bullying
- Greater involvement of children & young people in school life
- Positive impact on curriculum
- Contribution to Ofsted and DfE outcomes

The Discover Your Genius Within Program draws from a range of evidence-based approaches that have been linked to better social, emotional and educational outcomes for children and parents. The uniqueness of the program is that by bringing these elements together has a synergy that 'is more than the sum of the parts'. Discover Your Genius Within is a capacity-building model - which is importantly distinct from standard approaches that just focus on information and advice giving - and is considered more effective and innovative (Harvard University Center on the Developing Child, 2014, http://developingchild.harvard.edu/resources/multimedia/videos/theory_of_change)

The power is in the quality of the relationship

Conventional model	Coaching model
Intervention	Collaboration
Deficit model	Strength based
Head based	Heart based/Presence
Fixed mind-set stuck in the past - in fear	Growth mind-set new neurons – new learning - potential
Apply skills - psychology, CBT, appreciative enquiry	Trust innate abilities – instincts, gut feeling, intuition, energy etc
Fix the past	Focus on the future
Various therapies	Facilitative Coaching
Fix child/parent/teacher	Empower child/parent/teacher
Negative environment	Positive environment
Instructions by verbal and written communication	Energetic connection (verbal and non verbal communication) congruency
Distrust	Mutual respect/ Trust
Dependent	Inter-dependency

How you feel about yourself is the critical element to your relationships and the quality of your connection with those in your life.

This program is experiential; it's not an intellectual understanding or words. It's about non-verbal communication, sensing, intuition, gut feeling, 6th sense, instincts, presence, love, feeling etc. It's making you aware of your innate abilities, connecting you to your wisdom to be your most powerful self.

It's not who you are, what you say, what you do, it's about who you are being.

- **Peer Role Models** - co-facilitation and support by Discover Your Genius Within Ambassador on courses creates an environment of mutual respect, understanding and trust.
- **Group Support** - It uses the group dynamic energy to create a safe space and level of trust from the first session, knocking down barriers and building friendships. It creates an 'energetic connection'.
- **Real time support** - The whole group actively responds to personal challenges as they occur in the individual participants daily life situations. This makes learning dynamic, focused and totally relevant.
- **Real time application** - Its purpose is to ensure that everyone engages and incorporates that learning into daily life activities. The improvements are instantaneous, tangible and sustainable.
- **Online applications** - are available for teachers and parents to introduce or enhance the learning experience.
- **Progression** - Participants can continue to engage and progress through the client journey, giving opportunities for the most challenged the potential to become one of our trainers.
- **Sustainability** - in the last session a Sustainability Strategy is created for each individual.
- **Methodologies** - The theoretical approach is a rich mixture of coaching, emotional literacy, mindfulness, Neuroscience and the work of Perls, Kolb, Jung and Rogers, see the details <http://developyourchild.co.uk/methodologies/>

The core content for each course is the same and each session is a live group coaching experience. In this way the participants control the pace and flow so each person gets what they need. See Appendix 5 for details.

Discover Your Genius Within (DYGW)	DYGW Ambassadors	DYC Coach/Trainer
<p>Teachers, students and parents are introduced to our innovative personal development program to connect them with their Genius.</p> <p>It uses a combination of advanced coaching, emotional literacy and mindfulness techniques, underpinned by neuroscience.</p> <p>The group actively responds to personal challenges as they occur in their daily life.</p> <p>The learning is dynamic, focused and totally relevant.</p> <p>Options Face to Face sessions - group and session numbers defined by participants profile Online programs - 6 and 8 sessions</p>	<p>DYGW Graduates support students during and after the training program.</p> <p>They create a alumni for ongoing support, additional training provides the opportunity, confidence and experience to deliver the Discover Your Genius Within program to other teachers, students and parents.</p> <p>Options Face to Face sessions - co-facilitating and leading groups Online program - managing support group online</p>	<p>You can become part of our team by becoming an Associate Licensee or your organisation as Partner licensees.</p> <p>CPD training is also available, for more details see www.developyourchild.co.uk/ethos-of-empowerment-programme</p>

The youth of today

In the last 12 years we have worked with children, young people, parents and teachers and found the theory of Generation Y to be true. This group are generally accepted to be born within 1980 to 2000 approx, they respond differently* and have the following attributes:

- They are very sensitive and 'feel' their way through life
- They have a very strong sense of justice and compassion
- They can smell 'fake' a mile off and switch off
- They have increased familiarity with communication, technology and media.

However, you may not believe the potential they have because of some 'attitudes' and 'behaviours' they exhibit.

* There are some examples within this page www.parentchampioncommunity.com/emotional-literacy



Creating a whole school coaching ethos where teachers, students and parents are working together to create a learning environment they own

Theory of Change Model

Aim: To transform the ethos of the school to a more effective learning partnership between teachers, students and parents.

Activities	Discover Your Genius Within Course	DYGW Ambassadors	DYC Coach/Trainer
<i>Short Term Outcomes</i>	<ul style="list-style-type: none"> • Increased self-esteem • Improved emotional resilience • Improved life and pro-social skills • Improved attendance 	<ul style="list-style-type: none"> • Increased confidence in talking about their own transformation to groups • Better able to support peers online or face to face 	<ul style="list-style-type: none"> • Confident to co-facilitate and lead training • Achieving a Coach training accreditation
<i>Medium Term Outcomes</i>	<ul style="list-style-type: none"> • Increased motivation and aspiration • Less anti social behavior • Improved attainment • Improving life chances of children 	<ul style="list-style-type: none"> • Co-facilitation in leading groups • Engaging on the Develop Your Child training pathway • Improved presentation and facilitation skills 	<ul style="list-style-type: none"> • Achieving a Coach Supervision accreditation • More and greater employment opportunities
<i>Long Term Outcomes</i>	<ul style="list-style-type: none"> • Better relationship with peers • Happier and more engaged children, young people and parents • Improved performance as a student, parent and teacher 	<ul style="list-style-type: none"> • Leading groups • Progression in employment • Better able to take advantage of different life choices • Less funding for corrective programs 	<ul style="list-style-type: none"> • Confident to promote the Develop Your Child programs • Become part of the DYC Management and help expand the work
<i>Contribution towards Fiscal Outcomes</i>	<ul style="list-style-type: none"> • Reduced numbers of children excluded from school • Reduced mental health problems (number of individuals with anxiety and depression) • Reduced number of dependants on benefits 	<ul style="list-style-type: none"> • More interdependence • Less funding for corrective programs • Better performing schools • More cohesive communities • More responsible society 	<ul style="list-style-type: none"> • Take the impact of the work into new markets and territories

Time Frame 0 ← → 1 year

Overall Change: To create a mutually respectful whole school coaching ethos where everyone; teachers, students and parents are empowered to be all they can be.

Our program uses a powerful combination of advanced life coaching, emotional literacy and mindfulness techniques, underpinned by neuroscience. Which creates profound and sustainable changes in mind-sets, attitudes and behaviours.

The coaching process is based on the following key tools:

- **The Power of Thought** - how to change thought patterns to improve wellbeing
- **Levels of listening** - how to listen more deeply and create better connections with students, peers, your children and partners
- **Success breeds success** - together we review participants' successes each week through their Success Diaries to improve self-reflection, and a sense of self-efficacy and self-esteem
- **Setting SMART goals** - creating and achieving goals creates an increased sense of action, self-efficacy, internal focus of control for change and empowerment

Connecting with your Genius

A DYC Coach/Trainer believes you have all the answers you need inside and they unlock those with powerful questions. By being congruent and authentic you can be at your most resourceful/powerful.

Each person has unique innate abilities and wisdom. Using our evidence based approach with children, young people, parents, carers and the professionals working with these groups, we've proved these unique abilities can be accessed. We call this process connecting with your Genius, it can also be termed energetic connection/instincts/gut feelings/intuition.

Underpinned by Neuroscience

Facilitative coaching through group mindfulness techniques is the mode of change. Its focus is on creating positive emotional connections between the coachee and everyone. This positivity causes the following chemical chain reaction.

It releases oxytocin, which in turn stimulates the production of serotonin and dopamine. Oxytocin, serotonin and dopamine together create feelings of wellbeing, contentment and trust. Feelings of wellbeing, contentment and trust are the optimal criteria for learning and neuroplastic change (Kosfeld et al., 2005).

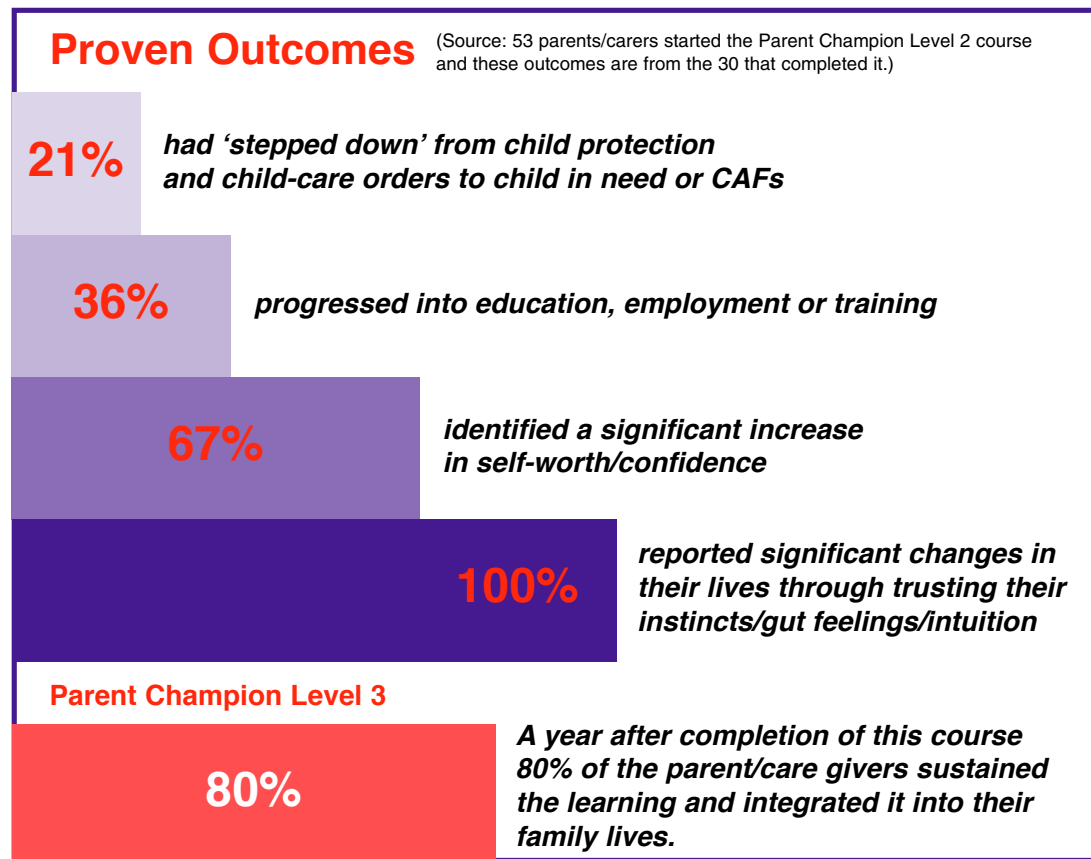
“Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it's the only thing that ever has.”

Margaret Mead

Proven outcomes

Our core personal development program has been co-created over the last 12 years with 1,000's of children, young people, parents and professionals working in homes, schools and Children's Centres. The theoretical approach has been proven with teachers, students and parents and is a rich mixture of coaching, emotional literacy and mindfulness techniques, neuroscience, experiential learning and the work of Perls, Kolb, Jung and Rogers.

It has been rigorously evaluated in 'dysfunctional' families (including Troubled Families) in deprived areas over 2 years, by Canterbury Christ Church University* here are some extracts:



And from the last paragraph of the Executive Summary from the Canterbury Christ Church University evaluation:

"Perhaps the most remarkable aspect of the positive outcomes for children is the description in many parents' accounts of children being coached to use the approaches within the Parent Champion Program for themselves. At the most profound level, children have learnt to coach their parents and siblings, to step back from conflicting situations and to employ relaxation techniques both regularly and to calm themselves down in times of stress and conflict. They have helped parents to set goals for the family and for themselves to improve their lives. Perhaps most powerfully of all, children have applied these approaches on their own in new environments without the direct support of the parents who taught them, for example when visiting a father or grandparent. The evidence gives a strong message that as a society we are underestimating children. When listened to, understood and empowered, they need not be passive recipients of 'behaviour training' but can contribute to loving, caring and the building of positive relationships in their own families and communities."

*The evaluation can be accessed here:

<http://developyourchild.co.uk/wp-content/uploads/2013/02/ParentChampion-Programme-Evaluation-April2013.pdf>

Social, emotional and educational outcomes

There's a myriad of research on the impact of a teacher on a child's social, emotional and educational outcomes. There is also research in five key areas on the parents impact on a child's cognitive development and educational outcomes, these are:

1. Increased emotional and social wellbeing in parents and children

Parents who attend the program report more emotional expression and confidence and more of a feeling of value to their lives. Observations by teachers suggest children of attendees experience improved behaviour, use more self-calming and become better at expressing their needs and having them met by parents. All these factors suggest improved social and emotional wellbeing which research has shown is linked to better educational and mental health outcomes for children (NICE, 2008).

2. Increased parental confidence in building relationships with teachers and schools

80 % of parents felt more confident in building relationships with their child's teacher and school after the program. We see this as the first step in overcoming barriers to parental engagement-known to be key for children's outcomes (e.g. Desforges and Aboouchar, 2003; Shute et al 2011, Goodall and Vorhaus, 2011, Menzies, 2013) - particularly for these disadvantaged parents.

3. Improved language skills and enhanced parent/child empathy through teaching specific skills that extend children's language and promote parent-child empathy

Two techniques are taught on the program - descriptive praise and energetic listening - promote language extension and better understanding/atunement to others' emotions. The 'scaffolding of

language (Wood, Bruner and Ross, 1976) and concepts - (in this case emotions) has been shown to be important to language and cognitive development and less elaborate and extended language has long been known to be more common amongst those from disadvantaged backgrounds (Bernstein, 1971). The hope is also that the empathetic aspect of what is taught also helps parents be more responsive to their children and more 'authoritative' in their parenting - which is associated with better outcomes for children (e.g Baumrind, 1991).

4. Increased emotional resilience through teaching relaxation techniques and mindfulness to parents and children

Meditation and mindfulness are both part of the program and known to be effective. The government wants all teachers to undertake mindfulness training because of its beneficial effects for adults and children alike (All Party Parliamentary Group Economics of Wellbeing report, New Economics Foundation, 2014).

5. Improved self-regulation and control in parents and children

Parents report a better sense of control and self-regulation after attending the program and children exhibit better self-calming. These results are indicative of impacts in the area of self-regulation and self-awareness which are linked to better educational outcomes (e.g. EPPE 3-11 study, 2008, EEF toolkit, 2014).

Report by Vice Principal of Spires Academy

We have been lucky enough to be part of the development of a coaching model to deliver a program of personal empowerment to the heart of our school society. Although a very individualised approach, the essence and long lasting effects of this program are like ripples of positivity that we have witnessed through noticeable improvements in family and school based life.

We initially identified a cohort of students in year 10 who were not achieving to their full potential academically. The personal barriers to success ranged from internal school based factors, self confidence and external family based issues through to poor attendance issues.

We experienced a high take up from the identified students. They were given the option to participate after a introduction session which was supported by the Vice Principal. The program lasted for a five week period (50 minutes a week).

The positive experience for all who engaged was apparent and the statistical evidence highlights:

- Of the original cohort 78% decided to proceed with the course after the initial introduction. The average attendance to each session was 72%. We considered this an impressive figure as two students were classified in the persistent non attendees category.
- 78% of the students identified that the course was a positive experience and recognised changes in themselves that benefitted their lives (school and family).
- We received positive feedback from parents and school staff outlining that 86% of the cohort demonstrated noticeable positive change during the course and beyond.
- Key comments from school staff included identifying increased engagement, attendance and happiness/enjoyment.
- Parents and carers of a number of the cohort outlined an increased confidence and a recognisable shift in the child's positive involvement in family life.
- The students emphasised their own increase in happiness and positivity; 33% recognised an increase in positive behaviours and are continuing to experience this still.
- 85% of the cohort felt that they had a part to play in coaching others and were keen to encourage others to have the same privilege of experiencing the program.

We at the Academy believe we are at an exciting juncture where we have begun a journey to embed a coaching culture amongst our community and enhance the postivity for our students and families to optimise their full potential.

Mr A Young, Vice Principal, Spires Academy

Life skills to be taught in schools

A new report “Healthy Young Minds – transforming the mental health of children” by the World Innovation Summit for Health and Wellbeing in Children Forum 2015, just published, recommends life skills can and should be taught as professionally and regularly as mathematics or literature.

It goes on to say “Schools need an ethos that promotes children’s wellbeing and identifies children who are languishing; but they should also devote at least an hour a week to education in life skills. Children and young people need to learn how to understand and manage their own emotions, understand others and care for them, manage their sexual relationships responsibly, eat and drink sensibly and avoid drugs, understand mental disorders and what can be done about them, understand parenting, manage their responses to modern media and choose positive life goals.”

Pilot of the Discover Your Genius Within program

We ran an initial pilot in an independent special school, for children with mild disabilities and SEN, here is some feedback

The Deputy Headteacher wrote in a report to the trustees:

"I have to say that personally I have been overwhelmed by the response to this course and by the achievements of the individuals taking part. What we are creating here is open and trusting relationships between parents, teachers and pupils and I had not realised the potential of this until now. We are experiencing the benefits of this already and I feel excited about how this will contribute to our mission of unleashing the potential of our pupils still further."

The class assistant who completed the course (and is now on a GTP) remarked:

"The PC course is already seeming to have a positive effect. Parents and teachers are able to communicate more effectively now that trusting relationships are growing within the groups. A fantastic tool for enabling a more inclusive school environment."

In a dissertation she produced, as a study of the parent coaching project, she writes:

'The outcome, of open and trusting relationships between parents and teachers, must be acknowledged as a substantial contribution to breaking down barriers to children's learning.'

Comments from pupils include:

Pupil A stated *"I feel less anxious about things now. I have become a lot more positive about going to school and actually enjoy it rather than dread it everyday. My family have noticed a real difference in my behaviour and are so pleased to see me happy again. I am doing things that I never thought I could."*

Pupil B stated that he felt that his mum had become more understanding since completing the Coaching course. *"Mum used to shout a lot but now she stays much calmer and gives me, and her, time to cool down after a disagreement before we discuss things. I know things are my fault sometimes, and I know, now, that this makes mum upset and frustrated. I guess we have both learned how to deal with each other better, we can sort of put ourselves in each others shoes."*

Pupil C agreed with Pupil B with respect to his mum also seeming to be calmer, with less shouting, since the course. He also stated *"Mum and I are doing more together since she attended the course and I am allowed to do more. I think I've changed a bit because I can now tell when mum is feeling sad or upset."*

Pupil D *"I have acknowledged more success than I have usually done. I have learnt that if you are more positive then more positive things happen to you. Other people have noticed my positivity and have an influence."*

Comments from parents include:

"The course has given me time to think and reflect and have more energy to move forward. I feel a stronger bond with other parents and staff."

"Good to feel we are striving together for the good of ourselves, our families and especially these students."

Full report is here: www.developyourchild.co.uk/wp-content/uploads/2013/01/EoE-pilot-report.pdf

We are currently running the program in a mainstream Academy funded by the Big Lottery.

During the course we introduce this 10-step toolkit:

1. Thoughts become reality

Our thoughts affect our feelings, emotions and behaviours, these then become our reality

2. Create a different reality

We do have free will and can create a different reality for ourselves - one that empowers us

3. Influence is more effective than control

When we recognise that successful relationships are about the quality of the relationships it makes it easier to influence positive changes

4. Success breeds success

When we recognise and focus on our successes they happen more in our life

5. Connecting at a deeper level

Using your 'energetic connection' or instincts/gut feeling/intuition allows you connect at a deeper level. Children are so much more sensitive and tend to take responsibility for your emotional state and kick off in the only way they know how to get attention - stop the cycle!

6. Insightful questions

Your 'energetic connection' gives you a sense of where the other person is, therefore what the insightful question is, to provide their 'light bulb' moment

7. The importance of 'me' time

Understanding what REALLY matters to you and the importance of quality 'me time' - using SMART goals to create more of this in your life

8. Change your relationships

Recognising that by you changing, even just a little, your relationships change dramatically

9. Connecting differently

By reorienting to looking for potential rather than problems, you start to see much more potential and far fewer problems

10. Create a sustainable strategy

Drawing on everything you have learned you will be able to develop your own sustainability strategy

"If you keep on doing what you've always done, you'll keep on getting what you've always got." - W L Bateman