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NARRATIVE COACHING REPORT

I participated in a seminary entitled « narrative Coaching » in Copenhagen, Denmark, from February 5th to February 9th, 2018. It is a socio-constructivist approach which focuses on different stories around a topic or issue. Here are the main points of the program according to what I understood.
It was a very dense but interesting course on how to deal with and question issues. This will be more explained in school (presentation).

Tuesday 6th February :

Introduction/ expectations/ learning contract / the narrative approach/ exercise / clarifying and listening

We had an interview about the expectations of the people attending this course (Handout) p 2

We started building a Tree of expectations : here are the contents :

Feel less responsible Improve listening and understanding (the other side)

Dealing with resistance / work with the good/ common ground

Build trust/ more respect for people's different wishes

The right questions/ identify feelings and manage them

Connect emotionally with students / overcome frustration related to expectations

Contract -allow to ask question/ improve motivation in organisation

Help to be more open-minded/ better at team work

New techniques/ teach empathy/ relationships with colleagues when prejudice

Motivate students/

Then we set up a Learning contract recall best learning experience / p3

Narrative Coaching

« Beware of the stories you tell yourself, for you will surely live by them. »

Assumptions

Logical-scientific approach versus Social constructionist/ narrative approach

On 7 February, we studied and applied different exercises on EXTERNALISING / INTERNALISING
Exercise 1 Internalisation

P6 (fascicule)

A/ Externalising emotions

The aim of the exercise was to ask funny questions

Exercise : **interviewing the problem** 1 2 and 3 p 9

This was a way to question a problem through a kind of personalisation enabling the person to see the strengths she had and that she could be stronger than the problem itself, getting to know about it.

We saw the Landscape of action

Exercise on deconstructing through the landscape of action p11

Actions

Thoughts

Emotions

We managed through that exercise to take into account the emotions and thoughts that underlied and motivated our actions in trying to deal with a problem

POSITION MAP PROBLEM STORY

1. Naming the problem
2. Exploring the effects of the problem
3. Evaluating the effects of the problem
4. Justifying the evaluation

Thursday 8 February 2018

We learnt how to create an alternative story through re-authoring p 15 (document)

= creating an alternative and alternative and more preferred story

= Finding the exceptions that don't fit with the problem stories.

= open doors

What would we do ?

We learnt to listen unevenly= use one ear for the problems and one for the exceptions

P17 Time line

Identifying unique initiatives

Convince the person of the significance of the initiative

P 18 Landscapes of meaning and action

Connect action and meaning

Reading exercise on action/ meaning landscapes

(Alice's case)

The externalising pulls apart a story and does not define us;

We have to look for the exceptions.

We mustn't be locked in conclusions.

I need to know what actions make people think that they are included and make them comfortable.

Try to be aware of our stories.

P 13

Exercise : landscape of action and meaning

Inviting to reflection the meaning of the unique initiatives

We saw a new thing : EXPLORING ACCOMPLISHMENT

The purpose was to know what we are doing when things work well, feeling of resourceful/ competent

To develop our strength is more important than to fix our weaknesses, to see links between stories

To arise skills ,go deeper + keep asking

To go get some knowledge about what is working.

To share that knowledge

The person who was speaking was surrounded by an outsider-witness group who was in charge of writing what impressed them/ caught their attention, and who would give their feedback to the person while she has turned around . this makes her see the strenghts and other aspects/ solutions to the issue she has submitted to them.

Steps for witnesses' retelling

Responsibility of coach

OUTSIDER WITNESS GROUPS

Example of exercise through an interview

- 1 Externalising interview (see p 20)
- 2 Witnessing
- 3 Interview LOA LOM (preferred unique initiative)

Effects	effects	effects
effects	Problem	effects
Effects	effects	effects

On 9/ 2 / 2018 W

We chose to tackle a topic which was very common in our classes as teachers, with colleagues from Spain. We chose to speak about bullying through different steps :

1/ Externalising bullying

2/ Historicizing the problem

3/ Visualizing the goal : imagine bullying walking out of the school and disappearing

4/ Steps to take to defeat bullying

How to apply this to situations

Set up a contract

What is important to the pupils ?

Create an atmosphere

Set rules about talking in round

Use things visually

1st map : Ex put « bullying » in the middle of a board

What it brings : effects

2nd map : when bullying walks away : what is possible

Ask the pupils to notice things that belong to the preferred story

« undercover teams »

+ follow ups : more ideas added

-ask the group what they want from the person who is bullied

Focusing more on what the pupils do well.

Changing the way they think

Focusing on the bullying not on the person being bullied

1/ Structure the meeting/ workshop

2/ How much time + who speaks

3/ Which questions

4/ Format

1/ We had to choose a structure

Class group ex vie de classe

2/Time : One hour or more

3/ Questions :

Brainstorming around « lack of motivation » (we let them name the problem)

What things overshadow your motivation sometimes

Book : Narrative counselling for schools

What does it make you do in class when you are not motivated

Utiliser :

Position map 1 : externalisation

+ re-authoring

On the wall we put the question (in a potatoe)

-how does bullying affect your relationships/ feelings/ moods ?

Then : individual writing (on a piece of paper) about what is important to them

4/ Format Then split them in groups of 5 +

- a) individual paper (they write on them what they think / feel)
- b) Gather the topic and make 4 groups with one per per group
- c) They complete the paper one after the other in each group

5/ Conclusion : sharing + actions of committment

Write down the actions that are going to be taken to feel better at school

My opinion

Through that approach, I learnt not to narrow a person in one story but to see her through other aspects of her life/ enlightening the things that she doesn't see , enabling her to focus on her strenghts and see what skills, tools and solutions she has to face a problem. This method could be very useful to us as teachers not to narrow our students to their behaviour or to one aspect of their lives. And some methods (externalisation or witnessing) could be used to tackle issues and see the motivations of people's acions in order to deal with problem solving.

It was a very rich experience, which enabled us to share with other people from Europe, and see that the issues are mainly the same.