**Coach and inspire: guided intervision using GRROW**

**Objectives**

* To explore your experiences and concerns about diversity and inclusionwith a sharp focus on your professional learning goals
* To develop your coaching skills, such as asking questions, summarising, appreciating, confronting while staying connected, inspiring,…

**Method**

* We meet in a **professional learning community**, a small learning group.

Someone brings in an own experience with diversity or inclusion in practice.

We reflect on it together to learn from it collaboratively.

We practice our coaching skills, like exploring, appreciating, confronting while staying connected, inspiring,...

* To work in a **purposeful**, goal-oriented way, we use the ‘**GRROW’** model to **structure** our conversations (Clement, 2017, based on Whitmore, 1996; Landsberg, 1996). The **five steps** of ‘GRROW’ provide direction, still we need to use them flexibly to support our professional learning process.
* In general, ‘**intervision’** is a **non-guided** learning activity, repeated over a longer period several times. In a professional development program, we are often only able to organise a few collaborative learning sessions. To remain focused, it is useful that someone takes on the role to guide and structure this learning process, similarly to what a supervisor does in ‘supervision’. By calling the method ‘**guided** intervision’, we suggest that professionals will also be able to use these steps to learn collaboratively without any guidance, in a longer intervision process.

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| **Group member X.** (coachee) | Other group members (peer coaches) |
| 1. Tell us **what exactly do you experience in your reality** when trying to appreciate diversity and realise inclusion.

4. **Formulate** **your goal** more precisely. What do you want to achieve? What do you want to to learn? What do you want to change? Can you describe that in concrete terms?6. **Which resource or option** appeals to you? On which option do you want to zoom in?8. **What are you going to do now?** What sounds feasible? What is the **first step** you **will** take? 10. Ask your **group members** what they **will** put in practice. What have they learned?  | 1. How is it going to appreciate diversity and realise inclusion **in your practice**?
* **What is going well?**
* **What is more difficult?**

Of these topics, what seems interesting to several group members? What do we want to explore **together**? 1. **Ask** questions to make the situation concrete, and summarise from time tot time. What is the reality, **what is happening** in this situation?
2. **Ask questions about the goal**. What does X. want in this situation? Keep asking until the goal becomes clear in mind and motivating.
3. **Consider resources**: who or what could help X., to reach the goal?

**Brainstorm about possible options**: What could X. do, to achieve the goal? Which possibilities doe you see to change the situation?1. **Ask questions** so that X. sees the **option** clearly: what exactly does X. want to do?
2. Do you see yourself **doing it? Will** you manage to do it? If not, who or what could help you to make it work?
3. **Share what you learn** from this situation. What **will** you **apply** inyour practice or community?
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