


Living the Inquiry
Taking a stand for a different world

Key Insights

- Freedom to make our choices and see a positive impact is a factor of the inherent privilege
- We coach the person and we coach through that the system the person identifies with.
- Our students have different and extensive lived wisdom based on their life experiences. The notion of an expert teacher or facilitator collapses.
- In order to teach this work, we must live our inquiry and show up.
- We must address our
 - Isms
 - Our ignorance of how different cultures function
 - Be prepared to call out our own implicit biases when teaching coaching
 - roots of how we use language and its influence on curriculum and content
 - Be prepared to understand coaching is contextual and not an absolute frame
- Resistance and divergence is essential. Can we have multiple and simultaneous ways of looking at coaching frameworks and principles?
- The school leadership must take a stand on how to view power and share power.

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- How does work of inclusion and equity inform our coach training approach and curriculum?
 - Treatment of curriculum changes
 - Accountability actions also involve actions to address power differential
 - Language carries implicit bias- so open it up.
 - What compels us to take a stand?
 - Are we furthering a system of oppression?
 - Who gets coaching and who gets to be a coach?
 - What does it mean for us to live the Inquiry?
 - Do our work knowing we don't know it all
 - Stand in the fire
 - Accept that being at the centre means someone is off the centre.