

How do I
reflect on my
coaching
needs?



Coaching



Coaching toolkit overview

Planning



Resources:

- > What does the coaching process look like?

Coach and coachee have different perspectives on planning



Resources for Coaches

- > How can I grow as a coach?
- > How do I prepare as a coach?
- > What techniques do coaches use?



Resources for Coachees

- > How do I reflect on my coaching needs?
- > How do I select a coach?

Contracting



Resources:

- > What does a coaching contract cover?

Coaching



Resources:

- > How do coaching conversations work?
- > How do I build momentum for change?
- > What does an action plan look like?

Evaluating



Resources:

- > How do we evaluate the effectiveness of the coaching process?
- > How do we reflect on the coaching relationship?



How can coaching help me?

- > Coaching is a process of professional learning that can support teachers to improve their practice
- > Coaching is for teachers who are willing to undertake a process of change
- > The coach creates awareness and responsibility through questioning and conversation. The coachee is encouraged to identify their development needs, uncover appropriate solutions and take action with support from the coach
- > This resource will help you to reflect on and identify your coaching needs in preparation for entering a coaching relationship



Coaching is...

... a professional learning strategy using questioning and conversation to support professional growth. Coaching may, at times, cross into the following:



- > **Mentoring**
 - generally a relationship between a more experienced mentor and less experienced mentee
 - about learning from an expert and gaining knowledge from his or her experience
 - often occurs during transition to a new career stage or role
- > **Teaching by instruction**
 - about teaching particular skills
 - typically a one-way transfer of knowledge
- > **Counselling**
 - focuses on unravelling particular problems and difficulties
 - is often sought in times of change or crisis



Identifying coaching needs – where to start

- > Prior to your initial coaching conversation, reflect on your practice to help identify your coaching needs
- > Use the suggestions below to support reflections on your strengths, areas for development and professional aspirations

Reflect on:	
Feedback from previous performance and development reviews	Your teaching practice in accordance with the Standards using the AITSL Teacher Self-Assessment Tool
Aspects of your peers' teaching you admire	Your teaching practice using a SWOT analysis
Formal feedback, for example observations, school surveys, student achievement results	Shared understandings of effective teaching in and role expectations in your school context
Feedback from members of your school community including school leaders, peers, parents and students	Your school's goals and priorities
School data on student performance	System/sector priorities and initiatives



Refining your coaching need

Look through your reflections and consider some key questions:

- > Are there any themes or patterns?
- > What do I feel excited about?
- > What strengths can I build on?
- > What would most impact student learning, engagement and wellbeing?
- > Are there blocks/challenges/issues that I am struggling to address on my own?

Ask yourself what 2-3 things would make the biggest difference to your teaching practice, be appropriately challenging and therefore benefit from additional support to achieve?

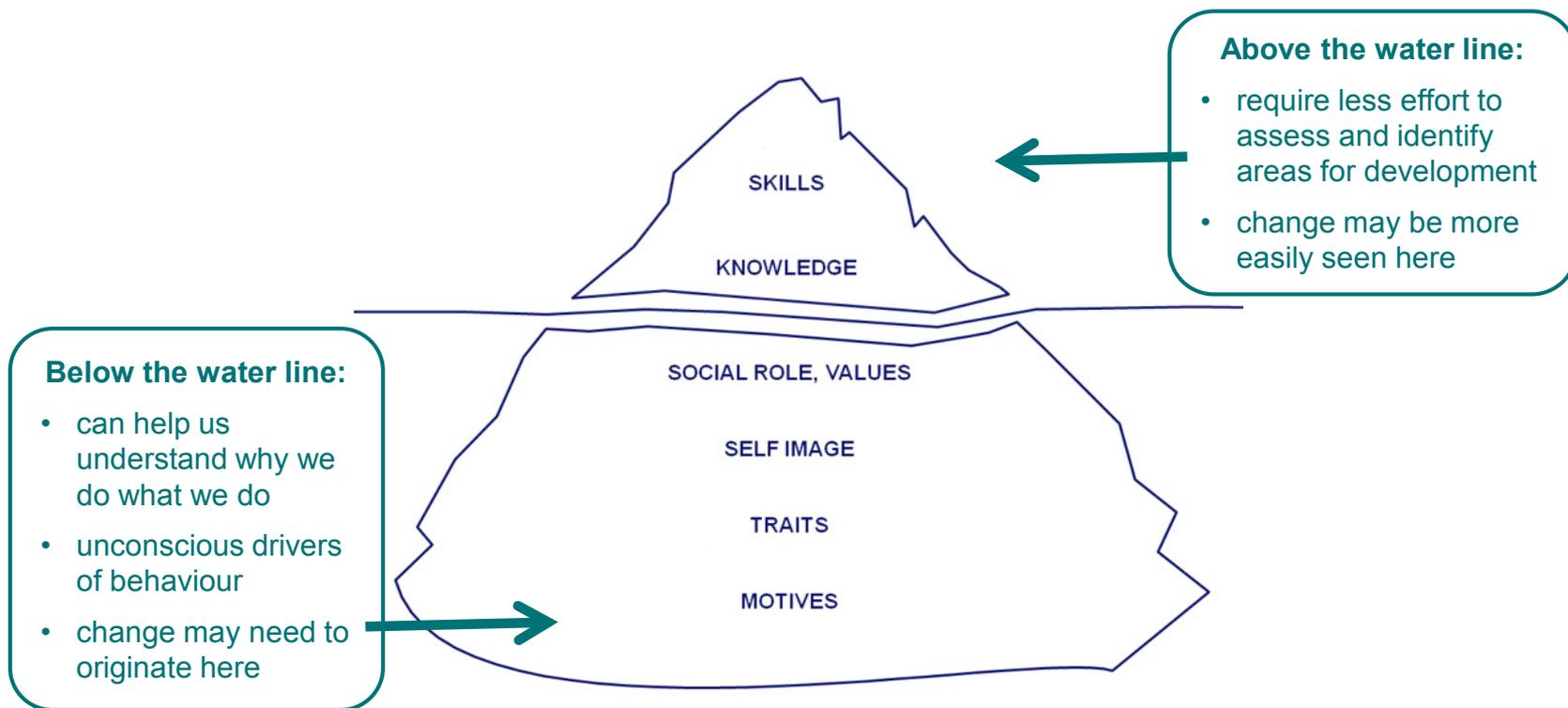


Diving deeper – Coaching needs are not always obvious

- > By this stage you may have identified 2-3 areas of practice that are appropriate for a coaching relationship
- > Thinking about your needs as being like an iceberg can help to ensure you are aware of less obvious factors that might influence your understanding and approach to your development needs
- > The iceberg model identifies professional growth as occurring at two broad levels:
 - ‘above the water line’ visible behaviours, easier to observe
 - ‘below the water line’ drivers of behaviour, harder to observe
- > This is reflected in graphic version on the following page



Iceberg model of coaching needs



Sometimes when you want to address “above the line” practices, you may also need to look “below the line” to ensure you address underlying drivers of behaviour



Real behaviour change sits below the waterline

- > While knowledge and skills are necessary for high performance, they alone do not ensure long-term effectiveness
- > Long term effectiveness is driven by the characteristics that sit below the waterline. Your professional practice and development may be influenced consciously or unconsciously by your social role, self-image, traits and motives
- > The aspects of ourselves below the waterline may be hidden or may need to be uncovered in order to effectively address them. Challenging ourselves in these areas may feel uncomfortable, but addressing inherent values and beliefs also has the potential to bring about greater insight into ourselves
- > Therefore, coaching should aim to address development needs that sit both above and below the waterline



Where does my coaching need sit on the iceberg?

- > Think again about the areas of practice you have identified as coaching needs. Reflect on where these needs sit by asking yourself the following questions:

Skills	Do I have the ability or enough training to act effectively in this situation? Consider: how you plan for and implement effective teaching and learning; how you implement a range of strategies to create and maintain supportive and safe learning environments; how you approach assessment, feedback and reporting on student learning.
Knowledge	Do I have enough information to take action? Consider: how you apply your knowledge of students and how they learn; strategies for keeping up to date with relevant content and pedagogy.
Social role, values	What do I value about myself and how does this contribute to my practice? Consider: whether your views about yourself may be holding you back; how you feel about the way you teach; what you value most about teaching and learning.
Self-image	What do I value about myself and how does this contribute to my practice? Consider: whether your views about yourself may be holding you back; how you feel about the way you teach; what you value most about teaching and learning.
Traits	Can I identify my inherent traits and what impact they have on practice? Consider: how do I typically behave and what do I feel comfortable doing? how you can use these to greatest effect; whether there are any traits that are preventing you from being the best teacher you can be; how you can work with these or leverage off other traits to improve your teaching practice.
Motives	What motivates me in my practice? Consider: what aspects of your teaching you consistently devote energy to or avoid; what drives you to improve or change and how you can use these drivers to improve your practice.



Build a picture of your needs against the iceberg

- > Consider your coaching needs by reflecting on the questions on the previous slide. Record your thoughts in the table below. Include focus areas, reflections and any feedback you might have which provides insight

Skills	
Knowledge	
Social role, values	
Self-image	
Traits	
Motives	



You don't have to have all the answers!

- > Undertaking this reflection is just the starting point
- > You can use the iceberg to discuss your needs with your coach
- > The role of the coach is to help you explore and work through these needs further
- > You can also use the iceberg to reflect on your goals to ensure a goal is targeting your development need at the right level