

How do I prepare as coach?



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 do I prepare as coach?



- > Planning to engage in a coaching relationship is a critical part of the coaching process
- > Preparation for conversations will assist you to be more “in the moment” and focused on the conversation when you are with the coachee
- > This resource will help you prepare a solid foundation for the coaching relationship in conjunction with the following resources:
 - [How can I grow as a coach?](#)
 - [How do coaching conversations work?](#)
 - [What techniques do coaches use?](#)
 - [How do I build momentum for change?](#)



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



Preparing as coach

- > The coaching process begins before coach and coachee meet
- > The following slides support you to think about three important things:





What do I already know about the coachee?

- > Being a coach is about using conversation and questioning to support a coachee to improve their practice
- > You may already have a view about the coachee's capabilities, which could impact the coaching relationship so it is important to challenge your assumptions
- > Evidence to test your view can come from a variety of sources, including classroom observation and the coachee's participation in teacher forums
- > Think about how you might learn more about the coachee and discuss this with the coachee in your first meeting:
 - would they be open to you seeking other perspectives?
 - who would they suggest you talk with to get different perspectives?
- > A considered and informed view of your coachee can help you to be aware of times during the conversation when the coachee is demonstrating accurate self-awareness and times when they may be demonstrating that they have some blind-spots about their practice, behaviour and/or knowledge



How can I keep us on track?

- > While coaching is about fluid conversations, a truly effective coaching relationship also maintains some structure to ensure that the goals of the coaching relationship are met
- > Ideally, the coachee will drive the coaching relationship, however, the coachee may look to you to maintain a focus on the overall coaching process and agreed outcomes
- > A few practical things to think about:

How will you document your work with the coachee?

How will you help the coachee prepare for each session?

How will you encourage the coachee to share his/her expectations?

- > You can also help your coachee to see the progress they have made by reminding them about key successes and barriers they have overcome



How will I get the balance right?

- > There are always tensions in a coaching relationship
- > These tensions are about striking a balance between:
 - being well prepared and responding flexibly to the coachee's agenda
 - finding out what you can about the coachee and not making assumptions
 - listening to other perspectives and keeping an open mind
- > Preparation is important, but once the coaching conversation starts, be in the moment!



Keeping on track

- > Write a few notes to reflect your thoughts on the following three questions

How will you document your work with the coachee?

How will you help the coachee prepare for each session?

How will you encourage the coachee to share his/her expectations?

- > You may wish to share your notes with your coachee and discuss whether these meet their needs and expectations