

How can I grow as a 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 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 I grow as a coach?



- > As you plan to enter a coaching relationship, you may be thinking about your capability to undertake the role of coach and what you could do to be more effective
- > It is recommended that you consider your own personal development needs by going through some of the same reflective processes through which you will be guiding your coachee
- > This resource is designed to help you undertake a self-directed learning journey to build your capacity as a coach
- > You may wish to also look at other resources to assist you in your preparation:
 - [How do I prepare as coach?](#)
 - [How do coaching conversations work?](#)
 - [What techniques do coaches use?](#)
 - [How do I build momentum for change?](#)



Reflection exercise

- > Taking on the role of coach means that you will be supporting another teacher, the coachee, through a process of change
- > However, coaching can also provide a valuable learning and development experience for the coach

**Think about someone
who really made a
difference to you, who
helped you through a
learning breakthrough
in your teaching
practice...**

What did they do and say?

How did they do and say it?

What was the impact of this
person's behaviour on you?



My ideal coaching self

- > The reflection exercise you have just completed helps you to build a picture of some effective coaching practices you have encountered in your own learning
- > Think about what you want to take away from this reflection into your own coaching practice
- > You can build on these reflections by asking yourself the questions on the following slides. Really challenge yourself to think deeply about the questions. Record your answers.
- > These questions will guide your thinking about your “real coaching self” versus your “ideal coaching self” and how you can bridge the gap
- > By undertaking this exercise, you are engaging in the initial stages of a self-directed process of intentional change. In your role as coach, you will play an important part in guiding the coachee through this same process
- > Being a coach is an important, but often challenging role. You may want to seek support during the process to address any challenges or blocks that may arise



Finding my ideal coaching self

What kind of coach do I want to be? When I imagine myself as this coach, what am I doing, thinking, feeling?

What kind of coach am I right now? What do I enjoy? What am I good at? What do I find challenging?



Finding my ideal coaching self

How can I get closer to my ideal self? How can I work on my strengths and gaps? What are my goals?

How can I try out new behaviours? What can I do differently? What are the benefits for me and those I coach?



Setting my coaching goals

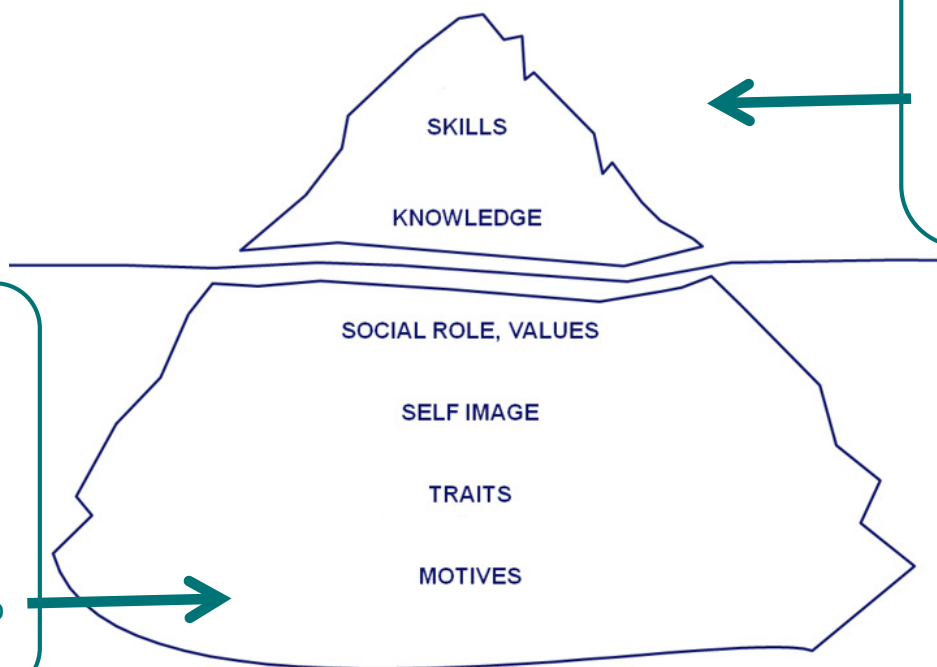
- > To channel your reflections into actions, it is important to set goals that will help to bridge the gap between your real self and your ideal self. This continues your self-directed intentional change journey
- > Just as you will assist the coachee to set goals, you can set your own goals
- > Use your reflections to identify 1 – 2 things that you think will have the biggest impact on creating a positive and constructive coaching experience for your coachee
- > Your professional practice and development may be influenced consciously or unconsciously by your social role, self-image, traits and motives. Using the analogy of an iceberg to think about your needs 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

Above the water line:

- require less effort to assess and identify areas for development
- change may be more easily seen here



Below the water line:

- can help us understand why we do what we do
- unconscious drivers of behaviour
- change may need to originate here

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

- > The aspects of ourselves below the waterline may be hidden or may need to be uncovered in order to address potential barriers and to create lasting change. 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 by concentrating on skills and knowledge (above the water line) and values, self image, traits and motives (below the waterline)
- > Use the iceberg model when considering your own goals as a coach. It is also valuable to use when working with the coachee to focus your questions and conversation, and ensure you are supporting the coachee at the right level