

What does the
coaching
process look
like?



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?



The coaching relationship

Whilst it takes many different forms, coaching is principally a joint enterprise in which one person supports another to develop their understanding and practice in an area defined by their own needs and interests. ... Coaching often involves integrating new or alternative approaches into the professional's existing repertoire of skills and strategies.

Creasy, J & Paterson, F 2005, *Leading Coaching in Schools*, Leading Practice Seminar Series, National College for School Leadership, www.ncsl.org.uk



Phases in a coaching relationship



There are four phases to a coaching relationship.

The following slides outline the key activities for each step.



Planning



- > Coaching is about bringing out the best in people. The coachee is the focus of the coaching relationship and may have control over the coach selection process. Where a coach is assigned to a coachee, these planning tools may be of assistance as you begin to establish a relationship
- > The coachee begins to identify potential coaches by considering who could support the them to maximise their potential ([How do I select a coach?](#))
- > The coachee approaches the potential coach to hold an introductory conversation during which they decide if they will work together
- > Coach and coachee then agree a time for their first coaching meeting
- > Both coach and coachee independently reflect on their roles and approach and what they want to achieve through the relationship ([How do I prepare as coach?](#) [How do I reflect on my coaching needs?](#))
- > This self-reflection and clarification of objectives for the relationship helps to inform the contracting and coaching discussions



Phase 2: Contracting



- > The objective of this phase is to establish an agreed foundation from which to develop a productive and successful relationship
- > The self-reflection tasks from the planning stage should inform the discussion
- > Coach and coachee agree on:
 - roles and approach to coaching
 - confidentiality arrangements
 - goals and desired outcomes for the relationship ([How do I reflect on my coaching needs?](#))
 - a timeframe in which to reflect on and evaluate the coaching relationship
- > Key aspects can be recorded in the coaching contract ([What does a coaching contract cover?](#))



Phase 3: Coaching



- > The objective of this phase is to clarify the development needs of the coachee and start coaching
- > The coach supports the coachee through a series of coaching conversations using a range of questioning techniques ([What techniques do coaches use?](#)) which help to refine needs and goals, explore responses and solutions to issues and allow reflection on specific events
- > An action plan aligned to the coachee's goals is developed ([What does an action plan look like?](#))
- > Coach and coachee should regularly review the relationship against the goals and desired outcomes to ensure they remain focused on the coachee's identified development needs



Phase 4: Evaluating



- > The evaluation phase occurs at the end of the coaching cycle and earlier if agreed. However, evaluating the coaching relationship is relevant at any point in the process, to ensure it remains on track and continues to be beneficial
- > Evaluation involves reflection on the coaching relationship ([How do we reflect on the coaching relationship?](#)), reviewing progress against goals and desired outcomes and acknowledging progress and gains ([How do we evaluate the effectiveness of the coaching process?](#))
- > At the end of the coaching cycle, coach and coachee will agree on how to transition the relationship and any follow up required. Where agreed between coach and coachee, this may involve moving to a new phase or cycle of coaching, addressing different goals or building on the original goals



Roles and responsibilities in the coaching process

Coach

- > Contract with the coachee
- > Support the coachee in working towards sustained behaviour change
- > Build trust and rapport with the coachee to encourage supported risk-taking
- > Help define clear goals and action plans
- > Question the coachee in order to challenge assumptions
- > Help the coachee to honestly reflect on a range of feedback
- > Manage boundaries and maintain confidentiality

Coachee

- > Contract with the coach
- > Take responsibility for own professional learning
- > Work towards sustained behaviour change
- > Commit to meeting with coach
- > Implement action plan to achieve goals
- > Gather evidence
- > Prepare for coaching meetings
- > Be prepared to be open and honest
- > Evaluate the relevance and value of the coaching experience

School leader

- > Play an active role in professional learning of teachers
- > Create a culture where development and coaching is valued
- > Support the establishment of the coaching relationship
- > Provide feedback on an ongoing basis