

Coaching toolkit for teachers overview



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?

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Resources:

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

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Resources:

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

How do I
reflect on my
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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?

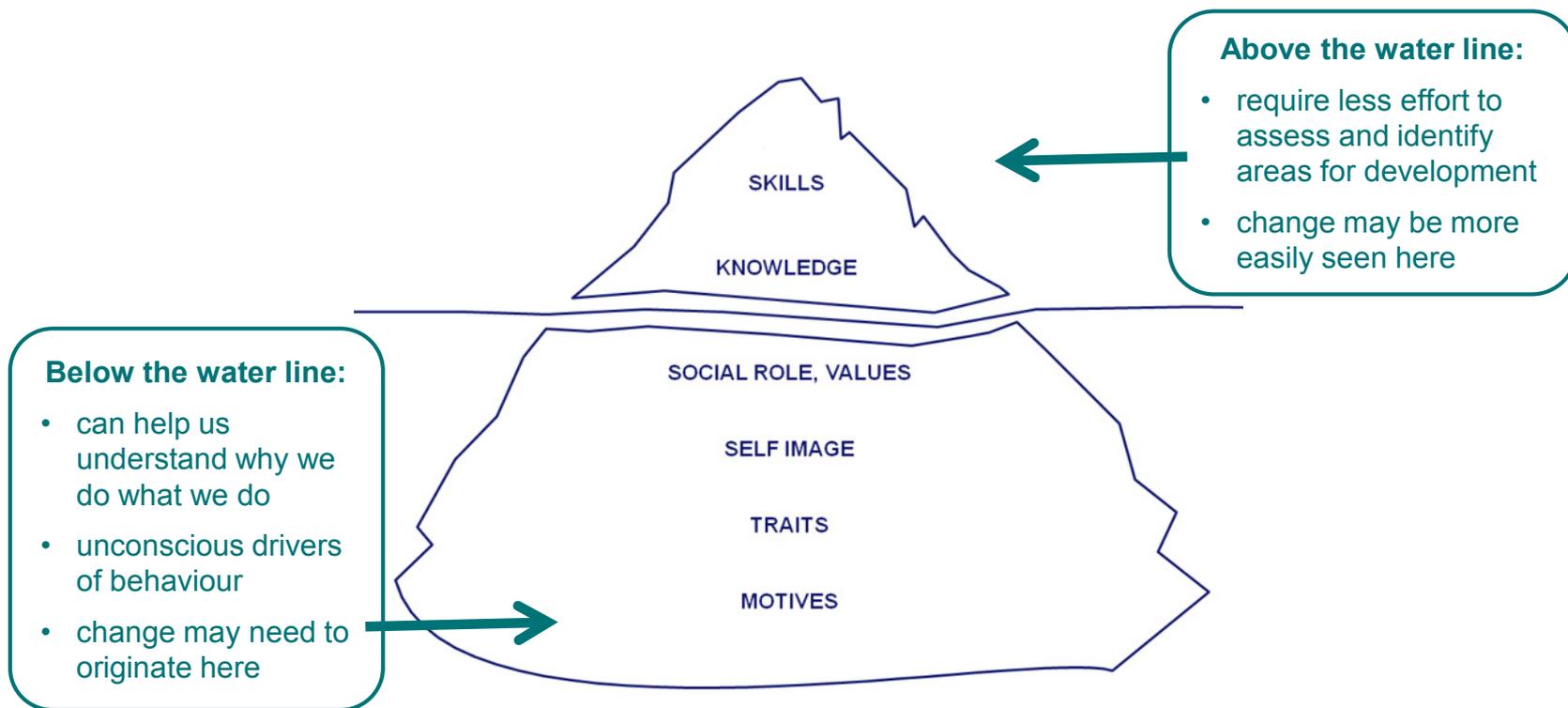


Diving deeper – Coaching needs are not always obvious

- > 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

How do I select a coach?



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Selecting a coach

- > As the coachee, you may have control over the coach selection process as the coaching relationship focusses on your development. If so, this resource will assist you to identify things to consider when making a selection
- > In some instances a coach may be assigned to a coachee. In that case, this resource may act as a support in identifying issues you could discuss during your initial meeting with your coach
- > You need to feel comfortable and confident that your coach will be able to support and guide you through your learning
- > Only you can assess if your coach seems to be right for you and your needs
- > No one coach is right for everyone!



What are guiding principles when choosing a coach?

- > The parameters you apply when choosing your coach are ultimately up to you, but the below information provides some common guidelines:

Rapport



Are you comfortable sharing your thoughts, concerns, aspirations and goal progress with your coach?

Credibility



Do you respect the coach and their experience? Do you believe the coach will be sincere and transparent in their interactions with you? Do you trust your coach to be objective?

Confidence



Does your coach bring the self-awareness and confidence to appropriately challenge you?

Confidentiality



Do you trust that confidentiality between you and your coach will be maintained?

Emotional Intelligence



Is your coach able to keep their emotions in check and project calmness and positivity? Can they pick up on cues from others' and adapt their message accordingly to be persuasive or motivating? Does your coach see mistakes as a growth opportunity to reflect on and learn from?



Who are potential coaches?

- > Your colleagues within or outside your school
- > Contacts within your professional network
- > Professional coaches
- > Members within your community – remember, coaches do not have to be subject matter experts!

Tips:

- > if you cannot identify a suitable coach within your school, see if there is someone with appropriate expertise from another school or industry
- > coaching is conversation based so it may be appropriate to explore opportunities to engage in coaching online using Skype or other communications tools. This can broaden your pool of potential coaches



How do I decide if a coach is right for me?

- > When you have identified a potential coach, have an introductory conversation to discuss the possibility of working together
- > Ask your potential coach about their knowledge and experience of coaching (including any training or qualifications); and if they can see any professional benefits to be gained for themselves from the experience. If your potential coach has not had direct coaching experience, guide them to this resource package to support their learning ([Coaching resources](#))
- > Communicate why you would like to engage in a coaching relationship and what you would like to achieve
- > Listen to your gut when making the decision!
- > Once you have agreed to work together, make a time to hold your first meeting ([What does the coaching process look like?](#)). Pre-planning and reflection will help to ensure you are well prepared to begin the coaching process ([How do I reflect on my coaching needs?](#) [How do I prepare as a coach?](#))

How can I grow as a coach?



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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?](#)
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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

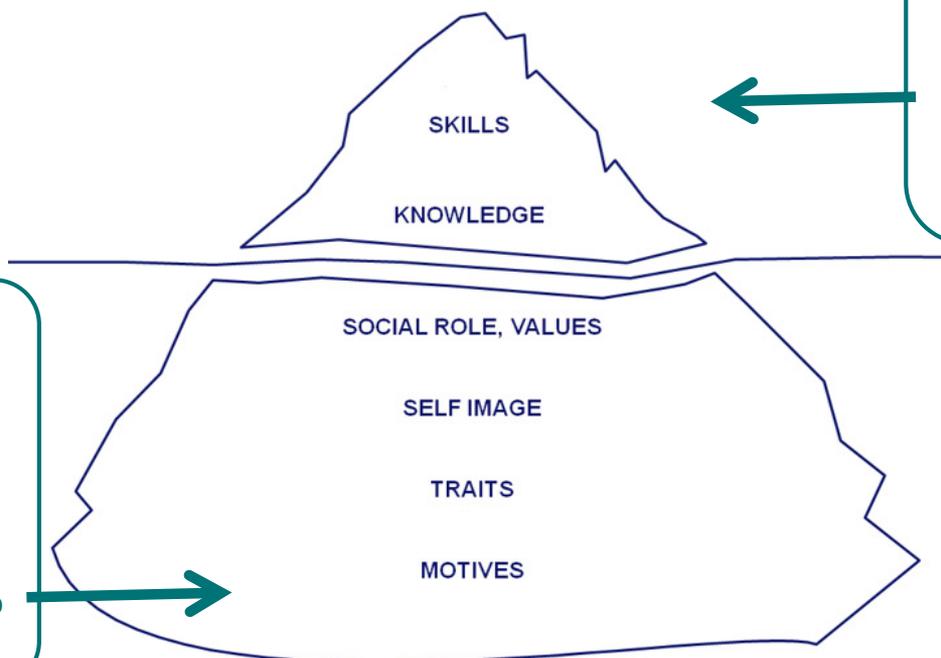
- > To channel your reflections into actions, it is important to set goals that will help to bridge the gap between your real self and your ideal self. This continues your self-directed intentional change journey
- > Just as you will assist the coachee to set goals, you can set your own goals
- > Use 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:
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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

How do I prepare as coach?



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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 do I grow as a coach?](#)
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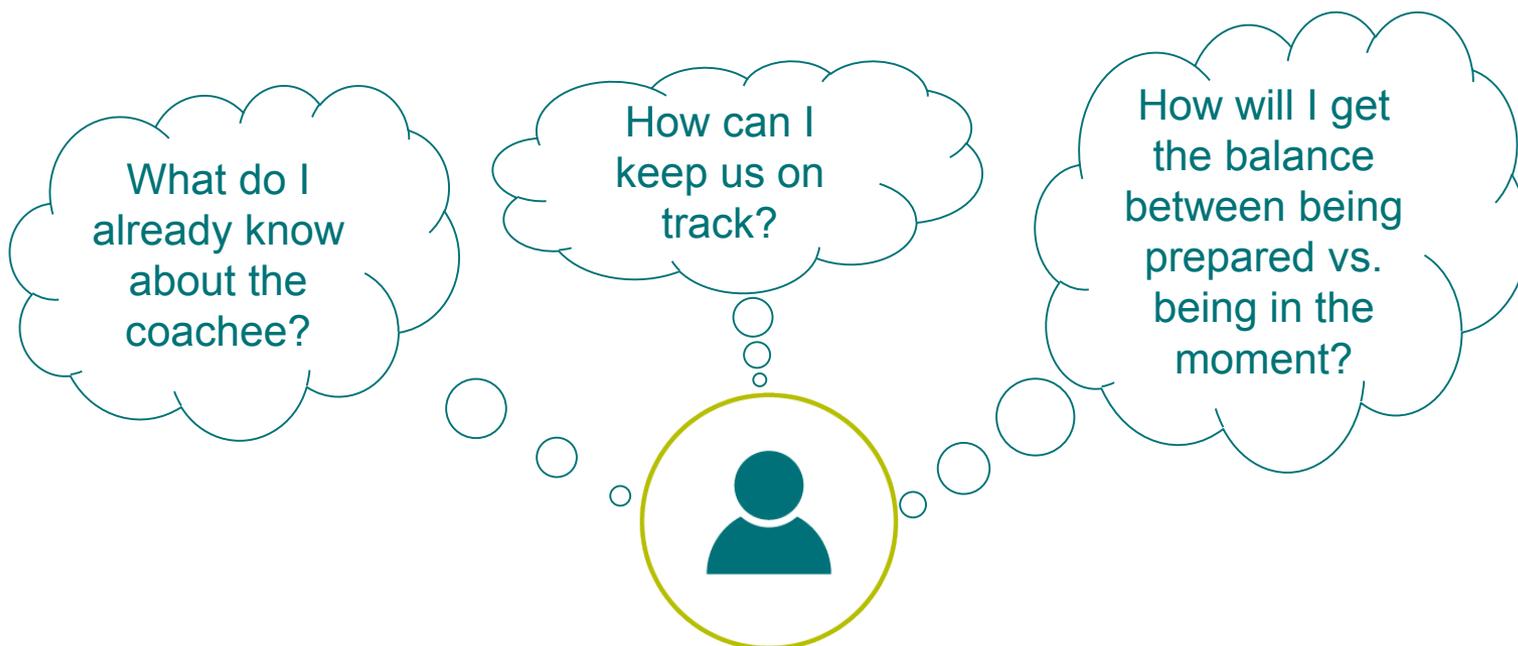


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Preparing as coach

- > 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

What techniques do coaches use?



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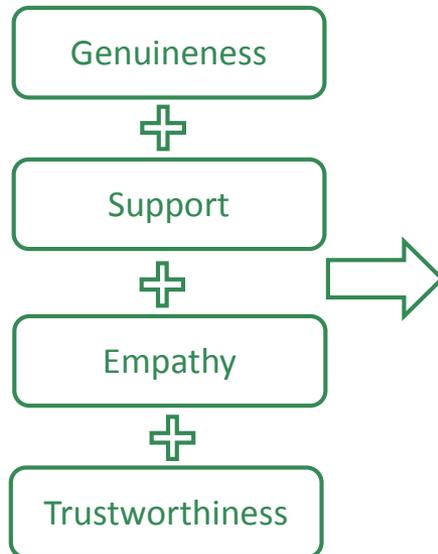
- > The National College for Teaching and Leadership (formerly the National College for School Leadership) in the UK recognises that ‘the quality of questioning in a coaching session or coaching conversation is the key to the developmental nature of the dialogue’*
- > As a coach, you will use techniques including effective questioning to fully engage the coachee in the coaching conversation and, more broadly, in their overall learning journey
- > This resource examines important qualities of coaches and key communication techniques that contribute to effective coaching conversations
- > You may wish to also look at other resources to assist you in your preparation:
 - [How do I grow as a coach?](#)
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* Creasy, Jane & Paterson, Fred 2005, *Leading Coaching in Schools*, National College for School Leadership, UK

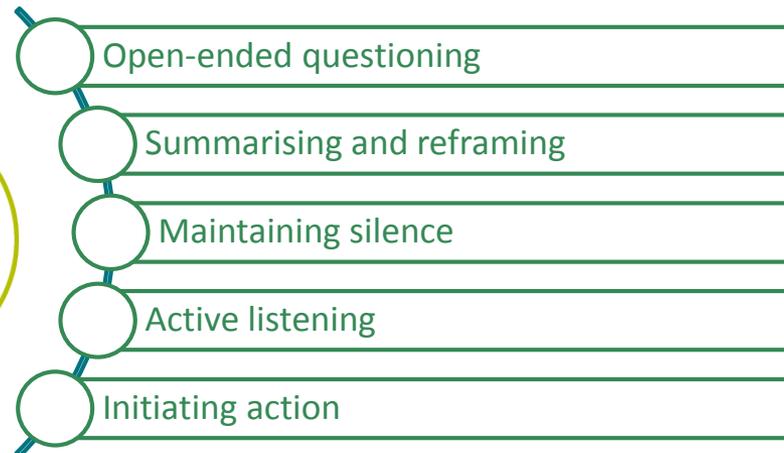


Coach qualities and communication techniques

Qualities of a good coach



Communication techniques





What are the qualities of a good coach?

Genuineness

- > Being genuine demonstrates your commitment to the coachee and the coaching process
- > It means being open and honest, including through providing real-life and detailed feedback

Support

- > When you feel strongly about the coachee's wellbeing and progress it can be hard to let them take the lead
- > Coaches need to care enough to facilitate the journey for the coachee, but not rescue them from the challenges that come along with the change process

Empathy

- > Empathy is all about understanding people and tuning into the emotions underlying their words and actions
- > Empathy allows you to put yourself in the coachee's shoes. It is essential for ensuring you hear and understand what the coachee is truly saying and feeling, rather than making your own assumptions

Trustworthiness

- > The presence of trust between coach and coachee is an essential precondition for a successful coaching relationship
- > Without trust, the coachee may not feel confident to share their real thoughts and concerns and they may not accept the feedback offered by the coach



Communication techniques

Open ended questioning

Choosing questions with care is important:

- > Ask questions that are open-ended and cannot be answered with a “yes”, “no” or one-word response:
 - *What did you do or say in the classroom?*
 - *How did the students respond?*
 - *What impact did that have on the students?*
- > Encourage the coachee to elaborate on the situation and their response
- > Avoid leading questions that prompt a particular point of view or suggest how a question should be answered:
 - *You rushed the introduction to the activity, didn't you?*
 - *Are you frustrated by that response from your students?*

Summarising and reframing

Summarising and re-framing can prompt further reflection from the coachee

- > Stepping back and giving a clear summary of the situation gives the coachee a chance to see things differently
- > Re-frame the key aspects of the coaching discussion
 - *What if things were different? What other interpretations could you reach?*
- > Sharing feedback is a great way to challenge assumptions
 - *What's the evidence?*



Communication techniques

Active listening

A great coach listens deeply to what someone is really saying. They attend to the coachee's words, body language and emotions

- > Active listening is accomplished through the use of two techniques:
 - Responding to the underlying concerns and feelings of the coachee e.g. *"you seem disappointed..."*
 - Paraphrasing or putting what the coachee said into your own words without changing the basic meaning
- These techniques help to demonstrate in a verbal way that you have accurately heard what the coachee has said, as well as identified their underlying emotions
- It can also assist the coachee to express themselves accurately. The coach's paraphrased words may not be the right ones, but they may help to clarify the coachee's thought processes

Maintaining silence

As important as it is to ask questions, it is also important to give the coachee space to answer them:

- > Give the coachee time to think through the reply to a challenging question
- > Be patient. Do not anticipate the coachee's response by pre-empting his/her answer
- > Remain open and demonstrate interest. Encourage the coachee to take his/her time



Coaching techniques

Initiating action

Helping the coachee to initiate action involves exploring options and challenging their beliefs. Real agreement on next steps is vital – without a clear action plan the coachee is unlikely to achieve the aims of the coaching relationship

- > Ask the coachee to share their ideas
- > Help the coachee to identify and select a goal/next step among the options that they have generated
- > Resist the urge to tell! But do offer additional ideas
 - *Another thing that might be worth trying is...*
 - *The options are...*
 - *I've tried it this way before, could that work for you?*
- > Encourage the coachee to identify new behaviours or ways of thinking that they would like to try
- > Conclude with mutually agreed goals and action plans



Practicing coaching techniques

- > Practice on someone you know well e.g. close friend, colleague or partner
- > Pick a situation in which you have the time and the privacy to listen to them
- > Start a conversation about something that matters to them, and really listen
- > Give the other person your full attention. Practice using the techniques described in this resource to show them that they have your attention.
- > After the conversation, ask the close friend, colleague or partner for some feedback:
 - Were your responses different to what they would typically expect?
 - Did they feel listened to? What contributed to that feeling?
 - Were your questions helpful in drawing out more information?
 - Did the conversation feel open or was there an element of discomfort?
- > Informed by the feedback, identify one or two priorities to improve your ability to use the coaching techniques

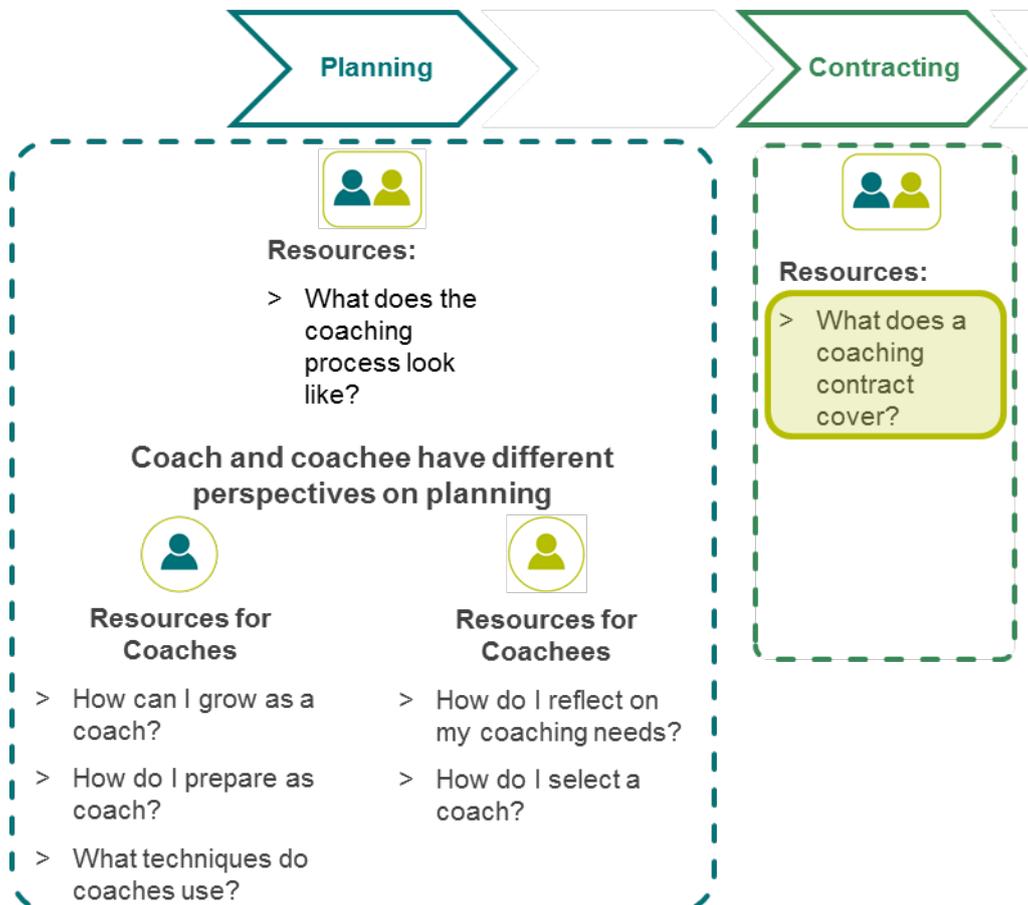
What does a coaching contract cover?



Coaching



Coaching toolkit overview



What does a coaching contract cover?

Introduction

Coaching is a professional learning process or relationship involving a coach and a coachee that can support teachers to improve their professional practice.

Discussing and agreeing on a coaching contract will ensure that the coach and coachee have an agreed understanding of approach and expectations.

Each section of the contract below should be discussed by coach and coachee and agreed protocols recorded that reflect the coaching relationship. Some suggested protocols have been provided, however each coaching relationship is different. The suggestions below should be modified and/or added to as appropriate to reflect your working relationship.

Commitment to the coaching relationship

<p>The coachee commits to:</p>	<ul style="list-style-type: none"> - <i>taking responsibility for the learning journey</i> - <i>openness and honesty about abilities as well as thoughts and feelings on practice</i> - <i>being willing to take risks to change behaviour</i> - <i>actively implementing agreed actions</i> - -
<p>The coach commits to:</p>	<ul style="list-style-type: none"> - <i>building trust and rapport to encourage supported risk-taking</i> - <i>questioning to clarify development need, challenge assumptions and determine actions</i> - <i>managing boundaries and maintaining confidentiality</i> - <i>supporting the coachee in working towards sustained behaviour change</i> - -
<p>Coach and coachee commit to:</p>	<ul style="list-style-type: none"> - <i>adhering to the coaching contract (or mutually agreeing to vary it)</i> - <i>establishing clear goals and to work together to achieve them</i> - <i>openness and honesty about what works or doesn't work in the relationship and seeking appropriate solutions</i> - <i>evaluating the coaching process and progress against goals</i> - -



Coaching methodology

Prior to every meeting:	- e.g. coachee to collect evidence and consider agenda for meeting. Confirm availability -
During every meeting:	- e.g. both parties to openly discuss issues, solutions and next steps. -
At close of each meeting:	- e.g. coachee to write down key points and actions, update action plan as required -

Frequency and duration of meetings

We agree to meet:	- e.g. once per month for one hour -
--------------------------	---

Duration of the coaching relationship

We agree to meet:	- e.g. for 12 months and then we will review whether to continue the relationship -
--------------------------	--

Review date

The date to reflect on and evaluate the coaching relationships is:	- e.g. 6 months from starting date. -
---	--

Goals

The coach and coachee jointly aim to:	- e.g. determine appropriate goals for the coachee that will offer challenge and stretch -
--	---

Confidentiality

We agree that all discussions held in the context of the coaching relationship (both formal and informal meetings) will remain confidential unless otherwise agreed by both coach and coachee.

I, _____ (coachee's name) have informed my school leader / lead teacher of this coaching relationship.

Signed

Coach: _____ Date: _____

Coachee: _____ Date: _____

How do coaching conversations work?



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 coaching conversations work?



- > Coaching is about the use of ongoing conversations and questioning to support an individual teacher through a process of change
- > The coachee is encouraged to identify prospective changes to their practice that are appropriately challenging and therefore would benefit from additional support to achieve.
- > This resource looks at the key stages of the coaching conversation. The following resources will also assist coaches and coachees in conducting coaching conversations:
 - [What techniques do coaches use?](#)
 - [How do I build momentum for change?](#)
 - [What does an action plan look like?](#)



Features of good coaching models

- > There are many different coaching models, frameworks and practices for holding coaching conversations. The coaching [environmental scan](#) discusses a number of these
- > Effective coaching models, tend to include the following features:

> Centres on the teacher as learner, in the broader context of ultimately improving student outcomes

> Recognises that coaching involves a teacher going through a process of change

> Integrates adult learning principles

> Identifies a goal or future state to move towards, which should be based on a shared understanding of what good teaching looks like

> Proceeds through learner-led exploration of issues to build capacity, rather than counselling, mentoring or teaching by instruction

> Takes a systematic approach which provides a frame for the conversation, while maintaining flexibility

> Is seen as a continuous, collaborative process, not a one-off conversation



Elements of a coaching conversation

- > Different models will provide different frameworks for guiding a coaching conversation
- > The different frameworks typically cover four key elements:

**Change
readiness**

**Developing
goals**

**Action
Planning**

**Feedback
and
support**



Change readiness

- > This step is about guiding the coachee through a process of facilitated reflection to help them:
 - Identify the opportunity for change
 - Build energy to undertake the work necessary to achieve the change
 - Galvanise their commitment to realise the change.
- > [How do I build momentum for change?](#) provides some additional information that is helpful in identifying the opportunity for change through exploring the gap between the coachee's 'ideal self' and their 'real self'

Possible starting points for the conversation:

- > What kind of teacher do you want to be?
- > How do you want your students to remember you and the learning experience in your classroom?
 - How would that make you feel?
- > Can you tell me about your best teacher... are there aspects of their practice that you would like to integrate into your own practice?
 - What would that mean for your students?



Developing goals

- > This step is about summarising and re-framing the coachee's challenge
- > Goals with personal relevance and meaning for the coachee are more likely to be achieved and bring them fulfilment in the long term
- > When working on developing goals, consider the following tips:
 - Goals should be SMART (**S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime-phased) ([Goal setting guide](#))
 - Goals should challenge and stretch the coachee
 - The coach may need to revisit the goal over time and help the coachee to reformulate it until it is really right for them

Possible questions for the coach to ask:

- > When you think about the kind of teacher you want to be, what do you need to do to get there?
- > What is currently happening in your teaching practice that you would like to either further develop or not continue? What might this change look like?
- > Tell me about the possibilities for action that you can see?



Action planning

- > Coaches engage coachees in conversations that inspire action
- > This stage is about creating a sense of urgency and commitment, through linking the action plan back to the change that the coachee has identified as critical
 - The actions should be specifically designed to help the coachee bring that change to life and it should be very clear how each step will help to achieve the change
 - These steps could be anything from trialling new practices in the classroom through to identifying specific colleagues who can support the coachee
- > [What does an action plan look like?](#)

Possible questions for the coach to ask:

- > What actions do you need to take to reach your goal?
- > What will be the impact of completing that action for your teaching practice?
- > Which action has the most clarity and energy for you?
- > Can we break it down into steps?
- > What support do you need?
- > Who might be able to help?
- > What might get in the way?
- > What success indicators will you look for to know you have achieved your goal?



Feedback and support

- > Feedback and support are critical for creating sustainable change
- > Coaches can offer feedback to coachee's based on observable behaviour:
 - Coaches who are also principals or lead teachers may offer feedback between sessions based on changes they observe
 - Coach and coachee may agree to engage in classroom observation
 - Where agreed between the coach and coachee, the coach may also seek feedback from colleagues, students and parents to share with the coachee
- > Coachees can also bring along feedback they have received from their school leader, colleagues, students and parents to discuss with the coach
- > [Ongoing feedback, reflection and review](#)

Possible questions for the coach to ask:

- > What do you see as your main strengths and areas for development?
- > What feedback have other teachers shared with you?
- > Would you be open to me giving you some feedback?
- > How would you like me to frame my feedback?
- > What further support do you need from me?



Coaches: Practicing a coaching conversation

- > Role-play a coaching conversation with a trusted colleague, based on an upcoming coaching opportunity
- > Run a 15 minute coaching conversation with your colleague acting as coachee (observing confidentiality)
- > Aim to work through each of the four key stages of coaching conversations
- > After the role play, reflect on the conversation:
 - How did it feel?
 - What do you think worked well?
 - What do you think you could have done better?
- > Ask your colleague for feedback (you can use the three reflection questions to obtain a different point of view)

How do I build momentum for change?



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 build momentum for change?



- > Coaching is about the use of ongoing conversations and questioning to support an individual teacher through a process of change
- > However, change can be challenging and finding the momentum for change is a critical part of a successful coaching relationship
- > This resource works very closely with [‘How do coaching conversations work?’](#) but focuses specifically on change readiness and developing goals



Finding the intention to change

- > One of the golden rules of adult learning is that:

As adults, we are internally motivated and self directed

- > This means that to learn new things or to make a sustainable change in behaviour there must be intent
- > This process is called 'intentional change'*

**David A. Kolb and Richard E. Boyatzis "Goal Setting and Self-Directed Behavior change", Human Relations Volume 23 No. 5*



The intentional change journey and coaching

- > Applying the intentional change theory means that coaches should aim to help coachees to create a sense of urgency for change



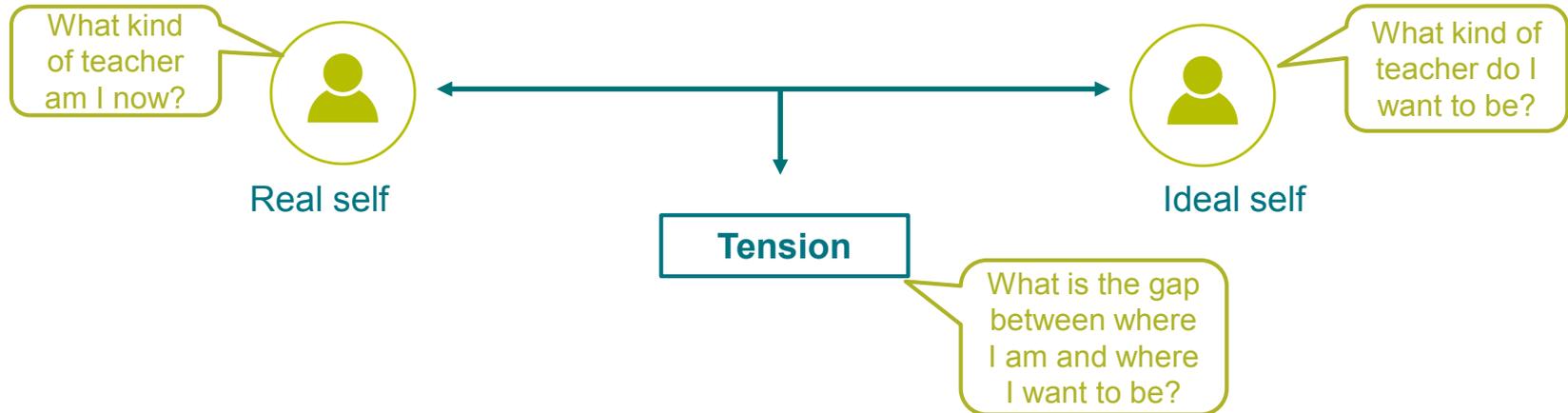
The journey is described in the coachee's terms, not the coach's



The coach helps to facilitate this learning journey for the coachee



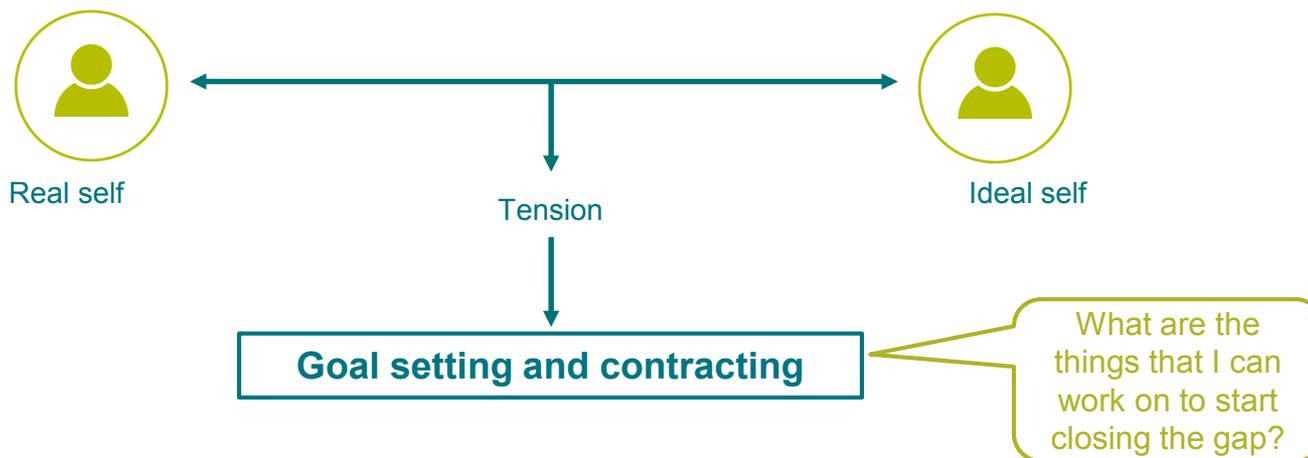
Creating intrinsic tension



- > The starting point is establishing what sort of teacher the coachee wants to be
- > This provides the coachee with something to aim for – “my ideal self”
- > Next, the coach and coachee should explore where the coachee is currently at – “my real self”
- > Through this process of facilitated reflection, the coach can create an intrinsic tension within the coachee by drawing out the gap between the “real” and the “ideal self”
- > This tension is uncomfortable and the coachee will want to eliminate this cognitive dissonance



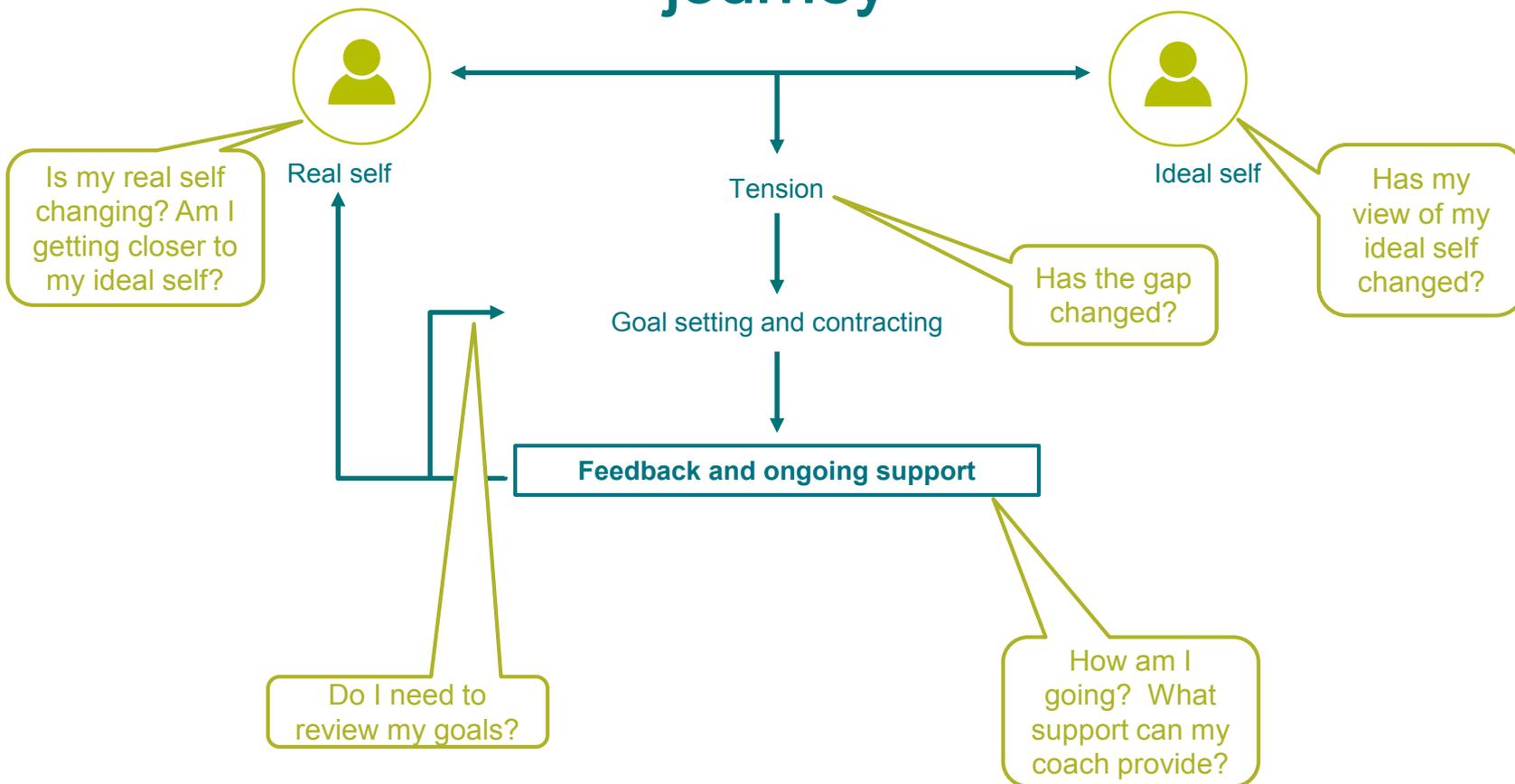
Channelling tension into goals



- > The coach manages the tension by helping the coachee to create goals that will close the gap if achieved and thus eliminate the tension
- > The goals will be the focus of the coaching
- > The coach can help the coachee to identify:
 - opportunities to experiment and practice new behaviours
 - supports (including people and resources)



Providing support and continuing the change journey





Providing support and continuing the change journey

- > Coaching is an ongoing process and each coaching conversation will revisit each of these steps to differing degrees
- > Working through this process helps to build sustained behaviour change, because the focus is always on the intent – where do I want to get to?
- > Sustainable change does not come immediately, so it may be that the first few times the coachee reviews their real self, they may not feel they are moving closer to their ideal self. This is normal and change comes by continuing to work on their goals with support from their coach
- > As the coaching continues, the coachee may start to reflect on the fact that they are starting to move closer to their ideal self. This is exciting and should be celebrated
- > However, to continue the change process it will be important to again find the level of tension necessary to uncover the motivation for change and so the process begins again!



Engaging in the intentional change journey

- > Finding the motivation to change can be challenging for both the coachee and the coach
- > The **coach** facilitates the coachee's intentional change journey. This may be through asking questions to probe the coachee's conception of their "real self" and their "ideal self", to assist the coachee to uncover the tension between these two states, or to help them to formulate goals
 - To assist in your preparation, you may wish to use the diagram at the end of this resource to prepare some questions ahead of each coaching session
 - Effectively assisting your coachee to find the motivation to change relies on the dynamics of the coaching relationship. As such, you may also wish to revisit the following resources:
 - [What techniques do coaches use?](#)
 - [How do I grow as a coach?](#)
 - [How do I prepare as a coach?](#)



Engaging in the intentional change journey

- > For the **coachee**, the intentional change journey is about engaging deeply and asking yourself the hard questions about your teaching practice:
 - You may wish to refer back to the [‘How do I reflect on my coaching needs?’](#) resource to ascertain where your development need sits
 - Then, challenge yourself to sit down and record your responses to the questions on the following slide. Recording your answers will encourage you to engage with these questions in order to really uncover your intention to change



Coachees: Preparing to engage in the intentional change journey

- Finding my ideal self**
- > What kind of teacher do I want to be?
 - > When I think about my teaching future, what do I see?

- Identifying my actual self**
- > What kind of teacher am I right now?
 - > What am I good at? What do I find challenging?
 - > What feedback have I received on my strengths and areas for development?

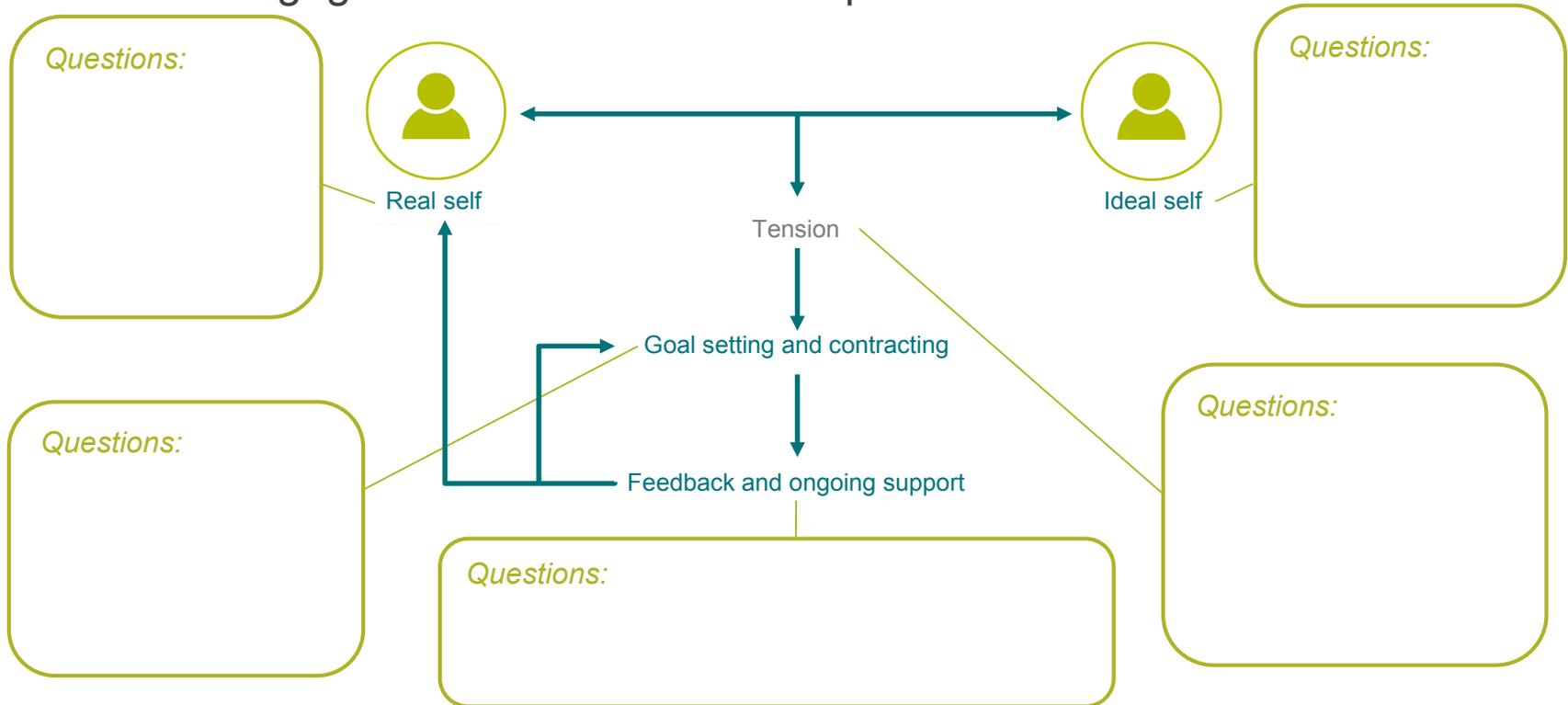
- Goal setting**
- > How can I get closer to my ideal self?
 - > How can I build on my strengths?
 - > How can I work on my development areas?
 - > What activities will help me?

- Feedback and support**
- > What happens when I try new behaviours? How does it feel for me?
 - > Who can I ask for feedback to help me understand how my practice is developing?
 - > Who might be able to support me? Who can I learn from?



Coaches: Putting the intentional change model into action

- > In preparation for a coaching session, think about questions you could ask to engage the coachee in each aspect of this model



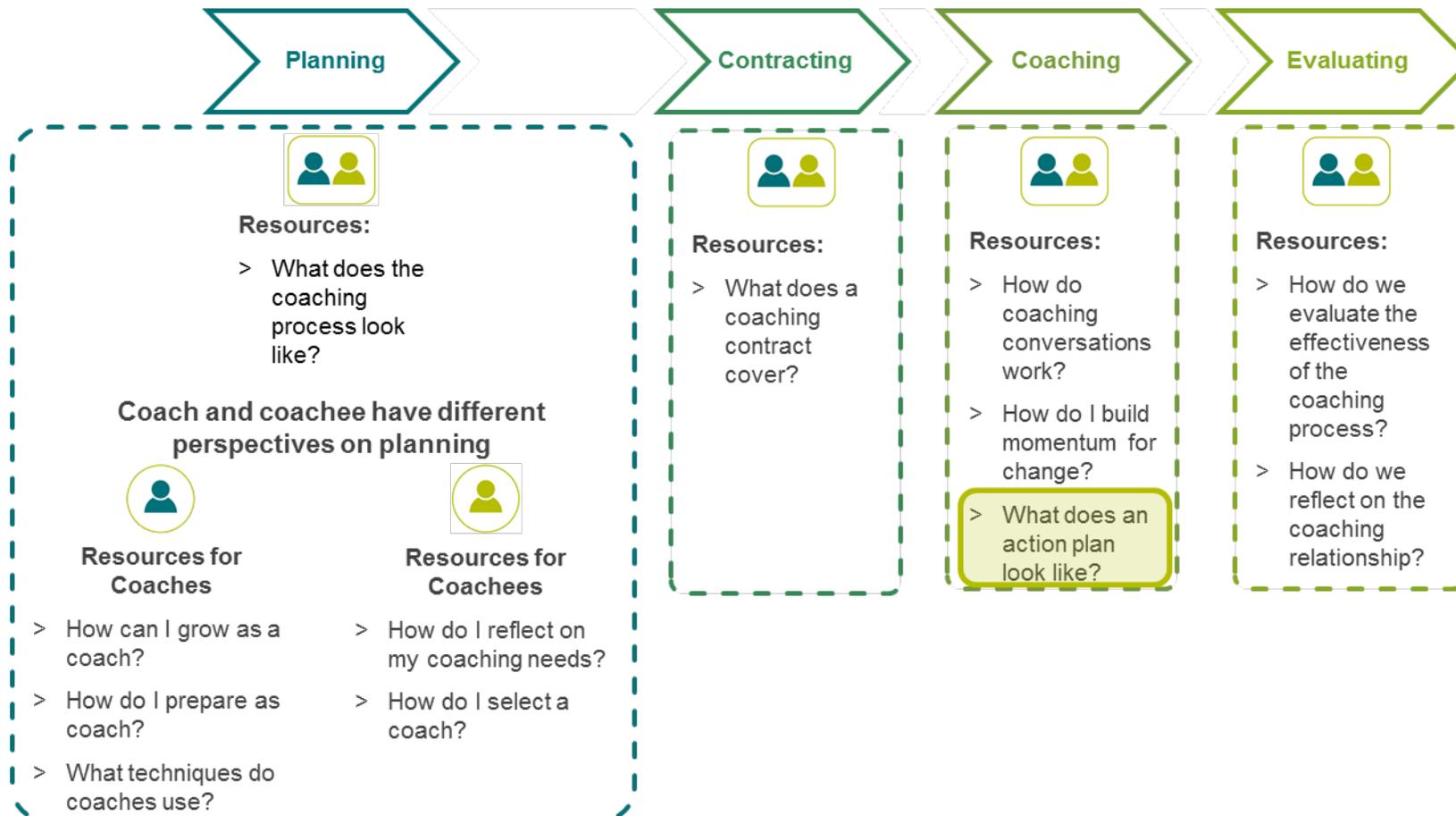
What does an action plan look like?



Coaching



Coaching toolkit overview



What does an action plan look like?

- Once you and your coach have agreed a development goal, you may choose to use this action planning tool to assist in stepping out your goal(s).
- The action planning tool is designed to be a living document that you can update, add to and modify to reflect your work with your coach.
- Complete this action planning tool together with your coach as part of the contracting phase, or complete it independently to assist in generating discussion at your first coaching meeting.
- The action planning tool will help you to increase the probability of achieving your coaching goals.
- Break your goal down into 3-5 succinct action steps.
- Respond to the questions in the table for each action step and discuss with your coach any areas of concern or items that require clarification.
- Each time you meet with your coach, you may re-visit your action plan and add to or modify it as needed.

Focus of action plan: I have recently been focussed on differentiating classroom activities. I have made some changes in class, now a group of students are having difficulty or not connecting with the activities and/or the new structure of the classroom. How can I work with my coach to address this?

Step	What specific actions need to be taken to achieve the goal? (in sequence if possible)	What are the possible hurdles to this step? Suggest ways to address these.	Notes to discuss with your coach – Questions? Clarification? Ideas?	By when will you complete this step	Complete Y/N
1	Prepare student survey to seek feedback on recent changes made to activities and classroom structure. Ensure the feedback I'm seeking is going to provide the information I want.	Making sure I have enough time to meet with the coach and to make changes before the scheduled implementation. I'm not sure what I really want to ask the students or how specific to be.	How can I frame the survey questions to provide useful feedback?	End of week 2	
2	Survey all students.	I don't know if I really want to hear if the students don't	How will I manage things – the classroom environment	End of week 3	



		think the changes haven't been helpful. I'm not sure what I would do if they gave this response.	and my feelings about the changes - if the students tell me the changes are not working for them?		
3	Seek additional feedback from some students – hold a discussion session with specific students to get more targeted information.	Students may feel they can't be completely honest when talking with me. Need strategies to overcome this.	How can I set up the discussion with students so that they feel they can be honest with me about the changes in class? What can I do/say to encourage honest discussion?	End of week 4	

How do we evaluate the effectiveness of the coaching process?



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?



What has prompted the evaluation?

- > The coaching relationship includes elements such as trust and rapport, as well as the coaching process and methodology. These and any other agreed elements from the coaching contract, may be evaluated in the review of the coaching relationship. Three key reasons to review the relationship are:

You have reached the agreed review time for the relationship

- it is recommended in the coaching contract that you agree a time to review the relationship to ensure it is effectively supporting the desired development need

The relationship is coming to a 'natural end'

- you have reached the goals initially set out at the commencement of the relationship; and / or
- you have come to the end of the timeframe set out in the coaching contract

You are facing challenges

- you are part way through the timeframe you set out in the coaching contract; and
- you are faced with challenges and obstacles

The need for evaluation may be prompted by either the coachee or the coach



Continue, transition or end?

- > Evaluating the coaching relationship is a healthy thing to do. No matter what has prompted the review, whether it is process-related or for personal reasons, you will be faced with the decision to continue, transition or end the relationship.
- > Complete '[How do we reflect on the coaching relationship?](#)' as a starting point to your reflection. Then consider:

If at an agreed review time:

- do you need to re-set goals or timelines, or re-frame how you are working together?

If the relationship is coming to a 'natural end':

- are there other goals you would like to work on? Will you re-contract together or seek other partnerships?
- are you ready to end the coaching relationship or transition to a different type of relationship beyond a formal coaching arrangement?

If you are facing challenges:

- can these challenges be addressed and the relationship continued? Is there a more appropriate timeframe to address the challenge and then review.
- would it be better to end the relationship? Take time to understand the challenges and potential resolutions, before ending the relationship.

The following slides offer further support to understand the challenges in the relationship, to recognise potential blocks and to take steps to get the relationship back on track.



Dealing with challenges

- > It is entirely natural for challenges to arise in a coaching relationship
- > Often challenges indicate that productive change is happening, which is a good thing!
- > Taking positive action to address a challenge is a learning opportunity in itself – it will help empower you to either continue the relationship or, if necessary, find new opportunities outside of the relationship
- > After reflecting on your relationship you may find that it has gone off track, and even after putting strategies in place you may decide it would be best to end the relationship
- > The following slides provide an opportunity to think about the challenges in more detail and consider possible steps forward.



Common challenges



Challenges for the coach

- My coachee is not focused on learning
- I feel like there is tension and I am uncomfortable with it
- I don't see how I can provide value in a coaching relationship
- I think I have broken trust in the relationship
- I find giving feedback challenging



Challenges from the environment

- There is no dedicated time to spend on coaching
- I am not receiving support from my school
- There are budget and resourcing constraints



Challenges/blocks for the coachee

- My coach tells me what to do rather than questioning and supporting me
- I think coaching in our school is just the latest thing and we'll move to something else soon
- I'm changing, and the people around me find this challenging
- I'm not getting professional benefit from the coaching relationship
- I don't enjoy the coaching relationship
- My coach has not helped me focus on my development needs



Challenges for the coach

> Thinking about common obstacles and possible steps forward:

My coachee is not focused on learning

- Periodically review goals by asking the coachee about their progress. Provide ongoing feedback, recognise success, and support them to get feedback from other sources
- Reinforce their goals and strategies outlined in the action plan ([What does an action plan look like?](#)), ensuring this is based on honest self-reflection
- Tune into their world – what are they passionate about? Identify exciting learning opportunities, and support them to deal with both successes and challenges in the learning process
- Try different questioning techniques. Discuss the iceberg model ([How can I grow as a coach?](#)) to see if there are unconscious blocks or blind spots

I feel like there is tension and I am uncomfortable with it

- Coaching is all about change and this can give rise to tension in the coachee. But this is often a good thing! Change is hard, but tension can indicate it is happening
- If your coachee is defensive, seek to understand the source of their defensiveness. Encourage them to talk about their potential 'below the line' drivers of behaviour ([How can I grow as a coach?](#))
- If the coachee is avoiding particular topics / perspectives, ask open ended questions to help them explore different approaches and ways of thinking
- A coachee may feel tension between their real self and their ideal self. This may contribute to tension in the relationship, but it can be a positive step towards change

I don't see how I can provide value in a coaching relationship

- As a coach, you don't need to be the expert on all areas of teaching practice – you are the facilitator of change
- Coaching is about helping people set goals for themselves, identifying their learning opportunities, providing constructive feedback and guiding people in a learner led experience. Review the coaching resources for other techniques you might use ([What techniques do coaches use?](#))



Challenges for the coach

> Thinking about common obstacles and possible steps forward:

I think I have broken trust in the relationship

- Even if you set out with the best coaching intentions, things sometimes go wrong
- If you need to restore trust, you really need to initiate the first step
- Open up a conversation with the coachee to share your concerns. Be courageous, admit your mistakes, apologise and seek their perspective. These actions will all help to rebuild trust

I find giving feedback challenging

- Giving feedback is never easy, but it is essential for learning. If you find opportunities to provide positive feedback regularly, the difficult feedback will become much easier to deliver.
- Align your feedback with the coachee's specific goals and ensure it reflects observable behaviours not inferences about intent or purpose. Can your feedback be rephrased as a question?
- To support you in being objective, try writing down everything you want to say, then reviewing it to remove subjective feedback or comments that don't specifically focus on the coachee's goal(s)
- [Performance and Development culture/cycle resources – Ongoing feedback, reflection and review](#)
[What techniques do coaches use?](#)



Challenges from the environment

> Thinking about common obstacles and possible steps forward:

There is no dedicated time to spend on coaching

- Align your coaching goal(s) with other elements of your teaching practice. Look for opportunities to incorporate coaching as part of your everyday practice rather than viewing it as an add-on
- The secret to a coaching relationship is identifying a few learning priorities that will really make a difference and sticking to them so that the time is well spent!

I am not receiving support from my school

- Meet with your school leader to demonstrate your commitment to personal learning and growth. Clearly explain what you and your coach are working on, why it is important to you, and the benefits it will bring to you and the school. Let your school leader know how they can support your coaching relationship
- Think about how other colleagues can influence or support your learning
- Be persistent. Document your efforts to improve your practice and build an evidence base to demonstrate to your school leadership the positive outcomes of coaching.

There are budget and resourcing constraints

- While additional resourcing is helpful, learning does not necessarily require financial investment. In your coaching relationship, work out how you can get the most out of existing activities and opportunities while still gaining a rich learning experience
- Explore opportunities to re-prioritise current resources



Challenges/blocks for the coachee

> Thinking about common obstacles and possible steps forward:

My coach tells me what to do rather than questioning and supporting me

- Review your initial contracting guidelines (ground rules, roles and expectations). You may need to remind your coach about the guidelines, or re-contract if the relationship / situation does not change
- Don't be afraid to give your coach feedback – they are learning too! Just make sure you have specific examples and can link these back to the ground rules
- You can support your coach too by reminding them of the available resources ([What techniques do coaches use?](#))

I think coaching in our school is just the latest thing and we'll move to something else soon

- Coaching is a highly effective form of professional learning. It provides targeted support for individuals while considering the wider context. Coaches guide and assist teachers through planned, ongoing and timely support. Engaging in coaching is not a waste of time
- Coaching is not a fad. We may not have always called it coaching, but it has been around for a long time and it is here to stay. Helping people build their professional practice is an essential part of learning and you might just find yourself benefiting from trying

I'm changing, and the people around me find this challenging

- Remind yourself why you are doing this. Go back to your original coaching goals – what is the benefit for your students, the school and you?
- It may be useful to explain to others what you are working on and why you are seeking to change your practice. If appropriate, ask them for help, and see if you can get them to change with you!



Challenges/blocks for the coachee

> Thinking about common obstacles and possible steps forward:

I'm not getting professional benefit from the coaching relationship

- Check to ensure your expectations for the relationship are realistic. You won't necessarily learn everything you want to straight away, but give it time to see longer term benefits
- Focus on one or two things you want to learn at a time. Clearly step out what actions you will take and make sure you celebrate the wins along the way
- Evaluate your goals and re-set them if necessary. Ensure they are relevant, challenging and achievable

I don't enjoy the coaching relationship

- Remember that tension can be good in a coaching relationship. Learning is challenging! If there is tension, this can be a good sign that you are changing and getting closer to your goal. What can you learn about yourself from this tension?
- Reflect on why you are not enjoying the relationship and discuss your concerns with your coach – is it a characteristic in you, the situation or the coach? (Complete the reflection activity at the end of this resource)

My coach does not help me focus on my development need

- Review your coaching goals in the coaching contract ([What does a coaching contract cover?](#)). You may need to remind your coach that you agreed to focus on these specific development needs
- Don't be afraid to give your coach feedback – they are learning too! Just make sure you have specific examples and can link these back to the ground rules



How do we close the coaching relationship?

Arrange a time

- Arrange a time with your coach / coachee to review the coaching relationship

Prepare

- Complete [How do we reflect on the coaching relationship?](#)
- Identify your objectives for the meeting: what will a successful meeting look like?
- Think about the initial contracting guidelines and the goals of the relationship. This will help provide focus and help you articulate why you would like to review / close the coaching relationship

Meet

- Agree an agenda of what you're both hoping to get out of the discussion (e.g. to decide whether to close the relationship, keep it going or transition to a new relationship beyond coaching)
- Discuss your goals, progress, concerns
- Be open to different perspectives and different outcomes
- Agree on next steps

Review

- Review / revise your self reflection worksheet to include any new insights you gained from the meeting
- Remember as you reflect, ending the coaching relationship is a learning opportunity in itself!



Reflecting on challenges

- > What is the nature of the challenge you / the relationship is experiencing?
 - Clearly articulate the challenge.
 - Identify any assumptions you may have made.
 - How does this challenge make you feel?
 - If you were to address the challenge, what would be the benefits/losses? If you were to end the relationship now, what would be the benefits/losses?
- > Where does the challenge originate from? The coach, the coachee or the environment?
- > How can I reframe the challenge?
- > How do I want to raise this challenge with the coach/coachee?
- > You may need to consider potential 'below the line' drivers of behaviour to build an understanding of what lies behind the challenging situation for you. Try to uncover your unconscious blind spots before responding to the challenge.

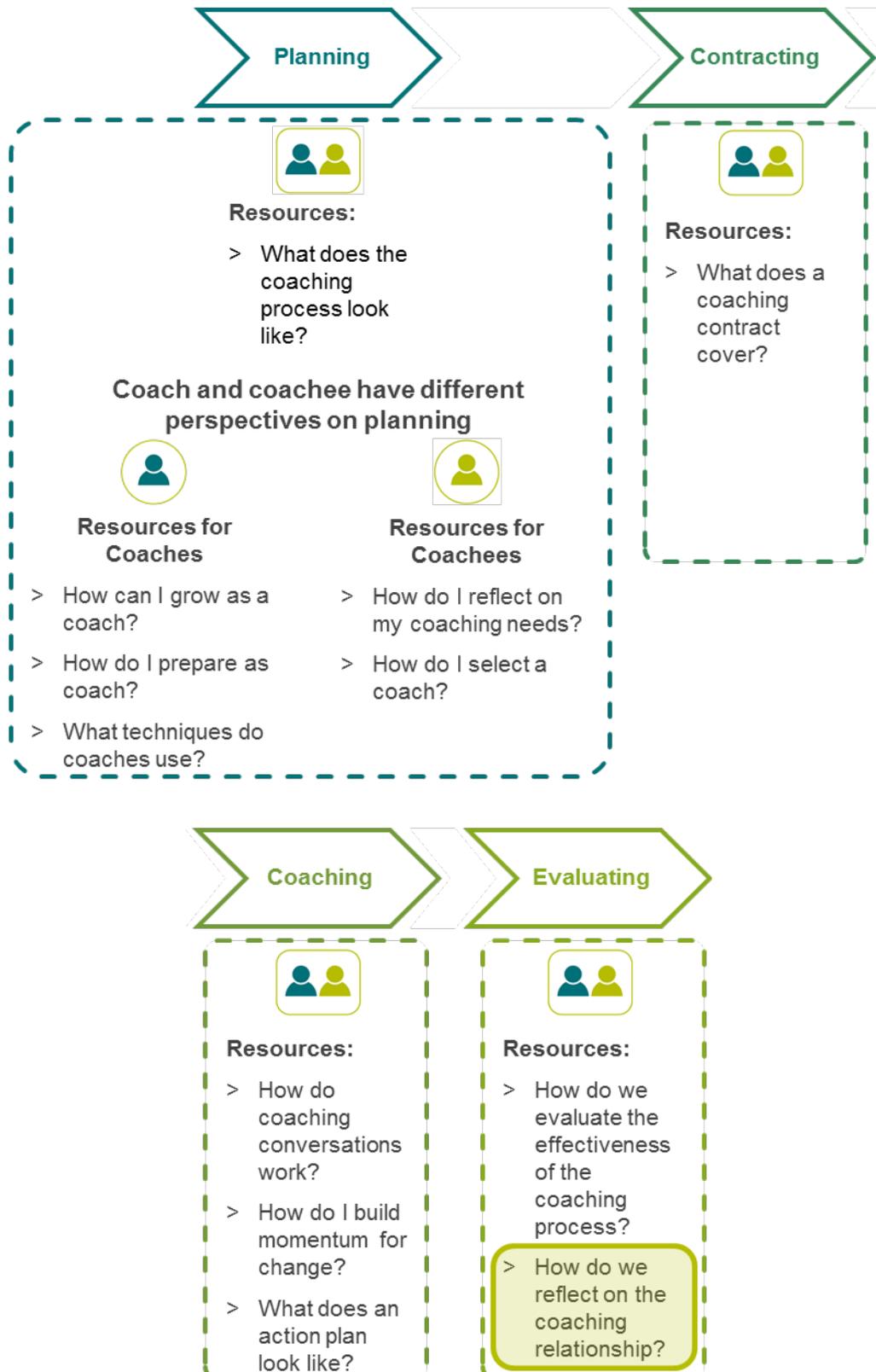
How do we reflect on the coaching relationship?



Coaching



Coaching toolkit overview



How do we reflect on the coaching relationship?

Reflecting on the coaching relationship is vital to the learning process for both the coach and coachee. This activity will be useful for reflecting on the coaching relationship while it is ongoing and when you reach the end of the coaching relationship. This reflection can help you to assess next steps and how to transition the relationship.

Refer to your coaching contract to remind yourself of agreed commitments and goals. Both coach and coachee should also reflect on their own professional learning.

Revisiting my goals

What were the goals of the coaching relationship?	Obstacles encountered	How have I progressed?
What were my personalised learning goals?	Obstacles encountered	How have I progressed?

How was I successful?

What did I do particularly well?

What can I do now that I couldn't do before?

What did I do to overcome any obstacles?



What did I learn about myself?

Did I find the coaching experience valuable? Why/why not?

What did I learn about myself that I didn't know before?

How can I use this learning in the future?

What do I need to continue working on?

What didn't go well?

What am I still challenged by?

What might I do to continue to address these challenges?



Continuing the learning process

Was the coaching relationship an effective professional learning tool to address the identified development needs? Why/why not?

What is my next learning opportunity?

What support may I need from others?

Do I want to continue the coaching relationship? Why/why not?

What could I do to get more out of my next coaching experience?

If we make the decision to end the formal coaching relationship, are there opportunities for us to connect in a different way? E.g. continue informal catch-ups, formally catch up once, twice a year etc.