

Coaching

This coaching framework provides effective prompts and questions that teachers or leaders might use in coaching partnerships. The framework assists in establishing a clear purpose for the coaching partnership and interaction, and questions confirmed through the published evidence that assist and guide the partners to work towards an established and agreed goal or target, or to effectively solve a problem or dilemma. Our focus on coaching references the work of Joyce and Showers, as depicted below.

IMPACT			
Joyce and Showers, 2002			
TRAINING COMPONENTS	OUTCOMES % of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom		
	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
...+Demonstration in Training	30%	20%	0%
...+ Practice & Feedback in Training	60%	60%	5%
...+ Coaching in Classroom	95%	95%	95%

Collaborative coaching aims to maximise effective teaching and positive student learning outcomes.



Five-minute Coaching Framework – Coaching is not Feedback!

Stage	Purpose	Questions
1	Identifying an outcome	And what would you like to have happen?
2	Choosing the best outcome	And when (outcome in coachee's words) then what happens? And when (last answer) happens, then what happens? Repeat question, with each answer, until no new answers emerge) And ... (outcome) and ... (recap all answers) what are you most drawn to?
3	Discovering more about the outcome	And when (new outcome) what kind of (word or phrase from outcome)? And when (last answer) if there anything else about (same word or phrase)? And when (last answer), where is/are (same word or phrase)? And when Last answer) whereabouts (last answer)? And ... (last answer) Given what you now know, what would you like to have happen?
4	Action planning	And what needs to happen for (final outcome)? And is there anything else that needs to happen for (final outcome)? (Repeat question until you hear the first 'no') And (final outcome and recap every action point) and is there anything else that needs to happen for (final outcome)? (Repeat question until you hear the second 'no') And ... (final outcome and recap every action point), and what needs to happen first? And can.... (previous answer)?
5	Motivate to act	And when (first thing), then what happens? Repeat until coachee is in a positive state and seems keen to act) And is that a good place to stop? Hand over notes!

This and other evidence-based coaching models support our explicit intention to enable staff development, capability, confidence and wellbeing. Gordon's Skill Development Ladder reminds us of the benefits for individuals and our school through coaching, mentoring, support and development opportunities.



Coachee readiness

Not everyone is similarly ready for receiving or giving feedback or taking part in a coaching partnership nor in working one way rather than another. Differences arise with ways of working, levels of knowledge and experience, personality and temperament-based preferences, relationships, self-esteem and confidence, trust and so on. Our school has found that peer-to-peer coaching work well.

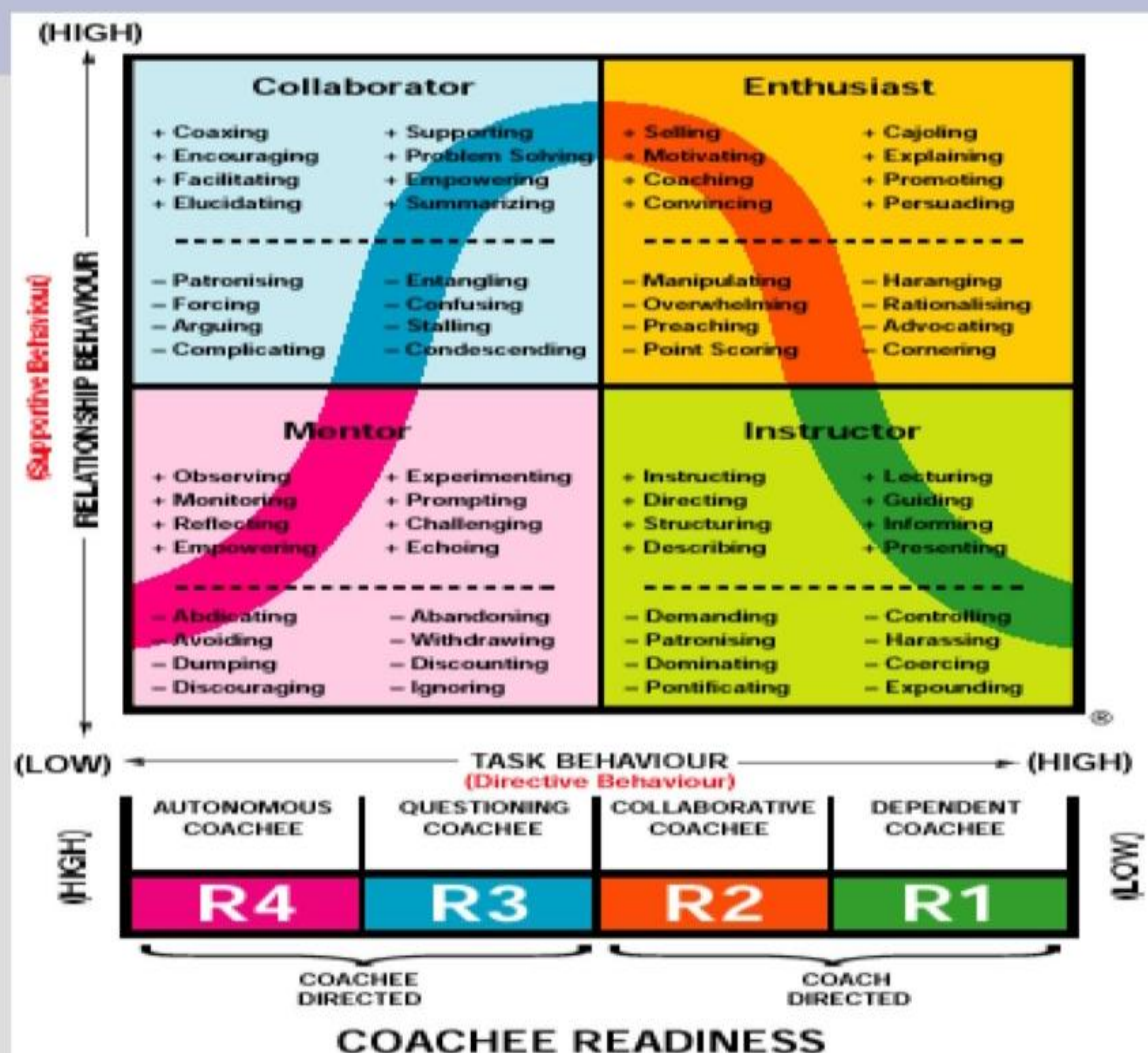
Peer-to-peer coaching explores a range of factors including

- Why we feel the urgency to consider
- How we know we are ready to progress work on
- What actions will address these priorities
- How we will know we are becoming successful
- How decisions will depend on our understanding and help with safety
- Ways to meet needs in holistic ways
- Ways for us to work as a team
- Ways to anticipate and adapt to ever-changing needs of our students and community.

Reflection

The following questions, taken from the 4 Rs Reflection model assist us in our reflection processes.

Supportive or Directive? Relationship or Task?



The 4Rs Model of Reflective Thinking



Level	Stage	Questions to get you started
1	Reporting and Responding	Report what happened or what the issue or incident involved. Why is it relevant? Respond to the incident or issue by making observations, expressing your opinion, or asking questions.
2	Relating	Relate or make a connection between the incident or issue and your own skills, professional experience, or discipline knowledge. Have I seen this before? Were the conditions the same or different? Do I have the skills and knowledge to deal with this? Explain.
3	Reasoning	Highlight in detail significant factors underlying the incident or issue. Explain and show why they are important to an understanding of the incident or issue. Refer to relevant theory and literature to support your reasoning. Consider different perspectives. How would a knowledgeable person perceive/handle this? What are the ethics involved?
4	Reconstructing	Reframe or reconstruct future practice or professional understanding. How would I deal with this next time? What might work and why? Are there different options? What might happen if...? Are my ideas supported by theory? Can I make changes to benefit others?

References

- Bain, J., Ballantyne, R., Packer, J., and Mills, C. (1999). Using journal writing to enhance student teachers' reflectivity during field experience placements. *Teachers and Teaching*, 5(1), 51-73.
- Carrington, S. and Selva, G. (2010). Critical social theory and transformative learning: evidence in pre-service teachers' service-learning reflection logs. *Higher Education Research & Development*, 29(1), 45-57.

Coaching vs Feedback

Coaching focuses on the future, is proactive towards a goal, is two-way communication, asks not tells, explores options and alternatives, drives the person to find their own answers. The receiver of the feedback is motivated to take responsibility and find their own answers.

Feedback focuses on past behaviour, is reactive to a situation, is one-way communication, tells or advises, focuses on data and information, and describes consequences. The feedback giver is motivated to change the recipient's behaviour.

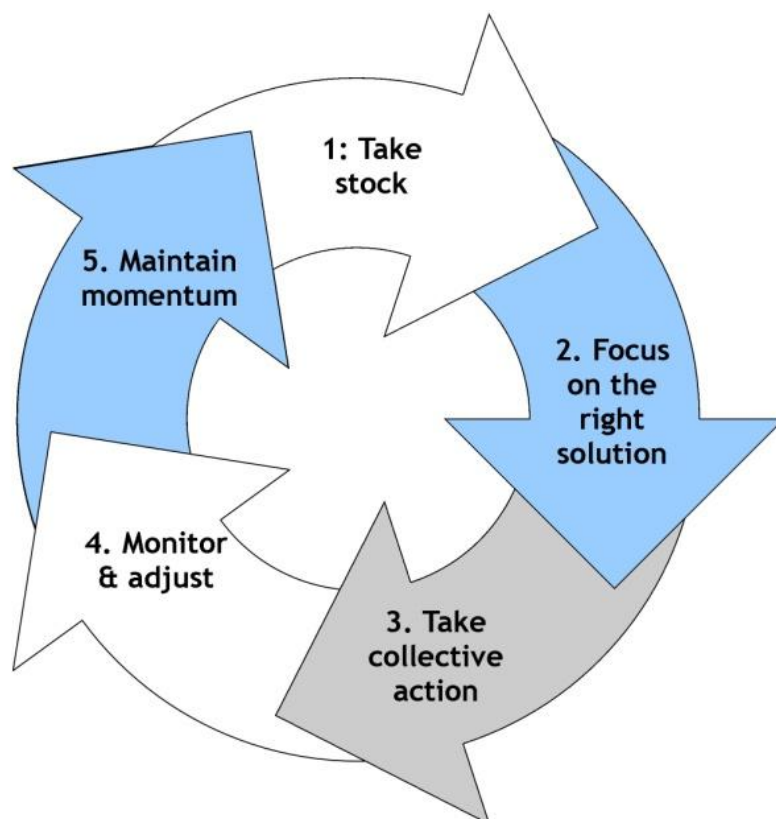
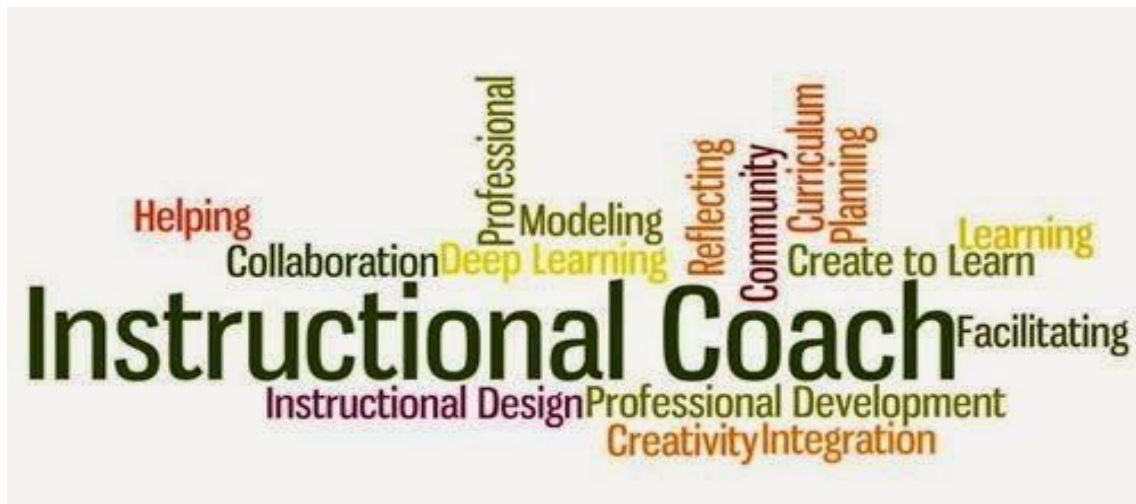
Feedback

The desire for feedback that drives improved practice is often referenced as part of our school reviews and reflection sessions. When designing and implementing feedback mechanisms, we note the key components as shown below: we remember that people are only open to feedback when the information is known to self and when the recipient is prepared to disclose what they know, and when the donor of the feedback is able to discuss the information.



Praise in Feedback

 Provide Positive Praise & Feedback 		
INSTEAD OF...	INSTEAD OF...	INSTEAD OF...
"Good job."	"You are such a math superstar."	"Thank You."
TRY THIS...	TRY THIS...	TRY THIS...
"I like how you indented each of your paragraphs."	"You completed 15 out of 20. That is 4 better than last week. Terrific progress!"	"I appreciate how you followed the class rule and raised your hand to..."



For the time and effort that is put into the coaching partnership to be worthwhile, and for us to know that student outcomes have improved, baseline or diagnostic data as well as progress data is essential.

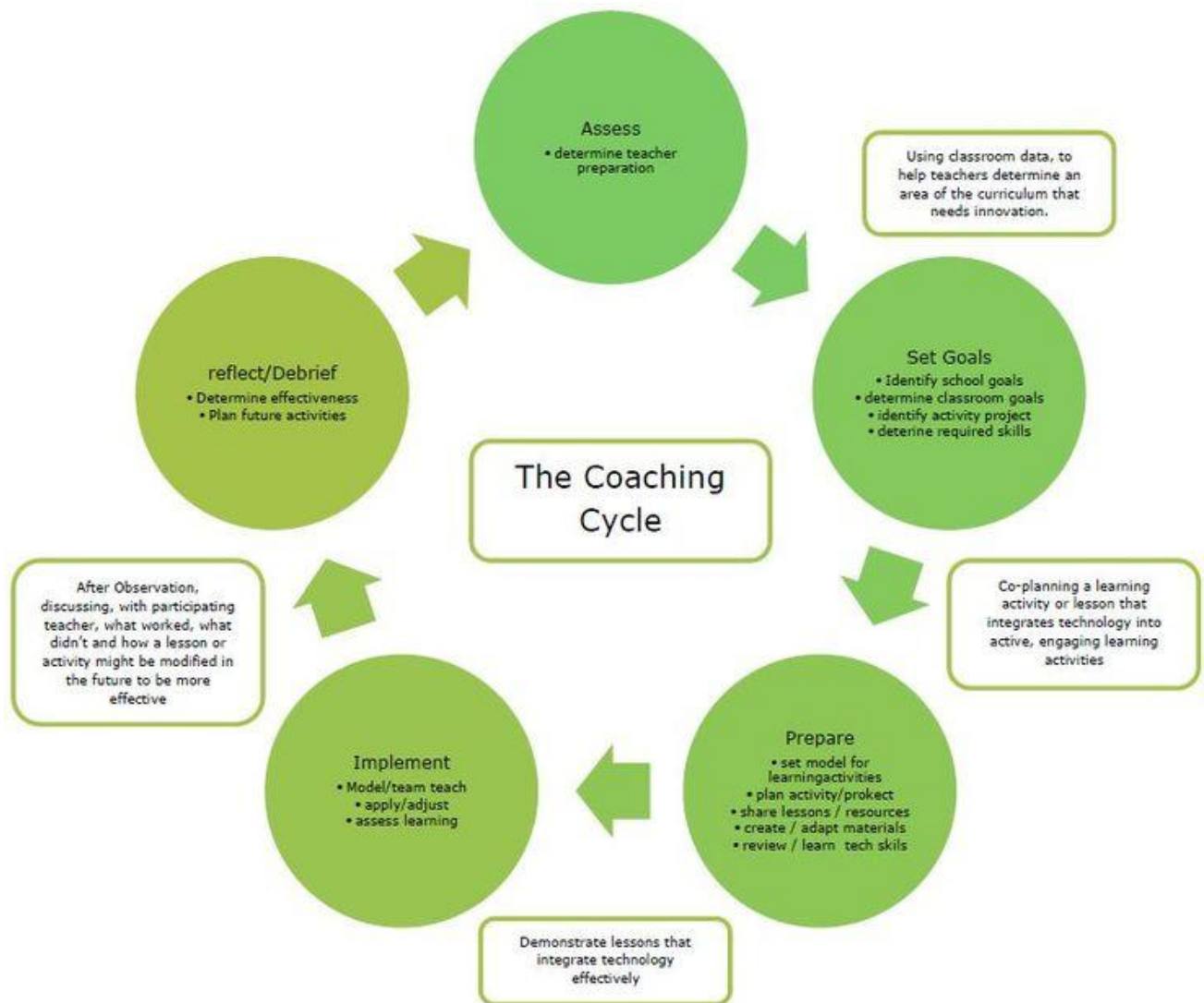
Our School Data Plan is provided to guide all aspects of our work in planning, teaching, assessing, reporting and leading.

It is current, sufficient and effective, and enables teachers to confidently, competently and efficiently:

- know what a student knows and can do at the outset
- track individual students' progress over time
- improve the quality of instruction in each class across the school, to align to the school's vision for improvement
- determine individual students' achievements and each student's progress
- understand where the school stands regarding planned improvements
- provide a basis for ongoing coaching conversations between the principal, leadership team and teachers.



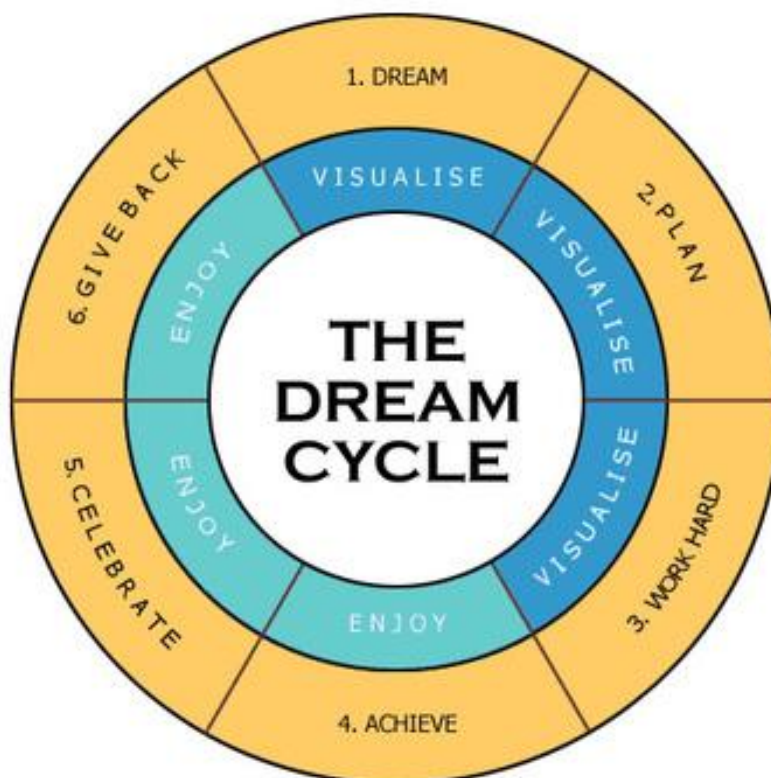
This diagram shows the link between student data, coaching and teacher work.



Coaching succeeds when the coaching process and the types of questions and prompts used by the coach support the teacher to consider existing data, reflect upon links between existing practice and student achievement, and then set goals that the teacher thinks will improve student learning. Through further observations and ongoing data collection, the teacher, with the coach, can work out the things to keep doing, the things to stop doing, and any other things to try.



Critical to the success of coaching partnerships is trust, sharing, work, reflection and celebration as depicted by

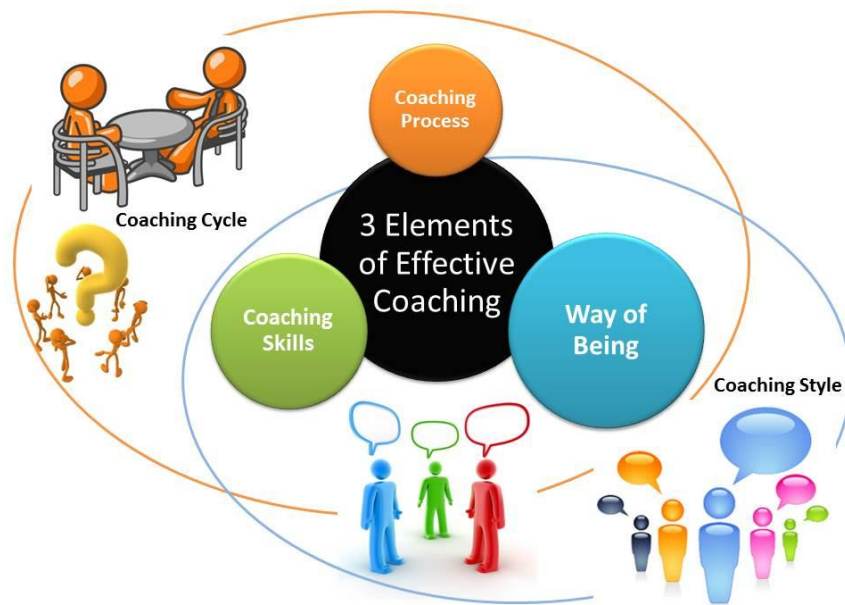


To make coaching work as a reciprocal process, teachers may want their coach to observe a teaching sequence, as opposed to the coach doing the shoulder-to-shoulder work mentioned above, which is not coaching. In this case, the teacher would negotiate in advance with the coach regarding an agreed time and date for the observation to occur, the specific things that the teacher wants to coach to look for, and the time and ways that the coach would share their perceptions with the teacher, so that they can discuss and agree on what the teacher wants to do next. These observations are used for the teachers' and students' benefit and are not ever part of any supervision process.

The coaching process should be linked to each teacher's Professional Developing Performance Plan and so between the teacher and coach, the plan will highlight those things from the Quality Practice Indicators list and the AITSL Indicators that the teacher believes they will work on this year – no more than three – with progress reviewed and signed off by the teacher and the coach, taking account of notes and evidence that the teacher and coach accumulate over time. It is critically important that teachers and coaches within each partnership, transparently share notes to be sure that both agree and that there are not issues of perception that could cloud future work or conclusions. The following diagram assists in considering the sorts of things that might be documented.



We are keen for coaching to be developed in ways that build relationships, provide a strong and meaningful platform for teachers and coaches to assess students' needs and progress using evidence, information and data, and where adult learning needs are integrated with student priorities. Through coaching, prompts and questions would enable the teacher to decide on their priorities and ways forward, and to then be supported to try new strategies and interventions or ways of working, and to evaluate the results. The interactive effect between ways of being and ways of working will be recognised and supported for all involved.

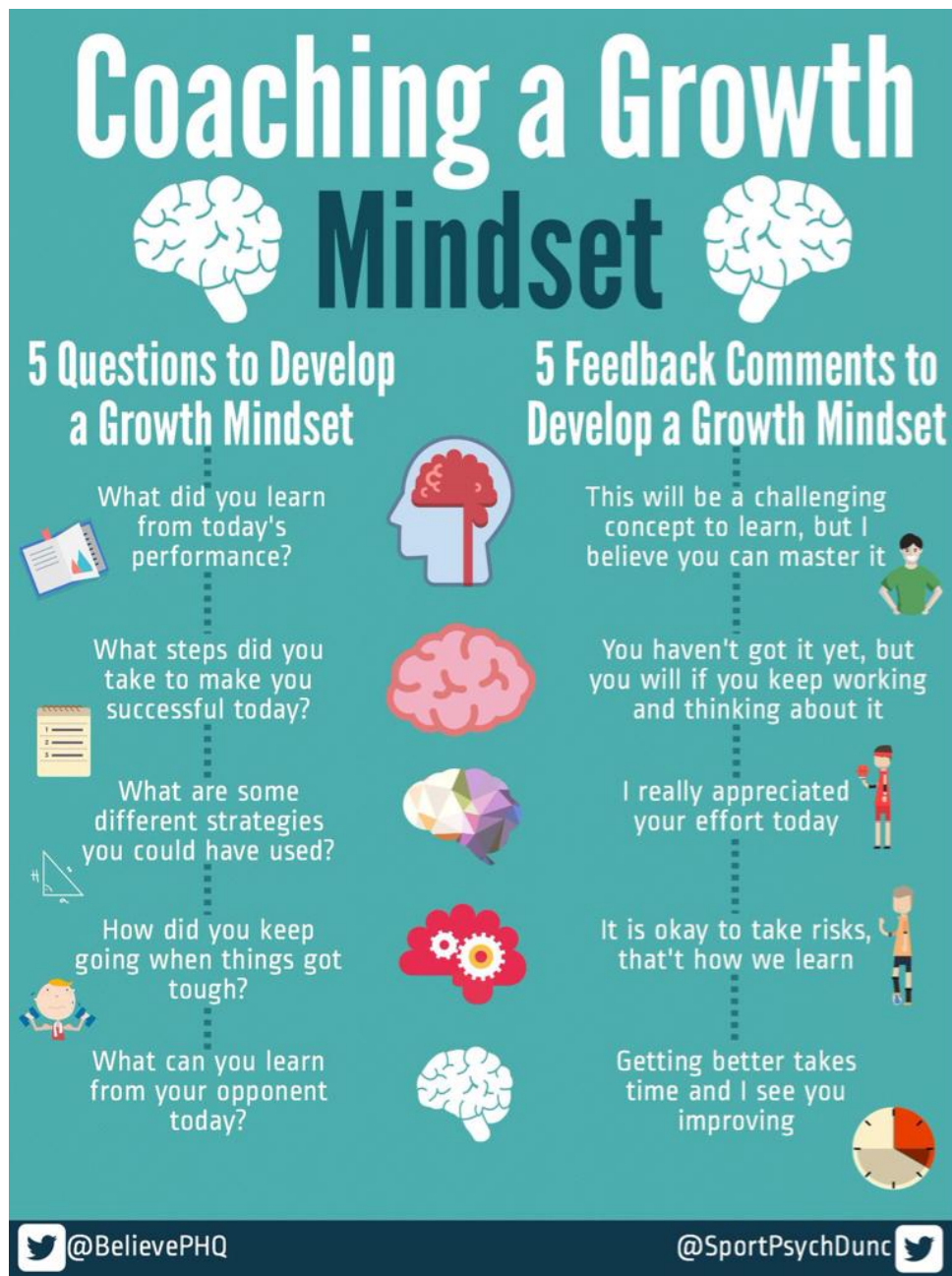


Adapted by Chris Munro from: Van Nieuwerburgh, C. (2014).
An Introduction to Coaching Skills: A Practical Guide. London: Sage.

Keeping these priorities in mind, we aim to follow the following coaching schedule:

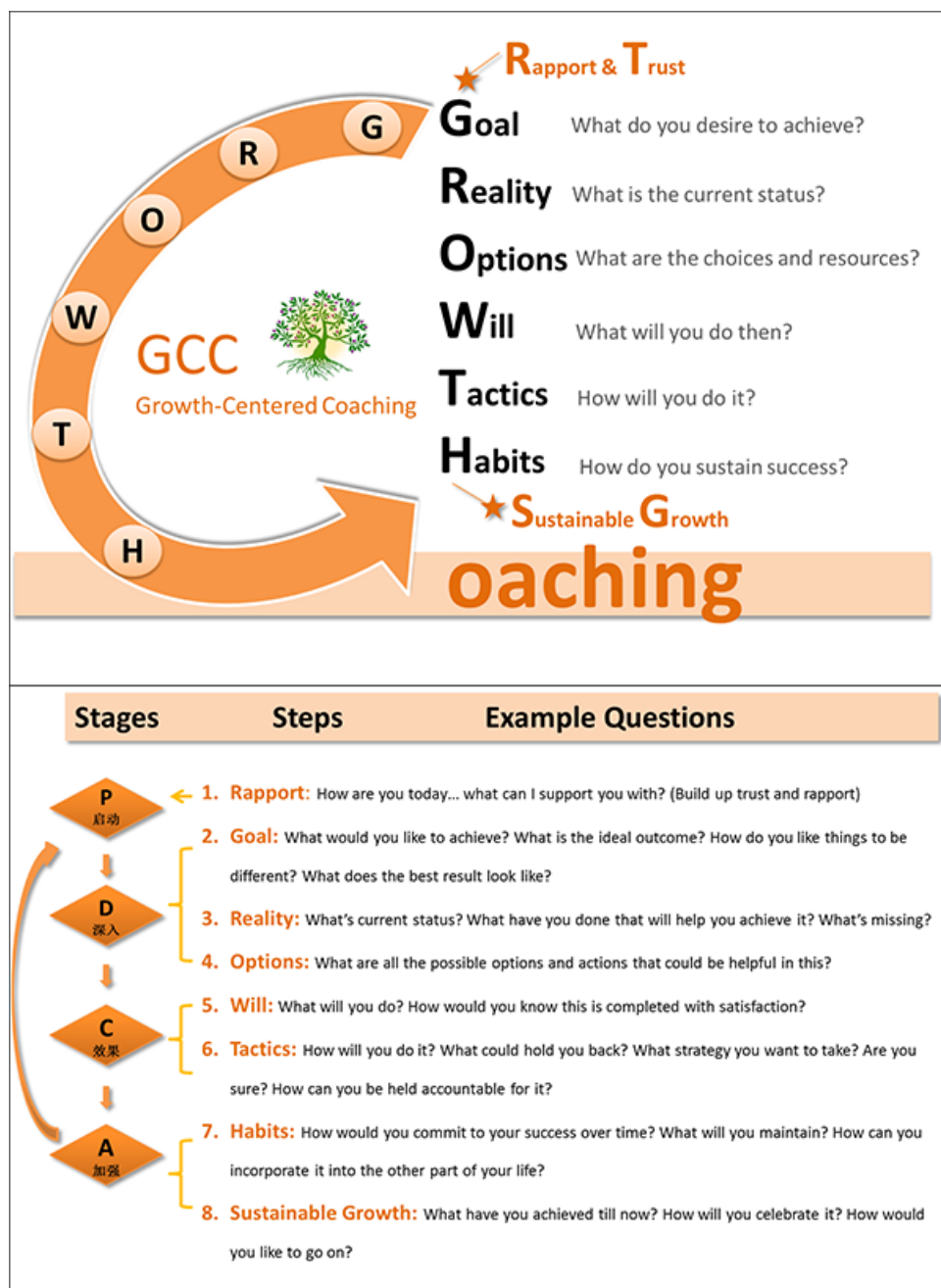
- During weeks 1 to 4, discuss with teachers the idea of coaching and come to agreement about what it will look like and how it will be implemented, resourced and supported
- Decide whether coaches can be members of the 'leadership' team or not
- Receive expressions of interest from teachers and therapists keen to become coaches so that training and support can be defined and provided
- Encourage all teachers to identify someone who they think will work for them as a coach
- Consider whether all expressions of interest can be accommodated given the number of coaches available
- Finalise the teacher-coach partnerships by the end of week 6
- Coaches and teachers meet during week 6 to agree on how the coaching partnership will work for them, and document the specifics through an agreed notes system, also setting dates, and times to meet, and agreed ways of working
- Make sure that there is a documented list of coaches linked to teachers
- Get started
- Make sure there is a feedback and review cycle operating across those involved, including sharing with others across the school as participants feel confident to do so.

In essence, coaching might be summarised as follows:

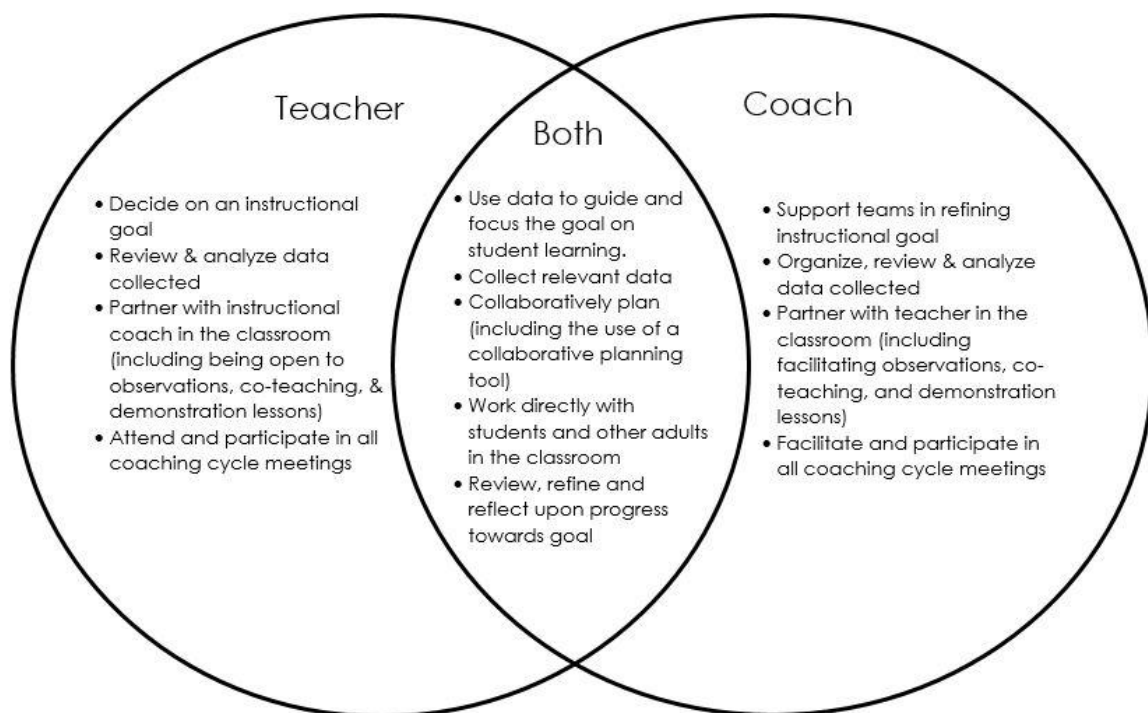


People are like stained-glass windows. They sparkle and shine when the sun is out, but when the darkness sets in their true beauty is revealed only if there is a light from within. Elizabeth Kubler-Ross.

In summary, coaching might well look like the model of Growth coaching shown below, this being the model operating amongst coaching partnerships in many schools locally and internationally.



Coaches and teachers are partners working towards the same goal as decided by the teacher. They use agreed processes and data to support the teacher in deciding on one or more actions to take and then to reflect upon and consider whether the goal has been achieved, and what if anything the teacher wants to work on going forward.



Coaching helps us work together to get the right people on the right bus and in the right seat to move our school forward. (Jim Collings, *Good to Great*, 2001).

The Five- Minute Coaching Model

The benefits of a model known as five-minute coaching are attractive, but other processes can be explored over time. One strength is that coaching can happen either between one coach and one teacher, or amongst one or more coaches and more than one teacher. Essentially, teachers and coaches together identify a teacher's or team's priority at a point in time. Through short, structured, supportive conversations, and perhaps other things - data review, classroom observations and even videoing that the teacher can view subsequently – coaching supports reflection, constructive feedback, and collaborative planning. The teacher works out a strategy that he or she wants to test to make a difference to their classroom practice so that their work enhances student learning outcomes.

The school's quality practice indicators list is a guide for teachers to use in their own reflection and evaluation, and also within the coaching process. The list is also a way for data on team practice to be recorded as part of whole school quality assurance and accountability.

A short summary of the 5-minute coaching approach

Five-minute coaching is an approach that can be applied during your daily routine (e.g. for action planning in retrospectives or a water cooler talk ...) and in agreed coaching sessions. It is built upon 5 stages where the coachee:

- Identifies an outcome
- Chooses the best outcome
- Discovers more about the chosen outcome
- Plans actions and
- Gets motivated to act

Every stage consists of an important set of questions that are derived from the clean language framework (David Grove) and that are especially chosen for coaching purposes, with the coach following these guidelines:

- Pay close attention
- Use only the Five-Minute Coach questions
- Avoid the normal rules of conversation
- Repeat the coachee's words
- Disregard grammatical rules
- Take notes
- Limit eye contact
- Encourage the coachee
- Use voice to influence
- Stay cool, calm and collected

The stages within the 5-minute coaching process are:

Stage1 – Purpose: Identifying an outcome

- And what would you like to have happen?

Stage 2 – Choosing the best outcome

- And when *[outcome in coachee's words]*, then what happens?
- And when *[last answer]*, then what happens? (Repeat question, with each answer, until no new answers emerge)
- And *[outcome]* and *[recap all answers]*, what are you drawn to most?

Stage 3 – Discovering more about the outcome

- And when *[new outcome]*, what kind of *[word or phrase from outcome]*?
- And when *[last answer]*, is there anything else about *[same word or phrase]*?
- And when *[last answer]*, where is/are *[same word or phrase]*?
- And when *[last answer]*, whereabouts *[last answer]*?
- And *[last answer]*. Given what you now know, what would you like to have happen?

Stage 4 – Action planning

- And what needs to happen for *[final outcome]*?
- And is there anything else that needs to happen for *[final outcome]*? (Repeat question until you hear first 'no')
- And *[final outcome and recap every action point]*, and is there anything else that needs to happen for *[final outcome]*? (Repeat question until you hear second 'no')
- And *[final outcome and recap every action point]*, and what needs to happen first? And can *[previous answer]*?

Stage 5 – Motivate to act

- And when *[first thing]*, then what happens? (Repeat until coachee is in a positive state and seems keen to act)
- And is that a good place to stop? (Hand over notes)

Things that attract us to this process are that:

- It has been validated through research, and that
- The process recognises that
- There is always more than one way to solve a problem
- Learning together can be fun
- Independent, critical thinking is fostered
- People are empowered
- Reflection and self-improvement are affirmed and encouraged.