

Coaching for performance – training plan

	Description	Time
1	<p>Welcome and learning intentions Share the learning intentions of this training session (PowerPoint slide 1):</p> <ul style="list-style-type: none"> To understand the principles behind coaching and why it is useful in working with students and adults to raise performance. To clarify the differences between mentoring and coaching. To make the skills of coaching explicit and use them in a real coaching situation. <p>Explain the working method:</p> <ul style="list-style-type: none"> Interactive session – please ask questions as they emerge. Live issues – we will make a list of live issues about coaching and setting it up in your school on the flipchart. Opportunities to practise coaching skills before trying or out. The coaching session (1 hour) towards the end of the day will be: real, confidential, an opportunity to try out the skills in a supportive group of three people. The final plenary will review the live issues board and be an opportunity to reflect on the coaching process (but not to share what was discussed in confidence in the trios). 	15 mins
2	<p>Tapping into the positive!</p> <p>Task 1:</p> <ul style="list-style-type: none"> Write down one of your strongly held positive beliefs about learning, teaching, students or teachers. Share your belief with the group. Write down any that you particularly like. On a post-it write the belief that would most sustain you when the going gets tough! Put all post-its on the wall. Discuss positive beliefs and the importance of encouraging positive self-talk in coaching as opposed to negative self-talk. 	20 mins
3	<p>What is coaching?</p> <ul style="list-style-type: none"> Introduce a definition of coaching (PowerPoint slide 2) – stress the solution-focused nature of coaching and the fact that it often deals with self-esteem and confidence as well as the skills of pedagogy and practice. 	5 mins
4	<p>Why coaching?</p> <ul style="list-style-type: none"> Introduce some of the quotes that justify coaching and explore them (PowerPoint slide 3). Task 2: ‘The Guessing Game’. Look at the Joyce and Showers model for the acquisition of pedagogical skill (PowerPoint slide 4). In pairs decide the percentage of teachers who will transfer the skill into their practice at each stage. Reveal the answers (PowerPoint slide 5) and discuss the implications for CPD and coaching. 	20 mins
5	<p>The principles of coaching (PowerPoint slides 6 and 7)</p> <ul style="list-style-type: none"> Discuss the importance of holding on to positive beliefs as a coach, about your colleague’s capacity to find his or her own solutions and to change their practice. You are assisting that process of change. You are not in control! Unpack the key principles of operating as a coach. 	20 mins

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6	Counselling, coaching and mentoring on the helping spectrum <ul style="list-style-type: none">• Explore the spectrum of helping strategies from the most non-directive to the most directive (PowerPoint slides 8–11).• Task 3: In small discussion groups, tease out the essential differences and similarities between counselling, coaching and mentoring.• Flipchart the results in three columns.• The approach may depend on where your colleague is on the skills–motivation matrix (PowerPoint slide 12).• Discuss how to tackle a possible shift from coaching (non-directive) to mentoring.• An issue that will come up in many coaching contexts will be the dilemma of whether to make a suggestion – stress the importance of seeking permission and being tentative.	20 mins
7	The skills of coaching <ul style="list-style-type: none">• Unpack the four skills – listening, questioning, clarifying and reflecting (PowerPoint slide 13).• Listening and questioning are key – note the importance of open questions and allowing silence.• Task 4: In groups of three. Person A to talk about something positive in her/his professional life for 3 to 5 mins. Person B to listen and ask questions to clarify and to keep the conversation focused on the positive. Person C to observe how the conversation flows, which questions are helpful and how the listener listens and encourages.• Feedback to the group on the process.	30–45mins
8	Two models for a coaching conversation <ul style="list-style-type: none">• Introduce FLOW and STRIDE (PowerPoint slides 14–16).• Task 5: In groups of 3 to 6, devise useful questions for a coaching conversation, using one of the models as a framework (flipchart paper and pens).• Feedback and discuss the questions.	30–45mins
9	Preparing for a coaching conversation <ul style="list-style-type: none">• Explain how the trios will work in the 1 hour coaching opportunity – each will take turns to be coach, coachee and observer/timekeeper. Each coaching conversation to last about 15 minutes with 5 minutes of feedback and discussion.• Establish the ground rules for the conversations, the composition of the trios and the confidential locations in which they will work.• Task 6: Each member of the group to choose a real issue for the coaching conversation.	30 mins
10	Doing it! <ul style="list-style-type: none">• In their trios, the course members conduct their three coaching conversations and give each other confidential feedback.	60 mins
11	Plenary <ul style="list-style-type: none">• Feedback process not the content of the conversations (flipchart).• Review the live issues – can any be clarified now?• The next steps: where do we go from here with coaching?	20 mins

