

## Coaching: Building personal capacity through powerful relationships

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### lifelong learning



High complexity needs high confidence and capability

### why coaching?



- Personalised learning
- Ownership and responsibility
- Practice open to critique
- Awareness
- New models and new ideas
- Dialogue and critical enquiry
- Monitoring progress towards goals and vision
- Belief and trust in people
- Relationships

### Reciprocal process

- Developing a strength of conviction;
- Developing agency and voice



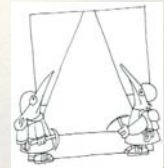
### I wanted to implant the ideas...

- They've gone about it their way
  - Influence
  - Issues
  - Feedback
  - Goalsetting
  - Theory
  - Ideas



### Support and challenge

- Not telling someone else how to do their job -
- Enabling them to reflect on how it is and what they can do about it...
- Problem posing...



### Different perspectives...

- Challenge our ways of knowing
- Importance of listening to learn
- Respect for difference



### "A huge impact on me as a person."

"I'm able to be a leader... Pedagogical Curriculum Educational"



Coached leaders will then coach others and will use a facilitative style of leadership.


### The professional development model

- Professional partnerships
- Developing trust
- Developing skills
- Workplace shadowing



### Skills for Reflection on Practice

- ✦ Active listening
- ✦ Reflective interviewing
- ✦ Observing practice
- ✦ Self-assessment
- ✦ Goal Setting
- ✦ Descriptive feedback
- ✦ Giving evaluative feedback
- ✦ Action research processes



### Active Listening


- Means giving someone full attention
- Means not breaking into conversation
- Means indicating interest
- Means waiting for permission to give suggestions
- Is a very effective way to assist someone to reflect on practice
- Is a very important aspect of reflection

### Activity:



### Reflective Interviewing (1)

- ✦ is a questioning technique that provides opportunities for the questioned person to explore her or his knowledge, skills, experiences, attitudes, beliefs, values
- ✦ Three levels of questioning
  - First level - Clarify events, situations, actions, feelings
  - Second level - Clarify purposes, reasons, intended consequences
  - Third level - Explore the educational platform and philosophies



### Level One Questions

- The first type of questions are for the clarification of events, situations, actions, and feelings. These types of questions often start with "Tell me...what...when...if...whether...who...how...why..." They are the sorts of questions used to make sure that the coach has all the information about the particular observation.

### Level Two Questions

- The second type of questions are used to clarify purpose, reasons, and intended consequences. They often start with "How...why...who...which" and are concerned with probing the reasons and intended outcomes that the leader had for the actions just taken.

### Level Three Questions

- The third level of questions move the coached leader into the area of exploring the basis or outcomes of his/her actions. These are called the linking questions...often called the 'So what' questions because they might be like the following two examples. "So what makes this so important?" "So what impact on your vision does this have?"

### Reflective Interviewing (2)

- ✦ **First level questions clarify events, situations, actions, feelings**
  - These often start with: "Tell me when...what...if...whether...how...?"
- ✦ **Second level questions clarify purposes, reasons, intended consequences**
  - These often start with: "How...why...who...which...?"
- ✦ **Third level questions explore the educational platform and philosophies**
  - Often called the "so what?" questions: "So what would you do differently?" "So what did you hope to achieve?"
  - "So what will you do from here on?"

### Reflective Interviewing - the Rules

- ✦ Base the questions on real experiences
- ✦ Use non-judgmental, objective wording
- ✦ Maintain a neutral tone of voice
- ✦ Be prepared to follow up initial questions
- ✦ Use active listening skills
- ✦ Refrain from giving advice
- ✦ Do NOT break into discussion until interview is officially over




### Reflective Interviewing (2)


- ◆ **First level questions clarify events, situations, actions, feelings**
  - These often start with: "Tell me when...what...if...whether...how...?"
- ◆ **Second level questions clarify purposes, reasons, intended consequences**
  - These often start with: "How...why...who...which...?"
- ◆ **Third level questions explore the educational platform and philosophies**
  - Often called the "so what?" questions: "So what would you do differently?" "So what did you hope to achieve?" "So what will you do from here on?"

### goalsetting

- **Goals:**
  - provide a purpose for observation visits;
  - assist with personal and school development;
  - help set a plan for professional development.




### structuring the session




- Goalsetting
- Reality checking
- Options exploring
- Wrap up

### goalsetting

- Set goal and indicators to show achievement;
- Set action plan - steps to achieve goal;
- Set time frame;
- Set where coach fits in
- Implement, monitor, review plans, act, monitor...




### structuring the session



- Goalsetting
- Reality checking
- Options exploring
- Wrap up




### working together



- Model the skills
- Teach the skills
- Practice the skills
- Coach the skills

### trust

- Trust in the process!
- It takes time to develop real trust.
- Trust is the basis for open, critically reflective relationships.
- Powerful learning requires powerful relationships.



### building skill and trust

- Don't hurry the process
- Every encounter is important
- Skills are important
- Confidence is important and leads to ownership of the process

