



Manual on Coaching and Mentoring Skills

2023

Coaching and Mentoring Skills for School Leaders

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Module Training Schedule / Timetable

Session No	Activity	Approximate time
Day 1		
01	Theme –0 1: Aims of education in the 21st Century • Introductions using ‘Ikigai’ a Japanese philosophy ‘My WHY in Life’ (Handout 1) • My WHY in Life (Worksheet 1) • Aims of Education (Worksheet 1.1) • Aims of Education (Handout 1.1) Plenary	09:00- 11:00
	Tea Break	11:00 -11:15
02	Theme -02 Learning Cultures • Definition of cultures/school cultures • Features of Culture • What is Culture (Video) Plenary • School Culture (Handout 2 artifacts) • Case Study (Handout 2.1 Michaela Community School) • Group Activity to identify elements of school from case study • Gallery Walk Plenary	11:15 – 01:20
	Lunch Break	01:20 – 02:00
03	Theme-03 My Toolkit to Sharpen My Coaching Skills • Ascertain their existing skill set (Handout 3 My Toolkit) • Articulate their strengths and skills linking them through an analogy • Determine the areas for further development Plenary	02:00 -0 4:00
Day 2		
7	Theme – 04 21st Century Skills • Recap of day 1 & sharing of key learning (Hashtag activity) • Learning a Skill (Worksheet 4 Learning a Skills) • Connect 21st century skill sets with their own coaching toolkit (Handout 4 21st Century Skills) Plenary	09:00 – 11:00
	Tea Break	11:00 – 11:20
8	Theme – 05 Andragogy • Review and reflect on adult learning (Worksheet 5 Diamond Ranking andragogy) and coaching skills in light of personal learning needs as well professional context	11:20 – 01:20

	• Andragogy (Handout 5 Head of Many Colours) Plenary Summary of how adults learn skills and how learning attitudes can be fostered to enable the process of learning. This requires a change in lens and perspective	
	Prayer & Lunch break	01:20 – 2:00
9	Theme- 6 Attitudes towards Change Change in lens (Handout 6 The TIE image) Change in Perception and Approach (Worksheet 6 Venn Diagram) Plenary: to stress upon the process of change and how an acceptance can be created through planning for change and being preemptive Metaphors for Change (Examples from Nature) The Transformative Process of Change (Handout 6-Tales of the Sand) Plenary: How can a Coach be instrumental in easing the process of Change for the Coachee Hometask: Freire's fourth letter	2:00 – 04:00
Day 3		
10	Theme –07 Motivation a prerequisite for Coaching Practices • Response to Freire's Letter • Identifying and preparing for Coaching practices • Motivation and how this is an essential component for coaching practice • Video Clip (Any Given Sunday) https://www.youtube.com/watch?v=f1yWSePMqsk&t=12s	09:00 – 11:00
	Tea Break	11:00 – 11:20
11	Theme – 08 Communication as a core Coaching Skill (Communication as a core component of coaching (Watch the Ted Talk by Louise Evans on 'Own your Behaviours, Master your Communication, Determine your Success') https://www.youtube.com/watch?v=4BZuWrdC-9Q&t=34s	11:20 – 01:20
	Prayer & Lunch break	01:10 – 2:00
12	Coaching Conversation (Role Play) Worksheet 8.1 Home Task Briefing and Overview Worksheet 8.2	02:00– 04:00
Day 4		
13	Theme –09 Coaching Models & Frameworks • Analyze coaching models 9.1 and 9.2 • Review their toolkit prepared on Day 1 to extend upon their coaching skillset • Rationalize their selection of a coaching model for use in their own context	09:00 – 11:00
	Tea Break	11:00 – 11:15
14	• Analyze coaching models 9.3 and 9.4	11:15 – 01:15

	Rationalize their selection of a coaching model for use in their own context	
	Lunch & Prayer Break	01:15 – 02:00
15	Theme – 09 Application of Coaching Frameworks Synthesize coaching models for application in a given context.	02:00– 04:00
Day 5		
16	Models of Reflective Practice - ERA Cycle - Gibbs Reflective Cycle 5 C's Framework - The Meta Mirror	09:00 – 11:00
	Tea Break	11:00 – 11:15
17	Application of Reflective Practice: Meta Mirror- Take time out and reflect	11:15 – 01:15
	Lunch & Prayer Break	01:15 – 02:00
18	Developmental Action Plan for Coaches Feedback Note of Thanks	02:00– 04:00

Training Day 1

Theme – 01: Aims of Education in the 21st Century



120 minutes

Driving Questions:

- How has the role of teachers evolved in view of the aims of education in the 21st Century?
- What different forms of learning are driving instructional practices and how can coaching align these to optimize learning outcomes?
- To what extent are approaches to education employed in schools aligned with 21st century practices?
- If yes, how can these be made innovative?
- If not, what can be done to incorporate 21st century learning skills in the teaching and learning practices?

Objectives of the Session

After the completion of this session, the participants will be able to:

- analyze 21st century educational aims and instructional practices
- assess their own instructional practice and learning approach in view of the 21st century educational aims
- consider coaching practices that align with areas of teaching and learning that are significant in achieving the aims of education in the 21st century
- determine their own teaching practices in view of the 21 century aims of education.

Teacher Aids

Writing Board, Markers, Charts, and Masking Tape

Practice:

- Analysis of components of curriculum (content & material, pedagogical practices and assessment) (Handout 1 & Worksheet 1)

Required Resources

Handout 1: Aims of Education

Worksheet 1: Table

Strategy:(Group Work)



60 minutes

Ask the following questions.

- Which education approaches are you familiar with?
- What is your understanding of the importance of these approaches in setting aims of education?
- How do you think these approaches drive the aims of education?

Process:

- Divide the participants in groups of four
- Distribute Worksheet 1 to each Group
- Give them 15 minutes to fill the columns
- Rotate within the Groups and facilitate where necessary.

- Take feedback from each Table Group
- Distribute Handout 1 to each Group
- Ask them to read it for 10 minutes
- Compare their own practices with the ones in the Handout
- Take random responses from Groups about the differences that have emerged from the comparisons between Worksheet 1 and Handout 1.
- Conclude the activity by sharing that:

Learning in the 21st century demands a rethinking and realignment in not only the approaches to learning but also necessitates redefining instructional practices that align with current and innovative teaching and learning strategies. To achieve meaningful learning outcomes in a 21st century classroom, Coaches must equip themselves with requisite knowledge, skills and attitudes that will help them to transfer learning and encourage best practices.

Theme 02- Learning Cultures

 120 minutes

Driving Questions:

- What artifacts (any observable evidence inside or outside the classrooms that indicates the presence of a certain phenomenon or a construct) can indicate learning cultures in a school?
- How do these artifacts reflect values and beliefs around learning?
- How do specific routines and practices establish and consolidate the learning cultures in schools?
- How important is it to align coaching behaviour to the learning cultures of a given school?

Objectives of the Session

After the completion of this session, the participants will be able to:

- Identify features of culture and analyze aspects of learning cultures
- Categorize beliefs, values and attitudes about learning that constitute a school's culture
- Generate a debate about the impact of learning cultures on coaching behaviour.

Teacher Aids

writing board, markers, charts, masking tape

- **Practice:** Video sharing, Discussion and feedback for defining culture, components of Culture (Think pair share and Group Work; elements and artifacts of school culture) (Handout 2 & 2.1)

Required Resources

Video Link: What is Culture? Definition of Culture:

<https://www.youtube.com/watch?v=S258bwp0sJY>

Handout 2: <https://simplicable.com/edu/school-culture>

Handout 2.1: <https://time.com/5232857/michaela-britains-strictest-school/>

Strategy: Case Study Analysis

 60 minutes

- Ask participants what they understand from the term culture
- Take a few responses and list them down on the writing board
- Tell them that they will watch a video titled ‘What is Culture? Definition of Culture’
<https://www.youtube.com/watch?v=S258bwp0sJY>
- After they have watched the video, ask them to compare the definitions they gave with the ones in the video
- Ask them if the contents in the video had added to their information on culture
- Ask them to share their responses.
- Elicit these on the Board

Tell them that culture is how we act, think, and behave based on the shared values of our society. It is how we understand symbols, from language to hand gestures. It is everywhere, and we continually develop and define our culture on a daily basis.

English scholar Sir Edward B. Tylor (1832–1917) was a founding figure of cultural anthropology. Tylor defined culture as “the complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities acquired by man as a member of society” (1871, p. 1). In everyday English, culture is the knowledge and behaviour that characterizes a particular group of people.

- Ask them to give examples of culture from their own environment
- Tell them to think of examples of a different culture and take a few responses
- Ask them if schools have specific cultures
- Tell them to give examples of cultures that exist in schools for example: how are assemblies conducted, what values are upheld etc.
- Ask them how learning cultures can affect their coaching practices both positively and adversely.

Distribute Handout 2 <https://simplicable.com/edu/school-culture>

(Think Pair Share)

- Ask them to individually go over the elements that constitute culture in the Handout
- Tell them to discuss with their partner the aspects that are practiced in their own schools
- Tell them to share within their group the elements of culture they are familiar with and are practiced in their own schools. They should also discuss the ones that are not practiced in their context. Think of reasons for their absence.
- Ask them to think about reasons for the absence of these elements in their own school’s context.
- Take responses from Table groups building grounds for the next activity.
- Tell them that they will now do a case study analysis on the strictest school in the UK, Michaela Community School and have a debate around the impact of school culture on coaching behaviours.

Distribute Handout 2.1 <https://time.com/5232857/michaela-britains-strictest-school/>

- Distribute chart papers to each group

- Give instructions to select any five from the Table given below and list down the elements and artifacts that indicate visible and invisible culture in Michaela Community School.
- Ask them about the kind of culture they think is prevalent in the Michaela Community School. Ask them how they know what evidence is there to support their observation.
- Generate a discussion on the challenges such a situation as the Michaela School may pose for coaches and how the presence and/or absence of cultural elements may impact coaching in their context.
- Sum up the discussion by stressing on the importance of the requisite skill set to make coaching successful.

Theme – 03: My Toolkit to Sharpen My Coaching Skills



120 minutes

Driving Questions:

- Who am I?
- What do I have in my toolkit - resources, techniques, tools and skills that make me versatile and resourceful to a range of contexts and learning needs?
- What tools do I think are needed in my toolkit to equip me with a broader repertoire of coaching skills? What are my reasons for this selection?
- Approach: Constructivist - Creative Solutions - Think, Pair, Share (VLT)

Objectives of the Session

After the completion of this session, the participants will be able to:

- Ascertain their existing skill set
- Articulate their strengths and skills linking it through an analogy
- Determine the areas for further development.

Teacher Aids

Charts, writing board, markers, papers

Required Resources

Handout 3: What's in My Toolkit?

Video – <https://www.youtube.com/watch?v=guclKsL-JbY> questioning

<https://www.youtube.com/watch?v=TIPgh1WJqzg> stealing cookies

<https://www.youtube.com/watch?v=KtsOkdO3wTw> training the panda

Ted Talk on Coaching Skills

Process



- Begin the session by throwing a question at the participants:
- It is said that, 'if you have a hammer, you look for a nail'. Being a Coach, what is your hammer, and what is the nail you look for in teachers you coach?

- For better understanding of this activity, you may wish to give the following examples from the Toolkit of a Coach:
 - Glue - draw people
 - Sandpaper - to smooth out any roughness or to polish
 - Screwdriver - to tighten the loose screws
 - Leveler - to gauge alignment
 - Sponge - to absorb all the toxic behaviours
 - Polishes - right polish to the right place and situation
- Give them 10 minutes to reflect and fill out **Handout 3** given to them
- Ask them to share with their partner their Coaching skillset
- After they have shared with each other, ask each partner to introduce their partner's skillset giving reasons and a brief description for the selection of the tool
- Show them three animated videos on coaching (*you may stop after each and discuss the skills demonstrated by the coach*)
- Generate a discussion on how probing and extending questioning techniques can help in coaching. Also highlight the importance of knowing the people you are coaching and identifying motivation and needs of the people being coached. Talk about implicit and explicit techniques of coaching.
- Allow the participants to come up with questions and to reflect on the content of the videos and to add to the Worksheet on skills.
- Sum up this session by reiterating the importance of cultivating requisite skills to be an effective coach, which include communication, motivation, leadership etc..

Home Task

Prepare a ONE-minute video of your introduction as a coach. Display a # Hashtag that signifies and summarizes key learning from the session. Your introduction should include your beliefs about education and how they are reflected in your coaching approach. You may use the following stems to formulate your introduction:

- I believe the aims of education are:
- I think it is important to _____
- I feel the need for _____
- I demonstrate my _____, _____ and _____ coaching values, when I _____

Training Day 2

Theme 04: Skills for 21st Century Coaching

 20 Minutes

Driving Questions

- What processes can enable effective coaching skills and behaviours?
- How do models or frameworks facilitate coaching processes and practices?
- How can coaching models be adapted to the context of coaching relationships?

Objectives of the Session

After the completion of this session, the participants will be able to:

- Recap of day 1 & sharing of key learning (Hashtag activity)
- Connect 21st century skill sets with their own coaching toolkit
- Review and reflect on adult learning (andragogy) and coaching skills in light of personal learning needs as well professional context
- Consider Process of Change
- Review their toolkit prepared on Day 1 to extend upon their coaching skillset
- Synthesize coaching models for application in a given context.

Teacher Aids

Charts, writing board, markers, papers

Required Resources

- Handout 4: 21st Century Skills
- Handout 5: Andragogy (Head of Many Colours)
- Handout 6: TIE Image
- Handout 6.1: The Tales of the Sands
- Worksheet 4 (21st Century Skills)
- Worksheet 5.1 (Diamond Ranking)
- Worksheet 6 Venn Diagram
- Worksheet 6.2 Exit Ticket

<https://www.shiftbase.com/glossary/coaching-models>

Video::The Power of Yet by Carol Dweck

<https://www.youtube.com/watch?v=J-swZaKN2Ic>

Introduction of the Session



10 minutes

- Greet the participants
- Notice the Hashtags
- Congratulate them on accomplishing the task
- Ask few participants to read out their Hashtags
- Applause for all participants
- Take a few responses to recap Day 1 session
- Inform them that the videos have been received and will be shared on Drive with everyone at a later date to connect with their reflection activity.

Begin Day 2 by sharing with them the following:

Coaching is not one size fits all. Everyone is unique and everyone's needs are uniqueand are often situational. The Coaching Toolkit is not static but versatile and

adaptable, which should evolve, grow and expand with experience and time. There are several models or frameworks available, however, the most effective ones are those that facilitate growth, self-discovery, and empower the coachee to achieve their goals. A Coach should bear in mind that what is needed today may not be applicable or required in the next six months. Therefore, it is advisable to hone skills and foster attitudes necessary for coaching for a more flexible approach and not be wedded to any set structure or pattern. Coaching prowess is when one can remain in control and change calmly and confidently to a different approach if the one being used isn't getting the results.

- Let them know the objectives of the Day.
- Remind them that Day 1 began with the aims of education in the 21st century
- Day 2 will start with 21st century skills and the importance of honing requisite skills to be an effective coach.
- Let them know that they will now be engaging in a Think Pair Share activity

Think Pair Share

Tell them to Read **Handout 4** '21st Century Skills' individually first

Next, in pairs have a discussion on the three key statements, which are:

- Identify the skills that are integrated in the curriculum and being employed in your context
- Identify the ones that are not focused
- give reasons for the ones that are not integrated in the process of teaching and learning
- After this, share in your group the skills you have identified as the most used and the least used
- Be ready to share your group's ideas in the plenary. Discuss common themes emerging.
- Elicit responses from each Group
- This will lead to an individual reflective activity that encourages to elicit process of learning a skill
- Tell them that they will now work individually and complete **Worksheet 4**, which asks them to identify any one skill they've learnt recently, mentioning the need that prompted them to learn the skill, also listing down the obstacles faced and successes.

Video::The Power of Yet by Carol Dweck

- Now engage participants in pairs to actively listen to Carol Dweck's presentation on the "Power of Yet." Encourage them to take notes while watching the video.
- Ask participants to focus on key concepts such as the growth mindset, the significance of the word "yet," and any examples or anecdotes shared by Dweck.
- Guide participants to identify transformative ideas presented in the video. Encourage them to recognize moments that challenge fixed mindsets and promote a growth mindset.
- Instruct participants to note any strategies or approaches mentioned by Dweck that can help individuals develop a more positive and open attitude towards learning and overcoming challenges.
- Encourage participants to think about how they can apply the concepts discussed in the video to their own lives, work, or personal development.
- After watching the video, prompt participants to reflect on what they've learned and share their key takeaways with others.
- Take a few responses and link it to adult learning (Andragogy).

Theme 5- Andragogy: Adult Learning

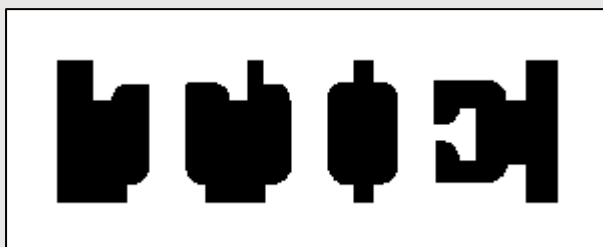


120 minutes

Adult educator **Malcolm Knowles** promoted the theory of andragogy in the 1980s, which laid out the ways adult learning differed from childhood learning. The gist of the theory is that adults benefit from knowing why they should learn something and how it will specifically help them achieve their goals.

- Tell them that this activity will be Think Pair Share
- Provide them with one worksheet per group- **Worksheet 5.1** (Diamond Ranking, to be used for Group responses)
- Tell them to work on their own and list down 5 ways adults learn best (what are some of the motivators and needs)
- Now ask them to compare their list with their Partners
- Next tell them to go over the list in their group and select the top five
- List them in order of priority on **Worksheet 5.1**
- Elicit responses from a few Groups
- Tell them that they will now be given **Handout 5** from which they will compare their list with the one given in the Handout.
- Give them 5 minutes to discuss within their groups
- Now bring the groups together and ask them to share the common themes that emerged and share the areas they may have missed
- Ask them to reflect on how they have supported their coachees so far, and share any two actions they will take, as a coach to support their coaches.
- Now give them **Handout 5.1** on Principles of Andragogy
- Ask them to read individually and share any two areas they will 'start' doing as a Coach and two things they will 'stop' doing from now onwards
- **Plenary:** Summary of how adults learn skills and how learning attitudes can be fostered to enable the process of learning. This requires a change in lens and perspective.
- Tell them that they will be shown an image and will be given a minute to read the letter in it.

Handout 6 (To be shown on Screen)



- Tell them that anyone who can see the word needs to raise their arms and not say the word
- Show the image on the screen
- Remind them that they will get a minute to see the word in the image
- If they have seen the word “Tie” in the image
- Invite the ones who’ve guessed the word
- Ask them how they could do it
- Ask the rest reasons they could not see the word
- Take a few responses
- Tell them that we are so used to Black as the written word that we often cannot perceive that the written word can be in any other colour
- Tell them that they just experienced a Paradigm Shift
- Now ask them if they’ve experienced a change in perspective in their own field in the near past and/or more recently (pre and post COVID 19)
- Tell them that they will be given a Worksheet with a Venn Diagram
- **Worksheet 6** (Venn Diagram Activity): Explain the activity
- Fill in the Venn Diagram to indicate Pre-Covid and Post-Covid changes in the scenario of Teaching and Learning. In the overlapping segment, identify and list down aspects that have remained consistent.
- Give this activity to be done in Groups for 10 minutes
- Take a few responses
- Generate a discussion on how some changes are organic and natural and changes are forced in (COVID19). Regardless, external forces/elements play a vital role in bringing about change- the outcome can be positive or negative (example positive change: nature, life itself- negative change: climate change, pollution etc.)

Metaphor for Change Process:

- Give the example of the snow on the mountain, the process of how it melts - External factors in helping the process of change whereby, though, the snow that melts may be tasteless and not sweet, when it falls in the river, it changes to water that is sweet.
- Ask them how this analogy fits in with the Coach and Coachee relationship.
- Take a few responses
- Tell them that they will be reading a Sufi Tale, the ‘Tales of the Sands’ **Handout 6.1**
- Tell them to read the story on their own and then share with their partner and subsequently with their group
- Ask them to discuss in their groups how this story connects with the Coach and Coachee relationship.

- Tell them to think about what needs to change for the relationship to become fruitful, who needs to take the first step etc. What did they think, feel and learn from this story.
- Give them an Exit Ticket **Worksheet 6. 2** to be filled in about the Day's learning

Plenary: Conclude the session by summarizing the key learnings of the day and asking them to submit their exit tickets on the way out. Also hand them Friere's Fourth letter to Teachers as a Homework task. Explain the activity to them. Tell them that they must write the letter with the perspective of a Coachee and try to reflect on the fears and concerns Coaches may have about the Coaching process.

Home Task: Handout 6.3 Feriere's 4th Letter

You've Got Mail:

Home Task: You are being assigned a coach for your professional development, who will be working closely with you for the entire academic term. Write a letter to your friend, expressing your feelings and what you expect from this interaction. Also, mention how you view this process, sharing your concerns or questions, if any.

Bring this letter for discussion on Day 3.



Training Day 3

Theme -07 Motivation a prerequisite for Coaching Practices 🕒 120 minutes

Objectives

After the completion of this session, the participants will be able to:

- Plan and Preempt Coaching practices
- Employ Strategies to motivate the Coachees
- Create an awareness for coaching conversations
- Demonstrate effective coaching practices.

Teacher Aids

Writing Board, Chart Papers, Markers

Required Resources

- **Worksheet 7**
- **Worksheet 7.1**
- Video Clip (Any Given Sunday)
<https://www.youtube.com/watch?v=f1yWSePMqsk&t=12s>

Strategy: Think Pair Share

Process

- Start the day by Greeting the participants
- Ask them to share their learning from Freire's letter
- Working on their own fill out **Worksheet 7**
- Ask them to compare their responses with their partner and then in Groups and come to a common understanding of attitudes and dispositions needed to become effective at Coaching practices.
- Generate a discussion on how the attitudes mentioned in Freire's letter are necessary for the Coaching process
- Ask them the possible consequences if the attitudes are not aligned with the ones mentioned in the letter
- Encourage participants to engage in this discussion and invite any stories/anecdotes they may wish to share to strengthen their argument
- Tell them that they will now share their response to Freire's Letter
- Ask a few participants to share the letters they've written
- Give each group **Worksheet 7.1Table Mat**
- Tell them to extrapolate fears and concerns of coachees from the letters and list the fears and concerns in the Block in front of them
- Now tell them to summarize everyone's fears and concerns and write a synthesis in the middle Block.

- Ask each Group to share the synthesis.

Plenary: Talk about ways to dispel fears and address concerns and how motivation can do the trick. Tell them that motivation is an essential component for coaching practice. Tell them that it is essential that they prepare and plan for their coaching role. For this, they need to be cognizant of various ways to motivate their Coachees.

To make them understand how Coaches can use motivation as a means to support their Coachees, play a video clip from the movie ‘Any Given Sunday’.

Encourage them to take notes as they watch the video clip and note down the aspects necessary for coaching

Video Clip (Any Given Sunday)

<https://www.youtube.com/watch?v=f1yWSePMqsk&t=12s>

- Generate a discussion on the speech they watched in the video clip and ask them what they picked up in terms of body language, choice of words, engagement or any other.
- Ask them ways they motivate their Coachees
- Ask them if their techniques have been successful or not, tell them to give reasons in either case. Ask them to share the challenges they’ve faced in executing their coaching practice
- Note down the issues on the writing board
- Ask them to see if they can identify solutions to the problems raised
- Remind them of the video clip they watched and tell them that motivation alone is also not the panacea, coupled with communication, one may be able to bring about change in attitudes

Plenary: Tell them that motivation, unless intrinsic, cannot be long lasting. So, they may wish to start with motivating their coachees extrinsically, but slowly and gradually they will have to devise ways in which they can trigger intrinsic motivation. However, the most

Ask them to share the most important skill for a Coach.

Theme- 08 Communication as a Core Coaching skill



120 minutes

- Ask them to watch a TedTalk by Louise Evans on ‘Own your Behaviours, master your Communication, Determine your Success)

<https://www.youtube.com/watch?v=4BZuWrdC-9Q&t=34s>

- Discuss the five chairs and the content of the video
- Ask the participants to comment on the contents of the video
- Connect the problem posed in the video to Coaching practices
- Invite responses
- Ask them the importance of communication for a coach
- take a few responses

Think Pair Share activity

- Tell them to read **Handout 8** as a Think Pair Share activity
- Give them 15 minutes to read and discuss the content of Handout 8
- Generate a discussion on the contents of the Handout
- Ask them how the contents of the Handout will be helpful in their coaching practices
- Apprise them about the types of feedback and how they can alter according to the need
- Point out the difference between mentoring and coaching
- Provide them Worksheet 8 and ask them to identify the one that is a Coaching Conversation
- Generate a discussion to allow participants to delve into the selection of words/phrases and the questioning technique employed in the coaching conversation
- Provide them Handout 8.1, which has a sample coaching conversation
- Ask them to discuss the important aspects of a coaching conversation. What are some of the things they notice that they feel are crucial to coaching practices?
- Additionally, support this activity by referring participants to worksheet 8.1, which consist of a sample conversation and ask them to go over Worksheet 8.1 in pairs
- Ask them to read the Coaching conversation presented in the worksheet and identify at least six actions the Coach takes. Be prepared to have a discussion on the pros and cons of the actions taken by the Coach supported by reasons.

Plenary: share the following points and expand upon these

- A coach will avoid giving answers
- A coach will not direct thinking
- A coach is a good listener
- A coach gives the ownership

Role Play:



60 minutes

- Following the Think-Pair-Share activity discussion, proceed to the next activity involving group discussion and role play.
- For the role play segment, instruct participants to review Worksheet 8, "Coaching Conversations."
- In their respective groups, have participants analyze the two conversations and identify which one is conducted by a coach. Additionally, ask them to provide reasons for their selection.
- Task groups with preparing a mock conversation between a coach and a coachee. Participants should be ready to conduct a 5-7 minute role play.

Home Task:

- Guide participants to Worksheet 8.2 and assign assigning a home task instructing them to examine Scenarios A and B and compile answers to the questions provided in the worksheet.

Scenario A: In the pre-observation meeting with a teacher, two areas of focus are selected:

- Encourage all students to engage.

II. Ensure concept clarity.

Scenario B: The teacher selects the indicator: 'Teacher ensures concept clarity.'

- Advise participants to prepare for a discussion and feedback session the next day.
- Allocate time for one to two participants from each group to share their insights, compiling the activity outcomes and promoting the exchange of group learnings.

Training Day-4

Theme –09 Coaching Models & Frameworks

 240 minutes

Theme -

Coaching Models and Frameworks

Objectives

After the completion of this session, the participants will be able to:

- Analyze coaching models
- Review their toolkit prepared on Day 1 to extend upon their coaching skillset
- Rationalize their selection of a coaching model for use in their own context
- Synthesize coaching models for application in a given context.

Teacher Aids

Writing Board, Markers, Charts, Masking Tape

Required Resources

Handout 9: Importance of Coaching Models for Organizations and Team

Handout 9.1: GROW Coaching Model

Handout 9.2: STEPPA Coaching Model

Handout 9.3: CLEAR Coaching Model

Handout 9.4: FUEL Coaching Model

Strategy

Group Work, Presentation and Reflections

Process

- Start the day by Greeting the participants
- Ask them to settle in their groups to present the assign home task.
- Present a creative solution for a theme or a problem that bothers you and people around you all the time.
- Write down a meaningful special message your group decided to share with all the participants
- Spare some time after each group presentation for reflections and feedback

Group Formation

Select four colours for this activity: Red, Yellow, Green, Blue. (There will be four colour groups with four participants in each group).

- Prepare colour cards for each group.
- Ask the participants to pick a colour card. Then tell them to find people with the same colour and form their groups accordingly.
- Begin by offering a concise overview of Coaching Models.

- Prompt each group to reflect on the significance of coaching models for organizations and leaders.
- Instruct each group to compile a list of points they consider crucial for adopting coaching models.
- Subsequently, ask each group to review **Handout 9** and compare it with the points they have listed.
- Now allocate one hour to each group for a comprehensive study of all four Handouts, ranging from 9.1 to 9.4.

Application of Coaching Models

- Assign each group a Coaching Model.
- Instruct them to go over the Model assigned to them.
- Tell them to discuss how this model works and how this model can be helpful in their coaching practice.
- Reconfigure the same colour groups to groups with all four colours in one group
- Give each group a Chart paper and markers
- Instruct them to take turns and explain each model to the group members.
- Tell them to discuss the pros and cons of each Model keeping in view their context
- Ask them to synthesize and come up with ONE model that fits in their context and will be something they can work with for their coaching practice
- Ask them to provide a rationale for their synthesized model

Presentations:

20 minutes for each group

- Provide each group with a chart paper and markers to prepare for the presentation.
- Guide them to take turns explaining each assigned model to the group members.
- Encourage the discussion of the pros and cons of each model, considering their specific context.
- Instruct the groups to synthesize their findings and collaboratively develop ONE model that aligns with their context and can be effectively utilized in their coaching practice.
- Ask them to articulate a rationale for their synthesized model.
- Prepare the groups for presenting their synthesized model to the class.



Training Day-5

Reflective Practice



240 minutes

Theme -

Reflective Practice in Teaching and Learning

Objectives

After the completion of this session, the participants will be able to:

- Identify the pros and cons of Reflective Models to select the best model for themselves to practice as a coach.
- Reflect on their practices by using Meta Mirror Model.
- Establish an action plan for personal and professional development as a coach.
- Get a valuable insight into their coaching style, strengths, and areas that may benefit from further development.

Teacher Aids

Writing Board, Markers, Charts, Masking Tape

Required Resources

Handout 10: Models for Reflective Practice

Worksheet 10: Application of Reflective Practice

Worksheet 10.1: Revisiting the Coaching Skill-Set

Worksheet 10.2: Development Action Plan

Strategy

Think Pair Share, Group Work, Presentation and Reflections

Process

- Greet the participants on the last day of the training.
- Take some time to reflect on the learnings from the previous day, fostering deeper engagement among the participants as they contemplate their practices.
- Following the discussion on Creative Solutions, encourage participants to feel motivated for reflective practices.

Reflective Practice:

- Ask participants what they understand from the term Reflective Practice
- Take a few responses
- Explain reflection and the form it takes in teaching and learning
- Mention Donald Schon as the person who coined the term reflection and his idea of reflection in and on action and explain both these concepts.
- Employing the Think Pair Share activity, give them the four Models of Reflective Practice (ERA, GIBBS, 5 C's Framework and Meta Mirror) ask them to read each one and see the one that resonates the best with them.
- Provide them with Handout 10 Meta Mirror

- Ask them to go over the Models and share any insights they may have
- Ask them if they were familiar with any one of these before
- Ask them the importance of reflection and how it can improve instructional practice.
- Tell them that they will now engage in reflection by using the Meta Mirror Model
- Tell them to reflect on the role play activity and the presentations that were made on the synthesized coaching frameworks and complete the task given on Worksheet 10.

Application of Reflective Practices:

- Provide them with **Worksheet 10:** Application of reflective practice
- Tell them that this is an individual task
- Give them 10 minutes to do this task
- Ask a few participants to read out their reflections
- Provide feedback
- Encourage participants to give their feedback as well
- Now Give them **Worksheet 10.1**
- Ask them to revisit their coaching skillset and fill out the Table
- This is an individual activity and they should do it on their own
- Take responses and make comparisons

Development Action Plan:

- Conclude this activity by appreciating their effort and providing them with the Worksheet 10.2 consisting of development plan and a reflection sheet that they will fill.
- Give them at least 45 minutes to do this and spend .
- Conclude the session by thanking them for their valuable contributions and active participation.
- Wish them luck for this new assignment

Annexure

Worksheet 1-My Why in Life: Ikigai



Ikigai is a Japanese concept referring to something that gives a person a sense of purpose, a reason for living. Examine the image and framework of how for each of the four statements, reflect and state your response:

- What you love:
- What you are good at:
- What you can be paid for:
- What the world needs:

Handout 1: Aims of Education

Session 1 Handout: In groups, compare your responses to the table given below and identify to the extent to which curriculum areas of your current practices align with the 21 century educational aims outlined in the table below. What skills and attitudes will be required to achieve the same?

Summary of Constructivist Approaches

Approches Employed in the 21st Century	Brief Description	Current Practices in the KPK Education Sector	Exemplary References
Inquiry-based learning (IBL)	A learner-centered approach focusing on questioning, critical thinking and problem solving. The learner is actively involved in formulating the question/naming a problem		Chu et al. (2007), Kuhlthau et al. (2007), Harada and Yoshina (2004)
Project-based learning (PjBL)	An individual or group activity that is carried out over a specified period of time, resulting in an output (product, presentation, or performance)		Harada et al. (2008)
Inquiry PjBL	A combined approach of IBL and PjBL that engages learners in formulating a question/naming a problem within their areas of interest. The answers to the question and/or ways to solve the problem are generated through group activities that include information search, evaluation, and management. The entire process leads to an output (report and presentation) that comes into being through the use of digital technologies		Chu (2009), Chu et al. (2011)
Problem-based learning	A student-centered learning approach in which students work together to address an open-ended question through inquiry and problem resolution, within a learning environment that is designed and scaffolded to strongly support the needs of students with prompts and resources, as they do so		Hmelo-Silver (2004)
Constructionism	Student engagement in creation of a complex computational digital artifact is the focus, in which the student represents an abstract idea or principle in the representational artifact, through programming. Learners benefit from social interactions and sharing throughout the process of creating the artifact, in which the artifact expresses conceptual knowledge in a dynamic way. Educators act as expert mentors and facilitators, while peers help guide one another and students use information resources in a workshop-based environment that increases transparency of creative processes		Papert (1980), Harel and Papert (1991), Kafai (1995), Reynolds and Harel Caperton (2011)

Handout 2: Learning Cultures

School culture are the norms and shared experiences that evolve over school's history. It might be described as the character of a school that gives a school qualities beyond its structures, resources and practices. Culture provides stability and isn't easily changed. The following are common elements of school culture.

Mission & vision	Values
Leadership	School climate
Atmosphere	Architecture
Student behavior & conduct	Classroom environments
Discipline policies	Dress code
Student voice	Parent involvement
Traditions	Orientation activities
Celebrations	Homecoming
Bullying prevention	Safety & security
Academic excellence	Achievement expectations
Extracurricular activities	School clubs
Athletics	Use or overuse of technology
School rules	Diversity & inclusion
Norms	Openness of communication
Transparency	Community partnerships
Parent partnerships such as PTA	Staff recognition
Teacher morale	Student awards and honors
Parent-teacher conferences	Student-led initiatives
Student-led clubs and activities	Honor systems
Student leadership roles	Student government
School colors	School song
School mascot	School uniforms
Peer mentoring programs	Assemblies
Guest speakers	Partnerships with other schools
Exchange programs with foreign schools	Community service projects
Sustainability projects	Nature experiences
Campus greenspace	School pride
Feedback mechanisms	Governance & oversight
Leadership accountability	Symbols
Stories	Myths & legends
Level of trust	Conflict resolution
Style of teaching and learning	Professional code of ethics
Field trips	School garden
School pets	Recess and play

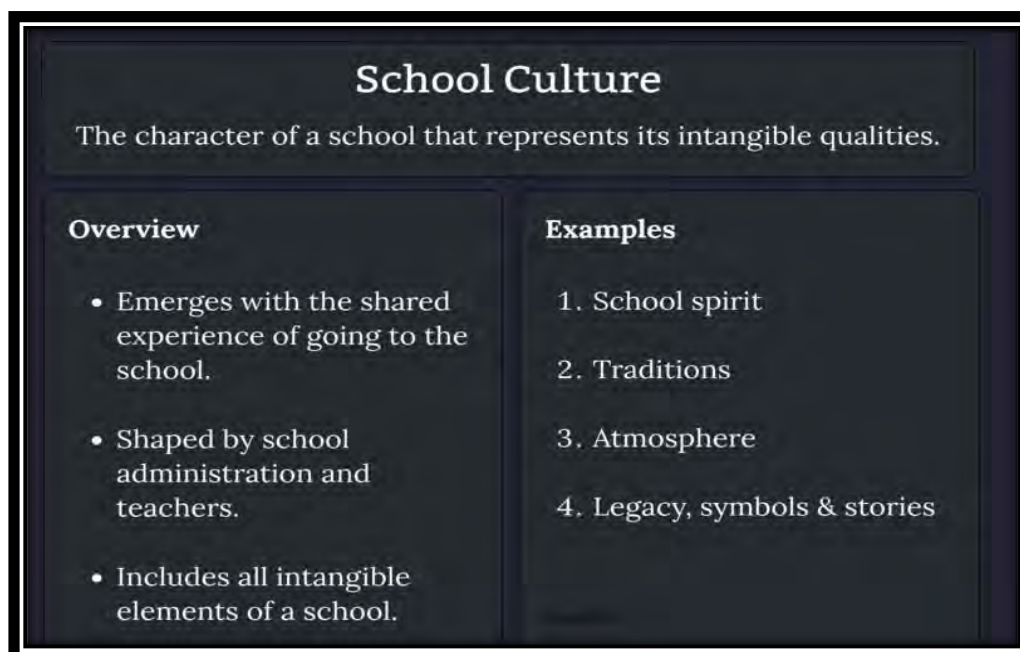
Free time	Outdoor education
Homework policies	Educational excursions and trips
Experiential learning	International exchange programs
Scholarships	Disaster preparedness
Hand-on activities	Internships
Interdisciplinary projects	Teacher development, evaluations and opportunities for advancement

- o **Symbols:** such as colors, logos, fashion, places and people. For example, a school uniform or building with unique and compelling architecture.
- o **Stories:** Information and myths that give the school an interesting character.
- o **Legacy:** The history of a school such as a list of graduates who went on to do great things.
- o **Language:** Elements of language that are unique to a school such as slogans, terms and slang.
- o **Traditions:** Traditions such as unique ways of celebrating accomplishments.
- o **Passage:** Ceremonies and traditions that mark milestones.
- o **Habits:** Habits such as an environment where being late for class is taken seriously.
- o **Expectations:** Expectations in areas such as student conduct and professional diligence. For example, the expectation that faculty prepare for lessons and not just wing it.
- o **Methods:** Educational methods such as a system of student leadership.
- o **Honor Systems:** Rules that aren't enforced by controls to give students an opportunity to demonstrate that they are trustworthy.
- o **Etiquette:** Conventions of polite behavior that exist between faculty and students.
- o **Ethics:** The ethical climate of a school.
- o **Comradery:** Students and faculty who identify with the school and feel a sense of belonging and community.
- o **Loyalty:** Students and faculty who feel a sense of allegiance and duty to a school.
- o **The overall atmosphere of a school.** For example, a school that embraces tradition and discipline versus a school that embraces change and creativity.

School Culture		
Symbols	Stories	Legacy
Language	Traditions	Rites of Passage
Habits	Expectations	Methods
Honor Systems	Etiquette	Ethics
Comradery	Loyalty	Tone

Overview

School culture includes all intangible elements of the school experience that give a school its character.



Handout 2.1: Michaela Community School

<https://time.com/5232857/michaela-britains-strictest-school/>

What It's Like to Study at the Strictest School in Britain



Students attend class at Michaela Community School in London. Courtesy Michaela Community School

BY FLORA CARR APRIL 20, 2018 10:20 AM EDT

It's lunchtime at Britain's most notorious school, but I don't get to eat much. My plate of fries and a vegetable patty is only half-eaten when an 11-year-old swiftly removes it. In silence, the children sitting either side of me pass their plates to the end. It's been less than 10 minutes since the school first sat down to eat. On surrounding tables, other adult visitors scramble to finish their meals in the face of outstretched hands trying to take their plates, as teachers time the students' progress. At this school, "family lunches" aim to develop soft skills; children are expected to make conversation, pour drinks, and clear their guests' plates—whether they've finished or not.

This is just one element of life at Michaela Community School. Based in Wembley Park, an underprivileged area of north London most famous for hosting England's national soccer stadium, the school has become internationally renowned since opening in 2014—dubbed by the country's newspapers as "Britain's strictest school." The school's 484 pupils study in an atmosphere of rigid austerity. 'Demerits' are given out for the slightest errors: forgetting a pen, slouching, turning to look out of a window during a lesson. Two demerits in one class equals a detention. "That's another demerit... you're too disorganized," an English teacher tells one girl who's struggled to find her textbook in the allocated ten seconds.

The school day is run with military precision. Everything, from lessons to lunch, is timed to the second, with the aid of large digital clocks placed in each room. Teachers often give their classes a timeframe in which to accomplish a task—"Ten seconds to take out your books and open them to page 32"—before counting down backwards. The transition between classes is also timed, and completely silent. A black line runs down the center of the corridor carpets, and children are expected to silently proceed either side to their next classes. Eagle-eyed teachers stand ready to reprimand those who walk too slowly. Every detail is designed to maximize the amount of learning time. In the student bathrooms, there are no mirrors, lest they distract the students.



Pupils serve each other as part of Michaela's 'Family Lunch' system Courtesy Michaela Community School

Katharine Birbal Singh, the principal or “headmistress” who founded Michaela four years ago, says the school’s emphasis on order and discipline means that “children can be children here, and have real childhoods.” The approach is intended to remove space for the social ills that other schools grapple with—Birbal Singh says the silent corridors almost eradicate bullying, for example (although she admits online bullying is harder to wipe out).

Birbalsingh says with satisfaction that she has had ex-servicemen visit and tell her Michaela reminds them of the British Army. Indeed, just like the military the school has established its own vernacular. “SLANT!” a teacher will shout, and students are expected to sit bolt upright, arms crossed, face turned to the front. Children are also expected to “track” the teacher with their eyes. Such is the range of commands to learn, new pupils joining the school at 11 years old are expected to attend a seven-day bootcamp before term starts. “That’s where we learn how strictness is good for you,” one pupil tells me, “how we’re different from other schools.” “Everything is in control,” another child adds, with a smile.

Michaela is one of Britain’s approximately 400 “free schools,” which are broadly similar to the U.S. ’s charter schools. Unlike the U.K. ’s centrally-managed state-funded schools, or “state schools,” free schools are run independently by non-profit groups. They receive funding from the government, but operate outside its control. Michaela teachers create their own curriculum, and compile their own textbooks. The school’s pupils are drawn from the local neighborhood, which is among the least privileged in the U.K.’s capital city. Wembley Park is a district of London borough Brent, where one third of households are living in poverty, and which has the second-highest eviction rate in London. Michaela itself is housed in an unlovely gray office block opposite a London Underground train station. Birbalsingh says her school’s values are broadly in line with traditional British schooling. “But we have a similar goal to many of the charter schools in the United States... that are trying to change the lives of inner-city children.”

Since their introduction by the Conservative-led coalition government in 2010, free schools have proven controversial for their sometimes-unorthodox approaches to education. But perhaps no free school is better known than Michaela, which is regularly the subject of media attention for its dedication to discipline (hiring a “detention director,” for example) and its focus on rote-learning, or memorization by repetition. Birbalsingh is herself a divisive figure; she first came to prominence when, as a state school teacher, she delivered a tirade against

Britain's "broken" educational system at the Conservative Party conference in 2010, a political speech that raised the ire of her fellow teachers. Her school has been picketed and broken into by protestors before, and in January its Google Maps link was tampered with, so that it temporarily read "Michaela Community Prison."

"The standard response [to Michaela] is to pretend that the children aren't happy," says Toby Young, a former *Vanity Fair* journalist and education reformer who co-founded another Free School in London. "And that ...anything that even faintly resembles direct instruction is tantamount to child cruelty." However, Young supports Michaela's strict teaching methods: "[My first visit] was like seeing the ideal school come to life." He describes a French class he observed as indistinguishable from the level you might expect at an elite private school like Eton.



Katharine Birbalsingh, Headmistress of
Michaela Community School in London.
Courtesy Michaela Community School

Michaela's reputation draws visitors from all over the country; plenty of journalists but also teachers eager to see what all the fuss is about. On arrival, guests are presented with a piece of paper with instructions on how to behave, which acknowledges some may have strong feelings about its approach to discipline. The first instruction reads: "Please Do NOT: Demonstrate disbelief to pupils when they say they like their school." Birbalsingh says this has happened before. "A pupil came to me and said, 'Miss, what do I do when the guests say I shouldn't like my school?'" she says. "You know, which is just awful, right?"

The pupils I met showed no sign of disliking their school; on the contrary, they appear extremely proud of it. Half-a-dozen Year 7s, the youngest age group in British high schools aged 11 and 12, extol the merits of attending Michaela. Visitors' letters are often displayed around the school, one boy says. "Sometimes, when visitors come... they write a little message," he explains, "saying, 'Ah, this school's like a *prison* nearly,'" he says, enthusiastically. At the word 'prison', a girl to his right darts a look at him. He ploughs on. "Like, it's really really good."

The school does its best to foster lofty aspirations among its students. The group of 11-year-olds I meet each tells me they aim to attend Oxford or Cambridge University. The quality of education was recognized as "outstanding" in a May 2017 report by the government's independent regulator Ofsted.

But Michaela's teaching methods have been met with some criticism by education experts. The school stands by rote-learning techniques, or "drills to thrill." Several poems are learnt by heart and belted out by students before lunch. The idea is that only by memorizing and learning can



students later develop an informed opinion. The emphasis is on the teacher inside the classroom, and there's no enquiry learning or group projects.

George Duoblys, a physics teacher in London, wrote an article for the *London Review of Books* in October, in which he questioned whether Michaela students are “being taught to think for themselves.” Duoblys tells TIME that, while he admires the depth of factual knowledge the students obtain, he is concerned Michaela is “removing all spontaneity.”

“By trying to control absolutely everything, the teachers maybe deny students the opportunity to get a feel for their own style, their own way of doing things,” he says. The school's teachers “are really passionate about learning and knowledge, but the way they go about it seems—by any kind of normal, intuitive sense—to not be a very enjoyable experience,” Duoblys says.

Michaela's Deputy Head Jonathan Porter sees things differently. “I think it's Britain's most loving school,” he says. Porter believes the school's strict rules allow “pupils to be free, to be truly free” to learn. Aged just 28, he is a Cambridge graduate who attended Oundle, a prestigious U.K. private school. Like the majority of Michaela's staff, he is young, charismatic, and filled with a kind of religious zeal when it comes to Michaela's ethos. “We're certainly all evangelical,” Porter says. The school has produced a book, *Battle Hymn of the Tiger Teachers*, which sets out the “brave new world” Michaela promotes. Throughout my interview with Birbalsingh, she repeatedly refers to the need to “spread the word.”

The real test of Michaela's approach to education will come when its first intake of pupils takes their GCSEs, national exams that every British student takes at age 15 or 16. The current Year 10s, the oldest age group at the school, will sit their exams in summer 2019. But in the meantime, they're unlikely to forget it. “42 WEEKS TO GCSES,” one classroom sign reads.

After plates have been cleared away at lunch, the children are called on to offer “appreciations” to guests, parents and teachers. The process takes longer than the meal itself. Each selected child stands to thank someone who has been particularly helpful to them, before the whole school offers two staccato claps and a teacher rates the child on vocal projection. The teacher overseeing lunch during my visit also asks about the day's pre-approved topic of conversation: who would the children nominate as TIME's Person of the Year. Several students, apparently unprompted, suggest Birbalsingh.

These “family lunches” are intended to give the children life skills that will set them up in areas that go beyond education. Birbalsingh, a daughter to a Guyanese academic and a Jamaican nurse, recalls feeling ostracized as a non-white teenager, brought to the U.K. from Canada at the age of 15. “I was one of those children that others didn't necessarily find very cool,” she says. Her fierce work ethic took her to Oxford University, where she worked on outreach programs with inner-city children and was inspired to go into teaching.

She believes that children from Michaela's catchment area also need guidance on “skills that you and I take for granted,” she says, such as table manners. “If they are eating Kentucky Fried Chicken every night, well they don't know that,” she says. “Those silly little rules can act as



stepping stones... so that the children can both be an academic success and also a good person in the end.”

Worksheet 3: My Toolkit

What's in My Toolkit?



Here are some Questions to ask yourself:

- What coaching skills do I take pride in?
- What do I have in my toolkit? (resources, techniques, tools and skills that make me versatile).
- What tools are needed in my toolkit to equip me with a broader repertoire of coaching skills?
- What are the reasons for my selection?

A few examples could be:

Glue - draw people
 Sandpaper - to smooth out any roughness or to polish
 Screwdriver - to tighten the loose screws
 Leveller - to gauge alignment
 Sponge - to absorb all the toxic behaviours
 Polishes - right polish to the right place and situation

Tool	Reasons

Handout 4 - 21 Century Skills

Twenty-First Century Skills

To take a closer look at what twenty-first century skills entail, study the table below that is an adapted version of the P21 framework with the three skill sets and twelve components laid out. Also review the definition of twenty-first century skills that have been employed.

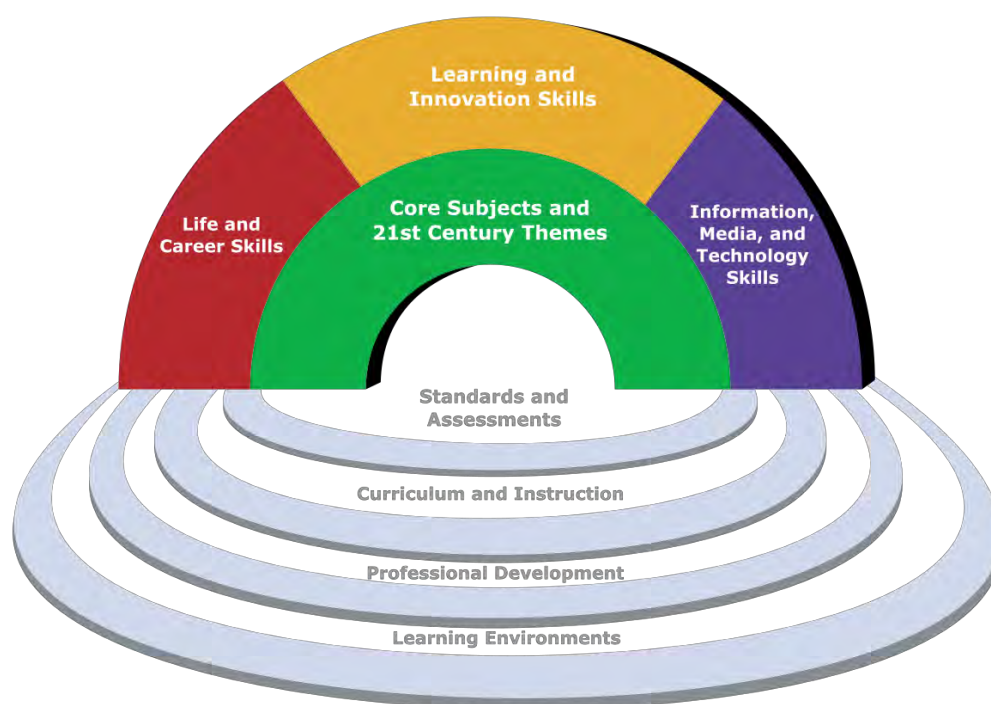


Figure 1 - P21 Framework for 21st Century Learning

Capabilities for each set of twenty-first century skills (adapted from P21 2009).

3 skill sets	Learning and innovation	Digital literacies	Life and career skills
12 components	• Core subjects • Critical thinking and problem solving • Communication and collaboration • Creativity and innovation	• Information literacy • Media literacy • Information and communication technology literacy	• Flexibility and adaptability • Initiative and self-direction • Social and cross-cultural interaction • Productivity and accountability • Leadership and responsibility

Skill Set 1: Learning and Innovation

The Learning and Innovation skill set includes four major components covering both knowledge and skills related to learning. “Core subjects” point to the core subject knowledge that is indispensable for all learners in the twenty-first century, which can be vaguely summarized by three “Rs,” namely Reading, wRiting and aRithmetic.

The labels of the subjects vary across different continents of the world, but the knowledge covered by them are similar in essence, encompassing knowledge in **languages, aesthetics, science, mathematics, humanities, and civics.**

In addition to subject knowledge, certain learning skills are deemed particularly imperative in the twenty-first century. These include critical thinking and problem solving skills, communication, and collaboration skills, and creativity and innovation. These soft skills are pivotal for learners to cope with the rapidly changing society in which human connection around the globe and the amount and availability of information are maximized by technological advancement.

Skill Set 2: Digital Literacies

Digital literacies are made up of three key components:

- **Information literacy (IL):** IL is the ability to effectively and ethically select, evaluate, and use information to gain, apply, and share their knowledge (American Association of School Librarians [AASL] 2007).
- **information and communication technology (ICT) skills:** ICT skills, as defined by the International ICT Literacy Panel (2002), refer to the ability to use digital technology, communication tools, and/or to access, manage, integrate, evaluate and create bodies of information.
- **media literacy (ML):** ML, which is interdisciplinary in nature, is associated with the ability to access, analyze, evaluate, and communicate messages in a variety of forms (NAMLE 2012).

Operational definition of the components of digital literacies

Component	Definition	Example
Information literacy (IL)	Ability to recognize when information is needed, and ability to locate, evaluate and use the information effectively and ethically	Searching for information via the Internet or other sources (e.g., books, newspapers, television, YouTube)
Information and communication technology (ICT) skills	Ability to use digital technology, communication tools and/or networks, to access, manage, integrate, evaluate and create information	Using MS Excel to produce charts or histograms from a set of data
Media literacy (ML)	Ability to decode, evaluate, analyze, and produce print and electronic media	Recording and editing a music file

A Formula of Twenty-First Century Learning

To make the core components of the P21 framework easier to retrieve, Trilling and Fadel (2009) have rearranged and condensed them into seven skills, all beginning with the letter “C” representing Critical Thinking and Problem-solving, Creativity and Innovation, Collaboration, Teamwork and Leadership, Cross-cultural Understanding, Communication and Media Fluency, Computing and ICT Fluency, Career and Learning Self-reliance, and three “R” skills referring to Reading, wRiting and aRithmetic. They have thus summed up twenty-first century learning in the following handy formula:

3Rs × 7Cs = Twenty-First Century Learning	
Reading	Critical Thinking and Problem-solving
wRiting	Creativity and Innovation
aRithmetic	Collaboration, Teamwork, and Leadership
	Cross-cultural Understanding
	Communication and Media Fluency
	Computing and ICT Fluency
	Career and Learning Self-reliance

Worksheet 4: Learning a Skill

Think of ONE skill that you have learnt recently and respond to the following question prompts:

What was the need that prompted you to learn the skill?

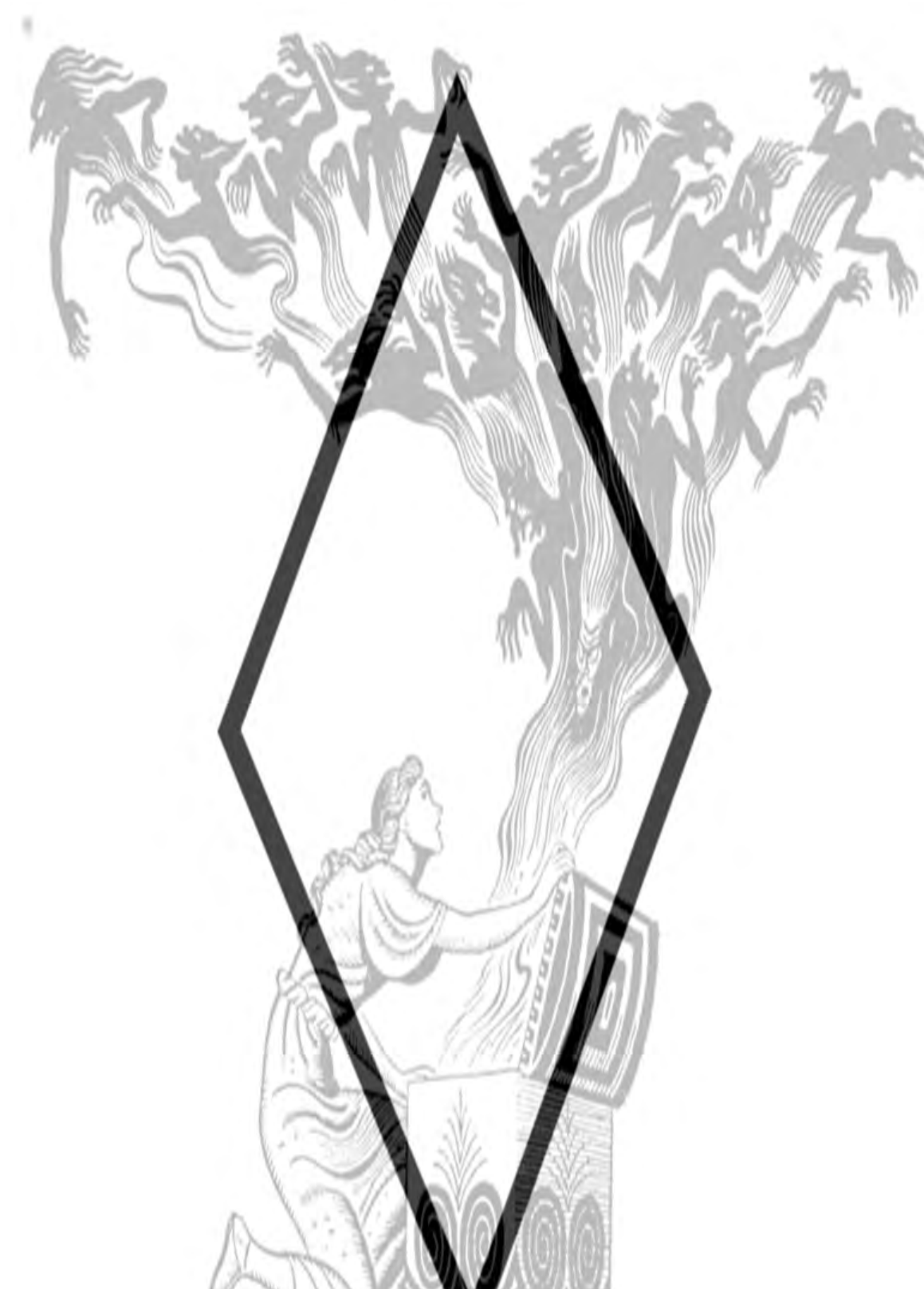
What helped you learn this skill?

What were some obstacles that you faced?

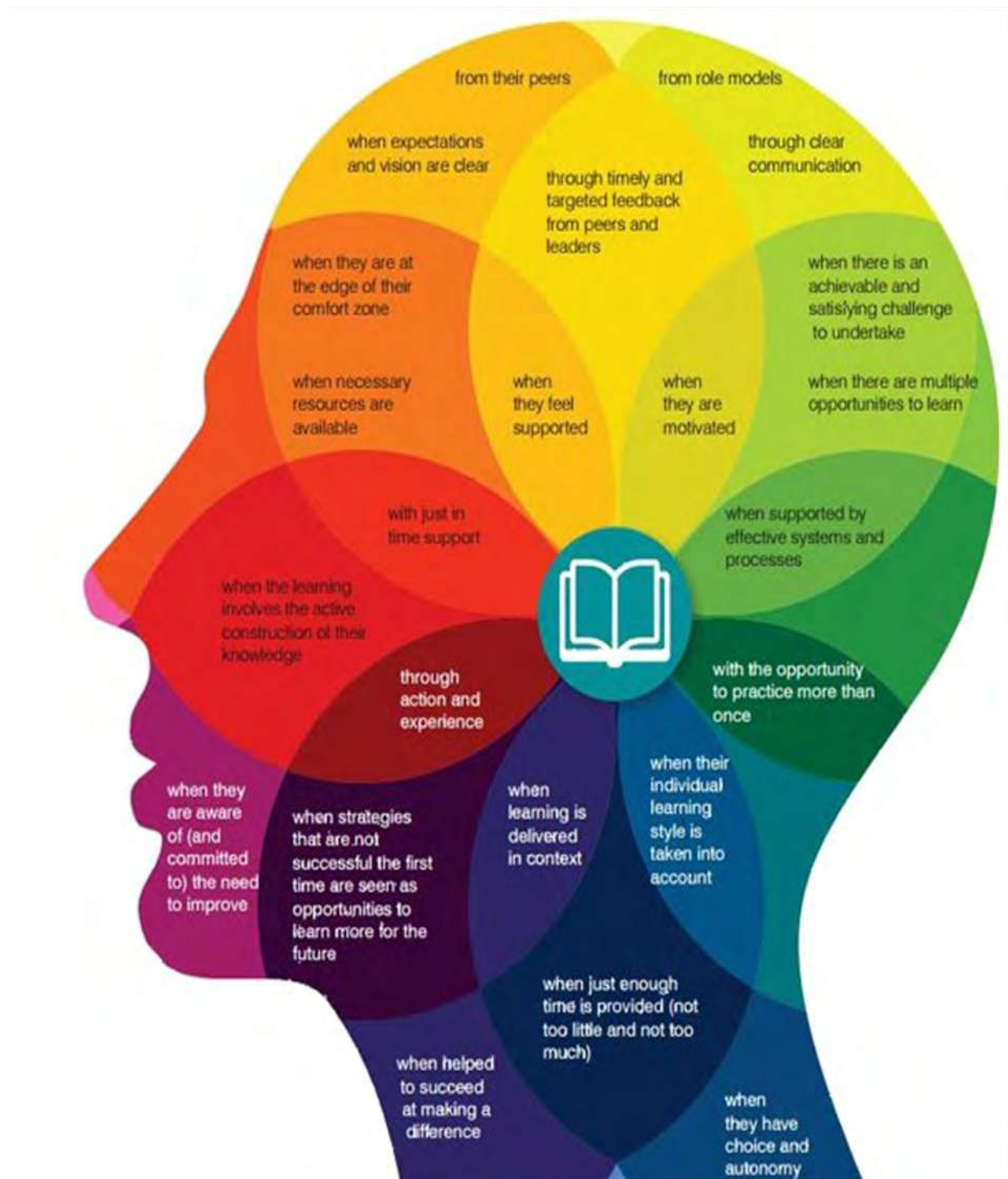
How did you overcome these obstacles or challenges?

What were your feelings when you were learning this skill and how your feelings changed once you had aced this skill?

Worksheet 5- Diamond Ranking



Handout 5 - Andragogy



Handout 5.1: Principles of Andragogy

Malcolm Knowles' (1977) developed the paradigm of andragogy as we know it today (see Table 1). Lawson (1998) described Knowles' work as pivotal in terms of a shift in the educational paradigm. It is very interesting to note that, although in academic terms Knowles' work might be considered "dated," most of the articles reviewed for this paper cited at least one article by Knowles and proclaimed him the unmistakable "founder" of adult learning doctrine. Additionally, no one refutes his claims, but only supports them with additional arguments. So, for this paper, we believe it is appropriate to use Knowles' model as a foundation for course development, and to cite additional supportive literature. Knowles defined andragogy as "the art and science of helping adults learn" (1980, page 43), and claimed that there were four critical andragogical assumptions of adult learners which differ from the assumptions of pedagogy (Knowles, 1977).

Table 1
Knowles' Principles of Andragogy (1977, p. 39):
1. His self-concept moves from one of being a dependent personality toward one of being a self-directed human being.
2. He accumulates a growing reservoir of experience that becomes an increasing resource for learning.
3. His readiness to learn becomes oriented increasingly to the development tasks of his social roles.
4. His time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject-centeredness to one of problem-centeredness

These principles are not mutually exclusive; by their very nature and in keeping with Knowles' intention, they are part of a system of learning theory. Only for the purposes of analysis and example, we will explain each principle individually. In his first principle of andragogy, Knowles (1977) claims that superior andragogical learning conditions should motivate the learners to feel a need to learn. Because adults regard education as a life-time activity, they are able to learn more effectively in a self-directed environment, which is quite different from the environment of traditional students (Patterson & Pegg, 1999). Learning as an iterative, dynamic process of change, dependent on the self-efficacy of the learner to take responsibility for his or her own learning is summarized by Galbraith (1990) who stated that "learners and facilitators are involved in a continual process of activity, reflection upon activity, collaborative analysis of activity, new activity, further reflection, and collaborative analysis, and so on" (p.10). In an analysis of undergraduate management education, Gammie (1995) concluded that "maximum flexibility and student self governance" result in the most effective programs. As Reed (1993) indicated, adults should be motivated through internal rather than external means. In support of an andragogical model, students should be dynamically involved in planning their learning process (Cervero & Wilson, 2001).

Principle 2: Learner as Resource

Knowles' second principle claims that adults can be a resource for their own learning and the learning of others. According to Patterson & Pegg (1999), collaboration was the most cited difference in adult learners when compared to children. Galbraith (1990) claims that collaboration is a key ingredient for successful adult learning methodologies. Using an andragogical model

requires that educators undergo a basic change in the way that they feel about learning and allow learners to rely on themselves as resources of learning (Boud, Cohen, & Walker, 1993; Cell, 1984).

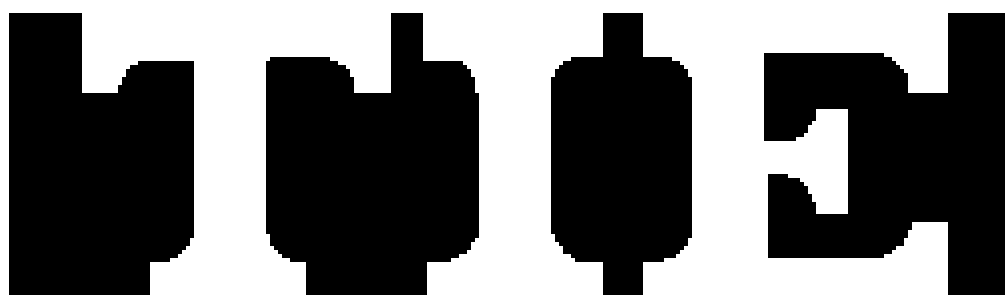
Principle 3: Learning as Developmental

The third principle in Knowles' andragogical model is focused on the learners' developmental goals. The andragogy paradigm requires that instructors choose strategies that will enable adults to achieve their learning goals. By "romancing" the individual adult learner, organizations and society are improved because "a society whose central dynamic, change--economic and technological, political, social, cultural, even theological-- requires a citizenry that is able to change" (Knowles, 1980, p.36). This suggests a focus on learning to learn, which may be a developmental goal of the mature learner. Lawson (1998) supports the importance of andragogy in helping adult learners make career transitions and claims that andragogy can be a powerful tool in influencing the delivery of services to adults. "Program evaluation procedures can help determine if the participants in the learning activity reached their educational objectives and desired outcomes; they can be used in the planning process and for program improvement; and they can be used for program justification and accountability" (Galbraith. 1990, p.8-16). Beaman (1998) indicated that adults "need assessment not just for evaluation, but also for motivation and feedback. Assessment for adult learners can also be empowering and can lead to a richer, deeper learning experience" (p.58). Learners may develop skills and self-awareness through feedback and evaluation of others' behavior in the classroom (Saunders, 1991). "The driving force in lifelong learning is not the acquisition of knowledge per se as it is amongst youngsters, but rather the self-actualization of individuals of themselves and through the organizations where they work and live. That can scarcely be accomplished through a normative curriculum or through any model of higher education provision based on the philosophy of 'faculty knows most - and best' (p.328) (Prestoungrange, 2002).

Principle 4: Learning as Application to Real World

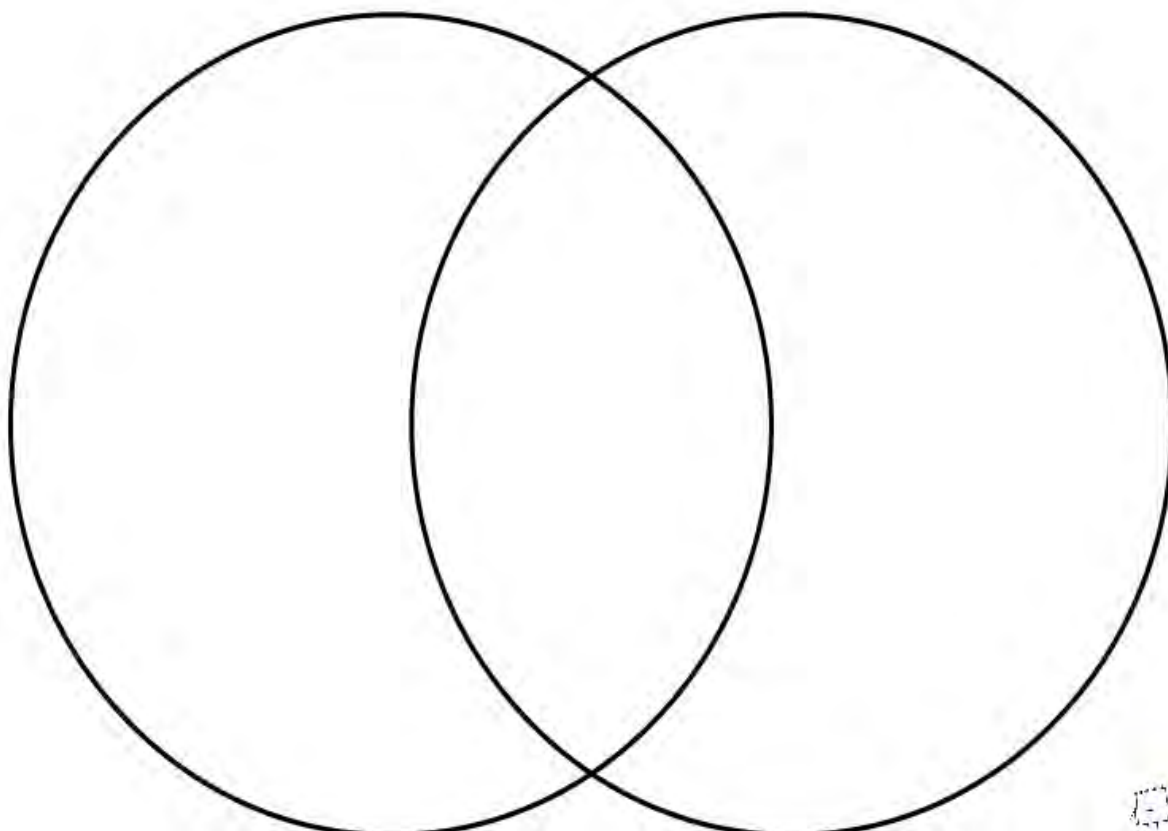
The last principle of andragogy according to Knowles (1977) is the need for immediate application of theory to practice and the related focus on problems as opposed to content. The learning strategies should be less involved with theory, and more focused on emphasizing practical applications of knowledge relevant to the real world (Patterson & Pegg, 1999). Similarly, Galbraith (1990) claims that successful education will relate theory to practice, and Wankel & DeFillippi (2003) advocate bringing "real world" opportunities into the classroom through simulations, cases, technology, and collaborative learning opportunities between educational institutions and business. There is little evidence to suggest that making higher education for nontraditional adult learners should be anything but as real as possible, and as immediately applicable to their own lives as is reasonable. In the Summer Semester 2003, one of the authors (Thompson) designed and facilitated a course which encompassed many of the andragogical principles presented in this article. The design of the course will be presented in terms of Knowles' model of andragogy. *Proceedings of the Academy of Accounting and Financial Studies, Volume 9, Number 1 New Orleans, 2004.*

Handout 6 - Change in Lens



Worksheet 6 - Change in Perspective

Fill in the Venn Diagram to indicate Pre Covid- and Post-Covid changes in the scenario of Teaching and Learning. In the overlapping segment, identify and list down aspects that have remained consistent.



Handout 6.1 - The Transformative Process of Change

The Tales of the Sands – A Sufi Spiritual Story by Idries Shah

<https://spiritualgrowthevents.com/tales-of-the-sands-sufi-spiritual-story-idries-shah/>



A stream, from its source in far-off mountains, passing through every kind and description of countryside, at last reached the sands of the desert. Just as it had crossed every other barrier, the stream tried to cross this one, but it found that as fast as it ran into the sand, its waters disappeared.

It was convinced, however, that its destiny was to cross this desert, and yet there was no way. Now a hidden voice, coming from the desert itself, whispered: “The Wind crosses the desert, and so can the stream.”

The stream objected that it was dashing itself against the sand, and only getting absorbed: that the wind could fly, and this was why it could cross a desert.

“By hurtling in your own accustomed way, you cannot get across. You will either disappear or become a marsh. You must allow the wind to carry you over, to your destination.”

“But how could this happen?”

“By allowing yourself to be absorbed in the wind.”

This idea was not acceptable to the stream. After all, it had never been absorbed before. It did not want to lose its individuality. And, once having lost it, how was one to know that it could ever be regained?

“The wind,” said the sand, “performs this function. It takes up water, carries it over the desert, and then lets it fall again. Falling as rain, the water again becomes a river.”

“How can I know that this is true?”

“It is so, and if you do not believe it, you cannot become more than a quagmire, and even that could take many, many years; and it certainly is not the same as a stream.”

“But can I not remain the same stream that I am today?”

“You cannot in either case remain so,” the whisper said. “Your essential part is carried away and forms a stream again. You are called what you are even today because you do not know which part of you is the essential one.”

HANDOUT 6.2: Freire's 4th Letter

Freire Letter: On the indispensable qualities of progressive teachers for their better Performance.

<https://blogs.ubc.ca/karen/files/2013/06/FREIRE.1998.T.Cultural.pdf>

Teachers as cultural workers

Letters to those who dare teach

Paulo Freire

Translated by Donaldo Macedo, Dale Koike, and Alexandre Oliveira

Source: Paulo Freire, *Teachers as Cultural Workers: Letters to Those Who Dare Teach*, Westview Press, 1998, pp. 3945

FOURTH LETTER

On the indispensable qualities of progressive teachers for their better Performance

I would like to make it clear that the attributes I am going to speak about, which seem to me to be indispensable to the progressive teacher, are qualities acquired gradually through practice. Furthermore, they are developed through practice in concurrence with a political decision that the educator's role is crucial. Thus the attributes I am going to speak about are not attributes that we can be born with or that can be bestowed upon us by decree or as a gift. In addition, the order in which I list them here is not intended to rank their value. They are all necessary for a progressive educational practice.

I shall start with *humility*, which here by no means carries the connotation of a lack of self-respect, or resignation, or of cowardice. On the contrary, humility requires courage, self-confidence, self-respect, and respect for others.

Humility helps us to understand this obvious truth: No one knows it all; no one is ignorant of everything. We all know something; we are all ignorant of something. Without humility, one can hardly listen with respect to those one judges to be too far below one's own level of competence. But the humility that enables one to listen even to those considered less competent should not be an act of condescension or resemble the behavior of those fulfilling a vow: "I promise the Virgin Mary that, if the problem with my eyes turns out not to be serious, I will listen to the rude and ignorant parents of my students with attention." No. None of that. Listening to all that come to us, regardless of their intellectual level, is a human duty and reveals an identification with democracy and not with elitism.

In fact, I cannot see how one could reconcile adherence to an ideal of democracy and of overcoming prejudice with a proud or arrogant posture in which one feels full of oneself. How can I listen to the other, how can I hold a dialogue, if I can only listen to myself, if I can only see myself, if nothing or no one other than myself can touch me or move me? If while humble, one does undermine oneself or accepts humiliation, one is also always ready to teach and to learn. Humility helps me avoid being entrenched in the circuit of my own truth. One of the fundamental auxiliaries of humility is *common sense*, which serves to remind us that certain attitudes may lead us too close to becoming lost.

The arrogance of "You don't know who you are dealing with . . .," the *conceit* of the know-it-all with an unrestrained desire to make his or her knowledge known and recognized—none of this has anything to do with the *tamelessness* (which is not apathy) of the humble. Humility does not flourish in people's insecurities but in the insecure security of the more aware, and thus this insecure security is one of the expressions of humility, as is uncertain certainty, unlike certainty,

fears nor, on the other, surrender myself to them. Instead, I must control them, for it is in the very exercise of this control that my necessary courage is shared.

That is why though there may be fear without courage, the fear that devastates and paralyzes us, there may never be courage without fear, that which “speaks” of our humanness as we manage to limit, subject, and control it.

Tolerance is another virtue. Without it no serious pedagogical work is possible; without it no authentic democratic experience is viable; without it all progressive educational practice denies itself. Tolerance is not, however, the irresponsible position of those who play the game of make-believe.

Being tolerant does not mean acquiescing to the intolerable; it does not mean covering up disrespect; it does not mean coddling the aggressor or disguising aggression. Tolerance is the virtue that teaches us to live with the different. It teaches us to learn from and respect the different.

On an initial level, tolerance may almost seem to be a favor, as if being tolerant were a courteous, thoughtful way of accepting, of *tolerating*, the not-quite-desired presence of one’s opposite, a civilized way of permitting a coexistence that might seem repugnant. That, however, is hypocrisy, not tolerance. Hypocrisy is a defect; it is degradation. Tolerance is a virtue. Thus if I live tolerance, I should embrace it. I must experience it as something that makes me coherent first with my historical being, inconclusive as that may sound, and second with my democratic political choice. I cannot see how one might be democratic without experiencing tolerance, coexistence with the different, as a fundamental principle.

No one can learn tolerance in a climate of irresponsibility, which does not produce democracy. The act of tolerating requires a climate in which limits may be established, in which there are principles to be respected. That is why tolerance is not coexistence with the intolerable. Under an authoritarian regime, in which authority is abused, or a permissive one, in which freedom is not limited, one can hardly learn tolerance. Tolerance requires respect, discipline, and ethics. The authoritarian, filled with sexual, racial, and class prejudices, can never become tolerant without first overcoming his or her prejudices. That is why a bigot’s *progressive* discourse, which contrasts with his or her practice, is a false discourse. That is also why those who embrace scientism are equally intolerant, because they take science for the *ultimate truth*, outside of which nothing counts, believing that only science can provide certainty. Those immersed in scientism cannot be tolerant, though that fact should not discredit science.

I would also like to add *decisiveness*, *security*, the tension between *patience and impatience*, and *joy of living* to the group of qualities to be nourished in ourselves if we are to be progressive educators.

An educator’s ability to make decisions is absolutely necessary to his or her educational work. It is by demonstrating an ability to make decisions that an educator teaches the difficult virtue of decisiveness. Making decisions is difficult to the extent that it signifies breaking free to choose. No one ever decides anything without making a trade-off, weighing one thing against another, one point against another, one person against another. Thus every choice that follows a particular decision calls for careful evaluation in comparing and opting for one of the possible sides, persons, or positions. It is evaluation, with all of its implications, that helps us to finally make choices.

Decision making is rupture and is not always an easy experience. But it is not possible to exist without rupturing, no matter how hard it may be.

One of the deficiencies that an educator may possess is an inability to make decisions. Such *indecision* is perceived by learners as either moral weakness or professional incompetence. Democratic educators must not nullify themselves in the name of being democratic. On the contrary, although they cannot take sole responsibility for the lives of their students, they must not, in the name of democracy, evade the responsibility of making decisions. At the same time,

they must not be arbitrary in their decisions. Setting an example, as an authority figure, of not taking responsibility for one's duties, of allowing oneself to fall into permissiveness, is even more somber a fate for a teacher than abusing authority.

There are plenty of occasions when a good democracy-oriented pedagogical example is to make the decision in question with the students, after analyzing the problem. Other times, when the decision to be made is within the scope of the educator's expertise, there is no reason not to take action, to be negligent.

Indecision reveals a lack of confidence; but confidence is indispensable for anyone with responsibilities in government, whether of a class, a family, an institution, a company, or the state.

Security, confidence, on the other hand, requires scientific competence, political clarity, and ethical integrity.

One cannot be secure in one's actions without knowing how to support those actions scientifically, without at least some idea of what one does, why, and to what end. The same is true of allegiance: One must know whom or what one is for or against. Nor can one be secure in one's actions without being moved by them, or if one hurts the dignity of others, exposing them to embarrassing situations. Such ethical irresponsibility and cynicism show an inability to live up to the educator's task, which demands critically disciplined performance with which to challenge learners. On the one hand, such discipline reflects the educator's competence, as it is gradually revealed to the learners, discreetly and humbly, without arrogant outbursts; on the other it affects the balance with which the educator exercises authority—secure, lucid, and determined.

None of this, however, can be realized if an educator lacks a taste for permanently seeking justice. No one can prevent a teacher from liking one student more than another, for any number of reasons. That is a teacher's right. What a teacher must not do is disregard the rights of the other students in favoring one student.

There is another fundamental quality that the progressive educator must not lack: He or she must exercise wisdom in experiencing the tension between *patience* and *impatience*. Neither *patience* nor *impatience* alone is what is called for. Patience alone may bring the educator to a position of resignation, of permissiveness; that denies the educator's democratic dream. Unaccompanied patience may lead to immobility, to inactivity. Conversely, impatience alone may lead the educator to blind activism, to action for its own sake, to a practice that does not respect the necessary relationship between tactics and strategy. Isolated patience tends to hinder the attainment of objectives central to the educator's practice, making it soft and ineffectual. Untempered impatience threatens the success of one's practice, which becomes lost in the arrogance of judging oneself the owner of history. Patience alone consumes itself in mere prattle; impatience alone consumes itself in irresponsible activism.

Virtue, then, does not lie in experience either without the other but, rather, in living the permanent tension between the two. The educator must live and work impatiently patiently, never surrendering entirely to either.

Alongside this harmonious, balanced way of being and working there must figure another quality, which I have been calling *verbal parsimony*. Verbal parsimony is implied in the assumption of patience-impatience. Those who live impatient patience will rarely lose control over their words; they will rarely exceed the limits of considered yet energetic discourse. Those who predominantly live patience along stifle their legitimate anger, which then is expressed through weak and resigned discourse. Those, on the other hand, who are all uncontrolled impatience tend toward lack of restraint in discourse. The patient person's discourse is always *well-behaved*, whereas that of the impatient person generally goes beyond what reality itself could withstand.

Both of these kinds of discourse, the overly controlled as well as the undisciplined, contribute to the preservation of the status quo. The first falls short of the demands of the status quo; the second surpasses its limits.

The benevolent classroom discourse and practice of those who are only patient suggest to learners that anything, or almost anything, goes. There is in the air a sense of a nearly infinite patience. Nervous, arrogant, uncontrolled, unrealistic, unrestrained discourse will find itself immersed in inconsequence and irresponsibility.

In no way do these discourses contribute to the learners' education.

There are also those who are excessively restrained in their discourse but who once in a while lose control. From absolute patience, they leap unexpectedly into uncontrollable impatience, creating a climate of insecurity for everyone around them, always with terrible effects.

Countless mothers and fathers behave so. Today their words and their actions are permissive, but they transform tomorrow into the opposite, a universe of authoritarian discourse and orders, which not only leaves their sons and daughters appalled but, above all, makes them insecure. Such immoderate parental behavior limits children's emotional balance, which they need to grow up. Loving is not enough; one must know how to love.

Though I recognize that these reflections on qualities are incomplete, I would also like to briefly discuss *joy of living* as a fundamental virtue for democratic educational practice.

By completely giving myself to life rather than to death—without meaning either to deny death or the mythicize life—I can free myself to surrender to the joy of living, without having to hide the reasons for sadness in life, which prepares me to stimulate and champion joy in the school.

Whether or not we are willing to overcome slips or inconsistencies, by living humility, lovingness, courage, tolerance, competence, decisiveness, patience-impatience, and verbal parsimony, we contribute to creating a happy, joyful school. We forge a school-adventure, a school that marches on, that is not afraid of the risks, and that rejects immobility. It is a school that thinks, that participates, that creates, that speaks, that loves, that guesses, that passionately embraces and says yes to life. It is not a school that quiets down and quits.

Indeed the easy way out in dealing with the obstacles posed by governmental contempt and the arbitrariness of antidemocratic authorities is the fatalist resignation in which many of us find ourselves.

"What can I do? Whether they call me *teacher* or coddling mother, I am still underpaid, disregarded, and uncared for. Well, so be it." In reality, this is the most convenient position, but it is also the position of someone who quits the struggle, who quits history. It is the position of those who renounce conflict, the lack of which undermines the dignity of life. There may not be life or human existence without struggle and conflict. Conflict² shares in our conscience. Denying conflict, we ignore even the most mundane aspects of our vital and social experience. Trying to escape conflict, we preserve the status quo.

Thus I can see no alternative for educators to unity within the diversity of their interests in defending their rights. Such rights include the right to freedom in teaching, the right to speak, the right to better conditions for pedagogical work, the right to paid sabbaticals for continuing education, the right to be coherent, the right to criticize the authorities without fear of retaliation (which entails the duty to criticize truthfully), the right to the duty to be serious and coherent and to not have to lie to survive.

We must fight so that these rights are not just recognized but respected and implemented. At times we may need to fight side by side with the unions; at other times we may need to fight against them, if their leadership is sectarian, whether right or left. At other times we also need to fight as a progressive administration against the devilish anger of the obsolete; of the traditionalists, some of whom judge themselves progressive; and of the neoliberals, who see themselves as the culmination of history.

Worksheet 6.2: Exit Ticket

EXIT TICKETS

How did I feel about today's session?

Put a Tick Mark against the picture that matches your feelings.



I can explain
own

to others



I am confused

about a few concepts



I need more practice



I can do it on my

One idea that was new for me

One activity I found interesting

One thing I didn't find of much value_

Handout 6.3 - Home Task Day 2

You've Got Mail:

Home Task: You are being assigned a coach for your professional development, who will be working closely with you for the entire academic term. Write a letter to your friend, expressing your feelings and what do you expect from this interaction. Also, mention how you view this process, sharing your concerns or questions, if any.

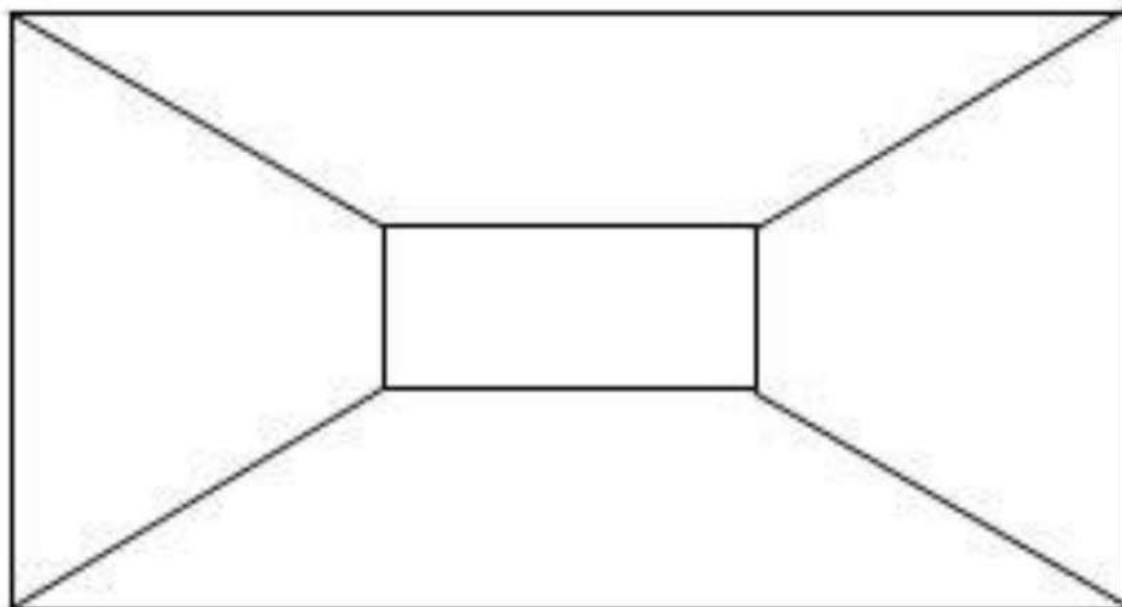
Bring this letter for discussion on Day 3.

Worksheet 7: coach and coachee relationship

Task: Read with the lens of a coach and then read with the lens of the teacher being coached. Now fill in the table below in light of Friere's letter and your own reflections on the coach and coachee relationship.

Attribute As enumerated in Friere's Letter	Skill necessary to exhibit these attributes	What might be the concerns or consequences in the absence of these attributes or skills
Humility	Empathetic Listening Communication Skills (written, verbal, non-verbal)	
Lovingness	Intrapersonal Emotional intelligence	
Courage		
Tolerance		
Decisiveness,		
Patience		
Joy of Living		

Worksheet 7.1 -Table Mat



Handout 8: Coaching Conversations

NOVEMBER 13, 2021 TOM SHERRINGTON

<https://teacherhead.com/2021/11/13/fieldnotes-and-faqs-coaching-conversations/>

"Would you tell me, please, which way I ought to go from here?"
"That depends a good deal on where you want to get to," said the Cat.
"I don't much care where--" said Alice.
"Then it doesn't matter which way you go," said the Cat.
"--so long as I get SOMEWHERE," Alice added as an explanation.
"Oh, you're sure to do that," said the Cat, "if you only walk long enough."
Alice's Adventures in Wonderland

Coaches ask great questions. Coaching helps people to find a route towards their own goals making it a great way to provide clarity and develop self-confidence. Following is a brief account of some of the issues vital to coaching practices.

THE FOCUS AREA:

Which strategies? A common question is around which strategies are good contenders to work on within instructional coaching. I always suggest it should be driven by student needs, not perceived teacher deficits. eg if more students could be engaged in class discussion – then looking at pair-share and cold calling is a good bet. If student recall and fluency are weak – then retrieval practice activities are good bets. Starting with the students helps the whole process to be a supportive problem-solving exercise, not about personal critique.

Individual or Collective? Should we all do our own thing or agree on a common approach? I find it useful to blend this. At the start of a process, when people are just getting used to the whole notion of instructional coaching, it's really helpful if there's a shared approach – either in primary year teams/phases or secondary subjects or even whole-school. This creates momentum; a sense of a shared endeavour addressing a common issue – like student talk or retrieval. However, it can also be inevitable and useful for individuals to work on their own thing instead of or alongside a common area. People can generally handle a couple of things at once e.g a behaviour routine and a questioning routine – if that's appropriate for them.

Who decides? Ideally the teacher decides or is part of the discussion where a team of people decide on a shared approach. This creates buy-in. In several schools and colleges, a tight menu of focus areas is agreed and then people choose from within that. eg at Oldham College the six key areas are: Cold Call, Check for Understanding, Establish Expectations, Scaffolding, Concepts in Small Steps and Weekly/Monthly Review. That covers a lot of bases and helps keep the CPD and coaching development more tightly focused on some common concepts and shared language. One programme leader has found it helpful to ask his tutors: **What** are you focusing on? **How** are you going to implement that in practice? And, to clarify, **Why** do you think this will have an impact? I like the clarity of that.

LESSON OBSERVATION

Getting the spirit right. Part of a coaching cycle involves seeing a teacher in action to generate feedback. This has to be explicitly set up as part of the developmental process – not the old-school top-down judgement-orientated feedback or an emailed list of ‘ebi’s. Once you know the person there is helpful to you, you welcome them in; you relax and teach normally. You can’t properly coach and make a formal judgement in the same process; that blurs the lines way too much. However it can take a couple of cycles to happen before teachers perceive an observation in this spirit – because of past associations. Give it time.

Typicality and performativity. It’s really helpful for coaches and team leaders and senior leaders who also coach – to engage in regular learning walks that are not related to individual coaching sequences. This gives them a regular update and overview of how things are going. It can be clunky, overbearing and time consuming if there’s a sense that each drop-in is going to generate feedback. It shouldn’t. However if you see a teacher regularly on drop-ins and then see them as part of a coaching process, the two sets of information do combine – you can filter out performative elements and focus more on what is typical. That’s fair and helpful. Just be clear when you’re observing as part of a coaching sequence – so that the specifics of your previous discussion are more to the fore.

Being there at the right time. An obvious problem to iron out is that a drop-in lesson observation may miss a particular moment in a lesson where a focus strategy is being deployed – eg a live modelling routine. So, to avoid that, make sure this is planned explicitly beforehand. That keeps it all time efficient for everyone.

THE FEEDBACK SESSION

The system set out in Paul Bambrick-Santoyo’s Leverage Leadership is brilliant for this and gets great feedback from people who’ve used it. We have it in our walthrus materials and it’s referenced widely in other systems too:



Precise Praise: Knowing you have to do this, really helps focus your thoughts during an observation: what’s working here – and why? What precise praise can I give this teacher? It’s then such a great, positive way to start a discussion. *When you re-explained that example to Michael and Safia, it worked really well because they could see how it all linked together.*

Probe. This is the subtle bit. Some people found this prompt very helpful. I have to probe!!! That means you can’t just pat your colleague on the back and smooth everything over – you need to explore. A really good way to do this is to use ‘I noticed...’ . eg *I noticed that although Jessica really got it, James was still struggling’. What do you think might help him?* It’s

modelling an understanding that teaching is complex with tough nuts to crack – not that there are easy answers. Make this a shared exploration, not a critique.

Action Steps: Precision! The problem and action steps gives the process such clarity. What have we agreed is the issue we’re addressing in the next cycle? What’s the action step? Often it’s best to find these from the existing toolkit – in our case, the steps in the walkthrus. People have found this very useful. I find it useful myself... ‘Which of these steps is the area you’ll focus on next?’ – rather than inventing steps on the hoof.

The practice/modelling element: This is a complex bit. Not everyone is comfortable standing up and modelling a technique but it’s widely acknowledged that it helps a lot to clarify exactly what the action step will look like done well and not so well rather than just assuming this is understood. Group sessions can provide a great forum for practice, scripting, modelling.

Novices and experts: You definitely need to flex the approach according to each teacher’s experience and capacity for self-directed improvement. You get to know how a teacher responds to feedback over time in the process – it might not be immediately obvious. Part of the learning process for coaches is knowing when to let the teacher lead the whole discussion, probing in a sparing way – and when to be more direct, giving more firm guidance and stronger direction on what is likely to work. It takes time to find the right tone and groove with any individual.

SYSTEM MANAGEMENT.

I’m always keen to stress that after the first sessions which can be longer to get the ball rolling, thereafter it’s an ongoing series of short interactions, each flowing into the next, adding to your shared sense of purpose and mutual understanding.

Frequency. How often? I typically find it can vary from a week to six weeks. ECTs or critical behaviour management issues need more frequent interactions. More experienced teachers or long-term issues like modelling and scaffolding writing can be supported in 4-5 week cycles. If a coach has a caseload of 4-6 coachees, it’s possible to adjust and adapt the rhythm of each coaching cycle to maximise the time available. If we’re getting beyond 6 weeks, it starts to feel like a series of one-off observations. But longer cycles can give time for other devices like unseen observation or video self-observation to happen.

Recording. You need to write down the agreed action steps and the date/time of the next meeting and observation. That can be done by the teacher/coachee. The more they own it the better. I’ve seen all kinds of workbooks, online records and platforms – but the principle is the same – that, when you meet again, all parties can see what was agreed before as a reference for subsequent observations and discussions. This helps keep the focus sharp and sets up the soft accountability of ‘I’ve done what I said I’d do’. You really don’t need to write all that much – as long as you capture the essence of what was agreed.

Difference between Coaching & Mentoring:



Confirmatory feedback: provides encouragement and confirms that the person in question is on a road that is likely to lead to success.

Evaluative feedback: evaluates the precision of the performance and guides teachers on ways to improve instructional practice.

Remedial feedback: displays the correctness of performance. While Remedial feedback prompts teachers to review performance, it does not provide the correct response.

Descriptive or analytic feedback: offers suggestions, next steps and where improvement is needed. Arguably the most valuable of feedbacks, this is also the most time-consuming as an Observer.

Constructive rather than disruptive: positive impact on the person receiving it by encouraging them to find innovative ways to engage learners,

Dialogue rather than one-way communication: enables teachers to take control of their own practice by making them active participants in the process.

Clearly links to the learning outcomes: provides evidence of existing good practice - so the teachers know what and why they have done well

Encourage teachers to reflect on their instructional practices: to improve performance encourages attention to areas for improvement- by focusing on the teacher's knowledge and skills,

Worksheet 8: Coaching Conversations

In groups, read the two conversations below and say which one is being done by a coach. Also say reasons for your selection.

This happened today in my lesson and I don't know what to do...

I think you should try...

I don't understand what you mean...

Okay, this is what I did when I was teaching...

I can try that...

This happened today in my lesson and I don't know what to do...

It's good that you've realised that now. Why do you think this happened ...?

Perhaps they didn't have enough time for ...

So, what could you do next ...?

I could try giving them ...

Interesting suggestion. How do you think that will help ...?

Task: Prepare a mock conversation between a coach and a coachee and be ready to conduct a role play of 5-7 minutes



Worksheet 8.1: A Sample Coaching Conversation

https://us.sagepub.com/sites/default/files/upmbinaries/49891_Gross_Cheliotas_ch1.pdf

Read the Coaching conversation below and identify at least six actions the Coach takes. Be prepared to have a discussion on the pros and cons of the actions taken by the Coach supported by reasons.

Coach: That was an amazing math lesson you taught to your fourth period math class today. You clearly emphasized higher order thinking skills that caused them to reflect deeply about their hypotheses rather than just have them practice a page of problems. I am interested in trying a similar approach in social studies and wonder what steps you took to get your students to this level of thinking.

Math teacher: As I plan my lessons, I always think about ways to engage students in reflective thinking rather than just parroting back to me a bunch of memorized information. Last year, I decided to focus on asking my classes open-ended questions rather than ones that had just a one-word answer. I emphasized that I wanted their best thinking and that there were many possible answers to my questions. I utilized this technique for at least ten minutes in every class.

Coach: What else did you do?

Math teacher: I knew I also wanted students to be active learners and to begin to differentiate their instruction. That's when I decided to place the students in small, but flexible work groups. I also encouraged them to help one another to think about and solve problems together rather than compete against each other.

Coach: But how do you grade the students if they are helping each other and working together?

Math teacher: That was originally a dilemma for me. Then I had a discussion with the principal about an alternative assessment process. Instead of giving the typical numerical or letter grades, the principal gave me permission to develop rubrics for each set of skills and to provide students and parents with feedback about where individual students were on the rubric scale as they moved toward mastery of the content.

Coach: Wow! That sounds like a lot of extra work. How did you get the support of students and parents for this new rating process?

Math teacher: It was difficult at first, until I refined the rubrics and the students and parents learned and became accustomed to the new rating process. While it takes more thought on my part, you observed how engaged the students are in their learning. And because they are really thinking about the content, students understand concepts more quickly. They are actually working about four weeks ahead of students in the traditional math classes in this school!



Moreover, they performed exceptionally well on the state math test last March, and I never hear my students say “I hate math.”

Coach: I am really anxious to begin a similar teaching process in my social studies classes. Over the weekend, I plan to think about and sketch out some lessons to teach later next week. What would you be willing to do to provide me with some feedback about my plans and ideas?

Math teacher: I would be happy to meet with you during our common planning time on Monday.

Coach: Thanks! I’ll see you on Monday.

Task: After having gone through the conversation between the Observer and the Math Teacher, Prepare a mock conversation between a coach and a coachee and be ready to conduct a role play of 5-7 minutes

The role play should include at least four to five transactions (Four to Five each)

- Precise Praise
- Probing questions
- Sparking curiosity
- Actions steps for future
- Encourage reflection
- Any other



Worksheet 8.1: A Sample Coaching Conversation

https://us.sagepub.com/sites/default/files/upmbinaries/49891_Gross_Cheliotas_ch1.pdf

Read the Coaching conversation below and identify at least six actions the Coach takes. Be prepared to have a discussion on the pros and cons of the actions taken by the Coach supported by reasons.

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Math teacher: As I plan my lessons, I always think about ways to engage students in reflective thinking rather than just parroting back to me a bunch of memorized information. Last year, I decided to focus on asking my classes open-ended questions rather than ones that had just a one-word answer. I emphasized that I wanted their best thinking and that there were many possible answers to my questions. I utilized this technique for at least ten minutes in every class.

Coach: What else did you do?

Math teacher: I knew I also wanted students to be active learners and to begin to differentiate their instruction. That's when I decided to place the students in small, but flexible work groups. I also encouraged them to help one another to think about and solve problems together rather than compete against each other.

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Coach: Wow! That sounds like a lot of extra work. How did you get the support of students and parents for this new rating process?

Math teacher: It was difficult at first, until I refined the rubrics and the students and parents learned and became accustomed to the new rating process. While it takes more thought on my part, you observed how engaged the students are in their learning. And because they are really thinking about the content, students understand concepts more quickly. They are actually working about four weeks ahead of students in the traditional math classes in this school! Moreover, they performed exceptionally well on the state math test last March, and I never hear my students say "I hate math."

Coach: I am really anxious to begin a similar teaching process in my social studies classes. Over the weekend, I plan to think about and sketch out some lessons to teach later next week. What would you be willing to do to provide me with some feedback about my plans and ideas?

Math teacher: I would be happy to meet with you during our common planning time on Monday.

Coach: Thanks! I'll see you on Monday.

Task: After having gone through the conversation between the Observer and the Math Teacher, Prepare a mock conversation between a coach and a coachee and be ready to conduct a role play of 5-7 minutes

The role play should include at least four to five transactions (Four to Five each)

- Precise Praise
- Probing questions
- Sparking curiosity
- Actions steps for future
- Encourage reflection
- Any other

Worksheet 8.2: Home Task

Go over the two scenarios below. Discuss each scenario and think about how you will respond to such situations and what feedback will you provide in each situation mentioned below:

Scenario A: In the pre-observation meeting with a teacher, two areas of focus are selected:

- encourages all students to engage
- teacher ensures concept clarity

On the day of the observation, the teacher begins the lesson by greeting the class, taking attendance and informing students about the topic they will be covering in the lesson. The teacher then begins the lesson by assigning a segment of reading to each group and asking them to be prepared to answer the questions he/she will be asking once they have read through the text assigned. After 10 minutes, the teacher asks questions from each group. You notice that the questions are at the knowledge and comprehension level only. You also notice that all questions are being asked by the teacher but more than one student responds creating a bit of a commotion in the class. The teacher is unable to manage the chaos. The teacher concludes the lesson by summing up the reading content. The lesson ends here.

- What do you think has happened?
- Based on the observation, how will you ensure your feedback is constructive and encourages the teacher to improve their instructional practice?
- What will be your next steps?

Scenario B: The teacher selects indicator: ‘**Teacher ensures concept clarity**’.

Both the teacher and the Observer have a discussion on the description of the indicator: clear communication e.g., explains well, questioning e.g. low-order and high-order, uses, real-life examples, analogies, etc, probes students for their viewpoints, etc. The lesson goes fairly well, however, the teacher sticks to the textbook content and does not attempt to unpack concepts mentioned in the textbook. Also, the teacher incorporates all indicators except for the last one. He/she does not invite students to contribute their viewpoints.

- Share the feedback you will give to this teacher.
- Specify the language you will use to appreciate and what you will say to bring to attention the areas for improvement.
- Provide a rationale for saying what you will say and how you will say it.

Handout 9: The Importance of Coaching Models

<https://www.shiftbase.com/glossary/coaching-models>

What are coaching models?

Coaching models are structured approaches or frameworks designed to guide coaches through the coaching process, helping them effectively support their team in achieving personal satisfaction and desired outcomes. These models provide a foundation for coaching sessions, ensuring that coaches employ the necessary coaching skills and techniques to facilitate growth and development in their teams.

The importance of coaching models for organizations and teams

Improved Performance: Through coaching sessions, team members can develop the skills needed to enhance their performance, ultimately contributing to the organization's overall success.

Enhanced Communication: Coaching models, such as the GROW model and OSCAR coaching model, emphasize active listening and open coaching conversations, fostering an environment where team members feel heard and understood.

Increased Engagement and Motivation: Effective coaching models encourage team members to take ownership of their growth and development, fostering a sense of personal satisfaction and self-motivation. This, in turn, leads to increased engagement and commitment to their work.

Development of a Growth Mindset: By utilizing coaching models that promote self-reflection and continuous improvement, organizations can instill a growth mindset in their teams, encouraging them to embrace challenges and learn from setbacks.

Stronger Team Dynamics: Coaching models facilitate team coaching, helping leaders address team coaching pitfalls and improve overall team dynamics. This results in better collaboration, increased trust, and a more cohesive working environment.

Retention and Talent Development: Effective coaching models provide a framework for nurturing talent within the organization. By investing in the growth and development of team members, companies can improve employee retention and build a strong internal talent pool.

Adaptability and Resilience: Coaching models, such as the CLEAR coaching model, enable teams to develop the skills necessary to adapt to change, overcome obstacles, and build resilience in the face of challenges.

COACHING MODELS

GROW: Commonly referred to as the G.R.O.W. Coaching Model, this approach has proven successful in various coaching scenarios, including life coaching models and workplace coaching.

STEPPA: Also known as the S.T.E.P.P.A. Coaching Model, this method offers a practical framework for coaching individuals and exploring options to achieve desired outcomes.

FUEL: This coaching model is a structured approach to conducting coaching conversations. By emphasizing the importance of framing the conversation, active listening, and collaborative exploration, the FUEL model fosters a supportive and engaging coaching relationship.

Handout 9.1: GROW Model of Coaching and Mentoring

GROW MODEL DIAGRAM FOR COACHING



What is the GROW model of coaching?

The GROW coaching model is a widely used framework for structuring coaching and mentoring sessions. It was developed by Sir John Whitmore, a leading figure in the field of coaching, and his colleagues. The acronym GROW stands for:

- Goal
- Reality
- Options
- Will (or Way Forward)

Applying the GROW Model

- **Goal**: Define the desired outcome, ensuring it's specific, measurable, achievable, realistic, and time-bound (SMART). Define the desired outcome and clarify the purpose of the coaching session.
- **Reality**: Assess the current situation including strengths, weaknesses and available resources. Explore the individuals' awareness of their situation and any external factors influencing it.
- **Options**: Generate a list of possible actions, strategies, or solutions to achieve the goal. Encourage creative thinking and help the individual evaluate the pros and cons of each option.
- **Will (or Way Forward)**: Decide on the best course of action and commit to implementing it through a detailed action plan. Set deadlines, milestones and follow-up sessions to review progress and ensure accountability.

The GROW model provides a structured and systematic approach to coaching, enabling both coach and coachee to focus on specific goals and develop actionable plans. It is widely used in professional settings, such as business, sports, and education, to facilitate personal and professional growth.

One of the key strengths of the GROW model is its flexibility. It can be adapted to various coaching styles and situations, providing a general framework that can be tailored to the individual's needs. By guiding individuals through a process of goal-setting, self-assessment, and action planning, the GROW model fosters self-awareness, decision-making, and personal development.

Handout 9.2: STEPPA Coaching Model



Overview of the STEPPA Coaching Model

The STEPPA coaching model is a structured framework for guiding coaching and mentoring sessions. Developed by Angus McLeod in the late 1990s, the acronym STEPPA stands for:

- Subject
- Target
- Emotion
- Perception
- Plan
- Pace
- Action

Applying the STEPPA Coaching Model

- **Subject:** Identify the topic or issue to be addressed during the coaching session. Clarify the coachee's needs and concerns.
- **Target:** Establish a specific, measurable, achievable, relevant, and time-bound (SMART) goal. Define the desired outcome and the purpose of the coaching session.
- **Emotion:** Explore the emotions associated with the subject and target, both positive and negative. Encourage the coachee to express their feelings and recognize the impact of emotions on their goals.

- **Perception:** Investigate the coachee's beliefs, assumptions, and perspectives related to the subject and target. Help the coachee develop self-awareness and gain insights into their mindset and how it may influence their actions.
- **Plan:** Generate and evaluate potential strategies, solutions, or actions to achieve the target. Assist the coachee in selecting the most appropriate course of action.
- **Pace:** Determine the pace at which the coachee will implement the action plan. Set realistic deadlines, milestones, and follow-up sessions to review progress.
- **Action:** Ensure the coachee is committed to taking the agreed-upon actions. Confirm their understanding of the steps required and their willingness to be held accountable.

The STEPPA model provides a comprehensive and flexible framework for coaching sessions, suitable for a wide range of contexts and situations, including personal and professional development. By incorporating emotional and perceptual elements, the STEPPA model fosters self-awareness, empathy, and adaptability, enabling coachees to effectively manage their emotions and challenge their beliefs in order to achieve their goals.

The STEPPA model guides individuals through a process of goal-setting, self-assessment, and action planning. However, the STEPPA model places a greater emphasis on the emotional and perceptual aspects of the coaching process, which can lead to deeper personal growth and a more profound understanding of the individual's motivations and barriers.

Handout 9.3: CLEAR Coaching Model

The CLEAR coaching model is another framework for structuring coaching and mentoring sessions. Developed by Peter Hawkins in the 1980s, the acronym CLEAR stands for:

- Contracting
- Listening
- Exploring
- Action
- Review



Applying the CLEAR Coaching Model

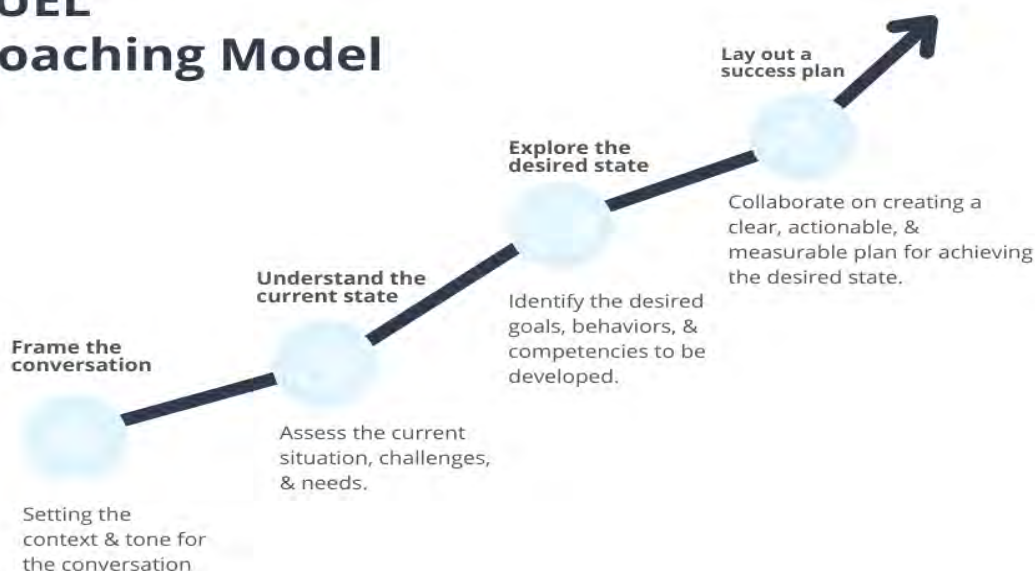
1. **Contracting:** Establish the coaching relationship, set expectations, and agree on the roles and responsibilities of the coach and coachee, as well as the sessions' confidentiality.
Listening: Actively listen to the coachee, ensuring a deep understanding of their perspectives and experiences. Create an open and trusting environment for the coachee to express themselves freely.
2. **Exploring:** Investigate the coachee's current situation, uncovering their strengths weaknesses, and any barriers to challenges they may be facing
3. **Action:** Collaborate on developing an action plan, with specific steps and timelines for achieving the desired outcome.
4. **Review:** Reflect on the coaching process, evaluating progress, learning, and making adjustments as needed. Provide feedback, celebrate successes and identify areas for further growth and development.

The CLEAR model offers a flexible and adaptable framework for coaching sessions, making it suitable for a wide range of contexts, including personal, professional, and organizational development. By emphasizing the importance of contracting, listening, and reviewing, the CLEAR model fosters a collaborative and reflective coaching relationship.

Similar to the GROW model, the CLEAR model encourages self-awareness, decision-making, and personal development through a structured process. However, the CLEAR model places a greater emphasis on the initial contracting stage and ongoing review, which helps ensure alignment between the coach and coachee throughout the coaching process.

Handout 9.4: FUEL Coaching Model

FUEL Coaching Model



Overview of the FUEL Coaching Model

The FUEL coaching model is a structured approach to conducting coaching conversations that was developed by the global consulting firm, The Ken Blanchard Companies. The acronym FUEL stands for:

- Frame the Conversation
- Understand the Current State
- Explore the Desired State
- Lay Out a Success Plan

Applying the FUEL Coaching Model

1. **Frame the Conversation:** Set the context, purpose, and desired outcomes of the coaching session.
2. **Understand the Current State:** Actively listen to the coachee's thoughts, feelings, and concerns related to the topic. Ask open-ended questions to gather information, promote reflection, and encourage deeper understanding.
3. **Explore the Desired State:** Collaboratively generate and evaluate potential strategies, solutions, or actions for achieving the desired outcomes. Support the coachee in identifying obstacles, resources, and opportunities related to their goal.
4. **Lay Out a Success Plan:** Help the coachee commit to a specific action plan, including clear steps, deadlines, and follow-up sessions. Encourage accountability by confirming the coachee's understanding of the plan and their willingness to take the agreed-upon actions.

The FUEL model offers a flexible and adaptable framework for coaching conversations, making it suitable for various contexts, such as personal, professional, and organizational development. By emphasizing the importance of framing the conversation, active listening, and collaborative exploration, the FUEL model fosters a supportive and engaging coaching relationship.

Similar to other coaching models like GROW, CLEAR, and STEPPA, the FUEL model guides individuals through a process of goal-setting, self-assessment, and action planning. However, the FUEL model places a strong emphasis on the initial framing stage and active listening, which helps create a solid foundation for effective coaching conversations and strengthens the rapport between the coach and coachee.

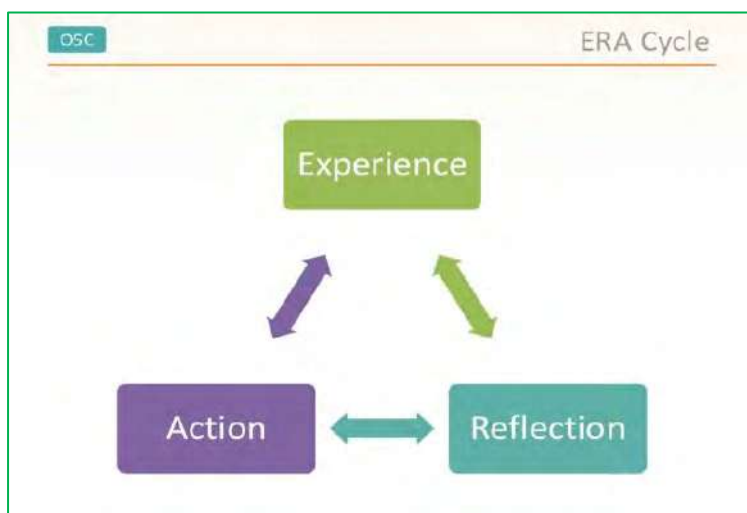
Handout 10: Reflective Practice

Read all three Models on your own first. Then share with your partner the Model of Reflective Practice you prefer using and why?

Discuss the pros and cons of all three Models and be ready to share your insights with the whole class.

Would you like to make your own contextualized model that is a confluence of the three Models? What would it look like and why do you think this model is more effective in your context?

Model 1: ERA Cycle



This simple cycle summarizes the three main components of reflective practice –

Experience – what happens to us

Reflection – the process which helps us think through the experience

Action – what we do as a result of reflection.

Jasper, M. (2013). Beginning Reflective Practice. Andover: Cengage Learning.

Model 2: Gibbs Reflective Cycle



Recall a lesson you recently observed. Place your experience in the Gibbs Reflective Cycle below and share with the person sitting next to you:

Description: What happened?

Feelings: What were you thinking and feeling?

Evaluation: What was good and bad about the experience?

Description: What sense can you make of the situation?

Conclusion: what else could you have done?

Action Plan: if this situation arose again, what will you do?

Gibbs, G. (1998) Learning by Doing: A Guide to Teaching and Learning Methods. Oxford: Further Education Unit, Oxford Polytechnic.

Model 3: 5 C's Framework

Types of reflection

Continuous

- Woven into an entire course or experience rather than a one-off exercise
- Must be carried out throughout the duration of a course in order to be effective

Challenging

- Asking questions that challenge student's pre-existing knowledge and assumptions, causing them to reflect more deeply
- Asking questions that may push some students outside of their comfort zone – while maintaining a respectful environment

Coaching

- Coach students throughout reflection activities in order for them to improve
- Many students do not know how to differentiate between academic writing and reflective writing and benefit from feedback from their instructors
- Also involves providing emotional support to students throughout the CEL experience

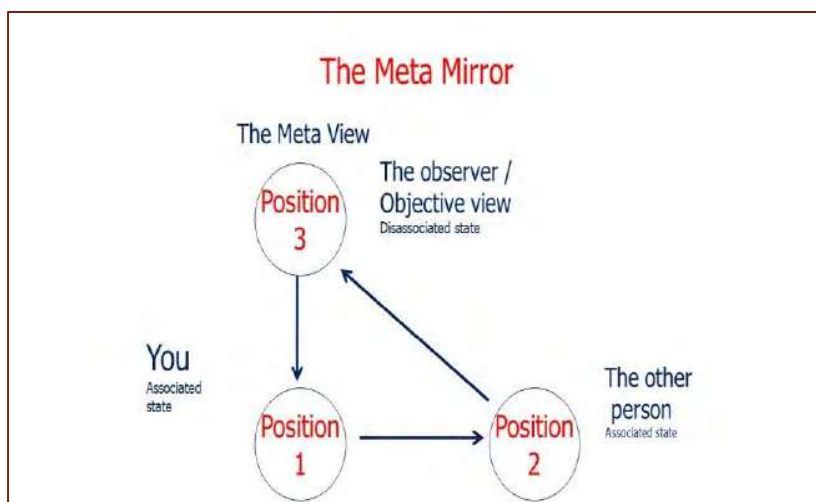
Connected

- Helps students make connections between their academic learning and experiential learning
- Beneficial student learning is dependent on a student's ability to make connections between the academic/theoretical learning and what they have experienced in the community

Contextualized

- Reflections are relevant and meaningful to the students' experiences
- This includes basing a reflection strategy on the number of students, type(s) of CEL being pursued, level of student (e.g., first-, second-, third-, fourth-year undergraduate; graduate), length of course, etc.

Model 4: The Meta Mirror



The (Neuro Linguistics Programming) NLP Meta Mirror Technique

The meta mirror was co-created by Robert Dilts. This technique is excellent for gaining insight into other viewpoints and can really help to give a different perspective in areas like conflicts, negotiations, strategic planning, preparing for meetings, relationships, interviews, dealing with issues etc.

I find it works better if used with an external person, like a coach, asking questions but with practice you can learn to do it effectively alone.

Whilst there are 5 originally stated positions, many practitioners simply focus and use the first 3 for most situations. The process is about supporting an objective perspective and creating disassociation from thoughts and beliefs

- First position – your own position on the situation.
- Second position – viewing it from the other persons perspective.
- Third position – you being ‘a fly on the wall’, having a more objective view.

In the first position you begin by observing the situation and relationship from your own perspective. You consider your thoughts, feelings, and experiences through your own eyes. You reflect on your behaviour, words, and actions, and how your views may have changed in the relationship or situation.

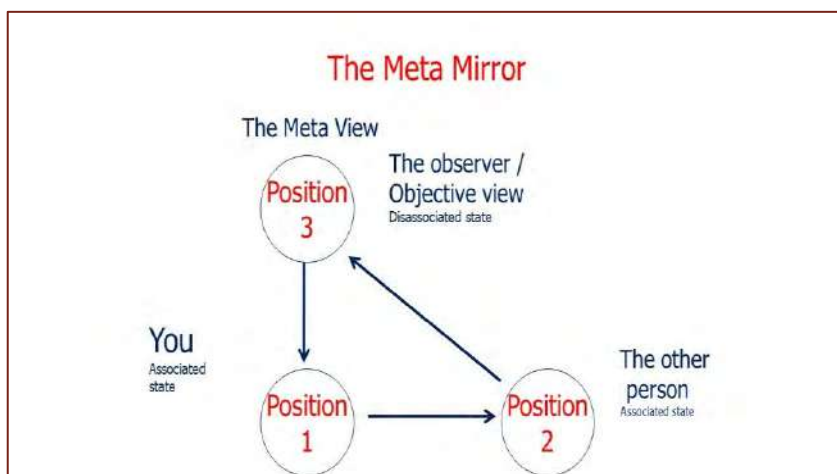
Next, you explore the other person's perspective (second position). You step into the other person's shoes and try to understand how they view the relationship and the situation. The coach may suggest closing your eyes to enhance focus. Similar questions are used as in the first position, but from the other person's point of view.

Finally, you take on the role of a neutral observer (third position). You imagine being a "fly on the wall" and observe the interactions between both parties. You pay attention to the behaviours, perceptions, experiences, thoughts, and feelings of both individuals. You gain a more objective understanding of the situation and considers what can be learned from it. Emotion is reduced in this position.

You keep moving back through the positions until you have resolution and solution.

Worksheet 10: Application of Reflective Practice

Meta Mirror- Take time out and reflect.



First position – your own position on the situation

What were you thinking when the role plays were taking place?

Second position – viewing it from the other person's perspective.

What do you think was going on in the mind of the person who was performing?

Third position – you being 'a fly on the wall', having a more objective view.

If there had been a fly on the wall, who could see, feel and think? What would it have seen felt and thought about what was happening in the room?

Worksheet 10.1: Revisiting the Coaching Skill-Set

The first column of the following Table lists ‘what coaches do.’ Please think about and write the change that is likely to as a result of coaching practices in skills/ attitudes/ dispositions. In the third columns please enlist the actions the Coachees may take to improve their performance.

What do Coaches do	Change in (Skills/ Attitudes/ dispositions)	Resulting Action
Spark curiosity		
Encourage summarization/paraphrasing		
Draw insights		
Facilitate reflection,		
Employ active listening,		
Ask powerful questions.		

Developmental Action Plan for Coaches

Name: _____

Date: _____

Tick the scale box according to the level of confidence and skill acquired during the 5-day Coaching Skills training.

Change in Lens	Ranking						Experienced a paradigm shift
	No Change	1	2	3	4	5	
My Why in Life: Ikigai	1	2	3	4	5		
Mastery on Aims of Education in the 21 st Century	1	2	3	4	5		
Features of Culture	1	2	3	4	5		
Important elements of School Culture	1	2	3	4	5		
Coaching skills Toolkit	1	2	3	4	5		
21 st Century Skills	1	2	3	4	5		
Principles of Andragogy	1	2	3	4	5		
Motivation a prerequisite for Coaching Practices	1	2	3	4	5		
Communication as a Core Coaching skill	1	2	3	4	5		
Coaching Models and Frameworks	1	2	3	4	5		
Coaching Conversations	1	2	3	4	5		
Creative Solutions	1	2	3	4	5		
Models of Reflective Practice							
NLP Meta Mirro Technique	1	2	3	4	5		
Overall Ranking							

Personal Development Plan

Overall Goal	Developmental Opportunities	Actions to achieve the Goal	Resources and support required	What success looks like	Target Time
What is your overall goal/s as a Coach?	What Skills and Attitudes will you need to hone and foster in yourself to achieve your goal/s?	What specific actions will you take?	What resources might you need and who will help you?	How will you know when you've achieved success?	When you will be able to complete this?

