Module 4: Planning for Peer Coaching

**Getting ready to coach**

**Creating the narrative around this session**
In the previous sessions you have examined the theory and practice of both coaching and effective pedagogy. Now you are ready to plan to use your coaching with a peer. It is sensible to start small as you develop your skills in action. You will develop a coaching plan, communication strategy and get feedback from your peers.

**Module outcomes from the program**
- Develop a set of planning documents
- Wows and wonders protocol
- Coaching skills
- 21CLD skills

**Suggested Activity Timing**
This module takes 3.5 hours to complete. If working with participants online for this module, we suggest that this becomes a guided pilot session for their first coaching experience.

Suggest they find their first coachee and work with them as suggested by you. Use the online sessions as feedback and support for the work done, and prep for the work ahead.

We suggest doing this in 2 hour long sessions.
- Session 1 – Activity 1, 2, 3, 4
- Session 2 – Activity 5, 6

**Planning for Peer Coaching**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1 – School Peer Coaching Plan</td>
<td>20 min</td>
<td>Introduction 5 mins&lt;br&gt;Task 1 - Peer Coaching Personal Plan of School Peer Coaching School Planning Scaffold 10 mins&lt;br&gt;Task 2 – Coaching Strengths and Weaknesses (5 mins)</td>
</tr>
</tbody>
</table>
| Activity 2 - Assess | 25 min | Introduction 5 mins  
Task 1 – Teacher Planning Meeting Scaffold (To Q 7) 20 min |
|---------------------|--------|---------------------------------------------------------------|
| Activity 3 – Identify Goals | 60 min | Introduction – 5 mins  
Task 1 – Teacher Planning Meeting and Peer Coaching Action Plan Coaching Session 55 min |
| Activity 4 - Prepare | 20 min | Introduction – 5 mins  
Task 1 - Brainstorm - 10 mins  
Task 2 – 5 Activities and share - 5 mins |
| Activity 5 - Implement | 10 min | Introduction and Explanation – 5 mins  
Discussion – 5 mins |
| Activity 6 - Debrief and Reflection | 60 min | Introduction – 5 mins  
Wows and Wonders – 50 mins  
Wows and Wonders Debrief – 5 mins |
| Activity 7 – Coaching Cycle Debrief | 15 min | Introduction  
Personal Reflection |

**Assessment - Which components can you assess in this stage?**

- Draft plan
- Coaching skills
- Portfolio

**Face-to-face Delivery**

**Activity 1 – School Peer Coaching Plan (20 mins)**

Using the Presentation Deck, Introduce the Module. Use the ‘creating the narrative’ at the top of this document to help build the story for this module.

This module focuses on the 5 sections of the Peer Coaching Cycle and the strategies needed to complete a coaching cycle with a coachee.

**Task 2 -** Refresh participants to the Peer Coaching Cycle diagram and coaching steps. Ask participants to write their reflections to the two questions below in their journals then share to the group:

- Which step of the coaching cycle do you feel most confident to work in at this stage?
- Which step do you feel you will need the most support to successfully clear?
Activity 2 – Assess (25 mins)
The focus of this activity is to get participants thinking about their first meeting with a new coachee using the Teacher Planning Meeting Scaffold.

Task 1 – In your pair, work through the table to the end of Question 7. Swap and repeat again. Take time to work through the questions in detail.

Activity 2 and Activity 3 three should be done in the same pair and as a coaching sequence.

Activity 3 – Identify Goals (60 mins)
This activity is to really understand the coaching conversation needed to help a coachee integrate 21CLD and other changes into a Learning Activity and to commit to an action plan in order to make those changes.

Task 1 – Complete the ‘Teacher Planning Meeting Scaffold' started in the previous activity and move on to fill out the ‘Coaching Action Plan’ to the best of your ability. Use your coaching skills to help your coaching partner create an understanding of the changes needed in their Learning Activity.

In the same pair as activity 3, participants coach each other through an actual Learning Activity they wish to change.

Activity 4 – Prepare (20 mins)
Task 1 - As a large group brainsotrm on a collaborative whiteboard, flip chart etc ways that you could work with a coachee to help them prepare. Consider ways you would do the following tasks with your coach:

- set model for learning activities
- plan activity/project
- share lessons / resources
- create / adapt materials
- review / learn tech skills

Use the ‘Knock Knock Method’ for brainstorming. Move around your table or group of participants asking each person for their input into the brainstorm. If they have no input then they knock quietly on the table. Once you have completed a whole round of the table with every participation knocking, then you know your brainstorm has completed.

Task 2 - Individually list 5 activities you will commit to using when working with coaches and 1 that you will use during your practicum. Share these with the person next to you.

Activity 5 – Implement (10 mins)
Introduce and discuss observation of a lesson. Focus on the need to observe the content of the lesson, not the teacher personality.

Read through the Lesson Observation Scaffold

Be strong to point out that Peer coaching is not supervision. That this is merely a scaffold for a debrief later. They should give this scaffold to the coachee once done.

Activity 6 – Debrief and Reflection (10 mins)
This section of the coaching cycle should be about celebrating success and motivating further change.
Work through the information and discuss the suggested questions as a framework for a conversation. These questions are embedded in the Lesson observation Scaffold so coaches can use their notes to guide the conversation.

Also recommend the Wows and Wonders protocol. This can be used one-on-one, or as a group for some group reflection tasks.

**Task 1** – Do the Wows and Wonders in small groups. Follow the instructions closely. The Wows and Wonders should be focussed on the 21CLD improved Learning Activity that they have been coaching each other through.

Debrief Wows and Wonders and discuss other uses in schools.

NB – if you don’t get to do more than one or two people, don’t stress. This activity does take time, but is very powerful.
Online Delivery

If working with participants online for this module. Suggest that this becomes a guided pilot session for their first coaching experience.

Suggest they find their first coachee and work with them as suggested by you. Use the online sessions as feedback and support for the work done, and prep for the work ahead.

We suggest doing this in 2 hour long sessions.

- Session 1 – Activity 1, 2, 3, 4
- Session 2 – Activity 5, 6

Activity 1 – School Peer Coaching Plan (15 mins then Task-1 to be done offline)

Using the Presentation Deck, Introduce the Module. Use the ‘creating the narrative’ at the top of this document to help build the story for this module.

This module focuses on the 5 sections of the Peer Coaching Cycle and the strategies needed to complete a coaching cycle with a coachee.

Task 1 – Participants individually complete either of the two scaffolds. This will help them to begin thinking about the coaching work they will do in schools. This can be done as preparation to the session

Task 2 - Refresh participants to the Peer Coaching Cycle diagram and coaching steps. Ask participants to write their reflections to the two questions below in their journals then share to the group:

- Which step of the coaching cycle do you feel most confident to work in at this stage?
- Which step do you feel you will need the most support to successfully clear?

Activity 2 – Assess (10 mins)

The focus of this activity is to get participants thinking about their first meeting with a new coachee.

Task 1 – In your pair, work through the table to the end of Question 7. Swap and repeat again. Take time to work through the questions in detail. PARTICPANTS CAN DO THIS WITH THEIR FIRST COACHEE

Activity 2 and Activity 3 three should be done in the same pair and as a coaching sequence.

Activity 3 – Identify Goals (10 mins)

This activity is to really understand the coaching conversation needed to help a coachee integrate 21CLD and other changes into a Learning Activity and to commit to an action plan in order to make those changes.

Task 1 – Complete the ‘Teacher Planning Meeting Scaffold’ started in the previous activity and move on to fill out the ‘Coaching Action Plan’ to the best of your ability. Use your coaching skills to help your coaching partner create an understanding of the changes needed in their Learning Activity. PARTICPANTS CAN DO THIS WITH THEIR FIRST COACHEE

In the same pair as activity 3, participates coach each other through an actual Learning Activity they wish to change.

Activity 4 – Prepare (20 mins)

Task 1 - As a large group brainsotrm on a collaborative whiteboard, flip chart etc ways that you could work with a coachee to help them prepare. Consider ways you would do the following tasks with your coach:

- set model for learning activities
• plan activity/project
• share lessons / resources
• create / adapt materials
• review / learn tech skills

Use the ‘Knock Knock Method’ for brainstorming. Move around your table or group of participants asking each person for their input into the brainstorm. If they have no input then they knock quietly on the table. Once you have completed a whole round of the table with every participation knocking, then you know your brainstorm has completed.

**Task 2** - Individually list 5 activities you will commit to using when working with coaches and 1 that you will use during your practicum. Share these with the person next to you.

**Activity 5 – Implement (10 mins)**
Introduce and discuss observation of a lesson. Focus on the need to observe the content of the lesson, not the teacher personality.

Read through the Lesson Observation Scaffold

Be strong to point out that Peer coaching is not supervision. That this is merely a scaffold for a debrief later. They should give this scaffold to the coachee once done.

**Activity 6 – Debrief and Reflection (50 mins)**
This section of the coaching cycle should be about celebrating success and motivating further change.

Work through the information and discuss the suggested questions as a framework for a conversation. These questions are embedded in the Lesson observation Scaffold so coaches can use their notes to guide the conversation.

Also recommend the Wows and Wonders protocol. This can be used one-on-one, or as a group for some group reflection tasks.

**Task 1** – do the Wows and Wonders on the lesson changes their coach made. Follow the instructions closely. The Wows and Wonders should be focussed on the 21CLD improved Learning Activity that they have been coaching each other through.

Debrief Wows and Wonders and discuss other uses in schools.

**NB** – if you don’t get to do more than one or two people, don’t stress. This activity does take time, but is very powerful.