Nuts and Bolts of Peer Coaching

Creating the narrative around this session

This short mini-course introduces protocols to participants. It shares with them the power of using protocols when working to build a professional learning community. Through Protocols we can empower staff to talk in professional ways about contexts they feel very passionate about, without losing face, or becoming disrespectful to other’s opinions.

Suggested Activity Timing

<table>
<thead>
<tr>
<th>Activity 2: Group Norms</th>
<th>35 mins</th>
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<tbody>
<tr>
<td>Activity 2: Using protocols</td>
<td>20 mins</td>
</tr>
<tr>
<td>Activity 3: Final Word</td>
<td>60 mins</td>
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<tr>
<td>Activity 4: Course Reflection</td>
<td>5 Minutes</td>
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<td><strong>Total</strong></td>
<td><strong>2 hours</strong></td>
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Activity 1 – Setting Group Norms Protocol (35 mins)

Discussion on Norms as per the Nuts and Bolts of peer Coaching Handouts – using list and shaded area.

Task 1 – The aim of this task is to help participants relate to norms setting. To help them really feel and understand how Norms can make a difference to a caching relationship. Complete the first column with a group brainstorm, then the second two individually before sharing column three ‘rules’ back to the group.

Task 2 - Walk through activity following the four steps. The norms you create will become the norms for this group you are leading.

Once you have created these norms, leave them up around the room and stick to them.

Task 3 - As a debrief for this activity, discuss other ways that Norms can be used in their schools and institutions. Some ideas are – classrooms, faculty meetings, staff meetings, parent-student meetings and general committee and project team work.
Activity 2 – Using Protocols (20 mins)

This activity will introduce the coaches to other protocols that can be used in their professional learning community. All of the protocols are in the Nuts and Bolts of Peer Coaching Handouts.

Some general reading and discussion around protocols is important to build an understanding of how they can help to build a professional learning community in schools, how they can take emotion out of difficult conversations and topics, and how they can direct conversation to be focussed on learning outcomes.

You could summarize the protocols and direct them to their handouts to look through the protocols.

Task 1 – Choose a Protocol

Ask participants to work individually then in Pairs to complete the activity. A general share through the group of a few of the ideas for use would be good, but do not push those who don’t yet see a use in their workplace.

Activity 3 – The Final Word (60 mins)

The Final Word Protocol is a great example of how a protocol can diffuse a heated conversation and yet support all voices and opinions to be heard.

Follow the steps of this protocol as instructed. You will be amazed the impact it has. Use the protocol and example text from the Nuts and Bolts of Peer Coaching Handouts.

Debrief – Debrief this activity with a discussion on ‘How powerful are protocols such as this in developing a Professional learning Community in your school? What Impact would they have on your staff?’

Activity 4 – Course Reflection Activity (5 mins)

Wrap this course together with a short ‘Give one – Get One’ Reflection Activity

Participants move to as many people in the room as possible, sharing one of their ideas and getting one idea, before moving to the next person. The focus statement for this activity is:

Something about Protocols that you will commit to doing from tomorrow?

End Peer Coaching Nuts and Bolts