Module 5: Peer Coaching Practicum

Ready – Set – Go!

Creating the narrative around this session
This session takes the learning from the previous 4 sessions plus all your experience as an expert teacher and uses it in a peer coaching practicum at your school. You will be working with one or two peers in their classrooms. You’ll gain as much as a coach as you give to your peers. When you finish you’ll be ready to take peer coaching to the next level.

Module outcomes from the program
- Engage in coaching using skills in a coaching pilot
- Reflect on coaching experience and make improvements
- Collaborate to design a coaching implementation plan
- Gain support for peer coaching
- 21CLD skills

Suggested Activity Timing
This module will only take about 30 minutes for your initial facilitation. The whole practicum period should take three months.

Once your coaches are in their practicum period you should consider the following:
- weekly or fortnightly emails
- one or two video conferences or Skype sessions
- an online community to keep in touch

Assessment - Which components can you assess in this stage?
- All of Component 3.

Face-to-face and Online Delivery

Activity 1 - Resource Review
Using the Peer Coaching Resource Booklet, run through the Scaffolds in the table, focussing on when and where to use each.

Also highlight the other Protocols that are listed at the end of the Peer Coaching Resource Booklet.
Activity 2 – Assessment Review (15 mins)
Use the Assessment sheet given to participants at the beginning of the training program to remind them of their assessment deliverables.

Be sure to give them a date for their assessment tasks to be handed / sent to you.

Activity 3 – Keeping in Touch (5 mins)
As a facilitator you should keep in constant contact with your coaches and support them through their Practicum Period. On the next page is some suggested correspondence you might like to use and modify to suit your needs. Some ways in which you can correspond include:

- Yammer Community
- Edmodo, Facebook groups, Lore.com or other group based online communication platforms
- Email

You might also consider one or two video conference or skype sessions to go through skills such as:

- Coaching Cue Card Refresh
- Road Blocks Discussion and Protocol usage
- Assessment deliverable preparation
- Successes – A wows and Wonders Protocol works well online.

Once you have decided a platform you will use to keep the momentum going with your participants, make sure that you share this with them before they complete Module 5. Give them a home base to find you and find their peers that they have worked beside for this training.

You might like to just take the themes in the correspondence and create your own. That is fine. It is important to create and use style that suits your daily workload and systemic needs.

Make sure your participants understand how they can correspond with you while in practicum, period.

Activity 4 – Final Reflection and Debrief (10 mins) or offline
This activity is designed to get participants reflecting on the amount of learning they have completed through the program and to commit to their coaching work from tomorrow.

As a group choose one of the scaffolds and complete for your final reflection activity.

After Training
Create your own plan and stick to it. Set dates for correspondence and keep up with assessment tasks. Make sure participants are comfortable with the deliverables and are constantly working to complete and hand them in to you.

Contact Email or Discussion Thread Post - 1
You have probably met with your principal to say thanks for sending you to the conference and to provide some feedback about peer coaching. You have probably already identified a couple of people you would like to work with as part of the pilot and you may have already approached them. Remember that there are some really helpful planning scaffolds included in the handbook that you were given at the conference. I’d love to hear how it is going?

You could set up your coaching log. I have attached a proforma that you could use. The meetings you have to...
set up your program could be recorded in the top section. The record of collaborative meetings with teachers could be recorded in the second section. This is a reflective tool that is best filled in after the meeting. Please feel free to modify this form to suit your needs.

You could also be looking for opportunities to keep practicing your coaching skills and refining. You can use your cue card in parent or student interviews. Remember to keep refining your questions. I’ll attach some of the ones you could use to a future post.

Please reply to this post below to start a conversation about your plans, experiences, frustrations this week:

Contact Email or Discussion Thread Post – 2
By now I know you will all have briefed your principal on Peer coaching. This is critical if you want it to be supported in your school plan/budget next year. I hope you’re still having fun...

1. Coaching - You may begin working with a teacher this week. Remember to make sure that the program is:
   - All about them and their needs
   - Built on trust because of your agreed norms and coaching conversations. The best coaches listen and paraphrase before asking. Most importantly they ask much more than they tell!

2. Creating - This is also the week to start to build your coaching toolkit or portfolio. As you work with your teacher you will find that you use favourite scaffolds etc. You can add a copy of these to your OneNote. It is also really important to take time to reflect on your coaching. This helps you to stay positive and focussed. You might want to use these questions to guide your thinking:
   - What did I set out to do?
   - What did I actually do?
   - What did I achieve?
   - What did I learn?
   The positive psychology folk might add a final question:
   - What I am grateful for?

How are you all travelling? Are there any good stories you would like to feed back? Dare I ask are their any bad stories we can support each other with?

More Soon,

Contact Email or Discussion Thread Post – 3
It was really exciting to see everyone using the conversation cue card to guide their coaching conversations when we were together. It is really important to work on questioning skills as they are the core of coaching. Being able to ask that right question avoids conflict and solves many problems in our work.

Your coaching should be underway. You may be having your first conversations. It can be hard to think of the question that can help a teacher to move forward. You have seen the common questions in the training. Here are some additional ones. I use some of these. Others don’t suit how I coach. We all have our own style. Have a look at the list. Could you use any of these? What questions can you add here?

Sample questions:
What is the issue on which you would like to work today?
What would you like to achieve by the end of this meeting?
What would you like to happen that is not happening now?
How far and how detailed would you like to get in this session?
Can we achieve what you want today in the time available? Do we need to break it into several goals?
What is happening at the moment?
How do you know?
When does this happen?
What and how great is your concern about it?
Who, other than yourself, is affected by this issue?
How much control do you personally have over the outcome?
Who else has some control over it and how much?
What action steps have you taken on it so far?
What obstacles will need to be overcome on the way?
What resources do you already have – skill, time, enthusiasm, support, etc?
What other resources will you need? Where will you get them from?
If I could grant you one wish related to the issue what would it be?
What are the different ways in which you could approach this issue?
What are the alternatives, large or small, open to you?
What else could you do?
What would you do if you had more time, unlimited resources? Can you do any of those things with what you already have?
What would you do if you could start again with a clean sheet, with a new team?
Would you like to add a suggestion from me?
Can I make a suggestion?
What are the advantages and disadvantages of each of these in turn?
Which would give the best result?
Which of these solutions appeals to you most, or feels best to you?
Which would give you the most satisfaction?
Which option or options will you choose?
What are your criteria for success?
When precisely are you going to start and finish each action step?
What personal resistance do you have, if any, to taking these steps?
What might get in the way?
Who needs to know what your plans are?
What support do you need and from whom?
What will you do to obtain that support and when?
What commitment on a 1-10 scale do you have to taking these agreed actions?
What is it that prevents this from being a 10?
What could you do or alter to raise your commitment closer to 10?
Is there anything else you want to talk about now or are we finished?
When would you like to meet or talk again?
Jacqui has also shared You could share some questions that you find helpful on Edmodo.

Cheers,

Possible Video conference Topic for around this time:
It would be a good time to look at your plan. Is it still on track? Does it need rethinking? What Road Blocks have you come to? Let’s work through the Road Block protocol to support you to work around them.

**Contact Email or Discussion Thread Post – 4**

Experienced leaders know that actually getting started and doing something is critical. Having taken action they reflect, learn and adapt as they go. In 1982, Peters and Waterman offered the metaphor “ready-fire-aim” to capture the way in which real change often happens.

The most successful leaders of change don’t make a plan and then stick to it. Instead they tend to plan, act and refine their plan regularly as a result of what they learn from implementing their action.

Michael Fullan quotes Peters and Waterman in a terrific and practical change resource that you will find linked below. I think it is well worth reading. Perhaps you could be having a look at your plan and see whether it needs to be tweaked. Here are some peer coaching questions that may be useful. I thought it might be good to use these as the scaffold for our VC tomorrow:

- What did you set out to do this term?
- What have you done so far?
- What will you keep doing?
- What will you stop doing?
- What else could you do that you aren’t doing now?
- What have you learnt about yourself? about leading change?
- What is your next step? (ie your revised plan for next term)

I thought we might also go through the ‘Road Block Protocol’ in tomorrow’s VC.

Remember that it is important that you are not too hard on yourself. The best coaches are great learners…always trying things out and not prepared to fail.

Next time I thought that we could have a look giving great feedback.

Cheers,

**Contact Email or Discussion Thread Post – 5**

This week it is probably best to move away from skills and learning acquisition to some house keeping, so the focus is on accreditation.

What exactly will you have to do to get accredited as a Peer Coach?

You will be required to complete the following:

- Get your coaching log signed by your principal and one teacher
- Get a teacher report…very brief one paragraph or a short podcast of the teacher talking about their experience
- Record one lesson process…the original, the improvements and how it went/reflection
• Complete your coaching chronicle: A story of your coaching journey
• Prepare a detailed plan for peer coaching in the coming year.

These should be presented to your facilitator in advance of your due date so that they can complete your assessment.

Assessment Issues Q&A

• Q: How can I respect the privacy of teachers and present this information?
  • A: You can use a code or a generic description when completing your log e.g. Teacher D2 or Grade 2 Teacher.

• Q: Who will see what I submit?
  • A: Your facilitator. All facilitators will destroy or return samples after they have been assessed as meeting the requirements. We will never keep your work or show it to anyone without your permission. If you have any special requests let us know.

• Q: What is required?
  • A: An authentic, current submission. It doesn't have to be long or polished. It must be an authentic working documentation of the peer coaching process. It should reveal your role and your learning as part of that role. When in doubt submit your draft and your facilitator will tell you if they are satisfied. If they are not they will give you a very specific suggestion of what else they require.

• Q: When is it due?
  • A: By XXXXXX at the latest. Your facilitator will need to have time to assess the items and to pass the names on so that certificates can be prepared. Certificates will be printed on 1st December.

• Q: Do I have to hand it all in at once?
  • A: No. it can be presented as you complete each item.

• Q: How should I submit my work?
  • A: You may like to email it to me or make another arrangement with me.

Still confused?

We understand that because we went through our accreditation process ourselves.

We are here to support you. We really want to see you get this accreditation. Don’t hesitate to ask for clarification. I am here to help!

Cheers,
Your Own Reflections as a Facilitator

It’s important to reflect on your own facilitation skills. Below are some leading questions for you to journal and use for reflection.

Facilitator Reflection questions:

- What will I keep doing?
- What will I take into my practice?
- What would I do differently?
- What do I need to think about?
- What is the first thing that I will do after this learning?
- Who can I work with? Chat with?