Module 2: Nuts and Bolts of Peer Coaching
The skills and tools to support Peer Coaching

Creating the narrative around this session
The first session focussed on the theory of coaching. Now we begin to get practical. In this session we explore two questions: *What do coaches need to know and be able to do to support teachers’ needs?* To answer these we will identify and practice the core communications skills used by coaches. We will also explore the planning you will need to explain coaching to your peers.

Module outcomes from the program
- Practice coaching communication skills.
- Start your Coaching Portfolio/toolkit.

Suggested Activity Timing

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Assessment - Which components can you assess in this stage?
- Portfolio
- Norms
- Skills
Face-to-face Delivery

**Activity 1 – Setting Group Norms Protocol (20 mins)**
Discussion on Norms – 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 - The coaching cycle: a tool to guide your practice (70 mins)**
This activity is the core of all Peer Coaching. Without coaching cue card skills, many will struggle to experience a positive coaching relationship with coachees. Do not rush through this section. Take time to make sure the protocol is understood and that everyone has practice and coaching and being coached.

Spend time to walk through the four steps, highlighting the information on the right hand column of the Coaching Cue Card Protocol on page 7 of this module. A simpler version of the coaching cue card can be found in the Peer Coaching Handbook and this should be used in real coaching situations, but to get started it is important to highlight best practice in each of the four steps.

Take time to discuss ‘probing questions’ and how they differ from factual ‘clarifying questions’. Some silent reading and reflection on these notes is recommended.

It is recommended NOT to show a video of a coaching conversation. Each coaching conversation is a very personal and unique experience. It is wrong to show an example of best practice, since each conversation will and should be different.

Spend as much time as the coaches need to get through the practice. Suggest the pairs move to a break out area, or somewhere a little removed and quiet. Wander around during this time paying particular notice to the body language and the questioning strategies.

Debrief the activity as suggested.

**Activity 3 – Using Protocols (20 mins)**
This activity will introduce the coaches to other protocols that can be used in their coaching journey. All of the protocols are in the Peer Coaching Resource Booklet.

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 the handbook to look through the protocols. Those protocols with an asterisk next to them will be used through the course and those without are great for general use in their work in schools.

Ask them 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 4 – Planning your coaching (20 mins)

It is time to get the coaches to begin considering how their program will look and feel at school. It is important to begin planning now to ensure success in their school.

This activity should be a quiet reflection activity. Ask them to fill in the table in any way they wish, digital or hand written is fine. The important thing is that they being thinking about their role and the preparation they need to do to kick off a successful Peer Coaching program.
Online Delivery

Activity 1 – Setting Group Norms Protocol (20 mins)
Discussion on Norms – 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.

Use a whiteboard or online collaborative editing document to complete this. Ensure all participants have equal opportunity to participate.

Adding some online specific norms such as ‘begin and end on time’, might be handy for online groups.

Activity 2 - The coaching cycle: a tool to guide your practice (70 mins)
It is not recommended that this activity be done online. If absolutely necessary, you could run through the general information and ask participants to use a colleague they are particularly close to, rather than a coaching subject. Alternatively, if they are training as a pair, this may work. Try to make the ‘practice’ component of this activity when they are at face-to-face training.

This activity is the core of all Peer Coaching. Without coaching cue card skills, many will struggle to experience a positive coaching relationship with coachees. Do not rush through this section. Take time to make sure the protocol is understood and that everyone has practice and coaching and being coached.

Spend time to walk through the four steps, highlighting the information on the right hand column of the Coaching Cue Card Protocol on page 7 of this module. A simpler version of the coaching cue card can be found in the Peer Coaching Handbook and this should be used in real coaching situations, but to get started it is important to highlight best practice in each of the four steps.

Take time to discuss ‘probing questions’ and how they differ from factual ‘clarifying questions’. Some silent reading and reflection on these notes is recommended.

It is recommended NOT to show a video of a coaching conversation. Each coaching conversation is a very personal and unique experience. It is wrong to show an example of best practice, since each conversation will and should be different.

Spend as much time as the coaches need to get through the practice. Suggest the pairs move to a break out area, or somewhere a little removed and quiet. Wander around during this time paying particular notice to the body language and the questioning strategies.

Debrief the activity as suggested.
Activity 3 – Using Protocols (20 mins)

This activity will introduce the coaches to other protocols that can be used in their coaching journey. All of the protocols are in the Peer Coaching Resource Booklet.

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 the handbook to look through the protocols. Those protocols with an asterisk next to them will be used through the course and those without are great for general use in their work in schools.

Ask them to work individually 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.

If you have a large group, you could ask participants to share their choices by choosing a random selection.

Activity 4 – Planning your coaching (20 mins)

It is time to get the coaches to begin considering how their program will look and feel at school. It is important to begin planning now to ensure success in their school.

This activity should be a quiet reflection activity. Ask them to fill in the table in any way they wish, digital or hand written is fine. The important thing is that they being thinking about their role and the preparation they need to do to kick off a successful Peer Coaching program.

For online groups this could be done as homework to avoid ‘dead time’ on the session.