
BUILDING TRUSTING RELATIONSHIPS THROUGH THE POWER OF COACHING

RUTH AHERN, WQSB

What are we looking at this morning?

Explore the contribution coaching can make to building trusting relationships in our centres and classrooms as well as the ins and outs of coaching

OUR SESSION – IN 75 MINUTES OR LESS

- Importance of relationships/trust and learning
- Principles of Adult Learning
- Why Coaching
- What is coaching ?
- Coaching – the GROW model

STARTING PREMISE

Coaching: Teachers and Students

RELATIONSHIPS AND LEARNING – SOME RESEARCH

- No significant learning occurs without a significant relationship.
James P. Comer
- NANS research – disadvantage and student engagement
- Attachment Theory
- George Berwick – learning constructs –significant adults

HATTIE

When there is a positive teacher-student relationship, students feel safe and there is a strong bond of trust within the classroom. Students are not afraid to take risks and understand that making errors are all part of the learning process. Students are more likely to feel positive about school and have a greater chance of developing a true love for learning.

Hattie – Visible Learning

- Original effect size - .72
- Updated effect size .52

TRUST FURTHER EXPLORED (ESSENTIAL TO COACHING)

TRUST is one's willingness to be vulnerable to another based on the confidence that the other is benevolent, honest, reliable, and competent.
(Tschannen-Moran)

- puts forth five facets of trust:
 - benevolence, openness, honesty, reliability, competence

TEACHER TO TEACHER RELATIONSHIPS – SOCIAL CAPITAL

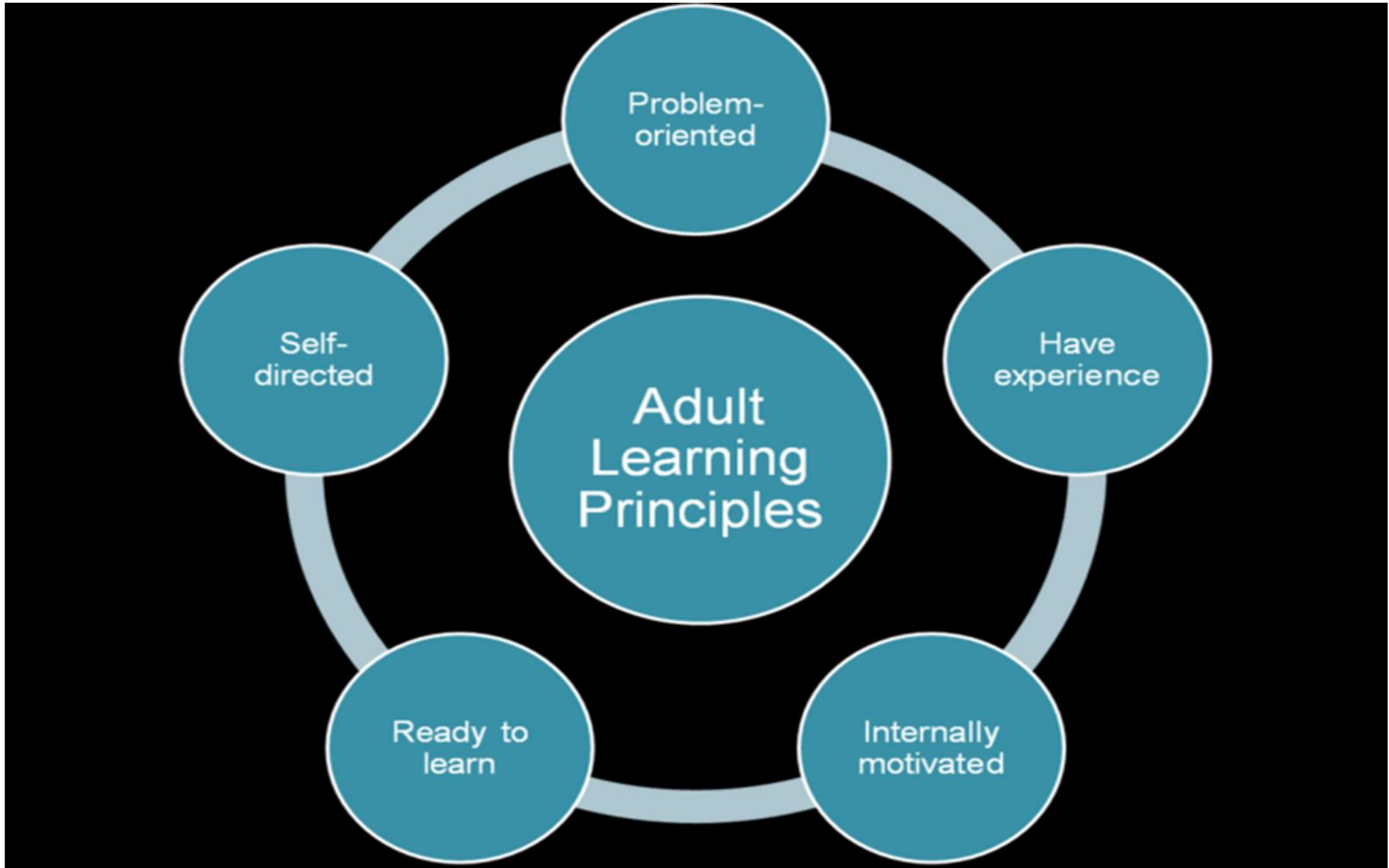
Berwick – Moral capital, Knowledge capital, Social capital, Organizational capital

Social Capital: relationships, provide access to resources, growth

Research found that the strength of the relationships between teachers positively predicted student performance, and that teachers' relationships moderated the impact of teacher ability on student learning. PIL and Leana 2009

PRINCIPLES OF ADULT LEARNING

- Malcolm Knowles – teaching and learning in the adult learner world



THE PRINCIPLES – DO THEY APPLY? PMI ACTIVITY

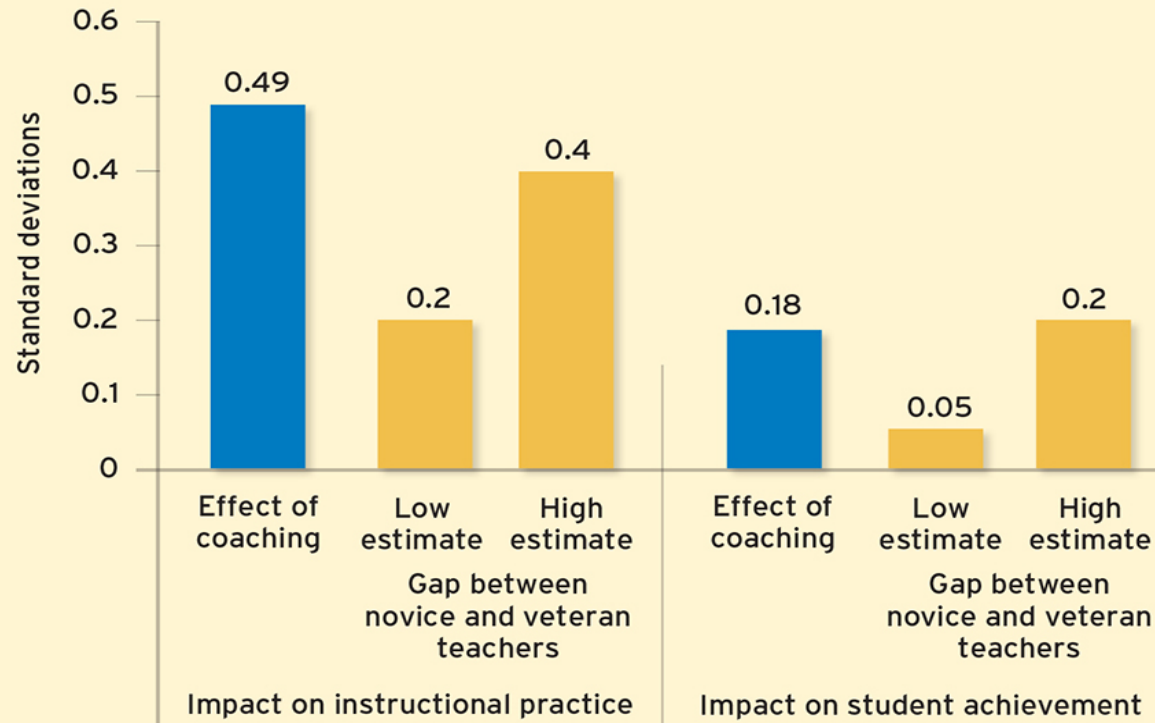
- Students – blue cards
- Teachers – red cards

COACHING – WHY?

- Culture of learning together for best educational experience for learners – moral capital
- Achievement
- Teacher growth – culture of trust
- Knowledge management – capacity building

Teacher Coaching Improves Instructional Practice, Student Achievement (Figure 1)

On average, teacher coaching raises the quality of teachers' instructional practice and their impact on student achievement by 0.49 standard deviations and 0.18 standard deviations, respectively—as much as or more than the differences observed between a novice teacher and an experienced veteran.



SOURCE: Authors' calculations

Matthew Kraft and David Blazar – Taking Teacher Coaching to Scale

CULTURE OF TRUST/CAPACITY BUILDING

“I went first as coachee in both sessions; it’s challenging to admit to colleagues things are not going so well in your classroom; especially with teachers not from your school. As the sessions went on, you realise we are all faced with issues...” WQSB teacher

Action plans, areas of focus, observations and coaching



THE 3 C LINE

Consultant

Collaborator

Coach

WHAT IS COACHING

- *"A one-to-one conversation focused on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility where the coach facilitates the self-directed learning of the coachee through questioning, active listening and appropriate challenge in a supportive and encouraging climate."*
Christian van Nieuwerburgh, 2012

- **Peer coaching** is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace

CONTRACTING

- Why a contract?
- What would we put in a coaching contract

CONTRACTING

- *Ground rules/Protocols,*
- *What coaching is,*
- *Boundaries,*
- *Place & Time,*
- *Confidentiality,*
- *Note taking, Record keeping,*
- *How can I challenge you?*

COACHING PRINCIPLES

Activity

At your tables you have a coaching principle statement, as a group discuss whether you agree or not with the statement, as well as any challenges it might pose to you becoming a coach

LISTENING AND RESPONDING

- What does this look like?

COACHING FUNDAMENTALS

The Coachee brings the **CONTENT**

The Coach brings the **PROCESS**

GROW MODEL

G – Goal (Coachee's)

R – Reality (Where are now)

O – Options (Explore options)

W - Way Forward (What next, will do)

ACTIVITY

- Triads, one coach, one coachee, one observer

Red card Coachee – issue (real)

Blue card Coach – not be a part of the story

Burgundy card Observer – not involved, observe words, non-verbal, process

Rotate and Repeat

EFFECTIVE QUESTIONING

- 1. Why questions (Why did you do that?)
- 2. Leading questions (What about trying ...?)
- 3. Assumptive questions (What are the 3 things that you enjoyed today?)
- 4. Tell me questions (Tell me more about how you want to improve ...)
- 5. Clarification questions (What do you mean by....?)
- 6. Challenging questions (What is stopping you from moving forward?)
- 7. Hypothetical questions (What would you do if money was no object?)
- 8. Incisive questions (What, if you were performing at your best, would you do?)
- 9. Commitment questions (What will you do now?)
- 10. Powerful questions (What do you really want?)
- 11. Enquiry questions (What is ultimate leadership?)
- 12. Reframing questions from negative to positive (Why do I always lose? – What can you do to become a winner?)
- 13. One word questions (Always?)

COACHING PROCESS

- Positive, professional start to session (*incl. review of previous session*)
- Establishes clear, SMART session goal
- Explores reality of situation in relation to the goal
- Explores options in relation to the goal

KEY COACHING SKILLS

- Effective questioning and global listening
 - Acknowledges client's values
 - Establishes and builds rapport (shows awareness of client's tone and pace)
 - Challenges client when appropriate
 - Draws out client's strengths
 - Coach remains Non-judgmental / Respectful / Empathetic
 - Demonstrates awareness of client's preferred thinking style(s)
 - Keeps to client's agenda / Refrains from offering advice or suggestion
 - Keeps client focused on the session goal
 - Maintains balance of listening / talking (70% - 30%)

WHERE WOULD COACHING FIT IN MY BOARD, SERVICE, CENTRE?

- Table discussion



- Questions?

- Thank you