

Coaching a PGP



Explore thinking



Thinking about your PGP, what are some ideas you have had about areas you would like to have an increased impact on this year?

Use tentative language (might, could, possible) - it allows the coaches room to think - there is less pressure to have the 'right' idea.

'Have had' is a positive pre-supposition - it infers the coachee has been thinking about impact.

Framing the goal



So you have been thinking about X, Y and Z. Out of those, which do you think might be the most impactful?

Paraphrase the goal back to them until they agree.

Ensure there is a focus on student learning - if it is teacher-centred, have them think through the connection between their focus and students.

If your students were meeting the goal, what might that look like and sound like if I walked into your classroom?

Student production behaviours



What do your students need to do, practice and experience that will lead them to reach the goal?

You're looking for student production behaviours - guide the coachee to think about them as specifically as possible.

If they are struggling, have them imagine an example situation. (e.g., a previous unit or time of the day, specific student or colleague to be more concrete.)

Teacher behaviours



Knowing these are the things you are looking for in your students, what might you do to support these?

This is a great time to consider assumptions as well as mental models about how things 'have to be' and stretch the coachee's thinking.

What might you need to change in yourself to support these behaviours?

Peer/Admin support



What are some of the resources you could draw upon in order to support you to (make this change / meet this goal / teach in this way)?

Think broadly - Resources can be both physical and human.

PD can mean book studies, action research, writing a blog, observations, learning walks, Twitter chats, working with a coach, peer collaboration and more.

Feedback about coaching

Things to pay attention to in yourself - focus on one and ask for feedback on it.

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| Body language | Tone | Questions that support thinking | Plural forms / tentative language | Listening isn't: judgemental, inquisitive, autobiographical or solution-based | Coachee leaves with a clearer idea for action |
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