CoDe

Coaching for staff professional Development in education

Insight into the CoDe resource book

The resource book on coaching best practice has been the focus of the CoDe project partners since 2020, with ample research on techniques and a study case-based approach that aim to provide thorough insight into coaching in educational settings.

In this context, the following coaching techniques have been analysed by the project partners in Latvia, Croatia, the United Kingdom, Czech Republic, Romania and Cyprus:

1. The Hamburger Method, which offers an efficacious way of delivering actionable and constructive message or critique. The method aims at highlighting the person's behaviour or performance while simultaneously safeguarding the individual's self-esteem and increasing the receptivity to changing his or her problematic conduct in the future.

2. Pendleton's Model, whose rule aims at delivering a constructive feedback by underlining some positive behaviour, reinforcing these behaviours, encouraging a discussion of how to achieve the desired result and analysing what the person could have done in a different manner.

3. How to identify coaching needs?, a tool that will help coachees to reflect on and identify their coaching needs in preparation for entering a coaching relationship. It is important prior to the initial coaching conversation to self-reflect on one's practice to help identify one's coaching needs.

4. Creating an optimal coaching environment, whose aim is to specify what the characteristics of such a coaching environment are.

5. Working with Imagery to Access Intuition & Go Deeper, a technique that aims to provide access to intuition, expand awareness and allow creative solutions to surface.

6. Emotion vs. information, a creative technique whose goal is to raise the participants' awareness of their own emotions in making a professional decision.

7. Competence model as a basis for coaching and mentoring, that aims to make the client's/teacher's formulation of the 'order' with which he/she enters the process of coaching easier.

8. Metaphor, a technique whose goal is to enable the supervisee to "see" how he/she personally perceives his/her position within the institution.

9. How to improve relationships?, aiming to enable participants to become aware of their expectations, actions and reactions in their relationship with colleagues. It is done individually, and each person presents their work/installation to others in the closing session.

10. Work-life Tree, a technique whose aim is to support client's / teacher's self-reflection and the realization of personal sources, positive and negative experience, personal strengths and weaknesses and the options of further development. On this basis, it is then possible to identify the options and directions of personal and professional development.

11. Active listening, a technique that promotes and guides, as its name suggests, full concentration and listening with all the senses during coaching sessions.

12. The Grow Model of Coaching, that stands for learning through experience: reflection, insight, making choices and pursuing them.

13. Reflecting back, a process of paraphrasing and restating both the feelings and words of the

speaker. The purposes of reflecting are to allow the speaker to ‚hear' their own thoughts and to focus on what they say and feel, show them that you are trying to perceive the world as they see it and that you are doing your best to understand their messages, as well as to encourage them to continue talking.

14. Time to think. The origins of the Thinking Environment are steeped in one observation and one question. The observation is „The quality of everything we do depends on the quality of the thinking we do first". The consequent question is: "What does it take for people to help each other to think well for themselves?"

15. The Wheel of Life, technique that raises participants' awareness and allows them to plan a life that is more satisfying and closer to their definition of balance. It also helps clarify priorities for goal setting.

16. Interaction-Focused Coaching (IFC), a practice-based coaching model for improving education outcomes for students in their learning environment. It is a cyclical process in which teachers work with a coach to develop competency in facilitating student/teacher interactions that mirror the interactions that promote their own learning

and skill development in the coaching relationship.

17. Practice-based coaching, a cyclical process for supporting the use of effective practices that lead to positive outcomes for children and families.

18. The SMART Model of Coaching, where SMART stands for Specific, Measurable, Achievable, Realistic, and Timely. The SMART coaching model helps the coaches to set goals and create an action plan that goes with its definition.

19. Reflecting teams, a method that aims to support teacher reflections, broaden their view on the situation and possible solutions of given pedagogic or relationship situation.

In order to ensure quality content for the resource book, the project partners are currently peer reviewing the research outcome. The learning visits that will take place between 13th – 17th September in Croatia and between 2nd – 4th November in Romania will create further opportunities to gain hands-on experience into coaching as a practice for professional development in educational settings, thus contributing to achieving the project objectives.