

# Outline of Coaching Process

Based on *The Impact Cycle* Jim Knight (2018)



Learning MATTERS

## Consultancy

## Resources

## The iDeal Approach

## LMIT Certification

<b>Identify Phase</b> Gaining a picture of current reality. Does the reality of the coachee match that of the coach?	"Thank you for having me in your classroom, it was great to observe your lesson today and see how xxxx your students were."	
	"Was today's lesson a typical lesson? What was the same or different?"	
	"Last time we met you set some goals to work on/you videoed yourself. Can you talk me through how you are progressing with these/what you noticed when watching your video back?"	
	<b>Yes:</b> "Thinking about today on a scale of 1-10 with 10 being awesome where would you rate your lesson today?"	<b>No:</b> "Let's take a moment then to consider the aspects that were different today." "What do your lessons look like on other days?"
	"What parts of your practice might we consider working on to move your score closer to an 8/9/10?"	
	<b>Does our current reality match?</b> Consider how you might approach the conversation where it doesn't match – seeking permission to share some feedforward of what have observed in a constructive, kind way. "Would you mind if I shared some of the notes I have taken during your lesson? I used the observation checklist as a guide while in your lesson, would you mind if I share what I have highlighted and commented?"	
<b>Yes:</b> Coach shares what they have highlighted and key aspects that might improve practice – notice body language – notice ability to take in the amount of information being shared. Offer the opportunity for them to paraphrase or I check for understanding by asking, "What do you think of that suggestion?", "Would this be useful?"	<b>No:</b> "Is there something sitting on top for you that you haven't shared with me that might help me to understand your resistance here?" "Learning is our main commodity in education, and we must continue to model that as teachers as well. Can I encourage you to be open to the feedforward that I have, as it is coming from a place of wanting to support you and the students you teach."	
<b>Once the coach and coachee have both shared their perspective and information:</b>		
<b>Learn Phase</b> What is there to be learnt and developed that will lead to increased student outcomes and teacher practice and confidence. Coachee determines focus areas.	Coach shares some ways to learn and move forward – coach may give suggestions and offer support as needed.	
	"So, we have talked about lots of different components throughout the lessons. What would you say are your key takeaways are from what we have talked about and what you previously had identified?"	
	Coachee has a chance to share back what their key learnings have been and in the process of this has the opportunity to identify their next learning steps	
	"How will you go about implementing some of those things?"	
<b>Improve Phase</b> What will be improved? How will this happen and by when? What support is necessary? Then the cycle begins again.	List the identified goals and or actions that the teacher has shared. "What impact will that make on your students?"	
	There is an opportunity here to link back to the start of the conversation and consider whether or not these things will help the teacher get to their desired score.	
	Set another time to come back to this or put a timeline on the completion or achievement of tasks. "When might you have done that by?"	
	"What support do you require to achieve this?" "Is there anything else?"	
	"Is there anything else sitting on top for you regarding your SL or other that we haven't had a chance to chat about?"	
Thank the coachee for their time; finish on a celebration.		

### Invitational prompts to consider during the feedforward piece of the cycle:

I am wondering about	I invite you to ...	Have you considered
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