



# TRAINING MATERIAL

## Coaching Approach



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(KA220-SCH-639F42F4)



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# Introduction

The aim of the Coach Project (<https://educoachproject.eu/>) is to develop methods for a Coaching Approach in schools that can help promote school attendance and prevent early school dropout.

The project will provide tools for teachers and their schools to develop a Coaching Approach and leadership that utilizes the inherent potential and unique resources of students.

A Coaching Approach in schools helps teachers gaining new perspectives on the learning process and helps students to think in new ways, increasing self-confidence, self-awareness, cognitive and socio-emotional skills.

[#educoachproject](https://educoachproject.eu/)

# The Coaching Approach

Coaching as a discipline rest on an "eclectic theory" – a mix of styles that unites ideas and thoughts from different directions.

The basic assumption of the Coaching Approach is is that the individual can, wants to develop and take responsibility. When you strive for this, you have a better chance of making their resources visible. This gives the person a feeling of having the answers and finding ways forward and the desired goal can be more easily achieved.

In this way, a Coaching Approach stimulates an environment where the individual is seen and acknowledged, and which promotes independence and responsibility. Motivation increases and driving forces are made visible. By creating security and trust, the person is encouraged and motivated to come up with their own driving forces, solutions and answers.

# Different levels of coaching

## Coaching approach

- a way of thinking, an attitude in the meeting with a person, situational.

## Coaching sessions

- scheduled coaching sessions, (preferably a series of conversations) with a clear agreement and methodology.



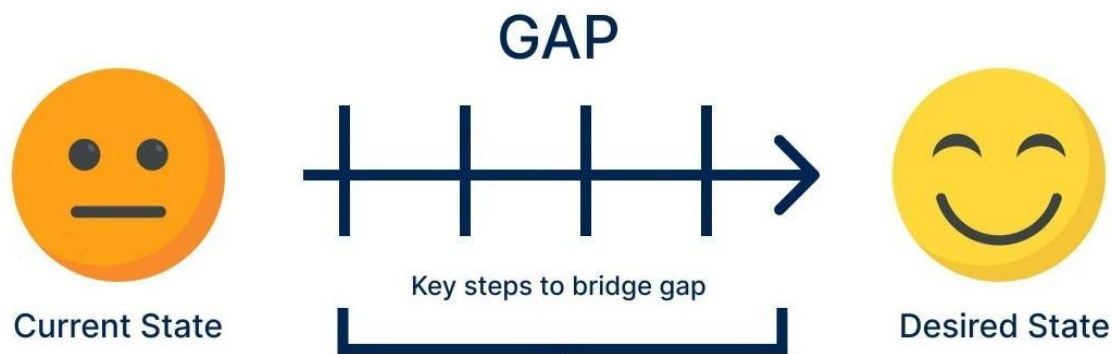
# **Basic Assumptions for a Coaching Approach**

**You have the ability:  
you are resourceful  
and creative**

**You take responsibility:  
you are able to take  
responsibility for your  
life and your actions**

**You know:  
the answers are within you**

# The Gap

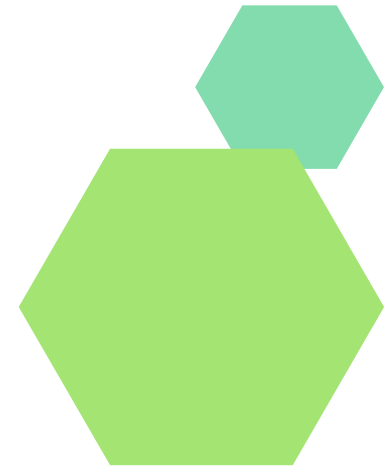


Identifying and addressing gaps is essential for advancing coaching practices and ensuring their effectiveness



# Scientific Basis and Sources of Inspiration

- Humanistic psychology (1950-1960 s)
- System theory's (1950 s)
- Positive psychology (2000 s)
- Philosophy – e.g. Socrates ( 400 BC) and Kierkegaard (1800 s)



# Coaching is ...



Coaching encourages, stretches and pushes others to take responsibility for their development, set goals, take action and grow.


..a professional learning strategy using questioning and listening and conversation to support professional growth.

# Definition of International Coaching Federation

“A partnering with individuals in a thought-provoking and creative process that inspires them to maximize their personal and professional potential”

# The Coaching Approach

The International Coaching Federation, ICF, has defined eight competencies that are important in professional coaching. The skills are divided into four main areas:

- **The foundation** – is about how the coach acts ethically and uses a coached approach.
- **Co-create the relationship** – describes how the coach, in partnership with the client, creates agreements and agreements, creates trust and security, and maintains their presence and focus.
- **Communicate effectively** – here the coach is expected to listen actively and help the client to insight and learn by using tools and techniques such as powerful questions, silence, metaphors or similes.
-  **Co-funded by the European Union** **and development** – transform learning and insights into actions facilitating the client's development.

# ICF Core Competencies



## A. The Foundation

1. Demonstrates Ethical Practice
2. Embodies a Coaching Mindset

## B. Co-Creating the Relationship

3. Establishes and Maintains Agreements
4. Cultivates Trust and Safety
5. Maintains Presence

### The ICF Core Competencies

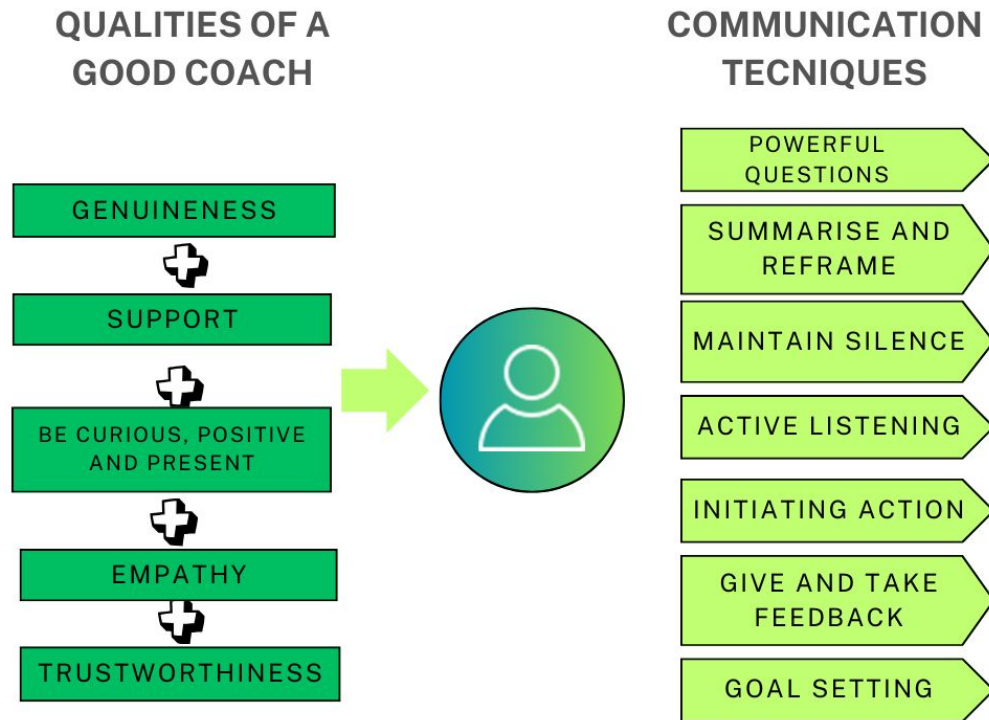
## C. Communicating Effectively

6. Listens Actively
7. Evokes Awareness

## D. Cultivating Learning and Growth

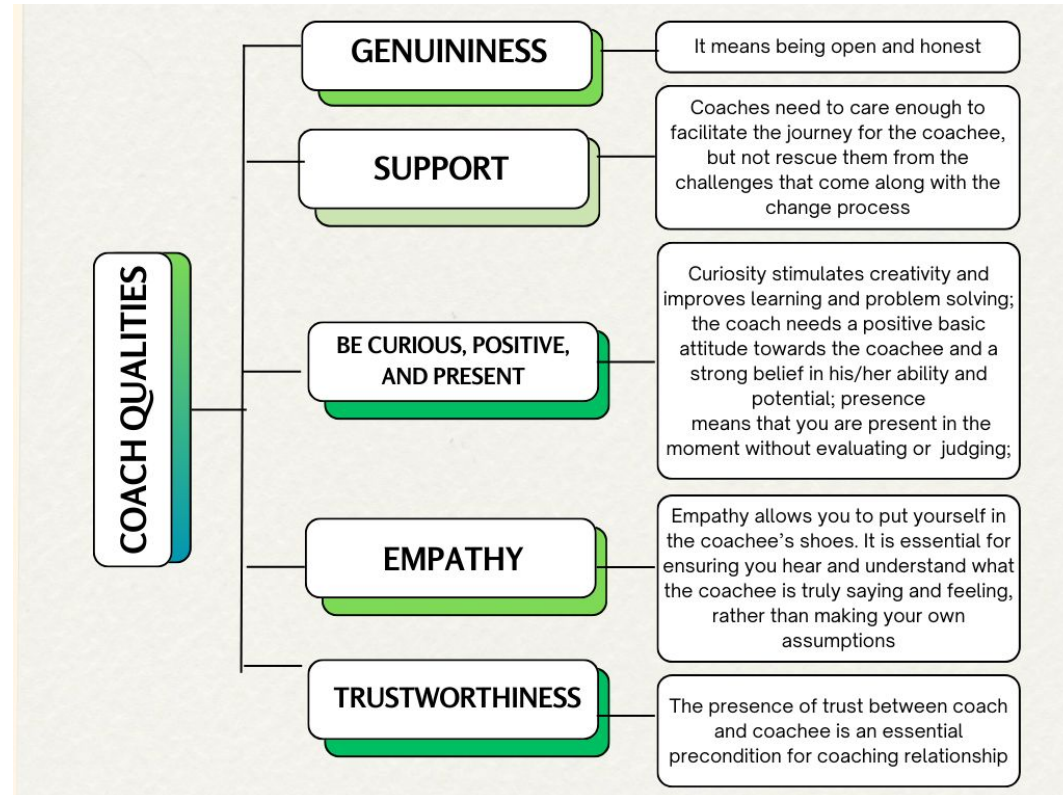
8. Facilitates Client Growth

# Coach Qualities and Communication Techniques



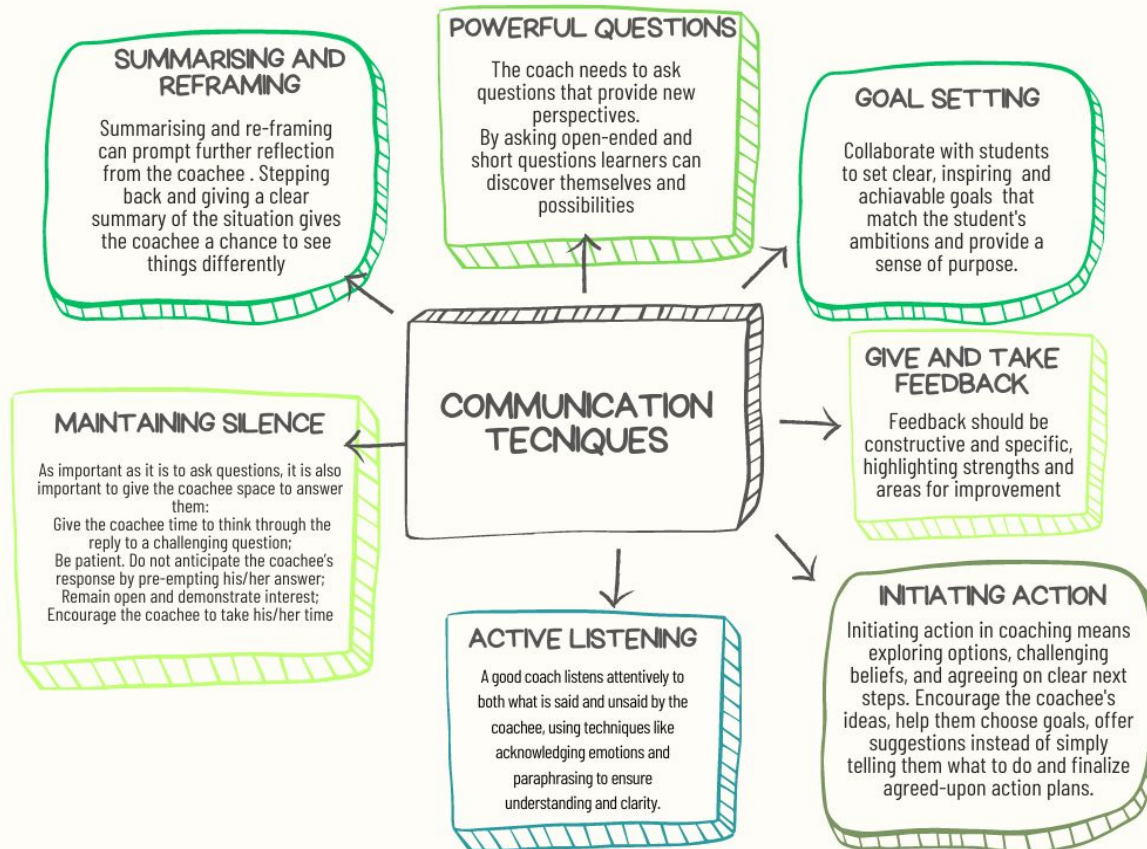
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# What are the qualities of a good coach?



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# Communication Techniques



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# The Coaching Approach in schools

Coaching in schools is a powerful strategy that can transform teaching practices, enhance leadership, and positively impact student learning

A coaching approach aims to improve the learning environment, reduce absenteeism and improve students' learning outcomes. This requires a strong collective commitment in the school and a focus on individual support and development for each student.

# The Coaching Approach in schools - Prerequisites

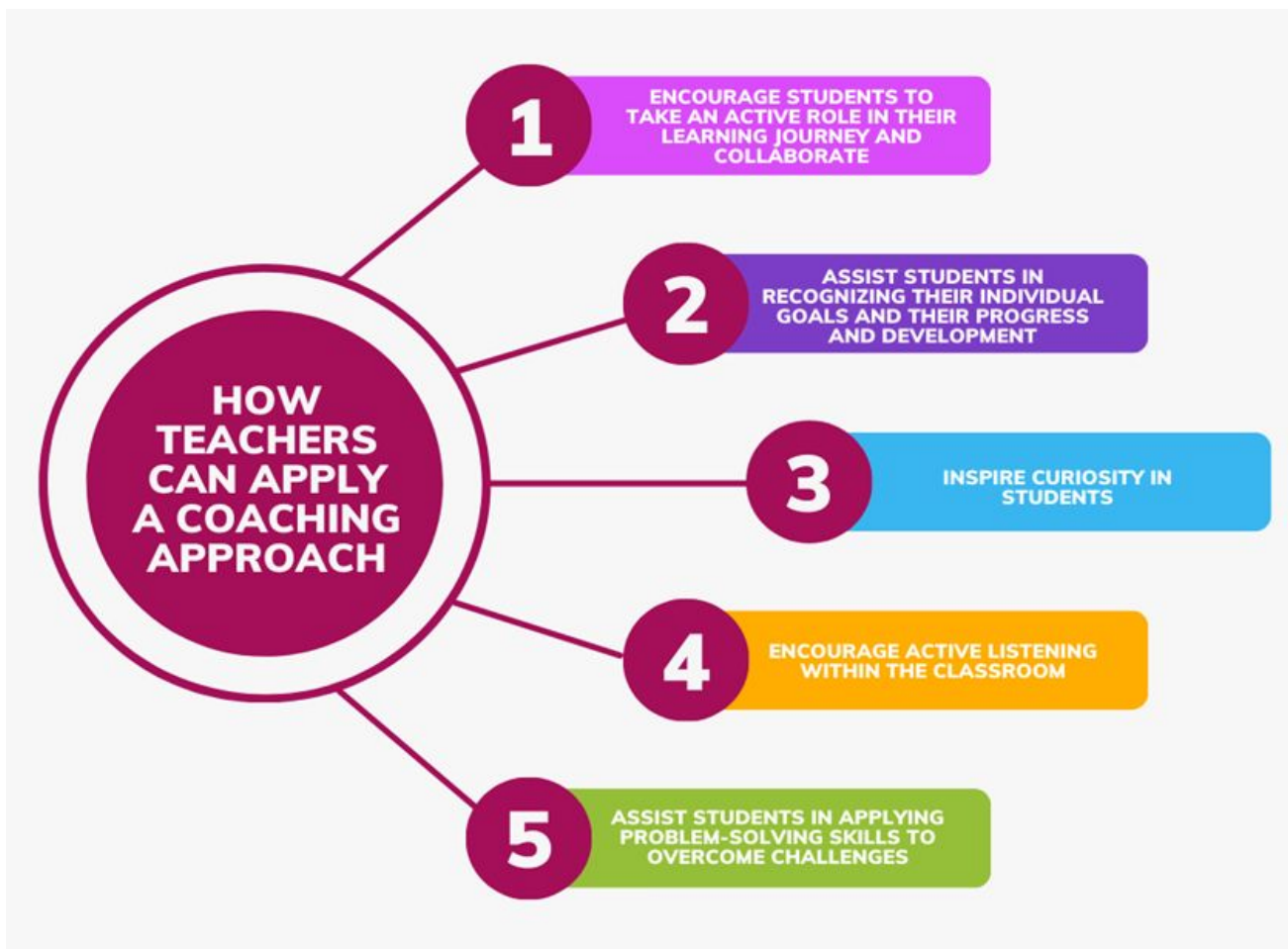


# Situations for a Coaching Approach

- For better attendance and student participation in class.
- In order to develop teaching instruction and feedback.
- In various dialogues with the student e.g. concerning work assignments.
- When setting goals and steps to reach it.
- Resolving conflicts.
- For individual student development to get students to reflect on their goals strengths and challenges.
- In the dialogue with parents.
- In dialogue with colleagues e.g. to set common long term goals.

# Differences between coaching, mentoring and counselling

Coaching	Mentoring	Counselling
<p>Coaching focuses on improving current and future performance through changes in thinking and behavior. The coach does not give advice or solutions but helps the individual to find their own resources and solutions. The coach does not need to be an expert in the field.</p>	<p>Mentoring involves a more experienced person sharing their knowledge and expertise with a less experienced person. The mentor shares their expertise, insights and knowledge and gives advice based on their own experience.</p>	<p>Counselling often involves engaging a counsellor with specialist knowledge to provide advice and guidance based on their experience.</p>
<p>Coaching is a partnership that inspires the individuals to maximise their personal and professional potential.</p>	<p>Relationships between mentors and mentees are often informal and based on trust and mutual respect.</p>	<p>Professional counselling is often provided by consultants to individuals or groups to improve their performance and effectiveness.</p>
<p>Coaching usually involves a number of scheduled conversations with individuals or groups over a shorter and more limited period of time. In general, coaching focuses on short- and medium-term goals and performance improvements.</p>	<p>Mentoring can be a long-term relationship that spans an individual's career. Mentoring often involves ongoing guidance and support when the mentee is at different stages of their professional or personal development.</p>	<p>The duration of counselling may vary depending on the nature and complexity of the issues addressed.</p>



# Results of coaching students

- Strengthened self-confidence
- Increased motivation
- Students own their way forward
- Increased goal attainment
- Reduced stress
- Increased influence and participation in teaching
- Better planning and study techniques



# Practical session

# Quick Scan web-tool

Questionnaires addressed to teachers, students and families are published on our website

<https://educoachproject.eu> .

The graph that will result at the end of the questionnaire will be a good starting point to check the current situation and discuss how the School Coaching Approach can be used in different situations.





**Here you find the Quick Scan web-tool**

**<https://educoachproject.eu/resources/>**

**[EduCoach Quick-Scan for Teachers](#)**

**[EduCoach Quick-Scan for Students](#)**

**[EduCoach Quick-Scan for Parents](#)**

# Quick Scan web-tool: a set of exercises



## Individual Coaching Exercise:

- After completing the Quick Scan, teachers express their areas of development as individuals.
- Form pairs and coach each other based on the identified areas.

This exercise encourages personalized growth and peer support.

## Group Discussion on Coaching Tools:

- Teachers gather in groups to discuss various coaching tools.
- They consider which tools would be most effective in different situations.

This exercise promotes collaborative problem-solving and knowledge sharing.

## Using Quick Scan with Students:

- Teachers explore how to apply the Quick Scan results to support students.
- Discuss strategies for addressing student needs based on the assessment.
- Follow up with management, colleagues, and students to ensure effective implementation.

## Engaging Parents with Quick Scan:

- Teachers learn how to involve parents in the Quick Scan process.
- Discuss results with parents and collaborate on improvement strategies.
- Follow up with colleagues, management, and parents to create a holistic approach.

# Building Trust

Building trust in a coaching relationship  
is essential for creating a safe and productive  
environment



## **Trust exercise:**

- Think of a person you have great confidence in and trust.
- What qualities does this person have that makes you trust him/her?

# Building Trust

Trust exercises are valuable tools in school coaching approaches as they help build rapport, foster teamwork, and develop interpersonal skills among students. Here are some examples of trust exercises suitable for school coaching:



- **Human Knot:** Students stand in a circle, close their eyes, and reach out to grab two other hands (not next to them). The challenge is to untangle themselves without letting go. This teaches communication, problem-solving, and reliance on others.
- **Two Truths and a Lie:** Students write down three statements: two truths and one lie about themselves. They share these with a partner, who has to guess the lie. This promotes open communication and getting to know each other better.
- **Back-to-Back Drawing:** Partners stand back-to-back, with one person describing a picture and the other trying to draw it based on those instructions. This emphasizes clear communication and trust in the partner's ability.
- **Sharing Circles:** Students sit in a circle and are given a prompt or question to ponder. They can choose to share their thoughts or simply listen. This fosters trust in a safe space for open discussion and vulnerability.

# Active listening

Active listening is a fundamental skill in school coaching approaches as it promotes understanding, empathy, and effective communication between students and coaches.

## Levels of listening:

- Level 0- not listening at all
- Level 1 – listen to what is being said but focus on ourselves
- Level 2 – listens to the words
- Level 3 – Non-verbal listening, global listening
- Level 4 – You listen to the whole person, confirm and give feedback

# Active listening

**Exercise:**

**The coachee:**

**Think about something you are proud of (individually).**

**The coach:**

**Just listen to the coachee's story (2,5 min).**

**Briefly recount and summarize what you heard (0.5 min).**

**Swap**

# Active listening

**Active listening is a crucial skill in school coaching approaches, facilitating understanding, empathy, and effective communication between coaches and students. Coaches should model active listening (making eye contact, or providing verbal affirmations such as "I see" or "I understand) , establish trust and rapport, practice reflective listening (for example, a coach might say, "It sounds like you're feeling frustrated because of the upcoming exams. Is that correct?"), avoid interruptions, respond with empathy, pay attention to nonverbal cues, and summarize and clarify conversations. By employing active listening techniques, coaches create a supportive environment where students feel valued, understood, and motivated to achieve their goals.**

# The GROW Model

The GROW model is a popular coaching framework used to guide conversations and facilitate personal and professional development. It stands for:



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# The GROW Model

Some possible questions to guide your structured conversations:

## Goal

- What would you like to discuss? What would it be useful for you to discuss?
- What did you want to achieve in the lesson? What would you like to achieve?
- What would you like to be different when you leave this session?
- What do you want instead of the problem?
- Imagine you were successful. What is that like? What will you be doing differently?
- What would you notice? What would it be like if things were better?

## Reality

- Where are you right now? What are the facts?
- What really pleased you about the lesson?
- On a scale of 0 -10 where are things right now?
- What tells you that you are at 6? How did you get there? How do you keep the 6?
- What were you doing or thinking differently when it worked better
- Tell me about the last time this issue was ....
- What have you tried so far? Was it helpful?

# The GROW Model

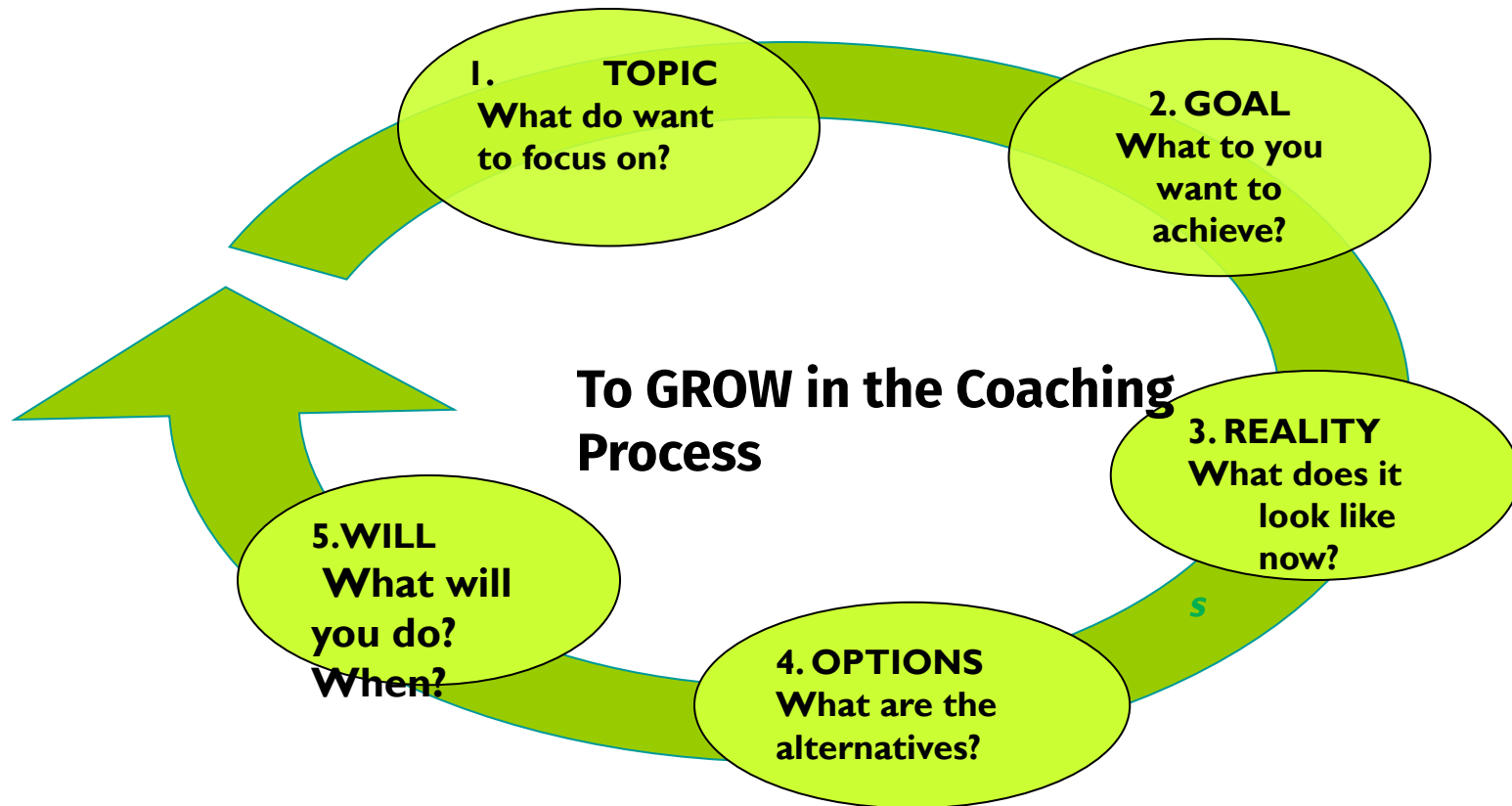
Some possible questions to guide your structured conversations:

## Options

- **What are your action to achieve your goal? What options have you thought of so far?**
- **What are the different ways you could achieve the goal?**
- **Who might be able to help us? Would you like suggestions from me?**
- **Which option would you most like to act on?**
- **Who or what will be useful to you in this process?**
- **If you are 5 on your scale now, what does 6 involve? What would it take to move higher?**
- **What are the possibilities? Best one?**

## What next (and When)?

- **Which option will you take? What are the next step? How will you do it?**
- **How committed are you to this action? Scale of 0-10? When will you achieve it?**
- **How will you recognise you've reached your goal? What would be the first signs that things were moving in the right direction?**
- **What ,might get in the way? What support might you need? Could I be of assistance?**
- **How and when can you get the support?**



# Powerful questions

- Open – what, how, when, which one, etc.
- Forward, Positive
- Short, simple
- Be curious
- One question at a time
- Not leading
- Sometimes avoid why



# Powerful Questions

Powerful questions are essential in coaching as they prompt deep reflection, insight and action in the coachee.

Here are some examples of powerful questions and open questions commonly used in coaching:

## **Goal-Setting Questions:**

- "What do you want to achieve?"
- "What does success look like for you?"

## **Exploratory Questions:**

- "What is your current situation?"
- "What are your biggest challenges or obstacles?"
- "What opportunities do you see in this situation?"

## **Reflective Questions:**

- "What have you learned from this experience?"
- "How do you feel about your progress so far?"

## **Action-Oriented Questions:**

- "What steps are you willing to take to overcome these challenges?"
- "What resources or support do you need to move forward?"

# Powerful Questions

## **Visioning Questions:**

- "Where do you see yourself in the future?"
- "What does your ideal outcome look like?"
- "What values or principles are important to you in achieving your vision?"

## **Empowering Questions:**

- "What strengths or abilities do you possess that can help you overcome these challenges?"
- "What past successes can you draw upon for inspiration?"
- "How can you reframe this situation to see it as an opportunity for growth?"

## **Accountability Questions:**

- "What commitments are you willing to make to yourself?"
- "How will you hold yourself accountable for following through on your action plan?"
- "What potential barriers might prevent you from staying on track, and how can you address them?"

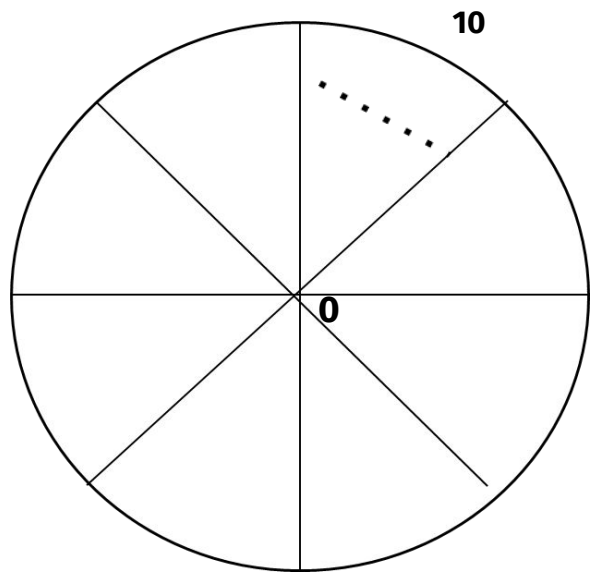
# The Student Wheel

The Student Wheel is a framework used to address various aspects of student development comprehensively.

It typically consists of different dimensions or domains that contribute to a student's overall well-being and success. Each dimension represents an area where students can grow and develop skills, competencies, and behaviors that contribute to their overall growth and success.



# The Student Wheel

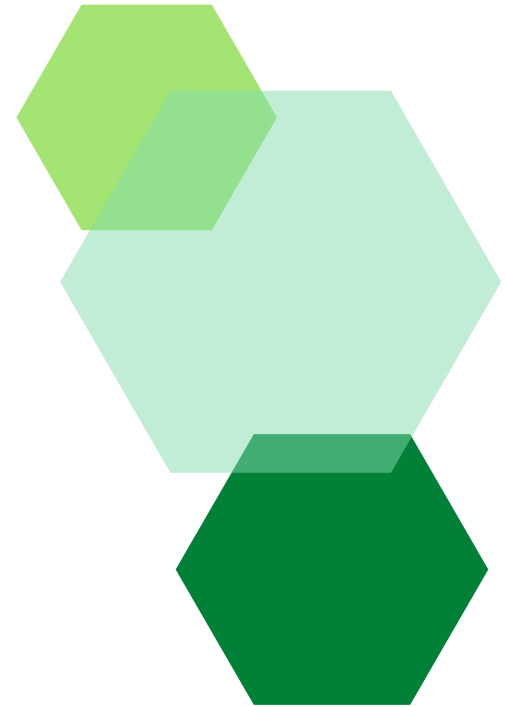


How satisfied am I?

0 Very bad

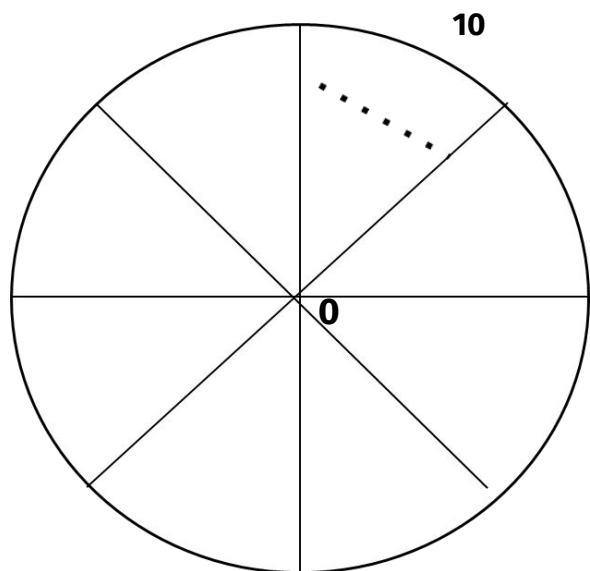
10 Very good

- Study motivation
- Concentration
- Group tasks
- Individual tasks
- Test and examinations
- Motivation to learn
- Study stress
- Relationships teachers
- Relationships friends
- Leisure
- Diet
- Sleep
- Own suggestion





# The Working Weel

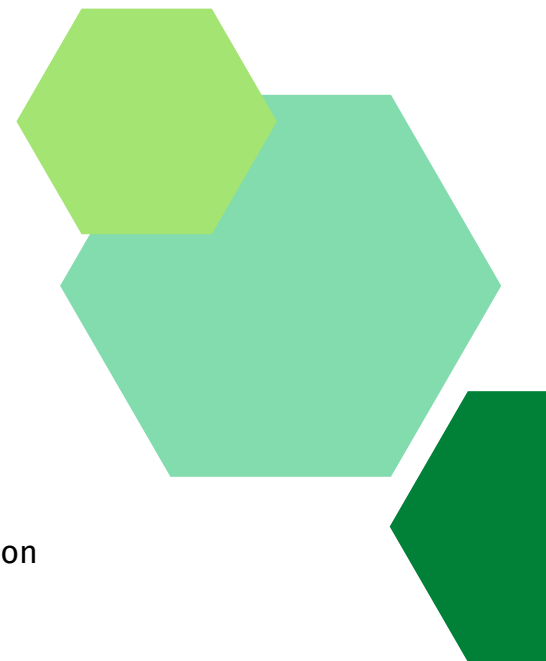


How satisfied am I?

0 Very bad

10 Very good

- Different types of conversations
  - Setting your own goals
  - Organize and plan
  - Reflection and evaluation
  - Parent contacts
  - Administrative tasks
  - Give feedback
  - Prioritize
  - Meetings
- Own suggestions



# Explore the Wheel

- Ask general questions about the wheel. What are the strong parts in the wheel? Which “pieces of the cake” belong together? What do you see as developable?
- Go deeper into each “piece of cake”. Let the coachee put words to the current situation in each “piece of cakes”.
- Let the coachee choose a “slice of the cake”.



## **Exercise:**

- Work in pairs. Share the time to be a coach and a coachee.
- Explore an area of questions with help of scales.
  - Remember that it should be the coachee's agenda!





## Remember:

SMART goals are a powerful framework for effective goal setting.

By following the SMART criteria, you can create goals that are more likely to motivate you and lead to success



- The goal must be clear and specific, to better focus your efforts
- The goal must be measurable so you can monitor your progress and stay motivated
- The goal must be achievable, it must challenge but be realistic
- The goal must be important for the coachee
- The objective must have a deadline to focus on and plan the activities.

# Desired Mode and Goal

## **Communicate dreams**

Set the course

Create target images

## **Setting overall goals**

## **Sub-goals**



# Outdoor and indoor goals

- **Outdoor goals (overall goals)** - Goals to be achieved after the day's conversation "out there". This is a goal the coachee/group wants to achieve after the conversation, outside the coaching room.

"What do you want to achieve in the long run?"

- **Indoor goals (sub-goals)** - Goals to be achieved before you part "in here, now": What does the coachee/group want, or know, when the conversation is over? For example, it can be a feeling, a decision made or an action plan.

# Summary of Tools for a Coaching Approach

- Create a good relation and trust
- See, confirm and be curious
- Be present
- Active listening on multiple levels
- Ask powerful and open questions
- Be respectful and considerate
- Provide and ask for coaching feedback

**Here you will find more information about the project and many resources that are free for you to use.**

**<https://www.facebook.com/groups/2585319268294826>**

**<https://educoachproject.eu/>**



# THANK YOU

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