

## A snapshot of various coaching approaches/models

Coaching is not defined consistently across the coaching in education literature, and the various types of coaching that exist just seems to add to the confusion. I like the way Elena Aguilar (*The Art of Coaching*, 2013) describes what coaching is *not* and lays out coaching models as primarily *directive* (behaviour focused) or *facilitative* (belief/being focused) and introduces the *transformational* (being, behaviour and belief) model. Each model has their own supporting strategies and processes. Rather than promote one particular type of coaching, I use a patchwork quilt approach and use elements from a variety of models to create my coaching quilt. Jim Knight (*Instructional Coaching*, 2007, 2017) lays out three models of coaching in this useful diagram:

Three Models of Coaching

Facilitative	Dialogical	Directive
Coach does not share expertise	Coach shares expertise dialogically when appropriate	Coach's expertise is the focus of the coaching session
Teacher does most of the thinking	Coach and teacher think together	Coach does most of the thinking
Teacher-focused goal	Student-focused goal	Strategy-focused goal

For a more detailed explanation of the three models, you can check out Jim's blog post [here](#).

I prefer to use the term *mentoring* rather than *directive coaching*. For me, both stances are important but serve different purposes. The trick is to know when to shift stances based on the relationship, context, and needs. Rather than get too hung up on the terminology or models, I find it most useful to reflect on which models resonate for a particular context and for each coach's vision/mission statement.

The following is certainly not an exhaustive list and in no particular order. I have focused mainly on eight coaching in education models:

1. **Transformative Coaching**- Elena Aguilar, *The Art of Coaching* (2013). Draws from: ontological coaching, cognitive coaching and systems thinking. This model is introduced in this module and its process is broken down into:

The Coaching Conversation:

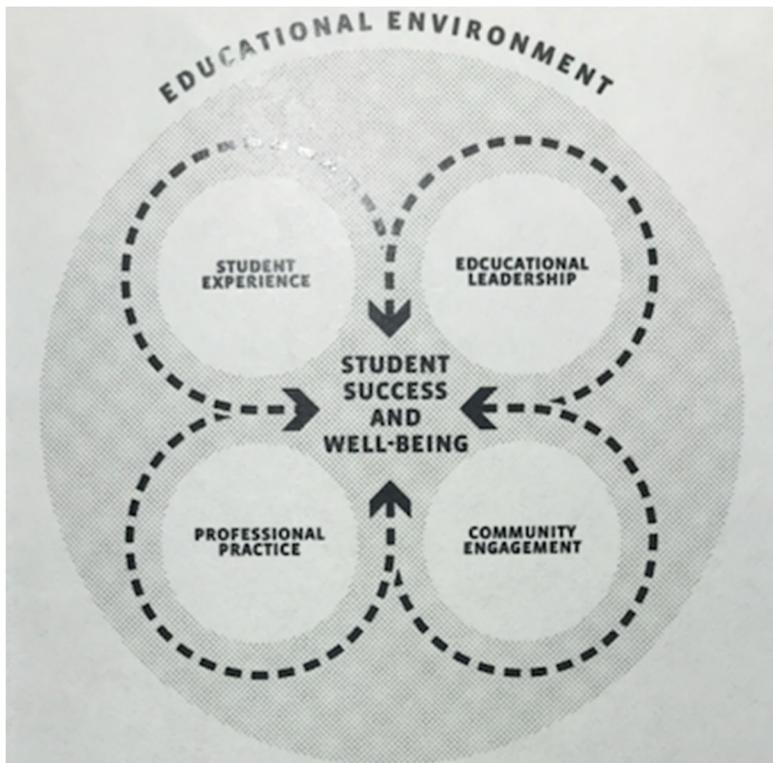
### *Planning for a Coaching Conversation*

1. Where does my client need to go?
2. Who do I need to be?

### *The Arc of a Coaching Conversation*

1. Check in and chat
2. Create a plan for the conversation-- "What's on your mind?"
3. Check in on previous commitments-- "How'd that go?"
4. Engage in coaching stances and approaches
5. Determine next steps
6. Reflect on conversation and ask for feedback

2. **Growth Coaching-** Growth Coaching International (GCI), John Campbell & Christian van Nieuwerburgh (newest book 2018). Draws from positive psychology, Appreciative Inquiry and Positive Organizational Scholarship. \*GCI has just partnered with Instructional Coaching Group (Knight), so more developments are likely on route. I have included a photo of the newest framework from this partnership here (it was in my conference package). I also include the GROWTH process here, but we will go into more detail next module:



### **THE GLOBAL FRAMEWORK FOR COACHING AND MENTORING IN EDUCATION**

*van Nieuwerburgh, Knight and Campbell (In press)*

The framework helps provide a coherent framework to assist in the implementation of coaching initiatives in schools. Exploring these various 'portals' with colleagues and what they might mean for your own school context will help determine where to start, and how to develop longer term plans for coaching in your context.

*Nieuwerburgh, C., Knight, J. & Campbell, J. (in press). Coaching in education. In P. Brownell, S. English & J. Manzi-Sabatine (Eds.), Professional Coaching: Principles and Practice. New York: Springer.*

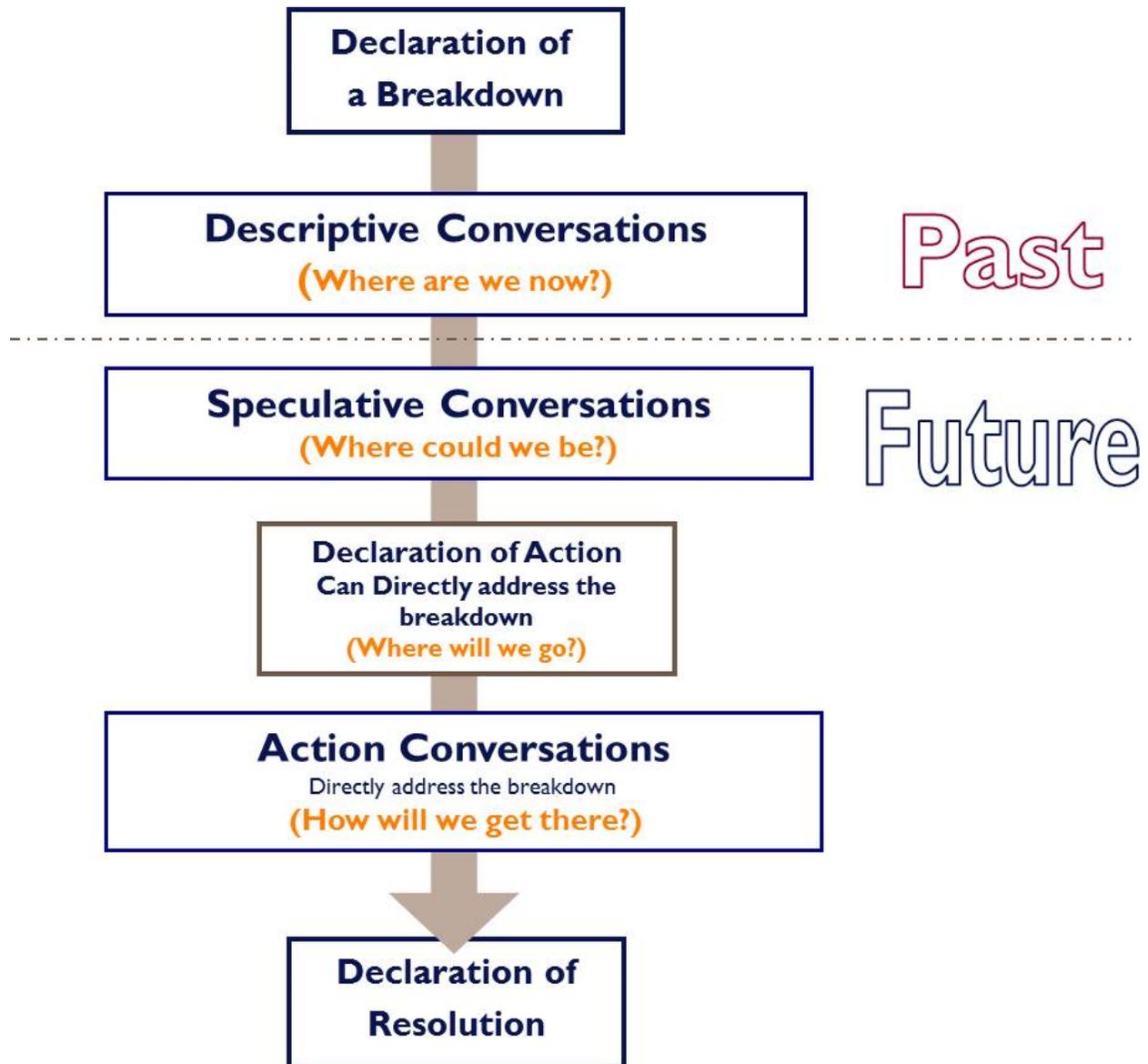


- Instructional Coaching-** also called Dialogical Coaching, Jim Knight (2007, 2017, forthcoming). Highly influenced by solutions-focused coaching, instructional intelligence, and cognitive coaching. We will look more deeply at *Knight's impact cycle* in an upcoming module. He uses PEERS (Powerful, Easy, Emotionally Compelling, Reachable, Student-focused) goals and the '10 best questions' guide that I have attached to the coaching-in-action resource list within his instructional coaching cycle.



9. What teaching strategy can you use to hit the goal?
10. What are the next steps?

4. **Ontological Coaching-** Ontological coaching stems from the philosophies of Martin Heidegger, J. L. Austin and John Searle together with the work of a number of Chileans – Humberto Maturana, Fernando Flores and Rafael Echeverria. Ontological Coaching is about generating shifts in a coachee's "*way of being*". For Ontological coaching, there are 3 types of conversations: Descriptive, Speculative & Action that work in this sequence:



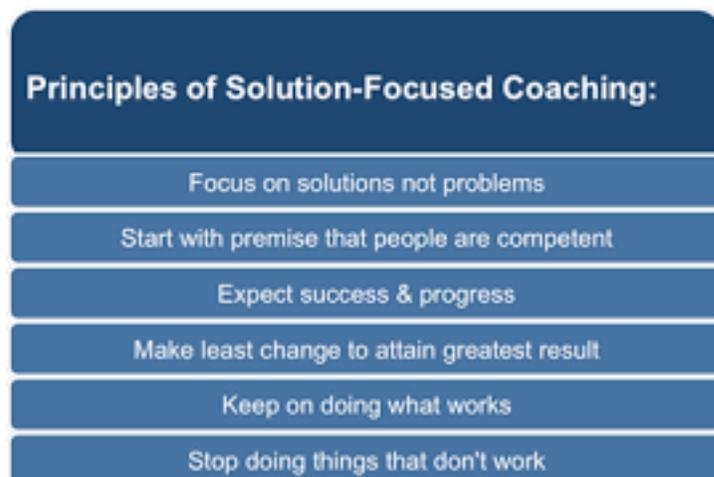
5. **Cognitive Coaching-** Costa & Garmston (1998,2002, 2015). Influenced primarily by clinical supervision theory and metacognition. According to an ASCD Educational leadership article found [here](#), "Cognitive Coaching is a process during which

teachers explore the thinking behind their practices. Each person seems to maintain a cognitive map, only partially conscious. In Cognitive Coaching, questions asked by the coach reveal to the teacher areas of that map that may not be complete or consciously developed. When teachers talk out loud about their thinking, their decisions become clearer to them, and their awareness increases." Cognitive Coaching uses a three-phase cycle similar to teacher evaluation through clinical supervision: *preconference* (1) What are your objectives? (2) How will you know when you've reached your objectives? (3) What is your plan? and (4) On what other aspects of your teaching do you want information?; *observation--* , and *postconference--* *How did you know the lesson was a success? How did you feel about the lesson? How can you use what we have discussed in future lessons?*

- 6. Solution-Focused Coaching-** Paul Z Jackson and Mark McKergow (2002, 2007, 2011). Influenced by strengths-based approaches and uses the OSKAR (Outcome, Scale, Know-how, Affirm & Action, Review) process. This model introduced the scaling approach that is used frequently in other coaching models (On a scale of 1 – 10, where 1 represents x and 10 represents y, where are you in relation to this goal.). Each phase focuses on a particular element

Some questions used in the Know-How phase are: What skills/knowledge/attributes do you currently have that will help you? When have you done this/something similar before? What would others say is working for you?

For the outcome stage: what is better? What did you do that made change successful? What do you think will change next?



# OSKAR Coaching model

O

Outcome

• Desired outcome of objective of the coaching

S

Scale

• Assessment of the gap between present reality and the outcome

K

Know-how

• Required skills, knowledge, qualifications, attributes etc required

A

Affirm + Action

• What is working well already + what is required to close the gap

R

Review

• Reflection on previous progress (beginning of next session)

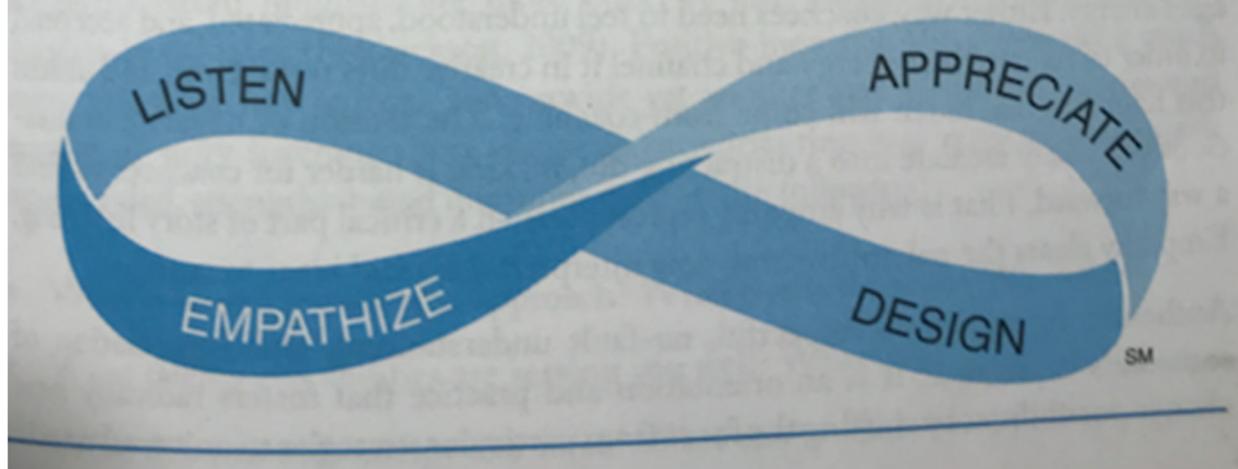
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The Solution Focus (Mark McKergow & Paul Z. Jackson)

7. **Evocative Coaching**- Megan and Bob Tschannen-Moran (2010, 2018). Influenced by Adult learning, humanistic and positive psychology, Appreciative Inquiry, Design thinking, system change, mindfulness. Uses the mobius strip to represent its 2 turns, 4 steps and 16 style points process (I was only able to use photos from their latest book- sorry for the quality).

FIGURE 1.2 The Möbius Model



## THE TWO TURNS, FOUR STEPS, AND SIXTEEN STYLE POINTS OF EVOCATIVE COACHING

### The Evocative Coaching Dance

#### LOOP I—The No-Fault Turn

##### Step 1: Story Listening

1. Establishing Rapport
2. Celebrating Progress
3. Exploring Stories
4. Attentive Listening

##### Step 2: Expressing Empathy

5. Offering Empathy Reflections

##### The Learning Brief

6. Clarifying the Focus

#### LOOP II—The Strengths-Building Turn

##### Step 3: Appreciative Inquiry

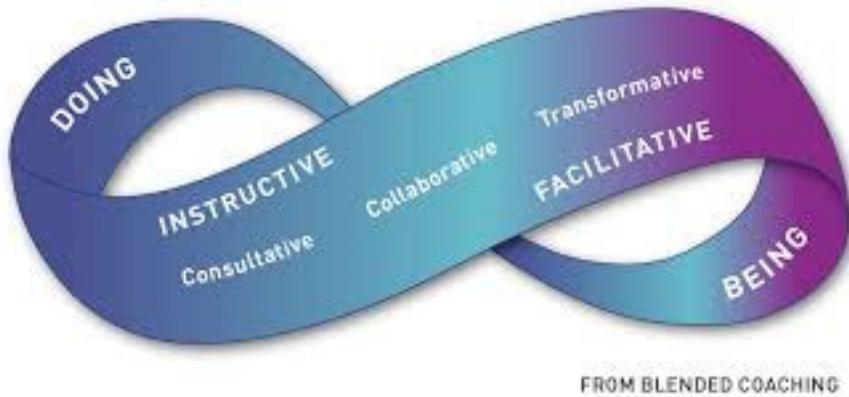
7. Discovering Strengths
8. Exploring Opportunities
9. Framing Aspirations
10. Identifying Resources

##### Step 4: Design Thinking

11. Brainstorming Ideas
12. Designing a SMARTER Experiment
13. Confirming Commitment
14. Rolling With Resistance
15. Exploring Systemic Change
16. Session Feedback

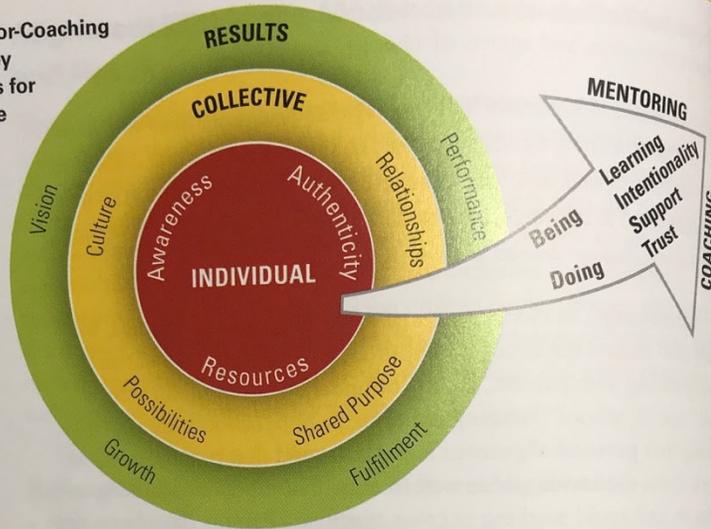
8. **Blended Coaching-** Gary Bloom, Claire Castagna, Ellen Moir, Betsy Warren (2005). Influenced by cognitive coaching, ontological coaching, life coaching, and peer

coaching. Focus is on leadership coaching for principals and uses the mobius strip like Tschannen-Moran.



- 9. Mentor-Coaching-** Kate Sharpe & Jeanie Nishimura (2017). This model combines mentoring and coaching & is Canadian! It is informed by educational reform, adult learning, Appreciative Inquiry, psychology (positive, cognitive, behavioural), change management, mindfulness and neuroscience. The model focuses on coaching for principals primarily and is outlined in this picture from their book (sorry about the layout & quality):

**Figure 4.5** The Mentor-Coaching Model: Key Questions for Each Zone



### THE INDIVIDUAL/RED ZONE

**Awareness**

- What results do you want from this learning relationship?
- What strengths/expertise/wisdom do you bring?

**Resources**

- What internal and external resources do you want to access?
- What will support you in the work?

**Authenticity**

- Who do you want to be in this?
- Who are you at your best?

### THE COLLECTIVE/YELLOW ZONE

**Culture**

- What kinds of conversations does your system, school, classroom, or relationship support?
- What collective strengths do you want to leverage?

**Possibilities**

- What new possibilities are emerging?
- How does collaboration support your learning and growth?

**Shared Purpose**

- What is your shared intention?
- What matters in this for you individually? collectively?

**Relationships**

- What do you need as you build this relationship?
- What can the relationship make possible?

### THE RESULTS/GREEN ZONE

**Vision**

- Who are you becoming?
- What are the shared results you are working toward?

**Growth**

- Where is the growth?
- What has shifted?

**Fulfillment**

- How does seeking fulfillment expand what is possible in your work?
- How do you honour your core values in your work?

**Performance**

- How can you maximize your potential?
- What interference do you want to eliminate?