

- 12. Demonstrate respect for different view points.
- 13. Engage group leaders in active dialogue.

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| 14. Use humour when appropriate. | _____ | _____ | _____ |
| 15. Use self disclosure strategically. | _____ | _____ | _____ |
| 16. Listen and validate group leader's previous experience and expertise. | _____ | _____ | _____ |
| 17. Foster the idea that group leaders learn from each others' experiences. | _____ | _____ | _____ |
| 18. Help group leaders learn to support and reinforce each other and work as a team. | _____ | _____ | _____ |
| 19. Encourage group leaders to self-reflect and problem solve solutions themselves when possible. Ask questions with a positive tone to clarify issues before offering solutions. | _____ | _____ | _____ |
| 20. Praise group leaders' ideas and foster their self reflection and self learning. | _____ | _____ | _____ |
| 21. Summarise and restate important points regarding learning. | _____ | _____ | _____ |
| 22. Impose sufficient structure to facilitate learning. | _____ | _____ | _____ |
| 23. Prevent side tracking. | _____ | _____ | _____ |
| 24. Normalize learning process and difficulties when first delivering teacher workshops. Reflects on group leaders feelings and anxieties. | _____ | _____ | _____ |
| 25. Pull out "principles" from group leader's ideas. | _____ | _____ | _____ |
| 26. Know when to be flexible and allow a digression for an important issue and know how to tie it into group leader goals and learning. | _____ | _____ | _____ |

SET UP

Did the Peer Coach:

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| 27. Set up the room and chairs so that everyone could see the TV ready for tape review. | _____ | _____ | _____ |
| 28. Set a clear agenda for the peer coaching session in collaboration with group leaders. | _____ | _____ | _____ |
| 29. In advance ask group leaders to provide paperwork ready for review (e.g. teacher evaluation forms, goals and attendance list, principles covered, workshop protocols with vignettes covered etc.) Review this paperwork before starting video review to determine leader's fidelity to workshop protocols. | _____ | _____ | _____ |
| 30. When reviewing workshop protocols explore their choice of vignettes shown, role plays conducted or their reasons for not being able to adhere to the protocols. | _____ | _____ | _____ |
| 31. Check with group leaders they have read the document preparing for your video tape review (Obtaining Video Tape Review) | _____ | _____ | _____ |
| 32. After identifying group leaders' goals for the review, set realistic priorities depending on the group leaders' prior experiences and knowledge level | _____ | _____ | _____ |

REVIEW OF GOALS SET AT END OF LAST PEER COACH SESSION

Did the Peer Coach:

33. Begin by asking group leaders how they worked on their goals since the last peer coach session. Find out if they have new goals for this session.
34. Highlight any key skills used and have group leaders write down key principles of group leadership.
35. Praise and encourage group leaders for what they did well and recognize their beginning steps at change rather than correct their process.
36. Help group leaders integrate prior learning by asking them to use principles from prior sessions.
37. Explore with group leaders who didn't complete their goals what made it difficult. Help them identify how to overcome difficulties.
38. Limit the discussion to give adequate time for new learning and new DVD.

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REVIEW OF VIDEO CLIPS

Did the Peer Coach:

39. Begin the discussion by asking group leaders why they have chosen the video clip segment from their workshop.
40. Identify what the group leaders would like feed back on.
41. Give group leaders a chance to talk about their experiences.
42. Watch the video clips together and reflect on the collaborative process from the point of view of both the group leader and the teachers.
43. Asks open ended guided questions to group leaders about what was happening in the clip to support self reflection.
44. Paraphrase and highlight the key points made by group leaders and encourage them to write these down.
45. Help group leaders explore rationale for key group leadership skills (e.g. what is the value of having teachers identify their own principles?)
46. Move onto the next clip after key points have been discussed rather than let discussion go on at length (this ensures that the leaders will have sufficient time for role playing and for showing all clips).
47. Use role play appropriately to reinforce and practice new learning or suggested ideas.

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48. Encourage group leaders to refer to checklists periodically to summarize their insights and main points.

ROLE PLAY AND PRACTICE

Did the Peer Coach:

49. Ensure that the skill to be practiced had been covered in the discussion prior to asking group leader to role play (ensures likelihood of success).

50. Do several spontaneous role plays/practices that are derived from the video clip and what happened in the group.

51. Do several practice/role plays which allow group leaders to practice new skills.

52. Use all of the following skills when directing role plays/practices.

_____ Clarifies role of each participant and purpose of practice.

_____ Skilfully encourages & supports group leaders in role plays.

_____ Provide each group leader with a description of their role.

_____ Provide enough scaffolding so that group leaders are successful in their role.

_____ Coaches group leader during role play/practice to maximise success.

_____ Praise role play/practice periodically to redirect, give clarification or reinforce group leaders.

_____ Take responsibility for having given poor instructions if role play is not successful and allow actor to rewind and replay.

_____ Debrief with each group leader afterwards to help them reflect on what they have learnt.

_____ Encourage feedback from other group leader about strengths (e.g. What key group leadership skills did you see X using to make it so effective?)

_____ Rerun role play (changing roles when necessary) to consolidate learning.

CLOSING SESSION

Did the Peer Coach:

53. Begin the ending process with 10 minutes remaining.

54. Summarise the group leaders' strengths.

55. Summaries key learning points of the session (one way to do this would be to have group leaders review notes taken during the session.)

- 56. Have group leaders set goals for future teacher workshops and write them down (e.g. a group leader may strive to do more role plays, to lecture less and collaborate more, to give teachers more praise, or, to help teachers see how the strategy fits their goals, or help teachers adapt to the needs of a particular child etc.) Set up next coaching meeting time on schedule. _____
- 57. Review group leaders progress towards certification /accreditation. _____
- 58. Have group leaders complete evaluation form (Quality of Supervision form). _____
- 59. After session complete peer coach self evaluation form. _____

Remember your goal in the peer coach sessions should be to help group leaders self-reflect on their work delivering the teacher classroom management workshop and to share their observations and thoughts with each other. They should be the ones who generate the principles, describe the significance, highlight what was effective and ineffective on tapes, and demonstrate how to implement the skills in different situations. People are far more likely to put into practice what they talk about than what they hear about. The Peer Coach’s role is to clarify information when there are misperceptions or misunderstandings, to offer suggestions when needed and to support and motivate new group leaders in their learning process.