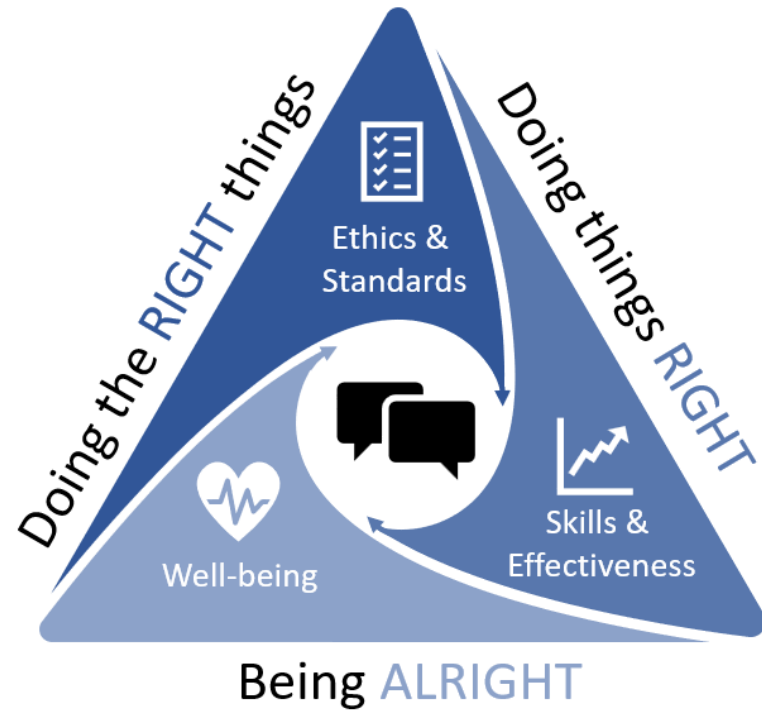


# Who's Coaching the Coaches?

## *The Importance of Coach Supervision*



***Dr Chris Baker***

 drchrisbaker



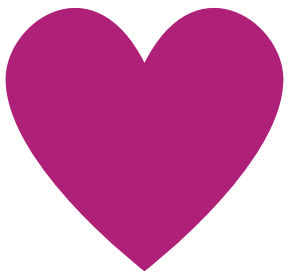
**Steplab**

# Chris Baker

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- ✓ Teacher (PE, Spanish, Maths, Science, Psychology)
- ✓ Assistant Principal (3 schools – Bristol)
- ✓ MAT Senior Leader (T&L, SCITT, PD)
- ✓ Other (CCT, BELMAS, ILM, BLOGGING @ Lookdeeper.net)



- ✓ Wife + Two Kids (Lawson (8) Darcy (11))
- ✓ Learning (T&L, Leadership)
- ✓ Cycling
- ✓ Mint Choc Ice Cream

# Who's Coaching the Coaches

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**The What and Why**



**Supervision Functions**



**Supervision Lenses**



**Putting it into Practice**

# Who's Coaching the Coaches

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The What and Why



Supervision Functions



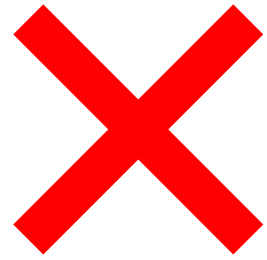
Supervision Lenses



Putting it into Practice

# Coach Supervision - The What

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Evaluation

Performance Management

Quality Assurance

Observation

Data Collection

Feedback

*“A forum where supervisees review and reflect on their work in order to do it better” (Carroll, 2007)*



*“The process by which a coach can with the help of a supervisor better understand themselves and their clients and by doing so transform their work and develop their craft” (Hawkins & Smith, 2006)*



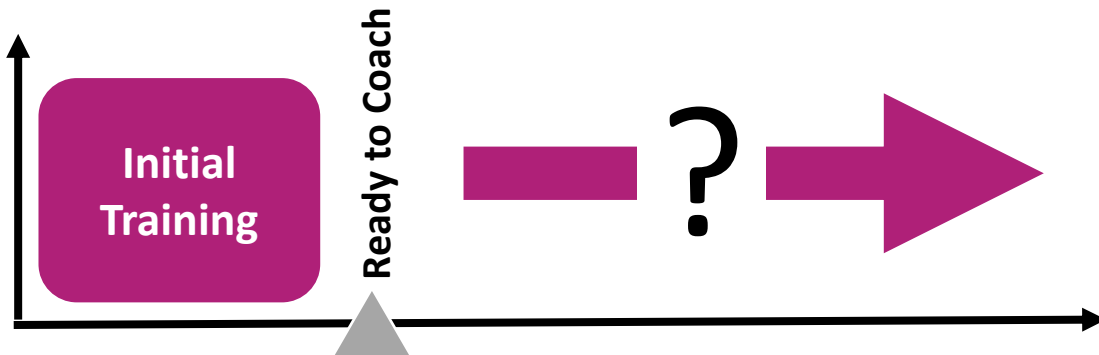
## “Coaching on Coaching”

# Coach Supervision - The Why

 Declining Professional Development



IC Implementation Challenge 4:  
Responsive Leadership



Hurdle	Outcome
The organisation / team fails to provide continuous training, models and reminders to its coaching team and staff on culture, the importance of coaching, and how to be a great coach.	Over time, the quality of coaching can dip. Staff 'forget' why they were doing it in the first place. <a href="#">LINK</a>

## Key Benefits

- Provides a protected space to reflect on practice;
- Support educational development of coaches and mentors;
- Provides psychological support;
- Promotion of consistent quality standards;
- Maintenance of ethical standards;
- Opportunity to debrief and detach from client system;
- Builds the coach's internal supervisor.

*Hawkins, (2006); Bossons et al, (2012)*

# Who's Coaching the Coaches

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**The What and Why**



**Supervision Functions**

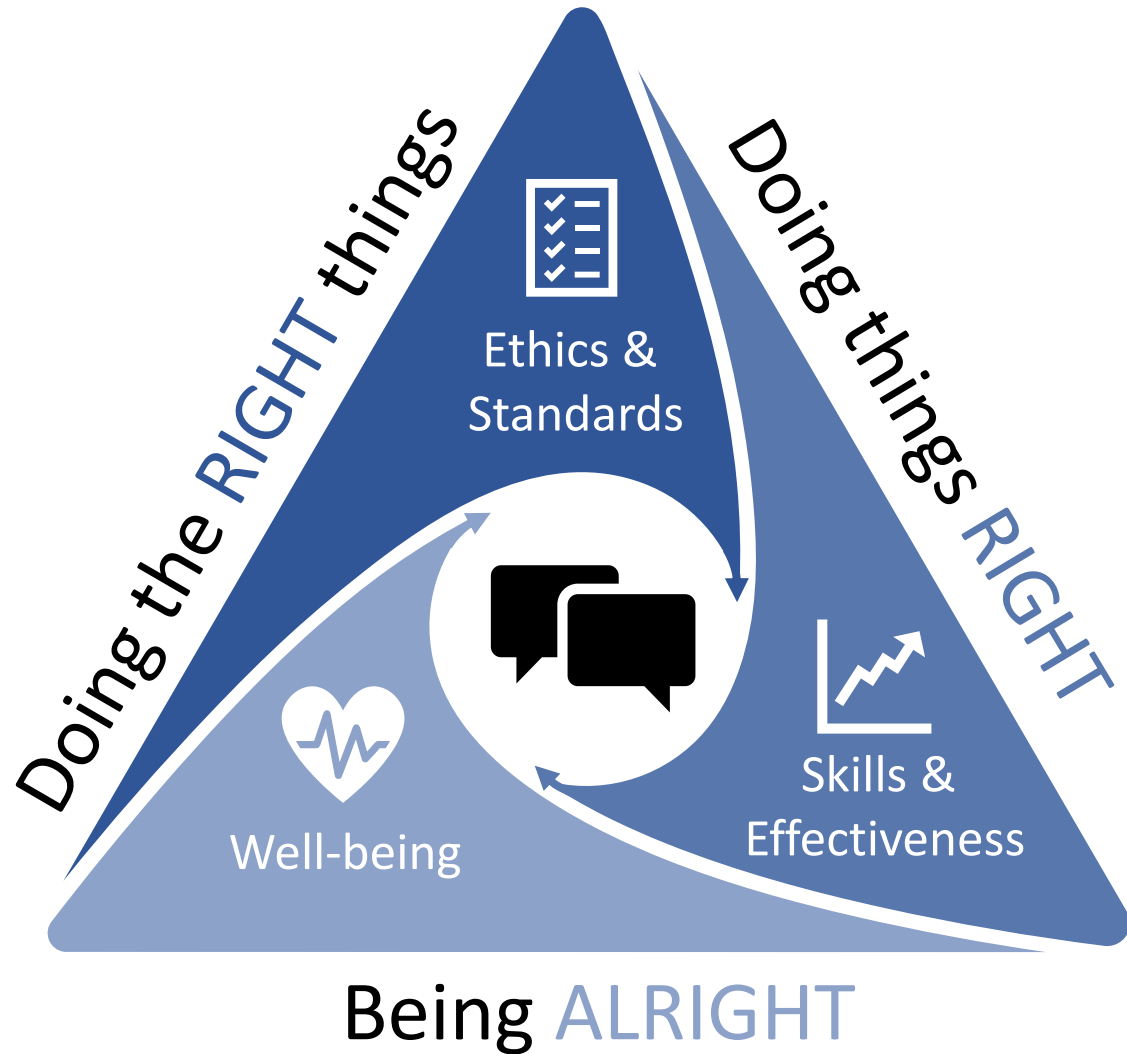


**Supervision Lenses**



**Putting it into Practice**

# Supervision Functions



The supervisor ensures that the supervisee's work is professional and ethical, operating within accepted codes, laws and organisational norms.



The supervisor acts to provide feedback or direction that will enable the supervisee to develop their skills, theoretical knowledge and personal attributes.

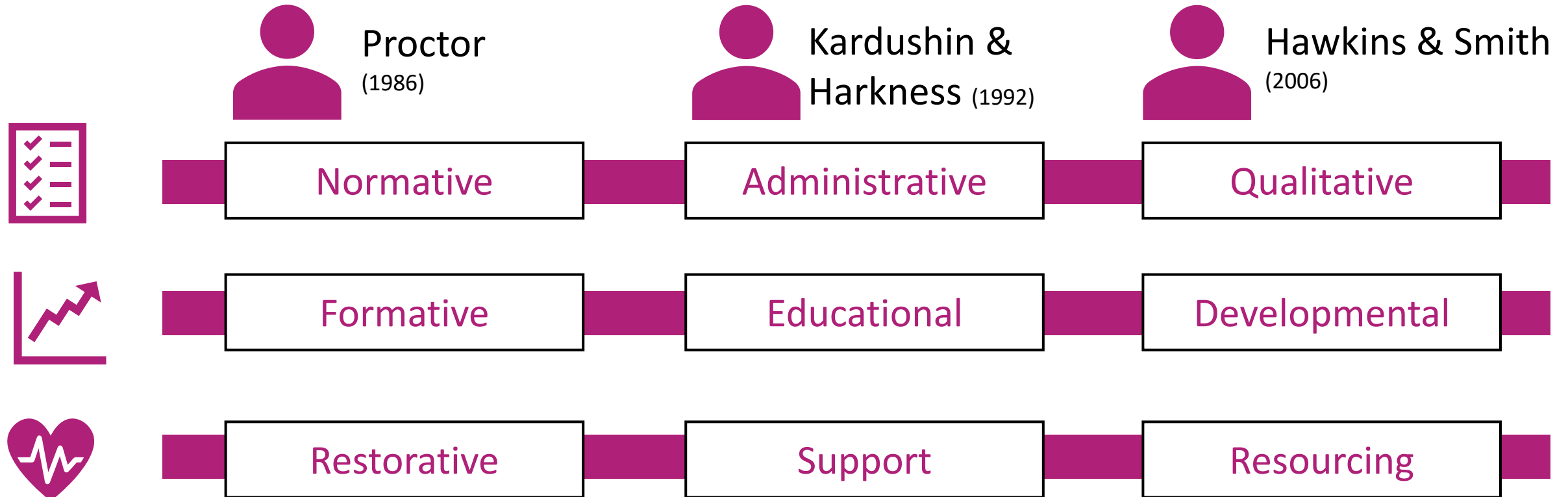


The supervisor is there to listen, support and challenge the supervisee when personal issues, doubts and insecurities arise.

# Supervision Functions

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## Researchers & Models



# Who's Coaching the Coaches

---



**The What and Why**



**Supervision Functions**



**Supervision Lenses**



**Putting it into Practice**

# Supervision Lenses

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## Relationships

The supervisor can support the assessment and improvement of the various connections that exist with a coaching system

## Responses

The supervisor can help the coach reflect on how their coachees are reacting and also how the coach themselves reacts during sessions.

## Results

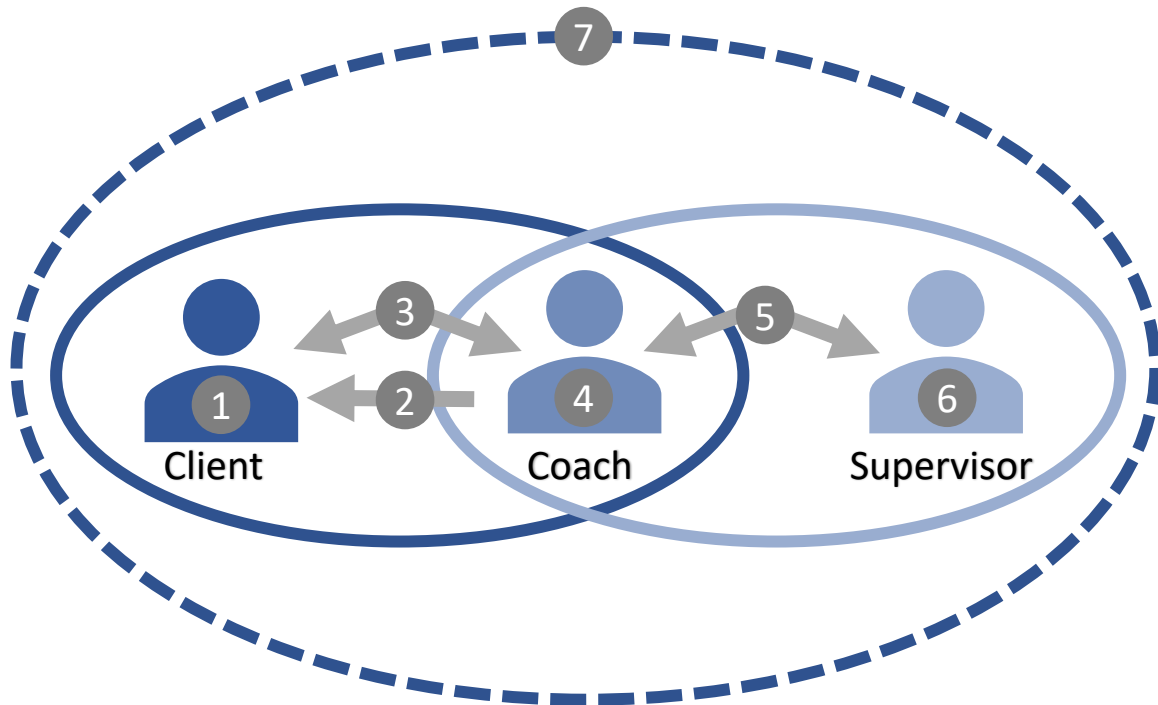
The supervisor can help the coach reflect on the impact of their coaching and evaluate its effectiveness.

# Supervision Lenses

## Researchers & Models

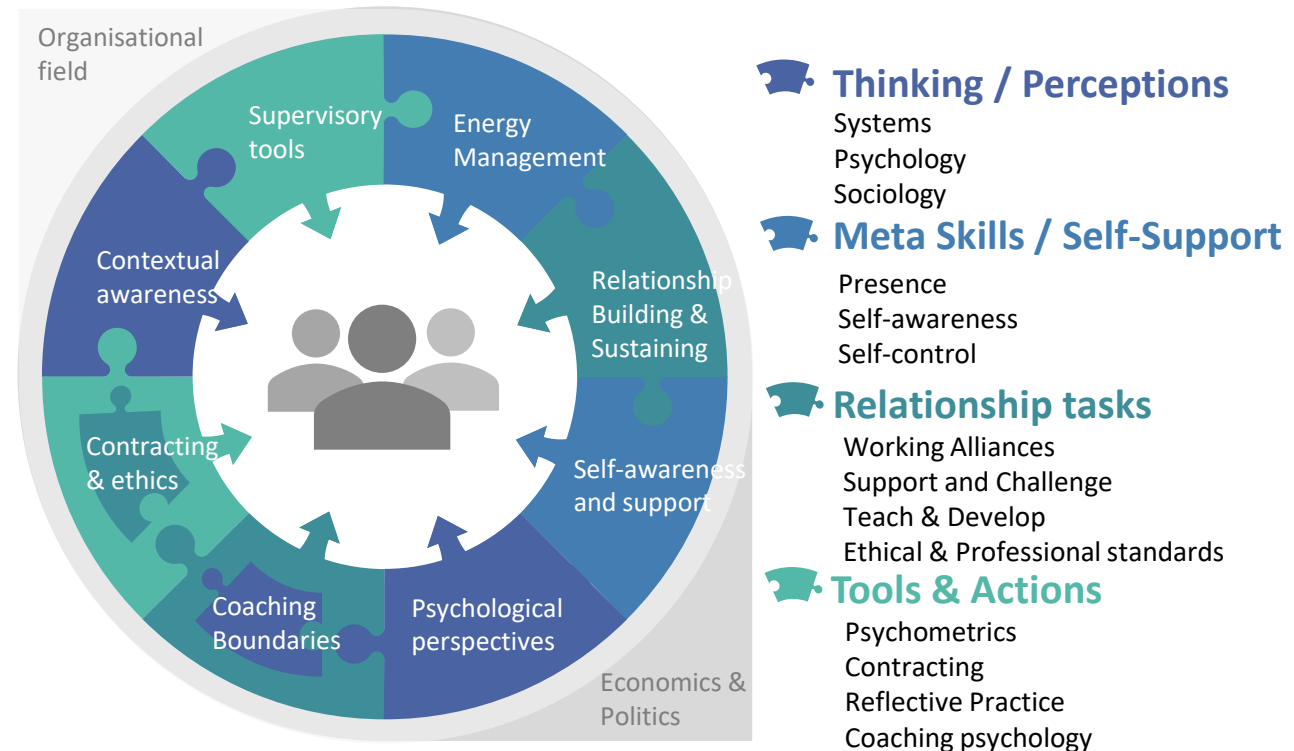
### Seven Eyed Supervision Model

(Hawkins & Shohet, 1989)



### Full Spectrum Supervision Model

(Murdoch & Arnold, 2013)



# Who's Coaching the Coaches

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**The What and Why**



**Supervision Functions**



**Supervision Lenses**



**Putting it into Practice**

# Putting it into Practice - Selection

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WHO



Experienced Coach



Instructional Coach

? Internal vs external

? General vs domain expertise

Instructional  
Coach  
Supervision

- Internal (*organizational structure, systems, processes, relationships*)
- Education expertise (*Evidence base, situational expertise*)
- Logistics (*cost, availability, continuity*)

# Putting it into Practice - Training

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## Informal

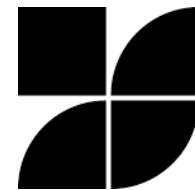
From Coach to Supervisor

- ➔ Ask *to* Offer
- ➔ Solving *to* Exploring
- ➔ Guide *to* Guardian
- ➔ Self-belief *to* Self-doubt
- ➔ Single *to* multiple contexts
- ➔ Deep *to* deeper awareness
- ➔ Single *to* multiple contexts

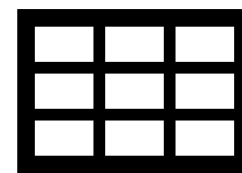
Lucas (2017)



## Formal



International  
Centre for  
Coaching  
Supervision



Other  
Courses

Click Logos to learn more

# Putting it into Practice – Session Logistics

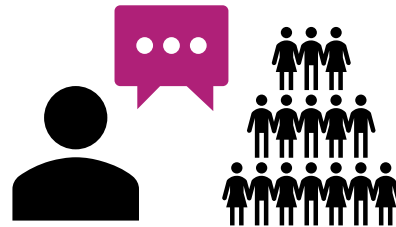
## WHEN

- 45 – 60 mins
- Regular, rhythmic frequency
- Psychological safe location
- Distraction free time

## HOW



1-1



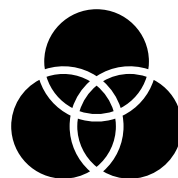
Group



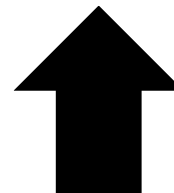
Guided  
Reflection



Analysis



Proposing



Modelling



Practice



# Putting it into Practice - QA

The evolving nature of supervision means that a definitive description of best practice is not yet fully formed.

It is however commonly agreed that supervision should be:

- ✓ Approached systematically
- ✓ Completed regularly
- ✓ Delivered individually and in groups
- ✓ Designed so as to balance coach, client and sponsor needs
- ✓ Contribute to quality assurance and professional development

EMCC Supervision Competence Framework (2019)	
1	<b>Manages the Supervision Contract and Process</b> <i>Establishes and maintains a working contract with the supervisee (and relevant stakeholders) and manages the supervision process effectively.</i>
2	<b>Facilitates Development</b> <i>Enables the supervisee to improve the standard of their practice through a process of facilitated reflection.</i>
3	<b>Provides Support</b> <i>Provides a supportive space for the supervisee to process the experiences they have with clients and to prioritise their wellbeing as a coach or mentor.</i>
4	<b>Promotes Professional Standards</b> <i>Supports high standards relating to professional, ethical and reflective practice, in coaching, mentoring and supervision.</i>
5	<b>Self-Awareness</b> <i>Consciously uses and develops their 'self' in service of the supervision relationship and process.</i>
6	<b>Relationship Awareness</b> <i>Understands and works with the layers of relationship that exist in the supervision process.</i>
7	<b>Systemic Awareness</b> <i>Is able to recognise and work with the dynamics of human systems.</i>
8	<b>Facilitates Supervision Groups</b> <i>Skilfully handles supervision group dynamics.</i>

# Who's Coaching the Coaches

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**The What and Why**



**Supervision Functions**



**Supervision Lenses**



**Putting it into Practice**

# Key Takeaways

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Training is only the start of the professional development journey for instructional coaches.



Coaches can benefit from coaching themselves



Coach supervision has established standards and good practices



Supervision needs to have the same levels of commitment, training, time protection and QA as instructional coaching itself



[CLICK FOR FURTHER READING](#)

# References

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