

EMOTION PEER COACHING GUIDE



The National Educators' Institute
2023



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The National Educators' Institute @ Bermuda College

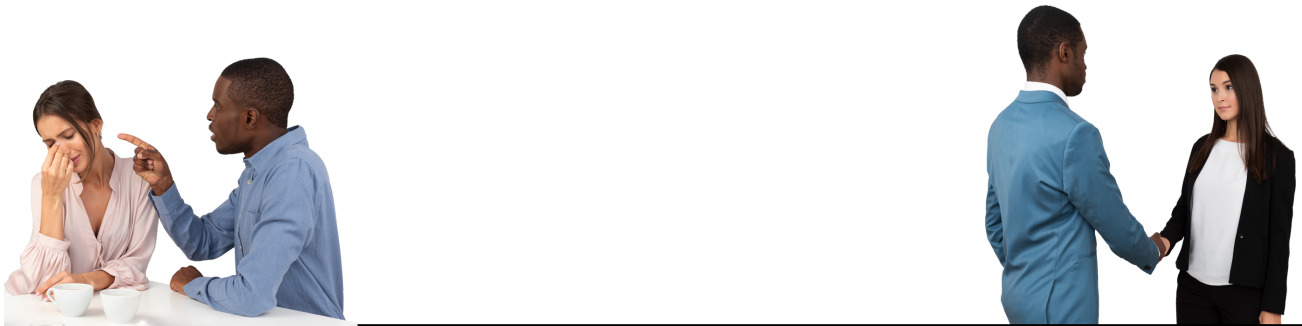
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Emotion Peer Coaching

The National Educators’ Institute deems it imperative that education professionals support each other when implementing goals set during Social Emotional Cultural Competency courses. We use Emotion Peer Coaching, a discussion protocol, to facilitate this. It serves as a vehicle for support and accountability between self-selected partners.

Peer Coaching Defined

Let’s begin by becoming clear on what Peer Coaching is and is not.



PEER COACHING	
IS NOT	IS
<ul style="list-style-type: none"> • Advising or fixing 	<ul style="list-style-type: none"> • Asking knowledge questions that prompt reflection • Asking knowledge building questions that encourage answers
<ul style="list-style-type: none"> • Transferring knowledge to each other 	<ul style="list-style-type: none"> • Learning from each other
<ul style="list-style-type: none"> • Mentoring - Providing solutions 	<ul style="list-style-type: none"> • Coaching - Helping peers to find solutions
<ul style="list-style-type: none"> • Evaluative 	<ul style="list-style-type: none"> • Safe, non-evaluative, & collaborative learning partnerships

Emotion Peer Coaching

Partners imparting knowledge and fixing others is the common theme of the “What peer coaching is not” column. Peer coaching is:

- Trusting, safe, and non-judgmental partnerships
- Listening to each other
- Prompting partners toward reflection and solutions by asking questions

Morley (2017), of the General Teaching Council for Scotland, provides an alternative way to think about the actions colleagues engage in when coaching to support professional learning. She compares coaching to mentoring.

PEER COACHING	
Does Not Look Like & Sound Like	Looks Like & Sounds Like
• Making suggestions	• Listening to understand
• Offering guidance	• Reflecting
• Giving advice	• Paraphrasing
• Instructing	• Summarising
• Telling	• Asking questions that raise awareness
• Providing evaluative feedback	• Providing descriptive feedback

Evaluative feedback is descriptive and prescriptive. Descriptive feedback uses rich vocabulary to precisely **describe aspects of a skill or an emotion**, not the **individual** whom you are addressing. This distinction is crucial to forming a safe environment that disallows judgement and invites vulnerability during emotion peer coaching.

Emotion Peer Coaching Protocol



Emotion Peer Coaching Protocol

Step 1: Clarify Norms and Expectations Prior to the Meeting

Step 2: Active Listening and Reflection

Step 3: Probing Questions and Descriptive Feedback

Step 4: Reflection and Evaluation



Emotion Peer Coaching Protocol

Partnered SECC course participants engage in Emotion Peer Coaching to help each other implement social emotional and cultural learning. Partners take turns telling the story of their practice period, the time in between Emotion Peer Coaching sessions. Within one meeting, each partner will act as coach and coachee.

Together, partners establish the allotted time for each round. When time is up and one partner desires more time, each member must agree. Any non-agreeing partner simply states, “I would like to follow the established protocol,” and the meeting moves toward completion.

Step 1: *Clarify Norms and Expectations*

Prior to the meeting:

- Establish meeting norms, expectations, and allotted coaching time per participant
- Each participant provides the focus, purpose, and strategy of their practice period
- Participants ask clarifying questions and/or researches the focus and selected strategies of their partners to ensure clear understanding

Step 2: *Active Listening and Reflection*

- Greetings and review established meeting norms
- The coachee describes their experience with the selected focus during the practice period
- The coach actively listens and:
 - Reflects what they hear the coachee saying
 - Asks open ended questions to help the coachee reflect on their experience

Sample Reflective Statements:

- It sounds like you were able to effectively reflect on your emotions during the practice period.
- I hear you saying that you experienced some success in implementing...
- It seems like you encountered some obstacles when...
- I am clear that you are trying to understand the causes of
- It sounds like you have mixed feelings about the practice period, and/but overall you found it to be a *(insert adjective)* experience

Sample Questions:

- What did you notice about your emotions during the practice period?
- What were some of the successes you had in using...
- What progress have you made with.....since our last meeting?
- What obstacles did you encounter and how did you respond to them?
- What do you think caused you to experience *(insert expressed emotion)* when...
- What adjustments did you make to the strategy you laid out in your PACT+ goal?
- How did you feel about the practice period overall?

Emotion Peer Coaching Protocol

Step 3: Probing Questions and Descriptive Feedback

1. The coach asks probing questions to prompt deeper thinking and reflection. The coach also provides descriptive feedback of what was shared
2. The coach avoids making suggestions or prescribing solutions
3. The coachee responds thoughtfully
4. Repeat steps 2 and 3 with each partner

Sample Questions:

- What strengths did you demonstrate in your efforts to (intended goal/focus) during the practice period?
- How might you build on your strengths to continue to develop...?
- What resources could you look to for support/continued growth?
- In what ways might be impacting your decisions/actions?
- What do you think your two most effective actions were during the practice period?
- What made (*describe an action the coachee defined as effective*) work well?
- What did you learn about your self/emotions since the last time we met?
- What is another way you might...?
- Paint an ideal picture of this scenario

Sample Descriptive Feedback

- When you spoke of (*scenario*), you showed particular strength in your ability to (*eg. identify and label you emotions accurately*) [remember descriptive feedback focuses on a skill, it is not about what the coach likes or does not like]
- I noticed that you defaulted to (*state emotion or behaviour*) each time....
- When you (*select part of scenario*) I noticed that you were able to express your emotions clearly and assertively without becoming (*eg. defensive*) or (*eg. confrontational*)
- As you relayed your experience, I noticed that you showed some skill in _____.

Sample Coachee Response Statements:

- I believe I demonstrated a strong understanding of...
- Your descriptive feedback is making me think about how others....
- You are causing me to think more deeply about...
- I think I understand what you mean when you said... It meant...
- I think I will continue to/build on...
- I need to be more mindful of...

Emotion Peer Coaching Protocol

Step 4: Reflection and Evaluation

At the end of the meeting Emotion Peer Coaching partners:

- Reflect on the session and evaluate the effectiveness of the practised focus/strategies
- Document key accomplishments resulting from the emotion peer coaching session
- State areas where coachee improved and note areas where coachee can grow
- Establish and document next actions for each partner
- Partners exchange statements of encouragement
- Schedule next meeting including a date by which to complete Step 1

Sample Questions:

- What did you learn about yourself during the emotional peer coaching session?
- What is there to learn here?
- What challenges did you encounter and what can be done so that they do not occur next time?
- What is the most important thing to work on?
- What did you find most helpful about this emotional peer coaching session?
- What will you pay particular attention to for your continued growth, that we will discuss in our next meeting?
- Is there a specific way that I might be able to support you?



Reflective Listening

Reflective Listening

Reflective listening assures our Emotion Peer Coaching partners that their voices are heard and understood. It provides the reflecting coaching partner with the certainty that they understand what is being said and felt.

Three key actions comprise reflective listening during Emotion Peer Coaching. You:

- Take the time to understand what your partner is saying
- Empathise and tune into what your partner is feeling
- Restate your partner's statement to confirm your understanding of your partner's words, intonation, and body language.

Doing these three things helps to craft reflective statements that:

- Identify the key thing your partner is highlighting
- Paraphrase or restate your partner's statement, noting how they may feel

Be careful that when you provide reflective listening you do not:

- Ask questions
- Make it about you and what you want

Reflective Listening Practice

Below are examples of reflective listening statements.

Original Statement: "I've been feeling really stressed lately with all the grading piling up from exam period. That deadline is looming."

Reflective Statement: "It sounds like you've been under a lot of pressure to meet the grading deadline for all of your classes."

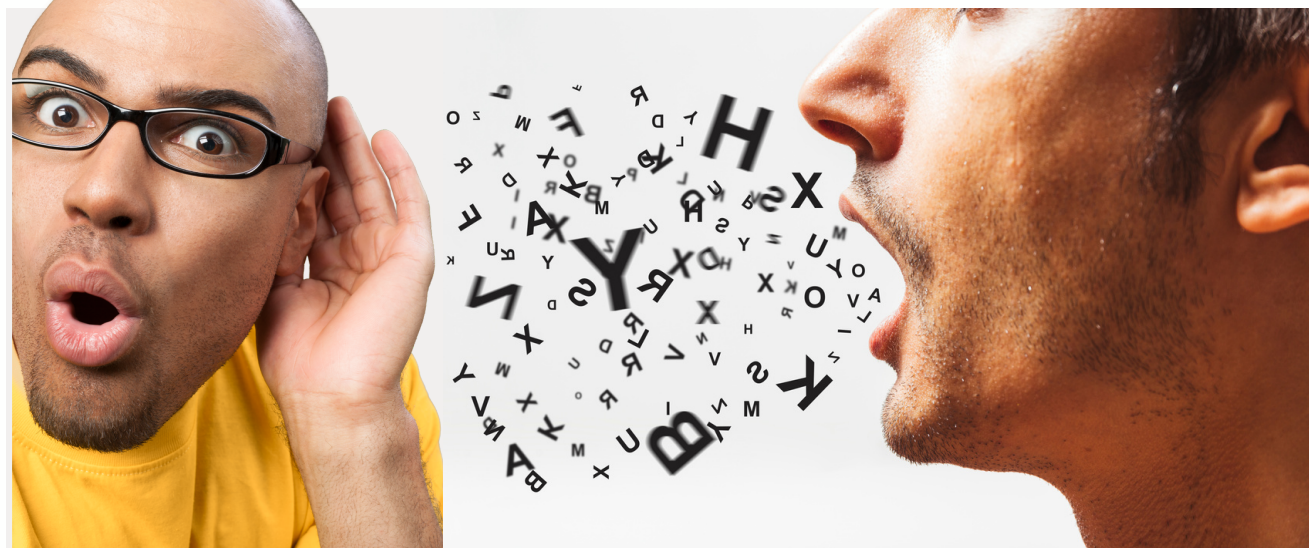
Original Statement: "You keep misinterpreting what I am trying to tell you."

Reflective Statement: "I am hearing that you are frustrated because I am missing the meaning or context of what you are sharing."

Original Statement: "I had a meeting with a student's parents, and they seemed frustrated with the school's approach to cultural diversity."

Reflective Statement: "It seems like the meeting with the student's parents left you with the impression that they are dissatisfied with how the school handles cultural diversity."

Reflective Listening Practice



Reflective Listening Practice

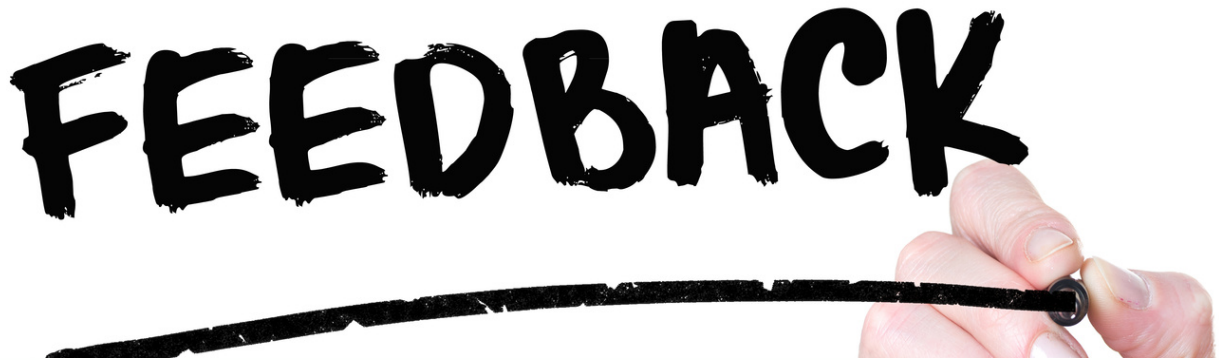
Provide reflective listening statements for the following. Get feedback from a social emotional colleague regarding the effectiveness of your responses..

Original Statement 1: "I'm worried that some of my teaching materials might not be culturally inclusive, and I want to create a more welcoming environment for all students."

Original Statement 2: "I am struggling with all the responsibilities and expectations of being a new teacher."

Original Statement 3: "I had a misunderstanding with a colleague from a different cultural background. I am uncomfortable with some things that were said and I hope it doesn't impact our working relationship."

Descriptive Feedback



Descriptive Feedback

In Emotion Peer Coaching, we use descriptive feedback as an alternative to praise. Descriptive feedback positively states the skills or behaviours exhibited by partners that move them closer to their goal.

When you offer descriptive feedback you should:

- Be specific about the skill that caused progress or success
- Highlight strengths that lead to progress or success
- Make connections between your partner's actions and their purpose
- Acknowledge the effort your Emotion Peer Coaching partner put into an achievement

How can praise be problematic? Praise often promotes judgement which leads to a fixed mindset, where partners may associate value for their ability with the praise they receive. By using descriptive feedback and acknowledging the skills and efforts leading to success, we establish conditions for a growth mindset and improvement (Dweck, 2006). Descriptive feedback prompts internal motivation for progress within our partners, rather than the desire for external validation.

Use descriptive feedback to focus on the well executed and improved behaviours and skills your partner demonstrated during the practice period. Offer specific and objective observations about what was done well. Rather than saying, "Great job!", you might say, "I noticed you consistently took the time to stop, focus, and feel the emotions in your body when you talked about feeling triggered. You demonstrated great discipline to slow down and identify that in the heat of the moment."

Praise vs. Descriptive Feedback Scenarios



Here are samples of praise vs. descriptive feedback.

Scenario 1:

Teacher A: (Using Praise) "Great job! You handled that situation well!"

Teacher B: (Using Descriptive Feedback) "I noticed that when the student became upset, you actively listened to them, validated their feelings, and helped them find a solution. Your empathetic approach created a safe space for the student to express themselves openly."

Scenario 2:

Teacher A: (Using Praise) "You're a natural at managing emotions!"

Teacher B: (Using Descriptive Feedback) "Throughout this emotion peer coaching session, I observed how you utilised deep breathing techniques to calm yourself before responding to a challenging situation. Your self-awareness and self-regulation skills were impressive and contributed to a positive outcome."

Scenario 3:

Teacher A: (Using Praise) "You're so good at handling conflicts!"

Teacher B: (Using Descriptive Feedback) "In the conflict you mediated, I noticed how you actively listened to both parties, helped them identify common ground, and encouraged them to find a resolution together. Your guidance and facilitation skills were essential in de-escalating the situation."

Scenario 4:

Teacher A: (Using Praise) "You're a natural at understanding students' emotions!"

Teacher B: (Using Descriptive Feedback) "I saw how you created a supportive environment in your classroom, allowing students to openly share their emotions. Your ability to empathize and validate their feelings nurtured a sense of trust and emotional safety among your students."

Clarifying Norms & Expectations Template

Complete this template, prior to your Emotion Peer Coaching sessions, to clarify understanding the meeting's norms, expectations, and objectives, to ensure a productive Emotion Peer Coaching experience.

Meeting Norms and Expectations: (Collaborate)

Select 4 - 5 norms and expectations best suited for your partnership. Or, start from scratch. What's crucial is that each partner agrees to the norms and expectations.

1. All participants will actively listen and engage in a respectful and non-judgmental manner.
2. Each participant will have an allotted coaching time of ____ minutes per session.
3. Confidentiality will be maintained regarding the discussions and personal experiences shared during the coaching process
4. We will create a safe and supportive space for open communication and vulnerability.
5. Be respectful of each other's time and opinions.
6. Be open and honest in your feedback.
7. Be willing to experiment with new strategies.

Your Focus, Purpose, and Strategy: (Complete then email to partner/s)

Name:

Focus: What social emotional cultural aspect did you work on during this practice period? (e.g. Managing frustration when facing unexpected challenges.)

Practice Purpose: What specific outcome did you aim to achieve or improve during the practice period? (e.g. I wanted to incorporate healthier coping mechanisms like asking for help and self-advocating during challenging situations.)

Strategy: What approach or strategies did you implement to work on your chosen social emotional cultural focus/purpose? (e.g. I took the time to identify my needs, I let others know how their actions made me feel, I used breathing and mindfulness exercises when I felt frustrated.)

Clarifying Norms & Expectations Template

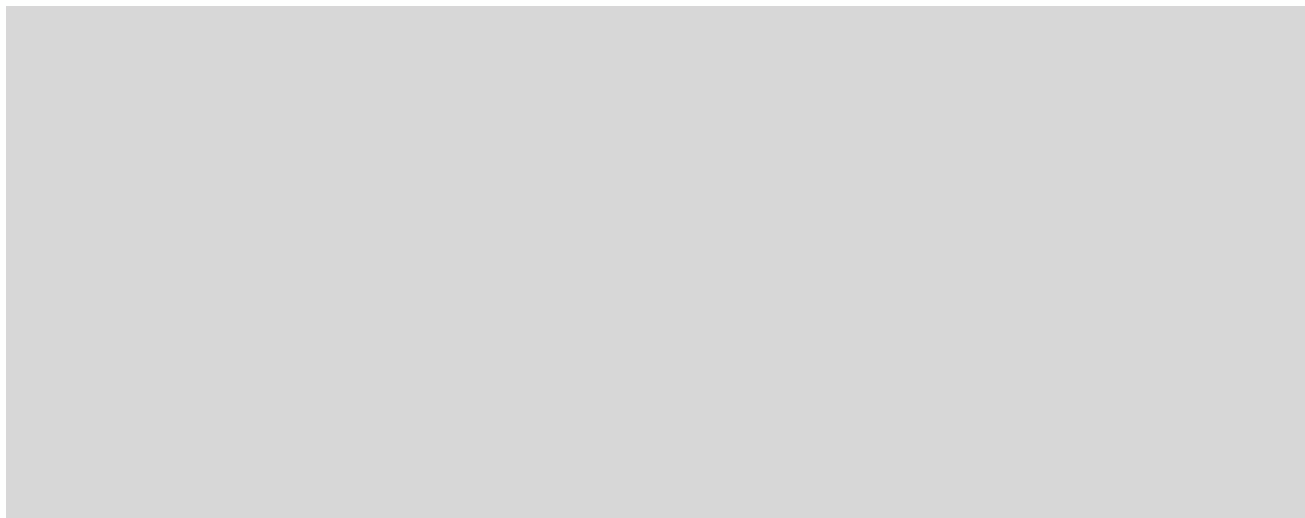
Complete this section to adequately fulfill your coaching role, Do not fill it out for yourself.

Clarifying Questions and Research:

Questions for Partner:

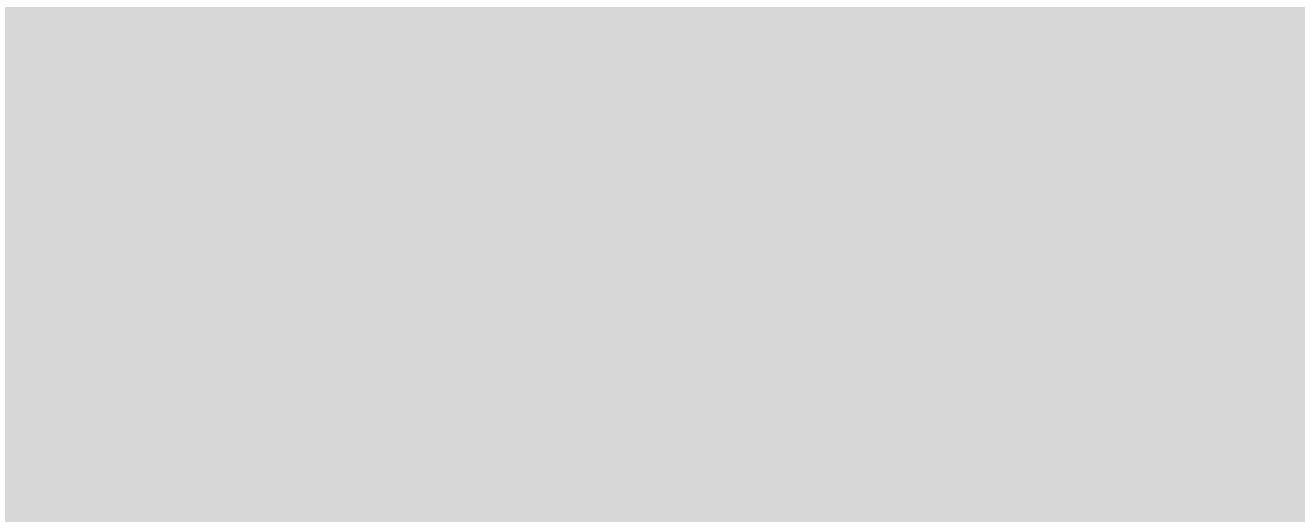
What aspects of your partner's focus, purpose, or strategy would you like to seek clarification on?

Example: How do you plan to incorporate mindfulness techniques into your daily routine?

A large, solid gray rectangular area intended for the user to write their responses to the questions for their partner.

Research:

If you are unfamiliar with your partner's chosen emotion or strategy, take some time to research and familiarize yourself with it. Example: Research various mindfulness exercises and their benefits in managing emotions.

A large, solid gray rectangular area intended for the user to write their research notes.

Reflection & Evaluation Template

This template supports step 4 of the Emotion Peer Coaching process. Complete it for yourself.

Name:

What are the important things I learned, realised, or valued about this emotion coaching session?

Where have you had improvement?

Where do you need to grow?

What are my next steps?

Next meeting date and Step 1 date?

