

## ALL-SR Coaching: shortlist of coach competencies

An ALL-SR coach might want to pay attention to coaching skills in his sessions with learners. Therefore we listed the most valuable skills and behaviors for the ALL-SR coaches.

We invite coaches to have a look at the list below and eventually pick some learning goals for themselves.

1. The coach establishes rapport with the learner. This includes
  - treating the learner as an autonomous adult, responsible for their own learning
  - recognising and respecting their own and the learner's (culturally bound) motives, values, beliefs, needs.
2. The coach communicates effectively with learners who have limited language skills.
3. The coach makes flexible use of the whole coaching process during the sessions: getting started, goal adjustment, identification of resources, action planning, carrying out actions by the learner, monitoring, evaluation and readjustment.
4. The coach encourages the learner to identify their own learning goals, strategies and actions, then to trial those strategies and actions - accepting 'failure' and learning from it. The coach demonstrates respect for the learner's choice of goals, strategies and actions, and shows trust in the learner's ability to refine and develop their goals, strategies and actions.
5. The coach asks questions that raise the learner's level of awareness (including self-awareness) and help the learner take responsibility for their own learning. The coach does this by asking different types of questions, calibrated to the learner's language and approach to learning; and by summarizing and paraphrasing the learner's responses.
6. The coach supports the learner (primarily by questioning) to reflect and evaluate the learning process.
7. The coach challenges the learner, in ways that are supportive and constructive, when helpful to the learner's progress.
8. The coach builds the learner's confidence and reinforces the learner's sense of self-efficacy at all times, including by recognising and drawing the learner's attention to learning progress, including small steps, and helps the learner connect this progress to their own learning effort.
9. The coach elicits feedback from the learner and critically reflects on and evaluates their own coaching skills and behaviour.