

The impact coaching can have on school development

Summary and Recommendations of the Project



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Summary of the Project

All staff to move to their next level of professional competence:

Coaching partners are identified through appraisals and MER cycle outcomes from previous academic year.

Induction for new staff is delivered to ensure the quality of teaching and learning is both maintained and developed.

Appraisal Cycle identifies areas of strength and areas for development CPD opportunities are matched to identified areas.

Coaching and preferred pedagogy is launched to staff through training sessions

Coaching partners review of impact. Staff to share their success and impact of coaching. New coaching partners/ Groups identified or remain. Coaching Action Research to be shared

Training delivered to staff on the practice of OWN don't RENT learning EO1 -staff time

Teaching and Learning practice is shared throughout the MAT through the delivery of TEACH FEST

Review of staff CPD and its impact on teaching and learning.

Coaching partners review of impact. Staff to share their success and impact of coaching. New coaching partners/ Groups identified or remain. Coaching Action Research/impact to be shared.

Review of teaching and learning practice allowing focus given to independence, co-production, ownership and leadership of learning

Coaching partners review of impact. Staff to share their success and impact of coaching. Coaching to feedback into the Action Research project.

Final presentation of action research project on coaching and the impact that this has had on teaching and learning.



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Why was it needed in school?

There have been some attempts to introduce coaching through the school and they have been unsuccessful

As a Senior Leadership Team we believe this approach will be beneficial to the school and to staff CPD

This year, teachers have naturally found their own coaches but this needs embedding and making more formal in order for impact to be measured formally

We currently have two Newly Qualified Teachers and a further two teachers who are new to the school, therefore this form of CPD is crucial at this time

Our staff team have many areas of skills and expertise and this needs to be used to have maximum impact across the school

As a school we are very open to colleagues visiting classes to see good and outstanding practice, coaching will formalise this

This approach will ensure that our staff have a professional language about their own learning

What did you do each term?

Impact term 1

2 teachers identified to work with coach in school, this will begin in term 2.2, evidence will be an improvement in the judgement of the next lesson observation from below the expected standard

Staff have gained ideas to impact on the quality of their teaching and the learning opportunities provided for pupils by watching what happens in colleagues classrooms, the vast majority of lesson observations in term 2.1 were at or above the expected standard based on the experience of the teacher observed

Coaching paper work will be implemented with 2 members of staff in term 2.2 as the process begins for them

Staff are seeking out CPD and coaching opportunities in order to receive rewards and improve their practice

All new staff have taken part in coaching in areas of school life and school procedures e.g. the use of the school online assessment system 'Eazmag'

Aspects of ideas shared at 'Bring and Brag' are now seen in other classrooms in school and have had an impact on subject spending in some areas

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Impact term 2

Monitoring took place of the standards of teaching by colleagues who have received coaching to ensure there is timely impact or further steps as appropriate

Continued to promote 'selling tickets' as an informal method of providing coaching throughout school and to ensure that staff in different key stages learn from each other therefore spreading good practice consistently throughout school

SLT monitored the coaching process through the paper work completed in order for any further actions to take place in a timely manner

Re-promote CPD reward cards, possibly by having a mid-year reward for the member of staff with the most points so far to raise the profile of this initiative

Ensured that all new staff have completed their induction and that staff who join us in the future receive the same coaching

Continued with the 'Bring and Brag' timetable. Modify by the class team reporting to a member of the SLT their intentions of what they would like to share in order for SLT to have input if there is something about the practice in that classroom that they would rather have shared throughout school

Recommendation 1

My First Recommendation for practice across school:

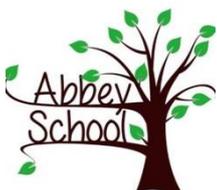
We revisit the agreed practice for selling tickets and use this as coaching agreed practice.

Staff to be given the areas of outstanding practice or innovative practice for each member of staff and choose their own coach.

First come first served choice of coach and rotating termly.

A department meeting each week is given over the staff to meet their coaching partner.

Staff complete a '3 stars and a wish' at the end of each term which is handed to SLT.



Recommendation 2

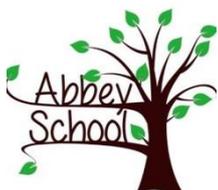
My Second Recommendation for practice across school:

For staff to receive coaching training in order for choachees to take ownership of where the learning is leading



How the project effected my practice

I have now taken part in CPD 'The Power of Coaching' and have a good understanding of what coaching is and realise that the formal process implemented was in fact mentoring, selling tickets is coaching as staff select what they choose to see and implement. I have provided informal coaching as part of my daily practice with colleagues.



Next Steps

The next steps for the project are to see the recommendations take place



