Coaching – Part 1

JPS
17/9/07 9.00AM – 12.30PM
What Is Coaching?

Coaching aims to:

- Enable people to see what they are doing more clearly and to discover their own ways to improve

Coaches do this by:

- Helping people to explore their challenges, problems and goals
- Providing an objective view of people’s actions to enable them to see things as they really are
- Establishing a joint commitment to action that will move people towards their goals

Throughout the process coaches:

- Enhance motivation and raise self esteem
- Value creativity and personal responsibility
- Build self-confidence and encourage learning

Coaches do not need to have the answers.

They help people to find their own answers and to use their inner resources they never knew they had
Coaching

Teachers’ professional knowledge

Teaching is complex and teachers need to draw on a wide range of knowledge and understanding to design lessons for effective learning. This range of teachers’ professional knowledge can be characterised in the following way:

Teaching repertoire: skills and techniques

The teaching repertoire can be characterised as a set of skills and techniques that demand active engagement. Both these can be components of any lesson and can be deployed within any teaching approach. They are the basics which teachers learn to develop their craft.

Skills
The key skills promoted and supported by the Strategy are:
- questioning;
- explaining;
- modelling;
• guiding;
• group working;
• structuring learning.
Skilful use of the above can help pupils acquire new learning, see how new learning fits in with existing ideas and can promote deep thinking.
Units in the ‘Pedagogy and Practice’ suite develop these systematically.

**Techniques**
These are activities that demand active engagement of pupils and promote thinking. The key techniques promoted by the Strategy are:
• directed activities related to text (DARTs);
• relational diagrams and cognitive maps;
• analogy;
• argumentation;
• classification;
• odd one out;
• mystery.

What is often not realised is that many of these techniques are sub sets of teaching models which have been developed from theories about learning. For example, classifying is a subset of the inductive teaching model. These techniques are set out in the ‘Pedagogy and Practice’ suite: the ‘Active Engagement Techniques’ unit, throughout a range of other units and in the ‘Leading and Learning’ guidance materials.

**Conditions for learning**
When supporting effective learning teachers need to draw on understandings about learners and their characteristics, about how pupils learn, about how they differ in their response to approaches at different ages and from subject to subject. They need to understand for different groups of pupils how to:
• manage a class, a group, an individual, and establish routines;
• interact effectively with learners to include them;
• use language to build mutual respect;
• vary approaches to ensure pupils learn in a variety of ways;
• ensure learning builds on prior attainment;
• use the environment as a tool for learning;
• organise learning spaces, including practical areas and equipment to meet different needs;
• make best use of e-learning.

These ideas are developed in units 18, 19 and 20 of the ‘Pedagogy and Practice’ series.

**Teaching and learning models**
These have been developed as a direct consequence of theories about learning. Researchers have suggested ways of structuring learning by designing sequences that elicit specific types of thinking and/or behaviours. These are classified into families according to how they are intended to meet learning objectives, for example to change behaviours, to aid information processing or to influence social development.
The models actively promoted by the Strategy include:

- Direct interactive
- Inductive
- Deductive
- Using metaphor
- Concept attainment
- Enquiry
- Constructing meaning (constructivist)
- Group problem solving
- Visualisation – modelling
- Exploratory

Researchers argue that introducing pupils to these methodologies and helping them to recognise how they can help to solve problems or process information will provide pupils with their own tools for learning and so skills for life.

Different models will suit different objectives, subjects and ages of pupils. However, by the end of age 16 pupils should have met all and recognise how they can use them themselves to think, learn and present themselves to others. Knowing which to select and how is explored in Pedagogy and Practice: units 1 and 2.

Examples (each requires different types of thinking):

- *An inductive model* requires pupils to gather, sort, classify information, suggest hypotheses and then test them.

- *An enquiry model* often starts with a hypothesis about an event and requires pupils to identify what data needs to be gathered to test it, how to gather it and then to draw conclusions, including whether or not more information is needed.

- *A concept attainment model* requires pupils to consider examples (e.g. statements, words, pictures or models) of the concept together with those that do not and pupils then are asked to draw out the features that best ‘describe’ the concept.

Subject knowledge

Subject knowledge is about knowing your subject well. It is about an understanding of the following:

- the key concepts or big ideas in the subject;
- the common misconceptions that pupils have at different ages;
- progression within the subject;
- how to use assessment effectively;
- contemporary applications of the subject in everyday life and the world of work;
- technical expertise related to the subject;
- new subject knowledge as it becomes available and understanding the implications for teaching and learning;
- the most effective teaching mode
Coaching research

The most effective design for staff development is based on the evolutionary model of teacher learning founded on the ideas of B. Joyce and B. Showers. Whether we teach ourselves or we learn from a training agent, the outcomes of training can be classified into the following levels of impact.

- **Awareness.** At the awareness level we realise the importance of an area and begin to focus on it. The road to competence begins with awareness of the nature of a particular teaching strategy, its probable uses and how it may fit into the curriculum.

- **Concepts and organised knowledge.** Concepts provide intellectual control over relevant content. Essential to the application of a new teaching strategy is a deeper conceptual understanding – for example, about how the new strategy supports learning. This moves the teacher's learning beyond simply the acquisition of 'tips for teachers'.

- **Principles and skills.** These are tools for action. At this level we learn the skills of implementing the teaching strategy. We also acquire the skills for adapting it for students with varying levels of ability to respond to the new mode of teaching perhaps by teaching them the skills they lack. At this level there is potential for action – we are aware of the area, can think effectively about it and possess the skills to act.

- **Application and problem-solving.** Finally, we transfer the concepts, principles and skills of the new teaching strategy to the classroom. We begin to use the strategy, combine it with others in our repertoire and integrate it into our style. Only after this fourth level has been reached can we expect to impact on the pupil learning.

The matrix that follows relates these phases to the research of Joyce and Showers (8 denotes evidence)

<table>
<thead>
<tr>
<th>Training method</th>
<th>Level of impact</th>
<th>A: General awareness of new skills</th>
<th>B: Organised knowledge of underlying concepts and theory</th>
<th>C: Learning of new skills</th>
<th>D: Application on the job</th>
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</thead>
<tbody>
<tr>
<td>1 Presentation/description (e.g. lecture) on new skills</td>
<td>Presentation/description (e.g. lecture) on new skills</td>
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<td>2 Modelling the new skills (e.g. live or video demonstrations)</td>
<td>Modelling the new skills (e.g. live or video demonstrations)</td>
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<tr>
<td>3 Practice in simulated settings</td>
<td>Practice in simulated settings</td>
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<td>4 Feedback on performance in simulated or real settings</td>
<td>Feedback on performance in simulated or real settings</td>
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<td>5 Coaching on the job</td>
<td>Coaching on the job</td>
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A key element in achieving such effects is the provision of in-classroom support. We have found in our own school improvement work that it is the facilitation of coaching that enables teachers to extend their repertoire of teaching skills and to transfer them from different classroom settings to others.

From our experience, coaching contributes to transfer of training in five ways. In particular, teachers who are coached:

- generally practise new strategies more frequently and develop greater skill;
- use their newly-learned strategies more appropriately than ‘uncoached’ teachers;
- exhibit greater long-term knowledge retention and skill regarding those strategies in which they have been coached;
- are much more likely than ‘uncoached’ teachers to teach new models of learning to their students;
- exhibit clearer understanding with regard to the purposes and uses of the new strategies.

Although peer coaching is an essential component of staff development, it also needs to be connected to other elements in order to form an effective school improvement strategy.
### Principles of mentoring and coaching

**Effective mentoring and coaching involves:**

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<tr>
<th><strong>a learning conversation</strong></th>
<th><strong>setting challenging and personal goals</strong></th>
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<tr>
<td>structured professional dialogue, rooted in evidence from the professional learner’s practice, which articulates existing beliefs and practices to enable reflection on them</td>
<td>identifying goals that build on what learners know and can do already, but could not yet achieve alone, whilst attending to both school and individual priorities</td>
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<th><strong>a thoughtful relationship</strong></th>
<th><strong>understanding why different approaches work</strong></th>
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<tr>
<td>developing trust, attending respectfully and with sensitivity to the powerful emotions involved in deep professional learning</td>
<td>developing understanding of the theory that underpins new practice so it can be interpreted and adapted for different contexts</td>
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<tr>
<th><strong>a learning agreement</strong></th>
<th><strong>acknowledging the benefits to the mentors and coaches</strong></th>
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<tr>
<td>establishing confidence about the boundaries of the relationship by agreeing and upholding ground rules that address imbalances in power and accountability</td>
<td>recognising and making use of the professional learning that mentors and coaches gain from the opportunity to mentor or coach</td>
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<tr>
<th><strong>combining support from fellow professional learners and specialists</strong></th>
<th><strong>experimenting and observing</strong></th>
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<td>collaborating with colleagues to sustain commitment to learning and relate new approaches to everyday practice; seeking out specialist expertise to extend skills and knowledge and to model good practice</td>
<td>creating a learning environment that supports risk-taking and innovation and encourages professional learners to seek out direct evidence from practice</td>
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<th><strong>growing self direction</strong></th>
<th><strong>using resources effectively</strong></th>
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<tr>
<td>an evolving process in which the learner takes increasing responsibility for their professional development as skills, knowledge and self-awareness increase</td>
<td>making and using time and other resources creatively to protect and sustain learning, action and reflection on a day to day basis</td>
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Core concepts

**Mentoring** is a structured, sustained process for supporting professional learners through significant career transitions.

- **Mentoring for induction** is used to support professional learners on joining a new school. For Newly Qualified Teachers, this will also include induction into the profession as a whole.
- **Mentoring for progression** is used to support professional learners to respond to the demands of the new role, to understand the responsibilities it brings and the values it implies.
- **Mentoring for challenge** is used to enable professional learners to address significant issues that may inhibit progress.

**Specialist Coaching** is a structured, sustained process for enabling the development of a specific aspect of a professional learner's practice.

- **Specialist coaching** is used by schools and teachers to:
  1. review and refine established practice
  2. develop and extend teaching and learning repertoire
  3. introduce and experiment with alternative teaching and learning strategies
  4. support the development, across a department or a school, of a culture of openness (e.g., mutual support for and critique of professional practice)

- **Collaborative (Co-) Coaching** is a structured, sustained process between two or more professional learners to enable them to embed new knowledge and skills from specialist sources in day-to-day practice.

- **Coaching** is used by schools and teachers to support and sustain voluntary, structured partnerships in which each participant receives specialist inputs to day-to-day practice.
- **Coaching** supports the development, across a department or school, of a culture of openness (e.g., mutual support for and critique of professional practice). It also provides a good preparation for more specialist coaching skills and roles.

**Mentoring** involves activities which promote and enhance effective transitions between professional roles, including:

1. Identifying learning goals and supporting progression
2. Developing increasing learners' control over their learning
3. **Active listening**
4. Modelling, observing, articulating and discussing practice to raise awareness
5. Sharing learning experiences e.g., observation or video
6. Providing guidance, feedback and, where necessary, direction
7. Review and action planning
8. Assessing, appraising and accelerating practice
9. Brokering a range of support

**Specialist coaching** involves activities which promote and enhance the development of a specific aspect of teaching and learning or leadership practice, including:

1. Support to clarify learning goals
2. Reinforcing learners' control over their learning
3. **Active listening**
4. Modelling, observing, articulating and discussing practice to raise awareness
5. Sharing learning experiences e.g., observation or video
6. Shared planning of learning and teaching or leadership, supported by questioning
7. Supported review and action planning
8. Reflection on and de-briefing of shared experiences

**Specialist coaching** usually takes place in the professional learner's school, in the work place and in quiet spaces that allow confidential reflection. For teachers, especially trainee teachers, it also takes place in other people's classrooms to enable observation for learning.

**Specialist coaching** is useful to a practitioner, at any stage in their career, at times of significant career change or in response to specific challenges. It involves co-coaching, observing each other's work and reflecting upon their own and their co-coach's activities.

**Co-coaching** takes place in the professional learner's work place and in quiet spaces that allow for confidential reflection. It usually involves co-coaching, observing each other's work and reflecting upon their own and their co-coach's activities.

**Co-coaching** involves activities which promote and enhance reflective practice including:

1. Developing mutual understanding of specific goals
2. Sustaining learners' control over their learning
3. **Active listening**
4. Observing, articulating and discussing practice to raise awareness
5. Sharing learning experiences e.g., observation or video
6. Shared planning of learning and teaching or leadership, supported by questioning
7. Reciprocal action planning
8. Shared analysis of learning experiences, evidence, research or alternative examples of practice

**Co-coaching** is useful to a practitioner, at any stage in their career, following specialist inputs and whenever professional learners are seeking to renew and enhance practice.
Skills for mentoring and coaching - mentors and coaches learn to:

**Mentors**
1. relate sensitively to learners and work through agreed processes to build trust and confidence
2. model expertise in practice or through conversation
3. relate guidance to evidence from practice and research
4. broker access to a range of opportunities to address the different goals of the professional learner
5. observe, analyse and reflect upon professional practice and make this explicit
6. provide information and feedback that enables learning from mistakes and success
7. build a learner’s control over their professional learning
8. use open questions to raise awareness, explore beliefs, develop plans, understand consequences and explore and commit to solutions
9. listen actively:
   - accommodating and valuing silence
   - concentrating on what’s actually being said
   - using affirming body language to signal attention
   - replaying what’s been said using some of the same words to reinforce, value and refine thinking
10. relate practice to assessment and accreditation frameworks

**Specialist coaches**
1. relate sensitively to learners and work through agreed processes to build trust and confidence
2. model expertise in practice or through conversation
3. facilitate access to research and evidence to support the development of pedagogic practice
4. tailor activities in partnership with the professional learner
5. observe, analyse and reflect upon the professional learner’s practice and make this explicit
6. provide information that enables learning from mistakes and success
7. facilitate growing independence in professional learning from the outset
8. use open questions to raise awareness, explore beliefs, encourage professional learners to arrive at their own plans, understand consequences and develop solutions
9. listen actively:
   - accommodating and valuing silence
   - concentrating on what’s actually being said
   - using affirming body language to signal attention
   - replaying what’s been said using some of the same words to reinforce, value and refine thinking
10. establish buffer zones between coaching and other formal relationships

**Co-coaches**
1. relate sensitively to learners and work through agreed processes to build trust and confidence
2. draw on specialist resources to inform learning
3. draw on evidence from research and practice to shape development
4. understand the goals of the co-coach
5. observe, analyse and reflect upon each other’s practice, make this explicit and interpret it collaboratively
6. provide information that enables learning from mistakes and success
7. learn reciprocally with commitment and integrity
8. use open questions to raise awareness, reveal beliefs and enable professional learners to reflect upon them
9. listen actively:
   - accommodating and valuing silence
   - concentrating on what’s actually being said
   - using attentive body language to signal attention
   - replaying what’s been said using some of the same words to check meaning and/or value thinking
10. set aside existing relationships based on experience, hierarchy, power or friendship

**Professional learners develop their ability to:**
- respond proactively to modelled expertise to acquire and adapt new knowledge
- respond positively to questions and suggestions from the mentor
- take an increasingly active role in constructing their own learning programme
- observe, analyse and reflect upon their own and the mentor’s practice and make this explicit
- think and act honestly on their developing skills and understanding
- respond proactively to specialist expertise to acquire and adapt new knowledge
- discuss practice and core concepts professionally with the coach
- understand their own learning needs and goals and develop strategies that respond to these through dialogue with their specialist coach
- observe, analyse and reflect upon their own and the coach’s practice and make this explicit
- think and act honestly on their developing skills and understanding
- seek out specialist expertise and respond proactively to it to acquire and adapt new knowledge
- discuss practice and core concepts in professional dialogue with the co-coach
- understand their own learning needs and goals and develop strategies that respond to these through dialogue with their co-coach
- observe, analyse and reflect upon their own and the coach’s practice and make this explicit
- think and act honestly on their developing skills and understanding


**Mentoring & Coaching: a comparison**

**Mentoring** is a structured process for supporting professional learners through significant career transitions.

- **1 Identifying learning goals**
- **2 Modelling, observing and articulating practice**
- **3 Shared planning**
- **4 Highlighting evidence from research & others' practice**
- **5 Experimenting**

**Coaching** is a structured, sustained process between two or more professional learners to enable them to embed new knowledge and skills from specialist sources in day-to-day practice.

- **1 Understanding each other's learning goals**
- **2 Reflecting on and debriefing shared experiences**
- **3 Planning supported by questions**
- **4 Sharing and analysing evidence from others' practice e.g. using observation or video**
- **5 Experimenting**

**Specialist Coaching** is a structured process for enabling the development of a specific aspect of a professional learner's practice.

- **1 Providing support to clarify and refine goals**
- **2 Reflecting on and debriefing shared experiences**
- **3 Reviewing and action planning**
- **4 Highlighting evidence from research & others' practice**
- **5 Encouraging experimentation**

Mentoring and Coaching have much in common; activities shade into each other, changing emphasis in response to context and purpose. You can see this if you follow a theme like No.1 ‘setting learning goals’ around the circles.

**This diagram has proved useful to colleagues in reflecting on existing practice and deciding on a direction for further development. It's not prescriptive.**
Coaching Questions

1. Part of the role of a coach is to challenge the views of the person that they are coaching
   Agree
   Disagree
   Not sure

2. There should always be an agreed focus for observed lessons
   Agree
   Disagree
   Not sure

3. The coach should ideally be a more experienced teacher than the coachee
   Agree
   Disagree
   Not sure

4. Coaching tends to be more productive with teachers from different subject areas
   Agree
   Disagree
   Not sure

5. The aim of the coaching relationship is to encourage the coachee to become more reflective about their practice
   Agree
   Disagree
   Not sure

6. A post-observation session is generally more productive if the observed lesson has been videoed.
   Agree
   Disagree
   Not sure

7. Coaching should be viewed as separate to the normal school monitoring of the teaching process
   Agree
   Disagree
   Not sure

8. A person in their second year of teaching could effectively coach a member of the school senior management team
   Agree
   Disagree
   Not sure
The coaching cycle

The coaching cycle suggested in this study guide and the ‘Sustaining improvement’ coaching modules consist of three ‘events’ which build on prior training and/or observed ‘modelling’:

• a pre-lesson discussion;
• a classroom observation, supported by videoing where possible;
• a post-lesson coaching conversation.

Pre-lesson discussion
Several days before the lesson, the coach and coached teacher collaboratively plan the lesson, to include:
• aspects to be developed – e.g. peer assessment;
• strategies and teaching skills to be used – e.g. modelling;
• intended learning outcomes specifically related to the strategies being developed.
They also plan for the observation and agree lesson observation prompts to provide focus, i.e.:
• detail the evidence that will help identify pupils’ progress towards the learning outcomes;
• intended changes in teacher and pupil behaviour.

Post-lesson coaching conversation
• Coach and teacher view the video noting key points.
• Coach uses the video to encourage the teacher to reflect on the lesson.
• Additional evidence is referred to, to prompt further reflection.
• Strengths of the teaching and their impact on learning are agreed.
• Areas of development for the next coaching cycle are agreed.

Classroom observation
The coach:
• sets up the video;
• observes the lesson using prompts where agreed;
• collects evidence of the impact of the planned aspects.

Each part of the cycle forms an important part of the process so plan ahead and allow plenty of time for each stage.

Research suggests that significant change in a classroom takes some time and is best encouraged and ensured by ongoing collaboration. Real change is far more likely to occur if the ‘cycle’ is repeated two or three times.
What Effective Coaches Do?

Effective Coaches demonstrate QUALITIES of

- honesty – openness - trust
- patience – consistency – optimism – stay with the problem – strengthen abilities
- creativity – flexibility – see possibilities rather than threats
- self awareness – empathy

Effective Coaches demonstrate SKILLS of

- listening to gain insight
- asking questions to open dialogue
- gathering information for completeness
- offering non judgemental feedback
- building positive outcomes
- focusing commitment to action
- working in partnership
GEMS LEARNING COACH

The job description of the learning coach will focus on moving coaching using the progression table below. In the first instance they will begin to focus on coaching in the following areas

- To develop the teaching skills of other staff within and beyond GEMS schools through a coaching model
- To promote the awareness of why coaching is regarded as a powerful method of CPD within and across GEMS schools
- To understand the Framework for mentoring and coaching, the principles, skills and concepts involved and promote that within GEMS schools
- To promote coaching so that Senior leaders are aware of how some schools have used coaching
- To set up learning coaches networks within schools so that the key staff understand how different forms of coaching can support aspects of teaching & learning, within subjects and for whole school improvement
- To have briefed key staff on coaching.
- To have undergone some coaching with relevant staff and to evaluated its effectiveness
- To have made links with other GEMS schools in preparation for some coaching
## LEARNING COACH - JD

### Coaching – reviewing teaching and learning in the classroom

<table>
<thead>
<tr>
<th>Focusing</th>
<th>Developing</th>
<th>Establishing</th>
<th>Enhancing</th>
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<tbody>
<tr>
<td><strong>Leadership</strong></td>
<td>Learning Coach is aware of why coaching is regarded as a powerful method of CPD</td>
<td>Learning Coaches have provided Professional development for coaching teams using appropriate expertise</td>
<td>Through the Learning Coach all staff have been introduced to coaching as a powerful means of CPD</td>
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<tr>
<td></td>
<td>Learning Coach understands the Framework for mentoring and coaching, the principles, skills and concepts involved</td>
<td>Learning Coach has developed Coaching teams and are working to embed teaching and learning as it relates to the school’s priorities. The Learning Coach has clear Success criteria for each coaching programme have been developed and evaluation procedures are in place.</td>
<td>Coaching programmes are focused on the priorities in the school improvement plan, make effective use of the resources have clear timescales and are well evaluated</td>
</tr>
<tr>
<td></td>
<td>Learning Coaches are aware of how some schools have used coaching</td>
<td>The learning coach and senior team are responsible for each coaching programme and regularly checks progress</td>
<td>Sufficient time has been provided for all coaching activities through effective timetabling for teachers learning as well as pupils’ learning</td>
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<tr>
<td></td>
<td>Learning Coaches have made GEMS schools key staff understand how different forms of coaching can support aspects of teaching &amp; learning, within subjects and for whole school improvement</td>
<td>The learning coach and senior team are responsible for each coaching programme and regularly checks progress</td>
<td>Coaching programmes are regularly reviewed and good practice rewarded</td>
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<table>
<thead>
<tr>
<th>Impact on practice</th>
<th>Coaching partnerships</th>
<th>Staff are aware of the effectiveness of coaching as CPD</th>
<th>Training and development for coaching partnerships</th>
<th>The school has developed culture of coaching throughout the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Coaches have briefed Middle leaders and other key staff have on coaching. Learning Coaches have sought Staff views about coaching have been and a number of key staff have demonstrated a willingness to be involved</td>
<td>The learning coach has led the school’s coaching team who understands the Framework, and has developed the skills necessary to participate in coaching partnerships</td>
<td>Staff are aware of the effectiveness of coaching as CPD</td>
<td>School staff are clear about the benefits of coaching and show a willingness to be involved in coaching programmes</td>
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<td></td>
<td>The staff involved are aware of the benefits coaching can bring and a number have demonstrated a willingness to be coached. Coaching partnerships collect and gather evidence of the impact of the coaching programme on both improvements in teaching practice and impact on pupil achievement. Coaching is used to collect evidence related to performance management</td>
<td>Coaching programmes result in clear improvements in teaching and learning and have a measurable impact on pupil attainment</td>
<td>Coaching programmes have a clear impact on pupils’ attainment</td>
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<tr>
<td></td>
<td></td>
<td>Teachers working towards threshold collect evidence of the impact of coaching on pupil’s attainment and include this in their portfolio</td>
<td>Coaching partnerships between GEMS schools regularly gather evidence to inform school self evaluation</td>
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<td></td>
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<td>There is a coach in every department and a coach to support every aspect of teaching &amp; learning that supports the school’s priorities.</td>
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Traffic light the statements:
- **Green** = secure or surpassed
- **Amber** = partial or inconsistent
- **Red** = not evident
# COACHING ACTION PLAN

**OBJECTIVE:**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Action</th>
<th>Indicator</th>
<th>Resources</th>
<th>Funding</th>
<th>Timescale / target</th>
<th>Lead Officer / Personnel</th>
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<tbody>
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NAME:

SCHOOL: