

# Coaching Leadership

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## Background

In 2015 I was appointed principal at Banks Avenue School. Due to the 2011 earthquakes we were scheduled to have a new school built as a modern learning environment. My Board agreed to our staff, twenty teachers, visiting a number of schools in Melbourne in order to see modern learning environments in action and to look at the pedagogy sitting behind their practice. This trip occurred in July 2016.

One of the things that was commented on and enjoyed in four of the Australian schools we visited was the coaching teachers received from management or their peers. This ignited a number of wonderings in me:

- What was coaching in the context of a school and what would the benefits be?
- What was entailed in implementing a coaching model?
- What skills, knowledge and dispositions would we need to grow to do this?
- What were the practicalities of implementing a coaching model within a school when we were already time poor in many areas?

In 2017 I started to develop some of my own understandings of coaching by completing a twenty week online course *Coaching and Mentoring* offered by Core Education. There were four modules that covered the following areas:

<b>Module 1</b> <b>Building foundations</b> <ul style="list-style-type: none"><li>• Transforming practice</li><li>• Definitions of mentoring and coaching</li><li>• How do adults learn?</li><li>• Different approaches for different mentees and coachees</li></ul>	<b>Module 2</b> <b>Building capability</b> <ul style="list-style-type: none"><li>• Guidelines and Protocols building trust</li><li>• Effective Listening and Questioning</li><li>• Preparing for challenging conversations</li><li>• Identifying mentee/coachee needs and strengths</li><li>• Inclusion - generations/culture</li><li>• Observations</li><li>• Mentoring/coaching models/frameworks</li></ul>	<b>Module 3</b> <b>Embedding change</b> <ul style="list-style-type: none"><li>• Beyond the individual mentor (referring back to adult learning principles, what conditions for learning are needed in implementation of mentoring systems?)</li><li>• What does it look like?</li><li>• Different models for schools/kura and CoLs</li></ul>	<b>Module 4</b> <b>Designing a successful approach</b> <ul style="list-style-type: none"><li>• Revisiting context</li><li>• Using Induction and Mentoring in your setting - an analysis of needs (Ed Council) to identify goals and purpose</li><li>• Forming relationships/setting up systems</li><li>• Plan</li></ul>
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In 2018 we trialled a coaching model at Banks Avenue that involved me working with three of our leaders however the part that was missing from our initial model was team leaders

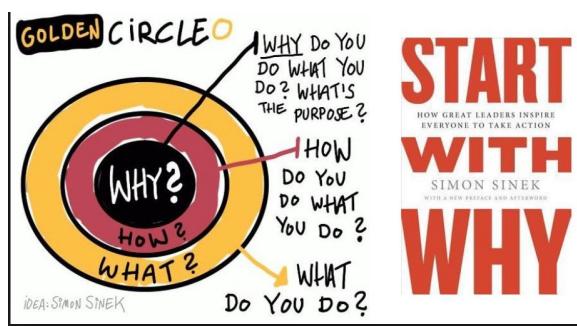
in turn working with team members using a coaching model. I felt that my sessions with the leaders was adding to their workload without any direct benefits being visible in the classroom. I realised that I needed to rework my understanding of coaching and develop a clear structure and process that would *enable individuals and teams to develop and flourish, to take responsibility for their own learning and to achieve their goals* Powell, Chambers, and Baxter (2001:4)

After attending a one day session on coaching leadership at Amesbury Primary School in Wellington in May of 2019 I was able to narrow the focus of my sabbatical down to the following focuses:

- *How do leaders work effectively with teachers to challenge understanding, mental models and develop the threshold concepts as well as the practices that will ensure each teacher designs teaching and learning programmes to meet the needs of every student within their school?*
- *What capacities, mental models, dispositions, intelligences and skills do leaders need in order to work with teachers in transformational ways?*
- *How can a coaching leadership model be set up so it benefits and grows leaders as well as teachers without adding significantly to workload?*

## Executive Summary

In considering a coaching model within a school context we can organise the key components of coaching in the form of Sinek's Golden Circle.



### Definition

A coach has the potential to help people see what they could be rather than what they are. Coaching is a form of collaborative professional development and can thus be a strong dimension of teachers' professional learning within school and potentially across a kahui ako .

Gorham 2008: *Leadership coaching is a highly customised learning process that focuses on empowering a school leader to achieve exceptional results aligning their purpose, choices and actions . By increasing the leaders focus , broadening perspectives, improving relationships and augmenting one's ability to make effective choices and changes , coaching supports a leader being powerfully aligned with themselves and the people around them.*

Egan 1998: *Coaching is unlocking a person's potential to maximise performance and helping them to learn rather than telling them. A coach is a 'skilled helper'.*

Powell, Chambers, and Baxter 2001: *Coaching enables individuals and teams to develop and flourish, to take responsibility for their own learning and to achieve their goals .*

Feiman-Nemser, 2016: *Ensuring high quality teaching for all students requires teachers to learn and work together...If mentors/coaches see themselves as teachers of teaching and agents of cultural change they can promote new teacher learning and help connect new teachers to their experienced colleagues.*

Hay, 1995: *Mentoring / coaching encourages a relationship where teachers can "increase awareness, identify alternatives, initiate actions and develop themselves".*

Ministry of Education, 2009: *By inquiring into their teaching or leadership practices and their students' learning, teachers / leaders can develop knowledge and skills to respond to the particular needs, interests and strengths of diverse students and reduce the disparities of achievement in education.*

<b>Why Coaching?</b>	<b>How</b> Will we implement it?	<b>What</b> Skills , knowledge and dispositions will we use?
<p>Coaching focuses on professional practice within the context of the school or across the kahui ako.</p> <p>Coaching</p> <ul style="list-style-type: none"> <li>● Builds individual capacity through personal and professional development.</li> <li>● Encourages sharing successful practises through collaboration and reflective practise.</li> <li>● Acts as a problem solving vehicle.</li> <li>● Occurs onsite and deals with current and authentic needs and issues.</li> <li>● Assists middle leadership development with a direct impact on teaching and learning.</li> <li>● Develops critical reflection on practice.</li> <li>● Builds leadership capability and capacity.</li> <li>● Reduces isolation amongst teachers.</li> <li>● Creates a forum for addressing instructional issues.</li> <li>● Supports and assists new teachers and the induction process.</li> <li>● Supports teachers in implementing new ideas from professional development.</li> <li>● Improves school climate.</li> <li>● Allows teachers to experience and develop an understanding of and integration of new knowledge and skills.</li> <li>● Encourages teachers' beliefs to be challenged by evidence which is not consistent with their assumptions.</li> <li>● Can be used to explicitly lift achievement.</li> </ul>	<p>Review what 'coaching' is in place within the school context or across the kahui ako.</p> <p>An understanding of the principles of coaching, different coaching styles and an in depth understanding of one coaching model are all foundation understandings for coaches and coachees.</p> <p>Coaching needs to be managed as part of a strategic approach to professional development and leadership development.</p> <p>Develop protocols and overview for coaching considering:</p> <ul style="list-style-type: none"> <li>● Purpose</li> <li>● Timeframes</li> <li>● Roles</li> <li>● Expectations</li> <li>● Observations</li> <li>● Reflection</li> <li>● Documentation</li> </ul> <p>Unpack and reflect on the <a href="#"><u>Educational Leadership Capability Framework</u></a> as a way to grow leadership.</p> <p>Explicitly identify, share and develop the skills, knowledge and dispositions needed for coaching.</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Active listening</li> <li>● Questioning</li> <li>● Goal setting</li> <li>● Lesson Observation</li> <li>● Giving feedback</li> <li>● Review and reflection on practice</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● Coaching models</li> <li>● Adult learning theory</li> <li>● Leadership capabilities</li> <li>● Change process</li> <li>● Inquiry Cycles</li> <li>● Coaching protocols</li> <li>● Strategic resourcing</li> </ul> <p><b>Dispositions of Coach</b></p> <ul style="list-style-type: none"> <li>● Non judgemental</li> <li>● Able to build trust</li> <li>● Respectful</li> <li>● Professional and confidential</li> </ul>

<ul style="list-style-type: none"> <li>Promotes sustainable change to take place.</li> </ul>	<p>Document the coaching process and review and update it annually.</p>	
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## Why consider a coaching model?

*“Ensuring high quality teaching for all students requires teachers to learn and work together...If mentors (coaches) see themselves as teachers of teaching and agents of cultural change they can promote new teacher learning and help connect new teachers to their experienced colleagues.” (Feiman-Nemser, 2016)*

*Mentoring / coaching encourages a relationship where teachers can “increase awareness, identify alternatives, initiate actions and develop themselves” (Hay, 1995, p.3).*

There is substantial research and evidence about the ‘why’ of coaching however as the overall purpose of this paper is to develop the ‘how’ of coaching I will share and reflect on only one report which identifies and summarises many of the benefits of coaching and links these benefits to current research.

If, as a teacher,

- I present the same lessons in the same manner that I have used in the past;
- I seek no feedback from my students;
- I do not analyze and evaluate their work in a manner that changes my own emphasis, repertoire, and timing;
- I do not visit or observe other adults as they teach;
- I do not share the work of my students with colleagues for feedback, suggestions, and critiques;
- I do not visit other schools or attend particular workshops or seminars or read professional literature on aspects of my teaching;
- I do not welcome visitors with experience and expertise to observe and provide feedback to me on my classroom practice;
- I have no yearly individualized professional development plan focused on classroom changes to improve student learning; and finally,
- I have no systemic evaluation of my teaching tied to individual, grade/department, and schoolwide goals,

Then

I have absolutely no way to become better as a teacher.

International Research Associate

Jan Robertson, Associate Professor, University of Waikato, New Zealand  
Lesley Murrify, Principal, Manunui School, New Zealand

**Developing the Person in the Professional**

Building the capacity of teachers for improved student learning:  
the missing basket – personal learning

The above quote is from *Leadership from Learning* by Karl Glickman.

### Developing the Person in the Professional

This report asserts that the personal and professional aspects of a person's learning are linked and it provides case studies in New Zealand and England where leaders have been able to develop successful holistic, professional learning programmes for teachers based on coaching theory.

*‘Personal development involves the individual in a process of increasing self-awareness, self-management, self-acceptance and self-responsibility (Bell & Gilbert, 1996; Duignan, 2004; Leithwood, 1990; Senge, 1992). This is, as Waters (1998) said, “a process of change by*

*self of self.” And as Fullan (1991) said, “The starting point for what’s worth fighting for is not system change, not change in others around us, but change in ourselves” (p.59). Personal development recognises that for change to take place, individual beliefs and social constructions of knowledge need to be challenged, renegotiated and reconstructed (Bell & Gilbert, 1996’). Developing the Person in the Professional Page 5*

In this report Robertson and Murrily assert that coaching is a process that:

- Works at the personal level as well as the professional level.
- Through the use of reflective practice, coaching encourages individuals to examine their practices, beliefs, attitudes and behaviours and, through that reflection, gain understanding about themselves which leads to change.
- Coaching is a process that recognises that teachers are people as well as professionals and coaching gives the power to change to the teacher who is being coached.

Further information around the ‘why’ of coaching can be found in the first five chapters of Jan Robertson’s book *Coaching Leadership 2016*. I recommend this book as a starting point for leaders considering implementing a coaching model within their schools.

*Coaching Leadership*  
Jan Robertson

*Chapter 1*

*Introduction Coaching; the what and the why*

*Chapter 2*

*The concept and role of education leadership*

*Chapter 3*

*Learning for leadership*

*Chapter 4*

*The value of shared learning; confirmation from research*

*Chapter 5*

*Action research and coaching*



### **Why explicitly focus on coaching leadership?**

Harris and Jones 2015 suggest middle leaders in schools can positively influence teaching and learning processes by building strong professional learning communities where teachers can inquire and develop together.

Responsibility for the identification and development of leadership capabilities should be a critical senior leader responsibility in order for them to focus on the learning needs of middle leaders for whom they are directly responsible (Rhodes, Brundrett, & Nevill, 2008).

In Middle Leadership: The Possibilities and Potential the Education Council recommend:

- Teachers need to understand their professional responsibility and be encouraged to engage in a wide range of professional learning throughout their career as they aspire to leadership roles across the education sector.

- The development of leadership knowledge, practices and dispositions of middle leaders needs to occur in a setting where professional learning is valued.
- Formalised professional learning, coaching, mentoring and support should be available for those aspiring to leadership at every level.
- Time and resources must be prioritised to ensure teachers have a clear pathway for their development to grow leadership capability and capacity.
- Professional development strategies for middle leaders need to be well resourced and connected to examples of existing practice so that teachers have the opportunity to practice with and learn from colleagues in their own context (OECD, 2014).

This paper also looked at middle leadership at the kahui Ako level. In this paper they describe effective middle leader practises which impact on successful student outcomes. In summary, effective middle leaders are described as:

- Leaders with personal qualities and relationships whose commitment, energy and enthusiasm for teaching motivated those around them.
- Establishing themselves as experienced and effective teachers who possessed depth and breadth of knowledge and a sound understanding of curricula and of current developments in their field.
- Consistently demonstrating pedagogical leadership of teachers in their department, centre or syndicate with strong academic and social outcomes for learners.
- Influencing evidence-based department planning and organization, ensure resources are well used and take a leading role in program design.
- Facilitating national and school/centre based policy and processes with their staff, which aided effective communication.

A coaching model promotes and encourages all of these practises.

## **How do we set up a coaching model within a school context or across a kahui ako?**

How do leaders work effectively with teachers to challenge understanding, mental models and develop the threshold concepts as well as the practices that will ensure each teacher designs teaching and learning programmes to meet the needs of every student within their school?

How can a coaching leadership model be set up so it benefits and grows leaders as well as teachers without adding significantly to workload?

To support each of the actions identified on the left an appendix item has been created which has more details and additional support material and in some cases activities that can be used to build understanding with coaches.

Actions	Reflections and Prompts
<p>Review what is in place within the school context or across the kahui ako.</p>	<p>What aspects of current practices are relevant and transferable to a larger coaching model?</p> <p>Use <a href="#">Appendix 1</a> below to help with this review. From this review there should be some clear next steps identified to consider and build into a coaching programme.</p>
<p>An understanding of the principles of coaching, different coaching styles and an in depth understanding of one coaching model are all foundation understandings for coaches and coachees.</p> <p>Coaching style can be placed on a continuum from a control/ directive ‘you will do this’ style to a collaborative , non directive style e.g. “what are you thinking of doing?”</p>  <p>Key principles of coaching are common across a variety of coaching models.</p> <p>A number of coaching models exist to frame practise.</p>	<p><i>Mentors (coaches) need opportunities to articulate their understandings of mentoring (Bradbury &amp; Koballa, 2008; Koballa et al., 2008; Schneider, 2008) and they need exposure to ‘educative’ mentoring models to develop their conception of the role (Wang, Odell, &amp; Schwille, 2008). They benefit from structures which support their need to be actively engaged in their learning and have immediate application of that learning (Aman, 2014).</i></p> <p>Karl Glickman identifies four leadership behaviours and approaches for mentors /coaches. He also provides a self reflection tool for coaches. See <a href="#">appendix 2</a>. It would be interesting for potential coaches to look at this model and carry out the self review tool he provides to see their natural coaching /mentoring style. Ideally we want coaches to be operating at the collaborative /non directive end of the continuum.</p> <p>Key principles are common to all coaching models. Curee 2005 identifies that effective mentoring and coaching involves:</p> <ul style="list-style-type: none"> <li>• Learning conversations based on evidence</li> <li>• A thoughtful relationship based on trust and sensitivity</li> <li>• An agreement (protocols) establishing boundaries and ground rules</li> <li>• Support from research , specialists and other specialists</li> <li>• Growing responsibility for self development and learning</li> <li>• Setting challenging goals linked to school and individual priorities</li> <li>• Knowledge of skills and approaches for coaching</li> <li>• Acknowledging the symbiotic relationship of coach and coachee</li> <li>• Cycles of inquiry</li> <li>• Observation and feedback</li> <li>• Reflective practise</li> </ul> <p>A range of coaching models are shared in <a href="#">Appendix 3</a>.</p> <p><i>What is common to all the models mentioned is that they attempt to create a progression or “bridge” for the individual being coached. If successful, this takes them from the reflective phase of the coaching intervention to the point at which tangible change at least starts to happen. Jon Warner</i></p>

<p>Consider how to resource a coaching model.</p> <p>Build coaching into the strategic, annual and professional development plans.</p>	<p>Consider</p> <ul style="list-style-type: none"> <li>● Who will be coaches and who will be coached?</li> <li>● What resourcing needs to go into model? e.g. time release</li> <li>● How will skill development take place?</li> <li>● How will success be measured?</li> <li>● What are the time frames?</li> <li>● Short term and long term objectives and expectations for coaching. See <a href="#">Appendix 4</a> for a draft annual plan.</li> </ul>
<p>Develop protocols for coaching. These could be done at principal level or co created with a leadership team in order to get clarity and buy in.</p>	<p>Protocols and Coaching Guidelines are need to clarify</p> <ul style="list-style-type: none"> <li>● Purpose</li> <li>● Timeframes</li> <li>● Roles</li> <li>● Expectations</li> <li>● Documentation</li> </ul> <p>These would be shared with coachees at an initial session. See <a href="#">Appendix 5</a> Protocols for Coaching</p>
<p>Unpack leadership capabilities and align these to coaching expectations and overview.</p>	<p>How can the <a href="#">Educational Leadership Capability Framework</a> be used to reflect on and review growth of leadership through the lens of coaching? See <a href="#">Appendix 6</a></p>
<p>Identify, share and develop the skills and knowledge needed for coaching.</p>	<p><u>Knowledge:</u> Adult Learning Theory: Andragogy <a href="#">Appendix 7</a> Spirals of Inquiry <a href="#">Appendix 8</a></p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>● Active Listening <a href="#">Appendix 9</a></li> <li>● Questioning <a href="#">Appendix 10</a></li> <li>● Observing <a href="#">Appendix 11</a></li> <li>● Feedback <a href="#">Appendix 12</a></li> <li>● Goal setting <a href="#">Appendix 13</a></li> </ul>
<p>Create <i>Coaching Guidelines</i>, either at the school level or kahui ako level, that record and cover the points above. Review and update it annually</p>	<p>Review and Evaluate the Coaching Cycle <a href="#">Appendix 14</a></p> <p>Coaching Guidelines <a href="#">Appendix 15</a></p>

## Appendix 1 Review Tool

**Activity:** What is already in place within the school or kahui ako context? Complete this review of systems and practices.

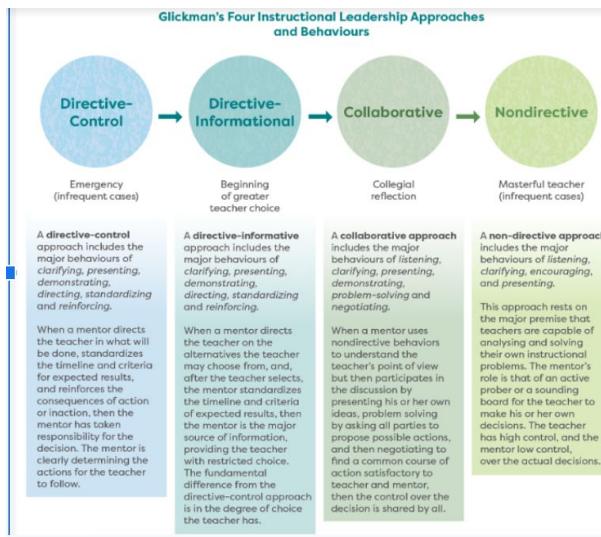
Adapted from *Guidelines for Induction and Mentoring and Mentor Teachers*; National Workshop Programme 2011: Resource 5; Education Council

Aspect- does your current system have:	Y/N	Comments on the current situation:	Ideas for Improvement
<p><i>Clear and well documented:</i></p> <ul style="list-style-type: none"> <li>• Vision</li> <li>• Purpose</li> <li>• Desired outcomes (e.g. professional learning community, ongoing learning for all teachers/kaiako, shared understanding of characteristics of effective teaching)</li> </ul>			
<p><i>Structural support:</i></p> <ul style="list-style-type: none"> <li>• Senior/professional leader oversight</li> <li>• Procedures</li> <li>• Timetabling PLD time</li> <li>• Collaborative opportunities for teacher/kaiako development/learning</li> <li>• Sustainability</li> </ul>			
<p><i>Comprehensive mentor /coach programme:</i></p> <ul style="list-style-type: none"> <li>• Coach training/PLD</li> <li>• Selection of coach process</li> <li>• Provision of time for coaching</li> <li>• Coaching protocols/ethics</li> <li>• Support for coaches including those which reflect bicultural practices</li> <li>• Resources available</li> <li>• Roles and responsibilities clearly outlined</li> </ul>			
<p><i>Opportunities for a range of professional learning (PD):</i></p> <ul style="list-style-type: none"> <li>• Observations (internal)</li> <li>• Observations (external)</li> </ul>			

<ul style="list-style-type: none"> <li>● PCT courses</li> <li>● PCT network group</li> <li>● NCEA (if relevant)</li> <li>● Subject association/courses (if relevant)</li> <li>● Form teacher/kaiako training (if relevant)</li> <li>● Unpacking new code and standards</li> </ul>			
<p><i>Process of induction to:</i></p> <ul style="list-style-type: none"> <li>● School/ECE / kahui ako systems and processes</li> <li>● School culture</li> <li>● Agreed collaborative processes</li> <li>● Lines of responsibility</li> <li>● Role of leader (if not mentor/coach)</li> <li>● Who is accountable for formal assessment of PCT (certification)</li> <li>● Ensure PCT advocacy</li> </ul>			
<p><i>A plan over 2 years to meet PTC and certification criteria:</i></p> <ul style="list-style-type: none"> <li>● Process of developing a portfolio</li> <li>● Self assessment tool and its uses</li> <li>● Formal documentation</li> </ul>			
<p><i>Observations – coach knowledge of:</i></p> <ul style="list-style-type: none"> <li>● A range of observation tools</li> <li>● Clear process for pre/during/post observation</li> <li>● Agreed protocols for post observation professional conversation</li> <li>● Use of technology (eg video)</li> <li>● Formal requirements (keeping observation records)</li> </ul>			
<p><i>Systems for supporting if things are not going well:</i></p> <ul style="list-style-type: none"> <li>● With the coaching partnership</li> <li>● Failing to meet PTCs/standards</li> </ul>			

## Appendix 2 Glickman's Model

**Activity** Have leadership team complete Glickman's review to identify their leadership style.



Self Reflection Tool from Karl Glickman's book *Leadership for Learning* pages 46- 50

Part 1 Predict your leadership/ mentoring style

4.3 Instructional Leadership Beliefs Inventory Part I: Predictions					
Questions	About 100% of the time	About 75% of the time	About 50% of the time	About 25% of the time	About 0% of the time
How often do you use a <i>directive-informational</i> or -control approach (rather than either of the other two approaches)?	<input type="checkbox"/>				
How often do you use a <i>collaborative approach</i> (rather than either of the other two approaches) in supervising teachers?	<input type="checkbox"/>				
How often do you use a <i>nondirective approach</i> (rather than the other two approaches) in supervising teachers?	<input type="checkbox"/>				

## Part 2 Beliefs Inventory

### Instructional Leadership Beliefs Inventory Part II: Forced Choices

Circle either A or B for each item. You may not completely agree with either choice, but choose the one that is closest to *how you feel*.

1. A. Leaders should give teachers a large degree of autonomy and initiative within broadly defined limits.  
B. Leaders should give teachers directions about methods that will help them improve their teaching.
2. A. It is important for teachers to set their own goals and objectives for professional growth.  
B. It is important for leaders to help teachers reconcile their personalities and teaching styles with the philosophy and direction of the school.
3. A. Teachers are likely to feel uncomfortable and anxious if the objectives on which they will be evaluated are not clearly defined by the leader.  
B. Evaluations of teachers are meaningless if teachers are not able to define with their leaders the objectives for evaluation.
4. A. An open, trusting, warm, and personal relationship with teachers is the most important ingredient in supervising teachers.  
B. A leader who is too informal and friendly with teachers risks being less effective and less respected than a leader who keeps a certain degree of professional distance from teachers.
5. A. My role during conferences is to make the interaction positive, to share realistic information, and to help teachers plan their own solutions to problems.  
B. The methods and strategies I use with teachers in a conference are aimed at our reaching agreement over the needs for future improvement.

### Instructional Leadership Beliefs Inventory Part II: Forced Choices

6. *In the initial phase of working with a teacher ...*  
A. I develop objectives with each teacher that will help accomplish school goals.  
B. I try to identify the talents and goals of individual teachers so they can work on their own improvement.
7. *When several teachers have a similar classroom problem, I prefer to ...*  
A. Have the teachers form an ad hoc group and help them work together to solve the problem.  
B. Help teachers on an individual basis find their strengths, abilities, and resources so that each one finds his or her own solution to the problem.
8. *The most important clue that an inservice workshop is needed is when ...*  
A. The leader perceives that several teachers lack knowledge or skill in a specific area that is resulting in low morale, undue stress, and less effective teaching.  
B. Several teachers perceive the need to strengthen their abilities in the same instructional area.
9. A. The formal leadership staff should decide the objectives of an inservice workshop because they have a broad perspective of the teachers' abilities and the school's needs.  
B. Teachers and the formal leadership staff should reach consensus about the objectives of an inservice workshop before the workshop is held.
10. A. Teachers who feel they are growing personally will be more effective in the classroom than teachers who are not experiencing personal growth.  
B. The knowledge and ability of teaching strategies and methods that have been proven over the years should be taught and practiced by all teachers to be effective in their classrooms.

### Instructional Leadership Beliefs Inventory Part II: Forced Choices

11. When I perceive that a teacher might be scolding a student unnecessarily ...
  - A. I explain, during a conference with the teacher, why the scolding was excessive.
  - B. I ask the teacher about the incident but do not interject my judgments.
12. A. One effective way to improve teacher performance is to formulate clear behavioral objectives and create meaningful incentives for achieving them.  
B. Behavioral objectives are rewarding and helpful to some teachers but stifling to others; also, some teachers benefit from behavioral objectives in some situations but not in others.
13. During a pre-observation conference ...
  - A. I suggest to the teacher what I could observe, but I let the teacher make the final decision about the objectives and methods of observation.
  - B. The teacher and I mutually decide the objectives and methods of observation.
14. A. Improvement occurs very slowly if teachers are left on their own; but when a group of teachers works together on a specific problem, they learn rapidly and their morale remains high.  
B. Group activities may be enjoyable, but I find that individual, open discussion with a teacher about a problem and its possible solutions leads to more sustained results.
15. When an inservice or staff development workshop is scheduled ...
  - A. All teachers who participated in the decision to hold the workshop should be expected to attend it.
  - B. Teachers, regardless of their role in forming a workshop, should be able to decide if the workshop is relevant to their personal or professional growth and, if not, should not be expected to attend.

### Instructional Leadership Beliefs Inventory Part II: Forced Choices

Step 1. Circle your answer from Part II of the inventory in the columns below:

Column I	Column II	Column III
1B	1A	2A
3A	3B	
4B		4A
	5B	5A
6A		6B
	7A	7B
8A		8B
9A	9B	
10B		10A
11A		11B
12A	12B	
	13B	13A
14B	14A	
	15A	15B

Step 2. Tally the number of circled items in each column and multiply by 6.7.

- 2.1. Total responses in Column I \_\_\_\_\_ X 6.7 = \_\_\_\_\_
- 2.2. Total responses in Column II \_\_\_\_\_ X 6.7 = \_\_\_\_\_
- 2.3. Total responses in Column III \_\_\_\_\_ X 6.7 = \_\_\_\_\_

## Part 3 Interpretation of results

4.4

### Instructional Leadership Beliefs Inventory Part II: Forced Choices

#### Step 3. Interpretation

The product you obtained in Step 2.1 is an approximate percentage of how often you take a *directive approach* (informational or control) with teachers, rather than either of the other two approaches. The product you obtained in Step 2.2 is an approximate percentage of how often you take a *collaborative approach*, and Step 2.3 is an approximate percentage of how often you take a *nondirective approach*. The approach on which you spend the greatest percentage of time is the leadership model that dominates your beliefs. If the percentage values are equal or nearly equal, you take an *eclectic approach*.

You can also compare these results with your predictions in Part I.

## Appendix 3 Coaching Models

Warner in his blog *Using Models to assist the Coaching Process* talks about input models of coaching and output models of coaching.

According to Warner an input model:

*is primarily concerned with soliciting and processing feedback. Apart from the coach, this will come from the individual being coached, the boss, colleagues within the organization, and, in some cases, from the people reporting to the person being coached. The simple goal here is to gather a considerable amount of data or opinion about the person who is receiving the coaching so as to ensure that there is as rich an understanding as possible about strengths, development needs, positive and negative behaviors and other factors which may affect job (or overall) performance.*

An example of a model with a strong input focus is the **GROW** model, developed by Alexander and Whitmore; standing for **G**oal, **R**eality, **O**bstacles and **W**ill. This has been further adapted by O'Bree and Campbell to **GROWTH** adding in **T**actics and **H**abits to the original model in order to get more of an output focus.

Warner has developed his **RESULTS** model which has a stronger focus on change implementation and is therefore an output model.

Steps in the RESULTS model are:

**R**eflect -Take time to think, ask questions and re-frame  
**E**valuate -Carefully assess all the forward options ,  
**S**tandardize -Select the plan(s) with the best chance of succeeding,  
**U**nderstand -Appreciate what resources will be needed to succeed, **L**isten -Pay attention to the input of employees and colleagues, **T**ake Action -Implement plans and follow-through persistently, **S**ystematize -Ensure that processes are permanently changed.

Some Examples of Different Coaching Models		
<b>G: Goals</b> <b>R: Reality</b> <b>O: Options</b> <b>W: Way forward</b> <b>T: Tactic: how and when</b> <b>H: Habits: Sustaining Growth</b>	<b>C:Current Reality</b> <b>I: Ideal</b> <b>G:Gaps</b> <b>A:Action</b> <b>R:Review</b>	<b>C: Contracting</b> <b>L :Listening</b> <b>E: Exploring</b> <b>A: Action</b> <b>R: Review</b>
<b>R: Reflect</b> <b>E: Evaluate</b> <b>S: Strategize</b> <b>U: Understand</b> <b>L: Listen</b> <b>T: Take Action</b> <b>S: Systematise</b>	<b>O: Outcome</b> <b>S: Situation</b> <b>C: Choices / Consequences</b> <b>A: Actions</b> <b>R: Review</b>	<b>C: Clarify Situation</b> <b>O: Open Resourcing</b> <b>A: Agree to the Preferred Future</b> <b>C: Create the Journey</b> <b>H: head for Success</b>
<b>F: Frame the Conversation</b> <b>U: Understand the Current State</b> <b>E: Explore the Desired State</b>	<b>B: Build trust</b> <b>R: Reflect</b> <b>I: Identify Actions</b>	<b>G: Goals</b> <b>A: Assessment</b> <b>I: Ideas</b>

<b>L: Lay out a Plan Forward</b>	<b>D: Deploy Resources</b> <b>G: Generate Ideas</b> <b>E: Evaluate</b>	<b>N: Next Step</b> <b>S: Support</b>
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### Activity:

Review a variety of models and decide on a model that suits the school context.

Share the model with the coaches , unpacking the various stages.

## Appendix 4 Resourcing Coaching

**Activity:** Build resourcing for coaching into strategic and annual plans.

For the purpose of the sample below I have aligned the coaching goal for 2020 to Banks Avenue School's Vision and Strategic Overview. In order to be given value and to be adequately resourced at a leadership level *coaching* needs to be included in the strategic and annual overview. In *BES: School Leadership and Student Outcomes: identifying what works and why* Resourcing Strategically was identified as one of the five key actions of effective leadership.

<b>Vision: Living and Learning with HEART</b> <b>Strategic Goal: Active Learners at the HEART</b>		
Annual Goal	Actions	Who / When / Resourcing
In 2020 Coaching will be introduced at two levels within the school; The leadership level The team level	<p><b>Leadership Level</b></p> <ul style="list-style-type: none"> <li>• Share sabbatical report with team leaders - looking ahead to implementation in 2020</li> <li>• Allocate funding for the 2020 budget to give release to coachees and team leaders for coaching</li> <li>• Identify if there is a school wide need /focus e.g. giving feedback to students</li> <li>• Build coaching sessions into leadership meetings each term</li> <li>• Unpack leadership capabilities at leadership level</li> <li>• Build understanding and skills of team leaders /coaches</li> <li>• Team leaders to set a coaching goal</li> <li>• On going support for coaches at leadership level and individual level</li> <li>• Reflect on progress/ look at data/ identify next steps</li> </ul> <p><b>Team Level</b></p> <ul style="list-style-type: none"> <li>• Coach/team leader to decide on one staff member to work with</li> <li>• Set up initial meeting to go overcoaching model, expectations and protocols etc</li> <li>• Identify time frame and dates for observations and</li> </ul>	November 2019 Principal -budget 2019 Principal Jan 2020 " Principal in leadership meetings Term 1 team leaders Across year- principal Mid year and November/ principal Term 1 coach/team leader Term 2 team leader Early term 2 coach /coachee

	<ul style="list-style-type: none"> <li>• meetings</li> <li>• Identify an area to focus on and develop an inquiry cycle / action plan (maybe school focus)</li> <li>• Coachee to reflect on practise and implement new actions</li> <li>• Coach to observe and to have a coaching conversation after observation</li> <li>• Reflect on the process - what worked what didn't? Outcomes- evidence for shifts? Student voice?</li> </ul>	<p>Coach/coachee</p> <p>Coachee by week 3 term 2 Weeks 3-9 coachee</p> <p>Twice a term coach /coachee</p> <p>End of term 2 coach and coachee</p>
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# Appendix 5 Protocols

The document below is an effort to create and share Protocol Overview which could be used and tailored to meet a schools needs.

**Activity:** Create protocols for coaching that are relevant to your school context.

## Protocols for Coaching at XYZ School

## Purpose of Coaching a Relationship

At XYZ we wish to continue to grow and sustain excellence in teaching practice. Establishing coaching relationships between staff will allow us to:

- Share best practices,
  - Support needs,
  - Grow leadership and
  - Induct new teachers.

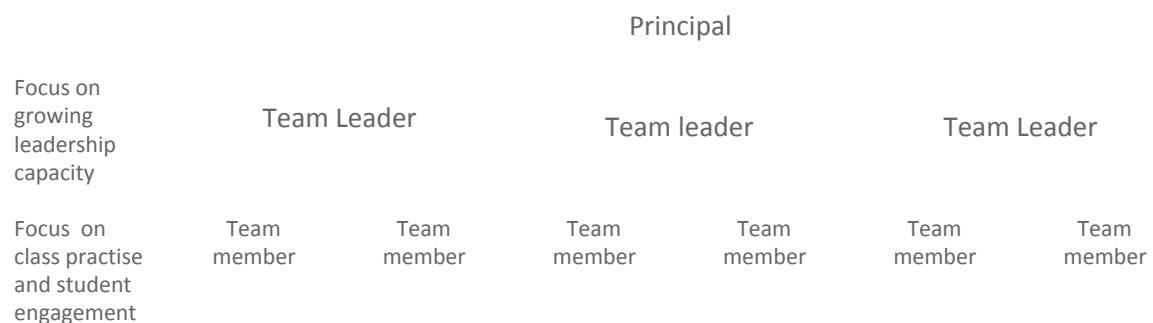
Ū ki te ako, tū tangata ai āpōpō.

Excel in teaching so our learners will excel in the future.

## Tiered Coaching Structure

The principal will work with the leadership team building leadership capability and capacity. This will be done through a coaching model and will aim to develop coaching skills, knowledge and dispositions in team leaders so they in turn can work with teachers in their teams using a coaching model to improve programme delivery and student engagement which in turn will lead to improved student outcomes.

*Mentoring / coaching encourages a relationship where teachers can “increase awareness, identify alternatives, initiate actions and develop themselves” Hay, 1995, p.3.*



## **Framework and Structure**

### Coaching Leadership Capacity

Two sessions per term in leadership meeting time (across terms 1-3) to:

- Introduce Coaching
  - The WHY, the HOW and the WHAT
- Review skills, knowledge and expectations
  - Undertake self review using Glickman's model
  - Reflect on the [Educational Leadership Capability Framework](#) identifying a coaching goal.
- Select specific coaching model e.g. RESULTS
  - Unpack what is expected at each stage
- Identify school focus and expectations for
  - Documentation and communication
  - Observations
  - Inquiry model
  - Goal setting
- Provide peer support
- Review and evaluation (term 4) see appendix 13
  - Data
  - Shifts in practice as a coach and also shifts in practice for team members
  - Next steps / looking ahead

### Coaching Team Members

Initially each team leader will be expected to choose one team member to coach.

Coaching of team members will begin in term 2 thus allowing team leaders to build their own skills and knowledge at leadership level in term 1.

- Initial meeting to:
  - Establish rapport and look at the WHY, WHAT and HOW of coaching
  - Review protocols
  - Review and set time frames e.g. teachers to be released for an hour every three weeks to meet with coach
  - Use questioning and listening skills to begin to unpack needs and start to frame goals
  - Frame inquiry for coachee
  - Set date for first observation
  - Clarify communication, documentation and reflection expectations

Term 2		
Week 2	Week 5	Week 8
Coach and coachee initial meeting to discuss these guidelines and protocols. Coach has leadership release Coachee released for an hour	Observation and coaching conversation An hour and a half needed for observation and post coaching conversation	Observation and coaching conversation. An hour and a half needed for observation and post coaching conversation <i>Principal may sit in on one of</i>

		<i>these sessions as a per observer of the coach.</i>
Coachee is working through an inquiry into an aspect of their practise and through coaching conversations and observations the coach is supporting reflection and review leading to a shift in practice.		

### Observations and Coaching Conversations

Ideally there should be two opportunities a term for planned for these to occur.

- Information shared before observation with coach to give some background
- Observation for 20- 40 minutes - focus co created with between coach and coachee
  - Coach to record behaviours and note wonderings to discuss later
- Post observation coaching conversation (coachee released for an hour). What next?
  - Coaching skills , e.g. active listening, questioning, paraphrasing, used to help coachee reflect and review
  - Focus reviewed and adapted if needed
  - Date for next session decided

### **Coaching Agreement**

The coach / coachee/principal need to establish a shared vision for working together:

- As a principal I agree to:
  - Valuing the coaching relationships we establish and therefore make resourcing available where possible:
    - Three one hour sessions a term release for the coachee to allow for them to meet with their coach
    - Leadership release for the team leader to allow them to meet with and observe their coachee
  - Fully supporting team leaders in their role as coaches
    - Dedicating leadership meeting time to building capacity and understanding of coaching
    - Being available to meet with coaches individually if needed
    - Being available to sit in on coaching conversations to offer peer feedback to the coach
- As a coach (team leader) I agree to:
  - Recognising that respect, trust, confidentiality and professionalism sit at the core of a coaching relationship
  - Being open to learning and practising new skills as a coach
  - Managing and working within the timeframes we agree to a coaching team and as a coaching partnership
  - Be non judgemental
  - Aligning my coaching practise to an aspect of the Educational Leadership Capability Framework by identifying an area to develop and writing it up as a leadership goal.
  - Be responsive to any cultural needs of the coachee
  - Reflect on the coaching process at an agreed time.
- As a coachee I agree to:

- Recognising that respect, trust, confidentiality and professionalism sit at the core of a coaching relationship
- Discussing my current practise with my coach and to work through a coaching model to identify areas to focus on.
- Carry out an inquiry and develop an action plan in relationship to an aspect of my practise or my understanding of learning and pedagogy. Note through coaching questions or looking at class or school data this should become apparent.
- Managing and working within the timeframes we agree to as a coaching partnership
- Keeping a reflective journal to document my learning and journey.
- Reflect on the coaching process at an agreed time.

Signed:

Principal

Coach

Coachee

## Appendix 6 Leadership Capabilities

In 2018 the Education Council published the [Educational Leadership Capability Framework](#).

*Leadership in educational organisations in Aotearoa New Zealand is essentially influencing others to act, think, or feel in ways that advance the values, vision and goals of the organisation, and the learning and flourishing of each of its learners.*

*Leadership is also about seeking sustainable and ongoing improvement and innovation. It is visible in a range of purposeful actions and ways of working.*

Coaching provides a tool to help influence others to act, think, or feel.

**Activities:** Give each leader a copy of the Leadership Capabilities Framework.

1. In pairs have team leaders unpack and report back to the group on one of the leadership capabilities making a direct link to how that capability is connected to coaching or how coaching may support growing that capability.
2. Have individual leaders reflect on the leadership capabilities identifying:
  - a. Which of these capabilities are a strength of mine?
    - i. How do I know that? What are the incidents, conversations, decisions, or desired change that I worked towards have I had success with? Why was that?
  - b. Which of these capabilities do I find the most challenging?
    - i. How do I know that? What are the incidents, conversations, decisions, or desired change that I worked towards that have challenged me?
    - ii. Why did I find this challenging? Which particular practice or practices described in this capability are areas I would like to improve on?

3. At the end of the framework there are a number of readings, research studies, videos etc that provide further thinking or information on each capability. Have team leaders take time to look at additional information / research from this section in relation to one of the capabilities they identified as needing more work.
4. Have team leaders/ coaches write a coaching goal linked to a leadership capability, e.g.

I am going to build on culturally responsive practices with my coachee and within my team by:

- Ensuring my coachee/ team is confident in supporting all their learners to understand their cultural heritage.
- Ensuring my own understanding of what culturally responsive practice based on Te Tiriti o Waitangi means in practice, and why.
- By gathering student voice about their tamariki's sense of belonging and engagement in learning and identifying how learning in their room (within their team and at their school) is responsive to their identity.
- Ensuring that my team develop and sustain a shared understanding of culturally responsive practice based on Te Tiriti o Waitangi that we use this knowledge in shaping a strengths-based curriculum and pedagogy, work with whānau and iwi, and continue to inquiry into effectiveness for learners.

### Summary of Leadership Capabilities

Contributing to the Development and Wellbeing of Education Beyond their Organisation	Ensuring Culturally Responsive Practice: understanding of Aotearoa New Zealand's cultural heritage, using Te Tiriti o Waitangi as the foundation	Building and Sustaining Collective Leadership and Professional Community
<p>Leaders bring their knowledge and experience of making improvements to local and national professional networks, as well as exploring opportunities to work with other educational organisations, local communities, government agencies and others to develop and improve educational provision and policy. They use such opportunities to learn from others, and to develop things that are collectively more than the sum of contributing parts, which others can draw from and use to improve educational practice.</p>	<p>Valuing what each learner brings with them. A strengths-based inclusive approach ensuring that learners feel they belong in the kura or school. Leaders take responsibility for growing their own and others' confidence in culturally responsive practice, and for genuinely involving Māori whānau in the identification of the organisation's vision and goals, both anchored in a thoughtful</p>	<p>Effective learning happens when the teachers responsible for it work together to share their knowledge and inquire into their practice. Leadership attends to the conditions and practices that are needed for this to occur, enhancing a strong sense of an engaging, active, and achieving community that sees itself involved in ongoing learning, innovation and improvement for the benefit of each and all of its learners.</p> <p>He kaimahi (The worker) Leaders</p>

<p>He kaikōtuitui (The networker) Leaders network, broker and facilitate relationships that contribute towards achieving the community's goals.</p> <p>He kaiarataki (The advocate) Leaders promote the development and implementation of strategies, plans and policies to realise learners' potential and their educational success as Māori.</p>	<p>understanding of the principles of Te Tiriti o Waitangi. They also take responsibility for ensuring that all learners know and can honour our country's cultural heritage.</p> <p>He kaiarataki (The advocate) Leaders promote the development and implementation of strategies, plans, and policies to realise learners' potential and their educational success as Māori.</p>	<p>'lead by doing': upholding collegial practices that build capability in others in pursuit of the goals of the organisation.</p> <p>He kaiako (The teacher and learner) Leaders understand that reciprocal learning and exemplary modelling of innovation leads to the effective creation, development and delivery of high-quality authentic learning contexts and practice.</p>
<p><b>Strategically Thinking and Planning</b></p> <p>Leaders ensure that the organisational vision, goals and expectations of staff, learners and whānau are shaped in ways that engage the organisational community (staff, learners, whānau, community stakeholders) in a meaningful way. This will mean that what is constructed is shared, will motivate, and will keep the organisation improving in line with a strong moral purpose, desiring the success of each and every one of their learners. They keep abreast of both emerging ideas and new evidence, and changes in policies and legislation that have a bearing on what the organisation can do, and bring that knowledge into their strategic thinking. They provide insightful reports of progress and identification of any problems that enable candid discussion to inform changes in practices or resources as needed.</p> <p>He kanohi mataara (The visionary) Leaders are innovative and visionary to equip learners with the knowledge, skills and values to succeed in the 21st century as Māori and as citizens of the world</p>	<p><b>Evaluating Practices in Relation to Outcomes</b></p> <p>Leaders are skilled at evaluating the organisation's collective and individual staff practices in relation to learning outcomes and wellbeing. They use high levels of quantitative and qualitative data literacy. They are curious about patterns and practices. They can describe and identify problems or challenges in ways that open up real discussion and identification of needs, and solutions.</p> <p>He kaiako (The teacher and learner) Leaders use reciprocal learning and exemplary modelling of innovation that leads to the effective creation, development and delivery of high-quality authentic learning contexts and practice.</p>	<p><b>Adept Management of Resources: to achieve the vision and goals</b></p> <p>Leaders understand the information they have in order to make decisions on how best to use the resources of money, time, and space and gain support for their learners and staff. They ensure they have the right information in making financial, human resource and property decisions, and they seek specialist advice to assist their decision-making if needed. They prioritise seeking and allocating resources that match the organisation's strategic plan.</p> <p>He kaiwhakarite (The manager) Leaders are effective and efficient managers of people, environments and education that transforms teaching and learning communities.</p>

Building and Sustaining High Trust Relationships	Embodying the Organisation's Values and Showing Moral Purpose, Optimism, Agency, and Resilience	Attending to their own Learning as Leaders and their own Wellbeing
<p>This is the heart of effective leadership.</p> <p>High trust relationships exist when leaders are respected for their deep educational knowledge, their actions and values, and the way they engage respectfully with others with empathy and humility, fostering openness in discussions. Leaders have good emotional intelligence and self-awareness.</p> <p><b>He kaitiaki</b> (The guardian) Leaders protect and nurture a caring environment where people and ideas are valued, health, safety and wellbeing are enhanced, and relationships are strong.</p> <p><b>He kaikōtuitui</b> (The networker) Leaders network, broker and facilitate relationships that contribute towards achieving organisational goals.</p>	<p>Leaders embody their organisation's values, carrying out "even the most routine and seemingly trivial tasks in such a way as to nudge their organisations towards their purposes." (Leithwood 2012).</p> <p>They approach the challenges of leadership with moral purpose, optimism, a sense of agency, and resilience. They are able to take thoughtful risks.</p> <p><b>He kaimahi</b> (The worker) Leaders 'lead by doing': upholding collegial practices that build capability in others in pursuit of the goals of the organisation.</p>	<p>Leaders ensure that they challenge their own thinking and keep growing their knowledge. They actively search for new information and knowledge and ideas. They also actively attend to their own wellbeing.</p> <p><b>He kaiako</b> (The teacher and learner) Leaders use reciprocal learning and exemplary modelling of innovation that leads to the effective creation, development and delivery of high-quality authentic learning contexts and practice.</p>

## Appendix 7 Adult Learning Theory- Andragogy

Working with adults is different than working with children. Andragogy, also known as adult learning theory, was proposed by Malcom S. Knowles in 1968. Knowles theory of andragogy identified five assumptions that teachers or in this case coaches should know about adult learners.

### Activity

1. Have leaders reflect on some recent powerful professional learning. Once they have identified that learning have them read through the summary below of Knowles five assumptions about adult learners. Which of the five assumptions were present or relevant in the powerful learning they reflected on?
2. In working with team members what are the key considerations of andragogy for coaches to consider?

### Knowles Assumptions

Self Concept: Because adults are at a mature developmental stage, they have a more secure self-concept than children. This allows them to take part in directing their own learning.

Adults “learn best when they are engaged as active partners” (Jonson, 2008). Adult learners need to be actively involved in the learning process so that they make choices relevant to their learning objectives. They need to be involved in decisions about their learning as “when learners are involved in making decisions about their own learning … learning becomes more productive, meaningful and relevant (Lovett, 2002b).

Knowles recommends as *adults are self-directed, they should have a say in the content and process of their learning*. Coaches need to be aware of this when working with their coachees.

Past Learning Experience: Adults have a vast array of experiences to draw on as they learn, as opposed to children who are in the process of gaining new experiences. Adults utilise their knowledge and their own autobiographies.

In considering this assumption coaches encourage teachers to connect their past experiences with their current knowledge-base. Coaches can support teachers and leaders to reflect and understand how their past knowledge, opinions, and experiences impact on their practice.

Readiness to Learn: Many adults have reached a point in which they see the value of education and are ready to be serious about and focused on learning. Many schools identify life-long learning as a value for students and staff; coaching is a tool to support lifelong learning.

Practical Reasons to Learn Adults are looking for practical, problem-centered approaches to learning. Knowles states *since adults are looking for practical learning, content should focus on issues related to their work or personal life*.

If it is clear to teachers that the activities/ learning in which they are engaged directly contribute to achieving their personal learning objectives, they are more likely to be inspired and motivated to engage in projects and successfully complete them. Practical application of relevant learning also provides teachers with opportunities to make connections between theory and practice.

Driven by Internal Motivation : While many children are driven by external motivators – such as punishment if they get bad grades or rewards if they get good grades – adults are more internally motivated.

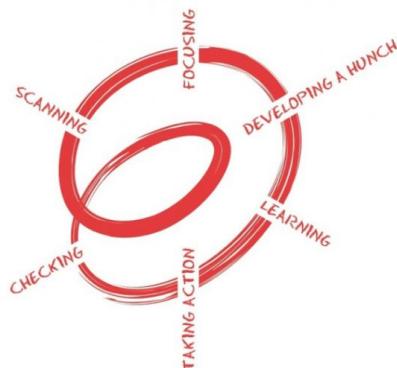
Adult learners often thrive in collaborative relationships with their coach / other teachers. Teachers appreciate the opportunity to reflect and engage in dialogue. Coaches can support teachers in their reflective practice by using a teaching as inquiry process. It is by examining and challenging their current practice that they will make paradigm shifts in their thinking and potentially improve student outcomes.

## Appendix 8 Spirals of Inquiry

There are numerous inquiry models that coaches can utilise in supporting teachers to reflect on their practise and implement change, such as Smyth's (1989) four forms of action to improve teaching practice:

- What do I do? (describing)
- What does this mean? (informing)
- How did I come to be like this? (confronting)
- How might I do things differently? (reconstructing)

In [A Framework for Transforming Learning in Schools: Innovation and the Spiral of Inquiry](#) Timperley, Kaser and Halbert advocate for the following model.



Phase of Inquiry	Key Questions
Scanning	<p>What do we do and why do we believe it is important?</p> <p>What impact does it have on students' achievement in our class or school?</p> <p>What's going on for our learners?</p> <p>How do we know?</p> <p>Are there any groups of students we are concerned about?</p> <p>Gather student voice:</p> <p>Where/ how are you going with your learning? How do you know?</p> <p>What are you learning and why?</p> <p>Do you know your strengths? How do you know this?</p> <p>Does your teacher know your strengths and interests?</p>
Focusing	<p>Where are we going to concentrate our energies so that we can change the experiences and outcomes for our learners?</p> <p>What will we focus on?</p> <p>What data or evidence do we have?</p> <p>What's going on for our learners?</p>

	How do we know?
Developing a hunch	How are WE contributing to this situation? What might be leading to what? Have we got any hunches you want to unpack?
Learn	How and where can we learn more about what to do? What support do we need? What expertise can we call on? What research or theories can we look into?
Taking Action	What is our focus /goal? What can we do differently to make enough difference? What will be the facilitators and resistors to achievement of our goals? What are the expected outcomes? What they would like the coach to focus on for the purposes of support or feedback or expertise?
Checking	Have we made enough of a difference? What constitutes enough? What data or evidence can we look at? What's going on for our learners? How do we know?

It is vital for teachers and coaches to have a good understanding of the spiral of inquiry and its different phases.

### Activity

Ask leaders to write one or two sentences to describe each stage of the spiral. Have them check in the report or in the summarised information below if they were on the right track.

#### Scanning

The scanning phase of the spiral asks us to be genuinely curious about our learners and to stay open to all kinds of new information and insights. The scanning process starts to create the motivation and energy for further engagement. What's going on for learners? More emphasis is placed on teacher observations of students, in all circumstances.

### **Box 3. What the scanning process is and is not**

#### **What scanning is**

Scanning is

- an inquiry and evidence-seeking mindset;
- a wide perspective on learning; and
- involves finding out about what is happening for all learners from their perspectives, and from those of their families and the community.

#### **What scanning is not**

Scanning is **not**

- about seeking evidence to reinforce the status quo;
- simply a focus on aspects of academic learning that are easily measured; or
- only about what the professionals think.

### **Focusing**

The focusing phase requires us to ask: Where are we going to concentrate our energies so that we can change the experiences and outcomes for our learners? Focusing well will lead to informed actions, and usually means selecting no more than one or two areas so that the inquiry is "focused and deep". Timperley, Kaser and Halbert point out that a common focus generates the momentum to transform schools.

Page 11 [A Framework for Transforming Learning in Schools: Innovation and the Spiral of Inquiry](#)

### **Box 4. What focusing is, and is not**

#### **What focusing is**

Focusing

- uses information from the scan to identify an area for concentrated team learning and action;
- usually requires collection of further information to ensure accurate understanding of the situation;
- builds on strengths as well as gaining clarity on challenges; and
- identifies a common area many people can buy into.

#### **What focusing is not**

Focusing is **not**

- the time to introduce completely new areas disconnected from the scanning process;
- about assuming you've got it all figured out and don't need to investigate any further;
- just about problems or challenges; and nor is it
- about everyone choosing her/his own area of interest.

### **Developing a hunch**

How are we contributing to the situation? In this phase of the spiral we consciously surface individual hunches, about what we are doing that is leading to the specific situation for our learners. "Hunch" is an important word – hunches may not be totally accurate, but it is essential to get them all on the table because they guide the focusing. Sometimes they might be well-established routines of the school or the classroom, and be relevant to your own school. Hunches need testing.

#### Box 5. What developing hunches is and is not

##### **What developing hunches is**

Developing hunches is about

- getting deeply held beliefs out on the table about our own practices;
- our practices that we can do something about;
- checking our assumptions for accuracy before moving ahead.

##### **What developing hunches is not**

Developing hunches is **not**

- a general brainstorm of all possibilities;
- obsessed with everyone else and issues over which we have limited influence;
- venting about the past – or fuming about the present.

#### New learning

How and where will we learn more about what we do? From the research on teacher professional learning and the impact on student outcomes (Timperley et al, 2007) we know that teacher learning must be connected to identified learner needs. The spiral of inquiry demands that new learning – how and what we are going to learn – emerges from a thorough scan, is sharpened through focusing, and is informed by the hunches we have developed.

#### Box 6. What new learning is and is not

##### **What new learning is**

New learning is

- motivated by and connected to changing the learning experiences of learners;
- directly linked to the focus identified in the earlier phase of the spiral;
- about understanding why new ways of doing things are better than previous practices;
- sustained and supported over time.

##### **What new learning is not**

New learning is **not**

- about what someone else thinks would be useful – or readily available;
- Disconnected from the context;
- just about a set of strategies, without deeper understanding of the purpose;
- short-term or a quick fix.

#### Taking action

What can we do differently to make enough of a difference? It is important to see this phase as more than just implementing some new strategies that we learned in the previous phase. By taking action we are deepening our learning. Genuine inquiry needs space to take risks, make mistakes, and try again – and again .

### **Box 7. What taking action is and is not**

#### **What taking action is**

Taking action is

- learning more deeply about new ways of doing things;
- informed by a deep understanding of why new practices are more effective than others;
- about evaluating the impact on learners;
- about acknowledging feelings of vulnerability and building conditions of trust.

#### **What taking action is not**

Taking action is **not**

- just about implementing some new strategies;
- trying out innovative ideas just because they look exciting;
- doing something different and failing to monitor the effects on learners;
- assuming everyone feels OK about the change.

### **Checking**

Have we made enough of a difference? Checking doesn't have to be formal, or at a set time. It can go on throughout the spiral. We should be constantly asking 'What's going on for our learners?' and 'How do we know?'

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### **Box 8. What checking is and what it is not**

#### **What checking is**

Checking is

- fundamental to an inquiry evidence-seeking mindset;
- about high expectations that our actions will make a difference for all learners;
- about providing information on the impact of our actions;
- about beginning to set the stage for what comes next.

#### **What checking is not**

Checking is **not**

- just a routine to follow at the end;
- making **some** difference for **some** learners;
- about making judgments about the capacity of learners;
- to justify our actions

## **Appendix 9 Active Listening**

*SILENT contains the exact same letters as LISTEN*

Active Listening is a key coaching skill.

To be an effective and active listener, coaches should:

- Give the speaker full attention
- Encourage the person to keep talking
- Not break into the conversation by sharing "war stories" or their own experiences
- Not give advice

- Suspend judgement
- Take careful note of what is being said, take notes if necessary
- Not ask questions during the listening phase
- Encourage; nod, make affirming noises
- Listen as well for what is *not* said and for what is important to the speaker. Consider body language.
- At the end there may be the need to prompt or ask clarifying questions: tell me more, what happened then?
- Paraphrase back to the listener what you have heard

### **Activity**

Through coaching you will identify three aspects of your work life that bring you the most joy.

In pairs

- One person to talk about things that bring them joy in education. When your partner runs out of steam encourage them to keep talking.
- After three minutes, the timer will go off. At that stage the listener can ask questions to help the ‘blabber’ clarify their thinking so they come to a succinct answer to the question.
- Listener to repeat back to the blabberer what they said.
- Swap and repeat

Reflection on the Task

- How did the coaching experience feel? As a listener? As a blabber?
- What is the value of “blabbing”
- What did you notice? What was hard? What was easy?
- What did you do well? Badly? Did coaching help?
- In what ways is active listening a gift we give to others?
- In what ways is active listening a gift to the listener?
- What would you try to do better next time?

### **Appendix 10 Questioning**

Another key coaching skill is the ability to ask deep and reflective questions in order to facilitate the coachees own thought processes.

The role of a coach is to ask the right questions, to promote greater self-awareness and foster informed decision making, so that the coachee can reflect on practice and identify possible solutions. It is not the role of the coach to try to solve problems for the coachee, but rather it is to ask probing questions, so that together the best solutions can be found.

In her book *Coaching Leadership* Jan Robertson identifies three levels of questions:

Level 1 questions are used to clarify thinking about situations, actions, feelings and events

- Tell me what, when, who, if, whether, how many, why?

Level 2 questions are used to clarify purpose, reasons and intended consequences.

- Start with: how, why, who and which

These are probing questions endeavouring to find the reasons for actions.

Level 3 questions are used to clarify the basis of outcomes. Level three questions are layered on to unpack further or go deeper into thinking.

- So what will happen next?
- So how does this lead toward your goal?
- So why might this be important?
- So what would you do differently?
- So what would you do the same?

### Activity

1. Have leadership team think of a conversation they have had with a team member or a conversation they will be having. Get them to write two questions at each of Robertson's level.
2. Look at the questioning framework below. What other questions could be added at each stage /phase?

Questions are pivotal at the level of the coach in their role of working with the coachee and encouraging them to reflect on their practice. Questions are also pivotal for the coachee as they inquire into their practice and identify through an inquiry model areas to develop. The table below has endeavoured to align Timperley, Karsen and Talbert's Spiral of Inquiry cycle and to Warner's RESULTS coaching model.

In the framework below we can see that by asking the right questions the coach is effectively supporting the coachee through an inquiry cycle.

Stage	Potential Questions
<b>Spiral of Inquiry</b> <b>Scanning</b> Focusing Hunch Learn Action Check	What do you do and why do you believe it is important? What impact does it have on students' achievement in your class or school? Whats on your mind? What else? What's going on for your learners? What's working well? What's not working so well? How do you know? Are there any groups of students you are concerned about? How do use data in your room? What does your data tell you? What have been recent changes to your programme or practise? Did these changes make a difference to your students learning? How do you know it made a difference? What student voice have you gathered? How that impact on your programme?
<b>RESULTS Coaching Model</b> <b>Reflect</b> Evaluate Strategize Understand Listen Take Action Synthesise	

	<p>What recent PD have you been involved in?      Tell me about the impact of the PD on your programme? On your learners?      What worries you the most about your class/ your programme ? Why?      What would you like to achieve from todays coaching session?</p>
<p><b>Spiral of Inquiry</b>      Scanning <b>Focusing</b> Hunch Learn Action Check</p> <p><b>RESULTS Coaching Model</b>      Reflect <b>Evaluate</b> Strategize Understand Listen Take Action Synthesise</p>	<p>What would you like to change? Why?      What will be the facilitators and resistors to achievement of our goals?      What are the expected outcomes?      What they would like the coach to focus on for the purposes of support or feedback or expertise?      What data or evidence do you have?      Where are you going to concentrate your energies so that you can change the experiences and outcomes for your learners?      What's going on for different groups of your learners?      How do you know?</p>
<p><b>Spiral of Inquiry</b>      Scanning Focusing <b>Hunch</b> Learn Action Check</p> <p><b>RESULTS Coaching Model</b>      Reflect Evaluate Strategize <b>Understand</b>      Listen Take Action Synthesise</p>	<p>How are you contributing to this situation?      What might be leading to what?      Have you got any hunches about why you think XXX is happening?      Why is XXX important?      Would working on XXX make a difference for students?      What will you be doing more if you focus on XXX??      What will the students be doing more if you focus on XXX?      How will you measure you that you are making a difference by focusing on XXX?      What outcomes are you hoping for?</p>
<p><b>Spiral of Inquiry</b>      Scanning Focusing Hunch <b>Learn</b> Action Check</p> <p><b>RESULTS Coaching Model</b>      Reflect Evaluate <b>Strategize</b> Understand Listen Take Action Synthesise</p>	<p>What options are available?      What would others do in a similar situation?      What is the most outlandish thing you could do?      If you could work with students alone what would you do?      What would the parents want you to do?      Have you thought about XXX?      What is the most important option now?      What would work against this option?      What would help progress?      What help would you need?      When would you achieve this goal?      How and where can you learn more about what to do?      What support do you need? What would help progress?      What expertise can we call on?      What research or theories can we look into?</p>

<p><b>Spiral of Inquiry</b>  Scanning Focusing Hunch Learn <b>Action</b>  Check</p> <p><b>RESULTS Coaching Model</b>  Reflect Evaluate Strategize Understand  Listen <b>Take Action</b> Synthesise</p>	What actions do you need to take to reach your goal? What will be the impact of completing that action for your teaching practice? Which action has the most clarity and energy for you? Can we break it down into steps? What will be your first step and when? What support do you need? Who might be able to help? What might get in the way? What success indicators will you look for to know if you have achieved your goal? What will you do differently to make enough difference? When will you do it? What do you want to achieve before we meet again? Is there any new learning you need? When will you review progress?
<p><b>Spiral of Inquiry</b>  Scanning Focusing Hunch Learn Action  <b>Check</b></p> <p><b>RESULTS Coaching Model</b>  Reflect Evaluate Strategize Understand  Listen <b>Take Action</b> Synthesise</p>	Have you made enough of a difference? What constitutes enough? What data or evidence do you have? What student voice have you gathered? What did it tell you? What's going on for your learners now? How do you know? So what will happen next? So how does this lead toward your goal? So why might this be important? So what would you do differently next time? So what would you do the same? So what are you thinking for your next steps? Your next inquiry? Your next goal?

## APPENDIX 11 Observation Guidelines

“The main reason to conduct classroom observations is to generate actionable feedback for improving practice” (Kane, 2012, p.40).

The New Zealand Teaching Council has provided the following resources on observations on their site [Teaching Council - Observations](#).

The first link below is to a report with a range of research that highlights the benefits and importance of observations in growing teacher practises. The summary below is from this report.

The second link is to an example of a template for coaching observations.

[Observations of Teachers & Effective Feedback Processes for Schools and Early Childhood Education Services](#)

### [Coaching Observation Template](#)

#### Why are formal observations important?

If observations are undertaken effectively, they allow teachers to see things in ways that they are unlikely to have the opportunity to see otherwise (Khachatryan, 2015), and thus help teachers direct their efforts into improving their practices. For teachers to improve their teaching, they need to be able to identify their own strengths and weaknesses clearly and recognise where they need to improve their knowledge and skills (Kane, 2012).

“Teachers are among the most powerful influences in learning” (Hattie, 2012, p.22).

High-quality teaching across early childhood education and schools has substantial long-term benefits and can off-set disadvantages that stem from low socio-economic backgrounds (e.g., Basham, 2012; Rivkin, Hanushek, & Kain 2005).

Jensen (2014) concluded that “improving teacher effectiveness outweighs the impact of any other school education program or policy in improving student performance” (p.5).

#### Three Phase Observation Process

<b>Stages</b>	<b>Prompts / Supports</b>
<p><b>The pre-conversation</b> (scanning and reflecting)</p> <p>This gives the coach the chance to gather some background information about the class, needs and on the programme. It sets the context for the observation and allows the coachee to set the focus of the observation. Ideally the focus of the observation should be linked to previous coaching</p>	<p>Tell me about the needs of your class . What did you want to me to look at specifically today? Why is this important to you? What systems / supports/ strategies / processes do you have in place to support this need? How well do your students engage in learning? What motivates your students the most to be engaged? When do you think your students are least engaged? Any ideas why this is so? What will be the context for the lesson I will be observing?</p>

<p>conversations where the coachee has identified goals or focuses to work on.</p>	<p>What explicitly do you what the children to be learning today? How would you gauge that they have successfully learned this? Are there particular students or groups you would like me to be aware of? What additional support do you have in place for them?</p>
<p><b>The Observation</b> (focusing, understanding and listening)</p> <p>During the observation the coach can record:</p> <p><i>Descriptive feedback</i> which is an account of the coachees practice or student's work that will be used to relay back to the coachee what they have done and how and what happened, without any assessment or judgment of the process.</p> <p><i>Evaluative feedback</i> which will be illicit highlights, strengths and areas for further development or reflection.</p>	<p>Gather student voice</p> <p>What was the focus of today's learning? Why are you learning this? What does your teacher do to help you learn? Do you feel comfortable in your learning environment? What do you know about yourself as a learner?</p>
<p><b>Post Observation</b> (synthesise, reflect and check)</p> <p>Engage in a coaching conversation to help the coachee reflect on their lesson and identify next steps.</p> <p>Robertson in her paper <a href="#"><u>The 3 R's for Coaching</u></a> reinforces the importance of the coachee participating in self reflection before any other feedback or suggestions are offered.</p> <p>Questions /prompts at this level can be considered under different areas and before meeting with the coachee it would be beneficial for the coach to have identified questions in each area to ask.</p>	<p><u>Compare and Reflect</u></p> <p>What do you think went well? Why was this? What do you think did not go well? Why was this? What was the difference in these moments?</p> <p><u>Analyse and Clarify</u></p> <p>How did you know XXX was effective? Why did you decide to ...? What is the value of ...? What would you change and why? Would you tell me a little more about...? Let me see if I understand... I'd be interested in hearing more about... It'd help me to understand if you'd give me an example of... So, are you saying/suggesting...? Tell me what you mean when you say ... I'm curious to know more about...</p> <p><u>Brainstorm and Identify Next Steps</u></p> <p>How will you plan to ...? What are some ways you can ...? How will you include ...?</p>
<p><u>Compare and Reflect</u></p>	

<p>These questions give the coachee the chance to reflect and think about what went well and what didn't; identifying why that is the case.</p> <p><b>Analyse and clarify</b></p> <p>Clarifying questions to gather more information about the coachees thinking or actions and they seeks connections between ideas.</p> <p><b>Brainstorming and Next Steps</b></p> <p>Brainstorming questions help the coach and coachee understand and hypothesize different options and imagine possibilities and possible outcomes.</p> <p><b>Give Another Perspective</b></p> <p>Share student voice, data or research. Ask the coachee to reflect on that. Does it change any previous thinking?</p>	<p>What's another way you might...?</p> <p>What would it look like?</p> <p>How was ... different from (or like) ...?</p> <p>What criteria do you use to...?</p> <p>When have you done something like ... before?</p> <p>Are there places/times where that's not a challenge?</p> <p>How did you decide/determine/conclude?</p> <p>What was your intention when...?</p> <p>What is the connection between ... and ...?</p> <p>What might happen if ...?</p> <p>How do you think the children would respond if ...?</p> <p>What if the opposite were true? Then what?</p> <p>If you fail at this, what would that look like/sound like?</p> <p>What needs to be true so that doesn't happen?</p> <p>Imagine yourself in the future; describe what you / your students will be doing that will let you know you've achieved success.</p> <p>What's the biggest barrier you see to doing XXXX. How will you address that?</p> <p>Complete this stem: "I used to think _____, but now I think _____."</p> <p>Define what success will look like and how you might get there.</p> <p><b>Give Another Perspective</b></p> <p>What surprises you about these comments/ this research/ this data?</p> <p>Does it impact on your current thinking?</p> <p>Do you need to find out more?</p> <p>Do you need to consider this moving ahead?</p>
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## Activity

Share the process and the observation template with the coaches and coachees. Adapt it to meet individual school needs.

## Appendix 12 Feedback

Feedback and support are critical for creating sustainable change. Coaches can offer feedback to coachee's based on observable behaviour:

- Coaches who are also principals or lead teachers may offer feedback between sessions based on changes they observe.
- Carry out classroom observations: see appendix 11
- The coach may also seek feedback from colleagues, students and parents to share with the coachee .
- Coachees can also bring along feedback they have received from their school leader, colleagues, students and parents to discuss with the coach
- Ongoing feedback, reflection and review

The key purpose for the feedback conference or coaching session is for the coach to help the coachee:

- Identify which moments/practices are effective and which are less effective
- Compare what is happening in these interactions
- Analyze the impact these moments have on the children's engagement and learning
- Brainstorm next steps to enhance their practise

If teachers do not find the feedback they receive to be meaningful and useful they will not change their practices (Khachatryan, 2015).

Shute (2008) concluded that feedback is more likely to lead to improvements if it:

- Focuses on the task and the steps needed to perform a task, not on personal characteristics
- Is sufficiently detailed to ensure it is useful
- Contains clear and specific messages about the teaching practices and how any aspects of those differ from what is expected
- Is unbiased and objective and is presented in manageable units

Guss, Norris, Horm, Monroe, and Wolfe (2013 )note:

- Results should be shared in a way that explains the specifics of what was observed without projecting judgment about the attitudes, knowledge, or competence of the teachers. If teachers feel they are being judged harshly, such judgments can thwart their sense of competence, lessen the likelihood they will internalise the feedback they receive, and jeopardize the on-going relationship between them and their observer.
- Both teachers and observers need to take responsibility for ongoing, meaningful communication. "With power differentials, perceived or real, it is important to design mechanisms that enable the free bidirectional flow of communication – both negative and positive information".

- The simple act of sharing feedback will not magically lead to changes. Follow-up discussions and support are required to help the teacher internalise the feedback and make changes to their practices.
- When sharing feedback coaches need to prioritise what is important, as the quantity of feedback can sometimes be overwhelming and lead to paralysis.
- It takes time for the feedback to be implemented. It is an iterative process that can involve both successes and setbacks along the way.
- It may be helpful for more senior staff members to share how they use feedback to inform their practice.

In addition, Khachatrian (2015) highlights other points worth noting.

- It is important that there is clarity for the teacher around the feedback, its implications, what the teacher needs to do to improve and why the coach considers some practices effective or ineffective. Research has found that a lack of clarity is a widespread issue amongst teachers.
- Feedback can also validate and affirm the multitude of pedagogical decisions teachers make. Such feedback may also have the effect of motivating teachers to work harder in other areas identified as needing improvement.
- It is important to consider how much change should be expected from a teacher based on feedback. What is expected must be manageable and realistic.
- Ultimately feedback must increase motivation or cause learning within the recipient in order for it to increase effects on future performance.

In the [ASCD 7 Keys for Effective Feedback](#) report Grant Wiggins writes: "the term *feedback* is often used to describe all kinds of comments made after the fact, including advice, praise, and evaluation. But none of these are feedback, strictly speaking. Basically, feedback is information about how we are doing in our efforts to reach a goal." Wiggins then shares that helpful feedback is:

- Goal-referenced
- Tangible and transparent
- Actionable
- User-friendly (specific and personalized)
- Timely
- Ongoing
- Consistent.

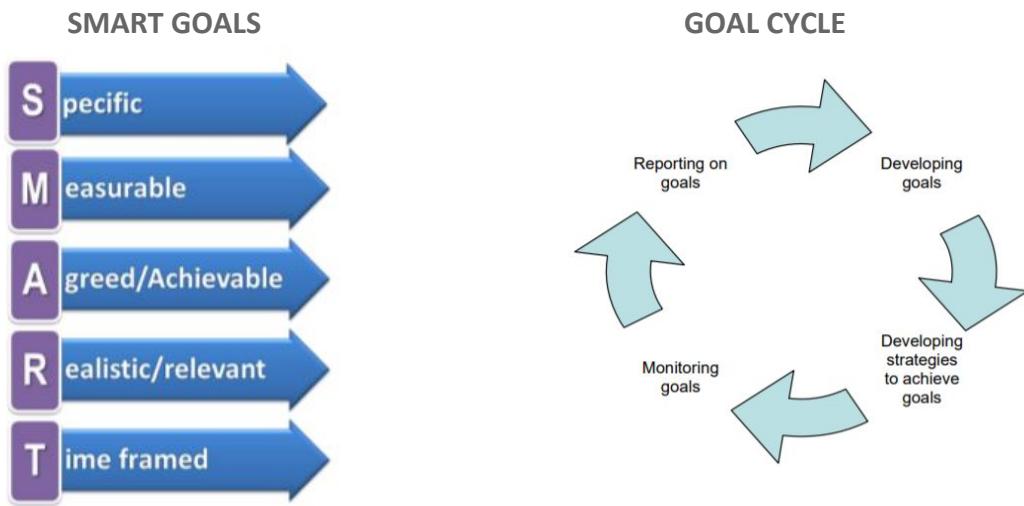
## Appendix 13 Goal Setting

Goals set by the coachee define what they want to achieve, both in the classroom and also through the coaching session itself. Goals may be long, medium or short term or a combination of all three and will help to determine what actions the coachee will take.

As we initiate a goal setting process with our coachees we build a sense of intent, focus and responsibility especially where the goals involve a vision of future possibilities for the coachee and their performance.

Goals with personal relevance and meaning for the coachee are more likely to be achieved and bring them fulfilment in the long term. When working on developing goals, consider the following tips:

- Goals should be SMART (Specific, Measurable, Achievable, Relevant, Time-phased) (Goal setting guide)
- Goals should challenge and stretch the coachee
- The coach and coachee may need to revisit the goal over time to reformulate it until it meets needs.



#### Possible questions to help identify goals:

What kind of teacher do you want to be?

When you think about the kind of teacher you want to be, what do you need to do to get there?

How do you want your students to remember you and the learning experiences in your classroom? How would that make you feel?

Can you tell me about your best teacher... are there aspects of their practice that you would like to integrate into your own practice? What would that mean for your students?

What is currently happening in your teaching practice that you would like to either further develop or not continue? What might this change look like?

Tell me about the possibilities for action that you can see?

For additional questions or prompts refer to [Appendix 10](#) on questioning.

## Goal Template

<b>Name</b> <b>Term</b>	
<b>SMART Goal:</b> <b>Use This Simple Template</b>  By ..... (timeframe)  I will have ..... (changed practice)  With the intention that/so that ..... (learner benefits)	
<b>Actions:</b> How do you intend to achieve this goal? What actions will you take?	
<b>Expected Outcomes:</b> How will you know you have achieved your goal - what would you like as outcomes?	
<b>Potential Barriers:</b> What could be barriers to you not achieving your goal? How will you overcome these?	
<b>Reflection And Evidence: End of Term</b> How are you going? What is going well? What is not? What evidence can you share to show you achieved your goal?	
<b>Next steps:</b> What next?	
<b>Feedback from coach:</b>	

## Appendix 14 Review the Coaching Process

The following review is adapted from [Coaching Toolkit for Teachers Overview-AITSL](#). The review sheet should be completed by the coach and the coachee at the end of the coaching process.

### Reviewing my Goals

	Obstacles encountered	How have I progressed?
What were the goals of the coaching relationship?		
What were my personalised learning goals?		

### How was I successful?

- What did I do particularly well?
- What can I do now that I couldn't do before?
- What did I do to overcome any obstacles?

### What did I learn about myself?

- Did I find the coaching experience valuable? Why/why not?
- What did I learn about myself that I didn't know before?
- How can I use this learning in the future?

### What do I need to continue working on?

- What didn't go well?
- What am I still challenged by?
- What might I do to continue to address these challenges?

### Continuing the learning process

- Was the coaching relationship an effective professional learning tool to address the identified development needs? Why/why not?
- What is my next learning opportunity?
- What support may I need from others?
- Do I want to continue the coaching relationship? Why/why not?
- What could I do to get more out of my next coaching experience?

## **Appendix 15**

**Coaching Guidelines** - A practical School Resource

### **Acknowledgements**

Thank you to the Banks Avenue School Board of Trustees for granting me this time off. This is my first sabbatical in my thirty-six year teaching career and I feel blessed to have had the time the focus and reflect on this topic as well as relax, recover and rejuvenate at a personal level.

I also need to acknowledge our team at Banks Avenue School for stepping up and covering for me in my absence. Thanks Tricia Carroll, Tracey Mora and Emma Derrick for the additional workload you have had this term.

There has been a wide range of reading, talking and researching on my coaching journey. However in particular I acknowledge:

Core Education for the in depth professional development you provided in 2017 on Coaching and Mentoring.

Lesley Murrily from Amesbury School in Wellington. The one day course you offered in May 2019 helped refine the direction of this paper and shifted the focus to *coaching leadership*. You were generous with resource sharing and passionate about the benefits of coaching for leadership.

Jan Robertson's book *Coaching Leadership*. This helped consolidate my understanding.

Finally thank you to the Teach NZ for granting me this sabbatical.

### **Resources and Readings**

[Using Models to assist the Coaching Process](#) John Warner

Developing the Person in the Professional Robertson and Murrily 2006

Educational Leadership Capability Framework Teaching Council 2018

MIDDLE LEADERSHIP: THE POSSIBILITIES AND POTENTIAL Dr Camilla Highfield,

BES: school leadership and student outcomes

Creating a culture of coaching: upskilling the school workforce in times of change Spring 2011

Start with Why - Simon Sinek Ted talk

Guidelines for Induction and Mentoring and Mentor Teachers

# Coaching Guidelines

Based on 2019 [Sabbatical Report](#)



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## Overview

This booklet can be used to support coaching within a school or across a kahui ako.

Coaching relationships may exist between a:

- Principal and a leadership team (coaching leadership)
- Tutor teacher (coach) and a beginning teacher (provisionally certified teacher-PCT)
- Team leader (coach) and a teacher (coachee)
- Lead kahui ako principal (coach) and across school kahui ako leaders (coachees)
- Across school kahui ako leader (coach) and in- school kahui ako leader (coachee)

Regardless of the coaching relationship the principles of coaching and the skills, knowledge and dispositions remain the same.

This booklet identifies the benefits of a coaching relationship, the WHY of coaching, as well as HOW and the WHAT of coaching.

## Purpose - The WHY of Coaching

As educators we need to continue to grow and sustain excellence in teaching . Establishing coaching relationships between staff will allow us to:

- Share best practices,
- Support needs,
- Grow leadership and
- Induct new teachers.

Ū ki te ako, tū tangata ai āpōpō.

Excel in teaching so our learners will excel in the future.

### Our Mission

To set, maintain and promote standards of excellence in teaching.

Through coaching conversations, observations and feedback loops coaches will be able to support teachers and leaders to be reflective learners so ultimately student outcomes improve.

Mutual trust, respect and commitment are important dispositions in building any coaching relationship. The ability to listen and to ask deep and meaningful questions that get the coachtee to think and reflect on practice and next steps are foundation coaching skills.

*Ensuring high quality teaching for all students requires teachers to learn and work together...If coaches see themselves as teachers of teaching and agents of cultural change they can promote new teacher learning and help connect new teachers to their experienced colleagues (Feiman-Nemser, 2016)*

*Mentoring / coaching encourages a relationship where teachers can “increase awareness, identify alternatives, initiate actions and develop themselves” (Hay, 1995, p.3).*

*By inquiring into their teaching or leadership practices and their students’ learning, teachers / leaders can develop knowledge and skills to respond to the particular needs, interests and strengths of diverse students and reduce the disparities of achievement in education. (Ministry of Education, 2009)*

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## Skills and Knowledge - The What of Coaching

### Active Listening

*SILENT contains the exact same letters as LISTEN*

Active Listening is a key coaching skill.

To be an effective and active listener, coaches should:

- Give the speaker full attention
- Encourage the person to keep talking; nodding and making affirming sounds e.g ummm, uh-huh
- Not break into the conversation by sharing “war stories” or their own experiences
- Not give advice
- Suspend judgement
- Take careful note of what is being said, take notes if necessary
- Not ask questions during the listening phase
- Encourage; nod, make affirming noises
- Listen as well for what is *not* said and for what is important to the speaker. Consider body language.
- At the end there may be the need to prompt or ask clarifying questions: tell me more, what happened then?
- Paraphrase back to the listener what you have heard

### Questioning

A coach’s effective use of questioning is fundamental to a successful coaching conversation. The role of a coach is to ask the right questions, to promote greater self-awareness and foster informed decision making, so that the coachee can reflect on practice and identify possible solutions. It is not the role of the coach to try to solve problems for the coachee, but rather it is to ask probing questions, so that together the best solutions can be found.

*Hartman (2010) asserts that the questions coach’s ask can be “powerful teaching, thinking and learning tools” (p. 142). Parsloe and Leedham (2009) highlight that mentors need to be clear about the purpose of the questions they ask their mentee, as different types of questions can elicit different responses.*

In the table below there are a variety of questions a coach could ask associated with each stage of the coaching and inquiry cycles.

Reflective Prompts	
Stage	Potential Questions
<b>Spiral of Inquiry</b> <b>Scanning</b> Focusing Hunch Learn Action Check	What do you do and why do you believe it is important? What impact does it have on students' achievement in your class or school? Whats on your mind? What else? What's going on for your learners?
<b>RESULTS Coaching Model</b> <b>Reflect</b> Evaluate Strategize Understand Listen Take Action Synthesise	What's working well? What's not working so well? How do you know? Are there any groups of students you are concerned about? How do use data in your room?

	<p>What does your data tell you?      What have been recent changes to your programme or practise?      Did these changes make a difference to your students learning?      How do you know it made a difference?      What student voice have you gathered?      How that impact on your programme?      What recent PD have you been involved in?      Tell me about the impact of the PD on your programme? On your learners?      What worries you the most about your class/ your programme ? Why?      What would you like to achieve from todays coaching session?</p>
<p><b>Spiral of Inquiry</b>      Scanning <b>Focusing</b> Hunch Learn Action Check   <b>RESULTS Coaching Model</b>      Reflect <b>Evaluate</b> Strategize Understand      Listen Take Action Synthesise</p>	<p>What would you like to change? Why?      What will be the facilitators and resistors to achievement of our goals?      What are the expected outcomes?      What they would like the coach to focus on for the purposes of support or feedback or expertise?      What data or evidence do you have?      Where are you going to concentrate your energies so that you can change the experiences and outcomes for your learners?      What's going on for different groups of your learners?      How do you know?</p>
<p><b>Spiral of Inquiry</b>      Scanning Focusing <b>Hunch</b> Learn Action Check   <b>RESULTS Coaching Model</b>      Reflect Evaluate Strategize  <b>Understand</b>      Listen Take Action Synthesise</p>	<p>How are you contributing to this situation?      What might be leading to what?      Have you got any hunches about why you think XXX is happening?      Why is XXX important?      Would working on XXX make a difference for students?      What will you be doing more if you focus on XXX??      What will the students be doing more if you focus on XXX?      How will you measure you that you are making a difference by focusing on XXX?      What outcomes are you hoping for?</p>
<p><b>Spiral of Inquiry</b>      Scanning Focusing Hunch <b>Learn</b> Action Check   <b>RESULTS Coaching Model</b>      Reflect Evaluate <b>Strategize</b> Understand      Listen Take Action Synthesise</p>	<p>What options are available?      What would others do in a similar situation?      What is the most outlandish thing you could do?      If you could work with students alone what would you do?      What would the parents want you to do?      Have you thought about XXX?      What is the most important option now?      What would work against this option?      What would help progress?      What help would you need?      When would you achieve this goal?      How and where can you learn more about what to do?      What support do you need? What would help progress?      What expertise can we call on?</p>

	What research or theories can we look into?
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## Observations

"The main reason to conduct classroom observations is to generate actionable feedback for improving practice" (Kane, 2012, p.40).

If observations are undertaken effectively, they allow teachers to see things in ways that they are unlikely to have the opportunity to see otherwise (Khachatryan, 2015), and thus help teachers direct their efforts into improving their practices. For teachers to improve their teaching, they need to be able to identify their own strengths and weaknesses clearly and recognise where they need to improve their knowledge and skills (Kane, 2012).

Jensen (2014) concluded that "improving teacher effectiveness outweighs the impact of any other school education program or policy in improving student performance" (p.5).

The New Zealand Teaching Council has provided a resources on observations: [Teaching Council - Observations](#).

This link is to an example of a template for coaching observations; [Coaching Observation Template](#)

## Three Phase Observation Process

Stages	Prompts / Supports
<b>The pre-conversation</b> (scanning and reflecting) <p>This gives the coach the chance to gather some background information about the class, needs and on the programme. It sets the context for the observation and allows the coachee to set the focus of the observation. Ideally the focus of the observation should be linked to previous coaching conversations where the coachee has identified goals or focuses to work on.</p>	Tell me about the needs of your class . What did you want to me to look at specifically today? Why is this important to you? What systems / supports/ strategies / processes do you have in place to support this need? How well do your students engage in learning? What motivates your students the most to be engaged? When do you think your students are least engaged? Any ideas why this is so? What will be the context for the lesson I will be observing? What explicitly do you what the children to be learning today? How would you gauge that they have successfully learned this? Are there particular students or groups you would like me to be aware of? What additional support do you have in place for them?
<b>The Observation</b> (focusing, understanding and listening) <p>During the observation the coach can record:  <i>Descriptive feedback</i> which is an account of the coachees practice or student's work that will be used to relay back to the coachee what they</p>	Gather student voice What was the focus of today's learning? Why are you learning this? What does your teacher do to help you learn? Do you feel comfortable in your learning environment? What do you know about yourself as a learner?

<p>have done and how and what happened, without any assessment or judgment of the process.</p> <p><i>Evaluative feedback</i> which will be illicit highlights, strengths and areas for further development or reflection.</p>	
<p><b>Post Observation</b> (synthesise, reflect and check)</p> <p>Engage in a coaching conversation to help the coachee reflect on their lesson and identify next steps.</p> <p>Robertson in her paper <a href="#"><u>The 3 R's for Coaching</u></a> reinforces the importance of the coachee participating in self reflection before any other feedback or suggestions are offered.</p> <p>Questions /prompts at this level can be considered under different areas and before meeting with the coachee it would be beneficial for the coach to have identified questions in each area to ask.</p> <p><b>Compare and Reflect</b> These questions give the coachee the chance to reflect and think about what went well and what didn't; identifying why that is the case.</p> <p><b>Analyse and clarify</b> Clarifying questions to gather more information about the coachees thinking or actions and they seeks connections between ideas.</p> <p><b>Brainstorming and Next Steps</b> Brainstorming questions help the coach and coachee understand and hypothesize different options and imagine possibilities and possible outcomes.</p> <p><b>Give Another Perspective</b> Share student voice, data or research. Ask the coachee to reflect on that. Does it change any previous thinking?</p>	<p><b>Compare and Reflect</b> What do you think went well? Why was this? What do you think did not go well? Why was this? What was the difference in these moments?</p> <p><b>Analyse and Clarify</b> How did you know XXX was effective? Why did you decide to ...? What is the value of ...? What would you change and why? Would you tell me a little more about...? Let me see if I understand... I'd be interested in hearing more about... It'd help me to understand if you'd give me an example of... So, are you saying/suggesting...? Tell me what you mean when you say ... I'm curious to know more about...</p> <p><b>Brainstorm and Identify Next Steps</b> How will you plan to ...? What are some ways you can ...? How will you include ...? What's another way you might...? What would it look like? How was ... different from (or like) ...? What criteria do you use to...? When have you done something like ... before? Are there places/times where that's not a challenge? How did you decide/determine/conclude? What was your intention when...? What is the connection between ... and ...? What might happen if ...? How do you think the children would respond if ...? What if the opposite were true? Then what? If you fail at this, what would that look like/sound like? What needs to be true so that doesn't happen? Imagine yourself in the future; describe what you / your students will be doing that will let you know you've achieved success. What's the biggest barrier you see to doing XXXX. How will you address that? Complete this stem: "I used to think _____, but now I think _____." Define what success will look like and how you might get there.</p>

	<p><u>Give Another Perspective</u></p> <p>What surprises you about these comments/ this research/ this data?</p> <p>Does it impact on your current thinking?</p> <p>Do you need to find out more?</p> <p>Do you need to consider this moving ahead?</p>
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## Feedback

Feedback and support are critical for creating sustainable change. Coaches can offer feedback to coachee's based on observable behaviour:

- Coaches who are also principals or lead teachers may offer feedback between sessions based on changes they observe.
- Carry out classroom observations
- The coach may also seek feedback from colleagues, students and parents to share with the coachee.
- Coachees can also bring along feedback they have received from their school leader, colleagues, students and parents to discuss with the coach
- Ongoing feedback, reflection and review

The key purpose for the feedback conference or coaching session is for the coach to help the coachee:

- Identify which moments/practices are effective and which are less effective
- Compare what is happening in these interactions
- Analyze the impact these moments have on the children's engagement and learning
- Brainstorm next steps to enhance their practise

If teachers do not find the feedback they receive to be meaningful and useful they will not change their practices (Khachatryan, 2015).

Shute (2008) concluded that feedback is more likely to lead to improvements if it:

- Focuses on the task and the steps needed to perform a task, not on personal characteristics
- Is sufficiently detailed to ensure it is useful
- Contains clear and specific messages about the teaching practices and how any aspects of those differ from what is expected
- Is unbiased and broken into manageable units.

## Goal Setting

Goals set by the coachee define what they want to achieve, both in the classroom and also through coaching session itself. Goals may be long, medium or short term or a combination of all three and will help to determine what actions the coachee will take.

Goals with personal relevance and meaning for the coachee are more likely to be achieved and bring them fulfilment in the long term. When working on developing goals, consider the following tips:

- Goals should be SMART (Specific, Measurable, Achievable, Relevant, Time-phased) (Goal setting guide)
- Goals should challenge and stretch the coachee
- The coach and coachee may need to revisit the goal over time to reformulate it until it meets needs.

**1) Sloth goals**

- Somewhat vague
- Lack commitment
- Open ended
- Timid
- Hard to achieve

**2) ISMART goals**

- Inspiring
- Specific
- Measurable
- Achievable
- Results driven
- Time-bound

Use This Simple Template

By ..... (timeframe)

I will have ..... (changed practice)

With the intention that/so that ..... (learner  
benefits)

## Goal Template

**Name**  
**Term**

**SMART Goal:**

Use This Simple Template

By ..... (timeframe)

I will have ..... (changed practice)

With the intention that/so that ..... (learner benefits)

**Actions:**

How do you intend to achieve this goal? What actions will you take?

**Expected Outcomes:**

How will you know you have achieved your goal - what would you like as outcomes?

**Potential Barriers:**

What could be barriers to you not achieving your goal? How will you overcome these?

**Reflection And Evidence: End of Term**

How are you going? What is going well? What is not? What evidence can you share to show you achieved your goal?

**Next steps:**

What next?

**Feedback from coach:**

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## The How of Coaching

### **Adult Learning Theory**

Working with adults is different than working with children. Andragogy, also known as adult learning theory, was proposed by Malcom S. Knowles in 1968. Knowles theory of andragogy identified five assumptions that teachers or in this case coaches should make about adult learners.

#### **Knowles Assumptions**

**Self Concept:** Because adults are at a mature developmental stage, they have a more secure self-concept than children. This allows them to take part in directing their own learning.

Adults “learn best when they are engaged as active partners” (Jonson, 2008). Adult learners need to be actively involved in the learning process so that they make choices relevant to their learning objectives. They need to be involved in decisions about their learning as “when learners are involved in making decisions about their own learning … learning becomes more productive, meaningful and relevant (Lovett, 2002b).

Knowles recommends as *adults are self-directed, they should have a say in the content and process of their learning*. Coaches need to be aware of this when working with their coachees.

**Past Learning Experience:** Adults have a vast array of experiences to draw on as they learn, as opposed to children who are in the process of gaining new experiences. Adults utilise their knowledge and their own autobiographies.

In considering this assumption coaches encourage teachers to connect their past experiences with their current knowledge-base. Coaches can support teachers and leaders to reflect and understand how their past knowledge, opinions, and experiences impact on their practice.

**Readiness to Learn:** Many adults have reached a point in which they see the value of education and are ready to be serious about and focused on learning. Many schools identify life-long learning as a value for students and staff; coaching is a tool to support lifelong learning.

**Practical Reasons to Learn** Adults are looking for practical, problem-centered approaches to learning. Knowles states *since adults are looking for practical learning, content should focus on issues related to their work or personal life*.

If it is clear to teachers that the activities/ learning in which they are engaged directly contribute to achieving their personal learning objectives, they are more likely to be inspired and motivated to engage in projects and successfully complete them. Practical application of relevant learning also provides teachers with opportunities to make connections between theory and practice.

**Driven by Internal Motivation :** While many children are driven by external motivators – such as punishment if they get bad grades or rewards if they get good grades – adults are more internally motivated.

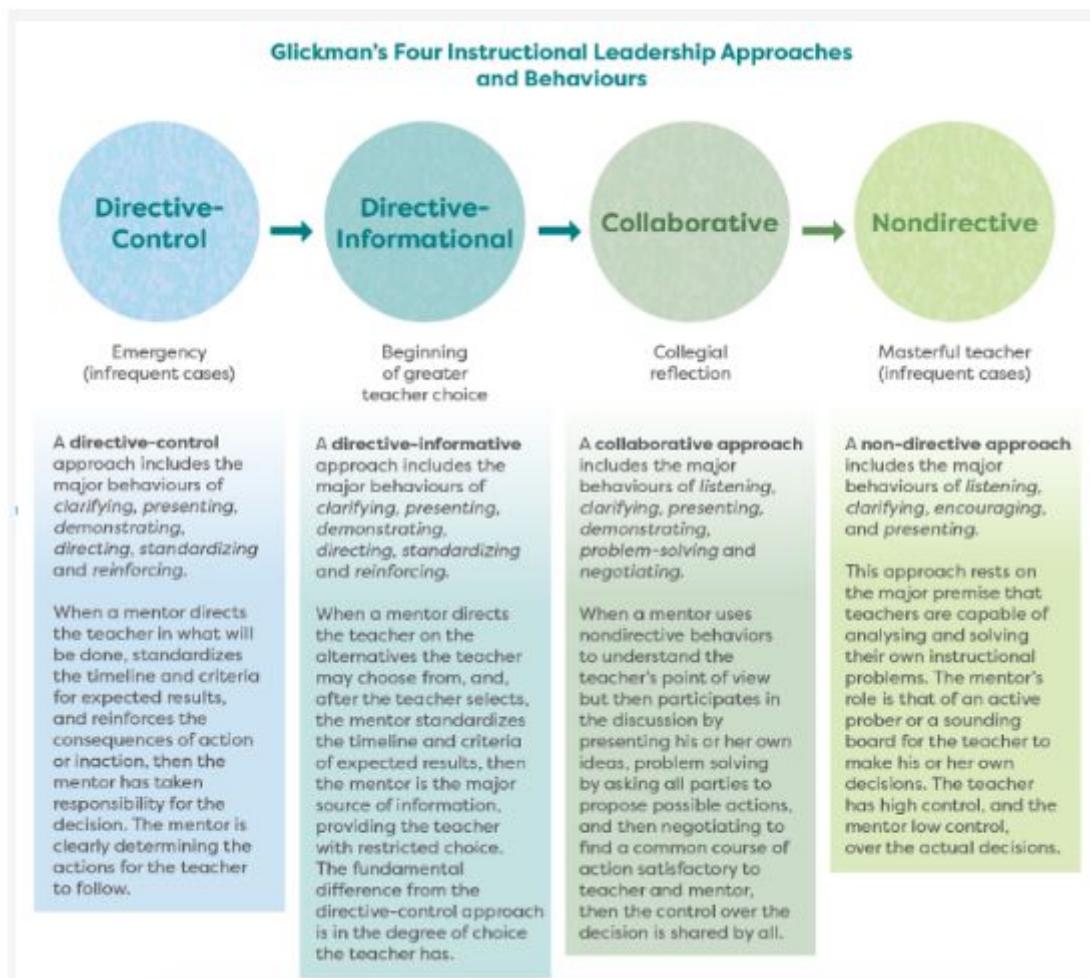
Adult learners often thrive in collaborative relationships with their coach / other teachers.

Teachers appreciate the opportunity to reflect and engage in dialogue. Coaches can support teachers in their reflective practice by using a teaching as inquiry process. It is by examining and challenging their current practice that they will make paradigm shifts in their thinking and potentially improve student outcomes.

### **Instructional Leadership Approaches**

There are four approaches ( directive/control, directive/informational, collaborative, non directive) that can be used to coach teachers: there are a variety of strategies and behaviors under each approach. Glickman's model. In [Sabbatical Report](#) Appendix 2 gives a self assessment tool that coaches can use to see where they sit on Glickman's scale.

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## Coaching Protocols

Both the coach and coachee share responsibility for the smooth working of the relationship. This is about having a shared understanding of expectations, communication and timeframes. At the beginning of the coaching relationship establish:

- A shared timeline with pre-agreed meeting and observation times and dates that respects the time and responsibilities of all those involved.
- The relationship between coaching and appraisal. Ideally the two should be separate to allow the coachee to take risks and not fear failure.
- The coachee's role in identifying goals and areas to focus on.
- The coach's role is primarily non-judgmental and non-directive.
- Communication and documentation expectations e.g. a shared google doc will be set up to record minutes from meetings and next steps
- A coaching agreement

## Sample Coaching Agreement

The coach / coachee/principal establish a shared vision for working together:

- As a principal I agree to:
  - Valuing the coaching relationships we establish and therefore make resourcing available where possible:

- 
- Three one hour sessions a term release for the coachee to allow for them to meet with their coach
  - Leadership release for the team leader to allow them to meet with and observe their coachee
  - Fully supporting team leaders in their role as coaches
    - Dedicating leadership meeting time to building capacity and understanding of coaching
    - Being available to meet with coaches individually if needed
    - Being available to sit in on coaching conversations to offer peer feedback to the coach
  - As a coach (team leader) I agree to:
    - Recognising that respect, trust, confidentiality and professionalism sit at the core of a coaching relationship
    - Being open to learning and practising new skills as a coach
    - Managing and working within the timeframes we agree to as a coaching team and as a coaching partnership
    - Be non judgemental
    - Aligning my coaching practise to an aspect of the Educational Leadership Capability Framework by identifying an area to develop and writing it up as a leadership goal.
    - Be responsive to any cultural needs of the coachee
    - Reflect on the coaching process at an agreed time.
  - As a coachee I agree to:
    - Recognising that respect, trust, confidentiality and professionalism sit at the core of a coaching relationship
    - Discussing my current practise with my coach and to work through a coaching model to identify areas to focus on.
    - Carry out an inquiry and develop an action plan in relationship to an aspect of my practise or my understanding of learning and pedagogy. Note through coaching questions or looking at class or school data this should become apparent.
    - Managing and working within the timeframes we agree to as a coaching partnership
    - Keeping a reflective journal to document my learning and journey.
    - Reflect on the coaching process at an agreed time.

Signed: Principal

Coach

Coachee

#### **Sample Communication Record**

Date and Agenda	Minutes	Next Steps
1/2/18 Initial meeting <ul style="list-style-type: none"> <li>● protocols, roles and expectations</li> <li>● coaching model</li> <li>● discuss needs in class</li> </ul>	<ul style="list-style-type: none"> <li>● Protocols discussed and documented- See notes below.</li> <li>● google doc setup to share notes.</li> <li>● Reflective journal set up - link shared.</li> <li>● Goal discussed - thinking about maths but TBC</li> </ul>	next meeting in two weeks 15/2. will finalise inquiry / goal at that meeting
15/2/18		

#### **Build Trust**

Coaching is a confidential activity in which all involved have a duty of care towards each other. The structure and direction of any coaching and mentoring should be responsive to the coachee's cultural and ways of working:

- Delivery of any programme for the coaching of Māori should be done according to tikanga Māori (see for example, Mead, 2003)

- Mentoring in the Pasifika context should affirm distinct Pasifika customs, practices, and ways of being and values

Build trust by:

- Telling your truth
- Demonstrating respect
- Showing genuine care
- Maintaining your integrity
- Being transparent
- Being a learner
- Acknowledging and rectifying mistakes
- use the principle *clarity is kind*



## Spiral Of Inquiry

In [A Framework for Transforming Learning in Schools: Innovation and the Spiral of Inquiry](#) Timperley, Kaser and Halbert advocate for the following inquiry model.

Phase of Inquiry	Key Questions
Scanning	<p>What do we do and why do we believe it is important? What impact does it have on students' achievement in our class or school? What's going on for our learners? How do we know? Are there any groups of students we are concerned about? Gather student voice: Where/ how are you going with your learning? How do you know? What are you learning and why? Do you know your strengths? How do you know this? Does your teacher know your strengths and interests?</p>
Focusing	<p>Where are we going to concentrate our energies so that we can change the experiences and outcomes for our learners? What will we focus on? What data or evidence do we have? What's going on for our learners? How do we know?</p>
Developing a hunch	<p>How are WE contributing to this situation? What might be leading to what?</p>

	Have we got any hunches you want to unpack?
Learn 	How and where can we learn more about what to do? What support do we need? What expertise can we call on? What research or theories can we look into?
Taking Action 	What is our focus /goal? What can we do differently to make enough difference? What will be the facilitators and resistors to achievement of our goals? What are the expected outcomes? What they would like the coach to focus on for the purposes of support or feedback or expertise?
Checking 	Have we made enough of a difference? What constitutes enough? What data or evidence can we look at? What's going on for our learners? How do we know?

It is vital for teachers and coaches to have a good understanding of the spiral of inquiry and its different phases as it becomes a tool to use when they are looking at their practice and identifying areas for improvement or focus.

### Coaching Model- RESULTS

There are a number of coaching models that schools can draw on to structure their practise around. Regardless of the coaching model chosen they all have key steps or phases in common.



The RESULTS coaching model is designed to be action-focused at every step. It also allows both the coach and the coachee to build and implement a strong forward plan, which is change-oriented.

The RESULTS coaching model consists of seven sequential and iterative steps as follows:

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## **(R) Reflect – Take time to think, ask questions and re-frame**

Reflection is a high order thinking tool. This first step is therefore used to encourage coachees to reflect; see questions posed in the *Reflective Prompts* table above.

## **(E) Evaluate – Carefully assess all the forward options**

Just as many leaders and teachers often have too little time to reflect, they also don't always have the time to assess the many possible forward options which may exist. This step therefore seeks to help generate and evaluate options.

## **(S) Strategize – Select the plan(s) with the best chance of succeeding**

After considering and evaluating options which focuses or goals are most likely to be of most benefit?

## **(U) Understand – Appreciate what resources will be needed to succeed**

In this step the coach works with the coachee to better understand what is needed in practical implementation terms to achieve the goal. Break it up into manageable pieces. Seek the resources needed, e.g. setting up visits to a colleagues room.

## **(T) Take Action – Implement plans and follow-through**

Follow a step-by-step approach. The coach can arrange to check in to see how things are going.

## **(S) Systematize – Ensure that processes are permanently changed**

Once a goal has been achieved and a change for the better has been brought about, things can often slip backwards if processes and systems are not permanently changed. At this point, the coach therefore aims to help the teacher to identify the key processes/ practises that have undergone change and how these have brought positive benefits. Student voice or data can be used as evidence at this stage.

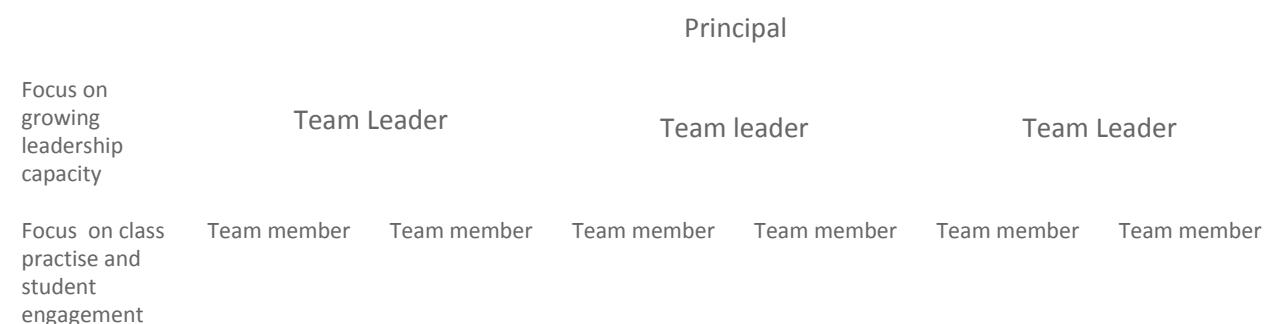
### **Getting Started**

1. Establish the coaching hierarchy; which leaders will the principal work with and in turn which teachers will they coach.

### **Tiered Coaching Structure**

The principal will work with the leadership team building leadership capability and capacity. This will be done through a coaching model and will aim to develop coaching skills, knowledge and dispositions in team leaders so they in turn can work with teachers in their teams using a coaching model to improve programme delivery and student engagement which in turn will lead to improved student outcomes.

*Mentoring / coaching encourages a relationship where teachers can “increase awareness, identify alternatives, initiate actions and develop themselves” (Hay, 1995, p.3).*



2. Build resourcing for a coaching programme into the annual plan and the annual budget. See appendix 4 of sabbatical report.

- 
3. Establish time frames
    - a. Term 1 Two or three coaching meetings with leadership team
    - b. Term 2 Leaders/ coaches begin working with coachees. Class observations occur.
    - c. Term 3 Reflect on the process and adapt.

### **Record Keeping**

It is important for the coach and coachee to have access to shared documents for communication purposes.

Possible agenda items:

- Follow up from previous meetings
- Reflection on goal/ focus:
- Positives - what's going well
- Concerns - what have you done or what are you thinking of doing to resolve concern
- Suggestions from observations
- Questions /prompts from coaching cycle
- Professional reading – give title and anything relevant that may come out of the reading when discussing

Date Agenda	Minutes	Next Steps

### **Leadership Capabilities**

In 2018 the Education Council published the [Educational Leadership Capability Framework](#).

*Leadership in educational organisations in Aotearoa New Zealand is essentially influencing others to act, think, or feel in ways that advance the values, vision and goals of the organisation, and the learning and flourishing of each of its learners. Leadership is also about seeking sustainable and ongoing improvement and innovation. It is visible in a range of purposeful actions and ways of working.*

Coaching provides a tool to help influence others to act, think, or feel.

### **Summary of Leadership Capabilities**

Contributing to the Development and Wellbeing of Education Beyond their Organisation	Ensuring Culturally Responsive Practice: understanding of Aotearoa New Zealand's cultural heritage, using Te Tiriti o Waitangi as the foundation	Building and Sustaining Collective Leadership and Professional Community
Leaders bring their knowledge and experience of making improvements to local and national professional networks, as well as exploring opportunities to work with other educational organisations, local	Valuing what each learner brings with them. A strengths-based inclusive approach ensuring that learners feel they belong in the	Effective learning happens when the teachers responsible for it work together to share their knowledge and inquire into their practice. Leadership attends to the conditions and practices that

<p>communities, government agencies and others to develop and improve educational provision and policy. They use such opportunities to learn from others, and to develop things that are collectively more than the sum of contributing parts, which others can draw from and use to improve educational practice.</p> <p><b>He kaikōtuitui (The networker)</b></p> <p>Leaders network, broker and facilitate relationships that contribute towards achieving the community's goals.</p> <p><b>He kaiarataki (The advocate)</b></p> <p>Leaders promote the development and implementation of strategies, plans and policies to realise learners' potential and their educational success as Māori.</p>	<p>kura or school. Leaders take responsibility for growing their own and others' confidence in culturally responsive practice, and for genuinely involving Māori whānau in the identification of the organisation's vision and goals, both anchored in a thoughtful understanding of the principles of Te Tiriti o Waitangi. They also take responsibility for ensuring that all learners know and can honour our country's cultural heritage.</p> <p><b>He kaiarataki (The advocate)</b></p> <p>Leaders promote the development and implementation of strategies, plans, and policies to realise learners' potential and their educational success as Māori.</p>	<p>are needed for this to occur, enhancing a strong sense of an engaging, active, and achieving community that sees itself involved in ongoing learning, innovation and improvement for the benefit of each and all of its learners.</p> <p><b>He kaimahi (The worker)</b></p> <p>Leaders 'lead by doing': upholding collegial practices that build capability in others in pursuit of the goals of the organisation.</p> <p><b>He kaiako (The teacher and learner)</b></p> <p>Leaders understand that reciprocal learning and exemplary modelling of innovation leads to the effective creation, development and delivery of high-quality authentic learning contexts and practice.</p>
<p><b>Strategically Thinking and Planning</b></p> <p>Leaders ensure that the organisational vision, goals and expectations of staff, learners and whānau are shaped in ways that engage the organisational community (staff, learners, whānau, community stakeholders) in a meaningful way. This will mean that what is constructed is shared, will motivate, and will keep the organisation improving in line with a strong moral purpose, desiring the success of each and every one of their learners. They keep abreast of both emerging ideas and new evidence, and changes in policies and legislation that have a bearing on what the organisation can do, and bring that knowledge into their strategic thinking. They provide insightful reports of progress and identification of any problems that enable candid discussion to inform changes in practices or resources as needed.</p> <p><b>He kanohi mataara (The visionary)</b></p>	<p><b>Evaluating Practices in Relation to Outcomes</b></p> <p>Leaders are skilled at evaluating the organisation's collective and individual staff practices in relation to learning outcomes and wellbeing. They use high levels of quantitative and qualitative data literacy. They are curious about patterns and practices. They can describe and identify problems or challenges in ways that open up real discussion and identification of needs, and solutions.</p> <p><b>He kaiako (The teacher and learner)</b></p> <p>Leaders use reciprocal learning and exemplary modelling of innovation that leads to the effective creation, development and delivery of high-quality authentic learning contexts and practice.</p>	<p><b>Adept Management of Resources: to achieve the vision and goals</b></p> <p>Leaders understand the information they have in order to make decisions on how best to use the resources of money, time, and space and gain support for their learners and staff. They ensure they have the right information in making financial, human resource and property decisions, and they seek specialist advice to assist their decision-making if needed. They prioritise seeking and allocating resources that match the organisation's strategic plan.</p> <p><b>He kaiwhakarite (The manager)</b></p> <p>Leaders are effective and efficient managers of people, environments and education that transforms teaching and learning communities.</p>

Leaders are innovative and visionary to equip learners with the knowledge, skills and values to succeed in the 21st century as Māori and as citizens of the world		
<p><b>Building and Sustaining High Trust Relationships</b></p> <p>This is the heart of effective leadership.</p> <p>High trust relationships exist when leaders are respected for their deep educational knowledge, their actions and values, and the way they engage respectfully with others with empathy and humility, fostering openness in discussions. Leaders have good emotional intelligence and self-awareness.</p> <p><b>He kaitiaki</b> (The guardian) Leaders protect and nurture a caring environment where people and ideas are valued, health, safety and wellbeing are enhanced, and relationships are strong.</p> <p><b>He kaikōtuitui</b> (The networker) Leaders network, broker and facilitate relationships that contribute towards achieving organisational goals.</p>	<p><b>Embodying the Organisation's Values and Showing Moral Purpose, Optimism, Agency, and Resilience</b></p> <p>Leaders embody their organisation's values, carrying out "even the most routine and seemingly trivial tasks in such a way as to nudge their organisations towards their purposes." (Leithwood 2012). They approach the challenges of leadership with moral purpose, optimism, a sense of agency, and resilience. They are able to take thoughtful risks.</p> <p><b>He kaimahi</b> (The worker) Leaders 'lead by doing': upholding collegial practices that build capability in others in pursuit of the goals of the organisation.</p>	<p><b>Attending to their own Learning as Leaders and their own Wellbeing</b></p> <p>Leaders ensure that they challenge their own thinking and keep growing their knowledge. They actively search for new information and knowledge and ideas. They also actively attend to their own wellbeing.</p> <p><b>He kaiako</b> (The teacher and learner) Leaders use reciprocal learning and exemplary modelling of innovation that leads to the effective creation, development and delivery of high-quality authentic learning contexts and practice.</p>

## Additional Information for Provisionally Certified Teachers - PCT's

The sections below relate specifically to PCT's however many of the expectations and guidelines are transferable to the role of mentor /mentee.

### Educative Mentoring Source Education Council

The table below summarises characteristics of educative mentoring, and what it looks like in practice.

Educative Mentoring	Examples of Practice
Recognises the range of expertise, skill and knowledge mentors require in this role	<ul style="list-style-type: none"> <li>• discussions of strategies are linked to principles of effective practice</li> <li>• teaching observations are tailored to PCT's goals</li> <li>• feedback is typically based on evidence, for example, achievement data, PCT planning, observation data</li> <li>• mentor engages with PCT as a co-learner; questions that inquire into and challenge practice are common.</li> </ul>

Links practice to a view of good teaching	<ul style="list-style-type: none"> <li>encourages PCT to make decisions and justify how they will teach</li> <li>allows PCT to unpack beliefs and explain teaching methods with the aim of improving learning and building confidence.</li> </ul>
Has a developmental (but not linear) view of learning to teach	<ul style="list-style-type: none"> <li>acquires critical knowledge of theories of teacher development along with the expectation of PCT to engage in reflection with a primary concern for learning of ākonga.</li> </ul>
Employs a non-deficit approach with a focus on cognitive and reflective skills, and evidence to advance learning	<ul style="list-style-type: none"> <li>deconstruction: allows PCT to describe what happened, analyse and discuss the evidence, examine ākonga understandings and outcomes</li> <li>co-construction: design next steps, set new goals and understand the implications for children and learning.</li> </ul>
Engages PCT in serious professional conversations	<ul style="list-style-type: none"> <li>develops knowledge and ability to conduct learning conversations</li> <li>the mentor and PCT meet at planned times to engage in learning conversations about the PCT's practice</li> <li>The agenda is agreed beforehand to ensure the conversations are focused conversation is non-judgemental and based on evidence.</li> </ul>
Links practice to a view of good teaching / learning focus	<ul style="list-style-type: none"> <li>goal oriented – PCT and mentor goal.</li> </ul>
Builds confidence by developing pedagogical expertise	<ul style="list-style-type: none"> <li>setting goals – own development</li> <li>underpinned by achievement of ākonga.</li> </ul>
Has a developmental (but not linear) view of learning to teach	<ul style="list-style-type: none"> <li>long-term focus</li> <li>deeper exploration of practice and evidence of learning – and what lies behind the surface issues.</li> </ul>
Develops teacher autonomy and agency	<ul style="list-style-type: none"> <li>teacher voice</li> <li>determine next steps and take responsibility</li> <li>PCT agency involved in making decisions</li> <li>examine and reflect on own practice</li> <li>becoming self-regulated.</li> </ul>
Builds knowledge by using their teaching as a site of inquiry	<ul style="list-style-type: none"> <li>practice of effective pedagogy</li> <li>proactive – setting the PCT up – application of strategies.</li> </ul>
Provides planned, and takes advantage of incidental, learning opportunities	<ul style="list-style-type: none"> <li>focused and specific</li> <li>detailed observation – but selective</li> <li>mentor and PCT focused – purposeful, know what you'll observe</li> <li>range of tools used in observation.</li> </ul>
Engages in serious professional conversations	<ul style="list-style-type: none"> <li>professional discussion – challenge pedagogy</li> <li>active listening</li> <li>explore deeper issues</li> <li>learning conversation process (partnership)</li> <li>more about mentor (listening) and their role.</li> </ul>
Bases feedback and assessment on evidence	<ul style="list-style-type: none"> <li>evidence based / interrogate data</li> <li>get PCT to think more and have evidence for what they are doing.</li> </ul>
Provides planned, and takes advantage of incidental, learning opportunities	<ul style="list-style-type: none"> <li>goal setting meetings, observations times and professional conversations are planned and timetabled</li> <li>it is established with the PCT that no question is a silly question</li> <li>open door policy means that 'just in time' learning can take place.</li> </ul>
Expects the development of pedagogical expertise	<ul style="list-style-type: none"> <li>knowledge of how to use cognitive interventions is developed to recognise teacher expertise</li> <li>feedback and conversations are about learning of ākonga in the context of the PCT's teaching</li> <li>mistakes, fallibility and pushing boundaries are accepted as part of learning – their teaching becomes a site of inquiry.</li> </ul>
Provides effective support so the new teacher thrives	<ul style="list-style-type: none"> <li>conversations are non-judgemental</li> <li>successes, particularly related to learning of ākonga, are affirmed</li> <li>PCT is listened to – beliefs are unpacked, mentor speaks less</li> <li>PCT knowledge is valued</li> <li>a sense of professional agency is encouraged through engagement in decision-making about teaching practice.</li> </ul>

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## **Role of a mentor teacher / coach for a PCT**

The role of a mentor of a PCT includes:

- providing support to the PCT in their new role as a teacher with full responsibility for their ākonga
- demonstrating effective teaching
- facilitating learning conversations with the PCT that challenge and support them to use evidence to develop teaching strengths
- observing the PCT and providing feedback against specific criteria and facilitating the PCT's ability to reflect on that feedback
- assisting the PCT to gather and analyse ākonga learning data in order to inform next steps and different approaches in their teaching
- guiding the PCT towards professional leadership practices that support learning in the unique socio-cultural contexts of Aotearoa
- supporting the PCT to become part of the wider learning community
- suggesting suitable professional development for the PCT
- advocating for the PCT if needed, particularly in accessing high-quality induction and mentoring
- collaboratively planning the use of the 0.2 or .1 staff support with the beginning teacher.
- helping develop a fail safe working environment within which the beginning teacher can operate with success
- assisting the beginning teacher with planning, implementing and evaluating their teaching strategies, programme and learning environments.
- helping the beginning teacher deal with specific learning problems relating to classroom practice
- providing or helping provide access to a variety of learning resources
- disseminating and assisting in the interpretation of information
- encouraging collegial liaison & co-operation
- making frequent formal and informal visits to the beginning teacher's classroom.
- maintaining a full record, in consultation with the beginning teacher, of conversations, goals, feedback etc
- observing and identifying the strengths and needs of the beginning teacher
- appraising and attesting to the PCT meeting the STP's (Standards for the Teaching Profession), professional standards for and code
- ensuring the principal has access to mentoring records
- supporting the PCT to meet timeframes

## **Role of the PCT**

- respond positively to assistance given
- identify and communicate personal strengths and needs
- seek advice and assistance when necessary
- be prepared to meet regularly with the mentor / tutor teacher
- collate documentation and evidence

## **PCT Mentoring / Coaching Programme**

It is important to realise it is not possible to attend to all aspects of teaching initially. It is therefore broken down with suggestions on a term by term basis

### **Term 1 and 2: Establishing Class Routines**

The PCT will:

- Establish control techniques from classroom routines
  - Establish the physical environment
  - Plan using clearly stated learning intentions and success criteria
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- Observe all children regularly and systematically in order to gather information about what they can do
  - Check knowledge of the following points:

Names of staff and Board of Trustees Plan of the school Vision Statement and School's Purpose School's planning requirements Beliefs about Learning Behaviour Plan/ PB4L expectations School Values School Policies- School Docs General information Induction and Buddy Teacher Car parking Security and school keys Absence from school -who to contact Use of photocopier, video and TV Bell times What happens if equipment breaks Buddy Class and associated guidelines	Playground duty - wet weather procedures Staff functions and social functions Assembly Use of library Staff, module and team meetings Lost property Lunches First Aid procedures Evacuation and Lockdown procedures Storage of art, phys ed., AV and musical resources and how to use them List of equipment stored in each classroom and where to get replacements eg: scissors etc. Insurance cover for personal items kept at school
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- Be aware of school commitments especially in areas of reporting and assessment
- Write a class description identifying groupings, needs and strengths
- Complete provided professional readings and discuss with tutor teacher / coach
- Make weekly evaluations of classroom programme / planning
- Begin to look at monitoring assessment and evaluation of children's progress and decide how these records will be kept
- Address needs identified by the tutor teacher
- Access school planning documents and guidelines
- Prepare for and run *Learning Conversations*
- Organise classroom resources
- Discuss involvement with parents including parental help in the classroom
- Begin to focus on curriculum areas one at a time. Start with one that the beginning teacher feels confident with
- Discuss and identify areas for professional development
- Evaluate induction and classroom programmes for Term I
- Reflect on term 1 and 2 and complete the long term plan for following term

#### Term 3: School Focus

- Refine and extend the objectives for Term I and 2.
  - Continue to focus on the curriculum areas one at a time.
  - Observe in other rooms within the school.
  - Become familiar with the role of reading recovery, special needs, resource teacher of reading, dental nurse, ancillary staff...
  - Prepare for and run *Learning Conversations*
  - Become familiar with school evaluation, record keeping and reporting procedures eg: parent teacher conferences, reports and digital record keeping
  - Become familiar with the school enrolment procedures.
  - Attend a Board of Trustees meeting.
  - Revisit – schools vision, values and beliefs about learning
  - Maintain own professional readings
  - Review personal professional development needs
  - Evaluate the induction and classroom programme for Term 3
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- Reflect on term 3
  - Long Term plan for Term 4

#### Term 4: Wider Community Focus

- Refine and extend objectives for Term 3
- Continue to focus one curriculum area at a time
- Continue build up knowledge of professional resources
- Visit local early childhood centres
- Visit other schools
- Become familiar with the role of educational agencies eg: visiting teachers, psychologists, and Health Services
- Explore local community resources eg: libraries, community services
- Visit the National Library Education centres, museums etc.
- Evaluate the year's classroom and support and guidance programme
- Maintain own professional readings
- Review personal professional development needs

#### ***Use of .2 PCT Development Release***

Beginning teachers give the school an entitlement of five hours support time each week (year 1) which is to be used for their professional development. This time can be used in a variety of ways and needs to be collaboratively planned in advance and evaluated regularly.

This release can be timetabled for the PCT to use, the tutor teacher or the principal.

#### PCT Use of Time

- Getting to know the children, through informal discussion with individuals
- Working with a small group or individuals in the classroom
- Observing in the tutor teacher's classroom
- Observing individual children while the release teacher takes the class
- Monitoring, assessing and evaluating children's progress
- Consulting with the principal, advisers and resource people
- Becoming familiar with resources in the school including the charter, school policies and curriculum programmes
- Consulting with parents
- Attending professional development courses
- Observing teachers within the school
- Studying professional material e.g., College of Education notes, curriculum, books from the school's own teachers' library, Developing Lifelong Readers, Dancing with the Pen, etc.
- Documenting and evaluating the induction programme and setting new goals related to needs
- Completing school reporting and assessment requirements
- Visiting other schools and educational services
- Meeting with other beginning teachers in our school and at times, from surrounding schools
- Meeting with the principal

#### **Tutor Teacher Release**

- Planning the induction programme
  - Observing and demonstrating in the beginning teacher's classroom
  - Writing reports and documenting advice given
  - Meeting with the principal when required or need arises
  - Attending and appropriate tutor teacher in-service courses
  - Assisting with parent communication
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## Meetings with the Principal

The PCT should meet at least once a term with the principal or deputy principal. Below is a list of possible things to discuss.

<b>School</b> Organisation of school Syndicate Positions of responsibility Delegations Gazette Equipment Enrolments Leave  <b>Appointments</b> Staffing schedule Salary grading levels Applications Appointments committee Family file ETAP Pupil files  <b>Confidentiality and Privacy</b> Pupils Information held at the school Teachers Teachers personal files Information by telephone Custody and access for children  <b>Board of Trustees</b> Number of members Elections Officers Committees Staff Representative Principals and staff reps reports  <b>In-Service</b> School based staff development Personal professional development Holiday courses  <b>Religious Instruction</b>  <b>N.Z.E.I.</b> EAP services Liaison Officer	<b>Policies and Procedures</b> Use of school property for other than school purposes Lending school equipment Taking school equipment home Animals in the grounds Damage by vandals/pupils Fire precautions - evacuation drills Detention of pupils Jurisdiction to and from school Accidents - accident reports Restraint Police interviews Irregular attendance - truancy Money in school Insurance of private property Staff discipline Educational visits Applications and resignations Sick leave Special leave Overseas leave Complaints against teachers Communications policy Suspension of pupils Release of pupils for outside activities Visiting groups  <b>Ministry of Education</b> 1 July returns 30 September returns  <b>Support Services</b> PTA Visiting teacher Social Welfare - Child Protection team Mana Ake Vision/Hearing Tester STAND S.E.S. Speech therapist RTLB Kahui Ako
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## Resources and Supporting Material

Link to Education Council's [Guidelines on Induction, Coaching and Mentoring](#)

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[A Framework for Transforming Learning in Schools: Innovation and the Spiral of Inquiry](#) Timperley,  
Kaser and Halbert

[Educative Mentoring](#) Source Education Council