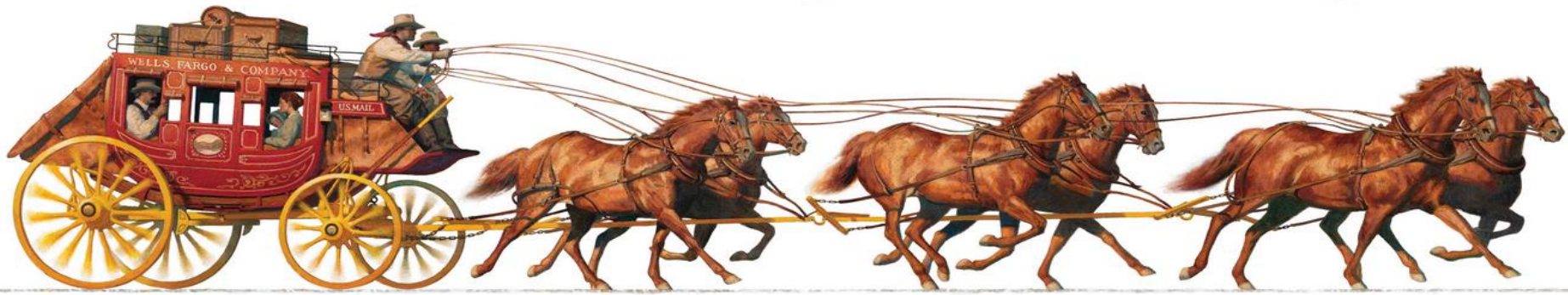




Together we'll go far



Leadership Learning
ben@pakuranga.school.nz

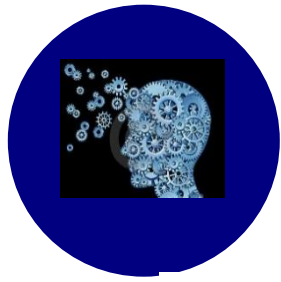
NCEA STANDARD	Class 1 student achievement	Class 2 student achievement
917523	52%	94%
915002	64%	100%
925001	75%	92%
935008	63%	94%





SIPRESS

Can you help me, Mrs. Martin? This wasn't covered in any of my education courses.

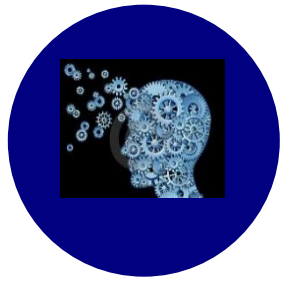


Coaching NZ Secondary Schools

- **Teach First**
- **SCT role – supporting newly qualified teachers**
- **Investing in Educational Success**
- **Literacy and numeracy coaches**
- **ICT coaches**
- **Competency**
- **Professional development**
- **Te Kotahitanga**



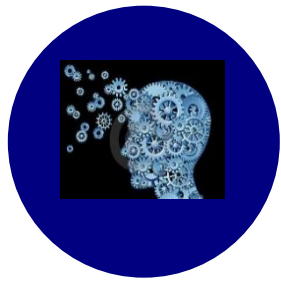
‘Moving a valued person from one place to another’



Organisational Coaching Trends

- 1. Need/demand for coaching increasing and changing**
- 2. Coaching evolving as a discipline and a profession**
- 3. Demand for measurable impact and quality increasing**
- 4. Number and influence of professional organizations changing**
- 5. Coaching is becoming a commodity**

(Bennett and Bush, 2009)

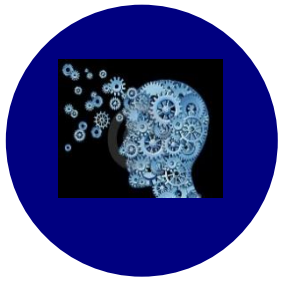


Defining Teacher Coaching

Teacher coaching differs from other forms of coaching, such as business or sports coaching in which development of the individual is the final coaching goal...

In teacher coaching relationships, the development of the individual teacher is a preliminary step towards positive development of student outcomes.

(Pearce and Crilly, 2009)

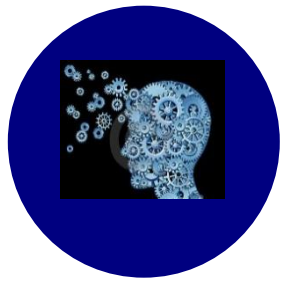


Defining Teacher Coaching

A learning based relationship usually employed in order to develop a person's skills in a particular area.

As part of this relationship the coachee focuses on evidence relating to their practice and explores an issue raised by the evidence.

(Megginson & Clutterbuck, 1995)



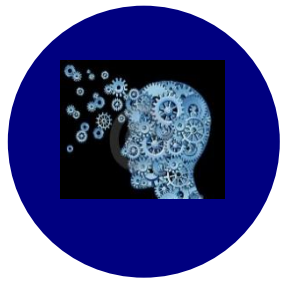
Defining Teacher Coaching

“Coaching usually relates to a particular issue that needs to be addressed, often relating to a key objective or development area...

It is often delivered over a specified period of time with the aim of helping the person being coached to reach solutions themselves...

Coaches tend to elicit learning through processes and problem solving skills rather than provide answers”

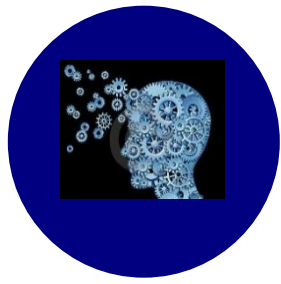
(Reardon, 2008, p.1)



Defining Teacher Coaching

“I see it as being a way of going with people, as building capacity to do their job... I feel it is working alongside someone... I also see it as being an advocacy and support role as well”

(SCT, NZ, 2015)



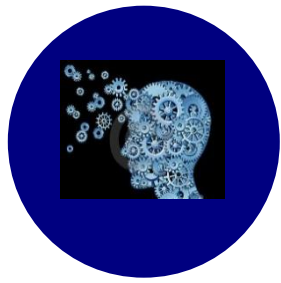
Defining Teacher Coaching

Have we defined our understanding of teacher coaching?

Who has had input into creating this definition?

Have we shared our definition with all those involved?

Is the definition different depending on different coaching contexts within our school?

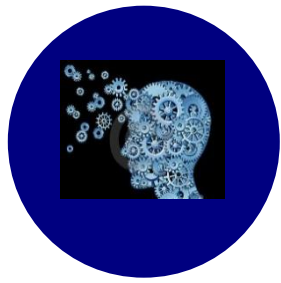


The Purpose Of Teacher Coaching

“A means of sharing best practice and encouraging teachers to participate in life-long professional learning...”

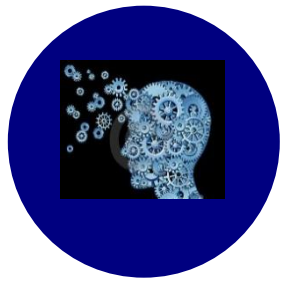
The improvement of teacher skills will have a positive effect on the students in their care”

(Pearce & Crilly, 2009, p.2)



The Purpose Of Teacher Coaching

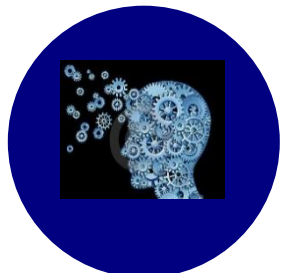
- Appraisal process 18%
- Faculty based professional development 31%
- Provisionally registered teacher development 36%
- School wide professional development 52%
- Specialist Classroom Teacher (SCT) role 71%
- To improve learning outcomes 100%



The Purpose Of Teacher Coaching

“Personally, my motivation is to give him the best possible start in the teaching profession... I want him to be brilliant and to enjoy his teaching”

(BOT funded coach, NZ, 2015)

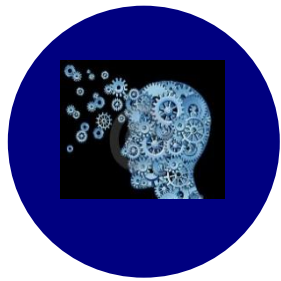


The Purpose Of Teacher Coaching

Are we clear about why we are using teacher coaching as an intervention?

Do different coaching programmes in our school have different objectives?

How will we know if we have achieved our teacher coaching objectives?



The Principles Of Teacher Coaching

Spend 75%+ of their time coaching teachers

(Fullan & Knight, 2011)

Focus on activities that support teachers to enhance their instruction and students to improve their learning

(L'Allier et al., 2010)

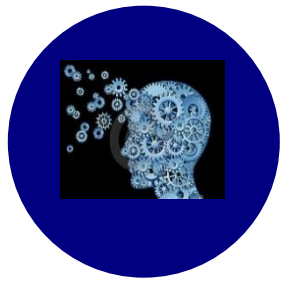


The Principles Of Teacher Coaching

Coaching partnerships should be grounded upon positive relationships which promote safety and respect

At the core of a teacher coaching programme needs to be learning focused conversations which use evidence collected by the coach or the teacher in order to support professional growth

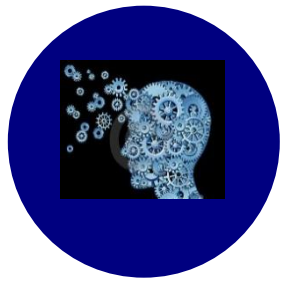
(Antsey & Clark, 2010; Bearwald, 2011; Bruce & Wellman, 2007; Cordingley, 2005; Knight, 2011; L'Allier, 2010)



The Principles Of Teacher Coaching

“The trust part is really important, that the person feels that you are alongside them, that you’ve got no ulterior motives”

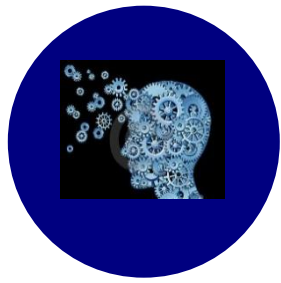
(Teach NZ coach, NZ, 2015)



The Principles Of Teacher Coaching

“Coaches need to find ways to get inside the school culture while remaining somewhat independent of it”

(Tung et al., p.1, 2004)

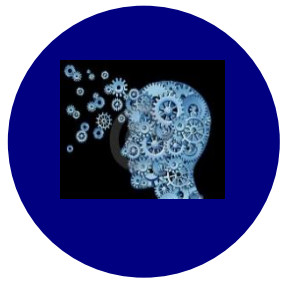


The Principles Of Teacher Coaching

Have programme leaders, coaches and coachees had an opportunity to discuss and define the principles of our teacher coaching?

Do the structures of our teaching coaching programmes conflict with the underlying principles?

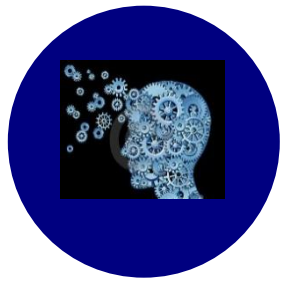
Have we reviewed if the coaching that is being carried out meets the principles of our teacher coaching programmes?



The Strategies Of Teacher Coaching

Regular meetings between a teacher and their coach in which they engage in an initial exploratory meeting, complete an observation and then carry out a reflective conversation in relation to the evidence collected through the observation.

(Bruce & Wellman, 2007; DiMiglio & Mangin, 2010; Kretlow & Bartholomew, 2010; Peterson, et al., 2009; Stover et al., 2011)

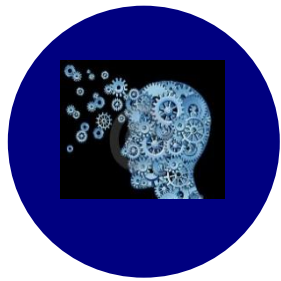


The Strategies Of Teacher Coaching

Skilful facilitation of learning-focused conversations involve the thoughtful analysis of multiple sources of data...

These data include such items as student work samples, assessment results, classroom observations, lesson plans and classroom artefacts.

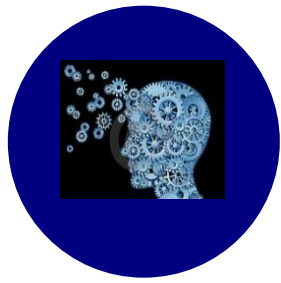
(Bruce and Wellman, p.31, 2007)



The Strategies Of Teacher Coaching

A number of physical actions carried out by coaches which they share as best practice:

- Focusing on a conversation fully**
- Listening attentively**
- Leaning towards the teacher**
- Making eye contact**
- Non-verbal acknowledgements**



The Strategies Of Teacher Coaching

A teacher coach giving feedback has been likened to: “a coach who gives an athlete feedback on how to hit the ball or jump a hurdle”

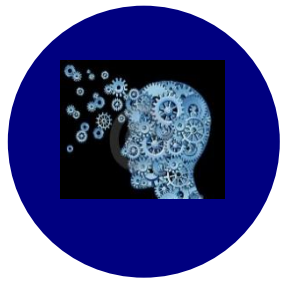
(Knight, 2011)



The Strategies Of Teacher Coaching

Feedback can be omitted from the coaching process and replaced with teacher reflection. In this way, teacher coaching is focused on collaborative planning and development, rather than supervision and evaluation which their findings suggest are encouraged by feedback.

(Bruce & Showers, 1992)



The Strategies Of Teacher Coaching

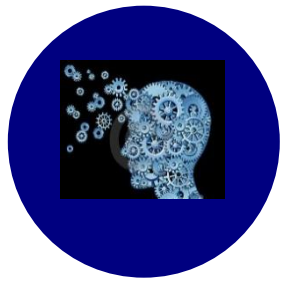
“I would use questioning to edge them towards the bit I would want to discuss rather than telling them I want to discuss this...”

Tell me what happened when you did...

What happened when you did...

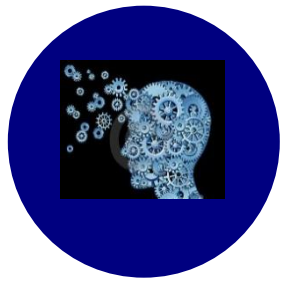
Tell me why did you do this...”

(International teacher coach, NZ, 2015)



The Strategies Of Teacher Coaching

- **Mobile phones to record observations and student feedback**
- **Skype to complete reflective conversations**
- **OneNote to record and share coaching notes**
- **Group coaching: Plan a lesson together, 5 people observe the lesson being taught**



The Strategies Of Teacher Coaching

What are the strategies that our teacher coaches are using?

Why have these strategies been chosen?

Are they working?

How do we know?

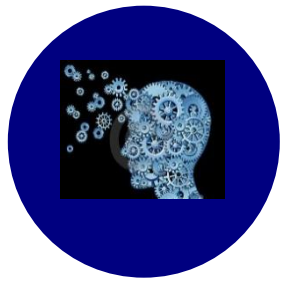
Do we provide opportunities for our coaches to reflect upon, discuss and share strategies?



Does teacher coaching 'work'?

- Assessments, test results, NCEA exams
- Homework completion rates
- Observed classroom behaviours
- Attendance rates
- Drop out statistics
- Reductions in discipline problems
- Participation in school- related activities
- Questionnaires
- Reflections
- Participant portfolios
- Observations
- Video or audio recordings

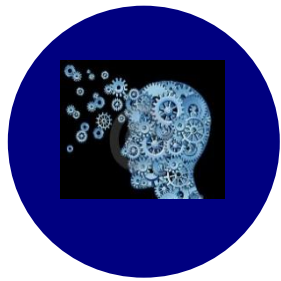
(Guskey, 2003)



Does teacher coaching ‘work’?

Experimental design: The study design allowed the study team to determine the impact of the teacher coaching intervention by comparing the treatment group’s outcomes with those of the control group.

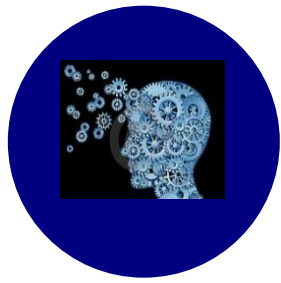
(Garet et al., 2008)



Does teacher coaching ‘work’?

A multiple-baseline design: Four teachers studied in order to compare three conditions. The four teachers planned and carried out an instructional innovation during an initial baseline phase. These tasks were then repeated with a peer coach in the second phase and then alone again in a final maintenance phase.

(Kohler et al., 1997)



Does teacher coaching ‘work’?

Pre and post coaching analysis of:

- Observations**
- Self questionnaires**
- Peer/student feedback**
- Achievement data**
- Standardised test data**
- A criteria relevant to the coachee’s goal.**
- An effective teacher criterion**
- A predetermined scale of emotional wellbeing**



Does teacher coaching ‘work’?

Have we defined what success looks like in our teaching coaching programmes?

Have we designed a variety of strategies that allow us to evaluate if teacher coaching is making a difference to student outcomes?

Do our evaluation tools provide us with findings that allow us to improve our teacher coaching programmes?



Coach professional development and training

How are we choosing our teacher coaches?

What are the characteristics of an effective coach for the coaching approach that we require?

What does regular and effective professional development for coaches look like?



Review Your Teacher Coach Programme

Define coaching in the context of your school

Have clarity of purpose

Co-construct your coaching principles

Discuss and share your coaching strategies

Design a variety of evaluation strategies

Develop your coaches

Coaching programme features	What are we currently doing?	Is it working? How do we know?	Literature that supports this approach, strategy or principle	Possible development or next steps
Defined				
Clarity of purpose				
Principles				
Strategies				
Evaluation				
Coaches PD				



Thank you for listening
Any questions?

Leadership Learning
ben@pakuranga.school.nz