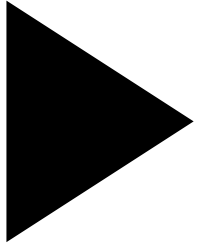


Instructional Coaching at BSCA

BEN WARD

7TH FEBRUARY 2023



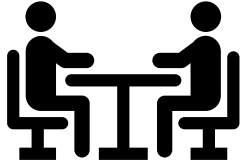
Before we start...

I do not have all the answers!

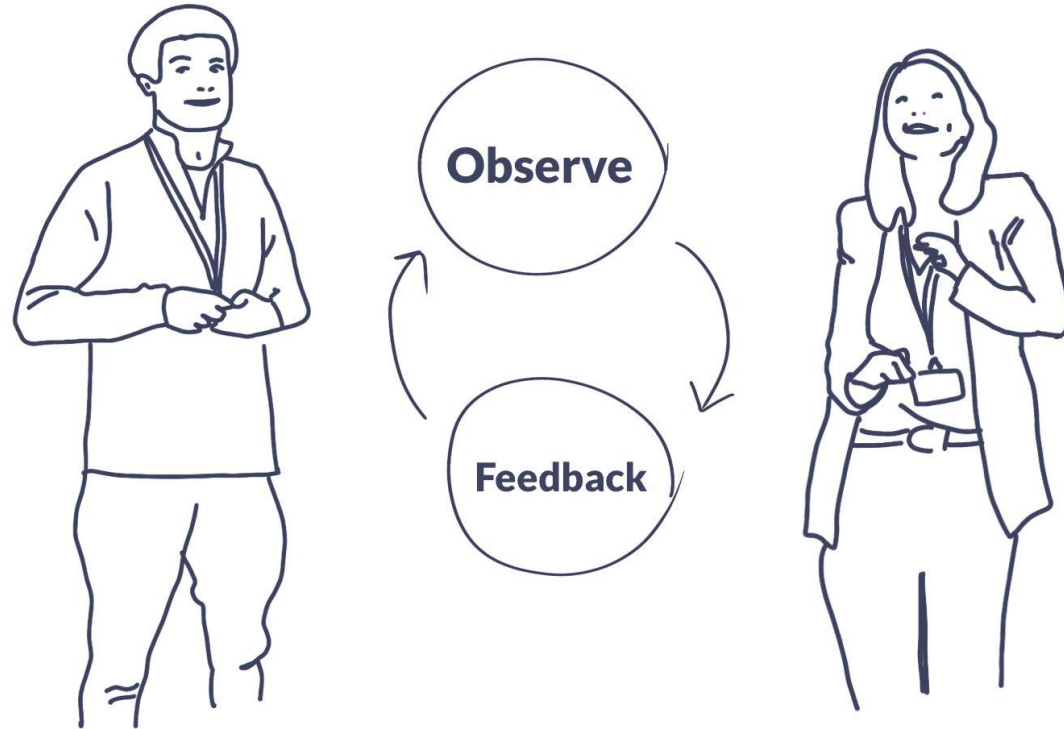
Preconditions in place at BSCA

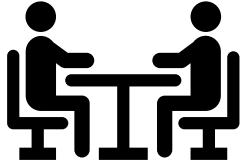
- Historic use of micro-teach
- Teacher coaching & move away from high stakes
- Deliberate Practice
- Willing staff!

Defining Instructional Coaching...



Instructional Coaching





Instructional Coaching



Observation:

10 – 15 mins

Checking progress on
previous focus

Looking to identify the
next micro-step

ONLY about teacher
development, no
judgement



Feedback:

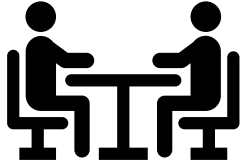
25 – 30mins: Tightly planned and scripted – SEE IT NAME IT DO IT

Step 1 – Praise any progress made

Step 2 – Agreeing the next best step for them to work on, before modelling the step to help the teacher develop an understanding of 'what good looks like'.

Step 3 – Plan and rehearse their step, exactly as they'll use it in their classroom, typically practiced multiple times, refining in a safe, low-stakes environment ready to try in the classroom.

Image credit: Peps McCre

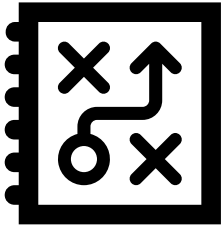


Instructional Coaching



Added details

- The **quality of the model** is crucial for the coaching:
 - Defining what good should look like
 - The scripts you are referring to
 - Defining the order to address the model in.
- The exact structure of the feedback can be responsive as long as it follows the models. It may be more explicit for some staff, or more question driven with others.
- The 'compounding effect' is the key to its success – very regular input at a very granular level.



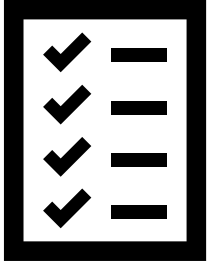
Initial Thinking

Set out our non-negotiables

- Use of expert coaches
- Fortnightly coaching cycle as minimum
- Time allocations and directed time
- Place of IC in development plan, and prioritised over other commitments

Timeline out the implementation

- Develop documentation
- Launch to staff
- Initial training
- Calendar design
- Timetable implications
- Coaching Allocations
- Etc...



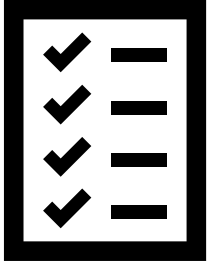
Preparation

Find time

- 10-15 min observations – take priority
- 20-25 min feedback – use of trapped time

Develop the teaching model & Core Routines

- BSCA 20
 - 10 Instructional Routines
 - 10 Cultural Routines
- Teaching Model
- Align teaching documentation: new Quality of Education Policy



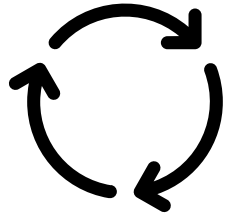
Preparation

Coaching Support Documents

- Develop a one-page guide for each routine
- Record video model
- Coaching Feedback Planner

Other Documentation & Whole school processes

- Action Step Tracker
- School Quality Assurance Processes
- Link to formal processes (appraisal, competency etc.)



Implementation

Launch

- Work with unions
- Curriculum leaders
- Launch to all staff
 - Including contracting meeting and cycle set up

Programme of Training

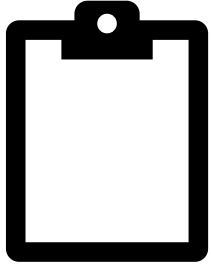
- Coaches training built into CPD calendar
- Time for teachers to understand the process
- Coaches CPD informed by monitoring & QA

Support for coaches

- Documentation
- Drop ins
- Time to talk!

Link processes

- ECT
- Appraisal
- Staff on support
- Whole school QA
- Joining the dots



Monitoring and Quality Assurance

Action Step Tracker

- Completely anonymous
- Checks frequency
- Acts as a proxy for quality of AS

Quality Assurance of Coaching Artifacts

- Observation notes
- Scripts
- Practice sequences

Other monitoring activities

- Coach voice & Coachee voice surveys
- Interviews
- Video observation
- Feedback from training observations

External Expertise

- Accountability
- Developing a framework of criteria to judge effectiveness of coaching activities
- QA of our implementation
- Additional training



Questions?

