

TEACHER COACHING IN NEW ZEALAND SCHOOLS

THEORY INTO PRACTICE

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**On the Google doc fill one of the cells with
three words that describe President Trump
for you:**

goo.gl/Pv9m8G



Teacher Coaching Across New Zealand

- To support new teachers
- To develop all teachers' practice
- To support teachers needing assistance
- To implement a particular strategy, resource or programme
- To work with those teachers that have requested to work with a coach
- To support teacher appraisal or competency processes
- To develop a positive school culture
- To improve outcomes for students



Teacher Coaching Across New Zealand

- ❑ 93% of New Zealand schools
- ❑ Senior leadership teams have chosen to implement teacher coaching, how coaching is to be implemented and who should be the teacher coaches
- ❑ One coach, to the whole staff operating as coaches
- ❑ Training current staff to be teacher coaches is the most popular form of teacher coaching
- ❑ It was common for schools to use teacher coaching in a multitude of different ways within the same organisation.



Realising the Potential of Teacher Coaching

- Programmes lack shared understanding of concepts
- Programmes lack clarity of objectives
- Confusion between multiple programmes operating in the same organisation
- Coaches lack training and ongoing supervision or support
- Little evaluation if programme objectives have been met or review of best practice
- Little engagement with recent research and findings



Realising the Potential of Teacher Coaching

- ❑ Programmes require clear objectives at a school-wide and individual level
- ❑ Programmes require shared language
- ❑ Programmes need to be designed to support the identified objectives
- ❑ Coaches require training and ongoing support
- ❑ Programme objectives need to be frequently reviewed – are we making a difference?



Clear objectives

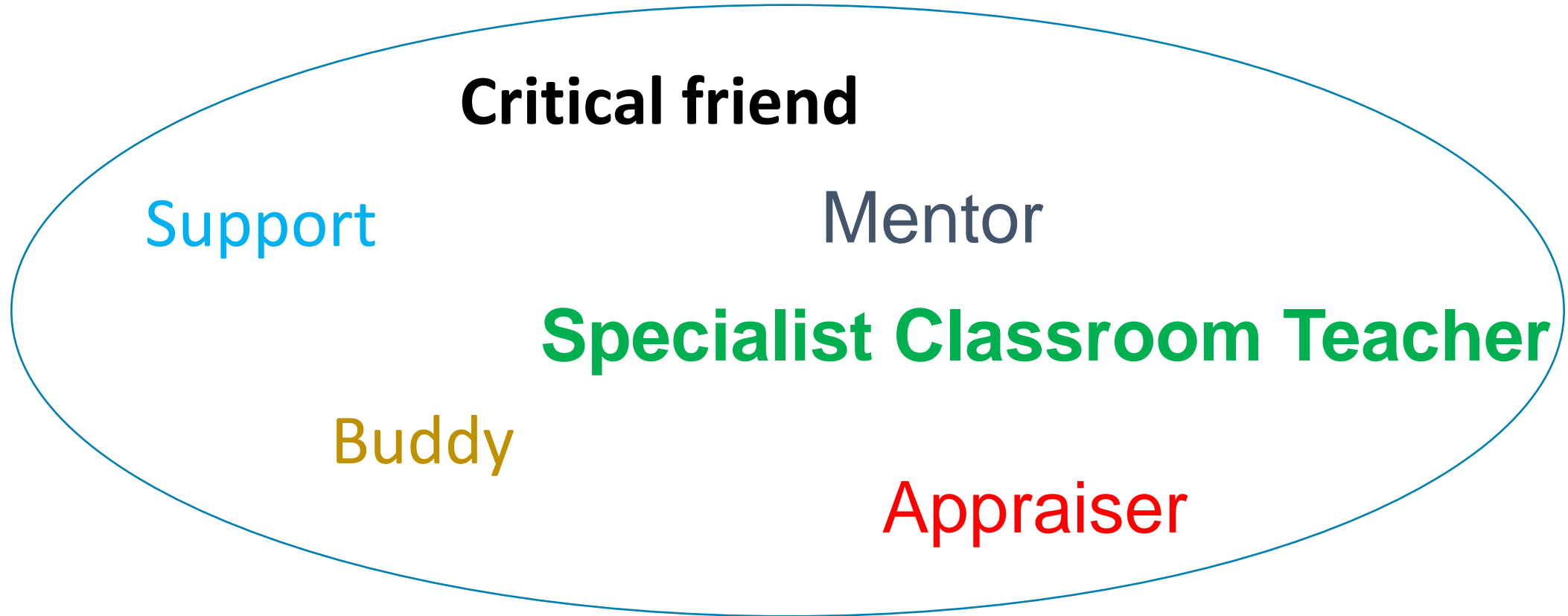
Consider one of your STRATEGIC GOALS that you believe might benefit from a coaching approach.

Describe what success would like in three years if this challenge was met.





Defining Teacher Coaching



Shared language

Consider one of your STRATEGIC GOALS that you believe might benefit from a coaching approach.

How would you define coaching in this context?



Principles

*A **principle** is a kind of rule, belief, or idea that guides you*

***Definition of principles:** Fundamental norms, rules, or values that represent **what is desirable** and positive for a person, group, organisation, or community*

***Principle definition:** A **principle** is a general belief that you have about the way you should behave*

*A **principle** is a concept or value that is a guide for behaviour*



Shared language

Consider one of your STRATEGIC GOALS that you believe might benefit from a coaching approach.

What are the principles that will underpin this coaching programme?





Approaches: External

External coaches: Coaching by paid external coaches who are facilitators brought into a school

+	-
Trained No history No other distractions	Not on-site Less understanding of the context



Approaches: Expert

Expert coaches: Coaching by teachers selected from the current staff and given a paid role

+	-
Trained Understands the context Established relationships Building capacity of teachers	Can be distracted by other roles Has an established history



Approaches: Peer

Peer coaches: Unpaid 'peer' coaching of teachers by their colleagues, typically in a reciprocal partnership.

+	-
Builds capacity of staff Costs less Established relationships	Untrained Lack coaching practice



Which approach best suits your STRATEGIC GOAL and coaching programme?

EXTERNAL	EXPERT	PEER
+	+	+
-	-	-
Interesting	Interesting	Interesting



Coaching strategies

- Modelling
- Observation of teaching
- Collection and analysis of evidence
- Coaching conversations using reflective questioning and active listening
- Planning alongside other teachers
- Goal setting
- Record keeping



Individual coaching foci

- Student focused
- Evidence based
- Priority
- Focused
- Change can be evaluated



Examples of coaching foci

- ❑ I will work with e-learning to support the priority learners in my year 13 class. I am going to trial an app to help with their writing
- ❑ Six students in 13ENL have failed both internals so far this year. How can I support them to pass the writing standard AS9501



Programme objectives

Consider one of your STRATEGIC GOALS that you believe might benefit from a coaching approach.

What kind of structure and strategies will best support your coaches to be effective?



Programme design

- ❑ Who will be your coaches and why?
- ❑ What approach and strategies will they use?
- ❑ How many coachees will they work with, for how long?
- ❑ When will they meet?
- ❑ Who will train the coaches?
- ❑ Who will monitor the effectiveness of coaches and coachees?
- ❑ How will you evaluate the programmers' success?





Teacher coach training and support

Initial teacher coach training:

- Needs based and individualised
- Focused on your programme objectives and structure
- Focused on the current experience of your coaches
- Opportunities to practise



Teacher coach training and support

On going teacher coach support:

- ❑ Opportunities to talk through cases
- ❑ Share current and emerging theory
- ❑ Trial coaching strategies and reflect
- ❑ Evaluate videos of their coaching



Design a tool

Emerging	Developing
Developed	Sustained





Evaluating success

On an individual coachee level:

- ❑ Have clear foci that are student centred and measurable
- ❑ 'front foot' how you will measure success
- ❑ Multiple methods – student voice, teacher feedback, before/after data



Evaluating success

On a programme level:

- ❑ Clear objectives
- ❑ 'Front foot' multiple measures of success; student data, teacher feedback, student voice, coach feedback, coachee feedback
- ❑ Consider questionnaire, focus groups, data tracking, video
- ❑ Consider before and after data, tracking of a group of students, attitude or perception change, number of goals 'achieved'





THANK YOU FOR COMING! CONTACT: paul.bennett@howick.school.nz tel: 021948442