



'How-to' Guide INSTRUCTIONAL COACHING

Learning alongside an expert who observes your practice and provides feedback

WHAT IS INSTRUCTIONAL COACHING?

- a coach working one-to-one with a teacher, to model and observe classroom practice and to support reflection and professional conversation about practice
- focused on supporting the professional growth of individual teachers based on an identified need e.g. classroom management, content enhancement, pedagogy, assessment and more
- aims to build a partnership to develop evidence-based teaching practices

WHAT ACTIONS ARE INVOLVED?

PHASE 1



Reflection and Goal Setting

- usually implemented over a pre-set or fixed period of time to allow for achievement of goals
- coach and coachee reflect on the teacher's practice, student learning, teaching standards and school goals
- establish goal(s) for the teacher (and the coaching relationship) based on that reflection
- to assist in goal setting, classroom observation and feedback may be included as part of

PHASE 2

Professional Practice and Learning

- work toward achieving agreed goal(s)
- coach models practices, observes teaching and works with the teacher to reflect on and improve their professional practice
- collection of data to demonstrate change(s) in practice



PHASE 3



Ongoing Feedback, Reflection and Review

- coach and coachee meet regularly
- feedback is ongoing, timely and improvement focused
- coaching conversations are focused on dialogue - the coach may listen more than they talk and pose questions more than they provide answers
- goals may be adjusted depending on the needs and development of the coachee



WHY INSTRUCTIONAL COACHING?

- supports the trialling and implementation of strategies to improve practice and impact on students
- focused on helping teachers to learn, rather than teaching them
- provides opportunities to adjust practice in response to feedback based on direct observation



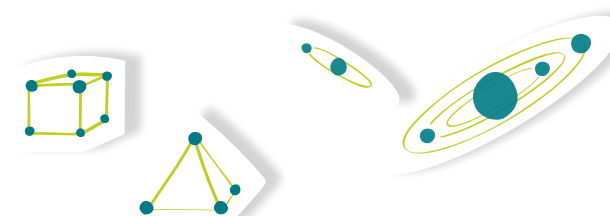
WHAT ARE THE KEY ELEMENTS?

- intensive and differentiated support at the point of need
- expertise of coach is utilised
- strong partnerships that encourage and support continuous reflection on classroom practice
- puts the individual at the centre of the partnership and identifies areas for personal growth
- encourages openness and sharing of practice with a focus on self-improvement and impact on students
- often aligned with a school's performance and development process



WHAT DO I NEED TO CONSIDER?

- a focus on professional growth should be maintained
 - > conversations should be centred on the improvement of specific practice
- not everyone can be a coach
 - > competencies important in coaches include empathy, non-possessive warmth, genuineness and emotional awareness
- Instructional Coaching can be perceived as threatening
 - > consult with staff prior to assigning a coach



Where can I find out more?

Instructional Coaching: A Partnerships Approach to Improving Instruction (Knight, 2007)

What is an Instructional Coach? (Pennsylvania Institute for Instructional Coaching)

Print
ON A3