

Instructional Coaching – Quick guide



Below is a summary of the Instructional Coaching cycle. More detailed information can be found on the PD platform.

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| Study | Coach and coachee should ensure that they have a clear understanding of what effective practice looks like for the current action step, how it fits into a larger improvement goal and the relevant success criteria. |
| Observe | Observations should be brief, non-intrusive and focused on the current action step. |
| Feedback | This is often called the ‘Meet’ stage and is where the feedback and coaching takes place. The different stages are shown below with suggested timings. |
| Icon  Description automatically generated | **Praise**2 mins | Coaching sessions should start positively with references to the positive aspects of the observation. Particular reference should be made to the current action step and the impact on student learning. | * Be specific
* Link praise to action step
* Emphasise impact on learning
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| Icon  Description automatically generated | **Action Step & Modelling**8 mins | The session should then focus on the selection of the next action step. Action steps are bite sized areas for improvement that contribute to larger areas of development. Coaches should then model the selected action step with specific reference to the success criteria.  | * Keep action steps small
* Make them clear & Measurable
* Choose areas of highest impact

 * Model in classroom if possible
* Narrate key elements
* Highlight success criteria
* Use non-examples
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| Icon  Description automatically generated | **Discussion**8 mins | The next step involves a discussion on how current practice differs from the model. Coachees should be encouraged to drive the reflection linking back to the success criteria and the impact on student’s learning. | * Get coachees to reflect deeply
* Link back to success criteria
* Highlight impact on learning
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| Icon  Description automatically generated | **Practice**10 mins | This section is arguably the most important and involves the coachee practicing the agreed action step. The coach should provide feedback on practice attempts using the success criteria. Coachees should be encouraged to repeat the practice to correct errors and improve fluency. | * Protect time for this stage
* Make practice authentic
* Feedback on success criteria
* Re-practice to correct errors
* Re-practice for fluency
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| Icon  Description automatically generated | **Plan**2 mins | This final stage of the meeting involves planning the logistics for the next cycle of study, observation and feedback. | * Create a regular routine
* Protect time
* Communicate between stages
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