



# October TWILIGHT

Thursday 12th October 2023

# TWILIGHT PROGRAMME

1. Department LEARN Drop-in – A Summary
1. Teacher Development LEARN Drop-in – A Summary
1. Instructional Coaching – Close Up
1. Appraisal Review

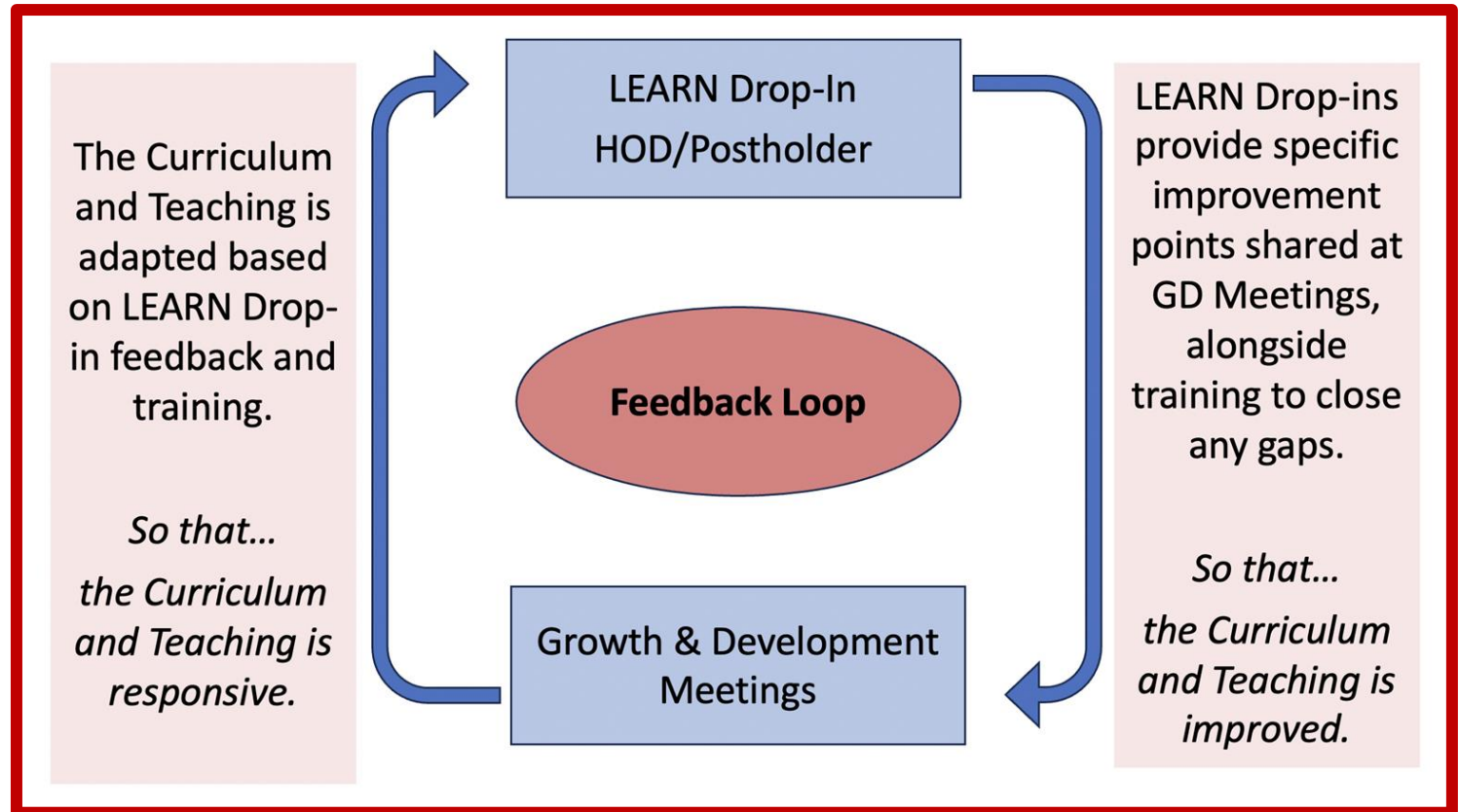


# Department LEARN Drop-ins Summary



1. Led by the HoD
2. Take place weekly (though minimum expectation is once a fortnight)
3. Gauge a true typicality of teaching across the department
4. Logged by HoD on a LEARN Drop-in form
5. A Departments overall picture gained from LEARN Drop-ins are shared at GD Meetings
6. Strengths are shared and explained → improved consistency in best practice across the department.
7. GD Meetings also provides subject specific training on pedagogy and curriculum to close any gaps and improve teaching

8. Whole-School INSETs, Twilights and Briefings will be informed by the feedback and trends appearing across Departments to gain a School picture. Informing School Improvement.



# Teacher Development LEARN Drop-ins - Summary



1. Bespoke and aim to develop the individual teacher.
2. Led by your Line Manager who becomes your Instructional Coach.
3. Takes place in Autumn Term 2 and Summer Term (x2 cycles)
4. Guided minutes = 20 minutes (x2 cycles).
5. The TD LEARN Drop-ins focus their lens on a chosen and agreed WalkThru.
6. The Instructional Coaching Process is to take place within line management.
7. x3 IC sessions per cycle are designed to 1) Explain, talk through and rehearse the WalkThru; 2) To review and feedback after seeing it in the classroom; 3) To plan and agree next steps for improvement.
8. TD LEARN Drop-ins are purely for development and teacher improvement. We have not linked TD LEARN Drop-ins and Instructional Coaching to capability.



# Instructional Coaching

# Workshop aims:

- To understand what is meant by Instructional Coaching.
- To explore relationship between a Teacher and their Coach.
- The Principles of Instructional Coaching.
- Instructional Coaching in practice.



# In this workshop you will need...



A copy of Teaching WalkThrus



Access to YouTube



Twilight Booklet containing all handouts.



"Congrats on your new role!  
What exactly do instructional  
coaches do?"

"I have absolutely  
no idea!"

@lisa\_westman

someecards  
user card



# Instructional Coaching – Close Up



## Executive Coaching

Focus is on someone who already has expertise being enabled to draw out their own thinking and reflection and decide on their own actions. In some cases, coaching is seen as requiring less context-specific expertise and is more about asking effective questions.

## Instructional Coaching

Very specific approach. It has more in common with sports coaching – where a coachee sets goals and then is provided with specific, detailed feedback on a narrow area of practice as they practise, refine and improve this multiple times – than it does with executive coaching.

## Sports Coaching

Sports coaches assist athletes in developing to their full potential. They are responsible for training athletes in a sport by analysing their performances, instructing in relevant skills and by providing encouragement.

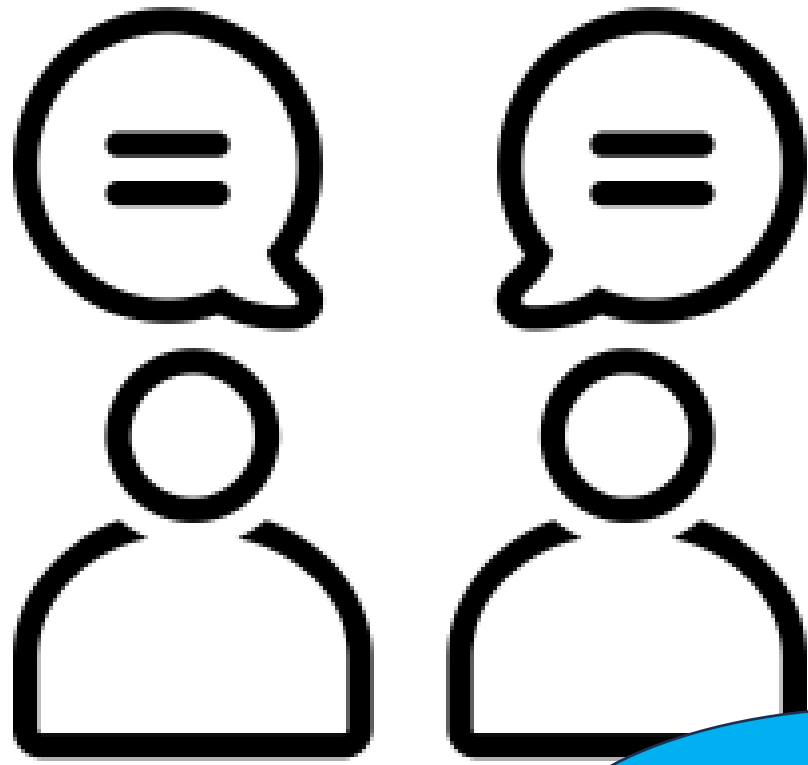


Jim Knight (2017) defines instructional coaching as: "Instructional coaches partner with teachers to help them improve teaching and learning so students can become more successful."





# Let's explore the relationship between instructional coach and teacher.



**What is the role of the Teacher?**

**What makes an effective relationship?**

**What is the role of the Coach?**

# 10 Principles of Instructional Coaching



Trust

Equality

Choice

Structure and Time

Effective listening

Voice

Dialogue

Reflection

Praxis

Reciprocity

# Principles of Instructional Coaching



<b>Trust</b>	<p>Trust is essential to LEARN Drop-ins and Instructional Coaching. We want teachers to feel safe throughout the process. Coaches will need to build a relationship of trust. The coach will be committed to teacher development and improvement. TD LEARN Drop-ins are not linked to the capability policy.</p>
<b>Equality</b>	<p>The message here is that the coach and the teacher are seen as equal participants in the process of development and improvement.</p> <p>There should be equality and no judgement.</p>
<b>Choice</b>	<p>The teacher should have choice in what it is that they want to improve on or learn about.</p> <p><i>‘Honour the autonomy of the professional with whom I work’.</i> <i>Jim Knight (2007).</i> The teacher will choose their area for development. In our model this is the WalkThru.</p>

# Principles of Instructional Coaching



<b>Structure and Time</b>	Instructional coaching needs time and space. A lack of structure and/or time will diminish the process. Instructional coaching should be seen as a process, not a one-off event. Instructional Coaching meetings must take place and be protected to support teacher development.
<b>Effective listening</b>	Ensure the person feels heard. They matter and their words matter. Therefore, the coach must consider their body language, keep focused and engaged in the conversation. Listen and avoid interrupting, as interrupting is a power move.
<b>Voice</b>	An effective coach will support the teacher to find their voice and articulate their vision/what they want to achieve in their classroom. Using the teacher voice to articulate what they want to change and challenge through their WalkThru.

# Principles of Instructional Coaching



<b>Dialogue</b>	<p>Develop a positive two-way dialogue. For successful dialogue a coach must encourage a conversation that leads to new ways of thinking; that is a two-way process where both individuals can explore possibilities together.</p> <p>Dialogue should be truthful, respect each point, empower the sharing of ideas and views. Dialogue can make individuals both the teacher and the coach see new perspectives.</p>
<b>Reflection</b>	<p>Reflection requires an individual to make decisions about what to keep and what to reject, what needs to change and what doesn't. It is the role of the coach to encourage reflection. Reflection is about self-improvement of both the coach and the teacher.</p>

# Principles of Instructional Coaching



<b>Praxis</b>	Praxis is established when teachers have a chance to explore, soul-search, stretch and recreate whatever they are learning and then reconsider their go to usual teaching practices to incorporate a new way of working. Praxis allows for the teacher to rethink their teaching and to put their new thinking and ideas into practice.
<b>Reciprocity</b>	The practice of exchanging things with others for mutual benefit. Working together both partners benefit from the success that comes from the opportunity and both learn from the experience.

## Task and questions...

1. Explore these 10 principles of instructional coaching.
2. Would you add any additional principles?
3. Which 3 principles are most important to you?

## What is instructional coaching?

Coaching is not a new thing in education. Because of this, when you say the word "coaching" in a room of teachers it conjures up a whole host of ideas, models, and systems that people may have used in previous schools, in the past or through courses they have been enrolled on.

For this reason, it is crucial that instructional coaching is carefully understood by those who plan to use it in their schools.

Despite some lack of consensus about the approach to take towards instructional coaching, fundamentally it is a very simple thing. Sam Sims defines it as "involving an expert teacher working with a novice in an individualised, classroom-based, observation feedback-practice cycle".

Jim Knight (2017) defines it similarly, stating that: "Instructional coaches partner with teachers to help them improve teaching and learning so students can become more successful."

The best approach to take in the instructional coaching process is the subject of much debate within education. However, we can broadly define three types of instructional coaching using Jim Knight's spectrum (2017).



### Reflection and discussion:

Whose definition do you prefer and why?

*Article*  
*3-minute read*

## Instructional coaching: What it is, how it works and why it matters

By Robbie Burns

### **Facilitative: The Sounding Board**

Coaches who take a facilitative approach encourage teachers to share openly. They refrain from sharing their own expertise or suggestions with respect to what a teacher can do to get better and instead maintain an approach that is keen to ask questions in probing ways. The relationship here is very much based on equality. The coach is more of a sounding board than someone who might give advice.



### **Reflection and discussion:**

List the 3 approaches to instructional coaching.

### **Dialogical: The Partner**

Dialogical coaches share strategies and options for improvements provisionally and help teachers describe precisely what it is they want to achieve and how to get there. They go beyond mere conversation to dialogue, where thinking is done together and neither the teacher nor the coach is expected to withhold their ideas. The relationship is equal.

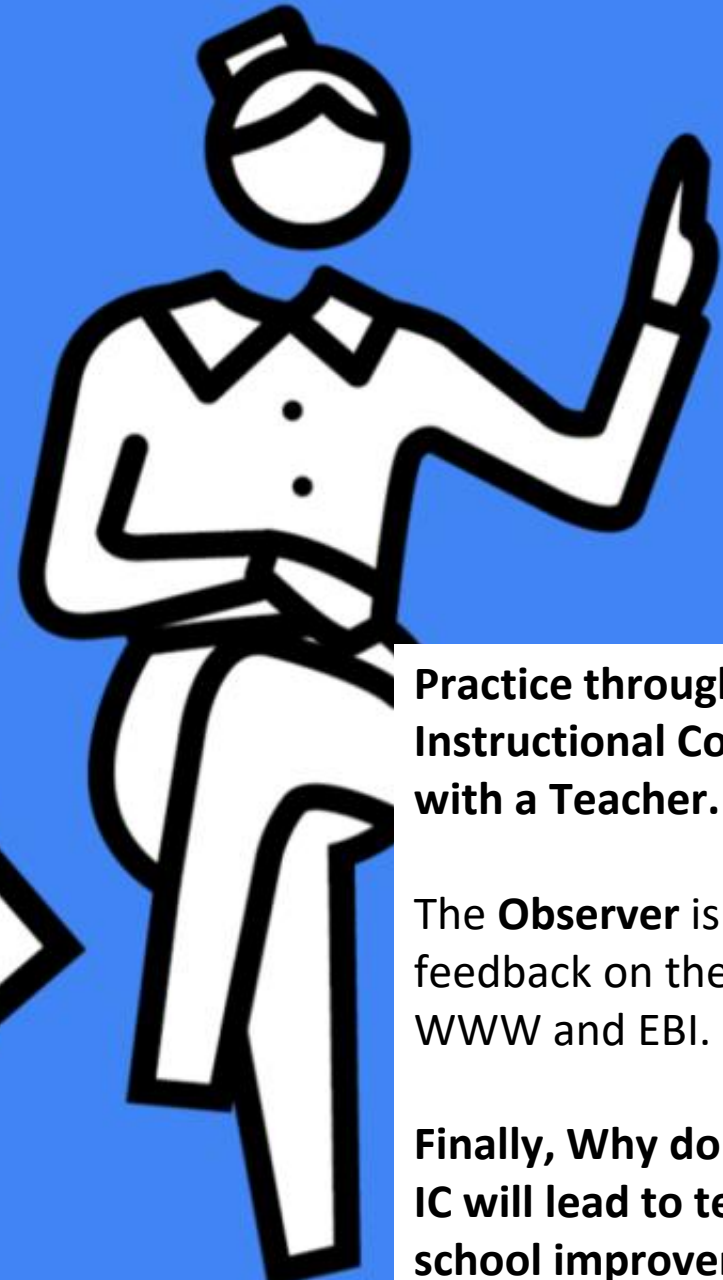
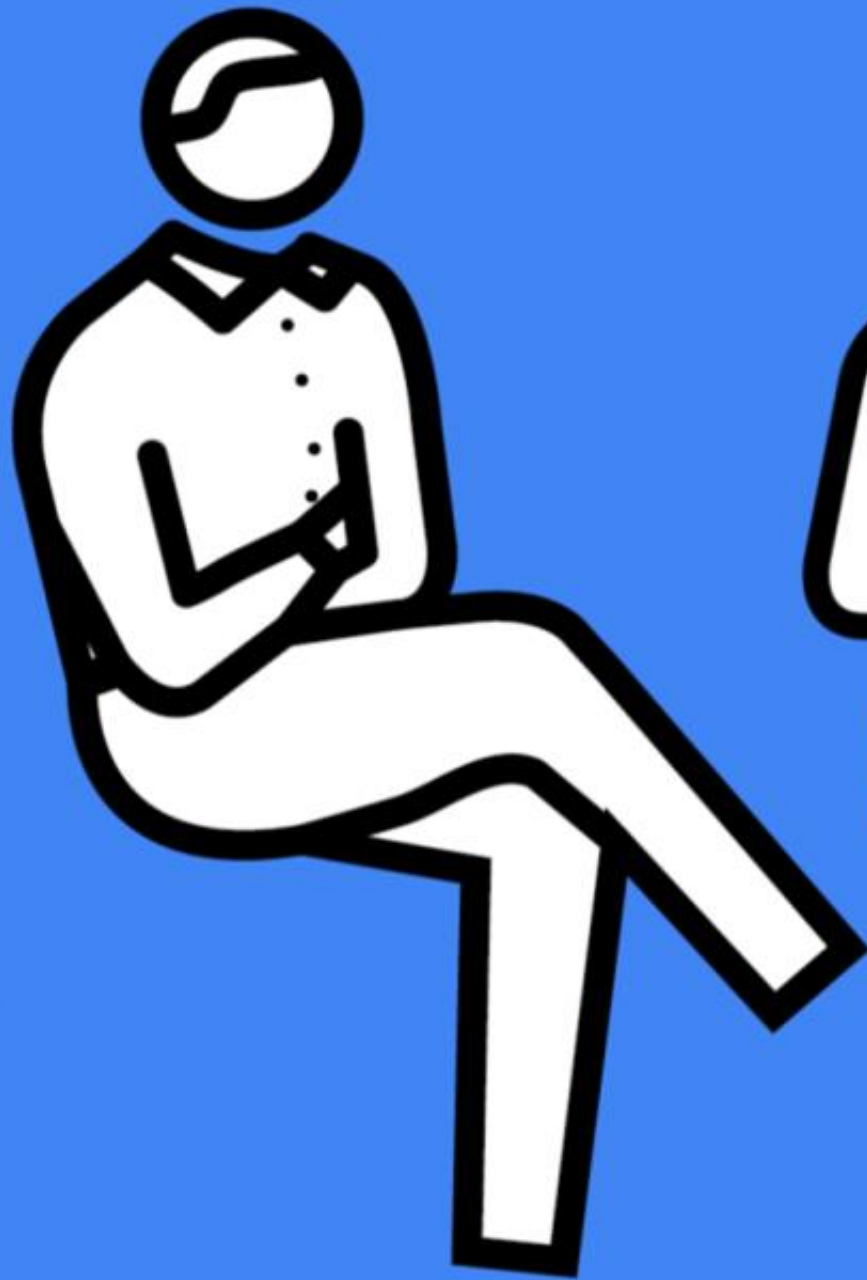
### **Directive: The Master and the Apprentice**

The directive coach has special knowledge and his or her job is to transfer that knowledge to the teacher. The directive coach works from the assumption that the teachers they are coaching do not know how to use best practices and they can support them to improve what they do in the classroom. The relationship is respectful, but not equal.

In more recent years, a directive approach has been advocated for novice teachers working with those with more expertise. Some have suggested intensive instructional coaching programmes where participants meet weekly or bi-weekly, with small action steps that are formed at the end of each meeting.

### **Reflection and discussion:**

Which approach would you prefer as a coach / teacher?  
Why?



**Practice through role-play  
Instructional Coaching  
with a Teacher.**

The **Observer** is to  
feedback on the process –  
WWW and EBI.

**Finally, Why do you think  
IC will lead to teacher and  
school improvement?**



**Finally, what impact  
will IC have on  
teacher and school  
development?**

# What next:

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Department LEARN Drop-ins to commence Autumn Term 2.

- Google Form finalised
- Devices to support where needed

Teacher Development LEARN Drop-ins cycle to commence – Autumn Term 2.

- Identify line managers (coaches) and teachers
- Finalise the electronic template to capture the cycle (ICS1, TD LEARN Drop-in, ICS2, ICS3)



# End.



# References



Knight, J. (2017) *The definitive Guide to Instructional Coaching*. *John Catt Publishers*

Sherrington, T. and Caviglioli, O. (2020) *Teaching WalkThrus*. *John Catt Publishers*

Burns, R. (2022) *Instructional coaching: What it is, how it works and why it matters*

<https://www.headteacher-update.com/content/best-practice/instructional-coaching-what-it-is-how-it-works-and-why-it-matters/>

*Link visited on 9<sup>th</sup> October 2023*

Sherrington, T (2023) *10 Lessons learned about instructional coaching within a CPD programme*

<https://teacherhead.com/2023/05/14/10-lessons-learned-about-instructional-coaching-within-a-cpd-programme/>

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Mccrea, P (2022) *A beginner's Guide to Instructional Coaching*

<https://steplab.co/resources/papers/BP6w3bcs/A-Beginners-Guide-to-Instructional-Coaching#:~:text=Instructional%20coaching%20involves%20one%20teacher,based%20on%20a%20short%20observation.>

*Link visited on 9<sup>th</sup> October 2023*



An introduction to instructional coaching By Chartered College of Teaching

<https://my.chartered.college/early-career-hub/an-introduction-to-instructional-coaching/>

*Link visited on 9<sup>th</sup> October 2023*

## Video Clips

Instructional Coaching: An Introduction with Jim Knight

<https://www.youtube.com/watch?v=6vXqqz2sqXE>



Once you click here you will see a wide range of short video clips.