

COACHING POLICY



Help for non-English speakers

If you require assistance with understanding this policy, please do not hesitate to contact the College and someone will organise a multicultural aide or the relevant person to assist you.

PURPOSE

Coaching is a key component of *Performance and Development Culture and fundamental aspect of Building Excellence in Teaching and Learning*.

Information relating to Mentoring can be found in the [Induction and Mentoring Policy](#).

The Coaching Programs at Mount Ridley Prep – 12 College provide all fully registered teaching staff with the opportunity to participate in formal and informal coaching. There is a focus on supporting professional growth based on an identified need with a coach working one-to-one with a teacher, to model and observe classroom practice and to support reflection and professional conversation about evidence-based teaching practices.

Guiding Principles

At Mount Ridley Prep – 12 College, the Coaching Programs:

- Support professional growth and ensures quality teaching and learning at the College.
- Provides opportunities for teachers to model areas of teaching expertise and interest.

SCOPE

This policy applies to all members of the teaching staff at Mount Ridley P-12 College. This policy has been developed in line with the AITSL *Instructional Coaching Guide*, The Department of Education (DE) *Coaching for Influence Program* and *Professional Observations for Professional Learning*.

DEFINITION

Coaching –

A conversational activity focused on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coachee through modeling, observation, questioning, active listening, and appropriate challenge in a supportive and encouraging climate.

POLICY

Implementation

- The Coaching Programs are based upon the DE 'Practice Principles for Excellence in teaching and learning' and 'Pedagogical Model' teaching. This is a structured map for effective delivery of content and skills within the classroom supported by the Mount Ridley College Instructional Framework.
- Provision will be made for all staff members to have access to the Coaching Programs.

- Learning Specialists will be Instructional/Pedagogical coaches.
- The process for training coaches, establishing key focus areas and organisation of the coaching and mentoring resources will be the responsibility of the Professional Practice Assistant Principal.
- Monitoring and evaluation of the formal coaching process will be ongoing and involve all parties in the Coaching Programs.
- The Coaching Program will focus on College goals and priorities, as well as individual goals and priorities, with opportunities for reflection and discussion built into the process.
- Professional partnerships and protocols will be established and maintained during coaching sessions.
- Participation records will be maintained as part of the Professional Learning database.
- Instructional Coaching will follow the MRC Coaching Model (Appendix 1).
- The Coaching Programs will be in operation throughout the year and will remain flexible to allow for timetable constraints and available staff.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Included in staff induction processes
- Discussed at annual staff briefings/meetings
- College Documentation on Staff Share Drive
- Hard copy available from school administration upon request

MORE INFORMATION AND RESOURCES

https://www.aitsl.edu.au/docs/default-source/default-document-library/how-to-guide---instructional-coaching.pdf?sfvrsn=51acec3c_2

<https://www.schools.vic.gov.au/coaching-influence-advanced-program-learning-specialists>

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2021
Updated	2024
Consultation	College Council
Approved by	Principal
Next scheduled review date	October 2027

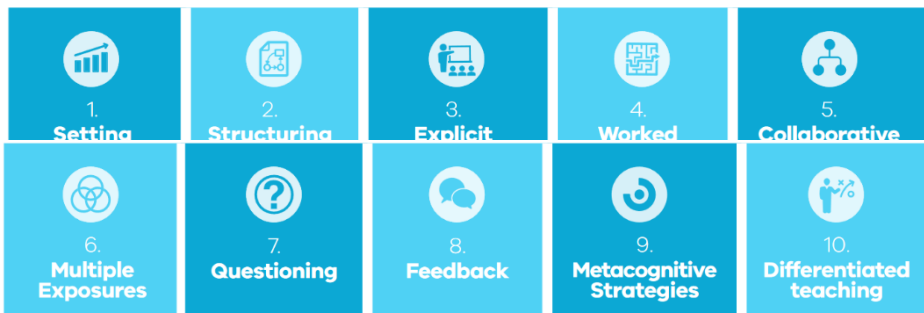
MRC Coaching Model (Appendix 1)



Instructional Coaching Program 2024

Rationale:

To focus on supporting professional growth of individual teachers based on an identified need with a coach working one-to-one with a teacher, to model and observe classroom practice and to support reflection and professional conversation about evidence-based teaching practices.



Staff Member	Instructional Coach

Instructional Coaching Cycle		
Phase 1	Pre-observation Meeting	Context/Focus Area of Practice
Phase 2	First Round Observation	Reflection, setting Goals & Strategies
Phase 3	Second Round Reciprocal Observations	Reflection, reviewing Goals & Strategies
Phase 4	Third Round of Observations	Reflection, Refining Goals & Strategies
Phase 5	Celebration	Glows & future Grows.
Phase 6	Feedback	Coach Feedback Survey

MRC Instructional Coaching Program

At Mount Ridley College, all teachers will work with a Learning Specialist through our Instructional Coaching Program. We strongly believe that coaching can further a teacher's individual professional development, and thus improve teaching practice and student achievement.

Coaching at Mount Ridley College is built on the trusting rapport that is developed between teachers. It is based on mutually working together to improve teaching practice by focusing on evidence-based teaching practices and in-turn improving student learning outcomes. The coaching model involves an interactive process between two or more teachers.

It is the role of the coach to:

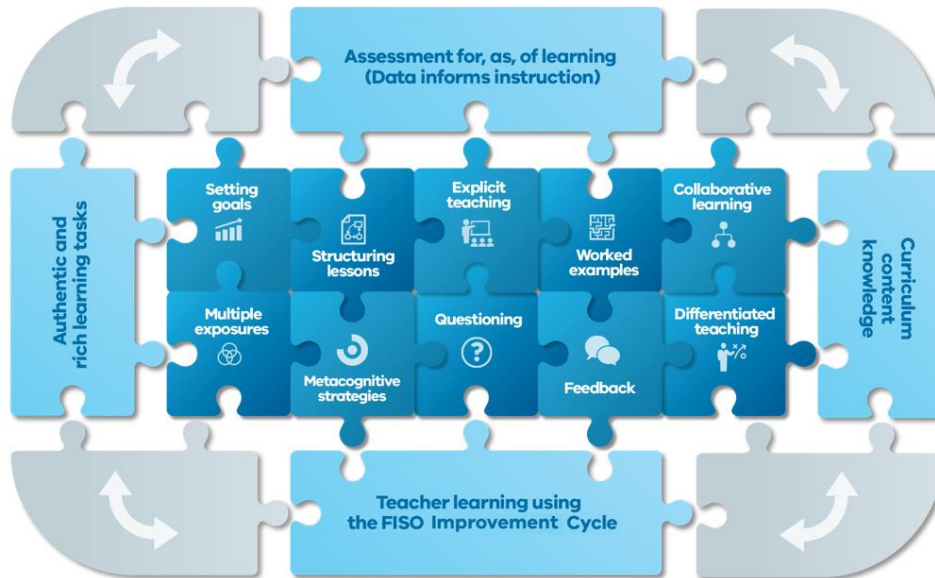
- Support goal setting and assessment
- Maintain supportive, non-judgemental observations
- Facilitate exploration of needs, motivations, skills and thought processes
- Possess a strong ability to share strategies and collaborate with staff
- Observe, listen and ask questions
- Ability to give constructive feedback

This is driven by a process that involves:

- Observation through professional learning walks
- Conversation to provide constructive feedback – immediately is desirable, based on appropriateness of time and situation
- Facilitation of an opportunity, when required, to plan and implement improvement strategies

Furthermore, graduate teachers undergo a mentoring program to ensure the standards for full Victorian Institute of Teaching registration is achieved. This involves a collaborative relationship between an experienced teacher and a new teacher, providing a support system as well as a forum for the new teacher to build capacity and self-efficacy, which is shown to have a positive impact on improving student outcomes.

High Impact Teaching Strategies (H.I.T.S)



Setting goals	Structuring lessons	Explicit teaching	Worked examples	Collaborative learning
<p>Overview Lessons have clear learning intentions with goals that clarify what success looks like. Lesson goals always explain what students need to understand, and what they must be able to do. This helps the teacher to plan learning activities, and helps students understand what is required.</p>	<p>Overview A lesson structure maps teaching and learning that occurs in class. Sound lesson structures reinforce routines, scaffold learning via specific steps/activities. They optimise time on task and classroom climate by using smooth transitions. Planned sequencing of teaching and learning activities stimulates and maintains engagement by linking lesson and unit learning.</p>	<p>Overview When teachers adopt explicit teaching practices they clearly show students what to do and how to do it. The teacher decides on learning intentions and success criteria, makes them transparent to students, and demonstrates them by modelling. The teacher checks for understanding, and at the end of each lesson revisits what was covered and ties it all together (Hattie, 2009).</p>	<p>Overview A worked example demonstrates the steps required to complete a task or solve a problem. By scaffolding the learning, worked examples support skill acquisition and reduce a learner's cognitive load. The teacher presents a worked example and explains each step. Later, students can use worked examples during independent practice, and to review and embed new knowledge.</p>	<p>Overview Collaborative learning occurs when students work in small groups and everyone participates in a learning task. There are many collaborative learning approaches. Each uses varying forms of organisation and tasks. Collaborative learning is supported by designing meaningful tasks. It involves students actively participating in negotiating roles, responsibilities and outcomes.</p>

Multiple exposures	Questioning	Feedback	Metacognitive strategies	Differentiated teaching
<p>Overview Multiple exposures provide students with multiple opportunities to encounter, engage with, and elaborate on new knowledge and skills. Research demonstrates deep learning develops over time via multiple, spaced interactions with new knowledge and concepts. This may require spacing practice over several days, and using different activities to vary the interactions learners have with new knowledge.</p>	<p>Overview Questioning is a powerful tool and effective teachers regularly use it for a range of purposes. It engages students, stimulates interest and curiosity in the learning, and makes links to students' lives. Questioning opens up opportunities for students to discuss, argue, and express opinions and alternative points of view. Effective questioning yields immediate feedback on student understanding, supports informal and formative assessment, and captures feedback on effectiveness of teaching strategies.</p>	<p>Overview Feedback informs a student and/or teacher about the student's performance relative to learning goals. Feedback redirects or refocuses teacher and student actions so the student can align effort and activity with a clear outcome that leads to achieving a learning goal. Teachers and peers can provide formal or informal feedback. It can be oral, written, formative or summative. Whatever its form, it comprises specific advice a student can use to improve performance.</p>	<p>Overview Metacognitive strategies teach students to think about their own thinking. When students become aware of the learning process, they gain control over their learning. Metacognition extends to self-regulation, or managing one's own motivation toward learning. Metacognitive activities can include planning how to approach learning tasks, evaluating progress, and monitoring comprehension.</p>	<p>Overview Differentiated teaching are methods teachers use to extend the knowledge and skills of every student in every class, regardless of their starting point. The objective is to lift the performance of all students, including those who are falling behind and those ahead of year level expectations. To ensure all students master objectives, effective teachers plan lessons that incorporate adjustments for content, process, and product.</p>

Phase 1: Context & Content

Describe the learners and the range of learning levels in selected focus class.

Data sources:

Below Level

At Level

Above Level

What do you see as your current strengths in pedagogy (teaching practice)?

What area of your practice or pedagogy would you like to focus on in this round of instructional coaching (HITS)?

Observation agreement:

Class to be observed:	
Date & time:	
Agreed Area of Focus	

Phase 2: Observation 1

Teacher reflection:	
Identify 3 successes that occurred in this class:	What Wonderings come up for from this class:

Goals for Instructional Coaching Cycle (Complete with Coach)	Strategies for success: (Complete with Coach)
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Phase 3: Reciprocal Observation & Reflection

Teacher reflection on Learning Specialist:

Identify High Impact Teaching Strategies that featured in this session:

- Setting Goals
- Structuring Lessons
- Explicit Teaching
- Worked Examples
- Collaborative Learning
- Multiple Exposures
- Questioning
- Feedback
- Metacognitive Strategies
- Differentiated Teaching

What Wonderings come up for from this class:

Phase 3: Observations, Reflection, Review Goals & Strategies

Teacher reflection:

Identify 3 successes that occurred in this class:

What Wonderings come up for from this class:

Reflect/Review goals:
(Complete with Coach)

Reflect/Review Strategies for success:
(Complete with Coach)

Phase 4: Observations, Reflections, Refining Goals & Strategies

Teacher reflection:	
Identify 3 successes that occurred in this class:	What Wonderings come up for from this class:
Reflect/Refine goals: (Complete with Coach)	Reflect/Refine: Strategies for success (Complete with Coach)

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Phase 5: Celebrations Glows & Future Grows

Teacher reflection on Instructional Coaching Cycle/Experience:

What do you feel is your biggest success or celebration for your practice from this coaching cycle? What evidence do you have to demonstrate your shift in practice?

Do you feel you achieved the goals you set for this cycle of Instructional Coaching? (Complete with Coach)

What will be your next steps in developing & refining your practice? (Complete with Coach)

Phase 6: Feedback

Instructional Coaching Survey

In reflecting upon your involvement in the instructional coaching cycle, to what extent did your coach meet their role as outlined as follows:

It is the role of the coach to:

1. Support goal setting and assessment
2. Maintain supportive, non-judgemental observations
3. Facilitate exploration of needs, motivations, skills and thought processes
4. Possess a strong ability to share strategies and collaborate with staff
5. Observe, listen and ask questions
6. Ability to give constructive feedback

Name:	Coach:
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My coach supported goal setting and advice around assessment.					
1.	My coach supported me to set and refine meaningful goals based on my teaching strengths.	Strongly Disagree	Disagree	Agree	Strongly Agree
2.	My coach supported me to analyse observational and student learning data	Strongly Disagree	Disagree	Agree	Strongly Agree

Briefly explain how effectively your coach supported you with goal setting and advice around assessment.

My coach maintained supportive, non-judgemental observations.					
1.	Coaching sessions were supportive and based on trust.	Strongly Disagree	Disagree	Agree	Strongly Agree
2.	My coach conducted observations and listened to my ideas and perspectives without judgement.	Strongly Disagree	Disagree	Agree	Strongly Agree

Briefly explain how effectively your coach maintained supportive, non-judgemental observations.

My coach facilitated exploration of needs, motivations, skills and thought processes.					
1.	My coach supported me to explore my pedagogical thought processes	Strongly Disagree	Disagree	Agree	Strongly Agree
2.	My coach used data, discussions and classroom observations to understand my needs, motivations and skills	Strongly Disagree	Disagree	Agree	Strongly Agree

Briefly explain how effectively your coach assisted you to explore your needs, motivations, skills and thought processes.

My coach possesses a strong ability to share strategies and collaborate with staff.

1.	My coach supported me through collaborative discussions to establish best practice.	Strongly Disagree	Disagree	Agree	Strongly Agree
2.	My coach modelled relevant strategies in the reciprocal observation.	Strongly Disagree	Disagree	Agree	Strongly Agree

Briefly explain how effectively your coach shared strategies and collaborated with you.

My coach observed, listened and asked questions.

1.	My coach supported me to reflect on my teaching successes through observations and debrief meetings.	Strongly Disagree	Disagree	Agree	Strongly Agree
2.	My coach effectively used questioning to facilitate meaningful reflections.	Strongly Disagree	Disagree	Agree	Strongly Agree

Briefly explain how effectively your coach actively observed, listened and asked questions.

My coach demonstrated the ability to give constructive feedback.

1.	My coach facilitated debriefs in a timely manner.	Strongly Disagree	Disagree	Agree	Strongly Agree
2.	My coach supported me recognise my successes.	Strongly Disagree	Disagree	Agree	Strongly Agree

Briefly explain how effectively your coach gave constructive feedback.

The following section is open for you to provide open and honest feedback about all elements of the instructional coaching program: