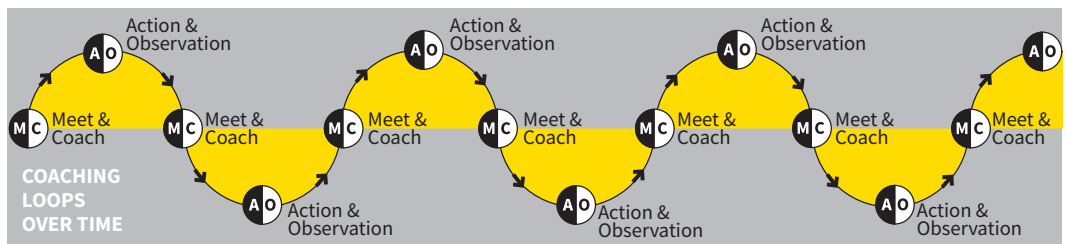




Tom Sherrington



**TOM SAYS**

*If you get to know the PD Mechanisms, you'll understand why Instructional Coaching can work so well.*

*The more you get to know a teacher's subject, the more they will trust you.*

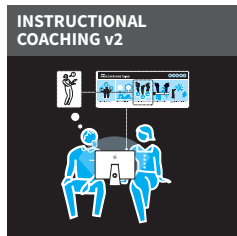
*You can't just impose a coaching regime and assume it will work.*

*Many coaches find modelling the most difficult part of coaching compared to conversing and observing.*

**REPEAT QUOTE BECAUSE IT IS SO IMPORTANT**

*Plan your coaching programme on the resources you have — not what you don't have!*

**BASICS PRINCIPLES**



- 1 | Invite**  
Ideally, after an observation, co-explore the focus of coaching.
- 2 | Model**  
Though unfamiliar, modelling a technique helps clarify a teacher's understanding.
- 3 | Perception**  
Talking through what the teacher saw in your modelling surfaces and sharpens their perception
- 4 | Observation**  
Steps 1-4 build trust and a sense of safety for the teacher.
- 5 | Feedback**  
Again, the shared processes enrich the conversation.



- 1 | Knowledge**  
The coach designs and manages the teacher's learning experience.
- 2 | Motivate**  
Authentic goals, a repertoire of methods and precise praise are affirming.
- 3 | Techniques**  
Learning happens in action and is supported when part of a team.
- 4 | Practice**  
With all learning, repetition is critical to success.
- 5 | Contexts**  
All mechanisms are subject to constraints and, so, there is a need to A|D|A|P|T your approaches.

**CORE ACTIVITIES**



This WalkThru is central in our conception of best coaching practice.

- 1 | Precise Praise**  
Start by giving affirmation when you offer the teacher (very) precise praise.
- 2 | Probe**  
Use the phrase "let's probe..." to grant permission for a joint exploration of issues. It opens up the conversation and strengthens the relationship.
- 3 | Action Step**  
A great deal will depend on the degree to which the teacher themselves identifies the nature of the problem under focus. Be open to their suggested steps too.
- 4 | Practice**  
Many might find rehearsal in front of colleagues awkward. Use retrieval practice of the WalkThru steps to also serve this purpose — with closed book !
- 5 | Plan**  
The date in the diary makes it real.



When zooming in on details and building habits, this WalkThru provides clarity and steps to follow.

**PRACTICAL SOLUTIONS**



Nothing will happen unless it is in your school calendar. So use the regularity of team meetings to embed your coaching. As few schools can afford 1:1 coaching, explore team coaching, and exploit the common purposes and shared wisdom of the team. Think of coaching in terms of loops, not straight lines — it's an iterative process that takes place over time.

