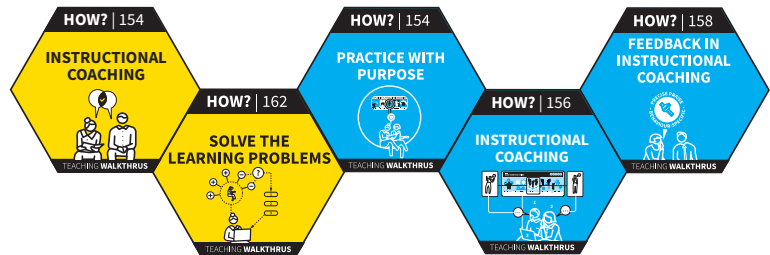




Tom Sherrington

CORE COACHING CLUSTER



SIDE LINES

A GURU'S INSIGHTS



Jim Knight

Working from Kansas University, Jim Knight has coached teachers with Instructional Coaching for over 20 years.

ICs run the risk of being inefficient if they don't have a repertoire of effective practices to share with teachers.

INSTRUCTIONAL COACHING, P.177

Instructional coaches... must be able to clearly describe a set of teaching strategies ... The instructional playbook describes those strategies.

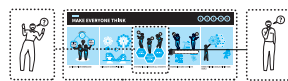
THE IMPACT CYCLE, P.104

Coaches can be precise by systematically going through a checklist line by line... They can be provisional by frequently asking questions whether or not they want to modify the checklist.

THE IMPACT CYCLE, P.112

WORKING IN A PARTNERSHIP

The illustration below is emblematic of the Instructional Coaching partnership between teacher and coach. They are both physically and metaphorically side-by-side, working from a shared understanding provided by the WalkThru.



CULTIVATE YOUR CLUSTERS

Clusters aren't only for weaving teaching techniques into fluent combinations. In this webinar, you'll learn how Tom has composed a narrative around separate WalkThrus to emphasise various aspects of successful and sustainable coaching.

INSTRUCTIONAL COACHING WALKTHRU

HOW? | VOL 1 | P.162

The key to successful and sustainable coaching is the observe-review-plan loop. As the loops repeat, so trust deepens between teacher and coach. And that is enormously helped by the shared understanding of what the technique under focus entails — made evident by the shared reading of the WalkThru.

SOLVE THE LEARNING PROBLEM WALKTHRU

HOW? | VOL 1 | P.154

A further foundation of trust is the explicit avoidance of judging whether the teacher is good or not. Instead, the focus is more appropriately placed on the quest to improve the students' learning — because that, after all, is the purpose of the coaching partnership.

PRACTICE WITH PURPOSE WALKTHRU

HOW? | VOL 2 | P.154



A general feel-good intention to improve will not prove effective. What's needed is precision. For example, *Questioning* is an abstraction and insufficiently precise to aid practice. Instead, specific techniques need to be identified, broken down and mini-targets set for the five steps as detailed in a WalkThru.

INSTRUCTIONAL COACHING WALKTHRU

HOW? | VOL 2 | P.156



Arriving at the conclusion of the webinar, we learn — as Jim Knight reminds us — that instructional coaches need to work from a playbook of teaching techniques. In order to respond to teachers' various personal and classroom needs, there is no place for vagueness, poor-fit solutions, or on-the-hoof invention. The WalkThrus are your reliable playbook.

FEEDBACK IN INSTRUCTIONAL COACHING WALKTHRU

HOW? | VOL 2 | P.158



The WalkThru playbook will also serve as the agenda for coaching conversations. Every step of the selected WalkThru offers coaches opportunities to ask the teachers about their thoughts and decisions. Behavioural precision is enriched by this background thinking.

UNSEEN OBSERVATIONS WALKTHRU

HOW? | VOL 1 | P.156



VIDEO SELF-OBSERVATION WALKTHRU

HOW? | VOL 2 | P.162



These WalkThrus provide alternative ways to develop your practice if your organisation is finding it difficult to fund the provision of coaches. A DIY approach.