

Oliver Caviglioli

SIDE LINES

US SCHOOL ORIGINS



Jim Knight

Jim Knight has been in the forefront of this approach to coaching for well over 20 years. He has accumulated a wealth of data and refined his system over the years — in keeping with reflective practice.

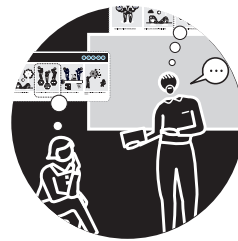
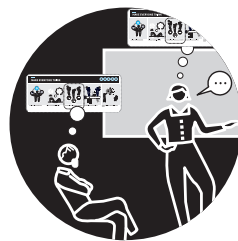
He has written many books on the topic and has a website devoted to it: instructional-coaching.com. He is very well read as his references indicate, from business to personal development through to education.

UK DEVELOPMENT



Josh Goodrich

As part of the Powerful Action Steps company, former teacher Josh Goodrich has produced a series of blog posts [<https://notes.-steplab.co/?src=pas>] that explain in some detail the varieties of approaches along a continuum of instructional coaching.



COACHING CONTINUUM OF STYLES

Jim Knight shows a continuum of approaches in order to contextualise his dialogic method. Not technique-free as is often the facilitative style of executive coaching, nor as passively compliant as is the tradition of sports coaching.

FACILITATIVE

DIALOGIC

DIRECTIVE

In the dialogic approach, both teacher and coach work together on agreed plans and goals. While the coach may have the greater experience and a wealth of technical knowledge, the mood is one of collaboration and respect. In this sense, the dialogic approach relies more on *pull* than *push*. But that's not to say the coaching is fuzzy and devoid of precision.

THE INSTRUCTIONAL COACH

Being an instructional coach is demanding. They need to be able to model the techniques they are teaching. This is not the case of a senior leader coaching a teacher in a subject they have never taught. Far from it.

In addition to having teaching skills, the coach also needs to accumulate a large repertoire of instructional guides. Jim Knight is a firm believer in the power of checklists to capture the precise nature of success. But they should be both *precise* (practical, of immediate use) and also *provisional* (they can be adapted).

In order to gather such information, the coach, in Knight's words, should read and reread all relevant material. That's not all. They should then summarise them into neat, one-sided guides — for each and every technique in their canon.

THE B|D|A PROCESS

BEFORE

DURING

AFTER

B

D

A

Devised by Eisenberg et al in their book

Instructional Coaching In Action, this structure is beautifully simple. As you see it breaks down the coaching process chronologically around the observation. All else is either preparation for it, or learning from it.

■ **Before** | this is time to clarify points of focus. It is important for the teacher to coach the coach in how they want their coaching to happen. Don't complain later — take responsibility and specify.

■ **During** | Establish the *Look-Fors* — what was agreed to focus on. It avoids later surprising *gotcha* moments.

■ **After** | Much has been written about how to give feedback. Almost nothing about how to receive it. Other than Heen and Stone's wonderful *Thanks For The Feedback* — that I highly recommend.

USING WALKTHRUS

Taking all the above into consideration, it's very clear how the WalkThrus support instructional coaching. They:

- provide the verbal and visual model of a very large repertoire of techniques.
- are both *precise* (enough to use as is) and *provisional* (encouraged through the A|D|A|P|T process model).
- encourage an objective perspective.
- support the *Call Your Shots* focus.
- enable Three-Point Communication.
- link to a research base.

DOUG LEMOV'S PRACTICE PERFECT

Among the 42 rules for *Getting Better At Getting Better*, are these 3 that are pertinent to the above.

#1 ENCODE SUCCESS

Don't let learners learn the wrong thing from the outset. Ensure success is established and wired in for future development.

#15 MODEL & DESCRIBE

Words alone aren't enough. Nor is modelling or images. A combination of all three works best, reinforcing the clarity of the message.

#16 CALL YOUR SHOTS

Before modelling, tell the observer exactly what to look for. If you don't, you have no idea what they will focus on, or misinterpret.