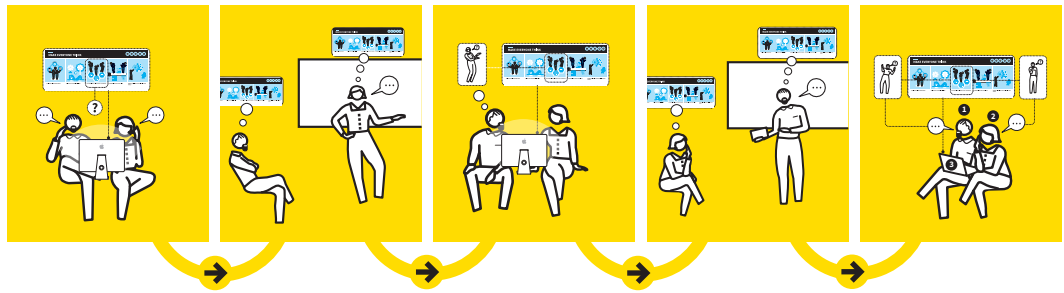




Tom Sherrington



TOM SAYS

We're aiming towards a culture of Instructional Coaching. But it's not the only way of doing things — more of a target to aim at.

We see the WalkThrus as a tool to support deliberate practice.

There's some process for feedback to be generated.

Whilst we may say that one-to-one is ideal, there are other configurations that work really well.

The WalkThrus are the tools for framing the coaching conversation.

It's not about "we can all coach each other" as that's not necessarily true.

INSTRUCTIONAL COACHING

For coaching to be effective it needs these attributes regarding:

Cycles | flexible

Styles | responsive

Frequency | often, light touch, nimble recording.

Instructional coaches, explains coaching



guru, Jim Knight, should be like sommeliers. They don't decide what wines you'll drink, only offer

expert advice. Similarly so instructional coaches with their techniques.

CREATING TRUST

Coaching — whatever type adopted — can only work on trust. There must never be any *gotcha!* moments. Both coach and teacher need to plan together and agree the focus of the coaching, the nature of the observation and the style of the feedback. Here is where the A|D|A|P|T model comes into its own. Trust is built up as coach and teacher plan together as they personalise their WalkThrus.

SHARED UNDERSTANDING

The shared understanding established in a coaching partnership is wasted if it isn't built upon in a series of scheduled meetings. Weekly or fortnightly meetings work well, maybe further apart, but over a month's gap between meetings loses momentum and focus.



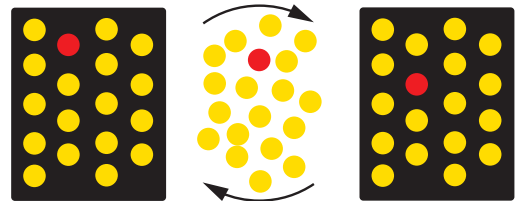
Of course, an individual teacher can pursue their development on their own, but it does lack the eyes and experience of a colleague.



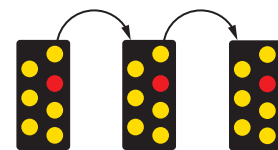
ALTERNATIVE COACHING STRUCTURES

For many schools and colleges, one-to-one coaching arrangements are not possible. Finance, lack of a number of trained coaches, logistical issues and other reasons often make it too difficult.

But every organisation can launch the WalkThrus in a mass event, with everybody present. After such an event, individuals work on their own on the agreed WalkThrus over a period of time. This is followed by a regrouping where different ways of reporting back are designed.



A next level of progression can happen through establishing small groups for coaching. Again, these are scheduled.



When circumstances allow it, numbers within each group can be reduced to triads. For many, this might well be the most effective arrangement.



There is sufficient time to work on individuals' concerns and aspirations while, at the same time, colleagues also learn from listening to each others' thinking and strategies for personalising the WalkThrus. Witnessing the A|D|A|P|T process can be highly educational.