

THE PERFECT COACH

teacher

Jackie Beere and Terri Broughton

Foreword by Vic Goddard



Praise for *The Perfect Teacher Coach*

This is a book that will have a real impact on the development of coaching within schools. The authors present a straightforward yet powerful way of exploring and understanding the key aspects of building high quality coaching throughout a school.

Its simple, jargon free approach captures the concepts and practical elements that will help any school move towards a successful coaching culture.

Written from a 'reflective and emotionally intelligent mindset', the style of the book is utterly congruent with a coaching approach – encouraging the reader to question and challenge their own behaviours and thinking and become even better. Throughout, the passion and belief are evident and yet clear links to Ofsted and performance management frameworks ground it in the reality of today's schools.

Any school leader seeking to build sustainable progress in pupil learning at the same time as developing well-being and resilience in their staff will have a better journey with this book at their side.

Andy Vass, Professional Coach

The Perfect Teacher Coach is just like the authors: solution focused and easy to follow. It's a book you can read from cover to cover and know what you want to do next. But it's also a good book to dip into if you've done coaching before, to give you new techniques to try, and sometimes it's also good to have reassurance that what you're doing is right! In the absence of having one of the authors at the end of the phone, this book is the next best thing!

Charlotte Johnson, Vice Principal (teaching and learning)
Thomas Clarkson Academy Wisbech, Cambs

In good schools learning is fun, exciting, active, creative and developmental for teachers and for children. We all learn by mirroring ways of doing things from others who are excited by learning, positive, non-judgemental, keen to share and above all to listen.

Learning needs to take place in a secure environment where we have permission to take risks, experiment and at times make mistakes. Under these conditions all our learning journeys could be greatly enhanced by what I have described as a 'lead learner', someone brought into sharp focus in Jackie Beere and Terri Broughton's book - *The Perfect Teacher Coach*.

In my school this approach was developed through colleagues training in counselling at the Tavistock Clinic, taking part in the in-house Masters programme delivered for us by the Institute of Education, experiencing our many home-delivered inset sessions such as teachers becoming students for

the day, following students, teaching other teachers or planning, discussing and team teaching together on a regular basis, as well as engaging in the many cross curricular events that took place. The staff rooms became hives of learning conversations and the school a learning community as well as a community of learners.

What this book does superbly is provide an aide memoire for leaders at all levels in schools (both teaching and associate staff too, colleagues who are supporting staff development, middle managers and all teams such as departments, years/houses as well as senior leadership) in how to conduct constructive learning conversations. It will also be of value for students training to be peer tutors or mentors.

The value of this approach is well documented in this book and will certainly lead to successful learning for all. It is the means of keeping a school climbing ever upwards, one of the greatest challenges for all schools, especially those that think they have arrived. You never arrive! But that is what makes the whole learning game so exiting, creative and rewarding. This book provides a crucial tool for raising the achievement of staff and students in all schools.

Dame Tamsyn Imison, Former Head Teacher, Hampstead School 1984-2000, Editor *Comprehensive Successes* and *All our geese are swans*, Institute of Education

The Perfect Teacher Coach has a very friendly and easy to navigate layout, which allows you to follow the book and take a step-by-step approach to techniques and theories or ‘dip into’ and refresh skills that you haven’t used for a while.

Jackie and Terri are clearly passionate about the difference that coaching can make in an educational setting and this comes across loud and clear. The references to Ofsted and CPD give an edge of authority and make *The Perfect Teacher Coach* an essential tool for a busy teacher – not something additional or optional.

Elanor Westbury,
SENCo and English Teacher, King’s Lynn Academy

An excellent, easily digestible guide to coaching in education settings, rooted firmly in the current climate of accountability and extraordinary expectation. This book navigates a path through the minefield of performance management whilst supporting a culture of humanity. Without emotionally intelligent leadership, schools and colleges act as dubious role models not only to staff but also to young people. Coaching supports high quality professional development and leadership in a way that excites and inspires those who learn and work in the organisation. *The Perfect Teacher Coach* is appropriately rich in addressing these issues and practical in supporting the implementation of high-end coaching.

Will Thomas, Performance Coach and
award-winning and best-selling author

A must for any head teacher looking to use coaching to enhance their school improvement journey. Coaching must be part of the school's culture for continuous improvement. Some great tips for all staff, teachers and teaching assistants looking to embark on the role as a coach. Great top tips - I will be using these with all my staff.

Eliza Hollis, Executive Head Teacher, Stoke Bruerne,
Tiffield and Whittlebury Primary Schools

A well-structured, focussed and informative read, which still manages to maintain a conversational and highly enjoyable tone! Interspersed with opportunities to reflect on personal practice and to experiment with coaching techniques, the authors balance research, up-to-date educational practice and points of introspection extremely well.

I found myself nodding along in total agreement, furiously making notes on what we could immediately implement in school. The short plenary sections at the end of key chapters focus thinking and the carefully-worked examples are easy to follow and emulate.

This book puts into clear language the nuances and central essence of effective coaching within a school context, whilst maintaining a realistic and pragmatic understanding of school systems, performance management and school improvement.

I would heartily recommend this book to anyone embarking on coaching work for the first time or, equally, the

experienced teacher-coach who wishes to re-articulate, consolidate, develop and reflect on their own personal and institutional practice.

Elizabeth Barratt, Teaching Coach,
The Nottingham Emmanuel School

An excellent teaching and learning guide for prospective coaches, with step-by-step guidance and information about coaching. *The Perfect Teacher Coach* clarifies the differences between counselling and coaching and the importance of good feedback from colleagues and fellow coaches. It provides a great way of reflecting on performance and management, questions the methods and ideas that we use within the classroom and structures coaching conversations.

Hayley Lockey, SEN Teaching Assistant and
advanced coach, Kings Lynn Academy

As a school we are certain that coaching is an incredibly powerful tool in teacher and student learning. Jackie provides a book that is easy and clear to read, just like *The Perfect Ofsted Lesson/Inspection* and that covers the basic premises behind coaching as well as developing strategies. The way the book is written creates a positive mindset for the reader in imagining what they might do in a particular situation. The wealth of suggestions and solutions coming from real examples and scenarios provides a real grounding for the skills that it develops. The chapter on questioning was one of the best that I have read - it provides clarity around the types of ques-

tions and when and where they are best used. It also makes coaching look easy!

This book very cleverly made me realise that I often coach effectively and that this happens when I have genuine empathy with the coachee. It has also given me the confidence to think beyond a prescribed set of coaching questions as I develop my coaching still further.

This is a book that will support the development of coaching skills in all teachers, young or old, experienced or NQT, but it also highlights the importance of coaching skills in support staff and teaching assistants. A thoroughly enjoyable and informative read.

Phil Loveday, Head Teacher, Bridgnorth Endowed School

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Contents

<i>Acknowledgements</i>	<i>iii</i>
<i>Foreword</i>	<i>v</i>
Introduction: Who this book is for	1
1. What is coaching?	9
2. What makes a 'perfect' coach?	25
3. Coaching with edge, for performance management ...	45
4. Creating a culture of coaching	75
5. The skill of questioning	99
6. A coaching framework	111
7. Embedding the coaching culture for the long term ..	129
<i>Appendix 1471: Coaching agreement</i>	<i>147</i>
<i>Appendix 2: Coaching evaluation tools</i>	<i>151</i>
<i>References and further reading</i>	<i>155</i>

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Most of all, thanks to our husbands for their unstinting support, particularly for the many hours spent by Jackie’s husband, John Beasley, sorting out our ideas through his

The Perfect Teacher Coach

genius editing and for giving us the confidence to complete this book.

Jackie Beere and Terri Broughton

A personal note from Jackie:

I would like to thank Terri. Some years ago she asked me to be her coach and my response was 'What do you mean?' After working with her, I now believe coaching is simply the most effective way to support and grow our fantastic teachers to be the very best they can be in today's high-stakes, judgemental climate. I have learnt so much from Terri about the ways she has used coaching at her school and in how she conducts her life. Thanks, Terri.

Introduction

Who this book is for

All teachers 'coach' each other and their pupils every day in various ways. The 'perfect' teacher coach will use the powerful techniques described in this book to be the very best teacher, learner and coach that they can be.

This book is for anyone who:

- Is committed to whole school improvement and achievement.
- Is looking for sustainable personal and professional support.
- Cares about creating the best working environment for their staff and raising their morale.
- Wants their students to have access to the best quality teachers.
- Understands that one size does not fit all and that coaching is an opportunity to have differentiated support.
- Would like to encourage healthy, collaborative teams working together towards the same targets.

The Perfect Teacher Coach

- Understands that there is more than one way to solve problems.
- Enjoys learning and practising new skills.
- Wants personalised learning for staff and students.
- Wants to develop independent, critical thinkers.
- Wants an empowered workforce with staff and students alike feeling valued.
- Wants to encourage participation, comment and feedback from staff.
- Has a vision of a school where teachers own their own progress and self-improvement.

Coaching is a term widely used in both the public and private sectors but it is also frequently misused and misunderstood. Yet true coaching, properly used and understood, has a remarkable impact on both individuals and organisations. Coaching should be part of your 'growth mindset' leadership strategy as a teacher, or as a middle or senior leader.

We strongly believe that it is inherent in human beings to want to continue to learn, improve and progress. Our hope is that this book will give you clear, focused and direct access to coaching skills that will dramatically improve both your own and your colleagues' practice – and encourage you to find out more about coaching. Our aim is to help you and other leaders develop and foster the reflective, emotionally intelligent mindset necessary to ensure continuous improvement for everyone in your community.

Introduction

'Given the choice between someone with the desired mindset who lacks the complete skill set for the job, and someone with the complete skill set who lacks the desired mindset, a total of 96% of the employers surveyed picked mindset over skill set as the key element in those they seek and retain.'

(Reed and Stoltz, 2011: 7)

This book is intended to help you develop a growth mindset in others by helping you become an accountable, approachable, listening and supportive teacher coach – with an understanding of key terms and skills inherent in the progression and support of colleagues and students. It does not profess to make you into the finished article by the time you have reached the final page. This is the beginning of the journey!

The book includes the latest expectations from the Department for Education and Ofsted, many of which can be met if you create a truly inspirational coaching culture, which in turn will embed sustainable personal and professional growth and transform your school. Above all, we want this book to provide you with some practical strategies to try out in your school, so that you can use coaching effectively to help support your teachers and improve learning for your pupils.

The Perfect Teacher Coach

We also hope the book will clarify some of the key issues around coaching:

- What it is and what it is not.
- What the benefits are of developing the skills of coaching in your learners, your colleagues and your classrooms.
- How it can help you to improve the quality of learning for teachers and pupils in your school.
- How it can be successfully used in your classroom and with colleagues.
- How you can create a coaching culture that revitalises performance management, continuing professional development (CPD) and staff well-being.
- That it is best if used to personalise and differentiate support for teachers and then help them to own their own professional reflection and progress.

We also intend to show that coaching works to help you to:

- Balance challenge and support for your teachers to help make them the best they can be.
- Motivate and inspire your teachers to want to make progress.
- Support that long-serving, hardworking teacher to improve exam results with his/her challenging middle-ability groups.
- Help all your teachers embed high expectations in the classroom so that 'teaching and learning' becomes outstanding in your next inspection.

Exercise

List what you think are the key skills of a coach – at some times in our lives we'll all have had an experience of feedback from an observed lesson or maybe we have been coached.

Consider a good experience you have had of feedback/coaching.

Consider a bad experience you have had of feedback/coaching.

Write a list of the behaviours that were helpful in achieving success.

List the behaviours that hindered your success.

Consider any feelings you had during this activity (whether expressed or not).

Given the same task on a different occasion, what could have been different/better?

The account below is a true story – investing in coaching can deliver such results.

Send me on a course!

A middle-aged science teacher, with 15 years of teaching experience, said:

I didn't want this coaching thing. Initially I wasn't interested – I just wanted to go through threshold. I'd heard from others that it worked but was sceptical, however I decided to give it a go. Initially I found myself telling my coach to stop mirroring and matching me – I thought I knew what she was doing because I had worked in industry and was used to this type of approach. I found myself thinking: just send me on a course!

However, after a very short space of time I found myself looking forward to my regular sessions. My students were relating to me in a different way and I found myself enjoying my teaching more. I was able to notice things in a way that I hadn't noticed before. I came up with several different ways of approaching my 'lively' Year 9 class and very soon they were far more engaged in their learning.'

Within two terms this teacher had changed her mindset about her pupils, her job and her expectations. It was highly noticeable to others – she had a smile on her face, was relaxed around colleagues and confident in dealing with pupils. She even seemed to quite like them now! She looked healthy and happy.

She went through threshold and became a secure 'good' teacher.

Introduction

Reflection

Before you begin your journey ask yourself the following questions – and be prepared to revisit them throughout the pages of this book:

- If you set yourself a target as a result of picking up this book what would that target be?
- How will you know that you have achieved it?
- What will you see, hear and feel having achieved it?
- What can you personally do towards achieving this goal?
- By when do you want to achieve it?

If you are a middle leader:

- What change initiatives have your teachers been involved with already?
- What is working well?
- How do you know?
- What abilities and skills do you already possess that will support you in bringing about a culture of coaching in your own school?
- What would need to happen for you to know that reading this book is time well spent?

Chapter 1

What is coaching?

If you want one year of prosperity, grow seeds. If you want ten years of prosperity, grow trees. If you want one hundred years of prosperity, grow people.

Chinese proverb

I never cease to be amazed at the power of the coaching process to draw out the skills or talent that was previously hidden within an individual, and which invariably finds a way to solve a problem previously thought unsolvable.

John Russell, Managing Director,
Harley-Davidson Europe Ltd

You cannot teach a man anything. You can only help him discover it within himself.

Galileo

The Perfect Teacher Coach

Coaching¹ has been widely used in industry, sport and politics to support personal and professional development. It is the powerful process of supporting someone to move forward towards their goal. It is not a passing fad but is here to stay and, when it is done well, it can transform the culture of a school and empower teachers to respond positively to the relentless demands of continuous school improvement.

'Coaching is a highly structured way of working one to one with an individual through a series of meetings. The coach will enable the learner to take responsibility for his/her learning, develop an awareness of his/her situation and increase his/her skills. It is a way of reaching the potential of all staff.'

(Tolhurst, 2006: 3)

¹ The origin of the word *coach* derives from the Hungarian word 'Kocsi' – the name of a town where horse-drawn vehicles were once built. The word then became associated with tutors who carry or guide students along a path of study. An alternative origin goes back to a time when wealthy families took their tutors with them in their coaches when they travelled and were 'coached' in various subjects on their journey. See <https://teacherspocketbooks.wordpress.com/tag/origins-of-the-word-coach/> (accessed 7 January 2013).

'[Coaching is] a process that enables learning and development to occur and thus performance to improve. To be successful a Coach requires a knowledge and understanding of process as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place.'

(Parsloe, 1999: 8)

In practice, coaching is a discussion, or series of discussions or structured conversations, which:

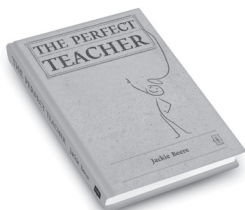
- Are highly motivating for the coachee.
- Use skilful questioning to identify issues.
- Facilitate learning and commitment from the coachee.
- Encourage the coachee to take responsibility for their actions and outcomes.
- Give choice about the content and direction of the discussion.
- Allow creative solutions to problems to emerge.
- Lead to clear targets and definite commitment by the coachee to agreed courses of action.
- Promote personal and professional development.

What coaching is not

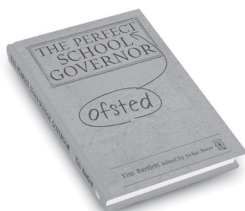
- Coaching is not a fluffy, cuddly, open-ended process that takes hours.



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THE PERFECT *teacher* COACH

is the essential guide to coaching to improve performance in the classroom.

“Real sources, scenarios, and solutions make the ideal coaching culture look achievable - whatever your starting point.”

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Jackie Beere is a School Improvement Partner, editor of the Perfect series and trainer having been a secondary school head teacher. She taught in primary and secondary schools before becoming an Advanced Skills Teacher leading and implementing innovative teaching and learning strategies.

Terri Broughton is Vice Principal of Teaching and Learning at an academy in Norfolk. Terri is an outstanding coach who has used the techniques in this book to make an impact across schools.



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