



## Coaching Approaches

It is often the case that the relationship between the mentor and the trainee evolves over time and that the emphasis shifts from where the mentor needs to model and tell the trainee how to engage with his/her practice to a situation where the mentor facilitates the learning of the trainee. The aim is for the mentor to unlock the trainee's potential through the use of a wide range of questions to enable the trainee to drive his/her own learning. It is, therefore, important to gradually build up to the point where the trainee's learning consists of deep thinking about the what, how and why in his/her practice and this is also true for his/her approaches with learners with specific learning needs.

### A four step coaching model

#### Step 1

To ensure that the trainee builds on his/her confidence in relation to supporting learners with SEND, ask the trainee to observe your lesson with specific focus areas in mind and specific questions to answer:

- 1) How did the classroom teacher differentiate the learning outcomes?
- 2) How did the classroom teacher scaffold the learning?
- 3) How did the classroom teacher meet the different needs of learners in the classroom?
- 4) What specific provisions were made for learners with dyslexia?
- 5) Why did the classroom teacher make these provisions?
- 6) How did the classroom teacher enable the pupils to communicate more effectively in the classroom?
- 7) Why did the classroom teacher use this approach?
- 8) How did the classroom teacher make use of a range of sensory learning strategies to aid learning?

#### Step 2

After the trainee has completed his/her observations of the lesson and has reflected on his/her learning and the questions outlined in Step 1, arrange a discussion meeting with the trainee. Discuss his/her reflections in relation to the key questions outlined in Step 1.

It is often useful to make use of the GROW model to facilitate these conversations:

- **Goal:** To reflect on observed practice with the aim to refine the trainee's SEND practice.
- **Reality:** Discuss and explore the different questions. Ask the trainee to outline what he/she has observed.
- Ask why he/she thought the classroom teacher had implemented these strategies.
- What impact did these strategies have on the progress and learning of the pupils?
- What worked extremely well?
- Why did these strategies work so well?
- **Options:** Looking at the examples of practice observed, what might be useful in the trainee's own practice?
- **Will:** Select two of the observed strategies which can be useful in the trainee's own lesson and plan to embed these in the next lesson he/she is teaching.

### **Step 3**

After the coaching lesson, ask the trainee to plan the agreed lesson and embed the two strategies within his/her planning. Once the trainee has completed planning the lesson, talk through the plan with the trainee.

Consider the following:

- Discuss the timings of the lesson.
- Discuss the order in which activities are planned and whether these are the most effective way to engage pupils.
- Ask the trainee why he/she had made these choices in relation to the pupils' needs after the initial observation and assessing the pupils' needs.
- How did the trainee make use of the graduated approach to develop the lesson? (Assess, Plan, Review, Do.)
- Explore how he/she is hoping for these strategies to support the learners and move their learning/ progress on.

### **Step 4**

Observe the lesson.

Feedback:

- Ask the trainee to describe the lesson.
- What went well in relation to the strategies?
- What did the trainee feel could be done differently?
- What possible options might the trainee have to explore in the future?
- What possible examples or wider research/observations might be needed?
- Which one of these teaching strategies (options) might be useful to make use of for the next lesson?
- How will this strategy support pupils' learning needs and help them make progress?
- What will the trainee do next? By when?

### **Reference:**

Suggett, N, 2004, What is Coaching, Bucks LEA