

**PLEASE
TURN ON
CELL PHONES**

Little
by
Little

Can an Incremental Coaching Model Improve Teaching?

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Cambridge Regional College

With thanks to Christine Helme for her support

IHAMT Conference
January 2020
Greenwich, London



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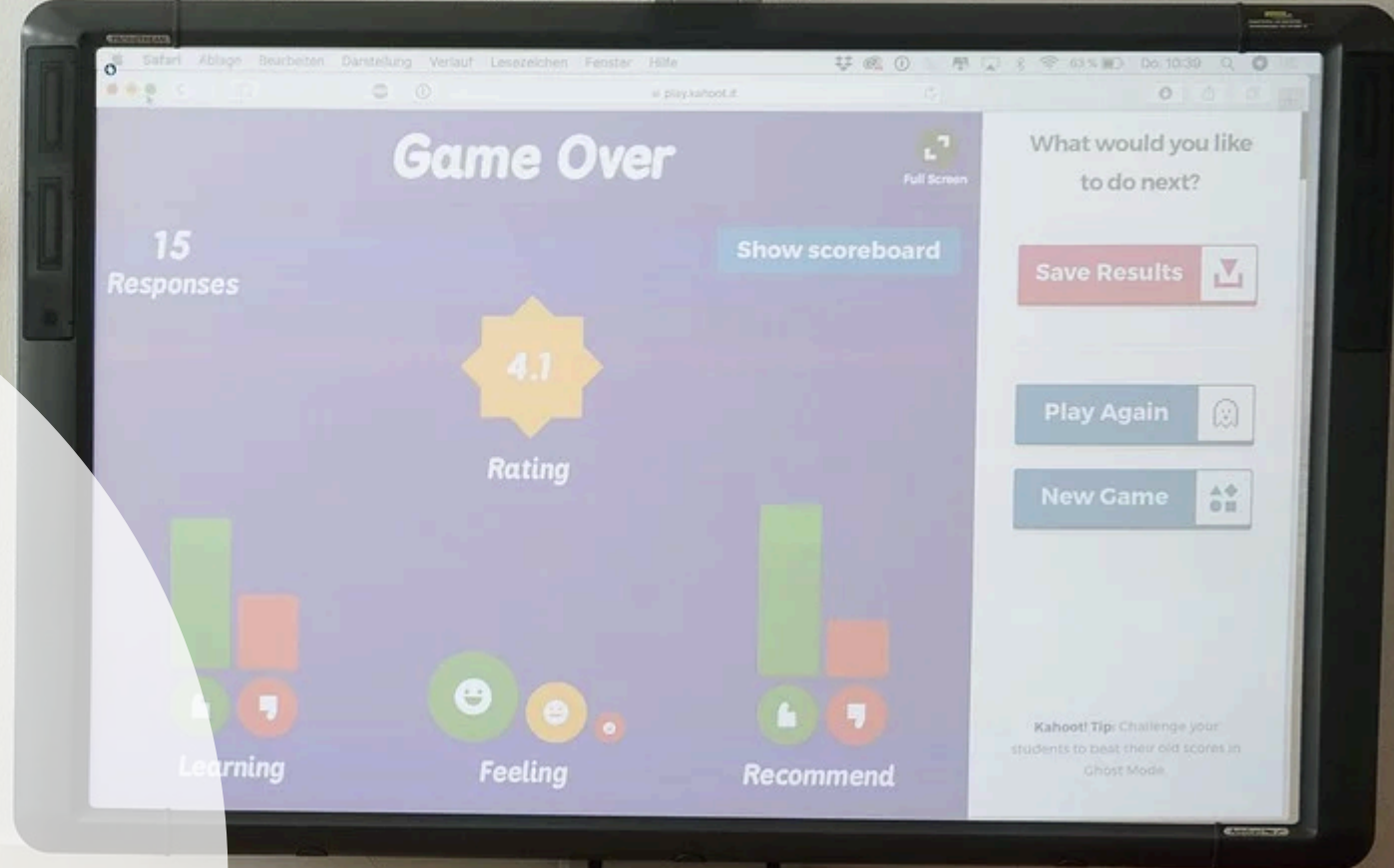
Audience Poll

- Please go to www.menti.com



 Mentimeter





Does the observation process in your teaching organisation really help teachers to develop?

Our Teaching Context

- Further education college
- Over 20 vocational areas
- Over 350 teachers across two campuses
- More than 3,000 students and 3,800 apprentices



The Problem

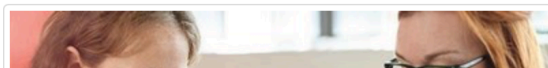
- Annual lesson observations are not effective in developing teachers.
- They are stressful, with high stakes.
- Observees are often overwhelmed by the number of actions set.
- No follow up of actions.



CPD research argues case for 'incremental coaching'

Written by: [Pete Henshaw](#) | Published: 14 June 2017

The power of a professional development technique known as "incremental coaching" to improve the effectiveness of



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How incremental coaching could improve professional development at your school

The executive principal of a primary academy describes how a new approach to professional development has improved outcomes and explains how other schools can replicate the process

By [Damian McBeath](#)
09 June 2017

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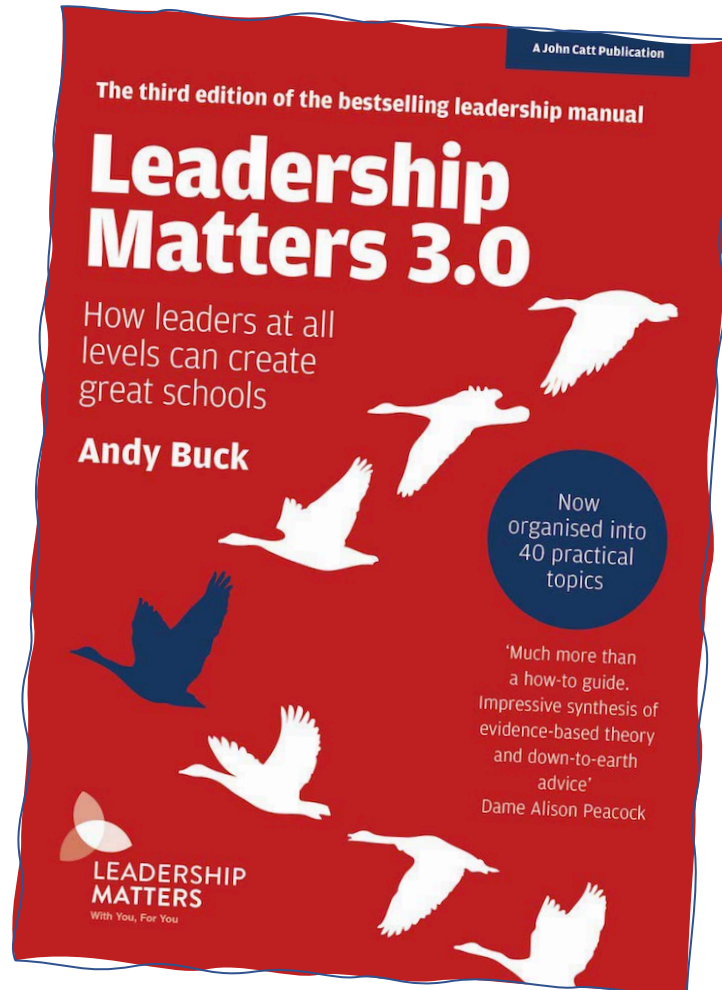
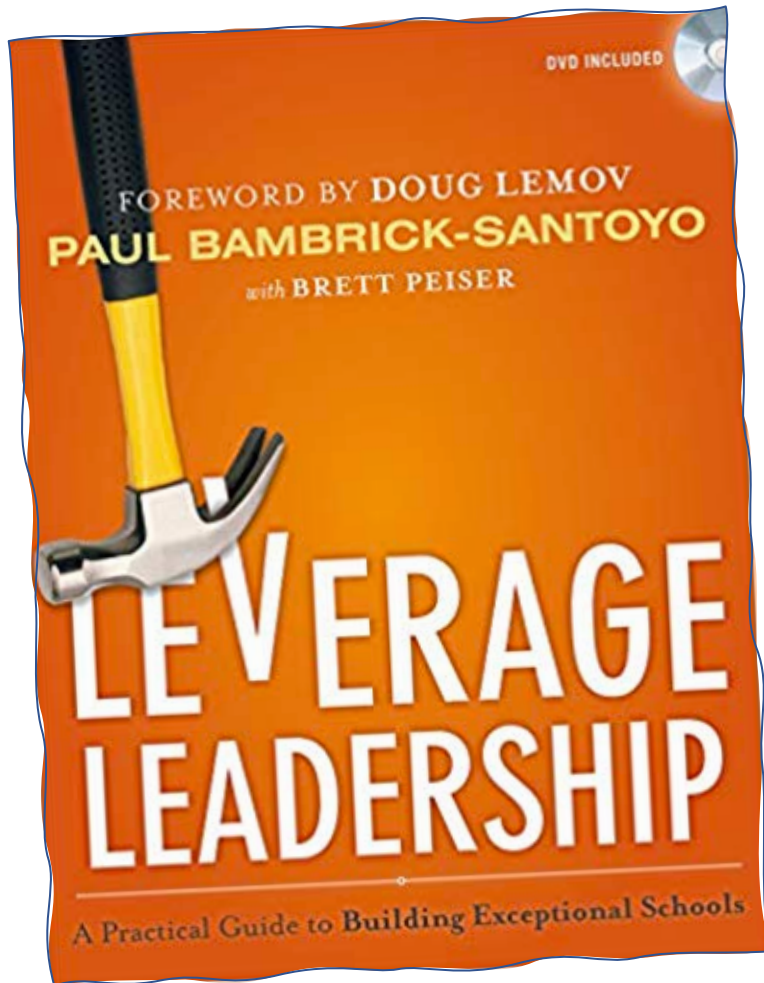


Thinking > Incremental coaching: the next big thing in teacher development?

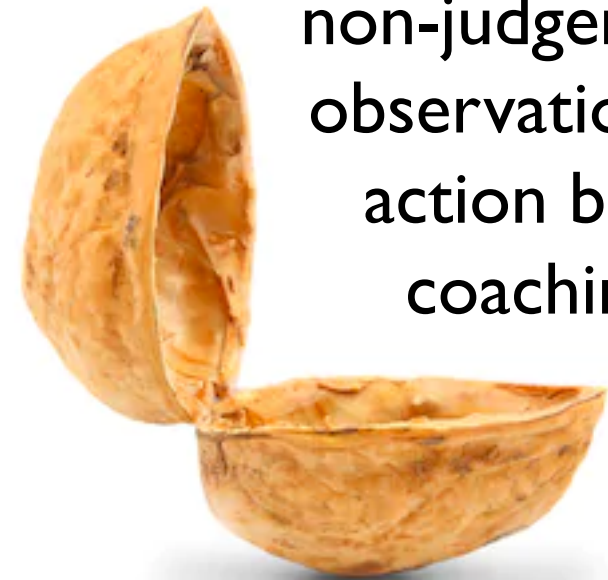
Incremental coaching: the next big thing in teacher development?

June 9, 2017

What is Incremental Coaching?

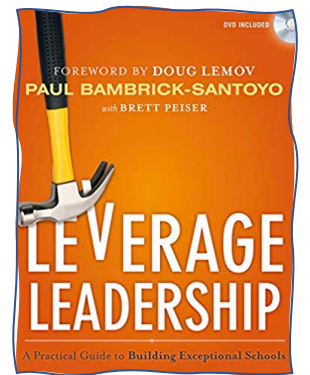


“A regular, frequent and ongoing cycle of non-judgemental observation and action based coaching”



5 Common Misconceptions about Observation

1. More is better.
2. Lengthy written evaluations drive change as effectively as any other form of feedback.
3. Just tell them; they'll get it.
4. State the concrete action step. Then the teacher will act.
5. Teachers can implement feedback at any time.



Adapted from Leverage Leadership, by Paul Bambrick-Santoyo (2012)

20-25 minutes

No paperwork required

Mutually convenient time

Coach pops into lesson

Teacher spends one week practising

Short coaching conversation

One single action set

Ideally the same day

Strengths elicited

Progress on previous actions discussed

One area for improvement identified
(could be the same as previous)

Opportunities to practise with the coach

The Incremental Coaching Cycle

Adapted from Bambrick-Santoyo (2012) & Buck (2018)

How is this Different to Coaching?

“Incremental coaching differs from coaching. Coaching focuses on a wide range of personal and professional development issues, whereas **incremental coaching focuses specifically on teaching practice.**”

Ambition Institute (2017)

Notes from Research

Matthews (2017)



Evidence of increased job satisfaction, teachers' efficacy and student achievement.

A culture where colleagues are always in and out of each other's classrooms is far more productive in knowing what is actually going on in classrooms than set piece lesson observations.

Compelling evidence of the capacity to bring about rapid improvement and greater consistency in quality and effectiveness of teaching.

The main challenge is providing time for coaches.

Principals are convinced that incremental coaching is key to helping teachers be the best they could be.

Recognised as contributing to improving inspection outcomes - Ofsted reports mention coaching regimes.

82% of teachers surveyed strongly agree their practice had benefitted from incremental coaching.

Preferable for the coach not to be the line manager and most successful when not linked to appraisal.

Coachees want: instant feedback, further training for coaches, timetabled support, peer observation of coach, some subject knowledge.

Conditions for Success

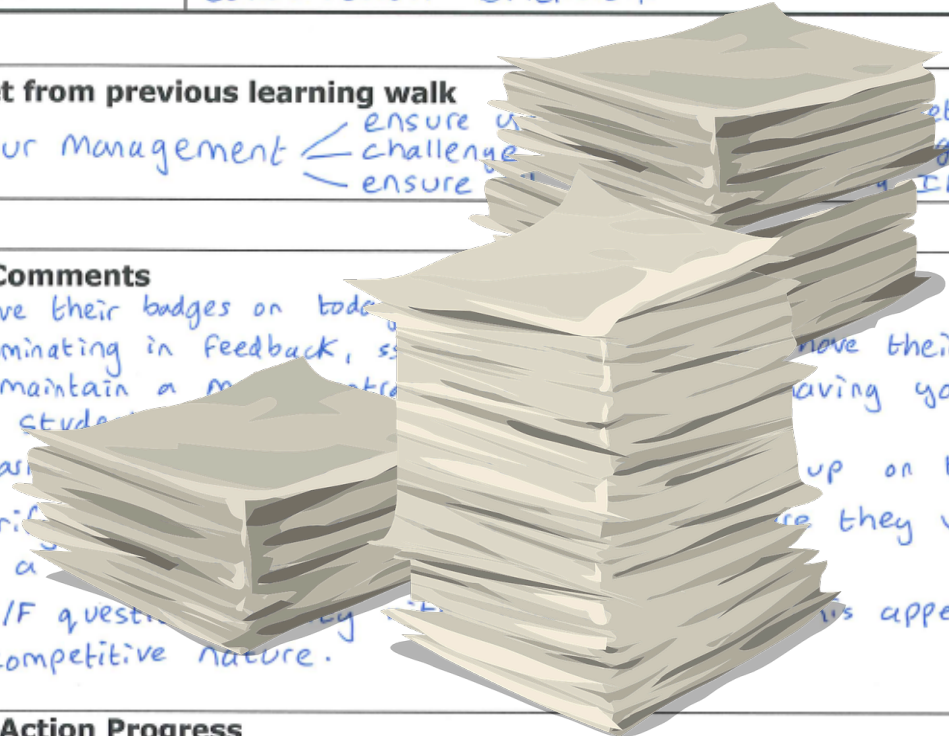
Matthews (2017)

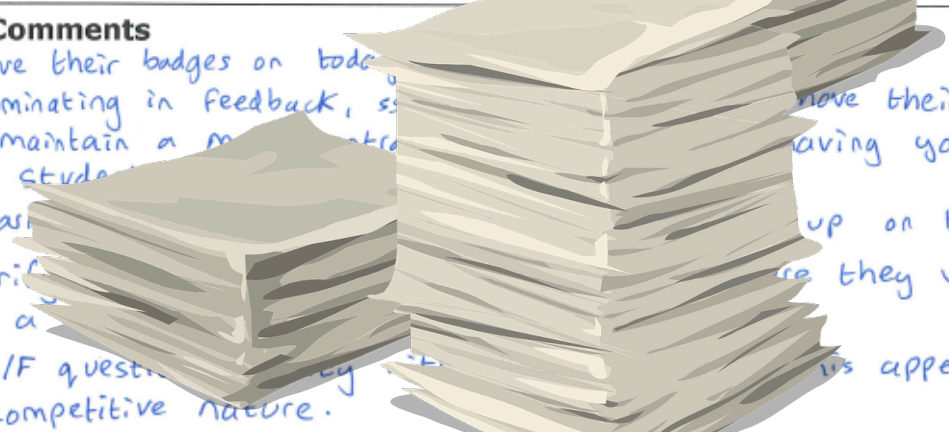
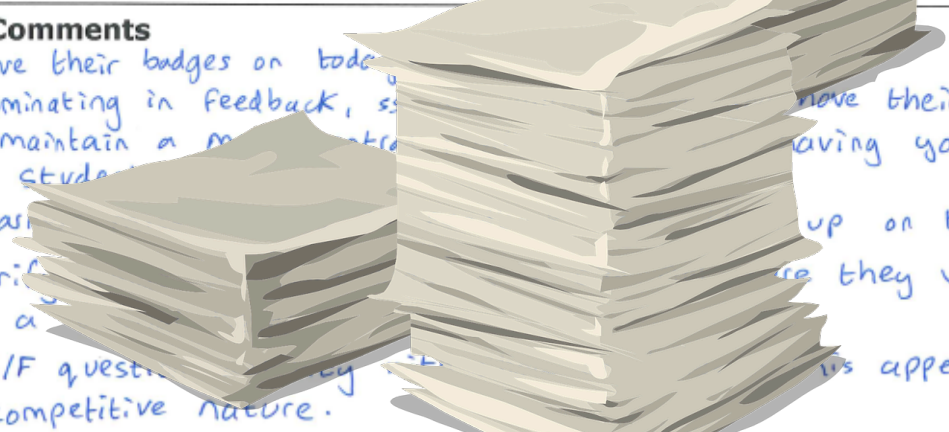
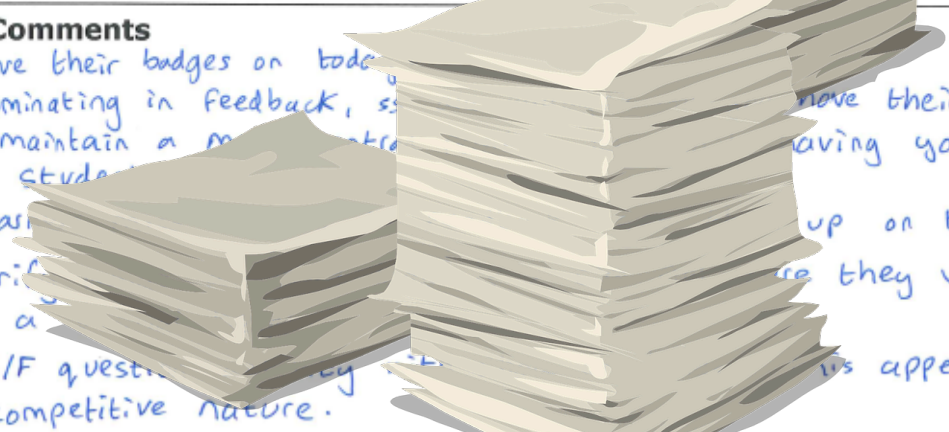
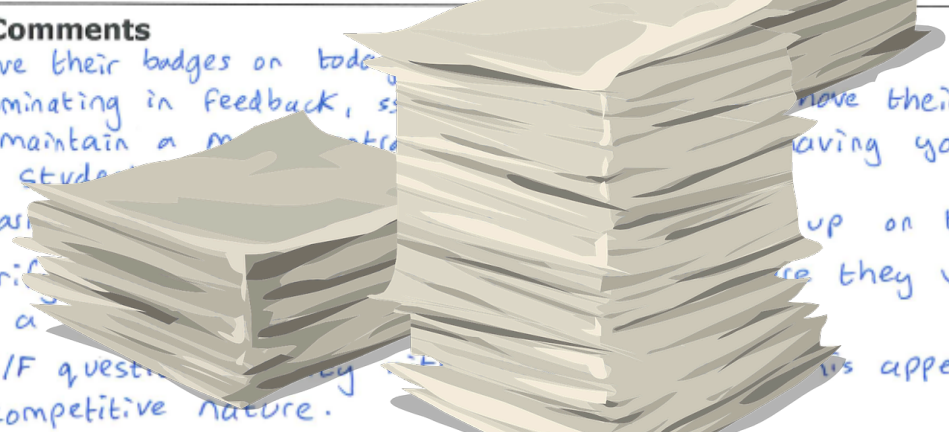
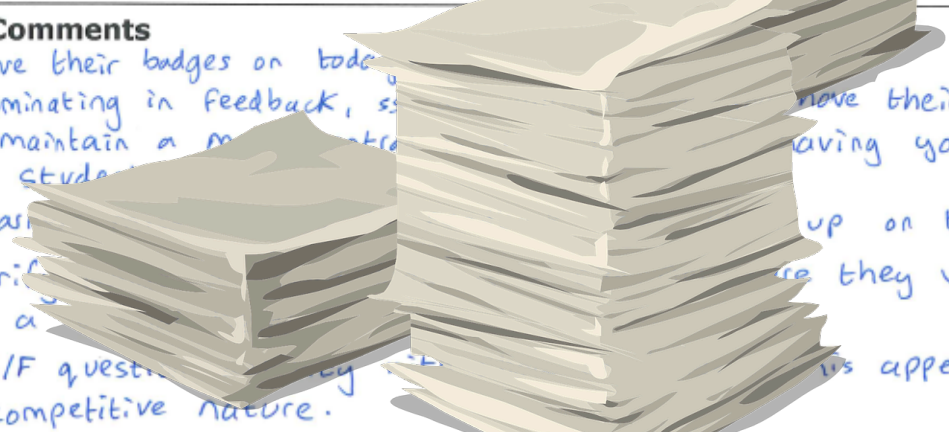
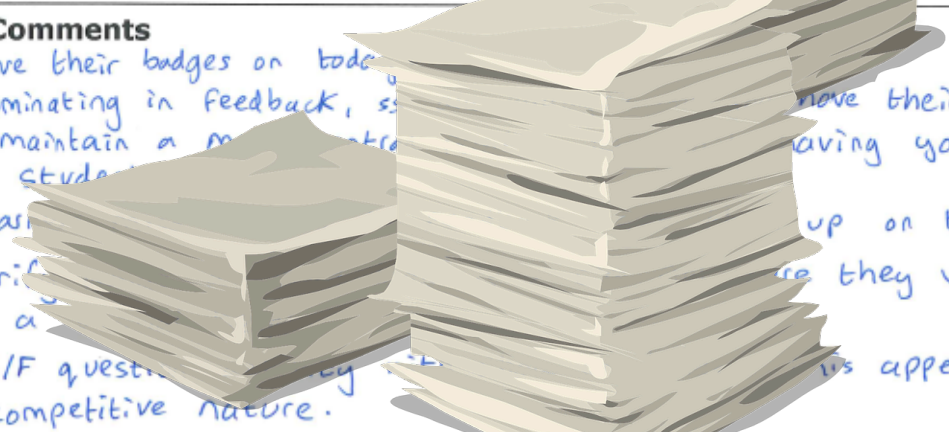
- Strong pedagogic leadership
- Effective communication
- Operational organisation
- Coaching advocates
- Carefully selected and well-trained coaches
- A preferred coaching model
- Evaluation of impact and quality assurance



Learning Walk Report

Member of staff:	[REDACTED]	Date: 22/03/19
Session observed:	Topic- Soil Types + Foundations Level- 1	
Department:	Construction - Brickwork	

Action set from previous learning walk
Behaviour Management  ensure us  take attention
challenge  be.
ensure  ID badges.

General Comments
- All ss have their badges on today.
- Good nominating in feedback, ss  move their attention.
- Try to maintain a more central position  leaving your back to
certain students.
- some learners  up on the board.
- You clarified  re they understand,
could a 
- Good T/F questions  vs appeals to
their competitive nature.

Previous Action Progress
Behaviour was much better this morning. I heard no inappropriate language and you had the learners' complete attention. You've clearly been working on this with your learners. Keep it up. Action Closed.

New Action
Positioning - Ensure all learners can see you by maintaining a more central position in the classroom.

A Manager's Perspective



Christine Helme

Teaching and Learning Development Manager - Cambridge Regional College

<https://youtu.be/v8ePsSwiZsg>

Results

Did you find the meetings with your Excellence Coach beneficial?

[More Details](#)

18

Responses

4.33 / 5

Average Number

Were the actions set, from the learning walks, helpful and achievable?

[More Details](#)

18

Responses

4.28 / 5

Average Number

Learning walks are part of the support offered- how helpful was the feedback from these walks?

[More Details](#)

18

Responses

4.17 / 5

Average Number

Teachers' Comments

It helped find my blind spot in my teaching and learning,.

My coach provided me with strong feedback, both positive and areas to improve. He discussed ways to strengthen my presentation and pointed me in the direction of suitable CPD to help me understand ways to handle or improve my classroom for the students.

My coach supported me with a variety of ideas for resources used in lessons. The constructive feedback helped me reflect on my own practices and helped me utilise my strengths and build on my weaknesses.

I am new to teaching after a long career in brickwork and very much a blank canvas. It has helped me settle quickly into the new role and feel confident in the classroom.

Using mini whiteboards for questioning

Not trying to cover too much

Planning for differentiation

Clearer instructions

Mixed ability pair work

Impact on my teaching

Providing stretch and challenge

Lesson recapping at the end

Being confident enough to step away from the plan

Asking questions throughout the lesson to make sure they are engaging

Dealing with disruption and lateness

Positioning in the classroom

A Mentee's Perspective



<https://youtu.be/-RQgHsIP80o>

Reflections

- What resonates with you about incremental coaching as a concept?
- **Could this work in your context?**
- Do you see any potential challenges in implementing it?



“Incremental Coaching is all about unleashing excellence in teachers.

It is not about judging, monitoring or assessing, it is not about holding to account.

It's about investing in the individual and developing great practice in all.”

Mcbeath (2017).

It's all about helping teachers be better teachers and is separated from the judgemental approach that sits behind formal lesson observations and appraisal. Crucially, the focus is on fattening the pig, not weighing it.

Buck (2018).

little by little,
a little becomes
A LOT.
tanzanian proverb

LITTLE by LITTLE
one TRAVELS far.
- J.R.R. TOLKIN

Thank you!

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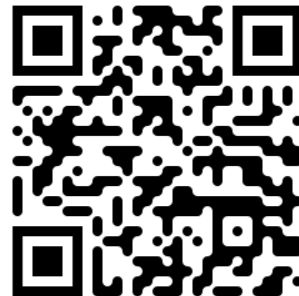
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Slides available on
www.eflrecipes.com/takeaway



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