CASE STUDY REPORT
Howick Coast Kāhui Ako Coaching

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Foreword

We would like to thank the schools that make up the Howick Coast Kāhui Ako for participating in the case study, and the leaders who took the time to be interviewed. The work from The Education Group in providing training to staff in coaching has been invaluable. We give particular thanks to Roween Higgie for her support and guidance throughout the study.

Background

The Investing in Education Success policy (IES) was announced in early 2014. The IES policy was comprised of three elements. Those three were: Communities of Schools (now known as Communities of Learning | Kāhui Ako), the Teacher-led Innovation Fund (TLIF), and the Principal Recruitment Allowance (PRA). Funding of $359 million over four years was allocated to IES in order to:

'Raise educational achievement by lifting the quality of leadership and teaching so that best practice becomes universal. Communities of Learning provide the opportunity for significant change in the way New Zealand education is organised, functions, and works as a self-improving education system. Communities are designed to enhance teaching practice and leadership by providing opportunities for collaborative enquiry and knowledge sharing and extending career pathways for kaiako/teachers'.

The intent of the IES policy was to encourage and enable deliberate acts of collaboration between schools and between classroom teachers within and across schools. Since then, Kāhui Ako have broadened to welcome early learning and tertiary providers to collaborate with them. In our view the anticipated shift from competition between schools, to collaboration in teaching practice and leadership, is beginning to emerge. (A report by the New Appointments National Panel, 2021)

The Howick Coast Kāhui Ako was established in 2017 and comprises seven schools - two primary schools, three full primary schools, one intermediate and one secondary school. Four schools are considered urban and three semi-rural. In total, approximately 4,100 students are enrolled at these schools.

As sited in Bennett: *'Early in the life of this Kāhui Ako, the school leaders identified a shared desire to improve student outcomes by supporting their teachers with robust professional learning. Teacher coaching was adopted as the professional learning approach because it was identified as being individualised and providing teachers with a sustained development programme'* (Bennett, Paul, 2019).

Since 2019 the Howick Coast Kāhui Ako has made several successful applications to receive centrally funded professional development hours with a coach training organisation. Schools have implemented coaching models at different times and **the purpose of this study is to explore how senior leaders design and implement a coaching programme that is sustainable and improves outcomes for all teachers and students in their schools.**

Leader of coaching role in the school interviewed:

- School A - Deputy Principal and Within School Leader
- School B - Principal
- School C - Principal
- School D - Associate Principal and Deputy Principal
- School E - Principal
- School F - Principal
- School G - Deputy Principal and Within School Leader

Description of each coaching model working within the school:

- School A - Coaching is implemented schoolwide and teachers are partnered up. The school coaching model is linked to the school Professional Growth Cycle. Coaching also occurs within team based Professional Learning Communities. Coaching sits within the school Professional Growth Cycle.
- School B - Coaching is part of the school wide PLD cycle. Teachers are partnered up and meet together every 3 weeks.
- School C - Coaching is part of the school Professional Growth Cycle and the coaching sessions follow the Professional Learning Group meetings. The school uses mixed coaching partnerships.
- School D - Fortnightly meeting is the minimum for each staff member. 134 staff and 12 Within School Leaders and each Within School Leader has 8-10 coaches. Fortnightly prioritised problems of practice. Coaching sits within the school Professional Growth Cycle.
- School E-. Team based (all teams in the school) coaching with links to team collaborative inquiries and the school Professional Growth Cycle.
- School F - Coaching is not currently taking place.
- School G - School wide coaching model. Teachers are partnered up and meet together every 2 weeks as part of the school Professional Development model. Coaching sits within the school Professional Growth Cycle.

Methodology: Case Study

A case study has been selected as the preferred methodology using a mixed method research approach. Mixed Methods Research is defined as a type of user research that combines qualitative and quantitative methods into a single study.

Evidence/data to be collected:

- Analysis of interview questions
- School wide coaching documentation
- School wide Rubric data

Scope and Sequence

This scope and sequence of this report was set up with the leader/s in charge of organising or leading each school's coaching programme.

The research questions:

Thinking about the coaching model for your school…

1. What were the key factors you considered when designing and implementing your school coaching model?
2. What have been the strengths of implementing your coaching model and what evidence do you have to support this?
3. What have been the challenges and what could be improved?
4. What are you currently doing within your coaching model to ensure it will be sustainable over time?
5. What remains to be explored – "next steps"?
6. Anything else that you think would be helpful for us to know?

Limitations

This case study involves analysis of small data sets from seven schools, that may lead the researchers to gain some insights about trends. This study involves a small amount of data and therefore conventional empirical techniques cannot be used, or where they are used, they may have limited application as there may not be enough data to meet requirements for statistical significance.

Covid19 has impacted schools in many different ways over the last two years and this needs to be acknowledged as a limitation.

This case study involves analysis from only a leadership perspective in all seven schools and interviews were held with those leaders in charge of designing and implementing their school coaching programmes.

Interviewees

An interview form was used with all schools

Analysis of Documentation

Summary of interviews

Rubric data (developed by The Education Group) collation of school coaching competencies - see table at bottom

Findings

These findings are categorised under the key questions and amalgamate the data and feedback from all seven groups of respondents.

The six questions were:

1. What were the key factors you considered when designing and implementing your school coaching model?
2. What have been the strengths of implementing your coaching model and what evidence do you have to support this?
3. What have been the challenges and what could be improved?
4. What are you currently doing within your coaching model to ensure it will be sustainable over time?
5. What remains to be explored – "next steps" ?
6. Anything else that you think would be helpful for us to know?

Question 1
What were the key factors you considered when designing and implementing your school coaching model?

Overview
Throughout the interviews we found that school leaders had to take into account many considerations when designing and implementing their school wide coaching models. For the benefit of this case study certain key factors were identified as trends across schools.

The number one key factor that school leaders identified when designing and implementing a successful coaching programme within a school, was that Principals and Senior Leaders needed to be committed to the coaching programme by taking part and fully engaging in the process. Vivianne Robinson, a leading education academic and researcher stated this clearly in her Best Evidence Synthesis by saying; *'When school leaders promote and/or participate in effective teacher professional learning, this has twice the impact on student outcomes across a school than any other leadership activity'* (Robinson, V, 2017).

Another key factor that led to success was the prioritisation of time for coaching development and implementation. Time ensured alignment with other school models and systems and time set aside gave value to the training and development of a coaching approach.

Time
Prioritising time was identified as a very important consideration when designing and implementing a coaching model. During the design phase schools were clear on the purpose of coaching and how it would be rolled out schoolwide with the necessary support in place. Leaders commented on the importance of giving time to teachers when implementing coaching to enable the successful delivery of the coaching programme. One interviewed leader commented "*a key factor we considered was*

creating time and space for coaching." Another leader mentioned that *'Coaching needs to be manageable with time and workload balanced, not on top of… We prioritise coaching time'*. Most schools had their sessions timetabled in, and another leader stated, *'Coaching is strategically planned with specific people leading, they're given the right time to ensure it happens within our school and to a high level'*.

All schools started their initial implementation of coaching with a few key stakeholders and then grew their coaches from there. Leaders felt this made implementation more achievable and easier than introducing it school wide. From the interviews with school leaders, the different approaches included working with Senior Leaders first or the Leadership Team to ensure they were confident in their practice before going out to staff. One school trained their Within School Leaders who then worked with the wider staff as coaches.

Many of the schools noted that it had taken two to three years to take their coaching programme school wide. During this time they were able to train teacher coaches, make changes to their model where necessary and grow a 'culture of coaching' within a key group before taking the programmes school wide therefore improving success. Being clear of the why and the purpose of coaching was seen as a very important start before taking this to staff.

Once coaching programs were up and running school leaders discussed the importance of creating time either; within the school day for coaches to meet or as part of their professional development timetable. As one leader stated, *'Coaching cannot be seen as an add-on or something extra. For coaching to be successful, teachers need to see the importance being placed on this professional learning through dedicated time and resourcing'*.

Once the school coaching programme was up and running all of those interviewed identified the importance of on-going training and supervision for coaches and school wide review.

Alignment of direction and current PLD
All schools in the Kāhui Ako aligned their coaching programmes with their Professional Growth Cycle so that coaching was not seen as separate or an add on but an integral part of teacher and leader development. However, while linked into the Professional Growth Cycle many schools chose not to use it as part of their formal appraisal process. School leaders were deliberate and strategic in their thinking to align school wide coaching with their professional learning and development programs and Professional Growth Cycles. One leader stated that, *'Coaching backs up our inquiry framework. Without the Kāhui Ako, it may not have had as much time put into the model. It may not have been such a success'*.

While all schools in the Kāhui Ako use the GROWTH coaching model each has designed individualised coaching programs that best meet the needs of their schools,

students, and staff. Leaders identified that having a shared language and understanding of coaching as well as clarity on what the school was trying to achieve was extremely important. Review is also important, and most schools have evidence that they have reviewed their coaching programmes every year.

All leaders agreed that coaches had to have engaged in formal training and some schools had ongoing in-school professional learning in place and avenues for coaches to feedback how successful they felt they were being in this role. Most school leaders spoke about the importance of the coaching partnerships (when using a peer model) and creating partnerships where all teachers felt successful, where trust was strong and where there was respectful challenge. Some schools asked this question as part of their review process.

Goal Setting
Goal setting is another key factor schools considered and schools either chose to have goals that aligned to the school wide PLD direction and, or targets. Some gave teachers the choice on what they felt they needed to improve. Interestingly, during the interviews it became apparent that school leaders found that teachers who selected their own goals naturally linked them to school wide goals and targets anyway as that was their focus. Several of the schools shared their teacher goals either across teams or amongst all staff as they felt that this action would improve collaboration between staff. Teachers with similar goals did make connections and this also built their knowledge and expertise. No matter how the goal setting process was set up in schools, leaders tried to ensure that there were both high levels of relational trust as well as elements of accountability operating.

Training
All schools were committed to coaching due to the importance placed on this and the support provided by the Kāhui Ako. This support included funding for the training of both the leaders and the teachers within every school, access to expert facilitators, research, and professional readings. The Kāhui Ako also provided schools with Across School and Within School Leaders who were confident coaches and were able to support coaching within their own schools. Leaders all discussed that without the funding and support from the Kāhui Ako it would have been very difficult to implement coaching within their schools. One leader spoke of the difference that the Kāhui Ako funding had made to all schools, *'The Kāhui Ako leadership group agreed to a plan, funded it to remove the finance barriers, and committed to ensuring that there was quality expertise available. Therefore, schools have been prepared to coach and implement coaching in schools.'*

Formal training of coaches in schools has been ongoing over several years and this was identified as an important aspect for sustainability and ongoing development especially when new teachers and leaders joined the schools. A consideration for many schools was the importance of having trained teacher coaches who were then supported by others (usually leaders) within their schools and the ongoing support

from expert facilitators working within each school throughout the year. Many schools chose not to include their Provisionally Registered Teachers in their coaching programmes as they needed to be in more of a mentoring relationship. Many schools also independently funded further training to support their teachers' understanding of coaching.

Summary

In summary, the key factors school leaders considered when they were designing and implementing their school wide coaching model, was to ensure alignment between professional learning programmes and their professional growth cycle and having within this, a clear goal setting process. It was essential that the coaches were provided with formal training and that time was given for coaching to take place. Having the support of the principal and or other influential senior leaders within the school was also a key to school wide coaching success.

Without the funding, training and the ongoing expertise that was provided across the Kāhui Ako, school leaders said that it would have been very difficult to implement coaching within their schools and experience the success that they are having at this point in time.

Question 2

What have been the strengths of implementing your coaching model and what evidence do you have to support this?

Overview

Schools across the Kāhui Ako identified various strengths of their coaching models. The following are the key trends that were identified by the school leaders. All the schools who have implemented a coaching program identified positive shifts in school culture, increased collaboration between teachers and improved methods for gathering evidence and tracking teachers' ability to coach. Many of the school leaders also identified that there was a positive impact on student outcomes, however coaching was only one the many aspects that they felt would have had an impact on learning shifts.

School Culture:

Six out of the seven schools identified an improvement in the overall positivity of staff and the connections made across the school. Leaders commented; *'We now have teachers from different teams talking to one another and discussing student learning, this would have not happened as regularly before'*. Another commented; *'Coaching has meant teachers are more willing to share their practice and open up their classrooms with one another from right across the school. We now have junior teachers observing senior school teachers and vice versa'*. Leaders have observed

an increase in teacher confidence when discussing their classroom practice and student learning and a shift in conversations focused on what is working well or how to improve. It also became apparent to school leaders that teachers had a far better understanding of the school wide strategic direction and student learning targets as these were aligned to teachers coaching goals. This shared understanding brought with it a real clarity of direction and coherence across the school.

Collaboration

Increased collaboration amongst staff was another strength six of the seven schools identified. Leaders commented that through coaching, more teachers were willing to share their expertise linked to the school or Kāhui Ako achievement challenges. Observations were becoming the 'norm' and part of the coaching and improvement model. One school commented; '*Having an expert facilitator come in and work alongside our staff to set up a model for peer observation gave all the staff the confidence that they could observe one another and give appropriate feedback. Teachers were now being proactive and asking to observe one another. This is a major shift.*'

Evidence and tracking

Evidence and tracking of teachers' goals was identified as another strength. All schools had systems in place for teachers and leaders to collate and share their evidence and progress with colleagues. Leaders noted that; '*The evidence collected helps me as a leader see the difference being made. I want to put this at the forefront this year. Goals to have a range of data, looking at this more in-depth and identifying what works and why*'.

While all schools thought it was important to gather feedback on their coaching programmes and track coaching expertise of both individual coaches and the school wide programme through rubrics, only one school has a system for structured supervision in place. This supervision process provided coaches with consistent check-ins and data gathering sessions related to their coaching ability and ongoing growth. The leaders of this school noted; '*As a school we collect each staff's foci that they are working on. Measures are taken on the question posed, both quantitative and qualitative measures can be as creative as they like. This is shared with the Board and these measures support and link to student data shifts. Coaches are beginning to collect data on their ability to coach effectively to improve their role as coaches and regularly meet with our coaches to share readings, talk about case studies, and unpack difficult conversations*'. This supervision and tracking of a coach's ability is a next step for most schools in the Kāhui Ako.

Summary

Improvement in school culture, increased collaboration between teachers and improved methods for gathering evidence and tracking teachers ability to coach were the main trends that were identified as successes across the schools. Many of the school leaders also identified positive impacts on student outcomes, however coaching was only one aspect that impacted these shifts.

As stated above, a next step for schools in the Kāhui Ako is to improve the supervision of their coaches and collect baseline data on their teachers ability to coach to improve their roles as a coach. One avenue to explore would be providing more consistency with check-ins with coaches and multiple levels of evaluation, reflection and ongoing development.

Question 3
What have been the challenges of implementing your coaching model and what could be improved?

Overview

Schools identified several challenges when implementing their coaching programmes. Over the past two and half years the Covid19 lockdowns experienced in Auckland was the main challenge identified. The lockdowns meant neither teachers or students were in school and this caused major disruptions. However, there were some other key challenges identified and shared across schools that were identified as key trends including, staff training and induction of new staff and staff resistance to change.

Staff training and Induction of new staff

Since 2019 the Kāhui Ako has been fortunate to have staff training funded through the Ministry of Education. This has meant schools were able to formally train a large number of their staff using expert facilitators. Had the training not been funded all schools identified that this would have been a challenge. The next step for many schools is to develop a school wide system for sustaining their coaching programmes should there be no further funding. Another area schools identified as a challenge was new staff coming into the school without any coaching expertise. While a challenge, many schools have identified different methods for inducting staff. This includes enrolling any new staff in the formal training, ensuring the coaching programme is part of induction at the start of the year and staff conferences, ensuring coaching is part of the school recruitment process and having key staff trained that then work alongside any new staff and 'run' refreshers for all staff.

Resistance to change

All the leaders interviewed described either resistance to change or creating a school wide culture of coaching as a challenge. Leaders identified many factors that led to staff resistance to coaching however schools had also identified different strategies to overcome this. One leader described this as being; *'Annoyingly persistent'*, *'The first Wednesday of every year we give the same message. The 'why' is to capture all our new staff and to reinforce the importance we place on coaching in our school'*. Other strategies included embedding coaching as part of the Professional Growth Cycle and school strategic direction and professional development strategy. When recruiting new staff some schools have identified the importance of coaching when advertising new positions, and to include questions around experiences in this area as part of the interview process. Coaching is also seen as being a part of the job description in the future.

Summary

The main challenge identified by all schools when implementing their school wide coaching programme has been the disruption caused by Covid19. The disruption has meant many schools were unable to prioritise coaching and that training of new staff was unable to take place. Other challenges identified was the induction and continued training of new staff as well as continuing to develop a school wide culture of coaching. It was clear that linking coaching to the strategic direction of the school, including it as a part of the professional growth cycle and adding to job descriptions would be a strong step forward.

Question 4
What are you currently doing within your coaching model to ensure it will be sustainable over time?

Overview

All schools identified a number of different ways that they are ensuring that their coaching model and practice was going to be sustainable over time. This included linking coaching into their school wide Professional Growth Cycle and Strategic Plans, training new staff and having a clear vision for the coaching programme that can be shared with staff.

Professional Growth Cycle

Six out of the seven schools have made clear links to their school wide Professional Growth Cycle. This ensures that coaching is embedded in the cycle and part of what is expected. Some schools have coaching as part of their school strategic and annual

plan. This was important as it ensures coaching is part of school wide direction and has time, funding and appropriate resourcing allocated.

Training

All schools identified the importance of having formalised training for all teachers in their schools. The funding from the Kāhui Ako allowed teachers from across the schools to come together to train. Many schools have also devised other systems to ensure ongoing training. These include;

- triadic coaching approach where an expert coach observes and gives feedback to both the coach and coachee
- developing specific skills of the Growth model with staff at the start of PLD meetings
- coaching being a part of the staff induction process at the start of the year
- whole staff refresher courses
- leadership remaining committed to the development and implementation of coaching in their schools

Question 5

What remains to be explored – "next steps"?

Every school in the Kāhui Ako was able to identify their next steps. Some trends across schools included:

Training

All school leaders agreed on the importance of continuing to develop staff capability in coaching. This included formal coaching training for new staff joining schools and schools having their own systems for supporting new coaches in their schools. Many leaders mentioned that coaching has become the 'way of being' and this is developing a positive culture focused on improving student outcomes. One leader stated, "*coaching permeates through the school, this is what we do and this is how we do it.*" This demonstrates the importance of continued formalised training for all staff.

Planning

Many schools mentioned that they now need to refine their documentation and processes. This would include threading coaching through the school strategic and annual plans with greater detail. This will ensure sustainability over time. One leader stated that; *for us there is an importance of consistency in coaching across the school'*. Through thorough planning senior leaders can be assured of consistency across schools.

Coaching Programme Development

Some leaders spoke about needing to have a better system for measuring and tracking teacher capability in coaching and the quality of coaching conversations that are happening within their schools.

One school has a system in place where a third party observes the coaching conversation so that feedback and feedforward can be given to both the coach and coachee. Other schools have identified this as a next step to ensure consistency and quality of conversations.

Schools in the Kāhui Ako will continue to track both individual and school wide progress using The Education Group individual and schools' competencies coaching rubrics. This will enable them to identify areas of strength and for improvement of their understanding and practice. One leader stated that; *'having coaching part of a Kāhui Ako approach means it is formalised and all schools are doing the same thing'*.

Celebration

Leaders spoke of creating opportunities for schools to share expertise in coaching across the Kāhui Ako. This idea needs to be further explored to enable schools to learn from one another and create a supportive and consistent approach across schools.

Cultural Competencies

Another area for further exploration by all schools is how we increase our knowledge of Mātauranga Māori and what it would look like encompassing traditional concepts of māori knowledge into coaching, in particular, manaakitanga and aroha. This could be developed across the Kāhui Ako using a coaching approach and become one element of growth in the future.

Question 6
Anything else that you think would be helpful for us to know?

The following was noted:

1. The benefits of coaching are seen within our school and support from the Kāhui Ako Ministry of Education funding is appreciated and has enabled schools to be able to implement coaching.
2. Coaching has been a very positive experience for the staff, and they can see the benefits with coaching being part of our school culture. Schools will continue to build on this.
3. Completing the refresher courses was hugely beneficial. Regardless of Kāhui Ako funding, schools will continue to do this.

4. It is important to have a sense of humour, a strong why and always go back to this and stay the course. If you are going to pick a model, pick coaching.
5. It has been a positive journey and it is good to see the value placed on coaching through the Kāhui Ako and having a cluster of schools on the journey.
6. It was important for us to link to our professional learning groups so that staff can work together to unpack new ideas.

Overall Conclusion

From the interviews and the documentation reviewed, it is apparent that six of the seven schools have successfully implemented coaching programmes. The support of a cluster wide approach and funding has enabled all schools to train staff and develop their own coaching model that best fits their needs. Of the schools who have a model working within their schools, it is interesting to note that they all have clear links with their school Professional Growth Cycle so that coaching was not seen as separate but as an integral part of leadership and teacher growth and development.

Some schools aligned coaching to school-wide strategic direction and targets. It became apparent that not only school leaders, but teachers now have a greater understanding of school wide strategic direction and targets. Coaching has had a positive effect on school culture and the connections between staff have become stronger. Coaching is allowing for further collaboration and de-privatisation of teacher practice.

A coaching approach was woven through the Kāhui Ako strategic achievement plan and achievement challenges. Leaders acknowledged that professional conversations between colleagues work best with a coaching approach, building engagement and leading to action. A coaching approach also builds supportive accountability which is integral when schools are collaborating. Coaching is the missing link in embedding change, change is hard but coaching helps transform good intentions into great results.

All schools have a system in place for leaders and teachers to share their evidence and progress in meeting their coaching goals. For coaching to be successful going forward, all schools agreed that the school and the Kāhui Ako need to prioritise time, money and resourcing when designing and implementing a coaching programme. Having 'champion' coaches who model and positively affect change can accelerate the rate of development of a schools coaching programme.

Overall, this has been a very successful process and framework for building rich learning conversations. Six of the seven schools have now designed and implemented a coaching programme in their schools that are focused on improving teacher practice and student outcomes. Schools are developing systems to ensure their programmes are becoming sustainable over time. Although there are challenges

ahead, all schools have committed to continuing their journey and development. From the interviews the following next steps could be further explored:

- Sharing of systems across the Kāhui Ako to ensure improved measurement and tracking of teacher capability in coaching and to explore ways to ensure the quality of conversations.
- To develop structured supervision for coaches with consistent check-ins using a range of data gathering methods to help improve coaching ability.
- Track both individual and school wide progress over time to identify shifts in coaching practice. As well as rubric data, teacher voice should also be gathered.
- Creating opportunities for schools to share their expertise with one another and at times, consider cross school coaching.
- Developing schools' cultural competencies by incorporating the use of Mātauranga Māori and what it would look like encompassing traditional concepts of māori knowledge into coaching, in particular manaakitanga and aroha.
- Developing school strategic and annual plans that include coaching to ensure sustainability over time and correct resourcing.
- The development of school-based review systems that include feedback to ensure ongoing improvement.

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Appendices:

School Wide Coaching Competencies

School A:

Aspect of Practice	Emerging	Developing	Effective	Highly Effective
All teachers will be clear about the purpose of coaching and how it links to inquiry, appraisal and improved outcomes for learners	Coaching conversations are not yet valued as a key tool for learning. Teachers have been informed about the new approach to coaching, inquiry and appraisal.	Coaching conversations are now accepted as having value. While there are examples of good practice, practice is not yet consistent across the school.	Teachers use coaching conversations to reflect on and share their inquiry in action. Consistency of practice is developing across the school.	Coaching is seen as a key tool for learning conversations. Coaching occurs with individual teachers and through collaborative inquiry as appropriate.
	Inquiry is seen as a private process. Teachers do not connect teaching as inquiry to appraisal. TAI is not used to examine teacher beliefs and practice, teachers' PLD needs and its connection to the learning needs of all learners including: • Māori • Pasifika • Special education learners	Teachers are engaging with varying levels of confidence in the coaching, inquiry and appraisal processes. TAI is starting to be used to examine teacher beliefs and practice, teachers' PLD needs and its connection to the learning needs of all learners including: • Māori • Pasifika • Special education learners	Teachers are more consistent in their coaching, inquiry and appraisal practices. TAI is used to examine teacher beliefs and practice, teachers' PLD needs and its connection to the learning needs of all learners including: • Māori • Pasifika; and • Special Education Needs learners	Widespread consistency and commitment to using coaching, inquiry and appraisal as improvement tools. Teachers and leaders see themselves as learners, inquiring into a student centric model of learning particularly for all learners including: • Māori • Pasifika; and • Special Education Needs learners

Aspect of Practice	Emerging	Developing	Effective	Highly Effective
All teachers will be clear about the purpose of coaching and how it links to inquiry, appraisal and improved outcomes for learners	Very few teachers: • are clear about how coaching has supported them to progress their inquiry • can show how coaching has improved their practice and had an impact on student outcomes • use their inquiry evidence to demonstrate how they are meeting the Education Council's Standards for the Teaching Profession	Some teachers: • are clear about how coaching has supported them to progress their inquiry • can show how coaching has improved their practice and had an impact on student outcomes • use their inquiry evidence to demonstrate how they are meeting the Education Council's Standards for the Teaching Profession	Most teachers: • are clear about how coaching has supported them to progress their inquiry • can show how coaching has improved their practice and had an impact on student outcomes • use their inquiry evidence to demonstrate how they are meeting the Education Council's Standards for the Teaching Profession	All teachers: • are clear about how coaching has supported them to progress their inquiry • can show how coaching has improved their practice and had an impact on student outcomes • use their inquiry evidence to demonstrate how they are meeting the Education Council's Standards for the Teaching Profession

School B:

Aspect of Practice	Emerging	Developing	Effective	Highly Effective
All teachers will be clear about the purpose of coaching and how it links to inquiry, appraisal and improved outcomes for learners	Coaching conversations are not yet valued as a key tool for learning. Teachers have been informed about the new approach to coaching, inquiry and appraisal.	Coaching conversations are now accepted as having value. While there are examples of good practice, practice is not yet consistent across the school.	Teachers use coaching conversations to reflect on and share their inquiry in action. Consistency of practice is developing across the school.	Coaching is seen as a key tool for learning conversations. Coaching occurs with individual teachers and through collaborative inquiry as appropriate.

Aspect of Practice	Emerging	Developing	Effective	Highly Effective
	Inquiry is seen as a private process. Teachers do not connect teaching as inquiry to appraisal. Inquiry is not used to examine teacher beliefs and practice, teachers' PLD needs and its connection to the learning needs of all learners including: • Māori • Pasifika • Special education learners	Teachers are engaging with varying levels of confidence in the coaching, inquiry and appraisal processes. Inquiry is starting to be used to examine teacher beliefs and practice, teachers' PLD needs and its connection to the learning needs of all learners including: • Māori • Pasifika • Special education learners	Teachers are more consistent in their coaching, inquiry and appraisal practices. Inquiry is used to examine teacher beliefs and practice, teachers' PLD needs and its connection to the learning needs of all learners including: • Māori • Pasifika; and • Special Education Needs learners	Widespread consistency and commitment to using coaching, inquiry and appraisal as improvement tools. Teachers and leaders see themselves as learners, inquiring into a student centric model of learning particularly for all learners including: • Māori • Pasifika; and • Special Education Needs learners
All teachers will be clear about the purpose of coaching and how it links to inquiry, Professional Growth Cycle and improved outcomes for learners	**Very few teachers:** Are clear about how coaching has supported them to progress their inquiry Can show how coaching has improved their practice and had an impact on student outcomes Use their inquiry evidence to demonstrate how they are meeting the Teaching Council's Standards for the Teaching Profession	**Some teachers:** Are clear about how coaching has supported them to progress their inquiry Can show how coaching has improved their practice and had an impact on student outcomes Use their inquiry evidence to demonstrate how they are meeting the Teaching Council's Standards for the Teaching Profession	**Most teachers:** Are clear about how coaching has supported them to progress their inquiry Can show how coaching has improved their practice and had an impact on student outcomes Use their inquiry evidence to demonstrate how they are meeting the Teaching Council's	**All teachers:** Are clear about how coaching has supported them to progress their inquiry Can show how coaching has improved their practice and had an impact on student outcomes Use their inquiry evidence to demonstrate how they are meeting the Teaching Council's

Aspect of Practice	Emerging	Developing	Effective	Highly Effective
			Standards for the Teaching Profession	Standards for the Teaching Profession

School C:

Aspect of Practice	Emerging	Developing	Effective	Highly Effective
All teachers will be clear about the purpose of coaching and how it links to inquiry, appraisal and	Coaching conversations are not yet valued as a key tool for learning. Teachers have been informed about the new approach to coaching, inquiry and appraisal.	Coaching conversations are now accepted as having value. While there are examples of good practice, practice is not yet consistent across the school.	<mark>Teachers use coaching conversations to reflect on and share their inquiry in action. Consistency of practice is developing across the school.</mark>	Coaching is seen as a key tool for learning conversations. Coaching occurs with individual teachers and through collaborative inquiry as appropriate.

improved outcomes for learners	Inquiry is seen as a private process. Teachers do not connect teaching as inquiry to appraisal. TAI is not used to examine teacher beliefs and practice, teachers' PLD needs and its connection to the learning needs of all learners including: ● Māori ● Pasifika ● Special education learners	Teachers are engaging with varying levels of confidence in the coaching, inquiry and appraisal processes. TAI is starting to be used to examine teacher beliefs and practice, teachers' PLD needs and its connection to the learning needs of all learners including: ● Māori ● Pasifika ● Special education learners	Teachers are more consistent in their coaching, inquiry and appraisal practices. TAI is used to examine teacher beliefs and practice, teachers' PLD needs and its connection to the learning needs of all learners including: ● Māori ● Pasifika; and ● Special education needs learner	Widespread consistency and commitment to using coaching, inquiry and appraisal as improvement tools. Teachers and leaders see themselves as learners, inquiring into a student centric model of learning particularly for all learners including: ● Māori ● Pasifika; and ● Special education needs learners
All teachers will be clear about the purpose of coaching and how it links to inquiry, appraisal and improved outcomes for learners	Very few teachers: ● are clear about how coaching has supported them to progress their inquiry ● can show how coaching has improved their practice and had an impact on student outcomes ● use their inquiry evidence to demonstrate how they are meeting the Teaching Council's Standards for the Teaching Profession	Some teachers: ● are clear about how coaching has supported them to progress their inquiry ● can show how coaching has improved their practice and had an impact on student outcomes ● use their inquiry evidence to demonstrate how they are meeting the Teaching	Most teachers: ● are clear about how coaching has supported them to progress their inquiry ● can show how coaching has improved their practice and had an impact on student outcomes ● use their inquiry evidence to demonstrate how they are meeting the Teaching	All teachers: ● are clear about how coaching has supported them to progress their inquiry ● can show how coaching has improved their practice and had an impact on student outcomes ● use their inquiry evidence to demonstrate how they are meeting the Teaching

		Council's Standards for the Teaching Profession	<mark>Council's Standards for the Teaching Profession</mark>	Council's Standards for the Teaching Profession

School D:

Aspect of Practice	Emerging	Developing	Effective	Highly Effective
All teachers will be clear about the purpose of coaching and how it links to inquiry, appraisal and improved outcomes for learners	Coaching conversations are not yet valued as a key tool for learning. Teachers have been informed about the new approach to coaching, inquiry and appraisal.	Coaching conversations are now accepted as having value. While there are examples of good practice, practice is not yet consistent across the school.	Teachers use coaching conversations to reflect on and share their inquiry in action. Consistency of practice is developing across the school.	<mark>Coaching is seen as a key tool for learning conversations.</mark> <mark>Coaching occurs with individual teachers and through collaborative inquiry as appropriate.</mark>

Aspect of Practice	Emerging	Developing	Effective	Highly Effective
	Inquiry is seen as a private process. Teachers do not connect teaching as inquiry to appraisal. TAI is not used to examine teacher beliefs and practice, teachers' PLD needs and its connection to the learning needs of all learners including: • Māori • Pasifika • Special education learners	Teachers are engaging with varying levels of confidence in the coaching, inquiry and appraisal processes. TAI is starting to be used to examine teacher beliefs and practice, teachers' PLD needs and its connection to the learning needs of all learners including: • Māori • Pasifika • Special education learners	Teachers are more consistent in their coaching, inquiry and appraisal practices. TAI is used to examine teacher beliefs and practice, teachers' PLD needs and its connection to the learning needs of all learners including: • Māori • Pasifika; and • Special Education Needs learners	Widespread consistency and commitment to using coaching, inquiry and appraisal as improvement tools. Teachers and leaders see themselves as learners, inquiring into a student centric model of learning particularly for all learners including: • Māori • Pasifika; and • Special Education Needs learners
All teachers will be clear about the purpose of coaching and how it links to inquiry, appraisal and improved outcomes for learners	Very few teachers: • are clear about how coaching has supported them to progress their inquiry • can show how coaching has improved their practice and had an impact on student outcomes • use their inquiry evidence to demonstrate how they are meeting the Education Council's Standards for the Teaching Profession	Some teachers: • are clear about how coaching has supported them to progress their inquiry • can show how coaching has improved their practice and had an impact on student outcomes • use their inquiry evidence to demonstrate how they are meeting the Education Council's Standards for the Teaching Profession	Most teachers: • are clear about how coaching has supported them to progress their inquiry • can show how coaching has improved their practice and had an impact on student outcomes • use their inquiry evidence to demonstrate how they are meeting the Education Council's	All teachers: • are clear about how coaching has supported them to progress their inquiry • can show how coaching has improved their practice and had an impact on student outcomes • use their inquiry evidence to demonstrate how they are meeting the Education Council's

Aspect of Practice	Emerging	Developing	Effective	Highly Effective
			Standards for the Teaching Profession	Standards for the Teaching Profession

School E:

Aspect of Practice	Emerging	Developing	Effective	Highly Effective
All teachers will be clear about the purpose of coaching and how it links to inquiry, appraisal and improved outcomes for learners	Coaching conversations are not yet valued as a key tool for learning. Teachers have been informed about the new approach to coaching, inquiry and appraisal.	Coaching conversations are now accepted as having value. While there are examples of good practice, practice is not yet consistent across the school.	Teachers use coaching conversations to reflect on and share their inquiry in action. Consistency of practice is developing across the school.	Coaching is seen as a key tool for learning conversations. Coaching occurs with individual teachers and through collaborative inquiry as appropriate.

Aspect of Practice	Emerging	Developing	Effective	Highly Effective
	Inquiry is seen as a private process. Teachers do not connect teaching as inquiry to appraisal. Inquiry is not used to examine teacher beliefs and practice, teachers' PLD needs and its connection to the learning needs of all learners including: • Māori • Pasifika • Special education learners	Teachers are engaging with varying levels of confidence in the coaching, inquiry and appraisal processes. Inquiry is starting to be used to examine teacher beliefs and practice, teachers' PLD needs and its connection to the learning needs of all learners including: • Māori • Pasifika • Special education learners	Teachers are more consistent in their coaching, inquiry and appraisal practices. Inquiry is used to examine teacher beliefs and practice, teachers' PLD needs and its connection to the learning needs of all learners including: • Māori • Pasifika; and • Special Education Needs learners	Widespread consistency and commitment to using coaching, inquiry and appraisal as improvement tools. Teachers and leaders see themselves as learners, inquiring into a student centric model of learning particularly for all learners including: • Māori • Pasifika; and • Special Education Needs learners
All teachers will be clear about the purpose of coaching and how it links to inquiry, Professional Growth Cycle and improved outcomes for learners	**Very few teachers:** Are clear about how coaching has supported them to progress their inquiry Can show how coaching has improved their practice and had an impact on student outcomes Use their inquiry evidence to demonstrate how they are meeting the Teaching Council's Standards for the Teaching Profession	**Some teachers:** Are clear about how coaching has supported them to progress their inquiry Can show how coaching has improved their practice and had an impact on student outcomes Use their inquiry evidence to demonstrate how they are meeting the Teaching Council's Standards for the Teaching Profession	**Most teachers:** Are clear about how coaching has supported them to progress their inquiry Can show how coaching has improved their practice and had an impact on student outcomes Use their inquiry evidence to demonstrate how they are meeting the Teaching Council's	**All teachers:** Are clear about how coaching has supported them to progress their inquiry Can show how coaching has improved their practice and had an impact on student outcomes Use their inquiry evidence to demonstrate how they are meeting the Teaching Council's

Aspect of Practice	Emerging	Developing	Effective	Highly Effective
			Standards for the Teaching Profession	Standards for the Teaching Profession

School F:

Aspect of Practice	Emerging	Developing	Effective	Highly Effective
All teachers will be clear about the purpose of coaching and how it links to inquiry, appraisal and improved outcomes for learners	Coaching conversations are not yet valued as a key tool for learning. Teachers have been informed about the new approach to coaching, inquiry and appraisal.	Coaching conversations are now accepted as having value. While there are examples of good practice, practice is not yet consistent across the school.	Teachers use coaching conversations to reflect on and share their inquiry in action. Consistency of practice is developing across the school.	Coaching is seen as a key tool for learning conversations. Coaching occurs with individual teachers and through collaborative inquiry as appropriate.
	Inquiry is seen as a private process. Teachers do not connect teaching as inquiry to appraisal. TAI is not used to examine teacher beliefs and practice, teachers' PLD needs and its connection to the learning needs of all learners including: • Māori • Pasifika • Special education learners	Teachers are engaging with varying levels of confidence in the coaching, inquiry and appraisal processes. TAI is starting to be used to examine teacher beliefs and practice, teachers' PLD needs and its connection to the learning needs of all learners including: • Māori • Pasifika • Special education learners	Teachers are more consistent in their coaching, inquiry and appraisal practices. TAI is used to examine teacher beliefs and practice, teachers' PLD needs and its connection to the learning needs of all learners including: • Māori • Pasifika; and • Special Education Needs learners	Widespread consistency and commitment to using coaching, inquiry and appraisal as improvement tools. Teachers and leaders see themselves as learners, inquiring into a student centric model of learning particularly for all learners including: • Māori • Pasifika; and • Special Education Needs learners

Aspect of Practice	Emerging	Developing	Effective	Highly Effective
All teachers will be clear about the purpose of coaching and how it links to inquiry, appraisal and improved outcomes for learners	Very few teachers: • are clear about how coaching has supported them to progress their inquiry • can show how coaching has improved their practice and had an impact on student outcomes • use their inquiry evidence to demonstrate how they are meeting the Education Council's Standards for the Teaching Profession	Some teachers: • are clear about how coaching has supported them to progress their inquiry • can show how coaching has improved their practice and had an impact on student outcomes • use their inquiry evidence to demonstrate how they are meeting the Education Council's Standards for the Teaching Profession	Most teachers: • are clear about how coaching has supported them to progress their inquiry • can show how coaching has improved their practice and had an impact on student outcomes • use their inquiry evidence to demonstrate how they are meeting the Education Council's Standards for the Teaching Profession	All teachers: • are clear about how coaching has supported them to progress their inquiry • can show how coaching has improved their practice and had an impact on student outcomes • use their inquiry evidence to demonstrate how they are meeting the Education Council's Standards for the Teaching Profession

School G:

Aspect of Practice	Emerging	Developing	Effective	Highly Effective
All teachers will be clear about the purpose of coaching and how it links to inquiry, appraisal and improved outcomes for learners	Coaching conversations are not yet valued as a key tool for learning. Teachers have been informed about the new approach to coaching, inquiry and appraisal.	Coaching conversations are now accepted as having value. While there are examples of good practice, practice is not yet consistent across the school.	Teachers use coaching conversations to reflect on and share their inquiry in action. Consistency of practice is developing across the school.	Coaching is seen as a key tool for learning conversations. Coaching occurs with individual teachers and through collaborative inquiry as appropriate.

Aspect of Practice	Emerging	Developing	Effective	Highly Effective
	Inquiry is seen as a private process. Teachers do not connect teaching as inquiry to appraisal. Inquiry is not used to examine teacher beliefs and practice, teachers' PLD needs and its connection to the learning needs of all learners including: • Māori • Pasifika • Special education learners	Teachers are engaging with varying levels of confidence in the coaching, inquiry and appraisal processes. Inquiry is starting to be used to examine teacher beliefs and practice, teachers' PLD needs and its connection to the learning needs of all learners including: • Māori • Pasifika • Special education learners	Teachers are more consistent in their coaching, inquiry and appraisal practices. Inquiry is used to examine teacher beliefs and practice, teachers' PLD needs and its connection to the learning needs of all learners including: • Māori • Pasifika; and • Special Education Needs learners	Widespread consistency and commitment to using coaching, inquiry and appraisal as improvement tools. Teachers and leaders see themselves as learners, inquiring into a student centric model of learning particularly for all learners including: • Māori • Pasifika; and • Special Education Needs learners
All teachers will be clear about the purpose of coaching and how it links to inquiry, Professional Growth Cycle and improved outcomes for learners	**Very few teachers:** Are clear about how coaching has supported them to progress their inquiry Can show how coaching has improved their practice and had an impact on student outcomes Use their inquiry evidence to demonstrate how they are meeting the Teaching Council's Standards for the Teaching Profession	**Some teachers:** Are clear about how coaching has supported them to progress their inquiry Can **show** how coaching has improved their practice and had an impact on student outcomes Use their inquiry evidence to demonstrate how they are meeting the Teaching Council's Standards for the Teaching Profession	**Most teachers:** Are clear about how coaching has supported them to progress their inquiry Can show how coaching has improved their practice and had an impact on student outcomes Use their inquiry evidence to demonstrate how they are meeting the Teaching Council's	**All teachers:** Are clear about how coaching has supported them to progress their inquiry Can show how coaching has improved their practice and had an impact on student outcomes Use their inquiry evidence to demonstrate how they are meeting the Teaching Council's

Aspect of Practice	Emerging	Developing	Effective	Highly Effective
			Standards for the Teaching Profession	Standards for the Teaching Profession