

teachers as to what is meant by student work at different levels of the curriculum became much more consistent. No longer would judgements about levels of performance be based on individual teachers' beliefs, but there could now be assurance that there were more common conceptions of proficiency and progress.

Coaching teachers to talk to each other about the impact of their teaching

Talking is one thing; action is the other. To put the ideas in this book, for example, into action requires having an intention to change, having knowledge of what successful change would look like, and having a safe opportunity to trial any new teaching methods. This often requires some specific coaching. Coaches can serve as 'suppliers of candour, providing individual leaders with the objective feedback needed to nourish their growth' (Sherman & Frea, 2004). Thus coaching is specific to working towards student outcomes. It is not counselling for adults; it is not reflection; it is not self-awareness; it is not mentoring or working alongside. Coaching is deliberate actions to help the adults to get the results from the students – often by helping teachers to interpret evidence about the effect of their actions, and providing them with choices to more effectively gain these effects. There are three elements: the coach; the coached; and the agreed explicit goals of the coaching.

Joyce and Showers (1995) showed the powerful impact of coaching in comparison with other methods for raising understanding, skill attainment, and application. Reeves (2009) has used coaching extensively to facilitate school-based change and he starts from the position that not all coaching is effective. He considers that it is more effective when there is agreement that the focus is on improved performance, when there are clear and agreed learning and performance lesson plans, when there is then specific, relevant, and timely feedback, and when there is an agreed exit from the coaching upon specific planned conclusions. Coaching involves empowering people by facilitating self-directed learning, personal growth, and improved performance.

TABLE 4.4 Impact of various methods of training on outcomes

COMPONENT OF TRAINING	UNDERSTANDING	SKILL ATTAINMENT	APPLICATION
Theory understanding	85%	15%	5–10%
Demonstration	85%	18%	5–10%
Practice and feedback	85%	80%	10–15%
Coaching	90%	90%	80–90%

PEBC
Coaching
Model