



## Case study - using coaching to tackle underperformance in teaching and learning

### Overview:

This college carried out cross-college observations of teaching and learning and found a significant number of persistent grade 3 and grade 4 observations. Building on previous external coaching training, the college instigated a coaching based programme, with the intention of ensuring that each teacher improved to a grade 1 or 2 within three months.

**Summary impact:** performance of 2/3 teaching and learning staff moved from unsatisfactory to good or outstanding within three months using coaching, mentoring, training and peer observation.

**Summary of Andry's involvement:** Andry Anastasiou and other coaches worked as performance coaches, management coaches and coaching trainers. Andry Anastasiou also championed coaching and Solution Focused Coaching, throughout the whole organisation.

### Background:

**The college had:** Worked with external providers to train 12 internal coaching trainers who delivered certificated Solutions Focused coaching courses across the organisation. 95% of all managers had attended.

- Championed equality and diversity and ensured those 12 coaching trainers were either BME, GLBT or disabled.
- Provided many staff in the college with an external coach, to enable them to improve performance develop their learning and develop their careers.
- Partly established a coaching culture, training a group of internal coaches including Subject Learning Coaches and Advanced Practitioners.

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Group supervision support for all coaches



Tracking and monitoring sessions, outcomes and actions

- Led by: Advanced Practitioner, manager or teaching and learning support person
- Coaching for coaching leads by external providers.
- Previously using external trainers to equip 12 internal trainers to deliver in-house manager as coach training

1-1 T&L Coaching

- Led by: Advanced Practitioner, manager or teaching and learning support person

Skills coaching/mentoring

1 session per week of one-to-one coaching or training or peer observation or graded observation

Peer observation, closing graded observation

Small group training on target T&L subjects

Each grade 4 or persistent grade 3 teacher placed on a six weeks program with six interventions over that time

- Led by: Internal quality team, line manager and Advanced Practitioner

- Led by: Advanced Practitioners, internal teaching & learning training team

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**Impact:**

- 2/3 of teaching staff improved to a grade 2 or 1. 1/3 of staff chose to leave the organisation or move to other roles (perhaps partly as a result of realising the high expectations that would continue to be a requirement of their role).
- Coaching was established as a tool not just for improving performance, but for tackling underperformance
- The college received a grade 2 in its next OFSTED inspection.
- Some staff who stated they were previously cynical about coaching, were so impressed with the Solutions Focused approach, that they returned to their teams and championed coaching as a way of improving teaching performance.

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