



DEVELOPING A SELF-SUSTAINING COACHING CULTURE

Foxford School and Community Arts College Pilot

March 2021

Foxford School and Community Arts College have increased the impact of their coaching programme, developing a self-sustaining coaching culture with the help of develop2teach and IRIS Connect.

The inspiration

Welcoming around 1,000 students from all backgrounds, Foxford School and Community Arts College in north-east Coventry centres teaching and learning around three core values:

- Success is realised in a variety of ways
- People can and do change
- Growth is achieved through learning and partnership

With these values in mind, they were looking to increase the impact of their already embedded coaching programme.

Foxford heard about develop2teach via St Augustine Academy in Kent, who were using IRIS Connect alongside a unique

“develop2teach was born out of our use of IRIS Connect,” says Paul Collin, Company Director. “We’d had it for about 2 years, but were concerned about it falling by the wayside if I, the main driver for it in the school, was to leave. So we decided to develop a self-sustaining system that would prevent that happening.”

- Paul Collin



Having only used the programme in-house so far, St Augustine's were keen to trial it in another school. Foxford agreed to be the pilot school and began the develop2teach coaching programme.



The Implementation

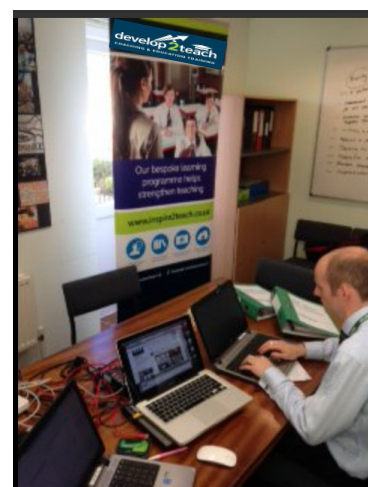
"We initially identify with the school a willing group of 12 delegates. At Foxford, that included a wide variety of people from NQTs to heads of departments." explains Paul.

"We coach all 12 people but in addition, three of them will also train to become coaches themselves. We call them Coaching Improvement Partners (CIPs) and they become the legacy vehicle to carry on the programme once we've left,"

Paul and his team set the scene for the programme over a 2 day INSET. The first is an interactive fun day where delegates learn all about the programme and IRIS Connect, whilst the second day is for starting the IRIS Connect reflections.

Every other week from there on, Paul and his coaches visit the school and on the weeks in between, they communicate with delegates via the online develop2teach and IRIS Connect platforms.

After the sixth week, live in-ear coaching sessions are introduced using a five stage coaching sequence originally developed by Education Consultant and Trainer, Mike Fleetham.



"We use in-ear coaching as part of the programme because of the rapid results it produces. Receiving feedback in the moment means that new approaches and techniques are embedded far more quickly. It's also comforting to know that someone has your back if you are struggling with a class. It's collaboration at its best point," says Paul.

“The programme’s been successful beyond anything that I had imagined, both in terms of the impact of IRIS Connect and the coaching,” says Marie Szyndler, who was Deputy Head teacher at Foxford at the time of the project.

“What it’s done for a few colleagues in particular, in moving their practice forward and increasing their confidence and self esteem, has just been fantastic. It builds on our previous coaching model and takes it further”.



85% say
there has been a
positive impact on
collaboration

[*www.irisconnect.co.uk/research](http://www.irisconnect.co.uk/research)

% statistic taken from survey conducted during pilot at Foxford School with Staff

The Results

Using IRIS Connect has really helped the teachers to see the small incremental changes they can make to their practice to see significant impact.

“We’ve seen improvements in teaching across the school and in students progress. We’ve had children and teachers come and ask: ‘when’s it my turn?’ and because they have gone through the process themselves, TLR post holders now feel they are better equipped to help move colleagues on in ways they hadn’t thought of before”, explains Marie.

The school’s focus this year has been questioning and oracy, which Marie feels, IRIS Connect has been particularly effective at supporting so far: “You can do things as straightforward as count your wait time or count students words. Then, you can look back at your questioning when you started and see how you have Improved over time; it’s brilliant.”

She continues: “Something I hadn’t necessarily considered is that we could use both the develop2teach coaching programme and IRIS Connect for wider CPD. So things like filming meetings, getting clips of lessons to create examples of good practice and building up a bank of videos about key issues like questioning, oracy and differentiation. I want to make sure that by the end of the year, all the faculties have been involved so we can learn what works, what doesn’t and then plan for next year.”

The Future

"I don't personally feel that at the moment there is another tool as effective or that gives you as much return on investment as IRIS Connect does. It's a truly powerful tool for professional learning," says Paul.

"My hope is that, like Foxford, we can use the develop2teach programme to help other schools get to grips with IRIS Connect and embed a self-sustaining coaching system that lasts. Ultimately I'd like to build a network of schools who, beyond the 12 week programme, can continue to collaborate and share their experiences for the benefit of everyone."

To find out more about develop2teach please visit their website or contact Paul Collin: info@develop2teach.co.uk

Contact Us

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Foxford School - Teacher - Katrina Crawford - Coaching Client via the inspire2teach training



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