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Example of coaching sequence: Helen – Yr 1 teacher (5-6 yr olds)

The three coaching sessions were transcribed and coded based on a revised version of Coaching Dimensions which included Speech, Language and Communication Needs specific content, interaction functions, co-construction and use of video and other resources (Lofthouse, Leat and Towler, 2010). The analysis revealed that each coaching session had 3 distinguishable phases:

- 1) **Orientation phase;** agreeing the Speech, Language and Communication Needs (SLCN) focus.
- 2) **Shared scrutiny phase;** coach and teacher reviewing classroom practice with respect to the SLCN focus, using video, recall and relevant documents as stimulus and drawing on existing professional knowledge (from the two professions), triggering some dissonance and realisation for the teacher.
- 3) **Moving forward through co-construction phase;** coach prompting further reflection, problem-solving, and suggestions for developing practice being co-constructed.

There was evidence of some progression across the coaching sessions.

| Phase | Coaching session 1 | Coaching session 2 | Coaching session 3 |
|--|--|---|---|
| Orientation phase | Coach asks opening question and teacher states general SLCN as focus and then refines this to phonics, leading to some initial sequences of coach questions and teacher evaluations. | Coach asks opening question and teacher states age/phase SLCN development as focus, and goes on to begin to describe relevant aspects of lesson and pupils' responses. | Coach asks opening question and response is immediate, detailed and specific from teacher with focus returning to age/phase SLCN development and appropriate teaching decisions for specific group of children. |
| Shared scrutiny phase | Detail of practice unpacked through questions and answers, with specific reference made to the teaching phonics. Use of video prompts teacher evaluation and realisation (dissonance). Focus on how teacher and pupils are interacting and on how pupils are interacting with each other in relation to using phonics. | Close attention paid to understanding age/phase SLCN of specific children, triggered by video evidence and joint reference to age/phase chart. Significant teacher evaluation, with the coach questioning and checking judgements. 2 clear sequences of the coach asking challenging questions, followed by teacher review/evaluation, coach prompting further reflection and teacher realisation about actual (rather than assumed) age/phase of children. | Discussion very much led by teacher who uses recall, video and age/phase chart to undertake an informed analysis of the children in the 'low ability group'. Supported by the coach she challenges her own assumptions and recognises the wide disparity in age/phase between the children. The coach reassures her that she is making accurate judgements and they discuss the significance of this for each child and for the teacher's practice. |
| Moving forward through co-construction phase | Ideas for altering practice emerge, both coach and teacher make suggestions specific to phonics teaching for these pupils. Teacher makes some commitments to try things out, including more planned and consistent use of visual aids. Reference made to ideas from specific training sessions previously attended. | Sequence of suggestions from both coach and teacher, building on one another's contributions, leading to consideration of future teaching practices to suit enhanced understanding of children SLCN development. | The teacher comes up with very specific suggestions about better meeting the children's age/phase development in her teaching, supported by layering in of further ideas by the coach. Most of the talking is by the teacher who considers and commits to appropriate differentiation and universal teaching approaches. |
| % contribution (word count) | Coach: 37% Teacher: 63% | Coach: 58% Teacher: 42% | Coach: 36% Teacher: 64% |