



CASE STUDY Embedding a Coaching Culture

“Investment in coaching has been a crucial part of the success achieved by the Pioneer Academy schools. Coaching has united staff at all levels, opening up valuable communication channels that improve the quality of teaching and learning. It has opened up a state of mind where learning and progression is key, helping individuals help themselves and maintaining long-term sustainable success.”

Lee Mason Ellis, CEO, The Pioneer Academy



Academy’s journey with OLEVI sees it become one of the top performing Multi-Academy Trusts in the country

Lee Mason-Ellis, CEO, of The Pioneer Academy Trust, shares how utilising OLEVI’s coaching programmes and TLC Model has revolutionised the Trust’s six schools from ones ‘no-one wanted’ to become graded Good or Outstanding in a matter of years.

Why were we drawn to OLEVI?

OLEVI’s coaching ethos is reflective of our own academy’s vision and mantra. We wanted to continue improvement in teaching and learning, and develop leadership further across all the trust’s schools. We also needed CPD that focused on pedagogy, not just curriculum content, to ensure consistent results in both teacher development and outcomes for pupils.

How did the OLEVI programmes used help achieve your goal

Our partnership with OLEVI has ensured that our academy fully embeds a coaching culture across the academy trust

- ▲ Power of Coaching (POC) delegates initially became coaches in their own schools. As we have grown as an academy trust, those POC delegates now have

coachees from the schools that most recently joined us, particularly the smaller schools where there are not as many trained coaches.

- ▲ Some of our schools have organised teachers and teaching assistants into learning trios so that they can observe each other’s practice and feedback to each other, using a coaching model.
- ▲ The leaders within the Trust have completed the Advanced Power of Coaching Programme (APOC) so they can lead the coaching strategy within their own schools, but also coach a deputy head teacher in another Pioneer Academy school (not their own) to further develop our next generation of head teachers.



THE PROVEN IMPACT

High expectations for pupils across the Trust



Coaching has been so effective ‘in shining a mirror up to colleagues’ and ‘challenging views not consistent with our values’. As a result, Ofsted saw teachers “work together and are determined to achieve the highest possible outcomes for all pupils”

Ofsted report, Burnt Oak Primary School, 2015.

Incredible staff retention



No member of staff who started in September 2016 left in the July. Lee Mason-Ellis puts this down to staff feeling valued – something that has been lost in many schools. This has created massive loyalty to the Trust. For example, 37 teachers from other Trust schools (not asked or rewarded for their efforts) went to help at Red Hill School the night before their Ofsted visit.

Moving schools from Good to Outstanding



Coaching was pivotal in moving the grading of Stewart Fleming Primary: ‘Leaders make sure that teachers and teaching assistants access high-quality coaching and training. Very thoughtfully selected training and coaching has secured outstanding teaching, learning and assessment across the school”

Ofsted report, Stewart Fleming Primary School, 2016.

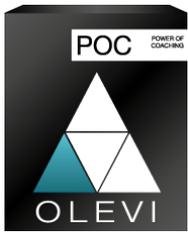
Growth Culture



Coaching is perceived positively. Having the opportunity to be coached is seen as a “badge of honour”. Lee recalls an outstanding teacher who had recently improved their practice complain that she had not yet been given the opportunity to be coached.

“Embedding a coaching culture across the Trust has ensured staff are ambitious, proactive and loyal, working together to transform the life chances of all pupils.”

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“The programme developed my coaching skills further. I am already well versed in the models for POC and use them almost daily within my school. The APOC compounded what I already use, extended my thinking with regards to some new models and will enable me to articulate what I know to others who have a lesser understanding of coaching – an essential skill to get right so that those being coached can work through something effectively using the tools we have been given and skills we have developed.”

— APOC Delegate

“The Power of Coaching has made me think very deeply about how I solve personal issues but also, how I can enable others to reflect and ultimately how children can reflect. I will use what I have learnt to develop staff to coach and then the students.”

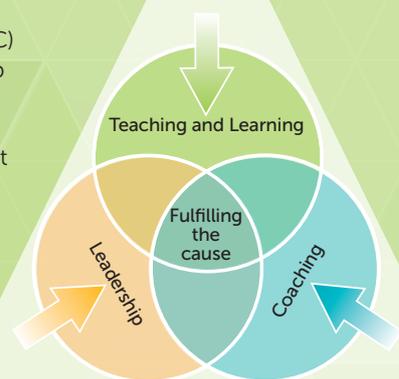
— POC Delegate

“The programme has had a massive impact on being able to reflect on my own practice issues. I will use the skills and techniques learnt throughout the school and within the classroom.”

— POC Delegate

“The Bigger Picture”

POC and APOC are just two of the programmes in the OLEVI Teaching & Learning, Leadership, and Coaching (TLC) Syllabus, developed by OLEVI to drive up standards in schools. Structured around the ethos and principles of our DR ICE® learning model our programmes support the growth of education professionals at every level, to create a successful teaching and learning culture that leaves a lasting legacy.



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