



Leadership
in STEM Education

In-School Coach Supporting Pack



sserc.scot



enquiries@sserc.scot

Contents

The SSERC Leadership in STEM Education programme introduction	2
Supporter flowchart	3
The In-School Coach: what is coaching?	4
Role and responsibilities of the In-School Coach	5
Appendix 1: Coaching meeting template	



Programme introduction

The SSERC Leadership in STEM Education programme is a 12-month professional learning (PL) programme that provides leadership opportunities at a whole-school level to educators across Early Years, Primary and Secondary settings and seeks to improve how STEM is delivered in their centre. Over the course of the programme participants will receive input across several areas including national STEM policy, leadership theory and practice in schools, STEM enrichment offers, and health and safety. Participants will also complete a professional enquiry on an area of interest relevant to them and their centre and present their findings at a showcase event at the end of the programme.

The Leadership in STEM Education programme is open to educators across the entire 3-18 curriculum and whilst it will appeal to aspiring and existing school leaders, it is also entirely suitable for practitioners who simply want to lead highly effective STEM learning and teaching in their centre.

Programme structure

The programme is completed over an academic year and involves a combination of face-to-face, residential, self-study, independent research and online delivery methods. Participants will receive ongoing support from SSERC and should identify an In-School Coach who will support and guide them through the school-based activities and tasks which are set throughout the course.

Participants must have approval from their Headteacher to take part in the programme.

Course units

Unit 1: The STEM Policy Landscape

Unit 2: Leadership Theory

Unit 3: Developing Leadership Skills

Unit 4: Professional Enquiry – Stage 1

Unit 5: Professional Enquiry – Stage 2

Unit 6: Enrichment Courses*

**Unit 6 comprises a series of short professional learning courses, all with a different focus, that will further participants' knowledge and understanding across a range of areas. A minimum of six outcomes must be completed with some mandatory for all. These courses can be taken at any time across the duration of the programme.*

Unit content will be adapted where necessary to reflect the specific needs and context relevant to the delegate's educational setting.

Support structure

Delegates will receive support from several parties throughout the Leadership in STEM Education programme. These include SSERC, the participant's Headteacher and the In-School Coach.



In-School Coach

Roles and responsibilities

The In-School Coach is a teacher based in the same school as the participant who will offer ongoing support and guidance to the participant throughout the duration of the programme. It is important to recognise that this role is not a mentoring role and that there are clear differences between coaching and mentoring.

What is Coaching?

Coaching is a 'non-directive' approach to professional support. A non-directive coaching approach works on the basis that the person who is seeking help and support also holds the answers. Essentially, coaching is helping someone to find their own solutions to problems instead of giving them the answers.

The term 'coaching' describes a continuous two-way process through which the person in the role of coach uses questions, discussion, and guided activity to help the person being coached to:

- ✓ solve problems
- ✓ address issues
- ✓ complete tasks to a higher standard than would otherwise be the case.

The aim is to improve performance and make a direct contribution to the person's learning and development.

Common elements for coaching in an educational context include:

- | | |
|----------------------------------|-------------------------|
| ✓ a learning conversation | ✓ mutual benefit |
| ✓ reflection and sharing | ✓ support and challenge |
| ✓ agreed outcomes | ✓ confidentiality |
| ✓ focus on learning and teaching | |

A coach need not share the knowledge base of the person being coached and will use questions to challenge thinking and promote reflection.

What are the roles and responsibilities of the In-School Coach?

Relationship is at the heart of every successful coaching conversation. In a relationship where we build trust, we can have open and honest conversations, where contributions are valued. These conversations should be challenging, and the supportive nature of the coaching relationship allows for deep reflection and enquiry; encouraging, stretching and pushing the participant to take responsibility for their development, set goals, take action and grow.

The tools a coach can bring to a coaching conversation vary but in essence, the coach often follows a framework and brings a clear structure and methodology to the conversation. This helps centre on the teacher as a learner, helping them to think critically about their own professional learning, development and impact on practice.

If used effectively, there is abundant evidence that coaching empowers individuals, builds teams, enhances collegiality and improves morale across the team or establishment. As a result of feeling more in control, individuals are more likely to accept responsibility both for their own learning and behaviour and for the aims of the organisation - in this context the school/education establishment - as a whole.

Roles and Responsibilities of the In-School Coach may include (but are not limited to):

- ✓ sign the contract accepting the role as the In-School Coach (see the last page in this pack)
- ✓ have a shared understanding with the participant about the roles and expectations of both people
- ✓ hold regular meetings with the participant throughout programme
- ✓ provide feedback to the participant
- ✓ ask the participant reflective and challenging questions
- ✓ build an understanding of the aim, and support the planning of the participant's professional enquiry
- ✓ support all stages of the participant's professional enquiry
- ✓ supporting the participant in working effectively with all stakeholders in the education setting
- ✓ attend the professional enquiry showcase

In-School Coach contract

By signing below, the named person has read in full this supporting pack and understands the roles and responsibilities of the In-School Coach as part of the SSERC Leadership in STEM Education programme, agreeing to take on this role to support the delegate. They also agree for contact details to be shared with SSERC.

Which setting does the delegate represent?

☐ Early years ☐ Primary ☐ Secondary

Programme participant (delegate)

Practitioner taking part in the Leadership in STEM Education programme:

Name

School

Date

Email

In-School Coach

Practitioner taking on the role of In-School Coach:

Name

School

Date

Email

Headteacher approval

Name

School

Date

Email

Please return completed contracts to: enquiries@sserc.scot

Coaching meeting template

In attendance:

Meeting number:

Date:

Actions from previous meeting achieved:

Notes:

☐ Yes ☐ No

Agenda item	Notes

Action	Assigned to	Due date