

Strengths (of coaching model)

- Positive feedback from involved parties. It allows an element of fear to be removed - it seemed to be more genuinely exploratory.
- It was very useful to put together our own criteria for what we wanted feedback on and then hopefully ask someone interested in this particular area to enter into a coaching observation relationships
- think that the student teachers have benefited from setting their own agenda for what they want to focus on and felt an autonomy there that isn't usually afforded in mentoring situations.

Weaknesses

- It's very difficult not to allow some measure of judgement into feedback and therefore difficult not to offer direction, even in a coaching scenario
- Training for coaches is needed and competencies and approaches can vary. Likewise there is variability in the time taken so this can make timetabling/ planning for coaching hard.

Opportunities

- If coaching is used in addition to PGCE mentor role, it means that the relationship could be more developmental and non-judgmental
- Given the nature of coaching there is potential in terms of whole staff training: giving staff the tools to be able to develop themselves. This would hopefully be very empowering.
- It would be nice to expand to a more holistic focus by including wellbeing issues such as time management.

Threats (Potential challenges as the role of coaching is expanded within our schools)

- As with all initiatives in school there is potential for pressures of time to make coaching difficult to roll out on a larger scale.
- Similarly whilst participants have been positive in feedback voluntary uptake may be low at first as the role of coaching in CPD may appear unclear.