

23 March 2026

Dear

ATISN 26774 - National Coaching and Mentoring Programme (Results Driven Group), evaluation reports and outputs

Thank you for your request which we received on 5 March 2026. You asked for:

Copies of the following information held by the Welsh Government, for the period 1 September 2019 to the present. Including:

- 1. Any evaluation report(s) for the National Coaching and Mentoring Programme delivered by RDG, including (where applicable) interim, final, cohort-based, regional, or national evaluation reports.*
- 2. Any executive summaries, presentations/slide decks, or briefing papers that summarise evaluation findings, impact, participation, outcomes, or recommendations from the programme.*
- 3. Any Welsh Government internal reports, minutes, or briefing notes that discuss the evaluation findings and/or Welsh Government's response to the evaluation (for example, decisions to extend, revise, or commission further delivery).*

Our response

The information you requested within question 1 and 2 is enclosed within Annex A, B, C and D.

Following a search of our paper and electronic records, we have established that the information you requested within question 3 is not held by the Welsh Government.

Information identifying individuals and schools has been redacted under Section 40(2) of the Freedom of Information Act 2000. Disclosure of this personal data would contravene data protection principles; therefore, names and school names found within the attached annexes have been removed.

Next steps

If you are dissatisfied with the Welsh Government's handling of your request, you can ask for an internal review within 40 working days of the date of this response. Requests for an internal review should be addressed to the Welsh Government's Freedom of Information Officer at:

Information Rights Unit,
Welsh Government,

Cathays Park,
Cardiff,
CF10 3NQ

or Email: Freedomofinformation@gov.wales

Please remember to quote the ATISN reference number above.

You also have the right to complain to the Information Commissioner. The Information Commissioner can be contacted at: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF.

However, please note that the Commissioner will not normally investigate a complaint until it has been through our own internal review process.

Yours sincerely

Education Consortia

Supervisory Coaching & Mentoring Train the Trainer Programme

September 2020 – April 2021 09 Final Report

Final Report: Return on Investment for the Consortia Coaching & Mentoring Programme Phase I

Introduction

To establish the return on investment in relation to a programme of this magnitude is difficult to fully evaluate in such a short period of time (six months). However, a wealth of feedback received, both solicited and unsolicited, suggests that the programme has been positively received and is beginning to have a positive impact upon individuals and the operations of regional consortia and schools and national school improvement objectives.

Programme Delivery

The programme was delivered in 2 phases Autumn & Spring Term to cohorts comprising a maximum of 20 delegates to a total of 416 delegates.

Autumn Term Programme delivered to 160 delegates
3 x Welsh Medium Cohorts
6 x English Medium Cohorts

Spring Term Programme delivered to 256 delegates
3 x Welsh Medium Cohorts
9 x English Medium Cohorts

Attendance rates were high with approximately 85% completing all six sessions and less than 5% failing to attend the programme or dropping out after one or two sessions (withdrawal from the programme was largely for legitimate reasons and the delegates have either attended subsequent cohorts or requested that they are considered for Phase II cohorts). Those unable to attend a session were given the opportunity to join another cohort for that session, an option taken up by many of the delegates, ensuring full attendance for the six sessions.

Coaching Supervision Sessions

In total Welsh Coaches have undertaken 245 Coaching Supervision sessions as part of the programme. Supervision provides delegates who have completed the programme with an opportunity to receive qualified supervision and support to assist in onward delivery of the programme or with the implementation of coaching practice.

A Welsh translator has been made available for all supervision sessions when requested in advance.

Supervision will be ongoing through the summer 2021.

Programme Resources developed to support the programme

As the programme has developed the following resources which colleagues can access through the Hwb and are available in both Welsh and English.

- Programme Workbook, hard copy sent to all delegates and available via Hwb.
- Laminated coaching models key ring sent to all programme delegates
- Session Presentations
- Detail session lesson plans
- Recordings of the programme in English and Welsh so that delegates can access sessions when unavailable
- Coaching model demonstration Videos
- Welsh translation for Coaching Supervision, programme delivery and all programme resources
- Having that 1st coaching conversation support for coach's video.

C&M programme onward delivery

Each region has developed a bespoke strategy for onward delivery of the programme which will result in approximately 1,600 delegates having completed the programme by Spring 2022.

Programme resources

All delegates were provided with a hard copy of the Coaching & Mentoring Workbook.

Accreditation

Coaches undertaking Professional ILM C&M qualifications as part of the programme

- 96 delegates enrolled on the ILM level 3 Award in Effective Coaching
- 12 delegates enrolled on the ILM level 7 Certificate in Executive & Senior Level Coaches & Mentors

Coaching & Mentoring Skills Assessments

When the programme commenced, it was agreed to measure the return on investment via coaching and mentoring skills assessments. These were assessments sent to delegates for pre and post course completion, unfortunately, there was extremely limited take up of the assessments and therefore the return of investment could not be measured in this manner. If RDG were to deliver further programmes for the Education Consortia, measures would be put in place to ensure far greater completion of such online assessments. However, despite this, much evidence has been collated to indicate the significant return on investment and is detailed in the following sections.

Delegate Questionnaire One

A questionnaire was circulated to all delegates upon completion of the programme and 83 responses received, nearly 20% of the delegates overall, an above average response rate for external surveys.

- 27 Welsh medium responses received
- 56 English medium responses received

The questionnaire findings were overwhelmingly positive with:

96% indicating that they found the course materials relevant and understandable

96% found that the course flowed in a logical sequence

100% stated that the knowledge gained was beneficial

97% reported that they would apply the knowledge gain from the programme

83% felt that the course duration was about right.

96% indicated that the trainer encouraged delegate participation

98% responded that they would recommend the programme trainer to others

89% replied that they would recommend the programme to others

Further comments included

"The training was superb! It was delivered in a supportive and encouraging way that gradually built your confidence in developing effective coaching strategies."

"Incredibly positive experience, facilitated extremely well and very useful for leadership practice."

"Great course. I loved the way it was designed and delivered. I appreciated the care taken to deliver each session and I also enjoyed the presentation and workshops which kept me fully engaged. I plan to apply what I have learned from this course in my own workplace. Thank you [REDACTED] – brilliant!"

Delegate Questionnaire Two

A further questionnaire built upon the evidence of the first and allowed for both qualitative and quantitative feedback asking:

- *Provide 3 areas of impact on you in your role, as a result of attending the coaching and mentoring programme?*
- *Please provide some examples of where coaching and mentoring have impacted those around you that we can make transparent across the stakeholder audience?*
- *How many colleagues have you shared your learning and understanding with as a result of the programme?*
- *How do you intend (or have you planned) to continue using the benefits of coaching and mentoring in support of yours and your colleagues/team's development?*

Emerging Themes

This questionnaire found several key themes emerging, notably which align with core Welsh Government and Consortia school improvement objectives, demonstrating the positive impact coaching and mentoring is affecting in practice.

Exemplars of the numerous examples of each are detailed below.

- **Developing a culture of coaching and mentoring in both schools and the consortia.**
"Colleagues within our Professional Learning Alliance will greatly benefit from the training so this will have far wider impact."
"Coaching and mentoring approaches, whether implicitly or explicitly are firmly embedded in my team's daily interactions and plans for the future"
"We have plans to train all members of our Leadership Team during the Summer Term - 8 members of staff with the vision to rolling it out further next year. We have also discussed as a cluster how we can support each other and train coaches/ mentors across the community of schools."
- **Performance Management & Staff Development**
"We are developing a culture of coaching and mentoring. All have identified their targets and goals and have chosen possible coaches and mentors. All staff have undertaken their first coaching and mentoring training session and have met with their 'coach/mentor' to start working towards their personal and professional development target (s)"
"Used recognised coaching approaches during performance management meetings"
"It has upskilled leaders to support all staff during performance development conversations."

- **Enhanced leadership style**

"I will use what I have learned in my practice as a headteacher in negotiation, motivation and mentoring staff, pupils, parents and governors."

"I have been able to use these with the staff I support/manage so have been better able to support them"

"I have learnt to listen as a member of the SLT rather than give advice straight away"

- **Enhanced and more productive working relationships**

"Much more skilled in having meaningful and fruitful discussions with school professionals and dealing with the actual need and issues effectively."

"Strengthening the team by understanding and appreciating each other's values"

"Staff more focused after Line Management meetings"

- **Classroom management and pedagogical practice**

"Enabling colleagues to make changes in practice that impact positively on classroom management and practice, and to actively access leadership courses to help fulfil career aspirations"

"AfJ policy. Previously a point of divergence and misunderstanding around scope, impact, and implementation. Now we have SLT approach and a plan to roll out to whole staff."

"The professional learning has enabled others in the team to coach other practitioners on development programmes, developing their professional knowledge and skills."

- **Well-being**

"One head teacher has been supported to find a positive solution to a staffing issue which was impacting upon wellbeing. This has led to an improved relationship with the member of staff in the short run."

"Helping a work colleague see the wood for the trees – this helped them move beyond a tricky patch."

"Supporting Wellbeing Leads via coaching conversations."

- **Empowerment**

"Enabling staff in independent decision making and preparation of action plans to make change or solve problems"

"Empowering Aspiring Heads to question their leadership skills to solve problems and develop their leadership skills themselves"

"Greater confidence and ability to find their own solutions, be empowered to act"

Please find links, to the responses to both questionnaires, in full, below.

Annex B and C

Well-being Programme Partnership – Emergency Coaching

The following provides further exemplification of the positive impact coaching and mentoring is having upon education in Wales.

In November 2020, the Well-being Programme Partnership set an objective to provide the opportunity for coaching for every headteacher in Wales. At this time, at the height of the pandemic, there was an immediate need to provide some support to Headteacher's struggling with the impact of the pandemic, however, the Education Consortia had not yet developed the internal capacity to provide such support and therefore this was outsourced to external providers.

RDG provided this support in two of the four regions EAS and ERW. The following quotes are taken from interviews with Headteachers who benefited from this coaching and volunteered to forego anonymity, to share the positive impact upon themselves and their whole school environment and in so doing encourage others within the professional to embrace coaching and mentoring.

"Helped to make a difference, not only emotionally and operationally but also provided strategic support"
(Coaching) *"highlighted the importance of plan for my own professional growth"*

"Encouraged me to reflect upon policies within the school to see that they were the right policies for the school and wider community ...and have made changes to the performance management process throughout the school, completely as a result of coaching."

"Made whole school changes arising from discussions with staff, how we as a school go from "good" to "excellent"

"wasn't sure if I needed it or if it would be useful It has helped enormously to focus on school improvement priorities, it has made me feel I'm back on track and that I'm focusing on the right things."

"Having a safe space to discuss priorities has helped me to think clearly about the way forward and has helped my own well-being which has made me more productive."

"After a difficult year, it was difficult to see the wood for the trees, there was a lack of momentum with things we'd always been driving towards, school improvement, the new curriculum and national mission The job had changed so dramatically with the pandemic I was finding it hard to identify what the priorities were ... it was beneficial to have space to talk about my experience and step back and gain some perspective ... it was beneficial to stand back and think about what was really important and allow my team to step forward."

"I believe the opportunity to engage with coaching and mentoring has enabled me to personally develop coping strategies for extreme stresses and process to gain clarity and a pathway through discussion. It has enabled me to see further than the immediate problems being presented providing clarity over personal goals and future aspirations. This

in turn has motivated me to appreciate the validity of embedding sustainable coaching and mentoring practices to impact and add value for well-being and staff retention in my team."

"I think that it made a huge impact on myself having the confidence and assurance to go forward with my plans in reopening and the childcare provision which would, in turn, have had a massive impact on the staff and community."

Please find below links to the complete video interviews and collated written feedback from headteachers and senior leaders who received coaching as part of Well-being Partnership Programme.

██████████ - C&M Testimonial Video

<https://www.youtube.com/watch?v=Tt78jREQj0M&t=58s>

██████████ – C&M Testimonial Video

<https://www.youtube.com/watch?v=TDcmXBROYSA&t=4s>

██████████ – C&M Testimonial Video

<https://www.youtube.com/watch?v=0B6zInH4bXQ&t=3s>

How Executive Coaching and Mentoring Can Inspire Senior Leaders During a Global Pandemic, interview between Adrian

██████████

<https://www.youtube.com/watch?v=bCMU65W5zgA&t=1166s>

Emergency Exec C&M feedback from HTs

Conclusion

Despite being a mere eight months into delivery of the coaching and mentoring programme, there is encouraging evidence of positive impact across education in Wales. The programme has been well-received by delegates, with considerable demand for future cohorts. In addition to the regional strategies for onward delivery of the programme to a further 1,200 delegates, the programme is being independently delivered and advocated for by former delegates within schools, clusters and alliances, demonstrating the programme's success in conveying the benefits of coaching and mentoring as an effective tools to assist with school improvement priorities, moreover, there is significant and compelling evidence of coaching and mentoring realising benefits within schools across Wales.

It is of note that when working with a group of English Headteachers recently, they commented that there is nothing comparable to the Welsh Coaching and Mentoring Programme in England and that Wales were very much leading the way.

Whilst there is clear demonstrable evidence of the positive influence upon schools in Wales, this should develop and increase as the programme is further rolled out and priority areas, for example ALNCo's and Induction Mentors are targeted to receive the coaching and mentoring training. There is still much work to do to fully embed a culture of coaching and mentoring but the quantitative and qualitative strongly indicates that the return on investment is being more than realised.

Recommendations

- Continued roll out of the Train the Trainer programme to continue to widen engagement and build capacity and expertise
- Annual update training for those who have completed the programme
- Continued supervision support for those delivering the programme and providing coaching.

Annex B

Results Driven Group - Evaluation report Oct 20 - Mar 21 Supervisory Coaching & Mentoring

Welsh Language Trainers: [REDACTED]
English Language Trainers: [REDACTED]

Evaluation forms were sent out to all participants on completion of the course


Total number of participants = 416

- Responses received from Welsh cohorts = 27 - some responses received in English some in Welsh
- Responses received from English cohorts = 56

Results of the quantitative evaluation questions:

Overall, the greater majority of responses to the quantitative questions from both Welsh and English speaking attendees score 4 and above with 26 responses scoring 2 or below, these relate mainly to course duration and venue, the latter being delivered on-line due to the restrictions around Covid 19.

Evaluations from Welsh speaking courses

Ar raddfa o 1 i 4, aseswch yr agweddau canlynol ar y cwrs (1 = Negyddol; 4 = Cadarnhaol)					
Question	1 Number of responses	2 Number of responses	3 Number of responses	4 Number of responses	 Number of responses
A oedd deunyddiau'r cwrs yn berthnasol ac yn hawdd eu deall?		3	9	15	
A oedd cyflwyniad y cwrs yn llifo'n rhesymegol?		2	10	15	
A oedd y wybodaeth a gafwyd yn fuddiol?			5	22	
A fyddwch yn defnyddio gwybodaeth o'r cwrs?			4	23	1
A oedd hyd y cwrs yn iawn?	2	7	10	8	
A wnaeth yr hyfforddwr annog cyfranogiad cynrychiolwyr?			2	25	1
A fydddech yn argymhell yr hyfforddwr hwn i eraill?			8	21	
A oedd y lleoliad yn briodol?			5	14	

**Results Driven Group - Evaluation report Oct 20 - Mar 21
Supervisory Coaching & Mentoring**

Sut fyddech yn barnu'r cwrs yn gyffredinol?			12	15	
A fyddech yn argymhell y cwrs i eraill?	1		10	16	

The responses to the qualitative questions: (Not all delegates responded to the two questions requiring written responses.) All responses are listed below.

Beth fydd effaith defnyddio'r wybodaeth hon yn y gweithle?

This will have a considerable impact with my role to develop others.

It has prompted me to discuss the use of coaching more widely in our role and to encourage others to investigate its value and impact. I certainly use many of the techniques in my role but also would see the benefit of other leaders using these strategies. Next hurdle - to cascade and coach others ! / The most effective parts of the course were the role plays/ discussions and deliberations. / Theory on its own has very little impact - its living practise that shows its effectiveness.

Help me in my work with schools

Personal development - ability to lead and manage the team / Team development - ability to problem solve / Development of individuals and teams in schools supported by us.

Annog pob i feddwl a gweithio'n fwy annibynnol wrth ddatrys problemau.

Gallu defnyddio sgiliau a strategaethau cymell yn fwy hyderus a gobeithio gallu perswadio penaethiaid/y bobl yr ydym yn eu cefnogi i fedru gwneud mwy o benderfyniadau drostynt eu hunain.

It will improve my coaching and mentoring skills.

Mae wedi cyflwyno dulliau newydd i mi eu defnyddio 'n hyblyg wrth fy ngwaith gyda gwahanol ysgolion ac mewn gwahanol sefyllfaoedd

To further develop the school in terms of coaching but also other colleagues.

This has developed my skills as a Mentor and as a Coach.

Byddaf yn cymhell cyfoedion yn y gweithle yn hytrach na rhoi ateb i'r broblem yn syth.

Ymdrin a sefyllfaoedd yn well.

Dwi am geisio defnyddio'r strategaethau gyda staff yr ysgol wrth symud ymlaen gyda blaenoriaethau a datblygiad proffesiynol.

sicrhau fy mod yn defnyddio cynnwys y cwrs wrth hybu a datblygu sgiliau arweinwyr canol yn eu gwaith o symud yr ysgol yn ei blaen.

Defnydd o sgiliau cymell pan yn briodol

Byddaf yn defnyddio'r hyn a ddysgais yn fy ymarfer fel pennaeth ysgol wrth drafod, cymell a mentora staff, disgyblion, rhieni a llywodraethwyr.

Addasu cefnogaeth i ymarferwyr mewn ysgolion - llai o fentora a mwy o gymell - fel mae amgylchiadau'n cani Gwella ansawdd datblygu staff.atáu.

Magu hyder ✓

Ability to coach and mentor others and train others

Results Driven Group - Evaluation report Oct 20 - Mar 21 Supervisory Coaching & Mentoring

Ehangu dulliau hunan arfarnu a defnyddio elfennau diagnostig wrth ystyried datblygiad proffesiynol. Cymorth i wreiddio hinsawdd gadarnhaol wrth ddatblygu staff. Modelau hawdd a chlr i'w dilyn wrth ennyn datblygiad proffesiynol, ymateb i flaenoriaeth benodol neu wrth ymateb i her.

Defnyddiol yn cefnogi ein athrawon

Yn barod yn cynnal sesiynau cymell gyda staff ac yn edrych ar sut i greu dull ysgol gyfan.

Cyfleoedd i ddatblygu hyder a sgiliau cyfathrebu ymhellach wrth ddatrys problemau/cefnogi e.e. athrawon/penaethiaid trwy ddefnyddio'r amrywiaeth o fodelau a gyflwynir ar y cwrs. Strwythurau effeithlon i'w dilyn (gyda hyblygrwydd) i sicrhau ffordd glir ymlaen.

Byddaf yn cymhell cyfoedion yn y gweithle yn hytrach na rhoi ateb i'r broblem yn syth.

Ymdrin a sefyllfaoedd yn well.

Dwi am geisio defnyddio'r strategaethau gyda staff yr ysgol wrth symud ymlaen gyda blaenoriaethau a datblygiad proffesiynol.

sicrhau fy mod yn defnyddio cynnwys y cwrs wrth hybu a datblygu sgiliau arweinwyr canol yn eu gwaith o symud yr ysgol yn ei blaen.

Defnydd o sgiliau cymell pan yn briodol

Byddaf yn defnyddio'r hyn a ddysgais yn fy ymarfer fel pennaeth ysgol wrth drafod, cymell a mentora staff, disgyblion, rhieni a llywodraethwyr.

Addasu cefnogaeth i ymarferwyr mewn ysgolion - llai o fentora a mwy o gymell - fel mae amgylchiadau'n caniatáu.

Gwella ansawdd datblygu staff.

Magu hyder ✓

Ability to coach and mentor others and train others

Ehangu dulliau hunan arfarnu a defnyddio elfennau diagnostig wrth ystyried datblygiad proffesiynol. Cymorth i wreiddio hinsawdd gadarnhaol wrth ddatblygu staff. Modelau hawdd a chlr i'w dilyn wrth ennyn datblygiad proffesiynol, ymateb i flaenoriaeth benodol neu wrth ymateb i her.

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Yn barod yn cynnal sesiynau cymell gyda staff ac yn edrych ar sut i greu dull ysgol gyfan.

Cyfleoedd i ddatblygu hyder a sgiliau cyfathrebu ymhellach wrth ddatrys problemau/cefnogi e.e. athrawon/penaethiaid trwy ddefnyddio'r amrywiaeth o fodelau a gyflwynir ar y cwrs. Strwythurau effeithlon i'w dilyn (gyda hyblygrwydd) i sicrhau ffordd glir ymlaen.

A oes angen unrhyw gymorth pellach arnoch i helpu i ddefnyddio'ch gwybodaeth newydd? Oes x 5

Trwy gyfrwng sesiynau dilynol trwy gyfrwng y Gymraeg a'r modd i wneud y cymhwyster yn y Gymraeg

Trwy gyfrwng sesiynau dilynol trwy gyfrwng y Gymraeg a'r modd i wneud y cymhwyster yn y Gymraeg

**Results Driven Group - Evaluation report Oct 20 - Mar 21
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Pe gallech awgrymu unrhyw welliant i'r cwrs, beth fyddai hwnnw?

The breakout activities were too long at times.

It was a taxing time to be participating on the course - weekly model does ensure continuity, however I found it difficult to commit at times due to other work demands.

The Welsh translation was difficult to use. It was repetitive at times

More time to apply knowledge between sessions - fortnightly rather than weekly sessions

Mynediad i glipiau fideo yn dangos cymhellwyr effeithiol ar waith....ac yn gwneud hynny mewn ystod o senarios

Torri i lawr ar hyn y sesiynau- 3 awr yn rhithiol yn hir

Mwy o amser i ymarfer y strategaethau a gweld modelau/fideos/cameos o arfer dda o gymell mewn gwahanol senarios. / Gwneud y pecyn darllen yn fwy deiniadol a haws i'w ddysgu

The booklet is drab and long winded and doesn't do justice to the course. The two course leaders from GwE were excellent.

Edrych ar ansawdd y cyfieithu i'r iaith Gymraeg - ieithwedd weithiau'n gymhleth. Y feriswn Cymraeg ddim yn cyfleu'r negeseuom / gwybodaeth oedd yn y fesrsiwn Saesneg yn ddigon clir.

The content was excellent but it could have been condensed to reduce the time required.

Rhoi senarios i ni yn hytrach na meddwl am senario ar y pryd.

Deunyddiau mwy perthnasol i'r sefyllfa Addysg roeddem oll ohono. Y deunyddiau Cymraeg wedi eu cyfieithu'n wael. Hyd y cwrs yn llawer iawn rhy hir.

Pe gallech awgrymu unrhyw welliant i'r cwrs, beth fyddai hwnnw?

Pe gallech awgrymu unrhyw welliant i'r cwrs, beth fyddai hwnnw?

Iaith y llyfryn ychydig yn lletwith mae angen iddo fod yn iaith Gymraeg sy'n berthnasol

Efallai y byddai modd cyflwyno'r hyfforddiant mewn llai o sesiynau.

Efallai bod modd enghreifftio'r modelau cymell effeithiol ar ffurf fideo.

Deunyddiau cyfrwng Cymraeg fel pe bydden nhw wedi eu cyfieithu - hyn yn cymylu dealltwriaeth weithiau.

Cyflwyno rhagor o'r modelau cymell yn gynharach yn y cwrs.

Caniatáu mwy o amser rhwng sesiynau er mwyn galluogi cyfleoedd i ymarfer.

Mwy o hwblygrwydd o ran hyd sesiynau - 3.5 awr o sesiwn bob wythnos am chwe wythnos yn olynol yn ymrwymiad amser sylweddol.

Teilwra'r cynnwys yn fwy penodol i'r bydd addysg

Gwella ansawdd cyfieithiad yr adnoddau.

Cynnwys enghreifftiau arfer dda o gymell gan ddefnyddio gwahanol fodolau

Timing / week by week delivery needs more time / some sessions not as relevant as other / all coaching must be real not make up situations and think of a scenario / More use of video and interaction etc

Modelu arfer dda efallai drwy fideos? Cyfle i dderbyn sesiwn mentora/cymell cyn dechrau.

Mwy o amser i feddwl am senarios i'w defnyddio gyda'r modelau er mwyn eu gwneud yn fwy realisitg. Efallai cwblhau'r cwrs dros gyfnod hwy er mwyn cael amser i ddadansoddi'r cynnwys.

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Enghreifftiau o arfer dda ar sail fideos falle yn dangos y modelau gwahanol yn cael ei weithredu

Lleihau'r nifer o sesiynau

Enghreifftiau arfer da e.e. fideos o'r fodelau gwahanol yn cael eu cyflwyno mewn gwahanol gyd-destunau.

Weithiau, roedd 3 awr yn eitha drwm i fod ar y sgrin a cheisio prosesu'r holl wybodaeth.

Rhoi senarios i ni yn hytrach na meddwl am senario ar y pryd.

Deunyddiau mwy perthnasol i'r sefyllfa Addysg roeddem oll ohono. Y deunyddiau Cymraeg wedi eu cyfieithu'n wael. Hyd y cwrs yn llawer iawn rhy hir.

Iaith y llyfryn ychydig yn lletwith mae angen iddo fod yn iaith Gymraeg sy'n berthnasol

Efallai y byddai modd cyflwyno'r hyfforddiant mewn llai o sesiynau.

Efallai bod modd enghreifftio'r modelau cymell effeithiol ar ffurf fideo.

Deunyddiau cyfrwng Cymraeg fel pe bydden nhw wedi eu cyfieithu - hyn yn cymylu dealltwriaeth weithiau.

Cyflwyno rhagor o'r modelau cymell yn gynharach yn y cwrs.

Caniatáu mwy o amser rhwng sesiynau er mwyn galluogi cyfleoedd i ymarfer.

Mwy o hyblygrwydd o ran hyd sesiynau - 3.5 awr o sesiwn bob wythnos am chwe wythnos yn olynol yn ymrwymiad amser sylweddol.

Teilwra'r cynnwys yn fwy penodol i'r bydd addysg.

Gwella ansawdd cyfieithiad yr adnoddau.

Diolch am y cyfle hynod o werthfawr i gael adlewyrchu ar fy natbygiad yn ystod y broses a thynnu fy sylw at bwysigrwydd y gwrando a'r angen i dynnu datrysiadau posib wrth eraill.

Cynnwys enghreifftiau arfer dda o gymell gan ddefnyddio gwahanol fodelau

Timing / week by week delivery needs more time / some sessions not as relevant as other / all coaching must be real not make up situations and think of a scenario / More use of video and interaction etc

Modelu arfer dda efallai drwy fideos? Cyfle i dderbyn sesiwn mentora/cymell cyn dechrau.

Mwy o amser i feddwl am senarios i'w defnyddio gyda'r modelau er mwyn eu gwneud yn fwy realisitg. Efallai cwblhau'r cwrs dros gyfnod hwy er mwyn cael amser i ddadansoddi'r cynnwys.

Enghreifftiau o arfer dda ar sail fideos falle yn dangos y modelau gwahanol yn cael ei weithredu

Lleihau'r nifer o sesiynau

Enghreifftiau arfer da e.e. fideos o'r fodelau gwahanol yn cael eu cyflwyno mewn gwahanol gyd-destunau.

Weithiau, roedd 3 awr yn eitha drwm i fod ar y sgrin a cheisio prosesu'r holl wybodaeth

Comments / thoughts about the course - not all respondents left comments

Welsh speaking cohort responses

It was a taxing time to be participating on the course - weekly model does ensure continuity, however I found it difficult to commit at times due to other work demands.

Arweiniad clir, strategaethau defnyddiol, ar gyfer mentora unigolion.

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Cwrs hynod effeithiol er mwyn dysgu sut i ddefnyddio strategaethau cymell yn y gweithle. Byddaf nawr yn teimlo'n fwy hyderus wrth ymdrin a sefyllfaoedd gwahanol yn fy ngwaith.

Course was very useful although the booklet and the fourth week was a bit long winded

A personal journey to discover yourself and improve your skills to help others develop.

Llawer o awgrymiadau da, gyda modelau defnyddiol.

Roedd darparwyr y cwrs yn arbennig o dda. Arweiniad clir oedd yn adeiladol o un sesiwn i'r llall.

Gyda fy swydd, byddaf yn mentora athrawon yn hytrach na chymell ond bydd y modelau GROW ac OSCAR yn ddefnyddiol iawn i ffocysu ar.

Cwrs defnyddiol iawn. Hawdd i roi hyn ar waith.

Diolch am y cyfle hynod o werthfawr i gael adlewyrchu ar fy natbygiad yn ystod y broses a thynnu fy sylw at bwysigrwydd y gwranddo a'r angen i dynnu datrysiadau posib wrth eraill.

Llwyth o adnoddau defnyddiol a chyfle i drafod yn broffesiynol e.e Modelau hawdd a chlir i'w dilyn wrth ennyn datblygiad proffesiynol, ymateb i flaenoriaeth benodol neu wrth ymateb i her. Gwych derbyn yr hyfforddiant drwy gyfrwng y Gymraeg.

Cwrs defnyddiol a phleserus iawn sy'n rhoi'r sgiliau i chi gefnogi a datblygu deialog broffesiynol (a phersonol!!) mewn ffordd effeithlon ac effeithiol. Diolch yn fawr!

Llawer o awgrymiadau da, gyda modelau defnyddiol.

Roedd darparwyr y cwrs yn arbennig o dda. Arweiniad clir oedd yn adeiladol o un sesiwn i'r llall.

Gyda fy swydd, byddaf yn mentora athrawon yn hytrach na chymell ond bydd y modelau GROW ac OSCAR yn ddefnyddiol iawn i ffocysu ar.


Cwrs defnyddiol iawn. Hawdd i roi hyn ar waith.

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Cwrs defnyddiol a phleserus iawn sy'n rhoi'r sgiliau i chi gefnogi a datblygu deialog broffesiynol (a phersonol!!) mewn ffordd effeithlon ac effeithiol. Diolch yn fawr

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Evaluations from English speaking courses

On a scale of 1 to 4 please assess the following aspects of the course (1 = Negative; 4 = Positive)					
Question	1 Number of responses	2 Number of responses	3 Number of responses	4 Number of responses	 Number of responses
Did you find the course materials relevant and understandable?			3	51	2
Did the delivery of the course flow in a logical sequence?		1	3	50	2
Was the knowledge gained beneficial?			4	50	2
Will you apply knowledge gained from the course?			7	47	2
Was the duration of the course about right?		3	12	40	1
Did the trainer encourage delegate participation?			2	52	2
Would you recommend this trainer to others?			2	52	2
Was the venue appropriate?	2	5	7	41	1
How would you judge the course overall?			7	47	2
Would you recommend the course to others?			6	49	1

What impact do you think that the application of this knowledge will have in the workplace?

The range of tools and strategies will be helpful in my coaching of other leaders. I feel that the range of approaches I can now take is much broader and I have learned a great deal about working more effectively at the 'non-directive' end. I will just need lots of opportunities to practise!

It has already helped re-frame some of the conversations and discussions I have - practising techniques with a colleague before moving to training others phase in summer term

Using coaching skills to support and develop colleagues as well as when working with schools in a mentoring and coaching capacity

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The opportunity to study different techniques was very informative. I have found myself analysing my own techniques when working with head teachers and referencing approaches introduced on the course.

Promote a more coaching style of questioning in general discussions with head teachers.

A number of the strategies will be able to be used in everyday work as a head teacher. A full range of the approaches will be invaluable in my work as a leadership coach on the NPQH programmes.

Better working relationships

It made me reflect upon my coaching experience to date and the work we have done to establish a coaching programme in our school. The course helped me to refocus the priorities of this programme, consider new strategies to support coaches and think about how we monitor the impact of coaching.

A great impact- both on my own working practice and within our school as a whole.

Greater awareness of the benefits and methods of coaching.

Will use elements of the course in planning with team, and lots in the workplace

We are going to implement a whole school coaching-mentoring cycle as part of supporting, developing relationships and performance management within our Schools.

Improve communication, engagement, motivation, and productivity

The tools and techniques are very powerful and should change interactions for the better.

Culture shift from mentoring to coaching and a more productive goal focused team

The coaching and mentoring if implemented in my work, will engage lasting improvement as it encourages a 'buy in' from the coachee or mentee to see lasting and positive change.

Will help the development of coaches and widen the skills and leadership styles of coaches

The course will allow me to determine what areas of improvement are needed and require focus here at [REDACTED]. I anticipate a growth in coaching and mentoring activities across the school with a deeper understanding of how we can support and develop individuals across the management spectrum. / I am grateful [REDACTED] for his energy and honesty as part of my own journey to become an effective coach and mentor. He has reminded me that the learning relationship is at the heart of change and transformation is achievable in any setting. / At [REDACTED] I have learnt that I must continue to support & challenge my staff to continue in their own development journeys. Coaching & mentoring will enable reflection leading to change which, it is hoped, will bring about valued outcomes.

It will make us stronger in our commitment to become a Learning Organisation

Improved ability to provide coaching and coaching training to others

We have already established that vouching is an essential part of our culture but as the person leading on this in School, this course enabled greater reflection time and further consolidation of coaching tools. / I think it will be powerful.

Already having an impact on my leadership style / Impacted on our vision for a coaching culture within our school / Have planned and delivered professional learning sessions with staff / Am an active coach for 4 of our SLT / Using the models within school

I will encourage Teachers and Head Teachers that I will be supporting to come up with their own solutions to their problems and issues.

Coaching techniques are extremely beneficial for line management and to support schools

It would have a significant impact in developing a coaching and mentoring ethos and to develop appropriate tools to do so within our business context.

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It will completely change the way I 'give advice' and the way I have certain conversations - for the better. [REDACTED] is a brilliant course leader, and [REDACTED] was great too on the session which we had him for!

The skills learnt will benefit other colleagues that I work with in consortia.

I should be able to apply the skills to coach colleagues.

I intend to use a coaching style within the school and to run more formal coaching sessions with individuals.

Allow myself and my school to develop a coaching and mentoring programme to develop colleagues and practices.

I think there will be significant impact on both my personal practice and the culture of professional dialogue and support following my participation in this course. I am currently devising an action plan to train all middle leaders in the material covered in the course and re-evaluate our systems and procedures for performance management to ensure we provide the best coaching and mentoring for all members of staff at our school.

I thought this course was excellent. I am looking to apply my skills when working with head teachers and senior leaders in the schools I support. I also want to use coaching in my Masters dissertation.

Support the move to embed a comprehensive coaching programme and culture

A significant part of my role is supporting the development of others, whether they be senior leaders in schools or other staff, and this course will be incredibly beneficial in my work with colleagues, whether in an official coaching capacity or in a mentoring capacity.

Improved staff wellbeing

This course has given me more tools to support me with coaching and mentoring.

The aim is to create a culture of coaching across the school. I intend to demonstrate the ability to listen better and ask better questions. I hope that my success in doing this, will inspire others to take an interest in the benefits of a coaching approach and maybe attend similar training

We are aiming to use the tools to support professional development and have a coaching culture!

I'll use to up skill my leadership team and to offer supervision to my NQT/student mentors

Positive steps to introducing a coaching culture.

The knowledge gained from this course will be cascaded throughout the school starting with the Senior Leadership Team and will aid when performance / line managing others. It will have a positive impact of organisational relationships as well as individual career development.

It's definitely given me the confidence to use the skills gained in a variety of situations in work, such as: Performance Management interviews.

Supporting colleagues in achieving their goals.

I'll be able to use this knowledge in both of my roles in school.

I am already using it when mentoring new Head teachers and planning to skill up my DHT

Help to create a coaching and mentoring ethos within the school

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It will develop greater self reflecting leaders through being coached rather than supported through a mentoring way.

The knowledge and skills gained will be relevant both to my leadership role within school, and in supporting colleagues involved in the Middle Leaders Development Programme.

It will enable me to cultivate coaching based relationships with and between staff.

Develop self as a leader and provide a means to develop other leaders throughout the region

Using the knowledge and skills to train others to coach and mentor others

High impact in terms of being the starting point for building a coaching ethos within the SLT and then across the school. Also to move away from an over-reliance on SLT mentoring.

Encourage a coaching culture, develop leaders in school through mentoring and coaching and support succession planning.

Very positive - good accessible content for management approaches

Do you need any further support to help utilise your new knowledge? Yes x 15

If you could suggest any improvement to the course what would it be?

Excellent delivery [redacted] - I would have preferred to follow a more chronological approach to theory and practice eg framing the relationship at the start, maybe using simpler approaches first eg Rule of 3

More time to practice, but also some role plays activities where a specific issue has been identified as some personal issues slowed down the progress.

I need time to trail the techniques and refine my questioning. Having the option to have a mentor would be something to consider so I can use them to reflect on my own development.

Nothing really comes to mind. The other participants on the course made a difference- especially in the small group sessions. They were all really good to work with.

Shorter sessions - 3 hours 30 mins was too long at a time to concentrate - it was very tiring

Put more onus on the participants to think about the content before sharing it with them via PPT. I felt the trainers had to work very hard at times - making the delegates work harder wouldn't be a bad thing!

I think the after care is needed and appreciated- I am taking advantage of one of the sessions you are offering in December.

The duration and length of sessions on a virtual platform seemed very long. Perhaps there is a way of shortening sessions and duration.

Would be better in person - however, given the circumstances [redacted] did a fantastic job in motivating and providing support.

One less session - felt a little long

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I recognise the issues regarding the need to complete the course online. / This would have been a fabulous experience in normal times - especially if the cohort had met in person in order to network and forge more positive links and relationships.

Greater time to practice. This was suppressed by lockdown restrictions

It could have been delivered in fewer/shorter sessions....6 half days is quite a commitment. Also would have been useful to identify a coachee to work with from the start.

I would have loved to do the course in person and maybe as a residential

I couldn't fault the training so I have no further suggestions to make. I think what we achieved via virtual training was superb!

Built-in expectation within the agreement that each delegate should be a coach or be coached before conducting any train the trainer activity. / Greater focus on tools used to determine areas where coaching is required e.g. C&M wheel tool

This is beyond your control, but I would have liked to have had it face to face

Please do not use my name on any material, thanks ☺ It was brilliant training and really thought-provoking

More of a gap between sessions to try out the techniques.

That participants build in times with other participants to practice the skills.

The final session could have been done the previous week.

Maybe a list of relevant/suitable reading materials to further develop skills/knowledge of the approach

Refresher every 2 years?

It was brilliant - [REDACTED]s very knowledgeable.

The sessions were quite long to be online but breaks were provided.

Course was relevant, organised and resources were appropriate.

The course enabled us to try the strategies in small groups, however having the strategies modelled by the trainer would have been beneficial.

When Covid restrictions are lifted then do it in person.

Some video footage of effective coaching conversations related to education settings.

I think face to face learning is still preferable. Some of the breakout sessions lacked the clarity of outcome so were variable in value. The task was also somewhat vague and greater scaffold would have helped, noting there was a work book. I think the impact of Covid was a factor because of time during breakouts to sort a priority in school.

On a positive it was lovely to work with colleagues from outside the designated region.

The course was run via Zoom as we could not meet face to face, [REDACTED] does not support zoom so it was very problematic for me to get access. Could Microsoft be considered for future? Also it would have been good to watch videos of all the models being used in practice.

Comments / thoughts about the course - not all respondents left comments

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English speaking cohort responses

A helpful, research-based course which will expand your coaching toolkit.

Theory and practice explained well and with enthusiasm; useful practice provided through regular opportunities to engage with other participants.

Excellent opportunity to learn from coaches who are highly professional and extremely experienced, and to practice in a safe environment

Gives time within the course for the opportunity to practice the models and have feedback. / Course is delivered by experienced trainers who are knowledgeable about the subject.

Changed my view on how to grow leadership. The strategies for mentoring and coaching personal and professional growth in this respect were excellent.

Theory and then practical application - great delivery

Excellent facilitators, [REDACTED] with a wealth of coaching knowledge.

Learning about coaching practice has had a profound effect on me as a professional and I am eager to use these new skills

Lots of strategies shared with the chance to immediately practice and revisit in sessions.

The trainer was inspirational, motivated all members and had a wealth of knowledge to share with all. [REDACTED] was always happy to listen, provide feedback and was available outside of the 'course times' to provide support.

Programme content was interesting and relevant and delivered in a professional, friendly and engaging manner

The presenter was very knowledgeable, delivering engaging content relevant to us and allowing time to practise what we learnt.

Great course. I loved the way it was designed and delivered. I appreciated the care taken to deliver each session and I also enjoyed the presentation and workshops which kept me fully engaged. I plan to apply what I have learned from this course in my own workplace. Thank you [REDACTED] - brilliant!

A course that challenged your norms and refocused your expectations

Incredibly positive experience, facilitated extremely well and very useful for leadership practice.

This course really helped me to develop a vision for coaching and mentoring as a leader. I developed my skills, knowledge and beliefs and am excited to turn these into practice in my own context. Incredible opportunity to turn theory into practice and then to empower leaders by improving and refining the processes.

The training was superb! It was delivered in a supportive and encouraging way that gradually built your confidence in developing effective coaching strategies.

The course provided an excellent and memorable introduction to some of the key aspects of coaching and mentoring

This course is a highly effective introduction to coaching and mentoring. The key card is a very useful coaching and mentoring assistance tool and the booklet is highly detailed and logical.

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It was brilliant training and really thought-provoking, a new way to approach issues which will make a difference

Well structured, clear and plenty of collaboration to practise strategies and ask questions.

This course gave me the time and space to reflect on my personal practice as well as our practice as a school community

This opportunity has clarified that coaching should be viewed as an entitlement for all and not seen as an indulgence.

I have found the course very beneficial in developing my understanding of the principles of mentoring and coaching and the different strategies that can make my support of colleagues more effective and empowering.

Very much enjoyed the course content and delivery. Good mix of direct and indirect teaching styles. Appreciated the opportunities provided to network and practice new skills.

This was a clear and engaging introduction to the world of coaching and mentoring, delivered with skill and humour.

Excellent course very thorough training materials provided to support delivery. Plenty of opportunities to practice the theory before applying to own workplace

This was a clear and engaging introduction to the world of coaching and mentoring, delivered with skill and humour.

Developing a coaching culture using the course content is an exciting prospect to improve our school.

Self awareness, importance of communication styles, use of open-questions.

'Highly professional and friendly training provided - hugely impactful for any workplace.'

A really interesting and impactful course!

The Train the Trainer Course in Coaching was a well organised, detailed and challenging course. I learnt new skills which will be tremendously useful in the work place. I highly recommend the course.

The course was well paced, very informative and used a mixture of interactive strategies to enable you to try out methods discussed in a safe and supportive environment. This helped with confidence building and allowed us to share experiences.

To share more examples of what a good coaching/mentoring session looks like.

Worthwhile course to develop the use of different approaches to developing excellence by enabling staff to be self reflecting on their visions.

The course enabled me to learn skills and knowledge to implement in the workplace. It was good to have the opportunity to network with others in Education.

This course has enabled me begin to change my whole leadership style positively and to move from mentor to coach to impact school improvement.

Annex C

English (United Kingdom)	EAS	<ul style="list-style-type: none"> ➤ I have learnt to listen as a member of the SLT rather than give advice straight away ➤ I am much more aware of my non-verbal communication, I set aside specific times in the week to offer coaching 	<ul style="list-style-type: none"> ➤ Two staff mentors were having a 'personality clash' which was affecting their work. We met and found ways to manage their relationship to make their life in work a little easier. ➤ One of our middle leaders was struggling with a work/life balance. Since her mentoring sessions, she has made more time for herself. 	6	We are working on a timetable for next half term so that staff can book time with us as coaches.
English (United Kingdom)	EAS	<ul style="list-style-type: none"> ➤ Support for colleagues on a day to day basis ➤ Development and implementation of a more formal coaching model in school ➤ Professional Development for me 	I will be supporting a group of Senior Leaders from the Senior Leadership programme.	I will be sharing this training across a given group in the EAS- details of this are to be confirmed.	In performance management conversations and in a more formalised way - hopefully we can develop something across the cluster.
English (United Kingdom)	EAS	<ul style="list-style-type: none"> ➤ Exploring different approaches when dealing with staff ➤ Strengthening the team by understanding and appreciating each other's values ➤ Taking time to self-reflect 		Coaching 1 member of staff in school, will start coaching 4 ML across EAS this term, shared the experiences with SLT.	Supporting coaching across EAS, developing a coaching culture in own school.
English (United Kingdom)	EAS	<ul style="list-style-type: none"> ➤ Developed newly learned coaching skills ➤ Being able to clearly adapt my style as a leader in order to coach or mentor individuals ➤ Becoming aware of and using a range of 'styles' to suit the individual and their coaching needs 	Working with staff and leaders	Whole team discussions around the effectiveness of the programme in current role.	<ul style="list-style-type: none"> ➤ In whole school setting /working with leaders and managers ➤ Supporting new staff
English (United Kingdom)	EAS	More mindful in practice in terms of feedback to staff and HTs - use the tools as a CA as well as HT -much clearer about where coaching fits and where mentoring is more suitable	<ul style="list-style-type: none"> ➤ I am using the coaching with my PL leads in the cluster ➤ I am using coaching for my CA work with heads - and mentoring in the LNS role 	I have not disseminated it yet as I only completed the course 2 weeks ago.	I want to disseminate the main threads to my cluster heads to see if they want a cluster approach for head teachers deputies or school basis.
English (United Kingdom)	EAS	<ul style="list-style-type: none"> ➤ Able to provide effective coaching sessions within setting to support staff member achieve professional goals ➤ To work with colleagues on Senior leadership programme with the EAS to support future career aspirations and goals ➤ To achieve qualification ILM Level 3 Coaching 	Enabling colleagues to make changes in practice that impact positively on classroom management and practice, and to actively access leadership courses to help fulfil career aspirations	6 to date	Introduce to all staff for September 21 to develop a coaching culture within the school and to support the EAS with the roll out of Tran the Trainer programme.

English (United Kingdom)	EAS	<ul style="list-style-type: none"> ➤ Strategies to frame coaching conversations ➤ Opportunity to practice coaching techniques was invaluable and transferable ➤ Developed professional knowledge 	The professional learning has enabled others in the team to coach other practitioners on development programmes, developing their professional knowledge and skills.	3	Will use the benefits of coaching and mentoring as part of existing supervision meetings and to support colleagues across the region, who are engaging in formal leadership programmes.
English (United Kingdom)	EAS	Greater depth of knowledge and skills and practical application.	Greater confidence and ability to find their own solutions, be empowered to act.	5 colleagues	To continue to do this on a regular basis.
English (United Kingdom)	EAS	Reflective practice, relationship building and effective questioning for various communication styles.	<ul style="list-style-type: none"> ➤ Used in conjunction with the Professional Learning Standards to consider the coaching wheel for next steps of professional development and to evaluate existing progress towards standards ➤ Effective questioning to get the most out of time allocated to meetings during the school day ➤ Better focus in meetings and opportunity to probe deeper level of thinking and response to situations 	All staff in informal capacity 19 members. Formal training planned for leadership 4 members initially.	<ul style="list-style-type: none"> ➤ To broaden all members of staffs capacity for coaching and mentoring over the next two years beginning with leadership ➤ Decided to separate professional learning conversations and care support and guidance conversations to have the clear distinction between the two following engagement with coaching and mentoring practices
English (United Kingdom)	EAS	<ul style="list-style-type: none"> ➤ Coaching TMF staff within own school to help them achieve their leadership potential ➤ Coaching and mentoring SMT and DHT within own school in supporting TMF candidate ➤ Supporting 3 Senior Leaders in EAS 	<ul style="list-style-type: none"> ➤ It is having a direct impact on the coachee and on the team of the coachees in knowing self better ➤ The Colourworks profiles have been invaluable in staff having a better understanding of self 	9 to date	We have set sessions in place for TMF candidates. I am working closely with my DHT in supporting this programme.
English (United Kingdom)	EAS	<ul style="list-style-type: none"> ➤ My knowledge and understanding of the difference between coaching and mentoring - I am now more aware of when I need to mentor/coach and which is best suited to the situation and member of staff I am supporting ➤ My confidence in facilitating coaching conversations with colleagues ➤ My vision for the use of coaching and mentoring to support professional development of all staff is now much clearer 	It has upskilled leaders to support all staff during performance development conversations.	<p>We have plans to train all members of our Leadership Team during the Summer Term - 8 members of staff with the vision to rolling it out further next year.</p> <p>We have also discussed as a cluster how we can support each other and train coaches/mentors across the community of schools.</p>	This approach is now going to be the basis of our performance development conversations fostering a supportive and developmental culture where time and space is given to empowering.

English (United Kingdom)	EAS	Delivering coaching and mentoring training for all staff, utilised within my own SLT role (Professional Development lead), within my own practice of coaching/mentoring colleagues.	Supporting colleagues with their teaching practice, practitioners have identified their own goals and targets, utilising strategies with colleagues and learners.	60+ (All colleagues within The Federation - Office, TAs, Teachers, SLT, Headteachers).	We are developing a culture of coaching and mentoring. All have identified their targets and goals and have chosen possible coaches and mentors. All staff have undertaken their first coaching and mentoring training session and have met with their 'coach/mentor' to start working towards their personal and professional development target(s).
English (United Kingdom)	EAS	<ul style="list-style-type: none"> ➤ Support of Headteachers ➤ Greater resource to tackle complex situations, clear understanding of roles and responsibility 	<ul style="list-style-type: none"> ➤ I think presently the approach to management of the current situation ie what are the choices type discussions ➤ The continued role out of the new curriculum again what are the consequences and what needs to be done to support ahs built intrinsic motivation to move forward amongst staff 	SLT 5 people plus use as a Challenge Advisor in 3 schools supported.	<p>I'm awaiting the expectation from the EAS region for training. I'm acutely aware that training someone to coach is a whole different ball game to being a coach at an individual level.</p> <p>We need to ensure we don't end up with a load of people who are trained and then don't have the time to use the skills as originally intended.</p>
Cymraeg (Y Deyrnas Unedig)	EAS	<ul style="list-style-type: none"> ➤ Gwell ymwybyddiaeth o sut i well pobl ➤ Deall pwysigrwydd cymell a mentora wrth ddatblygu unigolion ➤ Rhoi strwythur i drafodaethau heriol 		Sawl un (mwy na 4) mae wedi bod yn rhan diddorol o myfyrio ar ein arlwy dysgu proffesiynol.	Cyfeirio at gymell a mentora yn ystod ein hyfforddiant dysgu proffesiynol.
English (United Kingdom)	EAS	<ul style="list-style-type: none"> ➤ Clear understanding of the distinction between Coach and Mentor and how best to facilitate in each role ➤ Meeting and engaging in the role play scenarios with a number of other education professionals from all over Wales gave a great insight into how coaching could be beneficial within my setting (and beyond) ➤ Developed knowledge of numerous coaching models that I had the opportunity to trial within a supportive network 	<p>Some coaching techniques have been utilised during discussion with new staff members adapting to working practices within a new setting and as part of Performance Management discussions with all staff (linked with professional enquiry).</p> <p>I also trialled using some questioning techniques when delivering Maths INSET to teaching staff</p>	At present only SLT	Roll out use of the coaching models to facilitate professional learning and development for all staff, whether they are new, experienced or excellent.
English (United Kingdom)	EAS	<ul style="list-style-type: none"> ➤ Enhanced questioning skills ➤ Deeper thinking; Ability to select from a variety of models to promote agency 	Greater independence in problem solving; deeper understanding of original matter requiring support; the benefits of coaching for whole school staff.	2 informally	Service and team level discussions planned.

English (United Kingdom)	EAS	<ul style="list-style-type: none"> ➤ I have committed to undertaking the ILM L3 ➤ I have been allocated 4 Senior Leadership Development Programme participants to coach ➤ I have successfully applied for a new role 	I am supporting a colleague who is undertaking the ILM by engaging in sessions as her coachee.	5	Yes
English (United Kingdom)	EAS	<ul style="list-style-type: none"> ➤ As a leader providing future one to one sessions through coaching conversations ➤ Supporting Wellbeing Leads via caching conversations ➤ Developing a coaching culture supports the wellbeing agenda 	Within EAS teams, school network meetings	6	<ul style="list-style-type: none"> ➤ Completing ILM Level 3 ➤ Intention to complete ILM Level 7 is available ➤ Complete CIM Level 7
English (United Kingdom)	EAS	<ul style="list-style-type: none"> ➤ Use of my questioning to develop staff and help them solve their own problems ➤ Reaffirmed values and beliefs ➤ Reflection on how I can use it to develop others and myself 	<ul style="list-style-type: none"> ➤ In school, we have all be paired up with coaches/mentors ➤ Provided coaching for x2 staff on both professional and personal issues 	<ul style="list-style-type: none"> ➤ Relevant staff to date ➤ "Coachees" that I'm coaching 	<ul style="list-style-type: none"> ➤ Continue to develop coaching and mentoring training to all staff ➤ Meet with the staff I'm coaching regularly
English (United Kingdom)	CSC	<ul style="list-style-type: none"> ➤ I use coaching models when having discussions with colleagues ➤ I share coaching models with school based mentors that I train ➤ I was made more aware of my preferred mode of work from undertaking [REDACTED] helped me to work on my areas of weakness (people skills) as I am very task/action focused as a 'driver' 	Colleagues have been empowered to solve their own problems rather than just being told what to do.	I ran sessions with 14 school based mentors to share the materials.	<p>Another group of 14-20 school based mentors will be invited to a programme in September.</p> <p>Elements of the programme will form part of training/professional learning for all Induction mentors supporting NQTs in schools next year.</p>
English (United Kingdom)	Neath Port Talbot (NPT)	<ul style="list-style-type: none"> ➤ Developing a coaching and mentoring culture in our LA ➤ Coaching strategies ➤ Developing a coaching and mentoring culture in our team 	Specific examples have been difficult due to Covid and not working in schools.	Over half of the headteachers in our LA have signed up for the programme (34).	Please see above.

English (United Kingdom)	GwE	<ul style="list-style-type: none"> ➤ Developed more productive relationships with my team ➤ Improved the performance management procedures for developing staff's personal professional development goals ➤ Greater understanding of the personality traits in people to empower them to work in better matched teams to utilise skills more productively 	<ul style="list-style-type: none"> ➤ SLT is now using coaching techniques to improve working teams for school improvement targets ➤ Empowering Aspiring Heads to question their leadership skills to solve problems and develop their leadership skills themselves 	10 so far	<ul style="list-style-type: none"> ➤ I am now coaching another Head and a member of my SLT and training my Deputy in coaching ➤ I intend to hold some coaching sessions for my Cluster Heads at the beginning of the Autumn Term
English (United Kingdom)	GwE	<ul style="list-style-type: none"> ➤ Better at coaching answers to solutions from the schools I work with rather than advising too soon ➤ Better at listening and focussing upon coaching approach in conversations ➤ Improved support for one or two individuals (so far) through coaching approach 	<ul style="list-style-type: none"> ➤ One head teacher has been supported to find a positive solution to a staffing issue which was impacting upon wellbeing. This has led to an improved relationship with the member of staff in the short run. ➤ I have become better at asking the right questions to support both colleagues and staff in my schools in self-reflection (which ultimately impacts upon problem-solving). 	<ul style="list-style-type: none"> ➤ Shared learning and understanding informally with several colleagues - everyone has benefitted from attending the training ➤ I have regular conversations around coaching with 2 colleagues in particular, which has improved my ability to understand coaching (and skills) 	I have planned coaching sessions in place with 2 colleagues this term. I plan to continue to use the approach with my schools and colleagues because it works.
English (United Kingdom)	GwE	<ul style="list-style-type: none"> ➤ Being aware of the difference between Coaching and Mentoring ➤ Having the variety of coaching tools ➤ Appreciating the importance of setting time aside to maximise impact 	<ul style="list-style-type: none"> ➤ With NQTs completing their induction ➤ To support teachers with CPD ➤ To develop more experienced teachers move to middle management 	One so far	Yes, as mentioned in point 3
English (United Kingdom)	GwE	<ul style="list-style-type: none"> ➤ Coaching is a large part of my role so I think it has improved me ➤ Made me think harder about being a truer 'coach' than a mentor at the appropriate times ➤ Provided me with more 'tools' for the box so can offer a more diverse approach now 	Coaching Headteachers through aspects of their school development planning	In conversation only - about a dozen - this due to nature of working conditions due to Covid restrictions.	To continue to refer to the good practice and the coaching techniques I identified with during the course.
English (United Kingdom)	GwE	<ul style="list-style-type: none"> ➤ Being able to use the strategies given to us ie The Wheel of Action during a SLT meeting ➤ Looking at the 3 Cornerstones of Questioning and using the OSCAR model for our appraisals 	<ul style="list-style-type: none"> ➤ NPQH meetings with potential headteachers ➤ Appraisals with TAs This will move forward with Performance Management 	3 colleagues	PM, appraisals, NPQH candidates

English (United Kingdom)	GWE	<ul style="list-style-type: none"> ➤ Strategies to help schools/ professionals to focus their thinking and think through clearly ➤ Confidence in questioning strategies and how to respond ➤ Confidence in dealing with and managing behaviours and reactions/responses from professionals we are working with 	Much more skilled in having meaningful and fruitful discussions with school professionals and dealing with the actual need and issues effectively.	A few, informally and internally	Plan to practice and use strategies
English (United Kingdom)	GWE	<ul style="list-style-type: none"> ➤ Strategies for performance development meetings applied ➤ Conflict resolution ideas used ➤ Inspiration for reflection on leadership style 	<ul style="list-style-type: none"> ➤ Enabling staff in independent decision making and preparation of action plans to make change or solve problems ➤ Encouragement of less confident staff to share views and feel that opinion is valued ➤ Quality time is spent with school community members, investing time in decision making, collaboration and planning that will have longevity due to the results brought about using coaching styles that work 	Senior leadership and ALNCo	<ul style="list-style-type: none"> ➤ Intention is to share within school first (small school) - all staff ➤ Introduced within performance development meetings ➤ Adapt for use within teams eg foundation phase when approaching projects
English (United Kingdom)	CSC	<ul style="list-style-type: none"> ➤ Questioning skills ➤ Use of coaching tools ➤ Benefits of a coaching approach for the team/organisation 	<ul style="list-style-type: none"> ➤ Introduced coaching approaches to members of staff across the organisation ➤ Consideration of how coaching could be embedded within the organisation ➤ Supported staff to determine goals and realise self-considered approaches to solving problems 	6	<ul style="list-style-type: none"> ➤ Train the train model across organisation ➤ Within line management context ➤ Within team development approach
English (United Kingdom)	CSC	<ul style="list-style-type: none"> ➤ Improved questioning ➤ Ability to listen harder and better ➤ Work with colleagues to coach and discuss 	<ul style="list-style-type: none"> ➤ Using techniques with members of staff has improved quality of conversation ➤ Working on coaching sessions with other HT colleagues has helped them It has given me opportunities to practice coaching skills 	3	Continue practising the skills have I have learnt and submit the L3 coursework.
English (United Kingdom)	CSC	<ul style="list-style-type: none"> ➤ Improved confidence during coaching sessions with others outside of my own school - being able to follow various formats ➤ Better insight into my own coaching style and preferred ways of communicating ➤ More formalised agreement based approach which has helped develop my professionalism 	<ul style="list-style-type: none"> ➤ Supported the work of individuals in my Senior Leadership Team as they make decisions about their professional development; and ➤ how they are going to work with colleagues in new ways (eg undertaking management roles for the first time and leading and managing their own teams) 	I have worked with 3 people from my own school.	Aspects of the programme will be used as part of the school improvement plan for next academic year.

English (United Kingdom)	GwE	<p>Very useful refresher of previous coaching training, and reminded me:</p> <ul style="list-style-type: none"> ➤ I try to be clear about problems and possibilities with head teachers and colleagues ➤ I always listen and play back the problem/context to the head teacher/teacher to ensure clarity for all parties ➤ I use the coaching tools to try to establish with school leaders what, exactly, are the blocks to progress and to identify positive solutions 	<p>I currently use the strategies mentioned about as part of my work with a school in an inspection follow-up category.</p> <p>I work with the head teacher and senior leaders to identify solutions to the post inspection recommendations and the coaching strategies are very helpful as I need to strike the balance between addressing problems and finding school-driven solutions.</p>	<p>I haven't explicitly shared the skills with colleagues, but I use the strategies several times a week.</p>	<p>As above. I intend to carry on using the very useful strategies that [REDACTED] shared with us.</p> <p>I enjoyed Dave's sessions - he was always very well prepared and delivered the course in a very engaging and professional manner.</p>
English (United Kingdom)	GwE	<ul style="list-style-type: none"> ➤ Improved listening ➤ Improved questioning ➤ Increased confidence 	<p>It's too early to see the impact on others.</p> <p>On a personal level, I am working more confidently as a coach/mentor and consider myself to be more reflective following the training. The various models are helpful as are the diagnostic tools.</p>	<p>I haven't trained anyone else.</p>	<p>Where I am working with senior leaders in school I intend to be more reflective on the way we work together, drawing attention to the coaching / mentoring methods and encouraging them to adopt a similar approach within their organisations.</p>
English (United Kingdom)	CSC	<ul style="list-style-type: none"> ➤ Impact on supporting school leaders with addressing their priorities, eg wheel of life, & cornerstone of questions ➤ Strategies used for achieving goals are being used, eg GROW, OSCAR ➤ The spectrum is used as an effective guide for mentoring and coaching individuals 	<ul style="list-style-type: none"> ➤ Team members to address problems or issues that hinder progress, eg rule of 3, GROW ➤ Coaching wheels used to support subject leaders to create action plans 	<p>10</p>	<p>In my day to day advisory and strategic work with schools and also my team.</p>
English (United Kingdom)	CSC	<ul style="list-style-type: none"> ➤ A deeper understanding of how coaching and mentoring differ and the impact that each can have on developing professionally ➤ Increased awareness of social styles and how the mix of coach/coachee can impact heavily on the desired outcome ➤ A broader range of techniques to draw on in order to coach colleagues towards their end goal 	<ul style="list-style-type: none"> ➤ Improved professional discussions – structure, direction, goal/aim ➤ Development of questioning techniques – bringing about deeper thinking from the coach and coachee ➤ Overcoming barriers to professional development opportunities - first recognising the barrier and collaboratively finding ways to overcome them ➤ Deeper knowledge of ethics within coaching 	<p>At present four colleagues are part of the dissemination process, with a view to extending this to the whole teaching staff in the near future.</p>	<p>Coaching and mentoring is a strategy that we are passionate about adopting as a school in order to support professional development and performance management. Currently we have four members of staff using techniques within and across the teams the work in or manage. The intention is that coaching and mentoring training will be rolled out to all staff and used across the whole school to continually develop roles and practices.</p>

English (United Kingdom)	CSC	<ul style="list-style-type: none"> ➤ Opportunities for reflection about impact of mentoring versus coaching - I am now adopting more of a coaching style when working with mentees ➤ Learning has been shared across SLT, aiming to build a coaching culture within this team ➤ 1:1s have been conducted with a greater emphasis on asking questions 	<ul style="list-style-type: none"> ➤ Staff appreciate when time is made for coaching conversations - this has a positive impact on satisfaction and wellbeing ➤ It is perhaps too soon to say with any confidence whether there has been an impact on performance 	6 members of SLT	We aim to continue to develop a coaching culture across our organisation.
English (United Kingdom)	GwE	<ul style="list-style-type: none"> ➤ I have developed my knowledge and skills of the coaching and mentoring models ➤ I have been able to use these with the staff I support/manage so have been better able to support them ➤ They have been better able to solve their own issues 	<ul style="list-style-type: none"> ➤ This has enabled those I support to be more effective in leading and managing their teams ➤ It has empowered them to find their own solutions 	5	I intend to do further reading on this and create more opportunities to use this in my work
English (United Kingdom)	CSC	<p>In response to the five questions asked (from the 3 of us in this school):</p> <ul style="list-style-type: none"> ➤ Greater awareness of techniques to support others ➤ Ability to share information gained ➤ Greater self-awareness of approaches to use to support others - including finding their own answers 	<ul style="list-style-type: none"> ➤ Greater awareness of approaches/questioning to use on an everyday basis ➤ Staff trust and wanting to talk 	Currently the three of us are supporting nine staff on a weekly basis (Wednesday - after school).	Continued sharing of knowledge with another group of people next term.
English (United Kingdom)	EAS	<ul style="list-style-type: none"> ➤ SLT meetings on Afl ➤ Dealing with CfW with Deputy Head ➤ Encouraging ownership in curriculum leaders 	<ul style="list-style-type: none"> ➤ Afl policy. Previously a point of divergence and misunderstanding around scope, impact and implementation. Now we have SLT approach and a plan to roll out to whole staff. 	SLT, especially	PM in September and post-lesson observation meetings for feedback/forward.

English (United Kingdom)	CSC	<ul style="list-style-type: none"> ➤ I have introduced a coaching programme in my school and aim to embed this in the future. This is a direct result of attending the coaching and mentoring programme. ➤ I have worked some time for self-reflection and thinking into my week. This has had an impact on my wellbeing and ultimately my performance. ➤ I have developed a range of strategies to use in my role as a Leadership Coach for CSC. I have been able to use different coaching tools depending on the personality and character of the person that I am coaching. 	<ul style="list-style-type: none"> ➤ Some of the professionals that I have coached have been successful in applying for new jobs (such as deputy headteacher). Coaching has helped them prepare for this role and also prepare for interview. ➤ I have provided training for several staff on coaching and mentoring. This has allowed them to use strategies covered with their own teams. This has built confidence and helped to move certain aspects of the school improvement plan forward. 	I have trained three members of staff and shared my learning and understanding with them. However, I have shared the strategies in a more general way with all teaching staff (10 in total).	<p>Our school is hoping to embed the practice of coaching into our professional development plan. This will sit alongside performance management as a useful way to allow staff to gain confidence, solve problems, understand their own learning etc.</p> <p>I am currently undertaking the ILM Level 3 in coaching and hope to continue to learn and develop my own coaching experience.</p>
Cymraeg (Y Deyrnas Unedig)	GwE	<ul style="list-style-type: none"> ➤ Y gallu i coetsio yn effeithiol ➤ Gallu rhannu gwybodaeth a phrofiadau gyda staff eraill ➤ Gwybod am y gwahanol fodelau sydd ar gael er mwyn cynorthwyo 	Effaith sylweddol o ran fod yn agored i drafodaeth broffesiynol a gallu trafod yn agored a defnyddio dulliau mentora a coetsio effeithiol wrth drafod gyda rheolwyr staff yn yr Ysgol wrth gefnogi a herio er mwyn datblygu.	Wedi rhannu efo 4 cydweithiwr sydd ar yr uwch dim arwain yn yr Ysgol.	Hwn yn rhan o gylch datblygu yr Ysgol er mwyn datblygu arweinyddiaeth ar y Cynllun Datblygu Ysgol. Mae hwn hefyd yn rhan o waith sydd yn mynd rhagddo yn yr Ysgol i gefnogi rheolwyr canol er mwyn datblygu systemau ac arweinyddiaeth yr Ysgol ymhellach.
English (United Kingdom)	CSC	<ul style="list-style-type: none"> ➤ As a senior leader with responsibility for Professional Learning in school, I have spent considerable time training all staff on the principles of coaching. This course gave me a chance to reflect and develop my own coaching practice even further. ➤ Provided an opportunity to coach colleagues outside of my organisation thus further refining and developing my skills ➤ Introduced opportunity to reflect on coaching ethos and provided some additional models and tools 	All staff in school have been trained on basic principles of coaching and we use this as part of our enquiry process, as well as when planning for curriculum implementation and also as a tool for facilitating lesson observation feedback.	I have shared the specific programme in detail with 3 colleagues but all our teaching and support staff have also received basic training in coaching.	It is the plan to continue to develop a coaching culture across all areas of school life. It will be a vehicle for supporting colleagues as we plan for curriculum implementation. We also plan to utilise this with pupils as a means of facilitating feedback and also as we move towards compliance with ALN reform in the creation of IDPs.

English (United Kingdom)	ERW	<ul style="list-style-type: none"> ➤ Improved understanding, skills set and knowledge of coaching and mentoring ➤ Confidence to use strategies, based on research, to effectively implement coaching and mentoring ➤ Ability (due to the detailed resources and training provided) to implement coaching and mentoring to benefit others, including training my senior leaders with the knowledge and skills 	<ul style="list-style-type: none"> ➤ Teacher with 5 years' experience unsure of where career path ➤ Teacher adjusting to returning to work following a long-term absence ➤ Teacher returning from the yearlong Welsh sabbatical 	5	Just embarking on training senior leadership team in my school
English (United Kingdom)	CSC	<ul style="list-style-type: none"> ➤ Knowing the difference between a coach and a mentor ➤ Understanding the positive impact coaching can have on an individual and subsequently the workplace 	Helping a work colleague see the wood for the trees – this helped them move beyond a tricky patch.	Anecdotally – a handful (I am still in the middle of the programme)	Yes – applying for the level 3 course
English (United Kingdom)	GwE	<ul style="list-style-type: none"> ➤ The different types of coaching techniques that are used have been incredibly valuable in Performance Management meetings ➤ Having different strategies in place to deal with different issues ➤ Highlighting the difference between coaching and mentoring in order to improve my own strategies with colleagues 	<ul style="list-style-type: none"> ➤ As part of our ongoing Performance Management cycle ➤ As part of our middle management structure to enable colleagues to apply for other posts 	Two - hopefully more by the end of the year	For many years to come as it is integral to our Performance Management cycle
English (United Kingdom)	EAS	<ul style="list-style-type: none"> ➤ Using recognised coaching approaches in conversations with staff ➤ Used recognised coaching approaches during performance management meetings ➤ Greater understanding of why I do things the way I do them 	Too early to say	About to train 5 senior leaders in my own school	About to train 5 senior leaders in my own school to enable them to support colleagues/NQTs and Students

English (United Kingdom)	GwE	<ul style="list-style-type: none"> ➤ Helping people to prioritise, by realising where they were with each priority and allowing them to decide the order of priorities ➤ Helping me to work with mentees with different social styles ➤ Helping me to realise that if people are supported to find the answers for their problems by themselves, that this is far more powerful than me just providing answers 	<p>Social Styles / Reverse Brainstorming / Coaching Wheel - have been the three of many tools developed as part of the course that I have used. They have really helped me move forward with one of my mentees.</p> <p>They can now prioritise much more effectively.</p>	<p>Owing to currently working from home, only my immediate team.</p> <p>I have discussed the training with members of my team, but they have also received the same training.</p>	<p>Once we are able to go back into schools, this training will be invaluable in supporting my coaching/mentoring/developing of individuals in my schools. I will definitely continue to use the tools mentioned above.</p>
English (United Kingdom)	CSC	<ul style="list-style-type: none"> ➤ Implementation of coaching across the school and with a range of staff members ➤ Confidence in delivering coaching sessions ➤ The ability to listen and coach as opposed to mentoring the client 	<ul style="list-style-type: none"> ➤ Staff member gaining permanent employment within school ➤ Conflict resolution of staff members and a decrease in anxiety with client ➤ Improved Teaching performance as a result of a decrease in anxiety and tensions 	4 members of staff	<p>Intend to roll out a coaching ethos across school with regards to T&L. Long term goal is to reach out to cluster schools within the network to implement a coaching ethos across those schools too to drive improvement in performance of teaching and learning.</p>
English (United Kingdom)	GwE	<ul style="list-style-type: none"> ➤ An ability to understand the situations when people need coaching rather than mentoring ➤ I am now able to use the coaching strategies to offer a different level of support to schools - rather than just offering solutions ➤ Now have more confidence to understand the needs of colleagues and be able to offer the correct type of support for them 	N/S	3	<p>It will be used to help support the challenges of the new curriculum in allowing staff to take ownership of the developmental shift needed for a successful transition.</p>
English (United Kingdom)	CSC	<ul style="list-style-type: none"> ➤ Being able to roll out a whole school initiative which will have a positive impact on our staff ➤ Have learnt how to listen and speak with staff more effectively ➤ Better understanding of others and how they might learn or act in certain situations. This in turn has helped me to lead my team in a more productive way 	<p>One member of staff has now been offered a permanent contract in our school, after being coached. His feedback was that coaching helped him keep focused to achieve his goal, he was more motivated and feels empowered to make his own targets and be self-reflective.</p> <p>Senior Leadership Team now has a better understanding of what coaching is after receiving the training. We have now decided it would be great to support our sharing of good practice and self-reflection in our classrooms. All teachers will be receiving this training in September with a view to starting a coaching programme to improve teaching and learning.</p>	Three currently but we will be delivering to all teachers in the school in September - twenty-two in total.	<p>We will be implementing a whole school coaching and mentoring programme through non-judgemental lesson observations. Staff will be paired up and will observe practice then from that a coaching session will commence.</p>

English (United Kingdom)	EAS	<ul style="list-style-type: none"> ➤ My confidence has improved greatly ➤ My awareness and use of open questions and being an active listener more ➤ My TLR role has had a positive impact where I am able to meet with staff for coaching sessions which in turn improves their well being 	<ul style="list-style-type: none"> ➤ My coachees have provided positive feedback which has been fed back to my school's PL Lead ➤ Facilitated sessions where staff have resolved their own problems in a calm environment 	10	<p>We are hoping to implement a coaching culture within school, at present this is being discussed with the head and the PL Lead before we deliver in house coaching training.</p> <p>We are hoping to incorporate coaching and mentoring within the schools performance management process.</p>
English (United Kingdom)	ERW	<ul style="list-style-type: none"> ➤ Improved ability to enable me to stand back and listen and not jump in with my suggestions - especially when working with newly qualified teachers and special school HTs ➤ Increased confidence that I am mentoring more effectively – NQTs ➤ Using the skills gained from the training in meetings to enable improved discussions 		Shared the learning with special school HTs in network meeting.	<ul style="list-style-type: none"> ➤ To support NQTs when in EV role ➤ To support special school HTs in network meetings ➤ To mentor colleagues as required through PM role
English (United Kingdom)	GWE	<ul style="list-style-type: none"> ➤ Listening more openly to staff without intervening> More attuned to staff relationship dynamics across the school ➤ Clearing my diary more readily to sit with staff as necessary 	Team member was unsure about how they should move forward within their own role. After several sessions, they chose to relinquish part of their role to address their wellbeing.	One so far	Informally initially and within our current systems
English (United Kingdom)	CSC	<ul style="list-style-type: none"> ➤ Ability to coach others ➤ Better understanding of questioning techniques ➤ Ability to give guidance to others on coaching and mentoring 	Supporting others to develop their coaching and mentoring techniques.	32 (as part of the SLDP for CSC) and 3 staff internally.	Continue to coach and to develop others.

English (United Kingdom)	ERW	<ul style="list-style-type: none"> ➤ Greater knowledge of questioning techniques and effective questioning to support Newly Qualified Teachers ➤ Tools and techniques to support and manage rapport building and to manage more challenging conversations ➤ Opportunity to develop skills and provide training across the cluster 	This is still ongoing as we are developing strategies to roll out coaching opportunities in the school, cluster and Local Authority.	I have worked with a triad in the local authority to gain coaching experience. In addition, I have established a coaching relationship with one member of staff in my organisation. We are in the process of establishing how we will roll out the train the trainer aspect across the Local Authority to utilise skills and experience.	Still being finalised, we're considering a move to use coaching and mentoring to support Internal Mentors for NQTs. Suggestion to establish a coaching support network for headteachers and new leaders.
English (United Kingdom)	GwE	<ul style="list-style-type: none"> ➤ More patience when dealing with individual staff has led to less conflict situations ➤ Feeling less pressure to provide a solution or answer 	<ul style="list-style-type: none"> ➤ Over recent weeks individual members of the team have volunteered to lead on solutions to problems without any prompting from my role as headteacher. For example we have experienced an increase in pupil to pupil conflict since lockdown. This has resulted in a member of the leadership team commencing a full review of our anti-bullying policy through research, setting up a working party and collaborating across the service with parents, pupils and staff. This occurred without any solutions or ideas being proposed. ➤ Secondly a pastoral manager who has taken responsibility for a whole service safeguarding review process has opted to lead the service through an 'award programme' for United Nations Rights of the Child. ➤ It is difficult to assess whether these two examples are a direct result of a shift in my approach towards coaching individuals or during SLT meetings however I would suggest it is! 	Informally - 2	Plan to coach two pastoral managers

English (United Kingdom)	CSC	<ul style="list-style-type: none"> ➤ Area 1 = Impact on my own practice as a coach. I have used the RDG tools and techniques consistently in my own professional coaching conversations with my coachees and have also found they bring structure and a forward looking focus to other professional conversations too. ➤ Area 2 = impact on my leadership activities with the team I lead. As a result of the programme, coaching has become a driver in terms of target setting and strategic planning, working to support teaching assistants, student teachers and newly qualified teachers. ➤ Area 3 = Becoming a member of the WG strategic sub-group working to develop Phase 2 of the National Coaching model. 	<p>As a result of the programme, we have disseminated the training materials to 22 Induction mentors, 13 of whom we were able to fund to undertake the ILM L3 programme.</p> <p>These L3 IMs will then help us deliver another round of sharing the programme in twilights in Autumn Term. Additionally, we will be delivering the programme to a cohort of Higher Level Teaching Assistants in Autumn as well.</p>	<p>Please see above. 22 IMs. We plan to secure interest from two further cohorts later this term.</p>	<p>Coaching and mentoring approaches, whether implicitly or explicitly are firmly embedded in my team's daily interactions and plans for the future</p>
English (United Kingdom)	CSC	<ul style="list-style-type: none"> ➤ Use of questioning style in general team conversations ➤ Greater understanding of the various personality styles I am working with ➤ Improved listening skills - being conscious of my own active listening 	<ul style="list-style-type: none"> ➤ Being able to better facilitate decision making and action planning in the team ➤ Feedback from coachees is that they are finding the sessions very valuable and it is supporting them in their roles 	<ul style="list-style-type: none"> ➤ Formally through training - 6 ➤ Formally through coaching sessions – 2 ➤ Informally through conversation – anyone who'll listen! 	<ul style="list-style-type: none"> ➤ Organisation decisions need to be made around how we provide coaching to any who want it ➤ Within the team asking questions to unlock thinking

Annex D



Quantitative Programme Feedback

Quantitative Programme Feedback

(completed by approximately 20% attendees to date)

96% indicating that they found the course materials relevant and understandable

96% found that the course flowed in a logical sequence

100% stated that the knowledge gained was beneficial

97% reported that they would apply the knowledge gain from the programme

83% felt that the course duration was about right.

96% indicated that the trainer encouraged delegate participation

98% responded that they would recommend the programme trainer to others

89% replied that they would recommend the programme to others

Comments included

"The training was superb! It was delivered in a supportive and encouraging way that gradually built your confidence in developing effective coaching strategies."

"Incredibly positive experience, facilitated extremely well and very useful for leadership practice."

"Great course. I loved the way it was designed and delivered. I appreciated the care taken to deliver each session and I also enjoyed the presentation and workshops which kept me fully engaged. I plan to apply what I have learned from this course in my own workplace. Thank you [redacted] – brilliant!"

Welsh Education Consortia Coaching & Mentoring



Qualitative Programme Feedback and emerging themes

Qualitative Questionnaire elicited the following responses

Emerging Themes

This questionnaire found several key themes emerging, notably which align with core Welsh Government and Consortia school improvement objectives, demonstrating the positive impact coaching and mentoring is affecting in practice. Exemplars of the numerous testimonials are detailed below.

- **Developing a culture of coaching and mentoring in both schools and the consortia.**

"Colleagues within our Professional Learning Alliance will greatly benefit from the training so this will have far wider impact."

"Coaching and mentoring approaches, whether implicitly or explicitly are firmly embedded in my team's daily interactions and plans for the future"

"We have plans to train all members of our Leadership Team during the Summer Term - 8 members of staff with the vision to rolling it out further next year. We have also discussed as a cluster how we can support each other and train coaches/mentors across the community of schools."

- **Performance Management & Staff Development**

"We are developing a culture of coaching and mentoring. All have identified their targets and goals and have chosen possible coaches and mentors. All staff have undertaken their first coaching and mentoring training session and have met with their 'coach/mentor' to start working towards their personal and professional development target (s)"

"Used recognised coaching approaches during performance management meetings"

Welsh Education Consortia Coaching & Mentoring



Qualitative Programme Feedback and emerging themes continued

Emerging Themes continued

- **Enhanced leadership style**

"I will use what I have learned in my practice as a headteacher in negotiation, motivation and mentoring staff, pupils, parents and governors."

"I have been able to use these with the staff I support/manage so have been better able to support them"

"I have learnt to listen as a member of the SLT rather than give advice straight away"

- **Enhanced and more productive working relationships**

"Much more skilled in having meaningful and fruitful discussions with school professionals and dealing with the actual need and issues effectively."

"Strengthening the team by understanding and appreciating each other's values"

"Staff more focused after Line Management meetings"

- **Classroom management and pedagogical practice**

"Enabling colleagues to make changes in practice that impact positively on classroom management and practice, and to actively access leadership courses to help fulfil career aspirations"

"Afl policy. Previously a point of divergence and misunderstanding around scope, impact, and implementation. Now we have SLT approach and a plan to roll out to whole staff."

"The professional learning has enabled others in the team to coach other practitioners on development programmes, developing their professional knowledge and skills."



Qualitative Programme Feedback and emerging themes continued

Emerging Themes continued

- **Well-being**

"One head teacher has been supported to find a positive solution to a staffing issue which was impacting upon wellbeing. This has led to an improved relationship with the member of staff in the short run."

"Helping a work colleague see the wood for the trees – this helped them move beyond a tricky patch."

"Supporting Wellbeing Leads via coaching conversations."

- **Empowerment**

"Enabling staff in independent decision making and preparation of action plans to make change or solve problems"

"Empowering Aspiring Heads to question their leadership skills to solve problems and develop their leadership skills themselves"

"Greater confidence and ability to find their own solutions, be empowered to act"



Coaching & Mentoring to support Curriculum for Wales Programme Feedback

"The content has been really good and the association right across the CfW journey has been made perfectly clear. Although the models, tools etc were presented in themes, they appear to be really flexible and can be used at many points across our plan. (And elsewhere across the school too!!)"

"The refresher of the coaching tools and how they can be used in empowering the CfW stakeholders specifically was really useful, as was [redacted] coaching experience and knowledge of the content."

I wish I'd have done this programme 12 months ago, the information provided appears really useful and we, as a school, are already discussing where we can use it to enhance of CfW plan and evaluation."

"The opportunities created during the session allowing us to apply the knowledge and discuss with peers where and how we could use them was invaluable. The networking opportunity itself was enjoyable and supportive."

"It would have been nice to have had more participants on it, saying that, the smaller group did make for more insightful discussions."

"Seeing [redacted] using his coaching skills to empower us to solve our problems (presented to him during the sessions) really encourages me to use my coaching skills with my team. For sustaining the efforts into the delivery of the new curriculum and within my leadership role in general."

"When is the programme next being run? I'd like to recommend this to colleagues in my cluster."

Welsh Education Consortia Coaching & Mentoring