

What skills and competencies
does a professional education
coach need to have?

Coaching in education

Coaching skills needed to align to the Soft skill requirements of the Fourth Industrial Revolution

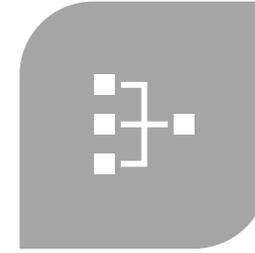
- Resilience
- Cognitive flexibility
- Intuitive thinking
- Creative thinking
- Critical thinking
- Complex problem solving
- Decisive decision making

- Lead and follow people
- Service orientation
- Flexible and adaptable in different roles and fields.
- Cohesive, synchronised and collaborative work, within and between teams
- Process and interpret unstructured information

The necessary training skills for Education Coaches



COACHING SKILLS



UNDERSTANDING OF THE
ORGANOGRAM



DATA COACHING
(ANALYSIS AND
INTERPRETATION OF DATA)



GOVERNANCE AND
POLICIES

The emphasis of the coaching program was on:



Coaching, soft and leadership Skills



performance in the schools



classrooms, management



support services of the schooling system.



Data analysis



Curriculum planning and management

Teams, as well as individuals, learnt how to think more effectively.

Changes or improvements in the way teams think do not happen overnight. But with sufficient coaching and practice, teams gradually started to change as they learnt to apply sound thinking concepts in meetings and in everyday situations. This was driven by the trained HODs with the support of coaches. This journey of accreditation was completed over a period of 3 years.

Continuous professional learning

The process and development
of norms and standards that
informed accreditation and
Quality Assurance

To be found competent by the assessor, you
needed;

- To have attended all 3 days training x 4
- To complete the PoE booklet **fully** – (SAQA recognised.)
- To complete **60** coaching hours with people in your workplace and complete the associated documentation.
(4 of the sessions observed and feedback given by assessor/s.)
- The PoE and the coaching documentation had to all be submitted by the appointed deadline date.

Requirements for accreditation:



The programmes (and/or assessments) offered must culminate in unit standards and/or qualifications registered on the National Qualifications Framework (NQF).



The design, content and learning materials are aligned to the unit standards and/or qualifications.



There should be suitably qualified facilitators and coaches to support and assess trainees.



The trainees must have access to adequate learning support services.



The assessment methods and tools used to measure the requirements for the unit standard and/or qualification were fair, valid and reliable, and used to enhance learning

Outcomes from the teacher coaching development

❑ HODs found that coaching enabled them to:

- Embed professional standards into their professional development.
- Building awareness, responsibility and ownership.
- Provide a shared language to talk about their knowledge, values, skills and practices as educators.
- Created safe thinking environments for conducting fact based data driven coaching with regards to learner and educator performance.
- Improved M&E of performance and interventions.
- Cascaded learnings to team members which subsequently changed the school culture.



Overall Outcome

We supported HOD's to create a culture of professional improvement, feedback, collaboration and growth through learning conversations between colleagues.