

**INVESTORS IN PEOPLE
REVIEW REPORT**

for

YSGOL GYNRADD ABERAERON

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On behalf of: **Investors in People Wales**
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Report date: **June 2013**



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Review Objectives

The following objectives were agreed during the planning stage of the review:

- Confirmation that the school has retained its silver status Investors in People accreditation
- PLCs – best practice
- Development of support staff

Confirmation that the school has retained its silver status Investors in People accreditation

I am pleased to confirm that Ysgol Gynradd Aberaeron was able to provide sufficient evidence to satisfy both the Investors in People core standard and also sufficient additional evidence requirements contained within the Investors in People framework to retain its silver accreditation status.

The school's planning processes equate to the Investors in People planning principle in all respects. The school improvement plan, based on the Estyn common inspection framework contains both goals and targets that are monitored on an ongoing basis. These are based upon the Welsh Government's priorities for literacy and numeracy and take into account Welsh Language proficiency and tackling social deprivation. Moreover the plan is produced through a democratic process that involves all teaching and non-teaching staff and represents the views of all stakeholders including pupils, parents and the local school community.

Learning and development activities are linked to the achievement of the school improvement plan. Grant support through the School Effectiveness Grant (SEG) enables staff development activities to occur in relation to the Welsh Government's priorities although broader staff learning activities funded through the school's main budget also occur. The school has also introduced many innovative approaches to staff learning. Some staff have been actively engaged in professional learning communities and have found these of benefit in developing approaches to literacy and numeracy development. Shadowing, coaching and on-the-job development was also in evidence during the course of this review.

Indicator 3 of the Investors in People standard refers to equality of access to learning and development opportunities and within the extended framework to broader equality and diversity policies and practices. All staff interviewed confirmed that the school was an inherently fair employer and were able to provide evidence that they all had opportunity to learn and develop. A high degree of morale and the satisfaction and stimulation of being part of a cohesive team with clear goals and roles was very much in evidence during the course of the review.

The headteacher ably supported by her senior team as well as the school's governing body demonstrated excellent leadership competence. They gave the school a clear sense of direction and purpose with which all staff identified. All senior staff were considered very effective in their role by staff interviewed. Staff stated that the senior team practised a distributed leadership style which enabled individuals to take responsibility for their role within the school whilst being ably supported by their senior colleagues where necessary.

Other facets of the Investors in People standard were also ably satisfied. A salient feature noted at interview was that all staff felt valued and recognised for their contribution. This manifested itself formally through staff meetings and the performance management system and equally importantly through day-to-day interaction between

staff and their senior colleagues. School governors were also singled out for their support and interest in the responsibilities and contribution of staff to the school's success.

The evaluation of learning and development activities follows a number of distinct steps. In the case of external training events for example, an evaluation sheet is normally completed at the end of the learning activity and handed to the course tutor. On return to school staff share knowledge and skills gained with colleagues. In some cases an action plan will be formed to apply new learning into the school in a structured, systematic format. A further longer-term evaluation of staff learning and development will take place during professional interviews which form part of the performance management system.

At a whole school level – self-evaluation is one of the main mechanisms for assessing the overall impact of staff learning and development on school performance. The costs and benefits of learning and development are taken into consideration as well as other factors that have contributed to the success of the school on both a termly and annual basis. I have included in Appendix B some notes on the evaluation of learning and development based on best practice both within and outside the education sector. This information will hopefully be of further assistance to the school in the way it assesses the actual impact of staff learning and development on its performance.

Having achieved silver status accreditation as an Investor in People at two successive Investor in People assessments, the next goal for the school should be to achieve Investors in People gold status at its review in 2016. I have included this as a recommended goal in the continuous improvement plan contained at the end of this report.

PLCs Best Practice

Best practice in the application of professional learning communities was the second objective agreed upon for the review. PLCs represent an innovative approach to learning and development promoted by the Welsh Government based on the research of the Canadian academic, Professor Michael Fullan. In particular I was asked to advise on the project management aspects of running PLCs and to this end I have included some practical notes in Appendix C.

The Welsh Government has defined a professional learning community as *“a group of practitioners working together using a structured process of enquiry to focus on a specific area of their teaching to improve learning outcomes and so raise school standards”*

To be effective PLCs need to:

- Have the responsibility to try new learning and teaching strategies in order to extend their own professional development and learning
- Enquire as a group in order to generate new professional knowledge and learning
- Implement the most effective learning and teaching solutions.

Hopefully the school will find the notes in appendix to be of assistance in achieving these aims. If adopted, the school could trial the suggested approach to an internal PLC before persuading colleagues from other schools to adopt the same methodology for collective PLCs.

International PLCs

A recent innovation in regard to PLCs has been the promotion by the British Council of international PLCs. These adopt the same methodology and add an international dimension to shared learning and development forging in the process international links currently with schools in India and the USA. The Indian links concern numeracy while those in the USA concern reducing the impact of poverty on educational attainment.

British Council grants are available from the British Council for interested school to participate in international PLCs. Further information may be obtained from www.britishcouncil.org/wales.

Development of support staff

Development of support staff was the final objective set for the review. With the curtailing of grant support for learning and development opportunities beyond the Welsh Government's priorities for primary education formal learning and development opportunities for support staff are limited. However teaching and support staff can gain benefit from training events concerning literacy and numeracy as well as taking advantage of the feedback sessions that teaching staff hold with staff on return from specific learning events. In the case of other support staff, formal learning opportunities are even more limited.

Below I have categorised some of the support that school can provide for both their teaching assistants and also administrative and site support staff which the school may find of help in this regard. Other support staff, namely cleaning and catering staff are usually part of a service level agreement with the school which places a contractual obligation on the service supplier to provide qualified and competent staff.

Teaching Assistants

Beyond the attainment of formal NVQ and HLTA qualifications, the opportunities for teaching assistants to undergo formal external training have diminished as budgets have tightened and have become ring fenced to address specific aspects of teaching and learning.

To compensate for reduced external opportunities the school could consider a range of in-house activities to extend the overall competence and confidence of teaching assistants. I have included below a list of options that the school could adopt, some of which are no doubt already in place:

Observing good practitioners:

- observing other teaching assistants in action
- watching a colleague present an assembly
- observing a visiting expert
- shadowing a fellow teaching assistant or a teacher
- visiting and seeing teaching assistants at work in other schools

Extending professional experience:

- leading aspects of school-based INSET
- rotation of roles/jobs
- assuming the role of leader for an initiative in school
- working with teachers on extra-curricular activities

- taking part in staff conferences on individual pupils
- working with other professionals who work in the classroom
- sharing with a group of colleagues from other schools who do similar jobs
- contributing to a professional publication
- working with a line manager to redefine your job description
- participating in appraisal
- serving as a governor
- contributing to in-service courses
- working with another teaching assistant in a team
- collaborating with peripatetic teachers
- mentoring a newly appointed teaching assistant
- organising a display in collaboration with colleagues

Working with pupils:

- taking responsibility for group of pupils on an off-site visit
- supporting across a wide age and ability range
- reflecting on feedback from pupils
- working with pupils to present an assembly, play, musical performance etc.
- evaluating work with pupils
- mentoring an individual pupil

These various options could be the subject of discussion with teaching assistants and the preferred options could form part of both the school development plan and also individual teaching assistants' personal development plans. Achievement could be recorded in individuals' personal development portfolios. Moreover such developmental activities could be linked to the National Occupational Standards for Teaching Assistants as a benchmark of progress made.

In this context the National Joint Council (NJC) for Local Government Services has developed a skills pathway for teaching assistants. The council has identified four levels of teaching assistant roles and developed generic job profiles for each of these. The generic job profiles provide *“a starting point to encourage a structured approach to job and career development and to clarify the increasing levels of responsibility and autonomy that staff can expect to take on if they progress through the four levels of the model”*. The details of the skills pathway available at www.improvementnetwork.gov.uk provide valuable information and advice on the development of teaching assistants.

Administrative and Site Management Staff

As already confirmed, the learning and development opportunities for administrative and site management staff are also limited. Office based staff usually attend local authority organised training in relation to the school's data management systems while any site management learning is usually limited to health and safety training.

Some of the learning options already suggested for teaching support staff could also apply to the school's administrative team as well as site management staff. Such activities could include visits to other schools, school cluster learning activities and work shadowing. Job enrichment is another technique to develop such support staff in the absence of recognised learning and development programmes. Job enrichment can be defined as a means of *improving processes and the work environment in order for them to be more satisfactory to employees*. To introduce job enrichment, the school should consider applying the following criteria:

- Clear and measurable performance objectives

- Sufficient resources for each member of staff to fulfil their roles effectively including training and development
- A supportive network through peer contacts
- An enabling management style as well as favourable working conditions such as flexitime and a willingness to provide time off work for personal and family reasons
- Recognition and appreciation on the part of managers and colleagues
- Removal of barriers to fulfilling one's job effectively such as simplifying standard operational procedures related to the job
- Ensuring sufficient variety in the job.

Lunchtime Supervisors

Lunchtime Supervisors have very limited opportunities to learn and develop. There are also practical problems that militate against extended learning and development programmes. The short duration of employment – usually an hour a day – and such staff's availability to undertake any structured learning programmes, often proves to be a barrier to learning and development activities. Cost is another factor, as training would most probably have to be paid for over and above contracted hours.

Despite practical barriers to training lunchtime supervisors, the development of such staff in schools is still worthy of consideration. Main development areas relevant to the role include the following:

- Dealing with challenging behavior
- Anti-bullying procedures
- Health and safety
- Use of Epi-pen
- First aid
- Food hygiene
- Healthy eating
- Germ prevention
- Asbestos awareness
- Safeguarding
- Dealing with emergency situations (e.g. dangerous dogs; suspicious strangers)
- Establishing a peaceful playground
- Communicating effectively with children
- Planning lunchtime play
- Managing wet play.

The school could consider in conjunction with lunchtime supervisors themselves how best to address learning needs pertaining to the job. Regular team meetings throughout the school year would enable a dialogue to ensue on such learning activities. A knowledge and skills self-assessment could also be introduced to determine current levels of knowledge and skills and any particular needs to be addressed.

Coaching is a popular form of staff development that the school does apply, In support of this I have included some notes within Appendix D on both coaching and mentoring which may prove of use in this context.

Learning Environment

Finally to conclude this section here are some thoughts on creating a conducive learning environment to facilitate some of the initiatives described above.

Adults learn better:

- In an informal, non threatening environment
- When they want or need to learn
- When individual learning needs and learning styles are catered for
- When previous knowledge and experience are valued and used through active mental and physical participation in learning activities
- When sufficient time is provided for the assimilation of new information, practice of new skills and development of new activities
- When opportunity is given to practise or apply what has been learnt
- When there is guidance and a measure of performance so that learners have a sense of progress towards their goals.

Relevance

Learners must see something of relevance in the training – personal value, job relevance or importance to them. Therefore:

- Provide answers for learners so that they know ‘What’s in it for me’
- Relate the learning to learners’ needs/wants
- Refer to and use learners’ previous knowledge and experience
- Use job simulations and authentic activities to test learning
- Show how the information and skills gained can be applied at school.

Confidence

So that learners believe that they can accomplish goals and be successful:

- Ensure that the learning aims or objectives are achievable
- Provide opportunities for successful practice
- Encourage participation and involvement
- Give participants some control and input.

Satisfaction

To increase learners’ motivation, increase internal satisfaction from a development activity by:

- Providing opportunities for participants to demonstrate their skills or knowledge
- Reinforcing success through praise
- Going easy on criticism and never making it personal
- Providing external rewards and recognition e.g. certificates or awards etc.
- Reinforcing participants’ satisfaction at having completed the learning activity by maintaining an interest in their development and progress thereafter.

Strengths and Areas of Good Practice

Many strengths and areas of good practice arose during the course of this review. They include:

- Very effective leadership on the part of the headteacher and her management team
- A professional and cohesive staff team dedicated to the success of the school
- Supportive governing body who fulfil well their role as ‘critical friends’
- Close working relationships within other schools in the local schools’ cluster
- A single status school with all staff irrespective of grade or position given equal opportunity to learn and develop
- Child centred practices that enable all pupils playing key role in every aspect of the school’s activities

Continuous Improvement

The organisation is encouraged to consider the following areas for continuous improvement:

- The school has succeeded in achieving Investors in People silver status for two consecutive Investor in People assessments. To gain even further benefits from Investors in People the school should seek a gold level accreditation at its next review in June 2016
- Further develop the use of PLCs by adopting project management principles as described and also take advantage of the opportunities available from The British Council to participate in international PLCs that focus on how literacy and numeracy are taught in other countries
- Develop other means of supporting the learning and development of support staff to compensate for the restrictions in budget and opportunity for such staff to attend external learning events
- Examine current practices in relation to the evaluation of staff learning and development and consider some of the approaches included within this report to assess the overall costs of benefits of learning and development and their impact on school performance.

Outcome

Having carried out the review process rigourously and in accordance with the quality assurance guidelines monitored by Investors in People Wales, I conclude that, Ysgol Gynradd Aberaeron has retained its silver status accreditation. Achieving silver additional accreditation shows you are forward thinking in cascading best practice throughout the school and that you demonstrate a progressive approach to school improvement through people.

Accreditation as an Investors in People silver status is, therefore, maintained as from 13 June 2013.

Your follow up review should take place in January 2015

Assessor Signature: *Neil Hursttable*

Date: 18 June 2013

On behalf of Investors in People Wales

Date of 18 month interaction: January 2015

Date of 3 year Review: June 2016

INVESTORS IN PEOPLE - CONTINUOUS IMPROVEMENT PLAN

Organisation Name:	Ysgol Gynradd Aberaeron	Date of interim Review:	Jan 2015
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Area for improvement (identified in assessor's report)	Action proposed	By When	By whom
The school has succeeded in achieving Investors in People silver status for two consecutive Investor in People assessments. To gain even further benefits from Investors in People the school should seek a gold level accreditation at its next review in June 2016			
Further develop the use of PLCs by adopting project management principles as described and also take advantage of the opportunities available from The British Council to participate in international PLCs that focus on how literacy and numeracy are taught in other countries			
Develop other means of supporting the learning and development of support staff to compensate for the restrictions in budget and opportunity for such staff to attend external learning events			
Examine current practices in relation to the evaluation of staff learning and development and consider some of the approaches included within this report to assess the overall costs of benefits of learning and development			

and their impact on school performance.			
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Ref: Assessment – Review Report September 2012



Llywodraeth Cymru
Welsh Government



APPENDIX A: Evidence Requirements Results

Please use the key to refer to all the evidence requirements addressed by this review.

- | | | | |
|----------------|----------------|-------------|--------------------|
| 39 | = the Standard | Key: | Y = Selected |
| additional 26 | = Bronze | | N = Not selected |
| additional 76 | = Silver | | P = Possible |
| additional 126 | = Gold | | X = Not applicable |

Total number in this review: 128

	Indicator										
	1	2	3	4	5	6	7	8	9	10	
1	√	√	√	√	√	√	√	√	√	√	1
2	√	√	√	√	√	√	√	√	√	√	2
3	n/a	√	√	√	√	√	√	√	√	√	3
4	√	√	√	√	√		√	√	√		4
5	n/a		√	√			√	√	√		5
6	√			√	√		√	√			6
7		√		√			√				7
8		√	√	√	√		√				8
9		√	√	√	√		√				9
10		√	√	√	√		√				10
11		√	√	√	√	√	√				11
12	√	√	√	√	√		√				12
13		√	√	√	√	√	√				13
14	√	√	√		√		√				14
15	√	√	√		√		√				15
16	√	√	√		√		√				16
17	√	√	√		√	√	√				17
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Appendix B - Evaluation of learning and development

Whilst the evaluation of learning and development was not a specific objective set for the assessment, I have included some notes below on the general principles of evaluation which I think may be of use to the school in strengthening current processes and also in increasing the return on investment from current resources allocated to staff development.

When members of staff return from a training course, they will share with colleagues knowledge and skills learned on the course. Very often a member of staff will consult with his/her line manager and complete a relevant evaluation form. While this is a practice that is completely acceptable in relation to the requirements of the Investors in People standard, the school could take a number of steps to strengthen current procedures to evaluate staff training and development.

At an individual the school could adopt the following procedure:

Pre learning:

Performance need or deficiency – a detailed description of the performance element in need of strengthening

Learning and development need – a description of the knowledge, skills or behaviours needed to achieve the performance need

Learning and development solution – learning and development activity selected – training course, internal event, shadowing, coaching etc.

Performance expectations arising from the learning and development solution selected – change in performance or improvement expected expressed in specific and quantifiable terms

Post learning:

Assessment of learning – immediate post learning assessment with the line manager to determine whether the new learning elements have been gained

Assessment of performance - takes place some three months after the learning event to determine whether performance objectives set for the learning exercise have been achieved

Additional learning needs – occurring at the time of performance assessment to determine whether there are further needs remaining in relation to the original performance requirement

Long term change in performance in relation to the original needs – undertaken through means of performance evaluation and observation to draw conclusions on the return on investment and value for money.

I also believe that the school could develop further its approach to annual evaluation of all of its staff learning and development activity as part of whole school self-assessment. The purpose of evaluation in this context can be noted as follows:

1. Verifying: demonstrating that something has happened as a result of learning and development
2. Managing: demonstrating that the review of current learning programmes and activities are being monitored
3. Improving: demonstrating that evaluating current learning programmes and activities ensure future improvement

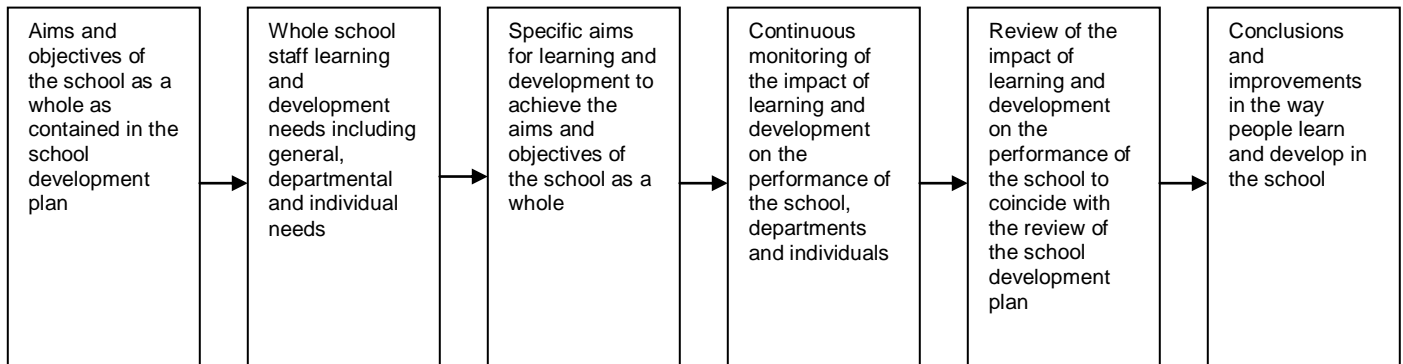
4. Learning: demonstrating that evaluation is an integral part of the overall process of learning and development.

There are several different means of evaluation available although many of these are connected to what has been described as the most common and popular method, namely Donald Kirkpatrick's training evaluation model. These are the four levels of the model:

1. reaction: assessing what trainees think about the programme in question usually through the use of a questionnaire (level 1)
2. learning: a measure of the learning principles, facts, skills and attitudes noted as learning objectives (level 2)
3. behaviour: a measure of aspects of the job connected with training objectives (level 3)
4. Results: applying results of the training programme to organisational objectives and other effectiveness measures (level 4).

However there is an opportunity for the school to develop further its analysis of staff learning and development in its entirety on its overall performance (Kirkpatrick Model level 4). To achieve a more quantifiable assessment of the school's investment in staff development, it should set strategic objectives for learning and development when collating all of the staff learning needs and link them closely to the main objectives of the school development plan. Doing this will facilitate a general assessment of staff learning and development on performance.

The flow chart below attempts to summarise the stages involved in evaluating the overall impact of learning and development on performance:



The following template may also be of benefit in recording the overall return on staff learning and development.

School wide performance objectives	Summary of learning and development undertaken to achieve objectives	Overall costs of learning and development	Benefits gained and the impact on overall performance	Lessons learned and improvements planned in the way people in the organisation learn and develop

Appendix C

PLCs – Project Management Guidance Notes

Professional learning communities came into being following the publication of the Welsh Assembly Government's policy document – School Effectiveness Framework. Professional Learning Communities (PLCs) are a concept developed by Professor Michael Fullan formerly of Ontario University. It is based on a number of principles, namely:

- Agreed vision and values leading to collective commitment by staff to improve performance expressed in day-to-day activities in the school
- Being open to new ideas and alternative means of realising them
- Co-operation in teams to achieve general objectives
- Experimenting and teaching through trial and error
- Continuous improvement based on evaluating outputs
- Joint learning from other experiences.

These methods of improving teaching have been adopted in full by the Welsh Assembly Government. The main advocates of PLCs in Wales are the academics – Dr Alma Harris – Senior Policy Consultant to the Welsh Assembly Government and Professors David Egan, David Hopkins and David Reynolds.

PLCs can occur in schools, in clusters of schools and between schools nationally as part of the 'family of schools'. The Welsh Government has clarified the logic in creating them in its policy documents namely 'in order to address the difficulty facing a number of schools in considering their performance and comparing them to other similar schools and sharing good practice'.

An 'all Wales core data set' has been established for families of schools facing broadly the same challenge for the first time. Data packages include comparative data about the performance of each 'family'.

Having studied the operation of a number of PLCs across Wales, I believe that their success is mixed. Clear outputs have been achieved in some schools with contributing schools all benefiting as a result. 'Talking shops' or similar such descriptions is the criticism heard from other schools taking part in PLCs. There is also some degree of confusion in relation to the purpose of PLCs with some interpreting them as a way of networking or as a continuous improvement group. The purpose of PLCs is to focus on a single specific aspect of education. They are not permanent entities as such. This point has been confirmed by Dr Harris herself.

I believe that there is a need to determine a methodology based on project management principles to enhance the value of PLCs. I suggest that the school trials this method of running internal PLCs. Project management guidelines below are equally relevant to regional and cluster PLCs as they are to internal ones within the school. Accordingly here are some points to consider in the establishment of PLCs:

- Clarify the overall purpose of the PLC
- Identify the sponsors of the PLC – governing body, regional consortium, LEA etc.
- Determine who will take part in the PLC
- Estimate how much time each contributor has available over the course of the PLC
- Determine the roles of contributors and appoint a project leader for the PLC
- Set clear and measurable objectives for the outputs and expected benefits
- Assess the various mechanisms of fulfilling objectives and determine those most appropriate
- Identify and assess the barriers to operating them and how to overcome them
- Identify and assess the risks involved and how to manage them

- Prepare a detailed operational plan containing a list of tasks, time scales and the critical path – an analysis of the critical path is used to allocate resources in a project essential to complete the project on time. A critical task or activity must start and finish on time if the project is to be completed on time
- Divide the work to be done into convenient packages and determine relevant resources, responsibilities and timescales
- Record in the action plan how barriers, opportunities and restrictions will be overcome
- Undertake a feasibility study before launching the action plan
- Develop an appropriate process to monitor progress in relation to the plan
- Introduce a communications strategy to communicate to stakeholders progress and the expected benefits
- Publish the results of the PLC
- At the end of the project undertake a post project review and record lessons learned that can be applied to future PLCs.

To complete this part of the report here are some questions PLCs should ask of themselves:

- How will we perform on a regular basis?
- How can we all contribute to achieving the PLC's aims?
- How do we network with other teams?
- What is in it for individual contributors?
- Will the PLC cost more than will be achieved?
- Have the terms of reference changed because of circumstances and if so, do the success measures need to change?

Appendix D - Coaching and Mentoring

The Chartered Institute of Personnel and Development (CIPD) has defined coaching as “*developing a person’s skills and knowledge which lead to achieving organisational objectives*”. Coaching targets high performance and improvement in work. Usually it will last for a brief period and concentrate on specific skills and objectives. Similar skill sets are also required for mentoring. In many organisations the terms are interchangeable.

However CIPD have differentiated between the two techniques. It is helpful to understand these differences as, although many of the processes are similar, they are generally delivered by individuals with different qualifications and different relationships with their client.

Mentoring	Coaching
Ongoing relationship that can last for a long period of time	Relationship generally has a set duration
Can be more informal and meetings can take place as and when the mentee needs some advice, guidance or support	Generally more structured in nature and meetings are scheduled on a regular basis
More long-term and takes a broader view of the person	Short-term (sometimes time-bounded) and focused on specific development areas/issues
Mentor is usually more experienced and qualified than the ‘mentee’. Often a senior person in the organisation who can pass on knowledge, experience and open doors to otherwise out-of-reach opportunities	Coaching is generally not performed on the basis that the coach needs to have direct experience of their client’s formal occupational role, unless the coaching is specific and skills-focused
Focus is on career and personal development	Focus is generally on development/issues at work
Agenda is set by the mentee, with the mentor providing support and guidance to prepare them for future roles	The agenda is focused on achieving specific, immediate goals
Mentoring revolves more around developing the mentee’s overall competence	Coaching revolves more around specific development areas/issues

There are a number of advantages in using both coaching and mentoring as a means of developing staff effectively. Development through coaching and mentoring usually takes place in the workplace. Effective managers who coach, delegate more, create a stronger sense of purpose with their team and motivate individuals to perform more effectively.

Effective coaching is based on a number of general principles that can be summarised as follows:

- Use coaching to improve the knowledge, skills and attitudes of the person being coached
- Effective coaching is based on asking the correct questions, namely questions to encourage people to consider and reflect on matters for themselves to enable people to be in a situation to transfer any new knowledge, skills or attitudes to new situations for themselves
- Sharing experiences, some good some bad, is key to coaching. Sharing experiences especially where the coach is able to describe situations and events involving the coach in the past, helping the person being coached to avoid similar problems and enjoy successes experienced by the coach
- Frequent reviews are important in any coaching process in order to assess progress and experiences. As a result people are able to review their learning and determine how it can continue to be applied in the future.

A well known approach to coaching is the GROW model. GROW is an acronym standing for:

- **G**oal
- Current **R**eality
- **O**ptions
- **W**ill.

GROW represents an effective framework for structuring individual coaching sessions. Each step can be explained as follows:

1. *Establish the Goal:*

The first step is for the coach and team member to determine and agree the goal or outcome to be achieved. The goal should be specific, measurable, realistic and time bound.

2. *Examine Current Reality:*

The next step is to determine the current reality. This stage examines the current position in relation to the goal determined. In so do doing various approaches and options may become evident

3. *Explore the Options:*

Once the current reality has been determined, options for achieving the goal should be discussed. It is important that the team member makes suggestions and proposes options rather than rely on the coach to explore options

4. *Establish the Will:*

This stage involves the team member make a strong commitment to specific action. Explored during this stage will be to agree on what the team member will do and any support needed from the coach or others if necessary

Coaching should not be a spontaneous ill-planned event. Coaching sessions should be planned in terms of their timing, duration, aims and results. In this way the whole process will become more meaningful and constructive.