



Leadership in the school is an essential support to the teaching and learning successes in our school.

Ensuring that we have a supportive structure to seek continued improvement is evident in our coaching and mentoring strategy.

Coaching and mentoring of our staff is seen as an important part of developing the performance and practical teaching skills of our staff. The coaching and mentoring process supports and guides our staff through formal and informal coaching and mentoring situations. It is a very effective way for our staff to share ideas, give feedback, discuss curriculum and gain insights into a variety of teaching strategies. This in turn contributes to a positive learning environment to support our pedagogical practices and our students' learning.

The coaching and mentoring process in a variety of forms, is a positive and comfortable way for our staff to improve their teaching performance in the classroom. It is directly linked and tailored to the goals that teachers and teacher aides set in their performance plans.

The coaching and mentoring can take the form of:

- Group and individual discussions,
- observations by chosen peers, mentors and coaches – both formal and informal
- demonstrations from peers or by experts in particular areas of the curriculum

The school has committed time and financial resources to skill school based coaches and to employ external expert mentors in areas like communication, literacy and numeracy. Our school based therapists and guidance officer also act as coaches to our staff.

The coaching and mentoring process integrates with the collaborative curriculum planning sessions and discussions with our school leaders, Heads of curriculum and therapists. Our staff also select and attend internal and external professional development courses which enhance their knowledge and skills.