The purpose of ‘coaching and feedback’ at Yelarbon State School is to drive the improvement of teaching and learning, the core business of our school. Through coaching we can guide and support teachers to achieve negotiated goals in accordance with our school’s improvement agenda. Coaching, feedback and reflective conversations are part of each teacher’s professional development and builds capacity within our school.

Yelarbon State School has developed a model for coaching and feedback around:

1. **The GROW Coaching Model**
   
   - **GOAL:** What do you want to achieve?
   - **REALITY:** What is happening now?
   - **OPTIONS:** What could you do?
   - **WAY FORWARD?** What will you do and when will you do it?

2. **The DDSW Pedagogical Reflection Resource**
   
   a. The sixteen elements of Explicit Instruction (Archer & Hughes)
   b. Essential skills for Classroom Management

3. **Developing Performance Framework** and the Annual Teacher Performance Review Process — the development of SMART goals is an important part of the developing performance process. Classroom observations, feedback, reflective conversations and the GROW Coaching Model can assist in goal development

4. **The Classroom Practice Continuum** (AITSL) provides valuable input into feedback conversations.

5. ‘**Three Positives and a Polisher**’ feedback model and **Reflective Conversations**
   
   Feedback is given on 'look fors/observable characteristics’ in a number of areas (eg. Pedagogy, Planning, Bookwork, Displays, Data collection, etc)

At Yelarbon State School, both the Principal and Peers may take on the role of observers, coaches and mentors -

1. **Principal and Peers as observers**
2. **Principal and Peers as coaches**
   
   a. Principal coaches teacher
   b. Teacher coaches peer

3. **Mentoring**

   Mentoring is defined as a ‘structured, sustained process for supporting professional learners through significant career transitions’. At Yelarbon State School all beginning and returning teachers are mentored by an experienced teacher who provides support with both the induction process and any school wide practices (planning, pedagogy, data, explicit instruction, assessment and reporting etc)