

### What enabling structures are present at my school?

Rather than simply 'ticking the boxes' below, indicate with an 'S' if this structure is a strength in your school, an 'M' if it is moderately supportive, and an 'N' if *not yet*.

You might use this tool to support a chat with your school leader.

- ☐ There is a carefully formulated orientation or induction plan and support materials that beginning teachers work through when they first start at our school.
- ☐ Careful consideration is given to the pairing of coaches with teachers and the extent to which coaches and teachers are professionally and interpersonally well-matched.
- ☐ The school has a broad range of people, mechanisms, and processes to support teachers, it is not just seen as the coach's responsibility.
- ☐ Coach and teacher have sufficient time allocated to meet and work together.
- ☐ Coach and teacher have regular and timetabled coaching meetings.
- ☐ Coach and teacher share reduced face-to-face class time, recognizing a need to have time away from the classroom to work together.
- ☐ Coach and teacher have opportunities to engage in professional learning.
- ☐ Consideration is given to teaching loads and class allocations consistent with the experience, capability, and needs of the teacher.
- ☐ Coach and teacher work in close physical proximity.
- ☐ Coach and teacher are teaching the same year or subject level.
- ☐ Mechanisms are in place to regularly track and discuss the development, morale, professional confidence, and sense of self-efficacy of the teacher.
- ☐ School leaders provide active, direct support for both teacher and coach.
- ☐ Coaches access a network of support arrangements within and beyond the school.
- ☐ The school has a collegial approach to teaching and learning, where people support and collaborate with each other.
- ☐ There is a strong focus on professional learning throughout the school.
- ☐ Coaches, and the work they undertake, are highly regarded and respected.
- ☐ Coaching is seen as a priority, central to achieving stronger student learning outcomes, capacity building, and school improvement.
- ☐ In larger schools an *induction* or *coach coordinator* supports coaches and coaching.