

# Teacher coaching to upskill teachers and support Pasifika achievement: An Exemplar

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## Introduction

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Imagine a school that: provides personalised support to teachers to help them to engage with and improve Pasifika students' academic success; encourages and supports its teachers to self-reflect as a way to improve their practice.

The exemplar featured in this report<sup>1</sup> describes how De La Salle College<sup>2</sup> has used the teacher coach position to support teachers to engage more successfully with Pasifika (and all) students. De La Salle College is an example of a school that understands teachers' critical role in lifting the performance of Pasifika students and has invested strongly in their professional development. After identifying a need, in 2011 De La Salle College's senior management team (SMT) introduced a teacher coach approach into the school which both acknowledges the importance of teachers and directly supports improvement of Pasifika student achievement.

One of the key take-out messages from the De La Salle experience is the importance of teacher support structures that place an emphasis on teacher accountability for improving Pasifika student achievement.

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<sup>1</sup> This report is one in a series of three exemplar and three case study reports with a focus on school leadership practices supporting Pasifika student achievement and success. (One of the case studies features De La Salle College). All six reports are listed at the end of this document (on page 23).

<sup>2</sup> De La Salle College is a decile 1, integrated Catholic secondary school for years 7–13 boys located in South Auckland. At the time of the research for this exemplar (late 2012), the school roll was 1,037. The large majority of the students within the school are representative of Pasifika cultures, including: Samoan, 65%; Tongan, 17%; Cook Islands Māori, 2%; Fijian, 2%; Niuean, 2%. Other cultures or ethnicities in the school include Māori (4%), Pākehā/New Zealand European (3%), and Indian (2%).

## The challenges

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A number of challenges existed at De La Salle College — in particular, lower than desired Pasifika student achievement results. However, the senior management team (SMT) did not accept that negative stereotypes and attitudes about South Auckland schools should limit the quality of education offered. In 2010, members of the SMT passionately expressed the need for Pasifika students to strive for excellence, believing *“that the colour of your skin has nothing to do with your ability to be educated”*.

The SMT determined that teachers needed to ask how they could teach better and remain focused on their work and responsibilities. The management team was keen to reduce the focus on the perceived barriers to student learning, such as poor student attitudes and little parental support.

*Teachers were not teaching as well as they could have been, there were no unit plans, no objectives. ... We wanted to take teachers out of compliance thinking only. [SMT member]*

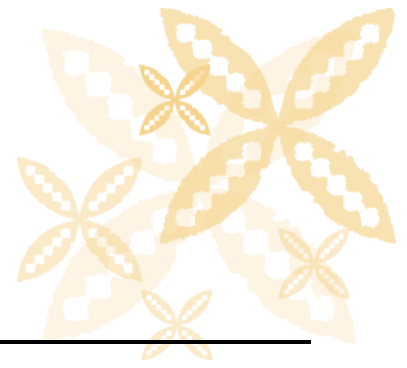
The SMT identified the need to monitor teacher practice so that more attention was focused on the ‘how’, ‘why’ and ‘so what’ questions, particularly to draw links between improving teacher strategies and Pasifika learner outcomes. With the shift to an emphasis on teaching as inquiry<sup>3</sup>, teacher appraisal, and differentiated learning needs, the development of an approach that provided support for teachers to meet Pasifika student needs was timely.

*Every day the boys aren’t learning is a waste. [Teacher coach]*

So how might these challenges be overcome?

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<sup>3</sup> The function and importance of teaching as inquiry is outlined in the following excerpt: ‘[As] any teaching strategy works differently in different contexts for different students, effective pedagogy requires that teachers inquire into the impact of their teaching on their students.’ (*The New Zealand Curriculum for English-medium Teaching and Learning in Years 1–13*. (2007, p.35).



## Responding to the need

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De La Salle College already had a number of teacher support structures in place, but the senior management team (SMT) determined that teacher coaching would provide an additional layer of targeted support. On the basis of their investigations, the SMT believed that a teacher coach could identify individual teacher needs within the college and provide the level of support and development appropriate to these needs.

Experience in other schools has shown that coaching is a relationship that relies on the teacher coach and the teacher working in partnership, respecting the knowledge and skills that each party brings to their engagement.<sup>4</sup>

As well as providing targeted, individual support, the teacher coach is able to focus on generic needs that are applicable to all teaching and learning areas and may include:

- developing appropriate relationships with students
- improving the student voice in class
- using formative assessment techniques
- trying new pedagogical approaches for learning
- encouraging effective teacher questioning and feedback.<sup>5</sup>

As explained by the De La Salle College teacher coach, the simple premise underpinning the way teacher coaches work with teachers is that:

- effective teaching raises student achievement
- coaching is a positive way to support teachers by acknowledging their efforts in class and their commitment to ongoing improvement in teaching.

There is no one, right way to teach. Students' learning is influenced by teaching and teachers, internal factors (such as interest, motivation, beliefs about ability) and external influences (such as family background). Effective teachers inquire into the relationship between what they do and what happens, and then take action to improve student outcomes.<sup>6</sup>

So where might the teacher coach role fit within the existing support structures and initiatives for teachers at De La Salle College?

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<sup>4</sup> Cowie, D. (2010). *Coaching for improving teacher practice within a professional development initiative*. Partial Thesis Submission, Unitec Institute of Technology, New Zealand.

<sup>5</sup> Hawk, K. & Hill, J. (2003, December). *Coaching teachers: Effective professional development but difficult to achieve*. New Zealand Association for Research in Education (NZARE) conference paper, Auckland.

<sup>6</sup> Hill, J., Hawk, K. and Taylor, K. (2001, December). *Professional Development: What makes it work?* NZARE conference paper, Christchurch.

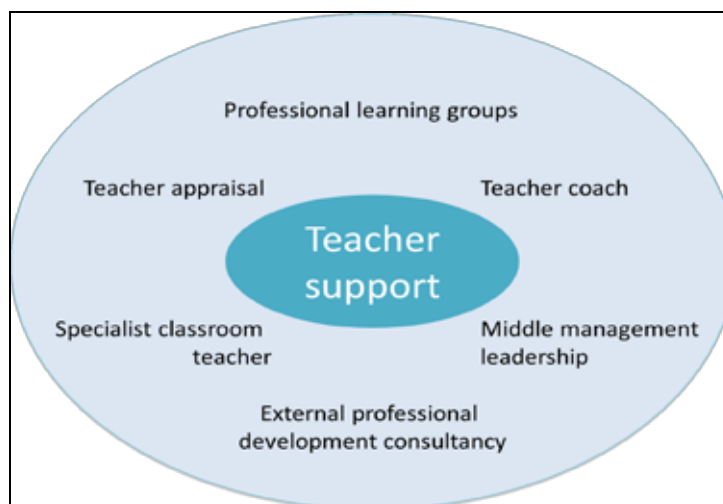
## Teacher support structures in De La Salle College

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College staff, including the senior management team and teaching staff, understand that there is no silver bullet to raise Pasifika student achievement. Instead, a number of supports are required, and for ongoing improvement in student achievement it is necessary to provide relevant opportunities for teacher learning and development, and to foster strong teacher commitment towards continual learning and development.

Within De La Salle College there are a number of inter-connected teacher support structures (Figure 1). As well as the teacher coach position, which was introduced into the college in 2011, these include: a classroom teacher specialist; a teacher appraisal and performance assessment process; middle management leadership and guidance from heads of faculties; internal professional learning groups; and external professional development consultancy expertise.

**Figure 1: Teacher support structures within De La Salle College**







### **Personnel and processes for teacher support**

The teacher support structures in De La Salle College, shown in Figure 1, involve specific personnel positions and a number of school-wide processes. These are summarised in the following Table 1.

**Table 1: People and processes that support teachers in De La Salle College**

<b>Personnel</b>	<b>Roles and responsibilities</b>
Teacher coach	<ul style="list-style-type: none"> <li>Provides one-to-one support and guidance to all teachers</li> <li>Undertakes observations and follow-up support</li> <li>Develops goals and plans strategies with the teacher that support teacher practice and learner outcomes</li> </ul>
Specialist classroom teacher	<ul style="list-style-type: none"> <li>Is responsible for Level 1 and 2 teachers</li> <li>Provides one-to-one advice and a timely response to any issues</li> <li>Works 0.16 equivalent or half a day each week</li> </ul>
Middle management	Heads of faculty: <ul style="list-style-type: none"> <li>provide leadership and guidance</li> <li>conduct walk-throughs and observations</li> <li>give timely feedback to teachers</li> <li>hold regular meetings with faculty teams to plan curriculum content and course design</li> <li>get involved in goal setting with teachers</li> <li>facilitate teacher appraisals</li> </ul>
<b>Support processes</b>	
Teacher appraisal system	<ul style="list-style-type: none"> <li>Occurs at the end of each term</li> <li>Involves the teacher providing evidence of learner outcomes</li> <li>Is supported by heads of faculty within the school</li> <li>Identifies teacher's goals and strategies for achievement, evaluation, self-reflection and improvements</li> </ul>
Professional learning groups	<ul style="list-style-type: none"> <li>Take a school-wide, collaborative, professional development approach</li> <li>Enable teachers to identify learning focuses and opt into groups</li> <li>Cover six areas of focus each term</li> <li>Occur once a fortnight for the entire school year</li> <li>Ensure that internal college needs drive teacher learning and development</li> <li>Enable teacher-led learning and development</li> </ul>
External professional development consultancy	<ul style="list-style-type: none"> <li>External consultants provide advice and guidance that focuses on the teachers and their needs, to improve classroom teaching and the outcomes of students' learning</li> <li>Expertise of consultants, academics and researchers is sought on topics that are of particular relevance to the college — such as boys' education</li> <li>External consultants are asked to take a tailored approach to: determine the needs of the college and areas that require improvement; develop workshops to address these</li> <li>The college has established long-term relationships with consultants who have a good understanding of the De La Salle College culture and the students' needs.</li> </ul>

While all of the personnel and processes listed in the table have an important part to play, the particular focus of this exemplar for raising Pasifika student achievement is the teacher coach.

## Introduction of a full-time teacher coach

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The need for a teacher coach position was identified in the college, and a role created. This is a full-time position, funded through the existing college budget. The initiative is a school-wide approach to improve all students' achievement, including Pasifika students.

The role of the teacher coach is to provide an 'intentional disturbance', and to provide a looking glass for teachers to help them reflect on their practice. By working in partnership with the teacher, the teacher coach supports them to articulate what they are doing and, more importantly, why they are doing things in a certain way.

A strengths-based approach is utilised to enhance the capacity of individuals through identifying what is going well. This approach is based on the assumption that each teacher has strengths and that they are more likely to become involved in an improvement process when planning is based on strengths rather than deficits. Therefore, the teacher coach works to enhance the capacity of teachers by "*building on the passion of teachers for their profession, subject, and students, and thereby supporting learning conversations.*" [Teacher coach]

In 2011, De La Salle College's new teacher coach gathered student achievement data for all of the senior classes and coloured-coded 'Merits' and 'Excellences' across them. It was very quickly apparent which teachers were having difficulty raising learner outcomes to the desired level. For example, analyses of data identified that for several teachers 70% of their students were working at 'Non-achieved' levels. Following clarification of desired student achievement levels and identifying areas in which improvements needed to be made, it was seen as important to build relationships and work in a way that was non-confrontational, with the aim that teachers would be willing to take part in the process.

The teacher coach begins the coaching process by observing the teacher in the classroom and recording notes on the *Classroom Visitation Feedback Form* (see Figures 2 and 3, for example). The teacher coach then facilitates a process of planning, practising and reflecting.

The approach is personalised and based on individual teacher needs. The teacher coach needs to be flexible at all times. Also, while generally taking a gentle approach, the teacher coach must be able to apply a more directive strategy when needed.



Figure 2: First of two pages from a classroom visitation form used for teacher coaching at De La Salle College

### Classroom Visitation Feedback Form

Teacher		Learning focus	
Visitor	Date	Time in	Time out
Class	Number	Learning space	

What the students were doing	What the teacher was doing
<p>11.45 students settle, face the speaker and are quiet  <i>Why's recycling important?</i>            Next speaker, boys continue to give 1 minute speeches until 12 noon            Evidence of a safe learning environment in which students are happy and positive</p> <p>12 noon Angelus bell            Students stand.            Boys respond clearly and strongly            Students sit.            Impromptu speeches continue            Students support speaker</p>	<p>Teacher sits at the back of the room, chooses first speaker            Teacher listening respectfully modeling correct response            Teacher stands reminds students "no mocking"            "we support each other efficiently and without speaking across a student"            "Angelus bell take out your diaries Joseph you lead"            Evidence of consistent, strong routines            Teacher continually scanning the room to ensure boys listening respectfully</p>

Figure 3: Second of two pages from a classroom visitation form used for teacher coaching at De La Salle College

Reflecting on this observation my focus/goal for developing the learning of this class will be;

- Achieving Total Silence during SSR.
- Getting 100% Student Attention when I speak to them.
- 

I will do this by (strategies, resources, routines etc)

① Establishing SSR routine :- 5 min SSR

Quiet 'pen-to-paper' time - copy down 5 words they have read for Clarification. ← { - 5 words for Clarifying  
- 5 min to Sh

② Read Kevin Knight's book about achieving total silence + students' full attention.

The evidence I have reached my goal/focus will be;

Students would have learnt this routine for SSR.



The case example given in Table 2 illustrates teacher coach engagement with a teacher in practice.

**Table 2: Case example of teacher coach engagement with a teacher**

The teacher coach worked extensively with a year 13 science teacher, following a recommendation from the head of faculty. The teacher coach provided valuable support, helping the teacher to better understand the NCEA 'Achievement', 'Merit' and 'Excellence' standards.

Although the teacher was working with the students, they did not have a good level of understanding of the difference between discussing, explaining and analysing. The teacher coach identified that it was important that the students understood these concepts as this could determine the difference between their obtaining Achieved, Merit and Excellence.

The teacher coach held frank and honest conversations with the science teacher, about what classroom lessons consisted of and the level of understanding required by Pasifika students to achieve well in NCEA. In this situation the teacher coach needed to ask direct questions related to teaching tasks, such as *"Have you done this?"* and ask to see evidence of completion. The teacher coach also checked marked work, looking for evidence of feed-forward reporting where the student is provided with clear ways to extend their work and improve on results.

The role of student feedback is also critical to the teacher coaching process, as one of the ultimate goals of the teacher coach is to encourage teachers to place students at the centre of their teaching.

*At the beginning teachers think, 'I got the chalk, I do the talk', but we really want to make students the centre of their teaching practice. [Teacher Coach]*

The teacher coach carries out conversations with students during class observations and asks the following questions:

- Tell me about your learning today?
- Could you show me your work please?
- How do you know you've learnt that?
- How will you be assessed on that?
- Tell me about the teacher?

Through interactions with students, the teacher coach role models the importance of students having an active voice in their education, and knowing that their feedback is valued. Pasifika students are encouraged to be active agents in their learning, rather than have teaching done to them. Involving students in this way also helps to move the Pasifika students from accepting what teachers are doing in class because they consider them to be the authority, to growing into astute and confident consumers who can question positively. Pasifika students are also encouraged to take responsibility for their own learning.

The teacher coach initiative provides opportunities for teachers to:

- question the efficacy or appropriateness of different teaching models and styles where traditional ways of teaching are challenged — such as, ‘the sage upon the stage; all learning happens when students are taught to listen only to the teacher’
- make and share mistakes, being consciously aware of their actions and student reactions
- take risks and experiment with different ways of teaching and learning with their classes, for example, student-led lessons, group work, and mobile<sup>7</sup> debates.

A number of the teacher coach’s teaching strategies and suggestions for improved student outcomes are listed in Table 3.

**Table 3: Teaching strategies employed by the teacher coach at De La Salle College and as suggested practice for teachers**

The teacher coach has suggested teachers can improve their practice by:

- unpacking the curriculum and aligning it to classroom tasks and activities
- setting consistent and clear routines for each lesson
- clearly displaying the learning focus and objectives for each lesson
- visiting other teachers’ classrooms to learn and share teaching approaches with one another
- using a two-way teaching approach where the student is seen as an active participant
- marking classwork appropriately and giving useful information so that the student is always able to extend their work
- accessing appropriate resources for teaching to support raising Pasifika (and all) student achievement.

Specific suggestions to improve Pasifika (and all) student outcomes include:

- developing questions designed to open up dialogue with the students and to engage them as active participants in their learning
- having weekly student group-work in classrooms
- getting students to peer review each other’s work, to gain a clearer understanding of NCEA criteria
- outlining in a clear and easy-to-understand way what students are expected to be able to do at the completion of the lesson
- settling students into quiet, self-directed learning as quickly as possible
- re-testing students’ knowledge in order to plan forward and meet student needs
- communicating effectively with students using a partnership approach: ‘What can we do [together] to improve this test score?’

The teacher coach approach involves six stages that are repeated in a cyclical manner. As illustrated in Figure 4, the teacher coach works alongside the teacher as they plan and reflect on their teaching practice.

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<sup>7</sup> Use of mobile phones to carry out debates.



**Figure 4: Recurring phases of the teacher coaching approach at De La Salle College**



## What does teacher coaching look like when it's working?

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There are several indicators that teacher coaching is working in the college. Teachers self-reflect and evaluate their teaching practices, monitoring what they have done against what students are achieving, and experiment with strategies and approaches to raise student academic achievement results. There is a specific focus on Pasifika boys, as they make up the majority (88%) of the school roll.

When teachers buy into the process, they take responsibility for improving their teaching practice and engage in reflective discourse. Teachers reveal that the conversation that occurs between the teacher coach and themselves is the most powerful agent for change. Teachers say they feel empowered when they are given the chance to articulate what they feel is important in improving their own practice.

Teachers maintain that the reciprocal nature of the teacher coach–teacher relationship and the focus on strengths-based analysis leads to recognition of teacher expertise and knowledge. Teachers say this helps them to stay connected and focus on teaching, and motivates them to work more effectively.

Following teacher coach sessions, a summary report is presented to the teacher. When the teacher coaching approach is working effectively there are a number of positive outcomes and improvements in teacher practice, according to the SMT. An example of observed improvements in teacher practice is presented in Table 4.

**Table 4: Case example of improvements in one teacher's practice as observed by the teacher coach at De La Salle College**

The extract below, from a report written by the teacher coach following coaching sessions with one teacher, outlines a range of improvements in the teacher's practice.

- Planning was based on where the students were at and where they needed to go.
- Aims were clear and accessible, and therefore achievable for the students. They knew what they were learning and why.
- The classroom environment was respectful. Students were being supported to develop into independent learners, with greater self-management.
- Students' work was clearly and colourfully displayed.
- Assessment criteria (NCEA levels 1, 2 and 3) and due dates were very clearly displayed, and students could see where they were on the assessment continuum.
- Student successes and achievements were presented and celebrated in the classroom.
- There were clear classroom routines and high expectations for behaviour and work focus.
- Books were marked regularly, with constructive feedback and feed-forward comments provided.





## Overall benefits and outcomes

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Senior management and teachers were able to identify a number of key benefits from the college's decision to introduce the teacher coaching process. Teachers have been supported to become better teachers and feel more confident in their ability to respond appropriately to all students, including Pasifika students. Relationships with students have improved, and the connection between teaching and learner outcomes is better aligned.

*It was fantastic, [the teacher coach] was always there to talk to about what support I could have, to give strategies to motivate students, like communicative tasks and two-way teaching. [Teacher]*

*Teachers are sharing more information with the boys. There has been a lot of work done. ... I see they genuinely care, and do more for the students — [for example, they] use lunchtimes for students, are involved with extra-curricular [activities, and are] building relationships with boys and families. [Head of faculty]*

Teachers feel more confident to try new strategies and experiment with classroom teaching techniques with the support of the coach.

*[The teacher coach] arrived and we formed a relationship. I offered my room for advice and feedback — I welcomed that. We sat formally and I set a goal for myself. [The teacher coach] offered advice and gave me confidence to try a new plan. The boys loved it, the learning. [Teacher]*

Timely support has been provided to teachers in need and, as a result, senior and middle management are able to focus on their roles.

*We have avoided disasters through constant supervision, by picking up people immediately and having coaching input. [SMT member]*

Teachers feel acknowledged and affirmed, which provides increased motivation and dedication to their teaching role.

*I was hesitant at first — I initially thought [the teacher coach] was going to tell me what to do, I didn't know what to expect, [and] then I got positive feedback. You need someone like that because you forget all the good things you're doing. It's confirmation that [you're] doing a good job. ... As Pacific teachers you don't pat yourself on the back, you're there because you want to teach and you love your students. [Senior teacher]*

*It has worked. ... Things that have improved achievement [include] acknowledgment of what teachers are doing well, [and having] someone else to talk to. [SMT member]*

Teachers and the students themselves report that students are more engaged in learning, and the teacher coaching process has supported a school-wide shift where the student voice is encouraged, specifically around what they are learning. Students are encouraged to give feedback directly to the teacher coach during the classroom observations, and student surveys collect information on how teachers help their learning, what improvements in teacher help they would like, and what they think they as the student can do to improve their own learning.

*Relationships matter. ... [Staff] acknowledging and sharing students' experiences, making them see that what they have to say is important — that matters. [Senior teacher]*

Students actively participate in and are aware of the feedback processes in place.

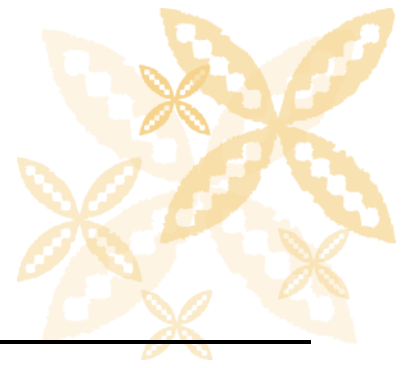
*What they do is, the teachers are always offering help and also ask us how they can be more help to us.*

[Student]

*The teachers are always under constant evaluation which tells if they can do anything to make things better.*

[Student]

Classrooms have become more settled, as teachers and students are very clear about the learning focus and what the desired goals of each lesson are. Teachers are better prepared and are applying a more appropriate approach to Pasifika and all students.



## Lessons learnt from the De La Salle teacher coaching model

### ***It is important to have a well-planned process for introducing a teacher coaching model***

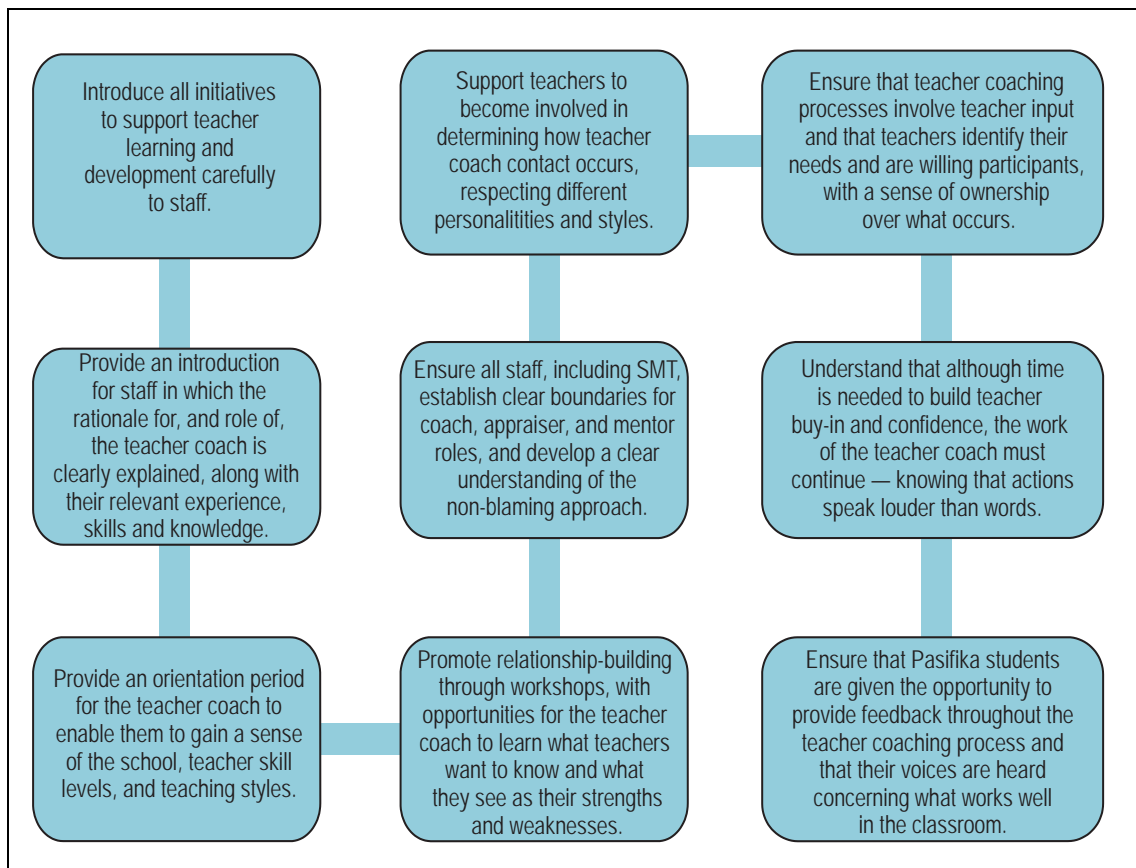
Initially there was some resistance amongst teaching staff to the introduction of a teacher coach. This was mostly due to the lack of a clear process for introducing the teacher coach to the staff and making explicit what the role actually consisted of. The teacher coaching responsibilities and the ways the teacher coach would be working were not explained in a comprehensive way, and thus most of the teaching staff felt uneasy. Teachers were concerned that the role was about assessing levels of competency, with a focus on incorrect teaching practice. Therefore they felt they were going to be judged and critiqued harshly.

There was a lack of trust in the teacher coach, and although the intention of the teacher coach was for positive change, it took time to build trust. Teachers had to realise that the process was non-blaming and non-judgemental.

*Our world is changing rapidly, and yet many schools continue to use past practices as these have been practised by staff for a long time, and therefore reconsidering their teaching position is threatening and scary.*  
[Teacher coach]

Other key learnings for the senior management team, the teacher coach, and teachers as the teacher coaching model was implemented in the college are summarised in the following Figure 5.

**Figure 5: Recommendations relating to a teacher coach role on the basis of lessons learned at De La Salle College**



***The teacher coaching process provided valuable opportunities to better understand and support Pasifika boys' achievement***

The senior management team (SMT), principal, teachers and the teacher coach identified a number of key components of the teacher coaching process that support successful achievement outcomes for Pasifika boys. Collectively, these components enable teachers to connect with Pasifika boys and support them to achieve success in their schooling, as evidenced, for example, by the number of De La Salle students who recently received Excellence in NCEA Samoan.



Students receiving certificates for Excellence in Samoan at school assembly.

The teaching components that staff considered critical for raising Pasifika boys' achievement are outlined in Table 5.

**Table 5: Critical teaching components for raising Pasifika boys' achievement identified through the teacher coaching approach at De La Salle College**

To raise Pasifika boys' achievement, teachers need to:

- develop strong relationships and connections — when students have a sense of family, they are likely to thrive
- be responsive and develop the curriculum to reflect Pasifika students' culture and interests
- be respectful and develop reciprocal relationships where student voice is acknowledged and valued
- understand Pasifika world views and how they may be in direct conflict with developing inquiry learners, particularly where the teacher is seen as the authority and expert
- encourage questioning and inquiry amongst the students through small-group work, peer conversations, safe feedback processes (eg, confidential surveys), and by actioning student suggestions for improvements
- show their passion for teaching and have a genuine belief in the potential of the students
- establish high expectations and standards and provide support to enhance student success
- set regular routines and give clear instructions — so there are no unwelcome surprises for the students.



### ***The implementation process highlighted qualities and characteristics that are important for a teacher coach to possess***

The teacher coach model as applied in De La Salle College relies heavily on the expertise and abilities of one person — the teacher coach. The principal, SMT and teachers identified a number of important characteristics and features (Table 6) of their teacher coach that supported the development of successful partnerships between the teacher coach and teachers, and improved results for Pasifika students in the college.

**Table 6: Key characteristics of a successful teacher coach identified by De La Salle College**

On the basis of the college's experience of implementing their teacher coaching initiative, a successful teacher coach is someone who:

- facilitates critical conversations — listens more, talks less
- understands data and the ways that it can provide key information to guide classroom planning, such as through pre-testing, and understands evidence of student achievement through test results
- is patient and empathetic — works alongside teachers, regardless of the time it takes to see positive changes in teaching
- is passionate about student learning, with a genuine belief not only in the ability of teachers to make a positive difference to students but also in the ability of all students to be successful
- builds relationships based on trust and confidentiality
- is focused solely on coaching and meets teachers' needs, for example, by fitting in with busy schedules
- understands the difference between coaching, mentoring and appraisal, and can communicate this clearly to school staff so that boundaries are clear
- is an experienced teacher with a broad understanding of curriculum subjects and knowledge of teaching strategies.

### **Final comments**

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Throughout the teaching coaching process, the teachers at De La Salle College are supported to respond to the boys in ways that acknowledge student identity and needs. The teacher coach provides an avenue for teachers to be acknowledged for the great work that they are doing. Even if the students are unaware of the teacher coach role and all that it entails, they are highly appreciative and grateful for the effort put in by the teachers. Teachers in turn are acutely aware of how the teacher coach role supports them to be the very best they can be.

*I am a good teacher but [the teacher coach] is helping me become a great teacher. [Senior teacher]*

As the teacher coach has witnessed, teachers with a genuine belief in student potential can make a positive difference in the classroom and to learner outcomes.

## Acknowledgements

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The research team is grateful for the time and contribution of both students and families who spoke with team members and trusted that their experiences within the school would be represented accurately. Students engaged in the research process with maturity and expressed their hopes that their own successful experiences would improve education for Pasifika throughout New Zealand.

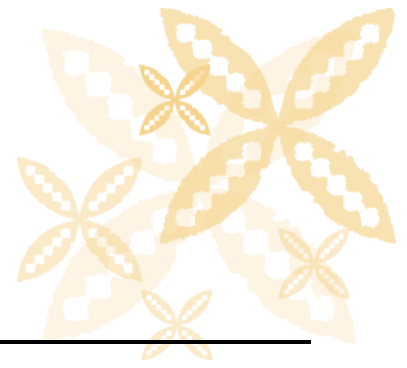
We would also like to acknowledge the support of the team from the Ministry of Education — in particular Dr Lesieli Tongati'o (then Pule Ma'ata Pasifika), Fatulatetele Tolo, Gabrielle-Sisifo Makisi, Jo MacDonald, and Shelley Kennedy.

## Research team

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Based on the success of the *Rangiātea Case Studies and Exemplars* (Ministry of Education, 2011) Judy Oakden was selected by the Ministry to lead the project with the support of Kellie Spee. Pasifika cultural and research competence was then built into the project through the selection of experienced Pasifika team members — Pale Sauni, Dr Ruth Toumu'a, and Clark Tuagalu — whose input, involvement and presence in all key stages throughout the project provided the Pasifika lens required to ensure the project planning, data collection, analysis, and reporting were framed appropriately for Pasifika.

Kellie Spee was the lead researcher for this particular exemplar with the support of Judy Oakden, Dr Ruth Toumu'a, Pale Sauni and Clark Tuagalu.



## List of case study and exemplar reports in the series

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### Case Studies

- *Leadership practices supporting Pasifika student success: De La Salle College Case Study* (Spee, K., Oakden, J., Toumu'a, R., Sauni, P., & Tuagalau, C.: 2014)
- *Leadership practices supporting Pasifika student success: McAuley High School Case Study* (Toumu'a, R., Oakden, J. & Sauni, P.: 2014)
- *Leadership practices supporting Pasifika student success: Otahuhu College Case Study* (Spee, K., Toumu'a, R., Oakden, J., Sauni, P., & Tuagalau, C.: 2014)

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- *Evidence-based decision making for Pasifika success in mathematics: An exemplar* [McAuley High school] (Oakden, J., Toumu'a, R., Sauni, P., & Spee, K.: 2014)
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