

# Coaching and Modelling Officers

**Inverclyde's vision is to develop effective and sustainable practice to close the attainment gap, improve parental engagement, workforce expertise, meeting learning needs and leadership. The vision is that every school will be a nurturing school, where pupils will benefit from improved attendance, attainment and well-being. Crucial to this vision is the role of Coaching and Modelling Officers.**

A team of Coaching and Modelling Officers (CMOs) has been established in the areas of Barriers to Learning, Nurture, Literacy and Numeracy. The CMOs work in a holistic manner to upskill staff across the themes of nurture, meeting learning needs, learning, teaching and assessment and leadership. Working in conjunction with Education Psychology colleagues, CMOs engage in Collaborative Action Research and support teachers in this practice.

**In order to upskill staff, CMOs focus on the following outcomes:**

- Increase in teacher confidence, knowledge and skills to engage children in effective learning and ensure progress in numeracy, literacy and emotional wellbeing
- Increase in teacher confidence and motivation to evaluate approaches used to enhance learning in identified key areas
- Increase teacher skill in on-going assessment and planning to effectively meet the needs of children and ensure appropriate progress
- Increase in teacher confidence in professional judgements of achievement of a level
- Increase in support staff confidence, knowledge and skills to engage children in relevant learning experiences



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*Primary Headteacher*



The CMOs support schools through providing high quality, relevant professional learning, and modelling teaching approaches within classrooms. They provide helpful resources, educational literature and help/tip sheets in order to support teachers' professional development. For example, all teachers have been provided with a suite of resources to support the implementation of each phase of Stages of Early Arithmetical Learning, after attending professional learning sessions. The Coaching and Modelling Officers also provide support and guidance to class teachers about the structure of lessons, as well as planning, assessment and moderation. Inverclyde's Progression Pathways for Numeracy and Mathematics and Literacy and English were devised by CMOs, with support and guidance on implementation provided to schools.

Feedback from professional learning provided by CMOs is very positive.


Almost all teachers who attend training report an increase in their knowledge and skills.

Feedback from headteachers highlights the impact of CMO support in classes:

"Professional learning opportunities have been invaluable and have improved classroom practice." *Primary Headteacher*

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