



The Office of Teaching of Learning is comprised of a dynamic team that provides support schoolwide to the ICS faculty in the areas of Curriculum, Instruction, Assessment and Professional Learning.

These are aligned with ICS's mission, Vision, Strategic Objectives and Student Learning Outcomes to ensure that all students are challenged, inspired and successful.

“A dynamic team that provides support schoolwide to the ICS faculty.”

“Our instructional program and student performance have directly improved due to Coaching through the Office of Teaching and Learning.” - ES Principal

#### **THE OFFICE OF TEACHING & LEARNING’S (OTL) MAIN ROLE WITH TEACHERS IS:**

- to help provide curricular support and foundations, and
- to help teachers grow as professionals, so that they have the knowledge, skills and support structures in place to increase student learning and enhance learning environments.

#### **WE ACCOMPLISH THIS BY:**

- Providing high quality learning opportunities and on-going professional learning.
- Providing instructional coaches to work with teachers in a non-evaluative format
- Clearly articulating the curricular program across divisions, and supporting teachers with the curriculum design
- Supporting consistent instructional approaches and assessment and evaluation methodologies
- Providing clear communication on our instructional practices and policies?
- Working in partnership with divisional principals, and meets regularly to ensure that the strategic objectives and learning priorities are being supported to enhance student learning.

#### **PROFESSIONAL LEARNING**

The OTL provides on-going Professional Learning opportunities that are differentiated and tailored to divisional priorities and Strategic Objectives. These opportunities are internal and external opportunities.

#### **WHAT ARE INSTRUCTIONAL COACHES?**

Coaching is about what is next...helping everyone to perform at higher level

At ICS we believe that coaching support enhances teaching and learning. Instructional coaches are dedicated to supporting teachers to expand their individual teaching, learning and collaborative practices, in order to increase student learning.





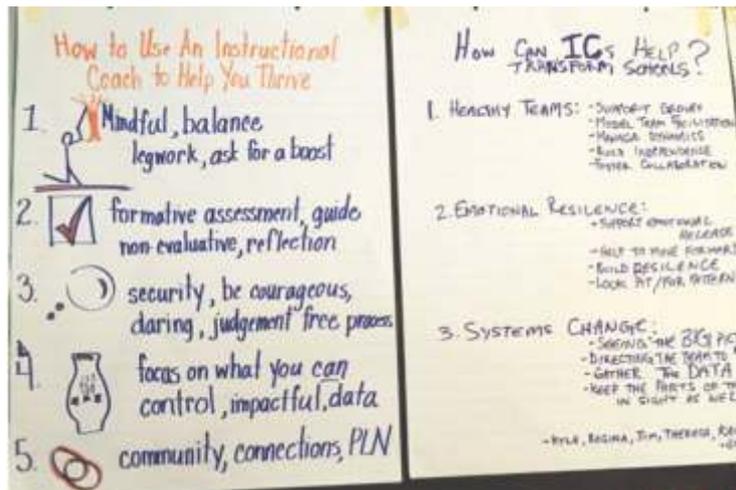
**INSTRUCTIONAL COACHES WORK COLLABORATIVELY ALONGSIDE WITH PRINCIPALS, TEACHERS, TEAMS AND DEPARTMENTS BY PROVIDING:**

- Curriculum, assessment and instructional support
- Training, workshops and book clubs for schoolwide and divisional priorities
- Opportunities for professional learning and reflective conversations
- Modelling, demonstration lessons and Coaching Cycles
- Support, resources and guidance

**COACHING TAKES MANY FORMS:**

- Mentoring—one-on-one advice, providing resources and providing direction
- Facilitating data dialogues and reflections on student learning
- Being present and visible to understand the needs of the teachers and schools
- Goal Setting process at the beginning of the year—Identify goals and support needed
- Collaborative curricular planning and reflection

“Well constructed coaching programs lead to an average of 85% implementation of professional development vs 10% using traditional professional development with little or no follow up “ (Joyce and Showers, 2002).



“I really love the restructuring that has occurred this year. As a teacher I feel very supported and nurtured by my instructional coaches and their input and thoughtful reflections are definitely making me a better teacher.” - MS Teacher

