



MINISTRY OF
EDUCATION



DIGNITAS
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COACHING AT SCALE

Implementation
Pilot Report

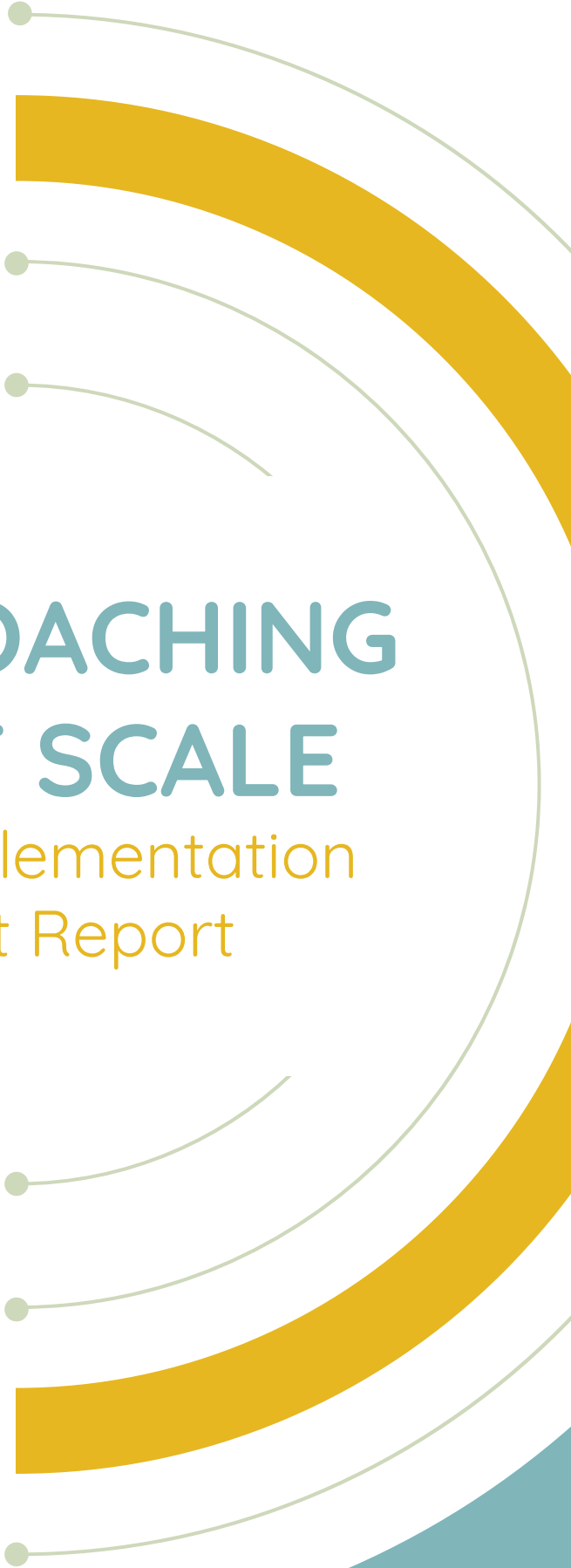


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EXECUTIVE SUMMARY

The Coaching at Scale (CaS) pilot was implemented between July and November 2023 by the Ministry of Education (MoE), Teachers Service Commission (TSC), and Dignitas. The pilot tested a structured school-based coaching model designed to strengthen instructional leadership and improve classroom practice in 25 public primary schools across Machakos and Kajiado Counties.

In each school, one Headteacher served as a Coach and one teacher as a Coachee, supported by Education Officials at the county level. The pilot aimed to understand whether the CaS framework could strengthen teacher support, improve curriculum delivery, and enhance learner engagement.

Overall, the pilot demonstrated that coaching can drive meaningful instructional improvements when embedded within school and county structures. School leaders became more intentional in observing lessons, providing feedback, and using data. Teachers adopted more learner-centred strategies, planned lessons more effectively, and demonstrated increased confidence. Professional Learning Communities (PLCs) played a supportive role where they were consistently facilitated. The LeadNow digital platform further strengthened capacity through structured learning modules, although its use was limited by technical constraints.

Key Outcomes

Improved Instructional Leadership

Classroom observation and feedback increased; school leaders used learner data more consistently; PLC facilitation improved.

Strengthened Classroom Practice

Teachers applied more inclusive, interactive, and learner-centred instructional methods.

Growth in Teacher Confidence

Teachers became more reflective, motivated, and intentional in their planning.

High Engagement with LeadNow

Most participants achieved Advanced or Mastery levels across training modules.

Areas for Improvement

The pilot highlighted the importance of clear coach preparation, structured monitoring, differentiated instruction, and stronger digital support. Scaling the CaS model will require institutional anchoring, improved documentation systems, and continued capacity development at both school and county levels.

1.0 INTRODUCTION

1.1 Background

The Ministry of Education and the Teachers Service Commission continue to prioritise teacher professional development that strengthens classroom practice, promotes learner-centred instruction, and supports effective curriculum delivery. Coaching at Scale (CaS) is a system-aligned, school-based coaching model that equips school leaders and teachers with practical, reflective, and evidence-based strategies for improving teaching and learning.

The CaS pilot was implemented in 25 public primary schools in Machakos and Kajiado Counties. It sought to assess whether a structured coaching model delivered through Heads of Institution and supported by county education officials could improve instructional leadership, shift teacher practice, and create more engaging learning environments for learners.

This report presents a concise synthesis of key findings, emerging insights, and practical recommendations arising from the pilot.

1.2 Coaching at Scale Framework

1.2.1 Definition of Coaching

The Coaching at Scale (CaS) model is grounded in national CPD policies such as TIMEC (2021) and the Mentorship Policy (2019), which promote continuous school-based professional development. Coaching is defined as:

"A reflective, competency-based, structured, goal-oriented process that supports evidence-based professional development."

This approach builds teacher competency, strengthens instructional leadership, and supports effective curriculum delivery across primary schools.

1.2.2 Stages in the Coaching Process

The CaS model follows four stages:

- 🕒 **Planning:** Identifying priorities and preparing Coaches.
- 🕒 **Coaching Agreement:** Setting shared goals, roles, and timelines.
- 🕒 **Implementation:** Conducting sessions, observations, modelling, and feedback.
- 🕒 **Reflection and Feedback:** Reviewing progress and refining practice.

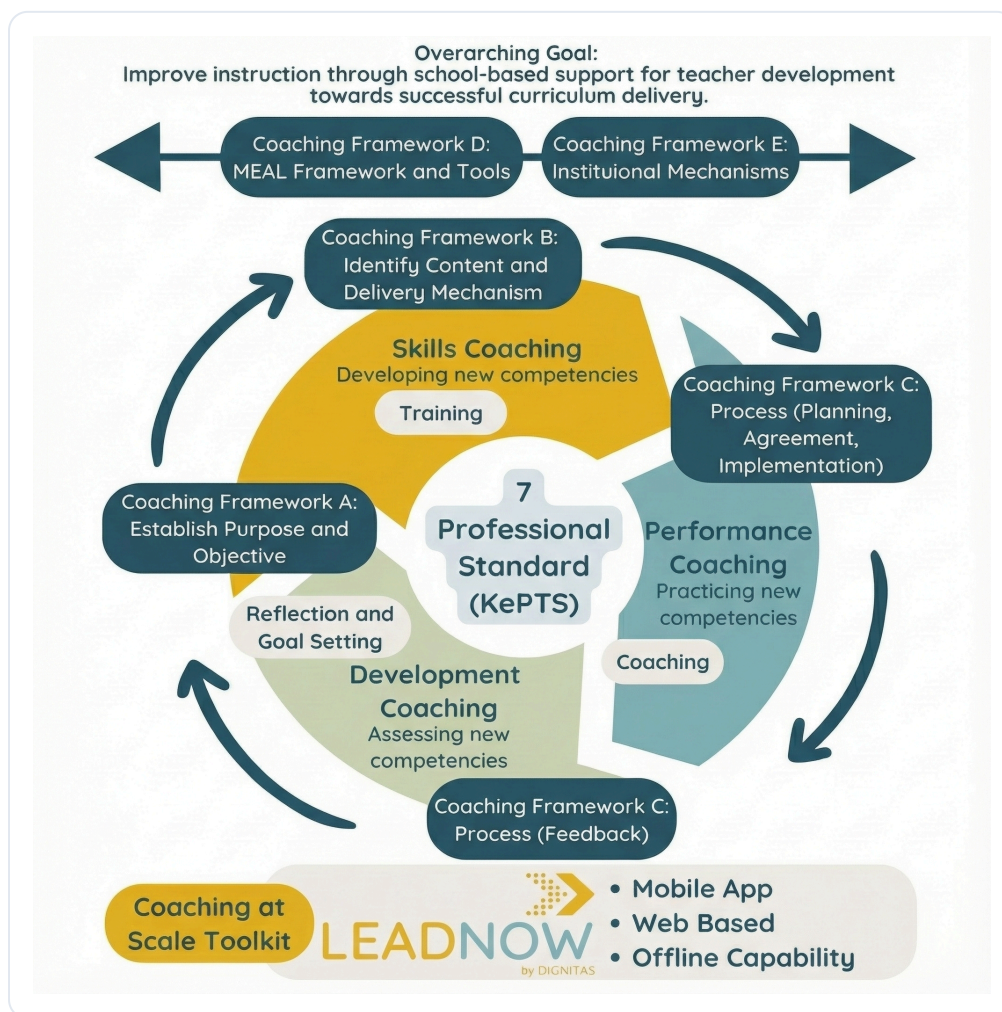


Figure 1. Coaching at Scale Framework

The framework illustrates how the CaS model integrates multiple coaching approaches centered on Professional Standards (KePTS), supported by the LeadNow toolkit with mobile app, web-based, and offline capabilities. These stages promote consistency, accountability, and reflective instructional improvement.

1.3 Rationale of the CaS Pilot

The pilot tested a two-tier Coaching model where Education Officials coached school leaders who then coached teachers. This approach aimed to strengthen instructional leadership, enhance classroom practice, and institutionalise coaching within existing Ministry of Education and Teachers Service Commission structures.

1.4 Objectives

Overall Objective:

To pilot the CaS framework as a professional development model supporting effective curriculum delivery.

Specific Objectives:

- ① Assess the implementation process of the CaS pilot.
- ② Determine its influence on instructional leadership and classroom practice.
- ③ Provide recommendations to strengthen future implementation.

② Study Questions

The following research questions guided the evaluation:

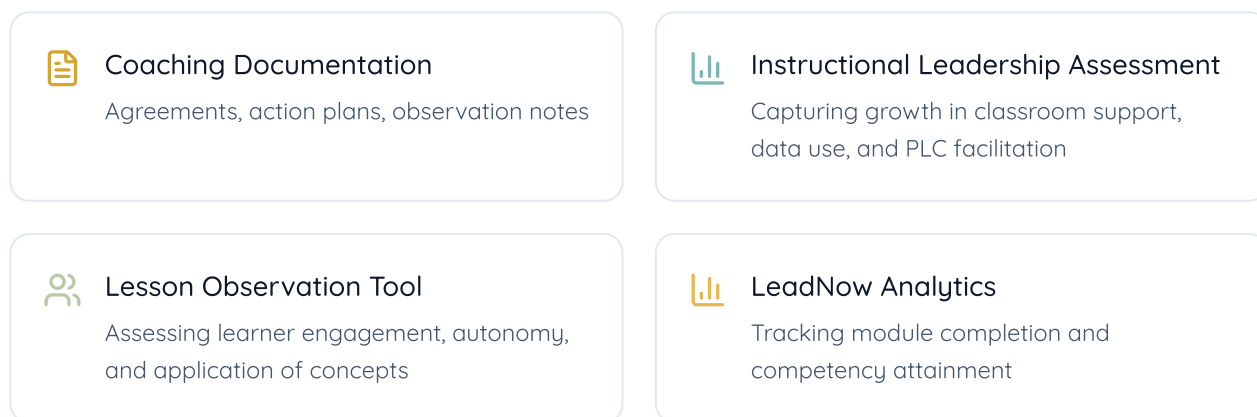
- 1 How effective was the CaS implementation process?
- 2 What changes occurred in instructional leadership and classroom practice?
- 3 What improvements are needed for future scale-up?

2.0 METHODOLOGY

The pilot adopted a mixed-methods approach, drawing on surveys, interviews, lesson observations, coaching tools, and reflection notes. Purposive sampling identified 25 schools (10 in Machakos and 15 in Kajiado). Each school had one Headteacher as Coach and one teacher as Coachee. Four Education Officials were trained to coach Headteachers and support implementation across the two counties.



Data Collection Tools



Analysis Approach

Quantitative data were analysed descriptively, while qualitative data were thematically analysed to identify shifts in instructional leadership, classroom practice, and teacher mindset.

3.0 KEY FINDINGS

The following section presents the key findings from the CaS pilot, organised into five themes that reflect shifts in instructional leadership, classroom practice, use of the LeadNow platform, teacher growth, and implementation challenges.

3.1 Improvements in Instructional Leadership

3.1.1 Increased Classroom Observation and Feedback

School leaders demonstrated greater intentionality in observing lessons and providing structured feedback. Endline results showed improved teacher support, with leaders offering clearer guidance on planning, learner engagement, and classroom management.

3.1.2 Better Use of Data for Instructional Decisions

Leaders increasingly used learner performance and behavioural data to identify priorities for improvement. This supported more targeted feedback and enabled teachers to plan lessons that responded to learner needs.

3.1.3 Strengthened Facilitation of PLCs

PLCs became more active spaces for collaborative planning, peer sharing, and problem-solving. Teachers reported increased opportunities to discuss challenges, review teaching strategies, and reflect on learner needs. While not consistent across all schools, PLCs had a clear positive influence when implemented regularly.

3.1.4 Improvement in Trust and Professional Relationships

Coaching strengthened relationships between headteachers and teachers. Teachers reported feeling more supported, listened to, and encouraged to try new strategies. This enhanced school culture and contributed to more open feedback loops.

3.2 Improvements in Classroom Practice

3.2.1 Increased Learner Engagement

Teachers increasingly used group work, questioning techniques, real objects, visual aids, and mixed ability grouping. Learners became more active participants in lessons, contributing ideas and working collaboratively.

3.2.2 More Learner-Centred Approaches

Teachers shifted toward differentiated instruction and participatory methods aligned with CBC principles. While improvement was evident, differentiation remained inconsistent across classrooms and emerged as an area requiring deeper support.

3.2.3 Improved Classroom Climate and Behaviour

Teachers applied clearer discipline strategies, established structured routines, and fostered more positive learning environments. Learners responded with improved behaviour and greater respect for classroom expectations.

3.2.4 Increased Application of Ideas and Concepts

Learners demonstrated better ability to link concepts to real-life situations and articulate their thinking. However, opportunities for deeper critical thinking and rigorous questioning were still limited.

3.3 Engagement with the LeadNow Platform

LeadNow offered structured professional development that significantly enhanced teacher and instructional leader competencies. Most participants completed four core modules and achieved high competency levels in:

 Coaching strategies

 Lesson planning

 Positive learning environments

 Technology and data use


3.5 Challenges Affecting Implementation

The pilot surfaced a set of systemic and school-level challenges that influenced consistency of implementation:

 Technical constraints with the LeadNow platform

 Limited time due to heavy curriculum workload

 Inconsistent administrative and parental support

 Inadequate preparation for some Coachees, especially in understanding coaching concepts and digital tools

4.0 DISCUSSION

The CaS pilot demonstrated that embedding coaching within existing school and county structures can significantly strengthen both instructional leadership and classroom practice. The two-tier model—Education Officials coaching Headteachers, and Headteachers coaching teachers—reinforced accountability and encouraged more reflective professional practice at both levels.

Culture of Collaboration

The pilot showed that coaching promotes a culture of collaboration, continuous improvement, and shared responsibility for learning outcomes. Teachers became more engaged in professional learning, applied a wider range of instructional strategies, and developed stronger confidence.

Headteachers reported becoming more intentional in their instructional leadership, using data to guide feedback and focusing on improving teacher practice rather than only compliance. This shift to instructional leadership has long-term potential to improve learning outcomes and create sustainable professional learning systems within schools.

LeadNow provided an important complement to face-to-face coaching. Participants who engaged with the platform consistently demonstrated stronger conceptual understanding and applied digital coaching tools more confidently. However, the pilot revealed that platform effectiveness depends on reliable connectivity, adequate onboarding, and technical support.

Key Insight

While challenges emerged around workload, time, and technology, the overall impact of the CaS model on teacher practice, school culture, and instructional leadership was positive and demonstrated clear potential for scalability.

The consistency of coaching cycles and the quality of reflective conversations were determining factors in achieving deep changes in teaching practice. This underscores the need for structured coaching protocols, clear expectations, and consistent follow-up at all levels of implementation.

✔ LeadNow Platform Impact

The LeadNow platform proved valuable for capacity building, though its full potential will be realised when technical enhancements and data-light functionalities are integrated. Strengthening PLC structures, reinforcing coach preparation, and integrating digital documentation tools will be critical for future implementation.

Overall, the pilot provided strong evidence that coaching can be institutionalised as a scalable model for improving instructional practice across Kenya.

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The Coaching at Scale pilot demonstrated that structured, school-based coaching can effectively improve instructional leadership, strengthen classroom practice, and enhance teacher confidence. Clear coaching structures, supportive tools, and reflective practice contributed to positive changes across both counties. To scale the model sustainably, structured coach preparation, streamlined documentation, differentiated teacher support, and improved digital systems will be essential, particularly as the Ministry of Education and the Teachers Service Commission consider institutionalising the model within existing professional development structures.

5.2 Key Recommendations

1. Strengthen Coach Selection and Preparation

Develop clear criteria for identifying Coaches and provide structured preparation focusing on coaching skills, feedback practices, and classroom support.

2. Reinforce Monitoring and Documentation Systems

Adopt simple, digital tools—preferably integrated within LeadNow—to track coaching sessions, classroom support, and PLC participation in real time.

3. Enhance Support for Differentiated Instruction

Provide targeted coaching, practical workshops, and model lessons to strengthen teachers' ability to meet the needs of learners with diverse abilities.

4. Improve Digital Infrastructure for LeadNow

Expand functionalities, reduce data usage, ensure offline access, and improve technical support to increase consistency of engagement.

5. Institutionalise Coaching at Scale

The TWG, MoE, and TSC should collaboratively develop national guidelines to mainstream the CaS model within existing teacher professional development structures.



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