



REPORT ON THE IMPLEMENTATION OF COACHING AT SCALE PILOT

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Executive Summary

The Coaching at Scale (CaS) pilot, which ran from July to November 2023 was implemented by the Ministry of Education (MoE), the Teachers Service Commission (TSC), and Dignitas through a Technical Working Group (TWG). The pilot tested the CaS Framework in 25 public primary schools in Machakos and Kajiado Counties, engaging:

- 1 Headteacher (Coach) and 1 Teacher (Coachee) per school
- County education officials as instructional leaders

The CaS model followed a four-stage process—Planning, Coaching Agreement, Implementation, and Reflection—supported by digital and print resources. The LeadNow app played a central role in professional development, enabling teachers to complete modules and adopt stronger instructional practices.

Key Outcomes:



Improved School Leadership



24%

49%

- Increase in school leader feedback



19%

48%

- Increased use of student data for instructional decisions



Strengthened Teacher Collaboration

- Teacher participation in Professional Learning Communities (PLCs)—collaborative teacher learning groups—increased from: 13% → 33%



Enhanced Professional Development

- LeadNow app supported coaching and improved instructional strategies

Recommendations

- Scale the CaS model to additional counties through the existing TWG framework.
- Strengthen digital and print support, ensuring LeadNow app access and offline options for teachers.
- Deepen PLC structures by formalizing mentorship and peer learning across schools.

A man with a goatee, wearing a black and white checkered zip-up jacket over a black t-shirt with white stripes on the sleeves, is pointing his right index finger upwards. He is looking slightly to the right. The background is blurred, showing other people in a crowd. The entire image has a blue tint.

1.0 INTRODUCTION

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1.1 Background

The Ministry of Education (MoE) is committed to the continuous professional development of teachers, aligned with both national priorities and global education goals. Within this vision, Coaching is emerging as a critical lever for strengthening instructional quality and bridging gaps in curriculum delivery. Effective teaching demands a holistic approach to competency development that promotes learner-centred practice and improved outcomes.

As Desimone and Pak (2017) note, evidence-based instructional practices often supported by instructional coaches are foundational to high-impact professional development. Kenya's 2021 Teachers Service Commission (TSC) guidelines on Teacher Induction, Mentorship, and Coaching (TIMEC) reinforce this by promoting teacher growth through ongoing school-based support. These efforts are further grounded in the Kenya Professional Teaching Standards (KePTS), which define teacher growth across seven domains, including pedagogy, inclusive education, school safety, and instructional leadership.

In 2020, the MoE, in partnership with the TSC and key Semi-Autonomous Government Agencies (SAGAs) including the Kenya Education Management Institute (KEMI), Kenya Institute of Curriculum Development (KICD), Kenya National Examinations Council (KNEC), and Kenya Institute of Special Education (KISE) launched the Coaching at Scale (CaS) initiative. This initiative was developed and piloted by a Technical Working Group (TWG) to institutionalize Coaching as a system-wide, sustainable continuous professional development (CPD) approach.

The TWG's core objective was to design a structured, adaptive, and scalable Coaching framework that equips teachers and instructional leaders to deliver more effective, learner-centred instruction. Ultimately, CaS seeks to embed Coaching into the education system as a strategy for improving classroom practice, elevating instructional leadership, and achieving excellence in curriculum delivery across Kenyan primary schools.



1.2. Coaching at Scale Framework

1.2.1 Definition of Coaching

Coaching is a critical tool for leadership development, enabling teachers and principals to nurture potential, prioritize student success, and manage performance within real-world school settings. As Lofthouse (2018) observes, Coaching helps educators navigate complex professional dilemmas and performance expectations. Globally, it is recognized as a key form of professional development for teachers and school leaders.

In Kenya, Coaching is increasingly embedded in professional development policy. The Mentorship Policy for Early Learning and Basic Education (MoE, 2019) defines a national CPD framework involving institutions such as KEMI and the Center for Mathematics, Science and Technology Education in Africa (CEMASTE) to uphold teaching standards. It supports competency-based education, technology integration, and tools like TPAD and mentorship journals in pre-service and in-service training.

To support curriculum delivery in primary schools, the Technical Working Group (TWG) defined Coaching at Scale as a structured, system-wide professional development model that equips teachers with skills, support, and resources for effective implementation. Coaching is defined as:

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

This definition emphasizes scalability, customization, and reflection, ensuring that Coaching responds to teacher needs while improving instructional quality and learner outcomes. When well implemented, Coaching supports system-wide improvement by developing teachers’ knowledge, skills, and reflective practice.



1.2.2 Stages in the Coaching Process

The Coaching at Scale (CaS) model is implemented in four stages:



Coaching at Scale Toolkit

Overarching Goal:

Improve instruction through school-based support for teacher development towards successful curriculum delivery.



Stage 1 Planning

Planning defines the purpose and objectives of Coaching, identifies beneficiaries (e.g., teachers, school leaders), and clarifies development priorities such as instructional strategies or classroom management. Coach preparation is essential to ensure alignment with broader education goals (Sancar et al., 2021).

Stage 2 Coaching Agreement

The Coaching Agreement stage sets shared goals, timelines, and expected outcomes. It defines roles, responsibilities, confidentiality, and meeting frequency—creating accountability and aligning Coaching to Coachee priorities (Shannon et al., 2021).

Stage 3 Implementing Coaching

In the Implementation stage, planning transitions to action. The Coach and Coachee co-develop action plans, conduct Coaching sessions, and review progress through feedback and reflection. Effective Coaching involves targeted, content-focused activities (Gibbons & Cobb, 2016) and benefits from structured, recurring Coaching cycles (Kho et al., 2020).

Stage 4 Reflecting and Feedback

Reflection and Feedback consolidate learning and assess progress. Observation notes, reports, and practice changes are reviewed to measure Coachee growth. Effective feedback strengthens the Coaching relationship and supports continuous development (Hammond & Moore, 2018; Pierce, 2015).

1.3 Rationale of the CaS Pilot

The CaS pilot aimed to evaluate the two-tiered coaching model's relevance and impact on curriculum delivery in line with the Ministry of Education's quality education goals. Leadership for coaching operates at two levels:

1. System level:

- Education Officers (EOs),
- Quality Assurance and Standards Officers (QASOs),
- Curriculum Support Officers (CSOs)

2. School level:

- Headteachers (HTs) and
- Deputy Headteachers

The CaS pilot provided insights into Coaching implementation and clarified roles for EOs within MoE and TSC. It aimed to strengthen foundational quality in education by empowering teachers and school leaders through continuous, structured professional development.

1.4 Objectives

Overall Objective:

To pilot the Coaching at Scale (CaS) framework as a professional development model supporting school leaders in effective curriculum delivery in Machakos and Kajiado Counties.



Specific Objectives:

- i. Assess the process of the CaS pilot initiative in selected primary schools of Machakos and Kajiado Counties.
- ii. Determine the influence of CaS pilot initiative on instructional leadership and classroom practices in selected primary schools of Machakos and Kajiado counties.
- iii. Provide recommendations for the CaS framework towards successful curriculum delivery in primary schools.



Study Questions:

- i. How effective was the process of the CaS pilot initiative in selected primary schools of Machakos and Kajiado Counties?
- ii. What impact did the CaS pilot initiative have on instructional leadership and classroom practices in selected primary schools of Machakos and Kajiado Counties?
- iii. What recommendations can be made for future implementation of the CaS Framework based on the findings of the CaS pilot initiative?





2.0 METHODOLOGY

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2.1 Study Design

The Coaching at Scale pilot study adopted a mixed-methods approach, combining both qualitative and quantitative techniques through the use of surveys and interviews. By blending data types, the study aimed to produce deeper, contextually rich insights, an advantage often highlighted in mixed-methods research (Clark & Ivankova, 2016), where the integration of multiple perspectives enhances both the credibility and relevance of findings.

2.2 Target Population Sampling and Sampling Procedures

The study was implemented in public primary schools in Machakos and Kajiado counties. Using purposive sampling, 25 schools were selected based on prior involvement in Dignitas programs. Each school included one Headteacher (Coach) and one teacher (Coachee). Additionally, two Education Officials per county were selected to coach school leaders.

Table 1: Distribution of study respondents

County	Schools	Teachers (Coachee)	Headteachers (Instructional leaders/Coaches)	Education Officials (Coaches)
Kajiado	15	15	15	2
Machakos	10	10	10	2
Total	25	25	25	4

2.3 Roles of the Participants

The CaS pilot initiative involved a two-tier Coaching process. The first level focused on preparing Coaches by training four education officials. These officials then provided training to headteachers, who serve as the instructional leaders at the school level. The second level involved these headteachers conducting Coaching sessions with teachers, who are the Coachees, directly within their schools.

- i. **Education Officials (Coaches):** Trained by Dignitas to deliver the CaS model, they coached headteachers and supported Coaching implementation across clusters.
- ii. **Headteachers (Instructional Leaders):** Served as school-based Coaches, guiding classroom practices and mentoring teachers.
- iii. **Teachers (Coachees):** Received Coaching to improve their instructional delivery and were observed to assess change in teaching practice.

2.4 Coaching Implementation Framework

The Coaching at Scale model followed a structured four-stage framework designed to guide both the process and relationship between Coaches and Coachees.

a) Planning Stage

This initial stage focused on establishing the foundation for effective Coaching. Coaches identified their Coachees and clarified the goals of the Coaching engagement. The areas of focus included: instructional strategies, classroom management, learner participation, assessment, and professional reflection. Coach preparation involved onboarding onto the LeadNow platform and reviewing printed Coaching resources such as lesson plan templates, activity guides, and feedback forms.

b) Coaching Agreement

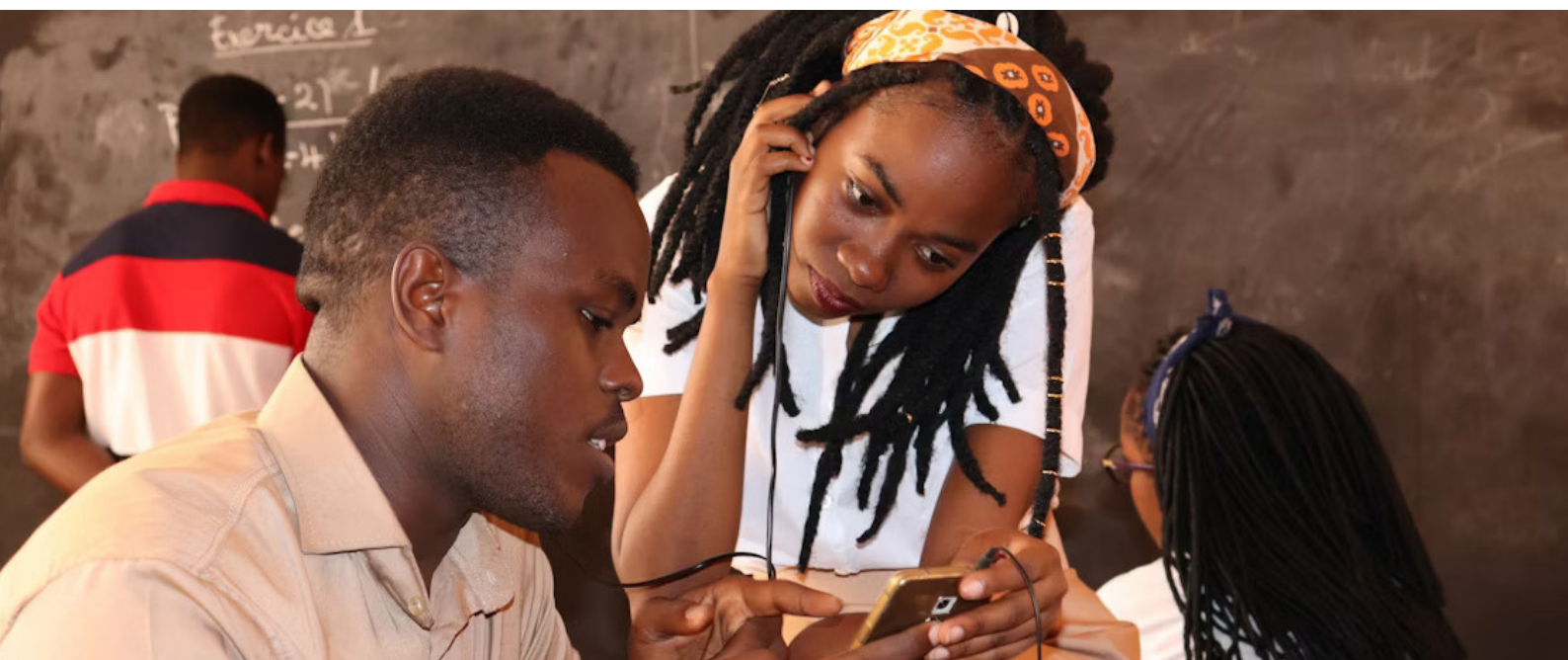
Each Coach-Coachee pair developed a written Coaching Agreement to set expectations, establish timelines, and outline professional development goals. The agreement also defined confidentiality terms and the structure of Coaching sessions (e.g., observation, feedback, and follow-up).

c) Coaching Support and Classroom Practice

In this stage, Coaches conducted lesson observations and provided targeted feedback using action plans and the observation tool. Coachees implemented new strategies such as group work, use of real objects, visual aids, and differentiated instruction. Coaches modeled effective teaching methods and co-developed instructional materials with Coachees. Emphasis was placed on learner-centred practices and responsiveness to classroom diversity.

d) Follow-Up and Reflection

Reflection was an integral part of the Coaching cycle. Coaches facilitated structured reflection sessions to review progress against action plans. Teachers engaged in self-assessment, learner feedback loops, and peer discussion. In some schools, reflection extended into Professional Learning Communities (PLCs), reinforcing collaborative learning and knowledge sharing.



2.5 Capacity-Building of Coaches and Coachees

Professional development was supported through the LeadNow digital platform, which provided targeted learning modules for instructional leaders and teachers. Participants completed the following modules:

- i. Module 4: Effective Coaching Strategies
- ii. Module 5: Evaluating and Improving Teaching Practices
- iii. Module 6: Creating Positive Learning Environments
- iv. Module 11: Technology Integration and Data Use

Most participants completed all modules, with many achieving Advanced or Mastery levels. These modules were complemented by physical Coaching materials and in-person check-ins by Education Officials. Coachees reported improved preparation, stronger pedagogical strategies, and deeper reflection as a result of this blended learning approach.

In addition, Coachees engaged in Professional Learning Communities (PLCs) that supported peer reflection, instructional problem-solving, and the sharing of teaching strategies. While participation varied, those who attended reported strengthened confidence and instructional clarity.

2.6 Data Collection Tools

Four primary tools were used during the pilot:

- i. **Coaching Tool:** Captured Coaching agreements, action plans, and reflection notes between Coaches and Coachees.
- ii. **Instructional Leadership Assessment Tool:** Used by Education Officials to evaluate Headteachers across three domains, classroom support, learner engagement, and school culture, on a four-point scale (Emerging, Intermediate, Mastery, Advanced). In addition, the tool generated facilitation scores, which measured the extent to which school leaders effectively guided PLC discussions, supported collaboration among teachers, and addressed instructional
- iii. **Lesson Observation Tool:** Employed by Headteachers to assess teacher practices across three outcome areas:
 - * Learner goal orientation and autonomy
 - * Learner engagement and participation
 - * Learner application of concepts and critical thinking
- iv. **School Leadership Support Tracking Tool:** Used to document the frequency and nature of support provided by Education Officials, including coaching check-ins and school leaders' use of digital tools.

2.7 Data Analysis and Reporting

Quantitative data were analyzed using descriptive statistics, including frequency distributions, percentage shifts, and average scores. Ratings from baseline and endline assessments were compared to evaluate growth in instructional leadership and classroom practices.

Qualitative data from Coaching conversations, reflection logs, and quotes were thematically analyzed to identify key patterns related to instructional change, teacher confidence, collaboration, and professional growth. These findings were combined with quantitative results to give a fuller picture of the Coaching pilot's impact.

2.8 Limitations

Several limitations affected the scope and depth of the pilot:

- **Short implementation period:** The pilot was rolled out late in the school calendar year, limiting the number of Coaching cycles and full execution of action plans.
- **Training constraints:** Education Officials had limited preparation time, and some expressed challenges in fully applying the Coaching framework.
- **Incomplete documentation:** Inconsistent recording of Coaching sessions and lesson observations reduced the granularity of data.

To address these gaps, future rollouts should allow for a longer implementation period, reinforce Coach Preparation (especially at system level), and digitize documentation for real-time tracking and reporting.



LEADNOW
by DIGNITAS

Transforming school leader Coaching: Harnessing Data with LeadNow



Data-driven
Insights



Goal-oriented
Coaching



Individualized
Feedback



Competency-based
Support



3.0 FINDINGS

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3.1 Accomplishments in the Coaching Process

3.1.1 Coach Preparation and Resource Use

Instructional Leaders participated in structured professional development through the LeadNow app, completing modules on coaching strategies, instructional improvement, positive learning environments, and real-time data integration. These modules equipped Coaches with skills to offer constructive feedback, support pedagogical reflection, and align teaching practices with learner needs.

Coaches also utilized teaching and learning resources such as lesson plans, schemes of work, real objects, visual aids, and flashcards. For instance, one Coach noted selecting “learner books, written assignments, textbooks, and course books” to enhance the coaching sessions, illustrating practical use of instructional materials to support teacher learning.

3.1.2 Coachee Action Planning

Action planning involved identifying key instructional areas such as assessment, pedagogy, classroom management, and collaborative practice. Although implementation was limited due to time constraints, the plans served as a foundation for shared goal setting and reflective teaching.

3.1.3 Coaching Support and Classroom Practice

Coachees applied learner-centered strategies including small group instruction, mixed-ability grouping, and the use of diverse learning materials (e.g., charts, images, realia). This shift toward inclusive and interactive teaching helped improve student engagement.

3.1.4 Reflective Practice and Feedback

Teachers engaged in reflection through journaling, peer discussion, and real-time feedback. Reflection led to refined classroom practices tailored to learner needs. Coaches observed enhanced ability to identify instructional gaps and adjust accordingly.

3.1.5 Participation in Professional Learning Communities (PLCs)

Participation in PLCs fostered collaboration, professional growth, and shared problem-solving among Coachees. Practices included joint planning, peer review, and data-informed discussions. Although 40% of Coachees did not attend, those who participated reported meaningful benefits.

3.2 Effects of Coaching on Instructional Leadership



3.2.1 Classroom Support

School leaders demonstrated increased engagement in observing lessons and providing feedback. Mean scores rose from 24% at baseline to 49% at endline. Kajiado showed a stronger gain than Machakos.



3.2.2 Use of Data for Instructional Decisions

Coaching improved the use of student data in decision-making. Leaders more frequently reviewed learner behavior and performance data to support instruction.



3.2.3 Facilitation of PLCs

Facilitation scores increased from 13% to 33%, with notable gains in Machakos. Leaders used PLCs to support collaboration, target weak areas, and assess learning progress.



3.2.4 Trust and Relationship Building

Coaching reinforced school leaders' relationships with teachers and learners, enhancing trust and collaboration. This shift supported better classroom dynamics and learner discipline.

3.3 Effects of Coaching on Classroom Practices



3.3.1 Outcome 1: Learners are Goal-Oriented

Teachers increasingly created learner-safe spaces and implemented structured discipline plans. There was improved student respect for teachers and a shift toward positive behavior management. Learners were more involved in setting and pursuing academic goals.



3.3.2 Learner Autonomy and Differentiation

While learner autonomy showed notable improvement, the inclusion of learners with different abilities saw only marginal change, highlighting a persistent gap in effective differentiation.



3.3.3 Outcome 2: Learners Actively Engage

There was a shift toward group-based and interactive learning. Use of active instructional methodologies nearly doubled. Increased interaction improved learner participation and collaboration.



3.3.4 Outcome 3: Learners Apply Ideas and Concepts

Students showed greater ability to question, analyze, and apply concepts. However, the degree of cognitive struggle and synthesis remained moderate, pointing to the need for continued support in critical thinking.

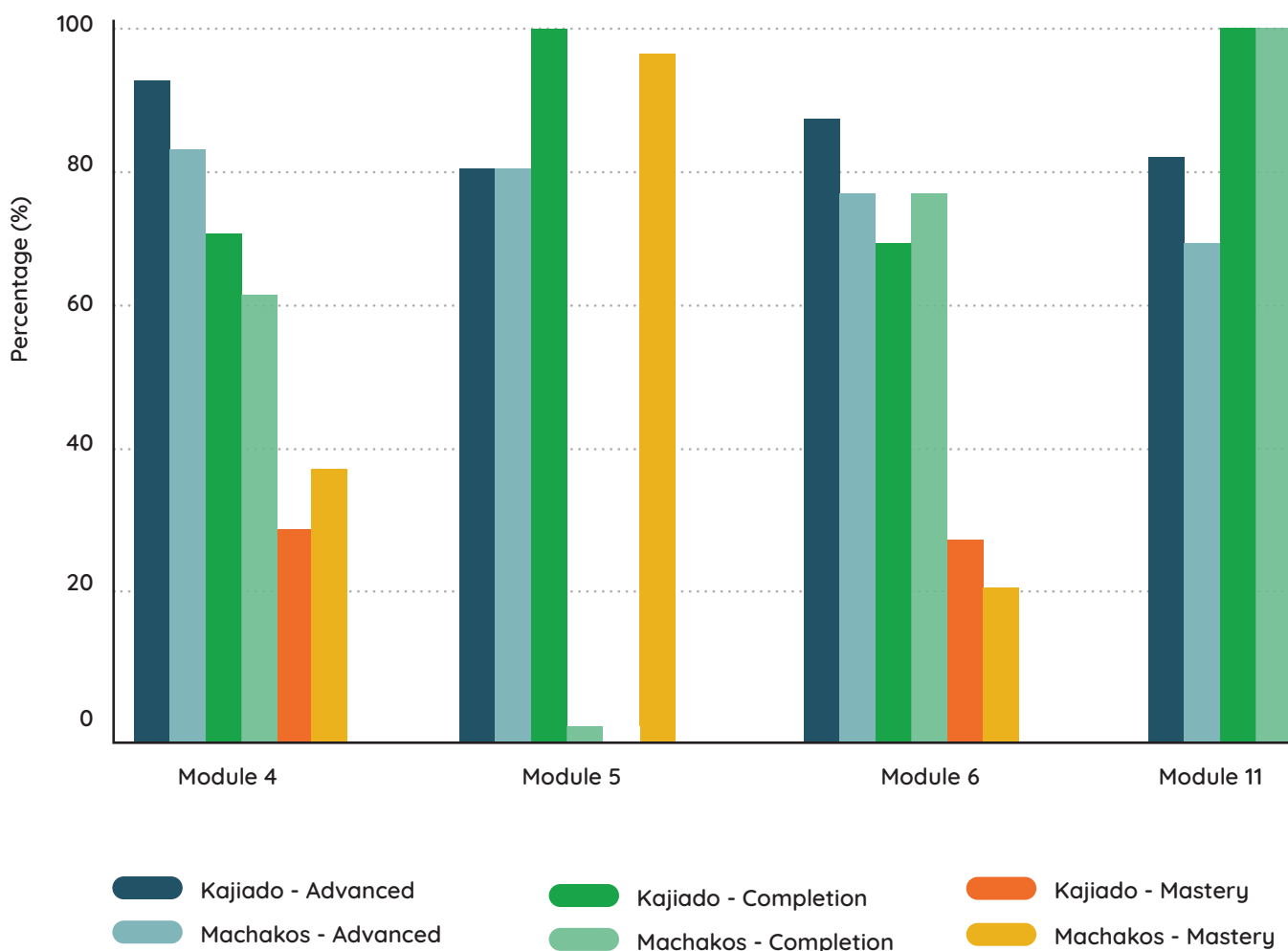
3.4 Use of the LeadNow Platform

The Coaching at Scale pilot yielded several findings related to Coachees’ and instructional leaders’ engagement with the LeadNow platform, including improvements in instructional preparation, competency development, and patterns of module completion across both counties.

Coachees demonstrated improved capacity in lesson preparation, marked by adherence to planning schedules and increased collaboration with peers. They reported greater awareness in building positive classroom culture, including learner-centered and interactive instructional practices. Coachees also adopted diverse teaching strategies suited to different learning styles, reflecting a more nuanced understanding of pedagogy. All participating Coachees achieved either Advanced or Mastery competency levels across the four training modules.

In total, 68 instructional leaders participated in the LeadNow platform training, including 24 from Kajiado and 44 from Machakos. Their achievements are outlined in the table below:

Table 2: Completion, Advanced and Mastery By County



Several challenges were reported in the use of LeadNow. These included technical issues with the app, such as malfunctions and navigation difficulties, as well as limited internet bundles that hindered consistent access. Some teachers, particularly those who were not trained directly, perceived the platform as outside their responsibility. Heavy curriculum demands also constrained the time available to engage with the platform, and some Coachees reported challenges in understanding module content or unfamiliar terminology. Additionally, while the platform supported learning, most Coaching documentation and progress tracking continued to rely on manual processes.



3.4.1 Technical Support Offered in Use of LeadNow

The Coaches and instructional leaders provided support in the use of the LeadNow app and the completion of the modules. The technical support in the use of LeadNow involved several areas of support to users in maximizing their experience and efficiency with the platform:

- i. **Guidance and Training:** This support includes detailed guidance on the functionalities of LeadNow. It involves training sessions or materials that familiarize users with the platform's features, navigation, and tools. This ensures that users understand how to utilize LeadNow effectively.
- ii. **Troubleshooting Assistance:** Technical support assists users in resolving any issues or challenges they encounter while using LeadNow. It could involve troubleshooting common problems, addressing glitches, or providing solutions to specific user queries.
- iii. **Accessibility Support:** Ensuring that users have access to the necessary resources and information required to use LeadNow effectively. This might involve providing documentation, FAQs, or other materials that aid users in navigating the platform independently.
- iv. **Customized Solutions:** Tailoring support to meet the unique needs of different users. This could involve providing personalized assistance based on specific requirements or challenges faced by individuals or groups using LeadNow.
- v. **Continuous Assistance:** Offering ongoing support to users as they continue to use LeadNow. This might include periodic check-ins, additional training sessions, or updates on new features to ensure users stay up-to-date and proficient in their use of the platform.

The provision of comprehensive technical support empowered the users to confidently engage with LeadNow more effectively, ensuring they utilize its full capabilities to meet their objectives.

3.5 Reflections on Overall Program Implementation

The successful implementation of the CaS pilot was reflected in the following outcomes related to teacher engagement and professional growth:

1. **Growth in Teaching Methodologies:**
Throughout the program, teachers actively engaged with various pedagogical methodologies. They delved into diverse teaching approaches, instructional strategies, and educational theories. They explored innovative methods to cater to different learning styles, grasped the significance of differentiated instruction, and honed their skills in classroom management. This knowledge acquisition empowered them to adapt their teaching practices to better meet the needs of their students, fostering an enriched and more effective learning environment.

2. **Shift in Teacher Attitudes:**
The program's impact was evident in the positive shift observed in the teachers' attitudes. They exhibited increased enthusiasm, motivation, and eagerness to apply newfound knowledge in their teaching practices. This positive demeanour was contagious, influencing not only their interactions with students but also fostering a more conducive and uplifting atmosphere within the school community.

3. **Teachers' Learning Commitment:**
Throughout the program, teachers diligently completed all the modules. This accomplishment signifies their commitment to professional development and their dedication to improving their teaching skills. It showcases their proactive approach to learning and their willingness to invest time and effort in enhancing their pedagogical expertise for the benefit of their students.

3.6 Challenges and Opportunities

The following challenges were encountered during the implementation of the Coaching at Scale (CaS) model

01.

Limitation in the use of the Lead Now app

- Malfunctioning of the app – sometimes failed to work properly, disrupting progress.
- Navigation difficulties – the app was not user-friendly.
- Recurrent technical issues – frequent malfunctions hindered progression.
- Lack of ownership – untrained teachers did not view the app as their responsibility.
- Limited data bundles – constrained consistent use of the app.

02.

Time constraints due to a heavy curriculum workload

- Coachees struggled to implement fully as the demanding workload left little time for the Coaching process.

03.

Limited administrative support and parental engagement

- Weak parental support in providing learners with required resources.
- Inadequate support from the school administration.

04.

Inadequate preparation of the Coachees on the implementation

- Some Coachees expressed negativity because they had not been adequately prepared.
- Gaps included: understanding key coaching concepts/terminologies, navigating the LeadNow app, and balancing coaching with teaching responsibilities.



4.0

KEY DISCUSSIONS AND IMPACT OF COACHING AT SCALE

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The CaS pilot demonstrated the importance of embedding Coaching within a system-wide framework that aligns with national education goals.

This section reflects on the broader implications of the Coaching model, drawing from implementation findings to explore its potential for institutionalization, leadership transformation, instructional improvement, and sustainability.

i. Embedding Coaching into the education system.

The CaS pilot was grounded in established MoE and TSC policies that support school-based professional development. By positioning Education Officials and school leaders as Coaches and aligning the process with existing structures, the initiative fostered ownership and embeddedness within the system. The clear designation of roles—EOs coaching headteachers, and headteachers coaching teachers—ensured layered support and reinforced a culture of instructional leadership.

ii. Equipping Coaches to Lead Change

Coaches were equipped through structured modules delivered on the LeadNow platform, focusing on skills Coaching, development Coaching, and performance Coaching. This approach enabled both digital and reflective professional growth, increasing the ability of school leaders to guide pedagogical improvement.



iii. Strengthening Instructional Leadership

The Coaching model strengthened the capacity of instructional leaders to plan effectively, support teachers through feedback, and use data for informed decision-making. Leaders increasingly facilitated PLCs and created opportunities for collaborative learning among staff. These changes contributed to a more supportive school culture, where leadership was not limited to administrative roles but extended into mentoring and continuous improvement.

Regular reflection and goal-setting enhanced school leaders' ability to navigate change and support teachers in developing responsive instructional strategies. However, implementation gaps—such as variation in classroom observation and feedback—highlight the need for ongoing capacity development and monitoring.



iv. Improving Classroom Practices

Coachees adopted more learner-centred approaches, integrating group work, questioning strategies, and interactive teaching aids. Coaching contributed to increased learner engagement, although the use of rigorous questioning and critical thinking prompts remained inconsistent. There was notable improvement in the use of positive classroom management strategies, although some schools still required support in implementing structured discipline plans.

Teachers reported growing confidence in planning and delivering lessons aligned to CBC principles, particularly in the use of real-life connections and differentiated instruction. Still, variability across classrooms suggests a need for continued focus on supporting teachers to refine reflective practice and individualised feedback.

v. Implications for Student Learning

Improved teaching practices translated into enhanced student engagement and learner autonomy. While some learners were given choices and responsibilities within lessons, others lacked sufficient opportunities for personalized learning. School leaders’ efforts to communicate clear academic and behavioural goals were uneven, pointing to a need for a more consistent framework for goal-setting that supports learner achievement.

Addressing gaps in differentiated instruction and individualised feedback is critical to making learning inclusive and effective for all students.

vi. Role of the LeadNow Platform

The LeadNow platform played a central role in delivering content, tracking progress, and building Coaching capacity. Completion rates for the modules were high, and most Coaches and Coachees demonstrated competency in instructional planning, technology integration, and creating positive learning environments.

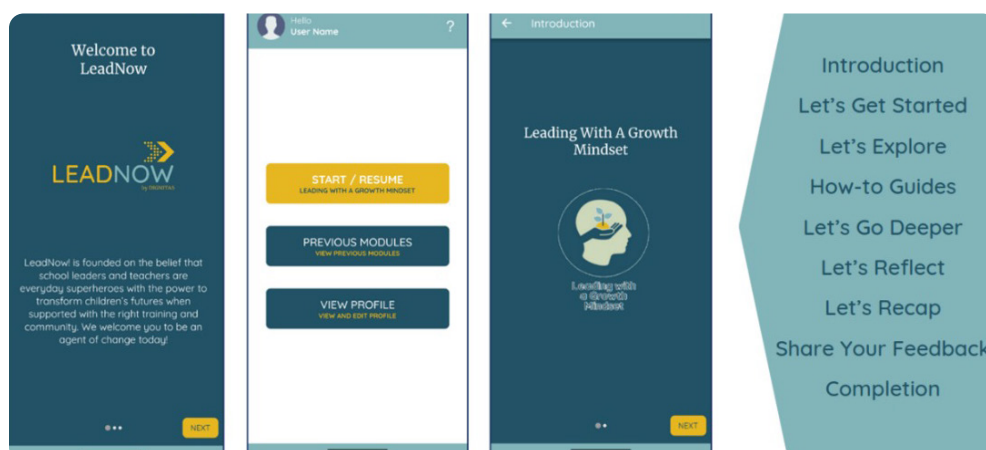
However, documentation of Coaching tools and reflection was largely manual, highlighting the need for an integrated, real-time monitoring platform. Leveraging LeadNow for both training and data collection could enhance the consistency, scalability, and sustainability of the Coaching model.

vii. Key Considerations for Sustainability

For long-term impact, the following should be prioritized:

- Institutionalize the Coaching framework through national guidelines and structures.
- Strengthen monitoring systems using digital platforms like LeadNow.
- Enhance training and follow-up support for Coaches to maintain the Coaching model’s quality and integrity.
- Reinforce leadership development across school levels.
- Promote differentiated and inclusive instructional practices.

The CaS pilot provided clear evidence that Coaching can catalyze system-wide instructional improvement. Future iterations should focus on scaling within a supportive policy environment while continuing to refine tools, capacity, and leadership engagement for sustainable change.



A person's hands are shown holding a smartphone, with the entire image overlaid with a semi-transparent blue filter. The text is centered in white, bold, sans-serif font.

5.0 CONCLUSION AND RECOMMENDATIONS

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5.1 Conclusion

The Coaching at Scale pilot, conducted in Kajiado and Machakos, provided a comprehensive overview of the Coaching process. Coaches and Coachees worked together to define the purpose of Coaching, aligning their efforts toward shared goals and objectives. Coaches meticulously prepared content and used a variety of resources, including data and instructional materials, to enhance the learning experience.

A key feature of the Coaching process was its individualized approach, allowing Coaches to tailor their methods to address the specific pedagogical needs of each Coachee. This personalized strategy facilitated targeted and impactful skill development. To support the Coaching process, various tools were used to capture information throughout the planning, implementation, and feedback stages, including the Coaching Tool, Instructional Leadership Assessment Tool, Lesson Observation Tool, and School Leadership Support Tracking Tool. These tools streamlined the process while systematically gathering valuable data to drive continuous improvement. The success of Coaching at Scale was further supported by institutional mechanisms that ensured school leaders' commitment and teachers' adherence to Coaching sessions and recommended classroom practices. This institutional support created an environment conducive to effective Coaching and sustained professional development within schools.

5.2 Recommendations

Ensuring Effectiveness in School-Based Coaching Process

i. Coach identification and preparation

- For effective Coaching, it is crucial to establish clear, documented criteria for selecting Coaches to ensure that qualified individuals are guiding teachers. Furthermore, assessing and addressing the capacity-building needs of Coaches at both County and School levels, including their ongoing development, ensures they are well-equipped to support teachers. This approach enhances the program's overall impact and sustainability.

ii. Tracking of classroom support and professional learning communities

- School leaders are responsible for providing classroom support and facilitating professional learning communities. While they are effective in these roles, their administrative duties may limit their focus on instructional leadership. Implementing a tracking system is crucial to monitor their involvement and ensure consistent Coaching support for teachers.

iii. Targeted Coaching Strategy for addressing learners with different abilities

- Implement targeted Coaching strategies to enhance differentiated teacher classroom practices, focusing on designing and delivering lessons that accommodate learners of diverse abilities. This approach should include practical workshops, ongoing support, and resource development to equip teachers with the skills needed to adapt instruction and meet the varied needs of students.

Implications for Policy and Practice of Coaching at Scale

i. Documentation and Adoption of Coaching at Scale (CaS) Process

Based on the pilot results, the TWG, in collaboration with Dignitas, should implement a systematic Coaching protocol that can be scaled up nationally in two key steps. First, streamline the guidelines for Coach preparation to align with the necessary training competencies in Skills Coaching, Performance Coaching, and Development Coaching. Second, develop and adopt comprehensive documentation procedures to track Coach and Coachee activities during Coaching sessions and classroom practices.

ii. Customisation of the LeadNOW Platform with Coaching Resources

The TWG, in collaboration with Dignitas, should customize the LeadNow app to support Coaching at Scale by expanding its functionality beyond training to become a comprehensive platform for capacity building and Coaching. This enhancement will facilitate real-time feedback on Coaching practices, providing valuable insights into areas for improvement in curriculum implementation.

iii. Policy strategy and guidelines for mainstreaming Coaching at Scale in the Education System

The TWG, in collaboration with Dignitas, should prepare and submit a concept for policy and guidelines on Coaching at Scale to the Ministry of Education (MoE) and the Teachers Service Commission (TSC). This process should adopt a participatory approach, involving practitioners and stakeholders in the collaborative development of a policy strategy to institutionalize Coaching at Scale within the education system.



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