



Rosemont School Coaching Policy

Reviewed: 2018

Due for review: 2020

1. Introduction

Rosemont's Coaching system aims to help students grow their own desire for personal improvement and self-knowledge. Rosemont provides an academic and holistic education for our students which aims to challenge them, meet their needs, enable them to pursue their chosen field of further study and enter the world of work.

Coaches aim to develop a strong rapport with each coachee (student), encouraging and assisting her: in learning to make the most of her strengths and talents; in cultivating a love and respect for others; in strengthening her spirit of service, all of which is based on an understanding and personal awareness of the Catholic faith.

Rosemont's Coaching system forms part of the overall school development plan which takes into account the needs of students, school resources and contextual factors. This document should be read in conjunction with all other relevant school policies.

2. Aims of the Coaching System in Rosemont School

Coaches aim to touch on academic, human, social, spiritual, personal and interpersonal topics in coaching sessions. Coaching gradually develops positive adult qualities in students, teaching them to reflect on their own behaviour and to take increasingly more responsibility for their own choices. Coaching brings vision and ethos down to practical realities for a student. Coaches endeavour to reach all aspects of the human person so that students leave Rosemont all rounded, mature young women ready for all of life's challenges.

3. Overview of Coaching

Coaching is central to Rosemont's ethos and success. Each student has a Coach who meets with her approximately every three weeks, or more frequently when needed. In a typical coaching session, with the assistance of her Coach, a student sets or reviews her goals in her academics, extra-curricular, sporting, social or

other areas. Coaching provides students with the opportunity to evaluate the progress they have made on their goals and devise new strategies for success. This will necessarily involve helping each student to know herself better, set personal goals, cultivate interests and foster her own potential. A Coach helps a student to acquire perspective on life's ups and downs and to grow in virtues such as honesty, self-mastery, sincerity, gratitude, cheerfulness, generosity, industry, modesty and respect.

Coaches promote learning at every level of the person; academic, spiritual, human, social, personal, interpersonal. Students with special educational needs, be they educational challenges or giftedness, benefit greatly from the Coaching system (cf Special Needs Policy). It ensures they are able to set themselves targets which reflect their individual potential.

If a student raises a problem about a subject with her Coach, the Coach will guide her through her options about how to resolve it, supporting her in taking ownership of her learning. The Coach will always direct the student to discuss potential ways to improve her experience of the subject with the subject teacher directly. Should a more intractable issue arise, the Coach will remind the student that they should use the established lines of communication between her parents and subject teachers. The Coach will only liaise directly with the subject teacher when there is a straightforward insight which would be valuable for the subject teacher to know about.

Coaches are one of the key contacts for parents. Coaches may make personal contact with parents, if necessary, by telephone/letter/email to ensure their involvement in their daughter's education. Coaches are available to meet with parents each term to learn how to assist and help the coachee (student) grow and develop. Coaches prepare for the meeting by talking to the relevant subject teachers for any updates on the student's progress.

If a member of the teaching staff observes that a student is having academic, disciplinary, or emotional difficulty, it is communicated with the relevant Coach, management or Year Head as appropriate. Parents are consulted to help formulate a plan of action. The Coaching programme ensures that every Rosemont student has the personalized attention of a caring adult, who takes the time to know the coachee and develop a coaching relationship with her. No one slips through the cracks, and everyone is held to the same high standard of giving one's personal best.

The Rosemont Coaching system is especially effective because it focuses on the needs of each individual and challenges her to maximise her qualities and her time.

4. Goals of individual coaching session:

Rosemont's Coaches have two main goals:

-to enquire

-to encourage.

The student directs the goal setting and devises her strategies for success. While Coaches are committed to the success of each of their students, they maintain an objective perspective. By being their own boss, students get excited about their plan and work hard at achieving their goals. A coach helps to keep them on track and is there to suggest possible solutions.

Through regular meetings, Coaches provide students with the opportunity to evaluate the progress they have made on their goals and devise new strategies for success.

5. Coaching and career focused planning:

Coaches work with students on career-focused planning and goal-setting. All students are encouraged to research their options and set long-term educational and career goals. In this way the Coaches support the professional Career Guidance provided by qualified staff in school, who direct 5th and 6th year students in particular to the resources they need in order to make decisions about careers in third-level education.

6. Results of effective coaching:

Teachers, parents and past pupils have seen that Rosemont's Coaching system brings out positive, adult qualities in students.

7. Collaboration between Coaches and Parents in Coaching system-partnership structure

Rosemont's entire educational approach complements the parents' position who are their child's most influential educators. Our Coaches keep parents abreast of the children's strengths, challenges, progress and goals. Teachers and Coaches seek feedback and input from parents. They use that input to strengthen Rosemont's educational contribution to each student and to establish a partnership with their student's family. In turn, teachers offer guidelines for parents on how to ensure their individual child's success. Our approach falls in line with our founding intention to work with families for the student's benefit.

Parents may meet Coaches once a term. This arrangement ensures parents and students are working together to achieve goals set by the student and allows parents to have input on areas of critical focus. It also gives them the information they need to provide meaningful encouragement at home.

8. Collaboration between Coaches and Teaching staff -Partnership structure

Since classroom teachers spend a considerable amount of time with the student in a learning environment, they have an opportunity to assist in the pupil's development, not just in their own specialised subject area but also in a more holistic way. This includes the contribution subject- teachers can make to the overall personal development of the student, academically, morally, socially and spiritually. Every day, teachers have the opportunity to help students develop positive self-concepts as part of self-understanding and self-acceptance as well as making an invaluable contribution to assist the student becoming conscious of their own potential and opportunities.

9. Collaboration between Coaches and Guidance Co-ordinator - Partnership structure

A Coach may convene meetings with the Guidance co-ordinator (cf Guidance policy) when they recognize the need for assistance. Then the Guidance Co-ordinator will act as liaison to organise the provision of such assistance from other qualified helpers both within and outside the school, while informing the school, management, parents and relevant authorities. In addition to voluntary referral a situation may arise when referral to social services may be necessary. This is done in collaboration with the relevant social worker, depending on the address of the student concerned.

10.Coaching and Child Protection:

In the context of Coaching, as in every area of school life, the Department of Education's Child Protection Guidelines and Rosemont's Child Safeguarding Statement are always followed. (cf School Policies on Rosemont's website www.rosemont.ie).

11.Record Keeping & GDPR:

Coaches, students and parents keep a log of their coaching sessions and the Coaching Co-ordinator receives a log of coaching sessions from Coaches at the end of each academic term. All notes taken are kept secure by the Coach and maintained within the guidelines given to the Coaching staff regarding appropriate practice regarding compliance with GDPR. All Coaches are reminded to review annually any notes taken in the course of coaching, and to shred whenever required.

12.Evaluation of coaching system

Coaching is evaluated annually.

13.CPD of coaches

All Rosemont Coaches receive comprehensive training seminars on the Rosemont Coaching system. These are followed by regular training sessions, and coaches meet each term with the Coaching Coordinator.

14.Coaching Coordinator

The role of the Coaching Coordinator is to oversee the effective delivery of Rosemont's Coaching system in conjunction with the management team, and to design and update the training of Coaches.