



Rosemont School Coaching Policy

Reviewed: 2022

Due for review: 2024

1. Introduction

Rosemont's Coaching system aims to help students grow their own desire for personal improvement and self-knowledge. Rosemont endeavours to provide 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 student, encouraging and assisting them to make the most of their strengths and talents. Coaches aim to cultivate kindness, love and respect for others in each student, strengthening their 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 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, for a 10–20 minute conversation. With the assistance of her Coach, a student sets or reviews her goals in 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, hard work, 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. It ensures they can 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 complex 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 contact parents, if necessary, to ensure their involvement in their daughter's education. Coaches are available to meet parents each term to learn how to help the student grow and develop. Coaches prepare for the meeting by talking to the relevant subject teachers for any updates on the student's progress. Coach-Parent meetings are approximately 20 minutes in duration.

If a member of the teaching staff observes that a student is having academic or emotional difficulty, it is communicated to the relevant Coach, Year Head, or management 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 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 listen

-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. Boundaries:

As coaches deal with a wide range of matters while coaching students, it is important to also understand the boundaries and limits of coaching. Coaches do not deal with subject-specific concerns, nor with whole-year pastoral matters, nor finance etc. Such matters are dealt with by the relevant person as outlined in a 'Lines of Communication' email to parents in September each year.

It can be helpful to remember the following:

A coach is:

A coach - speaks frankly, challenges you to achieve your personal best

A builder of confidence – helps you grow in self-knowledge, awareness of your strengths and weaknesses, nurtures your Growth Mindset

A guide – supports you when facing the practical demands of student life, setting clear and appropriate goals, developing virtues/qualities

A collaborator - with parents and teachers

A sounding board – helping you with setting targets

A Coach is not:

A counsellor/therapist – the school provides information on relevant professional services to parents where that may be of benefit to a student

A "best friend"

A disciplinarian

A go-between

6. 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.

7. Results of effective coaching:

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

8. Collaboration between Coaches and Parents in Coaching:

Rosemont's educational approach complements the parents' position as their daughter's primary influencers and educators. Our Coaches keep parents abreast of the student'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 advice to parents on how to ensure their 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 important areas. It also gives them the information they need to provide meaningful encouragement at home.

9. Collaboration between Coaches and Teaching staff:

Since subject teachers spend a considerable amount of time with the student in a learning environment, they have an opportunity to assist in the student'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-awareness 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.

10. Collaboration between Coaches and Guidance Co-ordinator:

A Coach may convene meetings with the Guidance co-ordinator 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.

11. 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. Any potential Child Protection concerns will be raised by the Coach with the schools Designated Liaison Person or Deputy Designated Liaison Person.

12. Record Keeping & GDPR:

Coaches 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.

13. Evaluation of coaching system

Coaching is evaluated annually.

14. CPD of coaches

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

15. 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.