



One Year, Four Weeks at a Time

How instructional coaching and IRIS Connect AI Insights lifted teaching quality across Al Jana'en Charter School



THE CHALLENGE

Al Jana'en Charter School, part of the Bloom Charter Schools network in the UAE, made early literacy its whole-school priority. Learning walks, lesson observations and pupil voice revealed variation in how the school's structured literacy programme was being implemented: inconsistencies in lesson fidelity, assessment practice, questioning and student participation across classrooms.

Traditional professional development was not closing the gap. The school needed something consistent and ongoing that individual teachers could act on, rather than another whole-staff session; and it needed teachers to trust it.



WHY IRIS CONNECT

IRIS Connect gave the school what learning walks could not: a reflection of practice a teacher could return to and act on. What made it viable was who controlled that record. Teachers hold sole ownership of their recordings, and a lesson is seen only when the teacher chooses to share it.

Ownership was the condition for trust. Principal Simon Lidgard and Elementary Principal Shameem Manuel reviewed their own teaching before inviting staff to do the same, and the invitation carried weight because they had already accepted it themselves.



THE APPROACH

The school adopted an individualised coaching model that pairs instructional coaching with IRIS Connect AI Insights. Each teacher completes a structured cycle: **baseline observation, two coaching sessions, and a final evaluation**, mapped against a Phonics Practice Continuum that gives everyone a shared language for effective practice, from Not Acceptable Yet through to Outstanding.

AI Insights supply objective evidence to every coaching conversation: teacher-talk ratio, pacing, student participation, questioning, corrective feedback and fidelity to the phonics lesson sequence. Most of these measures describe teaching quality in any subject, which is why the model runs school-wide rather than in literacy alone.

In Grades 1 and 2, the **Bloom K-2 Literacy AI Insight**, co-developed with **EduEnhance** and **IRIS Connect** and aligned to the Bloom Explicit Phonics Blueprint, reviews lessons down to articulation and pronunciation in phonics instruction.

The platform has also been localised by EduEnhance to provide insights aligned to the UAE School Inspection Framework. The impact is demonstrated in results in literacy and other subjects.

"Trust was the number one priority. We walked the talk: I had myself recorded first, so teachers could see that nobody else could view the footage unless they chose to share it. Within four weeks, our teachers went up a level. The growth has been phenomenal."

Shameem Manuel, Elementary Principal and Head of Teaching and Learning

86%

of teachers rated good or better by year end

4

weeks for teachers to move up a level

100%

of teachers in the phonics coaching cycle improved their rating

95%

progress in external MAP mathematics results

COACHING, MADE EASIER AND MORE PRECISE

Before IRIS Connect, coaching at Al Jana'en meant one-way feedback based on a single live observation. Now coach and teacher watch the same lesson, so conversations start from shared evidence rather than recollection. Teachers record a lesson, identify their own successes and challenges, and upload it to a reflective pathway; the coach reviews it, and together they agree action steps in a structured meeting. The pathway sets out the agenda and timings, which means less administration and more coaching.

“Coaching used to be direct feedback based on that one moment, and as an observer you can miss things. Now it is a reflective practice between coach and coachee: we look at the same lesson, examine the successes and challenges together, and agree action steps. Everything is set out for you on IRIS, the pathway, the agenda, the timings. I have become more effective, not just in my own practice but across teachers, so I can see where we need to improve as a grade, a department or a school.”

Naseegah Isaacs, Teaching and Learning Coordinator and Coach



IN TEACHERS' WORDS...



“The AI showed me how much I was talking and how many closed questions I was asking. My coach and I worked on peer discussion and turn-and-talk, and now the literacy focus is on the students.”

Mariska Mouton, Grade 2 Teacher



“Reflective, insightful, practical. I noticed I kept repeating instructions instead of giving students time to think. Now I give the instruction once and let them process.”

Nada El Ghouseini, Grade 3 Teacher



“IRIS Connect has helped me become more intentional. I can see what is really happening rather than relying on my feelings about a lesson. My students speak more confidently and listen to each other.”

Mark Subaldo, Grade 5 Teacher

THE EVIDENCE: ONE PHONICS COACHING CYCLE

The school’s internal evaluation followed four teachers through a full coaching cycle on the Phonics Practice Continuum, with IRIS Connect AI Insights informing every conversation.

Teacher	Baseline	Final Rating	Impact on classroom practice
Teacher 1	Not Acceptable Yet	Good	Consistently delivers lessons aligned to the Blueprint, with explicit routines and assessment-informed planning.
Teacher 2	Acceptable	Very Good	Strong instructional precision, flexible grouping and increased student independence.
Teacher 3	Good	Outstanding	Students lead routines, coach peers and independently transfer phonics knowledge across reading and writing.
Teacher 4	Not Acceptable Yet	Very Good	Strong fidelity to the Blueprint, seamless transitions, effective questioning and high engagement.

Every participating teacher improved their rating; three of the four reached Very Good or Outstanding, and none remained below Good. Across the school, the impact shows in student outcomes too: external MAP results reached 71% attainment and 95% progress in mathematics, and 52% attainment in English for a school of second-language learners.

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