Literacy and Numeracy National Partnership

Curriculum Leaders - Coaching for Success

“Coaches work for teachers, with teachers, from the classroom outwards.”
Literacy and Numeracy National Partnership schools will choose a focus

- Reading
- Numeracy
The role of a coach working in an educational setting in Queensland Schools.

Compiled by Patsy Tanner and Debra Vains-Loy 2009

“achievement levels will only improve if changes are made to current practices.” and

“the most effective way to increase achievement in literacy, numeracy and science is to increase the effectiveness of classroom practices.”
Findings from evidence-based research indicate that

“what matters most is quality teachers and teaching, supported by strategic teacher professional development!”

(Ken Rowe; 2003; Joyce & Showers, 2002; John Hattie, 2003; Timperley et al., 2008)
<table>
<thead>
<tr>
<th>Mode</th>
<th>Skill</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Theory + demonstration</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>Theory + demonstration + practice</td>
<td>20%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Awareness, knowledge, skill</td>
<td></td>
</tr>
<tr>
<td>Theory + demonstration + practice + feedback</td>
<td>20%</td>
<td>Some change – but not sustained</td>
</tr>
<tr>
<td>Theory + demonstration + practice + feedback + coaching</td>
<td>90%</td>
<td>Sustained change for the duration of coaching</td>
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What is professional development?

With a colleague discuss and compose a definition of professional development.
Effective professional development brings about changes in instructional practices, student achievement and teacher beliefs.

Coaching is increasingly recognised as an important method for improving instruction and achievement, which in turn contributes to sustained change in teachers’ practices, beliefs and attitudes.

Coaching is:

20% energy,
20% passion,
20% content,
20% knowledge,
20% organisation

and

100% relationships.

The energy, passion, content, knowledge and organisation will not have any effect on our schools if we can’t relate to the teachers.

(Miller Burkins 2007)
Quality of an Effective Coach:

- see themselves as a learner;
- are good listeners and observers who are prepared to provide honest and supportive feedback;
- have capacity to building relationships founded on trust and mutual respect;
- have a willingness and eagerness towards working with teachers to improve their practices;
- have the experiences that enables them to model, observe, and provide feedback about instruction for classroom teachers;
- have a well developed understanding of children’s strategic processing.
a coach is one who helps teachers to recognise what they know and can do, assists teachers as they strengthen their ability to make more effective use of what they know and can do, and supports teachers as they learn more and do more.’

The different roles a coach may engage to effectively work with colleagues

<table>
<thead>
<tr>
<th>School-based professional learning roles</th>
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<tbody>
<tr>
<td><strong>coach</strong></td>
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<tr>
<td><strong>consultant</strong></td>
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<tr>
<td><strong>critical friend</strong></td>
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<tr>
<td><strong>mentor</strong></td>
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</table>

*Coaching is helping people learn instead of teaching them.*
How can coaching impact on student outcomes?

Coaching supports significant change because it provides

- a foundation for teacher reflection,
- action research,
- collaboration,
- informed decision making,
- all of which can lead to significant educational change and improved student achievement.

(Joyce & Showers, 1998; Swartz, Shook & Klein, 2001; Killion, 2003; Lyons & Pinnell, 1999; Norton, 2001.)
Coaching episodes are connected to and derived from teachers’ analysis of data and work with students.

Coaching episodes are grounded in inquiry, reflection and experimentation that are participant driven.

Teachers are engaged in concrete tasks of teaching, assessment, observation, and reflection.

Coaches are themselves supported in their own learning through professional networks and coaching facilitators.
Informing frameworks

P-12 Curriculum framework

Productive Pedagogies

Numeracy Framework

Professional Standards for Teachers

Literacy Framework

Lifelong Confidence with Maths

Key to Learning
Guidelines: Whole school intervention for improvement

Using data in an inquiry approach to improvement

Guidelines for using student achievement data to inform teaching and learning

Guidelines for School Curriculum Planning

Pedagogy Guidelines

Productive Pedagogy Dimensions

**Recognition of Difference**
Reflected upon the use of student diversity within the classroom environment

**Supportive Classroom Environment**
Examines the extent to which students feel supported in their classrooms

**Connectedness**
Examines the links between classroom activities and the real world

**Intellectual Quality**
Involves reflecting upon the demand for intellectual rigour within the classroom
Coaching is a powerful tool to drive and sustain professional development. 

- Support the social development and participation of young people.
- Contribute to language, literacy, and numeracy development.
- Structure flexible and innovative learning experiences for individuals and groups.
- Construct intellectually challenging learning experiences.
- Construct relevant learning experiences that connect with the world beyond school.
- Contribute inclusive and participatory learning experiences.
- Build relationships with the wider community.
- Commit to professional practice.
- Assess and report on student learning.
- Integrate information and communication technologies to enhance student learning.

Queensland Government
Interspersed throughout this conference are video clips of real teachers, coaches and children involved in their own learning journeys.

*We acknowledge that this is a gift for everyone’s learning and we ask that you engage with it, with gratitude for your learning and respect for the learning journey of those involved.*

[Case study Weir SS](#)
Activities that a coach may undertake

- Engage in discussions regarding teacher planning
  - of student engagement in the teaching and learning cycle
  - alignment with assessment, curriculum and reporting - QCAR
  - scaffolding for individual students and groups of students
  - identifying the curriculum literacies of a KLA
  - front-ending the assessment
  - designing focused explicit lessons
  - collaboratively establish teacher and student goals.
engage in discussions with teachers in the analysis and use of student data to

- inform future planning
- reflect on effective pedagogy
- identify student’s individual needs

engage in teaching activity by

- providing mini-lessons to demonstrate effective instructional approaches
- Co-teaching with the class teacher for whole class, small groups and individual students.
- Provide honest reflective feedback

as part of the school’s curriculum team analyse data and identify teacher needs to determine future goals and professional development needs;

facilitate needs based professional development sessions.
<table>
<thead>
<tr>
<th>Continuum of Change</th>
<th>Inter-active coaching</th>
<th>Intra-active coaching</th>
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<tbody>
<tr>
<td></td>
<td>Facilitate a <strong>workshop or session</strong> to improve instruction and student learning</td>
<td>Study groups investigating common interest topics to improve instruction and student learning</td>
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<tr>
<td></td>
<td>Provide <strong>observation lesson</strong> to improve Instruction and student learning</td>
<td>Action research to seek resources after reflection to improve instruction and student learning</td>
</tr>
<tr>
<td></td>
<td>Co-teaching with colleague to improve Instruction and student learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-conference, observation and debriefing to improve instruction and student learning</td>
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<tr>
<td></td>
<td><strong>Increased external scaffolding</strong></td>
<td><strong>Decreased external scaffolding</strong></td>
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<td></td>
<td>Subject-oriented</td>
<td>Problem-oriented</td>
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A model for coaches working with teachers

Set goals & plan
- Teacher / coach discussions identifying goals
- Collaboratively plan assessment tasks and learning episodes

Demonstrate & discuss
- Coach demonstrates lesson
- Immediate feedback and discussion
- Collaboratively plan next lesson

Teacher Practice
- Practice and refinement of pedagogy by teacher
- Reflection of teaching and learning process

Observation & feedback
- Observation of teacher lesson – reflection, feedback
- Student feedback

Reflection & plan
- Change in teaching practices
- Analysis of student data
- Effectiveness and refinement of the coaching model

Build rapport and develop professional relationships
How might this look like in a school setting?

**Minimum of three face to face sessions per week as well as planning sessions**

**Monday** – coach and teacher discusses prior to the mini-lesson the teaching emphasis - coach demonstrates the lesson and teacher and coach critique immediately following.

**Tuesday – Wednesday** - teacher engages in similar lessons possibly coach is involved in a co-teaching roles

**Thursday** - coach and teacher discuss the emphasis of the teaching lesson prior to the teacher engaging in an observation lesson following coach and teacher engage in constructive feedback.

**Friday** - planning session involving coach and teachers establishing goals for the teaching and learning

**Typical session time frame approx 40-50 mins.**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>5-10 mins</td>
<td>Discussion of teaching emphasis</td>
</tr>
<tr>
<td>15-20 mins</td>
<td>mini-lesson</td>
</tr>
<tr>
<td>10-15 mins</td>
<td>Feedback and goal setting</td>
</tr>
<tr>
<td>10 mins</td>
<td>Forward planning</td>
</tr>
</tbody>
</table>

*Leanne’s model*
How do we measure success with students?

• pre and post student assessment tasks
• student data to measure distance traveled
• video taping of student and teacher interactions
• student reflective comments

Video of Chandler
How do we measure success with teachers?

• teacher and coach keeping a reflective journal
• record of observations and conversations
• pre and post surveys on teacher beliefs, understandings and pedagogy
• pre and post video taping of mini lessons and feedback session.

Video of teacher survey
Zelda's Reflections
Leanne and Serena reflections
• evidence of a cultural change i.e. teacher’s readiness to deprivatise practice

• level of teacher professional discussions regarding student achievement

• use of student data to inform planning and pedagogy

• the use of effective feedback at all levels Principal to coach, coach to teacher, teacher to student, student to students and anywhere in between

• monitoring of improvements in student outcomes - distance travelled

Paul’s reflections
Remember...coaching is a train ride!
Coaching is a train ride.

We get on. We ride. We get off. We get back on and ride some more. There are accidents and there are delays.

At certain stops there are surprises.

Some of these will translate into great moments of joy, some will result in profound sorrow.
When we first board the train, we meet people whom we think will be with us for the entire journey. Those people are our colleagues!
Our colleagues are with us for as long as we need each other.

They too have journeys they must complete.

We live on with the memories of their love, affection, friendship, guidance and their ever presence.

Sadly, this is far from the truth.
There are others who board the train and who eventually become very important to us.
Some people consider their journey like a jaunty tour.

They will just go merrily along.
Others, will encounter many upsets, tears, losses on their journey.

Others still, will linger on to offer a helping hand to anyone in need.
Some people on the train will leave an everlasting impression when they get off....

Some will get on and get off the train so quickly, they will scarcely leave a sign that they ever travelled along with you or ever crossed your path...
That’s okay … everyone’s journey will be filled with hopes, dreams, challenges, setbacks and goodbyes.

We must strive to make the best of it… no matter what…
We must constantly strive to understand our travel companions and look for the best in everyone.
Remember that at any moment during our journey, any one of our travel companions can have a weak moment and be in need of our help.
The bigger mystery of our journey is that we don’t know when we’re going to stop.

Neither do we know when our travel companions will make their last stop.

Not even those sitting in the seat next to us.
We’re all on this train ride together.

Above all, we should all try to strive to make the ride as pleasant and memorable as we can.
All aboard! Safe journey!!

BON VOYAGE!