INTRODUCTION TO

COACHING IS...
words or phrases you think you might hear or see
5 whys...

Why would our school invest in a coaching / observation model?
because...
why...?
because...
why...?...

Textbox 13.2 The 5 Whys Example

Why is a shared vision important?
Answer: It is important so that everyone has input into the direction of the school or class.

Why should everyone have input into the direction of the school or classroom?
Answer: Public education should involve the parents, students, and staff working together.

Why should students be involved in the direction of their classroom?
Answer: So they can have a voice in how they learn.

Why should students have a voice in how they learn?
Answer: If students have a voice, they will take ownership of their learning.

Why should students take ownership of their learning?
Answer: So they will have the tools to learn on their own for the rest of their lives.
high impact professional learning

Q? what has the greatest impact on professional practice?

Seven Principles of Highly Effective Professional Learning

visible-learning.org John Hattie speaks

Edtalks.org Helen Timperley speaks
student centred coaching

*watching the impact not the teacher
*a partnership that is about student learning
*sets a focus based on student learning
*something the teacher cares about
*conversation based on student work
links to Visible Learning
micro teaching
direct instruction
collective teacher efficacy
feedback
and...

2015 ranking of effect sizes
what can we learn from shortcuts...

summariser

word wizard

illustrator

connector

questioner
Children will be successful when they leave school if they can...

- reflect on past experiences
- use their prior knowledge and build on
- communicate and collaborate
- challenge ideas and perception
- make responsible decisions, ethical choices and uphold honesty
- transfer/apply knowledge to new situations
- be resilient and have a growth mindset
- set personal and challenging goals
- focus on the journey, making the most of opportunities
- solve real world problems using a range of skills
- find creative solutions and challenge the ideas of others

1. Challenge ideas and perceptions and find creative solutions to real world problems
2. Reflect on past, present and future experiences
3. Communicate and collaborate
4. Make responsible decisions, ethical choices and uphold honesty
5. Transfer and apply prior knowledge to new situations
6. Set personal and challenging goals and have resilience over the course of the learning journey
Australian Institute for Teaching and School Leadership
How-to’ Guide

INSTRUCTIONAL COACHING

WHAT IS INSTRUCTIONAL COACHING?
- A coach working one-to-one with a teacher, to model and observe classroom practice and to support reflection and professional conversation about practice
- Focused on supporting the professional growth of individual teachers based on an identified need e.g. classroom management, content enhancement, pedagogy, assessment and more
- Aims to build a partnership to develop evidence-based teaching practices

WHY INSTRUCTIONAL COACHING?
- Supports the tailoring and implementation of strategies to improve practice and impact on students
- Focused on helping teachers to learn, rather than teaching them
- Provides opportunities to adjust practice in response to feedback based on direct observation

WHAT ARE THE KEY ELEMENTS?
- Intensive and differentiated support at the point of need
- Expertise of coach is utilised
- Strong partnerships that encourage and support continuous reflection on classroom practice
- Puts the individual at the centre of the partnership and identifies areas for personal growth
- Encourages openness and sharing of practice with a focus on self-improvement and impact on students
- Often aligned with a school's performance and development process

WHAT DO I NEED TO CONSIDER?
- A focus on professional growth should be maintained
  > Conversations should be centred on the improvement of specific practice
  > Not everyone can be a coach
  > Competencies important in coaches include empathy, non-judgmental warmth, genuineness and emotional awareness
  > Instructional Coaching can be perceived as threatening
  > Consult with staff prior to assigning a coach

Where can I find out more?
Institutional Coaching: A Partnership Approach to Improving Instruction (Knight, 2007)
What is an Instructional Coach? (Pennsylvania Institute for Instructional Coaching)
INTRODUCING CLASSROOM OBSERVATION

WHAT IS CLASSROOM OBSERVATION?
- Educators observing each other's practice, providing feedback and learning from each other to improve their impact on students' learning.
- Focused on improving teacher practice in alignment with learner needs and school and regional/state level priorities.
- Aims to make classroom practice more visible and encourage colleagues to collaborate to improve teacher practice and student learning.

WHY CLASSROOM OBSERVATION?
- Provides effective professional learning that emphasizes reflection and feedback on practice to improve learning.
- Develops teachers' self-awareness about their own teaching practice and its impact.
- Can help determine professional learning needs at individual and school level.
- Supports the development of a common understanding of effective teaching practices that have impact.
- Supports sharing of ideas and expertise among teachers including modeling of good practice.
- Provides opportunities to discuss challenges and concerns with colleagues.
- Builds whole-school accountability for the quality of teaching and learning occurring.

WHAT ARE THE KEY ELEMENTS?
- Draw on skills used in everyday teaching:
  - Understanding the context.
  - Using available evidence.
  - Providing descriptive, non-judgmental observation.
  - Maintaining objectivity.
  - Reducing bias.
  - An agreed focus for classroom observation and shared protocols.
  - Develop trust between the teachers observing and being observed.
  - Collegial commitment to the sharing and ongoing development of practice.

WHAT ACTIONS ARE INVOLVED?
- Plan: Invite staff to participate in establishing the conditions or 'ground rules' for initiating observation practices e.g., what strategy will be used, how will people nominate to observe or be observed.
- Gradual steps: Begin with small changes e.g., encourage staff to visit each other's classrooms for 5-10 minutes and think about observed practices and how they could be used in their own class.
- Establish supportive structures: Provide time for observation; encourage staff to begin working with others they feel comfortable with; establish collaborative groups to initiate conversations about learning across the school.
- Offer choice: Allow staff some control over who they observe and the timing of observations.
- Collaborate: Build opportunities into schedules for teachers to work together on common goals; provide support and structures to ensure staff are jointly planning and problem solving.

WHAT DO I NEED TO CONSIDER?
- There are many different approaches and strategies for conducting classroom observation:
  > Use AITSL's 'how-to guides' to help identify what might work best for your context.
  > Classroom observation is a skill and therefore requires practice.
  > Provide opportunities for staff to learn and practice the skills of observation before participating in a formal observation process.
  > Classroom observation can be perceived as threatening, so teachers could self-select peers when undertaking classroom observation for the first time.

WHERE CAN I FIND OUT MORE?
- AITSL Teacher Toolkit
  - Australian Teacher Performance and Development Framework

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"How-to" Guide

PEER OBSERVATION

WHAT IS PEER OBSERVATION?
- teachers observing each other’s practice and learning from one another
- focused on teachers’ individual needs and the opportunity to both learn from others’ practice and offer constructive feedback to peers
- aims to support the sharing of practice and building awareness about the impact of own teaching in order to affect change

WHY PEER OBSERVATION?
- provides opportunities to discuss challenges and successes with trusted colleagues
- supports sharing of ideas and expertise among teachers
- builds a community of trust through opening classroom practice to a wider audience
- encourages openness and sharing of practice with a focus on improving impact on learning

WHAT ACTIONS ARE INVOLVED?

PHASE 1
Pre-observation meeting
- identity focus of the observation
- agree timeframe and duration of observation
- provide background and context for the lesson that will be observed

PHASE 2
Classroom observation
- single observer (now multiple observers can participate, if agreed by all)
- observer records data – what the teacher and students say, do, make and write
- discuss interaction with observed teacher and/or students may occur if appropriate

PHASE 3
Post-observation debrief
- occurs as soon as possible after observation
- observer shares data collected relevant to the identified focus
- observer and teacher share reflections looking at connections between data collected and the teaching and student learning in relation to the teacher’s focus
- observer poses questions to prompt further development
- observer reflects on observations in relevance to their own practice
- plan next steps – action to be taken using shared reflections to improve practice, next focus for observations, relevant professional learning required etc.

WHAT ARE THE KEY ELEMENTS?
- focus on the needs of the individual teacher informed by their students’ needs
- agreement on protocols
- trust between the teachers observing and being observed
- mutual commitment to the sharing and ongoing development of practice

WHAT DO I NEED TO CONSIDER?
- there are many ways to implement Peer Observation
  > work with staff to agree protocols and procedures and involve staff in the planning process
  > can be used for summary judgement of individuals
  > support staff to provide improvement focused feedback that is based on evidence
  > a focus on professional growth should be maintained
  > provide opportunities for early career teachers to learn from more experienced teachers
  > can be perceived as threatening
  > teachers could self-select peers when undertaking classroom observation for the first time

Where can I find out more?
Rethinking Classroom Observation (Zimba, Kaufman and Day, 2014)
Teachers Observing Teachers: A Professional Development Tool for Every School (Education World, 2014)

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classroom observation...

be courageous

be a role model

use technology

collaborate and reflect
**How-to Guide**

**VIDEOS OF PRACTICE**

**Viewing practice from a distance**

**WHAT IS VIDEOS OF PRACTICE?**
- Classroom practice is recorded and later viewed in part or in full as a means of observation of self and/or others.
- Focused on supporting the professional growth of individual teachers and their identified needs.
- Aims to support self-reflection and provide access to observation of others' practice anytime, anywhere.

**WHAT ACTIONS ARE INVOLVED?**

**PHASE 1**
- Record classroom lesson(s) using available technology.
  - Length of recording based on pre-determined focus of the observation.
  - E.g., may be a specific aspect of the lesson or a specific practice being used.

**PHASE 2**
- Observe, individually or as a group, the video recording(s).
  - Use a framework or strategy for analysing what constitutes “quality” practice.
  - Use agreed protocols to support an effective professional conversation.
  - Develop observation skills prior to observing colleagues.
  - Select observer(s) based on intent of the observation.
  - E.g., a teacher may self-reflect on their own practice or a teacher and coach watch and discuss practice.
  - Determine the number of videos to be viewed based on the agreed focus.

**PHASE 3**
- Conclude the observation conversation/self-reflection with a plan for action depending on the observation focus.
  - There may be a decision to trial new or refine existing teaching strategies.
  - Focus may shift to another element of teaching.

**WHY VIDEOS OF PRACTICE?**
- Allows for single or multiple observers for one lesson.
- Videos can be available for review anywhere, anytime.
- Tool for self-reflection of classroom practice.
- Provides opportunities to highlight exemplar practice.
- Can be used to train teachers in specific instructional practices.
- Can be used to up-skill teachers in effective observation and quality professional conversations.

**WHAT DO I NEED TO CONSIDER?**
- The availability and usability of technology.
  - Seek advice from schools that have undertaken similar approaches.
  - Determine staff expertise in using technology to support set-up and implementation.
- Potential privacy concerns.
  - Openly discuss staff concerns; ensure videos are stored and accessed securely and seek expert advice if required.
  - Observations have the potential to be perceived as threatening.
    - Consider starting with self-reflection and build opportunities for staff to work together with trusted colleagues before broadening the use.
  - There are many ways to implement and use Videos of Practice.
- Work with staff to agree on protocols and procedures and involve staff in the planning process.

**WHAT ARE THE KEY ELEMENTS?**
- The use of Videos of Practice may be driven by the school as part of school-wide professional learning, or by small groups of teachers within the school or by individuals.
- Focused on local and/or individual issues.
- Shared agreement and use of protocols around observations and follow up conversations.

Where can I find out more?
- "Can videos with professional conversations improve teacher education?" (Woyte, 2007)
- "Literature Review of the use of Video as a Resource for Professional Development in Mathematics Teachers" (Hall and Wright, 2007)
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my favourite no...
“What we know from the research, is that 80 per cent of what happens in the classroom, the teacher does not see or hear...

Hattie *Revolution School: realising the power of great teachers*
swivel
‘critical reflection in the light of evidence’... Hattie

‘curiosity is the engine of achievement’... Sir Ken Robinson
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collect, complete and return the survey...