The long and winding road

The journey of coaching
Prue Sheargold & Sally Gibson
Our Background...

- We work in Early Childhood at Burgmann Anglican school. We work on separate campuses and both worked as the coach for this process. Our focus was Numeracy.

- We had identified ‘Numeracy’ as a curriculum area that we were going to focus on in Early Childhood and as one of our sub school goals prior to being a part of the program.

- Our first long term goals
  1. To develop effective ways of using data to improve student outcomes and to inform teaching practice and programming.
  2. Based on the data collected, improve student outcomes across all areas of Numeracy
## Term One

### Key data
Teacher questionnaire given to all Early Childhood staff regarding assessment in Mathematics and use of data in planning.

Kindergarten tested and data collected

### Key actions
- Engage pilot staff
- Sort/classify data according to ability groups
- Inform Early Childhood staff and school executive about the coaching process

### Critical event
Everything seemed to work to plan!

### Key reflections
- Grateful to be able to engage a team that were enthusiastic
- Sally and Prue still slightly confused about what it meant to be a coach.
- Kinder staff keen to plan for Term 2 co-teaching.
## Term Two

<table>
<thead>
<tr>
<th>Key data collected</th>
<th>Key action</th>
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| Student data from Term 1 used as a basis for co-teaching. | Plan release time with Kinder team
Co-teach three lessons with Kinder team and follow up with a coaching conversation
Complete Module 3
Sally and Prue commenced planning for a presentation at a whole school PD day. |

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| Some members of the Kinder team were sick, hence our timeline needed adjustment.
Our classes high need students.
Attending Jim Knight changed the way we wanted to coach (ie using video). | We decided to use video in our coaching.
Coaching conversation video
## Term Three

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<thead>
<tr>
<th>Key data collected</th>
<th>Key actions</th>
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<tbody>
<tr>
<td>Collect and collate new student data and group children accordingly.</td>
<td>Change ability groups according to new data.</td>
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<td>Prue to continue to schedule coaching conversations with teachers based on a lesson that had been recorded.</td>
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<td>Forde campus teachers to work independently.</td>
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<th>Key reflections</th>
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<td>Sally off school most of the term.</td>
<td>The use of video was a positive tool for coaching.</td>
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<td>Prue to work with all four teachers.</td>
<td>The new data demonstrated growth within our students.</td>
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<td>Teachers and coaches are more confident participating in coaching conversations.</td>
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## Term Four

### Key data collected
- Kinder assessment to be completed in Week 6.
- Questionnaire for Teachers to be completed again

### Key actions
- Administer Kinder assessment
- Analyse data
- Meet with pilot team to evaluate program

### Critical events
- Busy end of year events

### Key reflections
- The teachers questionnaires reflected their positive approach to using data to inform their teaching
Summative Findings...

Teachers
- The teacher's questionnaires in Term 4 reflected improved use of data in preparing programs
- The teachers in the Kinder pilot team felt more confident to use their data

Students
- The students showed growth in the testing over the year. The ability groupings were fairly consistent across the terms.
- The students had an opportunity to work at their own level.
Successes & Challenges...

Impact on Early Childhood
- The focus in numeracy was across our sub-school
- The staff were positive and interested in what we were doing
- After the school PD staff were clearer about what coaching is

Impact on the coaches
- Positive relationships with pilot team
- Ongoing journey of learning and sharing

Challenges
- TIME
Where to from here...

- Use our school peer to peer observations as a way for teachers to video each other, set goals and have coaching conversations
- Use our data to inform our planning and provide opportunities for children to work at their own level
- Trial 'streaming' in math lessons in Year 1 & 2 to cater for the differing abilities with the goal of improving student outcomes
- Encourage teachers to video their own lessons and observe what is really happening...
Useful Resources...


Modules 1-3, *LNCA Numeracy Stream*.

What Is a Coaching Conversation? The conversation is the relationship

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