



**KEEP  
CALM  
AND CALL AN  
INSTRUCTIONAL  
COACH**



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Burgmann Anglican School**



# Burgmann Anglican School

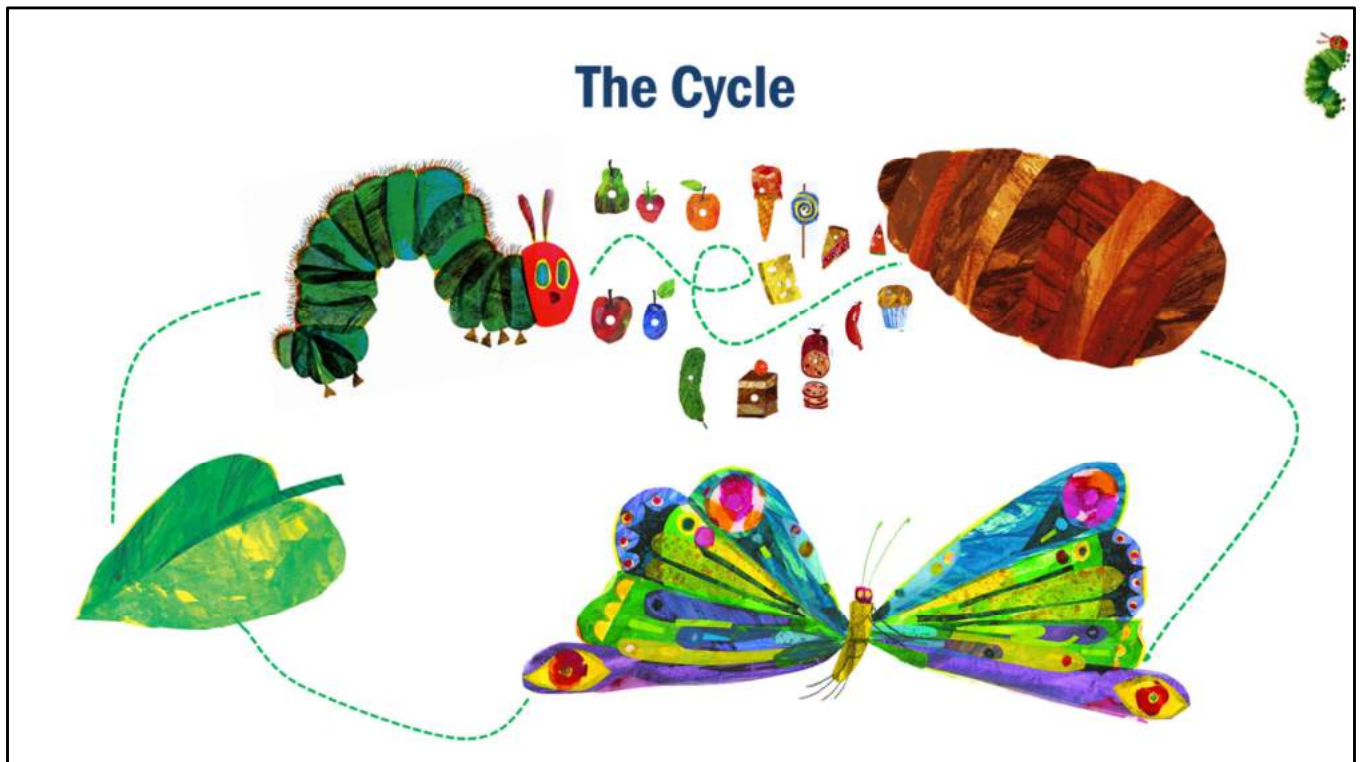


Valley Campus



Forde Campus

Burgmann is a Preschool to Year 12 co-educational school set across 2 campuses. We work in the Early Childhood sub school, each of us on a different campus. Having the two campuses meant we both shared the coaching and leader roles. This enabled us to drive the coaching process more easily with a shared motivation and enthusiasm. In 2015 our focus was numeracy, and in 2016 this has spread across other curriculum areas.



Our 2016 goals was to build on and expand the coaching process to include all teachers in our sub-school.

Staff participated both as a coach as well being coached in Semester 1 and 2. We provided release for the person who was the coach and they videoed at least 20 minutes of their partner's lesson. The expectation was that the coaching conversation would take place as soon as possible after the lesson, usually at recess or lunch.

In July we presented a workshop to the whole staff on how we implemented coaching in Early Childhood.



## The Egg

Coaching is releasing a person's potential to maximise their own performance. It is helping them to learn rather than teaching them.



**Key data collected-** Early in Term 1 we provided our staff with a questionnaire regarding their attitude towards the 6 standards of coaching practice, from the framework for professional growth. We collected and collated the data.

**Key actions-** We introduced our 2016 coaching plan to the staff at a staff meeting. This involved combining the peer observations that we currently do with a coaching roster. We set up and provided a roster of how this would be implemented. Staff participated both as a coach as well as being coached.

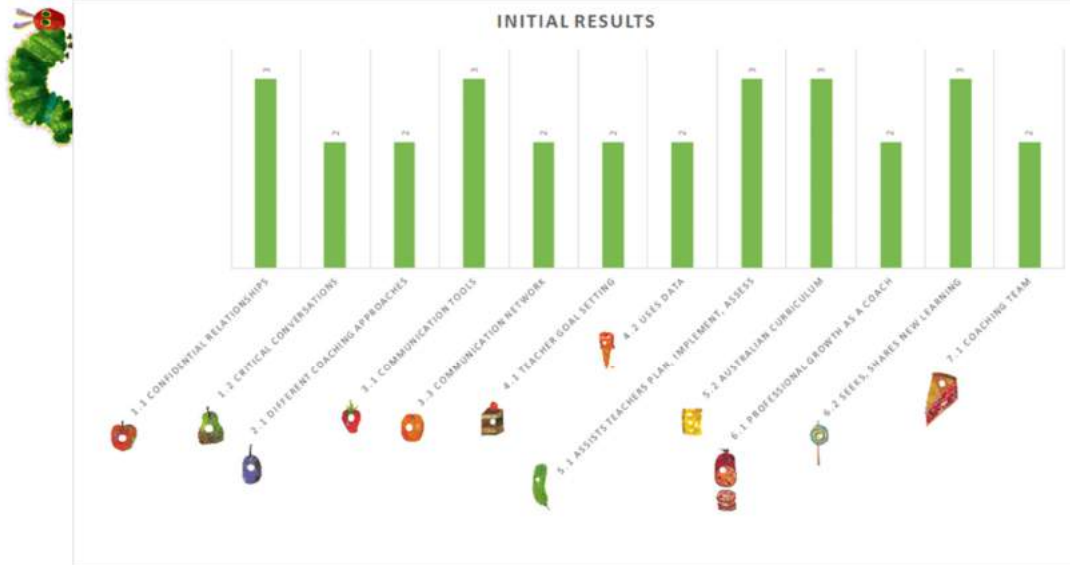
We provided release for the person who was the coach and they videoed at least 20 minutes of their partner's lesson. This **occurred** every Wednesday, so that we could schedule our day to assist. The expectation was that the coaching conversation would take place as soon as possible after the lesson, usually at recess or lunch. This was signed off by both parties and uploaded onto the staff member's PD file.

**Critical events-** The roster was tight and depended on everyone being involved when it was their particular week. Naturally, we ran behind at times due to staff members being away some Wednesdays, hence we needed to adjust the roster. Staff were required to inform their coach prior to the lesson of their goal.

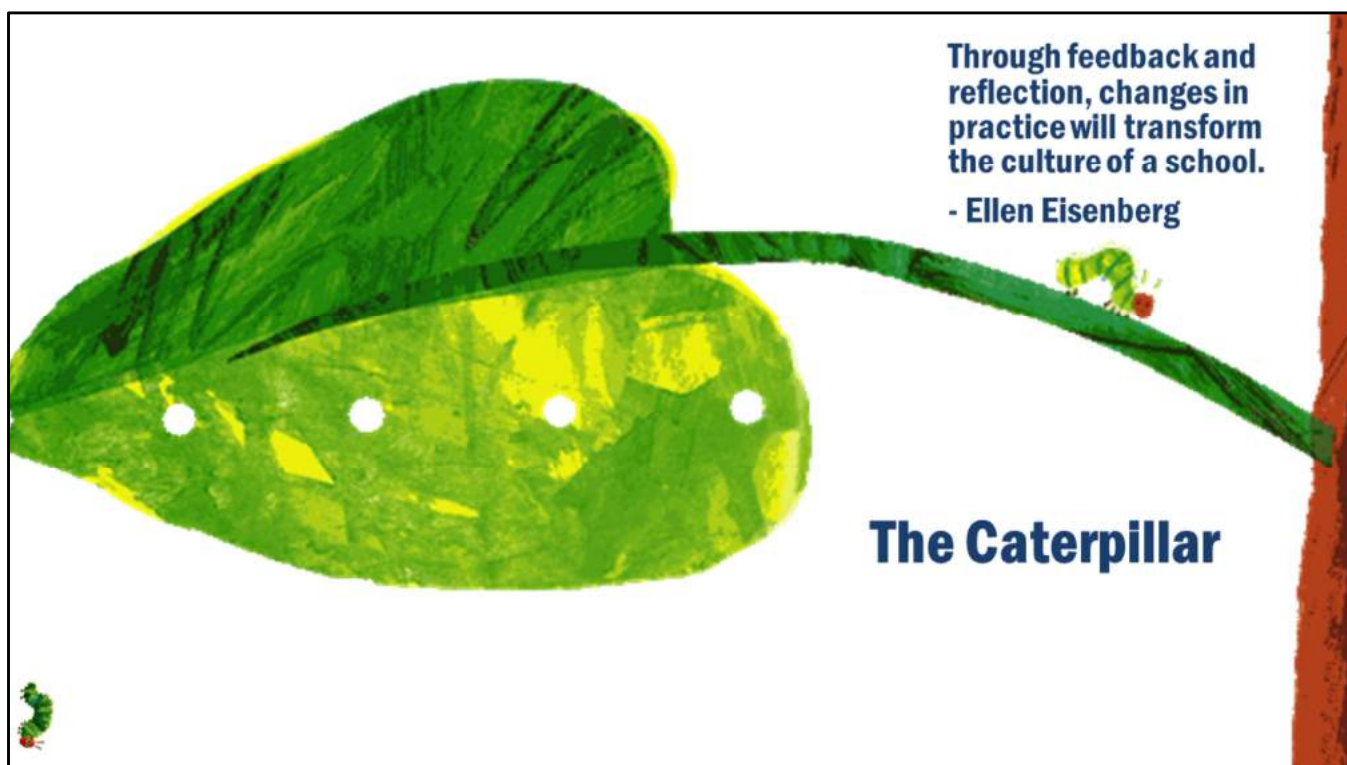
**Key reflections-** We should have left gaps in the roster so that staff absences would

not affect the flow.

# How hungry were we?



The results of the Framework for the Professional Growth of Coaches survey as expected were reasonably low. The staff were not confident with their coaching knowledge and were generally reticent about participating in the process.



### **Key actions-**

In May we attended an informative and inspiring PD in Brisbane with many of the Canberra LNCA members on differentiated learning.

We met with our Head of Early Childhood to discuss how we plan to move forward with our coaching in Term 2.

The weekly coaching roster continued, so that each staff member would have the opportunity to be coached and be a coach at least once in Semester 1.

In a staff meeting we conducted a discussion regarding coaching skills and provided ideas for setting goals and conducting coaching conversations from Jim Knights book 'Focus on Teaching Using Video for High Impact Instruction'

**Critical events-** Staff Meeting, Professional Development course in Brisbane, Coaching timetable commenced

**Key reflections-** Staff seem more positive once the roster has commenced regarding using the video.

## The Cocoon

**Instructional coaching is very effective when it is built on mutual respect and trust. It focuses on helping teachers improve their skill set and have a voice in their own professional growth.**



**- Rosie Develin, Year 4 Teacher**



**Key actions-** In the July school holidays we presented a workshop on our coaching process to the rest of the school, highlighting how we have used video and coaching conversations as part of the required peer observations. The emphasis was on how we combined coaching as part of our peer observations using the power of video, followed by a coaching conversations with the focus on the teacher reflecting on their goal and discussing the reality of what they saw in their video.

We recorded some reflections on the coaching process...

We also needed to keep the motivation and enthusiasm of the staff going so that we could encourage everyone to have another opportunity at being coached and coaching.

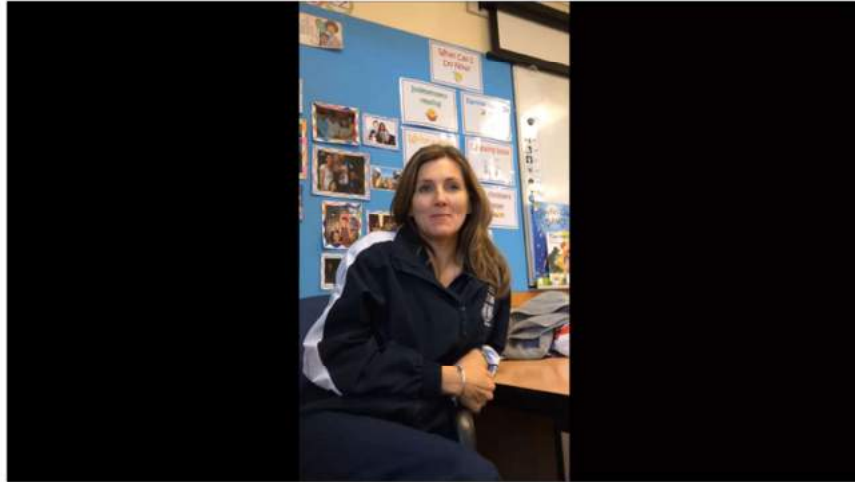
**Critical events-** A new Semester 2 roster was in place with teachers coaching and being coached by a new colleague.

**Key reflections-**

Coaching as a tool in peer to peer observations.



## Reflections



This video is a collation of some of our teachers' responses and reflections regarding the effectiveness of the coaching process so far.

## The Butterfly

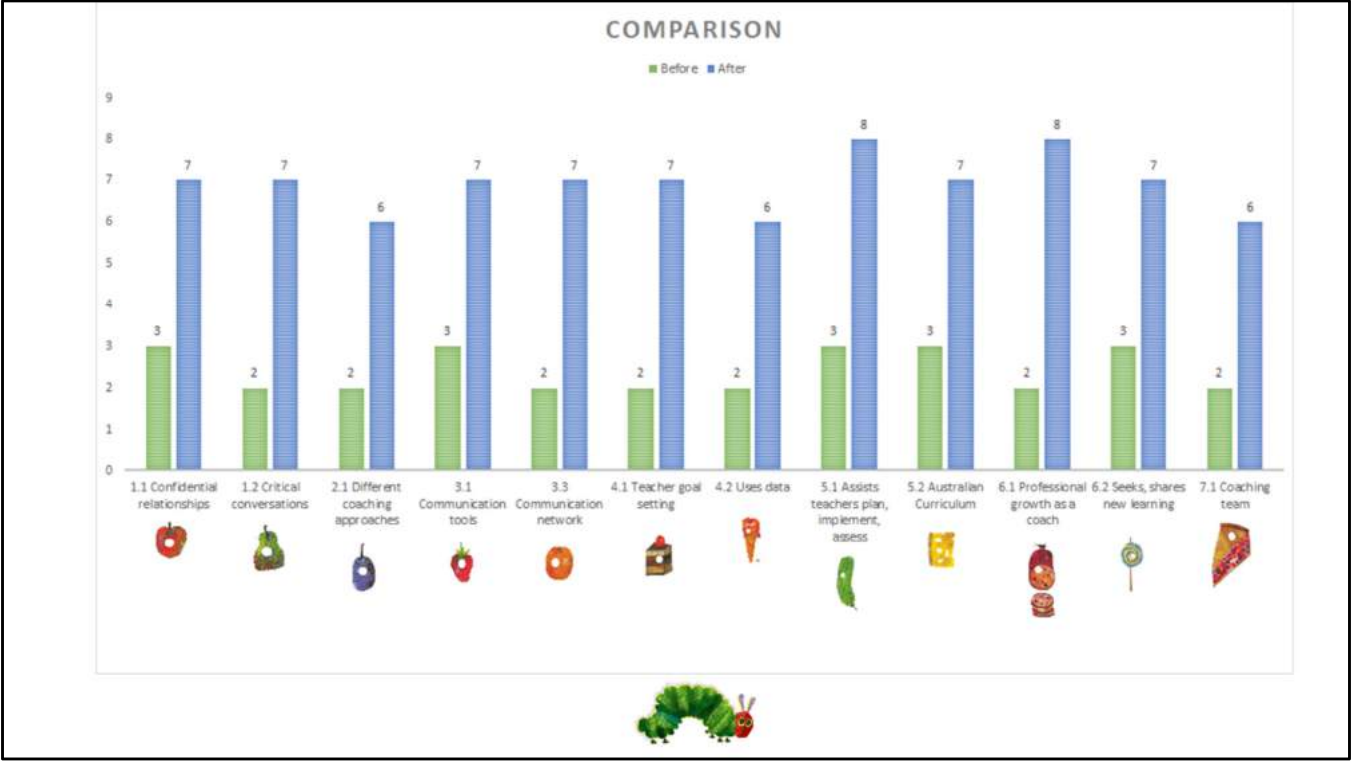


**If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve.**

**- Dylan William, University of London**

### **Summative Findings**

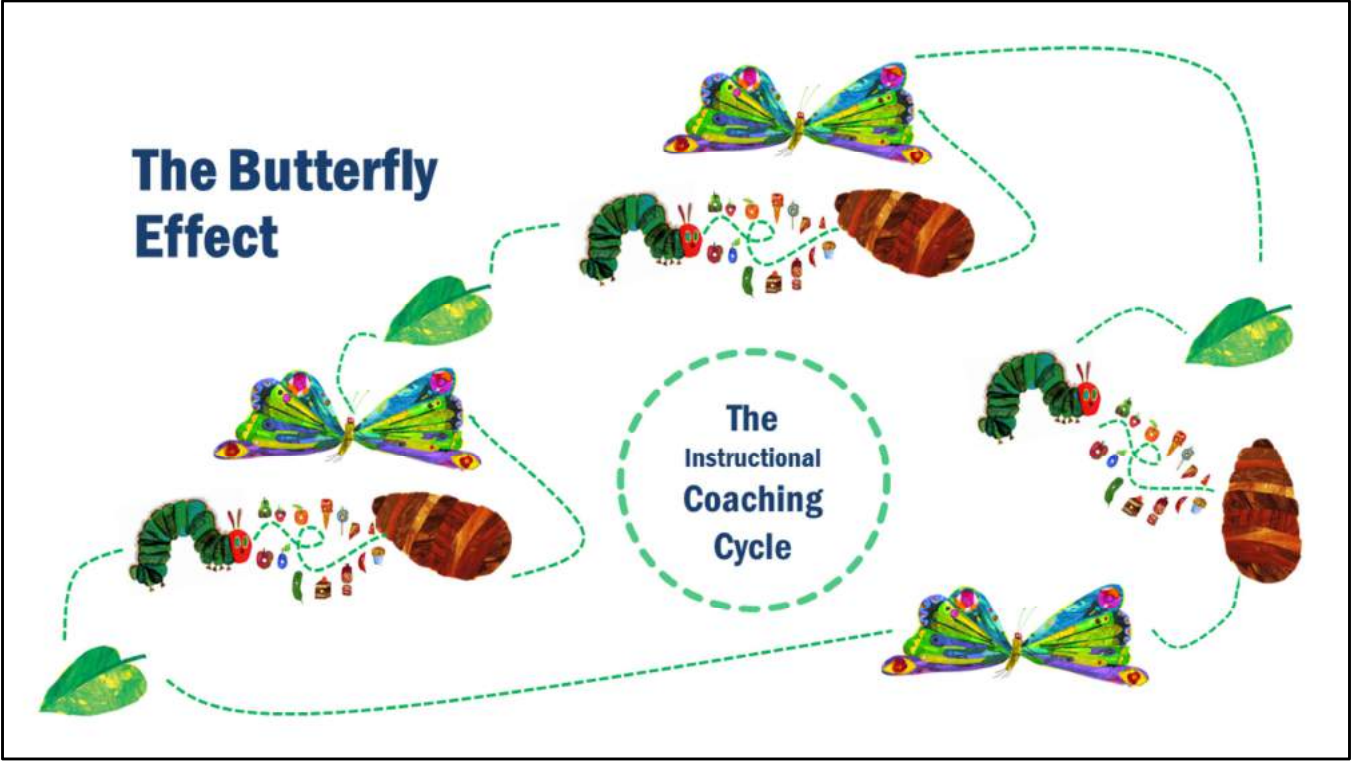
The significance of the butterfly is that the news had spread! Staff from other sub-schools were motivated to start their own coaching sessions with each other. This was a direct result of coming to our coaching workshop and listening to our Early Childhood staff enthusiasm for the process.



During Term 4 the staff completed the same questionnaire as at the start of the year. The above graphs shows pre and post responses from the Early Childhood team. The data reflects how the staff have become more confident in their role as a coach. We were particularly thrilled with Standard 6.1 which demonstrated how the staff had progressed in their growth as a coach.



This video demonstrates how two of our colleagues from another sub school have taken the coaching idea and used it to improve their own practice.



And so the cycle begins again. Coaching is an ongoing process that will continue at Burgmann Anglican School.