

M & M Coaching @



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Daramalan College

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What is M and M?



Let's begin with an entry card activity. In my role as Literacy Coach, I have been encouraging teachers to use entry and exit card activities as a way to begin and end lessons, focus on certain aspects of learning etc. Normally in a classroom setting I would ask students to write their answers down but for today's presentation, I'm happy to accept answers verbally.

Hint?



Any takers? All suggestions welcome!

What is M and M?



It is the 'macro' and 'micro' of coaching.

Why M and M?



- Daramalan College – years 7-12, 1450 students with 160 staff.
- Transformation – not just replacing 1960s buildings, College has been embracing new technologies, introducing new staff structures, implementing school improvement plan
- In order to make a difference as well as adhere to college aims, I had to ‘coach’ from the bottom up and top down

What is the Micro approach?



I have worked with coaching colleagues in numerous departments. It is important that it is considered a partnership.

Some long term – last year RE, this year Science

Some short term – English, Arts

Aim? These teachers begin to share ideas, strategies to other colleagues, fulfil goals

For the sake of this short presentation, I will focus on Science. If you are interested in my coaching with RE, go to the AIS ACT website – resources.

This is not Science Writing

Goal? To improve literacy via formative assessment

Science teacher, Rebecca Harper

Studying Masters in Educational Assessment

Goals aimed at improving literacy via formative assessment.

Ensure that students realise that literacy is not just an English teacher's domain

Journal



- Thinking, reflecting and learning through writing.
- Entry and exit slips – last lesson and end of lesson recap
- Chew – quick reflection on what's been learnt
- Quick writes – prompt (word, phrase, image, video or question/s)
- Look, cover, check – practice those 'tricky' words from your personal spelling list.
- Perfecting proofreading – various helpful ways to improve your skills.
- **And lots more!**

Strategies – journals - entry and exit cards etc, online formative assessment

Critical thinking



Entry card activity. Year 9 students watched a video about a proposed earthquake bed.

Critical thinking



Earthquake Proof Bed	
<u>Pros</u>	<u>Cons</u>
- Saves your life	- Claustrophobia
- protects you	- unable to reach supplies
- Stores water/food	- uncomfortable bed
	- could get trapped
	- unable to reach toilet
	- Not tsunami Proof
	- possibly pricey
	- accidentally miss some limbs
	- break bones



Students were asked to write pros and cons. Aim: critical thinking skills.

Bell Work

Sometimes the orbits of the Moon around Earth and Earth around the Sun are all three bodies to align so that the Moon blocks sunlight from reaching Earth or the Earth blocks sunlight from reaching the Moon. When this happens, an eclipse occurs.

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Year 7 Bell work/entry card
Activity – punctuation and spelling

Spreading the word...

"The opportunity to share the experience with all teachers during our professional development week in July had an enormous influence beyond myself. I am still approached by teachers on a weekly basis telling me about how they have started using some of the ideas they got from attending the session that Karyn and I presented."



Rebecca Harper reflection

Question and answers

1. What did you gain from the coaching experience? It is not an understatement to say that it has totally changed my approach to teaching. I now look much more for opportunities to explicitly include literacy in learning activities. Being mid-way through a Masters for the duration of the coaching, I was possibly much more open to the possibilities that the coaching could offer me. Additionally, the opportunity to share the experience with all teachers during our professional development week in July had an enormous influence beyond myself- I am still approached by teachers on a weekly basis telling me about how they have started using some of the ideas they got from attending the session that Karyn and I presented.
2. Any areas that needed to be addressed which could improve my coaching. I honestly can't think of anything. I really appreciated the frequency of the meetings between Karyn and myself- it made me much more accountable to the coaching process, and meant that issues or ideas could be raised and addressed in a timely fashion.
3. Is it a viable option for Daramalan? If so, why? With a staff as large as we have at Daramalan College, it is not only a viable option- I would consider it essential. We

really need to consider a range of different coaches- literacy, numeracy, improving professional practice. It is simply insufficient to have only a literacy coach. Within schools, we devote time and effort to one-on-one interventions with students as needed. Why should teachers be any different? The ongoing, job-embedded nature of the coaching fits with what is currently understood as best practice in professional learning. The focus for the coach should be the teacher.

4. Would you like to be a coach? Why? I would love to be a coach. The combination of my Masters studies and my participation in the coaching process has opened my eyes to the possibilities- it would be great to be an assessment coach, so that we can improve the quality of our formative and summative assessment.

What is the Macro approach?



Chairperson of Literacy and Numeracy Committee (LiNC)

NAPLAN analysis – educated LiNC on how to analyse data. Results reflected what teachers already knew; they realised NAPLAN was worth considering as it had meaningful data.

Next step, each department devised a literacy and numeracy action plan for a particular year group, mostly Year 8s. Strategies ranged from vocabulary lists to writing process (proofreading, connectives etc).

Long term action research, no post data available.

Working closely with RE and English on paragraph writing.

Having their say



"Every single day, more and more people are having their confidence and self of steam (sic) crushed by an endless stream of hurtful and nasty text messages. Allowing students to use mobile phones in class is utterly pointless, it would promote cyber bullying." (Year 8 student)

Year 8 English –250 student, 5 minutes brainstorm, 10 minutes, select for or against and respond to "Children should be allowed to use mobile phones at school.

Worked with Renee Taylor (2IC – English).

Paragraph -

Results from paragraph exercise

Literacy

Common Weaknesses

Proper nouns

Capitalisation for no reason

Connectives are repetitive

Tense errors

Not reading instructions eg more than one reason offered

Incorrect sentence structure – more than one conjunction (because....because) and overly long (commas instead of full stops)

Contractions – in analytical responses or no apostrophes

Verb and preposition errors

Symbols for words – eg, &

Homophones – their/there, to/too, your/you're, break/brake, seam/seem, affected/effectuated, allowed/aloud

Other spelling errors – distractions, inappropriately, benefit, focus, believe

Persuasive devices

Vocabulary – repetitive, limited

Common strengths

Mostly sound paragraph structure – TEEL

A variety of plausible reasons – for and against

Interesting and relevant evidence

Personal voice evident

“Every single day, more and more people are having their confidence and self of steam (sic) crushed by an endless stream of hurtful and nasty text messages. Allowing students to use mobile phones in class is utterly pointless, it would promote cyberbullying.” (Grace)

Children should be allowed to use mobile phones at school

For – 53%

Against – 47%

Reasons (a number of students offered more than one reason)

Distractions (against) – 35%

Bullying (against) – 20%

Educational purposes (for/against) – 17%

Emergencies (for) – 16%

Boredom, play games, happiness, incentive to finish work, learn self-control (for)– 9.5%

Cheating (against) – 2%

Alternative device available (against) – 0.5%

Missing pieces



“Just tell me what to write.”

Students struggle with transference of skills from one subject to another, from year to year. Persuasive devices; poor results because Yr 8s had not done much since Year 7.

The persuasive paragraph (English) and the analytical paragraph (RE – analysis of written stimulus, again Year 8s) – similar issues except English results, stronger personal voice. This was due to the subject matter, an issue which they were very familiar with.

“This is not just year 8. Students are afraid to be independent thinkers. ‘Just tell me what to write’,” they say.” (Renee Taylor).

Due to this lack of confidence, students are not practising and refining their literacy skills – spelling, connectives etc.



Solution? Put the joy/fun into writing.

- Two weeks before school finishes;
- Focus on skills, mini activities eg code breaker (different levels – challenge, core and adjusted)
- 50 word story competition – fun story starters, interesting and varied vocabulary
- Kahoot – 10 classes compete against each other for points
- Journals – exercise books to be kept for next year. Yes I am buying 250 plus exercise books!

If successful, will plan future activities for next year.



Future of coaching is bright

- Now part of school improvement plan
- Online style guide next year to be launched – examples of student work, advice, agreed standards
- Awareness and support has increased – LiNC, individual teachers
- Raised profile – presentations to HoDs, staff, teachers sharing ideas etc.

- I have the best job. I teach my favourite subject (History), I am a member of the dedicated Inclusive Education Team and I coach a brilliant group of teachers. I am so privileged. Thank you Daramalan. Thank you ACT AIS. Thank you for giving me this opportunity to become a coach.