Introduction to Coaching

2017 AISACT Literacy & Numeracy Coaching Academy Program
Expansion

The Association of Independent Schools of the ACT
The AISACT journey thus far

The LNCA was conceptualised and operationalised by ISQ and launched in 2012. Since its launch, in excess of 147 independent schools from across Queensland have participated in the Literacy and Numeracy Coaching Academy. (2015-2016 AISACT =14 schools)

In brief:

- Focus area is identified based on school data
- Differentiated professional development in focus areas; ongoing mentoring
- Targeted implementation of goals
- Sharing of the journey at the 2017 Celebrating T&L Event (Wed. 8 Nov.)
- Underpinned by a coaching framework ***
- AITSL – Australian Professional Standards for Teachers – HA and Lead
2017 shapers

- 2017 - trial and validation of the *National Literacy and Numeracy Progressions* (ACARA); contextualised by Australia’s current performance in the international standardised testing arena.

- Minimum *Literacy & Numeracy standard tests* – NSW - from 2020 students need to demonstrate a minimum standard of L&N to be eligible for the HSC (mapped against Level 3 of the Australian Core Skills Framework ACSF, a nationally agreed standard of functional L&N)

- Feb. 2017 - Grattan Institute report: *Engaging students: creating classrooms that improve learning* _– 40% + are unproductive in a given year_

- Hattie’s *Visible Learning*: 2016 meta-data analysis re effect size:

  - *Evidence for Learning* impact

- AITSL
The fundamental element of a school is relationships. Conversations make those relationships count. Central to what makes things work in any organisation, including a school, is the quality of the **dialogue** and the **conversation**…

What gets talked about and how in organisations, determines what will happen or not!

Susan Scott, Author Fierce Conversations
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 do, and supports teachers as they learn more and do more.

(Dr Cathy Toll, 2005, p4)

Bruce Joyce and Beverley Showers (National College for School Leadership)
Lecture - 3%
Lecture and examples - 13%
Above and practice - 23%
Above and coaching - 80+%
Dr Helen Timperley  Visible Learning & Feedback (Auckland University)
Dr Michael Cavanagh  Coaching and Clinical Psychologist (Sydney University)
Jackson & Waldman; Dr Mark McKergow (Solutions Focus) UK
Dr Christian Van Nieuwerburgh; John Campbell (GROWTH model)
Dr Robert Biswas-Diener (Strength-based schools)
Deborah Netolicky  Leader of Coaching Cycles for Teacher and Leader Growth, Wesley College, Perth - Murdoch University)
Alex Guerdes  -  The effect of the coaching model of professional development in building teacher capacity (Melbourne University)
Dr Jane Dawson (Melbourne University)
Dr Jim Knight (Instructional Coaching model - Kansas University Centre for Research on Learning)  -  -  - Simple/complicated/complex
WHY COACHING?

Speaks to the principles of adult learning

- Job embedded
- Relevant
- Ongoing
- Differentiated
- Honours prior knowledge and understanding
- Collaborative
- Reflective

SCARF model – Dr David Rock (Neuroscience & Leadership research)
## Coaching impacts school culture
- Opens doors
- Builds collegiality
- Builds recognition of collective expertise
- Celebrates success
- Prioritises professional learning
- Creates communities of practice
- Supports change

## Coaching impacts teacher practice
- More likely to implement new practice
- Increased self-efficacy
- Reflection on practice
- Ongoing reconstruction of teacher identity
- Increased focus on student-centred learning and differentiation

### Coaching impacts student learning and outcomes
Can be a bit like…
What **connects** with my current understanding of coaching?

What **challenges** come to mind?

What **extends** my thinking in this space?

(Visible Thinking Routines – Harvard Project Zero: Mark Church; Ron Ritchart)
AISACT LNCA 2015-2016 cohort: pre and post data

**Schools:** Capacity building (7); Classroom practice (14), Collaborative communities (12)

**Professional growth of coaches:** 7 standards
### Capacity Building Comparative Pre and Post Data

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Routines &amp; Procedures</td>
<td>2.07</td>
<td>3.15</td>
<td>4.27</td>
<td>1.80</td>
<td>3.15</td>
<td>4.07</td>
</tr>
<tr>
<td>1.2 Diagnostic Tools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Tracked and Monitored</td>
<td>2.47</td>
<td>3.62</td>
<td>4.53</td>
<td>3.40</td>
<td>4.15</td>
<td>4.53</td>
</tr>
<tr>
<td>1.4 Pedagogical Framework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Professional Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6 Teacher Collaboration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.7 Growth Mindset</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comparative Scores across all schools - Capacity Building
Classroom Practice Comparative Pre and Post Data
Collaborative Communities Comparative Pre and Post Data

Comparative Scores across all schools - Collaborative Communities
Professional Growth of COACHES - Pre and Post Data

- Coach Standard 1: Establish and Maintain Coaching Relationships
- Coach Standard 2: Demonstrate Diverse Coaching Skills
- Coach Standard 3: Use Effective Communication Skills
- Coach Standard 4: Data Driven Change
- Coach Standard 5: Catalyst for Instructional Practices
- Coach Standard 6: Model Professional Growth
- Coach Standard 7: Develops a Coaching Team
Professional Growth of COACHES - Pre and Post Data

2015-2016 Coaches - Average Response

- 1.1 Confidential relationships
- 1.2 Critical conversations
- 2.1 Different coaching approaches
- 3.1 Communication tools
- 3.2 Questioning techniques
- 3.3 Communication network
- 4.1 Teacher goal setting
- 4.2 Uses data
- 5.1 Assists teachers plan, implement, assess
- 5.2 Australian Curriculum
- 6.1 Professional growth as a coach
- 6.2 Seeks, shares new learning
- 7.1 Coaching team.
AISACT Literacy and Numeracy Coaching Academy 2016 presentations

Focus area: Writing
- Trinity Christian School
- Daramalan College
- Covenant Christian School
- Canberra Grammar School

Focus area: Reading
- Radford College
- Galilee
- Emmaus Christian School

Focus area: Numeracy
- Canberra Grammar School
- Canberra Girls Grammar School
- Burgmann Anglican School
<table>
<thead>
<tr>
<th>Cognitive Coaching</th>
<th>Peer Coaching</th>
<th>Instructional Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>A set of strategies, or way of thinking, or a way of working that invites self and others to shape and reshape their thinking and problem solving capacities.</td>
<td>Focuses on teachers helping their colleagues to build capacity through sharing, collaboration, observation and feedback.</td>
<td>Supports teachers through instructional change using a variety of approaches to meet teacher and contextual needs.</td>
</tr>
</tbody>
</table>
## Level of Intensity = Level of Impact

**Level 1  Informal, relationship building**
- Talking with colleagues to identify issues or needs
- Developing and providing resources
- Developing curriculum/units of work
- Participating in professional learning activities with colleagues
- Leading or participating in study groups
- Assisting with student assessment

**Level 2: More formal, more intense, getting focussed**
- Co-planning lessons
- Holding team meetings
- Analysing student work
- Interpreting assessment data with teachers
- Individual discussions about teaching and learning
- Providing workshops and professional learning presentations

**Level 3: Intentional, more intense, may create some discomfort**
- Modelling and discussing lessons
- Co-teaching
- Visiting classrooms and providing feedback
- Analysing video of teacher lessons
- Reflective coaching conversations to build problem solving and self-reflective capacity
The Questions

• On a scale of 1-10, how close was the lesson to your ideal?
• What gets it that high?
• What would have to change to make it close to a 10?
• Describe what that would look like?
• How could we measure that?
• Should that be your goal?
• If you could reach that goal, would it really matter to you?
• What teaching strategy would you like to try to achieve your goal?
User name: LNCA.2017
Password: Co@ching2017
Financial housekeeping

• Funding 2017: reimbursement of $200 for this half day is provided to support teacher release and is payable on receipt of an invoice from the school. Please send your invoice to finance@ais.act.edu.au

(One coach per school is reimbursed)
Significant PL opportunity

AATE/ALEA Conference 6-9 July Hobart (T2 Wk 1 break – Thurs- Sun)
(Australian Association for the Teaching of English; Australian Literacy Educators’ Association)
Theme: Cutting Edge: margin to mainstream
Early Bird closes 30 Ap. $725
Accommodation required: 3 nights - Wrest Point Convention
(Explain process if extending beyond 3 nights)

26th Biennial Conference of the Australian Association of Mathematics Teachers 11-13 July (T2 Wk 2 break – Tues - Thurs) Canberra Convention Centre
Registration: $955

Firm RSVP to Kath at first Instructional Focus PL (Wk4/5)
DATA resources (ACER 2017):

**Module #1 - Introduction to data**
- What data are
- Consideration when collecting data
- The different types of data.

**Module #2 – Data in schools**
- What types of data are available in schools
- How to collect and work with school data
- Question to ask about school data

What can you do with data?

You don’t just record data for the sake of recording data. In an educational setting, you record data so that you can do something about student learning. Let’s look at an example from a non-educational context to explain this further.
### Timeline Tasks (this is a guide and not necessarily in order for your situation)

<table>
<thead>
<tr>
<th>Supporting Event</th>
<th>Proposed Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching Workshop (Registration 8.15am)</td>
<td>Tuesday 14 February (Week 3)</td>
<td>9:00 Venue Hotel (69 Canberra Ave, Kingston)</td>
</tr>
<tr>
<td>Area of Focus Workshops #1</td>
<td>(T1: Wk 4/5)</td>
<td>8:30 Venue Boardroom (Level 1, 16 Thesiger Court, Deakin ACT)</td>
</tr>
<tr>
<td>Area of Focus Workshops #2</td>
<td>(T1: Wk 10)</td>
<td>8:30 Venue Boardroom (Level 1, 16 Thesiger Court, Deakin ACT)</td>
</tr>
<tr>
<td>Coaching Journey Sharing session</td>
<td>Wednesday 8 November</td>
<td>1:00 Venue Hotel</td>
</tr>
<tr>
<td>Submit post-data collection documentation</td>
<td>17 November</td>
<td>Email</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Decide on an area of focus (numeracy, writing or reading), as well as the Year level/s to concentrate on.</td>
<td>□ Decide on an area of focus (numeracy, writing or reading), as well as the Year level/s to concentrate on.</td>
<td>□ Decide on an area of focus (numeracy, writing or reading), as well as the Year level/s to concentrate on.</td>
<td>□ Decide on an area of focus (numeracy, writing or reading), as well as the Year level/s to concentrate on.</td>
</tr>
<tr>
<td>□ Set up a regular meeting time with your Leader to discuss ideas and relate your experiences. Your Leader is there to support you.</td>
<td>□ Set up a regular meeting time with your Leader to discuss ideas and relate your experiences. Your Leader is there to support you.</td>
<td>□ Set up a regular meeting time with your Leader to discuss ideas and relate your experiences. Your Leader is there to support you.</td>
<td>□ Set up a regular meeting time with your Leader to discuss ideas and relate your experiences. Your Leader is there to support you.</td>
</tr>
<tr>
<td>□ Start to think about the teachers you wish to target as your pilot group</td>
<td>□ Start to think about the teachers you wish to target as your pilot group</td>
<td>□ Start to think about the teachers you wish to target as your pilot group</td>
<td>□ Start to think about the teachers you wish to target as your pilot group</td>
</tr>
<tr>
<td>□ Approach targeted teachers to join your pilot group. Explain your role as coach.</td>
<td>□ Approach targeted teachers to join your pilot group. Explain your role as coach.</td>
<td>□ Approach targeted teachers to join your pilot group. Explain your role as coach.</td>
<td>□ Approach targeted teachers to join your pilot group. Explain your role as coach.</td>
</tr>
<tr>
<td>□ With colleagues, share/discuss/brainstorm questions posed by Kath during the coaching workshop.</td>
<td>□ With colleagues, share/discuss/brainstorm questions posed by Kath during the coaching workshop.</td>
<td>□ With colleagues, share/discuss/brainstorm questions posed by Kath during the coaching workshop.</td>
<td>□ With colleagues, share/discuss/brainstorm questions posed by Kath during the coaching workshop.</td>
</tr>
<tr>
<td>□ Start to formalise your goal/s. Bring a draft to the first “Area of Focus” workshop.</td>
<td>□ Start to formalise your goal/s. Bring a draft to the first “Area of Focus” workshop.</td>
<td>□ Start to formalise your goal/s. Bring a draft to the first “Area of Focus” workshop.</td>
<td>□ Start to formalise your goal/s. Bring a draft to the first “Area of Focus” workshop.</td>
</tr>
<tr>
<td>□ Find out what data you school already collects relating to your area of focus. Bring this information to the first “Area of Focus” workshop.</td>
<td>□ Find out what data you school already collects relating to your area of focus. Bring this information to the first “Area of Focus” workshop.</td>
<td>□ Find out what data you school already collects relating to your area of focus. Bring this information to the first “Area of Focus” workshop.</td>
<td>□ Find out what data you school already collects relating to your area of focus. Bring this information to the first “Area of Focus” workshop.</td>
</tr>
<tr>
<td>□ Explore the reading list for your “Area of Focus”</td>
<td>□ Explore the reading list for your “Area of Focus”</td>
<td>□ Explore the reading list for your “Area of Focus”</td>
<td>□ Explore the reading list for your “Area of Focus”</td>
</tr>
<tr>
<td>□ Collect data from students and teachers to help inform your decisions (your project must be data-driven)</td>
<td>□ Collect data from students and teachers to help inform your decisions (your project must be data-driven)</td>
<td>□ Collect data from students and teachers to help inform your decisions (your project must be data-driven)</td>
<td>□ Collect data from students and teachers to help inform your decisions (your project must be data-driven)</td>
</tr>
<tr>
<td>□ Refine your goal/s using the data collected</td>
<td>□ Refine your goal/s using the data collected</td>
<td>□ Refine your goal/s using the data collected</td>
<td>□ Refine your goal/s using the data collected</td>
</tr>
<tr>
<td>□ Ensure that management is “on board” with your proposed goal/s. They must see your project as important, as their support is vital to your efforts having impact on the whole school.</td>
<td>□ Ensure that management is “on board” with your proposed goal/s. They must see your project as important, as their support is vital to your efforts having impact on the whole school.</td>
<td>□ Ensure that management is “on board” with your proposed goal/s. They must see your project as important, as their support is vital to your efforts having impact on the whole school.</td>
<td>□ Ensure that management is “on board” with your proposed goal/s. They must see your project as important, as their support is vital to your efforts having impact on the whole school.</td>
</tr>
<tr>
<td>□ Inform your school community about your project to ensure transparency</td>
<td>□ Inform your school community about your project to ensure transparency</td>
<td>□ Inform your school community about your project to ensure transparency</td>
<td>□ Inform your school community about your project to ensure transparency</td>
</tr>
<tr>
<td>□ Prepare PD for pilot group addressing the goal/s informed by your data</td>
<td>□ Prepare PD for pilot group addressing the goal/s informed by your data</td>
<td>□ Prepare PD for pilot group addressing the goal/s informed by your data</td>
<td>□ Prepare PD for pilot group addressing the goal/s informed by your data</td>
</tr>
<tr>
<td>□ Try something new in your own class</td>
<td>□ Try something new in your own class</td>
<td>□ Try something new in your own class</td>
<td>□ Try something new in your own class</td>
</tr>
<tr>
<td>□ Share the collected data with your pilot group</td>
<td>□ Share the collected data with your pilot group</td>
<td>□ Share the collected data with your pilot group</td>
<td>□ Share the collected data with your pilot group</td>
</tr>
<tr>
<td>□ Run PD session/s for your pilot group</td>
<td>□ Run PD session/s for your pilot group</td>
<td>□ Run PD session/s for your pilot group</td>
<td>□ Run PD session/s for your pilot group</td>
</tr>
<tr>
<td>□ Strategic Plan for Term 1</td>
<td>□ Strategic Plan for Term 2</td>
<td>□ Strategic Plan for Term 3</td>
<td>□ Strategic Plan for Term 4</td>
</tr>
<tr>
<td>□ Book Kath’s Term 1 Mentor Visit</td>
<td>□ Book Kath’s Term 2 Mentor Visit</td>
<td>□ Book Kath’s Term 3 Mentor Visit</td>
<td>□ Book Kath’s Term 4 Mentor Visit</td>
</tr>
<tr>
<td>□ Book Kath’s Term 1 Mentor Visit</td>
<td>□ Book Kath’s Term 1 Mentor Visit</td>
<td>□ Book Kath’s Term 1 Mentor Visit</td>
<td>□ Book Kath’s Term 1 Mentor Visit</td>
</tr>
<tr>
<td>□ “Area of Focus” Term 3 coffee catch-up</td>
<td>□ “Area of Focus” Term 4 coffee catch-up</td>
<td>□ “Area of Focus” Term 3 coffee catch-up</td>
<td>□ “Area of Focus” Term 4 coffee catch-up</td>
</tr>
<tr>
<td>□ Collect post-data to establish if your strategies were effective</td>
<td>□ Collect post-data to establish if your strategies were effective</td>
<td>□ Collect post-data to establish if your strategies were effective</td>
<td>□ Collect post-data to establish if your strategies were effective</td>
</tr>
<tr>
<td>□ Prepare a short presentation to deliver at the AISACT Celebrating Teaching and Learning Sharing Day</td>
<td>□ Prepare a short presentation to deliver at the AISACT Celebrating Teaching and Learning Sharing Day</td>
<td>□ Prepare a short presentation to deliver at the AISACT Celebrating Teaching and Learning Sharing Day</td>
<td>□ Prepare a short presentation to deliver at the AISACT Celebrating Teaching and Learning Sharing Day</td>
</tr>
<tr>
<td>□ Strategic Plan for Term 4</td>
<td>□ Strategic Plan for Term 4</td>
<td>□ Strategic Plan for Term 4</td>
<td>□ Strategic Plan for Term 4</td>
</tr>
<tr>
<td>□ Term 4 coffee catch-up for all coaches</td>
<td>□ AISACT Celebrating Teaching and Learning Sharing Day</td>
<td>□ Strategic Plan for Term 4</td>
<td>□ Strategic Plan for Term 4</td>
</tr>
</tbody>
</table>
AISACT LNCA STRATEGIC ACTION PLAN TERM: 1_2017

Overarching goal:

- Where do we need to be by end of 2017? What is our overarching goal?
- How will we get there?
- Who is on the journey with us? How will this look in terms of regular coaching conversations?
- How will we know we are there? What evidence / data needs to be gathered?
- What are the sub goals? What are the first steps for the sub goals? What is the timing of these steps?
- Ways to communicate with whole staff?

<table>
<thead>
<tr>
<th>Term Goals</th>
<th>Week</th>
<th>Action</th>
<th>Who</th>
<th>How</th>
<th>Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 3          | 14 Feb. LNCA Coaching PL | 2017 Coaches | 0.5 day workshop | Pre data tools completed: 
Framework for the Professional Growth of Coaches 
School Profile |
<p>| 4          |      |        |     |     |                 |
| 5          |      |        |     |     |                 |
| 6          |      |        |     |     |                 |
| 7          |      | Book KM’s T1 mentor visit |   |     |                 |
| 8          | 24 Mar. T1 Strategic Action plan due to KM | | | |
| 9          |      |        |     |     |                 |
| 10         |      | Review T1 progress – feed forward into T2 plan Celebrate progress thus far. |   |     |                 |</p>
<table>
<thead>
<tr>
<th><strong>Strategic Action Plan - Criteria Checklist</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
</tr>
<tr>
<td>Goals are short term and achievable in the timeframe</td>
</tr>
<tr>
<td>Goals for the term are aligned with long term goals for the year</td>
</tr>
<tr>
<td><strong>Timing of actions</strong></td>
</tr>
<tr>
<td>Actions are in a logical sequence with pre-requisite actions included</td>
</tr>
<tr>
<td>Time allowed for actions is realistic</td>
</tr>
<tr>
<td><strong>Actions</strong></td>
</tr>
<tr>
<td>Actions are aligned to short term goals stated and will work toward goal attainment</td>
</tr>
<tr>
<td>Actions are aligned to long term goals stated and will work toward goal attainment</td>
</tr>
<tr>
<td>Professional Learning events are acknowledged in the plan</td>
</tr>
<tr>
<td><strong>Involvement</strong></td>
</tr>
<tr>
<td>The coach is actively participating in plan implementation</td>
</tr>
<tr>
<td>Others are actively participating in plan implementation</td>
</tr>
<tr>
<td>Differentiated coaching to meet different teachers’ needs is explicitly indicated</td>
</tr>
<tr>
<td><strong>Data Collection</strong></td>
</tr>
<tr>
<td>The data being collected is aligned to short term goals (formative)</td>
</tr>
<tr>
<td>The data being collected is aligned to the long term goals (summative)</td>
</tr>
<tr>
<td>The data tool is named</td>
</tr>
<tr>
<td>Data Collection is linked between action plans</td>
</tr>
<tr>
<td>Time has been allocated for data collection and collation</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
</tr>
<tr>
<td>A time has been included for reflection and discussion of next steps</td>
</tr>
</tbody>
</table>
To do today…

• Complete both pre data tools and return to Kath: Framework for the Professional Growth of Coaches; School Profile (hard copies in folder)

• Log on and explore the 2015-2016 LNCA presentations on the AISACT website (via Resources >AISACT Programs>Literacy and numeracy Coaching Academy)

• Complete evaluation form for today’s PL (and return to Kath😊)
To do back at school…

Lock in a time with your leader to share/discuss/brainstorm the following:

- **How** will I be supported?
- **What** are our specific concerns in our focus area? How do we know this? What evidence supports that conclusion? What do we hope to do about this?
- Skim through the Data Modules provided (hard copies in folder and on website)
- Find out what data your school already collects in relation to your focus area? (Bring this information to your first Instructional Workshop)
- Shape an overarching goal related to this; break it into term sub-goals (draft on the template)
- Consider **who** might be best to approach to invite to be on my team? Is it an open/targeted invitation? **When** will team members meet?
- Organise a time to share what you’re doing with the whole school
- Start thinking about the Term 1 Strategic Action Plan – be realistic about what can be achieved in the given time (due 24 March after your first PL)

**Organise**

- Release time for PL in Feb/Mar.
- Organise for Kath’s T1 mentor visit (after first Instructional Focus PL - email Kath with options)
- Make a decision about attending the ‘Significant PL’ (bring firm decision to first PL so Kath can sort registration and accommodation).
References - Books


Fergusson, K (2014), Five practical research based tips for literacy coaches, The California Reader, 47 (3)

Heineke, S.F (2013), Coaching discourse: supporting teachers’ professional learning, The Elementary School Journal, 113 (3)

Knight, J (2004) Instructional coaches make progress through partnership, JSD, 25 (2)

Knight, K (2007) 5 key points to building a coaching program, JSD, 28 (1)


Smith, A.T (2012) Middle grades literacy coaching from the coach’s perspective, Research in Middle Level Education


AITSL resources
The Lone Nut + The First Follower = A Movement!