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A good coach will make people see what they can be,
rather than what they are

Truth
Compassion
Wisdom

Good Afternoon!



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AIS LNCA 2015-2016

I have structured my talk today



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AIS LNCA 2015-2016

- Writing in the 21st century

by identifying the four key learnings



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AIS LNCA 2015-2016

- Writing in the 21st century
- Redefining professional learning

that I have taken



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AIS LNCA 2015-2016

- Writing in the 21st century
- Redefining professional learning
- Personalising learning

from my experience

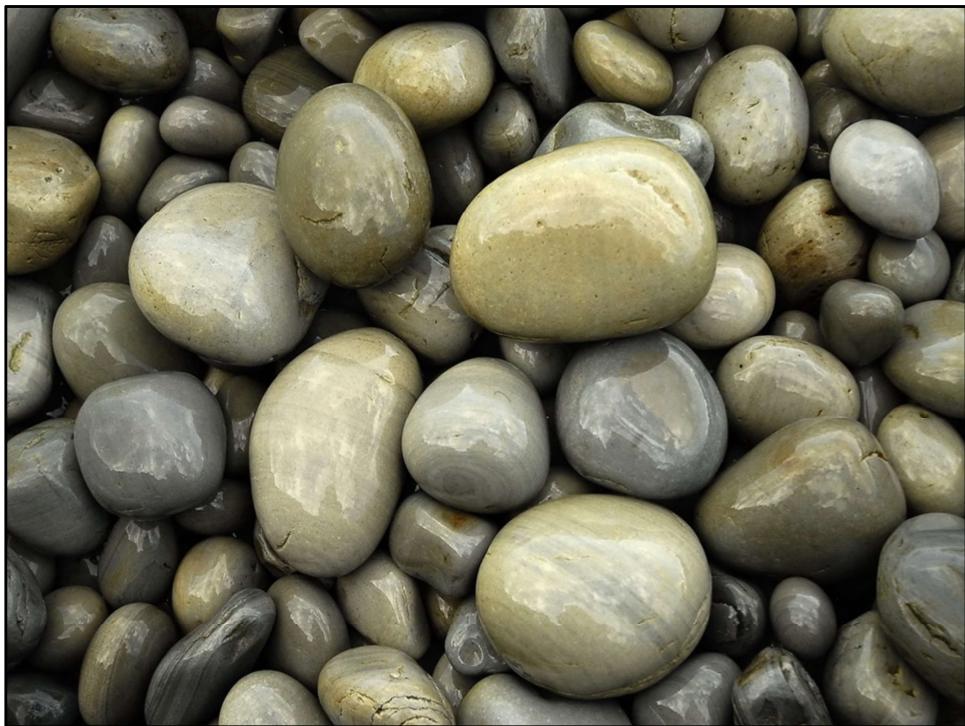


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AIS LNCA 2015-2016

- Writing in the 21st century
- Redefining professional learning
- Personalising learning
- Self reflection

Over the last two years with the LNCA. Before I go any further I would like to give my thanks to Kath Morwitch. Kath lives and breathes what it means to be a coach. She is a wonderful listener, role model, innovator and thinker and without her ongoing mentoring/counselling I am not sure I would taken this as far as I have.



When I sat down at the Botanic Gardens in February last year, I had a completely different understanding of what coaching was and what it would become in my school. I was looking forward to watering the flowers and watching their growth, though I was concerned about how I was going to coach those staff members that I thought did not want to grow. Namely the rocks.



By this time last year I had learnt that even the rocks could slowly be watered. Or drip fed. And we could in fact surprise ourselves with their actual willingness to grow.



My understanding of coaching today is different once again. While I am no longer concerned about the rocks, and I in fact am convinced, that every human has a genuine willingness to be watered and to grow, I am at this point more curious about individualising professional learning for teachers. We speak incessantly about personalising learning for students, though personalising learning for teachers is something that we hear less often. It has been my experience that coaching looks vastly different with each individual. Some staff arrive with a natural sense of curiosity about how they could improve their practice to better target the needs of the students, while others have a strong sense of certainty about what they are doing and feel it unnecessary to critically review this. Peeling back the layers through coaching can reveal so much and open up so many opportunities.



**THERE'S A STORY
BEHIND EVERY PERSON.
THERE'S A REASON
WHY THEY'RE THE WAY
THEY ARE. THINK
ABOUT THAT BEFORE
YOU JUDGE SOMEONE.**

KUSHANDWIZDOM

When I think about the stories I could tell about teachers who have engaged in the coaching either formally or informally, I am reminded that coaching is messy and unclear. Just like relationships are. Over coaching can be more harmful than undercoaching. Sometimes a clear plan is the worst thing that you can have.



**When you talk, you
are only repeating
what you know; but
when you listen, you
learn something
new.**

Dalai Lama

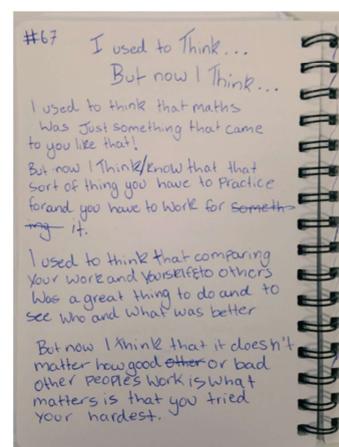


So how do we walk that fine line between pushing for change and progress and maintaining mutually positive relationships with our colleagues? I would answer this by saying that if we listen and we are fully present with one another while we converse we can learn and gain so much.



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Goal: To achieve pedagogical consistency with writing



I return now to the goal that I initially created. We wanted to achieve pedagogical consistency across the school. We wanted to explore how writing pedagogy could become less formulaic and more engaging. We recognised that our definition of writing was a very school-based definition. It was not necessarily authentic, it lacked purpose and therefore lacked engagement.



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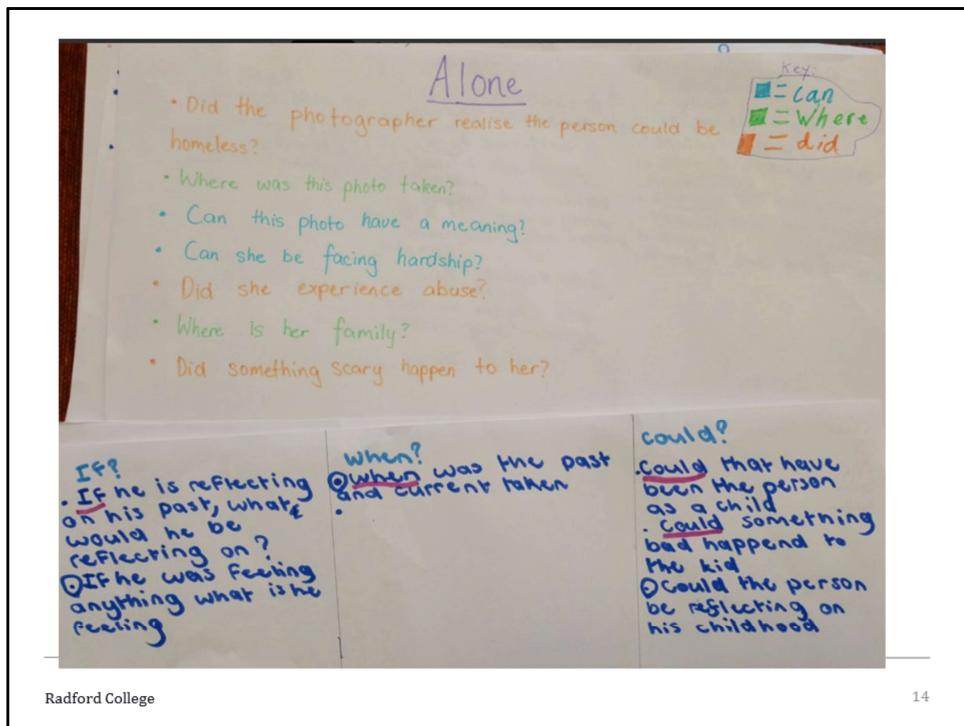
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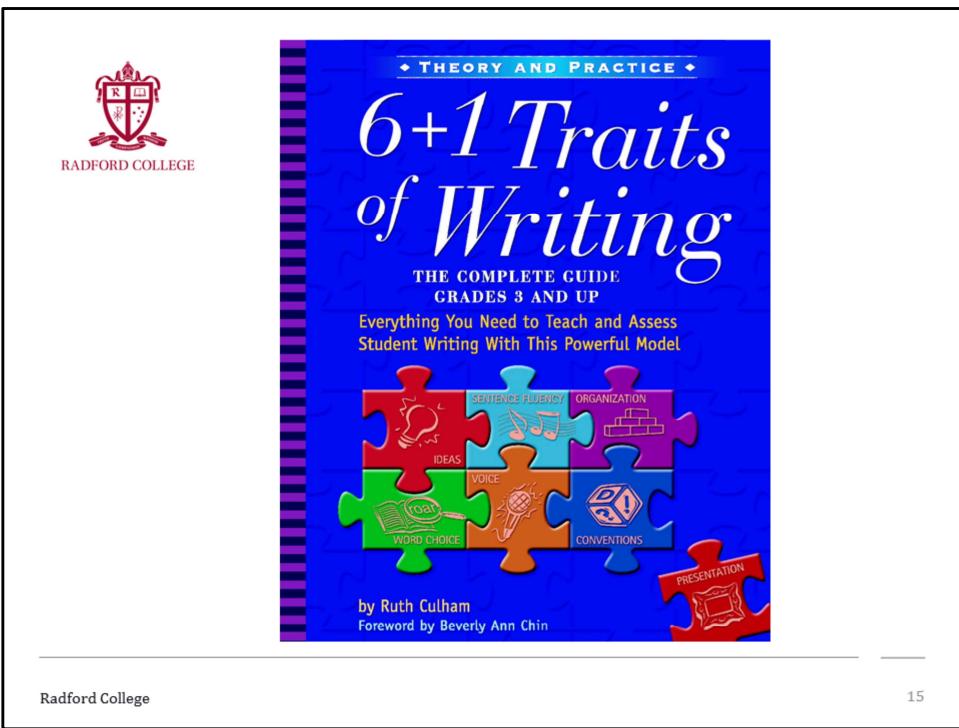
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13

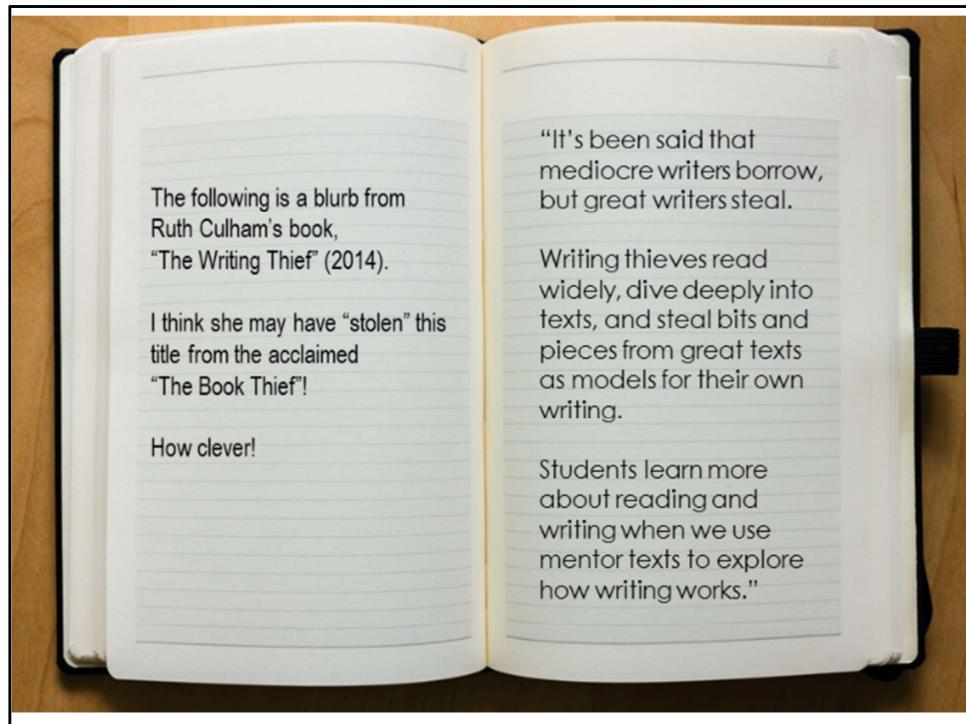
We worked hard to change this and encourage teachers to explore the different purposes of writing – we purchased writer's notebooks for every child and we found how free writing became a platform for wellbeing, stillness, increased fine motor control and sustained concentration.



We began viewing and valuing low-stakes writing in the form of questioning, exit slips, brainstorms and the likes.



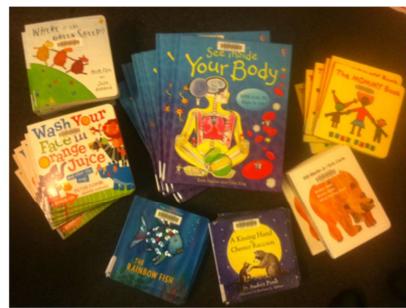
The 6+1 writers traits was a great reseouce for our teachers to cross analyse their approach to writing pedagogy and reinvigorate their practices with some new ones.



Mentor texts that inspire children to write often came up in conversation from teachers from both upper and lower primary. Which then lead us to look at our approach to writing and begin exploring ways we would use texts that actually stimulate students to write in our reading program.



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17

We have bought about 100 sets of 6 books for our PreK-Year 3 team for teachers to use to inspire children to write.



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Teacher Data

- *My understanding of 'writing' has changed. I now realise I was so fixated on text organisation and conventions!*
- *The kids love their writer's notebook. Our publishing party at the end of each term has been a great way for the students to have a real audience to their texts. I have been amazed at the level of engagement that has been sustained with this.*
- *Re-visiting my definition of writing to include making iMovies, Explain Everything, using emoticons has been very engaging for my reluctant writers.*



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Student Data

- *Now that we write a little bit every day my hand does not get as sore as it used to get.*
- *Being able to have time at school to write what you want in your writer's notebook makes me feel peaceful. I have written almost a whole book of my favourite recipes.*
- *We used to do lots of long writing at school. Sometimes we would stay on the same piece for the whole week. I hated that. Now we do lots of shorter writing sessions. It is much better.*
- *Now we even write in maths. When we do problem solving we explain how we thought through the problem and give reasons for our answers. We share these with the class at the end of the lessons. I thought that was weird at first. Now I like doing it.*



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Where to next?

Look at quantitative data. We have never really paid too much attention



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COACHING IS RELEASING A PERSON'S
POTENTIAL TO MAXIMISE THEIR OWN
PERFORMANCE. IT IS HELPING THEM TO
LEARN RATHER THAN TEACHING THEM.

I have found this process both exhausting and rewarding. And I truly believe in the power of coaching as a way to lift professionals to take charge of their growth.