

COACHING AT MARIST



A COACHING APPROACH TO PROFESSIONAL
LEARNING AND GROWTH

WHY COACHING?

- ▶ To improve the quality of teaching as the biggest influence on student outcomes
- ▶ Encourage a cycle of continual reflection professional practice
- ▶ Synergy with Marist Learning Principles, HALT; AITSL Continuum of Practice
- ▶ High Impact Teaching Strategies (HITS)

When teachers
stop learning,
so do
students.

Jim Knight

What is instructional coaching?

Coaches find the question, “what do you do as a coach?” difficult.

The easy answer - **“We help teachers improve what they do.”**

“Instructional coaches partner with teachers to analyse current reality, set goals, identify and explain teaching strategies to meet goal, and provide support until goals are met.”

(Knight, 2018, p. 22)



What is instructional coaching?

How instructional coaches interact with others is as important as what they do.

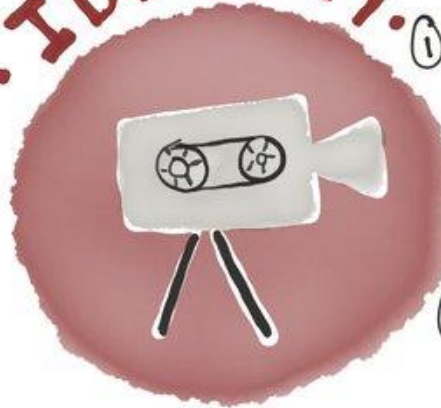
- ▶ The teacher is the ultimate decision maker about what they learn, the teacher has ownership of the goal and the learning cycle.
- ▶ Teachers do most of thinking, coach and teacher work as equals with the goal of making positive difference in students' lives.
- ▶ Promotes real learning and creativity that teachers are hungry for.



Instructional coaches see teachers as professionals and **partners** in the coaching process.

The Impact Cycle

IDENTIFY.



- ① Film & Reflect
- ② Interview Students
- ③ Review Student outcomes
- ④ Observe

current reality

↳ what a teacher sees may not be what you see — and that's ok

strategies

goal

bit.do/jk/questions

LEARN.



Checklists
☒ bit.do/
☐ jk.learn
☐

MODEL

how & when appropriate
 bit.do/jk.model

IMPROVE.



bit.do/jk/improve



The Impact Cycle

The value of video capture

“A clear picture of reality shifts the teacher out of talk and into action” (Knight, 2018, p28)

- ▶ Coaching likely won't succeed unless teacher and coach both clearly see what is happening in the classroom.
- ▶ *“Most people don't know what it looks like when they do what they do”* (Knight, 2019)
- ▶ Video gives a teacher and coach a perspective on the classroom that cuts through perceptual errors.
- ▶ After a teacher and coach have watched video of a lesson, the focus for coaching is easy to identify.

Identifying questions

1. On a scale of 1-10, with 1 being the worst lesson you've taught and 10 being your ideal, how close was that lesson to your ideal?
2. What would you have to change to move the lesson closer to a 10?
3. What would you see your students doing differently if your class was a 10?
4. How could we measure that change?
5. If you hit that goal, would it really matter to you?
6. What teaching strategy would you like to try to achieve your goals?

Principles of Coaching

Equality: no one's view is more important or valuable than anyone else's

Choice: teachers have choice in what they learn. Partners make choices together

Voice: shared voices, more than perspective of leader

Dialogue: think, listen, question and learn together

Reflection: freedom to consider, choose and reject ideas

Praxis: using new theories and strategies that are learned together in a practical way

Reciprocity: everyone benefits from success



▶ HOW DID MARIST BEGIN?

▶ PLANNING PHASE: SEM 2 2018

- Exec planning & research
- Pre-lim training- Jim Knight's Workshop
- School Visits
- Choosing Coaches
 - excellent teachers
 - excellent communication skills
 - capacity to listen, willing to learn
 - F/T classroom teachers and 1 middle leader
- Coach Training Begins



► PILOT PHASE: SEM 1 2019

- More online training
- 2 day training for middle leadership coach
- School logistics, timetabling etc
- Protocols set up
- The 'how to' basics- conversations, observations, video capture, a playbook
- Coaching practice and tool testing with one pilot coachee
- Marketing to whole school community

► IMPLEMENTATION PHASE: SEM 2 2019

- 5 Coaches (1 x Middle leader coach, 4 x instructional coaches)
- **All** classroom teachers (years 4-12) will be coached for one Semester each over a two-year period
- 4-5 teachers per coach
- Meet once a cycle/fortnight
 - Contract
 - Notes kept
 - Accountability

- Founded on respectful conversations
- Goal- must be about teacher growth for improvement of student learning outcomes
 - Questioning techniques
 - Clarifying success in the classroom
 - Differentiated teaching
 - Reducing teacher talk
 - Difficult classroom management
 - Disciplinary literacy

► Classroom observations using

Video Capture

- Personal devices or a range of school equipment (Go Pro Sport / phone arms)
- Privacy issue – teacher owns the video, viewed only by teacher and coach
- Coaching Procedure for VC under Privacy Policy
- Email sent to parents prior for permission



► MUST HAVES?

- Principal support and understanding
- No hint of performance appraisal
- All teachers involved
- Expert Teachers as coaches
- Time allocation for coaches
- Training- reading, research, understanding

