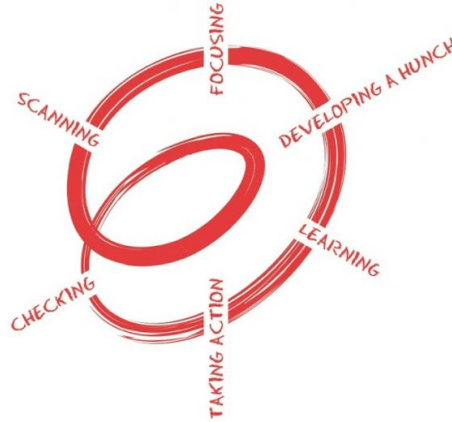


Session 4

Leading Coaching Conversations for improved student



Strong Minds, Strong Hearts, Strong Community

Presentation will be slacked and emailed to you this week

Wednesday 11th Sept

Mary-Anne Murphy

Ō Tātou Whāinga (Our Goals)

Thursday 8th August:

Session 1: Big picture: Coaching models and cycle and the Teaching as Inquiry cycle

Monday 19th August:

Session 2: Getting closer: Target students and The Art of Listening

Thursday 5th Sept

Session 3: Getting gritty: Pre-observation coaching conversations and observations

Wednesday 11th Sept

Session 4: The Pointy-end: Post observation coaching conversations and next-steps

Thursday 19th Sept

Session 5: Practice makes perfect: Tying it all together.





Three types of coaching

Directive	Dialogic	Facilitative
Coaches expertise is the focus of the session.	Coach shares expertise dialogically when appropriate.	Coach does not share expertise. Coachee does the thinking
Coach does most of the thinking.	Coach and Coachee do the thinking.	Coachee does most of the thinking

Sir John Whitmore

Coaching for Performance: GROWing People, Performance, and Purpose (2002)



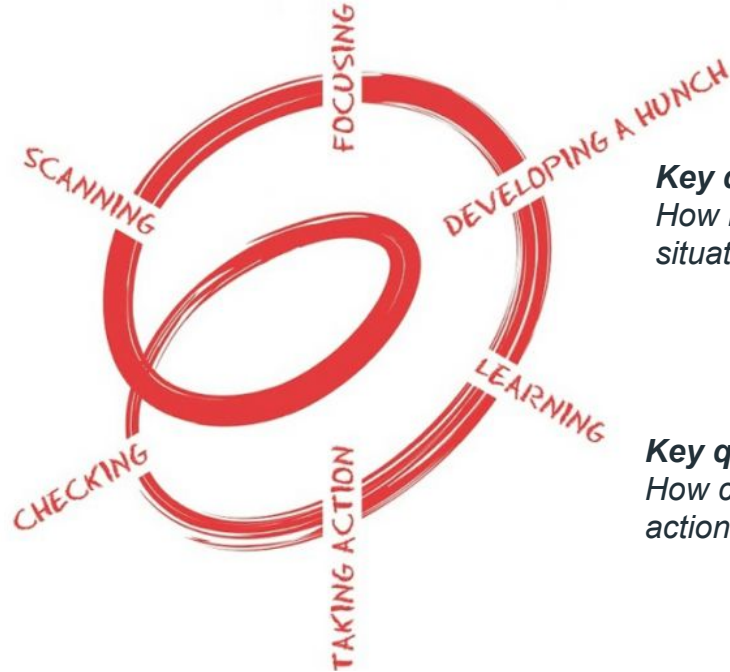
Key question: Where should you concentrate your energies in order to change the experiences and outcomes of your learners?

Key question:

What is happening for students in your classroom?

Key question:

Have we made enough of a difference?



Key question:

How is my teaching contributing to this situation?

Key question:

How can I learn more about what to actions to take?

Key question: What will you do differently to make enough of a difference? How will you measure this?



Awareness:

Desired state/goal:

- What outcome do you want for...?
- What would you like to achieve?
- What is it that you would like to talk about?
- What would you like to have happen that is not happening now?

Current state:

- What's happening? What's working well?
- What effect does this have?
- What would you change?
- What other factors are relevant?
- Who else is involved?
- What is their perception of the situation?
- What have you tried so far?
- What do you notice in the data?



Pre-observation conversation

- What sources of evidence have I used to identify this next step in learning?
- What is the learning for today? How will you facilitate this learning today?
- What do you want your observer to notice about the learning today?
- Who would you prefer student voice to be gathered from? Anyone they are comfortable talking to.

Data-gathering tools [here](#)

TAI Inquiry template [here](#)

Mary-Anne Murphy

Alternatives:

- How could the situation change?
- What could you do to change the situation?
- What alternatives are there to that approach?
- What approaches have you used in similar situations?
- Who might be able to help?
- How could you improve the situation?
- Do you have any ideas about actions you could take?
- What might happen if you took these option/s?
- What might result if you took these option/s?
- Is there any other option that you can think of?
- Which of these suggested options would you like to try?
- What might be your next steps?
- How can I support you in your actions?
- What would happen if you did nothing?



Actions:

- How can you put these options into action?
- What would be your first 3 steps?
- Are you aware of any obstacles to these actions?
- How do you think you might overcome them?
- What further support do you need?
- Can you think of people who could support you?
- When will you take this first step?
- How will you know you are successful?



ACTIONS: PERFECT OUTCOMES

1. POSITIVELY STATED

Name it:

Describe what you want

Positive:

Is that something you want, as opposed to want to avoid?

Be Specific:

When, where, with whom do you want it?

2. EVIDENCE-BASED

Sensory based:

- How do you know when you've got it?*
- What will you see, hear, feel?*
- What will do you see yourself doing differently as a result of achieving this?*

3. REALISTIC

- What will happen if you get this result?*
- What won't happen if you get it?*
- What will happen if you don't get this result?*
- What won't happen if you don't get it?*
- Is it under your control? If not which parts are under your control?*
- What are the first 3 steps that you will take towards achieving this outcome?*

4. ECOLOGY CHECK:

Check that the outcome is sound and desirable.

- What will you gain when you have (outcome)?*
- What will you lose when you have (Outcome)?*
- What are the consequences of not achieving (outcome)?*
- How does (outcome) fit with any other goals or outcomes you may have?*

5. CONTROL & CONGRUENCE

- Are you prepared to do what it takes to achieve and maintain the outcome?*
- What do you personally need to do to achieve (outcome)?*
- Do you need to persuade others to help? How will you do this?*
- Do you believe (outcome) is possible and achievable?*

6. TIME BOUND

- By what date and time will you have achieved (outcome)? Include the year.*
- When will you start?*
- What are the first 3 steps*

Re-Analyse

- What went well? Why?
- What have you learned?
- What might you do differently? Why?
- What might you stop/start doing? Why?
- What has changed for you as a result of this?
- What changed for those around you as a result of this?



Insights/Reflections/Wonderings

