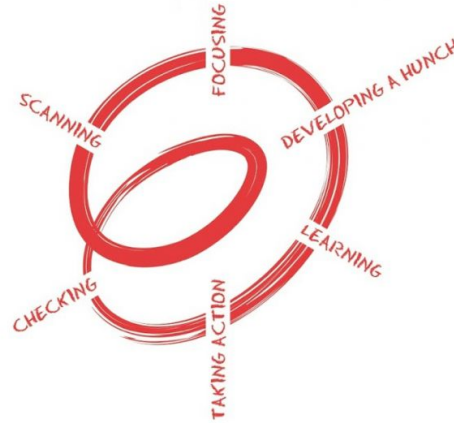


Session 5: Pulling it all together!

Leading Coaching Conversations for improved student



Strong Minds, Strong Hearts, Strong Community

Presentation will be slacked and emailed to you this week

Thursday 19th 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 |
| Strategy-focussed goal | Student-focussed goal | Teacher-focussed goal |

Sir John Whitmore

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



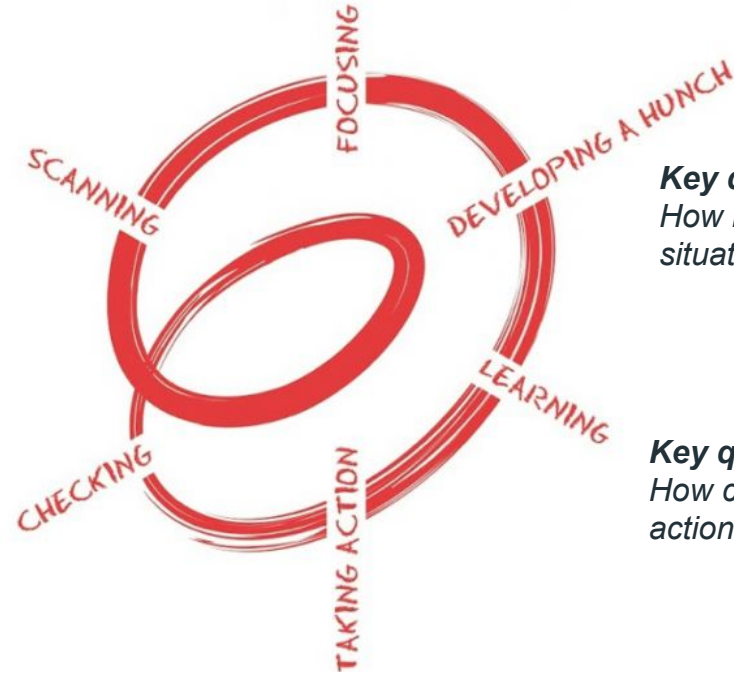
Key question: Where should you concentrate your energies in order to change the experiences and outcomes of your learners?

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?



Six types of paraphrasing

Acknowledgement: Joan Dalton & David Anderson 2013

1. Acknowledge/Clarify

So, you're saying ... suggesting ... thinking ... feeling

So, you would like to see ...

You're concerned ...

Use:

- to help speaker feel valued & understood
- to build trust, confidence, & safe 'thinking' environment
- to check or clarify understanding of speaker's content, thoughts or emotions
- to offer speaker opportunity to hear back their thinking, so they can elaborate further, agree, correct or reframe what they said

2. Summarize/synthesize

So far, we've agreed on these ideas ...

In essence, you're concerned ...

So, your goal is ...

In a nutshell, you believe ...

Use:

- to chunk content, thoughts and feelings into manageable pieces/stages of conversation
- to integrate ideas into a larger whole
- to shift up level of conceptual understanding by identifying key concepts, goals, values, beliefs and so on



3. Categorize/identify key themes

There seem to be three themes emerging here ...

On the one hand you're wanting, and on the other ...

We seem to be grappling with two main issues ...

Use:

- to bring clarity when speaker's thoughts/issues are jumbled
- for shared clarity when multiple speakers are contributing to a topic/conversation
- when 'vagueness' or abstract thoughts/ideas require grounding in details.

4. Concretize for detail

Examples:

So, one action might be to ...

A specific example of that, then, might be ...

A practical strategy might be ...

Use:

- when 'vagueness' or abstract thoughts/ideas require grounding in details.

5. *Provoke correction*

Examples:

So you believe that there is no merit in this proposal at all. You're saying that nothing about this program is working for you.

Use:

- when it is appropriate to provoke correction
- *Sparingly and with skill!*

6. *Positively reframe a negative*

So you believe that there is no merit in this proposal at all. You're saying that nothing about this program is working for you.

These kids can't learn ...

So, you're concerned about your students' learning.

These meetings are a waste of time.

So you value meetings that are productive.

Use:

- when it is appropriate to provoke correction
- *sparingly!*

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:

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

3. REALISTIC

- a) What **will** happen if you get this result?
- b) What **won't** happen if you get it?
- c) What **will** happen if you **don't** get this result?
- d) What **won't** happen if you **don't** get it?
- e) Is it **under your control**? If not which parts are under your control?
- f) 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.

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

5. CONTROL & CONGRUENCE

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

6. TIME BOUND

- a) By what date and time will you have achieved (outcome)? Include the year.
- b) **When** will you start?
- c) **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

