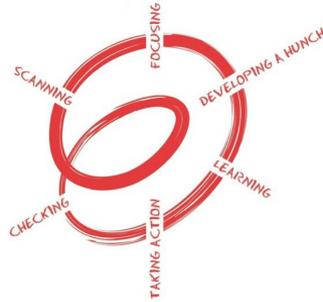


# Session 3: *Leading Coaching Conversations for improved student outcomes*

Getting gritty: Pre-coaching conversations and data gathering



*Strong Minds, Strong Hearts, Strong Community*

**Please sit with people from other schools.**

Presentation will be slacked and emailed to you this week

Thursday 5th Sept

Mary-Anne Murphy

Say words,  
AND

clap on  
colour red,

stamp right  
foot for word  
yellow,

hands above  
head for  
colour blue

jump word  
green.

Red

Blue

Green

Yellow

Blue

Blue

Yellow

Green

Yellow

Red

Blue

Green

Blue

Yellow

Red

Green

Blue

Green

Red

Yellow



# 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 evidence gathering**



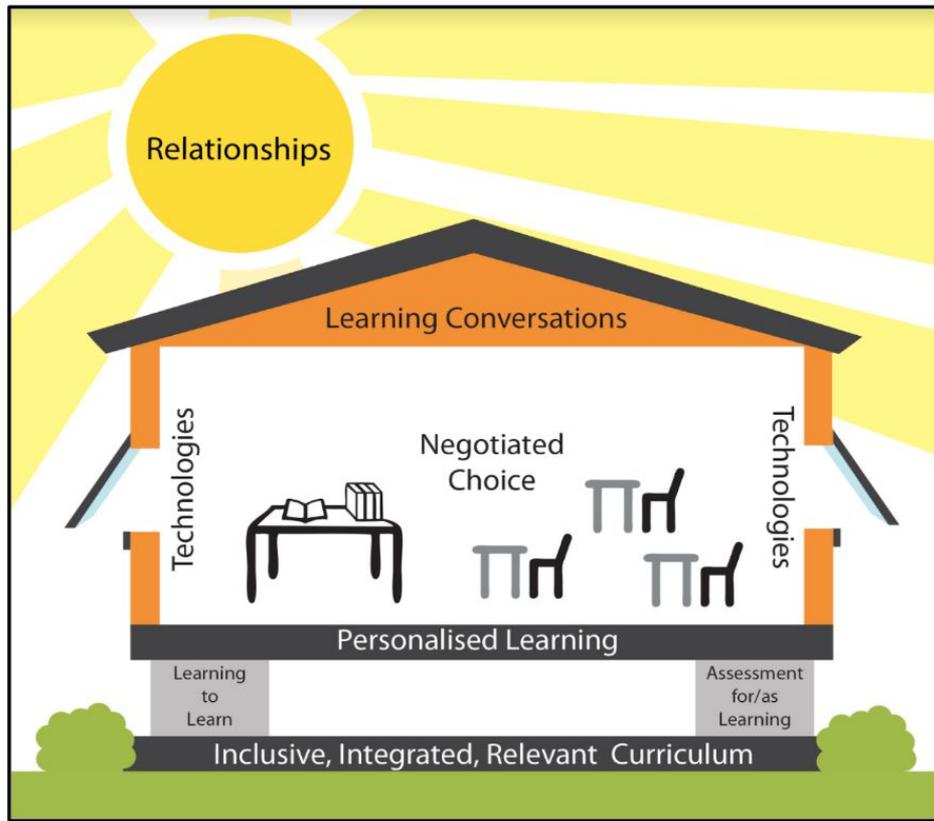
Wednesday 11th Sept

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

Thursday 19th Sept

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





# Teaching as Inquiry

Charisse Rudolph



*"What does learning look like in Room 1?"*

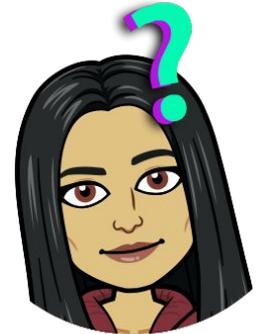


## Focusing: What is our focus?

**Aim:** To gather a shared understanding in Room 1 about what learning meant.

After experiencing some PLD and professional growth from reading the text *“Clarity in the Classroom”* by Michael Absolum, I wanted to see how the children in the classroom were experiencing learning.

1. What did they think learning was?
2. What do they think learning involves?
3. How do they feel about the learning they are apart of?
4. Who is in charge of their learning?
5. What are the roles of the teacher and the students? Are these roles different? How?





## Scanning: What is going on for our learners?

To make a difference to learners you must start with the learners and what they are saying. Adults are often convinced they know what's going on for learners, but if they approach the task with genuine curiosity, there will be surprises when they ask learners.

Using the following questions from the website Educational leaders, I was able to adapt and contextualise to meet both my needs and my students.

<http://www.educationallleaders.govt.nz/Leading-learning/Spiral-of-inquiry-leaders-leading-learning/Scanning>

This gave me true, authentic baseline data on which I could start to build some hunches and form some ideas about What learning looks like in Room 1.

1. what is learning?
2. what does it mean to be a learner?

---

# Collecting the data...

“Determining which students would most benefit from pedagogical change, determines what you focus your inquiry on. Student achievement data, in the form of standardised tests and OTJs, can be a valuable - and fast - way of deciding who needs more or different instruction in order to gain success. This is not the only measure that can be used. Anecdotal evidence, gathered from observations, evidence from formative assessment tasks, student or parent voice - all are valid ways of identifying areas where students may need modified instruction.”

<http://nzcurriculum.tki.org.nz/Teaching-as-inquiry/Collecting-evidence>





# What is learning?



# What does it mean to be a learner?

Trying your very best...

When you are showing respect...

A learner never gives up...

Never giving up...

If you want to really be a learner, you need to listen to the teacher...

**You are a learner when you have learnt everything there is to know...**

A learner needs to be smart, you can't learn if you're not smart...

When you're a learner and others are stuck, you'll be able to help them...

**Not being a silly kid...**

Helping other people...

Solve problems on your own...

Being respectful...

**A learner reads books...**

Trying your best all the time...

**When you are told to do something...**

A learner is a good kid...

**When you know stuff...**

**It means trying new things in literacy and maths lessons...**

**It means not talking when the teacher is talking...**

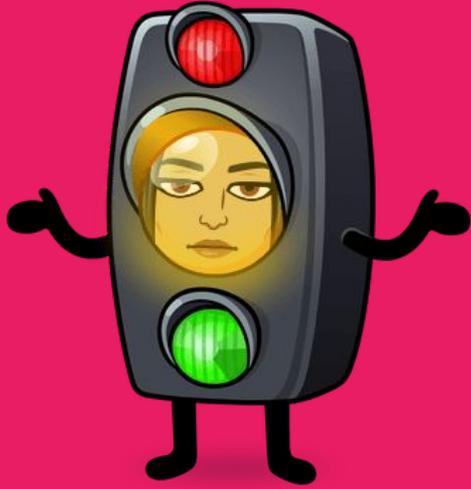
# Reflection...

After seeing the results of the answers in **Question 1: What is learning?** I immediately felt a sense of relief in knowing that whilst my students are partners in their learning with me, I had never actually asked them this question. I had never discussed a way of being around learning, what learning meant or gave them a purpose for learning as a generalised topic.

That relief was soon overwhelmed with a flooding of questions as I reflected deeper at the answers. Did one child really think learning meant core subjects such as math, literacy or must dos and can dos? Did one child honestly believe that learning happens with no distractions. And as I challenged myself further- What messages are these students hearing to make them feel as though learning meant these key words?

And then I saw the answers generated by the students in the classroom from **Question 2: What does it mean to be a learner?** And thought to myself Oh ..... Is that really how I have developed my classroom culture?





## Developing a Hunch...

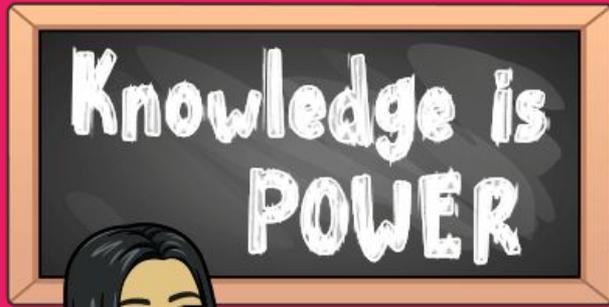
What is leading to this situation? What factors contribute to this analysis? Is there anything I need to be aware of before I plan next steps?

***I believe that the culture of the classroom may be impacted by:***

- the language the students are hearing when learning takes place.
- the lack of reminders about what learning could be e.g. posters of growth mindset that students can read and see on a daily basis.
- the set up of the classroom programme and lack of creativity or flexibility within the programme I have developed.
- the lack of a purpose of learning as a generalised topic in school.



---



## *Learning...*

What learning can I do to enhance my own teaching skills? How can I develop my classroom programme further? What resources/ tools can I investigate to allow for more opportunities for improvement?

### **Spiral of Inquiry Paper:**

<http://www.educationleaders.govt.nz/Pedagogy-and-assessment/Evidence-based-leadership/The-spiral-of-inquiry>

Temperley Kaser Halbert

### **Clarity in the Classroom:**

<http://store.educationcentre.auckland.ac.nz/clarity-in-the-classroom-using-formative-assessment-building-learning-focused-relationships/>

Michael Absolum

### **Clarity in the Classroom Data Collection:**

[https://docs.google.com/spreadsheets/d/1QDKfR2iw2lcgGQUV9fStAcM9z-4uzZai\\_D5VmDTXhKo/edit#gid=0](https://docs.google.com/spreadsheets/d/1QDKfR2iw2lcgGQUV9fStAcM9z-4uzZai_D5VmDTXhKo/edit#gid=0)

Pg. 41 Michael Absolum

### **The Power of Vulnerability:**

[https://www.ted.com/talks/brene\\_brown\\_on\\_vulnerability?language=en](https://www.ted.com/talks/brene_brown_on_vulnerability?language=en)

Brene Brown

— — —

# Seeking Knowledge from Experts...

## **Berkley University “What is Learning?”:**

<https://teaching.berkeley.edu/resources/learn/what-learning>

Foundational principles, Memory and recall,  
Optimizing student learning

## **Brainwave Learning is Child’s Play:**

[https://drive.google.com/drive/u/0/folders/1Cb74bx0tcIGaE4wktB-ft539mwM\\_ucju](https://drive.google.com/drive/u/0/folders/1Cb74bx0tcIGaE4wktB-ft539mwM_ucju)

Brainwave’s Keryn O’Neil

## **What 3 to 7 year olds need to learn:**

<https://www.rnz.co.nz/national/programmes/ninetonoon/audio/2595176/what-3-to-7-year-olds-need-to-learn-nathan-mikaere-wallis>

Nathan Mikaere Wallis



# Learning from my students...

In order for me to develop my learning about my students further, I used the short survey with the students in my classroom. The purpose of this was to break down bigger ideas and thoughts so that I could create a deliberate set of teaching strategies to change the culture within my classroom.

This survey was completely anonymous for the first time of administration with the aim to gain the complete trust of students. This was also aimed at getting true, authentic data from my students.

From the survey responses, I have collated the responses from 5 key questions that help me to gain a deeper understanding of student mindsets around learning. These are:

**Question 1: Who decides what you are going to learn?**

**Question 2: Who has the responsibility to make you learn?**

**Question 3: What words best describe your learning?**

**Question 4: Do you generally know what you are learning at school?**

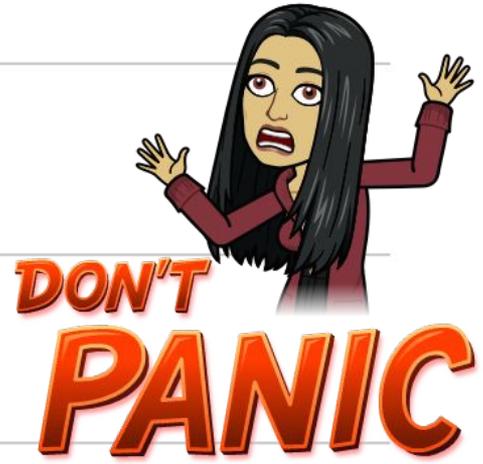
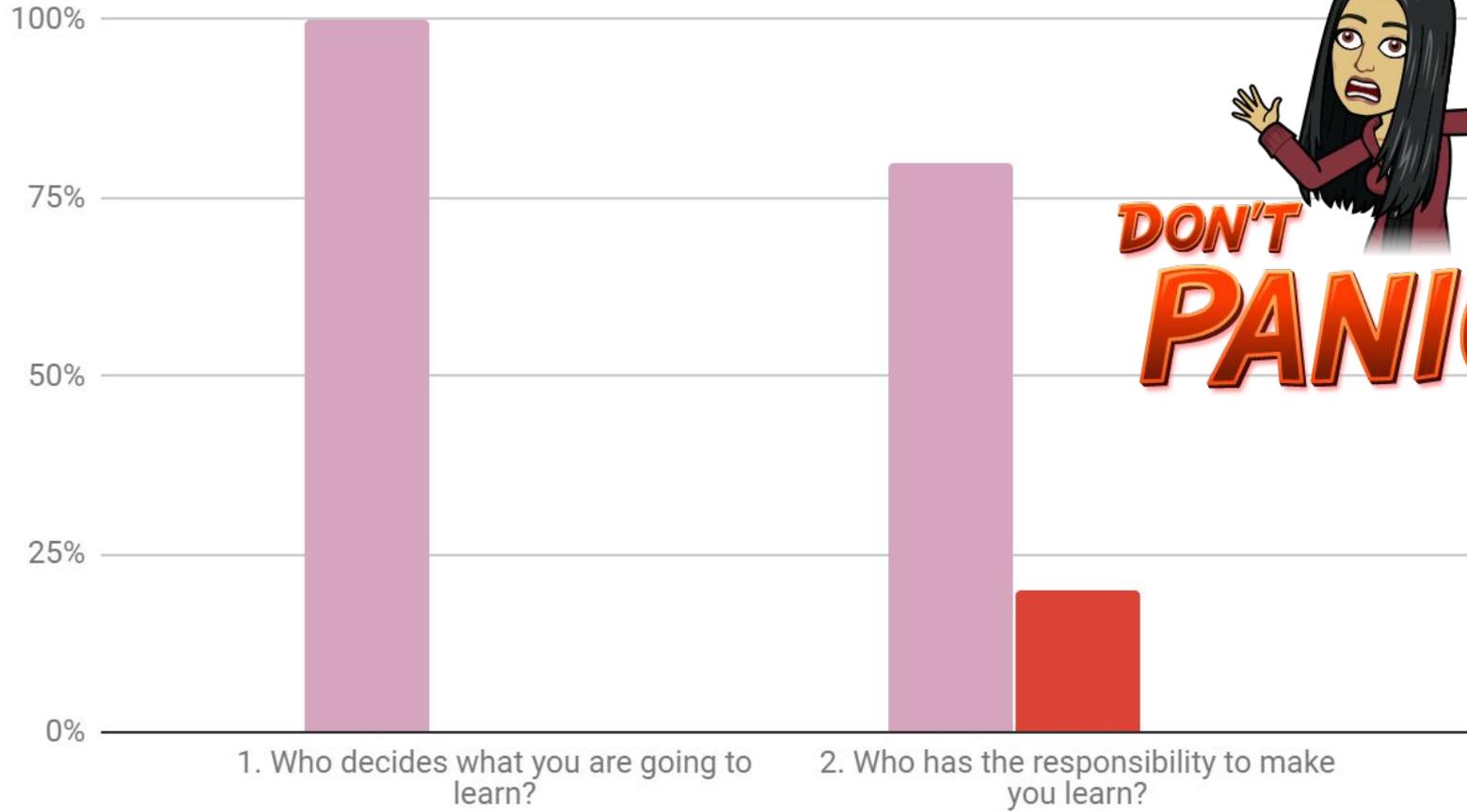
**Question 5: When you find something hard to learn, does your teacher help you to get over that hard part?**

**This is what I have found out through learning from my students:**

# *Learning from my students...*

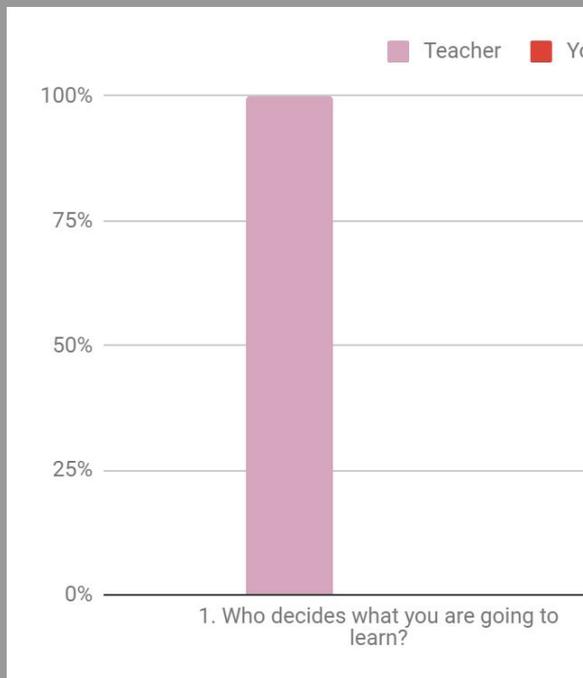
*Read aloud while students circled their answer- 29th July 2019*

Teacher You Both



# "Who decides what you are going to learn?"

12 August 2019

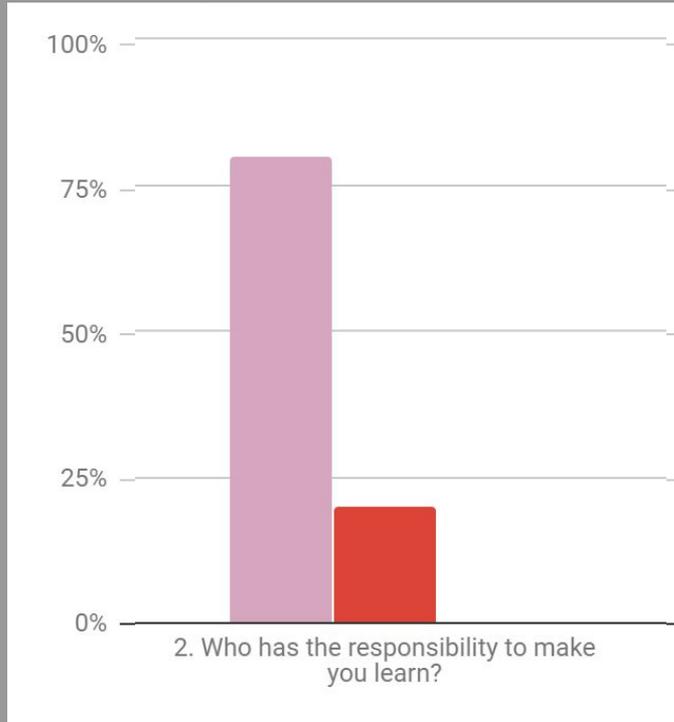


As we look at the results, a clear picture of classroom culture/ norms, the definition of what learning currently looks like in Room 1 and hunches become more prominent and important to unpack!

**100% of students in Room 1 believe that the Teacher is the person who decides what students learn.** On reflection and after thought- I was not shocked by this statement. I reflect upon the individual learning journeys these students have come through and believe that learner agency has not been a term that has been explored with them- I know it definitely is a part of new learning for me and my own practice. This is something however, that I can make a huge mindset shift with as I unpack the term and its meaning with Room 1 students. The shift will obviously take time, deliberate acts of teaching and unpacking, showing my vulnerability as "the teacher", conversations and dialogue where whanau are also involved and keeping communication up with my SLT so that everyone can be on board if they choose to be. I have outlined some goals as I move into what Taking Action might look like to see a shift.

# "Who has the responsibility to make you learn?"

12 August 2019



This question is vital in the authentic understanding of what these students believe learner agency to currently be.

**78% of students believe it is the teacher's responsibility to make them learn. 22% of students believe that it is the responsibility of themselves to make sure they learn.** These statements hit me like a tonne of bricks! Why? Because my classroom practice I knew was leading my students away from developing skills so that they could develop their learner agency, however, I was pleading with them to be self-regulators of their learning. My big picture idea was being shadowed by a lack of understanding of implementation within a classroom practice because it is something I learnt not to do. How is this possible?

Again, with a focus on shifting the locus of control from teacher directed learning to learner agency, I needed to create some clear, achievable goals, change the language I was using, make opportunities for students to explore skills they had never used and start to make deliberate acts of teaching around agency.

## What words best describe your Learning?



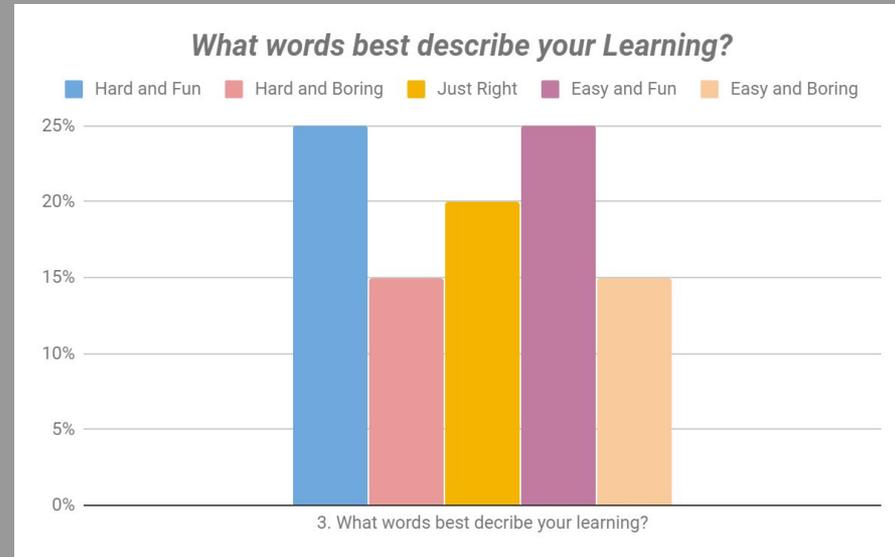
# "What words best describe your learning?"

12 August 2019

As I asked students this question- the authenticity of the body language of students didn't come across as honest with justification, and the giggles started. Were these giggle of dishonesty? Or giggles of relief that they were actually given the opportunity to share knowing that they could now be challenged? Or something completely else?

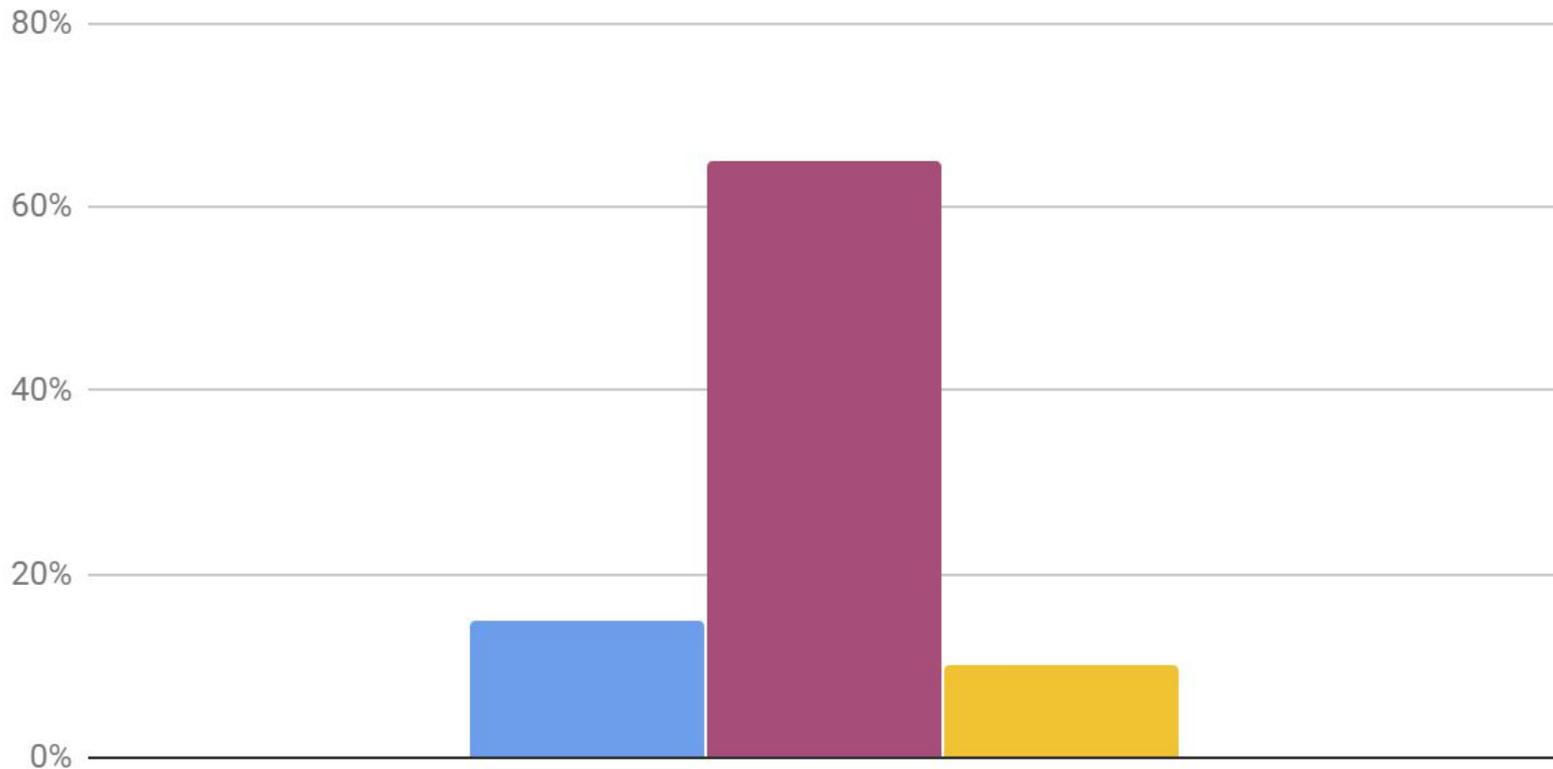
Across the classroom, the students all thought something different! **25%** of students thought that learning was hard and fun. Another **25%** of students in Room 1 thought that learning was easy and fun. At least half of the class thought learning was fun- right? **20%** of the students thought learning was just right. Phew, 70% either thought learning was fun or just right! Relief. But what did that mean for the other 30%?

**15%** of the remaining students found learning to be hard and boring- that's 3 children believed their learning was hard and boring- while the other **15%** of students found their learning to be easy and boring- another 3 students.



## *Do you generally know what you are learning at school?*

Always   Sometimes   Hardly ever- no one ever tells you, they just get you to do things

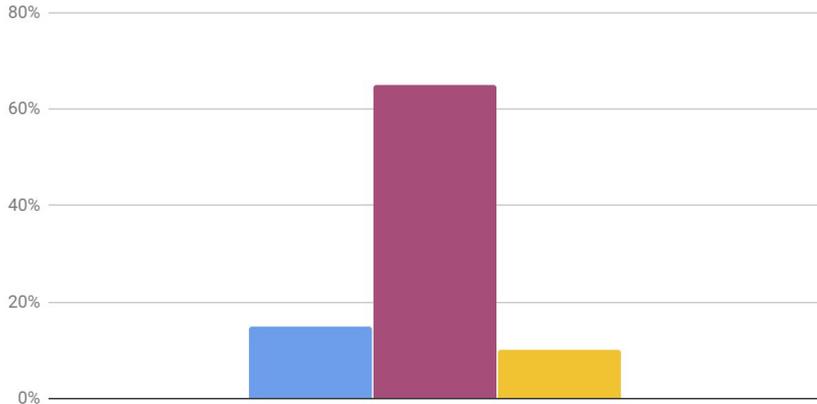


# "Do you generally know what you are learning at school?"

12 August 2019

## Do you generally know what you are learning at school?

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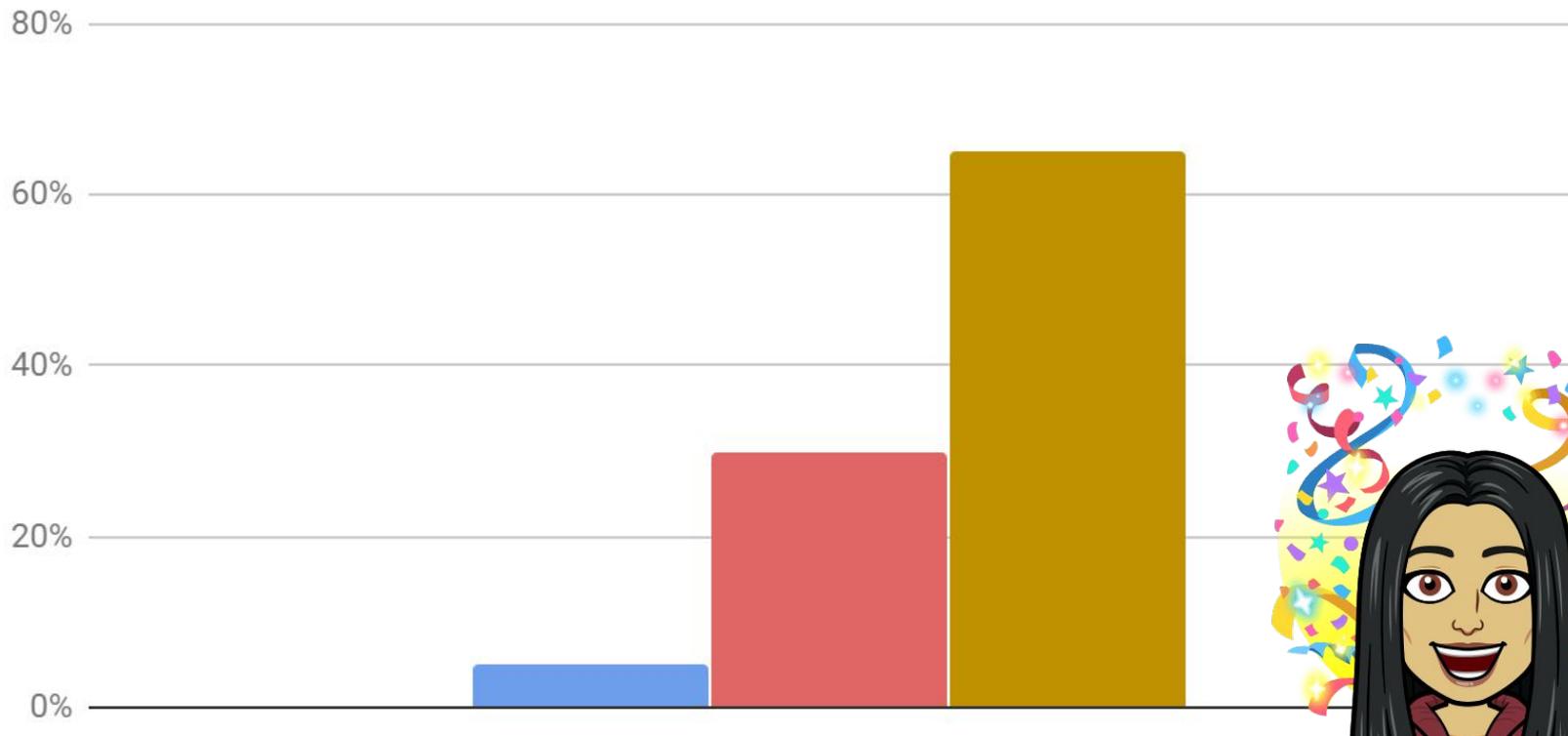
As I unpacked this question, I decided to target my thoughts specifically to the students who had generally NO idea about what learning was happening for them. As a teacher- I want the best for my students, and something within my own practice needed to shift if I was allowing even 1 student to sit there not knowing. Yes, this student was Autistic- but that is in some terms a teacher's barrier. I needed to find an approach that was different- but worked for him!

**15% of students always knew what they were learning at school whilst 65% of students knew what they were learning sometimes. This meant that 10% of students believed that they hardly ever knew what they were learning at school, they just get on and do things.**

Was this acceptable for me? NO way. So what could I do or say to prevent these results from saying this again?

# When you find something to learn, does your teacher help you to get over that hard part?

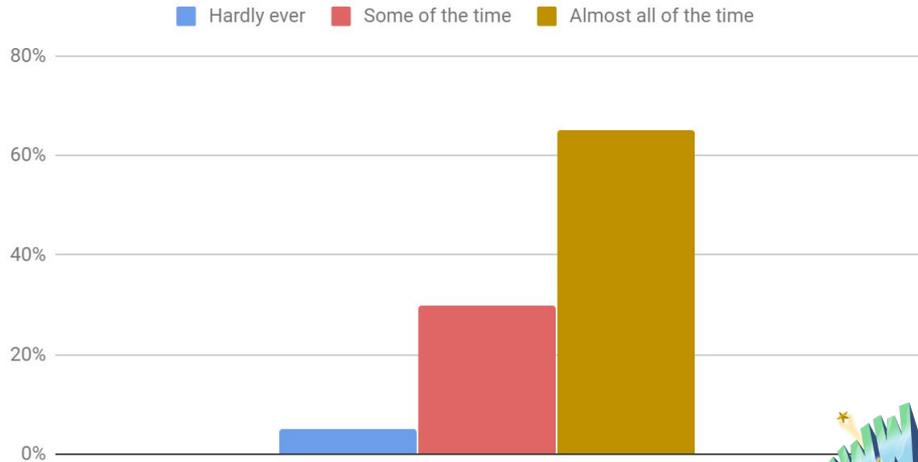
■ Hardly ever   ■ Some of the time   ■ Almost all of the time



# "When you find something hard to learn, does your teacher help you get over that hard part?"

12 August 2019

When you find something to learn, does your teacher help you to get over that hard part?



As I reflected upon all of these questions, I found this my celebration. **65% of students found that the teacher helped them to get over the hard part ALL OF THE TIME, 30% thought the teacher helped them to get over the hard part some of the time which meant only 5% of students felt this was hardly ever.**

Although this was not a perfect result nor one that I truly wanted- It meant for me that I had actually been talking to my students, helping them to achieve and experience success and giving them the opportunities and contexts to be able to do so.





# GET IT SIS!

## Taking Action...

What will this look like? How can I create an action plan that reflects my goal? What do I need to focus on/ prioritise as most important first steps?

*I believe that to change the culture within the classroom, I need to change the language that I am using, working on developing and fostering a quality relationship with quality communication, plan for deliberate sessions of unpacking and determining learning with the students and whanau.*

Actions I need to take to shift a mindset in Room 1 to unpack “What does learning look like in Room 1”...

1. Replacing work with learning.
2. Giving students the opportunities for choice and making the choices verbally explicit
3. Making sure to begin our days with a fresh and mutual understanding of learning.
4. Putting their ideas and thoughts up in the classroom on display.
5. Adapting some of the teaching examples from Michael Absolum's *Clarity in the Classroom* to trial within the classroom.
6. Re-assessing learning in Room 1 to see if there has been a noticeable shift.

# Action #1: Starting the Week with Learning Sessions...

Week #1: What does a Room 1 Learner look like?

[https://docs.google.com/document/d/1mcKa78-xxxpG8yQ7HJBXWvjA62KY7pCgy\\_HvTrV7IU/edit](https://docs.google.com/document/d/1mcKa78-xxxpG8yQ7HJBXWvjA62KY7pCgy_HvTrV7IU/edit)

Week #2: Learning Conversations and what do these sound like?

<https://phraseit.net/show/7jlli1>

Celebrating the learning conversations within the classroom- phrase of the day, linking learning to the aspects of learning, gifting the language of learning.

Week #3: Defining learning in Room 1- How do we include parent/ whanau voice?

Students taught the lesson to their whanau members at home. They came back excited about their learning and with the thinking that linked to the conversations that they had.

Week #4: Who can be a Learner? Looking at Mojo and Katie (Growth Mindset):

<https://ideas.classdojo.com/i/growth-mindset-1>

What type of Mindset do I have? Using Mindlab link- I have a growth mindset 100%. This is also evident within the classroom culture re: wordle.

Week #5: Inadvertently buying in to Student's Expectations of Passive Learning. What do we find important as learners? What will help us to keep motivated?

Unpacking motivation as intrinsic and extrinsic- and shifting students to want intrinsic motivation within the classroom.

Week #7-8: Inviting whanau onto the journey

After a professional development hui with MAM, I was able to create a 4 step facilitation.

[https://docs.google.com/document/d/1i9xLVhSBI-DV5YhRmcgHihqO7lfCNOe0sykmp8gV\\_5U/edit](https://docs.google.com/document/d/1i9xLVhSBI-DV5YhRmcgHihqO7lfCNOe0sykmp8gV_5U/edit)



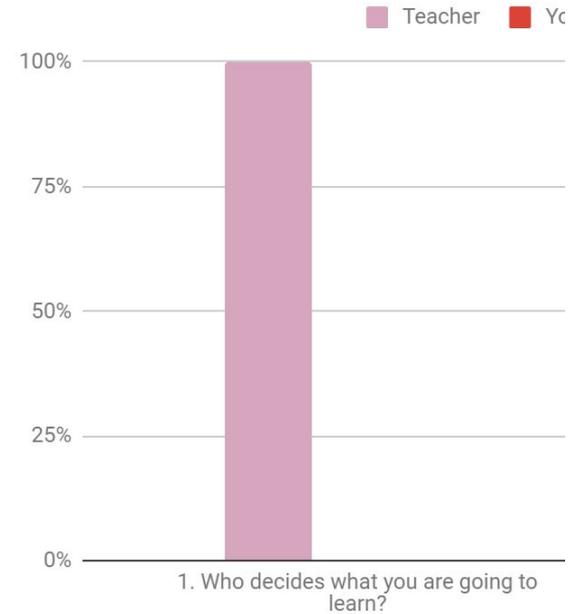
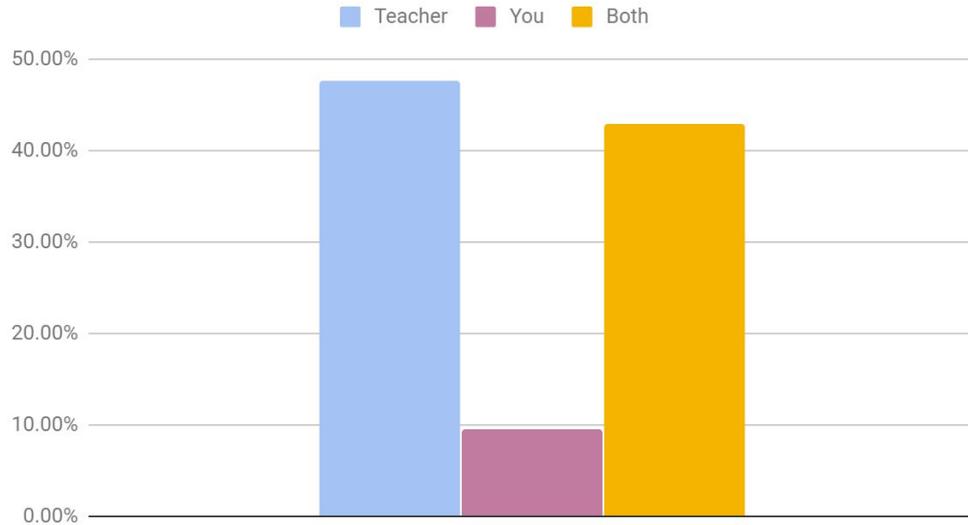
# Reflecting on Action #2: Learning Conversations and What do these sound like?



# *Learning from my students...*

*Read aloud while students circled their answer- 12 August 2019*

## Who decides what you are going to learn?

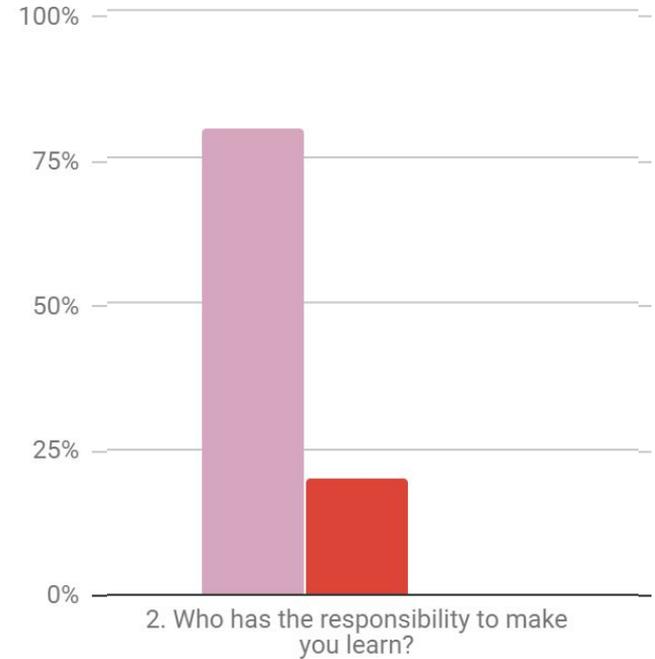
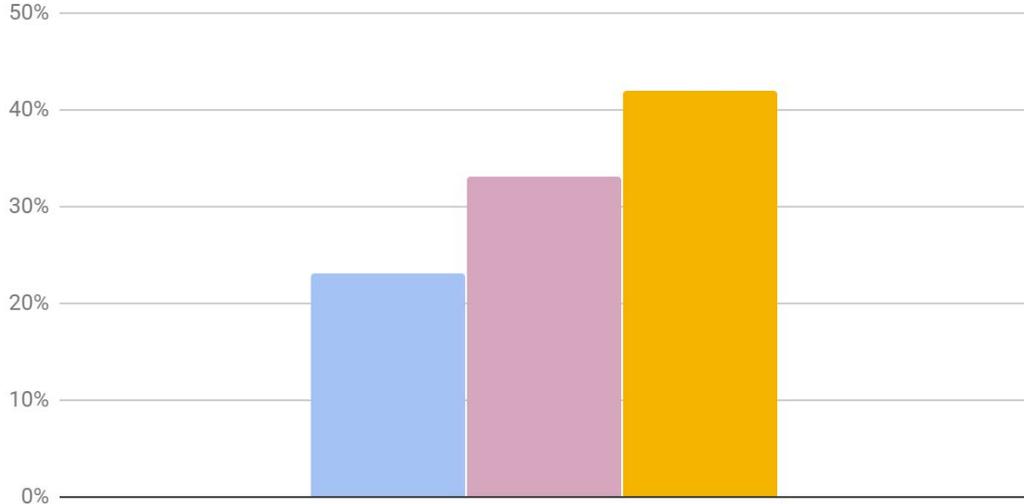


By targeting this one mindset shift, I am starting to see progress after a 3 week progress update. Whereas 100% of students believed it was the teacher that decided what they were going to learn, now you can see that 47% still believe this while 42% think it is up to both the teacher and the student. Only 9% believe that it is up to them to decide what they are going to learn.



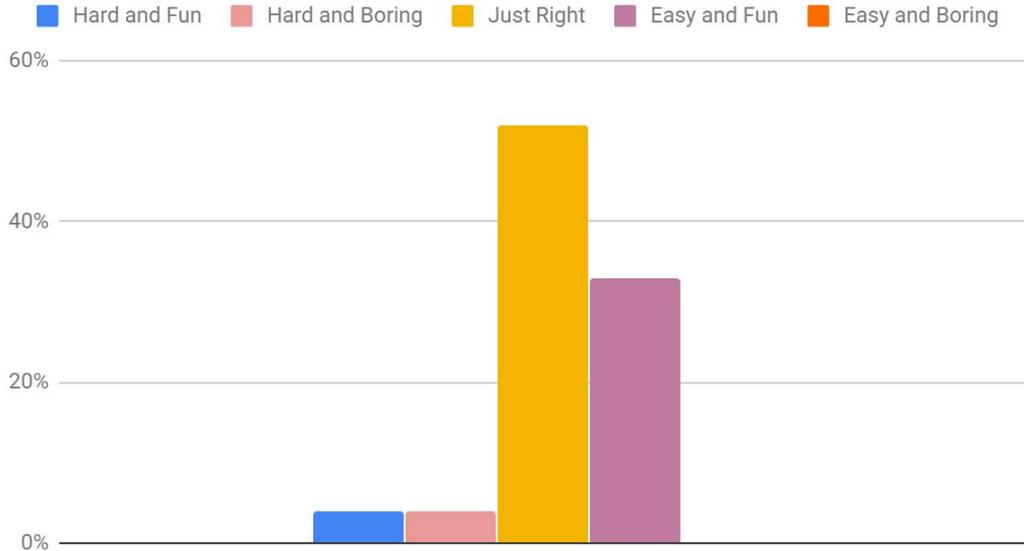
## Who has the responsibility to make you learn?

Teacher You Both



After collecting data from the 3 week update, I have also seen a shift evident within the data. Before the deliberate acts of teaching and planning, 76% of students believed the teacher was solely responsible for learning. Now, only 21% believe this is the responsibility of the teacher. 30% now believe it is up to themselves vs the 22% that initially believed it was their responsibility. The shift has now come with 41% believing that it is both the teacher and their own responsibility to make you learn.

## What words best describe your learning?



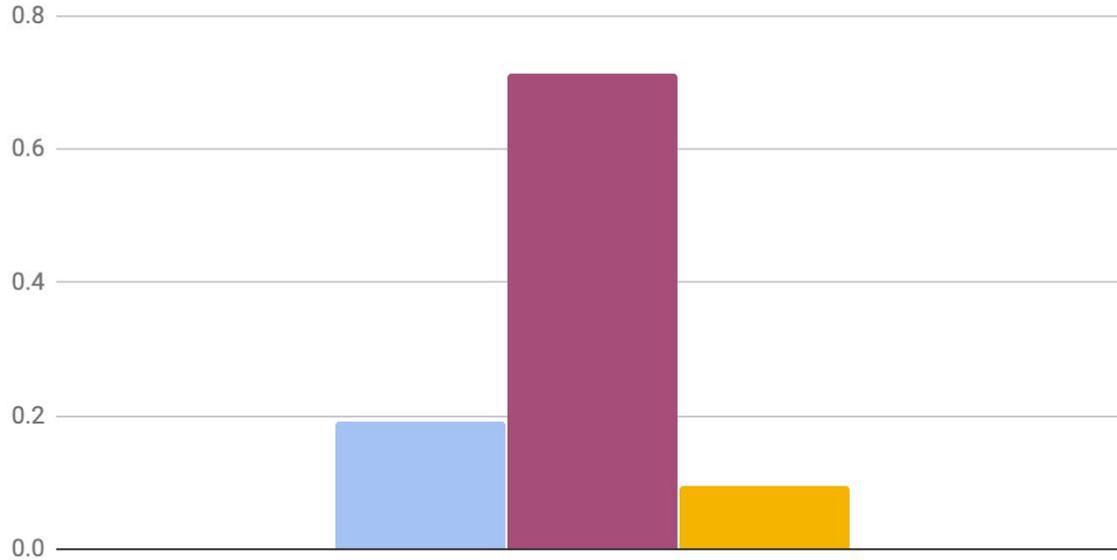
## What words best describe your Learning?



Before the second collection of data, I noticed that the spread of language that best described learning was vast and fit within five elements. Now, I can clearly see a shift where the majority of my students believe that “Just right” and “easy and fun” best describes their learning. I still have 1 child that believes that their learning is hard and fun, and 1 that believes their learning is hard and boring- which I accept and am now able to continue to target indirectly.

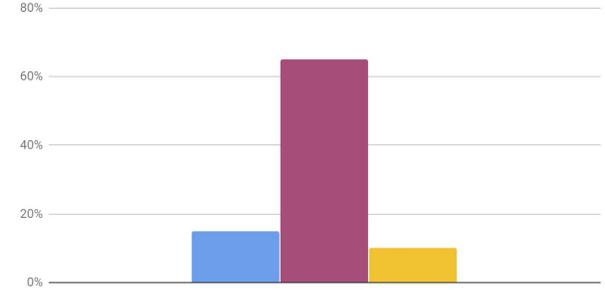
## Do you generally know what you are learning at school?

Always Sometimes Hardly ever- no one ever tells you, they just get you to do things



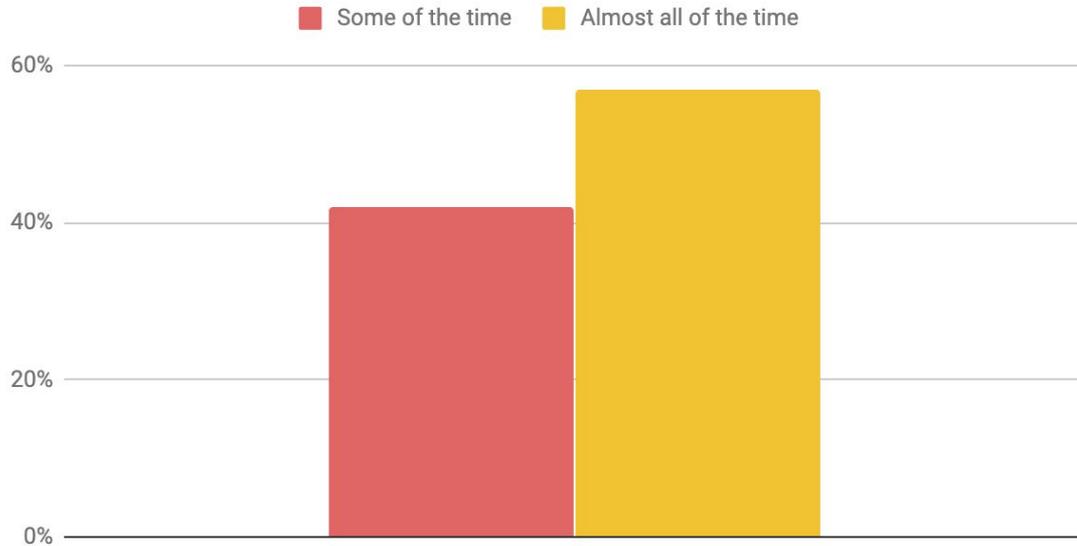
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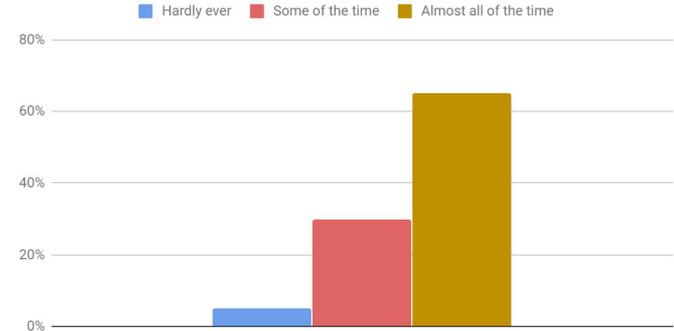


Based on the data collected in Week 6, you can see a minimal shift. As a collective, the number of students who hardly ever knew has now decreased to 9% as opposed to the original 15% of students. Upon reflection, as this did not grow substantially, this would naturally lean towards being another mini sprint session where I can target building knowledge around learning and having explicit learning conversations.

## When you find something hard to learn, does your teacher help you get over that hard part?

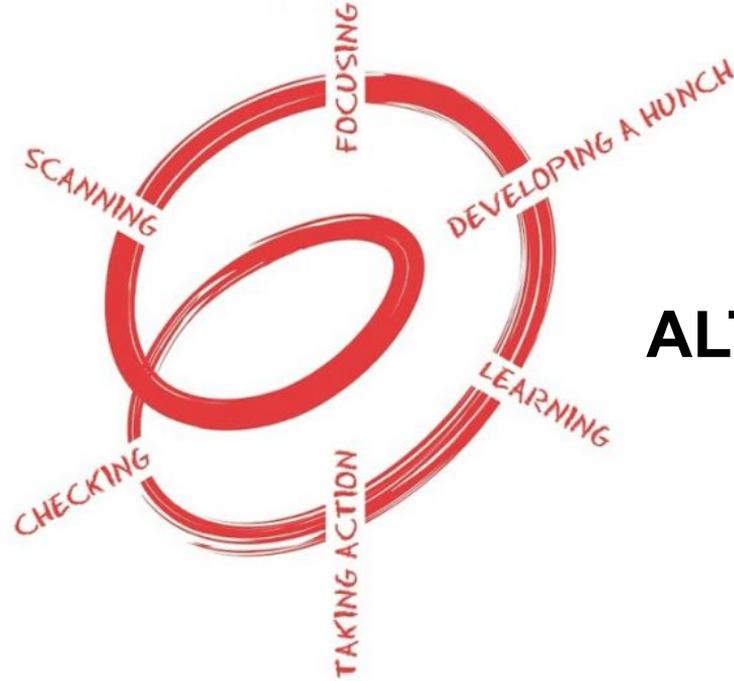


## When you find something to learn, does your teacher help you to get over that hard part?



Based on the data collected, there has been a shift where 57% believe that almost all of the time the teacher helps them to get over that hard part. 41% of students now believe that some of the time the teacher helps them to get over that hard part and 0% believe it is hardly ever. This compares to the 13% from previously.

# AWARENESS



Re-ANALYSE

ALTERNATIVES

ACTIONS



**MOMENTUM**  
LEARNING

[momentumlearning.ac.nz](https://momentumlearning.ac.nz)

Transforming leadership, teaching and learning.

# Clarity of inquiry questions

Eg:

***Engage my boys to write.***

- What does engagement look and sound like?
- Why aren't they engaged?
- What specific writing needs do they have? How do you know?

**Issue:** Boys don't know how to use their ideas to begin writing.

**Actual goal:** Utilise writing frameworks to scaffold boys into their writing.

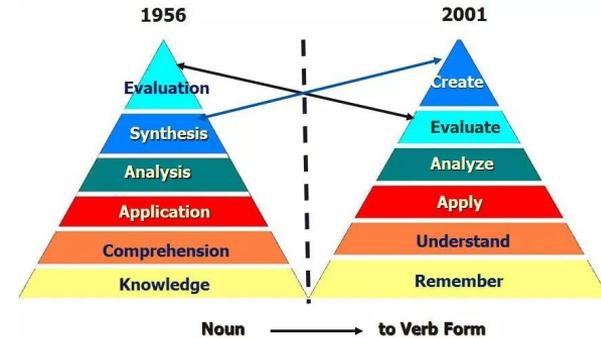
# Data collation conversation

- 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 coach to notice about the learning today?
- Who would you prefer student voice to be gathered from? Anyone they are comfortable talking to.
- This is what you can expect from me. This is what I need from you.

TAI Inquiry template [here](#)

# What types of evidence might we use to collate for teachers?

## What can it be used for?



Eg: Recording teacher questions.

Level of questioning in terms of Anderson's revised taxonomy.

Data-gathering tools [here](#)

# 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?



# 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?



Further Questions [here](#)

## Next steps:

Trial the observation template yourself or with a colleague.

# Don't forget...

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

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