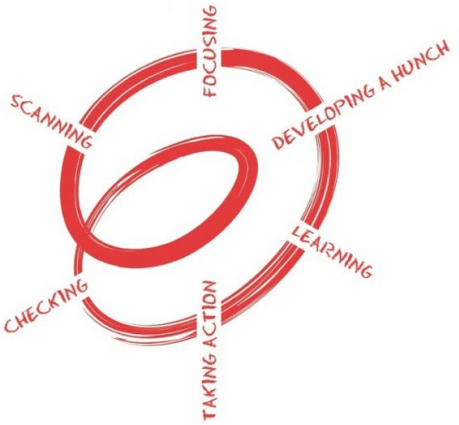
Leading Coaching Conversations for improved student outcomes



Strong Minds, Strong Hearts, Strong Community

Presentation will be slacked and emailed to you tomorrow.

Thursday 8th August

Mary-Anne Murphy

Tena Koutou Katoa
Ko Pureora toku maunga
Ko Marokopa toku moana
Ko Mangapehi te awa
Ko Te Kuiti taku kainga tupu
Ko Mary-Anne Murphy ahau
Tena koutou, tena koutou, tena tatou katoa

Whakawhanaungatanga

Share your name (or a part of it) with an unknown partner and explain what it means.

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.

Why?

Since any teaching strategy works differently in different contexts for different students, effective pedagogy requires that teachers inquire into the impact of their teaching on their students.

Ministry of Education, NZC., 2007b, page 35

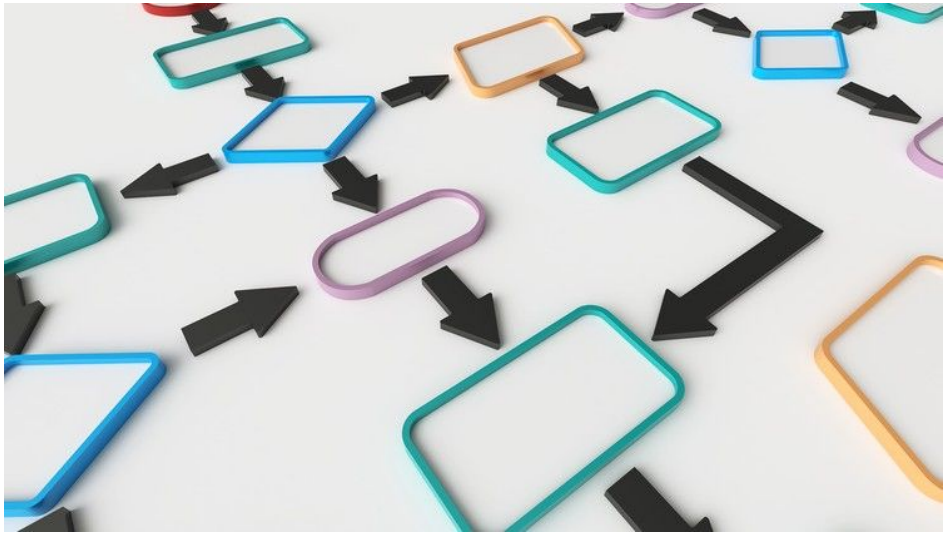
Our Tokoroa wide ERO report identified these areas for improvement:

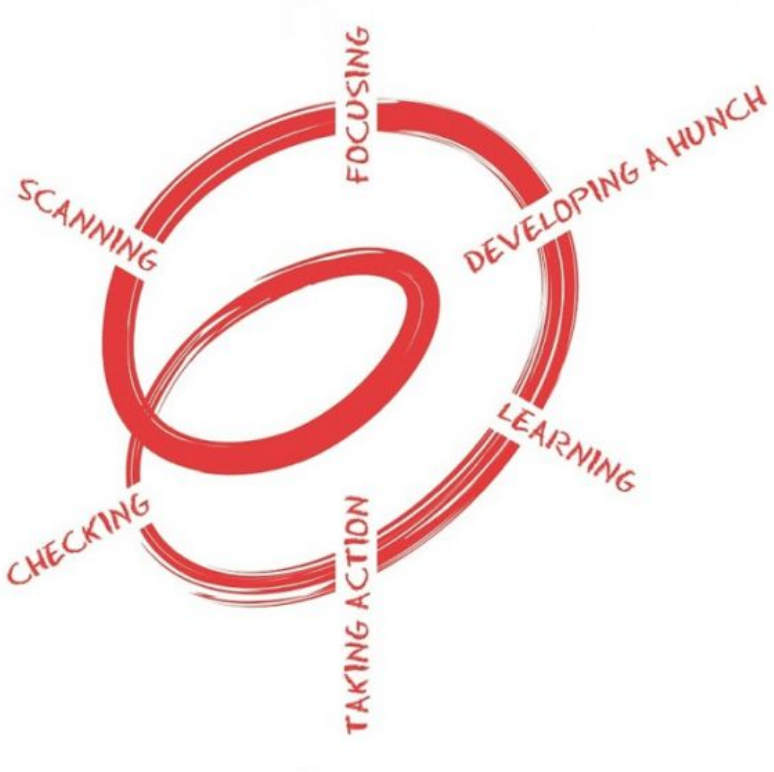
- promoting effective teaching and learning practices, including curriculum design
- strengthening the use of teaching as inquiry
- developing a Community of Learning|Kāhui Ako approach to a curriculum that is inclusive of the aspirations of the many different cultures within the community
- raising Māori learner achievement and increasing the emphasis on success for Māori as Māori
- implementing and sharing expectations for teaching and learning that are inclusive and culturally responsive

KEEP
CALM
BUT
NO
PRESSURE

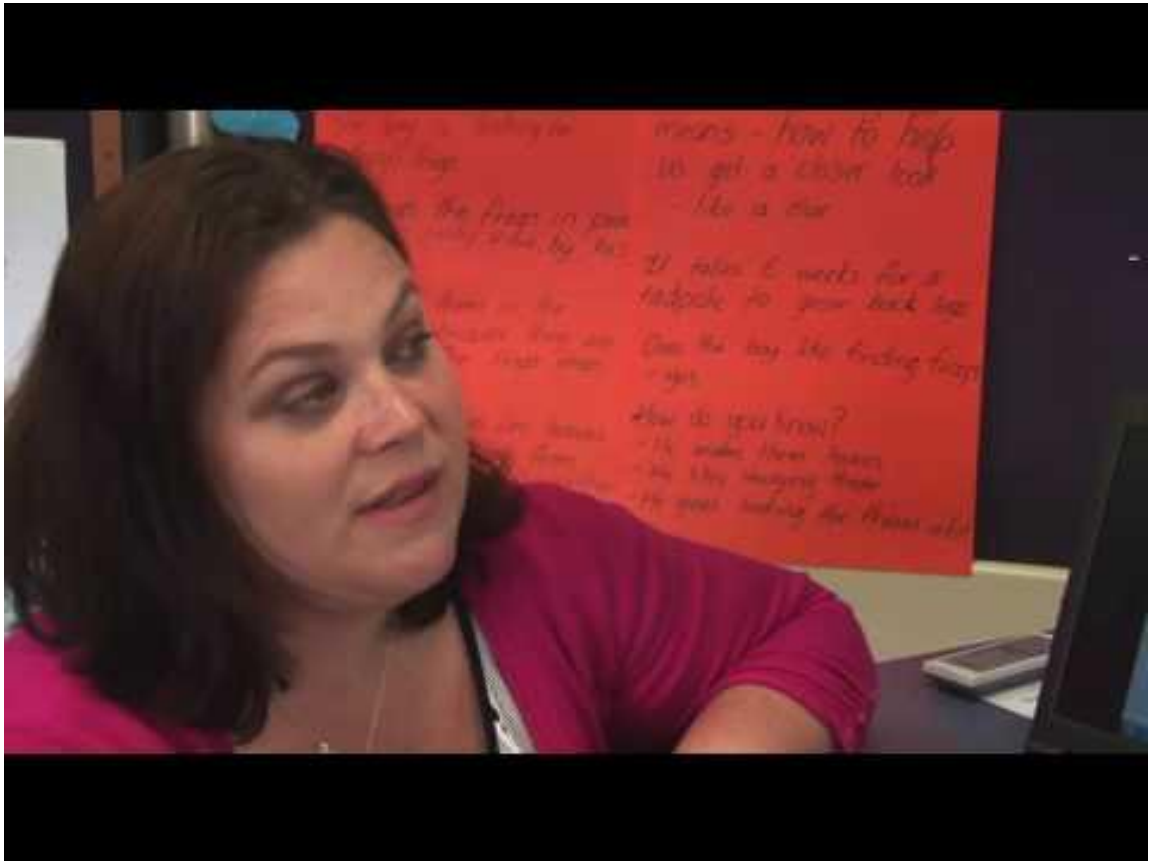
Spirals of Inquiry ordering activity.

Place the descriptors in the order you think they would ‘go’





Timperley, Kaser & Halbert, 2014.



*"A **coach** is someone available for the performer to learn **WITH**"*

*"A **mentor** is someone available for the performer to learn **FROM**"*

N. MacLennon, (1995)

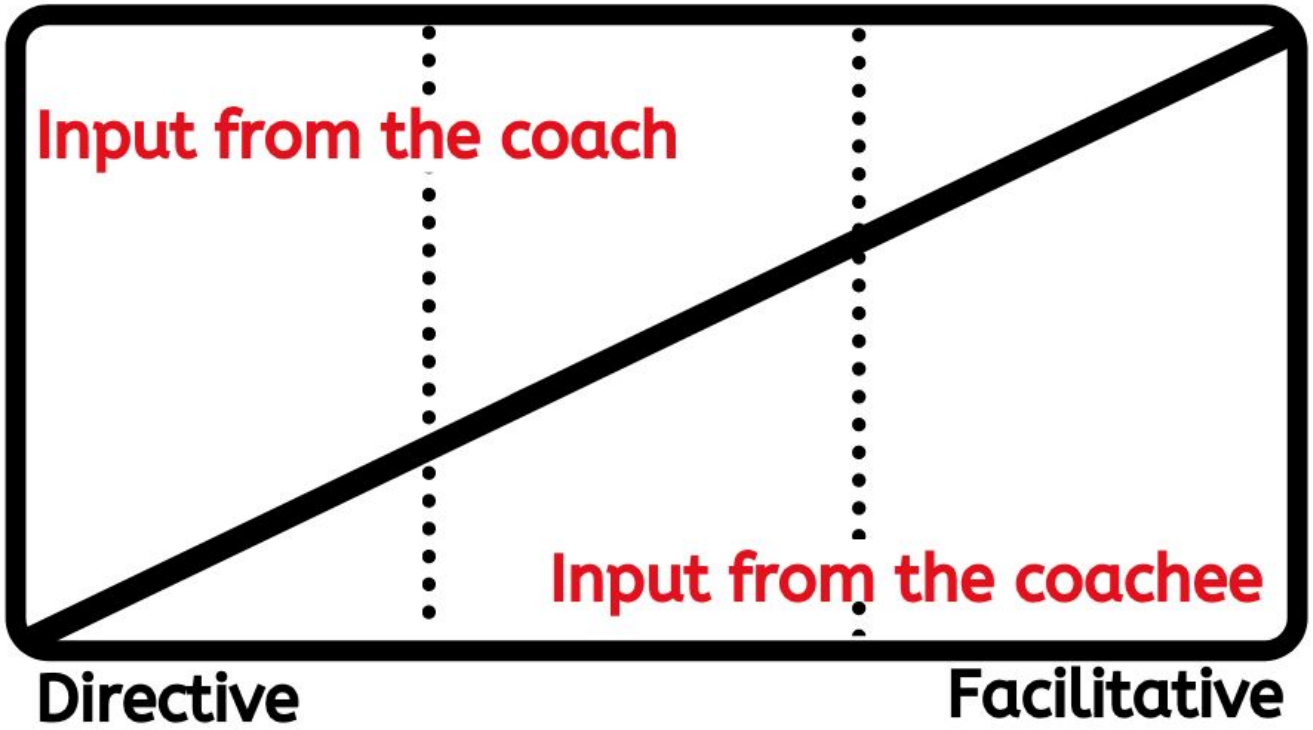
Coaching - Mentoring

Is there a difference between the two?

If so, what do you think it is?

Discuss with your table group.

Shifting the locus



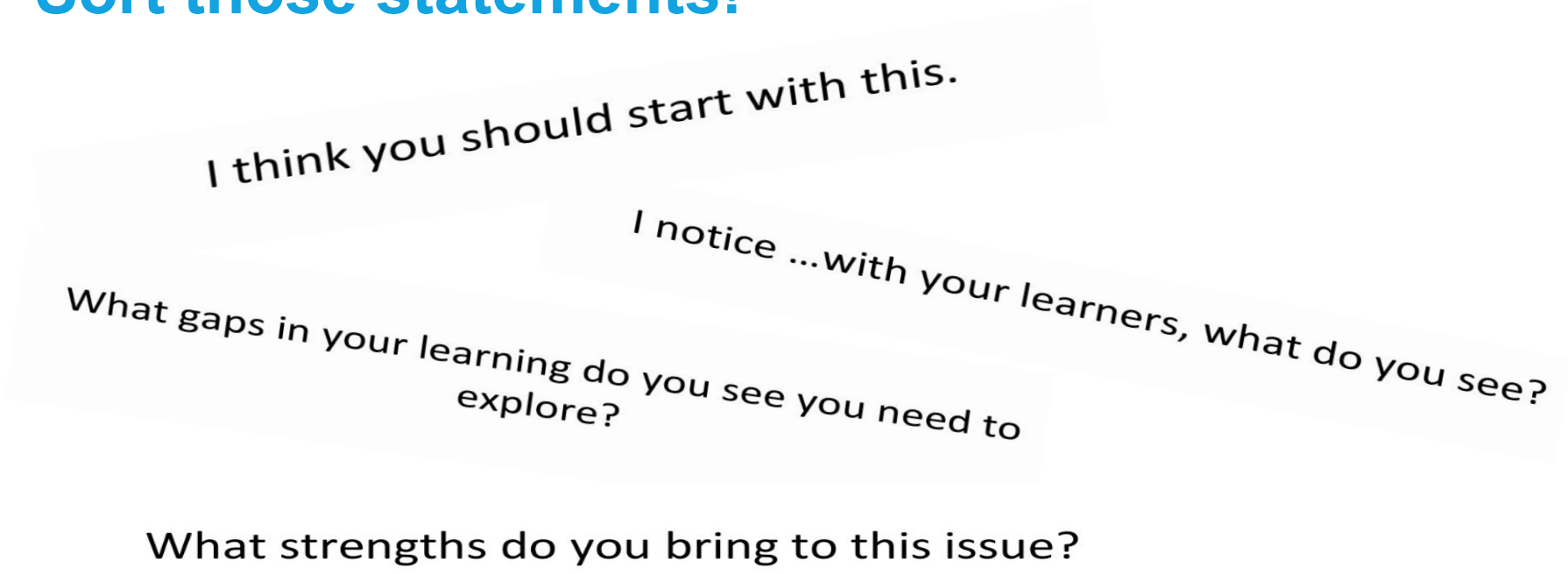
Alec McPhedran, 2016

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)

Sort those statements!



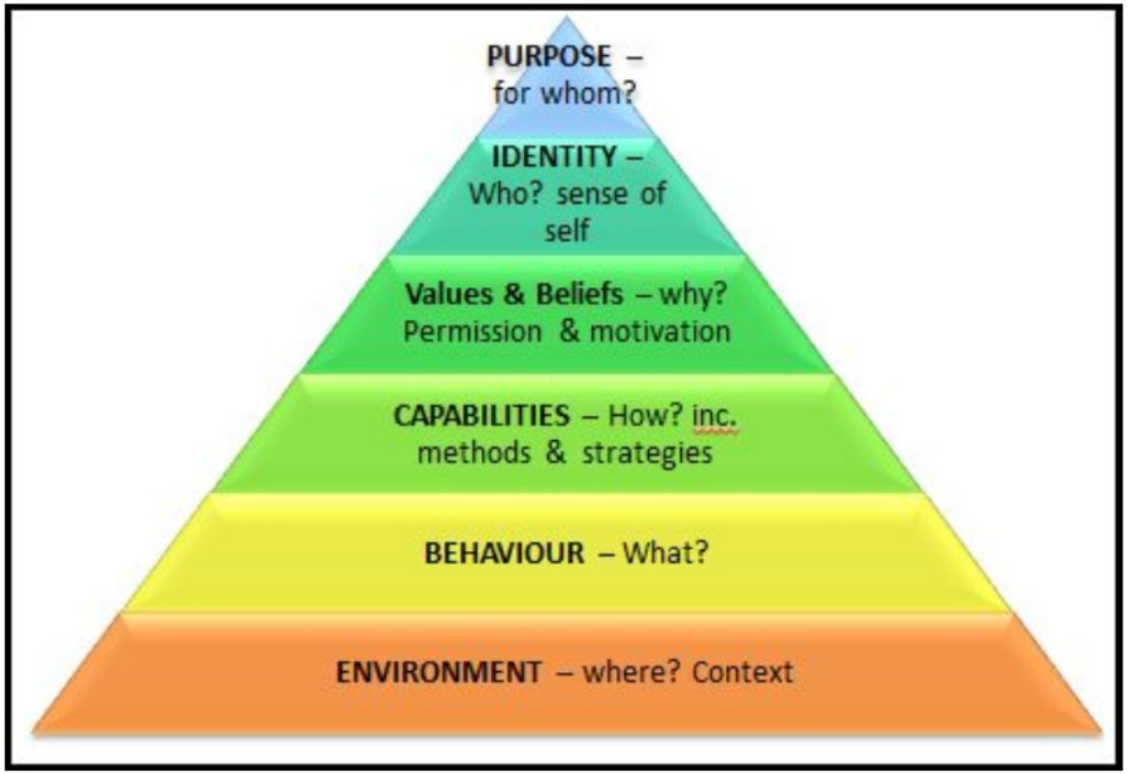
Where do they fit?

Pair-up with another group and cross-check your responses.

When would you use these coaching approaches?

Discuss

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


PURPOSE – for whom?
IDENTITY – Who? sense of self
Values & Beliefs – why? Permission & motivation
CAPABILITIES – How? inc. methods & strategies
BEHAVIOUR – What?
ENVIRONMENT – where? Context

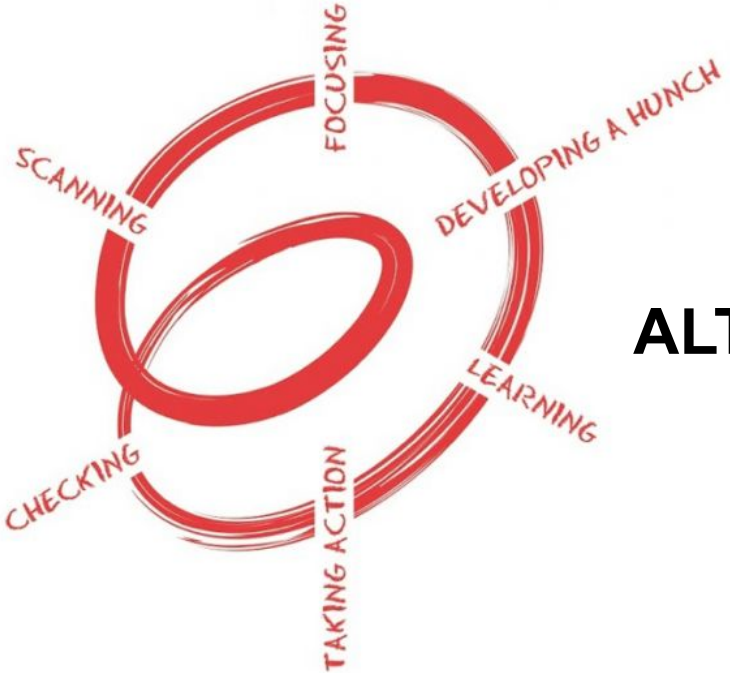
Who/How do we need to BE in order to coach effectively? *Discuss*

Dialogic	Facilitative
Coach shares expertise dialogically when appropriate.	Coach does not share expertise. Coachee does the thinking
Coach and Coachee do the thinking.	Coachee does most of the thinking
Student-focussed goal	Teacher-focussed goal

AWARENESS
ALTERNATIVES
RE-ANALYSE
ACTIONS

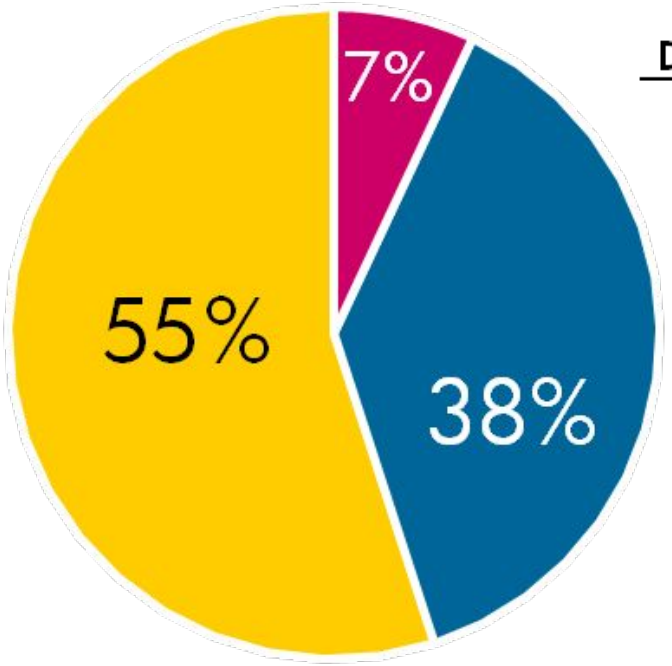
AWARENESS

Re-ANALYSE



ALTERNATIVES

ACTIONS



Dr. Albert Mehrabian's 7-38-55% Rule

Elements of Personal Communication

- 7% spoken words
- 38% voice, tone
- 55% body language

Note: when you are in rapport with someone

Building rapport

- Breathing pattern
- Posture
- Gestures
- Language
- Chunk size in their language
- Volume and speed of speech
- Voice tone

3
14
13
AIG
AIG

vodafone
13
vodafone
11
6
SUZUKI

Mirror Neurons

Excerpt from "The human mind; Making friends"

Insights/Reflections/Wonderings

Review

- Spirals of Inquiry
- Types of Coaching
- Coaching process
- Building rapport

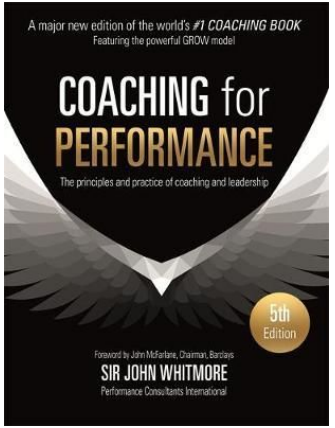
What's your area of further inquiry?

Readings

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

Spiral of Inquiry Paper
Timperley Kaser Halbert

Learning Sprints from Simon Breakspear



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

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.