



## Excellence in Teaching – The ET Program

### Collegial Coaching



## Taking Teachers Where They Want To Go

### Introduction

Collegial Coaching has the power to transform pedagogy and the culture of a school. It has been shown to revitalise and enthuse teachers, which in turn motivates learners to engage in the learning. It develops a common language about pedagogy and managing the learning environment. It enables teachers to discuss what they do in the learning process at a deeper level than surface behaviours.

### The overall aim of Collegial Coaching

The major purpose of learning to be a coach is to develop a network of support for teachers as they try out new ideas or refine their present teaching practices. The ultimate aim is to work towards a school-wide collegial coaching network that becomes an accepted part of the school culture - *part of what people do* at this school.

## Collegial Coaching

Collegial Coaching is a **2,3,4** process

There are **two** people involved, the *inviting teacher* and the collegial coach

There are **three** parts to the process

1. The pre-conference where the inviting teacher and the coach agree what will be observed
2. The lesson observation where the collegial coach gathers information that related to the agreed focus
3. The post-conference where the inviting teacher gives the information and asks the inviting teacher to self evaluate.

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There are **four** types of feedback:

1. **Type A** – information only is given to the inviting teacher.
2. **Type AB** – information is given and ideas are generated together about what else would have worked equally as well.
3. **Type AC** – the inviting teacher identifies an area of concern and together both people generate ideas.
4. **Type AD** is where the coach evaluates the inviting teacher.

NOTE: Type AD is never used in Collegial Coaching. It is relevant in performance appraisal

Collegial Coaching is a voluntary process that does not involve evaluation. It is a series of activities that engage two professionals in a discussion about teaching and learning in a positive and generative way. The inviting teacher is always in control of what is to be observed and what type of feedback is to be given.

It is a process that requires development of new knowledge and understandings that require significant professional development and commitment to practice.

### **Coach as an Awakener (Dilts)**

Our aim in this *collegial coaching* model is to move you, the coach from being a gatherer of data to a facilitator of self-evaluation. The collegial coach guides the teacher in self-reflection by asking questions that help the teacher analyse whether or not lesson objectives were attained. Good collegial coaches help the teacher articulate the reasons why they teach the way that they do. They assist in uncovering patterns of teaching behaviours that are in the subconscious of the inviting teacher so that they can be examined in a positive and trusting situation. Collegial coaching is about taking someone from where they are to where they want to be.

In the two-phase pre conference being articulated in this workshop the questions relate firstly to the actual learning activities and secondly to the beliefs behind the choice of learning activity.

Participants in the Collegial Coaching program in a central Queensland Special School recently made the following comments.

When asked about the managing in the learning environment a middle school teacher said

*I find that if the learning environment is engaging and the students are motivated there is no need to manage them in the classroom.*

The Principal commented that already teachers were relating to each other differently with a dawning awareness of their responses in normal conversation that were limiting those conversations.

A teacher aide shared that she had a heightened awareness of her role in the learning process, something she hadn't thought of before. All the little things are significant in the process - not separate but important in the learning process.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Phase 1 Questions:**

**Lesson outcomes and strategies**

Tell me about what you are going to be doing today.

**then ASK these Q's:** What are the learning outcomes?

What do you want the students to know ?

What do you want them to be able to do?

How will you focus the lesson?

What learning activities have you planned?

How will you know if you have achieved the outcomes?

What plans do you have for managing the learning in the classroom?

**Phase 2 Questions:**

**Beliefs about effective learning and teaching** (helps identify focus areas for observation)

WHAT WOULD I SEE YOU DOING AND WHAT WOULD I HEAR YOU SAYING?

WHAT WOULD THE STUDENTS BE DOING AND WHAT WOULD THEY BE SAYING?